

Stories Teach Many Lessons



This book belongs to:

Annotate

As you read closely for different purposes, remember to annotate the text.

I can number events. ① ② ③

We Read

I can like 😊 lines and sentences.

When I Hurry

① If I hurry, hurry, hurry 😊

to bake a cake,

this is what happens:

a huge mistake!



I can circle words.

② If I hurry, hurry, hurry

and grab my lunch,

sometimes it drops

*and goes crunch,

crunch,

crunch.

I can underline words.



I can find * important details.

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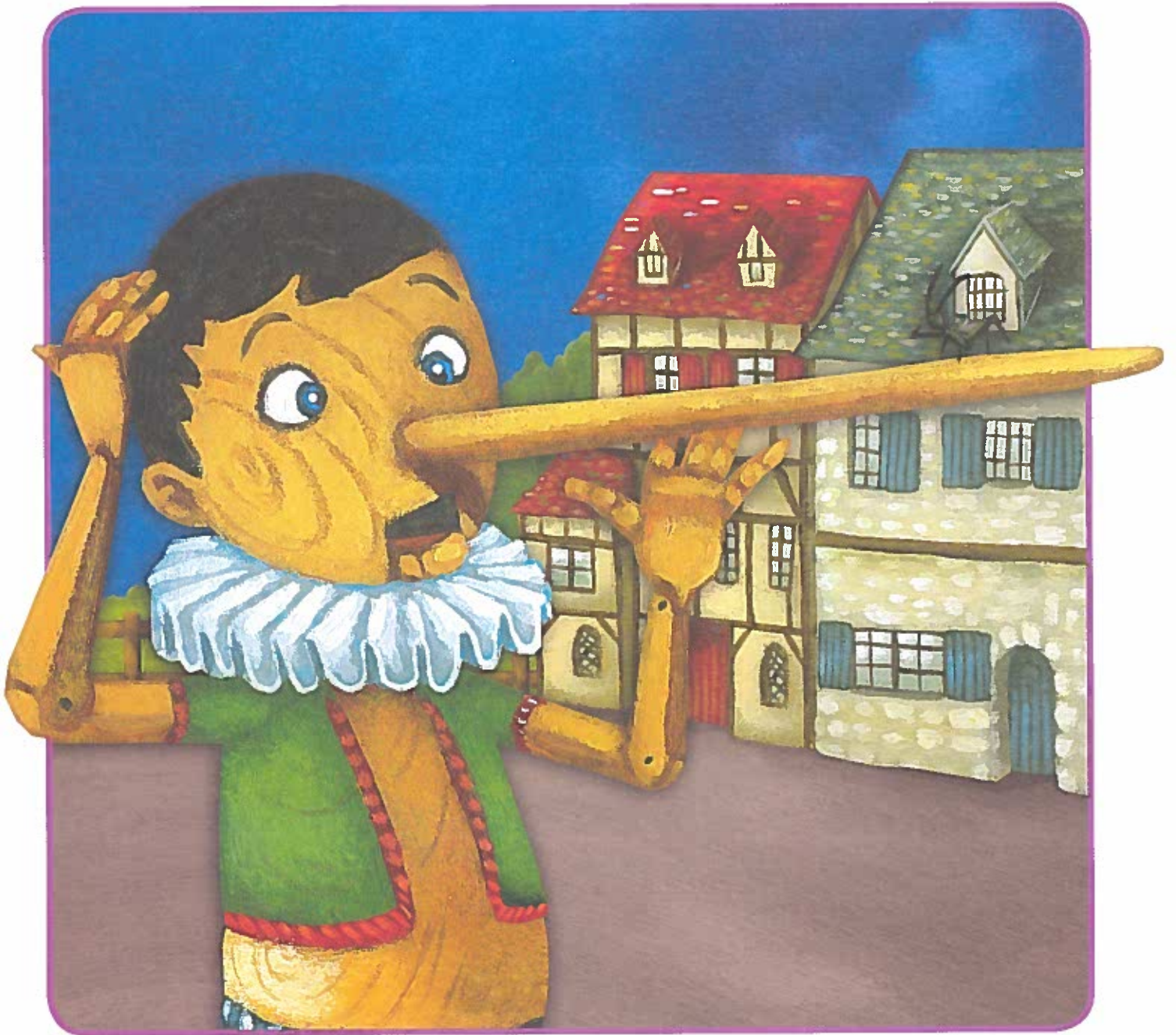
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Stories Teach Many Lessons



Essential Question

What can we learn from a mistake?





Lunch

It's time for the school bus, but I have a hunch,
I made a mistake! I forgot to pack lunch!

I search the cupboards for something munchy.
Uncooked spaghetti will surely be crunchy!

A lemon and lime will do in a pinch.
Hey! Packing my lunch is really a cinch!

At lunchtime I sit on a bench with my friend.
I show him the food in my super lunch blend.

Annotate

- Circle a word with long **i** spelled with an **e** at the end.
- Underline the girl's big mistake.

“I made my own lunch!” I say with a smile.

“There’s enough food in here for a big crocodile!”

My friend makes a face, then unpacks his own food.
An apple, a cheese stick . . . now, isn’t that rude?

His lunch is so boring! He takes out a sandwich.

But I’m a good friend, so I ask, “Want to switch?”



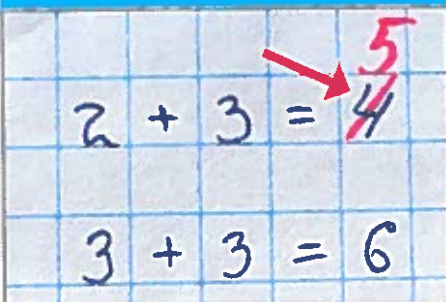


We Write

List

List some of the foods from the poem.

Vocabulary Word Bank



mistake



sandwich



lemon



friend



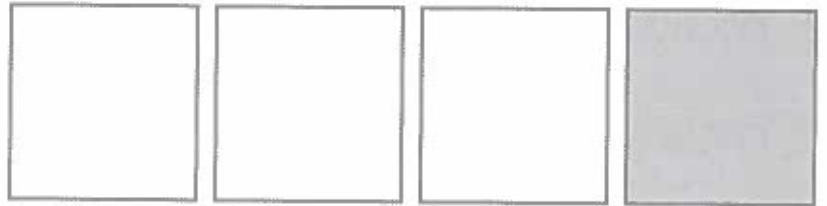
wash



pump

Dictation

Model



Apply

3. _____ 4. _____

5. _____



I Read

Mike Can Fix It!

I make big mistakes.

I make little mistakes.

I make mistakes all the time.

But I can fix them.

Mom and Dad smile when I do.

I like that!



Kate is my best friend.

But she is mad at me.

I can fix it.

I will call her.

I will tell her I am sorry.





I Read

My bike has a flat tire.

I can't ride it.

But I can fix it.

I will get a tire pump.

I will ride again! Nice!



I fell in the mud. Yikes!

My white pants have five mud spots.

I can fix it.

I have time to go home.

Dad will help me wash the pants.



Partner Work

- ☐ Read the story with a friend.
- ☐ Circle words with long i spelled with an e at the end.
- ☐ Retell how to fix one problem.

Partner's name: _____



I Write

I Fixed It Story

Plan a story about a time when you fixed a mistake.



Who?

Where?

What Happened?

[illegible]

- ☐ I used words with long i spelled with an e at the end.
- ☐ I used words from the vocabulary word bank.
- ☐ I wrote how I fixed a mistake.



When I Hurry

If I hurry, hurry, hurry
to bake a cake,
this is what happens:
a huge mistake!



If I hurry, hurry, hurry
and grab my lunch,
sometimes it drops
and goes crunch,
 crunch,
 crunch.



Annotate

- Circle a word with long **u** spelled with an **e** at the end.
- Underline why a mistake was made.

If I hurry, hurry, hurry,
well, you know the rest.
But if I slow down,
I can always do my best!





We Write

Descriptive Sentences

What happened when the boy hurried?

Vocabulary Word Bank



mess



hurry



toys



goodbye



food



house

Model

1.



2.



3.

Age Group	Total (%)	Male (%)	Female (%)	Unknown (%)
18-24	~10	~10	~10	~10
25-34	~15	~15	~15	~15
35-44	~25	~25	~25	~25
45-54	~35	~35	~35	~35
55-64	~45	~45	~45	~45
65-74	~55	~55	~55	~55
75+	~65	~65	~65	~65

4.

The diagram illustrates the experimental setup. A participant is seated at a table, looking at a screen. On the screen, a horizontal line is displayed with a central point and two endpoints. A cursor is positioned at the central point. The participant is instructed to move the cursor to the endpoints. The diagram includes labels for the participant, the screen, the line, and the cursor.

5.

[illegible]



Steve's House

Steve had a small house.

Eve came to see him.

She had five kids.

"I like this cute house," said Eve.

"We will stay a long time."



Then Pete came to see Steve.

Pete had five kids.

"I like this cute house," said Pete.

"We will stay a long time."





I Read

The kids ate all the food.

The kids jumped on the beds.

The kids used pots and pans to make toys.

The kids made a big mess!



“I am glad you came to see me,” said Steve. “But this house is not huge. It is time to go!”

“Goodbye, Eve. Goodbye, Pete,” said Steve.

“Goodbye, kids. Hurry home. Next time, I will come to see you.”



Partner Work

- ☐ Read the story with a friend.
- ☐ Circle words with long **e** or long **u**.
- ☐ Retell what the kids did in Steve's house.

Partner's name: _____



I Write

Sequence

Draw what happened in the story.

First

Next

Last

Write what happened in the story.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing.

Student Self-Check

- ☐ I used words with long **e** or long **u**.
- ☐ I used words from the vocabulary word bank.
- ☐ I wrote each main thing that happened.



Five Brown Bears

One brown bear
was feeling blue.

Another bear came,
and then there were two.



Two brown bears
got honey from a bee.
Another bear came,
and then there were three.



Annotate

- Circle words with long **a** spelled **ay**.
- Underline why the bears got stung.

Three brown bears said,

“Give us more!”

Another bear came,

and then there were four.



Four brown bears

knocked hard on the hive.

Another bear came,

and then there were five.



Five brown bears

got stung that day.

So they all said, “I’m sorry!”

And they all ran away!





We Write

Story Lesson

What lesson did the bears learn?

Vocabulary Word Bank



bear



hive



honey



moves



ticket



town

Dictation

Model



--	--	--



--	--	--	--

Apply

--	--

3. _____ 4. _____

--

5. _____

--

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Which Train?

“It is time to go to work,” said Mr. Clay.

“But I made a big mistake!

I got up at nine. I am late.

A train will get me to work fast.

But which train will be best?”



“I can take the red train,” said Mr. Clay.

“You can see a lot on this train ride.

But the red train moves like a snail.

It will not be the best train to take today.”





I Read

"I can take the brown train," said Mr. Clay.

"The brown train is the main train in town.

It stops at fun places.

But it stays at each stop a long time.

It will not be the best train to take today."



“I can take the gray train,” said Mr. Clay.

“You can play games on this train.

It runs on a fast track, too.

I think this train will be best.

Oh no, the gray train is taking off!

I must pay for a ticket fast. Goodbye!”



Partner Work

- ☐ Read the story with a friend.
- ☐ Circle words with long **a** spelled **ai** or **ay**.
- ☐ Retell why Mr. Clay picked the gray train.

Partner's name: _____



I Write

Opinion

Draw the train you like best.

Which train do you like best? Tell why.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for student response.

Teacher Quick Check

- ☐ The student uses words with long **a** spelled **ai** or **ay**.
- ☐ The student uses words from the vocabulary word bank.
- ☐ The student capitalizes **I** and the first word in a sentence.

Game

like	bike	time
slice	drive	fine
use	huge	cute

cube	Steve	Pete
stay	day	play
brain	rain	paint

Words I Know



Have your child point to each word and read it.

High-Frequency Words

after  

house  

brown  

call  

long  

work  

her  

off  

year  

large  


small  

live  

New Words

like  

used  

tray  

slide  

cute  

wait  


dime  

Steve  

brain  

prize  


Pete  

gray  

Review

brave  

hope  

race  

make  

drove  

slices  

same  

rose  

cage  

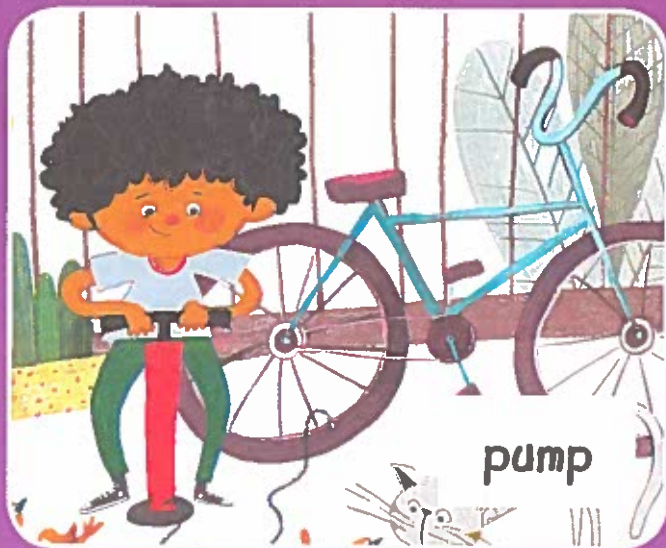
date  

stone  

stage  

 = accurate

 = fluent



pump



hurry



mess



train



bear



house