

Write with Me

# Chatsworth



Set 10 Book 6

**Writing Activities**  
for  
**McOmber Readers**

# Writing Activities for McOmber Readers

## **Writing Activities for Chatsworth**

Set 10 Book 6

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This is a controlled vocabulary writing-to-read activity booklet following a sequence of steps in learning to sound, spell, write and read.

Each lesson uses skills learned from preceding lessons. This approach reinforces reading skills with comprehension and builds spelling skills, confidence and contributes to literacy success.

# Chatsworth

Set 10 Book 6

**This writing booklet  
belongs to**

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Student Name

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Date

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# Chatsworth

Set 10 Book 6

## How to use this McOmber Writing Activities booklet with the McOmber Readers:

1. Complete the Pre-Reading Activities on pages 1-3. These activities give an introduction and spelling review of the words used in the corresponding reader.
2. READ the corresponding reader.
3. Complete the Post-Reading Activities on pages 4-9. These activities give the student writing practice and word meaning for the corresponding McOmber Reader.
4. Refer to the Teaching Guide and the Answer Key on the back of this booklet as needed.

**It may take several lessons for a student to complete this booklet.**

Sound	Write	Read	Spell	
<b>New and Review Patterns</b>	<b>New Words</b>			
oo	Chatsworth	trade	tease	refusing
augh	remember	person	turn	unfair
ch	television	sometime	pretend	sunshine
wh	telephone	unable	unhappy	handles
th	sixty	along	unfair	freckles
sh	ninety	crazy	discovered	teach
	now	return	rather	save
	only	afraid	dislike	life
	wrinkle	secret	million	bottom
	around	beneath	admit	wasn't
	below	offer	until	pointing
	cheek	prefer	save	never
	nose	covered	rescue	gray
	anything	become	earn	ocean
	you're*	field	once	unusual
	dial	laugh	people	
	believe	neighborhood		

## Reading Helps

**\*you're:** This is a shortened form of you are.

**Prefix:** Letter or syllable added to the beginning of a word as in rewind and preview.

## Practice Words

life

sunshine

secret

think

teach

cheek

below

pretend

inside

unhappy

1. First say the words as you copy them on the same line in the first column.
2. Look at the word then cover the words in the first column and write the word again from memory in the second column.
3. Check your spelling and correct mistakes.

# Prefixes

Read these words out loud.

**become**

**telephone**

**because**

**television**

**believe**

**unusual**

**between**

**unfair**

**below**

**unhappy**

**prefers**

**unable**

**pretend**

**dislike**

**refuse**

**discovered**

**return**

**about**

**remember**

**alone**

**inside**

I have read this word list.

☐

Words in bold are found in this book. A more complete list is found in the Teacher's Guide.

## Compound Words

Draw a line to connect the two words to make a compound word.

sun

thing

any

pa

grand

time

neighbor

shine

some

hood

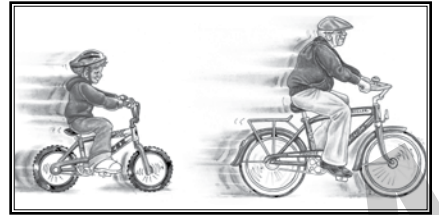
Advanced students could add some of these words to their practice words.

Draw a line to connect the sentence to the picture it matches.

Chatsworth's ears saved his life.



I can talk to Chatsworth about my ears.



I wonder if Liz thinks my ears are funny?



He makes me laugh about my ears.

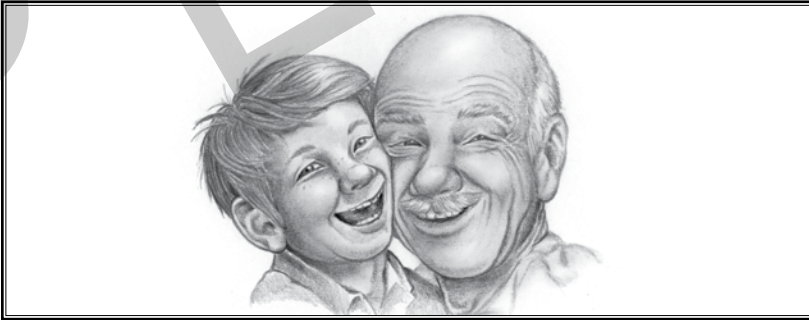
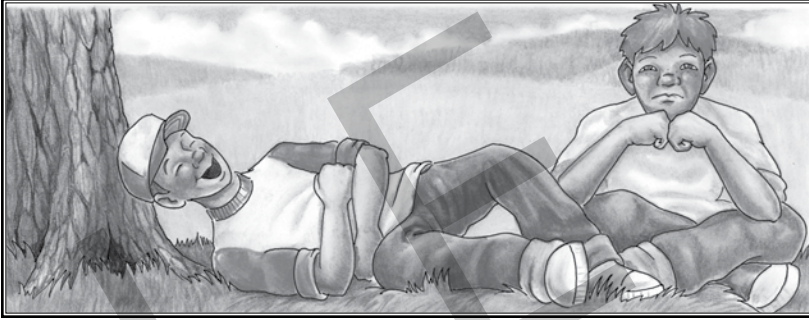


Sometimes we go bike riding.





Write the matching sentence under the picture.



Chatsworth has big ears.  
Sam teases me.  
Grandpa is my friend.

## Prefixes

Choose the correct prefix to  
complete the word in the sentence.

be\_ re\_ un\_ pre\_ dis\_

I have freckles \_\_\_\_low my eyes.

He can \_\_\_\_member black and white TV.

I \_\_\_\_tend I do not care.

I \_\_\_\_like my big ears.

I'm \_\_\_\_happy when he teases me.


**Write and Spell the Practice Words you hear.**

The page features ten sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A large, light gray watermark with the word 'PROVE' is oriented diagonally across the page, starting from the middle of the first line and extending towards the bottom right.

To the parent/teacher:

Read the Practice Words from the Literacy Skills Review page at the back of the reader out loud and have your student write them. When your student makes a mistake help them correct it and they could write the word again on the same line.

Draw a picture of what you liked from *Chatsworth*.

A large rectangular box with a thin black border, intended for a drawing. A large, light gray, semi-transparent watermark with the word "SAMPLE" in all caps is oriented diagonally from the bottom-left towards the top-right, spanning across the center of the box.

Write a story about your picture.

PROVE

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. The word "PROVE" is written in large, light gray letters across the first few lines.

# Writing Activities for McOomber Readers

## Answer Key for Set 10 Book 6

### Compound Words

Draw a line to connect the two words to make a compound word.

sun — thing  
any — pa  
grand — time  
neighbor — shine  
some — hood

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Draw a line to connect the word to the picture it matches.

Chatsworth's ears saved his life.

I can talk to Chatsworth about my ears.

I wonder if Liz thinks my ears are funny?

He makes me laugh about my ears.

Sometimes we go bike riding.



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Write the matching sentence under the picture.



Sam teases me.



Grandpa is my friend.



Chatsworth has big ears.

Chatsworth has big ears.  
Sam teases me.  
Grandpa is my friend.

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### Prefixes

Choose the correct prefix to complete the word in the sentence.

be\_ re\_ un\_ pre\_ dis\_

I have freckles **below** my eyes.

He can **remember** black and white TV.

I **pretend** I do not care.

I **dislike** my big ears.

I'm **unhappy** when he teases me.

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