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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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Racine B. Maddox, Graphics

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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.

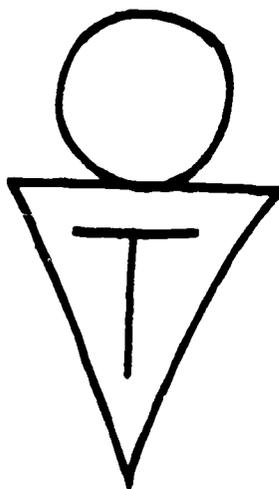
After sequential order pages have been completed, have the children cut the pages apart and paste pictures in sequential order on another piece of paper.

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.



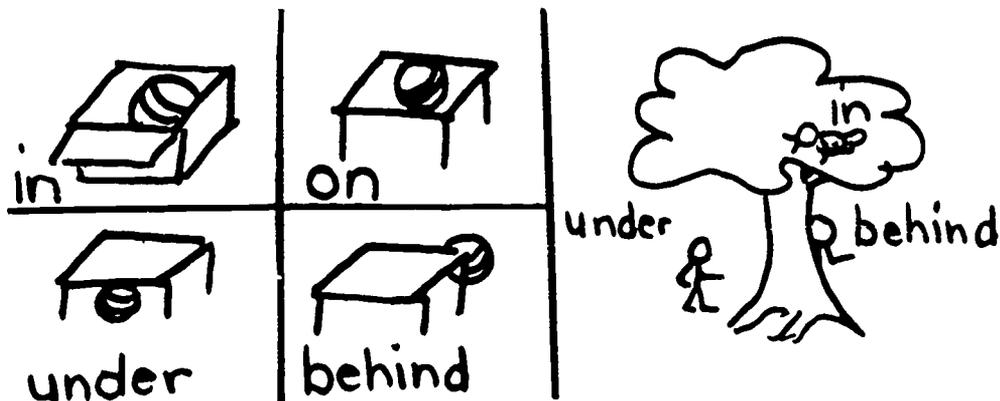
When the children are able to read easy books, organize a "Reading Club." A child becomes a member of the club when he reads a book to the class and his name is posted. Every time he reads a book, he gets a small star by his name.



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



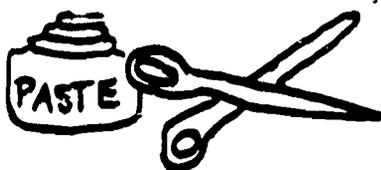
Go on a "Reading Walk" and let the children try to read signs, store names, billboards, etc. You record the words. Write the words on the board when you return. Put a check by the ones pupils recall.

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

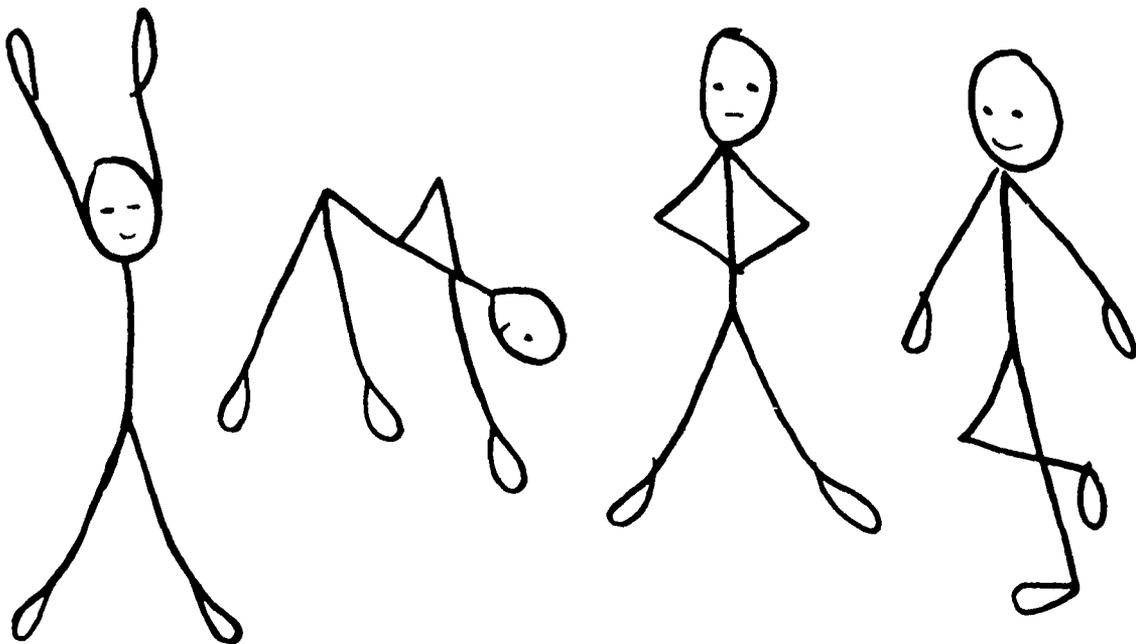
MATERIALS: Space for children to move freely



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> </u> t <u> </u> | 6. |  | <u> </u> |
| 2. |  | <u> </u> w <u> </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

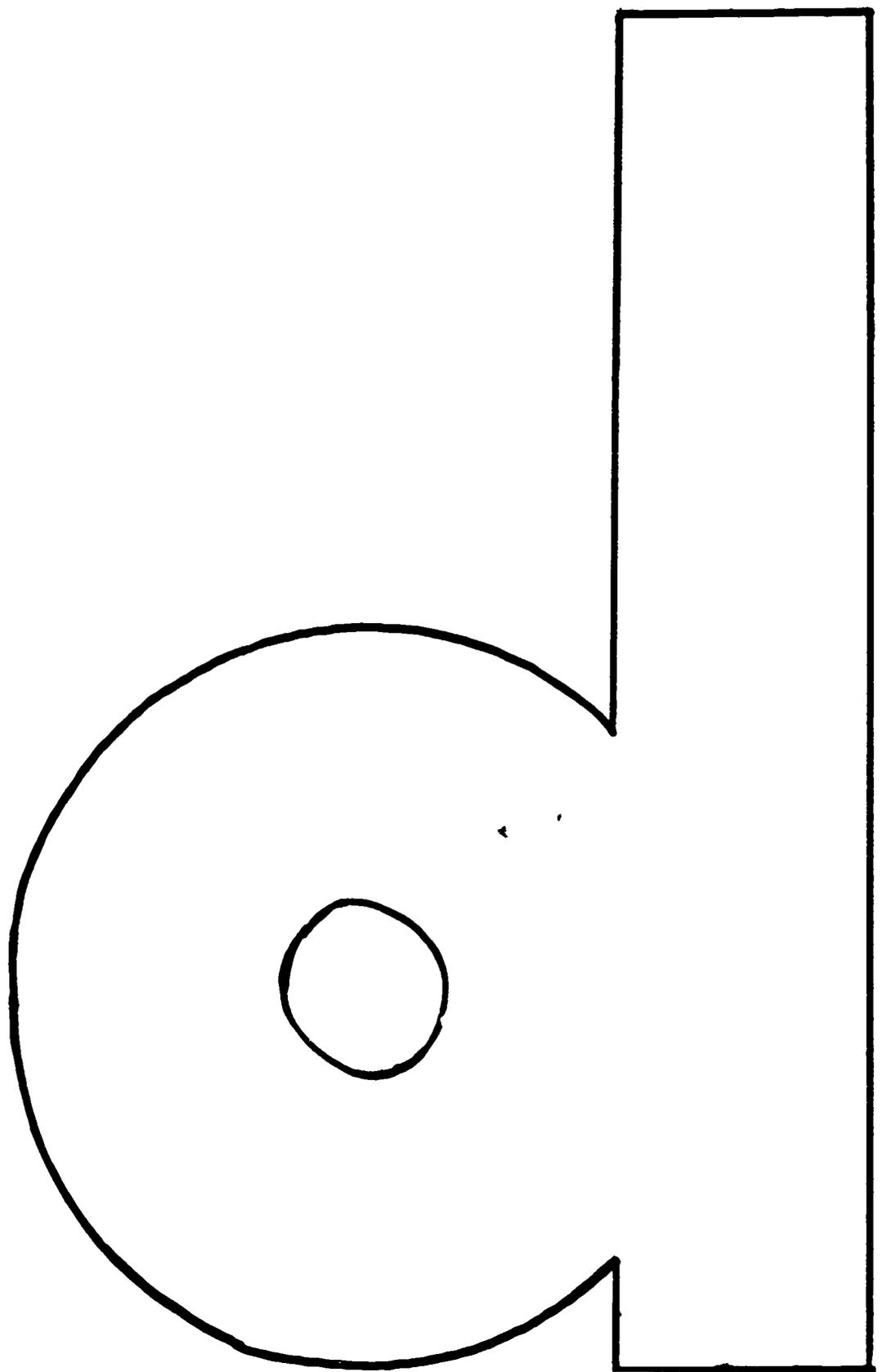
LEVEL Primary I

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

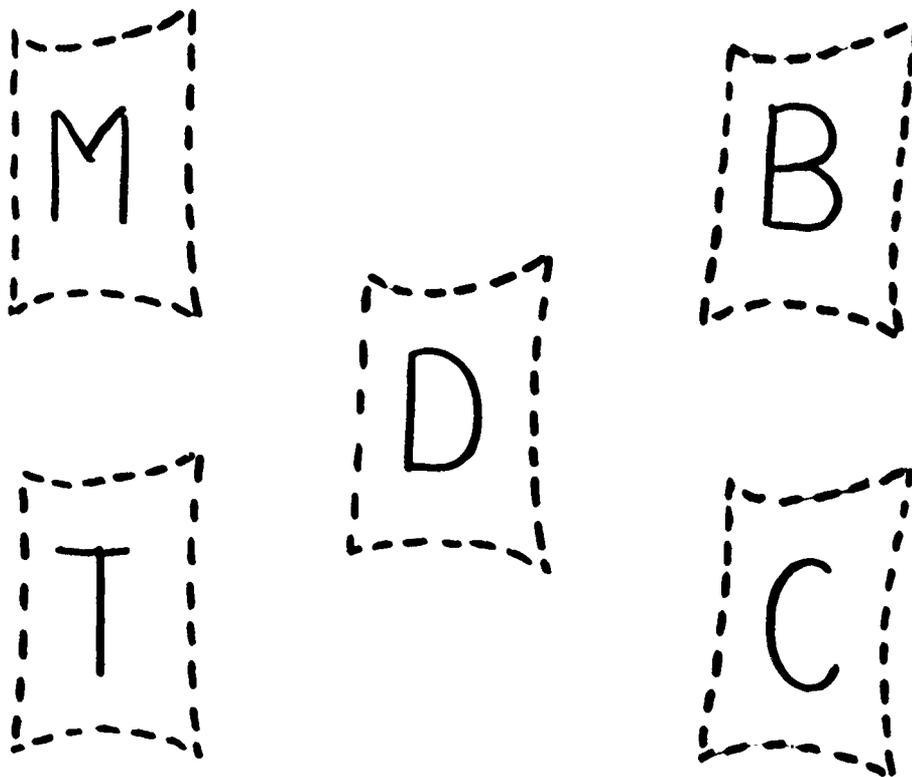
SKILL: PERCEPTUAL SKILLS, Visual Discrimination

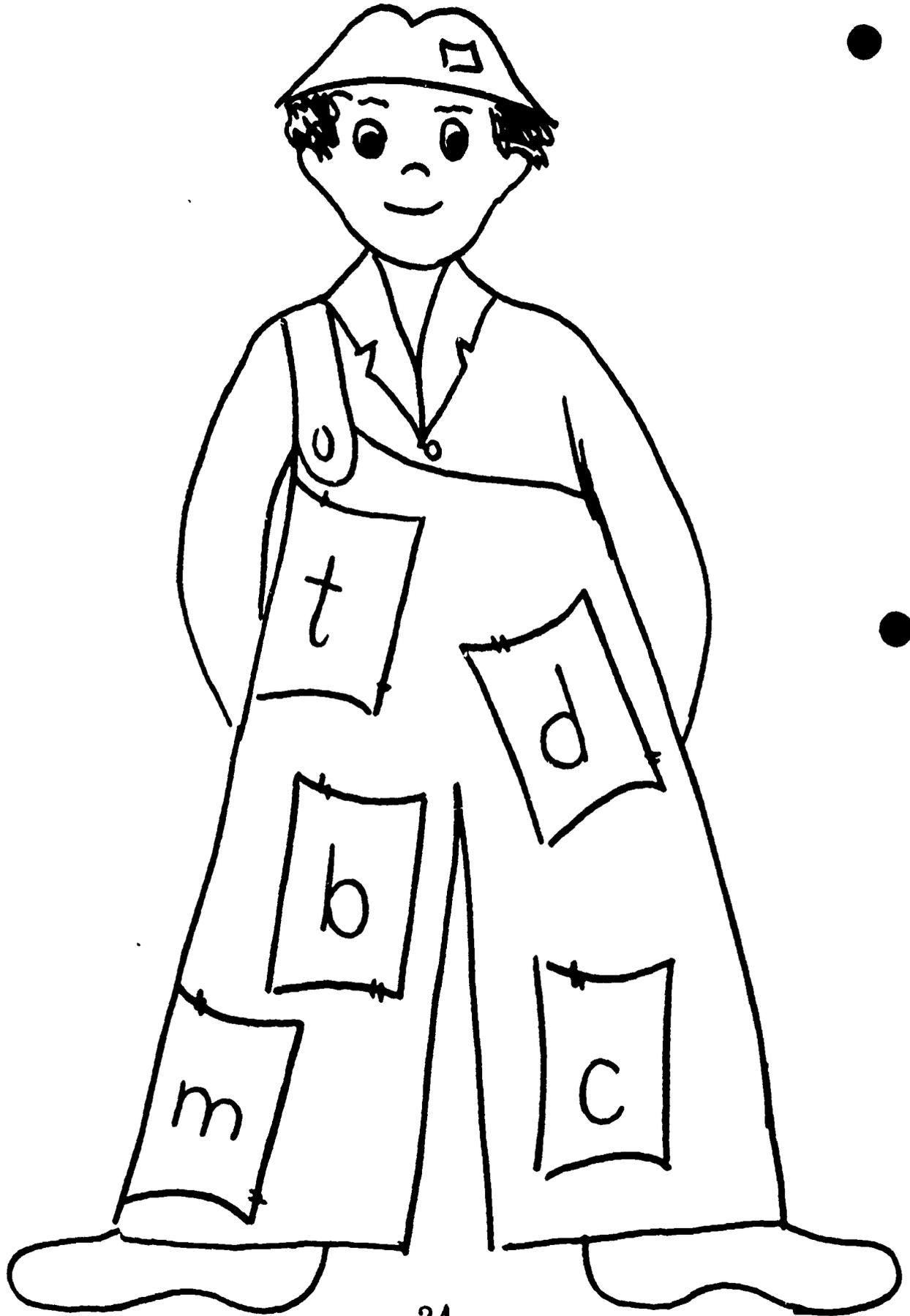
LEVEL: Primary I

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

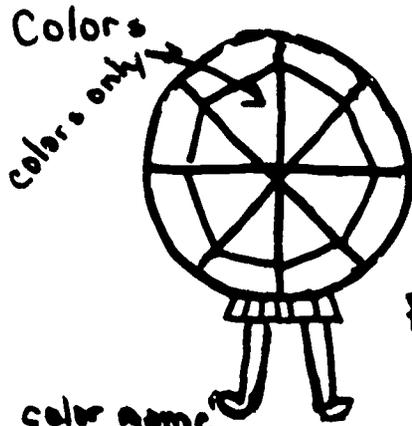
LEVEL: Primary 1

MATERIALS: Duplicating master, worksheets



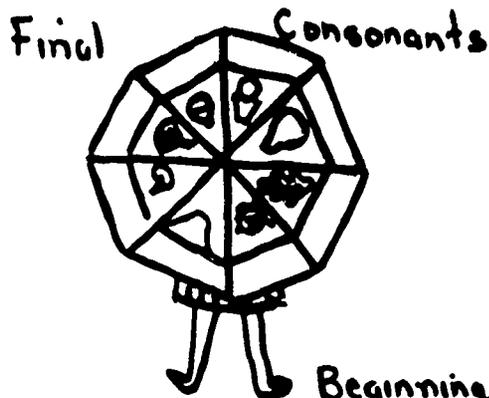
PROCEDURE: Reproduce the worksheet illustrated on the back of this page. Have pupils cut out the triangles at the bottom of the page, match capital letter on each triangle with small letter on umbrella, and paste in place.

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



color name

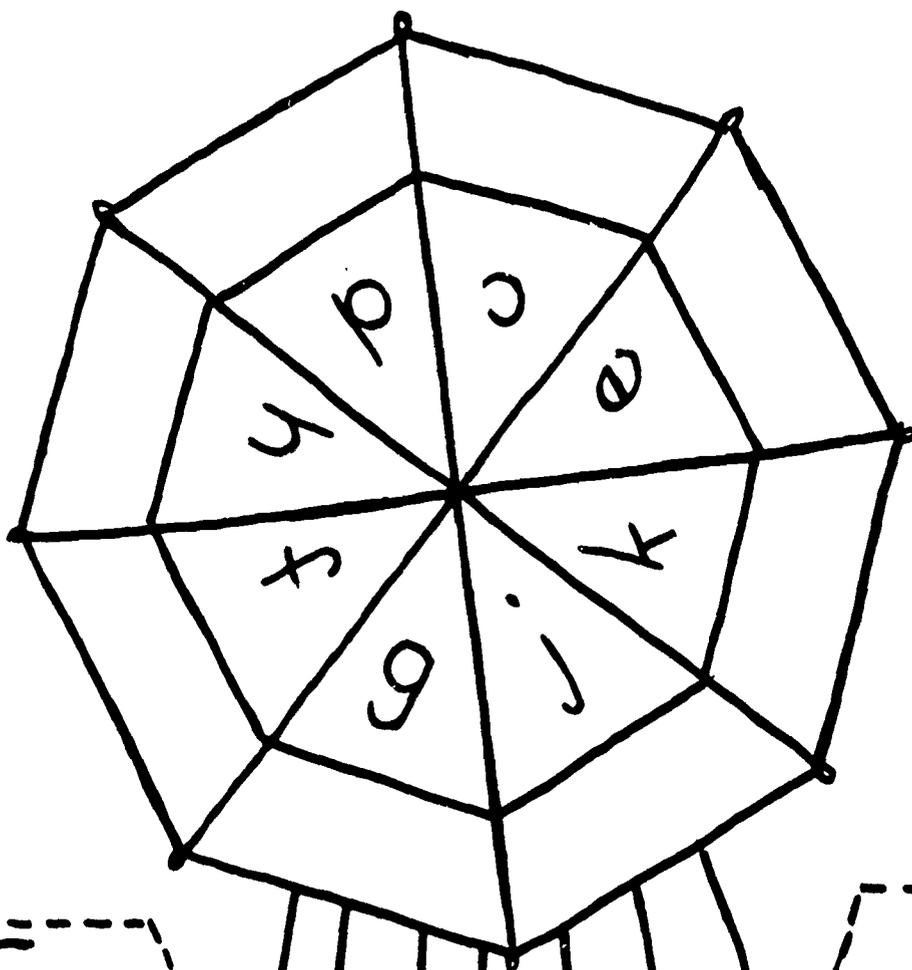
purple	brown	yellow
red	blue	black



n	p	t
k	m	h



k	p	t	m
n	h	n	h



E

G

J

C

F

H

K

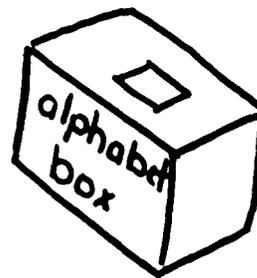
D

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

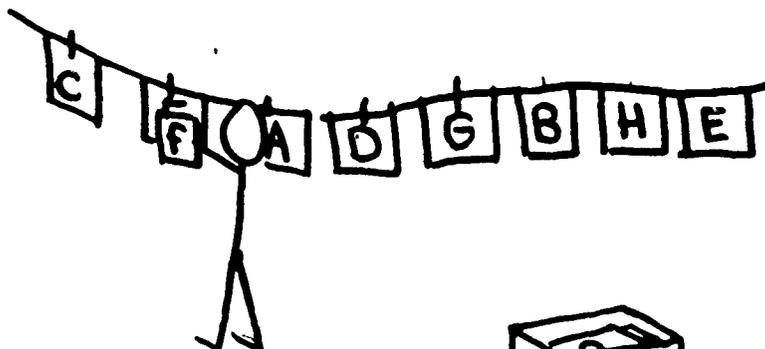
SKILL: PERCEPTUAL SKILLS, Visual Discrimination

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

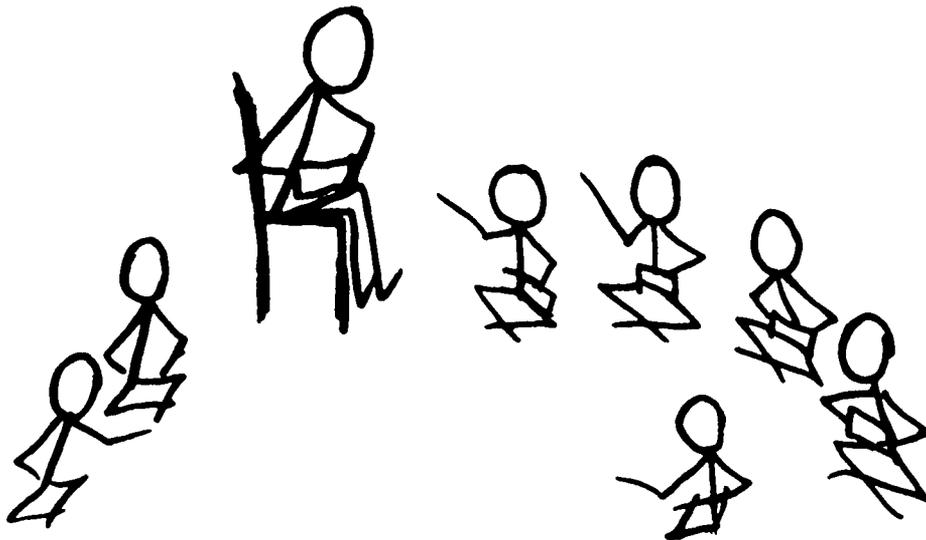
LEVEL: Primary I

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

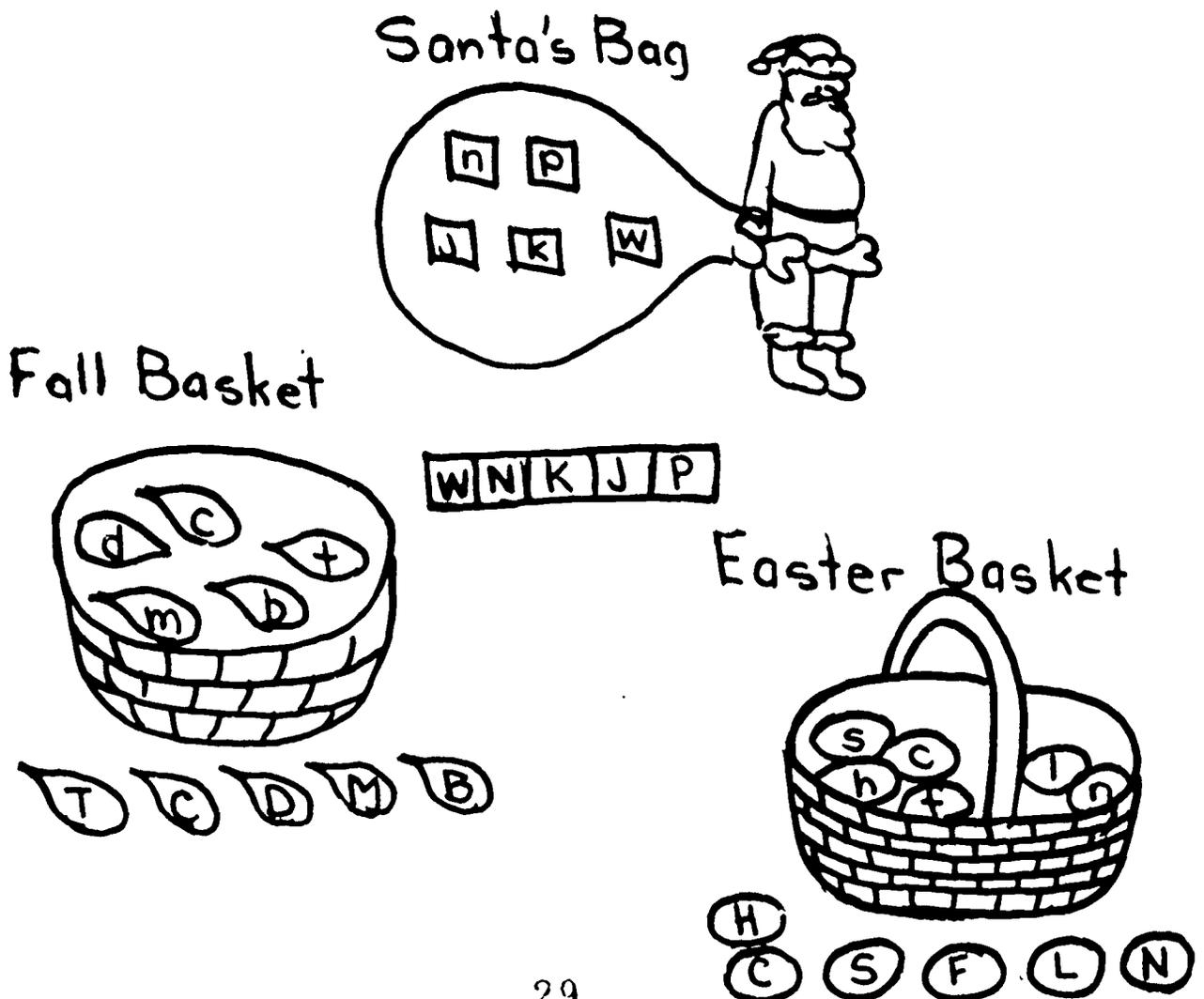
SKILL: PERCEPTUAL SKILLS, Visual Discrimination

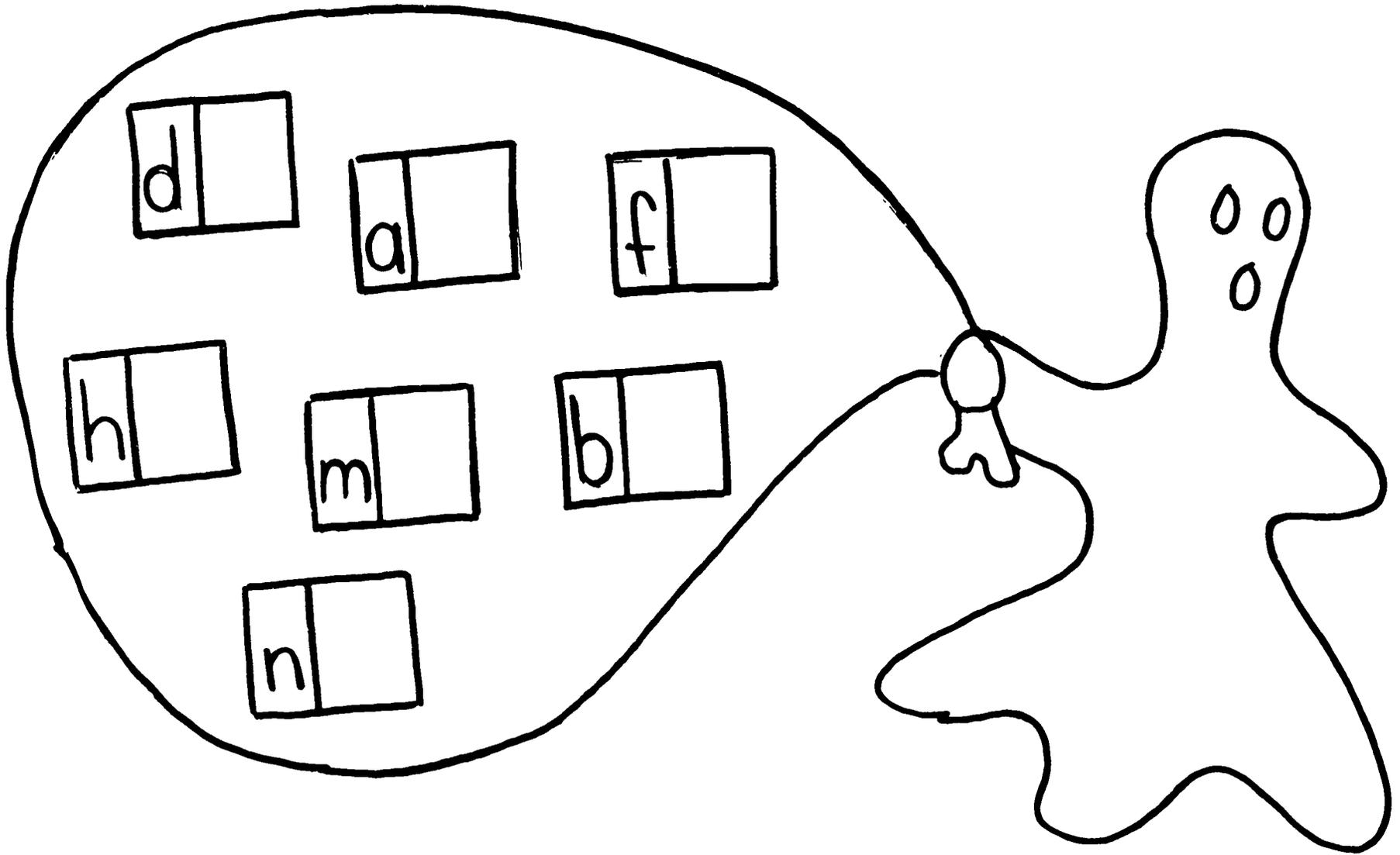
LEVEL: Primary I

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

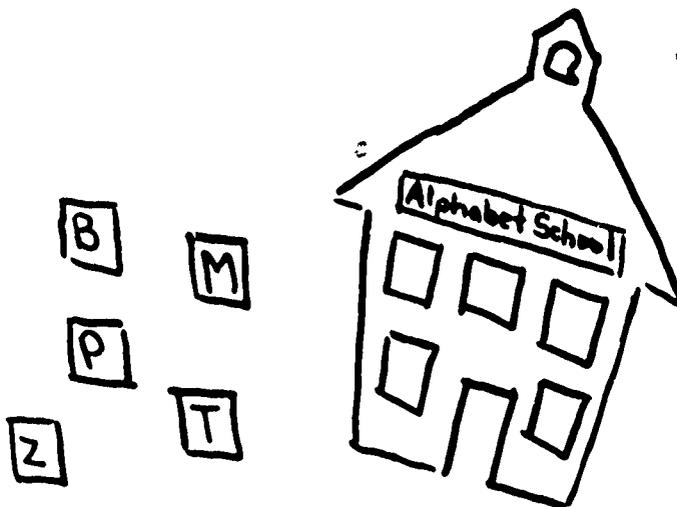
SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

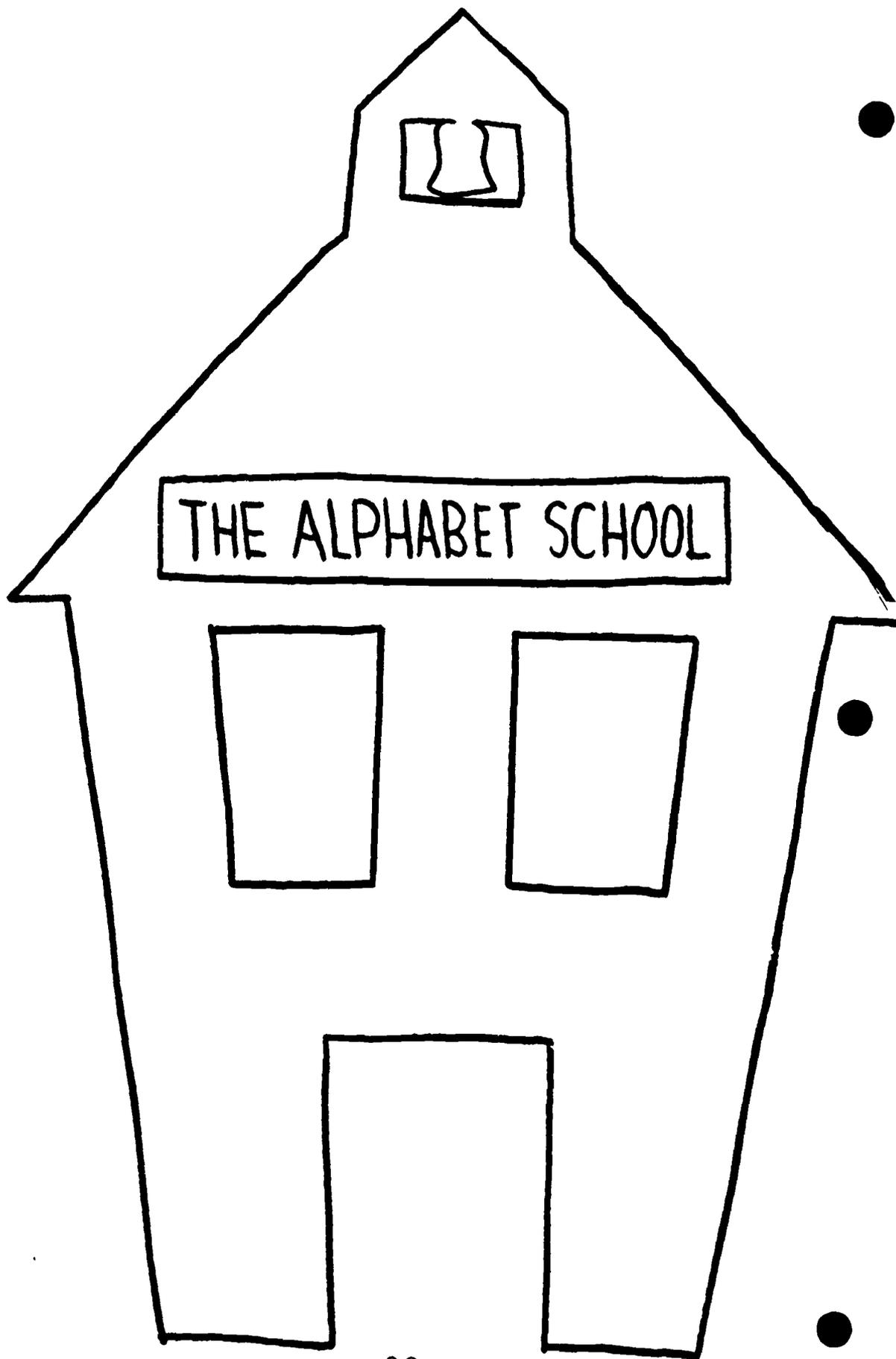
MATERIALS: Worksheet, large picture of school, cards on which letters have been written



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

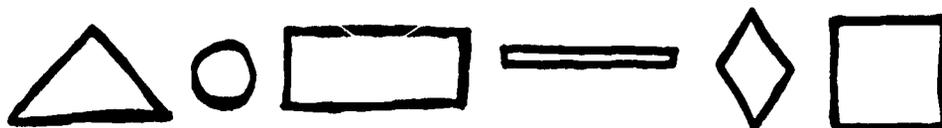
SKILL: PERCEPTUAL SKILLS, Visual Discrimination

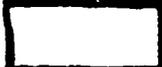
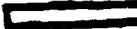
LEVEL: 4-S and up, 4-OH and up

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

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

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	A	T	B	N	E	A	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	E	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

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

A 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	E	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	Z
M	Z	W	I	G	W	A	M	M	T	D	Q	U	W
P	E	A	R	D	G	M	G	A	W	O	G	I	A
L	T	E	N	U	R	D	E	N	A	M	D	E	W
E	F	N	E	W	W	O	R	L	D	R	O	N	A
O	U	T	Q	U	H	E	N	G	L	A	N	D	A
P	O	N	E	G	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. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |
| 10. _____ | | |

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

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

A CANDLE IN THE NIGHT

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

M MATERIALS: Worksheet

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

A 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. _____ 4. _____ 7. _____
2. _____ 5. _____ 8. _____
3. _____ 6. _____

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	E	U	I	L	C	E	T
O	K	A	C	A	P	S	L	L	E	T	B	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	P	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	P	A	V	C
S	U	M	E	S	S	A	G	E	O	K	E	V	E	S
D	R	P	A	V	E	P	A	V	J	E	C	R	E	R
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. _____ 4. _____ 7. _____
2. _____ 5. _____ 8. _____
3. _____ 6. _____ 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	E	A
P	R	E	A	R	H	U	S	O	A	I	N	C	P	R	E	T
R	E	S	I	D	A	T	E	T	H	G	R	O	H	S	I	R
S	G	R	C	L	U	L	L	T	E	R	T	N	L	D	I	B
I	Y	Z	O	I	E	L	L	E	L	O	A	N	E	I	W	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	B	E	H
T	E	L	E	P	H	O	N	E	M	P	R	E	T	T	L	Y

NECKLACE

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

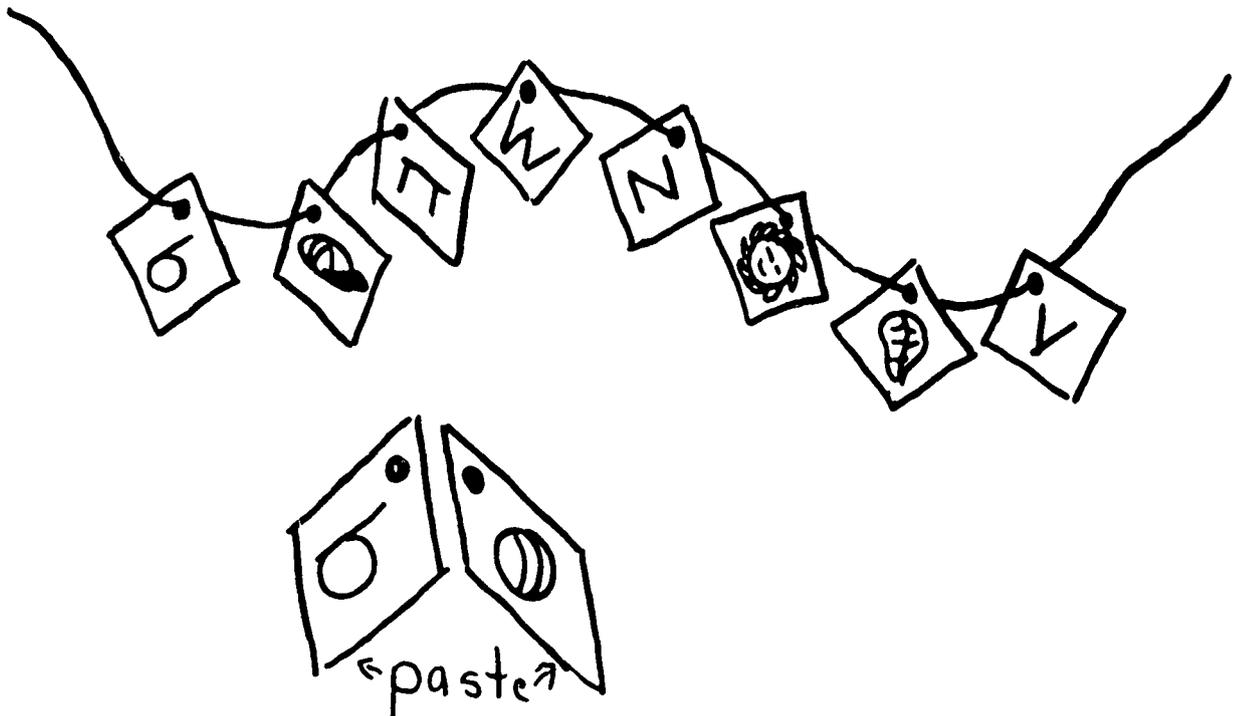
LEVEL: Primary I

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

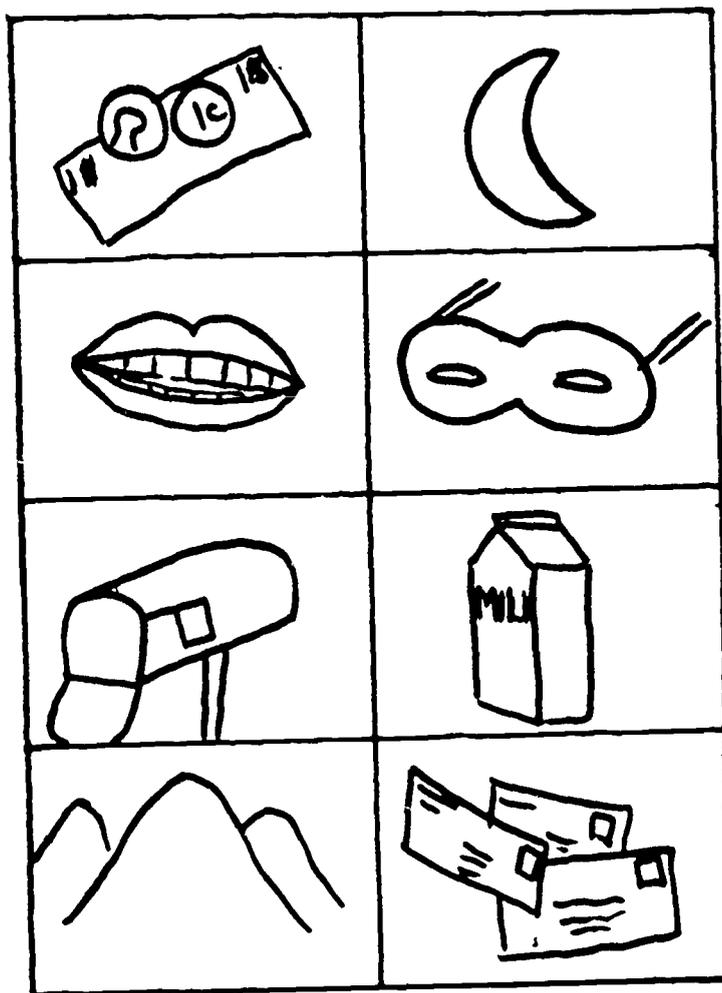
LEVEL: Primary I

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.

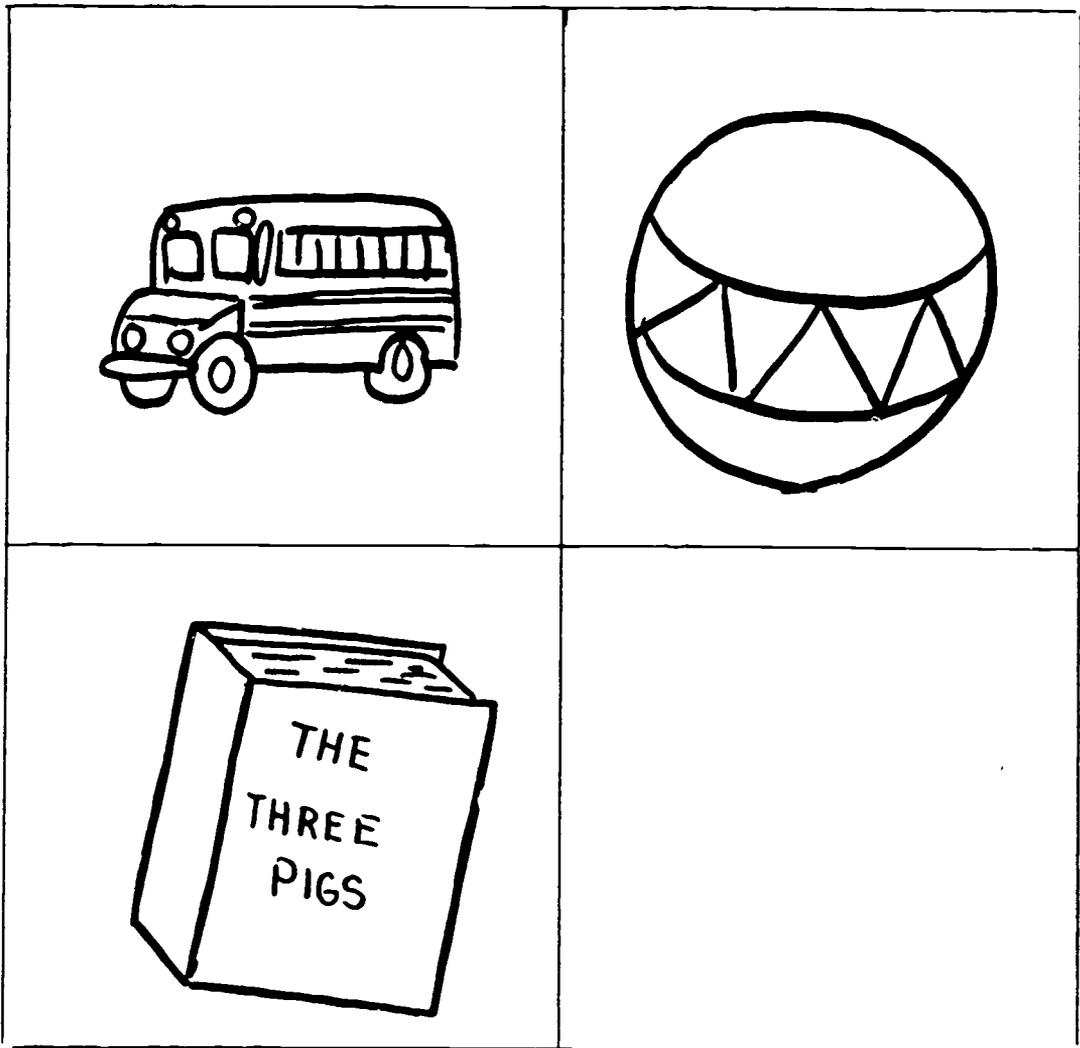
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

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

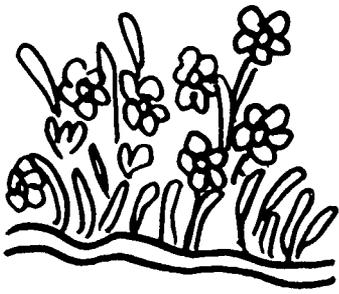
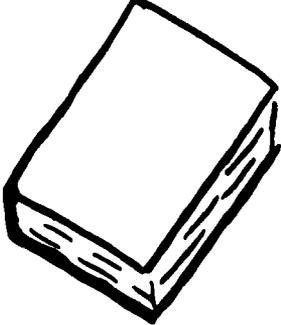
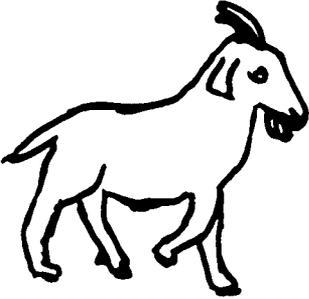
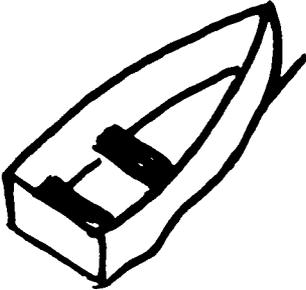
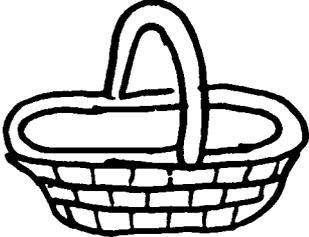
 PROCEDURE: Use this activity after Studybook, Level 2, page 17. Give each child one worksheet with words in boxes and a second worksheet with a picture for each word (see back of this page). Read the directions aloud to the children.

 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

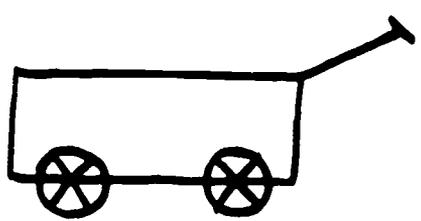
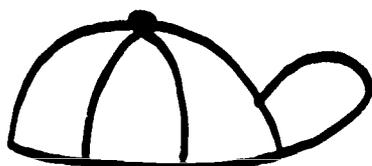
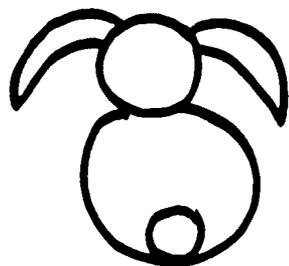
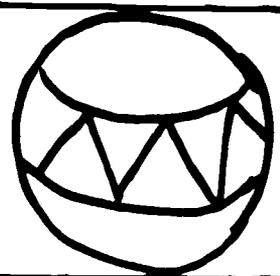
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

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

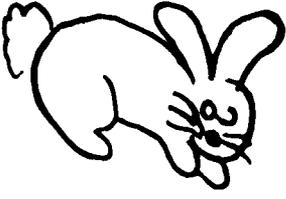
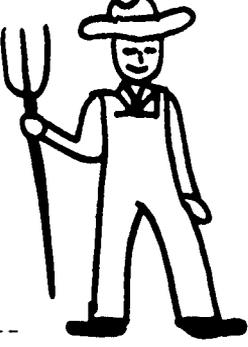
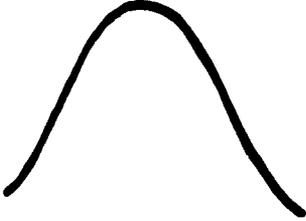
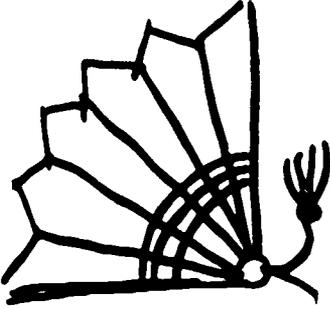
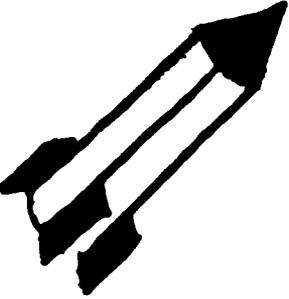
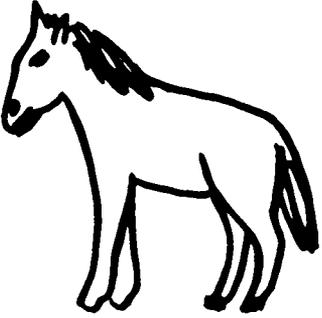
 PROCEDURE: Use this activity after Studybook, Level 2, page 24. Give each child one worksheet with words in boxes and a second worksheet with a picture for each word (see back of this page). Read the directions aloud to the children.

 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.

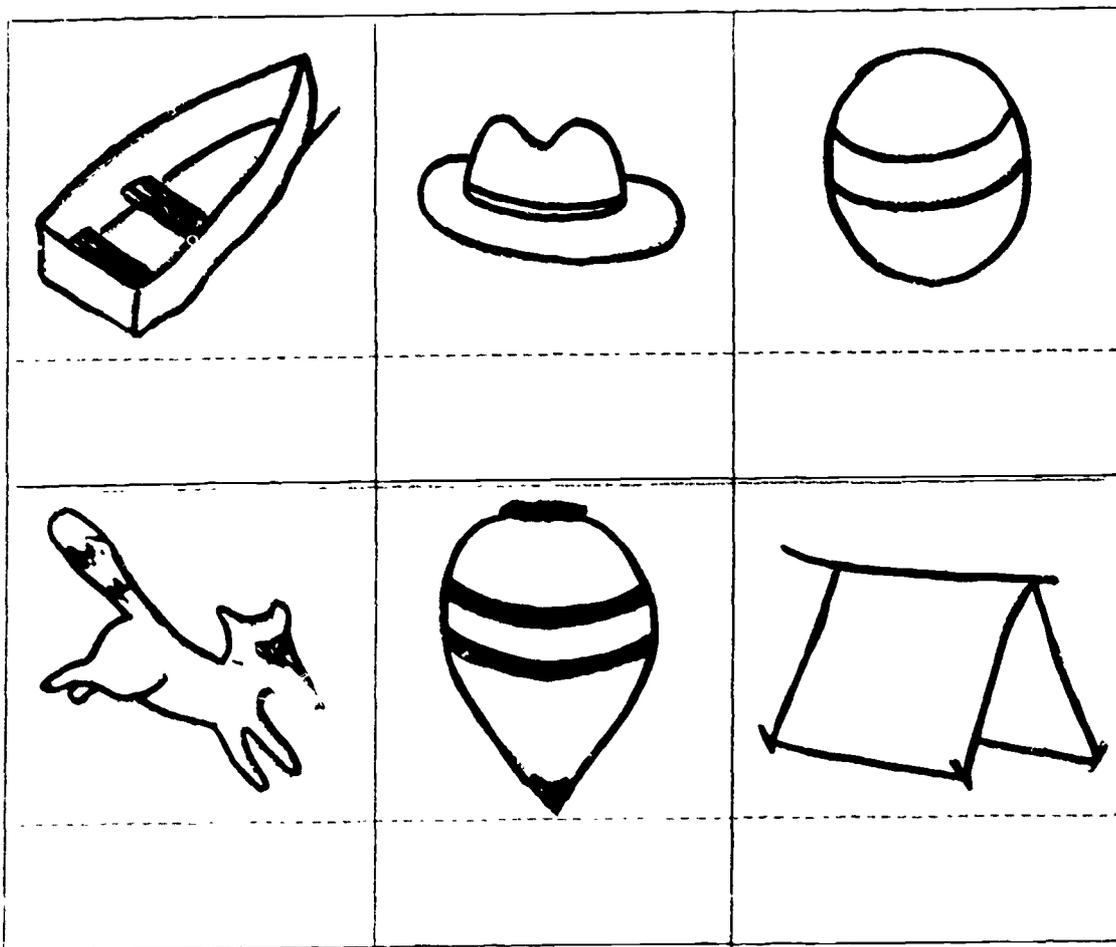
SKILL COMPREHENSION STRATEGIES, Phonetic Analysis

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

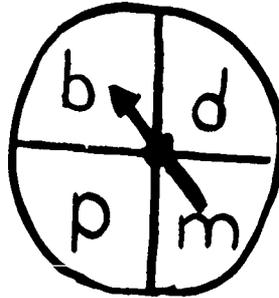
MATERIALS: Oak tag, paper fasteners, shirt board, felt marker, worksheets



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

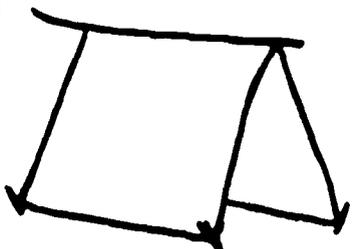
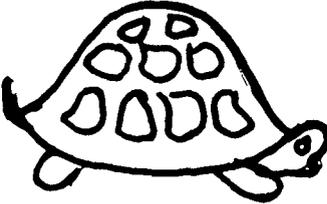
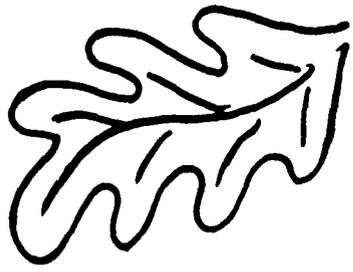
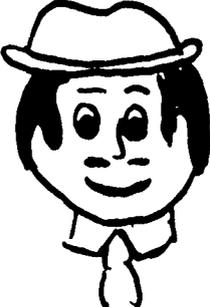
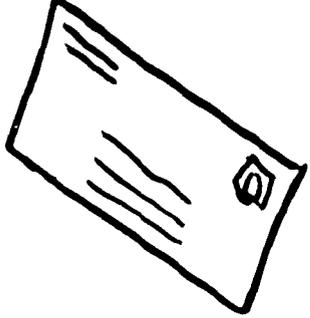
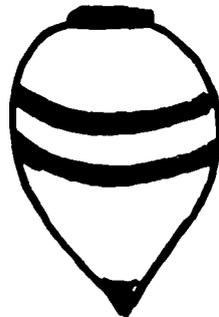
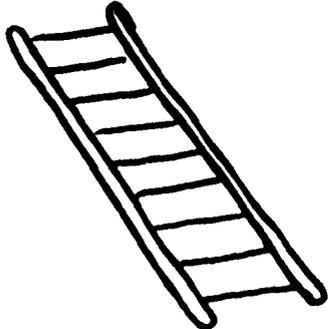
 PROCEDURE: Use this activity after Studybook, Level 2, page 36. Give each child one worksheet with words in boxes and a second worksheet with a picture for each word (see back of this page). Read the directions aloud to the children.

 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.

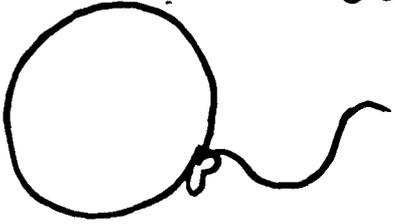
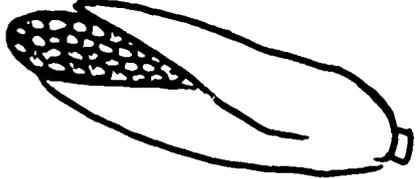
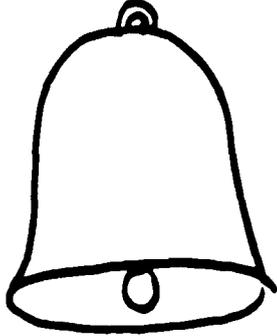
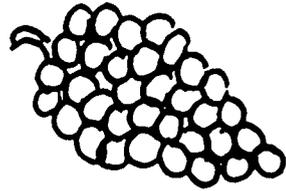
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

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

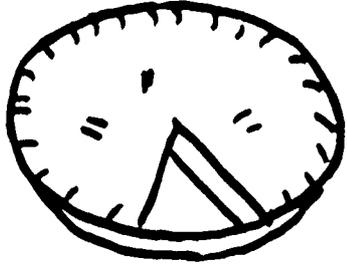
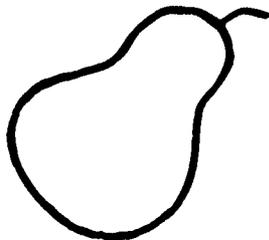
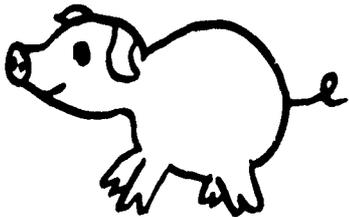
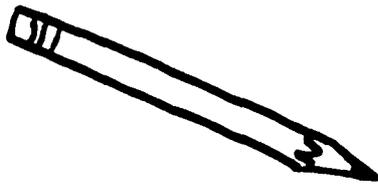
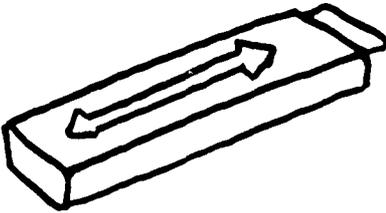
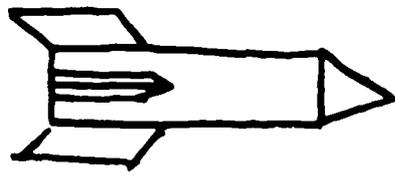
MATERIALS: Chalkboard or chart and worksheet



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

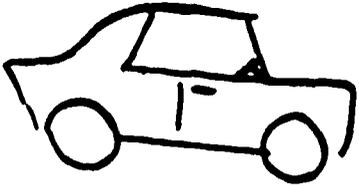
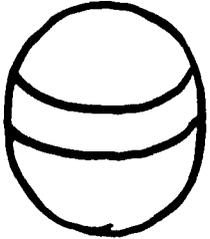
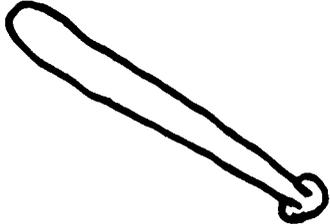
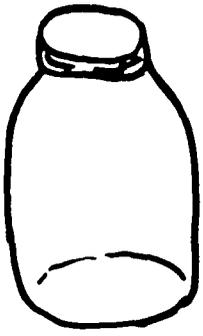
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary 1

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



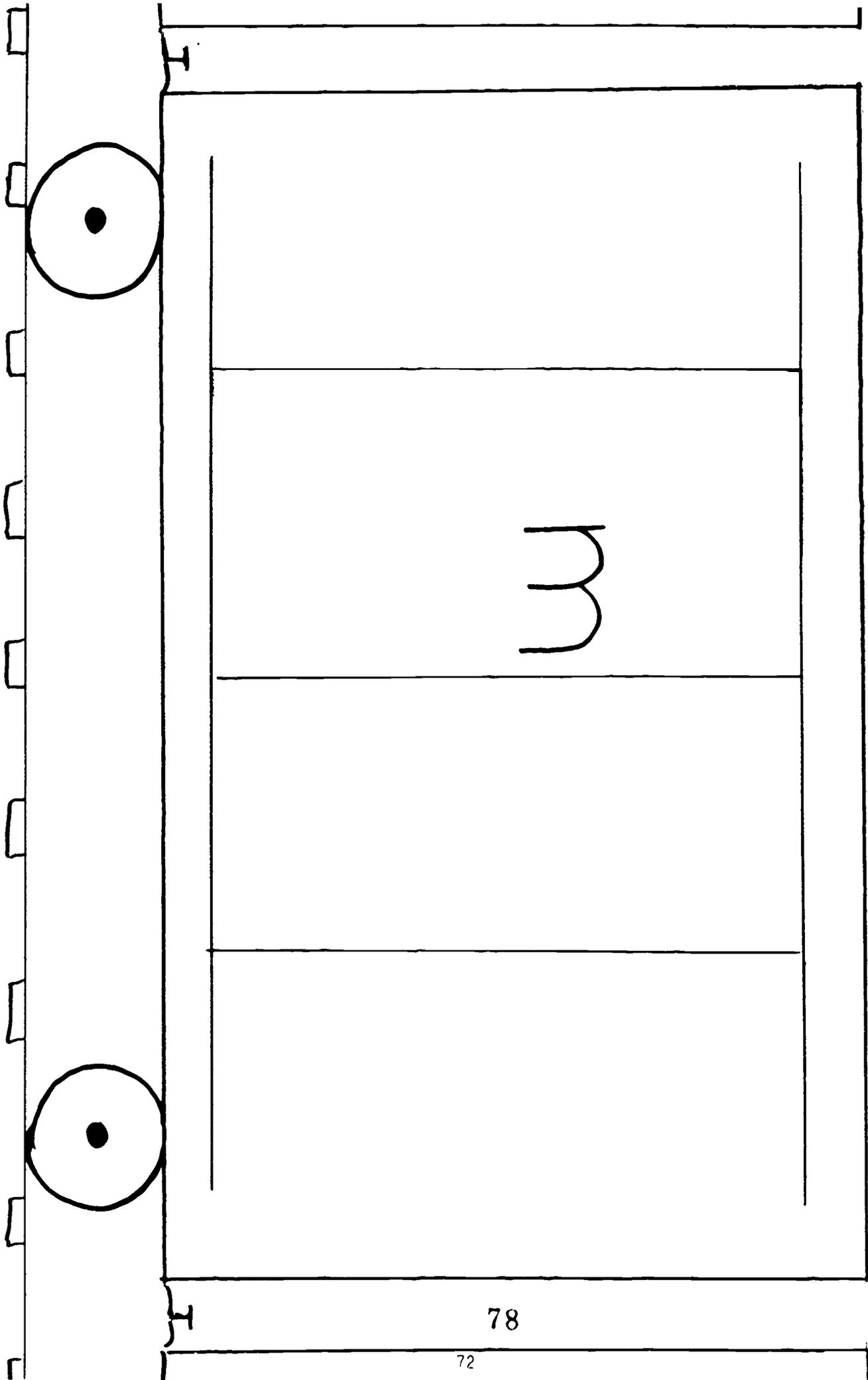
MATERIALS. Worksheet, magazines, scissors



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.



SOUND PUZZLE

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Shirt boards or problem cards

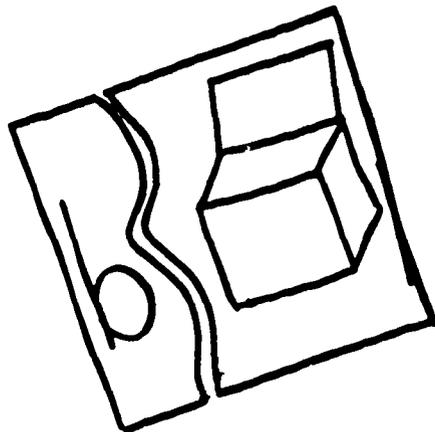
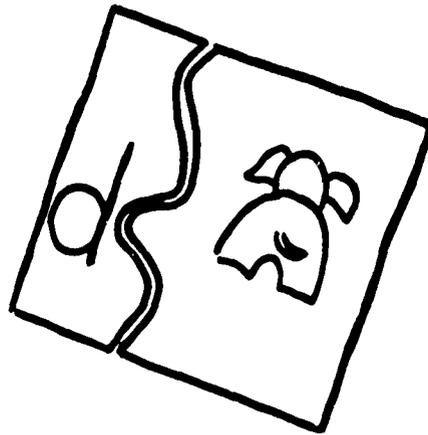
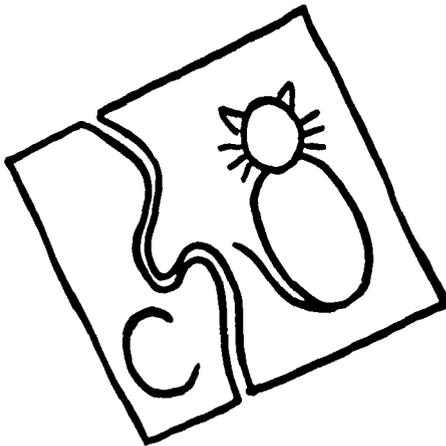


PROCEDURE: For this self-correcting game, make flash cards with a letter on one half and a picture for that beginning sound on the other half. Cut each card like a jigsaw puzzle so that only the correct pairs will fit together. The pieces can be stored in a box or envelope.



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

Examples:



BEGINNING AND ENDING SOUNDS

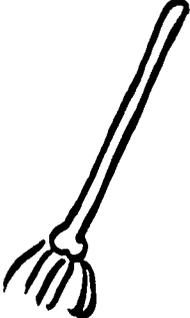
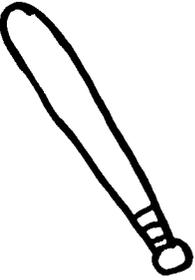
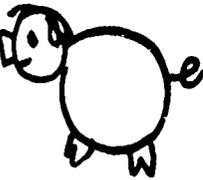
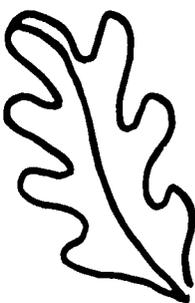
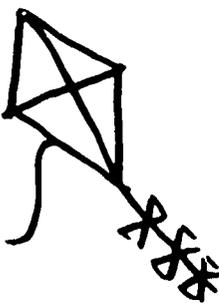
SKILL COMPREHENSION STRATEGIES, Phonetic Analysis
PERCEPTUAL SKILLS, Visual Discrimination

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</p> <p>m _ p</p> <p>m _ t</p>		<p>b _ g</p> <p>f _ t</p> <p>b _ t</p>		<p>p _ g</p> <p>p _ n</p> <p>d _ g</p>
	<p>h _ t</p> <p>m _ s</p> <p>h _ s</p>		<p>f _ l</p> <p>l _ f</p> <p>l _ t</p>		<p>k _ t</p> <p>k _ k</p> <p>l _ k</p>
	<p>c _ t</p> <p>c _ k</p> <p>q _ k</p>		<p>p _ n</p> <p>b _ r</p> <p>p _ r</p>		<p>d _ b</p> <p>b _ d</p> <p>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.

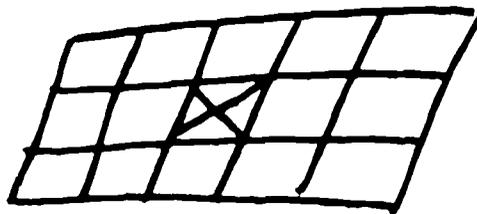
SIGHT WORD BINGO

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

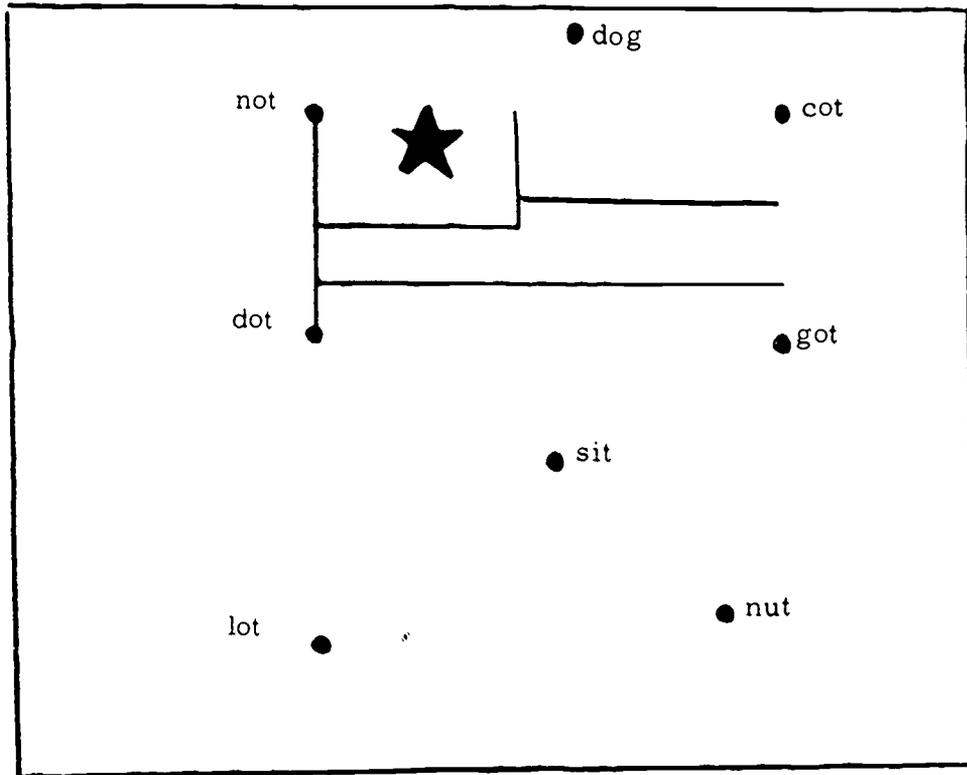
LEVEL: All levels

MATERIALS: Snow (a winter day)

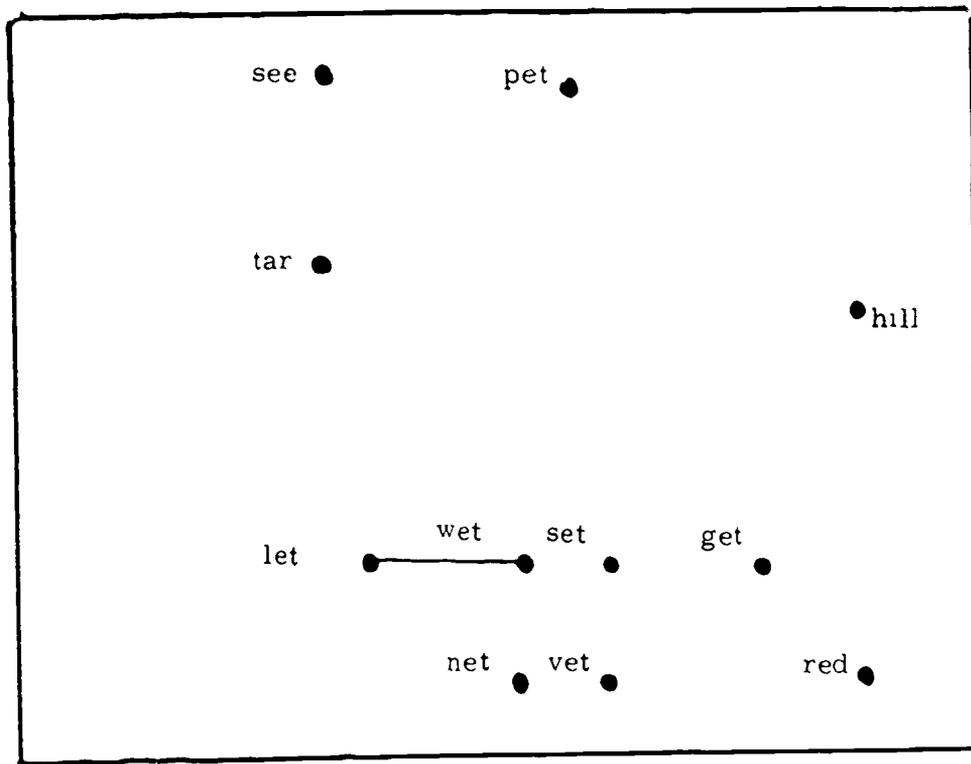
 **PROCEDURE:** While playing in the snow, ask children to make words in the snow with hands, feet or a stick. Ask other children to try to read the words.



 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

 PROCEDURE: Make a duplicating master of this sheet.

 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 σ 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. sala <u>d</u> | 10. rib <u>bo</u> n |
| 3. se <u>ve</u> n | 11. <u>fi</u> sh |
| 4. circ <u>u</u> s | 12. cab <u>i</u> n |
| 5. sh <u>o</u> w | 13. tele <u>ph</u> one |
| 6. bot <u>to</u> m | 14. tra <u>i</u> n |
| 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 _____	○	△	□
2. fishnet _____	○	△	□
3. weekday _____	○	△	□
4. daytime _____	○	△	□
5. sandstorm _____	○	△	□
6. sandstone _____	○	△	□
7. bathtub _____	○	△	□
8. sailboat _____	○	△	□
9. barnyard _____	○	△	□
10. backbone _____	○	△	□
11. starless _____	○	△	□
12. policeman _____	○	△	□
13. children _____	○	△	□
14. collect _____	○	△	□
15. search _____	○	△	□

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

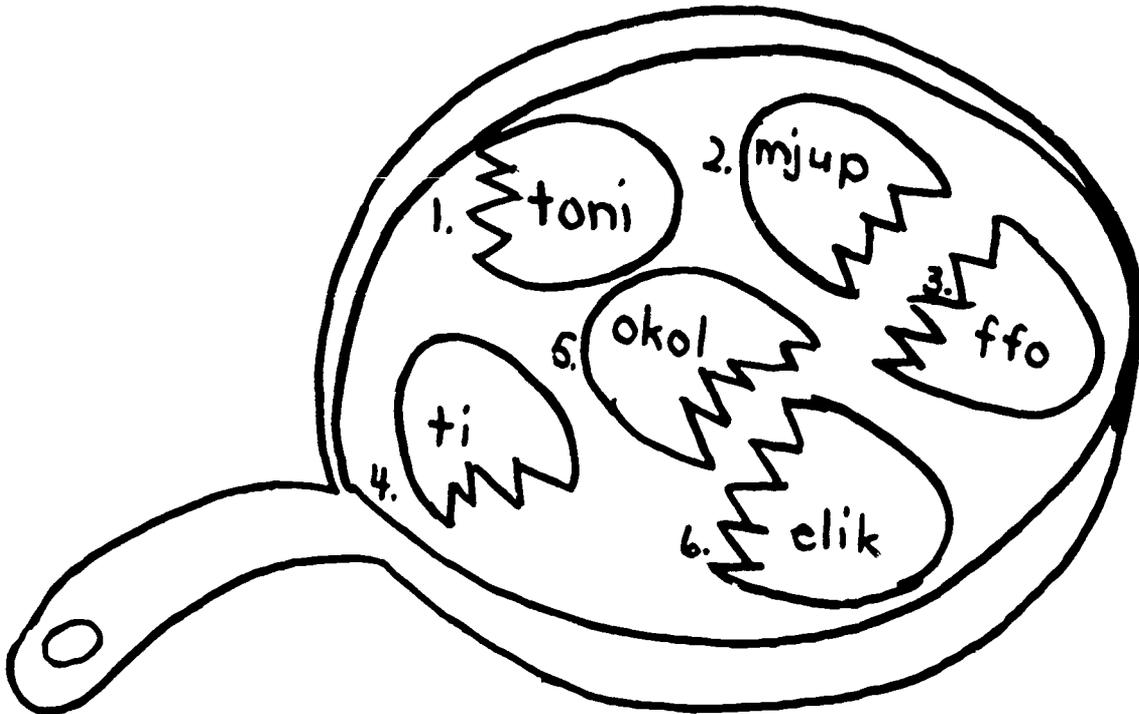


PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.



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'

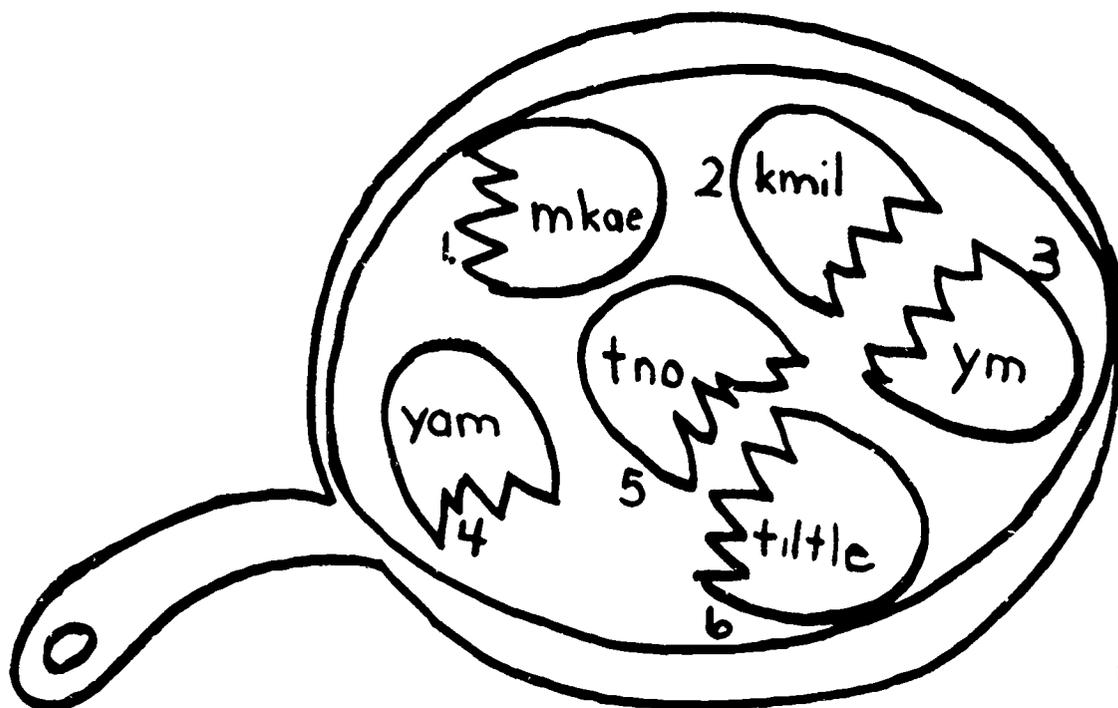
LEVEL: 4-S and up, 3-OH and up

 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.



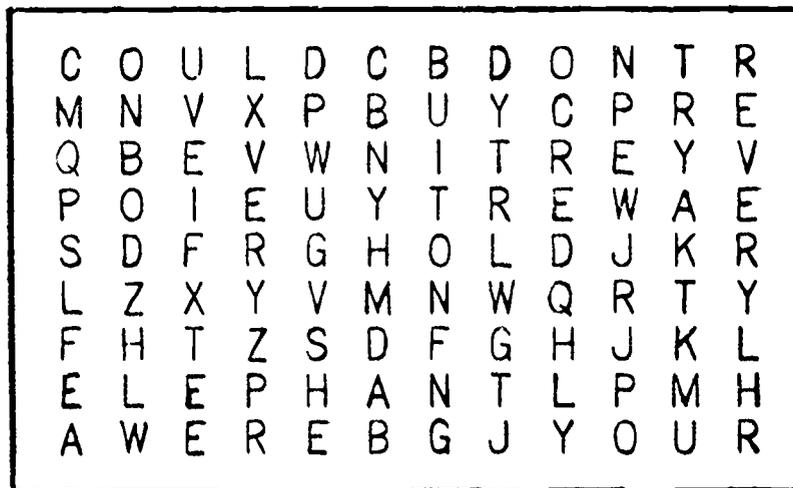
SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

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	E	F
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



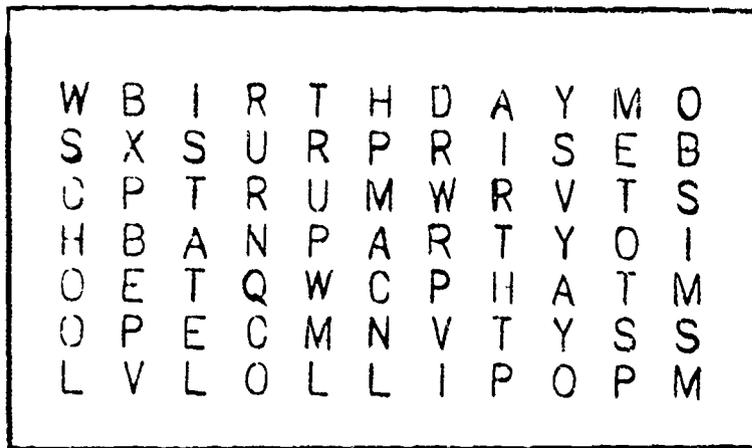
MATERIALS: Worksheet



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



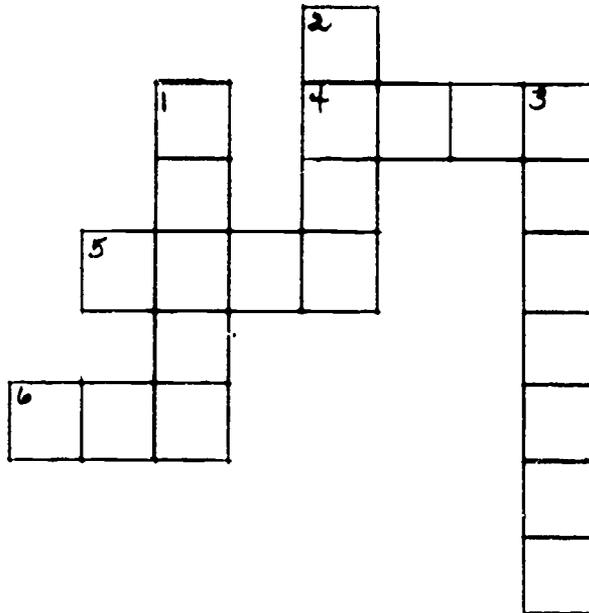
MATERIALS: Worksheet



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. _____.

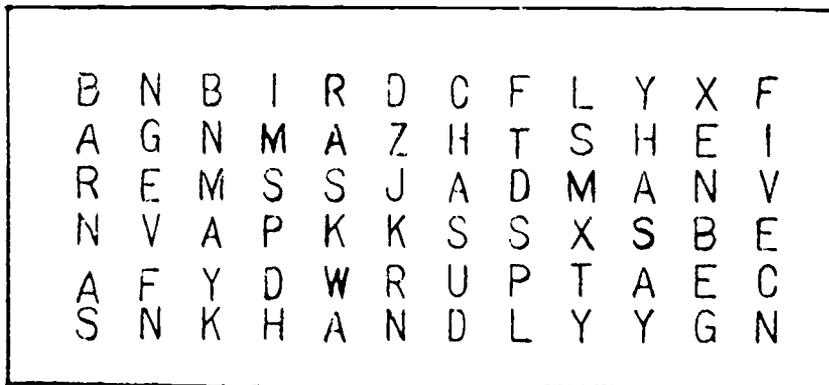
SKILL COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

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



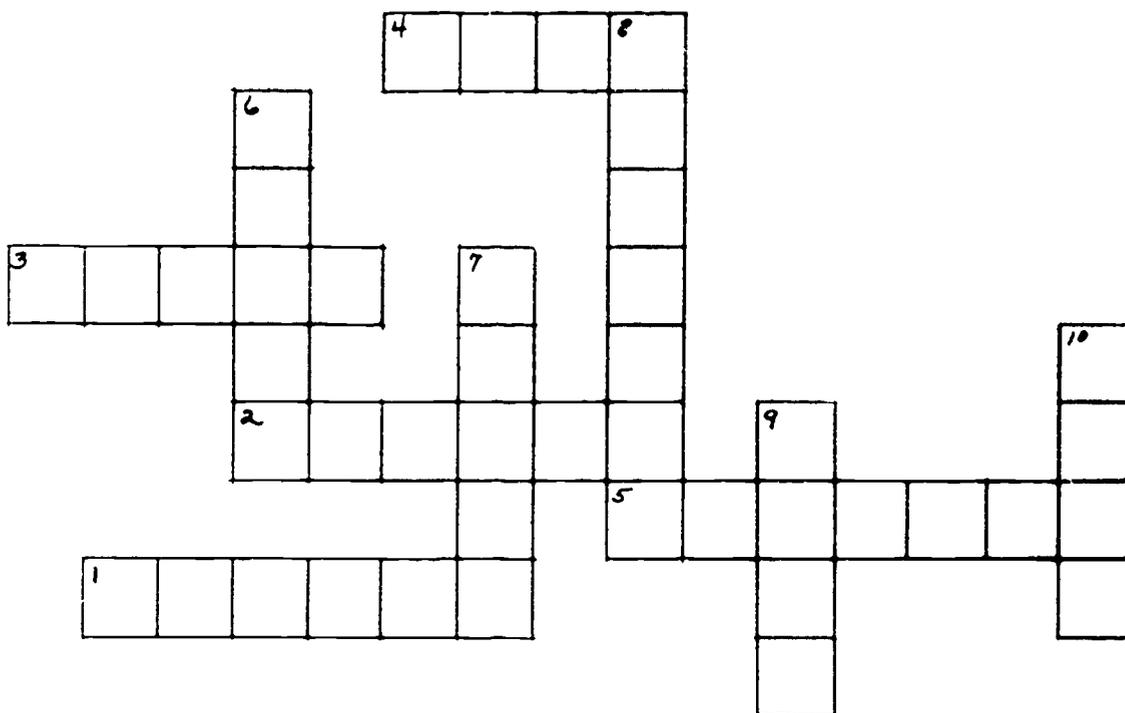
MATERIALS: Worksheet



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



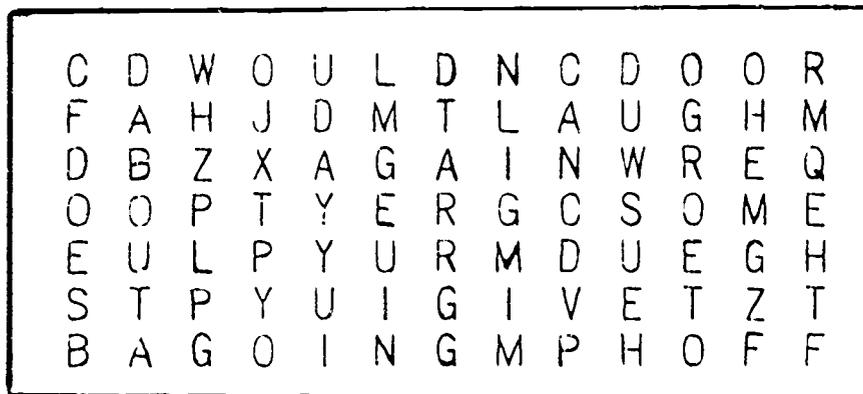
MATERIALS: Worksheet



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.



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

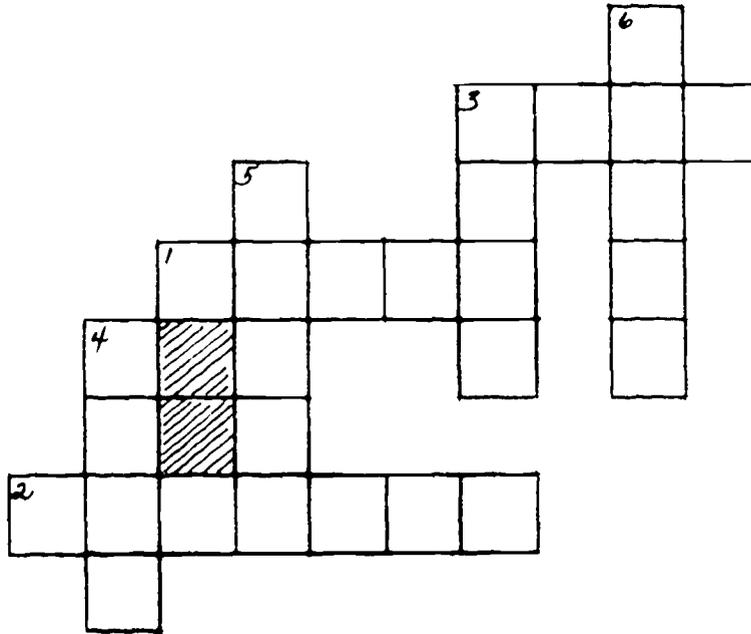
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

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

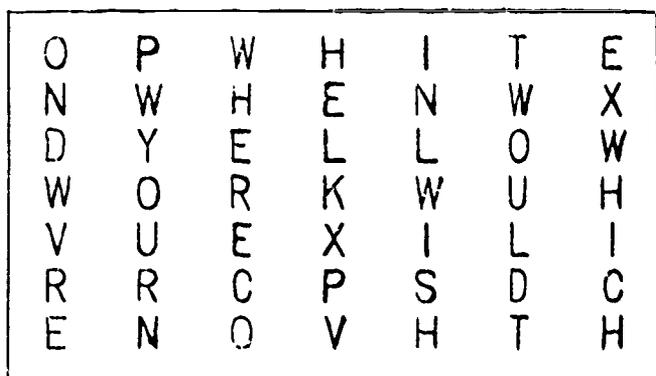
SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

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

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

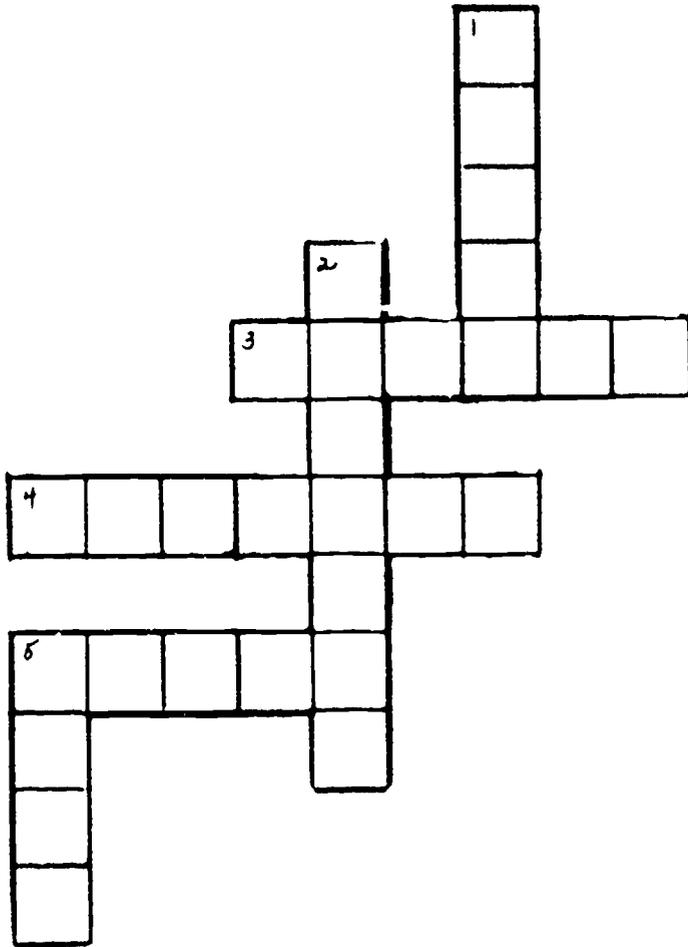
LEVEL: Primary II



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

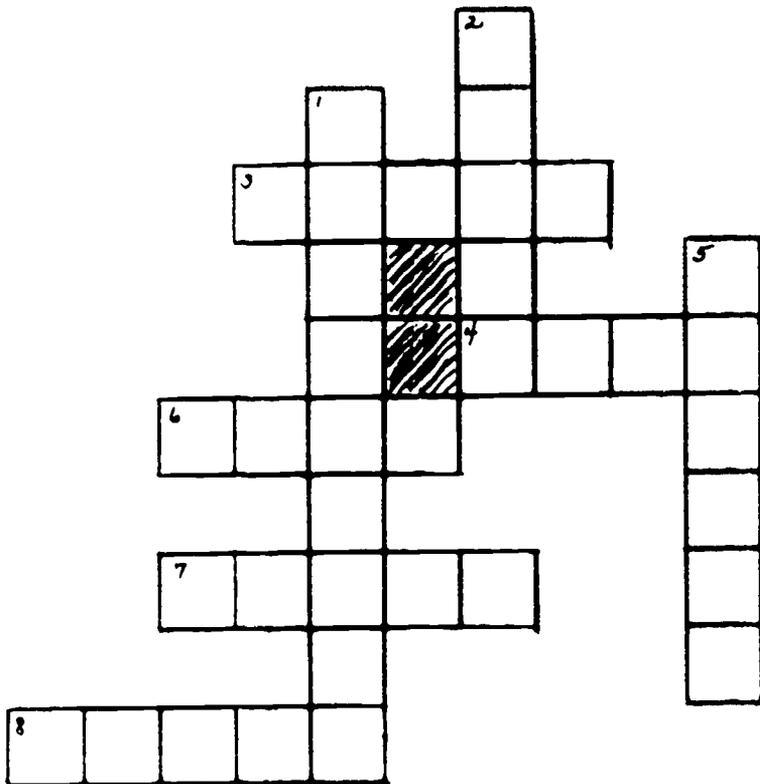
LEVEL Primary II



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	

WORD MEANING

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 6-S and up



MATERIALS: Worksheet



PROCEDURE: Make a duplicating master of this sheet.



DIRECTIONS. Read all of the sentences. On the line before each pair of sentences write *S* if the underlined words have the same meaning. Write *D* if the underlined words have different meanings.

Example:

 D Children like to play games in the yard.
Our room put on a Halloween play.

 1. Did you see the big dog in the yard?
2. We mowed the grass in our yard.

 3. I put a sock on my right foot first.
4. This desk is one foot long.

 5. Bob looked at his watch when he told us the time.
6. We watch birds in the big tent.

 7. We will plant some corn and watch it grow.
8. It is fun to plant seeds in the spring.

 9. I found a ring in a box of cereal.
10. Our class made a ring around a boy who had
a birthday.

 11. Can you match the animals to their homes.
12. You will need a match to start a fire.

SIGHT WORDS

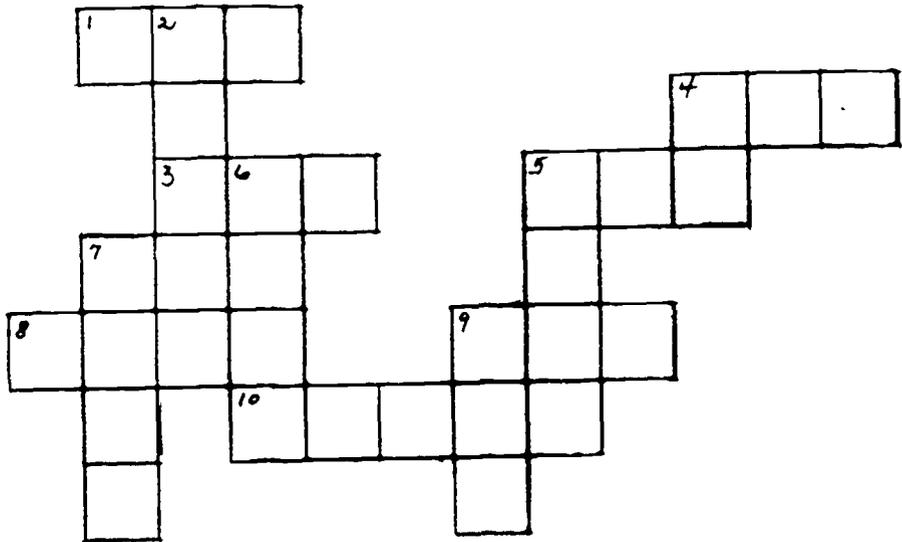
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

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

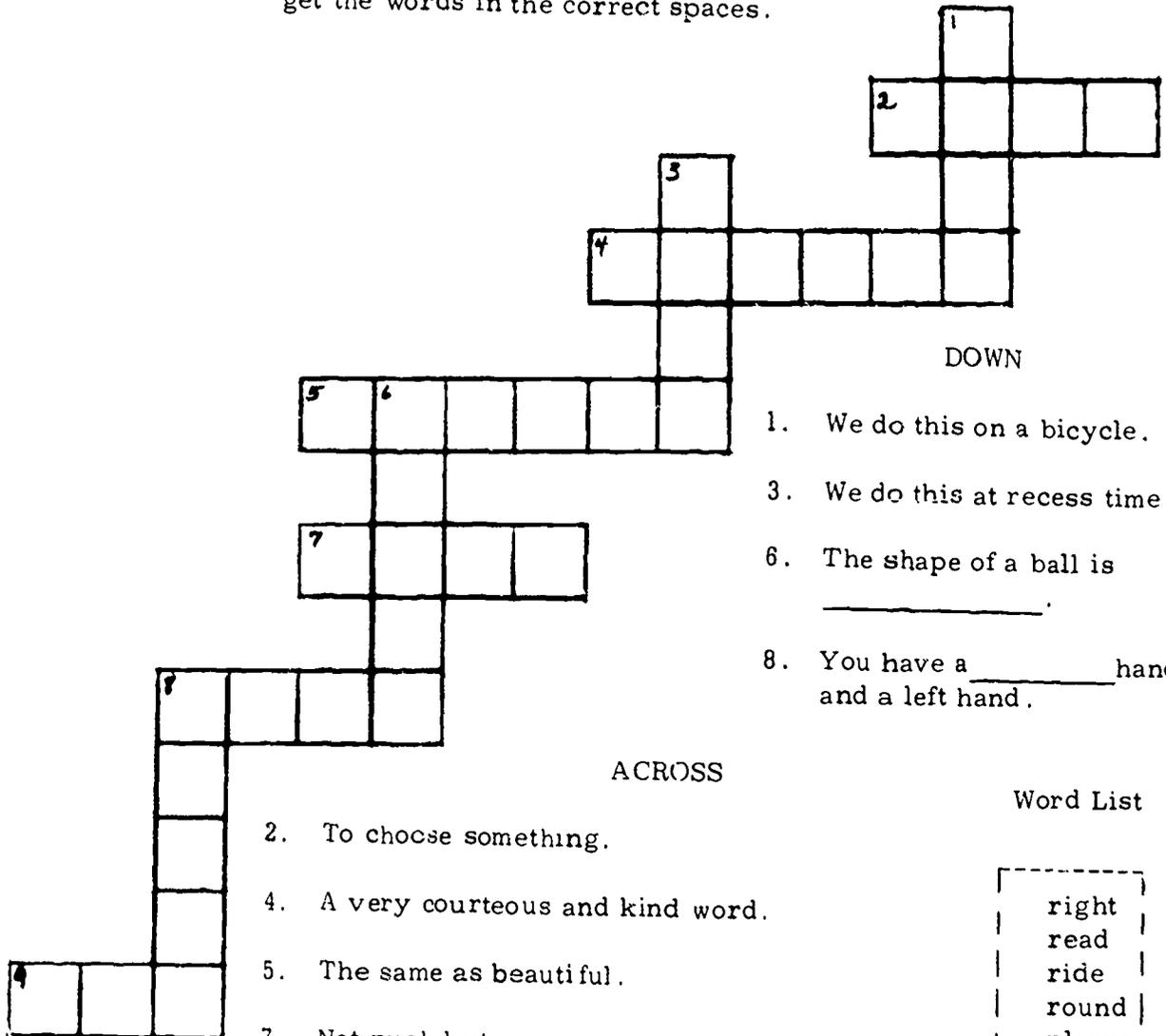
M MATERIALS: Worksheet



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

M MATERIALS: Worksheet

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

A 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



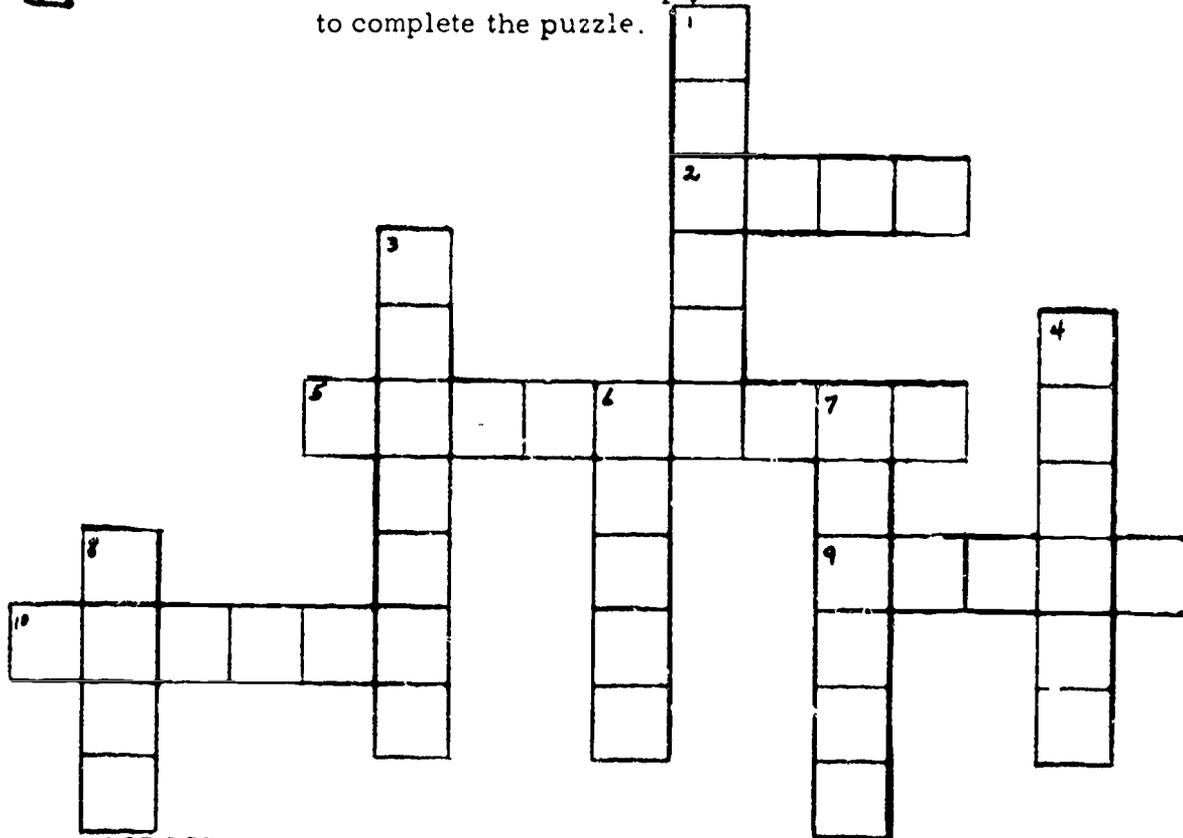
MATERIALS: Worksheet



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.

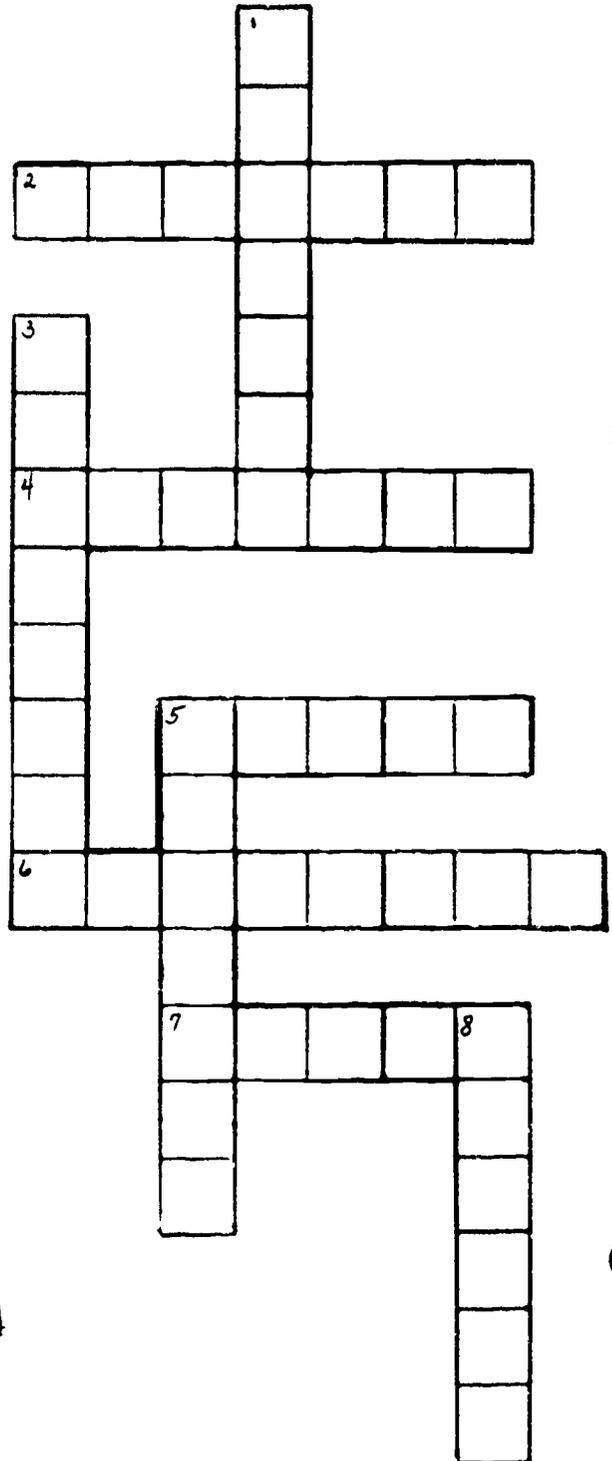
DOWN

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

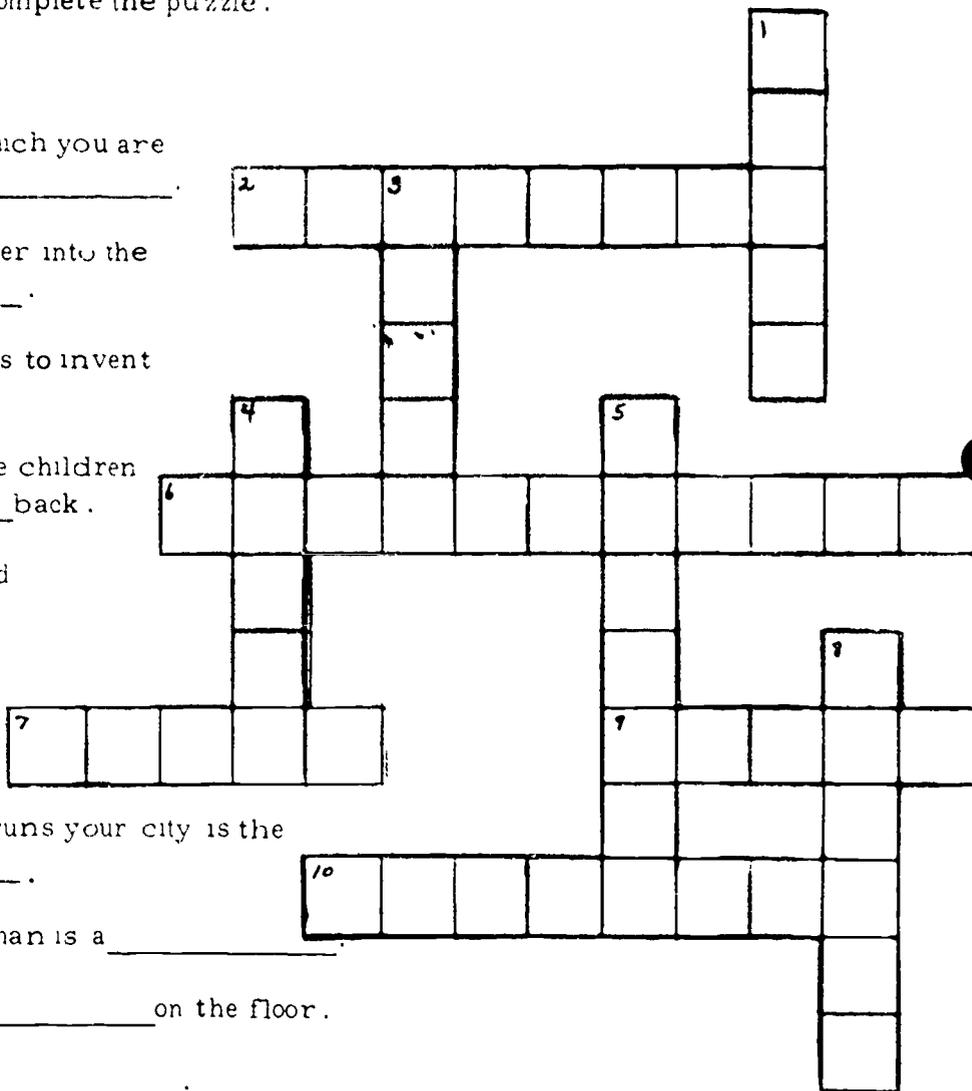
1. The man who runs your city is the _____.

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.

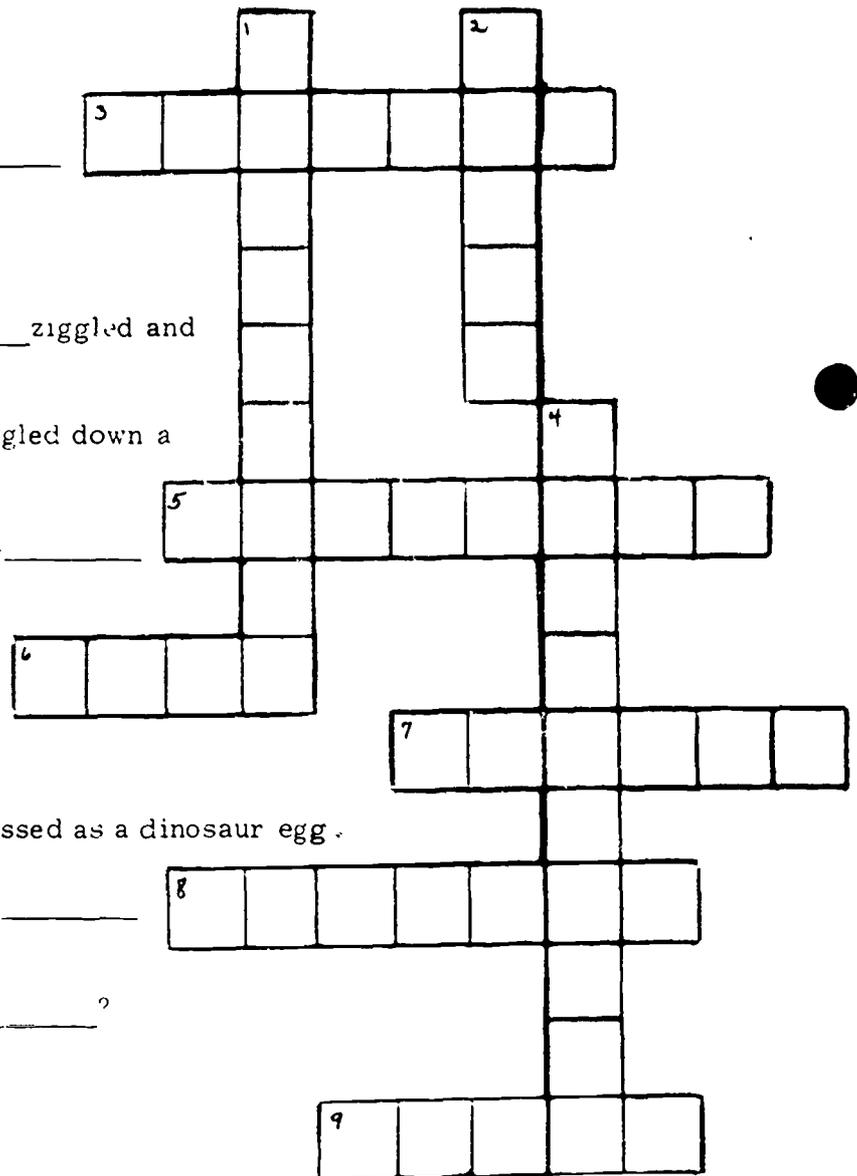
9. I'll throw a _____ at
it.

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.

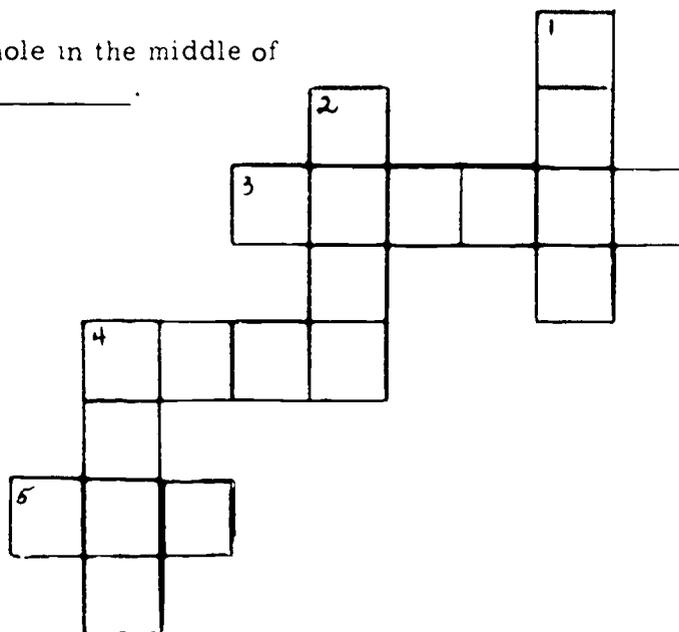
 DIRECTIONS. Use the sentences to help you choose the correct words to complete the puzzle.

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

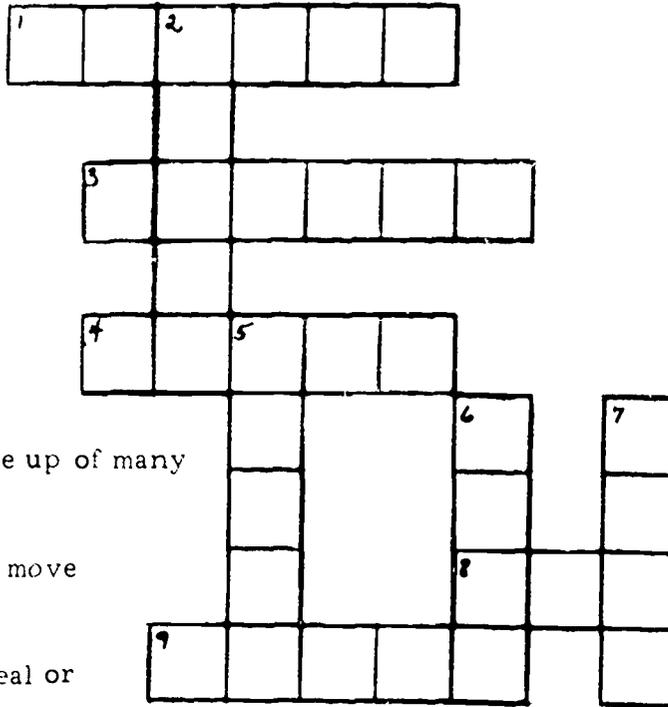
SKILL. COMPREHENSION STRATEGIES, Semantic Cues

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

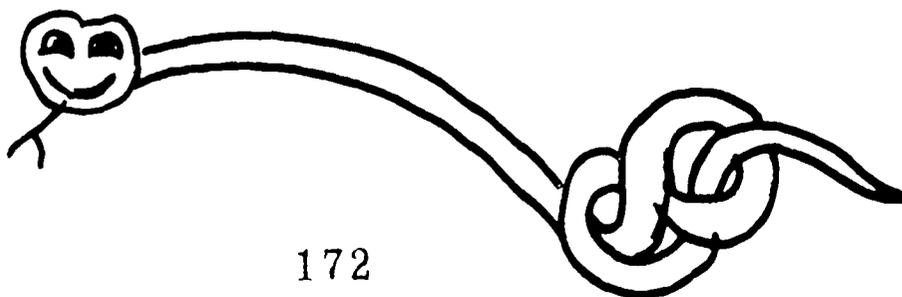
 MATERIALS: Worksheet

 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

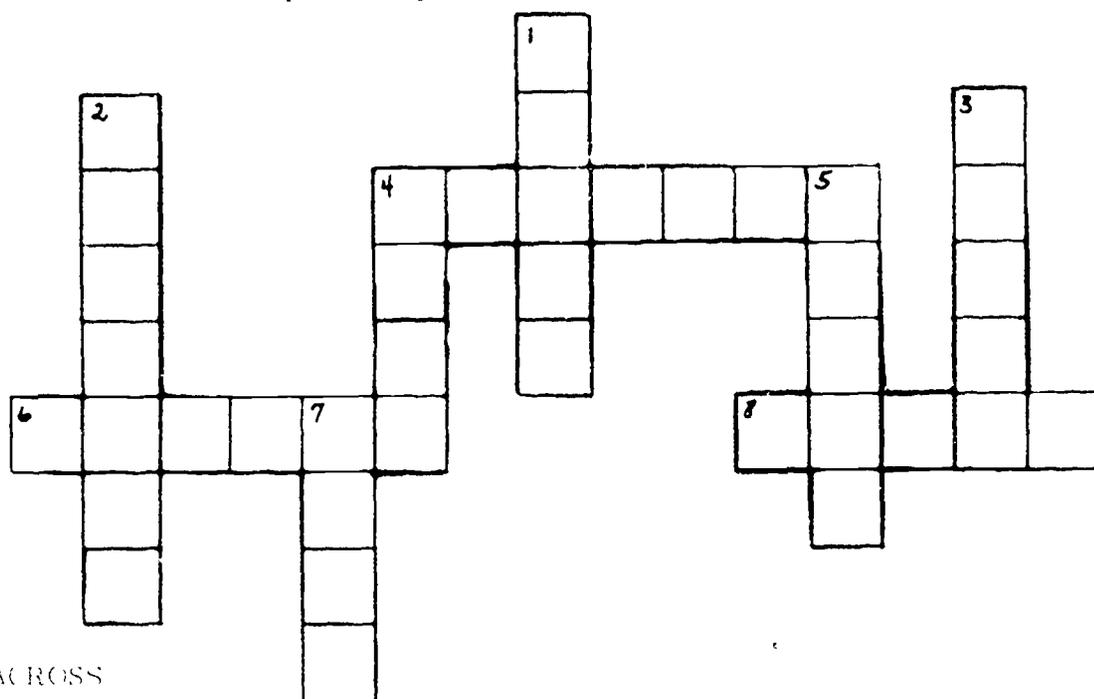
SKILL COMPREHENSION STRATEGIES, Semantic Cues

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

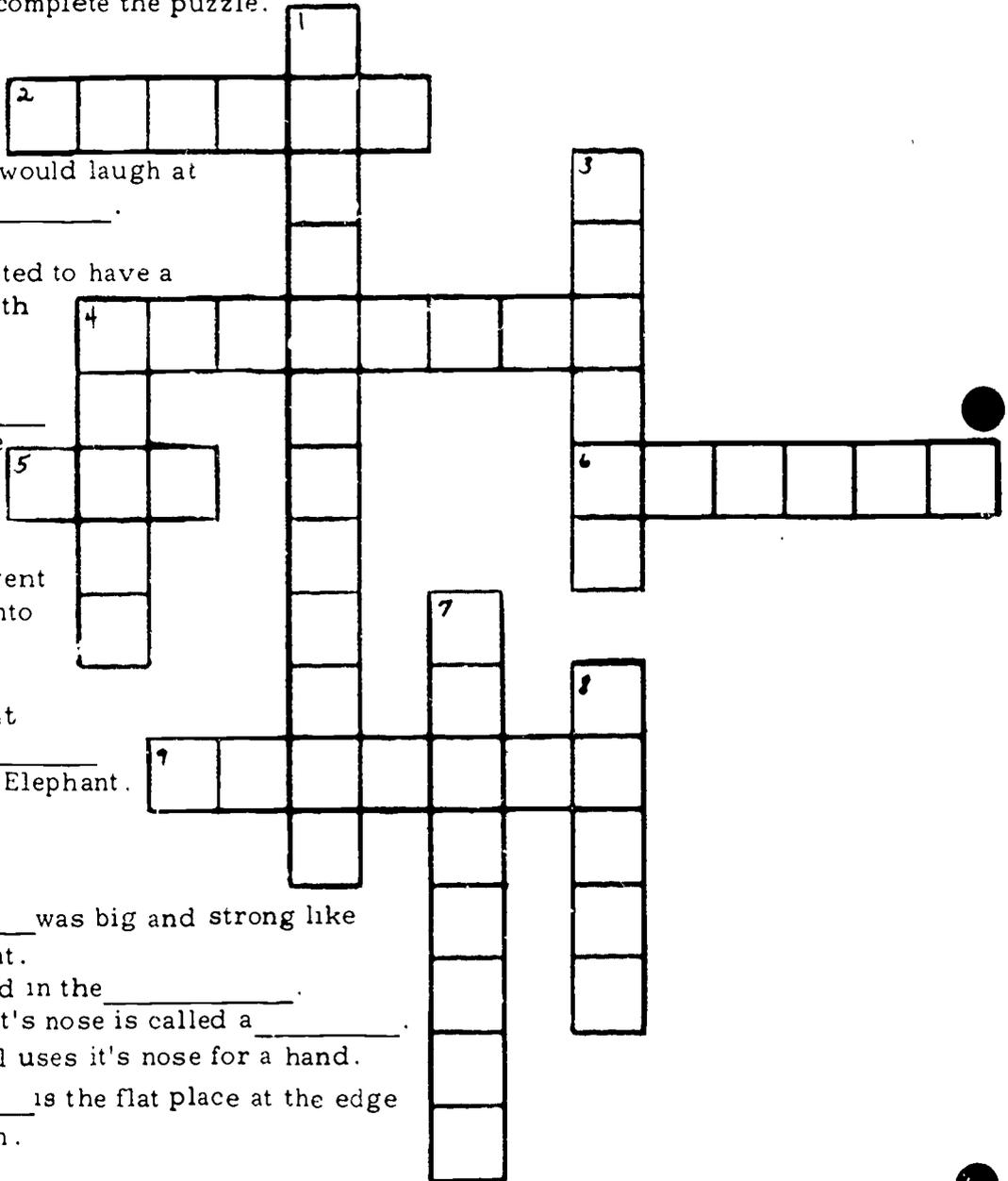
1. The _____ was big and strong like the elephant.

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

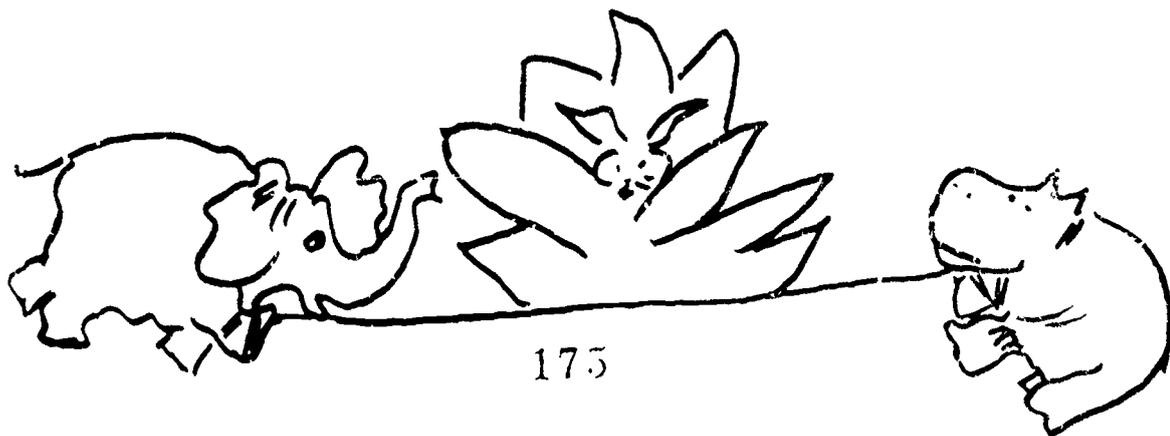
 MATERIALS. Worksheet

 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.



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 _____.

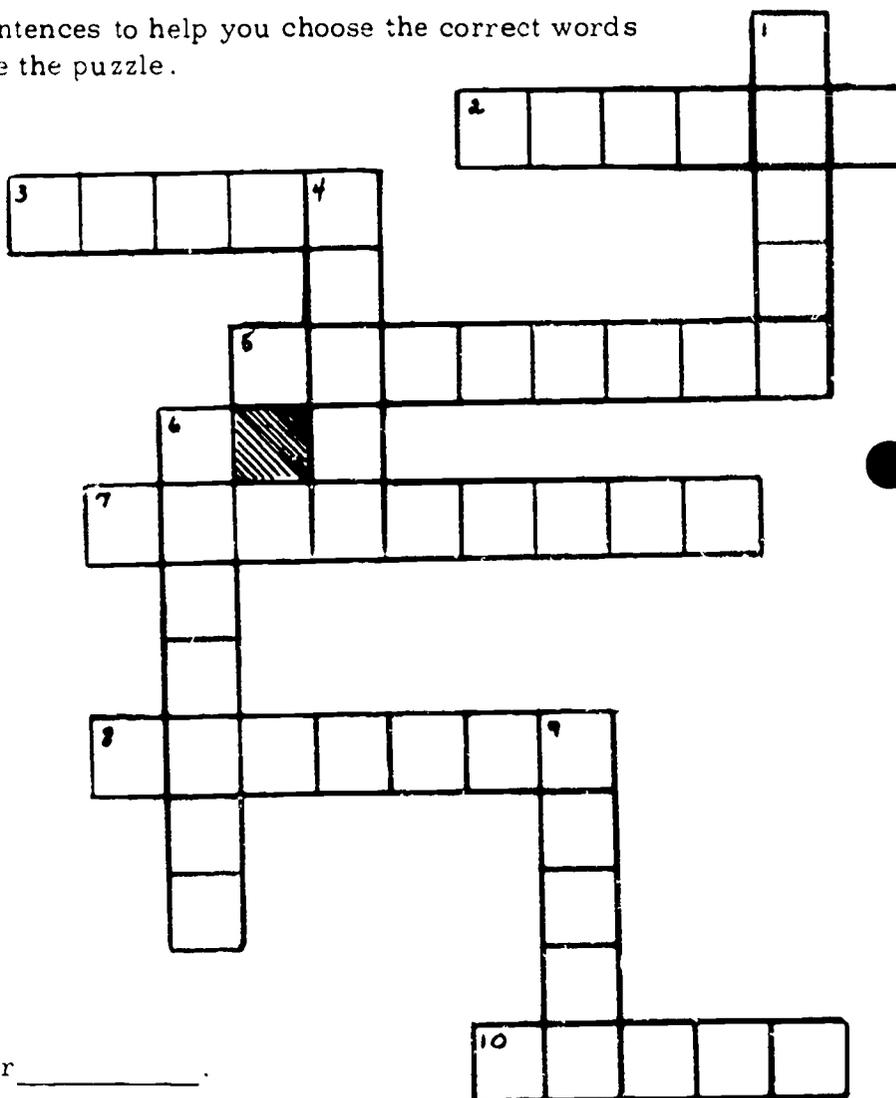
DOWN

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.

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

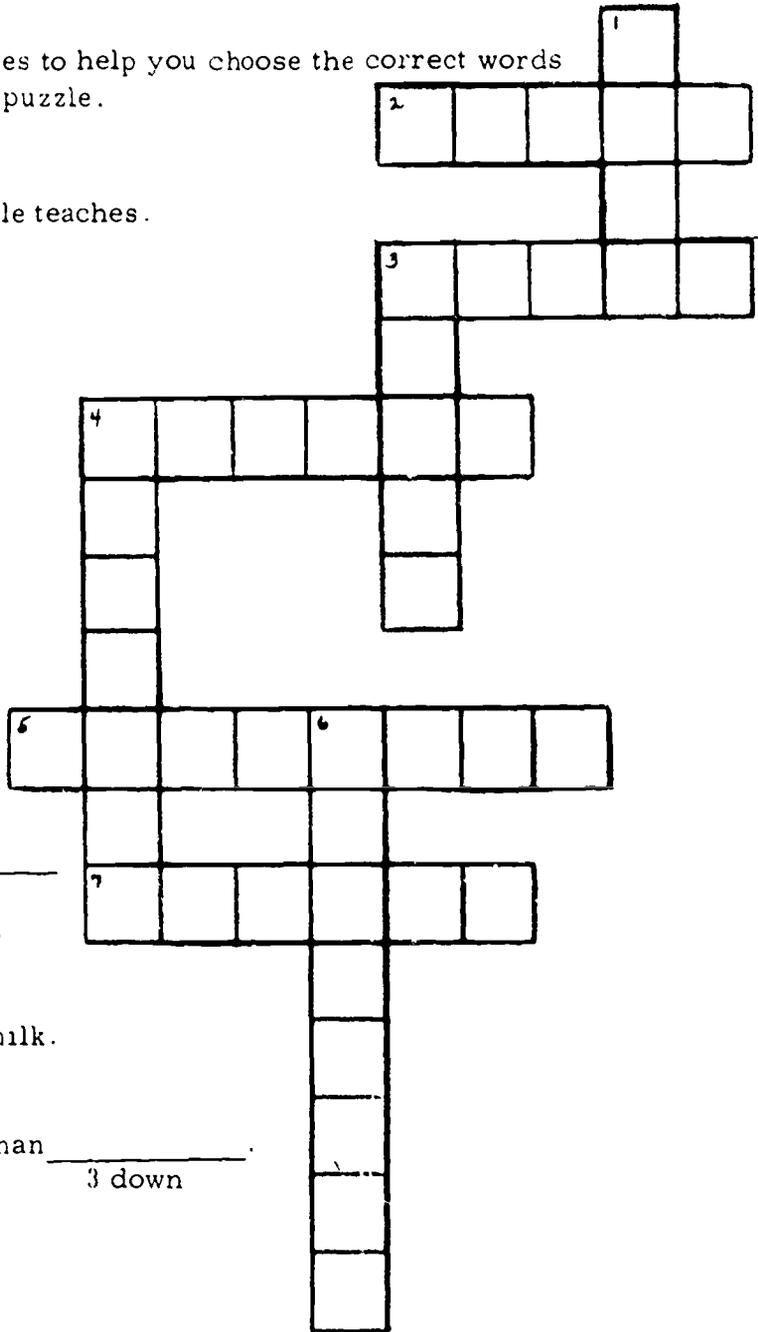
The fox was very _____.
4 across

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

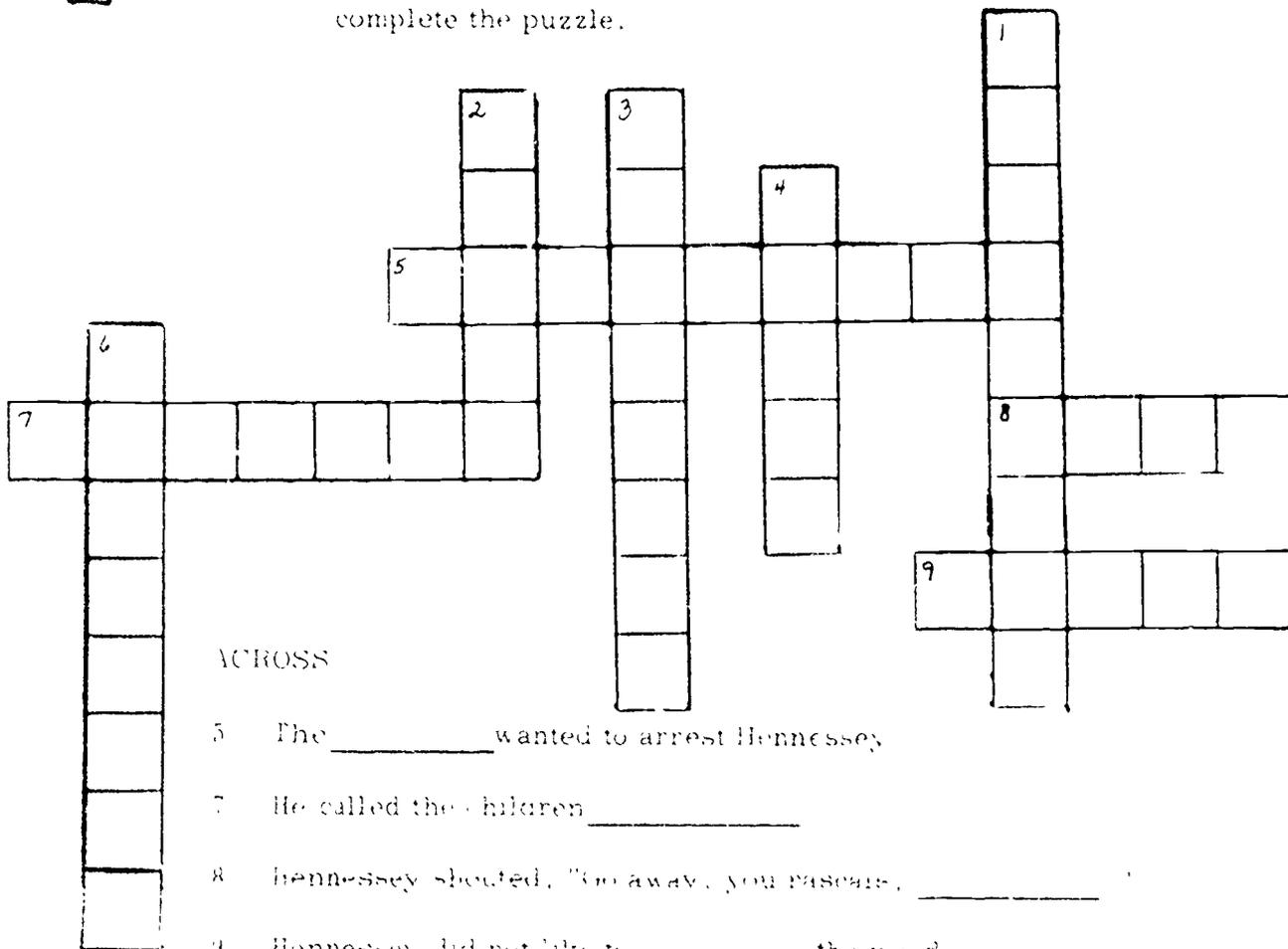
SKILL COMPREHENSION STRATEGIES, Semantic Cues

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.

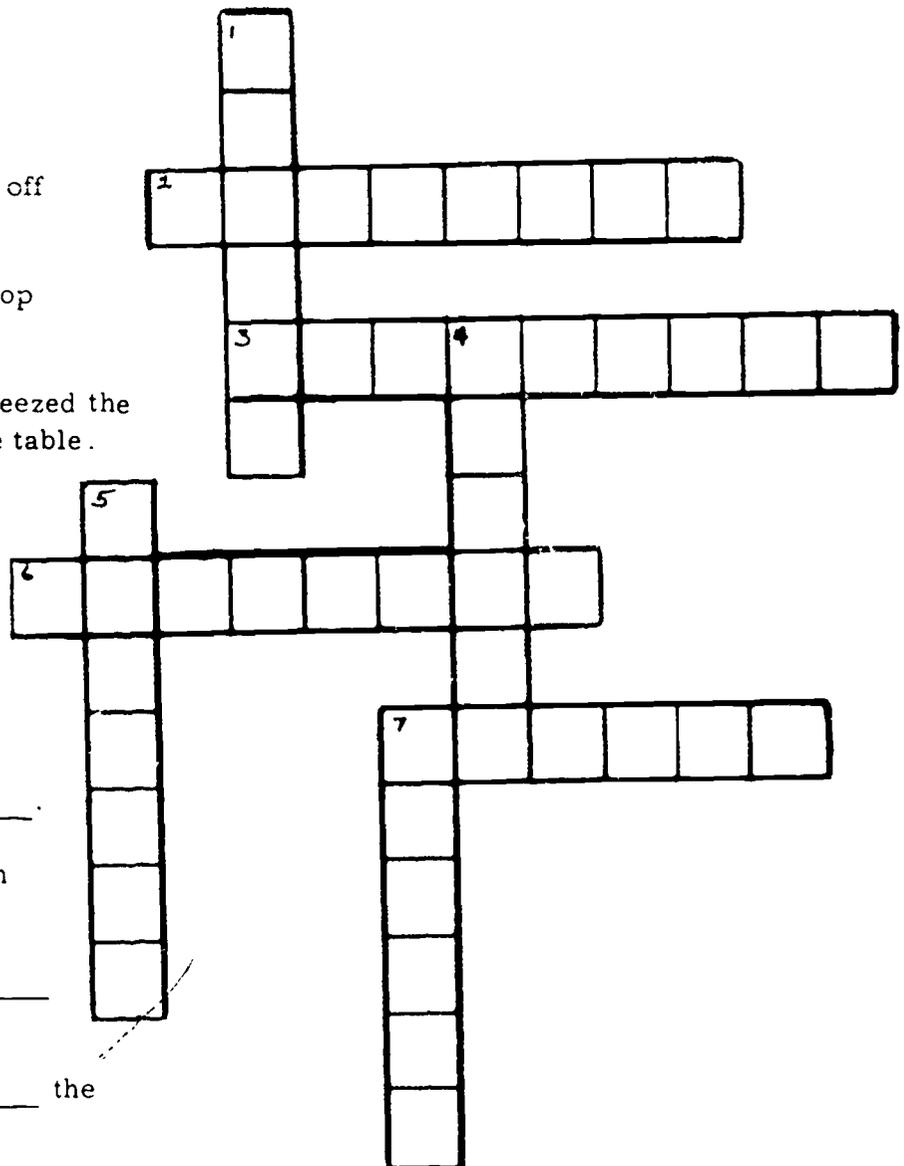
DOWN

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

V 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

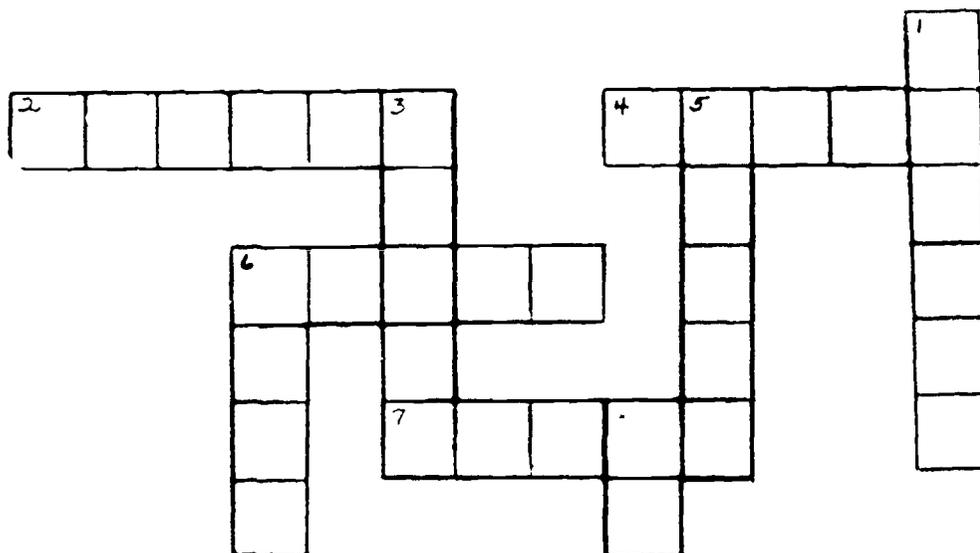
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

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.

6. Write a sentence using the word greedy.

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.

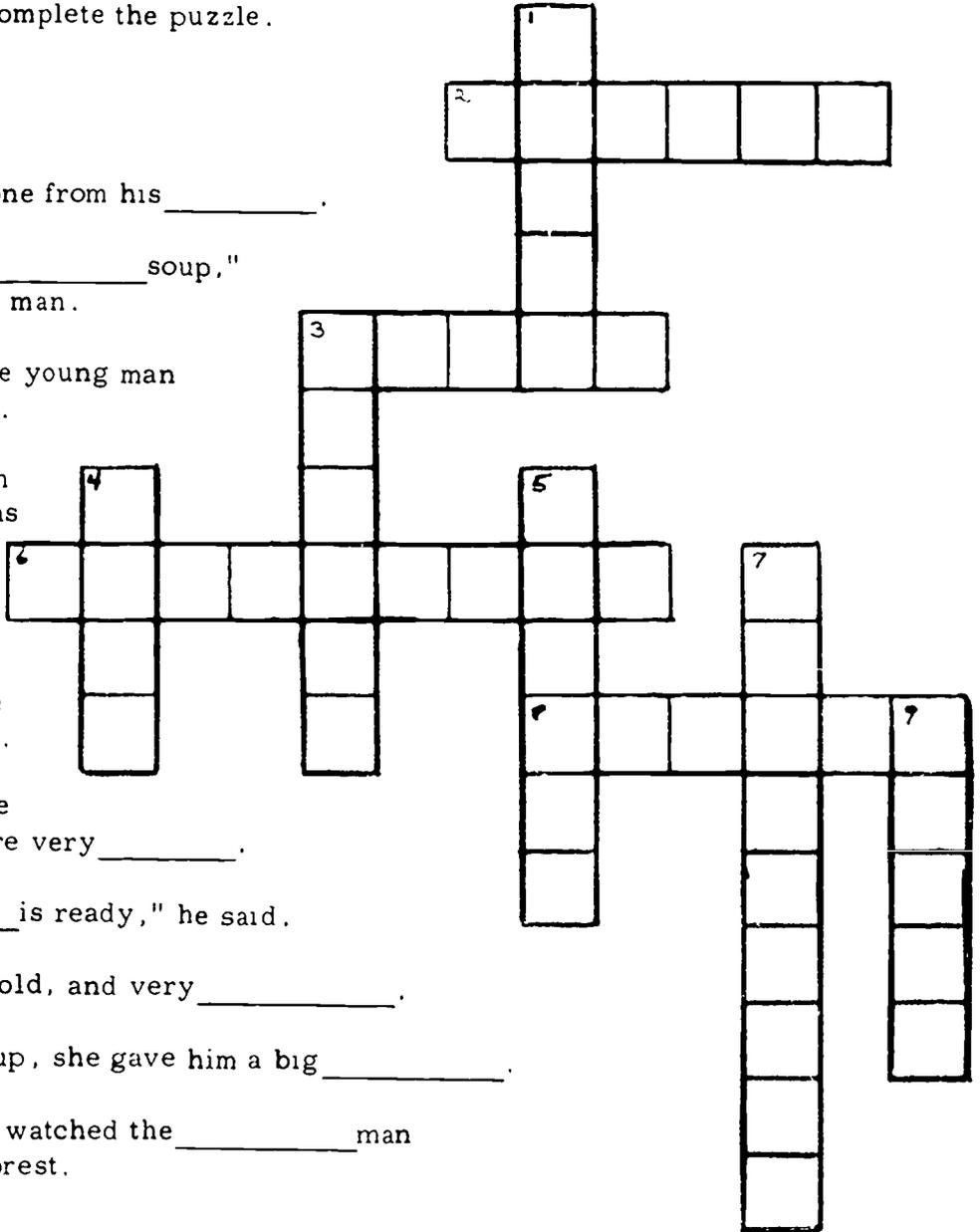
3. After eating the
soup, they were very _____.

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.

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

M 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.

6. Write a sentence using the word deed.

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.

7. Write a sentence using the word haul.

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. 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.

203

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 ⁸

 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: 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 rewash 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

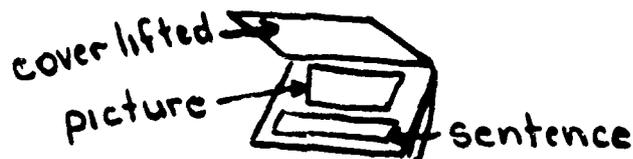


PROCEDURE: After completing pages 26-31 in the Level 2 Studybook, tear out pages 26 and 27 ("A Balloon Ride") from each pupil's book. Distribute these pages along with scissors, paste, and six pieces of 9" x 6" manila paper (which you have folded in half and stapled at the top ). Demonstrate each of 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

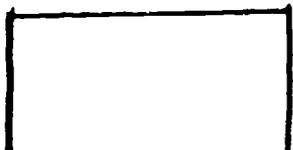
LEVEL: 2-S

 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

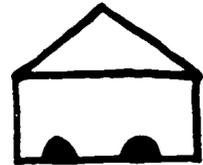
LEVEL: 4-S and up, 3-OH and up

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?

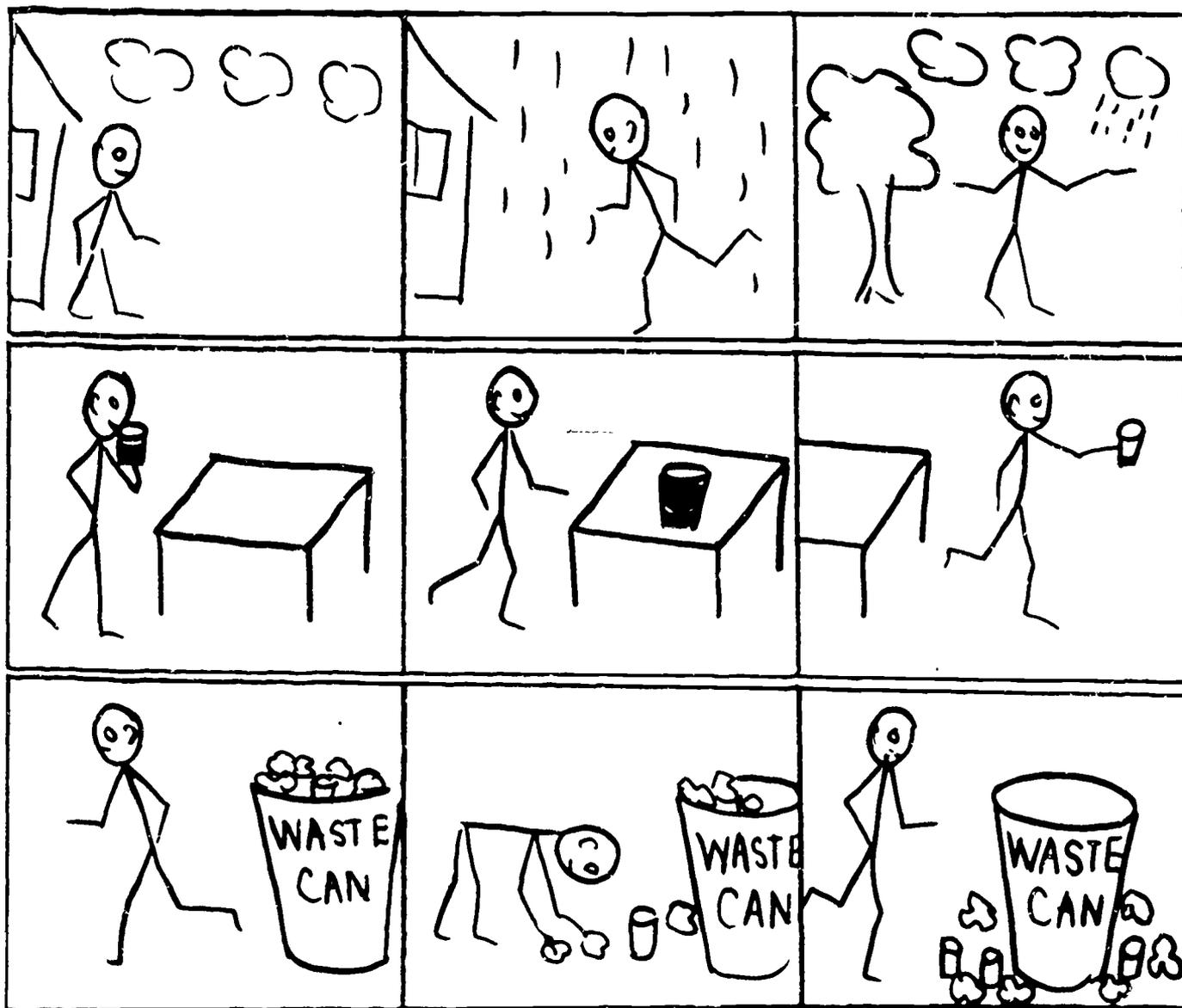
SKILL: COMPREHENSION SKILLS, Literal Comprehension

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?

A large rectangular box divided into three horizontal sections, intended for drawing answers to the riddles.

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

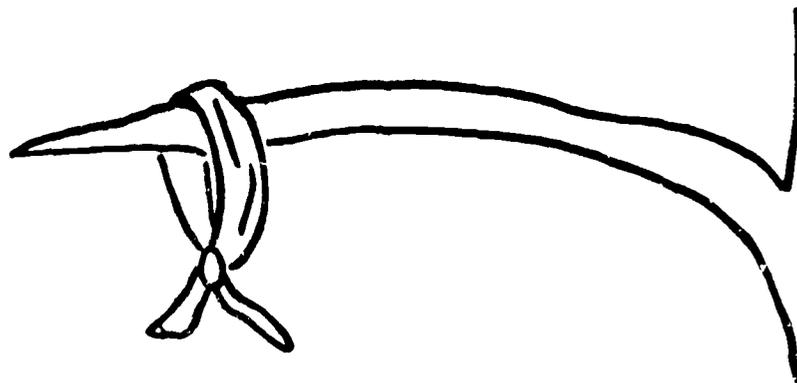
LEVEL: 3-S

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



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.

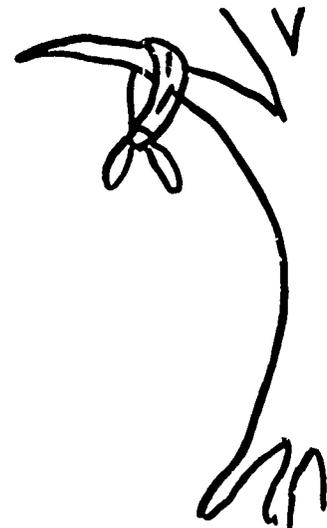
A DIRECTIONS: Draw a line to match each sentence beginning with the
correct sentence ending.

- | | |
|-----------------------------|--------------------|
| 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.

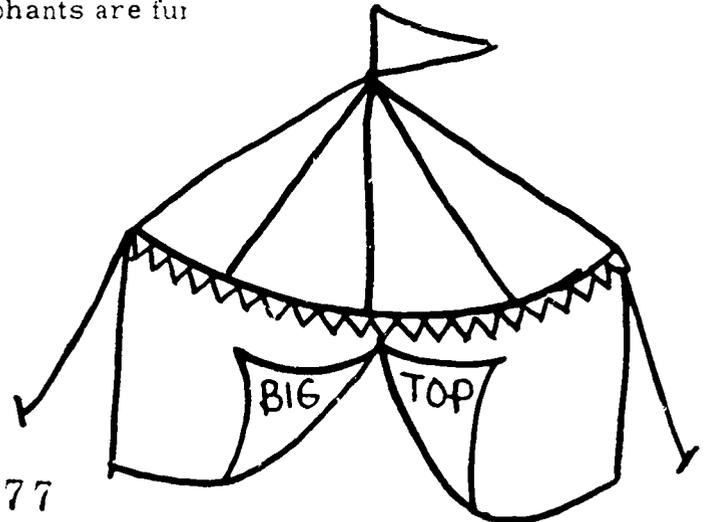
Check one of the sentences that best tells what this story is about.

_____ 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.

_____ 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.

 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.

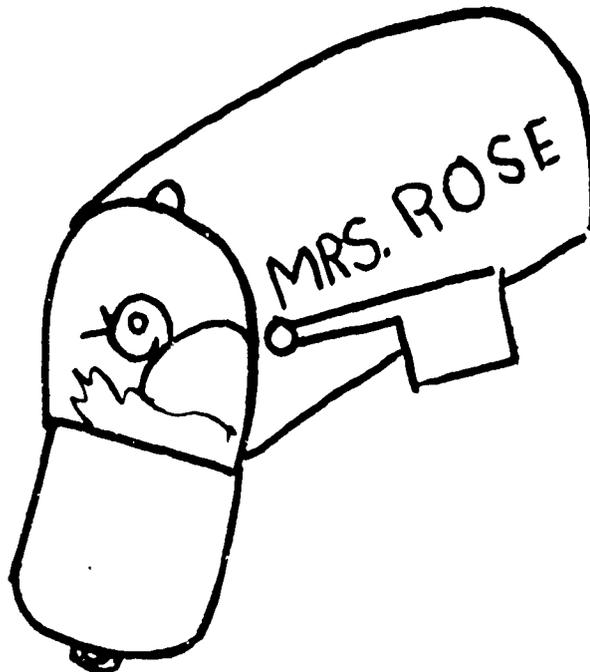
Mrs. Rose used a pot as a mailbox.

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

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.

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.

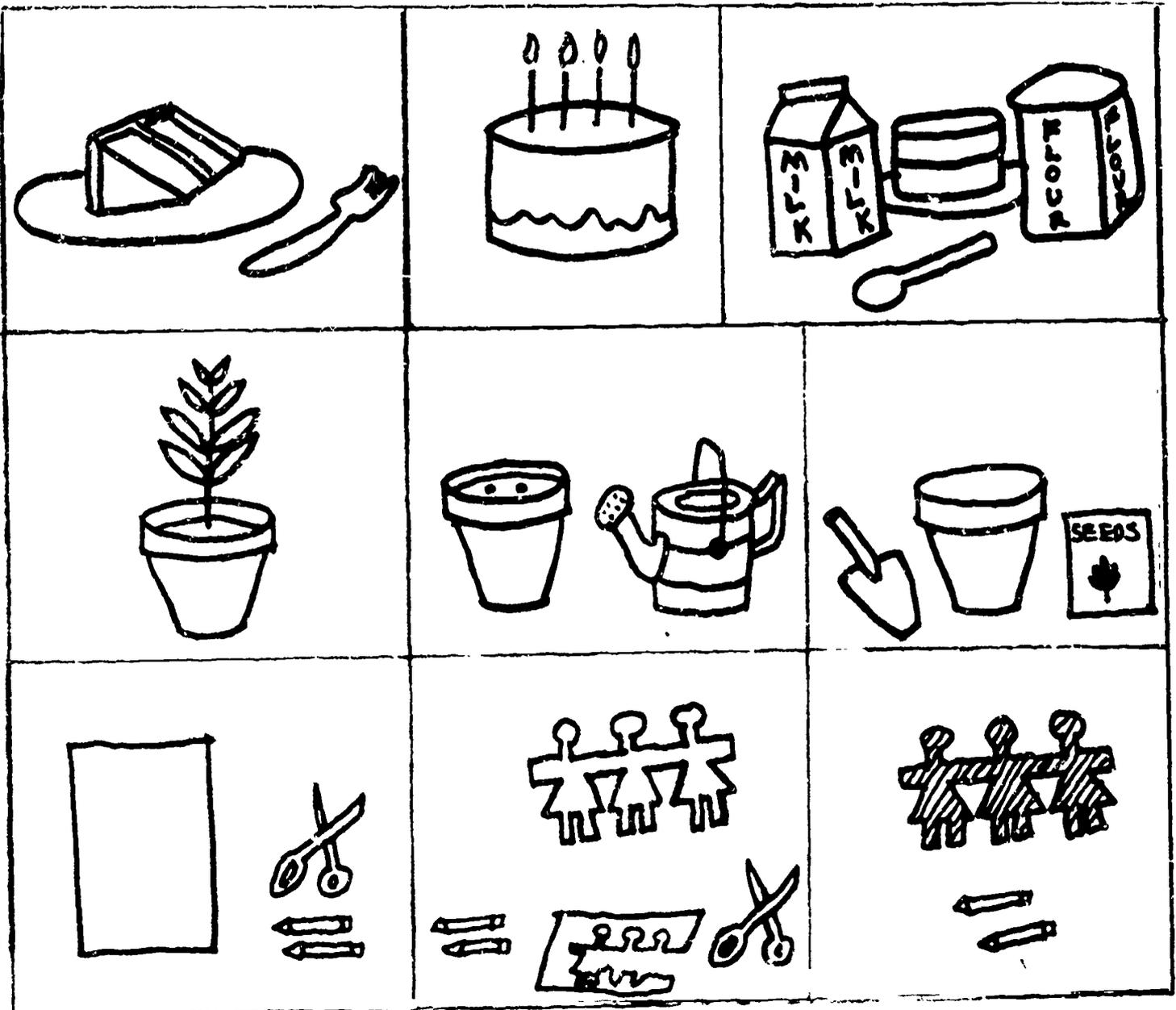
SKILL COMPREHENSION SKILLS, Interpretive Comprehension

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?

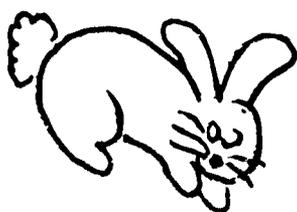
SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary I

 MATERIALS: Worksheet

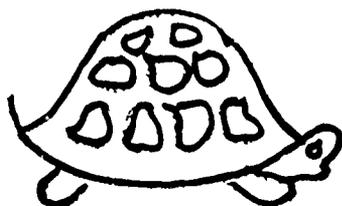
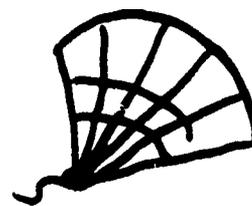
 PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

 DIRECTIONS: Read the sentences. Draw a line from each sentence to the picture that matches it.



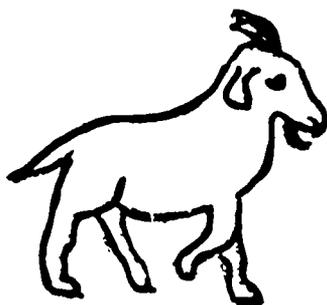
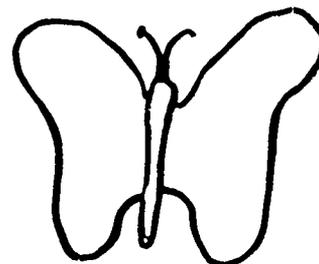
It can run.

It cannot run.



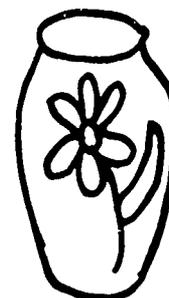
It can fly.

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



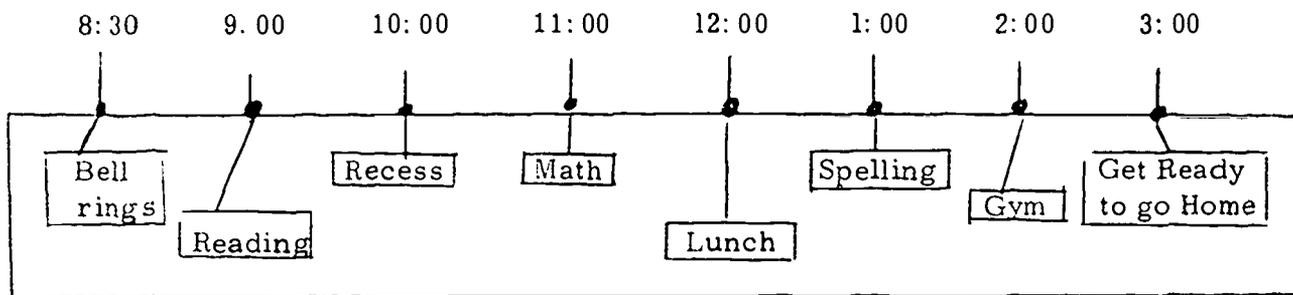
MATERIALS: Worksheet



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

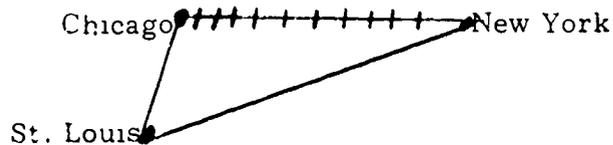
M MATERIALS: Worksheet

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

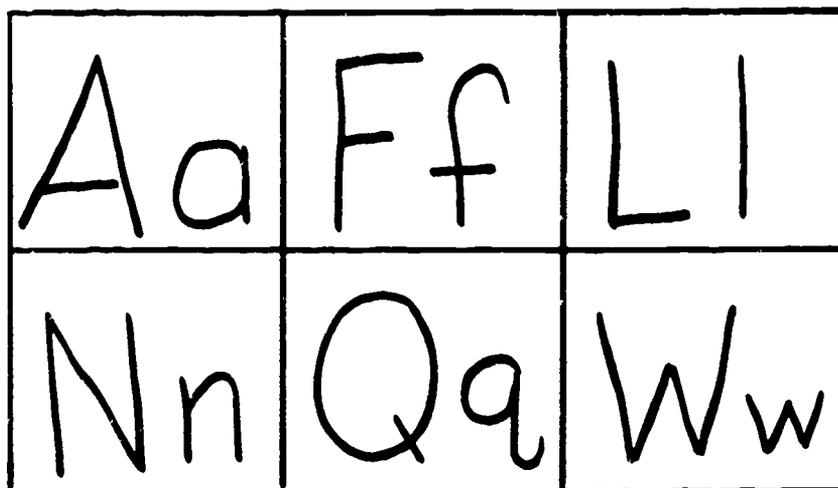
LEVEL: Primary I

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?

_____ b

_____ w

_____ p

_____ t

_____ r

_____ c

WHAT COMES AFTER?

A _____

J _____

G _____

N _____

L _____

D _____

ALPHABETICAL ORDER

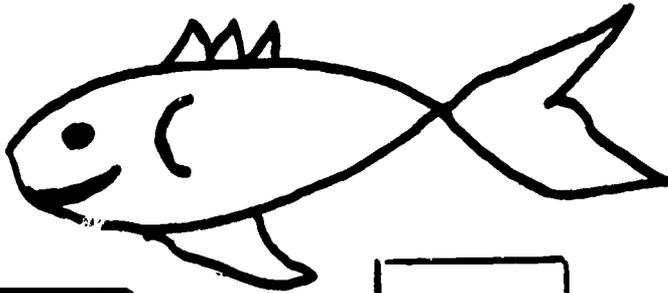
SKILL: STUDY SKILLS, Reference Materials
COMPREHENSION SKILLS, Literal Comprehension

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.

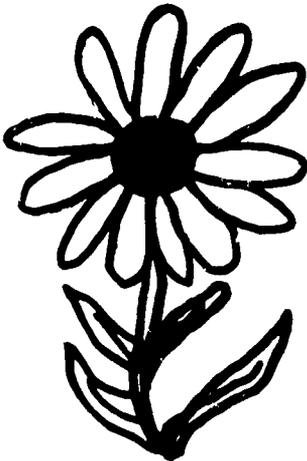


DAISY

FISH

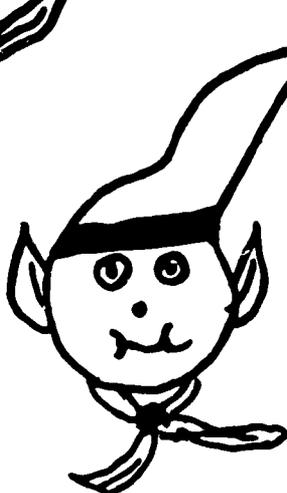


CANDY



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 on: 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

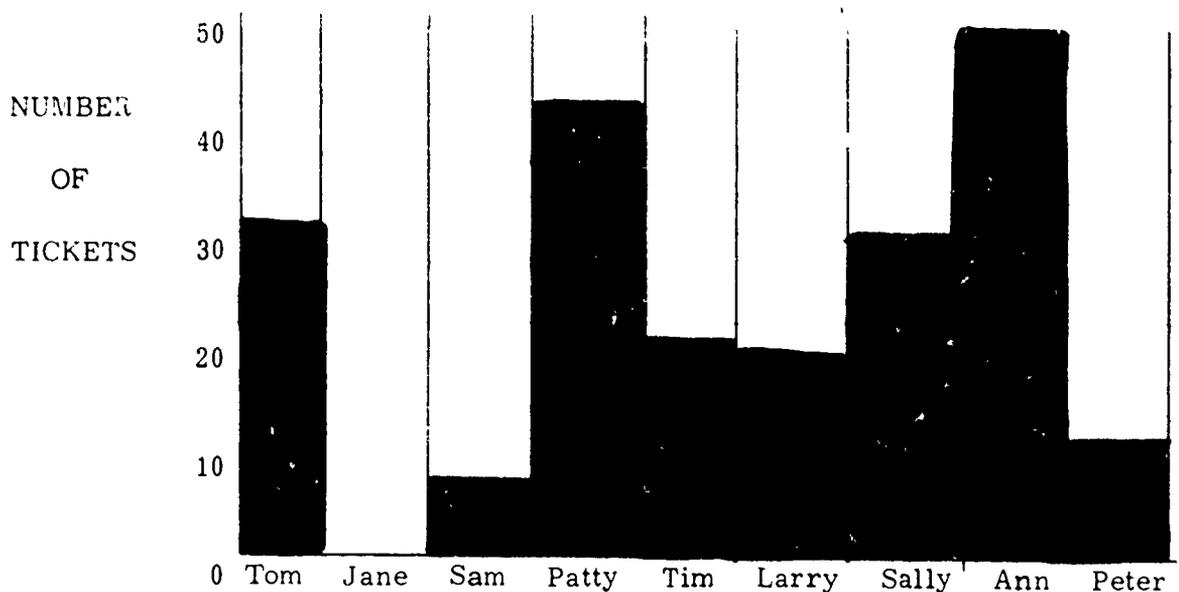


PROCEDURE: Make a duplicating master of this sheet.



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
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
 SFHUGERAJJENIO
 I SERTECEWECEARZ
 MZ WIGWAMMTDQUO
 PEARDGMGAWOGIW
 L TENURDENAMDEA
 EFNNEWORLDROWN
 OUTQUHENGLANDA
 PONEGLANDNALEN
 ZSETTLERSEILRE

DANCE OPEOPLEDEM
 LECPCPEPIHURSHAD
 WGIWAPARTMENTWO
 OERCUCQRCWERDLCW
 NZCALANDINGNCRN
 DMLGABNAEBHCHUS
 EIEAPRATMEHNIAT
 RNIITSNWWODUILCA
 FUSOMEONEWRLDLI
 UTEMINAMENRCRER
 LERBEANBAGATEETS
 SLLURFRFWONHDNGW

AGUESSNOHORSEPENP
 NEPORALFEUGWAMLPE
 DOAPENNL SUEMSDWID
 EDEKAIRYDIUEMPRWE
 LOSESWALLOWEDBIAS
 GRULDEPTUZARINGIS
 CARRTUESPIDERNGAT
 OLDLIAWRHPRAIFLNH
 UZYGCPOOPENEDADEWR
 RURSKEUMEADSLMDEO
 SDHELUWALKEDTCDEA
 ENAKELOWEDNRESROT
 IRWBDO PENNSUEMDIP

DESTOGETHERFSKITU
 SIREHESKDMOSTAEN
 EUSTFEFTCHFDVSYAIT
 SINDIANPSNTGEAFT
 KFMAVZLACUNVAKEE
 ITTOTITAPALCPTSTSM
 MOUNLANANINIOUVS
 ONT LIGEPEOPLEAT
 SPTEAOPPINPIANSAT
 DKAYCKALEVILLASET
 STIRFFGTALASKACE
 HFNTSDEGETHEPESS
 KISMITORDFORSTFS

SUSPPECARVEGSEE
 THUNDREDTTHONSTRE
 OSPABRAIDEDREAML
 RAFFLEOWUGZGQUROR
 EVENSEALWSKINTOR
 HIRLEDWHIRLEDSIED
 OSWIANETNOSEREDR
 UNDRUPPCARVASE
 SWINAEQUETOETRLHA
 ETHARNESSINGHSEM
 MRAJETRUHAPZUKME
 THUNDEREDIQUWIED
 LIERMBYPWLUNONDA
 ETHONGSPRINKLELL

NLDLEOLEGENDOGLAAR
 IROAEZEERFREELIRMF
 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	S	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	I	N	G	O	H	S
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	T	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	E	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	w
d	m	u	i	s	n	r
s	h	o	p	e	n	g

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 E R N O O N D E
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