



# DESTINATION **Reading**™

## **Course I**

### **Classroom Activities**



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# Table of Contents

Introduction .....	4
Classroom Activities .....	5
Answer Keys .....	41

# Introduction

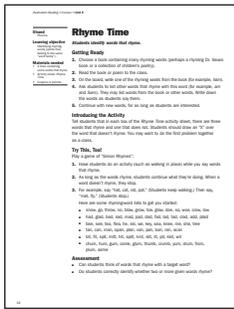
The classroom activities that follow are intended for use away from the computer. These activities reinforce some of the reading/language-arts skills and concepts taught in *Destination Reading Course I: Emergent Literacy and Phonemic Awareness (DR Course I)*. Like the *Course I* software, these activities are designed for use in kindergarten and first-grade classrooms. Some of the activities are also suitable for use in prekindergarten classes.

There is one activity for each of the 17 units in *Course I*. Each activity focuses on one of the learning objectives from the unit. An activity consists of one complete lesson plan and one accompanying activity sheet (blackline master).

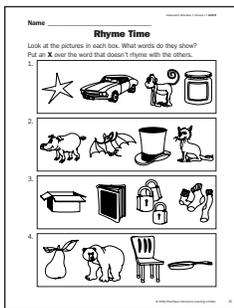
Activities include skill-building practice sheets for individuals, small group games, and creative writing and drawing activities for the whole class. As students complete the activities, they are working toward mastery of important reading skills and concepts.

All classroom activities contain complete instructions, and can be used not only by classroom teachers but also by substitute teachers, parent volunteers, instructional assistants, and teacher's aides.

We recommend that you do each classroom activity after students complete the corresponding software unit. Some classroom activities can be used beforehand, at the teacher's discretion.



Lesson Plan



Activity Sheet

# **Classroom Activities**

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**Strand**

Emergent literacy

**Learning objective**

Recognizing the function of print in a classroom environment.

**Materials needed**

- Activity sheet: *Everyday Print*
  - Crayons or pencils
- 

# Everyday Print

***Students discover many objects around them containing print, and they talk about what print tells us.***

## Getting Ready

1. Ask the class which items in the classroom have words written on them.
2. As students point out each object, ask if anybody knows, or can guess, what it says. On the board, list the word(s) printed on each item.
3. Discuss what each piece of print tells us. For example, the calendar at the front of the room tells us what day it is, and the poster in the back of the room explains the class rules.
4. Continue for as long as students are interested.

## Introducing the Activity

1. Ask students what they see on the *Everyday Print* activity sheet. (A movie theater lobby; students may also point out specific items in the scene.)
2. Explain that this movie theater contains many objects that have print on them. Ask students to circle each object that has words on it.
3. When students have finished, you may want to talk about what information each piece of print gives us.

## Try This, Too!

1. As a class, read the book *I Read Signs* by Tana Hoban.
2. Take a “field trip” around your school or its immediate neighborhood. Ask students to point to signs and tell you what they say.
3. When you return to the classroom, make a list on the board of all the signs you saw.
4. Have students draw their own signs to hang in the classroom.

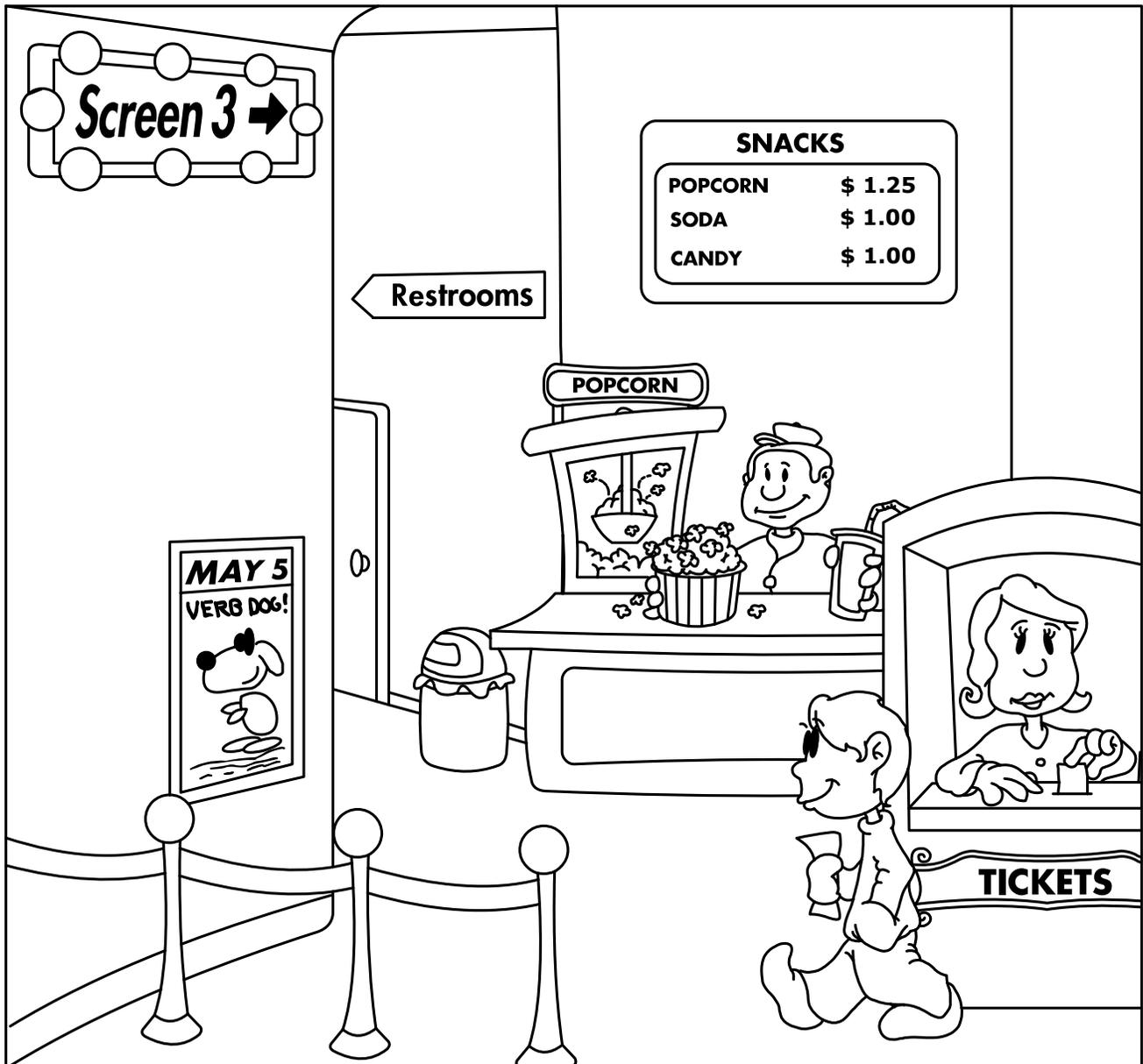
## Assessment

- Can students correctly identify print in their environment? Do they distinguish print from pictures?
- Can students name some functions of print?

Name \_\_\_\_\_

# Everyday Print

Circle each place where you see words.



**Strand**

Phonics

**Learning objective**

Recognizing the letters of the alphabet in both capital and lowercase forms.

**Materials needed**

- Activity sheet: *Letter Match* (copied onto heavy paper)
- Safety scissors
- Sandpaper
- Plain white paper
- Crayons
- Clay

# Letter Match

**Students name and match capital and lowercase letters.**

## Getting Ready

1. Copy the *Letter Match* activity sheet—onto heavy paper if possible.
2. Give each student a copy of the activity sheet and have them cut along the dashed lines. (If the sheet was not copied onto heavy paper, have students paste or glue the sheet onto construction paper before cutting.)
3. Hold up a capital letter from the activity sheet and ask the students what letter it is.
4. Ask everyone to find the matching lowercase letter and hold it up.
5. Continue until you have matched all the letters.

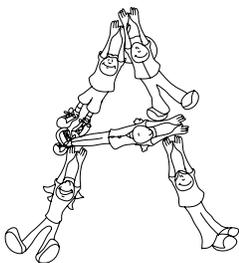
## How to Play

1. This game is played in pairs. Each pair of students will need one set of letters from the *Letter Match* activity sheet (a total of 12 uppercase and lowercase letters).
2. Students place the letters face-down on a table and mix them up.
3. The first player chooses two letters, turns them face-up, and names them. If the letters match (for example, capital *N* and lowercase *n*), the player keeps them and takes another turn. If they do not match, the second player takes a turn.
4. Continue playing until all the letters have been matched.

## Try This, Too!

Offer students a variety of letter-making activities such as these:

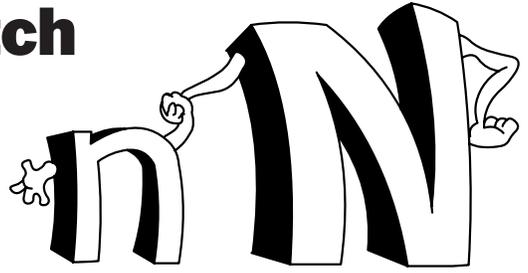
- Make large cutouts of each letter of the alphabet (uppercase, lowercase, or both) from sandpaper. Let students cover a letter with white paper, then rub the paper with a crayon to see the letter emerge.
- Invite children to mold alphabet letters from clay.
- Challenge students to make letters with their bodies. For example, five students lying on the floor can make a capital *A*.



## Assessment

- Can students identify each letter of the alphabet, in both capital and lowercase form?
- Can students match each capital letter to the corresponding lowercase letter?

Name \_\_\_\_\_

**Letter Match**

Cut along the -- lines.

<b>S</b>	<b>s</b>	<b>T</b>
<b>t</b>	<b>M</b>	<b>m</b>
<b>A</b>	<b>a</b>	<b>N</b>
<b>n</b>	<b>O</b>	<b>o</b>

**Strand**

Phonics

**Learning objective**

Mapping the /s/, /m/, and /t/ sounds onto words that begin with the letters *S*, *M*, and *T*.

**Materials needed**

- Activity sheet: *Starts with S, M, or T*
- Crayons, markers, or pencils in red, blue, and green
- Opaque container, such as a shoebox
- Small object beginning with the letter *M*

# Starts with S, M, or T

*Students identify words beginning with the letters S, M, or T.*

## Getting Ready

1. Draw a large letter *M* on the board. Tell students that this is the letter *M*, and it makes the sound /m/. The words *mat*, *milk*, and *mountain* start with *M*.
2. Explain that you will say some words. When you say a word that begins with the sound /m/, students should give you a “thumbs up” signal. When you say a word that begins with another sound, students should give you a “thumbs down” signal.
3. Say a number of words, some beginning with the /m/ sound and some beginning with other sounds. Watch as students give the “thumbs up” and “thumbs down” signals.
4. Repeat steps 1–3 with the sounds /s/ (as in *sign*) and /t/ (as in *top*).

## Introducing the Activity

1. At the top of the *Starts with S, M, or T* activity sheet, ask students to color the *S* red. Have them color the *M* blue and the *T* green.
2. Ask students to look at the first picture. What is it? (A map.) What letter does *map* start with? (*M*.) Tell them to color this picture blue, to match the *M* at the top of the sheet.
3. Explain that students should color all the *S* pictures red, all the *M* pictures blue, and all the *T* pictures green. You may want to do a few more together as a class.

## Try This, Too!

1. Locate an opaque container (such as a shoebox) and label it with a large letter *M*.
2. Before class, choose a small object that starts with the /m/ sound—a muffin, a mug, or a toy mouse, for example. Place the object in the box.
3. In class, explain that this is the *M* box, and it contains an object that starts with the sound /m/. Give the class clues about the object. After each new clue, let students guess what the object is, until they have guessed correctly.
4. Repeat on another day with a different letter and object.

## Assessment

- Can students correctly identify the beginning letter of words starting with *S*, *M*, or *T*?

Name \_\_\_\_\_

# Starts with S, M, or T

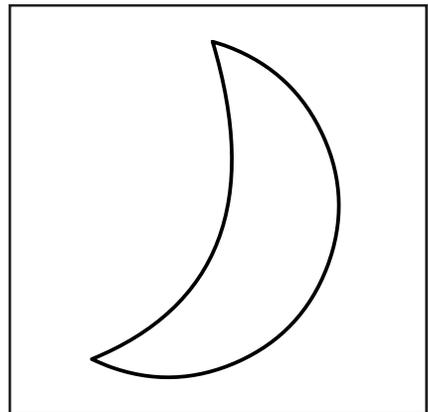
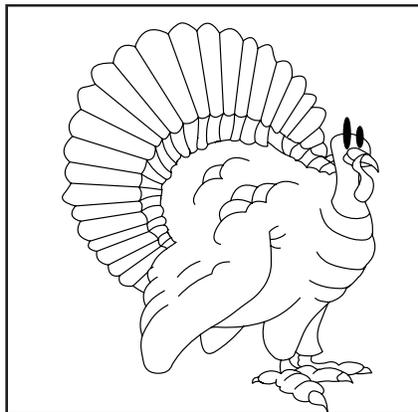
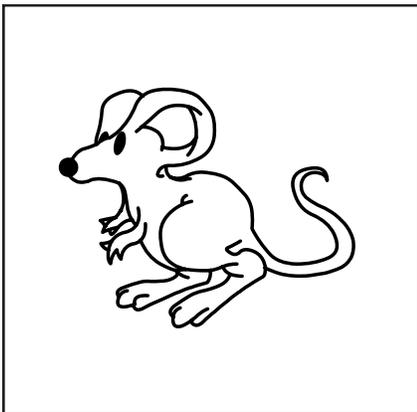
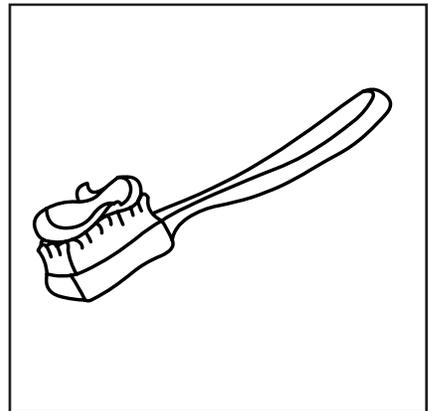
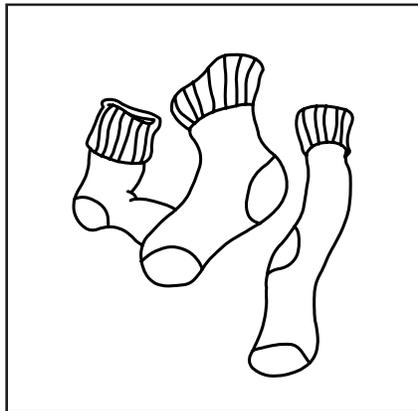
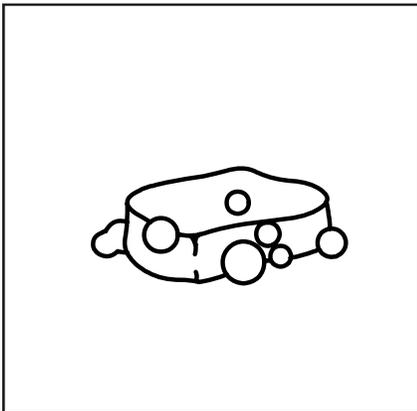
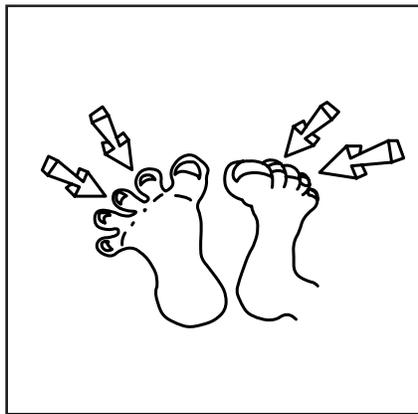
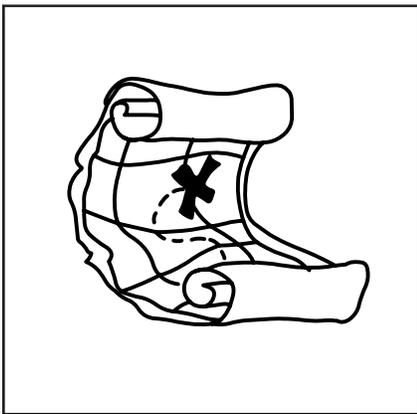
1. Color the letters.

**S** = red

**M** = blue

**T** = green

2. Now color the **S** pictures red. Color the **M** pictures blue. Color the **T** pictures green.



**Strand**

Sight words

**Learning objective**Recognizing the words *a*, *the*, *of*, *I*, and *no* by sight.**Materials needed**

- Activity sheet: *Sight-Word Hunt*
- Crayons, markers, or pencils in green, orange, yellow, brown, and blue
- Pages from a newspaper or magazine (one page per student or cooperative pair)

# Sight-Word Hunt

**Students identify and read the words *a*, *the*, *of*, *I*, and *no*, then color the words to reveal a hidden picture.**

**Getting Ready**

1. If possible, have a volunteer “color-code” the top of each *Sight-Word Hunt* activity sheet before class. To do this, the volunteer draws an orange stripe through the *no* crayon, a green stripe through the *the* crayon, and so on.
2. In class, write the following sight words on the board:
 

*a*      *the*      *of*      *I*      *no*
3. Ask students to read the words. Review the words if necessary.
4. Have a student volunteer use each word in a sentence.

**Introducing the Activity**

1. If the *Sight-Word Hunt* activity sheet was not previously color-coded, help students color the crayons themselves.
2. Now focus students’ attention on the bottom of the *Sight-Word Hunt* activity sheet. Ask them to find the word *no* somewhere in the picture. When they have found it, ask them to color the shape it is inside orange.
3. Ask students to color all the shapes with the word *no* orange.
4. Students should color each shape containing the word *the* green, and each shape with *of* yellow. They should color each shape with *I* brown and each shape containing the word *a* blue.

**Try This, Too!**

1. Provide each student or cooperative pair with a page cut out from a newspaper or magazine.
2. Ask them to find as many instances of the word *a* on the sheet as they can. Each time they find *a*, they should circle the word.
3. Have students find all the *thes* on the sheet and underline them.
4. Ask them to find all the *ofs* and put a box around them.
5. You may want to count and graph the number of *as*, *thes* and *ofs* found by the class.
6. On another day, repeat with the words *I* and *no*.

**Assessment**

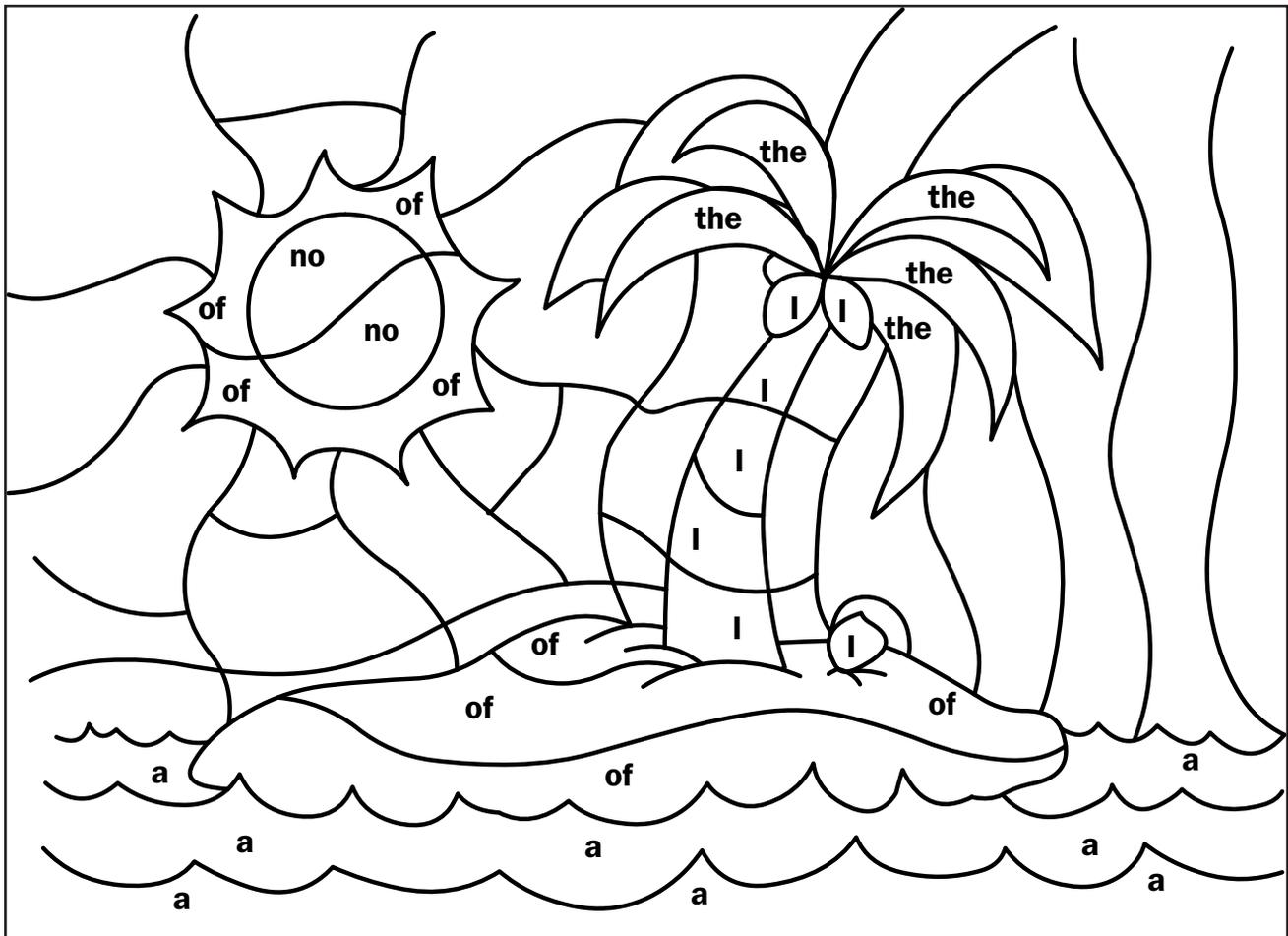
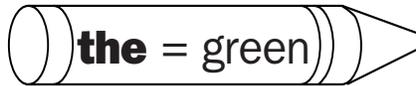
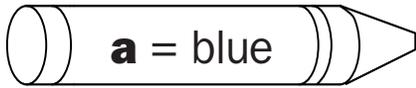
Can students recognize and read the words *a*, *the*, *of*, *I*, and *no* consistently and automatically?

Name \_\_\_\_\_

# Sight-Word Hunt

Color each space according to the word inside.

## Key



**Strand**

Phonics

**Learning objective**

Identifying rhyming words (words that belong to the same “word family”).

**Materials needed**

- A book containing some words that rhyme
- Activity sheet: *Rhyme Time*
- Crayons or pencils

# Rhyme Time

**Students identify words that rhyme.****Getting Ready**

1. Choose a book containing many rhyming words (perhaps a rhyming Dr. Seuss book or a collection of children’s poetry).
2. Read the book or poem to the class.
3. On the board, write one of the rhyming words from the book (for example, *ham*).
4. Ask students to list other words that rhyme with this word (for example, *am* and *Sam*). They may list words from the book or other words. Write down the words as students say them.
5. Continue with new words, for as long as students are interested.

**Introducing the Activity**

Tell students that in each box of the *Rhyme Time* activity sheet, there are three words that rhyme and one that does not. Students should draw an “X” over the word that doesn’t rhyme. You may want to do the first problem together as a class.

**Try This, Too!**

Play a game of “Simon Rhymes”:

1. Have students do an activity (such as walking in place) while you say words that rhyme.
2. As long as the words rhyme, students continue what they’re doing. When a word doesn’t rhyme, they stop.
3. For example, say “hat, cat, rat, pat.” (Students keep walking.) Then say, “mat, fly.” (Students stop.)

Here are some rhyming-word lists to get you started:

- snow, go, throw, no, blow, grow, toe, glow, doe, so, woe, crow, low
- had, glad, bad, sad, mad, pad, dad, fad, lad, tad, clad, add, plaid
- bee, see, tea, flea, he, ski, we, key, sea, knee, me, she, tree
- tan, can, man, span, plan, van, pan, ban, ran, scan
- bit, fit, spit, mitt, hit, split, knit, slit, lit, pit, skit, wit
- chum, hum, gum, come, glum, thumb, crumb, yum, drum, from, plum, some

**Assessment**

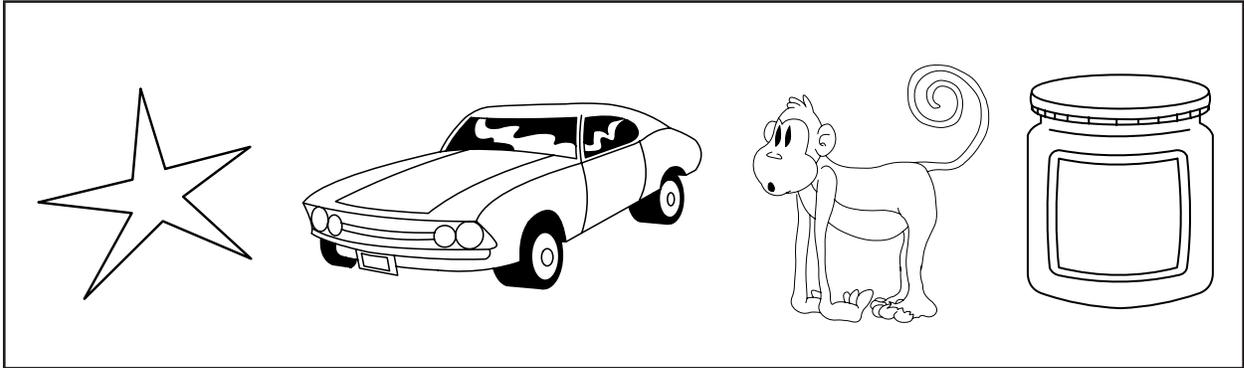
- Can students think of words that rhyme with a target word?
- Do students correctly identify whether two or more given words rhyme?

Name \_\_\_\_\_

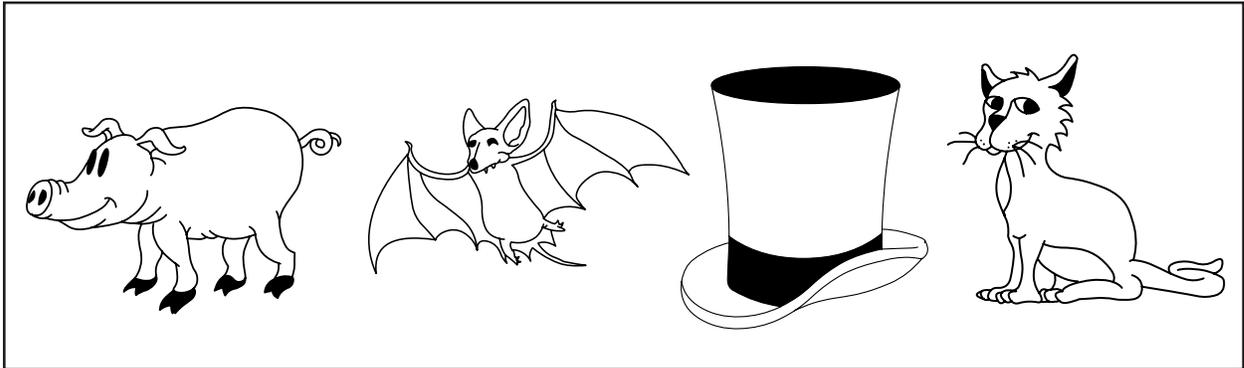
## Rhyme Time

Look at the pictures in each box. What words do they show?  
Put an **X** over the word that doesn't rhyme with the others.

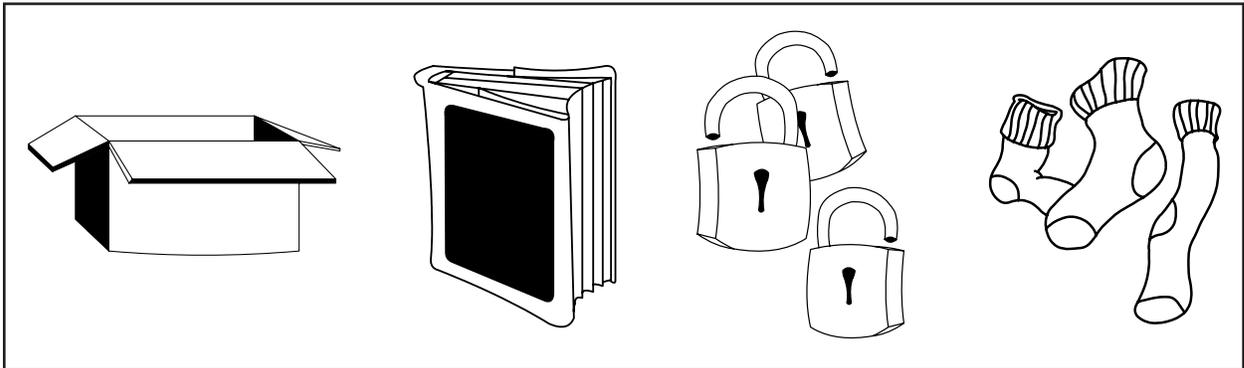
1.



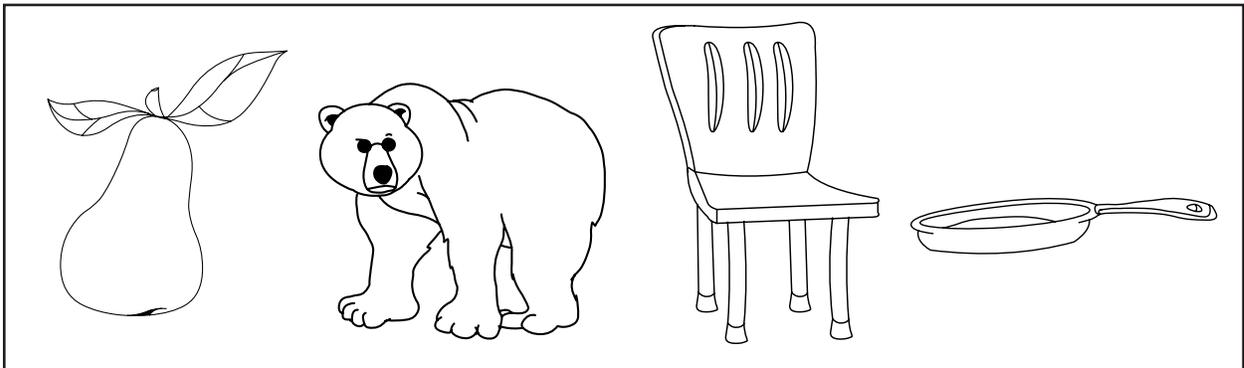
2.



3.



4.



**Strand**

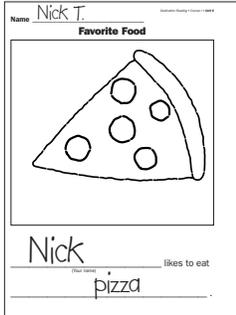
Writing

**Learning objective**

Exploring text by creating a page for a class book.

**Materials needed**

- Activity sheet: *Favorite Food*
- Crayons, markers, or colored pencils
- Plain white paper



# Favorite Food

**Students create a class book by writing their names and favorite foods, then creating illustrations to match.**

**Getting Ready**

Ask students to name their favorite foods. As foods are named, write them on the board.

**Introducing the Activity**

1. Demonstrate how to complete the *Favorite Food* activity sheet: Write in your own name and favorite food, then draw a quick sketch of the food (or of yourself eating it).
2. If necessary, repeat with one or two student volunteers, until everyone understands how to fill in the sheet. Explain that students can use the food list on the board for reference.
3. When students have completed their sheets, you can compile them into a big class book titled *Our Favorite Foods*.

**Try This, Too!**

Create a class book inspired by the electronic book *What Did You Do in the Sun?* (which students read in Unit 6 of the *Destination Reading: Course I* software). Ideas for class books include: *What Did You Do in the Rain?*; *What Did You Do in the Snow?*; *What Did You Do This Weekend?*; and *What Did You Do at Recess?* As with the *Favorite Food* book, have each student create one page to add to the book.

**Assessment**

Do students contribute to the project by listing and illustrating a favorite food?

Name \_\_\_\_\_

# Favorite Food



\_\_\_\_\_ likes to eat  
(Your name)

\_\_\_\_\_

---

**Strand**

Comprehension

**Learning objective**

Decoding words and recalling sight word vocabulary to read and complete a simple text.

**Materials needed**

- Activity sheet: *A New Friend*
  - Pencils
  - Plain white paper
  - Crayons, markers, or colored pencils
- 

# A New Friend

*Students complete a story by filling in missing words.*

**Getting Ready**

1. On the board, write the following words, which may be new to some students:

*be                      popcorn                      will*

2. Read the words as a class.
3. If needed, review with the class the word choices at the bottom of the activity sheet, *A New Friend*.

**Introducing the Activity**

1. Explain to students that they should fill in each blank by writing the word that completes the sentence. All the word choices are listed at the bottom of the sheet.
2. You may want to complete the first sentence as a class.

**Try This, Too!**

Ask students to draw an illustration for the story, *A New Friend*.

**Assessment Tip**

Do students write the correct word to complete each sentence?

Name \_\_\_\_\_

## A New Friend

Write the word that completes each sentence. Choose from the words at the bottom of the page.

A new boy sat on the school \_\_\_\_\_.

“I am Tim,” he said.

“I am Max,” I said.

“I like school,” he \_\_\_\_\_.

“I like school too,” I said.

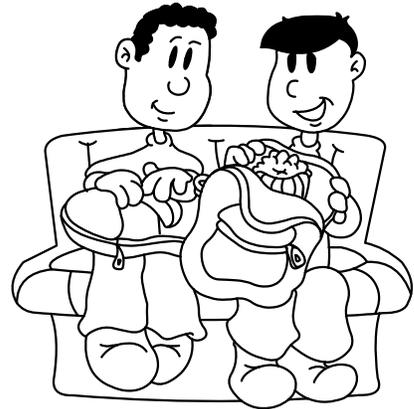
“I like to eat popcorn,” \_\_\_\_\_ said.

“I like to eat popcorn too,” I said.

“This popcorn \_\_\_\_\_ for you,” said Tim.

“Will you be my friend?” I said.

“\_\_\_\_\_,” he said.



### Words to Use

(Cross out each word after you use it.)

he

is

bus

said

Yes

**Strand**

Phonics

**Learning objective**Recognizing the effect of silent *E* in CVCe words.**Materials needed**

- Activity sheet: *Silent E Bingo*
- Scissors (for the teacher)
- Envelope or small paper bag
- Either safety scissors and paste, or pencils
- Something to mark the bingo board (such as crayons, markers, buttons, or pennies)

# Silent E Bingo

**Students identify the effect of the “silent E” by differentiating between CVC words and similar CVCe words.**

**Getting Ready**

1. Before class, take one copy of the *Silent E Bingo* activity sheet and cut out the words at the bottom. Place the words in an envelope or small paper bag.
2. In class, write the following CVC words on the board: *bit, cut, pet, pin, her, mad, and rob*. Ask the class to read the first word, *bit*. Then add an *e*. Ask the students what the “silent *E*” did to the word. (It turned *bit* into *bite*.) Continue through the list, adding the “silent *E*” to each word and asking students to read the new word.
3. Distribute a *Silent E Bingo* activity sheet to each student. Students should place one word in each square. (You can either instruct them to cut and paste the words from the bottom of the sheet, or ask them to write the words in the squares.)

**How to Play**

1. Pull a word out of your envelope or bag. Read the word aloud to students. Students should find the word on their board, and mark the square the word is in. (They can mark the square with a crayon or marker, or with a small object—such as a button or penny.) Do not replace the word after you read it; this ensures that each word is read only once.
2. Continue to pull words from the bag and read them aloud. As you read, help students to distinguish between CVC words (such as *cap*) and similar CVCe words (such as *cape*).
3. The first student to completely mark a row or column yells “Bingo!” You may wish to verify the student’s answers by having the student point to each marked word while reading it aloud. Check the student’s marked words against the words you pulled from the bag.
4. You can continue playing until all students have gotten bingo.

**Try This, Too!**

- On another day, play bingo again, using fresh copies of the bingo board with new words. Try using some of the following CVC/CVCe pairs: *bit/bite, can/cane, cod/code, cub/cube, cut/cute, dud/dude, fad/fade, fat/fate, fin/fine, her/here, hop/hope, lob/lobe, mad/made, man/mane, mop/mope, nap/nape, pan/pane, pet/Pete, pin/pine, rat/rate, rip/ripe, rob/robe, rod/rode, tap/tape, Tim/time, van/vane*.
- Try playing bingo in teams. This permits students to work cooperatively and allows more people to win.

**Assessment**

- Can students correctly read both CVC and CVCe words?

Name \_\_\_\_\_

# Silent E Bingo

Put one word in each box. You can put the words wherever you want. Use each word once.



	★	

## Words to Use

<b>cap</b>	<b>kit</b>	<b>not</b>	<b>tub</b>
<b>cape</b>	<b>kite</b>	<b>note</b>	<b>tube</b>

**Strand**

Phonics

**Learning objective**

Identifying words that belong to the *-ell*, *-ent*, *-ap*, *-og*, *-ane*, and *-ime* families.

**Materials needed**

- Activity sheet: *Word-Family Reunion*
- Scissors
- Envelope or small bag
- Safety pins or tape (optional)
- Paper
- Pencils

# Word-Family Reunion

**Students group themselves into “word families” based on the ending sounds of assigned words.**

## Getting Ready

1. Before class, cut out some words from one copy of the *Word-Family Reunion* activity sheet. Cut out one word for each student in your class. Make sure you don’t end up with any “orphan” words—that is, don’t cut out just one word from any given word family. (For example, if you have 11 students, you would not want to cut out the 10 *-ent* words and just one *-og* word. Instead, you could use 7 of the *-ent* words and all 4 *-og* words.)
2. In class, write the words *well* and *tell* on the board. Ask the class what the two words have in common. Wait until someone says that both words end in *-ell* (or belong to the *-ell* family). Students may also mention that the words rhyme. Remind students that a group of words with the same ending is called a *word family*. Challenge students to think of other words in the *-ell* family. Write those words on the board. Continue with additional word families if you like.

## Introducing the Activity

1. Have each student in turn draw a word from the bag or envelope containing the words from the *Word-Family Reunion* activity sheet. You can fasten the word to the student’s shirt with tape or a safety pin, or simply have the student hold the word up.
2. Ask the students to find the other members of their “word family.”
3. After the students have had some success, signal them to stop. Direct each family to gather in an area of the room that you point to.
4. Give each group a piece of paper. Have the group choose one member to write down all the words in their family.
5. Ask one member of each group to introduce their family members to the rest of the class.

## Try This, Too!

- Give each student a piece of paper to use as an autograph sheet. Ask them to collect “autographs” from members of their own word family—and other families too. (As an autograph, each student writes the word attached to his or her shirt.)
- Have each student group write a story containing words from their word family.

## Assessment

- Can students identify words belonging to the same word family?

Name \_\_\_\_\_

**Word-Family Reunion**

<b>bent</b>	<b>cap</b>	<b>dime</b>
<b>cent</b>	<b>gap</b>	<b>lime</b>
<b>dent</b>	<b>lap</b>	<b>mime</b>
<b>gent</b>	<b>map</b>	<b>time</b>
<b>lent</b>	<b>bell</b>	<b>cane</b>
<b>rent</b>	<b>cell</b>	<b>lane</b>
<b>sent</b>	<b>fell</b>	<b>mane</b>
<b>tent</b>	<b>sell</b>	<b>pane</b>
<b>vent</b>	<b>tell</b>	<b>nap</b>
<b>went</b>	<b>well</b>	<b>rap</b>
<b>bog</b>	<b>jog</b>	<b>tap</b>
<b>fog</b>	<b>log</b>	<b>zap</b>

**Strand**

Comprehension

**Learning objective**

Identifying and describing characteristics.

**Materials needed**

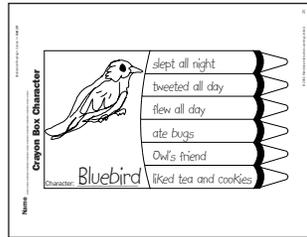
- Activity sheet: *Crayon Box Character*
- Overhead projector, pen, and transparency
- Pencils
- Crayons or markers

# Crayon Box Character

**Students name a character from a book and write down some of that character's traits.**

**Getting Ready**

1. Duplicate the *Crayon Box Character* activity sheet onto an overhead-projector transparency.
2. As a class, fill out the transparency, based on a book the whole class has read. Write the name of a character on the blank line at the bottom of the box. Above the name, draw a picture of the character. In each crayon, write one trait of the character. If you based your work on the book *Owl and Bluebird* (from *Destination Reading Course I*, Unit 10), the completed transparency might look something like this:

**Introducing the Activity**

Distribute the *Crayon Box Character* activity sheet to students. Ask them to fill it out based on a character in a book they have read.

**Try This, Too!**

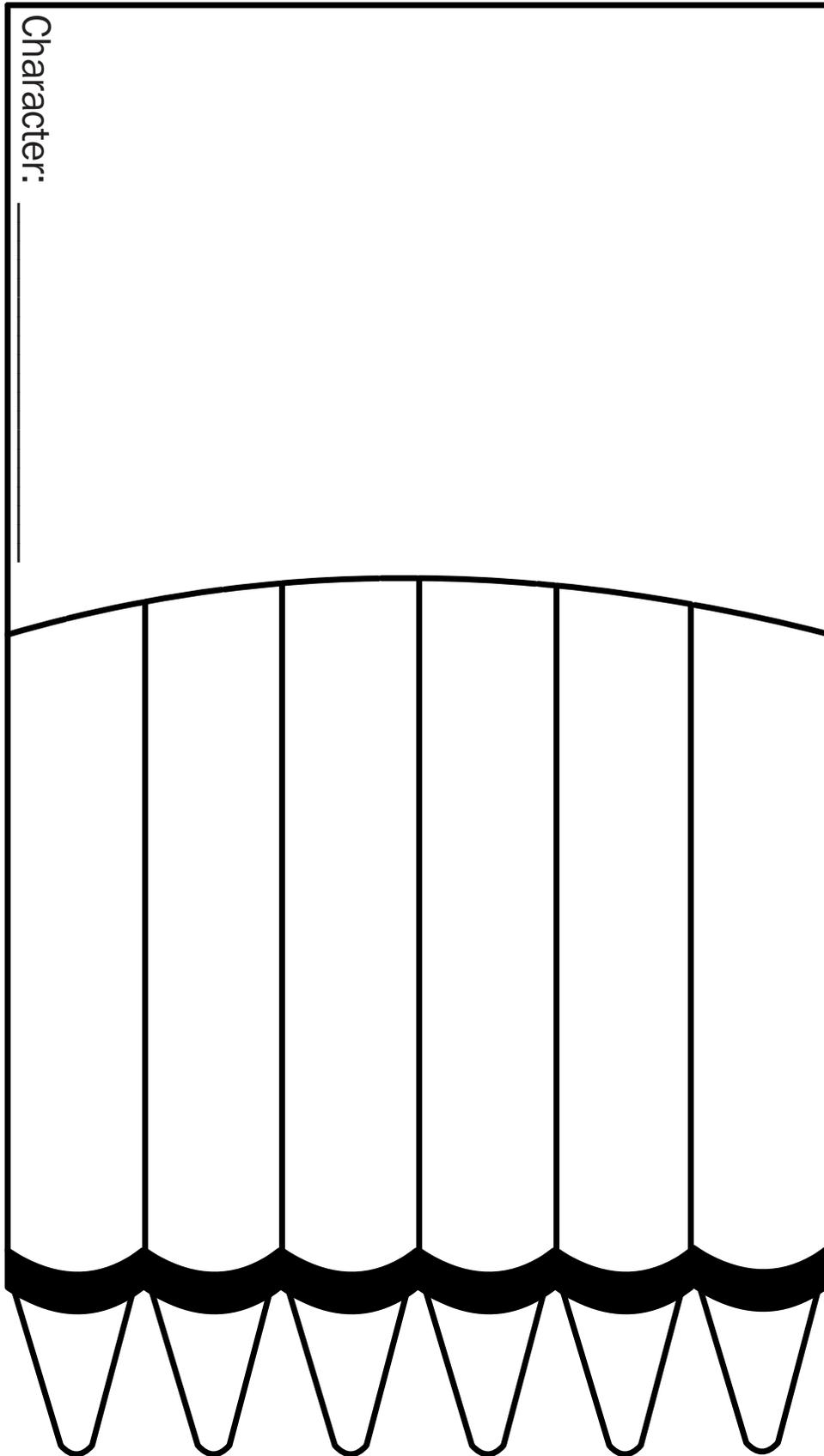
Have a character party. Each student comes to school dressed as a favorite character from a book. You can have students guess who each person is, play games in character, and award prizes for the best costumes.

**Assessment**

- Can students name a character from a book they have read?
- Can students list some of the character's traits?

Name \_\_\_\_\_

# Crayon Box Character



**Strand**

Writing

**Learning objective**

Writing about  
information recalled  
from a text.

**Materials needed**

- Activity sheet: *Folk Tale/Fairy Tale Postcard*
- Safety scissors
- Pencils
- Crayons or markers

# Folk Tale/Fairy Tale Postcard

**Students write postcards after “visiting” a folk tale or fairy tale character.**

## Getting Ready

1. Ask the class to pretend that you are visiting the king from the book *The King’s New Clothes* (in *Destination Reading Course I*, Unit 11). What do you see and hear during your visit? What do you do? Who do you meet?
2. Repeat step 1, but this time imagine that you are visiting a mouse from *The Two Mice* (in *Destination Reading Course I*, Unit 11).

## Introducing the Activity

**Note:** You may wish to do this activity once as a class (working on the board or an overhead projector) before students try the activity on their own.

1. Ask students to imagine that they are visiting the king from *The King’s New Clothes* or one of the mice from *The Two Mice*.
2. Distribute copies of the activity sheet, *Folk Tale/Fairy Tale Postcard*.
3. Direct students to cut along the dotted lines.
4. On the right half of the printed side, have each student fill in the name of the person they’re writing to. Students can write to friends or family members. Alternatively, have each student write to a classmate, so they can exchange postcards in class.
5. Students can add an address if they choose.
6. On the left half of the postcard, students describe their visit. Encourage them to write about the things they saw and did, and the people they met. You may want to show the students an example postcard, such as:  
*I am visiting the king. Today he walked around town in his underwear!  
We thought he would be mad, but then he laughed.*
7. On the blank side of the postcard, students can draw a scene from the fairy tale or folk tale.
8. If possible, have students mail or hand-deliver the completed postcards.

## Try This, Too!

Share this writing prompt with students:

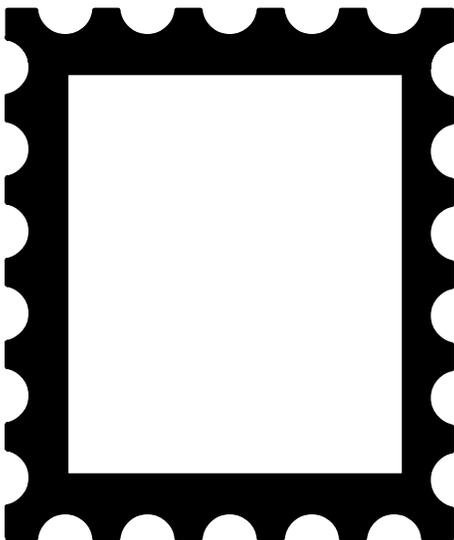
*Imagine what would happen if characters from two different folk tales or fairy tales met each other. For example, what would happen if the two mice lived with the king?*

## Assessment

- Do students’ postcard letters reflect an understanding of story events?

Name \_\_\_\_\_

# Folk Tale/Fairy Tale Postcard

<p>_____</p> <p style="text-align: center;">Date</p> <p>Dear _____,</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sincerely,</p> <p>_____</p>	<p><b>To:</b></p>  <p>_____</p> <p style="text-align: center;">Name</p> <p>_____</p> <p style="text-align: center;">Number and Street</p> <p>_____</p> <p style="text-align: center;">Apartment Number (if there is one)</p> <p>_____</p> <p style="text-align: center;">City, State, and ZIP Code</p> <p>_____</p>
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**Strand**

Sight words

**Learning objective**Recognizing the words *about*, *many*, *black*, and *some*.**Materials needed**

- Activity sheet: *Black Bears*
- Crayons, markers, or colored pencils

# Black Bears

***Students recognize sight words in a reading passage, and stand up as assigned words are read.***

## Getting Ready

1. On the board, write the following sight words (from Unit 12 of *Destination Reading Course I*): *about*, *many*, *black*, and *some*. Review the words with the class.
2. Introduce students to the words *bear* and *hibernate*, so they will recognize them on the activity sheet.

## Introducing the Activity

1. Divide the class into four groups. (The groups need not be even.) Assign each group to one of the sight words just reviewed.
2. If you'd like to have more than four groups, you can assign some students to the sight words *do*, *other*, and *their* (from Unit 11).
3. Explain that you will all read an article aloud. When a group hears their assigned word, they should quickly stand up. They can remain standing until another group's word is read, and a different group stands up. Then the previous group must sit down.
4. Distribute the *Black Bears* activity sheet to students.
5. Have a student volunteer read each paragraph aloud, while the rest of the class follows along, standing up and sitting down as their words are read. (Alternatively, you can do the reading yourself.)

**Note:** Some students will get more exercise than others!

Word	<i>black</i>	<i>about</i>	<i>do</i>	<i>some</i>	<i>many</i>	<i>other</i>	<i>their</i>
<b>Times Read</b>	10	6	5	4	3	3	3

## Try This, Too!

- Ask students to search the activity sheet for the sight words. Have them circle each word with a different color. For example, circle *about* in red, *many* in blue, *black* in black, and so on.
- Have students write their own stories containing sight words, then play the standing and sitting game with these new stories.

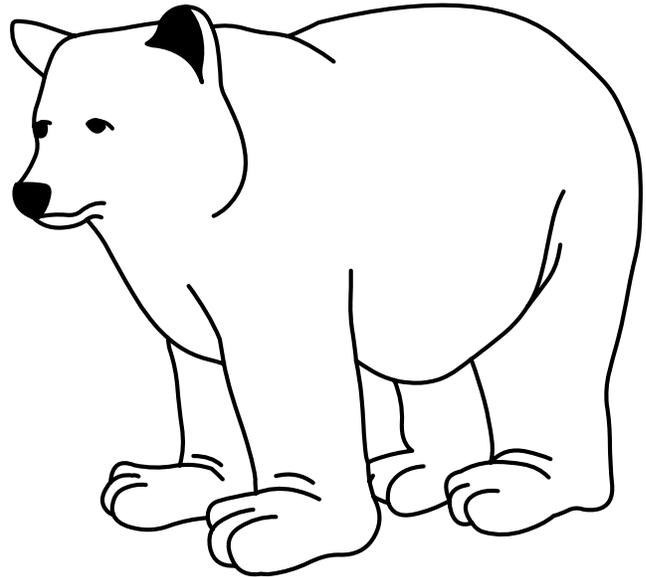
## Assessment

- Do students stand when their word is read aloud?
- Do the student volunteers read fluently? Do they attempt to sound out unfamiliar words?

Name \_\_\_\_\_

## Black Bears

What do you know about black bears? Black bears live in the U.S., Canada, and Mexico. Their fur is black or brown. A big black bear is about 6 feet long and 3 feet tall. A small adult bear is about 4 feet long and 2 feet tall.



Black bears eat many kinds of food. They eat nuts and berries. They eat ants, fish, and meat. They eat some other foods, too.

Do you know what black bears do in winter? They hibernate in their dens. That means they sleep for many months. They do not drink or eat during this time. In some very cold places, black bears sleep for about 7 months. In other places, they sleep for a shorter time.

Most mother bears have two or three cubs at one time. Some mothers have had as many as six black bear cubs at one time! Cubs live with their mothers until they are about one or two years old.

Do you know some other facts about black bears?

### Sources

- The International Association for Bear Research and Management (IBA). "American black bear." [www.bearbiology.com](http://www.bearbiology.com). (Accessed June 6, 2002.)
- Rogers, Lynn R. "Black Bear Facts." *North American Bear Center* Web site: [www.bear.org](http://www.bear.org). Updated September 24, 2001. (Accessed March 26, 2002.)

**Strand**

Comprehension

**Learning objective**

Selecting phrases to complete a cause and effect sentence.

**Materials needed**

- Activity sheet: *Cause-and-Effect Puzzles*
- Safety scissors
- Glue or tape
- Blank sheets of paper
- One of the following books: *If You Give a Mouse a Cookie*, *If You Give a Moose a Muffin*, or *If You Give a Pig a Pancake*.

# Cause-and-Effect Puzzles

**Students match phrases to create cause-and-effect sentences.**

**Getting Ready**

1. Create cause-and-effect sentences as a class. Tell the class one half of a sentence, then let student volunteers suggest different endings.

For example:

*TEACHER: Because Nick was allergic to cats...*

*STUDENT 1: ... he kept sneezing!*

*STUDENT 2: ... he got a pet elephant!*

2. Continue with new sentence beginnings for as long as you like.

**Introducing the Activity**

1. Distribute the *Cause-and-Effect Puzzles* activity sheet to students.
2. Explain that this sheet contains four causes and four effects. Each cause belongs with one of the four effects.
3. Ask students to cut out all eight pieces and match each cause to an effect. (You may want to point out that, physically, any “cause” piece will fit with any “effect” piece. Students need to find the pairs that make the most sense when they are *read together as a sentence*.)
4. When students are finished, they can tape or glue the pairs onto a blank piece of paper.

**Try This, Too!**

- Read aloud to the class one of the cause-and-effect books written by Laura Joffe Numeroff and illustrated by Felicia Bond. These books include *If You Give a Mouse a Cookie*, *If You Give a Moose a Muffin*, and *If You Give a Pig a Pancake*.
- Invite small groups of students to tell their own silly cause-and-effect stories.
- Print the book *How My Home Run Went Around the World* (from *Destination Reading Course I*, Unit 13). Scramble the pages, then ask students to reassemble them in order.

**Assessment**

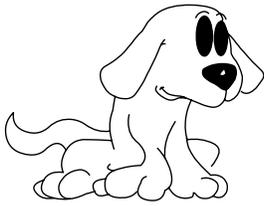
- Can students match a cause to its effect?

Name \_\_\_\_\_

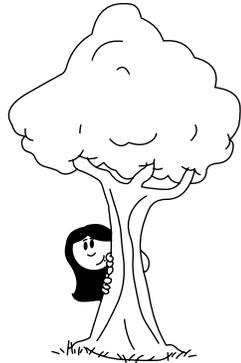
## Cause-and-Effect Puzzles

Cut out each puzzle piece. Tape or glue pairs of pieces together. Each pair should have a matching cause and effect.

**Because  
the dog  
is cute,**



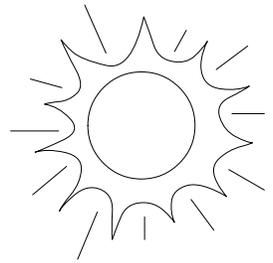
**Because  
my friend  
hides,**



**Because  
I am 8  
years old  
today,**

**8**

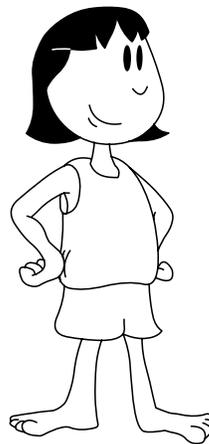
**Because  
it is hot,**



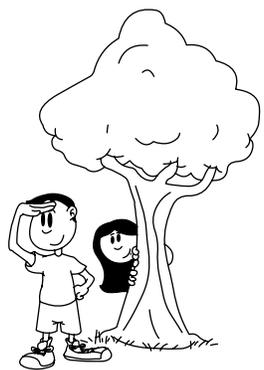
**I get a  
cake.**



**I pet the  
dog.**



**I put on  
my  
shorts.**



**I do not  
see my  
friend.**

**Strand**

Phonics

**Learning objective**

Reading words with the /oi/ diphthong, spelled *oi* and *oy*, and the /ou/ diphthong, spelled *ou* and *ow*.

**Materials needed**

- Activity sheet: *Diphthong Match-Up* (copied onto heavy paper if possible)
- Safety scissors
- Tape

# Diphthong Match-Up

**Students read words containing diphthongs and match them to corresponding pictures.**

**Getting Ready**

1. Review with students the sounds made by the diphthongs *ow* (as in *brown*), *oy* (as in *toy*), *oi* (as in *boil*), and *ou* (as in *count*).
2. Give one copy of the *Diphthong Match-Up* activity sheet, copied onto heavy paper, to each pair of students. (If copying onto heavy paper is not an option, you can have students paste or glue the sheet onto construction paper.)
3. Read each word as a class, while students point to the corresponding printed word and picture.
4. Ask the students to cut along the dotted lines, creating 16 cards.

**How to Play**

1. This is a game for two players. Place all the cards from the *Diphthong Match-Up* activity sheet face-down on a table. Mix them up.
2. When it is your turn, choose two cards and turn them face up. If they match (for example, the word *cloud* and a picture of a *cloud*), you keep both cards and take another turn. If they do not match, you replace them on the table (face down), and the other player takes a turn.
3. When all the cards have been claimed, the player with the most cards wins.

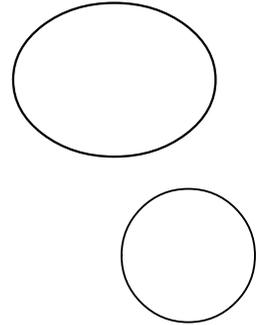
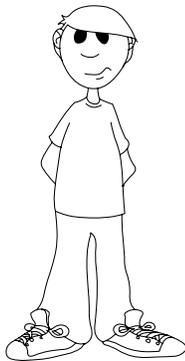
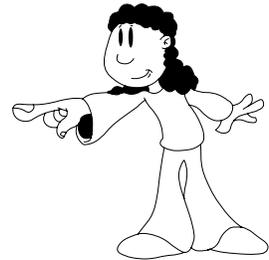
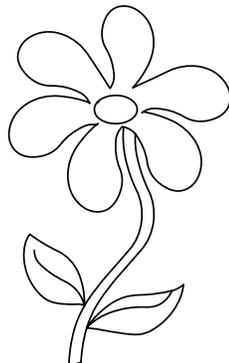
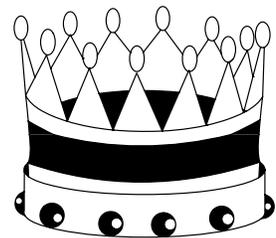
**Try This, Too!**

- Use a copy of the *Diphthong Match-Up* sheet to create flash cards. Cut out each word/picture pair as one piece, so that you have eight cards. Fold each card along the line separating the word from the picture, and tape it shut. Students can read the word, then flip the card over to check the answer.
- Ask students to write sentences containing the words on the *Diphthong Match-Up* cards.

**Assessment**

- Do students read the words correctly?
- Can students match each written word to the corresponding picture?

Name \_\_\_\_\_

**Diphthong Match-Up****cloud****round****boy****oyster****crowd****point****flower****crown**

**Strand**

Comprehension

**Learning objective**

Categorizing exaggerated and nonexaggerated statements.

**Materials needed**

- A book containing a tall tale, or a printout of the book *John Henry* from *Destination Reading*
- Activity sheet: *Big Talk*
- Pencils

# Big Talk

***Students distinguish between realistic and exaggerated statements.*****Getting Ready**

1. Read a few pages from a tall tale. (You can print out the *John Henry* story from *Destination Reading Course I*, Unit 15 for this purpose.) Ask students to raise their hands each time they hear a sentence that is an exaggeration.
2. Discuss the exaggerated sentences. Do they make the story more interesting? Do they make the story more believable? You might ask student volunteers to translate each exaggerated statement into a more realistic one. For example, “He was so strong that when he swung his hammer, you could hear it pounding a hundred miles away!” can become “He was so strong that when he swung his hammer, you could hear it pounding from across the street!”

**Introducing the Activity**

1. Explain that the *Big Talk* activity sheet contains pairs of sentences. In each pair, one sentence is exaggerated and the other is plain (not exaggerated).
2. Students should write an *E* in front of each exaggerated statement and a *P* in front of each plain statement.

**Try This, Too!**

Write original tall tales—as a class, as individuals, or in small groups.

If students have a hard time getting started, suggest that they take a real-life event they experienced, and tell it in an exaggerated way.

**Assessment**

- Can students discriminate between exaggerated and plain statements?

Name \_\_\_\_\_

## Big Talk

Write an **E** next to each exaggerated sentence.

Write a **P** next to each plain sentence.

1. \_\_\_\_ Her dad is six feet tall.

\_\_\_\_ Her dad is so tall, he can grab the sun.

2. \_\_\_\_ I am so hungry, I will eat a horse.

\_\_\_\_ I am so hungry, I will eat two sandwiches.

3. \_\_\_\_ Sam read so many books that his eyes fell out.

\_\_\_\_ Sam read so many books that he is a good reader now.

4. \_\_\_\_ Meg's dog runs so fast, Meg has to work hard to keep up.

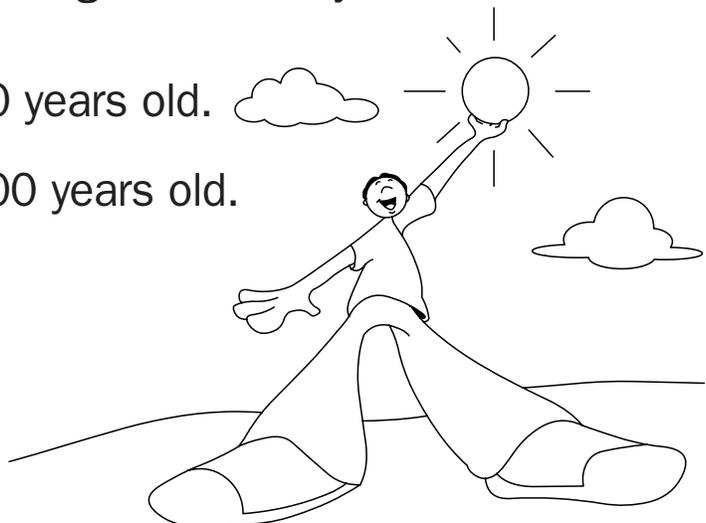
\_\_\_\_ Meg's dog runs so fast, you cannot even see it move.

5. \_\_\_\_ My hair is so long that it goes from here to the next town.

\_\_\_\_ My hair is so long that it goes down my back.

6. \_\_\_\_ That man is about 80 years old.

\_\_\_\_ That man is about 300 years old.



**Strand**

Comprehension

**Learning objective**

Categorizing characteristics into a Venn diagram.

**Materials needed**

- Activity sheet:  
*Compare and Contrast*
- Overhead projector, pen, and transparency
- A fiction or nonfiction book that includes two things to compare and contrast, or two books that can be compared and contrasted
- Pencils

# Compare and Contrast

**Students complete a Venn diagram by comparing and contrasting two books or two aspects of a book.**

## Getting Ready

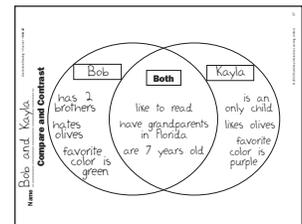
1. Make a copy of the *Compare and Contrast* activity sheet on an overhead transparency.
2. In the left box, write “Dogs.” In the right box, write “Cats.”
3. With the class, discuss the fact that dogs and cats are the same in some ways, but different in others. Using suggestions from students, fill the area labeled “Both” with traits dogs and cats have in common (for example, “are pets” and “have 4 legs”). Fill the “Dogs” area with traits unique to dogs (for example, “bark”). Fill the “Cats” area with traits unique to cats (for example “wash themselves with their tongues”).

## Introducing the Activity

1. Read a book aloud to the class. It can be fiction or nonfiction, but it should contain two things that can be compared and contrasted—two characters, two settings, or two animals, for instance. Here are a few book ideas:
  - Read *A Country Far Away*, written by Nigel Gray and illustrated by Philippe Dupasquier. Compare the two boys or the two places they live.
  - Read *Miss Nelson is Missing!* Compare Miss Nelson to Viola Swamp.
  - Read a traditional English or American version of *Little Red Riding Hood*. Compare it to *Lon Po Po: A Red-Riding Hood Story from China*, translated and illustrated by Ed Young.
2. Distribute one copy of the *Compare and Contrast* activity sheet to each student.
3. Help students fill in the left box with the name of one character, setting, or book (for example, “Miss Nelson”) and the right box with the name of the other (for example, “Viola Swamp”). Ask students to fill out this sheet with traits that are similar and different, just as they did with cats and dogs.

## Try This, Too!

Organize students into pairs. Ask each pair to complete the *Compare and Contrast* activity sheet. This time, they should fill in the boxes with their own names. Have the students ask each other questions to find three ways they are alike and three ways they are different. Invite the pairs to present their findings to the class.

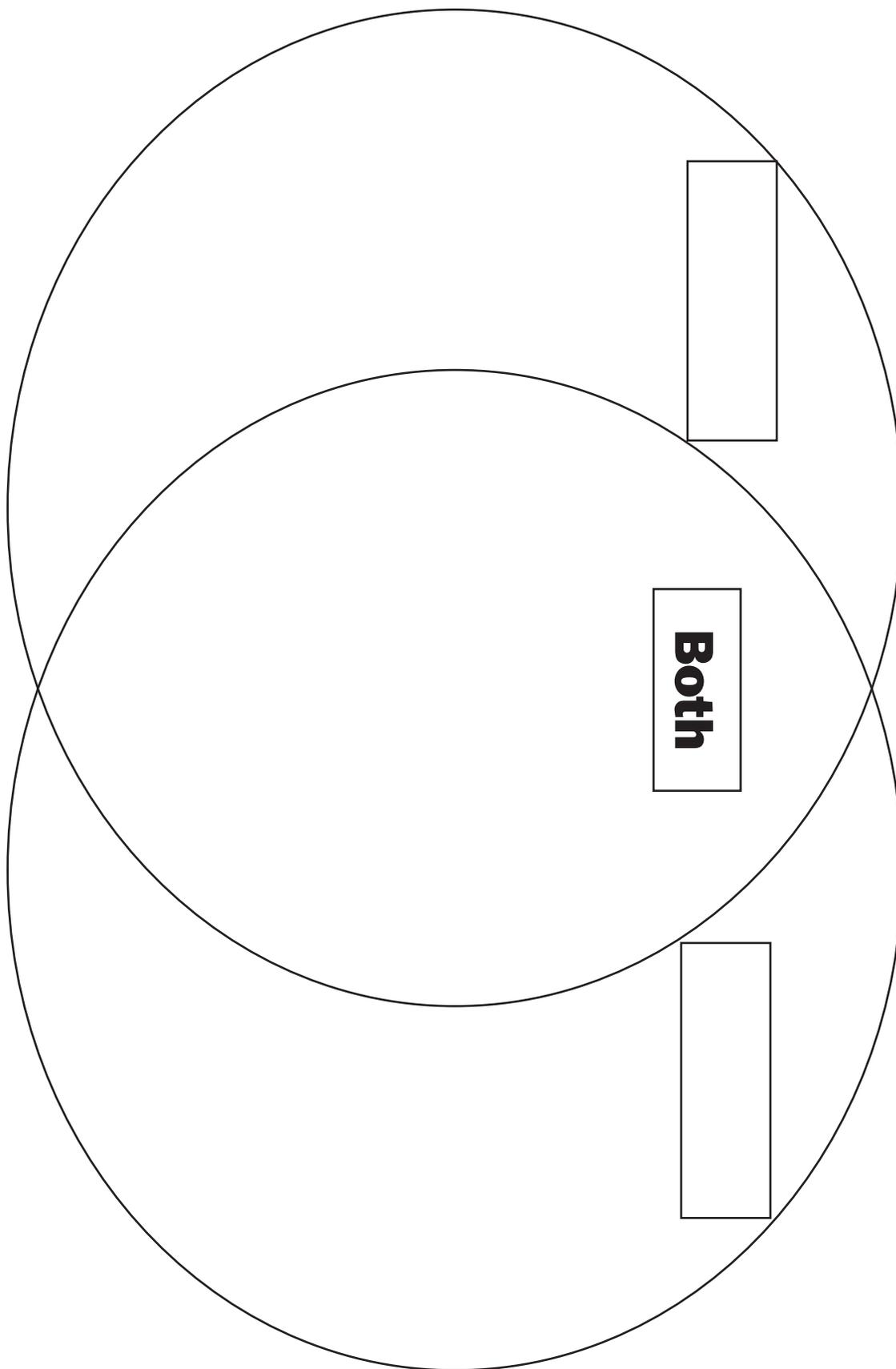


## Assessment

- Do students identify shared and unshared traits?
- Can students express their answers in writing?

Name \_\_\_\_\_

# Compare and Contrast



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**Strand**

Word study

**Learning objective**

Discriminating the number of syllables in words.

**Materials needed**

- Activity sheet: *Mouse Whisker Syllables*
  - Pencils
- 

# Mouse Whisker Syllables

***Students break words into syllables, and count the number of syllables in each word.***

## Getting Ready

Say some different words and have everyone clap on each syllable. Include one-, two-, and three-syllable words. (If you don't want to think up a lot of words, simply read them from a book, newspaper, or magazine.)

## Introducing the Activity

1. Distribute the *Mouse Whisker Syllables* activity sheet to students.
2. Ask students to read each word quietly and decide how many syllables it has. If necessary, they can silently clap along while counting.
3. Students should draw one whisker on the mouse for each syllable in the word.
4. You may want to do the first word together as a class.

## Try This, Too!

Clap out the syllables in each student's first name, then sort the class by number of syllables.

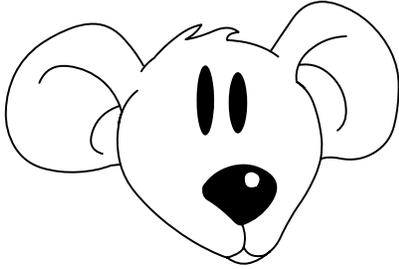
## Assessment

- Do students break words down into the correct number of syllables?

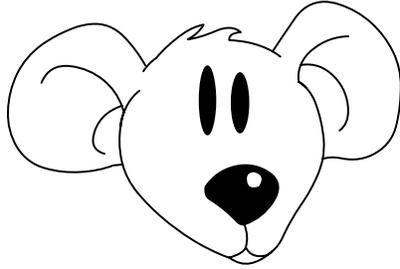
Name \_\_\_\_\_

## Mouse Whisker Syllables

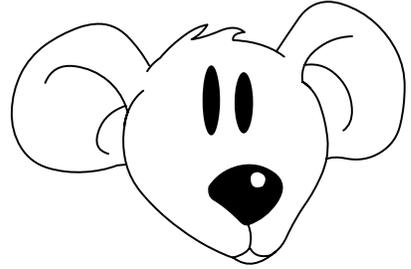
Read each word. How many syllables are in it? For each syllable, draw one whisker on the mouse.



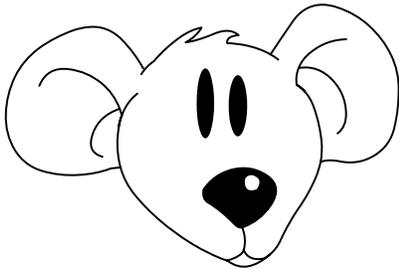
daylight



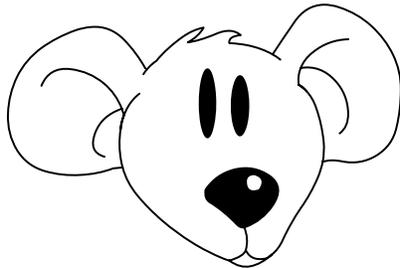
cup



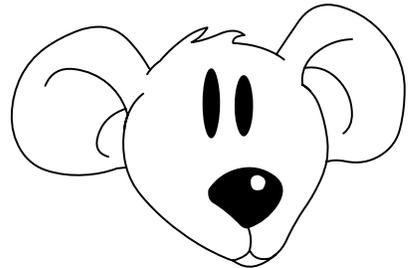
nobody



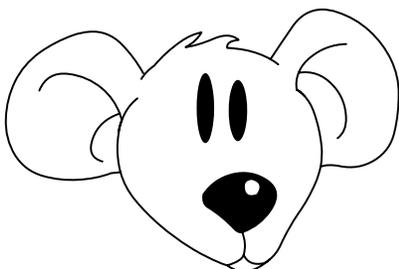
catalog



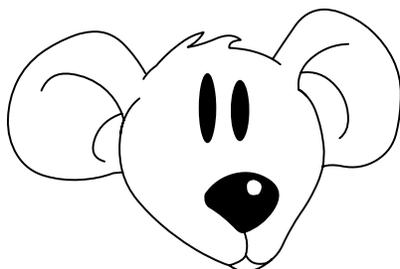
cooking



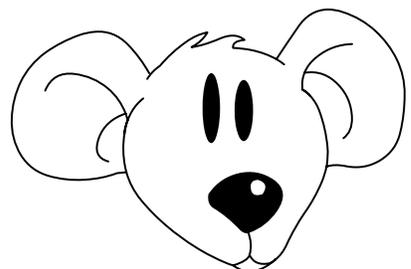
gentle



flag



pencil



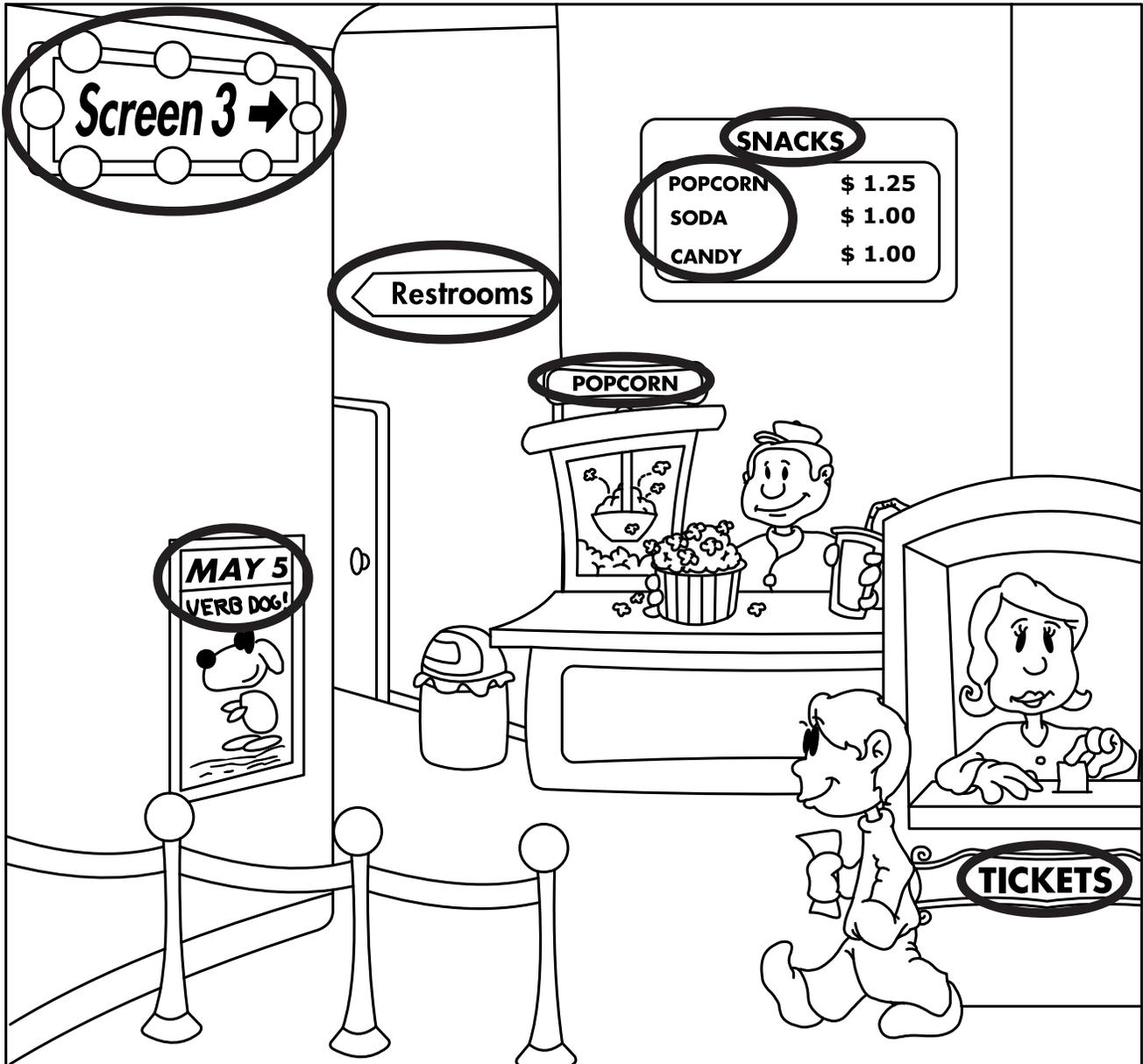
royal



# Answer Keys

# Everyday Print: Answer Key

Circle each place where you see words.



# Starts with S, M, or T: Answer Key

1. Color the letters.

S

= red

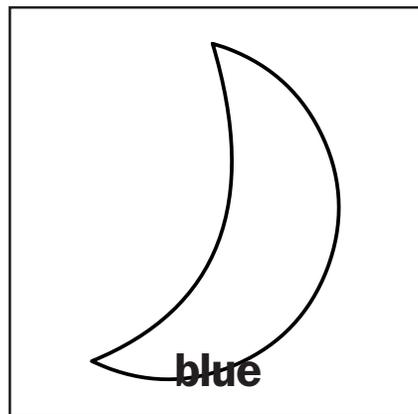
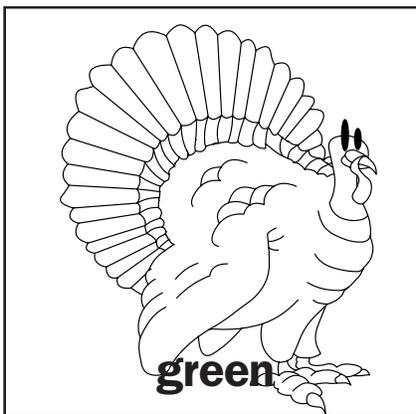
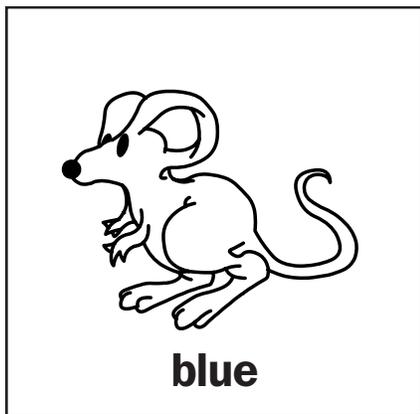
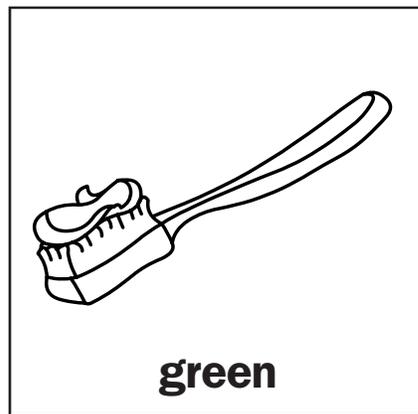
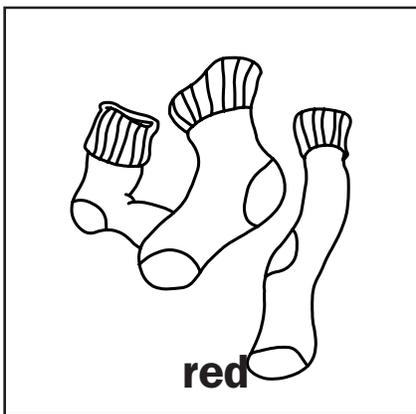
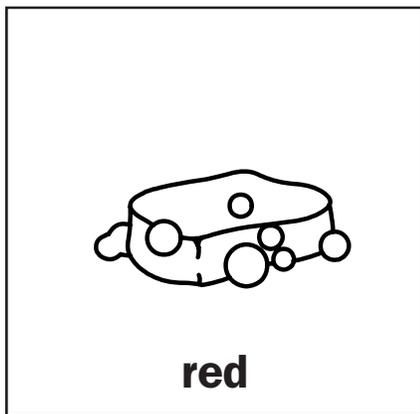
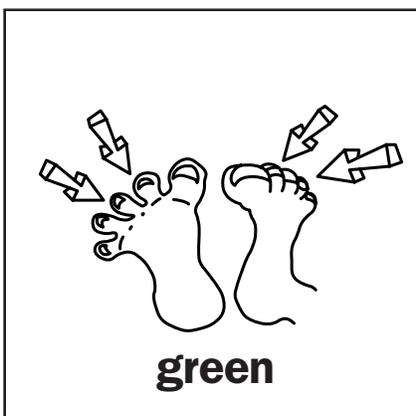
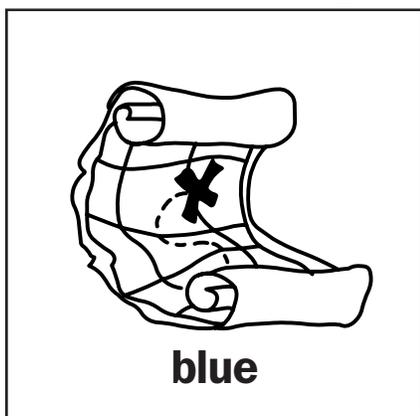
M

= blue

T

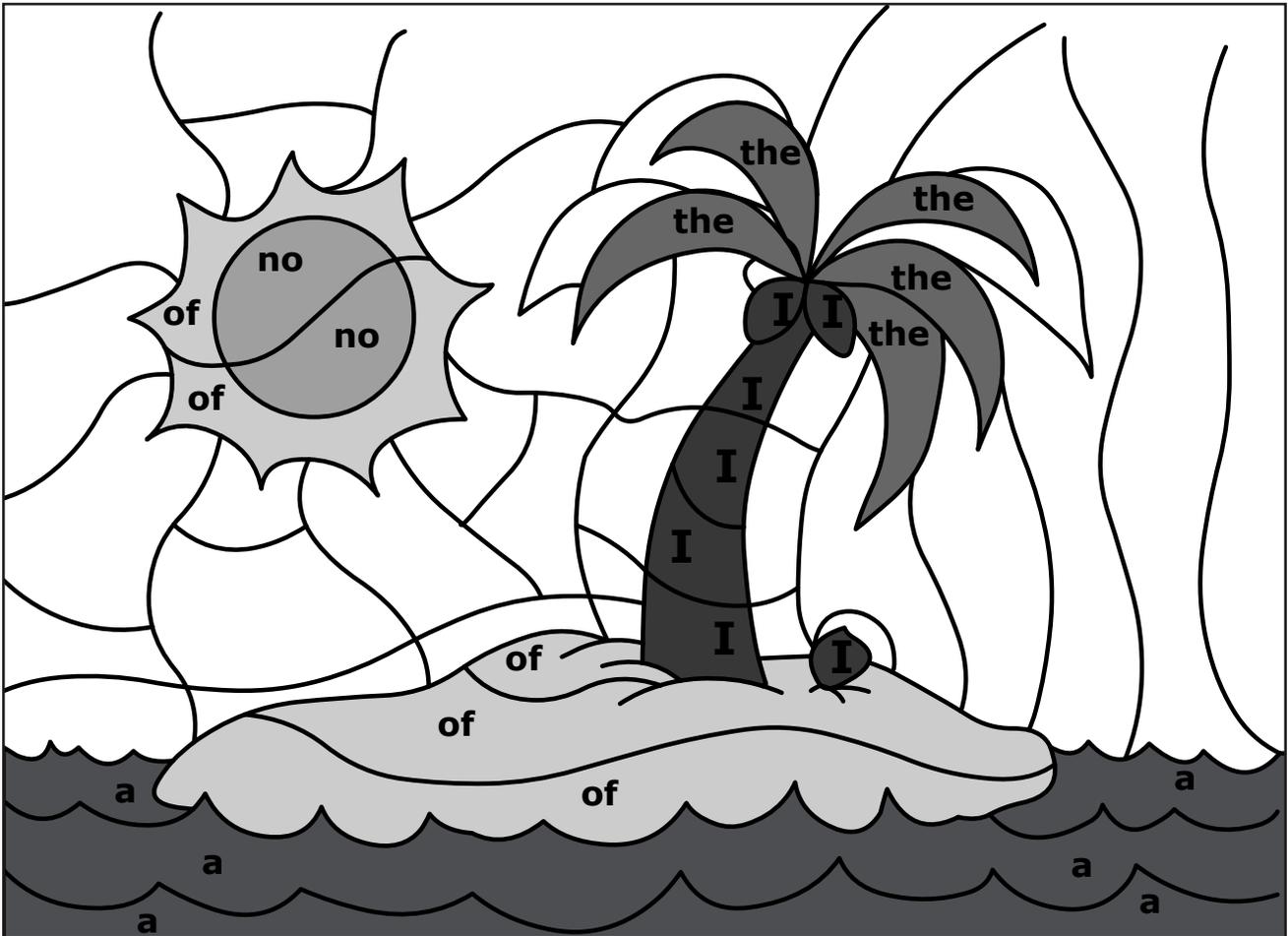
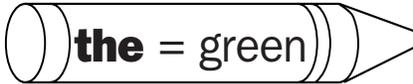
= green

2. Now color the **S** pictures red. Color the **M** pictures blue. Color the **T** pictures green.



# Sight-Word Hunt: Answer Key

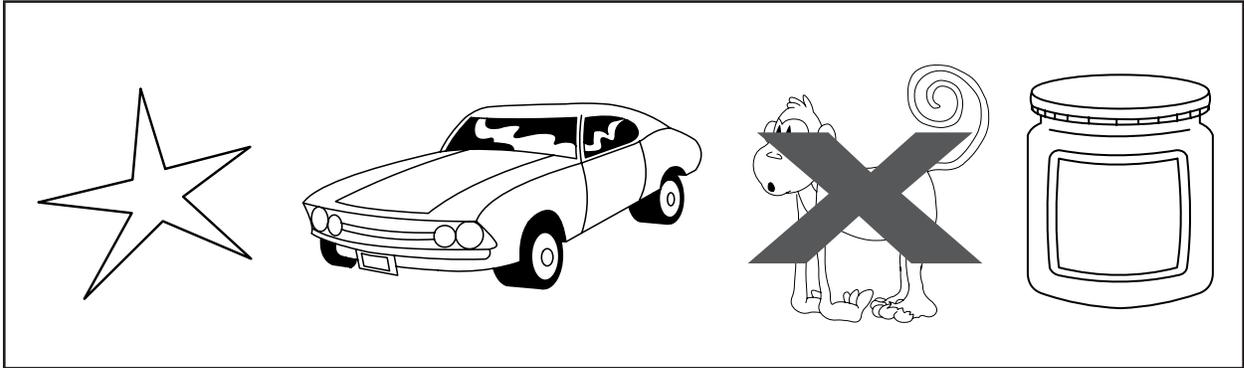
Color each space according to the word inside.



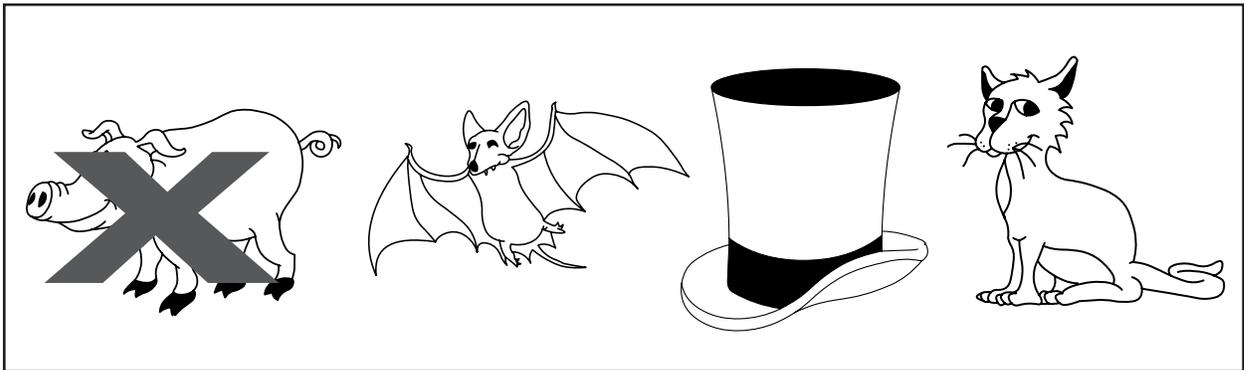
## Rhyme Time: Answer Key

Look at the pictures in each box. What words do they show?  
Put an **X** over the word that doesn't rhyme with the others.

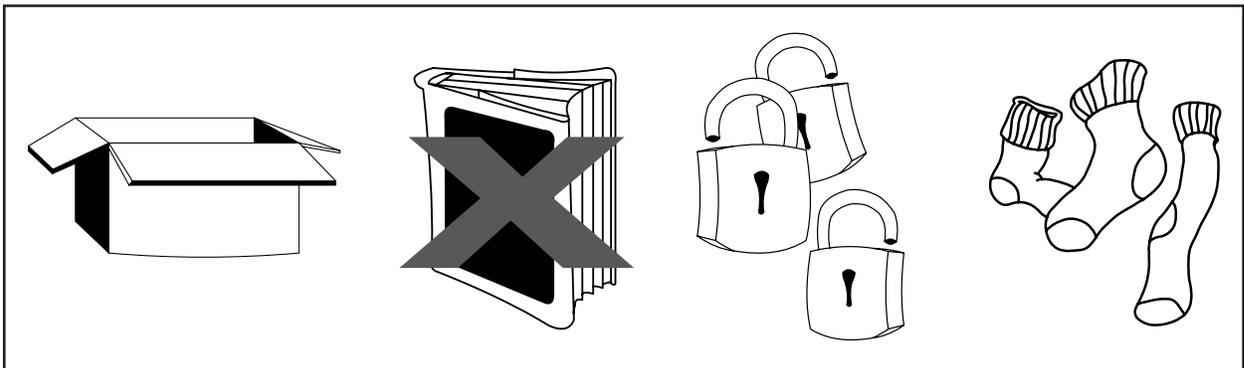
1.



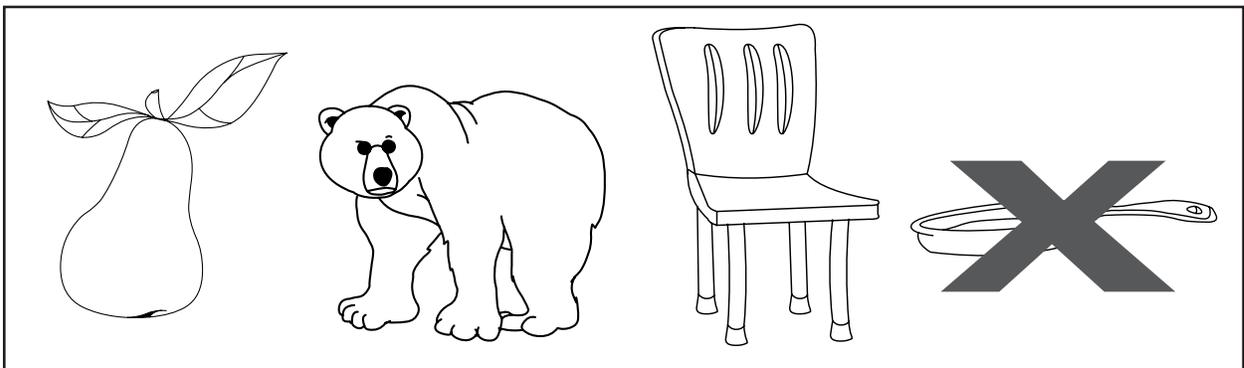
2.



3.



4.



## A New Friend: Answer Key

Write the word that completes each sentence. Choose from the words at the bottom of the page.

A new boy sat on the school bus.

“I am Tim,” he said.

“I am Max,” I said.

“I like school,” he said.

“I like school too,” I said.

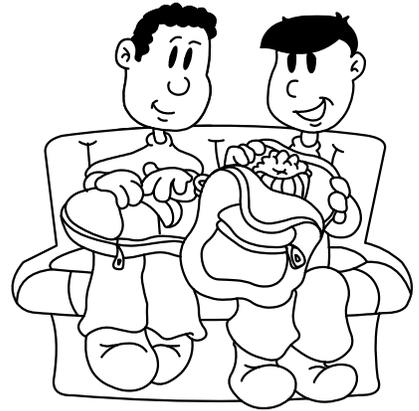
“I like to eat popcorn,” he said.

“I like to eat popcorn too,” I said.

“This popcorn is for you,” said Tim.

“Will you be my friend?” I said.

“Yes,” he said.



### Words to Use

(Cross out each word after you use it.)

he

is

bus

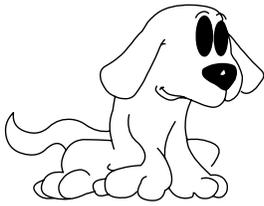
said

Yes

# Cause-and-Effect Puzzles: Answer Key

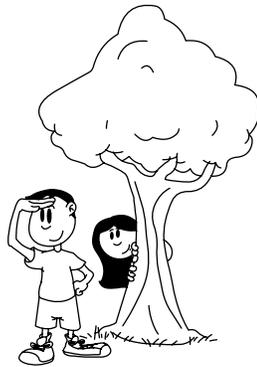
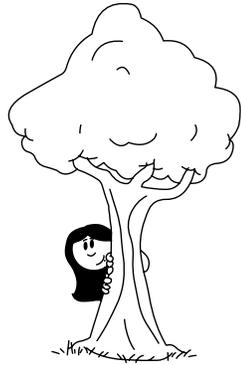
Cut out each puzzle piece. Tape or glue pairs of pieces together. Each pair should have a matching cause and effect.

**Because  
the dog  
is cute,**



**I pet the  
dog.**

**Because  
my friend  
hides,**



**I do not  
see my  
friend.**

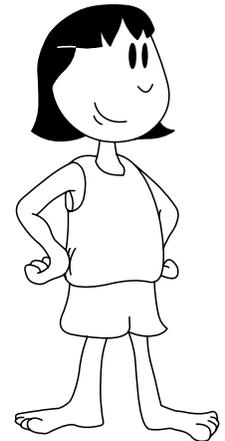
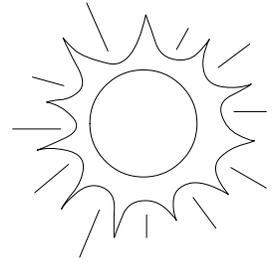
**Because  
I am 8  
years old  
today,**

**8**



**I get a  
cake.**

**Because  
it is hot,**



**I put on  
my  
shorts.**

## Big Talk: Answer Key

Write an **E** next to each exaggerated sentence.

Write a **P** next to each plain sentence.

1.   **P**   Her dad is six feet tall.

  **E**   Her dad is so tall, he can grab the sun.

2.   **E**   I am so hungry, I will eat a horse.

  **P**   I am so hungry, I will eat two sandwiches.

3.   **E**   Sam read so many books that his eyes fell out.

  **P**   Sam read so many books that he is a good reader now.

4.   **P**   Meg's dog runs so fast, Meg has to work hard to keep up.

  **E**   Meg's dog runs so fast, you cannot even see it move.

5.   **E**   My hair is so long that it goes from here to the next town.

  **P**   My hair is so long that it goes down my back.

6.   **P**   That man is about 80 years old.

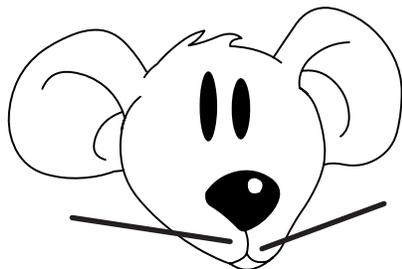
  **E**   That man is about 300 years old.



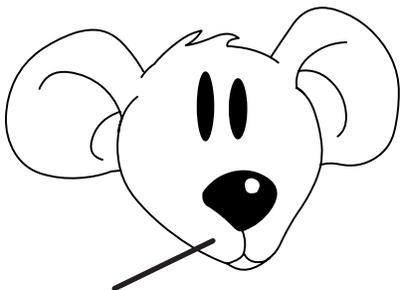
# Mouse Whisker Syllables: Answer Key

Read each word. How many syllables are in it? For each syllable, draw one whisker on the mouse.

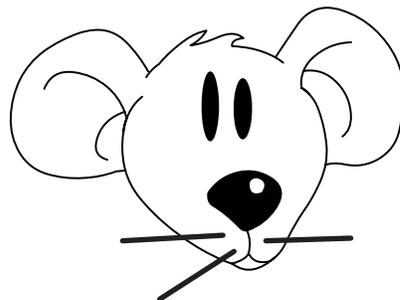
**Note:** Placement of whiskers may vary, but the number should be the same as shown here.



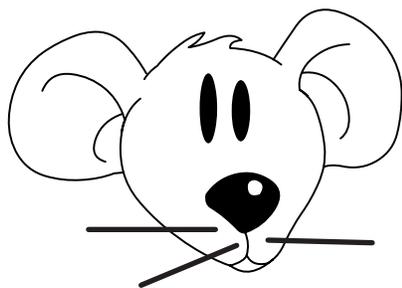
daylight



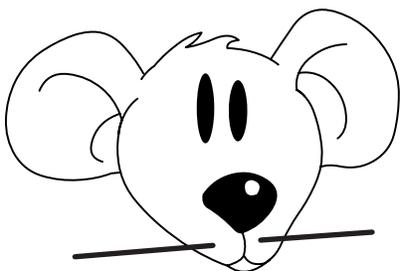
cup



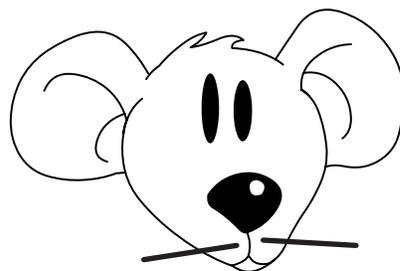
nobody



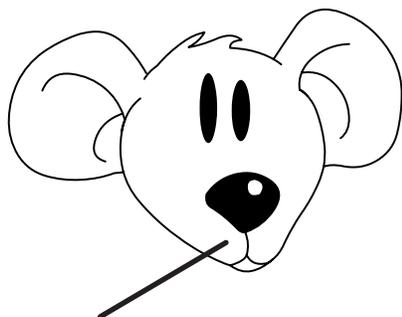
catalog



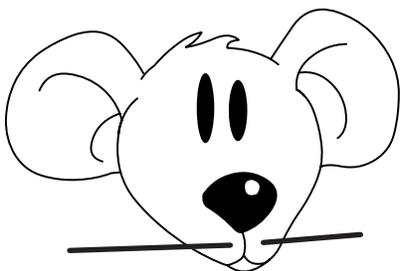
cooking



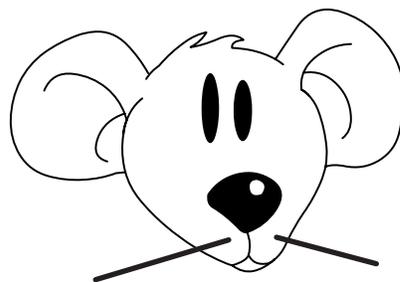
gentle



flag



pencil



royal