

# Reading - Writing - Spelling

Complete and comprehensive reading skills instruction in:  
Phonics, Comprehension, Speaking, Spelling, Language, Writing, Character Building and Listening

## Level 2 - Story 5

# Biff and Chad and the Igloo

*Reading and Activities Workbook*



**Phonetic Elements**  
**Beginning and Ending /ch/**

This book belongs to:

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

I started this book on (date): \_\_\_\_\_

I finished this book on (date): \_\_\_\_\_



Enabling Children To Master Their Reading  
Potential Through a Sequential, Comprehension  
and Phonetically Oriented Program

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## What You'll Learn in Level 2

Story Title	Phonetic Elements	Main Idea or Value Theme
1. Where Are the Tags?	/wh, ph/	Awareness of Laws That Protect Pets
2. The Big Surprise	Voiced /th/	I Will Be Especially Thoughtful of the Ill
3. Pretty Beth	Unvoiced /th/	I Will Think Before I Make a Foolish Decision
4. What Is a Singular and Plural?	Voiced and Unvoiced /th/	Everyone Needs One Special Friend
5. Biff and Chad and the Igloo	Beginning and Ending /ch/	Sometimes Plans Don't Turn Out As Anticipated, But Can Be Enjoyed Anyway
6. Who Shot Shep?	Beginning /sh/	I Will Think Before I Act and Will Take Responsibility For My Actions
7. Cash In the Ash Can	Ending /sh/	I Will Help Policemen and Know How to Get Help In Emergencies
8. Polly Patches	/atch, alk/	I Will Be a Friend and Find Ways to Help Those Less Fortunate
9. The Witch That Shivered	/itch, atch, otch/	I Know Older Family Members Have Their Friends and I Can't Always Tag Along
10. Mr. King and His Gang	ing, ang, ong, ung ink, ank, onk, unk	I Will Appreciate the Adult and Senior Citizen Leaders Who Help Me

## How I Can Become a Fluent Reader

Your fluency is increased in each story.

Every page in each story that appears on the monitor is also printed in this Reading and Activities Workbook.

It's more fun to read if you are "fluent." What does being fluent mean? It means several things:

Ask yourself the questions below. Each question is a part of being fluent.

- 1. Is my voice *loud enough* for my audience to hear?**
- 2. Do I *know the words* in the story automatically by sight?**
- 3. Am I *slowed down by having to sound out* too many words?**
- 4. Am I able to *think mostly about the meaning* or plot of the story and not so much about just knowing the words?**
- 5. Do I *use phrases* or group my words together?**
- 6. Do I *read like the characters* in the story might talk?**
- 7. Am I able to *emphasize certain important words* to help my audience understand what I am reading?**
- 8. Can I *spell and write* many of the words in the story?**
- 9. Can I *talk about and answer questions* about the story?**

Being a fluent reader is very much like being an actor or an actress. Actors must be able to read the part of the character they are playing.

All the stories in CompuRead lead you into fluency.

The gray numbering to the left of the stories text is accumulated per page.

**Teacher  
Note**

The student covers the answers before he answers them. After the student answers the questions, allow him to see and discuss the answers to feel confident in his ability to answer correctly. The immediate answers prevents the child from practicing error.

# Fluency Reading Chart

This chart lets you know if you are as fluent as you should be. An adult can time you with a stopwatch for one minute. If you make the following errors, your score will be one word less per minute for each error.

Error Reason	Code
Not knowing the word. After two seconds the teacher must <b>tell</b> you.	T
Saying the <b>wrong word</b> for the word in the story as "quite" for "quiet."	W
Saying the word backwards or <b>reversing</b> it, as in "was" and "saw."	R
Leaving a <b>word out</b> .	O
<b>Pronouncing</b> the word wrong as "overhalls" for "overalls." If you correct yourself, it does not count as an error.	P

**How to Compute your Words Per Minute:** In the story text, find the numbers of words per minute (WPM) you've read printed in the left margin. In the column on the left, color in under the date column, the number of words you can read in one minute. Continue practicing your reading and coloring in the column the number of words per minute.

## How You Will Enjoy Reading in Any Book

**Independent Level:** You will enjoy reading in any book if you can read a page and know all the words but 2 or 3. You will enjoy the book with little help. That means you can read the book **all by yourself**.

**Instructional Level:** This is the level that you **learn from in your classroom**. If you know most of the words, except 5-7, you're doing well, but you will need more help.

**Frustration Level:** If you know all but 9 to 10 words per page, the book is too hard. You probably won't get much pleasure from it if you want to read by yourself. These books are fun for an **adult to read to you** and you follow along.

This paragraph will talk about the suggested words per minute for each grade level.

Level	Words Per Minute
1	30-60
2	70-100
3	80-120
4	90-140
5	110-150
6	110-160

WPM	Date
160	
150	
140	
130	
120	
110	
100	
90	
80	
70	
60	
50	
40	
30	
20	
10	

# 1. Main Idea or Value Theme

Sometimes plans  
don't turn out as  
anticipated, but can  
be enjoyed anyway.



## 2. Prestory Background

### **Biff and Chad and the Igloo**

As you read Biff and Chad and the Igloo, think about how working together helped Biff and Chad share the disappointment of the fallen igloo? Can every project you do be perfect? Can failure help us learn so we can have success the next time we try? What do you think their parents will say when they see the fallen igloo?

Biff and Chad turned their computer off. “I wish we knew how to build an igloo like it says on the Internet,” Chad said. To his father. “Why haven’t we ever gone fishing or hunting in the winter?”

“We did when you were younger. You boys even helped me build an igloo,” said their father.

“You learned real fast, chimed in their mother.”

“You learn well in school, too.” Modern Eskimo boys don’t have to know how to build an igloo. They don’t need to spend weeks in the wilderness hunting polar bears and caribou for their warm skins. Your father and I fished and hunted for a living and our parents did too. There are fishing and hunting limits now.”

“But we want to learn how! Please show us again!”

“When January comes and the weather is cold enough— yes, we’ll go.” Read up on how it’s done. We don’t want to dig out of a ton of ice blocks,” he laughed.

The months passed and Biff and Chad found themselves in the wilderness chopping blocks of ice.



A friend of their father had gone on before and built a big igloo.

Their father and mother and his friend measured and placed the blocks in exactly the right places. They has even borrowed dogs to help pull the heavy blocks to the building site.

They built their igloo by a hill to help protect it from the cold winds.

“You boys have the knack for building an igloo,” said father after several layers of blocks had been laid. I think I’ll go back to the big igloo and visit while you finish.”

Biff and Chad found lifting the heavy blocks and placing them was very hard work. “But won’t it be fun when we finish and can sleep in it tonight. It’s cold now but when it’s done it will be warm enough. Maybe dad and mom will want to sleep with us and make it even warmer.

The moisture from all our breaths and the heat from our bodies will form a coat of ice all around the inside of the igloo.

“We don’t want it to get too warm or it will melt,” advised Biff.

“When we finish, dad said to pack snow in between the blocks of ice. He said we don’t want it to get any warmer than 61 degrees,” said Biff to let Chad know he knew about such scientific words.

Dad said snow is a very good insulator. If there is a howling storm outside, you can’t hear a thing.”

The boys tried very hard to fill in the roof. Their full thought was to keep the roof from falling in. No attention was paid to the dogs.

Suddenly, the igloo came crashing down.  
“Where are the dogs! Are they in there?”

Are they buried under all those blocks of ice?”

Dad and mom said nothing about the fallen igloo. “We’ll come next summer and see where the two igloos were built,” as he patted the shoulders of his two sons. “Igloos are not to live in for a long time. I’m so proud of you boys that you worked together. We’ll build another igloo next winter.”

**3. Listening to the Story Narrated w/o Interruption****Biff and Chad and the Igloo**

8 “See Chad, Mother and Father have built this  
10 big igloo.

19 They let us help. We helped quite a bit.

29 You and I have an igloo, too. We can have  
35 much fun in it,” laughed Biff.

44 “Yes, Biff, we can sit and chat and have  
54 lunch. We will build just a little igloo. We’ll not  
57 chill,” said Chad.

66 “Mother and Father have taught us to build an  
67 igloo.”

**Questions for Biff and Chad and the Igloo**

1. Literal-S-20-What — What did Biff and Chad want?

2. Literal-S-28-Key Word — How did Biff and Chad learn how to build an igloo?

1. (They wanted to build an igloo on their own.)

2. (Their parents taught them.)

## Questions for Biff and Chad and the Igloo

1. Literal-S-2 | -Where — Chad chose to build the igloo under a hill because...

2. Observation-P-4-Visual Directions — Where is Chad's hand pointing? Which arm is in the air?

3. Inference-S-2-Predicting Outcomes — Why do you think the boys will try to build a good igloo?

- 1. (There was a lot of ice and it would protect it from the wind.)
- 2. (He is pointing with his left arm toward the hill where the ice is.)
- 3. (They very likely want to please their parents. They also want to have an igloo of their own.)

51 Biff and Chad and the dogs went out of the  
25 big igloo.

37 “This will not be just any igloo. It will be the  
47 best.

48 “We can't have this igloo just anywhere.

58 “I thought we could have the igloo under this  
62 little hill.



10 “There is a lot of ice. There are many chunks  
19 of ice here to chip and chop,” said Chad.

28 “We will do a very thorough job,” laughed Biff.

39 “Biff, I will chop the ice if you will chip it.

53 “I will get a big ax to chop it. You get a little ax  
65 to chip the small bits of ice so they will fit. Once  
75 we are done we can fit the ice blocks,” said  
76 Chad.

86 Chip, chop, chip, chop. It was such fun to chop  
90 and chip and chat.

## Questions for Biff and Chad and the Igloo

1. Critical-S-2-Fact or Opinion — Does the story say for a fact that Chad will chop the ice?

2. Literal-S-28-Key Words — Which ax will chop and which chip?

1. (Yes, Chad will chop the ice and Biff will chip it.)

2. (Chad was to use the big ax and Biff used the little ax to chip small pieces of ice.)

2 “See Chad”,  
7 yelled Biff, “I hit my  
12 chin a little bit with  
17 my ax. But I think  
21 my chin is OK.”

24 “Let me check  
27 your chin,” said  
30 Chad. Chad could

41 see at once that Biff’s chin was just a little bit  
42 injured.

52 “I’ll go to the big igloo and get something from  
58 Mother’s box to put on it.”

67 “No, no,” said Biff. “Let’s get done with the  
68 igloo.”

76 “Well, you sit down here. You can’t do  
84 anything much with an injured chin,” said Chad.





## Questions for Biff and Chad and the Igloo

1. Literal-S-20-How — How did Biff hurt his chin?
2. Literal-S-30-Problem Solving — What two ways did Chad think would solve Biff's problem?
3. Inference-S-1-Drawing Conclusions — What do you think Biff is really feeling when he says, "But my chin is OK."
4. Interpretation-P-2-Drawing Conclusions — How do we know by the picture that Biff is hurting?
5. What was Chad's opinion about the hurt chin?
  1. (Biff hit his chin with an ax.)
  2. (Chad wanted to go to the big igloo and get something to put on Biff's chin. He also thought if Biff sat down, it may help his chin.)
  3. (He probably wanted to appear brave.)
  4. (His face is sad and it looks painful.)
  5. (Not badly injured.)

1 “Come  
2 here,  
4 Chapper!  
5 Come here,  
6 Chumchum.  
9 There is such



20 a lot of ice to pull to the igloo,” said Chad.  
28 Chapper and Chumchum, two sled dogs, ran to  
37 the igloo to help Chad. “Mush, mush,” he said,  
43 as the dogs pulled the ice.  
54 Chop, chip. It was not much fun for Biff to see  
58 the igloo get big.  
68 “The igloo is big enough to build the top,” yelled  
69 Chad.  
79 Biff yelled back to Chad. “I can see it’s big  
93 enough to set the top on. I think I will chill if I can’t  
97 get up and help.”

## Questions for Biff and Chad and the Igloo

1. Literal-S-30-Problem Solving — How did Chad solve the problem of pulling the ice blocks?
2. Inference-S-1-Drawing Conclusions — Does Biff want to rest and watch?
  1. (He put them on the sled and had the dogs pull them.)
  2. (No, he sat there because Chad told him to, but he would rather be up helping.)

11 “I thought it would be OK for you to sit here,”  
13 said Chad.

23 “I thought it would be too, but I am getting  
34 chilly. I want to help. I am no help just sitting  
37 here,” said Biff.

45 “Is your chin a little better?” said Chad.

55 “I rubbed some ice on my chin and it doesn’t  
65 hurt anymore,” said Biff. “I will help you put the  
72 top on. I’ll be a little help.”

81 Biff and Chad slipped and slipped on the slick  
83 icy igloo.

93 At last they got to the top of the igloo.

## Questions for Biff and Chad and the Igloo

1. Inference-S-6-Cause/Effect — What happened when Biff sat still?
2. Inference-S-1-Drawing Conclusions — Did the boys finish their work?
  1. (Without his body moving and working, he began to chill.)
  2. (Yes, they put the top on the igloo. They thought they had done it right.)



3 “See, we are  
6 done. We can  
10 sit and rest here  
13 in the igloo.”

15 “We have  
18 done a very  
27 thorough job. We can have the lunch Mother got  
31 for us,” said Biff.

42 “I had better go down to the big igloo and get  
53 something to put on your chin. I will get some thick  
61 rugs for us to sit on,” said Chad.

68 Chad ran down to the big igloo.

77 “I’ll stand here until you come back,” said Biff.

83 Crack, crack, crack, thump, thump, smash.

7 “Chad, Chad. Come back,” yelled Biff. “The  
10 top fell in!”

15 Chad ran back to Biff.

25 “Did you see the dogs come out of the igloo?”  
27 yelled Chad.

37 “We will have to dig them out. These blocks of  
47 ice are much too big. The ice would injure them.  
56 I can’t see the dogs,” yelled Biff. “Where are  
67 they? Did they get out? I can’t see or hear any  
70 dogs in here!”

## Questions for Biff and Chad and the Igloo

1. Inference-S-1-Drawing Conclusions — Does the story tell why they didn't seek help when Biff first got hurt?

2. Literal-S-24-Details — What from the big igloo will help the little igloo to be warm?

3. Inference-S-2-Predicting Outcomes — Why do you think Biff and Chad didn't run to the big igloo to get something for Biff's chin?

4. Inference-S-2-Predicting Outcomes — What other clue should Biff and Chad have watched for besides hoping to see the dogs?

1. (Biff didn't want to get help. He wanted to finish the igloo.)
2. (The rugs and the heat from the dogs' bodies help to warm the igloo.)
3. (They wanted to finish the igloo. They didn't think the injury was very serious.)
4. (ice cracking, ice settling, etc.)



10 Biff and Chad ran through the ice to find the  
18 dogs. Biff and Chad yelled, “Come here Chum-  
23 chum! Come here Chumchum! Come here  
28 Chapper! Come Chapper!” Chumchum and  
31 Chapper didn’t come.

38 “My chin hurts very much!” said Biff.

48 “We had better go to the big igloo,” said Chad.

57 “We will put something on it. Mother’s box is  
66 there. The dogs will find us if they can.”



## Questions for Biff and Chad and the Igloo

1. Literal-S-20-Why — Why did Biff and Chad finally decide to go to the big igloo?

2. Literal-S-26-Own Words — From your experience, do you know what is in Mother's box?

1. (Biff's chin began to hurt worse.)

2. (Most people carry a first aid box when they are away from medical help. Both Biff and Chad knew this.)

7 Chumchum and Chapper had slipped into the  
9 big igloo.

17 How happy they were to find the dogs.

29 “I will sit by my dog. You can sit by your dog.

39 We will not chill. Then you can fix my chin,”

41 said Biff.

50 “This big igloo is so much better. Mother and  
58 Father will help us fix the little igloo.

66 “We have thick rugs made from animal skins  
71 and dogs here,” said Chad.

73 “And this  
77 igloo has a top  
80 on it,” laughed  
81 Biff.



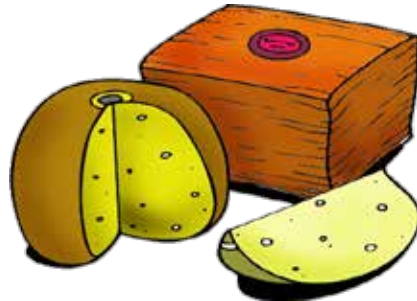
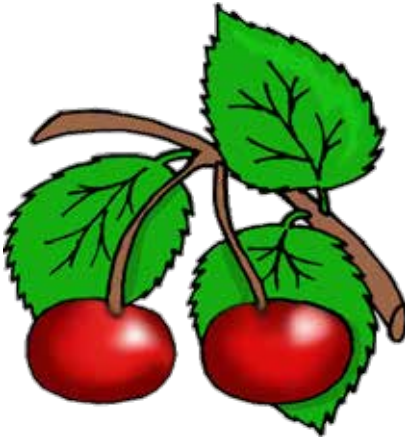
## Questions for Biff and Chad and the Igloo

1. Literal-S-20-How — How will Biff and Chad keep warm in the big igloo?
2. Inference-S-2-Predicting Outcomes — How do you think Biff and Chad may attempt to build another igloo?
3. Interpretation-P-2-Drawing Conclusions — Why did the artist draw the igloo showing some of the blocks of ice gone?
  1. (The rugs help warm it and also the heat from the dogs' bodies. Their parkas and own heat help. The little stove burns seal oil or oil from other animals.)
  2. (Their parents will help them.)
  3. (The artist wanted to show how an igloo looks inside and outside, how the igloo is heated, and how big an igloo is and that dogs help heat it also.)

## 4. Phonics, Writing and Spelling

### Listening to My Own Voice

Say /ch/ with mouth and tongue: Place your tongue on the gum behind your teeth and say choo, choo, chocolate, chest, cheese, chief, watch, switch.



## Auditory Recognition - The /ch/ Sound

Listen for the /ch/ sound in these sentences. Try to say them yourself.

1. Chili and cheese sounds like a cheerful party choice.
2. Children churn the chilly chocolate ice cream.
3. Eating cherries for lunch gets much cherry juice on your chin.
4. Check the chains on the chestnut chopper.
5. The chiefs throw chunks of chum.
6. Charles checked the charcoal under the roasting chestnuts.
7. The charming child chipped too much chocolate for chips.
8. Chad chops chips.
9. Check the chicks, chum.

## Sound Sentences for Letter 'ch' and 'Ch'

### Sound Sentences to Read

ch in much says /ch/

Ch in much says /ch/.

### Sound Sentences to Write

ch in much says ch

Ch in much says ch.

### Blends to Sound, Read and Write

mu

ch

mu

ch

## Words to Read, Spell and Write

Beginning /ch/		Ending /ch/
chat	chill	much
chunk	chills	such
chunks	chilly	lunch
check	chug	French
chick	chip	pinch
chum	chin	church
Chad	chop	

Time:20 Secs.						
Errors:						



## Ch Words

Biff and Chad and their parents repaired the igloo. They want to live in it for a short time before they return to town. A game they played while inside the igloo is to say all the words they know that have the /ch/sound.

Say the words they said.

chins	checks	chicks	chills
chum	chips	chats	chunks
lunch	cheer	chart	cheat
chirp	choice	teach	launch

Time:15 Secs.						
Errors:						



chain	chair	chalk	champ
change	chapter	charcoal	charge
charm	chase	cheap	check
cheek	cheep	cheerful	cheese
cherry	chess	chest	chew
chewing	chick	chicken	chief
child	children	chilly	chilli
chime	chimney	chip	chirp
choke	choose	chose	chore
chubby	chuckle	church	
checkerboard		chimpanzee	
chocolate		chopsticks	

Time:43 Secs.						
Errors:						

## Consonant Ending Rule

When the word ends with a consonant, add another consonant, then write the ending, like the words below.

### Double Consonant Words

slipped sitting getting

### Double Consonant Words

anywhere anything anymore  
something themselves

### Consonant Blends

/st/ in best, just, stop

## Spelling Sentences to Write

Read and trace the sentences. Cover them and try to remember the sentences without looking back.

1. Biff and Chad had much to check.

Biff and Chad had

much to check.

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2. When you do not chip and chop, you chill.

When you do not chip  
and chop, you chill.



3. The beautiful church was on a hill.



The

beautiful

church was on a hill.

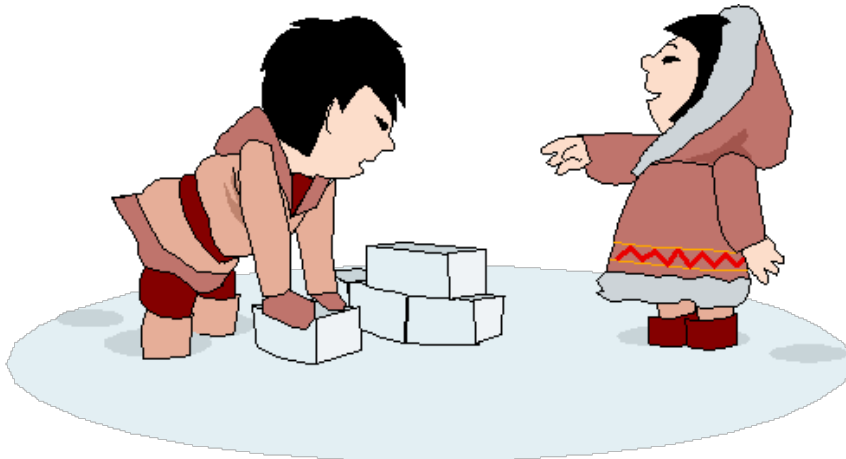
4. We had chicken for lunch in an igloo.

We had chicken for

lunch in an igloo.

5. It is fun to chip and chat in the chilly air.

It is fun to chip and  
chat in the chilly air.





6. It hurts when a chunk of ice hits you.

It hurts when a chunk

of ice hits you.

## 5. Fiction and Nonfiction Writing

### Writing Genres

#### Teacher Note

See the CompuRead Teacher's Manual for detailed explanation of fiction and nonfiction writing. See also Story Mapping to further explain the elements of fiction writing.

The post story activities include Fiction/Nonfiction writing and art. "Story starter" ideas and a "character rhyme" are available to assist the child in his writing efforts. Synonyms are given to increase vocabulary.

Each story has been written and labeled around its own genre. Those genres are:

- |                            |                             |
|----------------------------|-----------------------------|
| 1) Fantasy/Science Fiction | 6) Animal Stories and Tales |
| 2) Historical Fiction      | 7) Mystery                  |
| 3) Myths and Legends       | 8) Realistic Fiction        |
| 4) Folk Tales              | 9) Nonfiction               |
| 5) Poetry                  |                             |

## Fiction and Nonfiction Writing

Story Title: Biff and Chad and the Igloo.

Main Idea: Plans Don't Turn Out always as Anticipated

Genre: Realistic Fiction

### Character Rhyme

Try many times till it comes out right  
You might just have to put up a fight



## Possible Situations For Story Starters

Have you ever worked as hard as Biff and Chad to build something? What did you do when something you worked hard for was not as good as you had hoped? We all want our projects to be successful. To not lose hope or cry or be angry when something doesn't turn out right is an important sign you are growing up.

## Synonyms

Here are some synonyms for plans: scheme, design, sketch, device, map, project, undertaking, plot, model, action, method

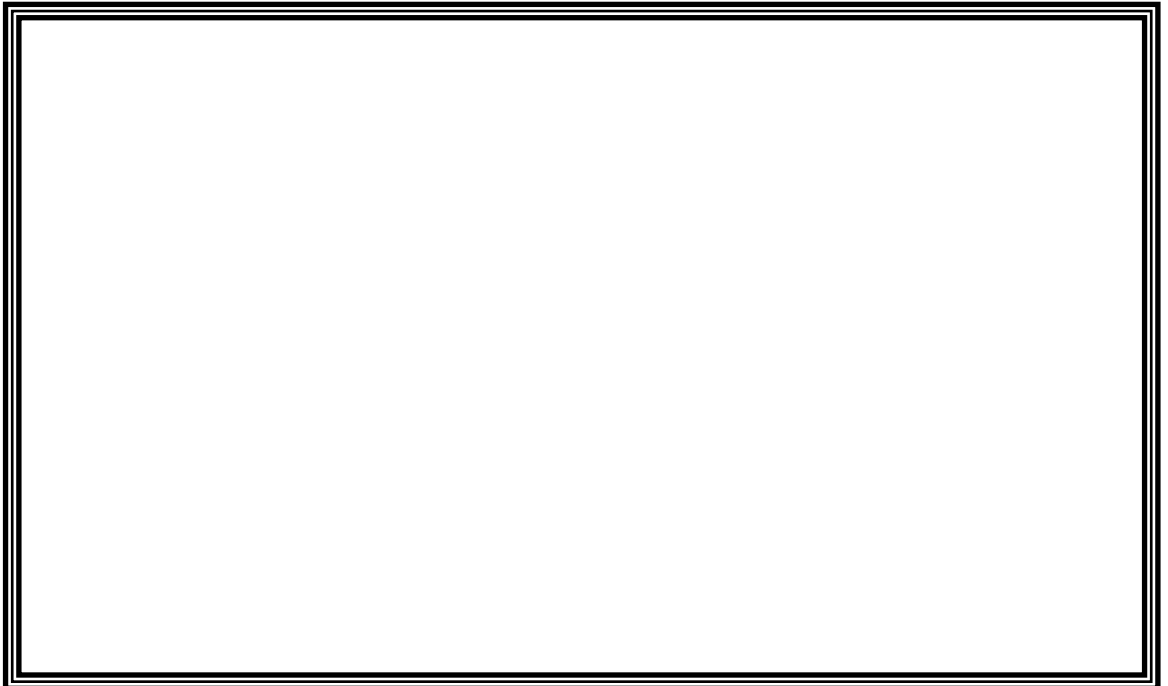
## Picture and Story

Start your story below and continue on the next page.

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Draw Your Picture Below



## 6. Vocabulary and Expressive Speaking

### How Words are Alike

Think of all the possible ways these words are alike. I will get your thinking started then you can think of more possibilities.

This is not an easy lesson. You may not think of all the possibilities today, but you might think of some even next week or next month.

Ask your parents and friends for more words that seem impossible to find how they are alike. Finding ways is brainy fun.

deck, box ...both made of  
wood

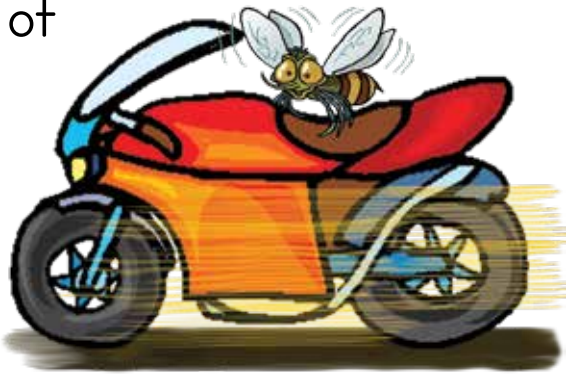
motorcycle, bee ...both  
go fast

bath, truck ...both need  
to be turned on and off

ax, ox ...both do hard work

chat, chill ...both done by humans

sled, lap ...both can be sat on



## Answers to How Words are Alike

**deck, box...** both made of wood, both burn, both made of many pieces, both can be painted, both can be used to build something else...

**motorcycle, bee...** both go fast, both make noise as they travel, both carry something (people, pollen)...

**bath, truck...** both need to be turned on and off, both could be hot, both have short vowel sounds...

**ax, ox...** both do hard work, both used in old times, both end in x, both have short vowels...

**chat, chill...** both done by humans, both can be done at the same time, both start with /ch/, both have a short vowel sound...

**sled, lap...** both can be sat on, both can be slid from, both have short vowel sounds, both can be slanted...

**igloo, quilt,** both can be warm, both made of many pieces, both made by hand, both have a short vowel sound, both keep out the cold...

## Inference Clues

Listen to this little story about Biff and Chad. Can you tell from listening when Biff and Chad were happy, busy and warm?

Find the sentences that tell you they were: happy, busy or warm.

Biff and Chad did not have time to get into trouble. They worked very hard to chip and chop the blocks for their igloo. They needed to haul the blocks up the hill to the igloo. Their cheeks were pink and their parkas kept the cold winter chill from reaching them.

(happy), (busy, warm), (busy), (warm)



## Cause and Effect - Because

Read each sentence and choose the best ending below in the story of Biff and Chad and the Igloo. Talk about why which ending is best.

- |  |   |
|--|---|
| 1. Chad asked Biff to sit down because...        | ___ it was not good to sit and chill                  |
| 2. Biff wanted to help on the igloo because...   | ___ Biff had to have something on his chin.           |
| 3. Chad had the dogs help because...             | ___ Biff's chin was hurt ___ of the rug and the dogs. |
| 4. Biff and Chad ran to the big igloo because... | ___ ice had to come to the igloo.                     |
| 5. Biff and Chad are warm because...             |   |

1. Biff's chin was hurt
2. it was not good to sit and chill.
3. ice had to come to the igloo.
4. Biff had to have something on his chin.
5. of the rug and the dogs.

## Tricky Sight Words That Are Almost the Same

done	down	how	out
taught	thorough	thought	laugh
enough	any	one	once
ice	build	built	until
igloo	too	OK	
goes	does		

Biff: "What's the difference between the North Pole and the South Pole?"

Chad: "A whole world of difference."



## Vocabulary Test Practice - Complete a Story

Read the little story. Each number in the story has a list of words beneath with that same number. Choose one word to complete the meaning. Hint: This test asks for a word A, B, C or D listed behind the number. Be sure the first word you choose makes sense with the second word. Read all the story before you choose.

Biff and Chad had to use their 1. \_\_\_\_\_ to keep warm.  
They 2. \_\_\_\_\_ them together.

1. A. feet

B. hands

C. head

D. toes

2. A. knocked

B. held

C. rubbed

D. pushed

Biff 3. \_\_\_\_\_ his chin with ice. He should  
have had help 4. \_\_\_\_\_.

3. A. bit

B. hurt

C. slapped

D. rubbed

4. A. tomorrow

B. yesterday

C. happy

D. quickly

Biff and Chad didn't have a 5. \_\_\_\_\_ in the igloo.  
They didn't miss the 6. \_\_\_\_\_ one little bit.

5. A. stove  
B. box  
C. chair  
D. T.V.

6. A. book  
B. toy  
C. warmth  
D. pages

It was 7. \_\_\_\_\_ when the igloo fell in. The 8. \_\_\_\_\_  
made Biff and Chad's ears ache.

7. A. cold  
B. noisy  
C. warm  
D. good

8. A. air  
B. cold  
C. sound  
D. wind

Biff and Chad and their parents played 9. \_\_\_\_\_ games in the igloo. They 10. \_\_\_\_\_ they were going to many places.

- |            |               |
|------------|---------------|
| 9. A. ball | 10. A. wanted |
| B. T.V.    | B. heard      |
| C. little  | C. imagined   |
| D. travel  | D. happy      |

The 11. \_\_\_\_\_ inside an igloo never gets very warm. Animal skins on the people inside are 12. \_\_\_\_\_

- |                |                  |
|----------------|------------------|
| 11. A. walls   | 12. A. necessary |
| B. food        | B. planned       |
| C. clothes     | C. good          |
| D. temperature | D. hungry        |

Most Eskimos now | 3. \_\_\_\_\_ in Alaskan towns.  
They must live there to | 4. \_\_\_\_\_

- | 3. A. shop  
B. fish  
C. live  
D. hunt

- | 4. A. play  
B. survive  
C. watch T.V.  
D. ride

## Vocabulary Test Practice - Complete a Story

Fill in one of the A, B, C, or D circles with the correct answer. The circles on your answer sheet must be darkened completely so the computer can score them. Hint: Be very sure both words you choose make the little story complete. Test every word to make sure the words go together to make the best sense. This is commonly called a "Bubble Test."

- |                    |                     |                     |                     |                     |
|--------------------|---------------------|---------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 9. (A) (B) (C) (D)  | 17. (A) (B) (C) (D) | 25. (A) (B) (C) (D) | 33. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 10. (A) (B) (C) (D) | 18. (A) (B) (C) (D) | 26. (A) (B) (C) (D) | 34. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 11. (A) (B) (C) (D) | 19. (A) (B) (C) (D) | 27. (A) (B) (C) (D) | 35. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 12. (A) (B) (C) (D) | 20. (A) (B) (C) (D) | 28. (A) (B) (C) (D) | 36. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 13. (A) (B) (C) (D) | 21. (A) (B) (C) (D) | 29. (A) (B) (C) (D) | 37. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 14. (A) (B) (C) (D) | 22. (A) (B) (C) (D) | 30. (A) (B) (C) (D) | 38. (A) (B) (C) (D) |
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| 8. (A) (B) (C) (D) | 16. (A) (B) (C) (D) | 24. (A) (B) (C) (D) | 32. (A) (B) (C) (D) | 40. (A) (B) (C) (D) |

## Answers to Vocabulary Test Practice - Complete a Story

- |                    |                     |                     |                     |                     |
|--------------------|---------------------|---------------------|---------------------|---------------------|
| 1. (A) (●) (C) (D) | 9. (A) (B) (●) (D)  | 17. (A) (B) (C) (D) | 25. (A) (B) (C) (D) | 33. (A) (B) (C) (D) |
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## Phrases

can have an igloo	possess a small hut made of ice
have fun in the igloo	be joyful and happy in a hut made of ice
can sit and chat	can rest and talk in a friendly way
will not chill	not be unpleasantly cold
big enough to sit in	large enough to rest comfortably in the interior
check on it	examine an object
get an ax	obtain a tool for chopping wood or ice
hit my chin	make hard contact with the front of the lower jaw



OK to check it	approved to examine it
have taught us to build	have instructed Biff and Chad to construct
do a very thorough job	intend to do a meticulous task

## Quickie Questions

1. Spell the sound of /ch/.
2. Where does your tongue go when you say /ch/?
3. Write 'much' in the air. What two letters end 'much'?
4. Sound the vowel sound in much?
5. Can you think of other words that end in /ch/?

What was the first toy Biff and Chad rode?

An ice-cycle.



## 7. Science Background

### Eskimo People

Although most Eskimos now live and work in towns and cities, they still enjoy making igloos. Igloos or Eskimo houses are of two types, tents for summer that look much like Indian tepees and ice huts for winter. Their permanent homes are usually built of stones or wood like most houses.

During long winter journeys some groups of Eskimos still build temporary winter igloo houses. Children can play on top of an igloo built by a good builder.

Dogs often stay in the igloo at night. Their warm fur and heat from their bodies helps keep the people warm. It is also warmed by the burning of seal oil. At the present time only about 300 people, very old ones, know how to make this snow house. They want to pass that knowledge to their children and grandchildren.

Eskimos of years ago mainly fished. After catching the fish, it was dried and frozen. The seal was their most valuable sea resource.

With today's restrictions on hunting, the Eskimo people are told by law the number of animals they can kill.

The Eskimos of years ago, depended upon these animals for their food as well as food for their dogs. The animal skins were used to make their clothing and their summer igloos. These animal skins also provided warm rugs for the igloos. Clothing was the same for men and women. Today, the Eskimo people wear modern manufactured clothing.

## Quickie Questions

1. Can Eskimos build more than one type of house?
2. Can many people still build an igloo?
3. If you were an Eskimo child, which life would you like, the one in town learning in a modern school to get a job to earn money or the one who learned to hunt and fish for his food?

1 ....summer houses and winter houses of many things in their environment.)

2...no, only about 300)

## Science - Building an Igloo

Build an igloo of marshmallows, either big or small. Put it together on a cardboard or a platter if you work at home. Use icing between the marshmallows to hold them together if you plan to eat your igloo, or white glue if you don't. Notice how difficult it is to make your igloo slant, and hold up the dome of your igloo.



Eskimos don't use anything to hold the blocks of ice. They depend upon the blocks freezing together to act as mortar. As all builders know, they know exactly how much slant to place the blocks so they won't collapse.

Look in other books to see how people build their houses from the materials they have close at hand.

## 8. Story Mapping

Name of Story: Overall View of Story

Setting: Where the story takes place.

Problem: What the characters have to solve.

Goal: What the characters want to happen.

Events: What happens as characters try to reach the goal.

The End: How goal was reached and the problem was solved. Are the characters and readers satisfied with how the problem is solved?

### Story Mapping Helps

Name of Story: Biff and Chad and the Igloo.

Setting: The far North.

Problem: Two little kids trying to build a strong igloo.

Goal: To build an igloo like their parents taught them.

Events: They set out to build with blocks of ice, working very hard. Biff is hurt. Their igloo collapses. The dogs are lost. They go back to the big igloo. The dogs are there. They fix Biff's chin.

The End: Biff and Chad are warm and safe.

## **9. Home Fun**

### **Parent Insights**

Human nature being what it is, we know that listening is not constant, no matter how interesting the story. Your child will listen for about a minute then tune it out, very out. He looks alert, but his mind is sleeping. His eyes look like they are absorbing, but they are looking right through you. He then awakens to the lesson and listens again.

Constant review is necessary to get all the missed information into young minds.



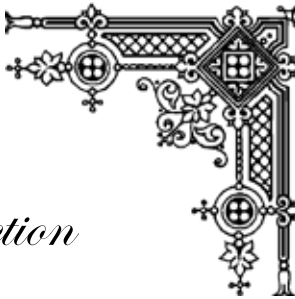

## Certificate of Completion



No.	Specific Skill or Action	✓
1	I will discuss with my parents the Background and Pre Story.	
2	I will cooperate with others.	
3	I can understand and 'get' a joke.	
4	I know where my tongue goes to make the /ch/ sound.	
5	I can enjoy a cartoon.	
6	I can follow and read the background and summary for Biff and Chad and the Igloo.	
7	I can follow and read with the narrator Biff and Chad and the Igloo.	
8	I can read with the narrator and answer questions about Igloos. _____. I can also answer questions about my family _____.	
9	I can say words beginning and ending with /ch/.	
10	I know the /ch/ Spelling Rule and write the /ch/ sound.	
11	I know Double Consonant words.	
12	I know Compound words.	
13	I know Sight words.	
14	I can sound and write tricky /ch/ words.	
15	I can read fluently all the Story Phrases and some High Vocabulary Phrases.	
16	I can read and write the Sound Sentence_____, answer the Quickie Questions_____.	
17	I can hear the /ch/ sound in sentences.	



18	I can read fluently Biff and Chad and the Igloo, and remember the questions.	
19	I can play a game with /ch/.	
20	I can read a little story and reason out Inference Clues.	
21	I can reason what happened Because.	
22	I can do Multiple Choice questions and practice taking a Bubble Test.	
23	I can discuss how words are alike.	
24	I can read, spell and write sentences.	
25	I can map Biff and Chad and the Igloo.	
26	I cooperated in helping to build an igloo at home.	
27	I can listen and know why I must constantly review.	



*It is with great pride and satisfaction  
that this*

*Certificate of Completion*

*is presented to* \_\_\_\_\_

*this* \_\_\_\_\_ *day of* \_\_\_\_\_ *20* \_\_\_\_\_.

*In recognition and accomplishment  
in the art of reading.*

*Signed*

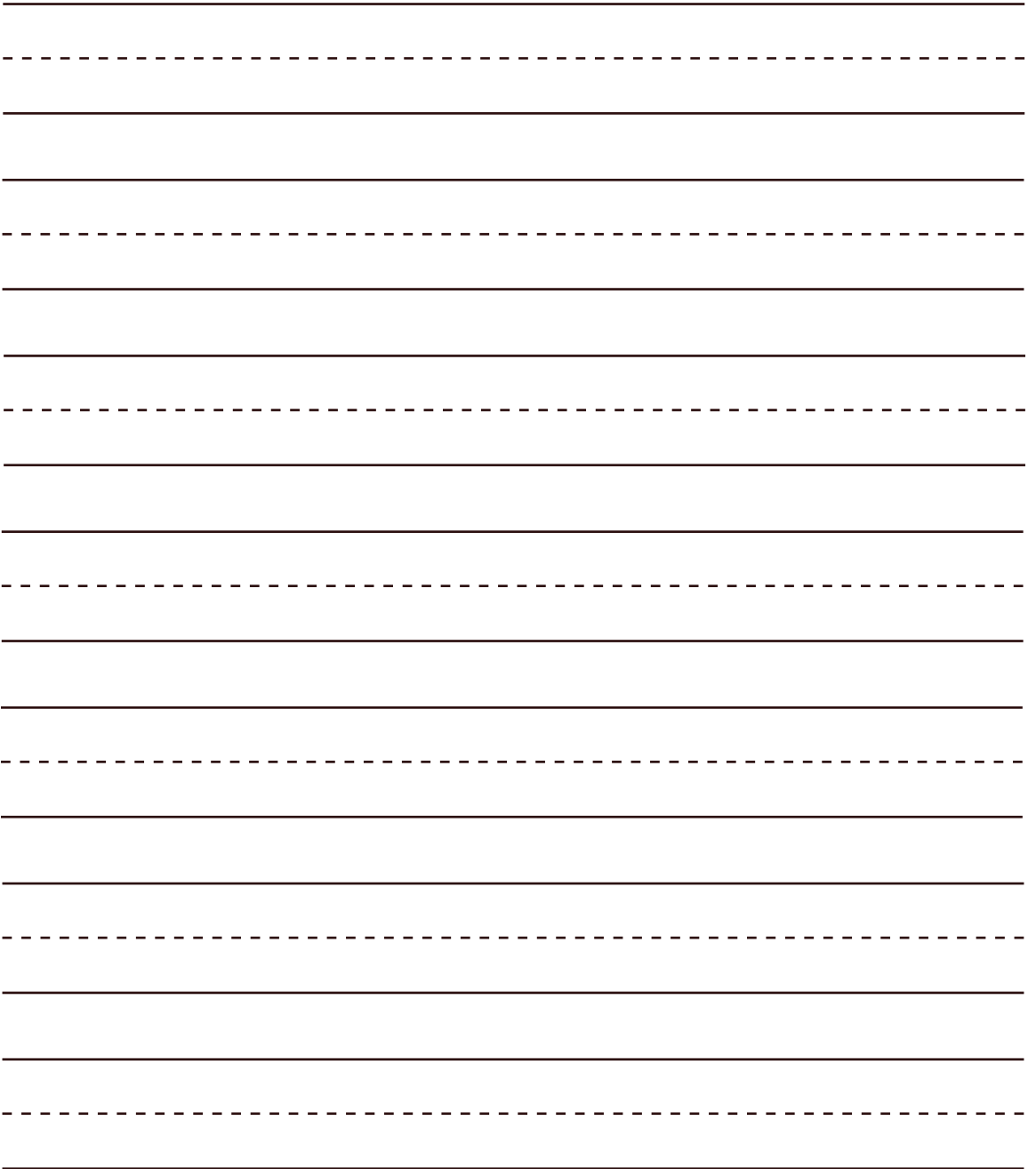
*Teacher* \_\_\_\_\_

*Student* \_\_\_\_\_

*School* \_\_\_\_\_



Practice your writing below



The page contains ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically, providing a structured space for practicing letter formation and alignment.

**Level 2 - Story 5 - Biff and Chad and the Igloo**, is one of a series of 68 Reading, Writing and Spelling Workbooks of ***The CompuRead Multisensory Reading Program***. This complete and extensive program is designed to teach the basics, logic and beauty of the English Language from Pre-K through the 6th grade.

***CompuRead*** provides beginning to advanced reading skills that's easy to teach and understand. It's presented systematically — skill-upon-skill. The complete program includes; audio narration, digital and printed wall charts and many other audio/visual instructional products.

Each story in the *Reading and Activities Workbook* is preceded by a Prestory Background which provides a detailed framework for in-depth comprehension of the controlled vocabulary story. This extensive introduction to each story presents background knowledge, thereby giving the student an excellent introduction to the story being studied.

***CompuRead*** can be effectively used with many types of students and abilities; the struggling learning disabled and or the gifted and fluent reader.

Each story in ***CompuRead*** presents vocabulary designed for the student's level of reading instruction. As the student progresses, step-by-step, through the ***CompuRead*** program, many new reading concepts are taught enabling the student to build upon previously learned concepts.

The major purposes of ***CompuRead*** are to...

- 1) reduce directional confusion
- 2) prepare young children to enter kindergarten successfully
- 3) sequentially present the English Language with as much continuity as it allows
- 4) assist parents in dyslexia prevention through early intervention
- 5) teach correct phonemic awareness, letter formation, listening and picture comprehension, speaking, spelling, language, writing and character building
- 6) plus many other critical reading skills necessary for today's modern classroom

***The CompuRead Program*** has been tested in many educational environments and has proven itself many times over in assisting students in learning to read.

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