



Smarty Ants at Home

Printable Activities for Young Readers

First Grade

Level 10: Multi-syllabic Words

(downhill, looking, cooler, relax)



Smarty Ants at Home

Tips for Parents

Welcome to Smarty Ants at Home!

We understand how challenging it can be when your young child can't go to school for extended periods of time. However, your child does not need to stop learning just because school isn't in session! We're here to make it easier to help your child stay engaged in learning even when stuck at home. To help you manage this time, we're providing you with this packet of printable early reading resources to help your child continue to strengthen her reading skills for the next few weeks.

Getting Started

1 Select the packet that most closely matches your child's current grade and skill level. Look through the packet to make sure it's a good match for your child. Then, print off the pages you'd like your child to work on! You can print the entire booklet at once or just print one lesson at a time. Do whatever works best for your family.

Your booklet will contain some or all of the following activities, depending on the packet selected:

- Guided Practice Activities
- Resource Cards
- Story Printouts
- Oral Reading Activity (second grade only)
- Writing Prompt (second grade only)
- Hands-on Science Activities (second grade, Science curriculum only)

2 Find a quiet time and a good workspace so your child can focus. Depending on the age and attention span of your child, she may be able to work independently or you may need to join her and help provide guidance. Keep in mind that it's more fun to work together! Use the Resource Cards to review the letters/concepts together and review any writing prompts she has responded to. Make sure to provide positive feedback throughout to keep your child engaged and encouraged.

3 Once your child has completed the materials in the packet, have her show you her work! Ask her a few questions to help her review. Then, have her read you the story from the lesson. You may also want to extend the fun with some hands-on activities! Active learning with games, puzzles, and craft activities help children make deeper connections to learning and help them retain more of what they've learned. Use the **Hands-On Activities** booklet on the website to find lots of fun activities that can be easily done with common household or office items.

Have Fun!

To help your child progress in her reading skills, we recommend at least three lessons per week. Be sure to spread these activities out over a few days. We understand how challenging this temporary change in routine can be for you and your child. We hope that these materials help you to enjoy the time working and playing with your child!

LEVEL 10 PREVIEWING THE LEVEL

Main Concept

Compound Words
Suffixes
Prefixes
Words that end with *le*

Additional Concepts

Counting Syllables
Vowel Suffix rules
 Doubling final consonants
 Dropping final *e*

Details

Level 10 is composed of 8 lessons in which students are introduced to these concepts: compound words; counting syllables in words up to three syllables; the suffixes *ed*, *ing*, *es*, *s*, *er*, *est*, *ly*, *less*, and *ful*; vowel suffix rules (dropping final *e* in CVCe/CCVCe words and doubling final consonants in one-syllable words ending in a consonant preceded by a short vowel); the prefixes *un*, *mis*, *dis*, and *re*; and multisyllabic words ending with *le*.

The teaching videos and skill-building activities help students master the concepts and rules in Level 10. *Smarty Ants* bubbles reinforce the letter sounds in lesson words, as do *Interactive* “pump and pop” learning clouds.

Students complete each lesson by building and reading a personalized story that incorporates the target words. With the help of *Storybot*, they produce a virtual book and musical DVD from the story.



Level 10

Lesson 59

Compound Words
Word Building

Name _____

99



Complete each word.

mail box



way



cake



shore



cup



tooth



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HOME CONNECTION: Write the words *rail, road, cup, pan, cakes, horse, back, rain, and bow* on separate strips of paper. Have your child make compound words and say each compound word in a sentence.



I did it!



Level 10

Lesson 59

Compound Words
Word Matching

Name _____

100



Match the word to the picture.

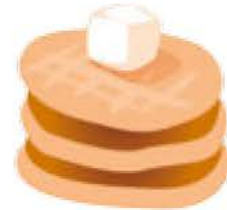
quicksand



popcorn



doorbell



pancakes



rainbow



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HOME CONNECTION: After completing the activity, have your child draw pictures of other compound words, such as *cupcake* and *toothbrush*. Work with your child to write sentences using the words.



I did it!



Level 10

Lesson 59

Compound Words
Conversation/Writing

Name _____

101



Read along.

Hello, Kate.
Please open
the mailbox.



I will,
Coach.



Do you see
what is in
the mailbox?



Wow! It's a
toothbrush and
a sailboat!



There is
something
else in the
mailbox.



Yummy
cupcakes.
Thanks,
Coach.



Write four compound words from this conversation.



Four sets of handwriting lines (top blue, middle dashed blue, bottom red) for writing compound words.



Four sets of handwriting lines (top blue, middle dashed blue, bottom red) for writing compound words.



HOME CONNECTION: Work with your child to write simple sentences from this dialogue. Encourage your child to follow the comic book format of this page.



I did it!



The Mailbox

by _____ Ant

New letter sound: -

New proper names: Granddad, Kate, Lapland

New words: backtrack, bootstraps, card, cupcakes, doorbell, downhill, drugstore, gave, grab, hiked, hometown, horseback, late, mailbox, pancakes, passport, peanuts, plates, popcorn, quicksand, railroad, rainbow, rang, seashore, shall, shortcut, skateboard, subway, teacups, told, took, toothbrush, weekend

New exceptional words: around, hello, idea, sorry, you'll



One day Kate went to the mailbox, her toothbrush in hand.



She found a card from her pen pal Gail in Lapland.



Kate had an idea. "This weekend I shall bring cupcakes to my pen pal Gail."



Kate took her passport, teacups, cupcakes and two plates. She told her Granddad she would be home late.



Then Kate took the subway out of her hometown. She got to the seashore by railroad and hiked all around.



She gave her bootstraps a tug and rode off on horseback.



But Kate hit some quicksand and had to backtrack.



Kate rode a skateboard downhill to take a shortcut.



Kate went into the drugstore to grab popcorn and peanuts.



At the end of the rainbow she rang a doorbell.



"Hello, I have cupcakes for my pen pal Gail."



"So sorry, but you'll have to wait. Gail left to bring pancakes to her pen pal Kate."

Lesson 59 Resource File: Word Cards



air

back

ball

ball

bed

book

camp

class



Lesson 59 Resource File: Word Cards



fire

foot

grass

home

hopper

moon

pack

plane



Lesson 59 Resource File: Word Cards



rail

road

room

sea

shore

store

time

town



Level 10

Lesson 60

-ed
Letter Sounds

Name _____

102



Circle the words that end in -ed.



posted

tent

fetch

surf

marched



Use letter sounds to complete the words.

1. Who posted the note?

2. Pup fetch the stick.

3. We surf today.

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HOME CONNECTION: Say the words *grilled/flea* to your child. Have your child tell you which word has a suffix. Repeat with *strayed/pole, yelp/camped*.



I did it!



Level 10

Lesson 60

Suffixes
Word Building

Name _____

103



Complete each word.

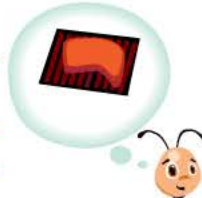
scratching



jump



grill



post



surf



splash



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HOME CONNECTION: Help your child look through magazines and books to find words with the endings *-ing* and *-ed*. Have your child copy each word onto a piece of paper, illustrate it, and use it in a sentence.



I did it!



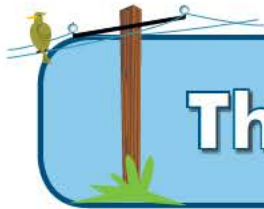
Level 10

Lesson 60

-ole words
Rhyming

Name _____

104



There is a **pole** in the **hole**.



Circle the word that rhymes with **pole**.
Write the word in each space.

some sole
soap

1. Can you eat the whole sole?

rope roam
role

2. Does Cole have a _____?

mole moat
mope

3. The _____ jumps in the hole.

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HOME CONNECTION: Play the Guess the Word game with your child.
Say: I am thinking of something that has a long o sound. It is long and can be made of wood. What is it? (a pole) Repeat with other words from the activity.



I did it!



Level 10

Lesson 60

Suffixes
Word Matching

Name _____

105



Match the word to the picture.

groaned



looking

picked

splashed

playing



HOME CONNECTION: Write these words on a piece of paper: *marched, surfing, playing, fetched, fetching, grilled*. Have your child say each word aloud and name the suffix.



I did it!



Level 10

Lesson 60

Suffixes
Conversation/Writing

Name _____

106



Read along.

Did you and T-Bone go camping?



Yes. I picked a nice spot for the tent.



Did you go surfing?



Yes. Then I grilled a hot dog for T-Bone.



T-Bone is scratching. Does he have fleas?



Yes! I will phone the vet.



What did Kim do after she went surfing? Write a sentence.





HOME CONNECTION: Have your child act out the conversation as you read it aloud. Then switch roles. Help your child with any unfamiliar words.



I did it!



Looking

by _____ Ant

New letter sound: ed

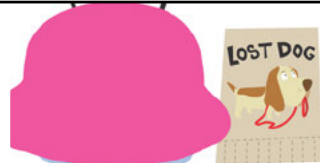
New proper name: -

New words: asking, backyard, camping, digging, fetched, fetching, fleas, grilled, grilling, groaned, hotdog, jumped, looking, marched, moaned, park, picked, picking, playing, pole, posted, scratching, sleeping, splashed, splashing, splished, splishing, strayed, surfing, tent, wake, yelp

New exceptional words: phone, sign, T-Bone



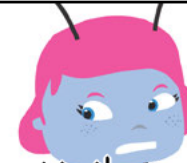
I am looking for my lost dog, T_Bone. He strayed from the backyard while I was on the phone.



I posted a sign asking for help. So if you see T_Bone, please give a yelp!



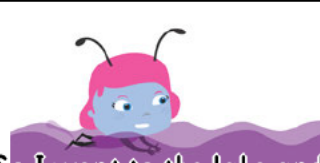
"I saw T_Bone in the park scratching a pole, fetching a stick and digging a hole."



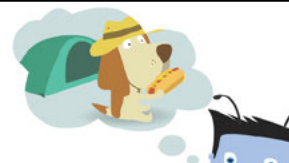
So I went to the park and fetched and dug, too. But T_Bone was not playing there. Now what should I do?



"I saw T_Bone surfing in a lake. He was splishing and splashing in the wake."



So I went to the lake and I splished and splashed, too. But T_Bone was not surfing there. Now what should I do?



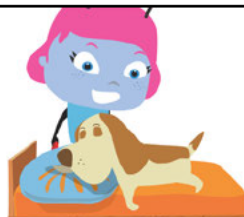
"I saw T_Bone camping in the trees. He was grilling a hotdog and picking at fleas."



So I got a tent and I grilled and picked, too. But T_Bone was not there. What more can I do?



I moaned and groaned as I marched back home.



Then I jumped in bed to find a sleeping dog... T_Bone!

Lesson 60 Resource File: Word Cards and Suffix Cards



beg

bump

burn

feel

grab

hear

hop

hunt



Lesson 60 Resource File: Word Cards and Suffix Cards



jump

nod

rock

run

sob

tap



Lesson 60 Resource File: Word Cards and Suffix Cards



ed

er

est

ing

y



Level 10

Lesson 61

Suffixes
Word Building

Name _____

107



Complete each word.

patches



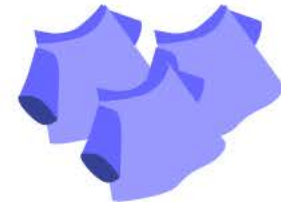
box



shed



shirt



cake



dish



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HOME CONNECTION: After completing the activity, have your child generate other words that end with -s and -es, such as *brooms*, *benches*, *chairs*, *wishes*. Work with your child to write the words.



I did it!



Level 10

Lesson 61

-amps Words
Rhyming

Name _____

108



Hang clamps on the lamps.



Circle the word that rhymes with **lamps**.
Write the word in each space.

camps cats
carts

1. The camps have bright lamps.

states stamps
snakes

2. These champs have _____.

ramps rains
racks

3. The _____ need strong clamps.

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HOME CONNECTION: Choose two rhyming words from the activity. With your child, take turns generating silly rhyming sentences. The sillier the better! For example, *Gramps has ten stamps and three lamps*.



I did it!



Level 10

Lesson 61

Suffixes
Word Matching

Name _____

109



Match the word to the picture.

crates

stamps

mounds

cleaned

brooms



HOME CONNECTION: Say these word pairs aloud: *bike/bikes; bench/benches, dishes/dish; lunchbox/lunchboxes*. Have your child identify the word in each pair that names more than one (*bikes, benches, dishes, lunchboxes*).



I did it!



Level 10

Lesson 61







Suffixes
Conversation/Writing

Name _____

110



Read along.

 <p>Pam, you have loads of things.</p>	 <p>Yes, I have things all over the floor.</p>	 <p>Let's count the things.</p>	 <p>I see two gowns and three boxes.</p>	 <p>I see sixteen keys and three bears.</p>	 <p>This is why I have not cleaned!</p>
---	---	--	---	--	--



Write the things Pam has on her floor.

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HOME CONNECTION: Read the conversation with your child. Have your child look at the pictures and retell the story in his/her own words.



I did it!



Things

by _____ Ant

New letter sound: -

New proper name: -

New words: ants, bags, baseball, bins, birthday, boxes, brooms, bunches, busted, cakes, chairs, clamps, cleaned, clips, cowboy, crates, crowns, dishes, fishing, frogs, gowns, hats, holes, lamps, loads, lunchboxes, mounds, nineteen, parts, patches, pea, poles, racecar, rocking, rooms, sheds, shirts, snakes, socks, spare, spoiled, stacks, stamps, stuff, sweet, tracks

New exceptional words: bears, every, floor, gold, keys, old, sixty



Pam has loads of stuff.



She has stacks of things on every floor. The backyard sheds have crates with more.



Mom tells Pam it's time to clean up, but Pam is not sure what to give up.



Three rocking chairs, ten brown bears?



Six sweet pea plants, a maze for ants?



Busted lamps, cowboy hats? Mounds of dishes? Baseball bats?



Two pet frogs and three pet snakes? Old bike parts and birthday cakes?



Five racecar tracks, two gold crowns? Sixty spare keys and nineteen ball gowns?



Torn shirts, socks with holes? Spoiled lunchboxes, bunches of fishing poles?



Bags of patches, bins of stamps? Boxes full of clips and clamps?



Mom asks, "Pam have you cleaned one thing out of all these rooms?"



"Yes, Mom!" says Pam. "I don't need these brooms!"

Level 10

Lesson 62

-er, -est
Letter Sounds

Name _____

III



Circle the words with the **-er** or **-est** endings.



faster strongest sweetest woodchuck cooler



Use letter sounds to complete each word.

1. I run faster than you.

2. This truck is the strong.

3. That ice cream is the sweet.



HOME CONNECTION: After completing the activity, have your child generate other words that end with **-er** and **-est**, such as *shorter/shortest; taller/tallest*. Work with your child to write the words.



I did it!



Level 10

Lesson 62

Suffixes
Word Building

Name _____

112



Complete each word.

softest



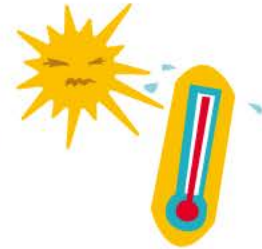
fast



long



warm



sweet



strong



HOME CONNECTION: Say these words aloud: *warm, stronger, strongest, sweeter, soft, cooler*. Have children raise their hands when they hear a word that has an -er or -est ending (*stronger, strongest, sweeter, cooler*).



I did it!



Level 10

Lesson 62

-uck Words
Rhyming

Name _____

113



Muck is on the **truck**.



Circle the word that rhymes with **truck**.
Write the word in each space.

stump stunt
 stuck

1. The truck is stuck.

cluck clump
 clap

2. The duck can _____.

lunch luck
 lump

3. Chuck has no _____.

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HOME CONNECTION: After completing the activity, have your child generate a list of other words that rhyme with *truck*.



I did it!



Level 10

Lesson 62

Suffixes
Word Matching

Name _____

114



Match the word to the picture.

stacked

longest

strongest

whipped

towed



HOME CONNECTION: Help your child look through magazines and books to find words with the suffixes *-er* and *-est*. Have your child copy each word onto a piece of paper, illustrate the word, and use the word in a sentence.



I did it!



Level 10

Lesson 62

Suffixes
Conversation/Writing

Name _____

115



Read along.

Why do you miss Mama, Papa, and Baby Bear?



I miss their truck. It's faster than mine.



Why do you miss sleeping there?



Baby Bear has the softest and warmest bed.



Do you miss the ice cream?



Oh, yes. It is sweeter than anything!



Why does Goldilocks miss the bears? Write a sentence.





HOME CONNECTION: Have your child draw and write a different ending for the conversation. Encourage your child to follow the comic book format on this page.



I did it!



The Sweetest Bears

by _____ Ant

New letter sounds: er, est

New proper name: -

New words: beds, chips, cooler, cream, fast, faster, fastest, gumballs, longest, near, places, shooting, softest, stacked, strong, stronger, strongest, sunbeam, sweeter, sweetest, tar, than, tow, towed, truck, warm, warmest, wheels, whipped, woodchuck, zoomed

New exceptional words: Baby, bear, Goldilocks, greater, Mama, only, Papa



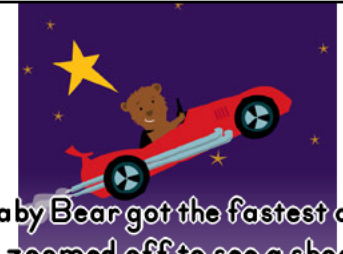
After Goldilocks left, the three bears began to play with greater things than beds and chairs.



Papa Bear got a fast car to drive cooler places near and far.



Next, Mama Bear got her own faster car but the back wheels got stuck in tar.



Baby Bear got the fastest car and zoomed off to see a shooting star.



Papa Bear got a strong tow truck to tow the car that got stuck.



Then, Mama Bear got a stronger tow truck, but it only picked up a mad woodchuck.



So Baby Bear got the strongest tow truck and towed that car out of the muck.



Next, Papa Bear got a sweet ice cream to eat under a warm sunbeam.



Mama Bear got a sweeter ice cream to eat by the cool stream.



Baby Bear got the sweetest ice cream. It was stacked with rainbow chips, gumballs and whipped cream.



Then Papa Bear, Mama Bear and Baby Bear got nice and snug.



For the longest, softest, warmest bear hug!

Lesson 62 Resource File: Word Cards



clean

cold

cool

dark

fast

hard

long

loud



Lesson 62 Resource File: Word Cards



low

old

sharp

short

small

soft

tall

warm



Lesson 62 Resource File: Word Cards



cleaner

colder

cooler

darker

faster

harder

longer

louder



Lesson 62 Resource File: Word Cards



lower

older

sharper

shorter

smaller

softer

taller

warmer



Lesson 62 Resource File: Word Cards



cleanest

coldest

coolest

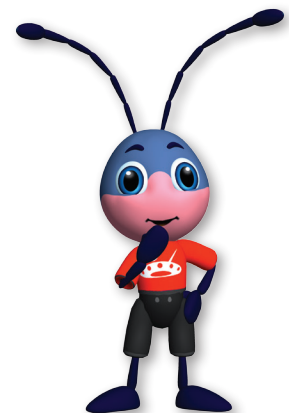
darkest

fastest

hardest

longest

loudest



Lesson 62 Resource File: Word Cards



lowest

oldest

sharpest

shortest

smallest

softest

tallest

warmest



Level 10

Lesson 63

-ly, -less, -ful
Letter Sounds

Name _____

116



Circle the words that end in **-ly**, **-less**,
or **-ful**.



boneless

helpful

safely

painless

helmet



Use letter sounds to complete each word.

1. This octopus is boneless.

2. June is help.

3. I rode home safe.

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HOME CONNECTION: Say the words *fond/fondly* to your child. Have your child tell you which word has the suffix. Repeat with *help/helpful*, *bone/boneless*.



I did it!



Level 10

Lesson 63

Suffixes
Word Building

Name _____

117



Complete each word.

boneless



thank



loud



sad



bash



quick



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HOME CONNECTION: Write these words on a piece of paper: *mostly, smoothly, bashful, boneless, quickly*. Have your child say each word aloud and name the suffix.



I did it!



Level 10

Lesson 63

Suffixes
Word Matching

Name _____

118



Match the word to the picture.

bravely

neatly

painless

bashful

helpful



HOME CONNECTION: Help your child look through magazines and books to find words with the suffixes *-ly*, *-less*, *-ful*. Have your child copy each word onto a piece of paper, illustrate it, and use it in a sentence.



I did it!



Level 10

Lesson 63

Suffixes
Conversation/Writing

Name _____

119



Read along.

The new park opens today, June.

Great! I mostly want ride on the slide.

Can you do that safely?

Yes, with a helmet.

Can we see the snail and the snake?

Sure. I am thankful they are legless!



Write the four words with suffixes in the conversation.







HOME CONNECTION: Have your child act out the conversation as you read it aloud. Then switch roles. Help your child with any unfamiliar words.



I did it!



Thankful

by _____ Ant

New letter sounds: ly, less, ful

New proper name: -

New words: bashful, boneless, bravely, briskly, dance, dearly, each, fondly, gift, gifts, helmet, helpful, hugs, legless, loudly, madly, mostly, nearly, neatly, painless, quickly, really, ride, sadly, safely, sea, slides, smoothly, snake, sweetly, thankful

New exceptional words: falling, friend, friends, June's, octopus, opens, today



Today is June's birthday. Nearly all her friends come.



They sing loudly and dance madly. They bring her gifts one by one.



"My gift is boneless and bashful and likes dark caves in the sea."



June opens it quickly. "An octopus! I love it dearly!"



"My gift is legless and long and slides smoothly."



June opens it bravely. "A snake! I love it dearly!"



"My gift will help you ride briskly and safely and will make falling painless _ well, mostly."



June opens it neatly. "A bike helmet! I love it dearly!"



Then June shakes her head sadly. "I wish I could use it, but I have no bike, you see..."



"Would this gift be helpful?" her friends ask sweetly.



"A bike! Is it really for me?"



June is so thankful. She hugs each friend fondly.

Level 10

Lesson 64

Suffixes
Word Building

Name _____

120



Complete each word.

bigg er



bit



cut



wis



zipp



nodd



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HOME CONNECTION: Say the word pair *cutest/biggest* to your child. Have your child tell you the suffix for the pair of words. Repeat with the word pairs *dimmer/wiser*, *hugged/zipped*, *sitting/waving*.



I did it!



Level 10

Lesson 64

Suffixes
Word Matching

Name _____

121



Match the word to the picture.

slipped

dimmer

hugged

blabbing

spinning



I did it!



HOME CONNECTION: After completing the activity, have your child draw pictures of words with suffixes, such as *waving*, *cutest*, *helpful*, and *zipped*. Work with your child to write sentences using the words.

Level 10

Lesson 64

Suffixes
Conversation/Writing

Name _____

122



Read along.

Hi, Liz. How did Pa hurt his toe?

He was on the steps waving to me.

Was he standing?

Yes. Then he turned and grabbed for a firefly.

Did you see him slipping?

Yes, and now Pa's sitting in his room.



Where is Pa now? Write a sentence.

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HOME CONNECTION: Work with your child to write simple sentences from this dialogue. Encourage your child to follow the comic book format of this page.



I did it!



Cutest

by _____ Ant

New letter sound: -

New proper name: -

New words: begged, bigger, biting, blabbing, cutest, dimmer, dropped, ever, fattest, firefly, grabbed, handshake, hugged, its, kid, making, moped, nodding, sent, sitting, slipping, spinning, spitting, started, still, trapped, turned, waving, wiser, yakking, zipped, zoo

New exceptional words: baby, here, Pa, Pa's, toe



Liz was the cutest baby you ever saw.



Here she is sitting and spitting up on her Pa.



Here she is nodding and waving hello.



And here she is biting her Pa's fattest toe.



Liz started blabbing and yakking when she turned two.



She grabbed her Pa's phone and dropped it off at the zoo.



When she turned three, Liz was making mud cake. Then, she hugged her Pa and gave him a wet handshake.



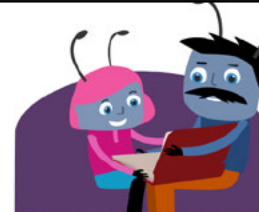
Liz trapped a firefly the day she turned four. When its tail got dimmer, she begged Pa to catch more.



When she was five, Liz sent Pa spinning and slipping on the ice.



Pa moped, but Liz zipped up his coat and made him go twice.



Now Liz is bigger and wiser but she still loves her Pa...



..and Pa thinks Liz is the cutest big kid he ever saw.

Lesson 64 Resource File: Word Cards



fine

like

name

note

whine

bat

gum

hug



Lesson 64 Resource File: Word Cards



pet

pin

drop

flip

grab

step

trim



Level 10

Lesson 65

Prefixes
Word Building

Name _____

123



Complete each word.

restack



plug



pack



uses



places



lace



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HOME CONNECTION: After completing the activity, have your child generate other words that begin with *re-* and *un-*, such as *replay*, *unhurt*, *unfair*, *reheat*. Work with your child to write the words.



I did it!



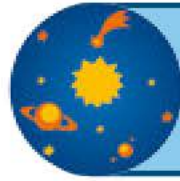
Level 10

Lesson 65

-ace Words
Rhyming

Name _____

124



Race around outer space.



Circle the word that rhymes with **race**.
Write the word in each space.

ant aim
 ace

1. Replace the ace.

relax restack
 relace

2. _____ my brace.

three tray
 trace

3. Please _____ my face.



HOME CONNECTION: After completing the activity, have your child generate a list of other words that rhyme with *race*.



I did it!



Level 10

Lesson 65

Prefixes
Word Matching

Name _____

125



Match the word to the picture.

mishap

unpack

restack

unclean

relace



HOME CONNECTION: Help your child look through magazines and books to find words with the prefixes *mis-*, *re-*, *un-*. Have your child copy each word onto a piece of paper, illustrate the word, and use the word in a sentence.



I did it!



Level 10

Lesson 65

Prefixes
Conversation/Writing

Name _____

126



Read along.

Bill, your room is unclean.

My mother says I should restack my shelf.

You should also unpack your new boots.

I know. Plus, I have misplaced another shirt.

It might help if you put the mouse in its cage.

Yes. I can not even lie on my own bed!



Write four words with prefixes from the conversation.







HOME CONNECTION: Read the conversation with your child. Have your child look at the pictures and retell the story in his/her own words.



I did it!



Mishaps

by _____ Ant

New letter sound: -

New proper name: Bill

New words: boot, cage, chair, close, days, disturbs, forgets, little, mishap, mishaps, misplaces, misuses, relace, relax, replace, restack, shelf, unclean, undress, unhooks, unlocks, unpack, unplug, wilt

New exceptional words: another, because, lie, mother, mouse, new, over, overflows



Bill has one mishap after another.



He unlocks the mouse cage and disturbs his mother.



He misuses his chair and has to replace it.



He unhooks his boot and has to relace it.



When he forgets to unplug the bath, it overflows.



All his plants wilt, because Bill misplaces the hose.



His new bag won't close, so he has to unpack it.



His shelf tips over, and he has to restack it.



His shirt is too little, so he has to undress.



His feet are unclean, and he makes a big mess.



Mom tells Bill, "Some days are just full of mishaps."



Then she gives him a kiss and tells him to lie down and relax.

Lesson 65 Resource File: Prefix Cards

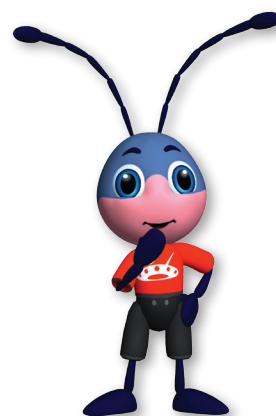


un

dis

mis

re



Level 10

Lesson 66

Syllables
Word Building

Name _____

127



Complete each word.

fiddle



tle



shut



zle



snug



ble



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HOME CONNECTION: Write these words on a piece of paper: *tumble, goggles, purple, puddle*. Have your child say each word aloud and name each syllable.



I did it!



Level 10

Lesson 66

-umble Words
Rhyming

Name _____

128



What a mumble jumble!



Circle the word that rhymes with **jumble**.
Write the word in the space.

tumble turtle
turned

1. Miss Bumble can tumble.

hum humble
huddle

2. Don't mumble. Be _____.

stumble shuttle
struggle

3. Don't _____ or fumble.

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HOME CONNECTION: Write these sets of words: *dazzle, razzle, kettle; snuggle, puddle, struggle; goggles, fiddle, riddle*. Have your child say each word and pick out the ones that don't rhyme (*kettle, puddle, goggles*).



I did it!



Level 10

Lesson 66

Syllables
Word Matching

Name _____

129



Match the word to the picture.

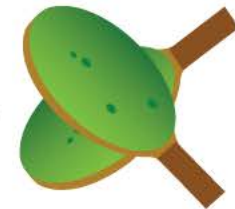
paddles

stumble

dazzle

apples

giggles



HOME CONNECTION: Help your child search for pictures of these words in magazines and newspapers and on the Internet. Have your child cut out the pictures, paste them on a page, and write the words.



I did it!



Level 10

Lesson 66

Syllables
Conversation/Writing

Name _____

130



Read along.

Hey, Sam.
What
are you
reading?

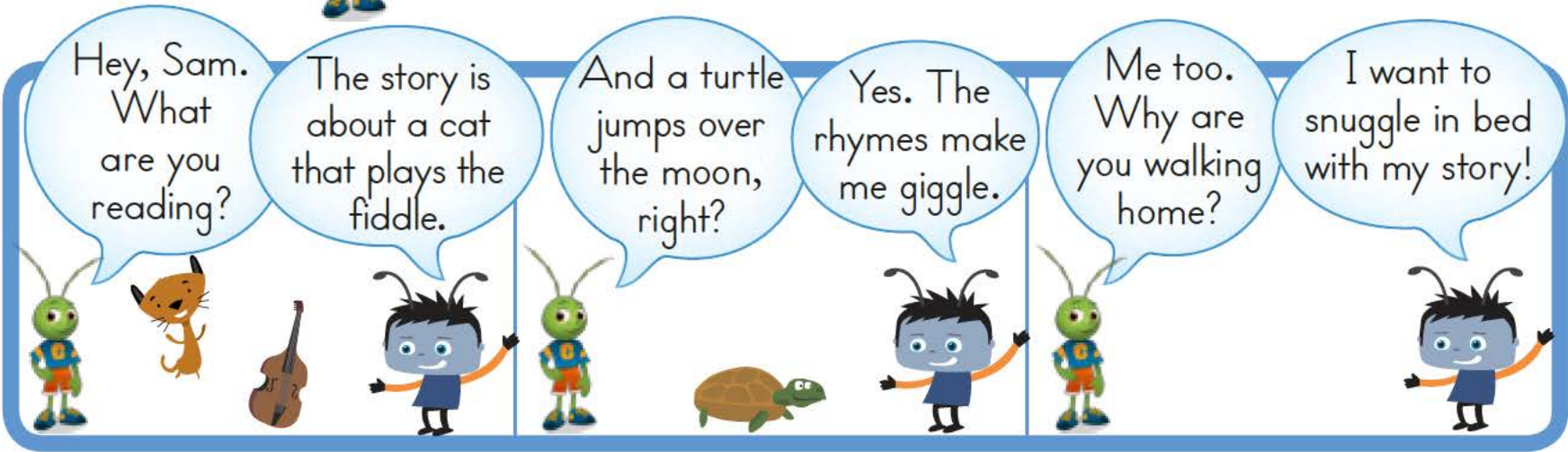
The story is
about a cat
that plays the
fiddle.

And a turtle
jumps over
the moon,
right?

Yes. The
rhymes make
me giggle.

Me too.
Why are
you walking
home?

I want to
snuggle in bed
with my story!



Write a sentence about an animal in the story.



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HOME CONNECTION: Have your child draw and write a different ending for the conversation. Encourage your child to follow the comic book format on this page.



I did it!



Mumble Jumble

by _____ Ant

New letter sound: -

New proper name: Jill

New words: apples, candlestick, dazzle, diddle, fiddle, giggles, goggles, hill, jumble, jumps, kettle, moon, mumble, nimble, paddles, puddle, purple, quick, razzle, reading, shuttle, snail, snuggle, space, spoon, story, struggle, stumbles, tumble, turtle, words

New exceptional words: hey, rhymes, walking



Sam was reading and walking
when he took a tumble.



Now the words of his story are a
big mumble jumble.



The cat and the fiddle still sing,
"Heydiddle diddle," but a turtle
jumps over the moon.



A little dog still giggles to see
such fun, but the kettle runs
away with the spoon.



Jack is still nimble and Jack is
still quick.



but he rides a space shuttle over
the candlestick.



Then Jack and Jill struggle up
the hill to fetch apples, not water,
for their pail.



When Jack stumbles into a
puddle.



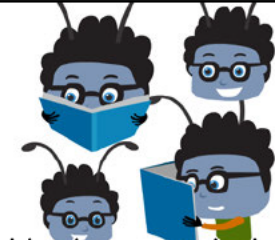
a snail with goggles gives him a
snuggle.



Then Jill paddles by on a purple
whale.



"Wow!" Sam says, "I should
tumble all the time."



"I like these razzle dazzle,
mumble jumble rhymes!"