

Dear Parents,

I am so proud of your children's accomplishments this year. They have all worked very hard learning new math and reading skills, and they are well prepared for First Grade. **In order to maintain their skills over the summer, I have compiled an optional packet as reinforcement.**

Attached are 10 readers with accompanying comprehension questions and review of the math content we covered this school year. For reading, I would recommend beginning with Set 1 Book 1 and then moving through in order. Reading one book a week will help maintain their reading skills. Please make sure to meet your child where they are, as some children are still working on decoding CVC words, and might need extra parental support.

For math, I have compiled review assessments for Singapore Math chapters 1-20. Each unit assessment should be completed over a 2-week period.

Wishing you all a restful summer. Please feel free to reach out with any questions, or to schedule a Zoom get together over break!

Best,
Ms. Clements

Set 1 Book 1

Reading A-Z Decodable Passages

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Set 1 Book 1



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Set 1

Book 1



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Lesson 1.1 Meet Tab

Word List

bad, bat, cat, has, Tab

New Sight Words

a, is

Tab is a cat.

Tab is bad.

Bad Tab!

1.1 Meet Tab

Complete the following activities.

1. Which cat is Tab?



Tab is a bad cat.

Tab has a bat.

Bad Tab!

2. What do you know about Tab?

Tab is _____

_____.

Tab has _____

_____.

Lesson 1.2 Meet Tam

Word List

*cat, has, hat, mat, sat,
Tam('s), tan*

New Sight Words

I, in, like, on, the

Tam is a cat.

Tam is tan.

Tam has a hat.

1.2 Meet Tam

Complete the following activities.

1. Which cat is Tam?



Tam sat on the mat.

Tam sat on a mat
in a hat.

I like Tam's hat!

2. Complete the sentences
from the story.

Tam is a _____.

Tam has a _____.

Tam sat on a _____.

Lesson 1.3 Meet Sam

Word List

*cat, fat, ham, jam,
Sam('s)*

New Sight Words

and, likes

Sam is a cat.

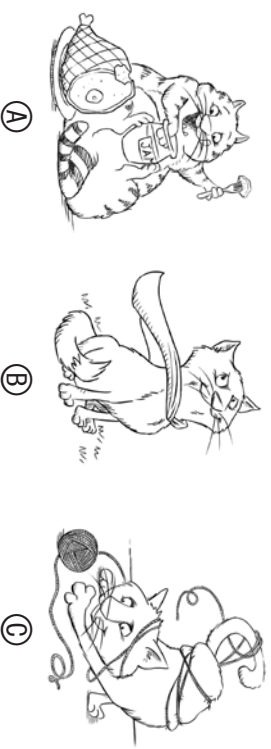
Sam is a fat cat.

Sam likes jam.

1.3 Meet Sam

Complete the following activities.

1. Which cat is Sam?



Sam is a fat cat.

Sam likes ham and jam.

I like Sam's jam!

2. Complete the sentences from the story.

Tab has a _____.

Tam has a _____.

_____ likes ham
and _____.

Lesson 1.4 The Cats Meet

Word List

*bad, bat, had, ham,
has, hat, jam, mad,
mat, Sam, Tab, Tam('s)*

New Sight Words

are, no, said, with

Tab and Tam and Sam

are on the mat.

Tab has the bat.

The bat is mad.

No, Tab, no!

Bad Tab!

Tam is on the mat
in a hat.

“I like Tam’s hat,”
said Sam.

“I like Tam’s hat,”
said Tab.

Sam and Tab
like Tam’s hat.

Sam has ham and jam.

“I like jam,”
said Tam.

“I like ham,”
said Tab.

Tam had jam with Sam.
Tab had ham with Sam.

1.4 The Cats Meet

Complete the following activities.

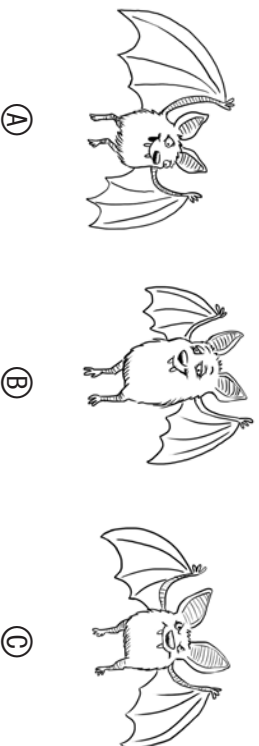
1. Who has the bat?

- Ⓐ Tab
- Ⓑ Tam
- Ⓒ Sam

2. Who likes Tam's hat?



3. Which bat is mad?



Lesson 1.5 Bring in the Family

Word List

and, bad, Dad('s), Dan,
fan, lap, mad, Pam, ran,
sad, Sam, sat, Tab, Tam

New Sight Words

here, to

Sam sat on Dan.
Tam sat on Pam.

“Here, Tab!”
said Dad.

Tab ran and ran.

Tab ran to the fan.

No, Tab, no!
Dad is mad at Tab.

Bad Tab! Bad!
Tab is sad.

1.5 Bring in the Family

Complete the following activities.

1. Why is Dad mad at Tab?

Dad is mad at Tab

because _____

_____.

Tam and Sam
are on Pam and Dan.
Pam and Dan
are with Tam and Sam.

Tab ran to Dad.

“I like Tab,”

said Dad.

Tab sat on Dad’s lap.

2. Draw a picture of a
cat sitting on Dad’s lap.

Set 1 Book 2

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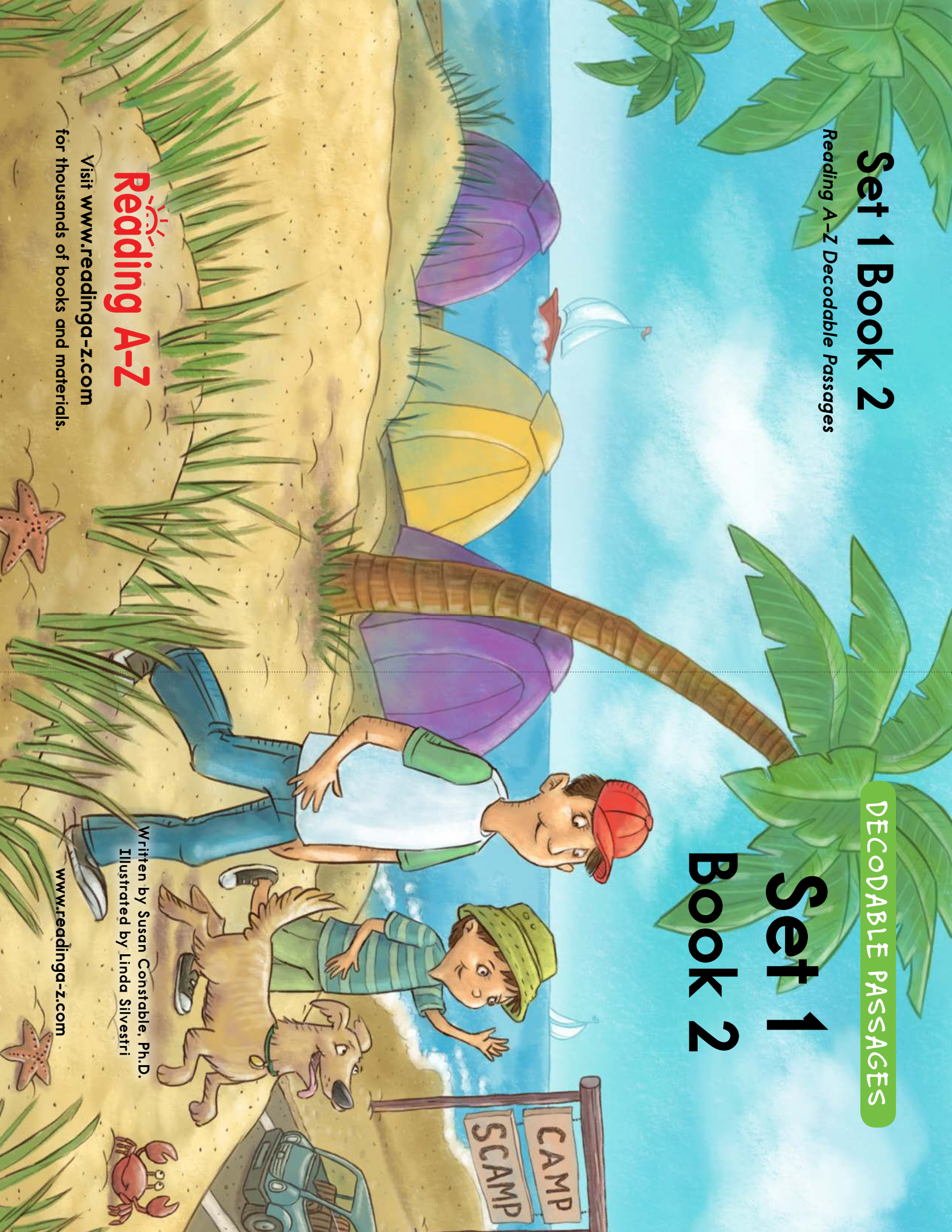
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Set 1

Book 2



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Lesson 1.6 My Dad, Brad

Word List

am, and, at, Brad, camp, can, crab, Dad, Dan, ham, have, jam, nab, ran, sand, Scamp, stand

New Sight Words

my, we

I am Dan.

Brad is my dad.

My dad likes to camp.

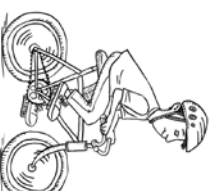
I camp with my dad.

My dad and I camp
at Camp Scamp.

1.6 My Dad, Brad

Complete the following activities.

1. What does Dad like?



Ⓐ



Ⓑ



Ⓒ

2. Use the letters to fill in the blanks.

ad	ab	and	ap
----	----	-----	----

I am gl___ we had jam.

Can you gr___ the ham?

I can sn___ my fingers.

Come and st___ by me.

We have jam and ham.

We stand in the sand.

“Dadi! A crab ran
in the sand!”

I said.

Dad can nab the crab.

Lesson 1.7 Dad and Pat

Word List

and, claps, Dad, lab, nap(s), pals, Pat, pats, raps, tag, tan, wags, yaps

New Sight Words

his, play

My dad likes to nap.

Dad naps

with his lab, Pat.

Pat is a tan lab.

Pat likes to play tag.

1.7 Dad and Pat

Complete the following activities.

1. Who is Dad's pal?

Ⓐ Brad

Ⓑ Pat

Ⓒ Pam

2. Draw a picture of

Dad and his pal taking
a nap.

Dad claps and Pat wags.

Dad pats Pat.

Dad raps and Pat yaps.

Dad and Pat are pals.

Lesson 1.8 The Van

Word List

*and, Camp, cap, Dad,
gas, grabs, hat, lap,
map, naps, Pat, Scamp,
van*

New Sight Words

get, go, have

Dad, Pat, and I
get in the van.

We get gas in the van.

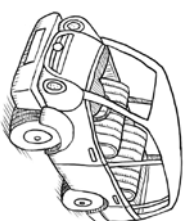
I have the map.

Pat naps on my lap.

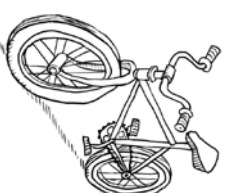
1.8 The Van

Complete the following activities.

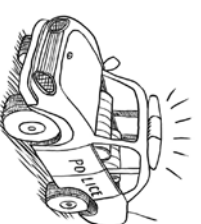
1. Which picture shows how everyone got to camp?



A



B



C

Dad grabs his cap,
and I have my hat.
Pat, Dad, and I
go to Camp Scamp.

2. Draw a cap on Dad.



Lesson 1.9 Dad's Mask

Word List

*ask, bad, Dad, gasp,
has, land, mask, Pat,
scans, zap*

New Sight Words

not, where, yells

"Where is Dad?"

I ask.

Pat scans the land.

"Zap!"

yells Dad.

Dad has a mask.

"Not bad, Dad,"

I gasp.

1.9 Dad's Mask

Complete the following activities.

1. Use the letters to fill in the blanks.

ask amp ap as an

Dad likes to c_____.

Dad had a m_____.

Dad yells_____.

We had to put g_____

in the v_____.

Lesson 1.10 Camp Scamp

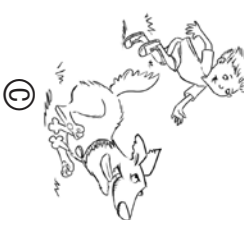
Word List

*am, and, at, blast,
Camp, Dad, had, naps,
Pat, sad, Scamp, tag*

1.10 Camp Scamp

Complete the following activities.

1. Which picture shows what Pat and Dan do while Dad naps?



2. Complete the sentence.

Pat is sad because

Pat and I play tag,

and Dad naps.

“We have to go,”

said Dad.

I am sad.

Pat is sad.

We had a blast
at Camp Scamp.

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Set 2

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Lesson 2.1: Brett the Jet

Word List

*Brett, fed, jet(s), red,
yet*

New Sight Words

be, but, fly

Brett is a jet.

Brett the jet is red.

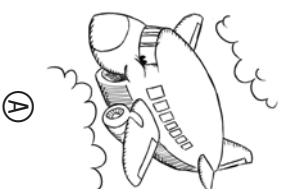
Brett can fly.

But Brett can't fly yet.

2.1 Brett the Jet

Complete the following activities.

1. Which one is Brett?



Brett has to be fed.

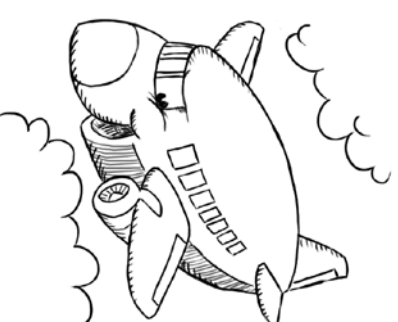
Brett likes gas.

Jets are fed gas to fly.

Brett the jet

has to be fed gas.

2. Color the picture so the sentence is true.



Brett the Jet is red.

Lesson 2.2: Brett's Pet, Jen

Word List

*Brett('s), fed, get(s),
hen, Jen, pen, pet, red*

New Sight Words

grass, lives, needs, she

Brett has a pet hen.

Brett's hen is Jen.

Jen lives in a pen.

She is red, like Brett.

2.2 Brett's Pet, Jen

Complete the following activities.

1. Which one is Jen?



(A)



(B)



(C)

Jen needs to be fed,
like Brett.

Jen gets grass.

Brett gets gas.

Jen and Brett get fed.

2. Complete the

sentences.

Brett gets fed

_____.

gets fed grass.

Lesson 2.3: Jen and the Vet

Word List

*best, Brett, Jen('s), leg,
peg, pen, vet, went*

New Sight Words

blue, happy, put

Jen is in the pen.

Jen has a bad leg.

Jen's leg is

black and blue.

"I can't stand," said Jen.

2.3 Jen and the Vet

Complete the following activities.

1. Which sentence about Jen is true?

- Ⓐ Jen has a pet cat.
- Ⓑ Jen has a bad leg.
- Ⓒ Jen is a red jet.

2. Which sentence about Jen is true?

- Ⓐ Jen lives in a pen.
- Ⓑ Jen lives in a camp.
- Ⓒ Jen lives in a bed.

Brett and Jen
went to the vet.

The vet is Peg.

Peg put Jen's leg
in a cast.

Jen is happy.

Peg is the best!

Lesson 2.4: Jen Gets Wet

Word List

*best, Brett, get, Jen,
Kent, tent, went, wet*

New Sight Words

behind, don't, here, you

Brett and Jen went
to Camp Kent.
Jen ran and ran.

She ran behind the tent.
“Don’t get wet,”
said Brett.

2.4 Jen Gets Wet

Complete the following activities.

1. What is behind the tent?



2. Why is Brett the best?

Brett is the best because

“Stand here.
I can get you a rag.”
Brett is the best!

“I am wet,”
said Jen.

“Grab my hand,”

said Brett.

“Stand here.

I can get you a rag.”

Brett is the best!

Lesson 2.5: Brett and Jen Met Peg

Word List

*best, Brett, Jen('s), met,
Peg, red, vest, vet, yes*

New Sight Words

all

Brett and Jen met Peg
at camp.

Peg is Jen's vet.

Peg has a red vest.

"We all like red,"
said Jen.

"Yes!" said Brett and Peg.

"Red is the best!"

2.5 Brett and Jen Met Peg

Complete the following activities.

1. Which sentence is true?

- Ⓐ Peg met Dad at camp.
- Ⓑ Brett and Jen met the vet at camp.
- Ⓒ Jen and Peg met Brett at the van.

2. Color Peg's vest red.



Lesson 2.6: Jen and Peg Fly

Word List

Brett, get, Jen, jet, let's,
Peg

New Sight Words

going, hi, they

2.6 Jen and Peg Fly

Complete the following activities.

1. Use the letters to fill in the blanks.

et	en	eg
----	----	----

“I am going to fly.”
“Can I fly with you?”
said Peg.
“Can I fly with you?”
said Jen.

“Get in,” said Brett.
Jen and Peg
ran to the jet.
Jen and Peg sat in Brett.
“Let’s fly!” they said.

- J_____ and P_____ sat in
the j_____.
2. Who can fly with Brett?

- Ⓐ Peg
- Ⓑ Jen
- Ⓒ Tab

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Set 2

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Lesson 2.7: Peg the Vet

Word List

*best, desk, get, helps,
Jen(s), leg, Peg, pets,
red, vest, vet, well*

Peg is a vet.

Peg helps pets get well.

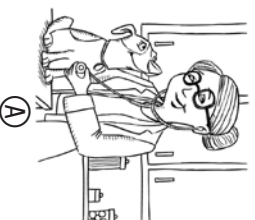
Peg put Jen's leg
in a cast.

Peg and Jen are pals.

2.7 Peg the Vet

Complete the following activities.

1. Which one is Peg?



Peg is the best vet.
All the pets like Peg.
Peg has a red vest
and a grand red desk.

2. Draw a picture to go
with the sentence.

Peg has a grand red desk.

Lesson 2.8: Peg Met the Cats

Word List

fed, help, less, met, Peg

New Sight Words

how

Peg met Tab,
Sam, and Tam.
Tab, Sam, and Tam
are cats.

2.8 Peg Met the Cats

Complete the following activities.

1. Who does Peg meet?

Ⓐ the men

Ⓑ the hens

Ⓒ the cats

Ⓓ the pals

“How can I help Sam?”
said Peg.

“Sam is fat,”
said Dad.

“Sam can be fed less,”
said Peg.

2. Draw a picture of Sam.

Lesson 2.9: Peg Helps Tab and Tam

Word List

*bed, bet, help, let, Peg,
pest, rest(s), ten*

“How can I help Tab?”

said Peg.

“Tab is a pest,”

said Dad.

“Play tag with Tab,”

said Peg.

“You bet,”

said Dad.

2.9 Peg Helps Tab and Tam

Complete the following activities.

1. Why does Peg say to play tag with Tab?

Peg says to play tag with Tab because _____

_____.

2. Write a complete sentence.

How old is Tam?

_____.

“How can I help Tam?”

said Peg.

“Tam rests on the bed,”

said Dad.

“She rests and rests.”

“Tam is ten! Let Tam rest,”

said Peg.

“Tam can rest,”

said Dad.

“She can rest
on the bed.”

Lesson 2.10: Peg Helps Pat

Word List

*felt, get, help, let, meds,
met, next, Peg, rest,
sent, slept, strep, test,
vet, yes, zest*

New Sight Words

he, me, no, some

Next, Peg the vet
met Pat, the tan lab.

Pat felt sad.

“He has no zest,”
said Brad.

“Has he slept?”
said Peg.

Yes, Pat had slept.
“Let me get a test,”
said Peg.

2.10 Peg Helps Pat

Complete the following activities.

1. Which one is Pat?



(A)



(B)



(C)

Peg sent the test
to the lab.

“Pat has strep,”

Peg said.

“I will get some meds.

Pat can rest.

Meds and rest
will help Pat.”

2. Use the letters to fill in
the blanks.

en

j

et

A v___ helps pets.

A ___et can fly.

A h___ eats grass.

Lesson 2.11: Peg Helps Ted

Word List

*best, fret, get, help(s),
let, met, next, Peg, pets,
Ted, vet, web*

New Sight Words

can't, ever, love, of, out

Next, Peg met Ted the fly.

“I can’t get
out of the web,”
said Ted.

“Don’t fret,”
said Peg.

“I can help you.”
Peg let Ted
out of the web.

2.11 Peg Helps Ted

Complete the following activities.

1. Draw your own picture of Peg helping a pet.

Peg is the best vet.
She helps all the pets.
All the pets love Peg.
Peg is the best vet
they ever met.

2. Write a sentence to go with your picture.

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Set 3

Book 1



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Lesson 3.1: Mim Is My Gram

Word List

*big, dig, grin, is, kid,
Mim, pink, quick, swim,
trips, wigs, wink*

New Sight Words

for, her, mom

Mim is my gram.

Mim is my dad's mom.

Mim likes cats

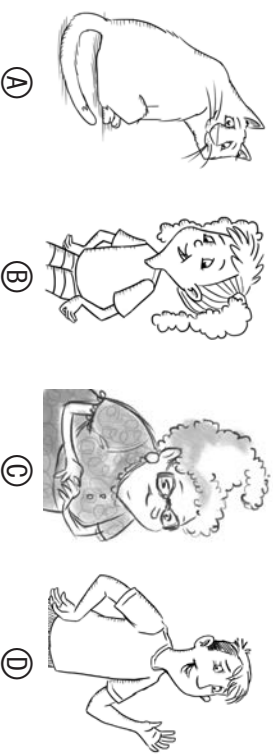
and big wigs.

And Mim likes pink.

3.1 Mim Is My Gram

Complete the following activities.

1. Who is Mim?



2. Use the letters to fill in the blanks.

p	b	w	c
---	---	---	---

Mim likes ____ig ____igs,

____ats, and the

color ____ink.

Mim and I go on trips.

We swim

and dig for clams.

Mim said I am her kid.

Mim has a big grin

and a quick wink.

Lesson 3.2: Mim's Quilt

Word List

*big, fix, is, it, kit, lip,
Mim(s), nips, pin, pink,
quilt, rip, sit, snip, trim,
with*

New Sight Words

fast, say(s), up

Mim has a big quilt.

I like to sit on Mim's quilt.

The quilt is red,

but the trim is pink.

I like red and Mim

likes pink.

3.2 Mim's Quilt

Complete the following activities.

1. Draw a picture to go with the sentence.

Mim's cat Fred

nips my lip.

I get up fast

and rip the quilt.

I can't fix it.

"Get me my kit,"

says Mim.

"I can fix the quilt with a
snip and a pin."

Mim's quilt is red but the
trim is pink.

2. What does Mim fix?

Mim fixes the _____

_____.

Lesson 3.3: Mim's Cats

Word List

big, bit, Brick('s), Flint, him, is, Kim, Kip, milk, Mim, mix, six, trips, twins, zips

New Sight Words

who

Mim has six cats,
Stan, Kip, Brick,
Fred, Kim, and Flint.

Mim has a big
mix of cats.

Kip and Brick are twins.

Fred is Kip
and Brick's dad.

Fred is the cat
who bit me.

Fred is a pest.

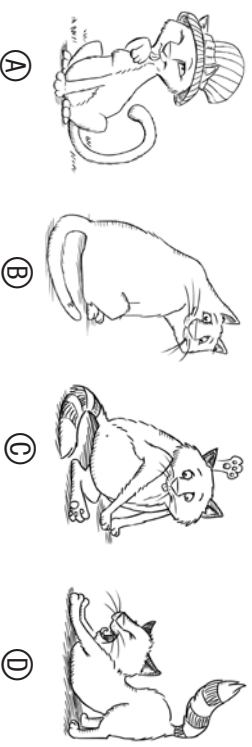
3.3 Mim's Cats

Complete the following activities.

1. Which sentence tells how many cats Mim has?

- Ⓐ Mim can fix a hat.
- Ⓑ Mim has six cats.
- Ⓒ Mim can fix a quilt.

2. Which cats are Kip and Brick?



Stan is big.

He likes milk and jam.

Kip zips

and Flint trips him.

Mim has a big
mix of cats.

Lesson 3.4: Mim's Kid

Word List

*big, bin, bring, cling,
grins, in, is, it, kid,
Mim('s), picks, pink, quilt,
think, trip, twig, winks*

New Sight Words

see

Mim and I
went on a trip.

We slept
in a big pink tent.
We had to bring
a bin of jam.

Mim and I love jam.

3.4 Mim's Kid

Complete the following activities.

Which words tell what
Mim's tent looks like?

Ⓐ big

Ⓑ little

Ⓒ red

Ⓓ pink

2. Draw a picture of
Mim's tent.

Mim and I
are in the tent.

I have Mim's quilt.

I think I see a big crab
on the quilt.

I cling to Mim.

She grins and picks it up.

It is a big twig.

Mim is the best.

Mim says I am the best.

"You are my kid,"
says Mim.

She winks and grins.

I love Mim.

Lesson 3.5: Kim and Mim

Word List

*big, gift, him, is, kid,
Kim(s), kit, Mim, pink,
ship(s), sing, six, will,
with*

New Sight Words

little, make

Kim is a little kid.

She is six.

Mim says Kim is her kid.

Kim likes red,

and Mim likes pink.

Mim and Kim

like to camp and sing.

3.5 Kim and Mim

Complete the following activities.

What is Kim and Mim's plan?

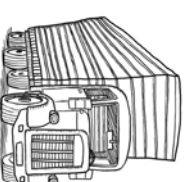
- Ⓐ Get a gift for Dad.
- Ⓑ Get a quilt for Gram.
- Ⓒ Get a slip for Kip.

2. Which does Dad like?

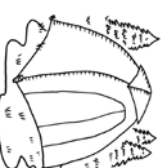
Mim and Kim
have a big plan.
Mim and Kim
are going to get
a gift for Kim's dad.
Kim's dad loves
big ships.
Mim and Kim
will get him a kit.
Kim's dad can make a
ship with the kit.



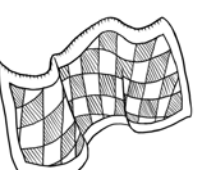
Ⓐ



Ⓑ



Ⓒ



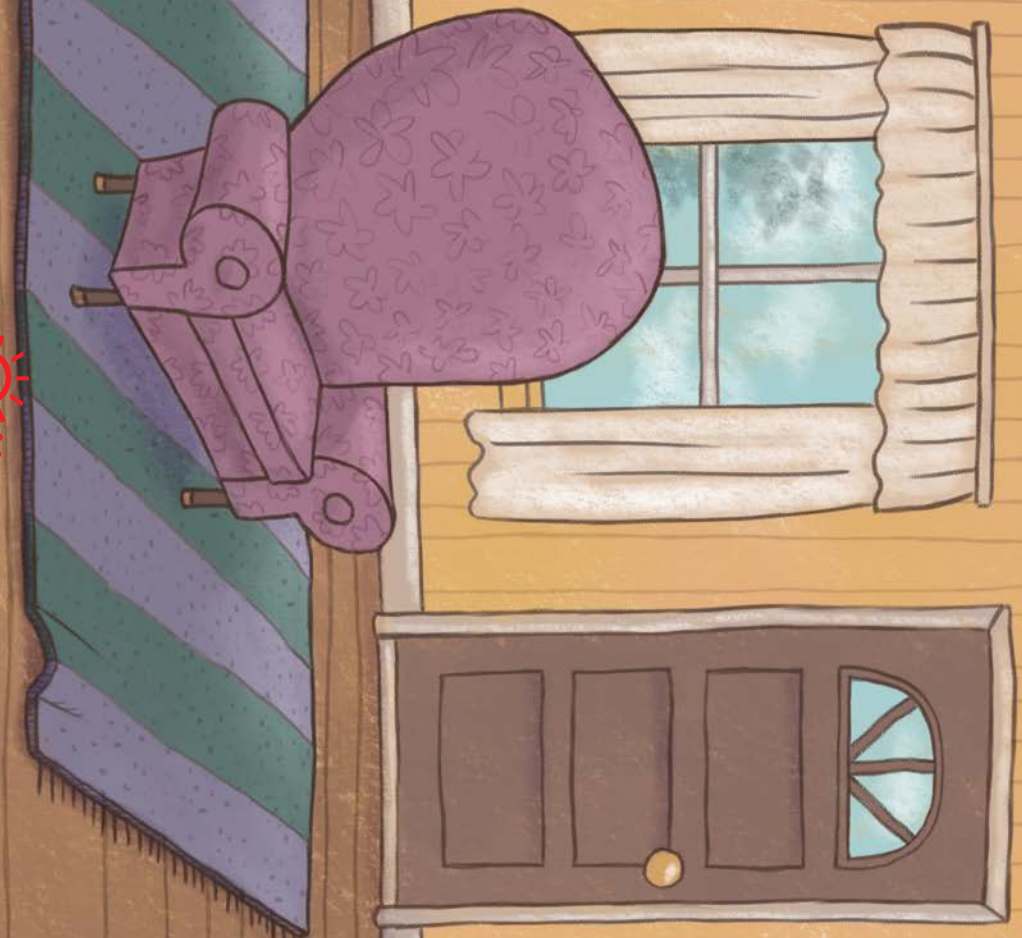
Ⓓ

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Lesson 3.6: Dad's Ship Kit

Word List

brings, did, gift, grins,
his, if, it, kids, Kim, kit,
Mim, ship, sink, split,
swim, think, this, will,
winks

New Sight Words

could, does

"I love my ship kit,"
says Dad.

"I love this gift."

Kim grins at Mim.

Mim winks at Kim.

Dad brings the ship

to his sink.

"Don't get the ship wet.

The ship will sink.

The ship does not swim,"

yells Kim.

"The ship will split if it

gets wet,"

yells Mim.

3.6 Dad's Ship Kit

Complete the following activities.

1. Complete the sentences with words from the story.

Kim _____ at Mim.

Mim _____ at Kim.

2. What does Dad do?

- Ⓐ Dad sinks the ship.
- Ⓑ Dad kids Kim and Mim.
- Ⓒ Dad gets the ship wet.

Dad grins.

Dad kids Kim and Mim.

Dad did not think the ship could swim.

“Not bad, Dad,” grins Kim.

Lesson 3.7: Brick Stinks!

Word List

*Brick('s), did, dish, fish,
grins, in, is, it, Kim,
Mim('s), skips, sniffs,
stink(s), this*

New Sight Words

looks, old, over, what

Kim skips over to Mim.

“Brick stinks,”

says Kim.

Brick is Mim’s cat.

Mim sniffs.

“This stink is bad!”

says Mim.

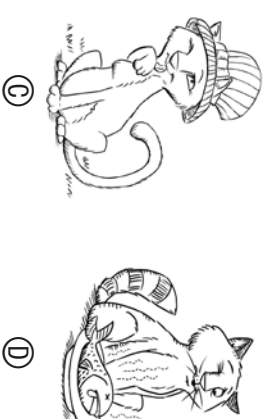
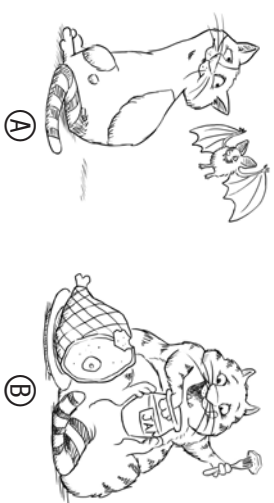
“It stinks like bad fish,”

says Kim.

3.7 Brick Stinks!

Complete the following activities.

1. Which one is Brick?



2. Brick stinks because

“What is this?”
says Mim.
Mim looks in Brick’s dish.
“Where did you get this
bad, old fish?”
Kim grins.
“It is a bad fish,”
says Kim.

Lesson 3.8: Play Tag

Word List

grins, is, it, Kim, Mim, skips

New Sight Words

away, by, now, runs, you're

Mim and Kim
like to play tag.

Kim tags Mim.

“You’re it!”

says Kim.

Mim is “it.”

She runs to Kim.

Kim skips away.

“Not it!”

says Kim.

3.8 Play Tag

Complete the following activities.

1. Who likes to play tag?

_____ and _____ like to
play tag.

2. Use the letters to fill in
the blanks.

ip	it	and
----	----	-----

You must s_____ on the bus.

Do not st_____ or sk_____.

Mim runs and grins.
She stands by Kim.

Mim taps Kim.
“You’re it now!”
says Mim.

Lesson 3.9: Kim's Trick

Word List

*flip, is, Kim, Mim, sit,
spin, trick(s), twist, with*

New Sight Words

cannot, do, great, too

Kim loves to flip.
She can flip and spin

and twist.

Mim claps.

“Great trick, Kim!”

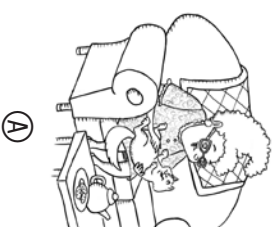
says Mim.

3.9 Kim's Trick

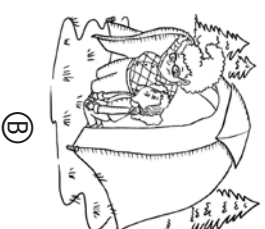
Complete the following activities.

1. Which picture goes with this sentence?

Kim flips and twists.



Ⓐ



Ⓑ



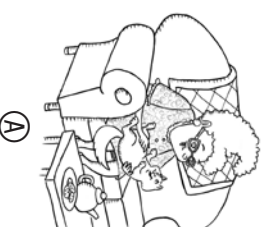
Ⓒ

Mim can do tricks, too.
Mim cannot flip or spin.
She cannot twist.

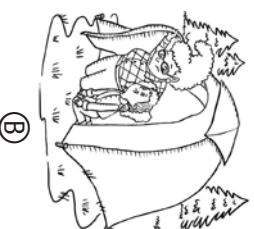
But Mim can make her
cat sit up and beg.
Mim is great with cats.

2. Which picture goes with this sentence?

Mim is great with cats.



Ⓐ



Ⓑ



Ⓒ

Lesson 3.10: Mim and Kim

Word List

is, Kim('s), Mim, tricks

Mim is Kim's gram.

Mim and Kim
are pals, too.

3.10 Mim and Kim

Complete the following activities.

1. Who are the pals?

The pals are _____

_____.

2. Write a sentence that tells what the pals like to do.

_____.

They play and chat

and do tricks.

Mim loves Kim.

Kim loves Mim.

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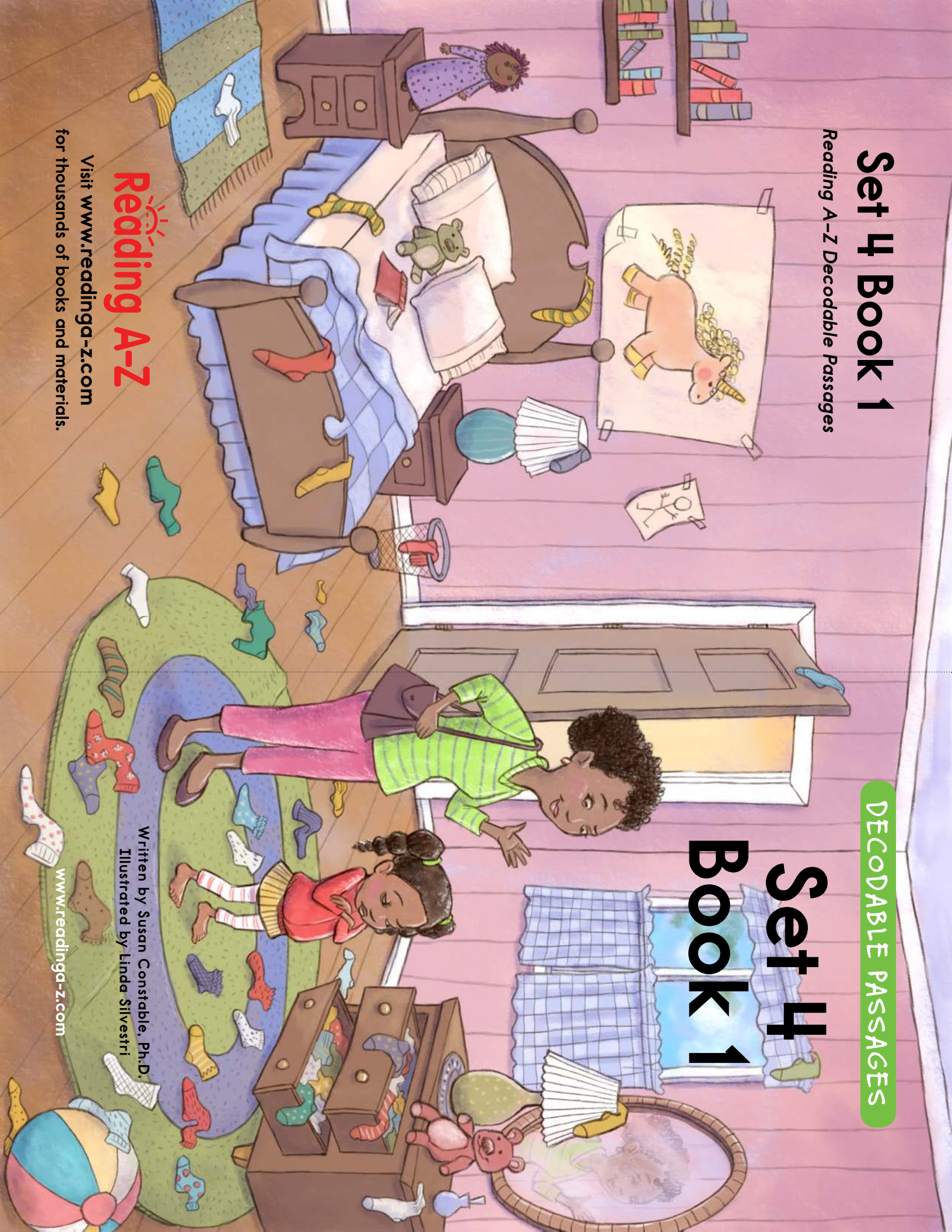
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Lesson 4.1: Dot

Word List

*Dot, lot, Mom, not,
socks*

New Sight Words

*about, many, them,
wear*

This is Dot.

Dot is six.

Dot loves Mom a lot.

Dot does not
like socks.

4.1 Dot

Complete the following activities.

1. Use the words below to fill in the blanks.

Dot	Mom	socks
-----	-----	-------

Dot loves_____.

Dot does not like_____.

_____has to wear socks.

2. What problem does Dot have?

_____.

Dot and Mom
have many chats
about socks.
Dot does not like them.
Mom says Dot
has to wear socks.

Lesson 4.2: Dot Does Not Like Socks

Word List

*Dot, hot, Mom, not, on,
shops, socks*

New Sight Words

*adds, feel, some, thick,
today, until, your*

Today, Dot and Mom
are going
to the shops.

“Get some socks, Dot,”
says Mom.

“We are not going
until you have
your socks on.”

4.2 Dot Does Not

Like Socks

Complete the following activities.

1. What does Mom tell

Dot she must do before
they go to the shops?

“I do not like socks!”

yells Dot.

“Socks are hot.

Socks are thick.

Socks feel bad!”

Dot adds.

2. Write why Dot does

not like socks.

Socks are _____.

Socks are _____.

Socks feel _____.

Lesson 4.3: Dot's Tan Socks

Word List

dogs, *Dot*, Mom, not,
on, socks

New Sight Words

come, so, *that*, *these*

“Come on, Dot,”
says Mom.

“Put on some socks.
We can pick socks
that are not so bad.”

4.3 Dot's Tan Socks

Complete the following activities.

1. Why does Mom think that Dot will like tan socks with dogs?

2. Which socks have dogs?



“Look, Dot!”
says Mom.
“Tan socks with dogs!
You love dogs.
These tan socks
with dogs
are not so bad,”
Mom adds.

Lesson 4.4: No Socks, No Shops

Word List

dogs, *Dot*, *hot*, *Mom*,
not, *on*, *shops*, *socks*

New Sight Words

cannot, *then*, *want*

“But the tan socks
with dogs
are hot,”
says Dot.

“They are thick.
They make me feel bad.”

4.4 No Socks, No Shops

Complete the following activities.

1. Which socks does Dot not like?

- Ⓐ tan socks with frogs
- Ⓑ tan socks with dogs
- Ⓒ tan socks with logs

2. What happens if Dot does not wear socks?

“Come on, Dot,”
says Mom.
“We cannot
go to the shops
if you do not wear socks.”

Lesson 4.5: Dot Picks Socks

Word List

*Dot, got, hot, Mom, not,
shops, socks, spots*

“I want to
go to the shops!”

says Dot.

“Then pick some socks
that are not so bad,”
says Mom.

4.5 Dot Picks Socks

Complete the following activities.

1. Draw the socks that Dot likes.

“Here!” says Dot.
“I got some socks
that have red spots.

These socks
are not hot.

They are not thick.

They are not so bad.

Let’s go to the shops!”

Dot adds.

2. Where are Dot and Mom going?

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Lesson 4.6: Dot and Mom Shop

Word List

*box, Dot, fox, Mom,
shop, spots*

New Sight Words

love, toy

Dot and Mom are
at the toy shop.

Dot spots
a pink fox in a box.

4.6 Dot and Mom Shop

Complete the following activities.

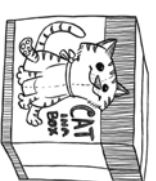
1. Which of these did Dot see at the toy shop?



(A)



(B)



(C)

“I love that fox,”
says Dot.
“That is a great fox,”
says Mom.

2. What does Mom think about the fox?

Lesson 4.7: Mom Spots Blocks

Word List

*blocks, box, Dot, lot,
Mom, spots*

New Sight Words

some, there

Mom spots some
red and blue blocks.

The blocks are
in a great big box.

4.7 Mom Spots Blocks

Complete the following activities.

1. Use these letters to complete the words.

b	bl	s	f
---	----	---	---



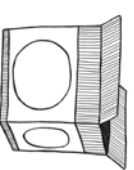
___ocks



___ocks



___ox



___ox

“Look at those blocks,”
says Mom.
“There are a lot of blocks
in that box,”
says Dot.

2. What colors are
the blocks?

Lesson 4.8: Dot Spots Socks

Word List

Dot, frogs, hot, Mom, not, on, shop, socks, spots, top

New Sight Words

green, those

Dot and Mom
go to the next shop.
Dot spots some socks
with green frogs
on them.

“I love frogs!
I love those socks,”
says Dot.
“Can you get me
those socks?”

4.8 Dot Spots Socks

Complete the following activities.

1. Why does Mom not want to get the socks for Dot?

“I do not want
to get socks
that you will not wear,”

says Mom.

“What if those socks
are hot?

What if they are thick?
What if they feel bad?”

Mom adds.

1. Why does Mom not want to get the socks for Dot?

2. Draw a picture of the socks that Dot likes.

Lesson 4.9: Dot's New Socks

Word List

*Dot, frogs, hot, Mom,
not, socks*

“These socks
are not hot,”
says Dot.

“They are not thick.
These socks
do not feel bad.”

4.9 Dot's New Socks

Complete the following activities.

1. Dot will wear the socks
with green frogs
because

2. Draw a picture of
socks that you would
like to wear.

“These socks
have green frogs!
I will wear these socks,”
Dot says.

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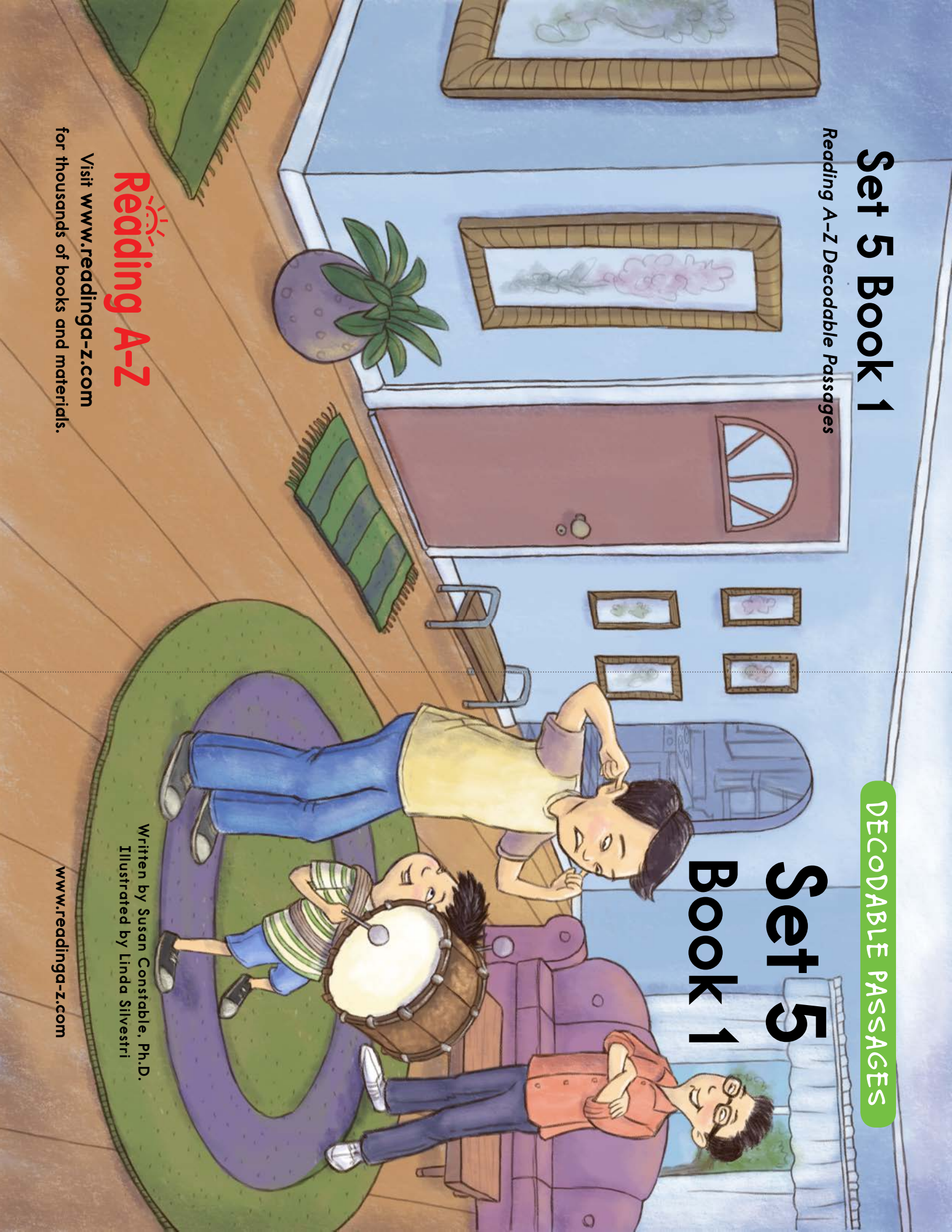
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Lesson 5.1: Chuck Gets a Drum

Word List

*Bud, bump, Chuck,
drum, dusk, hugs, Sun,
thud, thumps*

New Sight Words

birthday, day, Uncle

Chuck got a drum
from Uncle Bud
for his birthday.

Chuck loves his drum.

He hugs Uncle Bud.

“Thank you, Uncle Bud!”

he says.

Uncle Bud grins.

5.1 Chuck Gets a Drum

Complete the following activities.

1. What did Uncle Bud get Chuck?

Uncle Bud got Chuck a

Chuck thumps his drum.

THUD! BUMPI CRASH!

All day long,

Chuck thumps his drum.

Dusk comes.

The Sun sets.

Chuck still thumps.

_____.

2. Write a sentence from the story that tells you how long Chuck played his drum.

_____.

_____.

_____.

_____.

Lesson 5.2: The Drum

Must Rest

Word List

*brush, bunk, but,
Chuck(s) drum, fun,
hush, jumps, much,
must, runs, thump, up*

New Sight Words

*as, glad, house, into,
sleep, soon, teeth, when*

Soon, Chuck's drum
is no fun for Dad.
“Chuck, I am glad
you love your drum
so much,
but we must go to bed.
We cannot rest
when you thump
your drum,”
says Dad.

5.2 The Drum Must Rest

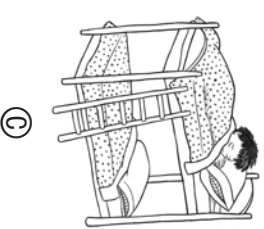
Complete the following activities.

1. Write a sentence from the story that tells you why Chuck's drum is no fun for Dad.

_____.

Chuck runs
to brush his teeth.
Then he jumps up
into his top bunk.
There is a hush
in Chuck's house
as Chuck
and his dad sleep.

2. Which picture shows where Chuck sleeps?



Lesson 5.3: Chuck Is Up Before the Sun

Word List

bump, bunk, Chuck(s),
drum, fun, jumps, just,
much, must, shuts,
slumps, such, Sun, thud,
thump, up

New Sight Words

a.m., before, comes,
door, please, room

At six a.m.,
Chuck jumps
out of his bunk.

“My drum!”
yells Chuck.

“I must get up
and thump my drum!”
THUD! THUMP! BUMPI
“I just love this drum
so much,”

Chuck says.
“This is such
a fun drum.”

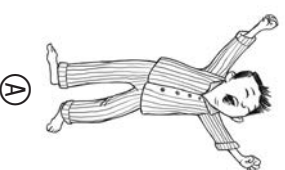
5.3 Chuck Is Up Before the Sun

Complete the following activities.

1. What time does Chuck get up?

- Ⓐ five a.m.
- Ⓑ six a.m.
- Ⓒ seven a.m.

2. Which picture shows what Dad looks like at six a.m.?



Dad gets up.
He slumps into
Chuck's room.
“Chuck, please
do not thump that drum
before the Sun
comes up,”
Dad begs.
He shuts Chuck's door
and slumps back to bed.

Lesson 5.4: Chuck Plays His Drum

Word List

*Chuck('s), drum, fun,
lugs, mug, must, shuts,
such, Sun, thud, thump,
tub, up*

At ten a.m.,
Chuck lugs his drum
into the den.

“The Sun is up!”
he yells.

“I must thump my drum!”
Dad grins
and sips from his mug.

5.4. Chuck Plays His Drum

Complete the following activities.

1. Draw a picture of
Chuck playing his drum.

THUD! CRASH! THUMP!

Chuck's drum is such fun!

Dad shuts the door
and gets into the tub.

2. How many words can
you make using the
letters below? Write
them on the lines.

d r m ch th u b t

Lesson 5.5: A Spot for the Drum

Word List

*but, Chuck('s), drum,
dump, dusts, junk,
lug(s), lush, rug, thuds,
thump(s)*

New Sight Words

garage

Dad wants Chuck
to thump his drum.
But Dad does not
want the thumps
and thuds
all day long.
Dad has a plan.
Chuck can play
in the garage.

Chuck and Dad
lug some junk
to the dump.

Dad dusts the garage

and Chuck

lugs a rug

from the shed.

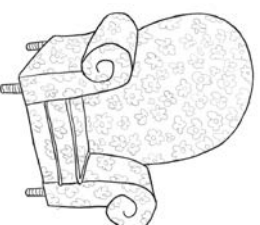
Chuck and Dad
make a lush spot
for Chuck's drum!

5.5 A Spot for the Drum

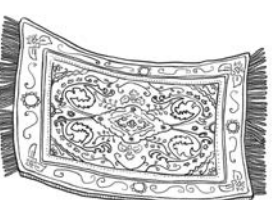
Complete the following activities.

1. What is Dad's plan?

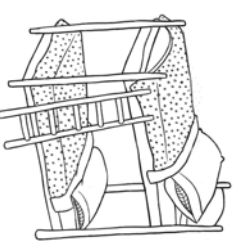
2. Which picture is the
rug?



(A)



(B)



(C)

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Lesson 5.6: Stan and Kris

Word List

*Bud, Chuck('s), drum,
fun, hush, just, rush,
such, thump, Uncle*

New Sight Words

coming, hear

“Hush,”

says Stan to Kris.

“I hear a thump
coming from

Chuck’s garage.”

Stan and Kris

rush to see what it is.

They see Chuck
and his drum.

5.6 Stan and Kris

Complete the following activities.

1. What is the thump that Stan and Kris hear?

- Ⓐ Uncle Bud
- Ⓑ a rug
- Ⓒ a drum

2. What does Stan think about Chuck's drum?

“That is such a fun drum,”
says Stan.

“This drum is the best,”
grins Chuck.

“My Uncle Bud
just got me this drum
for my birthday.”

Lesson 5.7: We Can All Play and Sing

Word List

*blush, but, Chuck, drum,
fun, hum, jug, pluck,
plus, shrugs, strum, up*

New Sight Words

banjo

“I do not have a drum,”
says Stan.

“But I do have a banjo.

I love to strum
my banjo.

I can pluck the strings
and play fun songs.

Plus, I can strum
a song about a jug,”
Stan brags.

5.7 We Can All Play and Sing

Complete the following activities.

1. Which one is Stan?



(A)



(B)



(C)

“I can sing,” says Kris.
“Yes!” says Stan.
“You sing like a champ!”
Kris shrugs and looks up
with a blush.

“I do like to hum
and chant,”
she grins.

2. Which one is Kris?



(A)



(B)



(C)

Lesson 5.8: The Band

Word List

*Chuck, fun, luck, rug,
runs*

New Sight Words

their

“We can have a band!”

the kids say.

“We can play
on the rug

in my garage!”
yells Chuck.

5.8 The Band

Complete the following activities.

1. Where will the band play?

Chuck runs

to tell his dad.

“That will be fun!”

Dad says.

“Good luck!”

Stan’s mom

and Kris’s mom

send their

good luck, too.

2. What do the moms and the dad think about the band?

- Ⓐ The band is a bad idea.
- Ⓑ The band is a silly idea.
- Ⓒ The band is good idea.

Lesson 5.9: The Band Is a Hit!

Word List

*Chuck, fun, hum, hung,
jug, rush, skunks, strum,
sung, thump*

New Sight Words

along, call, were, would

THUMPI STRUM! HUM!

For days and days,

they hung in the garage.

Kris sung the jug song.

Stan would strum along

on his banjo.

Chuck would

bang and thump.

5.9 The Band Is a Hit!

Complete the following activities.

1. What is the name of the band?

The kids have a band.

They call their band

“The Fun Skunks.”

Kids and moms and dads
rush to hear the band.

They hum along.

They clap and grin.

The Fun Skunks are
a hit!

1. What is the name of the band?

The kids have a band.

They call their band

“The Fun Skunks.”

Kids and moms and dads
rush to hear the band.

They hum along.

They clap and grin.

The Fun Skunks are
a hit!

2. How many words can you make using the letters below?

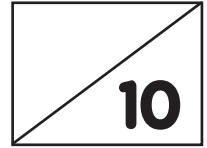
u u n k u n g f m n s t r

Name: _____

Date: _____

Assessment A

for Chapters 1 – 2

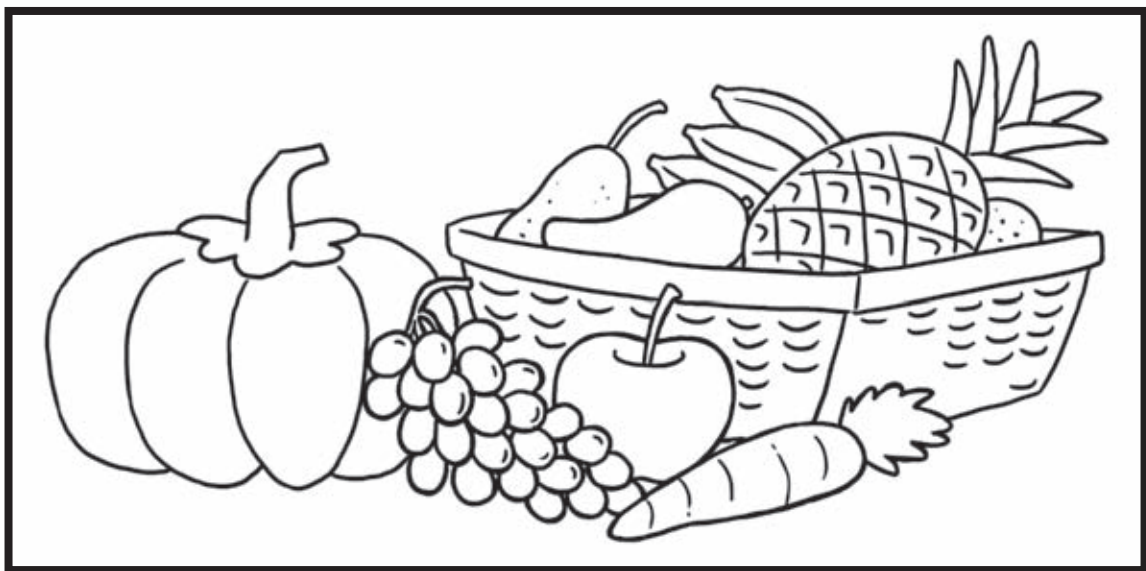


Let's Do!

(10 x 1 points = 10 points)

1

Look for the same things. Color.



Name: _____

Date: _____



Draw two fruits that are the same.

Name: _____

Date: _____

3

Draw two animals that are different.

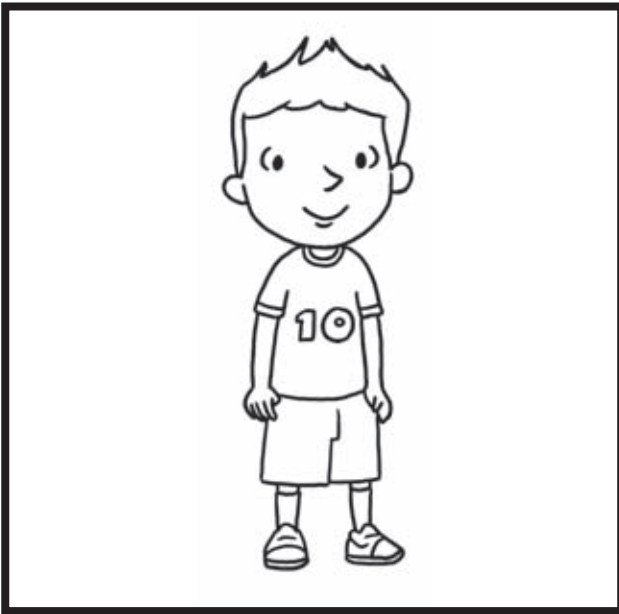


Name: _____

Date: _____

4

What is different? Circle.



5

_____ things are different.

6

Draw 5 balls.



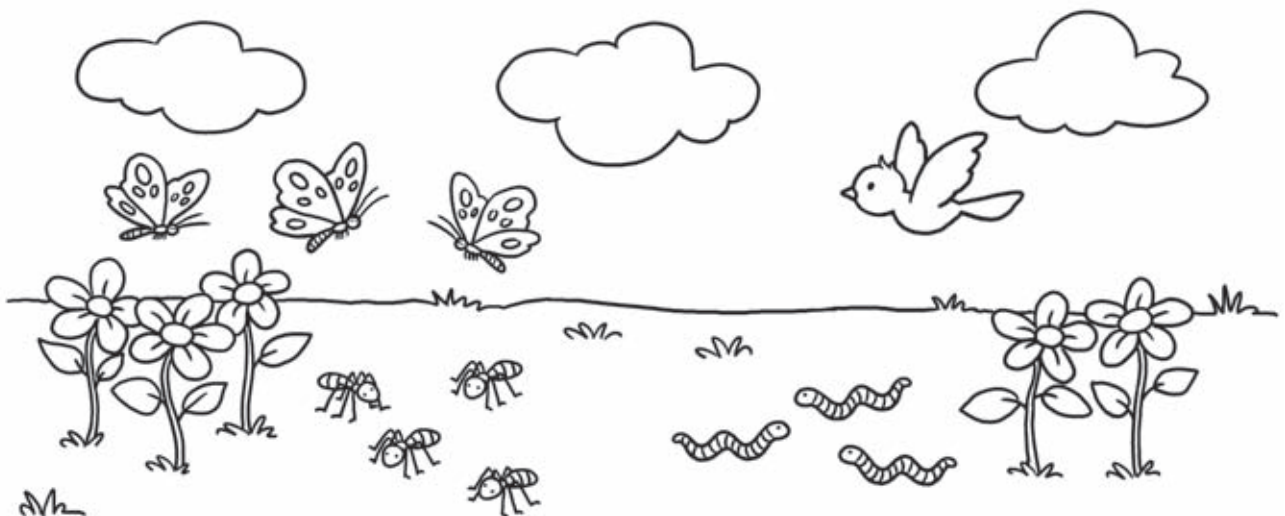
Name: _____

Date: _____

7 Pair.



8 Circle the groups of 3.

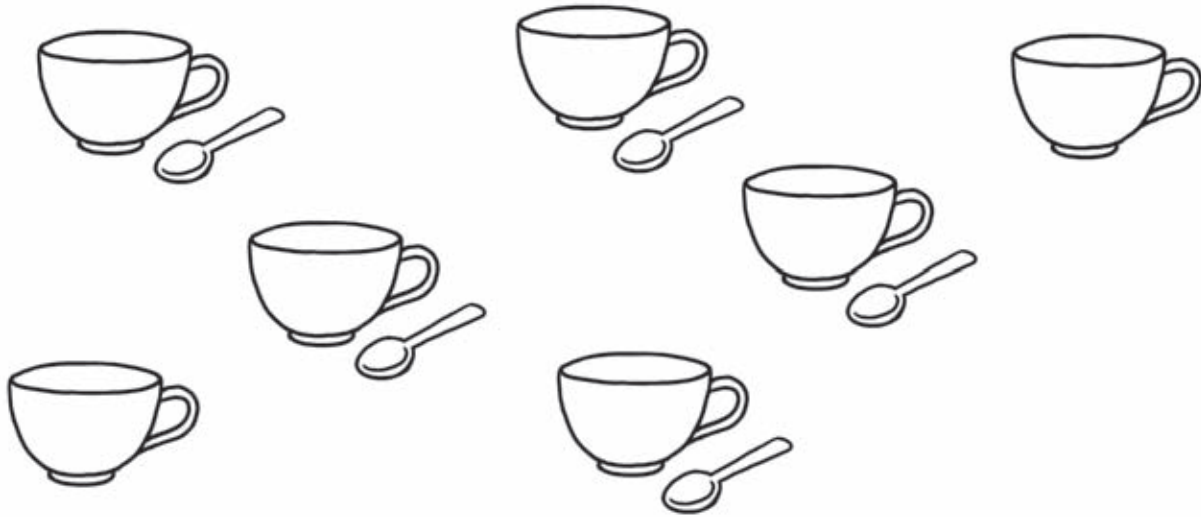


Name: _____

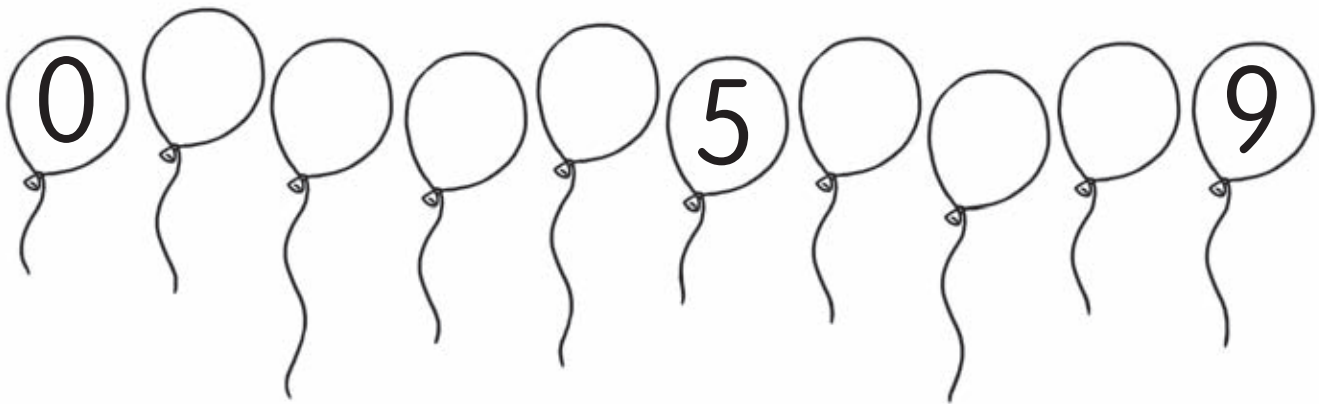
Date: _____



What is missing? Complete the set.



Write the missing numbers.

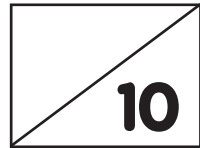


Name: _____

Date: _____

Assessment B

for Chapters 3 – 6



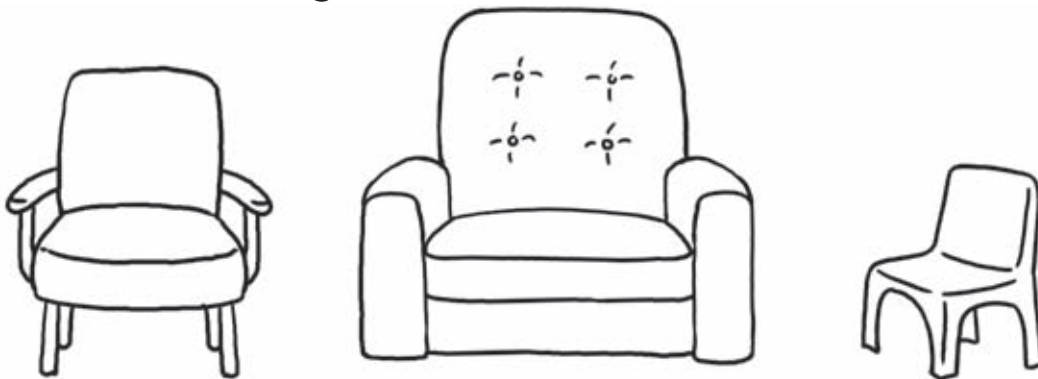
Let's Do!

(10 x 1 points = 10 points)

1

Circle the small chair.

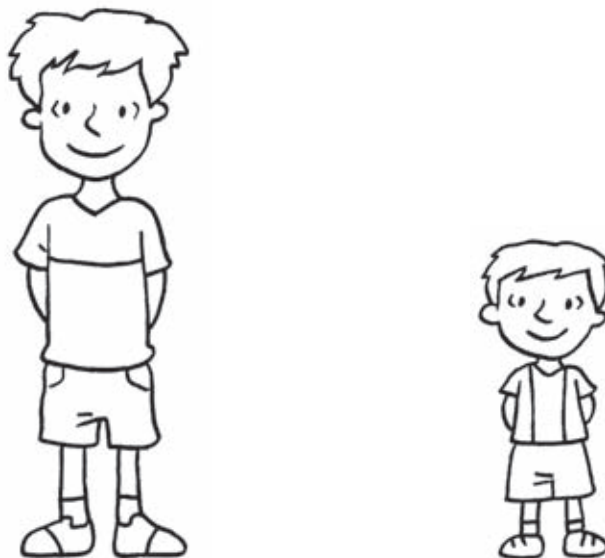
Color the big chair.



2

Circle the taller boy.

Color the shorter boy.



Name: _____

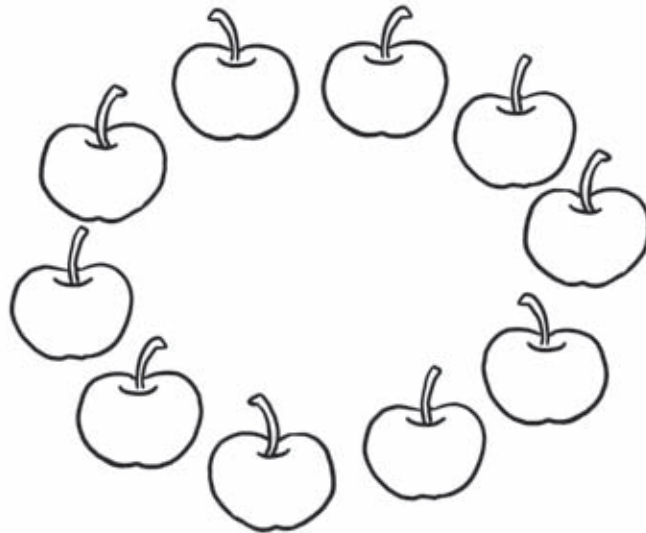
Date: _____

3

Circle the heaviest fruit.



4

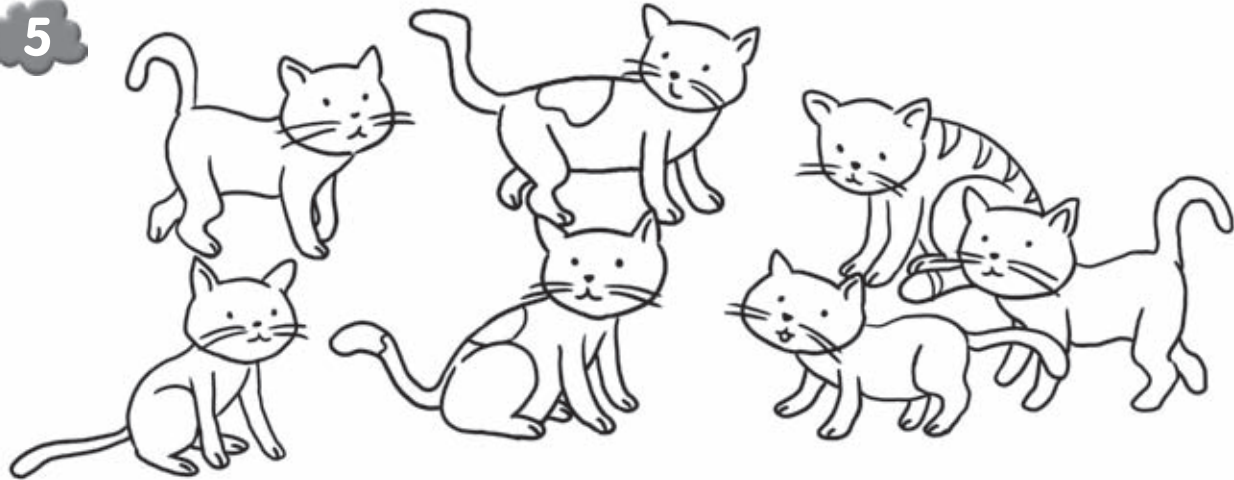


There are _____ apples.

Name: _____

Date: _____

5

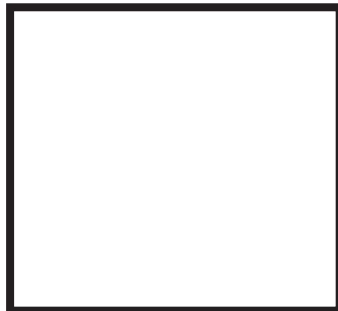
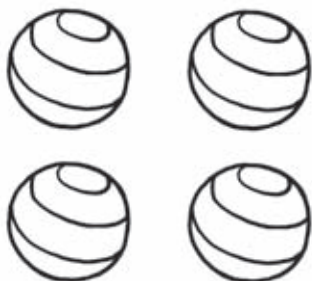


There are _____ cats.

6

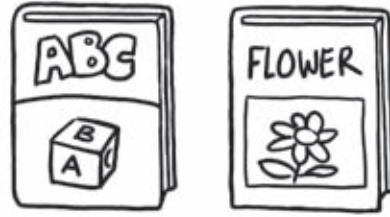
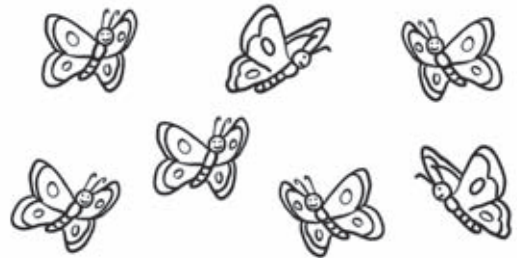
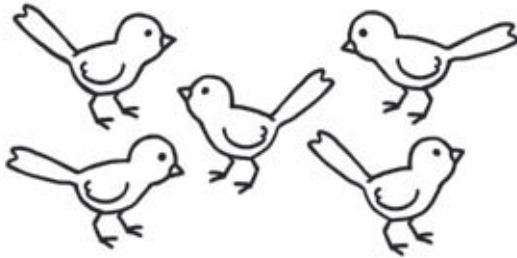
Draw one more.

How many in all?



7

Which group has fewer than 4? Circle.

a.**b.** Which group has fewer than 6? Circle.**8**

Draw a big ball.

Draw a small ball.



Big ball



Small ball

Name: _____

Date: _____

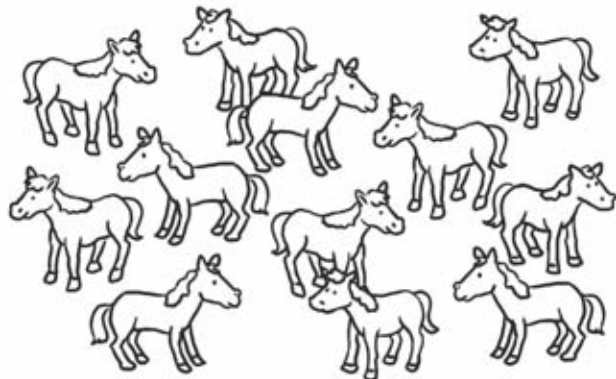
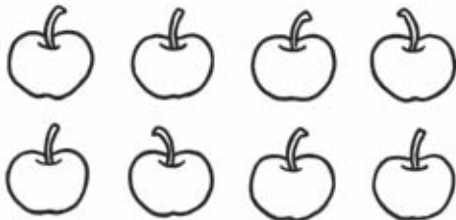
9



Each  needs a  .

How many more  do we need? _____

10



Each  wants an  .

How many more  do we need? _____

Let's Talk!**1**

Provide a thick book, a stapler, and a pencil. Ask children to place them in order according to weight.

2

Ask children to show with their fingers at least two different ways to make 5.

3

Show children selected numeral cards to 10. Hold them up at random and ask: Which number is one less than this number? Vary the values.

4

Ask: What did you do before (lunch)? What did you do after (your karate class)?

5

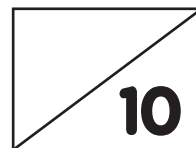
- a. Give each pair of children two ten-frames and 20 counters. Call out numbers 11 to 20 randomly and have children display the counters on the ten-frames.
- b. Display 11 to 20 counters on ten-frames and have children tell you the number.

Name: _____

Date: _____

Assessment C

for Chapters 7 – 10

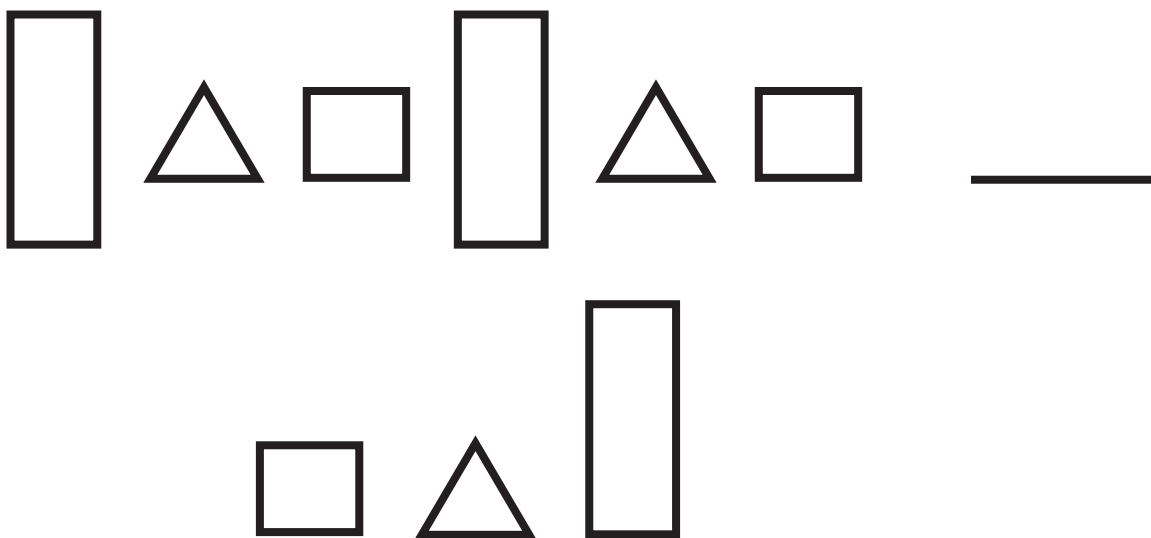


Let's Do!

(10 x 1 points = 10 points)

1

What comes next? Color the shape.



2

What comes next? Draw the shape.



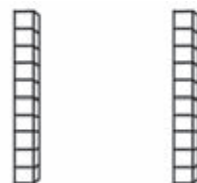
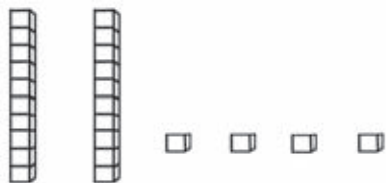
Name: _____

Date: _____

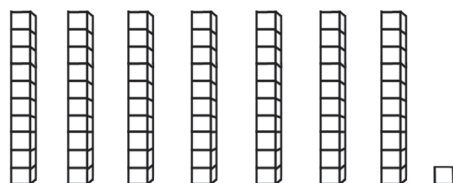
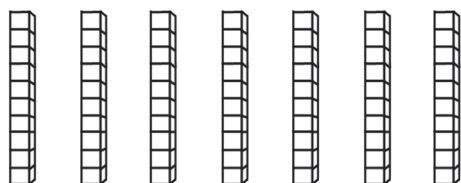
3

Which shows a greater number? Circle.

a.



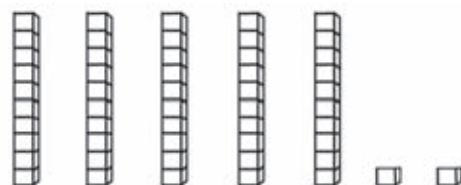
b.



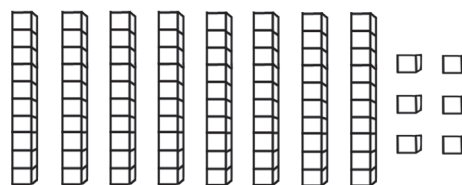
4

How many? Circle.

a.



b.



25

52

62

68

76

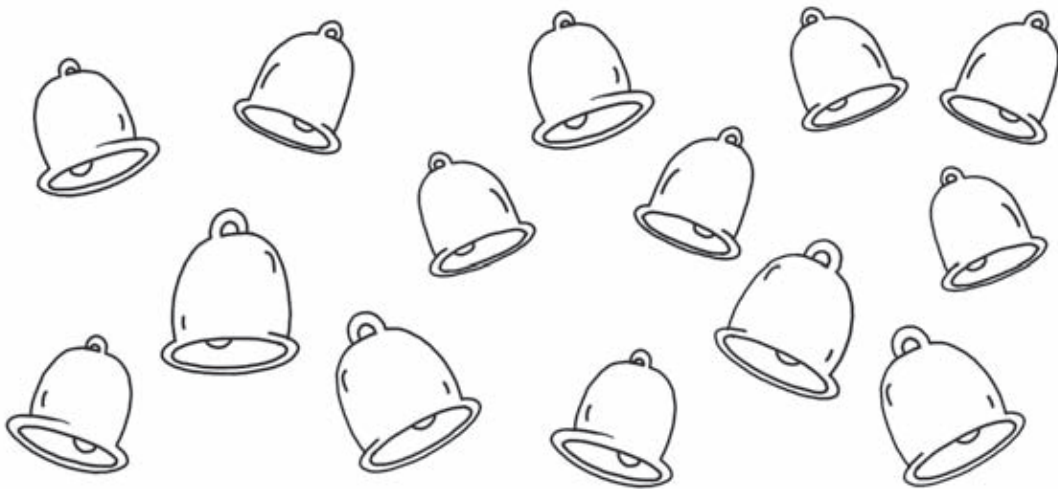
86

Name: _____

Date: _____

5

Count by 2s.



How many in all? _____

6

Count by 5s.

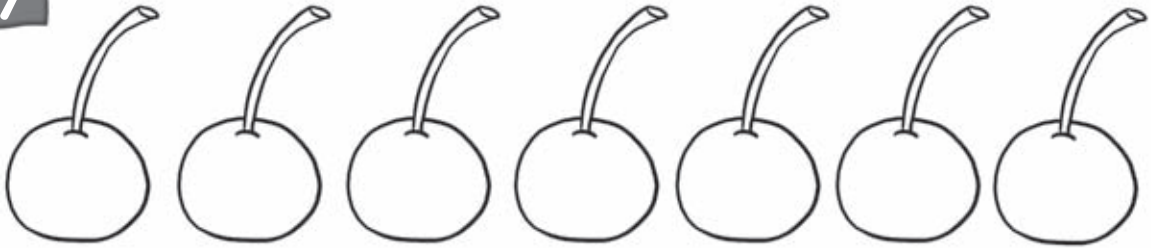


How many in all? _____

Name: _____

Date: _____

7



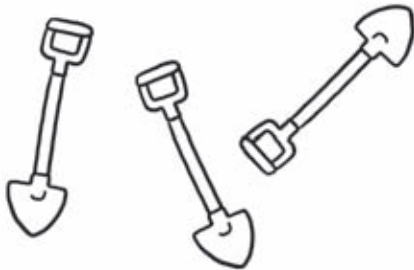
0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Use the number train. Add on 2 more cherries.

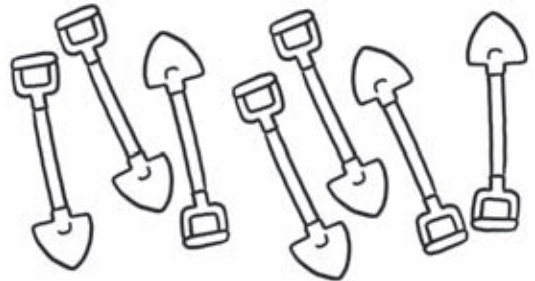
Then, there are _____ cherries in all.

8

How many in all? Count and circle.



and




0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Name: _____

Date: _____



Count and write.

2 and  is _____.

7 and  is _____.



What are your favorite fruits? Draw. Compare with a friend.

1st choice

2nd choice

3rd choice

Let's Talk!

1

Using attribute blocks, select the four basic shapes in turn and ask children to look for the same shape around the room.

2

Ask children to describe each shape by talking about corners, the number of corners, the number of sides, and the length of the sides.

3

- a. Show children 10 connecting cubes and ask them to suggest a quick way to count them. (Count by 2s or 5s.)
 - b. Ask children to count the cubes by 2s.
 - c. Ask children if they will get the same answer if they count the cubes by 5s. (Yes)
 - d. Ask children to count by 5s and say how many sets of 5. (2 sets)
-

4

- a. Make two parallel rows of 8 connecting cubes. Ask children if there are the same number of cubes in each row. Ask how they know.
 - b. Next, make one row into a circle and ask if there are still the same number in each set. Ask how they know.
 - c. Next, make the circle of cubes into a tower and ask if there are still the same number in each set. Ask how they know.
-

Name: _____

Date: _____



Lay out the following attribute blocks: blue triangle, yellow circle, red square, yellow triangle, red circle.

Tell children that the blue triangle is the first shape.

Ask: Which block is before the red square? (The yellow circle)

Ask: Which block is after the yellow triangle? (The red circle)

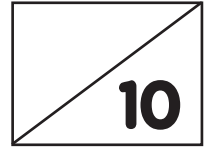
Vary the attribute blocks and their order. Repeat the activity.

Name: _____

Date: _____

Assessment D

for Chapters 11 – 14



Let's Do!

(10 x 1 points = 10 points)

1

Circle.



What day comes after Tuesday?

Monday

Wednesday

Thursday

2

Circle.

My birthday is in the month
between August and
October. Which month is
my birthday in?



July

November

September

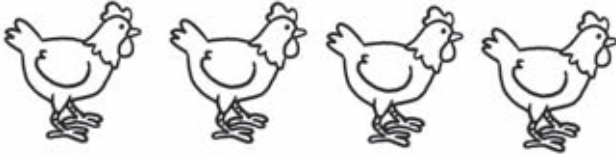
Name: _____

Date: _____

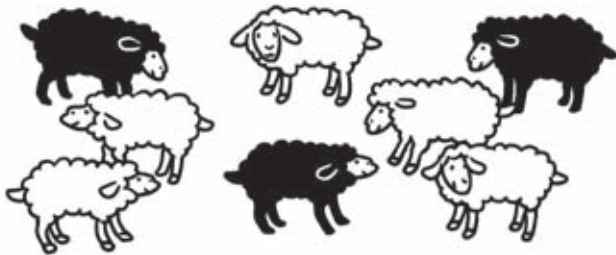
3

How many more to make 10?
Count and write.

a.



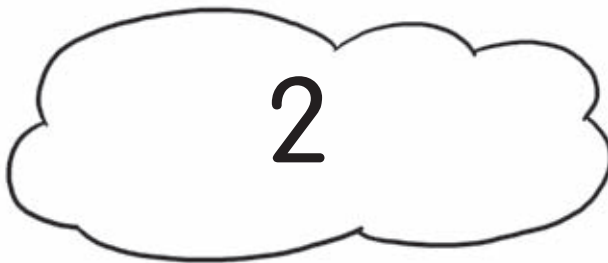
b.



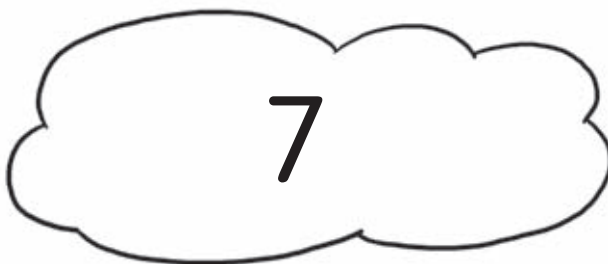
4

How many more to make 10? Write.

a.



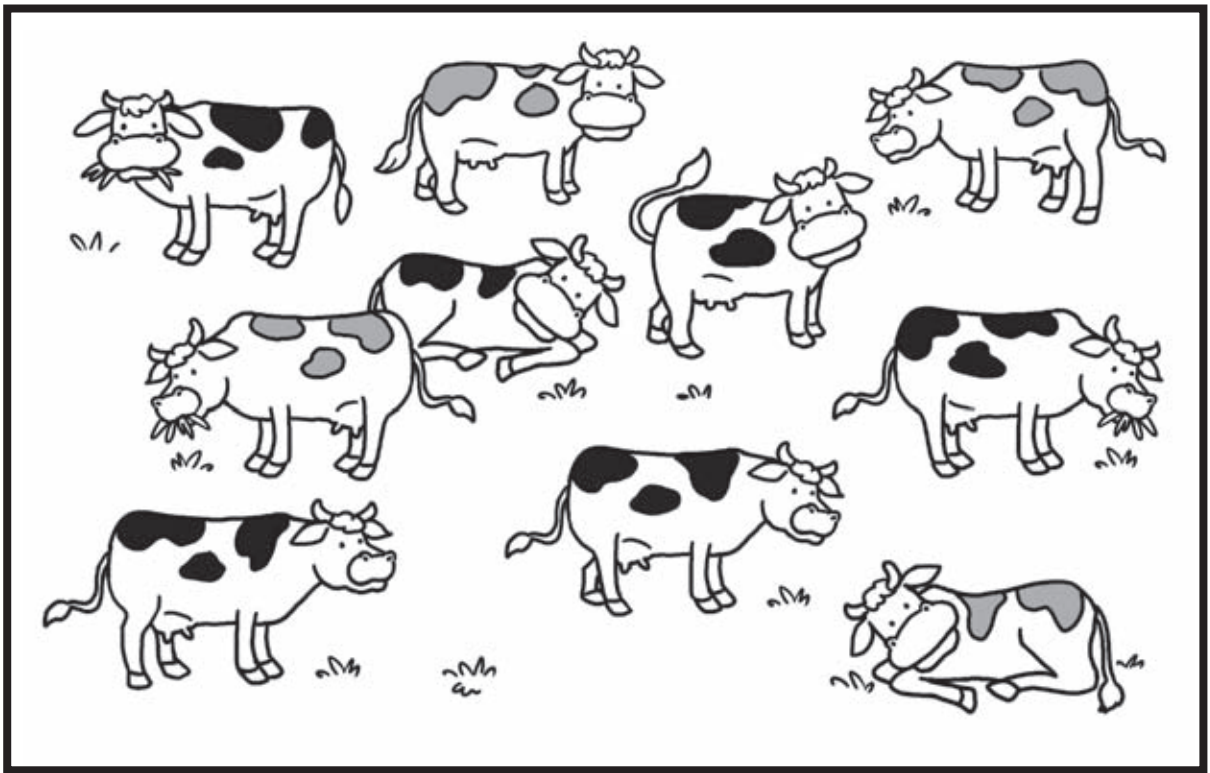
b.



Name: _____

Date: _____

5



a. How many  ? _____

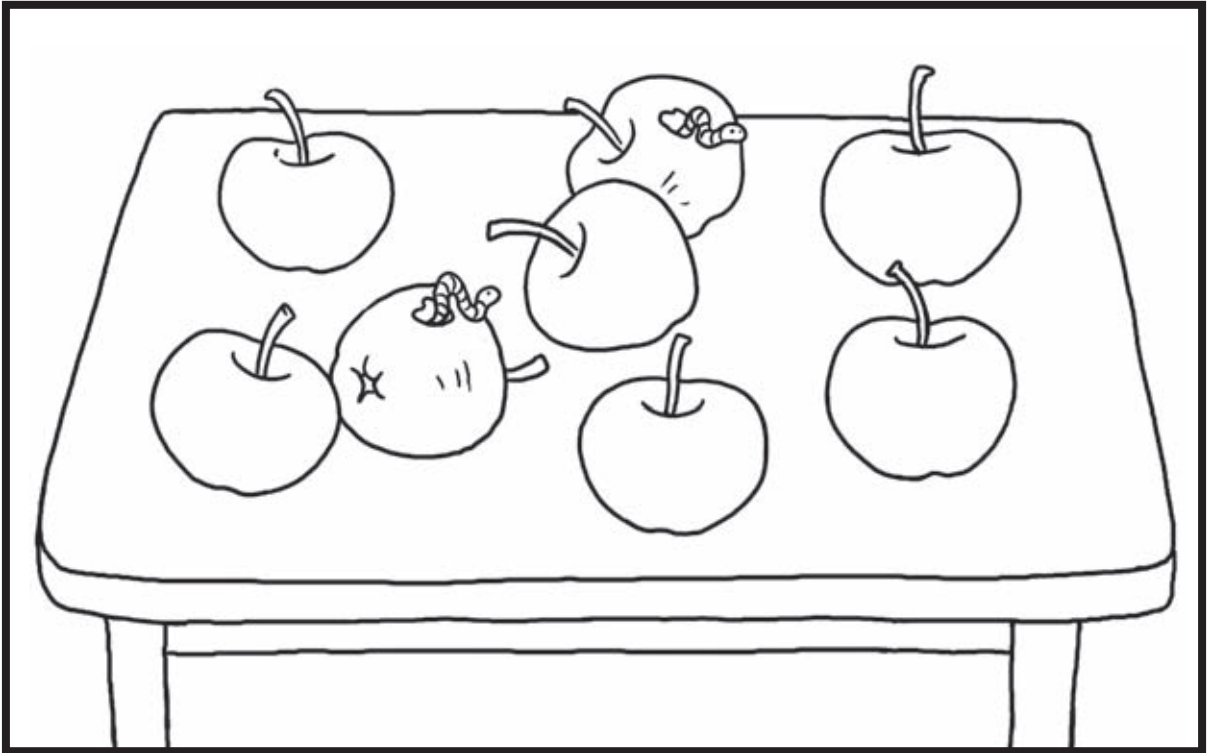
b. How many  ? _____

c. How many cows in all? _____

Name: _____

Date: _____

6



a. How many  ? _____

b. How many  ? _____

c. How many apples in all? _____

d. How many more to make 10? _____

Name: _____

Date: _____



How many? Count and circle.



12

13

14



How many? Count and write.



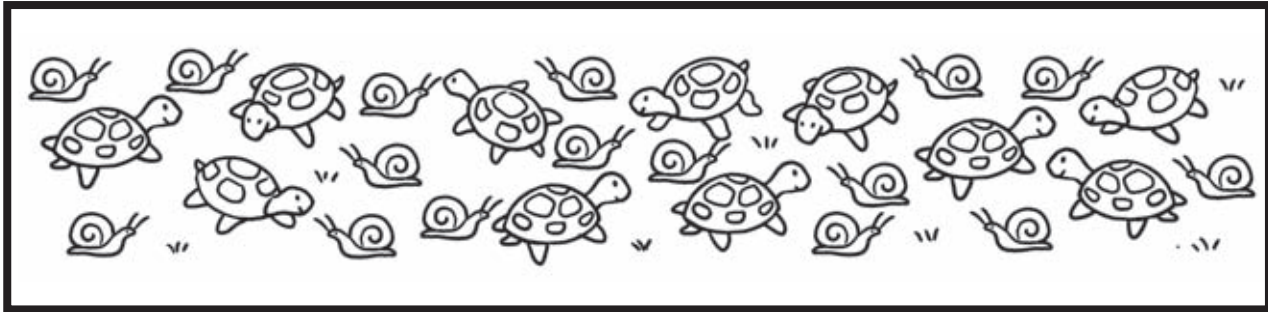
There are _____ rabbits in all.

Name: _____

Date: _____

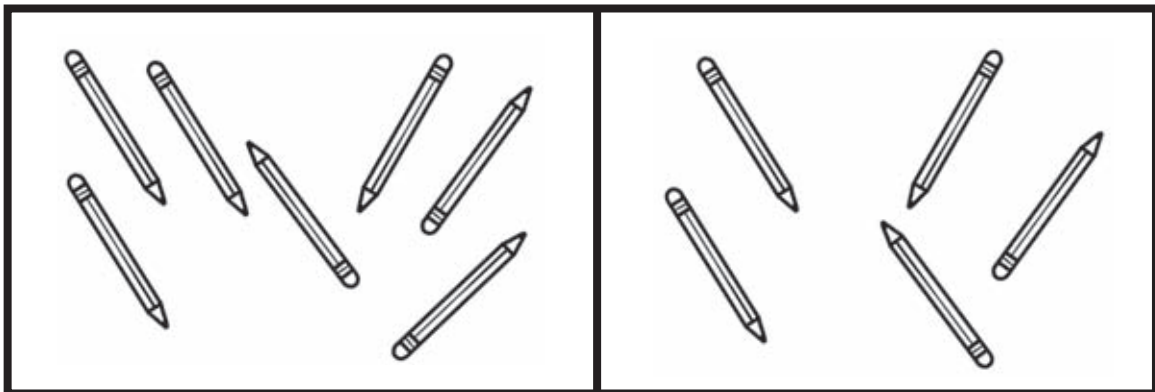


How many? Count and write.



a. There are _____ .

b. There are _____ .



a. Count how many. _____

b. How many more to make 15? _____

Let's Talk!

1

Ask questions about the days of the week, such as:

- a. Which day comes after Wednesday? (Thursday)
 - b. Which day comes before Tuesday? (Monday)
 - c. Which day is between Thursday and Saturday? (Friday)
-

2

Ask questions about the months of the year, such as:

- a. Which month comes after May? (June)
 - b. Which month comes before December? (November)
 - c. Which two months are between February and May? (March and April)
-

3

Make a repeating pattern with attribute blocks. Ask children to continue the pattern.

4

Make a repeating pattern with attribute blocks with one or two missing blocks. Ask children to complete the pattern.

5

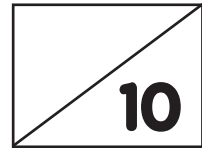
Using connecting cubes, show children sets of 3, 5, 8, and 10. For each, ask how many more are needed to make 10. (7, 5, 2, and 0 respectively.)

Name: _____

Date: _____

Assessment E

for Chapters 15 – 20



Let's Do!

(10 x 1 points = 10 points)

1

Draw a long .

Draw a short .



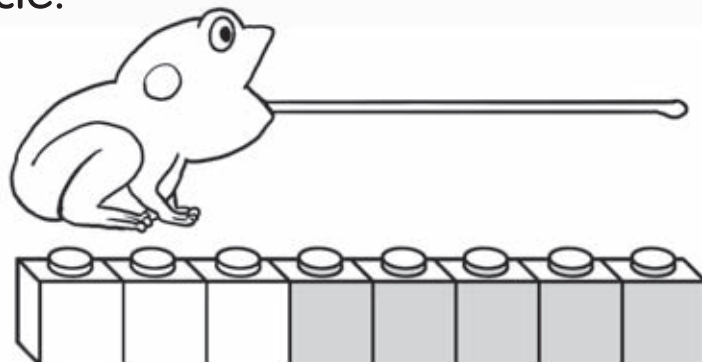
Long 



Short 

2

Circle.



The frog's tongue is about _____  long.

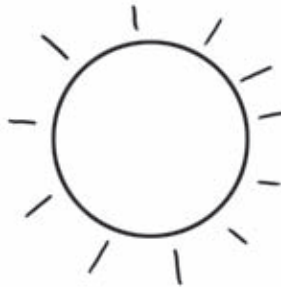
Name: _____

Date: _____

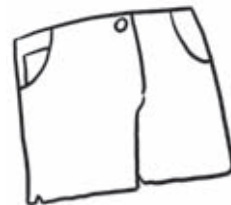
3

Color the item that does not belong.

a.



b.



4

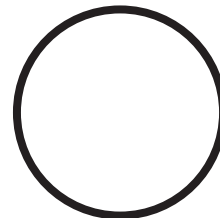
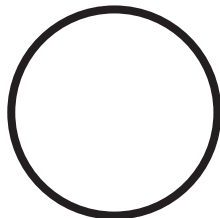
Count and write.



and



make



Name: _____

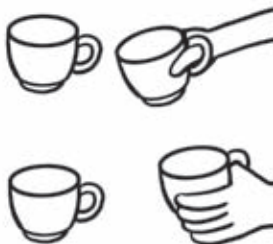
Date: _____

5

a.



There are
4 cups.



Take away
2 cups.



How many
are left?

b.



There are
7 balloons.



4 balloons
burst.



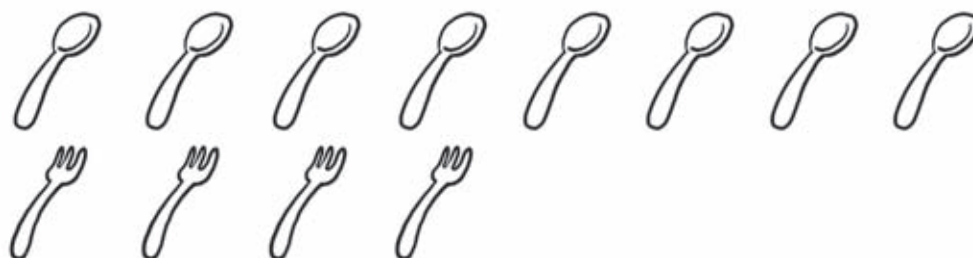
How many
are left?

Name: _____

Date: _____

6

a.



How many more  ? _____

	—		=	
--	---	--	---	--

b.



	—		=	
--	---	--	---	--

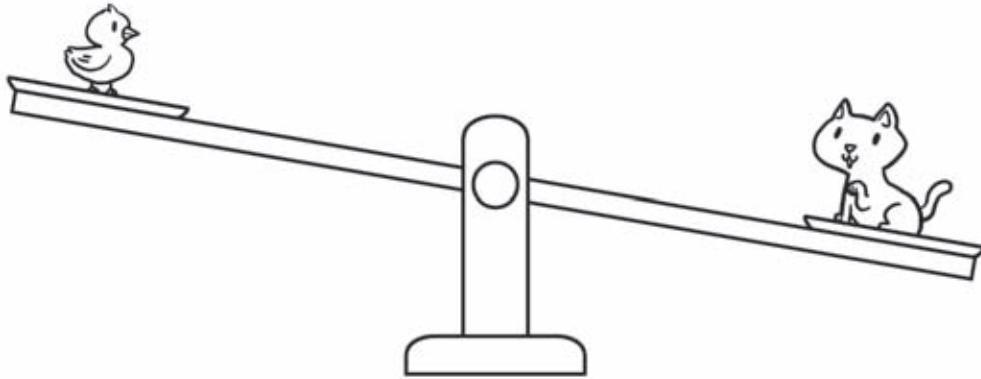
There are _____ more  .

Name: _____

Date: _____

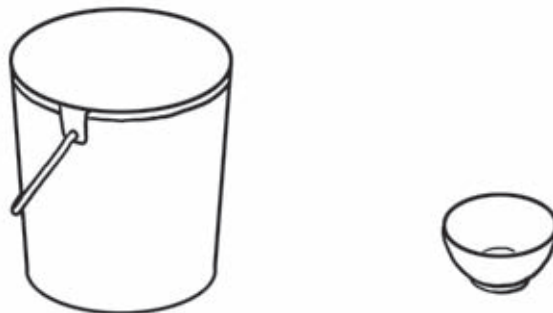
7

Circle the heavier animal.
Color the lighter animal.



8

Circle the container that holds more.
Color the container that holds less.



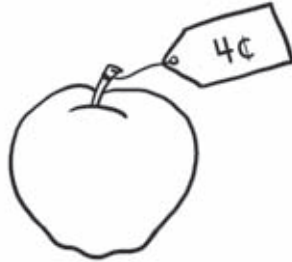
Name: _____

Date: _____

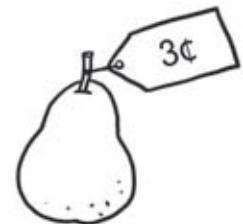
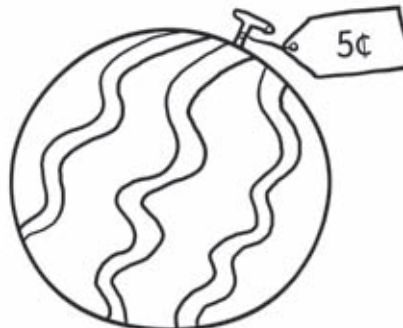
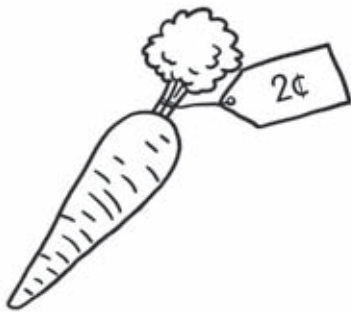


How many pennies do you need to buy the things? Color.

a.



b.

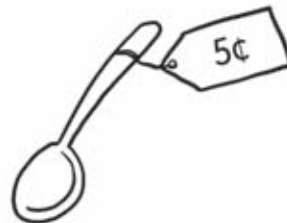
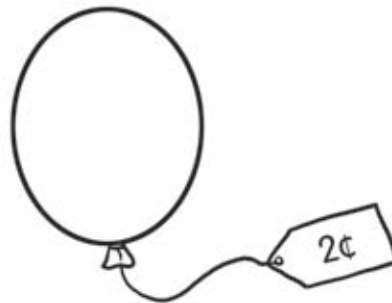
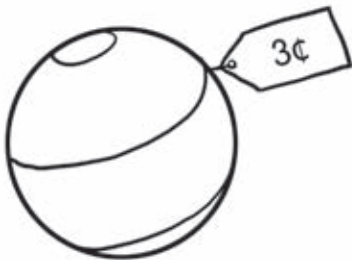
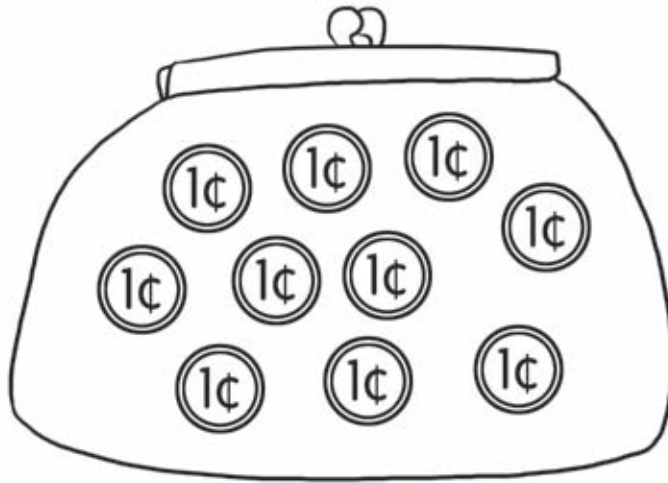


Name: _____

Date: _____

10

Buy 3 items with the coins in the purse.
Color these items.



Let's Talk!1

Give children a set of connecting cubes. Ask children to make one short line of cubes, and one long line of cubes.

2

Give children a set of connecting cubes. Ask children to make three lines of cubes of different lengths. Then, ask them to point to the longest line, and then the shortest line.

3

Give children a set of attribute blocks and ask them to sort the blocks first by color, and then by shape.

4

Show children 8 connecting cubes.

Say: There are 8 cubes.

Take away 3 cubes.

Ask: How many are left? (5)

Repeat by varying the number of cubes present and cubes taken away.

5

Ask two children for their pencil cases or use other classroom containers.

Ask: Which do you think holds more? Which do you think holds less?

Empty their pencil cases and fill them with connecting cubes to check their answers.