Animals Building Homes, written by Wendy Perkins - This title in the Facts First Animal Behavior series explains the ways animals build their homes. Animals detailed include bald eagles, hummingbirds, beavers and more.

Monday
______ Practice spelling words. (Find fun ideas for practicing listed on our website.)
______ Practice target vocabulary—wonderful, noises, quiet, sprinkled, share, noticed, bursting, suddenly.
______ Review sounds and past high-frequency/sight words on skill sheet.
______ Read or be read to. Minutes read:_______ (Books, fluency passages, etc.)

Tuesday
______ Practice spelling words.
______ Practice target vocabulary words if not yet memorized.
______ Read, “Animals Building Homes”
______ Math review page: (Look in green folder Tuesday)
______ Read or be read to. Minutes read:_______

Wednesday
______ Practice spelling words.
______ Practice high-frequency/sight words if not yet memorized.
______ Read, “Animals Building Homes”
______ Math review page: (Look in green folder Wednesday)
______ Read or be read to. Minutes read:_______

Thursday
______ Practice spelling words.
______ Practice target vocabulary words if not yet memorized.
______ Read, “Animals Building Homes”
______ Read or be read to. Minutes read:_______

The spelling test and reading/vocabulary word test will be on Friday, October 2.

+ Minutes of reading on: Friday:_______ Saturday:_______ Sunday:_______

Total minutes read this week:_______ (Please total all minutes read during the week.)

Research has shown that the single most influential factor in creating successful readers is the amount of time they spend reading. Reading is a skill that improves only with repeated practice. The more children read, the more they are able to read. Make it a goal to read for at least 15 to 20 minutes every day.
Rather than memorizing a specific list of words, focus on learning the spelling rule so that your child can spell any word that fits this rule. Use the week’s fluency passages to help you study, as well as the ideas listed on our website. Help your child become a problem solver when it comes to spelling by asking questions such as, “If you can spell ring, how do you spell sing? That’s right! You just change the first letter because they rhyme!”

This week’s spelling / phonics pattern: Final Consonant Blends nd ,ng, nk, nt, ft, xt, mp

Spelling words for test (Plus the two review words and two optional challenge words):

- next
- end
- camp
- sank
- sing
- drink
- hunt
- stand
- long
- stamp
- pond
- bring

Your child should also be able to spell these “Review Words.”

- jump: I can **jump** high.
- left: I write with my **left** hand.

Your child will be given the opportunity to write one more word that follows the spelling pattern and harder “High-Frequency” words. This is optional for those students who are interested in a challenge. Do not worry about studying these words unless the “cvc” words are easy and automatic for your child. There is no grade penalty for trying

**Challenge words:**

These words follow the same rule as above.

Examples of the kinds of challenge words your child may see:

- young
- friend
Skill Review Sheet

The skill sheet reviews previously learned sounds, sight words, contractions, inflections, etc. This week’s new sounds, words, etc. will be reviewed on next week’s skill sheet. Please study any parts of this skill sheet that are not yet automatic and easy for your child. If the sight words are still difficult for your child, focus on mastering those before moving down to the contractions, color/number words, etc.

Letter/Sound Relationships:

| ank | ink | ang | ing | ong | ung | ck = k |

Letter/Sound Long Vowels

- a_e (cage, game, rake, skate, tape, vane) i_e (kite, mice, nine, prize, slide, vine)
- o_e (globe, hose, nose, note, rope, stone) u_e (cube, flue, mule, tube)

Initial and Final Blends: Practice reading these consonant blends.

| __mp (as in lamp) | sl__ (as in slide) | cl__ (as in clock) |
| __nk (as in bank) | fr__ (as in frog)  | fl __ (as in flag) |
| cr__ (as in crab) | __nd (as in land)  | pl__ (as in plant) |
| bl__ (as in block) | br__ (as in brown) | tr__ (as in truck) |
| __nt (as in tent) | __ft (as in gift)  | dr__ (as in drum) |
| __st (as in nest) | __sk (as in desk)  | gr__ (as in grass) |
| gl__ (as in glad) | pr__ (as in present) | __lk (as in milk) |

Sight Words: Students should be able to read these words automatically, without sounding them out.

both cold eat green little long we by cheer could hello hundred mind play see today other this children eat could family comes want right don't put buy now are day got walk was every grows your friends make was when be good help she night saw said from our down out use oh people gone
Fluency Passages for “Animals Building Homes”

Rereading the same passage increases fluency. Reading fluently allows students to focus their concentration on comprehension. Emphasize reading naturally and accurately rather than “speed reading. Color copy of the story with picture is available on our classroom webpage: http://berkeleycountyschools.org/Domains/3034

Animals Building Homes
By: Wendy Perkins

A Beaver’s Home
A beaver is hard at work. It gnaws on a tree trunk. Soon, the tree falls. The beaver floats the log to a pond. There, the beaver builds a lodge. The beaver piles up logs. It fills the cracks between the logs with mud and grass. The lodge keeps the beaver safe and warm.

Safe at Home
Most animals need a home. Homes keep animals safe from predators, rain, snow, or the hot sun. Some animals live in their homes for life. Other animals live in their homes long enough to raise their offspring or survive hot or cold weather.

Building Nests
Many animals live in nests. A hummingbird builds a small cup-shaped nest. The nest is made of moss and bits of spiderweb. A mouse makes a grass nest in the shape of a ball. The mouse hides its nest in tall grass or in a tunnel under the ground.

Careful Builders
Some animals put a lot of work into building their homes. Weaver birds make nests that hang from tree branches. The birds carefully weave grass and leaves together. Weaver birds use their feet and beaks to tie knots in the grass.

Working Together
Animals can work together to build homes. Termites build mounds made out of mud mixed with saliva. Other animals cannot easily breakthrough the hard mud. Polyps are animals that make coral reefs. A polyp builds a limestone cup around its body for protection. The cups of the polyps grow together to make a coral reef.
Making a Burrow
Burrows are holes in the ground where some animals live. Gophers use their teeth and paws to dig long, winding tunnels. They make rooms in the deepest parts of the tunnels. The gophers hide their offspring and food in these rooms.

Home Improvement
Some animals live in homes made by other animals. Chickadees use tree holes made by woodpeckers. Chickadees bring grass and moss into the hole. They build a nest for their chicks.

Building a Home
Most animals need homes where they can rest and raise their offspring. Homes also keep animals safe from predators. Beavers build lodges. Mice make nests. Gophers dig burrows. How does a polar bear make its den?

Comprehension Questions to Discuss Together:

1. Why do hummingbirds build small nests? (Use of Text Evidence)
2. Why does a mouse hide its nest in tall grass or underground? (Use of Text Evidence)
3. How do the text and photos support each other in the story? (Analyze the Text)

How We Made Reading Fun This Week:

___My loved-one read this story to me. I told them my favorite part!
___We “echo-read” this story. (Parent reads sentence, child reads the same sentence)
___We took turns reading! (Parent reads one sentence, child reads the next!)
___I circled all of the words that I knew how to read without help. We counted them up together.
___I founds all of my “need to know” words in the story and read those sentences perfectly.
___I put rectangles around the words I didn’t know. I practiced reading those words!
___I read this story all-by myself to my family or friends.
___I read this story all-by-myself to my pets, dolls, or toys.
___I read this story in a sill way (e.g. baby voice, monster voice, upside-down, singing it, etc.)
___I played “Hide and Seek” story! (Write story on 3x5 cards. Hide them. Find and read them. Put them in order)
___(Other)___________________________________
Target Vocabulary/ Sight Words

Target vocabulary words, and sight words, are words that students need to recognize automatically as they read the story. They may/or may not fit standard spelling rules. The more words children recognize automatically, the better they understand what they are reading because they can focus on the meaning of the text rather than trying to sound out every word. **Students need to be able to say each word on this list, within 3 seconds, without trying to sound it out.**

<table>
<thead>
<tr>
<th>Words for last week “Teacher’s Pet”</th>
<th>Words for this week “Animals Building Homes”</th>
</tr>
</thead>
<tbody>
<tr>
<td>wonderful</td>
<td>shaped</td>
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<tr>
<td>noises</td>
<td>branches</td>
</tr>
<tr>
<td>quiet</td>
<td>pond</td>
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<td>sprinkled</td>
<td>breaks</td>
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<td>shared</td>
<td>deepest</td>
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<td>noticed</td>
<td>break</td>
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<tr>
<td>bursting</td>
<td>hang</td>
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<tr>
<td>suddenly</td>
<td>winding</td>
</tr>
</tbody>
</table>

In addition to playing memorization games, use the suggestions below to study the meaning and usage of any of the new words your child doesn’t already know (not checked off):

- Cut out the words above or, for more practice, have your child write them on index cards.
- Ask your child to make up original sentences using the new words.
- Ask your child to say at least one word that rhymes with each of the new words.

**While you study next week’s new words, please continue to study any words from previous weeks that are not yet memorized and review words from past stories.**