

Story builders

Use your story from Tuesday. Say it. Plan it. Write it. Improve it.

Name: _____ Date: _____

1 My character and the problem

My character is _____.

The problem is _____.

2 Build a sentence with color

WHO?

DOING?

WHAT?

WHERE?

3 Choose your writing path

STORY PATH

At first, ____.

Then, ____.

In the end, ____.

EXPLAIN PATH

The problem was ____.

The character solved it by ____.

This worked because ____.

My editor check: capital • spaces • end mark
Add one helpful detail. Circle one spelling to check.

Word workshop

Read • build • change • read again

Name: _____ Date: _____

1 Words and syllables are different!

Say: "The rabbit can hop." Move a counter for each word.
Now clap "rabbit": rab-bit. It has two syllables!
Try: cat • rabbit • butterfly

2 Change one sound each time

cat

sat

sit

sip

Use letter tiles. Say each sound, then blend the word.

3 Build a sentence

Cut out these word cards. Put them in order. Read your sentence.

A

cat

can

sit.

Write your sentence. Draw a cat beside it.

Teacher: use only secure sound patterns; model first, then ask for an independent attempt. Exit: read cat and sit without a model.

Sam and the Cat

A short-vowel story • Point to each word as you read.

Name: _____ Date: _____

Practise: cat • sat • sit • sip

Helper words: a • the

Sam sat.

Sam had a cup.

Sam can sip.

A cat sat on a mat.

"Sit, cat!"

The cat can sit.

Sam can pat the cat.

Read again!

Circle cat. Underline sat. Find sit and sip.

Read, find and build

Use "Sam and the Cat". Your teacher can read the questions.

Name: _____ Date: _____

1 Who had a cup? Circle one.

Sam

the cat

2 Where did the cat sit? Circle one.

on a mat

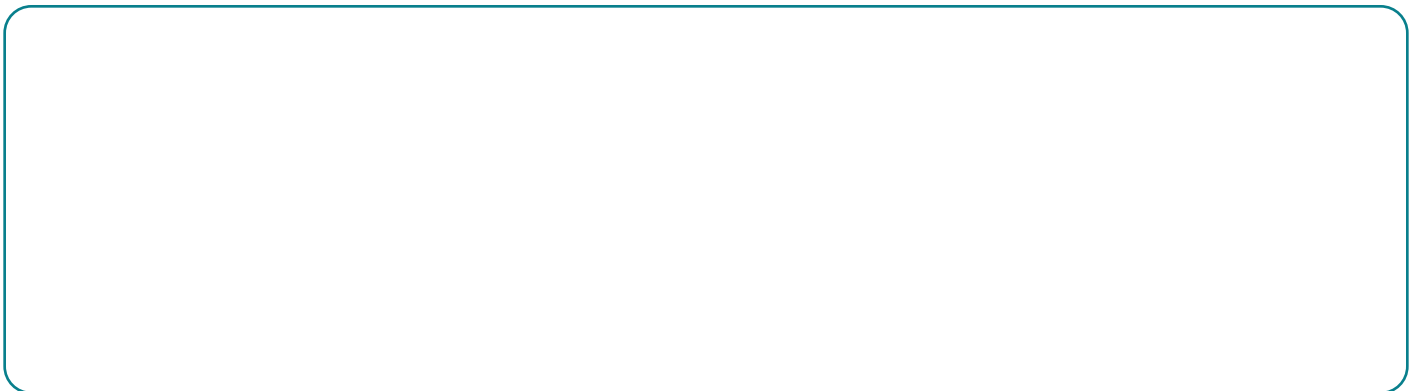
in a cup

3 Say it. Build it. Write it.

The cat

can sit.

4 Draw the cat on the mat.



The Paper Bridge

Read for meaning • Find clues • Explain your thinking

Name: _____ Date: _____

Word warm-up:

bridge • fold • test (try something to see what happens)

In class, Ava and Ben wanted to build a paper bridge. They placed a flat sheet of paper across two blocks.

Ava put a small toy car in the middle. The paper bent, and the car fell onto the table.

"Our bridge needs to be stronger," said Ben.

Ava had an idea. They folded the paper back and forth like a fan. Then they placed it across the same blocks.

"Let's test it again," said Ava.

This time, the bridge held the toy car! Ben drew both bridges in his notebook.

"Changing the shape helped," he said. They smiled. Their first try had helped them learn what to change.

Clue hunt: underline the problem.

Circle the change that helped the bridge hold the car.

Bridge detectives

Answer with words, a drawing, or an oral response first.

Name: _____ Date: _____

1 What is the story mostly about?

- A. Two children change and test a paper bridge to improve it.
- B. Ava and Ben race cars outside.
- C. Ben teaches Ava how to draw a car.

2 Find three important details

What happened on the first try? _____

How did they change the paper? _____

What happened on the next test? _____

3 Retell: first, next, finally

First, _____

Next, _____

Finally, _____

4 Explain why

Why was it useful to test the bridge again after folding it?

The school radio club

Listen or read. Discover the big idea!

Name: _____ Date: _____



A school radio club gives children many ways to learn. Before a show, they read school news and choose important facts. They write a short script so their message is clear. They practise reading aloud with expression. During the show, they take turns speaking and listen to each other. Afterward, they listen to a recording and choose one thing to improve.

1 Word power

script: words written for someone to say

expression: using your voice to show meaning

recording: saved sound that you can hear again

DETECTIVE CHALLENGE

Underline two things the children do to learn.

Be ready to explain how each detail fits the big idea.

Main idea detectives

Use "The school radio club" to support your answers.

Name: _____ Date: _____

1 Circle the best main idea

- A. A radio club helps children practise many skills.
- B. Every child wants to be on the radio.
- C. The children only learn how to speak loudly.

2 Collect two pieces of evidence

DETAIL 1

DETAIL 2

3 Explain your thinking

The main idea is _____.

One detail is _____.

This supports the main idea because _____.

Partner talk: "I agree with ____ because ____."

La ardilla y la tortuga

Una fábula original • Lee, imagina y descubre la moraleja.

Name: _____ Date: _____

Palabras útiles: arroyo = stream • rama = branch
orilla = bank/edge • cruzar = to cross

Una ardilla quería cruzar un arroyo. Vio una rama sobre el agua y corrió hacia ella.

—¡Espera! —dijo la tortuga—. Esa rama es muy delgada.

—¡Yo soy rápida! —respondió la ardilla.

La ardilla puso una pata en la rama. La rama se movió. Asustada, volvió a la orilla.

La tortuga miró con calma. Un poco más lejos encontró un tronco ancho y firme.

—Podemos cruzar por aquí —dijo.

La ardilla caminó despacio junto a su amiga. Las dos llegaron al otro lado.

—Hoy tu buena idea nos ayudó más que mi rapidez —dijo la ardilla.

Piensa: ¿Qué aprendió la ardilla?
Busca una acción que apoye tu respuesta.

Detectives de fábulas

Responde con palabras, dibujos o una explicación oral.

Name: _____ Date: _____

1 ¿Quiénes son los personajes?

2 ¿Qué problema tenía la ardilla?

3 Ordena: escribe 1, 2 y 3

___ Las amigas cruzan por un tronco firme.

___ La rama delgada se mueve.

___ La tortuga encuentra un camino seguro.

4 ¿Cuál es la mejor moraleja? Rodéala.

A. Siempre debemos correr.

B. Pensar antes de actuar nos ayuda.

C. Nunca debemos escuchar a los demás.

5 Explica con una pista de la fábula

Lo sé porque _____.

¿QUIÉN?

¿QUÉ HACE?

¿QUÉ?

¿DÓNDE?

Escribe: "La tortuga ayudó a la ardilla porque ____."
