My Book of Crazy Cool Word Games

Reading and writing activities
2nd-4th graders can do on their own

Mckenna Hanson, Emily Elkins, and Jena Benoit
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**Key:**

- ★ Easier activities
- ☺ Average activities
- 😊 Challenge activities
**All About ______________**

- Fill in the blank spots with information about yourself

  My name is ________________________. I am _________ years old. On my next birthday, which is ________________________________, I will be ________ years old. I have _________ sibling(s). I have _________ brother(s) and ________________________ sister(s). My favorite color is ______________________. I go to ______________________________ for school. My favorite subject at school is ___________________________.

When I grow up I want to be a _______________________________ or a ________________________. Right now my favorite book is ________________________________, but I am reading the book ________________________________ right now. My favorite television show is ________________________________ and my favorite movie is ________________________________.

My favorite food is _________________________________. My favorite sport is ________________________________. The most important thing about me is _________________________________________________.

____________________________________________________________

____________________________________________________________
More About ____________

- Fill in the blank spots with information about yourself

I am in _____ grade. My teacher is ______________________. My favorite thing about my teacher is ______________________________ ______________________________. My favorite activity to do at school is ______________________________. My favorite activity to do at home is ______________________________. My favorite season of the year is _______________________, because ______________________ ______________________________. If I had three wishes from a genie I would first wish for ______________________________. Next, I would wish for ______________________________. Finally, I would wish for ______________________________. I would wish for these things, because ______________________________ __________. My favorite place to go out to eat is ____________________, because ______________________________ ______________________________. When I go there to eat, I like to get __________________________ to eat, because ______________________________ ______________________________.
Read to a Pet or Stuffed Animal

Pick a book and read it out loud to your pet (dog, cat, fish) or favorite stuffed animal (bear, tiger).

Draw a picture of yourself reading to your pet or stuffed animal
Acrostic Poem About Me

Fill in the letters of your first name down the left side of the paper in the boxes. Next, write a word that describes you, starting with each letter of your name.

Example:

<table>
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<tr>
<th>A</th>
<th>W</th>
<th>E</th>
<th>S</th>
<th>O</th>
<th>M</th>
<th>E</th>
</tr>
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<td>I</td>
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<td>N</td>
</tr>
</tbody>
</table>
How Many Words Can You Make?

How many words can you make from the letters in the word “INTERESTING”?

<table>
<thead>
<tr>
<th>3-letter words</th>
<th>4-letter words</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<td>5.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5-letter words</th>
<th>6-letter words</th>
</tr>
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<tbody>
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<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
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<td>3.</td>
<td></td>
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</tbody>
</table>
Weather Word Search

Find these words that could be used to describe the weather. They may be horizontal (left to right), vertical (top to bottom), or diagonal (crooked).

<table>
<thead>
<tr>
<th>Snow</th>
<th>Clouds</th>
<th>Hail</th>
<th>Thermometer</th>
<th>Rainbow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humid</td>
<td>Rain</td>
<td>Cold</td>
<td>Sun</td>
<td>Warm</td>
</tr>
</tbody>
</table>

**Food Alphabet Categories**

Write the name of a food that starts with each letter of the alphabet.

<table>
<thead>
<tr>
<th>Category: Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A:</strong></td>
</tr>
<tr>
<td>Example: asparagus</td>
</tr>
<tr>
<td><strong>B:</strong></td>
</tr>
<tr>
<td>Example: brownie</td>
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<tr>
<td><strong>C:</strong></td>
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<td><strong>D:</strong></td>
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<td><strong>E:</strong></td>
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<td><strong>W:</strong></td>
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<td><strong>X:</strong></td>
</tr>
<tr>
<td><strong>Y:</strong></td>
</tr>
<tr>
<td><strong>Z:</strong></td>
</tr>
</tbody>
</table>
Label Fact or Opinion

A fact is a statement that can be answered with true or false. An opinion is what someone believes or thinks. Label each of the following statements with “Fact” or “Opinion”.

________ Z is the last letter of the alphabet

________ Pizza is the best food ever

________ Cats and dogs have four legs and a tail

________ Cats are cute

________ The weather is too hot right now

________ Broccoli is good for you

________ Broccoli is my least favorite food

________ Chocolate is my favorite candy

________ Everyone should watch lots of TV because it is fun

________ May is the best month of the year

________ There are twelve months and 365 days in a year

________ The fourth of July is the best holiday of the year

________ Everyone should spend the fourth of July with their family
The Toys Talk

One day, (your name) moved from where he/she left them. Came home to find her/his toys had

Toys started to talk! Next, the

We actually talk all on our own! Can walk and

Why have my toys moved?
Months of the Year Crossword Puzzle

Use the clues given below to fill in the months of the year.

Across
2. Valentine’s Day occurs during this month
3. Father’s Day occurs during this month
6. The first month of the year (hint: look at the order of the months listed above)
8. Thanksgiving occurs during this month
10. The first day of fall occurs during this month which is also the ninth month of the year (hint: look at the order of the months listed above)

Down
1. The last month of the year
3. Independence Day occurs during this month
4. Mother’s Day occurs during this month
5. Halloween occurs during this month
7. The eighth month of the year (hint: look at the order of the months listed above)
9. The fourth month of the year (hint: look at the order of the months listed above)
11. St. Patrick’s Day occurs during this month
Homophones

Homophones are words that sound the same, but mean different things. They can be spelled differently or the same.

Below is a list of homophones. Try to create as many sentences as you can with two homophones in the sentence. You can either use homophones from the list or think of other homophones you might know.

<table>
<thead>
<tr>
<th>eye/l</th>
<th>by/buy</th>
<th>nose/knows</th>
<th>rose/rose</th>
</tr>
</thead>
<tbody>
<tr>
<td>right/write</td>
<td>ate/eight</td>
<td>buy/bye</td>
<td>knew/new</td>
</tr>
<tr>
<td>be/bee</td>
<td>blue/blew</td>
<td>where/wear</td>
<td>there/their</td>
</tr>
</tbody>
</table>

1. I have one eye that is green and one eye that is hazel.

2. ______________________________________________________
   ______________________________________________________

3. ______________________________________________________
   ______________________________________________________

4. ______________________________________________________
   ______________________________________________________

5. ______________________________________________________
   ______________________________________________________
Fill in the Blanks Story
Fill in the following types of words. They can be silly or they can make sense! On the next page, write the words in the blanks with the same numbers and then read your story out loud.

1. (noun) ________________________________________________________________
2. (verb) ________________________________________________________________
3. (verb) ________________________________________________________________
4. (noun) ________________________________________________________________
5. (the name of a girl you know) ___________________________________________
6. (movement verb in past tense) __________________________________________
7. (movement verb in past tense) __________________________________________
8. (body part) _____________________________
9. (body part) _____________________________
10. (plural noun) __________________________
11. (place) _________________________________
12. (place) _________________________________
13. (noun) _________________________________
14. (adjective) ______________________________
15. (movement verb) _______________________________________________________
16. (movement verb in past tense) __________________________________________
17. (noise) __________________________________________________________________
18. (a part/room of a house) ________________________________________________
19. (adjective) ______________________________
20. (food) __________________________________________________________________

*A noun is a person, place or thing (for example, shirt or tree)*

*A verb is an action word/something you can do (for example, sing or play)*

*A movement verb is a verb that describes a way of getting from one place to another (for example, jump or walk)*

*Past tense means that it happened already (for example, walked (instead of walk))*

*Plural means that there is more than one (for example, shirts (instead of shirt))*

*An adjective is a describing word (for example, colorful or sleepy)*
Jackson’s Day

Jackson is a (1)_______________ who likes to (2)_______________and (3)_______________ but hates getting a bath. Whenever he hears the water running in the tub, he hides behind the (4)_______________ and growls at (5)_______________. One day, he even (6)_______________ out the front door when it was bath time.

Jackson (6)_______________ and (6)_______________ until he found a huge mud puddle, and he (7)______________ right into the murky water. He was completely covered in mud. His whole body was brown and slimy from (8)_______________ to (9)_______________. He continued his journey away from home hoping to find other (10)_______________ in the neighborhood that wanted to play. He did not find any (10)_______________ at the (11)_______________ or near the (12)_______________ where (5)______________ always walked him at night. He hoped he would at least find a (13)_______________ to chase, but there were no (10)_______________ or (13 plural)_______________ in Jackson's path.

After an hour of playing, Jackson started to get (14)_______________ and decided to (15)_______________ back to the house. Meanwhile at home, (5)______________ was worried and scared that Jackson might not ever come back. She (16)_______________ all over the neighborhood and had no luck finding Jackson. She even checked with her neighbors to ask whether or not they had seen Jackson. A while later, after (5)______________ got home, she heard a (17)_______________ coming from the (18)_______________. That (17)_______________ was familiar. It was Jackson! (5)______________ was amazed at how (19)_______________ Jackson had gotten in the time he was gone. Before Jackson could eat his (20)_______________, he had to face the bath he had run away from. This time, he listened and took his bath without any trouble. Soon Jackson was clean, but he needed a nap!
Color by Category

Color the spaces with words the color of their category.

Animals - Blue  Sports - Red  Clothing - Green  Places - Yellow  Food - Brown
Draw the Story

Read the following story and then draw what happened in the boxes below.

Are You Ready, Sam?

The clouds hung low in the gray sky. The chirping of the bluebirds woke me from my restful sleep. As I slowly woke, I got a funny feeling in my stomach. Today was the day. Today, I had to do something I have been afraid to do for a long time. Breakfast was normal and I began to relax.

Mom came into the kitchen asking, “Are you ready, Sam?”

“Yes,” I answered quietly. I wasn’t really!

The school bus came on time, and I sat with my friend, Billy. We chatted about baseball and trading cards. It was a great way to get my mind off of what I had to do today. As we approached the school, I could feel my heart beating. My hands were starting to sweat. I hated this!

I entered Mrs. Owens’ class. She was smiling, and saying hello to all her students as she did every morning.

“Hi Sam,” she said as I walked in.

“Hi,” I said and quickly sat in my seat. We said the pledge, and then took our spelling test. I looked at the clock. The time was near. I hope I am not first! Mrs. Owens said it was time to begin our special day. Special day? That’s a joke.

Mrs. Owens announced, “Sam, you’ll be first.”

I got up slowly, looking at the ground as I walked to the front of the room. I looked up, and everyone was staring at me. Mrs. Owens must have known I was nervous because she came by me, and put her hand on my back.

She said to the class, “Sam has worked very hard on his report, and I know it is very interesting.” Then she turned to me and asked, “Sam, what did you like best about your report on Hawaii?”

I nervously addressed my class saying “aloha.” Then, I thought about the fun things I had read about surfing, volcanoes, and pineapples, and I started to talk. Before I knew it, I was
telling the class about everything I had learned. I talked in front of the whole class, and it was
fun. It wasn’t scary after all. The class clapped as I finished and Mrs. Owens was smiling. I was
proud of myself.

<table>
<thead>
<tr>
<th>Draw what happened in the story</th>
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<table>
<thead>
<tr>
<th>Draw the beginning</th>
<th>Draw the middle</th>
<th>Draw the end</th>
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</table>
Animal Alphabet Categories

Write the name of an animal that starts with each letter of the alphabet.

<table>
<thead>
<tr>
<th>Category: Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A:</strong> antelope</td>
</tr>
<tr>
<td><strong>B:</strong> beaver</td>
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</table>
Acrostic Poem About Friends or Family

Fill in the letters of the name of a friend or family member down the left side of the paper in the boxes. Next, write a word that describes that person, starting with each letter of their name.

Example:

<table>
<thead>
<tr>
<th>A</th>
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<td>I</td>
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</tr>
</tbody>
</table>
Read the following story and then draw what happened in the boxes below.

**Lady and the Garden Hose**

The Delgado family had a new puppy named Lady. She was a playful puppy. She especially liked playing with the garden hose. She loved to watch the hose wiggle like a snake when she chewed on it. One day Mr. Delgado saw Lady drag the garden hose across the yard. “Not again!” he said as he hung the hose on the hook that was on the side of the house.

It was the fifth time this week that Lady had taken the hose down from its hook. Mr. Delgado had tried to teach her not to do it. He pointed to the hose each time and said with a stern voice, “No, Lady! Don’t play with the hose!” It hadn’t helped.

The next day Mr. Delgado went outside to water his vegetable garden. Once again he found the hose stretched across the yard. Lady playfully picked it up in her teeth when she saw him.

Manuel came outside. “Hi, Dad,” he said. “May I help water the garden?” Manuel picked up the hose, and Mr. Delgado turned on the water. Only a few drops of water fell on the plants. They saw water springing up from tiny holes all along the hose.

Manuel looked at Lady. “Your sharp teeth made those holes, Lady. You turned our hose into a fountain,” he said. Lady wagged her tail proudly. Manuel and his father took the hose to the garage. They used rubber glue to mend it. “I don’t know how to teach Lady to leave the hose alone,” said Mr. Delgado once they had repaired the hose. “Do you have any ideas?”

“I know what we can do,” said Manuel. He wrapped the hose around the hook again. Then he brought two chairs from the yard. He turned them on their sides and leaned them against the house. The chairs formed a cage around the hose.

Lady walked over to the hose. She stuck her paw between the chairs. She poked the chairs with her nose and cried. She tried and tried, but she couldn’t reach the hose. Manuel’s idea was working. “You’re probably unhappy about this,” Manuel said to his puppy, “but Dad and I don’t want to fix that hose every day!”
<table>
<thead>
<tr>
<th>Draw the beginning</th>
<th>Draw the middle</th>
<th>Draw the end</th>
</tr>
</thead>
</table>

**Draw what happened in the story**
Guided Story Writing: Picture

Write a story based on this picture. Be creative!

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Guess the Word: My Brother’s Mess

Read the story and try to guess the missing words. Write your guess in the blank. Sometimes there are many words that could make sense in the blank spot.

My brother Tim and I each have our own room. My brother has always been very messy, and I’ve always been very neat. When I would change into my pajamas, I’d hang my clothes over my chair. Tim would throw his on the floor. By Saturday of each week, the 1._____________ of Tim’s room would be covered with a huge pile of dirty 2._____________ mixed with most of the pieces of a chess set, open books, and crumpled pieces of homework. That’s when my mother would come in. She would take one look at his room and say, “Tim, you’re not going anywhere until this 3._____________ is fit for human habitation—no one would want to live here.”

On Saturday afternoons, Tim and I like to play baseball with our friends. Tim always asked me to help him clean so he could get to the park in time for the game, and I’d usually end up 4._____________ him. Tim is the best pitcher on our team. If he didn’t play, the other team might 5._____________. Tim would say thank you, but I’d get a little angry with him. I’d rather be outside on Saturday morning than indoors cleaning his 6._____________.

Two weeks ago my friend Gretchen invited me over to her house on Saturday morning to see her new puppy. I warned Tim to start cleaning early that week, but it didn’t help. On Saturday morning, his room was
7. ____________ than ever. He had been looking for a game at the bottom of his old toy box, and his games and toys were all over the floor. I called Gretchen and said I couldn’t come. 8. ____________ invited me again for the next Saturday.

    On Monday, I made up my mind that I would not let my brother’s disorderly habits interfere with my plans. I went to the supermarket after school and asked for three big cardboard boxes. The grocery manager gave me three 9. ____________ that paper towels had come in. I took the boxes and a black magic marker to my brother’s room. On the first box, I wrote the word “clothes” in huge letters. On the second box I wrote the words “books and games.” On the third box I wrote “trash.” Then I set them against the wall.

    The boxes took up a lot of space, but not as much space as the mess did. For a couple of days, I looked in on my brother after school. I’d point to any clothes or games on the floor, and say “Throw it in the right box!” He then started to remember to do it on his own.

    When Saturday came, we emptied the clothes from the first box into the laundry hamper. Then we put the books on the 10. ____________ and the games in the toy box. Finally, we emptied the trash box into the garbage can. Then Tim and I played with Gretchen’s 11. ____________ until time for the baseball 12. ______________.
Rhyming Words

Think of four words that rhyme with the word “cheek”. For example, the word “sneak”.

1. 
2. 
3. 
4. 

Think of four words that rhyme with the word “praise”. For example, “craze”.

1. 
2. 
3. 
4. 

Word Endings

Think of four words that end with “-tion”. For example, “caution”.

1. 
2. 
3. 
4. 

Think of four words that end with “-ough”. For example, “though”.

1. 
2. 
3. 
4.
Guided Writing: Friendship

Describe a friend you have. What do you like to do together? What do you like about your friend? How did you and your friend meet? What are some of your friend’s favorite things (favorite food, color, animal, movie)?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Draw a picture of your friend here.
Scrambled Story

Directions
- Cut the paper on the dotted line
- Read each section
- Put the story in order
- There will be a word spelled up and down using the large letters at the top of each section

E

Bobby shined his flashlight into the dark barn but did not see anything. Bobby called out but nothing answered. He walked into the barn but still did not see a monster. “What did this monster sound like?” Bobby’s dad asked. “It was a loud screeching noise,” Bobby said, “and it was coming from the barn.” Bobby’s dad began to laugh and he took the flashlight from Bobby. Shining the flashlight up at the roof of the barn, Bobby and his dad saw a small brown owl in the rafters of the roof. “It was only a barn owl that you heard last night,” Bobby’s dad said. “They are nocturnal hunters, so that is why you only heard him at night.”

I

When Bobby woke up the next morning, he went to the barn to see what was causing the noise the night before. Bobby was perplexed and could not figure out what would make such noise.

N

As Bobby was getting ready for bed, he heard a loud screeching coming from the barn outside. Bobby did not know what was making such a loud noise, and he had trouble falling asleep that night. He was scared that there might be a monster in the barn.
That night after dinner, Bobby got a flashlight and headed out to the barn. “Where are you going?” Bobby’s father asked. “I am going to find the monster in the barn that made so much noise last night,” Bobby replied. “If you are going to look for a monster, you might need some company,” Bobby’s dad said, and he walked with Bobby out to the barn.

The Monster in the Barn

Bobby was happy that it wasn’t a monster, and he thanked his dad as they walked back to the house. Just then they heard a loud screech and looked up to see the barn owl flying away into the night sky.
**Vocabulary Memory Game**

Cut out the cards, mix them up, and face them down on a table or the floor. Flip over one card at a time and look at it. Flip another card over and see if it is a match. If it is not flip both cards back over. If the cards are a match, move them to the side.

Start out with using your favorite 12 pairs of cards, and add more for extra challenge!

<table>
<thead>
<tr>
<th>basketball</th>
<th>branch</th>
<th>donkey</th>
<th>daughter</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Basketball" /></td>
<td><img src="image2.png" alt="Branch" /></td>
<td><img src="image3.png" alt="Donkey" /></td>
<td><img src="image4.png" alt="Daughter" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>finger</th>
<th>furniture</th>
<th>ghost</th>
<th>hydrant</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.png" alt="Finger" /></td>
<td><img src="image6.png" alt="Furniture" /></td>
<td><img src="image7.png" alt="Ghost" /></td>
<td><img src="image8.png" alt="Hydrant" /></td>
</tr>
<tr>
<td>judge</td>
<td>lettuce</td>
<td>playground</td>
<td>toothbrush</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td><img src="image1.png" alt="Judge" /></td>
<td><img src="image2.png" alt="Lettuce" /></td>
<td><img src="image3.png" alt="Playground" /></td>
<td><img src="image4.png" alt="Toothbrush" /></td>
</tr>
<tr>
<td>airplane</td>
<td>butter</td>
<td>cherries</td>
<td>fireman</td>
</tr>
<tr>
<td><img src="image5.png" alt="Airplane" /></td>
<td><img src="image6.png" alt="Butter" /></td>
<td><img src="image7.png" alt="Cherries" /></td>
<td><img src="image8.png" alt="Fireman" /></td>
</tr>
<tr>
<td>jellyfish</td>
<td>popcorn</td>
<td>scarf</td>
<td>toothpaste</td>
</tr>
<tr>
<td><img src="image9.png" alt="Jellyfish" /></td>
<td><img src="image10.png" alt="Popcorn" /></td>
<td><img src="image11.png" alt="Scarf" /></td>
<td><img src="image12.png" alt="Toothpaste" /></td>
</tr>
<tr>
<td>wrench</td>
<td>volleyball</td>
<td>quilt</td>
<td>mailbox</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Synonym Memory Game

Cut out the cards, mix them up, and face them down. Flip over one at a time, look at it, and flip it back over. Find the matching pairs of synonyms (two words with the same meaning)!

<table>
<thead>
<tr>
<th>miniature</th>
<th>small</th>
<th>within</th>
<th>inside</th>
</tr>
</thead>
<tbody>
<tr>
<td>automobile</td>
<td>car</td>
<td>fast</td>
<td>rapid</td>
</tr>
<tr>
<td>boring</td>
<td>dull</td>
<td>friend</td>
<td>pal</td>
</tr>
<tr>
<td>view</td>
<td>watch</td>
<td>rare</td>
<td>uncommon</td>
</tr>
<tr>
<td>jump</td>
<td>leap</td>
<td>blend</td>
<td>mix</td>
</tr>
<tr>
<td>happiness</td>
<td>joy</td>
<td>bold</td>
<td>fearless</td>
</tr>
<tr>
<td>concise</td>
<td>short</td>
<td>honest</td>
<td>truthful</td>
</tr>
</tbody>
</table>
Contraction Memory Game

Cut out the cards, mix them up, and place them face down on a table or the floor. Flip over one at a time and look at it. Flip another card over and see if it is a match. If it is not flip both cards back over. If the cards are a match, move them to the side. Match the words and contractions (the shortened versions of the words).

<table>
<thead>
<tr>
<th>can not</th>
<th>can’t</th>
<th>do not</th>
<th>don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>we are</td>
<td>we’re</td>
<td>I have</td>
<td>I’ve</td>
</tr>
<tr>
<td>I’m</td>
<td>I am</td>
<td>they’re</td>
<td>they are</td>
</tr>
<tr>
<td>we’d</td>
<td>we would</td>
<td>you’ve</td>
<td>you have</td>
</tr>
<tr>
<td>I’ll</td>
<td>I will</td>
<td>It’s</td>
<td>it is</td>
</tr>
</tbody>
</table>
Dear parents/guardians,

This is a book of activities your child can do independently in order to build their literacy skills. However, this does not mean you do not remain key to your child’s academic success. Your concern and attention are vital. Just being around while they complete the activities is beneficial to your student’s motivation to learn. Research repeatedly shows the need for a strong connection between a student’s school and their family. Kids lose approximately two months’ worth of information over the summer months, so reading and completing literacy activities can enable them stay ahead and fight the summer slide.

In order to help motivate your child, take an interest in what they are learning. For more challenging assignments, sit down with your student. With simpler assignments, just being nearby and available if they ask for help is a great way to ensure their success. Setting up a structured schedule of homework time and free time is also helpful. Additionally, setting aside a homework spot where your child can focus is a good idea.

It is important to recognize that praise is the most effective method of motivation; not punishments or rewards, so simply recognizing your child’s efforts will go a long way. Your focus should be placed on encouraging and supporting instead of worrying and nagging, thus focusing on your child’s positive traits.

To get your child reading, try taking turns when reading with them (switch paragraphs or pages), incentive programs (stickers, tv/computer time), library days, reading signs in the car, computer games that incorporate literacy, and setting a good example by reading yourself. Lastly, make sure to allow them the freedom to choose. Let them pick their own books and the pages they want to complete out of this activity book.

Additionally, an answer key is enclosed with this letter that you can use to ensure your child’s understanding of each activity. Some activities have definitive answers, while others do not. For the activities lacking definitive answers, ideas and/or clues are given instead.

Happy Reading,

Mckenna, Jena, and Emily

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5"Parent Involvement".
Nyob zoo cov niam txiv / cov neeg saib xyuas,

Qhov no yog ib phau ntawv uas yuav pab tau koj tus me nyuam kawm los ntawm kev lawv tus kheej. Txawm li cas los, qhov no tsis txhais hais tias koj yog tsis tseem ceeb rau koj tus me nyuam txoj kev kawm vam meej. Peb xav kom koj paub txog koj cov me nyuam txoj kev kawm ntawv. Kev tshawb fawb qhia tau hais tias kev kawm ntawv thiab tsev neeg tseem ceeb heev. Thaum lub sij hawm lub caij ntuj sov, cov me nyuam tsis nco qab kev kawm ntawv, yog li nyeem ntawv thiab ua kev kawm ntawv cov kev ua ub pab cov me nyuam ua kom pom tseeb nyob rau hauv kev kawm ntawv.

Yuav kom pab tau koj tus me nyuam , them kev mloog mus rau dab tsi lawv kawm. Nyuab zog, zaum nrog tus me nyuam thiab pab. Rau yooj yim, nyob ze thiab pab tau thaum tus me nyuam xav tau. Teem tau ib lub sij hawm ntawm ua homework thiab lub sij hawm yog kuj pab tau. Teem ib qhov chaw uas koj tus me nyuam yuav tsom rau kev kawm ntawv.

Qhia rau koj tus me nyuam hais tias lawv muaj kev kawm zoo. Tsis qw los yog muab khoom pub. Paub kev siv zog yuav zoo. Ua kom pom tseeb txhawb, tsis txhob txhawj thiab siab rau zoo sijhawm.

Kom tau koj tus me nyuam nyeem ntawv, nyeem tau nrog lawv, cia muaj ua si lub sij hawm, mus rau cov tsev qiv ntawv, nyeem tej yam tshwm sim thaum nyob rau hauv lub tsheb, siv computer kawm, thiab nyeem cov phau ntawv koj tus kheej kom koj tus me nyuam yuav ua raws li. Cia koj tus me nyuam xaiv phau ntawv uas nyeem ntawv.

Cov lus teb yog muab nrog daim ntawv no kom koj paub yuav ua li cas pab tau koj tus me nyuam. Ib txhia muaj ntu cov lus teb thiab ib co tsis muaj.

Zoo siab nyeem ntaw,
Mckenna, Jena, and Emily
(Translated by Wendy Roberts)

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8 Grolnick and Slowiaczek.
9 “Keeping Kids Off the Summer Slide.”
10 “Parent Involvement.”
11 Debbie Pincus, MS LMHC.
12 “Parent Involvement.”
13 GreatSchools Staff.
14 Reiko Komiyama.
Waaliddiinta iyo Mas’uuliyinta Qaaliga Ahow,

Buuggaani waa kobciin hawled oo ilmahaagu si madax banaan u samayn karaan si ay uu dhisan xirfada akhriskooda iyo qoralkooda. Si kastaba ha ahaatee, kan micnaheedu ma’ aha inaad u saldhiyay uu ahayn guusha wuxbarashada ilmahaaga. Wel welkaga iyo digtonantada gaarka waa muhiim. La joogaa keliya marka ay dhiimeeynayn Kobciin hawledka faa’iido ayay u tahay dhiirogelinta ardayga in uu waxbarto. Cilm-baris marar badan waxay muujisay baahida loo qabo in xiriir aadog oo u dhexeeya dugaga ardayga iyo qoyska. Carrurtu waxaay lumiyan macluumaad badan bilaha schoolku xirran yahay, sidaa awgeed akhriska iyo ka shaqaaynta kobciin hawledka qoralka waxay u sii diyarinaaysa kana hortagaysa dib u dhiciida aqontoda.

Si add uu dhiirogeliso ilmahaaga, iskuday inaad xiisaso waxay ay baranayaan. Shaqooyinka aad uu aadag, la fadhiiso ardaygaaga. Shaqooyinka fudunida, joog meldhow oo laga heli karo hadii ay caawinaad ku weydiistan tasi waxa hab fiican oo hubinaysa gushoda. Jadwal habaysan ee waqtiga shaqa-guriga iyo wakhtiga firaaqada dejinta ayaa sidoo kale waxtar leh. Intaa waxaa dhiiraxa, inaad u qoorsho meel ugu gaar ah shaqaada guriga oo ay ilmahaagu diiradda u saari karan waa fikrad wanaagsan.

Waxaa muhiim ah in la aqoonsado in amaanid ay tahay habka ugu fiican ee dhiirogelinta; ma’aha ciqaabid ama abaalmarin, marka inaad aqoonsaduhu ilmahaaga awoodada waa waxa ugu muhiimsan. Diiraddadu waa inay tahan dhiirogelin iyo taageerid intaad wel weli lahayd iyo qaylan lahayd, sida darted diiradda waa inaad sarta ilmahaaga waxay ku fiican yihiin.

Si aad u bardit ilmahaaga akhriska, isku day in marba qof akhriyo markad wada akhrinaysan (isku beddela faqradaha ama bogaga), barnaamijyada koordhinta (stickers, teleefishinka/ waqtiga kombuyuutarka), maalmaaha maktabadda, akhrinta calaamadaha markad gaariga dheksida ku jiirtid, ciyaaraha kombuyuutarka oo leh wax akhriska iyo qorista, iyo adigoo tusale wanaagsan uu noqonaysiid markad wax akhrisato. Ugu dambayn, habi inaad u ogolaatid nooriyad ay ku doortaan. Ha doortan buuga ay raban iyo bogagga ay doonayaan in ay ka shaqayn oo ka mid ah buugan kobciin hawled.

Intaa waxaa dhiiraxa, jawaabtu ku lifaaqan warqadan in aad isticmaal karto sii add uu hubisid garashada ilmahaaga oo kobciin hawled kasta. Qaar ka mid ah kobciin hawledka waxay leeyihiin jawaab kama dambays ah, qaار ka kalena ma’laha. Kobciin hawledka an la’haayn jawaabta kama dambaysta ah, waxaa la siyaagy fikrado iyo/ ama wax kalo lagu garto.

Akhris Wanaagsan,
Mckenna, Jena, and Emily
(Translated by Ebyan Abdulle)

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15 Grolnick and Slowiaczek.
16 "Keeping Kids Off the Summer Slide."
17 "Parent Involvement."
18 Debbie Pincus, MS LMHC.
19 "Parent Involvement."
20 GreatSchools Staff.
21 Reiko Komiyama.
Estimados padres/guardianes:

Esto es un libro de actividades que tu niño puede hacer independientemente para construir sus habilidades de alfabetismo. Sin embargo, los padres/guardianes son importantes para el éxito académico del niño. Su interés y atención son esenciales. Su presencia mientras ellos completan las actividades es beneficioso a la motivación de su niño para aprender. La investigación ha demostrado la necesidad de tener una conexión fuerte entre la escuela y la familia. Niños pierden aproximadamente dos meses de información durante los meses de verano. Por eso, leer y completar las actividades de alfabetismo puede permitirlos a quedar delante y luchar contra el deslizamiento del verano.

Para motivar a su niño, muestre interés en las cosas que están aprendiendo. Por la tarea más difícil, se sienta con su estudiante. Si se trata de una tarea más simple, estar cerca y disponible si su niño pregunta por ayuda es una buena manera para asegurar su éxito. Establecer un horario estructurado por la tarea y el tiempo libre también es útil. Además, crear una zona de tarea donde el niño puede concentrarse es una buena idea.

Es importante reconocer que la alabanza es el método más eficaz de motivación en lugar de castigos o recompensas, el simple reconocimiento de los esfuerzos de su hijo ayudará. Su atención debe centrarse en el apoyo en vez de la preocupación, de consecuencia manteniendo la concentración en los rasgos positivos.

Para motivar su niño a leer, tome turnos con ellos mientras leyen (cambiar párrafos o páginas), use programas de incentivos (pegatinas, horas de TV/computadora), haga días en la biblioteca, lea signos en la coche, busque juegos de computadora que incorporen el alfabetismo, y muestre un buen ejemplo leyendo usted mismo.

Por último, asegúrese de permitirlos la libertad de elegir. Déjelos escoger sus propios libros y las páginas que quieren completar en este libro de actividades.

Además, hay una clave de respuestas que se adjunta a esta carta que puede utilizar para asegurar la comprensión de su hijo. Algunas actividades tienen respuestas definitivas, mientras otros no. Para las actividades que no tienen respuestas definitivas, les dan ideas o sugerencias.

Feliz leyendo,
Jena, Emily, y Mckenna

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22 Grolnick and Slowiaczek.
23 "Keeping Kids Off the Summer Slide."
24 "Parent Involvement."
25 Debbie Pincus, MS LMHC.
26 "Parent Involvement."
27 GreatSchools Staff.
28 Reiko Komiyama.
**Multilingual Resources**  
**Minneapolis Public Schools**

- **Multilingual call center**: 612-668-0000  
  - Support and information for families who speak Spanish, Somali, and Hmong  
  - Families can call between 6am and 6pm Monday through Friday.
- **Multilingual Language Line**: Contact building administrators in order to access necessary codes for this service.  
  - 24/7 live interpreter service  
  - The service provides live interpreters in any language at any time of day.
- **Multilingual family outreach specialists**: They empower parents and families of English Language Learners to become involved in their child’s education  
  - **Somali (Somali)**: Said Garaad  
    - 612-668-0138  
    - Said.Garaad@mpls.k12.mn.us  
  - **Spanish (Español)**: Mayra Faviola Garcia-Rivera  
    - 612-668-0474  
    - Mayra.Garcia-Rivera@mpls.k12.mn.us

**St. Paul Public Schools**

- **Translation specialists**:  
  - **Hmong (Hmoob)**: Joanne Vang  
    - 651-767-8395  
    - joanne.vang@spps.org  
  - **Somali (Somali)**: Ahmed Noor  
    - 651-774-1921  
    - ahmed.noor@spps.org  
  - **Karen (Karen)**: Kawlahay Zan  
    - 651-767-8354  
    - kawlahay.zan@spps.org
- **Translation Services Coordinator**:  
  - Alejandra Bosch: Provides translation services in **Hmong (Hmoob), Karen (Karen), Somali (Somali), and Spanish (Español)**  
    - 651-767-8334  
    - alejandra.bosch@spps.org
- **Translation Services**:  
  - The office of translation services translates written documents, records connect-ed messages for parents, and also provides a list of on-call interpreters.  
  - They have translators in **Hmong (Hmoob), Karen (Karen), Somali (Somali), and Spanish (Español)**.  
  - To request a translation, access this webpage:  
St Paul Public Libraries

Arlington Hills Library
1200 Payne Ave.
M, Tu, W, Th: 10-8
F, Sa: 10-5:30
Su: 1-5

Dayton’s Bluff Library
645 E 7th St.
M, W: 12-8
Tu, Th: 10-8
F: 10-5:30
Sa: 11:30-5
Su: 1-5

Homework Help

George Latimer Central Library
90 W 4th St.
M: 12-8
Tu, W, Th, F: 9-5:30
Sa: 11-5
Su: 1-5

Hayden Heights Library
1456 White Bear Ave.
M, W: 12-8
Tu, Th: 10-8
F: 10-5:30
Sa: 11:30-5

Riverview Library
1 E George St.
M, W: 12-8
Tu, Th: 10-8
F: 10-5:30
Sa: 11:30-5

Hamline Midway Library
1558 W Minnehaha Ave.
M, W: 12-8
Tu, Th: 10-8
F: 10-5:30
Sa: 11:30-5

Homework Help

Highland Park Library
1974 Ford Pkwy
M, Tu, W, Th: 10-8
F, Sa: 10-5:30
Su: 1-5

Rondo Library
461 N Dale St.
M, Tu, W, Th: 10-8
F, Sa: 10-5:30
Su: 1-5

Homework Help

Rice Street Library
1011 Rice St.
M, W: 12-8
Tu, Th: 10-8
F: 10-5:30
Sa: 11:30-5
Su: 1-5

Saint Anthony Park Library
2245 Como Ave.
M, W: 12-8
Tu, Th: 10-8
F: 10-5:30
Sa: 11:30-5

Sun Ray Library
2105 Wilson Ave.
M, Tu, W, Th: 10-8
F, Sa: 10-5:30
Su: 1-5

West 7th Library
265 Oneida St.
M, Th: 12:30-8
Tu: 11:30-5:30
W, F: 10-5:30

Homework Help
Homework Rescue: Online tutoring from 1-11 pm every day and other tutoring services 24/7 http://www.sppl.org/services/homework-help/homework-rescue

Library Cards
St Paul library cards are free for any St Paul resident including children of any age. Bring identification with current address to any St Paul library or photo ID and recently received mail with name and current address to apply for a library card.

More information and events can be found on the St Paul Libraries website: http://www.sppl.org/
Minneapolis Public Libraries

**East Lake Library**
2727 E. Lake St.
M, Tu, Th: 9-8
W, F, Sa: 9-5
Su: 12-5
**Homework Help:**
M, Tu, Th: 3:30-7:30

**Franklin Library**
1314 E. Franklin Ave.
Tu, W, Th: 9-8
M, F, Sa: 9-5
Su: 12-5
**Homework Help:**
Tu, W, Th: 3:30-7:30

**Hosmer Library**
347 E. 36th St.
M, Tu, W: 9-8
Th, F, S: 9-5
Su: 12-5
**Homework Help:**
M, W: 3:30-7:30
Sa: 1-4:30

**Linden Hills Library**
2900 W. 43rd St.
M, W, F, Sa: 9-5
Tu, Th: 12-8

**Minneapolis Central Library**
300 Nicollet Mall
M, Tu, W, Th: 9-9
F, Sa: 9-5
Su: 12-5

**Nokomis Library**
5100 34th Ave. S.
M, Th: 12-8
Tu, W, F, Sa: 9-5
**Homework Help:**
M, Th: 3:30-7:30

**North Regional Library**
1315 Lowry Ave. N.
M, Tu, Th: 9-8
W, F, Sa: 9-5
Su: 12-5
**Homework Help:**
M, Tu, Th: 3:30-7

**Northeast Library**
2200 Central Ave. N.E.
M, Tu, F, Sa: 9-5
W, Th: 12-8
**Homework Help:**
W, Th: 3:30-7:30
Sa: 1-4

**Pierre Bottineau Library**
55 Broadway St. N.E.
M, Tu, Th: 12-8
Tu, W, F, Sa: 9-5

**Roosevelt Library**
4026 28th Ave. S.
Tu, Th: 12-8
Sa: 9-5

**Southeast Library**
1222 4th St. S.E.
Tu, Sa: 9-5
Th: 12-8

**Sumner Library**
611 Van White Memorial Blvd.
M, Th: 12-8
Tu, W, F, Sa: 9-5

**Walker Library**
2880 Hennepin Ave,
M, W: 12-8
Tu, Th, F, Sa: 9-5

**Washburn Library**
5244 Lyndale Ave. S.
M, W, F, Sa: 9-5
Tu, Th: 12-8

**Webber Park Library**
4203 Webber Pkwy.
Tu, Th: 12-8
Sa: 9-5

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**Homework Help**
From September to May there is free in-person tutoring for K-12 students. No advanced sign-up is required.

**Library Cards**
Hennepin County library cards are free for any Hennepin County resident. Bring identification with your current address to any Hennepin County library to apply for a library card.

More information and events can be found on the Hennepin County Libraries website: [http://www.hclib.org/](http://www.hclib.org/)
Other Literacy Building Activities

These are easy activities to encourage your child to work on and do not require much adult assistance.

- **Play-doh/Legos:**
  - Instruct your child to make something out of play-doh or Legos that begins with each letter of the alphabet. Children can also write on paper the name of what they made.
  - Give your child a list of short words (spelling words are great!) and instruct them to make the letters of the words out of play-doh or Legos.

- **Book making:**
  - Encourage your child to write a story and then complete it with pictures and a cover.

- **Bookmark making:**
  - If your child is looking for something to do and likes to make crafts, suggest that they make a bookmark using various craft supplies. Although it seems small, it can greatly motivate children to get excited about reading.

- **Alphabet scavenger hunt:**
  - Children can make a list of items they can find around the house that begin with each letter of the alphabet and practice writing them.
  - This activity could also be done in the backyard or at the park.

- **Letter writing:**
  - Encourage your child to write letters, to friends and family members. If they prefer to be more creative, have them make a card and write a message inside.

- **Menu and shopping list making:**
  - If your child enjoys playing make believe (dramatic play), suggest that they create a menu or shopping list and use it during play time.
  - Have your child help you write your grocery list or menu for the week.

- **Read to younger sibling:**
  - Children love to show off what they know and both they and their sibling will promote literacy through this activity.

- **Letter tile game:**
  - If your family has a game that uses letter tiles, such as Scrabble or Bananagrams, instruct your child to draw 10 tiles and see how many different words they can make with their letters, making a list of the words on paper as they go.

- **Journal writing:**
  - Encourage your child to keep a journal and record daily activities.

- **Different types of reading materials:**
  - Suggest to your child that they try reading a child-friendly magazine, comic book, or the comics from the newspaper.

- **Websites:**
  - There are a variety of websites that have fun, child-friendly games that promote literacy.
    - This website contains a list of 20 fantastic sites that have fun literacy games your child will love!
Answer Key or Ideas for Selected Activities

“How Many Words Can You Make”

INTERESTING

<table>
<thead>
<tr>
<th>3-letter words:</th>
<th>4-letter words:</th>
<th>5-letter words:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tin</td>
<td>• Nest</td>
<td>• Sting</td>
</tr>
<tr>
<td>• Ten</td>
<td>• Sing</td>
<td>• Enter</td>
</tr>
<tr>
<td>• Sit</td>
<td>• Ring</td>
<td>• Tries</td>
</tr>
<tr>
<td>• Get</td>
<td>• Test</td>
<td>• Rinse</td>
</tr>
<tr>
<td>• Set</td>
<td>• Tint</td>
<td>• Plural of many</td>
</tr>
<tr>
<td>• Net</td>
<td>• Teen</td>
<td>4-letter words</td>
</tr>
<tr>
<td>• Rig</td>
<td>• Tree</td>
<td></td>
</tr>
<tr>
<td>• Tie</td>
<td>• Rest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tire</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sign</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stir</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Grit</td>
<td></td>
</tr>
</tbody>
</table>

6-letter words:

• Singer
• String
• Tennis

Word Search

A S K O Z T D C B M R J N B H
Y T F R S U N E D S C P F A W
F H J V B N L I U T L M Q N G
D E G M L H A N S N O W E I L
O R T F P I X R G Z U J R K E
L M A E Q N A U K V D F Y M C
B O P I Y G T S C M S K R W T
E M I Z N W F N J R M A X B
H E L U B C M Y F W D I L S
B T D R I E O V D I Z F N T O
J E J H M X L W S D B H G H R
N R C U A U S D G A I A L O C
S V M R I W P F M Q I P N D
W B O I X R A O T C O L D L P
K S S D T H N L Y U J P M W E
Label Fact or Opinion

__Fact__  Z is the last letter of the alphabet

__Opinion__  Pizza is the best food ever

__Fact__  Cats and dogs have four legs and a tail

__Opinion__  Cats are cute

__Opinion__  The weather is too hot right now

__Fact__  Broccoli is good for you

__Opinion__  Broccoli is my least favorite food

__Opinion__  Chocolate is my favorite candy

__Opinion__  Everyone should watch lots of TV because it is fun

__Opinion__  May is the best month of the year

__Fact__  There are twelve months and 365 days in a year

__Opinion__  The fourth of July is the best holiday of the year

__Opinion__  Everyone should spend the fourth of July with their family

Crossword

Across:
2: February  
3: June
6: January
8: November
10: September

Down:
1: December
3: July
4: May
5: October
7: August
9: April
11: March
Color By Category

Draw the Story: Are You Ready, Sam?

Ideas for drawings:

<table>
<thead>
<tr>
<th>Draw the beginning</th>
<th>Draw the middle</th>
<th>Draw the end</th>
</tr>
</thead>
<tbody>
<tr>
<td>- clouds and birds</td>
<td>- the school bus, Billy</td>
<td>- Sam giving the presentation</td>
</tr>
<tr>
<td>- Sam eating breakfast</td>
<td>- Sam taking the test</td>
<td>- the teacher smiling</td>
</tr>
</tbody>
</table>
Draw the Story #2: Lady and the Garden Hose

Ideas for drawings:

<table>
<thead>
<tr>
<th>Draw the beginning</th>
<th>Draw the middle</th>
<th>Draw the end</th>
</tr>
</thead>
<tbody>
<tr>
<td>-the puppy and the house</td>
<td>-Manuel and the broken hose with the garden</td>
<td>-the chairs forming a cage around the hose with the puppy</td>
</tr>
<tr>
<td>-Mr. Delgado saying “No”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Guess the Word: My Brother's Mess

1. floor  
2. clothes  
3. room  
4. helping  
5. win  
6. room  
7. messier  
8. Gretchen  
9. boxes  
10. bookshelf  
11. puppy  
12. game

Rhyming Words

Possible words that rhyme with the word “cheek”:
1. sneak  
2. creek  
3. freak  
4. geek  
5. weak  
6. week  
7. unique  
8. peek  
9. peak

Possible words that rhyme with the word “praise”:
1. blaze  
2. craze  
3. days  
4. daze  
5. haze  
6. pays  
7. stays  
8. trays  
9. ways  
10. amazed  
11. delays
**Word Endings**

Possible words that end with “-tion”:
1. abbreviation
2. acceleration
3. action
4. adoption
5. information
6. question
7. position
8. operation
9. election
10. situation
11. function
12. direction

Possible words that end with “ough”:
1. although
2. enough
3. dough
4. tough
5. through
6. cough
7. breakthrough

**Scrambled Story**

Word: UNITED

**Synonym Memory Game**

These are the synonym pairs:
- miniature, small
- within, inside
- automobile, car
- fast, rapid
- boring, dull
- friend, pal
- view, watch
- rare, uncommon
- jump, leap
- blend, mix
- happiness, joy
- bold, fearless
- concise, short
- honest, truthful

**Contraction Memory Game**

Here are the matching contractions:
- can not, can’t
- do not, don’t
- we are, we’re
- I have, I’ve
- I’m, I am
- they’re, they are
Bibliography


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My Brother's Mess. Raleigh, NC: NC State University, n.d. PDF. (Guess the Word)


The Monster in the Barn. Raleigh, NC: NC State University, n.d. PDF. (Scrambled Story)

Turn off the Screens: Classroom Activities to Promote Literacy. N.p.: Region of Peel Public Health, n.d. PDF. (Other Literacy Building Activities)
