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ABSTRACT

This book provides lessons, games, teaching strategies, and activities that can be used to supplement a regular, primary-level reading program. Sections, color-coded according for first, second, and third grade, are devoted to the following topics: general tips for teaching reading, motivating interest in reading, experience stories, using films and filmstrips in the reading curriculum, perceptual skills, comprehension strategies, comprehension skills, and oral reading. An answer key for puzzles completes the volume. (KS)

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**TECHNIQUES**  
**ACTIVITIES**  
**WORDS**  
**IDEAS**  
**FUN**  
**GAMES**

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*St. Louis, Missouri*

*1976*

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1976

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The committee wishes to acknowledge the many creative ideas contributed by classroom teachers and curriculum specialists. Duplications and anonymous contributions have made individual recognition impossible.

## SPECIAL ACKNOWLEDGMENT

Racine B. Maddox, Graphics

Dollean M. Clark, Proofreading

## PREFACE

This book is the outgrowth of requests by teachers for additional materials and strategies for reinforcement of reading skills. Many teachers have participated in this project in a variety of ways.

During the 1973-1974 school year teachers serving on the Primary City-Wide Curriculum Committee expressed a need for materials and techniques to reinforce and/or reteach beginning reading skills. An Ungraded Primary Reading Committee, appointed in the fall semester of 1974, worked for approximately four weeks to survey reading materials available from publishers and to make recommendations regarding pupils whose needs were not being met by the existing reading program. The recommendations made by this committee included:

"That a committee develop and compile an activity guide to be used in conjunction with the reading skills check list. Teachers are the greatest resource and should be asked to contribute to the activity guide ideas that work.

"The guide should contain games teachers can make, seatwork that is meaningful, and activities using the chalkboard or charts to reinforce specific skills."

For the next eight months contributions for the activity book were solicited from teachers and collected by curriculum specialists, district curriculum advisory committee members, and city-wide curriculum committee members.

In order to implement the recommendation of the Ungraded Primary Reading Committee, a Primary Reading Activity Book Committee was appointed in November, 1975. The members of this committee worked approximately six weeks synthesizing the contributions from teachers, the results of their research, and their own ideas to produce the manuscript for this activity guide.

This complete project was implemented under the supervision of the staff of the Division of Curriculum Services and represents a part of this division's continuing commitment to help teachers more effectively meet the needs of pupils.

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## HOW TO USE THIS BOOK

Take time to get acquainted with this activity book. You will find lessons, seatwork, games and teaching strategies designed to help you. These activities are to be used *in addition to* the regular reading program. Select those needed to reinforce skills being taught from the basic curriculum materials.

The terminology used to identify reading skills is consistent with that used in the Reading Objectives developed and distributed for use in Title I programs. Activities are grouped in four major sections:

PERCEPTUAL SKILLS

COMPREHENSION STRATEGIES

COMPREHENSION SKILLS

STUDY SKILLS

The activities are color-coded to suggest level of difficulty:

Primary I, pineapple  
Primary II, grape  
Primary III, watermelon

To locate an activity for a particular skill, turn to your grade level within the appropriate skill section. In order to provide for individual needs of pupils, you may need to select from various levels within that skill cluster. Many of these lessons will utilize multiple skills.

A typical activity sheet lists the skill(s) level(s), description of materials needed, procedure and directions.

Some activities are intended for use with specific stories in the adopted texts; when this is true, the title and page number of the story is given.

Some pages are coded with symbols:



appears on pages from which masters may be made.



appears next to procedures for teachers.



appears next to directions for pupils.

## GENERAL TIPS

Have young children put a piece of construction paper in the studybook to use as a page marker and a mask for material not being used.

Draw cross lines on studybook pages which contain four vowel exercises (Levels 3-S and 4-S) so that the child knows the word on which the group is working.

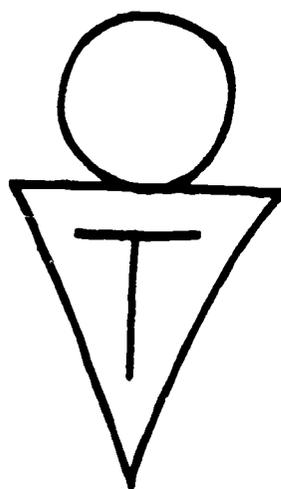
After sequential order pages have been completed, have the children cut the pages apart and paste pictures in sequential order on another piece of paper.

Write directions for all assignments on the board. Directions for math, art, and spelling lessons can be written to give additional reading practice.

Always identify the skill that is being practiced. Share with the children the objective or expected outcome of each lesson.

Insert relevant pages from this activity book into the reading manual being used. Supporting material will then be at hand for the skill you are teaching.

When children at a given reading level demonstrate weakness in a skill, re-teach or reinforce learning by using duplicating masters for Open Highways and for Systems at a lower level. These duplicating masters are available in the schools. Use the table of contents to locate the skills.



## MOTIVATING INTEREST IN READING

Focus on helping children develop love for reading, an interest in books, and a desire to read often.



Read many books to the children. Let them select books from the library table that they want to hear. Read their selections to them!

Do several things after reading a book aloud:

Ask questions about the book.

Let the children draw pictures of their favorite parts of the story.

Let children draw pictures and put them in sequential order.



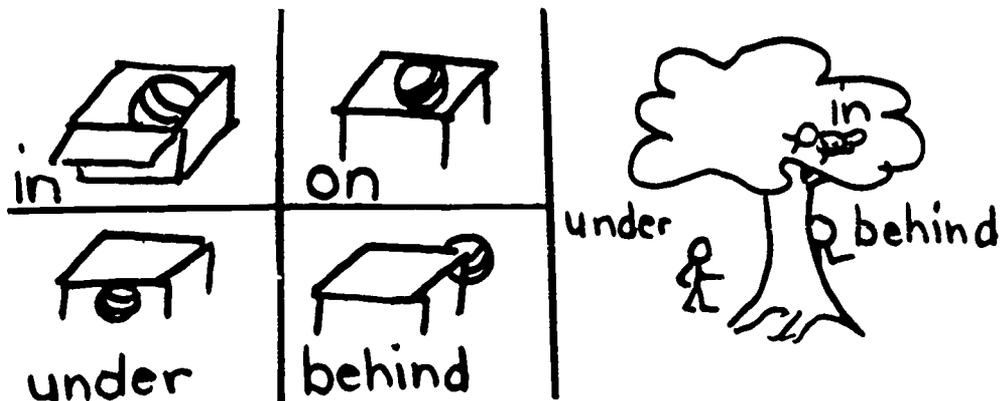
When the children are able to read easy books, organize a "Reading Club." A child becomes a member of the club when he reads a book to the class and his name is posted. Every time he reads a book, he gets a small star by his name.



Early in the school year teach "The Alphabet Song". If the group appears to be having a great deal of trouble learning to identify the letters, then adopt the "THE ALPHABET SONG" and sing at every opportunity. Say, "We're singing OUR SONG!" Make the children aware that they are expected to join in when you start singing. Try singing the song as the children line up at recess, in line, and at the close of school.



With the help of the children, make charts to illustrate position words. Let the children draw the pictures. For example:



Build these charts as you progress in the reading material. As soon as one of the chart words is introduced in the reading material, put it on the chart.



Make newspaper and magazine charts. Bring in some easy-to-read headlines or advertisements. Ask, "Who can read these words?"

Emphasize that the purpose of reading is to help pupils be ready to read anything. After making large room charts, let the children make booklets: "Magazine Words," and "My Newspaper Words."

Words We Read From the Newspaper
-------------------------------------

Magazine Words
----------------



Utilize the wrappings from the foods children buy to reinforce vocabulary. Make a chart using the wrappers and the labels.

Food We Buy and Eat
---------------------



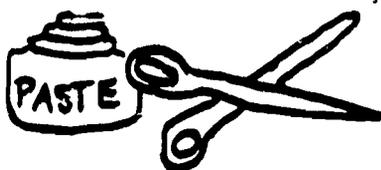
Go on a "Reading Walk" and let the children try to read signs, store names, billboards, etc. You record the words. Write the words on the board when you return. Put a check by the ones pupils recall.

## EXPERIENCE STORIES



Vary the use of experience stories to reinforce reading skills. To develop awareness of word order in sentences, on the top half of a duplicating master, copy an experience story which the class has developed collectively. On the bottom half of the duplicating master, put each word from the story in a box. Give each child a copy of this sheet and a piece of kraft or construction paper. Instruct pupils to read the story at the top of the page, cut out the words at the bottom of the page, and paste the words on the kraft or construction paper in the correct order to tell the story.

Example:



Don went to the store with his mother.			
-----			
store	went	to	mother
Don	with	his	the



To demonstrate the effect of time on verb forms, use stories from the children's experiences. Collective stories about classroom activities demonstrate verb changes in the pupils' own words. For example, a story about a field trip could be written before the event and rewritten after the trip.

We <u>will go</u> to the zoo.
We <u>will see</u> animals.
We <u>will ride</u> on a bus.
We <u>will walk</u> at the zoo.
We <u>will feed</u> the baby animals.

We <u>went</u> to the zoo.
We <u>saw</u> the animals.
We <u>rode</u> on a bus.
We <u>walked</u> at the zoo.
We <u>fed</u> the baby animals.



To encourage the rereading of classroom stories, put on the chalkboard or bulletin board various word classifications such as "Rhyming Words," "Words That Grow", "Words That Begin with CH". Tell children to reread their individual and group experience stories to find words which can be listed under the titles. Encourage pupils to continue to add words to the lists over a period of time.

## USING FILMS AND FILMSTRIPS

A variety of films and filmstrips may be used for reinforcing visual and auditory perception skills. Follow-up activities may include dramatization, illustration, rewriting to change endings, sequencing and summarization.

Some films and filmstrips which are available from Audiovisual Services are useful to introduce or reinforce specific reading skills:

### Visual Discrimination (likenesses and differences)

- F 173-100 *Shout It Out Alphabet*
- F 170-111 *Three Little Pigs (3S)*
- F 166-108 *Gallant Little Tailor (6S)*
- FS 66-102 *Rumpelstiltskin (5S)*

### Auditory Discrimination (rhymes and beginning consonants)

- FS 669-101 *Auditory Perception*
- FS 664-178 *Hearing Rhymes*
- F 165-110 *Zoo Animals in Rhyme*

### Phonetic Analysis (vowel spelling patterns)

These films may be used at all levels but they are especially helpful at the beginning of Levels 5-S and 4-OH for review.

- F 170-112 *Find the Vowels*
- F 170-113 *Vowels and Their Sounds*
- F 271-112 *The Vowel "A"*
- F 271-113 *The Vowel "E"*
- F 271-114 *The Vowel "I"*
- F 271-115 *The Vowel "O"*
- F 271-164 *The Vowel "U"*

For other films and filmstrips on phonetic analysis, see the Language Arts-Reading-Phonics section of the current Audiovisual Catalog.

### Sight Word Recognition/Vocabulary Development

- F 171-105 *County Fair*
- F 171-106 *In, Out, Up, Down, Under, Over, Upside Down*
- F 171-107 *One Turkey, Two Turkey*
- F 171-108 *Picnic*
- F 171-109 *Playground*
- F 170-110 *Rain*
- F 171-110 *Safety As We Play*
- F 171-111 *Sun*
- F 171-112 *Wheel - Round*
- F 171-113 *Wind*
- F 171-114 *Z Is for Zoo*

### Relationships

- SFS 773-743 *Beginning Concepts Part I (size, number, color, shape, and texture)*
- SFS 773-744 *Beginning Concepts Part II (opposites, position, time, parts of the body, and growing)*

This series introduces concepts that are basic to reading comprehension. The filmstrips on opposites teaches a game that could be used in reading groups.

### Sequence

- F 356-114 *Red Balloon*
- F 163-106 *Ugly Duckling*
- F 158-105 *The Five Chinese Brothers*

### Types of Literature/Traits and Motives of Characters

- F 167-100 *Ant and the Grasshopper*
- F 147-105 *Hare and the Tortoise*
- F 148-107 *Fox Fables*
- F 159-104 *He Who Laughs Last, Laughs Best*
- SFS 767-403 *The Miller, His Son and the Donkey*
- SFS 767-401 *Ant and the Dove*
- SFS 767-402 *Belling the Cat*
- SFS 767-404 *Woodcutter and the Ax*

### Story Problem and Solution

- F 169-147 *What If?*
- F 169-145 *What Should I Do?/Lunch Money*
- F 169-144 *What Should I Do?/The Fight*
- F 169-143 *What Should I Do?/The New Girl*

To introduce the concept of finding a title or main idea, start a film after the title frame has passed through the projector. When the film is over, question the class to elicit ideas on main idea and title of the film. After the class has made some conclusions, show children the title.

Use a film as a focal point for discussion and questions. This kind of oral language activity strengthens reading skills by broadening the base of language experience. Some films which encourage good discussions are:

- F 171-119 *Little Girl and the Gunny Wolf*
- F 167-112 *Yours, Mine and Ours*
- F 356-114 *Red Balloon*
- F 167-108 *Rolling Rice Ball*
- F 148-116 *Princess and the Dragon*

Films and filmstrips may also be correlated with reading selections in the adopted texts to form a part of the social studies and science programs. *Goals and Guidelines: Social Studies in the Primary* correlates audiovisual materials with the reading program.

## COUNTING WORDS

SKILL: PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: Primary I

MATERIALS: None



PROCEDURE: Tell children that you are going to read some sentences aloud. Instruct them to listen to the sentences and count the words they hear in each sentence.

Give one sentence at a time and call on one child to report the number of words heard. Check with other children for agreement.

After the children have had experience with this game, have them give sentences to the class.

## TICK TOCK

SKILL: PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: Primary I

MATERIALS: Loud clock or metronome



PROCEDURE: Hide a clock or metronome in the classroom while the children have their eyes covered. After the object is hidden, choose a small group to listen for the sound and search for the object. If it is found quickly, hide it again and let another group search for it. If it is not located within a reasonable amount of time, select a different group of pupils to continue to search.

## WHICH SOUND?

SKILL: PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: 1-S and up, 1-OH and up

MATERIALS: Objects from teacher's desk such as tape, scissors, chalk, etc.

 PROCEDURE: Pair two objects and make their sounds for the children. For example, tear tape and label it sound #1. Move scissors and label it sound #2. Ask children to put their heads down and hide their eyes. Make either sound #1 or #2. Ask children to guess which sound was made. Children then put their heads up and two additional objects and their sounds are introduced.

## CIRCLE GAME

SKILL: PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: Primary I

MATERIALS: Blindfold

 PROCEDURE: Have children sit on floor to form a circle. Blindfold one child and have him/her point to someone in the circle. The chosen child says, "It is I." The blindfolded child then attempts to identify the child who spoke. This game is especially good for helping children become acquainted with each other during the first few weeks of school.

LET'S MOVE !

SKILL: PERCEPTUAL SKILLS, Auditory Discrimination, Motor Skills  
COMPREHENSION SKILLS, Directions

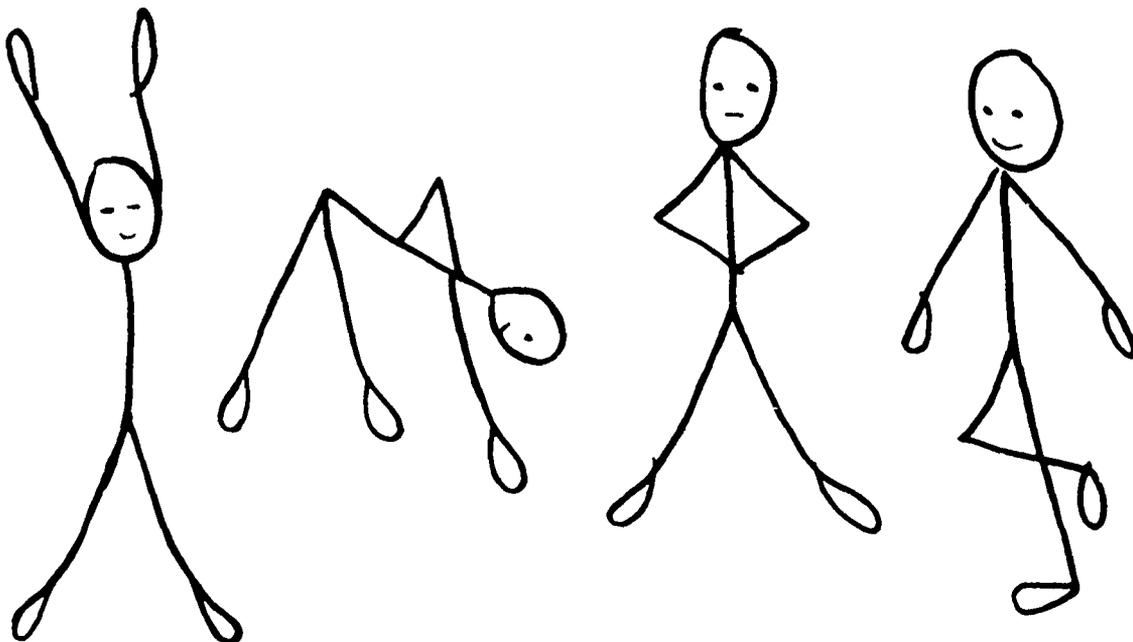
LEVEL: Primary I

MATERIALS: Space for children to move freely

 PROCEDURE: Select space adequate for children to stand and move freely.  
Instruct children to listen carefully and follow your directions.  
Give oral directions which describe movements such as:

"Put one part of your body on the floor .  
Put two parts of your body on the floor .  
Take one part of your body off the floor .  
Take two parts of your body off the floor .  
Make your body look long and thin .  
Make your body look wide and fat ."

Continue giving directions in this pattern. If necessary, demonstrate movements described.



## CAN YOU GUESS?

SKILL: PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: Primary 1

MATERIALS: Chalk and chalkboard



PROCEDURE. The teacher introduces the game, "Can You Guess" by saying, "I'm thinking of a letter that has a short stick and a little hill. Can you guess what it is?" Pupil responds by naming letter. (n) You may want pupil to try to write letter on chalkboard. Continue game by describing different letters.

"I'm thinking of a letter that: "

has a tall stick and little hill. (h)

has a short stick and two hills. (m)

has a round ball with a tall stick touching the right side of the ball. (d)

has a shape like a snake. (s)

has a round ball with a short stick touching on the right side of the ball. (a)

is a round ball. (o)

is a tall stick. (l)

is two "v"s connected. (w)

has a short stick with a hill that stops in the air. (r)

is a short stick with a dot over the top. (i)

is a upside down hill with a short stick on the right side of the hill. (u)

has two slanted lines that come together at the bottom. (v)

is a zig zag. (z)

SKILL: PERCEPTUAL SKILLS, Auditory Discrimination and Motor Skills  
COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Worksheet



PROCEDURE: This worksheet can be used to dictate letters of the alphabet, sounds, or words. Ex: If you are dictating the alphabet say: "Write "t" on the line next to the apple."  
"Write "w" on the line next to the pear."  
Note: Dictate at least twice a week. Children enjoy it!

- |    |   |                   |     |   |                   |
|----|---|-------------------|-----|---|-------------------|
| 1. |    | <u>    t    </u>  | 6.  |     | <u>          </u> |
| 2. |   | <u>    w    </u>  | 7.  |    | <u>          </u> |
| 3. |  | <u>          </u> | 8.  |   | <u>          </u> |
| 4. |  | <u>          </u> | 9.  |   | <u>          </u> |
| 5. |  | <u>          </u> | 10. |  | <u>          </u> |

SKILL. PERCEPTUAL SKILLS, Auditory Discrimination  
COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL Primary 1

MATERIALS None



PROCEDURE Sing the following song to the tune of "Did You Ever See A Lassie?"

Did you ever hear the d sound  
The d sound (repeat)?  
Did you ever hear the d sound  
Like when you say dish?  
The d sound starts dish (repeat).  
Did you ever hear the d sound  
Like when you say dish.

Did you ever hear the d sound  
The d sound (repeat)?  
Did you ever hear the d sound  
Like when you say duck?  
The d sound starts dish.  
The d sound starts duck.  
Did you ever hear the d sound  
Like when you say duck?

Did you ever hear the d sound  
The d sound (repeat)?  
Did you ever hear the d sound  
Like when you say doll?  
The d sound starts dish.  
The d sound starts duck.  
The d sound starts doll.  
Did you ever hear the d sound  
Like when you say doll?

Note: Substitute any letter that needs working on.

## CHOOSE A COLUMN

SKILL: PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: 3-S and up

MATERIALS: Chalkboard, word list



PROCEDURE: On the chalkboard make three columns and label each with a word or picture which illustrates a particular vowel sound. Say a word which contains one of the sounds illustrated and ask the pupils to tell which vowel sound is heard in the word and which column head it matches.

Example:



apple



car



cake

Word list: at, bake, make, hard, cat, park,  
ape, lake, bath, cap, card, shark

Teacher says, "Cap."

Pupil responds, "I hear the same *a* sound that  
is in the word *apple*."

If the response is correct, write it in the column under the word which has the same sound. If the response is incorrect, say the two words again for the child.

Variation: Use same lesson format for beginning consonant sounds.

## LETTER SHAPES

SKILL PERCEPTUAL SKILLS, Visual Discrimination

LEVEL Primary I

M

MATERIALS Duplicating master, crayons, scissors



PROCEDURE. Put the outline of a lower case *b* on a duplicating master and distribute copies to children. (See sample on back of this page.) Discuss the shape of *b* and have children color the letter blue and cut it out. After letter is cut out, have children turn it over. They now have the letter *d*. Discuss the shape of *d* and instruct them to color it red.

Extension: To add phonetic analysis to this activity, name objects that begin with the sound of *b* or *d*. Instruct children to hold up the *b* side for objects that begin with the *b* sound and the *d* side for objects that begin with the *d* sound.

## CLAY LETTERS

SKILL PERCEPTUAL SKILLS, Visual Discrimination, Motor Skills

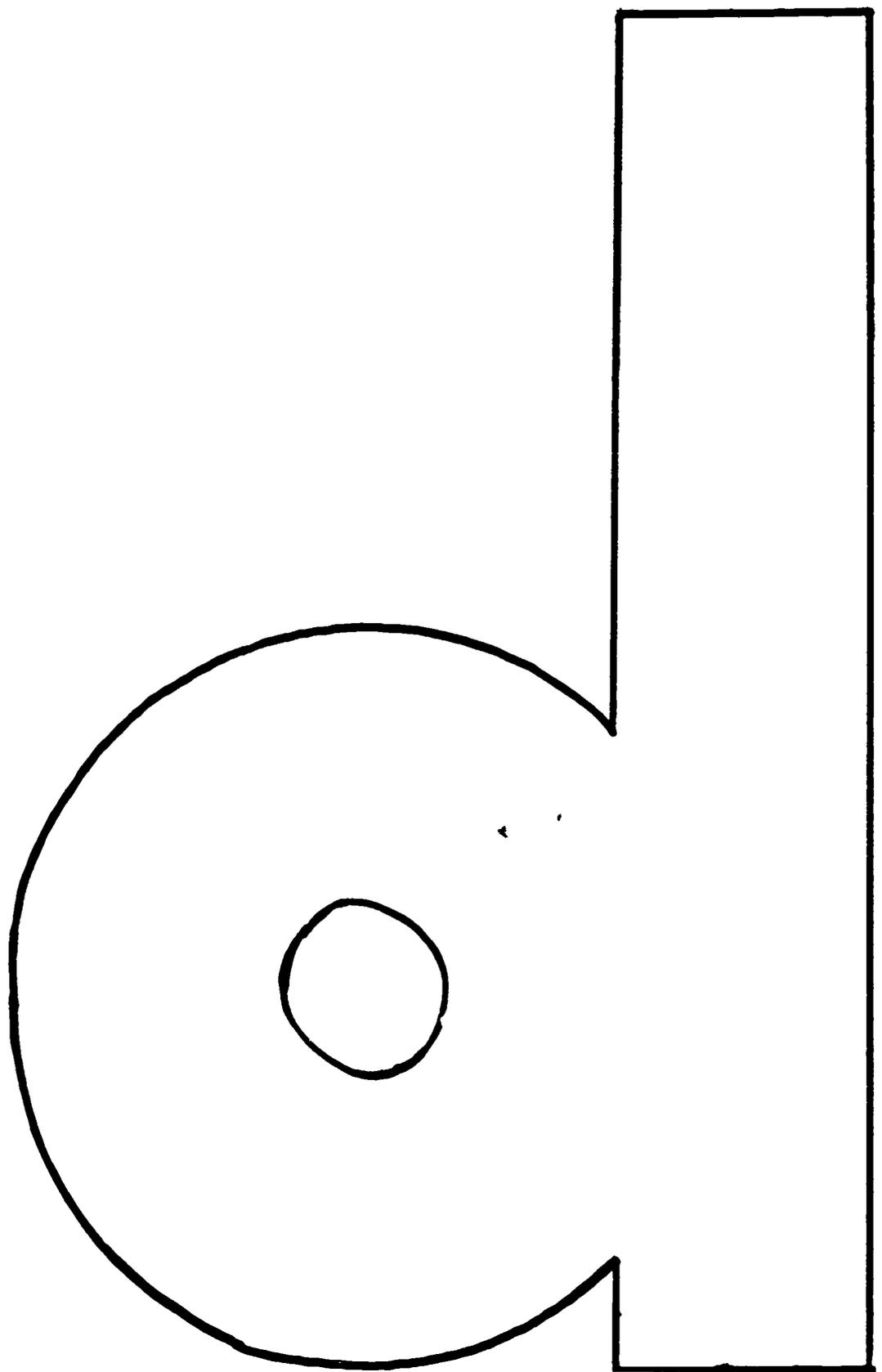
LEVEL Primary I

MATERIALS: Clay, construction paper



PROCEDURE. Give each child a piece of clay and demonstrate the use of clay to make a letter. Then have each child use his piece of clay to mold a letter and press it on a sheet of construction paper. Display the finished letters in the reading corner.

Variation Have pupils cut letters from construction paper and paste on sheets of kraft paper.



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## PATCHES ON THE HOBO

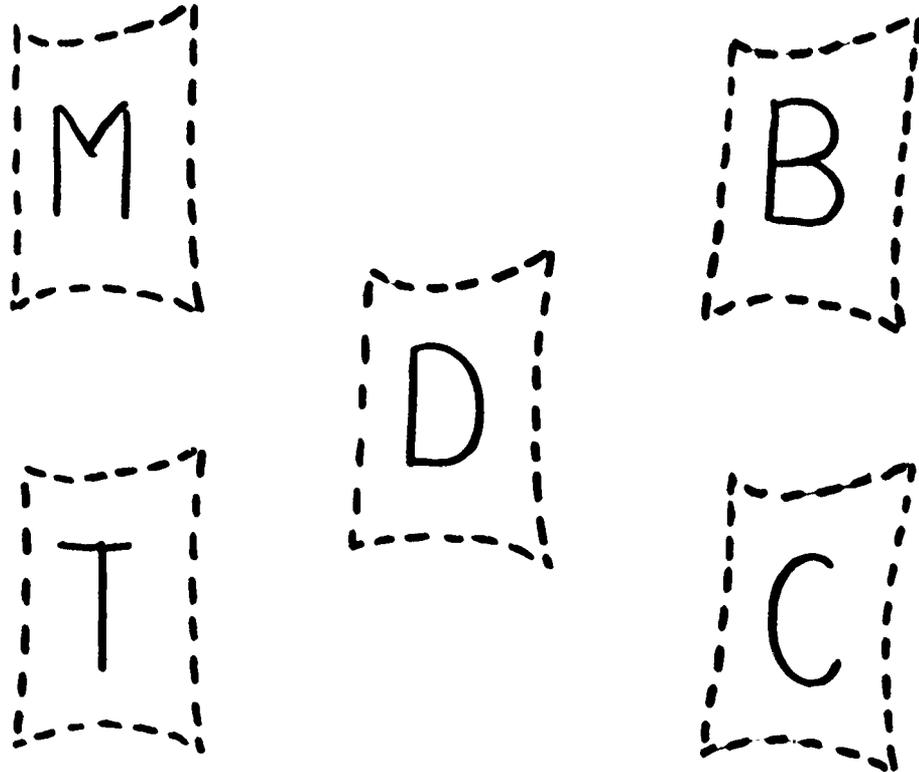
SKILL: PERCEPTUAL SKILLS, Visual Discrimination

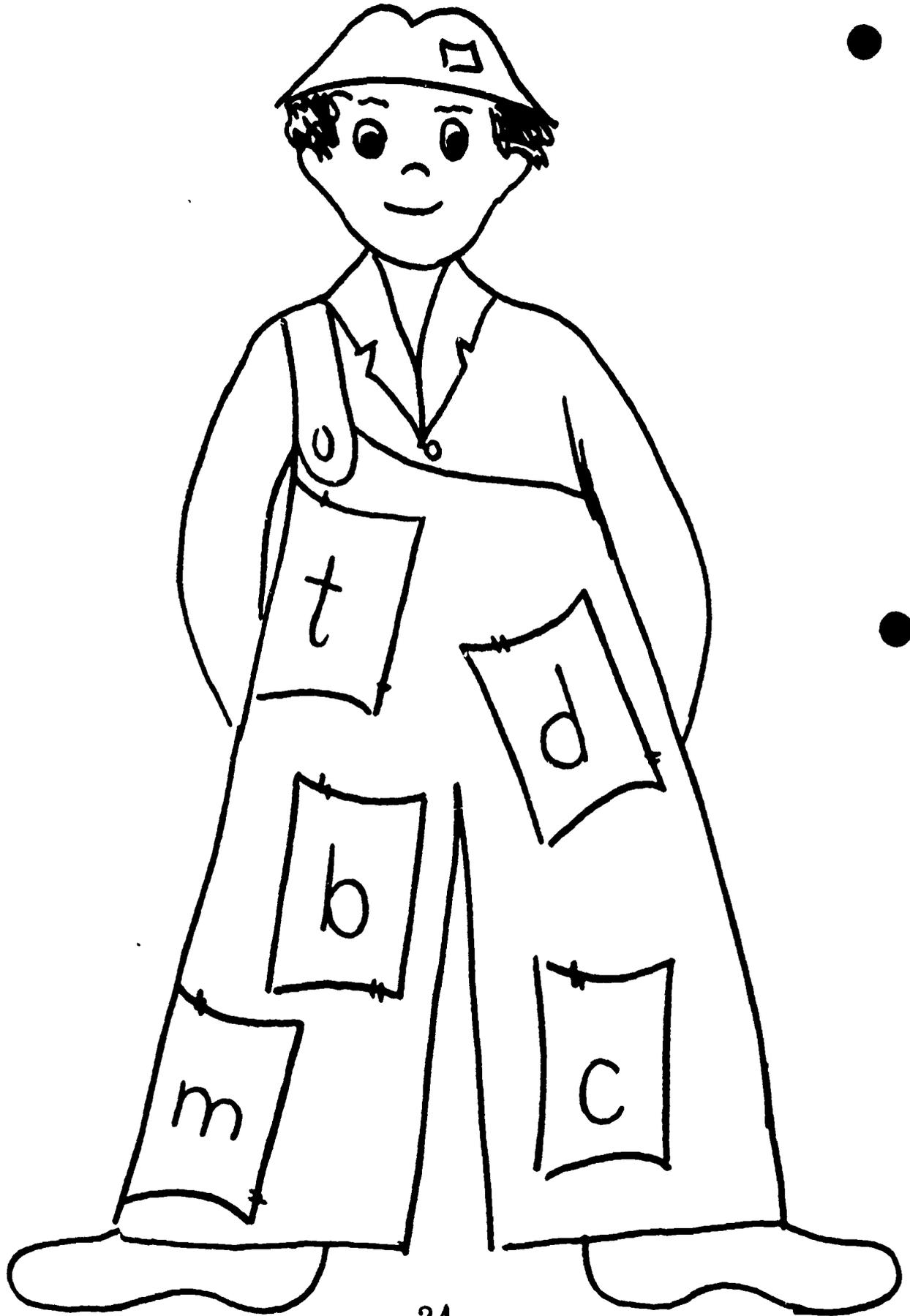
LEVEL: Primary I

**M** MATERIALS: Worksheets, scissors, paste

**V** PROCEDURE: Make a duplicating master of the picture of the hobo. (See back of this sheet.) Have pupils cut out the large letters at the bottom of this page and paste them on top of the corresponding small letters on the hobo.

Variation: This activity can be adapted for beginning sounds, matching words, colors, compound words, and medial and final consonants.





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CUT AND MATCH

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

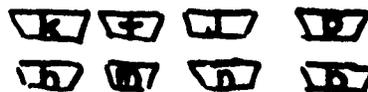
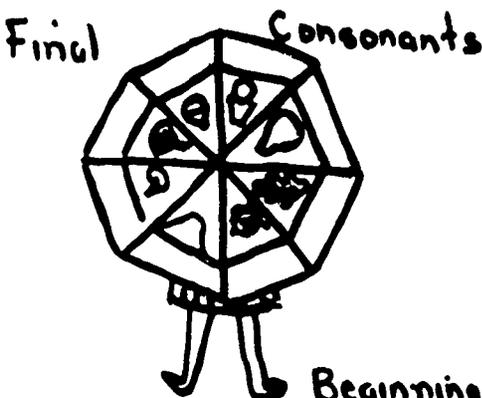
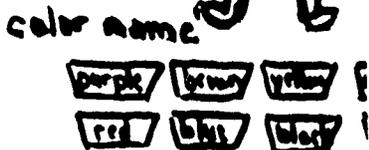
LEVEL: Primary 1

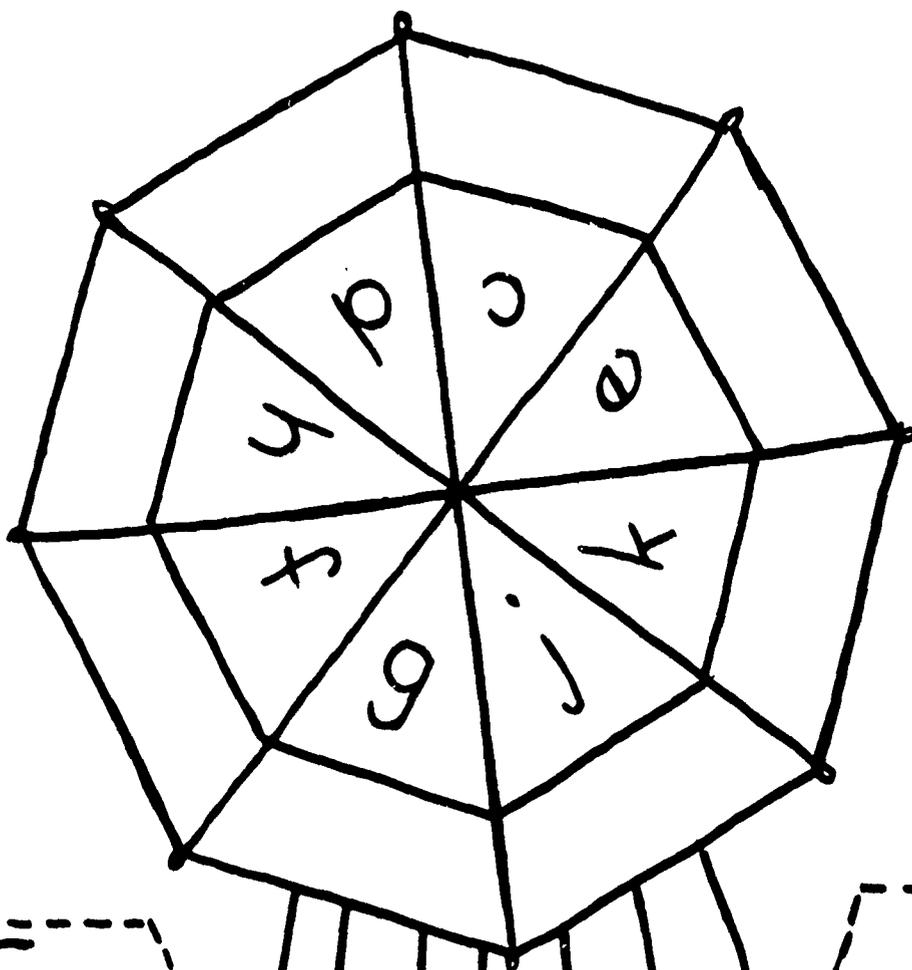
MATERIALS: Duplicating master, worksheets



PROCEDURE: Reproduce the worksheet illustrated on the back of this page. Have pupils cut out the triangles at the bottom of the page, match capital letter on each triangle with small letter on umbrella, and paste in place.

Variation: Pictures such as this can be adapted for color matching, initial, medial, and final consonants, and for compound words.





E

G

J

C

F

H

K

D

## TREASURE CHEST

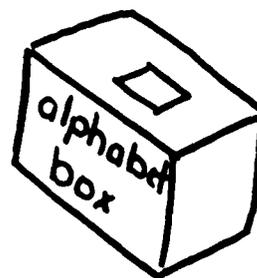
SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: Box, alphabet cards



PROCEDURE: Place cards containing the small letters of the alphabet in a box. Along the chalkboard ledge place cards containing the capital letters of the alphabet. Have each child reach into the box, pull out a letter, and match the small letter with the corresponding capital letter.



## ALL WET

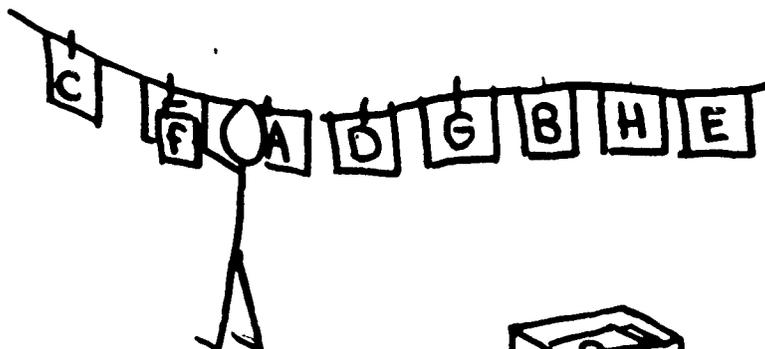
SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: Alphabet cards, clothesline, clothespins, box



PROCEDURE: Clip several alphabet cards with capital letters to a small clothesline with a clothespin. Place the corresponding small letters in a box. Have children hang the small letters up "to dry" by clipping each small letter to the corresponding capital letter.



## THE ALPHABET BUS

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

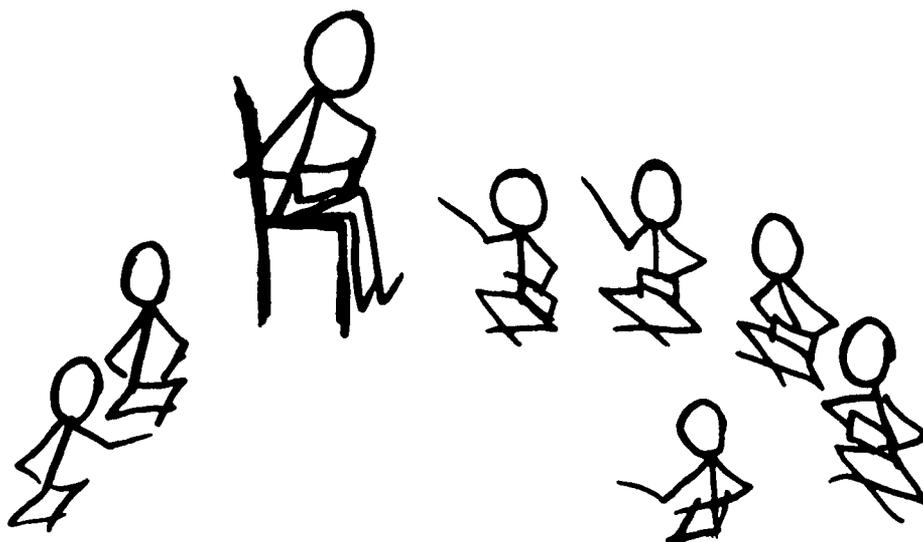
LEVEL: Primary I

MATERIALS: Alphabet cards

✦ PROCEDURE: Use this activity with a small group. Have one child sit on a chair and pretend to be a bus driver while the other children hold their tickets (alphabet cards with small letters) in their hands. When the bus driver holds up one capital letter, the child with the matching small letter shows his letter and gets on the bus. Continue until all the children in the reading group are on the bus. This activity can be used to bring the group together for a reading lesson.

Variation: To add phonetic analysis to this activity, the bus driver calls out the name of a street (teacher may need to do this) and each child looks at his ticket (alphabet card) to see if it matches the beginning sound of that street. The pupil with the matching ticket may get on/off the bus.

Example: The bus driver calls out "Balloon Street". The pupil looks at his card with the "B" on it and tell the bus driver that this is his street. The bus driver checks the ticket and lets the pupil on/off the bus.



# LETTER BAG

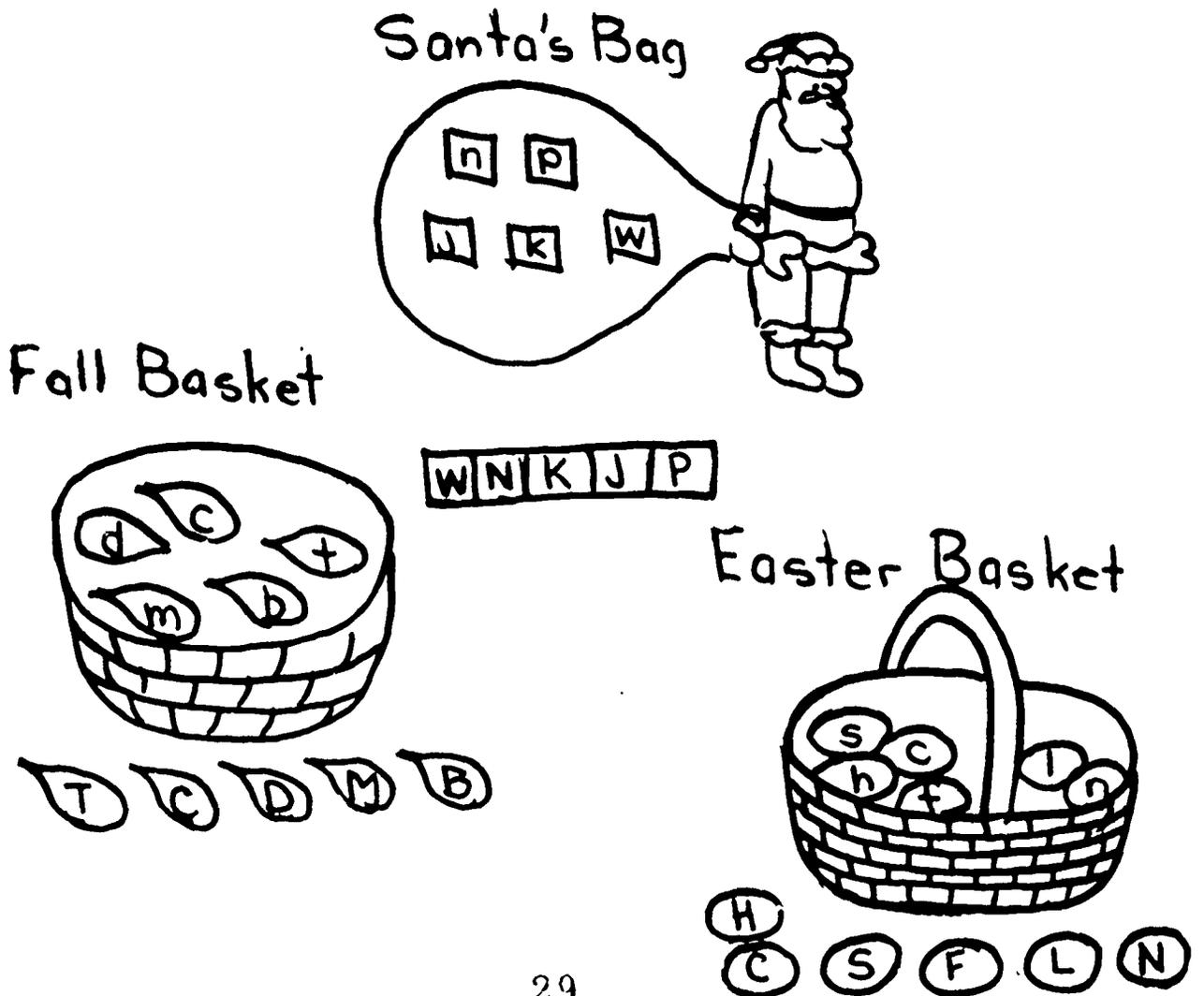
SKILL: PERCEPTUAL SKILLS, Visual Discrimination

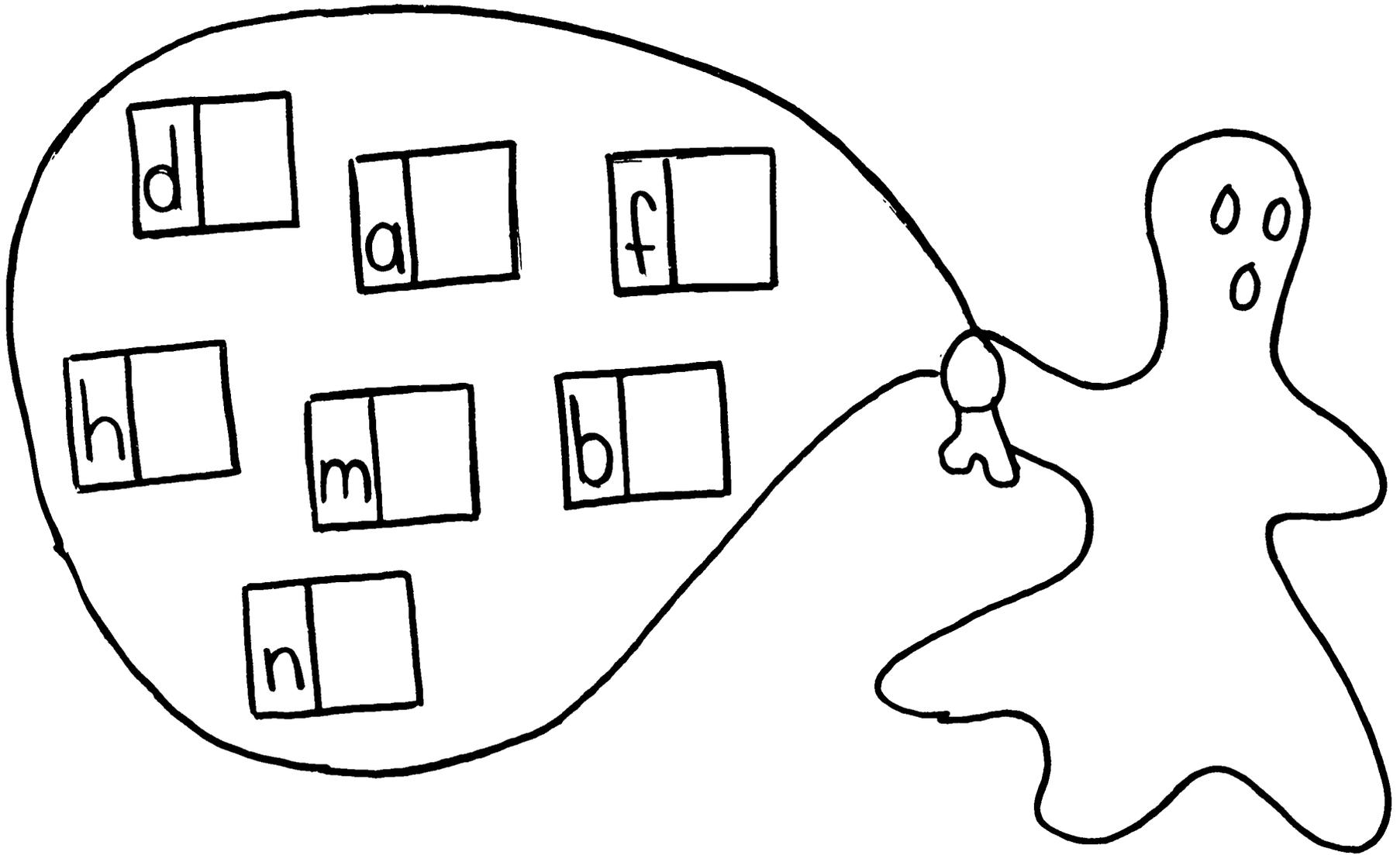
LEVEL: Primary I

MATERIALS: Worksheet

PROCEDURE: Give each pupil a duplicated worksheet similar to the sample on the back of this page. Illustrations on worksheet may be changed to correspond with holidays or seasons, such as ghost with bag for October, Santa with bag for December, etc. Ask children to cut out the capital letters which match the small letters on the bag and paste them on the bag.

Variation: This activity may also be used with beginning sounds.





A	B	C	D	E	F	G	H	J	K	L	M	N
---	---	---	---	---	---	---	---	---	---	---	---	---

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

 MATERIALS: Two worksheets, scissors, paste

 PROCEDURE: Make duplicating masters of front and back of this page and run on separate sheets. Read directions aloud with the pupils.

 DIRECTIONS: Cut out the letters on the letter sheet. In each row on this sheet paste the letters that are the same as the first letter in that row.

F			
M			
H			
D			
G			
L			

L	F	E	H
M	D	G	I
S	K	N	V
G	H	L	O
F	X	P	M
C	T	D	Y
H	L	A	G
D	M	O	F

## DELIVER THE MAIL

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: Chalkboard, cards with lower case letters of alphabet



PROCEDURE: Have children "deliver the mail" to reinforce recognition of letters of the alphabet. Draw several outlines of houses on the chalkboard. Write a capital letter on each house. Distribute to the children cards with lower case letters. Have children match the small letters on the cards with the capital letters on the houses. When a child recognizes a match, he delivers the card to the proper house.

Variation: To use this game as a phonetic analysis activity distribute picture cards and ask children to think about the beginning sound for the name of the object on each picture card. If that beginning sound is the same as the letter in the house, child may deliver the picture to that house.

## SECRET WORD

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: Chalkboard or chart paper



PROCEDURE: Put the following chart on the chalkboard or chart paper.

b	c	w	t
d	c	a	s
d	o	w	s

Instruct children to copy the chart and put in the bottom space the letter that does not match the other two in that column. A "secret" word will result if the chart is completed correctly. This type of chart can be varied to include names of classmates and names of holidays.

## SPEED

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: One set of alphabet cards per child



PROCEDURE: Explain to the pupils that for this game they will be finding letters on the cards but they must wait for you to say "go" before looking through their cards.

Call a letter and then say, "Go". Allow time for each pupil to look for the letter in his own set. As soon as the letter is found, the pupils come to the front of the room and stand in line with the letter concealed. Ring a bell (or count to ten) to signal "Stop". Make the time between "Go" and "Stop" short, thus discouraging copying. The pupils in the line reveal cards while the teacher checks to find the "champs" (ones who have the right letter). Then the "champs" tip back to their seats like "champs" know to do! Call another letter and the lesson goes on!

Follow-up: Have pupils use magazines and newspapers to find letters of the alphabet to cut out and paste on 9" x 12" construction paper which has been divided into sections.

b	d
m	l

Variation: Use words instead of letters.

NOTES: If your pupils are too immature to stand in line without problems, then ask them to raise their hands or put their heads down. This lesson will help you pinpoint the most frequently missed letters.

Each pupil can make his own set of alphabet cards. Provide for each pupil a duplicated sheet with 26 squares on which have been written 26 letters. These can be cut out and pasted on kraft paper squares (which may be cut by 8th graders).

## ABC BINGO GAME

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: Shit boards (divided into nine squares) with one letter of the alphabet in each square.



PROCEDURE. Make game boards for pupils with lower case alphabet. Hold up a capital letter and have each pupil put a chip on the matching small letter on his game board. The pupil says, "Bingo", when he has completed any row (vertically, horizontally, or diagonally).

Follow-up: Given a sheet of paper with both lower case and capital letters the pupils match the letters.

B	f	D	e
F	b	G	h
C	a	E	d
A	c	H	g

b	d	c
f	FREE	h
a	l	m

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary 1

MATERIALS: Chalk, chalkboard, worksheets



PROCEDURE: Write the following sentence on the chalkboard:

*Fanny found a fish and a fan in front of the fence.*

Ask pupils, "Which letter do you see in almost every word in that sentence?"

Response should be "f".

Select one pupil to "Come up and circle that letter everywhere you see it."

**PUPILS ARE NOT EXPECTED TO READ THE SENTENCE!**

**AFTER PUPILS HAVE CIRCLED THE LETTERS, READ THE SENTENCE TO THEM!**

Continue with as many of the following sentences as time allows:

1. Eddie eats eggs everywhere.
2. Pam puts pears, peaches, and plums in the punch.
3. Dan dug deep ditches down in the dirt.
4. Let Lucy learn before lunch.
5. Kittens keep killing mice.
6. Many mothers make muffins for meals.
7. Girls go and get great games in the garage.
8. Judy jumped in the jeep with jelly and jam.
9. Can Carl come and catch the cat?
10. Harry has to hit hard with the hammer.
11. Queenie quit eating quickly and quietly.
12. Ned needs a nurse now !
13. Ida got ill and irritable in Ireland eating ice.

Follow-up: Let the children circle the letters on a worksheet containing these sentences.

## THE ALPHABET SCHOOL

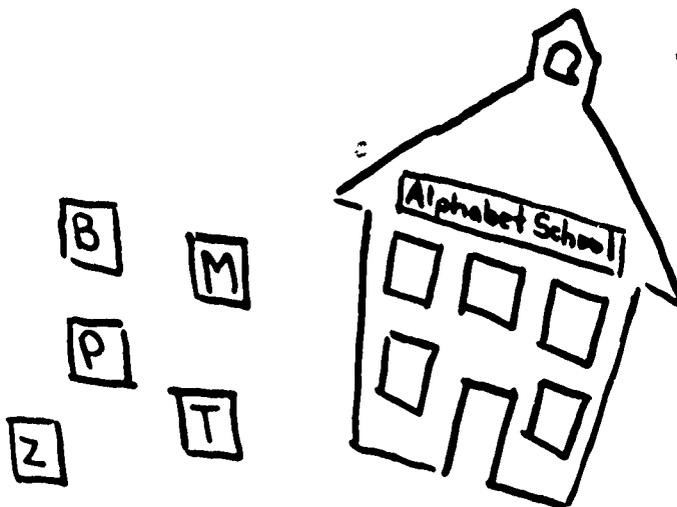
SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

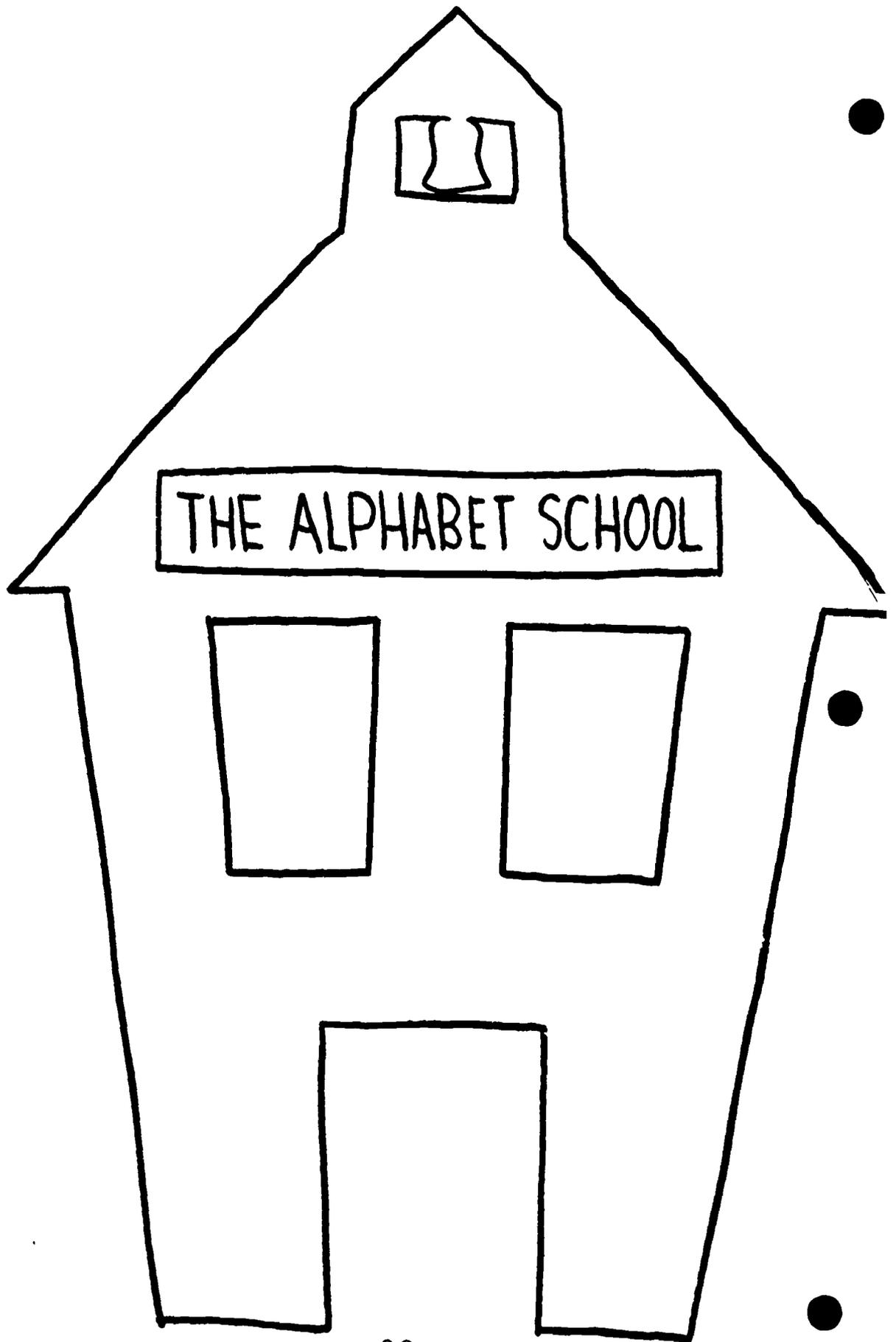
MATERIALS: Worksheet, large picture of school, cards on which letters have been written



PROCEDURE: Hang a big drawing of a school on the chalkboard or easel. On the roof of the school, write "The Alphabet School". The number of windows on the school will be determined by the number of letters being taught at a particular time. If you are working on mastery of two or three letters, then the school will have that many windows. Pass to pupils cards (the same size as the windows on the school) on each of which a letter has been written. Any pupil who can identify the letter he is holding gets to place it in a window on the school.



**M** For a Seatwork Activity: Make two masters, one for the school and the other for the letter windows to be pasted on the school. Have pupils cut letters and paste in windows.



39

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

 MATERIALS: Worksheet

 PROCEDURE. Make a duplicating master of this sheet and read the directions aloud with the pupils.

 DIRECTIONS: Write the matching small letter. Write the matching capital letter.

A			a
B			b
C			C
D			d

BEFORE - BETWEEN - AFTER

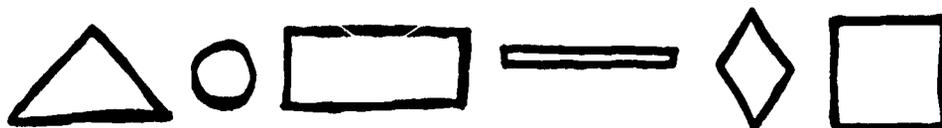
SKILL: PERCEPTUAL SKILLS, Visual Discrimination

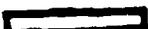
LEVEL: 4-S and up, 4-OH and up

MATERIALS: Chalkboard or chart paper



PROCEDURE: Put the following exercise on the chalkboard or chart paper. Instruct children to study the diagram and use the words before, between and after to complete the sentences that follow.



1.  comes \_\_\_\_\_  .
2.  comes \_\_\_\_\_  .
3.  comes \_\_\_\_\_  and  .
4.  comes \_\_\_\_\_  .
5.  comes \_\_\_\_\_  .
6.  comes \_\_\_\_\_  and  .

Extension: To reinforce the use of positional words to indicate relationships, write an imperative sentence on the board using a word that describes a relationship.

Example. Put your pencil on top of the easel.

Ask children to read the sentence silently and raise their hands when they are ready to act out the sentence. Choose one child to complete the action while the others watch to see if he/she is correct.

As a variation of this activity, whisper an imperative sentence to one child and instruct him to complete the action. The other children should watch and try to guess the sentence.

## SHADOW

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet and use after *Shadow, Speeding Away*, T.M., pgs. 22-28.

 DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

### Word List

erar	rott	larroc
dowsha	minopalo	aitg
terttro	nav	llud
	toca	

- |           |          |          |
|-----------|----------|----------|
| 1. _____  | 4. _____ | 7. _____ |
| 2. _____  | 5. _____ | 8. _____ |
| 3. _____  | 6. _____ | 9. _____ |
| 10. _____ |          |          |

L	S	O	C	W	O	D	S	M	V	T	L	O	T
I	H	O	O	A	I	R	A	R	E	D	K	K	R
D	A	L	A	Q	B	J	P	U	X	M	D	N	O
G	D	G	T	R	I	C	K	Q	V	Y	U	O	T
N	O	I	P	A	L	O	M	I	N	O	L	P	T
I	W	A	P	H	C	S	T	D	L	R	L	Z	E
K	D	T	G	B	U	V	H	G	E	M	S	W	R
C	L	F	A	W	E	A	F	C	O	R	R	A	L
A	U	E	I	Y	D	N	I	J	L	C	F	N	T
R	L	U	T	E	L	L	T	Z	B	X	N	G	O
T	R	O	T	T	O	L	A	K	M	O	Z	P	H

SHADOW'S NEW LIFE

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

**M** MATERIALS: Worksheet

**T** PROCEDURE: Make a duplicating master of this sheet and use after *Shadow's New Life, Speeding Away, T.M.*, pgs. 29-35.

**A** DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

tersam	girn	norsted
medroog	neam	desguj
riaf		rowran

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

B	U	M	A	S	T	E	R	I	N	E	N	D	J	H
L	E	A	D	D	A	Z	E	S	I	B	N	A	U	E
U	T	H	E	G	U	B	E	F	R	O	A	D	D	O
E	B	E	J	R	M	F	A	I	R	N	R	E	G	E
R	C	O	D	O	O	C	R	A	Z	U	R	O	E	X
I	D	E	N	O	M	S	G	I	W	E	O	P	S	N
B	S	X	M	M	I	S	T	R	E	L	W	A	M	R
B	E	N	E	E	T	T	E	N	N	E	S	S	E	E
O	G	R	W	D	O	S	N	O	R	T	E	U	C	K
N	D	R	I	N	G	E	N	U	M	H	R	U	M	B
C	U	K	C	O	P	E	S	F	M	A	N	E	J	E
M	J	T	R	A	I	N	I	N	G	H	A	S	A	G

PECOS BILL

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet and use after *Pecos Bill, Speeding Away*, T.M., pgs. 47-54.

 DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

lipecse	raif dna qusare	taib
lesat	x1s - nsgu	gnik
pscha	tangsum	dearch
	cleun	

- |           |          |          |
|-----------|----------|----------|
| 1. _____  | 2. _____ | 7. _____ |
| 2. _____  | 5. _____ | 8. _____ |
| 3. _____  | 6. _____ | 9. _____ |
| 10. _____ |          |          |

A	N	D	E	C	L	I	P	S	E	G	G	P	F
R	E	A	L	I	N	G	O	A	Z	O	E	B	A
C	I	O	C	A	M	P	F	I	R	E	E	U	I
H	W	T	N	E	U	S	E	A	F	K	E	F	R
E	R	S	I	X	G	U	N	S	U	C	D	F	A
D	S	I	T	R	O	T	A	O	Z	H	A	A	N
G	H	R	T	A	L	E	S	I	N	A	C	L	D
K	I	L	M	A	L	P	W	S	I	P	Y	U	S
I	X	B	I	L	M	A	E	P	W	S	I	N	Q
N	O	A	Z	U	N	C	L	E	C	P	L	I	U
G	U	I	S	Q	U	A	S	A	B	I	N	A	A
Q	R	T	I	O	Z	M	S	A	T	B	N	E	R
S	A	N	X	M	U	S	T	A	N	G	A	L	E

TALL TALES ABOUT STRANGE CRITTERS

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet and use after *Tall Tales About Strange Critters, Speeding Away*, T.M., pgs. 69-73.

 DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

tertirc	drawkcab	fusbigoord
kedcroo	kesna opho	ranstge
dagoh	ulem adm	zyal
	teasuc tca	

1. \_\_\_\_\_ 4. \_\_\_\_\_ 7. \_\_\_\_\_

2. \_\_\_\_\_ 5. \_\_\_\_\_ 8. \_\_\_\_\_

3. \_\_\_\_\_ 6. \_\_\_\_\_ 9. \_\_\_\_\_

10. \_\_\_\_\_

B	A	N	G	O	O	F	U	S	B	I	R	D	A	D
A	R	L	O	F	F	E	R	T	R	A	T	K	E	V
C	A	C	A	C	T	U	S	C	A	T	L	O	S	C
K	I	N	D	L	E	G	N	A	R	P	A	S	T	H
W	P	M	U	C	H	O	D	A	G	P	Z	U	R	A
A	J	A	C	L	K	E	M	U	N	E	Y	B	A	M
R	I	D	E	H	O	O	P	S	N	A	K	E	N	P
D	U	M	T	E	R	C	A	R	U	M	M	C	G	I
S	Z	U	N	C	R	I	T	T	E	R	K	I	E	D
C	A	L	N	E	D	O	K	O	O	R	E	U	T	N
M	A	E	N	U	C	R	O	O	K	E	D	E	A	D

## CHUKA'S HAWK

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

**M** MATERIALS: Worksheet

**✂** PROCEDURE: Make a duplicating master of this sheet and use after *Chuka's Hawk, Speeding Away*, T.M., pgs. 89-94.

**🔍** DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

### Word List

gleae	sema	perhoprssag
kwah	cklof	hergrfandat
ardyvegra	trsede	kaCuh
ventuadre		rowromto

- |          |          |           |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 8. _____  |
| 2. _____ | 6. _____ | 9. _____  |
| 3. _____ | 7. _____ | 10. _____ |
| 4. _____ |          | 11. _____ |

G	R	A	C	O	U	O	T	E	L	G	A	F	G
R	A	V	E	V	C	H	U	K	A	Y	M	G	R
A	M	A	B	E	F	L	O	C	K	E	R	S	A
N	O	Z	R	R	O	W	B	E	R	R	S	A	S
D	E	R	O	S	E	R	T	E	B	R	A	V	S
F	M	O	T	O	T	O	M	O	R	R	O	W	H
A	D	A	M	R	E	D	R	A	Y	E	V	A	O
T	K	O	E	A	D	E	S	E	R	T	O	D	P
H	U	C	R	N	T	U	R	E	L	O	O	D	P
E	C	A	D	V	E	N	T	U	R	E	T	H	E
R	O	W	K	M	O	R	R	O	W	T	H	E	R
O	G	R	A	V	E	Y	A	R	D	E	D	H	T
N	C	U	E	C	O	L	F	L	O	C	R	O	T
E	A	G	L	E	A	H	A	W	K	I	D	D	L

## SAND PAINTING

SKILL PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet and use after *Sand Painting, Speeding Away*, T.M., pgs. 103-104.

 DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

### Word List

ferdifent	eulg	laemornc
gintniap	dnas	monreceies
klesprin	signde	ianslnd
odfo oringcol		

- |           |          |          |
|-----------|----------|----------|
| 1. _____  | 4. _____ | 7. _____ |
| 2. _____  | 5. _____ | 8. _____ |
| 3. _____  | 6. _____ | 9. _____ |
| 10. _____ |          |          |

D	I	D	I	F	F	E	R	E	N	T	F	N	D
E	N	E	A	R	I	N	G	I	O	N	D	L	E
S	E	C	E	R	E	M	O	N	I	E	S	T	F
I	M	Z	K	L	D	X	D	H	G	R	C	U	O
G	Y	I	N	D	I	A	N	S	O	C	B	G	O
N	P	A	K	I	S	P	R	I	N	O	K	R	O
S	A	N	G	S	M	I	E	G	L	R	E	O	C
W	I	X	O	D	I	E	Z	L	I	N	K	U	C
M	N	M	G	N	X	I	T	U	N	M	A	N	L
E	T	P	S	A	N	D	U	E	Z	E	A	L	O
C	I	D	R	N	M	E	A	L	N	A	E	N	R
V	N	A	Z	S	D	N	U	O	R	L	G	F	I
T	G	P	S	P	R	I	N	K	L	E	L	C	N
D	F	G	D	R	U	N	D	S	Z	A	V	T	G

THE STORY OF WILLIAM PENN

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

**M** MATERIALS: Worksheet

**T** PROCEDURE: Make a duplicating master of this sheet and use after *The Story of William Penn, Speeding Away*, T.M., pgs. 115-122.

**A** DIRECTIONS: Unscramble the words in the list below. Then find the words in the puzzle. Make a box around each word.

Word List

pectres	nialp	plemis
ewn ldwor	mawgiw	geuh
lersetts	blemanno	nijo
	andglEn	

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

R	E	S	P	E	C	T	C	E	T	J	O	I	N
N	L	I	A	P	I	A	D	N	A	W	R	U	O
P	L	A	I	N	S	I	M	O	P	F	R	E	A
Q	T	B	M	Z	B	E	R	B	E	R	S	A	R
S	F	H	U	G	E	R	A	L	J	E	N	I	O
I	S	E	R	T	E	C	W	E	C	E	A	R	O
M	Z	W	I	G	W	A	M	M	T	D	Q	U	Z
P	E	A	R	D	G	M	G	A	W	O	G	I	W
L	T	E	N	U	R	D	E	N	A	M	D	E	A
E	F	N	E	W	W	O	R	L	D	R	O	W	A
O	U	T	Q	U	H	E	N	G	L	A	N	D	A
P	O	N	E	U	L	A	N	D	N	A	L	E	N
Z	S	E	T	T	L	E	R	S	E	T	L	R	E

THE PEOPLE DOWNSTAIRS

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet and use after *The People Downstairs*, Speeding Away, T.M., pgs. 149-155.

 DIRECTIONS. Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

cedan	airsnwodst	renchild
plepeo	derfulwon	mentparta
onemeso	ingland	utemin
	gab-naeb	

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

D	A	N	C	E	O	P	E	O	P	L	E	D	E	M
L	E	C	P	C	P	P	I	H	U	R	S	H	A	D
W	G	I	W	A	P	A	R	T	M	E	N	T	W	O
O	E	R	C	U	Q	R	C	W	E	R	D	L	C	N
N	Z	C	A	L	A	N	D	I	N	G	N	C	H	S
D	M	L	G	A	B	N	A	E	B	H	C	H	U	T
E	R	I	E	A	P	R	A	T	M	E	H	N	I	A
R	N	I	T	S	N	W	W	O	D	U	L	D	R	C
F	U	S	O	M	E	O	N	E	W	R	L	R	E	T
U	T	E	M	I	N	A	M	E	N	R	O	T	E	S
L	E	R	B	E	A	N	B	A	N	G	A	T	N	W
S	L	L	U	F	R	F	W	O	N	H	D	N	G	

I KNOW AN OLD LADY

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet and use after / *Know An Old Lady, Speeding Away*, T.M. pgs. 165-168.

 DIRECTIONS. Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

suegs	lowswaled	ledtick
sehor	derspi	oatthr
ylf	kedwal	edpeno
	gledwrig	

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

A	G	U	E	S	S	N	O	H	O	R	S	E	P	E	N	R
N	E	P	O	R	A	L	F	E	U	G	W	A	M	I	P	E
D	O	A	P	E	N	N	L	S	U	E	M	S	D	W	I	D
E	D	B	K	A	I	R	Y	D	X	U	E	M	P	R	W	E
L	O	S	E	S	W	A	L	L	O	W	E	D	P	I	A	S
G	R	U	L	D	E	P	T	U	Z	A	R	I	N	G	I	S
C	A	R	R	T	U	E	S	P	I	D	E	R	I	N	G	A
O	L	D	L	I	A	W	R	H	P	R	A	I	F	L	N	H
U	Z	Y	G	C	P	O	P	E	N	E	D	A	D	L	E	R
R	U	R	S	K	E	U	M	E	A	D	S	L	M	D	E	O
S	D	H	E	L	U	W	A	L	K	E	D	T	C	D	E	A
E	W	A	K	E	L	O	W	E	N	D	N	R	E	S	R	O
I	R	W	B	D	O	P	E	N	N	S	U	E	M	D	I	P

A GREAT LAND

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

**M** MATERIALS: Worksheet

**D** PROCEDURE: Make a duplicating master of this sheet and use after *A Great Land, Speeding Away*, T.M., pgs. 179-182.

**A** DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

plepeo	moskiEs	eslagvil
hergetto	estfor	yakka
kaasAl	ianlnd	tainsmoun
	tedUni	taStes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

D	E	S	T	O	G	E	T	H	E	R	E	S	K	T	U
S	I	R	H	E	E	S	K	D	M	R	O	S	T	A	N
E	U	S	T	R	E	T	C	H	E	D	V	S	A	E	I
S	I	N	D	I	A	N	D	S	N	T	G	S	A	E	T
K	E	M	A	V	Z	L	A	O	U	N	V	A	K	M	D
I	T	O	N	L	A	N	A	C	E	T	S	I	S	V	S
M	O	U	N	L	I	G	E	P	E	N	P	I	P	L	A
S	D	P	T	A	O	K	U	P	I	N	P	I	L	A	S
S	H	K	T	A	Y	G	A	L	E	V	I	L	A	E	T
H	E	N	I	R	E	D	E	G	A	T	H	E	R	S	S
K	I	S	M	I	O	R	D	F	O	R	E	S	T	E	S

THE WIND FROM THE SEA

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

**M** MATERIALS: Worksheet

**O** PROCEDURE: Make a duplicating master of this sheet and use after *The Wind From The Sea, Speeding Away*, T.M., pgs. 193-198.

**A** DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

vecar	kinealss	persup
sehouresto	ledwhir	eamdr
edaidbr	essnhar	ongsth
	derthunde	

1. \_\_\_\_\_ 4. \_\_\_\_\_ 7. \_\_\_\_\_

2. \_\_\_\_\_ 5. \_\_\_\_\_ 8. \_\_\_\_\_

3. \_\_\_\_\_ 6. \_\_\_\_\_ 9. \_\_\_\_\_

10. \_\_\_\_\_

S	U	S	P	P	E	R	C	A	R	V	E	G	S	E	E
T	H	U	N	D	R	E	D	T	H	O	N	S	T	R	E
O	S	P	A	B	R	A	I	D	E	D	R	S	A	M	T
R	A	P	L	E	R	W	U	G	Z	G	Q	U	R	O	R
E	V	E	N	S	O	A	L	W	S	K	I	N	T	S	D
H	I	R	L	E	E	W	H	I	R	L	E	D	S	E	R
O	S	N	W	I	A	N	E	P	T	O	S	R	V	A	S
U	S	W	I	R	A	U	P	P	D	C	A	R	V	A	S
S	E	T	H	A	R	E	Q	U	S	S	I	N	G	H	S
E	M	T	R	A	J	E	N	E	S	H	A	P	Z	U	M
T	H	U	N	D	E	R	E	D	I	Q	U	W	L	K	E
L	E	H	O	N	G	V	P	R	I	N	K	L	E	D	L

A CANDLE IN THE NIGHT

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet and use after *A Candle In The Night, Speeding Away*, T.M., pgs. 215-218.

 DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

endleg	chedwat	medglea
ezeffre	mortorow	dlecan
ghtni		lishfoo

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

N	D	L	E	O	L	E	G	E	N	D	O	G	L	E	A	R
I	R	O	A	E	Z	E	E	F	R	E	E	L	I	R	M	F
G	E	W	B	U	C	H	E	D	O	R	R	E	Y	A	F	A
H	E	D	O	C	N	A	C	I	R	F	W	A	N	E	O	N
T	Z	O	C	W	A	T	C	H	D	E	S	M	T	Q	O	S
L	E	G	A	N	I	D	H	T	F	R	E	D	Z	E	L	T
R	C	A	N	T	R	E	N	I	G	O	H	A	T	R	I	A
E	O	O	D	O	G	E	N	D	O	O	W	A	Y	R	S	N
C	A	N	L	E	A	D	W	A	F	R	I	C	A	N	H	I
F	R	E	E	F	U	S	S	L	P	W	E	Z	C	O	L	O
E	B	R	E	O	Q	F	R	E	E	A	X	S	T	A	M	P
W	T	O	M	O	R	R	O	W	A	Y	N	R	W	S	T	J

## PIONEERS IN SPACE

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE. Make a duplicating master of this sheet and use after *Pioneers In Space, Speeding Away*, T.M., pgs. 237-239.

 DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

### Word List

sucaple	klesfrec	sagemes
itorb	panimchzee	ampchs
ketroc	neerspio	pedstrap

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

S	P	M	A	H	C	P	O	L	E	O	R	F	I	T
R	A	S	U	B	J	E	C	T	A	R	U	R	C	D
P	E	R	N	U	M	B	E	R	I	B	I	E	T	S
I	T	C	A	P	S	U	L	L	E	I	L	C	E	T
O	K	A	C	A	P	S	L	L	E	T	B	E	R	R
N	C	Y	N	L	E	M	O	N	S	B	E	L	R	A
E	E	R	C	H	I	M	P	A	N	Z	E	E	R	P
R	O	S	A	G	E	C	P	T	C	A	P	S	U	P
S	U	H	B	J	E	C	S	L	E	F	R	O	P	E
C	H	A	M	S	P	R	O	C	K	C	P	P	K	D
S	U	M	E	S	S	A	G	E	O	K	E	V	E	C
D	R	P	A	V	E	P	A	V	J	E	C	R	E	S
I	B	S	E	L	M	P	N	Z	E	T	R	D	E	E

THE SHIP FROM ZURN

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III



MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *The Ship From Zurn, Speeding Away*, T.M., pgs. 249-254.



DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List •

sionmis	netpla	verel
hipsacesp	vascan	ero
antch	cheswits	thrae
	visbleini	

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

G	M	I	S	S	O	I	N	R	E	Z	E	R	O	E	R
A	I	E	B	R	O	R	E	L	B	I	S	I	V	N	T
H	S	I	R	H	I	P	I	P	L	A	N	E	T	C	H
I	S	K	E	P	S	L	E	E	V	R	U	W	I	T	I
L	I	F	A	T	S	P	A	C	E	S	H	I	P	V	N
E	O	A	K	R	I	L	I	A	T	P	C	A	L	A	V
V	N	S	F	A	O	A	R	T	E	A	R	T	H	A	S
VER	A	T	A	Z	N	T	C	H	E	C	I	V	A	B	S
R	M	U	S	E	V	M	U	C	A	N	V	A	S	B	S
F	A	S	T	R	H	U	B	E	L	A	H	S	N	E	B
C	A	N	V	D	E	S	W	I	T	C	H	E	S	P	L
Z	C	H	A	N	T	E	R	O	B	W	R	A	T	C	E

WHO'S IN CHARGE OF LINCOLN?

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet and use after *Who's In Charge Of Lincoln?*, Speeding Away, T.M., pgs. 260-270.

 DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

sidentpre	gryhun	moorthab
lephonete	medjam	otol
dedtenpre	ingwahsotn	uhla
	diersol	

1. \_\_\_\_\_ 4. \_\_\_\_\_ 7. \_\_\_\_\_

2. \_\_\_\_\_ 5. \_\_\_\_\_ 8. \_\_\_\_\_

3. \_\_\_\_\_ 6. \_\_\_\_\_ 9. \_\_\_\_\_

10. \_\_\_\_\_

R	A	Y	A	R	D	S	E	T	T	W	A	S	H	I	N	G
E	T	E	N	D	E	N	T	S	T	A	T	I	D	N	T	B
S	J	A	M	M	E	D	U	N	D	S	O	N	G	I	R	A
I	P	M	E	A	R	N	E	D	L	B	H	U	N	P	R	T
P	R	E	S	I	D	H	U	S	O	A	I	N	C	H	S	I
R	E	S	A	R	E	A	T	E	T	I	N	G	O	H	I	W
S	G	R	C	L	L	E	T	T	E	R	T	O	N	D	I	B
I	Y	Z	O	U	I	E	L	L	O	T	A	L	E	D	E	O
D	I	E	L	N	P	R	E	T	E	O	N	D	E	D	E	M
E	O	T	D	N	P	R	O	N	T	E	O	V	E	D	E	H
T	E	L	E	P	H	O	N	E	M	P	R	E	T	T	E	Y

## NECKLACE

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

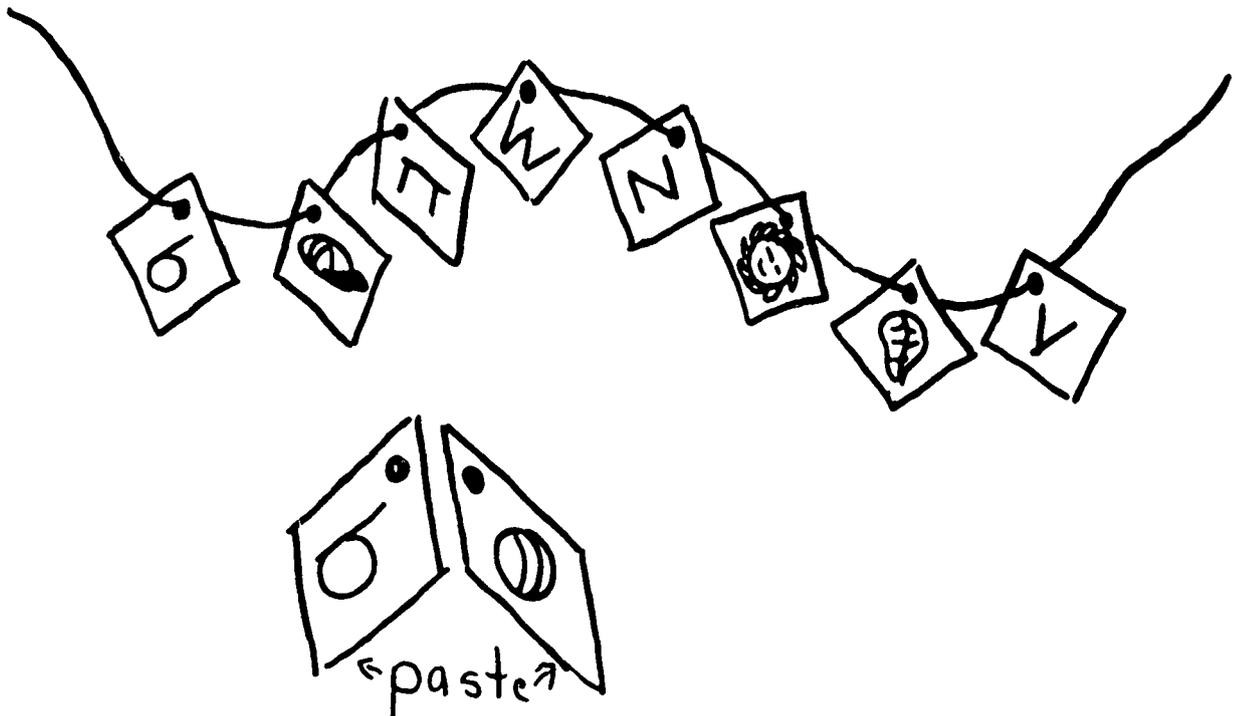
LEVEL: Primary I

MATERIALS: String, worksheet, scissors, paste



PROCEDURE: Give each child a string and two worksheets, one with letters and the other with pictures which begin with those letters. Have children cut out the squares containing the letters and the corresponding pictures and paste them back to back so that both letters and pictures show. Punch holes in one corner of each square and have children string squares to form a necklace. Help children tie knots in the string so that squares are spaced properly.

Variation: Kraft paper squares may be pre-punched so that children can paste pictures and letters on them.



## ESCAPE TO THE LETTER JUNGLE

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Alphabet cards



PROCEDURE: Put alphabet cards in a box. Explain that the letter jungle is imaginary and for this game we are going to pretend to help the letters escape to the letter jungle. Letters can escape only if the pupils provide help by saying two words which begin with the sound of the letter which has been pulled from the box (by the teacher or by a pupil). If the words given by the pupil are correct, that letter is free to go to the letter jungle.

Follow-up: Have children fold a sheet of paper into four boxes and put one letter in each box. In the box with each picture draw two pictures which begin with that letter.

## SOUND WALK

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Paper, pencils, crayon



PROCEDURE: Divide the class into teams and assign each team a letter sound. Take a walk around the block and have the teams look for and record in some way (drawing pictures or writing words with teacher's help) the things they see that begin with their letter sounds.

Variation: This activity can be used with shapes and colors instead of letter sounds.

Follow-up: Have children paste their individual pictures on one big sheet for each team.

## BEGINNING SOUNDS

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

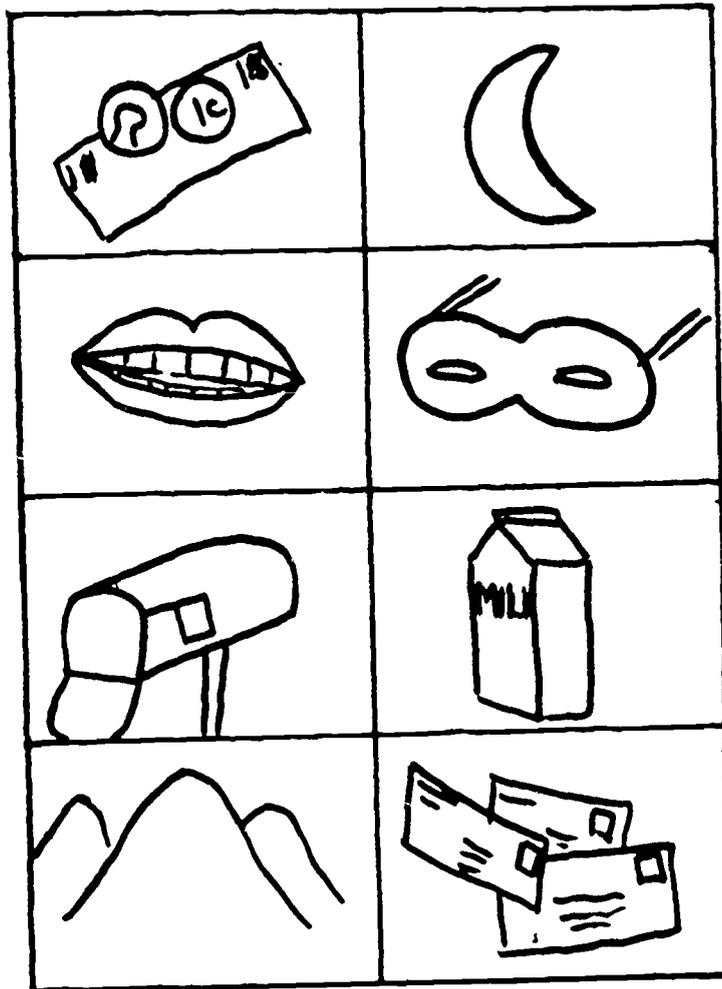
LEVEL: Primary I

MATERIALS: Picture cards, 9" x 12" manila paper



PROCEDURE: Place on the chalkboard ledge or on the magneboard four picture cards that begin with the same sound. Say the words with the pupils. Then ask, "Does anyone's name begin with this sound?" As the pupils say the names, write them on the chalkboard. Ask pupils to give other words which begin with this sound. Write several words given by the pupils and read the list with them.

Follow-up: Give pupils a sheet of 9" x 12" manila paper and have them fold it into eight boxes. Instruct them to draw in each box a picture of something that begins with that sound.



## BEGINNING SOUNDS

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: None



PROCEDURE: Have pupils name items in different categories that begin with the same sound.

Example:

For the sound you hear at the beginning of November:

Name a tool,	(nail)
a food,	(nut)
something people buy and read,	(newspaper)
something to catch a butterfly in,	(net)
a girl's name,	(Nancy)
a coin,	(nickel)
a boy's name,	(Nicholas)
a short sleep,	(nap)
people who live in houses near you,	(neighbors)
a number	(nine)

Adapt activity to include other categories to fit different sounds.

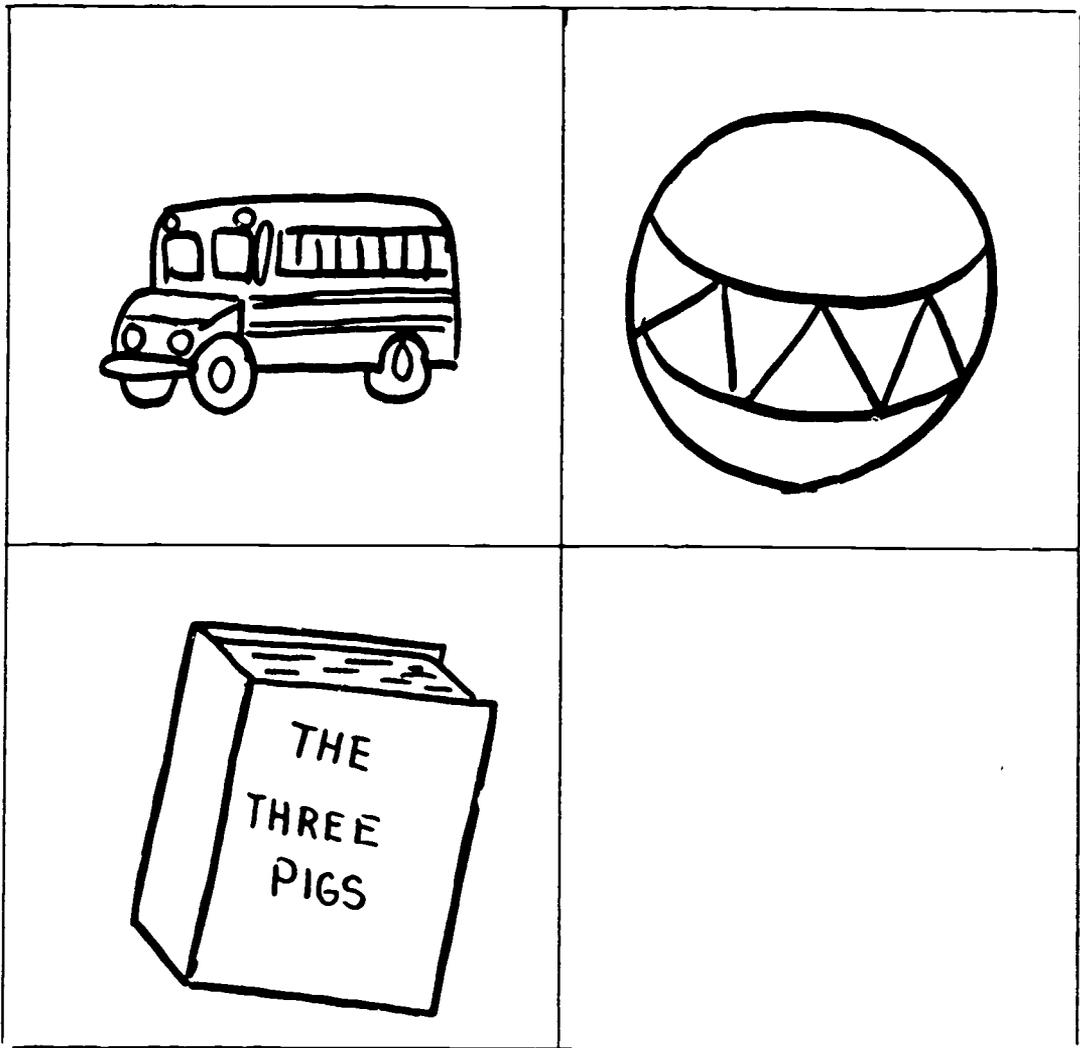
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

 MATERIALS: Worksheet and crayons

 PROCEDURE: Give each pupil a worksheet and read the directions with them.

 DIRECTIONS: Color these three pictures. Draw one more picture of something begins with the same sound.



SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis  
PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: Primary I

MATERIALS: None



PROCEDURE: Sing to the tune of "Farmer In the Dell".

I like bouncing balls  
I like bumble bells  
I like big balloons  
A blowing in the breeze.

Variation: Substitute words to fit sounds of other letters that need practice.

#### A TRIP TO SOUNDLAND

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: None



PROCEDURE: Tell the children that they are going to take an imaginary trip and in order to go, each person must name something that begins with the same sound. For example, "We are going on a boat trip and I am taking a banana". Each pupil names a different object that begins with that sound. When all pupils have had a turn, change the description of the trip and use a new sound for the next round.

Example: "----a rocket trip----"

"----a train trip ----"

"----a canoe trip----"

"----a submarine trip---"

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 2-S

 MATERIALS: Two worksheets, scissors, paste

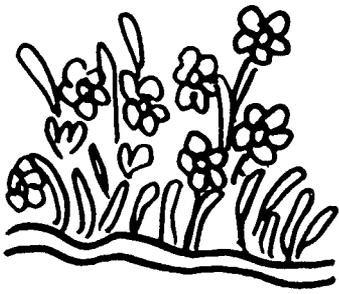
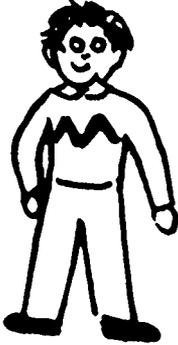
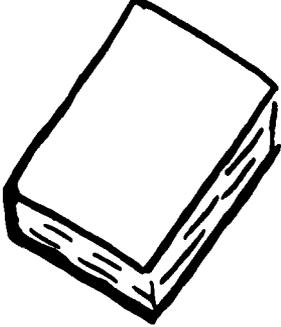
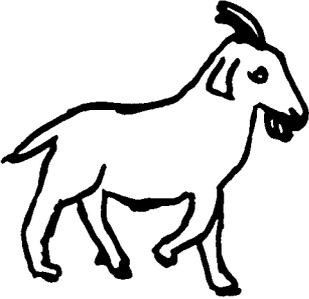
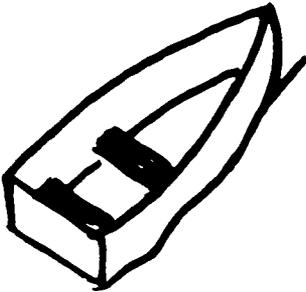
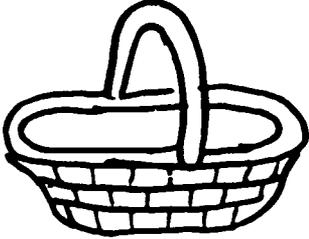
 PROCEDURE: Use this activity after Studybook, Level 2, page 17. Give each child one worksheet with words in boxes and a second worksheet with a picture for each word (see back of this page). Read the directions aloud to the children.

 DIRECTIONS: Cut out the word boxes on this sheet. Match these words with the pictures on the other worksheet. Paste each word in the box with its picture.

girl	fox	boy
garden	boat	goat
guitar	basket	book



DIRECTIONS: Paste each word in the box with its picture.

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 2-S

 MATERIALS: Two worksheets, scissors, paste

 PROCEDURE: Use this activity after Studybook, Level 2, page 21. Give pupils this worksheet with eight words in boxes and a blank 9" x 12" sheet of paper. Instruct pupils to fold blank sheet of paper into eight boxes and draw one picture in each box to match one of the words below. Read the directions aloud with the pupils.

 DIRECTIONS: Cut out the word boxes on this sheet. Match these words with the pictures you drew on your other sheet of paper.

farmer	horse
fan	feather
rabbit	hill
rocket	house

# BEGINNING CONSONANTS

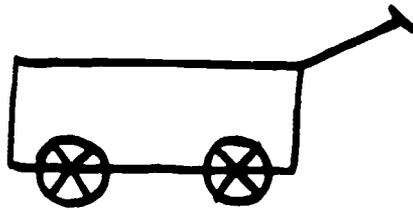
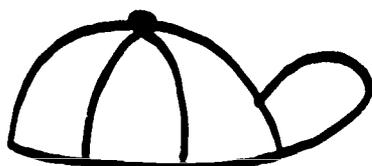
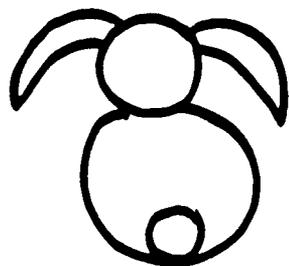
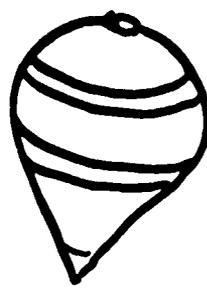
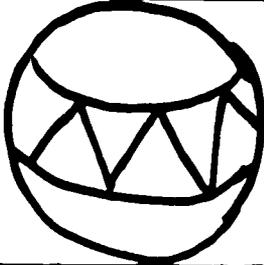
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet and read the directions with the pupils.

 DIRECTIONS: In the space under each picture write the capital and small letter for its beginning sound. Color the pictures.

	
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
	
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
	
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 2-S

 MATERIALS: Two worksheets, scissors, paste

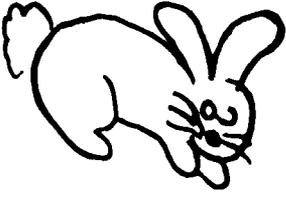
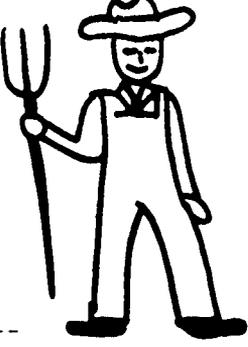
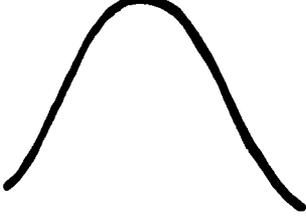
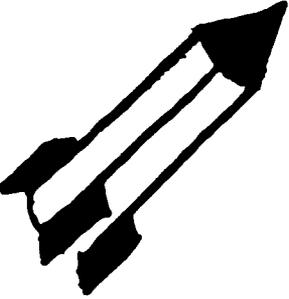
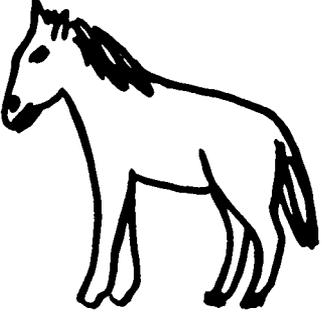
 PROCEDURE: Use this activity after Studybook, Level 2, page 24. Give each child one worksheet with words in boxes and a second worksheet with a picture for each word (see back of this page). Read the directions aloud to the children.

 DIRECTIONS: Cut out the word boxes on this sheet. Match these words with the picture on the other worksheet. Paste each word in the box with its picture.

house	farmer	horse
hill	fan	rocket
fox	feather	rabbit



DIRECTIONS: Paste each word in the box with its picture.

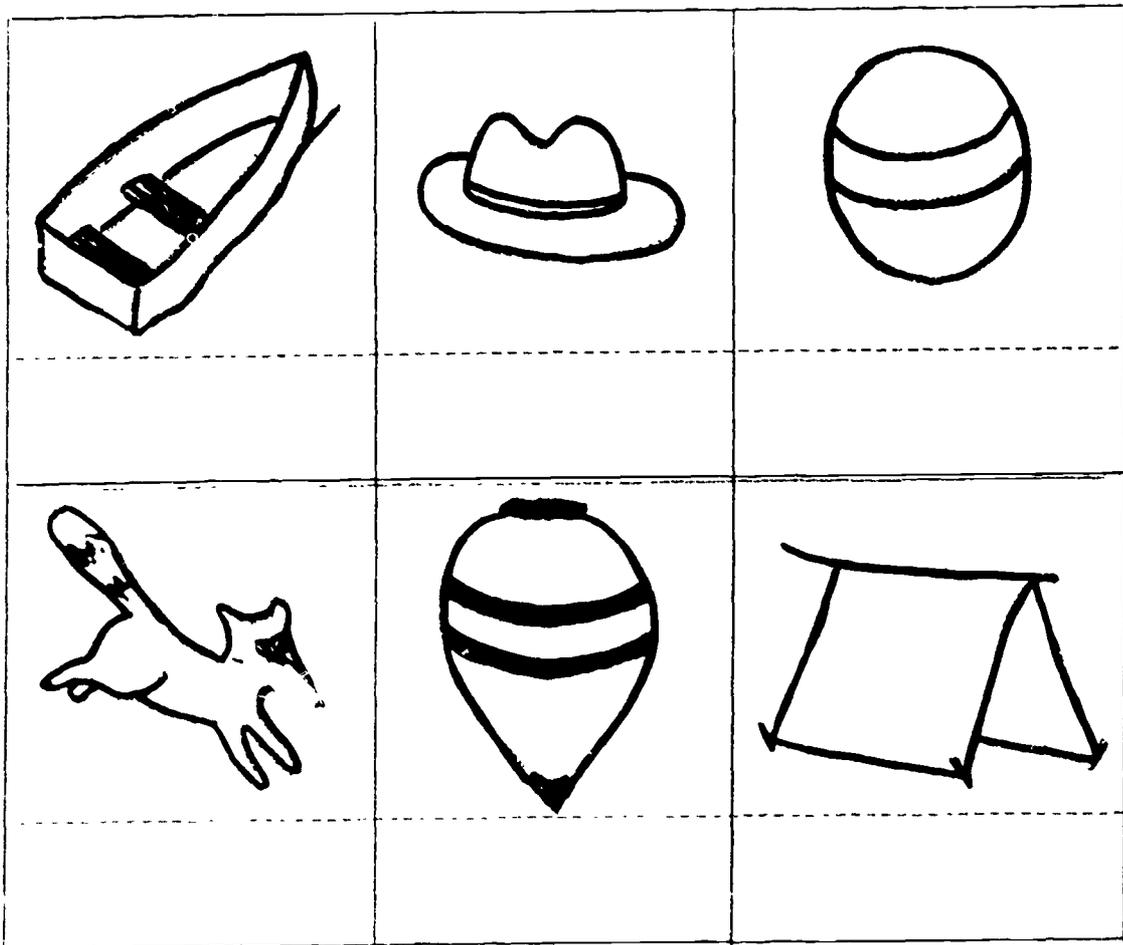
SKILL COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL 2-S

**M** MATERIALS Worksheet

**P** PROCEDURE. Use this activity after Studybook, Level 2, page 33. Give each pupil a worksheet with several pictures. Instruct pupils to write the words that match the pictures. Encourage children to use their knowledge of letter sound relationships to spell the words. Read the directions aloud with the children.

**D** DIRECTIONS Write the words which match these pictures.



## SPINNER

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 2-S

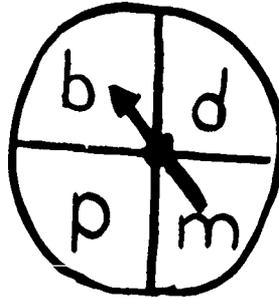
MATERIALS: Oak tag, paper fasteners, shirt board, felt marker, worksheets



PROCEDURE: Draw a large circle on the oak tag. Divide circle into four equal sections. Attach with paper fastener a spinner cut from shirt board. Write (or tape on) one letter in each section. Have children take turns spinning the spinner.



DIRECTIONS: Spin the spinner and name two words that begin with the sound of the letter on which the spinner stops.



Follow-up: Distribute sheets of manila paper, 9" x 12". Have pupils fold paper into four boxes and write a letter (from the tag board circle) in the upper left corner of each of the boxes. Instruct children to draw in each box a picture that begins with the sound of the letter in that box.

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 2-S

 MATERIALS: Two worksheets, scissors, paste

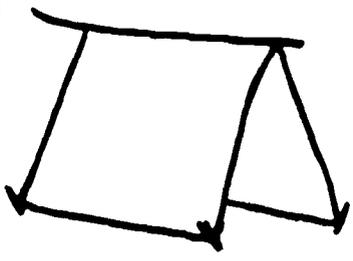
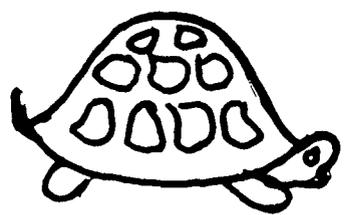
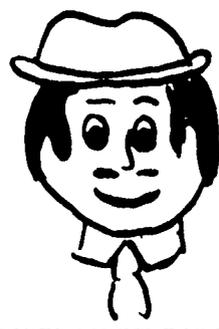
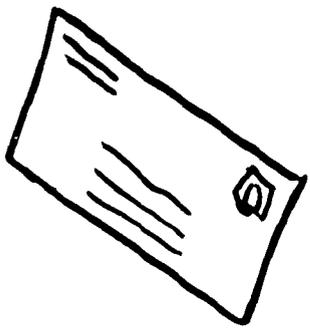
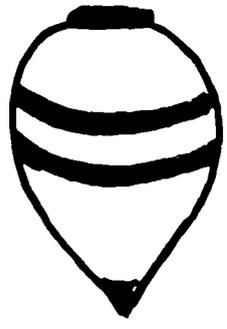
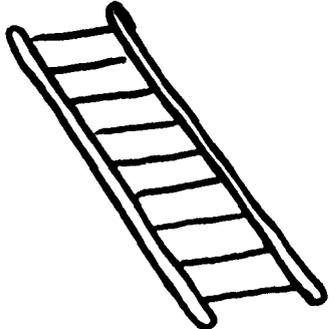
 PROCEDURE: Use this activity after Studybook, Level 2, page 36. Give each child one worksheet with words in boxes and a second worksheet with a picture for each word (see back of this page). Read the directions aloud to the children.

 DIRECTIONS: Cut out the word boxes on this sheet. Match these words with the pictures on the other worksheet. Paste each word in the box with its picture.

leaf	turtle	tent
ladder	top	mouse
man	letter	mirror



DIRECTIONS. Paste each word in the box with its picture.

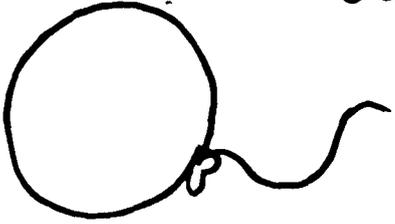
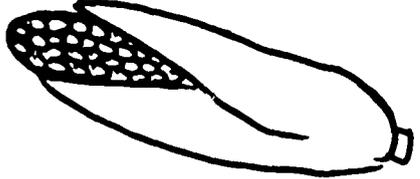
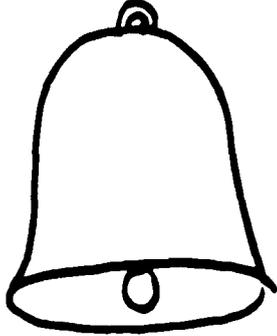
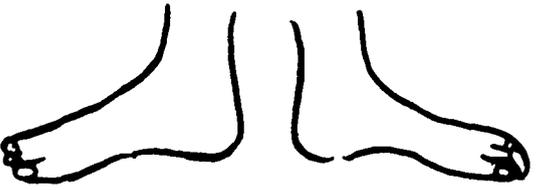
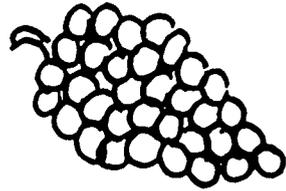
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions aloud with the children.

DIRECTIONS: In each box circle the word which names the picture.

<p>ball                      baby</p>  <p>bat                      balloon</p>	<p>park                      paint</p>  <p>plan                      paw</p>
<p>corn                      cat</p>  <p>cop                      coat</p>	<p>belt                      bed</p>  <p>bell                      beet</p>
<p>fern                      feed</p>  <p>fence                      feet</p>	<p>grass                      grapes</p>  <p>grabs                      gate</p>

## RELAY READING

- SKILL            COMPREHENSION STRATEGIES, Phonetic Analysis,  
                      Semantic Cues, Syntactic Cues
- LEVEL            Primary I
- MATERIALS      Chalkboard
-  PROCEDURE: Divide the group into two teams. Each team should have the same number of players. On the chalkboard write two lists of words and/or phrases and assign a list to each team. (The number of items on the list should equal the number of players).
- Have the first player on each team read from that team's list (one at a time). If the player reads the item correctly, he goes to the board and erases what he has read, returns to his team and touches the hand of the next player, then goes to the end of the line.
- If a player misses, he goes to the end of the line and the next teammate reads that item. The first team to erase all items in its list wins the game.

## MAGIC HAT

- SKILL            COMPREHENSION STRATEGIES, Phonetic Analysis
- LEVEL            Primary I
- MATERIALS:      Hat, alphabet cards, wand
-  PROCEDURE: Place a hat on a table in front of the reading group. In the hat place cards with letters being reviewed. Select one pupil to wave the magic wand over the hat and pull out a letter. Pupil must then give three words that begin with that letter. If pupil can give three correct words, he/she may choose the next magician.
- Variation    This activity can also be adapted for medial and final consonants and for compound words.

# BEGINNING OR ENDING?

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

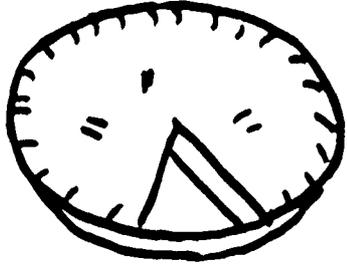
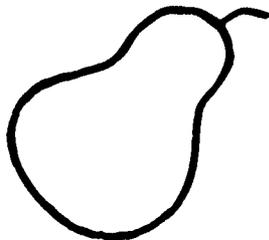
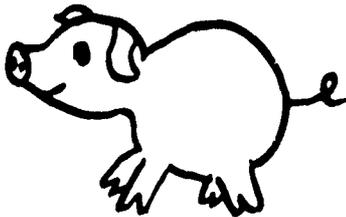
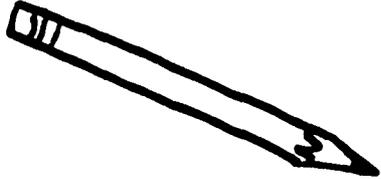
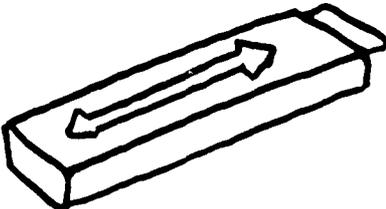
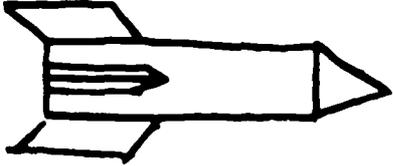
MATERIALS: Chalkboard or chart and worksheet



PROCEDURE: Practice this kind of activity on the chalkboard or chart before using this worksheet. Make a duplicating master of this sheet and read the directions with the pupils.



DIRECTIONS: Look at the picture and the letters in each box. Put a circle around the letter which shows whether you hear it at the beginning or at the end of the name of the picture.

 p _                      _ p	 r _                      _ r
 g _                      _ g	 p _                      _ p
 g _                      _ g	 r _                      _ r

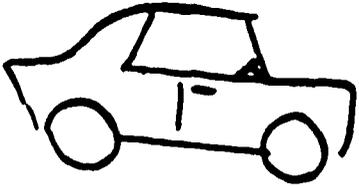
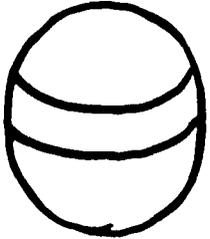
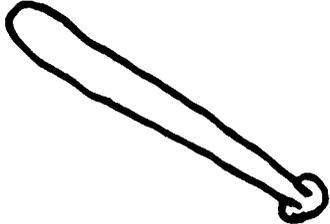
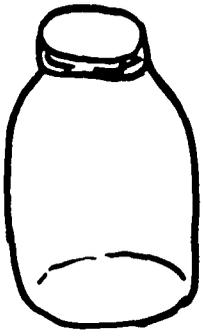
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions aloud with the children.

DIRECTIONS: In each box circle the word which names the picture.

<p>cap                      cat</p>  <p>car                      can</p>	<p>ball                      hall</p>  <p>bat                      bar</p>
<p>hand                      hall</p>  <p>hard                      hat</p>	<p>bad                      bat</p>  <p>back                      bag</p>
<p>star                      salt</p>  <p>snake                      saw</p>	<p>jack                      jar</p>  <p>jaw                      jail</p>

## CLAP, CLAP

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis  
PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: Primary I

MATERIALS: Magazines, kraft paper, paste, scissors



PROCEDURE: Review with the pupils the sound represented by the letter on which you are working. Then tell the children, "I'm going to say some words. When you hear a word that begins with the \_\_\_\_\_ sound, clap your hands."

Use picture words at the beginning. When the pupils become more proficient, begin calling verbs and adjectives.

Variation: Children do not have to clap. If your group is too immature to control the clapping, have pupils raise their hands or put their heads down.

Follow-up: Give each pupil a 9" x 12" sheet of kraft paper, a magazine, paste, and scissors. Instruct pupils to cut pictures from the magazine which begin with the sound of the letter on which you are working and paste the pictures on the sheet of kraft paper.

## THE LETTER TRAIN

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I



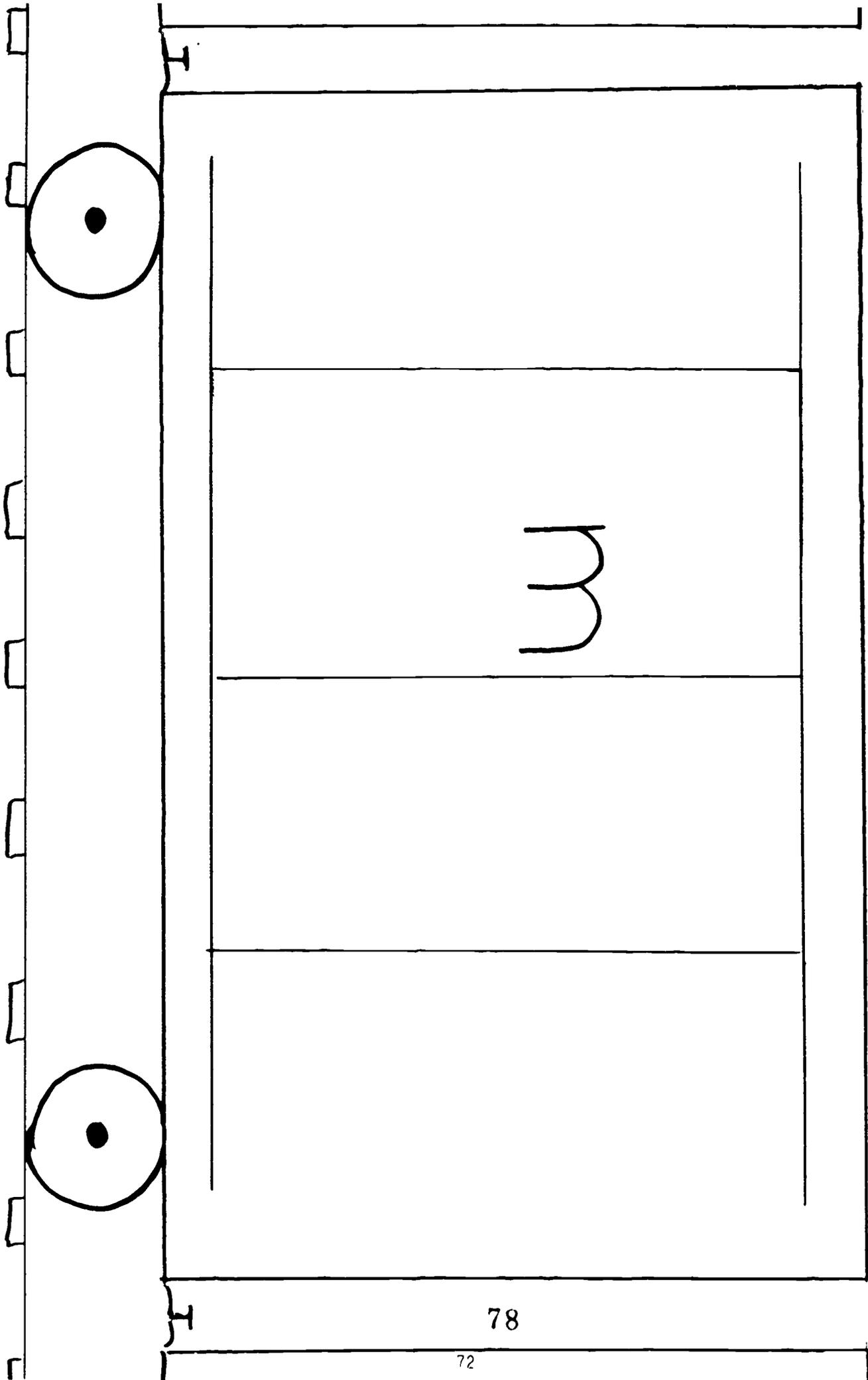
MATERIALS: Worksheet, magazines, scissors



PROCEDURE: Make a duplicating master of the illustration of the box car on the back of this sheet. Provide magazines from which pupils may cut pictures to paste on the worksheet. Show pupils the approximate size of picture needed for cutting and pasting on the sheet.



DIRECTIONS: Notice the letter on the box car. Find pictures in the magazine that begin with the sound of the letter on your box car. Cut out the pictures and paste them on the box car.



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## SOUND PUZZLE

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Shirt boards or problem cards

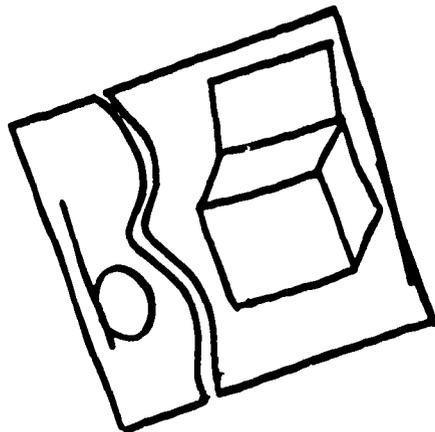
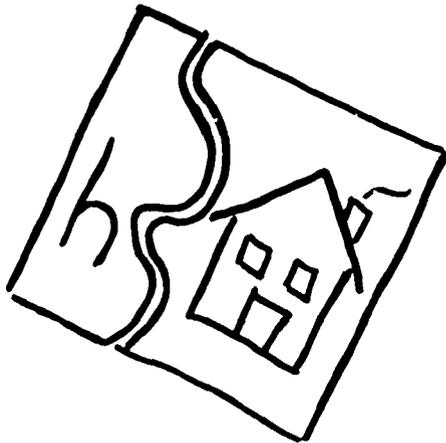
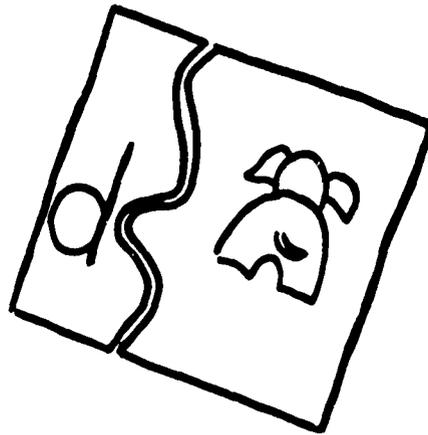
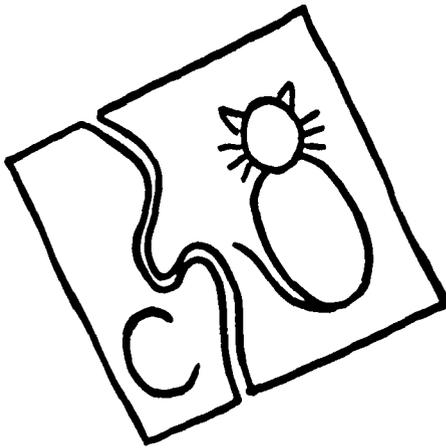


PROCEDURE: For this self-correcting game, make flash cards with a letter on one half and a picture for that beginning sound on the other half. Cut each card like a jigsaw puzzle so that only the correct pairs will fit together. The pieces can be stored in a box or envelope.



DIRECTIONS. Match each picture with the letter for its beginning sound.

Examples:



BEGINNING AND ENDING SOUNDS

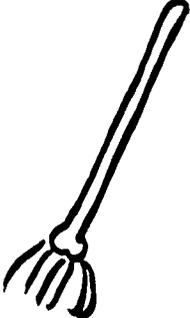
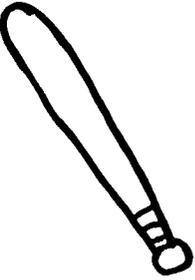
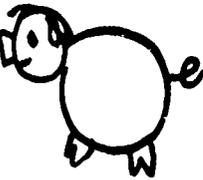
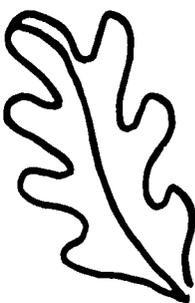
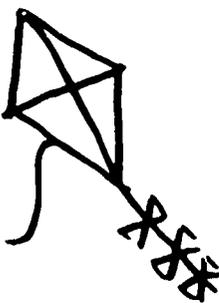
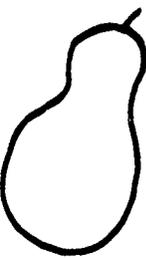
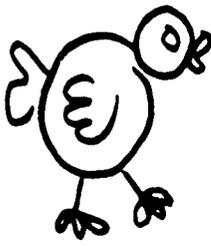
SKILL COMPREHENSION STRATEGIES, Phonetic Analysis  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 1-0H

 MATERIALS Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS: Look at the picture and the letters in each box. Circle the pair of letters that shows both the beginning and ending sounds for that picture.

 <p>r_p m_p m_t</p>	 <p>b_g f_t b_t</p>	 <p>p_g p_n d_g</p>
 <p>h_t m_s h_s</p>	 <p>f_l l_f l_t</p>	 <p>k_t k_k l_k</p>
 <p>c_t c_k q_k</p>	 <p>p_n b_r p_r</p>	 <p>d_b b_d b_r</p>

## BEGINNING SOUNDS

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL Primary I

 MATERIALS. Worksheet

 PROCEDURE Make a duplicating master similar to this sheet. In the first box of each row write in letters on which pupils need practice. Give copies of sheet to the children and read the directions aloud with them.

 DIRECTIONS. In each row draw pictures of two things that have the same beginning sound as the letter in the first box.

Example.

S		
V		

Variation Pictures for each beginning sound can be cut from magazines and pasted in the boxes.

## LET'S GO SHOPPING

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: None



PROCEDURE: Organize an imaginary shopping trip. Tell the children that they can only buy things that begin with the sound of a certain letter (whatever you are working on). As the children name things that they are "buying", have the class decide if the article begins with the correct sound and can be put into the imaginary bag.

After the children have named several items which could be put into the bag, have them pretend that the shopping trip is over and they are back at school removing the items from the bag. Ask pupils to try to remember everything that was put into the bag and name each item as they pretend to remove it.

## LETTERS ON FIRE

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: None



PROCEDURE: Have children to pretend that they are getting on an imaginary fire truck. Explain that the letters are on fire (any letters on which you are working). The only way the fire can be put out is for a "fireman" to use a hose full of three words that begin with the sound of that letter. Give each pupil an opportunity to put out a letter's fire. If a pupil has difficulty, have another pupil help him.

## DO YOU SEE SOMETHING?

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 2-S

MATERIALS: Objects around the room



PROCEDURE: Use this game to help children review beginning or ending consonant sounds. Begin by asking the group, "Do you see something that begins with the sound of \_\_\_\_\_?" (Use letters on which you are working).

Tell all of the children to look around and raise their hands when they find something in the room which begins with that sound.

The first pupil who raises his hand says, "I see something that begins with the sound of \_\_\_\_\_."

The other pupils try to guess the name of the object. The pupil who guesses correctly gets the next turn to ask the question, "Do you see something that begins with the sound of \_\_\_\_\_?"

## CLASS NEWS

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 3-S and up, 3-OH and up

MATERIALS: Chalkboard



PROCEDURE: Write a sentence on the chalkboard using vocabulary being introduced in children's reading program. The sentence should tell about something or someone in the classroom. Words in the sentence should contain sounds which you wish to reinforce.

Examples: a Dan has a tan hat.

o Joe will go with Rose.

Instruct children to read the sentence silently and raise their hands when they are ready to read orally. Choose one child to read. Continue by writing additional sentences.

### SIGHT WORDS TEAM GAME

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis  
PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: 3-S and up, 3-OH and up

MATERIALS: Chalkboard



PROCEDURE: Divide group into two teams. List vocabulary or sight words on chalkboard and use one of the list words in a sentence. Give one player from a team the opportunity to identify the word that has been used. If correct, the pupil gets to erase that word. Assign one point to that team and then give the other team a turn. Continue game by alternating with players from each team. The team with the most points wins.

### SMILING FACES

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 3-S and up, 3-OH and up

MATERIALS: Paper, crayons, chalkboard



PROCEDURE: The object of this game is to complete the drawing of a smiling face. Give each pupil a sheet of paper and crayons. Have each pupil draw a circle on his/her paper. Write sight words or vocabulary words on the chalkboard one at a time. Tell children to raise their hands as soon as they recognize each word. The first child who correctly identifies the word may put one facial feature on the face on his paper. The first child to complete the smiling face on his paper is the winner.

CHOOSE A COLUMN (Follow-up)

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 3-S

 MATERIALS: Scissors and paste

 PROCEDURE: Make a duplicating master of this sheet. Read directions with the pupils.

 DIRECTIONS: Cut out words at the bottom of this sheet. Paste each word in the column headed by a word which has the same *a* sound.

Car	Cake	Apple

Abe	bat	tale
as	cart	mark
am	ate	Carl

SKILL                    COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL                    Primary I

 MATERIALS            Chalkboard or worksheet

 PROCEDURE           Put these words on the chalkboard or make a duplicating master.

 DIRECTIONS           Circle each word that has the same *a* sound that you hear in the word *apple*

Zack	cat	sag
an	cake	nail
ate	fall	can
all	ran	jar
war	saw	at
rap	ask	star
fan	ball	gate
lake	black	small
cap	page	bat
yard	sat	tall

## WORD TIC - TAC - TOE

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis  
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 3-S and up, 3-OH and up

MATERIALS: Chalkboard, word list

 PROCEDURE: Divide class into two teams. Assign X symbol to one team, O to the other. Draw a Tic-Tac-Toe game diagram on the board. (#) Write a sight word or vocabulary word on the chalkboard for the first team. First player must read the word and use it in a sentence. If correct, he makes an X on the diagram on the board. A word for the second team is then written and if the player's response is correct, he makes an O on the diagram. If response is not correct, player does not fill in a space. Continue game by alternating with players from each team. First team to get three symbols in a row wins the game.

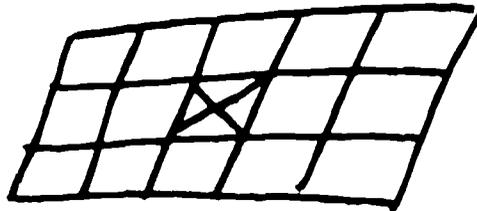
## SIGHT WORD BINGO

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis  
PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: 4-S and up, 3-OH and up

MATERIALS: Shirt boards, markers, word list

 PROCEDURE. Make game boards by dividing each shirt board into 15 spaces. Put words from list on boards in random order with an X in the middle space to indicate "free space".



Distribute one game board and paper markers to each pupil. Call a word from the word list and use it in a sentence. If the word appears on the child's board, he covers it with a chip or marker. First child to cover a horizontal or vertical row is the winner.

Variation The game may be used with letters of the alphabet, or beginning and ending sounds.

## STUDY AND LEARN

SKILL. COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 3-S

MATERIALS: Study sheet



PROCEDURE. Use this sheet for reading practice. It can also be used as a decoding lesson. Have children circle words when you call them.

ate	at	all	art
cake	sat	salt	park
lake	man	wall	yard
spade	had	ball	jar
gate	grass	tall	car
page	pat	small	scarf
skate	jam	Walt	Carl
rake	cat	hall	farm

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 3-S and above

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Write the following sentences on the chalkboard or make a duplicating master. Read the directions aloud with the pupils.

 DIRECTIONS: Read the sentences below. Find the words that have the same *a* sound you hear in the word *apple*. Write the words at the bottom of the page. Write each word only one time.

The man has a cap.

Matt had one black cat.

The pan is in the bag.

Jack had a bat in his lap.

The ham is in the pan.

1. \_\_\_\_\_ 6. \_\_\_\_\_ 11. \_\_\_\_\_

2. \_\_\_\_\_ 7. \_\_\_\_\_ 12. \_\_\_\_\_

3. \_\_\_\_\_ 8. \_\_\_\_\_ 13. \_\_\_\_\_

4. \_\_\_\_\_ 9. \_\_\_\_\_ 14. \_\_\_\_\_

5. \_\_\_\_\_ 10. \_\_\_\_\_ 15. \_\_\_\_\_

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## SNOW WRITING

**SKILL:** COMPREHENSION STRATEGIES, Phonetic Analysis  
PERCEPTUAL SKILLS, Visual Discrimination, Motor Skills

**LEVEL:** All levels

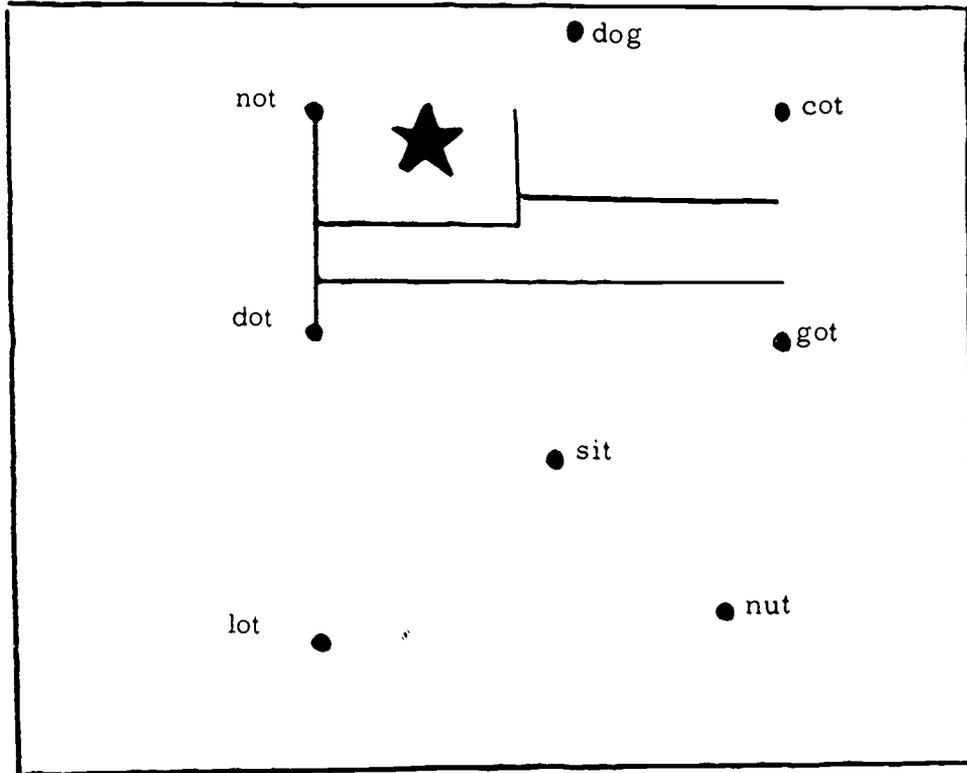
**MATERIALS:** Snow (a winter day)

 **PROCEDURE:** While playing in the snow, ask children to make words in the snow with hands, feet or a stick. Ask other children to try to read the words.

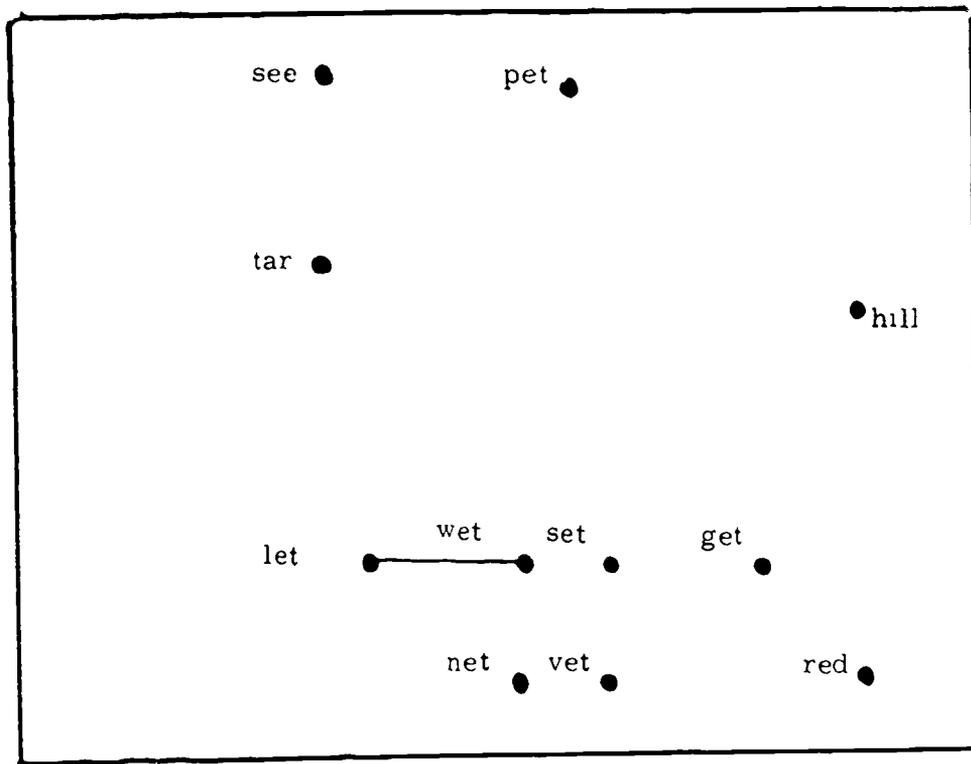




 DIRECTIONS: Find the rhyming words. Draw lines to connect the dots next to the rhyming words. Color the pictures.



not ● dog ● cot ●  
 ● ●  
 dot ● got ●  
 ● sit ●  
 lot ● nut ●



see ● pet ●  
 tar ● hill ●  
 let ● wet ● set ● get ●  
 net ● vet ● red ●

# BEAN BAG TOSS

SKILL:

COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL:

Primary 1



MATERIALS: Large piece of oak tag, magic marker, two bean bags

PROCEDURE: Make a large word board out of oak tag and place it on the floor. Give a child two bean bags and instruct him/her to toss the bags on two words which began with the same sound.

Example: The teacher says, "Find two words that begin like *boy*. If the child selects the correct pair, he/she can select the next player."

Word Board			
can	me	to	bed
book	ten	so	mitten
top	cat	ball	see
milk	said	tell	call

## SIGNAL E WORDS

SKILL COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL 5-S and up, 4-OH and up

 MATERIAL Worksheet

 PROCEDURE. Make copies of this sheet and give one to each pupil. Read the directions with the pupils.

 DIRECTIONS In each pair of sentences read the first sentence and notice the underlined word. Copy the second sentence. Make a new word by adding *signal e* to the underlined word in the first sentence. Fill in the blank in the second sentence with this new word.

1 We saw an old can.

We hit it with our walking \_\_\_\_\_.

2. The man has a horse.

His horse has a beautiful \_\_\_\_\_.

3. I have twin kittens.

They like to play with a ball of \_\_\_\_\_.

4. We cooked the food in a pan.

He broke the window \_\_\_\_\_.

5. I got a new hat.

I \_\_\_\_\_ my new hat.

6. We were not mad.

We \_\_\_\_\_ a chocolate cake.

7. We slept on a floor mat.

He could not find our play \_\_\_\_\_.

8. That rabbit likes to hop.

I \_\_\_\_\_ that he doesn't hop in a hole.

## FINAL DIGRAPHS

SKILL. COMPREHENSION STRATEGIES, Phonetic Analysis, Semantic Cues

LEVEL. Primary III

M

MATERIALS. Worksheet

V

PROCEDURE: Make a duplicating master of this sheet.

A

DIRECTIONS. Choose the digraph below that best completes each word.  
Write the digraph in the blank.

sh                  ch                  th

1. David will put \_\_\_ for his team today.
2. Dad forgot to put out the mat \_\_\_ he lit.
3. Cassandra wanted to feed the fi \_\_\_.
4. Mother bought some clo \_\_\_ to make our Halloween costumes.
5. The candy di \_\_\_ stays full of candy at Christmas time.
6. We waited three days for the duck eggs to hat \_\_\_.
7. Saturday morning Damon will wa \_\_\_ his mother's car.

CONTEXT CUES

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: Change each underlined word to form a word that makes sense in the sentence. Write the new word on the line.

1. She hurt her shumb when she was using  
the hammer. \_\_\_\_\_
2. We found the chells on the beach last  
summer. \_\_\_\_\_
3. Juanita put three books on the chelf. \_\_\_\_\_
4. The teacher wanted Timothy to move  
his shair. \_\_\_\_\_
5. Lila likes to eat sheese. \_\_\_\_\_
6. The puppy was christy for more  
water. \_\_\_\_\_

MANY SOUNDS FOR Y

SKILL: COMPREHENSION STRATEGIES , Phonetic Analysis

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS: Y usually stands for a vowel sound at the end of a word. It may also be silent. It may sound like one of these.

short i - myth

long i - fly

long e - baby

silent - may

Read the words below and write *short i*, *long i*, *long e*, or *silent* on the line next to each word.

- |                |                      |
|----------------|----------------------|
| 1. any _____   | 6. away _____        |
| 2. happy _____ | 7. why _____         |
| 3. try _____   | 8. my _____          |
| 4. hurry _____ | 9. country _____     |
| 5. play _____  | 10. mysterious _____ |

## CONTEXT CUES

SKILL                    COMPREHENSION STRATEGIES , Phonetic Analysis, Semantic Cues

LEVEL:                Primary III



MATERIALS.        Worksheet



PROCEDURE.        Make a duplicating master of this sheet.



DIRECTIONS.        Change the beginning consonant of each underlined word to form a word which makes sense in the sentence. Write the new word on the line.

1. Wallace likes to fead books. \_\_\_\_\_
2. Mrs. Franklin used yellow balk  
to write on the board. \_\_\_\_\_
3. The girls didn't want to hiss  
their bus. \_\_\_\_\_
4. Mother vaked the cookies for  
the school carnival. \_\_\_\_\_
5. Ronald had to mail a fetter for  
his mother. \_\_\_\_\_
6. Tracy used a pin to burst Linda's  
falloon. \_\_\_\_\_

## SYLLABICATION

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS: Write the number of vowel letters in the circle. Write the number of vowel sounds in the triangle.

1. shell	○	△	shellfish	○	△
2. fish	○	△	fishnet	○	△
3. week	○	△	weekday	○	△
4. day	○	△	daytime	○	△
5. sand	○	△	sandstorm	○	△
6. stone	○	△	sandstone	○	△
7. bath	○	△	bathtub	○	△
8. sail	○	△	sailboat	○	△
9. yard	○	△	barnyard	○	△
10. bone	○	△	backbone	○	△
11. star	○	△	starless	○	△
12. ground	○	△	underground	○	△
13. play	○	△	playground	○	△
14. mate	○	△	playmate	○	△

## THE SCHWA SOUND

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS: The  $\sigma$  sound you make when you say the word balloon is the schwa sound. The other vowels can make the schwa sound too. Draw a circle around each word below in which the underlined vowel makes the schwa sound.

- |                      |                        |
|----------------------|------------------------|
| 1. <u>ma</u> chine   | 9. ca <u>ke</u>        |
| 2. sa <u>la</u> d    | 10. ri <u>bb</u> on    |
| 3. se <u>ve</u> n    | 11. <u>fi</u> sh       |
| 4. ci <u>rcu</u> s   | 12. ca <u>bi</u> n     |
| 5. sh <u>o</u> w     | 13. tele <u>ph</u> one |
| 6. bot <u>to</u> m   | 14. tra <u>in</u>      |
| 7. <u>fo</u> x       | 15. apr <u>o</u> n     |
| 8. ele <u>ph</u> ant | 16. pa <u>ra</u> de    |



## SYLLABICATION

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis  
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS: Write the number of vowel letters in the circle:  
Write the number of vowel sounds in the triangle:  
Write the number of syllables in the box:

- |               |                      |                      |                      |
|---------------|----------------------|----------------------|----------------------|
| 1. shellfish  | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2. fishnet    | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 3. weekday    | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 4. daytime    | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 5. sandstorm  | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 6. sandstone  | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 7. bathtub    | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 8. sailboat   | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 9. barnyard   | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 10. backbone  | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 11. starless  | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 12. policeman | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 13. children  | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 14. collect   | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 15. search    | <input type="text"/> | <input type="text"/> | <input type="text"/> |

# SYLLABICATION

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS: Write the number of vowel letters in the circle:  
Write the number of vowel sounds in the triangle:  
Write the number of syllables in the box:

- |                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|
| 1. playground _____  | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2. playmate _____    | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 3. underground _____ | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 4. cupcake _____     | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 5. topcoat _____     | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 6. dustpan _____     | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 7. bedtime _____     | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 8. baseball _____    | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 9. football _____    | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 10. rainbow _____    | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 11. notebook _____   | <input type="text"/> | <input type="text"/> | <input type="text"/> |

## SCRAMBLED WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 4-S and up, 3-OH and up



MATERIALS: Worksheet

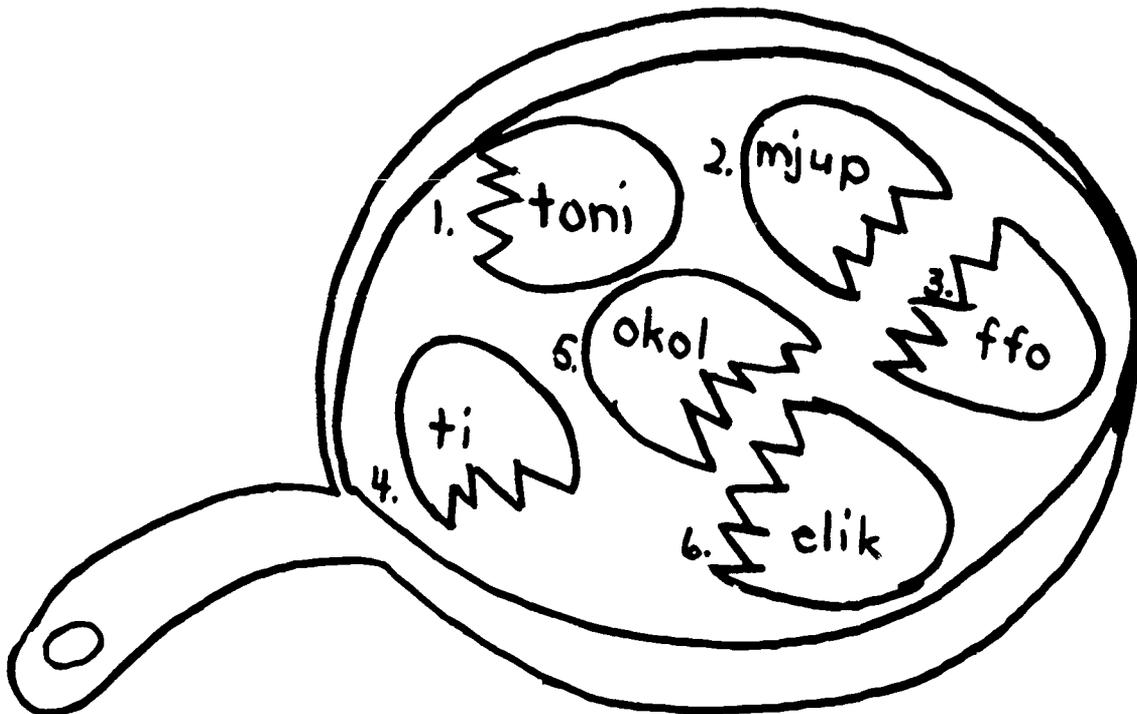


PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.



DIRECTIONS: Read the sentences below. Look in the frying pan for the scrambled word that matches the number of each sentence. Write the words correctly in the blanks in the sentences.

1. Bob put the hamster \_\_\_\_\_ his cage.
2. We like to \_\_\_\_\_ rope on the playground.
3. Please turn \_\_\_\_\_ the light when you leave the room.
4. Give \_\_\_\_\_ to the boy who is in front of the table.
5. I want to \_\_\_\_\_ at this good book.
6. We \_\_\_\_\_ to play in the sun.



## SCRAMBLED WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues'

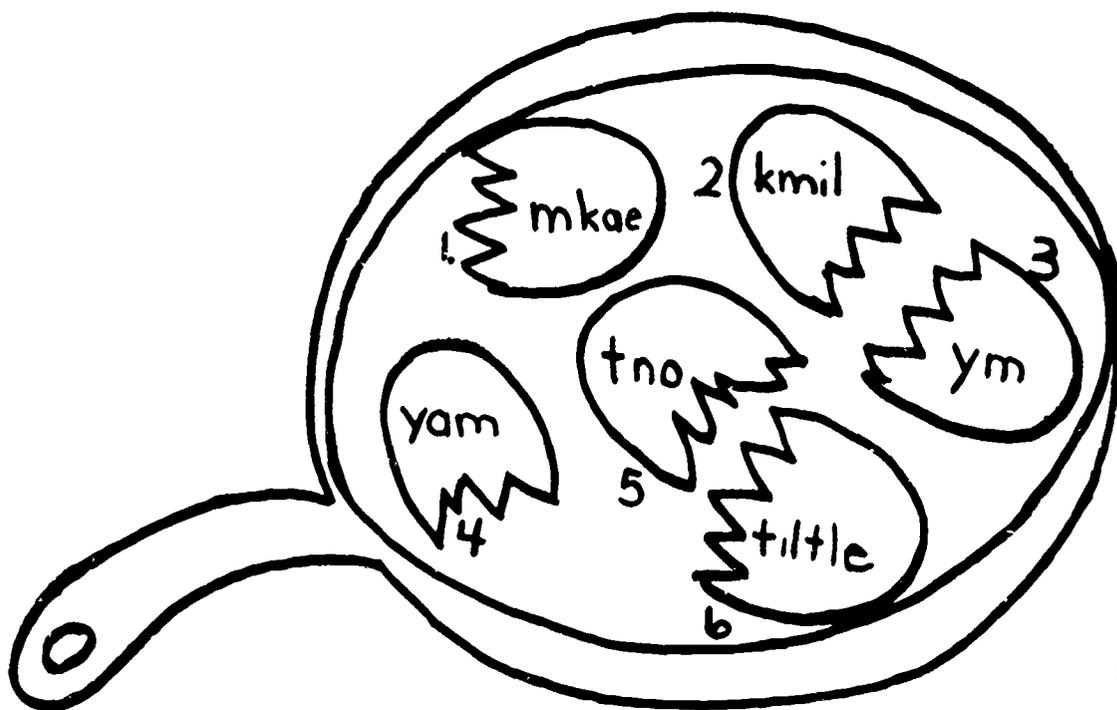
LEVEL: 4-S and up, 3-OH and up

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS: Read the sentences below. Look in the frying pan for the scrambled word that matches the number of each sentence. Write the words correctly in the blanks in the sentences.

1. We will \_\_\_\_\_ a cake for mother.
2. We will put \_\_\_\_\_ and eggs in it.
3. We can put the cake on \_\_\_\_\_ plate.
4. You \_\_\_\_\_ eat some cake when mother comes.
5. The cake is \_\_\_\_\_ done yet.
6. Our \_\_\_\_\_ cake smells good.



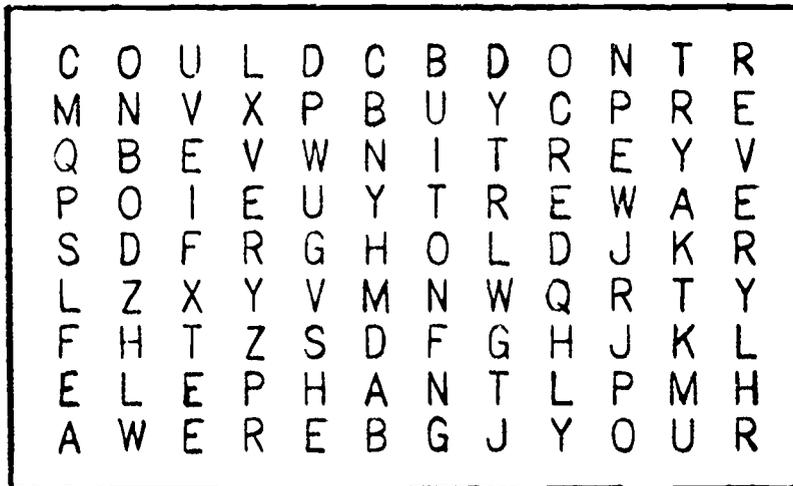
SKILL: COMPREHENSION STRATEGIES, Semantic Cues  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 4-OH

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Vocabulary Mastery Test 1, More Power, T.M., page 41.*

 DIRECTIONS: Find and circle ten words in the puzzle. Use these words to complete the sentences below.



Word List

every  
don't  
be  
your  
were  
could  
very  
buy  
elephant  
old

1. We go home for lunch \_\_\_\_\_ day.
2. We \_\_\_\_\_ like to eat lunch at school.
3. If you don't hurry, you will \_\_\_\_\_ late.
4. Be sure to take \_\_\_\_\_ umbrella.
5. We \_\_\_\_\_ trying to get out of the rain.
6. He \_\_\_\_\_ not have a pet elephant.
7. She was \_\_\_\_\_ sad.
8. Then she wanted to \_\_\_\_\_ a dog.
9. She said that an \_\_\_\_\_ was too big.
10. Her puppy was only two days \_\_\_\_\_.

## JUNK DAY ON JUNIPER STREET

SKILL: COMPREHENSION STRATEGIES, Semantic Cues  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 4-OH



MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet. Use after *Junk Day On Juniper Street*, More Power, T.M., pages 63-70.



DIRECTIONS: The words listed below are hidden in the box of letters. Find the words and circle them. Use the words to complete the sentences below.

C	W	A	G	O	N	Q	T
K	H	N	K	T	T	V	A
V	E	X	C	R	O	F	B
B	E	C	U	U	O	Z	L
R	L	N	R	C	L	P	E
T	O	Y	S	K	B	P	E
C	H	A	I	R	O	M	X
X	W	R	N	S	X	R	T

1. Davy's mother wanted to paint an old \_\_\_\_\_ red.
2. Some of the children put old \_\_\_\_\_ on the junk pile.
3. A man with a \_\_\_\_\_ came to pick up the junk.
4. Davy found a \_\_\_\_\_ to put on his wagon.
5. The man found one \_\_\_\_\_ left in the junk pile.
6. Beth's father found an old \_\_\_\_\_.
7. Davy wanted to fix his \_\_\_\_\_ with a wheel.

### Word List

table	wagon	wheel
chair	truck	toys
	toolbox	

## SIGHT WORDS

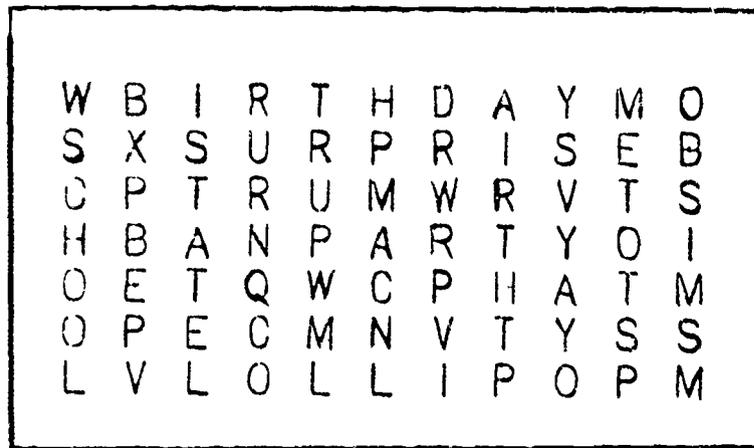
SKILL: COMPREHENSION STRATEGIES, Semantic Cues  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 4-OH

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Lollipop Surprise*, More Power, T.M. pages 112-117.

 DIRECTIONS: In the puzzle below find and circle ten words that you have read in the story. Use those words to finish the sentences.



Word List

birthday
ate
Sims
lollipop
party
surprise
hat
school

1. It was Linda's \_\_\_\_\_.
2. Linda's father took her to \_\_\_\_\_.
3. Her father wore a hard \_\_\_\_\_.
4. Linda's teacher's name was Mrs. \_\_\_\_\_.
5. Linda had a \_\_\_\_\_ for each child.
6. Linda had planned a \_\_\_\_\_ for the boys and girls.
7. They were going to have a Lollipop \_\_\_\_\_.
8. Linda's dad and his friends \_\_\_\_\_ the lollipops.

## SIGHT WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 4-OH



MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet. Use after *Vocabulary Test 2, More Power, T.M.*, page 98.



DIRECTIONS: Find and circle ten words in the puzzle. Use the words to complete the sentences below.

### Word List

children  
they  
know  
school  
happy  
father  
soon  
too  
new  
of



1. Many \_\_\_\_\_ were late for school.
2. \_\_\_\_\_ had to walk to school in the snow.
3. We had a happy day at \_\_\_\_\_ today.
4. I came too \_\_\_\_\_ and had to wait outside.
5. I'm glad that I wore my \_\_\_\_\_ boots.
6. I didn't \_\_\_\_\_ one of the girls.
7. Some \_\_\_\_\_ the children made a snow man.
8. I was very \_\_\_\_\_ to be playing with them.
9. My \_\_\_\_\_ came to pick me up.
10. Their fathers came to get them \_\_\_\_\_.

## JIMMY'S POCKET AUNT

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 4-OH



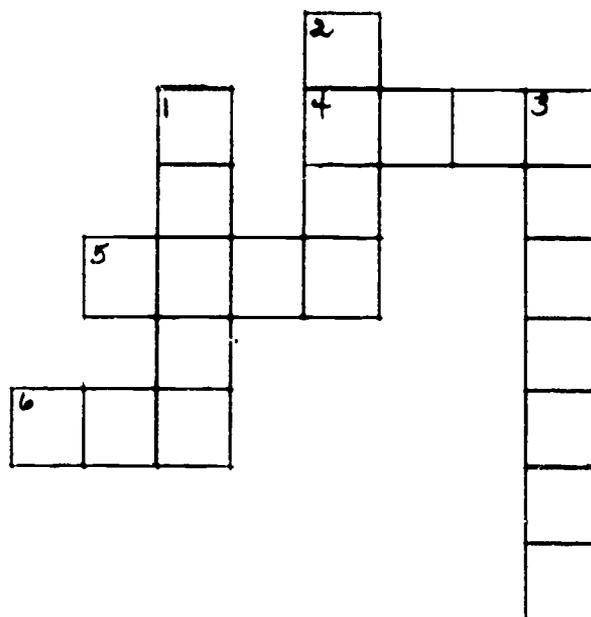
MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet. Use after *Jimmy's Pocket Aunt*, More Power, T.M., pages 123-128.



DIRECTIONS: Use the sentences below to help you work the puzzle.



DOWN

1. Jimmy's aunt's name was \_\_\_\_\_.
2. Jimmy had to \_\_\_\_\_ care of Aunt Alice.
3. Jimmy \_\_\_\_\_ the policemen for finding Alice.

ACROSS

4. Little Alice was Jimmy's \_\_\_\_\_.
5. Jimmy was \_\_\_\_\_ years older than Aunt Alice.
6. The policeman's name was Mr. \_\_\_\_\_.

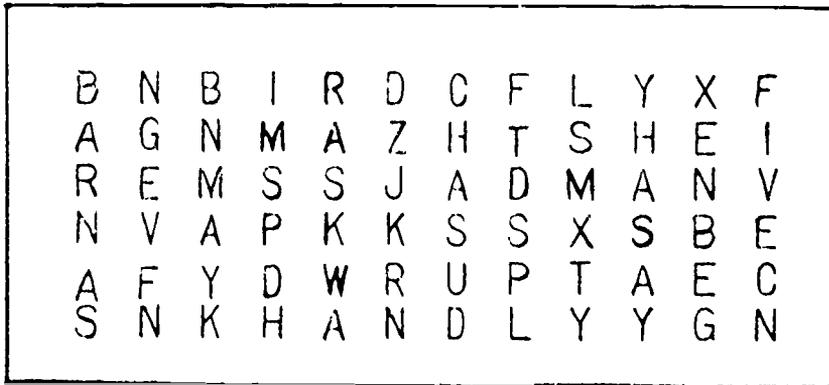
SKILL            COMPREHENSION STRATEGIES, Semantic Cues  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL:            4-OH

 MATERIALS:    Worksheet

 PROCEDURE:    Make a duplicating master of this sheet. Use after *Vocabulary Mastery Test 3, More Power*, T.M., page 138.

 DIRECTIONS.    Find and circle ten words in the puzzle. Use these words to complete the sentences below.



Word List

bird  
ask  
man  
barn  
hand  
may  
has  
fly  
five  
say

1. The \_\_\_\_\_ flew up into the trees.
2. The other animals went into the \_\_\_\_\_.
3. We saw \_\_\_\_\_ birds on one tree limb.
4. One \_\_\_\_\_ gave the animals some food.
5. The bird ate food from his \_\_\_\_\_.
6. It \_\_\_\_\_ some bread in it's mouth now.
7. I will \_\_\_\_\_ the man for some of his bread.
8. I hope that he will \_\_\_\_\_ yes.
9. He \_\_\_\_\_ have enough for all of us.
10. The birds may \_\_\_\_\_ away.

## CANDY FOR DINNER

SKILL. COMPREHENSION STRATEGIES, Semantic Cues

LEVEL. 4-OH



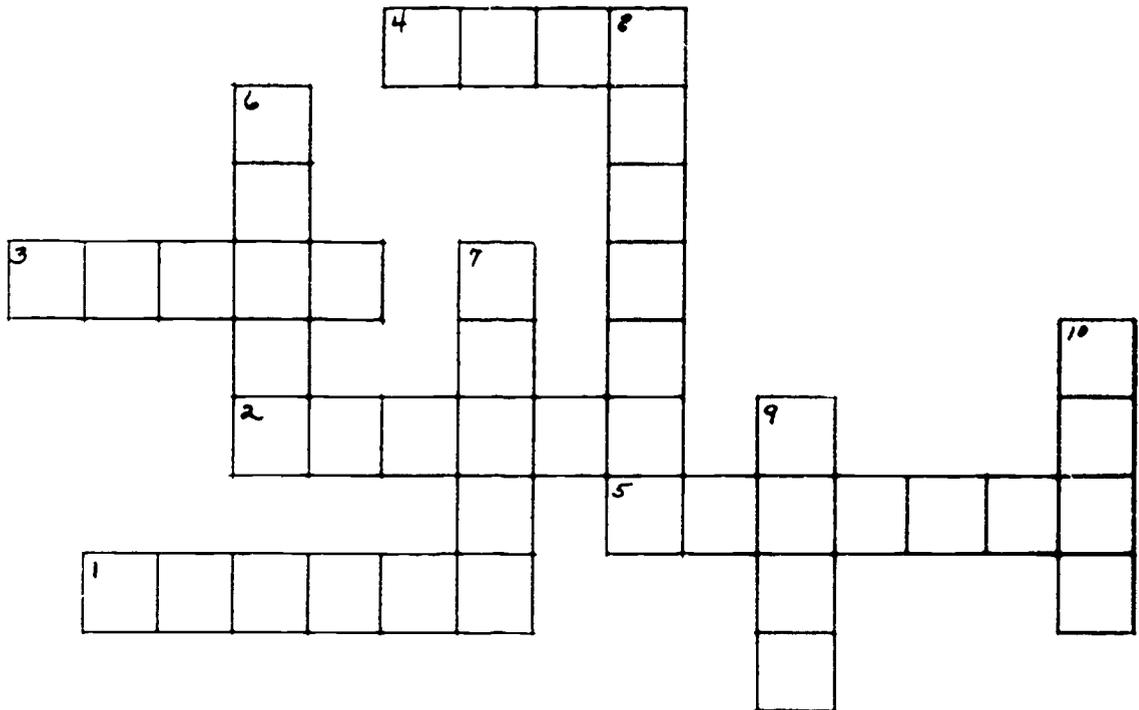
MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet. Use after *Candy For Dinner, More Power*, T.M., pages 139-144.



DIRECTIONS Use the sentences below to help you work the puzzle.



ACROSS

1. \_\_\_\_\_ asked Tim if he could come for dinner.
2. Tim said, "We're having candy for \_\_\_\_\_."
3. Mrs. \_\_\_\_\_ said that Mickey could come for dinner.
4. "Hello Mickey," \_\_\_\_\_ Mr. Blake.
5. Mickey \_\_\_\_\_ that the Blakes were having candy dessert.

DOWN

6. Mrs. Blake \_\_\_\_\_ an apple pie.
7. \_\_\_\_\_ was Tim's cousin.
8. They had apple pie for \_\_\_\_\_.
9. Mickey said, "The \_\_\_\_\_ is on me!"
10. Mrs. Blake said, "Next time we'll have \_\_\_\_\_ Candy and candy for dessert."

111

SKILL. COMPREHENSION STRATEGIES, Semantic Cues  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL. 4-OH

 MATERIALS: Worksheet

 PROCEDURE. Make a duplicating master of this sheet. Use after *Vocabulary Mastery Test 4, More Power*. T.M., page 166.

 DIRECTIONS. Find and circle ten words in the puzzle. Use these words to complete the sentences below.

C	D	W	O	U	L	D	N	C	D	O	O	R
F	A	H	J	D	M	T	L	A	U	G	H	M
D	B	Z	X	A	G	A	I	N	W	R	E	Q
O	O	P	T	Y	E	R	G	C	S	O	M	E
E	U	L	P	Y	U	R	M	D	U	E	G	H
S	T	P	Y	U	I	G	I	V	E	T	Z	T
B	A	G	O	I	N	G	M	P	H	O	F	F

Word List

would
door
again
off
give
does
some
about
going
laugh

1. We are going to the zoo \_\_\_\_\_.
2. \_\_\_\_\_ you like to come with us?
3. Do you know what the show is \_\_\_\_\_?
4. Father is \_\_\_\_\_ to take me.
5. Be sure to lock the \_\_\_\_\_ when you leave.
6. I didn't \_\_\_\_\_ because it wasn't funny.
7. Take your coat and hat \_\_\_\_\_.
8. Give \_\_\_\_\_ of the cookies to her.
9. Did you \_\_\_\_\_ him some, too.
10. He \_\_\_\_\_ not want any.



## BILLY'S FIND

SKILL. COMPREHENSION STRATEGIES, Semantic Cues  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 4-OH

 MATERIALS: Worksheet

 PROCEDURE. Make a duplicating master of this sheet. Use after *Billy's Find*, More Power, T.M., pages 207-213.

 DIRECTIONS: Circle ten words that were in the story. Use these words to complete the sentences below.

T	I	P	M	J	B	A	G	S	C	T	R	Y
E	M	P	Y	Z	D	E	T	R	E	M	X	O
N	Q	D	O	G	P	R	B	I	L	L	Y	U
X	F	U	N	Y	R	W	C	V	B	N	M	P
B	D	O	U	G	H	N	U	T	C	R	W	E
Q	Y	W	D	E	R	T	N	L	M	P	Z	I
B	Y	N	A	T	B	F	E	N	C	E	R	T
M	N	Y	Y	U	P	O	I	R	E	B	U	Y

Word List

buy  
by  
Billy  
bags  
Day  
dog  
you  
doughnut  
ten  
fence

1. \_\_\_\_\_ sold doughnuts for his mother.
2. Mother gave him \_\_\_\_\_ bags to sell.
3. Billy said, "Mrs. \_\_\_\_\_ won't take a bag."
4. Mrs. Day told Billy not to come \_\_\_\_\_ again.
5. Billy found a puppy by Mrs. Day's \_\_\_\_\_.
6. Billy told the puppy, "\_\_\_\_\_ look hungry."
7. He gave the dog a \_\_\_\_\_.
8. Billy gave the \_\_\_\_\_ to Mrs. Day.
9. Mrs. Day said that she would \_\_\_\_\_ a bag of doughnuts.
10. Billy was happy because he sold all ten \_\_\_\_\_.

EXCITEMENT ON APPLEBY STREET

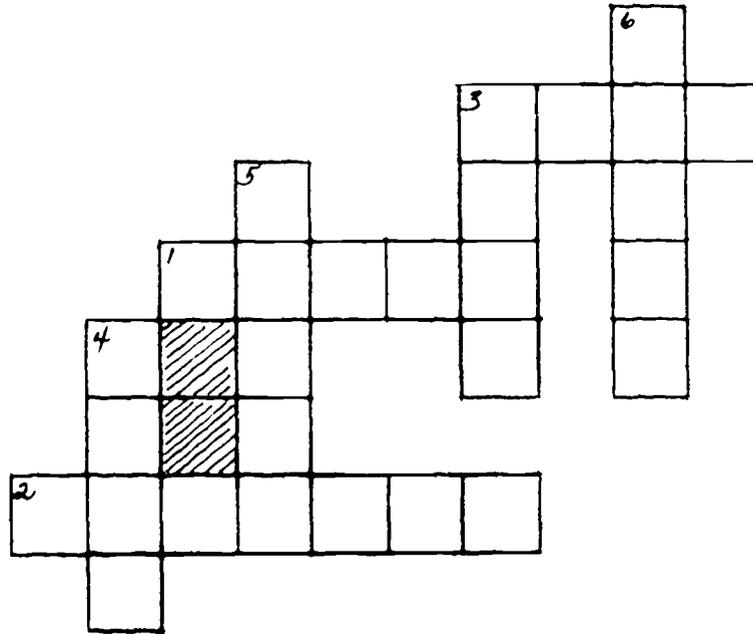
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 4-OH

**M** MATERIALS: Worksheet

**T** PROCEDURE: Make a duplicating master of this sheet. Use after *Excitement On Appleby Street*, More Power, T.M., pages 240-247.

**P** DIRECTIONS: Use the sentences below to help you work the puzzle.



ACROSS

1. Goldfish live in \_\_\_\_\_.
2. Joey's tooth fell down into a \_\_\_\_\_.
3. A \_\_\_\_\_ truck brought men to the manhole.

DOWN

3. Joey was wishing for some \_\_\_\_\_.
4. The men had to dig a hole in the \_\_\_\_\_.
5. Joey's \_\_\_\_\_ came out when he sneezed.
6. The men on the fire \_\_\_\_\_ had picks and shovels.

SKILL · COMPREHENSION STRATEGIES, Semantic Cues

LEVEL. 5-S and up; 4-OH and up



MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Read the story. Find words in the story that mean the same as the words listed below. Copy on the line the word that has the same meaning as the word listed.

Ted and his dad were out in the woods. Father said, "Ted, I just love the country." Father showed Ted some woodchucks eating and getting ready to hibernate. Father said, "These groundhogs will have a long winter sleep. They will come out of their hibernation on groundhog day."

1. dad

\_\_\_\_\_

2. country

\_\_\_\_\_

3. woodchuck

\_\_\_\_\_

4. long winter sleep

\_\_\_\_\_

FINDING THE BEST ANSWER

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 5-S and up; 4-OH and up



MATERIALS: Worksheet or chalkboard



PROCEDURE: Make a duplicating master of this sheet or write sentences on the chalkboard. Read the directions with the pupils.



DIRECTIONS: Read each sentence carefully. Choose the word that best completes the sentence and write it on the line. Put an X in the box next to the words which answer the question that follows each sentence.

1. Tom found a \_\_\_\_\_ in the ice box.  
wagon/soda/cat

Which words helped you to find the best answer?

Tom found  in the  ice box

2. Kim went to the \_\_\_\_\_ to buy some milk.  
park/school/store

Which words helped you to find the best answer?

buy some milk  Kim went  to the

3. Every day, Linda has to \_\_\_\_\_ her pet.  
feed/throw/mop

Which words helped you to find the best answer?

Every day  Linda has to  her pet

4. One day the boys found an old \_\_\_\_\_ with a broken wheel.  
dog/bike/book

Which words helped you to find the best answer?

broken wheel  One day  the boys

5. Christmas comes in the month of \_\_\_\_\_.  
May/December/October

Which words helped you to find the best answer?

comes  Christmas  the month

## FIND THE OPPOSITE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 5-S and up; 4-OH and up

MATERIALS: Chalkboard or chart paper



PROCEDURE: Write sentences on the chalkboard or chart paper. Have children copy the sentences and circle the word in each sentence that means the opposite of the underlined word.

Examples:

1. A dog ran under the fence while the cat climbed over it.
2. Our school is near the park but far from the river.
3. Did you come to school early or were you late?
4. I like sweet candy but I don't like sour lemons.
5. One story has a happy ending and the other has a sad ending.
6. The cat jumped down from the tree when the squirrel climbed it.

## SIGHT WORDS

**SKILL:** COMPREHENSION STRATEGIES, Semantic Cues  
PERCEPTUAL SKILLS, Visual Discrimination

**LEVEL:** Primary II



**MATERIALS:** Worksheet



**PROCEDURE:** Make a duplicating master of this sheet. Read the directions with the pupils.



**DIRECTIONS:** Find and circle nine "c" words in the puzzle. Use these words to complete the sentences below.

A	X	C	C	O	C
C	O	U	L	D	O
A	M	T	E	N	M
R	E	C	A	M	E
R	C	A	N	R	P
Y	R	L	C	K	A
C	O	L	D	L	Y

1. We will \_\_\_\_\_ you on the telephone.
2. Some of my friends \_\_\_\_\_ over to play.
3. They \_\_\_\_\_ play checkers very well.
4. We will \_\_\_\_\_ the heavy bags for you.
5. When we finish playing we will \_\_\_\_\_ our room.
6. Mother gave us ice \_\_\_\_\_ soda to drink.
7. I hope that they will \_\_\_\_\_ over again.
8. She \_\_\_\_\_ not eat a sandwich before dinner.
9. He could not \_\_\_\_\_ a slice of meat.

### Word List

cut	cold	can
could	clean	came
come	carry	call

## SIGHT WORDS

**SKILL:** COMPREHENSION STRATEGIES, Semantic Cues  
PERCEPTUAL SKILLS, Visual Discrimination

**LEVEL:** Primary II

**M** **MATERIALS:** Worksheet

**T** **PROCEDURE:** Make a duplicating master of this sheet.

**A** **DIRECTIONS:** Find and circle nine "s" words in the puzzle. Use these words to complete the sentences below.

T	S	E	V	E	N	G
H	S	O	O	N	I	A
I	F	A	L	L	A	G
N	A	S	I	N	G	O
G	S	T	A	R	T	E
R	H	O	S	U	M	P
E	O	P	M	O	S	T
E	W	I	A	E	G	O
S	H	A	L	L	I	N
F	A	S	L	E	E	P

Word List

- soon
  - seven
  - shall
  - show
  - sing
  - sleep
  - small
  - some
  - start
  - stop

1. We are going to see \_\_\_\_\_.
2. We will go \_\_\_\_\_.
3. It will start at \_\_\_\_\_ o'clock.
4. We \_\_\_\_\_ all have fun.
5. Father said that we could \_\_\_\_\_ somewhere after the show.
6. I hope that the show will \_\_\_\_\_ on time.
7. I'd like to get \_\_\_\_\_ hamburgers after the movie.
8. Father always gets a \_\_\_\_\_ hamburger for me.
9. Mother wants to go and hear some people \_\_\_\_\_.
10. When we get home it will be time to go to \_\_\_\_\_.

## SIGHT WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary II

**M** MATERIALS: Worksheet

**T** PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

**P** DIRECTIONS: In the puzzle find and circle the words listed at the right side of the page. Use these words to complete the sentences.

R	V	P	C	U	S	E
D	U	P	O	N	Y	C
N	V	O	L	D	X	W
A	N	T	W	E	R	E
V	X	V	E	R	Y	L
N	W	Y	N	L	E	L
W	A	N	T	R	A	M
A	S	P	C	K	D	O
L	H	L	Y	E	P	T
K	X	E	N	M	X	A

Word List

were  
well  
very  
under  
went  
wash  
walk  
use  
upon  
want

1. We did not go over the bridge. We went \_\_\_\_\_ it.
2. Once \_\_\_\_\_ a time there was a boy who liked candy.
3. We couldn't \_\_\_\_\_ the flashlight because it was broken.
4. We didn't need a coat because it wasn't \_\_\_\_\_ cold outside.
5. We like to \_\_\_\_\_ to school in the mornings.
6. I do not \_\_\_\_\_ any candy.
7. We will \_\_\_\_\_ the dishes after dinner.
8. He didn't feel \_\_\_\_\_ today.
9. They \_\_\_\_\_ to the movies.
10. We \_\_\_\_\_ going to go with them.

## SIGHT WORDS

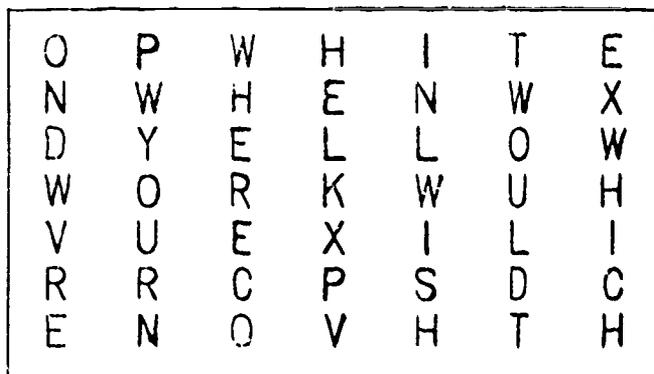
SKILL: COMPREHENSION STRATEGIES, Semantic Cues  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary II

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS: Find and circle seven "w" words and two "y" words in the puzzle. Use these words to complete the sentences below.



1. I blew out the candles and made a \_\_\_\_\_.
2. We'll call you \_\_\_\_\_ we get home.
3. \_\_\_\_\_ did you put my umbrella?
4. \_\_\_\_\_ movie are you going to see?
5. Snow is \_\_\_\_\_.
6. \_\_\_\_\_ you like to go with us?
7. We have finished all of our \_\_\_\_\_.
8. Is that \_\_\_\_\_ notebook?
9. Color the sun \_\_\_\_\_.

### Word List

work	wish	your
would	when	yellow
white	where	which

## SIGHT WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary II



MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet.



DIRECTIONS: Find and circle nine "g" words in the puzzle. Use these words to complete the sentences below.

G	O	N	T	H	R	E	W	L	N
O	X	I	W	U	O	V	G	O	T
I	F	V	O	G	E	T	E	D	N
N	E	E	R	G	R	E	E	N	N
G	M	S	T	E	I	E	I	R	E
T	H	A	G	O	G	A	V	R	L
E	G	O	O	D	W	O	N	E	G
S	W	A	T	U	X	N	E	C	O
T	U	E	S	G	I	V	E	I	S
G	R	O	W	O	U	L	T	O	S

1. My seeds will \_\_\_\_\_ into a plant.
2. The grapes are \_\_\_\_\_.
3. He \_\_\_\_\_ into the car.
4. She is a \_\_\_\_\_ girl.
5. I am \_\_\_\_\_ to bed.
6. He \_\_\_\_\_ to school.
7. Please \_\_\_\_\_ me the telephone.
8. \_\_\_\_\_ on the bus.
9. He \_\_\_\_\_ me three lollipops.

### Word List

	gave	goes	got	
	get	going	green	
	give	good	grow	

## SIGHT WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary II

 MATERIALS: Worksheet

 PROCEDURE. Make a duplicating master of this sheet.

 DIRECTIONS. Find and circle ten "t" words in the puzzle. Use these words to complete the sentences below.

Word List

take
together
three
thank
their
them
there
these
they
those

R	T	O	G	E	T	H	E	R	E
A	E	C	X	Y	U	L	O	P	N
T	O	H	P	T	R	H	N	T	H
H	E	I	T	H	A	N	K	H	L
O	G	P	A	E	F	M	B	R	I
S	H	F	C	S	G	T	P	R	E
E	M	E	T	S	R	A	I	E	L
B	L	U	Y	S	J	K	T	L	H
S	P	E	R	O	X	E	N	M	T
V	H	R	T	H	E	I	R	N	O
T	E	K	A	T	O	T	H	E	M

1. Some students lost \_\_\_\_\_ books.
2. \_\_\_\_\_ forgot to come back and get their books.
3. Please \_\_\_\_\_ the books to the lost and found.
4. I found \_\_\_\_\_ of them outside.
5. I found them over \_\_\_\_\_.
6. \_\_\_\_\_ you for taking them for me.
7. We can go \_\_\_\_\_ to find the owners.
8. I hope that we find \_\_\_\_\_.
9. \_\_\_\_\_ are three very good books.
10. \_\_\_\_\_ are the kind that I would like to have.

# THUMBING FOR TH

SKILL COMPREHENSION STRATEGIES, Semantic Cues, Phonetic Analysis  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL. Primary II

MATERIALS. Worksheet

PROCEDURE. Make a master of this sheet and give a copy to each pupil.

DIRECTIONS. Five TH words are hidden in the box below. Find and circle the TH words in the box. Put the words into the correct blanks in the sentences.

t	n	e	s	h	r
e	i	t	h	e	r
e	b	h	r	o	d
t	h	r	e	a	d
h	a	o	b	m	y
c	o	w	i	t	h

Word List

with  
either  
throw  
teeth  
thread

1. We sew with it . \_\_\_\_\_
2. We chew our food with these . \_\_\_\_\_
3. Don't \_\_\_\_\_ the ball too fast .
4. You may go \_\_\_\_\_ me .
5. You may have \_\_\_\_\_ this one or that one .

## WATCHING FOR WH

SKILL: COMPREHENSION STRATEGIES, Semantic Cues, Phonetic Analysis

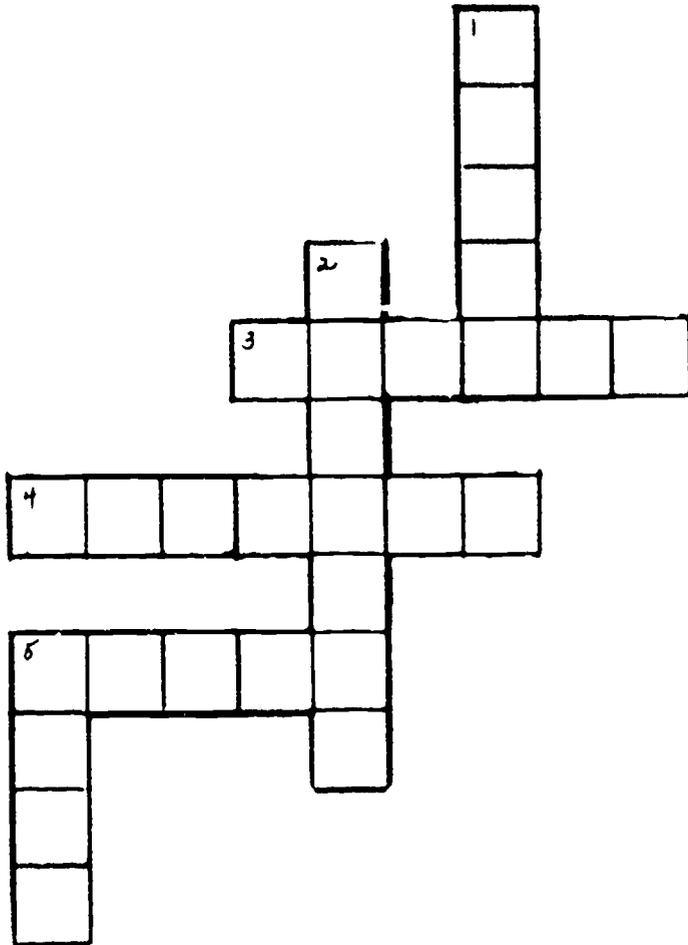
LEVEL: Primary II



MATERIALS: Worksheet

PROCEDURE: Make copies of this worksheet and give one to each pupil.

DIRECTIONS: Complete the puzzle with WH words. Use the sentences to help you choose the correct words.



Down

- 1 Snow is \_\_\_\_\_.
- 2 You do this to call your dog. \_\_\_\_\_
- 5 To beat means to \_\_\_\_\_.

Across

3. A car rides on \_\_\_\_\_.
4. To talk very softly is to \_\_\_\_\_.
5. To turn around and around. \_\_\_\_\_

## SHOPPING FOR SH

SKILL: COMPREHENSION STRATEGIES, Semantic Cues, Phonetic Analysis  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary II

 MATERIALS: Worksheet

 PROCEDURE: Make a master of this sheet and give one copy to each pupil.

 DIRECTIONS: Five SH words are hidden in the box below. Find and circle the SH words in the box. Put the words in the correct blanks in the sentences.

f	w	i	s	h	s	k
e	i	u	x	o	v	s
m	r	s	p	u	s	h
r	h	h	h	x	u	o
n	z	o	y	i	s	w
d	m	u	i	s	n	r
s	h	o	p	e	n	g

Word List

nush  
show  
shop  
wish  
fishing

1. We went \_\_\_\_\_ in the pond.
2. We blew out the candles and made a \_\_\_\_\_.
3. Mother had to \_\_\_\_\_ for food.
4. We saw a very good \_\_\_\_\_.
5. We should not \_\_\_\_\_ in the line.

## CHECKING FOR CH

SKILL            COMPREHENSION STRATEGIES, Semantic Cues, Phonetic Analysis

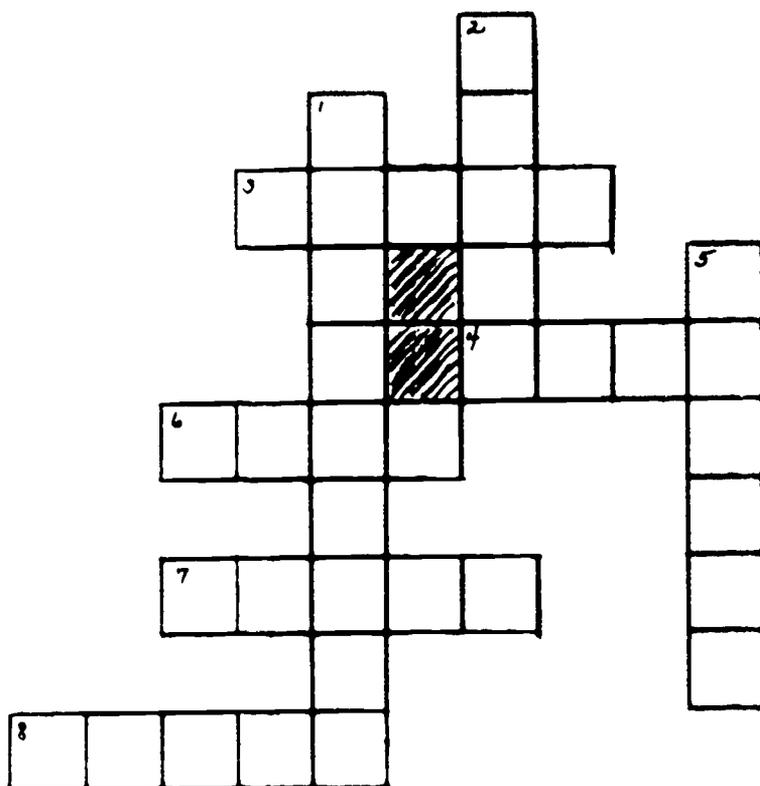
LEVEL            Primary II



MATERIALS:    Worksheet

PROCEDURE:    Make a master of this sheet and give a copy to each pupil.

DIRECTIONS:    Complete the puzzle with CH words. Use the sentences to help you choose the correct words.



Across

3. We sit in a \_\_\_\_\_.
4. It is \_\_\_\_\_ a nice day.
6. Daddy had to \_\_\_\_\_ down the tree.
7. I have a gold \_\_\_\_\_ necklace.
8. We had to \_\_\_\_\_ the dog to catch him.

Down

1. We like \_\_\_\_\_ cake.
2. We eat potato \_\_\_\_\_.
5. Our teacher does this to our papers before she gives them back to us.

## SIGHT WORDS

**SKILL:** COMPREHENSION STRATEGIES, Semantic Cues  
PERCEPTUAL SKILLS, Visual Discrimination

**LEVEL:** Primary II



**MATERIALS:** Worksheet



**PROCEDURE:** Make a duplicating master of this sheet.



**DIRECTIONS:** Find and circle ten "a" words in the puzzle. Use these words to complete the sentences below.

E	I	O	A	N	A	W	A	Y	I	A
M	P	A	L	O	N	E	D	A	N	R
Z	V	B	L	D	Y	C	P	G	K	A
Y	W	O	Y	A	A	L	W	A	Y	S
E	X	U	S	A	E	M	U	I	O	K
A	F	T	E	R	N	O	O	N	D	E
M	N	T	P	E	R	Q	X	Y	M	A

1. We are going to the movie \_\_\_\_\_.
2. We \_\_\_\_\_ go on Sunday.
3. Mother wants to go Sunday \_\_\_\_\_.
4. \_\_\_\_\_ of us are going to go.
5. Mother never lets us go \_\_\_\_\_.
6. I don't know what the movie is \_\_\_\_\_.
7. I would like to see \_\_\_\_\_ one of these movies.
8. All of these \_\_\_\_\_ good movies.
9. We will \_\_\_\_\_ some of our friends to go too.
10. We will not be \_\_\_\_\_ from home very long.
11. \_\_\_\_\_ the movie is over, we'll go home.

### Word List

about	all	always
alone	afternoon	any
after	again	are
away	ask	



## SIGHT WORDS

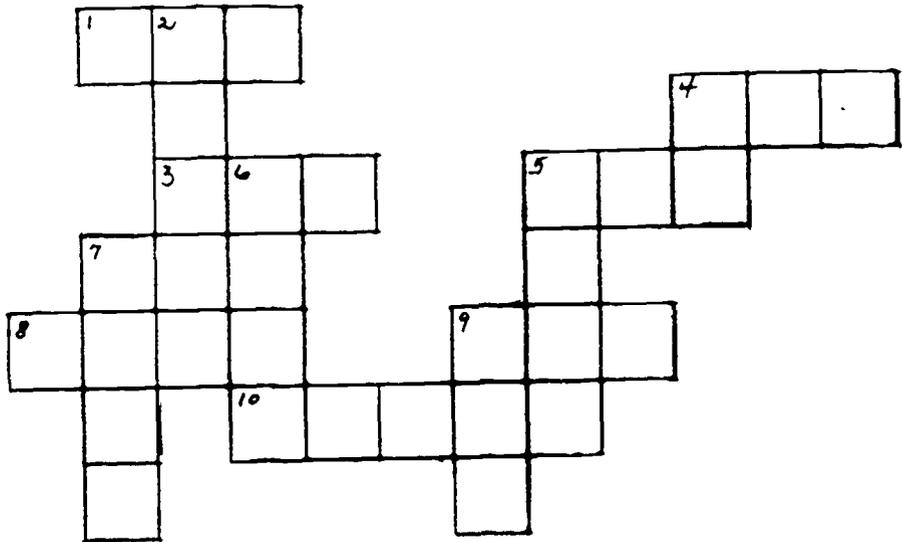
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 5-S and up; 5-OH and up

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS: Complete the puzzle by putting in the words listed on this page. Use the sentences below to help you place the words in the correct spaces.



DOWN

ACROSS

- |   |  |
|---|--|
| <p>2. If something is yours you _____ it.</p> <p>4. Give me a piece ___ candy.</p> <p>5. To do something again is to do it _____.</p> <p>6. To take the top off a bottle is to _____ it.</p> <p>7. This is the _____ one left.</p> <p>9. Not old.</p> | <p>1. A word that says <i>no</i>.</p> <p>3. Right away.</p> <p>4. Not new.</p> <p>5. Please keep _____ the grass.</p> <p>8. _____ upon a time.</p> <p>9. Not old.</p> <p>10. Not ever means _____.</p> |
|---|--|

### Word List

of	only	new
off	open	never
old	over	now
once	own	not

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 5-S and up, 4-OH and up



MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.



DIRECTIONS: Read each paragraph. Write the words from each paragraph that mean the same thing. The number of blank spaces tells you how many words to choose.

The fireman walked over to the fireplug. He took the cap off the side of the hydrant.

---

Jim sat on the couch. Mother said, "Get off of that sofa. You've been playing in the mud."

---

---

It's fun to pretend. Many times we make believe that we're ghosts and we scare each other.

---

---

Jason ate so many green apples that he became ill. Grandfather said, "Jason, I told you that green apples would make you sick."

---

## SIGHT WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 5-S and up; 5-OH and up

**M** MATERIALS: Worksheet

**▽** PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

**⚠** DIRECTIONS: Complete the puzzle by using words from the word list at the right side of the page. The sentences below will help you get the words in the correct spaces.

DOWN

1. We do this on a bicycle.
3. We do this at recess time.
6. The shape of a ball is \_\_\_\_\_.
8. You have a \_\_\_\_\_ hand and a left hand.

ACROSS

2. To choose something.
4. A very courteous and kind word.
5. The same as beautiful.
7. Not push but \_\_\_\_\_.
8. We do this to books.
9. Please \_\_\_\_\_ your books on the table.

Word List

right
read
ride
round
please
pretty
put
play
pull
pick

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 5-S and up; 5-OH and up



MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard or on chart paper.



DIRECTIONS: Read each pair of sentences. In each blank write the word that has the same meaning as the underlined word in that sentence.

1. The film showed a kudu running through the grass.

A kudu is an \_\_\_\_\_  
toy      food      animal

2. He saw petunias blooming in the yard.

Petunias are \_\_\_\_\_  
flowers      fish      candles

3. We can play a song on the sitar.

A sitar is \_\_\_\_\_  
a pet      a musical instrument      food

4. Did you see the plover in the big nest?

A plover is a \_\_\_\_\_  
bird      toy      plant

5. We used a dory to go fishing on the lake.

A dory is a \_\_\_\_\_  
car      boat      tree

## WORDS HAVE DIFFERENT MEANING

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 6-S and up



MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet.



DIRECTIONS: Some words can have many different meanings. For example:

- a. A line is a strip of paint on the floor in gym class.
- b. A line is a row of words in reading class.
- c. A line is a thin mark in math class.

Look at the word line in each of the following stories. Think about the way the word line is used. Decide which class Tom is in by the way the word line is used in the story.

1. Tom opened his book and read the first two lines on the page. Then he put his hand up to tell the class about what he had read.

Which class was Tom in? \_\_\_\_\_

2. Tom kicked the ball with his foot. The ball rolled over the fifty yard line.

Which class was Tom in? \_\_\_\_\_

3. A paper with four dots on it was given to Tom. He drew lines to connect the dots. Then he saw a rectangle on the paper.

Which class was Tom in? \_\_\_\_\_

WORDS HAVE DIFFERENT MEANING

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 6-S and up



MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet.



DIRECTIONS: Some words can have many different meanings. For example:

- a. A point is a *score* in gym class.
- b. A point is a *dot or mark* in math class.
- c. A point is a *main idea* in reading class.

Look at the word point in each of the following stories. Think about the way the word point is used. Decide which class Kate is in by the way the word point is used in the story.

1. Kate was working on a problem. When she got the answer, she put a point in it to show that she was working with money.

Which class was Kate in? \_\_\_\_\_

2. Kate liked to read the story, "The Rabbit and the Turtle." She drew a picture and wrote a sentence about the main point of the story.

Which class was Kate in? \_\_\_\_\_

3. Kate hit the ball over the net. No one hit the ball back. Kate had made a point for her team.

Which class was Kate in? \_\_\_\_\_

## BETTY BUTTONS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 6-S



MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet.



DIRECTIONS: Read the story below. Answer the questions about the story.

Betty Smith had many friends. Each day at recess, her friends knew how to find her quickly. They would look for a little girl with many big beautiful buttons. Betty would never wear clothes that zipped. She always asked her mother to put buttons on her clothes. Betty loved to button things. When smaller children couldn't button their coats, Betty would run over and help them with their buttons. She loved buttons so much that her friends named her Betty Buttons.

What things did children look for when they wanted to find Betty? \_\_\_\_\_

What did Betty like to do to clothes? \_\_\_\_\_

What would Betty help smaller children do? \_\_\_\_\_

What did the children name Betty? \_\_\_\_\_

Why? \_\_\_\_\_

DIRECTIONS. Copy one sentence in which the word button tells what someone did.

---

---

DIRECTIONS. Copy one sentence in which the word button is used as a thing.

---

---

## WORD MEANING

SKILL: COMPREHENSION STRATEGIES , Semantic Cues

LEVEL: 6-S and up

MATERIALS: Chalkboard



PROCEDURE: Use dramatization to strengthen the distinction between meanings of words that signal verbs (doing words) and those that signal nouns (things) . Write sentences on chalkboard and have children dramatize them.

- Examples:
1. We can plant some seeds in egg cartons .
  2. We saw a plant on the table .
  3. We can eat the pineapple and then plant the top of it .

Ask questions such as:

In which sentences did you do something to show the meaning of the word "plant"?

In which sentences did the word "plant" mean a thing that you can see?

In which sentences did the word "plant" have the same meaning?

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 6-S and 7-S

MATERIALS: Chalkboard or chart paper



PROCEDURE: Write sentences on the chalkboard or chart paper.



DIRECTIONS: Read each pair of sentences and in the blanks write one word that will make sense in both of the sentences. More than one answer is possible.

1. Mary has a new \_\_\_\_\_ .  
She will \_\_\_\_\_ her hair .
2. John is a \_\_\_\_\_ at a restaurant .  
He can \_\_\_\_\_ very good pies .
3. Mike likes to \_\_\_\_\_ grandfather's cow .  
Yesterday he spilled his glass of \_\_\_\_\_ .
4. Many insects \_\_\_\_\_ into our room during the summer .  
Yesterday we killed a \_\_\_\_\_ .
5. Jan got a jar of \_\_\_\_\_ from her drawer .  
She had to \_\_\_\_\_ some pictures in her book .

HELPFUL BILL

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 6-S and 7-S



MATERIALS: Worksheet



PROCEDURE. Make a duplicating master of this sheet.



DIRECTIONS: Read the story below. Answer the questions about the story.

One hot day Bill came into the house to get a drink of water. His mother told him to turn on the water and water the grass. Mother said that the grass would die if it didn't get enough water. Bill had helped to dig up the yard and plant the grass. Now he was going to take care of the grass. Mother said that it would be his job to see that the grass got enough water. Bill knew that he would have to water it everyday.

What did Bill want to drink? \_\_\_\_\_

What did he have to do to keep the grass from dying? \_\_\_\_\_

What did Bill put on the grass? \_\_\_\_\_

What would Bill have to do each day? \_\_\_\_\_

DIRECTIONS Copy one sentence in which the word water means a thing.

\_\_\_\_\_  
\_\_\_\_\_

DIRECTIONS Copy one sentence in which the word water means something that is done.

\_\_\_\_\_  
\_\_\_\_\_

ROOM 10'S SUBSTITUTE TEACHER

SKILL. COMPREHENSION STRATEGIES, Semantic Cues

LEVEL. Primary III

 MATERIALS. Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Room 10'S Substitute Teacher, Systems, Level 9, T.M.*, pgs. 58-61.

 DIRECTIONS: In each blank write the word that best completes the sentence.

platypus	manatee	emergency
Australia	koala	kangaroo
America	wallaby	Australian

1. Another name for the United States is \_\_\_\_\_.
2. A continent southeast of Asia is \_\_\_\_\_.
3. A sudden need for immediate action is an \_\_\_\_\_.
4. An animal that lives in Australia with small forelegs and very strong hind legs, and a pouch is a \_\_\_\_\_.
5. A smaller type of a kangaroo is a \_\_\_\_\_.
6. A gray furry Australian animal with a pouch that lives in a tree is a \_\_\_\_\_.
7. A small Australian water mammal with webbed feet, a duck-like beak, and lays eggs is a \_\_\_\_\_.
8. A sea mammal with a flat oval tail is a \_\_\_\_\_.
9. A person who is a native of Australia is an \_\_\_\_\_.

KULA LIVES IN HAWAII

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Kula Lives In Hawaii, Systems, Level 9, T.M., pgs. 78-82.*

 DIRECTIONS. In each blank write the word that best completes the sentence.

aloha	Hawaii	lei
United States	capital	pledge
allegiance	capitol	celebrate

1. \_\_\_\_\_ is a state made up of several islands in the Pacific Ocean.
2. The city where the government of a country or state is located is the \_\_\_\_\_.
3. The building where the state or national legislatures meet is the \_\_\_\_\_.
4. A wreath of flowers, leaves, or feathers worn around the neck is a \_\_\_\_\_.
5. The country we live in, which is in North America, is the \_\_\_\_\_.
6. A solemn promise is a \_\_\_\_\_.
7. The loyalty owed by a citizen of his government is his \_\_\_\_\_.
8. To observe a special time or day with activities of a proper kind is to \_\_\_\_\_.
9. A Hawaiian greeting meaning both "hello" and "good-by" is \_\_\_\_\_.

## KULA LIVES IN HAWAII

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Kula Lives In Hawaii, Systems, Level 9, T.M.*, pgs. 78-82.

 DIRECTIONS: In each blank write the word that best completes the sentence.

mango	plumeria	Hawaiian
American	ginger	mahalo
lagoon	ocean	model

1. A small copy of something is a \_\_\_\_\_.
2. \_\_\_\_\_ is a Hawaiian word for "thank-you."
3. People who are natives of Hawaii are \_\_\_\_\_.
4. The great body of water that covers three fourths of the earth's surface is the \_\_\_\_\_.
5. A person born or living in North or South America is an \_\_\_\_\_.
6. A \_\_\_\_\_ is small body of water or pond separated from the sea by low ridges of sand.
7. A shrub or tree with thick branches and large, sweet-smelling flowers is a \_\_\_\_\_.
8. A slightly sour juicy fruit with a thick yellowish-red rind is a \_\_\_\_\_.
9. \_\_\_\_\_ is a spice made from the root of a plant.

ANDY THE DOG WALKER

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Andy The Dog Walker, Systems, Level 9*, T.M., pgs. 101-104.

DIRECTIONS: In each blank write the word that best completes the sentence.

zoo	distance	vine
statue	seal	young
sea lion	leash	

1. A plant with a long slender stem that grows along the ground or attaches itself to walls and things is a \_\_\_\_\_.
2. A chain or strap used for holding an animal in check is a \_\_\_\_\_.
3. Something that is not old is \_\_\_\_\_.
4. A place where animals are kept and shown is called a \_\_\_\_\_.
5. A large seal found on the Pacific coast is a \_\_\_\_\_.
6. A kind of sea animal with large flippers and fur is a \_\_\_\_\_.
7. \_\_\_\_\_ means a long way; far away; or a place far away.
8. An image of a person or animal carved in stone, wood, or cast in bronze is a \_\_\_\_\_.

MARTIN LUTHER KING, JR.

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Martin Luther King, Jr., Systems, Level 9*, T.M., pgs. 123-127.

 DIRECTIONS: In each blank write the word that best completes the sentence.

Nobel Prize	lawyer	allowance
medal	Montgomery	Atlanta
Reverend		

1. The capital of Georgia is \_\_\_\_\_.
2. \_\_\_\_\_ is a title for minister.
3. A limited share or amount of money given out  
is an \_\_\_\_\_.
4. A \_\_\_\_\_ is a person who knows the  
law and gives advice about matters of law.
5. \_\_\_\_\_ is the capital of the state of Alabama.
6. A \_\_\_\_\_ is a piece of metal shaped like a  
coin with a figure or inscription stamped on it.
7. The \_\_\_\_\_ is a prize given each year to  
five people or organizations who have done out-  
standing work in science, literature, or the  
promotion of peace.

WINDY AND THE WILLOW WHISTLE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Windy And The Willow Whistle, Systems, Level 9*, T.M., pgs. 139-142.

 DIRECTIONS: In each blank write the word that best completes the sentence.

mockingbird	polish	shop
mock	brook	quiet
wander	carpenter	willow

1. A store or place where things are sold is a \_\_\_\_\_.
2. To make shiny and smooth is to \_\_\_\_\_.
3. A small stream is a \_\_\_\_\_.
4. A grayish songbird that imitates the notes of other birds is called a \_\_\_\_\_.
5. To laugh at or make fun of is to \_\_\_\_\_.
6. To move about without any special purpose is to \_\_\_\_\_.
7. Making little or no noise is being \_\_\_\_\_.
8. A worker who builds the wooden part of houses is called a \_\_\_\_\_.
9. A \_\_\_\_\_ is a kind of tree or shrub with tough, slender branches that bend easily when making furniture, baskets, etc.

WINDY AND THE WILLOW WHISTLE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Windy And The Willow Whistle, Systems, Level 9, T.M.*, pgs. 139-142.

 DIRECTIONS: In each blank write the word that best completes the sentence.

foolishness	startle	buggy
silversmith	wheeze	carriage
blacksmith		

1. Something used to carry people that is usually pulled by a horse and moves on wheel is called a \_\_\_\_\_.
2. A person who makes things out of silver is a \_\_\_\_\_.
3. A light carriage with one seat is a \_\_\_\_\_.
4. To surprise or frighten suddenly is to \_\_\_\_\_.
5. Something without sense is \_\_\_\_\_.
6. A \_\_\_\_\_ is a person who works with iron.
7. A \_\_\_\_\_ is a whistling sound caused by difficult breathing.

WILBUR AND ORVILLE WRIGHT

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Wilbur And Orville Wright, Systems, Level 9*, T.M., pgs. 150-153.

 DIRECTIONS: In each blank write the word that best completes the sentence.

lever	invent	invention
Dayton	oats	inventor
wheat		

1. To make or think of something new is to \_\_\_\_\_.
2. \_\_\_\_\_ is a city in southwestern Ohio.
3. An \_\_\_\_\_ is a person who invents things.
4. \_\_\_\_\_ are the grain from the oat plant.
5. A grain from which flour is made is called \_\_\_\_\_.
6. A bar for raising or moving a weight is called a \_\_\_\_\_.
7. The thing that is invented is called an \_\_\_\_\_.

WILBUR AND ORVILLE WRIGHT

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Wilbur And Orville Wright, Systems, Level 9*, T.M., pgs. 150-153.

 DIRECTIONS: In each blank write the word that best completes the sentence.

steer	material
wind	fasten
bamboo	monster

1. To make something hold together in any way  
is to \_\_\_\_\_.
2. \_\_\_\_\_ is what a thing is made from or done with.
3. A \_\_\_\_\_ is any animal or plant that is very un-  
like those usually found in nature.
4. \_\_\_\_\_ is any kind of tree-like grass that  
grows in warm regions and is used for making  
furniture, canes, and houses.
5. To twist or turn around something is to \_\_\_\_\_.
6. To guide the course of something is to \_\_\_\_\_.

IF I FLEW A PLANE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *If I Flew A Plane, Systems, Level 9, T.M., pgs. 173-177.*

 DIRECTIONS: In each blank write the word that best completes the sentence.

supersonic	transmitter	rotors
ordinary	air-rescue	orbit
pontoon	astronauts	

1. A person or thing that transmits something is a \_\_\_\_\_.
2. \_\_\_\_\_ means to save or recover by means of an aircraft.
3. \_\_\_\_\_ are the revolving blades by which a helicopter is enabled to fly.
4. A pilot and members of the crew of a spaceship are called \_\_\_\_\_.
5. To travel around the earth or some other heavenly body is to \_\_\_\_\_.
6. \_\_\_\_\_ means usual, common, or normal.
7. A boat like part used for landing on or taking off from water is a \_\_\_\_\_.
8. An aircraft capable of moving at speed greater than the speed of sound is said to be \_\_\_\_\_.

IF I FLEW A PLANE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE. Make a duplicating master of this sheet. Use after *If I Flew A Plane*, Systems, Level 9, T.M., pgs. 173-177.

 DIRECTIONS: In each blank write the word that best completes the sentence.

helicopter	bay	applaud
seaplane	parachute	loop the loop
pilot	private	

1. A nylon or silk thing, somewhat like an umbrella, which is used to descend safely through the air from a great height is a \_\_\_\_\_.
2. \_\_\_\_\_ means to turn over and over.
3. To clap hands and show approval is to \_\_\_\_\_.
4. \_\_\_\_\_ means just for a few special people and not for the public.
5. An airplane that can land and take off on the water is a \_\_\_\_\_.
6. Part of a sea or lake extending into land is called a \_\_\_\_\_.
7. The person who steers an airplane or a ship is a \_\_\_\_\_.
8. An aircraft that is lifted from the ground by horizontal blades is a \_\_\_\_\_.

## IF I FLEW A PLANE

SKILL. COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

M MATERIALS: Worksheet

PROCEDURE. Make a duplicating master of this sheet. Use after *If I Flew A Plane, Systems, Level 9, T.M.*, pgs. 173-177.

DIRECTIONS In each blank write the word that best completes the sentence.

control tower	co-pilot	ramp
clearance	runway	taxi
stewardess	India	cargo

1. The second pilot in an aircraft is called the \_\_\_\_\_.
2. A woman attendant on a ship or airplane is called the \_\_\_\_\_.
3. \_\_\_\_\_ means to get permission for an airplane to either take off or land.
4. A tower at the airfield for controlling the taking off and landing of aircraft is called the \_\_\_\_\_.
5. \_\_\_\_\_ means to move slowly on the water or ground.
6. A level strip of land on which airplanes land and take off is the \_\_\_\_\_.
7. Freight carried by a plane is \_\_\_\_\_.
8. A sloping way connecting two different levels of a road or building is a \_\_\_\_\_.
9. \_\_\_\_\_ is a country in southern Asia.

## THE STOLEN NECKLACE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

M MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Stolen Necklace*, Systems, Level 10, T.M., pgs. 61-65.

DIRECTIONS In each blank write the word that best completes the sentence.

argument	special	fierce
discuss	quarrel	elegantly
compare	scornfully	escape
quietly		

1. More than ordinary or unusual means \_\_\_\_\_.
2. Finding out how persons or things are alike or how they are different is to \_\_\_\_\_.
3. To talk about something is to \_\_\_\_\_.
4. A dispute or discussion by persons who disagree is an \_\_\_\_\_.
5. An angry dispute or to disagree angrily is to \_\_\_\_\_.
6. To be violent and raging is to be \_\_\_\_\_.
7. \_\_\_\_\_ means in a scornful way.
8. To get out and away is to \_\_\_\_\_.
9. \_\_\_\_\_ means to be done in a refined or superior way.
10. \_\_\_\_\_ means to be done with little or no noise.

## THE STOLEN NECKLACE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

M MATERIALS: Worksheet

P PROCEDURE: Make a duplicating master of this sheet. Use after *The Stolen Necklace*, Systems, Level 10, T.M., pgs. 61-65.

D DIRECTIONS: In each blank write the word that best completes the sentence.

overjoyed	search	jungle
unguarded	especially	India
bazaar	linger	vain
superior		

1. Wild land with overgrown trees, vines, and bushes is a \_\_\_\_\_.
2. \_\_\_\_\_ is a country in southern Asia.
3. Having too much pride in one's ability and looks is being \_\_\_\_\_.
4. \_\_\_\_\_ means particularly or chiefly.
5. To stay as if unwilling to leave is to \_\_\_\_\_.
6. Not protected is to be \_\_\_\_\_.
7. Delighted or being filled with joy is to be \_\_\_\_\_.
8. To look for something means to \_\_\_\_\_.
9. A place where many different kinds of goods are sold is a \_\_\_\_\_.
10. \_\_\_\_\_ manner means showing a feeling of being above others.

LET'S FIND OUT ABOUT CHRISTOPHER COLUMBUS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

**M** MATERIALS: Worksheet

**P** PROCEDURE: Make a duplicating master of this sheet. Use after *Let's Find Out About Christopher Columbus, Systems, Level 10*, T.M., pgs. 74-78.

**A** DIRECTIONS: In each blank write the word that best completes the sentence.

Christopher Columbus		Atlantic Ocean
monster	dock	voyage
Genoa	spices	celebrate
fleet		

1. Seasonings like salt, pepper, and ginger are called \_\_\_\_\_.
2. The person who discovered America is \_\_\_\_\_.
3. The ocean east of North and South America is the \_\_\_\_\_.
4. A group of ships under one command is called a \_\_\_\_\_.
5. To observe a special time or day with activities is to \_\_\_\_\_.
6. \_\_\_\_\_ is a famous seaport city in northwestern Italy.
7. A platform built on the shore or pier is a \_\_\_\_\_.
8. A strange imaginary animal of horrible appearance is a \_\_\_\_\_.
9. A journey or travel by water is a \_\_\_\_\_.

LET'S FIND OUT ABOUT CHRISTOPHER COLUMBUS

SKILL. COMPREHENSION STRATEGIES, Semantic Cues

LEVEL. Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Let's Find Out About Christopher Columbus, Systems, Level 10*, T.M., pgs. 74-78.

 DIRECTIONS: In each blank write the word that best completes the sentence.

honor	Portugal	Spain
wisdom	Bahamas	Pinta
Santa Maria	crew	Nina
Amerigo Vespucci		

1. The men who do the work on a ship are the \_\_\_\_\_.
2. The group of islands southeast of Florida is called the \_\_\_\_\_.
3. \_\_\_\_\_ is small country in Europe, west of Spain.
4. The three ships Christopher Columbus used when he made the first voyage were the \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
5. To show respect is to \_\_\_\_\_.
6. \_\_\_\_\_ is a country in southwestern Europe.
7. Being wise, having knowledge and good judgment is to have \_\_\_\_\_.
8. America was named after an Italian explorer and merchant by the name of \_\_\_\_\_.

THE STORY OF PANCHO AND THE BULL WITH THE CROOKED TAIL

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

**M** MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *The Story Of Pancho And The Bull With The Crooked Tail, Systems, Level 10, T.M.,* pgs. 95-98.

 DIRECTIONS: In each blank write the word that best completes the sentence.

vamos	papacito	Mexico
mamacita	bellow	lasso
rage	burro	adobe
scramble		

1. A long rope with a running loop at one end used for catching horses and cattle is a \_\_\_\_\_.
2. A sun-dried brick used by many Mexicans to make their homes is called \_\_\_\_\_.
3. \_\_\_\_\_ is a country in North America, south of the United States.
4. A \_\_\_\_\_ is a small kind of donkey.
5. To make one's way by climbing or crawling is to \_\_\_\_\_.
6. Violent anger is \_\_\_\_\_.
7. \_\_\_\_\_ is the roar or sound bulls make.
8. A loving name for mother is \_\_\_\_\_.
9. \_\_\_\_\_ is a word for "let's go".
10. A loving name for father is \_\_\_\_\_.

MEXICO CITY

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Mexico City, Systems, Level 10, T.M., pgs. 107-109.*

 DIRECTIONS: In each blank write the word that best completes the sentence.

subway	pinata	proclaim
pyramid	viva	occasion

1. A Spanish word for "hurrah" is \_\_\_\_\_.
2. To make known publicly is to \_\_\_\_\_.
3. A particular time or special event is an \_\_\_\_\_.
4. Something solid having triangular sides meeting  
in a point is a \_\_\_\_\_.
5. An underground electric railroad running under  
the surface of the streets in a city is a \_\_\_\_\_.
6. A \_\_\_\_\_ is a decorated figure filled with candy,  
toys, or money.

## THE BIG BLIZZARD

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE. Make a duplicating master of this sheet. Use after *The Big Blizzard*, Systems, Level 10, T.M., pgs. 124-126.

 DIRECTIONS. In each blank write the word that best completes the sentence.

pantry	strainer	blizzard
garage	electricity	turnpike
make-believe		

1. A snow storm that is very cold with very strong winds is called a \_\_\_\_\_.
2. A \_\_\_\_\_ is a long highway on which you pay to drive your car.
3. \_\_\_\_\_ is a form of energy used to light our homes.
4. A \_\_\_\_\_ is a place for keeping automobiles.
5. A small room for keeping food, dishes, etc., is a \_\_\_\_\_.
6. Something that is pretended is \_\_\_\_\_.
7. Something used for straining is called a \_\_\_\_\_.

ANNA PATRICIA'S TEETH

SKILL: COMPREHENSION STRATEGIES , Semantic Cues

LEVEL: Primary III

**M** MATERIALS: Worksheet

**D** PROCEDURE: Make a duplicating master of this sheet. Use after *Anna Patricia's Teeth, Systems, Level 10, T.M.,* pgs. 137-139.

**D** DIRECTIONS: In each blank write the word that best completes the sentence.

nuisance	rude	blotter
stoppers	inkwell	nuts
plumber	bolt	risk
washers		

1. An \_\_\_\_\_ is used to hold ink on a desk.
2. Soft paper used for soaking up ink is a \_\_\_\_\_.
3. A person who is impolite is \_\_\_\_\_.
4. To chance harm, danger, or loss is to \_\_\_\_\_.
5. Small metal blocks that screw on to bolts to hold the bolts in place are \_\_\_\_\_.
6. A \_\_\_\_\_ is a strong pin of metal or wood with a head at one end and a place for a nut to be screwed on at the other.
7. \_\_\_\_\_ are flat rings of metal used with bolts and nuts to make things tight.
8. \_\_\_\_\_ are plugs or corks used for closing bottles, bathtubs, etc.
9. A person who puts in and repairs waterpipes and fixtures in buildings is a \_\_\_\_\_.
10. A person or thing that annoys, troubles or offends is a \_\_\_\_\_.

## CALVIN AND THE CUB SCOUTS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

M

MATERIALS: Worksheet

P

PROCEDURE: Make a duplicating master of this sheet. Use after *Calvin And The Cub Scouts, Systems, Level 10, T.M.,* pgs. 161-164.

A

DIRECTIONS: In each blank write the word that best completes the sentence.

achievement	badge	rooster
uniforms	salute	tepee
tom-tom	sign	hobby

1. Clothes worn all alike by a group so they can be easily recognized are \_\_\_\_\_.
2. A motion or gesture used to represent something is a \_\_\_\_\_.
3. To raise the hand in a formal manner to honor is to \_\_\_\_\_.
4. A \_\_\_\_\_ is worn to show that someone belongs to a certain school, class, or club.
5. Something done or carried out is an \_\_\_\_\_.
6. The male domestic fowl is called a \_\_\_\_\_.
7. A \_\_\_\_\_ is something a person especially likes to do that is not a job.
8. The tent of the North American Indians is the \_\_\_\_\_.
9. The \_\_\_\_\_ is a type of drum used in Africa and among the American Indians.

## THE GREATEST MACHINE IN THE WORLD

SKILL. COMPREHENSION STRATEGIES, Semantic Cues

LEVEL. Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *The Greatest Machine In The World*, Splendid Journey, T.M., pgs. 16-22.

 DIRECTIONS: In each blank write the word that best completes the sentence.

sculpture	art fair	wheel
neighbor	airport	junk
jackhammer	machine	artist
jet airplane	alarm	yard

1. An invention with moving parts for doing work is a \_\_\_\_\_.
2. A round frame that turns on its center is a \_\_\_\_\_.
3. Old newspapers, metal, and other trash is \_\_\_\_\_.
4. A piece of ground around a house is a \_\_\_\_\_.
5. A person who paints pictures is an \_\_\_\_\_.
6. Someone who lives nearby is a \_\_\_\_\_.
7. A figure or design made by carving or putting together objects is a \_\_\_\_\_.
8. A place where sculpture and paintings are displayed and sold, with prizes awarded for the best art is an \_\_\_\_\_.
9. A place for airplanes to land and take off is an \_\_\_\_\_.
10. A kind of airplane that is driven by a jet of air or gas is a \_\_\_\_\_.
11. A bell that warns or wakes people is an \_\_\_\_\_.
12. A machine used for drilling is a \_\_\_\_\_.

## THE GREATEST MACHINE IN THE WORLD

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III



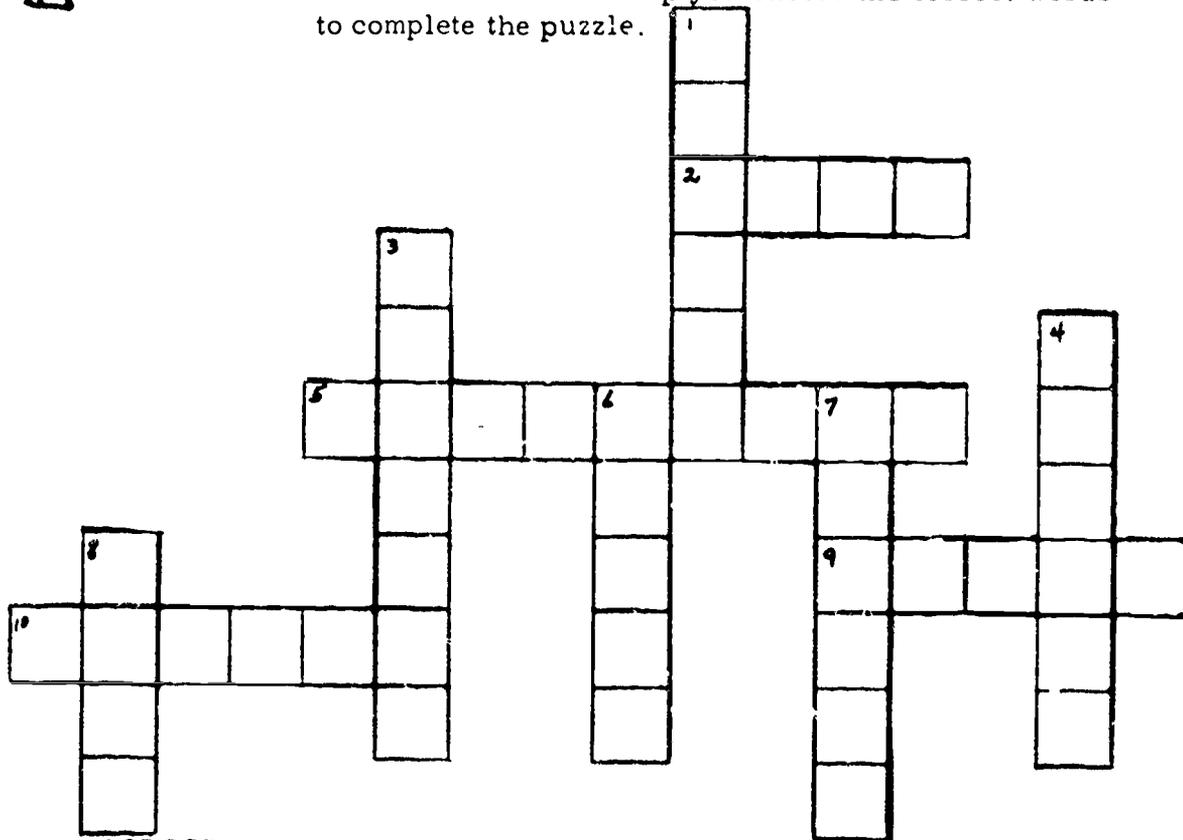
MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet. Use after *The Greatest Machine In The World, Splendid Journey*, T.M., pgs. 16-22.



DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.



ACROSS

2. He \_\_\_\_\_ the box with string.
5. It was the best \_\_\_\_\_ at the Art Fair.
9. "What is it?", \_\_\_\_\_ Henry's mother.
10. The artist tied a blue \_\_\_\_\_ on the machine.

DOWN

1. An \_\_\_\_\_ was standing in the yard watching the machine.
3. It was the greatest \_\_\_\_\_ in the world.
4. The \_\_\_\_\_ turned around.
6. \_\_\_\_\_ of the machine banged together.
7. The machine \_\_\_\_\_.
8. They made a big \_\_\_\_\_.

NOISE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Noise, Splendid Journey*, T.M., pgs. 39-41.

 DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.

ACROSS

2. What is the man \_\_\_\_\_ on his ears?

4. The dishes \_\_\_\_\_.

5. What \_\_\_\_\_ did the dishes make?

6. The man is wearing \_\_\_\_\_.

7. The \_\_\_\_\_ clock woke him up.

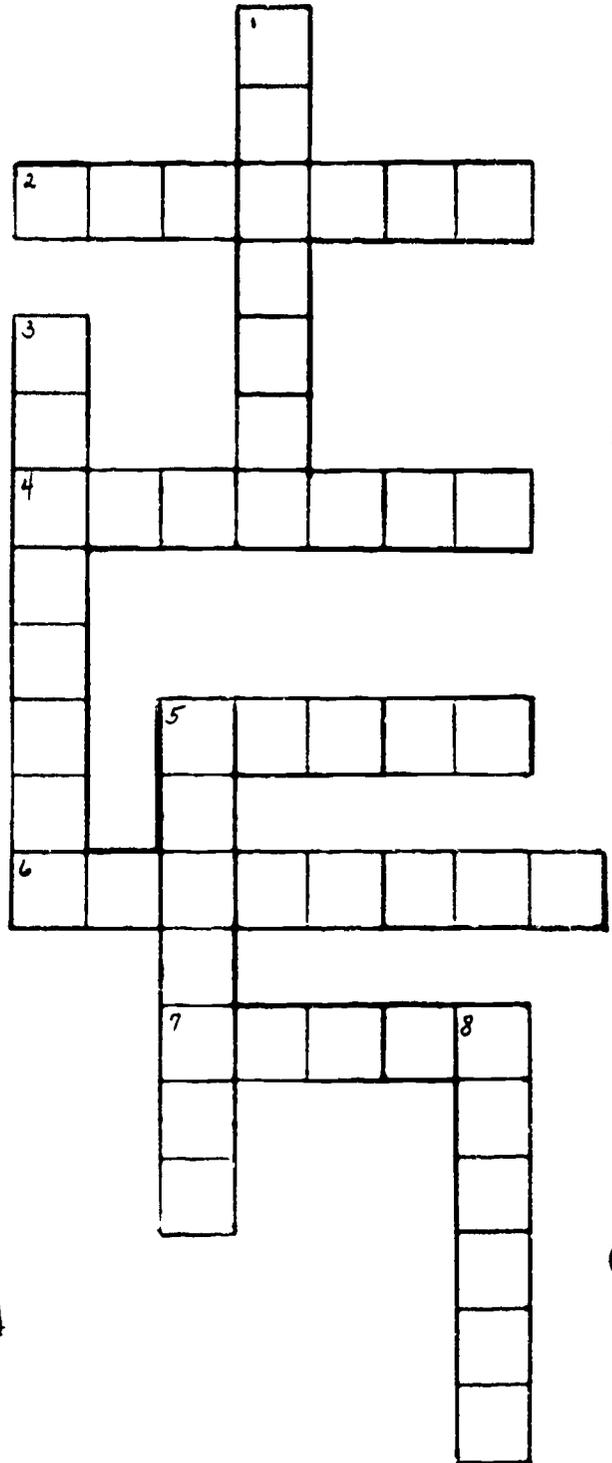
DOWN

1. The little girl lived near the \_\_\_\_\_.

3. The sound of the \_\_\_\_\_ shook the house.

5. A fire truck \_\_\_\_\_ as it goes by.

8. A little girl was helping her \_\_\_\_\_ set the table.



## THE ROBOTS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL Primary III

 MATERIALS Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *The Robots*, Splendid Journey, T.M., pgs. 43-56.

 DIRECTIONS: In each blank write the word that best completes the sentence.

pajamas	inventor	fool
mayor	robot	metal
inventing	workshop	whole
kind	invention	mechanical

1. A machine made to look like a man is a \_\_\_\_\_.
2. A place where someone keeps tools and works with them is a \_\_\_\_\_.
3. When someone is making or thinking of something new, he is \_\_\_\_\_.
4. To trick means to \_\_\_\_\_.
5. The thing invented is an \_\_\_\_\_.
6. A material such as iron, tin, gold, or silver is a \_\_\_\_\_.
7. All of anything is the \_\_\_\_\_ of it.
8. Something made to work like a machine is \_\_\_\_\_.
9. A coat or shirt and loose pants for sleeping are \_\_\_\_\_.
10. \_\_\_\_\_ means a type or sort of.
11. The person at the head of a city or town government is a \_\_\_\_\_.
12. A person who invents things is an \_\_\_\_\_.

## THE ROBOTS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III



MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet. Use after *The Robots, Splendid Journey*, T.M., pgs. 43-56.



DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.

### ACROSS

2. The day on which you are born is your \_\_\_\_\_.

6. Throw the paper into the \_\_\_\_\_.

7. \_\_\_\_\_ likes to invent things.

9. Henry gave the children their \_\_\_\_\_ back.

10. Henry invented the robot in his \_\_\_\_\_.

### DOWN

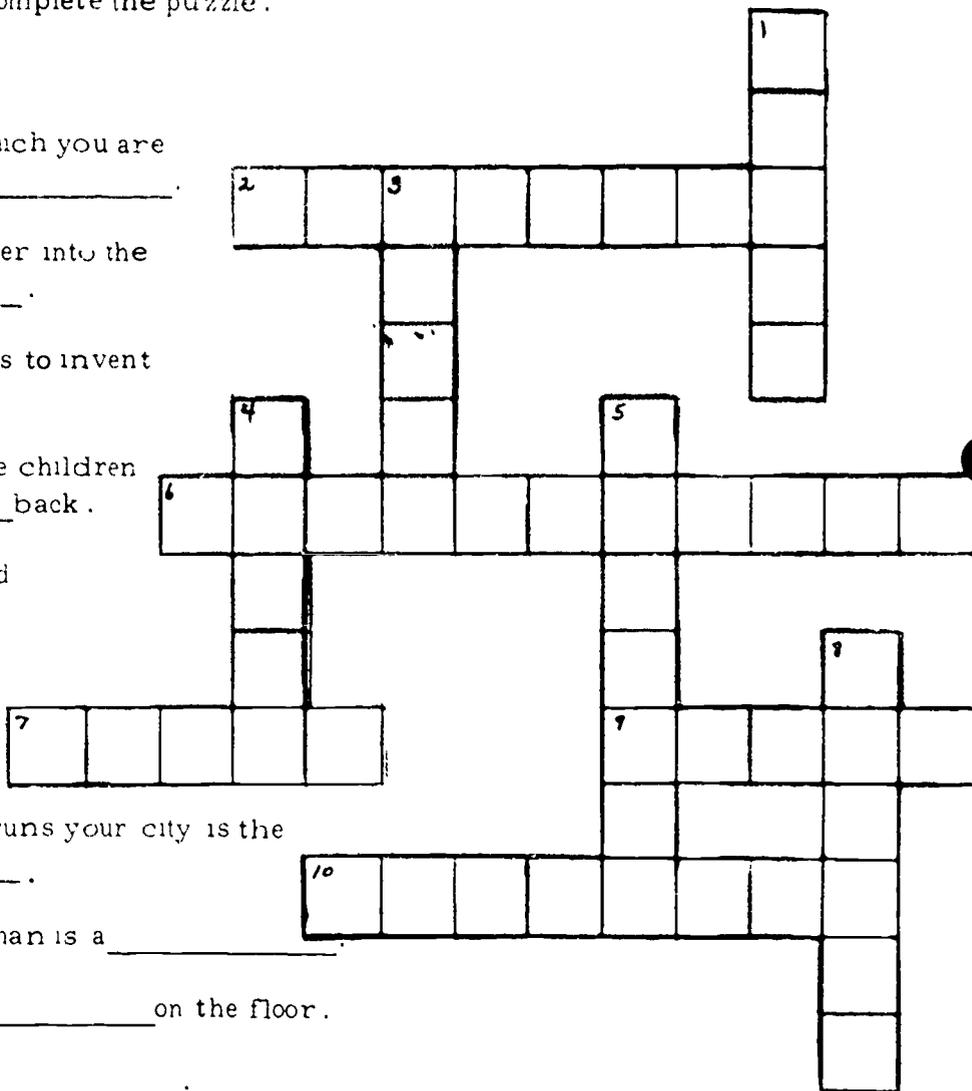
1. The man who runs your city is the \_\_\_\_\_.

3. A mechanical man is a \_\_\_\_\_.

4. Henry threw \_\_\_\_\_ on the floor.

5. You sleep in \_\_\_\_\_.

8. The robot is a mechanical \_\_\_\_\_.



## THE DINOSAUR EGG

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

**M** MATERIALS: Worksheet

**D** PROCEDURE: Make a duplicating master of this sheet. Use after *The Dinosaur Egg*, Splendid Journey, T.M., pgs. 79-85.

**A** DIRECTIONS In each blank write the word that best completes the sentence.

dinosaur	jellyfish	dressed
fish	watermelon	stone
zigged	stream	hatch
zagged	strange	beach

1. An animal that lived many years ago is a \_\_\_\_\_.
2. An animal that lives in the water and has fins but no legs is a \_\_\_\_\_.
3. Made up words that mean to move in a zig-zag way are \_\_\_\_\_ and \_\_\_\_\_.
4. A hard mineral matter that is not metal is called \_\_\_\_\_.
5. To come out from the egg is to \_\_\_\_\_.
6. An almost flat place at the edge of an ocean or lake is a \_\_\_\_\_.
7. A sea animal like a lump of jelly is a \_\_\_\_\_.
8. To have put on clothes means to have \_\_\_\_\_.
9. A large fruit that is green on the outside, red on the inside, and is good to eat is a \_\_\_\_\_.
10. Something that is not known or heard of before is \_\_\_\_\_.

## THE DINOSAUR EGG

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

**M** MATERIALS: Worksheet

**V** PROCEDURE: Make a duplicating master of this sheet. Use after *The Dinosaur Egg*, Splendid Journey, T.M., pgs. 79-85.

**A** DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.

ACROSS

3. The jellyfish was \_\_\_\_\_  
like a dinosaur egg.

5. It was a \_\_\_\_\_ egg.

6. The three little \_\_\_\_\_ ziggled and  
zagged home.

7. The fish wiggled and wagged down a  
little \_\_\_\_\_.

8. Spink, Spank and Spunk \_\_\_\_\_  
and zagged home.

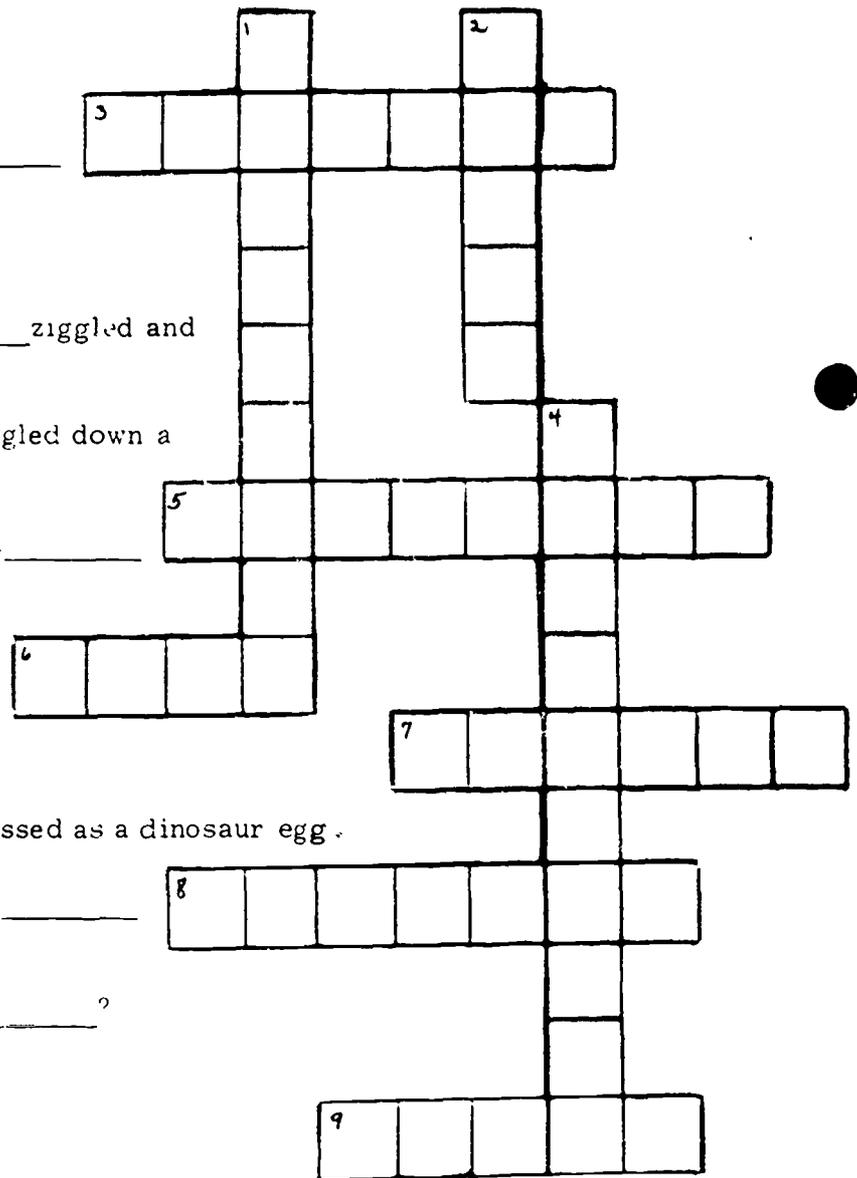
9. I'll throw a \_\_\_\_\_ at  
it.

DOWN

1. Mr \_\_\_\_\_ was dressed as a dinosaur egg.

2. Do you like to play with a \_\_\_\_\_  
ball?

4. Do you like to eat \_\_\_\_\_?



THERE'S A HOLE IN THE MIDDLE OF THE SEA

SKILL COMPREHENSION STRATEGIES, Semantic Cues

LEVEL Primary III

 MATERIALS. Worksheet

 PROCEDURE. Make a duplicating master of this sheet. Use after *There's A Hole In The Middle Of The Sea*, Splendid Journey, T.M., pgs. 100-103.

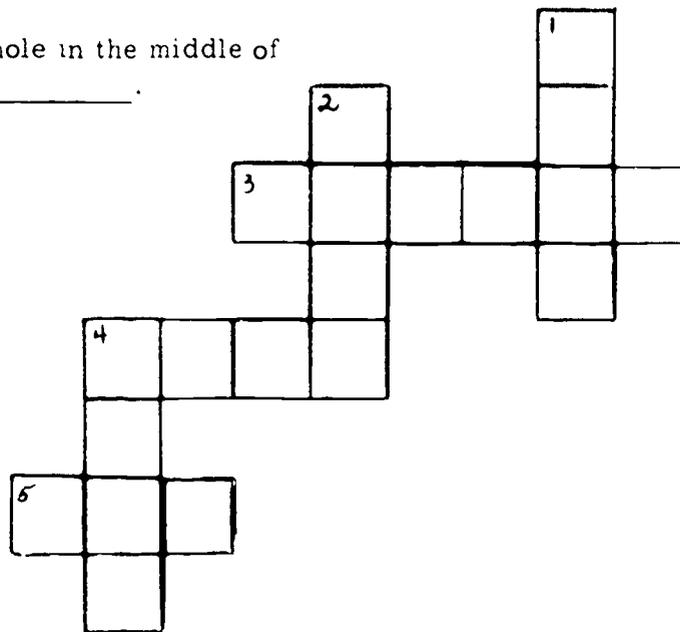
 DIRECTIONS. Use the sentences to help you choose the correct words to complete the puzzle.

ACROSS

3. There's a hole in the \_\_\_\_\_ of the sea.

4. There's a \_\_\_\_\_ on the log.

5. There's a hole in the middle of the \_\_\_\_\_.



DOWN

1. There's a \_\_\_\_\_ in the middle of the sea.

2. There's a \_\_\_\_\_ on the fly

4. There's a \_\_\_\_\_ on the wing on the fly

AN OLD STORY FROM HAWAII

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *An Old Story From Hawaii*, Splendid Journey, T.M., pgs. 110-118.

 DIRECTIONS. In each blank write the word that best completes the sentence.

Hawaii	aloha	net
good-by	island	canoe
paddle	cut	leaves
weave	feast	race

1. The fiftieth state of the United States is \_\_\_\_\_.
2. A body of land surrounded by water is an \_\_\_\_\_.
3. An open material made of string or thread and knotted together in such a way as to leave holes is a \_\_\_\_\_.
4. A light boat moved with paddles is a \_\_\_\_\_.
5. A short oar that is broad at one end or both, used to move a canoe is a \_\_\_\_\_.
6. More than one leaf is \_\_\_\_\_.
7. \_\_\_\_\_ is a Hawaiian word meaning both "hello" and \_\_\_\_\_.
8. To separate with something sharp is to \_\_\_\_\_.
9. A \_\_\_\_\_ is a contest to see who can go the fastest.
10. To form thread or strips into a thing or material is to \_\_\_\_\_.

## AN OLD STORY FROM HAWAII

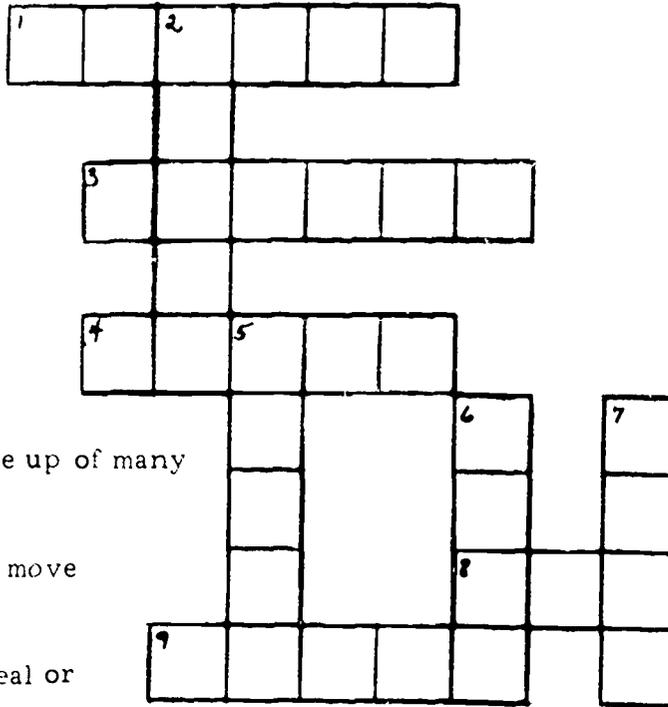
SKILL. COMPREHENSION STRATEGIES, Semantic Cues

LEVEL. Primary III

**M** MATERIALS: Worksheet

**I** PROCEDURE. Make a duplicating master of this sheet. Use after *An Old Story From Hawaii*, Splendid Journey, T.M., pgs. 110-118.

**A** DIRECTIONS. Use the sentences to help you choose the correct words to complete the puzzle.



ACROSS

1. \_\_\_\_\_ is made up of many islands.
3. A \_\_\_\_\_ is used to move a canoe.
4. A \_\_\_\_\_ is a big meal or a "luau."
8. They \_\_\_\_\_ leaves to weave mats.
9. You can use a \_\_\_\_\_ to go from island to island

DOWN

2. They use leaves to \_\_\_\_\_ sails.
5. A word for "hello" and "good-by" is \_\_\_\_\_.
6. They can \_\_\_\_\_ in their canoes
7. They catch fish in large \_\_\_\_\_.

## SAMMY SHOWS OFF

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

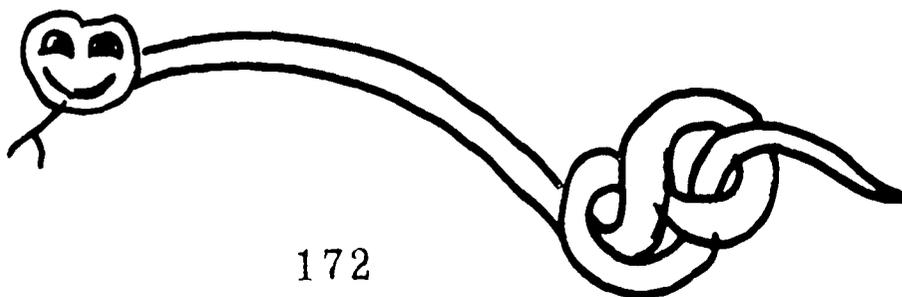
 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Sammy Shows Off, Splendid Journey*, T.M., pgs. 137-142.

 DIRECTIONS: In each blank write the word that best completes the sentence.

untie	easy
show-off	knot
learn	slid

1. A person who calls attention to himself by showing off is a \_\_\_\_\_.
2. To fasten or tie together so as not to come apart is to \_\_\_\_\_.
3. Something that is not hard to do or understand is \_\_\_\_\_.
4. To loosen or unfasten is to \_\_\_\_\_.
5. To find out about something is to \_\_\_\_\_.
6. \_\_\_\_\_ means to move smoothly.



## SAMMY SHOWS OFF

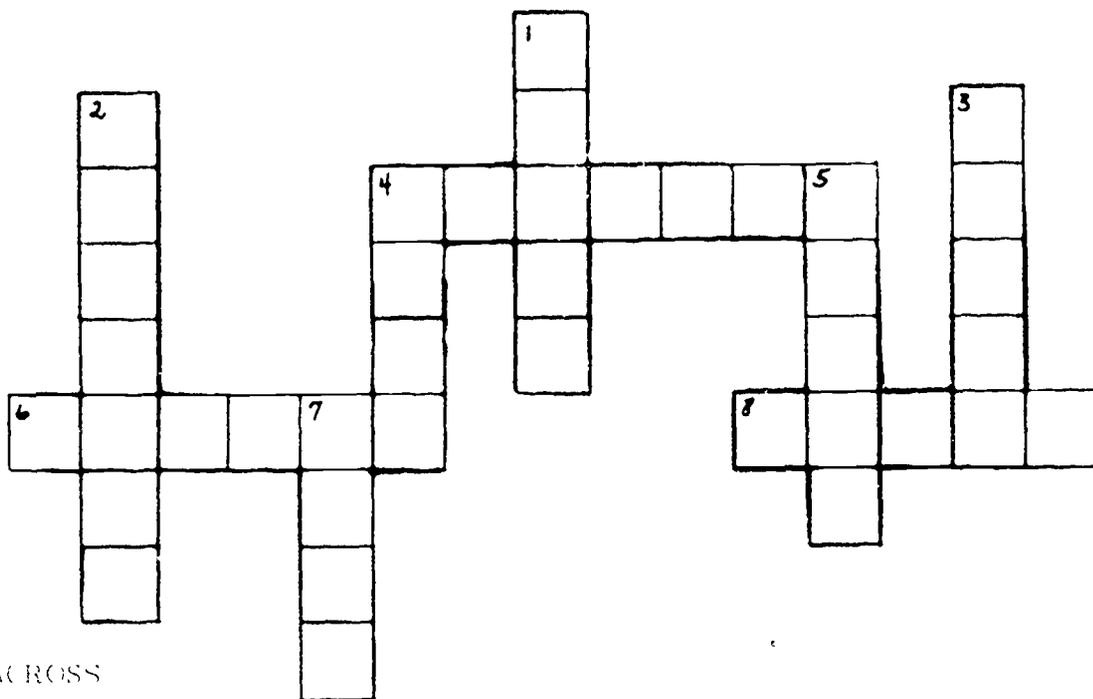
SKILL            COMPREHENSION STRATEGIES, Semantic Cues

LEVEL:           Primary III

 MATERIALS    Worksheet

 PROCEDURE    Make a duplicating master of this sheet. Use after *Sammy Shows Off*, Splendid Journey, T.M., pgs. 137-142.

 DIRECTIONS    Use the sentences to help you choose the correct words to complete the puzzle.



### ACROSS

- 4    Sammy asked to \_\_\_\_\_.
- 6    Unfastened is \_\_\_\_\_.
- 8    Slim \_\_\_\_\_ pulled this way and that way

### DOWN

- 1    Sammy made all kinds of \_\_\_\_\_.
- 2    He wanted to show his \_\_\_\_\_ his knots
- 3    That is a funny \_\_\_\_\_
- 4    The snakes \_\_\_\_\_ away as fast as they could.
- 5    His friends thought the trick was \_\_\_\_\_.
- 7    The knots on the first page were \_\_\_\_\_.

# TUG OF WAR

SKILL            COMPREHENSION STRATEGIES, Semantic Cues

LEVEL           Primary III

**M** MATERIALS.    Worksheet

 PROCEDURE.    Make a duplicating master of this sheet. Use after *Tug Of War*, Splendid Journey, T. M., pgs. 159-163.

 DIRECTIONS.    Use the sentences to help you choose the correct words to complete the puzzle.

## ACROSS

2. Elephant and Hippo would laugh at the \_\_\_\_\_.

4. Rabbit wanted to have a \_\_\_\_\_ with Elephant.

5. When I \_\_\_\_\_ on the rope you must pull.

6. \_\_\_\_\_ went Elephant into the water.

9. "Do you want me to \_\_\_\_\_ you?" said Elephant.

## DOWN

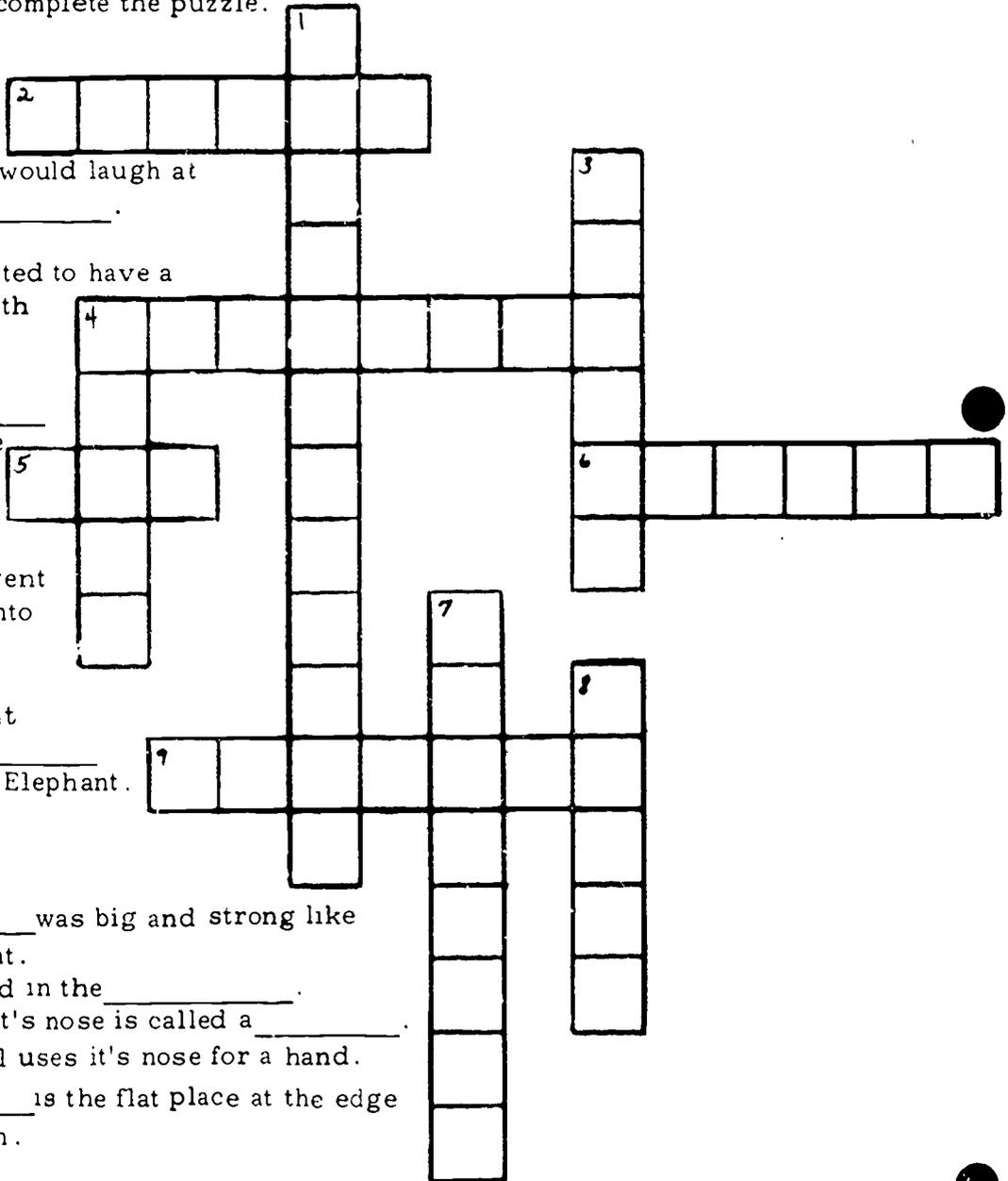
1. The \_\_\_\_\_ was big and strong like the elephant.

3. Rabbit lived in the \_\_\_\_\_.

4. An elephant's nose is called a \_\_\_\_\_.

7. This animal uses it's nose for a hand.

8. The \_\_\_\_\_ is the flat place at the edge of the ocean.



## TUG OF WAR

SKILL COMPREHENSION STRATEGIES, Semantic Cues

LEVEL Primary III

 MATERIALS. Worksheet

 PROCEDURE Make a duplicating master of this sheet. Use after *Tug Of War*, Splendid Journey, T.M., pgs. 159-163.

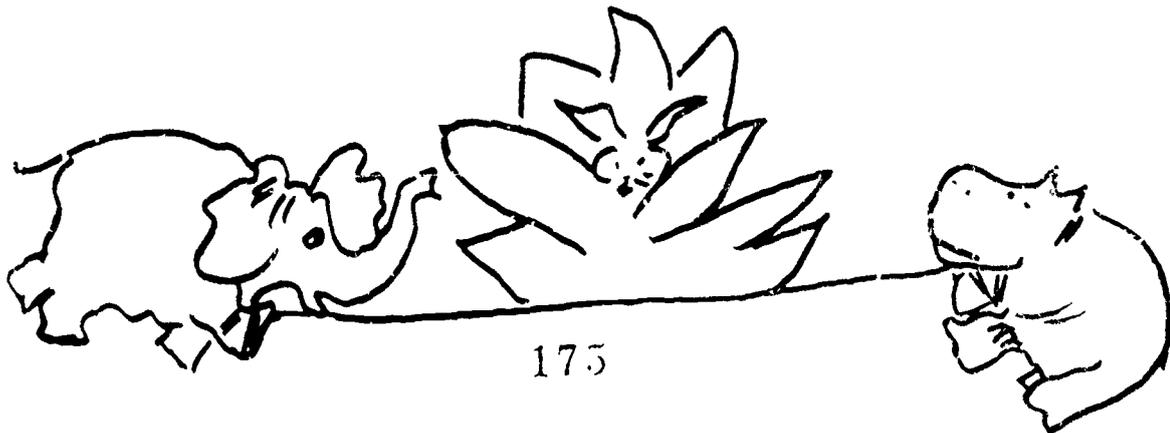
 DIRECTIONS. In each blank write the word that best completes the sentence.

tug of war	squeeze	forest
trunk	tug	

1. A contest between two teams pulling at the end of a rope is a \_\_\_\_\_.
2. A thick woods is a \_\_\_\_\_.
3. To force by pressing is to \_\_\_\_\_.
4. An elephant's nose is called a \_\_\_\_\_.
5. A strong pull is a \_\_\_\_\_.
6. Write a sentence using the word squeeze.

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## THE CAT IN THE HARDWARE STORE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *The Cat In The Hardware Store*, Splendid Journey, T.M., pgs. 199-206.

 DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.

### ACROSS

2. The bicycle Mark wanted was in the \_\_\_\_\_.

3. Mark rubbed Toby to \_\_\_\_\_ him.

5. Mark passed the \_\_\_\_\_ store every morning.

7. Mark \_\_\_\_\_ money for his papers on Saturdays.

8. \_\_\_\_\_ jumped off the truck.

10. They hurried into the \_\_\_\_\_.

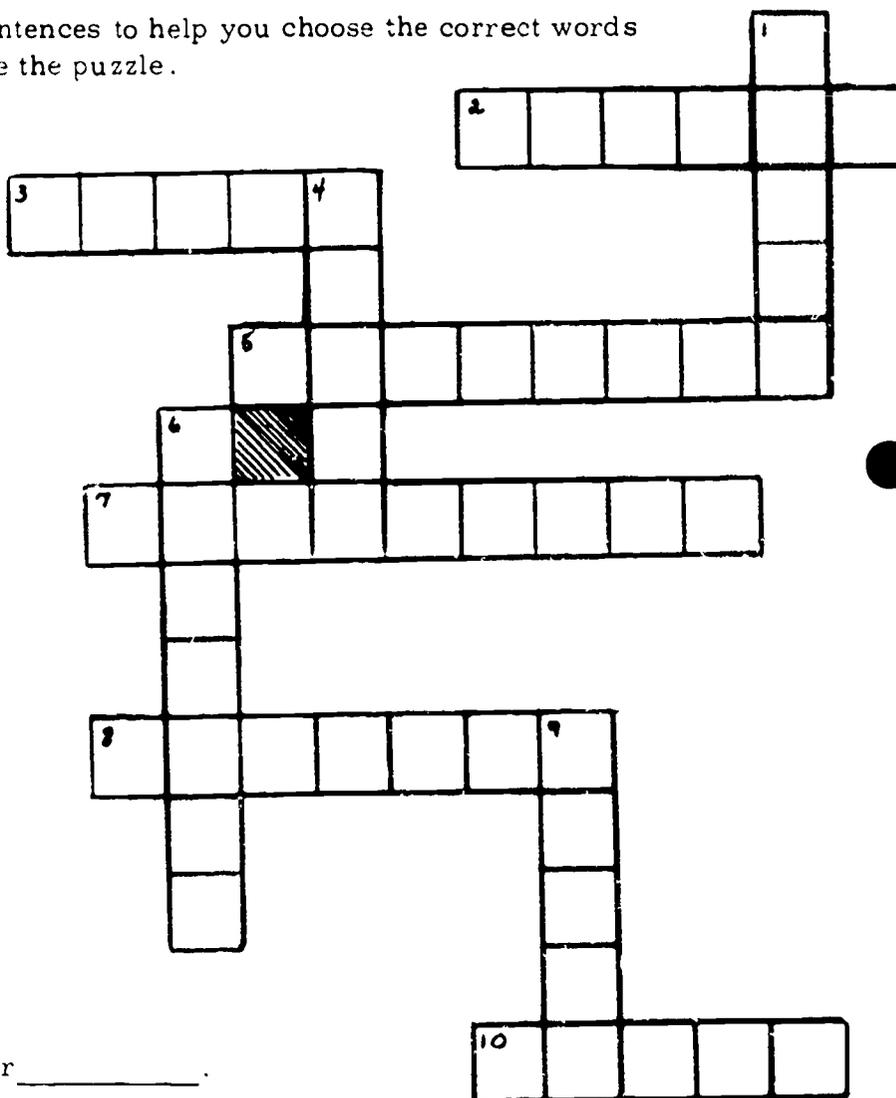
### DOWN

1. Mark had a newspaper \_\_\_\_\_.

1. He would \_\_\_\_\_ his hand along the glass.

6. Mark started his route early in the \_\_\_\_\_.

9. Toby was happy during the day but lonely at \_\_\_\_\_.



THE CAT IN THE HARDWARE STORE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE Make a duplicating master of this sheet. Use after *The Cat In The Hardware Store*, Splendid Journey, T.M., pgs 200-204

 DIRECTIONS In each blank write the word that best completes the sentence.

route	quiet
collect	trail

1. To follow or drag along behind is to \_\_\_\_\_.
2. To make little or no noise is to be \_\_\_\_\_.
3. \_\_\_\_\_ means to get money that someone owes.
4. A certain way to go is a \_\_\_\_\_.
5. Write a sentence using the word collect.  
\_\_\_\_\_  
\_\_\_\_\_
6. Write a sentence using the word route.  
\_\_\_\_\_  
\_\_\_\_\_

THE GIRL AND THE PAIL OF MILK

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *The Girl And The Pail Of Milk*, Splendid Journey, T.M., pgs. 218-220.

 DIRECTIONS: In each blank write the word that best completes the sentence.

beautiful	force	pail
moral	fable	money

1. Coins and paper notes used in buying and selling things are \_\_\_\_\_.
2. A bucket is a \_\_\_\_\_.
3. A story, often about animals, that teaches a lesson to people is a \_\_\_\_\_.
4. Something very pleasing to the eye is \_\_\_\_\_.
5. Power or strength is \_\_\_\_\_.
6. The lesson a fable teaches is a \_\_\_\_\_.
7. Write a sentence using the word force.

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FABLES

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The North Wind And The Sun*, *Splendid Journey*, T.M., pgs. 220-222.

DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.

\_\_\_\_\_ is the lesson a fable teaches.  
2 across

A story about animals that teaches you a moral lesson is a \_\_\_\_\_.  
3 across

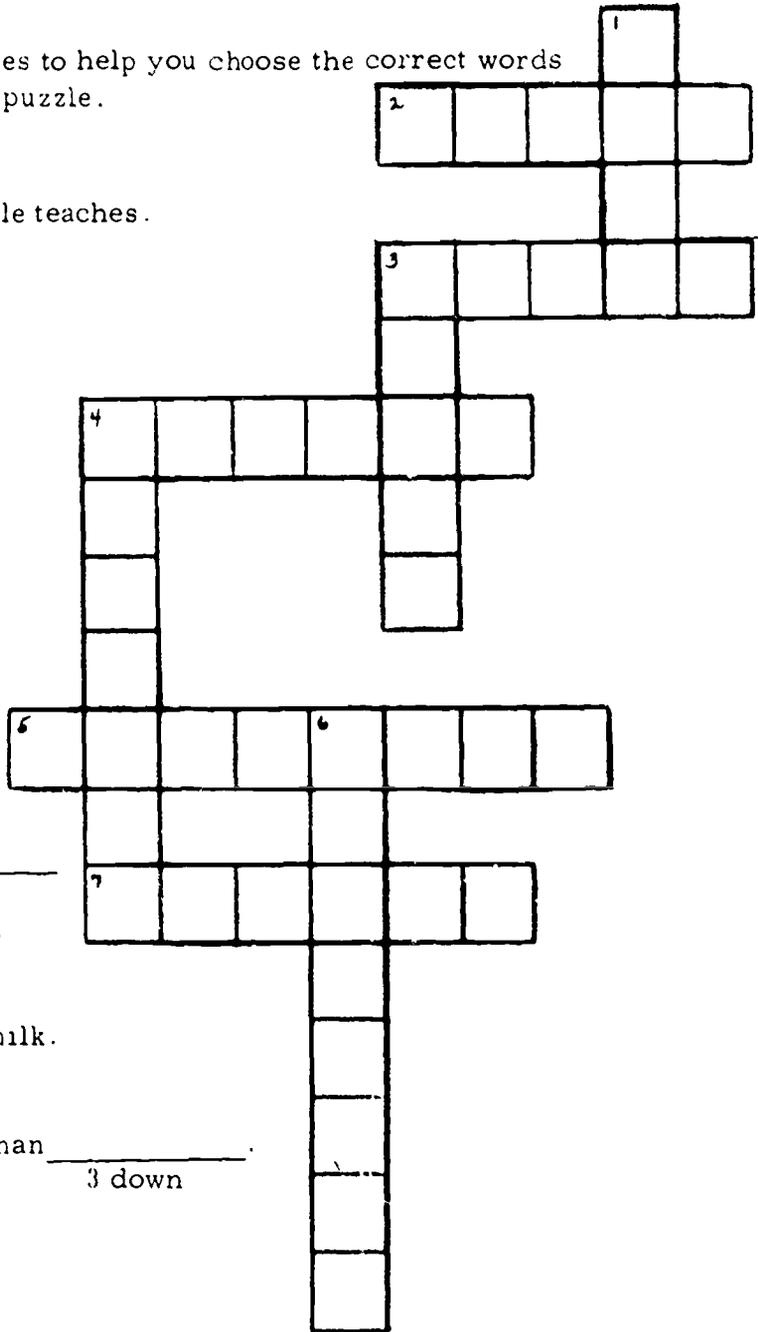
The fox was very \_\_\_\_\_.  
4 across

The stork invited the fox to his house for \_\_\_\_\_.  
7 across

Don't count your \_\_\_\_\_ before they're \_\_\_\_\_.  
5 across  
4 down

The girl had a \_\_\_\_\_ of milk.  
1 down

\_\_\_\_\_ works better than \_\_\_\_\_.  
6 down  
3 down



# HENNESSEY

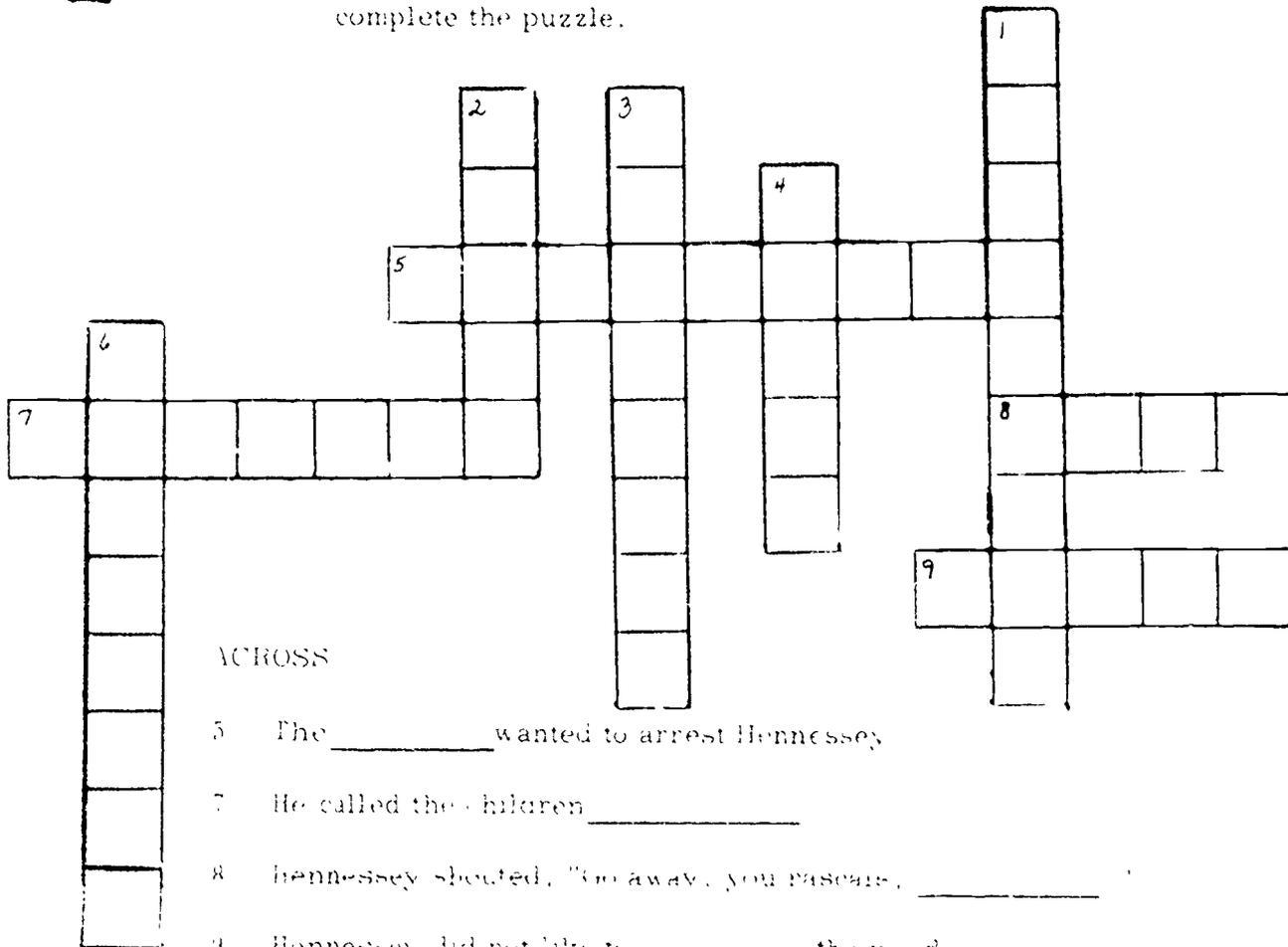
SKILL            COMPREHENSION STRATEGIES, Semantic Cues

LLEVEL        Primary III

 MATERIALS    Worksheet

 PROCEDURE    Make a duplicating master of this sheet. Use after *Hennessey, Splendid Journey*, T.M., pgs. 232-239.

 DIRECTIONS    Use the sentences to help you choose the correct words to complete the puzzle.



### ACROSS

5 The \_\_\_\_\_ wanted to arrest Hennessey.

7 He called the children \_\_\_\_\_.

8 Hennessey shouted, "Go away, you rascals, \_\_\_\_\_!"

9 Hennessey did not like to \_\_\_\_\_ the woods.

### DOWN

1 \_\_\_\_\_ liked to live alone in the woods.

2 He liked the quiet of the \_\_\_\_\_.

3 The \_\_\_\_\_ did not sing or shout.

4 Hennessey shaved on his \_\_\_\_\_.

6 His clothes were \_\_\_\_\_ and torn.

HENNESSEY

SKILL COMPREHENSION STRATEGIES, Semantic Cues

LEVEL Primary III

MATERIALS Worksheet

PROCEDURE Make a duplicating master of this sheet. Use after *Hennessey, Splendid Journey*, T.M., pgs. 233-237.

DIRECTIONS In each blank write the word that best completes the sentence.

woods	beard	tattered
rascal	leave	

- \_\_\_\_\_ means full of holes.
- To let stay behind is to \_\_\_\_\_.
- A small forest is a \_\_\_\_\_.
- The hair growing on a man's face is a \_\_\_\_\_.
- A person who teases or plays tricks is a \_\_\_\_\_.
- Write a sentence using the word tattered.



## THE SURPRISE

SKILL            COMPREHENSION STRATEGIES, Semantic Cues

LEVEL            Primary III

**M** MATERIALS:    Worksheet

**I** PROCEDURE:    Make a duplicating master of this sheet. Use after *The Surprise, Splendid Journey*, T.M., pgs. 244-253.

**A** DIRECTIONS    Use the sentences to help you choose the correct words to complete the puzzle.

Grandma bought yarn for a 1.  
 She had to look for her 2 present.  
 The 3 is inside the K B.  
 Her 6 came back from the store.  
 Maria 7 her lip.  
 Grandma knitted her a 5 10.  
8 and 11 are Maria's brothers.  
 It was 9 birthday.  
 Her 4 helped her look.

## ON TOP OF SPAGHETTI

SKILL. COMPREHENSION STRATEGIES, Semantic Cues

LEVEL. Primary III

**M** MATERIALS: Worksheet

 PROCEDURE. Make a duplicating master of this sheet. Use after *On Top Of Spaghetti*, Splendid Journey, T.M., pgs. 255-258.

 DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.

### ACROSS

2. The \_\_\_\_\_ rolled off the table.

3. The meatball was on top of \_\_\_\_\_.

6. When \_\_\_\_\_ sneezed the meatball rolled off the table.

7. Don't ever \_\_\_\_\_ or you'll lose your meatball.

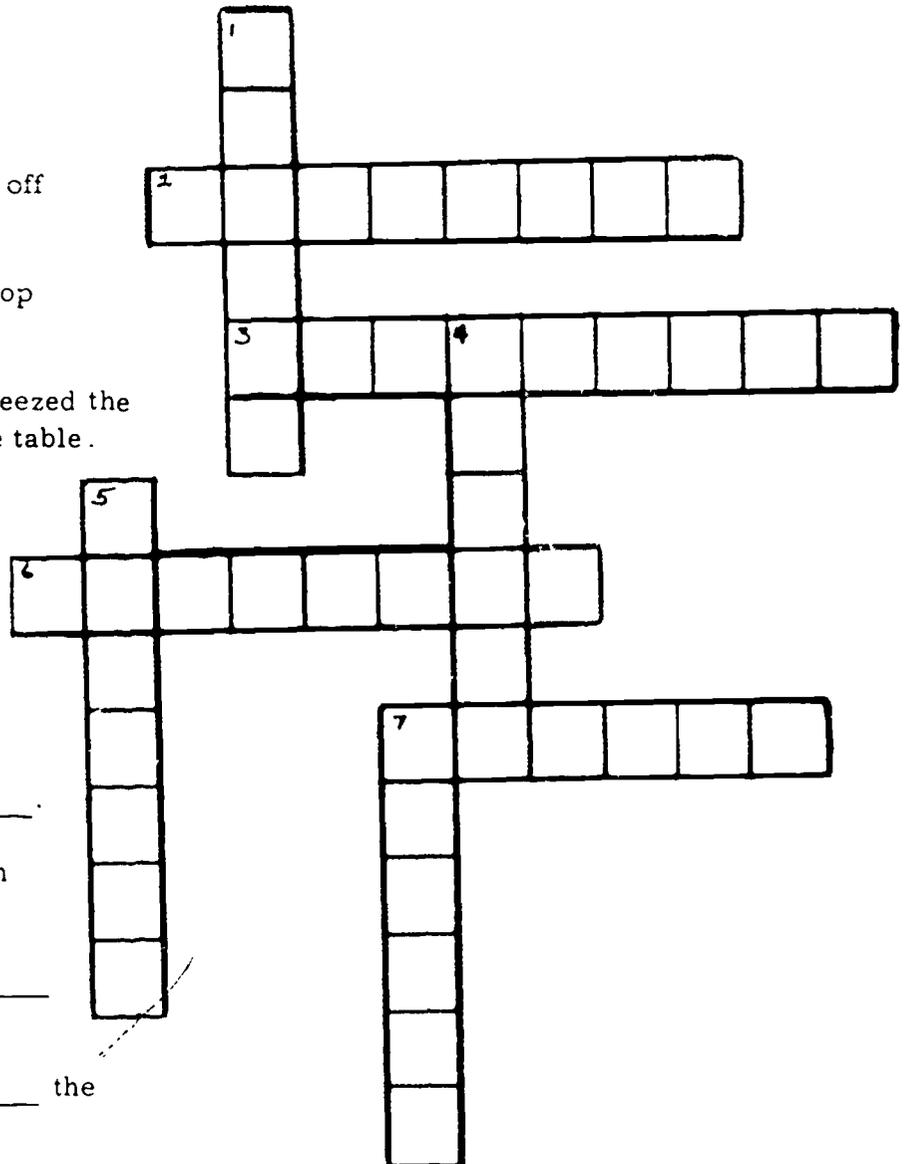
### DOWN

1. The spaghetti was all covered with \_\_\_\_\_.

4. The meatball rolled in a \_\_\_\_\_.

5. The tree was \_\_\_\_\_ with beautiful moss.

7. Early next \_\_\_\_\_ the tree grew meatballs.



EARLY MEN

SKILL. COMPREHENSION STRATEGIES, Semantic Cues

LEVEL Primary III

**M** MATERIALS Worksheet

**VP** PROCEDURE: Make a duplicating master of this sheet. Use after *Early Men, Splendid Journey*, T.M., pgs. 263-268.

**A** DIRECTIONS In each blank write the word that best completes the sentence.

hunter	smooth	clear
rake	cattle	glow
clay	change	
thousand	tame	

1. A kind of dirt that gets hard when it is baked is \_\_\_\_\_.
2. A long-handled tool having a bar at one end and teeth at the other is a \_\_\_\_\_.
3. We say that an animal who is gentle is \_\_\_\_\_.
4. The number after 999 is one \_\_\_\_\_.
5. Cows and bulls are called \_\_\_\_\_.
6. A person who hunts is a \_\_\_\_\_.
7. If something is free from roughness it is \_\_\_\_\_.
8. Something clean and free from anything that makes it hard to see or understand is \_\_\_\_\_.
9. The shine from something that is red-hot is a \_\_\_\_\_.
10. To make different is to \_\_\_\_\_.

## THE FIRST DISHES

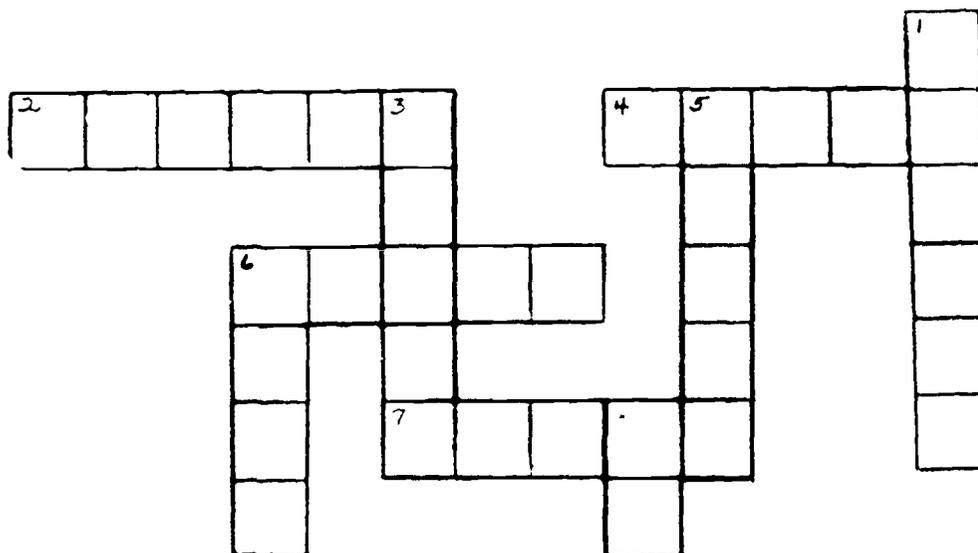
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS. Worksheet

 PROCEDURE Make a duplicating master of this sheet. Use after *The First Dishes*, *Splendid Journey*, T.M., pgs. 264-268.

 DIRECTIONS Use the sentences to help you choose the correct words to complete the puzzle.



### ACROSS

2 Torad wanted to be a great \_\_\_\_\_.

4. Long ago men used \_\_\_\_\_ tools.

6. The first men lived in \_\_\_\_\_.

7. Torad \_\_\_\_\_ the glowing bowl out with a stick.

9. Early men lived together in \_\_\_\_\_.

### DOWN

1. Other \_\_\_\_\_ came to see the clay bowl.

3. Torad liked to play along the \_\_\_\_\_.

5. \_\_\_\_\_ took the bowl to the river.

6 Torad made a big \_\_\_\_\_ ball.

8 \_\_\_\_\_ men were the first to tame wild dogs.

10. These men found \_\_\_\_\_ and learned how to grow plants.

STONE SOUP

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

M MATERIALS Worksheet

P PROCEDURE Make a duplicating master of this sheet. Use after *Stone Soup*, Splendid Journey, T.M., pgs. 279-286.

A DIRECTIONS In each blank write the word that best completes the sentence.

knocked	greedy
tube	cement

1. A small hollow container used for things is a \_\_\_\_\_.
2. A soft material that hardens when it dries and makes things stick together is \_\_\_\_\_.
3. To have tapped on a door is to have \_\_\_\_\_.
4. \_\_\_\_\_ means not wanting to share what one has.
5. Write a sentence using the word knocked.

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6. Write a sentence using the word greedy.

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## STONE SOUP

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

**M** MATERIALS: Worksheet

**AD** PROCEDURE: Make a duplicating master of this sheet. Use after *Stone Soup*, *Splendid Journey*, T.M., pgs. 279-286.

**DO** DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.

### ACROSS

2. He took the stone from his \_\_\_\_\_.

3. "I'm making \_\_\_\_\_ soup,"  
said the young man.

6. She thought the young man  
was \_\_\_\_\_.

8. The young man  
thought she was  
\_\_\_\_\_.

### DOWN

1. "Go away," the  
old \_\_\_\_\_ said.

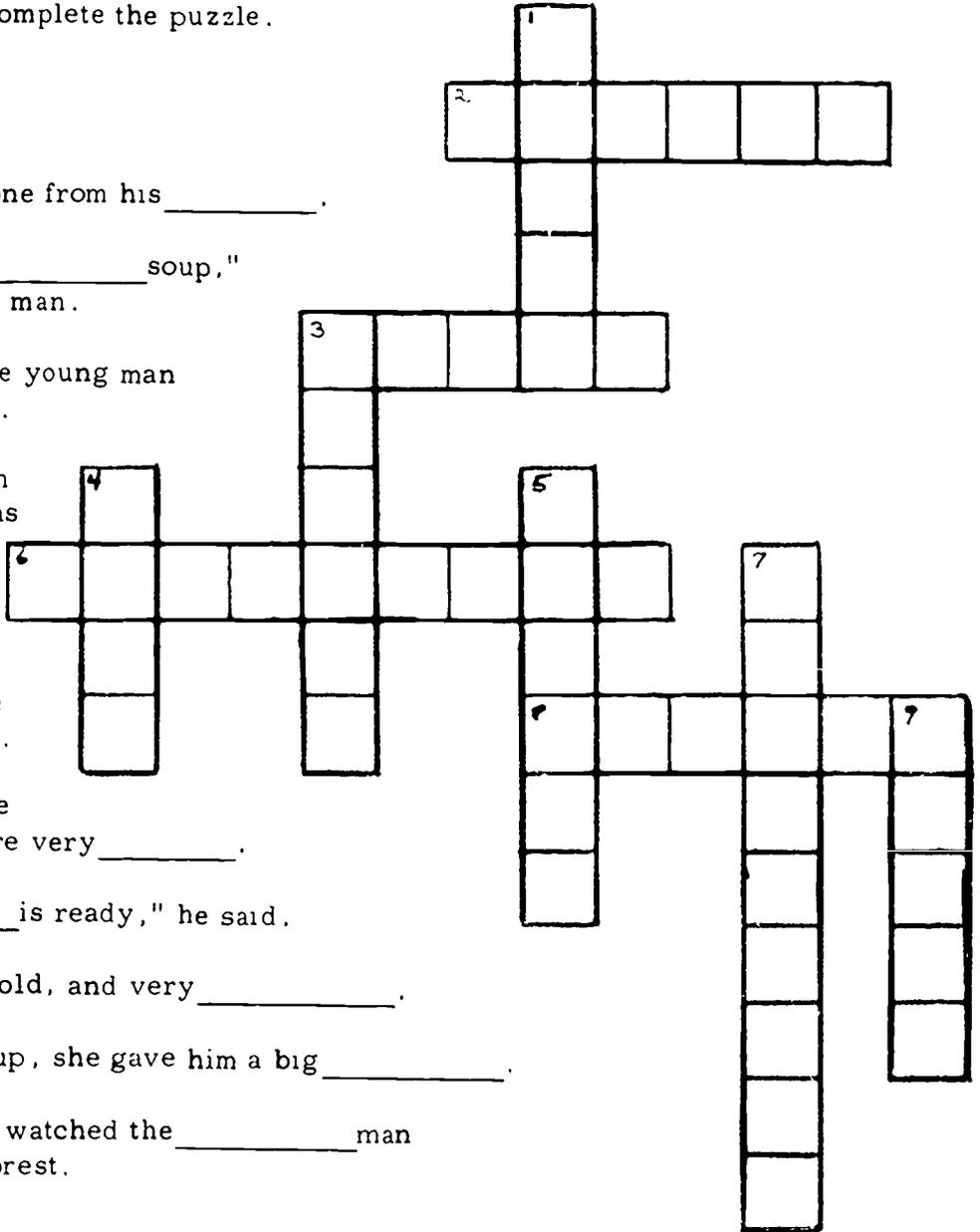
3. After eating the  
soup, they were very \_\_\_\_\_.

4. "The \_\_\_\_\_ is ready," he said.

5. He was tired, cold, and very \_\_\_\_\_.

7. When he woke up, she gave him a big \_\_\_\_\_.

9. The old woman watched the \_\_\_\_\_ man  
walk into the forest.



SHADOW

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Shadow, Speeding Away*, T.M., pgs. 23-28.

 DIRECTIONS: In each blank write the word that best completes the sentence.

van	dull	corral
trotter	coat	gait
palomino	rare	

1. Any outer covering is a \_\_\_\_\_.
2. Few or not usually found means \_\_\_\_\_.
3. A cream colored horse whose mane and tail are usually lighter in color is a \_\_\_\_\_.
4. Something that is not bright or clear is \_\_\_\_\_.
5. The kind of steps used in walking is \_\_\_\_\_.
6. A horse that trots is a \_\_\_\_\_.
7. A covered truck or wagon is a \_\_\_\_\_.
8. A pen for cattle, horses, or other animals is a \_\_\_\_\_.
9. Write a sentence using the word dull.

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SHADOW'S NEW LIFE

SKILL: COMPREHENSION STRATEGIES , Semantic Cues

LEVEL: Primary III

**M** MATERIALS: Worksheet

**I** PROCEDURE. Make a duplicating master of this sheet. Use after *Shadow's New Life, Speeding Away*, T.M., pgs. 29-34.

**A** DIRECTIONS: In each blank write the word that best completes the sentence.

snort	groom	ring
ringmaster	mane	narrow
fair	master	

1. To feed and take care of a horse is to \_\_\_\_\_.
2. The long heavy hair on the neck of a horse and some other animals is a \_\_\_\_\_.
3. A closed-in space for a show, race, or games is a \_\_\_\_\_.
4. If something is not wide it is \_\_\_\_\_.
5. A show or sale of farm animals is a \_\_\_\_\_.
6. A person in charge of performances in a ring is the \_\_\_\_\_.
7. A person who rules or commands is a \_\_\_\_\_.
8. To \_\_\_\_\_ means to force the breath violently through the nose with a loud harsh sound.

PECOS BILL

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE. Make a duplicating master of this sheet. Use after *Pecos Bill*, Speeding Away, T.M., pgs. 47-55.

 DIRECTIONS: In each blank write the word that best completes the sentence.

eclipse	arch	six-gun
mustang	king	tales
uncle	bait	chaps

1. Stories are \_\_\_\_\_.
2. Strong leather trousers without a seat worn by cowboys are \_\_\_\_\_.
3. A gun that shoots six times without reloading is a \_\_\_\_\_.
4. Anything used to attract fish or other animals so they may be caught is \_\_\_\_\_.
5. The brother of your mother or father is your \_\_\_\_\_.
6. A man who rules a country and its people is a \_\_\_\_\_.
7. To pass from sight because light is cut off is an \_\_\_\_\_.
8. To bend into a curve is to \_\_\_\_\_.
9. A small wild or half-wild horse is a \_\_\_\_\_.

## CHUKA'S HAWK

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE. Make a duplicating master of this sheet. Use after *Chuka's Hawk, Speeding Away*, T.M., pgs. 89-94.

 DIRECTIONS: In each blank write the word that best completes the sentence.

herd	mesa
eagle	flock

1. A small high plain with steep sides is  
a \_\_\_\_\_.
2. A large strong bird that can see far is  
an \_\_\_\_\_.
3. To take care of cattle or sheep is to  
\_\_\_\_\_.
4. \_\_\_\_\_ is a group of animals of  
one kind that stays together.
5. Write a sentence using the word eagle.  
\_\_\_\_\_  
\_\_\_\_\_

THE STORY OF WILLIAM PENN

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

M MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Story Of William Penn*, Speeding Away, T.M., pgs. 114-123.

DIRECTIONS: In each blank write the word that best completes the sentence.

settlers	treaty	nobleman
respect	New World	huge
wigwam	join	simple

1. A man of noble rank or birth is a \_\_\_\_\_.
2. Something that is plain is \_\_\_\_\_.
3. If something is very large it is \_\_\_\_\_.
4. North America and South America were called the \_\_\_\_\_.
5. To come together is to \_\_\_\_\_.
6. A hut of poles covered with skins, leaves, or bark made by Indians is a \_\_\_\_\_.
7. The people who settle in a new country are sometimes called \_\_\_\_\_.
8. An understanding signed by nations or people is a \_\_\_\_\_.
9. \_\_\_\_\_ means to show thoughtfulness for others.

INDIAN STEELWORKERS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Indian Steelworkers, Speeding Away*, T.M., pgs. 139-141.

 DIRECTIONS: In each blank write the word that best completes the sentence.

-----  
[ skeleton                      sky-scraper                      nimble ]  
-----

1. The frame of a building or your body is a \_\_\_\_\_.
2. When someone is light or quick-moving, that person is \_\_\_\_\_.
3. A very tall building is a \_\_\_\_\_.
4. Write a sentence using the word nimble.  
\_\_\_\_\_  
\_\_\_\_\_
5. Write a sentence using the word skeleton.  
\_\_\_\_\_  
\_\_\_\_\_
6. Write a sentence using the word sky-scraper.  
\_\_\_\_\_  
\_\_\_\_\_

THE WIND FROM THE SEA

SKILL: COMPREHENSION-STRATEGIES, Semantic Cues

LEVEL: Primary III

M MATERIALS: Worksheet

O PROCEDURE: Make a duplicating master of this sheet. Use after *The Wind From The Sea, Speeding Away*, T.M., pgs. 192-198.

A DIRECTIONS: In each blank write the word that best completes the sentence.

start	harness	braid
thong	carve	whirl

1. Collar, reins, and bridle are parts of a \_\_\_\_\_.
2. To move suddenly is to \_\_\_\_\_.
3. To cut or to make by cutting is to \_\_\_\_\_.
4. To spin or turn around and around is to \_\_\_\_\_.
5. To \_\_\_\_\_ means to weave three or more pieces of material or hair together.
6. A \_\_\_\_\_ is a narrow strip of leather.

## A CANDLE IN THE NIGHT

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *A Candle In The Night, Speeding Away*, T.M., pgs. 214-219.

 DIRECTIONS: In each blank write the word that best completes the sentence.

gleam	deed
prove	brave

1. A helpful act is a good \_\_\_\_\_.
2. To shine or send out a light is to \_\_\_\_\_.
3. If a person is without fear or shows courage,  
he is \_\_\_\_\_.
4. To show that a thing is true and right is  
to \_\_\_\_\_ it.
5. Write a sentence using the word brave.

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6. Write a sentence using the word deed.

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## PIONEERS IN SPACE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *Pioneers In Space, Speeding Away*, T.M., pgs. 238-242.

 DIRECTIONS: In each blank write the word that best completes the sentence.

pioneer	rocket	pave
capsule	orbit	ocean
		message

1. A person who goes first or does something first and prepares a way for others is a \_\_\_\_\_.
2. The path of a man-made satellite around the earth is an \_\_\_\_\_.
3. The part of a rocket that goes into orbit is the \_\_\_\_\_.
4. A long tube that can shoot rapidly upward or forward is a \_\_\_\_\_.
5. To \_\_\_\_\_ is to prepare or make easy.
6. A \_\_\_\_\_ is words sent from one person to another.
7. An \_\_\_\_\_ is a great body of salt water covering almost three fourths of the earth.

THE SHIP FROM ZURN

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after *The Ship From Zurn, Speeding Away*, T.M., pgs. 249-253.

 DIRECTIONS: In each blank write the word that best completes the sentence.

payment	invisible	canvas
mission	control	chant
planet	earth	ore

1. One of the heavenly bodies that moves around the sun is a \_\_\_\_\_.
2. The planet on which we live is \_\_\_\_\_.
3. To be sent on some special work is a \_\_\_\_\_.
4. Sand, rock, or dirt containing metal is \_\_\_\_\_.
5. To talk in a sing-song way is to \_\_\_\_\_.
6. A strong cloth some tents are made of is called \_\_\_\_\_.
7. \_\_\_\_\_ is something that is paid.
8. A button or switch that runs a machine is a \_\_\_\_\_.
9. Something that can not be seen is \_\_\_\_\_.

WHO'S IN CHARGE OF LINCOLN

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

M MATERIALS: Worksheet

O PROCEDURE: Make a duplicating master of this sheet. Use after *Who's In Charge Of Lincoln?*, Speeding Away, T.M., pgs. 260-270.

A DIRECTIONS: In each blank write the word that best completes the sentence.

settle	haul	yarn
loot	jam	

1. To press or squeeze tightly is to \_\_\_\_\_.
2. A tale or a story is a \_\_\_\_\_.
3. To move to a new country or place is to \_\_\_\_\_.
4. The amount taken at one time is a \_\_\_\_\_.
5. Something stolen is \_\_\_\_\_.
6. Write a sentence using the word jam.

---

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7. Write a sentence using the word haul.

---

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## HOMONYMS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

**M** MATERIALS: Worksheet

**D** PROCEDURE: Make a duplicating master of this sheet.

**A** DIRECTIONS: In the sentences below, fill in each blank with the correct homonym.

1. Mary had on a \_\_\_\_\_ dress.                      knew  
new
2. He could \_\_\_\_\_ someone walking.                      hear  
here
3. The princess \_\_\_\_\_ in a golden coach.                      rode  
road
4. The knight could \_\_\_\_\_ them coming.                      see  
sea
5. What can you \_\_\_\_\_ for a penny?                      by  
buy
6. Mat did not \_\_\_\_\_ the story.                      know  
no
7. We will \_\_\_\_\_ after school.                      meat  
meet
8. The teacher placed the books \_\_\_\_\_  
the table.                      own  
on
9. George wanted to eat more than one \_\_\_\_\_.                      pear  
pair
10. Please return \_\_\_\_\_ lawnmower as  
soon as you finish.                      hour  
our
11. Who \_\_\_\_\_ the baseball game?                      one  
won
12. The wind \_\_\_\_\_ the kite out of sight.                      blew  
blue

## HOMONYMS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

**M** MATERIALS: Worksheet

**V** PROCEDURE: Make a duplicating master of this sheet.

**A** DIRECTIONS: In the sentences below, fill in each blank with the correct homonym.

1. The \_\_\_\_\_ was dusty and dark.      rode  
road
2. The \_\_\_\_\_ was burning brightly.      would  
wood
3. He will \_\_\_\_\_ his boat in the bathtub.      sail  
sale
4. The sky is very \_\_\_\_\_ today.      blue  
blew
5. Please give me \_\_\_\_\_ pieces of paper.      to  
two
6. The bus made a \_\_\_\_\_ turn at the corner.      write  
right
7. Hope \_\_\_\_\_ where the puppy was hiding.      new  
knew
8. Bruce put a \_\_\_\_\_ in the rope.      knot  
not
9. The workmen had to replace the window  
\_\_\_\_\_      pane  
pain
10. Barbara could not \_\_\_\_\_ the pain.      bare  
bear
11. He was standing \_\_\_\_\_ the window.      by  
buy

## HOMONYMS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III



MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet.



DIRECTIONS: Fill in each blank with one of these words.

to            too            two

Saturday morning I went \_\_\_\_\_ the store. My friends wanted \_\_\_\_\_ go \_\_\_\_\_. The three of us like \_\_\_\_\_ run from my house \_\_\_\_\_ the store \_\_\_\_\_ see who can run the fastest. Ellen did not want \_\_\_\_\_ race this time. Dan and I raced \_\_\_\_\_ the store and waited for Ellen to join us.

We all spoke \_\_\_\_\_ Mr. Pool, the manager, and he greeted us with a big smile. We asked him for \_\_\_\_\_ boxes of candy. I wanted \_\_\_\_\_ pay for the boxes of candy, but Dan did \_\_\_\_\_. Mr. Pool told us \_\_\_\_\_ put our money back in our pockets. He gave the \_\_\_\_\_ boxes of candy to Ellen. Before Ellen could thank him, he gave her another box of candy. Mr. Pool wanted \_\_\_\_\_ give us three boxes of candy. We all laughed and left the store with three boxes of candy.

## SYNONYMS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

**M** MATERIALS: Worksheet

**P** PROCEDURE: Make a duplicating master of this sheet.

**D** DIRECTIONS: Draw a line from each word in the first column to a word that means the same in the second column.

- |             |           |
|-------------|-----------|
| 1. high     | tip       |
| 2. funny    | like      |
| 3. common   | help      |
| 4. friend   | finish    |
| 5. end      | amusing   |
| 6. empty    | difficult |
| 7. love     | tall      |
| 8. complete | usual     |
| 9. aid      | pal       |
| 10. hard    | vacant    |

CONTEXT CUES

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

M MATERIALS: Worksheet

PROCEEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Use the clues in the first sentence to help you choose the correct phrase for the second sentence. Place X on the line next to the phrase you think is correct.

1. Once a year, many people will use their money to pay taxes to the Collector of Revenue.

The Collector of Revenue is:

\_\_\_\_\_ one who collects new dimes.

\_\_\_\_\_ one who collects chairs.

\_\_\_\_\_ one who collects taxes.

2. The club treasurer bought our tickets for the circus.

A Treasurer is:

\_\_\_\_\_ someone who paints pictures.

\_\_\_\_\_ someone who makes records.

\_\_\_\_\_ someone who's in charge of money.

3. The Mayor gave Chester the key to the city.

The Mayor is:

\_\_\_\_\_ an army officer.

\_\_\_\_\_ head of a city government.

\_\_\_\_\_ a policeman.

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## CONTEXT CUES

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

**M** MATERIALS: Worksheet

**O** PROCEDURE: Make a duplicating master of this sheet.

**A** DIRECTIONS: Use the clues in the first sentence to help you choose the correct phrase for the second sentence. Place X on the line next to the phrase you think is correct.

1. The mechanic fixed the dent in father's car.

A mechanic is:

\_\_\_\_\_ someone who makes repairs.

\_\_\_\_\_ someone who bakes cakes.

\_\_\_\_\_ someone who sells cards.

2. The beautician washed Cherie's hair.

A beautician is:

\_\_\_\_\_ someone who fixes hair.

\_\_\_\_\_ someone who sews cloth.

\_\_\_\_\_ someone who makes dishes.

3. The photographer asked Joy to sit still and smile.

A photographer is:

\_\_\_\_\_ someone who sells papers.

\_\_\_\_\_ someone who pulls teeth.

\_\_\_\_\_ someone who takes pictures.

## CONTEXT CUES

SKILL: COMPREHENSION STRATEGIES , Semantic Cues

LEVEL: Primary III

M MATERIALS: Worksheet

PROCEEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Use clues in the first sentence to help you choose the correct word for the second sentence. Write the word you choose on the blank line.

1. The yellow dandelions in our yard were the first to bloom.

Dandelions are \_\_\_\_\_

lights          pencils          flowers

2. The magnolia has pink blossoms at the tip of it's branches.

The magnolia is a \_\_\_\_\_

library          tree          toy

3. The feline rubbed her soft furry coat against the leg of the chair.

The feline is a \_\_\_\_\_

elephant          snake          cat

4. The mongoose destroys rats and poisonous snakes without being harmed.

A mongoose is an \_\_\_\_\_

trap          hunter          animal

## BUILDING SENTENCES

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: 2-S

 MATERIALS: Worksheet, scissors, paste

 PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS: Cut out the words at the bottom of the page. Use the words to make good sentences. Paste the sentences in the sentence spaces.

1. \_\_\_\_\_

2. \_\_\_\_\_

boy	in	A	boat	is	the
garden	The	the	girl	in	is

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary I

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS: Read each sentence. If it sounds right, put an X under the happy face. If it sounds wrong put an X under the sad face.

1. Zip at see. \_\_\_\_\_

2. Zip can play. \_\_\_\_\_

3. Bill is are. \_\_\_\_\_

4. Zeke see look. \_\_\_\_\_

5. Mother can look. \_\_\_\_\_

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary I

 MATERIALS: Worksheet, scissors, paste

 PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS: Read the sentences. Cut out the words at the bottom of this sheet. In the space in each sentence paste the correct word.

1. A  is a pet.

2. I can play a .

3. You  in the boat.

4. I  a wagon.

5.  played in the park.

6. Boys  girls play.

---

game

are

We

dog

have

and

# BUILDING SENTENCES

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: 3-OH

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Use after Read and Write (for Rolling Along) page 17.

 DIRECTIONS: Cut out the words at the bottom of the page. Use the words to make good sentences and paste them in the sentence spaces.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

little	One	is	dog	
went	I	the	store	to
big	Find	a	girl	

## WHO OR WHAT?

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: 4-S and up, 3-OH and up

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the questions on chalkboard. Read the directions with the pupils.

 DIRECTIONS: In the questions below, *who* should be used when the missing word refers to a person and *what* should be used when the missing word refers to a thing. In each blank, write *who* or *what* to complete each question.

1. \_\_\_\_\_ is in the  ?
2. \_\_\_\_\_ will help me to find my  ?
3. \_\_\_\_\_ wants a ride in my  ?
4. \_\_\_\_\_ can we get with a  ?
5. \_\_\_\_\_ can read this  ?
6. \_\_\_\_\_ do you see next to the  ?
7. \_\_\_\_\_ will throw the  to Ned?
8. \_\_\_\_\_ will you put into the  ?

## MAKE A SENTENCE

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary I

MATERIALS: Two sets of word cards

 PROCEDURE: Divide the group into two teams. The teams sit or stand in line. Place two sets of word cards in random order on the chalkboard ledge. At the signal, "Go!", the first player on each team rushes up to unscramble the words and make a sentence. At the signal, "Stop!", both players stop. If the sentence is correct, the player's team gets one point. Continue game with next player from each team. The team with the greater number of points wins.

Variation: The game can also be played with phrases.

Follow-up: Have each pupil write five sentences.

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: 5-S and up, 4-OH and up

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or put the sentences on the chalkboard.

 DIRECTIONS: Read the sentences below. In the blank in each sentence write *like* or *likes*. Use *like* after I, you, we, or they. Use *likes* after he, she, or it.

1. I \_\_\_\_\_ to play football.
2. She \_\_\_\_\_ her new roller skates.
3. Do you \_\_\_\_\_ to go swimming?
4. I have a puppy. It \_\_\_\_\_ to eat from my hand.
5. He \_\_\_\_\_ cookies and milk for a snack.
6. We \_\_\_\_\_ our records and books.
7. They \_\_\_\_\_ listening to music as they work.

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: 3-S and up, 4-OH and up

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or put the sentences on the chalkboard.

 DIRECTIONS: Read the sentences below. In the blank in each sentence write *worked* or *working*. Use *worked* after has and had. Use *working* after is, was, am, were, and are.

1. We are \_\_\_\_\_ on a new school play.

2. He \_\_\_\_\_ in the yard for an hour.

3. They \_\_\_\_\_ on the decorations for the party.

4. Were they \_\_\_\_\_ in the yard Saturday?

5. We \_\_\_\_\_ together on the play.

6. I am \_\_\_\_\_ on my costume.

7. She has \_\_\_\_\_ on that dress all afternoon.

PLURAL ENDINGS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master or write the words on the chalkboard.

 DIRECTIONS: On the line after each word write the form of the word that means more than one.

1. bunny \_\_\_\_\_
2. city \_\_\_\_\_
3. cooky \_\_\_\_\_
4. knife \_\_\_\_\_
5. mouse \_\_\_\_\_
6. baby \_\_\_\_\_
7. leaf \_\_\_\_\_
8. candy \_\_\_\_\_
9. pony \_\_\_\_\_
10. wolf \_\_\_\_\_

## OWNERSHIP WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master or put the words on the chalkboard.

 DIRECTIONS: From each word in the first column draw a line to its plural form in the second column and then to its plural form for ownership in the third column.

	_PLURAL FORM	PLURAL OWNERSHIP
1. thief	bunnies	calves'
2. girl	girls	girls'
3. bunny	churches	thieves'
4. church	babies	babies'
5. baby	calves	bunnies'
6. calf	flies	berries'
7. fly	theives	flies'
8. berry	berries	churches'

## OWNERSHIP WORDS

SKILL:           COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL:           Primary III

 MATERIALS:   Worksheet or chalkboard

 PROCEDURE:   Make a duplicating master or put the words on the chalkboard.

 DIRECTIONS:   From each word in the first column draw a line to its plural form in the second column and then to its plural form for ownership in the third column.

	PLURAL FORM	PLURAL OWNERSHIP
1. woman	children	rabbits'
2. deer	rabbits	turkeys'
3. rabbit	deer	mice's
4. child	mice	blankets'
5. turkey	blankets	deer's
6. mouse	monkeys	women's
7. blanket	women	children's
8. fox	pancakes	monkeys'
9. pancake	turkeys	pancakes'
10. monkey	foxes	foxes'

PLURAL ENDINGS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III <sup>8</sup>

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master or write the words on the chalkboard.

 DIRECTIONS: On the line after each word write the form of the word that means more than one.

1. telephone \_\_\_\_\_
2. pony \_\_\_\_\_
3. river \_\_\_\_\_
4. dog \_\_\_\_\_
5. knife \_\_\_\_\_
6. kitchen \_\_\_\_\_
7. street \_\_\_\_\_
8. candy \_\_\_\_\_
9. house \_\_\_\_\_
10. child \_\_\_\_\_

PLURAL ENDINGS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master or write the words on the chalkboard.

 DIRECTIONS: On the line after each word write the form of the word that means more than one.

1. man \_\_\_\_\_
2. puppy \_\_\_\_\_
3. shelf \_\_\_\_\_
4. wolf \_\_\_\_\_
5. woman \_\_\_\_\_
6. wife \_\_\_\_\_
7. elf \_\_\_\_\_
8. life \_\_\_\_\_
9. lady \_\_\_\_\_
10. self \_\_\_\_\_

PLURAL ENDINGS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

**M** MATERIALS: Worksheet or chalkboard

**I** PROCEDURE: Make a duplicating master or write the words on the chalkboard.

**A** DIRECTIONS: On the line after each word write the form of the word that means more than one.

1. mouse \_\_\_\_\_
2. bunn \_\_\_\_\_
3. kitchen \_\_\_\_\_
4. monkey \_\_\_\_\_
5. elf \_\_\_\_\_
6. man \_\_\_\_\_
7. tomato \_\_\_\_\_
8. city \_\_\_\_\_
9. wagon \_\_\_\_\_
10. bathtub \_\_\_\_\_

OWNERSHIP WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master or write the words on the chalkboard.

 DIRECTIONS: On the first line after each word write the form of the word which shows ownership by one person or thing ('s). On the second line write the form of the word which shows ownership by more than one person or thing.

1. sheep \_\_\_\_\_
2. child \_\_\_\_\_
3. monkey \_\_\_\_\_
4. mouse \_\_\_\_\_
5. rabbit \_\_\_\_\_
6. kitchen \_\_\_\_\_
7. man \_\_\_\_\_
8. turkey \_\_\_\_\_
9. boat \_\_\_\_\_
10. church \_\_\_\_\_

OWNERSHIP WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or put the words on the chalkboard.

 DIRECTIONS: On the first line after each word write the form of the word which shows ownership by one person or thing. On the second line write the form of the word which shows ownership by more than one person or thing.

1. mother \_\_\_\_\_
2. lady \_\_\_\_\_
3. city \_\_\_\_\_
4. boy \_\_\_\_\_
5. blanket \_\_\_\_\_
6. calf \_\_\_\_\_
7. bunny \_\_\_\_\_
8. deer \_\_\_\_\_
9. magnet \_\_\_\_\_
10. bird \_\_\_\_\_

OWNERSHIP WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master or put the words on the chalkboard.

 DIRECTIONS: On the first line after each word write the form of the word which shows ownership by one person or thing ('s).  
On the second line write the form of the word which shows ownership by more than one person or thing (s').

	OWNERSHIP BY ONE	OWNERSHIP BY MORE THAN ONE
1. boy	_____	_____
2. dog	_____	_____
3. bird	_____	_____
4. farmer	_____	_____
5. girl	_____	_____
6. robot	_____	_____
7. teacher	_____	_____
8. mother	_____	_____

## CHOOSING CORRECT WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

 DIRECTIONS: Read the sentences below. In the blank space in each sentence write the correct form of the word in parenthesis.

1. The girl is wearing her (sister) \_\_\_\_\_  
dress.
2. The robber took the (lady) \_\_\_\_\_ money.
3. Ted brought two (peach) \_\_\_\_\_ to school.
4. (Sally) \_\_\_\_\_ dress was all tattered and torn.
5. The (baby) \_\_\_\_\_ rattle fell on the floor.
6. Here are six (knife) \_\_\_\_\_ and six forks.
7. The (deer) \_\_\_\_\_ antlers were broken.
8. The piano (key) \_\_\_\_\_ were stuck and out of tune.
9. The (leaf) \_\_\_\_\_ were blowing all about.
10. The (mouse) \_\_\_\_\_ tail was caught in the trap.

## CONTRACTIONS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: Match each contraction with the group of words it stands for by writing the number of the contraction on the line.

- |            |                 |
|------------|-----------------|
| 1. he's    | _____ she is    |
| 2. they're | _____ he will   |
| 3. she's   | _____ it is     |
| 4. we're   | _____ we would  |
| 5. it's    | _____ they are  |
| 6. you're  | _____ we are    |
| 7. he'll   | _____ she would |
| 8. we'd    | _____ he is     |
| 9. you'll  | _____ you are   |
| 10. she'd  | _____ you will  |



## CONTRACTIONS

SKILL. COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: In each blank write the word which best completes the sentence.

1. Timothy \_\_\_\_\_ find his way home.      isn't  
can't
2. Harold \_\_\_\_\_ seen Keith.      hasn't  
haven't
3. Anita and Dolly \_\_\_\_\_ eating.      aren't  
isn't
4. David and Raymond \_\_\_\_\_ at home.      weren't  
wasn't
5. Ferris \_\_\_\_\_ at school.      weren't  
wasn't
6. Donald \_\_\_\_\_ winning the race.      hadn't  
isn't
7. Mrs. Turner \_\_\_\_\_ find the chalk.      doesn't  
didn't
8. Paul \_\_\_\_\_ stand too near the fire.      shouldn't  
hasn't
9. Mark was unhappy because he \_\_\_\_\_  
find his homework.      isn't  
couldn't
10. Ruth \_\_\_\_\_ like to be alone.      don't  
doesn't

## CONTRACTIONS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: Match each contraction with the group of words it stands for by writing the number of the contraction on the line.

- |            |                 |
|------------|-----------------|
| 1. I'd     | _____ they will |
| 2. let's   | _____ I would   |
| 3. they'll | _____ that is   |
| 4. I'm     | _____ you have  |
| 5. I'll    | _____ was not   |
| 6. wasn't  | _____ had not   |
| 7. haven't | _____ I am      |
| 8. you've  | _____ I will    |
| 9. that's  | _____ have not  |
| 10. hadn't | _____ let us    |

## CONTRACTIONS

SKILL: COMPREHENSION STRATEGIES , Syntactic Cues  
LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: Match each contraction with the group of words it stands for by writing the number of the contraction on the line.

- |              |                  |
|--------------|------------------|
| 1. can't     | _____ should not |
| 2. didn't    | _____ will not   |
| 3. couldn't  | _____ can not    |
| 4. shouldn't | _____ would not  |
| 5. wouldn't  | _____ did not    |
| 6. won't     | _____ could not  |
| 7. don't     | _____ does not   |
| 8. doesn't   | _____ do not     |
| 9. aren't    | _____ were not   |
| 10. weren't  | _____ are not    |

SUFFIXES -ER and -EST

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues  
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: Read the words below. In each word change the *y* to *i* before adding *-er* and *-est*.

1 Happy \_\_\_\_\_

2. Noisy \_\_\_\_\_

3. Pretty \_\_\_\_\_

4. Angry \_\_\_\_\_

5. Merry \_\_\_\_\_

6. Heavy \_\_\_\_\_

7. Hungry \_\_\_\_\_

8. Lazy \_\_\_\_\_

9. Fluffy \_\_\_\_\_

10. Lucky \_\_\_\_\_

## THE SUFFIX -LY

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues  
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: Read the words below. In each word change the *y* to *i* and add *-ly*.

1. Happy    Happi + ly    =    Happily

2. Noisy    \_\_\_\_\_    =    \_\_\_\_\_

3. Pretty    \_\_\_\_\_    =    \_\_\_\_\_

4. Angry    \_\_\_\_\_    =    \_\_\_\_\_

5. Merry    \_\_\_\_\_    =    \_\_\_\_\_

6. Heavy    \_\_\_\_\_    =    \_\_\_\_\_

7. Hungry    \_\_\_\_\_    =    \_\_\_\_\_

8. Lazy    \_\_\_\_\_    =    \_\_\_\_\_

9. Fluffy    \_\_\_\_\_    =    \_\_\_\_\_

10. Lucky    \_\_\_\_\_    =    \_\_\_\_\_

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THE SUFFIXES -ES

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues  
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: Read the words below. In each word change the y to i and add -es.

- |            |                   |   |                |
|------------|-------------------|---|----------------|
| 1. Hurry   | <u>Hurri + es</u> | = | <u>Hurries</u> |
| 2. Carry   | _____             | = | _____          |
| 3. Sky     | _____             | = | _____          |
| 4. Marry   | _____             | = | _____          |
| 5. Family  | _____             | = | _____          |
| 6. Party   | _____             | = | _____          |
| 7. Baby    | _____             | = | _____          |
| 8. Country | _____             | = | _____          |
| 9. Fly     | _____             | = | _____          |
| 10. Try    | _____             | = | _____          |

THE PREFIX UN-

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues  
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: On the line after each sentence write 1 when *un-* means *not*.  
Write 2 when *un-* means *do the opposite of*.

1. Gwen's telephone bill is still unpaid. \_\_\_\_\_
2. Joe was unhappy. \_\_\_\_\_
3. The poem is by an unknown author. \_\_\_\_\_
4. The egg is unbroken. \_\_\_\_\_
5. Her story was untrue. \_\_\_\_\_
6. It's time to undress for your bath. \_\_\_\_\_
7. She tried to unchain the door. \_\_\_\_\_
8. Valerie couldn't unbutton her coat. \_\_\_\_\_
9. Donald untied his shoelaces. \_\_\_\_\_
10. The letter was unsigned. \_\_\_\_\_

## THE PREFIX UN-

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues  
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: On the line after each word write 1 when *un-* means *not*.  
Write 2 when *un-* means *do the opposite of*.

1. uneaten \_\_\_\_\_
2. unhatched \_\_\_\_\_
3. uneven \_\_\_\_\_
4. unbutton \_\_\_\_\_
5. unwelcome \_\_\_\_\_
6. unchain \_\_\_\_\_
7. unlock \_\_\_\_\_
8. unknown \_\_\_\_\_
9. unpaid \_\_\_\_\_
10. unwrap \_\_\_\_\_

THE PREFIX UN-

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues  
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: Read the words below and decide which words *un-* could be added to. Write the prefix *un-* on the line before the words you choose.

- |                  |                   |
|------------------|-------------------|
| 1. _____ tied    | 11. _____ sound   |
| 2. _____ machine | 12. _____ money   |
| 3. _____ dressed | 13. _____ worked  |
| 4. _____ signed  | 14. _____ wearing |
| 5. _____ stone   | 15. _____ beach   |
| 6. _____ hatched | 16. _____ help    |
| 7. _____ happy   | 17. _____ welcome |
| 8. _____ fold    | 18. _____ fasten  |
| 9. _____ even    | 19. _____ hurt    |
| 10. _____ tidy   | 20. _____ told    |

## THE PREFIX UN-

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues  
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: On the line after each word write 1 when *un-* means *not*.  
Write 2 when *un-* means *do the opposite of*.

1. unhappy \_\_\_\_\_
2. undressed \_\_\_\_\_
3. unbroken \_\_\_\_\_
4. unfasten \_\_\_\_\_
5. unliked \_\_\_\_\_
6. unfold \_\_\_\_\_
7. untied \_\_\_\_\_
8. unsigned \_\_\_\_\_
9. unfriendly \_\_\_\_\_
10. untrue \_\_\_\_\_

## THE PREFIX RE-

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: Read the sentences below. Complete each sentence with the correct root word and the prefix *re-*.

1. When you make a mistake in your typing, you may have to \_\_\_\_\_ it.
2. When you forget what you have learned, you have to \_\_\_\_\_ it.
3. Brenda did not fold her paper correctly, so she will have to \_\_\_\_\_ it.
4. When the lines came off the chalkboard, the board had to be \_\_\_\_\_.
5. Carl cut the paper wrong and had to \_\_\_\_\_ it.
6. When the wire in the lamp broke, the lamp had to be \_\_\_\_\_.
7. Amy spoiled her painting and had to \_\_\_\_\_ it.

THE PREFIX RE-

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues  
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: Read the sentences below. On the line after each sentence write 1 when *re-* means *again*. Write 2 when *re-* means *back*.

1. Sally will have to recopy her work. \_\_\_\_\_
2. I will repay you tomorrow. \_\_\_\_\_
3. Please replace the chairs. \_\_\_\_\_
4. Lila wanted to reopen the door. \_\_\_\_\_
5. Walter wanted to renew the friendship. \_\_\_\_\_
6. Did you recount the pennies? \_\_\_\_\_
7. The rabbit finally reappeared. \_\_\_\_\_
8. When did Nancy return from the store? \_\_\_\_\_
9. Juanita wanted to rename the story. \_\_\_\_\_
10. We will refund the money tonight. \_\_\_\_\_

## NAMING WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues  
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: In each sentence below, a naming word is underlined. On the line at the end of each sentence write 1 if the underlined word is used to name a person. Write 2 if it names a place. Write 3 if it names a thing.

1. The telephone is ringing. \_\_\_\_\_
2. Mother was cooking dinner. \_\_\_\_\_
3. Father came home early. \_\_\_\_\_
4. Lynn watered the plants today. \_\_\_\_\_
5. The car had a flat tire. \_\_\_\_\_
6. Earl will collect the papers. \_\_\_\_\_
7. Chip will go to church on Sunday. \_\_\_\_\_
8. Marie went to bed early. \_\_\_\_\_
9. The bicycle was in the driveway. \_\_\_\_\_
10. Books covered the table. \_\_\_\_\_
11. We went to Forest Park to see the animals. \_\_\_\_\_
12. His clothes were torn by the thorns. \_\_\_\_\_
13. Have you ever been to Yellowstone National Park? \_\_\_\_\_
14. The benches in the park were painted bright colors. \_\_\_\_\_

## THE PREFIX RE-

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues  
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: Read the sentences below. On the line after each sentence write 1 when *re-* means *again*. Write 2 when *re-* means *back*.

1. Cherie will have to re wax the table. \_\_\_\_\_
2. The fire went out so Bob had to relight it. \_\_\_\_\_
3. Edna forgot the poem and had to relearn it. \_\_\_\_\_
4. Krystal had to refill the pail after Tippy tipped it  
over. \_\_\_\_\_
5. Ann recovered her lost mittens. \_\_\_\_\_
6. The window reflected his image. \_\_\_\_\_
7. Please return my pencil tomorrow. \_\_\_\_\_
8. Mrs. Mayberry let us reuse the box. \_\_\_\_\_
9. Jackie had to rewrite her paper. \_\_\_\_\_

DESCRIBING WORDS

SKILL: COMPREHENSION STRATEGIES , Syntactic Cues  
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: In each sentence below a describing word is underlined. On the line at the end of each sentence write 1 if the underlined word tells how the action takes place. Write 2 if it tells when the action takes place. Write 3 if it tells where the action takes place.

1. The little girl looked beautiful. \_\_\_\_\_
2. He will mow the lawn Saturday. \_\_\_\_\_
3. The flowers smell sweet. \_\_\_\_\_
4. The teacher took us to the library. \_\_\_\_\_
5. The bird was in the cage. \_\_\_\_\_
6. She closed the door quickly. \_\_\_\_\_
7. Hope was absent this morning. \_\_\_\_\_
8. We had our party yesterday. \_\_\_\_\_
9. The rain did not stop until later that evening. \_\_\_\_\_
10. Mother parked the car in the driveway. \_\_\_\_\_
11. John was released from the hospital at ten o' clock. \_\_\_\_\_
12. We have a family reunion every Christmas. \_\_\_\_\_

## ACTION WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet.

 DIRECTIONS: Each sentence below has an action word missing. Read the sentences. In each blank write an action word that makes sense in that sentence.

1. Nancy \_\_\_\_\_ all of the cookies.
2. Dolly \_\_\_\_\_ her new dress.
3. George \_\_\_\_\_ his dog for a walk.
4. The rabbit \_\_\_\_\_ across the grass.
5. Pippy \_\_\_\_\_ her horse to school.
6. The wind \_\_\_\_\_ the door open.
7. Father let me \_\_\_\_\_ the new car.
8. I like to \_\_\_\_\_ my kite high in the sky.
9. Albert \_\_\_\_\_ to a birthday party.
10. John \_\_\_\_\_ his dog to the hospital.
11. Ann remembered to \_\_\_\_\_ the door.
12. Timothy \_\_\_\_\_ his pencils and books.
13. Thelma \_\_\_\_\_ her new umbrella.
14. Jackie \_\_\_\_\_ to see what had happened.

- WORD FORMS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

 DIRECTIONS: In each blanks below, write the word that best completes each sentence.

splash                      splashed                      splashing

1. Larry jumped into the pool with a big \_\_\_\_\_.  
He \_\_\_\_\_ water into everyone's face. Everyone  
began \_\_\_\_\_ water on him.

\*\*\*\*\*

skate              skates              skating              skated

2. Thelma got new \_\_\_\_\_ for her birthday. She went  
looking for someone to \_\_\_\_\_ with her. She  
\_\_\_\_\_ around the block and saw Louise  
\_\_\_\_\_ toward her.

\*\*\*\*\*

dance              danced              dancers              dancing

3. Edna and John were going \_\_\_\_\_. They were  
very good \_\_\_\_\_ and usually \_\_\_\_\_  
every \_\_\_\_\_.

WORD FORMS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III



MATERIALS: Worksheet or chalkboard



PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.



DIRECTIONS: In each blanks below, write the word that best completes each sentence.

hatch      hatched      hatches      hatching

1. How long will it take for the egg to \_\_\_\_\_?

Will it be \_\_\_\_\_ before I go home. If this

egg \_\_\_\_\_, more will be \_\_\_\_\_

next time.

\*\*\*\*\*

learn      learned      learner      learning

2. We are \_\_\_\_\_ a new poem. It is almost like

the one we \_\_\_\_\_ last week. This one will be

easy to \_\_\_\_\_.

\*\*\*\*\*

whisper                  whispered                  whispering

3. Let's play "gossip!" I'll \_\_\_\_\_ something into

your ear and each person will pass the message to the

next person by \_\_\_\_\_.

The last person will tell what was \_\_\_\_\_ into her ear.

## DESCRIBING WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues  
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

**M** MATERIALS: Worksheet or chalkboard

**V** PROCEDURE: Make a duplicating master of this sheet or put the sentences on the chalkboard.

**A** DIRECTIONS: Read the sentences below. On the line after each sentence write 1 if the underlined describing word tells *what kind*. Write 2 if the describing word tells *how many*. Write 3 if the describing word tells *which one*.

1. Nina lives in | a brick house. \_\_\_\_\_
2. Norma has read six books. \_\_\_\_\_
3. Father planted a pine tree. \_\_\_\_\_
4. That man has a cold. \_\_\_\_\_
5. St. Louis is a big city. \_\_\_\_\_
6. Mother baked three cakes today. \_\_\_\_\_
7. Glenn ate the chocolate candy. \_\_\_\_\_

WORD FORMS

SKILL: COMPREHENSION STRATEGIES , Syntactic Cues

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

 DIRECTIONS: In each blanks below , write the word that best completes each sentence .

walk          walked          walker          walking

1. Andy was a dog \_\_\_\_\_ . He enjoyed his job because he liked to \_\_\_\_\_ . One day he \_\_\_\_\_ all day. Andy enjoyed \_\_\_\_\_ the dogs.

\*\*\*\*\*

talk          talked          talker          talking

2. My sister Glenda is the biggest \_\_\_\_\_ in our house. She will even \_\_\_\_\_ to the flowers and trees. One day Glenda \_\_\_\_\_ on the telephone for two hours. She was \_\_\_\_\_ to her friend Jackie.

\*\*\*\*\*

invent          inventor          inventions          invented

3. Thomas Jefferson was a good \_\_\_\_\_ . He \_\_\_\_\_ many useful things. One of his \_\_\_\_\_ was the dumbwaiter. I believe he could \_\_\_\_\_ anything.

## CHOOSING CORRECT WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

 DIRECTIONS: Read the sentences below. In the blank in each sentence write a describing word that makes sense in the sentence.

1. Stacey was wearing a \_\_\_\_\_ coat.
2. Robert is such a \_\_\_\_\_ boy.
3. Marcie broke \_\_\_\_\_ glasses.
4. Kevin went to the \_\_\_\_\_ store.
5. Father likes to eat \_\_\_\_\_ cake.
6. The \_\_\_\_\_ ice cream was soon eaten.
7. Harold found his \_\_\_\_\_ gloves.
8. Gerry likes to eat \_\_\_\_\_ eggs everyday.
9. The \_\_\_\_\_ ride was too short.
10. Michael wanted to buy a \_\_\_\_\_ jacket.

THE BUS RIDE

SKILL: COMPREHENSION SKILLS , Literal Comprehension

LEVEL: 2-S

 MATERIALS: Worksheet

 PROCEDURE. Make a duplicating master of this sheet and read the directions with the pupils.

 DIRECTIONS: Put an X in the box if the sentence tells about something that happened in the story.

- 1. A boy got on the bus.
- 2. A girl got on the bus.
- 3. The balloon got on the bus.
- 4. A fish got on the bus.
- 5. The bee got off the bus.
- 6. A horse got off the bus.
- 7. A mangot off the bus.
- 8. A sandwich got off the bus.

## THE BUS RIDE

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-S

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet and read the directions with the pupils.

 DIRECTIONS: On the line after each sentence write *yes* if the sentence tells something that happened in the story. Write *no* if the sentence tells something that did not happen in the story.

1. A girl got on the bus. \_\_\_\_\_

2. A ball got on the bus. \_\_\_\_\_

3. A fox got on the bus. \_\_\_\_\_

4. The bus went fast. \_\_\_\_\_

5. The raccoon got on the bus. \_\_\_\_\_

6. A raccoon got off the bus. \_\_\_\_\_

7. A bee got off the bus. \_\_\_\_\_

## MAKE YOUR OWN TAKE HOME BOOKS

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2S

MATERIALS: Level 2 Studybook, manila paper, paste, scissors

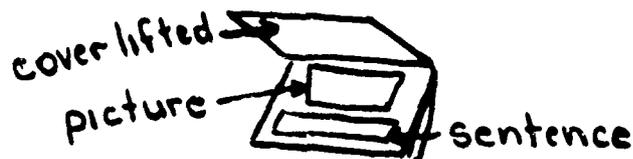


PROCEDURE: After completing pages 26-31 in the Level 2 Studybook, tear out pages 26 and 27 ("A Balloon Ride") from each pupil's book. Distribute these pages along with scissors, paste, and six pieces of 9" x 6" manila paper (which you have folded in half and stapled at the top  ). Demonstrate each of the following steps and work along with the children.

Have the children:

Cut the blue title "A Balloon Ride" and paste it on the front of the book (made with the manila paper) .

Lift up the front cover (on which the title has been pasted) and paste the first picture from page 26 on the next sheet in your book (lower page) .



Then cut the first sentence, *A hippopotamus got a green basket* , and paste it under the corresponding picture .

Continue until all the pictures and sentences have been matched and pasted. Cut the questions and answers and paste them on pages too .

Try it! The children will like them!

Extension: Make books for:

The Animals Picnic (Pgs. 50-51) after completing page 53 with the children .

Toby and His Turtle (Pgs. 58-59) after completing page 61 with the children .

The Monkey and His Jeep (Pgs. 76-77) after completing page 80 with the children .

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary I (2-S)

M MATERIALS: Worksheet

D PROCEDURE: Make a duplicating master of this sheet and use it as a follow-up after introducing the sounds *b* and *g*.

A DIRECTIONS. Read and draw the picture.

A girl is looking at a bird.

The box is in the garden.

## HEAD TO FEET

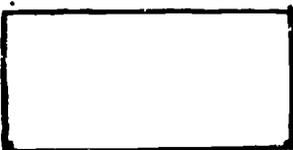
SKILL: COMPREHENSION Skills, Literal Comprehension

LEVEL: 2-S

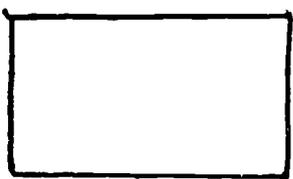
 MATERIALS: Worksheet

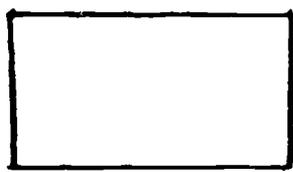
 PROCEDURE: Use after Level 2-S, T.M., pages 102-106. Make a duplicating master and read directions with the pupils.

 DIRECTIONS: Cut out pictures at the bottom of this sheet. Paste in each box the picture that best completes that sentence.

1. A  has four legs.

2. A  has one head  
and one foot.

3. A  has one face.

4. A  has two arms.



## HEAD TO FEET

SKILL: COMPREHENSION Skills, Literal Comprehension

LEVEL: 2-S



MATERIALS: Worksheet



PROCEDURE: Use after Level 2-S, T.M., pages 102-106. Make a duplicating master and read directions with the pupils.



DIRECTIONS: On the line after each sentence write *yes* for true and *no* for false.

1. A boy has two feet. \_\_\_\_\_
2. A girl has four hands. \_\_\_\_\_
3. A bed has one foot. \_\_\_\_\_
4. A man has two hands. \_\_\_\_\_
5. A girl has one leg. \_\_\_\_\_
6. A bed has two heads. \_\_\_\_\_
7. A man has one back. \_\_\_\_\_
8. A boy has one face. \_\_\_\_\_

THE LION'S TAIL

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-S

 MATERIALS: Worksheet

 PROCEDURE: Use after Level 2-S, T.M., pages 117-121. Make a duplicating master of this sheet and read the directions with the pupils.

 DIRECTIONS: Put an X in the box before each sentence if it happened in the story.

1. A goat couldn't find his tail. \_\_\_\_\_
2. A mouse looked in front of the lion. \_\_\_\_\_
3. The turtle looked behind the lion. \_\_\_\_\_
4. A monkey gave the lion a tail. \_\_\_\_\_
5. The lion was sad. \_\_\_\_\_
6. The tail was under the lion. \_\_\_\_\_

## THE LION'S TAIL

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-S

 MATERIALS: Worksheet

 PROCEDURE: Use after Level 2-S, T.M., pages 117-121. Make a duplicating master of this sheet and read the directions with the pupils.

 DIRECTIONS: On the line after each sentence write *yes* for true and *no* for false.

1. Did the mouse find the lion's tail? \_\_\_\_\_
2. Did the turtle find the lion's tail? \_\_\_\_\_
3. Did the monkey have a tail? \_\_\_\_\_
4. Did the lion say, "Why are you sad?" \_\_\_\_\_
5. The monkey looked for the tail. \_\_\_\_\_
6. The turtle said, "I can't find my tail." \_\_\_\_\_
7. Mr. Lion got up. \_\_\_\_\_
8. The tail was under the lion. \_\_\_\_\_

RUDY'S NEW RED WAGON

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-S

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master and use after "Rudy's New Red Wagon," Level 2, T.M., pages 185-188.

 DIRECTIONS: Read the sentences and draw the pictures.

Rudy got a new red wagon.

He liked to ride in it.



DIRECTIONS: Read the sentences and draw the pictures.

Rudy liked to go down the hill  
in it.

He put the wagon in his bed.

RUDY'S NEW RED WAGON

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-S

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master and use after "Rudy's New Wagon," Level 2, T.M., pgs. 185-188. Read the directions with the pupils.

 DIRECTIONS: On the line after each sentence write *yes* if the sentence is true and *no* if the sentence is false.

1. Rudy got a new yellow wagon. \_\_\_\_\_
2. Rudy got a new yo-yo. \_\_\_\_\_
3. Rudy put toys in the wagon. \_\_\_\_\_
4. Rudy went fast. \_\_\_\_\_
5. Rudy put the wagon in his bed. \_\_\_\_\_
6. Rudy liked to sleep in the wagon. \_\_\_\_\_

RUDY'S NEW RED WAGON

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-S

 MATERIALS: Worksheet, scissors, paste

 PROCEDURE: Use after "Rudy's New Red Wagon", Level 2, T.M., pgs. 185-188. Read the directions with the pupils.

 DIRECTIONS: Cut out the words at the bottom of the page. In each space paste the word that fits best in that sentence.

1. Rudy has a new red \_\_\_\_\_.
2. \_\_\_\_\_ liked to go fast.
3. He \_\_\_\_\_ to sit in it.
4. He liked to go to the \_\_\_\_\_.
5. He liked \_\_\_\_\_ to go down the hill in it.
6. He put it in his \_\_\_\_\_.
7. \_\_\_\_\_ Rudy couldn't get in the bed.

wagon	He	bed	to
park	Then	liked	

GOLDILOCKS AND THE THREE BEARS

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-0.1

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet and use after Ready to Roll, T.M., pages 19-35.

 DIRECTIONS: Check the word that best completes the sentence.

1. Father is a \_\_\_\_\_ bear.

little   
big   
two

2. Goldilocks went to \_\_\_\_\_.

go   
sleep   
is

3. The bears went for a \_\_\_\_\_.

walk   
the   
up

4. Goldilocks \_\_\_\_\_ a little house.

is   
the   
saw

5. Goldilocks ate the \_\_\_\_\_.

porridge   
bed   
chair

DRAW THE PICTURE

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-OH

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet and read the directions aloud with the children.

 DIRECTIONS: Read the sentence in each box. Draw a picture that goes with the sentence.

Goldilocks saw a little house.	Goldilocks broke the chair.
Goldilocks went to sleep.	The three bears came home.

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 4-S and up, 3-OH and up

MATERIALS: Chalkboard or chart paper, lined and plain paper, crayons



PROCEDURE: The following seatwork/art work project will reinforce the use of the words, first, next and last and provide practice in sequencing. Put the directions on the chalkboard or chart paper. Instruct children to read, write, and follow the directions. Have paper available for the children to complete the art project.

#### MAKE A FOOT PICTURE

You can make a cowboy, spaceman or witch with your feet.

First, get a piece of paper and a crayon.



Next, put your shoe on the paper and draw around it.

Next, put arms and legs on the foot person.

Last, add hair, clothes and a face to make a person.

Variation: In addition to materials listed above, scissors are used in the following activity.

#### MAKE A SPOOKY HOUSE

First, get a piece of paper, crayons and scissors.

Next, draw an old spooky house.



Next, cut a strip of paper from one side.



Next, draw a ghost on the strip.



Next, cut holes in the bottom and top of the house.



Last, put the ghost in the holes and make him pop up.



FOLLOWING DIRECTIONS

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 4-S and up, 3-OH and up

MATERIALS: Chalkboard or chart



PROCEDURE: Put the following sentences and boxes on the chalkboard or chart paper. Instruct children to write the sentences and follow the directions for filling the boxes. When the boxes are filled, a word will result.

WHAT CAN YOU SPELL?

1. Put y in the last box.
2. Put m in the first box.
3. Put e in the box before y.
4. Put o in the box after m.
5. Put k in the box before e.
6. Put n in the box between o and k.

□	□	□	□	□	□
---	---	---	---	---	---

Write the secret word on this line \_\_\_\_\_

## ENVELOPE PUPPETS

SKILL: COMPREHENSION SKILLS, Literal Comprehension

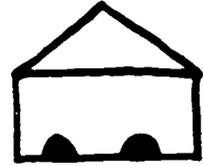
LEVEL: 4-S and up, 3-OH and up

MATERIALS: Chalkboard or chart paper, crayons, envelopes and scissors

 PROCEDURE: This seatwork/art work project will reinforce the use of the words, first, next and last and provide practice in sequencing. Put the directions on the chalkboard or chart paper. Instruct children to read, write and follow the directions. Have paper available for the children to complete the art project.

First, get an envelope, scissors and crayons.

Next, cut two holes on the bottom of the envelope.



Next, draw a head on the flap.

Next, draw a body and color the puppet.



Last, put your fingers in the holes so your puppet can walk.

## MAIN IDEAS

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary 1 and up

MATERIALS: Old and current TV guides

 PROCEDURE: From listings in TV guides, discuss the children's favorite kinds of programs and movies, horror, love, etc. Work with a small group at a time so that each pupil can participate.

Read a description or synopsis from a TV guide and ask students, "Which of you would like this kind of story?"  
"Why do you think John would like this story?"

From the back of a TV guide choose a summary of a movie that some children may have seen. Read the summary aloud and ask if anyone has seen a movie like this. Have pupils who saw the movie tell the others about it. As the children become more familiar with the activity, each summary may be narrowed down to one sentence.

## SILLY SENTENCES

SKILL. COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 4-S and up. 3-OH and up

MATERIALS Chalkboard



PROCEDURE Put the following sentences on the chalkboard.



DIRECTIONS. Copy the questions on your paper. In each blank write *yes* or *no* to answer the questions.

1. Can a cat bark in the dark? \_\_\_\_\_
2. Can an elephant stand on an egg? \_\_\_\_\_
3. Can a pig eat a big pie? \_\_\_\_\_
4. Can you tell a joke to a pot? \_\_\_\_\_
5. Can you open an umbrella under a mule? \_\_\_\_\_

THEN WHAT HAPPENED?

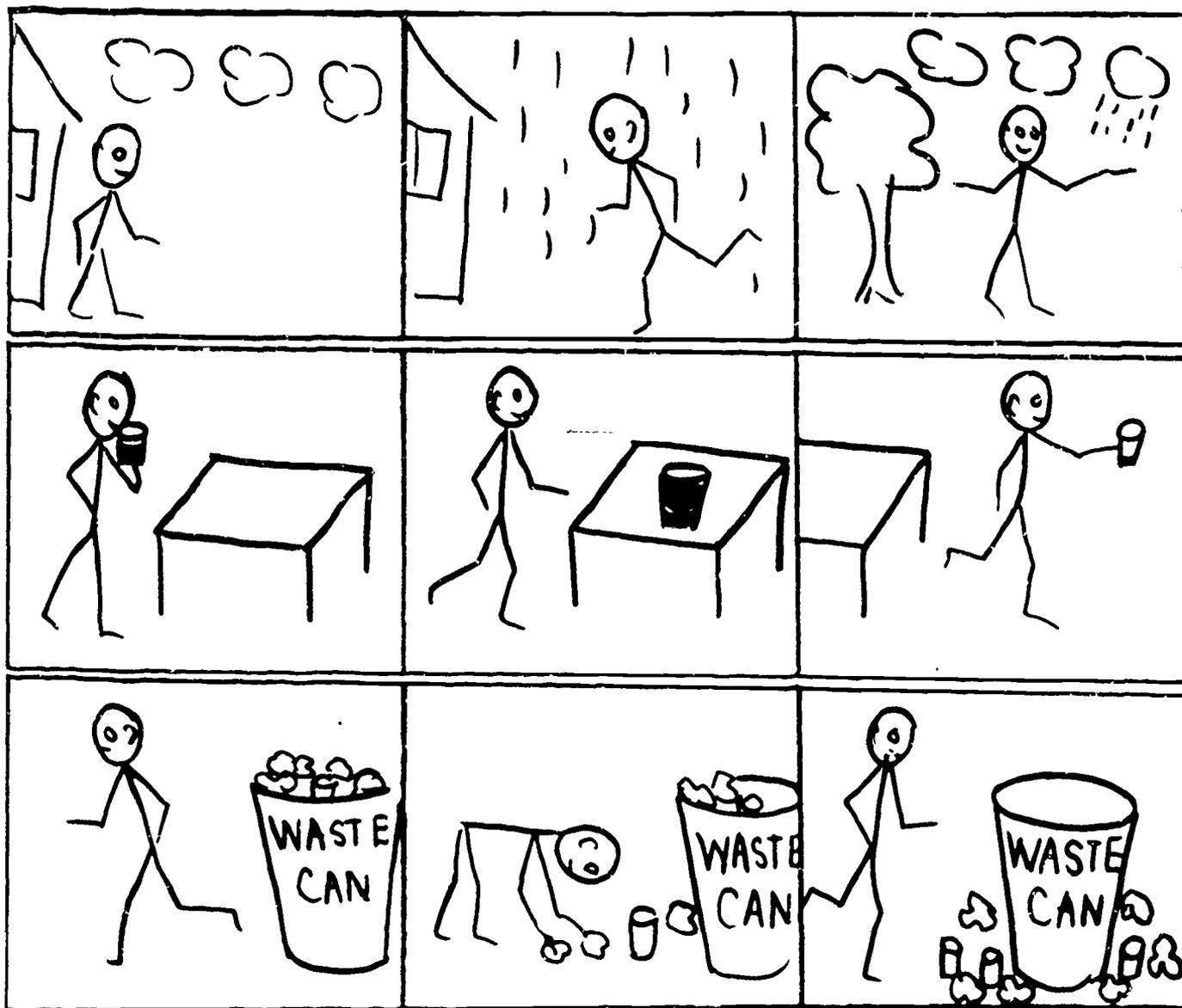
SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary I

 MATERIALS: Worksheet, construction paper, scissors, paste

 PROCEDURE: Make a duplicating master of this sheet and read the directions with the pupils.

 DIRECTIONS: Cut out the pictures on this sheet. Arrange each set of pictures in the correct order. Paste on the construction paper. Tell the story to your teacher or to your partner.



SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary I

**M** MATERIALS: Worksheet

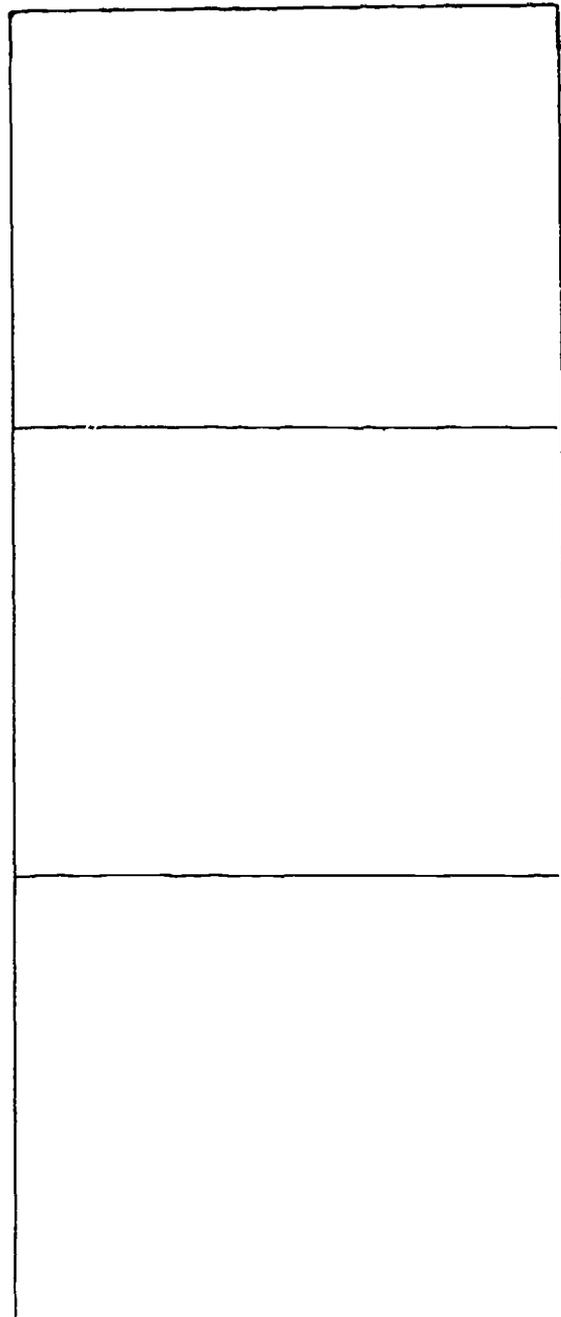
**F** PROCEDURE: Put riddles on a duplicating master, large chart, or chalkboard.

**A** DIRECTIONS: Read each riddle and draw a picture in the box which shows your answer for that riddle.

I am an animal.  
I can bark.  
I am a good pet.  
What am I?

You can eat me.  
I am a fruit.  
I am yellow.  
I am not sweet.  
What am I?

I am a pet.  
I cannot bark.  
But I can fly.  
What am I?



SKILL. COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary I

MATERIALS: Worksheet and 9" x 12" construction paper

PROCEDURE: Make a master and read the directions aloud with the children.

DIRECTIONS: In each box draw a picture to match the sentence in that box.  
Cut boxes on the broken lines and paste on construction paper  
in the proper order to tell the story.

Carl ate breakfast.	Carl is in bed.
Carl put on his clothes.	Carl got up.

SKILL. COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary I

 MATERIALS: Worksheet or chalkboard

 PROCEDURE Make a duplicating master of this sheet or write the sentences on the chalkboard. (If the chalkboard is used, do not have pupils copy sentences).

 DIRECTIONS Read the sentences and draw the pictures in the boxes.

Draw Jill in her new coat. Color the coat blue.

Draw a boy and his ball. Make the ball red.

Draw Tom and his table. Make the table red. Put a green shirt on Tom.

Draw a big red flower. Put it in a pot. Color the pot blue.

SKILL. COMPREHENSION SKILLS, Literal Comprehension

LEVEL. 3-S

 MATERIALS: Worksheet, construction paper, scissors, paste

 PROCEDURE. Make a duplicating master of this sheet and read the directions with the pupils.

 DIRECTIONS: Cut out the sentences in the boxes below. Arrange them in the correct order to tell the story. Paste the sentences on the construction paper. Read the story aloud to your teacher or to your partner.

The boy went to school.

The boy got in line.

He looked in the school yard.

Then he became very happy.

He saw the boys and girls.

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 3-5

 MATERIALS: Worksheet

 PROCEDURE: The focus is on the sounds *a* makes. This type of activity can be done with any vowel sound.

 DIRECTIONS: Read the sentences and draw the pictures.

The boy is on the gate.

The grass is very tall.

A lamp is on the table.

A cat is on the chair.

YES OR NO

SKILL: COMPREHENSION SKILLS, Literal Comprehension  
COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 3-S and above, 3-OH and above

 MATERIALS: Chalkboard or worksheet

 PROCEDURE: Make a duplicating master of this sheet or write the questions on the chalkboard and have pupils copy the questions.

 DIRECTIONS: Write *yes* or *no* on the line after each question.

1. Can you make a park? \_\_\_\_\_
2. A cat can make a cake. \_\_\_\_\_
3. Can a girl ride in a car? \_\_\_\_\_
4. A man has four arms. \_\_\_\_\_
5. Do you play in the yard? \_\_\_\_\_
6. A girl has a face. \_\_\_\_\_
7. Will a boy eat grass? \_\_\_\_\_
8. A cat has a tail. \_\_\_\_\_
9. A cap has a tail. \_\_\_\_\_
10. A wall can walk. \_\_\_\_\_

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 3-5

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this worksheet. Read the directions aloud with the pupils.

 DIRECTIONS: Read the story and give it a title. Write the title on the line above the story. At the bottom of the page, draw a circle around *yes* if the sentence is true and *no* if it is false.

---

Every Monday Gail and Fern helped the teacher. Gail passed papers to everyone. Fern sharpened the pencils.

The girls liked to help the teacher. Mrs. Brown, their teacher, was happy too.

\*\*\*\*\*

The girls helped the teacher everyday.                      Yes                      No

Mrs. Brown liked the help.                      Yes                      No

Three girls helped on Monday.                      Yes                      No

YES OR NO

SKILL: COMPREHENSION SKILLS, Literal Comprehension  
COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 3-S and above

**M** MATERIALS: Worksheet or chalkboard

**V** PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard and have pupils copy the sentences.

**A** DIRECTIONS: On the line after each sentence write *yes* if the sentence is true and *no* if the sentence is false.

1. A girl can eat a cat. \_\_\_\_\_
2. A boy can eat a cake. \_\_\_\_\_
3. A dog can bark in the park. \_\_\_\_\_
4. Girls can play in the park. \_\_\_\_\_
5. All caps are small. \_\_\_\_\_
6. All boys are tall. \_\_\_\_\_
7. A girl can put a ball in a bag. \_\_\_\_\_
8. A boy can put a ball in a sack. \_\_\_\_\_
9. A man can walk and talk. \_\_\_\_\_
10. A car walk fast. \_\_\_\_\_

## THE POT OF GOLD

SKILL: COMPREHENSION SKILLS, Literal Comprehension

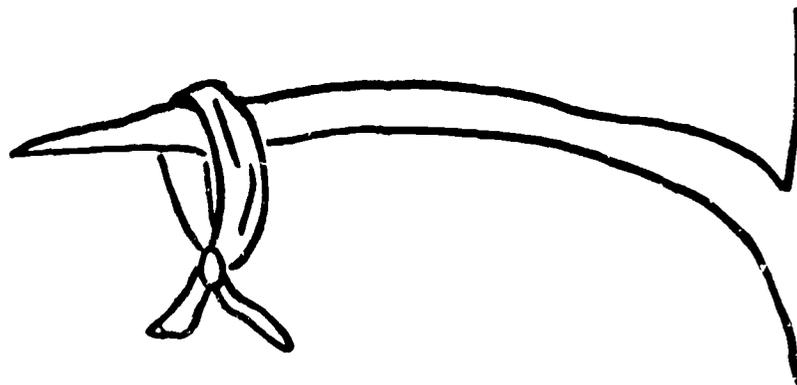
LEVEL: 3-S

**M** MATERIALS: Worksheet

**V** PROCEDURE: Use after "The Pot of Gold", Level 3, T.M., pages 117-121.  
Read the directions with the pupils.

**A** DIRECTIONS: Read each sentence. Circle *yes* if the sentence is true.  
Circle *no* if the sentence is false.

1. Grumble wanted gold.----- Yes No
2. Grumble found the gold.----- Yes No
3. Grumble was mean.----- Yes No
4. The elf got the shovel.----- Yes No
5. Grumble put one scarf on one tree.-- Yes No
6. The elf put one scarf on one tree.---- Yes No
7. The elf made a promise.----- Yes No
8. The elf kept his promise.----- Yes No
9. Grumble got what he wanted.----- Yes No
10. Grumble was happy.----- Yes No



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## THE POT OF GOLD

SKILL: COMPREHENSION SKILLS, Literal Comprehension  
COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: 3-S

M MATERIALS: Worksheet

V PROCEDURE: Use after "The Pot of Gold," Level 3, T.M., pages 117-121.  
Read the directions with the pupils.

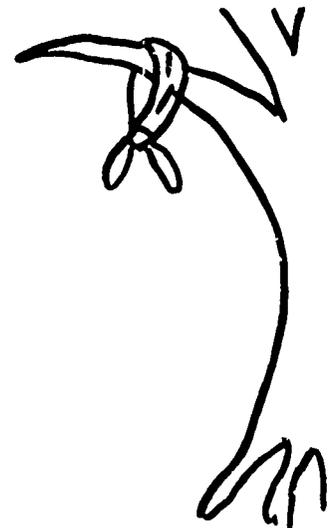
A DIRECTIONS: Draw a line to match each sentence beginning with the  
correct sentence ending.

- |                             |                    |
|-----------------------------|--------------------|
| 1. "All elves have gold,"   | get the gold.      |
| 2. Grumble wanted gold from | the elf.           |
| 3. Grumble was              | said Grumble.      |
| 4. Grumble did not          | played a trick.    |
| 5. The elf                  | a mean man.        |
| 6. Grumble tied one red     | scarf on one tree. |



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SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary I

 MATERIALS: Worksheet and construction paper

 PROCEDURE: Make a duplicating master and read the directions aloud with the children.

 DIRECTIONS: Read these sentences. Cut on the broken lines. Arrange the strips in the correct order and paste them on the construction paper. Then draw a picture to show something that happened in the story.

See Zip play.

Zip is in the house.

Zip came out.

Zip is on the steps.

## WHAT HAPPENED NEXT?

SKILL: COMPREHENSION STRATEGIES, Literal Comprehension

LEVEL: 4-OH

M MATERIALS: Worksheet

V PROCEDURE: Use this exercise as a follow-up activity after reading "Pogo Leaves the Circus," More Power, T.M., pgs. 24-33.

A DIRECTIONS: These are some sentences about things that happened in the story. Number them according to the order in which they happened in the story.

\_\_\_\_\_ Pogo wanted to buy Mable.

\_\_\_\_\_ Pogo's friends bought Mable for Pogo.

\_\_\_\_\_ Pogo got too old and had to leave the circus.

\_\_\_\_\_ Pogo went to Mable's tent to say good-bye.

\_\_\_\_\_ Pogo was a circus clown and would ride Mable everyday.

\_\_\_\_\_ Pogo asked Mr. James if he could buy Mable.

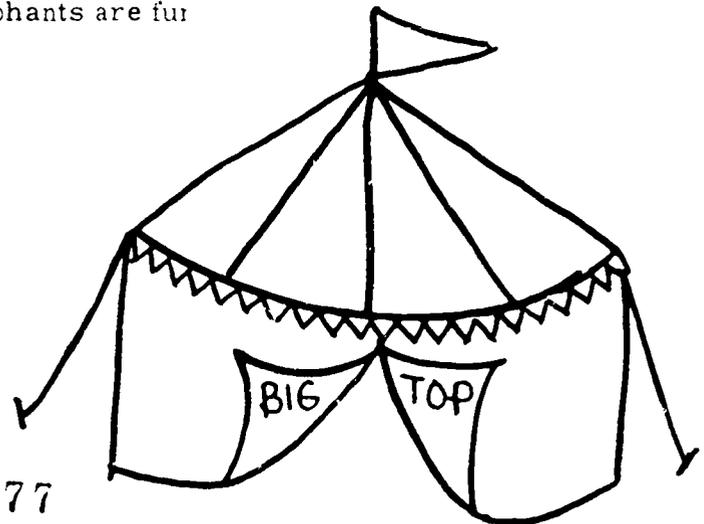
Check one of the sentences that best tells what this story is about.

\_\_\_\_\_ We have fun at the circus.

\_\_\_\_\_ Pogo loved Mable so much he wanted to buy her.

\_\_\_\_\_ Circus elephants are fun

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WHAT HAPPENED NEXT?

SKILL            COMPREHENSION SKILLS, Literal Comprehension

LEVEL            4-OH

 MATERIALS.    Worksheet

 PROCEDURE.    Use this exercise as a follow-up activity after reading "Pogo Leaves the Circus", More Power, T.M. pgs. 24-33.

 DIRECTIONS    These are some sentences about things that happened in the story. Number them according to the order in which they happened in the story.

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\_\_\_\_\_ Pogo's friends bought Mable for Pogo.

\_\_\_\_\_ Pogo got too old and had to leave the circus.

\_\_\_\_\_ Pogo went to Mable's tent to say good-bye.

\_\_\_\_\_ Pogo was a circus clown and would ride Mable everyday.

\_\_\_\_\_ Pogo asked Mr. James if he could buy Mable.

 DIRECTIONS.    Check one of the sentence that best tells what this story is about.

\_\_\_\_\_ We have fun at the circus.

\_\_\_\_\_ Pogo loved Mable so much he wanted to buy her.

\_\_\_\_\_ Circus elephants are fun.

SKILL            COMPREHENSION SKILLS, Literal Comprehension

LEVEL            4-0H



MATERIALS      Worksheet



PROCEDURE:    Use this worksheet after "Look! Eddie Can Read,"  
More Power, T.M., pages 43-54.



DIRECTIONS:    Number the sentences below according to the order the  
events happened in the story.

\_\_\_\_\_ Eddie could read the word.

\_\_\_\_\_ Eddie's family went to visit Grandmother.

\_\_\_\_\_ The policeman told Dad to stop.

\_\_\_\_\_ Eddie asked mother and father about some words.



DIRECTIONS    Write the names of four people in the story.

\_\_\_\_\_



DIRECTIONS.    Read the sentences below and write in words to complete  
the sentences.

1. Eddie asked his \_\_\_\_\_ about the word "restaurant."
2. The second building had a sign that said \_\_\_\_\_.
3. The policeman told Dad to \_\_\_\_\_.
4. Eddie could read the word \_\_\_\_\_ all by himself.



SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 4-0H

 MATERIALS: Worksheet

 PROCEDURE: Use this worksheet after "Zoie the Zebra", More Power, T.M., pages 255-264.

 DIRECTIONS: Number these sentences according to the order the events happened in the story.

\_\_\_\_\_ The animals painted themselves.

\_\_\_\_\_ All of the animals teased Zoie.

\_\_\_\_\_ They all started off for the zoo.

\_\_\_\_\_ The man said that he liked Zoie best.

 DIRECTIONS: Check the one sentence that best tells what the story is about.

\_\_\_\_\_ You look prettier with spots and stripes.

\_\_\_\_\_ It's best to be yourself.

\_\_\_\_\_ It's fun to tease other animals.



SKILL. COMPREHENSION SKILLS, Literal Comprehension

LEVEL 5-OH

 MATERIALS: Worksheet, Moving Ahead, (pupil book)

 PROCEDURE Use this worksheet after "Wanted - One Mouse", in Moving Ahead, T.M. , p. 26-37.

 DIRECTIONS Use your books to help you answer these questions about when things happened.

1. Mrs. Long was coming to visit the house on \_\_\_\_\_.
2. The boy was going to bring the mouse \_\_\_\_\_ school on Tuesday.
3. Benjy got home from school \_\_\_\_\_ on Tuesday.
4. \_\_\_\_\_ Benjy went to find Gray.
5. \_\_\_\_\_ he called Whiskers in from the yard.
6. The \_\_\_\_\_ day he put an ad in the paper.

 DIRECTIONS. Number these sentences according to the order in which the events happened in the story.

\_\_\_\_\_ Benjy found a home for Whiskers.

\_\_\_\_\_ Benjy put an ad in the paper.

\_\_\_\_\_ Benjy bought Gray.

\_\_\_\_\_ Mrs. Long became afraid when she saw the mouse.

SKILL            COMPREHENSION SKILLS, Literal Comprehension  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL            5-OH

 MATERIALS    Worksheet

 PROCEDURE    Use this worksheet after "Mr. Dawson Has Cold Feet,"  
Moving Ahead, T.M., pp. 45-56.

 DIRECTIONS    Number these sentences the way they happened in the story.

\_\_\_\_\_ Mrs. Dawson bought a fifteen foot blanket.

\_\_\_\_\_ He cut a piece off the top and sewed it to the bottom.

\_\_\_\_\_ They went to the attic and got blankets.

\_\_\_\_\_ Mrs. Dawson went shopping and came home with  
a big package.

 DIRECTIONS    In the puzzle find and circle five words from the story Use the  
sentences below to help you find the words.

b	l	a	n	k	e	t
o	l	w	a	y	r	e
t	o	a	t	t	i	c
t	m	r	n	k	m	e
l	a	m	l	k	r	c
e	d	c	f	e	e	t

1. Mr. Dawson put this on his feet to keep them warm. \_\_\_\_\_
2. Mrs. Dawson bought a \_\_\_\_\_ downtown.
3. They went to the \_\_\_\_\_ to get blankets.
4. Mr. Dawson just couldn't stay \_\_\_\_\_.
5. His neck and \_\_\_\_\_ were always cold.

## PUTTING SENTENCES IN ORDER

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 5-OH

MATERIALS: Chalkboard or chart paper



PROCEDURE: Use this activity after "The Mailbox Birdhouse," Teacher's Manual, p. 138. Put the following sentences on the chalkboard or chart paper.



DIRECTIONS: Write the sentences in the order that the events happened in the story.

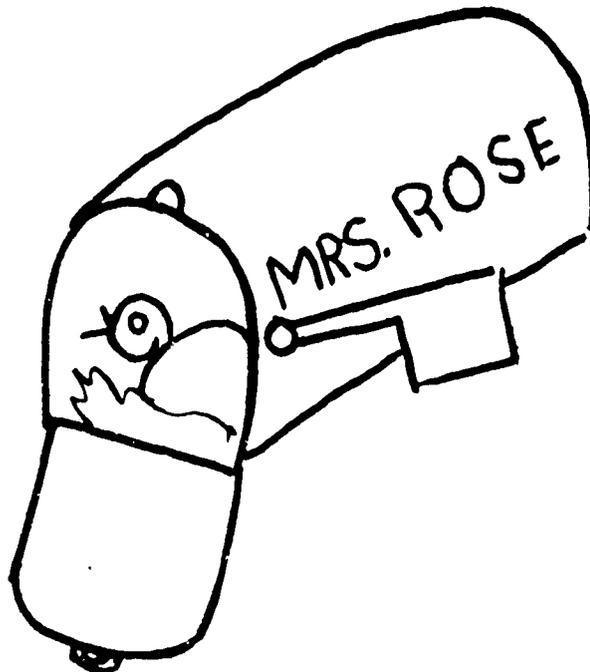
Mrs. Rose used a pot as a mailbox.

The bird in the mailbox pecked Mr. Oak's finger.

Mr. Oak left a good luck note for Mrs. Rose and the bird.

Mrs. Rose used a bag as a mailbox.

Mrs. Rose used a birdhouse as a mailbox.



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## NOTING DETAILS

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 6-S

MATERIALS: Inatuk's Friend (from Read Aloud Library)



PROCEDURE. Remind children to listen carefully to the story in order to be able to play a listening game. Read to the children the book Inatuk's Friend. After reading the story, read the sentences below.



DIRECTIONS. If a sentence tells about something that happened in the story raise your hand. If the sentence tells about something that did not happen in the story, keep your hand down.

1. Inatuk's father was hunting seals. (hands up)
2. Inatuk and his friend built an igloo. (hands down)
3. A whiteout came while the boys were hunting. (hands up)
4. Inatuk's family had to move to town so his father could find work. (hands up)
5. Inatuk and his family traveled in a sled. (hands up)
6. Inatuk's mother cooked on a stove. (hands down)
7. Inatuk's friend, Soloquay, went with the family to Point Barrow. (hands down)
8. Inatuk carved a good luck charm for his brother. (hands up)

Follow-up: After the story, the "Cat's Cradle" game is an enjoyable activity. (See 6-S Teacher's Manual - p. 127).

Note. This story is particularly effective on a snowy day. Weather comparisons can become an absorbing discussion.

NOTING DETAILS

SKILL            COMPREHENSION SKILLS, Literal Comprehension

LEVEL:           6-S

 MATERIALS    Pupil books (6-S), worksheet or chalkboard

 PROCEDURE   Use this activity after the story, "Ah See and the Spooky House," T.M., pp. 129-143.

The following sentences may be presented orally to the children or written on a master or chalkboard.

 DIRECTIONS   Use your books to determine whether each sentence is true or false. Use picture cues as well as content cues. Write true or false on the line before each sentence.

- \_\_\_\_\_ 1. It was a cloudy day in Hawaii.
- \_\_\_\_\_ 2. The boys ran through a pine forest.
- \_\_\_\_\_ 3. Saburo thought that a ghost was making the noise at the house.
- \_\_\_\_\_ 4. A rainbow appeared in the sky as the boys left the house.
- \_\_\_\_\_ 5. The boys saw a dragon with purple eyes.
- \_\_\_\_\_ 6. The boys heard loud noises from the hole in the fence.
- \_\_\_\_\_ 7. Ah See had made a Christmas dragon.
- \_\_\_\_\_ 8. The dragon was made by Ah See and his father.

Note    The pattern above may be used with any story or film in order to reinforce the skill of noting specific details.

## FIND THE MAIN IDEA

SKILL            COMPREHENSION SKILLS, Literal Comprehension

LEVEL            5-S - 12-S

**M** MATERIALS    Worksheet

**V** PROCEDURE.    Make a duplicating master of this sheet.

**A** DIRECTIONS.    Newspaper headlines often tell the main idea of a news story. Read the three headlines on this page. Match the headlines with the news stories that follow and write the correct headline on the line above each story. On the back of this paper draw a picture to go with one of the news stories.

- A. Baby Elephant is Named
- B. Strong Wind Hits City
- C. Boy Found in Woods Near Home

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1. New York - A strong wind blew in the city today. The wind blew newspapers and trash through the air. It blew hats around the parks. Tall buildings had to close their lookout places. The weather man said that the wind was blowing at 40 miles per hour.

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2. St. Louis - David Black was found near his home today. The two year old boy was lost in the woods. The city police found David about one mile from his home. He was not hurt.

---

3. Washington - A baby elephant got a name today at the Washington Zoo. Each child who visited the elephant house was asked to write a name for the baby on a piece of paper. The names were judged and the best was given to the elephant. The baby elephant will be called Lilo.

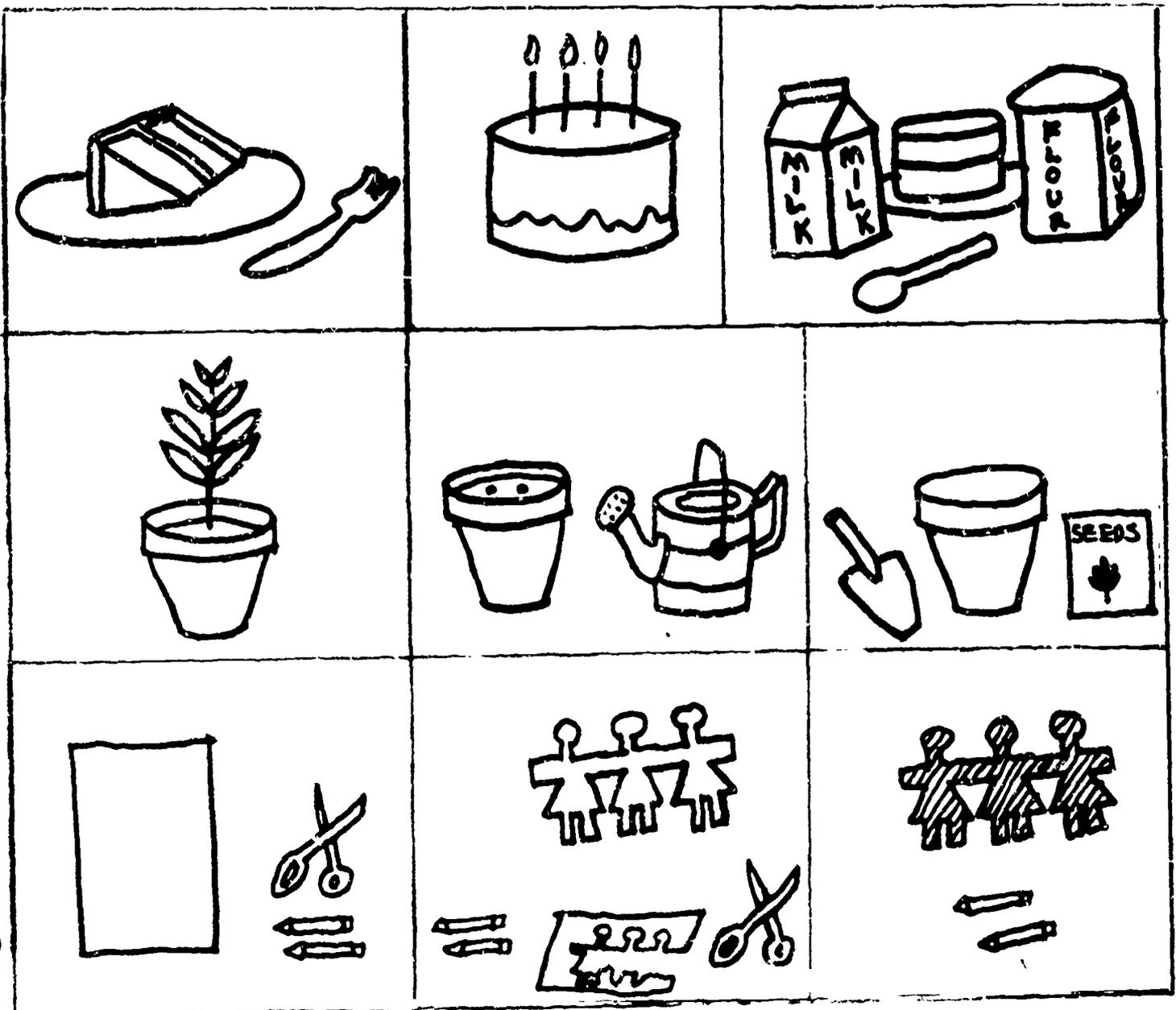
SKILL COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL 3-5 and up, 3-0H and up

 MATERIALS Worksheet, scissors, paste, crayons, construction paper

 PROCEDURE Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS Color the pictures. Cut out each row of pictures and arrange them in the correct order to show what happened first, next, and last. Paste them on the construction paper.



## ANALOGIES

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL 3-S and up, 3-OH and up

MATERIALS: Film, *Hailstones and Halibut Bones* (104-163), and chalkboard



PROCEDURE: Show film and discuss its format. Help children to see that colors were associated with feelings in the film. Ask children to describe their impressions and feelings when a color word is given.

Example: Gold may make them happy because it is the color of sunshine. Gold is the color of royalty and may make a person feel regal.

Follow-up Ask children to draw pictures with one color. Each picture should symbolize the child's impression of a color.

## READ AND DO

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 3-S and above

MATERIALS: Shirtboards or chalkboard



PROCEDURE. Write directions on large cards (shirtboards); then hold card up for children to read and do. If the chalkboard is used, directions can be written on the board (one at a time) while the children have their heads down. At a signal from the teacher, pupils raise their heads, read, and do.



DIRECTIONS Read silently and follow the directions on each card.

Examples: Stand up.  
Hold up a book.  
Say your name three times.  
Shake one hand.  
Look at the door.  
Look at the window.  
Look under the chair.  
Put your hand up.

## CAN OR CANNOT?

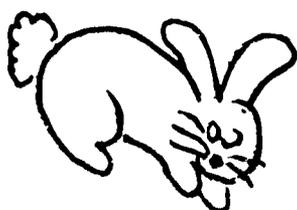
SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary I

 MATERIALS: Worksheet

 PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS: Read the sentences. Draw a line from each sentence to the picture that matches it.



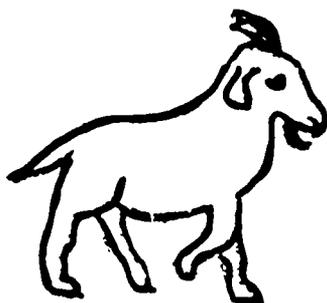
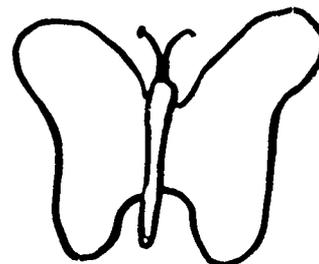
It can run.

It cannot run.



It can fly.

It cannot fly.



It can see.

It cannot see.



## SEQUENCES

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 3-S and up; 2-OH and up

MATERIALS: Various classroom materials



PROCEDURE: Use activities such as the following suggestions to familiarize pupils with sequential order:

1. Illustrate progression of seasonal changes in a tree as an art project.
2. Write on chalkboard or chart paper an outline of directions (for art lesson, etc.) be followed sequentially. After directions have been followed, pupils can describe what was done first, next, and last.
3. Discuss and use recipes as a sequential set of directions in cooking activities.
4. Use a sequential set of directions for dancing and other physical activities.
5. Most science activities are adaptable for sequencing. Charting the growth of animals or plants is an excellent activity for reinforcing the concept of what happens first, next, and last.
6. Films may be adapted to sequencing skills. Discussion, outlining, picture drawing, dramatization and experimentation can reinforce the sequencing that a film depicts. For adaptable film titles, see the Audiovisual Section in the Appendix of this book.

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 3-S and above



MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.



DIRECTIONS: Read the story. Give the story a title. Write the title on the line above the story.

---

A girl went to the zoo. She saw one of her friends. Her friend wanted to see the monkeys. So they went to see the monkey show. Then they went to see the lions. The girls saw a man feed the animals. When it began to get dark, the girls ran home.

DIRECTIONS Read the questions. Choose an answer. Put an X in the box next to the answer.

1. Why did the girls run home?

it was getting dark

it was time for school

2. When did the girls go home?

in the morning

in the evening

at lunch time

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 4-S and above



MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.



DIRECTIONS: Read the story and the questions which follow it. Make an X in the box next to the words that best answer each question.

Barbara had no one to play with her. Her mother said that she could call Gail. But Gail couldn't play because she had to go to the dentist.

Barbara went to her room and looked for a game in her toy box. She saw an old doll. Barbara had put the doll in the box a long time ago. The doll looked new. Barbara played with it for a long time.

"Come and eat", called her mother. Barbara went to the door of her room. Then she looked back and said to the doll, "I'll be back after lunch."

1. The best title for this story is:

Do Your Work  Barbara Wants to Play  Come and Eat

2. Where was Barbara?

at school  at the park  at home

3. When did Barbara call Gail?

in the morning  in the afternoon

## TIME WORDS

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 5-S and up, 4-OH and up



MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet. Discuss time words that indicate *when*, *how long*, and *how often*. Read directions with the children.



DIRECTIONS: Read the sentences below. Write the underlined words in the correct columns at the bottom of the page.

1. Last year John went fishing.
2. Mark waited in line for 3 hours.
3. Once we saw a two hour movie.
4. We're going ice skating in January.
5. They go to lunch every day at 2:00.
6. Every summer we go to the country.
7. After dinner we'll watch television.
8. Read the story before you answer the questions.
9. Take out the trash every morning.
10. We watch TV for two hours during the week-ends.

When	How Long	How Often
Last year	3 hours	once
	293	

## ANALOGIES

SKILL            COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL           5-S and up, 4-OH and up

MATERIALS:    Chalkboard and paper



PROCEDURE:    Ask children to name different kinds of traffic signs. List sign names on board. Discuss the similarity between traffic signs and punctuation. (Traffic signs make cars stop and go. Punctuation makes language stop and go.) Make specific analogies for certain signs.

Example:        A stop sign stops traffic.  
                      A period stops a sentence.  
                      A "slow" sign slows traffic.  
                      A comma slows reading.

Follow-up:      Write a collective experience story on the board. Use traffic signs to replace punctuation. Ask children to copy the story, putting punctuation in place of traffic signs.

## A DAY AT SCHOOL

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 8-S and up, 6-OH and up



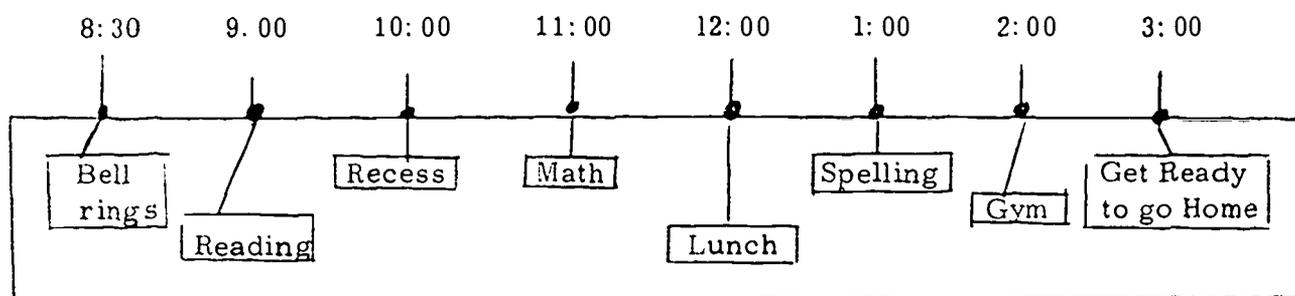
MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet.



DIRECTIONS: A time line shows when important things happened. It has a beginning point and an ending point. This page shows a time line of the school day. Use the line to answer the questions at the bottom of the page.



1. What time does the school day begin? \_\_\_\_\_
2. When are we getting ready to go home? \_\_\_\_\_
3. We work on math between the hours of \_\_\_\_\_ and \_\_\_\_\_.
4. We go to recess after \_\_\_\_\_? reading  spelling
5. Could we read to our teacher at 2:00? \_\_\_\_\_
6. What comes in the middle of the day? \_\_\_\_\_
7. How many lessons do we work on after lunch? \_\_\_\_\_
8. Do we have spelling before reading? \_\_\_\_\_
9. Could we go to recess and have math before lunch? \_\_\_\_\_

## ANALOGIES

SKILL. COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 7-S and up; 6-OH and up



MATERIALS. Duplicating master or chalkboard or chart paper



PROCEDURE Make a duplicating master of this sheet or write the sentences on the chalkboard or on chart paper.



DIRECTIONS Read the sentences. In each blank write a word from the word list that best completes the sentence.

### Word List

umbrella	pump	hinge
diamond	rock	mouth
thunder	windshield wiper	

1. Your heart works like a \_\_\_\_\_ to move blood through your body.
2. The opening of a cave is sometimes called its \_\_\_\_\_.
3. A flower opens its petals like an \_\_\_\_\_ in the rain.
4. Your eyelid works like a \_\_\_\_\_ to clean your eye.
5. Each star looked like a \_\_\_\_\_ in the night.
6. The burned cookie was as hard as a \_\_\_\_\_.
7. The sound of a train can be as loud as \_\_\_\_\_.
8. Your elbow works like the \_\_\_\_\_ of a door.

## JOEY'S TRIP

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 8-S and up, 6-OH and up

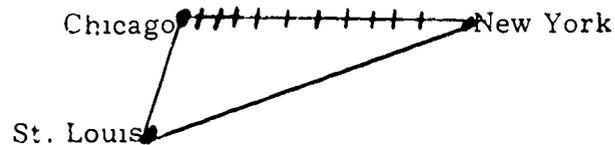
**M** MATERIALS: Worksheet

**A** PROCEDURE: Make a duplicating master of this sheet.

**A** DIRECTIONS: Read the story. Then study the map and answer the questions about Joey's trip.

(1) Joey took a trip with his dad. (2) Dad drove his car to the airport. (3) Then he and Joey got on a plane and flew north to Chicago. (4) After Dad finished his work, he and Joey boarded a train. (5) The train was going east to New York. (6) Joey and his dad had dinner on the train and slept in large chairs. (7) In the morning, the train arrived in New York. (8) Joey and his dad had breakfast and then walked through the city. (9) They went to a museum to see some models of dinosaurs. (10) They went up to the top of the Empire State Building. (11) Late in the afternoon, Joey and his dad took a taxi to the airport. (12) They took a plane back home to St. Louis.

Here is a small map of Joey's trip.



Joey's Trip, continued

1. Joey flew north when he went to \_\_\_\_\_.  
Chicago                      New York

Which sentence helped you to answer this question?  
number 1                      number 3

2. Joey traveled east when he went to \_\_\_\_\_.  
Chicago                      New York

Which sentence helped you to answer this question?  
number 5                      number 9

3. When did the train arrive in New York?  
morning                      night

Which sentence helped you to answer this question?  
number 7                      number 12

4. Where did Joey see the dinosaurs?  
Chicago                      New York

Which sentences helped you to answer this question?  
numbers 1, 2 and 3  
numbers 7, 8 and 9

5. Where did Joey's dad do some work?  
Chicago                      New York

Which sentences helped you to answer this question?  
numbers 3 and 4  
numbers 11 and 12

PART-WHOLE RELATIONSHIPS

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary II



MATERIALS: Worksheet or chalkboard



PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.



DIRECTIONS: Read the sentences. In each blank write the word that best completes the sentence.

1. A finger is a part of a \_\_\_\_\_.  
head                      heart                      hand
2. A page is a part of \_\_\_\_\_.  
a book                      a foot                      the body
3. A sleeve is a part of \_\_\_\_\_.  
a coat                      food                      a building
4. The attic is a part of \_\_\_\_\_.  
the basement              a house                      a finger
5. A tail is a part of \_\_\_\_\_.  
a building                      a animal                      a car
6. A window is a part of \_\_\_\_\_.  
a car                      breakfast                      the body
7. An eye is a part of \_\_\_\_\_.  
the head                      school materials              a car
8. A button is a part of \_\_\_\_\_.  
a hand                      a coat                      a building

## PUTTING SENTENCES IN ORDER

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 7-8

MATERIALS: Chart paper or chalkboard, writing paper



PROCEDURE: Put the following sentences on the chalkboard or chart paper. Tell the children to write the sentences in the order in which the events happened in the story.

Joey saw the new boy with his red wagon. (b)

Joey and the new boy helped each other. (e)

Joey saw the new boy bouncing a ball. (a)

Two boys laughed at Joey and the new boy. (d)

Joey made an airplane out of wood. (c)

## SEQUENCE

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

 DIRECTIONS: Read each group of sentences. Number the sentences to show the order in which each happened.

1. Ray collected rocks for his science class.

\_\_\_\_\_ He put the rocks in boxes.  
\_\_\_\_\_ He looked for rocks everywhere.  
\_\_\_\_\_ He took the collection to class.  
\_\_\_\_\_ He decided to look for rocks.

2. Dollean painted a picture.

\_\_\_\_\_ She got jars of paint and paintbrushes.  
\_\_\_\_\_ She painted a beautiful picture.  
\_\_\_\_\_ She decided to paint a picture.  
\_\_\_\_\_ She put paper on the table to protect it from the paint.

3. Deanna had lunch.

\_\_\_\_\_ She looked for something to eat.  
\_\_\_\_\_ She ate her lunch.  
\_\_\_\_\_ She fixed a ham sandwich.  
\_\_\_\_\_ Deanna was very hungry.

4. Nancy made a dress.

\_\_\_\_\_ She cut the dress out.  
\_\_\_\_\_ She laid the pattern on the material.  
\_\_\_\_\_ She sewed the pieces together.  
\_\_\_\_\_ She wore the new dress to school.

## SEQUENCE

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III



MATERIALS: Worksheet or chalkboard



PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.



DIRECTIONS: Read each group of sentences. Number the sentences to show the order in which each happened.

1. Ben gave his dog a bath.

- \_\_\_\_\_ He rinsed the soap off the dog.
- \_\_\_\_\_ He took off the dog's collar.
- \_\_\_\_\_ He washed the dog with soap and warm water.
- \_\_\_\_\_ He dried the dog carefully.

2. Stacey and Marcie played jacks.

- \_\_\_\_\_ Marcie won the game.
- \_\_\_\_\_ They found a good place to play.
- \_\_\_\_\_ They started to play jacks.
- \_\_\_\_\_ They got out the jacks.

3. Robert built a doghouse.

- \_\_\_\_\_ His dog tried out the doghouse.
- \_\_\_\_\_ His father gave him money to buy the lumber.
- \_\_\_\_\_ He sawed and nailed the lumber together.
- \_\_\_\_\_ He bought some lumber.

## SEQUENCE

SKILL. COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

 DIRECTIONS: Read each group of sentences. Number the sentences to show the order in which each happened.

1. Earline learned to skate.

\_\_\_\_\_ She fell down.  
\_\_\_\_\_ She took her new skates out of the box.  
\_\_\_\_\_ She got up and skated off.  
\_\_\_\_\_ She put on her new skates.

2. Chip built a model car.

\_\_\_\_\_ He tried to race his model car.  
\_\_\_\_\_ He put the car together.  
\_\_\_\_\_ He got some money from his bank.  
\_\_\_\_\_ He bought a model car.

3. Glenda went shopping.

\_\_\_\_\_ She wore her new rings.  
\_\_\_\_\_ She bought the rings.  
\_\_\_\_\_ She saw some rings she liked.  
\_\_\_\_\_ The saleslady showed her the rings.

4. Earl and Craig played checkers.

\_\_\_\_\_ Earl won the game.  
\_\_\_\_\_ They put the checkers on the board.  
\_\_\_\_\_ They got out the checker board.  
\_\_\_\_\_ They began to play checkers.

## RELATIONSHIPS

SKILL. COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL. Primary III



MATERIALS. Worksheet or chalkboard



DIRECTIONS. Read the sentences. In each blank write the word that best completes the sentence.

1. Hat is to head as vase is to \_\_\_\_\_.  
scarf   table   food
2. Dinner is to plate as coffee is to \_\_\_\_\_.  
fork   cup   cap
3. Ring is to finger as shoe is to \_\_\_\_\_.  
foot   face   sock
4. Groceries are to bag as books are to \_\_\_\_\_.  
desk   table   paper
5. Dress is to cloth as table is to \_\_\_\_\_.  
milk   wood   hand
6. Wheels are to car as legs are to \_\_\_\_\_.  
hands   bodies   heads
7. Calf is to cow as baby is to \_\_\_\_\_.  
milk   mother   candy
8. Thread is to sew as yarn is to \_\_\_\_\_.  
fly   knit   sweater
9. Bread is to sandwich as crust is to \_\_\_\_\_.  
pie   cookies   cake
10. Skeleton is to body as frame is to \_\_\_\_\_.  
arm   house   head

## RELATIONSHIPS

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

 DIRECTIONS: Complete the sentences below.

1. A collar is a part of a \_\_\_\_\_.
2. Petals are parts of a \_\_\_\_\_.
3. Legs are parts of the \_\_\_\_\_.
4. Pages are parts of a \_\_\_\_\_.
5. Fingers are parts of the \_\_\_\_\_.
6. Toes are parts of a \_\_\_\_\_.
7. Eyes are parts of the \_\_\_\_\_.
8. A tail is a part of an \_\_\_\_\_.
9. A drawer is part of a \_\_\_\_\_.
10. Ears are parts of the \_\_\_\_\_.

## COMPARISONS

SKILL                    COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL                    Primary III

 MATERIALS    Worksheet or chalkboard

 PROCEDURE    Make a duplicating master of this sheet or write the exercise on the chalkboard.

 DIRECTIONS:    Circle the word which best answers each question.

1. Which is bigger?

                         a dog                    or                    a butterfly

2. Which is faster?

                         a car                    or                    an airplane

3. Which is higher?

                         a mountain            or                    a hill

4. Which is lower?

                         the ground            or                    the sky

5. Which is slower?

                         a tiger                    or                    an ant

6. Which is smaller?

                         a blanket                or                    a towel

7. Which is sweeter?

                         a cookie                or                    a pickle

8. Which is longer?

                         a shoelace            or                    a jumping rope

9. Which is shorter?

                         a train                    or                    a car

## RELATING CAUSE AND EFFECT

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III



MATERIALS: Worksheet or chalkboard



PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.



DIRECTIONS: Draw a line to match each sentence beginning in the first column with the best ending in the second column.

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1. Bridgett went to the grocery store | because he was afraid of the dog.   |
| 2. George ran away                    | because she was happy.              |
| 3. Mary sang                          | to buy some milk.                   |
| 4. He began to cry                    | because he couldn't find his money. |
| 5. The bank was closed                | because it was getting cool.        |
| 6. Mark worked after school           | because he needed the money.        |
| 7. Kevin put on his jacket            | because it was a holiday.           |

RELATING CAUSE AND EFFECT

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

 DIRECTIONS: Read the sentences. On the lines after each pair of sentences write the *cause* and the *result* of the action in the sentences.

1. Dad bought Mike a new pair of ice skates.  
Mike's old skates were too small.

CAUSE: \_\_\_\_\_

RESULT: \_\_\_\_\_

2. School was closed for three days.  
There was a heavy snow storm.

CAUSE: \_\_\_\_\_

RESULT: \_\_\_\_\_

3. The books were piled too high on the desk.  
They all fell down.

CAUSE: \_\_\_\_\_

RESULT: \_\_\_\_\_

## PERSONIFICATION

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

MATERIALS: Read Aloud Anthology, Level 9-S, Level 10-S, Level 11-S,  
and Level 12-S.



PROCEDURE. The following poems illustrate personification. These poems are found in the Read Aloud Anthologies for Levels 9-S - 12-S. The word personification should not be taught to the pupils, just the concept.

9-S	<i>Who Am I?</i> - Felice Holman	p. 85
	<i>Iglulik Eskimos</i> - Knud Rasmussen	p. 91
	<i>Hills</i> - Hilda Conkling	p. 91
	<i>Weather</i> - Aileen Fisher	p. 93
10-S	<i>Michael Is Afraid of the Storm</i> - Gwendolyn Brooks	p. 93
	<i>Strange Tree</i> - Elizabeth M. Roberts	p. 95
11-S	<i>Whispers</i> - Myra Livingston	p. 85
	<i>April Rain Song</i> - Langston Hughes	p. 88
12-S	<i>The Face of Fall</i> - Alik Barnstone	p. 84
	<i>Rise Sun!</i> - Frances Frost	p. 86
	<i>The Wise Hen</i> - John Ciardi	p. 87
	(the last two poems) - Hannah Lyons Johnson	p. 88
	<i>Cows</i> - James Reeves	p. 89
	<i>Solomon Islands</i> - Unknown	p. 90

RELATING CAUSE AND EFFECT

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

 DIRECTIONS: Finish each sentence with a cause or reason that makes sense.

1. The lady closed her door because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Mother was sorry for the lady because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Mary did not like to pass the door because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. Mother was angry with Mary because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. The lady opened her door when \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

SKILL: COMPREHENSION SKILLS, Critical Comprehension

LEVEL: Primary 1

**M** MATERIALS: Worksheet

**V** PROCEDURE: Make a duplicating master of this sheet.

**A** DIRECTIONS: Read each story. Put an X in the box next to the words you choose to complete each sentence.

The children want to eat.  
Mother can work fast.  
She will cook dinner.

- for the pets
- for the cat
- for the children

Jill works at school.  
She likes to help her teacher.  
She will help the teacher.

- clean the farm
- clean the hill
- clean the room

Zeke has a raincoat.  
He likes his raincoat.  
He will wear his raincoat.

- when it's sunny
- when it rains
- when it's hot

## FICTION OR NON-FICTION

SKILL. COMPREHENSION SKILLS, Critical Comprehension

LEVEL. 5-S and up, 4-OH and up

MATERIALS. Books, camera, writing and construction paper

 PROCEDURE Use a variety of activities to reinforce understanding of characteristics of fictional and non-fictional literature.

 Explain to students that non-fiction works are often illustrated with photographs rather than with artist drawn pictures. Study contrasting types of such literature in the reading books at any given level. For example:

Level 4-OH - *"Hard-Hat Jobs"* and *"Zoie the Zebra"*

Level 5-OH - *"Frogs"* and *"Sweet Porridge"*

Level 5-S - *"Big-City Neighborhcods"* and  
*"That's Good, That's Bad"*

Level 6-S - *"American Indian Center"* and  
*"The Story of Little Big"*

Level 9-S - *"Kula Lives in Hawaii"* and  
*"If I Flew a Plane"*

Level 11-S - *"Bathtubs are for Racing"* and  
*"The Secret of the Shed"*

Level 6-OH - *"Playtime Around the World"*  
and *"Sammy Shows Off"*

 After studying the types of literature, have the class produce fiction and non-fiction books. For non-fiction books, children may be instructed in the use of a camera which has been supplied by the teacher or by the Audiovisual Division. Cartridge loading cameras are good for this project as the operation is simple.

 Pictures on a chosen subject may be taken by individual students with teacher help. An easily accomplished project could be titled "Our School." During the recess periods, children could take pictures of the yard, library, principal, etc. After pictures have been taken and developed, children can write stories to accompany the pictures. The pictures and stories should then be combined in book form.

 For a fictional work, have children make up a cooperative story and illustrate the events in the story. The story and drawings can be combined in book form and placed on the library shelf or reading table for children's use.

SKILL. COMPREHENSION SKILLS, Critical Comprehension

LEVEL: 5-S - 12-S, 4-OH - 7-OH

MATERIALS: Chart with columns and headings

PROCEDURE. Put columns and headings for chart on chart paper or on chalkboard and explain the headings. Leave chart on display for continuing use. As characters are met in reading activities, add information to the chart. Discuss and fill in under each of the headings.

Example:

Character	Story	Trait	Why
Uncle Vanya	7-S, Read-Aloud Anthology pp. 8-11	Boastful	He always talked about his sunflower being the biggest and the best.
Boomerang	7-S, Pupil Book, pp. 65-74	Persistent	He came back again and again.
The fox	7-S, Pupil Book, pp. 86-90	Clever	He tricked the goat in order to get out of the well.
The queen	7-S, Read-Aloud Anthology pp. 70-75	Jealous	She sent Snow White away into the woods to be killed.

SKILL. COMPREHENSION SKILLS, Critical Comprehension

LEVEL. 5-S and up; 4-Off and up



MATERIALS: Worksheet, or chalkboard, or chart paper



PROCEDURE: Make a duplicating master of this sheet or write the phrases and sentences on the chalkboard or chart paper.



DIRECTIONS. Read all of the word groups below. Match each word group on the left with a word group on the right which will make sense in describing something.

as high as

a feather

as light as

a mountain

as hard as

a knife

as round as

a rock

as sour as

honey

as sharp as

a lemon

as sweet as

a ball



DIRECTIONS: Use the matched word groups above to complete the following sentences.

1. John said, "I can't climb that fence because it's as \_\_\_\_\_."
2. Susan could lift the bag because it was as \_\_\_\_\_.
3. She couldn't eat the bread because it was as \_\_\_\_\_.
4. The bowl rocked because it was as \_\_\_\_\_.
5. No one could eat the pickles they were as \_\_\_\_\_.
6. The top of a can is as \_\_\_\_\_.
7. They didn't drink the juice because it was as \_\_\_\_\_.

SKILL. COMPREHENSION SKILLS, Critical Comprehension

LEVEL: 5-S and up; 4-OH and up



MATERIALS: Worksheet, or chalkboard, or chart paper



PROCEDURE: Make a duplicating master of this sheet or write the phrases and sentences on the chalkboard or chart paper.



DIRECTIONS: Read all of the word groups below. Match each word group on the left with a word group on the right which will make sense in describing something.

as juicy as

an ant

as small as

ice

as mean as

fire

as big as

night

as hot as

an elephant

as cold as

an orange

as dark as

a bear



DIRECTIONS. Use the matched word groups above to complete the following sentences.

1. The meat was as \_\_\_\_\_.
2. The hole won't show because it's as \_\_\_\_\_.
3. When father's car got hit, he became as \_\_\_\_\_.
4. We had to run fast. That dog was as \_\_\_\_\_.
5. The car was as \_\_\_\_\_.
6. It's as \_\_\_\_\_ outside.
7. It was as \_\_\_\_\_ in the closet.

## FACT AND OPINION

SKILL: COMPREHENSION SKILLS , Critical Comprehension

LEVEL: 7-S - 12-S, 6-OH - 7-OH



MATERIALS: Worksheet



PROCEDURE: Give each child a copy of the worksheet. Read the directions with the children.



DIRECTIONS: Read each paragraph below. Put T in front of the group of sentences that are true. Put P in front of the sentences that express a point of view.

\_\_\_\_\_ Puppies need to be taken care of. They have not learned to take care of themselves. They need someone to feed them and to watch them so that they don't hurt themselves.

\_\_\_\_\_ It is not good to own a puppy. They are so helpless. You can't ever go anywhere because you always have to watch them.

\_\_\_\_\_ It's so much fun to walk to school. I like walking much better than riding to school.

\_\_\_\_\_ I like to walk to school because I get exercise and fresh air. I get to meet many old and new friends.

\_\_\_\_\_ I think that snow is very nice. I love to play in it. Most of all I like for snow to fall on my face and then melt.

\_\_\_\_\_ Snow is a form of precipitation. It is water vapor frozen into crystals. Snow flakes are very beautiful. Each flake has six sides and each one is different.

\_\_\_\_\_ The television guide is a good book. I learn many things from it. I like it best because it tells all about the stars and their shows.

\_\_\_\_\_ The T.V. guide tells what shows are on and when they are on. It has a section that tell about special shows.

## INFERENCES

SKILL: COMPREHENSION SKILLS, Critical Comprehension

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

 DIRECTIONS: Read the pairs of sentences. In each blank write the word that best completes the sentence.

1. The boys used the card catalog to find the book they needed.

They were at the \_\_\_\_\_.

2. Craig's favorite player hit a home run out of the park.

He was at a \_\_\_\_\_.

3. The nurse told Michael he was old enough to visit his mother.

He visited his mother at the \_\_\_\_\_.

4. After mother bought the tickets, we waited in line to get on the airplane.

We were at the \_\_\_\_\_.

5. After collecting the papers, Keith put them on the teacher's desk.

Keith was at \_\_\_\_\_.

## ALLITERATION

SKILL: COMPREHENSION SKILLS, Critical Comprehension

LEVEL: Primary III

MATERIALS: Read Aloud Anthologies, Levels 9-S, 10-S, 11-S, and 12-S.



PROCEDURE: The poems listed below may be used to illustrate alliteration. The word *alliteration* should not be taught to the pupils, just the concept.

9-S	<i>Three Little Puffins</i> - Eleanor Farjeon	p. 86
10-S	<i>Dandelion</i> - Hilda Conkling	p. 86
	<i>Books</i> - Romney Gay	p. 89
	<i>Wind</i> - Adrien Stoutenberg	p. 90
11-S	<i>Brother</i> - Mary Ann Hoberman	p. 87
	<i>April</i> - Kpe (Central Africa)	p. 92
	<i>The Snake</i> - Karla Kuskin	p. 93
12-S	<i>Sue</i> - Hollis Summers	p. 84
	<i>Little Miss Muffett</i> - unknown	p. 85

## PREDICTING OUTCOMES

SKILL: COMPREHENSION SKILLS, Critical Comprehension

LEVEL: Primary III

MATERIALS: Chalkboard or worksheet



PROCEDURE: Write on the chalkboard or make a worksheet with questions such as:

1. What would happen if your mother told you not to do something and you did it anyway?
2. What would you do if you went to a strange place and got lost?
3. What would you do if you found a lot of money?
4. What would happen if you tore your best clothing?
5. What would happen if your mother left chicken frying and went to the store?
6. What would happen if it rained after you had made a snowman?

Questions can be used one at a time with pupils predicting ( in written form or orally) one or more logical occurrences.

SKILL: STUDY SKILLS, Locating Information

LEVEL: 7-S and 8-S

MATERIALS: Systems Level 7, T.M., and Level 8, T.M.



PROCEDURE: Glossary and dictionary skills are well developed in Scott Foresman Reading Systems, Levels 7 and 8. Reinforcement of these skills is accomplished through use of the glossary and "Creating Subsystems" exercises in the Teacher's Manuals for Levels 7 and 8. Specific exercises to reinforce objectives include:

Alphabetical Order and the Use of Guide Words

7-S Teacher's Manual - p. 70  
7-S Teacher's Manual - p. 95  
8-S Teacher's Manual - p. 47

Matching a Definition to its Use in a Sentence

7-S Teacher's Manual - p. 84  
7-S Teacher's Manual - p. 98

Finding Specific Information

7-S Teacher's Manual - p. 105  
7-S Teacher's Manual - p. 182  
8-S Teacher's Manual - p. 162

Finding Base Words

7-S Teacher's Manual - p. 156

General Skills

8-S Teacher's Manual - p. 93  
8-S Teacher's Manual - p. 140

Frequent use of the glossary and the dictionary will help pupils internalize skills. Children can be motivated by opportunities to search for interesting information. Use a variety of activities and materials such as:

Glossary and dictionary races in which pupils use guide words and alphabetical order to find given words.

Dramatization of definitions to point out the subtle differences between words. (See Systems, Level 7, T.M., page 105).

Telephone directories to reinforce the concept of alphabetical order.

## USING THE GLOSSARY

SKILL: STUDY SKILLS, Locating Information

LEVEL: Primary II



MATERIALS: Pupil Book, Level 7-S and worksheet or chalkboard



PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.



DIRECTIONS: Use Pupil Book, Level 7-S, page 157 to find the answers to the following questions.

1. The guide words are \_\_\_\_\_ and \_\_\_\_\_.
2. Circle the letters that words on this page must start with.  
a c f k m o p r s z
3. The entry words between *paw* and *play* are \_\_\_\_\_  
and \_\_\_\_\_.
4. Circle any of the words below that would come before parakeet.  
plant park pad pat
5. If the word *pot* were on this page, which two words would it come between? \_\_\_\_\_ + \_\_\_\_\_.
6. If the word *pet* were on this page, it would come between \_\_\_\_\_ and \_\_\_\_\_.
7. If the word *pray* were on this page, it would come between \_\_\_\_\_ and \_\_\_\_\_.

## USING THE GLOSSARY

SKILL: STUDY SKILLS, Locating Information

LEVEL: Primary II



MATERIALS: Worksheet or chalkboard and Pupil Book, Level 7-S



PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.



DIRECTIONS: Use the glossary in Pupil Book, Level 7-S, to find the answers to the questions below. Write your answers on the lines.

1. How many meanings does the word *nip* have? \_\_\_\_\_

Which definition of *nip* tells how it is used in this sentence?

The lobster gave the turtle a *nip* on the nose. \_\_\_\_\_

2. How many definitions does the word *American* have? \_\_\_\_\_

Which definition of *American* is used in this sentence?

The *American* boy won the race. \_\_\_\_\_

3. How many definitions does the word *dull* have? \_\_\_\_\_

Which definition of *dull* is used in this sentence?

We fell asleep because the movie was very *dull*. \_\_\_\_\_

4. How many definitions does *Cantonese* have? \_\_\_\_\_

Which definition of *Cantonese* is used in this sentence?

Ah Jim's *Cantonese* friend came to visit him. \_\_\_\_\_

5. Look at the entry *fair*. How many definitions does it have? \_\_\_\_\_

Which definition of *fair* is used in the sentences below?

His report card was *fair*. \_\_\_\_\_

The game was not *fair*. \_\_\_\_\_

She is a very *fair* child. \_\_\_\_\_

6. Which entry of *fair* is used in this sentence? \_\_\_\_\_

I want to go to the *fair*. \_\_\_\_\_

## USING THE GLOSSARY

SKILL: STUDY SKILLS, Locating Information

LEVEL: Primary II



MATERIALS: Pupil Book, Level 8-S and worksheet or chalkboard



PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.



DIRECTIONS: Use Pupil Book, Level 8-S, page 153 to find the answers to the following questions.

1. The guide words are \_\_\_\_\_ + \_\_\_\_\_.
2. Words on this page must start with the letters  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.
3. What word is between freeze and gardener? \_\_\_\_\_
4. Write two words that come between herb and Indiana.  
\_\_\_\_\_
5. Circle two words which could come between *gardener* and *hardship*.  
game      goat      had      here      hat
6. Circle two words which could come between *frontier* and *heavy*.  
frame      fat      go      hot      hat
7. Circle three words that could be on this glossary page.  
fat      game      ham      it      igloo

USING THE GLOSSARY

SKILL: STUDY SKILLS, Locating Information

LEVEL: Primary II



MATERIALS: Pupil Book, Level 8-S and worksheet or chalkboard



PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.



DIRECTIONS: Use the glossary in the Level 8-S Pupil Book to find the answers to these questions.

- 1.a. What entry word would you look up to find the word *magnifying*? \_\_\_\_\_
- b. On what page is the word *magnifying*? \_\_\_\_\_
- c. Write the word *magnifying*, leaving space to show where it can be divided at the end of a line.  
\_\_\_\_\_
- 2.a. What entry word would you look up to find the word *heaviest*? \_\_\_\_\_
- b. On what page is the word *heaviest*? \_\_\_\_\_
- c. Write the word *heaviest*, leaving space to show how it can be divided at the end of a line. \_\_\_\_\_
- 3.a. On what page is the entry word *Eskimo*? \_\_\_\_\_
- b. How many different meaning does the word *Eskimo* have? \_\_\_\_\_
- c. Show how the word *Eskimo* can be divided at the end of a line. \_\_\_\_\_

WHICH DEFINITION?

SKILL: STUDY SKILLS, Locating Information

LEVEL: Primary II

 MATERIALS: Pupil Book, Level 8-S, and worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard. Read the directions with the pupils.

 DIRECTIONS: Use the glossary in the Level 8-S Pupil Book to find the answers to these questions. On the line after each sentence write the number of the definition that matches that use of the entry word.

1. Which definition of license is used in these sentences?

He had to get a new driver's license. \_\_\_\_\_  
The city will license my father to sell cars. \_\_\_\_\_

2. Which definition of nurse is used in these sentences?

Mother will nurse my baby brother. \_\_\_\_\_  
The nurse took my temperature. \_\_\_\_\_

3. Which definition of selection is used?

You can hear three selections for a quarter. \_\_\_\_\_  
Jan read a selection from her book. \_\_\_\_\_

4. Which definition of wound is used?

Mother put a band on his wound. \_\_\_\_\_  
A sharp weapon can wound you. \_\_\_\_\_

5. Which definition of patient is used in this sentence?

She was a very patient girl. \_\_\_\_\_

6. Which definition of trail is used in this sentence?

The lion trailed us through the jungle. \_\_\_\_\_

SKILL: STUDY SKILLS, Locating Information

LEVEL: 7-S and 8-S



MATERIALS: Worksheet or chalkboard and My Second Pictionary



PROCEDURE. Make a duplicating master of this sheet or write the exercise on the chalkboard.



DIRECTIONS: Use your Pictionary to answer these questions.

1. You can find the word hoarse on page \_\_\_\_\_.
2. Could you ride a hoarse? \_\_\_\_\_
3. The word perch is on page \_\_\_\_\_.
4. Could you eat a perch? \_\_\_\_\_
5. The word satin is on page \_\_\_\_\_.
6. Could Sleeping Beauty wear a satin dress? \_\_\_\_\_
7. The word compass is on page \_\_\_\_\_.
8. Could you use a compass if you were lost? \_\_\_\_\_

## WHAT'S MISSING

**SKILL:** STUDY SKILLS, Reference Materials  
PERCEPTUAL SKILLS, Visual Discrimination

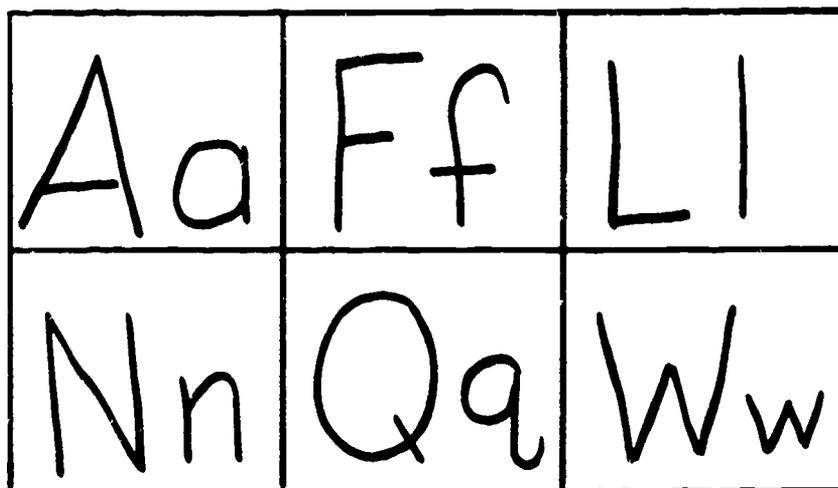
**LEVEL:** Primary I

**MATERIALS:** Chalkboard or alphabet cards from magnepiece file,  
duplicated worksheets

**PROCEDURE:** Write letters of the alphabet on the chalkboard ( or place alphabet cards from the magnepiece file on the magneboard) in alphabetical order with some of the letters missing. Have pupils decide which letters are missing. Each pupil who correctly identifies a missing letter puts that letter in its proper place. When the alphabet is complete, sing the "Alphabet Song."

**Follow-up:** Make duplicating masters of the letters on the bottom of this page and of the worksheet on the back of this page. Have pupils cut out the letters below and paste in the correct spaces on the worksheet according to alphabetical order.

Directions: Cut out letters.



WHAT'S MISSING?

DIRECTIONS: Paste letters in correct order.

	Bb	Cc	Dd
Ee		Gg	Hh
Ii	Jj	Kk	
Mm		Oo	Pp
	Rr	Ss	Tt
Uu	Vv		Xx

## SING AND SAY THE ABC'S

SKILL: STUDY SKILLS, Reference Materials  
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: Alphabet cards, worksheet



PROCEDURE: Place cards with the twenty-six letters of the alphabet in alphabetical order on the magneboard or place the large alphabet cards in alphabetical order on the chalk ledge.

Lead the group in singing the "Alphabet Song". As the children sing, point to the corresponding letters. Upon completion of the song, return to the first letter and instruct the pupils to name each letter as you point to it.

Follow-up: Give each child a worksheet which has some of the letters missing. See example below. Ask children to fill in the missing letters.

Aa		Cc	Dd	Ff
Gg	Hh		Jj	Ll
	Nn		Pp	Qq
Ss		Uu	Vv	

Variation: One day when you really feel like injecting an element of surprise, start pointing backwards (z to a) after the pupils have identified the letters in order from a to z. Later, encourage the children to do the pointing.

This activity may be used again and again. Use it as an opener before another alphabet lesson is taught.

ALPHABET ORDER

SKILL: STUDY SKILLS, Reference Materials

LEVEL: Primary I

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

 DIRECTIONS: Read the questions. On each line write the missing letter.

WHAT COMES BEFORE?

WHAT COMES AFTER?

\_\_\_\_\_ b

A \_\_\_\_\_

\_\_\_\_\_ w

J \_\_\_\_\_

\_\_\_\_\_ p

G \_\_\_\_\_

\_\_\_\_\_ t

N \_\_\_\_\_

\_\_\_\_\_ r

L \_\_\_\_\_

\_\_\_\_\_ c

D \_\_\_\_\_

# ALPHABETICAL ORDER

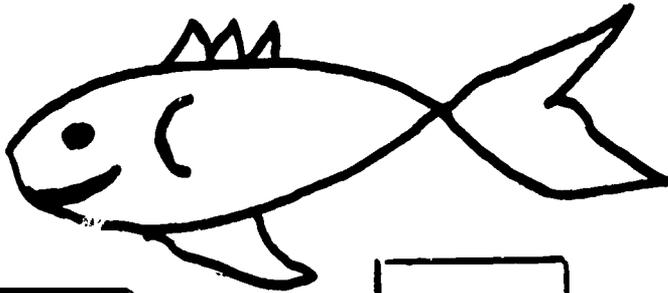
SKILL: STUDY SKILLS, Reference Materials  
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 3-S and up; 4-OH and up

 MATERIALS: Worksheet, construction paper, crayons, scissors, paste

 PROCEDURE: Make a duplicating master of this sheet. Give each child a worksheet and a sheet of construction paper. Read the directions with the pupils.

 DIRECTIONS: Cut out the words and pictures on this sheet. Paste the words on the construction paper in ABC order. Paste each picture next to the word it matches. Color the pictures.

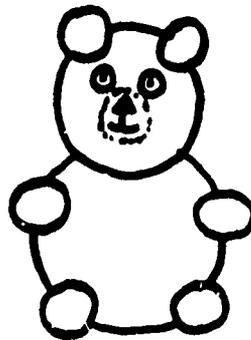


DAISY

FISH

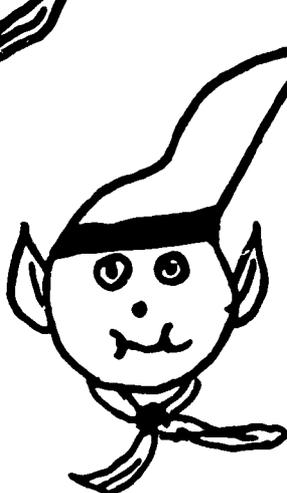


CANDY



BEAR

ELF



APRON



330

347

## ALPHABETICAL ORDER

SKILL: STUDY SKILLS, Reference Materials

LEVEL: 3-S and up; 4-OH and up

MATERIALS: Various materials available in most classrooms



PROCEDURE: Use a variety of classroom activities to provide practice in alphabetizing. For example:

1. Make a classroom directory. Put the pupils names in alphabetical order and add phone numbers and/or addresses. Children can make a cover for the directory and use it when needed.
2. Assign each child the task of making his own "dictionary." Provide catalogs, old workbooks, scissors, paste and paper. Have children make a picture section for each letter of the alphabet and arrange it sequentially. Children may share their books and use them as references.
3. Bring a telephone directory into the classroom. Challenge children to find their family names in the book.
4. Organize a classroom library. Make a card file which lists titles or authors of books in the classroom. Have pupils arrange cards in alphabetical order.
5. For a classroom cooking lesson, have pupils arrange the shopping list in alphabetical order.
6. Take a neighborhood walk and look for objects in alphabetical order.

## ALPHABETICAL ORDER

SKILL. STUDY SKILLS, Reference Materials

LEVEL: 4-S and up; 4-OH and up

MATERIALS: Chalkboard



PROCEDURE: Write the following sentences on the chalkboard. Read the directions with the pupils.



DIRECTIONS: Arrange each group of words in alphabetical order to make a sentence.

1. jump wall Bill over can the.
2. my candy Ann bought from store.
3. should words How use players many?
4. like socks I red new my.
5. jam toast Dan soft or: eats.

## SCRAMBLED SENTENCES

SKILL: STUDY SKILLS, Reference Materials

LEVEL: 5-S and up; 5-OH and up

MATERIALS: Chalkboard



PROCEDURE: Write the following scrambled sentences on the chalkboard. Remind pupils that the first word of each sentence can be found easily because the first word must begin with a capital letter.



DIRECTIONS: Put each group of words in alphabetical order to form sentences.

1. bear trees A small branches on baby bites.
2. have Fred time on lunch his Did?
3. into room quiet Children reading come our.
4. heavy water into A hippopotamus the hopped.
5. peach Can make children pies?

## ACTION WORDS

SKILL: STUDY SKILLS, Reference Materials

LEVEL: Primary II

 MATERIALS: Worksheet and My Second Pictionary

 PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS. Look up these action words in My Second Pictionary. Write each word under the picture which shows the part of the body used in the action.

### Word List

boast	complain	pluck	wade
blink	connect	prance	weep
braid	gnaw	quarrel	whine
chase	gulp	scrub	yawn
	juggle		

## USING DEFINITIONS

SKILL: STUDY SKILLS, Reference Materials

LEVEL: Primary II



MATERIALS: Pupils Book, Level 8-S and worksheet or chalkboard



PROCEDURE: Make a duplicating master of this sheet or write the questions on the chalkboard.



DIRECTIONS: Use the glossary in the Level 8-S Pupil Book to find the answers to the following questions. Look up each underlined word. Look at the pictures next to the definitions. Write your answers on the lines.

1. Is an aphid as big as your hand? \_\_\_\_\_
2. Which would you use to make things look larger, a magnifying glass or a statue? \_\_\_\_\_
3. In which could a person live, a palace or a fountain?  
\_\_\_\_\_
4. What kind of food comes from an orchard? \_\_\_\_\_
5. Could you get a drink from a desert or a fountain?  
\_\_\_\_\_
6. What does a person need in order to play a violin?  
\_\_\_\_\_
7. Which could you set things on, a cider press or a counter?  
\_\_\_\_\_
8. Which one is larger, a bristle or a crown? \_\_\_\_\_

USING DEFINITIONS

SKILL: STUDY SKILLS, Reference Materials

LEVEL: Primary II



MATERIALS: My Second Pictionary



PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.



DIRECTIONS: Use My Second Pictionary to help you answer the questions below. Look up each underlined word. Look at the pictures next to the definitions. Write your answers on the lines.

1. Is a chicken's comb as big as a collie? \_\_\_\_\_
2. Could you walk through a clearing? \_\_\_\_\_
3. Which one could you play, a clearing or a clarinet?  
\_\_\_\_\_
4. Could you feed a chest or a chihuahua? \_\_\_\_\_
5. Which one could you wear, a crocus or a corduroy dress?  
\_\_\_\_\_
6. You could walk around on a deck or a deaf? \_\_\_\_\_
7. Which could you ride on, a float or a flock? \_\_\_\_\_
8. Which could animals play in, a fold or a flute? \_\_\_\_\_

SKILL: STUDY SKILLS, Reference Materials

LEVEL: Primary III



MATERIALS: Worksheet, chalkboard or chart paper



PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard or on chart paper.



DIRECTIONS: Read each list of words. Put each list in alphabetical order by numbering the words from 1 to 4.

_____ ill	_____ meet	_____ coffee
_____ icy	_____ medal	_____ code
_____ icing	_____ mend	_____ coin
_____ if	_____ meat	_____ coffin

_____ chase	_____ vase	_____ panther
_____ chatter	_____ vat	_____ palm
_____ cheap	_____ vacuum	_____ panda
_____ charm	_____ valley	_____ pansy

## MAKE A THESAURUS

SKILL: STUDY SKILLS, Reference Materials

LEVEL: Primary III

MATERIALS: Paper, construction paper, crayons, staples or paper fasteners



PROCEDURE: Have each child make a thesaurus. Begin by helping children list on chalkboard words which they use in their writing activities. After the list is compiled, divide group into working units and assign part of the list to each unit. Have units brainstorm for synonyms for each word on their part of the word list. Write combined synonym lists on chalkboard. Have each child copy the complete list on paper, make a cover, and staple together in book form. Pupils may wish to illustrate their booklets. Encourage pupils to use their booklets as aids for writing activities.

## USING CHARTS

SKILL: STUDY SKILLS, Tabular and Graphic Materials

LEVEL: Primary II



MATERIALS: Worksheet or chalkboard



PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard. Explain to the pupils that a balanced meal consists of at least one food from each of the four food groups.



DIRECTIONS: Use the chart below to help you answer the following questions.

Vegetables and Fruits	Meats and Nuts	Milk Products	Breads and Cereals
spinach beets cabbage carrots corn lettuce turnips egg plant oranges cherries grapes strawberries	pork chops hamburger turkey	milk butter cheese ice cream	bread rice corn flakes oatmeal cream of wheat

1. What kind of food is missing from this meal?  
corn          chicken          ice cream \_\_\_\_\_
2. Choose the right kind of food to complete this meal.  
lettuce          hamburger          bread \_\_\_\_\_
3. Is this a balanced meal?  
corn          turnips          peanut butter          pork chop  
Tell why. \_\_\_\_\_
4. Plan a balanced meal for breakfast.
5. Plan a balanced meal for lunch.
6. Plan a balanced meal for dinner.

## USING CHARTS

SKILL            STUDY SKILLS, Tabular and Graphic Materials

LEVEL:           Primary II

 MATERIALS:    Worksheet

 PROCEDURE:    Make a duplicating master of this sheet.

 DIRECTIONS.    Use the chart to answer the questions below.

Bird	Characteristic	Measure
Ostrich	Largest and fastest runner Largest egg	300 lbs. 3 lbs. 6" long
Albatross	Largest wing span	12 feet
Tern	Longest migration Fastest flyer	11,000 miles (one way) 170-220 mi. per hr.
Humming bird	Smallest Smallest egg	2" long 1/2" long
Japanese Long-tailed Fowl	Longest feathers	24-30 feet long
Chicken	Most abundant	3,000,000,000 in the world
Penguin	Fastest swimmer	20 mi. per. hr.

1. What is the name of the smallest bird? \_\_\_\_\_
2. The Japanese Long-tailed Fowl has feathers that are \_\_\_\_\_ feet long.
3. The largest bird is the \_\_\_\_\_.
4. Which bird has a wing span of 12 feet? \_\_\_\_\_
5. Which bird can fly 11,000 miles one way? \_\_\_\_\_
6. The largest bird egg weighs \_\_\_\_\_ pounds and is \_\_\_\_\_ inches long.

## USING CHARTS

SKILL: STUDY SKILLS, Tabular and Graphic Materials

LEVEL: 8-S and up; 5-OH and up

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard. Use after Level 8-S, T.M., page 130.

 DIRECTIONS: Study the chart carefully. Use the chart to help you answer the questions below. Write your answers on the lines.

	Barn Owl	Spider Monkey	Green Lizard	Grizzly Bear
This animal can live in warm places.	X	X	X	
This animal eats plants.		X		X
This animal is a mammal.		X		X

1. Which animals can live in warm places?

\_\_\_\_\_

2. Which animal lives in cold places?

\_\_\_\_\_

3. Which animals eat plants?

\_\_\_\_\_

4. Mammals have hair. Which animals have hair?

\_\_\_\_\_

5. Is a spider monkey a mammal that eats plants?      Yes      No

6. Is a barn owl a mammal that lives in warm places?      Yes      No

7. Does a green lizard eat plants?      Yes      No

8. How are spider monkeys and grizzly bears alike?

\_\_\_\_\_  
 \_\_\_\_\_

### USING THE CALENDAR

SKILL: STUDY SKILLS, Tabular and Graphic Materials

LEVEL: 5-S and up, 4-OH and up



MATERIALS: Worksheet or chalkboard



PROCEDURE: Use large classroom calendar or put calendar for the current month on chart or chalkboard. Make a duplicating master similar to this sheet or write the questions on the chalkboard.

Have pupils use the calendar to answer questions such as:

1. What holidays come in January?
2. New Year's Day is on January \_\_\_\_\_.
3. How many days have passed since New Year's Day?
4. Some students are going on a trip on the 20th. How many days before their trip?
5. What day will their trip be on?
6. How many Sunday's are in January?
7. On what day of the week is the 9th?
8. On what day does the last day of the month fall?
9. How many weeks are in January?

Change the questions to fit the current month.

## USING GRAPHS

SKILL: STUDY SKILLS, Tabular and Graphic Materials

LEVEL: Primary III



MATERIALS: Worksheet

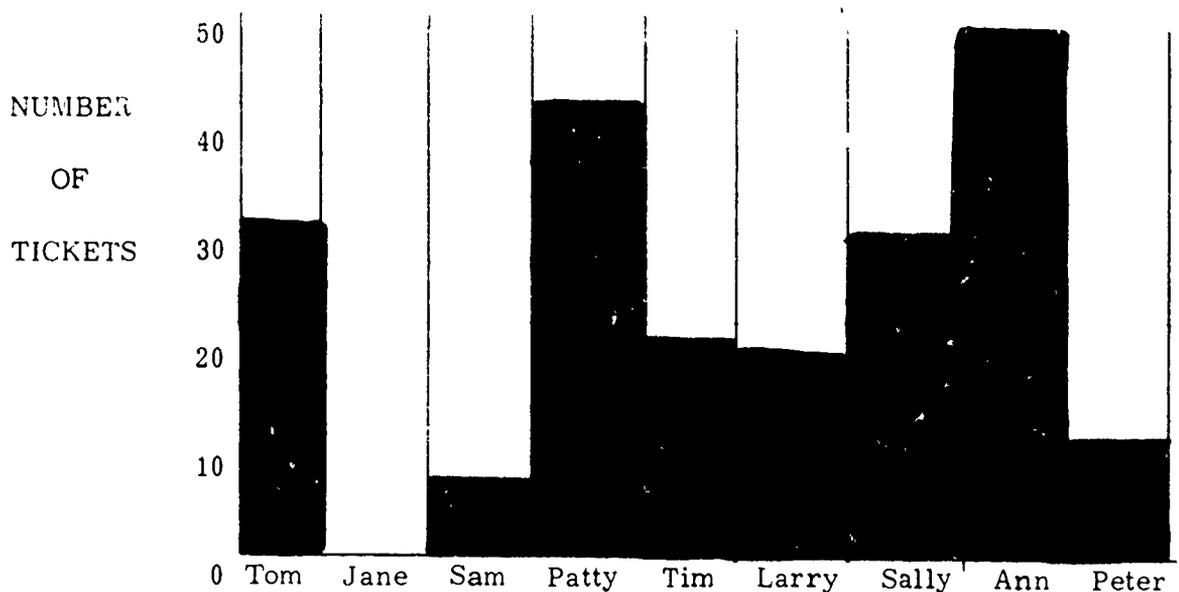


PROCEDURE: Make a duplicating master of this sheet.



DIRECTIONS: Read the story below. Study the graph. Answer the questions.

The children at Stone School are planning a fair. They are selling tickets for the rides at the fair. Mr. Low's class is having a ticket selling contest. The children keep class records to show the number of tickets sold by each child. Their graph looks like this.



1. Who has sold the most tickets? \_\_\_\_\_
2. Has Peter sold more tickets than Tom? \_\_\_\_\_
3. Who has not sold any tickets? \_\_\_\_\_
4. How many tickets has Larry sold? \_\_\_\_\_
5. Has Patty sold more tickets than Sally? \_\_\_\_\_
6. Has Sam sold twenty tickets? **343** \_\_\_\_\_

## CHARTING A FIELD TRIP EXPERIENCE

SKILL STUDY SKILLS, Organization of Ideas

LEVEL: Primary II

MATERIALS: Chalkboard or chart paper



PROCEDURE Use the information gained from a field trip experience to have pupils make a chart on the chalkboard or on large chart paper. Encourage children to identify categories for things observed such as animals, vehicles, buildings, people, plants, etc. As the field trip experience is discussed, items can be listed by the pupils under the appropriate heading.

Example: A field trip to the zoo might be organized as follows:

ANIMALS	VEHICLES	PEOPLE
lion	bus	bus driver
zebra	car	policeman
camel	train	zookeeper
porcupine	truck	truck driver



## ABBREVIATIONS

SKILL: STUDY SKILLS, Special Notations

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

 DIRECTIONS: Match each word with its abbreviation by writing the number of the abbreviation on the line next to the word.

1. Jan. \_\_\_\_\_ August
2. Feb. \_\_\_\_\_ July
3. Mar. \_\_\_\_\_ June
4. Apr. \_\_\_\_\_ September
5. Jun. \_\_\_\_\_ January
6. Jul. \_\_\_\_\_ December
7. Aug. \_\_\_\_\_ February
8. Sept. \_\_\_\_\_ March
9. Oct. \_\_\_\_\_ November
10. Nov. \_\_\_\_\_ April
11. Dec. \_\_\_\_\_ October

ABBREVIATIONS

SKILL: STUDY SKILLS , Special Notations

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

 DIRECTIONS: Match each word with its abbreviation by writing the number of the abbreviation on the line next to the word.

1. Sun. \_\_\_\_\_ Wednesday

2. Mon. \_\_\_\_\_ Saturday

3. Tues. \_\_\_\_\_ Thursday

4. Wed. \_\_\_\_\_ Sunday

5. Thurs. \_\_\_\_\_ Monday

6. Fri. \_\_\_\_\_ Tuesday

7. Sat. \_\_\_\_\_ Friday

## ABBREVIATIONS

SKILL. STUDY SKILLS, Special Notations

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

 DIRECTIONS: Match each word with its abbreviation by writing the number of the abbreviation on the line next to the word.

- |          |       |                             |
|----------|-------|-----------------------------|
| 1. Mr.   | _____ | title of a<br>married woman |
| 2. Mrs.  | _____ | Doctor                      |
| 3. Jr.   | _____ | Mister                      |
| 4. Dr.   | _____ | Reverend                    |
| 5. Rev.  | _____ | Junior                      |
| 6. Gov.  | _____ | Sergeant                    |
| 7. Maj.  | _____ | Captain                     |
| 8. Capt. | _____ | Governor                    |
| 9. Sgt.  | _____ | Major                       |
| 10. Ald. | _____ | Alderman                    |

## ABBREVIATIONS

SKILL: STUDY SKILLS, Special Notations

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

 DIRECTIONS: Match each word with its abbreviation by writing the number of the abbreviation on the line next to the word.

1. Ave. \_\_\_\_\_ Place

2. Blvd. \_\_\_\_\_ Road

3. St. \_\_\_\_\_ Drive

4. Pl. \_\_\_\_\_ Street

5. Dr. \_\_\_\_\_ Boulevard

6. Rd. \_\_\_\_\_ Square

7. Ct. \_\_\_\_\_ Avenue

8. Sq. \_\_\_\_\_ Court

## ABBREVIATIONS

SKILL: STUDY SKILLS, Special Notations

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

 DIRECTIONS: Match each word with its abbreviation by writing the number of the abbreviation on the line next to the word.

- |         |             |
|---------|-------------|
| 1. in.  | _____gallon |
| 2. ft.  | _____pint   |
| 3. yd.  | _____quart  |
| 4. mi.  | _____inch   |
| 5. pt.  | _____foot   |
| 6. qt.  | _____yard   |
| 7. gal. | _____mile   |
| 8. doz. | _____pound  |
| 9. lb.  | _____ounce  |
| 10. oz. | _____dozen  |

## ABBREVIATIONS

SKILL: STUDY SKILLS, Special Notations

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

 DIRECTIONS: Match each word with its abbreviation by writing the number of the abbreviation on the line next to the word.

1. A.M. \_\_\_\_\_ month

2. P.M. \_\_\_\_\_ minute

3. yr. \_\_\_\_\_ before noon

4. mo. \_\_\_\_\_ year

5. hr. \_\_\_\_\_ after noon

6. min. \_\_\_\_\_ hour

7. sec. \_\_\_\_\_ second

## ABBREVIATIONS

SKILL: STUDY SKILLS, Special Notations

LEVEL: Primary III

 MATERIALS: Worksheet or chalkboard

 PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

 DIRECTIONS: Match each word with its abbreviation by writing the number of the abbreviation on the line next to the word.

- |        |       |            |
|--------|-------|------------|
| 1. mm. | _____ | kilogram   |
| 2. cm. | _____ | Celsius    |
| 3. dm. | _____ | liter      |
| 4. m.  | _____ | millimeter |
| 5. km. | _____ | kilometer  |
| 6. l.  | _____ | Fahrenheit |
| 7. g.  | _____ | decimeter  |
| 8. kg. | _____ | centimeter |
| 9. C   | _____ | meter      |
| 10. F. | _____ | gram       |

SKILL: STUDY SKILLS, Story Problem and Solution

LEVEL: Primary II

MATERIALS: Various materials usually found in classrooms



PROCEDURE: Introduce orally the concept of discovering a problem and its solution before it is introduced in the reading material. Children who have had experience identifying the problem and its solution orally have less difficulty with this kind of reading material. This concept may be introduced in a variety of ways. You may wish to:

1. Show films which depict the presentation of a problem and the characters' solution to the problem. Class discussion may interrupt or follow the film.

Suggested titles. F 169-147 "What If?"  
F Series, "What Should I Do?"  
169-143 "The New Girl"  
169-144 "The Fight"  
169-145 "Lunch Money"

2. Read mystery stories to or with the class. Many trade books containing mysteries are on the library shelves. The current reading program also contains mystery stories. Discuss the problem (mystery) in the story and its solution.

Examples of titles: "The Missing Necklace" (3-S)  
"The Stolen Necklace" (10-S)  
"Ah See and the Spooky House" (6-S)

3. Make a bulletin board or chart which lists problems in the room. Such problems could be individual or collective.

Example:

Everybody Has Problems

Problem	Solution
Our room was messy.	We cleaned it up.
Bob lost his pencil.	Mary loaned him one.
John tore his paper.	The teacher gave him some tape.

4. Use the concept of problem and solution in everyday classroom routines. For example, in an art lesson distribute all of the materials except the scissors. When it is time to cut, explain to the children that they have a problem. What is it? How can they solve it? This is a flexible teaching strategy that may be adapted to many areas.
5. Read a story aloud to the class; then ask the children to discuss the problem and solution. Have pupils draw a picture of an alternate solution.

READING ALOUD

SKILL: STUDY SKILLS, Oral Reading

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard



PROCEDURE: Use the sentences below as an oral reading exercise.



DIRECTIONS: Read the following sentences aloud. Be sure to observe punctuation marks and vary your voice accordingly.

1. The boys ate popcorn, hotdogs, potato chips, and candy.
2. Linda had bacon, eggs, toast, and milk for breakfast.
3. David collected the books, pencils, erasers, and rulers.
4. The teachers brought cookies, pies, cakes, and cupcakes for the bake sale.
5. Yesterday Cecelia wore her new coat, hat, scarf, gloves, and boots.
6. Mark wrote Santa a letter asking for books, games, puzzles, and clothes.

READING ALOUD

SKILL: STUDY SKILLS, Oral Reading

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard



PROCEDURE: Use the sentences below as an oral reading exercise.



DIRECTIONS: Read the following sentences aloud. Be sure to observe punctuation marks and vary your voice accordingly.

1. Mrs. Brooks yelled, "Children, stop playing!"
2. "It is time to go," said Mrs. Moore.
3. "Wait for me," the nurse said.
4. The principal said, "There will be no school Monday."
5. Mrs. Kick shouted, "Please take your seats!"
6. "Close the door, Joey," said Mrs. Turner.
7. "How are you feeling today?" asked Mr. Hodges.

ANSWER KEY for PUZZLES

Page 31: Shadow

L	S	O	C	W	O	D	S	M	V	T	L	O	T	
I	H	O	O	A	I	R	A	R	E	D	K	K	R	
D	A	L	A	Q	B	J	P	U	X	M	D	N	O	
G	D	G	T	R	I	C	K	Q	V	Y	U	O	T	
N	O	I	P	A	L	O	M	I	N	O	L	P	T	
I	W	A	P	H	C	S	T	D	L	R	L	Z	E	
K	D	T	G	B	U	V	H	G	E	M	S	W	R	
C	L	F	A	W	E	A	F	C	O	R	R	A	L	
A	U	E	I	Y	D	N	I	J	L	C	F	N	T	
R	L	U	T	E	L	L	T	Z	B	X	I	N	G	O
T	R	O	T	T	O	L	A	K	M	O	Z	P	H	

Page 32: Shadow's New Life

B	U	M	A	S	T	E	R	I	N	E	N	D	J	M
L	E	A	D	D	A	Z	E	S	I	B	N	A	U	E
U	T	H	E	G	U	B	E	F	R	O	A	D	D	O
E	B	E	J	R	M	F	A	I	R	N	R	E	G	E
R	C	O	D	O	O	C	R	A	Z	U	R	O	E	X
I	D	E	N	O	M	S	G	I	W	E	O	P	S	N
B	S	X	M	M	I	S	T	R	E	L	W	A	M	R
B	E	N	E	E	T	T	E	N	N	E	S	S	E	E
O	G	R	W	D	O	S	N	O	R	T	E	D	C	K
N	D	R	I	N	G	E	N	U	M	H	R	U	M	B
C	U	K	C	O	P	E	S	F	M	A	N	E	J	E
M	J	T	R	A	I	N	I	N	G	H	A	S	A	G

Page 33: Pecos Bill

A	N	D	E	C	L	I	P	S	E	G	G	P	F
R	E	A	L	I	N	G	O	A	Z	O	E	B	A
C	I	O	C	A	M	P	F	I	R	E	E	U	I
M	W	T	N	E	U	S	E	A	F	K	E	F	R
E	R	S	I	X	G	U	N	S	U	C	D	F	A
D	S	I	T	R	O	T	A	O	Z	H	A	A	N
G	H	R	T	A	L	E	S	I	N	A	C	L	D
K	I	L	M	A	E	P	W	S	I	P	Y	U	S
I	X	B	I	L	M	A	E	P	W	S	I	N	Q
N	O	A	Z	U	N	C	L	E	C	P	L	I	U
G	U	I	S	Q	U	A	S	A	B	I	E	N	A
Q	R	T	I	O	Z	M	A	T	B	N	E	A	R
S	A	N	X	M	U	S	T	A	N	G	A	L	E

Page 34: Tall Tales About Strange Critters

B	A	N	G	O	O	F	U	S	B	I	R	D	A	D
A	R	L	O	F	F	E	R	T	R	A	T	K	E	V
C	A	C	A	C	T	U	S	C	A	T	L	O	S	C
K	I	N	D	L	E	G	N	A	R	T	A	S	T	H
W	P	M	U	C	H	O	D	A	G	P	Z	U	R	A
A	J	A	C	L	K	E	M	U	N	E	Y	B	A	M
R	I	D	E	H	O	O	P	S	N	A	K	E	N	P
D	U	M	T	E	R	C	A	R	U	M	M	C	G	I
S	Z	U	N	C	R	I	T	T	E	R	K	I	E	D
C	A	L	N	E	D	O	K	O	O	R	C	U	T	N
M	A	E	N	U	C	R	O	O	K	E	D	E	A	D

Page 35: Chuka's Hawk

G	R	A	C	O	U	O	T	E	L	G	A	F	G	
G	R	A	V	E	V	C	H	U	K	A	Y	M	G	R
A	M	A	B	E	F	L	O	C	K	E	E	R	A	
N	O	Z	R	R	O	W	B	E	R	R	S	A	S	
D	E	R	O	S	E	R	T	E	B	W	A	V	S	
F	M	O	T	O	T	O	M	O	R	R	O	W	M	
A	D	A	N	R	E	D	R	A	Y	E	V	A	O	
T	K	O	E	A	D	E	S	E	R	T	E	R	P	
M	U	C	R	N	T	U	R	E	L	O	O	D	P	
E	C	A	D	V	E	N	T	U	R	E	T	L	E	
R	O	W	K	M	O	R	R	O	W	T	H	E	R	
O	G	R	A	V	E	Y	A	R	D	E	E	D	H	
N	C	U	E	C	O	L	F	L	O	C	R	O	T	
E	A	G	L	E	A	H	A	W	K	I	D	D	L	

Page 36: Sand Painting

D	I	D	I	F	F	E	R	E	N	T	F	N	D
E	N	E	A	R	I	N	G	I	O	N	D	L	E
S	E	C	E	R	E	M	O	N	I	E	S	E	F
I	M	Z	K	L	D	Y	D	H	G	R	T	U	O
G	Y	I	N	D	I	A	N	S	O	C	B	G	O
N	P	A	K	I	S	P	R	I	N	O	K	R	D
S	A	N	G	S	M	I	E	G	L	R	E	C	C
W	I	X	O	D	I	E	Z	L	I	N	K	U	O
M	N	M	G	N	X	I	T	U	N	M	A	N	L
E	T	P	S	A	N	D	U	E	Z	E	L	D	O
C	I	D	R	N	M	E	A	L	N	A	E	N	R
V	N	A	Z	S	D	N	U	O	R	L	G	F	I
T	G	P	S	P	R	I	N	K	L	E	L	C	N
D	F	G	D	R	U	N	D	S	Z	A	V	T	G

RESPECT CET JOIN  
 NLI APIADNAWRUO  
 PLAINS SIMOPFLEA  
 GTBMZBERBERSAR  
 SFHUGER ALJENIO  
 I SERTECWECEARZ  
 MZ WIGWAMMTDQUO  
 PEARDGMGAWOGIW  
 L TENURDENAMDEA  
 E FNEWORLDROWN  
 OUTQUHENGLANDA  
 PONEGLANDNALEN  
 ZSETTLERSEILRE

DANCE OPEOPLEDEM  
 LECPCPEPIHURSHAD  
 WGIWAPARTMENTWO  
 OERCUCRCWERDLCW  
 NZCALANDINGNCRN  
 DMLGABNAEBHCHUS  
 EIEAPRATMEHNIAT  
 RNITSNWODUILCAI  
 FUSOMEONEWRLDLI  
 UTEMINAMENRCRER  
 LERBEANBAGATEETS  
 SLLURFRFWONHDNGW

AGUESSNOHORSEPENP  
 NEPORALFEUGWAMIPE  
 DOAPENNL SUEMSDWID  
 EDEKAIRYDIUEMPRWE  
 LOSESWALLOWEDRIAS  
 GRULDEPTUZARINGIS  
 CARRTUE SPIDERNGAT  
 OLDDIAWRHPRAIFLNH  
 UZYGCP OPENEDADEWR  
 RURSKEUMEADSLMDEO  
 SDHELUWALKEDTCDEA  
 ENAKELOWEDNRESROT  
 IRWBDO PENNSUEMDIP

DESTOGETHERFSKITU  
 SIREHESKDMOSTAEN  
 EUSTFEFTCHFDVSYAIT  
 SINDIANPSNTGEAFT  
 KFM AVZLAOUNVAKEE  
 ITTOTITALCFTSTSMDS  
 MOUNLANAIFNIIOUVS  
 ONT LIGEPEOPLEAT  
 SPTEA OUPINPIANSAT  
 DKAYCKALEVILLASET  
 STIRFFGTALASKACFS  
 HFNTSDEGETHEPEFS  
 KISMITORDFORSTFS

SUSPPECARVEGSEE  
 THUNDREDTTHONSTRE  
 OSPABRAIDEDREAML  
 RAFFLEOWUGZGQUROR  
 EVENSEALWSKINTOR  
 HIRLEDWHIRLEDSIED  
 OSWIANETNOSEREDR  
 UNDRUPPCARVASE  
 SWINAEQUETOETRLHA  
 ETHARNESSINGHSEM  
 MRAJETRUHAPZUKME  
 THUNDEREDIQUWIED  
 LIERMBYPWLUNONDA  
 ETHONGSPRINKLELL

NLDLEOLEGENDOGLEAR  
 IROAEZEEREE LIRMF  
 GEWATCHEDOOREYAF  
 HEDBUNACIRFWANEON  
 TZOCWATCHDESMTQOS  
 LEGANIDHTFREEZEELT  
 RCANTRENIGOHDTRIA  
 EOODOGENDOOWAYRSN  
 CANLEADWAFRICANHI  
 FREEFUSSLRWEZCOLO  
 EBREOQFREEAXSTAMP  
 WTOMORROWAYNRWSTJ

S	P	M	A	H	C	P	O	L	E	O	R	F	I	T
R	A	S	U	B	J	E	C	T	A	R	U	R	C	D
P	E	R	N	U	M	B	E	R	I	B	I	E	T	S
I	T	C	A	P	S	U	L	E	U	I	L	C	E	T
O	K	A	C	A	P	S	L	L	E	T	I	K	T	R
N	C	Y	N	L	E	M	O	N	S	B	E	L	R	A
E	E	R	C	H	I	M	P	A	N	Z	E	E	R	P
E	S	S	A	G	E	C	P	T	C	A	P	S	U	P
R	O	C	E	T	S	U	L	E	F	R	O	C	K	E
S	U	H	B	J	E	C	T	R	A	O	P	P	E	D
C	H	A	M	S	P	R	O	C	K	C	T	A	Z	C
S	U	M	E	S	S	A	G	E	O	K	E	V	E	S
D	R	P	R	V	E	P	A	V	J	E	C	E	T	R
I	B	S	E	L	M	P	N	Z	E	T	R	D	E	E

G	M	I	S	S	O	I	N	R	E	Z	E	R	O	E	R
A	I	E	B	R	O	R	E	L	B	I	S	I	V	N	T
H	S	I	R	H	I	P	I	P	L	A	N	E	T	C	H
I	S	K	E	P	S	L	E	E	V	R	U	W	I	T	I
L	I	F	A	T	S	P	A	C	E	S	H	I	P	V	N
E	O	A	K	R	I	L	I	A	T	P	C	A	L	A	V
V	N	S	F	A	O	A	R	T	E	A	R	T	H	T	I
E	A	T	A	Z	N	T	C	H	E	C	I	V	A	S	S
R	M	U	S	E	V	M	U	C	A	N	V	A	S	B	I
F	A	S	T	R	H	U	B	E	L	A	S	S	N	E	P
C	A	N	V	D	E	S	W	I	T	C	H	E	S	P	L
Z	C	H	A	N	T	E	R	O	B	W	R	A	T	C	E

R	A	Y	A	R	D	S	E	T	T	W	A	S	H	I	N	G
E	T	E	N	D	E	N	T	S	T	A	T	I	D	N	T	B
S	J	A	M	M	E	D	U	N	D	S	O	L	D	I	E	A
A	Y	A	R	N	E	D	L	B	H	U	N	G	R	I	Y	T
P	M	E	L	D	H	U	S	O	A	I	N	C	P	E	N	H
R	E	S	I	T	A	T	E	O	T	H	G	O	H	S	I	R
E	D	A	N	E	U	E	T	H	G	R	L	O	I	W	O	
S	G	R	C	L	L	L	T	E	R	T	Y	N	N	D	B	O
I	Y	Z	O	U	I	E	L	L	O	O	A	L	E	I	U	M
D	I	E	L	N	P	R	E	T	E	N	D	E	D	E	N	T
E	O	L	N	G	R	O	D	E	O	V	E	D	B	R	D	H
N	G	T	D	N	E	N	T	S	O	L	D	I	E	R	L	I
T	E	L	E	P	H	O	N	E	M	P	R	E	T	T	E	Y

C	O	U	L	D	C	R	O	N	T	R	
M	N	V	X	P	B	U	Y	C	P	R	E
Q	B	E	V	W	N	I	T	R	E	Y	V
P	O	I	E	U	T	R	E	W	A	E	
S	D	F	R	G	H	O	L	D	J	K	R
L	Z	X	Y	W	M	N	W	Q	R	T	Y
F	H	T	Z	S	D	F	C	H	J	K	L
E	L	E	P	H	A	N	T	L	P	M	H
A	W	E	R	E	B	G	J	Y	O	U	R

C	W	A	G	O	N	Q	T
K	H	N	K	T	T	V	A
V	E	X	C	R	O	F	R
R	E	C	U	U	C	Z	L
P	I	N	F	C	L	P	E
T	O	Y	S	K	B	E	F
C	H	A	I	R	O	N	Y
Y	W	F	N	S	X	F	T

W	R	I	R	T	F	D	A	Y	M	O
S	V	S	U	R	P	R	I	S	E	R
C	P	T	R	U	M	F	V	T	S	
H	P	A	N	P	A	R	T	Y	O	I
O	E	T	Q	W	C	P	H	A	T	M
O	P	F	C	M	N	V	T	Y	S	S
L	V	L	O	L	L	I	P	O	P	M

Page 106: Sight Words

C	H	P	T	R	N	A	T	I	C
O	F	L	P	T	N	K	H	P	H
C	H	C	F	Z	Y	W	F	O	I
A	L	V	H	A	P	P	Y	O	L
M	Z	T	H	I	P	K	Z	N	D
S	C	H	O	O	L	C	H	D	P
I	O	L	Z	F	P	D	V	M	F
V	Y	F	A	T	H	E	R	E	N
K	H	Z	V	L	M	F	K	E	K
N	C	K	Z	G	O	S	O	O	N
O	S	T	M	P	Z	L	T	O	O
W	Y	R	F	Z	K	A	N	F	W

Page 107: Jimmy's Pocket Aunt

Down	Across
1. Alice	4. take
2. take	5. five
3. thanked	6. Lee

Page 108: Vocabulary Mastery Test 3

B	N	R	I	R	D	C	F	L	Y	Y	F
A	G	N	M	A	Z	H	T	S	H	E	I
R	E	M	S	S	J	A	D	M	A	N	V
N	V	A	P	K	K	S	S	X	S	B	E
A	F	Y	D	W	R	U	P	T	A	E	C
S	N	K	H	A	N	D	L	Y	Y	G	N

Page 109: Candy for Dinner

Across	Down
1. Mickey	6. baked
2. dinner	7. Candy
3. Flake	8. dessert
4. said	9. joke
5. thought	10. both

Page 110: Vocabulary Mastery Test 4

C	D	W	O	U	L	D	N	C	D	O	O	R
F	A	H	J	P	M	T	L	A	U	G	H	M
D	B	Z	X	A	G	A	I	N	W	R	E	Q
O	O	P	T	Y	E	R	G	C	S	O	M	E
E	U	L	P	Y	U	R	M	F	U	F	G	H
S	T	P	Y	U	I	G	I	V	E	T	Z	T
P	A	G	O	I	N	G	M	P	H	O	F	F

Page 111: The Seven Little Pifflesniffs

Across	Down
1. grapefruit	6. Patrick
2. coffee	7. Pifflesniffs
3. colds	8. work
4. soft	9. fried
5. scrambled	

Page 112: Billy's Find

T	I	P	M	J	B	A	G	S	C	T	R	Y
E	M	P	Y	Z	F	E	T	R	E	M	X	O
N	Q	D	O	G	P	R	B	I	L	L	Y	U
X	F	U	N	Y	F	W	C	V	R	N	M	P
R	D	O	U	G	H	N	U	T	C	R	W	E
Q	Y	W	D	F	R	T	N	L	M	P	Z	I
P	Y	N	A	T	R	F	E	N	C	E	R	T
M	N	Y	Y	U	P	O	I	R	E	B	U	Y

Page 113: Excitement on Appleby Street

Across	Down
1. bowls	3. fish
2. manhole	4. road
3. fire	5. tooth
	6. truck

Page 117: Sight Words

A	X	C	C	O	C
C	O	U	L	D	O
A	M	T	E	N	M
R	E	C	A	M	E
R	C	A	N	R	P
Y	E	L	C	K	A
C	O	L	D	L	Y

T	S	E	V	E	N	G
H	S	O	O	N	I	A
I	F	A	I	L	A	G
N	A	S	I	N	G	O
G	S	T	A	R	T	F
R	H	O	S	I	M	P
E	O	P	M	O	S	T
E	W	I	A	E	G	O
S	F	A	L	L	I	N
F	A	S	L	E	E	P

R	U	P	C	U	S	E
P	U	P	O	N	Y	C
N	V	O	L	D	Y	W
A	N	T	W	F	F	E
V	X	V	F	R	Y	I
N	W	Y	N	L	F	L
W	A	N	T	R	A	M
A	S	P	C	K	I	O
L	H	L	Y	E	P	T
K	Y	E	N	M	Y	A

O	P	W	H	I	T	E
N	W	H	E	N	W	X
D	Y	E	L	L	O	W
W	O	R	K	W	U	H
V	U	F	X	I	L	I
R	P	C	P	S	I	C
E	N	O	V	P	T	H

G	O	N	T	H	R	F	W	L	N
O	X	I	W	U	O	V	G	O	T
I	F	V	O	G	E	T	E	F	D
N	F	E	R	G	R	E	E	N	N
G	M	S	T	E	I	E	T	R	E
T	H	A	G	O	G	A	V	E	L
E	G	O	O	D	W	O	N	C	G
S	W	A	T	U	X	N	E	I	O
T	U	E	S	G	I	V	E	S	E
G	R	O	W	O	U	I	T	O	S

P	T	O	G	E	T	H	E	R	E	
A	F	C	X	Y	U	L	O	P	N	
T	G	H	P	T	P	H	N	T	G	
W	H	E	I	T	H	A	N	K	H	L
O	C	P	A	F	F	M	R	R	I	
S	H	F	C	S	G	T	G	E	L	
E	M	F	T	E	P	A	I	E	B	
B	L	U	S	J	K	T	L	H		
S	P	E	R	O	X	E	N	M	T	
V	H	R	T	H	E	I	R	N	O	
T	F	K	A	T	O	T	H	E	M	

t	n	e	s	h	r
e	i	t	h	e	r
e	b	h	r	o	d
t	h	r	e	a	d
h	a	o	b	m	y
c	o	w	i	t	h

- |            |            |
|------------|------------|
| Down       | Across     |
| 1. white   | 3. wheel   |
| 2. whistle | 4. whisper |
| 5. whip    | 5. whirl   |

w	i	s	h	s	k
e	i	x	o	v	s
m	r	s	h	o	u
r	h	h	x	u	o
n	z	o	v	i	s
d	m	i	s	n	r
s	h	o	p	e	n

Page 126: Checking for CH

- | Across   | Down         |
|----------|--------------|
| 3. chair | 1. chocolate |
| 4. such  | 2. chips     |
| 6. chop  | 5. checks    |
| 7. chain |              |
| 8. chase |              |

Page 127: Sight Words

E I O A N A W A Y I A  
 M P A L O N E D A N R  
 Z V B I D Y C P C K A  
 Y W O Y A A I W A Y S  
 E X H S A E M H I O K  
 A F T F E N O O N D F  
 M N T P E R Q X Y M A

Page 129: Sight Words

- | Across    | Down    |
|-----------|---------|
| 1. not    | 2. own  |
| 3. now    | 4. of   |
| 4. old    | 5. over |
| 5. off    | 6. open |
| 8. once   | 7. only |
| 9. new    | 9. new  |
| 10. never |         |

Page 131: Sight Words

- | Across    | Down     |
|-----------|----------|
| 2. pick   | 1. ride  |
| 4. please | 3. play  |
| 5. pretty | 6. round |
| 7. pull   | 8. right |
| 8. read   |          |
| 9. put    |          |

Page 161: The Greatest Machine  
in the World

- | Across       | Down       |
|--------------|------------|
| 2. tied      | 1. artist  |
| 5. sculpture | 3. machine |
| 9. cried     | 4. wheels  |
| 10. ribbon   | 6. parts   |
|              | 7. rocked  |
|              | 8. sign    |

Page 162: Noise

- | Across      | Down        |
|-------------|-------------|
| 2. wearing  | 1. airport  |
| 4. rattled  | 3. airplane |
| 5. sound    | 5. screams  |
| 6. earmuffs | 8. mother   |
| 7. alarm    |             |

Page 164: The Robots

- | Across         | Down       |
|----------------|------------|
| 2. birthday    | 1. mavor   |
| 6. wastebasket | 3. robot   |
| 7. Henry       | 4. paper   |
| 9. money       | 5. pajamas |
| 10. workshop   | 8. helper  |

Page 166: The Dinosaur Egg

- | Across      | Down          |
|-------------|---------------|
| 3. dressed  | 1. Jellyfish  |
| 5. dinosaur | 2. beach      |
| 6. fish     | 4. watermelon |
| 7. stream   |               |
| 8. zipped   |               |
| 9. stone    |               |

Page 167: There's A Hole in the  
Middle of the Sea

- | Across    | Down    |
|-----------|---------|
| 3. middle | 1. hole |
| 4. frog   | 2. wing |
| 5. sea    | 4. flea |

Page 169: An Old Story from  
Hawaii

- | Across    | Down     |
|-----------|----------|
| 1. Hawaii | 2. weave |
| 3. paddle | 5. aloha |
| 4. feast  | 6. race  |
| 8. cut    | 7. nets  |
| 9. canoe  |          |

Page 171: Sammy Shows Off

Across	Down
4. show off	1. knots
6. untied	2. friends
8. snake	3. trick
	4. slid
	5. funny
	7. easy

Page 172: Tug of War

Across	Down
2. rabbit	1. hippopotamus
4. tug of war	3. forest
5. tug	4. trunk
6. splash	7. elephant
9. squeeze	8. beach

Page 174: The Cat in the Hardware Store

Across	Down
2. window	1. route
3. quiet	4. trail
5. hardware	6. morning
7. collected	9. night
8. Firemen	
10. store	

Page 177: Fables

Across	Down
2. moral	1. bail
3. fable	3. force
4. hungry	4. hatched
5. chickens	6. kindness
7. dinner	

Page 178: Hennessey

Across	Down
5. policeman	1. Hennessey
7. rascals	2. woods
8. scat	3. children
9. leave	4. beard
	6. tattered

Page 180: The Surprise

1. scarf	7. bit
2. birthday	8. Pedro
3. surprise	9. Maria's
4. brothers	10. sweater
5. beautiful	11. Ricardo
6. grandmother	

Page 181: On Top of Spaghetti

Across	Down
2. meatball	1. cheese
3. spaghetti	4. garden
6. somebody	5. covered
7. sneeze	7. summer

Page 183: The First Fishes

Across	Down
2. hunter	1. people
4. stone	3. river
6. caves	5. Torad
7. raked	6. clay
9. villages	8. early
	10. seeds

Page 185: Stone Soup

Across	Down
2. pocket	1. woman
3. stone	3. sleepy
6. wonderful	4. soup
8. greedy	5. hungry
	7. breakfast
	9. young