

Words to Know **highlight in the story*

caught

took

listen

thought

minute

beautiful

idea

friendship

Dialogue:

My Beautiful Fly

Sky: Hello, Ty. What is that?

Ty: This is my fly. His name is Ky.

Sky: Where did you find him?

Ty: I went for a walk and saw him flying outside.

Sky: How did you catch him?

Ty: I took a jar with me. When I saw him flying around
I caught him in the jar. Now we are good friends.

Sky: You have a friendship with a fly?

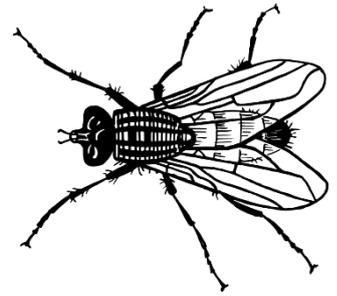
Ty: Yes, I do. I like to listen to his buzzing sounds.

Sky: That is very strange Ty. I must go home in a few minutes.

Ty: I always thought flies were ugly, but if you look
closely they are very beautiful.

Sky: Really? You think your pet fly is beautiful?

Ty: Yes, he is. I have a great idea. I will take him to school tomorrow.
We can use a magnifying glass to look at him more closely!



Discussion questions

1. How did Ty catch the fly?

2. Do you think flies are beautiful?

Grammar: Adverbs

Adverbs tell us more about a verb.

They tell us **how**, **when**, or **where** something happens.

How	Where	When	How much
quickly	here	early	very
carefully	everywhere	late	too
slowly	there	often	a lot
cheerfully	upstairs	yesterday	a few
closely	outside	soon	many

Highlight the **adverbs** in each sentence.

Label each adverb **how**, **when**, **where** or **how much**.

E.G. He runs **quickly**.

how

1. We can play outside.

2. I have many friends at school.

3. I can't come to class late.

4. Please walk slowly in the hallway.

5. I went to a restaurant for dinner yesterday.

6. My teacher is very happy.

Write. Add an adverb to each sentence.

1. I ate pizza for lunch. (when)

2. I have pencils. (how many)

3. I did my homework. (how)

4. We can run. (where)

Fluency and Phonics: Suffixes -y, -ly, -ful

Tongue Twisters



Read the tongue twister quickly.

I'm hopeful that I can answer the tricky questions quickly.



Read. Sound out the words.

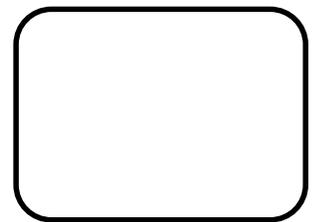
Words with <u>Suffixes</u> -ly, -y, -ful	Write the <u>base words</u> .
slowly	_____
sadly	_____
quickly	_____
tricky	_____
dusty	_____
hopeful	_____
helpful	_____

Answer the questions. Then read.

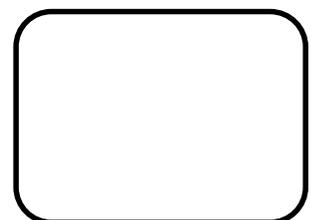
1. The sad boy cried _____.
2. We must clean the dust off of the _____ chalkboard.
3. The _____ girl likes to help her classmates.
4. Our pet turtle is slow. He walks very _____.
5. My cat is so quick. She runs _____ to catch mice.

Your Turn: Write. Tell a friend. Draw.

hopeful



quickly



JOURNEYS

Decodable Readers

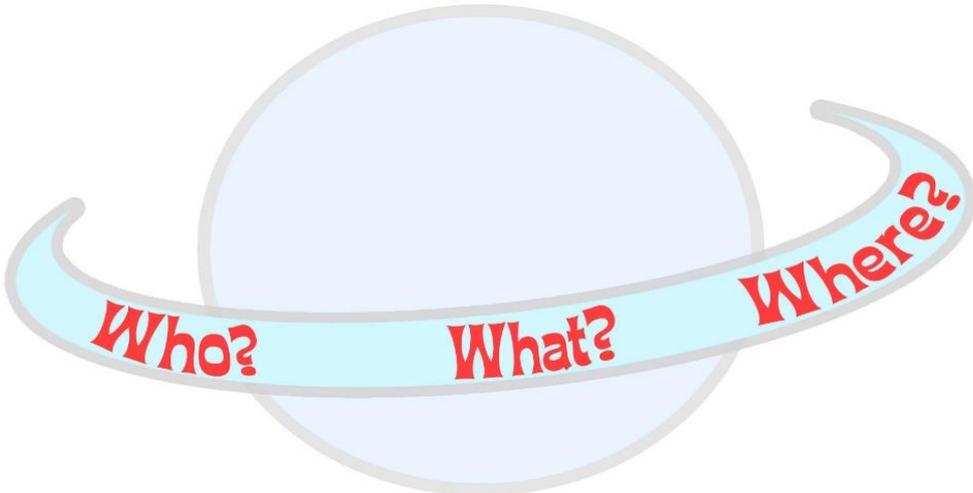
Phonic

Sounds



Four horizontal lines for writing.

Story Title:



Story Title:

Four horizontal lines for writing.



Phonic

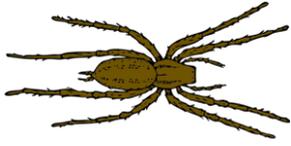
Sounds

Dictation:

A horizontal line with a dashed line below it for dictation.

Mind Maps: Bugs in Taiwan

We can see many different bugs in Taiwan.

spider 	worm 	butterfly 	moth 
mosquito 	ant 	hornet 	bee 

Look and write. Then read.

Use capital letters and add an “s” to the end of each bug.

Ants are small bugs, but they are very strong.

----- fly from flower to flower and make honey.

----- usually make webs and catch other bugs.

----- love flowers and have colorful wings.

----- can be colorful, but they are usually brown.

----- look like bees, but they don't make honey.

----- bite people and make a noisy buzzing sound.

----- crawl in the dirt and under the ground.

Writing and Conversation: Describing Bugs

Look at the bugs on page 5. Choose one to write about.

1. How big is your bug?

----- are -----.

2. What colors are your bug?

They are -----.

3. How does your bug move?

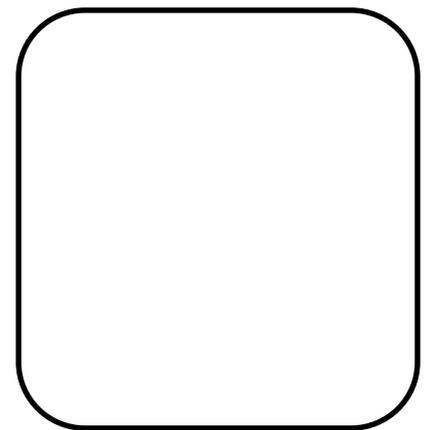
----- can -----.

4. Is your bug helpful?

----- are ----- helpful bugs.

They -----.

Your Turn: Rewrite. Then tell a friend.



Parent's Signature

Teacher's Stamp: