Unit 2
Workbook
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This Workbook contains worksheets that accompany the lessons from the Teacher Guide for Unit 2. Each worksheet is identified by its page number. Some of the worksheets in this book do not include written instructions for the student because the instructions would have contained undecodable words. The expectation is teachers will explain these worksheets to students orally using the guidelines in the Teacher Guide. The Workbook is a student component, which means each student should have a Workbook.
Dear Family Member,

We have started a new Reader called *Bedtime Tales*. It is an ongoing story of a little boy named Mike who doesn’t want to go to bed at bedtime. Does this sound familiar to you? Mike is persuaded to go to bed by his dad telling him bedtime stories. We hope your child will enjoy this series of stories and you will also enjoy telling some bedtime tales to your child. Telling and reading stories at bedtime are valuable ways to improve you child’s vocabulary and future school success.

You will see the spelling words for this week below. As always, please practice these words with your child each night. Call out the words and ask your child to write them down. Alternately, you could ask your child to copy each word three times.

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<th>Root Word</th>
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<td>pat</td>
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**Tricky Word: you**
Directions: Ask your child to read all the words in the box and then write the best word for each sentence in the blank.

gave  drive  smile  like  cake

1. Mike __________________ Dad a hot dog.
2. “Let’s go for a __________________,” said Dad.
3. “Would you __________________ to go to the zoo?” asked Dad.
4. “Yes,” said Mike with a __________________.
5. “I like the __________________ best,” Dad said.
**Directions:**
1. Teacher reads the word.
2. Students write letter ‘e’ on word.
3. Teacher says, “Alakazam!”
4. All students read the new word.

<table>
<thead>
<tr>
<th>Word</th>
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<td>pin</td>
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<td>fat</td>
<td>sit</td>
<td>win</td>
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<td>rip</td>
<td>fad</td>
<td>hid</td>
</tr>
</tbody>
</table>
Mike’s Bedtime

1. How old is Mike?
   A. 6
   B. 7
   C. 8
   Page _____

2. It was _________ black.
   A. catch
   B. watch
   C. pitch
   Page _____

3. What did Mike yank back?
   A. Mike yanked back the cakes.
   B. Mike yanked back the drapes.
   C. Mike yanked back the capes.
   Page _____

Directions: Ask students to reread the story and answer the questions, using complete sentences, noting the page on which the answer is found.
4. If the sun is down and the street lamp is on, what time is it?
   
   
   
   Page _____

5. Why did Mike make a face?
   
   
   
   Page _____

6. What will Mike’s dad do?
   
   
   
   Page _____
Directions: 1) Teacher reads the word. 2) Student writes letter ‘e’ on word. 3) Teacher says, “Alakazam!” 4) All students read the new word.

cub____  slop____  us____

hop____  not____  cut____

cop____  fat____  slid____

pop____  rob____  wok____

mop____  tap____  cub____
Directions: Ask students to read the words and horseshoe circle the letters that make the /oe/ and /ue/ sounds.

1. tadpole 8. hopeful

2. bathrobe 9. compute

3. trombone 10. confuse

4. remote 11. conclude

5. backbone 12. dispute

6. foxhole 13. rosebush

7. rosebud
Dear Family Member,

Ask your child to read the words aloud to you. Then ask your child to horseshoe circle the letters that make the /oe/ and /ue/ sounds. Next, ask your child to use the words in the box to complete the sentences.

<table>
<thead>
<tr>
<th>hope</th>
<th>cute</th>
<th>note</th>
<th>rope</th>
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</thead>
<tbody>
<tr>
<td>poke</td>
<td>broke</td>
<td>shone</td>
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1. Can you lift a ____________block?
2. The sun ____________ on the rock.
3. I ____________ I can get a ride.
4. The cup ____________ when it dropped.
5. Did you ____________ him in the side?
6. Let’s jump ____________!
7. My ____________ pup is tan and black.
8. I will write a ____________ to mom.
Directions: Students should write at least four sentences in response to the prompt: By the end of the tale, what did Jane learn?
Dear Family Member:

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you.

The Milk

Mike’s dad was getting set to tell a bedtime tale. He said, “The name of this bedtime tale is The Milk.”

Once upon a time, a lass named Jane set off from home to sell a bucket of milk.

As she went, she was thinking of the cash she would get from selling the milk.

“I have big plans. I will sell this milk,” she said, “and I will use the cash to get a hen. I hope my hen will make lots of eggs.”

“Then I will sell those eggs and use the cash to get a cute piglet.”
I will take care of the piglet and let him munch on pig slop till he gets nice and plump.”

“Then I will sell the pig and get a nice dress that I can dance in, and . . .”

But just as she was thinking of the dress, she tripped on a stone and the bucket fell with a crash. The milk splashed on the path. Jane made a face and fumed at the spilt milk.

**Moral: Take one step at a time.**

“Is that the end?” asked Mike.

“That’s it,” said his dad.

“What a shame!” said Mike. “She had such big plans!”

Mike’s dad nodded. “You can make plans, but planning by itself will not make things happen.”

Mike sat thinking a bit. Then he said, “Dad, that bedtime tale was not bad. But it was sad. Next time would you tell a fun tale?”

“Yes,” said his dad. “Next time.”
Directions: Ask students to write exactly what each person said in a complete sentence on the blank beside each picture.

I like to eat candy.
Jane said, _____________

Bedtime is at nine.
Dad said, _____________

The sun is shining.
Mike said, _____________

Can’t I sit up?
Jane asked, _____________
Can you tell a fun tale?

Mike asked, ______________________

______________________

______________________

I don’t like beets.

Jane said, ______________________

______________________

______________________

A stream is nice.

Ann said, ______________________

______________________

______________________

Beans are fun to pick.

Dad said, ______________________

______________________

______________________
The Jumping Frog

1. Big Jim bragged that his frog had _____.
   A. spunk.
   B. speed.
   C. three legs.
   Page _____

2. How much cash did Big Jim bet on his frog?
   A. He bet one buck.
   B. He bet five bucks.
   C. He bet ten bucks.
   Page _____

3. Why did Big Jim run to the stream?
   A. Big Jim ran to the stream to catch a frog for Pete.
   B. Big Jim ran to the stream to set his frog free.
   C. Big Jim ran to the stream to swim.
   Page _____

4. Who held Big Jim’s frog while he ran off to the stream?
   A. Big Jim’s mom held his frog.
   B. Big Jim held the frog.
   C. Pete held Big Jim’s frog.
   Page _____
5. What does it mean to bet?


Page ______

6. Why didn’t Mike’s dad finish the tale?


Page ______

7. Predict what will happen next in the story.


Directions: Draw a picture about the story “The Jumping Frog,” and write a sentence about the picture.
Spelling Test

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
Directions: Have students write ‘yes’ or ‘no’ beside each sentence.

1. A stove can drool. ___________

2. A big lake can be nice. ___________

3. We stood in line to get shampoo. ___________

4. A pool is a good place to plant seeds. ___________

5. Brooms can hop. ___________

6. Ice is needed to heat a woodstove. ___________

7. A sheep can say, “Moo.” ___________

8. A frog likes to be by a stream. ___________

9. I can wave my hand to shoo a bug. ___________
Dear Family Member,

This week during our language arts time, we will begin to explore the writing process with students. Students will learn to plan, draft, and edit their work before creating a final product. We will not “publish” each piece of writing that we create. From time to time, we will select pieces to publish. In the meantime, you will see writing coming home in backpacks. Ask your child to explain the process to you. At home, you can help by suggesting your child write simple notes for you.

Your child will only be tested on the words in the third column marked “Spelling Word.” Please note that for these words, the final ‘e’ is dropped and replaced with -ing.

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<tr>
<th>Root Word</th>
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<td>hop</td>
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Tricky Word: were
Directions: Complete the worksheet after reading “The Milk.”
## Editing Checklist

Ask yourself these questions as you edit your draft.

1. Do I have a title?
2. Have I described the setting at the start?
3. Have I named and described the characters?
4. Do I have a plot with
   - a beginning?
   - a middle?
   - an end?
5. Do all of my sentences start with uppercase letters?
6. Do all of my sentences end with a final mark? (. ? or !)
7. Have I spelled all of my words correctly?
8. Have I added “sense” words that describe how things look, feel, taste, sound, or smell?
1. Mom asked, Would you like to join me in ____________ a cake?

2. Jane said, Yes, Mom, I am ____________ I can lick the bowl.

3. Mom asked, Are you ____________ your time with Mike?

4. Jane said, I will be ____________ him a bit of cake.

5. Mom asked, What have you been ____________ at school?

6. Jane said, We have been reading and ____________.
Dear Family Member:

This is the second part of a trickster tale that we are reading in class. In the first part, Big Jim wagers that he has the fastest frog in the West. A stranger named Pete shows up to accept the wager. Below you will find the conclusion of the story.

The Frog Race

“Dad,” Mike said when he woke up, “what happened with the jumping frog? I missed the end of the tale. I was sleeping.”

“I did not tell it to the end,” said his dad. “When you drifted off to sleep, I stopped.”

“Oh, tell the ending!” said Mike.

Mike’s dad picked up the tale where he had left off.

Big Jim handed his frog to Pete and ran off to the stream.

Pete held Big Jim’s frog in his hand. Pete looked at the frog. Then Pete reached into his pocket and got a pile of limes. Yum—Big Jim’s frog drooled. The frog ate the whole pile of limes from Pete’s hand! Then Pete set the frog down.

While Pete was feeding the frog limes, Big Jim was down at the stream. He tossed off his boots and went frog hunting. At last he nabbed a nice green frog. He ran back and handed the frog to Pete.

“There’s your frog!” said Jim. “Just set him down there next to my frog. Then we will let them compete to see which one of them is the fastest!”
Pete set his frog down.

“All set?” said Jim.

“All set,” said the man.

Then Jim yelled, “Jump, frogs, jump!”

Pete gave the two frogs a tap to get them jumping. His frog hopped off nice and quick. But Jim’s frog just sat there. Once he hitched up his legs like he was fixing to jump. But it was no use. With all those limes in him, he was planted there just as solid as a rock. His tummy was full!

Pete’s frog hopped and hopped till it got to the finish line.

“Fine race!” said Pete. He took Jim’s ten bucks and slipped the cash in his pocket. Then Pete tipped his hat and set off.

Well, Big Jim was stunned. “What happened to my frog?” he said. “I hope he’s not sick.”

He bent down and picked up the frog and rubbed his tummy.

“Goodness!” said Jim. “He must have had a big lunch!”

“I think Pete tricked me! He fed my frog too much to eat!” Jim said. Big Jim let out a whoop. His face got red. Jim ran to catch Pete. But it was no use. Pete had run off. Pete had tricked Big Jim!
Mike said Mike.

Jane said Jane.

Mike’s Dad said Mike’s Dad.

Tell me a bedtime tale.

I will sell this milk.

When the sun is down, it’s bedtime.
Spell the word. Then print it on the line.

Directions: Have students circle the letters that spell the picture in the box. Then have students write the word on the line.

1. Spell the word. Then print it on the line.
   - h w oo se
   - m w oo se
   - h m ow t
   - t d ow l
   - c t ow n
   - s r ou m
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<td>c</td>
<td>wr</td>
<td>oy</td>
<td>ed</td>
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</table>
Directions: Have students reread the story and answer the questions. Students should record the page number where the answer is found.

The Hare and the Hedgehog

1. Why was the hare proud?
   A. He was fast.
   B. He was funny.
   C. He was nice.
   Page ______

2. What did the hedgehog ask the hare to do after lunch?
   A. The hedgehog asked the hare to take a nap.
   B. The hedgehog asked the hare to race.
   C. The hedgehog asked the hare to run home.
   Page ______

3. Tell the plot of this tale. Write 3-4 sentences.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Page ______
Spelling Test

1. ___________________________________

2. ___________________________________

3. ___________________________________

4. ___________________________________

5. ___________________________________

6. ___________________________________

7. ___________________________________

8. ___________________________________

9. ___________________________________

10. ___________________________________
Directions: Have students find and circle the word with the ‘er’ spelling in each sentence. On the line below, have students write the word and circle the ‘er’ spelling.

‘er’ > /er/ (her)

1. Last summer was hot.

2. Who is that person?

3. The water is so cold!

4. The book is under the bed.

5. My mother’s name is Ann.
Directions: Have students create sentences with the words containing the 'er' spelling.

\[ \text{‘er’} > /ər/ (\text{her}) \]

flower never river after later

1. ____________________________________  ____________________________________

2. ____________________________________  ____________________________________

3. ____________________________________  ____________________________________

4. ____________________________________  ____________________________________

5. ____________________________________  ____________________________________
How the Hedgehog Tricked the Hare

1. The hedgehog made a ________ to trick the hare.
   A. plan
   B. tale
   C. race
   Page ______

2. The hedgehog and the hare lined up to race at ________.
   A. the well
   B. the fence
   C. the house
   Page ______

3. Next the hare ran past ________.
   A. the well
   B. the fence
   C. the house
   Page ______

4. The hare ran up to ________.
   A. the well
   B. the fence
   C. the house
   Page ______
5. Why did the hare run to the fence and back ten times?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Page _____

6. Why did the hedgehog smile in the end?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Page _____
Dear Family Member,

These are our spelling words for this week. The spellings words on which your child will be tested are the contractions listed in the second column, plus the one Tricky Word. When practicing spelling contractions this week with your child, please also review the two words that form the contraction. For example, one way to practice would be to say two words, e.g., *it is*, and then ask your child to write the contraction, e.g., *it’s*.

Your child is also bringing home a story to read, “How the Hedgehog Tricked the Hare,” and an accompanying worksheet. We have been discussing in class the characters, setting, and plot for each story. After reading the story, your child will complete a worksheet and identify the characters, setting, and plot. You can encourage your child to look back at the story to find the answers. **This worksheet will be used to help your child write a book report about the story, so please make sure your child completes and bring this homework back to school tomorrow.**

<table>
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<td>it is</td>
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**Tricky Word: their**
How the Hedgehog Tricked the Hare

“Where was it I left off?” asked Mike’s dad.

“The hedgehog was telling his wife the plan to trick the hare,” said Mike.

“Got it!” said his dad.

The hedgehog made a map of his plan. He pointed to the map and outlined his plan to trick the hare.

“The hare and I will race from down by the fence up to the house on the hill,” the hedgehog said to his wife. “I need you to stand next to the house. Stand in a spot where the hare can’t see you. And be on the lookout, my dear!”

The hedgehog’s wife nodded and said, “Your map is clear. I will be there.”

The hedgehog went on, “When the hare gets close, you must pop out and shout, ‘There you are! What took you so long?’ But when you do this, make your voice deep and stern like my voice. The hare can’t tell one hedgehog from the next. If you sound like me, he will think you are me. And he will think that he has lost the race!”

“What a clever plan!” said his wife. “It’s perfect!”

She puckered up and kissed him on one of his cheeks, where he had no spikes. The hedgehog handed his wife the map.

After his meal, the hedgehog went to the fence. His wife went up to the house on the hill.
The hedgehog and the hare lined up.

“All set?” said the hare.

“All set,” said the hedgehog.

“Run!” said the hare.

The hare bounded off. He was a fast and powerful runner. In a flash he ran down the hill, past the well, and up to the house.

When he got to the top of the hill, there was a hedgehog standing next to the house.

It was the hedgehog’s wife, but she spoke in a deep, stern voice like a male hedgehog. “There you are!” she said. “What took you so long?”

The hare was stunned. “It can’t be!” he said. “How did you get here so fast? I will race you back to the fence!”

And so the hare ran back past the well and up the hill until he got back to the fence.

And what did he see when he got there?

A hedgehog! This time it was the male hedgehog. The hedgehog said, “There you are! What took you so long?”

“No, no, no!” screamed the hare. The hare lost his temper. “It can’t be. It can’t be. I am faster. I will race you back to the house! You can’t beat me!”

So the hare ran back up the hill, past the well, and up to the house.

And what did he see when he got there?

A hedgehog! This time it was the hedgehog’s wife. In a deep, stern voice, she said, “There you are! What took you so long?”

The hare ran to the fence and back ten times. But it was the same all ten times. At last he was so tired out that he fell on the ground next to the male hedgehog. He could not stop huffing and puffing. He frowned and said, with a gasp, “I feel weak. You are faster and better than me!”

The hedgehog just smiled.
Directions: Complete the worksheet after reading “How the Hedgehog Tricked the Hare.”

Reminder: Bring back to school tomorrow.
Directions: In the word box, have students circle the spelling of either ‘or’ or ‘ar’ in the words. Next, ask students to write the words in the appropriate sentence.

park    car    short    shower    shark

1. We like to go to the ___________ to eat a picnic lunch.

2. Kate is not tall. She is ___________.

3. We had a rain ___________.

4. The ___________ is red and fast.

5. A ___________ is in the sea.
6. I need a ______________ to eat my food.

7. The dog will not stop ______________!

8. Do you enjoy ______________ like soccer?

9. The ______________ smells nice.

10. The lamp is on since it is ______________ and hard to see.
Quotation Marks

Directions: Have students copy the sentence with the correct capitalization, quotation marks, commas, and ending punctuation.

1. our dog likes to bark said Roy

2. James asked is this game fun

3. Troy asked can we go to the park
4. "I hope we can go to the park after lunch said Nate"

5. "Hand the flower pot to Jane said Mike"

6. "Deb said this is a fast game"
Directions: Have students use the template for their book reports.

Title ______________________________________________

The main characters are ________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
___________________________________________________

The tale takes place __________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

In the tale (plot) ________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
Tell how you can tell “The Pancake, Part I” is a made-up tale.
Dear Family Member:

This is the first part of a trickster tale we are reading in class. Please ask your child to read it aloud to you.

The Pancake, Part I

“Did you enjoy the tale of the hedgehog and the hare?” asked Mike’s dad.

“Yes, I liked it,” said Mike. “The hedgehog came up with a good trick.”

“The tale I’d like to tell you next has a trick in it, too.”

“Cool!” said Mike. “Is there a hedgehog in it?”

“Nope,” said his dad. “But there is a pancake in it!”

“A pancake?”

“Yep.”

“Neat! Tell it!”

“But the sun has not set yet! The street lamp is not on yet!”

“Please! I would like to hear it! Will you tell the pancake tale!”

Once upon a time there was a mom who had six kids. One morning the mom was grilling a pancake for the kids. The
kids looked at the pancake. They got out their forks and started licking their lips.

The pancake looked back at the kids. He was scared. He feared the kids would eat him. When the mom was not looking, the pancake jumped out of the pan and ran off.

The pancake ran out of the house.

“Stop, pancake!” shouted the mom from the porch.

“Stop, pancake!” shouted the six kids.

All seven of them chased the pancake as he ran out of the yard.

But the pancake was too fast. He outran them all.

The pancake ran north on a foot path. He zoomed past a barn and two farmers who were plowing the ground.

“Why are you running, pancake?” the farmers asked.

The pancake shouted, “I’ve outrun a mom and six kids, and I can outrun you too! I’m too fast and too smart for you.”

“You think so?” said the farmers. They started running. But the pancake was too fast. He outran the farmers.

Just then Mike’s sister Ann came in. She was just three. She had on her gown for bed.

“Dad,” she said, “will you tell it to me, too?”

“Yes, I will,” said her dad. “You can sit up here with Mike and hear the rest of the tale.”
### Editing Checklist

Ask yourself these questions as you edit your draft.

<p>| | |</p>
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<td>3.</td>
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<td>6.</td>
<td>Do all of my sentences end with a final mark? (., ?, or !)</td>
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<td>8.</td>
<td>Have I added “sense” words that describe how things look, feel, taste, sound, or smell?</td>
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</tbody>
</table>
The Pancake, Part II

1. The pancake first ran past farmers. Then he ran past ______.
   A. a fox
   B. a hen
   C. a pig

2. The pancake ran past a hen. As the hen chased the pancake, she was ______.
   A. clucking
   B. snorting
   C. yelling

3. How did the fox trick the pancake?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
The Pancake, Part II

Directions: Have students number the sentences in the correct order using the story page numbers, then cut and paste them on Worksheet 13.4.

The pancake ran past a fox. (Page ____)

The fox ate the pancake. (Page ____)

The pancake ran by a pig. (Page ____)

The pancake shouted, “I’VE OUTRUN A MOM, SIX KIDS, TWO FARMERS, A PIG, AND A HEN, AND I CAN OUTRUN YOU, TOO! I AM TOO FAST AND SMART FOR YOU!” (Page____)

The pancake ran by a hen. (Page ____)

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The Pancake, Part II

1.

2.

3.

4.

5.
The Pancake, Part II

“Let’s see,” said Mike’s dad. “Where did I stop?”

“The pancake was running,” said Mike. “He had just outrun the two farmers.”

“OK,” said Mike’s dad. “Let’s start there.”

The pancake ran on until, by and by, he ran past a pig.

“Why are you running, pancake?” the pig asked.

The pancake shouted, “I’ve outrun a mom, six kids, and two farmers, and I can outrun you too! I am too fast and too smart for you.”

“You think so?” said the pig. Then it snorted and started running. The pig chased the pancake. But the pancake was too fast.

The pancake ran on until, by and by, he ran past a hen.

“Why are you running, pancake?” the hen asked.
The pancake shouted, “I’ve outrun a mom, six kids, two farmers, and a pig, and I can outrun you too! I am too fast and too smart for you.”

“You think so?” said the hen. Then she set off, clucking as she ran. The hen chased the pancake. But the pancake was too fast.

The pancake went on until, by and by, he ran past a fox.

“Why are you running, pancake?” the fox asked.

The pancake said, “I’ve outrun a mom, six kids, two farmers, a pig, and a hen, and I can outrun you too! I am too fast and too smart for you!”

The fox did not get up. He just sat there and said, “What was that you said? I could not quite make it out.”

The pancake stopped running and yelled, “I’ve outrun a mom, six kids, two farmers, a pig, and a hen, and I can outrun you too! I am too fast and too smart for you!”

The fox squinted and said, “What was that you said? I still could not quite hear you. Why do you stand so far off? Stand nearer to me so I can hear you.”

The pancake ran up near to the fox. Then he shouted at the top of his lungs: “I’VE OUTRUN A MOM, SIX KIDS, TWO FARMERS, A PIG, AND A HEN, AND I CAN OUTRUN YOU TOO! I AM TOO FAST AND TOO SMART FOR YOU!”

“You think so?” said the fox. “I think you made a mistake and got a bit too close.” Then he scooped the pancake into his mouth and ate it for dinner.

And that was the end of the pancake. And that is the end of the tale.
# Antonyms

Directions: Have students write the number of the word in the left column in the blank box with its antonym on the right.

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<tbody>
<tr>
<td>1</td>
<td>inside</td>
<td>bad</td>
</tr>
<tr>
<td>2</td>
<td>soft</td>
<td>long</td>
</tr>
<tr>
<td>3</td>
<td>add</td>
<td>cold</td>
</tr>
<tr>
<td>4</td>
<td>good</td>
<td>rounded</td>
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<td>5</td>
<td>short</td>
<td>hard</td>
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<td>6</td>
<td>shout</td>
<td>subtract</td>
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<td>7</td>
<td>pointed</td>
<td>outside</td>
</tr>
<tr>
<td>8</td>
<td>hot</td>
<td>whisper</td>
</tr>
</tbody>
</table>
Editing Checklist

Ask yourself these questions as you edit your draft.

1. Do I have a title?

2. Have I described the setting at the start?

3. Have I named and described the characters?

4. Do I have a plot with
   • a beginning?
   • a middle?
   • an end?

5. Do all of my sentences start with uppercase letters?

6. Do all of my sentences end with a final mark? (., ?, or !)

7. Have I spelled all of my words correctly?

8. Have I added “sense” words that describe how things look, feel, taste, sound, or smell?
Spelling Test

1. ___________________________________
2. ___________________________________
3. ___________________________________
4. ___________________________________
5. ___________________________________
6. ___________________________________
7. ___________________________________
8. ___________________________________
9. ___________________________________
10. ___________________________________
The panther was ___________. He could not leave his ___________. First the panther said to the ___________, “I am sick. Will you ___________ me in my cave?” The owl went inside the cave, but he did not step ___________. Next the panther said to the ___________, “I am sick. Will you visit me in my cave?” The hare went inside the cave, but he did not step out.
The tale I like the best from Bedtime Tales is:

____________________________________________________________________

In the tale:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

The reasons I like this tale are:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Directions: Have students write about a favorite story from Bedtime Tales.
Draw a picture from this tale.
Mark the words that are said.

1. sitter stern sister stinger
2. rate rake rat ran
3. be bet beet best
4. booking bout bake book
5. here there theme them
6. foil foul feel fool
7. join joint joust joyful
8. pork park perk pick
9. fin fine five fit
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<th>Second Column</th>
<th>Third Column</th>
<th>Fourth Column</th>
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<td>cute</td>
<td>cube</td>
<td>cull</td>
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<td>hoop</td>
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<td>13.</td>
<td>jeep</td>
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<td>employ</td>
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<td>16.</td>
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<td>18.</td>
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<td>tart</td>
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</tbody>
</table>
Cat and Mouse Keep House

1. Mike asked for a bedtime tale that had _______.
   A. a trick
   B. a dog
   C. a joke

2. What did the cat and mouse set up?
   A. The cat and mouse set up tricks.
   B. The cat and mouse set up a mat.
   C. The cat and mouse set up house.

3. What was in the jar?
   In the jar was _____________.
   A. some jam
   B. a pancake
   C. a smaller jar

4. Where did cat and mouse hide the jar?
   The cat and mouse hid the jar _____________.
   A. in a tree
   B. in a bigger jar
   C. in the house next door

Directions: Have students circle the letter next to the best answer to each question.
5. Who went to eat the jam first?


Page _____

6. Why did the mouse want to eat the jam?


Page _____

7. The cat tricked the mouse. This made the mouse feel ____________ at the cat.
   A. mad
   B. sad
   C. scared

Page _____

8. What did the cat do to the mouse?
   A. The cat sat on the mouse.
   B. The cat ate the mouse.
   C. The cat hid the mouse.

Page _____
The Fox and the Cat

Once a fox and a cat were drinking from a river.

The fox started bragging.

“I am a clever one,” said the fox. “There are lots of beasts out there that would like to eat me, but they can’t catch me. I have lots of tricks that help me escape from them. I can run. I can swim. I can dig a hole and hide. Why, I must have a hundred clever tricks!”

“I have just one trick,” said the cat. “But it is a good one.”

“Just one?” said the fox. “That’s all? Well, that is too bad for you!”

Just then there was a loud sound. It was the sound of barking dogs. A hunter was leading a pack of hunting dogs by the side of the river.

The cat scampered up a tree and hid in the leaves.

“This my plan,” said the cat. “What are you going to do?”

The fox started thinking which of his tricks he should use. Should he run? Should he swim? Should he dig a hole and hide? He had such a long list of tricks. It was hard to pick just one. But while he was thinking, the hunter and his dogs were getting nearer and nearer. Soon they spotted the fox and then it was too late.

The cat said, “It’s better to have one trick you can count on than a hundred you can’t.”

Stop time: ________
Discussion Questions (note student’s answers)

1.

2.

3.

4.

5.

6.
WCPM Calculation Worksheet

Student: __________________________
Date: __________________________

Story: *The Fox and the Cat*
Total words in story: 236

```
Words Read — Uncorrected Mistakes = Words Correct

Time

Finish Time — Start Time = Elapsed Time

Time in Seconds = (Elapsed Time × 60) + Start Time

WCPM = \frac{Words Correct \times 60}{Time in Seconds}
```

Compare the student’s WCPM score to national norms for Fall of Grade 2 (Hasbrouck and Tindal, 2006):

- 90th percentile: 106 WCPM
- 75th percentile: 79 WCPM
- 50th percentile: 51 WCPM
- 25th percentile: 25 WCPM
- 10th percentile: 11 WCPM
Directions: Have students read each word and circle the letter or letters for the vowel sound in the word.

catch  green
spend  boil
trick  spoon
cord  foot
bunch  cloud
space  broil
lime  fern
slope  thorn
cute  yard
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<thead>
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<th>finish</th>
<th>shortcut</th>
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<td>after</td>
<td>shampoo</td>
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<td>basement</td>
<td>downtown</td>
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<td>footprint</td>
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<td>wishbone</td>
<td>morning</td>
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<td>bedtime</td>
<td>hillside</td>
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<td>pavement</td>
<td>napping</td>
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<td>sleeping</td>
<td>mushroom</td>
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<td>discount</td>
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</tbody>
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Count the sounds in the word. Write the number of sounds in the box. Print the word on the line.

1. cloud 4  

2. grapes  

3. twitch  

4. foil  

5. crow  
6. short
7. teeth
8. joke
9. parking
10. choice
11. winter
Which word matches the picture? Write it on the line.

grapes  gate  coin  corn

grapes

sleep  slope  slide  dive
Spell the word. Then print it on the line.

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<th>ar</th>
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<td>o</td>
<td>d</td>
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</tbody>
</table>
Print the words on the lines where they fit the best. Use each word in a sentence.

1. fork

   fork

   The fork is sharp.

2. slide

3. coin
4. igloo

5. pancakes

6. rooster
Print the words in the box on the lines where they fit the best.

mule  cake  spoon
kite  house  tree

kite
coin rope hook cloud fern vase
Directions: Ask students to read each word and to then color the spaces of words with /ae/ brown and the spaces of words with /ie/ orange.

a_e = brown
i_e = orange
Directions: Have students write each word sound by sound as you pronounce each word.

mad ➔ made
Directions: Have students circle each word that the teacher says and write it on the line.

1. fad  fade  fate  ________ fade

2. slope  slop  sop  ________

3. cap  cope  cape  ________

4. joke  jock  jot  ________

5. dime  dim  dine  ________

6. cane  can  corn  ________
7. fake fad fade
8. late lad lake
9. mode made mad
10. mute moot mate
11. bit bite bike
12. hop hope hoop
Directions: Have students circle the word that matches the picture.
rod  rode  red

cap  cane  cape

mate  mat  male

ten  teen  tent

can  cane  cape

pale  pane  pan
Print the words in the box on the lines where they fit best.

lines    bike    gate
kite    nine    plate

Directions: Ask students to horeshoe-circle the separated digraphs in each word.
dime  
cube  
grapes

globe  
cone  
cake
Directions: Have students color the areas with /oe/ words light brown and /ue/ words blue.

/oe/ = light brown

/ue/ = blue
Print the words in the box on the lines where they fit best.

<table>
<thead>
<tr>
<th>bee</th>
<th>beans</th>
<th>leaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>peanuts</td>
<td>teacup</td>
<td>seashell</td>
</tr>
</tbody>
</table>

seashell

---

| seashell | teacup | leaf |

seashell

---

| seashell | teacup | leaf |

seashell
<table>
<thead>
<tr>
<th>wheat</th>
<th>chimpanzee</th>
<th>eel</th>
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</thead>
<tbody>
<tr>
<td>athlete</td>
<td>cheese</td>
<td>geese</td>
</tr>
</tbody>
</table>
Directions: Ask students to read each word and circle only the words that have the /ee/ sound so Jane can follow the path to go back home.

- Bean
- Wheat
- Wheel
- Seed
- Cream
- Creek
- Shell
- Well
- Bed
- Bell
- Neck
- Head
- Great
- Bread
Directions: Circle the word that best completes each sentence.

1. I felt _________________ riding on the ship. (seasick, sleep)

2. Can you _________________ me how to drive? (reach, teach)

3. My sister made me _________________. (steam, scream)

4. Could I _________________ have a slice of cake? (Pete, please)

5. The _________________ fall off the tree in the fall. (leaves, trees)

6. A _________________ is a bird with a tail like a fan. (peacock, eagle)
7. The toy will squeak when you ____________ it. (squeeze, leave)

8. I like a _______________ treat after school. (sweet, steam)

9. I have _______________ sisters. (three, tree)

10. “Bless you,” he said when I _______________. (sneezed, reached)

11. I like to read the tale, “Sheep in a ________________.” (Jeep, Leave)

12. _______________ was a bad man in The Frog Race. (Steve, Pete)
The snake was sitting on a rock in the sun. It had red stripes and black stripes on its skin. The scales on the snake’s skin glinted in the sunshine. The snake got nice and hot in the sun. The snake will catch mice for a snack. It is good for a snake to munch on mice. When the snake gets big, the snake will shed its skin. When the sun sets and it is bed time, the snake will be safe hiding in the sand.
Directions: Read the clues to the students and guide the completion of the crossword puzzle.

Across
3. A fish
4. not a smile
6. a loud voice
9. a bird
10. “Go to bed _____,” said Mom.

Down
1. One _____, two mice
2. How now, _____ cow
5. not inside but ____side
7. A dog will _____ at the moon.
8. “Moo,” said the _____.
Directions: Help the cow find the best flowers to eat. Color only the flowers with the /ou/ sound.

- shower
- brown
- too
- town
- allowed
- powder
- grump
- hare
- rabbit
- panther
Directions: Students should read the sentences and fill in the blank with the best word.

batboy  toybox  toys  coiled

soil  boiling  coins

1. The sun is ________________ hot outside.

2. Did you see the snake all ________________ up?

3. The ________________ will keep the baseball bats neat.

4. We will plant the seeds in the ________________.

5. Pick up the toys and place them in the ________________.

6. Could you help me count my ________________?

7. Are the stuffed ________________ on the bed?
Directions: Direct students to color the words with the /oi/ sound spelled 'oy' blue and the words with the /oi/ sound spelled 'oi' green.

‘oy’ = blue
‘oi’ = green
Directions: Have students choose the correct word that fits best in the sentence. After writing the word in the blank, have him or her circle the ‘er’ spelling.

after sister marker chapter
herd fern perch number

1. Ten is the __________________________ I like best.

2. The ___________________________ of cows ate grass.

3. Do you have the red ____________________________?

4. The green __________________________ needs water and sun.

5. My big ____________________________, Jan, is tall.

6. The bird is sleeping on its ____________________________.

7. ____________________________ class, I like to take a nap.

8. That ____________________________ of the book was long.
‘or’ and ‘ar’

1. The red ________________ went down the street fast.
2. Mark has a cut on his ________________.
3. Do you like to eat ________________ in the summer?
4. The ________________ had pigs and cows on his land.
5. Did he place the food in his shopping ________________?
6. The ________________ on the rose was sharp.
7. My mom uses ________________ when she knits.
8. That is a big ________________ in the sea!
9. His shirt was ripped and ________________.

Directions: Have students choose the best word to complete the sentence. After writing the word in the blank, have him or her circle either the ‘or’ or ‘ar’ spelling.
Directions: Have students read each word aloud, write the word under the correct header, and circle the /or/, /er/, or /ar/.

<table>
<thead>
<tr>
<th>north</th>
<th>letter</th>
<th>garlic</th>
<th>morning</th>
<th>better</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>porch</td>
<td>cartoon</td>
<td>ladder</td>
<td>swimmer</td>
</tr>
<tr>
<td>short</td>
<td>far</td>
<td>river</td>
<td>form</td>
<td>garden</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/er/ as in her</th>
<th>/ar/ as in car</th>
<th>/or/ as in for</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Directions: Have students select words from the box and use them to write sentences.

<table>
<thead>
<tr>
<th>north</th>
<th>letter</th>
<th>garlic</th>
<th>morning</th>
<th>better</th>
</tr>
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<td>short</td>
<td>far</td>
<td>river</td>
<td>form</td>
<td>garden</td>
</tr>
</tbody>
</table>

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

5. ________________________________
Print the words in the box on the lines where they fit best.

<table>
<thead>
<tr>
<th>artist</th>
<th>barefoot</th>
<th>tadpole</th>
</tr>
</thead>
<tbody>
<tr>
<td>duckling</td>
<td>comics</td>
<td>checkers</td>
</tr>
</tbody>
</table>

 duckling
bookcase  broomstick  dentist
fireplace  handshake  iceberg
Directions: Read these words with your students. Ask them to “horseshoe circle” the pattern at the top of the column.

<table>
<thead>
<tr>
<th>a_e</th>
<th>i_e</th>
</tr>
</thead>
<tbody>
<tr>
<td>cupcake</td>
<td>sunshine</td>
</tr>
<tr>
<td>pancake</td>
<td>reptile</td>
</tr>
<tr>
<td>mistake</td>
<td>sunrise</td>
</tr>
<tr>
<td>fateful</td>
<td>timeline</td>
</tr>
<tr>
<td>bracelet</td>
<td>inside</td>
</tr>
<tr>
<td>cascade</td>
<td>pastime</td>
</tr>
<tr>
<td>snakeskin</td>
<td>combine</td>
</tr>
<tr>
<td>inflate</td>
<td>subscribe</td>
</tr>
<tr>
<td>translate</td>
<td>hostile</td>
</tr>
</tbody>
</table>
Print the words on the lines where they fit the best.

1. winter

2. river

3. forest
4. farmer

5. ladder

6. collar
Print the words in the box on the lines where they fit the best.

children      number      winter
kitchen       garden      fingers
<table>
<thead>
<tr>
<th>writing</th>
<th>coffee</th>
<th>pocket</th>
</tr>
</thead>
<tbody>
<tr>
<td>fireplace</td>
<td>fifteen</td>
<td>soccer</td>
</tr>
</tbody>
</table>

15

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[Image of soccer ball] [Image of hand writing] [Image of fireplace]
Directions: Have students practice writing the Tricky Words listed in the Teacher Guide.

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________
Print *yes* or *no* on the lines.

1. Can a mule cook dinner?  
   __no__

2. Can you wave your hand?  
   _______

3. Are your feet green?  
   _______

4. Can you swim in a pool?  
   _______

5. Is a dime less than a nickel?  
   _______

6. Is a river wet?  
   _______
7. Is it dark at noon?

8. Is a cake sweet?

9. Are there cats on the moon?

10. Can a rock swim?

11. Is a boiling pot hot?

12. Is butter red?
1. Can a pepper be green?  yes

2. Do pigs moo? 

3. Is ice hot?  

4. Can you use a pen to write?  

5. Do words have letters?  

6. Can a fish oink?  

7. Is nineteen a number? 

8. Is it hot at the South Pole? 

9. Do fish have feet? 

10. Is shouting loud? 

11. Is a panther a fish? 

12. Do raccoons have fins?
Check the sentence that is the best fit.

1. \(\checkmark\) Roses have thorns.  
   \(\square\) Roses have horns.

2. \(\square\) My house has a yard.  
   \(\square\) My cloud has a yard.

3. \(\square\) I can knit mittens.  
   \(\square\) I can knit kittens.

4. \(\square\) Dentists fix teeth.  
   \(\square\) Dentists fix sheep.

5. \(\square\) This pup is cute.  
   \(\square\) This duck is cute.

6. \(\square\) I swim in the pool.  
   \(\square\) I run on the moon.
7. Trees are green.
   Bees are green.

8. He rides a bike.
   He rides a horse.

9. I have a dime.
   I have a lime.

10. The band is loud.
    The fan is loud.

11. This is a good book.
    He is a good cook.

12. The artist can paint.
    The artist can faint.
Directions: Ask students to use one word from the box in each sentence. He or she will need to add –ed to each word.

drop ask shrug slump limp
yank plop like pat yell

1. “Zip! Zing!” he _____________. “Take that, T. Rex!”

2. He _____________ back the drapes.

3. “Ug!” Mike said. He _____________ and _____________ his chin on his chest.

4. “What if I tell you a bedtime tale?” he _____________.

5. Mike did not think it would help much. He _____________.

6. “When I was a kid, your gramp would tell me bedtime tales. I _____________ them.”

7. Mike’s dad sat down on the bed and _____________ Mike on the back of the neck.

8. Mike ____________ to his bed and ____________ down on it.
Directions: Choose the correct word for each sentence and add -ed to the word. Then write the correct word to fill in the blank.

**dent**  **melt**  **jot**  **rub**  **beg**  
**jog**  **hop**  **hope**  **tape**  **tap**

1. Someone ___________ me on the head.
2. The dog ___________ for a treat.
3. I ___________ my hands together.
4. The side of the truck was ___________ in the wreck.
5. My candy ___________ when I left it in the sun.
6. Mom ___________ down a list for shopping.
7. He ___________ like a rabbit.
8. Dad ___________ down the street.
9. We ___________ to get a gift from Gramps.
10. She ___________ the poster to the wall.
Directions: Ask students to add -ing to each word. Then write the correct word in the blank for the sentence on the next page.

smile ________________________________________

race _________________________________________

bake ________________________________________

invite ______________________________________

confuse ______________________________________

taste _________________________________________

compete _____________________________________

hop _________________________________________
1. Can we make the ________________ car go faster?

2. Are you ________________ all of us to your picnic?

3. Dad is ________________ cake for my snack.

4. I like ________________ the frosting for the cake.

5. We were glad and ________________ when we left the park.

6. It was ________________ to see the twins.

7. The frogs were ________________ in the race.

8. The frog was ________________ to the pond.
Directions: Ask students to look in the Reader and copy exactly the words that the character said on the blanks below the character's picture. Students should be told that they will need to be able to read the quotes aloud to the class or to a family member using the character's voice.

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__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________
Big Jim’s frog looks like ______
________________________
________________________
________________________
My pet looks like __________
________________________
________________________
________________________

Big Jim’s frog likes to ______
________________________
________________________
________________________
My pet likes to ____________
________________________
________________________
________________________

Big Jim’s frog likes to eat _____
________________________
________________________
________________________
My pet likes to eat __________
________________________
________________________
________________________

Big Jim’s frog can __________
________________________
________________________
________________________
My pet can _______________
________________________
________________________
________________________
Directions: Complete the worksheet on any story from Bedtime Tales.

Title:

Characters

Setting

Beginning

Middle

End
Title of Book: ____________________________________________

Author: _________________________________________________

Characters: _____________________________________________

What happened?

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

How did it end?

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Directions: Have students select any story from the Reader to complete the book report.
How to make a pancake

1. You will need:
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2. Then you mix together ______________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   ________________________________________________

3. Then ____________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________

4. Then you cook it for __________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________

Directions: In “The Pancake,” Mom makes a pancake. Have students write a recipe for making a pancake and draw a picture to go with it.
ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

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