

Teacher Resource Book

Grade 2

 **Harcourt School Publishers**

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School-Home Connection • Lesson 1



There is much to be discovered around the home and in your community.

Your child is reading “Arthur’s Reading Race” by Marc Brown and “Reading with Your Fingers.” This story and magazine article are about ways to read.

Words to Know

already **sign** **eight**
prove **police**

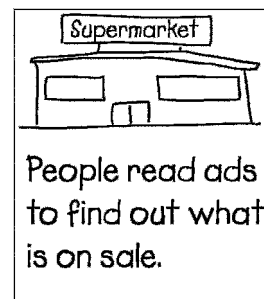
Reading Sentences Ask your child to read each sentence aloud to you and to use other words to tell what the sentence means.

- I can **prove** that what I say is true.
- Five plus three equals **eight**.
- The **sign** says “Wet Paint.”
- A **police** car stopped at an accident.
- I have **already** read this book.



Everyday Writing

Sentences Ask your child to think of some daily activities that involve reading. Have your child draw a picture of one of the activities and write a sentence that tells about the reading that is taking place. Ask your child to read the completed sentence to you. Talk about details to add to the picture to show other kinds of reading that might also happen.



Let’s Talk About...

Reading Use these discussion starters with your child to discuss “Arthur’s Reading Race.”

- Your child read a story about Arthur, who likes to read books. Share with your child some things you do to choose a book.
- In the story, Arthur wants to teach his little sister to read. Ask your child what he or she would do to teach a younger child to read.
- Arthur’s little sister can already read words on signs. With your child, look for and read some signs around your community.



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Bear About Town** by Stella Blackstone. Barefoot, 2001.
- **I Can Read with My Eyes Shut!** by Dr. Seuss. Random House, 1978.
- **From Milk to Ice Cream** by Kristin Thoennes Keller. Capstone, 2005.



School-Home Connection • Lesson 2

Daily experiences are rich in information and can be a source for important reflections.

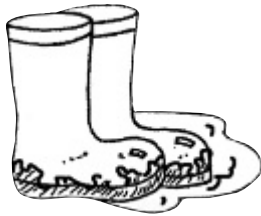
Your child is reading the story “Frog and Toad All Year” by Arnold Lobel and the nonfiction book “Life as a Frog” by Victoria Parker. The selections contrast frog characters in a story with real-life frogs.

Words to Know

covered **through** **guess**
everything **woods**

Reading Sentences Ask your child to read each sentence aloud to you and to say another sentence that could follow it.

- I will **guess** what time it is.
- I like **everything** in a toy store.
- A path goes into the **woods**.
- Take a walk **through** the park.
- Mud **covered** my boots.



Read Together



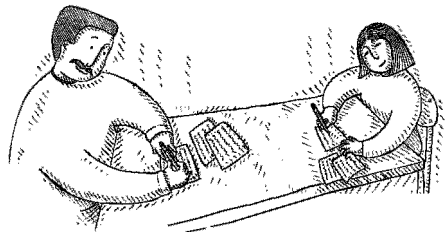
Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **I See a Leaf** by Grace MacCarone. Cartwheel, 2002.
- **Leaf Man** by Lois Ehlert. Harcourt, 2005.
- **A Tree for All Seasons** by Robin Bernard. National Geographic, 2001.



Everyday Writing

Questions Ask your child to think about two topics from this week’s reading—autumn leaves and frogs. Have your child write one question he/she has about autumn leaves and another about frogs. Write your own question about each topic. Then compare questions, and talk about where to find the answers.



Let’s Talk About...

Autumn Use these discussion starters with your child to discuss “Frog and Toad All Year.”

- Your child read a story that takes place in autumn. Discuss some changes that take place in autumn.
- In the story, Frog and Toad do the chore of raking leaves. Share stories about chores that you did as a child. What chores does your child do that are different than the ones you did when you were a child?
- We know that autumn has come in our part of the country because _____.

School-Home Connection • Lesson 3

Each day holds opportunities
for learning.



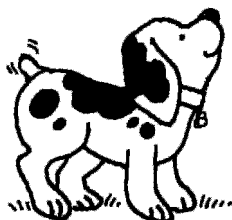
Your child is reading “Henry and Mudge” by Cynthia Rylant and “Dogs” by Marchette Chute. This story and poem are about the sizes and shapes of pet dogs.

Words to Know

different **short** **finally**
children **ears** **hundred**

Reading Sentences Ask your child to read each sentence aloud to you and to use other words to tell what the sentence means.

- The dog **finally** stopped growing.
- I can name three **different** pets.
- A rabbit has floppy **ears**.
- The **children** played with the cat.
- My dog has one **hundred** spots.
- The dog wagged its **short** tail.



Everyday Writing

Description Work with your child to list words and phrases to describe a dog that he or she would like to own. Have your child read the list aloud to you. Talk about more words that could describe what the dog would look like and how it would act.

Pointy ears
golden brown
soft
furry
brown eyes
bushy tail
playful
noisy

Let's Talk About...

Size Use these discussion starters with your child to discuss “Henry and Mudge.”

- Your child read a story about a puppy that keeps growing and growing. Discuss some things that a very big dog needs.
- In the story, the dog named Mudge weighs 180 pounds. What else might weigh 180 pounds?
- Share with your child stories about taking care of pets that you had when you were a child. What were your responsibilities?



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Tiny's Bath** by Cari Meister. Puffin, 1999.
- **My New Pet Is the Greatest** by Sarah Albee. Random House, 2003.
- **Buster: The Very Shy Dog** by Lisze Bechtold. Houghton Mifflin, 2001.



School-Home Connection • Lesson 4

Language is your child's best learning tool.
Talk with your child every day.

Your child is reading “Dogs” and “Animals Have Special Jobs.” These two nonfiction pieces show how animals and people help one another.

Words to Know

sugar **special** **exercise**
bicycle **sometimes**

Reading Sentences Ask your child to read each sentence aloud to you and to say another sentence that could follow it.

- **Sugar** is sweet.
- A **bicycle** has two wheels.
- A dog needs **special** food.
- Walking is a kind of **exercise**.
- The dog **sometimes** barks.



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

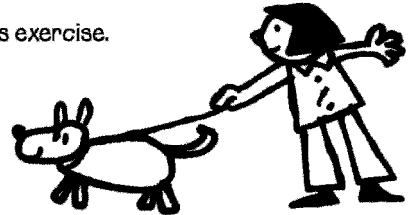
- **Little White Dog** by Laura Godwin. Disney, 2000.
- **Cosmo Zooms** by Arthur Howard. Harcourt, 2003.
- **McDuff Moves In** by Rosemary Wells. Hyperion, 2005.



Everyday Writing

Paragraph Ask your child to write a sentence about caring for a dog. Then have your child write a few more sentences that give information about dog care, based on what he or she is learning this week. Listen as your child reads aloud the completed paragraph. Tell what you pictured about the information. Your child may add a drawing to go with the paragraph.

A dog needs exercise.



Let's Talk About...

Dogs Use these discussion starters with your child to discuss “Dogs.”

- Your child read about a family who brought a puppy home when the puppy was ready to leave its mother. What things would your family consider if they were to get a dog?
- Dogs come in different sizes and shapes. What do all dogs have in common?
- A dog depends on the people it lives with for many things. Name things that a person must do for a pet dog that the dog can't do on its own.

School-Home Connection • Lesson 5



A child who can share ideas at home will find it easier to share ideas at school.

Your child is reading “Neighborhood News,” and “Friendliness” by Kristen Thoennes Keller. In these selections, people from a community work together to get along.

Words to Know

everything	through	eight
hundred	already	guess
finally	special	prove
sometimes		

Reading Sentences Ask your child to read each sentence aloud to you and to use other words to tell what the sentence means.

- The dog **already** ate **everything**.
- I **guess** that Jay is **eight**.
- We **sometimes** walk **through** a **special** garden.
- I **finally** figured out how to **prove** that six **hundred** jelly beans are in the jar.



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Rain** by Robert Kalan. HarperCollins, 1991.
- **Today Is Sunny** by Martha E.H. Rustad. Capstone, 2006.
- **Check It Out! The Book About Libraries** by Gail Gibbons. Harcourt, 1988.



Everyday Writing

Questions and Answers Ask your child to write three questions about events in your household. After your child asks each question, write an answer. Then switch papers. Read each question aloud, and have your child read the answer.

When is Grandma coming to visit?

Grandma is coming Friday.

Can we make apple pie tonight?

We can make apple pie Saturday.

Where are my sneakers?

Your sneakers are outside.

Let's Talk About...

Weather Use these discussion starters with your child to discuss “Neighborhood News.”

- Your child read a play that had a weather report in it. If you were a weather reporter, how would you describe the weather right now?
- Discuss your favorite type of weather with your child. Explain why it is your favorite type of weather.
- Some children in one of the selections are playing soccer. Discuss with your child what sports you enjoy playing or watching on TV or in person.



School-Home Connection • Lesson 6

Children will thrive if they are encouraged to read every day and if families support their reading.

Your child is reading “Winners Never Quit!” by Mia Hamm and “Two Races” retold by Eric A. Kimmel. The autobiography and two fables are about competing in sports.

Words to Know

straight	brother	learn
cheer	lose	caught

Reading Sentences Ask your child to read each sentence aloud to you and to say another sentence that could follow it.

- I ran **straight** across the park and back.
- The boy has a **brother** and a sister.
- Fans **cheer** for their team.
- I **caught** the ball.
- The team may **lose** this game.
- Did you **learn** to play soccer in camp?



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **This Is Soccer** by Margaret Blackstone. Henry Holt, 1999.
- **Froggy Plays Soccer** by Jonathan London. Viking, 1999.
- **The Story of Soccer** by Anastasia Suen. Rigby, 2001.



Everyday Writing

Advice Ask your child what he or she has learned this week about winning, losing, and quitting in sports. Then ask your child to write a few sentences about how to be a good player on a team. Have your child read aloud the sentences. Talk about what you think would happen if a player followed your child's suggestions.

Try your best, and don't give up. Don't worry if you are not winning. Just enjoy the game.

Let's Talk About...

Sports Use these discussion starters with your child to discuss “Winners Never Quit.”

- Your child read about a little girl named Mia Hamm, who grew up to be a great soccer player. Why can it be interesting to read true stories about people?
- People learn lessons when they play sports. Tell your child some lessons you learned from playing sports or games when you were younger.
- Books have been written about the lives of sports stars. What sports stars might you or your child like to read or write about?

School-Home Connection • Lesson 7



Public libraries are excellent sources of books to read and share.

Your child is reading the story “Gus and Grandpa and the Two-Wheeled Bike” by Claudia Mills and a magazine article about bike safety or a nonfiction selection about grandparents.

Words to Know

coming	laughed	curve
knee	million	world
idea		

Reading Sentences Ask your child to read each sentence aloud to you and to say another sentence that could follow it.

- The bike path has a **curve**.
- Grandma is **coming** to dinner tonight.
- Legs bend at the **knee**.
- Everyone **laughed** at it.
- I heard the story a **million** times.
- Ice cream is the best **idea** in the **world**!



Everyday Writing

Bike-Riding Hints Talk about what your child knows about riding a bike safely. Ask him or her to write a list of rules about bike safety. Talk about why each rule is important. Your child may want to draw a picture to go with the rules.



Stay on the bike path.
Always wear a helmet.
Stop at all crossings.
Don't ride alone.

Let's Talk About...

Trying Something New Use these discussion starters with your child to discuss “Gus and Grandpa and the Two-Wheeled Bike.”

- Your child read about a boy named Gus, who wanted to learn to ride a two-wheeled bike. Share with your child a story about something you did as a child that was difficult to learn.
- Most children learn to ride two-wheeled bikes. What are some other things that children your child's age learn to do?
- In the story, Gus almost gives up because he keeps falling off the bike. Can you think of a time you felt like giving up but kept trying?



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **D.W. Rides Again!** by Marc Brown. Little, Brown, 1998.
- **Iris and Walter and the Substitute Teacher** by Elissa Haden Guest. Harcourt, 2006.
- **Bicycle Book** by Gail Gibbons. Holiday House, 1999.



School-Home Connection • Lesson 8

Make going to the library
a weekly treat.

Your child is reading “The Great Ball Game” retold by Joseph Bruchac and “The Bat” by Douglas Florian. This tale and poem describe the characteristics of the flying mammals called bats.

Words to Know

ago	fair	clear
accept	though	half

Reading Sentences Ask your child to read each sentence aloud to you and to use other words to tell what the sentence means.

- Speak in a **clear** voice.
- Children long **ago** had no TV.
- I ate **half** of the cookie.
- Rules make a game **fair**.
- The team will **accept** a new player.
- Bats have wings even **though** they are not birds.



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Desert Song** by Tony Johnston. Gibbs Smith, 2000.
- **Bat Jamboree** by Kathi Appelt. HarperTrophy, 1998.
- **Bats (World of Mammals)** by June Preszler. Bridgestone, 2006.



Everyday Writing

Start a Story Ask your child to write the beginning of a tale about talking animals, like Bat and the other characters in “The Great Ball Game.” Have your child read aloud the beginning sentences to you. Together, come up with different answers to these questions: What might happen next? What might happen at the end?

A long time ago, the animals had a big party in the woods. They forgot to invite the mosquitoes. When the mosquitoes found out, they were mad.

Let's Talk About...

Mammals and Birds Use these discussion starters with your child to discuss “The Great Ball Game.”

- Your child read a tale about a ball game between mammals and birds. Discuss some differences between mammals and birds.
- Ask your child if he or she is interested in learning about bats. Ask why or why not.
- Ask your child what mammals we might see outside. What kinds of birds can we often see?

School-Home Connection • Lesson 9



Do not hesitate to ask your child's teacher how you can best assist your child at home.

Your child is reading the fantasy story "Click, Clack, Moo: Cows That Type" by Doreen Cronin and the informational article "Rock-a-bye Cows" by Sam Curtis. These two selections are about farmers taking care of cows.

Words to Know

believe **brought** **early**
impossible **understand** **quite**
enough

Reading Sentences Ask your child to read each sentence aloud to you and to say another sentence that could follow it.

- Let's go home **early**.
- I **understand** the problem.
- It is **impossible** for cows to read.
- The story was hard to **believe**.
- I am **quite** thirsty.
- We have **brought** more than **enough** food to the picnic.



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **The Cow That Went OINK** by Bernard Most. Harcourt, 2003.
- **A Day in the Life of a Farmer** by Heather Adamson. Capstone, 2004.
- **Ducks!** by Gail Gibbons. Holiday House, 2001.



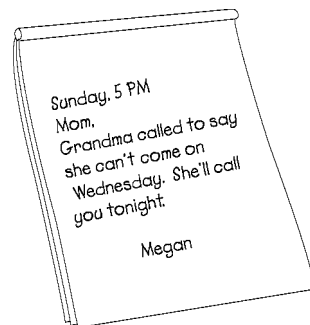
Everyday Writing

Message Your child has read a story about characters who leave written messages for one another.

Discuss real-life messages that people write to each other. Hold a make-believe phone

conversation with your child, asking

him or her to take a message. Talk about what important details should be included.



Let's Talk About...

Humor Use these discussion starters with your child to discuss "Click, Clack, Moo: Cows That Type."

- Your child read about cows that type messages to a farmer. If you and your child were to write a funny story about animals, what animals would you choose? What might the animals do?
- Ask your child to share the parts of Click, Clack, Moo: Cows That Type that he or she thought were funny.
- Discuss with your child how you might be able to tell if a book is serious or funny when you first pick it up.



School-Home Connection • Lesson 10

There is much to be discovered around the home and in your community.

Your child is reading “A Trip to the Fire Station” and “The Book” by James Marshall. In “A Trip to the Fire Station,” children learn about what happens in a fire station, and in “The Book,” they learn about being considerate.

Words to Know

understand	coming	clear
lose	enough	though
idea	learn	ago
caught		

Reading Sentences Ask your child to read each sentence aloud to you and to say another sentence that could follow it.

- An **idea** for a story is **coming** to me.
- We **caught enough** fish for dinner.
- A short while **ago**, it became **clear** that our team will **lose**.
- I **understand** some things about fire safety, **though** I could **learn** more.



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

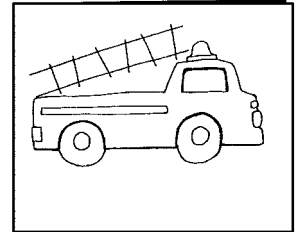
- **I Drive a Fire Engine** by Sarah Bridges. Picture Window, 2006.
- **A Day in the Life of a Firefighter** by Heather Adamson. Capstone, 2004.
- **Hotshots!** by Chris L. Demarest. Margaret K. McElderry, 2003.



Everyday Writing

Paragraph Ask your child to write a sentence about a fire station, based on this week’s reading.

Work together to write a few more sentences that give information about the people, gear, and equipment in a fire



station. Listen as your child reads aloud the completed paragraph. Tell what you pictured about the information. Your child may add a drawing to go with the paragraph.

Let’s Talk About...

Firefighting Use these discussion starters with your child to discuss “A Trip to the Fire Station.”

- Discuss with your child reasons why you both think firefighters are brave.
- Have your child tell you about some of the gear firefighters use and why they have it.
- Firefighters visit schools to teach children about fire safety. If you have a fire plan for your house, review it with your child. If you don’t have one, make one. Among other things, decide on what to do and where to meet outside if a fire happens in your house.

School-Home Connection • Lesson 11



Daily experiences are rich in information and can be a source of important reflections.

Your child is reading “Jamaica Louise James” by Amy Hest and “A Lazy Thought” by Eve Merriam. This story and poem are about birthday gifts and growing up.

Words to Know

draw	minute	especially
picture	bought	sure
question	worry	

Reading Sentences Ask your child to read each sentence aloud to you and to say another sentence that could follow it.

- I have a **question** for you.
- Wait just a **minute**!
- Do not **worry** or feel sad.
- This treat is **especially** good.
- I am **sure** that I can **draw** a **picture**.



Everyday Writing

Sentences Ask your child to complete this sentence: “When I grow up, I will . . .” Then have your child add more sentences about his or her plans or wishes. Your child may also draw a picture to show the grownup described in the sentences. Ask your child to read the completed sentences to you. Tell why you think the grownup your child has described would be interesting to meet.



Let's Talk About...

Gifts Use these discussion starters with your child to discuss “Jamaica Louise James.”

- Your child read a story about a girl who loves to draw. What might a person who loves to draw probably like to receive as a gift?
- In the story, a girl and her grandmother receive gifts for their birthday. What are other times to give gifts?
- This story is about a girl who makes an unusual birthday gift for her grandmother. What is special about a homemade gift?



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Artist** by Heather Miller. Heinemann, 2003.
- **The Art Box** by Gail Gibbons. Holiday House, 1998
- **Micawber** by John Lithgow. Simon & Schuster, 2002.



School-Home Connection • Lesson 12

Each day holds opportunities
for learning.

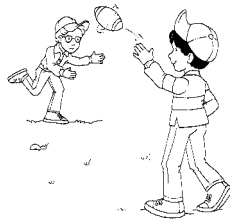
Your child is reading “At Play: Long Ago and Today” by Lynnette R. Brent and “A History of Games and Toys in the United States.” In these selections, children are learning how activities of the past are like and unlike activities today.

Words to Know

imagine	enjoy	popular
favorite	cook	expensive
year	board	

Reading Sentences Ask your child to read each sentence aloud to you and to use other words to tell what the sentence means.

- Football is a **popular** sport.
- I like to **imagine** flying like a bird.
- Please **cook** my **favorite** foods.
- Some **board** games are **expensive**.
- We **enjoy** playing all **year** long.



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Let's Play Soccer!** by Heather Adamson. Capstone, 2006.
- **The Story of Figure Skating** by Anastasia Suen. Rigby, 2001.
- **Hoops** by Robert Burleigh. Harcourt, 2001.



Everyday Writing

Instructions Ask your child to think of a game that he or she has learned about by reading “At Play: Long Ago and Today” this week. Have your child write a list of instructions telling how the game is played, without naming the game. Then ask your child to read the instructions to you as you try to guess the game.

1. Draw a big circle on the ground.
2. Put little glass balls inside the circle.
- 3.

Let's Talk About...

Games and Pastimes Use these discussion starters with your child to discuss “At Play: Long Ago and Today.”

- Your child has read about games that children played 100 years ago. Discuss some games you played as a child.
- Long ago, one person in a family might read aloud in the evening while everyone else listened. Discuss how that is the same or different today.
- One hundred years ago, children did not know about some of the activities that you do today. Talk about some things we have today that they didn't have long ago.

School-Home Connection • Lesson 13



Language is your child's best learning tool.
Talk with your child every day.

Your child is reading “Big Bushy Mustache” by Gary Soto and “Changing” by Mary Ann Hoberman. This story and poem are about children who enjoy imagining themselves as different people.

Words to Know

wear	young	wash
tough	shoes	above
woman		

Reading Sentences Ask your child to read each sentence aloud to you and to use other words to tell what the sentence means.

- This is a **tough** problem.
- Please **wash** your hands.
- My mother is a **woman**.
- The sky is **above** us.
- I like to **wear** new **shoes**.



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **I Love My Mama** by Peter Kavanagh. Simon & Schuster, 2003.
- **Grandfather and I** by Helen E. Buckley. HarperTrophy, 2000.
- **Just My Dad & Me** by Leah Komaiko. HarperTrophy, 1999.



Everyday Writing

Conversation Ask your child to imagine talking to one of the characters in the story “Big Bushy Mustache.” Have your child write a short conversation using the name of the character and his or her own name. After your child has completed the conversation, or dialogue, take turns reading the parts aloud.

“I see that you have a big bushy mustache.” said Sophie.

Ricky said, “Yes. It looks just like my father’s.”

Let’s Talk About...

Games and Pastimes Use these discussion starters with your child to discuss “Big Bushy Mustache.”

- Your child read a story about a boy who wants to play a role in a class play. Discuss with your child if he or she would like a part in a play and why.
- In the story, the boy likes the idea of wearing a big bushy mustache. Ask your child what type of disguise he or she would like to wear.
- In the story, the children in the class play will be actors. With your child, discuss the career of acting. Is this something either of you would like to do? Why or why not?



School-Home Connection • Lesson 14

A child who listens carefully at home will be
a good listener at school.

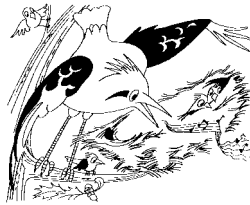
Your child is reading “Rain Forest Babies” by Kathy Darling and a zoo website article. In these selections, children are learning about some animals and their babies that live in tropical rainforests.

Words to Know

interesting **touch** **sweat**
thumb **care** **father**

Reading Sentences Ask your child to read each sentence aloud to you and to say another sentence that could follow it.

- It is **interesting** to learn about animals.
- Skin has **sweat** on it.
- Mother and **father** birds take **care** of their babies.
- I can **touch** each finger with my **thumb**.



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Life in a Rain Forest** by Carol K. Lindeen. Capstone, 2004.
- **Here Is the Tropical Rain Forest** by Madeleine Dunphy. Web of Life, 2006.
- **The Great Kapok Tree: A Tale of the Amazon Rain Forest** by Lynne Cherry. Harcourt, 2000.



Everyday Writing

Paragraph Ask your child to write a sentence about one of the animals he or she learned about this week. Then have your child write a few more sentences to tell more information about the animal. Listen as your child reads aloud the completed paragraph. Tell what you can picture about the animal. Your child may add a drawing to go with the paragraph and tell you about the details shown.



Pygmy Marmoset

Let's Talk About...

Animals Use these discussion starters with your child to discuss “Rain Forest Babies.”

- Your child read about birds of the rain forests of Central and South America. Discuss how these birds are different from ones in your neighborhood.
- A baby elephant of the rain forest weighs 300 pounds at birth. What else weighs 300 pounds?
- Animals have ways to protect themselves from harm. Discuss ways different animals protect themselves.

School-Home Connection • Lesson 15



Children will thrive if they are encouraged to read every day and if families support their reading.

Your child is reading “A Birthday Mystery,” and “The Life Cycle of a Frog.” In “A Birthday Mystery,” a child gathers hints about a special birthday surprise. In “The Life Cycle of a Frog,” children learn the stages of life of a frog.

Words to Know

question	year	imagine	wash
especially	wear	minute	enjoy
interesting	father		

Reading Sentences Ask your child to read each sentence aloud to you and to say another sentence that could follow it.

- I will ask an **interesting question**.
- Children **enjoy** having fun all **year**.
- **Father** can **wash** dishes in one **minute**.
- Let's **imagine** an **especially** silly game where we **wear** our dad's shoes.



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Just Me and My Puppy** by Mercer Mayer. Golden, 1998.
- **Bunny Cakes** by Rosemary Wells. Puffin, 2000.
- **A Birthday Basket for Tia** by Pat Mora. Aladdin, 1997.



Everyday Writing

Description Ask your child to write a list of sentences that describe something without giving its name. Suggest that your child first draw a picture of the thing to help him or her think of describing words. As your child reads aloud the sentences, try to guess what is described.

This is something small. It moves fast. It has four legs.

Then have your child reveal the drawing.

Let's Talk About...

Surprises Use these discussion starters with your child to discuss “A Birthday Mystery.”

- Your child read about a surprise birthday present. The birthday child wants to know what the present will be. Would you rather know what your present will be or keep it a surprise?
- The birthday child in the story likes to play guessing games. Discuss what types of games you each like to play.
- It can be fun to plan a surprise for someone. Share a story about a time you were surprised.



School-Home Connection • Lesson 16

Public libraries are excellent sources of books to read and share.

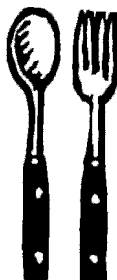
Your child is reading the story “Mr. Putty and Tabby Write the Book” by Cynthia Rylant and an interview with a children’s author. In these selections, children discover how writers work.

Vocabulary

cozy **instead** **review**
enchancing **thrilled** **celebrate**

Yes or No Have your child answer yes or no to each question and give reasons.

- Do people like feeling **thrilled**? (Yes)
- Can a song be **enchancing**? (Yes)
- Does the writer of a book also write the **review** of the book? (No)
- Do we **celebrate** a happy event? (Yes)
- Does a big empty room feel **cozy**? (No)
- Can you use a fork **instead** of a spoon to eat soup? (No)



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Thesaurus Rex** by Laya Steinberg. Barefoot, 2003.
- **Arthur Writes a Story** by Marc Brown. Little, Brown, 1998.
- **Look at My Book: How Kids Can Write & Illustrate Terrific Books** by Loreen Leedy. Holiday House, 2005.



Everyday Writing

Paragraph Have your child name one kind of book he or she likes to read in a written sentence that begins “I like to read . . .” Then have your child write a few more sentences telling more about that kind of book. Ask your child to read aloud the completed paragraph. Talk about why those books sound appealing and how to find them.

I like to read books about dinosaurs. The best ones have big pictures of different kinds of dinosaurs. I like to read facts about how big they were and how people find their bones.

Let’s Talk About...

Writers Use these discussion starters with your child to discuss “Mr. Putter and Tabby Write the Book.”

- Your child read a story about a writer who couldn’t think of ideas to write about. Discuss some things you could do if you can’t think of an idea.
- Discuss with your child reasons it may be difficult to stay focused when you are working on something that is challenging.
- With your child, name some things your child is interested in. Discuss which ones your child might like to write about and why.

School-Home Connection • Lesson 17



Make going to the library
a weekly treat.

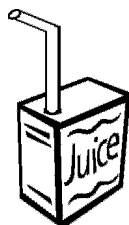
Your child is reading the story “Annie’s Gifts” by Angela Shelf Medearis and the poem “Sarah Enters a Painting” by Susan Katz. These selections feature children enjoying music, art, and poetry.

Vocabulary

stomped **entertain** **carefree**
sipped **except** **screeching**

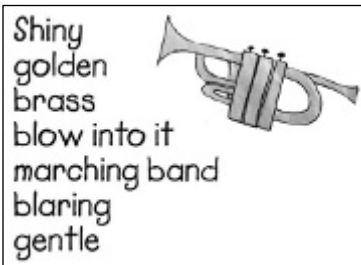
Opposite Meanings Have your child copy the Vocabulary list. Read each phrase below. Have your child replace the word in dark print with a Vocabulary word to give the phrase an opposite meaning.

- a **worried** feeling (carefree)
- **including** me (except)
- **whispering** voices (screeching)
- to **bore** listeners (entertain)
- **tapped** a foot (stomped)
- **gulped** juice (sipped)



Everyday Writing

Description Ask your child to write words or phrases to describe a musical instrument and its sounds, without naming the instrument. Have your child read aloud the descriptive words as you try to guess what instrument is described. Your child may draw a picture of the instrument. Use the drawing to talk about how the instrument is played and what it sounds like.



Let's Talk About...

Creative Arts Use these discussion starters with your child to discuss “Annie’s Gifts.”

- Your child read a story about a girl whose family is musical. What does your family do that involves music?
- The girl in the story is disappointed when she cannot learn to play a musical instrument. How important do you feel it is to learn to play music?
- The girl in the story enjoys listening to music, drawing, and writing poetry. Discuss the things your family enjoys doing together.

Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **What Do You Like?** by Michael Grejniec. North-South, 1995.
- **What Can You Do? A Book About Discovering What You Do Well** by Shelley Rotner and Sheila Kelly, Ed.D. Millbrook, 2001.
- **The Jazz Man** by Karen Ehrhardt. Harcourt, 2006.



School-Home Connection • Lesson 18

Do not hesitate to ask your child's teacher how you can best assist your child at home.

Your child is reading the nonfiction selection "Ah, Music!" by Aliki and the poem "Come My Little Children, Here Are Songs For You" by Robert Louis Stevenson. Both selections are about music.

Vocabulary

volume **creative** **concentrate**
expression **performance** **relieved**

Similar Meanings Have your child copy the Vocabulary list. Read each phrase below. Have your child replace the word in dark print with a Vocabulary word to give the phrase a similar meaning.

- **imaginative** ideas (creative)
- a stage **show** (performance)
- feeling **relaxed** (relieved)
- **focus** on work (concentrate)
- **loudness** of a radio (volume)
- sing with **feeling** (expression)



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Plucking (Making Music)** by Angela Aylmore. Steck-Vaughn, 2006.
- **My Family Plays Music** by Judy Cox. Holiday House, 2003.
- **Lentil** by Robert McCloskey. Puffin, 1978.



Everyday Writing

Poem With your child, listen to music with no words. Have your child draw while listening to show what the music makes him or her picture. Talk about the music and the drawing. Ask your child to make up a poem about the sound, feeling, and images in the music. Have your child read aloud the finished poem.



The Storm

Wind screaming
Lightning flashing
Thunder crashing
Rain streaming

Let's Talk About...

Music Use these discussion starters with your child to discuss "Ah, Music!"

- Your child read about rhythm in music. Discuss other places where someone might hear rhythms.
- Your child learned that melody is the tune that you can hum or sing. Have your child hum a melody that he or she likes and try to guess the song.
- Your child read that making music is "hard fun." Share some ideas of things that are hard to do but that can also be fun. Explain why.

School-Home Connection • Lesson 19



There is much to be discovered around the home and in your community.

Your child is reading the biography “The Life of George Washington Carver” by Joli K. Stevens and the magazine article “Nutty Facts About Peanuts” by Gail Skroback Hennessey. These selections are about peanuts and the scientist who studied them.

Vocabulary

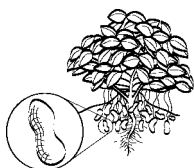
supplies
crop

provide
earn

committee
experiments

Yes or No Have your child answer *yes* or *no* to each question and give reasons.

- Is water or soil a **crop**? (No)
- Are all **experiments** done with plants? (No)
- Could foods be **supplies**? (Yes)
- Can a **committee** be one person? (No)
- Can people **earn** respect? (Yes)
- Do plants **provide** food? (Yes)



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **From Peanut to Peanut Butter** by Robin Nelson. Lerner, 2003.
- **The Living Earth** by Eleonore Schmid. North-South, 2000.
- **The Life and Times of the Peanut** by Charles Micucci. Houghton Mifflin, 2000.



Everyday Writing

Sentences Ask your child to think about this week’s readings, along with what he or she knows about peanuts. Have your child write four sentences giving interesting facts about peanuts. Have your child read aloud the sentences. Tell what you think is most interesting about peanuts.

There was a time when only animals ate peanuts.
George Washington Carver did experiments with peanuts.
He found they could be used to make shampoo and coffee.
Peanuts are not nuts.
Some people can’t eat peanuts or even touch peanuts without getting sick.

Let’s Talk About...

Scientists Use these discussion starters with your child to discuss “The Life of George Washington Carver.”

- Your child read about a scientist named George Washington Carver who invented things from peanuts. Discuss some other inventions that have helped people.
- George Washington Carver said, “Science is truth.” Discuss what you think this means.
- Scientists ask questions about plants, animals, weather, and everything in the world. If you were scientists, what questions would you try to answer?



School-Home Connection • Lesson 20

Daily experiences are rich in information
and can be a source for important reflections.

Your child is reading “What’s My Job?” and “North America.” In “What’s My Job?”, contestants are on a game show. In “North America,” children are learning about the continent of North America.

Vocabulary

sleuths	statue	responds
host	risk	accurately

Similar Meanings Have your child copy the Vocabulary list. Say each phrase below. Have your child replace the word in dark print with a Vocabulary word to give the phrase a similar meaning.

- a TV **announcer** (host)
- **answers** quickly (responds)
- answers **correctly** (accurately)
- take a **chance** (risk)
- clues for **detectives** (sleuths)
- a clay **figure** (statue)



Read Together



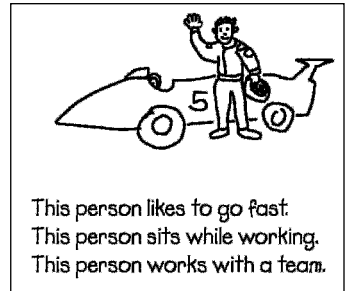
Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Sculpting (Action Art)** by Isabel Thomas. Heinemann, 2005.
- **Mount Rushmore** by Judith Jango-Cohen. Lerner, 2003.
- **Butterflies for Kiri** by Cathryn Falwell. Lee & Low, 2003.



Everyday Writing

Description Ask your child to think of a kind of job. Have your child write a list of clues to describe a worker who does that job, without naming the worker. Suggest that your child first draw a picture of the worker to help him or her think of describing words. As your child reads aloud the sentences, try to guess the worker. Then have your child reveal the drawing.



Let's Talk About...

Jobs Use these discussion starters with your child to discuss “What’s My Job?”

- Your child read about a mystery guest on a TV game show that had a job making things. Discuss some other jobs where workers make things.
- The mystery guest turned out to be a sculptor. Where have you seen sculptures?
- Discuss with your child what career he or she is interested in and have them explain why. Share some jobs that you have had and tell what some of your job duties were.

School-Home Connection • Lesson 21



Each day holds opportunities
for learning.

Your child is reading “A Chair for My Mother” by Vera B. Williams and “Saving Money” by Mary Firestone. This story and nonfiction selection show how savings can be used for a special purchase.

Vocabulary

bargain **comfortable** **exchanged**
spoiled **boost** **delivered**

Similar Meanings Have your child copy the Vocabulary list. Say each phrase below. Have your child replace a word in the phrase with a Vocabulary word so that the phrase has a similar meaning.

- **traded** gifts (exchanged)
- a **soft** chair (comfortable)
- **ruined** things (spoiled)
- **lift** higher (boost)
- **brought** gifts (delivered)
- the best **deal** (bargain)



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Living in a Small Town** by Lisa Trumbauer. Capstone, 2005.
- **Making Money** by Abby Jackson. Yellow Umbrella, 2004.
- **Something Special for Me** by Vera B. Williams. HarperTrophy, 1986.



Everyday Writing

Paragraph Ask your child to complete this sentence: “If I save my money, I can . . .”

Then have your child add more sentences about saving money. Your child may also draw a picture to show what he or she wants to do with the savings. Ask your child to read aloud the completed paragraph. Talk about more ideas for saving.

If I save my money, I can buy a basketball. I can start by earning money. I can earn money by helping Mrs. Davidson with chores. I will find out how much a basketball costs. Then I will know how long it will take for me to save for it.

Let's Talk About...

Saving Use these discussion starters with your child to discuss “A Chair for My Mother.”

- Your child read a story about a family that wanted to buy a chair. Ask your child why it was important to the family to purchase a chair.
- The family saved by putting any extra coins in a big jar. How much money do you think a big jar could hold? How can you find out for yourselves?
- By the end of the story, the family had enough money to buy a wonderful chair. What is something your family would like to save money to buy? How could you save money?



School-Home Connection • Lesson 22

Language is your child's best learning tool.
Talk with your child every day.

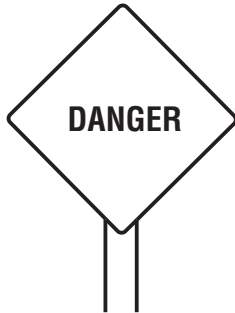
Your child is reading the fantasy story “Serious Farm” by Tim Egan and poems from “Beyond Old MacDonald” by Charley Hoce. These playful selections are about farm animals in silly situations.

Vocabulary

serious **admit** **hilarious**
extremely **barely** **witty**

Yes or No Have your child answer yes or no to each question and give reasons.

- Is being **witty** like being clever? (Yes)
- Can a problem be **serious**? (Yes)
- If something can **barely** be seen, is it easy to see? (No)
- Is it possible to **admit** to a mistake? (Yes)
- Is feeling **extremely** tired the same as feeling lively? (No)
- Is danger ever **hilarious**? (No)



Read Together



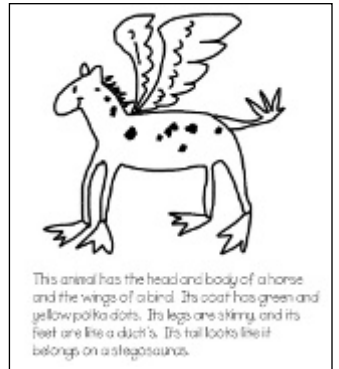
Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Millie Wants to Play!** by Janet Pedersen. Candlewick, 2004.
- **The Cow in the House** retold by Harriet Ziefert. Puffin, 1997.
- **Farmer Dale's Red Pickup Truck** by Lisa Wheeler. Harcourt, 2006.



Everyday Writing

Description Ask your child to imagine an unusual animal that might be in a fantasy story. Suggest that your child draw a picture of the animal and then write sentences that describe what it is like. Have your child read aloud the sentences to you. Make a sketch of the animal based on your child's description. Then compare your drawings and talk about likenesses and differences.



Let's Talk About...

Farm Animals Use these discussion starters with your child to discuss “Serious Farm.”

- Your child read a story about farm animals that decide to solve a problem. Discuss some problems that each of you have had to solve.
- The farm animals do funny things to try to make Farmer Fred laugh. Share some funny things that have happened in your family that made you laugh.
- Farmer Fred learns to laugh a little, but he is still serious. What would you do say to someone who was serious all the time?

School-Home Connection • Lesson 23



A child who can share ideas at home will find it easier to share ideas at school.

Your child is reading “The Bee” by Sabrina Crewe and “Bee Business” by Dimarie Santiago. These nonfiction selections introduce children to the lives and work of honeybees.

Vocabulary

crowd
sealed

carefully
attack

pattern
disappear

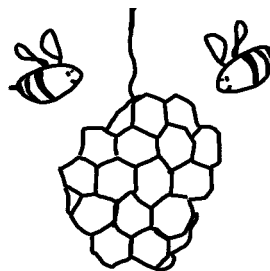
Opposite Meanings Have your child copy the Vocabulary list. Say each phrase below. Have your child replace the word in dark print with a Vocabulary word to give the phrase an opposite meaning.

- a **jumble** of sounds (pattern)
- an **open** envelope (sealed)
- **appear** soon (disappear)
- work **sloppily** (carefully)
- **empty** the room (crowd)
- **protect** the hive (attack)



Everyday Writing

Captions Ask your child to think about the facts he or she has learned about honeybees. Tell your child to draw pictures to show several facts and to write a sentence (caption) explaining each drawing without you seeing it. Have your child read aloud each sentence. Describe what you think the drawing shows before your child reveals the drawing to you.



Each cell in a honeycomb is made from wax and has six sides.

Let's Talk About...

Bees Use these discussion starters with your child to discuss “The Bee.”

- Your child read about honeybees. Discuss one of the facts that your child found the most interesting.
- What types of bees live near you? When should you be careful around bees? Why might they be dangerous?
- Discuss why people use the expression “as busy as a bee.”



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Bees (Creepy Creatures)** by Sue Barraclough. Raintree, 2005.
- **From Flower to Honey** by Robin Nelson. Lerner, 2002.
- **The Bumblebee Queen** by April Pulley Sayre. Charlesbridge, 2006.



School-Home Connection • Lesson 24

Children will thrive if they are encouraged to read every day and if families support their reading.

Your child is reading “Watching in the Wild” by Charnan Simon and “Chimp Computer Whiz.” These informational articles show how people learn about chimpanzees.

Vocabulary

blended **raggedy** **personalities**
cradled **distance** **crumpled**

Yes or No Have your child answer *yes* or *no* to each question and give reasons.

- Do children have **personalities**? (Yes)
- Can an animal’s fur be **raggedy**? (Yes)
- Is **crumpled** paper easy to write on? (No)
- If you **cradled** a baby, would you be holding it in your arms? (Yes)
- Can friends hug at a **distance**? (No)
- If an animal **blended** into the forest, would it be hard to see? (Yes)



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Animals in the Wild (Animal Worlds)** by Sue Barraclough. Raintree, 2005.
- **Good Morning, Africa! (Our Amazing Continents)** by April Pulley Sayre. Millbrook, 2003.
- **Dr. White** by Jane Goodall. North-South, 2003.



Everyday Writing

Sentences Have your child write several sentences to explain how chimpanzees live in the wild. Have your child read aloud the sentences. Talk about something they learned this week about chimpanzees that was surprising.

Chimps live in family groups.
Chimps greet each other with hugs and kisses.
Chimp parents teach their children.
Every night chimps make sleeping nests in the treetops.
Chimps use grass stems and crumpled leaves like tools.

Let’s Talk About...

Observing Nature Use these discussion starters with your child to discuss “Watching in the Wild.”

- Your child read about a scientist named Jane Goodall, who spent many years studying chimpanzees in Africa. Discuss why she had to be quiet and patient while studying the chimpanzees.
- Jane Goodall sat for hours at a time, watching everything the chimpanzees did. When we go outdoors, what animals can we watch?
- If you could study any wild animal in the world, what would it be? Why do you think that animal would be interesting to learn about?

School-Home Connection • Lesson 25



Public libraries are excellent sources of books to read and share.

Your child is reading “Town Hall” and “A Time For Patience,” adapted by Tom Lynch. Both of these selections tell about learning from others.

Vocabulary

accomplish	attend	area
feasible	report	serve

Similar Meanings Have your child copy the Vocabulary list. Say each phrase below. Have your child replace the word in dark print with a Vocabulary word so that the phrase has a similar meaning.

- a **workable** plan (feasible)
- **finish** the job (accomplish)
- **go to** the show (attend)
- an open **place** (area)
- **help** all groups (serve)
- **tell** the facts (report)



Everyday Writing

Questions Ask your child to think of a park, playground, or other public place in your neighborhood. Have your child think about how the place is taken care of, how it might be improved, what happens there, and so on. Ask your child to write three questions about the place. After your child reads aloud each question, talk about answers or how you might find answers.

Can there be a place for dogs to run free at Payson Park?
How can we get more swings at Payson Park?
Will there be a craft camp this summer at Payson Park?

Let's Talk About...

Local Government Use these discussion starters with your child to discuss “Town Hall.”

- Your child read about people who govern, or run, a town—the mayor and town leaders. Discuss if you would ever like to be a town leader. Explain why or why not.
- Together with your child, think of some ways people can help out in a community.
- In the play, the town is building a new park. What else do you think a town might decide to build?



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **At the Park (My World)** by Alvin Granowsky. Copper Beech, 2001.
- **Apple Pie 4th of July** by Janet S. Wong. Harcourt, 2006.
- **Small Town (Neighborhood Walk)** by Peggy Pancella. Heinemann, 2005.



School-Home Connection • Lesson 26

Make going to the library
a weekly treat.

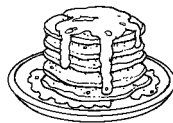
Your child is reading the story “Where on Earth Is My Bagel?” by Frances Park and Ginger Park, and the nonfiction selection “South Korea.” These selections present South Korean foods, culture and geography.

Vocabulary

gently **replied** **fragrant**
smothered **pleaded** **grunted**

Similar Meanings Have your child copy the Vocabulary list. Say each phrase below. Have your child replace the word in dark print with a Vocabulary word so that the phrase has a similar meaning.

- **begged** for help (pleaded)
- touch **softly** (gently)
- **answered** slowly (replied)
- **sweet-smelling** flowers (fragrant)
- pigs that **snorted** (grunted)
- **covered** in syrup (smothered)



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **The Grain Group** by Helen Frost. Pebble, 2000.
- **The Ugly Vegetables** by Grace Lin. Charlesbridge, 2001.
- **Jalapeño Bagels** by Natasha Wing. Atheneum, 1996.



Everyday Writing

Recipe Your child is reading about story characters who receive a recipe for bagels. Ask your child to think of a simple food and write a recipe for preparing it. The recipe should include ingredients and utensils, and list the steps in order. Have your child read the recipe aloud to you. Talk about whether any changes should be made.

Peanut Butter and Jelly Sandwich

What you need:

two slices of bread

jar of peanut butter

jar of jelly

butter knife

Let's Talk About...

Foods Use these discussion starters with your child to discuss “Where on Earth Is My Bagel?”

- Your child read a story about a child in Korea who wants a New York bagel. Discuss some ways to try foods from far away places.
- Share with your child a story about the first time you tried a new food.
- At the end of the story, the author describes the bagel with these words: *soft, plump, chewy, sweet, delicious, heavenly*. What words would you use to describe a favorite food?

School-Home Connection • Lesson 27



Do not hesitate to ask your child's teacher how you can best assist your child at home.

Your child is reading the biography “My Name Is Gabriela” by Monica Brown and the photo essay “Gabriela Mistral: A Poet’s Life in Photos.” These selections are about the life and work of Gabriela Mistral.

Vocabulary

beyond **create** **literature**
noticed **award** **grand**

Yes or No Have your child answer yes or no to each question and give reasons.

- Is poetry **literature**? (Yes)
- If something is **noticed**, is it hidden? (No)
- Is an **award** a kind of job? (No)
- Do writers **create** stories? (Yes)
- If something is **beyond** reach, is it easy to get? (No)
- Is a **grand** prize the best prize? (Yes)



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **To Root, to Toot, to Parachute: What Is a Verb?** by Brian P. Cleary. Carolrhoda, 2001.
- **Off We Go to Mexico! An Adventure in the Sun** by Laurie Krebs. Barefoot, 2006.
- **My Name Is Celia: The Life of Celia Cruz** by Monica Brown. Rising Moon, 2004.



Everyday Writing

Interview Ask your child to imagine meeting a person he or she admires. Talk about what your child would like to know about the person’s life. Have your child write several questions to ask the person. Listen as your child reads the questions aloud, and together decide which questions would receive the most interesting answers.

How old were you when you first played football? Did you always know you would be a football player? What team did you root for when you were a kid?

Let’s Talk About...

Poetry Use these discussion starters with your child to discuss “My Name Is Gabriela.”

- Your child read the story of a famous poet’s life. Ask your child if he or she likes to read or write poetry and tell why or why not.
- Gabriela Mistral chose her own name because she liked the way it sounded. Can you make up some names that have sounds you like?
- How would you explain what a poem is to someone that had never heard one?



School-Home Connection • Lesson 28

There is much to be discovered around the home and in your community.

Your child is reading the nonfiction selection “Let’s Go Rock Collecting” by Roma Gans and the poem “Pebbles” by Valerie Worth. These selections are about rocks and how they form.

Vocabulary

rare	settled	separated
last	common	collection

Opposite Meanings Have your child copy the Vocabulary list. Say each phrase below. Have your child replace the word in dark print with a Vocabulary word to give the phrase an opposite meaning.

- **hard-to-find** rocks (common)
- **everyday** things (rare)
- **floated** gently (settled)
- to **rot** (last)
- with **joined** parts (separated)
- rocks in a **jumble** (collection)



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **In My World** by Heather Adamson. Capstone, 2006.
- **From Rock to Fireworks (Changes)** by Gary W. Davis. Scholastic, 1998.
- **Marta’s Magnets** by Wendy Pfeffer. Silver Burdett, 1995.



Everyday Writing

Sentences Ask your child to recall facts about rocks and write sentences that are missing a last word. Have your child read aloud each incomplete sentence. Tell how you think the sentence should end, and compare your idea with your child’s. Talk about what you think is interesting about rocks and how you might learn more.

The hardest minerals are very valuable. They are called _____.

Rocks get pushed up from inside Earth through _____.

Limestone is used for _____.

Let’s Talk About...

Rocks Use these discussion starters with your child to discuss “Let’s Go Rock Collecting.”

- Your child read about three main groups of rocks. Discuss reasons scientists might divide Earth’s rocks into groups.
- The selection mentions rock collecting as a hobby. Discuss what types of things you like to collect.
- Discuss that rocks are used to make jewelry. What are some rocks that you both find beautiful?

School-Home Connection • Lesson 29



Daily experiences are rich in information and can be a source for important reflections.

Your child is reading the folktale “The Lizard and the Sun” by Alma Flor Ada and the magazine article “Be Sun Safe.” Children are learning about Earth’s need for the Sun’s energy.

Vocabulary

peered	discovery	budge
scampering	majestic	entire

Similar Meanings Have your child copy the Vocabulary list. Say each phrase below. Have your child replace the word in dark print with a Vocabulary word so that the phrase has a similar meaning.

- did not **move** (budge)
- **looked** at the stars (peered)
- made a **finding** (discovery)
- a **grand** mountain (majestic)
- the **whole** thing (entire)
- a **running** lizard (scampering)



Everyday Writing

Start a Story Ask your child to write the beginning of a tale about something in nature that has disappeared, like the Sun in the tale “The Lizard and the Sun.” Have your child read aloud the beginning sentences to you. Describe what you picture and what you think might happen next. Together, come up with ideas for how the missing thing might be found.

Something strange was going on in Lakepoint. The lake in the middle of town had dried up overnight. Nobody knew what happened to the water, but everyone needed that water to live.

Let’s Talk About...

Sunlight Use these discussion starters with your child to discuss “The Lizard and the Sun.”

- Your child read a story about a time when the sun disappeared. Discuss what would happen if the sun really disappeared.
- When the sun is gone for a long time, people feel sad. Discuss reasons why that might happen.
- In the story, the lizard was the only animal that kept searching for the sun and finally found it. The story uses this idea to explain something that real-life lizards do. What are lizards often seen doing?



Read Together



Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **The Sun Is My Favorite Star** by Frank Asch. Harcourt, 2000.
- **Yellow Elephant: A Bright Bestiary** by Julie Larios. Harcourt, 2006.
- **A Birthday Cake Is No Ordinary Cake** by Debra Frasier. Harcourt, 2006.



School-Home Connection • Lesson 30

Each day holds opportunities
for learning.

Your child is reading “Cross-Country Vacation” and “Summer Safety.” Both selections are about summer fun.

Vocabulary

historical **impressive** **spare**
fantastic **delay** **upbeat**

Yes or No Have your child answer *yes* or *no* to each question and give reasons.

- Would fine weather **delay** the start of an outdoor game? (No)
- Is a famous battle **historical**? (Yes)
- Is an **upbeat** person in pain? (No)
- If you have time to **spare**, are you late? (No)
- Could a party be **fantastic**? (Yes)
- Do **impressive** sights make people say *Wow*? (Yes)



Read Together



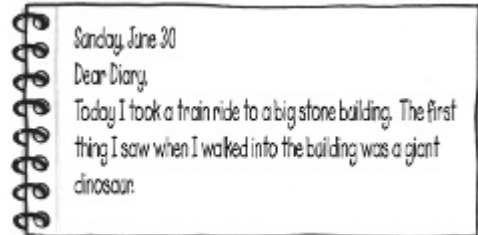
Encourage your child to read for at least 20 minutes outside of class each day. Look for these books at your local library.

- **Postcards from the United States** by Denise Allard. Steck-Vaughn, 1997.
- **The Relatives Came** by Cynthia Rylant. Aladdin, 1993.
- **The Scrambled States of America** by Laurie Keller. Henry Holt, 2002.



Everyday Writing

Diary Entry The family in “Cross-Country Vacation” is making a video diary of their travels. Ask your child why someone might write in a diary while visiting new places. Have your child write a diary entry about a place he or she has visited or would like to visit, without naming the place. After your child reads the entry aloud, tell what you picture and guess the place.



Let's Talk About...






Travel Use these discussion starters with your child to discuss “Cross-Country Vacation.”

- Your child read about a family traveling in the United States. If you could travel anywhere in the United States, where would you go?
- The family visits the place where President Abraham Lincoln once lived. Would you like to visit the home of a former president? Why or why not?
- Suppose a visitor from another part of the United States wondered what would be interesting to see in our state. What would you suggest to that visitor?

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Complete Sentences
- ☐  **Word Work** Use a Computer
- ☐  **Letters and Sounds** Sort Words

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 1–7

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Paragraph
- ☐  **Word Work** Read and Write Words
- ☐  **Letters and Sounds** Sort Words

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 8–14

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Description
- ☐  **Word Work** Write Sentences
- ☐  **Letters and Sounds** Long Vowels Chart

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 15–21

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Paragraph
- ☐  **Word Work** Word Game
- ☐  **Letters and Sounds** Word Trains

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 22–28

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Description
- ☐  **Word Work** Create Sentences
- ☐  **Letters and Sounds** Make a Sound Chart

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 29–39

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Summary
- ☐  **Word Work** Create Sentences
- ☐  **Letters and Sounds** Build Words

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 40–46

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write Directions
- ☐  **Word Work** Read and Write Words
- ☐  **Letters and Sounds** Form Compound Words

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 47–53

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Story
- ☐  **Word Work** Use High-Frequency Words
- ☐  **Letters and Sounds** Complete Words

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 54–60

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Letter
- ☐  **Word Work** Use a Computer
- ☐  **Letters and Sounds** Word Ladders

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 61–67

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Paragraph
- ☐  **Word Work** Questions and Answers
- ☐  **Letters and Sounds** Sounds in Words

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 68–78

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Personal Narrative
- ☐  **Word Work** Use Words in Sentences
- ☐  **Letters and Sounds** Create Word Lists

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)

Practice Pages






- ☐ pages 79–85



My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Paragraph
- ☐  **Word Work** Use a Computer
- ☐  **Letters and Sounds** Complete Words

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)

Practice Pages






- ☐ pages 86–92



My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write Dialogue
- ☐  **Word Work** Word-Match Game
- ☐  **Letters and Sounds** Word-Building Game

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)

Practice Pages






- ☐ pages 93–99



My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Paragraph of Information
- ☐  **Word Work** Word Game
- ☐  **Letters and Sounds** Sort Words

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)

Practice Pages






- ☐ pages 100–106



My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Dialogue
- ☐  **Word Work** Read and Write Words
- ☐  **Letters and Sounds** List Words

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)

Practice Book Pages






- ☐ pages 107–117



My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a How-to Paragraph
- ☐  **Word Work** Read and Write Words
- ☐  **Letters and Sounds** Complete Words

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 118–125

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Description
- ☐  **Word Work** Use a Computer
- ☐  **Letters and Sounds** Working with Patterns

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 126–133

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Poem
- ☐  **Word Work** Use Words in Sentences
- ☐  **Letters and Sounds** Create Word Lists

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 134–141

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Biography
- ☐  **Word Work** Play "I Spy"
- ☐  **Letters and Sounds** Build Words

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 142–149

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write About a Hero
- ☐  **Word Work** Alphabetize Words
- ☐  **Letters and Sounds** Review Sounds

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 150–161

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Personal Narrative
- ☐  **Word Work** Play a Matching Game
- ☐  **Letters and Sounds** Sort Words

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 162–169

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Plan a Fantasy Story
- ☐  **Word Work** Alphabetize Words
- ☐  **Letters and Sounds** Write Rhymes

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 170–177

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Paragraph of Information
- ☐  **Word Work** Read and Write Words
- ☐  **Letters and Sounds** Write Rhymes

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 178–185

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Paragraph
- ☐  **Word Work** Use a Computer
- ☐  **Letters and Sounds** Complete Words

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 186–193

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write to Compare
- ☐  **Word Work** Create Sentences
- ☐  **Letters and Sounds** Review Sounds and Spelling

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 194–205

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Letter
- ☐  **Word Work** Word Game
- ☐  **Letters and Sounds** Sort Words

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 206–213

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write About a Person
- ☐  **Word Work** Word Game
- ☐  **Letters and Sounds** Complete a Chart

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 214–221

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write a Book Report
- ☐  **Word Work** Read and Write Words
- ☐  **Letters and Sounds** True/False Questions

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 222–229

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write an Ending
- ☐  **Word Work** Word Game
- ☐  **Letters and Sounds** Sort Words

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)






Practice Pages

- ☐ pages 230–237

My Activities

✓ Put a check mark next to the activities you complete.

Literacy Activities

- ☐  **Listening/Speaking** Read with a Recording
- ☐  **Reading** Read and Respond
- ☐  **Writing** Write About a Book
- ☐  **Word Work** Questions and Answers
- ☐  **Letters and Sounds** Review Sounds

Leveled Readers

- ☐ Rereading for Fluency
- ☐ Activities (See inside back cover.)

Practice Pages

- ☐ pages 238–249

My Reading Log

Date _____ Pages read _____

Title: _____ Author: _____

Write at least one sentence about what you read: _____

Date _____ Pages read _____

Title: _____ Author: _____

Write at least one sentence about what you read: _____

Date _____ Pages read _____

Title: _____ Author: _____

Write at least one sentence about what you read: _____

Date _____ Pages read _____

Title: _____ Author: _____

Write at least one sentence about what you read: _____

Contract for Internet Safety

► I agree that

- **I will never give out private information**, such as my last name, my address, my telephone number, or my parents' work addresses or telephone numbers on the Internet.
- **I will never give out the address or telephone number** of my school on the Internet without first asking an adult's permission.
- **I understand which sites I can visit** and which ones are off-limits.
- **I will tell an adult right away** if something comes up on the screen that makes me feel uncomfortable.
- **I will never agree to meet in person** with anyone I meet online.
- **I will never post on a web page or send in an e-mail any pictures** of myself or my classmates without an adult's permission.
- **I will tell an adult** if I get an inappropriate e-mail from anyone.
- **I will remember that going online** on the Internet is like going out in public, so all the safety rules I already know apply here as well.
- **I know the Internet is a useful tool**, and I will always use it responsibly.
- **I will follow these same rules wherever I am—at home**, in school, at the library, or with friends.

(Student signature)

(Parent/Guardian signature)

Words to
Know

already

prove

sign

police

eight

Robust
Vocabulary

dangerous

style

ignore

passion

challenge

underestimate

proficient

heed

Words to
Know

covered

everything

through

woods

guess

Robust
Vocabulary

ventured

described

edge

hesitate

anonymous

unselfish

satisfied

neighborly

Words to
Know

different

children

short

ears

finally

hundred

Robust
Vocabulary

blockades

soaked

misplaced

principles

deny

consider

opinionated

bulk

Words to
Know

sugar

bicycle

special

sometimes

exercise

Robust
Vocabulary

disability

position

attached

assistance

depend

responsibility

frisky

affinity

Words to
Know

everything

hundred

finally

sometimes

through

already

special

eight

guess

prove

Robust
Vocabulary

flutters

selected

announcement

career

penalty

location

excitable

positive

Words to
Know

straight

cheer

brother

lose

learn

caught

Robust
Vocabulary

technique

specially

struggle

traction

agile

spectator

competitive

worthwhile

Words to
Know

coming

knee

idea

laughed

million

curve

world

Robust
Vocabulary

rickety

rattling

prying

impatiently

romp

defeated

jubilant

master

Words to
Know

ago

accept

fair

though

clear

half

Robust
Vocabulary

clutched

clambered

clumsy

ached

feud

superior

refuse

insult

Words to
Know

believe

impossible

enough

brought

understand

early

quite

Robust
Vocabulary

brisk

strutted

gobbled

paced

request

negotiate

compromise

improve

Words to
Know

understand

lose

idea

caught

coming

enough

learn

clear

though

ago

Robust
Vocabulary

minor

previous

priorities

extinguish

hazard

efficient

instantly

drench

Words to
Know

draw

picture

question

minute

bought

worry

especially

sure

Robust
Vocabulary

filthy

fellow

executive

beautifying

renowned

kin

original

adorn

Words to
Know

imagine

favorite

year

enjoy

cook

board

popular

expensive

Robust
Vocabulary

recently

housed

official

nominate

recreation

leisurely

ramble

archaic

Words to
Know

wear

tough

woman

young

shoes

wash

above

Robust
Vocabulary

wilting

flitted

swirling

trance

route

semblance

distraught

improvise

Words to
Know

interesting

thumb

touch

care

sweat

father

Robust
Vocabulary

dappled

entranced

trooped

circling

adorable

assortment

habitat

immense

Words to
Know

especially

interesting

question

imagine

minute

year

enjoy

wear

wash

father

Robust
Vocabulary

distrust

witness

lock

beneath

bewildered

evasive

mull

startle

disturb

journeyed

underneath

frail

cozy

stomped

enchanted

sipped

instead

entertain

thrilled

except

review

carefree

celebrate

screeching

procrastinate

horrendous

diversion

melodious

attract

brew

territory

snug

volume

supplies

expression

crop

creative

provide

performance

earn

concentrate

committee

relieved

experiments

universal

innovation

audible

edible

sleuths

allowance

host

rosy

statue

bargain

risk

spoiled

responds

comfortable

accurately

boost

encountered

exchanged

originated

delivered

opponent

thrifty

impulsive

industrious

acquired

thickens

assumed

plentiful

serious

crowd

extremely

sealed

admit

carefully

barely

attack

hilarious

pattern

witty

disappear

absurd

role

attempt

diligent

Watching in
the Wild

extinct

pledge

blended

cradled

raggedy

distance

personalities

crumpled

patience

tedious

Town Hall

accomplish

feasible

attend

report

area

serve

race

juggling

preference

alternatives

Where On Earth
Is My Bagel?

My Name is
Gabriela

belongings

accent

fleeing

native

gently

beyond

smothered

noticed

replied

create

pleaded

award

fragrant

literature

grunted

grand

crave

aspire

correspond

accolade

absolutely

squatted

halfheartedly

chilly

rare

peered

last

scampering

settled

discovery

common

majestic

separated

budge

collection

entire

identify

bizarre

durable

extravaganza

historical

fantastic

impressive

delay

spare

upbeat

zoom

enthusiast

inexplicable

itinerary

Using the Syllabication Cards

MANAGING THE CARDS





The syllabication cards on the following pages reinforce syllabication definitions, rules, and strategies. You may want to copy the cards and distribute to children as you introduce each strategy. Children may then keep the cards to use as a reference when reading and working with words.

You can increase the durability of the cards by laminating them or by having children glue them to index cards. The cards can then be organized in note card file boxes or by punching a hole in each card and binding them together with a clasp.

ACTIVITIES

The following activities may be adapted to meet the needs of individuals, small groups, or the whole class.

- Have children write on the back of the cards additional words that match each rule.
- Have children write multisyllabic words using a different colored crayon for each syllable.
- Read aloud a syllabication rule. Then display a word card. Ask children to stand if the word fits that rule and to remain seated if it doesn't. Repeat with other words and actions. Encourage children to use the syllabication cards to assist them.
- Create word cards using one-syllable and multisyllabic words. Have children sort the words according to the number of syllables or a given rule.
- Create a memory game using a syllabication rule. Write two-syllable words that fit the rule on note cards, one syllable per card. Children mix the cards and place face down. A child chooses two cards and checks to see if the cards could be put together to make a word. If a word can be made, the child keeps the cards. If a word cannot be made, the child puts the cards back. Provide children with a list of all the words that could be created so that they may self-check for accuracy.

	<div>Vowel</div>		<div>Consonant</div>
<p>A vowel is <i>a, e, i, o, or u</i>—and sometimes <i>y</i>.</p>		<p>A consonant is any letter that is not a vowel.</p>	
	<div>Syllable</div>		<div>One-Syllable Words</div>
<p>A syllable has one vowel sound in it.</p> <p>Examples sit (1 syllable) <u>re</u>d (1 syllable) <u>rab</u>bit (2 syllables)</p>		<p>Never divide a one-syllable word.</p> <p>Examples seat chair rug</p>	

Compound Words



5

Divide a compound word between the two smaller words in it.

Examples bed/room sail/boat

Vowel Patterns



6

Use vowel patterns you know to help you read a long word.

Examples farmer newest

Consonant -/e Words



7

When a word ends with a consonant and -/e, divide the word before the consonant.

Examples cir/cle peo/ple
gen/tle

VC/CV Words



8

When two consonants come between two vowels in a word, divide after the first consonant.

Examples num/ber pic/nic
muf/fin bas/ket

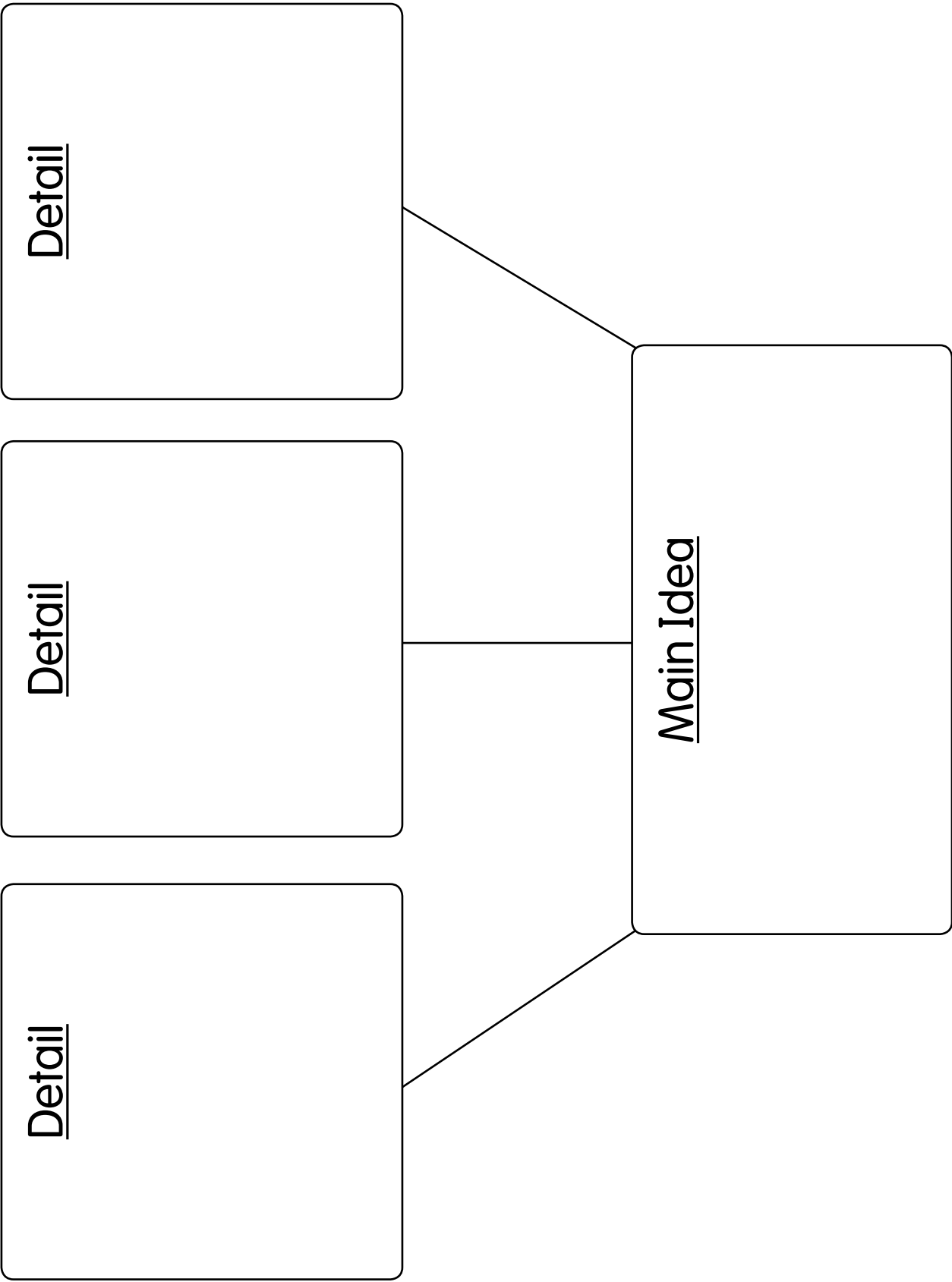
<div>9</div> <div>VC/CCV Words</div> <p>When more than two consonants come between two vowels, divide after the first consonant.</p> <p>Examples hun/gry chil/dren</p>	<div>10</div> <div>Suffixes</div> <p>Divide a word between the base word and the suffix.</p> <p>Examples glad/ly fear/less fast/er</p>
<div>11</div> <div>V/CV Pattern (Open Syllable)</div> <p>When a single consonant is between two vowels, divide before the consonant. Try saying the first vowel long and see if the word makes sense that way.</p> <p>Examples ti/ger pa/per</p>	<div>12</div> <div>VC/V Pattern (Closed Syllable)</div> <p>If a consonant is between two vowels, always try the V/CV pattern, with the first vowel long. If the word doesn't make sense, divide after the consonant and try the first vowel short.</p> <p>Examples drag/on vis/it</p>



Prefixes

Divide a word between the prefix and the base word.

Examples re/read un/kind



Story Details

+

What I Know

=

<u>Setting</u>			
<u>Characters</u>			

K

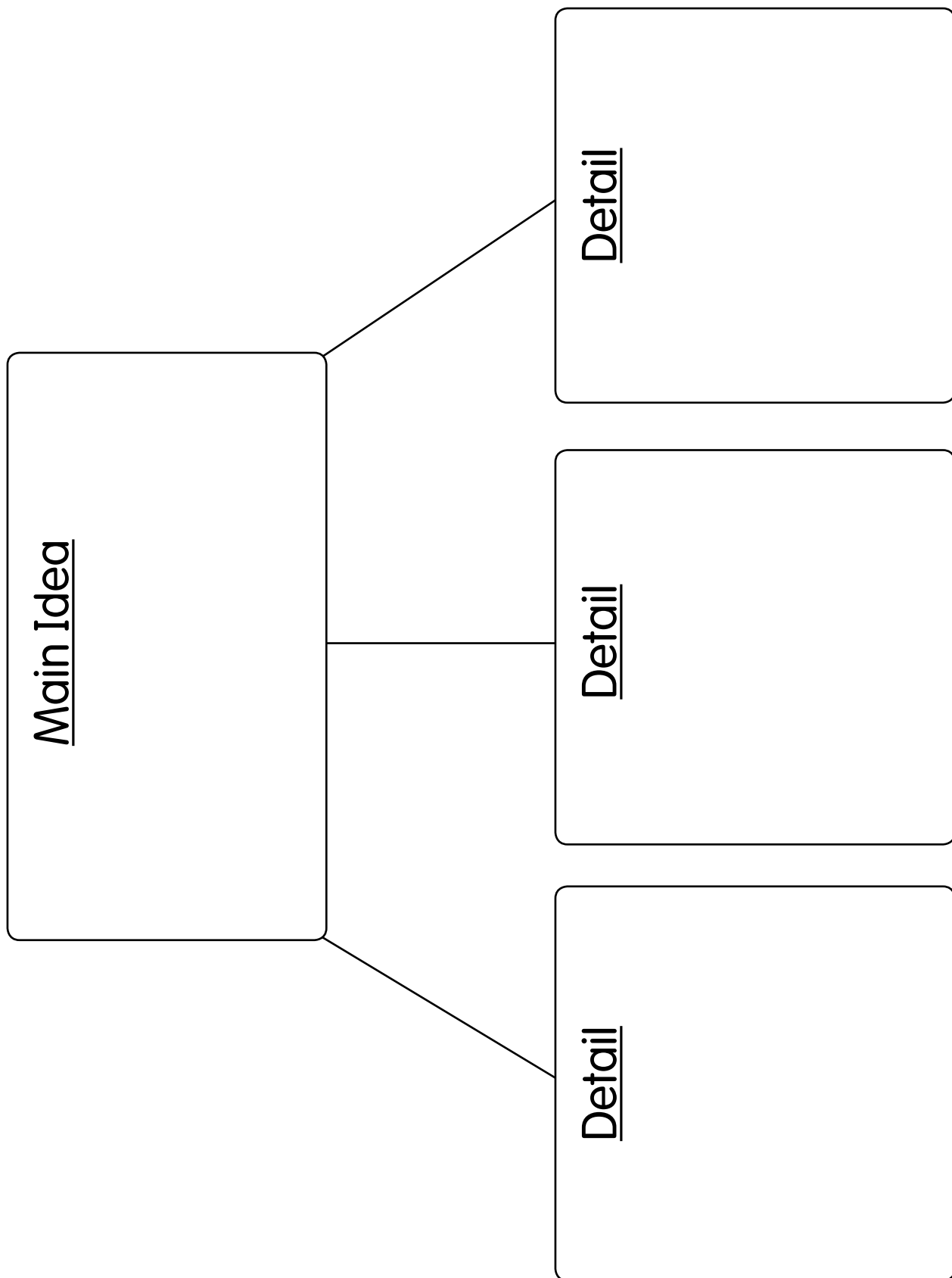
What I Know

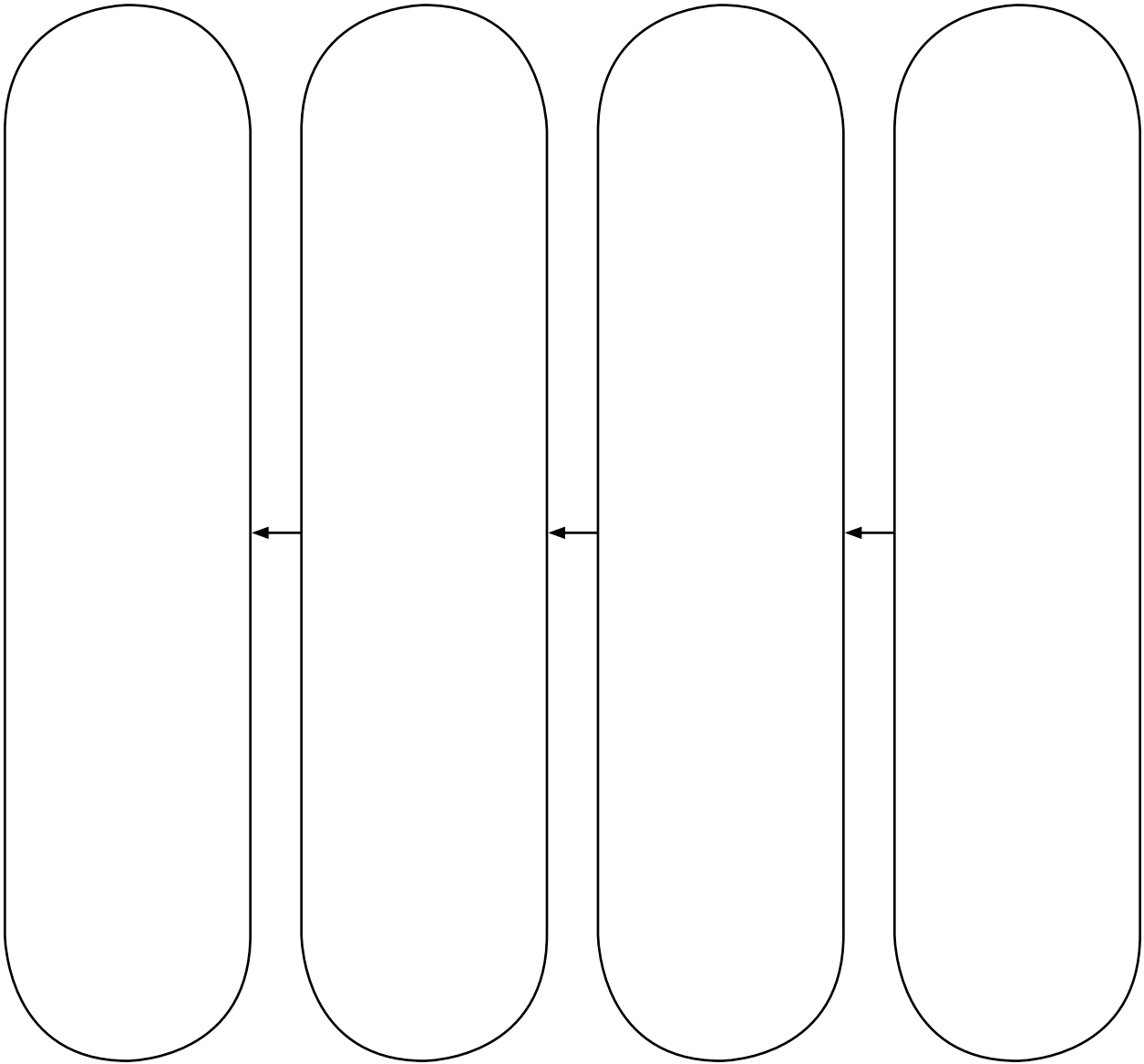
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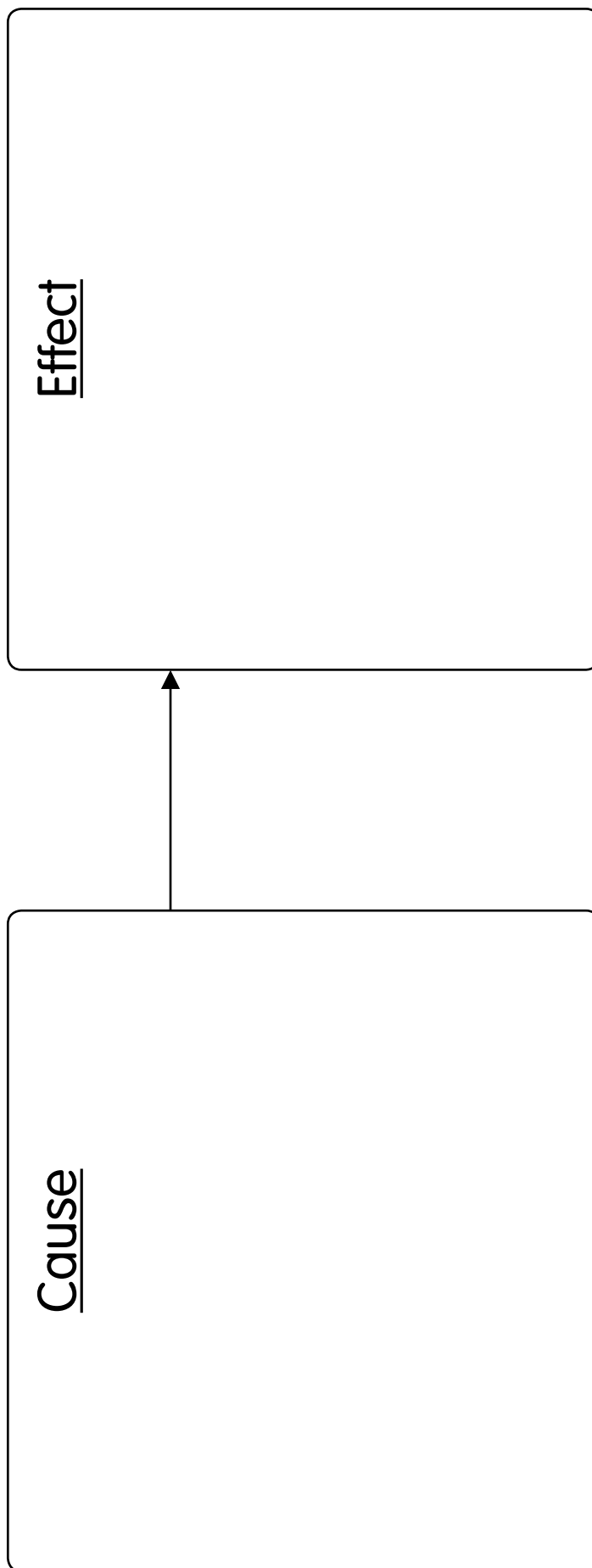
What I Want
to Know

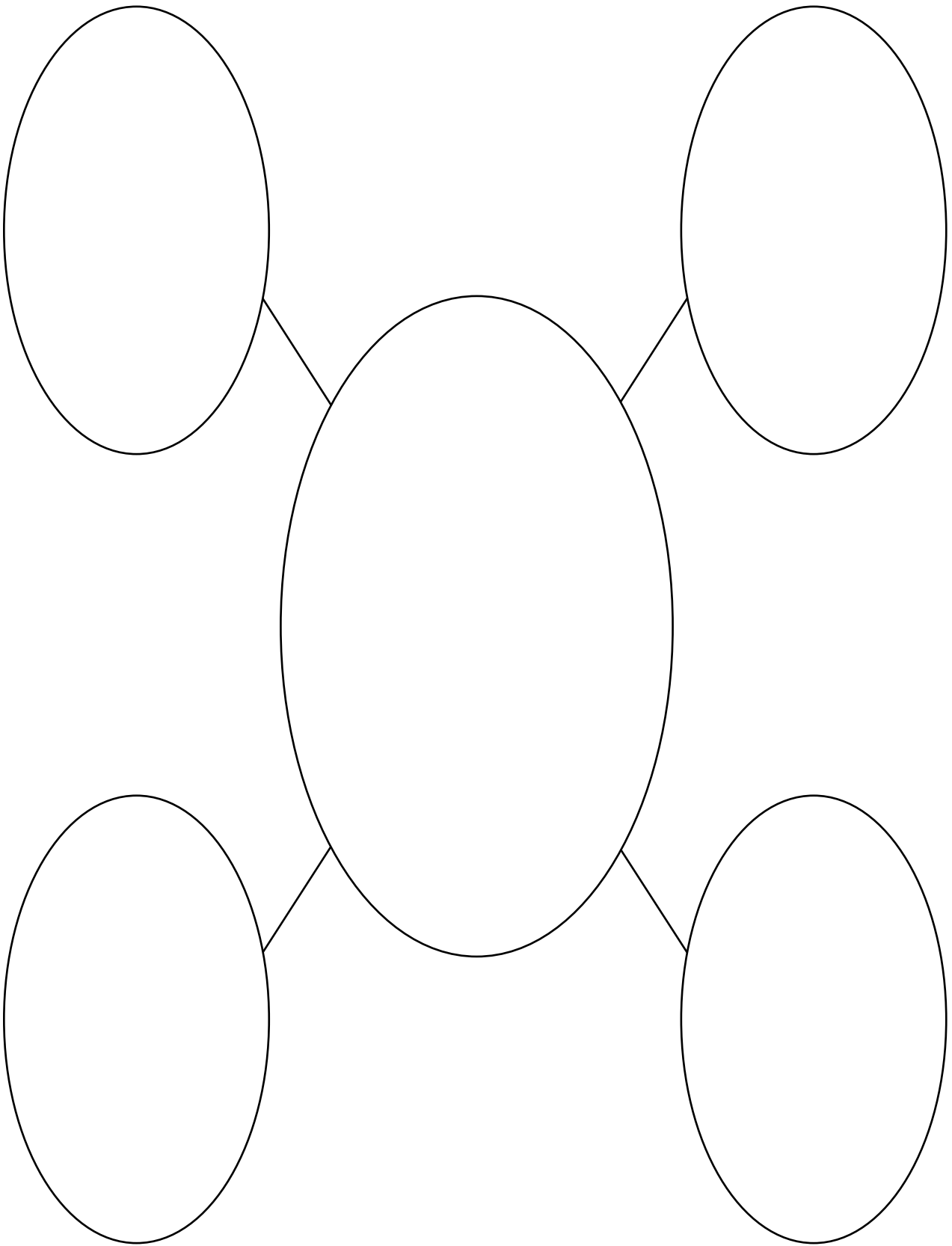
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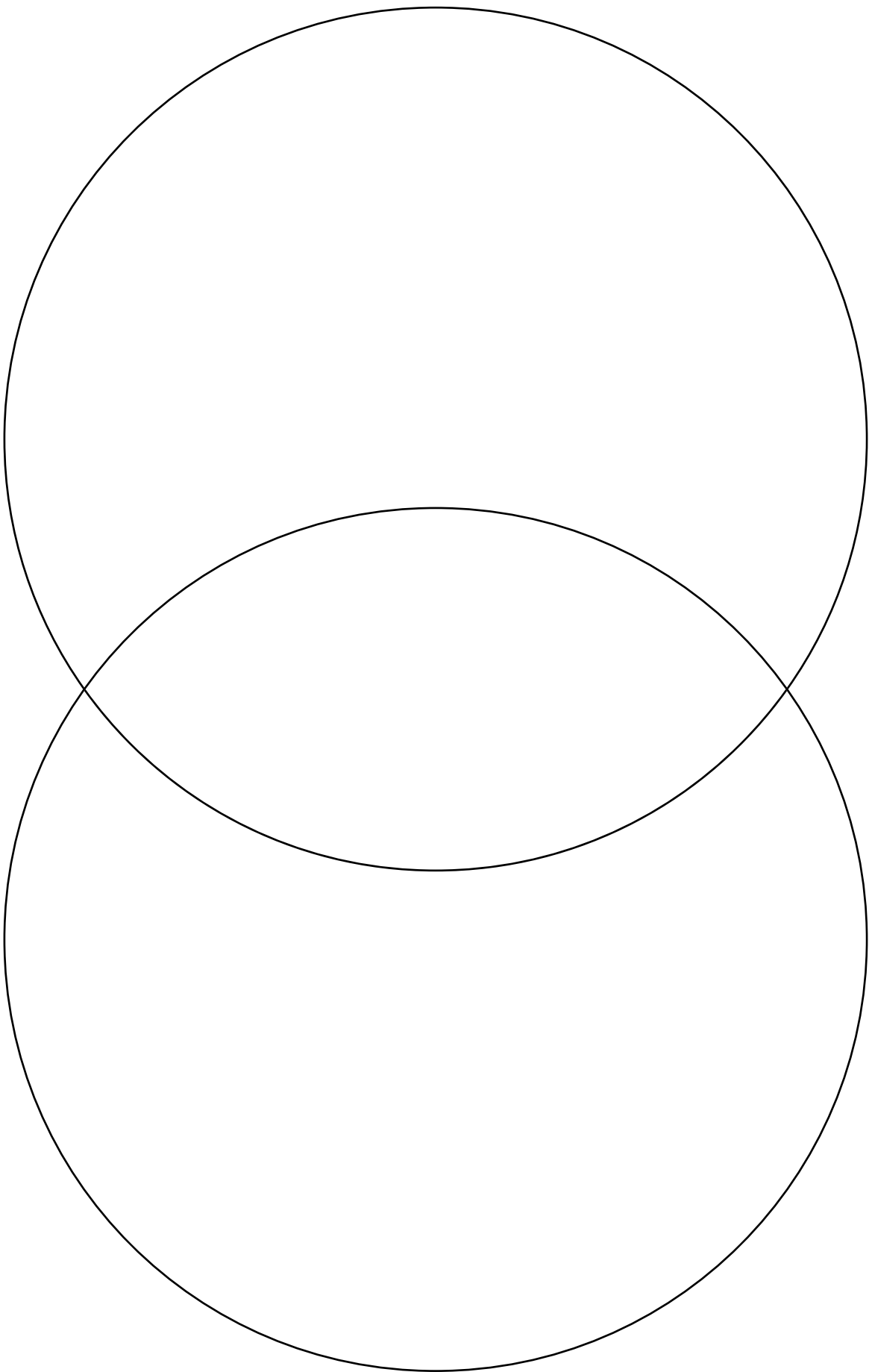
What I
Learned





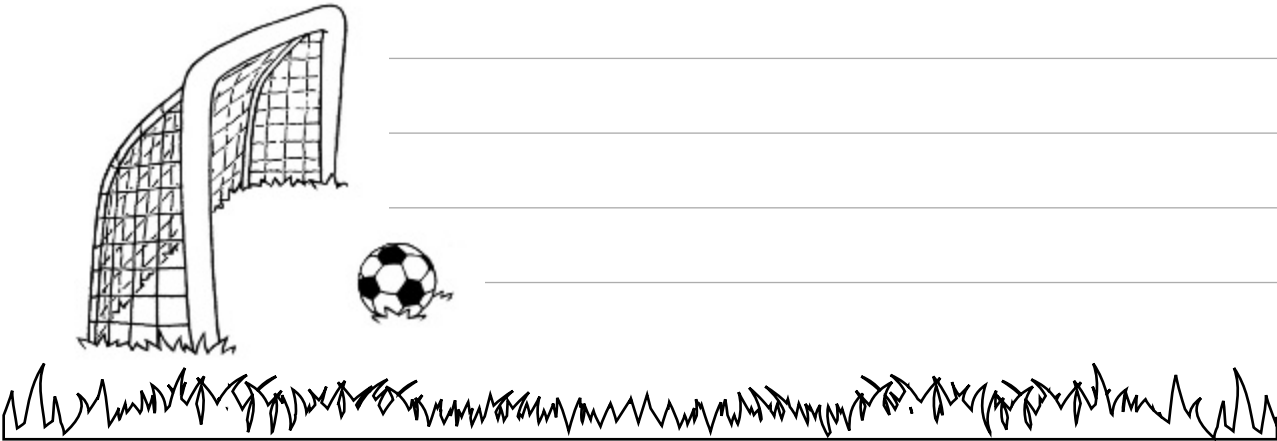




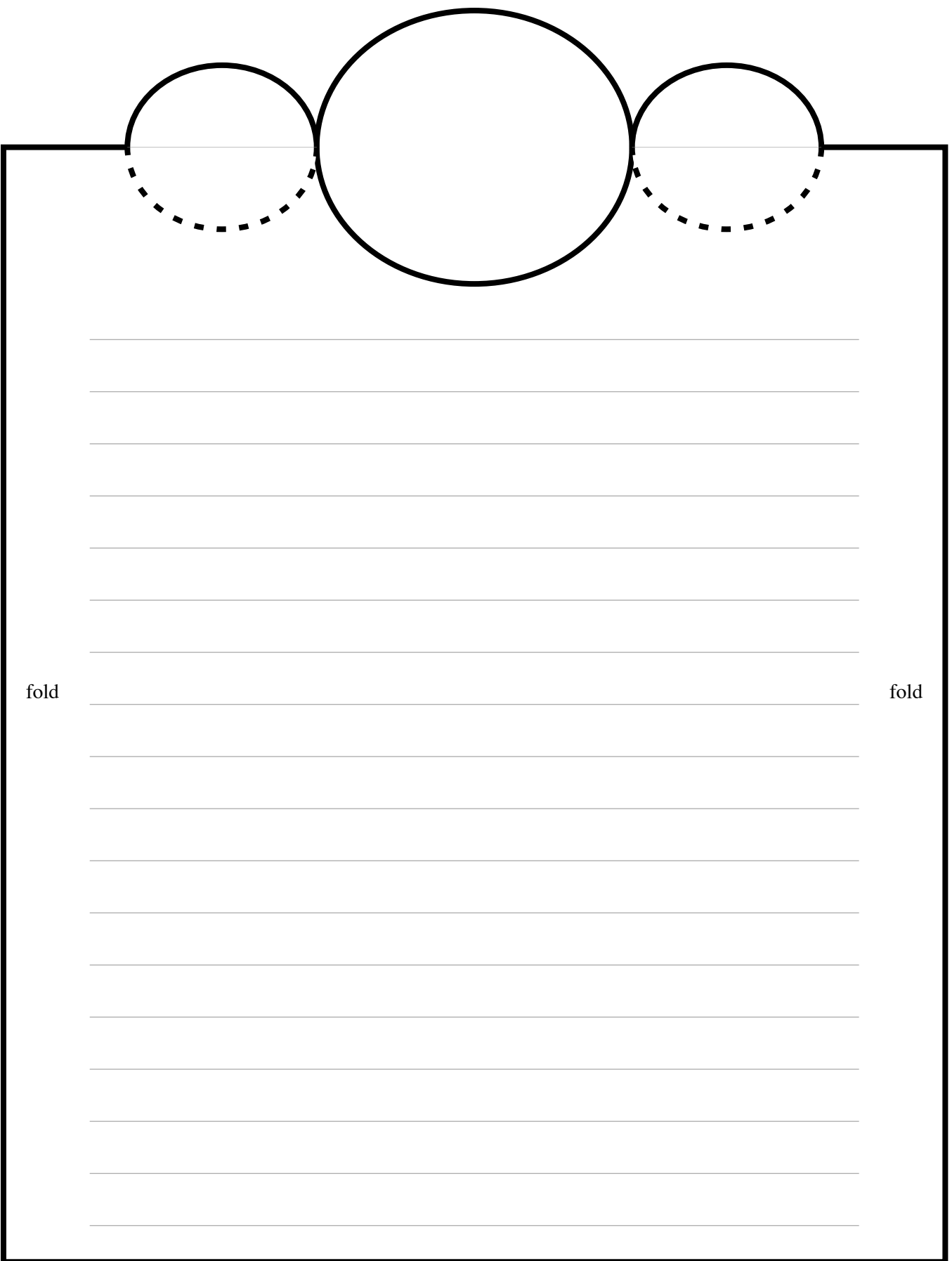


A large rectangular area with a double-line border. Inside the border, there are 20 horizontal ruling lines, evenly spaced, for writing a personal narrative.

Handwriting practice lines (18 horizontal lines).



The image is a worksheet template for writing a friendly letter. At the top, the word "MAIL" is written in a large, bold, serif font. Below it is a rectangular box with a horizontal line inside, intended for an address. The main body of the worksheet is a large rectangle with horizontal lines for writing. The entire page is framed by a decorative border that looks like a mailbox, with a curved top and a base. At the bottom, there is a footer section with the page number "107" in the center, and the text "Publishing Patterns: Friendly Letter" on the left and "Teacher Resource Book © Harcourt • Grade 2" on the right.



Cut on the dark dotted lines. Draw and color the top circles to be the head and hands of a character from your story. Fold up the bottom and tuck under the hands.



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Readers' Theater Backdrop Descriptions

The backdrops on pages 112–117 are for use during Readers' Theater performances in Lessons 5, 10, 15, 20, 25, and 30. Each backdrop can be copied onto a transparency and projected onto a large, clear wall. Position the projector so that children do not block the light as they read in front of the “set.”



NEIGHBORHOOD NEWS (LESSON 5)

Scene: The anchor desk of a TV news set

Children reading the parts of the reporters can stand around the classroom to represent being “on location.”

A TRIP TO THE FIRE STATION (LESSON 10)

Scene: The front of a fire station

Encourage children to point to objects within the fire station as they read.

A BIRTHDAY MYSTERY (LESSON 15)

Scene: A room in Alex's house decorated for his birthday party

Invite children to add more balloons and presents to the scene. Children can draw them on construction paper, cut them out, and attach them to the wall on which the backdrop is projected.

WHAT'S MY JOB? (LESSON 20)

Scene: The set of a game show

Position the backdrop high enough so that children reading the parts of the mystery guest and players 1, 2, and 3 can stand below the signs identifying them.

TOWN HALL (LESSON 25)

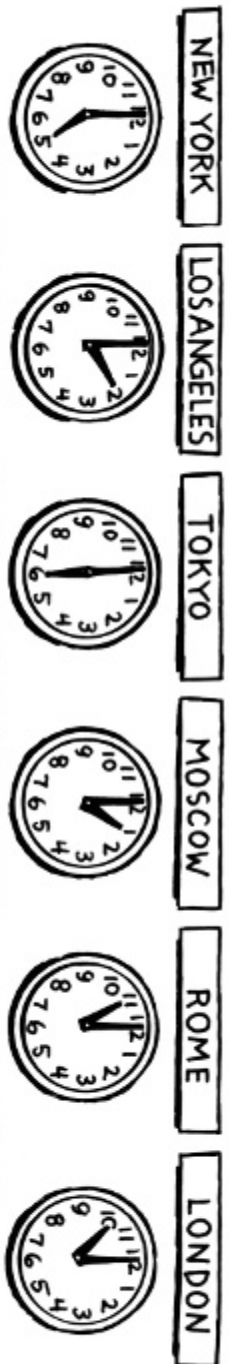
Scene: The steps in front of a town hall

Children can hold clipboards with their scripts to look like they are conducting an interview.

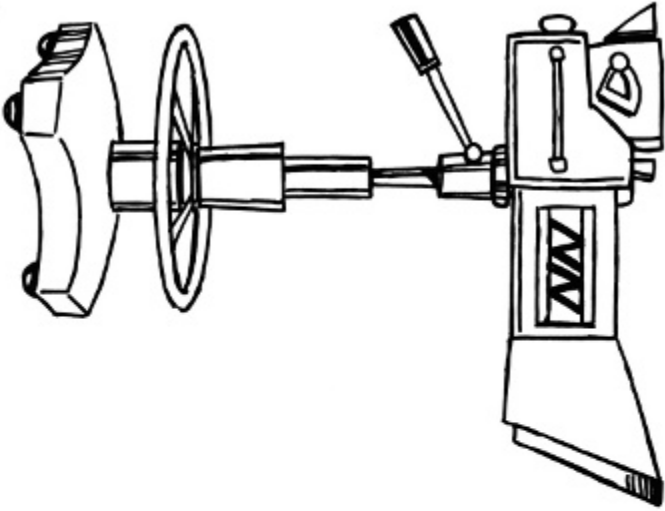
CROSS-COUNTRY VACATION (LESSON 30)

Scene: A rest area off of the highway

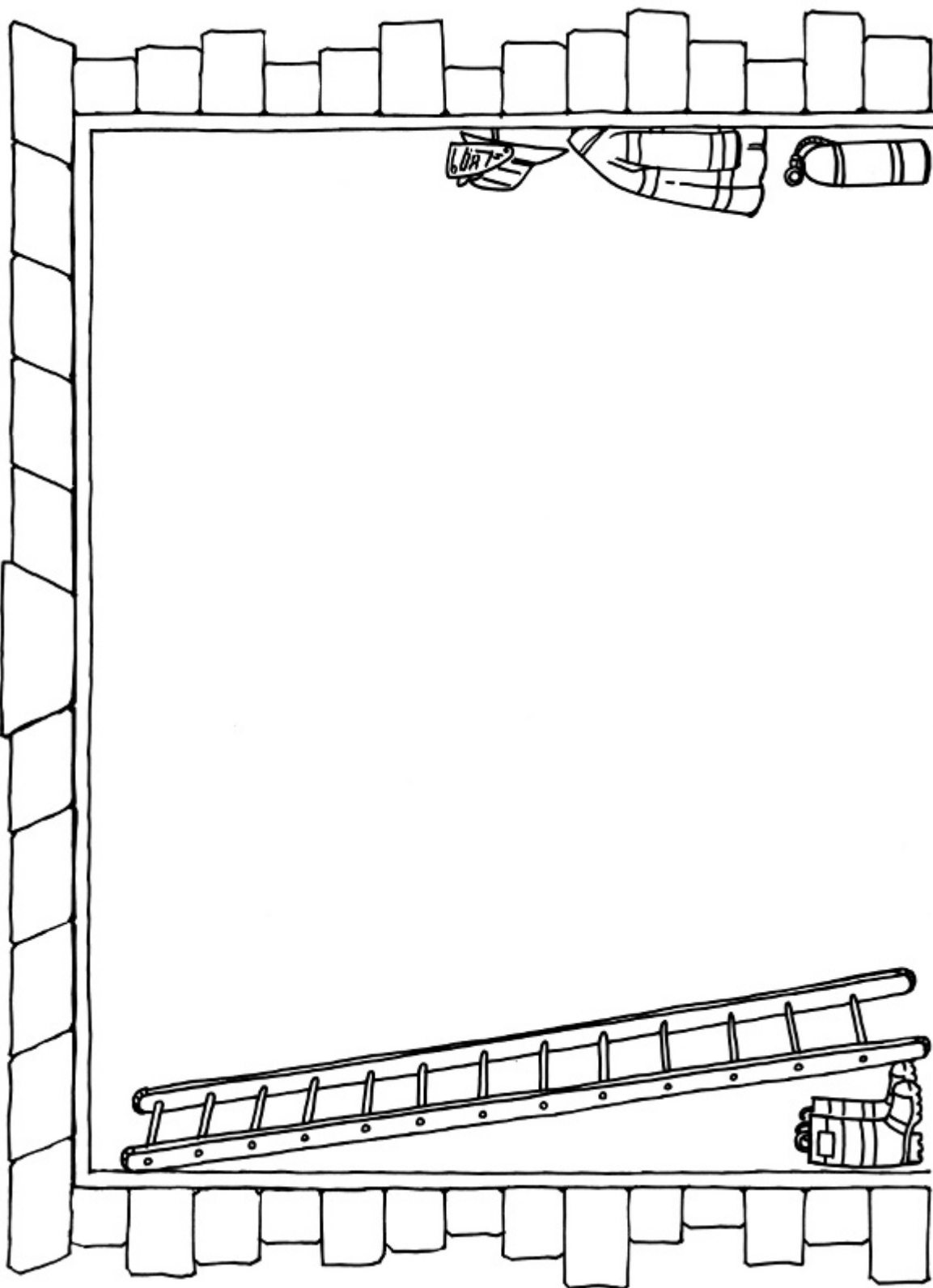
Invite children to draw pictures of the places that the family visits on vacation. Attach the pictures to the wall on which the backdrop is projected.

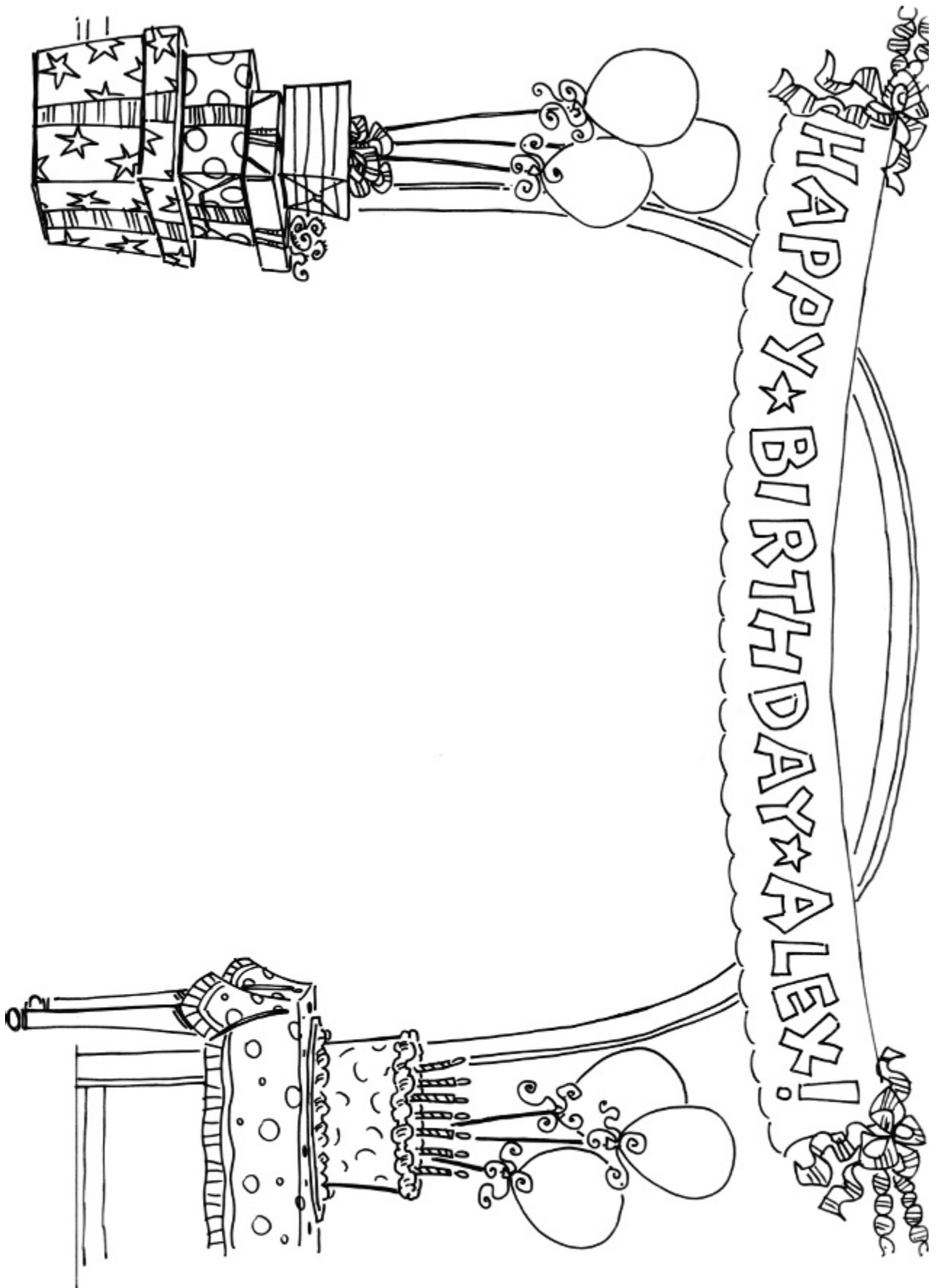


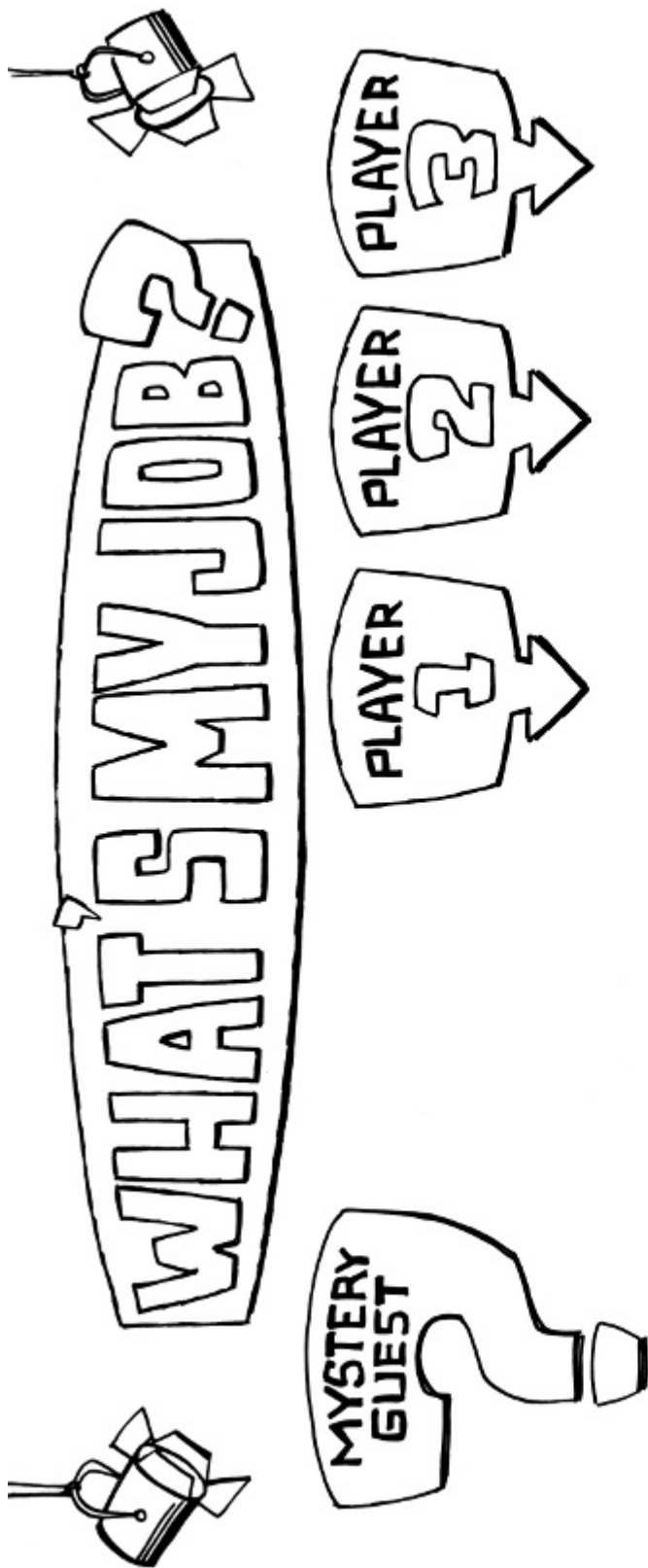
Neighborhood News

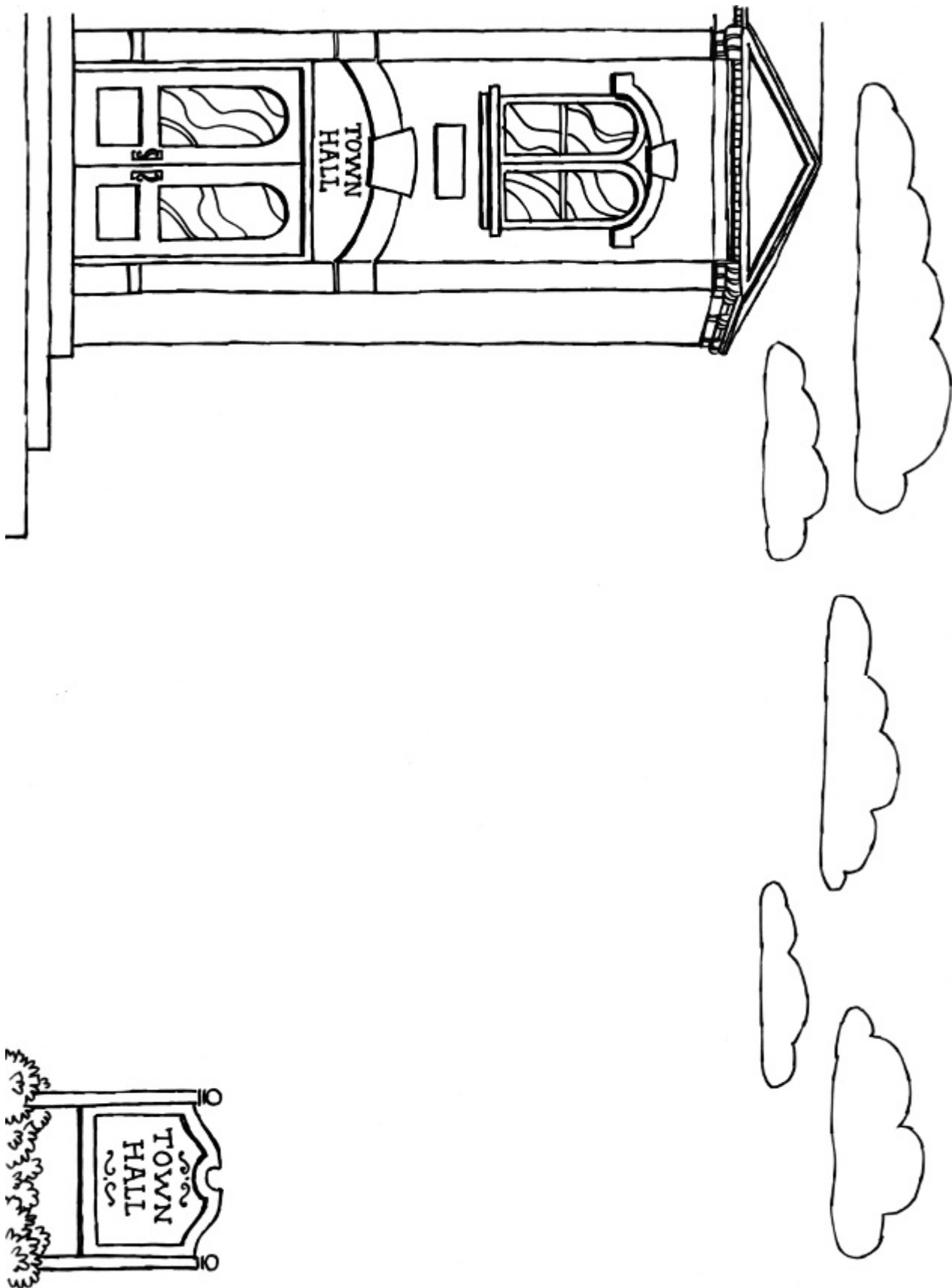


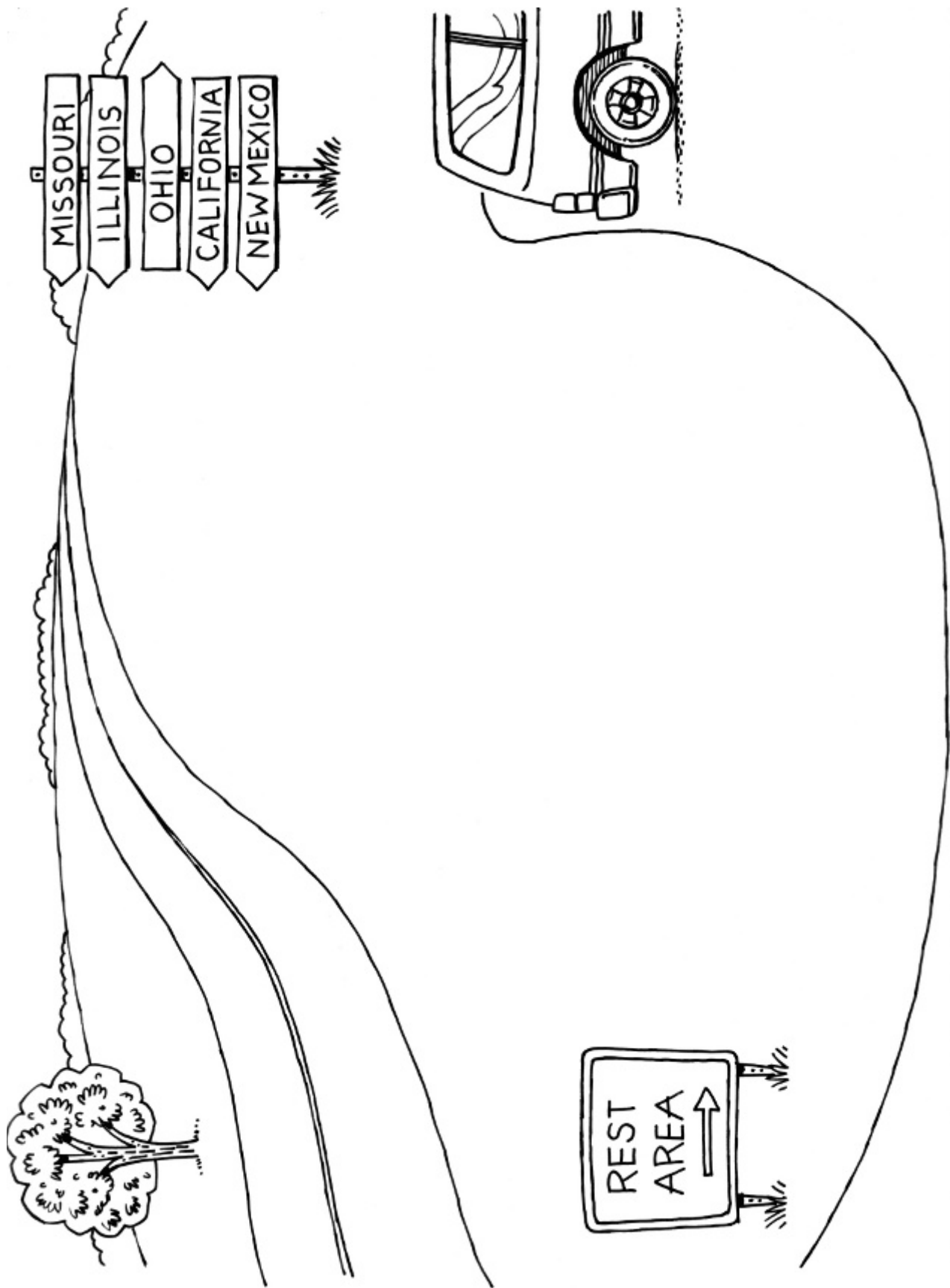
• FIRE STATION NO. 5 •











Neighborhood News

Roles

Producer

Anchor 2

Soccer Team

Librarian

News Reporter

Weather Reporter

Anchor 1

Sports Reporter

Producer: Lights, action!

Anchor 1: Good morning! Welcome to Neighborhood News.

Anchor 2: We're the news program that tells you everything you need to know about where you live.

Anchor 1: Right now, we have a story from our town library. Let's go to our news reporter on the library steps.

News Reporter: The librarian has just told me the news. There will be no charges for overdue books today. Why is that?

Librarian: We want to get back all of our missing books. Then other people will be able to read them.

News Reporter: Do you think people will return their late books?

Librarian: Yes, I do. We've already gotten back more than a hundred books. People have been waiting a long time to read them.

News Reporter: That must make your readers happy.

Librarian: Yes, it does.

Anchor 1: Have you seen many people coming to the library this morning?

News Reporter: Not yet, but by lunch time, I'm sure the library will be packed. If you're looking for a book, get here soon!

Anchor 2: I have to stay here at the newsroom. If you have some time, would you please find a book for me?

News Reporter: Sorry. I have another story to report. There is a big bake sale today at the high school. I'll buy a special treat for you!

Producer: We have eight minutes to finish!

Anchor 1: That report reminds me that I have a few overdue books myself. Those library fines add up!

Anchor 2: That's why I always mark my calendar. Doing that reminds me when my books are due.

Anchor 1: Speaking of calendars, the day of the big soccer game is finally here. Let's go out to Grant Park. Our sports reporter is standing by.

Sports Reporter: The big game is just about to begin.

Anchor 2: You've been watching the team practice. Do you think they can win?

Sports Reporter: I really do. The players have been working on their kicking skills. Sometimes they kick the ball so hard that it sails all the way down the field.

Anchor 2: How is our team feeling?

Sports Reporter: The players are right here. They can tell you themselves.

Soccer Team: We can't wait to play!

Sports Reporter: Do you think you will win?

Soccer Team: We hope so! We want to prove that we're the best.

Sports Reporter: I see some dark clouds in the sky. What will happen if it starts to rain?

Soccer Team: It won't bother us. We can still make a goal in the rain!

Anchor 1: Good luck, team.

Soccer Team: Thanks.

Anchor 1: Speaking of rain, here's our weather reporter to tell you today's weather.

Weather Reporter: I have a surprise for you. If you're going to the library or to the big game, things couldn't look better.

Anchor 2: What about the clouds in the sky?

Weather Reporter: They will be gone soon, and we should have sunny, blue skies.

Anchor 1: Our viewers will be happy to hear that news.

Weather Reporter: Yes, they will. There's no need to guess what to wear. It's going to be sunny and warm through the weekend.

Anchor 1: That's the best news I've heard all day.

Anchor 2: Me, too.

Anchor 1: I think that's a good way to end our program. Is there anything else you want to say?

Anchor 2: I have just one last thing. See you all tomorrow here at Neighborhood News.

Anchor 1: Yes, and have a nice day!

Producer: That's a wrap! Good job everyone!

THE END

A Trip to the Fire Station

Roles

Narrator 1

Dispatcher

Firefighter 1

Narrator 2

Fire Chief

Firefighter 2

Narrator 1: Many of us would like to understand more about what firefighters do and how they do it.

Narrator 2: Today we're going to learn through a visit to this fire station. We will also talk to some brave firefighters.

Narrator 1: The dispatch room of the fire station is where calls come in when there is a fire.

Narrator 2: The dispatcher answers the phone and gathers information.

Dispatcher: When a call comes in, I first find out where the fire is.

Narrator 1: The dispatcher passes along this information to the firefighters.

Dispatcher: I ask the caller to tell me about the fire and what may have caused it. Firefighters fight different kinds of fires in different ways.

Narrator 2: The fire chief is in charge of a fire station. Excuse me, Chief. Can you explain what firefighters do during a fire?

Fire Chief: The first thing a firefighter does is put on gear. We set up all of our gear so that it's easy for us to get ready in a hurry. We don't have a minute to lose.

Narrator 1: Some of the gear a firefighter wears is right here in the fire station.

Fire Chief: Firefighters wear special kinds of pants and coats.

Firefighter 1: These pants and coats won't catch on fire.

Firefighter 2: We also wear thick gloves and rubber boots to protect our hands and feet.

Fire Chief: Everyone has seen the helmets that firefighters wear. Not everyone knows why we wear them, though.

Firefighter 1: These hats are hard.

Firefighter 2: The idea is that they help protect us from falling objects.

Fire Chief: Firefighters sometimes also need to wear masks. These help them breathe. The smoke in a fire can be very dangerous.

Firefighter 1: The masks are connected to air tanks.

Firefighter 2: The tanks give us air. If we were caught in a smoky room, we would need them. Without those tanks, we would not be able to breathe. Long ago, firefighters didn't have the safety gear we have today.

Narrator 1: You may have seen fire trucks coming through your neighborhood. These special trucks help firefighters do their job.

Fire Chief: There are different kinds of fire trucks.

Firefighter 1: A pumper truck forces water through a hose.

Firefighter 2: We connect the truck by a hose to a fire hydrant to get water. The pumps on the truck shoot out the water through another hose. The force is hard enough to reach flames in high places.

Fire Chief: Another kind of truck is a ladder truck.

Firefighter 1: We climb the ladders to reach fires in tall buildings.

Firefighter 2: The ladder on this truck can reach the top of a ten-story building.

Narrator 2: Every fire truck also carries a lot of tools.
Firefighters need the right tools to fight different kinds of fires.

Fire Chief: We store the tools on the truck. Some of the tools we use are axes, hammers, and saws.

Firefighter 1: They help us break into burning buildings.

Firefighter 2: We use ropes to get people down from high places.

Narrator 1: The fire truck also carries first-aid kits.

Fire Chief: Firefighters know how to help people who are hurt in a fire. We learn about first aid when we go to firefighter school.

Narrator 2: Firefighters do more than put out fires. They also teach people how to prevent them.

Fire Chief: It's clear that teaching people about fire safety is important.

Firefighter 1: Many lives could be saved if people knew how to prevent fires.

Firefighter 2: We go to schools, homes, and stores to tell people how to prevent fires. We can't do our job well unless other people help.

Narrator 1: I agree. The best way to stop fires is to keep them from starting. That's why we all need to learn about fire safety.

Narrator 2: Learning fire-safety rules is something everyone can do. In that way, we can all work together to be firefighters.

A Birthday Mystery

Characters

Narrator

Alex

Nicky

Pat

Sam

Lee

Narrator: Today is Alex's birthday.

Alex: My birthday is one of my favorite days of the year to celebrate. This year I'm especially excited, because my family told me I'm going to get a special present.

Narrator: Alex can't wait to find out what the present is.

Alex: I know what I'll do! I'll ask my brothers and sisters for hints. I enjoy guessing games. If someone gives me hints, there's nothing I can't figure out.

Narrator: First, Alex asks Nicky.

Alex: Hi, Nicky. Why don't you give me a hint about my present?

Nicky: If I do, it won't be a surprise.

Alex: I'm not going to figure it out from one little hint.

Nicky: Okay, I'll give you one little hint. It's something that's very soft.

Alex: It's something that's soft? Maybe it's something that I can wear. Will you give me another hint?

Nicky: Alex, you said just one hint, and that's what you got. If you can't figure it out, you'll just have to wait.

Narrator: Next, Alex asks Pat.

Alex: Pat, why don't you give me a hint about what I'm getting for my birthday?

Pat: Gifts are supposed to be surprises. It wouldn't be much fun if I told you.

Alex: Please, just give me one little hint to make it interesting. I won't be able to figure out what it is from one hint.

Pat: Okay, I'll give you one little hint. It's something you can play with.

Alex: It's something I can play with? That could be anything. Can't you give me a better hint than that?

Pat: I gave you one hint, and that's all I'm going to tell you.

Narrator: Then Alex asks Sam.

Alex: Hey, Sam, why don't you give me a hint about my birthday present?

Sam: That will ruin the surprise. A present that isn't a surprise is not much fun.

Alex: It will still be a surprise. I'm not going to figure it out from one little hint.

Sam: Okay, here's one little hint. It's something that's hard to catch.

Alex: It's something that's hard to catch? Let me ask you one question. Is it a ball?

Sam: If I tell you, it won't be a surprise. Sorry, Alex. You're just going to have to wait.

Narrator: Last, Alex asks Lee.

Alex: Hey, Lee, how about giving me a hint about my present?

Lee: Presents should be surprises. I don't think you want to ruin your surprise, do you?

Alex: A hint won't ruin the surprise. I won't be able to figure out what the present is.

Lee: Okay, I'll give you one little hint. You sometimes have to wash it.

Alex: Now I'm really confused. I can't imagine what it could be if you have to wash it. Give me another hint, okay?

Lee: Sorry, Alex. You said one little hint. That's the only one that you are going to get.

Narrator: Now it's time for the party.

Nicky: Alex, are you ready to find out what your present is?
It's really special!

Alex: I sure am! I don't want to wait another minute.

Nicky: Remember, it's something very soft.

Pat: It's something you can play with.

Sam: It's hard to catch.

Lee: It also needs to be washed sometimes.

Alex: I give up. I know it's all of those things, but I can't guess what it is. May I have the present now?

Everyone: Okay, Alex, here it is!

Narrator: Alex's mother and father walk in with the present. His father puts it down, and it runs right over to Alex.

Nicky: I told you that it was very soft!

Pat: I told you that it was something you could play with!

Sam: I told you that it was hard to catch!

Lee: I told you that you had to wash it sometimes!

Alex: You were all right. Those were all good clues, but there's just one hint you didn't give me.

Everyone: What's that?

Alex: That it would lick my face!

What's My Job?

Characters

Announcer

Player 1

Player 3

Host

Player 2

Mystery Guest

Announcer: Good morning, everyone! Welcome to “What’s My Job?” —the game show in which super sleuths use their super detective skills. Here’s the host of our show, Sandy Beach, to entertain us.

Host: Good morning! Let’s get started. I think most of you have already watched “What’s My Job?” For those who haven’t, here are the rules.

Announcer: “What’s My Job?” is easy to play. Each player takes a turn asking our Mystery Guest a question about his or her job. After our guest responds, the players can try to guess the job of our Mystery Guest. The players have only three guesses. They need to use them wisely.

Host: Here’s the exciting part. Whoever guesses accurately wins a special prize!

Player 1: A special prize!

Player 2: I know I’m going to win it!

Player 3: I wouldn't be so sure about that.

Host: Now, let's meet our special guest. Mystery Guest, welcome to the show.

Mystery Guest: Thank you. I'm happy to be here.

Host: Are you ready to get started?

Mystery Guest: Yes, I am. Do you know what my job is?

Host: That's not for me to figure out. That's why we have our players. Now, let's begin. The first question, please.

Player 1: Mystery Guest, do you make things?

Mystery Guest: Yes, I do.

Player 2: Oh, I know what your job is!

Host: Don't you think you should ask a question first, Player 2?

Player 2: Okay. Mystery Guest, do you make something that people ride in?

Mystery Guest: No, I don't.

Player 2: Really? Well, I guess I don't know what your job is after all.

Host: Player 3, what is your question for our Mystery Guest?

Player 3: Mystery Guest, do you make something that people enjoy by using their senses?

Mystery Guest: Yes, I do.

Host: Aha! That means seeing, feeling, smelling, hearing, and tasting. It sounds as if you do something creative. Are there any guesses from our players?

Player 2: I know! You make music. You are a musician!

Mystery Guest: No, I'm not.

Host: Good try, Player 2. Better luck next time. Back to you, Player 1. What is your second question for our Mystery Guest?

Player 1: Mystery Guest, do you use tools to make things?

Mystery Guest: Yes, I do.

Player 2: Ooh! Ooh! I think I know! Do you use a hammer?

Mystery Guest: Yes, I do.

Player 2: I have another guess!

Host: Remember, there are only two guesses left. Are you ready to risk a second one?

Player 2: Of course I am. It's not much of a risk when you know you're right. Mystery Guest, you are a carpenter!

Mystery Guest: No, I'm not.

Player 2: Ahhhh! Wrong again!

Host: That's another guess gone for our players. Now there's only one left. Player 3, it's your turn to ask a question.

Player 3: Mystery Guest, do you make things out of wood?

Mystery Guest: No, I don't.

Host: Let's review what we know so far. You make things that people use some of their senses to enjoy. You use a hammer, but you don't make things out of wood. This is hard to figure out.

Announcer: I know I can't figure it out. We're lucky we have a committee of expert detectives to work on it!

Player 2: I know what it is! I know what it is! You are a . . .

Player 3: Wait! Player 2, don't use up our last guess!

Player 1: Please give someone else a chance, Player 2.

Player 2: Okay.

Player 1: I have one more question. Mystery Guest, do you make things out of stone?

Mystery Guest: Yes, I do.

Player 2: I know! It's easy!

Player 1: Wait, Player 2! I think I know what the Mystery Guest does, but I don't want to take a chance with the last guess.

Host: I think the players would like to have one of those guesses back now.

Player 2: All I need is one last question. Mystery Guest, do you make art?

Mystery Guest: Yes, I do.

Player 3: You're a sculptor!

Mystery Guest: Yes, I am a sculptor!

Player 2: That's what I was going to say!

Host: I'm sorry, Player 2, we can have only one winner.

Announcer: That was good detective work, Player 3. You concentrated on the clues. A sculptor uses a hammer to make a statue out of stone, and statues are art! A sculptor can sell art to people who want it for their homes or businesses.

Host: Actually, all of our players did a great job, but Player 3 earned the prize.

Announcer: Let's put our hands together and clap for our Mystery Guest, too. We want to thank you for being on our show.

Mystery Guest: I really liked the show. It was a lot of fun!

Host: By the way, Player 3, do you like art?

Player 3: I sure do.

Host: That's good, because your prize is a statue made by our Mystery Guest! Here it is! Aren't you thrilled?

Player 2: I'm startled. The statue looks just like you.

Host: That's because it is me—Sandy Beach, your carefree game show host. Now that's art!

Town Hall

Roles

Teacher

Robin

Town Leader 1

Kris

Mayor

Town Leader 2

Teacher: Good morning, Mayor. I'd like you to meet Kris and Robin, two of my students.

Kris: The students at our school have questions about the new park the town is building.

Robin: We'd like to ask you and some other town leaders our questions. Then we'll report back to our classmates.

Mayor: We'll be happy to answer your questions.

Kris: Why did you decide to build a park?

Mayor: The people in our town need a place to go with their families.

Robin: What kinds of things will be at the park?

Mayor: I'm happy to tell you that there will be a playground! In a town the size of ours, people have many interests. Different people in our town want different things.

Town Leader 1: We asked the people to tell us what things they wanted in the new park.

Town Leader 2: People sent many letters to Town Hall, and we read all of them.

Kris: So, are you building everything that the citizens asked for?

Mayor: No, that wouldn't be feasible.

Robin: How did you decide what to build?

Mayor: We looked carefully at everything that people asked for. We were very serious about building what people wanted, but we had to make choices.

Town Leader 1: Coming up with a good plan for the park was very difficult to accomplish.

Town Leader 2: It was hard work, but it was worth it.

Kris: Why do you say that?

Town Leader 2: By listening to everyone, we were better able to serve the community.

Robin: What do you mean by serving the community?

Mayor: A town's leaders are supposed to help *all* of the people who live there. We need to make sure that we take care of everyone.

Teacher: You just reminded me of what we're studying in school.

Kris: Me, too. We've been learning about what town leaders do.

Robin: Before we talked with you, I never thought that running a town could be so much work.

Mayor: Parts of it are really pretty simple. Most people in town agreed that we needed a new playground in the park. Deciding to build one was easy.

Town Leader 1: Lots of people also wanted bike paths.

Town Leader 2: So we decided to have lots of bike paths in the park. Then the bikes wouldn't crowd the people who walk and jog.

Robin: What else will be in the park?

Mayor: There will be a new soccer field.

Kris: What was wrong with the old one?

Town Leader 1: Nothing, but the town needed more than one.

Town Leader 2: So many children in our town play soccer that we needed a second field.

Robin: I can see that you are building lots of things for children, but what about for grown-ups?

Mayor: We're making a big picnic area for families who come to the park on weekends and holidays. We're also adding lots of park benches so people can sit and be comfortable.

Town Leader 1: We also decided to make an area where people could let their dogs run.

Town Leader 2: There are a lot of dog owners in our town. They told us that their dogs needed a place to play. The problem was that other people didn't like the idea of dogs running around.

Mayor: We thought about it and figured out a way to make everyone happy. Now we will have a special place where dogs can run and not bother other people.

Kris: It sounds as if you put in something for everyone. Is there anything else you want to tell us about?

Mayor: Yes, there is. We will also have a place where we can have music shows.

Robin: What gave you that idea?

Town Leader 1: We knew that some other towns had music shows in the summer.

Town Leader 2: It seemed like a good idea to do it here, too.

Kris: Did people ask for it?

Mayor: No, they didn't, but we thought it was a good idea anyway.

Town Leader 1: When we started telling people about it, they all got excited.

Town Leader 2: We will have music shows and plays that people of all ages will want to attend.

Teacher: Thanks for answering all of our questions. I don't think that we have any more.

Robin: I do have one more question. When will the new park open?

Town Leader 1: Our plan is to open it on the Fourth of July.

Town Leader 2: We're going to have a big party.

Mayor: The whole town will be invited. We're going to have music and lots of games.

Kris: I know where I'm going for the Fourth of July!

Robin: Me, too. I can't wait!

Cross-Country Vacation

Roles

Dad

Mom

Nicky

Terry

Cam

Jessie

Dad: Okay, everyone, before you hop into the car, look at the camera and wave!

Terry: Good-bye, Ohio!

Mom: California, here we come! We're off without further delay.

Cam: We're driving to Aunt Fran's house for a visit. We'll be on the road for two weeks. This is the start of our video travel diary. Come along with us!

Nicky: Our vacation is going to be awesome. We'll be driving to some fantastic places!

Mom: We'll use the camera to record each place we visit.

Dad: By the end of the trip, we'll have a great video.

Cam: You'll feel as if you went with us!

Jessie: So, buckle your seatbelts.

Nicky: Shut the doors. We have no time to spare.

Everyone: We're heading out to see new parts of the United States!

SCENE TWO

Cam: Our first stop is an important historical site.

Terry: This is a cool place.

Jessie: We are in the hometown of our country's sixteenth President, Abraham Lincoln.

Cam: We're taking a tour of the Abraham Lincoln Presidential Museum. It has actual things from President Lincoln's life and times.

Nicky: The museum has a real log cabin that we can go into. It's just like the one that President Lincoln once lived in!

Mom: Then we'll be going to the Abraham Lincoln House. Abe Lincoln lived there before he became President.

Dad: We'll try to videotape the whole visit.

SCENE THREE

Jessie: Today we're walking through a field of wildflowers. We're heading down to the lake to go swimming and take a boat ride. I'm going to water-ski!

Terry: The flowers are so colorful.

Cam: They smell sweet, too, almost like honey.

Terry: Look, a butterfly! Do you think I can catch it?

Mom: Butterflies are fragile. Please don't touch them. Even if you touch them gently, you can harm them.

All the Children: Don't worry, we won't touch them!

Dad: We've been camping near the Lake of the Ozarks in a state park in Missouri. It's great to be out in nature.

Nicky: Animals depend on nature to live. That's why it's important to protect it.

SCENE FOUR

Nicky: This morning, we arrived at an old Native American village.

Terry: It's high up on a hill.

Cam: We were hiking all morning.

Terry: It was a hard climb!

Jessie: I got to the top of the hill first. The village here is called a pueblo. People settled here long ago.

Cam: They built their homes with clay bricks.

Mom: Then they left. For many years, no one lived here. Later, people found the ruins of the village.

Dad: After the discovery, scientists started studying the ruins. They found broken pots and worn stones. These helped them understand how the people cooked and what they ate long ago.

Jessie: No one knows exactly why the people who once lived here left, but scientists are still trying to find out.

Terry: I'd like to stay here longer.

SCENE FIVE

Dad: Today we're in the San Gabriel Mountains in California.

Mom: This is our last stop before we reach the Pacific Ocean.

Cam: We drove all day to get here. We finally stopped when the sun started to set behind these majestic mountains.

Nicky: It was impressive.

Mom: Tomorrow morning, we're going to ride mountain bikes up one of the mountains.

Jessie: I'll be the first one to the top!

Terry: I don't think so!

Cam: You'll both have to beat me!

SCENE SIX

Cam: We've made it to the California coast! Aunt Fran's house is a few minutes away.

Nicky: It took us fourteen days to get here! We're all feeling upbeat!

Terry: We're looking at the largest ocean in the world!

Cam: We're going to go swimming now.

Jessie: I'm going surfing!

Nicky: I hope the water is warm. I've heard that the water in the Pacific Ocean can be very cold!

Mom: Thanks for taking this video tour of the United States with us!

Dad: Last one in the water is a rotten egg!

Everyone: Here we go—good-bye!

Editor's Marks



delete words

He hit the ~~a~~ ball.



insert words

He hit ^{the}  ball.



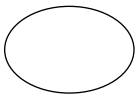
capitalize

he hit the ball.



lowercase

He hit ~~The~~ ball.



fix spelling

He hit teh ball.



insert a period

He hit the ball.

Proofreader's Checklist



► When you proofread a paper, you check for and correct mistakes in grammar, spelling, capitalization, and punctuation. Use these tips to help you as you proofread:

- Read your paper aloud to focus on each word.
- Slide a blank sheet of paper down each page as you read so that you can focus on one line at a time.
- Use a checklist like the one below. Make a check mark next to each step as you complete it.

Grammar

- ___ I used complete sentences.
- ___ My sentences sound right.
- ___ My sentences make sense.

Spelling

- ___ I spelled all words correctly.
- ___ I used a dictionary to check words I was unsure of.

Capitalization

- ___ I capitalized the beginnings of sentences.
- ___ I capitalized all proper nouns.

Punctuation

- ___ I ended each sentence with the correct punctuation mark.
- ___ I used commas in dates and addresses.
- ___ I used quotation marks correctly.

Writing Conferences

The purpose of a writing conference is to deepen your understanding of a student's work and to provide individualized instruction that will help students grow as writers. An effective writing conference has two objectives:

- To listen carefully to the student's reading aloud of his or her writing in order to gain an overall understanding of the student's work.
- To provide individualized instruction, based on information gathered in the conference.

The following suggestions may be used for planning and holding writing conferences:

- At the beginning of the year, keep conferences informal. Circulate through the room, engaging students in discussions about their writing.
- Choose a few students to conference with each day.
- Allow students to read their writing to you and to talk first.
- Be prepared with questions to help students get started, use strategies, or take their writing to the next step.
- Focus on correcting one or two things—areas that are typically challenging for the student or any recently taught concepts.
- Help the student identify strengths and weaknesses in their writing.
- Help the student decide what to do next.

You may wish to ask the following questions during the stages of the writing process:

PREWRITING

- What are some topics you might write about?
- What would be a good way to start this piece of writing?
- What are some ideas you would like to include?

DRAFTING

- What is the most important idea you are trying to express? Can you tell me more about this?
- What is the best way to organize your ideas?

REVISING

- Does this sentence belong here? Should it be moved somewhere else or taken out?
- How can you make your ideas clearer to readers?
- What do you think is the weakest part of this paper? What can you do to make it strong?
- How can I help you make your writing better?

Use the specific writing conference forms on the following pages to guide your discussion of students' writing.

Alternatively, you may want to have students use the forms to peer-conference about their writing. Before beginning the conference, distribute the appropriate form to students, and have them complete the self-reflection. Add the completed form to students' writing portfolios.

Writing Conference: Personal Narrative

Author: _____ Date: _____

Title: _____

SELF-REFLECTION

I read this piece aloud to myself: once _____ twice _____ many times _____

The part I like best is _____

One change I made based on my rereading was _____

One thing I would like help with is _____

TEACHER/PEER EVALUATION

Date: _____ Feedback from: _____

- Are the story events in an order that makes sense? yes/no

Comments: _____

- Does the writer use sentences properly? yes/no

Comments: _____

- The part I liked best is _____

- One part that I think could be revised is _____

Writing Conference: Response to a Story

Author: _____ Date: _____

Title: _____

SELF-REFLECTION

I read this piece aloud to myself: once _____ twice _____ many times _____

The part I like best is _____

One change I made based on my rereading was _____

One thing I would like help with is _____

TEACHER/PEER EVALUATION

Date: _____ Feedback from: _____

• Does the writer include a short summary that shows understanding of the story? yes/no

Comments: _____

• Does the writer connect the story to his or her own life? yes/no

Comments: _____

• Does the writer use different types of sentences? yes/no

Comments: _____

• Are ideas supported with examples from the story? yes/no

Comments: _____

• One thing the writer did well is _____

• One part that I think could be revised is _____

Writing Conference: Friendly Letter

Author: _____ Date: _____

Title: _____

SELF-REFLECTION

I read this piece aloud to myself: once _____ twice _____ many times _____

The part I like best is _____

One change I made based on my rereading was _____

One thing I would like help with is _____

TEACHER/PEER EVALUATION

Date: _____ Feedback from: _____

• Does the writer use the proper form for friendly letters? yes/no

Comments: _____

• Is the writing in an order that makes sense? yes/no

Comments: _____

• Does the writer use proper nouns correctly? yes/no

Comments: _____

• The part I liked best is _____

• One part I think could be revised is _____

Writing Conference: Story

Author: _____ Date: _____

Title: _____

SELF-REFLECTION

I read this piece aloud to myself: once _____ twice _____ many times _____

The part I like best is _____

One change I made based on my rereading was _____

One thing I would like help with is _____

TEACHER/PEER EVALUATION

Date: _____ Feedback from: _____

- Does the story have a beginning, a middle, and an ending? yes/no

Comments: _____

- Does the writer include characters and a setting? yes/no

Comments: _____

- Does the writer use words that help readers picture the events? yes/no

Comments: _____

- Does the writer use correct punctuation and spelling? yes/no

Comments: _____

- The part I like the best is _____

- One part I think could be revised is _____

Writing Conference: Description

Author: _____ Date: _____

Title: _____

SELF-REFLECTION

I read this piece aloud to myself: once _____ twice _____ many times _____

The part I like best is _____

One change I made based on my rereading was _____

One thing I would like help with is _____

TEACHER/PEER EVALUATION

Date: _____ Feedback from: _____

- Does the writer use words that help readers picture what is being described? yes/no

Comments: _____

- Is the writing in an order that makes sense? yes/no

Comments: _____

- Does the writer describe the object well enough for you to know what it is? yes/no

Comments: _____

- Does the writer use correct spelling and punctuation? yes/no

Comments: _____

- The part I liked the best is _____

- One part I think could be revised is _____

Writing Conference: Research Report

Author: _____ Date: _____

Title: _____

SELF-REFLECTION

I read this piece aloud to myself: once _____ twice _____ many times _____

The part I like best is _____

One change I made based on my rereading was _____

One thing I would like help with is _____

TEACHER/PEER EVALUATION

Date: _____ Feedback from: _____

- Are the topic and supporting ideas clear? yes/no

Comments: _____

- Is the writing in an order that makes sense, such as by main ideas and details? yes/no

Comments: _____

- Does the writer use information from more than one source? yes/no

Comments: _____

- Does the writer use text features such as headings? yes/no

Comments: _____

- One thing the writer did well is _____

- One part that I think could be revised is _____