

Read With Me

Literacy Program 3 Parent Manual



A program for parents and students
created to enhance early literacy skills



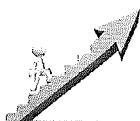
Session 1

Phonics - Digraphs

Objective: Understanding digraphs in words will help students decode words to improve their reading skills.

Why is this important?

Phonics refers to a child's ability to accurately decode words when reading. This is a very important skill because children need to be able to properly decode words for better comprehension when reading.



Step It Up:

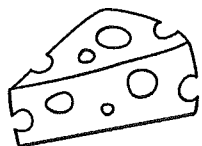
- Practice 1st and early 2nd grade sight words (introduce new words 1 or 2 at a time when your child has mastered previous sight words)
- Choose "good fit" books to enhance fluency.
- Begin asking your child questions about the story to develop comprehension skills (see Session 2 materials for possible questions).
- When your child comes across an unfamiliar word, encourage them to blend it independently.
- Continue to read to your child nightly.

Name _____

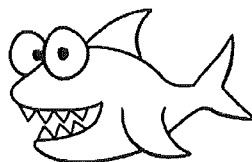
Date _____

Beginning Digraphs

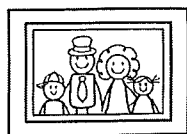
Say the name of the picture. Fill in the letters that make the beginning sound. Color the pictures.



___ eese



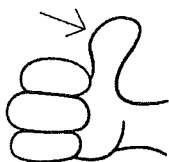
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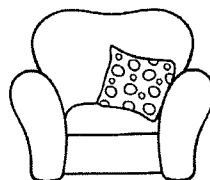
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___ istle



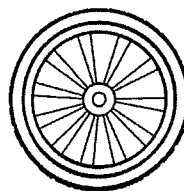
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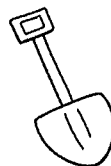
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___ eel



___ ale



___ ovel



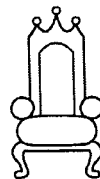
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___ one



___ ell



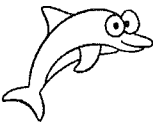


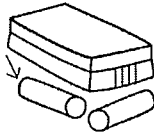
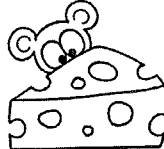


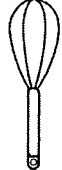
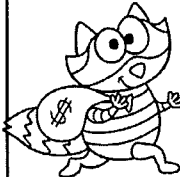
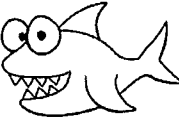
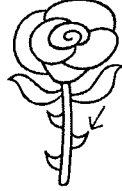
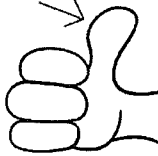
___ rone

Name _____

Date _____

Which Digraph?

Color the pictures. Circle the correct word that matches each picture. Write that word in the box.

 <p>dolphin dolthin</p> <hr/> <hr/> <hr/>	 <p>phisker whisker</p> <hr/> <hr/> <hr/>	 <p>shurch church</p> <hr/> <hr/> <hr/>
 <p>chalk thalk</p> <hr/> <hr/> <hr/>	 <p>cheese wheese</p> <hr/> <hr/> <hr/>	 <p>gocher gopher</p> <hr/> <hr/> <hr/>
 <p>whoto photo</p> <hr/> <hr/> <hr/>	 <p>whisk phisk</p> <hr/> <hr/> <hr/>	 <p>shief thief</p> <hr/> <hr/> <hr/>
 <p>chark shark</p> <hr/> <hr/> <hr/>	 <p>shorn thorn</p> <hr/> <hr/> <hr/>	 <p>thumb chumb</p> <hr/> <hr/> <hr/>

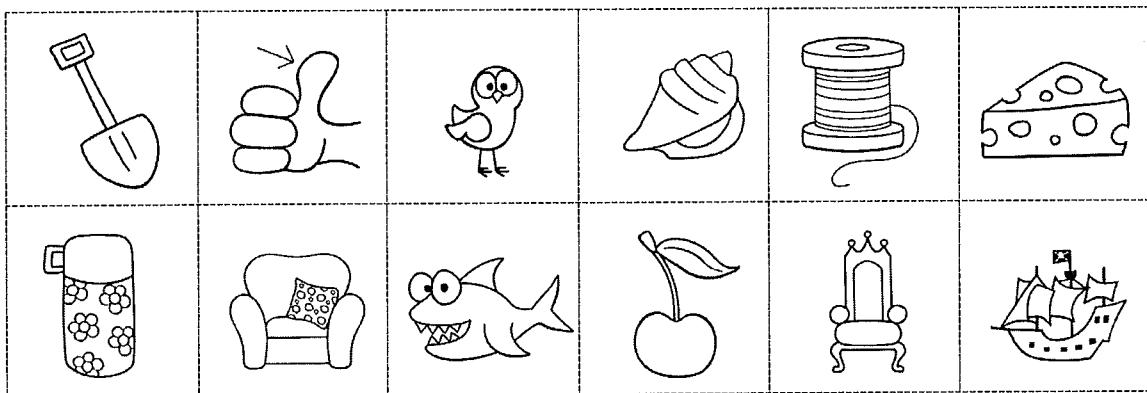
Name _____

Date _____

Cut and Paste Digraphs

Color the pictures. Cut and sort the pictures according to the digraph sound it contains. Glue in the appropriate box.

ch	sh	th



chair, chick, cherry, cheese, shovel, shark, shell, ship, thermos, thumb, thread, throne

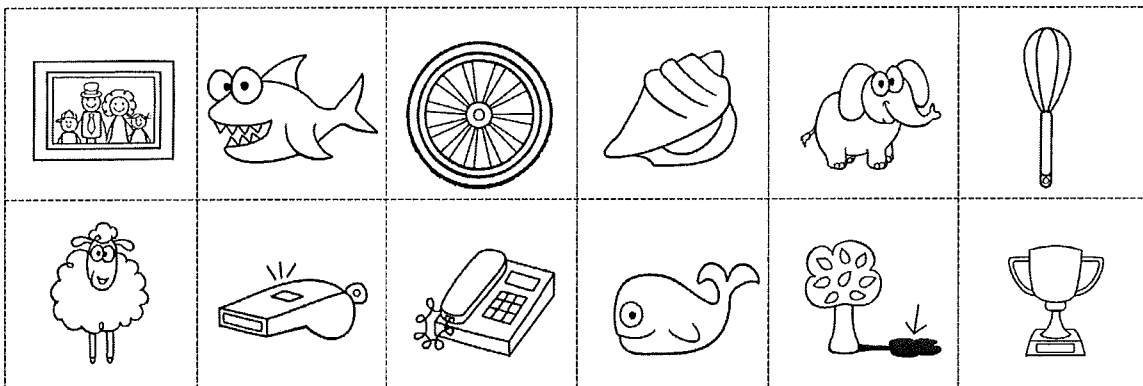
Name _____

Date _____

Cut and Paste Digraphs

Color the pictures. Cut and sort the pictures according to the digraph sound it contains. Glue in the appropriate box.

ph	sh	wh



photo, phone, elephant, trophy, sheep, shark, shell, shadow, whistle, wheel, whale, whisk

APPENDIX A

Academic Vocabulary

Quarter 1 : Unit 1 and Unit 2

events
illustrations
punctuation
author
bold print
sequence
consonant
label
publish
evaluate
rhyme
diagram
first
next
last

brainstorm
end
middle
apostrophe
dialogue
presentation
draft
repetition
rhythm
highlight
imaginary
stress
blog
landmark
various

Quarter 2 : Unit 3

capitalization
flare
rubric
timetable
audience
harvest
vegetables
element
puppet

style
confusion
frontier
proofreader's
marks
advantages
disadvantages
process
product

Quarter 3: unit 4

image
traditions
unusual
accomplish
cooperate
investigate
logical order
diorama
experience

scene
survive
alike
edit
narrator
graphic organizer
dog
series
tasks

Quarter 4: Unit 5 and Unit 6

categorize
directions
error
revision
enthusiasm
excitement
observe
alliteration
change
robot
emphasis
favorite
realistic
sound effect
demonstrate
magazine
reorder

collaborate
disagreement
Length
reasonable
admire
interview
intonation
affect
closing
tornado
celebrate
greeting
signature
holiday
origins
phrasing

APPENDIX D

Additional Vocabulary

Quarter 1: Units 1 and 2

events	brainstorm
illustrations	end
punctuation	middle
author	apostrophe
bold print	dialogue
sequence	presentation
consonant	draft
label	repetition
publish	rhythm
evaluate	highlight
rhyme	imaginary
diagram	stress
first	blog
last	landmark
next	various

Quarter 2: Unit 3

capitalization	puppet
flare	style
rubric	confusion
timetable	frontier
audience	proofreader's marks
harvest	advantages and disadvantages
vegetables	process
element	product

Quarter 3: Unit 4

image	scene
traditions	survive
unusual	alike
accomplish	edit
cooperate	narrator
investigate	graphic organizer
logical order	guide dog
diorama	series

experience	task
------------	------

Quarter 4: Units 5 and 6

categorize	collaborate
directions	disagreement
errors	length
revision	reasonable
enthusiasm	admire
excitement	interview
observe	intonation
alliteration	affect
change	closing
robot	tornado
emphasis	celebrate
favorite	greeting
realistic	signature
sound effect	holiday
demonstrate	origins
magazine	phrasing
reorder	

APPENDIX C

High-Frequency Words (how they are introduced)

Quarter 1: Units 1 and 2

does	there
not	use
school	could
what	live
down	one
out	then
up	three
very	eat
be	no
come	of
pull	under
good	who
fun	all
make	call
they	day
too	her
jump	want
move	around
run	by
two	many
again	place
help	walk
new	

Quarter 2: Unit 3

away	once
now	so
some	upon
today	ago
way	boy
why	girl
green	how
grow	old
pretty	people

should	after
together	buy
water	done
any	every
from	soon
happy	work

Quarter 3: Unit 4

because	over
blue	start
into	warm
or	caught
other	flew
small	know
about	laugh
animal	listen
carry	were
eight	found
give	hard
our	near
find	woman
food	would
more	write

Quarter 4: Units 5 and 6

four	answer
large	brought
none	busy
only	door
put	enough
round	eyes
another	brother
climb	father
full	friend
great	love
poor	mother
through	picture
began	been
better	children
guess	month
learn	question
right	their
sure	year

color	before
early	front
instead	heard
nothing	push
oh	tomorrow
thought	your
above	favorite
build	few
fall	gone
knew	surprise
money	wonder
toward	young

Session 2

Comprehension – Main Idea/Key Details and Story Element

Objective: The objective of this session is to explain the importance of comprehension and provide ways to enhance your child's understanding of text by identifying the main idea and 2-3 key details in the text as well as describe characters, setting, and major events in a story.

Why is this important?

PA Core Standards state that children should be reading 50% fictional and 50% non-fictional texts. Comprehension is the key piece to the reading puzzle; reading is meaningless without comprehension. Children need to identify how the main idea and key details work together in order to process the meaning of the text. A child needs to describe the characters, setting, and plot to recognize how the individual pieces come together to form a story. For example, a story without a plot would only be characters in a setting with little to no interaction and therefore no storyline. It is also important to understand that the rate at which they read has no meaning if they didn't understand what they read.



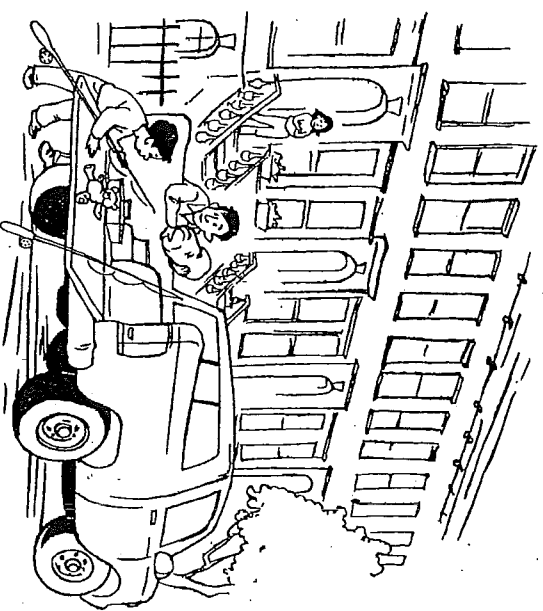
Step It Up:

- Help your child to “think outside the box” by comparing and contrasting two stories, a story and a movie, or a story to an event in their own life (find similarities and differences between the two and/or characters).
- A Venn diagram is a great resource to use for this activity (See attached).
- Book pair examples:
 - The Gingerbread Baby and The Gingerbread Man.
 - The Three Bears and The Three Little Pigs

Rick and Dad Go Camping

by Carly Mackeen

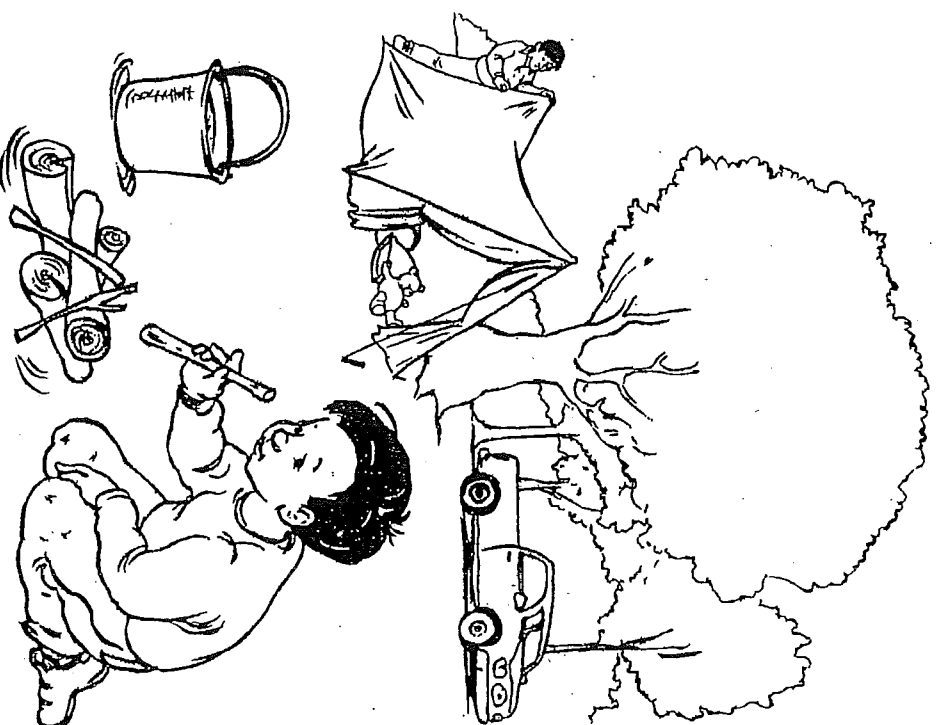
illustrated by Anik McGroery



Rick and Dad packed the truck. Dad packed the tent and sleeping bags. Rick took fishhooks and fishing poles.



Upstream, five bears fished
in the wide brook. They ate
lots and lots of fish.



Dad set up the tent. Rick got
wood and water.

Name _____

Central Idea

Directions: After reading the text, think about the central message.

Write three details to support the central idea

Central Idea

Supporting Detail

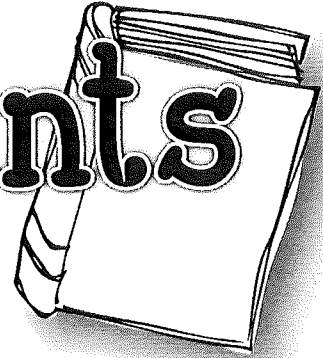
Supporting Detail

Supporting Detail



Name _____

Story Elements



Directions- After reading your story, fill out the chart.

Title: _____

Characters:

(Who the story is about)

Setting:

(Where the story
takes place)

Plot:

(What happens in the story-beginning, middle, and end)



Name _____ Date _____

All About What???

Read the phrases below. Circle the answer that best links or describes the three phrases together.



....toothpaste on brush

....water on brush

....rinse your mouth

Choose the main idea

1. brushing your hair
2. brushing your teeth
3. reading a book

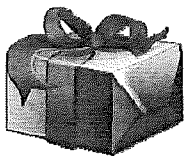


....turn on water

....put bubbles in bath

....undress and get in

1. taking a shower
2. washing the dog
3. taking a bubble bath



....cut the paper

....cover the box

....add a bow with ribbon

1. wrapping a gift
2. mailing a letter
3. reading a note



.... lots of gifts

....a decorated tree

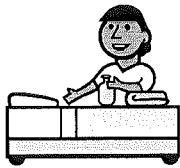
....plenty of food

1. Christmas party
2. Valentine's party
3. birthday party

Name _____ Date _____

All About My Day

Read the phrases below. Circle the answer that best links or describes the three phrases together.



-put sheets in place
-place pillows at the top
-put blanket on last

Choose the main idea

1. Making a bed
2. Cleaning your room
3. Playing catch



-put ham on the bread
-put cheese on top of the ham
-enjoy by eating

1. Making a pizza
2. Making a sandwich
3. Making brownies



-get under the water
-add shampoo
-dry completely

1. Washing your hair
2. Washing the dog
3. Washing the car



-seeing elephants
-seeing clowns
-sitting in the stands

1. Going to the zoo
2. Going to the pet store
3. Going to the circus

Underline It

Name _____ Date _____

Read the paragraphs below. Underline the main idea that best describes each paragraph. Since the story has no title, also choose a title from the list at the bottom and place it in the blank at the top.



- _____
- (1) A pet means you have to take care of it by feeding and watering it each day. Your pet also needs to get exercise each day.
- (2) A pet is nice because you can cuddle with it. You always have someone to play with when you have a pet.
- (3) Many people have dogs or cats, but you could also have a pet hamster, mouse, gerbil, or even fish. No matter what type of pet it is you should treat it like family.

Paragraph 1: A pet is a big responsibility.

Pets are easy to care for at home.

Paragraph 2: Pets offer friendship.

Pets are never very friendly.

Paragraph 3: Dogs and cats are the best pets.

There are many different types of pets.

Choose a title:

All About Pets

A Dog for Life

Never Buy a Pet

Name: _____ Date: _____

Getting Ready For Winter

Sammy the Squirrel was working hard to find nuts for winter.

He was trying to find food for his family.

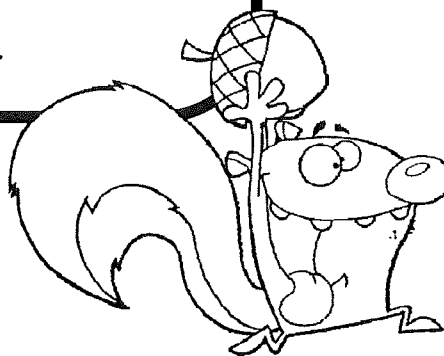
He started by looking around the Oak tree and didn't find anything.

He jumped up the Maple tree and found 2 nuts.

He brought the nuts back to his family's drey to store for winter.

Later in the day, Sammy and his daughter Sara found 8 nuts near the creek.

They found just enough nuts to feed the family for winter.



Write the numbers 1-4 to order the details of the story.

- _____ Sammy met up with his daughter.
- _____ Sammy jumped up a Maple tree.
- _____ Sammy and Sara found 8 nuts together.
- _____ Sammy searched around the Oak Tree.

Use the word bank below to complete the sentences.

Word Bank: creek, drey, November

Sara and Sammy live inside a _____.

Sammy and Sara were searching for nuts during the month of _____.

They found most of their nuts near the _____.

There are 30 days in September. It is the ninth month of the year!

Name _____

Remember September

In September, many important things happen. Each day is different. The weather will change. People will get time to remember.

Start and Finish

Some things will start this month. Other things will finish. School and fall will begin. Summer will end. Vacations come to a close!

Holidays

In September, there are holidays. Many of them have **themes**. They can be fun or serious. Some have subjects that help people become **aware**. They can help people learn. In America, there are **patriotic** days. Americans will take time to remember things that took place in the past.

All month, people will learn and have fun. September is an important month.



7th Grandparents Day
9th Teddy Bear Day
23rd Fall Begins

Fun or
Themed Holidays



Hispanic Heritage Month
Classical Music Month
Better Breakfast Month
National Honey Month

Monthly
Observances



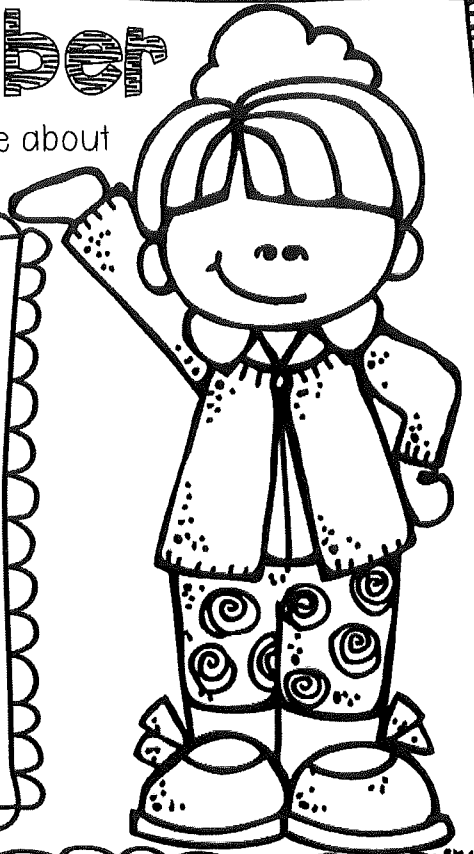
1st Labor Day
11th Patriot Day
13th Uncle Sam Day
17th Constitution Day
17th Citizenship Day

American &
Patriotic Holidays

Remember September

Name _____

Directions: Write about
each paragraph.



What is the first paragraph about?

What is the second paragraph about?

What is the third paragraph about?

Name _____

Remember September Key Ideas and Details

Directions: Answer in complete sentences.

RI.1

1. What do people remember in September?

RI.2

2. What happens in September?

RI.3

3. What is the main idea of the text?

RI.3

4. Write about two things with a connection that start and end in September.

RI.6

5. How are patriotic days and themed holidays connected or related?

- Restate the question.
- Answer in a complete sentence.
- Prove with evidence!

Name _____

Remember September Craft and Structure

Directions: Answer in complete sentences.

RI.4

1. Find the word **themed**. What is the meaning of this word as used in the text?

RI.4

2. What does the word **aware** mean?

RI.4

3. How does the author help you understand the word **patriotic**?

RI.5

4. What is the heading for a paragraph with a comparison? Explain a comparison in the paragraph.

RI.6

5. Why did the author write this passage? (Tip: Look for words that give clues about the author's point of view about September.)

- Restate the question. • Answer in a complete sentence. • Prove with evidence!

Name _____

Remember September
Integration of Knowledge and Structure
Directions: Answer in complete sentences.

RI.7

1. What is the difference between the information in the text and the information included with the pictures?

RI.7

2. What is similar between the information in the text and the information included with the pictures?

RI.2.8, RI.3.10, RI.4.8

3. The author makes a point in the first sentence of the second paragraph. What support does the author give for this point?

RI.8

4. In the third paragraph, the author points out how people will learn in September. What is one cause for learning to happen in September?

- Restate the question. • Answer in a complete sentence. • Prove with evidence!

Remember September Answer Key

Key Ideas and Details

#1 RI.1, #2 RI.2, #3 RI.2, #4 RI.3, #5 RI.3

1. According to the text, people will remember things that happened in the past or historical events.
2. Things that happen in September are the change of seasons, the start of school, the end of vacation, and holidays or days where people remember the past.
3. The main idea of the text is how there are many important things that happen in September.
4. The things that start and end in September are in the second paragraph. They include the end of summer and the start of fall or vacation ending and school beginning.
5. The holidays are connected because they all happen in September and they are all important things.

Craft and Structure

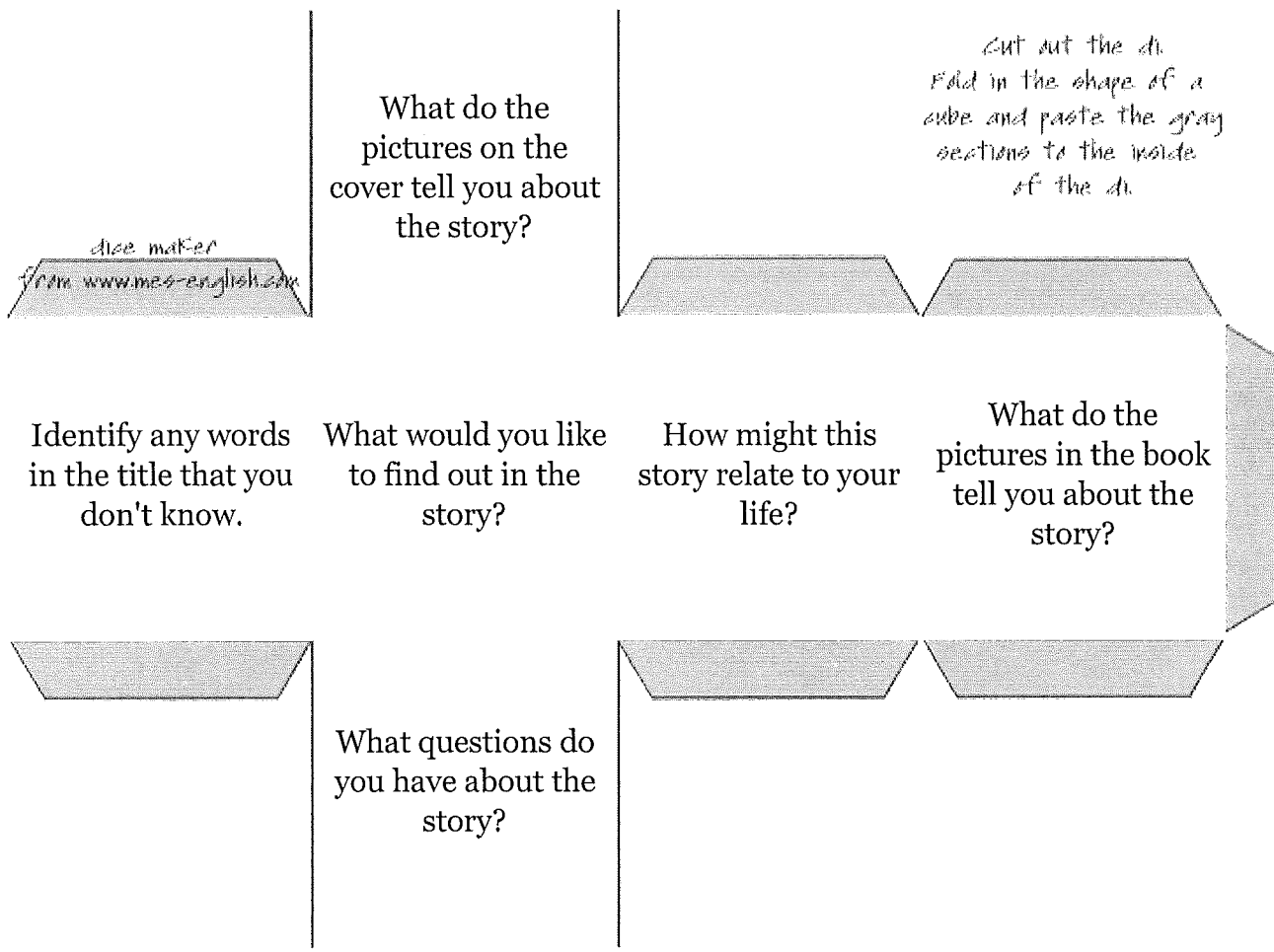
#1 RI.4, #2 RI.4, #3 RI.4, #4 RI.5, #5 RI.6

1. The meaning of the word themed can be interpreted by the reader to mean that it has a specific feeling associated with it. The word subject is directly used by the author to help the reader understand the association of themed and topic/subject.
2. The word aware means to know about the things happening around us. As it relates to this text, it would be the things in September.
3. The author helps the reader understand the word patriotic by having the word American in the context surrounding it.
4. The heading with a comparison is Start and Finish. The author shows this to the reader by describing the events, occasions, and topics that start and end in September.
5. The author wrote this passage to tell about why September is an *important* month.

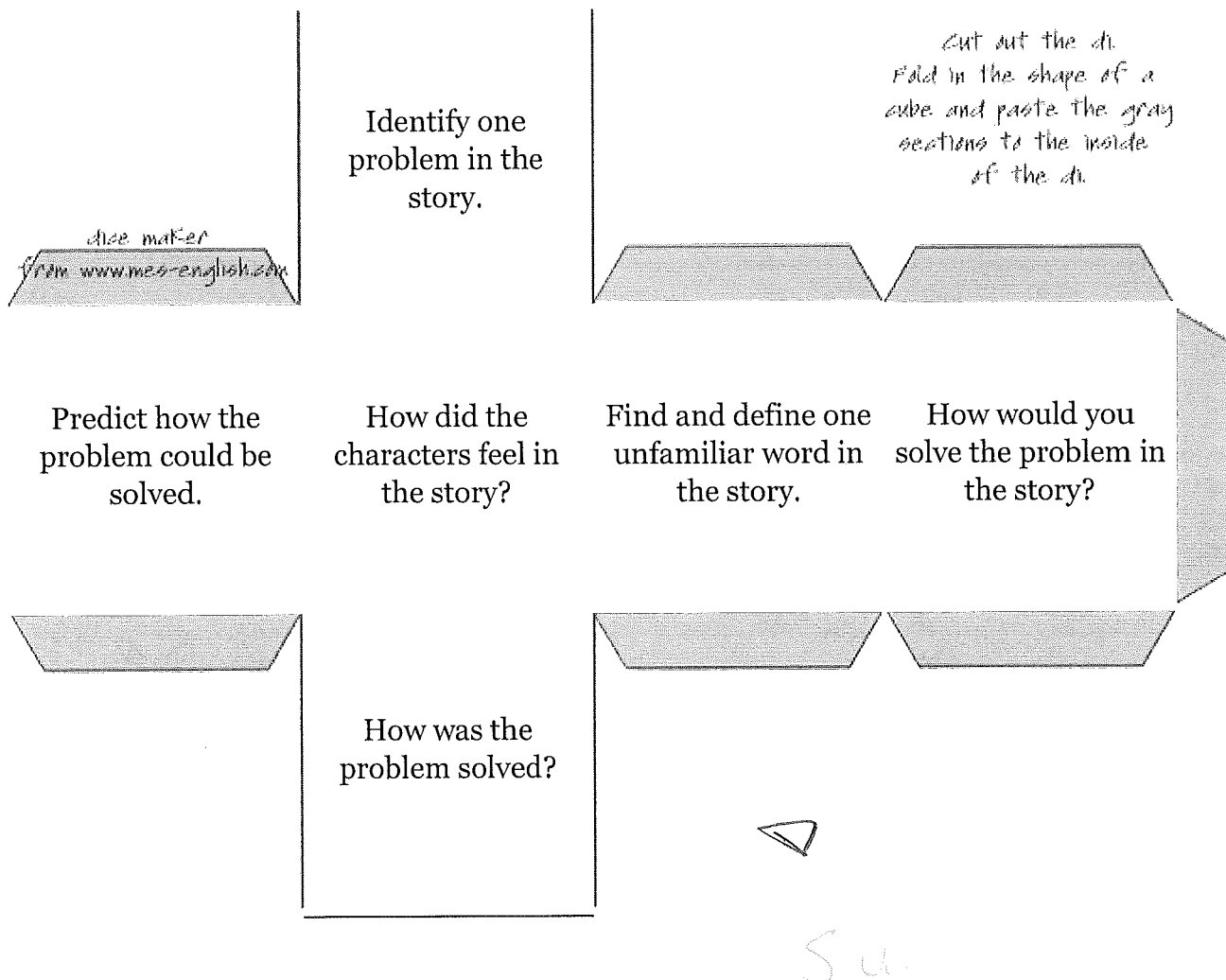
Integration of Knowledge and Ideas

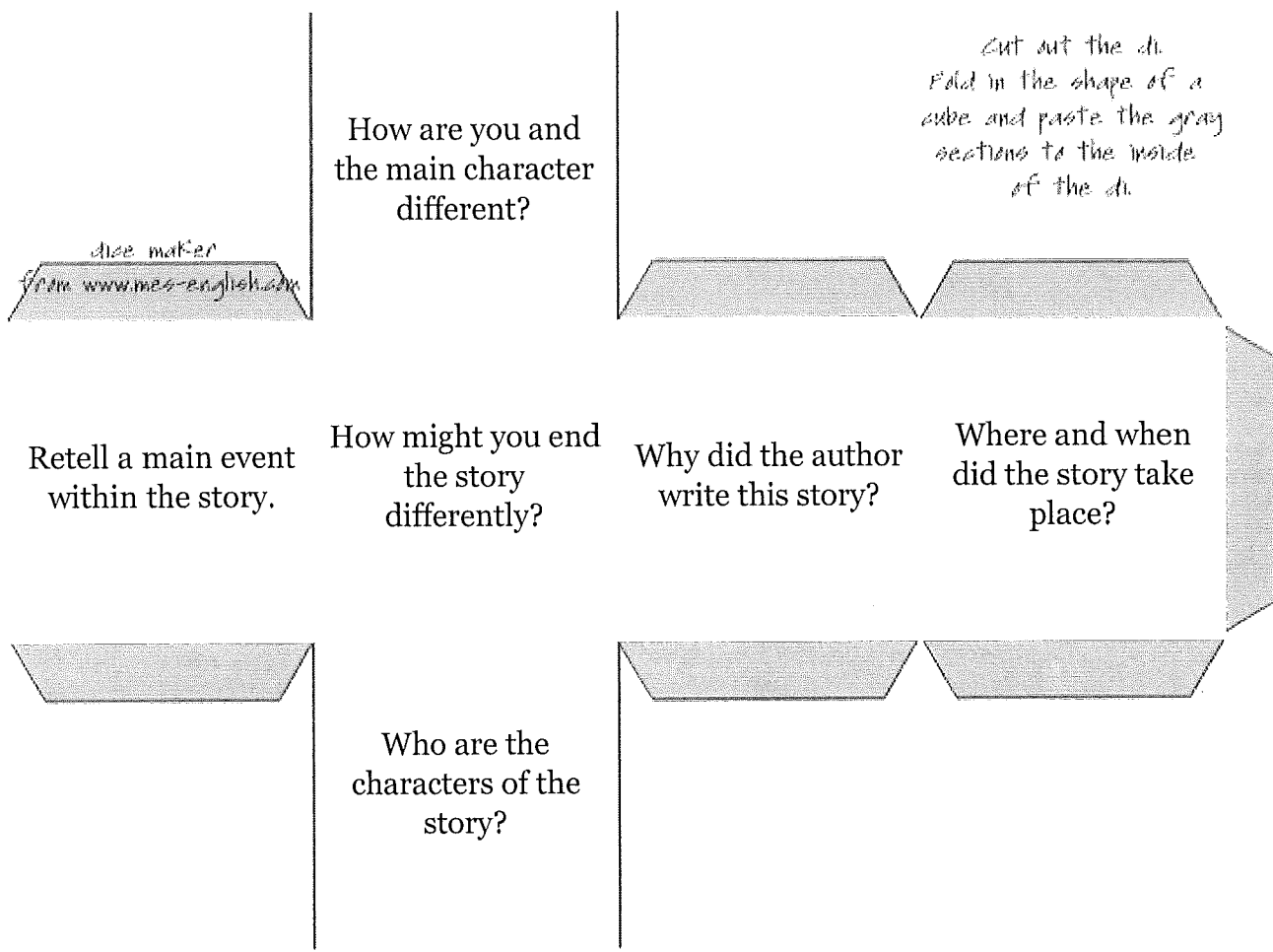
#1 RI.7, #2 RI.7, #3 RI. 2.8, RI.3.10, RI.4.8 #4 RI.8

1. The pictures and the information with the pictures is different than the information in the text because they show the holidays and dates while the text does not include this information.
2. The pictures and the information with the pictures has the similarity of key words such as themed and patriotic. This helps the reader understand how different holidays relate to September.
3. The point made in the first sentence of the second paragraph is supported with the evidence about the things that start in September such as school and the season of fall.
4. One cause for people learning in September can be the serious or patriotic holidays that help people become aware.



Before
5/11





After
S. U. P. .

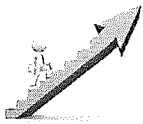
Session 3

Comprehension – Sequencing and Compare/Contrast

Objective: The objective of this session is for the student to retell the events of a story in the correct order as well as identify the similarities and differences within stories to better process the meaning of the text.

Why is this important?

It is important for students to not only read well but to understand and apply what they have read. Sequencing/order of events is an important part of comprehension because it gives the story structure as well as keeps the story elements consistent.



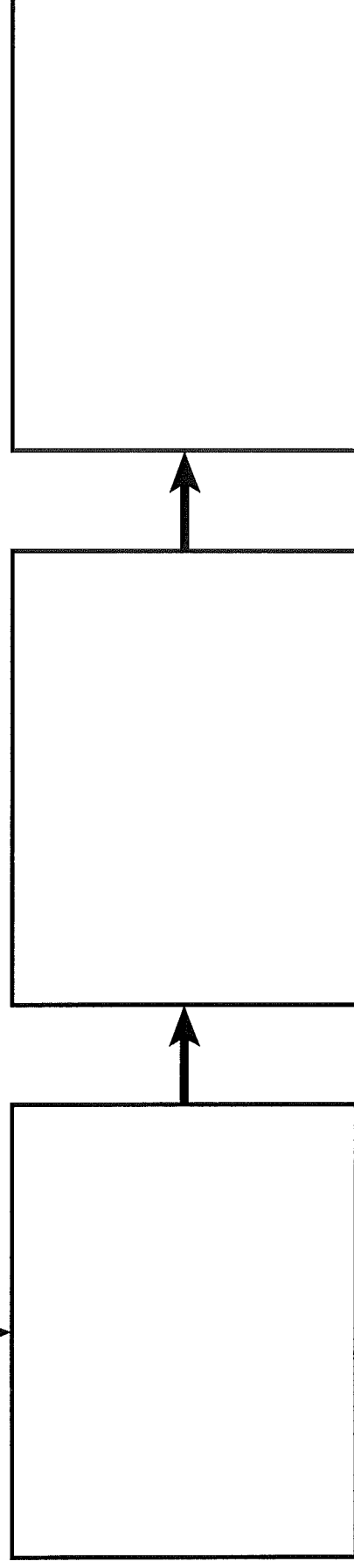
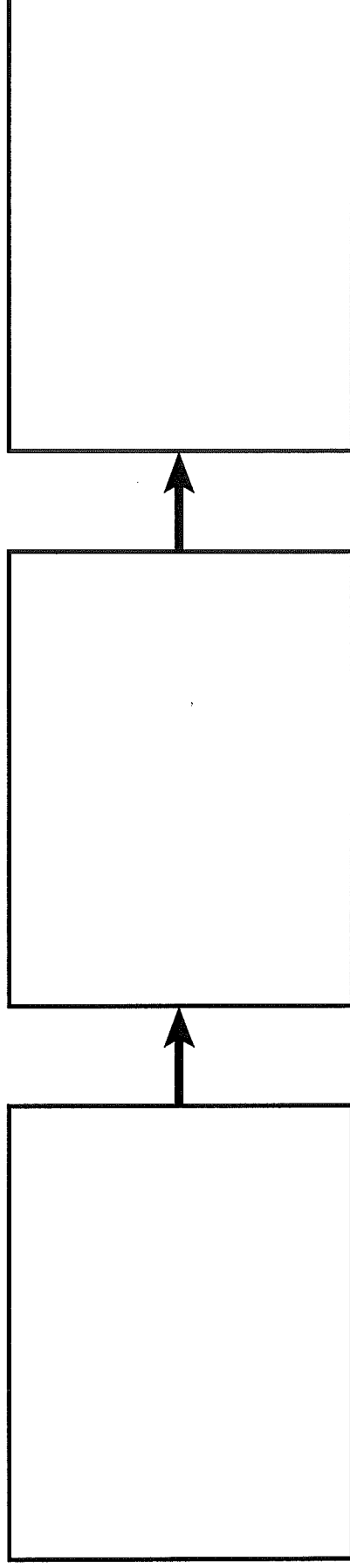
Step It Up:

- Begin incorporating words like "First, Next, Then and Last" into story retelling activities.
- Example:
 - Use a graphic organizer (see attached) to gather the students thoughts and then on a separate piece of paper have the student sequence the story (at least 5 sentences) using key words such as "First, Next, Then, and Last."

Name: _____

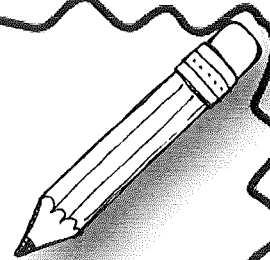
Sequence Chain

(title)



Name _____

Let's Retell



Directions: After reading your story, retell the important events in the story.

Title: _____

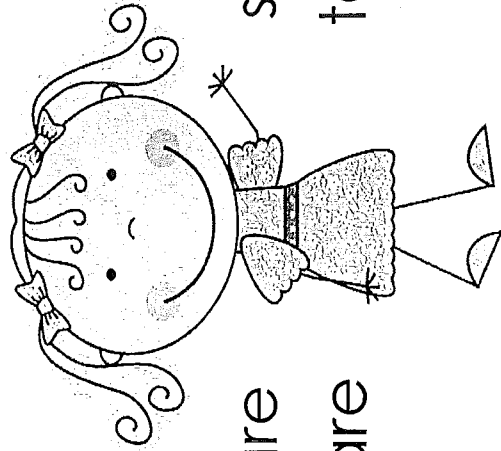
Beginning

Middle

End

BONUS! On the back of this page, write about your favorite apart of the story. Draw an illustration to tell more.

Compare and Contrast



When you

COMPARE

something, you are
telling how they are
similar or alike.

When you

CONTRAST

something, you are
telling how they are
different.

Compare

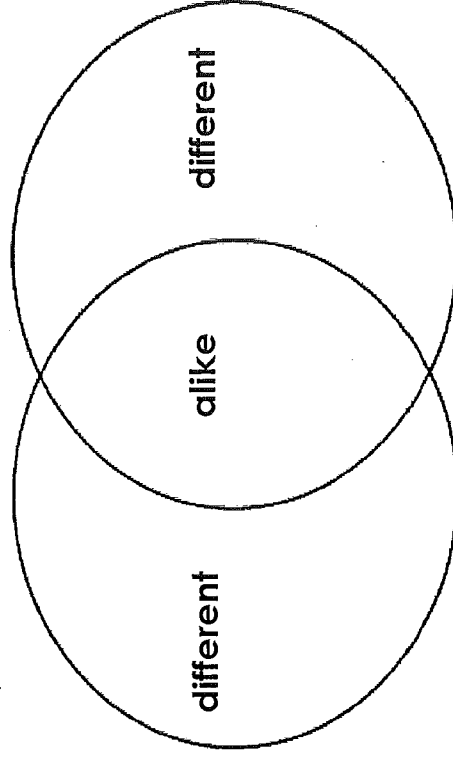
Clue Words

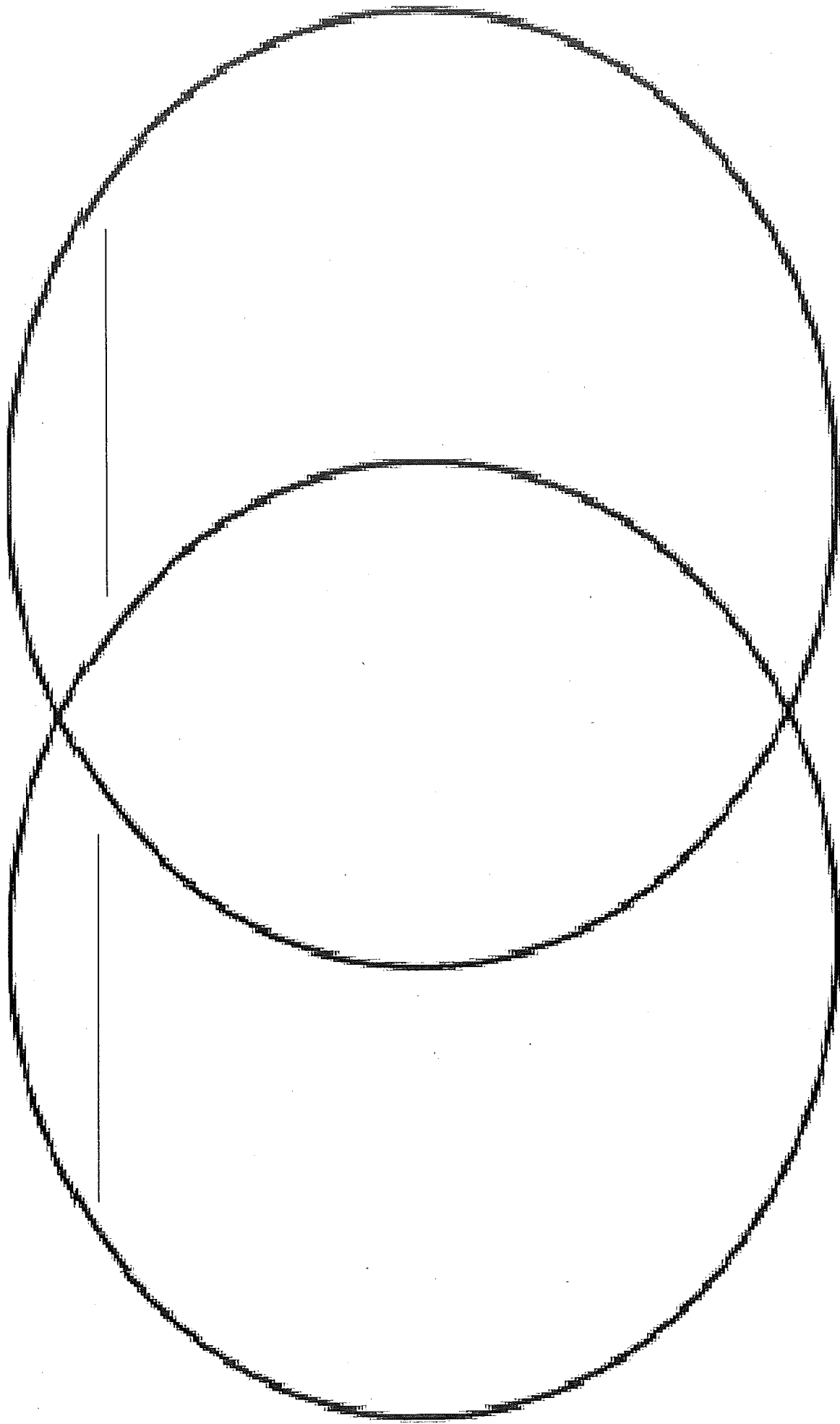
like same
both too
similar alike
also as
as well as
most important
have in common

Contrast

Clue Words

but yet
although unlike
while unless
instead differ
whereas
on the other hand
even though





Name: _____

Title: _____ Author: _____

Name _____

Compare and Contrast!

Directions: After reading 2 versions of a similar story, compare the two text.

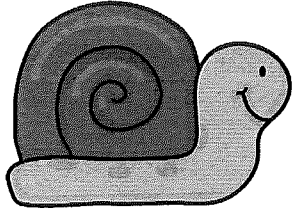
How are the
two stories...

Alike?

Different?

How are the
two stories ...

Sammy the Snail



Sammy the snail was sad. He was lost and couldn't find his way home. Sammy crept slowly down the sidewalk. Freddy the frog hopped over to Sammy and asked him why he was so sad. "I can't find my way home," said Sammy. "Maybe I can help you!" said Freddy. "I live on a lily pad on the lake. Maybe you live on a lily pad too," croaked Freddy. Sammy followed Freddy to the lake. Freddy jumped from lily pad to lily pad. Sammy tried to jump but couldn't move. "I don't think I live on a lily pad," said Sammy sadly. So Sammy crept on. Then Betty the Bird spotted sad little Sammy. "Why are you so sad Sammy?" asked Betty. "I can't find my way home," said Sammy. "Maybe I can help you!" chirped Betty. "I live high in the tree in a nest made of twigs. Maybe you live in a nest like me!" said Betty. Sammy followed Betty to a big oak tree. Betty flew high up in the tree and settled into her nest. Sammy tried to crawl up the tree, but it was too hard. "I don't think I live in a tree," said Sammy sadly. Sammy crept away feeling lost and alone. Sammy crept along the sidewalk for a long time. He was about to give up when Tommy the Turtle crawled up next to Sammy. "Why the sad face Sammy?" asked Tommy. "I'm lost and can't find my way home," cried Sammy. "I don't live on a lily pad. I don't live in a tree. Maybe I don't have a home." "Oh, silly Sammy!" smiled Tommy. "You are not lost. You carry your home on your back, just like me! Watch me, and I'll show you." Tommy slowly pulled his head into his shell. Then Tommy poked his head out and smiled. "Now you try it!" said Tommy. Sammy curled up inside his shell. He was finally home!

Name: _____ Date: _____

1. Why was Sammy the Snail so sad? (Highlight in green where you found the answer in the story.)

2. Where does Betty live? (Underline where you found the answer in the story.)

3. Who helped Sammy find his way home? (Put a box around where you found the answer in the story.)

4. Where does Sammy live? (Circle where you found the answer in the story.)

5. Who was the first character to help Sammy? (Highlight in yellow where you found the answer in the story.)

Name: _____

Sequence Sammy the Snail

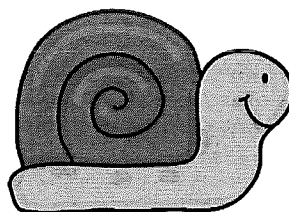
Help Sammy find his way home.

First, _____

Then, _____

Next, _____

Last, _____



Session 4

Kid Writing

Objective: The objective of this session is to promote your child's development in the writing process.

Why is it important?

Kid Writing is children beginning the writing process by writing the sounds they hear. It eases the pressure of writing by accepting and encouraging phonetic spelling (writing the sounds they hear in a word). Reading and writing share a strong connection. The more someone reads the better writer they become and vice versa.

PA Core Standards state that Kindergarten students must be able to write the following pieces: **opinion, narrative, and informational**. They must also be able to use the conventions of writing (begin sentence with a capital letter and/or the pronoun I, spacing, and punctuation).

Tips to Encourage Kid Writing

- Support and encourage your child's efforts
- Accept phonetic spelling (writing the sounds they hear)
- Include "grown-up" writing to model conventional spelling.
- Provide opportunities for children to practice all three types of writing (opinion, narrative, and informational).
- Provide a topic or allow them to choose their own.
- Remind your child to include a beginning, middle, and end of the story.
- Use "I Love My Sentence" as a visual reminder.
- Make it fun! Never use writing as a consequence or punishment.



Step It Up:

- Continue writing on a regular basis.
- Encourage longer pieces of writing with known sight words spelled correctly, correct use of capitalization, spacing, and punctuation.
- Encourage your child to stay on topic.
- Incorporate open-ended questions into their writing.
 - Example: Write a different ending to a story, change the characters in the story, and/or write about your favorite character and why.

Sentence Fix-It Activity

Directions: Fix the following sentences to make them into "I Love You" sentences.

- 1.) my cocoa is too Hot to drink?
- 2.) when Can we go sledding!
- 3.) our class Has gym on Wednesday
- 4.) The music concert was a lot of fun?
- 5.) what kind of dog Do you have.

- 6.) Our class can work together
- 7.) do you Have a favorite toy!
- 8.) Her sister Is in fifth grade
- 9.) is your birthday in June or july!
- 10.) pizza is my favorite food?



The little sun in the right hand and the

the little sun in the right hand and the

and we have a little sun and we have a little

and we have a little sun and we have a little

by the sun and we have a little sun and we have a little

can we stay for 2 years and we have a little



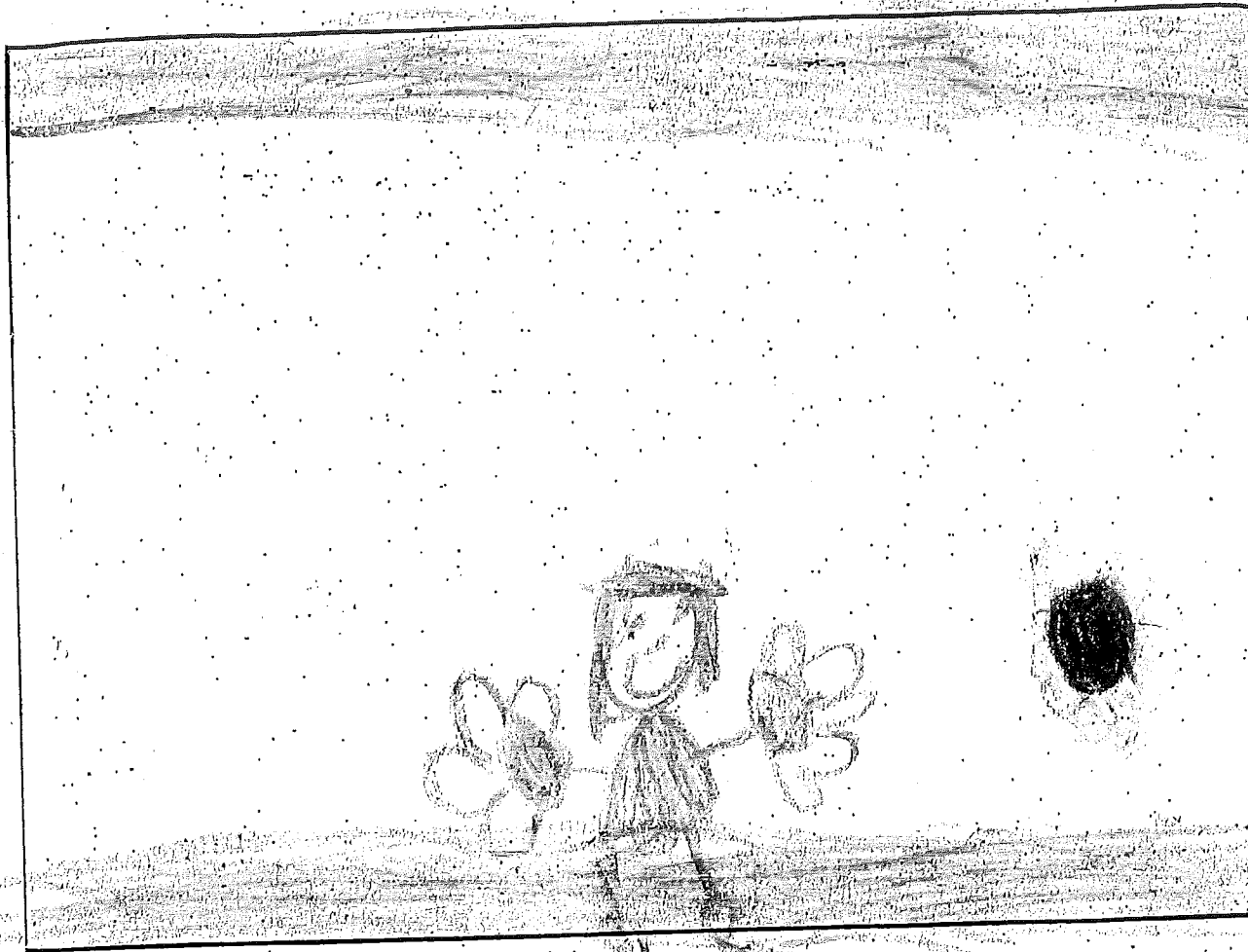
I went to the zoo and it was fun!

First, I play. Next I play with my dog!

Next, I had a fun.

That's great time at park!

We can jump and
we can walk and
we can run and
we can dance and
we can crawl and



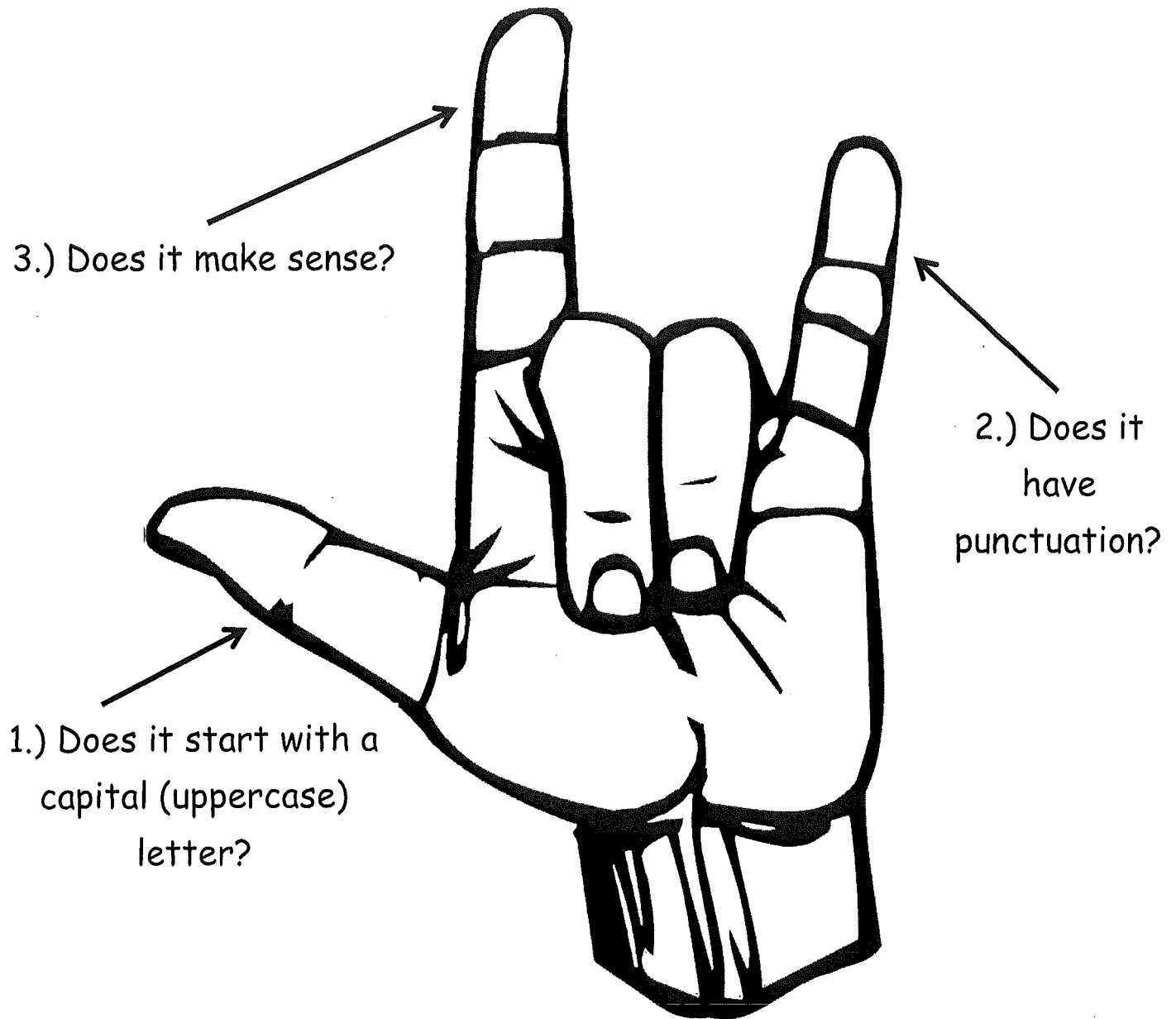
WE CAN HOP ON

When can exercise

4

My favorite season is fall
because I like halloween.
I like to dress up like a pirate.
This year I will go trick or treat.
This year I will be a mermaid.
We go to the beach every week.

Does Your Sentence Say, "I Love You?"



Statements

⌞ A statement is a telling sentence.

⌞ It tells the reader something.

⌞ It begins with a capital letter and
ends with a period.

The teacher read a book to the class.

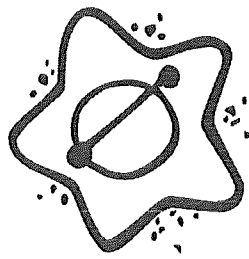
Questions

⇒ A question is an asking sentence.

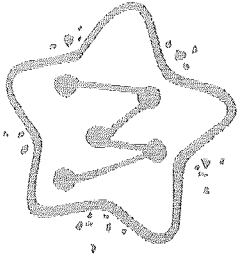
⇒ It asks a question and begins with a question word.

⇒ It begins with a capital letter and ends with a question mark.

What time is it?



Question



Answers

who did which have where

what will

MAY

how

are

do

whose

CAN

is

has

was

WHEN

Commands

⇒ A command makes a request or tells someone to do something.

⇒ It begins with a capital letter and ends with a period or exclamation mark.

Bring me some water.

Exclamations

⇒ An exclamation shows strong feelings or emotions.

⇒ It begins with a capital letter and ends with an exclamation mark.

That was exciting!

Picture Prompt Examples

- Opinion Picture Prompt Questions:
 - What game do you think the children are playing in the first picture?
 - Who do you think is celebrating their birthday in the second picture?
- Narrative Picture Prompt Questions:
 - Write a story about what the children in the first picture are doing.
 - Write a story about what happened at the birthday party in the second picture.



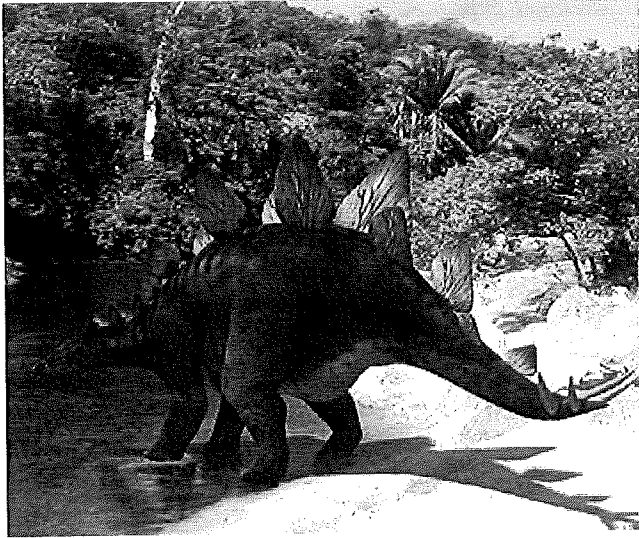
Writing Prompt Examples

- Opinion Writing Prompts:
 - Which do you like better, hot dogs or hamburgers?
 - Which do you like better, summer or winter?

- Narrative Writing Prompts:
 - (see attached "Roll the Dice" activity)

- Informative Writing Prompts:
 - (see attached and use www.pebblego.com)

Stegosaurus



Body

Stegosaurus was about
25 feet (8 meters) long.

It had bony plates on
its back and sharp spikes
on its tail.

Habitat

Stegosaurus lived during the Late Jurassic Period. It lived about 150 million years ago in forests and swamps in North America.

Food

Stegosaurus was an herbivore. It ate plants that were close to the ground. Stegosaurus tore leaves off plants with its bony beak. It chewed the leaves with its back teeth.

Behavior

Stegosaurus traveled
in a herd to look for food.
Staying in a herd helped
protect it from predators.
Stegosaurus also used
its tail for defense.

Fun Facts

- Stegosaurus means
“plated lizard.”
- The plates on Stegosaurus’
back helped control its
body temperature.
- Stegosaurus became extinct
145 million years ago.

Glossary Terms

predator - an animal that hunts other animals for food

herd - a group of the same kind of animals that live together

beak - the hard, pointed part of an animal's mouth

defense - a way to protect from harm

beak - the hard, pointed part of an animal's mouth

dinosaur - a large reptile that lived on land in prehistoric times

extinct - no longer living anywhere in the world

herd - a group of the same kind of animals that live together

predator - an animal that hunts other animals for food

plate - a flat, bony growth

spike - a sharp, pointy object; dinosaurs used bony spikes for defense.

swamp - an area of wet, spongy ground

armor - bones, scales, and skin that some animals have on their bodies for protection

quill - a sharp, pointy hair

protect - to keep safe

herbivore - an animal that eats only plants

spike - a sharp, pointy object; dinosaurs used bony spikes for defense

Jurassic Period - the second period of the Mesozoic Era (200 to 145 million years ago)

herd - a group of the same kind of animals that live together

plate - a flat, bony growth

predator - an animal that hunts other animals for food

quill - a sharp, pointy hair

spike - a sharp, pointy object; dinosaurs used bony spikes for defense

"Stegosaurus" PebbleGo. www.pebblego.com January 20, 2016

Name: _____ Date: _____

Animal Research Report

My animal is a _____. It is a _____.

Its habitat is a _____.

It eats _____.

It looks like _____.

It moves by _____.

Some interesting facts about this animal are that _____.

I chose this animal because _____.

Resources

Turtlediary.com

Raz-kids.com

Abcmouse.com

McGraw-Hill Connected (See classroom teacher for login)

Tumblebooks.com (Go through Read With Me website)

Book Flix (Go through Read With Me website)

Apps

Endless Alphabet

Endless Reader

Read Me Stories: Kids Books

Phonics Spelling and Sight Words

Hooked on Phonics

Sight Words Kindergarten – Free

Sight Words for Reading

- Rock n Learn

Kids Learn to Read Rhymes

- Number Minds

Kids Write ABC

Letter Writing

Learn to Write Letters ABC123

Glossary

Argumentative Writing – Writing that supports an opinion about a particular topic through the use of logic, reasons and evidence.

Author – A person who creates a text.

Author's Purpose – The author's reason for writing a text.

Autobiography - An account of a person's life written by that person.

Biography - An account of someone's life written by someone else.

Cause and Effect – Recognizing a relationship between actions or events where one or more are the result of the other or others.

Characters – People and/or animals in a story.

Compare and Contrast – Finding the similarities or differences between two or more concepts.

Comprehension – The ability to read text, process it and understand its meaning.

Conflict - Problem or challenges a character faces in the story.

Consonant – All letters that are not vowels.

Consonant Blend - Group of 2 or 3 consonants that blend their individual sounds.

Context Clues – A word, words, or a phrase in a sentence, paragraph, and/or whole text that help understand the meaning of an unfamiliar word.

CVC Word - Word that contains a consonant, vowel, consonant.

Describe – To use vivid personal comments that allow the reader to picture or relive what is being told.

Digraph - Two letters that make one sound. (sh, th, ch, wh, ph, qu, ck)

Event Sequence – The order of events in a story.

Fable – A brief story that shows human character traits through animal characters or animated objects and relays a life lesson.

Fantasy Stories – A genre of literature in which events occur outside the ordinary laws that operate within the universe; often magic is key to fantasy, as well as journeys or quests.

Fiction – stories that describes imaginary events and people.

Fluency – The ability to read with speed, accuracy, and proper expression in order to fully comprehend the material.

Folktale – An anonymous and timeless story that has been handed down orally over time.

Genre – A category used to classify works (e.g., fiction, non-fiction, informational).

Higher Order Questions - Questions beyond the who, what, where, when, and why.

Illustration – a picture or drawing in a story to help the reader with imagery.

Illustrator – A person who draws or creates pictures for magazines, books, advertising, etc.

Inference – A judgement based on analysis rather than on a direct statement. A conclusion based on facts; understanding gained by “reading between the lines.”

Key Detail – A point of information in a text that strongly supports the meaning or tells the story and defines, describes, or provides information about the main idea.

Main Idea – The author’s central thought when writing the story.

Moral – The lesson or principle in a story.

Narrative Writing – Writing that expresses experiences, either real or imaginary, using a sequence of events as its structure. Its purpose might be to inform, persuade, or entertain.

Narrator – A person, animal, or thing telling the story or giving an account of something.

Non-fiction – Literature that is based on facts, real events, and real people.

Opinion - A story or piece of writing that expresses a person's viewpoint.

Phonemes – Letter Sounds.

Punctuation - .!?

Realistic Fiction - Stories that could have actually occurred to the people or animals in a believable setting.

Restate – A clear repetition of facts in speech or in writing.

Sequence – The order in which things occur.

Setting – The time and place a story happens.

Solution – How the conflict is resolved.

Summarize – To describe all of the most important parts of the original text but express them in a much shorter space and in the reader’s own words.

Vowel – A, E, I, O, U