



STORYTOWN

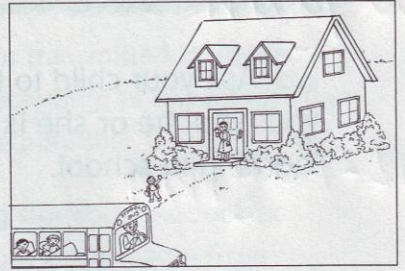
Theme 3 Practice Book

Friends at School
Kindergarten



Name _____

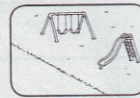
I go to the bus.



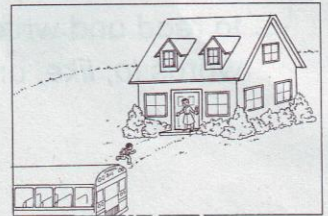
I go to school.



I go _____ the playground.



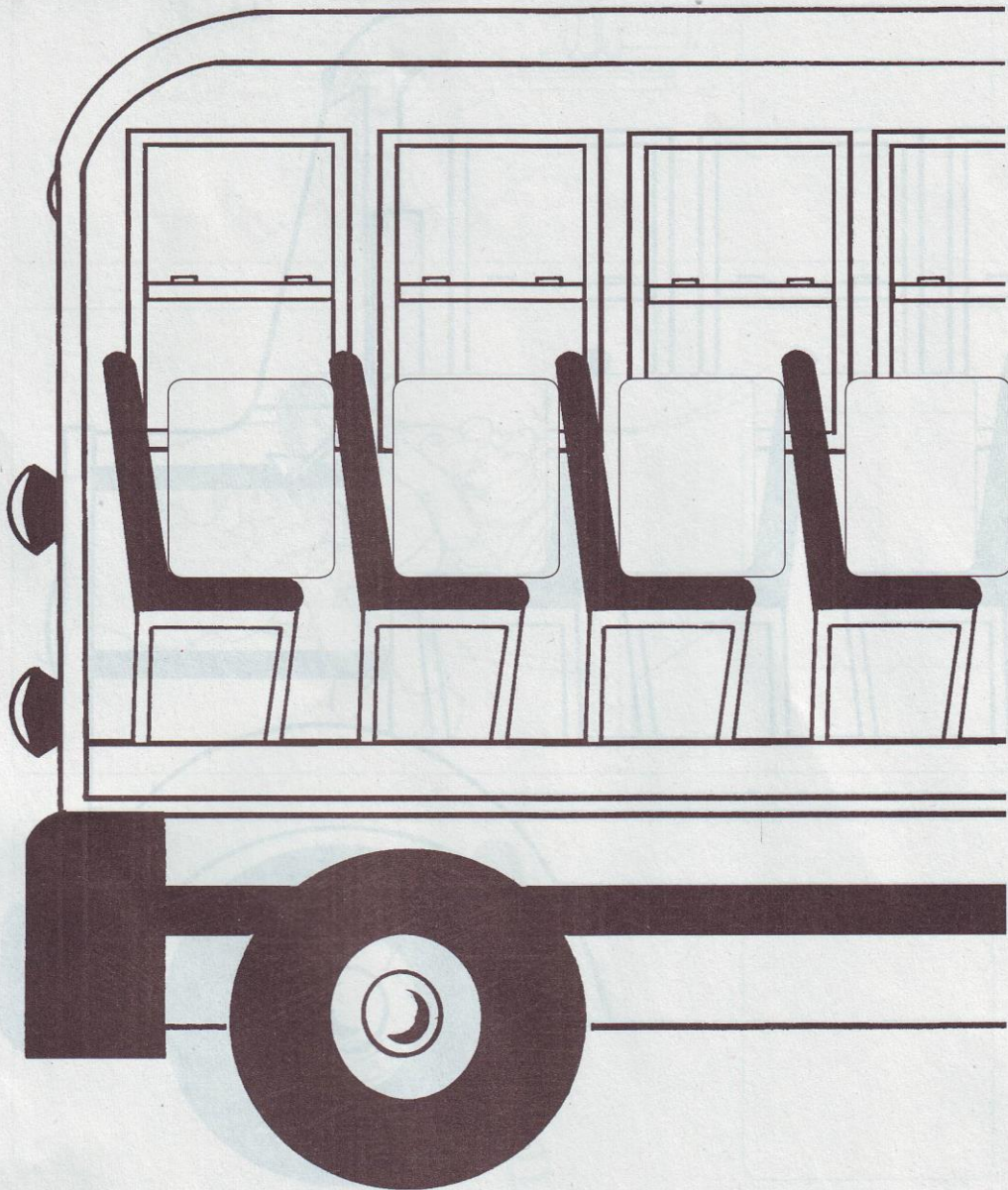
I go _____ my house.



High-Frequency Word: to

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

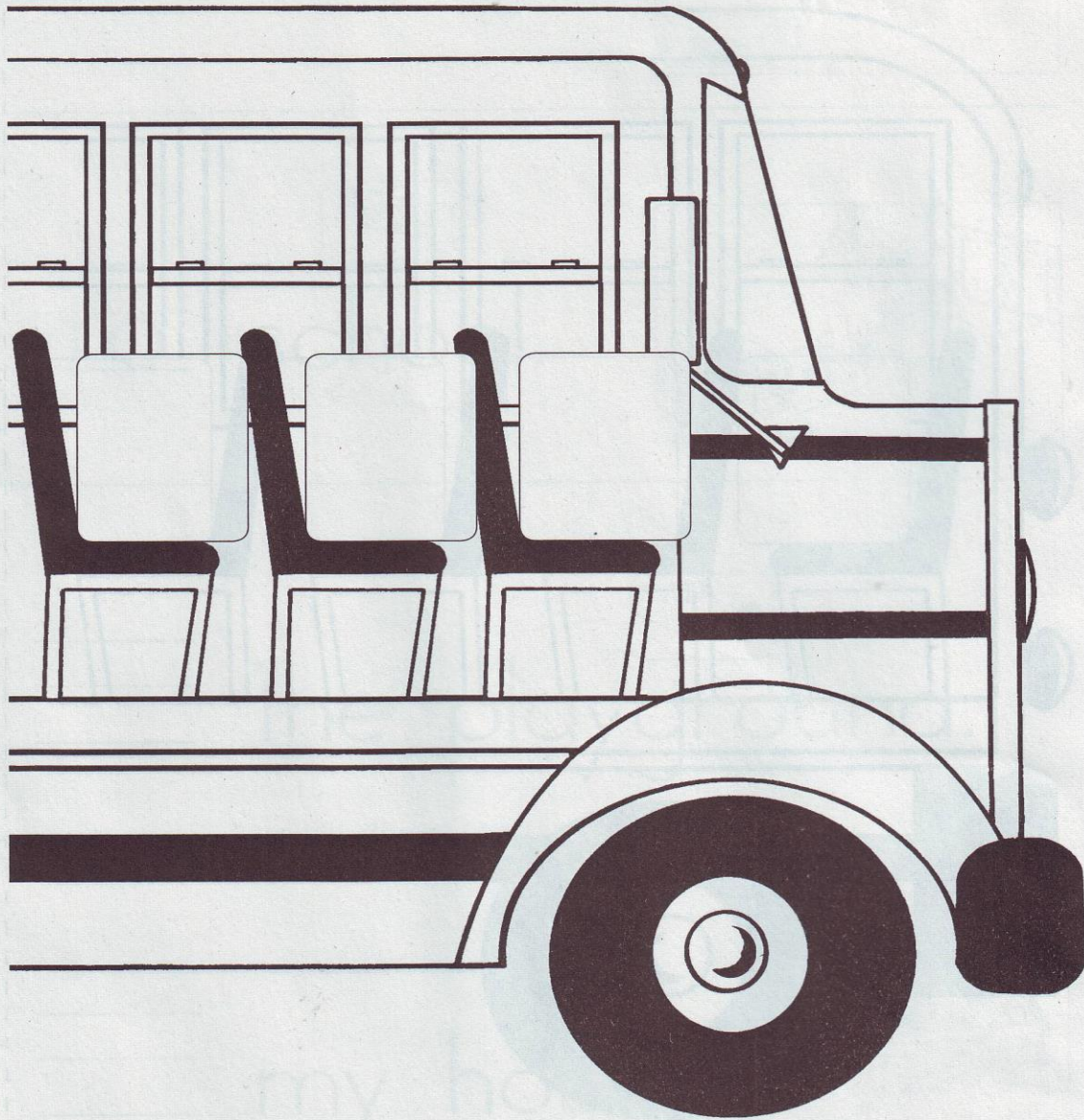
Name _____



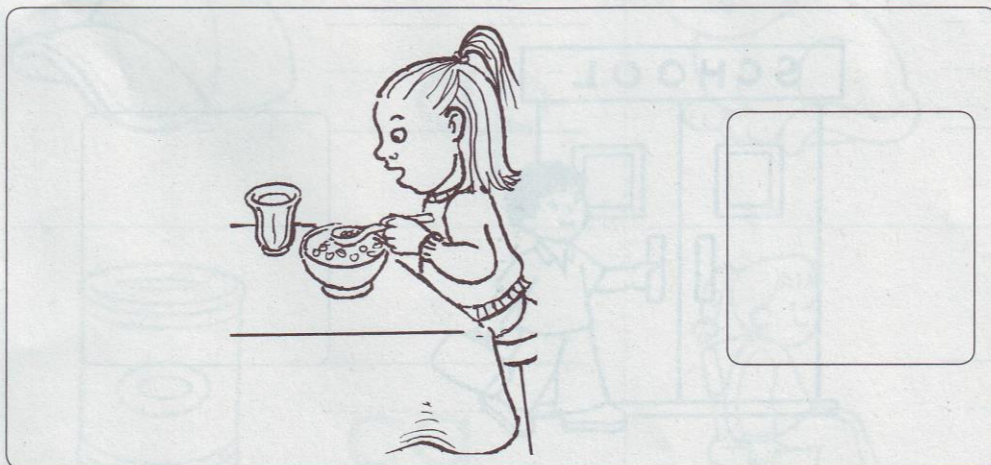
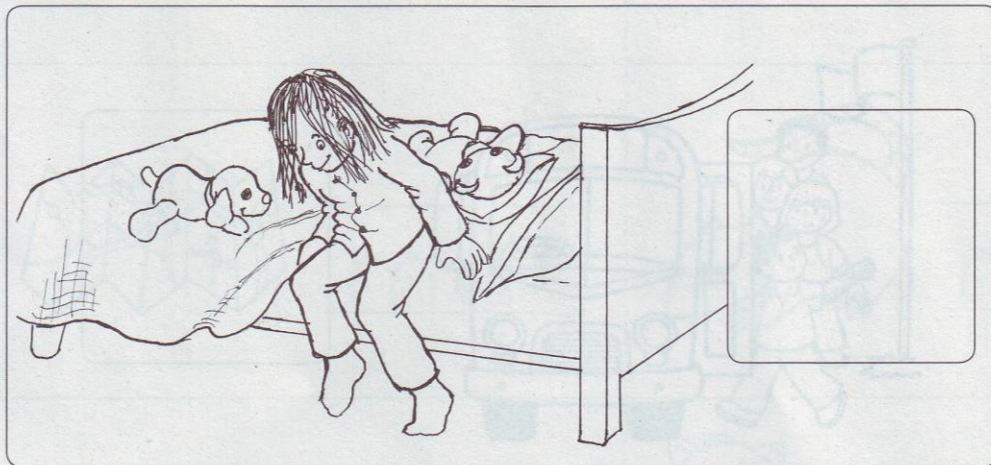
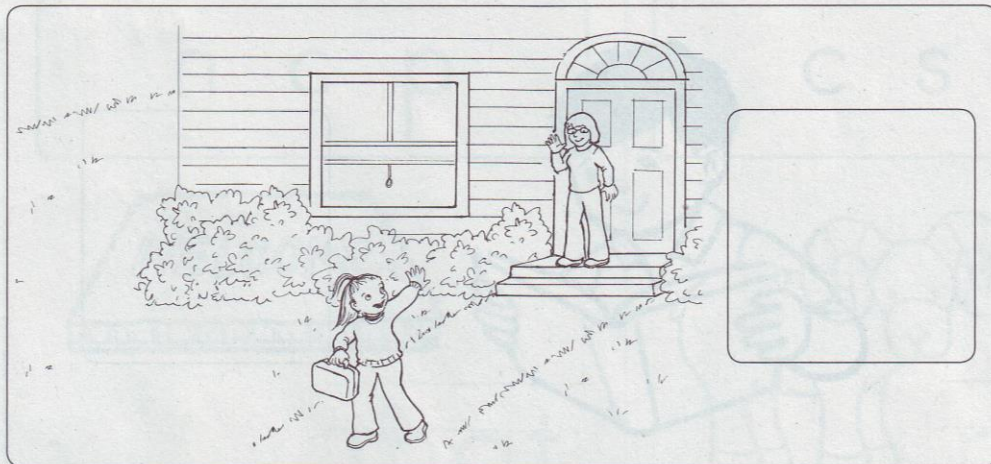
Response to Literature: *The Little School Bus*

Have children name and cut out the animals at the side of the page. Then have children glue the animals in the bus seats on pages 5 and 6 in the order in which the animals get on the bus. Have children use the completed pictures to retell the story.

Name _____



Name _____



1

1

2

2

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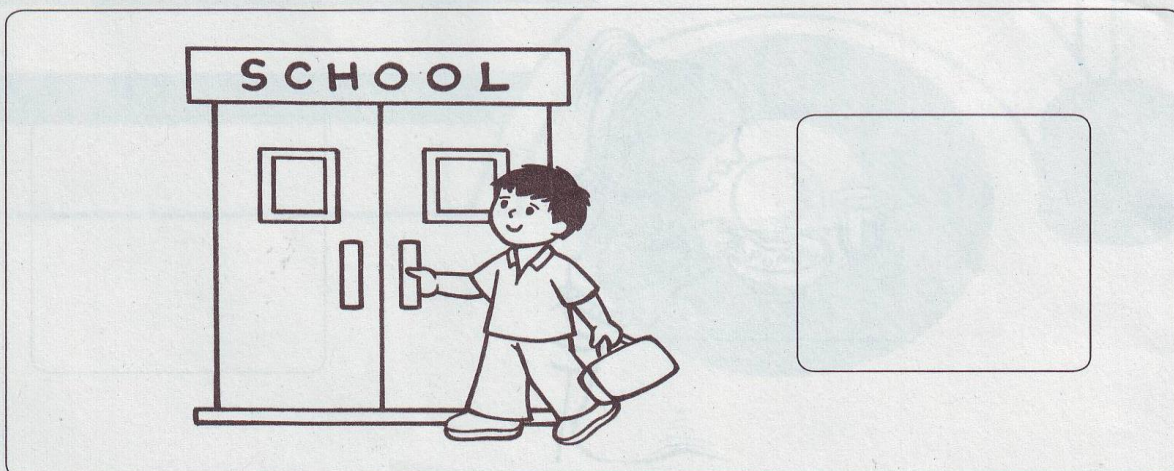
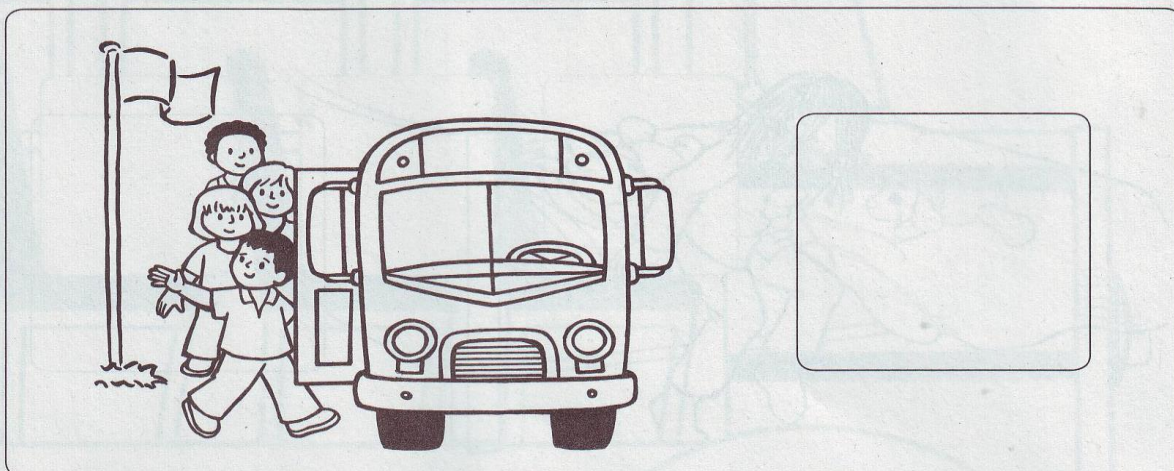
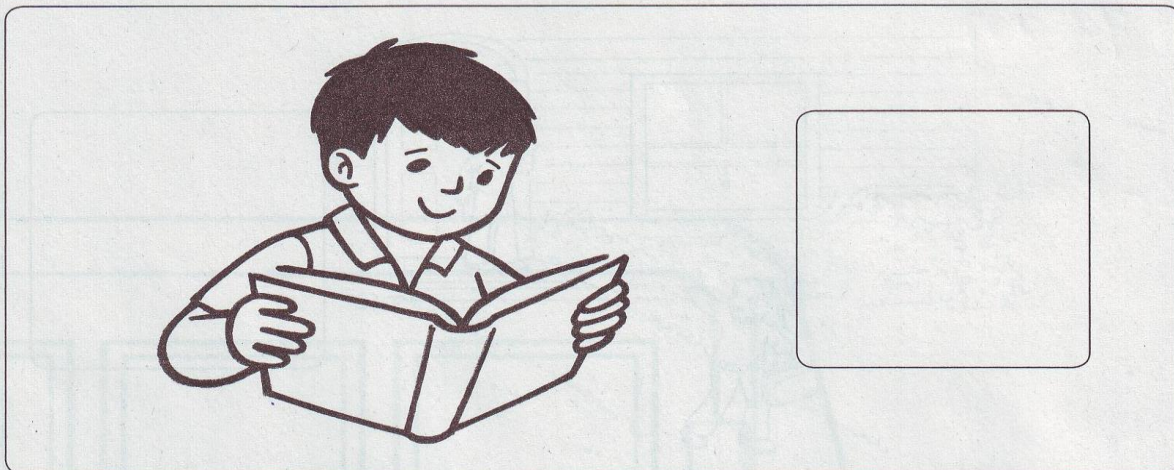
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Comprehension Skill: Beginning, Middle, Ending

Discuss the sets of pictures on pages 7-8. Point out that the pictures are not in order. Have children cut out the numbers and glue them to show the beginning, middle, and ending pictures in each set. Then have children tell each story, putting events in order.

Name _____



Comprehension Skill: Beginning, Middle, Ending

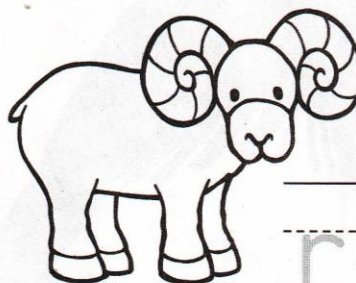
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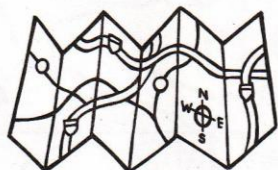
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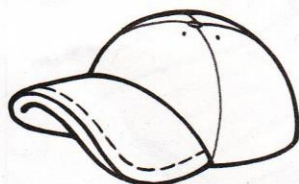
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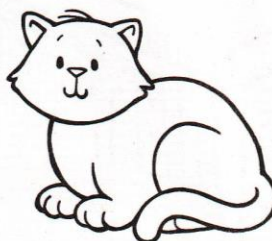
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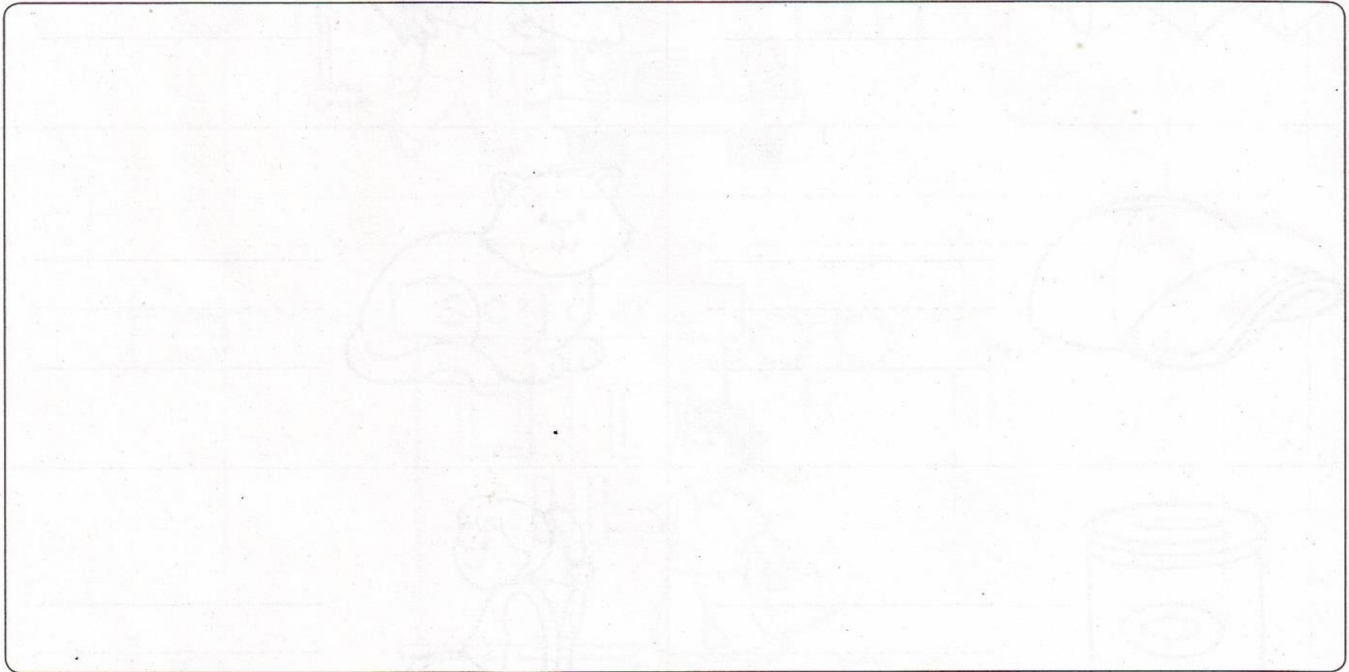


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Word Building

Help children name each picture. Have them trace the word at the top of each column. Then have them trace the letters and write a letter from the box at the top of the column to complete each picture name.

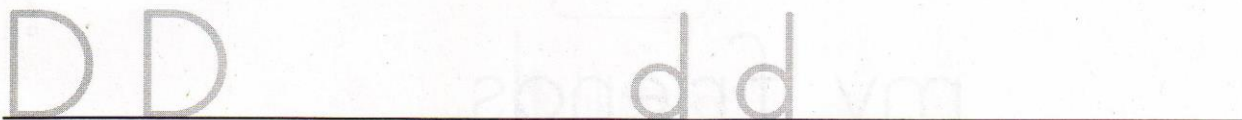
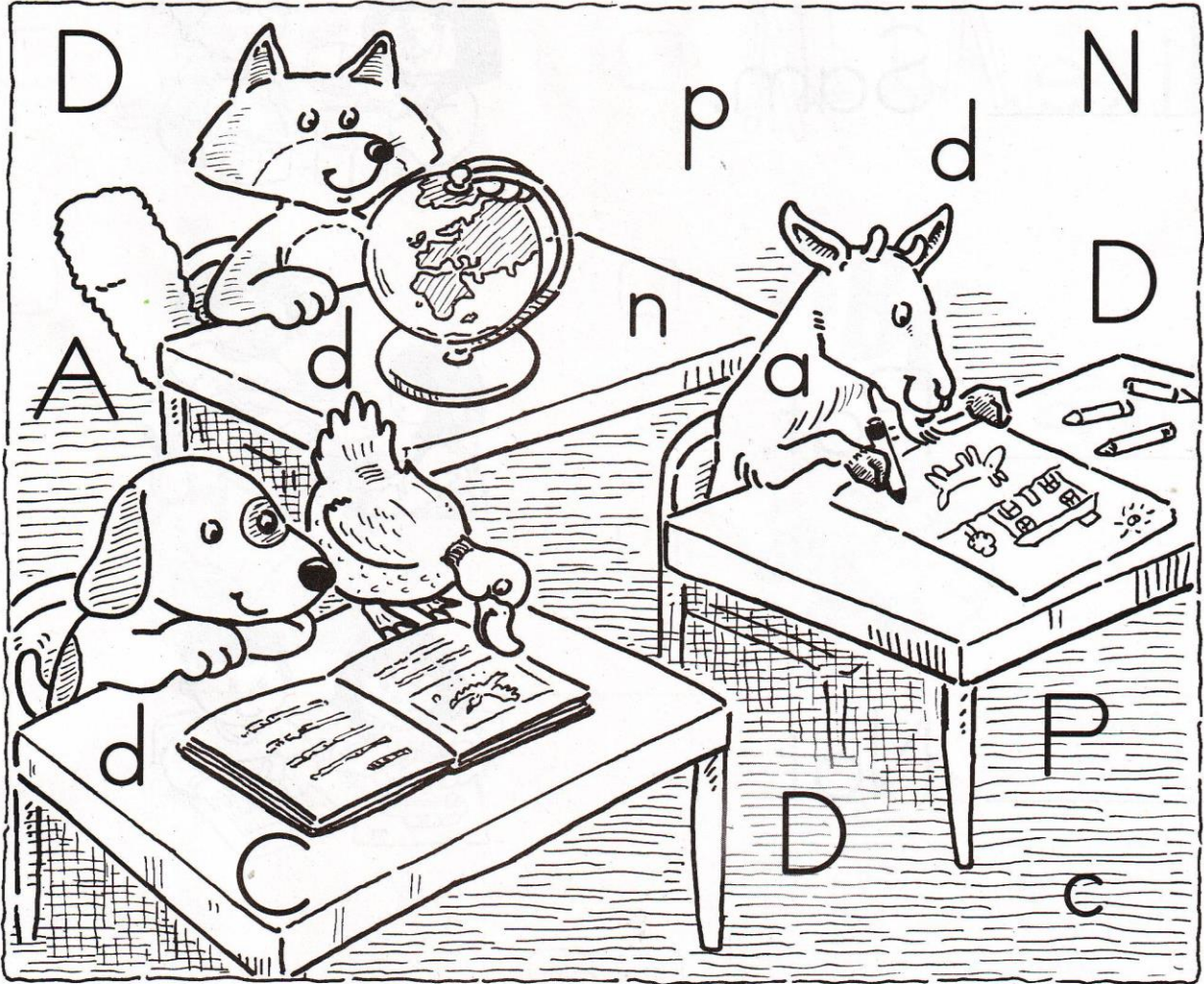
Name _____



Literature Response: *Jessica*

Discuss the story with children. On one face, have them draw how Ruthie feels before she goes to school. On the other face, have them draw how Ruthie feels when she meets the real Jessica. Then ask children to draw something they like to do with a friend. Invite children to discuss their drawings in relation to the story.

Name _____



Consonant Dd

Ask children to name the letters by the duck at the top of the page. Have them find and circle the Dd's on the page. Then have them trace and write D and d in the space provided.

Name _____



I like Sam.



I like Pat.



I _____ Nat.

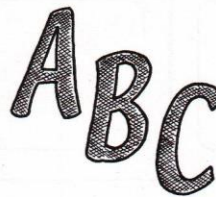
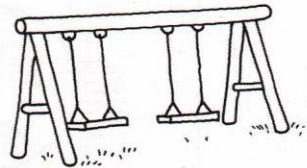
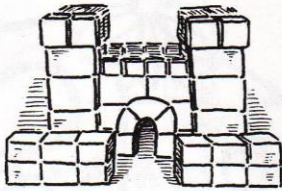


I _____ my friends.

High-Frequency Word: like

Have children read each sentence and trace or write the word *like* to complete it. Have them read the completed sentences.

Name _____

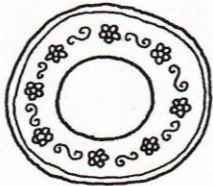


I like to

Response to Literature: I Love School!

Have children use the pictures at the top of the page to retell the story. Have them mark the box next to each activity that they like to do in school. Then have them draw and write about their favorite thing to do at school.

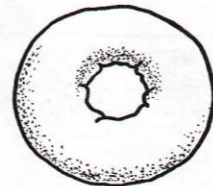
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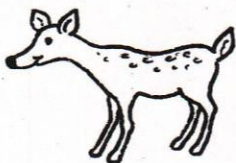
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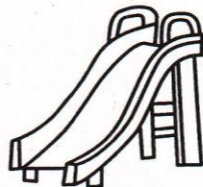
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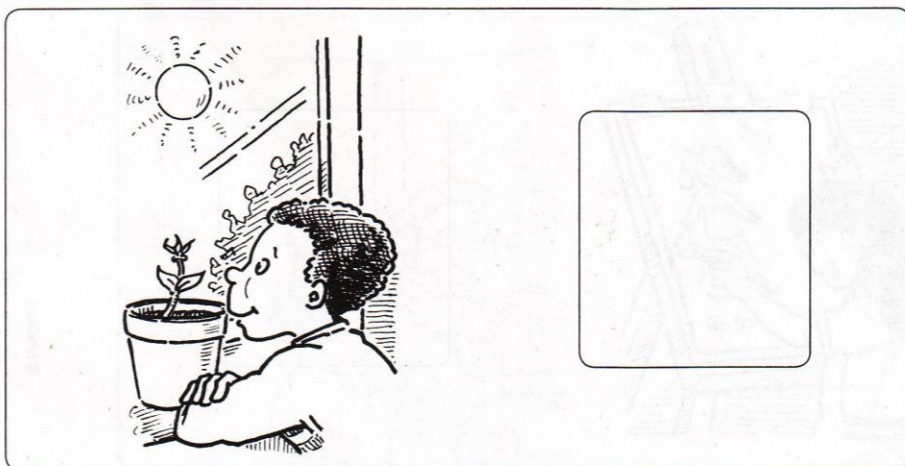
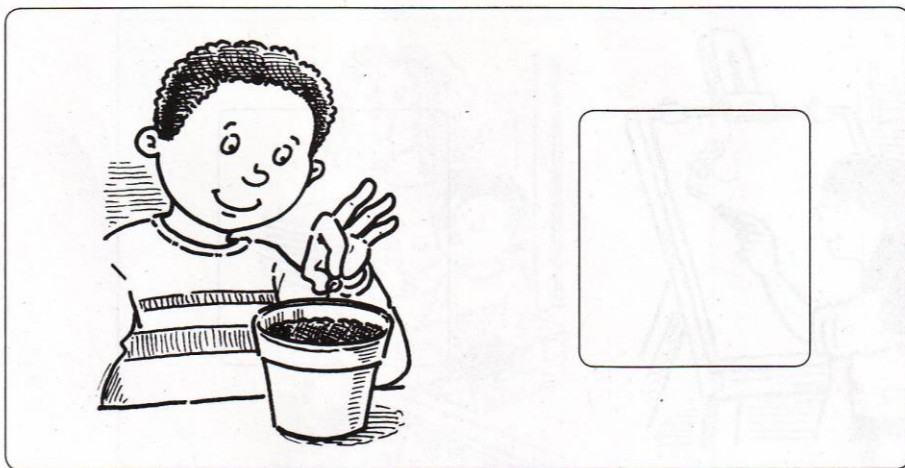
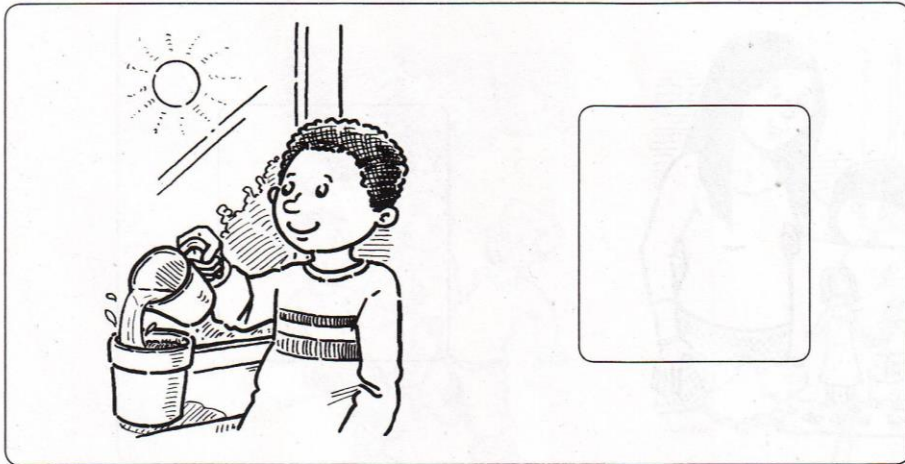


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Relate *Dd* to /d/

Have children say each picture name. If the word begins with /d/, have them write *D* or *d* in the first box. If the word ends with /d/, have them write *D* or *d* in the second box.

Name _____



1


1

2

2

3

3

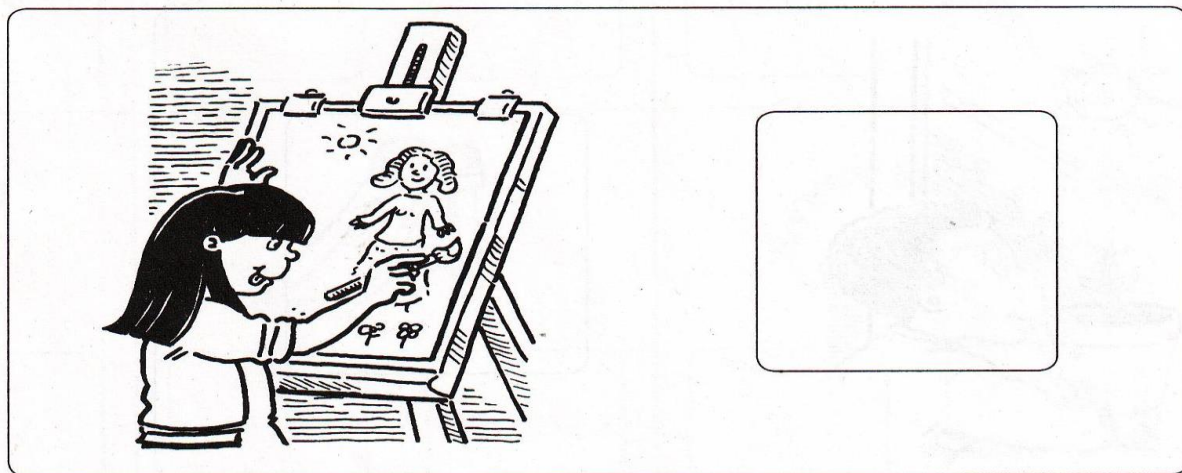
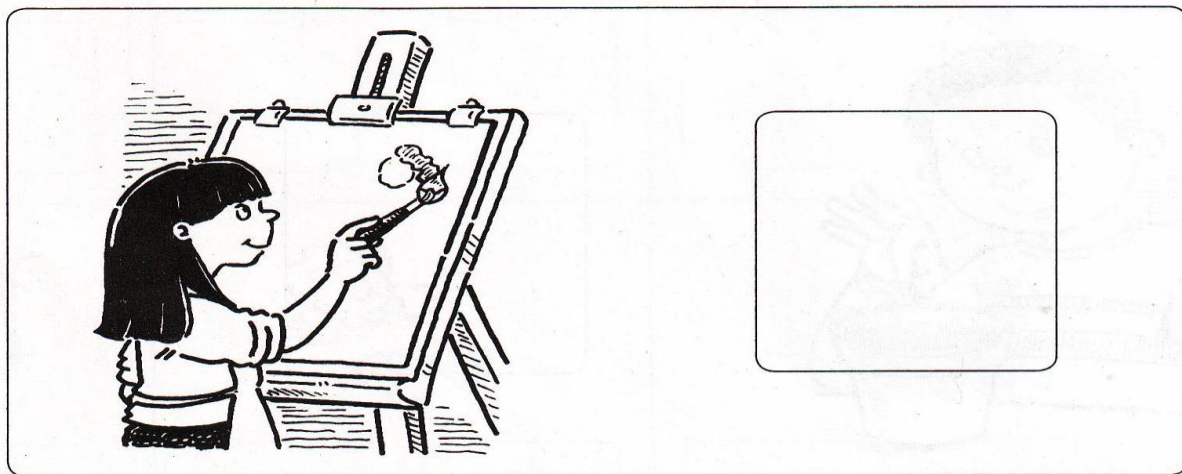
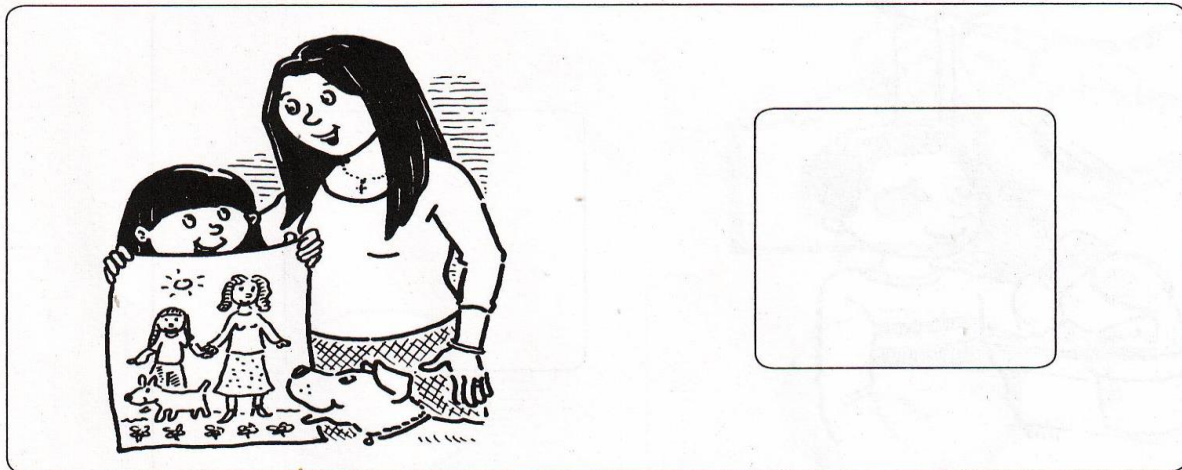


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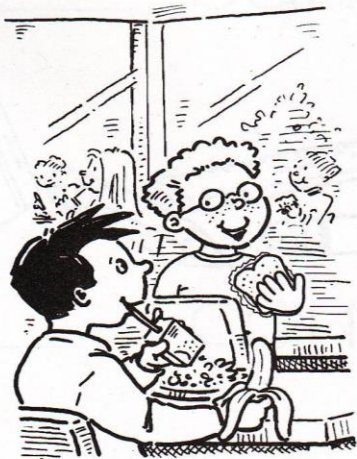
Comprehension Skill: Beginning, Middle, Ending

Discuss the sets of pictures on pages 15 and 16. Have children cut out the numbers and glue them by the appropriate pictures to show what would happen first, next, and last. Have children use each set of pictures to tell a story, putting the events in order.

Name _____



Name _____



Literature Response: Sparky and Eddie: The First Day of School

Recall the story with children. Have them use the pictures on this page to retell the story.

On page 18, have children draw and write about their first days in kindergarten.

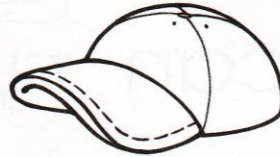
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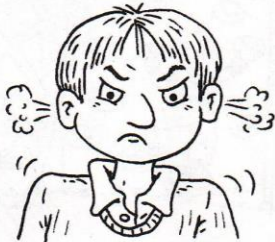
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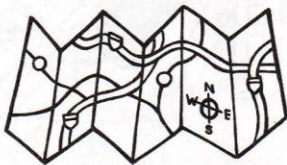
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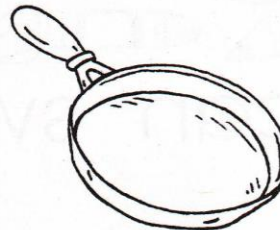
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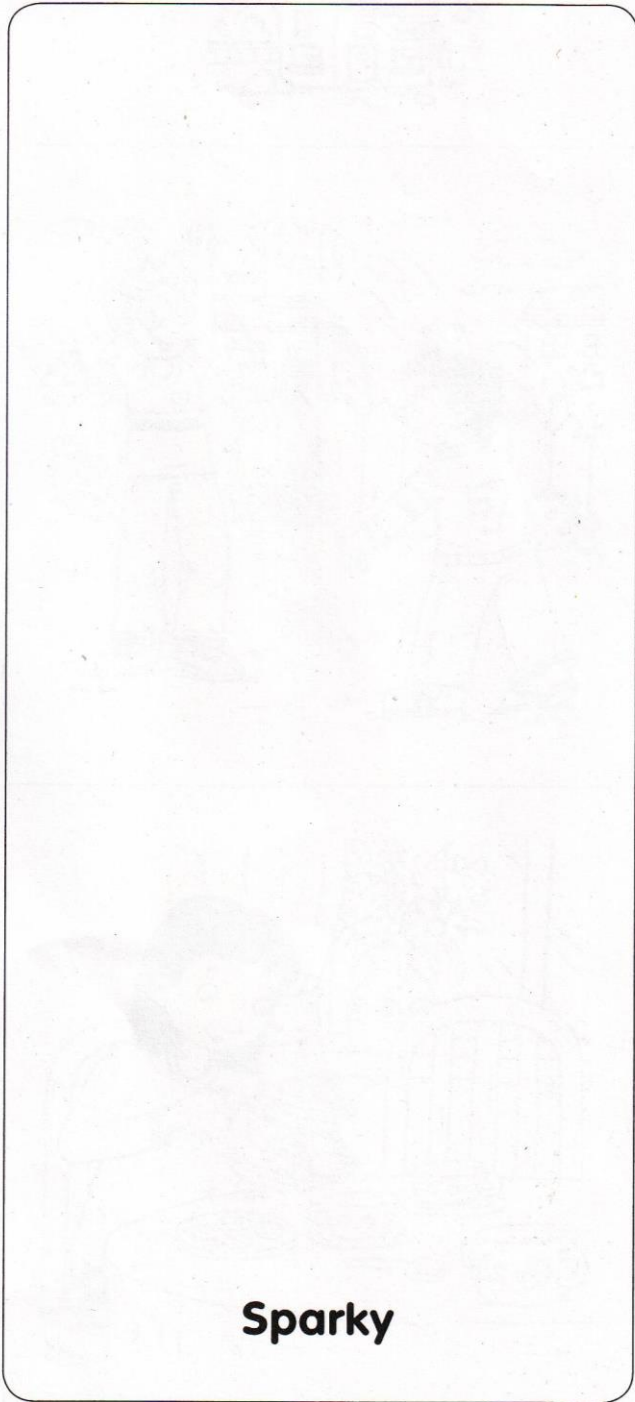


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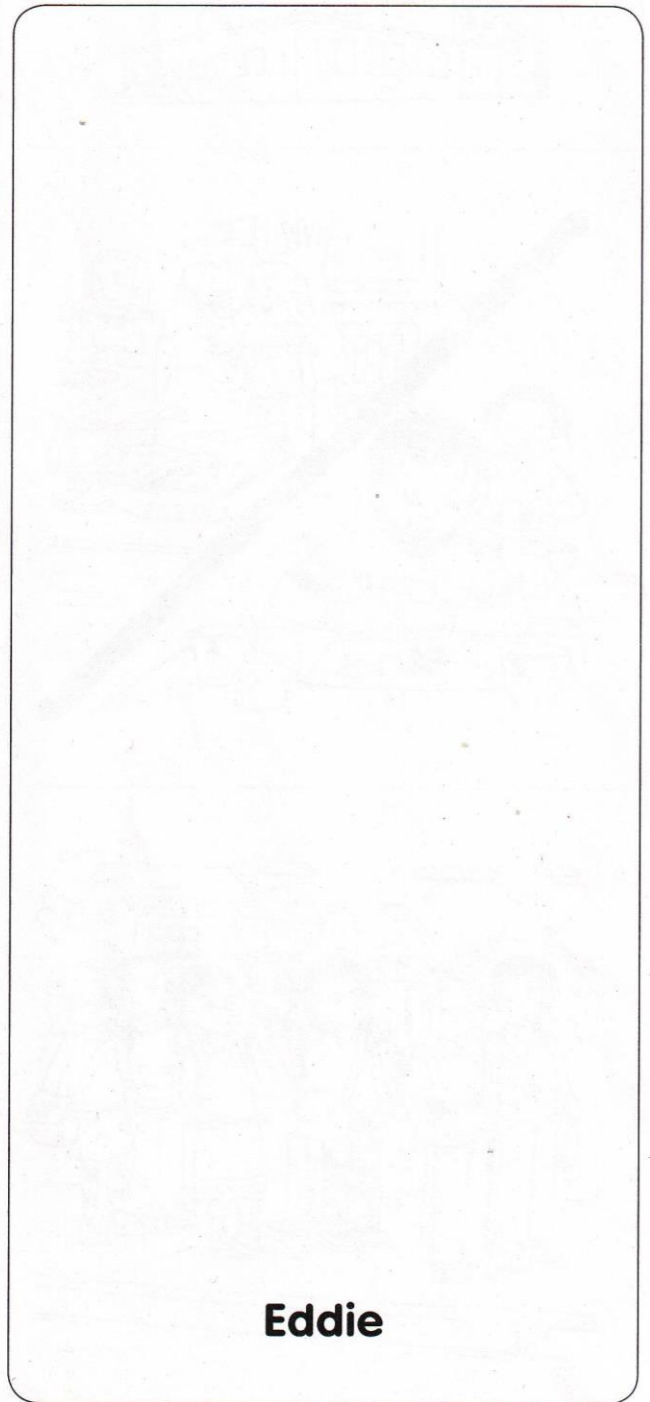
Build Words

Have children name each picture. Have them trace the word at the top of each column. Then have them write a letter from the box at the top of the column and trace the other letters to complete each picture name.

Name _____



Sparky

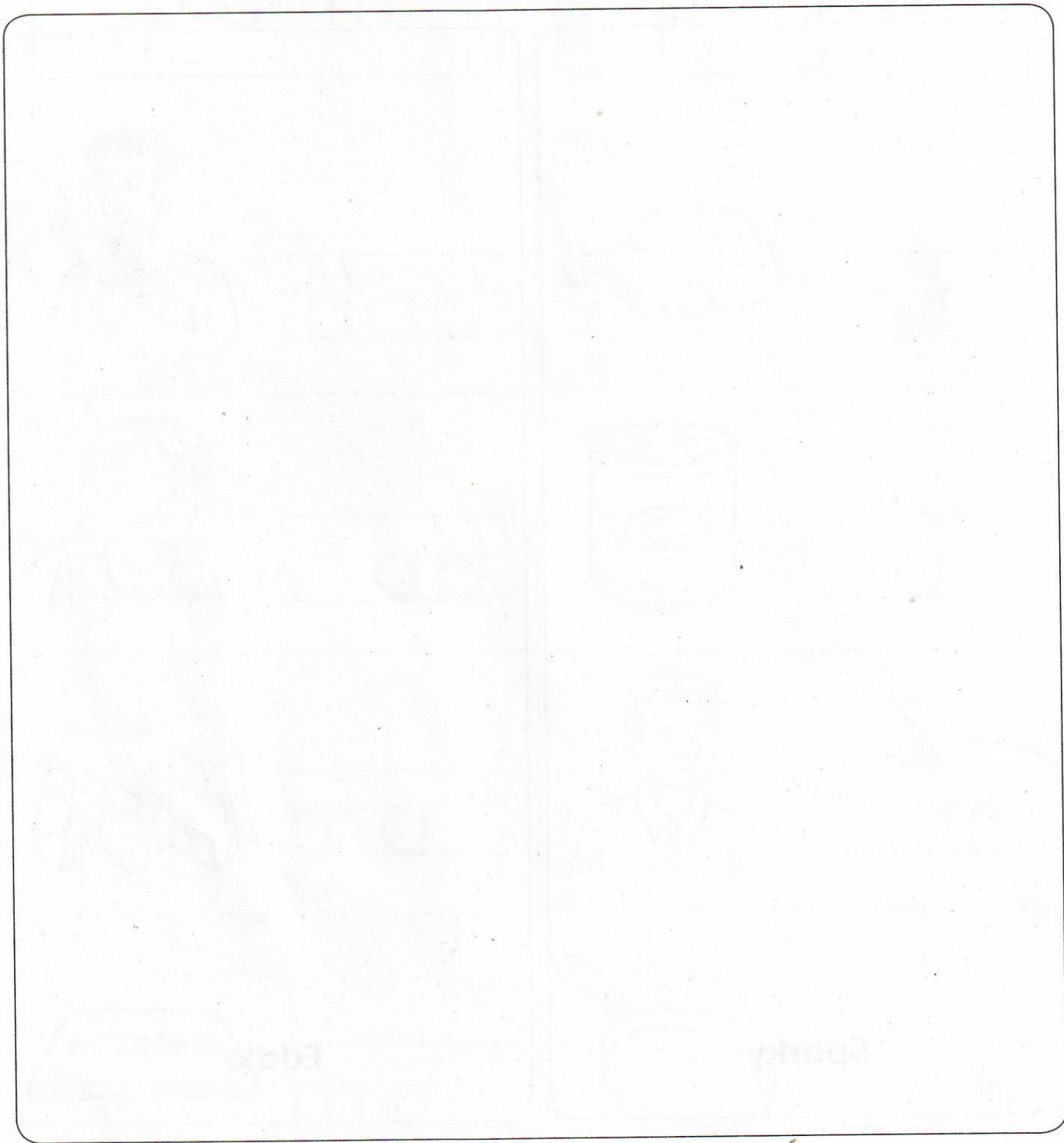


Eddie

Comprehension Skill: Characters

Have children draw Sparky and Eddie in the boxes on this page, and tell about ways that the two characters are different. On page 22, have children draw the two characters together and tell about ways they are the same.

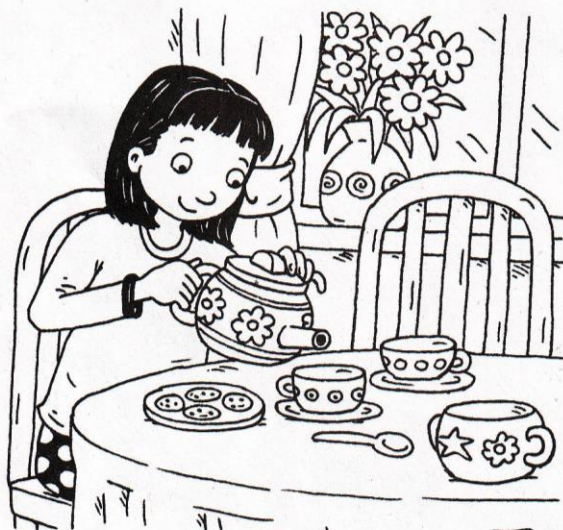
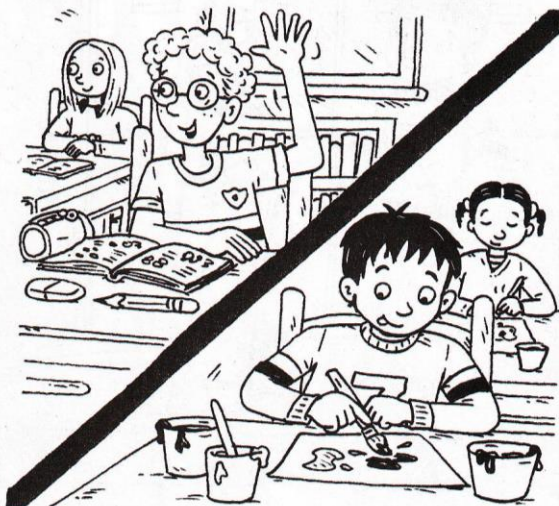
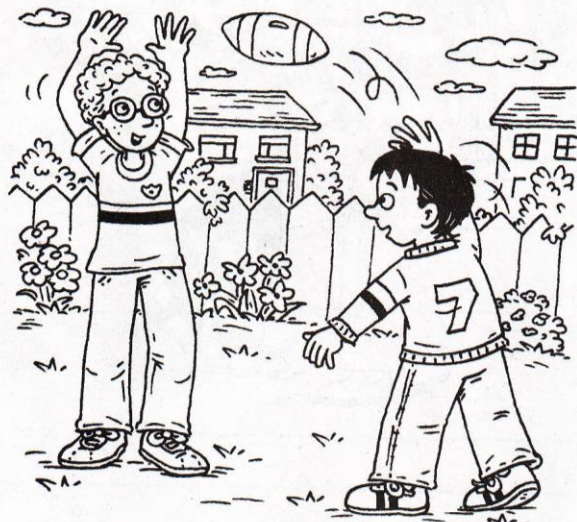
Name _____



Comprehension Skill: Characters

Have children draw a picture of Sparky and Eddie together and discuss ways the two characters are the same.

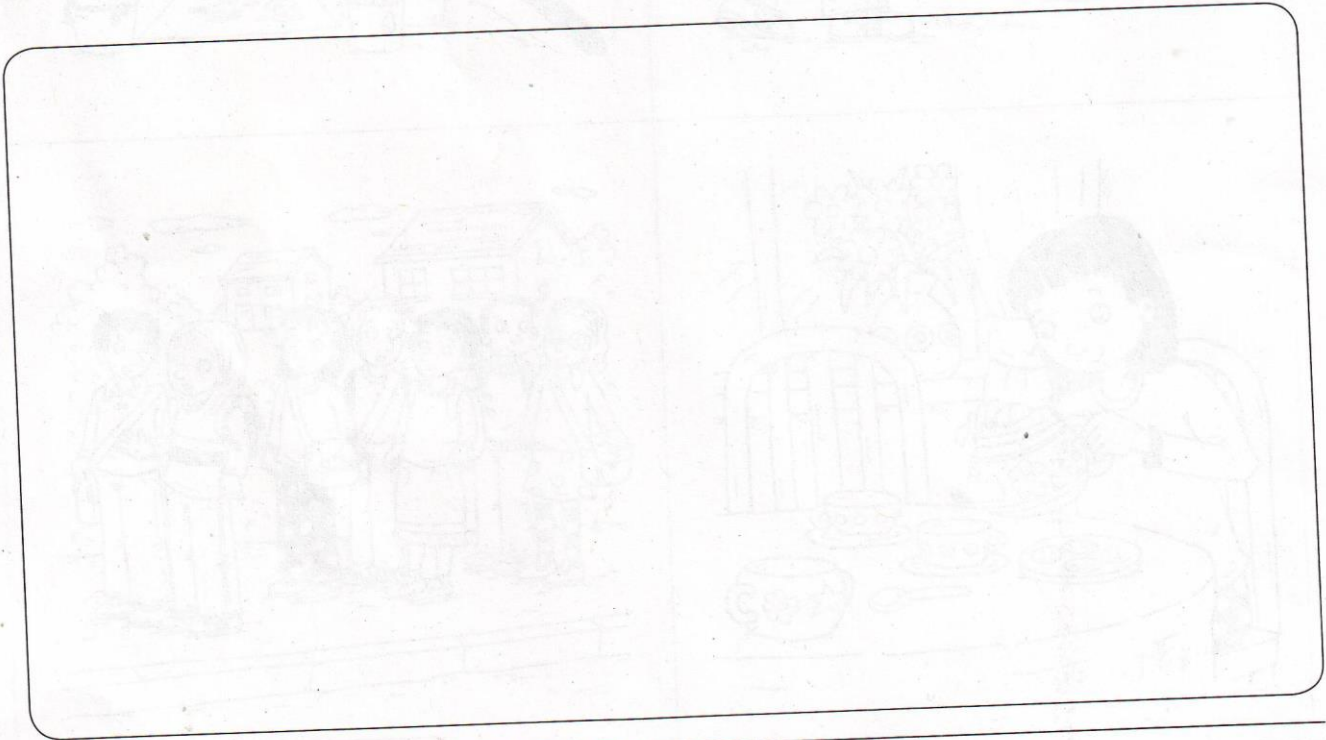
Name _____



Literature Response: Compare Texts

Tell children that the pictures under the house show what happens when the characters in *Sparky and Eddie: The First Day of School* and *Jessica* are at home and that the pictures under the school show what happens when the characters are at school on their first day. Have children use the pictures on pages 23 and 24 to help them compare characters and situations in the two stories.

Name _____



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ISBN-10: 0-15-359289-3



Literature Response: Compare Texts

Have children use the pictures at the top of the page to discuss what changes for the characters at the end of each story. At the bottom of the page, ask children to draw themselves with the first friend they made at school.