Name _____

Read the story. Then complete the sentences in the chart to tell about the characters.

At the Pet Store

Jen and Alexa are friends. Jen has long brown hair. Alexa has short red hair. The girls like going to the pet store.

"The hamsters are the best," says Alexa. "They are so cute!"

"No, the snakes are the best," says Jen.

"Look at the birds!" says Alexa. "I want a bird!"

"Me too!" says Jen.

Jen	Alexa
1. Jen has _____ _____.	5. Alexa has _____ _____.
2. Jen likes going to _____ _____.	6. Alexa likes going to _____ _____.
3. Jen likes _____.	7. Alexa likes _____.
4. Jen wants a _____.	8. Alexa wants a _____.

Circle the sentences in the chart that tell how Jen and Alexa are alike.

School-Home Connection

Have your child read the story to you, and draw a picture that shows what is happening in the story. Ask your child to tell how the girls are alike and how they are different.

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Name _____

▶ **Write the word from the box that completes the sentence.**

covered	everything	through	woods	guess

1. Tara tried to guess how many beans were in the jar.
2. Arturo put _____ on the table.
3. The dog jumped _____ the hoop.
4. The storm _____ the ground with snow.
5. Carla saw many different trees in the _____.

▶ **Think of how you might help a friend. Tell what you would do. Use as many words from the box as you can.**

_____

_____

_____

_____

_____

_____

School-Home Connection

Have your child read the words in the box and use two at a time in a sentence.

Name _____

Read the paragraph. Write the supporting details on the lines.

Caring for a Rabbit

A rabbit makes a fine pet—if you follow these rules. Never pick up your rabbit by its ears. Keep your rabbit's hutch clean. Feed your rabbit twice each day. Brush your rabbit each week. Take your rabbit to a vet for a check-up once each year.

Detail 1 _____

_____

Detail 2 _____

Detail 3 _____

Detail 4 _____

Detail 5 _____

_____

Main Idea

A rabbit makes a fine pet—if you follow these rules.

School-Home Connection

Have your child read the paragraph and point to the main idea. Have your child draw a rabbit and then tell you how to take care of one.

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Name _____

Finish the story. On each line, write a word from the box.

face	stroke	home	cage	nice
name	size	huge	time	rode

A Pet for June

June and her dad went to get a pet. June saw a big white dog.

"He's too **(1)** huge," said Dad. "We need a dog that is a smaller **(2)** _____."

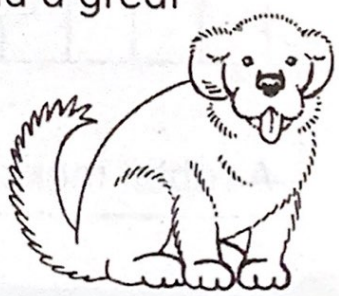
June stuck her hand inside the white dog's **(3)** _____. The big dog came over and licked her **(4)** _____. June began to **(5)** _____ his neck. She said to her dad, "See how **(6)** _____ he is?"

Dad began to pet the dog as he said, "OK, June. He can be our pet. Choose a **(7)** _____ for him."

June smiled and said, "We can call him Jake."

"Jake, let's get in the car," said Dad.

After they **(8)** _____ home, they had a great **(9)** _____ playing catch with Jake.



School-Home Connection

Have your child read this story to you. Then talk about other kinds of animals that make good pets.

Name _____

Finish the story with words from the box.

different	ears	children
finally	short	hundred

A Dog Show Day

Pablo, Rose, and five other **(1)** children went to a dog show. They saw lots of **(2)** _____ dogs. There were black dogs, tan dogs, gray dogs, and white dogs. Some dogs had long tails. Other dogs had **(3)** _____ tails.

"There must be a **(4)** _____ dogs here!" said Rose.

"I like the dog that's in the ring now," Pablo said. "It's got long, floppy **(5)** _____."

When the show was **(6)** _____ over, the dog that Pablo liked was the winner!

Make up a funny pet, and tell what it looks like and what it does. Use as many words from the box as you can.

_____

_____

_____

School-Home Connection

Have your child read the pet description he or she wrote. Ask your child to draw a picture of the pet and tell you other things about it.

Name _____

Read the first paragraph. Fill in the chart. Then read the next paragraph and write the main idea.

Hamster Care

Remember to take good care of your hamster. Always handle your hamster gently. If it is asleep, do not wake it. Make sure it has fresh water and special hamster food. Take good care of your hamster and it will live a happy life.

Detail
1. _____

Detail
2. _____

Detail
3. _____

Main idea
Take good care of your hamster.

Hamster Workouts

A pet hamster needs to be active. Put a cardboard tube in the cage so that the hamster can dash through it. A hamster likes to run on an exercise wheel, too.

4. What is the main idea?

_____

_____

School-Home Connection
Have your child name one small pet and give three details about it.

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Name _____

Write a word from the box that completes each sentence.

sugar	bicycle	special	sometimes	exercise

1. A pet often needs special food.
2. Play catch with a dog so that it gets _____.
3. Some dogs can run as fast as a _____.
4. My cat spilled a cup of white _____.
5. Her dog _____ plays with other dogs.

Write sentences that go with each picture. Use at least two words from the box.

6. _____

_____

_____

7. _____

_____

_____

School-Home Connection

Have your child read the words in the box and use two at a time in a sentence.

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Name _____

Match each naming part with a telling part. Write a complete sentence.

Naming Part	Telling Part
Butterflies	work hard.
Ants	make honey.
Spiders	fly.
Bees	make webs.

1. _____

2. _____

3. _____

4. _____

School-Home Connection

Ask your child to write several sentences. Then have him or her point to the naming part and the telling part of each sentence.

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Story: 20: Eye Contact

Introduction: Tom Cat and Tabby Cat were walking home from school. Tom Cat was telling a story. Tabby Cat looked around as she listened carefully to Tom Cat's story. Tom Cat didn't feel like Tabby was listening because she was looking everywhere but at him. Do you look at someone when they are talking to you? Why?

"Are you even listening to what I am telling you?" Tom Cat asked. "Of course I am listening to you, silly. Why wouldn't I be?" Tabby replied. "Well, you are looking all over the place. I guess my story is boring. I don't even want to tell it anymore," Tom Cat said sadly. Tabby Cat didn't understand what Tom Cat's problem was. Why did she have to look at him to listen?

STOP <u>Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.</u>

"Please finish your story. I really want to know what happened to your friend's lunch," Tabby pleaded. "Fine, but this time will you please look at me so that I know you are listening to me?" Tom Cat asked. Tom Cat happily finished his story. He felt much better with Tabby making eye contact as he told the story. It made the story even better because he could use his hands to show what happened.

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Follow Up: 20: Eye Contact

Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat was telling a story and got upset because Tabby Cat wasn't making eye contact. Tell your partner about a time you were talking to someone that wasn't looking at you. How did it make you feel?

<u>Hands-On:</u> Look up as you talk to one specific student (do not say their name). Ask students to tell you who you were talking to. Discuss that eye contact helps others know who you are talking to. Ask students to share a story with their partner. Remind them to work on using eye contact as they tell and listen to the stories. Sit in a circle. Have students make eye contact with the person sitting across from them and direct them to give their partner a compliment. Notice that it is easier to hear someone when you are making eye contact with them.

<u>Think About It:</u> Why is it important to make eye contact with the person that you are talking or listening to? How does it make someone feel if you are not looking at them when they talk to you?

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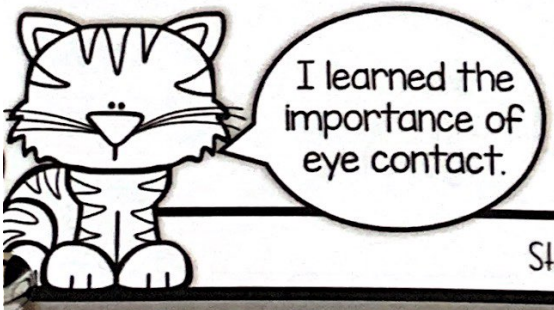
Social Skills

Name: _____

Directions: Draw a picture of you using eye contact.



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Story: 21: Identifying Feelings

Introduction: Tom Cat and Tabby Cat were playing school. Tom Cat was the teacher and he asked Tabby [illegible] shape he was holding up. Tabby had no idea what shape it was and started to feel her heart pound. Her tummy got upset and her face turned red. Have you ever felt this way? Tell your partner what made you feel this way.

"Tabby, can you tell me what shape this is? You know it, don't you?" Tom Cat asked in his best teacher voice. Tabby Cat stormed off into her room and slammed the door. "Stop making fun of me!" she yelled. Tom Cat was confused. "Why did Tabby get mad at me?" Tom wondered. In her room, Tabby couldn't figure out why she was mad at Tom Cat. She just was.

STOP <u>Turn and tell your partners what feeling you think Tabby Cat is feeling right now.</u>

"Tabby, I wasn't making fun of you. I thought that you knew the shape. It doesn't matter anyway!" Tom said. Tabby took a deep breath and opened her door. "Why are you mad at me?" Tom Cat asked. "I don't know," Tabby said. "I just started to feel hot and my tummy got upset because I didn't know that shape." Tom hugged Tabby and said, "That means you felt embarrassed. You didn't need to be though. It is okay if you don't know something. Sometimes I don't know things either."

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Follow Up: 21: Identifying Feelings

Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat felt embarrassed because she didn't know something. She wasn't sure what she was feeling. Tell your partner about a time when you didn't really know what feeling you felt. Was it hard to explain how you felt to others?

<u>Hands-On:</u> Give students a feeling/emotion and ask them to do the following things:

1. Show the feeling on their face.
2. Share a time they felt that way with a partner.
3. Share ways to make that feeling go away with the class.

As feelings/emotions come up in your day, encourage students to identify their feelings.

<u>Think About It:</u> Why is it important to know what feeling you are experiencing? Why is it important to let others know how you feel? Why are some feelings harder to change? Are some feelings good to have?

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Social Skills

Name: _____

Directions: Draw a picture of you feeling anger and sadness.

Story 21: **Identifying Feelings**

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Story: 22: Expressing Feelings

Introduction: Tom Cat and Tabby Cat were playing with their Legos when Tabby Cat accidentally broke Tom Cat's Lego airplane. Tom Cat's face got really red and his fingers curled into fists. He wanted to scream and hit. How is Tom Cat feeling? Tell your partner about a time you felt this way.

"Oops! It was an accident. I will help you fix it," Tabby Cat said as the wing fell off of Tom Cat's airplane. "HEY!" Tom Cat yelled as he pushed Tabby Cat down. "Don't touch my stuff!" Tabby Cat started to cry. Tom picked up his airplane and threw it at the wall. Then, he grabbed Tabby Cat's Legos and smashed them into the bucket.

<u>Turn and tell your partners if you think Tom Cat is expressing his emotions appropriately.</u>

"Tom Cat, please stop. I know you are mad, but it isn't okay to throw things and yell," Tabby Cat said calmly. "I said it was an accident and I am really sorry that I broke it, but we can still fix it." Tom Cat hugged himself tightly and took three deep breaths to calm down. "I am sorry for throwing a fit. I just get so angry," Tom said. "Will you forgive me?" Tabby Cat gave him a big hug and said, "Of course, but please try to stay calm even if you are mad."

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Follow Up: 22: Expressing Feelings

Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat was mad and did not express his emotions very well. Is it okay to be angry? Is it okay to act like that when we are angry? Why not? Tell your partner about a time when you got really angry about something.

<u>Hands-On:</u> Lead students in role-playing different examples and non-examples of how to act when they feel angry, embarrassed, sad, etc. Model examples and non-examples for the class and ask them to give a thumbs up or thumbs down to show if your behavior is appropriate.

<u>Think About It:</u> Why is it important to express our emotions appropriately? What might happen if we show our emotions inappropriately? Can identifying how we feel help us express our feelings better? Can the way we express our feelings make other people's feelings change? How? How do people feel about us if we express our emotions inappropriately?

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Social Skills

Name: _____

Directions: Draw a picture of you expressing a feeling. Label your emotion.

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Story: 23: Encouragement

Introduction: Tabby Cat was trying really hard to learn how to hula hoop. She got her new hula hoop for her birthday and really wanted to be good at it. Tell your partner about a time that you worked hard to be good at something. Did you feel frustrated when you first started learning?

"Ugh, hula hooping is just hard!" Tabby Cat complained. She picked up the hula hoop off the floor again. She had been trying to hula hoop all day and was starting to feel like she should just give up. "Tabby Cat, I think hula hooping is hard, too, but you are working so hard and I can tell that you are getting much better!" Tom said as he smiled at her and showed her a thumbs up. "Keep going. I know you can do it!"

Turn and tell your partners how you think Tom Cat made Tabby Cat feel.

The hula hoop fell down again. Tabby Cat looked up at Tom Cat and smiled. "Thank you for saying that. I was ready to just quit, but maybe I can be good at this if I just keep trying," Tabby Cat said. She picked up her hula hoop again and swung it around her waist. This time, she had a smile of her face.

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Follow Up: 23: Encouragement

Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was having a hard time learning how to hula hoop. She was starting to get really frustrated when Tom Cat came and encouraged her. Tell your partner about a time when someone encouraged you. How did their encouragement help you?

Hands-On: Give each pair of students a puzzle. Ask one student to complete it while the other student encourages them. Have students switch roles. Discuss how the encouragement made the students feel. Was some encouragement better than others (good job vs. you are working really hard)? Give the class a worksheet that they may find tricky. Model giving encouragement as they work. As students finish, allow them to encourage their peers. Pass out partner games and circulate as students play to ensure that they are encouraging each other.

Think About It: Why is it important to encourage others? How does encouragement help our friends? Can encouraging someone help us make friends? How does encouragement make you feel? What is the best way to encourage someone?

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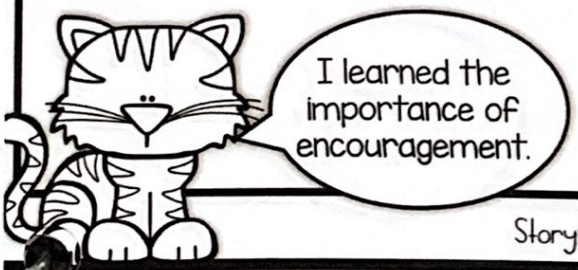
Social Skills

Name: _____

Directions: Draw a picture of you encouraging a friend.



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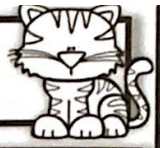
Story: 24: Complimenting



Introduction: Tom Cat and Tabby Cat were working on an art project with Mom. Tom Cat notices that Tabby Cat's art project is nicely done and it looks pretty. Tom Cat looks down at his art project and he notices that he didn't take his time and the paint colors are all running together. He asks his mom how his picture looks and she gives him a warm smile.

"Wow, Tabby Cat! I like how you really took your time on your painting. I can see the grass, the trees, the sun, and the tiger over here." Tom Cat shouts over Mom before she can finish talking to Tabby Cat and says, "Mom! Mom! You like my painting, too, right? It's nice, isn't? Is my picture better than Tabby Cat's painting? I have a sun, grass, trees, and a tiger, too!"

<u>Mom is trying to give a compliment. Turn and tell your partner who should get the compliment.</u>

"Tom Cat, I am trying to give Tabby Cat a compliment and you are not being kind. I would like for you to give Tabby Cat a compliment as well. Please take a moment to tell her something nice about her painting." Tom Cat took a moment to stare at Tabby Cat's painting and his eyes lit up. "Tabby Cat, I really like how all of your colors are where they should be. Your sun is yellow. Your grass is green. Your tiger is orange and black. Your painting is very nice!"

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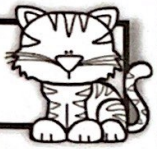
Follow Up: 24: Complimenting



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat had taken her time creating a very nice painting, and Mom had given her a compliment. Tom Cat wanted a compliment for his painting, but Tom Cat did not take his time. Instead, Mom wanted Tom Cat to give Tabby Cat a compliment. How do you feel when you get a compliment? How do you feel when you give a compliment?

<u>Hands-On:</u> Have students sit around the circle. Using a ball of yarn be the first person to say a compliment. Find a student that is across from you, hold onto the end of the yarn, and "throw" the yarn across to the student. Once they catch the yarn ball state a compliment to them. "Johnny, I really like how when friends are feeling said, you will encourage them and make them feel better." Johnny will then hold onto a piece of the yarn and "throw" the yarn ball to another student across from him and state a compliment to that friend. This will continue until a "spider web" has been formed with the yarn ball.

<u>Think About It:</u> Why should we give compliments? How do we give compliments? What happens if someone gives us a compliment and we are unsure how to respond? What can we say or do?

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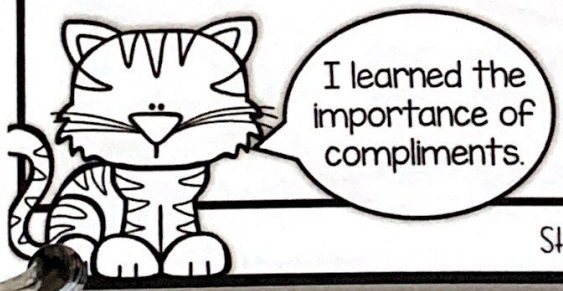
Social Skills

Name: _____

Directions: Draw a picture to show how you feel when you hear a compliment.



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Decoding Our Anger

Now we know why anger makes us want to do certain things. Let's explore the different kinds of urges we feel when angry. It is important to remember to decode our anger when we are calm, so we don't get angrier by being hard on ourselves.

As you look over the list of urges, think about which ones you have most often. Then fill in your top five instincts and describe a time you have felt each one.

URGES

- Bullying (teasing, spreading rumors, and name-calling)
- Destroying something (breaking toys or furniture)
- Having a tantrum (screaming and punching)
- Ignoring people
- Losing control of my body (kicking and screaming on the floor)
- Making threats ("I won't be your friend ever again!")
- Moving too quickly (running or crashing into something)
- Punishing someone (refusing to answer them, call them back, or invite them to an event)
- Slamming doors
- Thinking of ways to get revenge (wanting to hurt someone who has hurt you)
- Using foul language (using words you know upset people)
- Using words to hurt someone's feelings (saying unkind things to someone)

Example: I feel like *yelling or crying* when *my mom tells me to stop playing video games.*

I feel like _____

when _____.

I feel like _____

when _____.

Decoding Our Anger, *continued*

I feel like _____

when _____

I feel like _____

when _____

I feel like _____

when _____

I feel like _____

when _____

Consequences of Acting Out

Saying or doing something out of anger can have some big consequences. Some of the consequences may affect how people feel or how they treat us or act around us. Other consequences may include having our favorite things or privileges taken away, or not being able to go places we like. On the next page, you'll find a list of some of the possible consequences of anger.

Name a place where you felt angry: _____

_____

What did you do when you felt angry? _____

_____

What were the consequences of your actions (like punishment, making others angry, or sadness)?

_____

Name a person you were angry with: _____

Why were you angry with them? _____

_____

What were the consequences? _____

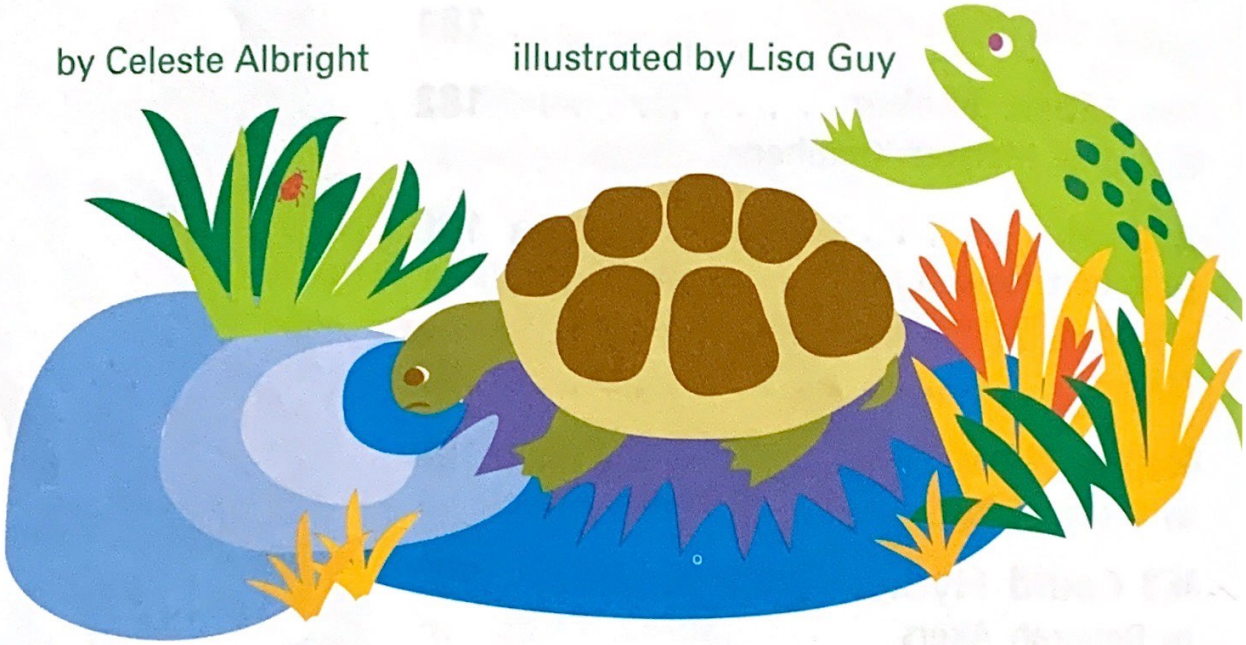
_____

SOME CONSEQUENCES OF ANGER

- Feeling frightened
- Feeling unsafe
- Getting in trouble at school
- Losing others' trust
- Not being able to go places we like
- Others getting angry or embarrassed
- Punishments (having things taken away, like video games or privileges)

Mac's Wish Comes True

by Celeste Albright illustrated by Lisa Guy



Mac sat with his pals.

"This is dull," he said. "Come to the zoo. Zoo animals are exciting."

"This is not dull," said his pals.

"Then I will go myself," said Mac.
Mac went to the zoo.
He spotted two hungry animals.
"They are handsome," Mac said.
"I wish I could look like that."