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# Build Skills and Word Experiences



- Send home the INTRODUCING SPELLING BLACKLINE MASTER, page 196.



## Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.  
Use Core Words **the** (1), **of** (2), and **and** (3).

Teaching Notes, page 149



## Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction for all or selected students.

Teaching Notes, page 152



**He saw the dog.**  
(discuss possible options for expansion)



**Mother ind I saw The cat.**  
(and, the)



**and, them, ant, they, the**  
(demonstrate sorting: e.g., words that contain *an/the*, beginning letter(s), number of letters)



**and, man, at, \_\_\_\_\_**  
(identify commonality: words with /a/)



**We saw the big \_\_\_\_\_.**



**Words with three letters**  
(e.g., *the*, *and*)



Teaching Notes, page 158

## Build Basic Concepts

Choose from among these skill-building activities to customize instruction for all or selected students.

### concept one

When *t* and *h* are written *th*, they make a new sound.

visual skill building, matching words

**1A** Read a familiar Big Book or chart story to students. Then hold up a *the* word card. Have students find *the* on the pages of the story. Expand the lesson to include other story words beginning with *th*.



visual skill building, phonics, writing words

**1B** Provide students with paper/pencil. Demonstrate folding the paper into four boxes (two folds). Ask students to write their name in the top left box and label the other boxes *t*, *h*, and *th*. Then have students find and write words for each box. Help students discover that when *t* and *h* are written *th*, they make a new sound.

predicting spelling, more words, reading



**1C** Ask students to name objects in the classroom. Write the names of the objects on large word cards (e.g., the desk, the door, the wall, the chalkboard). Ask students to chorally spell *the* as it is written and to predict the spelling of the objects. Next, attach the word cards to the objects. Then ask students to read the labels as you point to them.

phonics, predicting spelling, more words, writing words, proofreading

**1D** Write *the* on the chalkboard. Underline *th*. Brainstorm more *th* words (e.g., this, thin, that). Write the words on the chalkboard as students predict the spelling. It is not necessary for students to distinguish between the *th* in *thin* and the *th* in *this* at this time. Then provide students with paper/pencil or chalkboard/chalk. Dictate selected *th* words for students to write. After each word, write the word on the chalkboard for students to self-check. Then ask students to spell the words aloud as they touch each letter.

### concept two

Some words are spelled the way they sound, while others are not.

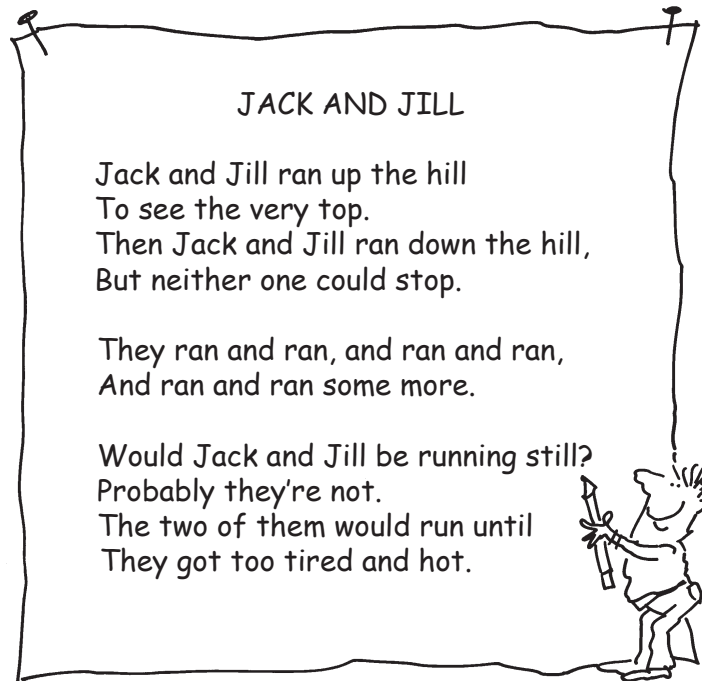
spelling students' names, phonics, sorting words, rhyming awareness, alphabetizing, visual skill building

**2A** Have students take turns writing their name on the chalkboard. For each name, determine if the name is spelled the way it sounds.

Use the names to challenge students with these activities:

- Write words that rhyme with a name.
- Write names that begin or end with the same letter.
- Alphabetize five names.
- Sort the names by long/short vowel sound.
- Write little words found inside the names.
- Write five names. Conceal them. Then students write the names they can recall.
- Write names with double letters.

**2B** Write this version of the “Jack and Jill” rhyme on a chart (optional teacher-made chart). Read the rhyme chorally. Write *and* and *of* on the chalkboard. Have students find the words in the rhyme. Use *and* as an example of a word that is spelled the way it sounds and *of* as an example of a word that is not. Then write other words from the rhyme that are and are not spelled the way they sound (ran, top, not, got, run, stop, hot; one, could, would, two, they) on the chalkboard. Have students sort the words into two categories under the key words *and* and *of*. Brainstorm other words to add to each category. (“Jack and Jill” rhyme is reused in subsequent activities.)



choral reading, matching words, phonics, sorting words, more words



**2C** To reinforce the spelling of *of*, make a class book using *of* phrases (e.g., glass of \_\_\_\_, pair of \_\_\_\_, field of \_\_\_\_, dish of \_\_\_\_). Provide students with story paper. Ask them to write and illustrate an *of* phrase. You may wish to use format 4 on page 40 for your class book.

guided writing, creating a book

### concept three

New words can be made by adding letters to the beginning or end of words or word parts.

**3A** Ask students to predict the spelling as you write *and* on the chalkboard. Then write \_\_\_*and*. Have students add beginning letters to make new words (e.g., band, brand, grand, hand, land, sand, stand, strand). Ask students to identify the words that rhyme. Underline *and* in each word, noting that all the words rhyme. Discuss the words that have more than one meaning, such as *band*. Use these words in sentences to confirm their different meanings.

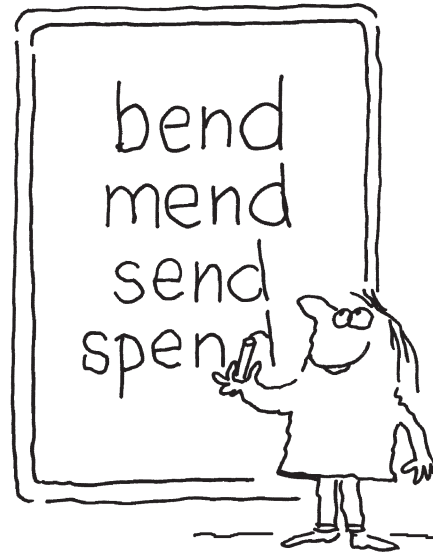
spelling word patterns, rhyming awareness, making words, vocabulary development, using the *s* suffix, phonics, alphabetizing

Expand the lesson by adding *s* to the end of selected \_\_\_*and* words. Write the words on the chalkboard as students suggest them. Next, provide students with paper and pencil. Have them write the \_\_\_*and* words with the *s* suffix.

Challenge students to find and write more words to which *s* can be added. (Words are reused in Activities 3B and 3D, this unit.) Then have students select five of the words to alphabetize.

spelling word patterns, writing words, art, reading

**3B** Write *hand* on the chalkboard. Underline *and*. Have students trace their hands on construction paper. Then ask them to use crayons to write *\_\_and* words (Activity 3A, this unit) inside the hand shapes. Display the results on a bulletin board. Have students take turns reading the words inside the hand shapes.



spelling word patterns, rhyming awareness, making words, vocabulary development, using the *s* suffix, phonics

**3C** Ask students to predict the spelling as you write *and* on the chalkboard. Then ask for a student to change *and* to *end*. Ask students to make words with *\_\_end* (e.g., bend, blend, fend, lend, mend, send, spend, tend, trend). Discuss the meanings of unfamiliar words. Expand the lesson by adding *s* to the end of selected words. (Words are reused in Activity 3D, this unit.)

using the *ed/ing* suffixes, usage, predicting spelling, more words, word analysis, writing a story, oral reading

**3D** To challenge students, select appropriate words from the *\_\_and* and *\_\_end* word lists (Activities 3A and 3C, this unit) to introduce *ed* and *ing* endings. Then brainstorm more *ed* and *ing* words. Write the words on the chalkboard as students predict the spelling. Use selected words in sentences to illustrate how suffixes change the words. Then demonstrate the removal of *ed/ing* to analyze the base words.

Challenge students to write an ending to a story. Read students a story, but omit the ending for them to complete. Provide time for students to read their story ending to the class.



Teaching Notes, page 162

## Build Assessment Readiness

Use these at-school and at-home exercises to prepare all students for the Skill Test.

Skill to be tested:  
visual skills

**at-school** Ask students to look at any printed material (e.g., a classroom chart, a specific page in a book, a blackline master). Write a word on the chalkboard that is contained within this printed material. Have students look for this word in the printed material and note how many times it appears. Then compare answers and identify each appearance. Begin with easy words. Then progress to more difficult words that may surpass students' reading ability.



Skill to be tested:  
visual skills

**at-home** Send home a copy of the UNIT 1 TAKE-HOME TASK BLACKLINE MASTER, page 6, with each student to encourage parent-child partnerships.



RELATING TO LITERATURE

## Build Reading and Writing Connections

Use literature to enhance instruction with all or selected students.

Teaching Notes, page 163

Springboard from the \_\_\_end words (Activity 3C, this unit) to ask students what may be meant by the expression *to get the short end of something*. Pat Hutchins captures the meaning of this phrase in her books about Titch: *Titch; You'll Soon Grow into Them*, *Titch*; and *Tidy Titch*. Share these books with students. They highlight Titch's challenges of being the youngest in a family and always feeling like he gets the *short end of things*. Discuss the meaning of this expression, as well as *in the end* and *end(s) up*. Use the books to illustrate these phrases as Titch triumphs over all in the end. Students can relate to little Titch, who ends up the hero!

*Titch; You'll Soon Grow into Them*,  
*Titch; Tidy Titch*  
Pat Hutchins

*The Carrot Seed*  
Ruth Krauss



Follow up the readings by having students write about a time they got the short end of something, but in the end all was well. Compile the results into a class book, perhaps using format 4 on page 40. Ask for students' suggestions to name the new book.

A classic story with a similar theme is *The Carrot Seed*, by Ruth Krauss. In this tale, the smallest in a family succeeds and achieves credibility over the doubts of his family.

To strengthen your Reading and Writing Connection, ask students to recommend their favorite books to others. Introduce BONUS BLACKLINE MASTER 1, page 62, by modeling its completion. Throughout the year, encourage students to write letters to friends with their reading recommendations.



Teaching Notes, page 164

## Build Proofreading Skills

Provide spelling application opportunities for all students.

Track students' ability to meet a minimum competency for spelling and proofreading within selected samples of their everyday writing.

- Send home papers for proofreading and a copy of the IDEAS FOR PROOFREADING BLACKLINE MASTER, page 197.

Some words, Priority Words, are expected to be spelled correctly all the time, even among developing writers and spellers. Priority Words help build the spelling-writing connection.







## Dear Parents,

Here is your child's first Take-Home Task. This is a visual skill-building activity. It is an exercise to help your child see specific words clearly among many other written words. Your child needs this skill to be able to proofread for spelling errors. The biggest proofreading problem, even among adults, is not seeing what's there!

Gather old magazines, catalogs, or newspapers. Have your child circle or cut out the word *the/The* on selected pages. Talk about when *the* begins with a capital letter and when it does not.

You and your child could make a picture collage by pasting the cut-out words onto a sheet of heavy paper. Then display your child's artwork in your home.

Repeat the word-find activity with other words, even some fairly long words, to see if your child can spot them in print. Write a word on a slip of paper. Then ask your child to find the word on a certain page of the newspaper or in a book. Make it fun!

Every child a speller!





# Build Skills and Word Experiences



Use student Practice Pages 29–32 to follow up instruction for:  
Stretch It • Activity 2B • Activity 3C • Relating to Literature



## Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.  
Use Core Words of (2–review), a (4), to (5).

Teaching Notes, page 149



## Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction  
for all or selected students.

Teaching Notes, page 152



**She can go to the park.**

(discuss possible options for expansion)



**Dad has A cat ant a dog.**

(a, and)



**the, one, to, two, of**

(demonstrate sorting: e.g., number of letters, beginning letter, number words/not number words)



**to, of, got, on, \_\_\_\_\_**

(identify commonality: words that contain o)



**We want to \_\_\_\_\_.**



**Words that contain the little word to**

(e.g., today, stop, toy)



Teaching Notes, page 158

## Build Basic Concepts

Choose from among these skill-building activities to customize instruction for all or selected students.

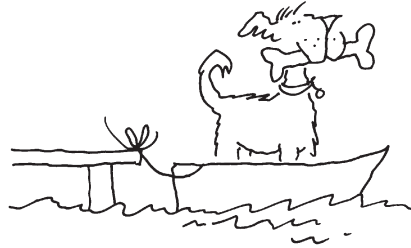
### concept one

*A* is a letter and a word.

phonics, visual skill building,  
sorting words

**1A** Discuss *a* as a word and a letter. After reading a Big Book or chart story, have students identify sentences with the word *a*. Note the sound that *a* usually makes when it is a word in a sentence. Then have students identify words in the story that contain the letter *a*. Write these words on the chalkboard and have students sort them by the sound *a* makes. Then have students identify more letters that are words.

auditory memory, pronunciation



**1B** Play a word game. Show students a picture. The first student says, "I see a dog." The next student repeats the first phrase and adds a new phrase: "I see a dog and a boat." Each student continues the pattern. Give help as needed. Emphasize the pronunciation for *a* when it is used as a word in a sentence. Contrast this with the pronunciation of the alphabet *a*.

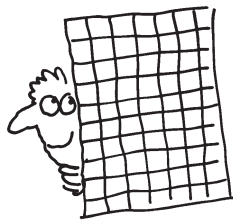
guided writing, art

**1C** Draw random lines on a sheet of paper. Title the page, "What Is It?" Use this as a blackline master to make a copy for each student. Have students create a picture incorporating the lines into their drawing. On the paper, have students answer the question by writing: *It is* \_\_\_\_\_. Discuss the use of *a/an* to complete the sentence. Display the results on a bulletin board.

### concept two

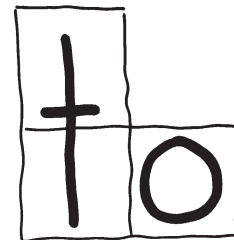
Some sounds are spelled more than one way.

writing words, visual skill  
building, phonics




**2A** Write *to* and *you* on the chalkboard. Lead students to discover that *to* and *you* have the same vowel sound. Point out that some sounds are spelled more than one way. Then draw an outline around *to* to accentuate its shape. Provide students with

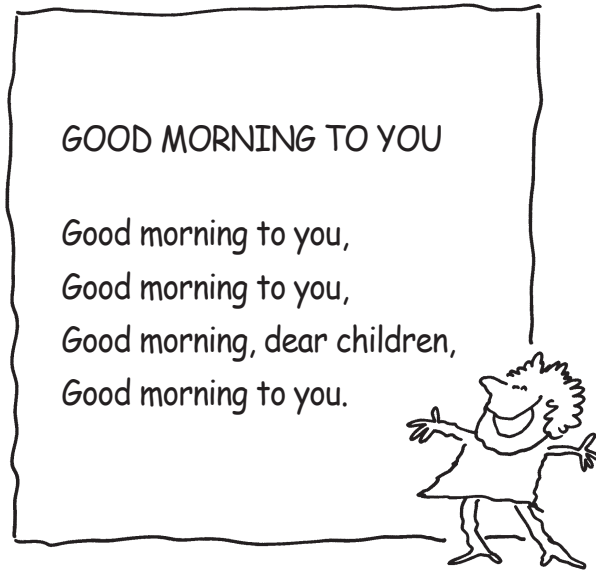
graph paper or use the GRID BLACKLINE MASTER, page 210. Have students write *to* in the boxes and outline its shape. Expand the lesson to include other word shapes.



rhyming awareness, more words,  
sorting words, phonics

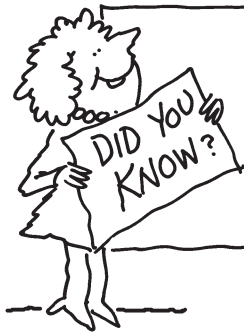
**2B** Write *to* on the chalkboard. Have students brainstorm words that rhyme with *to* (e.g., *zoo*, *blue*, *new*). Write the words on the chalkboard. Have students sort the words by spelling patterns. Point out that some sounds are spelled more than one way.

 Have students predict the spelling as you write the “Good Morning to You” song on a chart (optional teacher-made chart). Sing the song, using names of students in place of *children*. Have students identify the words *to* and *you* on the chart. Remind students that *to* and *you* have the same vowel sound, but the sound is spelled with different letters. (Chart is reused in subsequent activities.)



predicting spelling, phonics, visual skill building, rhyming awareness, more words


Challenge students to identify more words that rhyme with *to* and *you* (e.g., zoo, blue, few). Note that the vowel sound is spelled in more than one way.



Mildred Hill, a Kentucky teacher, wrote the melody to “Good Morning to You.” Her sister, Patty Hill, a principal, wrote the original words, which were “Good Morning to All.” Now we sing it with a familiar set of words—“Happy Birthday.”


### concept three

Homophones are words that sound the same but have different spellings and meanings.

 Have students predict the spelling as you write: *I went to the zoo. I saw two bears.* Underline *to/two*. Explain that some words sound the same, but they are spelled with different letters and have different meanings. They are called homophones. (Only the homophones *to* and *two* are taught at this time; *too* is introduced later.) Help students discriminate between the homophones. Then say sentences using *to* or *two*. Have students hold up two fingers when you use *two* in a sentence and a fist when you use *to*.

predicting spelling, homophones, vocabulary development



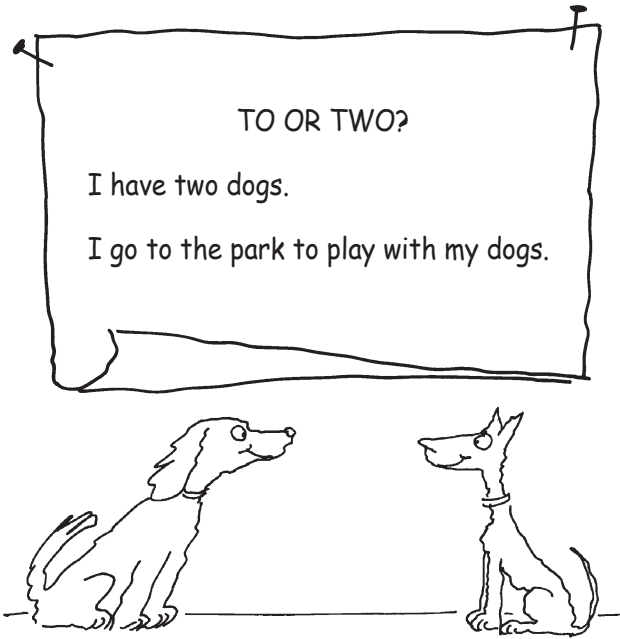
 To reinforce homophones *to/two* (*too* is introduced later), ask students to write and illustrate: *I like to \_\_\_\_\_.* *I have two \_\_\_\_\_.* Provide spelling assistance as needed. Compile the results into a class book using format 1 or 2 on page 40. This begins your class book project on homophones that will expand in subsequent units.

homophones, guided writing, art, creating a book

homophones, writing sentences, predicting spelling, explaining



Post a wall chart as an ongoing student reference (optional teacher-made chart) with context sentences for the *to/two* homophones. Then have students create *to* and *two* sentences. Write the sentences on the chalkboard as students predict the spelling. Select students to explain to the class why each homophone is the appropriate one for each sentence. (*To* is introduced later.) (Chart is reused in subsequent activities).



## Build Assessment Readiness

Use these at-school and at-home exercises to prepare all students for the Skill Test.

Teaching Notes, page 162

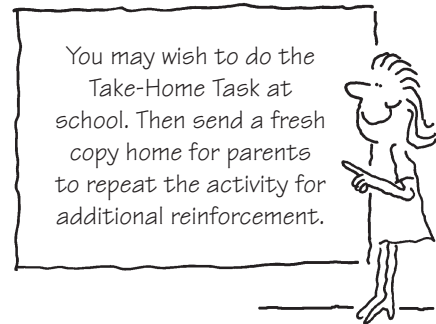
Skill to be tested:  
visual skills

**at-school** Provide students with paper/pencil or chalkboard/chalk. Draw a shape or write a word on the chalkboard. Ask students to look at it for a short time (about five seconds). Then conceal it. Ask students to duplicate it. They begin when you say, “GO!” Then reveal the shape/word and ask students to check their work. Following are ideas to use for this visual memory skill-building exercise: a circle; a circle inside a circle; a square with an *x* in the middle; a triangle with a 5 inside; Core Words *the, of, and, a, to*; and other words, such as color or number words.

Students can play this visual skill-building activity in pairs. One student writes or draws a word or shape. It is concealed while the partner tries to duplicate it. Then it is revealed for checking.

Skill to be tested:  
visual skills

**at-home** Send home a copy of the UNIT 2 TAKE-HOME TASK BLACKLINE MASTER, page 12, with each student to encourage parent-child partnerships.





## Build Reading and Writing Connections

Use literature to enhance instruction with all or selected students.

Teaching Notes, page 163

Expand Concept Three of this unit. Select a student to write *to* and *two* on the chalkboard. Ask students if they remember the name for words that sound the same but have different spellings and meanings (homophones). Ask students to identify the number word. Then tell students that every number can be written two ways, as a numeral and as a word. Demonstrate with *2/two*. Next, introduce *Anno's Counting Book*, the classic wordless book by celebrated Japanese artist and author Mitsumasa Anno. Beautiful illustrations depict the numerals 0–12 by showing the activities of people and animals through the twelve months of the year. After sharing the book, select from among these follow-up activities:

*Anno's Counting Book*  
Mitsumasa Anno

- Use *Anno's Counting Book* to count objects with students. Each double-page illustration provides multiple opportunities for students to count objects. Then record the numeral and the number word for the objects counted.
- Make a 0–12 numeral/number word chart with students (optional teacher-made chart). Then have students draw, color, and cut out sets of objects to demonstrate each number. Post the chart on a bulletin board with the students' illustrated objects. Attach yarn from the number words on the chart to the appropriate pictures.
- Make a calendar with students. Identify holidays and/or important local events for each month. Have students illustrate these events. Then post the chart on a bulletin board. Attach yarn from the months to the appropriate pictures.



- Gather more number books to share. Using the books as a general model, have students make a number book. Compile the results, perhaps using format 3 on page 40, so that each student has a personal number book.



## Build Proofreading Skills

Provide spelling application opportunities for all students.

Teaching Notes, page 164

Track students' ability to meet a minimum competency for spelling and proofreading within selected samples of their everyday writing.

- Send home papers for proofreading and, if necessary, a copy of the IDEAS FOR PROOFREADING BLACKLINE MASTER, page 197.

*Dear Parents,*

Here is your child's second Take-Home Task. It is another visual skill-building activity, an essential skill for spelling and proofreading success. Begin by discussing the directions with your child. Next, guide your child through the activity, letting your child do as much as possible without your help. Then check the paper together.

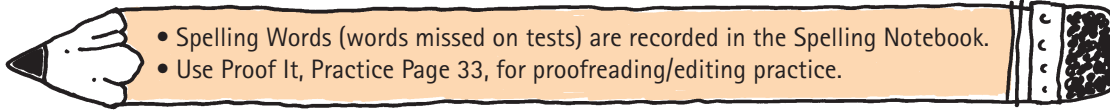


Circle every word like the big word in the box.

<b>the</b>	they	he	them	the	the
	then	hit	thee	the	there
	this	the	hat	that	the
<b>of</b>	to	or	oh	as	ox
	on	of	do	off	odd
	of	for	of	to	oh
<b>to</b>	to	too	two	to	do
	so	too	to	of	oh
	ho	go	no	to	top
<b>and</b>	end	and	ant	are	and
	sand	man	Dan	mad	and
	nap	dam	an	and	ran
<b>green</b>	great	greet	green	dream	gleam
	been	seen	green	grass	gray
	green	greet	cream	queen	green

Next, choose any word on the sheet and circle it. Let your child look at it for about five seconds. Cover the word and ask your child to write the word from memory on another piece of paper. Check the word together by comparing it to the word you circled. Proofread the word letter by letter.

# Assess Words and Skills



- Spelling Words (words missed on tests) are recorded in the Spelling Notebook.
- Use Proof It, Practice Page 33, for proofreading/editing practice.



## Assess Spelling Progress

Give this Cloze Story Word Test of Core Words within the frequencies 1–5 to all students. Words students miss are their Spelling Words.

Teaching Notes, page 169



### BEFORE THE CLOZE STORY WORD TEST

Students do not prestudy the words. Each student will record words missed on a personal study list after the Cloze Story Word Test. These words become the Spelling Words, differentiated to the needs of each student.

Provide students with a copy of the UNIT 3 REVIEW BLACKLINE MASTER, page 17. Direct students' attention to the Word Test. Tell students that this story is about two hippopotamus animal friends. Discuss hippos.



### THE CLOZE STORY WORD TEST

Read the entire story aloud, including the test words. Then read it again slowly as students write the missing words. (See page 170.)

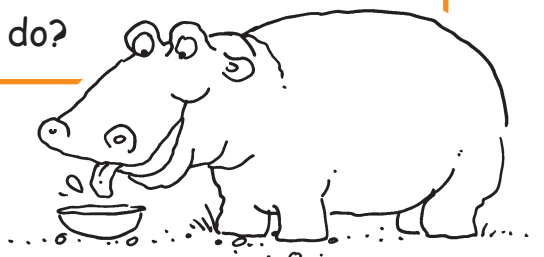


### Friends

Friends are nice (1) to each other. They help each other. George (2) and Martha are two hippo friends. George was hungry. Martha fixed George (3) a bowl (4) of soup. But George didn't like (5) the soup. If you were George, what would you do?

Words tested:

- the (1)
- of (2)
- and (3)
- a (4)
- to (5)







## AFTER THE CLOZE STORY WORD TEST

hypothesizing, writing, art

1. Discuss possible answers to the story question. Then have students write their answer and draw the hippo friends.

*George and Martha*  
James Marshall

2. Have students share their picture and their answer to the story question. Then read *George and Martha* by James Marshall. It tells how George solved this problem. Marshall has written several books about these two hippo friends.

recording words for  
personal study list

3. Have students record the words they missed on the test in their Spelling Notebook (see page 171) for a running record of word errors for at-school study. These words are their Spelling Words.

The words each student misses are recorded for individual study. These are the student's Spelling Words.

recording words for  
personal study list

4. Have students record the words they missed on the test on a copy of the WORDS TO LEARN BLACKLINE MASTER, page 199, for take-home study. Note the section More Words for Super Spellers on the WORDS TO LEARN sheet. Add words, as appropriate, for students who need a challenge.



- Send home the completed WORDS TO LEARN sheet for parent-child word study.
- Send home a copy of the IDEAS FOR WORD STUDY BLACKLINE MASTER, page 198, to offer parent-child word-study suggestions.



## CLOZE STORY SKILL-BUILDING EXTENSIONS

homophones

1. Have students identify *to* and *two* in the story. Discuss the use of *to* and *two*. Repeat the *to/two* discrimination exercise (Activity 3A, page 9).

visual skill building, writing  
words, sorting words

2. Have students find the story words *you*, *was*, *are*, and *they*. These words are upcoming Core Words. Ask students to copy the words onto paper. Then ask them to sort the words by the number of letters in each word.

capitalization, writing sentences,  
reading

3. Have students circle the capitals at the beginning of each sentence in the story. Ask them to identify other words in the story that have capitals (George, Martha). Discuss capitals at the beginning of each sentence and capitals for the beginning letter of a name. Then have students write a sentence about George or Martha. Provide time for students to read their sentences orally to the class.

punctuation, writing a question,  
reading

4. Discuss the punctuation at the end of each sentence. Discuss the question mark. Have students find another question in a story book. Then have them write the question and read it to a partner.

writing, speculating

5. Have students write the names of different kinds of soup. Ask them to guess which kind George did not like in the story.



## Assess Skill Application

Give this assessment of spelling and related skills to all students.

Teaching Notes, page 173



### BEFORE THE SKILL TEST

Using the bottom section of UNIT 3 REVIEW BLACKLINE MASTER, page 17, direct students' attention to the Skill Test. Read the directions as students follow along.



### THE SKILL TEST

Ask students to look at number 1 as you read it aloud. Tell them to follow the dots and circle the name *George*. Next have them find and circle each *George* in the story. Then read the question: "How many did you find?" Tell students to write their number answer in the blank. Repeat with numbers 2 and 3.



Skill tested:  
visual skills

1. Circle *George* in this story.  
How many did you find? 5
2. Circle *Martha* in this story.  
How many did you find? 2
3. Circle *other* in this story.  
How many did you find? 2



### AFTER THE SKILL TEST

Note the ability of each student to apply visual skills.

Developing visual skills provides the foundation for spelling and proofreading in everyday writing. Further, all standardized spelling tests are proofreading/editing tests. The ability to score well on these tests requires this foundation.





# Extend Spelling Assessment

Give this in-context assessment of Core Words within the frequencies 1–5 to students who need more practice or challenge. Words students miss are their Spelling Words.

Teaching Notes, page 174



## BEFORE THE SENTENCE DICTATION TEST

Students do not prestudy the words. Each student will record words missed on a personal study list after the Sentence Dictation Test. These words become the Spelling Words, differentiated to the needs of each student.

Provide students with writing paper and pencil. Remind students to capitalize the first letter in each sentence.

Words tested:

- the (1)
- of (2)
- and (3)
- a (4)
- to (5)

Extra words (see page 175):

- cup
- drink
- give
- I
- like
- me
- milk
- you



## THE SENTENCE DICTATION TEST

Have students write the sentences as they are dictated.



1. Give me a cup of the milk.
2. You and I like to drink milk.



## AFTER THE SENTENCE DICTATION TEST

writing sentences, art

1. Ask students to write and illustrate a sentence that tells about something they like to drink when they are thirsty.

recording words for personal study list

2. Have students record the words they missed on the test in their Spelling Notebook (see page 177) for a running record of word errors for at-school study. These words are their Spelling Words.

recording words for personal study list

3. Have students record the words they missed on the test on a copy of the WORDS TO LEARN BLACKLINE MASTER, page 199, for take-home study. Note the section More Words for Super Spellers on the WORDS TO LEARN sheet. Add words, as appropriate, for students who need a challenge.

- Send home the completed WORDS TO LEARN sheet for parent-child word study.
- Send home a copy of the IDEAS FOR WORD STUDY BLACKLINE MASTER, page 198, if you haven't done so.

*Students study the words they missed—their Spelling Words—to prepare for subsequent tests. All words are recycled extensively to ensure their long-term mastery.*



\_\_\_\_\_  
\_\_\_\_\_  
Name \_\_\_\_\_

# UNIT 3 REVIEW



## Word Test

### Friends

Friends are nice \_\_\_\_\_ each other. They help each

1

other. George \_\_\_\_\_ Martha are two hippo friends.

2

George was hungry. Martha fixed George \_\_\_\_\_ bowl

3

\_\_\_\_\_ soup. But George didn't like \_\_\_\_\_

4

5

soup. If you were George, what would you do?

## Skill Test

1. Circle George in this story.

How many did you find? \_\_\_\_\_

2. Circle Martha in this story.

How many did you find? \_\_\_\_\_

3. Circle other in this story.

How many did you find? \_\_\_\_\_