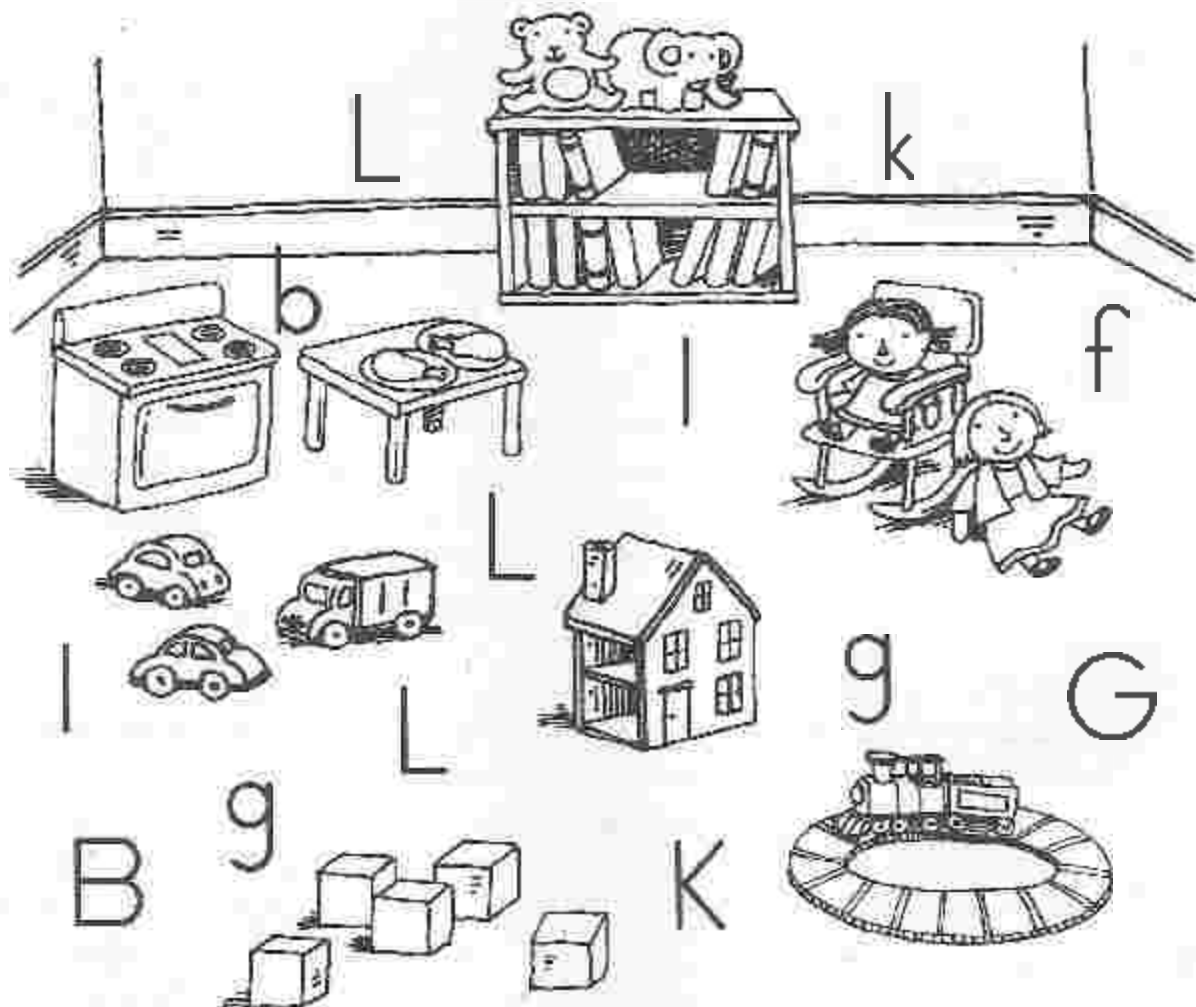


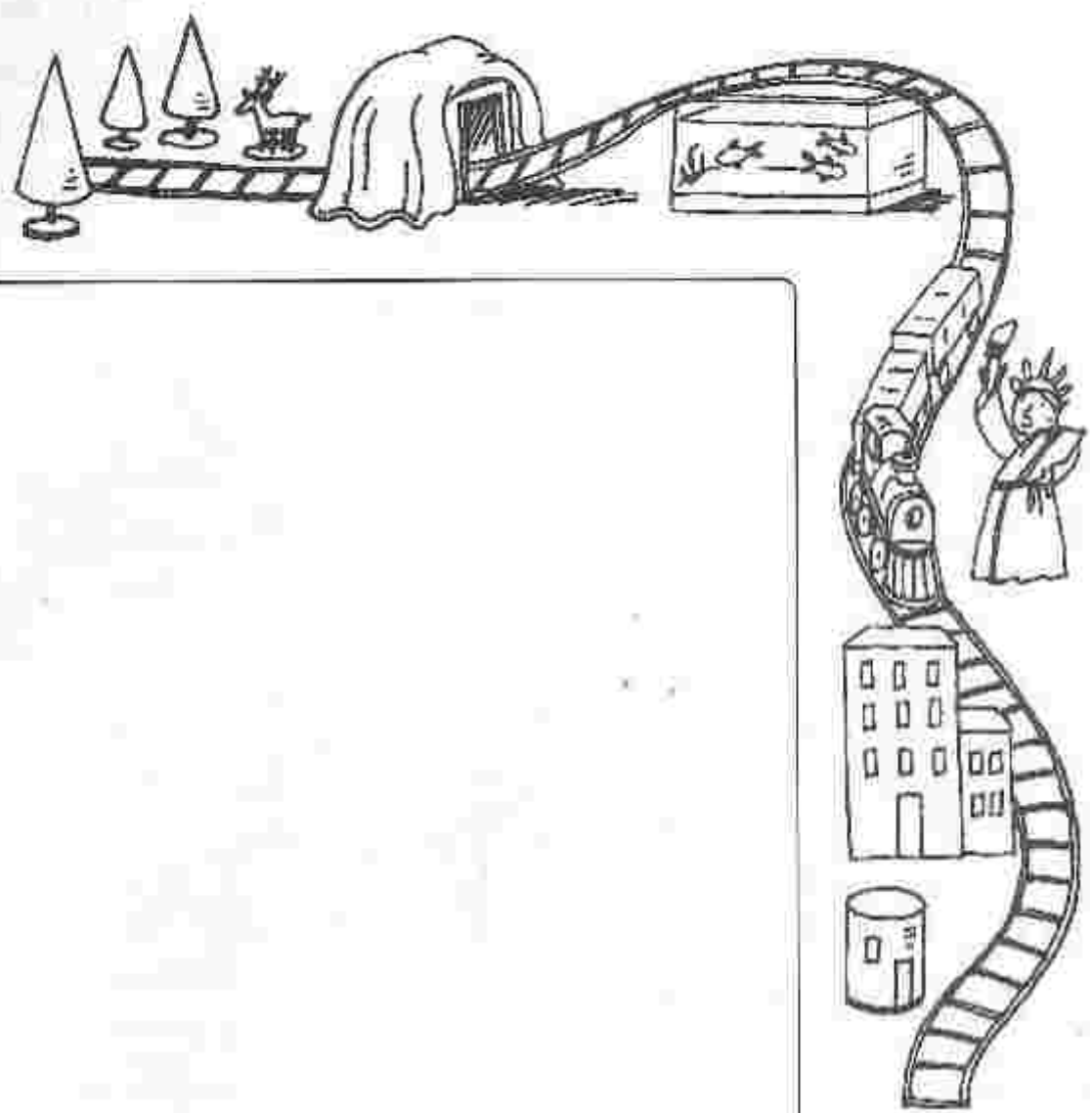
Name _____



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Consonant / l /

Ask children to name the letters by the lion at the top of the page. Have them find and circle 'l's' in the picture. Then have them trace and write L and l in the space provided.

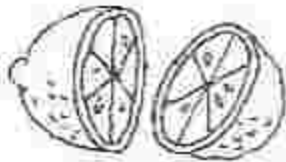


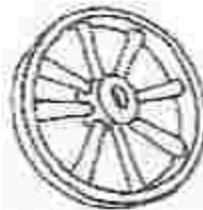
A large empty rectangular box for drawing.

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Response to Literature: Chugga-ChuggaChoo-Choo
Have children use the picture to retell the story. Then have them draw their favorite place or favorite toy character from the story.

Name _____

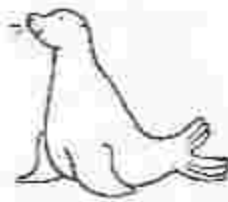




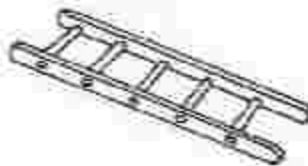








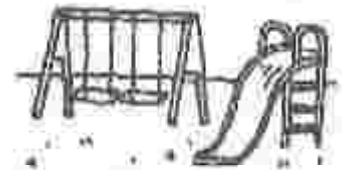
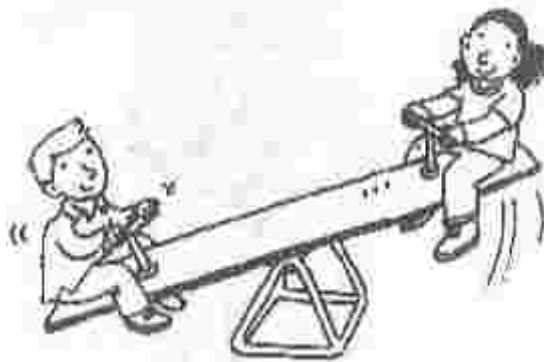
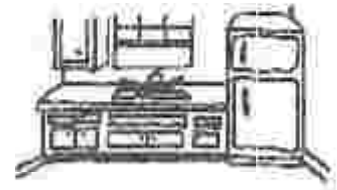
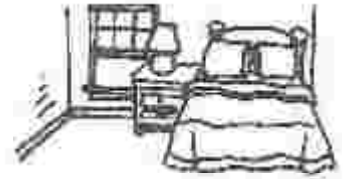
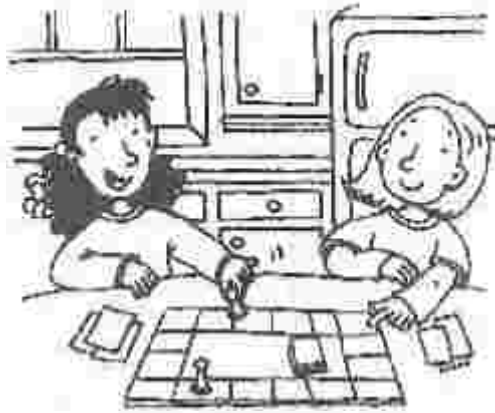






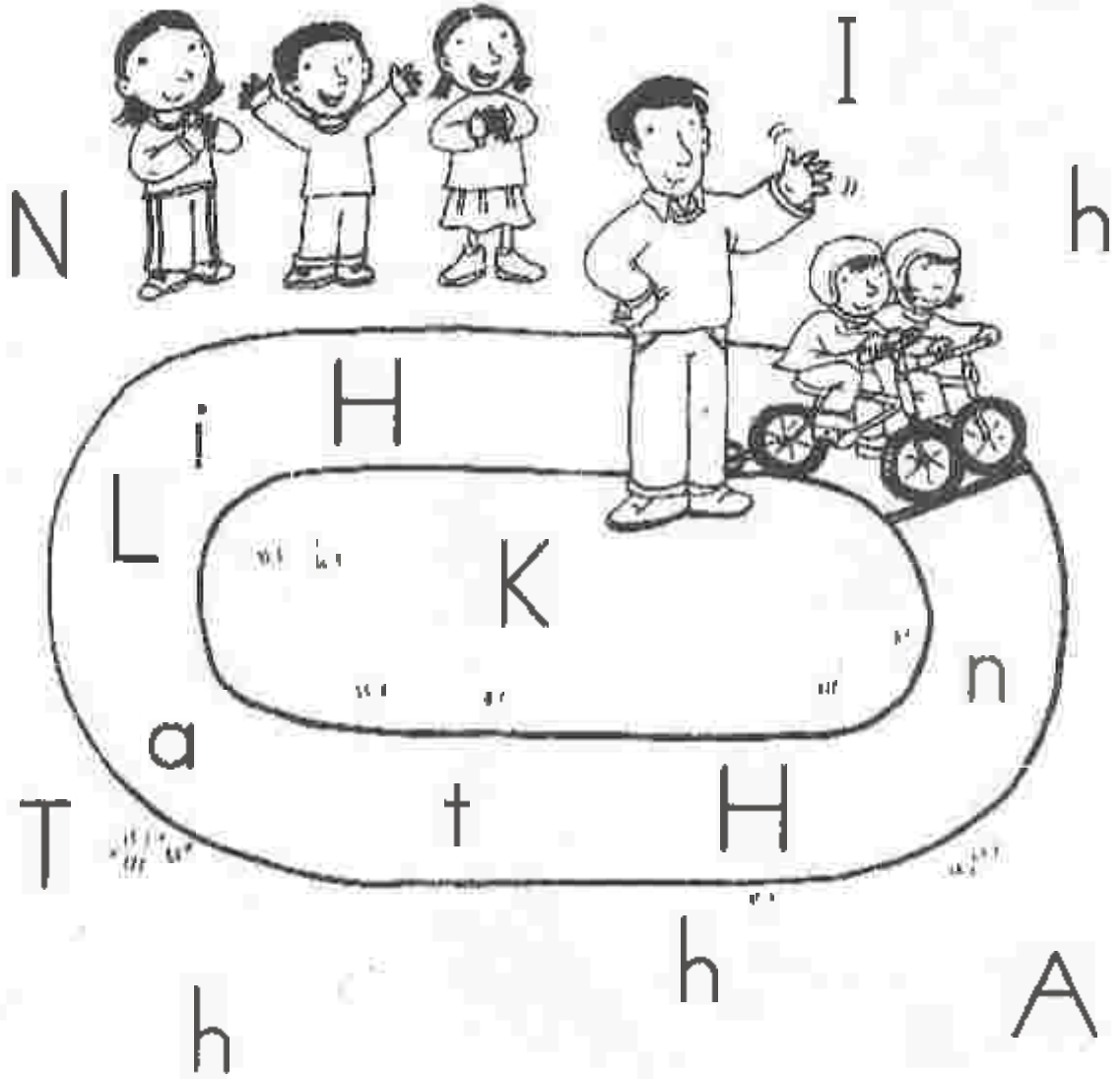
Relate L/l to /l/

Have children name each picture. Have them write L or l on the first line if they hear /l/ at the beginning of the picture name and on the second line if they hear /l/ at the end of the picture name.



Comprehension Skill: Setting

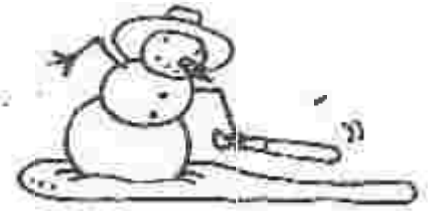
Discuss with children the pictures in each row. Have them circle the small picture that shows where the children are playing in the larger picture.



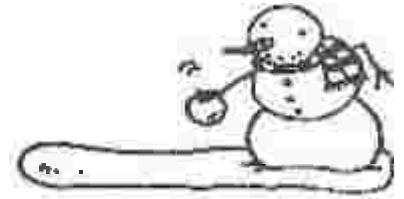
Tracing lines for the letter Hh, showing a solid H, a dashed H, a solid h, and a dashed h.

Consonant Hh

Ask children to name the letters by the house at the top of the page. Have them find and circle Hh's on the page. Then have them trace and write H and h in the space provided.



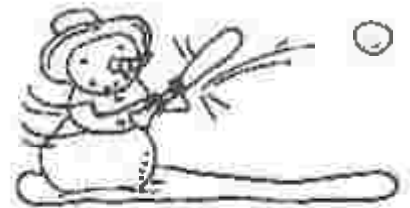
Here is one bat for me.



I can toss _____ to you.



Do you see it?

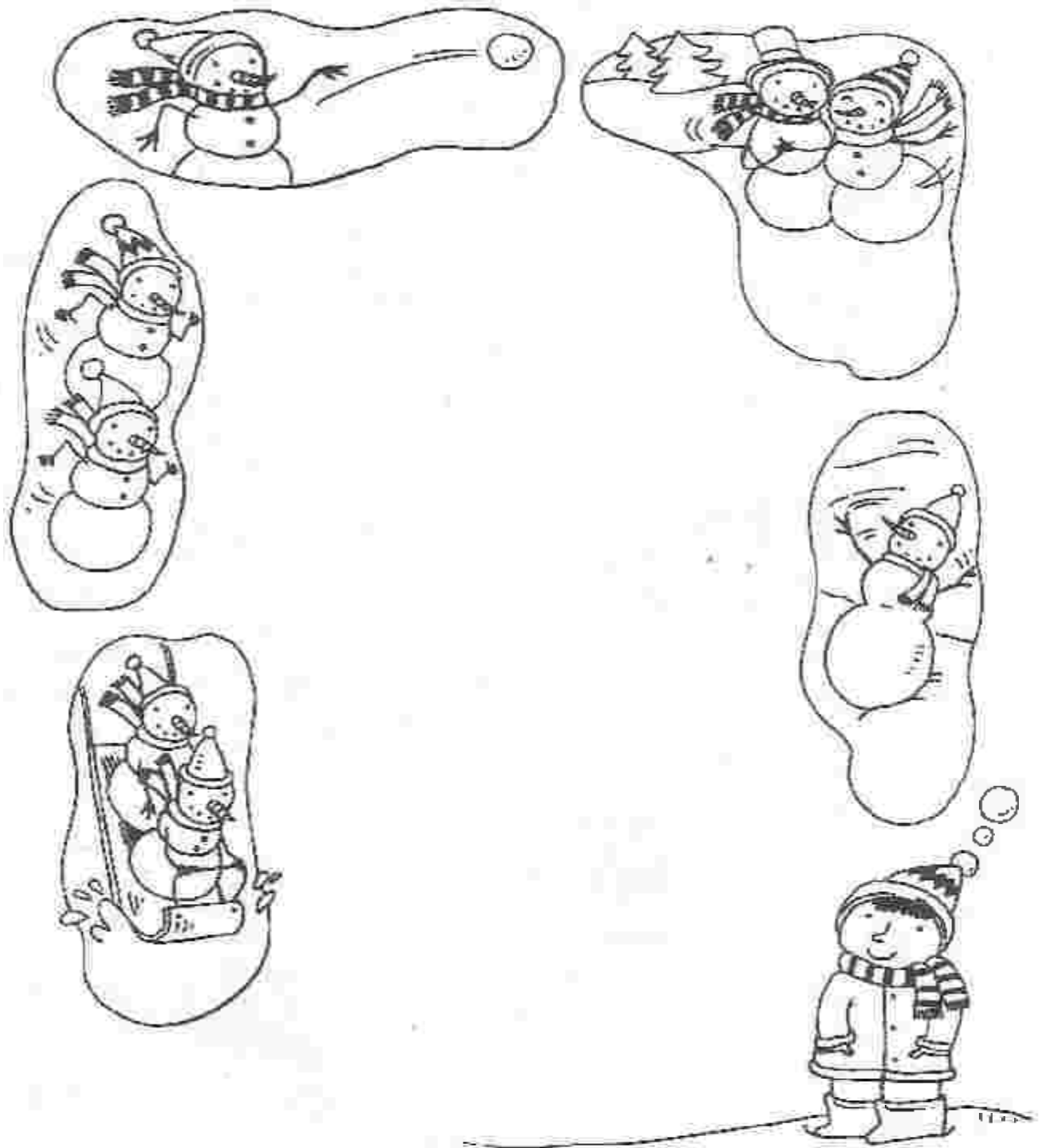


I can _____ it go!

High-Frequency Words: see, one

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

Then read the sentences with children.



What do snowmen do at night?

Literature Response: Snowmen at Night

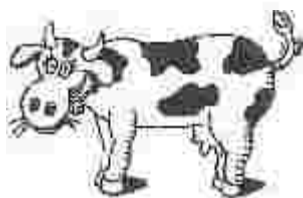
Have children use the pictures to retell the story. Then have them draw a picture of what they think snowmen do at night.

Name _____















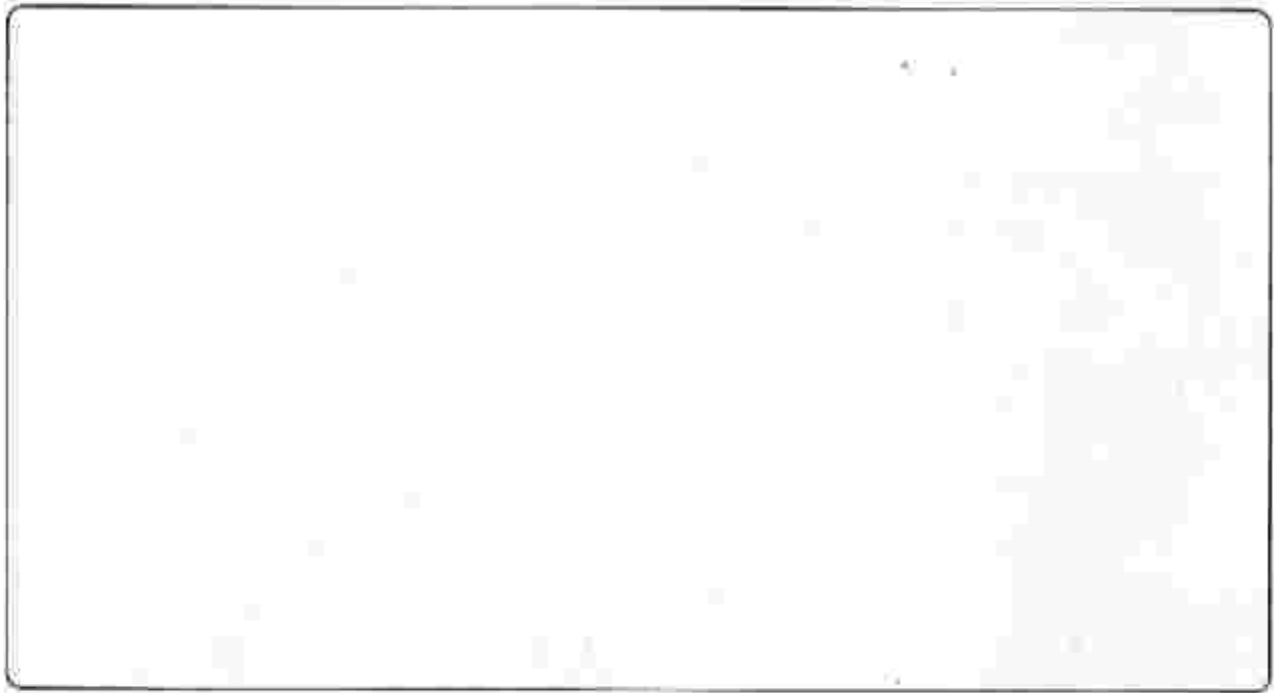




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Relate Hh to /h/

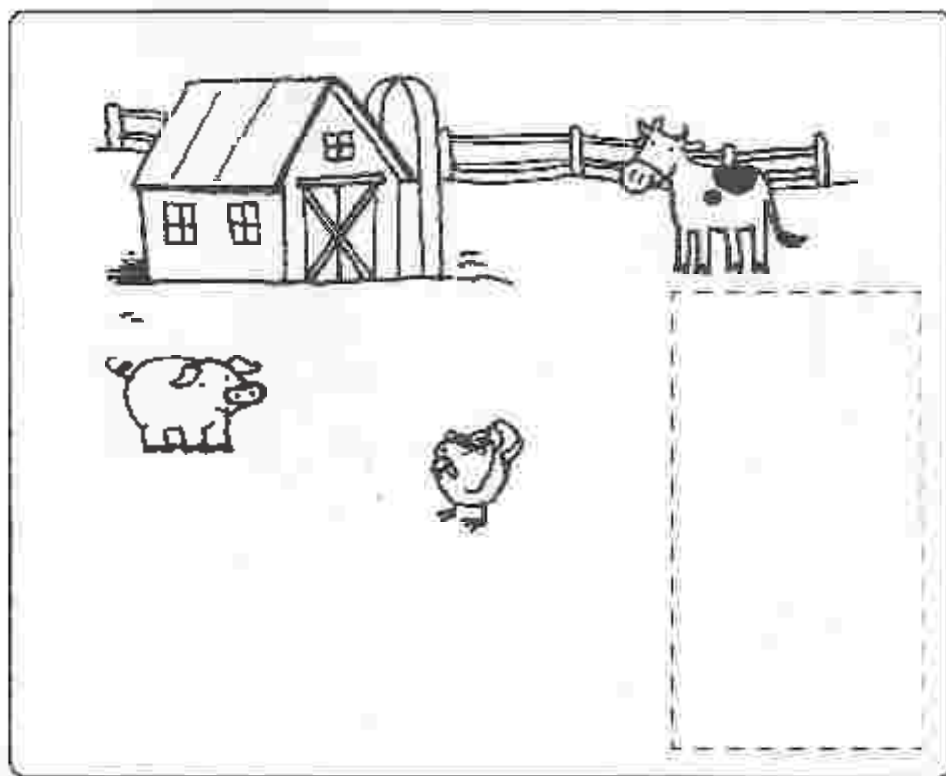
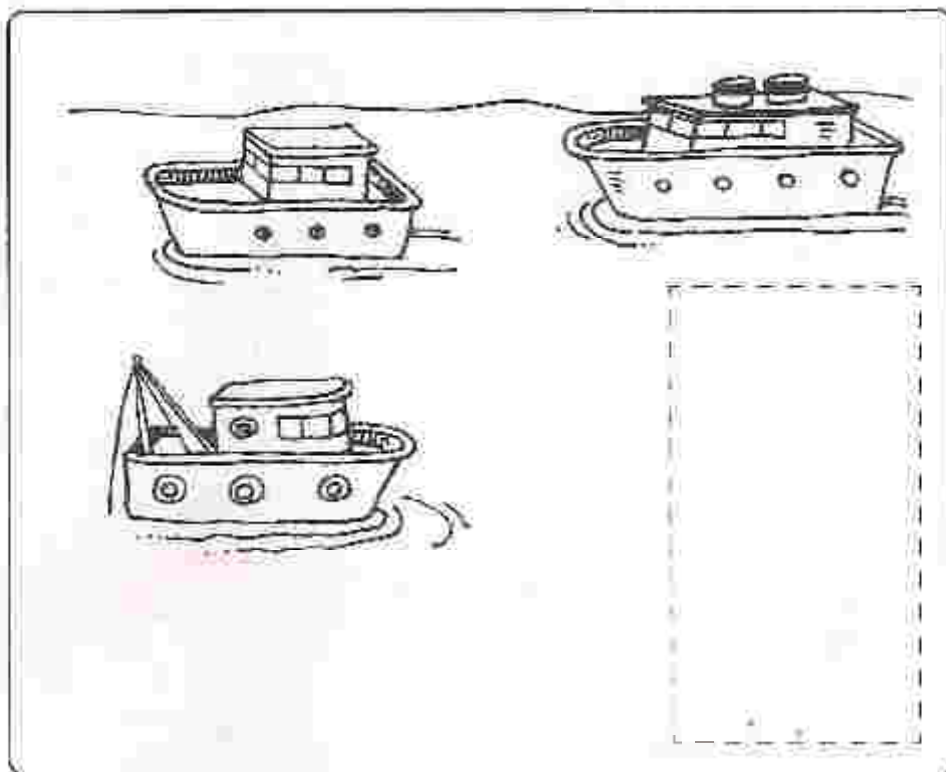
Have children name each picture. Ask them to write H or h if the picture name begins with the sound /h/. Have children write nothing if the picture name does not begin with /h/.



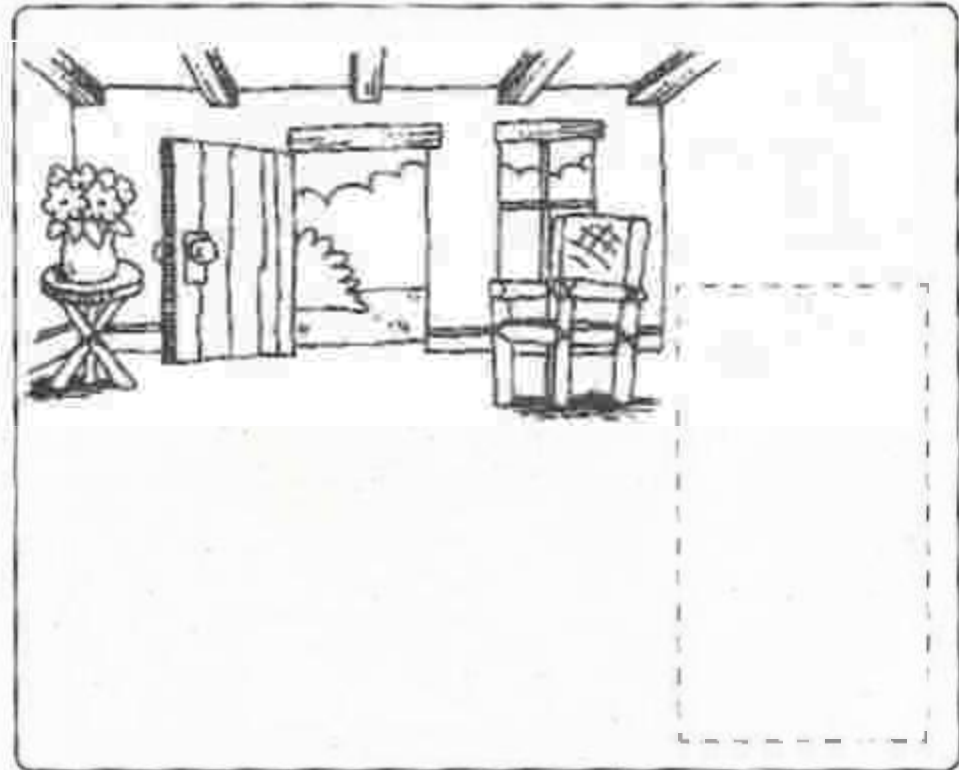
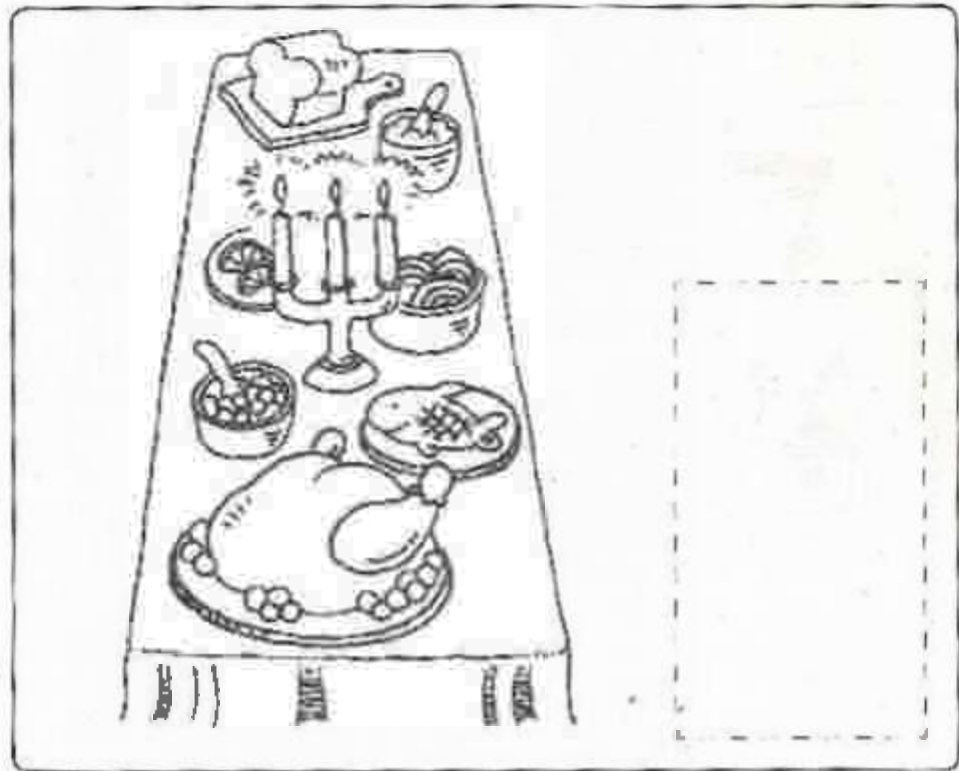
I am a _____

Response to Literature: I'm a Jolly Farmer

Have children use the pictures at the top of the page to retell the story. Ask children to draw a picture of someone they would like to pretend to be. Then have them read and complete the sentence at the bottom of the drawing space.

**Comprehension Skill: Setting**

Discuss with children the scenes shown in the large pictures on pages 13 and 14. Tell children that each picture shows a different setting. Then talk about the characters in the small pictures on page 13. Have children cut out the character pictures and glue each one into the best setting for its characters.



l i p d

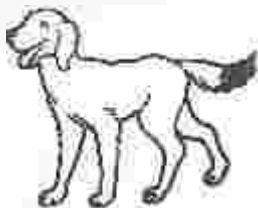
n a p m



og



po



og



op



dig



map



pig



man

Word Building

Have children name the pictures in each column. Then have them use a letter from the box at the top of the column to complete each picture name.

What is in here?



I see two for you.



I see _____ for me.



Look at _____
_____ can do.



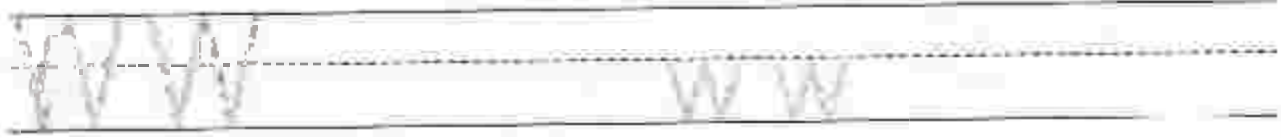
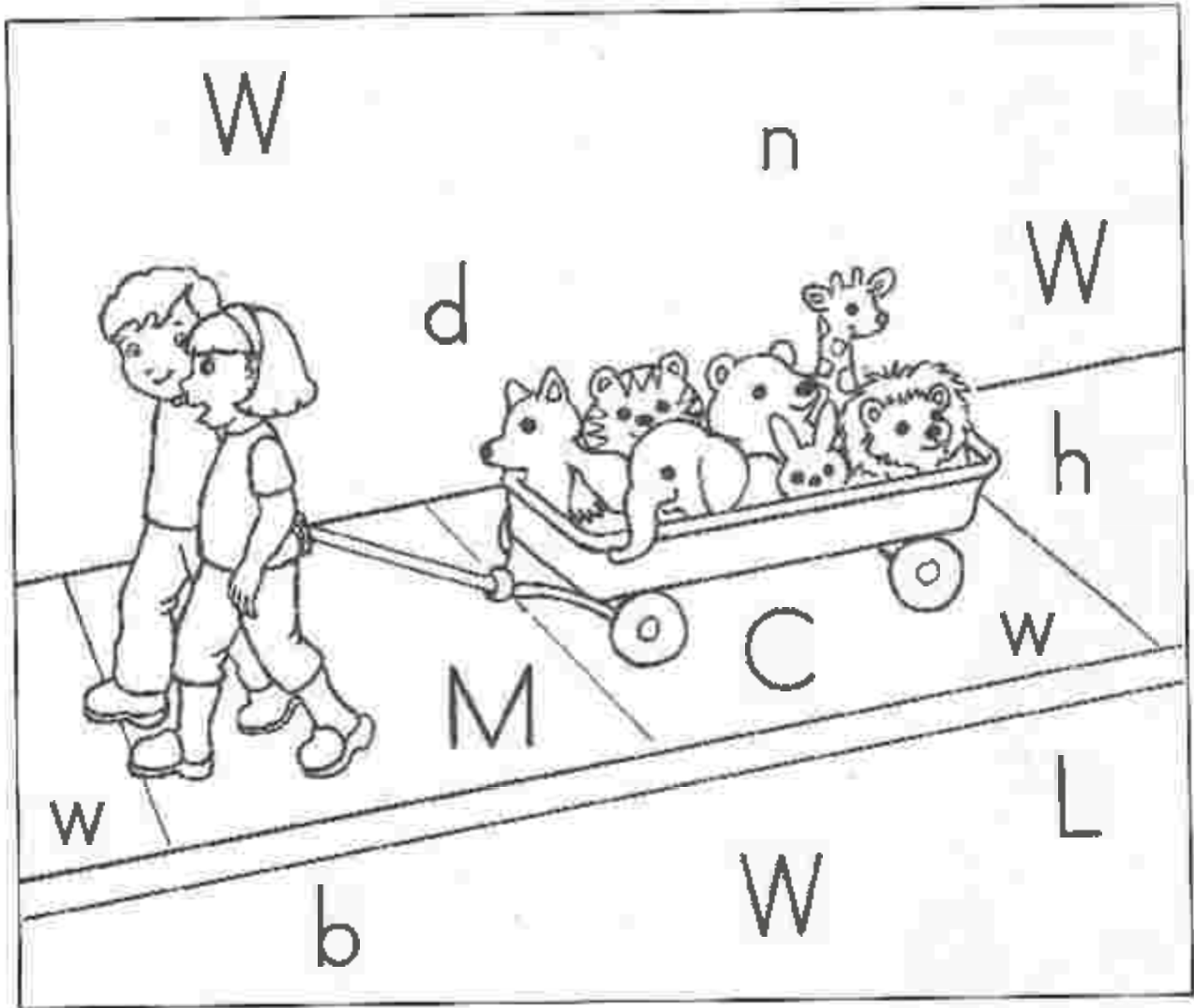
High-Frequency Words: what, two

Have children read each sentence and trace or write the word what or two to complete it. Then read the sentences with children.

**Literature Response: David's Drawing**

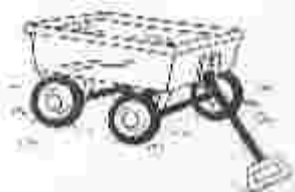
Have children use the drawings at the top of the page to retell the story. Then ask them to draw something they think is beautiful. Have children share their pictures with the class and tell what is beautiful about what they drew.

Name _____



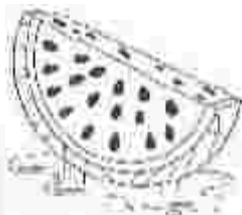
Consolidate Ww
Ask children to name the letters by the walrus at the top of the page. Have them find and circle 'Ww' in the picture. Then have them trace and write 'W' and 'w' in the space provided.

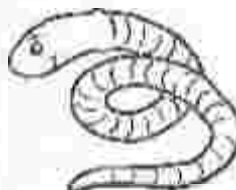
Name _____



















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Relate Ww to /w/

Have children name each picture, and write *W* or *w* on the lines for pictures whose names begin with the sound /w/. Then have them color the pictures whose names begin with *W*.

Look one two What



Here is _____

 for you.



I can fill _____



_____ can I do?



_____ at this.



High-Frequency Words: Review

Have children read each sentence and write the word from the box that best completes it.















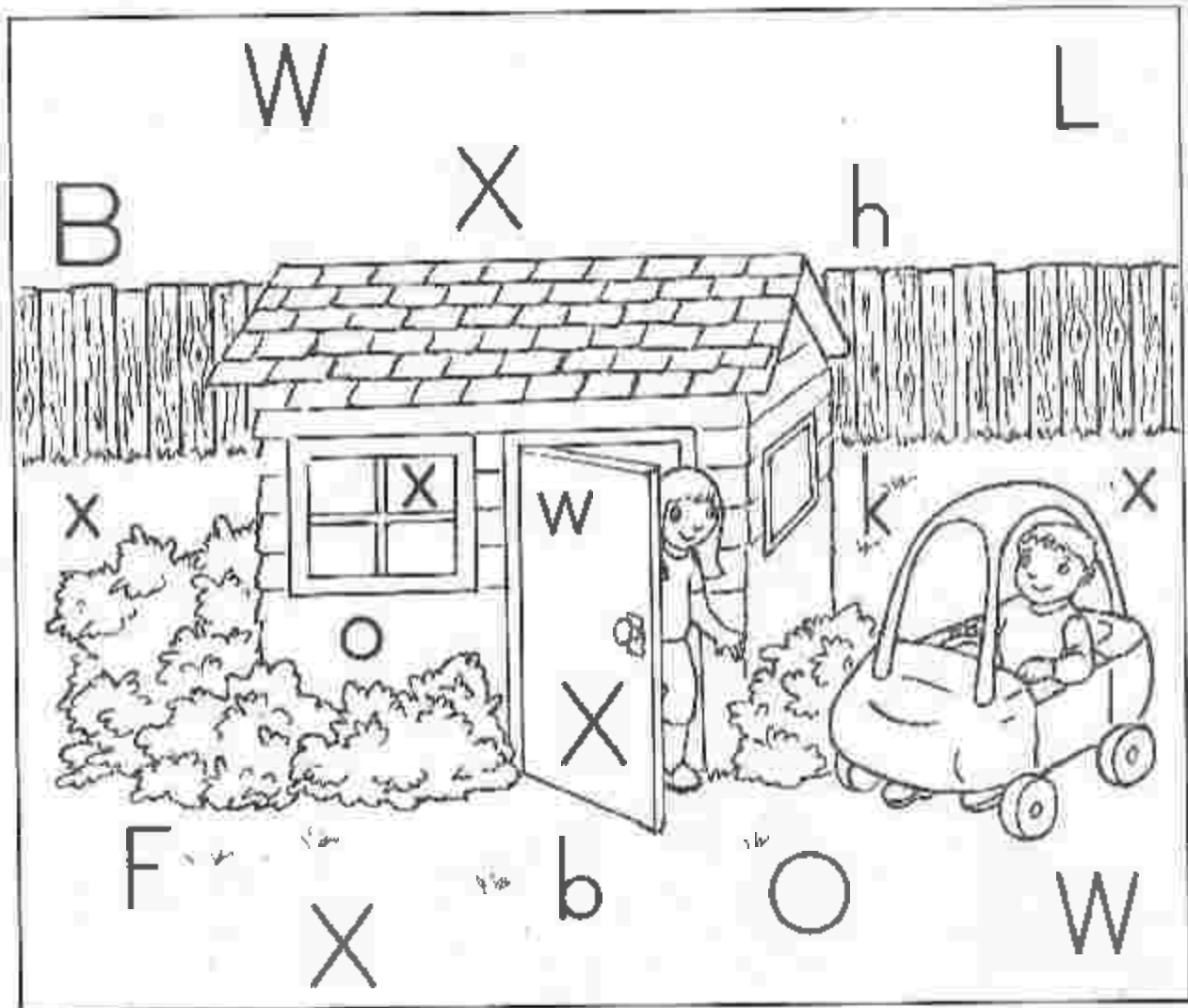
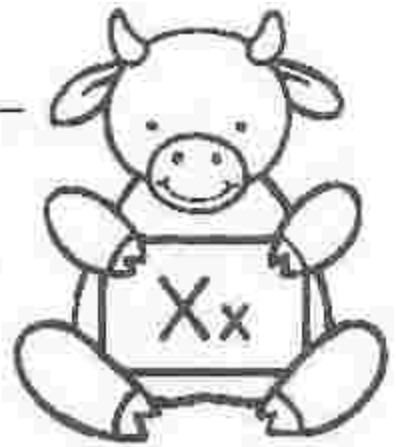




Comprehension Skill: Beginning, Middle, Ending

Discuss the pictures in each row. Have children trace or write the numbers 1, 2, and 3 for each set of pictures to show what would happen in the beginning, in the middle, and at the end of the story that the pictures show.

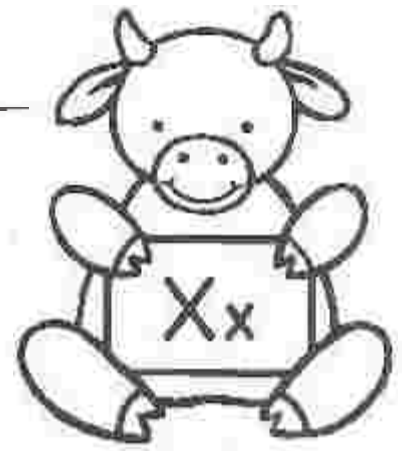
Name _____



Consonant Xx

Ask children to name the letters by the ox at the top of the page. Have them find and circle X's in the picture. Then have them trace and write X and x in the space provided.

Name _____

















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Relate Xx to /ks/

Have children name each picture. Ask them to write X or x if the picture name ends with the sound /ks/.