

*Here are ways to help your child practice skills while having fun!*

### Day 1

Together, think of rhyming words for the following: *clown* and *plow*. Examples: *down*, *gown*, *town*, *brown*, *frown*; *bow*, *cow*, *how*, *now*, *chow*. Write and read the words together.

### Day 2

Make up a simple crossword or word search puzzle using the following words that your child is learning to read: *circle*, *cattle*, *middle*, *apple*, *candle*.

### Day 3

Write the following words: *along*, *behind*, *eyes*, *never*, *pulling*, *toward*. Ask your child to read the words and then use them to make up an exciting story about a hero who saves someone.

### Day 4

List the spelling words on paper: *how*, *town*, *down*, *now*, *brown*, *cow*, *clown*, *frown*, *crowd*, *growl*. Have your child copy each word, writing the *ow* in red and the remaining letters in blue.

### Day 5

This week your child is learning about characters, setting, and plot. As you read together, talk about how the characters and setting change as the story moves from beginning to middle to end.

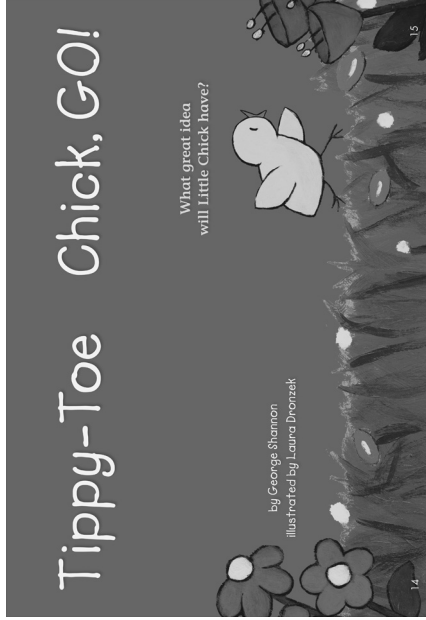
Name \_\_\_\_\_

# Family Times

*You are your child's first and best teacher!*

**This week we're**

**Reading** Tippy-Toe Chick, Go!



**Talking About** When a problem needs a clever solution

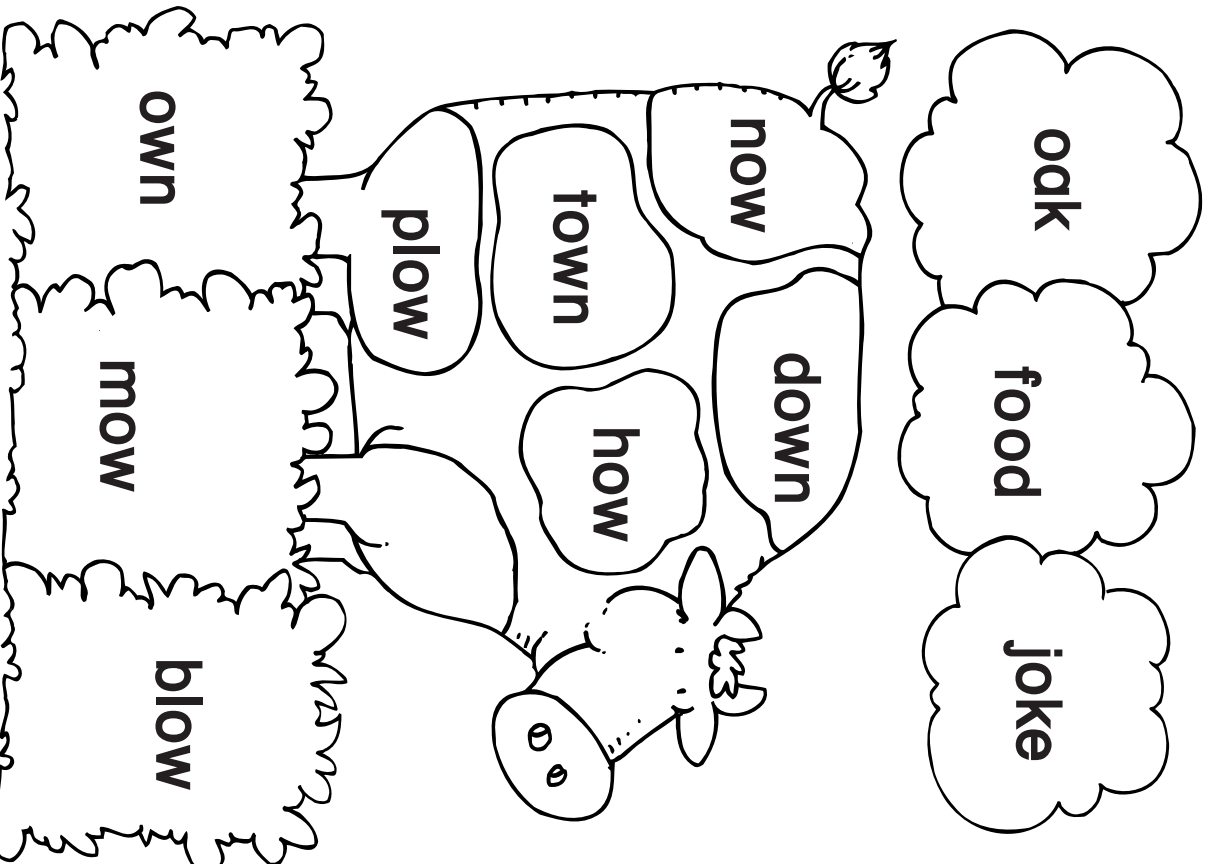
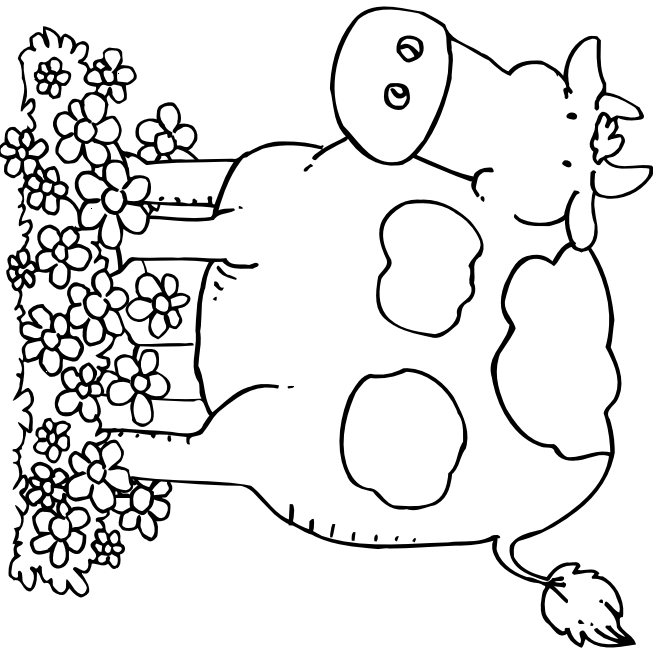
**Learning About** Diphthong *ow/ou*/  
Syllables *C + le*  
Character, Setting, and Plot

## Brown Cow

**Materials** crayons

### Game Directions

1. Players take turns reading the words on the page.
2. If the word has *ow* sound as in *cow*, the player colors the space brown.
3. If the word has a *ow* sound as in *row*, the player colors the space green.
4. Color the spaces for all other words blue.



Name \_\_\_\_\_

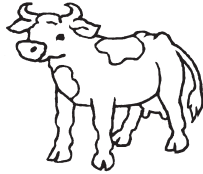
Pick a word from the box to match each picture.  
Write it on the line.



crown

clown cow flower owl towel town

1.



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

2.



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

3.



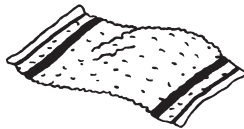
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.



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

5.




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

6.



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

Find the word that has the same vowel sound as  .  
Mark the ☐ to show your answer.

7. ☐ groom  
☐ grew  
☐ growl

8. ☐ dune  
☐ down  
☐ den



**Home Activity** Your child read and wrote words with ow that have the vowel sound heard in *crown*. Encourage your child to make a list of other words with ow that rhyme with *cow* and *brown*.

Name \_\_\_\_\_

**Read** the story.

**Follow** the directions.

Juan stared up at the tree. His kite was on a branch.

Juan thought, "How do I get the kite down?"

That tree is very tall."

Juan saw a ball on the ground.

He gently tossed the ball high into the branches.

Down came the ball! Down sailed his kite.



**Circle** the word or words that tell who the story is about.

1. a kite

Juan

a tree

**Circle** the words that tell where the story happens.

2. by a tree

in a school

in a home

**Number** the sentences from 1 to 3 to show the order in which the events happened.

3. \_\_\_\_\_ Juan throws a ball at the kite.

4. \_\_\_\_\_ Juan's kite gets stuck in a tree.

5. \_\_\_\_\_ Juan's kite comes loose.



**Home Activity** This week your child identified who is in a story, where it takes place, and the important events of a story in the order in which they occurred. As you read together this week, ask your child to tell you who the story is about, where it takes place, and what happens in the story.

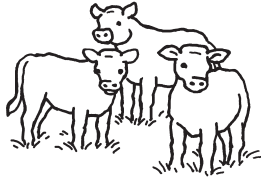
Name \_\_\_\_\_

**Circle** the word for each picture.



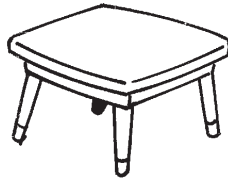
bottle

1.



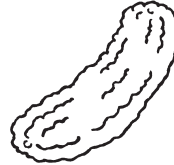
cattle    canned

2.



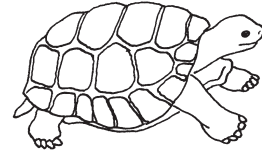
tabbed    table

3.



picking    pickle

4.



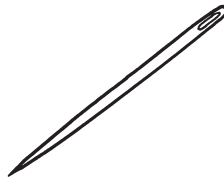
turtle    turned

5.



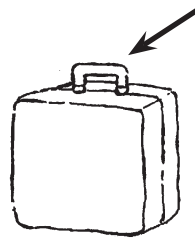
candle    candy

6.



needy    needle

7.



handy    handle

8.



saddle    sadder

**Find** the word that has the same ending sound as

**Mark** the ☐ to show your answer.



9. ☐ litter

☐ lightly

☐ little

10. ☐ purple

☐ purred

☐ purest



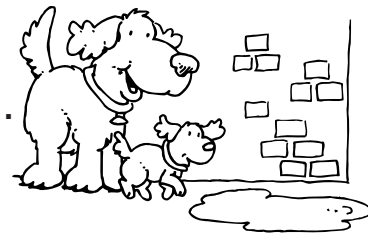
**Home Activity** Your child read two-syllable words with /e/ in the second syllable. Have your child fold a piece of paper into four boxes, choose four of the words he or she circled, find a rhyming word for that word, and draw pictures of the rhyming word. Ask your child to label each picture.

Name \_\_\_\_\_

**Pick** a word from the box to finish each sentence. **Write** it on the line. **Remember** to use a capital letter at the beginning of a sentence.

along behind eyes never pulled toward

1. The dogs walked \_\_\_\_\_ the wall.



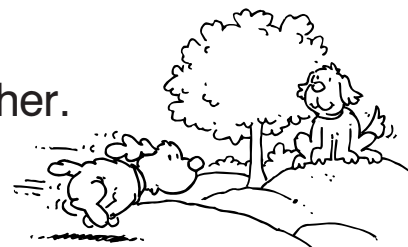
2. The dogs stopped \_\_\_\_\_ the puddle.

3. Mom \_\_\_\_\_ the boy away.



4. \_\_\_\_\_ pet a dog you do not know well.

5. The puppy ran \_\_\_\_\_ its mother.



6. Its \_\_\_\_\_ were happy and bright.



**Home Activity** Your child learned to read the words *along*, *behind*, *eyes*, *never*, *pulled*, and *toward*. Ask your child to make up a puppet show using this week's words. Write out the script that your child dictates. Use paper bag or stick puppets to act it out.

Name \_\_\_\_\_

Pick a word from the box to finish each sentence. **Write** it on the line.  
Remember to use a capital letter at the beginning of a sentence.

along behind disagreed eyes  
never pulled toward



1. Lacy and I looked \_\_\_\_\_ the rock for bugs.

2. We \_\_\_\_\_ about our favorite bugs.

3. \_\_\_\_\_ touch a strange bug.

4. Then we found a potato bug

with big \_\_\_\_\_ .  
Our favorite!



5. We held our breath as the bug

\_\_\_\_\_ a leaf behind it.

6. It pulled the leaf \_\_\_\_\_ a hole.

7. We stood on tippy-toe to watch it crawl \_\_\_\_\_  
the branch.



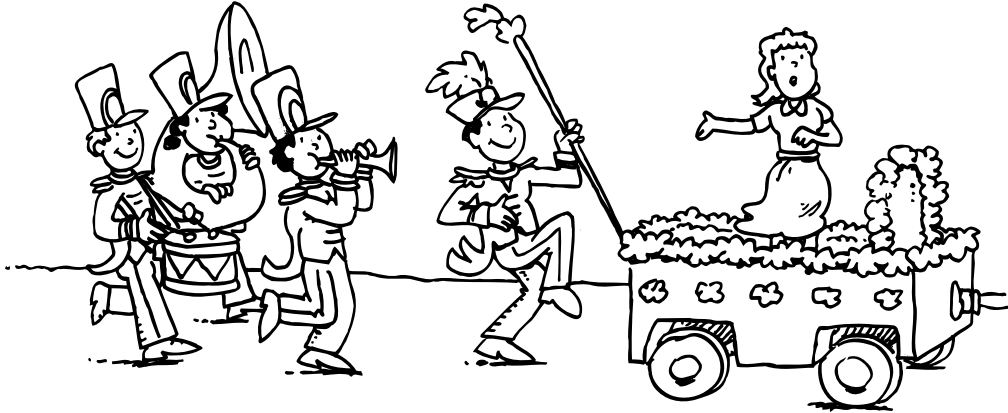
**Home Activity** Your child learned to read the words *along, behind, breath, disagreed, eyes, favorite, never, potato bugs, pulled, tippy-toe, and toward*. Ask your child to use each word in a spoken sentence.

Name \_\_\_\_\_

**Read** each sentence.

**Add -ly or -ful** to the word in ( ).

**Write** the new word on the line to finish each sentence.



1. The band started \_\_\_\_\_ . (sudden)

2. It was a \_\_\_\_\_ song! (wonder)

3. The band marched \_\_\_\_\_ . (quick)

4. Be \_\_\_\_\_ where you step. (care)

5. The girl sang \_\_\_\_\_ . (sweet)



**Home Activity** Your child reviewed adding *-ly* and *-ful* to words. Have your child tell a story about going somewhere with your family and use each word above.

Name \_\_\_\_\_

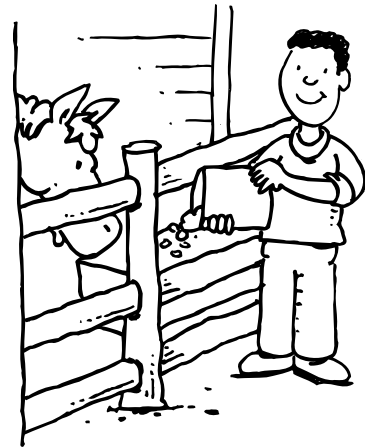
**Read** each sentence.

**Circle** the word that has the same vowel sound as **moon**.

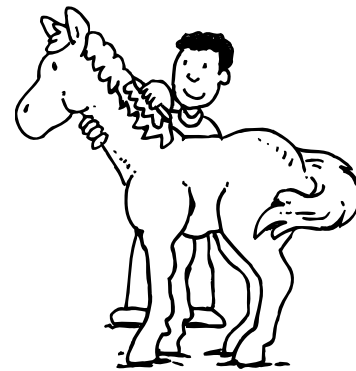


1. I eat lunch at noon.

2. Jamal puts a scoop of oats in my stall.



3. I don't eat with a spoon!



4. I like Jamal to groom me.



5. We go to the pool for a drink.



**Home Activity** Your child identified words with the same vowel sound as *moon*. Help your child write a short poem using words that rhyme with *moon* and *pool*.

Name \_\_\_\_\_

**Read** the sentences.

Birds don't want other animals to eat their chicks. Mother birds keep their babies safe. Some birds lay eggs that look like rocks. Other birds have chicks that are the same color as the ground. These are two ways that keep other animals from hurting the babies.

**Write** notes about what you learned.

1. Birds do not want \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ .

2. Some eggs look \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ .

3. Some chicks' feathers are \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ .

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**Home Activity** Your child learned how to read a resource to take notes. Read an article with your child; help your child take notes on the important parts.