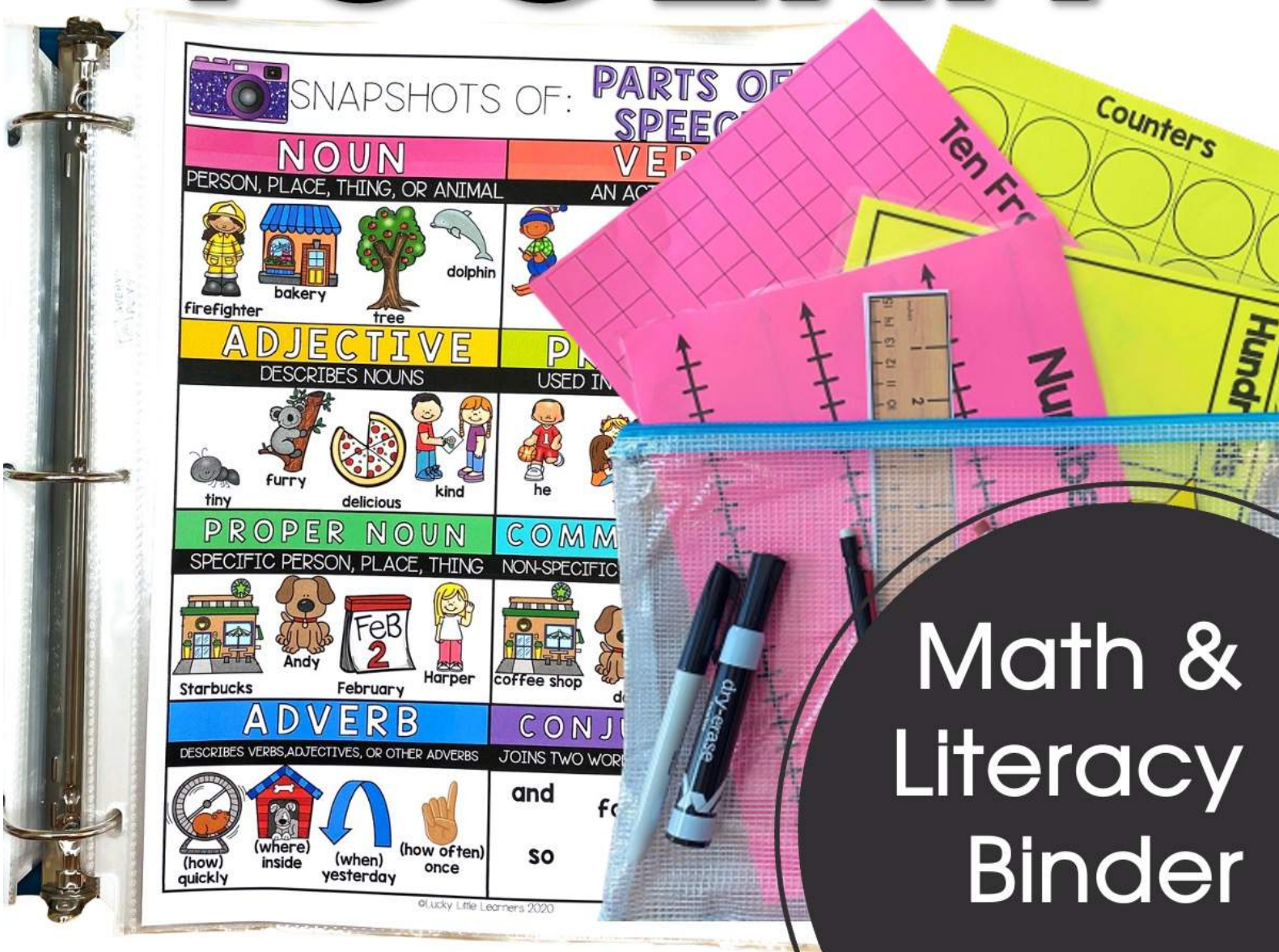


LUCKY LITTLE TOOLKIT



**KEEP SCROLLING TO TAKE A
LOOK INSIDE THIS RESOURCE!**

Why?

LUCKY LITTLE TOOLKIT

Binder sized anchor charts? Check!
Paper manipulatives? Check!
Interactive pages? Check!
Available in both print and digital,
this toolkit will give your
students resources right at their
fingertips all year long.

**Do you have
learning
stations?**

The binder sized
anchor charts and
manipulatives are
perfect for going
with students from
station to station.

1

2

3

**Need a solution
for missing
manipulatives?**

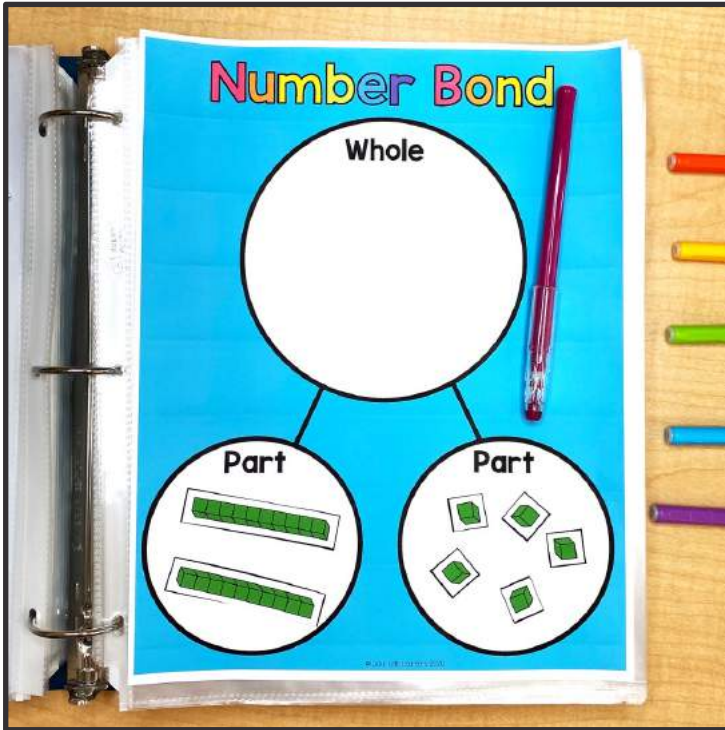
With paper
manipulatives to
keep right in the
binder, students
will always have
access to
manipulatives!

**Do your students need
portable activities?**

Place these in a binder and
you are good to go! Your
students will have anchor
charts, work mats, and
manipulatives for homework or
at home learning.

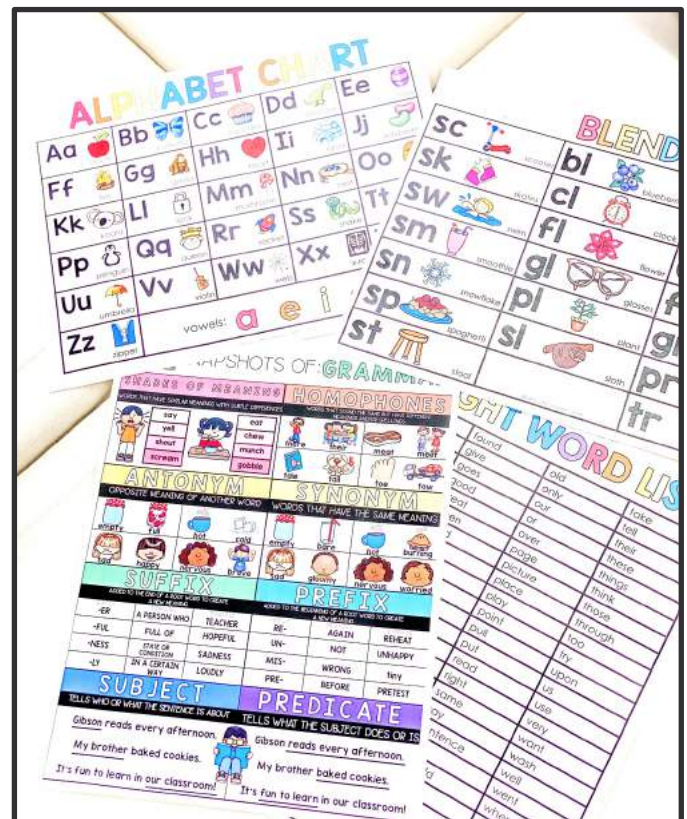


PERFECT FOR...



This Toolkit will give your students resources to use all year long. The Lucky Little Toolkit also supports families with common language and home learning supports!

- Student resources
- All year support
- At home learning
- Parent support
- In person learning
- Homework helper
- Small group
- Large group
- Interventions
- centers
- Skill review



MATH RESOURCES

42 MATH RESOURCES INCLUDED:

Addition & Subtraction Mats	Fact Families	Number Words
Addition & Subtraction Anchor Charts	Fraction Mat	Part Part Whole Mat
Base Ten Blocks	Hundred's Chart & 120 Chart	Pattern Blocks
Before & After Mat	Money Mat	Pattern Anchor Chart
Clock	Months of the Year	Place Value Chips
Coin Identification Anchor Chart	Number Bonds Mats	Place Value Mat
Coins	Number Cards with & without ten frames	Plus & Minus 1 & 10 Mat
Comparing Numbers Mat	Number Lines	Shape Cards
Days of the Week	Number of the Day Activities	Ten Frames
Dice Cards	Number Paths	Unifix Cubes
	Number Spinners	Pattern Blocks

ELA RESOURCES

42 ELA RESOURCES INCLUDED:

5 Finger Rule	Close Reading Sheets	Comprehension Bookmarks
Comprehension Strategies Anchor Chart	Reading Log	Phonics Spinners
Reading Spinners	Grammar/Parts of Speech Anchor Chart	Letter Formation
"Magnetic" Letter Tiles	Making Connections Anchor Chart	Monthly Writing Prompts
Open-Ended Reading Questions	Phonics Sound Charts	Punctuation Anchor Chart
Reading Apps List	Reading Graphic Organizers	Reading Journal Templates
Reading Questions	Sentence Checklist Anchor Chart	Sight Word List
Six Syllable Types Anchor Chart	Sound Boxes	Text Features Anchor Chart
Types of Sentences Anchor Chart	Word Attack Strategies Anchor Chart	Writing Checklists
Writing Organizers/ Templates	Writing Prompts	Binder Covers
Binder Section Dividers (editable file included)	Binder Side Labels	Class Information Sheets (editable file included)

A CLOSER LOOK

Subtraction Strategies

<p>Subtracting Zero</p> $9-0=9$ <small>any number - zero = the same number</small> NO CHANGE!	<p>Same Numbers</p> $9-9=0$ Whenever you subtract two of the same numbers, the answer is always <u>ZERO!</u>
<p>Counting Back</p> $5-4=1$ 	<p>Ten Frame</p> $10-4=6$
<p>Think Doubles</p> <p>IF $3+3=6$, then $6-3=3$ IF $4+4=8$, then $8-4=4$ IF $5+5=10$, then $10-5=5$ IF $6+6=12$, then $12-6=6$</p>	<p>Think Make Ten</p> <p>IF $8+2=10$, then $10-2=8$ IF $7+3=10$, then $10-3=7$ IF $4+6=10$, then $10-4=6$ IF $1+9=10$, then $10-1=9$</p>

Addition Strategies

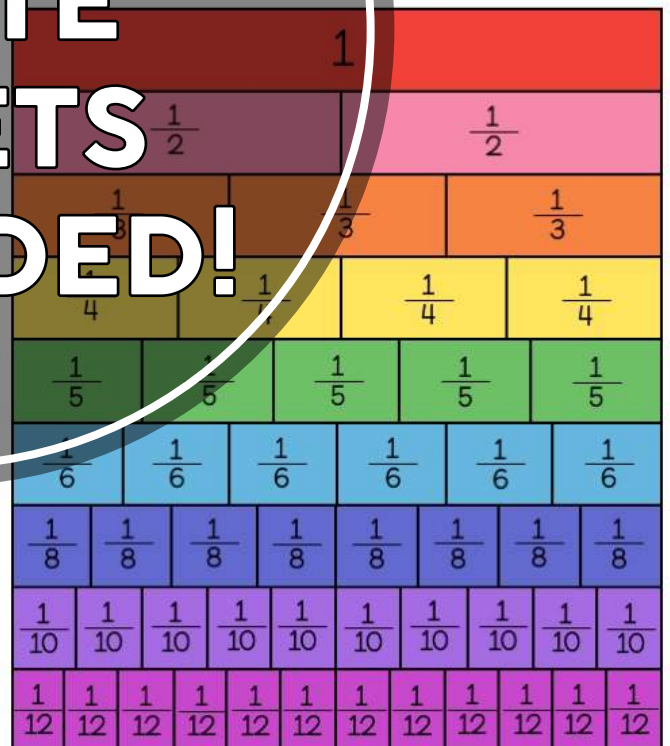
<p>Zero Facts</p> $12+0=12$ $0+12=12$ <small>any number + zero = the same number</small> NO CHANGE!	<p>Turn-Around Facts</p> <p>FLIP the addends, the sum DOESN'T CHANGE! $6+5=5+6$</p>
<p>Counting On</p> $7+2=9$ Start with the biggest number and count forward from there	<p>Doubles Facts</p> $4+4=8$ Add the same numbers together!
<p>Make a Ten</p>	<p>Near Doubles</p> $6+7=$ <input type="text"/> Well, $6+6=12$... so 1 more than 12 is 13... therefore $6+7=13$

BLACK AND WHITE SHEETS INCLUDED!

Coin Identification

<p>Penny</p> <p>Heads Tails</p> <p>1¢</p>	<p>Nickel</p> <p>Heads Tails</p> <p>5¢</p>
<p>Dime</p> <p>Heads Tails</p> <p>10¢</p>	<p>Quarter</p> <p>Heads Tails</p> <p>25¢</p>

Fractions



Days of the Week

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Months of the Year

January

July

February

August

March

September

April

October

May

November

June

December

Today

Yesterday

Tomorrow

BLACK AND WHITE SHEETS INCLUDED!


Number Words

1 one

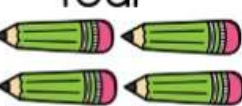

6 six


2 two


7 seven


3 three


8 eight


4 four


9 nine


5 five



10 ten



Fractions


1/6
 1/6
sixths


1/2
 1/2
halves

1/3
 1/3
thirds

1/4
 1/4
fourths

1/5
 1/5
fifths

1/7
 1/7
sevenths

1/8
 1/8
eighths






1/9
 1/9
nincths

1/10
 1/10
tenths

PATTERNS

A pattern is something arranged that follows a rule.

REPEATING PATTERNS

AB	
AAB	
ABB	
AABB	
ABC	

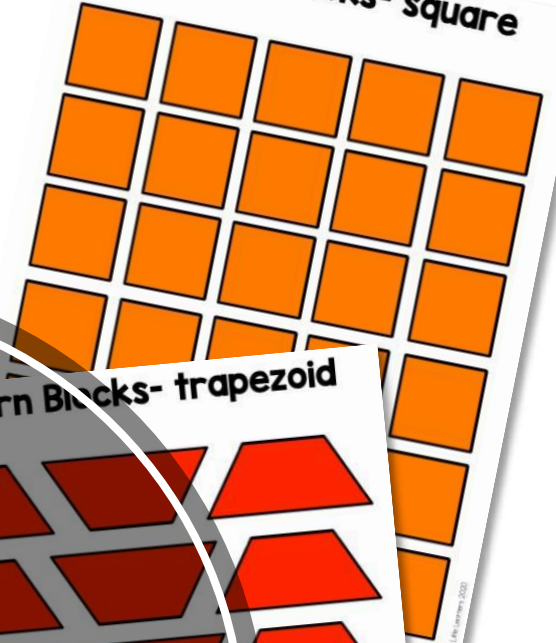
GROWING PATTERNS



**PRINT THESE
MANIPULATIVES FOR
YOUR STUDENTS!**

**BLACK
AND
WHITE
SHEETS
INCLUDED!**

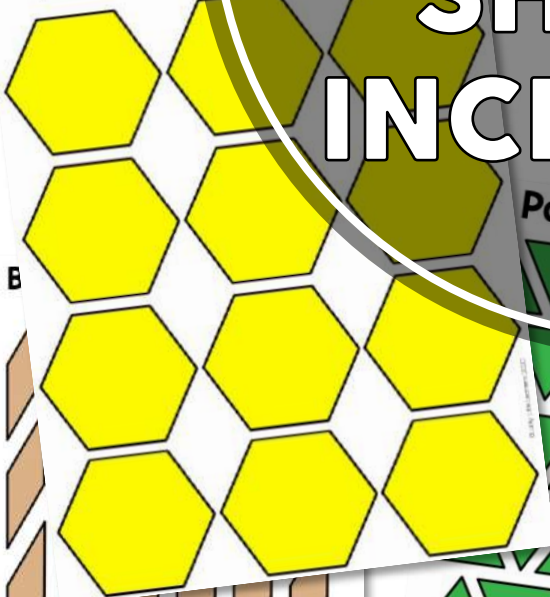
Pattern Blocks- square



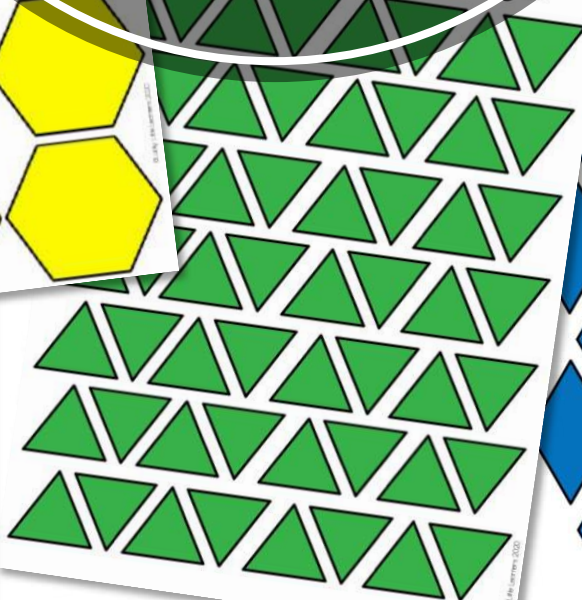
Pattern Blocks- trapezoid



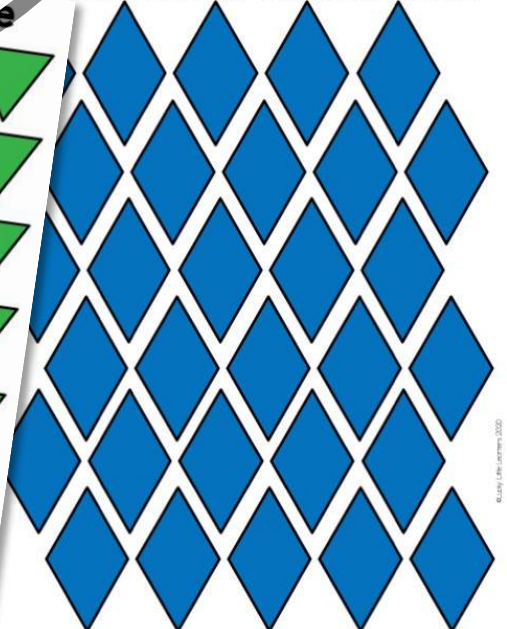
Pattern Blocks- hexagon



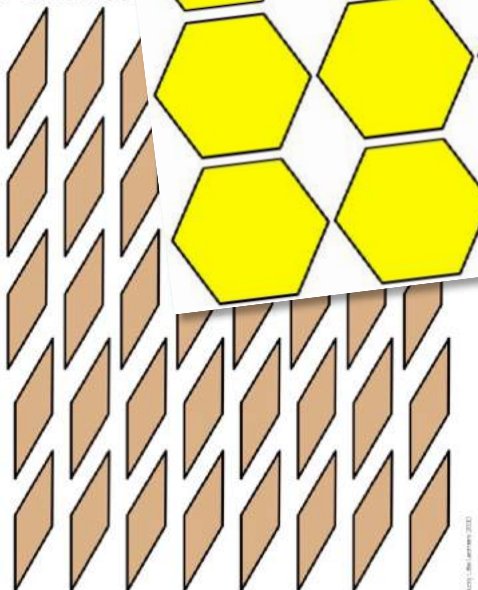
Pattern Blocks- triangle



Pattern Blocks- wide rhombus

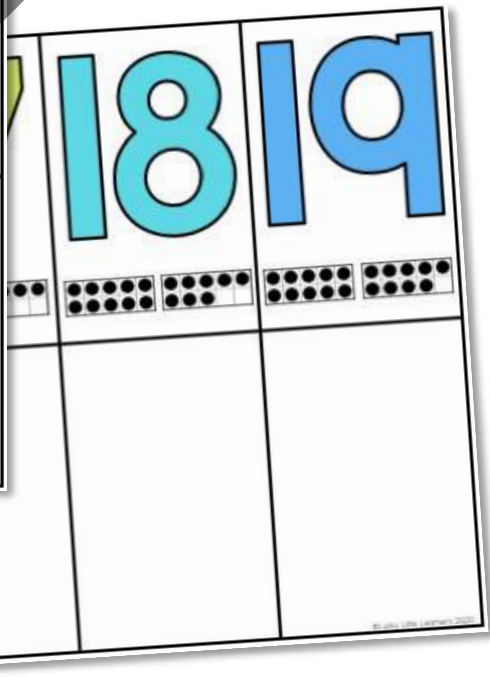
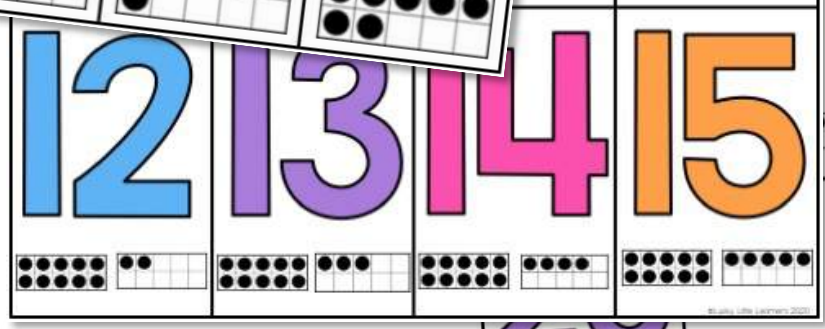
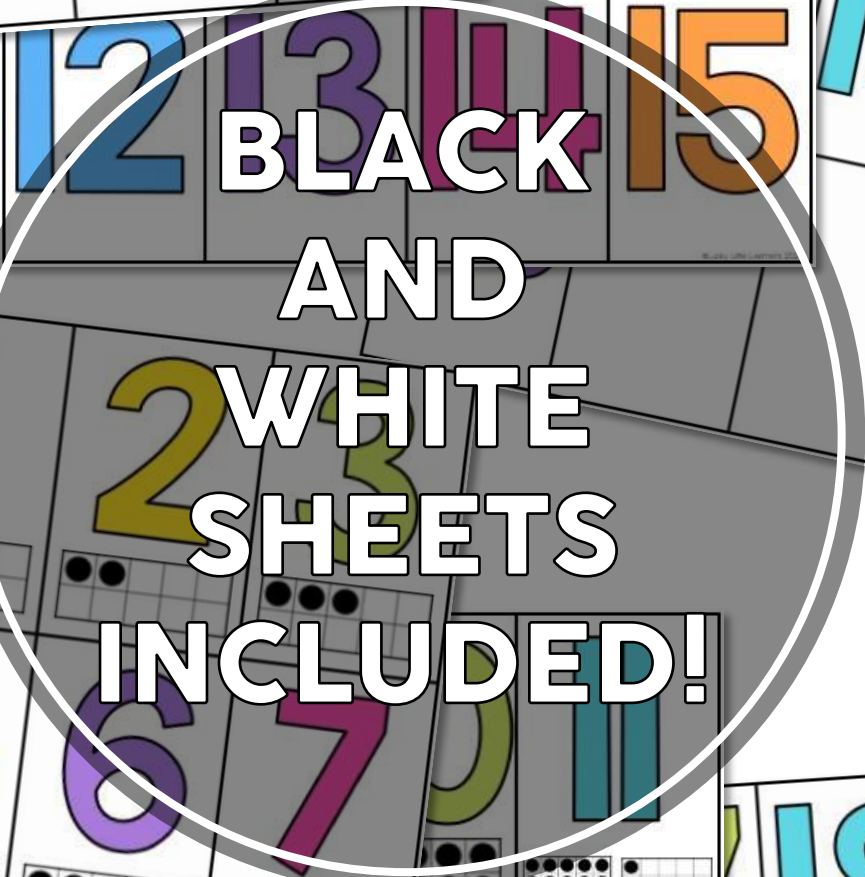
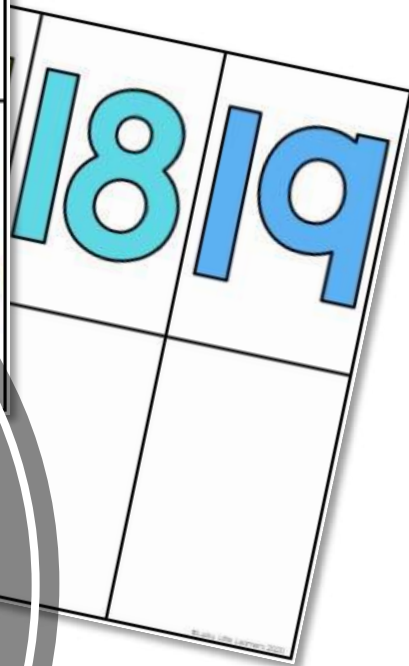


Pattern B

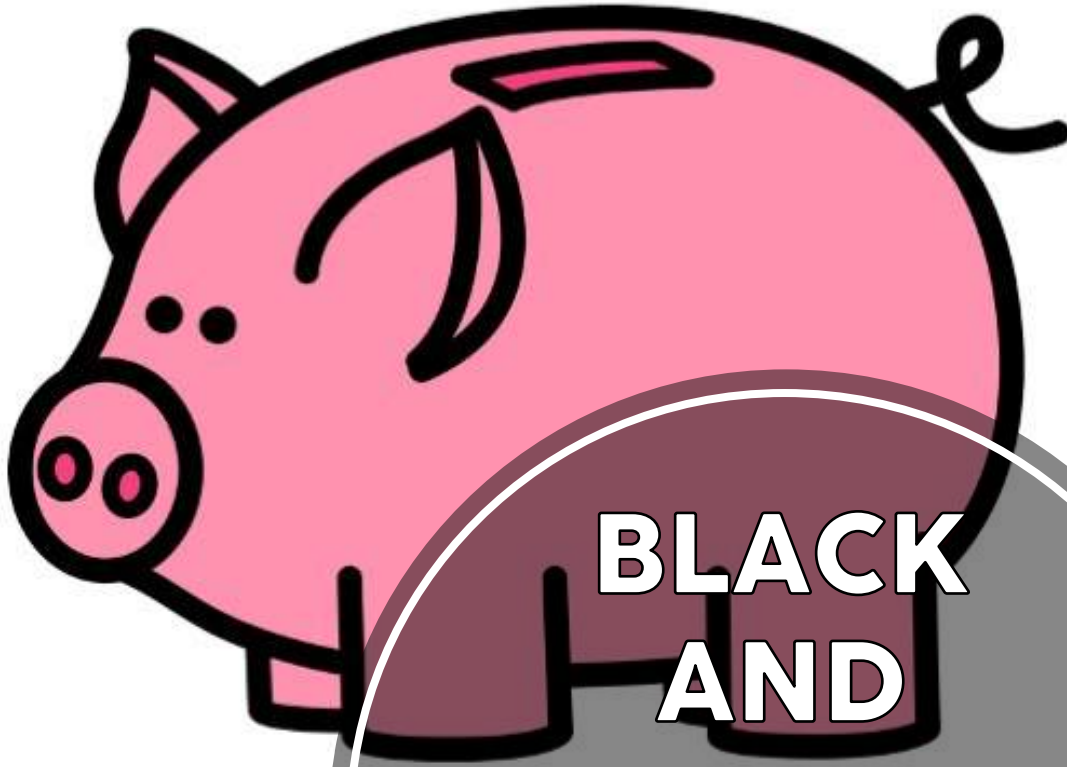


**NUMBER CARDS CAN BE
USED WITH MANY
INSTRUCTIONAL MATS**

**BLACK
AND
WHITE
SHEETS
INCLUDED!**



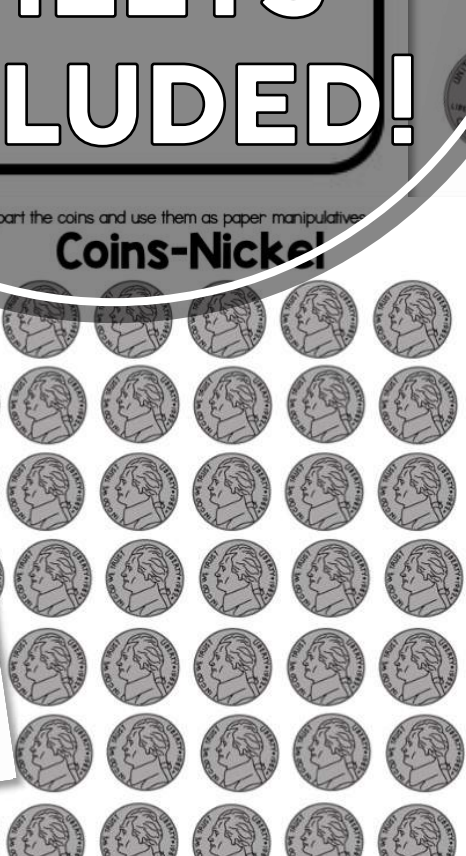
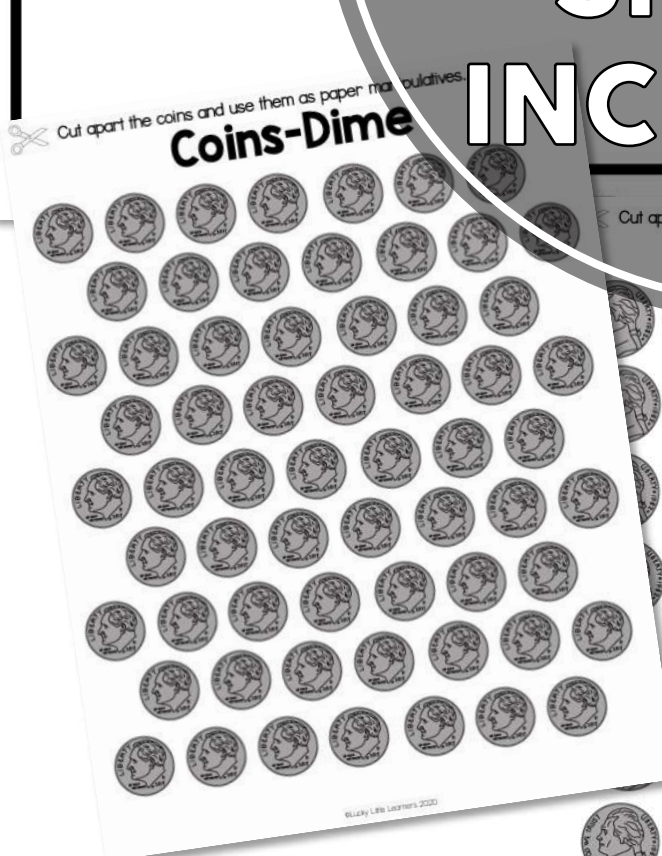
Counting Coins



**BLACK
AND
WHITE
SHEETS
INCLUDED!**

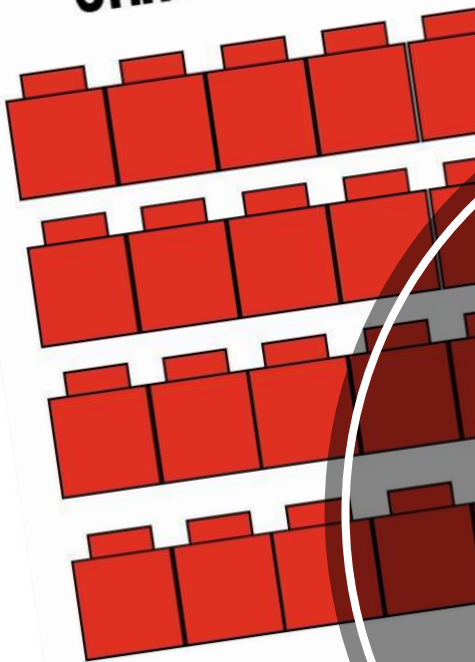
**STUDENTS
CAN CUT
OUT THESE
COINS!**

TOTAL:



UNIFIX CUBES ARE GREAT FOR HANDS-ON MATH!

Unifix Cubes



Unifix Cubes

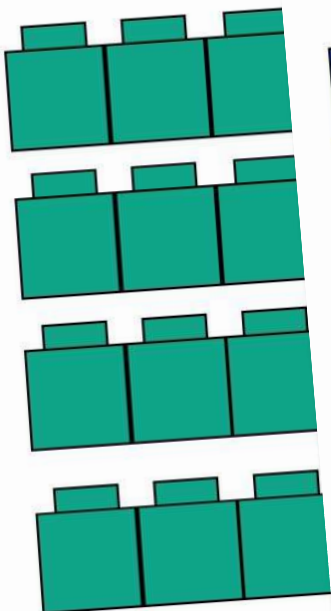


Unifix Cubes

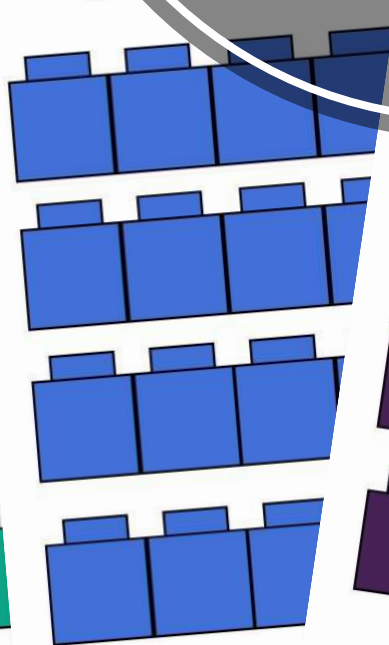


BLACK
AND
WHITE
SHEETS
INCLUDED!

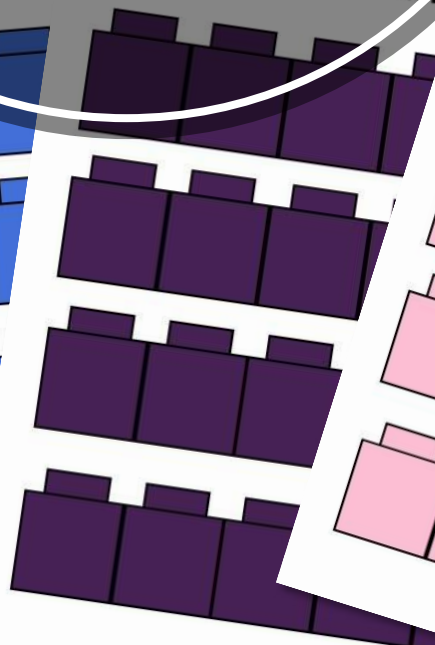
Unifix C



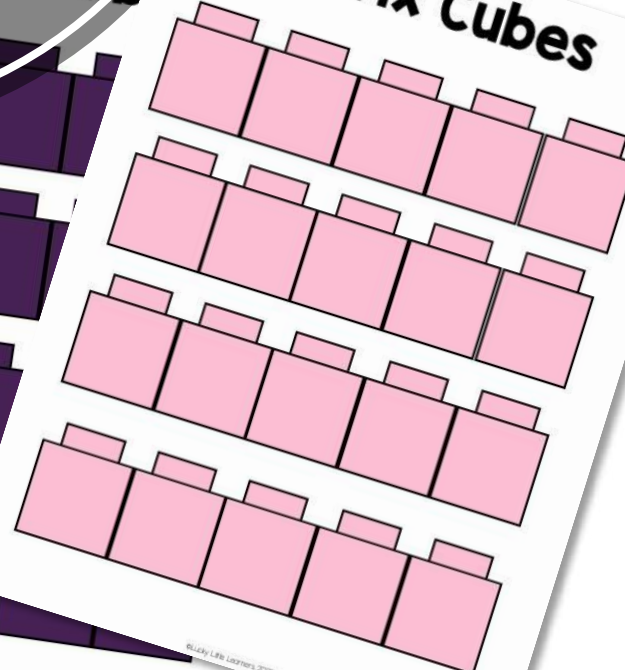
Unifix Cube



Unifix Cub

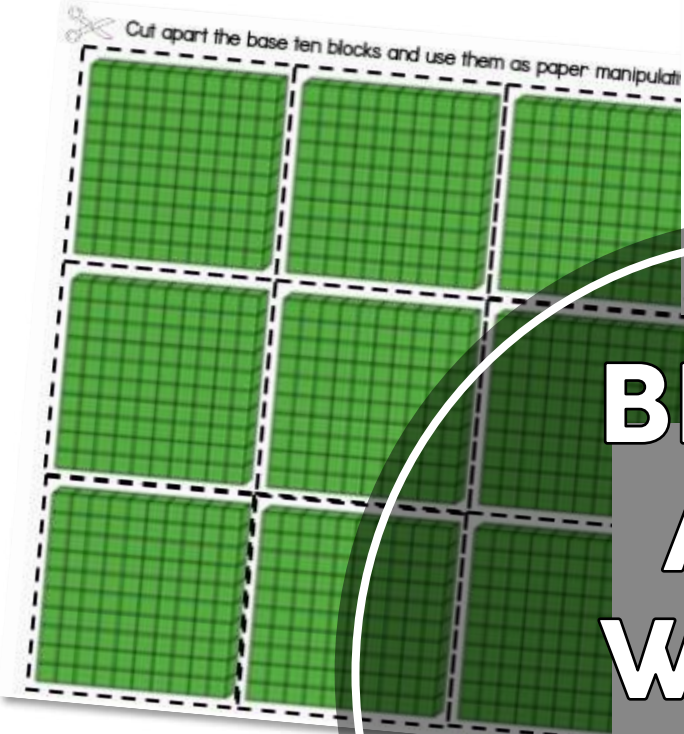
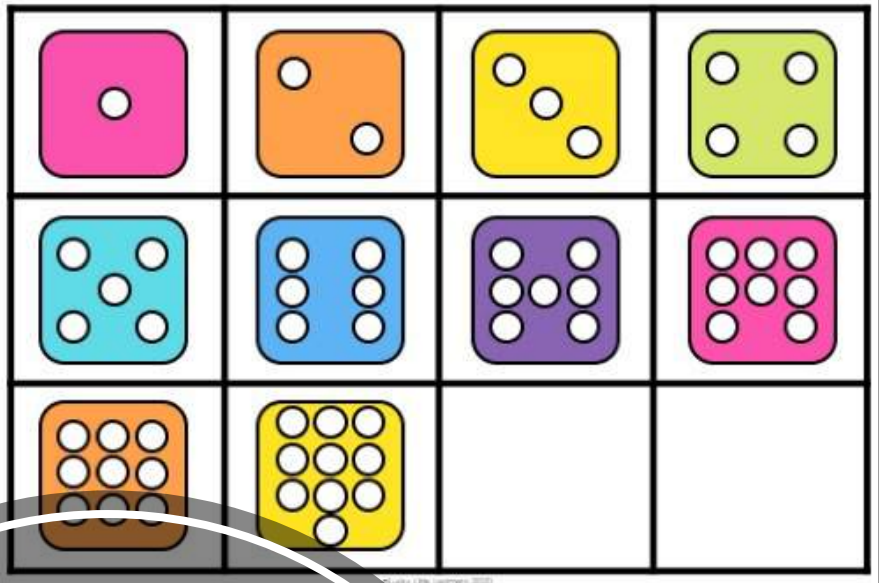


Unifix Cubes



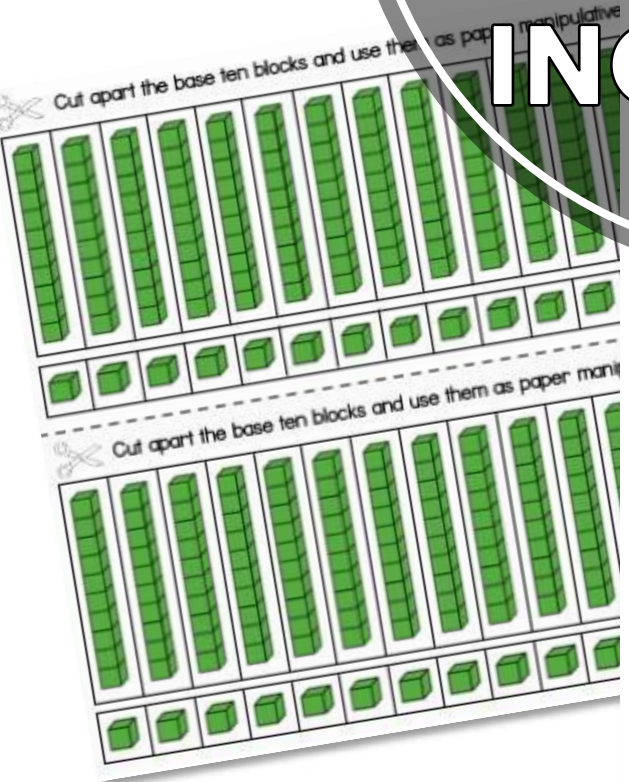
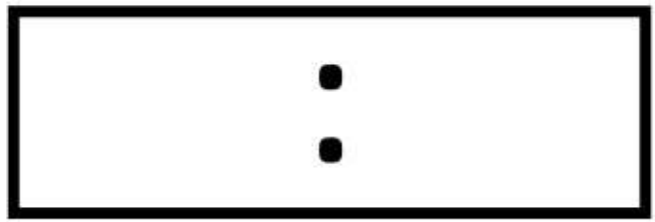
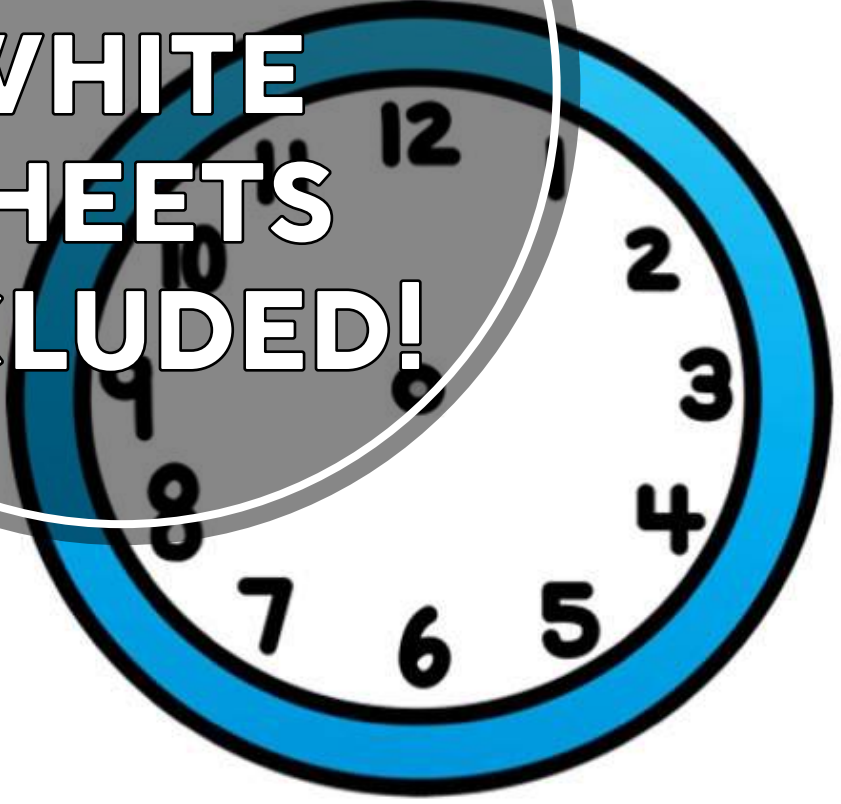
**MATH TOOLS FOR
EACH STUDENT TO
HAVE THEIR OWN!**

Dice Cards

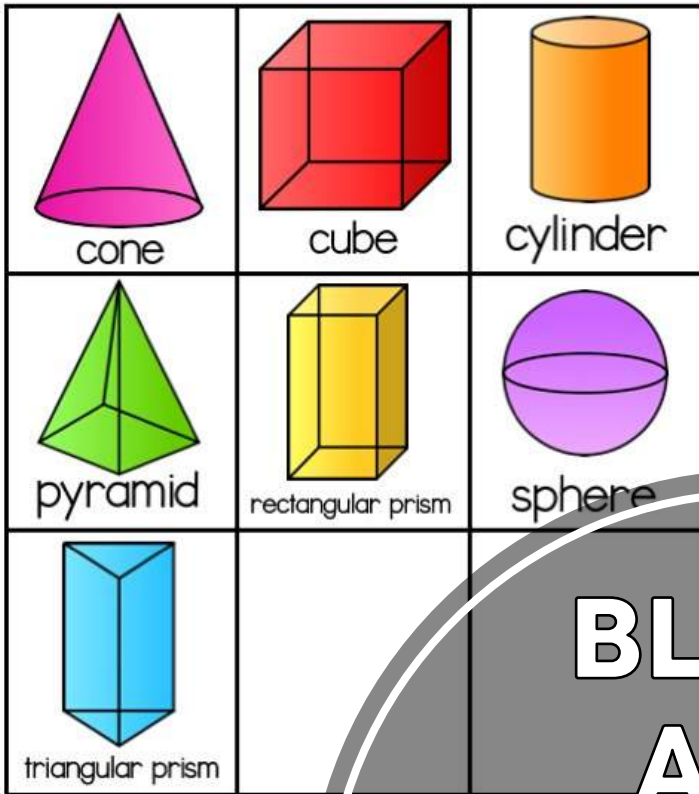


**BLACK
AND
WHITE
SHEETS
INCLUDED!**

Telling Time

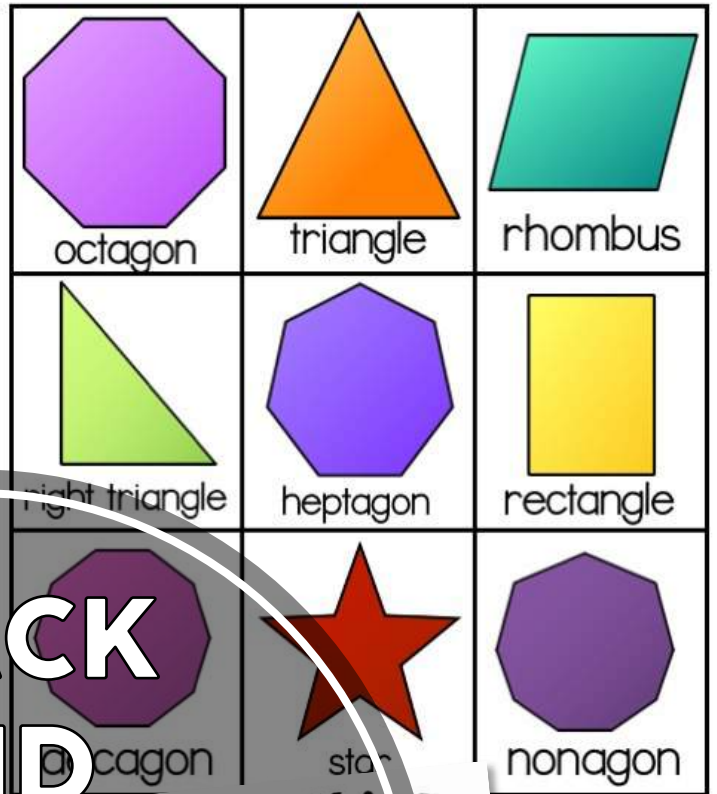


Shapes



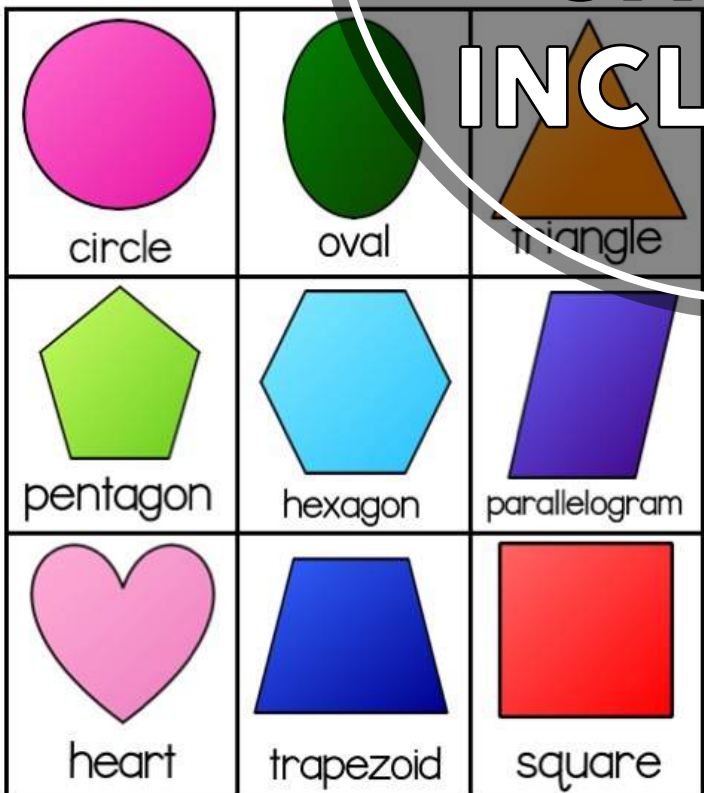
©Lucky Life Learners 2020

Shapes



Place Value Chips

Shapes



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BLACK
AND
WHITE
SHEETS
INCLUDED!

Place Value Chips

Place Value Chips

Place Value Chips



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Number of the Day

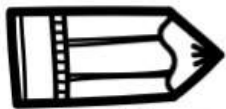
H	T	O

Shade It.

even
odd



Show it in dollars and cents



Draw It.

	Minus 10	
Minus 1		Plus 1
	Plus 10	



Write It.

Ways To Make It

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Number of the Day

Highlight It.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Shade It.

even
odd



Minus 10

Minus 1

Plus 1

Plus 10



Draw It.

Tens	Ones

Write It.



Ways To Make It

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Minus 10

Minus 1

Plus 1

Plus 10

-10

-1

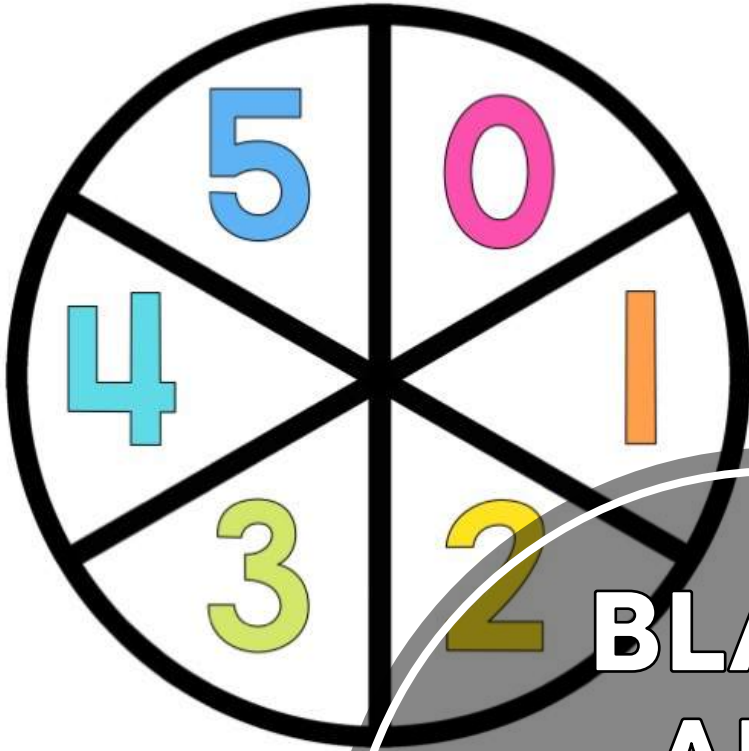
+1

+10

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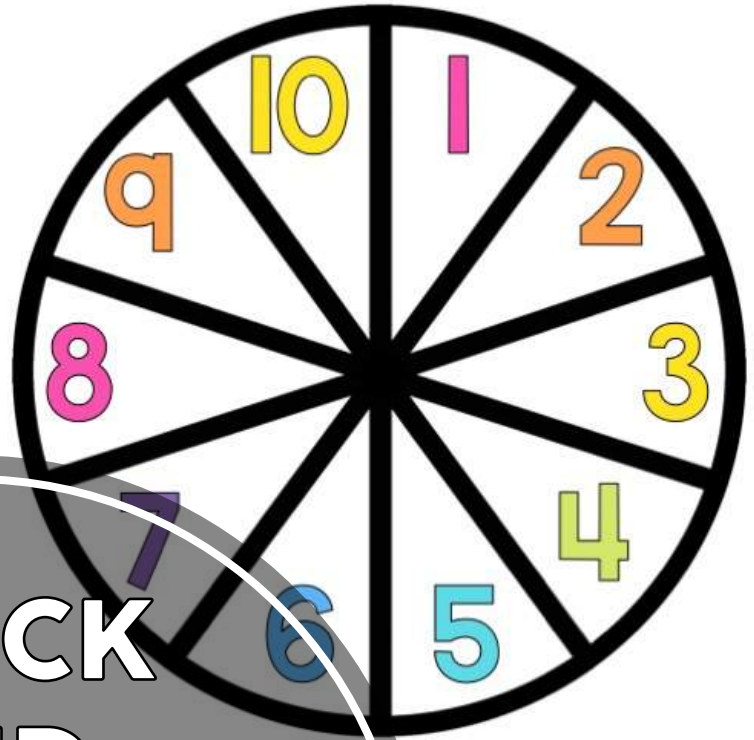
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Spinner



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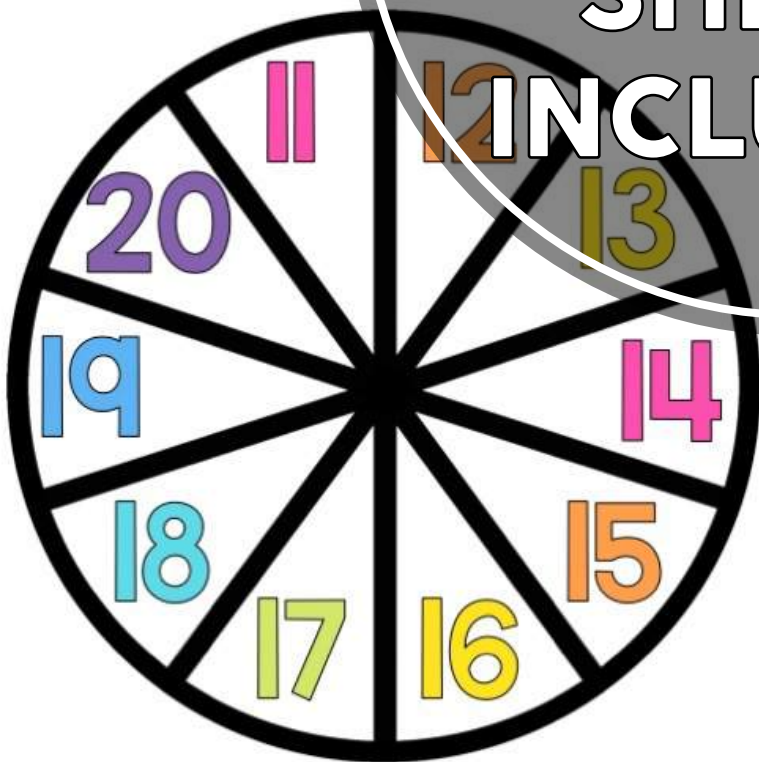
Spinner



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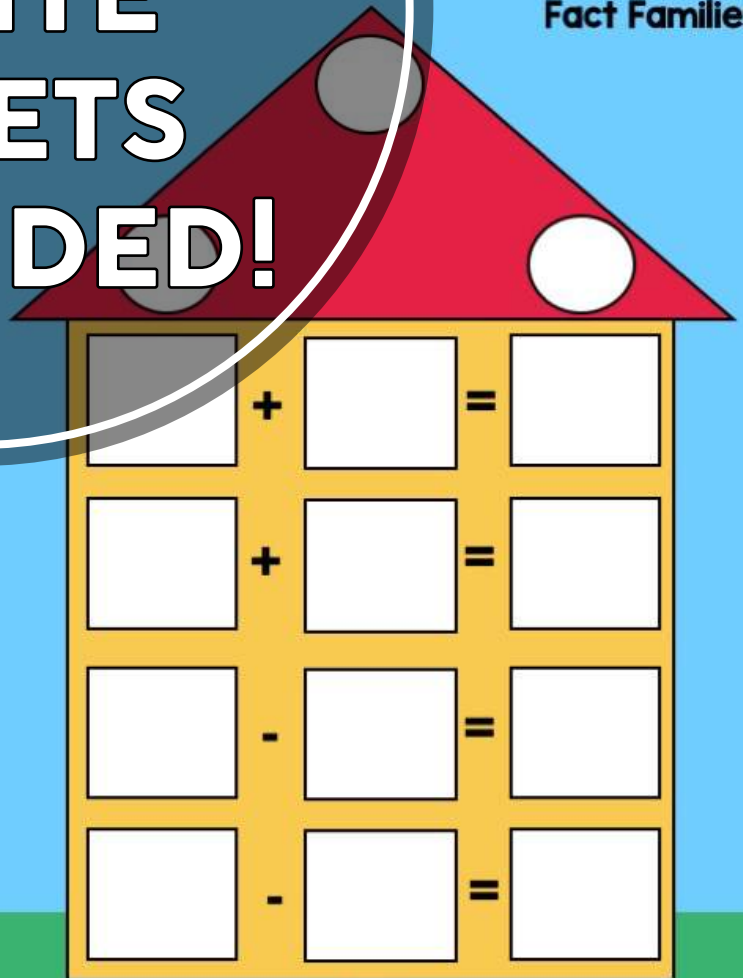
**BLACK
AND
WHITE
SHEETS
INCLUDED!**

Spinner



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Fact Families



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**TONS OF GREAT
INSTRUCTIONAL
MATS!**

Before & After

Tens	Ones

Before	After

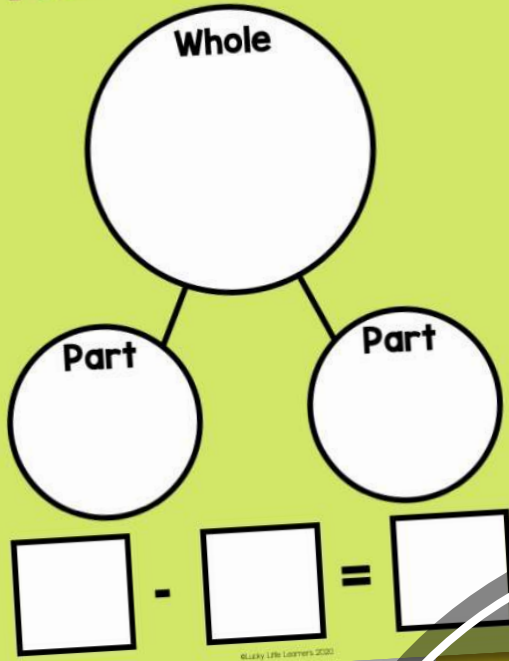
Hundreds	Tens	Ones

**BLACK
AND
WHITE
SHEETS
INCLUDED!**

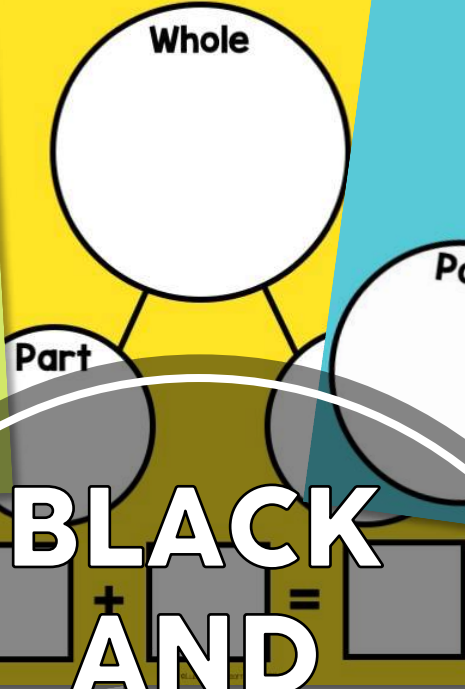
Whole	
Part	Part

Thousands	Hundreds	Tens	Ones

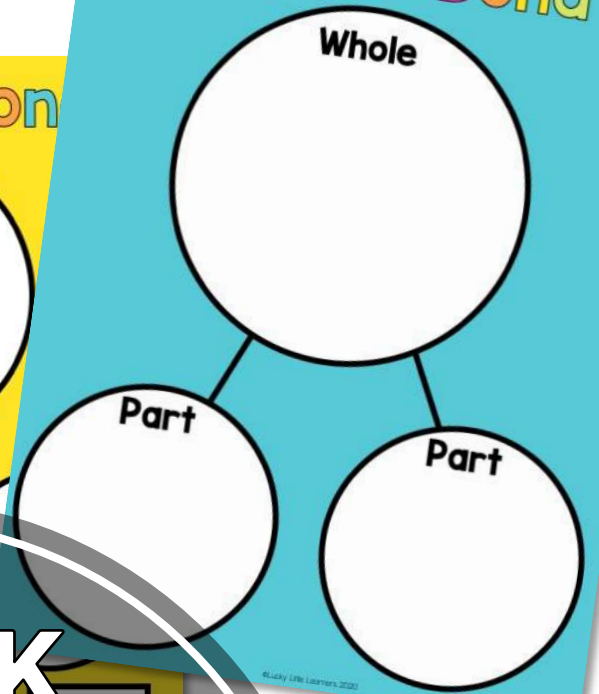
Number Bond



Number Bond

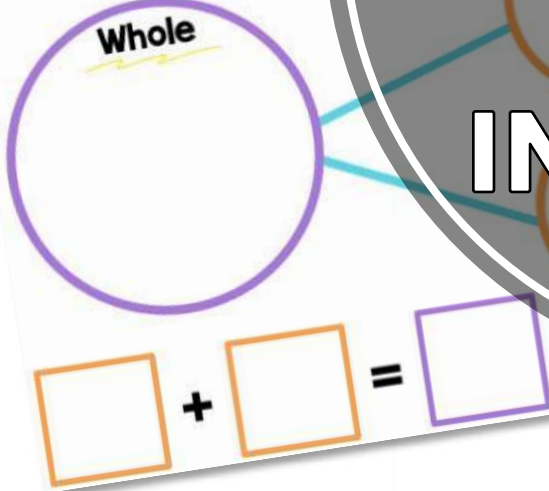


Number Bond

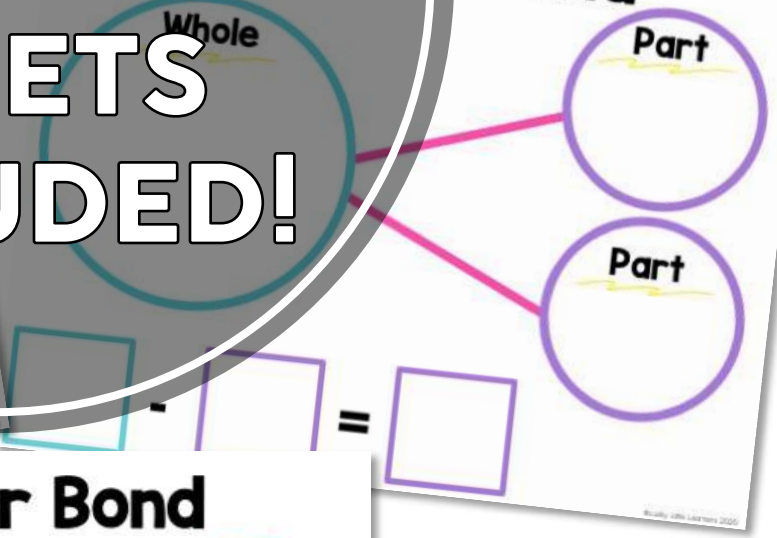


**BLACK
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SHEETS
INCLUDED!**

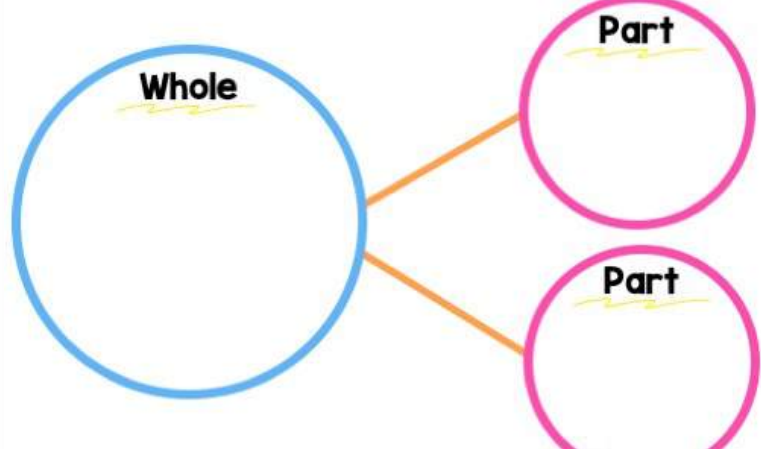
Number Bond



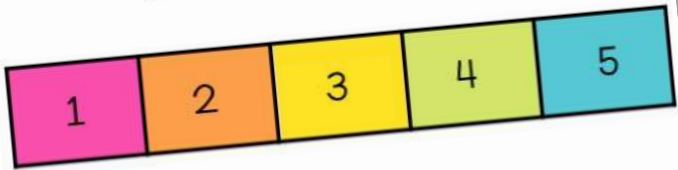
Number Bond



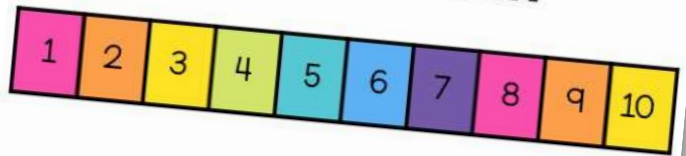
Number Bond



Number Path



Number Path



Number Path



Number Path

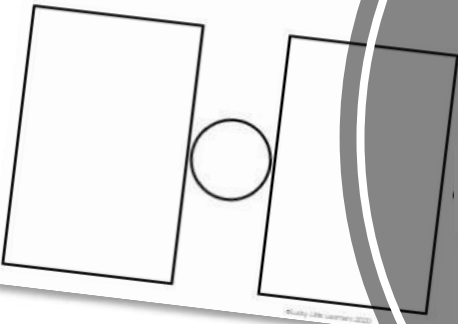


**BLACK
AND
WHITE
SHEETS
INCLUDED!**

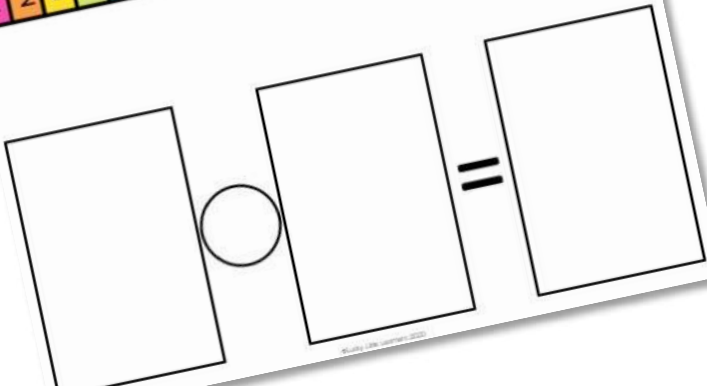
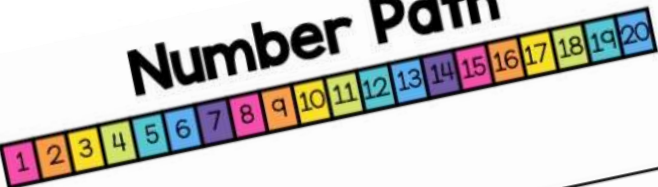
Number Path



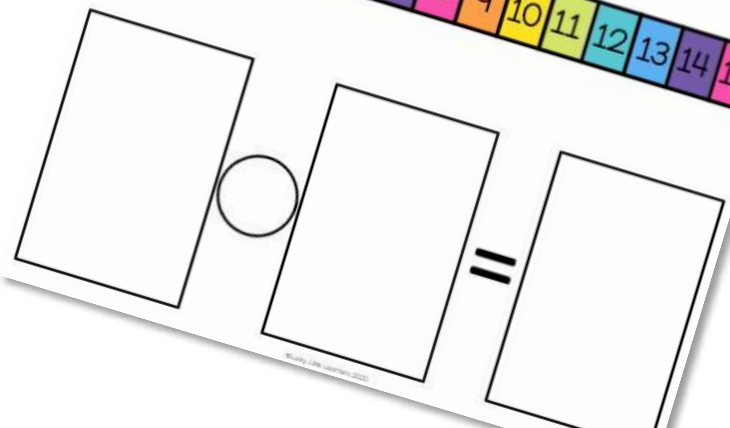
Number Path



Number Path

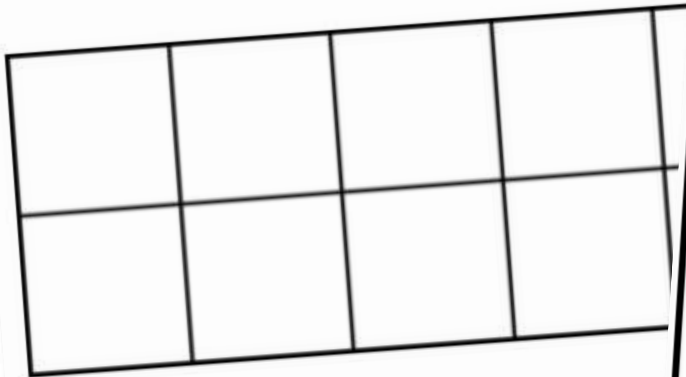


Number Path



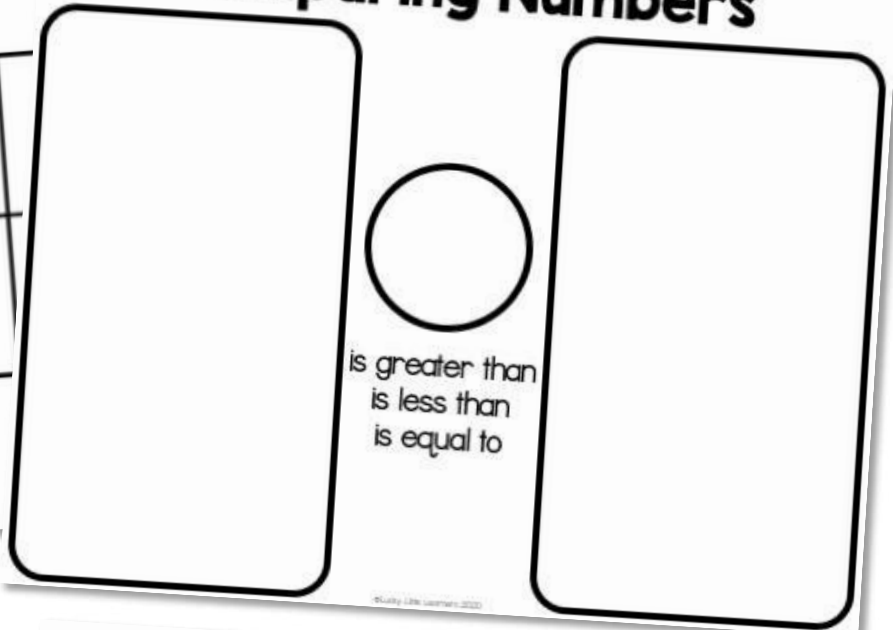
INSTRUCTIONAL MATH MATS ARE GREAT FOR TEACHING NEW CONCEPTS! STUDENTS CAN USE THEIR PAPER MANIPULATIVES PROVIDED IN THIS PACK FOR THESE MATH MATS!

Ten Frame



©Lucky Life Learners 2020

Comparing Numbers



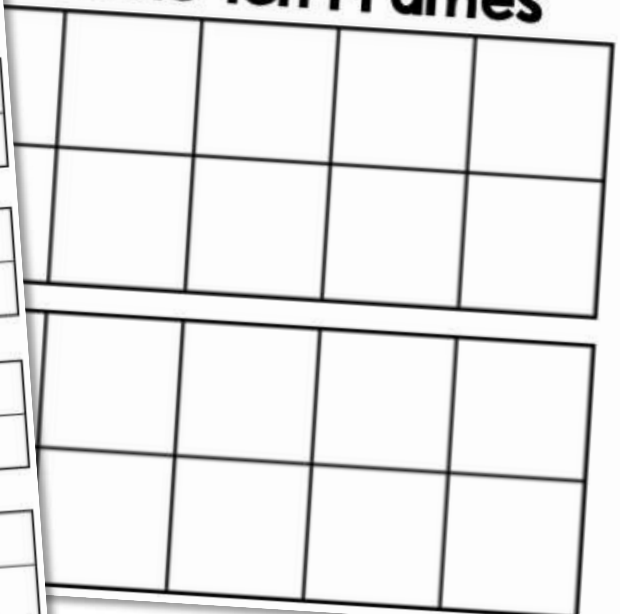
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Ten Frame Mat



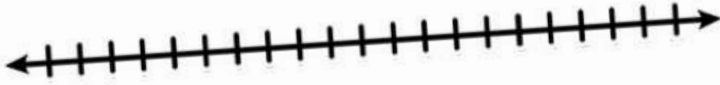
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Double Ten Frames



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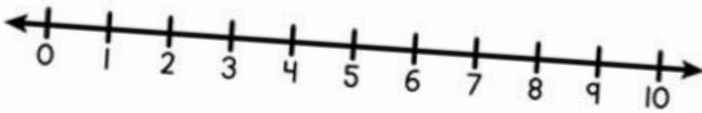
Number Line



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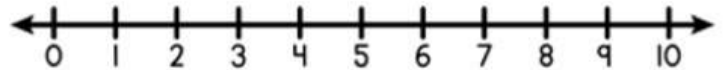
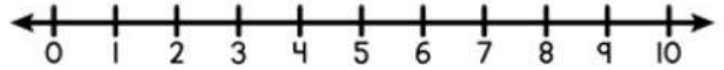
**VARIETY OF NUMER
LINES PROVIDED!
THESE ARE GREAT
FOR ADDITION,
SUBTRACTION,
COUNTING, AND SKIP
COUNTING!**

Number Line



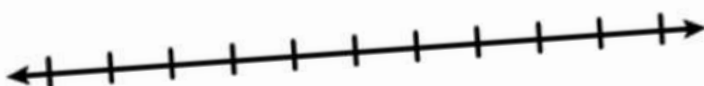
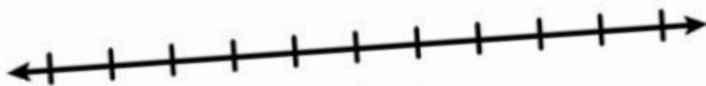
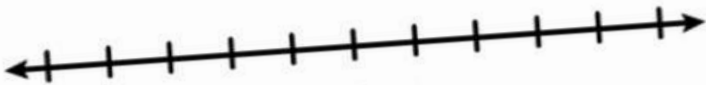
©Kathy Lyle Learners, 2020

Number Lines



©Kathy Lyle Learners, 2020

Number Lines

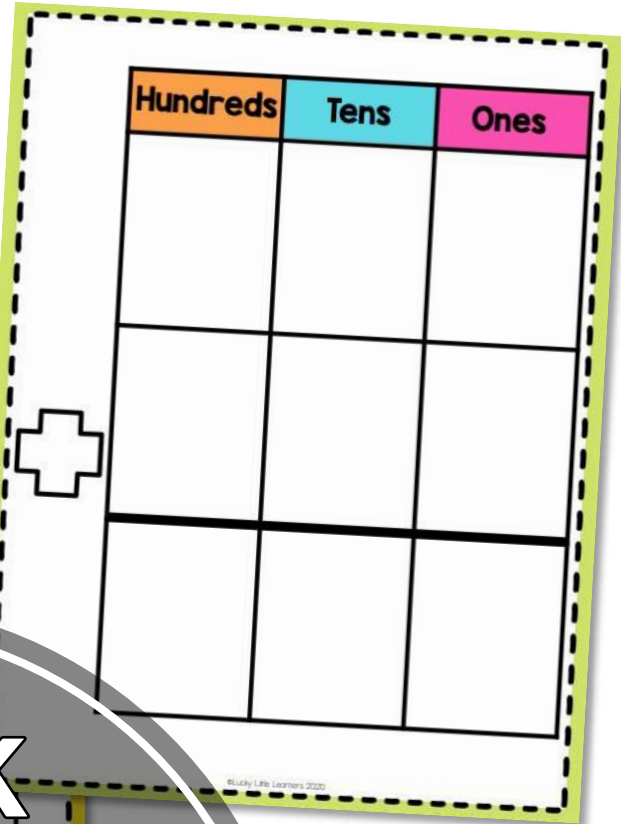
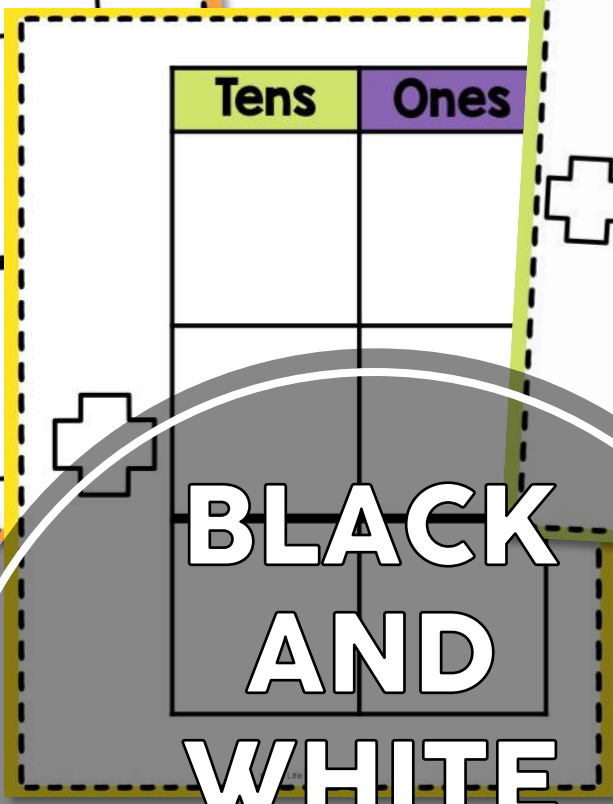
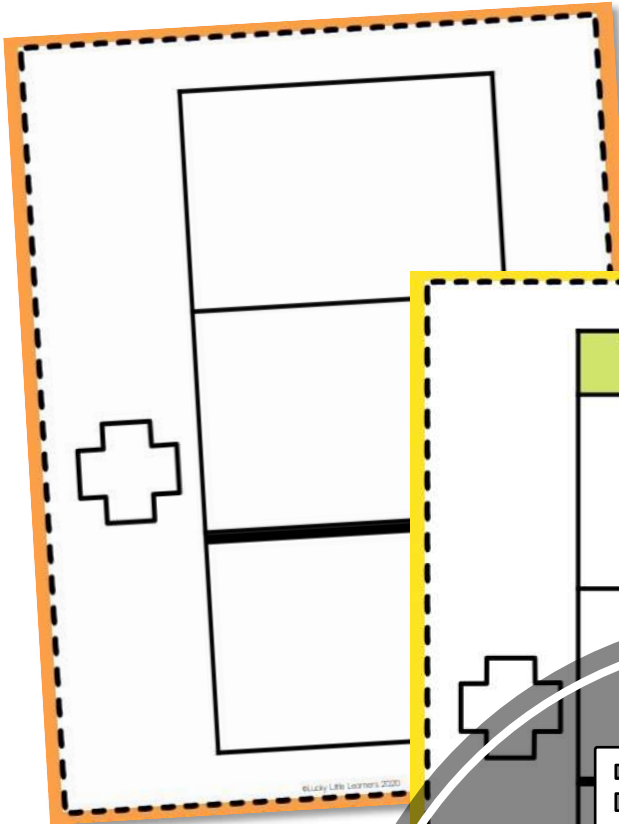


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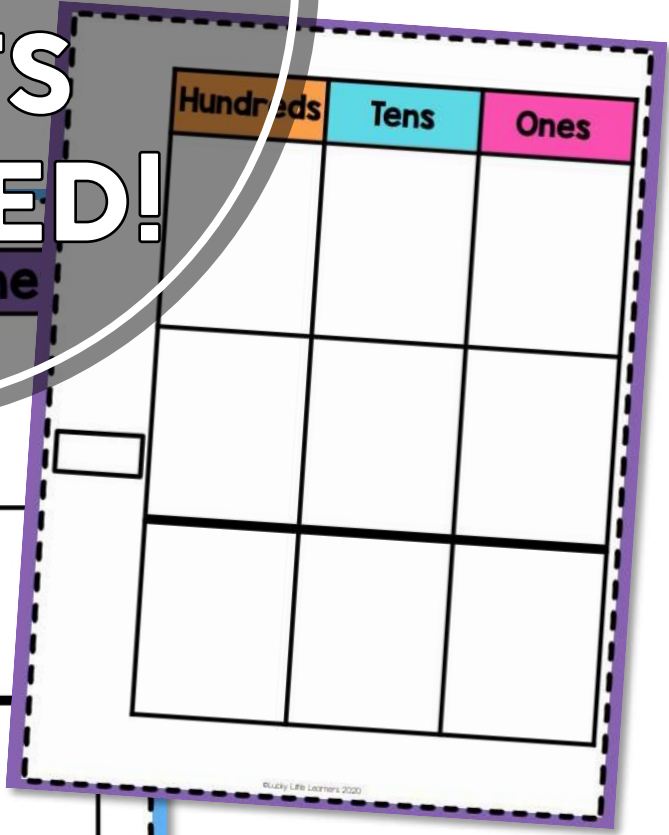
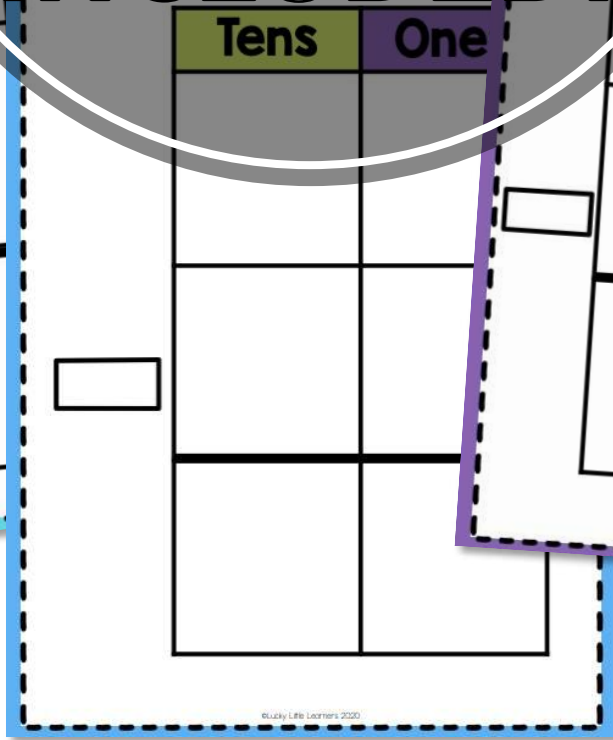
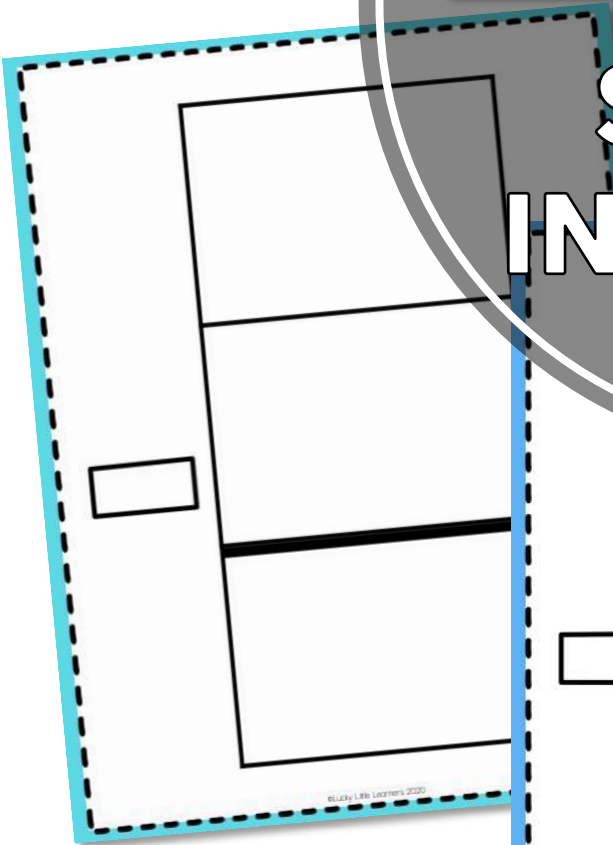
Number Line



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BLACK AND WHITE SHEETS INCLUDED!



"Magnet" Letter Tiles

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z				

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 <h2>LETTER FORMATION</h2> 		Aa		
Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk
Ll	Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt	Uu
Vv	Ww	Xx	Yy	Zz

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BLACK AND WHITE SHEETS INCLUDED!

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

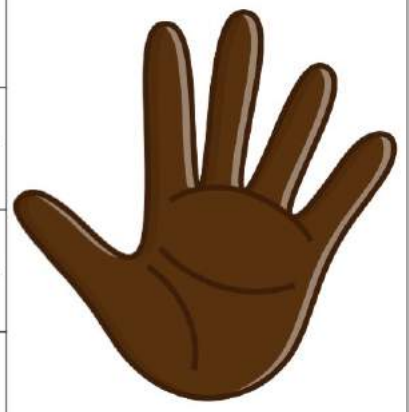
5 FINGER RULE FOR READING

<p>5 FINGER RULE FOR READING</p> <p>Choose a book. Begin reading on any page. Put one finger up for each word that you cannot read or pronounce. Use the guide below to decide if the book is a just-right fit or not!</p> <p>0-1 Too easy</p> <p>2-3 Just right</p> <p>3-4 Challenge</p> <p>5+ Too hard</p> 	<p>5 FINGER RULE FOR READING</p> <p>Choose a book. Begin reading on any page. Put one finger up for each word that you cannot read or pronounce. Use the guide below to decide if the book is a just-right fit or not!</p> <p>0-1 Too easy</p> <p>2-3 Just right</p> <p>3-4 Challenge</p> <p>5+ Too hard</p> 	<p>5 FINGER RULE FOR READING</p> <p>Choose a book. Begin reading on any page. Put one finger up for each word that you cannot read or pronounce. Use the guide below to decide if the book is a just-right fit or not!</p> <p>0-1 Too easy</p> <p>2-3 Just right</p> <p>3-4 Challenge</p> <p>5+ Too hard</p> 	<p>5 FINGER RULE FOR READING</p> <p>Choose a book. Begin reading on any page. Put one finger up for each word that you cannot read or pronounce. Use the guide below to decide if the book is a just-right fit or not!</p> <p>0-1 Too easy</p> <p>2-3 Just right</p> <p>3-4 Challenge</p> <p>5+ Too hard</p> 
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FINGER RULE BOOKMARKS

1. Choose a book that you want to read.
2. Turn to any page and begin reading.
3. Put one finger up for every word you do not know or cannot pronounce.
4. Use the guide below to decide if the book is the just-right choice for you!

0-1 Too easy
2-3 Just right
3-4 Challenge
5+ Too hard



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READING APPS







FOR USE AT-HOME OR IN THE CLASSROOM

<p>Epic!</p> <p>Epic! gives kids unlimited access to an outstanding library of over 40,000 books, videos, quizzes, and more.</p>  <p>www.getepic.com</p> <p>Available on iTunes, Google Play, Amazon</p>	<p>Hoopla</p> <p>Hoopla is free to use for anyone with a library card at a participating library. Kids can virtually check-out books, audiobooks, comics and more! Look for the "Kids Mode" so they can easily find content suitable for their age! *If you don't have access to Hoopla, look on your local library's website for Overdrive or Tumble Books!</p>  <p>www.hoopladigital.com</p> <p>Available on iTunes, Google Play, Amazon</p>	<p>Vooks</p> <p>Vooks is a kid-safe, ad-free streaming library of read-along, animated storybooks. Students love watching the characters come to life!</p>  <p>www.vooks.com</p> <p>Available on iTunes, Google Play, Amazon</p>
<p>Storyline Online</p> <p>This awesome website offers so many great titles that are read aloud by famous actors. Students love listening to and watching these stories!</p>  <p>www.storylineonline.net</p> <p>Available on iTunes, Google Play</p>	<p>Homer</p> <p>This program has 1,000+ lessons, stories, and activities that are play-based and personalized by interest, skill level, and type of learning. With just 15 minutes of practice per day, HOMER is proven to increase reading scores by 70%!</p>  <p>www.learnwithhomer.com</p> <p>Available on iTunes, Google Play, Amazon</p>	<p>Lalilo</p> <p>Lalilo is a comprehensive ELA program that includes phonemic awareness, letter recognition, phonics, fluency, vocabulary, and comprehension. It is geared toward grade levels K-2. Students start with a placement test and then begin their individualized map - earning stars as they go!</p>  <p>www.lalilo.com</p> <p>NO APPS - WEBSITE ONLY</p>
<p>Freckle</p> <p>This used to be a math app, but now it of ferentiated instructions across ELA, Math, Science and Social Studies! Students work at their individualized level so they are always engaged and challenged. They earn stars when they work through lessons that they can spend at the virtual store. Teachers can access data showing where each child is on each standard.</p>  <p>www.freckle.com</p> <p>Available on iTunes</p>	<p>Teach Your Monster to Read</p> <p>This program is perfect for students who struggle with reading. It starts with a simple reading level and gradually increases as students learn to read. The program includes a range of reading skills, matching letters to sounds, blending, segmenting words, and reading full sentences. With different game levels, it provides individualized instruction for struggling readers.</p>  <p>www.teachyourmonstertoread.com</p> <p>website is always free - apps cost</p> <p>Available on iTunes, Google Play, Amazon</p>	<p>Starfall</p> <p>Starfall has been around since 1996 and is well loved by teachers and parents. One website with many apps to use. It teaches letters, introduces basic reading concepts, I-3, Intermediate beginner reader, I-4, Advanced beginner reader.</p>  <p>www.starfall.com</p> <p>Available on iTunes, Google Play, Amazon</p>

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PUNCTUATION

	Tells the reader what to do (pause, slow down, or stop).
	Makes the reader's voice sound a certain way.
	Makes our writing clear and easier to understand.
	Helps the writer show emotion & reader express emotion.
	Helps create and clarify mental images to the reader.
	Helps the writer organize his/her thoughts and ideas.

	period	A period tells you when to STOP. It is found at the end of a sentence. While reading your voice drops.
	comma	A comma is used for things in a series of three or more, to separate compound sentences, also after a transition or introductory phrase. While reading in a sentence you will pause at a comma.
	exclamation point	An exclamation mark goes at the end of a sentence to express excitement, astonishment, or other strong emotions. While reading your voice goes up.
	question mark	A question mark goes at the end of an asking sentence. While reading your voice goes up and pauses for response.
	quotation mark	Quotation marks are used to show when someone is speaking or if there is a direct quote. While reading your voice will sound like the character.
	ellipsis	Ellipsis are found at the end of the sentence when the author wants to leave the reader thinking. While reading your voice will trail off.

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BLACK AND WHITE SHEETS INCLUDED!

MAKING CONNECTIONS

Good readers connect what they already know (schema) to better understand new information.

<p>FAMILY</p> <p>FRIENDS</p> <p>THOUGHTS</p> <p>SCHOOL</p> <p>TRAVELS</p>	<p>TEXT-TO-SELF</p> <p>We make text-to-self connections when we connect the story to our own life and experiences.</p> <ul style="list-style-type: none"> "I felt the same way as that character when..." "This part of the book reminds me of the time..." "This is my life because..." "I have a pet so I know this to be a true fact about..."
<p>BOOKS</p> <p>ARTICLES</p> <p>WEBSITES</p> <p>POEMS</p> <p>CHARACTERS</p>	<p>TEXT-TO-TEXT</p> <p>We make text-to-text connections when we connect the story to another book we have read.</p> <ul style="list-style-type: none"> "This character reminds me of the character in the book..." "The way this story is written reminds me of the other book we read..." "We read that fact about frogs in the book..." "The problem in this story is the same as the other book we read..."
<p>NEWS</p> <p>HISTORY</p> <p>MEDIA</p> <p>MOVIES</p> <p>TELEVISION</p>	<p>TEXT-TO-WORLD</p> <p>We make text-to-world connections when we connect the story to events or situations in the world.</p> <ul style="list-style-type: none"> "I saw something like this before when I watched..." "What I just read reminds me of _____ that happened in history because..." "I know about this because..." "This book reminds me of a story my grandpa told me about..."

READING QUESTIONS






<p>CHARACTERS</p> <ul style="list-style-type: none"> Do you think the character would make a good friend? Why? What did the character do during the events? What did the characters learn? How did the characters react in the setting? How are the characters alike or different? 	<p>STORY STRUCTURE</p> <ul style="list-style-type: none"> What was the plot of the story? Beginning, Middle, End What was the setting? Why do you feel the author chose the setting? What is the importance of the setting that was chosen? What was the problem in the story and was it resolved? How did the characters feel during the conflict/problem? How would you have solved the problem?
<p>AUTHOR'S PURPOSE</p> <ul style="list-style-type: none"> Why do you think the author wrote this story? Did the author have a lesson to be learned? What do you think the author wants you to know after reading this story? How did the author make you feel while reading this story? Do you have an interesting thought or idea for the author of this story? 	<p>THINK</p> <ul style="list-style-type: none"> I wonder why...? This made me feel... What is the purpose of...? Why did the character...? What caused...? How did the character...? Where was...? When did...? Why was that important...? How does that describe...? What evidence shows...? What will happen if...? What would you do if...?

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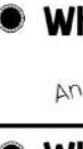





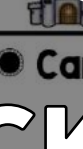









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HIGH FOR COMPLETE SENTENCES





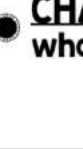











	SUBJECT Noun, what is it about?
	PREDICATE What happened?
	DOES IT MAKE SENSE?
	CAPITAL LETTERS first word, proper nouns, and stand alone I
	PUNCTUATION comma question mark period quotation marks " " ?

READ TO SELF






	What is the story mostly about? An animal? A person? A game? Mystery? How to do something?
	Who is telling the story?  A person OR An animal 
	Why did I choose this? INFORMATION or ENJOYMENT? 
	What type of text is this?  FICTION or NON-FICTION 
	Can I recall this story? Beginning  Middle End
	Who are the characters?    

BLACK AND WHITE SHEETS INCLUDED!

RETELLING

	SETTING- the time and place   
	CHARACTERS- the people or animals who act out the story   
	PROBLEM- the struggle the character is having   
	WHAT HAPPENED- the events Beginning  Middle End
	SOLUTION- how the problem was solved 

HIGH FOR COMPLETE SENTENCES

	SUBJECT Noun, what is it about?
	PREDICATE What happened?
	DOES IT MAKE SENSE?
	CAPITAL LETTERS first word, proper nouns, and stand alone I
	PUNCTUATION comma , question mark ? period . quotation marks "quote"

ALPHABET CHART

Aa apple	Bb butterfly	Cc cupcake	Dd dinosaur	Ee egg
Ff fire	Gg gorilla	Hh heart	Ii igloo	Jj jellybeans
Kk koala	Ll lock	Mm mushroom	Nn nest	Oo orange
Pp penguin	Qq queen	Rr rocket	Ss snake	Tt tomato
Uu umbrella	Vv violin	Ww web	Xx x-ray	Yy yarn
Zz zipper	vowels: a e i o u			

HELPFUL PHONICS TOOLS FOR STUDENTS TO HAVE ACCESS TO!

LONG VOWELS

E	I	O	U
e at the end of a syllable cake	hero tiger	i at the end of a syllable kite	o at the end of a syllable pony
ea beach	igh night	oa road	ui fruit
ee sunny	y kind	oe toes	ew screw
Other Patterns e.e - these ei - calling io - field	Other Patterns ie - pie	o_e rose	ue tissue
		o followed by 2 consonants gold	Other Patterns eu - feud

SOUNDS CHART

a ant	e send	i fish	o stop	u jump
ai pail	ay hay	ea dream	ea bread	ee seeds
oa boat	ow bowl	ow owl	ow house	oo school
ch cherry	th thumb	sh shoe	wh whistle	ph phone
ar cart	or corn	ir shirt	ur straw	ur law

BLACK AND WHITE SHEETS INCLUDED!


























BLENDS

sc scooter	bl blueberries	br bricks
sk skates	cl clock	cr crack
sw swim	fl flower	dr dragon
sm smoothie	gl glasses	fr friends
sn snowflake	pl plant	gr grill
sp spaghetti	sl sloth	pr pretzel
st stool		tr trash

DIPHTHONGS

ew chew brew dew stew few drew	oo broom room soon shampoo zoo food
oy soy toy boy joy enjoy oyster	ow flower cow down brown growl owl
	ou house found couch loud ouch cloud

READING STRATEGIES

<h3>Flip the Sound</h3> <p>a short  long </p> <p>e short  long </p> <p>i short  long </p> <p>o short  long </p> <p>u short  long </p> <p>c hard  soft </p> <p>g hard  soft </p> <p>oo  </p> <p>ow  </p>	<h3>Cross-Check</h3> <ol style="list-style-type: none"> Does it look right? Does it sound right? Does it make sense? <p>Picture Clues</p> <p>Does the picture match the words you are reading?</p> <p>Chunk It</p> <p>Cover it up and solve one piece at a time</p> <p>Look for popcorn words </p> <p>Leap Frog</p> <p>Skip over the word, then back up and re-read</p> <p>Stretch it out</p> <p>st-retch the words and re-read</p>	<h3>3 sounds of -ed</h3> <p>t baked </p> <p>d mowed </p> <p>ed floated </p> <p>2-Vowels Go Walking</p> <p>the first one does the talking</p> <p> rain "a"</p> <p>Trouble Maker 'e'</p> <p>He makes the vowel say its letter name</p> <p> cut  cute</p>
--	---	---

THESE CHARTS ALSO MAKE GREAT POSTERS FOR THE CLASSROOM

BLACK AND WHITE SHEETS INCLUDED!

TYPES OF SENTENCES

Knowing the six syllable types helps us read and write words!

<h3>DECLARATIVE</h3> <p>This is a telling sentence or statement. It ends with a period.</p> <p>examples:</p> <p>Taylor walked her dog.</p> <p>The dog licked the treat.</p> <p>The dog's name is Andy.</p>	<h3>EXCLAMATORY</h3> <p>This is a sentence of excitement. It ends in an exclamation point.</p> <p>We read a great book!</p> <p>My ice cream fell!</p> <p>This ice cream is so yummy!</p>	<h3>ROB-BOT</h3> <p>RO-BOT HOME DO-NUT</p> <p>OPEN</p> <p>Syllables that end with a single vowel. The vowel is usually long.</p>
<h3>IMPERATIVE</h3> <p>This is a command- it tells us to do something. It ends in an exclamation point or a period.</p> <p>examples:</p> <p>Get your shoes on now!</p> <p>You need to tie your shoes.</p> <p>Put your shoes away!</p>	<h3>INTERROGATIVE</h3> <p>This sentence asks us a question. It ends with a question mark.</p> <p>examples:</p> <p>Do you see that bird?</p> <p>How old is your pet bird?</p> <p>Can all birds fly?</p>	<h3>R-CONTROLLED</h3> <p>When a vowel is followed by an r, the vowel is controlled by the r and makes a new sound.</p> <p>LOB-STER CART CORN</p>
<h3>VOWEL TEAM</h3> <p>When two or more letters together make one vowel sound.</p> <p>STEAM BEE LIGHT</p>	<h3>CONSONANT + LE</h3> <p>When a word ends in a consonant and then "LE", it is considered a final stable syllable.</p> <p>BUB-BLE AP-PLE TA-BLE</p>	

TEXT FEATURES

TABLE OF CONTENTS

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3. LAW ENFORCEMENT 21-28
4. FIREFIGHTERS 29-34
5. SEARCH & RESCUE TEAMS 35-46

Title

Search and Rescue
The most important period of time to search and rescue occurs in the first 24 hours after an incident. Most often, search and rescue teams are looking for people who have become disoriented or disoriented that someone would not be able to find them. If a person is not found, it is very likely that they are dead. This is why search and rescue teams work with other first responders to get as much help as possible.

Subtitle

Heading

Law Enforcement
Law enforcement is a profession that is responsible for maintaining the law and order in a community. They are often the first to respond to an emergency and are trained to handle a variety of situations. They are also responsible for investigating crimes and enforcing the law.

Subheading

911 Telephone Number
911 is the telephone number used to contact emergency services in the United States and Canada. It is a three-digit number that is easy to remember and is used by millions of people every day.

911 Dispatch Operators
911 dispatch operators are the people who answer the 911 calls and provide the information needed to send emergency services to the scene of the emergency. They are trained to handle a variety of situations and are responsible for providing the most accurate information possible.

GLOSSARY

911 Telephone Number
911 is the telephone number used to contact emergency services in the United States and Canada.

Paramedic
A paramedic is a healthcare professional who is trained to provide emergency medical care to patients who are injured or ill. They are often the first to respond to an emergency and are trained to handle a variety of situations.

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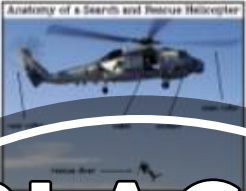
CAPTION



This is a US firefighter at Ocean Air Base in South Korea. The picture looks scary because of the intense heat coming from the fire.

DIAGRAM

Anatomy of a Search and Rescue Helicopter



MAP

POLICE DISTRICT MAP
SUFFOLK COUNTY,
NEW YORK STATE



20th Race/Ethnicity Statistics for US Fire Responders

Race/Ethnicity	2010	2015	2020
White	78.2%	79.6%	82.3%
Black	18%	11%	10.7%
Hispanic	8.2%	8.6%	8.2%
Other	5.7%	2.8%	4.7%

Table

Bar Chart

% of Fire Responders Who Are Veterans

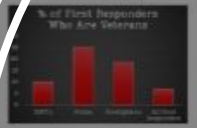




Illustration vs Photograph




Illustration vs Photograph

BLACK AND WHITE SHEETS INCLUDED!

SIGHT WORDS

Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy
Zz				

SIGHT WORD LIST

after	found	old	take
always	give	only	tell
America	goes	our	their
around	good	or	these
back	great	over	things
because	green	page	think
been	hand	picture	those
before	help	place	through
best	here	play	too
both	home	point	try
boy	house	pull	upon
buy	its	put	us
came	just	read	use
call	made	right	very
change	man	same	want
cold	many	say	wash
different	me	sentence	well
does	means	set	went
don't	men	should	where
end	most	show	which
first	mother	sing	why
five	move	sit	wish
	new	small	would
	off	still	your

SNAPSHOTS OF: PARTS OF SPEECH

NOUN
PERSON, PLACE, THING, OR ANIMAL

VERB
AN ACTION WORD

ADJECTIVE
DESCRIBES NOUNS

PRONOUN
USED IN PLACE OF

PROPER NOUN
SPECIFIC PERSON, PLACE, THING

COMMON NOUN
NON-SPECIFIC PERSON, PLACE, THING

ADVERB
DESCRIBES VERBS, ADJECTIVES, OR OTHER ADVERBS

CONJUNCTION
JOINS TWO WORDS OR SENTENCES

SNAPSHOTS OF: PARTS OF SPEECH

PREPOSITION
TELLS PLACE, TIME, OR DIRECTION

INTERJECTION
SHOWS EXCLAMATION

POSSESSIVE NOUN
SHOWS SOMETHING BELONGS TO A NOUN

ARTICLE
COMES BEFORE NOUNS

COMPOUND WORD
MADE UP OF TWO OR MORE SMALLER WORDS

COLLECTIVE NOUN
REPRESENTS A GROUP OF PEOPLE, ANIMALS, OR THINGS

CONTRACTION
A SHORTER WAY TO SAY TWO WORDS

is + not = isn't	we + have = we've
can + not = can't	they + had = they'd
he + will = he'll	what + is = what's
it + will = it'll	we + are = we're
let + us = let's	what + will = what'll
should + not = shouldn't	she + has = she's

SHADES OF MEANING
WORDS THAT HAVE SIMILAR MEANINGS WITH SUBTLE DIFFERENCES

ANTONYM
OPPOSITE MEANING OF ANOTHER WORD

SYNONYM
WORDS THAT HAVE THE SAME MEANING

SUFFIX
ADDED TO THE END OF A ROOT WORD TO CREATE A NEW MEANING

PREFIX
ADDED TO THE BEGINNING OF A ROOT WORD TO CREATE A NEW MEANING

SUFFIX	MEANING	EXAMPLE	PREFIX	MEANING	EXAMPLE
-ER	A PERSON WHO	TEACHER	RE-	AGAIN	REHEAT
-FUL	FULL OF	HOPEFUL	UN-	NOT	UNHAPPY
-NESS	STATE OR CONDITION	SADNESS	MIS-	WRONG	tiny
-LY	IN A CERTAIN WAY	LOUDLY	PRE-	BEFORE	PRETEST

SUBJECT
TELLS WHO OR WHAT THE SENTENCE IS ABOUT

PREDICATE
TELLS WHAT THE SUBJECT DOES OR IS

Gibson reads every afternoon.

My brother baked cookies.

It's fun to learn in our classroom!

Name: _____

CLOSE READING

**1st
read**

KEY IDEAS /
FIRST IMPRESSIONS

**2nd
read**

TEXT STRUCTURE /
AUTHOR'S CRAFT

**3rd
read**

CONNECTIONS /
REFLECTION

Name: _____

CLOSE READING

**1st
read**

KEY IDEAS /
FIRST IMPRESSIONS

What is the text about?

Who is the main character?

**2nd
read**

TEXT STRUCTURE /
AUTHOR'S CRAFT

What are the new words
you learned in the text?

How is the text organized?

**3rd
read**

CONNECTIONS /
REFLECTION

What is the author's
message?

What connections did you
make while reading?

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Name: _____

CLOSE READING

**1st
read**

KEY IDEAS /
FIRST IMPRESSIONS

**2nd
read**

TEXT STRUCTURE /
AUTHOR'S CRAFT

**3rd
read**

CONNECTIONS /
REFLECTION

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AUTHOR'S PURPOSE	MAIN IDEA	THEME
<p>Why did the author write the story?</p> <p>PERSUADE</p> <p>To convince the reader to do or believe something.</p> <p>INFORM</p> <p>To give facts or to teach the reader something.</p> <p>ENTERTAIN</p> <p>To give something the reader will enjoy.</p>	<p>The main idea is what the story is mostly about</p> <p>MAIN IDEA</p> <p>How do I uncover the main idea?</p> <p>Look at the title and pictures.</p> <p>Sometimes the main idea is in the first and last sentence.</p> <p>Look for repeated words or phrases.</p>	<p>The lesson, message, or moral of the story that the author wants you to learn.</p> <p>THE HEART OF THE STORY</p> <p>The theme is usually not said by the author, but rather inferred by the reader!</p> <p>THINK</p> <p>What did the character learn?</p> <p>How did the character(s) change?</p> <p>What were the character(s) feeling?</p> <p>How did the problem/conflict make me feel?</p> <p>I wonder what the author is trying to tell me...</p>

CONTEXT CLUES	GENRES	CHARACTER TRAITS
<p>When great readers approach an unknown word, he/she can use context clues to find out the meaning.</p> <p>I INFERENCE</p> <p>The meaning isn't stated so the reader must use clues.</p> <p>D DEFINITION</p> <p>The meaning of the word can be found in the sentence.</p> <p>E EXAMPLE</p> <p>An example of the word can be found in a nearby sentence or within the sentence.</p> <p>A ANTONYM</p> <p>A word with an opposite meaning is used in the sentence or in a nearby sentence.</p> <p>S SYNONYM</p> <p>A word with a similar meaning is used in the sentence or in a nearby sentence.</p>	<p>We read different genres because they are written for different purposes and are organized differently.</p> <p>FABLE</p> <p>FANTASY</p> <p>NONFICTION</p> <p>ADVENTURE</p> <p>FICTION</p> <p>BIOGRAPHY</p> <p>DRAMA</p> <p>COMEDY</p> <p>MYSTERY</p> <p>POETRY</p> <p>REALISTIC FICTION</p> <p>SCIENCE FICTION</p>	<p>Traits tell us who a character is and are usually seen through action. Understanding character traits helps the reader understand the story.</p> <p>confident</p> <p>brave</p> <p>independent</p> <p>smart</p> <p>thoughtful</p> <p>determined</p> <p>sensitive</p> <p>protective</p> <p>wise</p> <p>bossy</p> <p>shy</p> <p>leader</p>

COMPARE & CONTRAST	Draw conclusions	CAUSE & EFFECT
<p>How two or more things are alike?</p> <p>How two or more things are different?</p> <p>Characters</p> <p>Setting</p> <p>Events</p>	<p>Authors don't always explain everything that happens in a story.</p> <p>I can use story clues to figure out what is not NOT said and make inferences.</p> <p>What the text says</p> <p>What I already know</p> <p>MY CONCLUSION</p> <p>Sentence Starters</p> <p>This makes me think...</p> <p>The character(s) feel...</p> <p>This is important because....</p> <p>The author probably...</p>	<p>WHY?</p> <p>The cause is the reason something happened.</p> <p>WHAT?</p> <p>The effect is the result of what happened.</p> <p>WHY?</p> <p>because the sun comes out after the rain...</p> <p>WHAT?</p> <p>We see a rainbow</p> <p>IF</p> <p>Because</p> <p>Since</p> <p>Due to</p> <p>... Then</p> <p>So</p> <p>As a result</p>

POINT OF VIEW	MAKING PREDICTIONS	summary
<p>The way the author allows you to "see" and "hear" the text.</p> <p>WHO'S TELLING THE STORY?</p> <p>CHARACTER 1st PERSON</p> <p>The story is told by one of the characters.</p> <p>KEY WORDS: I, Me, We</p> <p>NARRATOR 2nd PERSON</p> <p>The story is told by the narrator talking to the reader.</p> <p>KEY WORDS: You, Your</p> <p>NARRATOR 3rd PERSON</p> <p>The story is told by the narrator.</p> <p>KEY WORDS: He, She, They</p>	<p>A prediction is a guess you make using the text or picture clues to help you.</p> <p>BEFORE</p> <p>LOOK AT THE TITLE AND ILLUSTRATIONS.</p> <p>DURING</p> <p>STOP AND PREDICT WHAT WILL HAPPEN NEXT.</p> <p>AFTER</p> <p>CONFIRM YOUR PREDICTION. ASK YOURSELF, "WAS I RIGHT?"</p>	<p>Retell the main events of the story in your own words.</p> <p>SOMEBODY</p> <p>Who are the main characters?</p> <p>WANTED</p> <p>What did the characters want to happen?</p> <p>BUT</p> <p>What was the conflict/problem that stopped the character from what he/she wanted to happen?</p> <p>SO</p> <p>How did the character(s) try to solve the problem?</p> <p>THEN</p> <p>How was the problem solved?</p> <p>How did the story end?</p>

COMPREHENSION STRATEGIES



BLACK AND WHITE SHEETS INCLUDED!

COMPREHENSION STRATEGIES



MAKING CONNECTIONS

Good readers connect what they already know (schema) to better understand what they are reading.



THINKING STEMS:

- I felt the same way as that character when...
- I read about this in another book...
- I saw something like this on TV...

ACTIVATING SCHEMA

Good readers activate their schema to understand what they read. Our schema is like a filing cabinet in our brains - it holds all of the information we know or think we know.



THINKING STEMS:

- That reminds me of...
- I know about... schema for...
- How did I feel about... what I already know about...?

MAKING INFERENCES

Good readers make inferences by figuring out what the author doesn't tell us using information from the text and what we already know.

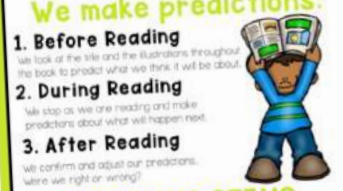


THINKING STEMS:

- I can infer...
- This could mean...
- The story said _____ which made me think...
- How the character acts tells me...

MAKING PREDICTIONS

Good readers guess what will happen in the book using text or picture clues.



THINKING STEMS:

- I think _____ because...
- I predict that...
- Next, I think they will...
- I think the story will be about...

ASK & ANSWER QUESTIONS

Good readers constantly ask themselves questions before, during, and after reading to help them understand.



THINKING STEMS:

- Who is telling the story? What is the author's purpose?
- When have I felt like this? Where is the setting of this book?
- Why would he do that? How does the author's perspective change?

VISUALIZING

Good readers create pictures in their minds using clues and descriptive details from the text as they read.



"It's like making a movie in my brain!"

THINKING STEMS:

- I'm picturing...
- I'm imagining...
- I can (see, taste, smell, feel, hear)...
- My mental image changed when...

SELF MONITORING

Good readers stop to think about their reading and know what to do when they don't understand. We need to do this when we come across unknown words and when we don't understand what we're reading.



THINKING STEMS:

- Do I remember what I just read?
- What does this word probably mean?
- Can I retell the story?
- Does this word make sense in the text?

DETERMINING IMPORTANCE

Good readers decide between what is important in a text and which details are extra (not so important).



THINKING STEMS:

- Why did the author write this?
- What do I need to remember?
- The most important information is...
- What matters to me...

SYNTHESIZING

Good readers' thinking grows and changes as they read new information.



THINKING STEMS:

- I'm beginning to think...
- I'm changing my mind about...
- I used to think _____ but now I think...
- Now I understand why...

FULL SIZE OR FOUR TO A SHEET!

READING GRAPHIC ORGANIZERS

STORY ELEMENTS

Name: _____

CHARACTER(S) TITLE PROBLEM

SETTING MAIN EVENTS SOLUTION

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CAUSE & EFFECT

Name: _____

Title: _____

CAUSE: What made it happen?
EFFECT: What happened?

CAUSE EFFECT

CAUSE EFFECT

CAUSE EFFECT

Rudylife Learners 2020

MAIN IDEA & DETAILS

Name: _____

Title: _____

MAIN IDEA

DETAIL DETAIL DETAIL

Rudylife Learners 2020

CHARACTER TRAITS

Name: _____

Title: _____

EXTERNAL TRAITS: INTERNAL TRAITS:

PICTURE

CHARACTER'S NAME:

Rudylife Learners 2020

QUESTIONS

Name: _____

Title: _____

WHO?	
WHAT?	
WHEN?	
WHERE?	
WHY?	

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COMPARE & CONTRAST

Name: _____

Title: _____

ALIKE

DIFFERENT DIFFERENT

Rudylife Learners 2020

INFERRING FEELINGS

Name: _____



Title: _____

CHARACTER	THIS CHARACTER FEELS...	I KNOW BECAUSE...

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INFERENCE

Name: _____

Title: _____

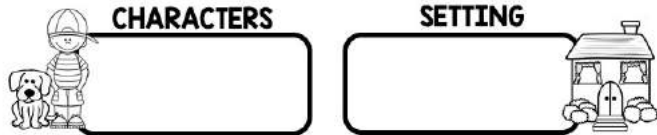
BACKGROUND KNOWLEDGE	TEXT CLUES	INFERENCE

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STORY MAP

Name: _____

Title: _____



CHARACTERS

SETTING

BEGINNING

MIDDLE

END

--	--	--

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CONTEXT CLUES

Name: _____

Title: _____



UNKNOWN WORD	CONTEXT CLUE	MEANING
UNKNOWN WORD	CONTEXT CLUE	MEANING
UNKNOWN WORD	CONTEXT CLUE	MEANING

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SUMMARIZE

Name: _____

Title: _____

FIRST,

NEXT,

THEN,

LAST,

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CAUSE & EFFECT

Name: _____

Title: _____

CAUSE: What made it happen?
EFFECT: What happened?

CAUSE	EFFECT
CAUSE	EFFECT
CAUSE	EFFECT

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READING JOURNAL PAGES

Name _____ Date _____

Book Title _____

Author _____

Write and draw about your favorite part of the book.

How do you feel about this book?



I loved it!



It was okay.



I didn't like it.


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Name _____ Date _____


Book Title _____

Write and draw about your favorite part of the book.


How do you feel about this book?



I loved it!



It was okay.



I didn't like it.


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Name _____

My Reading Journal


Date _____

Book Title _____



Date _____

Book Title _____




©Lucky Life Learners 2020

Name _____

My Reading Journal

Date _____

Book Title _____



Date _____

Book Title _____

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Name _____

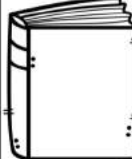
My Reading Journal

Date	Title/Author	Comment

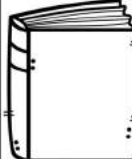
Name _____

My Reading Journal


Draw a scene from the book on the cover and write about the book you read.



Title: _____



Title: _____



Title: _____

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Name _____

My Reading Journal

Date	Title/Author

©Lucky Life Learners 2020

Name: _____

READING LOG

DATE	BOOK TITLE & AUTHOR	MINUTES OR PAGES

Name _____ Date _____

Book Title _____


Rate this Book: ☆☆☆☆


Did you like this book? Write about why or why not.

What is this story mostly about?

What connections did you make while reading? Explain.

 text-to-self

 text-to-text

 text-to-world

Write and draw about your favorite part of the book.

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WRITING PROMPT IDEAS

Writing Prompts

NARRATIVE TOPICS		
A time you got hurt	A time you were proud	A day you will always remember
A magic portal to another world	Saving the world from an evil monster	You wake up as a superhero
A mixed-up fairy tale	When your grandparents were kids	Everything you touch turns to feathers
A time you helped someone	An alien was at recess	A robot who could do your homework
The king gave you a magic sword	A butterfly that can talk	Your favorite day of school ever
The raindrops turned to candy	A time you laughed really hard	Fairies and elves fight over the

Writing

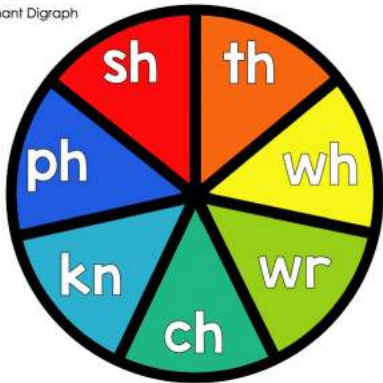
OPINION TOPICS		
What is your favorite ice cream?	What is the best season?	Who is your hero?
Do you want more or less homework?	Do you like school uniforms?	What is your favorite movie?
When should kids get cell phones?	Who is the best TV star?	What is the best type of weather?
What is your least favorite chore?	What is the best type of candy?	Where is your favorite vacation spot?
How much screen time should kids have?	What is the best animal to have for a pet?	What is the healthiest food?
Would you rather be rich or famous?	Would you rather give or receive a gift?	Is it better to have siblings or be an only child?

Writing Prompts

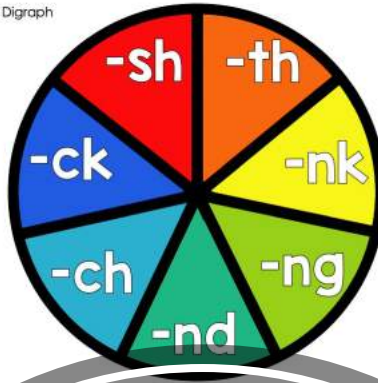
INFORMATIONAL TOPICS		
The history of baseball	How to make cookies	All about owls
A biography of Hellen Keller	Why do leaves change colors?	How do earthquakes happen?
All about flamingoes	How to be a good friend	How dinosaurs went extinct
Compare and contrast the moon and Earth	How to make a ham sandwich	All about insects
How to make your bed	The butterfly life cycle	Important facts about your city
A biography of your parent	The life cycle of an Oak tree	Compare and contrast the desert and the jungle

PHONICS SPINNERS

Consonant Digraph



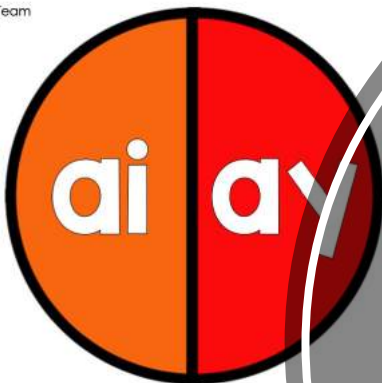
Ending Digraph



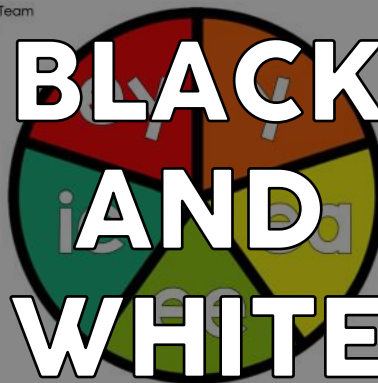
Vowels



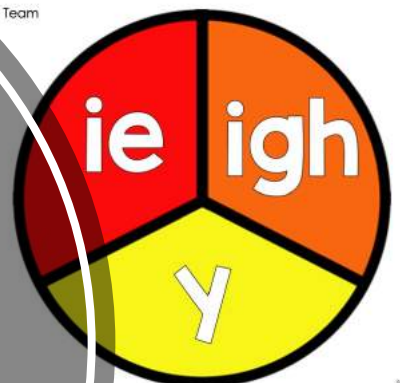
Vowel Team Long A



Vowel Team Long E



Vowel Team Long I



Vowel Team Long O



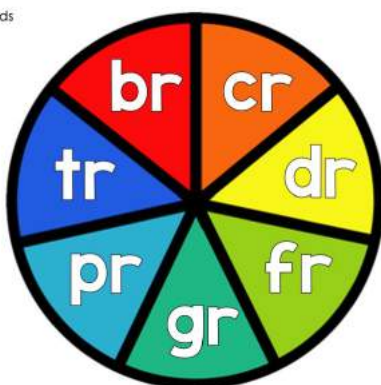
Vowel Team Long U



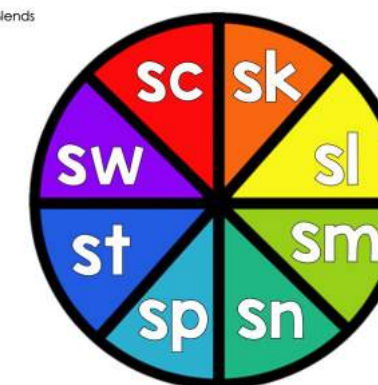
L - Blends



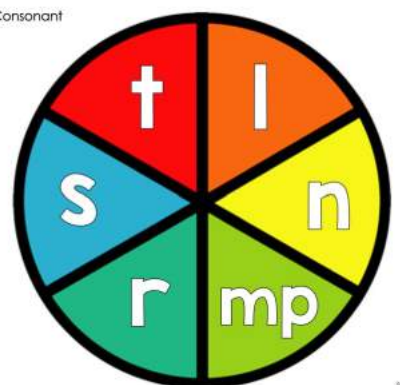
R - Blends



S - Blends



Final Consonant



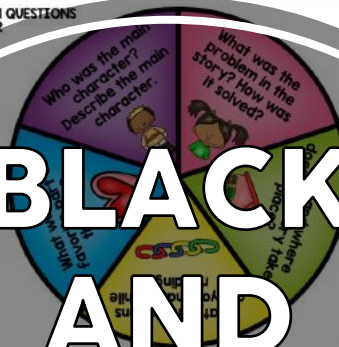
**BLACK
AND
WHITE
SHEETS
INCLUDED!**

READING SPINNERS

QUESTION WORDS SPINNER



FICTION QUESTIONS SPINNER



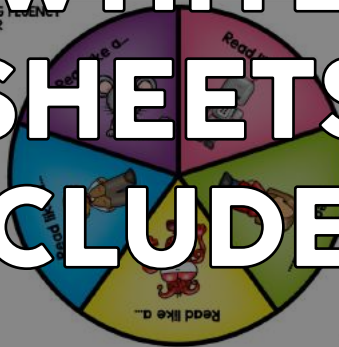
RETELLING/SUMMARIZING SPINNER



NON-FICTION QUESTIONS SPINNER



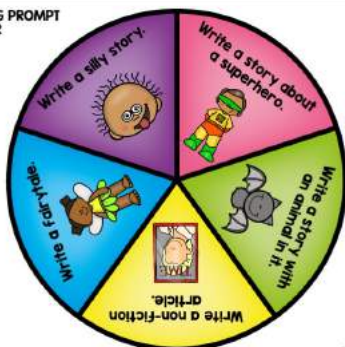
READING SPINNER



READING OPTIONS SPINNER



WRITING PROMPT SPINNER



VOCABULARY SPINNER

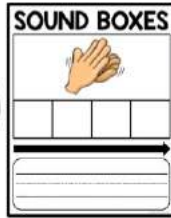


SPELLING SPINNER



How to use SOUND BOXES

1. Say the word.



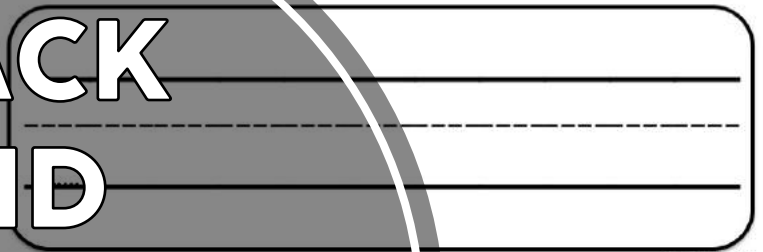
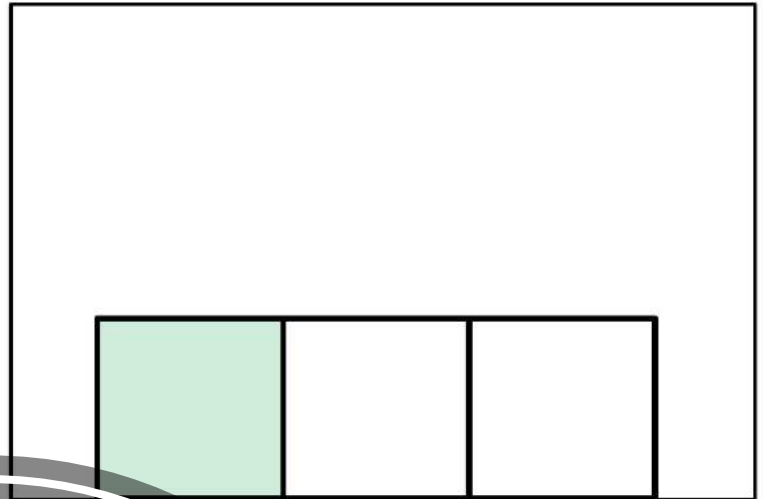
2. Say the sounds in the word slowly.
3. Tap or push a box for each sound.



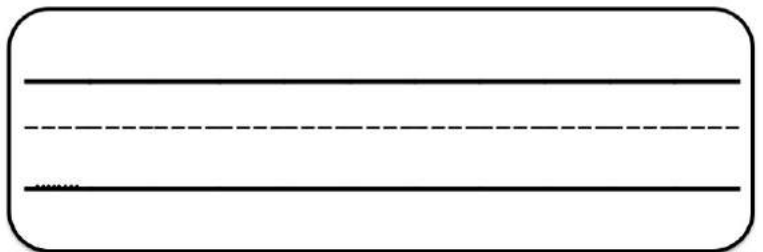
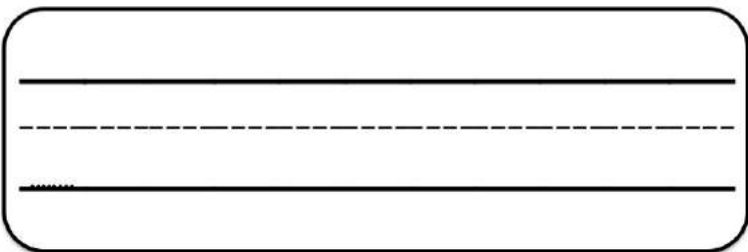
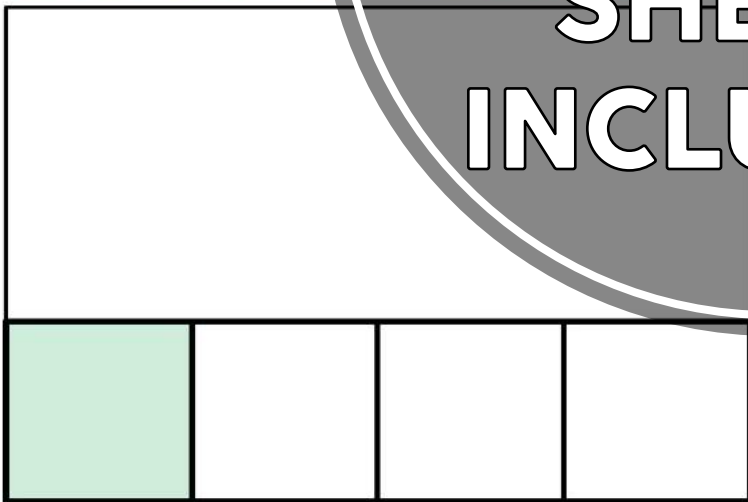
4. Write the letters as you say the sounds again.



SOUND BOXES



SOUND BOXES SOUND BOXES



**BLACK
AND
WHITE
SHEETS
INCLUDED!**

WRITING CHECKLISTS

Name: _____

EDITING CHECKLIST

Writing Title: _____

- I wrote using neat handwriting, with spacing.
- I have a capital letter at the beginning of each sentence.
- I used punctuation at the end of each sentence.
- I spelled words correctly.
- I wrote using complete sentences.
- I re-read my writing and made changes to make it even better.

Name: _____

FRIENDLY LETTER CHECKLIST

Writing Title: _____

- I have a heading at the top right corner of the page.
- I wrote a greeting to the reader.
- I wrote a body section with complete sentences.
- I used correct punctuation and spacing.
- I have a closing and signature at the bottom.
- I re-read my writing and made changes to make it even better.

Name: _____

"HOW TO" WRITING CHECKLIST

Writing Title: _____

- I taught the reader how to do one thing.
- I gave a list of materials needed.
- I wrote detailed steps and instructions in order.
- I used transition words.
- I included a picture or drawing for each step.
- I re-read my writing and made changes to make it even better.

Name: _____

INFORMATIVE WRITING CHECKLIST

Writing Title: _____

- I wrote about one informational topic.
- I have a topic / main idea sentence.
- I gave many true facts, definitions, or examples.
- I used linking words to connect ideas.
- I wrote a concluding statement or section.
- I re-read my writing and made changes to make it even better.

Name: _____

NARRATIVE WRITING CHECKLIST

Writing Title: _____

- I wrote about one event.
- I gave details about the character(s).
- I have a beginning, middle, and end to the story.
- I used transition words to show order.
- I wrote many details to describe the event.
- I re-read my writing and made changes to make it even better.

Name: _____

OPINION WRITING CHECKLIST

Writing Title: _____

- I introduced the topic.
- I wrote my opinion about the topic.
- I gave a few reasons to support my opinion.
- I used linking words to connect ideas.
- I wrote a closing statement or section.
- I re-read my writing and made changes to make it even better.

WRITING ORGANIZERS & TEMPLATES

Name: _____

FRIENDLY LETTER PRE-WRITE

HEADING

GREETING

BODY

CLOSING

SIGNATURE

Name: _____

FRIENDLY LETTER

GREETING

HEADING

BODY

CLOSING

SIGNATURE

Name: _____

BIOGRAPHY PRE-WRITE

NAME

BORN: _____
DIED: _____
BIRTH-PLACE: _____
FAMOUS FOR: _____

EARLY LIFE:

FAMILY LIFE:

MAJOR ACCOMPLISHMENTS:

PICTURE

INTERESTING FACTS:

Name: _____

BIOGRAPHY WRITING

NAME

BORN: _____
DIED: _____
BIRTH-PLACE: _____
FAMOUS FOR: _____

EARLY LIFE:

FAMILY LIFE:

MAJOR ACCOMPLISHMENTS:

PICTURE

INTERESTING FACTS:

Name: _____

"HOW-TO" PRE-WRITE

HOW TO:

MATERIALS/INGREDIENTS:

STEP #1 FIRST,

STEP #2 NEXT,

STEP #3 THEN,

STEP #4 LAST,

Name: _____

"HOW TO" WRITING

HOW TO:

MATERIALS/INGREDIENTS:

STEP #1 FIRST,

STEP #2 NEXT,

STEP #3 THEN,

STEP #4 LAST,

Name: _____

INFORMATIONAL PRE-WRITE

TOPIC

MAIN IDEA

FACT/DETAIL #1

FACT/DETAIL #2

FACT/DETAIL #3

CLOSING

Name: _____

INFORMATIONAL WRITING

TOPIC

MAIN IDEA

FACT/DETAIL #1

FACT/DETAIL #2

FACT/DETAIL #3

CLOSING

Name: _____

NARRATIVE PRE-WRITE

TOPIC SENTENCE

CHARACTERS & SETTING

FIRST,

NEXT,

THEN,

IN THE END,

Name: _____

NARRATIVE WRITING

TOPIC SENTENCE

CHARACTERS & SETTING

FIRST,

NEXT,

THEN,

IN THE END,

Name: _____

OPINION PRE-WRITE

TOPIC

MY OPINION

REASON #1

REASON #2

REASON #3

CONCLUSION

Name: _____

OPINION WRITING

TOPIC

MY OPINION

REASON #1

REASON #2

REASON #3

CONCLUSION

Name: _____

Blank writing lines.

Name: _____

Blank writing lines with a large central box for a drawing or illustration.

Name: _____

Blank writing lines.

Name: _____

Blank writing lines with a large central box for a drawing or illustration.

MONTHLY

WRITING

PROMPTS

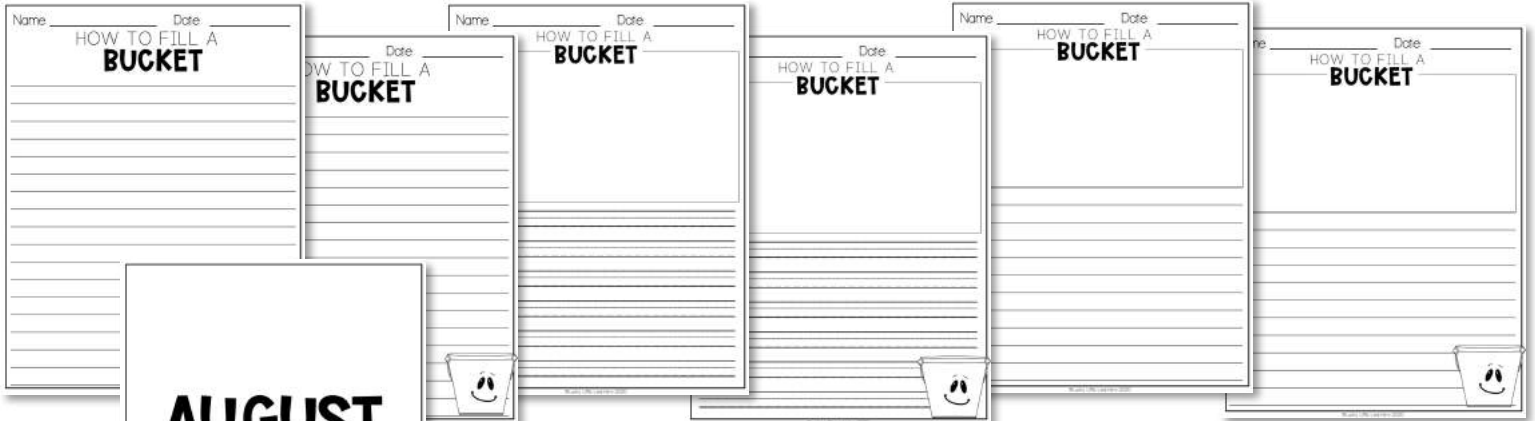


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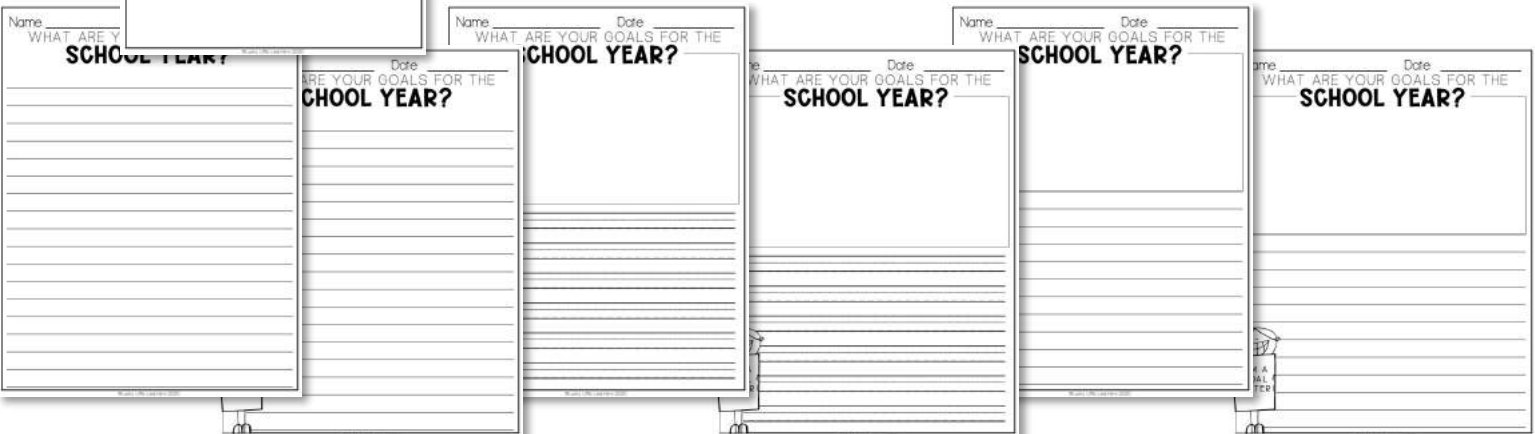
MONTHLY WRITING PROMPTS TABLE OF CONTENTS

AUGUST	WHAT ARE YOUR GOALS FOR THIS SCHOOL YEAR? HOW TO FILL A BUCKET
SEPTEMBER	SHOULD STUDENTS HAVE HOMEWORK? HOW TO MAKE A NEW FRIEND
OCTOBER	FALL BUCKET LIST WHAT IS THE BEST CANDY?
NOVEMBER	WHO IS YOUR HERO? WHAT ARE YOU THANKFUL FOR?
DECEMBER	RANDOM ACTS OF KINDNESS THE BEST GIFT EVER
JANUARY	WHAT ARE YOUR FAVORITE THINGS ABOUT WINTER? REVIEWING THE RULES OF OUR CLASSROOM
FEBRUARY	WHAT MAKES A GOOD FRIEND? HOW TO TAKE CARE OF YOUR TEETH
MARCH	AT THE END OF THE RAINBOW I FOUND... WHAT MAKES ME HAPPY
APRIL	I FOUND AN EGG HATCHING AND OUT POPPED... THE BEST BIRTHDAY I'VE EVER HAD
MAY	I MAKE MYSELF PROUD! MY FAVORITE BOOK
JUNE	WHAT I LOVE ABOUT SUMMER TELL US ABOUT YOUR TEACHER- WHAT WILL YOU MISS?
JULY	DESCRIBE YOUR DREAM HOUSE WRITE ABOUT A TIME YOU DID SOMETHING FOR THE FIRST TIME

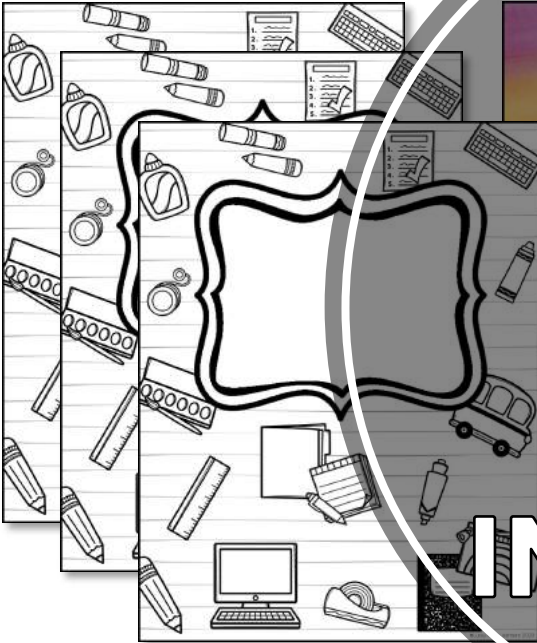
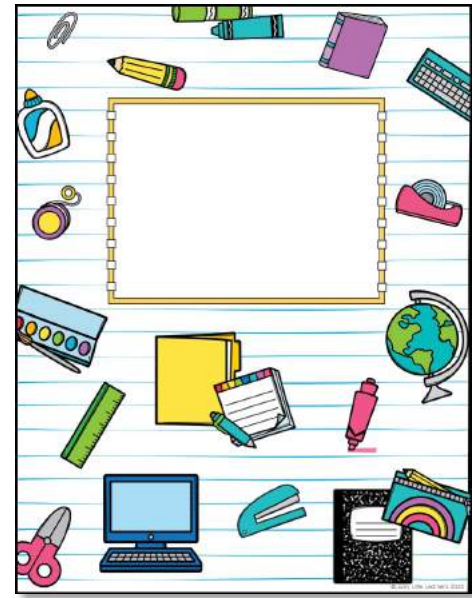
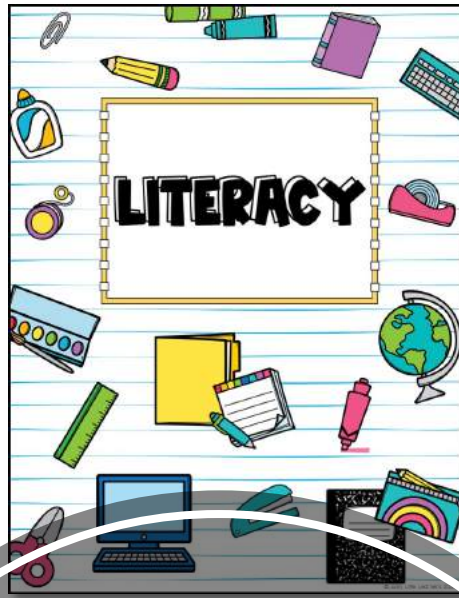
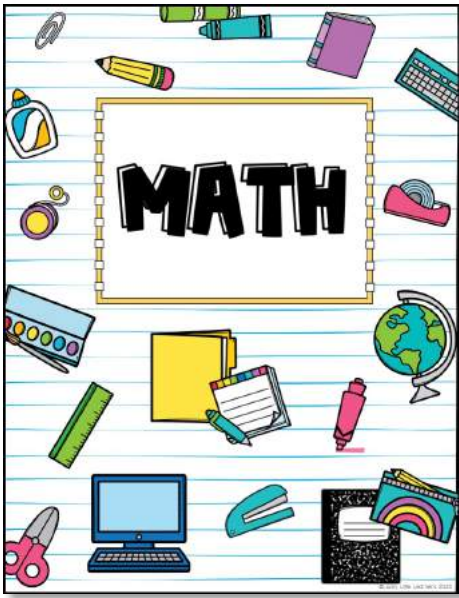
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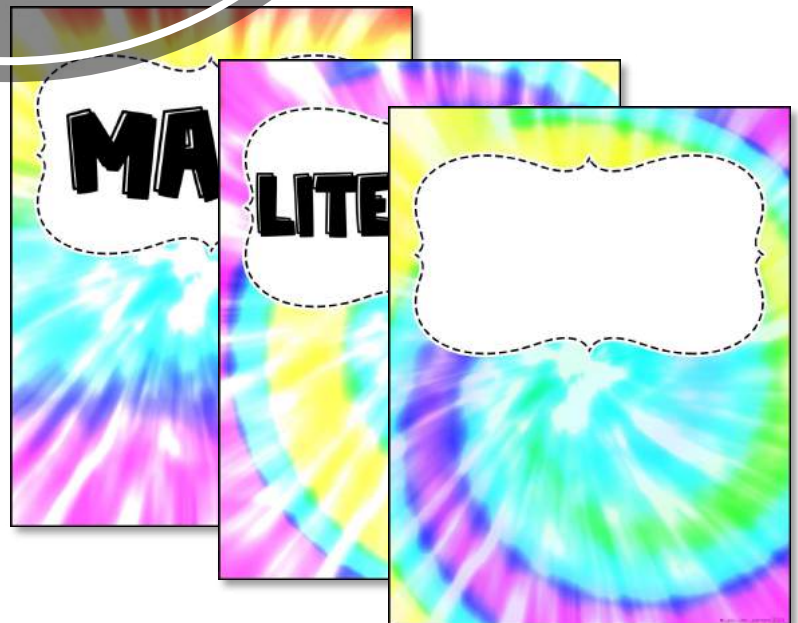
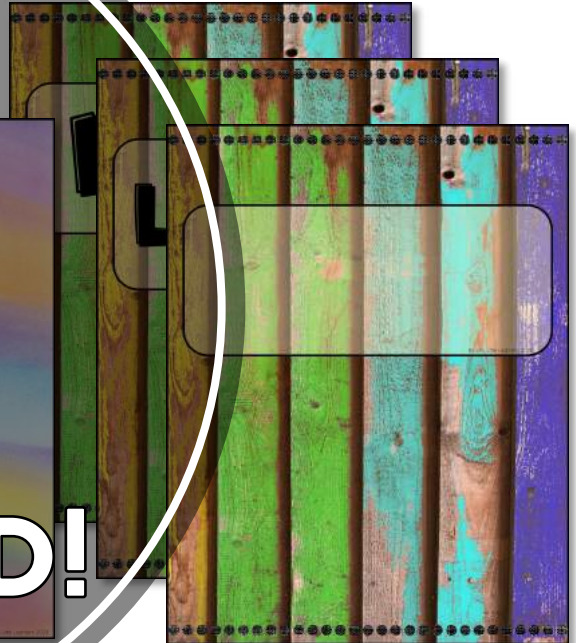
WRITING PROMPTS FOR EACH MONTH



EDITABLE BINDER DIVIDERS



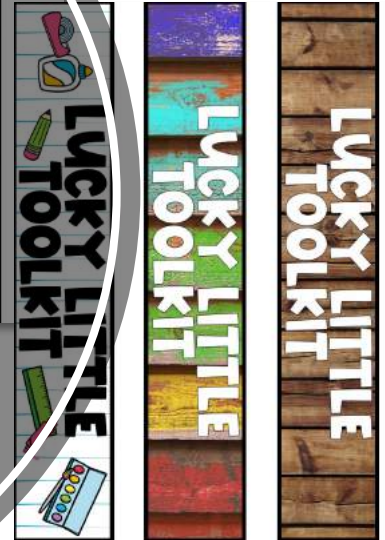
**BLACK
AND
WHITE
SHEETS
INCLUDED!**



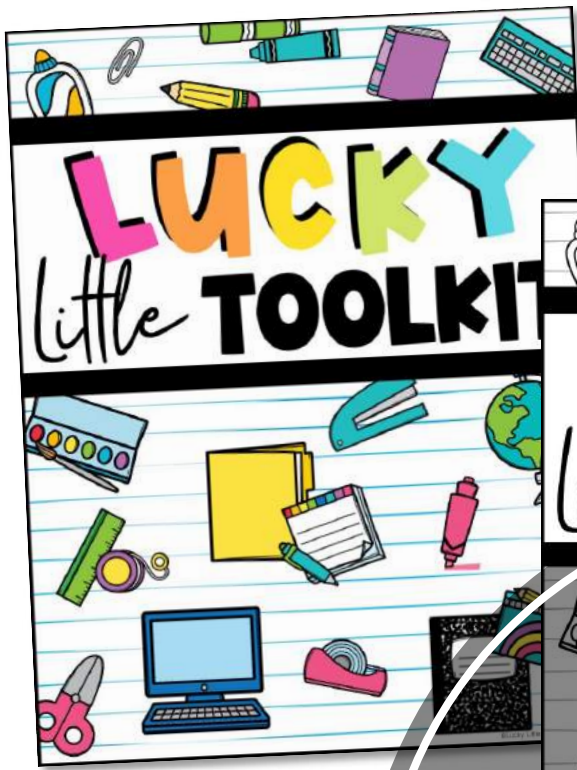
EDITABLE BINDER SPINES



BLACK
AND
WHITE
SHEETS
INCLUDED!



VARIETY OF BINDER COVERS




**BLACK
AND
WHITE
SHEETS
INCLUDED!**




INFORMATION SHEETS

TEACHER
contact info









suggested
WEBSITES


student
LOGIN INFO

PROGRAM	USERNAME	PASSWORD

BLACK AND WHITE SHEETS INCLUDED!

OUR CLASS
information

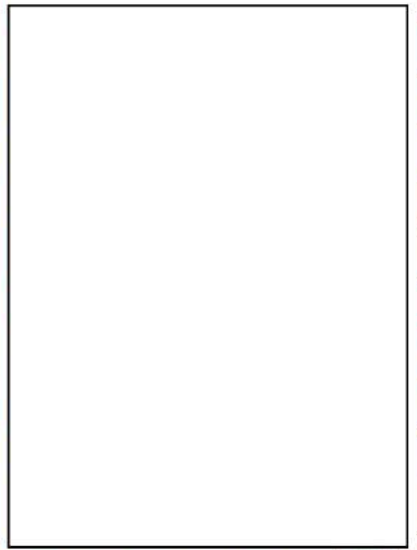
OUR CLASS
information



BRAG TAG
collection

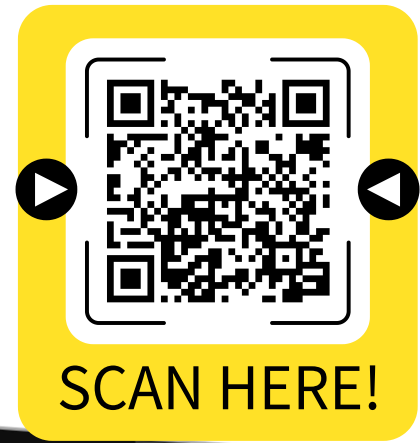


BRAG TAG
collection



Weekly Email FREEBIES!

Grab a cup of coffee and take a few minutes with **our weekly newsletter** created just for teachers like you.



RESEARCH DRIVEN MUST-HAVES

SEASONAL FUN

VIRAL FAVES

DECOR & MORE

IN THIS CLASSROOM

- WE ARE KIND
- WE ARE HELPFUL
- WE ARE IMPORTANT
- WE ARE
- WE DON'T GIVE UP
- WE CAN DO HARD THINGS
- WE HAVE LOTS OF FUN

FREE

IN THE LOOP

- Community Idea: Conference Advice
- On The Blog: Growth Mindset Tips
- Featured Download: Goal Mountain
- Let's Get Social: [Bean Ghosts](#)
- Video Tip: [Growth Mindset Tips For Students](#)
- New & Hot In AA
- Sunday Funnies

Hey there and happy Sunday!

About Lucky Little Learners



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 25,000 resources that are available in the All Access membership. Lucky Little Learners is also a top seller on Teachers Pay Teachers.