

Name _____

- Look at each picture and read each sentence. Circle the best answer to the question.

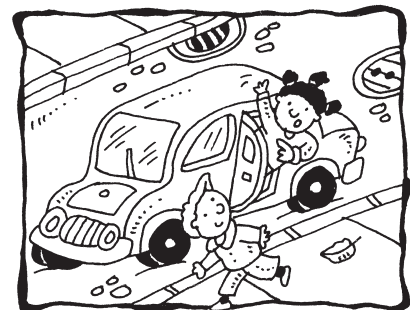
1. What did the girl want to do?

help let's



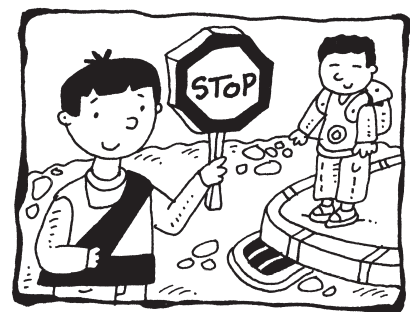
2. What did girl say to boy?

let's go stop now



3. What did the man say?

stop now help me



School-Home Connection

Read the sentences with your child. Help your child make more sentences that use the words *help*, *let's*, and *now*.

Name _____

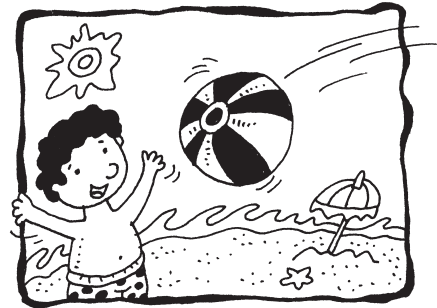
Make Predictions

- Look at the picture. Circle the sentence that tells what will happen next.

1. They go to the beach.
They go home.



2. He hits the ball.
He catches the ball.



3. She digs a hole.
She goes for a swim.



School-Home Connection

Read the sentences with your child. Then talk about how one sentence better matches the picture.

Name _____

Let's go!	2
Let's go, Jan!	5
I can help.	8
Let's go, Dan!	11
I can help.	14
Let's go, Sam!	17
I can help.	20
Now we can go!	24

ACCURACY SCORE

_____/24



To the Teacher

As the child reads the sentences orally, record any mispronunciations and circle any omissions. Do not count repetitions and self-corrections as errors. Count the number of words read correctly and record that number in the space provided.

Name _____

High-Frequency
Words

► Look at each picture. Write the word from the box that best completes each sentence.

in too No

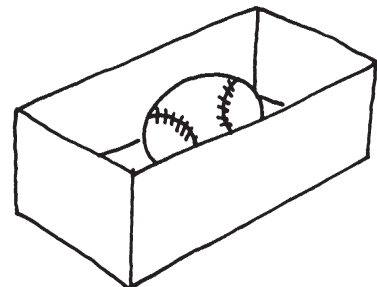
1. _____, thank you.



2. Pick me, _____!



3. Put it _____ the box.



School-Home Connection

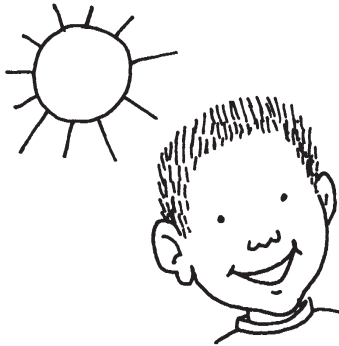
Explain to your child that sometimes it is more polite to say, "No, thank you" than simply "No." Give examples.

Name _____

Make Predictions

► Look at each picture. Circle what you think will happen next.

1.



He will play.

He will sleep.

2.



She will climb.

She will dig.

3.



She will sit.

She will kick.



School-Home Connection

Look at each picture with your child. Have your child explain what made him or her pick each sentence.

Name _____

Word Accuracy

Where are you, Max?	4
I am in here, Dad.	9
Where are you, Max?	13
I am in here, Dad.	18
Come in here, too, Dad.	23
No, no, no!	26
Come in here, Max.	30

ACCURACY SCORE

_____/30



To the Teacher

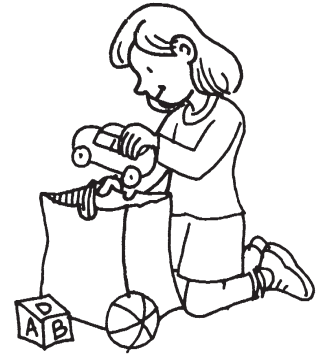
As the child reads the sentences orally, record any mispronunciations and circle any omissions. Do not count repetitions and self-corrections as errors. Count the number of words read correctly and record that number in the space provided.

Name _____

► Circle the word that best completes the sentence. Write the word.

hold out

1. I get my toys _____.



soon get

2. He will leave _____.



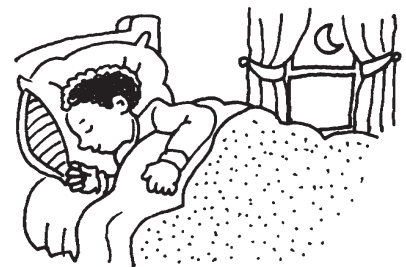
hold home

3. Dad can _____ me when I am tired.



home so

4. At _____ I can sleep.



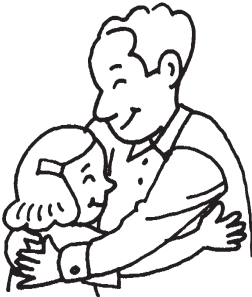
School-Home Connection

Have your child read the sentences aloud. Encourage your child to use *hold*, *soon*, and *know* in new sentences.

Name _____

Make Predictions

▶ Look at the pictures. Write the word from the box that best completes the sentence.



hold home

1. Dad will _____ me.



soon get

2. Dad will _____ his hat.



soon home

3. I will play my drum at _____.



School-Home Connection

Ask your child to predict how he or she will celebrate his or her next birthday.

Name _____

Dad will get his bag.	5
Dad will get his hat.	10
He will soon go out.	15
He can hold me and tap.	21
Dad can tap, tap, tap.	26
At home, we tap, tap, tap.	32
We can tap so fast!	37

ACCURACY SCORE

_____ /37

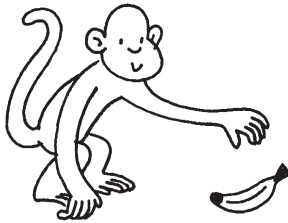


To the Teacher

As the child reads the sentences orally, record any mispronunciations and circle any omissions. Do not count repetitions and self-corrections as errors. Count the number of words read correctly and record that number in the space provided.

Name _____

► Circle the word that best completes the sentence. Then write the word.



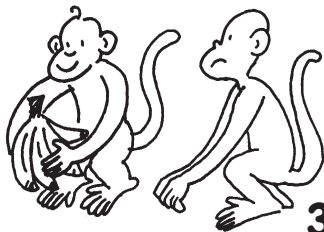
yes get

1. Mack will _____ some food.



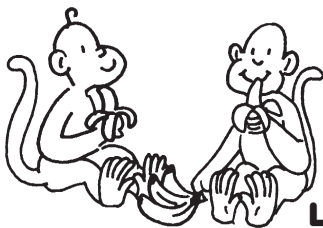
Oh Get

2. _____, look! I see more food.



log late

3. It is too _____.



Get Yes

4. _____, we can share.



School-Home Connection

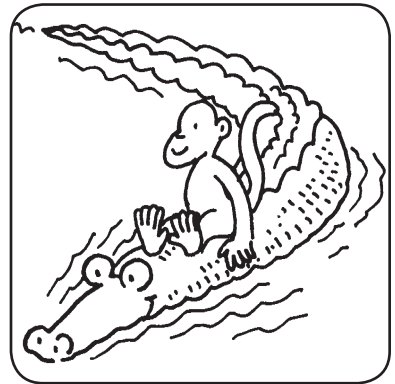
Help your child read the sentences. Then have your child think of other sentences that use the High-Frequency Words.

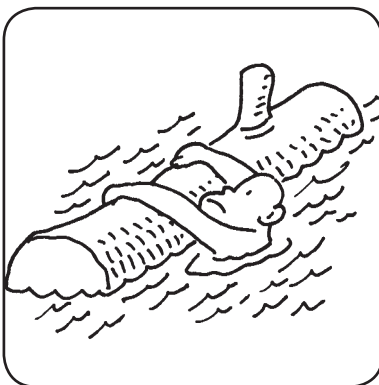
Name _____

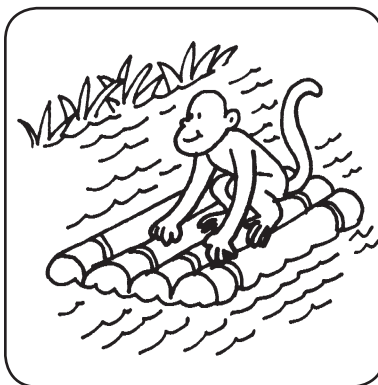
► Read *Look Out, Mack!* Then look at the pictures. Write 1, 2, and 3 to put the pictures in order.

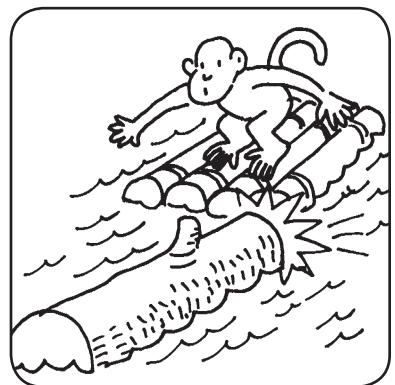














School-Home Connection

Have your child use the pictures to tell you what happens to Mack in the beginning, middle, and end of the story.

Name _____

Look at Mack.	3
He is so fast.	7
Look out, Mack!	10
Oh, no!	12
It is too late.	16
Look, there is Jack.	20
He will get Mack.	24
Yes, Jack can get Mack!	29

ACCURACY SCORE

_____/29



To the Teacher

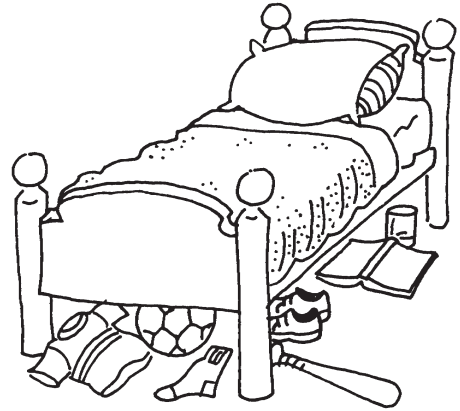
As the child reads the sentences orally, record any mispronunciations and circle any omissions. Do not count repetitions and self-corrections as errors. Count the number of words read correctly and record that number in the space provided.

Name _____

- Look at each picture. Circle the word that best completes each sentence.

much find

1. There is too _____ under here.

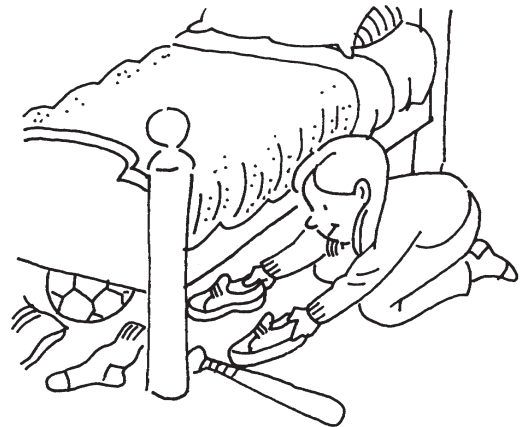


thank find

2. I want to _____ my shoes.

thank much

3. Oh, _____ you.



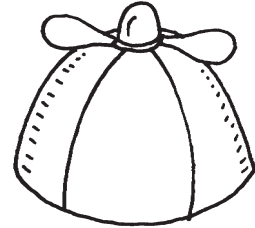
School-Home Connection

Have your child read the sentences. Think of new sentences for the words *much*, *find*, and *thank*.

Name _____

► Read the sentences. Then write the name of the character in the sentence.

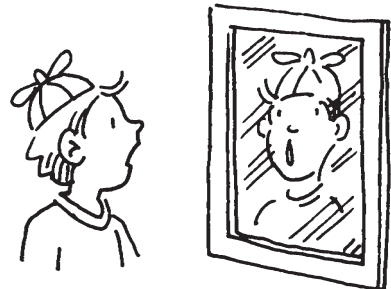
1. Tom has lost his hat.



2. Jill looks for the hat.



3. Tom sees his hat in the mirror.



4. Tom finds his hat on his head.


School-Home Connection

Have your child tell you what kind of person Tom is.

Name _____

Tom wants to find his hat.	6
There is too much in here.	12
Come in here, Jill!	16
Can you help me find my hat?	23
Look in here, Tom.	27
You have your hat on.	32
Oh, thank you, Jill.	36

ACCURACY SCORE

_____/36

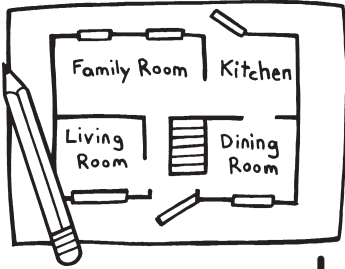


To the Teacher

As the child reads the sentences orally, record any mispronunciations and circle any omissions. Do not count repetitions and self-corrections as errors. Count the number of words read correctly and record that number in the space provided.

Name _____

► Circle the word that best completes the sentence. Write the word.



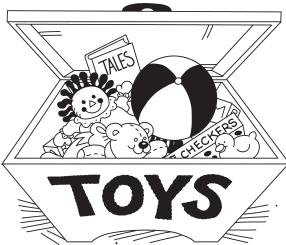
how of

1. This is a map _____ my home.



some how

2. We see _____ cats on the map.



Make How

3. _____ will we find a ball?



make how

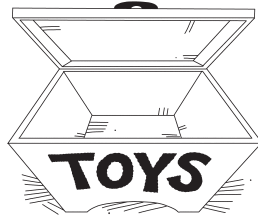
4. We can _____ a map.



Name _____

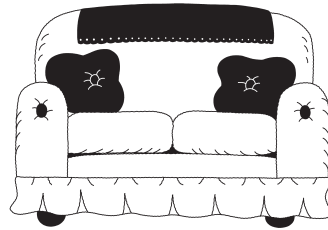
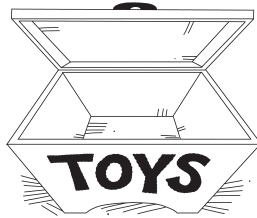
► Look at the pictures. Read the sentence.
Circle the answer.

1.



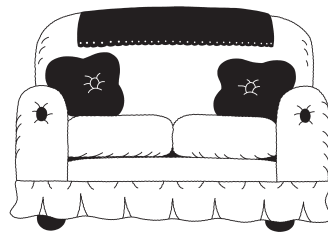
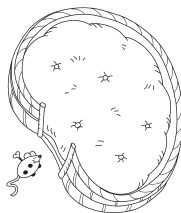
The cats sit here.

2.



The toys go here.

3.



I sit here.



School-Home Connection

Help your child to organize something in your house into groups that are alike.

Name _____

This is a map.	4
It is of my home.	9
How do we find a ball?	15
Look at the map.	19
How do we find some cats?	25
Look at the map.	29
The cats like the ball.	34
We all like to make a map.	41

ACCURACY SCORE

_____/41



To the Teacher

As the child reads the sentences orally, record any mispronunciations and circle any omissions. Do not count repetitions and self-corrections as errors. Count the number of words read correctly and record that number in the space provided.

Name _____

► Circle the word that best completes each sentence.

time was eat

1. "What _____ is it?" said Tim.



day first eat

2. "It is time to _____," said Sam.



First Time Was

3. "_____ let's find a spot," said Tim.



was day said

4. "Now let's eat!" _____ Sam.


School-Home Connection

With your child, take turns using the High-Frequency Words in new sentences.

Name _____

► Read *Fox Gets Help*. Circle the picture that answers each question.

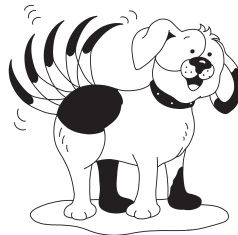
1. Who needed help?



or



2. Who said no?



or



3. Who helped?



or



4. Who got to be first?



or

**School-Home Connection**

With your child, write down some details that describe your home.

Name _____

One day Fox said, "Can you help?"	7
"No," said Cat. "It is time to eat."	15
"I will help," said Dog.	20
"Let's go!" said Cat.	24
"No," said Fox.	27
"Dog was the one that helped."	33
"Dog can go first."	37

ACCURACY SCORE

_____ /37



To the Teacher

As the child reads the sentences orally, record any mispronunciations and circle any omissions. Do not count repetitions and self-corrections as errors. Count the number of words read correctly and record that number in the space provided.

Name _____

► Write the word that best completes each sentence.

lick like line

 1. Stand in _____ and get some water.

her here help

 2. Can you help _____?

don't dad done

 3. I _____ like this.

no not new

 4. Jim wants a _____ job.

wall want water

5. Jim gives Ann _____.

**School-Home Connection**

With your child, take turns using the High-Frequency Words in new sentences.

Name _____

▶ Complete each sentence by writing the correct name.

Ann Jim Mr. Glenn



1. Who said, "Tap it in?" _____

2. Who did the tapping? _____

3. Who wanted a new job? _____

4. Who asked Jim to do a job? _____



School-Home Connection

Ask your child to tell you about *Jim's Job*. Ask your child questions about details in the story.

Name _____

"Tap it in, Ann," says Mr. Glenn.	7
"Get in line for some water, Jim."	14
"I don't like this," says Jim.	20
"I want a new job."	25
Ann is hot.	28
Jim gives her water.	32
"Thank you," says Ann.	36
"You can tap the last one."	42

ACCURACY SCORE

_____ /42



To the Teacher

As the child reads the sentences orally, record any mispronunciations and circle any omissions. Do not count repetitions and self-corrections as errors. Count the number of words read correctly and record that number in the space provided.

Name _____

► Circle the word that best completes the sentence. Write the word.

Many Does Grow



1. _____ dogs dig up mud.

food many be



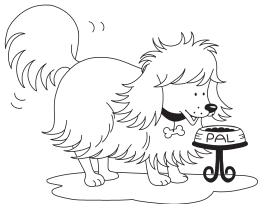
2. Dogs like to _____ with us.

does many live



3. Dogs _____ with people.

food does be



4. All dogs eat _____.

does grow be



5. A dog _____ like to play.



School-Home Connection

Have your child choose one of the High-Frequency Words and work with him or her to draw a picture that shows the word's meaning.

Name _____

► Read each sentence. Draw a line matching the sentence to the picture.

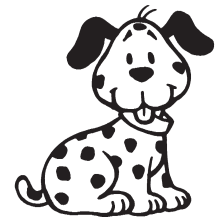
1. One dog has spots.



2. One dog likes food.



3. One dog is black.



4. One dog can jump.



School-Home Connection

With your child, discuss dogs you have seen. Help your child to identify details about each dog.

Name _____

Dogs can't kick.	3
Many dogs lick.	6
Some dogs grow big.	10
Some dogs just dig.	14
Does this dog like food?	19
Yes, it looks good!	23
Dogs like to live with you.	29
They can be good fun, too!	35

ACCURACY SCORE

_____/35



To the Teacher

As the child reads the sentences orally, record any mispronunciations and circle any omissions. Do not count repetitions and self-corrections as errors. Count the number of words read correctly and record that number in the space provided.

Name _____

► Circle the word that best completes the sentence.

feet arms way

1. I use my _____ to run.



head every arms

2. I use my _____ to hold a bat.



way head arms

3. My hat is on my _____.



arms head every

4. I try to play _____ day.

way head feet

5. This is the _____ to play ball.



School-Home Connection

Have your child think of other ways he or she uses his or her head, feet, and arms. Have your child draw a picture of one of these ways.

Name _____

► Read *Use Your Feet*. Write 1, 2, and 3 to put the pictures in order based on the story.







► Draw a picture to show what happens next.



School-Home Connection

Challenge your child to put the events of his or her day in order.

Name _____

The bell rings at school.	5
Use your arms, Grant!	9
Use your head, Grant!	13
Use your feet, Grant!	17
Grant's feet can go fast.	22
He runs a long way.	27
Now Grant runs at school every day.	34

ACCURACY SCORE

_____/34



To the Teacher

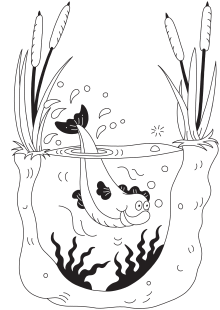
As the child reads the sentences orally, record any mispronunciations and circle any omissions. Do not count repetitions and self-corrections as errors. Count the number of words read correctly and record that number in the space provided.

Name _____

► Look at the pictures. Write the word that best completes each sentence.

cold under fish

1. There is a _____ in the pond.



fish under their

2. The fish is _____ the water.

from fish cold

3. The fish swim away _____ us.



from cold their

4. The water is _____.

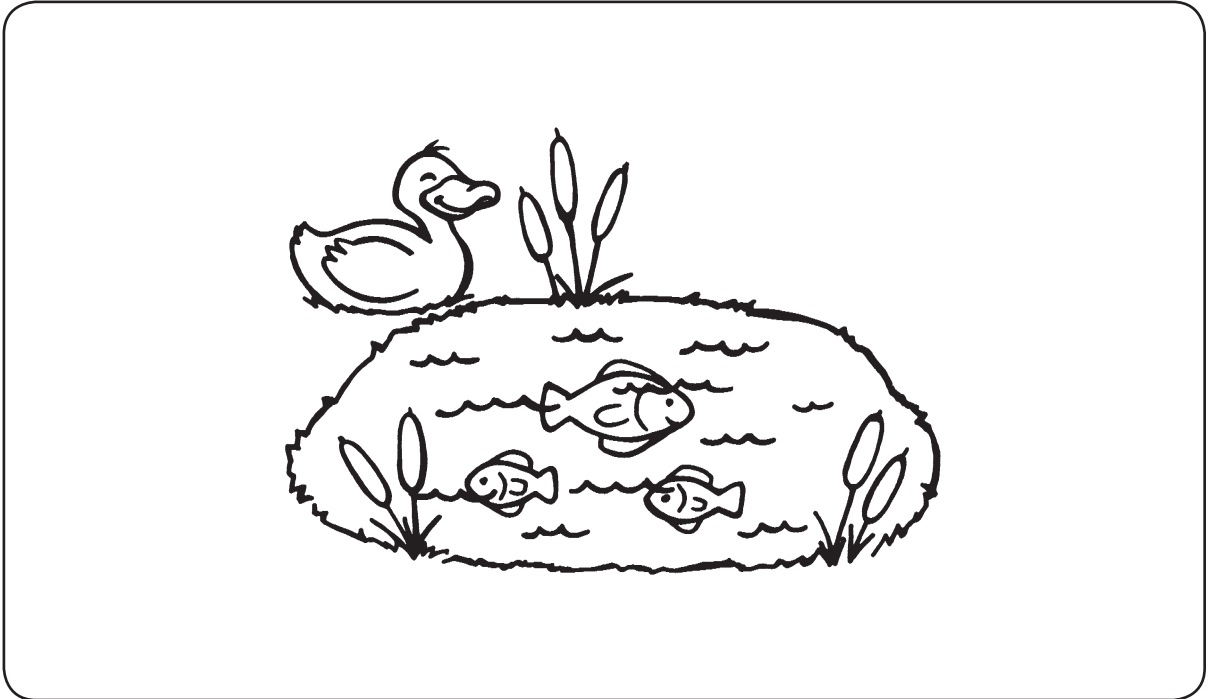


School-Home Connection

Discuss the meaning and use of the High-Frequency Words with your child.

Name _____

- Look at the picture. Tell whether each sentence is correct by circling Yes or No.



- | | | |
|----------------------------------|-----|----|
| 1. Some animals live in water. | Yes | No |
| 2. There are fish in the water. | Yes | No |
| 3. One fish in the water is big. | Yes | No |
| 4. A duck is in the pond. | Yes | No |
| 5. There are four fish. | Yes | No |

**School-Home Connection**

Ask your child to name animals that live in or near a pond.

Name _____

This is a pond.	4
What animals live in this pond?	10
Little fish live here.	14
Ducks live here.	17
They get their food from the pond.	24
This duck is under the cold water.	31
Look! She sees a fish.	36
The duck swims very fast!	41
The fish swims off!	45
The duck will look for more food.	52

ACCURACY SCORE

_____ /52



To the Teacher

As the child reads the sentences orally, record any mispronunciations and circle any omissions. Do not count repetitions and self-corrections as errors. Count the number of words read correctly and record that number in the space provided.

Name _____

► Write the word that best completes each sentence.

night happy could

1. I am _____ at school.



made gold came

2. I _____ a friend at school.



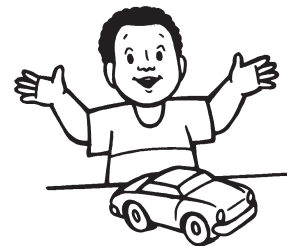
saw could came

3. Ben _____ to my house.



gold saw made

4. He _____ a toy he likes.



happy were gold

5. It was the color of _____.



School-Home Connection

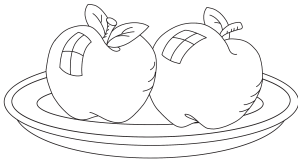
With your child, make a list of things that make you happy.

Name _____

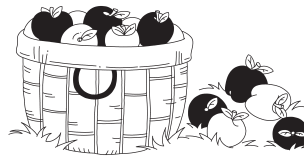
► Read the question and look at the pictures. Write A or B to show the correct answer.

1. Which has more apples? _____

A

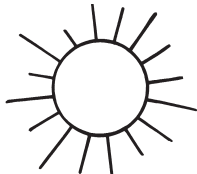


B



2. Which would you see at night? _____

A

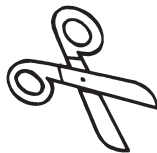


B



3. Which one is round? _____

A

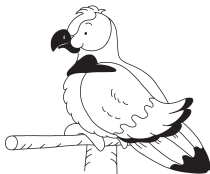


B



4. Which one could be a pet? _____

A



B



School-Home Connection

Ask your child to pick his or her two favorite toys. Then have your child tell you how the toys are alike and different.

Name _____

Bess saw a hen. She went home with it.	9
The hen made a nest.	14
The hen could make gold eggs!	20
"I'll sell the eggs," Bess said.	26
Bess made a shop. Helen came to help.	34
They were good at selling.	39
Bess got the hen food.	44
There were many eggs.	48
"I have many eggs!"	52
Bess was very happy that night.	58

ACCURACY SCORE

_____/58



To the Teacher

As the child reads the sentences orally, record any mispronunciations and circle any omissions. Do not count repetitions and self-corrections as errors. Count the number of words read correctly and record that number in the space provided.

Name _____

► Write the word that best completes each sentence.

watch air need

1. Let's _____ the bird fly.



need rain play

2. I watch _____ fall.



air grew watch

3. My pumpkin _____ big.



rain need play

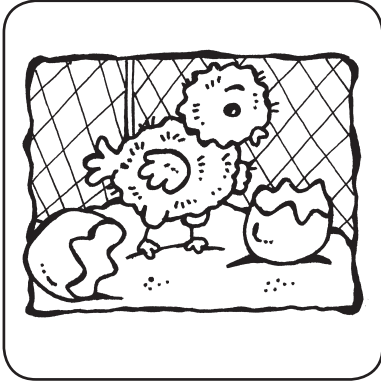
4. I _____ with Sue.

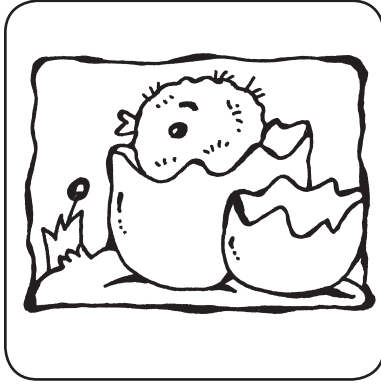

School-Home Connection

Talk to your child about his or her friends. Ask your child to draw a picture of them and label it "friends."

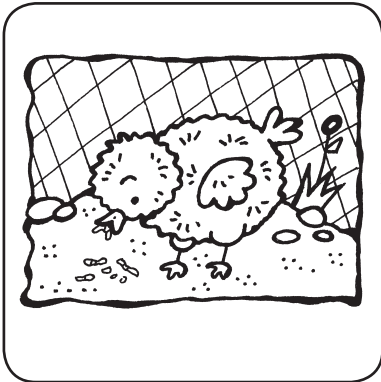
Name _____

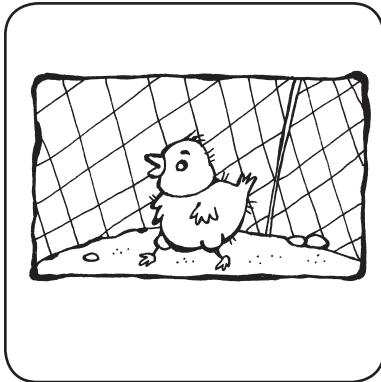
► Read *From Chick to Hen*. Write 1, 2, and 3 to put the pictures in order based on the story.

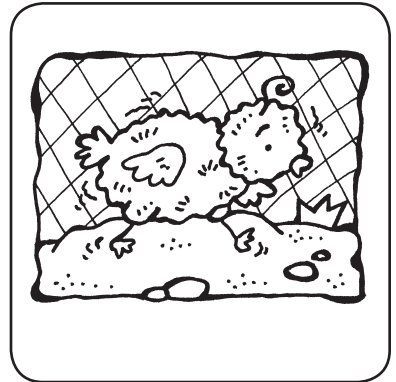














School-Home Connection

Discuss with your child a sequence that he or she repeats each day, such as preparing for school.

Name _____

Here I am in my egg.	6
Now I am out of my egg.	13
I need to eat to get big.	20
I grew.	22
Now I am a big chick.	28
My friends and I play in the rain.	36
Now I am a hen.	41
Watch me fly up in the air!	48

FLUENCY SCORE

Total Words Read per Minute _____
 Number of Errors _____
 Words Correct per Minute (WCPM) _____



To the Teacher

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.

Name _____

► Draw a line to from each word on the left to the matching picture on the right.

1. Mrs.



2. house



3. loud



4. feel



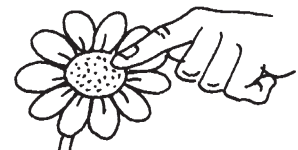
5. put



6. again



7. say



8. know

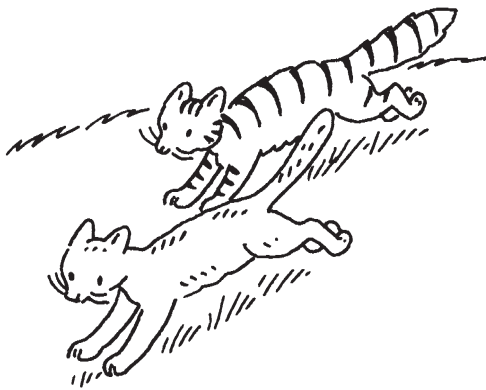
**School-Home Connection**

Talk to your child about something that is loud.
Have him or her draw a picture of the thing.

Name _____

- Read the story. Circle the picture that tells why the author wrote the story. Then circle the answer to the question.

My son Greg likes to run. He likes to run with his friend Carl. They have fun when they run.



Who is telling the story?

Greg

Carl

Greg's mom



School-Home Connection

Have your child tell you another ending for the story.

Name _____

"Come to my house, Carl," said Greg.

7

Carl went with Greg.

11

"Let's all run," said Greg.

16

"Will you say *go*, Mom?" asked Greg.

23

"Make it loud!"

26

The run started, but Carl fell down.

33

"Put your cap on again, Carl," said Mrs.

41

Archer. "Run!"

43

"I feel good!" said Carl.

48

FLUENCY SCORE

Total Words Read per Minute _____

Number of Errors _____

Words Correct per Minute (WCPM) _____

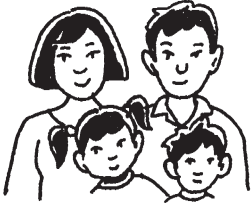


To the Teacher

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.

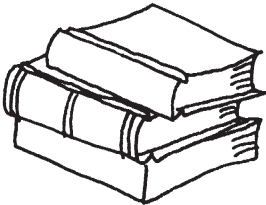
Name _____

► Write the word that best tells about the picture.



1. _____

name family work



2. _____

books read family



3. _____

read name work



4. _____

family read people



5. _____

name read people



School-Home Connection

With your child, discuss the meaning and use of the High-Frequency Words.

Name _____

▶ Read "Susan L. Roth." Draw a picture to finish the sentence.

When she was little she made

She is big. Now she writes



School-Home Connection

Work with your child to put the events of his or her day in sequence from start to finish.

Name _____

Susan L. Roth likes to make animals.	7
She made animals when she was little.	14
Her family was quick to hang up her work.	21
Now Susan likes writing books.	23
Susan still makes animals.	28
This book is about a frog.	32
The name of this book is <i>It's a Dog's New York</i> .	38
Lots of people read Susan's books.	47
	49
	55

FLUENCY SCORE

Total Words Read per Minute _____

Number of Errors _____

Words Correct per Minute (WCPM) _____



To the Teacher

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.

Name _____

► Write the word that completes the sentence.

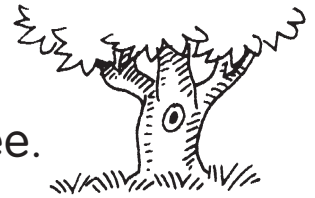
always cow's join

1. It is _____ fun to play.



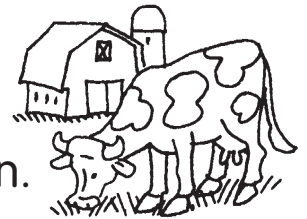
please nice by

2. We can play _____ the tree.



by cow's always

3. We play near the _____ barn.



by please nice

4. It is _____ to play with friends.



join by always

5. Sam and Jill _____ us.


School-Home Connection

Read the sentences with your child. Talk about how the pictures tell what is happening in the sentences. Have your child make another sentence using one of the High-Frequency Words.

Name _____

► **Read the story. Then circle the sentence that tells the main idea.**

One day the animals at the farm wanted to play a game.

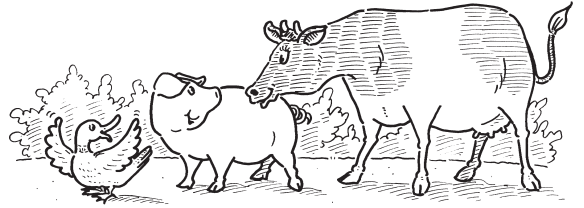
"Let's play ball," said Duck.

"Let's play tag," said Pig.

"Let's run!" said Cow.

"We like Cow's game," said Duck and Pig.

So Duck and Pig ran after Cow.



1. Duck and Pig are friends.
2. "Let's play ball."
3. The farm animals wanted to play.

► **Draw a picture of the animals.**

**School-Home Connection**

Discuss with your child the main idea of the story and his or her picture.

Name _____

"Let's play!" said Duck to her friends.	7
Her friends ran off and hid.	13
Cow hid first.	16
Chicken came by.	19
"Join me," called Cow.	23
Chicken did.	25
Pig came by.	28
"Please join us," called Chicken.	33
Pig did.	35
Rabbit came by.	38
"There's always room for a friend," Pig called.	46
Rabbit hid.	48
Duck came by.	51
She saw Rabbit's back.	55
Duck looked into the shed.	60
"It's nice to see you all!"	66
"Thanks, Rabbit!" called Duck.	70
"It's your turn to find us now!"	77

FLUENCY SCORE

Total Words Read per Minute _____

Number of Errors _____

Words Correct per Minute (WCPM) _____

Name _____

► Circle the best answer.

paper would paint

1. Ellie likes to _____.

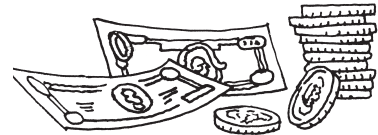


carry other paper

2. She paints on _____.

would money carry

3. She uses _____ to get more paint.



other paper buy

4. She can _____ it at the store.



School-Home Connection

Have your child read aloud the completed sentences.

Name _____

- Read *The Animal Painter*. Circle the best answer. The first one has been done for you.

1. What does Sandra like to do?

paint walk garden



2. What does Sandra like to paint?

dogs birds money

3. Where does Sandra go to paint?

zoo school park

4. Would Sandra sell her paintings?

yes no


School-Home Connection

Ask your child to tell the story of *The Animal Painter* in his or her own words.

Name _____

My friend Sandra likes to paint birds.	7
She has a bag to carry her paint	15
and paper.	17
She goes to a park to paint.	24
She paints a big bird.	29
There are other birds to paint at the park.	38
Would Sandra sell her painting for	44
some money?	46
Yes, she would!	49
Some people want to buy Sandra's	55
bird painting.	57
Sandra is happy.	60
The people are happy, too.	65
"Thank you," she says.	69

FLUENCY SCORE

Total Words Read per Minute _____

Number of Errors _____

Words Correct per Minute (WCPM) _____



To the Teacher

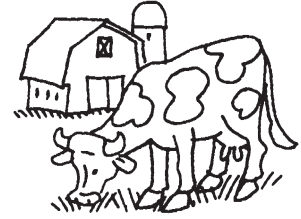
See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.

Name _____

► Circle the best answer.

Mouse Surprise Our

1. _____ class went to a farm.



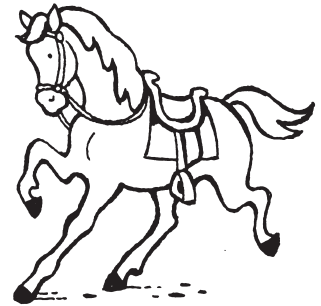
surprise three over

2. There was a _____.



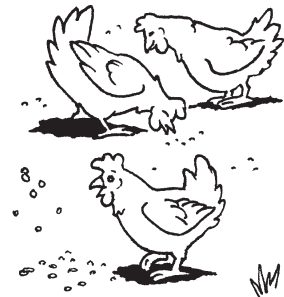
our pretty mouse

3. The horse was _____.



surprise over three

4. There were _____ chickens.



School-Home Connection

Help your child read each High-Frequency Word aloud.

Name _____

- Read the story. Circle the best answer.
The first one has been done for you.

1. Where was Mom?

at the pond **in bed** in the hall

2. What surprise did Joan and Dad make?

lunch toast muffins

3. What did the surprise look like?

a mouse a pig a toad

4. What did Mom say?

I like my mouse muffins.

I will go to bed.

Thank you, Joan.

**School-Home Connection**

Ask your child to retell *Muffin Surprise* in his or her own words.

Name _____

Mom was in bed.	4
Dad and Joan wanted to give her a surprise.	11
They made muffins.	13
The muffins looked flat.	16
"Let's throw them out," said Dad.	20
"I know!" said Joan. "Let's turn our muffins into mouse muffins."	26
Joan showed Dad what to do.	33
They made a muffin look like a mouse.	37
Then they made three more mouse muffins.	43
Joan put a pretty cloth over them.	51
She gave the muffins to Mom.	56
What a surprise!" said Mom. "I like my mouse muffins."	58
	65
	71
	79
	81

FLUENCY SCORE

Total Words Read per Minute _____
 Number of Errors _____
 Words Correct per Minute (WCPM) _____



To the Teacher

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.

Name _____

► Write the word on the line that completes the sentence.



mother sky hurry

1. The color of the _____ is blue.

sky should mother



2. We _____ let everyone play.



should mother hurry

3. It looks like rain, so _____ inside.

mother should sky



4. Ask your _____ if you can play.



School-Home Connection

With your child, discuss the meaning and use of the High-Frequency Words.

Name _____

► Draw a line to match the causes with the effects from the story.

Causes

Effects

1. The sun went away.

Squirrel tells Mother.

2. Beaver told squirrel

Everyone is happy.

3. The sun comes back.

Duck called Beaver.



School-Home Connection

Work with your child and choose one event from his or her day. Discuss with your child the causes and effects of that event.

Name _____

Duck was swimming in the stream.	6
Then, the sun went out!	11
“Beaver!” Duck called. “There is no sun in the sky!”	18
“Oh, dear!” yelled Beaver. “We should tell Squirrel. Hurry!”	21
“The sun is lost!” Beaver told Squirrel.	27
“We must tell Mother!” Squirrel said.	30
They ran to Squirrel’s house. Mother came to the door.	37
“The sun is lost forever!” Squirrel sobbed.	43
“Look!” Mother said. “I see it.”	49
The sun was coming back. They were all happy!	53
	60
	66
	73
	75

FLUENCY SCORE

Total Words Read per Minute _____

Number of Errors _____

Words Correct per Minute (WCPM) _____



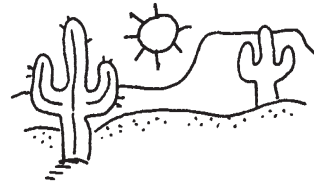
To the Teacher

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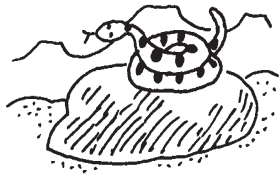
Name _____

► Write the word that best completes each sentence.

dry duck dog



1. The land is _____ in the desert.



draft desert damp

2. Some animals can live in a _____.

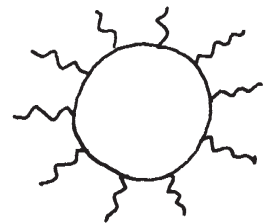


holes hop horn

3. They live in cracks and _____.

wish web warm

4. A desert is very _____ in the daytime.



cap cool corn

5. At night a desert gets _____.



School-Home Connection

Discuss with your child the meaning and use of the High-Frequency Words.

Name _____

► **Read the story. Circle the right answer.**

Does the heat in the desert cause people to put on cool clothes?

Yes No

Does the cold in the desert at night cause people to put on warm clothes?

Yes No

Does the clothing people wear cause the desert to get hotter?

Yes No

Draw a picture of a desert.



School-Home Connection

Discuss the events of your child's day. Discuss the causes and effects of these events.

Name _____

A desert can be hot or cold.

7

A desert is a dry place. Very little
rain falls.

15

17

This desert is hot. People put on things
to stay cool.

25

28

This desert is cold. People put on things
to stay warm.

36

39

Some people live in houses. The four
sides are made of mud.

46

51

Some people live in tents. They can
move the tents from place to place.

58

65

Animals live in the desert, too.

71

FLUENCY SCORE

Total Words Read per Minute _____

Number of Errors _____

Words Correct per Minute (WCPM) _____

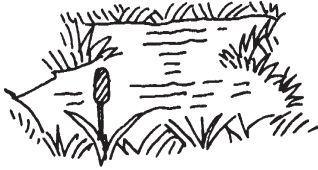


To the Teacher

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.

Name _____

► Circle the word that best completes each sentence. Then write it on the line.



around found near

1. Frogs like to live _____ water.

found near tired

2. I _____ a frog by a pond.



tired might around

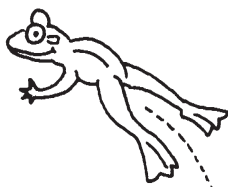
3. Frogs _____ like to eat bugs.



around near might

4. The frog can hop _____ very fast.





near tired might

5. Frogs can hop and not get _____.

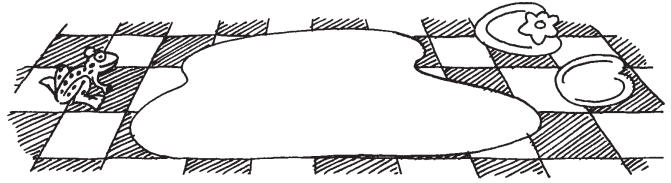


School-Home Connection

With your child, take turns using the High-Frequency Words in new sentences.

Name _____

- Read "Kate's Missing Frog." Circle the correct answer.



1. What is the problem in the story?

A frog gets out of a tank.

Frogs can jump high.

The door doesn't open.

2. What should the class do?

come up with more problems

try to solve the problem

read a book about the problem

3. Which two solutions did the class try?

hopping like a frog and making a paper pond

making a paper pond and going to the park

opening the door and hopping like a frog

4. How does the solution work?

the frog hops out the door

the frog hops on the paper pond

the frog comes to hop with the children



School-Home Connection

Think of a time when you had a problem and figured out a way to solve it. Share this story with your child and have your child think of his or her own story to share.

Name _____

Narrator: Kate found a frog. She put it in a tank of water near her desk. Later, she looked in the tank.	9
Kate: The frog is gone! I can't see it.	18
Abe: I can't hear it.	22
Miss Lane: Don't open the door.	31
Rick: What can we do to find it?	36
Abe: I know! Hop like a frog.	42
Narrator: Abe hops around until he gets tired.	50
Kate: Let's make a paper pond.	57
Rick: How will that help us find the frog?	63
Kate: The frog might think it's a real pond.	65
Abe: Let's see if the frog comes to our pond.	71
Narrator: They made a paper pond. Then, the frog hopped on it.	80
	89
	99
	106
	111

FLUENCY SCORE

Total Words Read per Minute _____

Number of Errors _____

Words Correct per Minute (WCPM) _____

**To the Teacher**

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.

Name _____

► Circle and write the word that
completes the sentence.

right because nice

1. I use my _____ hand.



because walked right

2. I _____ down the street.



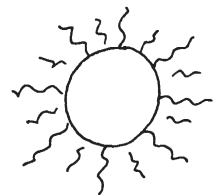
Right Those Walked

3. _____ are my friends.



those right nice

4. The sun gives us _____ light.



walked nice because

5. Ann can't play _____ she is sick.



School-Home Connection

With your child, take turns using the
High-Frequency Words in new sentences.

Name _____

Problem/Solution

► **Read the sentences from the story.**

Circle whether they are problems or solutions.

1. Sam said, "Oh, no! I lost a stick!"

Problem

Solution

2. "The stick snapped!"

Problem

Solution

3. "We can still make a hut because there are more sticks."

Problem

Solution

► **Think about the end of the story. Imagine that it is about to rain. The boys need a solution to keep the hut dry. Draw a solution.**



School-Home Connection

Discuss with your child a problem that he or she had in his or her day. Discuss with your child solutions to his or her problem.

Name _____

"Would you like to make a hut with me?" said Jake.	9 11
"Yes," said Sam. "Let's make our hut by the tree."	19 21
"Can you carry some of those sticks?" said Jake.	28 30
"Yes," said Sam. "They are very light." Sam and Jake walked to the tree.	37 44
Sam said, "Oh, no! I lost a stick!"	52
"That's all right," said Jake. "We have some more."	59 61
Jake said, "I'll put in the first stick."	69
"Oh, no!" said Sam. "The stick snapped!"	76
"Use this one," said Jake.	81
"Oh, dear," said Sam. "This stick snapped, too! It was too thin."	88 93
"Let's go back over there," said Jake.	100
"We can still make a hut because there are more sticks."	109 111

FLUENCY SCORE

Total Words Read per Minute _____

Number of Errors _____

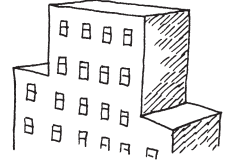
Words Correct per Minute (WCPM) _____

Name _____

- Circle the word that completes the sentence.

brown love city

1. There are many homes in a _____.



hello pulled love

2. Beth and Gus _____ to walk here.



Hello City Loudly

3. " _____," the man said.



love loudly pulled

4. "Hello," he called _____ to Beth and Gus.

brown city hello

5. "Look how _____ the trees are!"
said Gus.



School-Home Connection

With your child, read the High-Frequency Words aloud. Discuss their meanings.

Name _____

- **Read each passage. Circle the best question to ask.**

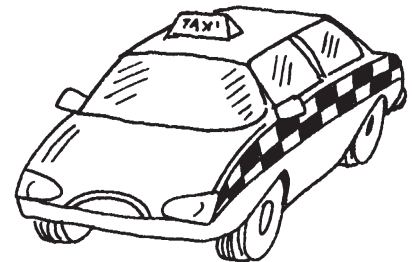
Jess lives in the city. She likes to go fishing.
Jess cannot go fishing in the city.

1. Where will Jess go fishing?
 2. Will Jess go to school?
-



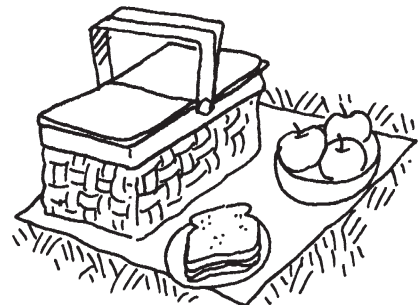
Jim lives in the city. He does not have a car.
Jim needs to go to the store.

1. How will Jim go to the store?
 2. Will Jim eat an apple?
-



A bear cub lived in a forest. He looked for food
to eat. He saw a picnic.

1. Will the bear eat the picnic?
2. How big is the bear?

**School-Home Connection**

With your child, take turns asking and answering questions.

Name _____

I went to open my window. The city air was cold. I saw people walking up and down my street.

10

There was a man in a hat and coat. "Hot peanuts," he called loudly. He was selling peanuts at his stand.

18

20

30

"Hello, Mr. Rose," I called from my window.

37

"Hello, Gilbert," he called back. We always call out to each other.

41

49

I saw a man cleaning up the brown leaves. He was singing to himself. He likes to keep our street clean.

56

61

70

I went down to help the man in the street. He didn't see me. I pulled his coat.

80

82

92

He turned around. He smiled when he saw me.

100

107

109

"Hello, Dad!" I said.

113

FLUENCY SCORE

Total Words Read per Minute _____

Number of Errors _____

Words Correct per Minute (WCPM) _____



To the Teacher

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.

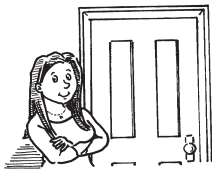
Name _____

► Circle the correct word to complete each sentence. Write it on the line.

Eyes Visitor Listen



1. Dad said, "_____, I hear the bell ring!"



visitor eyes remember

2. "We have a _____," Jim said.



remember eyes listen

3. "I do not believe my _____!"
said Dad.

listen visitor remember



4. "I do not _____
the last time our aunt came for a visit," said Jim.



School-Home Connection

With your child, discuss the meaning and use of the High-Frequency Words.

Name _____

Drawing
Conclusions

► **Circle the answer.**

1. The Smith family was going camping. "We should take our camping things," said Mrs. Smith. Do you think they will take the tent?

Yes

No

2. Mrs. Smith said, "We must plan our food. We have no apples. Apples are a good snack." Do you think Mrs. Smith will get apples?

Yes

No

3. The Smiths camped by a pond in the forest. Mr. Smith got out the fishing poles. Do you think the family will go fishing?

Yes

No

► **Draw a picture of the Smiths.**



School-Home Connection

Discuss the events of your child's day. Have your child draw conclusions about the events, such as whether they were fun or boring, important or unimportant.

Name _____

"Look!" said Brett. "Apples!" His eyes were wide with surprise.	7
"More apples!" said Jane, a day later. "Who is bringing them?"	10
On the third day, Brett said, "Listen! Can you hear something?"	19
They looked around the edge of the window. A girl walked past their fence.	21
"Who is she?" whispered Jane.	30
"I've just remembered that there is a new girl on the street. She might be the visitor," said Mom.	32
"Let's find out!" said Brett.	40
Brett and Jane went to talk to her.	46
"Hello," said Jane.	51
"Did you come to our house with some nice green apples?"	60
"Yes," smiled the girl.	70
"They are from high in my tree."	75
"Thank you!" said Brett.	83
	86
	95
	97
	101
	108
	112

FLUENCY SCORE

Total Words Read per Minute _____

Number of Errors _____

Words Correct per Minute (WCPM) _____

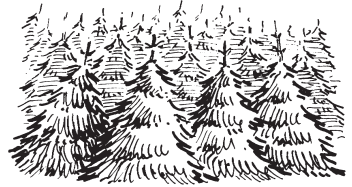
Name _____

High-Frequency
Words

► Circle the correct answer to complete
the sentence. Write the word on the line.

kinds color clear

1. Many _____ of
animals live in the forest.



clear hair color

2. Some animals have _____.

good-bye clear color

3. The hair can be brown, gray, or another



hair clear good-bye

4. The pond is _____.



color hair good-bye

5. We say _____
to our animal friends.



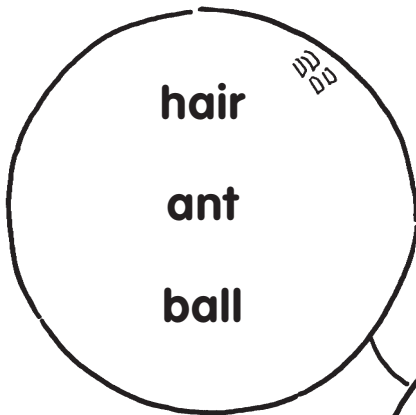
School-Home Connection

With your child, take turns using the
High Frequency Words in new sentences.

Name _____

Alphabetizing

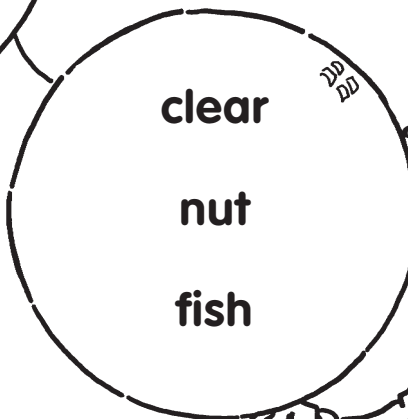
► Put the words in ABC order.



1. _____

2. _____

3. _____



1. _____

2. _____

3. _____



School-Home Connection

With your child, make a list of his or her favorite characters from books, movies, and television. Work with your child to put the names in ABC order.

Name _____

Oral Reading
Fluency

There are many kinds of animals. Each has ways that help it live.	8
This animal has soft feet and toes. How does this help?	13
Soft feet help this animal catch other animals to eat. The other animals can't hear it coming.	22
This animal uses its legs to leap high. How does this help?	24
Leaping helps the animal see farther. It may see other animals that only want to catch it. Then it can run away.	32
These animals have hair. It is the color of where they live.	41
This animal has clear scales over its eyes. How does this help?	50
The scales keep out dust. This animal likes to sit in the warm sun.	53
	61
	71
	75
	84
	87
	96
	99
	108
	113

FLUENCY SCORE

Total Words Read per Minute _____

Number of Errors _____

Words Correct per Minute (WCPM) _____



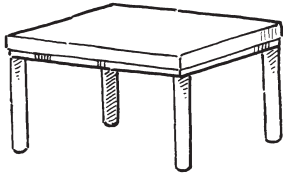
To the Teacher

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.

Name _____

High-Frequency
Words

► Write the word that best completes
each sentence.



tall table tack

1. Ann put the dish on the _____.

thought them think



2. She _____ the food looked good.



egg end earth

3. Mom said, "This food comes from the _____."

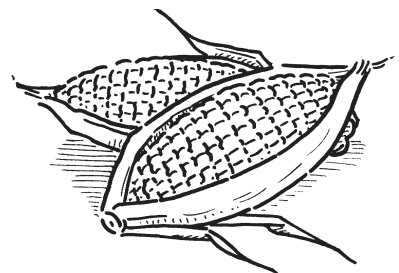
fooling fond flock



4. She was just _____ around.

clank click climbed

5. I _____ on a chair
and saw a dish of corn.

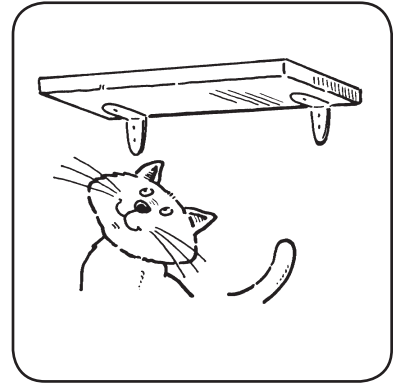
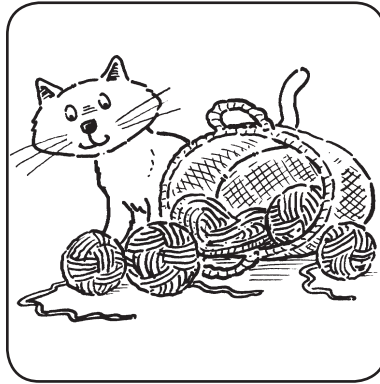
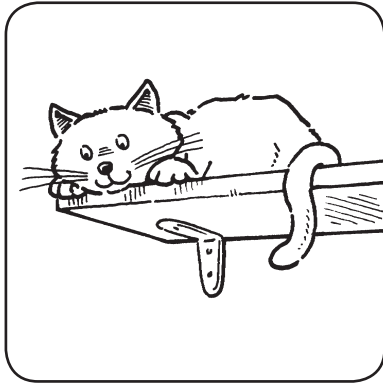


School-Home Connection

With your child, take turns using the
High-Frequency Words in new sentences.

Name _____

► Write 1, 2, and 3 to put the story in order.



► Circle the word that answers the question. Write it on the line.

cow cat cook

1. This story is about a _____.

jumped fell ate

2. What did the cat do? _____.



School-Home Connection

Write the words *climbed*, *earth*, *fooling*, *thought*, and *table* on individual index cards. Make four cards for each word. Turn the cards over in a pile. Play "Concentration."

Name _____

Dog went closer to have a look. He saw	9
lots of shells. A big fish looked surprised.	17
Then a turtle came right up to Dog!	25
The turtle made Dog jump! It had big	33
eyes. It had a hard shell.	39
Dog raced away from the turtle. He went	47
up, up to the top of the water.	55
He made a big splash!	60
Then Dog looked at his mother. "That	67
turtle was fooling me!" he said. "I am not in	77
the sea!"	79
Dog climbed out of the water right away.	87
He jumped onto the little table beside	94
his mother.	96
"I can be some other place on earth when	105
I play," he said. "I am glad to be at home	116
with my mother right now."	121

FLUENCY SCORE

Total Words Read per Minute _____
Number of Errors _____
Words Correct per Minute (WCPM) _____



To the Teacher

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.

Name _____

High-Frequency
Words

► Write the word that best completes
each sentence.



body baby back

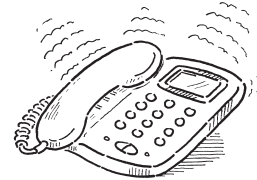
1. Chris has a new _____ sister.



together thing trust

2. They had fun playing _____.

heard hide help



3. Chris _____ the phone ring.

another along answered



4. His mom _____ the phone.

pushed plucked plump



5. Chris _____ a

chair over to his mom.

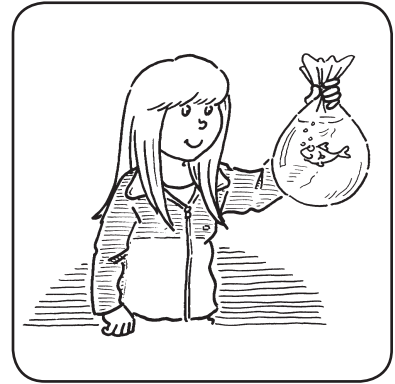


School-Home Connection

With your child, take turns using the
High-Frequency Words in new sentences.

Name _____

► Write 1, 2, and 3 to put the story in order.



► Circle the word that answers the question. Write it on the line.

fish father family

1. This story is about a _____.

bought water poured water drank water

2. What did the girls do? _____



School-Home Connection

Write the words *answered*, *baby*, *heard*, *pools*, *done*, *pushed*, and *together* on individual index cards. Make four cards for each word. Turn the cards over in a pile. Play "Concentration."

Name _____

Oral Reading
Fluency

All of a sudden, Baby Whale was trapped on the sand.	9
“Oh dear, look what he’s done!” she said.	11
She was sad because she could not help him.	19
A family was walking down the sand together. They were splashing in the pools left by the sea. They had a pot for shells.	26
Then the family saw Baby Whale on the sand.	28
“Look at that!” gasped the children.	35
“It needs help,” answered their dad.	44
The children tipped the shells out of the pot. They filled it with water. They kept Baby Whale wet. People came to help.	52
They waited until the waves came back in around Baby Whale. Then they pushed him out to the deep water.	61
	67
	73
	82
	91
	96
	104
	112
	116

FLUENCY SCORE

Total Words Read per Minute _____
Number of Errors _____
Words Correct per Minute (WCPM) _____

Name _____

► Write the word that best completes each sentence.

took almost great

1. The party was _____!



able almost took

2. We _____ a gift.



poured traveled blue

3. Jim _____ punch into a cup.



able took almost

4. I _____ dropped my cake!



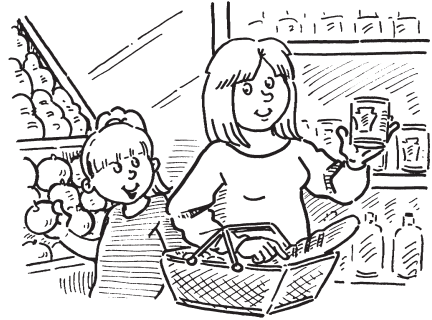
School-Home Connection

Read the sentences aloud with your child. Help your child make new sentences that use the High-Frequency Words.

Name _____

- Read about Jan and Mom. Circle the word that completes each sentence. The first one has been done for you.

Jan went to the store with Mom. Jan and Mom got food. Mom chose eggs and beans. Jan chose apples and cheese. Jan likes apples best of all.



pond store

1. Jan and Mom went to the _____.

eggs cheese

2. Mom chose _____.

beans cheese

3. Jan chose _____.

apples cheese

4. Jan likes _____ best.


School-Home Connection

Discuss with your child food you would buy at the grocery store.

Name _____

I am a pot. Cindy made me from clay.

9

Cindy put my clay on a flat wheel. The clay turned round and round. Cindy was able to pull me up into my shape.

18

25

33

I was far too wet! Cindy took away some of the water. I was starting to look like a real pot. It was almost time for me to come off the wheel.

42

53

63

65

Cindy took me off the wheel. She let me dry a little bit. There were some lumps around my edge. Cindy cut them away. Then she left me on the side to dry out. When I was dry, I was put in a very hot stove.

73

82

90

101

111

FLUENCY SCORE

Total Words Read per Minute _____

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Words Correct per Minute (WCPM) _____



To the Teacher

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.

Name _____

- Write the word that best completes each sentence.

building boy over

1. A _____ was walking with his father.



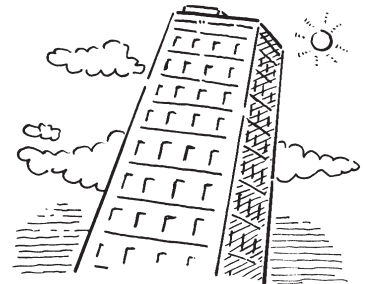
tomorrow boy over

2. "Look _____ there," said the boy.



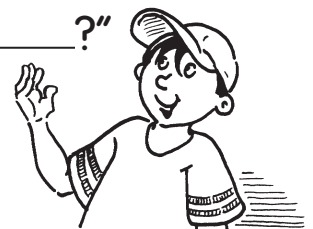
building over boy

3. "That _____ is tall!" said Dad.



over building tomorrow

4. "Can we come back _____?" said Jim.


School-Home Connection

With your child, discuss buildings in your community that are interesting or noticeable.

Name _____

► Circle the answer to the questions about *The Playhouse*.

1. Were the walls cloth?

Yes No

2. Was the table blue?

Yes No

3. Was the path stone?

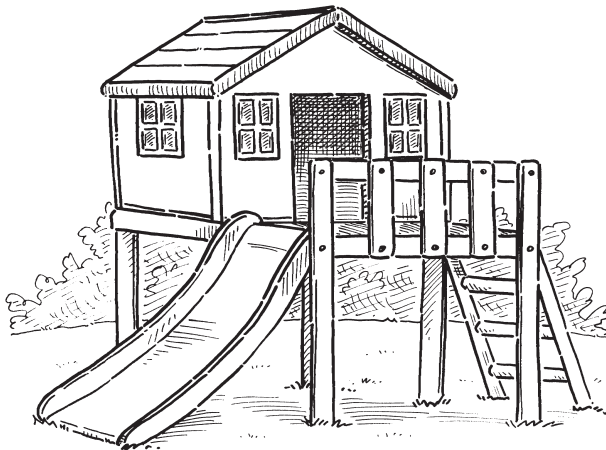
Yes No

4. Did Dad make pie?

Yes No

5. Did they eat in the yard?

Yes No



School-Home Connection

With your child, point out details in a room in your home, such as colors, shape, and size.

Name _____

A boy named James was building a house.	6
“Can I help make the house?” said his sister. Her name was Jen.	8
“This cloth can be the walls for the house,” said Jen. “They can be red.”	16
“I’ll make the roof,” said James. He used a green cloth. The house grew tall.	21
“I’ll turn over this red box,” said Jen. “It can be the table.”	29
“Let’s have a flag for the house,” said James. He hung the flag from a pole.	36
“I’ll make a path out of stones,” said Jen. “It will look nice and welcoming.”	44
Mom and Dad came toward the house.	51
“We made a house!” said James and Jen.	51
“I made a pie!” said Dad.	60

FLUENCY SCORE

Total Words Read per Minute _____
 Number of Errors _____
 Words Correct per Minute (WCPM) _____



To the Teacher

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.

Name _____

High-Frequency
Words

► Write the word that best completes
each sentence.

ready sorry front

1. We should get _____.

any ready nothing

2. "Do you have _____ more room?"
said Jake.

nothing sorry front

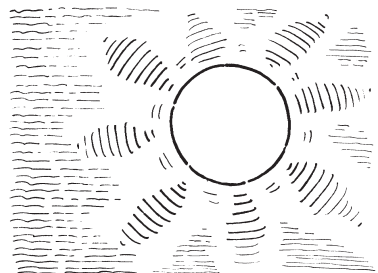
3. "No, I'm _____ my bag is full,"
said Dad.

front any ready

4. "Put your backpack in the _____ seat,"
said Dad.

worry ready sorry

5. "Don't _____ about the
weather," said Dad.



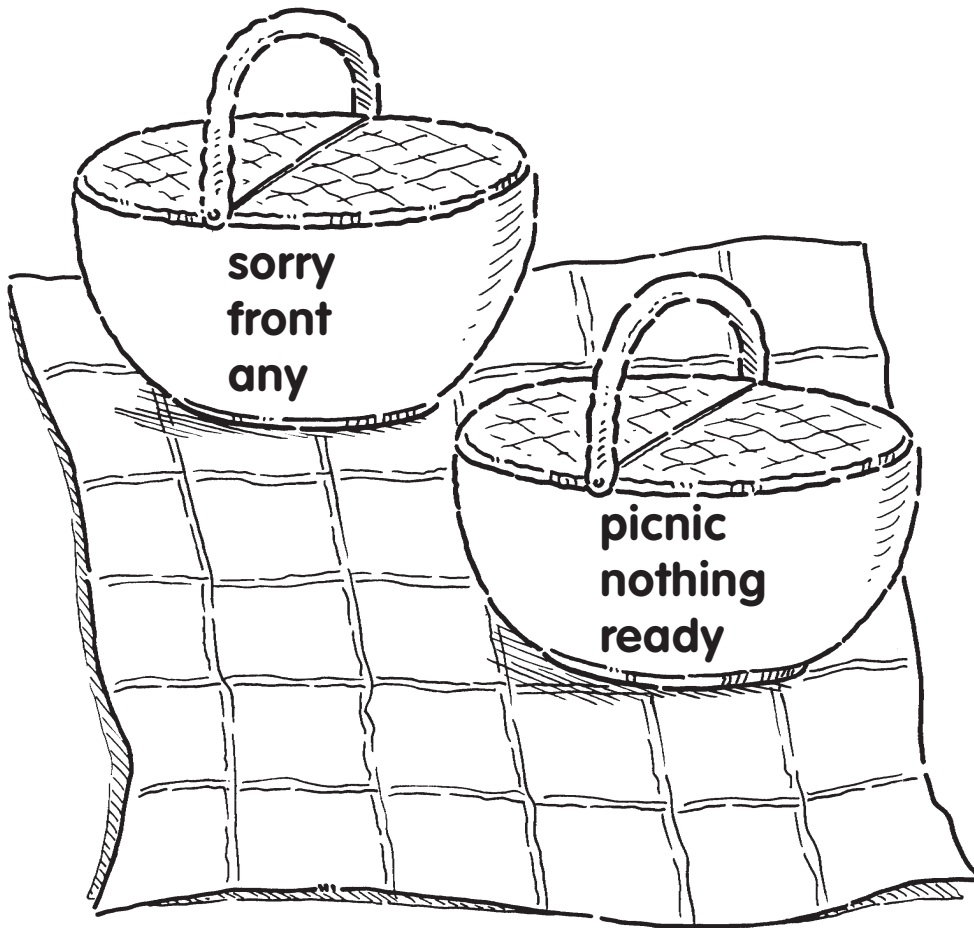
School-Home Connection

With your child, discuss the meaning and use
of the High-Frequency Words.

Name _____

Alphabetize

► Write the words in ABC order.





School-Home Connection

Write on a piece of paper the names of people you and your child know. Then help your child list these names in alphabetic order.

Name _____

Oral Reading
Fluency

Hedgehog looked at Beaver's list.	5
"There is nothing in this bag," said Hedgehog.	13
"All the things from your list can go in here."	23
"Here is the cloth," said Hedgehog.	29
"I will check it off my list," said Beaver.	38
Check. Beaver put a check beside <i>cloth</i> .	45
"The cups can go in the front," said Hedgehog. Check. Beaver put a check beside <i>cups</i> .	53 59
"We don't have any apples," said Beaver.	61
"Here are some plums," said Hedgehog.	68
All the things went in the bag.	74
"Now, we are ready!" said Beaver.	81
"I'm sorry, Beaver," said Hedgehog.	87
"I don't think we can go for a picnic. It is raining."	92
Beaver looked out the window. It was raining.	102 104

FLUENCY SCORE

Total Words Read per Minute _____

Number of Errors _____

Words Correct per Minute (WCPM) _____