



Word Builder cards

Cut the cards. Keep them for both building mats.



CUT



BUILD



READ



SAY MEANING

PREFIX: again

re-



PREFIX: again

re-



PREFIX: again

re-



PREFIX: undo

un-



PREFIX: undo

un-



PREFIX: undo

un-



BASE WORD

play



BASE WORD

paint



BASE WORD

read



BASE WORD

pack



BASE WORD

lock



BASE WORD

tie



Build one real word. Read it. Cover it. Write it. Check it.

A picture can help us remember a direction. The letters help us read a word.



Build with re-

Three words at a time. Use the cards from page 2.



BUILD



READ



WRITE

1. Base word: play

+

Read the word.
Say its meaning.

Write: _____

2. Base word: paint

+

Read the word.
Say its meaning.

Write: _____

3. Base word: read

+

Read the word.
Say its meaning.

Write: _____

Cover the cards and read your written word again.



Build with un-

Three words at a time. Use the cards from page 2.



BUILD



READ



WRITE

1. Base word: pack

+

Read the word.
Say its meaning.

Write: _____

2. Base word: lock

+

Read the word.
Say its meaning.

Write: _____

3. Base word: tie

+

Read the word.
Say its meaning.

Write: _____

Cover the cards and read your written word again.



Ready for game day!

Read once for the story. Reread to find an answer.



READ



FIND



TELL

Alex and Mia get ready for game day. First, they unpack a box and set a small game on the table. Mia will reread the rules. Alex will replay one turn so Mia can see how to play. Then they go to the art room. They unlock the door and untie a bag. In the bag is a red flag. They repaint the old flag and add a big red star. Now the game and the flag are ready. It is time to play!

1. What do Alex and Mia unpack?

2. Who will reread the rules?

3. Where do they repaint the flag?

Word hunt: underline re- words. Circle un- words.



Build a sentence

Choose one word you built. Tell a complete idea.

WHO?  _____	DOING?  _____	WHAT?  _____	WHERE?  _____
---	---	--	---

Say your sentence to your teacher.

Write your sentence:



CAPITAL



SPACES



ENDING MARK

Independent word check

Cover the practice words. Read each new word. Point to the prefix. Tell what the word means.

rewash

unzip

refill

Teacher: record reading and meaning separately.



The basket and the branch

Original practice fable



Squirrel



Turtle

Squirrel carried a basket of apples to a picnic. Turtle followed her along the stream. Squirrel wanted to arrive first. At the broken bridge, she leaped across. She landed safely, but her basket fell into the water. Turtle saw the floating basket. She swam over and pushed it to the bank. Then she tried to climb out, but the bank was too steep. Squirrel lowered a branch for her to grab. Turtle held the branch, and Squirrel pulled her onto the bank. Together, they carried the apples to the picnic. Squirrel said, "Helping each other is better than being first." They shared the apples with their friends.

Words to know

stream	= a small flow of water
bank	= land beside the water
steep	= rising sharply; hard to climb

Read. Put the events in order. Retell.



La cesta y la rama

Lee la fábula y descubre cómo se ayudan.



Ardilla



Tortuga

La Ardilla llevaba una cesta de manzanas a un pícnic. La Tortuga la seguía por la orilla del arroyo. La Ardilla quería llegar primero. Al ver el puente roto, saltó al otro lado. Llegó bien, pero su cesta cayó al agua. La Tortuga vio la cesta flotando. Nadó hasta ella y la empujó hacia la orilla. Después intentó salir, pero la orilla era demasiado empinada. La Ardilla bajó una rama para que la Tortuga pudiera agarrarla. La Tortuga se agarró a la rama, y la Ardilla la ayudó a salir. Juntas llevaron las manzanas al pícnic. La Ardilla dijo: "Ayudarnos es mejor que llegar primero". Compartieron las manzanas con sus amigas y amigos.

Palabras útiles

arroyo	= corriente pequeña de agua
orilla	= tierra al lado del agua
empinada	= muy inclinada; difícil de subir

Lee. Ordena. Cuenta lo que pasó.



Ordena la historia

Coloca cada suceso en su lugar dentro de la historia.

INICIO

NUDO

DESENLACE

Recorta. Ordena. Cuenta lo que pasó.

A



La Ardilla ayuda a la Tortuga. Llegan al pícnic.

B



La Ardilla lleva manzanas. Su cesta cae al arroyo.

C



La Tortuga salva la cesta, pero no puede salir.

Añade un detalle del texto para cada tarjeta.

Puedes empezar: Primero..., después..., al final...



Encuentra pistas y explica la moraleja

Señala la parte del texto que apoya tu respuesta.

1. ¿Adónde iba la Ardilla? ¿Qué llevaba?

2. ¿Qué le pasó a su cesta?

3. ¿Cómo ayudó la Tortuga a la Ardilla?

4. ¿Por qué necesitaba ayuda la Tortuga? ¿Cómo la ayudó la Ardilla?

Rodea la moraleja.

- A. Llegar primero es lo más importante.
- B. Ayudarnos puede resolver problemas.
- C. Los pícnicos dan demasiado trabajo.

Escribe una oración sobre cómo se ayudan.

¿QUIÉN?



¿QUÉ HACE?



¿QUÉ?



¿DÓNDE?



Creo que la moraleja es ____ porque ____.



iConstruye y di!

Elige las palabras. Di la oración completa.

El niño



SER

CUALIDAD

La niña



SER

CUALIDAD

Los niños



SER

CUALIDAD

Las niñas



SER

CUALIDAD

Recorta las palabras. Completa las cuatro tarjetas.

es

es

son

son

generoso

generosa

generosos

generosas

Escribe una oración:

Teacher: record SER, adjective agreement, and spelling separately.



Caring for our class garden

Use the words, the text, and your thinking.



READ



FIND CLUES



EXPLAIN

A class garden needs a small amount of care each day. Before watering, press one finger into the soil. If the soil feels dry, add water slowly near the roots. If it feels damp, wait and check again the next day. Pull small weeds so they do not crowd the vegetables. After a heavy rain, check whether any stems have fallen over. Use short sticks to support them. Keep a simple garden chart. Write the date and note the water, weeds, and plant changes. These notes help the next helper know what has already been done. Share the jobs so the garden gets regular care.

Words to know

damp

= a little wet



roots

= plant parts that take in water



support

= help hold something upright



chart

= an organized record



Word check: Is damp soil completely dry or a little wet?



Clue or Guess? sorting mat

Read the idea. Check its clue. Choose a place.



TEXT SUPPORTS IT

The text says it OR gives clues that make the idea reasonable.



NOT ENOUGH EVIDENCE

The text does not tell us enough to decide.

Not enough evidence does NOT mean an idea is false. It means this passage does not show us whether it is true.

Tell your partner: My clue is _____. It supports _____.



Idea and clue cards

Cut. Sort. Explain. Keep the passage nearby.

A

IDEA: Helpers should check the soil before watering.

CLUE: Before watering, press one finger into the soil.

B

IDEA: Pulling small weeds keeps them from crowding vegetables.

CLUE: Pull small weeds so they do not crowd the vegetables.

C

IDEA: Short sticks can support fallen stems.

CLUE: Use short sticks to support them.

D

IDEA: The chart could help helpers avoid repeating a finished job.

CLUE: These notes help the next helper know what has already been done.

E

IDEA: Carrots are growing in this garden.

CLUE: Pull small weeds so they do not crowd the vegetables.

F

IDEA: The garden chart is on the classroom wall.

CLUE: Keep a simple garden chart.



Show your evidence

Answer aloud first if needed. Then record your thinking.

1. What should a helper do before watering?

2. Why should small weeds be pulled?

3. What is the main purpose? Circle one.

- A. Explain steps for caring for a garden.
- B. Explain why every plant needs the same water.
- C. Tell a story about a garden contest.

4. How could the chart help two different helpers?

I think

The text says

Fresh independent check: The tool tray

After garden work, brush loose dirt from the small shovels. Rinse them and dry them with a cloth. Put each shovel back in its labeled spot. Keep the tray under the covered shelf. A dry, tidy tray makes the tools easy for the next group to find.

1. What is this passage teaching us?

2. How could labeled spots save the next group time?

Point to a clue that supports your answer.