



DESTINATION
Reading™

Course I

Take-Home Activity Sheets



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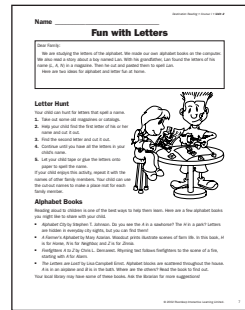
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Introduction

The take-home activity sheets that follow are designed to help you easily:

- Communicate with families about what students are learning at school.
- Involve parents, siblings, and other family members as partners in students' learning.
- Reinforce some of the reading/language-arts skills and concepts taught in *Destination Reading: Course I*.



Activity Sheet

There is one take-home activity sheet for each of the 17 units in *Destination Reading: Course I*. The activity sheet focuses on one of the learning objectives from the unit. Like the *Course I* software, these activity sheets are designed for use with kindergartners and first-grade students. Some of the activities are also suitable for use with children in prekindergarten classes.

Using the Take-Home Activity Sheets

Each take-home activity sheet is a reproducible blackline master that you can duplicate and send home with students. At the top of the sheet is a letter to the student's family. There is room on the letter for you to add the date and your signature. Some activity sheets also have answer keys, which are located at the back.

We recommend that you send home each activity sheet after students have completed the corresponding software unit. Some activities are also suitable for use in the classroom, if you prefer.

Take-Home Activity Sheets

Name _____

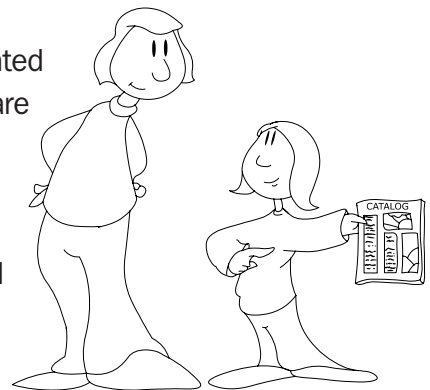
Print at Home

Dear Family:

We are learning about the many uses of written words and printed words. We are noticing that printed words are all around us. We are talking about what information the words give us.

Ask your child to find five things in your home that have words written on them. As your child finds each thing, write down what it is. (Some examples are *cereal box*, *magazine*, *phone book*, and *juice carton*.)

Note: Please write the name of the object, not the words that are printed on it.



Here are five things in our home that have words printed on them:

1. _____

2. _____

3. _____

4. _____

5. _____

On the back of this sheet, draw a picture of one of these things.

Name _____

Fun with Letters

Dear Family:

We are studying the letters of the alphabet. We made our own alphabet books on the computer. We also read a story about a boy named Lan. With his grandfather, Lan found the letters of his name (*L, A, N*) in a magazine. Then he cut and pasted them to spell *Lan*.

Here are two ideas for alphabet and letter fun at home.

Letter Hunt

Your child can hunt for letters that spell a name.

1. Take out some old magazines or catalogs.
2. Help your child find the first letter of his or her name and cut it out.
3. Find the second letter and cut it out.
4. Continue until you have all the letters in your child's name.
5. Let your child tape or glue the letters onto paper to spell the name.

If your child enjoys this activity, repeat it with the names of other family members. Your child can use the cut-out names to make a place mat for each family member.



Alphabet Books

Reading aloud to children is one of the best ways to help them learn. Here are a few alphabet books you might like to share with your child.

- *Alphabet City* by Stephen T. Johnson. Do you see the *A* in a sawhorse? The *H* in a park? Letters are hidden in everyday city sights, but you can find them!
- *A Farmer's Alphabet* by Mary Azarian. Woodcut prints illustrate scenes of farm life. In this book, *H* is for *Horse*, *N* is for *Neighbor*, and *Z* is for *Zinnia*.
- *Firefighters A to Z* by Chris L. Demarest. Rhyming text follows firefighters to the scene of a fire, starting with *A* for *Alarm*.
- *The Letters are Lost!* by Lisa Campbell Ernst. Alphabet blocks are scattered throughout the house. *A* is in an airplane and *B* is in the bath. Where are the others? Read the book to find out.

Your local library may have some of these books. Ask the librarian for more suggestions!

Name _____

“Missing Letter” Poems

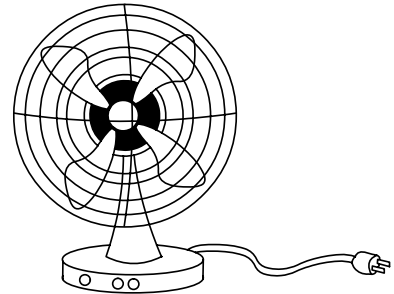
Dear Family:

We have been studying the letters *S, M, T, N, F, A,* and *O* and learning what sounds they make. We are starting to read words with these letters!

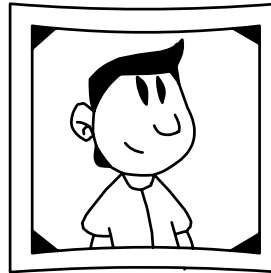
Help your child use letters to finish the poems on this page.

1. Read the poem to your child. Don't say what the missing word is.
2. Ask your child to write a letter in the blank to make a word. When the letter is added, the word (or words) should match the picture.
3. Read the poem again, this time with all the words.

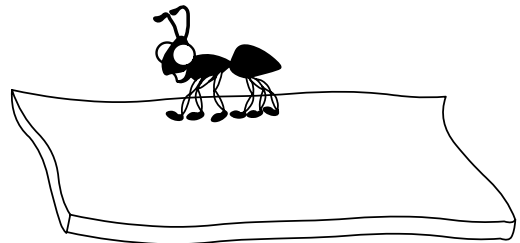
It is far too hot today.
 It is far too hot to play.
 I don't want to get a tan.
 I just want to get a _____an.



A great big twig is called a log.
 A great big car is called a van.
 A grown-up pup is called a dog.
 A grown-up boy is called a _____an.



I like _____nts. Yes, I do!
 You like ants, don't you, too?
 Creeping, crawling on our _____at,
 Ants are great—I'm sure of that!



Letters to Use

(Cross out each letter after you use it.)

a

f

m

m

Name _____

All About Animals

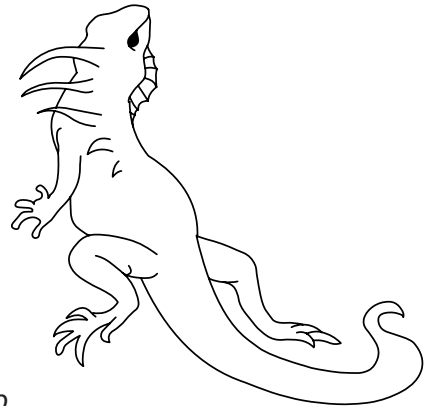
Dear Family:

At the computer, we read books about wild animals: baboons, raccoons, iguanas, hippos, leopards, and dolphins. We also read a story about a boy who visited the zoo with his pet rat. It would be fun to read some more animal books at home.

The list below suggests some books and magazines you might like to read to your child. Your local librarian can give you more suggestions for good books about animals.

Nonfiction Books

- *Biggest, Strongest, Fastest* by Steve Jenkins. Introduces animal “record holders,” such as the biggest land animal (the African elephant), the strongest animal for its size (the ant), and more. The book includes beautiful cut-paper illustrations.
- *Do Monkeys Tweet?* by Melanie Walsh. Fun questions and illustrations invite children to answer each silly question with “No!”, then find out which animal does do each thing. Also try *Do Donkeys Dance?* and *Do Pigs Have Stripes?* by the same author.
- *Zoo* by Gail Gibbons. Take a behind-the-scenes look at a zoo and learn about the work that is done there.

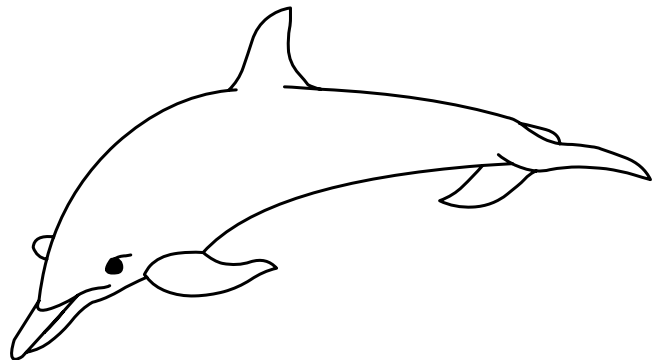


Fiction Books

- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. In this patterned book, each animal sees the next animal, who sees the next animal . . . Children will enjoy chanting along with this predictable text.
- *There's an Alligator Under My Bed* by Mercer Mayer. A boy is troubled by an alligator living under his bed, until he finds a clever way to get rid of it.
- *Tacky the Penguin* by Helen Lester; illustrated by Lynn Munsinger. Tacky is different from his perfect penguin friends. One day hunters come, and it's up to Tacky to save the penguins.

Magazines

- *Your Big Backyard* (ages 3-7) and *Ranger Rick* (ages 7 and up). These magazines are published by the National Wildlife Federation. They include photographs, articles, and activities about animals and nature.



Name _____

Complete the Word

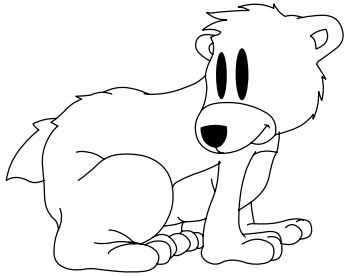
Dear Family,

We've been learning about "word families"—groups of words that have the same ending and that rhyme.

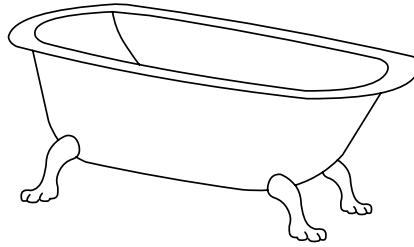
On this sheet, your child should write a letter to complete each word. The finished word should match the picture above it. The words in each row belong to the same word family.

Once your child has finished this sheet, see if you can both think of some other words that end with *-ub*, *-en*, and *-ig*.

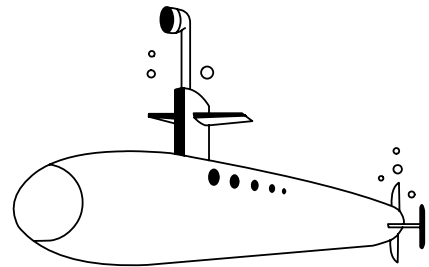
Add the letter that completes each word.



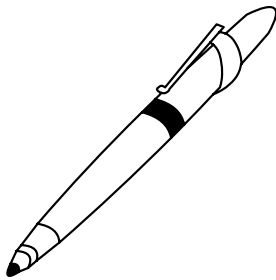
____ub



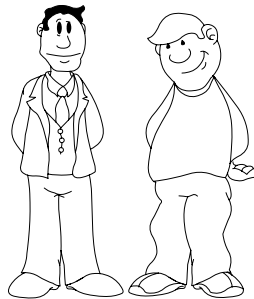
____ub



____ub



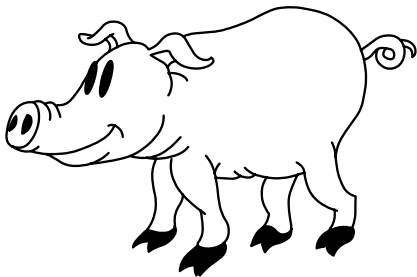
____en



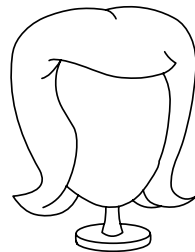
____en

10

____en



____ig



____ig



____ig

Name _____

Let's Make a List

Dear Family,

We have been reading and writing lists. Please work with your child to fill out the list on this sheet.

Families can make all kinds of other lists together. Some lists are helpful, and others are just plain fun!

Here are some more ideas for lists:

- Animals I'd like for a pet
- Five things I'd bring to a desert island
- Flavors of ice cream I'd like to invent
- What I'd do with a million dollars
- Things I want to do when I'm grown up. (Children write this one.) Things I'd do if I were a kid again. (Adults write this one.)



Things to Do on a Rainy Day

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

My Friend

Dear Family,

At the computer, we read a book about two friends. Your child can write a book about a friend, too. Help your child follow the directions on this page to make the book.

Make a book about you and your friend:

1. Cut the rectangles along the dashed lines —.
2. Tape or glue each rectangle onto a different piece of paper. Put the rectangle near the top of the paper.
3. Under the rectangle, write a sentence.
4. Make a drawing for each page.
5. Staple the pieces of paper together to make a book!



Cover

My Friend _____ . **By** _____

Page 1

Here is how I met my friend:

Page 2

Something my friend and I like to do is...

Page 3

A special time I spent with my friend was...

Page 4

I like my friend because...

Name _____

Sight-Word Search

Dear Family:

Some common words are hard to “sound out” with phonics. We call these *sight words*. Sight words need to be memorized, so that students can read them quickly and easily. Reading and writing the words helps children memorize them.

This word-search puzzle is one way to practice reading sight words. Once your child has finished the puzzle, ask him or her to read each word on the list and use it in a sentence.

Find each word in the grid. Circle it.

All of the words are spelled from left to right.

b	n	o	w	y	d	a	s	m
d	u	b	e	c	a	u	s	e
w	i	t	h	o	s	a	i	d
q	o	n	e	f	z	h	i	s
w	a	s	g	t	h	e	y	n

Words to Find		
they	was	with
one	his	now
because	said	as



Name _____

Soft C, Soft G

Dear Family:

We learned that the letter *C* can make more than one sound. It can make a hard sound, as in the word *can*. It can also make a soft sound, as in the word *cent*.

The letter *G* also makes two sounds. It makes a hard sound in the word *gum*. It makes a soft sound in the word *gym*.

If needed, help your child sound out the words on this sheet. Ask your child to decide on his or her own if the word has a soft *C* or soft *G*.

Read the word in each centipede. If it has a soft **C** sound, color in the centipede.



Read the word in each gerbil. If it has a soft **G** sound, color in the gerbil.



Name _____

Books with Character

Dear Family:

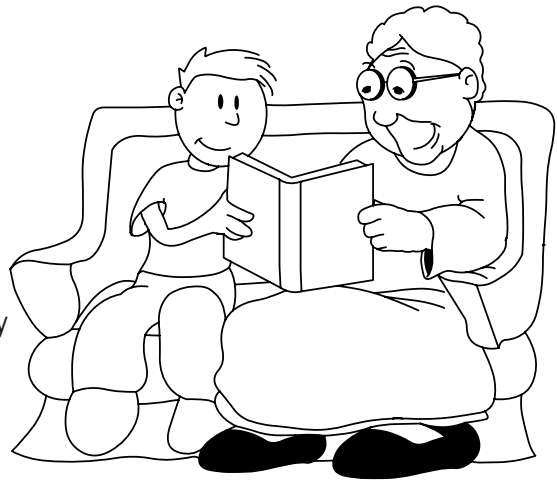
In school we are learning about the people and animals in books—the *characters*. You can talk about characters at home. Read a book to your child, then talk about some of the following questions:

- Which character do you like best? Why?
- Which character would you want to have as a friend?
- Is there a character you don't like? Why?
- What are some ways two of the characters are the same? What are some ways they are different?

The list below suggests books you can read aloud to your child. Some of these books may be in the “easy readers” or “beginning readers” section of your local library or bookstore.

As you read, try moving your finger along under the words. This helps your child focus on each word as you read it. Let your child take a turn reading if he or she wants. Enjoy your books!

- *Arthur's Birthday Party* by Lillian Hoban. Arthur decides to have a gymnastics birthday party. Who will win the prize for best all-around gymnast?
- *Frog and Toad Are Friends* by Arnold Lobel. Frog and Toad have many small adventures in the five stories that make up this book.
- *Henry and Mudge: The First Book of Their Adventures*, by Cynthia Rylant; illustrated by Sucie Stevenson. A boy named Henry gets a new puppy and calls her Mudge. Mudge grows into a very large dog—and a good friend.
- *The Josefina Story Quilt* by Eleanor Coerr; illustrated by Bruce Degen. In the year 1850, Faith travels to California with her family and her pet hen, Josefina.
- *The Meanest Thing to Say* by Bill Cosby; illustrated by Varnette P. Honeywood. Little Bill's new classmate starts a contest to see who can say the meanest thing.
- *Oliver and Amanda and the Big Snow* by Jean Van Leeuwen; illustrated by Ann Schweninger. A brother and sister build a snow fort, go sledding, and decide to make a snow pig.
- *What a Trip, Amber Brown* by Paula Danziger; illustrated by Tony Ross. Amber and her best friend Justin take a vacation with their families. The two friends cope with an argument and a tag-along brother, but still have a great time.
- *Young Cam Jansen and the Dinosaur Game* by David A. Adler; illustrated by Susanna Natti. Cam thinks someone cheated at a birthday-party game. But can she prove it? Find out in this mystery story.

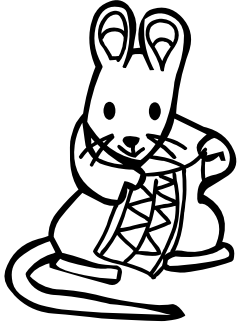


Name _____

A Folk Tale for Me

Dear Family:

In school we read a fairy tale called *The King's New Clothes*. We also read a folk tale called *The Two Mice*. We read both of these books on the computer.



Please share a folk tale or fairy tale with your child! It can be a story you know by heart. Or it can be a folk tale or fairy tale from a book. One idea is to share a tale from your own family's cultural background.



When you've finished reading or telling the folk tale, help your child fill out this sheet.

1. What is the name of the folk tale you read?

2. What country or culture does the tale come from?

3. What is your favorite part of the tale?

4. On the back of this sheet, draw a picture of your favorite part of the folk tale.

Name _____

Pick a Poster

Dear Family:

In school we are reading *information text*: nonfiction text that teaches us about something. Information text can be found in many places: books, magazines, charts, posters, instruction manuals—even on cereal boxes!

At the computer, we used the *Destination Reading* software to read a book about triceratops. Then we read a poster that shows and tells how a fossil is made.

Your family can work together to make your own poster at home!

Choose a project. You can do it together as a family.


- **Don't Miss It!** Advertise a family event with a poster. For example, if your family watches videos every Friday, you can make a poster for “Family Movie Night.” Be sure to include the “5 Ws”: Tell *what* the event is, *when* it is happening, *where* it is happening, *who* will be there, and *why* the event is special.
- Don't MISS it!

FAMILY MOVIE NIGHT Every Friday at 7pm in the TV room!

Everyone will be there:
Mom, Joe, Jillian, and Nate!

Don't miss out on popcorn, pizza and a video.

It's the best night of the week!


- **Family Rules.** Do you have some rules in your house? Write a list of the rules on a poster. Make a drawing for each one.
 - **Our Fabulous Family.** Make a poster to “advertise” each member of the family. Draw a picture of that person. Be sure to write down some of the things that make that person great!
 - **Step-by-Step Poster.** Make a poster that shows an important routine. For example, you can write and draw all the steps to get ready for school in the morning. (If you laminate the poster, you can use a write-on/wipe-off pen to check off each task as you do it.)

Name _____

“Bossy R” Coins

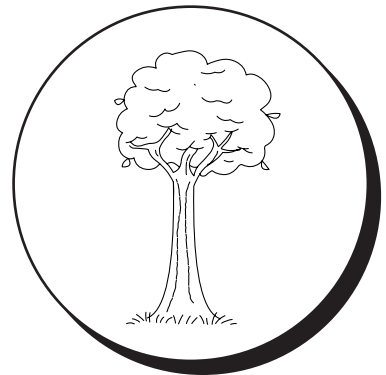
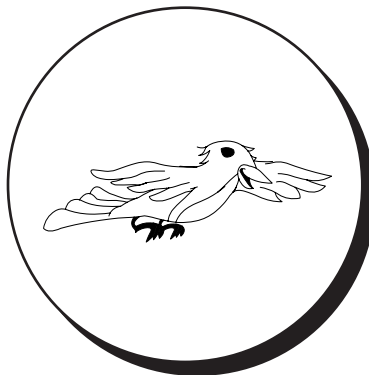
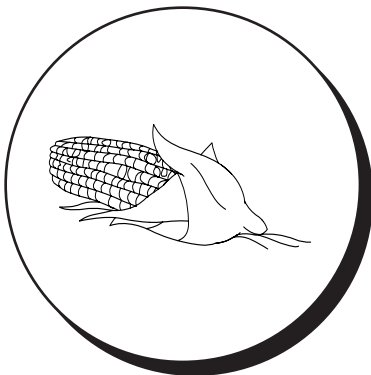
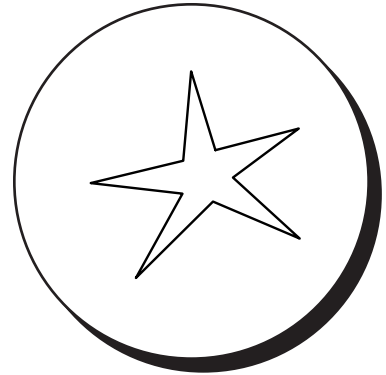
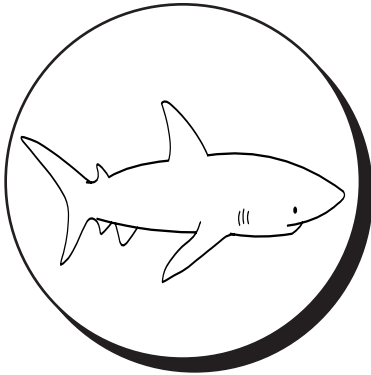
Dear Family:

We have been learning to read “bossy R” words. When a vowel in a word comes right before the letter *R*, the vowel sound is changed by the *R*.

Say the word *pat*. Now say the word *part*. Can you hear how the sound of the letter *A* changes when it is followed by the letter *R*?

If needed, help your child spell the words on this sheet. Ask your child to decide on his or her own if the word contains a “bossy R.”

Look at the picture inside each coin. What word does the picture show? Write that word under the coin.



Now go back and read each word. If the word has a “bossy R” in it, color the coin. If it doesn’t have a “bossy R,” write an **X** over the coin.

Name _____

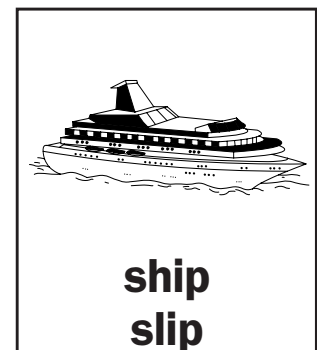
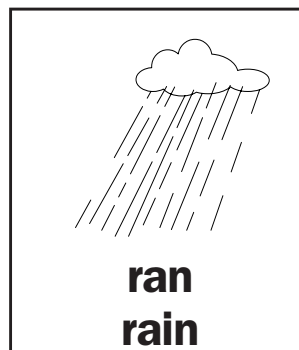
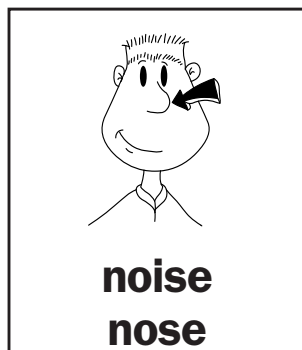
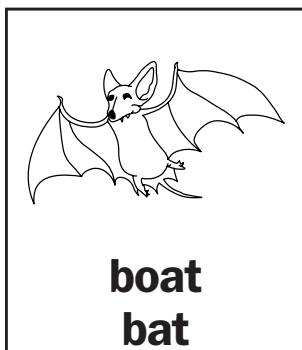
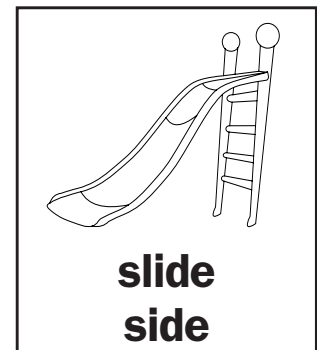
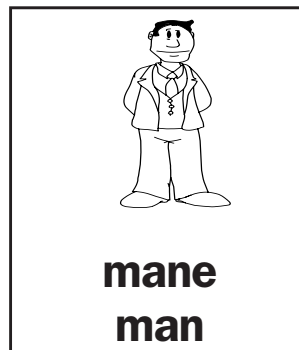
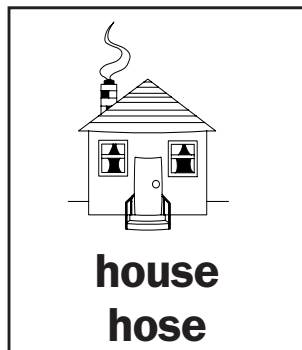
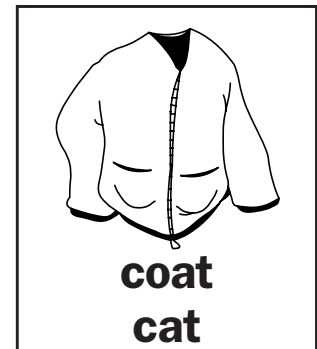
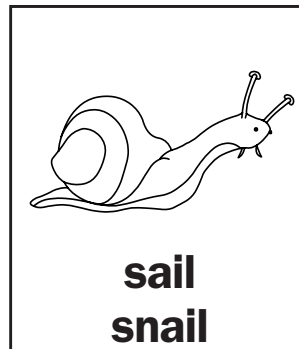
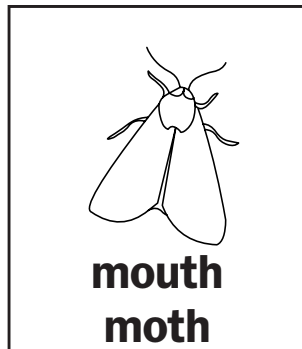
Close Cousins

Dear Family:

We have been learning new reading skills. We can now tell the difference between some words that look almost the same.

Ask your child to read each word on this sheet carefully. Many of the words are “close cousins”—for example, *moth* and *mouth*.

Circle the word that matches the picture. We did the first one for you.



Name _____

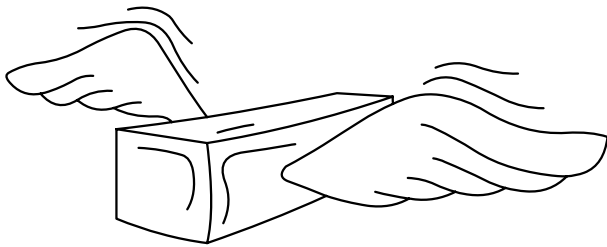
Compound Creations

Dear Family:

We have been studying *compound words*. A compound word is a word made up of two (or more!) other words. For example, the word *toothbrush* is made up of the words *tooth* and *brush*.

Your whole family might enjoy doing this activity.

Draw a silly picture that shows a different way to think of a compound word. Here are two examples:



butterfly



paperwork

Try making your own silly picture for one of these words:

- sunflower
- pigpen
- ladybug
- mailman
- anchorwoman
- homework
- cowboy
- buttercup
- carpool
- backyard
- jellyfish
- turtleneck

Name _____

Inflected Endings

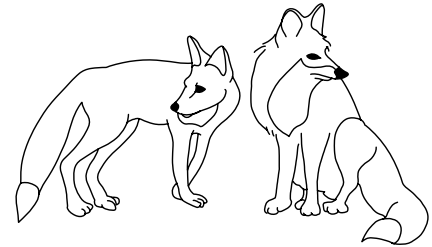
Dear Family:

We are studying the endings *-s* and *-es*. These endings make words plural. For example:
I see one blue cup and one blue dish. I see two red cups and two red dishes.

We are also studying the endings *-ing* and *-ed*. They change the tense of a verb.
 For example:

I like to play ball. I played ball yesterday. I am playing ball again today.

Circle the correct word to finish each sentence. Then write the word in the blank.



1. It is _____ outside.

rain**raining****rained**

2. Last Sunday Dad _____ flowers in the yard.

plant**planting****planted**

3. Liz likes to _____ up and down.

jump**jumping****jumped**

4. We wish they had _____ for us last time.

wait**waiting****waited**

5. Did you see the two red _____ in the woods?

fox**foxes**

6. Seth has three big _____.

sister**sisters**

7. A new toy _____ just opened downtown!

shop**shops**

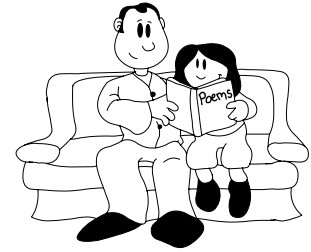
Name _____

Let's Read Poems

Dear Family:

We read some poems at the computer. It would be fun to read more poetry at home.

This page lists some books of poetry that you can read to your child. Ask your local librarian for more suggestions.



- *The Dragons Are Singing Tonight* by Jack Prelutsky; illustrated by Peter Sis. Poems about dragons fill this funny and imaginative book.
- *Families: Poems Celebrating the African American Experience*, selected by Dorothy S. Strickland and Michael R. Strickland; illustrated by John Ward. Fourteen poets write about a wide variety of family experiences.
- *From the Bellybutton of the Moon and Other Summer Poems/Del Ombligo de la Luna y otros poemas de verano* by Francisco X. Alarcón; illustrated by Maya Christina Gonzalez. These poems center around the poet's childhood experiences during summers in Mexico. Each poem is printed in both Spanish and English.
- *I Like Stars* by Margaret Wise Brown; illustrated by Joan Paley. This picture book is a simple poem that children may be able to read on their own.
- *I Love You: A Rebus Poem* by Jean Marzollo; illustrated by Suse MacDonald. Some words in this poem are represented in pictures, making it easy for children to help read it.
- *Let's Count the Raindrops*, illustrated by Fumi Kosaka. This collection of poems celebrates weather of all kinds.
- *Morning, Noon, and Night: Poems to Fill Your Day*, selected by Sharon Taberski; illustrated by Nancy Doniger. This book has poems about waking up, going to school, being at school, spending free time, and going to bed.
- *My Song is Beautiful: Poems and Pictures in Many Voices*, selected by Mary Ann Hoberman. These poems ask and answer the question, "Who am I?" The poems represent a variety of cultures.
- *Sports! Sports! Sports!: A Poetry Collection*, selected by Lee Bennett Hopkins; illustrated by Brian Floca. Fun poems cover a wide range of sports, from baseball and soccer to swimming and skating.
- *Where the Sidewalk Ends* by Shel Silverstein. This collection of poems is well-loved by children and grown-ups alike. Many of the poems are funny; others are inspiring or touching.

Answer Keys

“Missing Letter” Poems: Answer Key

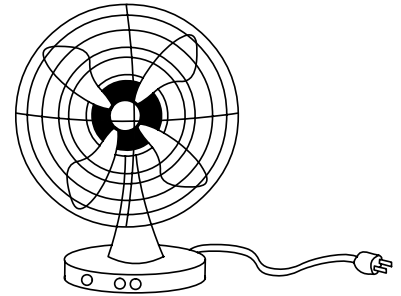
Dear Family:

We have been studying the letters *S, M, T, N, F, A,* and *O* and learning what sounds they make. We are starting to read words with these letters!

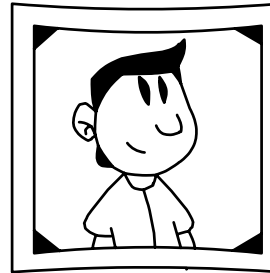
Help your child use letters to finish the poems on this page.

1. Read the poem to your child. Don't say what the missing word is.
2. Ask your child to write a letter in the blank to make a word. When the letter is added, the word (or words) should match the picture.
3. Read the poem again, this time with all the words.

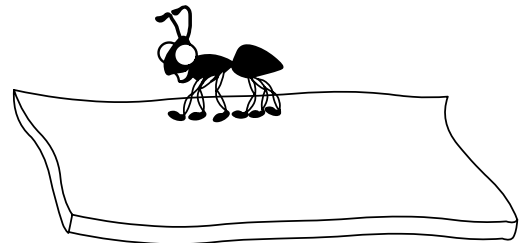
It is far too hot today.
It is far too hot to play.
I don't want to get a tan.
I just want to get a **f** an.



A great big twig is called a log.
A great big car is called a van.
A grown-up pup is called a dog.
A grown-up boy is called a **m** an.



I like **a** nts. Yes, I do!
You like ants, don't you, too?
Creeping, crawling on our **m** at,
Ants are great—I'm sure of that!



Letters to Use

(Cross out each letter after you use it.)

a

f

m

m

Complete the Word: Answer Key

Dear Family,

We've been learning about "word families"—groups of words that have the same ending and that rhyme.

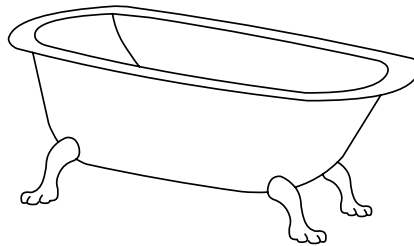
On this sheet, your child should write a letter to complete each word. The finished word should match the picture above it. The words in each row belong to the same word family.

Once your child has finished this sheet, see if you can both think of some other words that end with *-ub*, *-en*, and *-ig*.

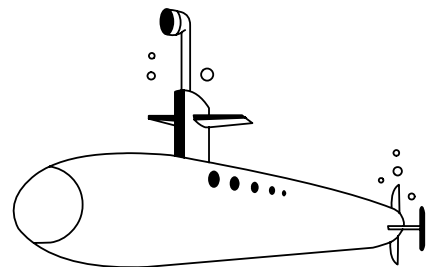
Add the letter that completes each word.



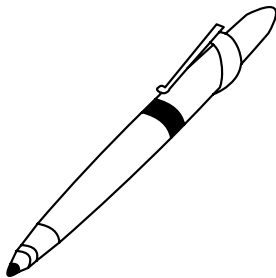
cub



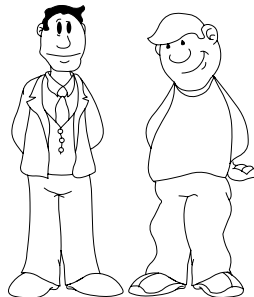
tub



sub



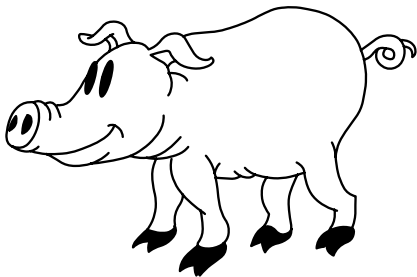
pen



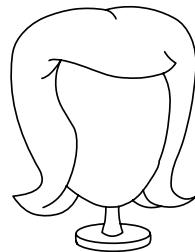
men

10

ten



pig



wig



dig

Sight-Word Search: Answer Key

Dear Family:

Some common words are hard to “sound out” with phonics. We call these *sight words*. Sight words need to be memorized, so that students can read them quickly and easily. Reading and writing the words helps children memorize them.

This word-search puzzle is one way to practice reading sight words. Once your child has finished the puzzle, ask him or her to read each word on the list and use it in a sentence.

Find each word in the grid. Circle it.

All of the words are spelled from left to right.

b	n	o	w	y	d	a	s	m
d	u	b	e	c	a	u	s	e
w	i	t	h	o	s	a	i	d
q	o	n	e	f	z	h	i	s
w	a	s	g	t	h	e	y	n

Words to Find		
they	was	with
one	his	now
because	said	as



Soft C, Soft G: Answer Key

Dear Family:

We learned that the letter *C* can make more than one sound. It can make a hard sound, as in the word *can*. It can also make a soft sound, as in the word *cent*.

The letter *G* also makes two sounds. It makes a hard sound in the word *gum*. It makes a soft sound in the word *gym*.

If needed, help your child sound out the words on this sheet. Ask your child to decide on his or her own if the word has a soft *C* or soft *G*.

Read the word in each centipede. If it has a soft **C** sound, color in the centipede.



Read the word in each gerbil. If it has a soft **G** sound, color in the gerbil.



“Bossy R” Coins: Answer Key

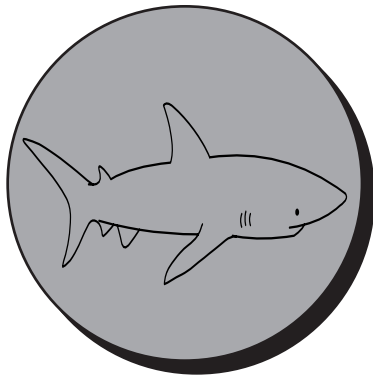
Dear Family:

We have been learning to read “bossy R” words. When a vowel in a word comes right before the letter *R*, the vowel sound is changed by the *R*.

Say the word *pat*. Now say the word *part*. Can you hear how the sound of the letter *A* changes when it is followed by the letter *R*?

If needed, help your child spell the words on this sheet. Ask your child to decide on his or her own if the word contains a “bossy R.”

Look at the picture inside each coin. What word does the picture show? Write that word under the coin.



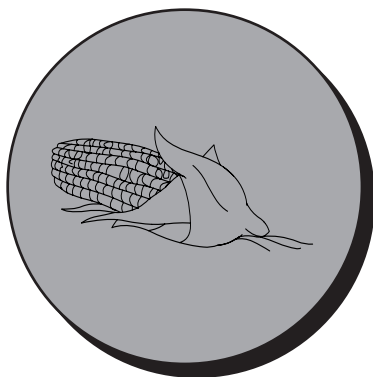
shark



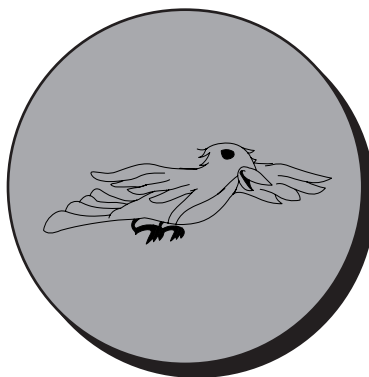
ring



star



corn



bird



tree

Now go back and read each word. If the word has a “bossy R” in it, color the coin. If it doesn’t have a “bossy R,” write an **X** over the coin.

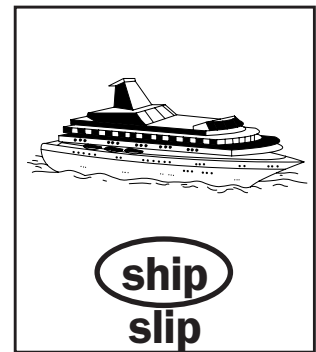
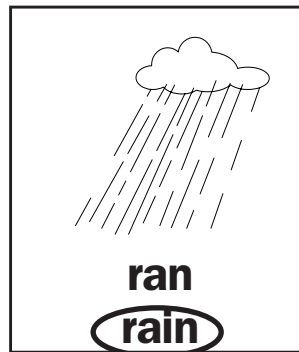
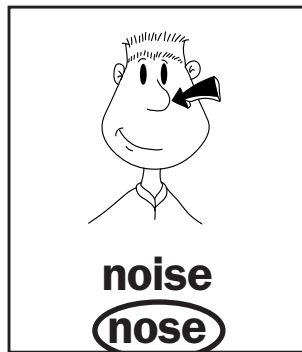
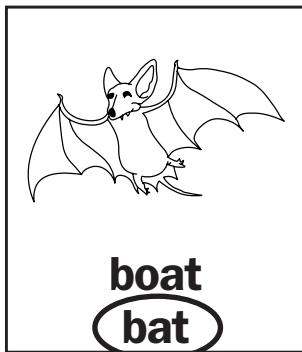
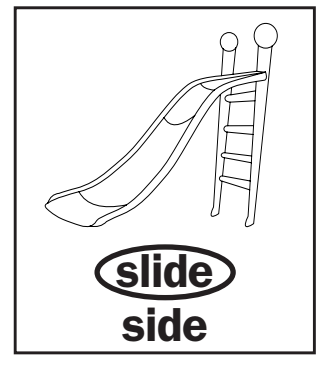
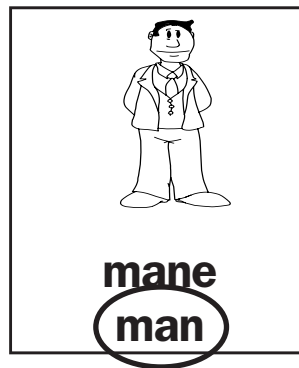
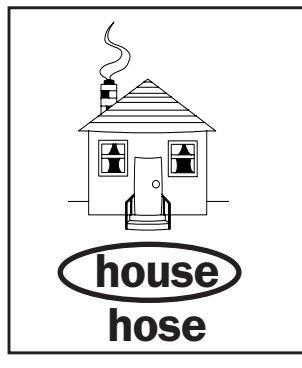
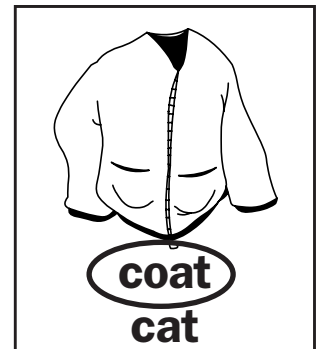
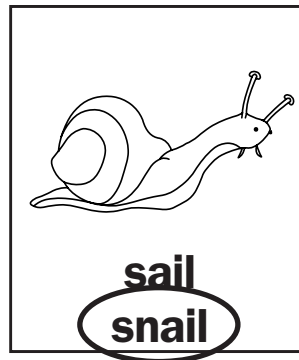
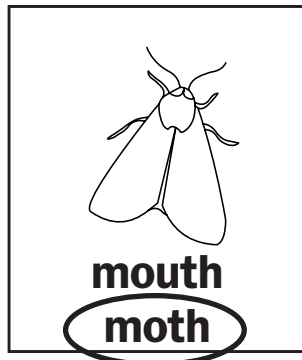
Close Cousins: Answer Key

Dear Family:

We have been learning new reading skills. We can now tell the difference between some words that look almost the same.

Ask your child to read each word on this sheet carefully. Many of the words are “close cousins”—for example, *moth* and *mouth*.

Circle the word that matches the picture. We did the first one for you.



Inflected Endings: Answer Key

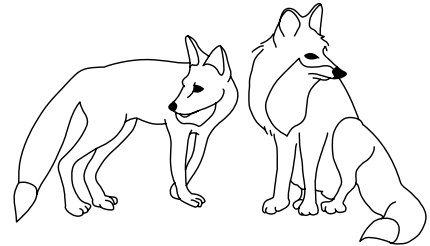
Dear Family:

We are studying the endings *-s* and *-es*. These endings make words plural. For example:
I see one blue cup and one blue dish. I see two red cups and two red dishes.

We are also studying the endings *-ing* and *-ed*. They change the tense of a verb.
 For example:

I like to play ball. I played ball yesterday. I am playing ball again today.

Circle the correct word to finish each sentence. Then write the word in the blank.



1. It is raining outside.

rain

raining

rained

2. Last Sunday Dad planted flowers in the yard.

plant

planting

planted

3. Liz likes to jump up and down.

jump

jumping

jumped

4. We wish they had waited for us last time.

wait

waiting

waited

5. Did you see the two red foxes in the woods?

fox

foxes

6. Seth has three big sisters.

sister

sisters

7. A new toy shop just opened downtown!

shop

shops