Use this packet of activities to help children practice their Language Arts skills.

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Day 1

Cut out each letter. Look at the picture. Say the word. Place the letter that matches the ending sound on top of the picture.

<table>
<thead>
<tr>
<th>cl</th>
<th>cr</th>
<th>dr</th>
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<tbody>
<tr>
<td>fr</td>
<td>gl</td>
<td>sl</td>
</tr>
<tr>
<td>sp</td>
<td>st</td>
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Day 1 (continued)

Say the picture name. Write the **blend** that makes the **beginning sound**.

- **ow**
- **ate**
- **ush**
- **unk**
- **ocks**
- **ag**
Day 2

Cut out each blend. Say the word. Place the **blend** that matches the **ending sound** on top of the picture.

<table>
<thead>
<tr>
<th>lk</th>
<th>lt</th>
<th>mp</th>
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</thead>
<tbody>
<tr>
<td>nd</td>
<td>nk</td>
<td>nt</td>
</tr>
<tr>
<td>rd</td>
<td>rt</td>
<td>st</td>
</tr>
<tr>
<td>Picture Name</td>
<td>Blend Making the Ending Sound</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>co wolf</td>
<td>si gift</td>
<td></td>
</tr>
<tr>
<td>wo arm</td>
<td>gi bee</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>wa</td>
<td></td>
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</table>
Day 3

Choose 3 blends from below.
Write 2 words that start with each blend.

bl-  br-  cr-  cl-

gr-  sl-  st-  tr-

Blend 1:  

Blend 2:  

Blend 3:  

Day 3 (continued)

Choose 3 blends from below. Write 2 words that end with each blend.

<table>
<thead>
<tr>
<th>-ld</th>
<th>-lf</th>
<th>-nd</th>
<th>-ng</th>
</tr>
</thead>
<tbody>
<tr>
<td>-nt</td>
<td>-rd</td>
<td>-rt</td>
<td>-st</td>
</tr>
</tbody>
</table>

**Blend 1:**

_________

_________

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**Blend 2:**

_________

_________

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**Blend 3:**

_________

_________

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Day 4

Read the story. Then, answer the questions on the next page about the story.

Luke is my friend. We like to ride our bikes. Every Saturday, Luke puts on his helmet. Then, he rides his bike to my house. He rings the bell. “Good morning!” he says. “Are you ready for a ride?”

“Yes I am!” I tell Luke with a smile.

Luke is tall. He likes to wear blue pants. He also wears special bike shoes. They help him ride very fast.

Luke likes to find new places to ride our bikes. Last week, we went to the pond. This week, we will go to the garden. Next week, we will ride our bikes on the hill.
Day 4 (continued)

What Is one thing Luke wears?

Why does Luke have special shoes?
- a. To help him ride his bike very fast
- b. To help him ride his bike very slow
- c. To help him jump very high

What word best describes Luke?
- a. Lazy
- b. Sad
- c. Active

Why does Luke like to do?
- a. Sing songs
- b. Find new places to ride his bike
- c. Ride through puddles

**CHALLENGE:** How do you think Luke feels when he rides his bike?
Write a story about Sam.

• Sam wears a yellow hat.
• Sam is hungry.
• Sam’s favourite food is cheese pizza.
• Sam walks to the Pizza Cafe.
Spot is a dog. He has brown hair and a white spot. Spot lives in a house in the garden. Spot’s house is red. His house has a brown roof.

Spot hears different things from his house. He hears cars driving. He hears cats say “Meow!” . He hears kids playing.

Spot also smells many different things. He smells tea cooking. He smells rabbits hopping through the garden. He smells the other dogs on his street, too.

Spot loves to be outside. He loves to see, hear, and smell everything around him.
Day 5 (continued)

What colour is Spot’s house?

What does Spot hear from his house?
   a. Pigs rolling in the dirt
   b. The rain on the roof
   c. Cars driving

What else does Spot hear from his house?

What does Spot smell from his house?
   a. The other dogs on his street
   b. The cheese pizza from the cafe
   c. The flowers from the garden

What else does Spot smell from his house?
Day 5 (continued)

Write a story. Use the questions to help you write your story.

Where does your story take place?

What can be seen, smelled, and heard?

What can be seen, smelled, and heard?