

# Welcome to Learning Express!

## Helping your child build essential skills is easy!

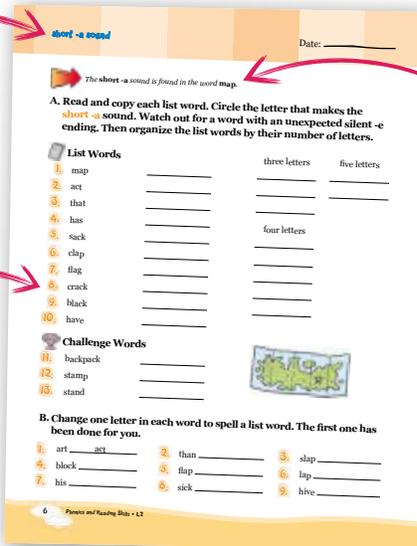
These teacher-approved activities have been specially developed to make learning both accessible and enjoyable. On each page, you'll find:

### Focus Skill

The focus of each activity page is clearly indicated.

### Meaningful learning

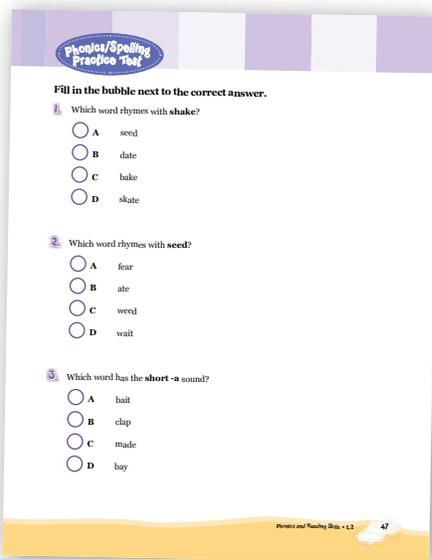
Each activity has been carefully designed to make your child's learning meaningful and fun.



### Instructions

The read-aloud instructions are easy for your child to understand.

This book also contains:



**Instant assessment** to ensure your child really masters the skills.



**Completion certificate** to celebrate your child's leap in learning.



**Motivational cut-and-paste stickers** to mark the milestones of your child's learning path.

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# Phonics/Spelling

“Look, Mom, I can read it all by myself!” What a proud moment for your child. Understanding the relationship between letters and the sounds they make is the most important step in learning how to read. In this section, children use their knowledge of phonics to develop spelling skills.

## **What to do**

These activities provide practice in the spelling of rhyming words, vowel and consonant sounds and unusual spellings of certain sounds.

Read the definition of the skill to your child. Then have him or her complete the activity. Help your child check the work when finished.

## **Keep On Going!**

Play a word game with your child. Tell him or her, I am thinking of a word:

It starts with a *k* sound.

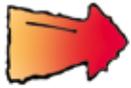
It has a short *-a* in the middle.

It ends with a *t* sound.

It rhymes with *fat*.

What is the word? [cat]

How do you spell it?



The short -a sound is found in the word map.

**A. Read and copy each list word. Circle the letter that makes the short -a sound. Watch out for a word with an unexpected silent -e ending. Then organize the list words by their number of letters.**



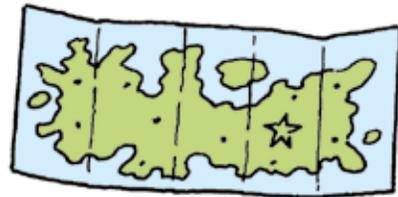
**List Words**

- |          |       |               |       |              |       |
|----------|-------|---------------|-------|--------------|-------|
| 1. map   | _____ | three letters | _____ | five letters | _____ |
| 2. act   | _____ |               | _____ |              | _____ |
| 3. that  | _____ |               | _____ |              | _____ |
| 4. has   | _____ | four letters  |       |              |       |
| 5. sack  | _____ |               | _____ |              |       |
| 6. clap  | _____ |               | _____ |              |       |
| 7. flag  | _____ |               | _____ |              |       |
| 8. crack | _____ |               | _____ |              |       |
| 9. black | _____ |               | _____ |              |       |
| 10. have | _____ |               | _____ |              |       |



**Challenge Words**

- |              |       |
|--------------|-------|
| 11. backpack | _____ |
| 12. stamp    | _____ |
| 13. stand    | _____ |



**B. Change one letter in each word to spell a list word. The first one has been done for you.**

- |                        |               |               |
|------------------------|---------------|---------------|
| 1. art _____ act _____ | 2. than _____ | 3. slap _____ |
| 4. block _____         | 5. flap _____ | 6. lap _____  |
| 7. his _____           | 8. sick _____ | 9. hive _____ |

Fill in the bubble next to the correct answer.

1. Which word rhymes with **shake**?

A seed

B date

C bake

D skate

2. Which word rhymes with **seed**?

A fear

B ate

C weed

D wait

3. Which word has the **short -a** sound?

A bait

B clap

C made

D bay

# Reading Skills

“Reading is fun!” — especially when your child understands how to use key reading skills to make meaning out of the words he or she reads. Good readers set a purpose when reading: to find the main idea, to discover important details, to find the sequence of the story, to compare and contrast story events or characters, to make inferences, predictions or to draw conclusions. The activities in this section will familiarize your child with these key reading skills so that he or she is equipped to make meaning out of the texts they read.

## **What to do**

Read the directions on each activity page with your child. Have your child complete the activity. Then check the work together. Answers, when needed, are provided at the back of the book.

When your child reads the nonfiction selections, have him or her answer the questions to test his or her comprehension.

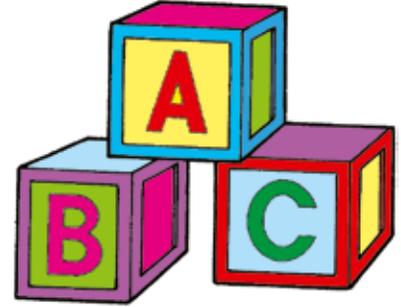
## **Keep On Going!**

Read a book or watch a TV show with your child. At good stopping points ask questions like: *What do you think will happen next? How is that character like or different from other characters in the story? Where does the story take place? Is there a problem? What is it? How is it solved? What have you learned?*



The **main idea** of a story tells what the whole story is about.

When you were younger, you learned your ABCs. Letters are the building blocks of words. Words are the building blocks of sentences. We use sentences to communicate our thoughts and feelings. Each letter of the alphabet has at least one sound. Some letters have more than one sound. There are 26 letters in our alphabet. Many of our letters come from alphabets made long ago in far away places. In fact, the word **alphabet** comes from two words, **alpha** and **beta**, which are the first two letters in the Greek alphabet!



**Underline the title that describes the main idea of the story above.**

Playing With Blocks      All About Our Alphabet      The Greek Language

**Now let's play a game using the alphabet. Read each clue below. Draw a line to the letters that sound like the correct answer.**

1. I borrowed some money from your piggy bank. \_\_\_\_\_ fifty cents.
2. This math is not hard. It's \_\_\_\_\_.
3. What did the blind man say to the doctor who made him see again? \_\_\_\_\_
4. What insect makes honey? \_\_\_\_\_
5. I drank all my milk. Now my glass is \_\_\_\_\_.

MT

EZ

AB

ICU

IOU

Fill in the bubble next to the correct answer.

1. Which word explains the underlined word in the following sentence?

The data helped to explain how the accident happened.

- A certificate
- B idea
- C information
- D results

2. Which sentence tells the main idea about Neil Armstrong's visit to the moon?

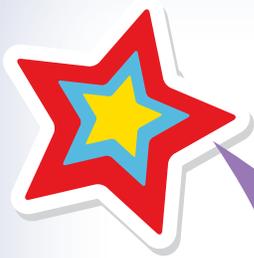
- A On July 20, 1969, Neil walked on the moon.
- B He saw rocks and moon dust.
- C Neil Armstrong walks on the moon.
- D Millions of people watched this amazing event.

3. Which story event is fantasy?

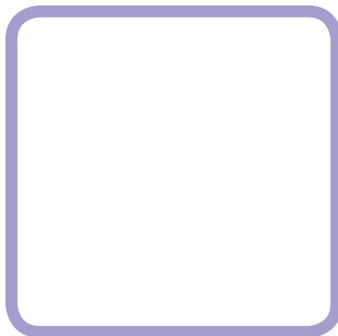
- A The flower spread its beautiful petals.
- B The horse ran free on the range.
- C It was raining cats and dogs.
- D Ants attacked our picnic basket.

**SCHOLASTIC**

**Learning  
Express**



**Congratulations!**



Paste a photo or draw a picture of yourself.

I, \_\_\_\_\_

am a Scholastic Superstar!

**I have completed Phonics and Reading Skills L2.**



Presented on \_\_\_\_\_



