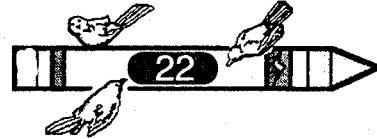


DAILY READING 3

Name _____



Group these words into four word families. Add more words to each family.
heed, that, flit, scat, freed, spear, quit, year

The "it" family

The "at" family

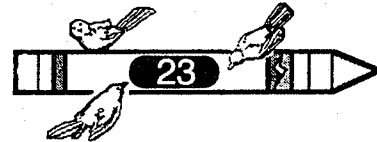
The "eed" family

The "ear" family

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DAILY READING 3

Name _____



What is wrong with these sentences? _____
Make them correct.

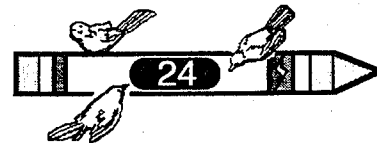
1. our dog max came back to our house on tuesday.
2. my birthday is in october.
3. we went to disneyland in california.



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DAILY READING 3

Name _____



Think of as many words as you can that would fit into each blank.

1

Today is a 1 day.
The sun is shining and the birds are singing in the trees.

Kangaroos are very 2 animals.
They would rather run away than fight.



1

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DAILY READING - Teacher Notes

Answers/Topics

Comments

22

Possible answers might include:

it: bit, fit, hit, kit, knit, lit, pit, quit, sit wit, slit, grit, skit, spit.

at: bat, cat, fat, hat, mat, pat, rat, sat, vat,
eed: deed, feed, freed, heed, need, reed, seed, weed, bleed, breed, creed.

ear: dear, fear, gear, hear, near, rear, tear.

It is important that your students remember patterns they find in words. This will help them in reading, writing, and spelling. Challenge your students to think of other word patterns that help them figure out how to read, write, and spell new words.

Structural Analysis

Word families

23

The capital letters are missing.

1. **Our dog Max came back to our house on Tuesday.**
2. **My birthday is in October.**
3. **We went to Disneyland in California.**

As you discuss the correct answers with your students and identify "why" a certain word needs to be capitalized, ask a student to record the reasons for capitalizing the first letter of a word. This will give students a list to refer to as they are doing their writing. From this exercise, the list should include: the beginning of a sentence, a name, days of the week, months of the year, special places, states.....what else?

Concepts About Print

Capital letter

24

Answers may vary. They could include:

1. **beautiful, wonderful, spectacular, nice, cheerful**
2. **shy, timid, peaceful, gentle**

You may want to team your students in pairs or small groups. After they have shared the lists they generated, tell them the word that fits in blank #1 starts with a "b" and the word that fits in blank #2 starts with an "sh." Be sure your students connect this activity with their own reading. If they come to a word they don't know, they should think about the story and the words around the unknown word, generate a variety of word choices and then check the beginning letters. They may often be able to discover the unknown word using this strategy.

Strategies

Generating word choices, Using context clues
