

# JOURNEYS

## Practice Book Volume 1

Grade 2



**HOUGHTON MIFFLIN HARCOURT**  
School Publishers

FOUR  
Practice Book  
Volume 1

Credits

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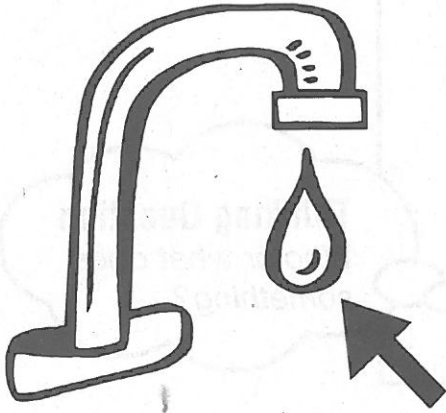
Name \_\_\_\_\_

Date \_\_\_\_\_

# Short Vowels *a, i*

Henry and Mudge  
Phonics: Short Vowels *a, i*

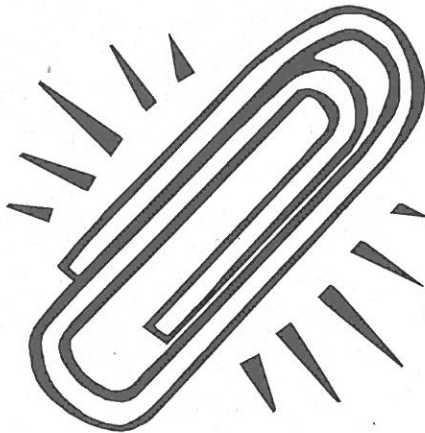
Read each word. Draw a line to the picture that it matches.



- 1. drag
- 2. drip



- 3. fist
- 4. fast



- 5. clip
- 6. clap



# Subjects

- A **sentence** tells a complete thought. It has a naming part and an action part.
- The **subject** is the naming part of a sentence.
- The subject tells who or what does or did something. The subject tells what the sentence is about.

**Children** play spy games.

**Thinking Question**  
*Who or what does something?*



**Draw a line under the naming part of the sentence.**

1. Jason sneaks around.
2. Kim looks through windows.
3. My brother writes in a notebook.
4. John reads spy books.



**Write the naming part from the box to finish each sentence.**

The cat	Jill
---------	------

5. \_\_\_\_\_ tells spy stories.
6. \_\_\_\_\_ purrs on her lap.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Short Vowels *a, i*

Henry and Mudge  
Phonics: Short Vowels *a, i*

Write labels on the groceries. Use words from the Word Bank.

Word Bank

milk

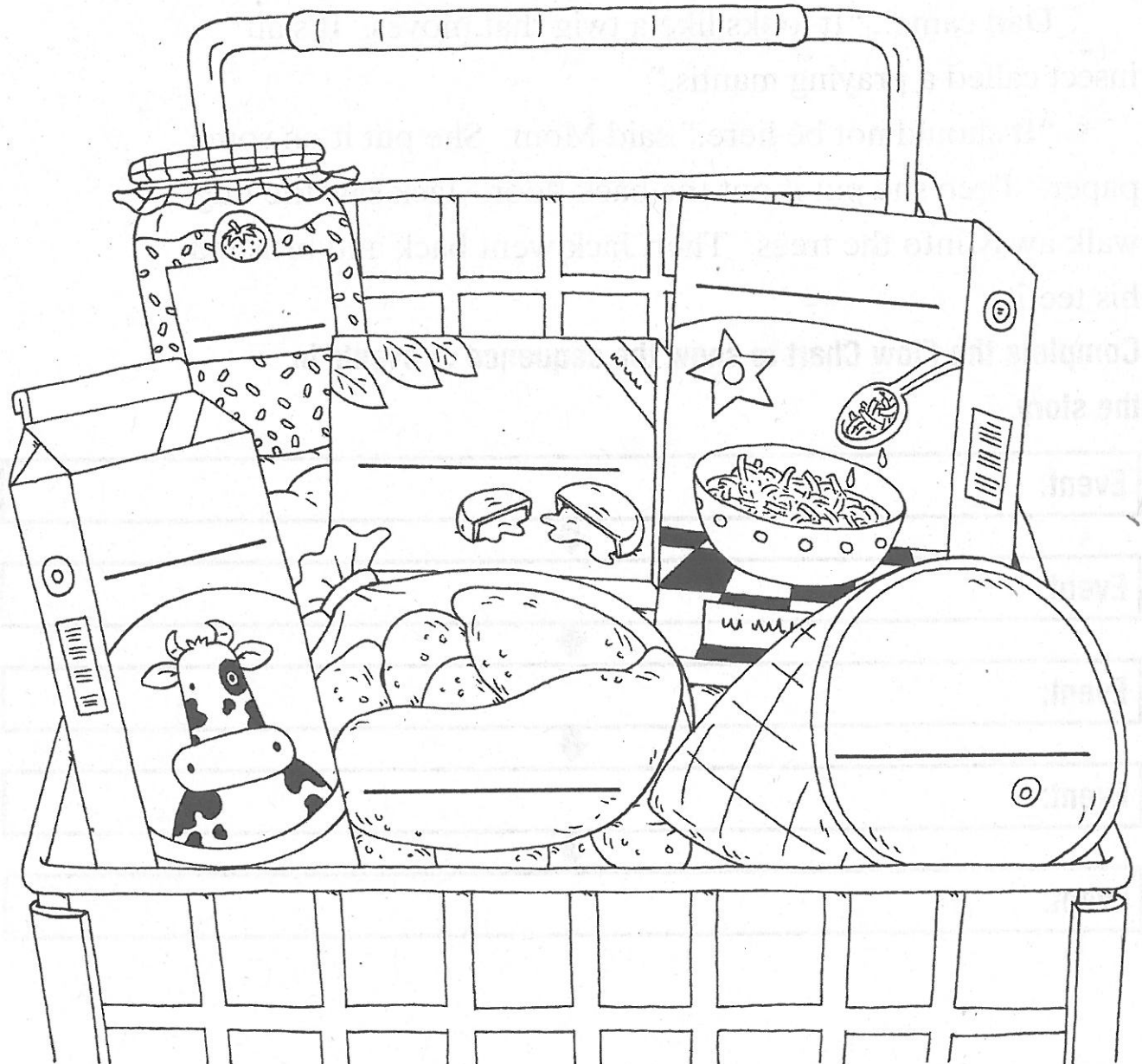
bran

mints

jam

yams

ham



# Sequence of Events

**Henry and Mudge**  
Introduce Comprehension:  
Sequence of Events

Read the selection below.

It was time to go to school. Jack was on his way to brush his teeth.

Then he saw it. A small green monster was on the bathroom door! Jack said, "Mom! Come here!"

Mom ran into the bathroom. "What is this?"

Dad came. "It looks like a twig that moves. It's an insect called a praying mantis."

"It should not be here," said Mom. She put it on some paper. Then she put it out the back door. Jack saw the bug walk away into the trees. Then Jack went back and brushed his teeth.

Complete the Flow Chart to show the sequence of events in the story.

Event:	
	↓
Event:	
	↓
Event:	
	↓
Event:	
	↓
Event:	



Name \_\_\_\_\_ Date \_\_\_\_\_

# Short Vowels *a, i*

**Henry and Mudge**  
Spelling: Short Vowels *a, i*



Sort the Spelling Words. Put words with short *a* in one column and words with short *i* in the other column.

**Short *a***

**Short *i***

1. \_\_\_\_\_

7. \_\_\_\_\_

2. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

9. \_\_\_\_\_

4. \_\_\_\_\_

10. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

**Spelling Words**

**Basic Words**

1. sad
2. dig
3. jam
4. glad
5. list
6. win
7. flat
8. if
9. fix
10. rip
11. kit
12. mask

**Review Words**

13. as
14. his

Write two more words that have the short *a* and short *i* sounds. Write the words on the lines.

**Short *a***

**Short *i***

15. \_\_\_\_\_

17. \_\_\_\_\_

16. \_\_\_\_\_

18. \_\_\_\_\_

# Predicates

- A **predicate** is the action part of a sentence.
- A predicate tells what the subject in a sentence does or did.
- The action part of a sentence uses words that show action.

David **hides** toys.

**Thinking Question**  
What does someone  
or something in the  
sentence do?



**Circle the word or words to finish each sentence.**

1. Sydney \_\_\_\_\_.

**looks for clues**      **for clues**

2. Tara \_\_\_\_\_.

**house**      **goes into the house**

3. The children \_\_\_\_\_.

**act like spies**      **spies**

4. The kids \_\_\_\_\_.

**clues**      **follow their clues**

5. Everyone \_\_\_\_\_.

**the toys**      **finds the toys**

Name \_\_\_\_\_

Date \_\_\_\_\_

# Focus Trait: Ideas

## Adding Details

**Henry and Mudge**

Writing: Write to Narrate

Without Details	With Details
Jackie's dog liked to play.	Jackie's dog liked to chase sticks and play catch.

Read each sentence without details added. Then rewrite the sentence, using the details in ( ).

1. The day was rainy. (with a cold wind)

\_\_\_\_\_

2. I took my dog for a walk. (in the park, Duke)

\_\_\_\_\_

3. I got dressed. (in boots, a raincoat, a big hat)

\_\_\_\_\_

4. We walked to a place. (near my school, in the park)

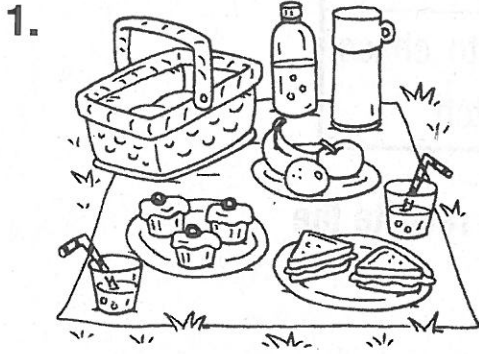
\_\_\_\_\_

5. Duke jumped. (big, into a mud puddle)

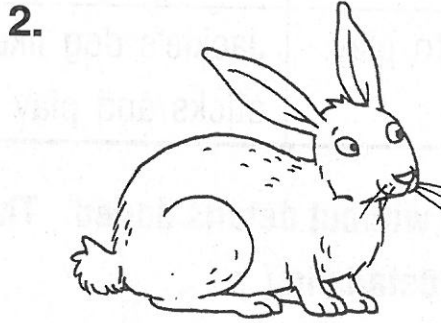
\_\_\_\_\_

# CVC Words

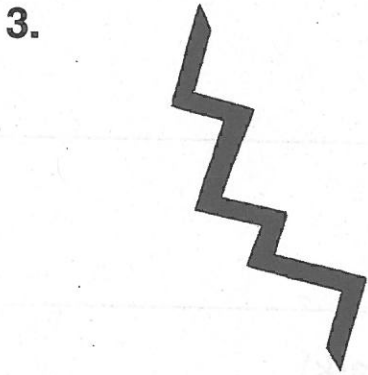
Finish writing the name of the picture. One syllable is written for you.



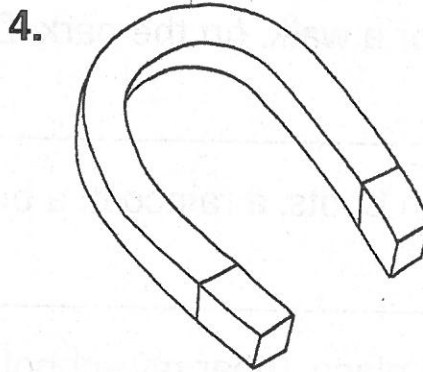
pic \_\_\_\_\_



\_\_\_\_\_ bit



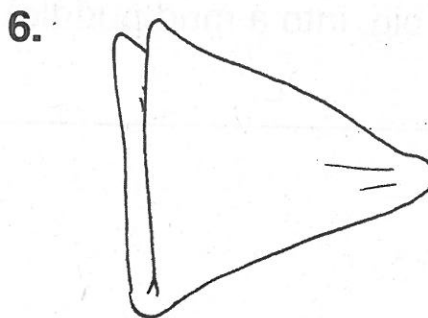
\_\_\_\_\_ zag



mag \_\_\_\_\_



ban \_\_\_\_\_



\_\_\_\_\_ kin

Name \_\_\_\_\_ Date \_\_\_\_\_

# Retell Events in Sequence

**Henry and Mudge**  
**Deepen Comprehension:**  
Retell Events in Sequence

Read the selection below.

Dad stopped the car in the forest. "It's too dark to find our cabin," he told José and Lila.

"Don't worry," said Lila. "We have our flashlights."

José and Lila pointed their flashlights at the trees. All at once, José saw something moving outside the window.

"Dad," said José, "lock the doors! It might be a bear!"

Just then a hand tapped at the car window. Lila and Dad saw a face in the dark.

"I saw your light," the man said. "Are you lost? I can help you find your cabin."

"Good thing we had our flashlights," said José. "They saved us!"

Answer the questions to retell important events in sequence.

Then work with a partner to complete a Flow Chart.

1. How do José and Lila help Dad find their cabin?

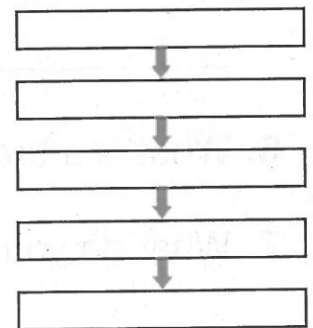
Support your answer with details. \_\_\_\_\_

\_\_\_\_\_

2. Who does José think is coming up to the car? Why

does he think this? Support your answer with details.

\_\_\_\_\_



# Short Vowels *a, i*



**Write the Spelling Word that answers each question.**

1. What do you put on bread? \_\_\_\_\_
2. What do you do with a shovel? \_\_\_\_\_
3. What do you wear to look like someone else?  
\_\_\_\_\_
4. What do all teams like to do? \_\_\_\_\_
5. What word tells that something belongs to a boy?  
\_\_\_\_\_
6. What is a tire with no air in it? \_\_\_\_\_
7. What do you write before you go to the store?  
\_\_\_\_\_
8. What do you do when something is broken? \_\_\_\_\_
9. What is a word that means *happy*? \_\_\_\_\_
10. What is a word that means *not happy*? \_\_\_\_\_

## Spelling Words

### Basic Words

1. sad
2. dig
3. jam
4. glad
5. list
6. win
7. flat
8. if
9. fix
10. rip
11. kit
12. mask

### Review Words

13. as
14. his

Name \_\_\_\_\_ Date \_\_\_\_\_

# What Is a Sentence?

**Henry and Mudge**  
Grammar: Subjects and  
Predicates



Write the subject to finish each sentence.

1. \_\_\_\_\_ writes a letter. (Mike, Hold)
2. \_\_\_\_\_ mails the letter. (Maddie, To)
3. \_\_\_\_\_ ask for a dog. (Hear, The children)
4. \_\_\_\_\_ has fun. (Everyone, Throw)



Circle the word or words to finish each sentence.

5. The puppies \_\_\_\_\_.

ran in circles

circles

6. Henry \_\_\_\_\_.

dog

found a dog

7. Mudge \_\_\_\_\_.

licked Henry

Henry

8. Everyone \_\_\_\_\_.

patted Mudge

patted

# Alphabetical Order

**Henry and Mudge**  
Vocabulary Strategies:  
Alphabetical Order

Put the words in the box in alphabetical order.

**Word Bank**

collars      straight      floppy      weighed  
big          drooled      dog          curly  
row          stood

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



Name \_\_\_\_\_ Date \_\_\_\_\_

# Proofread for Spelling

Henry and Mudge  
Spelling: Short Vowels a, i



## Spelling Words

### Basic Words

1. sad
2. dig
3. jam
4. glad
5. list
6. win
7. flat
8. if
9. fix
10. rip
11. kit
12. mask

Proofread the sign. Cross out the four misspelled words.  
Then write the correct spellings on the lines below.

### Welcome to Our Berry Patch!

We're glid to have you! You can pick your own.  
Buy our canning cit, and make your  
own jamm. Just ask iff you need help.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Change the first letter in each word to make a Basic Word.

5. mix \_\_\_\_\_
6. sip \_\_\_\_\_
7. slat \_\_\_\_\_
8. tin \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Contractions

Henry and Mudge  
Grammar: Spiral Review



Read each sentence. Write the contraction from the box for each underlined word.

He's    isn't    It's    can't    I'm    She's

1. He is a big dog.

\_\_\_\_\_

2. I am going to walk him.

\_\_\_\_\_

3. She is going with me.

\_\_\_\_\_

4. That dog is not as big.

\_\_\_\_\_

5. We cannot take too long on the walk.

\_\_\_\_\_

6. It is almost time for dinner!

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Sentence Fluency

**Henry and Mudge**  
Grammar: Connect to Writing

## Short Sentences

Pedro collected toys. Janie collected toys.

## New Sentence with Joined Subjects

Pedro and Janie collected toys.



Read each pair of sentences. Use *and* to join the two subjects. Write the new sentence.

1. Miguel wanted to help kids.  
Anna wanted to help kids.

---

2. Mom picked up toys.  
Dad picked up toys.

---

3. Tyler wrapped toys.  
Max wrapped toys.

---

4. Emma took the toys to the shelter.  
Jack took the toys to the shelter.

---

5. The children clapped.  
The parents clapped.

---

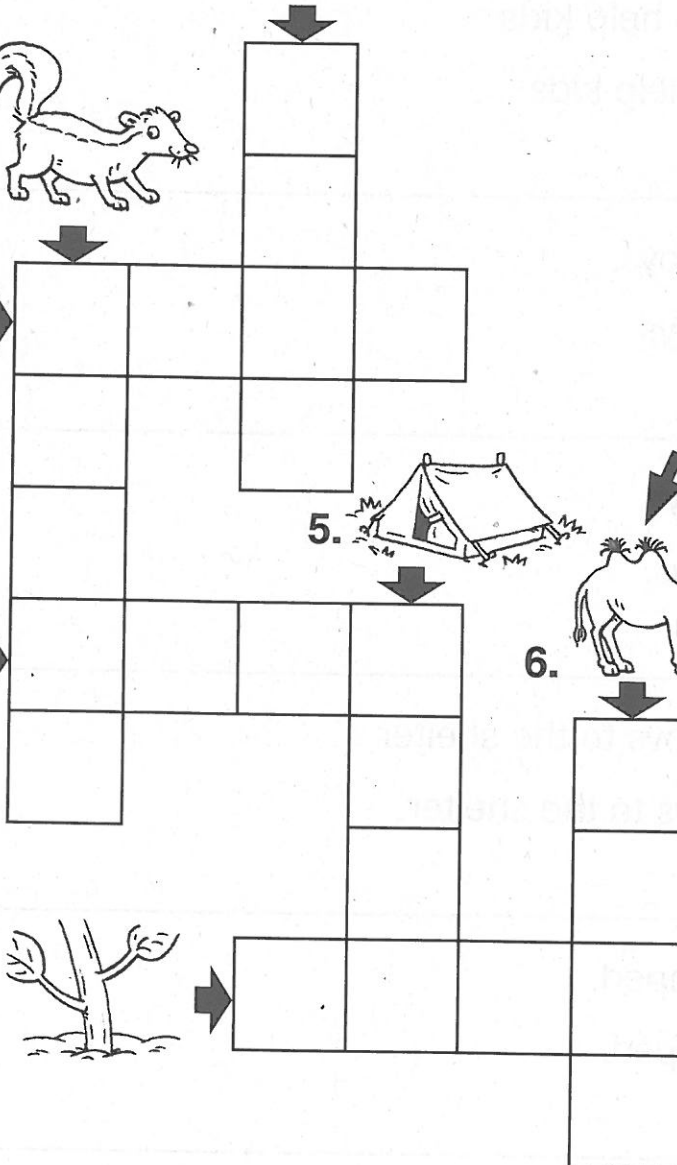
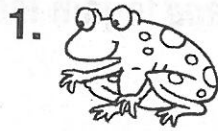
# Short Vowels *o, u, e*

**My Family**  
Phonics: Short Vowels *o, u, e*

**Word Bank**

tent      skunk      nest      stem  
hump      frog      spot

Write the picture names in the puzzle.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Is It a Sentence?

**My Family**  
Grammar: Complete Sentences

- A sentence tells what someone or something does or did.
- A **complete sentence** has a naming part (subject) and an action part (predicate).

Grandma makes a soup.

**Naming part:** Grandma

**Action part:** makes a soup

## Thinking Question

What is the naming part and what is the action part?



**Underline each complete sentence.**

1. Chops peppers.  
Harry chops peppers.
2. Stirs the soup.  
Nan stirs the soup.
3. My brother sets the table.  
My brother.



**Circle the part of the sentence that is missing.**

4. Grandma and Mama \_\_\_\_\_.

**naming part**

**action part**

5. \_\_\_\_\_ eat the soup.

**naming part**

**action part**

# Short Vowels *o, u, e*

**My Family**  
Phonics: Short Vowels *o, u, and e*

**Word Bank**

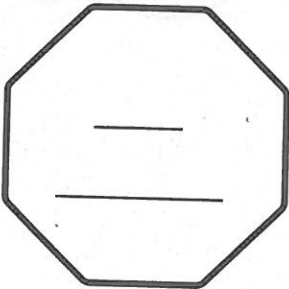
stop  
plug

bump  
step

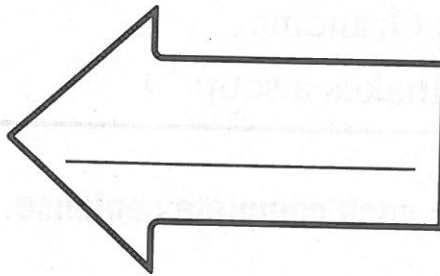
left  
up

Write the words on the correct signs.

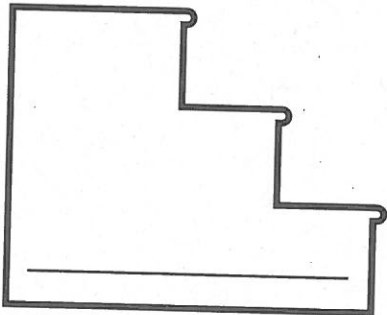
1.



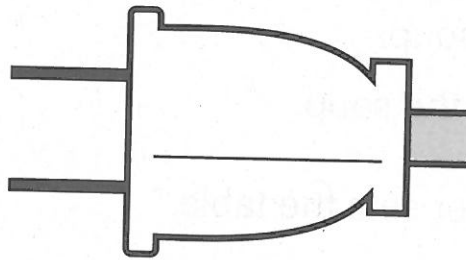
2.



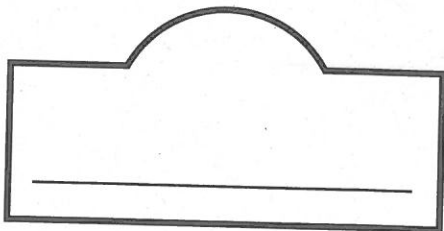
3.



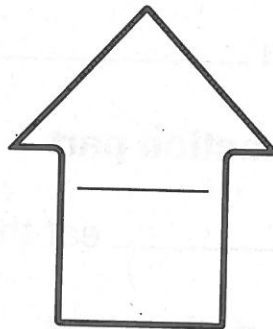
4.



5.



6.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Compare and Contrast

**My Family**  
Introduce Comprehension:  
Compare and Contrast

**Read the selection below.**

My parents are great dancers. They both learned to dance a long time ago.

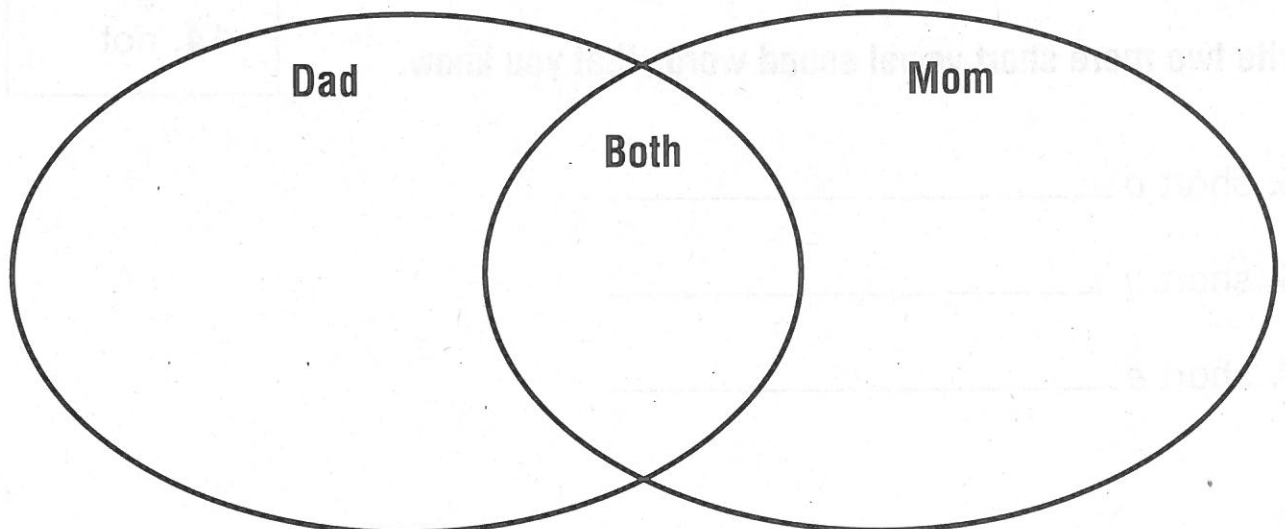
When my father was young, he went to dance classes in Miami. He was a good dancer, and all the girls wanted to dance with him! He liked to meet new people.

When my mother was young, she would dance in her bedroom. She was very shy.

One day my mother and father went to the same place to dance. He stepped and hopped. She smiled and twirled. They liked dancing together very much.

My parents still dance at our house. They smile and twirl to the beat. When I watch my parents dance, I hope someday to dance as well as they do.

**Think about how the father and mother are different and how they are alike. Then complete the Venn diagram below.**



# Short Vowels *o, u, e*

**My Family**  
Spelling: Short Vowels *o, u, e*



Sort the Spelling Words by the short vowel sounds *o, u, e*.

**Short o**

**Short u**

**Short e**

- |          |          |           |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____  |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |
|          |          | 13. _____ |
|          |          | 14. _____ |

## Spelling Words

### Basic Words

1. wet
2. job
3. hug
4. rest
5. spot
6. mud
7. left
8. help
9. plum
10. nut
11. net
12. hot

### Review Words

13. get
14. not

Write two more short vowel sound words that you know.

15. short *o* \_\_\_\_\_

16. short *u* \_\_\_\_\_

17. short *e* \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_


# Word Order in Sentences

**My Family**  
Grammar: Complete Sentences

- When a sentence tells something, the naming part comes first.
- The action part of a sentence comes next.

Incorrect Word Order	Correct Word Order
Had a party we.	We had a party.

**Thinking Question**  
*Is the first part of the sentence the naming part?*

 Draw a line under each sentence that has the correct word order.

1. The family eats snacks.
2. Louisa baked a cake.
3. Blows out candles Nick.
4. The children play games.
5. All eat together we.
6. Papa opened gifts.
7. So much he enjoyed them.
8. They ate dessert later.

# Focus Trait: Voice

## Expressing Feelings

Without Feelings	With Feelings
My grandma comes to visit on weekends.	<b>It's always so much fun when</b> my grandma comes to visit on weekends.

**A. Read each sentence. Add words and details to show feelings.**

Without Feelings	Feelings Added
1. <u>I liked to</u> help cook dinner.	_____ to help cook dinner.
2. We <u>talk</u> and work hard.	We _____ and work hard.

**B. Read each sentence. Then rewrite it to add feelings.**

Without Feelings	Feelings Added
3. <u>I live with my family.</u>	
4. <u>I write stories.</u>	
5. <u>I had dinner at my friend Adam's house.</u>	

Name \_\_\_\_\_ Date \_\_\_\_\_

# Review CVC Words

**My Family**  
Phonics: Review CVC Words

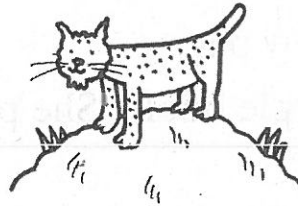
Say the picture name. Draw a line between the syllables.

1.



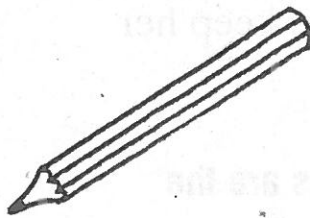
dentist

2.



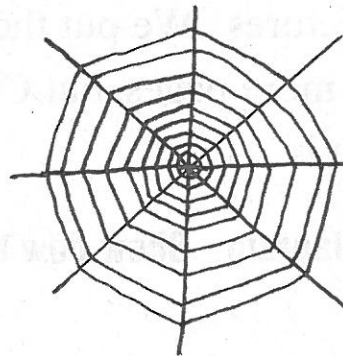
bobcat

3.



pencil

4.



cobweb

5.



mascot

6.



laptop

# Compare and Contrast

**My Family**  
Deepen Comprehension:  
Compare and Contrast

**Read the selection below.**

Carli and I made books about our lives. I got a green book. I put *I Am Born* on the first two pages. Then I put a birthday on each new page.

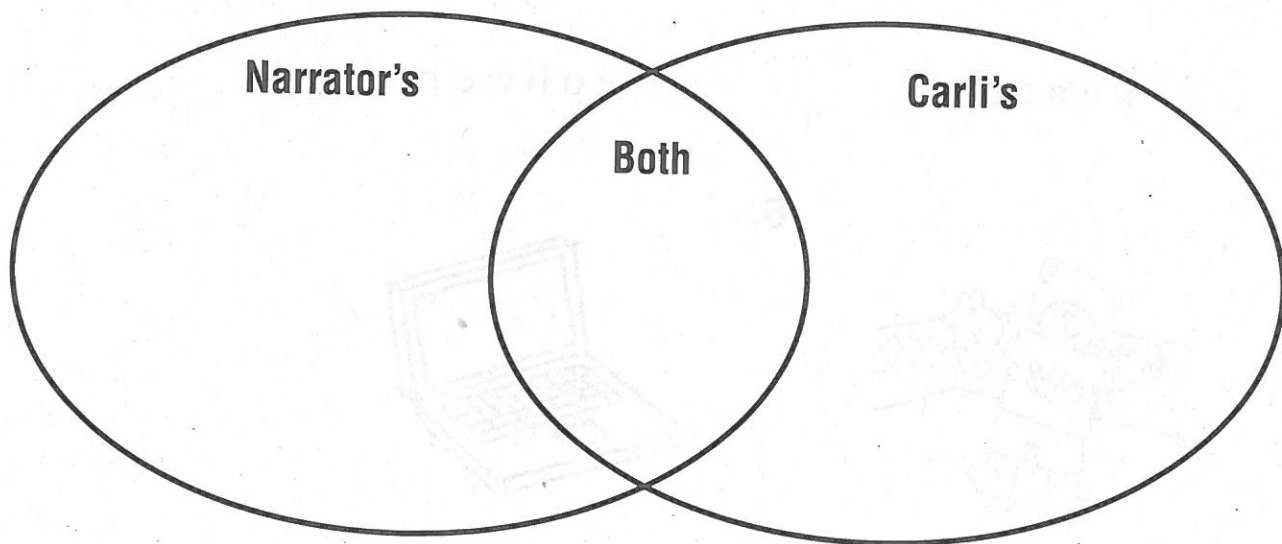
Carli got a purple book. She put her birthdays on the pages, too.

Next, I added pictures from each birthday. In one picture, my hand is stuck in the cake. Carli put pictures in her book, too. She is playing games and opening presents.

We showed our books to our families. They told us stories about the pictures. We put their stories in, too.

I want to add more pages, but Carli wants to keep her book just the way it is.

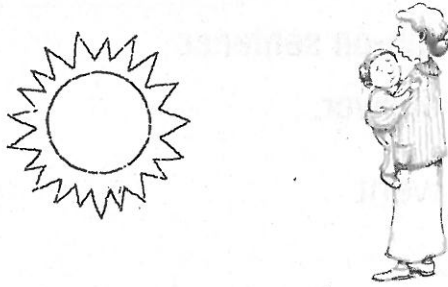
**Complete the Venn diagram. Show how the two books are the same and different.**



Name \_\_\_\_\_ Date \_\_\_\_\_

# Short Vowels *o, u, e*

**My Family**  
Spelling: Short Vowels *o, u, e*



Read the first sentence. Then write the correct Spelling Word to complete the second sentence.

1. The day was very sunny. It was \_\_\_\_\_.
2. The dirt was wet. We stepped in \_\_\_\_\_.
3. I often eat a purple fruit. I eat a \_\_\_\_\_.
4. My mom wrapped her arms around me. She gave me a \_\_\_\_\_.
5. I forgot my umbrella. I got all \_\_\_\_\_.

Write the Spelling Word that matches each clue.

6. A working word that starts with *j* \_\_\_\_\_
7. You eat this word that rhymes with *shut*. \_\_\_\_\_
8. This is another word for *stain*. \_\_\_\_\_
9. It is the opposite of *right*, but is not wrong. \_\_\_\_\_
10. This sleepy word rhymes with *test*. \_\_\_\_\_

## Spelling Words


### Basic Words

1. wet
2. job
3. hug
4. rest
5. spot
6. mud
7. left
8. help
9. plum
10. nut
11. net
12. hot

### Review Words

13. get
14. not

# Run-On Sentences

 Read each sentence. Decide if it is one run-on sentence or two complete sentences. Circle the correct answer.

1. My cousins played soccer. Then they went swimming.

**run-on sentence    complete sentences**

2. We play in the backyard we dug holes.

**run-on sentence    complete sentences**

3. Angel and I like to play together we are best friends.

**run-on sentence    complete sentences**

4. Uncle Manuel works long hours. He is a doctor.

**run-on sentence    complete sentences**

 Rewrite each run-on sentence into two complete sentences.

5. My sister learned to dance she took a class.

\_\_\_\_\_

6. She practices often every day she goes to the gym.

\_\_\_\_\_

7. Sometimes I like to watch her I go with her to class.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Using a Glossary

**My Family**  
Vocabulary Strategies:  
Using a Glossary

Read each glossary entry. Then use the definitions to write an example sentence for each word.

**crown** – a head covering made of gold or jewels

**family** – a group of people who are related

**guitar** – something you play to make music

**house** – a building where people live

**sailor** – a person who works on a ship or boat

**teach** – to show or tell someone how to do something



1. sailor

\_\_\_\_\_

2. house

\_\_\_\_\_

3. guitar

\_\_\_\_\_

4. crown

\_\_\_\_\_

5. teach

\_\_\_\_\_

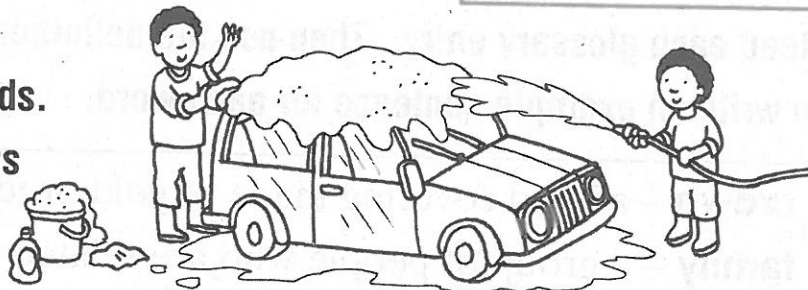
6. family

\_\_\_\_\_

# Proofread for Spelling

**My Family**  
Spelling: Short Vowels *o, u, e*

Proofread the journal entry.  
Circle the four misspelled words.  
Then write the correct spellings  
on the lines below.



Today I have a new job! I will help Mom wash our car. After she washes a dirty sspot, I'm going to wipe it dry. Then we're going to have a treat. Mom made banana knut bread. I know I will also get a big hugg.

### Spelling Words

#### Basic Words

1. wet
2. job
3. hug
4. rest
5. spot
6. mud
7. left
8. help
9. plum
10. nut
11. net
12. hot

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Use the code to spell the Spelling Words.

1 = a	2 = b	3 = c	4 = d	5 = e	
6 = f	7 = g	8 = h	9 = i	10 = j	
11 = k	12 = l	13 = m	14 = n	15 = o	
16 = p	17 = q	18 = r	19 = s	20 = t	
21 = u	22 = v	23 = w	24 = x	25 = y	26 = z

5. 16, 12, 21, 13 \_\_\_\_\_
6. 13, 21, 4 \_\_\_\_\_
7. 8, 5, 12, 16 \_\_\_\_\_
8. 12, 5, 6, 20 \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Abbreviations

**My Family**  
Grammar: Spiral Review



Write the abbreviation on the line for each person's title.

1. We see \_\_\_\_\_ Garcia when we are sick. (doctor)
2. He plays soccer with \_\_\_\_\_ Guzman. (mister)
3. We call \_\_\_\_\_ Vega for a ride home. (missus)



Find the mistakes in titles. Write the new sentence on the line.

4. Dr Perez takes a dance class.  
\_\_\_\_\_
5. Her teacher is mrs Malone.  
\_\_\_\_\_
6. Mr Perez watches the class.  
\_\_\_\_\_
7. mrs. Ramos learns to dance the salsa.  
\_\_\_\_\_
8. mr. Ramos takes the class, too.  
\_\_\_\_\_

# Sentence Fluency

**My Family**  
Grammar: Connect to Writing

## Not Complete Sentences

Walks me to school. Uncle Luis.

## Complete Sentences

My brother walks me to school.

Uncle Luis picks me up.



Read each word group. Add a naming part or an action part to each group to make a complete sentence. Use the words in the box.

Mom	Aunt Rose
brings us gifts	My sister
makes me laugh	

1. Uncle Luis \_\_\_\_\_.
2. \_\_\_\_\_ helps me do homework.
3. \_\_\_\_\_ sings to me.
4. Papa \_\_\_\_\_.
5. \_\_\_\_\_ cooks me dinner.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Long Vowels *a, i*

Henry and Mudge  
Under the Yellow Moon  
Phonics: Long Vowels *a, i*

## Word Bank

time  
slice

nice  
cake

like  
bake

Write the word from the Word Bank that completes the sentence.



We can

\_\_\_\_\_



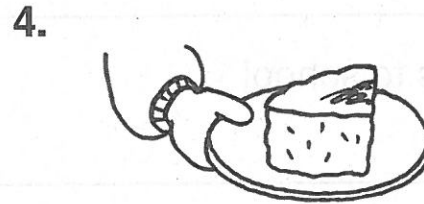
It takes

\_\_\_\_\_



Look at our

\_\_\_\_\_!



Here is a

\_\_\_\_\_



Do you

\_\_\_\_\_ it?



It is very

\_\_\_\_\_!

# Statements

- A **statement** is a sentence that tells something.
- A statement begins with a **capital letter** and ends with a **period**.

Josh lives in the city.

### Thinking Question

*Does the sentence tell something, begin with a capital letter, and end with a period?*



**Write each statement correctly.**

1. josh and his family live near the woods

\_\_\_\_\_

2. They have a dog and two goldfish

\_\_\_\_\_

3. josh takes a bus to school

\_\_\_\_\_

4. dad drives to work

\_\_\_\_\_

5. the playground is crowded today

\_\_\_\_\_

6. josh meets many friends

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Long Vowels *a, i*

Henry and Mudge  
Under the Yellow Moon  
Phonics: Long Vowels *a, i*

Write the words where they belong. Then write four more words of your own in each column.

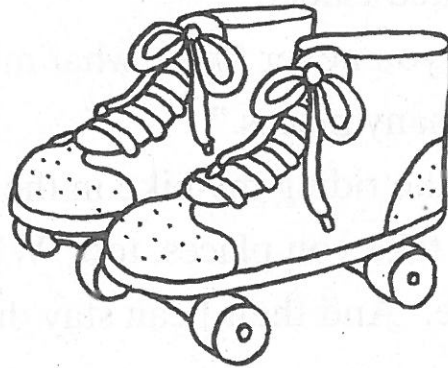
**Word Bank**

grade  
mile

time  
crate

wide  
slide

gaze  
blame



*a\_e* as in *skate*

*i\_e* as in *pride*

1. \_\_\_\_\_

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

16. \_\_\_\_\_

# Author's Purpose

Sam and Isabel were riding horses at camp. Isabel's horse splashed across a small river.

"Whoa!" said Isabel.

"Don't be scared," said Sam.

"I'm not scared," said Isabel. "I'm wet."

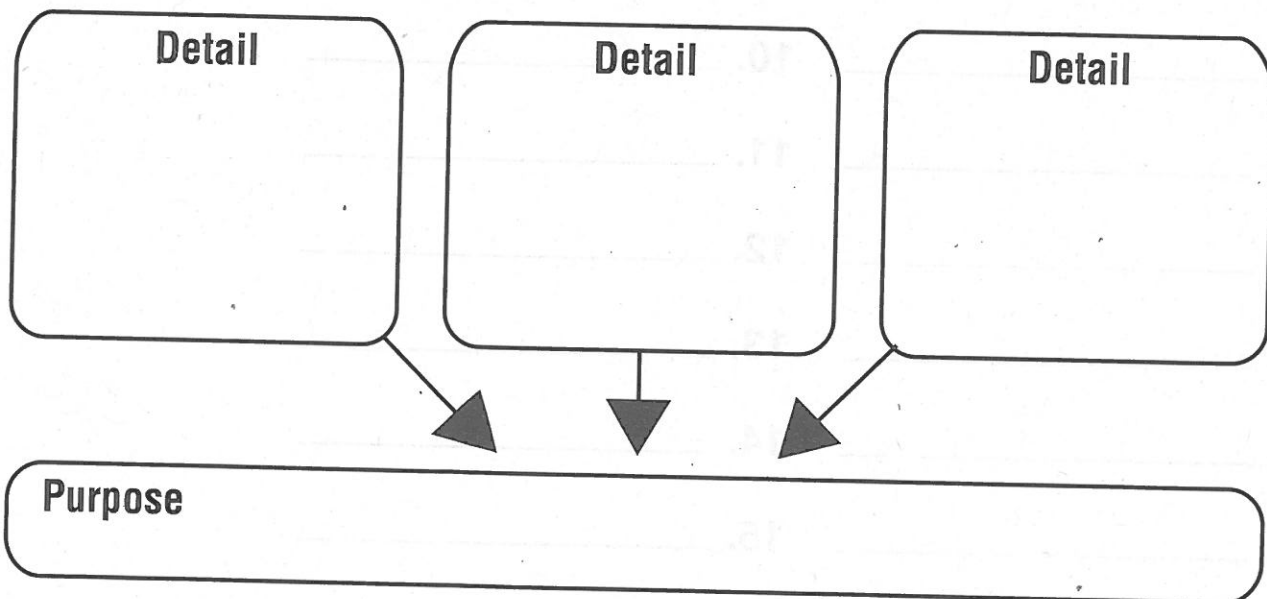
"That's why it is fun to ride a horse," said Sam.

"Because you get wet?" asked Isabel.

"No," said Sam. "Because you never know what might happen! A horse can take you many places."

"I like riding horses, but I like riding my bike in the city more," said Isabel. "A bike can take you places, too. When I ride a bike, I'm the one in charge. And then I can stay dry!"

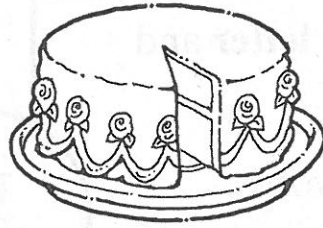
Read the selection above. Complete the Inference Map below to show the author's purpose for writing this selection.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Long Vowels *a*, *i*

Henry and Mudge  
Under the Yellow Moon  
Spelling: Long Vowels *a*, *i*



Sort the Spelling Words by the long vowel sounds *a* and *i*.

**Long *a***

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**Long *i***

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

## Spelling Words

### Basic Words

1. cake
2. mine
3. plate
4. size
5. ate
6. grape
7. prize
8. wipe
9. race
10. line
11. pile
12. rake

### Review Words

13. gave
14. bike

Write the spelling pattern that answers each question.

15. What spelling pattern do you see in words with the

long *a* sound? \_\_\_\_\_

16. What spelling pattern do you see in words with the

long *i* sound? \_\_\_\_\_

# Questions

**Henry and Mudge  
Under the Yellow Moon**

Grammar: Statements and  
Questions

- A **question** begins with a **capital letter** and ends with a **question mark**.
- Questions begin with question words: *who, what, when, where, how, why, is, are, does, and do.*

Do you like dogs?

### Thinking Question

Does the sentence begin with a question word and end with a question mark?



**Write each question correctly.**

1. where will we walk.

\_\_\_\_\_

2. do you have a jacket

\_\_\_\_\_

3. who planted these trees

\_\_\_\_\_

4. is that a chipmunk.

\_\_\_\_\_

5. does your family like apple pie

\_\_\_\_\_

6. when will the sun go down

\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Focus Trait: Word Choice

## Sense Words

**Henry and Mudge  
Under the Yellow Moon**  
Writing: Write to Narrate

Without Sense Words	Sense Words Added
I run across the grass.	I run across the <u>wet</u> grass and <u>feel</u> the hot sun.

Read each sentence below. Rewrite each sentence to include sense words.

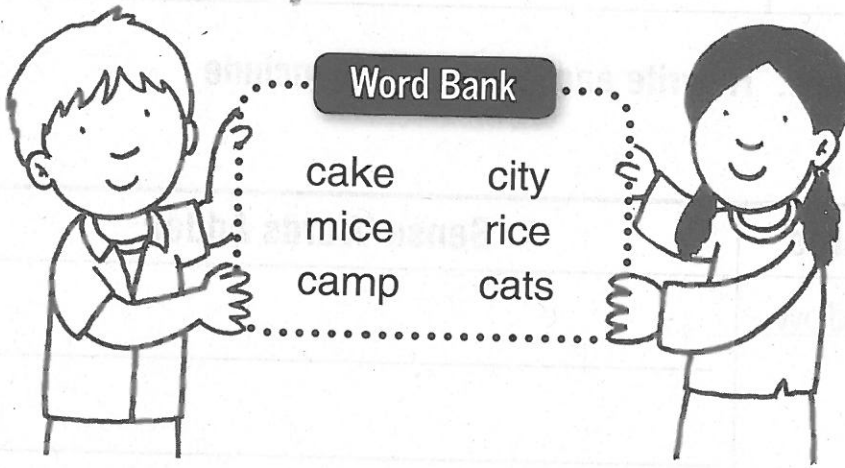
Without Sense Words	Sense Words Added
1. <u>Outside my window</u> <u>there is a flag.</u>	_____ _____
2. <u>The boy hits a</u> <u>baseball.</u>	_____ _____
3. <u>The snow lies on</u> <u>the ground.</u>	_____ _____
4. <u>The wind blows.</u>	_____ _____
5. <u>We ate a good</u> <u>dinner.</u>	_____ _____

# Hard and Soft Sounds for *c*

**Henry and Mudge**  
**Under the Yellow Moon**  
Phonics: Hard and Soft Sounds  
for *c*

Complete the sentences about Cal and Cindy. Use words from the box.

Use words with the /k/ sound for *c* for Cal. Use words with the /s/ sound for *c* for Cindy.



**Cal**

**Cindy**

1. Cal has two pet

\_\_\_\_\_

4. Cindy has two pet

\_\_\_\_\_

2. Cal likes to eat

\_\_\_\_\_

5. Cindy likes to eat

\_\_\_\_\_

3. Cal went to a big

\_\_\_\_\_

6. Cindy went to a big

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Author's Purpose

Henry and Mudge  
Under the Yellow Moon  
Deepen Comprehension:  
Author's Purpose

Sara was walking home with her big sister, Amy. Sara saw an old bird's nest.

"Why do birds make nests?" Sara asked.

"Birds make nests to keep their babies safe," Amy said.

"So a nest is like a house?" Sara asked. "But it doesn't have a roof. I don't like being wet when it rains."

"You wouldn't like eating bugs or worms, either," Amy laughed. "Come on. Let's go home."

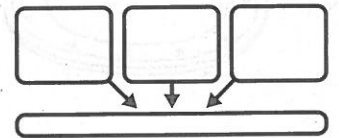
"When we get home," Sara said, "I am going to say thank you to Mom."

"For keeping you safe when you were a baby?" Amy asked.

"For not feeding me bugs or worms."

They laughed and walked home together.

**Read the selection above. Then use these questions and an Inference Map like the one here to identify the author's purpose for writing this selection.**



1. What reason does Sara give for wanting to thank her mom? \_\_\_\_\_  
\_\_\_\_\_

2. What details tell you this reason is a joke? \_\_\_\_\_  
\_\_\_\_\_

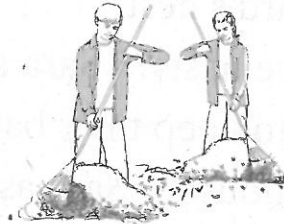
3. What does the author want to show you about Sara?  
\_\_\_\_\_

# Long Vowels *a, i*

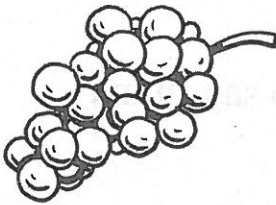
Write a Spelling Word for each picture.



1. \_\_\_\_\_



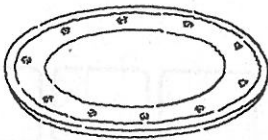
4. \_\_\_\_\_



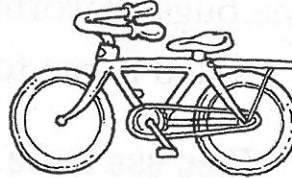
2. \_\_\_\_\_



5. \_\_\_\_\_



3. \_\_\_\_\_



6. \_\_\_\_\_

## Spelling Words

### Basic Words

1. cake
2. mine
3. plate
4. size
5. ate
6. grape
7. prize
8. wipe
9. race
10. line
11. pile
12. rake

### Review Words

13. gave
14. bike

Write the Spelling Word that best completes each sentence.

7. Jed won first place in the \_\_\_\_\_.
8. The mail is in a \_\_\_\_\_ on the table.
9. Is that your coat or \_\_\_\_\_?
10. I think I \_\_\_\_\_ too much pasta.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Statements and Questions

Henry and Mudge  
Under the Yellow Moon

Grammar: Statements and  
Questions



Write each statement correctly.

1. The boy walks in the woods

\_\_\_\_\_

2. the dog runs beside the boy.

\_\_\_\_\_

3. they both have fun in the woods

\_\_\_\_\_

4. Soon it is time to go home

\_\_\_\_\_



Write each question correctly.

5. What color are the leaves

\_\_\_\_\_

6. Does the dog bark at chipmunks

\_\_\_\_\_

7. Do you want to walk in the woods

\_\_\_\_\_

8. when would you like to go?

\_\_\_\_\_

# Multiple-Meaning Words

Read both definitions of each word. Then read the sentence. Put a checkmark next to the definition that best matches the meaning of the underlined word.

1. **pet** 1 an animal kept at home   
2 stroke or pat gently

Which do you think makes a better pet, a cat or a dog?

2. **pick** 1 take something with your hands   
2 choose something or someone

Joe will pick four people to be on his team.

3. **cool** 1 cold   
2 neat and interesting

The winter air was cool and windy.

4. **kid** 1 a child or young person   
2 a young goat

I have liked to read since I was a kid.

5. **raise** 1 move or lift something higher   
2 make an amount or number bigger

Mr. Jones goes outside to raise the flag at school each morning.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Proofread for Spelling

Henry and Mudge  
Under the Yellow Moon  
Spelling: Long Vowels a, i



## Spelling Words

### Basic Words

1. cake
2. mine
3. plate
4. size
5. ate
6. grape
7. prize
8. wipe
9. race
10. line
11. pile
12. rake

Proofread the story. Circle the six misspelled words.  
Then write the correct spellings on the lines below.

I was working in the yard when Jake and Ken stopped by with a new byke.

“Is it yours?” I asked Ken.

“No,” Jake said. “It’s mien. Do you want to rase?”

“Yeah, let’s!” I answered. I took my rak and made a starting lyne in the dirt. “Ken, you be the judge and give the winner a prise!”

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Change one letter in each word to make a Spelling Word.

- |                |                |
|----------------|----------------|
| 7. ripe _____  | 10. ape _____  |
| 8. slate _____ | 11. lake _____ |
| 9. side _____  | 12. tile _____ |

# Kinds of Adjectives

**Henry and Mudge**  
**Under the Yellow Moon**  
Grammar: Spiral Review



**Circle the adjective in the sentence.**

1. We love our quiet woods.
2. The apples smell sweet.
3. He kicks the dry leaves.
4. I hear a noisy dog.



**Find the adjective in each sentence. Write the adjective on the line.**

5. David has a small dog.

\_\_\_\_\_

6. I ate two apples.

\_\_\_\_\_

7. We ran in the cool breeze.

\_\_\_\_\_

8. I patted the friendly dog.

\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Sentence Fluency

Henry and Mudge  
Under the Yellow Moon  
Grammar: Connect to Writing

**Statement:** Jan likes sweet apples.  
**Question:** Does Jan like sweet apples?  
**Question:** Is Dave walking his dog?  
**Statement:** Dave is happy walking his dog.



**Change each sentence to another kind of sentence.**

**The word in ( ) tells what kind of sentence to write.**

1. Jan has fun climbing trees. (question)

---

2. Do the children need coats? (statement)

---

3. Dave feeds his dog. (question)

---

4. Is Dave ready to pick apples? (statement)

---

5. Jan wants to rake leaves. (question)

---

6. Does Dave walk in the woods? (statement)

---

# Long Vowels *o, u, e*

**Diary of a Spider**  
Phonics: Long Vowels *o, u, e*

Read the words in the box. Cross out the words with short vowels. Use the words that are left to complete the jokes.

mole	home	stamp
Luke	blond	rust
hunt	Ken	mask
rose	stone	nose
nest	broke	

What do you get if you toss a big  
S\_\_\_\_\_ into a little lake?

A wet stone!

What smells best at  
Jen's h\_\_\_\_\_?

Jen's n\_\_\_\_\_!



What did L\_\_\_\_\_ say  
when he b\_\_\_\_\_ his leg  
in two spots?

I will never go back  
to those two spots!

What did the m\_\_\_\_\_  
say to the r\_\_\_\_\_?

Hi Bud!



Name \_\_\_\_\_

Date \_\_\_\_\_

# Nouns for People and Animals

**Diary of a Spider**  
Grammar: What Is a Noun?

A **noun** is a word that names a person or animal. A noun can name one or more than one.

A spider spins a web.

### Thinking Question

Which word names a person or animal?



**Read each sentence. Write the noun that names a person or animal.**

1. The bee plays on the swings.

\_\_\_\_\_

2. The girls run away.

\_\_\_\_\_

3. An ant walks on the picnic blanket.

\_\_\_\_\_

4. The boy eats his lunch.

\_\_\_\_\_

5. The butterfly has a birthday.

\_\_\_\_\_

6. The leaf fell on two caterpillars.

\_\_\_\_\_

# Long Vowels *o, u, e*

**Diary of a Spider**  
Phonics: Long Vowels *o, u, e*

Add *e* to finish each word.

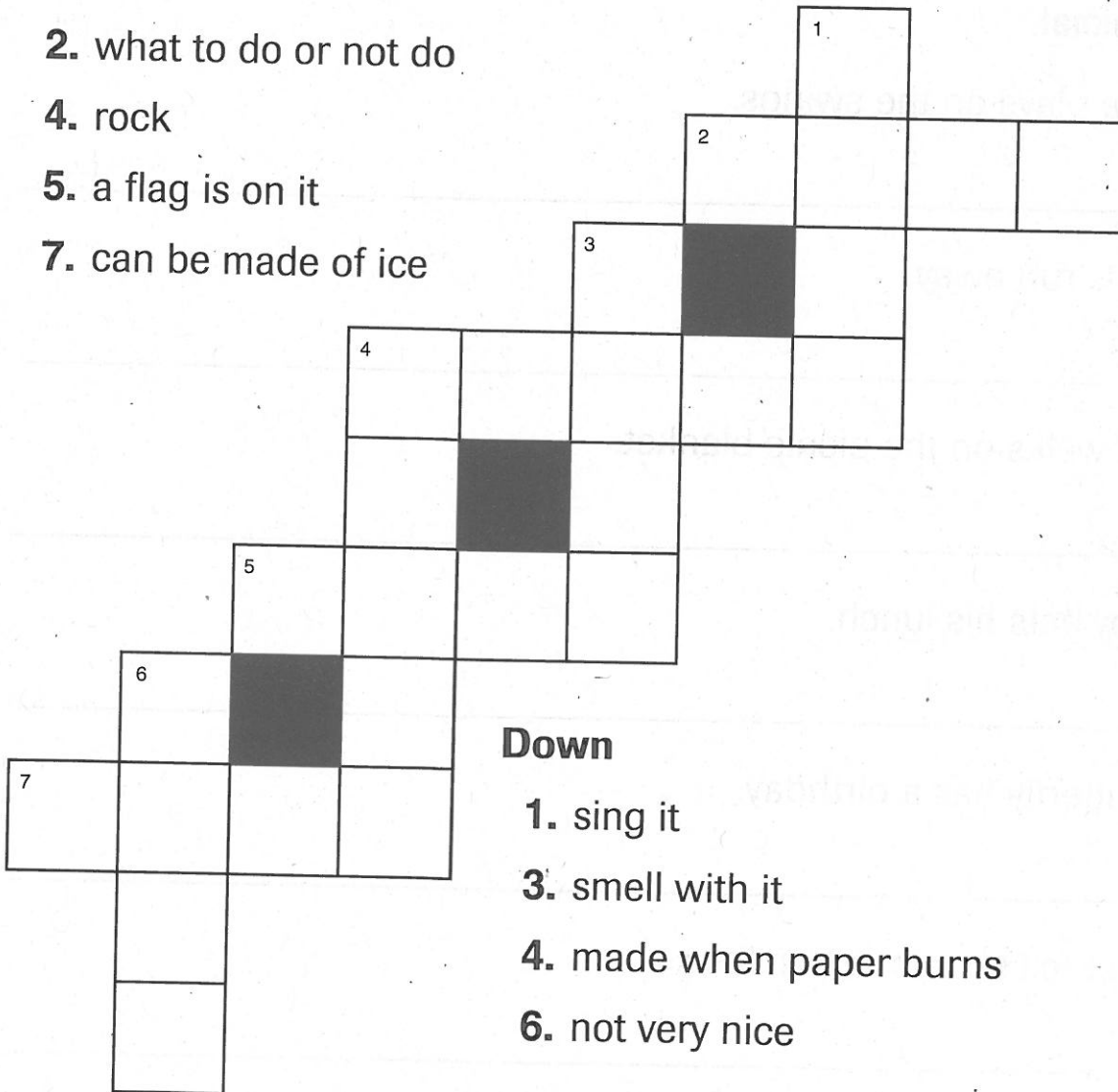
Then use the words in the puzzle.

**Word Bank**

pol\_\_\_\_ cub\_\_\_\_ nos\_\_\_\_ rul\_\_\_\_  
rud\_\_\_\_ tun\_\_\_\_ ston\_\_\_\_ smok\_\_\_\_

**Across**

- 2. what to do or not do
- 4. rock
- 5. a flag is on it
- 7. can be made of ice



**Down**

- 1. sing it
- 3. smell with it
- 4. made when paper burns
- 6. not very nice

Name \_\_\_\_\_ Date \_\_\_\_\_

# Cause and Effect

**Diary of a Spider**  
Introduce Comprehension:  
Cause and Effect

I used to live alone on top of a huge hill. All day, all I did was blow fire and smoke on the people who lived at the bottom of the hill. So being a dragon was not much fun.

Then Ling came to visit. She walked up the huge hill. She ran through the smoke and the fire. She asked me to come to her birthday party!

Because I was so surprised, I started to cry. My tears made a river. The people at the bottom of the hill used my river to water the food they were growing.

I went to Ling's birthday party, too. I used my fire to light candles and keep people warm. The kids loved it!

Now I live with my friends at the bottom of the hill. Being a dragon is lots of fun now!

**Read the selection above. Complete the T-Map below to show the causes and effects in the selection.**

<b>Cause</b> Why did it happen?	<b>Effect</b> What happened?
1.	1.
2.	2.
3.	3.

# Long Vowels *o*, *u*

**Diary of a Spider**  
Spelling: Long Vowels *o*, *u*

Sort the Spelling Words by the long vowel sounds *o* and *u*.

## Long *o*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

## Long *u*

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_

## Spelling Words

### Basic Words

1. doze
2. nose
3. use
4. rose
5. pole
6. close
7. cute
8. woke
9. mule
10. rode
11. role
12. tune

### Review Words

13. home
14. joke

Add two words you know with the long *o* sound to the list. Then add two words you know with the long *u* sound.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Nouns for Places and Things

Diary of a Spider  
Grammar: What Is a Noun?

- Not all nouns name people and animals.
- Nouns also name **places** and **things**.

Spider went to a party.

**Thinking Question**  
Which word names a place or thing?



Write the noun that names the place or thing.

1. Ladybug ate a cookie.

\_\_\_\_\_

2. Beetle baked a pie.

\_\_\_\_\_

3. Ant went to the store.

\_\_\_\_\_

4. Butterfly writes a song.

\_\_\_\_\_

5. The soup spilled on the bees.

\_\_\_\_\_

6. Fly loves a party.

\_\_\_\_\_

# Focus Trait: Ideas

## Main Idea

All of the sentences in a paragraph should be about the main idea. Below, the writer crossed out a sentence because it was not about the main idea.

**Main idea:** I went to the park with my sister today.

I went to the park with my sister today. We tried the seesaw. It didn't work. ~~Grampa says that in his day, flies and spiders did not get along.~~ We tried the tire swing. It didn't work, either.

**Read the main idea and the details below it. Cross out the detail sentence that does not tell more about the main idea.**

1. **Main idea:** I'm sleeping over at my friend's house.

After dinner, we will watch a movie.

We will stay up late.

I forgot my homework today.

We will tell scary stories.

2. **Main idea:** A big storm is coming this way.

The wind is blowing things around.

My friends like to swim in a pool.

The sky is getting dark.

Cold rain has already started.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Hard and Soft Sounds for *g*

**Diary of a Spider**  
Phonics: Hard and Soft Sounds  
for *g*

Complete the sentences. Use words from the box.

Word Bank

garden      magic      dig      gave  
gate      huge      giant



1. Today Granny \_\_\_\_\_ me some seeds.
2. Now we can start a \_\_\_\_\_.
3. We start work next to the \_\_\_\_\_.
4. We will \_\_\_\_\_ before we plant the seeds.
5. Granny says seeds are like \_\_\_\_\_.
6. A little seed grows into a \_\_\_\_\_ plant.
7. I hope our plants grow as big as a \_\_\_\_\_!

# Identify Cause and Effect

Read the story below.

I'm a big, hairy spider with many tiny eyes. I used to live in the East, but I wanted to move. People there would scream whenever they saw me!

So I came to the Southwest in a box of apples. The sun is always hot here, and the sand is soft. I take long naps. I use my long teeth to get things to eat.

I love to play with my friend Beetle. Sometimes we roll big balls across the sand. Then we bury them. I always forget where they are hidden, but Beetle finds them. When we play hide-and-go-seek, she finds me right away, too. Her strong nose makes it easy for her to smell things. She can use her nose to find them!

Answer the questions. Then complete a T-Map to show other causes and effects from the story.


1. Why would people scream whenever they saw this spider?

---

---

2. Beetle has a strong nose. What effect does this have on her life?

---

Name \_\_\_\_\_ Date \_\_\_\_\_

# Long Vowels *o, u*



**Diary of a Spider**  
Spelling: Long Vowels *o, u*

## Spelling Words

### Basic Words

1. doze
2. nose
3. use
4. rose
5. pole
6. close
7. cute
8. woke
9. mule
10. rode
11. role
12. tune

### Review Words

13. home
14. joke

Write the Spelling Word that belongs in each group.

1. horse, donkey, \_\_\_\_\_
2. music, song, \_\_\_\_\_
3. daisy, sunflower, \_\_\_\_\_
4. actor, play, \_\_\_\_\_
5. ears, eyes, \_\_\_\_\_
6. house, apartment, \_\_\_\_\_
7. funny, laugh, \_\_\_\_\_
8. stick, rod, \_\_\_\_\_
9. sleep, nap, \_\_\_\_\_

Read the word or words. Write the Spelling Word that means the opposite.

10. throw away \_\_\_\_\_
11. open \_\_\_\_\_
12. slept \_\_\_\_\_

# Kinds of Nouns



Write the noun that names a person or animal in each sentence.

1. The girl sees a web.

\_\_\_\_\_

2. The boy screams!

\_\_\_\_\_

3. The spider scurries away.

\_\_\_\_\_

4. The grass tickled the dog.

\_\_\_\_\_



Write the noun that names a place or thing.

5. Spider carries a suitcase.

\_\_\_\_\_

6. Beetle puts on his hat.

\_\_\_\_\_

7. The snow fell on the bugs.

\_\_\_\_\_

8. The bugs move inside the garage.

\_\_\_\_\_

Name \_\_\_\_\_

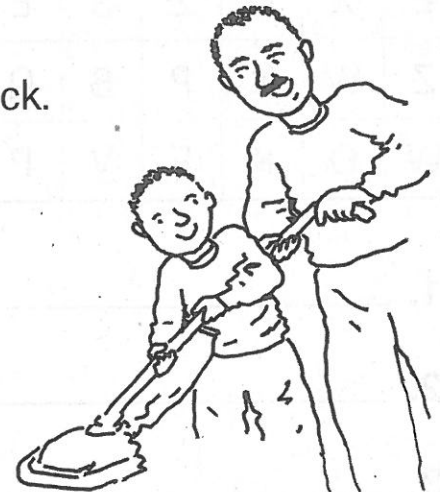
Date \_\_\_\_\_

# Context Clues

Diary of a Spider  
Vocabulary Strategies:  
Context Clues

Read the sentences. Use context clues to figure out the meaning of the underlined words. Circle the definition that best matches the meaning of the word.

1. We travel to many countries. Sometimes we travel by plane. Sometimes we travel by ship.
  - a. to eat
  - b. to go on a trip
  - c. to grow
  
2. I want to learn how to play the piano. A piano teacher can teach me to play.
  - a. to get knowledge
  - b. to read about something
  - c. to see
  
3. Cats run away when dogs scare them.
  - a. to yell loudly
  - b. to jump or skip
  - c. to make someone feel afraid
  
4. Julio brought his folder home in his backpack.
  - a. forgot something
  - b. carried something
  - c. hid something



# Proofread for Spelling

**Diary of a Spider**  
Spelling: Long Vowels *o, u*



**Proofread the announcement. Cross out the four misspelled words. Then write them correctly in the margin.**

Classmates! Can you carry a toone? Do you have a noze for talent? Try out for a roll in this year's play. We can youse you!

**Circle the six Spelling Words in the Word Search. Then write the words below.**

X	P	E	W	U	M	V	S	R
H	R	Q	A	C	U	T	E	O
C	L	O	S	E	L	V	D	S
E	X	U	Z	S	E	W	F	E
Z	W	Y	P	B	Q	F	R	J
W	O	K	E	V	P	O	L	E

## Spelling Words

1. doze
2. nose
3. use
4. rose
5. pole
6. close
7. cute
8. woke
9. mule
10. rode
11. role
12. tune

## Review Words

13. home
14. joke

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Possessive Pronouns

Diary of a Spider  
Grammar: Spiral Review



Circle the correct pronoun to complete the sentence.

1. The web is in (my, mine) tree.
2. Mom says the web is (my, hers).
3. She says the next bug on the web is (mine, your).
4. Come share (my, mine) tasty treat.



Circle the pronoun that can take the place of each underlined word or group of words.

5. I like Spider's web.

his                      your

6. It looks like the web that belongs to me.

your                      mine

7. I am Beetle's friend.

my                      his

8. I give food to Ladybug.

my                      her

# Word Choice

Noun	Exact Noun
animal	spider
place	park



Replace each underlined word with an exact noun from the Word Box below.

The spiders have a picnic. Every bug at the picnic brings some food. Beetle brings food<sub>1</sub>. Caterpillar brings drink<sub>2</sub>. The party is near the flowers<sub>3</sub>. The bugs all sing and dance. They have a great time. Insect<sub>4</sub> must leave early. Baby Bee has flying lessons. Bird<sub>5</sub> is the teacher.

Crow	roses	Bee	pasta	juice
------	-------	-----	-------	-------

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Consonant Blends with *r, l, s*

## Teacher's Pets

Phonics: Consonant Blends  
with *r, l, s*

Read the words in the box. Underline the blends.  
Then use the words to complete Greta's letter.

### Word Bank

skate

best

cold

plane

Clare

stripes

smile

froze

Dear \_\_\_\_\_,

Soon I will be on a

\_\_\_\_\_ to your house. I

\_\_\_\_\_ when I think of it!

How \_\_\_\_\_ is it there? I

will bring my \_\_\_\_\_ mittens.

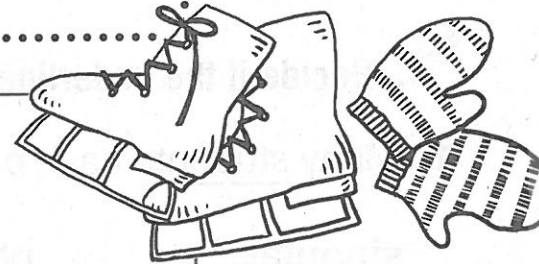
They have \_\_\_\_\_ on them.

I hope the pond \_\_\_\_\_!

Then we can \_\_\_\_\_ on it.

Your friend,

Greta



# One and More Than One

**Teacher's Pets**  
Grammar: Singular and Plural Nouns

- A **singular** noun names one person, animal, place, or thing.
- A **plural** noun names more than one person, animal, place, or thing.
- Add **-s** to most nouns to make them plural.

She has a pet.      Two pets play.

**Thinking Question**

*Does the noun name one or more than one?*



**Decide if the underlined noun is singular or plural.**

1. Many students have pets.

**singular**                      **plural**

2. One cat purrs softly.

**singular**                      **plural**

3. Some crickets are noisy.

**singular**                      **plural**

4. A hamster is furry.

**singular**                      **plural**

5. Three kittens play happily.

**singular**                      **plural**

6. The teacher watches quietly.

**singular**                      **plural**

Name \_\_\_\_\_ Date \_\_\_\_\_

# Consonant Blends with *r, l, s*

## Teacher's Pets

Phonics: Consonant Blends  
with *r, l, s*

Matt can't decide! Help him by writing words from the box.  
Compare your advice to a classmate's advice.

### Word Bank

plums      milk      slides      sprint  
frog      skate      snake      Wild West  
swings      Space Trek      grin      brag

1. What is the most fun to play on?

---

---

2. What is the best snack?

---

---

3. What is the best animal?

---

---

4. What is the best way to go around the block?

---

---

5. What should I do if I win something?

---

---

6. What would be the best trip?

---

---



# Story Structure

**Teacher's Pets**  
Introduce Comprehension:  
Story Structure

Everyone was talking about it! Two whales had made a mistake. They were swimming in the river and not in the ocean!

Maria and her dad went to the river to see the whales. Hundreds of people were there. Dad picked up Maria and put her above his head. She looked at the river.

There they were! The whales were swimming along, huge and shiny. Then they were gone.

Dad smiled at Maria. "How do you feel now?" he asked.

"Oh, Dad," said Maria. "I am so glad I saw them! And I am so glad they have made it home."

**Read the selection above. Then complete the Story Map to show the parts of the story.**

<b>Characters</b>	<b>Setting</b>
<b>Plot</b>	
<b>Beginning</b>	
<b>Middle</b>	
<b>End</b>	

Name \_\_\_\_\_ Date \_\_\_\_\_

# Consonant Blends with *r*, *l*, *s*

**Teacher's Pets**  
Spelling: Consonant Blends  
with *r*, *l*, *s*

## Spelling Words

### Basic Words

- spin
- clap
- grade
- swim
- place
- last
- test
- skin
- drag
- glide
- just
- stage

### Review Words

- slip
- drive

Sort the Spelling Words by the consonant blends. One of the words belongs in two groups.

### *r* Blends

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### *l* Blends

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### *s* Blends

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Write a Spelling Word that fits each sentence below.

16. This Spelling Word has an *s* blend at the beginning.

\_\_\_\_\_

17. This Spelling Word has an *s* blend at the end.

\_\_\_\_\_

# Making Nouns Plural

**Teacher's Pets**  
Grammar: Singular and Plural Nouns

- Use **plural** nouns when you are talking about more than one.
- Add **-s** to most nouns to name more than one.

**Thinking Question**  
*Does the noun name one or more than one?*

Singular	Plural
My <u>cat</u> drank milk.	My <u>cats</u> drank milk.

 **Change the underlined noun into a plural noun.**

**Write the new sentence.**

1. The pie sat on the table.

\_\_\_\_\_

2. The smell filled the classroom.

\_\_\_\_\_

3. The cat jumped.

\_\_\_\_\_

4. The plate fell to the floor.

\_\_\_\_\_

5. The girl looked surprised.

\_\_\_\_\_

6. The pet ran away.

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Focus Trait: Sentence Fluency Time-Order Words

**Teacher's Pets**  
Writing: Write to Narrate

Time-Order Words
first, then, last, soon, next, tomorrow, later, last night, today

Read each pair of sentences. Rewrite the sentences by adding the time-order word given.

1. The puppy was tired. It sat down. (Then)

\_\_\_\_\_

2. It was getting dark outside. It would be time to go home. (Soon)

\_\_\_\_\_

\_\_\_\_\_

3. The puppy stood up. It ran home. (Next,)

\_\_\_\_\_

\_\_\_\_\_

Write two sentences. Use at least one time-order word.

4. \_\_\_\_\_

\_\_\_\_\_

# Cumulative Review

Read the clues. Write the correct word on the line.

1. It starts like **plan**.

It rhymes with **lane**.

It goes fast and high.

What is it?

\_\_\_\_\_

2. It starts like **slid**.

It rhymes with **side**.

You play on it.

What is it?

\_\_\_\_\_

3. It starts like **cat**.

It rhymes with **page**.

A pet bird can live in it.

What is it?

\_\_\_\_\_

4. It starts like **stop**.

It has a long **o** sound.

Dad makes dinner  
with it.

What is it?

\_\_\_\_\_

5. It starts like **gas**.

It rhymes with **same**.

It is fun to play.

What is it?

\_\_\_\_\_

6. It starts like **flag**.

It rhymes with **cute**.

You play a tune on it.

What is it?

\_\_\_\_\_

## Word Bank

gold

stove

slide

game

plane

scrape

flute

cage



Name \_\_\_\_\_

Date \_\_\_\_\_

# Story Structure

**Teacher's Pets**  
Deepen Comprehension:  
Story Structure

Read the selection below.

“I cannot find my pencils,” Mr. Jones told his cat, Felix.  
“Yesterday, I couldn’t find my pens.”

Felix looked up from his pillow and yawned. Mr. Jones went to get his house key. It was not on the table!

He began to look for the key. He took the pillows off the sofa. He looked under his papers and in his piles of books. He checked his coat pockets and his old shoes. Nothing!

Finally, Mr. Jones said to Felix. “It’s time to check you.”

Felix leaped up and ran off. There, on Felix’s pillow, sat five pencils, three pens, and a set of house keys.

Answer the questions about story elements to retell the story.


1. What is the setting and who are the characters in this story?

\_\_\_\_\_

2. Complete a Story Map by listing an event in the beginning, middle, and end. Retell the story.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Consonant Blends with *r, l, s*

**Teacher's Pets**  
Spelling: Consonant Blends  
with *r, l, s*

Write a Spelling Word for each clue.

1. opposite of *first* \_\_\_\_\_



2. to go around fast \_\_\_\_\_

3. It covers your body. \_\_\_\_\_

4. to pull hard \_\_\_\_\_



5. to steer a car \_\_\_\_\_

6. to slide or fall \_\_\_\_\_



7. pat hands together \_\_\_\_\_

Write the Spelling Word that makes sense.

8. This word is used by actors. \_\_\_\_\_

9. This word rhymes with *rust*. \_\_\_\_\_

10. This word may be used when giving directions.  
\_\_\_\_\_

11. This word is what you do when you ice skate. \_\_\_\_\_

12. This word is something a teacher might give you in  
school. \_\_\_\_\_

## Spelling Words

### Basic Words

1. spin
2. clap
3. grade
4. swim
5. place
6. last
7. test
8. skin
9. drag
10. glide
11. just
12. stage

### Review Words

13. slip
14. drive

Name \_\_\_\_\_ Date \_\_\_\_\_

# Singular and Plural Nouns

## Teacher's Pets

Grammar: Singular and Plural Nouns



Write the sentences. Use the plural nouns.

1. Two (rabbit, rabbits) run a race.

\_\_\_\_\_

2. The (turtle, turtles) join in.

\_\_\_\_\_

3. Many (student, students) laugh.

\_\_\_\_\_

4. The (pet, pets) run as fast as they can.

\_\_\_\_\_



Change the underlined noun into a plural noun.

Write the new sentence.

5. The bird flew in the window.

\_\_\_\_\_

6. The frog jumped around the room.

\_\_\_\_\_

7. The snake hissed loudly.

\_\_\_\_\_

8. The student walked outside.

\_\_\_\_\_

# Word Endings *-ed, -ing*

**Teacher's Pets**  
Vocabulary Strategies:  
Word Endings *-ed, -ing*

Choose the word that best completes each sentence.

Write the word on the line.

1. Troy and Chad \_\_\_\_\_ to school yesterday.

**walked**

**walking**

2. Vicky is \_\_\_\_\_ Tina on the phone now.

**called**

**calling**

3. I see two dogs \_\_\_\_\_ at that cat.

**barked**

**barking**

4. My grandma \_\_\_\_\_ with us last summer.

**stayed**

**staying**

5. Yesterday the teacher \_\_\_\_\_ us a question.

**asked**

**asking**

6. Dad took the key and \_\_\_\_\_ the gate.

**locked**

**locking**

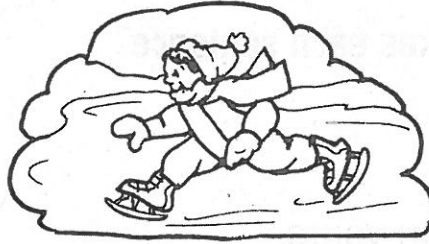
Name \_\_\_\_\_

Date \_\_\_\_\_

# Proofread for Spelling

## Teacher's Pets

Spelling: Consonant Blends  
with *r, l, s,*



Proofread the paragraph. Circle the six misspelled words. Then write the words on the lines below.

I like sports. I like to swimm, but my favorite sport is ice skating. My sister is a great skater. I juhst like to watch her glid around the ice. She is so good that people clapp when she skates. The ice is her stagge. If I had to give her a graide, it would be an A.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Make a word chain by adding to the words below. Use as many Spelling Words as you can.

S  
T  
A  
G R A D E  
E

## Spelling Words

### Basic Words

1. spin
2. clap
3. grade
4. swim
5. place
6. last
7. test
8. skin
9. drag
10. glide
11. just
12. stage

### Review Words

13. slip
14. drive

# Adjectives That Compare



Circle the adjective that makes each sentence correct.

1. Our pet is (loud, louder) than yours.
2. A lizard is the (quieter, quietest) of all pets.
3. Your rabbit jumps (high, higher) than my dog.
4. A frog jumps the (higher, highest) of all the animals.
5. Our class pet is the (greater, greatest) pet in the school.



Use adjectives from the box to finish each sentence.

Write the adjective on the line.

slow	slower	slowest
------	--------	---------

6. Our classroom pet is very \_\_\_\_\_.
7. The snail is the \_\_\_\_\_ pet of all.
8. The snail is \_\_\_\_\_ than the turtle.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Conventions

**Teacher's Pets**  
Grammar: Connect to Writing

Singular Nouns	Plural Nouns
one lizard	two lizards
a student	many students



**Rewrite each sentence. Use the plural for each underlined noun.**

1. We saw many pet at school.

\_\_\_\_\_

2. Two rabbit lived with the first graders.

\_\_\_\_\_

3. Some duck quacked in the second grade class.

\_\_\_\_\_

4. Three snake hissed in the third grade class.

\_\_\_\_\_

5. The fourth graders fed some spider.

\_\_\_\_\_

6. Many animal lived at the school.

\_\_\_\_\_

# Common Final Blends

*nd, ng, nk, nt, ft, xt, mp*

**Animals Building Homes**  
Phonics: Common Final Blends  
*nd, ng, nk, nt, ft, xt, mp*

Write the name of each picture. Then circle the final consonant blend.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Adding *-es* to Nouns

Animals Building Homes

Grammar: More Plural Nouns

- Add *-s* to most nouns to **name more than one**.
- Add *-es* to nouns that end with *s*, *x*, *ch*, and *sh* to **name more than one**.

one fox      two foxes

Two (fox, foxes) live in a den.

## Thinking Question

Do I need a noun that names one or a noun that names more than one?



Write the correct noun in each sentence. Reread each sentence to make sure that the noun makes sense.

1. The fox den is next to a \_\_\_\_\_.

(bush, bushes)

2. Mama Fox wears her \_\_\_\_\_.

(glass, glasses)

3. She makes three \_\_\_\_\_.

(lunch, lunches)

4. Papa Fox eats one \_\_\_\_\_.

(sandwich, sandwiches)

5. Baby Fox eats two \_\_\_\_\_.

(peach, peaches)

# Common Final Blends

## *nd, ng, nk, nt, ft, xt, mp*

**Animals Building Homes**

Phonics: Common Final Blends  
*nd, ng, nk, nt, ft, xt, mp*

Answer each pair of clues using the words below them.

1. Coming after: \_\_\_\_\_

Went away: \_\_\_\_\_

**next**

**left**

2. A small lake: \_\_\_\_\_

To be on your feet: \_\_\_\_\_

**stand**

**pond**

3. To take a sip: \_\_\_\_\_

Sleep in a tent: \_\_\_\_\_

**camp**

**drink**

4. Write letters on a page: \_\_\_\_\_

Look for something that is lost: \_\_\_\_\_

**print**

**hunt**

5. A tune you can sing: \_\_\_\_\_

The sound a horn makes: \_\_\_\_\_

**honk**

**song**

Name \_\_\_\_\_

Date \_\_\_\_\_

# Text and Graphic Features

**Animals Building Homes**  
Introduce Comprehension:  
Text and Graphic Features

## The Barn Owl

The barn owl is a brown bird with a white face. Its face is shaped like a heart. Its beak is white-yellow, the same color as **ivory**. An owl has feathers on its legs.

### Hunting for Food

The barn owl hunts alone at night. Its **prey** are small animals such as mice. It can see and hear the smallest movement. Its wings are almost **silent**. The mouse cannot hear it coming. The barn owl gets the mouse and flies off.

### Finding a Home

Long ago, the barn owl lived in barns on farms. It would eat mice that lived in the barn. Today, the barn owl makes its home in buildings or hollow trees close to fields and forests.

**Read the selection above. Complete the T-Map by using text features to answer the questions about what you read.**

1. What color is <b>ivory</b> ?	1.
2. What is <b>prey</b> ? What is the barn owl's prey?	2.
3. Where does the barn owl live today?	3.

# Final Blends *nd, ng, nk,* *nt, ft, xt, mp*

**Animals Building Homes**  
Spelling: Common Final Blends  
*nd, ng, nk, nt, ft, xt, mp*

## Spelling Words

### Basic Words

1. next
2. end
3. camp
4. sank
5. sing
6. drink
7. hunt
8. stand
9. long
10. stamp
11. pond
12. bring

### Review Words

13. jump
14. left

Sort the Spelling Words by their final blends.

*nd* blends \_\_\_\_\_

*ng* blends \_\_\_\_\_

*nk* blends \_\_\_\_\_

*nt* blends \_\_\_\_\_

*ft* blends \_\_\_\_\_

*xt* blends \_\_\_\_\_

*mp* blends \_\_\_\_\_

Now add two words that you know to any of the lists.


Name \_\_\_\_\_ Date \_\_\_\_\_

# Nouns That Change Spelling

Animals Building Homes

Grammar: More Plural Nouns

Some nouns change their spelling to name more than one.

one child two children

Two (child, children) find a nest.

## Thinking Question

Do I need a noun that names one or a noun that names more than one?



Write the correct noun to finish each sentence. Reread each sentence to make sure that it makes sense.

1. Two \_\_\_\_\_ take a walk.

(child, children)

2. They sit on a \_\_\_\_\_ in the park.

(bench, benches)

3. One \_\_\_\_\_ sees a rabbit hole.

(child, children)

4. Many \_\_\_\_\_ stand near the

hole. (man, men)

5. Two \_\_\_\_\_ point to the hole.

(woman, women)

# Focus Trait: Ideas

## Main Idea and Supporting Details

Main Idea	Supporting Details
Why animals need homes	Keep them safe from enemies Protect them from weather Help them raise babies

Read each set of sentences. Underline the sentence that contains the main idea.

1. Snakes also live in holes.

Rabbits live underground in warrens.

Many kinds of animals live in holes.

2. Some people live in apartments.

People live in different kinds of houses.

Some people live in ice houses called igloos.

3. They can protect you from harm.

Dogs make good pets.

They are loyal.

4. Some mammals live in the water.

Dolphins look like fish, but they are mammals.

Sea otters are mammals that live in the Pacific Ocean.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Cumulative Review

Animals Building Homes

Phonics: Cumulative Review

Read the words in the box. Write the word that completes each sentence.

Word Bank

nest                      twigs                      end  
spring                    play                        branches

1. The \_\_\_\_\_ of winter is near.
2. It is a sunny day in the \_\_\_\_\_.
3. Squirrels run and \_\_\_\_\_.
4. Buds on the \_\_\_\_\_ will open soon.
5. Two robins build a \_\_\_\_\_ in the tree.
6. They use \_\_\_\_\_ and grass to make it strong.

On the lines below, write a word that begins with the beginning blends shown.

7. br \_\_\_\_\_
8. pr \_\_\_\_\_
9. fr \_\_\_\_\_
10. cl \_\_\_\_\_
11. st \_\_\_\_\_
12. tr \_\_\_\_\_

# Text and Graphic Features

**Animals Building Homes**  
Deepen Comprehension:  
Text and Graphic Features

Read the selection below.

## The Strange Life of the Koala

The koala looks like a bear because it is small and furry. But it is not a bear. It is a **marsupial**, like a kangaroo.

### Shelter

You won't find koalas in nests or burrows. They spend their lives at the top of **eucalyptus** trees. These trees grow up to 400 feet tall. Koalas sit on high branches and stay safe from **predators** down below.

### Diet

Koalas eat only one thing—eucalyptus leaves. An adult koala eats from 1 to 2 pounds of leaves in a day. The koala does not need to drink water. It gets all it needs from the leaves.

Use text and graphic features to answer the questions. Complete a T-Map and write your answers on a separate sheet of paper.


1. Based on the headings, what can you predict you will learn about?
2. Review the words in boldface print. Why do you think they are in bold?



Name \_\_\_\_\_ Date \_\_\_\_\_

# Final Blends *nd, ng, nk, nt, ft, xt, mp*

## Animals Building Homes

Spelling: Common Final Blends  
*nd, ng, nk, nt, ft, xt, mp*

### Spelling Words

#### Basic Words

1. next
2. end
3. camp
4. sank
5. sing
6. drink
7. hunt
8. stand
9. long
10. stamp
11. pond
12. bring

Use the Spelling Words to complete the story.

My dad and I like to (1) \_\_\_\_\_ out. This year, Dad let me (2) \_\_\_\_\_ my friend Jason. It was a (3) \_\_\_\_\_ drive. Dad stopped near a clear (4) \_\_\_\_\_.

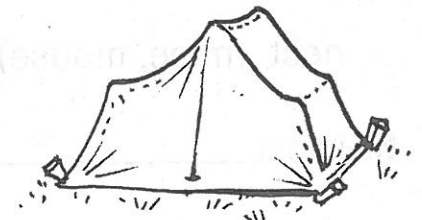


We don't (5) \_\_\_\_\_ animals, but we do like to fish. It was hot, so we brought a lot of water to (6) \_\_\_\_\_. Dad taught us to (7) \_\_\_\_\_ old songs. We had a great time! At the (8) \_\_\_\_\_ of the weekend, we didn't want to go home. Jason and I hope to go again (9) \_\_\_\_\_ year.



Use the Spelling Words to fill in the blanks.

10. Instead of sitting, you should \_\_\_\_\_.
11. I need a \_\_\_\_\_ to mail my letter.
12. The ship \_\_\_\_\_.



# More Nouns That Change Spelling

**Animals Building Homes**  
Grammar: More Plural Nouns



Write the correct noun to finish each sentence.

Read the sentences to make sure that they make sense.

1. Most men and \_\_\_\_\_ don't like to see mice in their homes. (woman, women)
2. \_\_\_\_\_ work hard to build nests. (Mouse, Mice)
3. They carry grass with their \_\_\_\_\_ . (tooth, teeth)
4. They pat down mud with their \_\_\_\_\_ . (foot, feet)
5. Many \_\_\_\_\_ can live in one nest. (mice, mouse)
6. Most \_\_\_\_\_ like to look at nests. (child, children)

Name \_\_\_\_\_ Date \_\_\_\_\_

# Prefixes *un-* and *re-*

**Animals Building Homes**

Vocabulary Strategies:  
Prefixes *un-* and *re-*

Choose the word from the box that best completes each sentence. Write the word on the line.

**Word Bank**

rehang      untie      rebuild      unreal  
unfold      remake      unload

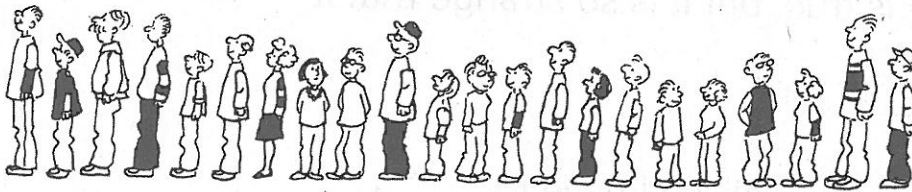
1. I \_\_\_\_\_ my shoes before I take them off.
2. Please \_\_\_\_\_ the blanket and put it on the bed.
3. I know that story is true, but it is so strange that it seems \_\_\_\_\_!
4. The picture fell off the wall, so I have to \_\_\_\_\_ it.
5. My little brother messed up my bed, so I had to \_\_\_\_\_ it.
6. The birds used twigs to \_\_\_\_\_ their nest after it fell out of the tree.
7. I helped Mom \_\_\_\_\_ all the food from the car.

# Proofread for Spelling

**Animals Building Homes**  
Spelling: Common Final Blends  
*nd, ng, nk, nt, ft, xt, mp*

Proofread the story. Circle the six misspelled words.  
Then write the correct spellings on the lines below.

I needed to buy a stampe to mail my letter. I was at the end of a log line at the post office. One person in line started to sang. Another took a drenk from a water bottle. A grandpa tugged at a child and scolded, "Stad still!" I was about to give up and go home when I heard, "Nextt!" The line was finally moving.



## Spelling Words

### Basic Words

1. next
2. end
3. camp
4. sank
5. sing
6. drink
7. hunt
8. stand
9. long
10. stamp
11. pond
12. bring

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Write in the letters to spell the Basic Words.

- |                |                |
|----------------|----------------|
| 7. bri + _____ | 9. ca + _____  |
| 8. po + _____  | 10. sa + _____ |

Name \_\_\_\_\_

Date \_\_\_\_\_

Animals Building Homes

Grammar: Spiral Review

# Parts of a Sentence



Read each sentence. The action part has one line underneath it. Draw two lines under the naming part.

1. The cat and dog live in the house.
2. The puppy and kitten play together.
3. A man and woman feed them.
4. A boy and girl pet them.
5. An aunt and uncle visit.



Read each sentence. The naming part has two lines underneath it. Draw one line under the action part.

6. Tigers and bears sleep in caves.
7. Turtles and snails live in shells.
8. Bees and wasps make hives.
9. Birds and mice build nests.
10. Gophers dig burrows.

# Sentence Fluency

**Animals Building Homes**  
Grammar: Connect to Writing

Short Sentences	New Sentence with Joined Subjects
Foxes live in dens. Bears live in dens.	Foxes and bears live in dens.

Short Sentences	New Sentence with Joined Subjects
Mice make their own nests. Birds make their own nests.	Mice and birds make their own nests.



**Read the sentences below. Use *and* to combine their subjects. Write the new sentence on the line.**

- Geese fly to warm places in winter.  
Ducks fly to warm places in winter.

\_\_\_\_\_

- Seals live in cold places.  
Penguins live in cold places.

\_\_\_\_\_

- Squirrels use the branches of trees.  
Crows use the branches of trees.

\_\_\_\_\_

- Baby finches are fed in nests.  
Baby cardinals are fed in nests.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Double Consonants and *ck*

**The Ugly Vegetables**  
Phonics: Double Consonants  
and *ck*

Read the words below. Think about how the words in each group are alike. Write the missing word that fits in each group.

**Word Bank**

quack	fluff	dress	duck
mitt	kick	spill	neck

1. pants, shirt, \_\_\_\_\_
2. fish, frog, \_\_\_\_\_
3. bat, ball, \_\_\_\_\_
4. arm, leg, \_\_\_\_\_
5. tip, splash, \_\_\_\_\_
6. moo, meow, \_\_\_\_\_
7. fur, fuzz, \_\_\_\_\_
8. run, jump, \_\_\_\_\_

Write a word that rhymes with each word below.

- |                |                |
|----------------|----------------|
| 9. stall _____ | 11. back _____ |
| 10. mess _____ | 12. will _____ |

# Names for People and Animals

**The Ugly Vegetables**  
Grammar: Proper Nouns

Some **nouns** name special people or animals. These special nouns are **proper nouns**. Proper nouns begin with capital letters.

Today Lanie Lin plants a garden.

**Thinking Question**  
Which word names a special person or animal?



**Write the proper nouns correctly.**

1. She gets help from maggie.

\_\_\_\_\_

2. Her cat whiskers looks on.

\_\_\_\_\_

3. They plant peas for eric barker.

\_\_\_\_\_

4. They plant tomatoes for peter andrews.

\_\_\_\_\_

5. They plant carrots for their rabbit hoppy.

\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Double Consonants and *ck*

**The Ugly Vegetables**  
Phonics: Double Consonants  
and *ck*

Put these letters together to write words that end with double consonants.

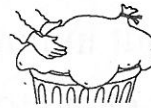
1. m + i + t + t = \_\_\_\_\_



2. g + l + a + s + s = \_\_\_\_\_



3. s + t + u + f + f = \_\_\_\_\_



4. b + e + l + l = \_\_\_\_\_



5. a + d + d = \_\_\_\_\_

2 + 2 = 4

Now use the words you made above to complete the sentences below.

6. I will fill my \_\_\_\_\_ with milk.

7. The \_\_\_\_\_ rings for class to start.

8. Pam wants to \_\_\_\_\_ all her things into one bag.

9. We will \_\_\_\_\_ your name to the list.

10. Get your bat and \_\_\_\_\_.



# Conclusions

**The Ugly Vegetables**  
Introduce Comprehension:  
Conclusions

“I don’t like cauliflower, Mom,” Margie said. “Can we have mashed potatoes?”

“Hmmm,” said Mom. “Maybe we can.”

Margie went to her room. Mom cut the cauliflower up and cooked it to make it very soft. Then she mashed it all up. It was beginning to look like mashed potatoes!

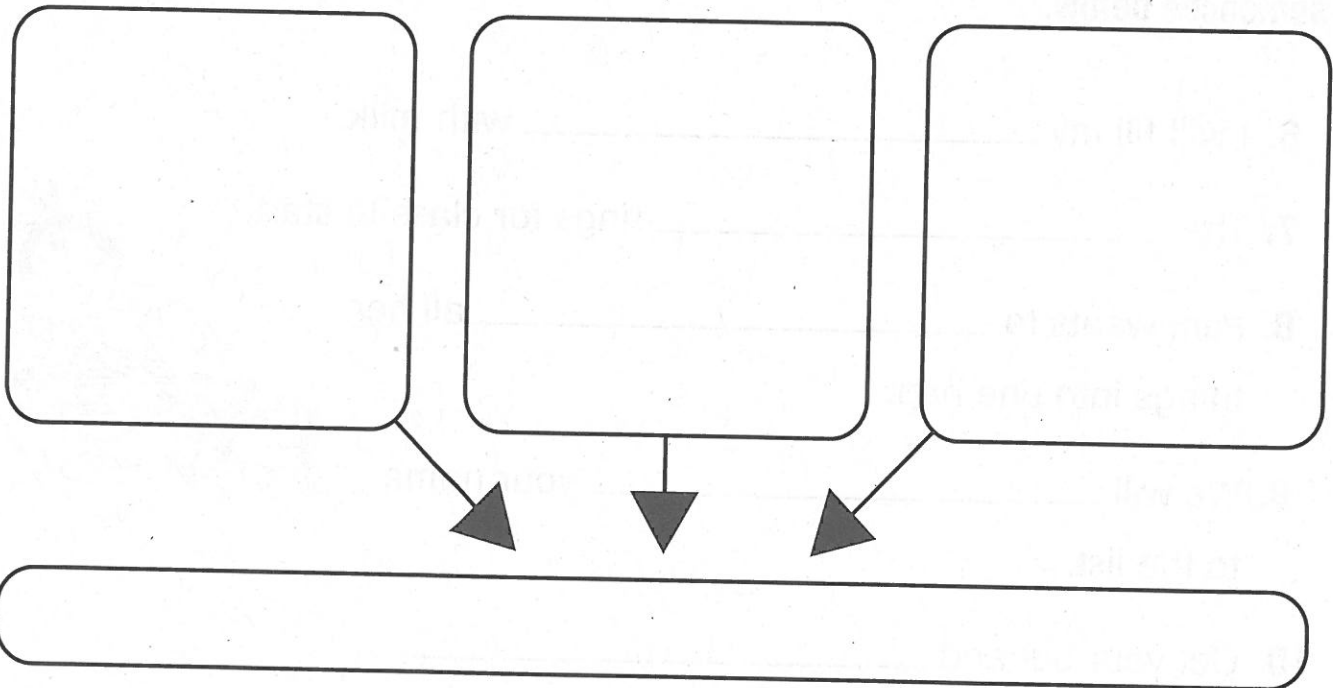
Mom put in butter, pepper, and cheese.

Margie came to the table. “These mashed potatoes are a little different,” said Mom. “I hope you like them!”

“Yum!” said Margie, taking a big bite. “These taste so good! You should make them more often!”

“Hmmm,” smiled Mom.

**Read the story above. Complete an Inference Map to draw a conclusion about how Mom will make cauliflower next time.**



Name \_\_\_\_\_ Date \_\_\_\_\_

# Double Consonants and *ck*

**The Ugly Vegetables**  
Spelling: Double Consonants  
and *ck*

Sort the Spelling Words. Put words that end in *ck* in one list.  
Put words that end in double consonants in the other list.

## *ck* Words

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## Double Consonant Words

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

## Spelling Words

### Basic Words

1. dress
2. spell
3. class
4. full
5. add
6. neck
7. stuck
8. kick
9. rock
10. black
11. trick
12. doll

### Review Words

13. will
14. off

Add one more word that you know to each list.




# Names for Places

Some **nouns** name special places, such as a street, city, state, or country. These are also **proper nouns**. Names for places begin with capital letters.

We just moved to Atlanta.

**Thinking Question**  
*Which word names a special place?*

 **Rewrite each sentence. Write the name for each special place correctly.**

1. He has a garden on main street.

\_\_\_\_\_

2. It is the best garden in macon.

\_\_\_\_\_

3. People visit from all over georgia.

\_\_\_\_\_

4. Many visitors come from alabama.

\_\_\_\_\_

5. Cars can park on bell avenue.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Focus Trait: Organization

## Retelling Events in Order

**The Ugly Vegetables**

Writing: Write to Inform

Events Not in Order	Events in Order
I woke up. I brushed my teeth. I put toothpaste on my toothbrush.	1. I woke up. 2. I put toothpaste on my toothbrush. 3. I brushed my teeth.

**Work with a partner. Number each set of sentences in the order that makes the most sense.**

1. \_\_\_ I put on my shoes.

2. \_\_\_ I had dinner.

\_\_\_ I put on my socks.

\_\_\_ I had breakfast.

\_\_\_ I tied my shoes.

\_\_\_ I had lunch.

**Work on your own. Number each set of sentences in an order that makes sense.**

3. \_\_\_ The plants started to grow.

5. \_\_\_ I went to school.

\_\_\_ We planted seeds.

\_\_\_ I woke up.

\_\_\_ We dug up the soil.

\_\_\_ I grabbed my lunch.

4. \_\_\_ I took out a glass.

\_\_\_ I poured milk.

\_\_\_ I drank the milk.

# Double Consonants (CVC)

**The Ugly Vegetables**  
Phonics: Double Consonants  
(CVC)

Write a word from the box to complete each sentence below.

**Word Bank**

happen bottom button cotton puppet

1. The dress is made of \_\_\_\_\_.
2. What will \_\_\_\_\_ if it starts to rain?
3. The children had fun at the \_\_\_\_\_ show.
4. The rag doll has a \_\_\_\_\_ for a nose.
5. The prize is at the \_\_\_\_\_ of the sack.

Answer each clue using a word from the box.

**Word Bank**

rabbit kitten hidden mitten muffin

6. Something good to eat \_\_\_\_\_
7. Another name for a bunny \_\_\_\_\_
8. It keeps your hand warm. \_\_\_\_\_
9. A baby cat \_\_\_\_\_
10. Hard to find \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Conclusions

**The Ugly Vegetables**  
Deepen Comprehension:  
Conclusions

Read the selection below.

## Winter Tomatoes

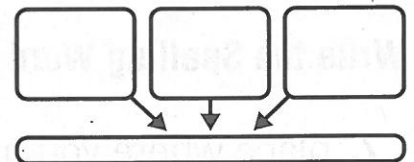
I love the tomatoes we grow in the summer. I told Mom I wanted to grow them in the winter. She helped me start a winter tomato garden.

We planted seeds in small pots. Soon little green shoots poked up. When the seedlings were three weeks old, Mom and I put them in bigger pots. I set the pots in a sunny corner of the barn. Then I made sure the plants got enough water and sunlight.

Soon there were little green tomatoes. They turned orange, and then red.

I ran to the road and posted a sign: "Tomatoes for Sale." People lined up to buy them! When Mom saw how much money we made, she smiled.

Draw a conclusion to answer the question. Complete an Inference Map on a separate sheet of paper.



Where do you think the narrator lives? Find clues in the text to support your answer.

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Name \_\_\_\_\_ Date \_\_\_\_\_

# Double Consonants and ck

**The Ugly Vegetables**  
Spelling: Double Consonants  
and ck

Write the Spelling Word for each picture.



2 + 2

1. \_\_\_\_\_

4. \_\_\_\_\_



2. \_\_\_\_\_

5. \_\_\_\_\_



3. \_\_\_\_\_

6. \_\_\_\_\_

## Spelling Words

### Basic Words

1. dress
2. spell
3. class
4. full
5. add
6. neck
7. stuck
8. kick
9. rock
10. black
11. trick
12. doll

### Review Words

13. will
14. off

Write the Spelling Word that matches each clue.

7. place where you go to school \_\_\_\_\_
8. to get trapped \_\_\_\_\_
9. something you do with your foot \_\_\_\_\_
10. something you do with words \_\_\_\_\_
11. when you cannot put in more \_\_\_\_\_
12. a toy that looks like a baby \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

# Writing Proper Nouns

**The Ugly Vegetables**

Grammar: Proper Nouns



**Rewrite each sentence. Write the name for each special person or animal correctly.**

1. My friend mark visits my garden.

\_\_\_\_\_

2. I give christine clark sunflowers.

\_\_\_\_\_

3. I give water to our dog spotty.

\_\_\_\_\_



**Rewrite each sentence. Write the name for each special place correctly.**

4. Grapes grow on franklin road.

\_\_\_\_\_

5. Olives grow in italy..

\_\_\_\_\_

6. Apples grow in portland.

\_\_\_\_\_

# Homophones

**The Ugly Vegetables**  
Vocabulary Strategies:  
Homophones

## Word Bank

too	won	wear	plain
two	one	where	plane

Choose the word from the box that best completes the sentence. Write the word on the line.

1. The farmer has \_\_\_\_\_ shovels.
2. \_\_\_\_\_ did you put my keys?
3. I don't like stripes or spots. I only like to wear \_\_\_\_\_ clothes.
4. I am happy because my team \_\_\_\_\_ the game.
5. My sister is going to the movies. I want to go, \_\_\_\_\_!
6. I have only \_\_\_\_\_ flower in the vase.
7. What are you going to \_\_\_\_\_ to the party?
8. We will take a car to the airport, and then we will get on a \_\_\_\_\_.

Name \_\_\_\_\_ Date \_\_\_\_\_

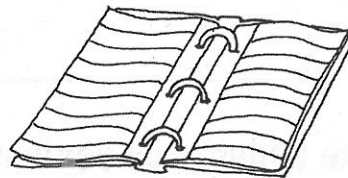
# Proofread for Spelling

**The Ugly Vegetables**  
Spelling: Double Consonants  
and *ck*

Proofread the journal entry. Circle the five misspelled words. Then spell the words correctly on the lines below.

Today we went on a clas trip. The first bus was ful, so we waited for the next one. After about a block, the bus ran over a big rouck. There was a loud noise and then the bus stopped. The driver said that we were stukk. He had to ad air to the tire before we could go.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## Spelling Words

### Basic Words

1. dress
2. spell
3. class
4. full
5. add
6. neck
7. stuck
8. kick
9. rock
10. black
11. trick
12. doll

Unscramble the letters in each Spelling Word.


- |                |                 |
|----------------|-----------------|
| 6. olld _____  | 10. kkic _____  |
| 7. cablk _____ | 11. lwil _____  |
| 8. ustck _____ | 12. elpsl _____ |
| 9. eknc _____  |                 |

Name \_\_\_\_\_

Date \_\_\_\_\_

# Complete Sentences

**The Ugly Vegetables**  
Grammar: Spiral Review

 Add a naming part or action part to each word group to make a complete sentence. Write the new sentence.

1. likes to grow pumpkins


\_\_\_\_\_

2. the farmer

\_\_\_\_\_

3. plants many tomatoes

\_\_\_\_\_

 Draw one line under each sentence that shows the correct word order.

4. John grows carrots.

Grows carrots John.

5. Lori needs more seeds.

More seeds Lori needs.

6. Beans she wants to plant.

She wants to plant beans.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Word Choice

**The Ugly Vegetables**  
Grammar: Connect to Writing

Sentence Without Exact Nouns	Sentence With Exact Nouns
A <u>man</u> plants cherry trees along a <u>street</u> .	<u>Jim Brown</u> plants cherry trees along <u>Sweet Street</u> .



Read the paragraph. Replace the underlined words with exact words from the word box. Write the exact words on the lines below.

Carol Ach	Ohio	Columbus
Sparky	Jack	

A woman has a big garden. She grows the best lettuce and tomatoes in the state. Her son, Jack, helps. Every summer, people come from the city to her farm stand. The son sets everything up. His dog, Sparky, looks on. The dog wags his tail every time a new customer comes by.

1. A woman \_\_\_\_\_
2. the state \_\_\_\_\_
3. the city \_\_\_\_\_
4. The son \_\_\_\_\_
5. The dog \_\_\_\_\_

# Words with *th, sh, wh, ch, tch, ph*

**Super Storms**  
Phonics: Consonant Digraphs  
*th, sh, wh, ch, tch, ph*

Write a word from the box to answer each riddle.

**Word Bank**

math      white      fish      bath      ship  
watch      chick      phone      dish      wheel

1. It can swim. It has a big fin. It is a \_\_\_\_\_
2. It is a class in school. It uses numbers. It is \_\_\_\_\_
3. It comes from an egg. It has soft fluff. It is a \_\_\_\_\_
4. It has two hands. It tells you the time. It is a \_\_\_\_\_
5. It floats in the sea. Many people ride on it. It is a \_\_\_\_\_
6. It is on a car. It helps the car move. It is a \_\_\_\_\_
7. It can ring. You use it to chat with a pal. It is a \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Action Verbs

**Super Storms**  
Grammar: What Is a Verb?

A **verb** names an action that someone or something does or did.

The wind blows hard.

**Thinking Question**  
*Which word names an action?*



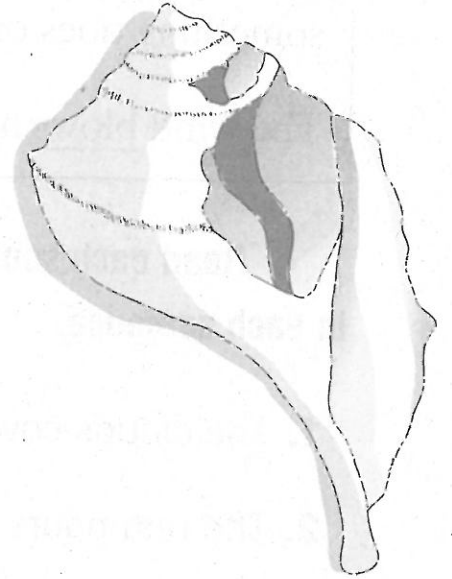
**Read each sentence. Underline the verb in each sentence.**

1. The clouds cover the sky.
2. The rain pours down.
3. People run for cover.
4. Water flows in the street.
5. The sun shines.
6. The children play.
7. Children splash in puddles.
8. It rains again after supper.
9. This time everyone stays dry.
10. Everyone sits inside.

# Words with *th*, *sh*, *wh*, *ch*, *tch*, *ph*

**Super Storms**  
Phonics: Consonant Digraphs  
*th, sh, wh, ch, tch, ph*

Put these letters together to write words with *th*, *sh*,  
*wh*, *ch*, *tch*, or *ph*. Then read each word.



1. c + h + i + p = \_\_\_\_\_

2. s + h + e + l + l = \_\_\_\_\_

3. g + r + a + p + h = \_\_\_\_\_

4. t + h + i + n = \_\_\_\_\_

5. w + i + s + h = \_\_\_\_\_

6. w + h + i + t + e = \_\_\_\_\_

7. m + a + t + c + h = \_\_\_\_\_

8. p + a + t + h = \_\_\_\_\_

Write a word you know that begins with each pair of letters.

9. ch \_\_\_\_\_

11. sh \_\_\_\_\_

10. th \_\_\_\_\_

12. ph \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Main Ideas and Details

**Super Storms**  
Introduce Comprehension:  
Main Ideas and Details

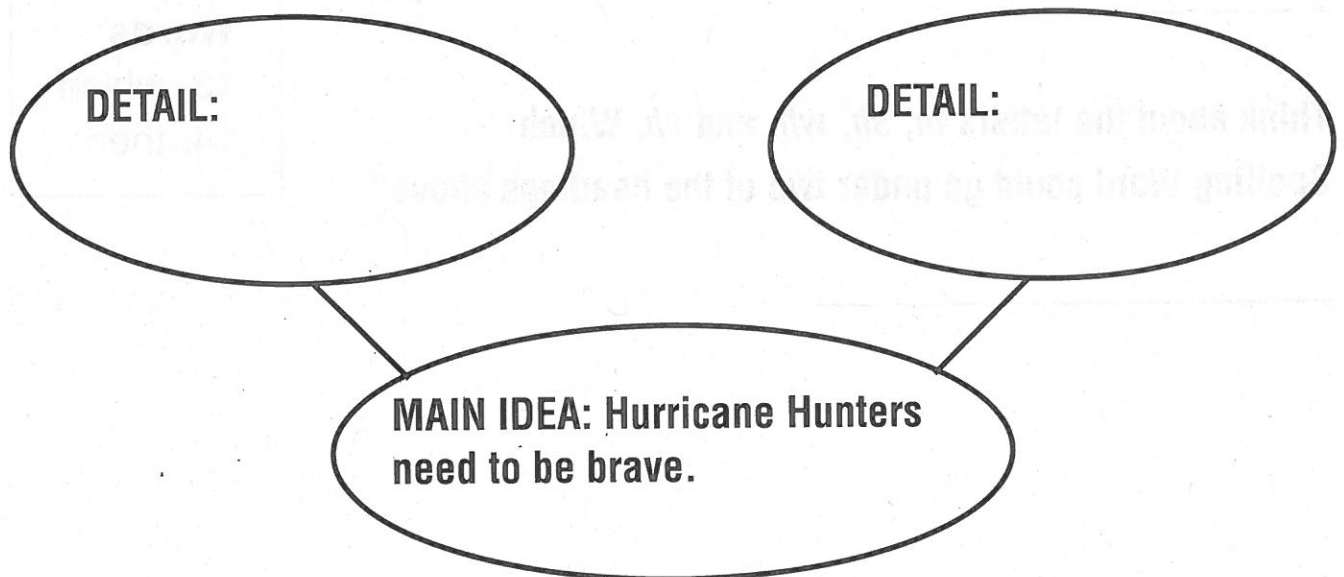
When a hurricane is born, scientists need to study it right away. To do this, they call in the Hurricane Hunters.

Hurricane Hunters are a group of pilots. They fly right into hurricanes! They get the facts. They find out how big the hurricane is, how strong it is, and where it is going. They send the facts by radio to people on the ground.

Hurricane Hunters need to be brave. When they fly close to the eye of a hurricane, the ride gets very bumpy! Clouds and rain also make it hard to see. Sometimes Hurricane Hunters can't even see the wings on their plane!

Hurricane Hunters are important. They help people on the ground know what to do when a hurricane is coming.

**Read the article above. Complete the Web below to show two details that support the main idea of the third paragraph.**



# Spelling Word Sort

## Super Storms

**Spelling:** Consonant Digraphs *th*,  
*sh*, *wh*, *ch*, *tch*

Sort the Spelling Words under the headings below. If a word can sort into more than one place, choose one.

*th*

*sh*

*wh*

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

*ch*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Spelling Words

#### Basic Words

1. dish
2. than
3. chest
4. such
5. thin
6. push
7. shine
8. chase
9. white
10. while
11. these
12. flash

#### Review Words

13. which
14. then

Think about the letters *th*, *sh*, *wh*, and *ch*. Which Spelling Word could go under two of the headings above?

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Action Verbs and Subjects

**Super Storms**  
Grammar: What Is a Verb?

A **verb** tells what someone or something does or did. The **subject** tells who or what is doing the action.

The hail pounds on the roof.

**Thinking Question**  
Which word names an action? Who does or did the action?



Read each sentence. The verb is underlined.

Circle the subject.

1. Jan hears the sounds.
2. The cat hides under the bed.
3. The hail bounces on the ground.
4. The clouds turn gray.



Read each sentence. The subject is circled.

Underline the verb.

5. The (air) gets cold.
6. (lan) feels the rain.
7. The (dog) runs through puddles.
8. The (mail) stays dry.

# Focus Trait: Voice

## Using Your Own Words

Read each sentence. For each underlined word or phrase, circle another word that can take its place.

1. While we were driving, it started to rain. The rain became a violent thunderstorm.

dangerous

silly

calm

2. Our car was tossed back and forth by the winds.

fed

blown

held

3. A traffic jam stretched for ten miles.

covered

dance

walk

**Pair/Share** Work with a partner to rewrite each sentence in your own words.

4. The moving and changing air makes thunderstorms happen.

---

5. Some thunderstorms become extremely strong, and then they can cause tornadoes.

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Name \_\_\_\_\_ Date \_\_\_\_\_

# Base Words and Endings

## *-s, -ed, -ing*

**Super Storms**  
Phonics: Base Words and  
Endings *-s, -ed, -ing*

Read each word pair. Use the words to answer the clues.

1. **prints**                      **jumps**

Hops up and down \_\_\_\_\_

Writes words on paper \_\_\_\_\_

2. **lifting**                      **camping**

Pulling something up \_\_\_\_\_

Living outside and sleeping in a tent \_\_\_\_\_

3. **packed**                      **checked**

Looked at something again to be sure \_\_\_\_\_

Put things in a box or a bag \_\_\_\_\_

4. **passing**                      **helping**

Doing part of the work \_\_\_\_\_

Walking by a person or place \_\_\_\_\_

5. **rested**                      **hunted**

Took a nap \_\_\_\_\_

Looked for something \_\_\_\_\_

# Infer Main Ideas and Details

**Super Storms**  
Deepen Comprehension:  
Infer Main Ideas and Details

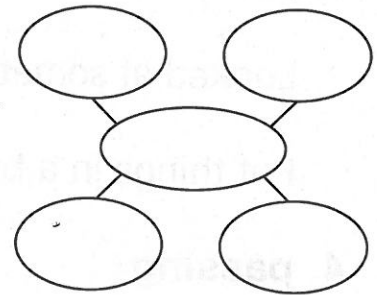
**Read the selection below.**

Long ago, people didn't have the tools we do today to find out about the weather. So they looked for signs in nature.

People saw that some plants changed when it was about to rain. Some flowers closed up when rain was on the way. They opened when the weather was nice. Pinecones did the same. They also closed up when rain was coming and opened when the weather was nice. Today scientists agree that these plants do predict rain!

Farmers long ago would also watch cows. Sometimes cows would sit down if rain was on the way. Today scientists say that cows predict rain only about half the time.

**Infer the main ideas and supporting details. Complete a Web and write your answers on a separate piece of paper.**



1. What is the main idea of this selection?

2. What are the supporting details of this selection?

Name \_\_\_\_\_

Date \_\_\_\_\_

# Words with *th*, *sh*, *wh*, *ch*, *tch*

**Super Storms**  
Spelling: Consonant Digraphs *th*,  
*sh*, *wh*, *ch*, *tch*

## Spelling Words

### Basic Words

1. dish
2. than
3. chest
4. such
5. thin
6. push
7. shine
8. chase
9. white
10. while
11. these
12. flash

### Review Words

13. which
14. then

Write the Spelling Word that is the opposite of each word.

1. dark \_\_\_\_\_

4. now \_\_\_\_\_

2. black \_\_\_\_\_

5. pull \_\_\_\_\_

3. fat \_\_\_\_\_

6. dull \_\_\_\_\_

Complete each Spelling Word with a consonant digraph.

7. di \_\_\_\_\_

11. \_\_\_\_\_ ile

8. su \_\_\_\_\_

12. \_\_\_\_\_ ase

9. \_\_\_\_\_ est

13. \_\_\_\_\_ ese

10. \_\_\_\_\_ an

14. \_\_\_\_\_ i \_\_\_\_\_



# Action Verbs



Read each sentence. Underline the verb.

1. The wind ended.

2. The thunder started.

3. We cover our ears.

4. We sit in the house



Read each sentence. The action verb is underlined.

Circle the subject that is doing the action.

5. Jerry peeks out the window.

6. The rain floods the street.

7. The water flows down the hill.

8. The storm stops the next day.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Compound Words

**Super Storms**  
Vocabulary Strategies:  
Compound Words

Choose the word from the box that completes the compound word in each sentence. Write the word on the line.

**Word Bank**

light	time	fly	house
writing	shine	book	print

1. We built a dog + \_\_\_\_\_ for our new puppy to live in.
2. I have a flash + \_\_\_\_\_ in case it gets dark.
3. Please use neat hand + \_\_\_\_\_ when you do your homework.
4. Dee saw an orange butter + \_\_\_\_\_ fluttering in the garden.
5. Mark read his favorite story + \_\_\_\_\_ before bed.
6. Please don't touch the window with dirty hands. You'll leave a thumb + \_\_\_\_\_.
7. I can go out and play in the sun + \_\_\_\_\_.
8. In the summer + \_\_\_\_\_ we like to go to the pool.

# Proofread for Spelling

**Super Storms**  
Spelling: Consonant Digraphs *th, sh, wh, ch*

Proofread the note. Circle the six misspelled words. Then write the correct spellings on the lines below.

Dear Mom,

I want you to know that I broke the whitte dishe. I am sorry. Whil I was trying to pulsh the door of the chast closed, it slipped out of my hands. Spike was covered in mud, and I was in a hurry to chese him outside. I will help you pay for a new dish.

Love,  
Matt

### Spelling Words

#### Basic Words

1. dish
2. than
3. chest
4. such
5. thin
6. push
7. shine
8. chase
9. white
10. while
11. these
12. flash

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |



Unscramble the letters to make a Spelling Word.

- |                |                 |
|----------------|-----------------|
| 7. cshu _____  | 10. shfla _____ |
| 8. ehtes _____ | 11. inshe _____ |
| 9. htna _____  | 12. nthi _____  |

Name \_\_\_\_\_ Date \_\_\_\_\_

# Statements and Questions

Super Storms  
Grammar: Spiral Review



Read each sentence. Circle the kind of sentence it is.  
Then rewrite the sentence correctly.

1. will it rain today                      statement                      question

\_\_\_\_\_

2. i think it will snow                      statement                      question

\_\_\_\_\_

3. did you see the clouds                      statement                      question

\_\_\_\_\_



Read the paragraph below. Then rewrite the paragraph correctly. Use question marks at the end of questions. Use periods at the end of statements. Remember to use capital letters.

A storm hits our town we stay in the house. What else can we do. mom gives us popcorn Dad reads to us When will the storm end

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Word Choice

**Super Storms**  
Grammar: Connect to Writing

Sentence without Exact Verbs	Sentence with Exact Verbs
The wind <u>blew</u> on the door.	The wind <u>slammed</u> on the door.

Sentence without Exact Verbs	Sentence with Exact Verbs
The storm <u>goes</u> through town.	The storm <u>races</u> through town.



Read the paragraph. Replace each underlined word with an exact word from the box. Write the exact words on the lines.

pounded	stared	hid
howled	swirled	

The town was quiet. Then the wind blew loudly. Leaves went in circles. Rain fell on the streets. We put our bags under our coats. We stayed dry inside the bus stop. Then the rain stopped. We looked at a rainbow for a long time.

1. blew \_\_\_\_\_

2. went \_\_\_\_\_

3. fell \_\_\_\_\_

4. put \_\_\_\_\_

5. looked \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Base Words and Endings *-ed, -ing*

**How Chipmunk Got  
His Stripes**  
Phonics: Base Words and  
Endings *-ed, -ing*

Read the sentences. Draw a circle around each word that has the ending *-ed* or *-ing*.

1. Mom is baking a cake for dinner.
2. Dad closed the window when it started to rain.
3. The apple tasted cold and sweet.
4. Jen hoped that her cat was hiding under the bed.
5. The children went hiking last summer.
6. Todd raked the leaves into piles.



Now write each word you circled under the word that has the same ending.

chased

riding

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

# Adding -s to Verbs

**How Chipmunk Got His Stripes**  
Grammar: Verbs in the Present

A **verb** can name an action that is happening now. Add -s to this kind of verb when it tells about a noun that names one.

The chipmunk eats.

The chipmunks eat.

**Thinking Question**  
*Does the subject, or naming part, of the sentence name one or more than one?*



**Read each sentence. Then write it correctly.**

1. The squirrels (see, sees) the chipmunk.

\_\_\_\_\_

2. The chipmunk (share, shares) food.

\_\_\_\_\_

3. A squirrel (run, runs) down the tree.

\_\_\_\_\_

4. More chipmunks (help, helps) the squirrels.

\_\_\_\_\_

5. The animals (eat, eats) together.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Base Words and Endings

## *-ed, -ing*

### How Chipmunk Got His Stripes

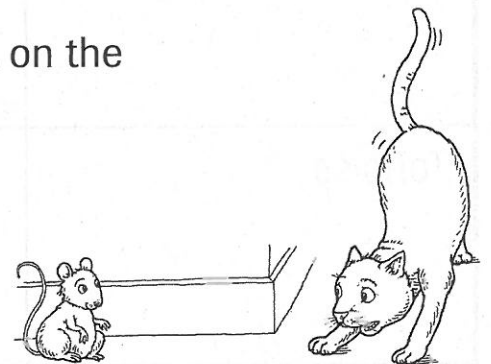
Phonics: Base Words and Endings *-ed, -ing*

Read each word. Then write the base word and ending on the lines.

1. hoped \_\_\_\_\_ + \_\_\_\_\_
2. skating \_\_\_\_\_ + \_\_\_\_\_
3. spilled \_\_\_\_\_ + \_\_\_\_\_
4. chasing \_\_\_\_\_ + \_\_\_\_\_
5. saving \_\_\_\_\_ + \_\_\_\_\_

Now complete the sentences below with the words from above.

6. Ling \_\_\_\_\_ she would get a puppy.
7. Jack is \_\_\_\_\_ his money to get a new mitt.
8. Maria \_\_\_\_\_ milk on her pink dress.
9. The boys like \_\_\_\_\_ on the frozen lake.
10. My cat was \_\_\_\_\_ a mouse, but he didn't catch it.



# Understanding Characters

**How Chipmunk Got His Stripes**  
Introduce Comprehension:  
Understanding Characters

One day Hare said to Tortoise, “You have such short legs, and you walk so slowly. How do you ever get anywhere?”

Tortoise replied, “You are fast, Hare, but if we had a race, I would beat you.”

“You could never beat me,” laughed Hare.

“Let’s have a race,” said Tortoise. “You will see.”

The race began, and Hare ran much faster than Tortoise. Hare got so far ahead, he thought he had time to take a nap and still win the race.

Tortoise kept moving at a slow, steady pace. He never stopped. When Hare woke up, he saw that Tortoise was ahead of him. Hare ran as fast as he could, but Tortoise won. When Hare crossed the finish line, Tortoise was the one who was napping!

**Read the story. Complete a Column Chart to explain character traits.**

Words, Actions	What I Know	Character Trait
Hare		
Tortoise		



Name \_\_\_\_\_ Date \_\_\_\_\_

# **-ed and -ing Endings**

**How Chipmunk Got His Stripes**  
Spelling: *-ed* and *-ing* Endings

Sort the Spelling Words by *-ed* and *-ing* endings.

## **-ed Endings**

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## **-ing Endings**

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### Spelling Words

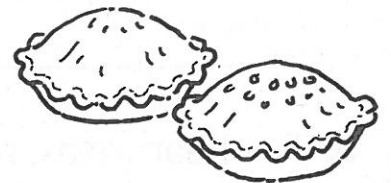
#### Basic Words

1. liked
2. using
3. riding
4. chased
5. spilled
6. making
7. closed
8. hoping
9. baked
10. hiding
11. standing
12. asked

#### Review Words

13. mixed
14. sleeping

Add a word you know to each list. Do you need to drop the final *e* before you add *-ed* or *-ing*?



# Adding *-es* to Verbs

**How Chipmunk Got His Stripes**  
Grammar: Verbs in the Present

A **verb** can tell about an action that is happening now. Add *-es* to this kind of verb if it ends with *s*, *x*, *ch*, or *sh* and if it tells about a naming part that names one.

The bear messes the leaf pile.

The bears mess the leaf pile.

### Thinking Question

*Does the subject name one or more than one?*



**Read each sentence. Then write it correctly.**

1. The mice (fix, fixes) the pile.

\_\_\_\_\_

2. The bear (watch, watches) the mice.

\_\_\_\_\_

3. The bear (push, pushes) the pile down again.

\_\_\_\_\_

4. The mice (wish, wishes) the bear would stop.

\_\_\_\_\_

5. The bear (relax, relaxes) on the pile.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Focus Trait: Ideas

## Include All Important Steps

**How Chipmunk Got His Stripes**

Writing: Write to Inform

Good instructions include all the important steps. Writers leave out steps that are not important.

Read the steps for each set of instructions. What step do you think is missing? Write the missing step.

### Pouring a Glass of Milk

Put a glass on a table.

Go to the refrigerator.

Open the refrigerator door.

\_\_\_\_\_

Pour the milk carefully.

### Making Toast

Get a piece of bread.

Put the bread in the toaster.

Start the toaster.

\_\_\_\_\_

\_\_\_\_\_

Spread the butter on the toast.

Name \_\_\_\_\_ Date \_\_\_\_\_

# CV Words

## How Chipmunk Got His Stripes

Phonics: CV Words

Read each word. Then write the word and draw a slash (/) between the two syllables.

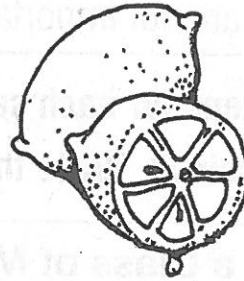
1. pilot \_\_\_\_\_

2. later \_\_\_\_\_

3. lemon \_\_\_\_\_

4. hotel \_\_\_\_\_

5. tiger \_\_\_\_\_



Now use the words you wrote above to complete the sentences below.

6. A \_\_\_\_\_ has orange fur with black stripes.

7. Stan will add \_\_\_\_\_ to his tea.

8. The \_\_\_\_\_ sits in the front of the plane.

9. We stayed at a big \_\_\_\_\_ by the beach last summer.

10. Mom likes to stay up \_\_\_\_\_ than Dad does.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Understanding Characters

**How Chipmunk Got His Stripes**  
Deepen Comprehension:  
Understanding Characters

Read the following story.

A poor shoemaker said to his wife, "I am tired. I will make these shoes in the morning."

In the morning, the shoemaker saw a pair of new shoes on the table. Someone had made the shoes! Each day, he awoke to find new shoes on the table. The shoemaker got rich.

"We must give a gift to your mystery helper," said his wife. So that night, the shoemaker hid in a corner. He told his wife that he saw two elves make the shoes and run away. She sewed clothes for the elves and left them on the table.

That night, the elves tried on their new clothes. Then they danced out the door and never came back again.

Complete a Column Chart to tell about the characters.

Then answer the following questions.



1. Think about what the shoemaker's wife says and does. What can you figure out about her?

\_\_\_\_\_

2. Think about the elves' actions. What can you figure out about their traits?

\_\_\_\_\_

\_\_\_\_\_

# -ed and -ing Endings

**How Chipmunk Got His Stripes**  
Spelling: -ed and -ing Endings

Use a Spelling Word to complete each sentence.

1. We \_\_\_\_\_ the ball down the street.

2. You \_\_\_\_\_ the play, didn't you?

3. We always keep that door \_\_\_\_\_.

4. Matt was \_\_\_\_\_ he could go to the game.

5. On the first day of school, Ms. Bell \_\_\_\_\_ us  
our names.

6. The game is over, but Ivan is still \_\_\_\_\_ in  
the closet.

7. My dog enjoys \_\_\_\_\_ near my bed at night.



## Spelling Words

### Basic Words

1. liked
2. using
3. riding
4. chased
5. spilled
6. making
7. closed
8. hoping
9. baked
10. hiding
11. standing
12. asked

### Review Words

13. mixed
14. sleeping

Write the Spelling Word that best matches each set of clues.

8. bike, horse, bus \_\_\_\_\_

9. leak, drip, tip over \_\_\_\_\_

10. bread, pie, muffins \_\_\_\_\_

11. sit, walk, dance \_\_\_\_\_

12. doze, nap, dream \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Verbs with *-s* and *-es*

**How Chipmunk Got  
His Stripes**  
Grammar: Verbs in the Present

Draw a line under the verb that completes each sentence correctly.

1. The bear (walk, walks) through the woods.
2. The snake (slide, slides) on the ground.
3. The rabbit (hop, hops) though the grass.
4. The mouse (run, runs) through the field.



Write the verb correctly to go with the naming part of the sentence.

5. Chipmunk \_\_\_\_\_ the stew. (mix)
6. Squirrel \_\_\_\_\_ for a spoon. (reach)
7. Bear \_\_\_\_\_ to eat. (rush)
8. Bear \_\_\_\_\_ he had more. (wish)

# Synonyms

**How Chipmunk Got  
His Stripes**

Vocabulary Strategies:  
Synonyms

Read the sentences. Choose the word from the box that means almost the same as the underlined word and write it on the line.

**Word Bank**

boast  
biggest

happy  
small

fast  
fall

1. In autumn, the leaves change colors.

\_\_\_\_\_

2. The elephant is the largest animal at the zoo.

\_\_\_\_\_

3. The mouse is very little.

\_\_\_\_\_

4. Anita was glad to see her best friend.

\_\_\_\_\_

5. The runner was quick, so he won the race.

\_\_\_\_\_

6. Hans likes to brag when he wins a game.

\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

**How Chipmunk Got His Stripes**

Spelling: *-ed* and *-ing* Endings

# Proofread for Spelling



**Proofread the story. Cross out the six misspelled words. Spell it correctly above the word you crossed out.**

Tomorrow school will be klosed, so we are going bike ridin along the lake to the next town. All of us have been makeing plans for a long time. My brother bakked some cookies to take along. I am useing my dad's backpack to carry sandwiches and juice, but I haven't aksed him yet!

### Spelling Words

#### Basic Words

1. liked
2. using
3. riding
4. chased
5. spilled
6. making
7. closed
8. hoping
9. baked
10. hiding
11. standing
12. asked

**Use the code to spell the Spelling Words.**

1 = e	2 = s	3 = i	4 = n	5 = d	6 = a	7 = k
8 = p	9 = m	10 = o	11 = 5	12 = b	13 = t	14 = u
15 = c	16 = j	17 = h	18 = f	19 = r	20 = l	21 = g
22 = x	23 = z	24 = y	25 = q	26 = w		

1. 6-2-7-1-5 \_\_\_\_\_

3. 15-17-6-2-1-5 \_\_\_\_\_

2. 17-3-5-3-4-21 \_\_\_\_\_

4. 20-3-7-1-5 \_\_\_\_\_

# Kinds of Nouns



Draw a line under the noun in each sentence.

Write whether it names a person, place, thing, or animal.

1. The dog growls. \_\_\_\_\_

2. The tree stands tall. \_\_\_\_\_

3. Sally looks out. \_\_\_\_\_

4. The yard is busy. \_\_\_\_\_



Read the paragraph. Write a noun from the box in place of each underlined noun.

forest	mouse	owl	rock
--------	-------	-----	------

The place is dark. An owl looks for food to eat. It sees a mouse near a big thing. The owl swoops down and lands on the rock. It wants to catch the animal. The mouse quickly scurries into a small space under the rock. It is safe! The animal flies back up to its nest.

5. place \_\_\_\_\_

7. animal \_\_\_\_\_

6. thing \_\_\_\_\_

8. animal \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Sentence Fluency

**How Chipmunk Got His Stripes**  
Grammar: Connect to Writing

Short Sentences	New Sentence with Joined Predicates
The bear sees honey. The bear eats it all.	The bear sees honey and eats it all.



**Join each pair of sentences. Use *and* between the predicates. Then write the new sentence.**

- The squirrels climb the tree.  
The squirrels eat some nuts.

---

- The deer eats leaves.  
The deer drinks from the pond.

---

- Chipmunks rest on rocks.  
Chipmunks sleep on leaves.

---

- The lion runs fast.  
The lion looks for food.

---

# Contractions

**Jellies**  
Phonics: Contractions

Put the words together to write contractions. Then read each contraction.

1. you + are = \_\_\_\_\_

2. is + not = \_\_\_\_\_

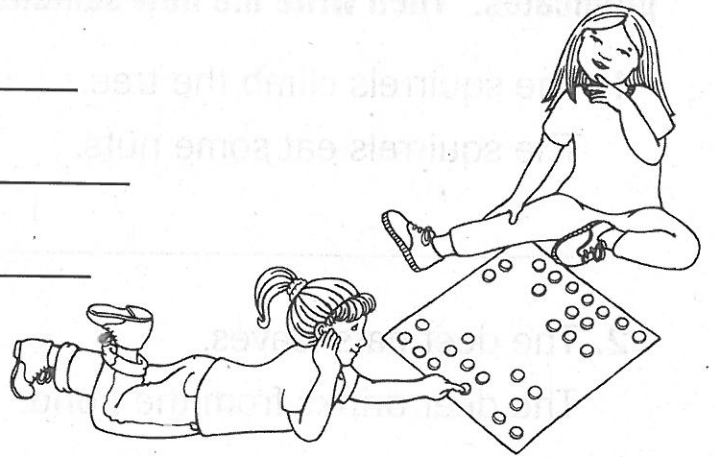
3. we + will = \_\_\_\_\_

4. it + is = \_\_\_\_\_

5. do + not = \_\_\_\_\_

6. I + am = \_\_\_\_\_

Use the contractions you wrote above to complete the sentences below.



7. The sun \_\_\_\_\_ going to  
shine today.

8. I think \_\_\_\_\_ going to rain all day.

9. \_\_\_\_\_ have to stay inside.

10. I hope \_\_\_\_\_ planning to  
come over to my house.

11. I \_\_\_\_\_ know what we can play.

12. \_\_\_\_\_ sure we can think of  
something to do.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Past Time Verbs with *-ed*

## Jellies

Grammar: Verbs in the Present,  
Past, and Future

Some **verbs** name actions that are happening now. Other **verbs** name actions that happened before now, or in the past. Add *-ed* to most verbs to show that the action happened in the past.

Yesterday the jellyfish (float, floated) in the water.

### Thinking Question

When does or did the action happen?



**Read each sentence. Choose the verb that tells about the past. Then rewrite the sentence.**

1. Fish (pass, passed) by the jellyfish.

\_\_\_\_\_

2. Sea turtles (splashed, splash) near the fish.

\_\_\_\_\_

3. Whales (leap, leaped) over the sea turtles.

\_\_\_\_\_

4. The sharks (watched, watch) the animals move.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Contractions

Jellies  
Phonics: Contractions

Use the two words below the line to make a contraction. Write the contraction on the line. Then read each completed sentence.



1. I \_\_\_\_\_ do not \_\_\_\_\_ know how to skate.
2. \_\_\_\_\_ It is \_\_\_\_\_ more fun to ride my bike.
3. I \_\_\_\_\_ did not \_\_\_\_\_ find my knee pads.
4. \_\_\_\_\_ I will \_\_\_\_\_ try to find my helmet.
5. Then \_\_\_\_\_ we will \_\_\_\_\_ have fun on our bikes.

Draw a circle around the contraction in each sentence.

Then write the two words for each contraction.

6. I'm going to the store. \_\_\_\_\_
7. If you're ready, you can go, too. \_\_\_\_\_
8. The store isn't too far away. \_\_\_\_\_
9. We'll need to buy milk and meat. \_\_\_\_\_
10. I don't think I can carry it on my bike! \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Fact and Opinion

**Jellies**  
Introduce Comprehension:  
Fact and Opinion

Coral reefs are found in some oceans. These reefs are made by tiny animals. When these tiny animals die, they leave behind piles of empty shells. More tiny animals grow on top of these shells. This happens over and over again. The coral reef gets bigger and bigger.

You can dive near a coral reef! Everything you see will be beautiful. You might even see green sea turtles. They are a little bit scary, though. They are about three feet long and weigh about 300 pounds.

You may also see colorful angelfish. They aren't afraid as they swim around. They can hide inside cracks in the coral if they need to be safe.

**Read the article above. Then complete a T-Map that lists three facts and three opinions from the article.**

Fact	Opinion
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

# Contractions

Sort the Spelling Words by the word used to make each contraction. The first one is done for you.

**with *not***

**with *is***

**with *have***

don't \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**with *am***

**with *will***

**with *are***

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Spelling Words

### Basic Words

1. I'm
2. don't
3. isn't
4. can't
5. we'll
6. it's
7. I've
8. didn't
9. you're
10. that's
11. wasn't
12. you've

### Review Words

13. us
14. them

Then add three contractions that you know to any of the lists.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

# Verbs in Future Time

## Jellies

Grammar: Verbs in the Present,  
Past, and Future

Some **verbs** name actions that are going to happen. Add *will* before a verb to show that the action is going to happen in the future.

The sea turtles want food.                      **Present**

The sea turtles will want food.                **Future**

### Thinking Question

When does or did  
the action happen?



Decide how to make each underlined verb show that the action happens in the future. Then rewrite the sentence.

1. The sea turtles rush past the whale.

\_\_\_\_\_

2. The waves wash over the beach.

\_\_\_\_\_

3. The jellyfish drift out to sea.

\_\_\_\_\_

4. Sea birds swoop down.

\_\_\_\_\_

# Focus Trait: Word Choice

## Using Exact Words

**Jellies**  
Writing: Write to Inform

Using synonyms is one way to rewrite sentences in your own words.

When it stings, a jellyfish <u>does not know</u> if it is hurting a <u>friend</u> or an <u>enemy</u> .	When it stings, a jellyfish <u>is not aware</u> if it is hurting a <u>buddy</u> or a <u>rival</u> .
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Read each sentence. Replace each underlined word with a synonym.

1. The ocean is a <u>huge</u> place.	
2. There are many <u>strange</u> creatures in the ocean.	
3. Getting stung by a jellyfish can be <u>painful</u> .	
4. Jellyfish are <u>beautiful</u> .	
5. Special plants <u>survive</u> underwater in the ocean.	

Name \_\_\_\_\_ Date \_\_\_\_\_

# Cumulative Review

**Jellies**  
Phonics: Cumulative Review

Read each sentence. Choose the word from the box that completes each sentence and write the word on the line. Then read each completed sentence.

**Word Bank**

fishing      shining      flashed      then  
wished      chasing      think      path

1. The sun was \_\_\_\_\_.
2. Dale and Jack wanted to go \_\_\_\_\_.
3. The boys walked along a \_\_\_\_\_.
4. Jack \_\_\_\_\_ they would get to the lake soon.
5. Just \_\_\_\_\_, a rabbit ran by.
6. The bunny \_\_\_\_\_ its white tail.
7. Dale didn't \_\_\_\_\_ rabbits could run that fast.
8. Was someone \_\_\_\_\_ it?

Now write on the line a word you know that begins with each letter pair.

9. ch \_\_\_\_\_      10. sh \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Facts and Opinions

**Jellies**  
**Deepen Comprehension:**  
Identify Facts and Opinions

Read the selection below.

I went to the library to learn more about dolphins. I read books and looked on the Internet, too. I learned a lot.

Some people think that dolphins are always happy. That's because it looks like they're smiling all the time. But dolphins aren't always happy. The shape of their mouths just looks like a smile.

Dolphins are playful. Scientists say that dolphins play all day long. Some dolphins love to play with balls and hoops. They love their trainers, too. I think it would be fun to play with dolphins!

Complete a T-Map like the one here to list facts and opinions. Then answer the questions below.


1. What sentence in this selection told a fact?

---

---

2. What sentence in this selection told an opinion?

---

---

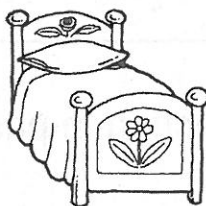
Name \_\_\_\_\_ Date \_\_\_\_\_

# Contractions

**Jellies**  
Spelling: Contractions

Write the Spelling Word that has the same meaning.

- |                  |                   |
|------------------|-------------------|
| 1. you are _____ | 5. we will _____  |
| 2. cannot _____  | 6. you have _____ |
| 3. I am _____    | 7. it is _____    |
| 4. is not _____  | 8. I have _____   |



Read each sentence. Think about the underlined word or words. Then write the Spelling Word that makes the sentence say the opposite.

9. I did make my bed. \_\_\_\_\_
10. That is not my book. \_\_\_\_\_
11. Sara was late to school. \_\_\_\_\_
12. You are not my friends. \_\_\_\_\_
13. I am not asking Miguel. \_\_\_\_\_
14. I do have time to spend with you. \_\_\_\_\_

## Spelling Words

### Basic Words

1. I'm
2. don't
3. isn't
4. can't
5. we'll
6. it's
7. I've
8. didn't
9. you're
10. that's
11. wasn't
12. you've

### Review Words

13. us
14. them

# Present, Past, and Future Time

## Jellies

Grammar: Verbs in the Present,  
Past, and Future



Rewrite each sentence. Change the verb so it tells that the action happened at the time shown.

1. The sea animals want food. (action in past)

---

2. The crabs searched for small fish. (action in present)

---

3. The jellyfish look under a big rock. (action in past)

---

4. Waves wash away the sand castle. (action in future)

---

5. Max and Beth play in the water. (action in future)

---

6. They peek inside a shell. (action in future)

---

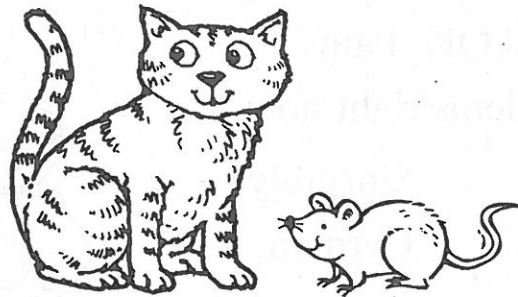
Name \_\_\_\_\_ Date \_\_\_\_\_

# Suffixes *-er, -est*

**Jellies**  
Vocabulary Strategies:  
Suffixes *-er, -est*

Circle the comparing word that completes each sentence.

1. A mouse is **smaller** **smallest** than a cat.
2. I am going to exercise so I get **stronger** **strongest**.
3. That is the **bigger** **biggest** spider I have ever seen!
4. Being sick made me feel **weaker** **weakest** than I did before.
5. Juan wants to be the **smarter** **smartest** student in the class.
6. That side of the pool is **shallower** **shallowest** than this side.
7. Chocolate is the **sweeter** **sweetest** kind of ice cream.



# Proofread for Spelling

Rewrite each sentence. Use two contractions in each sentence.

1. I am sure he did not see me.

\_\_\_\_\_

2. That is where you are going.

\_\_\_\_\_

3. It is our class picnic, so we will go early.

\_\_\_\_\_

## Spelling Words

### Basic Words

1. I'm
2. don't
3. isn't
4. can't
5. we'll
6. it's
7. I've
8. didn't
9. you're
10. that's
11. wasn't
12. you've

Proofread the note. Cross out the six misspelled contractions. Spell each word correctly in the margin.

Dear Pam,

I kan't go tomorrow because I've got too much homework. I know yo've been counting on me. Maybe I can come over later in the evening. Then wi'll have time to talk. I hope its' OK. I'am going to start my math problems right now.

Sincerely,  
Carmen





Name \_\_\_\_\_ Date \_\_\_\_\_

# Singular and Plural Nouns

Jellies

Grammar: Spiral Review



Draw a line under the noun in each sentence.

If the noun names one, write *S* for *singular*. If the noun names more than one, write *P* for *plural*.

1. The sharks swim fast. \_\_\_\_\_
2. Four girls watch. \_\_\_\_\_
3. One boy points. \_\_\_\_\_
4. A girl looks again. \_\_\_\_\_
5. The animals are gone now. \_\_\_\_\_




Read each sentence. Then rewrite each underlined noun in the correct plural form.

6. Look at the crab. \_\_\_\_\_
7. Do not touch the claw. \_\_\_\_\_
8. Tell the adult to come quickly. \_\_\_\_\_
9. The boy can use help. \_\_\_\_\_
10. The crabs crawled in the bag. \_\_\_\_\_

# Sentence Fluency

**Jellies**  
Grammar: Connect to Writing

Verbs Telling About Different Times	Verbs Telling the Same Time
Last week Jill and Jake <u>walked</u> on the beach. They <u>play</u> in the water.	Last week Jill and Jake <u>walked</u> on the beach. They <u>played</u> in the water.

 **Read this story. It tells about something that happened in the past. Five verbs do not tell about the past. Fix these five verbs. Then write the story correctly on the lines below.**

Jill and Jake skipped along the shore. Jake saw two large shells. Jake point to them. Jill rush over to see them. Jill and Jake look closely. Jill pick up one shell. Jill and Jake wash the shells and took them home.

---



---



---



---



---



---



---



---

Name \_\_\_\_\_ Date \_\_\_\_\_

# Base Words and Endings

## -s, -es

**Click, Clack, Moo:**  
**Cows That Type**

Phonics: Base Words and  
Endings -s, -es

Put the letters together to write a base word.

Then add the ending -s or -es.

1. m + a + t + c + h = \_\_\_\_\_

2. b + u + z + z = \_\_\_\_\_

3. g + l + a + s + s = \_\_\_\_\_

4. b + u + s + h = \_\_\_\_\_

5. h + a + m + m + e + r = \_\_\_\_\_



Now use the words you wrote above to complete the sentences below.

6. Dad \_\_\_\_\_ the nails into  
the wall.

7. I drank two \_\_\_\_\_ of milk  
for dinner.

8. Today my jacket \_\_\_\_\_ my hat.

9. My dog likes to hide in the \_\_\_\_\_.

10. The bee \_\_\_\_\_ near the hive.

# Commands

**Click, Clack, Moo:  
Cows That Type**  
Grammar: Kinds of Sentences

- A **command** is a sentence that tells a person or animal to do something.
- A command begins with a capital letter and ends with a period.
- A command usually begins with an action word.

Example: Come with me.

**Thinking Question**  
*Does the sentence begin with an action word?*

 **Write each command correctly.**

1. feed the animals

---

2. hold the pail

---

3. pet the cows

---

4. talk to the chickens

---

5. sweep the stable

---

Name \_\_\_\_\_ Date \_\_\_\_\_

# Base Words and Endings

## -s, -es

**Click, Clack, Moo:  
Cows That Type**  
Phonics: Base Words and  
Endings -s, -es

Write the words from the box under the word that has the same ending. Then write two more words of your own in each column.

**Word Bank**

eggs      trucks      brushes      fixes  
wishes      tigers      pinches      rafts

lunches

chicks

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Name \_\_\_\_\_ Date \_\_\_\_\_

# Conclusions

**Click, Clack, Moo:  
Cows That Type**  
Introduce Comprehension:  
Conclusions

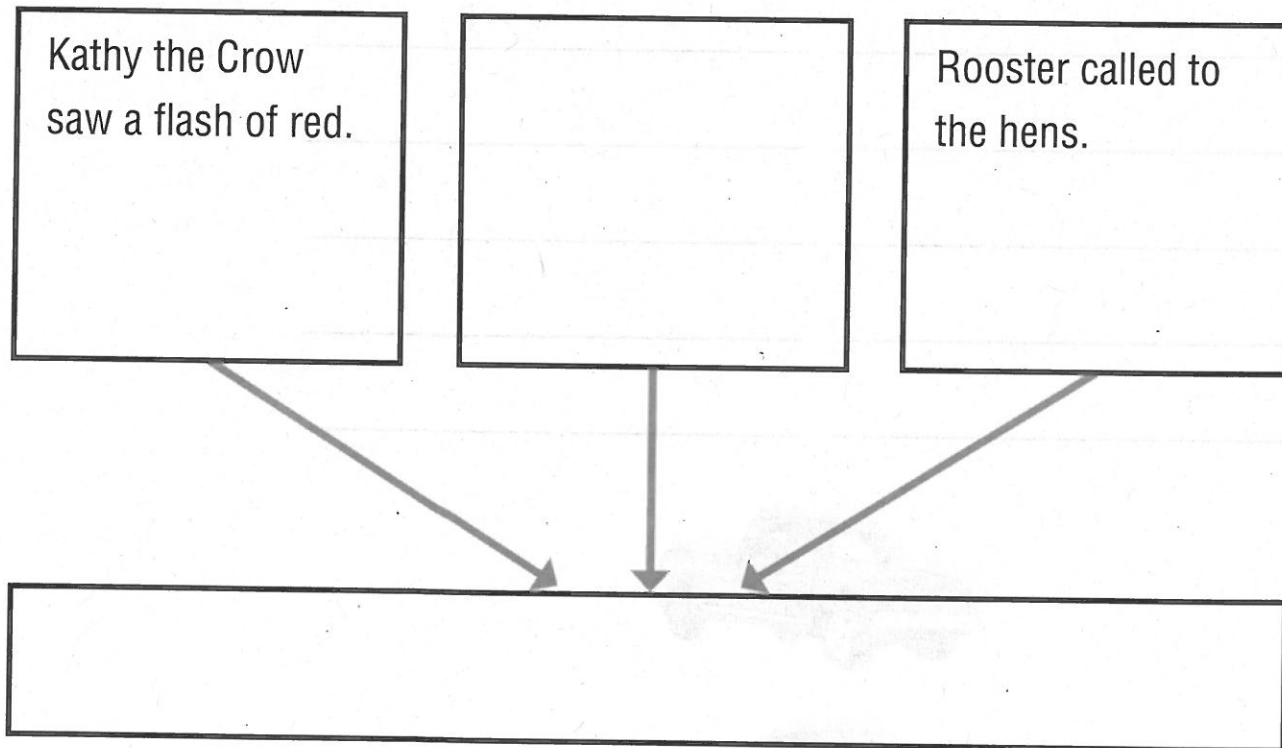
Kathy the Crow was tired of looking for her own food. She saw a pile of grain by the henhouse. She flew low and cried, "Caw! Caw!" The hens and little chicks ran inside.

Kathy landed by a pile of grain and began to eat.

Suddenly, she saw a flash of red! A big red wing came flapping her way and scared her away from the grain. Kathy flew off into the sky!

"You can come out," Rooster called to the hens. "I don't think Kathy will be stopping for lunch again!"

**Read the selection above. Add another story clue to the Inference Map below that will help you draw a conclusion about Rooster and what he did.**

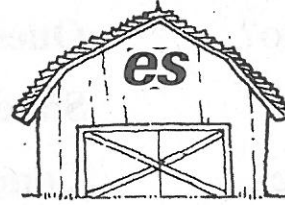
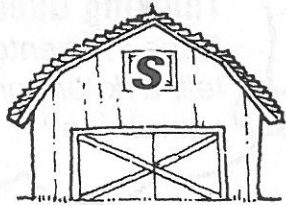


Name \_\_\_\_\_ Date \_\_\_\_\_

# Base Words with Endings -s, -es

**Click, Clack, Moo:  
Cows That Type**  
Spelling: Base Words with  
Endings -s, -es

Sort the Spelling Words by -s and -es endings. Then draw a line under each word ending that changed the word from meaning one to meaning more than one.



### Words with -s Endings

### Words with -es Endings

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_

### Spelling Words

#### Basic Words

- 1. hens
- 2. eggs
- 3. ducks
- 4. bikes
- 5. boxes
- 6. wishes
- 7. dresses
- 8. names
- 9. bells
- 10. stamps
- 11. dishes
- 12. grapes

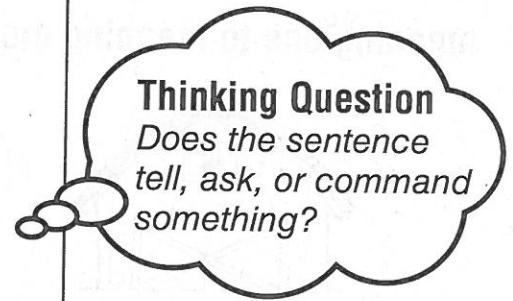
#### Review Words


- 13. jets
- 14. frogs

# Three Kinds of Sentences

- A **question** asks something.
- A **statement** tells something.
- A **command** tells someone to do something.

What can the cow do?	<b>Question</b>
The cow can type.	<b>Statement</b>
Watch that cow type.	<b>Command</b>



 **Read each sentence. Then label it as a question, statement, or command.**

1. What does the horse do?

\_\_\_\_\_

2. The horse tells jokes.

\_\_\_\_\_

3. Listen to this joke.

\_\_\_\_\_

4. Have you heard that joke before?

\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

**Click, Clack, Moo:  
Cows That Type**  
Writing: Write to Persuade

# Focus Trait: Ideas

## Stating a Clear Goal

Not a Clear Goal	Clear Goal
I would like you to <u>do something</u> .	I would like you to <b>take me to the park next weekend</b> .

**A. Read each goal that is not clear. Fill in the blanks to state each goal more clearly.**

Not a Clear Goal	Clear Goal
1. I would like you to buy <u>something</u> for our computer lab.	I would like you to buy _____ for our computer lab.
2. I want you to send me <u>stuff</u> for a project.	I want you to send me _____ for a project.

**B. Read each goal that is not clear. Add a word or words to make the goal more clear. Write your new sentences.**

Not a Clear Goal	Clear Goal
3. We would like you to <u>do us a favor</u> .	
4. I am writing to ask you <u>to do something</u> for the music room.	

# Cumulative Review

**Click, Clack, Moo:  
Cows That Type**  
Phonics: Cumulative Review

Write the word that goes in each sentence.

**Word Bank**

cider

fever

later

virus

1. Jack has a \_\_\_\_\_ that makes him sick.
2. Mom says his \_\_\_\_\_ is very high.
3. "You can sit with Jack \_\_\_\_\_ today," said Mom.
4. "I'll warm up some \_\_\_\_\_ for both of you," said Mom.

Write the words that make up each underlined contraction.

5. "I won't have lunch with Sam today," said Jack.  
\_\_\_\_\_

6. "I'll tell Sam you miss him, Jack," I said.  
\_\_\_\_\_

7. "You're a good sister," said Jack.  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Conclusions

**Click, Clack, Moo:  
Cows That Type**  
Deepen Comprehension:  
Conclusions

**Read the selection below.**

The trees were red, so Squirrel began picking up nuts.

“Squirrel,” said Red Hen, “you’re very smart. When winter comes, you’ll have lots to eat.”

“Thank you,” said Squirrel. Squirrel boasted to Chipmunk, “I’m smart! I’m smart!” Then Squirrel began racing around, burying his nuts as fast as he could.

The rains came. Then the snow fell. Squirrel dug under the trees for his nuts. But where were they? Squirrel couldn’t remember.

“Next year, make a map in your head,” said Chipmunk.

“I think they’re between the big rocks,” said Red Hen.

“Oh, thank you, Red Hen,” said Squirrel. “How did you remember?”

“Shh!” said Red Hen. “That’s where I hide my eggs! Don’t tell Farmer Brown!”

**Now complete an Inference Map to draw a conclusion about why Squirrel forgets where he puts the nuts.**

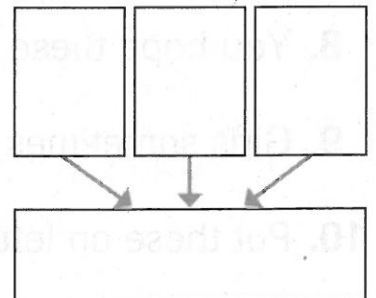
1. Why does Squirrel get so excited?

\_\_\_\_\_

2. What happens when Squirrel gets so excited?

\_\_\_\_\_

\_\_\_\_\_



# Base Words with Endings

## **-s, -es**

**Click, Clack, Moo:  
Cows That Type**  
Spelling: Base Words with  
Endings -s, -es

Write the Spelling Word or Spelling Words that match each clue.

1. These are animals. \_\_\_\_\_  
\_\_\_\_\_
2. You can eat these. \_\_\_\_\_  
\_\_\_\_\_
3. Put things inside these. \_\_\_\_\_
4. Put food on these. \_\_\_\_\_
5. Ride on these. \_\_\_\_\_
6. These ring. \_\_\_\_\_
7. These are airplanes. \_\_\_\_\_
8. You hope these come true. \_\_\_\_\_
9. Girls sometimes wear these. \_\_\_\_\_
10. Put these on letters. \_\_\_\_\_
11. We give pets these. \_\_\_\_\_

### Spelling Words

#### Basic Words

1. hens
2. eggs
3. ducks
4. bikes
5. boxes
6. wishes
7. dresses
8. names
9. bells
10. stamps
11. dishes
12. grapes

#### Review Words

13. jets
14. frogs

Name \_\_\_\_\_ Date \_\_\_\_\_

# Three Kinds of Sentences

**Click, Clack, Moo:  
Cows That Type**  
Grammar: Kinds of Sentences



Write each command correctly.

1. play with me

\_\_\_\_\_

2. hide in the barn

\_\_\_\_\_

3. do not peek

\_\_\_\_\_



Label each sentence as a question, a statement, or a command. Then write the sentence correctly.

4. look out \_\_\_\_\_

\_\_\_\_\_

5. i almost dropped the eggs \_\_\_\_\_

\_\_\_\_\_

6. can you help me \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Prefixes *pre-* and *mis-*

**Click, Clack, Moo:  
Cows That Type**  
Vocabulary Strategies: Prefixes  
*pre-* and *mis-*

Read each definition below. Add *mis-* or *pre-* to a word in the box to make a new word that matches each definition.

**Word Bank**

heard	judge	read
order	heat	

1. to order before \_\_\_\_\_
2. to judge badly \_\_\_\_\_
3. to heat before \_\_\_\_\_
4. did not read right \_\_\_\_\_
5. did not hear right \_\_\_\_\_

Write a sentence for each word.

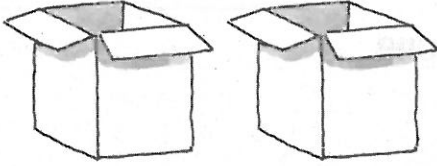
6. **misdeal** \_\_\_\_\_  
\_\_\_\_\_

7. **precut** \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Proofread for Spelling



**Click, Clack, Moo:  
Cows That Type**

Spelling: Base Words with  
Endings -s, -es

## Spelling Words

### Basic Words

1. hens
2. eggs
3. ducks
4. bikes
5. boxes
6. wishes
7. dresses
8. names
9. bells
10. stamps
11. dishes
12. grapes

Proofread the newspaper story. Circle the nine misspelled words. Then write the correct spellings.

### Wishes Come True

Mr. and Mrs. Smith kept birds in a pen. Saturday, they rode their biks. Then they checked the pen. They found only empty boxees. "I wanted to ring alarm belz," said Mr. Smith. "I wish that we would find our birds."

When they went inside the house, they found the duks sleeping on Mrs. Smith's dreses, and the henz had laid eggs on her new dishis!

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

Unscramble the letters to spell a Basic Word.

10. pgares \_\_\_\_\_

12. pmasts \_\_\_\_\_

11. maens \_\_\_\_\_

# More Plural Nouns

**Click, Clack, Moo:  
Cows That Type**

Grammar: Spiral Review



Circle the noun that correctly shows more than one.

1. We eat (sandwichs, sandwiches) in the barn.
2. Our (dresss, dresses) get dirty.
3. The (mouses, mice) play in the hay.
4. The (horse, horses) stomp their feet.
5. The (cow, cows) stand still.



Read each sentence. Then rewrite each sentence to use the correct plural form of the underlined noun.

6. Two fox visit the farm.

---

7. Many man help plant seeds.

---

8. How many child are in your school?

---



Name \_\_\_\_\_

Date \_\_\_\_\_

# Sentence Fluency

**Click, Clack, Moo:  
Cows That Type**  
Grammar: Connect to Writing

Run-on Sentence	Separate Sentences
The horse runs fast can the cow run too?	The horse runs fast. Can the cow run too?

Run-on Sentence	Separate Sentences
Help me get eggs we will go to the barn.	Help me get eggs. We will go to the barn.



**Read the run-on sentences. Turn each one into two separate sentences. Write the two new sentences.**

1. We collect milk there are a lot of cows.

\_\_\_\_\_

2. We need eggs where are the chickens.

\_\_\_\_\_

3. Find some seeds the ducks are hungry.

\_\_\_\_\_

4. Look at the pigs they are happy.

\_\_\_\_\_

5. The farm is busy we also have fun.

\_\_\_\_\_

# Words with *ai, ay*

Write a word from the box to complete each sentence.

**Word Bank**

pail  
tail

maybe  
play

say  
wait



1. I like to \_\_\_\_\_ games with my dog Spot.
2. "Come here, Spot," I \_\_\_\_\_.
3. Spot jumps up and wags his \_\_\_\_\_.
4. \_\_\_\_\_ Spot will run after a ball.
5. I tossed the ball, and it landed in a \_\_\_\_\_.
6. Spot fetches the ball while I \_\_\_\_\_ for him.

Now write each word under the word that has the same pattern for long *a*.

mail

day

_____	_____
_____	_____
_____	_____

Name \_\_\_\_\_

Date \_\_\_\_\_

# Exclamations

**Violet's Music**  
Grammar: Kinds of Sentences

- All sentences begin with a capital letter.
- An **exclamation** is one kind of sentence. It ends with an **exclamation point (!)**.
- An exclamation shows a strong feeling such as excitement, surprise, or fear.

Example: Gina loves music!



### Thinking Question

Does the sentence show excitement, surprise, or fear?



**Draw a line under each correct exclamation.**

1. Gina is a wonderful singer!

Gina is a singer.

2. She also plays the piano.

She also plays the piano so well!

3. She is going to star in the show!

She is going to be in the show.

4. Let's go see her sing!

Let's go see her.

5. I will save you a great seat!

I will save you a seat.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Words with *ai, ay*

**Violet's Music**  
Phonics: Vowel Digraphs *ai, ay*

Read the letter. Draw a circle around the words with *ai* and *ay*. Then write two sentences to finish the letter. Choose two words from the box to use in your sentences.

**Word Bank**

rain      hail      day      may  
gray      mail      pay      trail

Dear Jay,

Today my class went on a trip. I could not wait! We saw people make crafts. A man made pots out of clay. One woman wove a braid for a rug. The people sell their crafts and then they get paid. \_\_\_\_\_

---

---

---

---

Your friend,

---

Name \_\_\_\_\_ Date \_\_\_\_\_

# Story Structure

**Violet's Music**  
Introduce Comprehension:  
Story Structure

Jodi loved to teach tricks to her pets. When she was three, she showed her dog how to roll over. When she was five, she showed her hamster how to climb the curtains. Now Jodi was eight and wanted to win the Pet Tricks Contest. She showed her parrot Billy the best trick yet.

Jodi's friend Mel came over to meet Billy.

Billy squawked, "Billy wants a cracker!"

"That's not very special," said Mel. "I don't think you'll win."

"Just wait," said Jodi. She began singing "Yankee Doodle Dandy." So did Billy. Jodi stopped singing, but Billy kept going. He sang the whole song by himself!

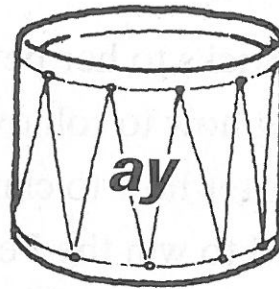
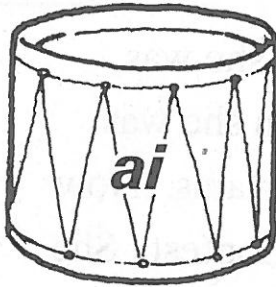
"Wow!" said Mel. "Now that's a winning pet trick!"

**Read the story above. Complete a Story Map to identify parts of the story.**

<b>Characters:</b> Jodi, Mel, Billy	<b>Setting:</b> Jodi's home
<b>Problem:</b> Jodi wants to enter Billy in the Pet Trick Contest, but Mel doesn't think the parrot will win.	
<b>Events:</b> 1. _____	
2. _____	
3. _____	
4. _____	
<b>Solution:</b> Mel feels this trick will win the contest.	

# Words with *ai, ay*

**Violet's Music**  
Spelling: Words with *ai, ay*



Sort the Spelling Words by the long *a* sound spelled *ai* and the long *a* sound spelled *ay*.

### *ai* Words

### *ay* Words

1. \_\_\_\_\_

7. \_\_\_\_\_

2. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

9. \_\_\_\_\_

4. \_\_\_\_\_

10. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

### Spelling Words

#### Basic Words

1. pay
2. wait
3. paint
4. train
5. pail
6. clay
7. tray
8. plain
9. stain
10. hay
11. gray
12. away

#### Review Words

13. stay
14. day

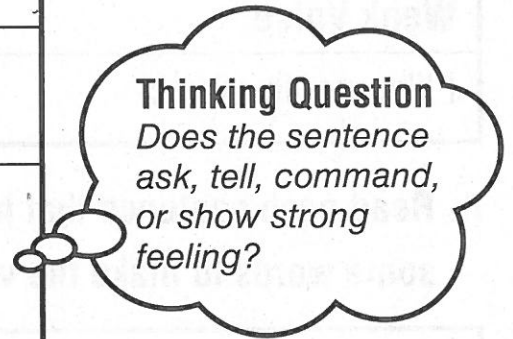
Underline the letters in each word that make the long *a* sound.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Four Kinds of Sentences

**Violet's Music**  
Grammar: Kinds of Sentences

A <b>question</b> asks something.	Will you sing with me?
An <b>exclamation</b> shows strong feeling.	It will be fun!
A <b>command</b> tells someone to do something.	Stand up.
A <b>statement</b> tells something.	We can start now.



**Read each sentence. Tell what kind of sentence it is.**

1. We will sing songs. \_\_\_\_\_
2. Can you join us? \_\_\_\_\_
3. Count to three. \_\_\_\_\_
4. That was so great! \_\_\_\_\_
5. When can we do it again? \_\_\_\_\_
6. I loved singing! \_\_\_\_\_

# Focus Trait: Voice

## Showing Feelings

**Violet's Music**  
Writing: Write to Persuade

Weak Voice	Strong Voice
I like movie music.	Movie music is so great to listen to!

**A. Read each sentence that has a weak voice. Add or change some words to make the voice stronger.**

Weak Voice	Strong Voice
1. The guitar is a musical instrument.	The guitar is a _____ musical instrument.
2. I like all music.	Any kind of music _____ _____

**B. Read each sentence that has a weak voice. Add words to make the voice stronger. Write your new sentences.**

Weak Voice	Strong Voice
3. Our band played a concert.	_____ _____ _____
4. The trumpet is a good instrument.	_____ _____ _____



Name \_\_\_\_\_

Date \_\_\_\_\_

# Cumulative Review

**Violet's Music**  
Phonics: Cumulative Review

Write the word that goes in each sentence.

**Word Bank**

snails

boxes

glasses

bikes

1. "I can't lift these big \_\_\_\_\_ of books," said Meg.
2. "We'll ride our \_\_\_\_\_ to school," Rick said.
3. "I've filled three \_\_\_\_\_ with milk," said Max.
4. "You're moving at the speed of \_\_\_\_\_ this morning," Mom said.

Now write each word from the Word Bank under the word that has the same ending.

paints

patches

\_\_\_\_\_

\_\_\_\_\_

# Story Structure

Read the selection below.

Joe was waiting for his turn. The class sang, "Hickory dickory dock. The mouse ran up the clock." Amy made her mouse puppet run around the clock. Everyone clapped.

Then the class sang, "The clock struck one. The mouse ran down." It was Joe's turn!

Joe banged on the gong. But he banged it too hard. Its noise was so loud that Joe fell over. As he fell, Joe banged into Amy, and she fell over. Then Amy hit the clock and it fell over!

"Hickory dickory dock!" sang the class.

Everyone clapped! They thought it was the funniest show they'd ever seen. Joe laughed so hard that he forgot all about his mistake.

Now complete a Story Map and answer the following questions.


- 1. Who are the characters in this story?  
Where does this story take place?

---

---

- 2. How is Joe's problem solved at the end of the story?

---

Name \_\_\_\_\_ Date \_\_\_\_\_

# Words with *ai, ay*

**Violet's Music**  
Spelling: Words with *ai, ay*



## Spelling Words

### Basic Words

1. pay
2. wait
3. paint
4. train
5. pail
6. clay
7. tray
8. plain
9. stain
10. hay
11. gray
12. away

### Review Words

13. stay
14. day

Read each word aloud. Then write the Spelling Word or Spelling Words that rhyme with the word.

1. main \_\_\_\_\_

2. faint \_\_\_\_\_

3. play \_\_\_\_\_

# Kinds of Sentences

A <b>question</b> ends with a question mark.	Will you sing with me?
An <b>exclamation</b> ends with an exclamation point.	It will be fun!
A <b>command</b> ends with a period.	Stand up.
A <b>statement</b> ends with a period.	We can start now.



**Read each sentence. Tell what kind of sentence it is.**

**Then rewrite each sentence with the correct end mark.**

1. marco plays guitar \_\_\_\_\_  
\_\_\_\_\_
2. where is he \_\_\_\_\_  
\_\_\_\_\_
3. ask him to join our band \_\_\_\_\_  
\_\_\_\_\_
4. that is a great idea \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Idioms

Violet's Music  
Vocabulary Strategies: Idioms

Read the sentence. Choose the idiom from the box that could replace the underlined words. Write the idiom.

## Word Bank

step on it  
shake a leg

cry my eyes out  
run like the wind

get the picture  
hang in there

1. We were late for school, so Dad told us to hurry up.

\_\_\_\_\_

2. I kept striking out, but my coach told me to keep trying.

\_\_\_\_\_

3. Mike explained to Tina how to play the game.

“Do you understand?” he asked.

\_\_\_\_\_

4. My best friend is moving away. I am so sad I feel like

I could cry forever.

\_\_\_\_\_

5. We need to leave soon, so get moving!

\_\_\_\_\_

6. I'm going to run really fast so I can win the race.

\_\_\_\_\_

# Proofread for Spelling

**Violet's Music**  
Spelling: Words with *ai, ay*

Proofread the journal entry. Circle the ten misspelled words. Then write the correct spellings on the lines below.

Today was fun. I helped paynt my room. I couldn't wate to start. My walls were plane grae. Dad had a payl of blue paint. He showed me how to use a paint brush and trai. We had to be neat so paint would not stane my carpet. We made the gray go awai. Then we drew a trane passing a farm with hae stacks on the wall.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

## Spelling Words

### Basic Words

1. pay
2. wait
3. paint
4. train
5. pail
6. clay
7. tray
8. plain
9. stain
10. hay
11. gray
12. away

### Review Words

13. stay
14. day

Read the following sentences. Circle each misspelled word. Then write it correctly.

11. We bought modeling claie at the store. \_\_\_\_\_

12. I had a gift card to pa for it. \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Writing Proper Nouns

Violet's Music  
Grammar: Spiral Review



Write the proper noun in each sentence correctly on the line.

1. My friend jessica plays the flute. \_\_\_\_\_

2. She will play in a concert with rick. \_\_\_\_\_

3. The concert is in chicago. \_\_\_\_\_

4. She will bring her dog willy. \_\_\_\_\_



Read each sentence. Choose the correct proper noun to replace the underlined words. Write the new sentence on the line.

5. The woman loves the piano. (Carmen, Canada)

\_\_\_\_\_

6. She plays it for her fish. (New Mexico, Bubbles)

\_\_\_\_\_

7. People on the street hear the song. (Cherry Lane, Mary)

\_\_\_\_\_

8. The man sings to the tune. (David, Carrie)

\_\_\_\_\_

# Sentence Fluency

Short, Choppy Sentences	Longer, Smoother Sentence
Margo plays the piano. Luis sings in Spanish.	Margo plays the piano, and Luis sings in Spanish.

Short, Choppy Sentences	Longer, Smoother Sentence
Luis takes singing lessons. His mom drives him there.	Luis takes singing lessons, and his mom drives him there.



**Rewrite each pair of sentences. Use *and* to join them into one longer sentence. Put a comma before *and*.**

1. Tim plays the violin. The crowd claps.

\_\_\_\_\_

2. Dana reads music. Doug learns from her.

\_\_\_\_\_

3. Mom plays guitar. She teaches Manny to play.

\_\_\_\_\_

4. Dad plays the drums. We listen to the beat.

\_\_\_\_\_

5. We like music. We love to play together.

\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Words with *ee, ea*

Schools Around  
the World  
Phonics: Words with *ee, ea*

Write a word for each clue.

1. It rhymes with *see*.

It begins like *bat*. \_\_\_\_\_

2. It rhymes with *beaches*.

It begins like *pig*. \_\_\_\_\_

3. It rhymes with *sweet*.

It begins like *mail*. \_\_\_\_\_

4. It rhymes with *sheep*.

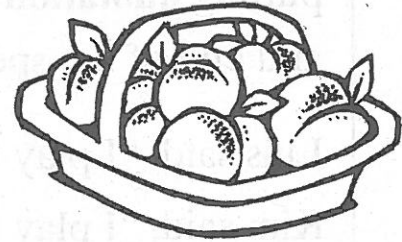
It begins like *kitten*. \_\_\_\_\_

5. It rhymes with *beast*.

It begins like *fox*. \_\_\_\_\_

6. It rhymes with *clean*.

It begins like *bay*. \_\_\_\_\_



Use two of the words you wrote above in sentences of your own.

7. \_\_\_\_\_

8. \_\_\_\_\_

# Using Quotation Marks

**Schools Around  
the World**  
Grammar: Quotation Marks

When you write, show what someone says by putting **quotation marks** (“ ”) at the beginning and end of the speaker’s exact words.

Luis said, “I play the drums.”

Kim said, “I play the guitar.”



**Thinking Question**

*What are the speaker’s exact words?*



**Write each sentence. Put quotation marks around the speaker’s exact words.**

1. Jamal asked, Will you play for me?

\_\_\_\_\_

2. Luis said, We will play for you.

\_\_\_\_\_

3. Kim asked, Do you play, too?

\_\_\_\_\_

4. Jamal answered, I play the piano.

\_\_\_\_\_

5. The kids said, Come play with us!

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Words with *ee, ea*

Schools Around  
the World

Phonics: Words with *ee, ea*

Read the sentences. Draw a circle around each word that has the long *e* sound spelled *ee* or *ea*.

1. A creek is a small river or stream.
2. We ate roast beef and green beans.
3. The wheels on the car squeak.
4. If you heat a pot of water, you can make steam.
5. We clean our home every week.

Now write each word you circled under the word that has the same spelling for the long *e* sound.

speed

beach

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

# Author's Purpose

**Schools Around  
the World**  
Introduce Comprehension:  
Author's Purpose

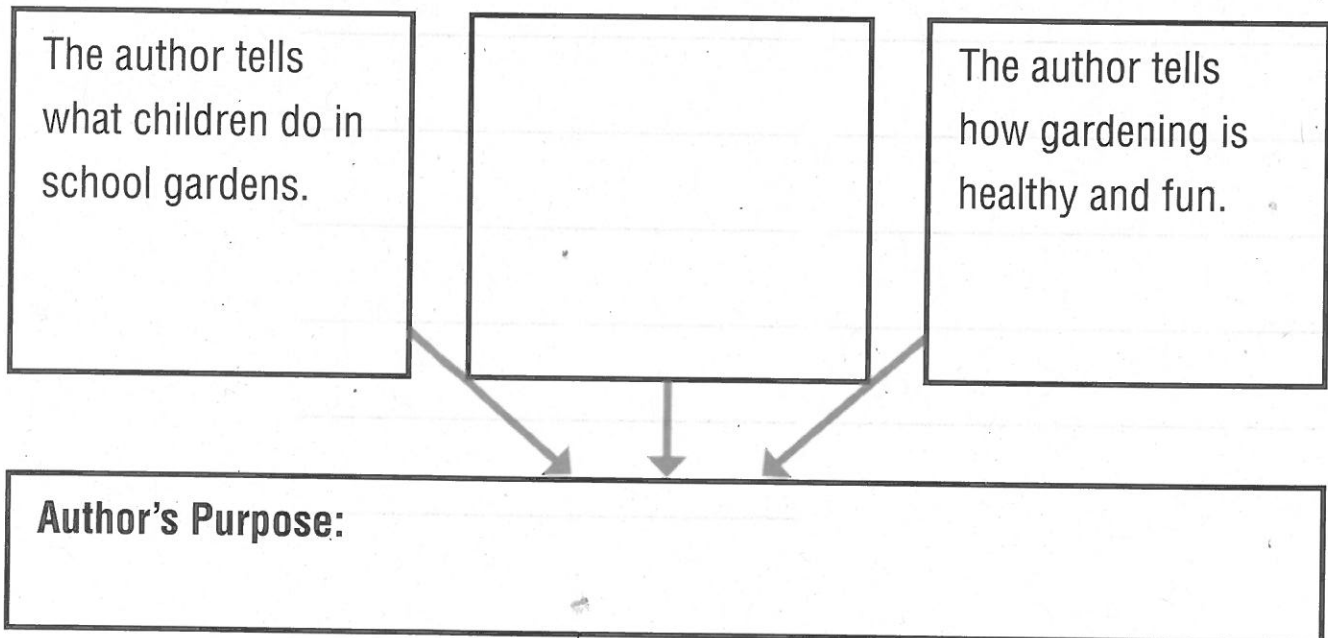
Would you like to get your hands dirty at school? Some schools have their own gardens. The children decide what to grow. They learn how to plant seeds.

The children must water the plants and pull weeds in their gardens. They learn about good bugs and bad bugs, too.

Once the plants are grown, children get to pick what they grew. If they grew food, they can cook it and eat it.

School gardens are a good way to get fresh air and exercise. Children who plant gardens also enjoy eating the healthful foods that they grow. Gardening at school can be healthy and fun, too!

**Read the selection above. Ask yourself questions about the author's purpose for writing this selection. Then write details in the boxes that helped you decide the author's purpose.**



Name \_\_\_\_\_ Date \_\_\_\_\_

# Words with *ee*, *ea*

Schools Around  
the World  
Spelling: Words with *ee*, *ea*



Sort the Spelling Words by *ee* and *ea* spellings.

## *ee* Words

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## *ea* Words

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

## Spelling Words

### Basic Words

1. free
2. teach
3. teeth
4. please
5. beach
6. wheel
7. team
8. speak
9. sneeze
10. sheep
11. meaning
12. weave

### Review Words

13. eat
14. read

Underline the letters in each word that make the long *e* sound.

# Quotation Marks

**Schools Around  
the World**  
Grammar: Quotation Marks

Follow these rules when you use quotation marks.

1. Put a **comma** after words such as *said* and *asked*.
2. Begin the first word inside the quotation marks with a **capital letter**.
3. Put the **end mark** inside the quotation marks.

Example: Jenna said, "I wrote a poem."

### Thinking Question

Where do the speaker's exact words begin and end?



**Draw a line under the sentence that is written correctly.**

1. Maddy asked, "Are you an artist?"

Maddy asked, "are you an artist?"

2. Jenna said "I am a writer."

Jenna said, "I am a writer."

3. Maddy asked, "Are poems hard to write?"

Maddy asked, "are poems hard to write?"

4. Jenna said, "poems are fun to write."

Jenna said, "Poems are fun to write."

Name \_\_\_\_\_ Date \_\_\_\_\_

# Focus Trait: Word Choice

## Use Exact Words

**Schools Around  
the World'**

**Writing:** Write to Persuade

Overused Words	Exact Words
Painting is a <u>fun thing</u> .	Painting is an <b>artistic hobby</b> .

**A. Read each sentence on the left side. Add or change words to make them more exact.**

Overused Words	Exact Words
1. Lunch is <u>the best part</u> of the day.	Lunch is _____ of the day.
2. At lunch, I can <u>talk</u> with <u>people</u> .	At lunch, I can _____ with _____.

**B. Read each sentence with overused words. Add or change words to make them more exact. Write your new sentences.**

Few Exact Words	Add Exact Words or Phrases
3. My art teacher is <u>good</u> .	
4. I love <u>making stuff</u> .	

Name \_\_\_\_\_ Date \_\_\_\_\_

# Cumulative Review

Schools Around  
the World  
Phonics: Cumulative Review

Read each word. Add *-s* or *-es* to each base word.

Then write the new word.

1. rain \_\_\_\_\_

2. peach \_\_\_\_\_

3. train \_\_\_\_\_

4. pail \_\_\_\_\_

5. fox \_\_\_\_\_

6. wash \_\_\_\_\_

7. teach \_\_\_\_\_

8. catch \_\_\_\_\_

9. glass \_\_\_\_\_

10. stain \_\_\_\_\_

11. box \_\_\_\_\_

12. play \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

# Author's Purpose

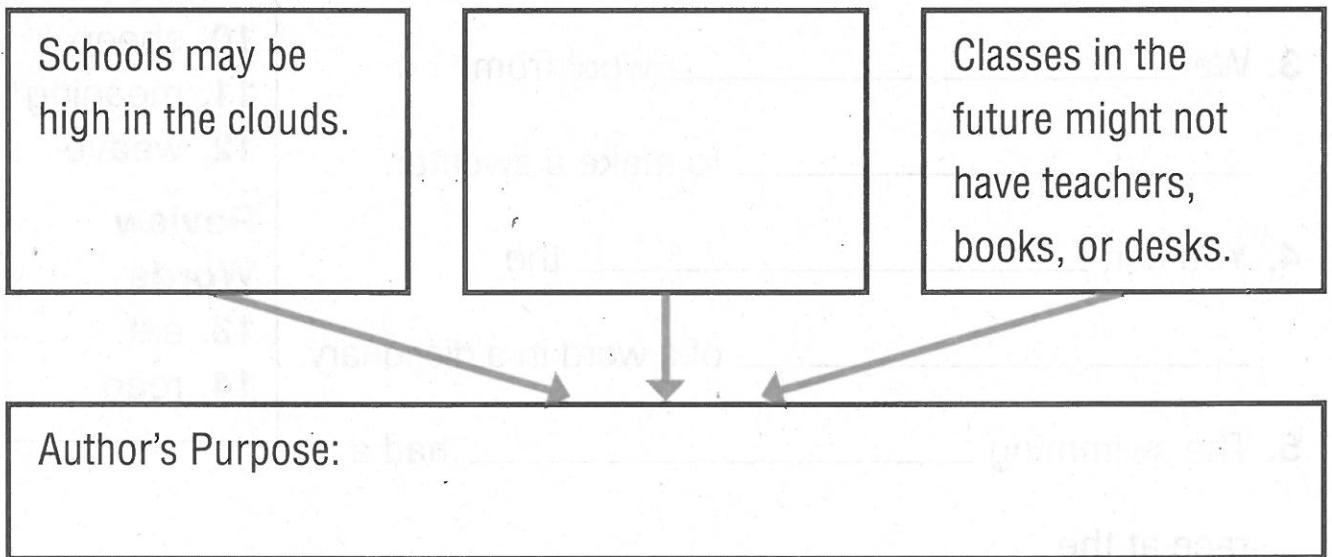
**Schools Around  
the World**  
Deepen Comprehension:  
Author's Purpose

Read the selection below.

No one really knows what schools of the future will look like. Perhaps school buildings will be high up in the clouds. That would save space on Earth. Children might get to school with a jet pack on their back, instead of a backpack!

Inside the classroom, everyone will surely have a computer, instead of books and a desk. That person in front of the class might be a robot, instead of a person. One thing probably will not change. That's homework!

Complete an Inference Map about the author's purpose.



# Words with *ee, ea*

**Schools Around  
the World**

Spelling: Words with *ee, ea*



Write two Spelling Words to complete each sentence.

1. Use your \_\_\_\_\_ to chew when you \_\_\_\_\_.

2. Will you \_\_\_\_\_ cover your mouth when you \_\_\_\_\_?

3. We \_\_\_\_\_ wool from \_\_\_\_\_ to make a sweater.

4. You can \_\_\_\_\_ the \_\_\_\_\_ of a word in a dictionary.

5. The swimming \_\_\_\_\_ had a race at the \_\_\_\_\_.

6. Ariana will \_\_\_\_\_ her friend how to use a pottery \_\_\_\_\_.

7. During recess, we are \_\_\_\_\_ to \_\_\_\_\_ about whatever we want.

## Spelling Words

### Basic Words

1. free
2. teach
3. teeth
4. please
5. beach
6. wheel
7. team
8. speak
9. sneeze
10. sheep
11. meaning
12. weave

### Review Words

13. eat
14. read

Name \_\_\_\_\_

Date \_\_\_\_\_

# Quotation Marks

Schools Around  
the World

Grammar: Quotation Marks



Write each sentence correctly.

1. Mrs. Smith said, Artists mix colors.

\_\_\_\_\_

2. Greg said, I will mix blue and yellow.

\_\_\_\_\_

3. Annie said, You will make green!

\_\_\_\_\_



Draw a line under the sentence that is written correctly.

4. Jamie said "I made a basket."

Jamie said, "I made a basket."

5. Robin asked, "how did you do it"?

Robin asked, "How did you do it?"

6. Jamie answered, "I made it out of straw."

Jamie answered "I made it out of straw."

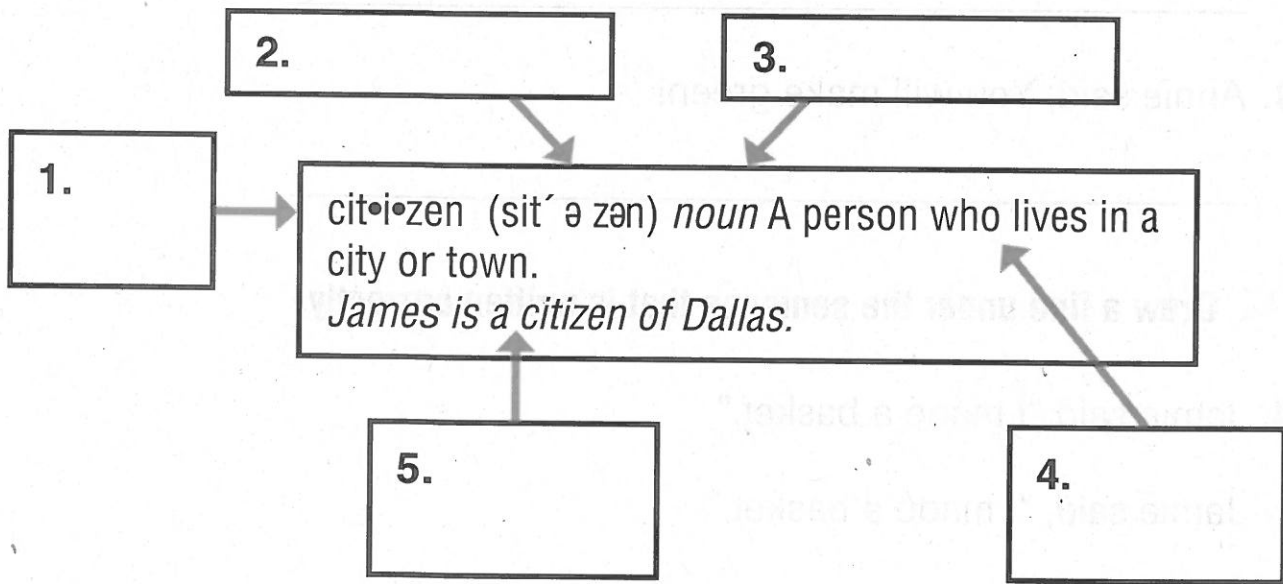
# Using a Dictionary

**Schools Around  
the World**  
Vocabulary Strategies:  
Using a Dictionary

Read the names for parts of a dictionary entry. Then read the dictionary entry. Write in the boxes the labels for the parts of the dictionary entry.

example sentence      part of speech      pronunciation

word meaning      entry word



6. Write two good reasons to use a dictionary.

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Name \_\_\_\_\_ Date \_\_\_\_\_

# Proofread for Spelling

Schools Around  
the World

Spelling: Words with *ee, ea*

Proofread the letter. Circle the twelve misspelled words.  
Then write the correct spellings on the lines below.

Dear Grandma,

We had a fun trip. Dad had to fix a weel on our car. Then we went to pet a shepe. The animals made Mom sneaz. We saw a girl weve a colorful rug. She tried to teech us the meening of each color.

At last we got to the beech. The shells were fre. I learned that some fish don't have any teeth. We saw a volleyball teem. I got to spek to the players.

Well, that is all. Pleze write soon.

Love,  
Tori

## Spelling Words

### Basic Words

1. free
2. teach
3. teeth
4. please
5. beach
6. wheel
7. team
8. speak
9. sneeze
10. sheep
11. meaning
12. weave

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |



# Action Verbs



**Circle the verb. Underline the subject that is doing the action.**

1. Bobby jumps to his feet.
2. He dances to the music.
3. Sasha sings out loud.
4. They cheer for the band.



**Underline the verb in the sentence. Circle the verb that makes the action more exact. Then write the new sentence.**

5. The class made a picture. (painted, watered)

\_\_\_\_\_

6. They used the brushes. (jumped, shared)

\_\_\_\_\_

7. Carla put the pictures on the wall. (hung, walked)

\_\_\_\_\_

8. Children liked the artwork. (saved, loved)

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Conventions

**Schools Around  
the World**  
Grammar: Connect to Writing

Sentences Written Incorrectly	Sentences Written Correctly
Jimmy asked "Is that a clay bowl?" Mom said. "yes, I made it in art class."	Jimmy asked, "Is that a clay bowl?" Mom said, "Yes, I made it in art class."



**Write each sentence correctly. Fix mistakes in capitalization and punctuation. Put the quotation marks where they belong.**

1. Mom asked "Do you want to come to art class?"

\_\_\_\_\_

2. I asked, what will we do?"

\_\_\_\_\_

3. "mom answered this week we will make puppets"

\_\_\_\_\_

4. I said "That sounds like fun!

\_\_\_\_\_

5. She said Next week we will put on a puppet show!"

\_\_\_\_\_

# Long o (o, oa, ow)

**Helen Keller**  
Phonics: Long o (o, oa, ow)

Write a word for each clue.

**Word Bank**

zero

clover

coast

groan

gold

glow

1. It rhymes with **toast**.It begins like **cap**. \_\_\_\_\_2. It rhymes with **loan**.It begins like **grapes**. \_\_\_\_\_3. It rhymes with **fold**.It begins like **gap**. \_\_\_\_\_4. It rhymes with **show**.It begins like **glad**. \_\_\_\_\_5. It rhymes with **hero**.It begins like **zip**. \_\_\_\_\_6. It rhymes with **over**.It begins like **clip**. \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Days of the Week

**Helen Keller**  
Grammar: Using Proper Nouns

- There are seven days in a week.
- The names of the **days** of the week begin with **capital letters**.

**Monday**            **Thursday**            **Saturday**  
**Tuesday**           **Friday**                **Sunday**  
**Wednesday**

Bonnie teaches sign language on Tuesday.

**Thinking Question**  
Which word names  
a day of the week?



**Write each sentence correctly.**

1. Bonnie teaches Jessica on wednesday.

\_\_\_\_\_

2. Jessica has a piano lesson on Tuesday.

\_\_\_\_\_

3. Jessica mails Bonnie a card on Friday.

\_\_\_\_\_

4. On monday Bonnie gets the card in the mail.

\_\_\_\_\_

5. On saturday Bonnie sends Jessica a card.

\_\_\_\_\_

# Long *o* (*o*, *oa*, *ow*)

**Helen Keller**  
Phonics: Long *o* (*o*, *oa*, *ow*)

Read the sentences. Draw a circle around each word that has the long *o* sound spelled *o*, *oa*, or *ow*.

1. A crow sat on the branch of the old oak tree.
2. Snow began to fall on a cold winter day.
3. Throw a stick in the water and see if it floats.
4. You can fold your own paper and put it away.
5. I know that the coach has a gold ring.

Now write each word you circled under the word that has the same spelling for long *o*.

**told****loan****blow**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name \_\_\_\_\_

Date \_\_\_\_\_

# Main Ideas and Details

**Helen Keller**  
Introduce Comprehension:  
Main Ideas and Details

We know that guide dogs can help blind people. But did you know that other trained animals can help people, too?

Service dogs are trained to help sick or injured people. If something falls, they can pick it up. They can pull a wheelchair. They can turn lights on and off. They can open and close doors. A service dog can also carry schoolbooks.

Monkeys can help people in wheelchairs. Trainers teach monkeys how to use their hands to do many things, such as get people something to eat or drink, pick up dropped items, help with CDs or videos, and turn lights on and off.

Life is better for many people because of animal helpers.

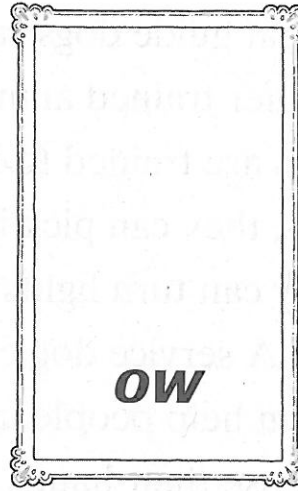
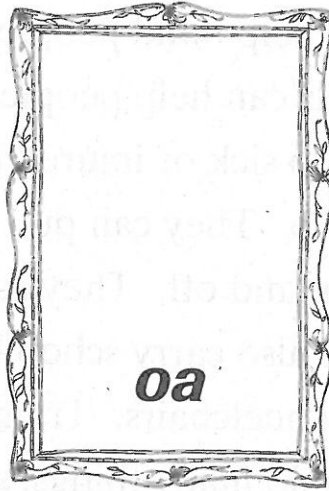
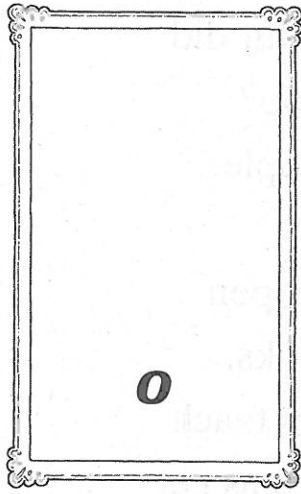
**Read the selection above. Then record supporting details below to tell more about the main idea shown.**

**Main Idea:** Service animals can help sick or injured people.

Four empty rectangular boxes for recording supporting details, each connected to the main idea box by a left-pointing arrow.

# Long *o* (*o*, *oa*, *ow*)

**Helen Keller**  
Spelling: Long *o* (*o*, *oa*, *ow*)



## Spelling Words

### Basic Words

1. own
2. most
3. soap
4. float
5. both
6. know
7. loan
8. goat
9. flow
10. loaf
11. throw
12. coach

### Review Words

13. so
14. grow

Sort the Spelling Words by the long *o* sound, which can be spelled *o*, *oa*, or *ow*.

#### *o* Words

#### *oa* Words

#### *ow* Words

1. \_\_\_\_\_

4. \_\_\_\_\_

10. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

7. \_\_\_\_\_

13. \_\_\_\_\_

8. \_\_\_\_\_

14. \_\_\_\_\_

9. \_\_\_\_\_

Underline the letter or letters in each word that make the long *o* sound.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Months of the Year and Holidays

Helen Keller  
Grammar: Using Proper Nouns

The names of **months** and **holidays** begin with **capital letters**.

January    February    March    April  
May    June    July    August  
September    October    November    December  
Thanksgiving    Labor Day    Arbor Day  
In July, we celebrate Independence Day.

**Thinking Question**  
Which word names a month or a holiday?



Write each underlined word correctly.

1. Jan's School for the Blind opened in february.

\_\_\_\_\_

2. In april, Mom started working at the school.

\_\_\_\_\_

3. We have memorial day off from school.

\_\_\_\_\_

4. Every july the school has a picnic.

\_\_\_\_\_

5. presidents' day is in February.

\_\_\_\_\_

# Focus Trait: Ideas

## Facts and Opinions

**Helen Keller**  
 Writing: Write to Persuade

A **fact** can be proved. An **opinion** cannot be proved. An opinion tells what someone thinks or feels. Words such as I think, I like, or I believe are used to show opinions.



**Read the paragraphs below. Write the opinion from each one. Write two facts that support each opinion.**

Helen Keller learned to read, write, and speak. I believe she was a remarkable person. She traveled around the world. She spoke to large crowds of people.

**Opinion:** \_\_\_\_\_

**Facts:** \_\_\_\_\_  
 \_\_\_\_\_

Annie Sullivan was Helen Keller's teacher. In the beginning, Helen fought with Annie. She even knocked out one of Annie's teeth. I think Helen was a real challenge for Annie.

**Opinion:** \_\_\_\_\_

**Facts:** \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Cumulative Review

Helen Keller  
Phonics: Cumulative Review

Answer each pair of clues using the words below the clues.

1. A place with sand by a lake or sea \_\_\_\_\_

A big meal \_\_\_\_\_

**beach**                      **feast**

2. Make a trip in a boat \_\_\_\_\_

The feeling you have when you cut your hand

\_\_\_\_\_

**pain**                      **sail**

3. Show someone how to do something \_\_\_\_\_

Stretch out your arm to grab something

\_\_\_\_\_

**teach**                      **reach**

4. How fast a car or truck is going \_\_\_\_\_

A long way down under water \_\_\_\_\_

**deep**                      **speed**

5. To stay in one place until something happens

\_\_\_\_\_

A path that you hike along \_\_\_\_\_

**trail**                      **wait**



# Main Ideas and Details

**Helen Keller**  
Deepen Comprehension:  
Main Ideas and Details

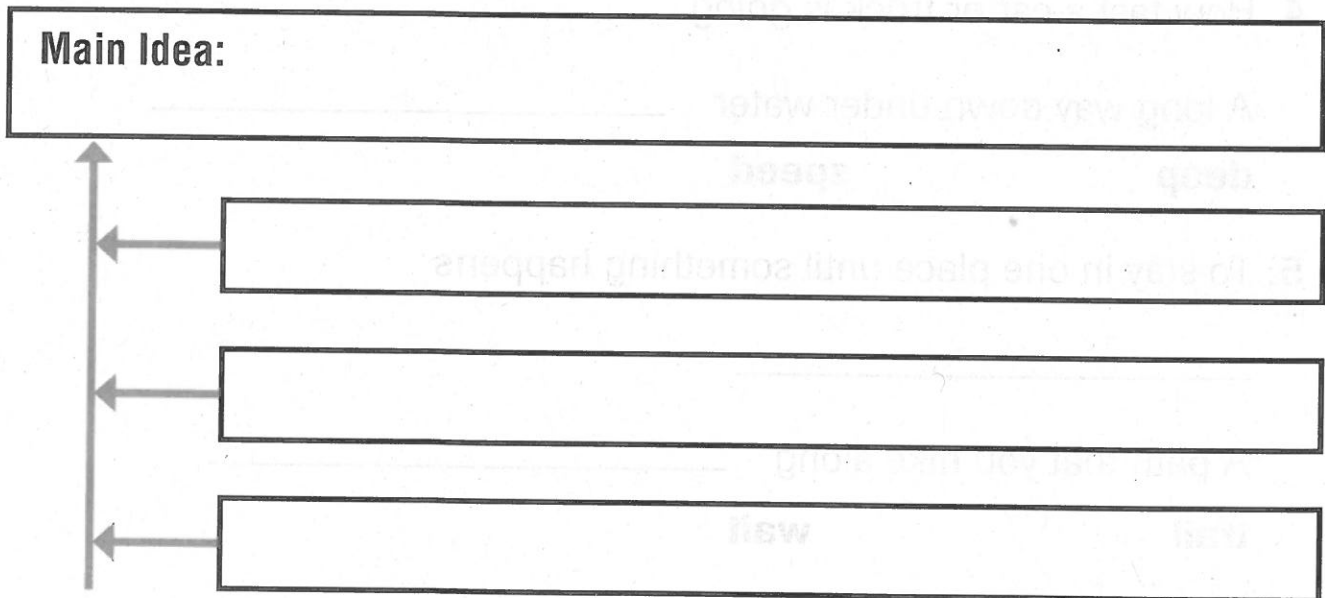
**Read the selection below.**

Many tools help people who cannot see to share information. Since they can't see letters on a page, reading used to be impossible. But an inventor named Louis Braille gave each letter a different pattern of raised dots. A person can touch the dots and identify each letter. They put these letters together to form words and sentences. This way of reading is called Braille.

People can write with Braille displays. They type on a Braille display's keyboard. The Braille display turns this typing into words on the computer screen.

Screen readers are also helpful. Screen readers are computer programs that read words on a computer screen and then speak the words aloud.

**Complete the Idea-Support Map.**

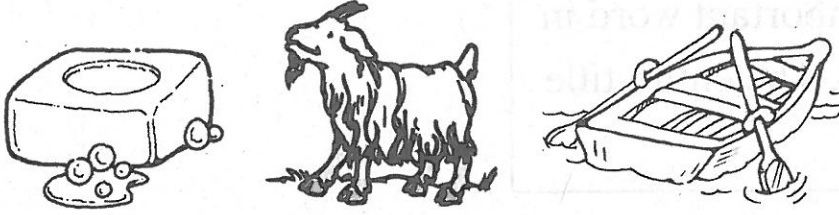




Name \_\_\_\_\_ Date \_\_\_\_\_

# Long o (o, oa, ow)

Helen Keller  
Spelling: Long o (o, oa, ow)



Write the Spelling Word that matches each clue.

1. It cleans hands. \_\_\_\_\_
2. The biggest part \_\_\_\_\_
3. An animal that eats grass  
\_\_\_\_\_
4. Something you do with a ball  
\_\_\_\_\_
5. This person trains a team  
\_\_\_\_\_
6. You get taller when you \_\_\_\_\_
7. Two of something \_\_\_\_\_
8. A boat can \_\_\_\_\_
9. When someone borrows money, it is a \_\_\_\_\_
10. Water can \_\_\_\_\_ through a hose.

## Spelling Words

### Basic Words

1. own
2. most
3. soap
4. float
5. both
6. know
7. loan
8. goat
9. flow
10. loaf
11. throw
12. coach

### Review Words

13. so
14. grow

# Book Titles

The first letter of each important word in a book title is capitalized. The entire title is underlined.



**Write each book title correctly.**

1. The book diary of a spider made me laugh.

\_\_\_\_\_

2. I read henry and mudge yesterday.

\_\_\_\_\_

3. Did you like reading teacher's pets?

\_\_\_\_\_



**Write each sentence correctly.**

4. Super storms was a great book.

\_\_\_\_\_

5. I read the book called my family.

\_\_\_\_\_

6. We all read schools around the world.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Suffix -ly

**Helen Keller**  
Vocabulary Strategies:  
Suffix -ly

Add **-ly** to the base word to make a new word. Write the new word on the line.

1. sudden \_\_\_\_\_

2. soft \_\_\_\_\_

3. slow \_\_\_\_\_

4. warm \_\_\_\_\_

Choose the word from the box that completes the sentence. Write the word on the line.

Word Bank

happily

quickly

sadly

5. The girl smiled \_\_\_\_\_ when she got the award.

6. I walked away \_\_\_\_\_ after we said goodbye.

7. We were able to clean up \_\_\_\_\_ because we had lots of help.

# Proofread for Spelling

Helen Keller  
Spelling: Long o (o, oa, ow)

Proofread Dan's report. Circle the twelve misspelled words. Then write the correct spellings on the lines below.

I think baseball is the best game ever. My team is the Rams. A ram is a gote with big horns. Moast of my friends are on my team. Our coche teaches us to hit and throa the ball. You need to kno how to do bothe to play. You can't lofe at practice. We practice throwing until we make the ball floe from base to base.

I have my oan ball and glove. Our hard hats are on lon from the baseball club. I like to run from base to base. I feel like I can flote on air. Sometimes I slide into a base. When I get mud on my team shirt, Mom cleans it with sop.

## Spelling Words

### Basic Words

1. own
2. most
3. soap
4. float
5. both
6. know
7. loan
8. goat
9. flow
10. loaf
11. throw
12. coach

1. \_\_\_\_\_

7. \_\_\_\_\_

2. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

9. \_\_\_\_\_

4. \_\_\_\_\_

10. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Present and Future Time

Helen Keller  
Grammar: Spiral Review

- Add *-s* to the end of the verb when it tells about a noun that names one. Add *-es* to verbs ending with *s*, *x*, *ch*, and *sh* when they tell about a noun that names one.

Examples: The boy jumps. The egg hatches.

- Add *will* before the verb to tell about an action that will happen in the future.



**Draw a line under the correct verb.**

1. The coach (teach, teaches) the girl.
2. The child (read, reads) in Braille.
3. The man (fix, fixes) their answers.



**Write each sentence correctly to show future time.**

4. Carlos reach for a pen.

---

5. Mary wash her hands before dinner.

---

6. Ben pass the ball to me.

---

# Ideas

**Helen Keller**  
Grammar: Connect to Writing

Without Words That Tell When	With Words That Tell When
Ben visits me. He hurt his leg. I made a card for him.	Ben visits me <u>every Saturday</u> . He hurt his leg <u>on June 12, 2010</u> . I made a card for him <u>on Valentine's Day</u> .



**Read the paragraph. Add phrases from the box to tell when. Write the phrases on the lines.**

next Presidents' Day  
September 16  
last Thanksgiving  
every Thursday

Sarah lives next door. She teaches sign language. She started to teach on \_\_\_\_\_, 2009. She teaches two classes. Sarah also likes to help out at my school. She did sign language for a school play \_\_\_\_\_. She wants to do it again for the play coming up \_\_\_\_\_.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Compound Words

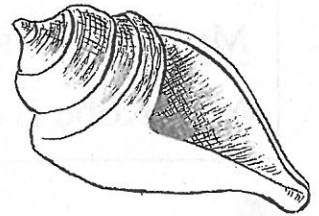
**Officer Buckle  
and Gloria**

Phonics: Compound Words

**Read the letter. Draw a circle around each compound word.**

Dear Grandfather,

This afternoon I went to the playground with some kids from my classroom. We played baseball until sunset. It was so much fun! Then I went inside to do my homework. I went upstairs and saw the photo of us at the seashore in the summertime. I still have the seashell we found there!



Love,  
Julia

**Write a compound word you know on each line.**

\_\_\_\_\_

# Titles for People

- A **title** may be used before a person's name.
- A title begins with a capital letter and usually ends with a period.

Mr. Ramon is a music teacher.

Miss Kobe is a crossing guard.

### Thinking Question

*Is there anything  
in front of the  
person's name?*



**Write each underlined title and name correctly.**

1. Our teacher miss Mullin asks a police officer to visit.

\_\_\_\_\_

2. On Mondays mr Ramon comes to our class.

\_\_\_\_\_

3. He brings his partner, mrs Shay.

\_\_\_\_\_

4. They come with dr Lucky.

\_\_\_\_\_

5. They talk with the coach, ms Smith.

\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Compound Words

**Officer Buckle  
and Gloria**  
Phonics: Compound Words

Find words in the box that go together to make compound words. Then make compound words to complete the sentences below. Read each completed sentence.

## Word Bank

pop      gold      sun      rain      snow      sail  
flake      boat      corn      bow      fish      shine

1. The \_\_\_\_\_ melted on my nose.
2. We saw a \_\_\_\_\_ in the sky  
after it rained.
3. \_\_\_\_\_ is a good snack to have  
in the afternoon.
4. It is fun to be on the lake in a \_\_\_\_\_.
5. Kate feeds her \_\_\_\_\_ twice a day.
6. The \_\_\_\_\_ felt warm on my face.

# Cause and Effect

**Officer Buckle  
and Gloria**  
Introduce Comprehension:  
Cause and Effect

Sam the Dog and Kelly the Cat were playing a game of catch. Sam was holding the ball in his paws.

“Get ready, Kelly!” yelled Sam.

He was just about to throw the ball when he tripped over a stick on the ground. The ball went flying into the air.

Kelly tried to catch the ball, but it bounced off her head and landed in a tree. Ed the Bird saw what had happened.

“Pardon me,” Kelly said to Ed. “Would you help us get our ball out of the tree?”

“Of course,” Ed chirped. Then he gave the ball a push. It fell to the ground.

“Thank you!” said Kelly and Sam together.

**Read the selection above. Complete a T-Map to show causes and effects.**

Cause	Effect
1.	1. Sam trips.
2. The ball bounces off Kelly's head.	
3.	3. The ball lands on the ground.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Compound Words

Officer Buckle  
and Gloria

Spelling: Compound Words

Sort the Spelling Words by the number of letters in the first part of each compound word.

## Spelling Words

### Four Letters or More

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### Three Letters

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

### Two Letters

10. \_\_\_\_\_

13. \_\_\_\_\_

11. \_\_\_\_\_

14. \_\_\_\_\_

12. \_\_\_\_\_

### Basic Words

- cannot
- pancake
- maybe
- baseball
- playground
- someone
- myself
- classroom
- sunshine
- outside
- upon
- nothing

### Review Words

- into
- inside

Name \_\_\_\_\_ Date \_\_\_\_\_

# Abbreviations for Days and Months

**Officer Buckle and Gloria**  
Grammar: Abbreviations

- Each day of the week can be written in a short way, called an **abbreviation**.

**Mon. Tues. Wed. Thurs. Fri. Sat. Sun.**

- Some months of the year can also be written in a short way. Notice that May, June, and July do not have a shortened form

<b>Jan.</b>	<b>May</b>	<b>Sept.</b>
<b>Feb.</b>	<b>June</b>	<b>Oct.</b>
<b>Mar.</b>	<b>July</b>	<b>Nov.</b>
<b>Apr.</b>	<b>Aug.</b>	<b>Dec.</b>

The first Tues. in Mar.

### Thinking Question

*What does the short form of the word look like?*

**Write the abbreviation for each word.**

- |                    |                    |
|--------------------|--------------------|
| 1. Wednesday _____ | 10. Saturday _____ |
| 2. December _____  | 11. February _____ |
| 3. Sunday _____    | 12. July _____     |
| 4. January _____   | 13. June _____     |
| 5. Monday _____    | 14. October _____  |
| 6. March _____     | 15. Thursday _____ |
| 7. September _____ | 16. August _____   |
| 8. Tuesday _____   | 17. Friday _____   |
| 9. November _____  | 18. April _____    |

Name \_\_\_\_\_ Date \_\_\_\_\_

# Focus Trait: Organization

## Topic Sentences

**Officer Buckle  
and Gloria**

Writing: Write to Persuade

A good persuasive essay has a goal, reasons, and facts and examples. The **goal** is what the writer wants. **Reasons** tell why. **Facts** and **examples** give more information about the reason.

**Read the persuasive essay. Write the goal. Circle the reasons. Underline facts and examples.**

### Why We Need Officer Buckle and Gloria

I have a great idea! Officer Buckle and Gloria should speak at our school.

One reason is that we all need to learn about safety. Safety tips can keep us from hurting ourselves. They can even save lives!

Another reason is that Officer Buckle and Gloria put on a great show! Gloria acts out all the safety tips. Kids love watching Gloria!

So please, let's invite Officer Buckle and Gloria to speak at our school. I think it would be great!

**Goal:** \_\_\_\_\_

**What reason does the second paragraph tell about?**

---

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# Schwa Vowel Sound

**Officer Buckle  
and Gloria**  
Phonics: Schwa Vowel Sound

Write each word. Draw a slash (/) to divide the word between syllables. Then circle the quieter syllable with the schwa sound.

1. happen \_\_\_\_\_

2. about \_\_\_\_\_

3. talent \_\_\_\_\_

4. nickel \_\_\_\_\_

5. alone \_\_\_\_\_

6. dragonfly \_\_\_\_\_

Now use the words you wrote above to complete the sentences below.

7. Luis has a lot of \_\_\_\_\_ for singing.

8. Sometimes Mia likes to be \_\_\_\_\_.

9. A \_\_\_\_\_ flew by.

10. What will \_\_\_\_\_ if it rains during the game?

11. Stan paid a \_\_\_\_\_ for a gumball.

12. Tell me \_\_\_\_\_ the picture you made.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Cause and Effect

**Officer Buckle  
and Gloria**  
Deepen Comprehension:  
Cause and Effect

Read the selection below.

Tim was great at taking pictures. That’s why Maya asked for his help. She wanted to enter a picture of her dog Rex into the Pet Photo Contest. “I’ll have Rex do a trick as you take the picture,” Maya said.

“Great idea!” Tim replied. Rex wagged his tail.

Everybody walked to the tennis courts. Rex stood on one side of the net, and Maya stood on the other.

“Here, Rex!” Maya said. She held up a dog treat. Rex ran and jumped over the net as Tim clicked his camera.

“I got Rex jumping in the air!” Tim said. He showed the picture to Maya. “This photo will be a winner for sure!”

Complete a T-Map to show cause and effect.

Cause	Effect
1.	1. Maya asked for Tim’s help.
2.	2. They went to the tennis courts.
3. Maya pulled out a dog treat.	3.
4.	4. Tim thought the picture could win the contest.

# Compound Words

**Officer Buckle  
and Gloria**  
Spelling: Compound Words

Draw lines to match the words that form Spelling Words.  
Then write the Spelling Words.

play	self
sun	to
my	ground
in	shine
some	not
can	one
out	side

pan	thing
no	cake
may	on
base	be
class	side
up	ball
in	room

## Spelling Words

### Basic Words

1. cannot
2. pancake
3. maybe
4. baseball
5. playground
6. someone
7. myself
8. classroom
9. sunshine
10. outside
11. upon
12. nothing

### Review Words

13. into
14. inside

1. \_\_\_\_\_

8. \_\_\_\_\_

2. \_\_\_\_\_

9. \_\_\_\_\_

3. \_\_\_\_\_

10. \_\_\_\_\_

4. \_\_\_\_\_

11. \_\_\_\_\_

5. \_\_\_\_\_

12. \_\_\_\_\_

6. \_\_\_\_\_

13. \_\_\_\_\_

7. \_\_\_\_\_

14. \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Abbreviations for Places

Officer Buckle  
and Gloria  
Grammar: Abbreviations



Write each underlined place correctly. Use abbreviations.

1. I live on Robin Road.

\_\_\_\_\_

2. The pool is on Shore drive.

\_\_\_\_\_

3. Where is Third avenue?

\_\_\_\_\_



Write the name of the underlined words correctly. Write each abbreviation in its long form.

4. Max lives on North St.

\_\_\_\_\_

5. Gloria visited a school on Elm Ave.

\_\_\_\_\_

6. Rose Rd. is only two blocks long.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Dictionary Entry

**Officer Buckle  
and Gloria**  
Vocabulary Strategies:  
Dictionary Entry

Look at the guide words on the dictionary pages below.  
Then look at the entry words in the large box. Write each  
entry word in the box that has the correct guide words.

**sad / snow**

---

---

---

**thirty / tick**

---

---

---

**bake / bump**

---

---

---

**dentist / enough**

---

---

---

**banner** – a long strip of cloth with a message on it

**bulletin** – a short news report

**department** – a section of a large store

**enormous** – very large

**safety** – the state of being safe from danger

**snore** – to breathe loudly while sleeping

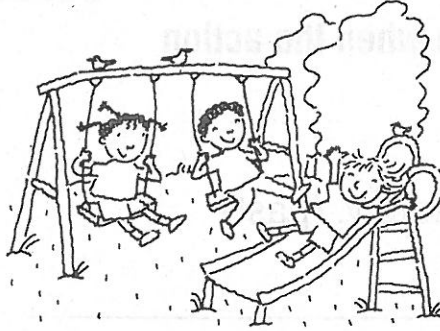
**thought** – an idea or opinion

**thumbtack** – a small pin you can push into a wall

# Proofread for Spelling

**Officer Buckle  
and Gloria**

Spelling: Compound Words

**Spelling Words****Basic Words**

1. cannot
2. pancake
3. maybe
4. baseball
5. playground
6. someone
7. myself
8. classroom
9. sunshine
10. outside
11. upon
12. nothing

**Proofread these sentences. Circle the misspelled words.  
Then write the correct spellings on the lines below.**

1. Wear sunscreen when you are owtside in the sunsheen.

\_\_\_\_\_

2. You canut throw things in your clasroom.

\_\_\_\_\_

3. Let somone help you cook a pancak.

\_\_\_\_\_

4. To protect miself, I wear a bike helmet uppon my head.

\_\_\_\_\_

5. Nutting should be close by when you hit a basbal.

\_\_\_\_\_

6. Mayby we can go to the plagrownd on Sunday.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Past and Future Tenses

Officer Buckle  
and Gloria  
Grammar: Spiral Review



Write each sentence to change when the action happened. Use the word in ( ).

1. The police officers talk about safety. (past)

\_\_\_\_\_

2. The children listen to them. (future)

\_\_\_\_\_

3. They follow the rules. (future)

\_\_\_\_\_



Read the story. Find five verbs that do not tell about the past, and fix them. Write the story correctly on the lines.

The policeman and his dog walked to the school. They wait at the front door. Then the dog bark. The principal open the door. The policeman talk with the children about safety. The children thank him.


\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Conventions

**Officer Buckle  
and Gloria**

Grammar: Connect to Writing

Incorrect Abbreviations	Correct Abbreviations
dr levi	Dr. Levi
ms Jones	Ms. Jones
miss Oaks	Miss Oaks
River.st	River St.
Tues	Tues.
jan.	Jan.

 **Proofread the paragraph. Fix any mistakes in abbreviations. Write the paragraph correctly on the lines.**

My dad is a teacher. Kids call him mr Gary.  
On tues Dad read to his class. In mar they studied  
butterflies. Then on fri they visited a butterfly show.  
The show was on Main st.

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