

Hello There!

I hope you find this literacy workbook helpful in this time where every public and private school student has been thrust into the homeschool world!

As a Literacy Collaborative Coordinator and a homeschool mom of 6 years, I know both worlds very well.

I've put together some of my best literacy writing work that is most suitable for a homeschool setting.

Use the daily guide as a *guide*. It's okay if your routine looks a bit different. ***Remember, the big goal in the next few weeks is to help students maintain their literacy skills, not necessarily to try and teach them a ton of new things.

If some of the work is too difficult for the student to complete independently, it is okay to sit down together and work through the page. We want students to feel successful and not frustrated.

Included in This Workbook:

1. 3 weeks of reading comprehension and writing work.
2. Writing activities to maintain writing stamina at home
3. 3 weeks of phonics practice
4. 3 weeks of direct vocabulary practice
5. A daily scheduling guide for at-home learning
6. Answer Keys
7. Google Classroom Digital Version

To See More OOTWL Resources Visit

www.jenbengel.com



GOOGLE™ DRIVE INSTRUCTIONS

Instructions for accessing this resource digitally

All student activities are available in digital format compatible with Google classroom. They are available in the Google Slides format.

Google Slides™:

All student and teacher pages are available through Google Slides. Students can simply add text boxes to any area they wish to type in. To access the Google Slides for this resource, copy and paste the link below into your browser.

***NOTE:** You'll need to make a copy of the files inside the folder before you can use them and make edits.

Directions:

1. Create a FREE Google Account if you do not already have one.
 - [Click Here](#) to create an account.
2. [CLICK THIS LINK to download the resource to your Google drive.](#)
3. Open the file in your Google drive and click **File > make copy**.
* It's VERY important that you do this so that students are not changing your original copy.
4. Open the copy version and click **share link**. Make sure to choose **can view** from the drop down. Share the link with your students.
5. Once they receive the link, students need to click **File > Make a copy** in order to complete the work.
6. After completing the work, students click **share link** and share the work back with you.

Daily Literacy Guide for at-Home Work

Use the following as a *guide* to help your child practice and maintain their literacy skills each day.

Reading Comprehension:	Writing:	Language:	Vocabulary:
<ol style="list-style-type: none">1. Read a passage and answer the questions2. Complete a comprehension: "Thinking Deeper" writing page3. Spend 20 minutes reading a book the student chooses.	<ol style="list-style-type: none">1. Spend 20 minutes a day working on writing.2. Use the writing support in this workbook as a start.3. Create an at-home writing notebook, where students can extend their writing ideas.	<ol style="list-style-type: none">1. Review a phonics skill2. Read the phonics passages and complete the activities	<ol style="list-style-type: none">1. Follow the weekly vocabulary format to practice tier 2 vocabulary words.

Reading Comprehension

Each Day:

1. Read a passage and answer the questions.
2. Complete a Comprehension: "Thinking Deeper" writing page.
3. Spend 20 minutes read a book the student chooses.

"Sam Loves School"

Understand It!

Answer the following questions after reading:

1. What was the problem?
 - a. Sam did not like school
 - b. Sam was sick
 - c. Sam had a bad dream
 - d. Sam was happy
2. How did Sam feel about missing school?
 - a. happy
 - b. mad
 - c. scared
 - d. sad
3. What was the main idea in the story?
 - a. Sleeping
 - b. dreams
 - c. missing school
 - d. math
4. What food was Sam going to miss at school?
 - a. ice cream
 - b. cookies
 - c. cake
 - d. pizza

Sam loves school. He can't wait to go to school every day. One day Sam woke up with a **tickle** in his mouth. He coughed. The tickle did not go away. He **coughed** again. The tickle was still there. Sam went **downstairs** to tell his mom. His mom felt Sam's head. She told him he was sick and he should go back to bed. Sam was sad. He did not want to miss school. Today his teacher was **bringing** ice cream to school. Sam's mom said he could have ice cream at home. That made Sam feel a little better. The next day his tickle was gone. Sam was **happy** to go back to school.

Word Work Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

Comprehension: Retelling Fiction

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Passage Title: _____ Passage Number: _____

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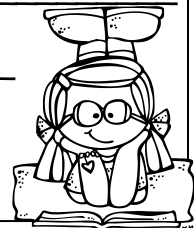
What was the main idea?



What were the key details?



How would you describe the main character? Why?



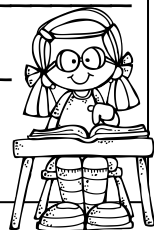
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY Little Sister Drools"

Understand It!

Answer the following questions after reading:

1. What was the problem?
 - a. Bella giggled
 - b. Bella drooled
 - c. Bella cried all the time
 - d. Bella did not nap
2. What did most people do when Bella drooled?
 - a. got mad
 - b. think she was cute
 - c. put her to bed
 - d. they did nothing
3. What was the main idea in the story?
 - a. baby giggles
 - b. new shirts
 - c. drooling
 - d. shopping
4. Why did the narrator start to cry?
 - a. drool was on the shirt
 - b. mom laughed
 - c. she was happy
 - d. she got hurt

My little sister **drools**. She just turned one. She drools all over her shirt. She drools all over my mom. She drools all over the floor. I do not like holding her because she drools so much.

Everyone thinks she is so **cute**, but not me. I think she is **sloppy**. One day we were at a store and she drooled all over me. I screamed, "Bella, no!" She just **giggled**. I was so mad. I handed Bella to mom, and started to cry. I had baby **slime** on my brand new shirt. Mom did not laugh at me. She felt so bad that she bought me a new shirt. I can not wait for Bella to stop drooling!

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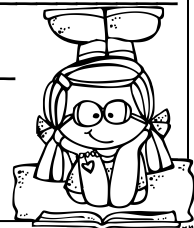
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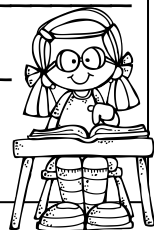
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY MESSY ROOM"

Understand It!

Answer the following questions after reading:

1. What was the problem?
 - a. his room was clean
 - b. his mom was happy
 - c. his room was messy
 - d. Jackson was happy
2. How did Jackson feel about cleaning?
 - a. happy
 - b. mad
 - c. stubborn
 - d. excited
3. What was the main idea in the story?
 - a. he would not clean
 - b. his mom cleaned
 - c. Jackson ate candy
 - d. toys on the floor
4. What was one thing messy in Jackson's room?
 - a. food on the floor
 - b. shoes in the bed
 - c. toys on the floor
 - d. clothes in the bed

My name is Jackson. I have a **messy** room. My toys are all over the floor. My books are falling off my **bookshelf**. My clothes are piled on the floor. I like my messy room, but my mom does not. She says I am living like a pig. My mom is always asking me to **clean** my room. I never want to. I tell her I know where everything is. Sometimes she gets mad at me. But I am **stubborn**. I still will not clean my room. Mom says my room smells bad, but I like the smell. One day she **bribed** me. She promised me candy if I cleaned. So I did. The candy was great! Everyone was happy.

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Words with 2 letters



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Vocabulary

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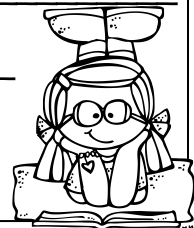
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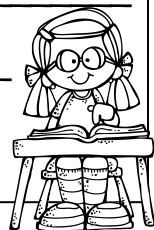
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"It's Good to Share"

Understand It!

Answer the following questions after reading:

Jonah loved to share. Adam did not like to share. Jonah and Adam were in first grade **together**. They were **friends**. Every day Jonah gave Adam a sticker, just because. Jonah liked how **sharing** made him feel. Adam **forgot** his lunch one day. Jonah gave Adam almost all his food. Jonah was very hungry. But sharing with Adam made him happy. One day Jonah forgot his lunch. Adam did not share his food with Jonah. Jonah was sad. The teacher saw Jonah sad. She gave him all her food. Adam felt bad then. He said he was sorry. He **promised** to share better.

1. What was the problem?
 - a. Jonah did not share
 - b. Jonah shared
 - c. Adam shared
 - d. Adam did not share
2. How did Jonah feel about sharing?
 - a. it made him happy
 - b. it made him mad
 - c. it made him sad
 - d. it made him tired
3. What was the main idea in the story?
 - a. school
 - b. snack time
 - c. sharing
 - d. stickers
4. What were some things Jonah shared?
 - a. stickers
 - b. markers
 - c. crayons
 - d. candy

Word Work Color the words in the passage that match each category below:



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Words with 2 letters



Words with the short a/ sound



Words that start with /h/

Vocabulary

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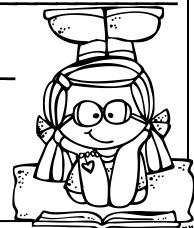
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What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"YOU ARE NOT MY BOSS!"

Understand It!

Answer the following questions after reading:

1. What was the problem?
 - a. Matilda is bossy
 - b. Ethan is bossy
 - c. Matilda lost her pencil
 - d. Matilda was nice
2. How did Ethan feel about Matilda?
 - a. she was nice
 - b. she was fun
 - c. she was bossy
 - d. she was kind
3. What was the main idea in the story?
 - a. playing at school
 - b. Matilda being bossy
 - c. Ethan being bossy
 - d. Ethan was a bully
4. What did Matilda want Ethan to do?
 - a. pick up her pencil
 - b. do her homework
 - c. pick up her marker
 - d. pick up her paper

Matilda is **bossy**. She tells everyone in school what to do. One day she told me to pick up her paper. "You are not my boss," I said. She **stared** at me with a mean look on her face. Matilda was a **bully** too. She was mean until she got her way. But I was not going to let her tell me what to do. She told me again to pick up her paper. I still said no. She said, "Ethan, if you do not pick up my paper, I will **scream**." I was not scared. I still said no. Matilda's face turned red, but she did not scream. It felt good to stand up to the bossy Matilda. She never told me what to do **again**.

Word Work Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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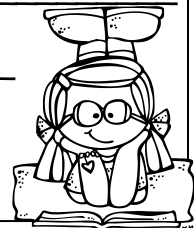
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What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY CAT CAN TALK"

Understand It!

Answer the following questions after reading:

My cat is named Zoe. She is a very **special** cat because she can talk! I did not even know Zoe could talk until one day when I was in the kitchen. I went to grab a pan on the stove. I did not know it was very hot. Zoe yelled, "STOP, do NOT touch that!" I was **shocked**. I turned around to look at my cat. She just smiled with her **whiskers** up in the air. "Zoe, you can talk?" I asked. Zoe looked **shy**. Then she said, "Yes, but I was too scared to tell you." I told her that I was so **excited** she could talk. After that day Zoe never stopped talking. Now she is my best friend!

1. Which event from the story can not happen in real life?
 - a. having a cat
 - b. burning your hand
 - c. a cat talking
 - d. a cat with whiskers
2. What do most kids think about a cat who talks?
 - a. it is not cool
 - b. it is bad
 - c. it is very cool
 - d. they would not like it
3. What happened before Zoe yelled, "STOP"?
 - a. she did not know the pan was hot
 - b. Zoe smiled
 - c. Zoe looked shy
 - d. Zoe was not scared
4. What does yelled mean?
 - a. to whisper
 - b. to talk quiet
 - c. to laugh
 - d. to scream

Word Work Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 _____

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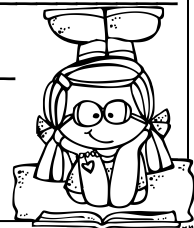
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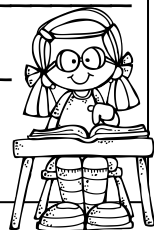
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"The Magic Rock"

Understand It!

Answer the following questions after reading:

- Which event from the story can not happen in real life?
 - finding a rock
 - eating pizza
 - a rain storm
 - a magic rock
- What do most kids think about having a magic rock?
 - it is not cool
 - it is scary
 - it is very cool
 - they would not like it
- What happened right before the rain came?
 - the clouds came
 - Katie ate pizza
 - Katie picked up a rock
 - Katie wished for pizza
- What does smooth mean?
 - big
 - soft
 - bumpy
 - hard

One day Katie was walking to school when she saw a purple rock. The rock was smooth and it looked special. Katie picked it up and put it in her pocket. At lunch she rubbed the rock. She **wished** for pizza. All of a **sudden** there was hot pizza on her plate! Katie was **surprised**. At **recess** she rubbed the rock again. This time she wished for a big rain storm to come. Right away the clouds came. The rain started **pouring** down on Katie and her friends. Katie knew she had a magic rock. She spent the rest of the day thinking of what she would wish for next. She was so excited!

Word Work Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1

2

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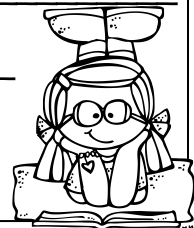
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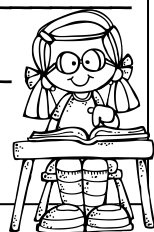
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"Caden's Lucky Snack"

Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
 - a. peanuts make you run fast
 - b. running fast
 - c. eating peanuts
 - d. running slow
2. What do most kids think about having a lucky snack?
 - a. it would be awesome
 - b. it would not be good
 - c. it would be bad
 - d. it would be scary
3. What happened right before Caden was sad?
 - a. he ran fast
 - b. he ate peanuts
 - c. his friends teased him
 - d. he was the fastest
4. What does slowest mean?
 - a. just a little slow
 - b. slower than everyone
 - c. fast
 - d. faster than everyone

Caden can run really fast. He is much faster than all the kids in his school. He runs as fast as a cheetah. But Caden does not always run that fast. He has a **secret** that makes him go fast. He eats a **handful** of lucky peanuts to make him run fast. The peanuts have special powers. Only Caden and his mom know about his lucky peanuts. One day Caden **forgot** to eat his lucky peanuts before school. He was not the **fastest** runner that day. He was the slowest. His friends **teased** him. Caden was sad. He never forgot to eat a handful of lucky peanuts ever again!

Word Work Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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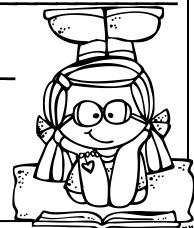
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What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"A Secret Present"

Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
 - a. getting presents
 - b. singing chipmunks
 - c. ripping open a present
 - d. a cat with whiskers
2. What do most kids think about singing chipmunks?
 - a. they are real
 - b. they are not funny
 - c. they are not real
 - d. they would not like it
3. What happened before Sadie heard something squeaking?
 - a. the box was moving
 - b. she laughed
 - c. she saw chipmunks
 - d. chipmunks were singing
4. What does best mean?
 - a. not that good
 - b. to not like something
 - c. something really good
 - d. to be scared

Today is Sadie's birthday. She is seven years old. Her grandma lives far away. Every year she sends a special **package** for Sadie's birthday. Sadie could not wait to open her present from grandma. Just as she was about to open it, she **noticed** the box was moving. Then she heard some **squeaking** inside the box. Sadie laughed. What could be inside? She **ripped** the box open. Inside were two chipmunks. One had a **guitar**. When the box opened, the chipmunks started singing and dancing. They sang happy birthday to Sadie. Everyone laughed. It was the best present!

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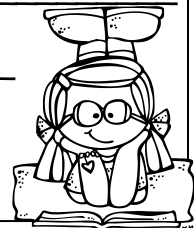
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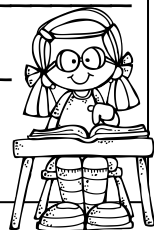
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY Three Wishes"

Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
 - a. getting a puppy
 - b. swimming in a pool
 - c. having a fairy grandma
 - d. playing video games
2. What do most kids think about the fairy grandma?
 - a. she is real
 - b. she would be scary
 - c. she would be mean
 - d. she would be the best
3. What happened before the fairy grandma waved her magic wand?
 - a. she named the puppy
 - b. she came to visit
 - c. she got a pool
 - d. she went swimming
4. What does giant mean?
 - a. really big
 - b. short
 - c. really small
 - d. tiny

I have a fairy grandma named Rose. Every year she comes to **visit** me in the summer. She **grants** me three wishes each year. I can wish for whatever I want. She is the nicest fairy grandma ever! Last year I wished for a puppy, a new bike, and a giant box of candy. She **waved** her magic wand and **poof!** I had all three things. I named my puppy Max. This year I am going to wish for another puppy. I love puppies. I am also going to wish for more video games. My last wish is going to be for a pool in our **backyard**. I cannot wait to teach my puppies how to swim!

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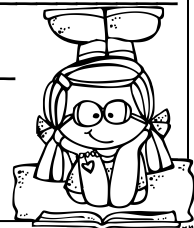
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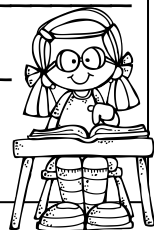
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"How to Catch a Frog"

Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
 - a. they live in ponds
 - b. get a tall bucket
 - c. frogs will not jump
 - d. use a pole to catch frogs
2. What does sneak mean?
 - a. to be loud
 - b. to run
 - c. to move quietly
 - d. to jump
3. What place does the text describe?
 - a. a river
 - b. a pond or swamp
 - c. a lake
 - d. the ocean
4. What does this text teach us?
 - a. how to catch fish
 - b. how to swim
 - c. how to jump
 - d. how to catch frogs

Some people love to **catch** frogs. The first thing you need to do is find frogs. They live in ponds or **swamps**. You can find frogs in muddy spots by logs. They may be sitting in the sun. Use a net to catch a frog. Once you see a frog, be very **quiet** and sneak up to it. Get your net ready. When you are close, **quickly** cover the frog with the net. You have to be fast or the frog will jump away! Move the frog from the net into a **bucket**. Make sure the bucket is tall enough so the frog does not jump out. If you keep the frog, be sure to take good care of it at home!

Word Work Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1

2

3

4

5

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

What was the main topic?



What were some key facts?



What are some new things you learned?



Describe the setting.



What were some new words you learned?



"What Will You See at the Zoo?"

Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
 - a. you will see mammals
 - b. all mammals have fur
 - c. you will see reptiles
 - d. you will see giraffes
2. What do mammals have?
 - a. fur or hair
 - b. teeth
 - c. scales
 - d. four legs
3. What place does the text describe?
 - a. a forest
 - b. a zoo
 - c. a jungle
 - d. a river
4. What does this text teach us?
 - a. how old animals are
 - b. where to find a zoo
 - c. what animals are in a zoo
 - d. how big animals are

What animals will you see at the zoo? You will see many different kinds of animals. You will see reptiles. Reptiles have scales on their skin. Some reptiles you will see are snakes and alligators. You will **probably** see many different types of fish. They will be swimming in **giant** tanks. Many kinds of birds will be there too. The **biggest** animals you will see are mammals. All mammals have hair or **fur**. Lions, tigers, bears, and giraffes are all mammals you will see at the zoo. You should **carry** a notebook. Make a list of all the animals you see. Have fun at the zoo!

Word Work Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 _____

2 _____

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4 _____

5 _____

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

What was the main topic?



What were some key facts?



What are some new things you learned?



Describe the setting.



What were some new words you learned?



"Save the Sea Turtles"

Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
 - a. baby turtles hatch
 - b. they bury eggs
 - c. people save turtles
 - d. they live in oceans
2. What does survive mean?
 - a. to live
 - b. to crawl
 - c. to swim
 - d. to be extinct
3. What place does the text describe?
 - a. a river
 - b. a pond or swamp
 - c. a lake
 - d. the ocean
4. What does this text teach us?
 - a. how to catch turtles
 - b. turtles could be extinct
 - c. where to swim
 - d. how to pet turtles

Sea turtles live in oceans all over the world. They have been on Earth for millions of years. But now some sea turtles are at **risk** of being extinct. Extinct means that there would no longer be any sea turtles on Earth. Sea turtles crawl onto sandy beaches to lay their eggs. They **bury** the eggs in the sand. Once the eggs **hatch**, they **travel** back to the ocean. Many baby sea turtles do not survive this trip. People are trying to save the sea turtles. They **block** parts of the beach where eggs are found. They help keep the eggs safe. It is good to try and save the sea turtles!

Word Work Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 _____

2 _____

3 _____

4 _____

5 _____