

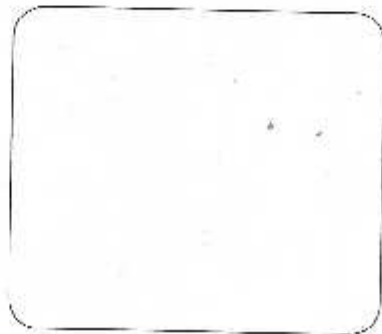
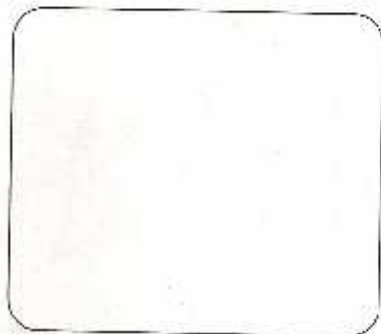
Response to Literature: *Swing High, Swing Low*

Have children use the pictures at the top of the page to tell you about the children's day in *Swing High, Swing Low*. In the box below the pictures, have children draw a picture for one of the pairs of opposites in the story.

Name _____



Reality

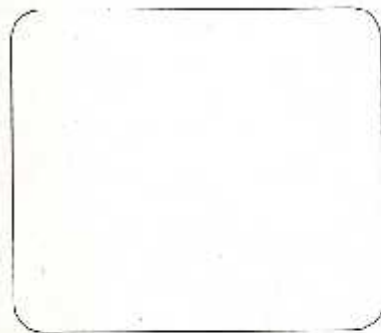
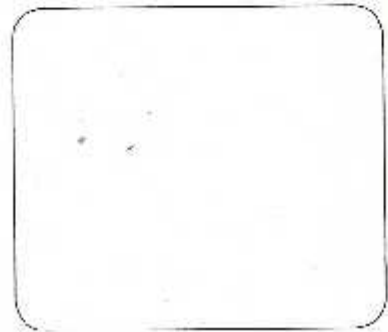
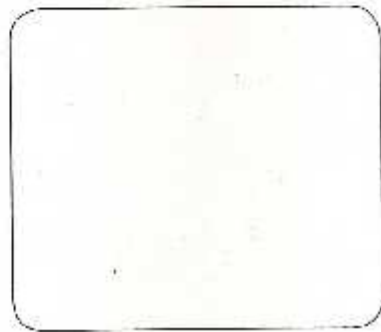


Comprehension Skill: Reality/Fantasy

Discuss with children the pictures along the side of this page and the boxes on pages 5 and 6.
Have children cut out the pictures and glue the realistic scenes under the Reality heading on page 5.
5. Have them glue the scenes that could not really happen under the Fantasy heading on page 6.



Fantasy

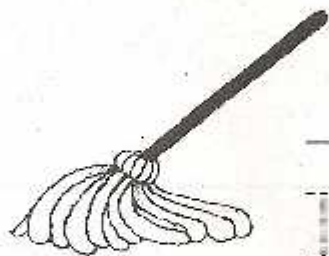


Comprehension Skill: Reality/Fantasy

Have children glue in the boxes the pictures of things that could not really happen.

n a f

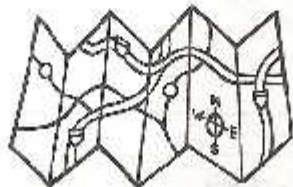
i p g



mop



dot



map



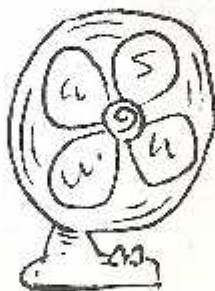
dog



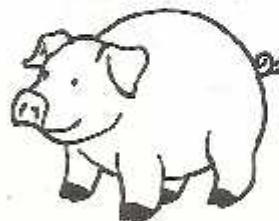
man



dig



fan



pig

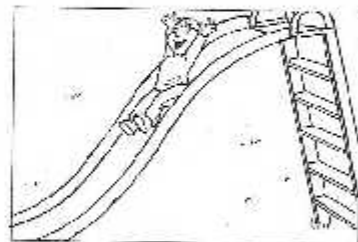
Word Building

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

I can go up.



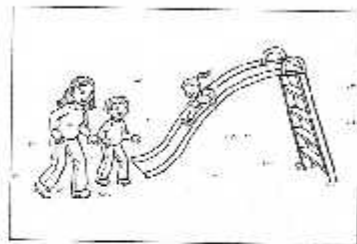
I can go down.



You can go _____.



You can go _____.



High Frequency Words: *up, down*

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

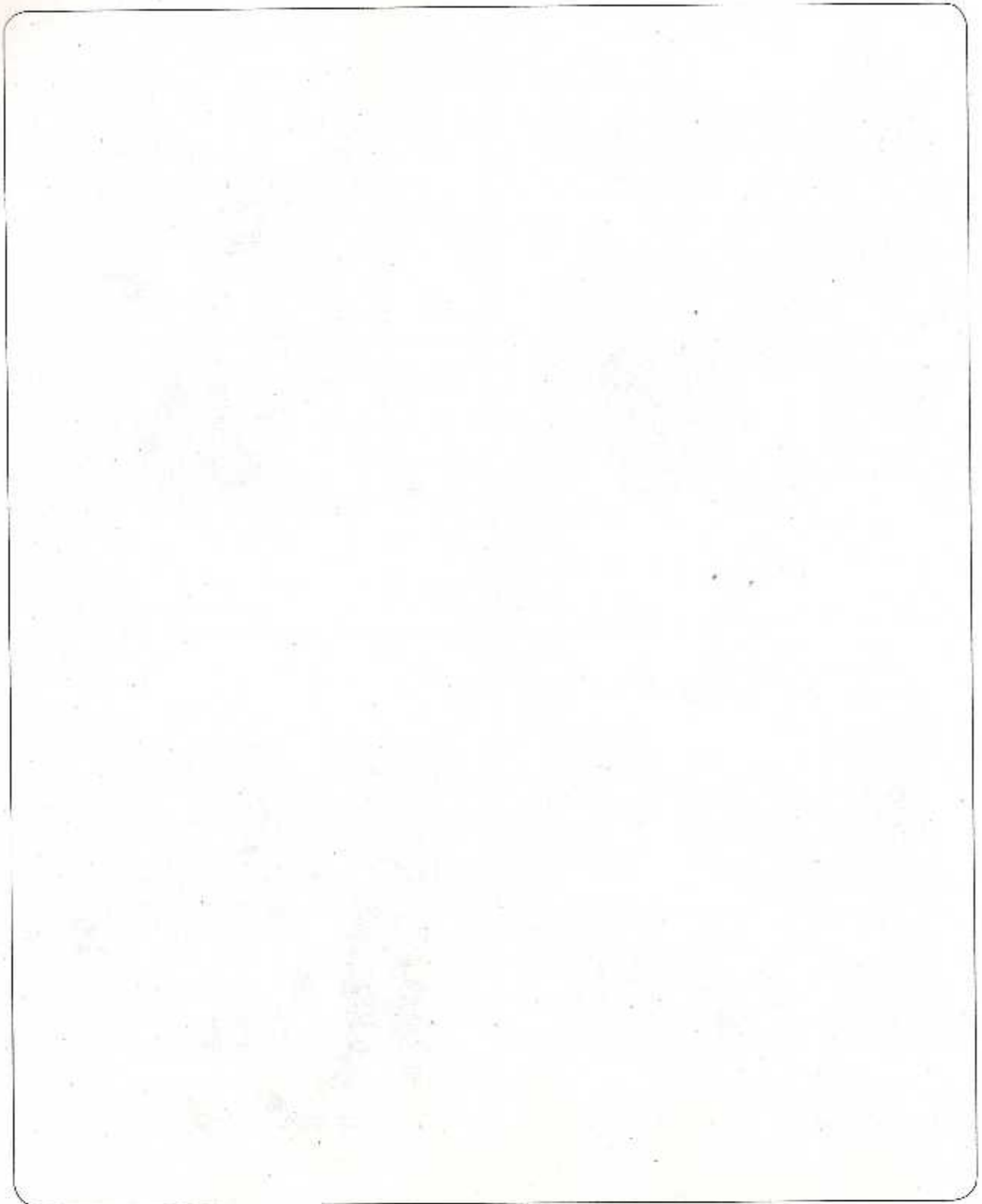


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Response to Literature: *The Most Perfect Spot*

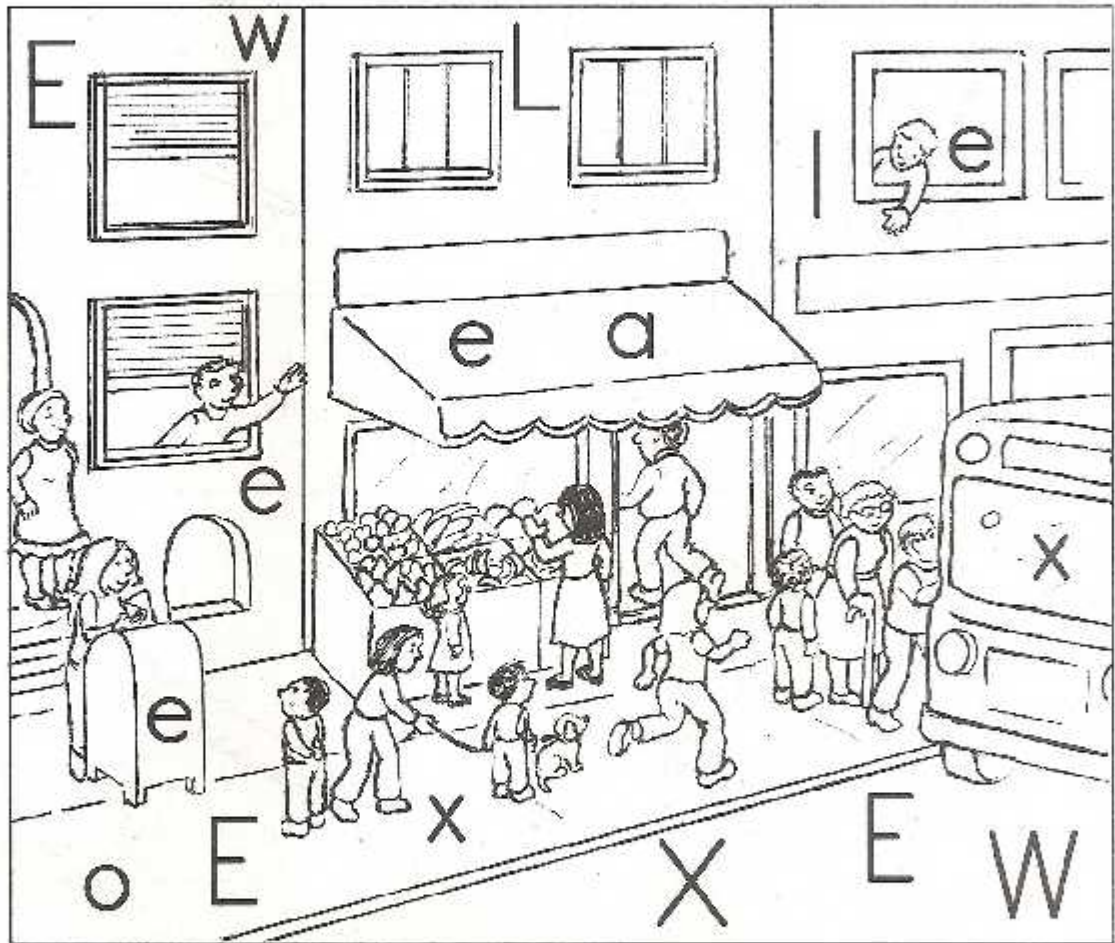
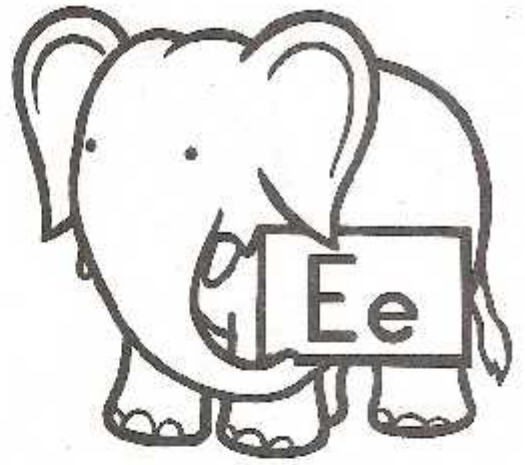
Have children use the pictures on page 9 to retell the parts of the story that happen in the park. On page 10, have children draw a picture to show where Mama, Jack, and the dog, Spot, finally have their picnic.

Name _____

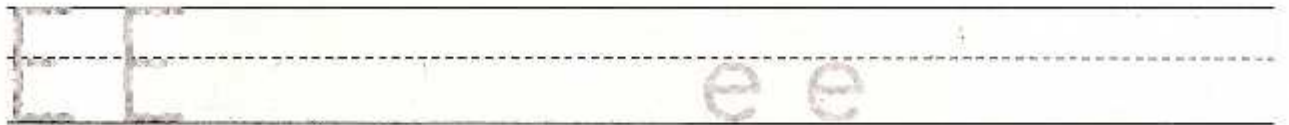


Response to Literature: *The Most Perfect Spot*

Have children draw a picture to show where Mama, Jack, and Spot have their picnic.

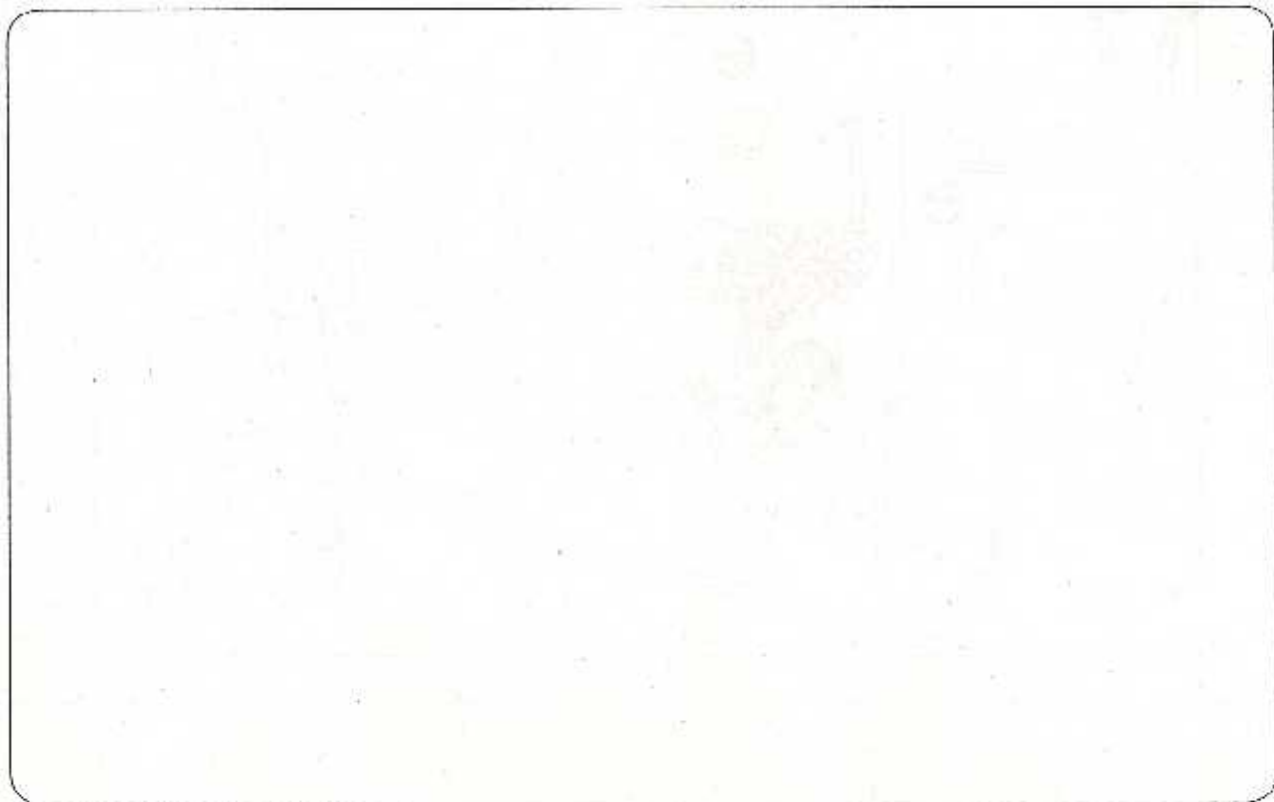
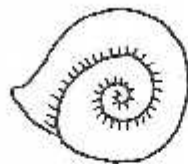


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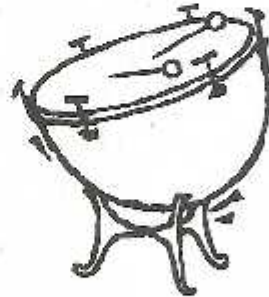
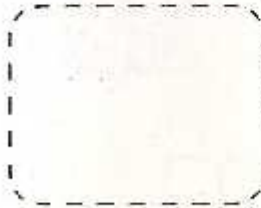
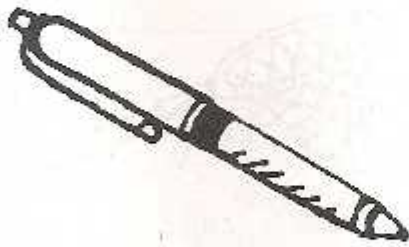
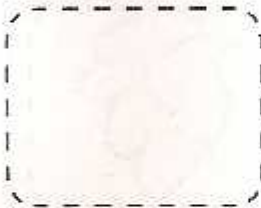
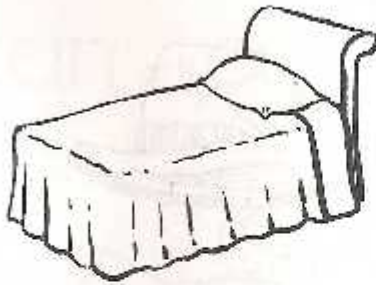
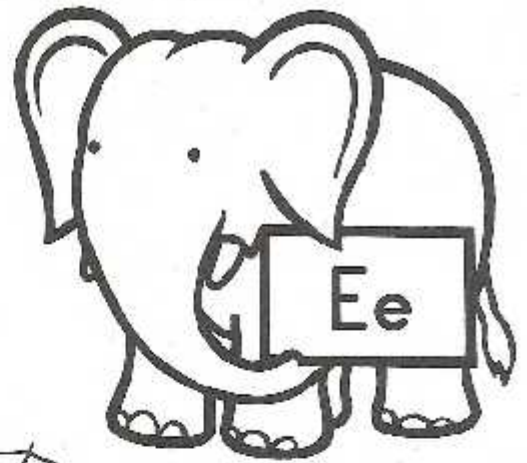
Short Vowel Ee

Ask children to name the letters at the top of the page. Have them find and circle Ee's on the page. Then have them trace and write E and e in the space provided.



Response to Literature: *What a Treasure!*

Have children draw a line from the picture of each animal to the treasure Moie found for it. Invite children to retell the story. Then have them draw a picture of the treasure Moie found for himself. Invite children to tell about a treasure of their own.



e

e

e

e

e

e



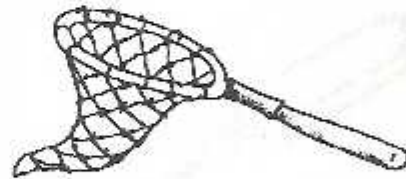
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Relate Ee to /e/

Have children cut out the e's on the side of the page. Have them name each picture on pages 13 and 14 and glue an e in the box for each picture whose name contains the sound /e/. Tell children they will not use all the cutout letters.



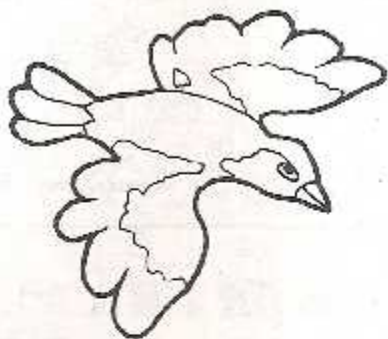
10



Relate to /e/

Have children glue a letter e for each picture whose name contains the sound /e/.

can can not can can not



can can not can can not



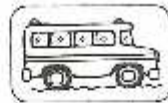
can can not can can not



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Comprehension Skill: Reality/Fantasy

Discuss the picture in each box. Have children circle the word *can* if the picture shows something that can really happen. Have them circle *can not* if the picture shows something that cannot really happen.



We want to go on a bus.



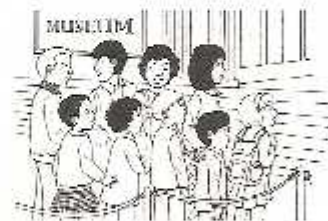
_____ to go in a van.



_____ to go in a cab.



_____ to go here.

**High-Frequency Words: we, want**

Have children read each sentence and trace or write the words *We want* to complete it.

Remind children that they should begin each sentence with an uppercase letter.

Pet Show!

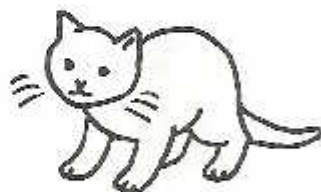
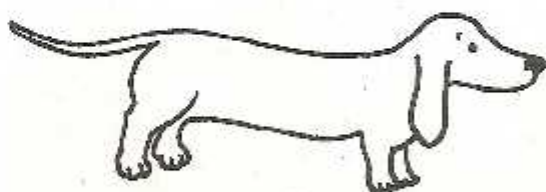
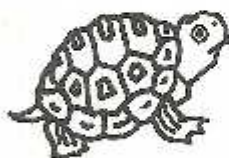
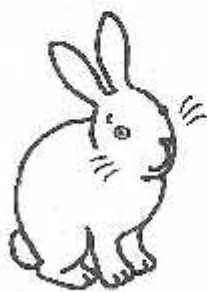


Two large, empty rectangular boxes for drawing, one on the left and one on the right.

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Response to Literature: *Pet Show!*

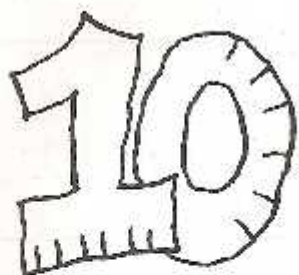
Have children use the pictures at the top of page 17 to retell *Pet Show!* Discuss why Archie has two pets at the end of the story. In the space on page 17, have children draw Archie's two pets. On page 18, have them draw a pet they would like to take to a pet show.



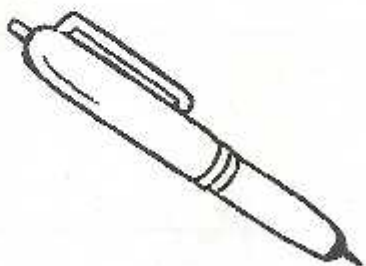
© Harcourt

Response to Literature: Pet Show!

Have children draw a pet they would like to take to a pet show.



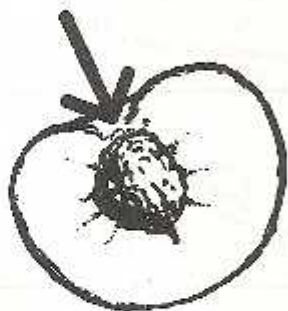
t		n
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	e	n
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p	e	
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p		t
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e

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i

s

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n

b

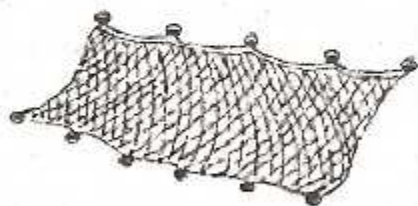
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Phonics: Word Building

Have children cut out the letters on the side of this page. Then have them name the pictures on pages 19 and 20, trace the letters in the boxes, and paste the missing letter in the box to complete each picture name.



	e	t
--	---	---



	e	t
--	---	---



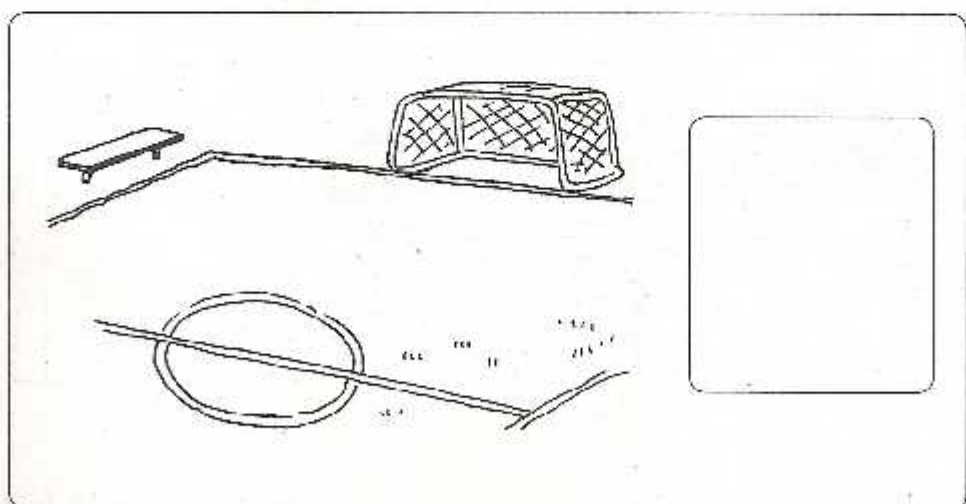
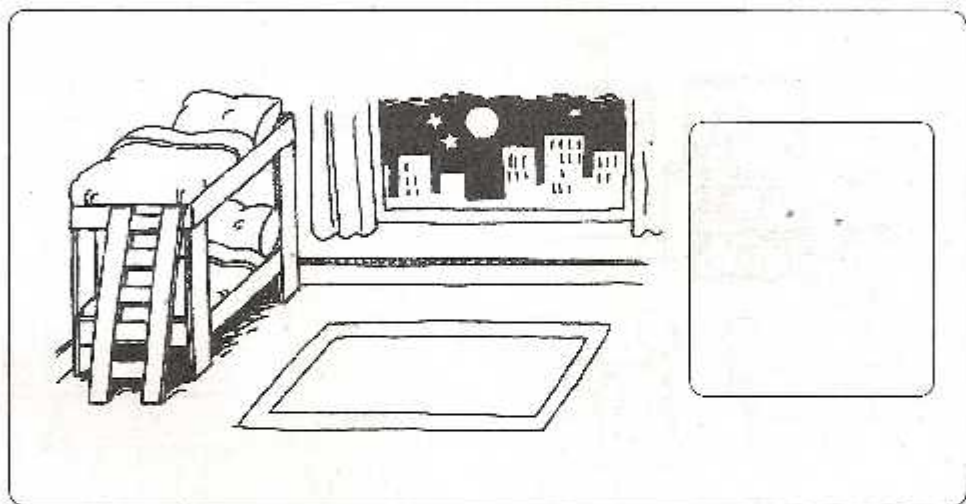
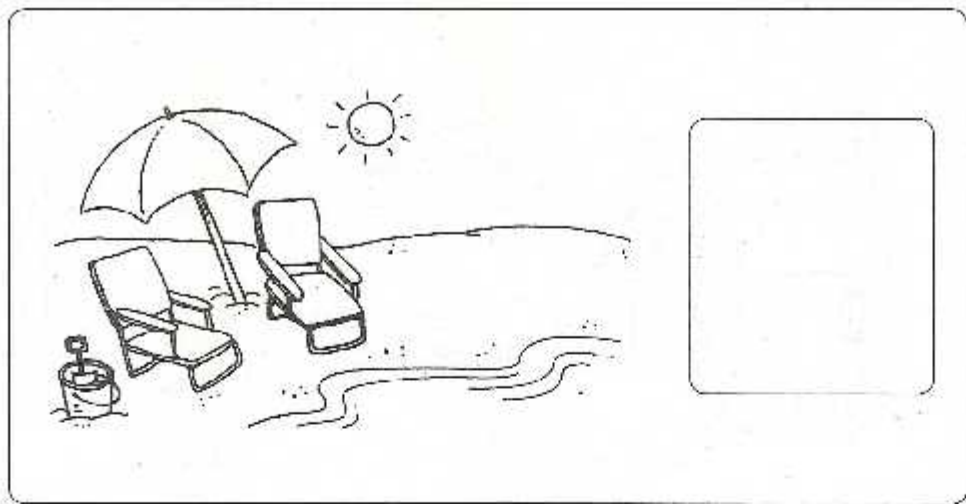
	e	t
--	---	---



w	e	
---	---	--

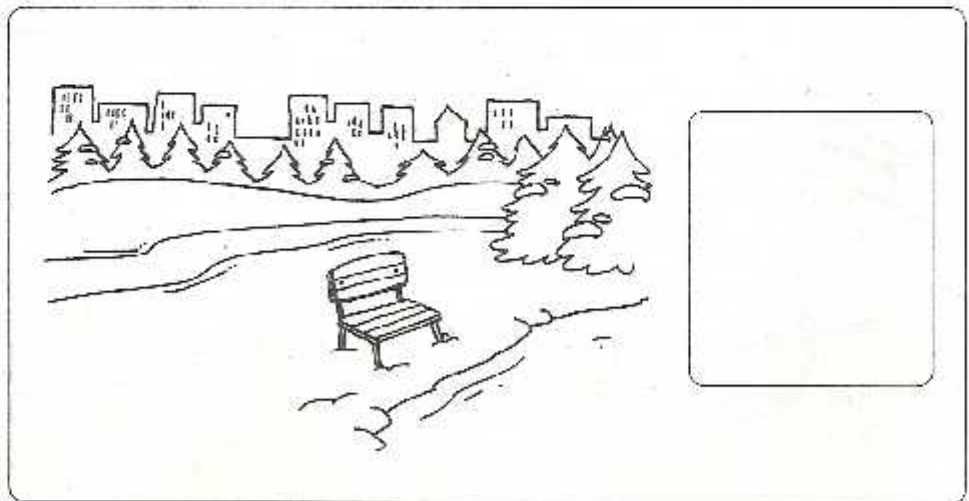
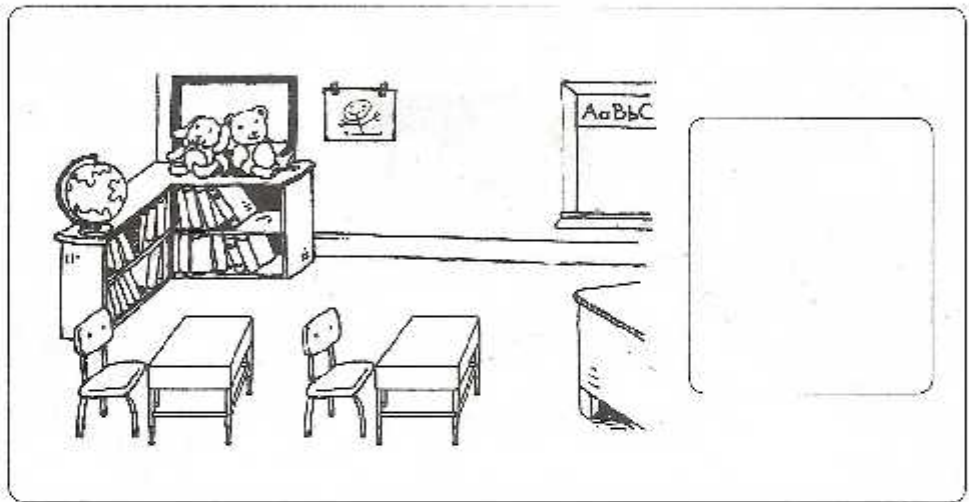
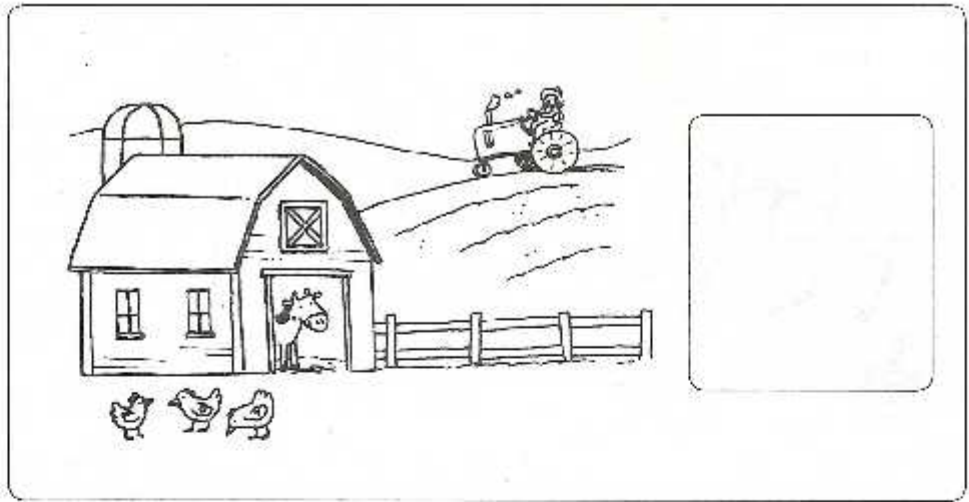
Phonics: Word Building

Have children name each picture, trace the letters in the boxes, and paste the missing letter in the box to complete the picture name.



Comprehension Skill: Setting

Discuss the pictures of people on the side of page 21, and have children cut them out. Then discuss the settings in the scenes on pages 21 and 22. Have children paste each picture of people into the setting in which the people belong.



Comprehension Skill: Setting

Have children paste each picture of people into the setting in which the people belong.

Get the cat out.



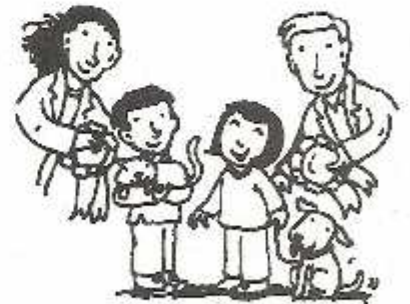
Get the dog _____.



Who will win?

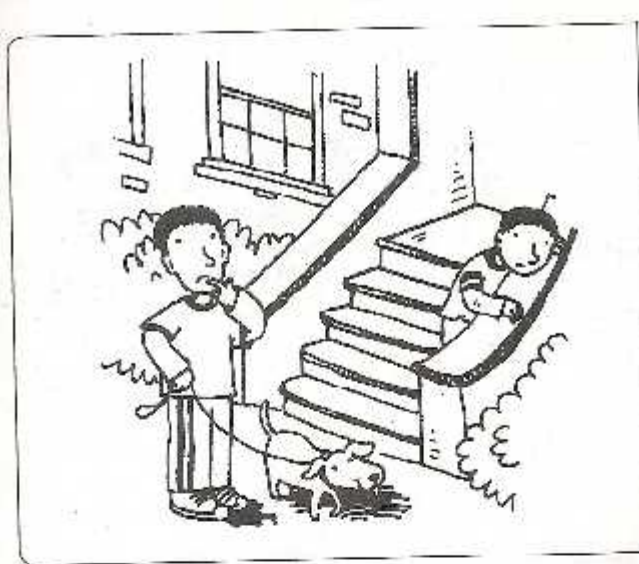


Look at _____
will win.



High-Frequency Words: *out, who*

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



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ISBN-10: 0-15-359293-1

**Literature Response: Compare Texts**

Use the pictures at the top of the page to discuss with children the things that go wrong for the characters in *Pet Show!* and *The Most Perfect Spot*. Then talk about the pets that Archie and Jack have by the end of each story. Have children draw Archie's pet in one box and Jack's pet in the other box. Have children tell how they think the characters feel at the end of *Pet Show!* and *The Most Perfect Spot*.