

Target Vocabulary **highlight in dialogue*

practice

hurry

position

roar

extra

curb

cheer

final

Dialogue:

The Big Ball Game

Coach Ty: Tomorrow will be our final game for the year. We had a lot of extra practice this week to get ready.

Ryan: Coach Ty, what position will I play?

Coach Ty: You will need to pitch. Kyle tripped over the curb yesterday and hurt his right arm, so he can't be the pitcher.

Ryan: I will try to do my best!

The next day, the team hurried onto the field.

The final game was about to begin.

The players' parents cheered.

The crowd roared.

Coach Ty: You can do it Ryan!

Ryan: Thanks coach!



Discussion Questions

1. Why did the team have lots of extra practice?

2. Why can't Kyle pitch for the final game?

3. What did the parents and crowd say as they cheered?

Write your answers into the speech bubbles. Then tell a friend.

Grammar: Subjects, Pronouns and Verbs

In a sentence, the **Subject** is the person or thing that does an action.

We can also use **Pronouns** to tell who or what does an action.

Verbs name the action in a sentence.

Read the sentences. Find the subjects. Write them on the lines.



Example: Bryan runs quickly. Bryan

- 1. He watches TV. _____
- 2. My parents cook. _____
- 3. The doctor helps. _____
- 4. Tim eats cookies. _____

To talk about now, we sometimes **add s/es** to the end of verbs.

Singular Nouns (Name / my teacher)	Plural Nouns (Names / the students)
Pronouns (He/She/It)	Pronouns (I/You/We/They)
Verb + s/es (He runs, She plays...)	Verb (I run, We play)

Circle the correct verb. Then rewrite the sentence.

- 1. I (play / plays) computer games.

- 2. You (catch / catches) balls in PE class.

- 3. We (walk / walks) in the hallway.

- 4. They (watch / watches) TV at home.

- 5. He (pitch / pitches) the ball.

- 6. She (break / breaks) the eggs.

We add **-es** to verbs that end in s/sh/ch/tch/z/x if the subject is singular.

Rewrite these sentences with a singular subject.

Ex. The teachers teach the students. > The teacher teaches the students.

- 1. The boys wash the dirty dishes. > _____
- 2. My friends mix the colors. > _____
- 3. The girls watch a movie. > _____

Fluency and Phonics: Long /i/ spelled i, igh, ie, y

Tongue Twisters



We must try to find the spy tonight!



Read the tongue twister. Find the long i words.

Highlight the long i spellings in each word below.

night	kind	high	spy
wild	July	light	fry
find	sigh	child	right

Look and write.

igh night ----- ----- ----- -----

i ----- ----- ----- -----

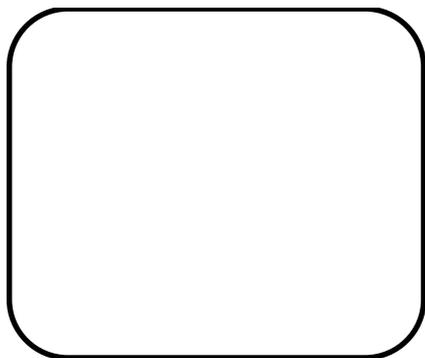
y ----- ----- -----



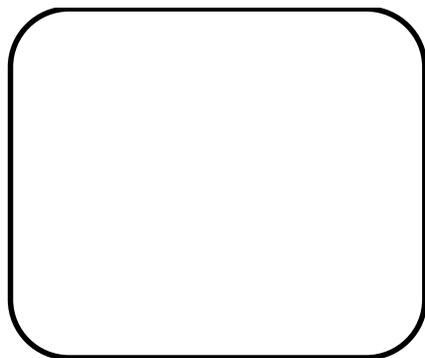
Your Turn: Write sentences with the words above.

1. -----
2. -----
3. -----

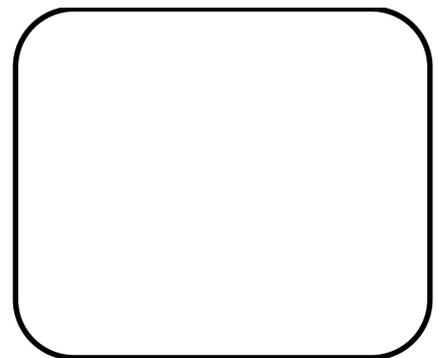
Read. Then draw.



tie



pie



cried

JOURNEYS

Decodable Readers

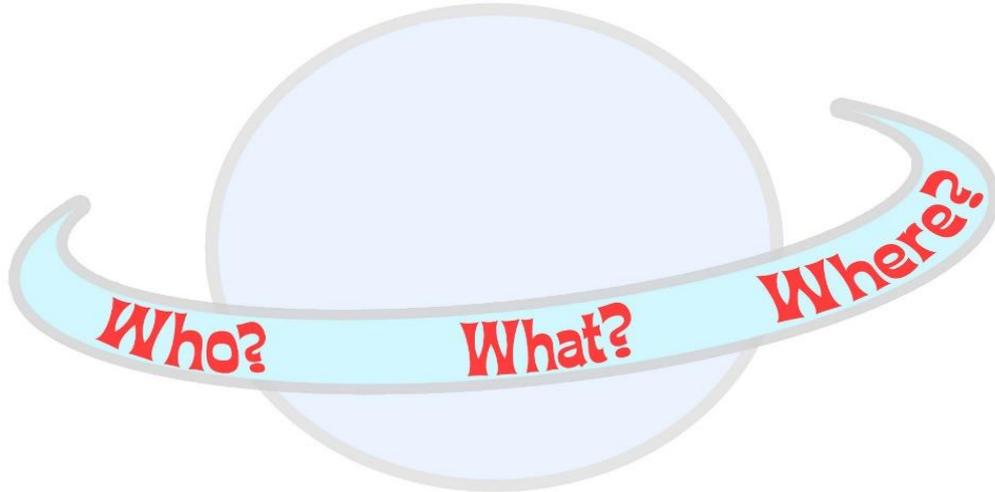
Phonic

Sounds



Four horizontal lines for writing, with large grey arrows pointing downwards behind them.

Story Title:



Story Title:

Four horizontal lines for writing, with large grey arrows pointing upwards behind them.



Phonic

Sounds

Dictation:

A dashed line for writing.

Mind Map: Dialogue in a Story

Dialogue is what the characters in a story say.

It can help us know more about the characters and also how show us how the characters feel.

Read the short story below. Highlight the dialogue.

You Can If You Try

Ryan is the pitcher for the final game. He is excited, but also nervous. "I hope I pitch well. I want my team to win," he says to his dad before the game. "Don't worry! You can do it Ryan," his father tells him.

Ryan runs onto the field, and the big game begins. He takes the baseball in his hand and throws it to the first batter. The batter swings, but misses the ball. Ryan feel a little better. Two more pitches, and the batter is out. "Yes, I can do this!" Ryan tells himself. "Great work Ryan!" yells his father.

What do they say? Look and write.

Ryan "-----"

"-----"

Ryan's "-----"

father "-----"

What do the dialogues help you learn about Ryan and his father?

Read the statements below. Write true or false.

----- Ryan thinks he is the best pitcher.

----- Ryan doesn't want to be the pitcher.

----- Ryan hopes he will be a good pitcher.

----- Ryan's father doesn't want him to pitch in the final game.

----- Ryan's father thinks he will do a great job pitching.

----- Ryan's father is scared that he will be a bad pitcher.



Writing: Dialogue in a Story

Remember:

- Dialogue is what the characters in a story say.
- We use quotation marks (“ ”) to show this when writing.
- Dialogue makes your story more interesting and helps the reader know more about the characters.

Your Turn:

Write the dialogue for the story below.

**Extra Homework**

Mr. Ly is a nice teacher. He tries his best to help his students. He sometimes gives them extra homework so they can practice. “-----,” Mr. Ly tells them.

Kyle is Mr. Ly’s student. He’s a kind child, but he doesn’t like to do homework. “-----,” Kyle sighs.

Mr. Ly understands that some children are disappointed, but he wants them to know the right answers for the final exam. “-----,” he tells Kyle.

Kyle stares at the floor until his classmate Ryan cheers, “-----!”

Kyle knows his friend is right. He stands up and roars, “-----!”

Now, read your story to a friend.

Do the dialogues you wrote make the story more interesting?

*Parent's Signature*

Teacher's Stamp:

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