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Learn to **READ** Tips



Helping Your Child Learn to **READ**

Reading is the most important skill your child needs for success in school and in life. Helping your child learn to **read, explore, and discover** the world of written language today ensures a bright and successful future for your child tomorrow.



You Have Already Taken the First Step

From infancy through the preschool years, your child has already learned valuable **pre-reading** skills at home just by interacting with you as you talk, sing, recite nursery rhymes, and read aloud from stories, street signs, restaurant menus—even food labels. Activities like these built the necessary groundwork for your child to learn the sounds and names for letters and words, and to connect information with printed words. Now your child is ready to take the next step to becoming a reader!



The **READ** Series Helps You with the Next Step

Your child's success as a beginning reader requires the right stories and reading materials at the right time. Faced with so many beginning-to-read choices in the marketplace, it is often difficult for parents to know which ones are best for their children. The **READ** series by Creative Teaching Press has been specifically designed with your child's and your needs in mind. Engaging stories and expertly developed companion materials support a confident transition into successful early reading. Once children make the exhilarating discovery that they can read by themselves, their reading skills soar and there is simply no stopping them!



About the READ Series

Young children are naturally drawn to images and ideas that are all about their world. The **READ Stories** in each workbook feature amusing characters and visually appealing illustrations that engage your child's attention and nurture reading development. Each story is designed to encourage and support your child's reading efforts by providing:

- High-interest topics to beginning readers
- Humorous or surprise endings that encourage rereading
- Predictable story lines with repeating text
- Exposure to repeating sound and word patterns in familiar tales and rhymes



The stories in each workbook feature bright-colored art and whimsical illustrations in a broad mix of styles that naturally appeal to young children. At the bottom of every story page are **READ Picture Clue Prompts**. These are short, simple questions that encourage your beginning reader to use picture clues that are embedded in the illustrations to derive meaning from the story. This is an important skill in enabling children to deepen their reading enjoyment, language development, and comprehension.

In addition, each workbook features **Companion READ Activities** designed to reinforce and extend the skills introduced in each story, including:

- Sight Words—to review the high-frequency words that your child must know by sight
- Phonics—to review letter sounds
- Vocabulary—to review new and unfamiliar words from each book
- Skill—to practice related learning skills from each book
- Activity—with easy directions to help your child create a collection of make-your-own mini-books related directly to the content and vocabulary of each story. Encourage your child to read the books often to build reading fluency.





Each **READ** workbook also features **Activities, Word Lists, and Flash Cards** to help your child practice recognizing the **Words Every Reader Must Know**. These are the most commonly used words in the English language, making up nearly 75% of everything a young child reads. Typically these “must-know” words do not follow regular spelling rules or phonics patterns, which makes them very difficult for beginning readers to recognize or sound out. The **READ** activities are designed to help your child develop mastery, confidence, and fluency when encountering these words in both reading and writing.



Parent Suggestions to Help Your Child **READ**

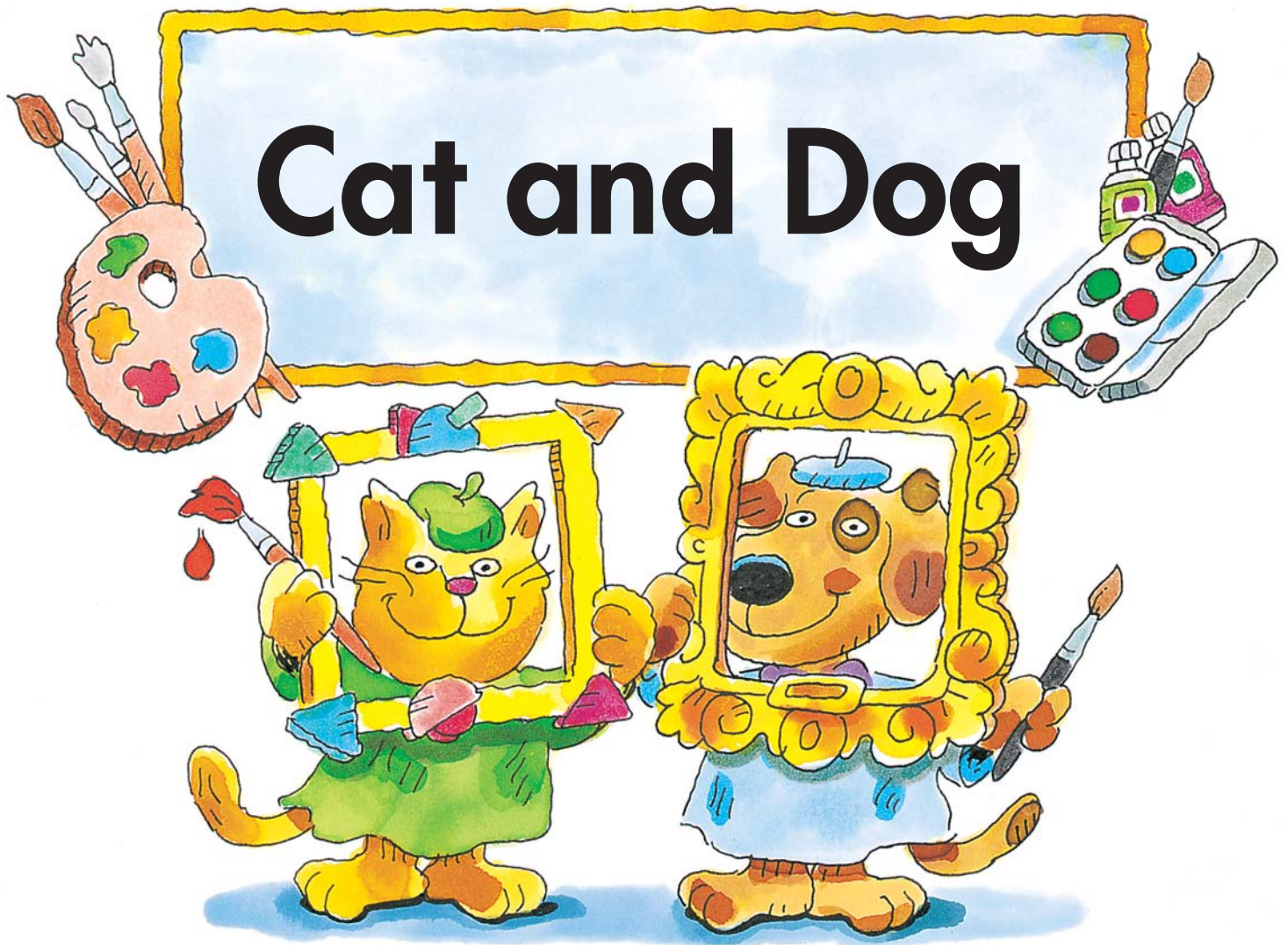
Here are some parent-friendly ideas for helping to make your child’s learning-to-read experience relaxed, enjoyable, and stimulating:

- First, it is important to remember that children do not have to know all their letters and sounds before you put a story in their hands. Children are learning a great deal about reading at this point.
- Next, introduce each story by looking at and discussing the pictures before reading the story. This is called a *picture walk*, and it helps your child get a sense of what the story will be about. A preview such as this will help your child become familiar with and hear the sound of certain vocabulary words before they appear in print, as well as make predictions about the story’s ending.
- Then, read the story aloud to your child. Feel free to read it aloud more than once. Most importantly, read aloud with enthusiasm and expression, which helps your child become familiar with the sentence patterns, vocabulary words, and story line. This will build your child’s confidence in his or her attempts to read the story independently.

- Now read the story with your child. Actively involve your child as you read together by:
 - » Pointing to the words as you read.
 - » Guiding your child's finger or having him or her point to the words as you read.
 - » Reading a page and inviting your child to point and repeat after you.
 - » Reading the story together.
 - » Reading the story and pausing often so your child can supply the next word.
 - » Praising and encouraging your child's effort.
- Finally, read alongside your child. This is the exciting step when your child reads the story alone! It usually occurs spontaneously while you are sharing the story, and it is an exhilarating moment for your child.



- Don't worry if your child doesn't read each word perfectly the first time. There will be plenty of chances to develop accuracy as your child reads the story again and again. Encourage your child to tackle difficult words or phrases by:
 - » Looking at the related illustrations for clues and taking a guess.
 - » Reading beyond the difficult word for helpful clues from the next sentence.
 - » Replacing the difficult word or phrase by saying aloud "blank" and asking your child what would sound right or make sense.
 - » Rereading the sentence.
 - » Looking at the first letter for a clue to the initial sound.
 - » Sounding out the word.



- 1 What are Cat and Dog probably going to do?
- 2 What are they holding around their faces?

A Little Poem



Write **took out** on the lines to complete the poem.

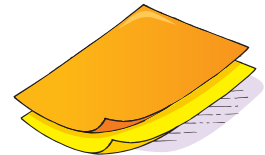
I took out my paints.



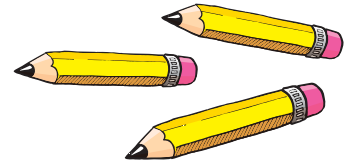
I _____ my crayons.



I _____ my paper, too.



I _____ my pencils.



I _____ my pens.



Then I made a picture for you!



First 100 Words Every Reader Must Know

a	did	if	on	this
about	do	in	one	three
after	down	is	or	to
again	eat	it	other	two
all	for	just	our	up
an	from	know	out	us
and	get	like	put	very
any	give	little	said	was
are	go	long	see	we
as	good	make	she	were
at	had	man	so	what
be	has	many	some	when
been	have	me	take	which
before	he	much	that	who
boy	her	my	the	will
but	here	new	their	with
by	him	no	them	work
can	his	not	then	would
come	how	of	there	you
day	I	old	they	your

Words Every Reader Must Know in each **READ** Story



Cat and Dog

and	out	a	away	your
dog	the	tree	I	said
took	too	put	like	



Good Choices for Cat and Dog

good	to	water	here	in
for	buy	these	you	house
and	but	new	are	
dog	we	all	little	
I	need	my	stay	
want	said	money	know	



All Through the Week with Cat and Dog

all	with	on	ate
through	and	morning	had
the	dog	made	a



Cat and Dog at School

and	to	we	over	said
dog	of	eat	did	yes
at	his	out	not	write
school	hand	took	talk	good
in	when	all	need	our
the	do	thing(s)	some	



Sentence Skills

Words Every Reader Must Know

- Write the missing word in each sentence.
- Use the words in the word box.

Word Box

clothes pair close coat cold

- 1 It is very _____ outside.
- 2 Please _____ the door.
- 3 I need warmer _____ to wear.
- 4 Maybe I should buy a new winter _____ and hat.
- 5 I will get a _____ of mittens, too.

Flash Card Game Ideas

Words Every Reader Must Know

Flash cards for the Third 100 Words Every Reader Must Know appear on the following pages to support beginning readers in First Grade and Second Grade. Here are some game ideas for using the flash cards.



Play a sorting game

- Sort the flash cards into alphabetical order.
- Sort the flash cards by words that begin with the same letter.
- Sort the flash cards by words that rhyme. Think of additional words that rhyme and say them aloud or write them down.



Play a memory game

- Before cutting apart the flash cards, make a photocopy of each page to create a set of one-sided cards. Create a set of game cards by pulling out just one pair of cards for each beginning letter found in the flash cards. Turn these cards facedown to play a memory game. Each player takes a turn by turning over two cards at a time to read aloud the pair of words. If both words begin with the same letter, then that player gets to keep the pair of cards and take another turn. If the words do not begin with the same letter, then the next player gets to take a turn. The game continues until all the pairs of cards have been correctly paired.
- As a variation of this game, players must read aloud the pair of words and use each word in a sentence.



Other activities

- Use a timer to see how quickly each word can be read aloud. Begin with a small number of cards at first. Then add more cards as speed and confidence increases.
- Brainstorm another word that begins with the same sound as each flash card word.
- Use the blank flash cards to add other words to the flash card set.

along

always

anything

around

ask

ate

bed

brown

buy

car