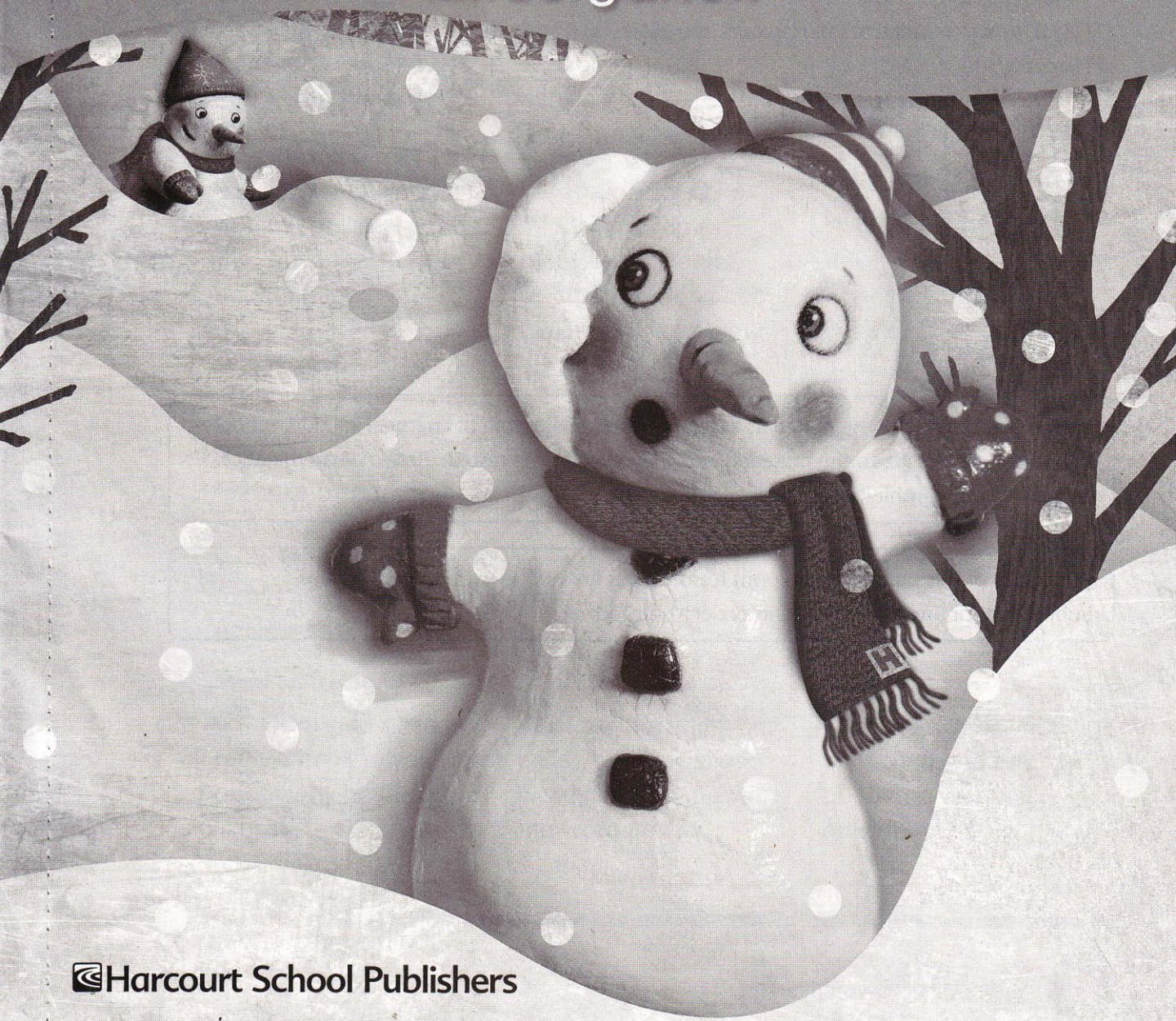
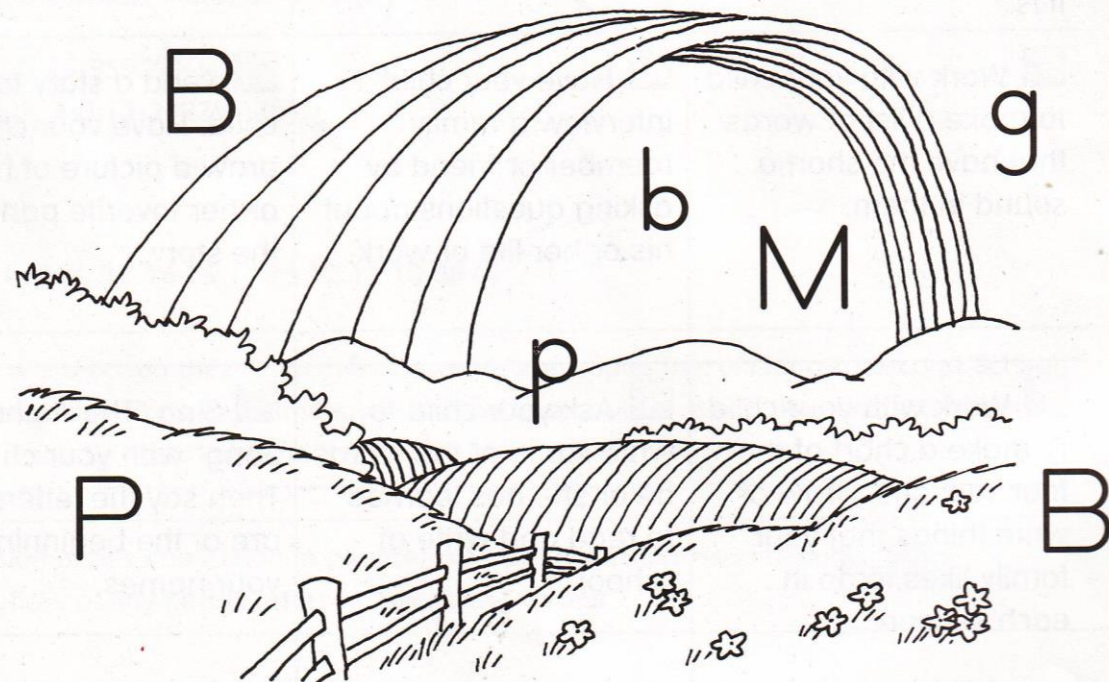
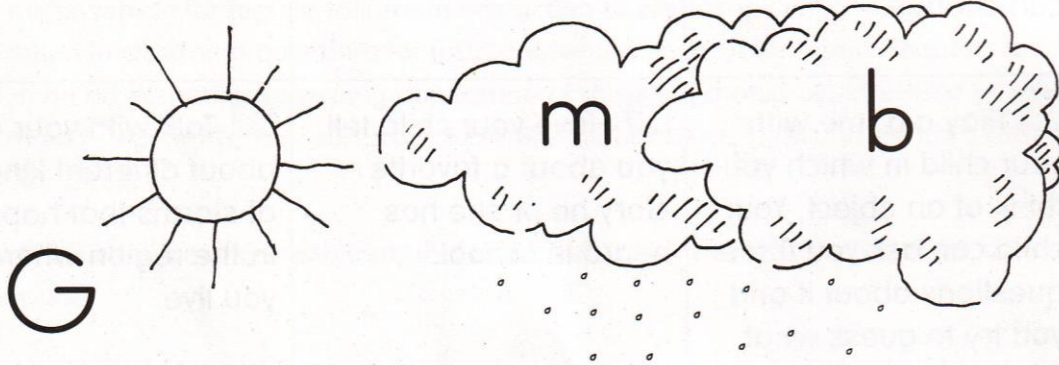


# Theme 5 Practice Book

Whatever the Weather  
Kindergarten



Name \_\_\_\_\_



Tracing lines for the letters B and b. The first line shows 'B B' and the second line shows 'b b'.

**Consonant Bb**

Have children name the letters by the bear at the top of the page and then find and circle Bb's on the page. Then have them trace and write B and b in the space provided.

Name \_\_\_\_\_



What is your favorite kind of weather?

**Response to Literature: What Will the Weather Be Like Today?**

Ask children to tell about the *Big Book* using the illustrations on this page.

Then have them draw a picture showing their favorite kind of weather.

Invite them to tell about their picture.

Name \_\_\_\_\_



\_\_\_\_\_

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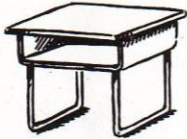
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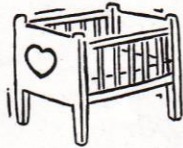
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**Relate Bb to /b/**

Have children name each picture. Ask them to write *B* or *b* on the first line if they hear /b/ at the beginning of the picture name and on the second line if they hear /b/ at the end of the picture name. For pictures that do not begin or end with /b/, have children leave both lines blank.

Name \_\_\_\_\_

bin      cat      pan



A rag is in the \_\_\_\_\_.

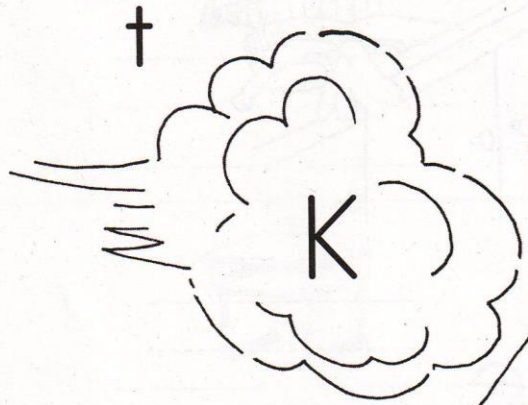
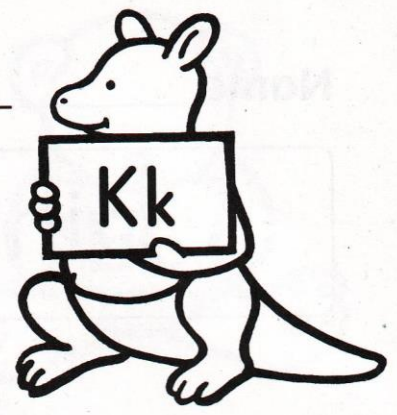
A can is in the \_\_\_\_\_.

A \_\_\_\_\_ is in the bag.

**Comprehension Skill: Details**

Discuss the picture, and read aloud the words in the box at the top of the page. Have children write a word from the box to complete each sentence to make it tell about the picture.

Name \_\_\_\_\_



a

T

K

H

KKkk

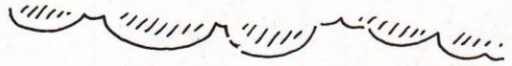
Consonant Kk

Ask children to name the letters by the kangaroo at the top of the page. Have them find and circle Kk's on the page. Then have them trace and write K and k in the space provided.

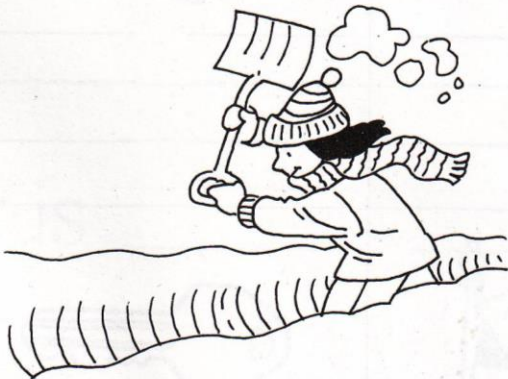
Name \_\_\_\_\_



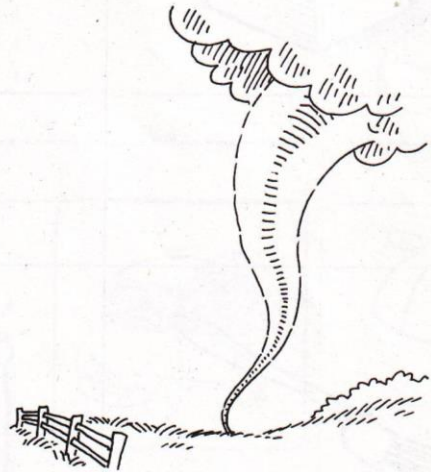
Thunderstorm



Hurricane



Blizzard

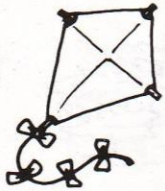
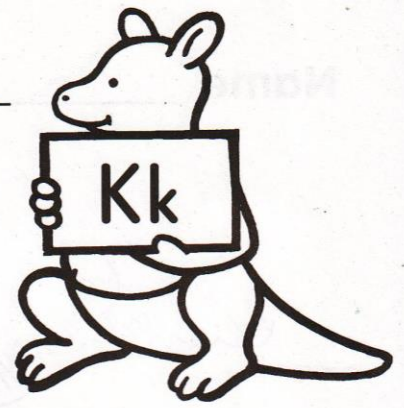


Tornado

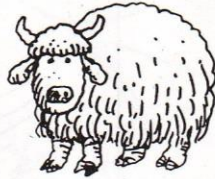
**Literature Response: When a Storm Comes Up**

Talk with children about the pictures, and read aloud the storm names. Have children add details to each picture to show what kind of storm it is. Invite children to tell why they added the details they did to each picture.

Name \_\_\_\_\_



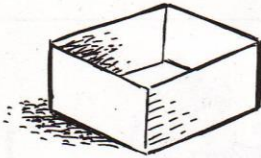
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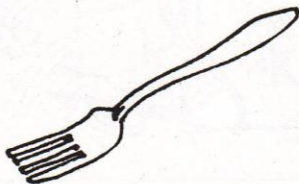
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Relate Kk to /k/

With children, say each picture name. Have children write K or k in the first box for pictures whose names begin with /k/ or in the second box for pictures whose names end with /k/. For pictures that do not begin or end with /k/, have children leave the boxes blank.

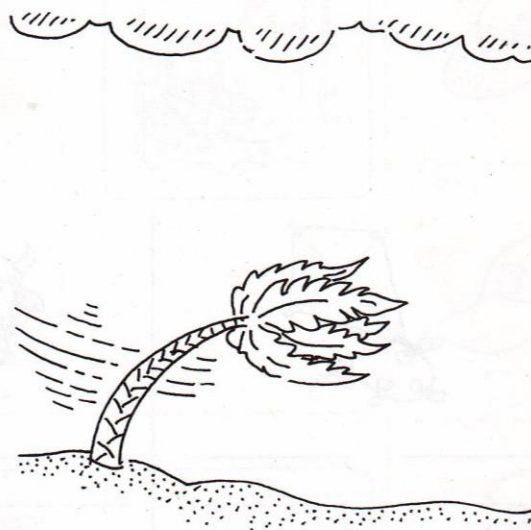


Name \_\_\_\_\_

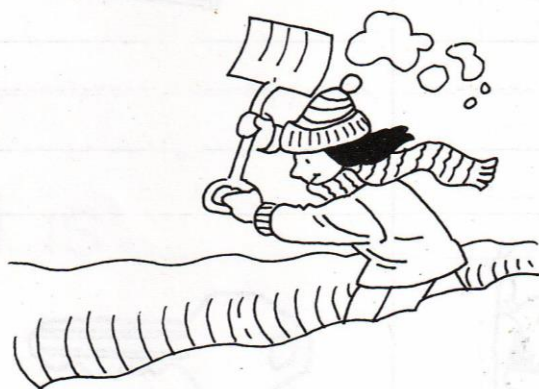
Name \_\_\_\_\_



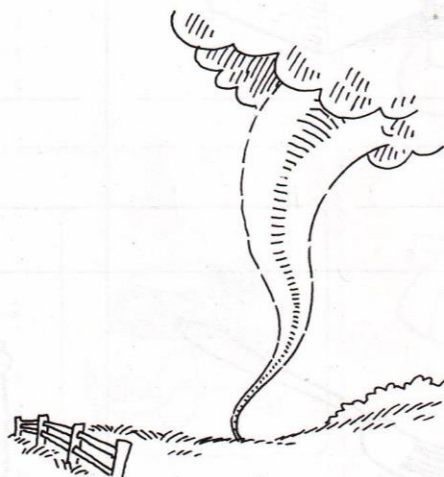
Thunderstorm



Hurricane



Blizzard

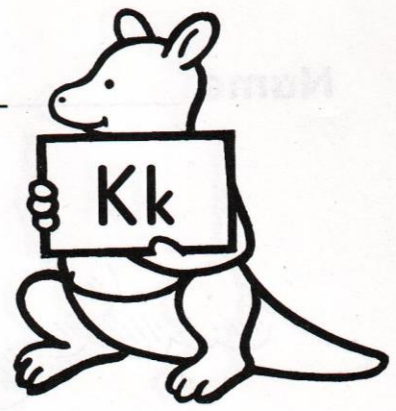


Tornado

**Literature Response: When a Storm Comes Up**

Talk with children about the pictures, and read aloud the storm names. Have children add details to each picture to show what kind of storm it is. Invite children to tell why they added the details they did to each picture.

Name \_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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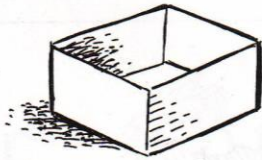
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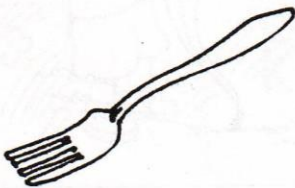
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**Relate Kk to /k/**

With children, say each picture name. Have children write *K* or *k* in the first box for pictures whose names begin with /k/ or in the second box for pictures whose names end with /k/. For pictures that do not begin or end with /k/, have children leave the boxes blank.

Name \_\_\_\_\_

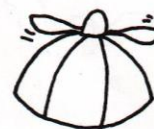
It is \_\_\_\_\_ for \_\_\_\_\_ me.



It is \_\_\_\_\_ for \_\_\_\_\_ me.



It is \_\_\_\_\_ for \_\_\_\_\_ me.



High-Frequency Words: *me, for*

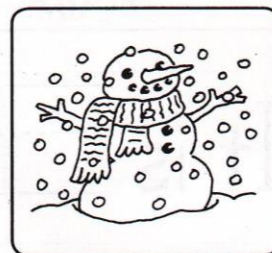
Have children read the sentences on pages 11–12, and trace or write the words *for me* to complete each one. Have children cut out the pictures of hats and match each hat to the character who needs it. Have them draw a hat for themselves for the final sentence.

Name \_\_\_\_\_

It is for me.



It is \_\_\_\_\_.

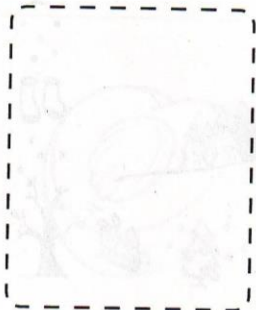
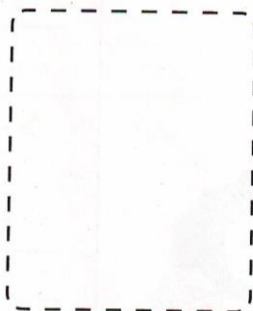
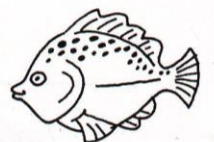
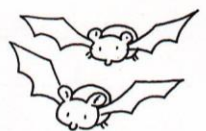
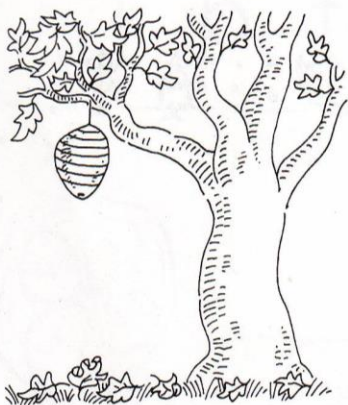


It is \_\_\_\_\_.



It is \_\_\_\_\_.

Name \_\_\_\_\_

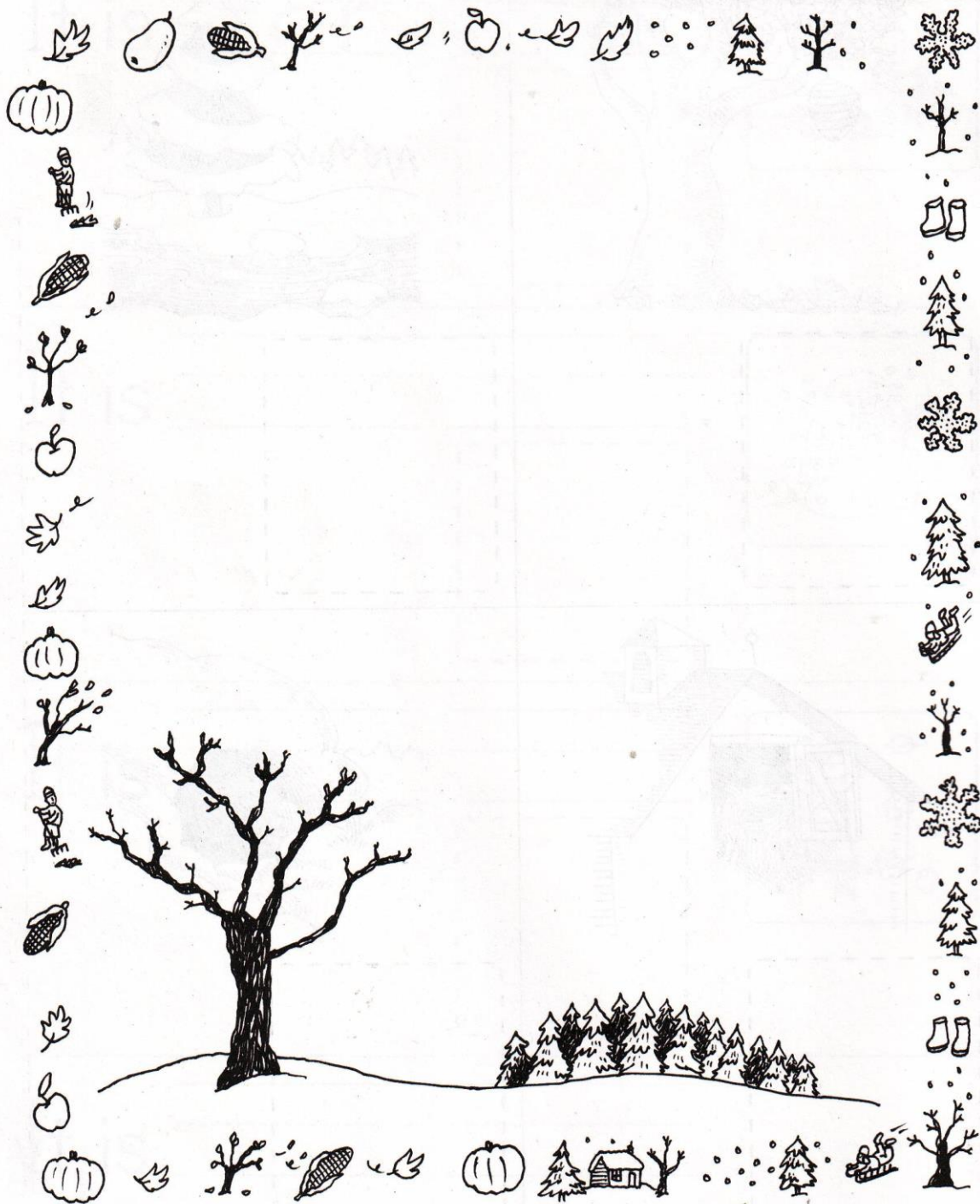


**Response to Literature: Winter Lullaby**

Have children talk about what the animals shown in the small pictures do when winter comes.

Have them cut out the animal pictures and glue each animal where it goes in winter. On the other side of the page, have children draw what ducks do to get ready for winter.

Name \_\_\_\_\_



© Harcourt

Response to Literature: *Winter Lullaby*

Have children draw and tell about what ducks do to get ready for winter.

Name \_\_\_\_\_

i p t

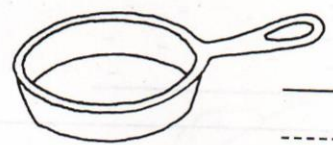
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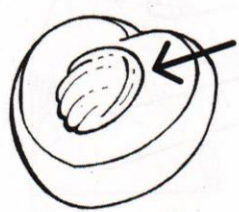
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© Harcourt

**Word Building**

Have children name each picture. Have them trace the picture name 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 \_\_\_\_\_

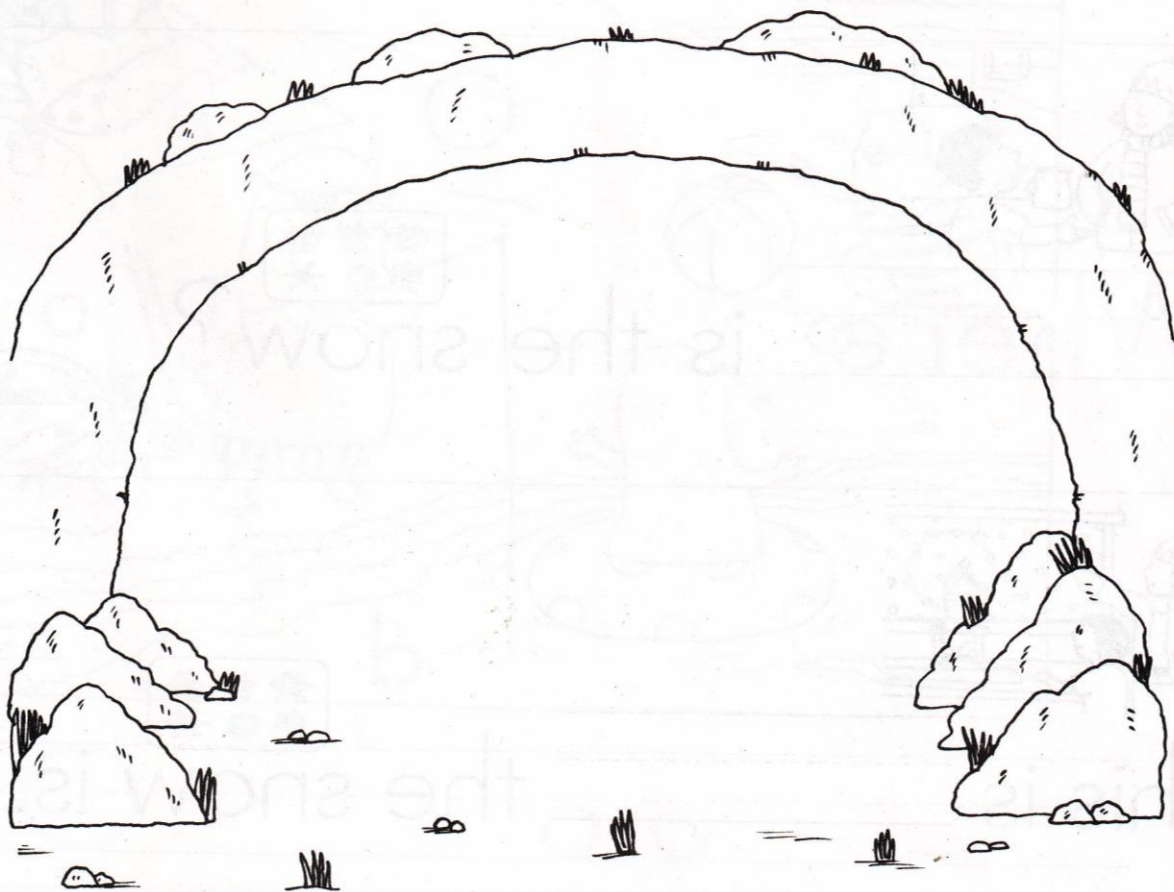
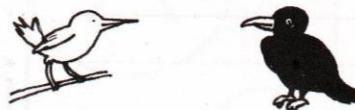
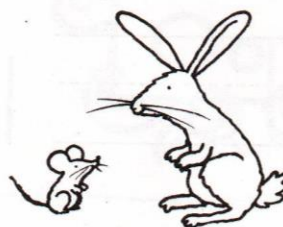


**Comprehension Skill: Details**

Discuss with children the illustration in each box. Have children circle the items in each box that the child in the picture could use in the weather shown. Ask how each item can help the children.



Name \_\_\_\_\_



**Literature Response: Bear Snores On**

Have children use the pictures at the top of the page to retell the story. Then have them draw something they would like to do on a cold winter day.

Name \_\_\_\_\_

I do like snow.



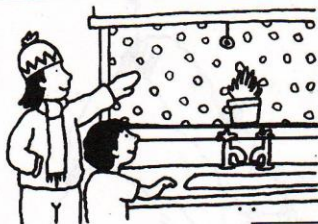
I \_\_\_\_\_ like snow.



Where is the snow?

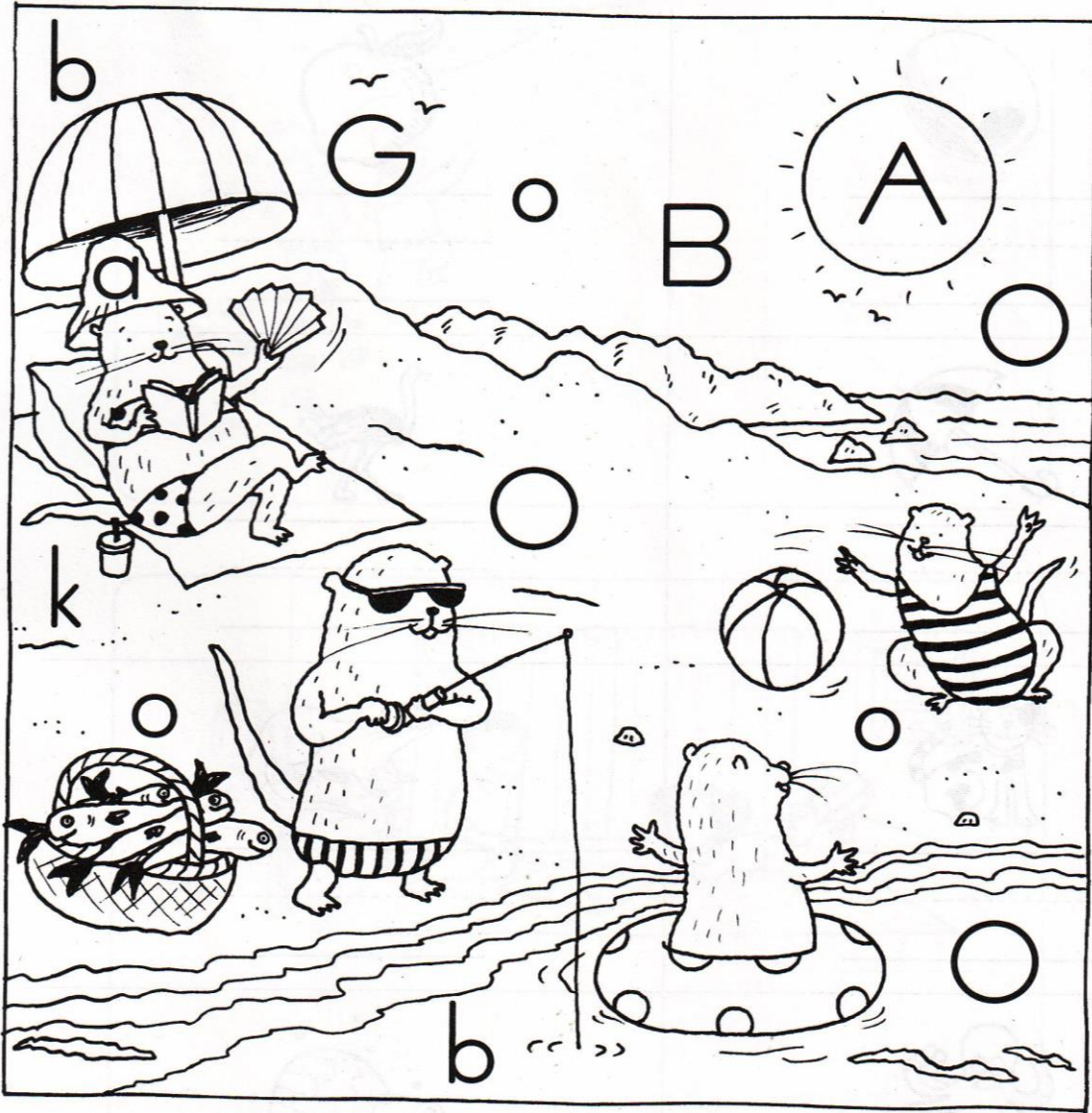
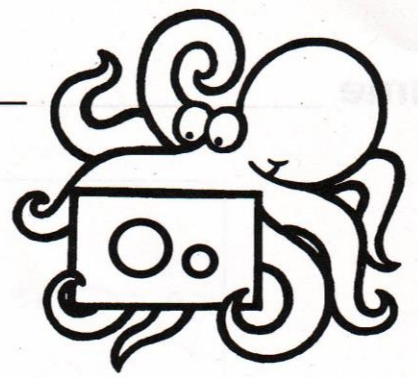


This is \_\_\_\_\_ the snow is.



High-Frequency Words: *where, do*  
Have children read each sentence and trace or write the word *do* or *where* to complete it.  
Then read the sentences with children.

Name \_\_\_\_\_



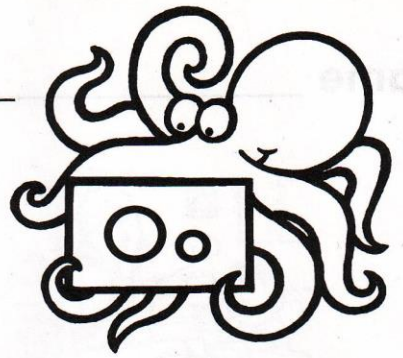
Tracing and writing lines for the letter 'O'. The first line shows two large circles for tracing. The second line is a dashed line. The third line shows two small circles for tracing. The fourth line is a solid line for writing.

© Harcourt

**Short Vowel Oo**

Ask children to name the letters by the octopus at the top of the page. Have them find and circle the Oo's in the picture. Then have them trace and write uppercase and lowercase Oo's in the space provided.

Name \_\_\_\_\_



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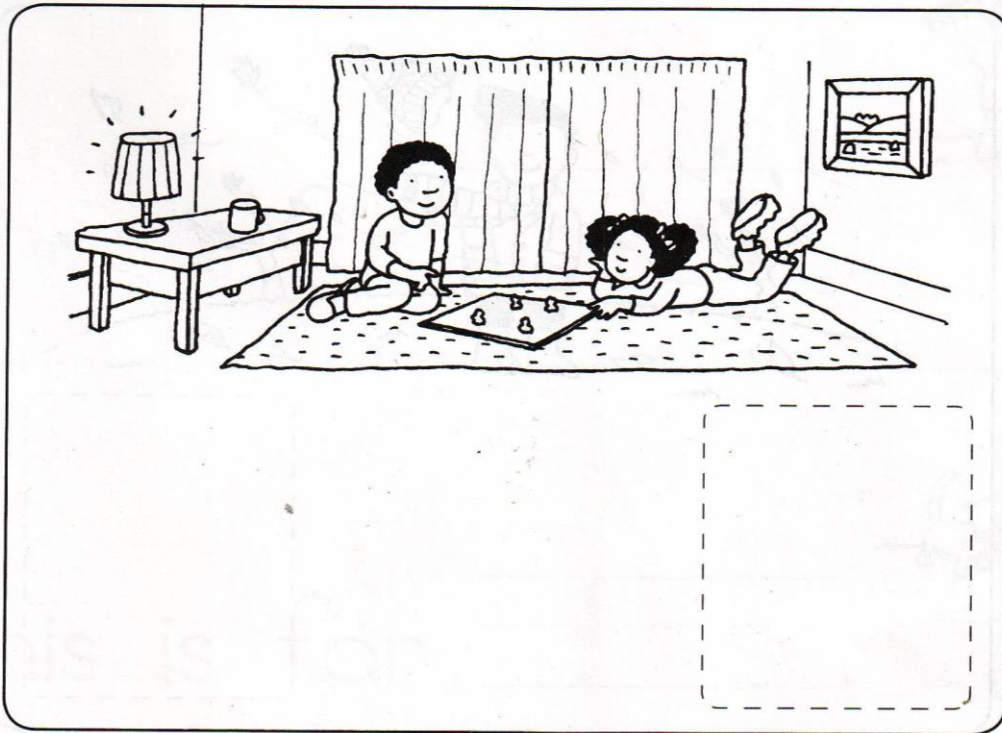
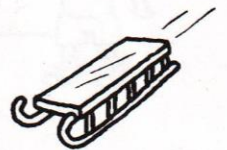
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\_\_\_\_\_

**Relate Oo to /o/**

Have children name each picture and write O or o on the line if they hear /o/ at the beginning of the picture name.

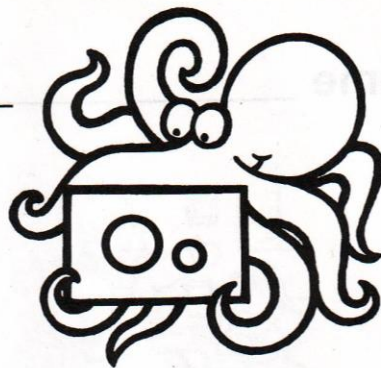
Name \_\_\_\_\_



**Comprehension Skill: Draw Conclusions**

Discuss with children the scenes shown in the large pictures on pages 21–22. Have children cut out the small pictures and glue each picture in the appropriate scene.

Name \_\_\_\_\_



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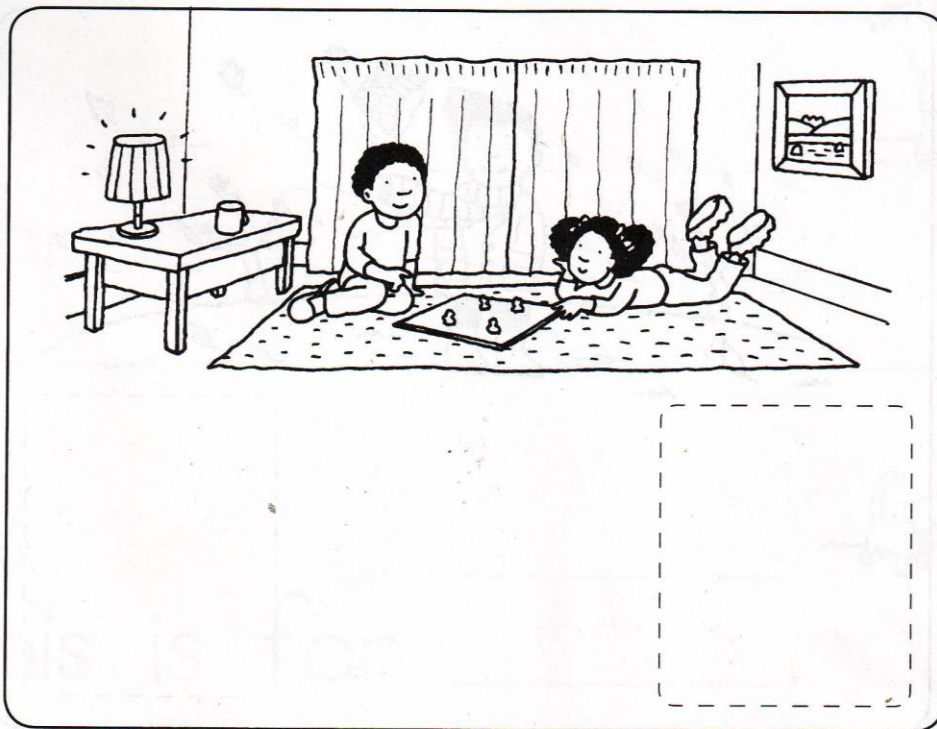
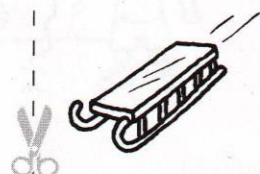
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Relate Oo to /o/

Have children name each picture and write O or o on the line if they hear /o/ at the beginning of the picture name.

Name \_\_\_\_\_

Home



**Comprehension Skill: Draw Conclusions**

Discuss with children the scenes shown in the large pictures on pages 21–22. Have children cut out the small pictures and glue each picture in the appropriate scene.