The title page tells the name of the book (title) and the name of the person (author) who wrote the book.

Dear Family, Your child is learning about the different parts of a book, including the title page.

Find two books at home or school.
Copy the titles and authors onto the blank title pages below:

Child’s name ______________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ________________________
Dear Family, Your child is learning about the different parts of a book, including the table of contents.

The **table of contents** lists the names of the chapters in the book and the page on which each chapter begins. Chapter names, or headings, tell what each chapter is about. The **table of contents** also lists the page numbers where you can find the chapters or information you want.

![Table of Contents]

Use the sample **table of contents above** to answer these questions:

1. What is the name of the chapter that begins on page 41?

2. Where would you look to find more about a hummingbird’s nest?

3. Where would you look to find more about the American eagle?

4. You want to teach a canary to sing. Where would you look?

Child’s signature

Parent’s (Learning Partner’s) signature
A **glossary** is usually found at the end of a book. The **glossary** lists special words from the book. It tells what the words mean. It also tells how to pronounce each word.

### GLOSSARY

- **aviary** *(a •ve •er •e)* - a large cage where birds live.
- **birds** *(burdz)* - a group of warm-blooded animals with two wings, two legs, and feathers.
- **hummingbird** *(hum•ing •burd )* - the world’s smallest bird.
- **nest** *(nest)* - a place where a bird lays its eggs.

Use the glossary above to answer the questions below:

1. Where does a bird lay its eggs?

   ___________________________________________________________

2. What is an aviary?

   ___________________________________________________________

3. How many syllables are in the word “hummingbird”?

   ___________________________________________________________

4. List three things birds have.

   ___________________  ___________________  ___________________

---

**Child’s signature** ______________________________________

**Parent’s (Learning Partner’s) signature** ________________

---

3 / Knows the Parts of a Book and Their Functions / 3
An index is found at the back of the book. It lists many words from the book and the pages where you will find the words.

<table>
<thead>
<tr>
<th>INDEX</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviary</td>
<td>6</td>
</tr>
<tr>
<td>Beaks</td>
<td>10</td>
</tr>
<tr>
<td>Birds</td>
<td>3, 10, 12, 15, 20, 52, 61</td>
</tr>
<tr>
<td>Eagles</td>
<td>61</td>
</tr>
<tr>
<td>Eggs</td>
<td>20</td>
</tr>
<tr>
<td>Feathers</td>
<td>12</td>
</tr>
<tr>
<td>Hummingbirds</td>
<td>52</td>
</tr>
<tr>
<td>Glossary</td>
<td>100</td>
</tr>
<tr>
<td>Nests</td>
<td>16</td>
</tr>
<tr>
<td>Wings</td>
<td>14</td>
</tr>
</tbody>
</table>

Use the index above to answer these questions:

5. On what page would you look to find out more about wings? _________________________________

6. What bird is on page 52? _________________________________

7. What two bird homes are found on pages 6 and 16? ______________________________________

8. What part of the book starts on page 100? _____________________________________________

Child’s name _____________________________________________

Child’s signature _________________________________________

Parent’s (Learning Partner’s) signature ______________________

Dear Family, Your child is learning about the different parts of a book, including the index.

SCHOOL-HOME LINKS

Child’s name _____________________________________________

Child’s signature _________________________________________

Parent’s (Learning Partner’s) signature ______________________

3/Knows the Parts of a Book and Their Functions/4
Dear Family, Your child is learning about the use of different parts of a book.

Match the words to the correct meanings by writing the matching number on the correct line:

1. table of contents   5  tells what each chapter is going to be about
2. title page      ____ tells words and their meanings
3. glossary        ____ at the front of the book, lists the chapters and page numbers
4. index           ____ at the back of the book, tells where to look for information
5. chapter heading ____ tells the title and author of the book

Child’s name ____________________________________________

Child’s signature _______________________________________

Parent’s (Learning Partner’s) signature ____________________

3/Knows the Parts of a Book and Their Functions/5
Dear Family, Your child is learning to tell the difference between fiction and nonfiction.

**Fiction** is a story that is about make-believe people and animals. **Nonfiction** is writing that is about true people and events.

- Write an X on the correct line for each book.

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Nonfiction</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Frogs and Toads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Moon Monsters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Rocks and Minerals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The Kids’ Cookbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. My First Dictionary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The Adventures of Pirate Pete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3/Reads and Comprehends Both Fiction and Nonfiction/1
Dear Family, Your child is learning to use a dictionary.

A dictionary is a book of words. The words are in ABC order. A dictionary tells how to say words and what the words mean.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halloween</td>
<td>a holiday celebrated on October 31. observed by dressing up in costumes and trick-or-treating</td>
</tr>
<tr>
<td>hay</td>
<td>hay - small cloth children use for blowing the nose or wiping the eyes</td>
</tr>
<tr>
<td>handkerchief</td>
<td>handkerchief - a small cloth children use for blowing the nose or wiping the eyes</td>
</tr>
<tr>
<td>happy</td>
<td>happy - a good feeling; the opposite of sad</td>
</tr>
<tr>
<td>hamburger</td>
<td>hamburger - 1. a sandwich made of a ground beef patty in a round bun; 2. ground beef</td>
</tr>
<tr>
<td>hamster</td>
<td>hamster - a small, furry rodent</td>
</tr>
</tbody>
</table>

- Use the index to answer the questions:

1. Could the word heart be on this dictionary page?

2. What does the word happy mean?

3. Halloween is always on what day of the year?

4. What are the two meanings for the word hamburger?

Child’s signature ____________________________

Parent’s (Learning Partner’s) signature ____________________________
Dear Family, Your child is learning how to use an encyclopedia.

An encyclopedia is a book of information. Usually, the information is in a set of books. The information is put in ABC order. Each book is called a volume.

1. Which volume (vol.) has information on airplanes?________

2. Which volume has information on cats?________________

3. Which volume has information on Ohio?_______________

4. Which volume has information on sugar?_______________

Child’s signature____________________________________

Parent’s (Learning Partner’s) signature ____________________
There are many kinds of books to read. **Poetry** books contain **poems**. **Poems** use language in a special way. Poems look and sound different from other writing. Some poetry has rhyming or repeating sounds.

- Choose a **poetry** book from home, school, or the library.
- Copy a **poem** from the book or write one of your own.

_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________

Child’s name ________________________________

Child’s signature ____________________________

Parent’s (Learning Partner’s) signature ______________

Dear Family, Your child is learning about a special kind of writing called poetry.
There are many kinds of books to read. A **biography** is a book that tells the true story of a person’s life, written by another person. A **biography** can be about someone who is living now or who lived long ago.

Here are some **biographies**:

- **Michael Jordan**
- **Oprah Winfrey**
- **Queen Elizabeth**
- **Abraham Lincoln**

**Althlete** **Entertainer** **World Leader** **U.S. President**

In which **biography** would you find:

- Who plays basketball? ___________________________________
- Who lives in England?  ____________________________________
- Who was the 16th president?_________________ _____________
- Who has a TV show?______________________________________

Whose **biography** would you like to read?

__________________________________________________________

Whose **biography** have you already read?

__________________________________________________________

**Child’s signature**______________________________________

**Parent’s (Learning Partner’s) signature** ____________________

3/Demonstrates Familiarity with Different Kinds of Text/4
Dear Family, Your child is learning about a special book called an autobiography.

There are many kinds of books to read. An autobiography is the true story of a person’s life, written by the person himself or herself.

- On the lines below, write A for autobiography, B for biography, or N for neither.

<table>
<thead>
<tr>
<th>My Life Story</th>
<th>All About the United States Presidents</th>
<th>My Life on Ice</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Oprah Winfrey</td>
<td>By John Mason</td>
<td>By Tara Lipinski</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Martin Luther King, Jr.</th>
<th>Rocks &amp; Minerals</th>
<th>How to Ride a Horse</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Ann Smith</td>
<td>By Bill Ding</td>
<td>By Savannah Hoffman</td>
</tr>
</tbody>
</table>

Child’s name __________________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature _______________________

3/Demonstrates Familiarity with Different Types of Text/5
There are many kinds of books to read. **Tall tales** take real-life stories and make them funny by stretching the truth. A **tall tale** must have a hero who has an adventure. Someone else, not the hero, tells the story.

- Choose two tall tales to read from home, school, or the library. Paul Bunyan and Johnny Appleseed are tall tales.

- Fill in the box below:

<table>
<thead>
<tr>
<th>Tall tale</th>
<th>Hero’s name</th>
<th>Hero’s problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnny Appleseed</td>
<td>Johnny</td>
<td>There was not enough fruit for the pioneers.</td>
</tr>
</tbody>
</table>

1. ____________  ____________  ______________________
   ______________

2. ____________  ____________  ______________________
   ______________

Dear Family, Your child is learning about special stories called tall tales.

Child’s name ______________________________________

Child’s signature __________________________________

Parent’s (Learning Partner’s) signature __________________

3/Demonstrates Familiarity with Different Types of Text/6
Dear Family, Your child is learning how to use an atlas.

An atlas is a special book of maps. Maps show where countries and cities are located. Maps can also show mountains, lakes, rivers, and valleys. Maps can show where people live. Maps can show how much rain a country gets.

- Can you find these things in an atlas? Write Yes or No on the lines.

_________The capital city of Japan?

_________The number of countries in Africa?

_________Where to buy a newspaper?

_________The names of the Presidents of the United States?

_________The longest river in South America?

_________The tallest mountain in Mexico?

_________The size of the sun?

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature _________________________
Dear Family, Your child is learning about many types of books and their special uses.

You have learned about fiction, encyclopedias, and atlases.

- Tell where you would look to find the information you need below. Write F for fiction, E for encyclopedia, or A for atlas on each line below:

  _____ Where jaguars live
  _____ A map of Africa
  _____ The characters in Chapter 1
  _____ The tallest mountain in the world
  _____ The population of Kansas
  _____ All about President Andrew Jackson

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature ________________________
Dear Family, Your child is learning that chapters are meaningful, organized parts of books.

A book can be made up of short parts called **chapters**. Chapters are listed in the table of contents.

<table>
<thead>
<tr>
<th>Favorite Fairy Tales</th>
<th>Table Of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>By The Brothers Grimm</td>
<td>Chapter</td>
</tr>
<tr>
<td></td>
<td>1. Cinderella</td>
</tr>
<tr>
<td></td>
<td>2. Hansel &amp; Gretel</td>
</tr>
<tr>
<td></td>
<td>3. Sleeping Beauty</td>
</tr>
<tr>
<td></td>
<td>4. Snow White</td>
</tr>
</tbody>
</table>

- Can the books below have chapters? Write Yes or No on the lines.

| Kids’ Cookbook | Fairy Tales | Rocks & Minerals | Dictionary |

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature __________________________

3/Reads Longer Fiction and Chapter Books/1
Dear Family, Your child is learning that many words have the same endings.

- Read the words in the box.

<table>
<thead>
<tr>
<th>night</th>
<th>mail</th>
<th>bright</th>
<th>nail</th>
</tr>
</thead>
<tbody>
<tr>
<td>leak</td>
<td>fright</td>
<td>speak</td>
<td>weak</td>
</tr>
<tr>
<td>blow</td>
<td>sail</td>
<td>slow</td>
<td>grow</td>
</tr>
</tbody>
</table>

- Write the words below that have the same parts of words as the words in the box.

-ight
  -ight
  light

-eak
  -eak
  beak

-ail
  -ail
  pail

-ow
  -ow
  bow

Child’s signature

Parent’s (Learning Partner’s) signature

3/ Accurately Reads Common Word Endings / 1
Dear Family, Your child is learning that a noun names people, places, and things.

- A **noun** is a word that names people, places, and things.

- Read the names in the word list:

  mother   chair   girl   city
  room     house   street teacher
  book     father   table door

- Organize the nouns below. Show whether the noun names a person, a place, or a thing:

  **Person**   **Place**   **Thing**

Child’s name ________________________________________

Child’s signature____________________________________

Parent’s (Learning Partner’s) signature ____________________

3/Identifies Parts of Speech/1
Adapted from *Spelling By Writing*, Carl Smith, Family Learning Association, 1998.
Verbs describe actions that tell what someone does. Run, jump, play, and see are all verbs.

In the sentences below, underline the verbs:

1. We play baseball.
2. She found her books.
3. They danced on Friday night.
4. Savannah played with her new puppy.
5. Bob rides his bicycle.

Dear Family, Your child is learning that verbs describe actions that tell what someone does.

Child’s name ________________________________

Child’s signature ______________________________________

Dear Family, Your child is learning that verbs describe actions that tell what someone does.

Verbs describe actions that tell what someone does. Run, jump, play, and see are all verbs.

In the sentences below, underline the verbs:

1. We play baseball.
2. She found her books.
3. They danced on Friday night.
4. Savannah played with her new puppy.
5. Bob rides his bicycle.

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature __________________________

3/Identifies Parts of Speech/2 Adapted from Spelling By Writing, Carl Smith, Family Learning Association, 1998.
An *adjective* describes a person, place, or a thing. For example, *happy* is an adjective in the phrase "the *happy* girl," because it describes how the girl feels.

Using adjectives, fill in the blanks below:

| 1. the_____________________baby |
| 2. the_____________________dog |
| 3. Jane’s_____________________mother |
| 4. Phil’s____________________truck |
| 5. David’s_____________________room |

Dear Family, Your child is learning that an adjective describes a person, place or thing.

---

3/Identifies Parts of Speech / 3
Adapted from *Spelling By Writing*, Carl Smith, Family Learning Association, 1998.
A sentence has two parts, the **subject** and the **predicate**. The **subject** in the sentence tells who is doing something or what the sentence is about. In “**John** is my best friend,” **John** is the subject because the sentence is about John.

Underline the subject of each sentence below:

- Sand is blowing in my face.
- The kitchen sink was dripping water on the floor.
- The school band played in the parade.

Dear Family, Your child is learning to identify the subject in a sentence.

Child’s name ______________________________________

Parent’s (Learning Partner’s) signature ______________________

Child’s signature ______________________________________
Dear Family, Your child is learning to identify the subject in a sentence.

- Every sentence has a **subject** and a **predicate**. The **predicate** tells what the subject is doing, or gives more information about it. The predicate must include a verb, but it can contain other words, too.

  In the sentence, “Jane ate the cookies,” **ate the cookies** is the predicate because it tells what Jane is doing.

- Underline the predicate in the sentences below:

  1. Our team won the game.
  2. We ran all the way home.
  3. David loves his dog Fergie.
  4. Mary and I danced in our ballet class.
  5. Clark likes to build houses.

Child’s signature ________________________________

Parent’s (Learning Partner’s) signature __________________________

3/Identifies Parts of A Sentence/2
Adapted from Spelling By Writing, Carl Smith, Family Learning Association, 1998.
Dear Family, Your child is learning to read words that have two to four syllables.

To help you read a word you don’t know, you can divide it into sections called *syllables*. Every *syllable* has a vowel.

**Example:**   pump • kin

*Pumpkin* has two vowels and two *syllables*. You can sound out *pump* and *kin* to make *pumpkin*.

- Try reading the list of words below. Break up each word into *syllables*, as you read.

  better       yesterday       between       another
  anything     children        together       today
  always       remember       because       summer

- **More Fun:** Draw lines to separate the *syllables* in the words above.

---

Child’s signature __________________________________________________________

Parent’s (Learning Partner’s) signature ________________________________

3/Uses Structural Analysis to Decode Words/1
Dear Family, Your child is learning to read compound words, which are two or more words put together, like sandbox.

Sometimes two or more words are put together to make a new word. For example, sand + box makes sandbox. This is a compound word.

- Practice reading the word list below. Then draw a line between the words that make up the compound word.

**Example:** sand/box

roadrunner
afternoon
breakfast
bathtub
textbook
summertime

- **More Fun:** Look for compound words in books you read.
Dear Family, Your child is learning to read compound words, which are two or more words put together.

- Read the compound words below:
  
<table>
<thead>
<tr>
<th>airport</th>
<th>basketball</th>
<th>farmhouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>driveway</td>
<td>daydream</td>
<td>railroad</td>
</tr>
<tr>
<td>footstep</td>
<td>headlight</td>
<td>paintbrush</td>
</tr>
</tbody>
</table>

- Write the compound word that best fits into each sentence:

1. Can you throw the__________________through the hoop?
2. The old______________is way out in the country.
3. I had a______________about flying in the air.
4. The______________tracks cross the road here.
5. We watched the planes land at the______________.
6. The______________leads up to the garage.
7. I thought I heard a______________outside!
8. Use this______________to paint the porch.
9. The______________on the train is very bright.

Child’s signature _____________________________________________

Parent’s (Learning Partner’s) signature ___________________________
Dear Family, Your child is learning how to turn single nouns into plural nouns.

- Some words end with a whistling sound like bus, glass, bush, and ranch.

- When a single noun ends with a whistling sound, then add -es to form a plural, like buses.

- Write the plural noun that fits each sentence.
  1. How many __________ did you see? (bus)
  2. The __________ are clean and sparkling. (glass)
  3. There are two __________ down the road. (ranch)
  4. Two big __________ had flat tires. (bus)
  5. The rain filled all the __________ with water. (ditch)
  6. All the __________ need to be trimmed. (bush)

Child’s name ________________________________
Child’s signature ______________________________

Parent’s (Learning Partner’s) signature ______________________________

3/Correctly Uses Plural Nouns/1
Adapted from Spelling By Writing, Carl Smith, Family Learning Association, 1998.
Verbs are action words. The endings of verbs show whether an action is in the present or the past.

Verbs that show continuing action end in -ing such as:

Are you running to the store?

Verbs that tell something about what happened in the past end in -ed such as:

She stopped by our house yesterday.

Place the verbs in the list below in present and past tense. Remember to double the last letter before adding the ending.

<table>
<thead>
<tr>
<th>Present (-ing)</th>
<th>Past (-ed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>stop</td>
<td>___________</td>
</tr>
<tr>
<td>plan</td>
<td>___________</td>
</tr>
<tr>
<td>rub</td>
<td>___________</td>
</tr>
<tr>
<td>drop</td>
<td>___________</td>
</tr>
<tr>
<td>chop</td>
<td>___________</td>
</tr>
<tr>
<td>skip</td>
<td>___________</td>
</tr>
</tbody>
</table>

Child’s name _______________________________________________________

Dear Family, Your child is learning that verbs can show present and past action.

3/Correctly Uses Verb Forms/1
Adapted from Spelling By Writing, Carl Smith, Family Learning Association, 1998.
Dear Family, Your child is learning that verbs can show present and past action.

- Read the sentences below.
- Fill in each blank with the correct verb form to show present or past action. Remember to double the last letter before adding the ending.

**Present Action:**

1. We are___________the metal to make it shiny.
   (rub)

2. Kim is___________rope on the sidewalk.
   (skip)

3. Are you__________to take a long trip?
   (plan)

**Past Action:**

1. I__________a lot of wood for the fireplace.
   (chop)

2. Who__________all these books on the floor?
   (drop)

3. We__________the coins until they looked like new.

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________
Dear Family, Your child is learning that verbs can show present and past action.

- The endings of verbs show whether an action is in the present or past.
- In the sentences below use the right verb form to show present or past action.
  Use **-ing** to show an action that is continuing in the present.
  Use **-ed** to show an action that is in the past.

  1. Last week I **clean**ed up my room.
  2. Are they still **waiting** for the rain to stop?
  3. My socks are **soaking** in the sink.
  4. I **used** all my money for the pizza.
  5. The squirrels are **chasing** each other in the tree.
  6. We **hoped** that everything would be all right.
  7. They **waited** an hour for the bus to arrive.
  8. I am **using** a new kind of pen.
  9. Dad is **cleaning** out the gutters.
  10. I **chased** my dog around the yard.

Child’s name ____________________________________________________________

Child’s signature _________________________________________________________

Parent’s (Learning Partner’s) signature _______________________________________

3/Correctly Uses Verb Forms/3
Adapted from *Spelling By Writing*, Carl Smith, Family Learning Association, 1998.
Dear Family, Your child is learning to read contractions.

Contractions are formed when two words are put together to make a new word. In a contraction, one or more letters are left out and an apostrophe (‘) takes their place.

Here are some contractions:

can’t (can + not)  he’ll (he + will)  I’ve (I + have)

• Practice reading these contractions:
  shouldn’t (should + not)
  won’t (will + not)
  they’re (they + are)
  he’s (he + is)
  wouldn’t (would + not)
  we’ll (we + will)

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature __________________________

3/Shows Evidence of Expanding Language Repertoire/1
Contractions are formed when two words are put together to make a new word. In a contraction, one or more letters are left out and an apostrophe (‘) takes their place.

Here are some contractions:

can’t (can + not)  he’ll (he + will)  I’ve (I + have)

- Practice reading these contractions:
  
  we’re (we + are)
  she’ll (she + will)
  couldn’t (could + not)
  I’m (I + am)
  doesn’t (does + not)
  here’s (here + is)

- More Fun: Next to each contraction above, write the letters that have been left out when the contraction is formed.

Child’s signature __________________________________________________________

Parent’s (Learning Partner’s) signature _______________________________________

3/Shows Evidence of Expanding Language Repertoire/2
Dear Family, Your child is learning to read words that show that things belong to someone or something.

The symbol called an **apostrophe** (’) is used to show that something belongs to someone or something. An **apostrophe** followed by the letter **s** shows what belongs to someone or something.

**Examples:**

- the suit of the clown
- the roof of the school
- the mother of the baby

  the clown’s suit
  the school’s roof
  the baby’s mother

• Change the following phrases by using an apostrophe and an **s** (‘s) at the end of the correct word.

  the trunk of the elephant

  the school of the town

  the lights of the city

  the barn of the farmer

  the house of the family
Sometimes, you can figure out a new word from the other words in a sentence. You can ask yourself, “Does the word make sense here?” “Does it sound right?” and “Does it look right?”

Example: The weather is cold, wet, and foggy.

You already know the words the, is, cold, wet, and, and foggy. You can guess weather.

Remember to ask:

“Does the word make sense here?” Yes
“Does it sound right?” Yes
“Does it look right?” Yes

• Ask yourself these questions as you read the following sentences:

A square has four sides.

A rainbow has red, yellow, and blue colors in it.

The ball is bouncing.

The sun is shining bright.

Dear Family, Your child is learning to read new words by asking, “Does this word make sense here?” and “Does it sound right?”

3/Can Identify Specific Words/Wordings That Cause Comprehension Difficulties/1
Dear Family, Your child is learning to read new words by asking, “Does this word make sense here?” and “Does it sound right?”

• Ask yourself these questions when figuring out new words while reading:

  “Does the word make sense here?”
  “Does it sound right?”
  “Does it look right?”

• Try reading and understanding (making sense of) these sentences.

  1. The puppy is a young dog.

  2. The ocean is big, blue, and has waves.

  3. A person who fixes your teeth is a dentist.

  4. You need money to buy a car.

Child’s signature ____________________________________________________

Parent’s (Learning Partner’s) signature ________________________________
To read a new word, look at its parts.

Remember, the **root word** is the main part. The **prefix** is the part in front of the root word.

- Try reading the list below:
  
  im • perfect
  bio • graphy
  micro • phone
  il • legal
  tele • phone
  auto • mobile

- **More Fun:** What other words begin with the prefix auto?

  ____________________  ____________________
  ____________________  ____________________

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature __________________________

Dear Family, Your child is learning to read words with many syllables by looking at the beginning of the long word.
To read a new word, look at its parts. The root word is the main part. The suffix is the part that follows the root word.

- Try reading the list below:
  
  marri • age
  color • ful
  instruct • or
  imagin • ary
  success • ful
  illustra • tion
  free • dom

- More Fun: What other words can you list that end with the suffix “or”?

  ___________________________  ___________________________

  ___________________________  ___________________________

Child’s name __________________________________________

Dear Family, Your child is learning to read words with many syllables by looking at the end of the long word.

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ___________________

3/Infers Word Meanings from Roots, Prefixes, and Suffixes/2
Dear Family, Your child is learning to read more common words like “always,” “might,” and “through.”

Reading all of the time will help you to be able to read more words.

• Read these words:

  here everywhere
  nothing enough
  might around
  always there
  through another

• Read the poem “Kittens”:

  Kittens here,
  Kittens there,
  Kittens, kittens everywhere.

  Climbing up,
  Climbing down,
  Climbing up and around the chair,
  Leaving nothing but hair everywhere.

  Enough, enough, thinks Mother Cat.
  Might we cuddle and have a chat?

Child’s signature __________________________________________

Parent’s (Learning Partner’s) signature ________________________

3/Recognizes Words by Sight/1
The more you read, the better you read, so read, read, read!

Traditional Rhymes and Action Chants Anthology
By Nellie Edge, 1992

Janet’s Books

Janet is a girl in third grade. She loves to read books everyday. She reads books for her teacher at school. She reads books to her little brother at home. She reads books every night before she goes to bed. She reads newspapers and magazines. She reads a cookbook when she wants to bake cookies. She reads a dictionary when she needs to know how to say or spell a word. She reads the telephone book when she wants to call a friend. Sunday was Janet’s birthday. Can you guess what she wanted for her birthday? Yes . . . a new book!

Child’s signature ______________________________________
Parent’s (Learning Partner’s) signature ____________________
Dear Family, Your child is learning to read sentences with feeling.

• Read the sentences below. Make the words sound like real talking.

1. Hurry up! We’ll be late for the train.

2. Oh, what beautiful red roses!

3. Will you help me find my other shoe?

4. Look, I found five dollars in my pocket!

5. Please pick up the trash and put it in the basket.

6. Did you brush your teeth after eating the candy?

Child’s name ____________________________________________

Parent’s (Learning Partner’s) signature ______________________

Child’s signature _______________________________________

3/Reads Aloud with Fluency and Comprehension/2
Dear Family, Your child is learning to read silently on his or her own.

- Ask yourself these questions. The answers will help you choose what kind of books you like to read.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like fiction (make-believe) books?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do you like nonfiction (true books)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you like chapter books?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you like adventure and mystery?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do you have a dictionary?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. How many books do you have?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(a number)

Child’s name __________________________________________________________

Child’s signature __________________________________________________________________________

Parent’s (Learning Partner’s) signature ________________________________

3/Reads Aloud or Silently with Fluency/1
Dear Family, Your child is learning to spell familiar words.

These are words third-graders need to know how to spell:

- about
- because
- again
- could
- always
- enough
- another
- every
- around
- found

1. Fold a piece of paper into thirds.
2. On the left side of the paper, number from 1 to 10. Write A, B, C at the top.
3. In column A, write the 10 words from the list.
4. Fold column A over column B.
5. Have your family say the 10 words, one at a time, while you write the words in column C.
6. Unfold the paper and check your spellings from column C with the correct spellings in column A.
7. Rewrite any words you missed in column B.
8. Repeat the activity until you know all 10 words.

Child’s signature _____________________________________________
Parent’s (Learning Partner’s) signature ___________________________

3/Correctly Spells Previously Studied Words/1
Dear Family, Your child is learning to spell familiar words.

These are words third-graders need to know how to spell:

- from
- light
- heard
- little
- high
- many
- know
- might
- leave
- more

1. Fold a piece of paper into thirds.
2. On the left side of the paper, number from 1 to 10. Write A, B, C at the top.
3. In column A, write the 10 words from the list.
4. Fold column A over column B.
5. Have your family say the 10 words, one at a time, while you write the words in column C.
6. Unfold the paper and check your spellings from column C with the correct spellings in column A.
7. Rewrite any words you missed in column B.
8. Repeat the activity until you know all 10 words.

Child’s name ____________________________________________

Dear Family, Your child is learning to spell familiar words.

These are words third-graders need to know how to spell:

- from
- light
- heard
- little
- high
- many
- know
- might
- leave
- more

1. Fold a piece of paper into thirds.
2. On the left side of the paper, number from 1 to 10. Write A, B, C at the top.
3. In column A, write the 10 words from the list.
4. Fold column A over column B.
5. Have your family say the 10 words, one at a time, while you write the words in column C.
6. Unfold the paper and check your spellings from column C with the correct spellings in column A.
7. Rewrite any words you missed in column B.
8. Repeat the activity until you know all 10 words.

Child’s signature _______________________________________
Parent’s (Learning Partner’s) signature ____________________

3/Correctly Spells Previously Studied Words/2
Dear Family, Your child is learning to spell familiar words.

These are words third-graders need to know how to spell:

- near
- open
- never
- other
- next
- own
- once
- right
- only
- round

1. Fold a piece of paper into thirds.
2. On the left side of the paper, number from 1 to 10. Write A, B, C at the top.
3. In column A, write the 10 words from the list.
4. Fold column A over column B.
5. Have your family say the 10 words, one at a time, while you write the words in column C.
6. Unfold the paper and check your spellings from column C with the correct spellings in column A.
7. Rewrite any words you missed in column B.
8. Repeat the activity until you know all 10 words.

Child’s name ____________________________________________

Child’s signature ________________________________________

Parent’s (Learning Partner’s) signature ______________________

3/Correctly Spells Previously Studied Words/3
Dear Family, Your child is learning to spell familiar words.

These are words third-graders need to know how to spell:

- said
- short
- should
- small
- some
- their
- there
- they
- though
- thought

1. Fold a piece of paper into thirds.
2. On the left side of the paper, number from 1 to 10. Write A, B, C at the top.
3. In column A, write the 10 words from the list.
4. Fold column A over column B.
5. Have your family say the 10 words, one at a time, while you write the words in column C.
6. Unfold the paper and check your spellings from column C with the correct spellings in column A.
7. Rewrite any words you missed in column B.
8. Repeat the activity until you know all 10 words.

Child’s name ______________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature __________________________

3/Correctly Spells Previously Studied Words/4
These are words third-graders need to know how to spell:

through when
toward whereunder which
very while
want would

1. Fold a piece of paper into thirds.
2. On the left side of the paper, number from 1 to 10. Write A, B, C at the top.
3. In column A, write the 10 words from the list.
4. Fold column A over column B.
5. Have your family say the 10 words, one at a time, while you write the words in column C.
6. Unfold the paper and check your spellings from column C with the correct spellings in column A.
7. Rewrite any words you missed in column B.
8. Repeat the activity until you know all 10 words.

Dear Family, Your child is learning to spell familiar words.

Child’s name ______________________________________

Parent’s (Learning Partner’s) signature ______________________

3/Correctly Spells Previously Studied Words/5
You can spell longer words by thinking about spelling the small parts or "chunks of sound" you already know from other words.

- Read all of these words:
  - apartment
  - basketball
  - butterfly
  - December
  - firefighter
  - fisherman
  - gigantic
  - gingerbread
  - grandmother
  - grasshopper

- Choose four words from the list and write them on the lines below. Then write a short sentence for each word.

1. _____________    ________________________________________
2. _____________    ________________________________________
3. _____________    ________________________________________
4. _____________    ________________________________________

Child’s signature ______________________________________
Parent’s (Learning Partner’s) signature ____________________

Dear Family, Your child is beginning to spell longer words.

SCHOOL-HOME LINKS

3/Correctly Spells Previously Studied Words in Own Writing/1
Dear Family, Your child is beginning to spell longer words.

You can spell longer words by thinking about spelling the small parts or “chunks of sound” you already know from other words.

- Read all of these words:
  
hamburger
helicopter
hippopotamus
holiday
jack-o-lantern
kindergarten
lumberjack
microscope
motorcycle
newspaper

- Choose four words from the list and write them on the lines below. Then write a short sentence for each word.

  1. ___________    ________________________________________
  2. ___________    ________________________________________
  3. ___________    ________________________________________
  4. ___________    ________________________________________
Dear Family, Your child is beginning to spell longer words.

You can spell longer words by thinking about spelling the small parts or “chunks of sound” you already know from other words.

- Read all of these words:
  - peanut butter
  - pumpkin
  - rainbow
  - rectangle
  - schoolhouse
  - submarine
  - supermarket
  - television
  - upside-down
  - Washington

- Choose four words from the list and write them on the lines below. Then write a short sentence for each word.

  1. _____________    ________________________________________
  2. _____________    ________________________________________
  3. _____________    ________________________________________
  4. _____________    ________________________________________

Child’s name ______________________________________

Child’s signature ____________________________________

Parent’s (Learning Partner’s) signature ____________________
Compound words are new words made from two smaller words. To spell a compound word easily, you can think, say, and spell the first word first. Then think, say, and spell the second word.

Example:
Think of butterfly as butter + fly. Say butter and spell it. Say fly and spell it. Put the two words together.

- Take these compound words apart:
  - rainbow = __________ + __________
  - schoolhouse = __________ + __________
  - grandmother = __________ + __________

Child’s name ____________________________

Dear Family, Your child is learning to spell compound words.

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________
Dear Family, Your child is learning to put words in ABC order.

- To put a group of words in ABC order, first read all the words.
- Then look at the first letter of each word.
- Finally, put the words in ABC order.

**Example:**

- bird 1. ant
- ant 2. bird
- tiger 3. tiger

- Follow these steps to put the words below in ABC order.

Use the written alphabet to help you do this.

```
  a  b  c  d  e  f  g  h  i  j  k  l  m  n  o  p  q  r  s  t  u  v  w  x  y  z

  cow  1. ___________

  fish  2. ___________

  king  3. ___________

  turtle  4. ___________

  anteater  5. ___________
```

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________

3/Places Words in Alphabetical Order/1
Dear Family, Your child is learning to put words in ABC order.

- To put a group of words in ABC order, first read all the words.
- Then look at the first letter of each word. If some of the words begin with the same letter, look at the same letter.
- Finally, put the words in ABC order.

**Example:**
- bird
- buffalo
- ant
- ape

1. ant
2. ape
3. bird
4. buffalo

- Follow these steps to put the words below in ABC order. Use the written alphabet to help you do this.

```
a b c d e f g h i j k l m n o p q r s t u v w x y z
```

1. ____________
2. ____________
3. ____________
4. ____________

Child’s name ________________________________________________

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature ____________________________
A dictionary helps you learn about new words. You can see how to spell words correctly. You can learn how to say the words correctly. You can find out what words mean.

**fly (fli)**

1. an insect with two wings.
2. to go through the air.

- Spell the word *fly* out loud.
- Say the word *fly*. Use the clue in the parentheses above *(fli)*.
- How many meanings does *fly* have? __________
- Use the word *fly* in two new sentences.

1. ____________________________________________________________________

   ____________________________________________________________________

2. ____________________________________________________________________

   ____________________________________________________________________

Child’s signature ________________________________________________________

Parent’s (Learning Partner’s) signature _________________________________
Dear Family, Your child is learning to add to the number of words he or she knows through reading.

- Think about something you read at home or in school.
- What did you do when you came to a word you didn’t know?

- Did you sound it out to see if you knew part of it? ________
- Did you notice parts of the word that were like other words you know? __________
- Did you ask help from a grown-up? ___________
- Did you use the other words in the sentence to help you? ___________
- Did you use a dictionary? ___________
- Which way worked best for you?

- How do you make sense of what you’re reading when there are words you don’t know?

- Reread a book or story that had words you didn’t know when you read it the first time.
- Why is it easier to read the words the second time?

Child’s name ______________________________________
Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ___________________
Dear Family,

Your child is learning to work out the meaning of hard words by noticing how they are used in sentences.

• Read this sentence:
  As I walked down the street, I heard footsteps behind me and I began to feel **apprehensive**.

• See if you can use the words nearby to figure out what **apprehensive** means. How would you feel if you were alone and thought someone was following you?

• The word **apprehensive** probably means:

• Here’s another one:
  The woman couldn’t read the words on the page, so the story was **incomprehensible** to her.

• Could the woman understand what was written on the page? ______

• The word **incomprehensible** probably means:

• When you are reading at home and in school, look for ways to use nearby words to help you understand words you get stuck on.

Child’s signature ________________________________

Parent’s (Learning Partner’s) signature __________________________

3/Identifies Words Causing Comprehension Difficulties/2
Dear Family, Your child is learning to use a dictionary to find out what words mean.

Sometimes you will need to use a dictionary to help you learn the meanings of hard words.

- Read this sentence:
  I looked at my homework with **consternation**.
- What do you think **consternation** means?
- What does the dictionary say the word means?
- What else does the dictionary tell you about the word?
- What do you have to know in order to be able to use a dictionary?
- When is it a good idea to use a dictionary to learn the meaning of a new word?
A prefix is a word part that comes at the beginning of a word. Prefixes can help us figure out the meanings of words we don’t know. For example, the prefix re- means “again.”

• Look at how re- changes the meaning of words in these sentences.

He did his homework.
He redid his homework.

She wrote a story.
She rewrote a story.

The house was painted.
The house was repainted.

• Change these sentences by adding the prefix re- to the underlined words. Rewrite the sentence.

1. I wanted to open the book.

____________________________________________________

2. She told her story.

____________________________________________________

• Write some sentences of your own using words that begin with re-. Use the back of this paper. Read your sentences out loud to your family.

Dear Family, Your child is learning to use prefixes to help learn new words.
A prefix is a word part that comes at the beginning of a word. Prefixes can help us figure out the meanings of words we don’t know. The prefix dis- means “not.”

- Look at how dis- changes the meaning of the words in these sentences.
  
  I trust him.  
  I distrust him.

  She is honest.  
  She is dishonest.

- Change these sentences by adding the prefix dis- to the underlined words. Rewrite the sentences.

  1. The teacher liked my answer.

  2. The ghost appeared on the stairs.

- Write some sentences of your own using words that begin with dis-. Use the back of this paper. Read your sentences out loud to your family.

Child’s signature________________________________________________________

Parent’s (Learning Partner’s) signature_____________________________________
A suffix is a word part that comes at the end of a word. Suffixes can help us figure out the meanings of words we don’t know. For example, the suffix -er is added to words to compare them.

- A sock is small. An ant is smaller.
- A hill is high. A mountain is higher.

The suffix -er can also mean a person who does something.

- A person who does work is a worker.
- A person who teaches is a teacher.
- A person who owns something is an owner.

- Finish these sentences by adding -er to the end of the underlined words.

  Cake is sweet. Sugar is _______________________________.
  A desk is hard. A rock is ________________________________.
  A train is fast. An airplane is ___________________________.
  A person who likes to read is a _________________________.
  A person who takes a walk is a _________________________.
  A person who likes to play is a _________________________.

- Write some of your own sentences using words that end in -er. Use the back of this paper. Read your sentences out loud to your family.

Dear Family, Your child is learning to use suffixes to help learn new words.
Sometimes you hear a person say, “You look nice.” or “That was a nice book.”

Is nice a word you use a lot?

• What are some other words you could use instead of nice when you are talking about someone or something you like?

___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

• Use these words to tell a story out loud about a person or thing you like. Write down your story.

___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

• Read your story out loud to your family.

Child’s signature ________________________________
Parent’s (Learning Partner’s) signature ____________________
Dear Family, Your child is learning to use new words in writing.

• Read something from a newspaper, a magazine, or a book.

• List some new, unusual, or interesting words you found in your reading.

• How can you figure out the meanings of these words?

• When you feel you understand what they mean, think about which ones you would like to use in your own writing.

• On the back of this paper or on a separate paper, use the words to write about something that happened to you.

• Read what you wrote out loud to your family.

Child’s name ____________________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________

3/Incorporates Words from Reading into Writing/1
Dear Family, Your child is learning to listen so he or she can follow directions.

- Listen carefully while someone in your family reads these directions to you. Try to follow all the steps in the directions without having to listen to them again.

Directions:
1. Go into the kitchen of your house.
2. Locate and name 10 different kinds of food you find there.
3. Put 2 of them on the kitchen table.
4. Tell someone in your family what they are and why you picked them.
5. Put them away again.

- How did you do? Did you remember all the steps of the directions?

- What are some other times you have to listen and follow directions?

- Talk about them with your family.

Child’s signature

Parent’s (Learning Partner’s) signature

3/Comprehends Spoken Directions/1
Dear Family, Your child is learning to figure out the right word to use in a sentence.

- Read this word list:
  - fan          miss          kick          egg
  - fed          rug           lot              add

- Use words from this list to complete the sentences below:

  1. Have you___________the dog yet?
  2. I like to ___________my football as far as I can.
  3. Can you _______________all the numbers?
  4. We need one ________________to make this cake.
  5. Don’t get any mud on the ____________when you walk in.
  6. Hurry up or we will______________the bus.
  7. Did you have a _______________of fun at the game?
  8. Turn on the _________________to help cool the air.

Child’s name ______________________________________

Parent’s (Learning Partner’s) signature ____________________
• Read this word list:

scrap           shock          chill                scrub
which          sprang          whack           struck

• Use words from this list to complete the sentences below:

1. I felt a___________from the cold draft of air.
2. The animals__________from their hiding places
   and ran.
3. I don’t know___________one to choose.
4. Be sure to___________all the dirt off the steps.
5. Don’t let the branch___________you in the face!
6. We___________a big rock that was under the boat.
7. Please pick that___________of paper off the rug.
8. Don’t touch that wire! It may___________you!

Dear Family, Your child is learning to figure out the right word to use in a sentence.

Child’s name ____________________________________________

Child’s signature _________________________________________

Parent’s (Learning Partner’s) signature ________________________

3/Uses the Correct Words in Context/2
Adapted from Spelling By Writing, Carl Smith, Family Learning Association, 1998.
Dear Family, Your child is learning about words that sound the same but are spelled differently.

• Some words sound the same but are spelled differently. These words are called **homophones**.

• Read the homophones below:

  - eye - I
  - hear - here
  - no - know
  - new - knew
  - one - won
  - right - write

• Then read the sentence and write in the correct homophone.

  1. My friend and _____________like to play ball.
  2. Do you___________the answer to the question?
  3. Our team_____________the game last night.
  4. Did you____________what he said?
  5. I got a_____________bike for my birthday.
  6. I got the_____________answer to that question.
  7. The batter must keep his_____________on the ball.
  8. Put the box over_____________on the table.

**Child’s signature** ____________________________________________

**Parent’s (Learning Partner’s) signature** __________________________
Dear Family, Your child is learning about words that sound alike but have different meanings.

- Some words can sound somewhat alike, but have very different meanings
- Read the word pairs below:
  - of - off
  - our - are
  - who - how
  - win - when
  - than - then
  - on - one
- Then place the right word in the blanks in the sentences below. Be careful!

1. We had___________big math test yesterday.
2. Tell me____________it is time to leave.
3. Do you know___________was on the phone?
4. Please give me one_________of your cookies.
5. This box is bigger____________that one.
6. Put these books____________the table.
7. I hope we can____________the next two games.

Child’s name ____________________________

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  - of - off
  - our - are
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4. Please give me one_________of your cookies.
5. This box is bigger____________that one.
6. Put these books____________the table.
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Child’s signature ____________________________

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  - win - when
  - than - then
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  - of - off
  - our - are
  - who - how
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  - than - then
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2. Tell me____________it is time to leave.
3. Do you know___________was on the phone?
4. Please give me one_________of your cookies.
5. This box is bigger____________that one.
6. Put these books____________the table.
7. I hope we can____________the next two games.

Child’s signature ____________________________
Dear Family, Your child is learning to write stories that have a clear beginning, middle, and end.

- Write a story about your day at school.
- To plan your story, write some ideas in these boxes.

<table>
<thead>
<tr>
<th>How I Felt at the Beginning of the Day</th>
<th>What Happened in School</th>
<th>How I Felt at the End of the Day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Use the back of this paper or another paper to write your story.
- Think of a good way to start your story to get readers interested.
- Use the information you wrote in each box to write each part of your story.
- Try to end your story with the most important thing you want your readers to think or feel.

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature _________________________
After thinking about what to write, good writers write down their first copy or draft. A good writer often leaves space between the lines because he or she usually changes things later on and needs room to do it. For example:

Last week I had a dream....

FIRST DRAFT

- Talk with your family about a dream you had - one you had a long time ago or one you had in the last week.
- Write down what happened in your dream.

- Use this shortcut description to write a longer first draft of your story.
- Use another piece of paper to make sure you leave spaces between your lines. Your family can help by asking you questions to get you started and to keep you from getting stuck.

Dear Family, Your child is learning to write first drafts of compositions.

Child’s name ______________________________________

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature ____________________________

3/Uses the Writing Process/2
Dear Family, Your child is learning to make comparisons between two unlike things.

- When we describe something, we often compare it to something else. For example:

  The children are like little angels.

  Here, children are being compared with angels.

- When two unlike things are compared, using the words like or as, a simile is formed.

- In each sentence below, underline the two things that are being compared:

  1. Her voice was like pure gold.

  2. The clouds were like cotton balls.

  3. Jane’s hair was like corn silk.

  4. The bells tolled like claps of thunder.

Child’s name ______________________________________

Child’s signature____________________________________

Parent’s (Learning Partner’s) signature ___________________

Adapted from Spelling By Writing, Carl Smith, Family Learning Association, 1998.
Dear Family, Your child is learning to edit or revise what he or she writes.

Here is a summary of what good writers do.

Good writers plan their writing.

Good writers get their ideas down on paper.

Good writers expect to make changes in their writing.

Here is a sample of how a good writer changed or revised a story to make it better.

**FIRST DRAFT**

The dog **ran**
into **busy**
the street and was almost **hit by a car**

**REVISED DRAFT**

The dog **ran into**
the busy street and was almost **hit by a big, green car.**

- Write something at home with your family.
- When you have finished writing, here are seven ideas to help you revise to make it better:
Seven Ideas to Help You Revise Your Writing

1. Read your piece of writing out loud. Listen to the sound of your sentences. If they are hard to say, the words probably need changing. Rewrite them.

2. Add some things you left out. Use a pencil or different colored ink to make changes.

3. Add colorful words in at least two places in your story.

4. Try moving some of the words around to new spots.

5. Replace words like “big,” “nice,” “good,” “bad,” with words that are clearer.

6. Ask your family to give you ideas on how to make your story better.

7. Check your spelling and punctuation. Correct, neat writing is easier for people to read and understand.

Child’s signature ________________________________

Parent’s (Learning Partner’s) signature ________________
Dear Family, Your child is learning to focus and organize his or her writing.

Good writers see life around them like a camera with a close-up lens. They notice things and focus on them carefully in their writing.

• Talk with your family about a room in your house. Pick something special about the room, such as:
  how it looks     how it smells     how it feels

• Write about the room by “zooming in” closer and closer on that one thing, such as how it looks. Use the back of this paper or another piece of paper to describe what you see.

• When you have finished writing, read your story out loud to your family.

• Ask your family to help you answer these questions:
  1. Did you stick to one topic? ____________________________
  2. Is your first sentence interesting? ______________________
  3. Did you end with the most important thing you want your reader to know or feel? ____________________________
  4. Which part of your writing is most important? __________
  5. Is it in the best place to show how important it is? ______
  6. Did you put parts together that talk about the same thing? ___________________________________________________

• Now rewrite your story.

Child’s signature __________________________________________

Parent’s (Learning Partner’s) signature ________________________

3/Edits and Revises Own Writing/3
Dear Family, Your child is learning to revise his or her writing to improve information, order of ideas, and style.

- Ask your family to help you come up with some topics you can write about. Look over the list of topics. Which one is the most interesting to you?

- Write about the topic using the back of this paper or another piece of paper.

- When you are finished, read your writing out loud to your family.

- Ask your family to help you answer these questions:
  1. Is there some important information you left out? Add it now.
  2. Is something out of place? Try moving it to a new spot.
  3. Did you start right? Make sure your opening sentence is interesting to the reader.
  4. Did you end right? Make sure you end with the most important thing you want the reader to know or feel.
  5. Did you use different kinds of sentences?

- Rewrite some of your sentences if you need to.
- How does your writing sound? Can people understand it?

Child’s signature

Parent’s (Learning Partner’s) signature

3/Edits and Revises Writing/4
Dear Family, Your child is learning to edit his or her writing to correct mistakes in punctuation and spelling.

- Talk with your family about the most exciting thing that ever happened to you. You are going to write a story about it.
- What ideas do you want to include in your story?
- How will you group your ideas?
- On another piece of paper, write a first draft using the ideas you listed. Remember to leave a blank line after each line you write.
- Ask your family to help you use this checklist to make your writing better:

**Checklist of Writing**

1. Is my writing neat and easy to read?
2. Does each sentence begin with a capital letter?
3. Does each sentence end with a period or a question mark?
4. Did I spell words correctly?
5. Did I indent my paragraphs?

- Make any necessary changes and reread your writing to your family.

Child’s name ____________________________

Child’s signature ____________________________

Parent’s (Learning Partner’s) signature ____________________________

3/Reviews Work for Spelling, Mechanics, Presentation/1
Dear Family, Your child is learning to write word webs to show how words and ideas are connected.

- Finish this word web by adding the words from the list to the ideas in the boxes.

### List
- page
- encyclopedia
- story
- title
- box
- shelf
- biography
- backpack
- pictures
- chapter
- desk

### Parts of a Book
- 
- 
- 

### Kinds of Books
- 
- 
- 

### Places for Books
- 
- 
- 

- Can you make a word web of your own? Try doing one on animals. Draw your animal word web on the back of this paper.

Child’s signature

Parent’s (Learning Partner’s) signature

3/Produces a Variety of Written Works - Word Web/1
Dear Family, Your child is learning to write descriptions.

When you write to describe something, you are painting a picture with words. A good way to describe something in writing is to use words that tell the reader how something looks, sounds, feels, tastes, and smells.

- Choose a topic to write from the list below or come up with one of your own:
  - a storm
  - a place that makes you happy
  - a scary place
  - a place you love

- What is your topic? __________________________________________
- Make a list of ideas you want to include in your description.
  ___________________________________________________________
  ___________________________________________________________

- Look over your list and connect ideas that belong together.
- Number the ideas to show which ones will come first in your description.
- Write your description on another piece of paper.
- Make each numbered idea a sentence.
- Think of a title for your description.
- Read your description out loud to your family.

Child’s signature _____________________________________________

Parent’s (Learning Partner’s) signature _______________________

3/Produces a Variety of Written Works - Description/1
Dear Family, Your child is learning to write a story.

- Write a story about something scary that happened to you.
- Write an opening sentence that will get the reader interested in your story.

- Now write down several events you’re going to include in your story.

- Number the events and put them in order that will lead to an interesting ending.
- Write an ending sentence that repeats what you said in the beginning or says the same thing in a different way.

- Rewrite the story on a separate piece of paper.
- Read your story out loud to your family. Ask your family to help you think of a good title for your story.

Child’s name ____________________________

Child’s signature ____________________________

Parent’s (Learning Partner’s) signature ____________________________

3/Produces a Variety of Written Works - Story/1
Dear Family, Your child is learning to write letters.

- Spend 5 or 10 minutes with your family talking about three things you would like to do next week.
- Write a letter to your family describing your plans.

______________________________
(Date)

Dear Family,

_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________

With love,

Child’s signature ____________________________________________
Parent’s (Learning Partner’s) signature __________________________
Dear Family, Your child is learning to write directions explaining how to do something.

- Find a plain piece of paper about the size of this page.
- Ask your family to fold it to help you make a paper airplane.
- Explain out loud the steps you took to make the paper airplane.
- Use these questions to help you:

1. What did you do first?_________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

2. Then what did you do?_________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

3. What was the last thing you did?________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

- Write down all the steps in order on another piece of paper. When you are finished writing, follow your written directions.
- Did you leave anything out?
- Do you need to change anything around?
- More Fun: Tell your family the steps needed to tie a shoe. How many steps are needed?

Child’s signature________________________________________

Parent’s (Learning Partner’s) signature ______________________
Good writers keep journals to record ideas. You can keep a journal to write down what is important to you or changes that happen to you. By writing down your ideas, you understand them better.

- Ask your family to help you make or buy a notebook.
- Decorate your notebook in a special way so that it looks and feels different from other notebooks you use in school.
- Take time every day to write down your thoughts or to describe things that happen to you.
- Use your writer’s notebook to come up with topics for writing at home or in school.
- Share your writer’s notebook with your family if you wish.

Dear Family, Your child is learning to keep a writer’s notebook for keeping track of ideas for his or her writing.

Child’s name ______________________________________

Child’s signature __________________________________

Parent’s (Learning Partner’s) signature ____________________
Dear Family, Your child is learning to keep a writer’s notebook. Here are some ways to use a writer’s notebook.

- Look for and write down ideas for writing on the way home from school, at home, or in places you visit.
- Look for interesting topics as you read books.
- Write down your reactions to books or stories you read.
- Copy favorite parts from a book you are reading or the words to a favorite poem or song.
- Write down interesting words and expressions you hear.
- Write family stories.
- Describe things you notice during the day.
- Write down memories you have.
- Make lists of things (birds, trees, kinds of stories, etc).
- Express your opinions about something important to you.
- Write down plans you have.
- Write down questions you have or things you wonder about.

Child’s signature

Parent’s (Learning Partner’s) signature
Dear Family, Your child is learning to gather information and write a list.

- Ask grown-ups in your family about their reading and writing.
- Use these questions.
- Write down their answers.

1. What have you read today? Many things count - newspapers, bus signs, supermarket ads, cereal boxes, directions on packages, etc.

2. How is reading helpful to you?

3. What did you write today? Please list everything.

4. How is writing helpful?

Child’s signature ________________________________

Parent’s (Learning Partner’s) signature ____________________
Dear Family, Your child is learning to write a list.

- Ask your family to help you think about and answer these questions.

- Write down your answers.

- What are some reasons why people write? Make a list.

- What supplies should you have when you are writing? Make a list.

- Read your lists to your family.

Parent’s (Learning Partner’s) signature ____________________________
Child’s name ______________________________________

Dear Parents,

We’re off to a very exciting year! This week, the children will bring home and read their first Book Links chapter book! They will be reading for at least 30 minutes per assignment.

Here are some ways you can read a chapter book with your child:

• Your child reads one page out loud. Someone in your family reads the next page out loud while the child listens. Continue taking turns until you reach the end of the chapter.

• Your child reads a chapter from the book silently by him- or herself. Someone in your family reads the chapter silently when the child finishes. Talk together about what stood out for each of you in the chapter.

• Your child and someone in your family read the chapter out loud in unison.

• Your child listens as someone in your family reads the chapter out loud to him or her.

• If the chapter has pictures, your child reads the words while someone in your family talks about the pictures.

Please telephone me at _____________ between 5 p.m. and 8 p.m. if you have any questions about Book Links or would like additional pointers on how to read chapter books with your child.

Have fun reading!

Ms. Teacher
Dear Family, Your child is learning to guess what will happen in a book before reading and check after reading.

- Read a book with your family. Write the title, author, and chapter(s) below.

  Title: _____________________________________________________
  Author: __________________________________________________
  Chapter(s): ______________________________________________

You are going to make predictions about your book. A prediction is a good guess about what will happen.

- Look through the chapter of your book before you read it with your family, and draw two columns on the back of this paper.
- On the left side of the page, write the heading Predictions. Before you read the chapter, write what you think will happen in the chapter(s) in the Predictions column.
- On the right side of the page, write the heading Reactions.
- After you finish reading the chapter(s), write what actually happened in the chapter(s) and what you thought of it in the Reactions column.
- How did making predictions help you understand the chapter(s) better?

_________________________________________________________
_________________________________________________________

Child’s signature__________________________________________
Parent’s (Learning Partner’s) signature _______________________

3/Reads and Comprehends Fiction at Grade Level/1
Dear Family, Your child is learning to answer questions about the setting of a book or story.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

  Title: ________________________________________________________________
  Author: ______________________________________________________________
  Chapter(s): __________________________________________________________

- Where does the part of the story told in the chapter(s) take place?

  ________________________________________________________________
  ________________________________________________________________
  ________________________________________________________________

- How do you know?

  ________________________________________________________________
  ________________________________________________________________
  ________________________________________________________________

- If this part of the story took place somewhere else or in a different time, how would the story likely change?

  ________________________________________________________________

Child’s signature ________________________________
Parent’s (Learning Partner’s) signature ________________
Dear Family, Your child is learning to ask questions while reading to understand the book or story better.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

  Title: _____________________________________________________
  Author: __________________________________________________
  Chapter(s): ______________________________________________

- Stop after reading a few pages, and write what you have learned about the characters so far.

  __________________________________________________________
  __________________________________________________________

- As you think about the rest of the chapter(s), what do you think might happen to the characters?

  __________________________________________________________
  __________________________________________________________

- How do you think the chapter(s) will end?

  __________________________________________________________

- Continue reading until you finish the chapter(s).

Child’s signature __________________________________________

Parent’s (Learning Partner’s) signature _______________________

3/Reads and Comprehends Fiction at Grade Level/3
Dear Family, Your child is learning to make connections between books and real life.

• Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____________________________________________________

Author: __________________________________________________

Chapter(s): ______________________________________________

• What problems does the author present in the chapter(s) that are like real-life problems you have thought about or lived through?

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

• If the setting were changed to your neighborhood and the characters were your family and friends, how would the events in the chapter(s) have to change?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Child’s signature______________________________________________________

Parent’s (Learning Partner’s) signature _________________________________

3/Reads and Comprehends Fiction at Grade Level/4
Child’s name ______________________________________

Dear Family, Your child is learning to use information he or she already knows to understand a book or story.

• Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____________________________________________________
Author: __________________________________________________
Chapter(s): ______________________________________________

• Think about the books you have read or listened to this year.

• So far, is this book like any other book you have read or listened to? Please explain your answer.

_________________________________________________________________________________

_________________________________________________________________________________

• Think about the characters in this book. Are any of them like characters you have met in other books and stories?

_________________________________________________________________________________

• Have you noticed any patterns in the books you have read this year?

_________________________________________________________________________________

• Locate another book by the author of this book. Read it and see if the events and characters are similar.

Child’s signature ________________________________________
Parent’s (Learning Partner’s) signature ________________________
Child’s name ____________________________________________

Dear Family, Your child is learning to make reading an everyday habit.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

  Title: _____________________________________________________
  Author: __________________________________________________
  Chapter(s): ______________________________________________

- What stood out for you most in the chapter(s)?

- To keep track of the chapters and books you have read this year, make a chart as a record of your reading.

  You could make a chart like this one:

  | Child’s Name: _________________________________ |
  | Date | Title | Author | Chapter | My Comment | Other’s Comment |
  |      |       |        |         |            |                 |
  |      |       |        |         |            |                 |
  |      |       |        |         |            |                 |

Your teacher may want you to use a special chart. Whether you make your own or your teacher gives you one, be sure your chart has a place for your family to write comments, too.

Child’s signature __________________________________________
Parent’s (Learning Partner’s) signature _______________________

3/Reads and Comprehends Fiction and Nonfiction at Grade Level / 1
Dear Family, Your child is learning to read many different kinds of written material.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

  Title: _____________________________________________________
  Author: __________________________________________________
  Chapter(s): ______________________________________________

- What stood out for you most in the chapter(s)?
  ____________________________________________________________
  ____________________________________________________________

- Make a list of all the different kinds of books and reading material you can think of. Ask your family to help you with this.
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________

- Place a check near the books and reading materials you have read so far. Are there some kinds you never read but want to read?

- How can you make sure you are reading many different kinds of books and reading materials?

Child’s signature _________________________________________________
Parent’s (Learning Partner’s) signature ________________________________
Dear Family, Your child is learning to become a better reader by choosing harder books.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

  Title: _____________________________________________________
  Author: __________________________________________________
  Chapter(s): ______________________________________________

- Answer these questions about how you read.
  1. What attracts you to a book?
     ___________________________________________________________
     ___________________________________________________________
     ___________________________________________________________

  2. How does one book lead you to another book?
     ___________________________________________________________
     ___________________________________________________________
     ___________________________________________________________

  3. How do you pick a book that will help you learn to read better?
     ___________________________________________________________
     ___________________________________________________________

Child’s signature ____________________________________________
Parent’s (Learning Partner’s) signature __________________________

3/Reads Independently/1
Dear Family, Your child is learning to answer questions about books and stories.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____________________________________________________
Author: ___________________________________________________
Chapter(s): ________________________________________________

- Who are the characters in the chapter(s)?

________________________________________________________________
________________________________________________________________

- Where do the events in the chapter(s) take place?

________________________________________________________________
________________________________________________________________

- What is a problem that comes up in the chapter(s)?

________________________________________________________________
________________________________________________________________

- How does the author make the characters, the events, and the problem in the chapter(s) seem believable?

________________________________________________________________
________________________________________________________________

Child’s signature _____________________________________________

Parent’s (Learning Partner’s) signature ____________________________
Dear Family, Your child is learning to retell the main parts of a story.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: ________________________________
Author: _______________________________
Chapter(s): __________________________

- Retell the story in the chapter(s) in your own words. Remember to include in your retelling:
  - The characters
  - The setting
  - The beginning, middle, and end of the chapter(s)
  - The problem and how it is solved or described in the chapter(s).

- Use the back of this page if you need to.

____________________________________
____________________________________
____________________________________

- Read your thoughts out loud to your family.

Child’s signature ________________________________
Parent’s (Learning Partner’s) signature ________________
Dear Family, Your child is learning to remember what happens in a book.

• Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____________________________________________________
Author: ___________________________________________________
Chapter(s): ______________________________________________

• How does the author begin the chapter(s)? What is happening at the beginning of the chapter(s)?

______________________________________________________
______________________________________________________
______________________________________________________

• What happens next?

______________________________________________________
______________________________________________________
______________________________________________________

• Then what happens?

______________________________________________________

• What happens at the end of the chapter(s)?

______________________________________________________
______________________________________________________

Child’s signature________________________________________
Parent’s (Learning Partner’s) signature ______________________
Dear Family, Your child is learning to draw conclusions about a book or story.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____________________________________________________

Author: ___________________________________________________

Chapter(s): _______________________________________________

- What important information did the author tell you in the chapter(s)?

______________________________________________________

______________________________________________________

______________________________________________________

- Given this information, what do you think will happen in the rest of the book?

______________________________________________________

______________________________________________________

______________________________________________________

- What makes you think so?

______________________________________________________

Child’s signature __________________________________________

Parent’s (Learning Partner’s) signature ________________________
Dear Family, Your child is learning to figure out important ideas in reading.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

  Title: _____________________________________________________
  Author: __________________________________________________
  Chapter(s): ______________________________________________

- Think about all the chapters of the book you have read so far. What ideas does the book make you think about?
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

- How does the author get you to think about them? Use examples from the book to show what you mean.
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

Child’s signature ____________________________________________
Parent’s (Learning Partner’s) signature __________________________

3/Discusses Underlying Themes in Fiction /2
Dear Family, Your child is learning to notice how authors present information in nonfiction books.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Nonfiction Title: ____________________________
Author: ______________________________________
Chapter(s): __________________________________

- This book presents a lot of information about________________________________________________
- Which of the following ways does the author use to present information?__________________
  1. Does the author compare things? _____________________
  2. Does the author show new things are not alike? __________
  3. Does the author give you examples? __________________ __
  4. Does the author tell you the steps of how to do something? ______
  5. Does the author give information according to when things happened? __________________________
  6. Does the author show how one thing made another thing happen? ____________________________

Child’s signature _____________________________________________
Parent’s (Learning Partner’s) signature ___________________________
Dear Family,

Your child is learning to notice and learn new words while reading.

- Read the assigned chapter(s) with your family. Write the title, author, and chapter(s) below.

  Title: ______________________________________________________

  Author: ___________________________________________________

  Chapter(s): ________________________________________________

- Read the letter sent home with this activity for pointers on how to read chapter books with your family.

- After reading the chapter(s) in any one of these ways, make a list of the new or unusual words you came across in your reading.

  ___________________________ __________________________

  ___________________________ __________________________

  ___________________________ __________________________

  ___________________________ __________________________

- How did the reading help you understand these words?

  _______________________________________________________

- Which ones would you like to use in your own writing and talking?

  _______________________________________________________

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature _________________________
Dear Family, Your child is learning to check for understanding while reading.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

  Title: ________________________________________________________________
  Author: ______________________________________________________________
  Chapter(s): __________________________________________________________

- While you are reading, stop every so often to make sure the chapter(s) makes sense. Ask yourself, “Does this make sense?” If it doesn’t make sense, go back and reread the pages.

- Write down any questions you have about the chapter(s).

  ________________________________________________________________
  ________________________________________________________________
  ________________________________________________________________
  ________________________________________________________________

- Why do you think good readers check on themselves while reading?

  ________________________________________________________________
  ________________________________________________________________

Child’s signature _____________________________________________

Parent’s (Learning Partner’s) signature ___________________________
Child’s name ____________________________________________

Dear Family, Your child is learning to use information he or she already knows to understand a book or story.

• Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: ______________________________________________________
Author: ____________________________________________________
Chapter(s): _________________________________________________

Before Reading
• Ask yourself these questions:
  1. What do I already know about the characters and events in the chapter(s)?

  2. What new things do I hope to learn in the chapter(s)?

While Reading
• Ask yourself this question:
  1. How does the information I am learning in the chapter(s) compare with what I already know?

After Reading
• Ask yourself these questions:
  1. What did I learn from reading the chapter(s)?

  2. How will this new information be useful to me?

Child’s signature ____________________________________________
Parent’s (Learning Partner’s) signature _________________________

3/Monitors Comprehension While Reading/2
Dear Family, Your child is learning to follow written directions.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: __________________________________________________________

Author: ________________________________________________________

Chapter(s): ____________________________________________________

- Talk about what stood out for you in the chapter(s).
- Now follow these directions:
  1. Find at least five different kinds of things to read in your home.
  2. List what they are on the back of this page.
  3. Write one or two sentences that tell what kind of information each one gives a reader.
  4. Go back and number your list of things to read according to how much information you get from each one. “1” stands for the most information, “5” stands for the least information.
  5. Read your list and sentences out loud to your family.

Child’s signature ________________________________________________

Parent’s (Learning Partner’s) signature ____________________________

3/Comprehends Written Directions/1