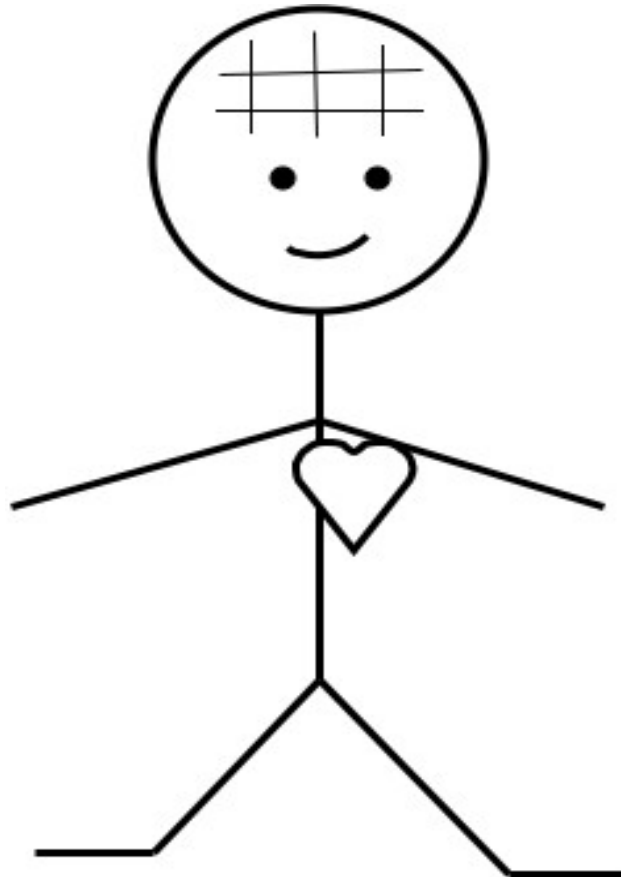

Expand Literacy Progress



Use Words, Sentences, and Pictures to Make Sense of Stories	p. 2
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**Developed by the Polk Bros Foundation Center for Urban Education
at DePaul University**

<http://TEACHER.DEPAUL.EDU>

Common Core = Thinking More!

The more you think clearly and carefully, the more you learn!

Common Core Literacy Standards: A Concise Listing

The following statements list the focuses of each of the Reading and Writing standards.

Reading Standards

Ideas and Information

1. Read carefully to figure out what the text says, then infer with evidence.
2. Figure out the central idea (nonfiction) or theme (literature)
3. Analyze relationships—among characters, plot (fiction), among ideas (nonfiction)

Craft and Structure

4. What are the important words and what do they mean in this context?
5. What choices did the writer make—techniques, components, structure?
6. What is the writer's purpose?

Integration of Ideas and Information

7. Integrate ideas and information from different kinds of sources
8. Evaluate the strength of evidence for a position (only for nonfiction)
9. Compare and contrast different presentations of the same topic or theme.

Writing Standards

Text Types and Purposes:

1. Argumentative
2. Explanatory
3. Narrative

Production and Distribution of Writing

4. Make it coherent and clear—well organized.
5. Plan it then revise it.
6. Use technology to “publish” it

Research to Build and Present Knowledge

7. Research to respond to a focus question.
8. Integrate information from different kinds of sources.
9. Support research and analysis with evidence.

Learning starts with liking.

What do YOU like to read?

What did YOU like about this book?

Which are YOUR favorite words?

Learners take TIME TO THINK!

Choose one proverb or saying you like.

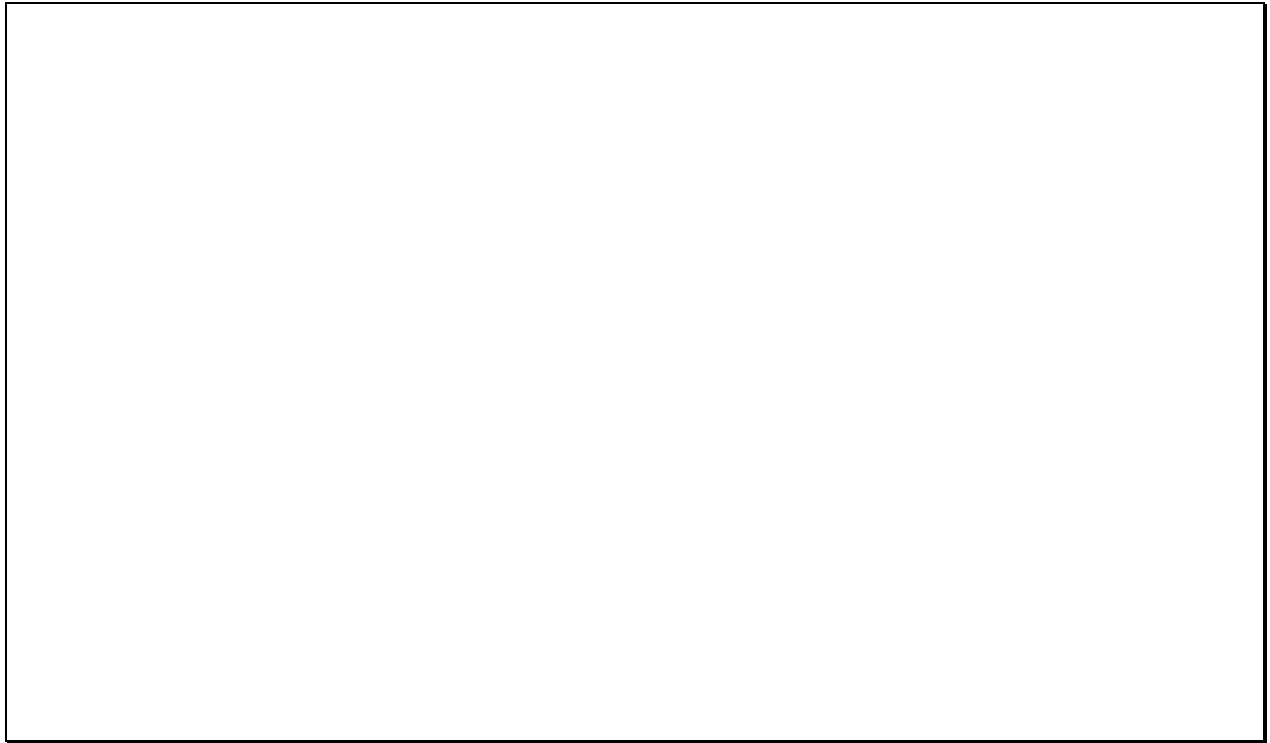
Draw a picture that shows what it means. Show your picture to someone else. See if they can figure out which idea you pictured.

1	If you wish to learn the highest truths, begin with the alphabet. (Japan)	Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón)
2	Never be afraid to sit awhile and think. (Lorraine Hansberry, US)	Nunca temas sentarte un largo rato y pensar. (Lorraine Hansberry, EUA)
3	A book is a garden carried in the pocket. (Saudi Arabia)	Un libro es un jardín que cargas en el bolsillo. (Arabia Saudita)
4	He who does not know one thing knows another. (Kenya)	Aquel que no sabe una cosa sabe otra. (Kenya)
5	By learning you will teach, by teaching you will learn. (Latino)	Al aprender enseñas, al enseñar aprendes. (Latino)
6	A gentle hand may lead even an elephant by a single hair. (Iran)	Una mano gentil puede guiar aun a un elefante por un pelo. (Irán)
7	Do good, and don't worry to whom. (Mexico)	Haz el bien, y no te preocupes a quien. (México)
8	A clever person turns big troubles into little ones and little ones into none at all. (China)	Una persona astuta vuelve grandes problemas en pequeños y pequeños en inexistentes. (China)
9	Everyone is the age of her heart. (Guatemala)	Todos son la edad de su corazón. (Guatemala)
10	You must be the change you wish to see in the world. (Mahatma Gandhi)	Debes ser el cambio que deseas ver en el mundo. (Mahatma Gandhi)

Picture Meaning

Choose one sentence, paragraph or page.

Draw a picture that shows what it says.

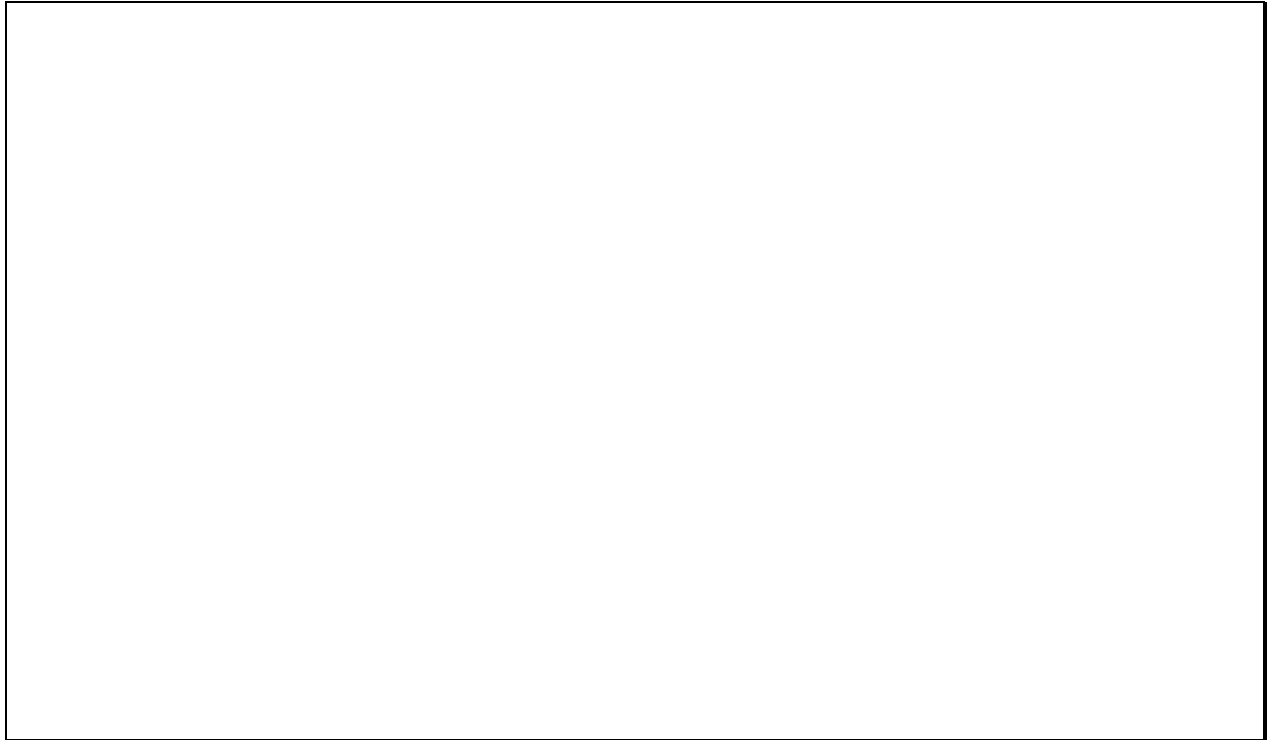


Write a caption that tells about your drawing.

Dibuja el Significado

Escoge un párrafo o página.

Haz un dibujo que demuestre lo que dice.



Después, enséñale tu dibujo a otro estudiante.
Pídele al estudiante que encuentre parte de tu dibujo.
Pídele que escriba lo que piensa que tu dibujo explica.

PICTURE VOCABULARY

Learn academic vocabulary—aligns with CCSSR4

Choose a topic. Write it on the first line. Then choose words for your child to learn.
Talk about each one. Then your child draws a picture to show it.

TOPIC: _____

WORD	Show what it means. Draw a picture.

Write a sentence with some of the words or make one big picture about this topic

BANCO DE PALABRAS DE DIBUJO

TEMA: _____

PALABRA	Demuestra lo que significa. Haz un dibujo.

Utiliza tus palabras y dibujos para hacer un gran dibujo acerca de este tema.

200 Sight Words to Use in Sentences, Paragraphs, and Poems

Common Core Anchor Writing Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Here are 200 sight words based on the Fry list. Children can write sentences, paragraphs, and poems using these words and other words they know.

Fry First Hundred

a	about	after	again	all	an
and	any	are	as	at	be
been	before	boy	but	by	can
come	day	did	do	down	eat
for	from	get	give	go	good
had	has	have	he	her	here
him	his	how	I	if	in
is	it	just	know	like	little
long	make	man	many	me	much
my	new	no	not	of	old
on	one	or	other	our	out
put	said	see	she	so	some
take	that	the	their	them	then
there	they	this	three	to	two
up	us	very	was	we	were
what	when	which	who	will	with
work	would	you	your		

Fry Second Hundred

also	am	another	away	back	ball
because	best	better	big	black	book
both	box	bring	call	came	color
could	dear	each	ear	end	far
find	first	five	found	four	friend
girl	got	hand	high	home	house
into	kind	last	leave	left	let
live	look	made	may	men	more
morning	most	mother	must	name	near
never	next	night	only	open	over
own	people	play	please	present	pretty
ran	read	red	right	run	saw
say	school	seem	shall	should	soon
stand	such	sure	tell	than	these
thing	think	too	tree	under	until
upon	use	want	way	where	while
white	wish	why	year		

SIGHT WORDS

Source: Forsyth County Schools; <http://www.forsyth.k12.ga.us/forsyth/site/default.asp>

Esta lista de palabras de vista debe ser memorizada por los niños. Las palabras están escritas en Inglés pero la (pronunciación esta entre comías en Español) para que los padres que no hablan Ingles las puedan pronunciar para los niños.

1-50

go (<i>gou</i>) ir	help (<i>jelp</i>) ayudar	look (<i>luc</i>) mirar
at (<i>at</i>) en	run (<i>ruan</i>) correr	me (<i>mi</i>) yo
here (<i>jir</i>) aquí	come (<i>cam</i>) ven	get (<i>get</i>) agarra / irse
down (<i>daun</i>) abajo	jump (<i>jamp</i>) brincar	said (<i>sed</i>) decir
and (<i>and</i>) y	I (<i>hai</i>) yo	no (<i>no</i>) no
you (<i>iu</i>) tú	can (<i>can</i>) poder	that (<i>dat</i>) eso
not (<i>nat</i>) no es	is (<i>is</i>) es	to (<i>tu</i>) a
with (<i>uit</i>) con	play (<i>plei</i>) jugar	did (<i>did</i>) hice
find (<i>faind</i>) encontrar	the (<i>da</i>) el / la	away (<i>a-uai</i>) retirado
we (<i>ui</i>) nosotros	see (<i>si</i>) ver	want (<i>uant</i>) querer
this (<i>dis</i>) esto(a)	ride (<i>raid</i>) paseo	in (<i>in</i>) en
will (<i>wil</i>) voluntad	for (<i>for</i>) para	one (<i>uan</i>) uno
do (<i>du</i>) hacer	who (<i>ju</i>) quién	a (<i>ai</i>) la
like (<i>laic</i>) gustar	what (<i>uat</i>) qué	up (<i>ap</i>) arriba
it (<i>it</i>) lo	has (<i>jas</i>) haber / hecho	now (<i>nau</i>) ahora
work (<i>uork</i>) trabajo	my (<i>mai</i>) mio	little (<i>litol</i>) pequeño
have (<i>jav</i>) tener	two (<i>tu</i>) dos	

51-100

red (<i>red</i>) rojo	three (<i>tri</i>) tres	big (<i>big</i>) grande
funny (<i>fani</i>) chistoso	its (<i>its</i>) su / sus	but (<i>bat</i>) pero
from (<i>fram</i>) departe de	first (<i>furst</i>) primero	be (<i>bi</i>) estar
as (<i>as</i>) mientras / cuando	blue (<i>bliu</i>) azul	after (<i>after</i>) despues
call (<i>cal</i>) llamar	yellow (<i>jelou</i>) amarillo	where (<i>uer</i>) dónde
yes (<i>jes</i>) sí	thank (<i>tanc</i>) dar gracias	out (<i>aut</i>) fuera
eat (<i>it</i>) comer	good (<i>gud</i>) bueno(a)	are (<i>ar</i>) estar/son/ser
there (<i>der</i>) aya / hay	too (<i>tu</i>) también	put (<i>put</i>) poner
on (<i>an</i>) en / sobre	don't (<i>dont</i>) no lo	please (<i>plis</i>) por favor
fast (<i>fast</i>) rapido	take (<i>teic</i>) tomar	read (<i>rid</i>) leer
know (<i>nou</i>) saber	she (<i>chi</i>) ella	let (<i>let</i>) dejar
how (<i>jou</i>) cómo	all (<i>al</i>) todo	make (<i>meic</i>) hacer
he (<i>ji</i>) el	they (<i>dey</i>) ellos	ran (<i>ran</i>) corrió
went (<i>uent</i>) ir	was (<i>uas</i>) fue	white (<i>uait</i>) blanco
black (<i>blac</i>) negro	pretty (<i>prueti</i>) bonito(a)	try (<i>traí</i>) tratar
got (<i>gat</i>) tener	her (<i>jer</i>) ella / la / lo	him (<i>jim</i>) él / le / lo
came (<i>queim</i>) venir	new (<i>niu</i>) nuevo	

Make Sight Word Sense: Think More!

Students will never see sight words by themselves.

Fry Phrases

Write it down

Who will make it?

What will they do?

Can you see?

A number of people

How many words?

We were here

This is my cat

We like to write.

Up in the air

She said to go

This is a good day.

An angry cat

That dog is big

That dog is big.

See the water

As big as the first

At your house

Make your own!

Sight Word Sentences

Here are 100 sight words based on the Fry list.

You can find the complete listing online: <http://www.usu.edu/teachall/text/reading/Frylist.pdf>

Fry First Hundred

a	about	after	again	all	an
and	any	are	as	at	be
been	before	boy	but	by	can
come	day	did	do	down	eat
for	from	get	give	go	good
had	has	have	he	her	here
him	his	how	I	if	in
is	it	just	know	like	little
long	make	man	many	me	much
my	new	no	not	of	old
on	one	or	other	our	out
put	said	see	she	so	some
take	that	the	their	them	then
there	they	this	three	to	two
up	us	very	was	we	were
what	when	which	who	will	with
work	would	you	your		

THINK: Write a sentence using some of these words.

THINK MORE: Draw a picture that shows what your sentence says.

Sentence Writers

Make your own sentence frames.

The _____ said _____ .

The _____ is _____ .

_____ has a _____ .

Fable: The Tortoise and the Hare Adapted from the Traditional

All reading includes standard 1. Figure out what it says and then infer about it. When students read a story, they can think more—they can figure out a BIG idea it tells them. That's standard 2. Fables are great opportunities to figure out the BIG idea.

A hare is a kind of rabbit. Rabbits can run fast. Usually they can't talk. But in this fable, one does. A fable is a story with animals instead of people in it, and the story it tells teaches a lesson. Here is the story.

The Hare was boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I run as fast as I can. I challenge any one here to race with me. I am the best."

Tortoise is another word for turtle. The Tortoise said quietly, "I accept your challenge. I am tired of your bragging. I believe that I can beat you."

"That is a good joke," said the Hare. "I could dance around you all the way. You will never be able to speed past me. You will not win. What a foolish turtle."

"Keep your boasting till you've beaten me," answered the Tortoise. "Shall we race? I know that I can defeat you."

So they set up the race. It would follow a curved path along a hill with rocky ground, trees, and bushes.

The Hare darted speedily at once, but soon stopped and, believing that the Tortoise could never catch him, lay down for a nap by some bushes at the top of the hill. The Tortoise never stopped, but went on with a slow but steady pace straight to the end of the race course.

When the Hare awoke from his nap, he looked down and saw the Tortoise just near the finish line at the bottom of the hill. The Hare ran as fast as he could, but it was too late. He saw the Tortoise had reached the goal. He was very surprised. Then the Hare said, _____.

Read Closely--OBSERVE: What do you know about the place? Underline words that tell about it. What do you know about the hare? List words that tell about the hare.

INFER: What do you think the Hare said at the end? Why?

SUMMARIZE: Every fable has a moral—a lesson you can learn.

What is a lesson this fable teaches?

ILLUSTRATE: Draw pictures to show the fable. You can make it a cartoon.

CREATE: Write your own fable!

READ A STORY THOUGHTFULLY

The core questions can be applied to any story.

Start with this question:

What do you think will happen in the story? Look at the pictures. Think about the title.

Then read it.

As you read it:

What do you think will happen next? Why?

Which character do you like best? What do you like about that character?

After the Story QUESTIONS

What did you like about the story?
(*Learning starts with liking.*)

Classic Questions—the following questions relate to core competencies.

1. *Identify sequence:* **What happened first? What happened next?**
2. *Identify important character:* **Name one important character in the story.**
3. *Infer character trait:* **What is one trait you infer that character has?**
4. *Identify important action:* **What is something important that character does?**
5. *Infer Motive:* **Why do you think that character does that? How do the other characters feel about that?**
6. *Retell a story:* **Tell who was in the story and what happened.**
7. *Infer the lesson:* **What is an idea or lesson people can learn from this story?**

Think More: Create

- *Sequence:* **Draw pictures with captions that tell the story.**
- *Predict:* **Write the next part of this story—with pictures and captions.**
- **Act out** your favorite part of the story.

Fábula: La tortuga y la liebre

La liebre, una vez se jactaba de su velocidad antes de los otros animales. "Aún no he sido golpeado", dijo él, "cuando yo extenderé mi máxima velocidad. Yo reto a cualquiera para correr conmigo. Yo soy el mejor. "

La tortuga dijo en voz baja: "Acepto el reto. Estoy cansado de su jactancia. Estoy seguro de que puedo ganar."

"Esa es una buena broma", dijo la Liebre, "Yo podría bailar alrededor de todo el camino. Usted nunca será capaz de acelerar más allá de mí. Usted no va a conseguir la victoria ".

"Mantenga su jactancia hasta que me ha golpeado", respondió la tortuga. "Vamos a correr? Sé que puedo derrotar a usted."

Así que un curso se fijó y se dio comienzo. La liebre corrió casi fuera de la vista a la vez, pero pronto se detuvo y, creyendo que la tortuga no pudo atraparlo, se acostó en el camino de tener una siesta. La tortuga en ningún momento se detuvo, sino que continuó con un ritmo lento pero constante recto hasta el final del curso.

Cuando la liebre se despertó de su siesta, vio a la tortuga sólo cerca de la ganadora-post. La liebre corrió tan rápido como pudo, pero ya era demasiado tarde. Vio la tortuga había llegado a la meta. Estaba muy sorprendido. Nunca había perdido una carrera antes.

CCSS Anchor Reading Standard 1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions** drawn from the text.

1. Secuencia: ¿Qué evento ocurrió primero? ¿Qué pasó ayer?
2. Rasgos del carácter: Nombre un carácter. ¿Qué es un rasgo que inferir que el personaje tiene? Explique por qué piensa eso.
3. Motivo: ¿Qué es algo que esa persona hace? ¿Por qué piensas que esa persona hace eso?
4. Resumir: Resumir la historia en cuatro frases. Habla sobre los personajes y lo que hacen.
5. Idea principal: ¿Cuál cree usted que es la idea principal de la historia? ¿Por qué?

What Characters Say Can Show Feelings.

CCSSR3—analyze feelings and relationships; CCSSR5—analyze writer’s craft.

Choose important dialogue from a story. Then interpret it.

Quote	Feeling It Shows
Who _____ said what?	
Who _____ said what?	
Who _____ said what?	

Think More: *Write to answer these questions.*

How do the characters feel about each other?

What do they say or do that tells you that?

Digby Takes Charge **Digby se hace cargo**

Written by escrito por Caroline Jayne Church

On the farm lived two cows, four pigs, six sheep, and a farmer.
There was also a new sheep dog, named Digby.
The sheep did not like being told what to do.

En la finca vivían dos vacas, cuatro cerdos, seis ovejas, y un agricultor. También hubo un nuevo perro pastor, llamado Digby.
Las ovejas no le gusta que le digan qué hacer.

Show the farm. Mostrar la granja.



The farmer said, "get all the sheep in the pen, now!"
El granjero dijo, "obtener todo las ovejas en el corral, ahora!"

What do you think happened next?
¿Qué crees que pasó después?

Map a story or event.

Where: The Place

--

Who: Characters or people

--	--

What Happens

1

2

3

Listen and Look, Then Illustrate and Write Nonfiction

Children love to learn—let them choose a topic and explore it.

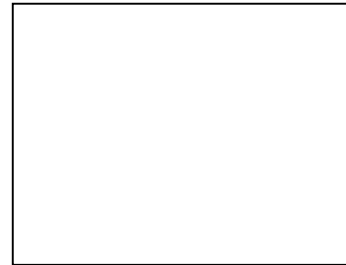
Then have them list words and draw and write about the topic.

My Neighborhood

Draw a picture that shows what each noun means.

WORD: neighborhood

adjectives _____



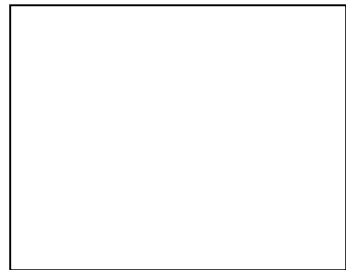
WORD: street

adjectives _____



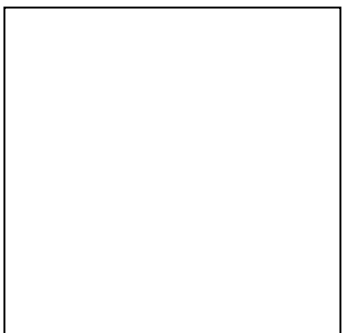
WORD: school

adjectives _____



WORD: _____

adjectives _____



Write What You Think:

Write sentences with these words.
Tell about your community.
Add your own words.

Write to Read-- Animal Alphabet

For each alphabet letter, draw or name an animal that starts with that letter.

Letter	animal
a	
b	
c	
d	
e	

Then write a sentence that tells about your favorite animal.

Think more: Tell a story about your animals!

CHALLENGE CHOICE CHANGE

Those concepts are part of EVERY story and history.

DuSable Makes a BIG Chicago Difference

Jean Baptiste Pointe du Sable came to Chicago more than 220 years ago. Chicago was a very small place then. Only about 350 people lived here. It must have been hard to live in Chicago then. Winters were snowy. In spring the ground was muddy. There were no stores. People had to build their own homes.

DuSable chose to come here because it was a place where he could build a trading post. A trading post is a kind of business. People get things they need there. They trade other things for them.

DuSable built his trading post himself. He had plan how the trading post would look. He had to find and cut the wood he needed to build it. It was hard work.

DuSable chose a good location for the trading post. He built it at the river near the lake. That way people could get to it by boat. In those days, people traveled by foot or by boat or by horse.. When DuSable built it, it was a very different place.

DuSable traded with the Potawatomi. They are Native Americans. They had lived here for many years. He traded tools to them for furs. The Native Americans were able to get things they did not have by trading.

DuSable traded with settlers, too. A settler is a person who moves to a place and builds a home. Settlers bring some things with them. But they need many things to build their homes. They needed furniture and food. DuSable made furniture and sold food. They found what they needed at the trading post. His trading post was very important. It helped people get what they needed to live here. If there were no trading post, it would have been very hard to stay here. People needed the supplies they could get at his trading post.

DuSable probably knew Chicago was going to grow. He saw more settlers moving here every year. His business was an important place to all of them.

DuSable left Chicago in 1800. He sold the trading post. So the business he started was still open. People could get what they needed to live in Chicago. That business was the most important place in Chicago. It was a very small town. But it would grow.

A legacy is what someone leaves to other people. DuSable's legacy is important. His trading post started Chicago's progress. His choice to come here made a big difference. He helped people come here to stay. 1968 Chicago called him the "Father of Chicago". Today there is a museum named for him. There is a DuSable Park, too. People remember what he did.

AFTER YOU READ, THINK ABOUT THE WHOLE HISTORY

- What was Chicago like when DuSable lived here? Underline the words that tell about Chicago then. Draw a picture showing what Chicago might have looked like when DuSable started his business.
- What challenges did DuSable face? How did he overcome them?
- What are some his traits? How do you know?
- Draw the history. Show what happened.

In Early Chicago

Center for Urban Education ©2013

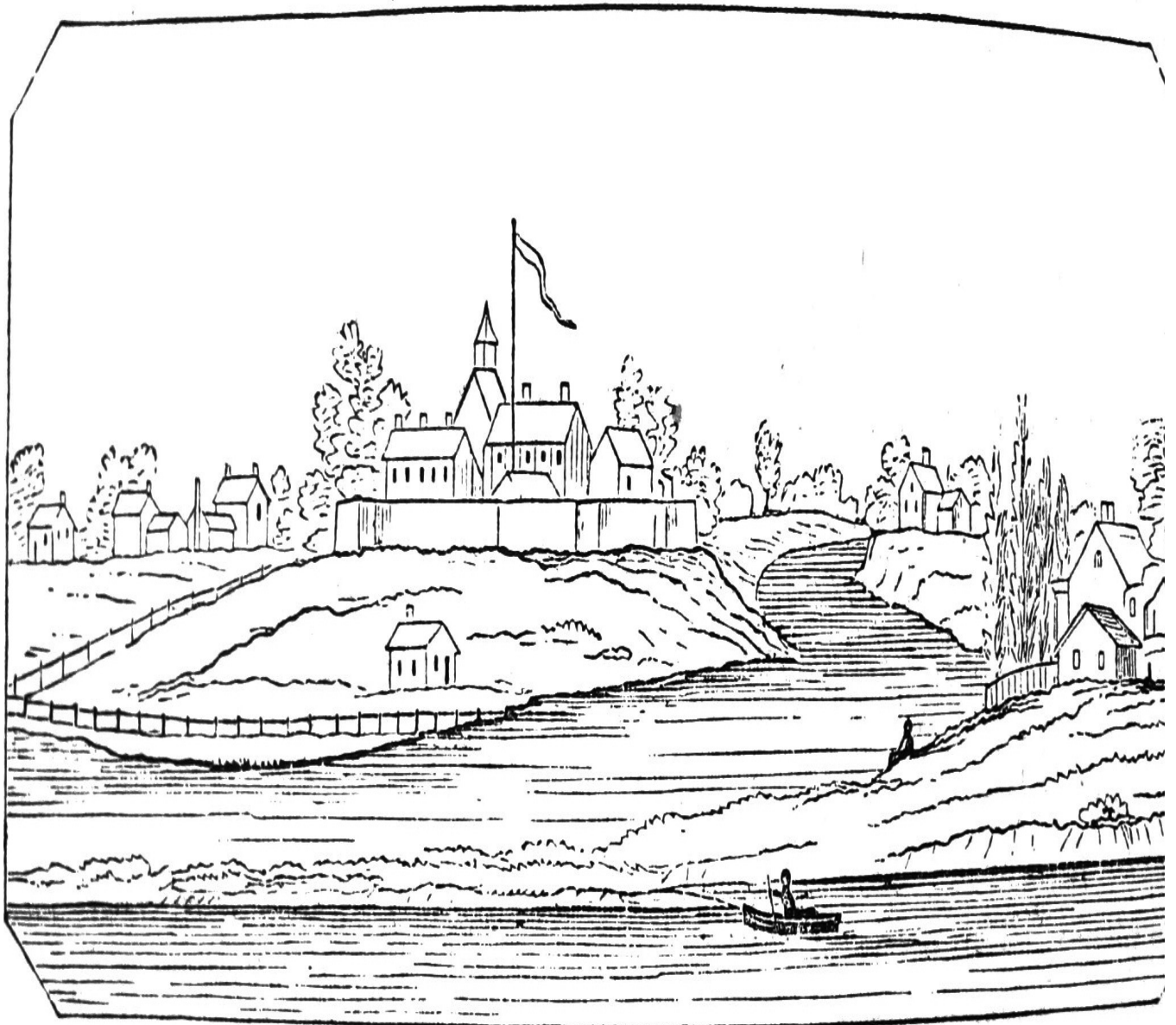
Before there was a city of Chicago, a man came here to start a business. It was very hard to live here then. There were no stores or streets. It was very cold in the winter and hot in the summer. There was a lot of snow in winter, too. So, it was hard to travel then. In spring, there was a lot of rain and mud, which made it hard to travel as well.

Then Jean Baptiste Point DuSable came to this place. DuSable built a cabin on the Chicago River. He started a business by trading with Native Americans. He opened a trading post. A trading post is a place where people bring things they have and trade them for things they need.

Show the place.



What do you think happened next?



View of Chicago in 1831 by Barber and Howe, 1865.

Source: http://commons.wikimedia.org/wiki/File:Chicago_1831_Barber_1865p286.jpg

List what you see.

Then write about a day in that place.

Language Experience Approach

From *The Language-Experience Approach to Reading: A Handbook for Teachers*, by Denise D. Nese. New York: Teachers College, Columbia University, 1981.

“An important advantage to this approach is that, from the start, students learn to recognize words in print that are orally very familiar to them. ... Because students compose the account, comprehension is inherent to their interaction with the text, leading them to expect written language to make sense. As a result, they expect other-author texts to contain meaningful ideas and comprehensible language. Dictation also develops and strengthens students’ skill at composing their thoughts in writing.”

Step 1. Discuss an experience.

Step 2. Teacher guides students to construct a dictated report, which the teacher records, selecting and adjusting students’ statements. Teacher or students may add illustrations.

Step 3. Teacher reads the text, modeling fluent reading with expression.

Step 4. Students read the text themselves so they can read it fluently.

Students may expand on the report as they think about it, guided by the teacher.

The skills students learn are transferrable to:

- Reading “other-author” texts.
- Expanding vocabulary to describe a situation or express a feeling.
- Writing.

THINK MORE: Plan a story or history.

CCSSW3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Write a story that teaches a lesson.

For example, the story “The Little Engine that Could” teaches that if you believe in yourself and try hard you can do great things.

Decide what lesson you want people to learn from your story.
Then plan it.

The Lesson My Story Will Teach: _____

Who will be in your story?

What will happen?

First: _____

Then: _____

Then: _____

Then: _____

How will your story end?

Write it.

Then draw pictures to show what happens.

Poem Writing Guides

Haiku Writer

Common Core Writing Standard 2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Students at Pocantico School in Sleepy Hollow, New York, wrote these poems. They wrote them in three lines. They are haiku poems.

Directions:

Read their poems.

Then write your own haiku poem.

Write about the Chicago environment or another environment.

<p>Butterflies hatch. Bees drink the juice from flowers. Bees fly everywhere.</p> <p>By Andrea</p>	<p>Butterflies are flying Their orange wings touch the sun They perch on fresh leaves!</p> <p>By Jaya</p>	<p>Baseball is starting Spring is finally here yes! The bees are buzzing.</p> <p>By: Kaydee</p>
--	---	---

My haiku will be about _____.

Here is my haiku.

The first line has five syllables.

The second line has seven syllables.

The third line has five syllables.

Chicago Poem

CCSSW2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What do I like about Chicago?

Chicago needs a poem.
It should tell about the city.

To write the poem, list what you like about your community and the city.
Then write the poem.

What I Like about My Community	What I Like about Chicago

My Poem

Poesía de Chicago

CCSSW2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

¿Qué es lo que me gusta de Chicago?

Chicago necesita una **poesía**.
Debe decir sobre la ciudad.

Para escribir la **poesía**, haz una lista de lo que te gusta sobre tu comunidad y la ciudad.
Después escribe la **poesía**.

Lo Que Me Gusta de Mi Comunidad	Lo Que Me Gusta de Chicago

Mi Poesía

Parent Workshop Planner

Focus: _____

Outcomes—What will the workshop result in?

Parents will know more about _____

Parents will be able to _____

Date and Time: _____

What administrators, teachers, school staff will participate?

Activities: What will participants do?

Materials: What will parents receive?

How will we invite parents?

*Example of a Parent Workshop Home Learning Progress Planner***Reading Activities You Can Do at Home!**

How to Make Reading Progress	What My Family Will Do	When
<p><i>Expand Vocabulary</i> Use the Word of the Week to write Make your own pictonary. Play word games.</p>		
<p><i>Read and Discuss Stories</i> Talk about what happens and why. Describe the characters—what are their traits, how do they feel? Predict what could happen next. What is the message—what lesson does it teach?</p>		
<p><i>Read and Write about Our World</i> Choose a topic to explore. It could be a place, a person, an event. Talk and write about what you learn. Go to a museum to learn more. Use the Internet to learn more. List what you learn.</p>		
<p><i>Read and Write Science</i> Watch science on television. Make a science word list. Use those words to write. Use the Internet to learn more. List what you learn.</p>		

School/Parent Resource: FRY VOCABULARY ACTIVITIES

Cut and sort these words into categories for phonics and/or for parts of speech. Then use them to make up sentences. Add more words you need for the sentences.

a	about	after
again	all	an
also	am	another
and	any	are
as	at	be
away	back	ball
because	best	better
been	before	boy
big	black	book
both	box	bring

but	by	can
call	came	color
come	day	did
could	dear	each
do	down	eat
ear	end	far
find	first	five
for	from	get
found	four	friend
girl	got	hand
give	go	good
had	has	have
he	her	here

high	home	house
him	his	how
I	if	in
into	kind	last
is	it	just
know	like	little
leave	left	let
live	look	long
made	make	man
many	me	much
may	men	more
morning	most	mother
must	name	near

my	new	no
never	next	night
not	of	old
on	one	or
only	open	over
other	our	out
own	people	play
please	present	pretty
put	said	see
ran	read	red
right	run	saw
say	school	seem
shall	should	soon

she	so	some
stand	such	sure
take	that	the
tell	than	these
their	them	then
there	they	this
thing	think	too
three	to	two
tree	under	until
up	us	very
upon	use	want
was	we	were
way	where	while

what	when	which
white	wish	why
who	will	with
work	would	you
year	your	

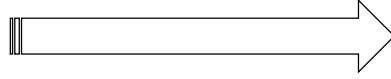
PUNCTUATE YOUR WRITING TO MAKE THE MEANING CLEAR

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Take It Forward

What I will do to expand literacy progress.

Take It Forward



Resource/Strategy	<i>How I'll Share or Apply It</i>