



Cuyahoga County
Public Library

Story Star Blastoff

Theme: Speed

Phonics Focus: AU, AW, and OO

READ: *The Tortoise and the Hare* by Kathleen Corrigan

Have your child read aloud to you, reading the words they can while you help with challenging new words. Encourage them to solve unfamiliar words using the patterns they know, as well as use the pictures for more detail. Learning to read is all about building your toolkit of known words and sounds!

Extension Activity:

Work through the included activities at your child's pace. They should be challenged, but not frustrated, and these activities do not need to be done in one sitting. Directions are included for each activity. If your child has trouble, that's okay! You can help them, just try not to give them the answer. They should be doing most of the work.

READ: *Chicken Little and the Very Long Race* by Sam Wedelich

Read this book to your child. If able, let them read to you, or take turns. Along the way, talk with your child about what is happening and how they feel about the story. Ask questions like: why do you think the character did that? How would you solve this problem? What is the story trying to teach us? What was your favorite part of the story? All questions are good questions.

WRITE and DRAW: What is the fastest you have ever gone? Tell us about it!

You can use notebook paper or the writing templates provided on our website. As your child writes, let them get their full thought down on paper before you correct anything. This is how they become a writer! As they spell, encourage them to use the rules they know. This is called invented spelling. Even if it doesn't look like what an adult would write, they are still practicing their phonics. Illustrations are always welcome!

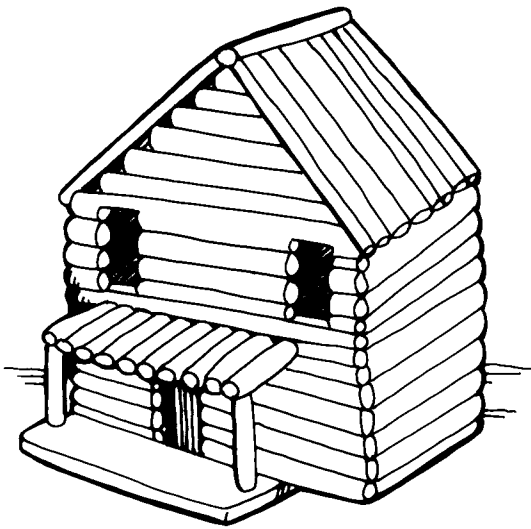


Paul's Haunted Cabin



When **a** and **u** come together in a word, they make one new sound.
It is the sound you hear in **Paul** and **haunted**.

Color every square with a dot. The squares that you do not color will make words with **au** in them. Use those words to fill in the blanks in the story. Write the words in order.



| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| v | P | a | u | l | e | t | a | u | g | h | t |
| r | a | u | t | o | m | o | b | i | l | e | k |
| p | a | u | s | e | d | w | s | t | d | z | x |
| i | o | a | p | p | l | e | s | a | u | c | e |
| l | f | a | u | c | e | t | j | q | u | m | s |
| g | v | o | a | z | h | a | u | l | i | n | g |
| t | h | a | u | n | t | e | d | r | k | m | c |
| i | e | y | x | c | a | u | s | e | d | k | p |
| u | h | f | w | b | n | a | u | g | h | t | y |

_____ math at Park School. During spring
break, he rented an _____ and drove to a cabin in the
woods. That night, he heard noises. He tiptoed to the kitchen and
_____ to listen. He saw that a jar of _____ had
spilled on the floor. The water _____ was turned on. Yikes!
Was it a ghost? The next day a man came, _____
firewood. Paul told the man what happened. "Your cabin is not
_____, " he said. "I know what _____ the trouble."
Just then he caught a furry animal that was sneaking by. "Here's
your ghost," he said. "It's just a _____ old cat!"

Answer Key



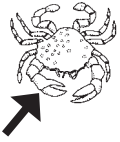
Paul, taught, automobile,
paused, applesauce,
faucet, hauling, haunted,
caused, naughty

aw

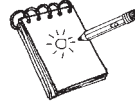
Name _____

claw draw hawk paw saw yawn

Trace each word.



claw



draw

Write each word. Use words from the box above.



Circle each **aw** word. (Hint: There are 6.)

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| d | t | h | a | w | k | j | n | o | g |
| c | p | u | f | e | z | v | s | m | p |
| l | i | b | d | r | a | w | h | y | a |
| a | j | x | q | g | t | l | f | c | w |
| w | r | m | v | o | y | a | w | n | u |
| e | s | a | w | d | i | q | k | z | b |



How to Use this Activity Page

Completing this Write-N-Seek activity page is as easy as 1, 2, 3! Print and distribute copies of the page. Point out the target skill at the top of the page. Then have children:

- 1 Trace each word.
- 2 Write each word. (Use words from the box.)
- 3 Find and circle each word in the word-search puzzle. (Each word appears once.)

Tip: All the target words in the puzzle go from left to right (→) or top to bottom (↓).

i Name Kelly

bib fish lid pig ring six

1 Trace each word.

fish ring

Write each word. Use words from the box above.

bib pig

2

lid six

3

Circle each i word. (Hint: There are 6.)

k r a f e h q s i x
s i v b c t o l m n
o n w i j a p i g r
t g x b u l y b c d
y m r e q i w t p k
j f i s h d z v u o

Teaching Tips

Use these tips to help children get the most from this activity page.

- **Provide a model:** Demonstrate, step by step, how to complete the activity page.
- **Focus on the target words:** Have children read aloud each of the target words and finger-write them in the air.
- **Promote visual skills:** Have children look carefully for each target word in the word-search puzzle. As they complete the activity, encourage them to note how each word is spelled as they find it in the puzzle.

Connections to the Standards

Print Concepts

Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds.

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.

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LEARNING CENTERS

Make this activity page self-checking when using it in a learning center. To create an answer key, simply complete the page, drawing a bold circle around each target word in the word-search puzzle. Then tape the completed page to the back of a file folder and place copies of the activity page inside the folder. Have children complete the page and then use the answer key to check their work.

Answers

aw

d t h a w k j n o g

c p u f e z v s m p

l i b d r a w h y a

a j x q g t l f c w

w r m v o y a w n u

e s a w d i q k z b

Name: _____ Date: _____

Write the word for each picture on the lines.
Then make a word that solves each riddle.
Use the letters in the boxes.



Riddle 55

What is a good thing to keep in summer?









Solve the Riddle!

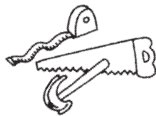
_____ !



Riddle 56

What do you call a ghost's mistake?









Solve the Riddle!

a _____ - _____

Name: _____ Date: _____

Write the word for each picture on the lines.
Then make a word that solves each riddle.
Use the letters in the boxes.

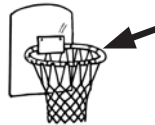
?? Riddle 57 What do you use to clean a train's teeth?



_____ _____



_____ _____



_____ _____



_____ _____

Solve the Riddle!

_____ – paste

?? Riddle 58 Where do cows go for fun?





_____ _____



_____ _____

Solve the Riddle!

to the _____ – vies

Name: _____ Date: _____

Write the word for each picture on the lines.
Then make a word that solves each riddle.
Use the letters in the boxes.



Riddle 59

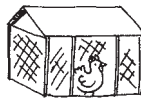
What is found all over a house?



_____ _____



_____ _____



_____ _____



_____ _____

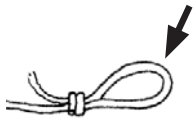
Solve the Riddle!

a _____



Riddle 60

Where do cars go when they get hot?



_____ _____



_____ _____



_____ _____



_____ _____

Solve the Riddle!

to a car _____

Name: _____ Date: _____

Write the word for each picture on the lines.
Then make a word that solves each riddle.
Use the letters in the boxes.

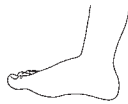


Riddle 61

What has two covers but no bed?









Solve the Riddle!

a



Riddle 62

How can you cut an ocean wave in half?







Solve the Riddle!

Use a sea

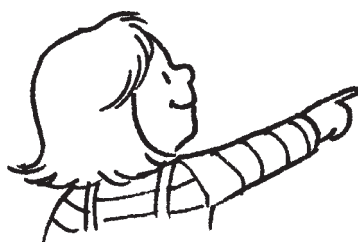
_____ .

Introducing the Activities

1. Read aloud a riddle. The example shown below asks, “What flying animal is found at baseball games?” Then point out the phonics focus at the top of the page (in this case: *short a*). Explain that the answer to this riddle is a word that features the short-a sound.
2. Review the directions. To solve the riddle, students work with words that contain the same vowel sound. They identify each picture below the riddle, and then write the long-oo word it represents in the spaces and boxes provided.
3. In the Solve the Riddle! section, students write the letters from the boxes, in order, to spell out the solution to the riddle. In the example: *What flying animal is found at baseball games? A bat!*
4. To ensure students understand how to complete the activities, have them try solving the first one.
5. Extend learning by helping students explore the play on words, puns, and multiple meanings in many of the riddles.

What the Research Says

In his book *Phonics From A to Z: A Practical Guide*, 2nd ed. (Scholastic, 2006), reading specialist Wiley Blevins notes that the faster children can decode words, and the more words they recognize by sight, the more fluent they become, leaving more time and energy to focus on comprehension (Freedman and Calfee, 1984; LaBerge and Samuels, 1974). Blevins cites Cunningham’s (1995) observation that the brain works as a “pattern detector.” Since blends, digraphs, and many vowel sounds contain reliable sound-spelling patterns, learning to recognize their common patterns increases and improves word recognition skills.









short a




Name: _____ Date: _____

Write the word for each picture on the lines.
Then make a word that solves each riddle.
Use the letters in the boxes.

Riddle 1 What flying animal is found at baseball games?




  




  




  

Solve the Riddle! a b a t

Riddle 2 What has two legs but can't walk?

Solve the Riddle! your p a n t s

Solve-the-Riddle Phonics Practice © 2010 by Deborah Schecter, Scholastic Teaching Resources

Meeting the Standards—Supporting RTI

The activities in this book help meet key state and national language arts standards (see below), and can be used to support the Response to Intervention (RTI) efforts in your school. RTI, a federal initiative, is a three-tier intervention approach in which educators provide early screening and specific, targeted intervention, particularly in reading, for at-risk students. Conceived as a prevention model, the goal of RTI is to achieve success for all students. The riddle activities offer students targeted practice in specific phonics skills to support their instructional needs and provide the repeated practice they need to attain mastery.

Answers

Page 1

Riddle 55: cool!

(school, moon, tooth, stool)

Riddle 56: a boo-boo

(broom, tools, boot, spoon)

Page 2

Riddle 57: toot-paste

(roots, pool, hoop, boot)

Riddle 58: to the moo-vies

(moose, hoot, groom)

Page 3

Riddle 59: a roof

(broom, noon, coop, food)

Riddle 60: to a carpool

(loop, moon, tooth, igloo)

Page 4

Riddle 61: a book

(brook, look, foot, hook)

Riddle 62: Use a sea saw.

(straw, draw, claw)