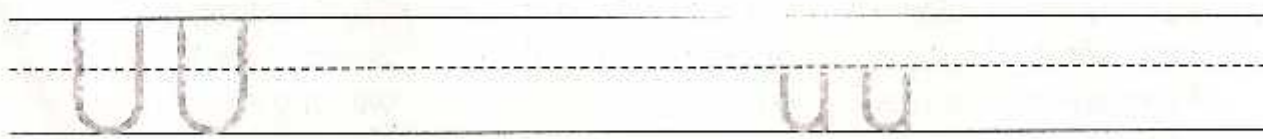
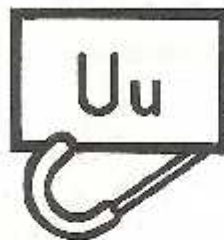


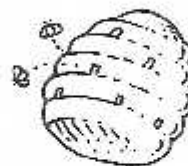
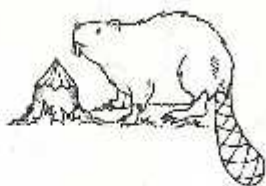
Name _____



Vowel Uu

Ask children to name the letters by the umbrella at the top of the page. Have them find and circle Uu's on the page. Then have them trace and write U and u in the space provided.

Name _____



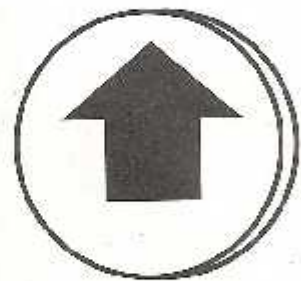
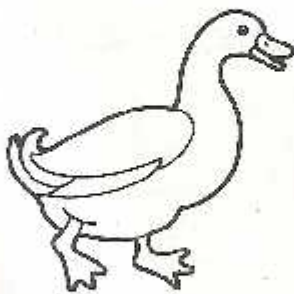
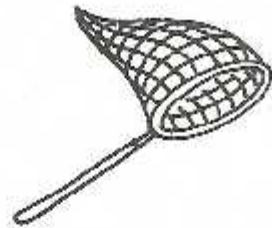
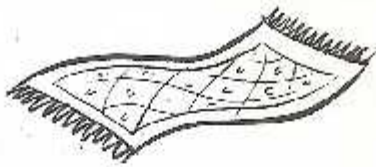
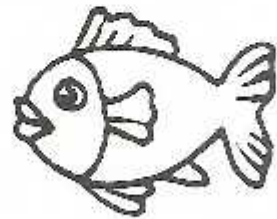
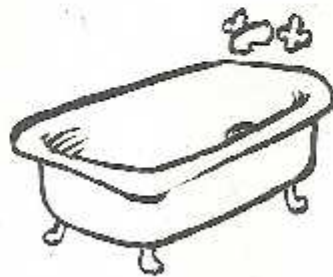
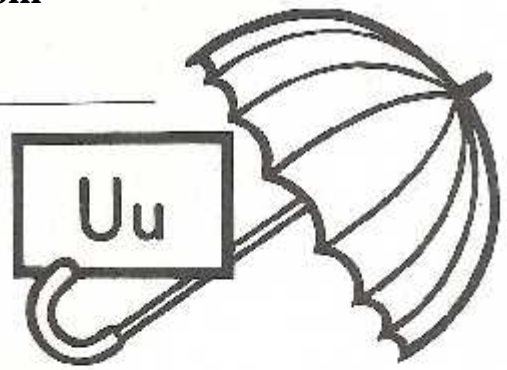
In My Home

© Harcourt

Response to Literature: *Whose House?*

Use the pictures at the top of the page to have children discuss what they learned about animal homes from the story. Ask children to draw a line from each animal to its home. Then have children draw a picture of something they like about their home.

Name _____

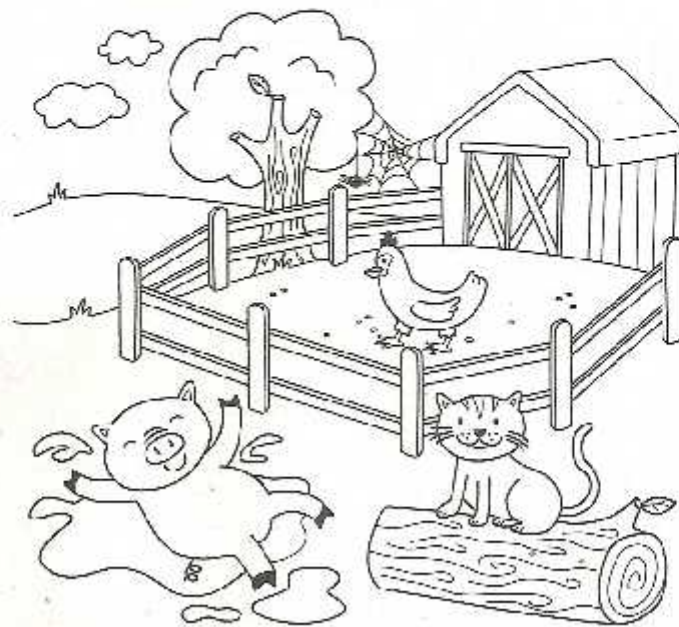


Relate Uu to /u/

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

Name _____

pig cat bug



The _____ is in the web.

The _____ is on the log.

The _____ is in the mud.

Comprehension Skill: Details

With children, 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 _____



Bun can run and run.



Bun can run there.



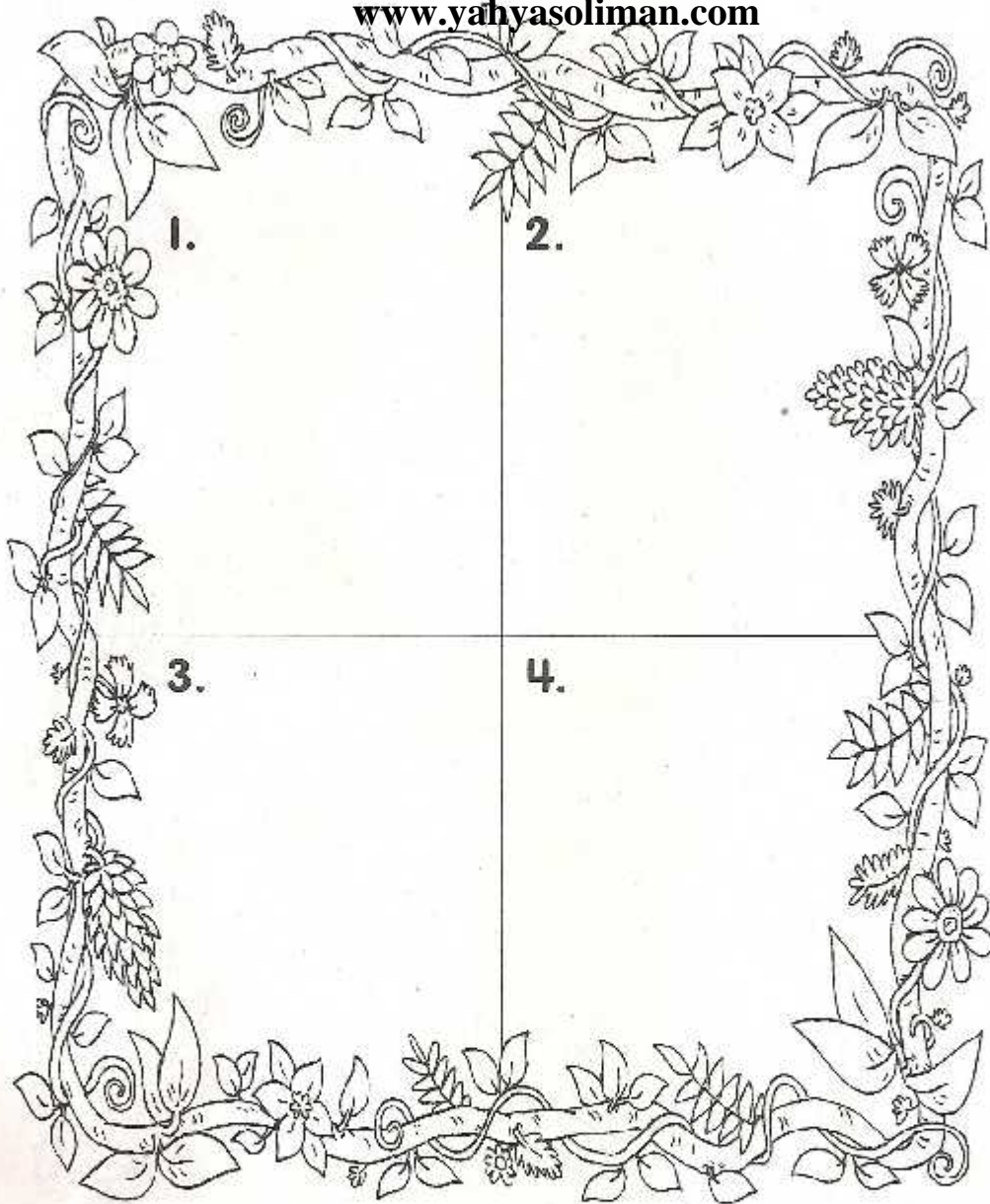
Pat can run _____ run.



Pat can run _____.

High-Frequency Words: *and, there*

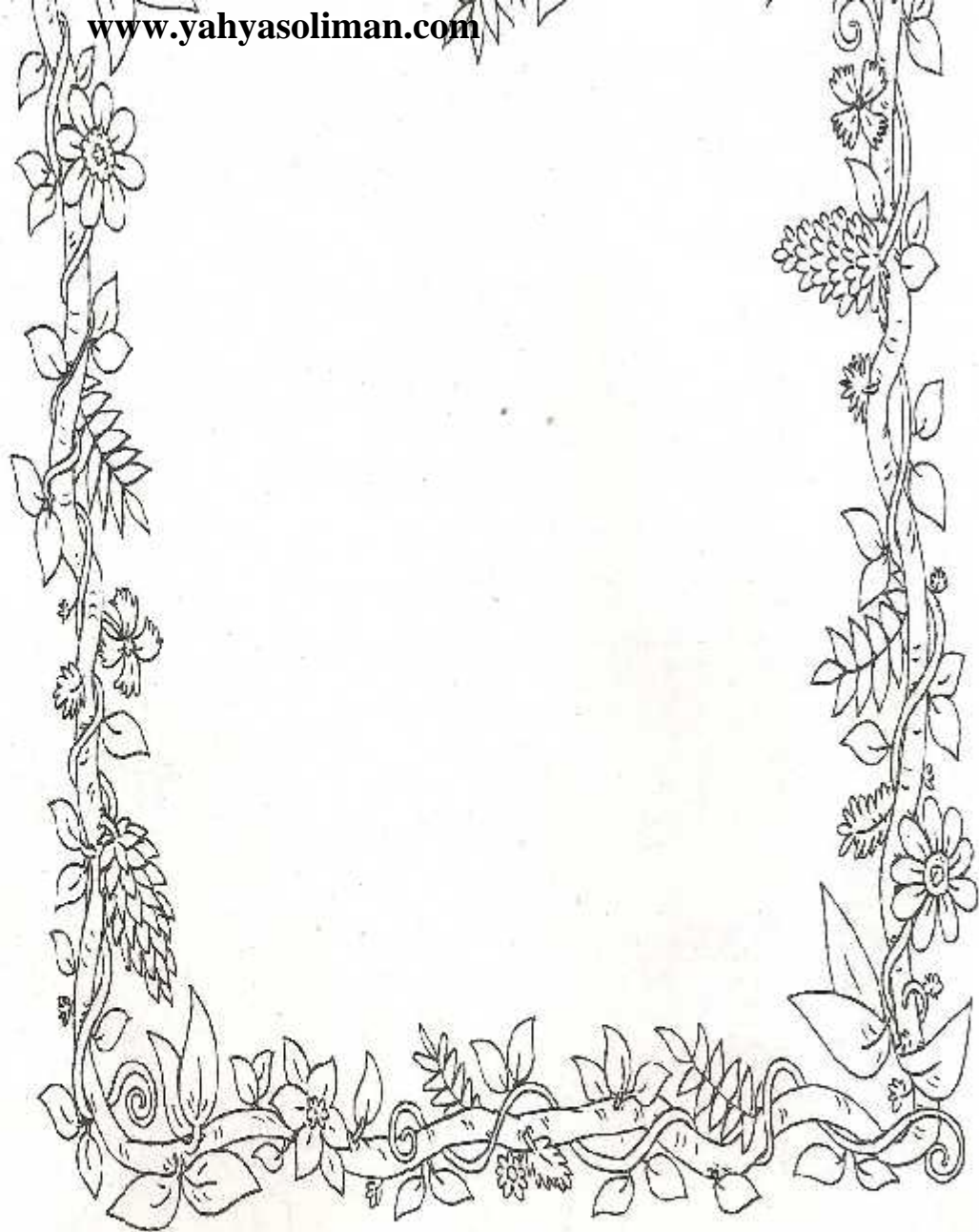
Have children read each sentence and trace or write the word *and* or *there* to complete it.



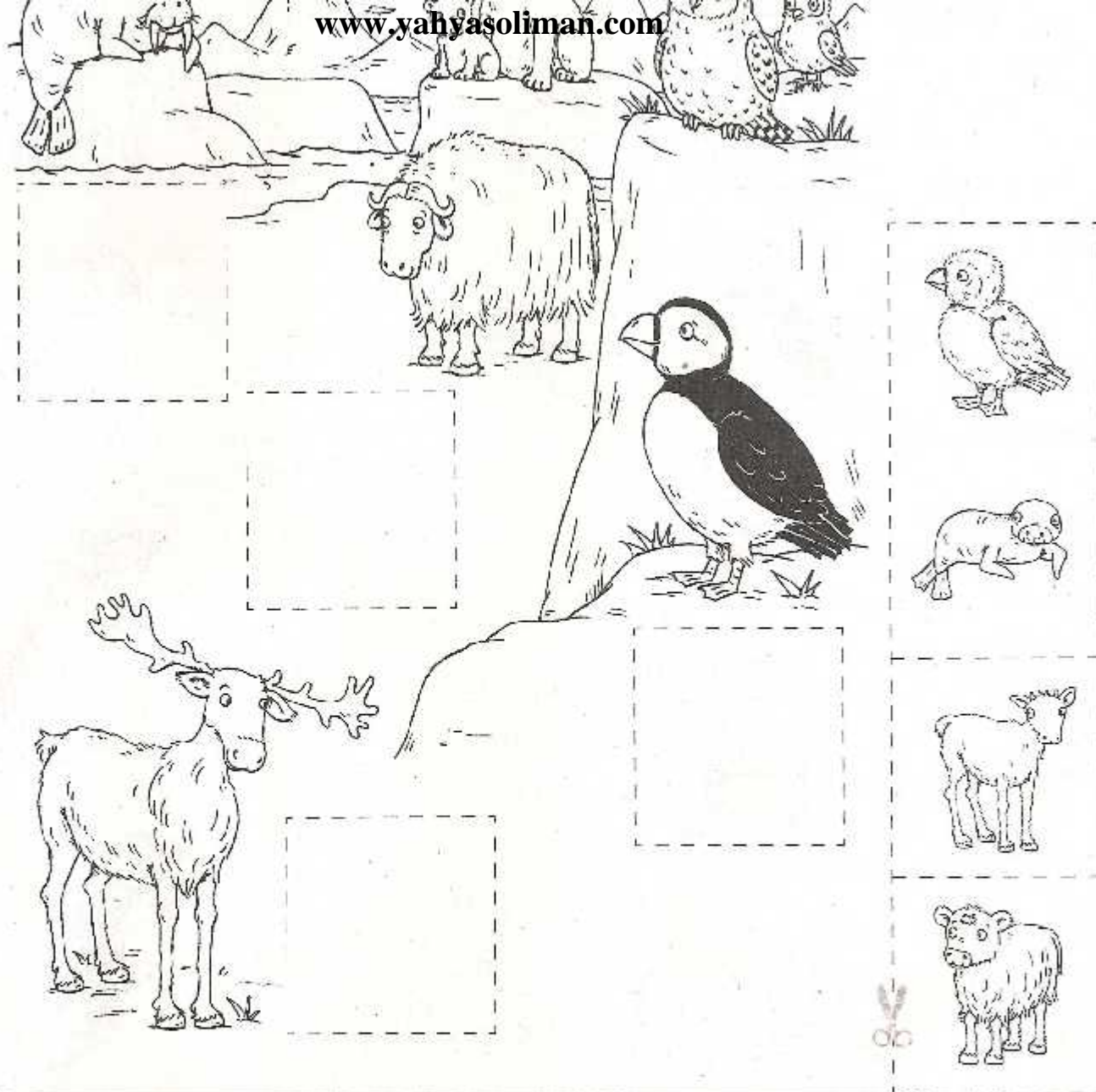
© Harcourt

Response to Literature: Red-Eyed Tree Frog

Discuss with children the pictures along the side of the page. Ask children to cut out and paste the pictures in the boxes to show the order of events in the book. On page 10, have children draw their favorite part of the story and tell why this is their favorite part.



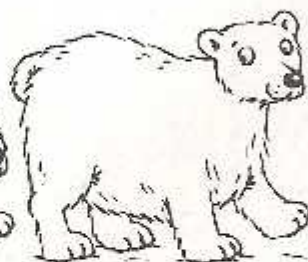
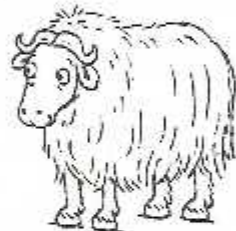
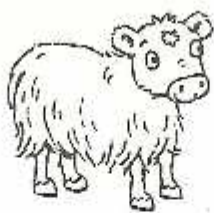
Response to Literature: *Red-Eyed Tree Frog*
Have children draw their favorite part of the story and tell why this is their favorite part.



© Harcourt

Response to Literature: *Good Morning, Little Polar Bear*

Have children use the large picture to tell about details in the story. Then have them cut out the pictures of the animal young and paste each picture near the animal's mother. On page 12, have children draw what they would do if they were the boy in the story.



Response to Literature: *Good Morning, Little Polar Bear*

Have children draw what they would like to do if they were the boy at the end of the story. Invite children to talk about their drawings.

t r s b

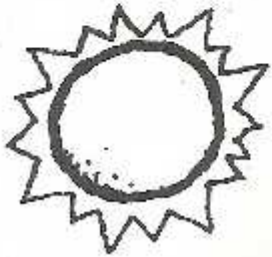
n c h u



un



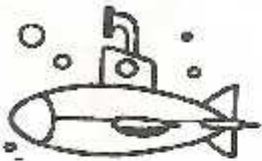
ot



un



ct



su



ut



ub



ut

Word Building

Have children name each picture. 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.



fan bag map hat

The fox has a _____.

The dog has a _____.

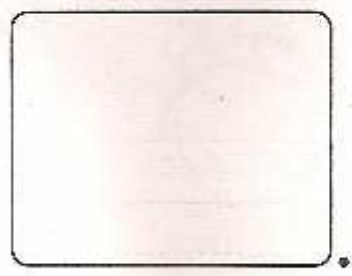
The hen has a _____.

The cat has a _____.

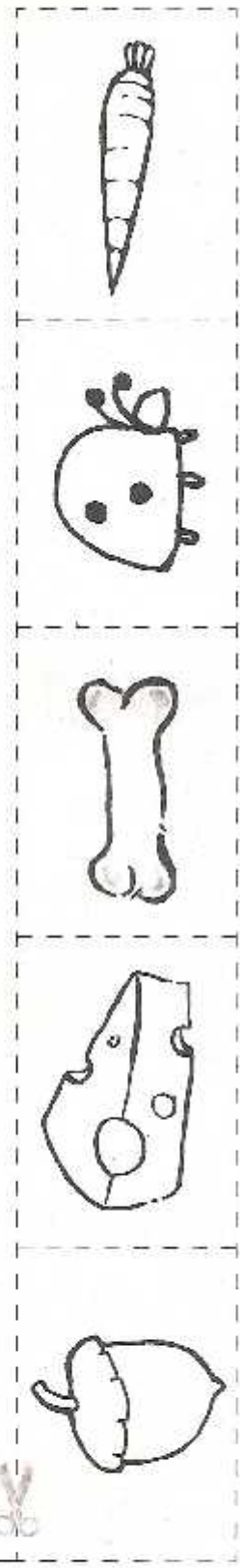
Comprehension Skill: Details

Discuss the picture with children. Have children read aloud the words in the box. Tell them to write a word from the box to complete each sentence to make it tell about the picture.

Give me a little

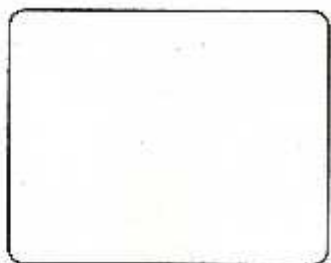


me a

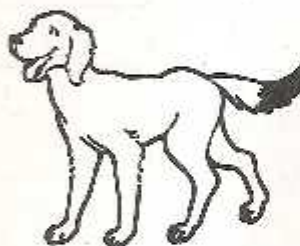
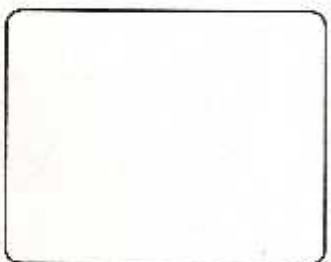


High-Frequency Words: give, little
Have children name and cut out the pictures on the side of the page. Ask them to read each sentence on pages 15–16, and trace or write the word *give* or *little* to complete it. Remind children that the first word in a sentence begins with an uppercase letter. Have children paste each cutout picture by the animal who would want it.

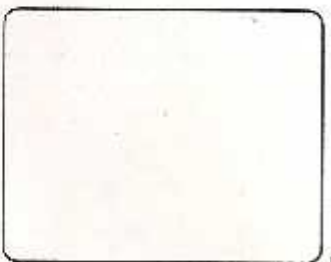
Give me a little



me a

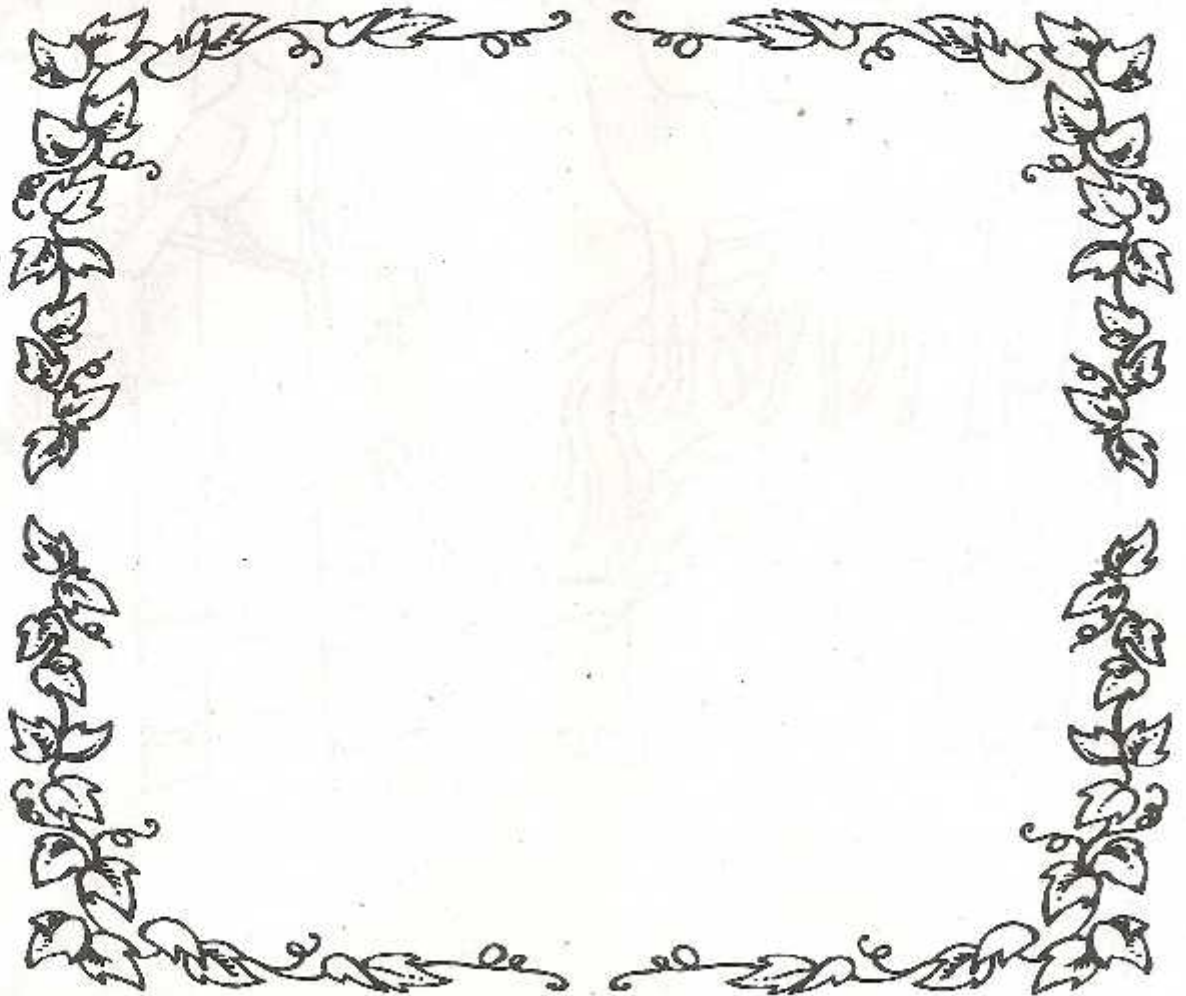
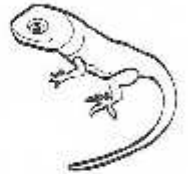
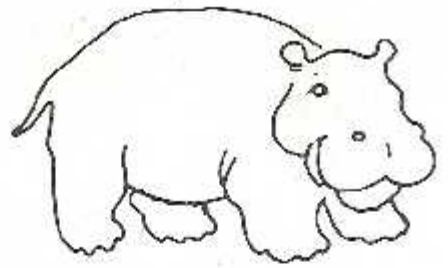
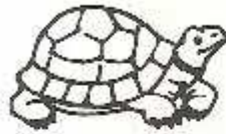
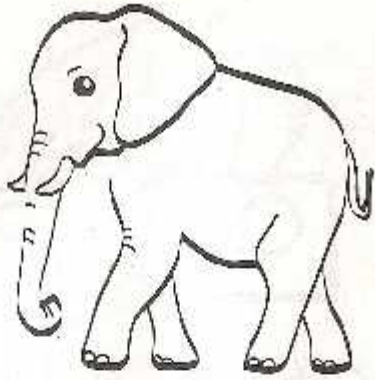


me a

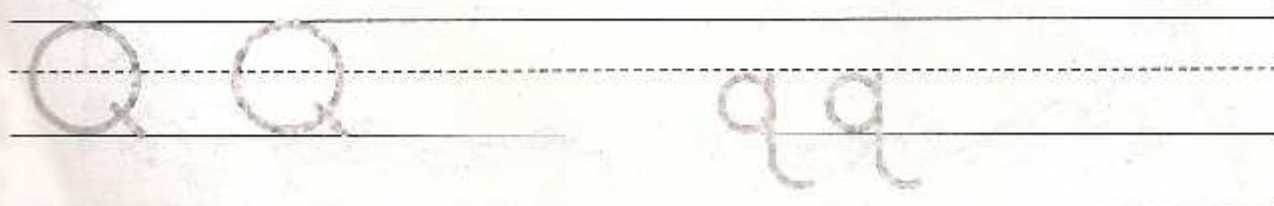
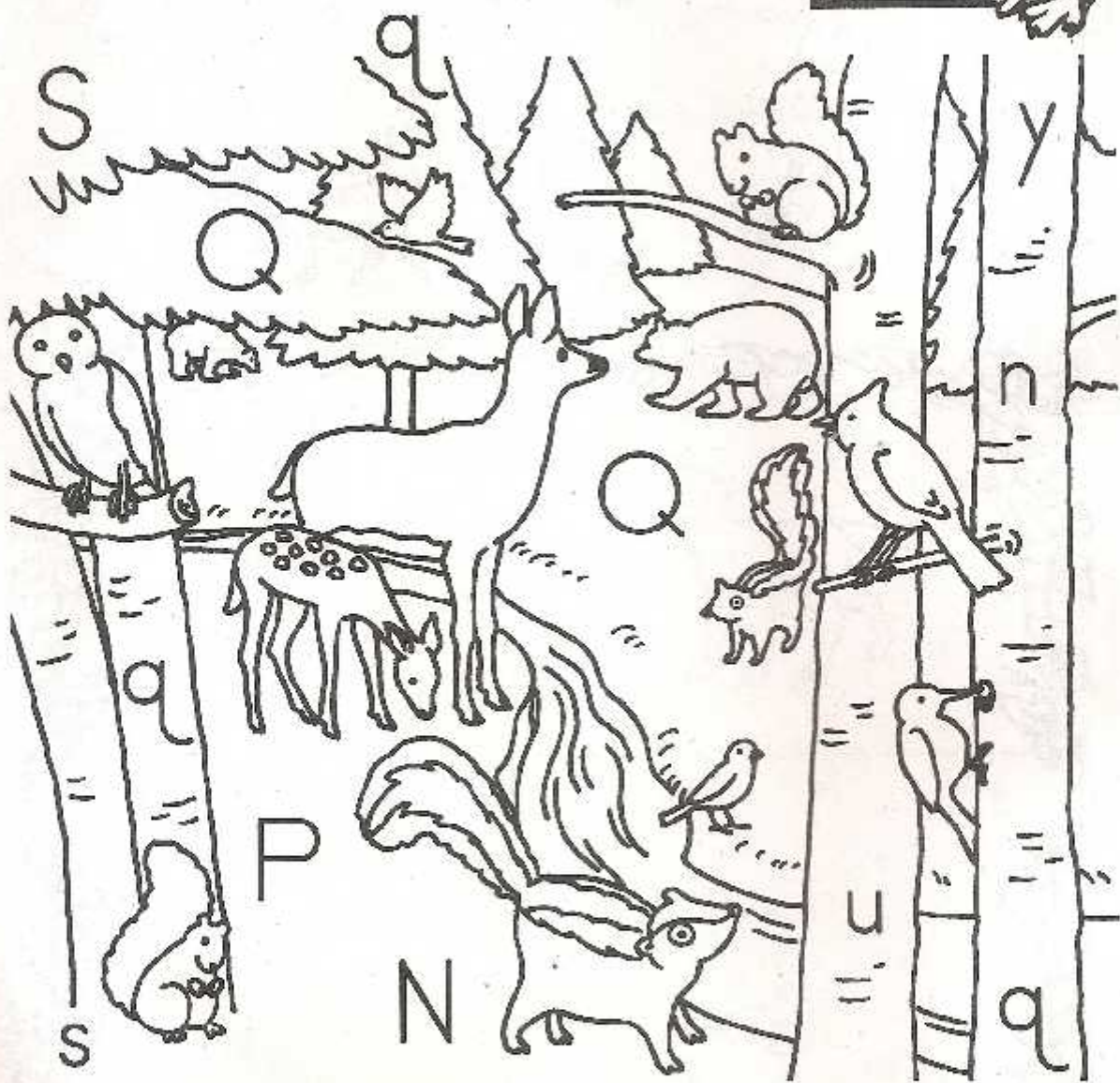
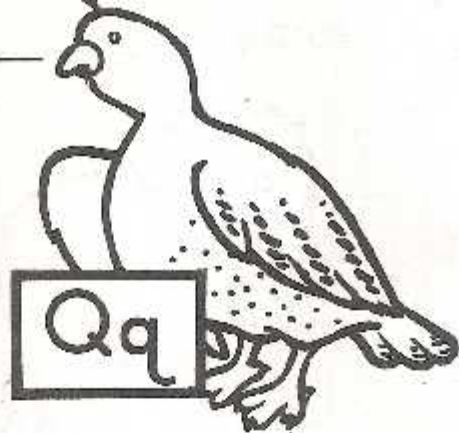


High-Frequency Words: *give, little*

Have children read each sentence, and trace or write the word *Give* or *little* to complete it. Then have them paste the cutout picture by the animal who would want it.

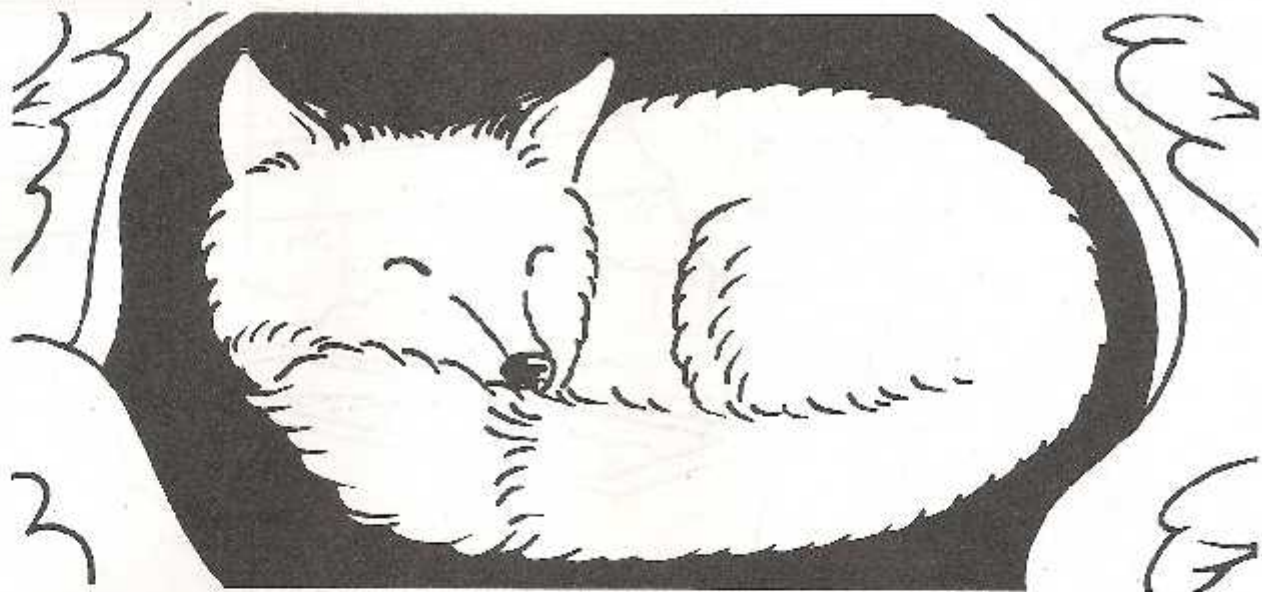
**Response to Literature: *Clever Tortoise***

Invite children to retell the story. Then have them draw a picture of their favorite part of the story. Have them tell why this part is their favorite.



Consonant Qq

Have children name the letters by the quail at the top of the page. Have them find and circle Qq's on the page. Then have them trace and write Q and q in the space provided.



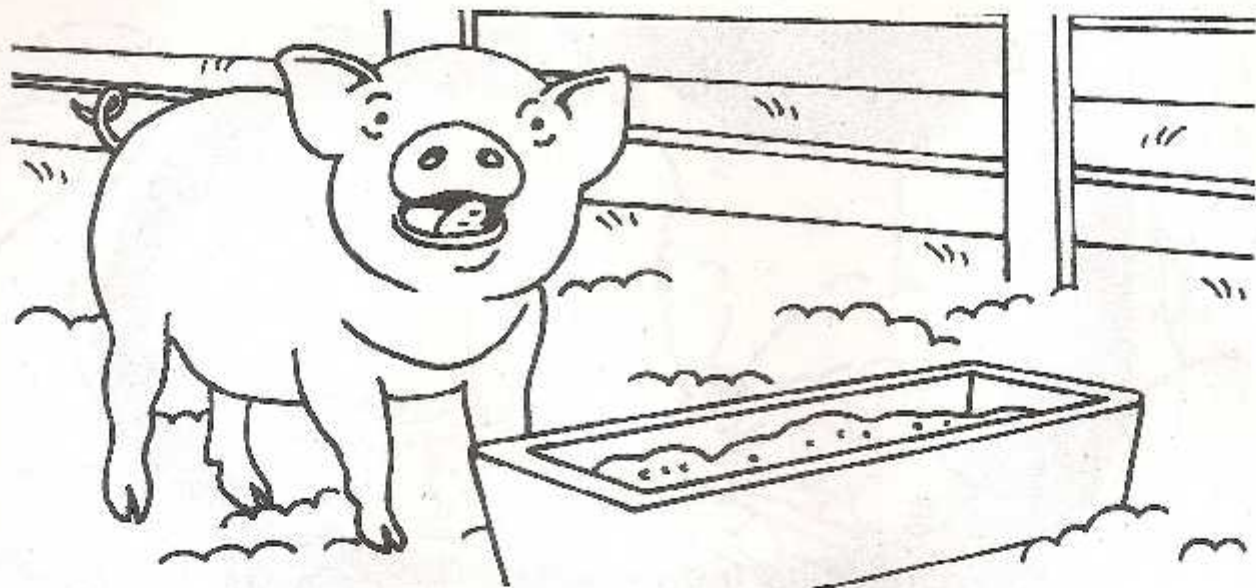
That fox has a mom.
The fox will nap.



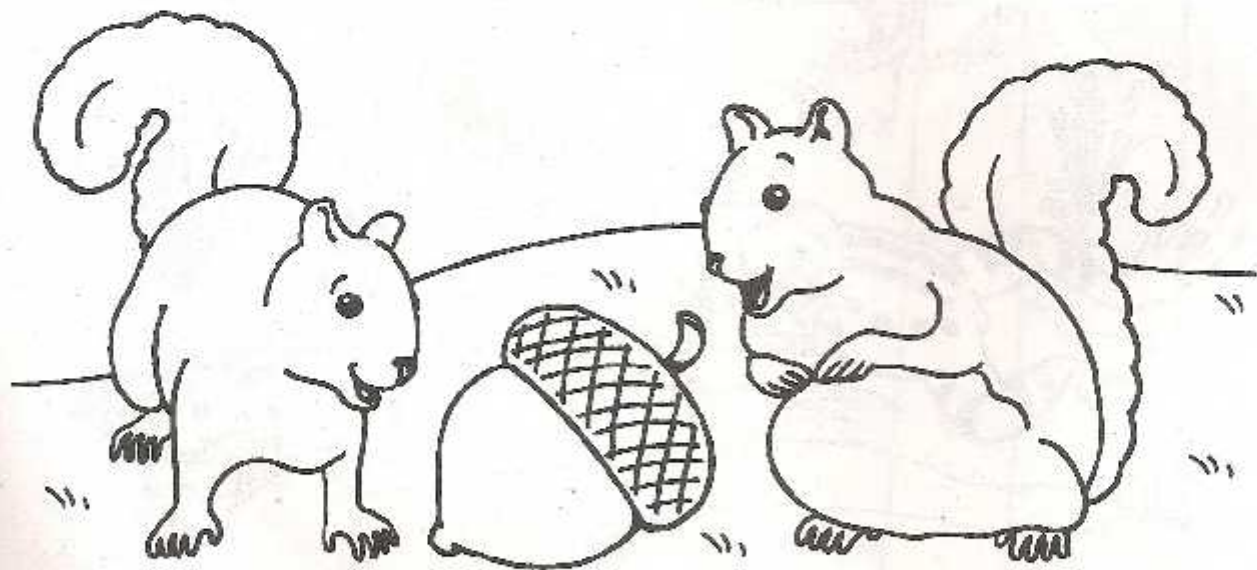
They like to hop.
They look for a bug.

Comprehension Skill: Main Idea

Discuss with children the pictures on pages 19–20. Have children read the sentences below each picture, and circle the sentence that tells the picture's main idea, or what it is mostly about.



The pig will fix it.
The pig will have a lot.



It is a big mess.
It is a big nut.

Comprehension Skill: Main idea

Have children read the sentences below each picture and circle the sentence that tells the picture's main idea.



Can I have that bag?



You can not _____ it.



Let me _____ it.



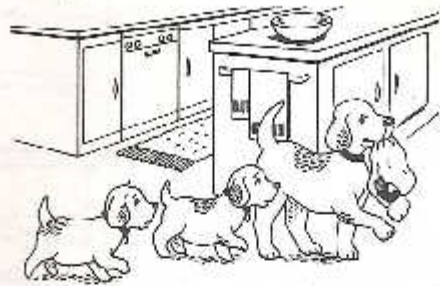
I want _____!

© Harcourt

High-Frequency Word: *that, have*

Have children read the sentences on pages 21–22. Have them trace or write the word *that* or *have* to complete it.

Name _____



Look out!

That bag can rip!



I can fix _____ bag.



We want to _____ it, Mom.

High-Frequency Word: *that, have*

Have children read the sentences on pages 21–22. Have them trace or write the word *that* or *have* to complete it.

Real	Story

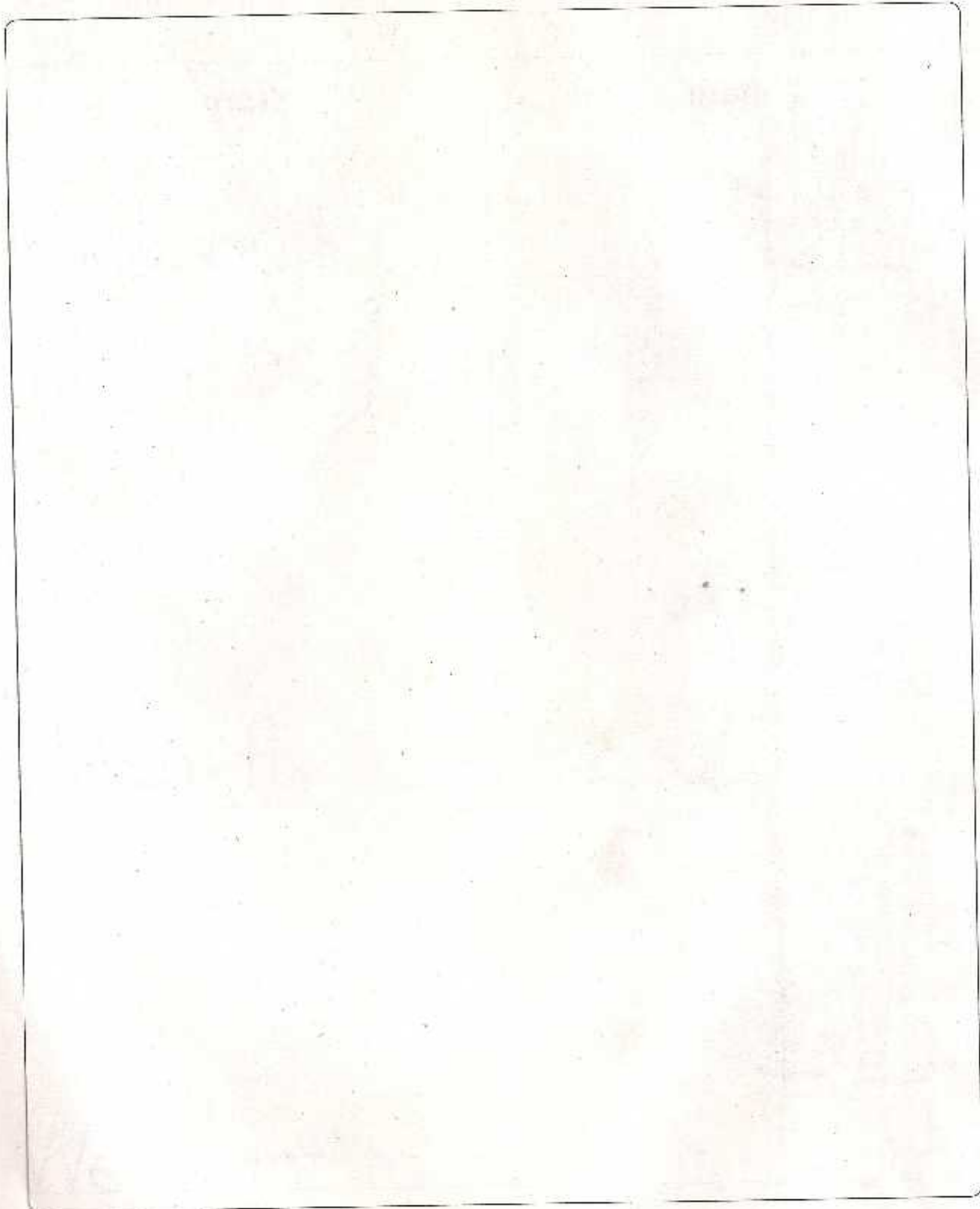
© Harcourt

Literature Response: Compare Texts

Discuss with children the *Library Books Red-Eyed Tree Frog* and *Clever Tortoise*. Have children draw a picture to show which book is about real life, and which book is a story. Prompt them to give reasons from the text in each story. On page 24, have children draw a picture of something from the book that they like more.

Name _____

www.yahyasoliman.com



ISBN-13: 978-0-15-359295-9

ISBN 10: 0-15-359295-8



9 780153 592959

Literature Response: Compare Texts

Have children draw a picture of something from the *Library Book* that they like more. Invite them to share their drawing.

 **Harcourt**
SCHOOL PUBLISHERS

Animals All Around