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

Day 1

Write these words: chart, corn, farm, porch, oar, sharp, board, store. Have your child read each word and tell which words have the /ar/ sound as in part and the /or/ sound as in born.

Day 2

Your child has been learning about cause and effect. Describe a very messy room and discuss with your child what may have caused the room to get so messy.

Day 3

Write these words: break, family, heard, listen, once, pull. Take turns choosing two cards and using both words in a sentence.

Day 4

Have your child write these spelling words: before, born, chore, corn, farm, hard, horse, more, part, porch, score, smart. Give your child a definition or clue for a word. Have your child name and spell the answer.

Day 5

This week your child learned about cause and effect. Discuss with your child the effects of a very bad rainstorm or snowstorm. Have your child write a short paragraph about things people can do to protect themselves from these storms.

This week we’re

Reading Tara and Tiree, Fearless Friends

Talking About What we can do in a dangerous situation

Learning About Vowels: r-Controlled ar, or, ore, oar

Cause and Effect
Game Directions

Materials
Index cards, crayons or markers

1. Use index cards to make two sets of story cards like those shown. You might also cut apart newspaper cartoon strips in which the sequence of the story is clearly pictured. Each player chooses one set of cards.

2. Mix the cards. Spread out the cards face down.

3. Players take turns turning over a card. If a player gets a card that fits in his or her assigned story, he or she keeps the card. If not, the card is returned to the same spot face down.

4. Play continues until both players have all of their story cards and have placed them in the correct order.
Name ________________________________

Phonics

Consonant Digraphs Review

Say the word for each picture. Write ch, tch, sh, th, or wh to finish each word.

1. ____________ eep
2. ____________ eel
3. ____________ ip
4. ____________ ba

5. pea__________
6. ____________ orts
7. ____________ ink
8. ____________ fe

Find the word that has the same beginning sound as the picture. Mark the space to show your answer.

9. □ cheek
   □ shine
   □ sip

10. □ chain
    □ green
    □ plane

Home Activity Your child reviewed words that begin or end with ch, tch, sh, th, thr, or wh, as in chest, itch, ship, thorn, thread, and whale. Ask your child to read aloud the above words that begin or end with these letters. Together, write a story using some of these words.

Phonics Consonant Digraphs Review DVD•61
The First Pants for Women

Elizabeth Smith-Miller was the first American woman to wear pants. It was silly to garden in long skirts and petticoats. Miller decided to make some pants instead. The pants were loose and comfortable. She wore them under a short dress. Miller’s friend Amelia Bloomer also wore them, so people called them bloomers. People made fun of Miller and her friends when they wore bloomers. They must have looked strange. After a few years Miller stopped wearing the bloomers. She probably decided they were ugly.

1. How do you know this story is nonfiction? Circle the answer.
   - The story is about a real person and real events.
   - The story takes place in the past.

2. Write a fact about Elizabeth Smith-Miller.

3. Write two sentences from the story that are opinions.

Home Activity

Your child read a nonfiction article and answered questions about it. Reread the article together and have your child circle the facts they find. Invite your child to give some facts and express some opinions about how people dress.

DVD • 62 Comprehension Fact and Opinion Review
Spelling Words
1. part
2. hard
3. born
4. horse
5. before
6. more
7. smart
8. farm
9. porch
10. corn
11. chore
12. score
13. pull
14. break

Vowels: r-Controlled ar, or, ore

Generalization The vowel sound /är/ is spelled ar: part. The vowel sound /ør/ can be spelled or and ore: born, more.

Sort the list words by ar, or, and ore.

<table>
<thead>
<tr>
<th>ar</th>
<th>ore</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5.</td>
</tr>
<tr>
<td>2.</td>
<td>6.</td>
</tr>
<tr>
<td>3.</td>
<td>7.</td>
</tr>
<tr>
<td>4.</td>
<td>8.</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
<td>12.</td>
</tr>
</tbody>
</table>

Words to Read

Home Activity Your child is learning to spell words with ar, or, and ore. To practice at home, have your child look at the word, pronounce it, spell it aloud, and then write it.

Spelling Vowels: r-Controlled ar, or, ore DVD•63
**Vowels: r-Controlled ar, or, ore**

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>part</td>
</tr>
<tr>
<td>hard</td>
</tr>
<tr>
<td>born</td>
</tr>
<tr>
<td>horse</td>
</tr>
<tr>
<td>before</td>
</tr>
<tr>
<td>more</td>
</tr>
<tr>
<td>smart</td>
</tr>
<tr>
<td>farm</td>
</tr>
<tr>
<td>porch</td>
</tr>
<tr>
<td>corn</td>
</tr>
<tr>
<td>chore</td>
</tr>
<tr>
<td>score</td>
</tr>
</tbody>
</table>

Write a list word that rhymes with each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Rhyme</th>
</tr>
</thead>
<tbody>
<tr>
<td>arm</td>
<td>horn</td>
</tr>
<tr>
<td>core</td>
<td></td>
</tr>
</tbody>
</table>

1. ____________
2. ____________
3. ____________

<table>
<thead>
<tr>
<th>Word</th>
<th>Rhyme</th>
</tr>
</thead>
<tbody>
<tr>
<td>torch</td>
<td>store</td>
</tr>
<tr>
<td>dart</td>
<td></td>
</tr>
</tbody>
</table>

4. ____________
5. ____________
6. ____________

Write list words in the puzzle.

**Down**
1. task
2. knows a lot

**Across**
1. ride a ___
2. not after

**Home Activity** Your child has been learning to spell words with ar, or, and ore. Have your child pronounce the spelling words and underline ar, or, and ore.

**DVD•64 Spelling** Vowels: r-Controlled ar, or, ore
Name ____________________________

Nouns

How can animals help people?
Write about an animal.
Tell how the animal helps a person.
Circle the nouns you use.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Home Activity Your child learned how to use nouns in writing. Tell about your day in several sentences. Then repeat the sentences slowly and have your child identify the nouns you used.

Conventions Nouns DVD•65
Name ________________________________

**Nouns**

Circle the noun in each sentence.

The ice breaks.
The dogs walk together.
The man gets out.

**Choose** a noun in ( ) for each sentence. **Write** the sentence.

The (where, water) feels cold.

The (snow, ask) is deep.

The (sing, fire) feels hot.

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**Home Activity** Your child reviewed nouns. Have your child write a letter to a relative and circle all the nouns.

**DVD • 66** **Conventions** Nouns
Read the story. Write the answer to each question.

Colors, Colors Everywhere

Paints and crayons come in many different colors. But have you ever started coloring and discovered you were missing a color? Did you know you could mix colors to get other colors? Let’s start with the colors red, blue, and yellow. They are known as primary colors.

Suppose we wanted to make a drawing of an orange cat. The cat will be wearing a purple sweater and a green hat. How would you mix the primary colors to get those colors? Mix yellow and red to get the orange color you’ll need for the cat’s fur. Mix red and blue to get the color purple for the sweater. Mix blue and yellow to get the color green for the hat. Now you are ready to begin drawing the picture!

1. What happens when you mix the colors yellow and red?

2. What causes two colors to become another color?

3. How would you get the color purple?