

# Contents

<b>Overview of the Concept: Patterns and Events . . . . .</b>	<b>3</b>
<b>Extending and Reinforcing the Concept Using the InfoRead Little Books</b>	
My Day . . . . .	7
My Busy Week. . . . .	11
Seasons Come and Go . . . . .	14
First Day . . . . .	18
Picnic Plans . . . . .	21
A Trip by Train . . . . .	25
<b>Blackline Masters . . . . .</b>	<b>29</b>

# Overview of the Concept: Patterns and Events

## Book Summaries

Title	Level	Summary
<b>Patterns</b> My Day	D	In this illustrated realistic narrative, Cathy recounts the events of her day, starting with breakfast and ending with bedtime.
My Busy Week	F	With the help of her grandmother, a girl makes a chart of her weekly schedule in this illustrated realistic narrative. Her schedule includes her daily chores, activities, and recreation.
Seasons Come and Go	I	Through poetry and photographs, this informational text explores the weather, clothing, and activities that are characteristic of each of the four seasons.
<b>Events</b> First Day	C	This illustrated realistic narrative describes Amal's morning routine as he gets ready for his first day of Grade One.
Picnic Plans	E	In this illustrated realistic narrative, a family gets ready to go on a picnic. Together they prepare the food, except for little sister Anna, who sleeps until it's time to go.
A Trip by Train	J	This illustrated realistic narrative describes a girl's first train trip with her family. It details the order of events leading up to and including the trip, until the family's destination is reached.

## Target Outcomes

WNCP/Manitoba	Ontario
I-K-T-020: Describe how the repeating patterns of the seasons influence their lives	<p>Heritage and Citizenship: Understanding Concepts:</p> <ul style="list-style-type: none"> <li>Identify significant events in their lives (e.g., their first day of school, a trip)</li> <li>Describe simple patterns that influence their daily lives (e.g., the school day, week, year, seasons)</li> </ul> <p>Canada and World Connections: Understanding Concepts:</p> <ul style="list-style-type: none"> <li>Identify ways in which people travel around the community (e.g., bus, car, bicycle)</li> </ul>

## Related Resources

- A Tree Through the Seasons* (CD) by National Geographic (Buffalo, NY: National Geographic, 1994).
- A Tree Through the Seasons* (kit) by National Geographic (Washington, DC: National Geographic, 1985).
- Arthur's First Sleepover* by Marc Brown (Boston: Little Brown & Co., 1994).
- Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (New York: Scholastic, 1989).
- Berenstain Bears Go to School* by Stan and Jan Berenstain (New York: Random House, 1985).
- Berenstain Bears Go to Camp* by Stan and Jan Berenstain (New York: Random House, 1982).
- Changing Seasons* by Rose Greydanus (Mahawh, NJ: Troll Associates, 1983).
- Clifford at the Circus* by Norman Bridwell (New York: Scholastic, 1993).
- Clifford's Birthday Party* by Norman Bridwell (New York: Scholastic, 1988).
- Clifford Takes a Trip* by Norman Bridwell (New York: Scholastic, 1991).
- Franklin's Class Trip* by Paulette Bourgeois (Toronto: Kids Can Press, 1999).
- Franklin Goes to School* (kit) by Paulette Bourgeois (Toronto: Kids Can Press, 2001).
- Going to School* by Anne Civardi (London: Usborne Publishing, 1993).
- Hello School! A Classroom Full of Poems* by Dee Lillegard (New York: Dell Dragonfly, 2003).
- Little Brown Bear Won't Go to School* by Jane Dyer (New York: Little, Brown and Co., 2002).
- Mouse's First Day At School* by Lauren Thompson (New York: Simon & Schuster, 2003).
- The Party* by Barbara Reid (Toronto: Scholastic, 1997).
- Sweet Briar Goes to School* by Karma Wilson (New York: Dial Books for Young Readers, 2003).
- The Very Busy Spider* by Eric Carle (New York: Philomel Books, 1985).

## Introducing the Concept

Choose one or more of these large-group activities to introduce the concept of "Patterns and Events."

### Make a Class Calendar

Affix 12 large pieces of paper to the wall or blackboard. Title each one with a month of the year. Ask the students, *In what month does school start? When does it end?* Print "school" on each month from September to June. Ask, *What happens in July and August?* Print "summer holidays" on these two months. Go through each month, filling in special days, events, and so on. You may have to give the students clues about some of the special days. Draw simple illustrations beside each special day or holiday for the students as a reference. You may also choose to include the student's birthdays on the appropriate months.

### **Brainstorm Important Events**

Talk to the students about some of the important events in your own personal life. Mention the birth of a baby, a move to another home or school, a trip, and so on. Ask students to share some of the important events in their lives and list them on chart paper.

### **Mime Events and Routines**

Discuss daily, weekly, and yearly events and routines with students and record each one under separate headings on chart paper. Ask, *What are some of the things you do every single day? What are some things you do once, or a few times, a week? What are some things that happen only once a year?* Using the list, have individual students come up, choose an activity from the class list, and mime the activity. The first student to guess what they're miming takes a turn.

### **Culminating Activities**

These activities are meant to be used following the work with the Little Books for this concept. You may want to use any of these activities as a basis for evaluation of students' understanding of the concept of "Patterns and Events."

#### **Make a Special Event Booklet**

Have the students choose three special days or events to write about. These may include a holiday, a "first day" of something, or any other day the student feels is special to him or her. Have the students make a booklet about their special days or events and illustrate.

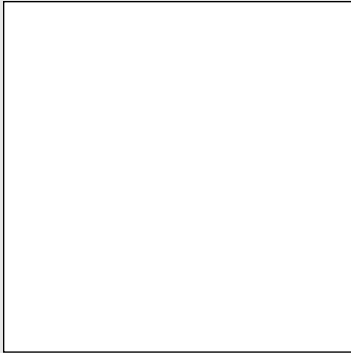
#### **Draw a Trip Story**

If the class has been on a field trip, this performance task may focus on that, otherwise you may choose to take the students on a tour of the school grounds. Visit a number of locations and note the details that relate to the current season, as well as anything relating to upcoming special days or events.

Back in the classroom, have the students work individually or in pairs to draw a series of pictures to show what they did and saw on their trip. These should be numbered in the correct sequence or bound together in the correct order. It may start with the students lining up and going outside, and end with them arriving back in the classroom. Have the students present to the class by giving an oral presentation of their pictures, in the correct sequence.

### **Illustrate the Four Seasons**

Give each student a large piece of drawing paper that has been pre-cut into a circle. Have the students fold their papers into four equal parts. Label each section with the name of one of the four seasons. Students may cut pictures from magazines, catalogues, or old greeting cards that depict some aspect of a season, then glue them onto the correct section of the circle. Depending on their skill level, you may also ask them to print captions. Encourage the students to represent the weather, activities, and events that occur during each season. Students may present their large circles to the class, discussing the images they chose and the reasons for their choices. Help them to understand the significance of showing the seasons in a circle—that it indicates the never-ending cycle of season following season, always in the same order.



## Level D

### Text Type

narrative (realistic)

### Word Count

79 (not including print within illustrations), 97 (including print within illustrations)

### High Frequency Words

a, after, eat, for, go, good, have, home, I, in, is, it, me, mom, my, see, the, then, to, we, with, you

### Content Words

morning, breakfast, school, read, lunch, friends, afternoon, gym, after, babysitter, evening, supper, games, bath, teeth, bedtime, night

### Text Features

- 16-page book
- 2–4 lines per page
- illustrations
- strong picture clues
- print within illustrations
- clocks within illustrations

### Working with Words

Two-Letter Words

### Cross-Curricular Links

Drama

Health

Mathematics

Social Studies

# My Day

## Before Reading

Write the title “My Day” at the top of chart paper or a whiteboard. Create a three-column chart with the words “Morning,” “Afternoon,” and “Evening,” heading each column. Ask the students to tell you some of the things they do at these times of the day. Try to elicit the words “breakfast,” “lunch,” “supper,” as well as some of the other content words listed above.

## Previewing the Text

- Show the cover of the book and read the title. Read the words on the cover of Cathy’s book to the students.
- Say, *This book is about the different things that Cathy does in the morning, in the afternoon, and in the evening.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Ask, *Do you think it is morning, afternoon, or evening? Why do you think so?* Accept responses relating to the picture (e.g., eating breakfast, the sun rising, or the time on the clock), as well as responses relating to the text (e.g., “This word starts with an ‘m’ like morning”). Write the word “it” on the board. Say, *Sometimes this word starts with a capital letter.* Write “It” on the board so that the students may compare the two forms of the word, then have them locate the word within the text. You may wish to discuss the time on the clock in this picture and subsequent pictures.

**Pages 4–5:** Say, *Cathy finishes her breakfast, then where does she go?* (school) Have the students say the word “then” slowly. Ask, *What do you hear at the beginning of “then”?* Explain and/or review the “th” sound and have the students locate the word “then” on the page. Ask, *What do they do at school?* (read books)

**Pages 6–7:** Ask, *What is it time for now?* Say, *Yes, it is time for lunch. Who do you think Cathy eats lunch with?* (elicit “friends”) Ask the students to say the word “with” slowly and ask, *What do you hear at the end of “with”?* Again,

discuss the “th” sound and have the students locate the word “with” on the page.

**Pages 8–9:** Ask, *What time of day is it after lunch? Say, “Afternoon” is a big word, but there’s a word we know at the beginning.* Elicit “after” and have the students “frame” that word with their two forefingers. Ask, *Where does Cathy go in the afternoon?* (elicit “gym”) Have the students say “gym” slowly and ask, *What do you hear at the beginning?* (accept “g” or “j,” and have the students locate the word on the page) Ask, *Do you think the students are having fun?*

**Pages 10–11:** Ask, *Where do you think Cathy is now?* (elicit “babysitter”) *When does she go to the babysitter?* Elicit “after school,” and ask the students to locate the word “after.” You may wish to refer to page 8 to compare “After” with “afternoon.” Ask, *Where does Mom take the kids after she picks them up? Yes, she takes them home.*

**Pages 12–13:** Say, *Cathy is busy in the evening.* Ask, *What does she do in the evening?* (elicit “supper,” “read,” and “games”) If the students refer to the pictures to respond, ask, *What is another way you could check to see if you’re right?* (text)

**Pages 14–15:** Ask, *What two things does Cathy do next?* Use the phrase “take a bath” in your discussion. Ask, *What do you think she is going to do next?*

**Page 16:** Ask, *Were you right? Is it bedtime? What do you think Mom says to Cathy when it’s time to turn out the lights?* (elicit “Good night” and have the students locate the phrase on the page) Read the last line of text to the students to model fluency, then have them practise reading that line. Say, *Put the words together and make it sound like talking.*

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- Review the chart made during the Before Reading activity. Ask, *Is there anything from Cathy’s day that is not on our list for morning, afternoon, or evening?* Allow the students to search the text to respond and add any new activities to the chart.
- Have the students complete **BLM 1: Cathy’s Day** by cutting out the sentences and putting them in sequence. Students can then paste the sentences into a workbook.

- Using the pictures as a guide, ask individual students to retell the story, focusing on the beginning (morning), middle (afternoon), and end (evening).
- Working in pairs, have students reread alternate lines/pages of the text.

### **Working with Words: two-letter words**

Discuss the difference between a “letter” and a “word.” Write various easy words on the board and have the students count the letters in each word. Ask the students to search the text and write down all of the two-letter words (it, is, my, go, to, we, me, in). As an extension, you may ask the students to list the three-letter words from the text (eat, for, gym, fun, the, Mom, see, you).

### **Extending Activities**

#### **Making Lists**

On chart paper, model the format for making a list. Ask the students to list some of their favourite things related to an aspect of the book (e.g., My Favourite Games). Then have the students return to their desks and generate their own lists on such topics as favourite lunches, bedtime stories, suppers, and so on.

#### **My Day**

Prepare accordion books in advance. Use a 15 x 60-cm piece of paper and fold it into four equal parts. In the first section have the students write the title (e.g., “Jeremy’s Day”). In the following sections, have the students print “In the morning, I \_\_\_\_\_. In the afternoon, I \_\_\_\_\_. In the evening, I \_\_\_\_\_.” The students complete the sentences in each section and illustrate them. When finished, the students share their books with each other.

#### **Making Comparisons**

Have the students compare their own daily routines to Cathy’s. Give each student a large piece of drawing paper, folded vertically in the middle. On the left side, have the students draw examples of Cathy’s activities throughout the day. On the right side, the students draw their own activities during that part of the day. Students can then present their drawings, comparing the two sets of activities. Some suggestions for comparison are morning breakfast, at-school activity, after-school activity, home activities in the evening, and bedtime routines.

### **Cross-Curricular Links**

#### **Drama**

Have students act out, or mime, different daily activities, individually or in small groups. The rest of the class then guesses what the activities are and at what time of day they occur.

**Health**

Discuss the book with the class from the perspective of healthy living. Make a list of the things Cathy did that showed she takes care of herself (e.g., rest, nutritious food at lunchtime, exercise, and personal hygiene).

**Mathematics**

As a group activity, have the students search the illustrations in the book and find the times that are displayed on the clocks. Use a teaching clock to demonstrate each of the times for the students, and discuss the various times of day (e.g., morning, afternoon) that these times coincide with. The times shown in the illustrations are 8:00, 10:00, 12:00, 2:00, 5:00, 6:00, 7:00 and 8:00.

**Social Studies**

Note: Cathy is a child with Down Syndrome. You may choose to discuss this with the students to determine what their knowledge or experience includes. Or you may simply explain that, because she has Down Syndrome, Cathy has difficulty learning to do some of the things that other children do more easily, and that she needs more help from others to learn. With that in mind, have students go through the book and list the people in her life, and discuss how they help her to learn, to play, and to have fun. Talk about the things she does all by herself, and what things she does with others. Invite the students to compare Cathy's life with their own.

# My Busy Week

## Before Reading

Post one or two pieces of chart paper on the wall or blackboard. Create seven columns and label each one with a day of the week. Ask, *What do you do on Sunday?* Record the students' responses on the Sunday section of the chart. Repeat for the rest of the week, writing several ideas for each of the days. For school days, be sure to print "school" in the same position on each section. Students' chores at home should be included, as well as any outside school activities.

## Previewing the Text

- Show the cover of the book and read the title. Discuss the art.
- Say, *This story is about a busy girl who makes a chart to help her keep track of all of the things she does during the week.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Say, *The girl makes a chart to show what she has to do on every day of the week.* Discuss or practise saying the short "e" sound at the beginning of "every" and have the students locate the word on the page. Ask, *Do you see the word "every" anywhere else on the page? On what day of the week does the girl always make her chart? Elicit "Every Sunday,"* and discuss the two familiar parts of the word "Sunday." Ask, *Who helps her with her chart? Say, Check the words to see if you're right.*

**Pages 4–5:** Discuss the italicized word "some" and model how to read the word with emphasis. Have the students practise reading the first sentence with the proper inflection. Read the list of activities to students and say, *She already has them printed on her chart.* Have the students locate the word "already" on the page and say, *The beginning of the word "already" looks a bit like a little word you know. Ask, Which little word does it remind you of? (all*

**Pages 6–7:** Say, *This is the girl's chart for the whole week. Her grandma typed in the things she does every day.* Point them out on the chart, then say, *There are other things on the chart too. Ask, What does the girl do for the extra things?*

## Level F

### Text Type

narrative (realistic)

### Word Count

122

### High Frequency Words

a, and, are, at, day, do, for, get, go, have, here, I, in, is, it, make, me, my, of, on, over, some, the, they, this, to, too, we, what

### Content Words

every, Sunday, chart, week, Monday, soccer, Tuesday, piano lesson, Wednesday, library, Thursday, hockey practice, Friday, friend, Saturday, tidy, groom, family games day, prize, busy week

### Text Features

- 16-page book
- 1–5 lines per page
- illustrations
- moderate picture clues
- varying text placement
- print within illustrations
- charts
- lists
- italics

### Working with Words

"ay" Endings

Cross-Curricular Links

Art

Social Studies

Elicit or give the words “write in” and use those words in your discussion. Focus the students’ attention on the word “write” and discuss its unconventional spelling, then have them practise reading that line of text, making sure to say the words “write in” together and quickly.

**Pages 8–13:** Say, *Now the book is going to tell us the extra things the girl does on each day of the week. Ask, Which day does it start with? Which day will we read about next?* On subsequent pages, have the students identify the day of the week and the activity outlined in the picture. Provide support for any unfamiliar words (e.g., “practice,” “groom”). Read the chart on each page.

**Pages 14–15:** Ask, *What is the family doing? Say, Yes, Sunday is Family Games Day. They each get something when they play games. Look at the words to find out what they each get on Family Games Day (prize). Ask, Are they having fun?* Have the students find the line of text that proves they are right. Read the Sunday list with the students.

**Page 16:** Say, *There’s one more thing that the girl does on Sunday. Ask, What is it? (elicit “makes a new chart”) Which day starts another busy week for the girl? (Monday) How do you know? (text or print within art)*

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- Encourage the students to reread the book together as a group, independently, or with a partner.
- Have students use their books to find answers to questions such as the following:  
*How many activities are “everyday” activities?*  
*What are her everyday activities?*  
*What is special about Friday this week?*  
*How many of her activities involve animals?*  
*What do you notice about the new chart she is making at the end of the book?* (It’s the same as the previous week’s chart.) *What do you think the next week’s chart will look like?*  
*What is she writing on her chart for the next week? (dentist) What day?*
- Have students complete **BLM 2: A Very Busy Week** by cutting out and gluing each activity under the correct heading.
- Discuss with the students the meaning of the word “chore.” Together, make a list of the chores, or jobs, that the girl in the story does (feed the chickens, set the table, play with the dogs, tidy room). Ask, *Which chore do you think the girl enjoys doing the most?* Ask the students to provide reasons for their answers.

- Refer to the chart made in the Before Reading activity. Ask the students to compare their chart with the girl’s chart in the book. Ask, *What activities appear on both charts? What activities only appear on one of the charts?*
- Have students complete **BLM 3: Which Day Is It?** by printing the correct day of the week beside each activity.

### **Working with Words: “ay” endings**

Talk about words that end in “ay,” giving examples (stay, may, today, way). Discuss the sound that is made when those two letters appear together. Have the students search the text and find all of the words that end in “ay” (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, play, day). Brainstorm more “ay” words to add to the list.

### **Extending Activities**

#### **Make a Chart**

Have the students make their own chart of their daily activities. Provide a template of the columns and headings on chart paper for the students to copy. The students may list the things they do on each day of the week and/or use illustrations.

#### **Days and Months**

Focus the students’ attention on the days of the week in the text and ask, *What do you notice about the first letter of each of these words?* (upper-case) Show the students a calendar and point out the months of the year, drawing attention to the upper-case letter at the beginning of each word. Practise saying the days of the week and the months of the year by rote with the students. Provide word cards with the days and months printed on individual cards. Have the students work in groups to sort the cards into days and months, and then arrange them in the correct order. Discuss how the *order* of the days of the week and the months of the year never changes, although things related to them can change (e.g., weather, activities).

### **Cross-Curricular Links**

#### **Art**

Have the students make a collage similar to the one on the cover of the book. The collage should represent the activities that keep the students busy during the week. They may use their own drawings and/or pictures from magazines.

#### **Social Studies**

Discuss the chores that the students do at home and at school and record them on chart paper. Provide blank booklets to the students and ask them, on each page, to write about and illustrate one of the chores they do at home and at school.

# Seasons Come and Go

## Before Reading

Show pictures representing each season to the students, and ask or help them to name the four seasons. Ask, *What do you know about the four seasons?* Begin a KWL (What I **K**now, What I **W**ant to Know, What I **L**earned) chart, and record the students' answers in the "What I Know" column. Ask, *What else would you like to know about the seasons?* Write the students' ideas in the "What I Want to Know" column on the chart.

## Previewing the Text

- Show the cover of the book and say, *Each picture shows one of the seasons.* For each picture, ask the students for the clues that tell them which season it represents. Read the title.
- Say, *This is a rhyming book about the four seasons. It talks about the different kinds of weather, the clothes we wear, and what people do during spring, summer, fall, and winter.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Say, *Winter's gone, and everything is starting to grow.* Point to the title and say, *The book starts with spring.* Ask, *What signs of spring do you see in the pictures?* (elicit "planting," "new leaves," "fresh air") Ask, *In spring there's no more snow, so what are some of the winter clothes we can take off when spring arrives?* Add the words "no more" to the students' responses (e.g., say, *No more boots. Right. No more scarves.*).

**Pages 4–5:** Ask, *Is it still spring? How do you know?* (pictures and text) Discuss the pictures and elicit the words "flowers" and "puddles." Ask, *What kind of weather do we often have in spring?* Say, *Yes, it "rains and rains."* Find a word that rhymes with "rains": *it's where all the water goes.* (drains) Discuss or explain the expression "Spring is in the air."

**Pages 6–7:** Ask, *Which season comes after spring?* Say, *Read the words and find something the kids don't have to wear anymore, since spring is over.* (rubber boots) Ask, *What has the spring rain changed to?* (summer heat) *The story says*

## Level I

### Text Type

informational text/poetry

### Word Count

285

### High Frequency Words

a, and, are, away, back, can, come, day, for, get, go, has, here, in, is, it, like, little, make, no, on, or, out, put, the, them, there, to, want, we, when, will

### Content Words

spring, leaves, planting, flowers, puddles, summer, sunscreen lotion, ocean, shorts, sandals, fall, jackets, squirrels, chilly, winter, snowsuits, scarves, mitts, blowing snow, icy streets, boots, hockey, snowball fights

### Text Features

- 16-page book
- 6–9 lines per page
- photographs
- moderate picture clues
- headings
- rhyme

### Working with Words

Rhyming Words

### Cross-Curricular Links

Art

Social Studies

Science

*“the weather’s fair”—what does that mean? What is the man putting on the little boy to protect him from the sun? (sunscreen lotion) If they haven’t already, ask the students to locate the words “sunscreen lotion” on the page.*

**Pages 8–9:** Say, *“Summer days are long and hot.”* Ask, *What do kids like to do in the summer? What clothes do we wear in summer?* (elicit “shorts,” “sandals,” “bathing suits”)

**Pages 10–11:** Say, *“Summer’s gone,”* then ask, *Which season comes after summer? What do you see in these pictures that tells you it is fall?* (leaves changing colour, back to school, jackets) Ask, *What makes the leaves blow off the trees?* Use the words “fall winds” in your discussion (e.g., say, *Yes, the fall winds are very chilly and blow the leaves off the trees.*)

**Pages 12–13:** Say, *Some animals do special things in the fall.* Ask, *What are the birds doing? Say, Winter birds don’t fly away. They get ready, or “prepare,” to stay for the winter.* Have the students locate the word “prepare.” Ask, *What do squirrels try to find to prepare them for the winter? What do they do with the nuts?* (elicit “put away,” “save”) Ask, *How would you describe the air if it’s a little bit cold outside?* (elicit “chilly”)

**Pages 14–15:** Say, *Fall is gone.* Ask, *What is the next season? What special clothes are these people wearing because it is winter?* (elicit “snowsuits,” “scarves,” “mitts,” “hats,” “hoods,” “winter boots”) Say, *Yes, we need warmer clothes in winter.* Ask, *What happens to the streets and sidewalks in winter that makes it hard to walk?* (get icy)

**Page 16:** Discuss the activities in the pictures (snowball fight, hockey game), and briefly explain that nights are longer in winter. Ask, *If this is winter, what season is just around the corner?* Read the following line of text to students: *“We know the days will soon get warmer,”* and have the students choral read the last line.

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- Refer back to the KWL chart and complete the “What I Learned” section.
- Have the students find specific information in the text to prove their answers to the following questions:

*Which season has a lot of rain? (p. 4)*

*Which season has long, hot days? (p. 8)*

*In which season do the leaves turn red, orange, and brown? (p. 10)*

*During which season do new green leaves grow on trees? (p. 2)*

*When do people wear shorts and sandals? (p. 8)*

*When do you usually play hockey? (p. 16)*

*When do you usually get a runny nose? (p. 14)*

- Have the students complete the cut-and-paste activity on **BLM 4: Which Season Is It?**
- Encourage the students to reread the book together as a group, independently, or with a partner.

### **Working with Words: rhyming words**

Make a chart together listing the rhyming words found in the book. When complete, discuss the words that have obvious spelling patterns as well as those that sound the same but are spelled differently.

### **Extending Activities**

#### **Painting a Season**

Ask the students to paint a picture of their favourite season. Remind them to include weather conditions, clothing, and an appropriate activity for that season in their paintings.

#### **Make Seasonal Word Balls**

Cut four circles for each student out of construction paper. Students print the name of the seasons, one on each circle. Review some of the seasonal words used in the poem, and suggest any others. Have the students print spring-related words on the spring circle and continue for the other seasons and circles. When complete, fold each circle in half, vertically. Glue the right half of the spring circle to the left half of the summer circle. Glue the right half of the summer circle to the left half of the fall circle. Glue the right half of the fall circle to the left half of the winter circle. Complete by gluing the right half of the winter circle to the left half of the spring circle. These seasonal balls may be hung from the ceiling.

### **Cross-Curricular Links**

#### **Art**

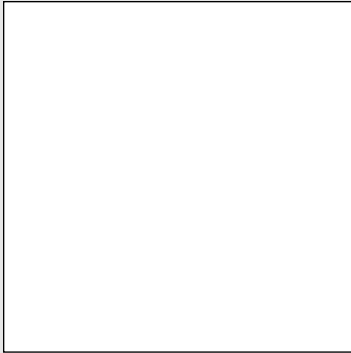
Have the students bring shoeboxes to school. Ask them to cut and paste magazine words and pictures inside the shoebox to illustrate one of the seasons, and/or use their own illustrations. They may also use playdough to sculpt people, seasonal activities, and so on.

**Social Studies**

Make copies of a large, blank calendar page for each student. At the end of each day, brainstorm with the students some of the school activities that occurred that day. You could say, *Hey, hey, what do you say? What did you learn in school today?* Have each student record an activity at the end of the day in each square to let parents know and review what was done in class that day. Calendars can be sent home weekly or at the end of each month. In addition to its social studies connection, this provides valuable information for parents.

**Science**

Have the students keep a daily weather journal for a given period of time during each season. They should record and describe the weather. Results may be compared as the seasons progress.



## Level C

### Text Type

narrative (realistic)

### Word Count

64 (not including print within illustrations), 103 (including print within illustrations)

### High Frequency Words

a, am, at, eat, get, go, I, in, mom, my, out, see, the, to, up, we, with

### Content Words

wake up, brush, teeth, get dressed, comb, hair, breakfast, school, classroom, teacher, friend, desk, wave, read, grade one

### Text Features

- 16-page book
- 1 line per page
- illustrations
- strong picture clues
- print within illustrations

### Working with Words

One-, Two-, and Three-letter Words

### Cross-Curricular Links

Social Studies  
Drama

# First Day

## Before Reading

Ask the students, *What do you remember about your first day of Grade One?* Begin a discussion about how the students get ready for school. On chart paper, make a cooperative list of the students' ideas of what they do to get ready in the morning.

## Previewing the Text

- Show the cover of the book and read the title. Discuss the art. Ask, *What do you think this is the first day of?*
- Tell the students that this is a book about a “first day” for Amal, and that they'll have to read the book to discover what “first day” it is.
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Page 2:** Ask, *How do you think Amal feels when he wakes up?* Have the students say the word “happy” slowly and ask, *How do you think the word “happy” starts? What other sounds can you hear?* Have the students locate the word on the page and confirm their responses.

**Page 3:** Ask, *What does Amal do next? How do you know?* (picture) *How can you check to see if you're right?* (text)

**Pages 4–5:** Ask, *What two things does Amal do next?* Continue asking the students to check the text to confirm responses. Focus on the first letters of words.

**Pages 6–7:** Ask, *What does Amal do with his family on page 6? On page 7, who does Amal go out the door with?*

**Page 8:** Ask, *What does Amal do with Mom?* Exaggerate the initial sounds as you ask, *How do you think the word “walk” starts? How do you think the word “with” starts?* Say, *Both of these words start with a “w,” so we need to check the other letters.* Have the students say both words slowly to see what they can hear at the ends of the words, then check the text to confirm.

**Page 9:** Ask, *Where are Amal and his mom now?* Say, *Yes, they are at the school and are ready to go in.* Focus the students' attention on the word “into” and ask, *What little*

*part do you know at the beginning of this word? (in) What little part do you know at the end? (to) Do you think you know what “first day” it is for Amal now?*

**Pages 10–11:** Ask, *Where do they go now?* (elicit “classroom”) *Who do they see there?* (elicit “teacher”)

**Pages 12–13:** Say, *Amal and a boy named Pete wave to each other.* Ask, *Who do you think Pete is?* (elicit “friend”) *Where does Amal sit?* (desk) *How do you think the word “desk” starts?* Say, *Find the word “desk” on page 13 to see if you’re right.*

**Page 14–15:** Say, *Amal waves goodbye to his Mom.* Ask, *What does Amal’s teacher do with them?*

**Page 16:** Ask, *What is Amal’s “first day”?* (first day of school *and* first day in Grade One) *Do you think Amal is excited about being in Grade One?* Explain the exclamation (“exciting”) mark at the end of the sentence. Model, then have the students practise reading the sentence with proper emphasis.

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- Using the pictures as a guide, ask individual students to retell the story.
- Point out to the students that, throughout the story, it’s not stated what the “first day” refers to until the end, but that there are clues. Go through the book again, looking for clues that tell them that it’s the first day of school, and that it’s Amal’s first day in Grade One. For example, on page 2, the first Tuesday in September is circled.
- Go over the list made in the Before Reading activity. Check to see if Amal did some or all of the things listed on chart paper. Add any of Amal’s activities that were not included.
- In pairs, have the students read alternate pages of the book, then switch roles and reread.
- Have students complete **BLM 5: Getting Ready for First Day** by cutting out the sentences and pasting them in the correct sequence. Have them draw something that goes with each sentence, such as a bowl of cereal for “breakfast,” or a comb for “comb my hair.”

### **Working with Words: one-, two-, and three-letter words**

Have students search the text and use **BLM 6: One-letter, Two-letter, Three-letter Words** to list all of the one-, two-, and three-letter words. One-letter words: I, a. Two-letter words: up, my, go, we, to, at, am, in. Three-letter words: get, out, Mom, the, see, sit, one.

### **Extending Activities**

#### **Make a “Morning Routine” Book**

Using pictures and/or text, have the students create their own booklets that outline their morning routines in the correct sequence. They may model these booklets on the book, and refer to it for unfamiliar spellings.

#### **Make a “First Time” Big Book**

Make a list with the students of all their “first times” doing things. For example, the first time in a new house, the first time they went to the dentist, the first time they went on a roller coaster, the first time they rode a bicycle, and so on. Have each student choose one “first time.” Provide large sheets of drawing paper and have the students illustrate the activity or event and print a short sentence at the bottom of the page. Bind all the papers together to make a class Big Book called “First Times.”

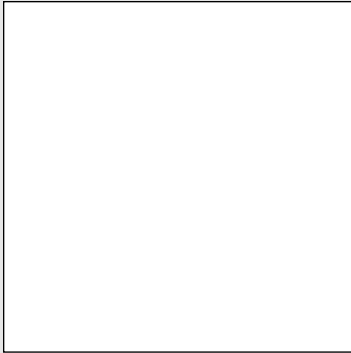
### **Cross-Curricular Links**

#### **Social Studies**

Have the students talk about and draw pictures relating to their first day of school in Grade One. Mount their stories and pictures on a class accordion book. To make the accordion book, use long pieces of Bristol board, taped together. Each story or picture could be stapled to one part of the accordion book. Display the book by standing it up on a table.

#### **Drama**

Discuss with the students the various feelings they have when they are doing something for the first time. Talk about feelings of excitement, fear, surprise, shyness, and so on. Working in pairs or small groups, have the students decide on a “first time” activity and assume the roles of the people involved. They may then mime the activities, while members of the audience have to guess the “first time” activity and the feelings of the characters.



## Level E

### Text Type

narrative (realistic)

### Word Count

144

### High Frequency Words

a, an, and, are, at, can't, dad, for, from, get, go, going, have, I, in, is, it, look, make, mom, of, on, out, she, some, the, to, too, up, we, what, with

### Content Words

tomorrow, picnic, wake up, asleep, bake cookies, vegetables, salad, sandwiches, fruit, basket, cookie, kitchen

### Text Features

- 16-page book
- 1–5 lines per page
- illustrations
- moderate picture clues
- thought bubble
- dialogue
- italics

### Working with Words

Two-Syllable Words

### Cross-Curricular Links

Health

Mathematics

# Picnic Plans

## Before Reading

Display items related to picnics, such as a picnic basket, a checkered tablecloth, plastic plates, cups, and cutlery, bug repellent. Encourage the students' spontaneous comments about these items to establish the link with "picnic."

Ask, *What is a picnic? Have you ever been on one?* Discuss the students' experiences and ask, *Where did you go on your picnic? Who went with you? What foods did you take?* Record the students' responses on chart paper.

## Previewing the Text

- Show the cover of the book and read the title.
- Ask, *Who are the characters we see here? What are they doing? What you don't know from this picture is that there is another member of the family that we don't see. Let's see who it is and what she's doing.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Page 2:** Ask, *What time of the day is it? (nighttime) What is the girl thinking about? (picnic) Say, Yes, tomorrow she and her family are going on a picnic.* Ask the students to say the word "tomorrow" slowly and emphasize the initial sound in your own pronunciation. Ask, *What do you hear at the beginning of "tomorrow"?* Have the students locate the word on the page and discuss the little part they know at the beginning. Then say, *The girl is so excited that she says "I can't wait."* Discuss and/or explain the meaning of the phrase "I can't wait" with the students. You may also wish to discuss the contraction "we're."

**Page 3:** Ask, *Now what time of the day is it? How do you know it's early? (picture and text).* Focus the students' attention on the word "early" and discuss its unconventional spelling. Then say, *Find the words that tell you what Anna is doing.* You may wish to focus briefly on the "st" blend in the word "still."

**Page 4:** Say, *The girl goes downstairs quickly because she's so excited about the picnic.* Ask, *What's another word for "hurry"?* Elicit or give "rush". Have the students locate the word and focus on the "sh" blend at the end. Ask, *Who else is up?*

**Page 5:** Ask, *What are Dad and the girl baking?* Ask the students to say the word "bake" slowly and tell you what sounds they hear, then locate "bake" on the page.

**Page 6:** Ask, *What does Mom do to get ready for the picnic?* (elicit or give "cuts vegetables") *What do you think she'll make with all of those vegetables?* (elicit "salad")

**Page 7:** Say, *Look, Anna is still asleep.* Have the students choral read the text on this page.

**Pages 8–9:** Say, *Mom washes some fruit while Dad and the girl have got the bread out.* Ask, *What are they making?* (elicit "sandwiches") Choral read the text on page 9.

**Page 10:** Ask, *What do they do with their picnic food?* Elicit the word "basket" and discuss the word "pack," focusing on the "ck" combination at the end of the word.

**Page 11:** Say, *Find the words that tell you what the girl is getting from her room.* (book, ball) Ask, *Where is she going to take them?* (picnic) Say, *Yes, she says "our" picnic.* Focus the students' attention on the word "our" and review or explain the "ow" sound made by the letters "o" and "u."

**Page 12:** Ask, *When her mom comes in, what does she say to Anna?* If the students respond without checking the text say, *Check the words to see if you're right.* Briefly review or explain the quotation, or "talking," marks.

**Page 13:** Ask, *What does Mom say on this page?* Draw the students' attention to the word "still" in italics and model reading this sentence with the proper emphasis. Have the students practise reading the first and last lines of text on this page, using appropriate emphasis on the italicized word on the last line.

**Pages 14–15:** Say, *The girl has an idea.* Ask, *What does she get from the kitchen?* (cookie) *What does she do with it?* Then say, *Look for the 'talking' marks and tell me what she says to Anna.* Ask, *Do you think her plan will work? Will the smell of a cookie wake Anna up?*

**Page 16:** Ask, *Were you right? Did putting a cookie under Anna's nose wake her up?* Say, *Yes, she jumps out of bed,* then ask, *What does she say?* Draw the students' attention to the two phrases that end in exclamation marks and are contained within quotation marks. Have them practise reading these phrases with proper fluency and emphasis.

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- Using the pictures as a guide, ask individual students to retell the story.
- Have students complete **BLM 7: Make Picnic Plans** by first completing the sentences with the correct words from the book, then writing a number beside each (in the left column) that indicates what happened first, second, and so on.
- Ask the students to recall the different things the family did to get ready for the picnic. In pairs, students can list each activity, then compare their list with another pair.
- Ask the students to refer to the book to find the things that the family took on their picnic. Add these items to the chart from the Before Reading activity.
- Working in pairs, have the students read alternate pages of the text, then switch roles and reread.

## Working with Words: two-syllable words

Say the word “picnic” slowly enough for the students to hear the two syllables. Have them clap it out with you. Challenge them to find other two-syllable words in the book. Make a list, and clap out each one to confirm. The other words are *going, Anna, early, asleep, downstairs, cookies, salad, washes, basket, kitchen, under,* and *having*. You might have them look for any three-syllable words, as well.

## Extending Activities

### Finish the Story

Provide blank booklets to the students and have them write and illustrate a continuation of the story. Ask the students to focus on the family picnic and what they think the family did, where they went, what they ate, and so on. The students may illustrate their stories.

### Writing Directions

Together make a list of the kinds of sandwiches the students like to eat. Ask volunteers to explain how to make their favourite sandwiches. Have the students complete BLM 8: How to Make a Sandwich, by writing three-step instructions about how to make their sandwich. Ask the students to write the first step in the top piece of bread, the second step in the middle section of the sandwich, and the last step in the last piece of bread. Have them colour lightly in the middle section so that others can see what kind of sandwich it is.

### **Make a Family Outing Class Big Book**

Discuss other things that families do together and record the students' ideas on chart paper (e.g., family holidays, going to a park, visiting a museum, going to a family member's house for a party, having a barbeque). Have each student print a sentence at the bottom of a large piece of drawing paper and then illustrate a family activity. Put all the pages together to make a class Big Book called "Family Outings."

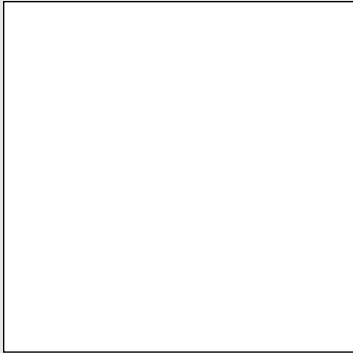
### **Cross-Curricular Links**

#### **Health**

Using *Canada's Food Guide to Healthy Eating*, discuss how a meal is healthy when it contains foods from all four food groups. Working in groups or pairs, have the students plan a healthy picnic lunch that includes foods from all four food groups.

#### **Mathematics**

Create a survey form that asks the students yes or no questions about what they would take on a picnic (e.g., "Would you take sandwiches?"). Create a different one for each pair of students. They may be about types of food, games, and so on. When the students have completed their surveys, show the results by tallying or graphing, and discuss the findings.



## Level J

### Text Type

narrative (realistic)

### Word Count

297

### High Frequency Words

a, and, are, at, be, big, but, by, can, dad, day, down, for, from, get, go, going, have, her, here, home, I, is, it, like, me, mom, my, not, of, on, out, over, see, she, so, some, stop, that, the, then, there, this, to, too, up, very, we, when, will, with

### Content Words

summer holidays, train, friends, pack, train station, tickets, people, track, window seats, wheels, conductor, train trip, our stop

### Text Features

- 16-page book
- 3–10 lines per page
- illustrations
- moderate picture clues
- dialogue
- italics

### Working with Words

Consonant Blends

### Cross-Curricular Links

Mathematics  
Social Studies  
Physical Education

# A Trip by Train

## Before Reading

Show the students a picture of a passenger train, or bring in a toy or model train. Ask, *Has anyone ever been on a train?* Ask students to tell about their experiences with trains (these can include subway trains, commuter trains, and any other trains that run on tracks), or relate your own. Ask students to suggest what they might see, hear, and feel while riding on a train. Record their responses in a three-column chart.

Using a KWL (What I **K**now, What I Want to Know, What I Learned) chart, record what the students already know about passenger trains.

## Previewing the Text

- Show the cover of the book and read the title. Discuss the art.
- Say, *This is a book about a family's train trip during summer holidays. The mom, dad, girl, and her little brother, Joey, are taking a trip to visit some friends. It is the girl's first train trip, and she is telling the story.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Say, *It's the first day of summer holidays. Ask, What is the family doing to get ready for their trip?* (elicit "packing") Say, *Check the words to find out what the girl is packing. Then ask, What is Mom packing for Joey?*

**Pages 4–5:** Say, *The train station is a very busy place! Ask, What is Dad doing?* (elicit "buying tickets") *What else are people doing at the train station?* (talking, reading, sitting, and waiting for their trains)

**Pages 6–7:** Say, *The family is standing beside the train track. Ask, What rule do you think they have to follow when they're standing there?* (elicit "not too close") Say, *Find the part that tells you what the girl thinks the train looks like. Ask, How do you think the train sounds up close?* Elicit "noisy" and have the students locate the word on the page. Have volunteers practise reading the sentence containing italics with appropriate emphasis.

**Pages 8–9:** Say, *The family had to climb up two big steps to get onto the train, just like when you get on a bus.* Ask, *How many people do they need seats for? Who is sitting across from the girl and her dad? Which two people have window seats?* Then ask, *Does a train move fast when it first starts to move? How does it move?* (elicit “slowly”)

**Pages 10–11:** Ask, *As the train starts to go faster, what can the girl hear? What does she feel?* Explain or discuss the word “rocking.” Say, *The girl sees things go whizzing by the window.* Have the students locate the word “whizzing.” Ask, *Do you know another word that starts the same way?* (e.g., when, what, why) Ask, *What are some of the things the girl sees?* (fences, backyards, fields, cows, old buildings, cars)

**Pages 12–13:** Say, *Later on, the conductor comes along.* Ask, *What do you think she asks for?* (elicit “tickets”) Discuss what Mom and Dad are doing (reading), and what Joey is doing (sleeping). Ask, *What does the girl tell the conductor? What does the conductor do?* Discuss or explain the word “winks.”

**Pages 14–15:** Say, *The girl can hear and feel that the train is slowing down.* Ask, *What does the conductor say to the family? What is the question that the girl is wondering about?*

**Page 16:** Have the students practise reading “We’re here!” with proper emphasis. Say, *The girl’s train ride is finished.* Ask, *Do you think she’ll have another ride? When?*

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- Using the pictures as a guide, ask individual students to retell the story.
- Have students search the text to answer questions such as:
  - What do people in the train station do when they’re waiting for their trains?*
  - What are some of the things that the girl sees go whizzing by the window?*
  - When the train starts slowing down, what does the conductor say?*
  - What does the girl pack for her trip?*
  - Who sits across from Mom and Joey on the train?*
  - As the train goes faster and faster, what does the girl hear and feel?*

- Look at the chart you created in the Before Reading activity. Go over the students' responses. Talk about what the girl in the story saw, heard, and felt on her train ride, and add them to the chart.
- Distribute **BLM 9: What Happens Next?** to the students. Have the students complete each sentence by writing about what happened next.
- In pairs, have the students read alternate pages of the text.

### **Working with Words: consonant blends**

Do a mini-lesson on consonant blends that occur at the beginning of words. Using coloured construction paper, make eight train cars. Label each one with a different blend: “tr,” “st,” “sl,” “cl,” “fr,” “sn,” “pl,” and “br.” Divide the students into pairs and have them search the text for words that begin with one of these blends. Record the words they find on the appropriate train cars. Have the students suggest other words to add to each car. Make a train engine for the front and title it “Train of Blends.” You may wish to continue adding to this train as you teach new blends.

Words in the text that begin with these blends include the following: “tr”: train, track, trip, tracks; “st”: station, stops, steps, starts, stop, standing; “sl”: slowly, slowing; “cl”: climb, close, clothes; “fr”: friends; “sn”: snake; “pl”: place; “br”: brother.

### **Extending Activities**

#### **My Trip**

Discuss trips taken by the students—these may be day trips in cars or buses, or holidays. Have the students write about their trips on lined paper, then illustrate and/or bring in photographs. Students' work may be displayed on construction paper banners. At the top of their page, have the students print, “My Trip to \_\_\_\_\_.” Under the title, have them glue or tape their stories, pictures, and/or photos.

#### **Create a Play**

Have the students re-enact the story as a group. Assign roles to the students (the girl's family, the conductor, the friends, the people in the train station, the people on the train) and divide the story into different scenes. The students can improvise dialogue, or you may prepare a script together beforehand. Ask the students to try to convey the emotions that the characters would be experiencing at the different points in the story. The students may want to make props, and perform the play for another class.

## **Cross-Curricular Links**

### **Mathematics**

Ask the students to think about any trips they've ever been on with their family, friends, or through school. Talk about how they travelled when they were on their trip. Create a chart or graph, with labels of plane, car, bus, trailer, motorcycle, camper, train, and so on. On the chart or graph, record how many students have travelled in each of these kinds of vehicles. Use the results to make comparisons and discuss (e.g., ask, *Have more people travelled in a bus or on a train? Which kind of vehicle have the fewest number of students travelled on?*).

### **Social Studies**

Discuss different modes of transportation (e.g., trains, buses, cars, trucks, taxis, boats, planes) and the occupations of people involved in these modes of transportation (e.g., porter, conductor, driver, engineer, pilot). Find books about these occupations and read them to the students, and/or make them available to students to read on their own.

### **Physical Education**

Play train tag. Start out with five students being "it," and call them the train conductors. They may wear pinneys or vests as "uniforms." The conductors then hold onto each others' waists to form a train, and try to tag other students. Explain that the conductors are the leaders and must work together to ensure that everyone runs at the same rate, so that none of the "cars" are lost. They try to tag other students and, when tagged by a conductor, those students must join the end of the train. The game ends when all of the students are part of the train. You may repeat the game using new conductors.

# Blackline Masters

- 1 Cathy's Day
- 2 A Very Busy Week
- 3 Which Day Is It?
- 4 Which Season Is It?
- 5 Getting Ready for First Day
- 6 One-letter, Two-letter,  
Three-letter Words
- 7 Make Picnic Plans
- 8 How to Make a Sandwich
- 9 What Happens Next?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Cathy's Day

Cut out the sentences and put them in order.



It is time for lunch.

It is bedtime.

I go to school.

We go to gym.

I take a bath.

I go to the babysitter.

I eat my breakfast.

I read to Mom.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## A Very Busy Week

Every Day	Once a Week

make a new chart	read
feed the chickens	piano lesson
tidy my room	practise piano
play with the dogs	hockey practice
Family Games Day	set the table

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Which Day Is It?

Print the day of the week that matches each of these activities.


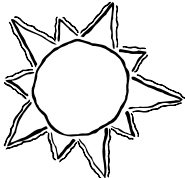


1. She goes to the library. \_\_\_\_\_
2. She tidies her room. \_\_\_\_\_
3. She plays soccer. \_\_\_\_\_
4. She makes a new chart. \_\_\_\_\_
5. She has hockey practice. \_\_\_\_\_
6. She plays with her friend Janine. \_\_\_\_\_
7. She grooms her horse Benny. \_\_\_\_\_
8. She plays games with her family. \_\_\_\_\_
9. She has a piano lesson. \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Which Season Is It?

Match each sentence at the bottom to a season.

Spring	
Summer	
Fall	
Winter	

We wear snowsuits and boots.

New green leaves grow on the trees.

Squirrels find nuts to put away.

This season has blowing snow and icy streets.

This season has lots of rain.

We have snowball fights.

We wear shorts and sandals.

The leaves turn different colours.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Getting Ready for First Day

Cut and paste the sentences in the correct order. Draw a picture of something to go with each sentence.



I get dressed.

I wake up.

I eat my breakfast.

I brush my teeth.

I comb my hair.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# One-letter, Two-letter, Three-letter Words

Write words from the book. Write one letter in each box.

One-letter Words

Two-letter Words	

Three-letter Words		

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Make Picnic Plans

Complete the sentences. Then number the sentences to show the order they happened.

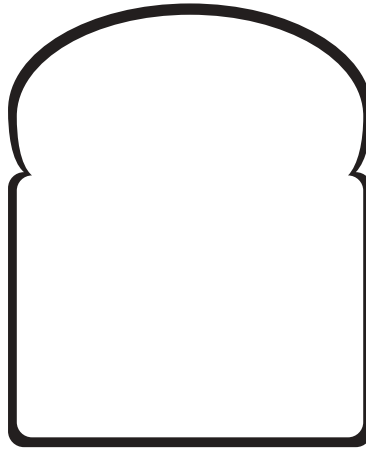
	Mom and Dad _____ up, too.
	Dad and I _____ sandwiches.
	Anna _____ out of bed.
	We pack a _____ with our picnic food.
	Mom _____ some fruit.
	I _____ early.
	I get a _____ from the kitchen.
	Dad and I _____ cookies for the picnic.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# How to Make a Sandwich

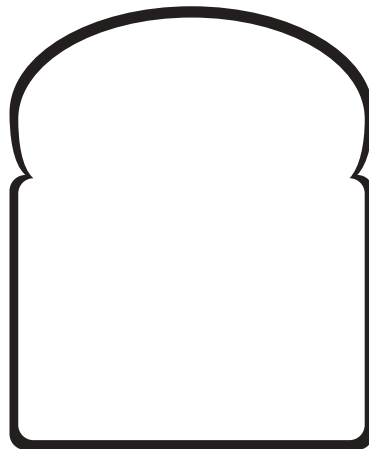
First



Then



Next



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What Happens Next?

Finish each sentence.

1. After packing their bags, they \_\_\_\_\_

\_\_\_\_\_

2. After standing beside the tracks, they \_\_\_\_\_

\_\_\_\_\_

3. After getting on the train, they \_\_\_\_\_

\_\_\_\_\_

4. After finding their seats, Dad \_\_\_\_\_

\_\_\_\_\_

5. After the train starts to move, they \_\_\_\_\_

\_\_\_\_\_

6. After the train stops, they \_\_\_\_\_

\_\_\_\_\_