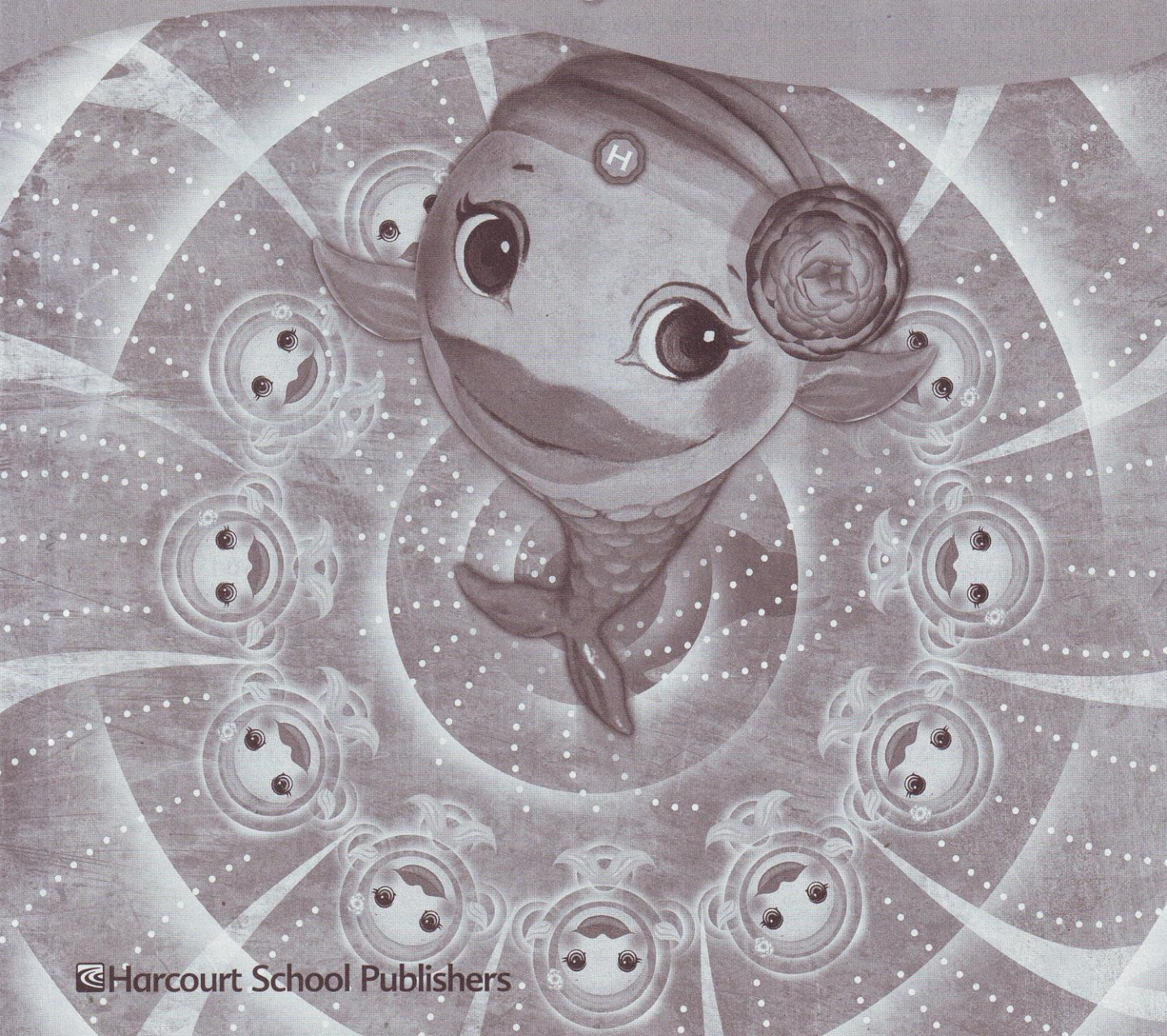
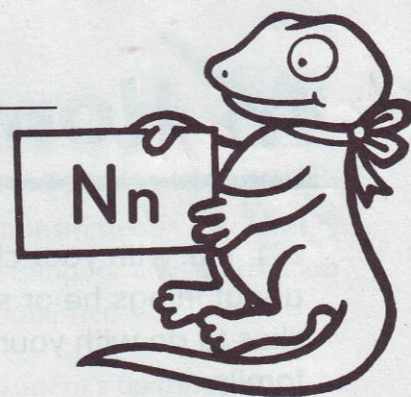


Theme 2 Practice Book

Families
Kindergarten



Name _____



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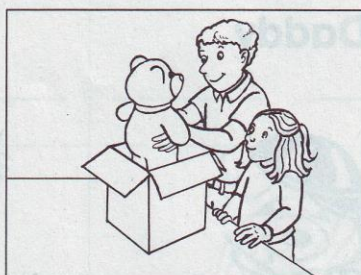
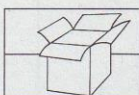
Consonant Nn

Ask children to name the letters by the newt at the top of the page. Have them find and circle Nn's on the page. Then have them trace and write N and n in the space provided.

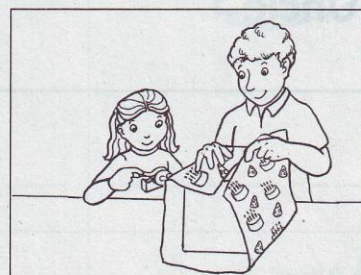
Name _____



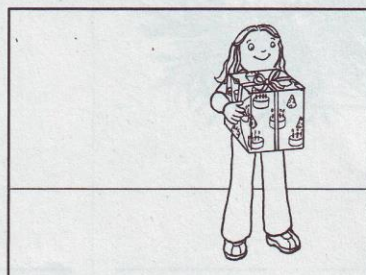
the bear



box



paper



present

High-Frequency Word: *the*

Have children read each line and trace or write the word *the* to complete it.

Name _____



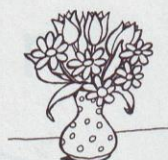
Grandma



Grandpa



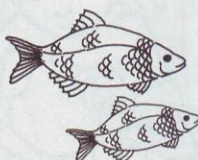
Daddy



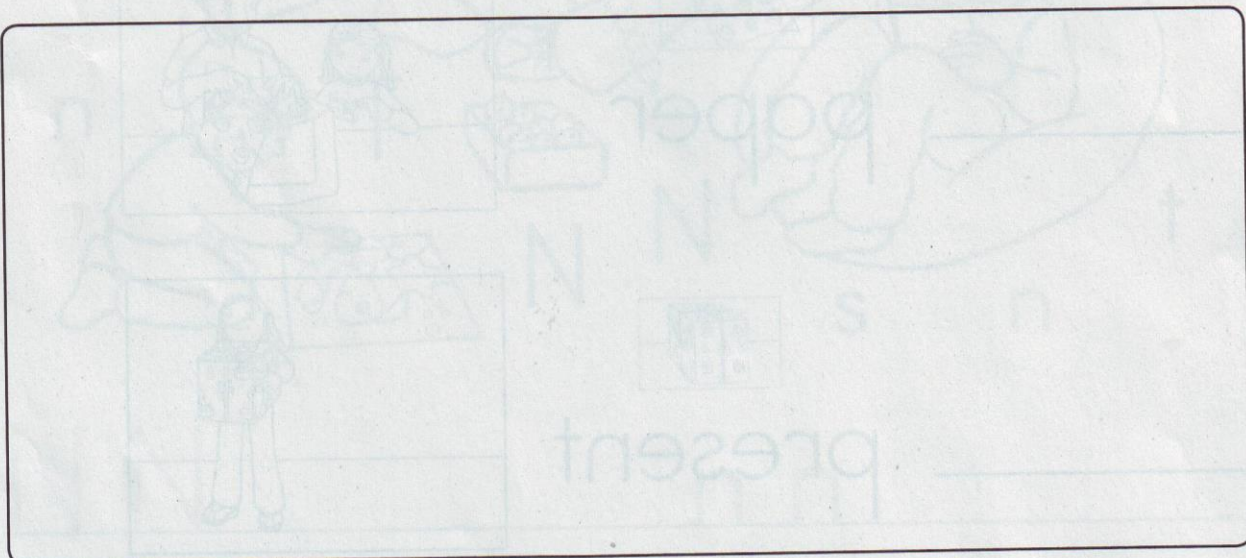
Mommy



Uncle



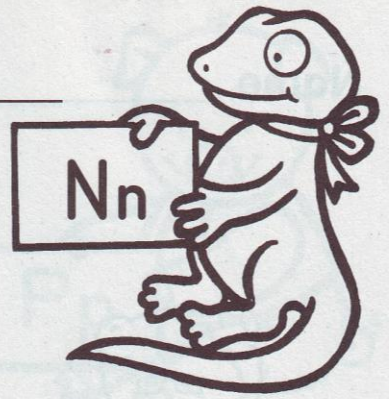
Auntie

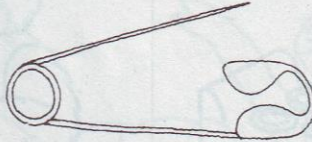


Response to Literature: *Bear's Busy Family*

Have children name the family members and then draw lines to show what each family member does for baby's birthday feast. Then have children draw their favorite character in the frame at the bottom of the page.

Name _____





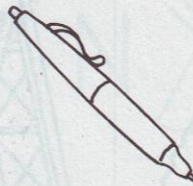


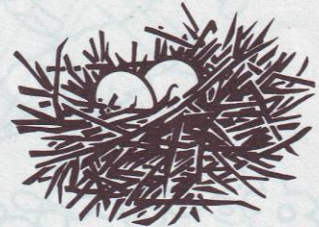


10









Relate Nn to /n/

Have children name each picture. Ask them to write *N* or *n* on the first line if they hear the sound /n/ at the beginning of the picture name. Have them write *N* or *n* on the second line if they hear /n/ at the end.

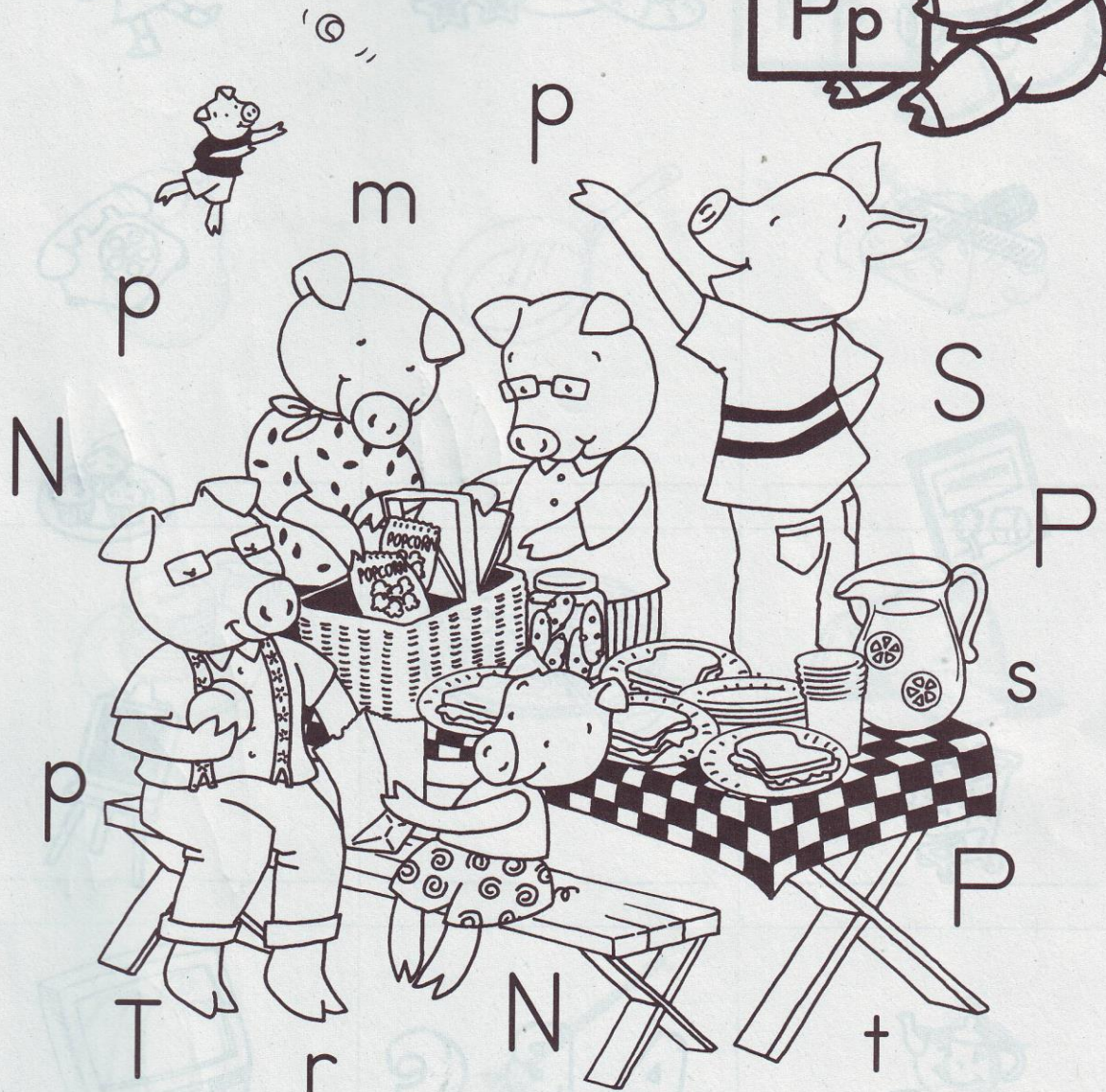
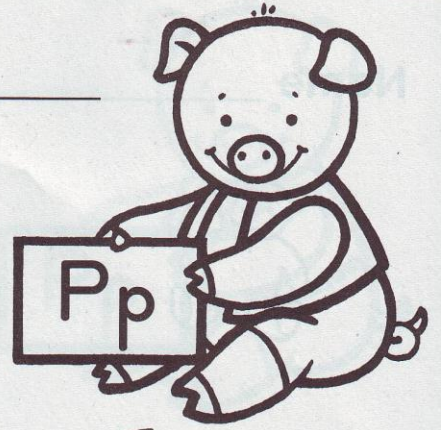
Name _____



Comprehension Skill: Characters

Browse through *Bear's Busy Family* to help children recall the characters and events. Talk about the four bears shown on the page. Have children complete each picture by drawing what that character brings to the birthday feast.

Name _____



P P p p

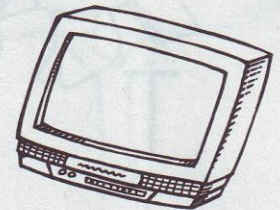
Consonant Pp

Ask children to name the letters by the pig at the top of the page. Have them find and circle the Pp's on the page. Then have them trace and write P and p in the space provided.

Name _____



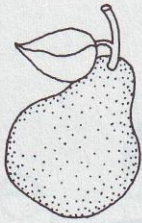
A B C



Literature Response: *What Will Mommy Do When I'm at School?*

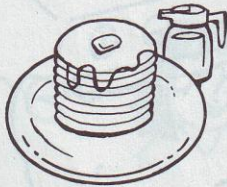
Discuss the pictures on the page and have children recall some of the activities the mother and daughter do together. Tell children to draw a picture of themselves doing one of the things that the characters in the story do together. Encourage them to write about their picture on the line at the bottom of the page.

Name _____

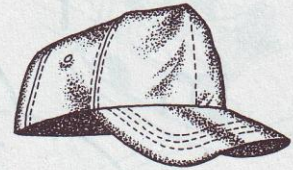






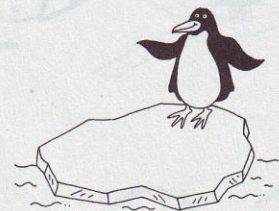








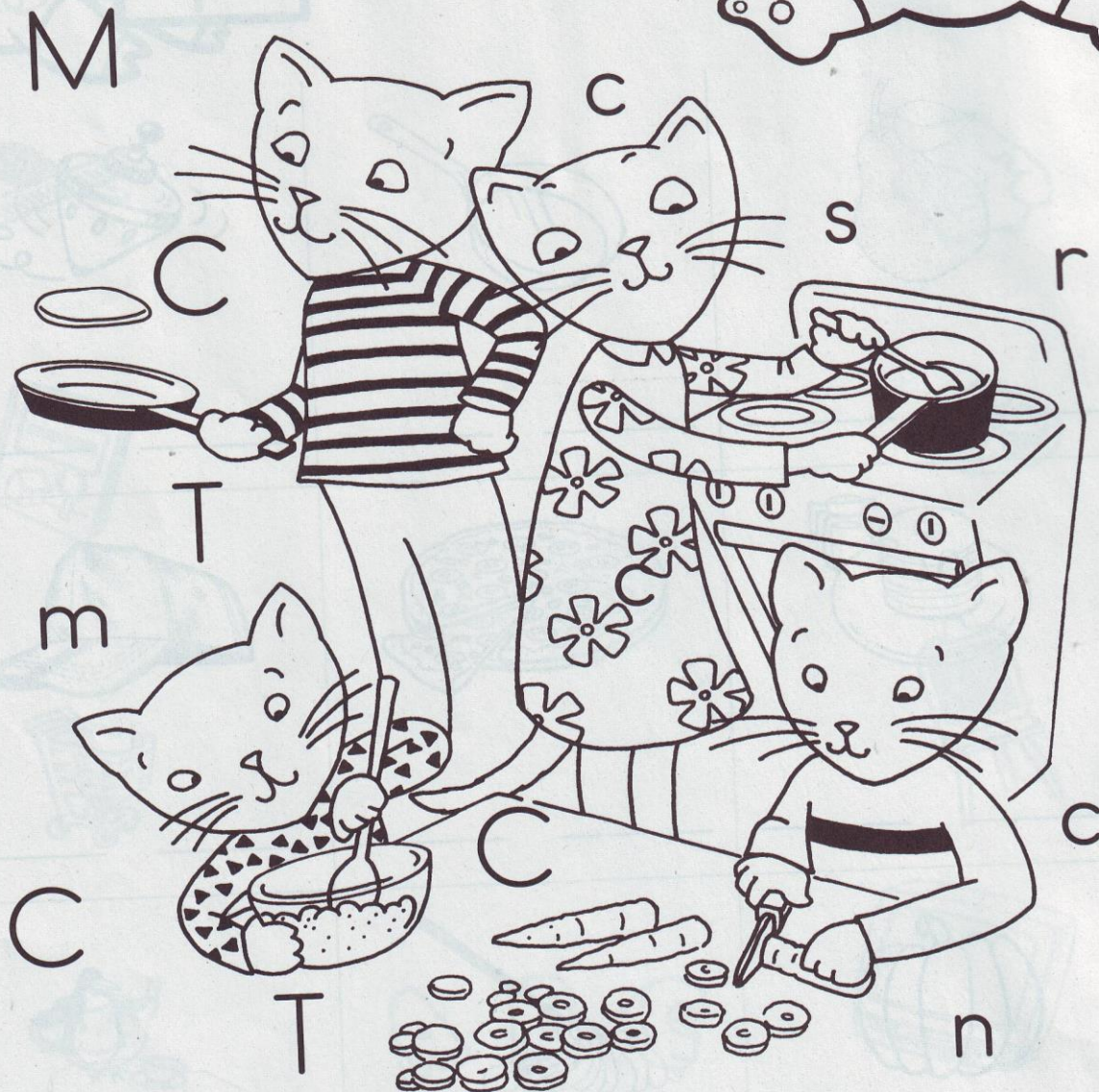
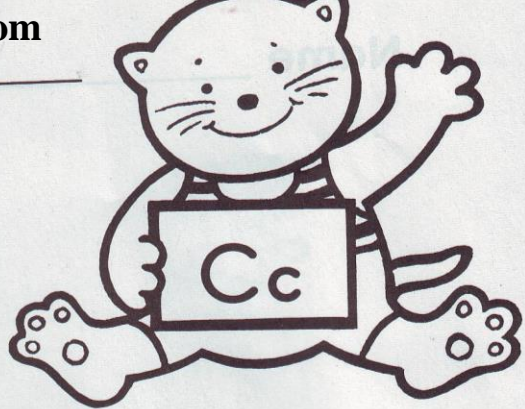




Relate Pp to /p/

Have children name each picture. Ask them to write *P* or *p* on the first line if they hear /p/ at the beginning of the picture name. Have them write *P* or *p* on the second line if they hear /p/ at the end of the picture name.

Name _____



C C

c c

Consonant Cc

Ask children to name the letters on the card at the top of the page. Have them find and circle Cc's on the page. Then have them trace and write C and c in the space provided.

Name _____



The



go



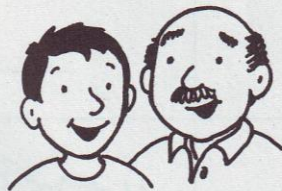
The



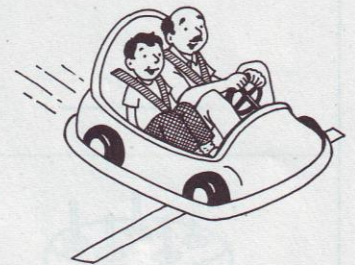
_____.



The



_____.



Go!

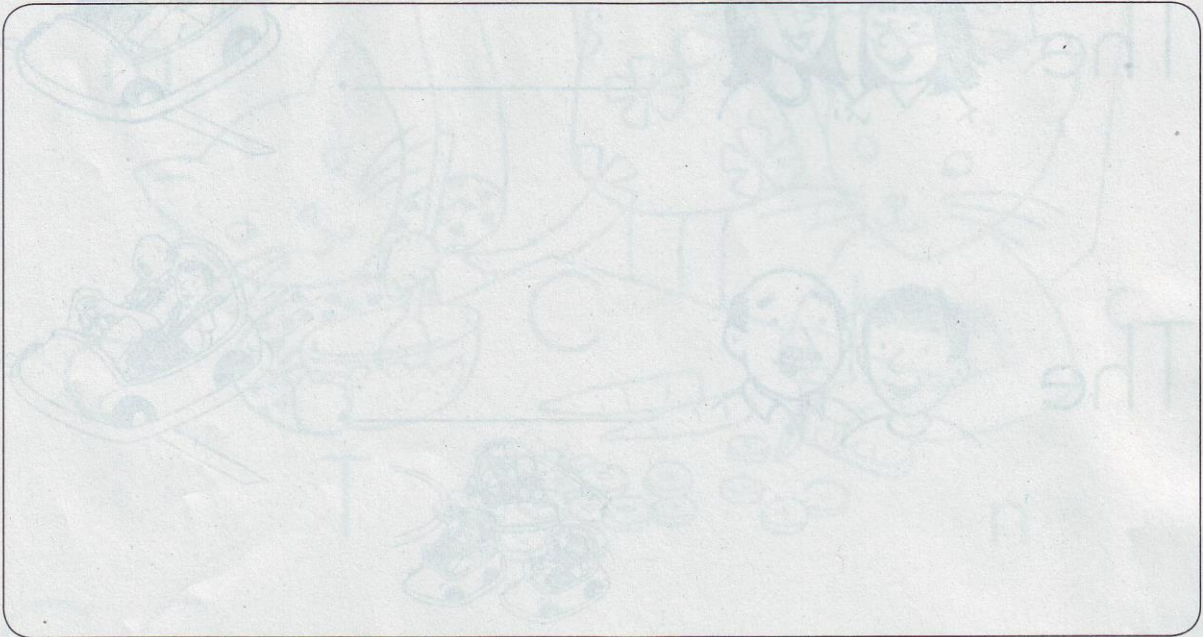
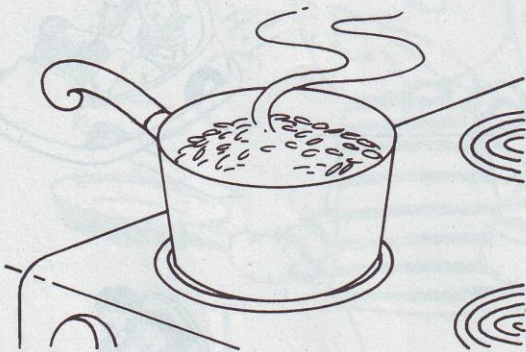
Go!

Go!

High-Frequency Word: go

Have children read each sentence and trace or write the word go to complete it.

Name _____

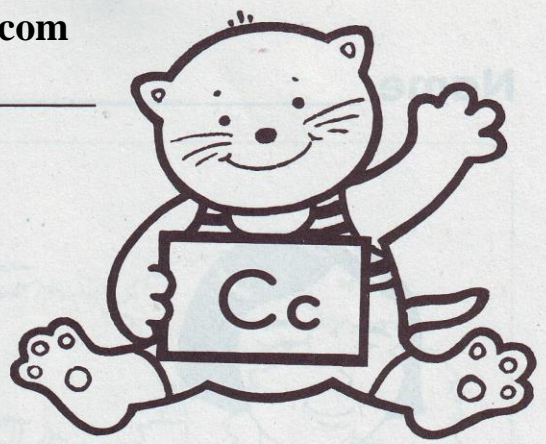


Bee-bim Bop!

Response to Literature: *Bee-bim Bop!*

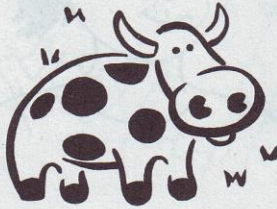
Have children use the pictures to tell what happens in the story. Then have them draw and tell about what happens at the end of the story.

Name _____







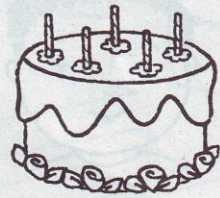








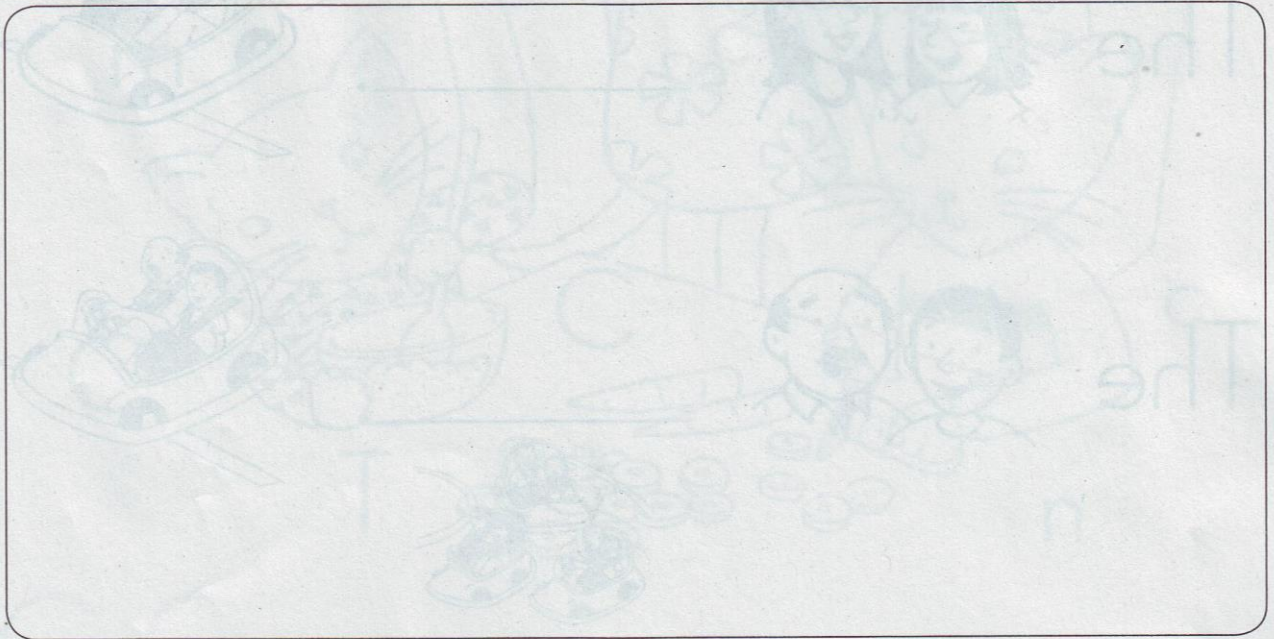




Relate Cc to /k/

Have children name each picture. Ask them to write C or c on the line if they hear /k/ at the beginning of the picture name. For pictures that don't begin with the /k/ sound, have children leave them blank.

Name _____

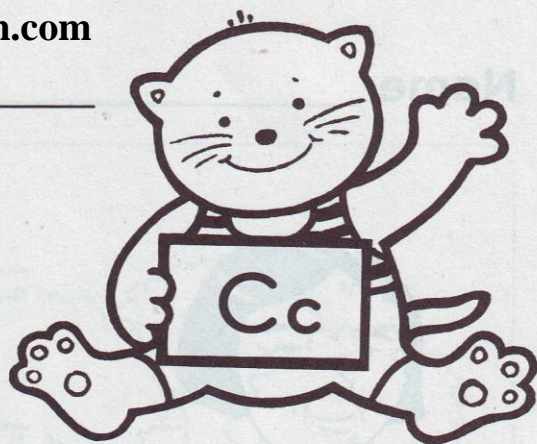


Bee-bim Bop!

Response to Literature: *Bee-bim Bop!*

Have children use the pictures to tell what happens in the story. Then have them draw and tell about what happens at the end of the story.

Name _____



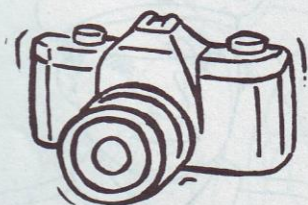




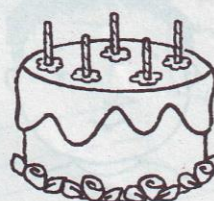








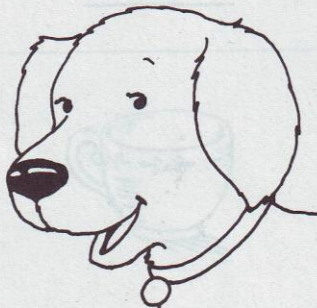
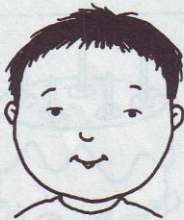
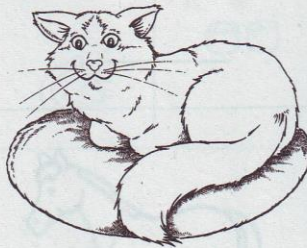
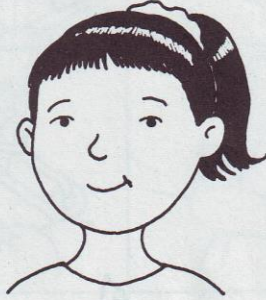
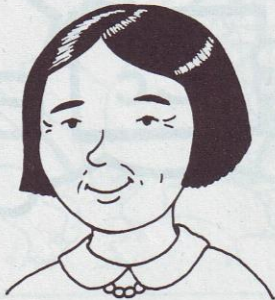




Relate Cc to /k/

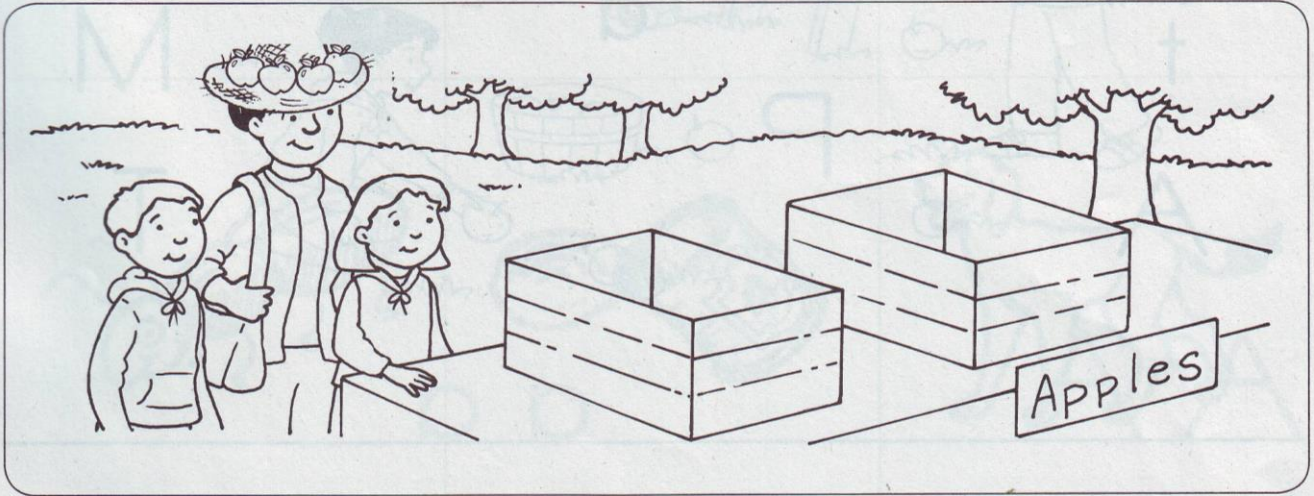
Have children name each picture. Ask them to write C or c on the line if they hear /k/ at the beginning of the picture name. For pictures that don't begin with the /k/ sound, have children leave them blank.

Name _____



Comprehension Skill: Characters

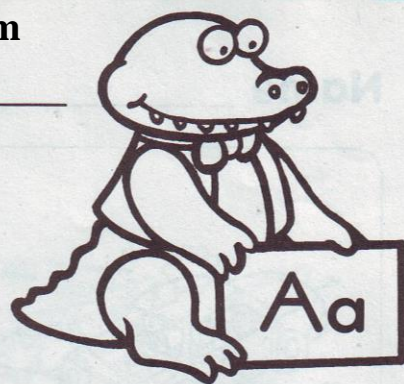
Have children name the people and animals on the page. Ask them to color the pictures of the characters who are in the story *Bee-bim Bop!*



Literature Response: Up, Up, Up! It's Apple-Picking Time

Have children draw apples where they belong in each picture. Then have them use the pictures to retell the story.

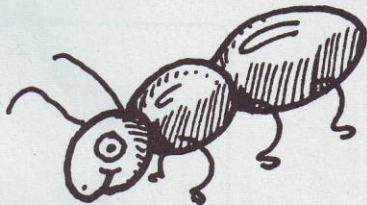
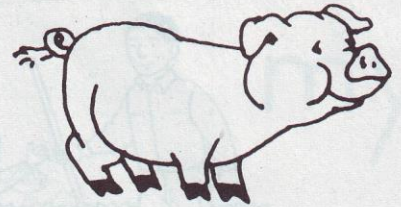
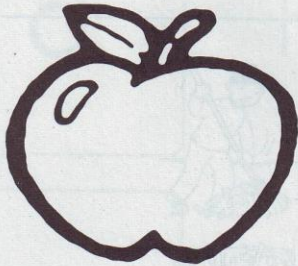
Name _____



Vowel Aa

Ask children to name the letters by the alligator at the top of the page. Have them find and circle Aa's on the page. Then have them trace and write A and a on the line.

Name _____



Relate Aa to /a/

Have children name each picture. Ask them to color a picture if they hear the sound /a/ in its name. Then have them circle the pictures whose names begin with /a/. Have them draw a line under the pictures whose names have /a/ in the middle.

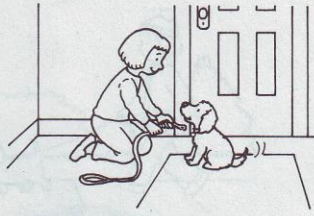
Name _____



Comprehension Skill: Make Predictions

Discuss the first picture in each row. Then ask children to circle the picture that shows what they think will happen next. For the last picture, have children draw a picture that shows what they think will happen next.

Name _____



a



hat



a

the



coat

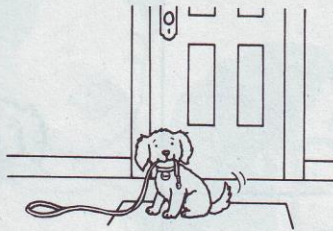


my

my



dog



the

I

go



go

I

High-Frequency Words: I, a, my, the, go

Have children cut out the words on the side of page 21 and paste them in the appropriate boxes. On page 22, ask them to trace the high-frequency words.

Then have them read the completed story.

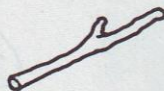
Name _____



my



the



go



I

go



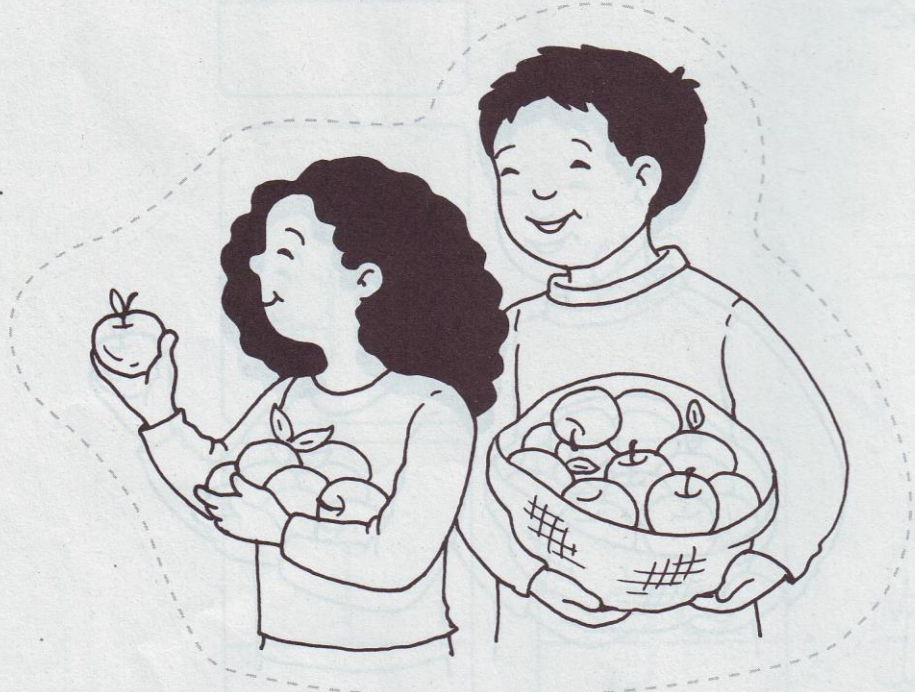
Name _____



Literature Response: Compare Texts

Encourage children to recall details about the two families in *Bee-bim Bop!* and *Up, Up, Up! It's Apple Picking Time*. Help them express similarities and differences between the two families. Then have children color and cut out the two stick puppets. Children can glue the figures to craft sticks and use them to create dialogue about the families in the two stories.

Name _____



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