

GRADE 1

California  
Treasures

# Teacher's Resource Book



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# Decodable Passages

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Name \_\_\_\_\_



## Cat and Bat

Can Cat nap?

Cat can nap.

Can Bat nap?

Bat can nap.

Cat and Bat nap.

### ★Activity★

Underline the words that have a short *a* sound.

Name \_\_\_\_\_



## Dan and Pam

Dan is a friend.

Dan can tag Pam.

Pam can tag Dan.

Dan ran and ran.

### ★Activity★

Write other words that have a short *a* sound.

Name \_\_\_\_\_



## Tam, Nat, and Cat

Tam can nap.

Nat can nap.

Cat can nap.

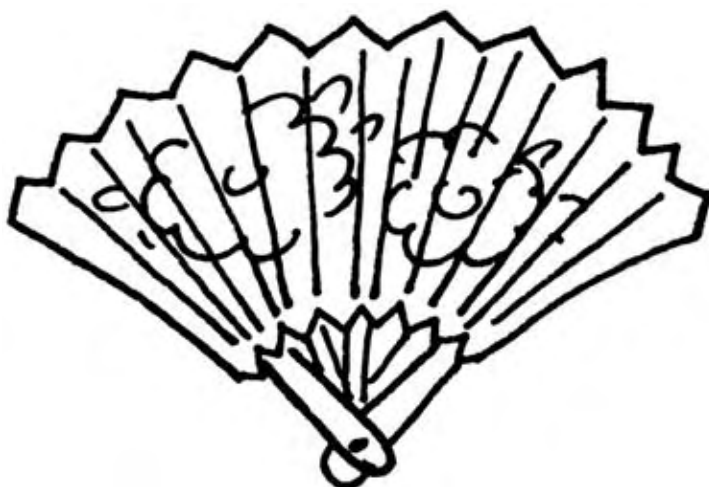
Cat can nap with Tam and Nat.

### ★Activity★

Write more words that have a *t* sound.



Name \_\_\_\_\_



## The Fan

Nan has a fan.

Van has a fat cat.

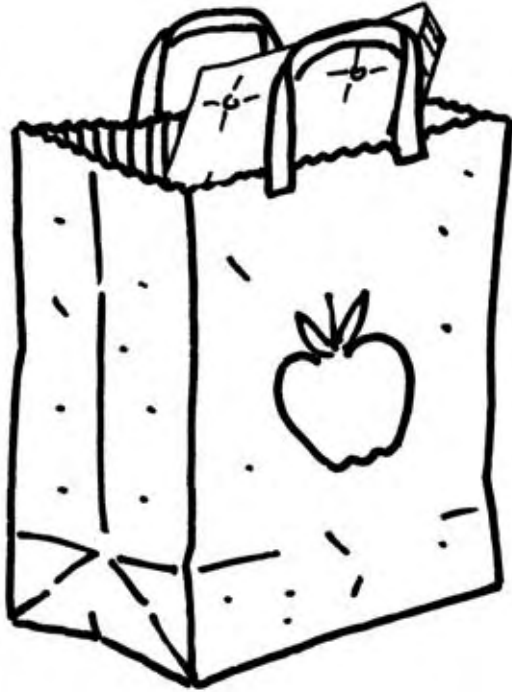
Nan can fan the cat.

The cat can have a nap.

### ★Activity★

Circle the words  
that have a short  
*a* sound.

Name \_\_\_\_\_



## A Mat for Pam

Pam had a sack.

The sack had a mat.

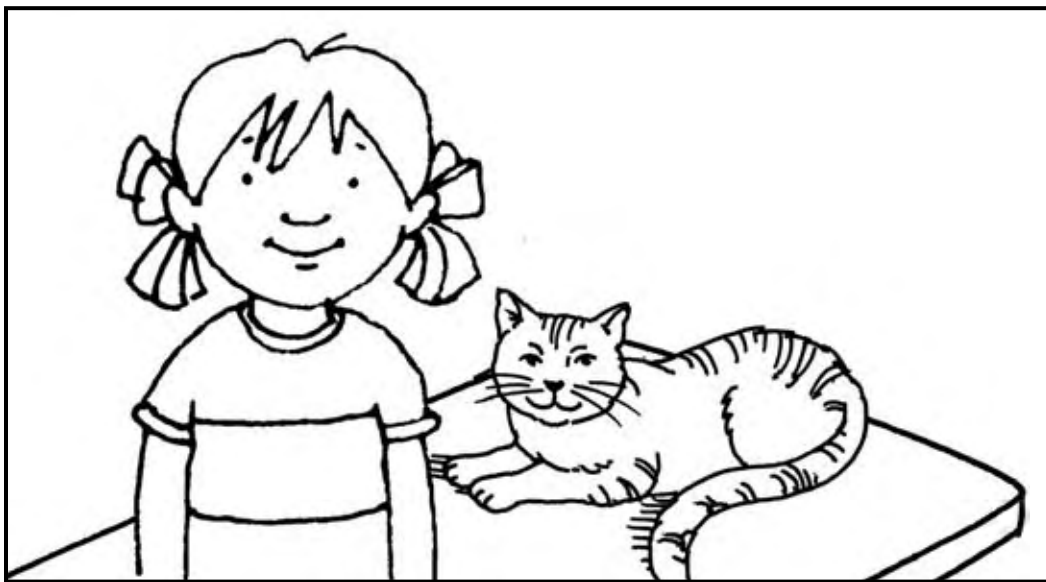
Pam sat on the mat.

Pam had a nap on the mat.

### ★Activity★

Underline the words that end in *ck*.

Name \_\_\_\_\_



## Fat Cat

Fat Cat sat in a van.

Fat Cat sat at the back.

Fat Cat sat on a bag.

Fat Cat sat with Nan.

### ★Activity★

Write words that rhyme with *van*.

Name \_\_\_\_\_



## Quick, Jack!

Quick, Jack!

You can win!

Run a quick run, Jack.

Jack can win.

You did it!

### ★Activity★

Circle the words  
that have a short  
*i* sound.

Name \_\_\_\_\_



## Go, Jan and Jim!

Jan can jig.

Jan can kick.

Jim can dig.

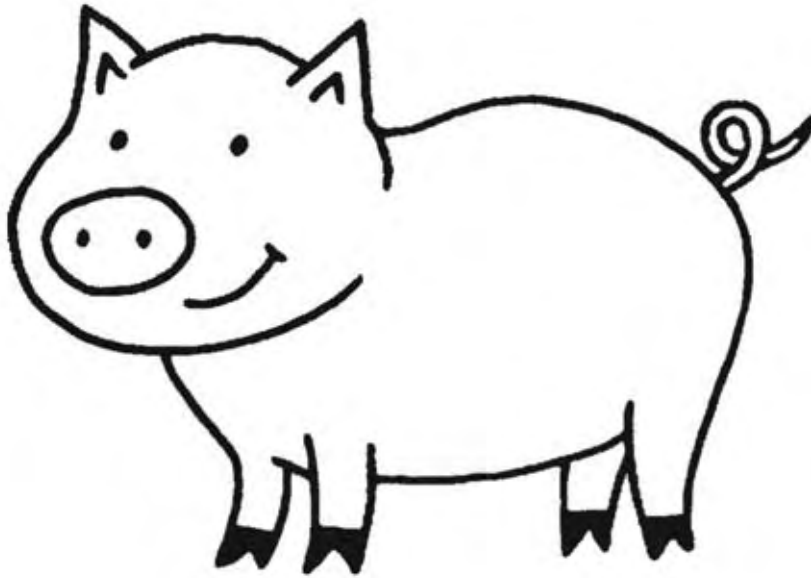
Jim is quick.

Go, Jan and Jim!

### ★Activity★

Circle the two sets of words that rhyme.

Name \_\_\_\_\_



## Tim Can Win

Tim hits a ball.

Tim is quick.

Tim wins a pig.

The pig is big!

### ★Activity★

Write other words  
that start with *w*.

Name \_\_\_\_\_



## Big Grin

Tran has a big grin.

Tran hid in a crib.

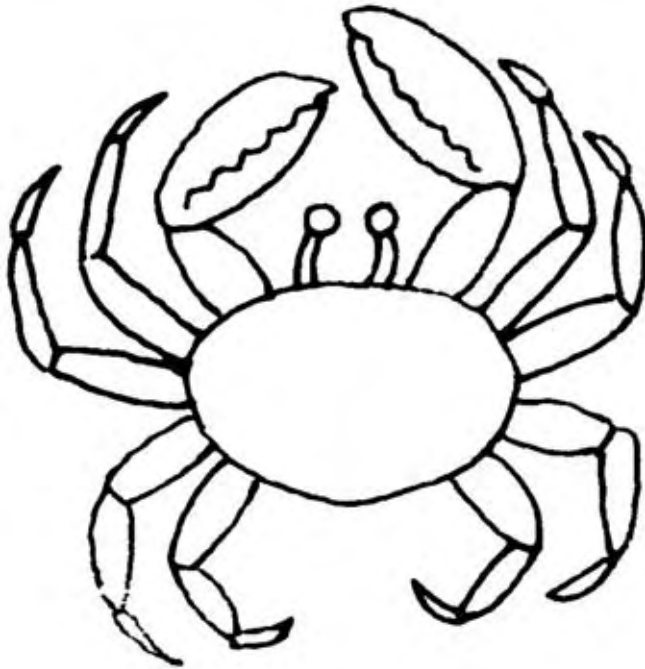
Can Jan trap Tran?

Tran will see!

### ★Activity★

Circle the words that start with *gr*, *tr*, or *cr*.

Name \_\_\_\_\_



## Trix the Crab

Quick, Fran!

Trix the Crab ran.

Trix is on the grass.

Quick, Fran.

Grab Trix!

### ★Activity★

Write a sentence  
about Trix the  
Crab.



Name \_\_\_\_\_



## Cran the Cat

Zack grabs Cran the Cat.

Zack trips on a brick.

Cran grins at Zack.

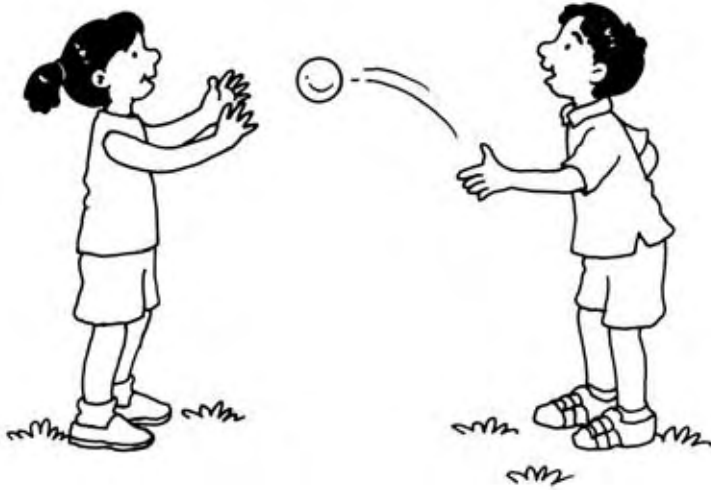
Zack kicks the brick.

Zack grins at Cran!

### ★Activity★

Make a list of words that start with *gr*.

Name \_\_\_\_\_



## Tad Ran Fast

Tad grabs a pink ball.

Tad winks and grins.

He kicks fast past me.

Tad hits the ball.

I grab it and land in the grass.

### ★Activity★

Write three other words that are spelled with *nd*.

Name \_\_\_\_\_



## Stan Is Last

Min can run very fast.

Min runs fast on land.

Stan grins, runs, and pants.

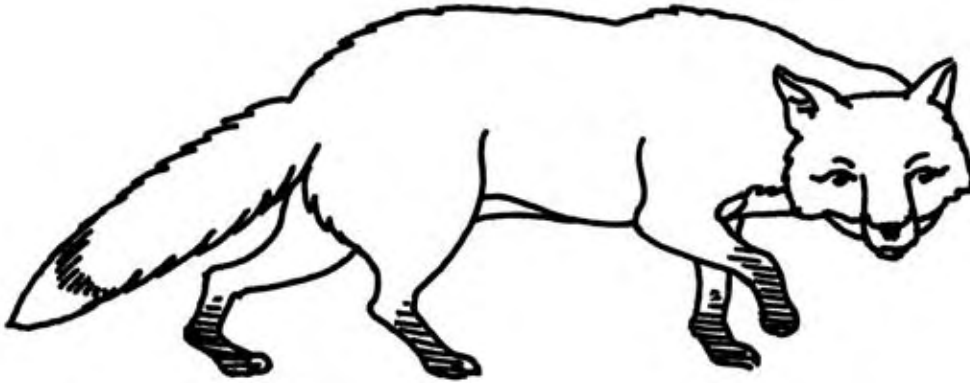
Min grins and runs past.

Stan comes in last.

### ★Activity★

Write a sentence  
about coming in  
last.

Name \_\_\_\_\_



## Ron the Fox

Ron the Fox trots a lot.

He trots and trots in the grass.

Ron trots and trips.

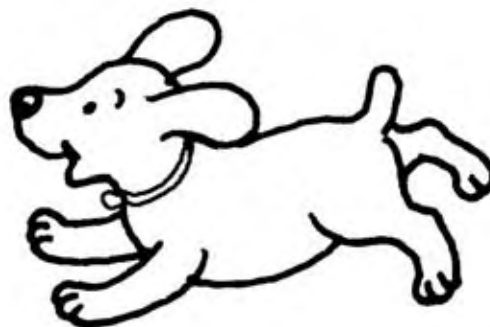
Ron the Fox sinks fast in the tall grass.

Ron the Fox can play lots and lots of tricks!

### ★Activity★

Circle the words  
that have a short  
o sound.

Name \_\_\_\_\_



## Did Wink Drop It?

Pop got Wink the Dog a ball.

Wink got the ball and ran.

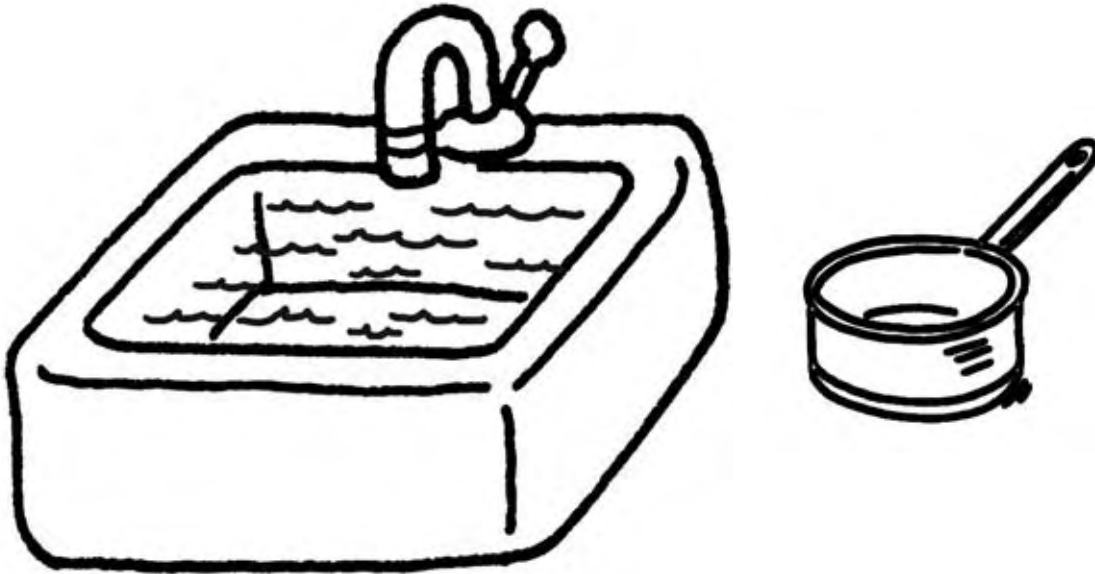
Wink ran in a pond with Pop.

Wink and Pop got wet!

### ★Activity★

Write about what  
Wink and Pop did  
next.

Name \_\_\_\_\_



## Jen and the Pot

A lot of water is in the sink.

Jen has a big pot.

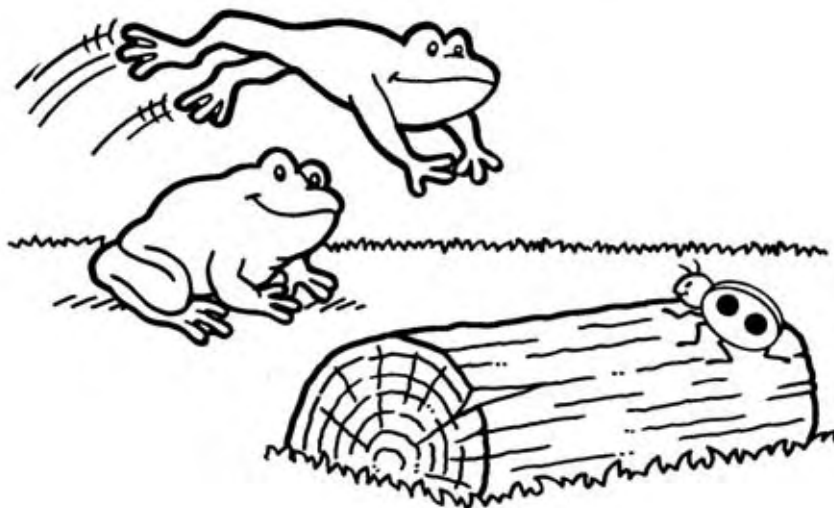
Jen can set the pot in the sink.

Jen can fill the pot.

### ★ Activity ★★

Write a sentence about what Jen can cook in the pot.

Name \_\_\_\_\_



## Glen and Fred

Glen the Frog can hop.

Fred the Frog can hop.

Glen and Fred see Ben.

Ben is a bug with spots.

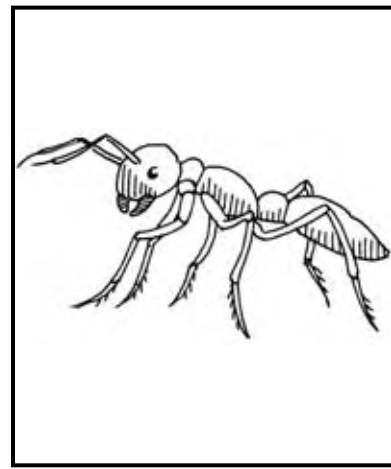
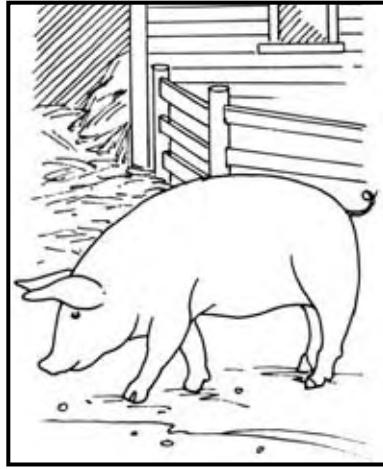
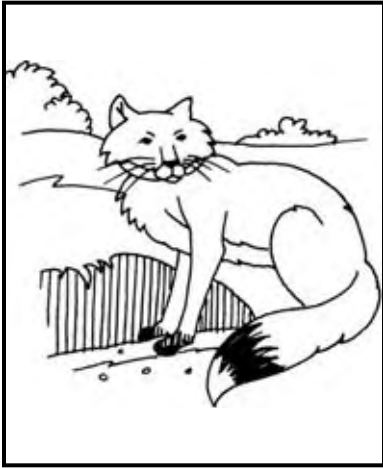
Ben sees Glen and Fred.

Glen and Fred hop away.

### ★Activity★

Write other words  
that rhyme with  
*Ben*.

Name \_\_\_\_\_



## This and That

This fox lives by a pond.

That pig lives in a pen.

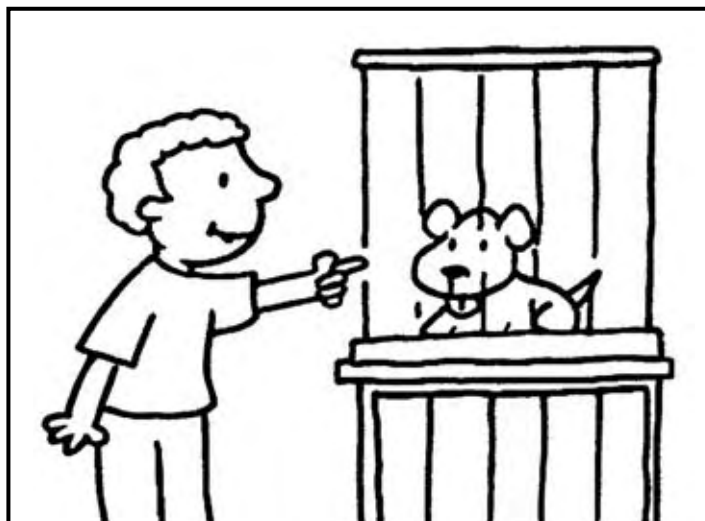
This ant lives by a big shack.

### ★Activity★

Write about  
another animal  
and its home.



Name \_\_\_\_\_



## A Pet Shop

I am at a big pet shop.

Rex sits still in this big shop.

I think Rex is sad at the pet shop.

I think I will get Rex!

Rex will live with me.

Rex will run in the grass!

### ★Activity★

Write about what  
Rex will do next.

Name \_\_\_\_\_



## Lots of Fun for Pup

Pup has an instrument.

Pup can tap the drums—tap, tap, tap.

Pup can make fun music.

Pup can tap in a band!

### ★Activity★

Underline the words that have a short *u* sound.

Name \_\_\_\_\_



## Fun in the Hot Sun

Catch a big fat bug.

Catch a big red ball.

Run fast in the tall, thick grass.

You can have lots of fun in the hot sun!

### ★Activity★

Write about what you like to do in the sun.

Name \_\_\_\_\_



## Plant Fun

I have lots of fun with plants.

I can put them on stands.

They can get lots of sun.

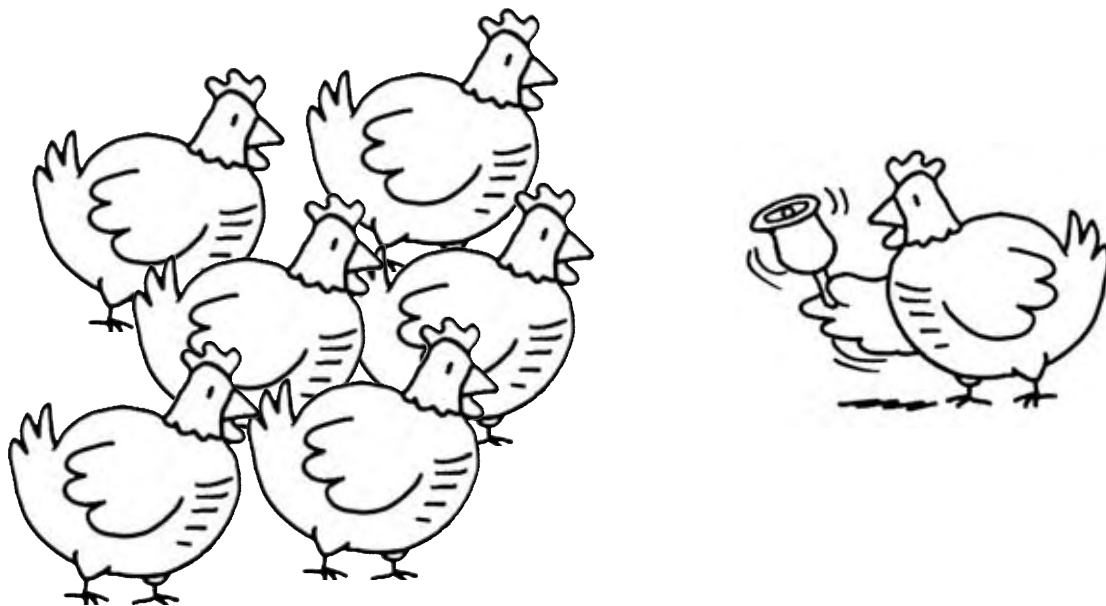
They can grow fast.

I can clip the plants if they get big.

### ★Activity★

Write five words  
that start with  
*cl* or *pl*.

Name \_\_\_\_\_



## The Fast Hen Club

A hen club met in the grass.

The hen club had a big plan.

The hens slid fast down the hill.

They ran fast past the mill.

Then hen club fled up a big hill!

### ★Activity★

Write a sentence  
about the hen  
club.

Name \_\_\_\_\_



## Glad Stan

Stan is a big black ape.

Stan grins and is glad.

Stan can sit and rest.

He can run and jump.

Stan is fast.

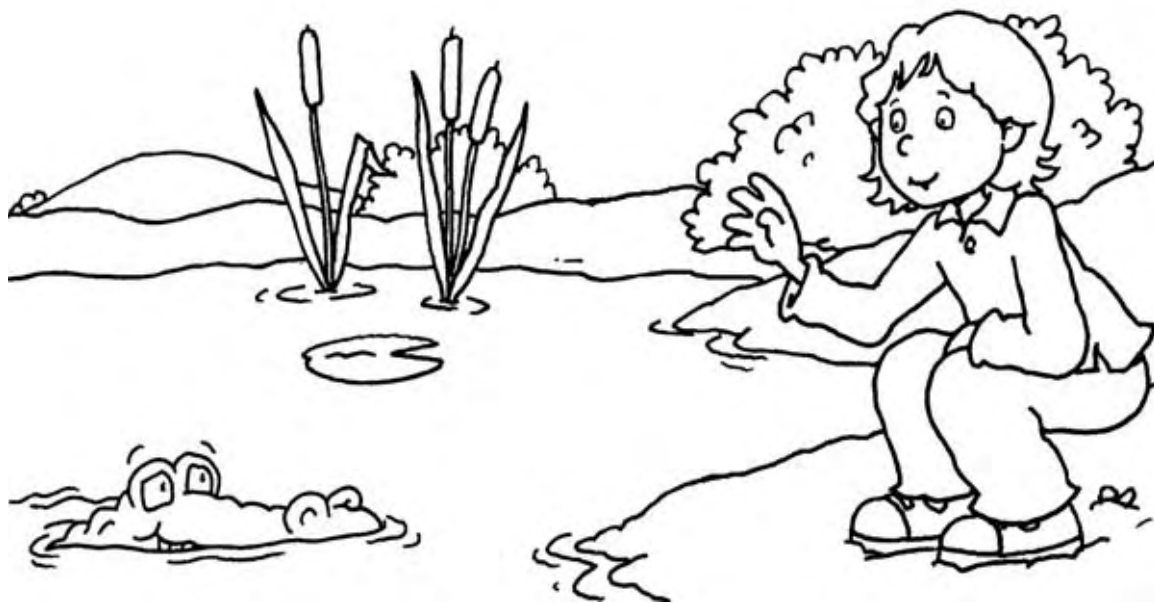
Stan can snack and sip.

Stan is a happy ape.

### ★Activity★

Write the words  
that rhyme with  
*Stan*.

Name \_\_\_\_\_



## Kate and the Croc

Kate stands on land.

Kate gazes at the crocodile.

Kate waves at it.

The croc can not wave back.

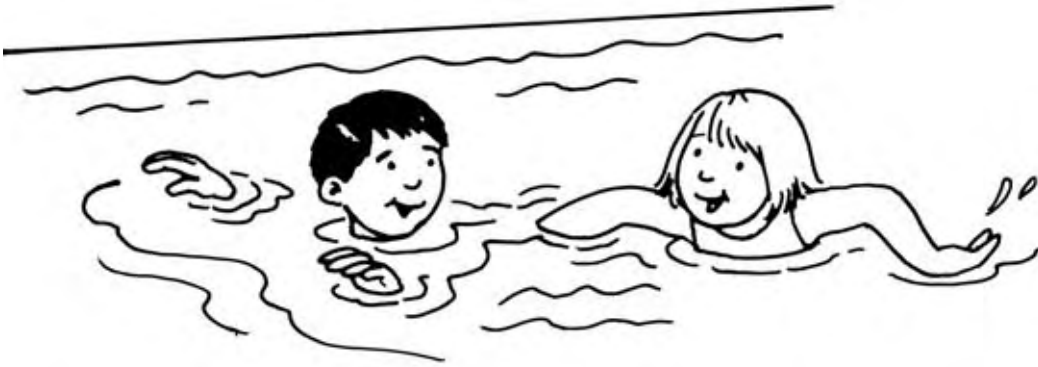
It grins a big grin.

Kate makes a friend.

### ★Activity★

Write a sentence  
about *Kate*.

Name \_\_\_\_\_



## Jane Wades

Jane wades in a big lake.

“Hello, Jane,” says Dave.

“Care to swim?”

“Yes,” Jane says.

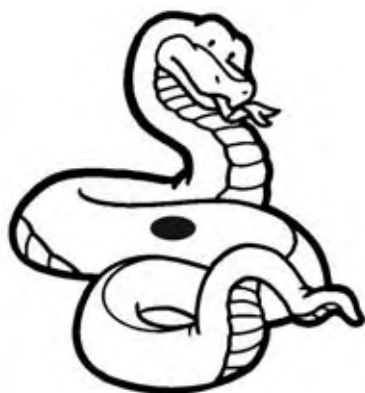
“Get Mom, Nate, Tate, and Kate.”

### ★Activity★

Circle the words  
that have a long *a*  
sound.



Name \_\_\_\_\_



## **Stan, Stef, and a Snake**

Stan and Stef see a small snake.

The snake has a big black spot.

Stan and Stef stand still.

The snake is swift.

It slips away.

### ★ **Activity** ★

Write three words  
that start with *st*.

Name \_\_\_\_\_



## Dan and Spot

Dan and Spot get set.

Spot stands still.

Dan gives Spot a quick bath.

Dan will brush Spot.

Spot smells sweet!

### ★Activity★

Circle the words  
that begin with  
an s.

Name \_\_\_\_\_



## Chip's Chicks

Chip has a lot of eggs.

Chip is watching the eggs.

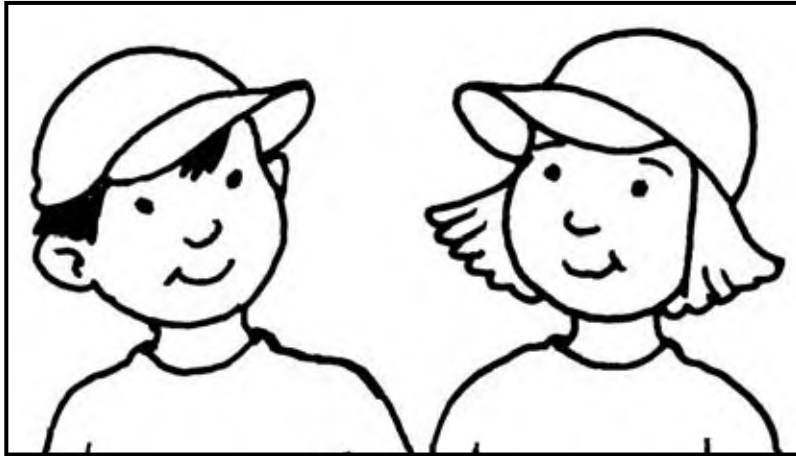
Can the chicks hatch?

Hatch, chicks, hatch!

### ★Activity★

Write about how a chick hatches.

Name \_\_\_\_\_



## Chad and Me

“When can we spot a wave?” I ask.

“Late in the afternoon,” Chad says.

I check a clock.

“Not yet, then,” I say.

### ★Activity★

Write three words  
that start with *wh*.

Name \_\_\_\_\_



## Life at a Lake

The sun shines on the lake.

I like to dive and swim in it.

I dive with Chad and Mike.

Mom dives, too.

It is fun and makes me smile.

All of us spend lots of time at the lake.

### ★Activity★

Draw what you like to do.

Name \_\_\_\_\_



## A Big Pile of Mud

Spike likes to play.

He plays in piles of mud.

It is fun.

Spike likes to slide in the mud.

Spike likes to hide in the mud.

### ★Activity★

Write three words  
that rhyme with  
*slide*.

Name \_\_\_\_\_



## Scrape and Scratch

I run fast.

I land on a big rock by a strip of grass.

I get a scrape on my leg.

“My leg has a scratch!” I yell.

Dad gets ice.

I put it on my leg.

I am fine.

### ★Activity★

Write another word that starts with *scr*.

Name \_\_\_\_\_



## Gram's Cat

Gram has a big cat.

Its name is Nate.

Gram likes to hide from Nate.

Gram likes to stretch like Nate.

Gram likes to strut like Nate.

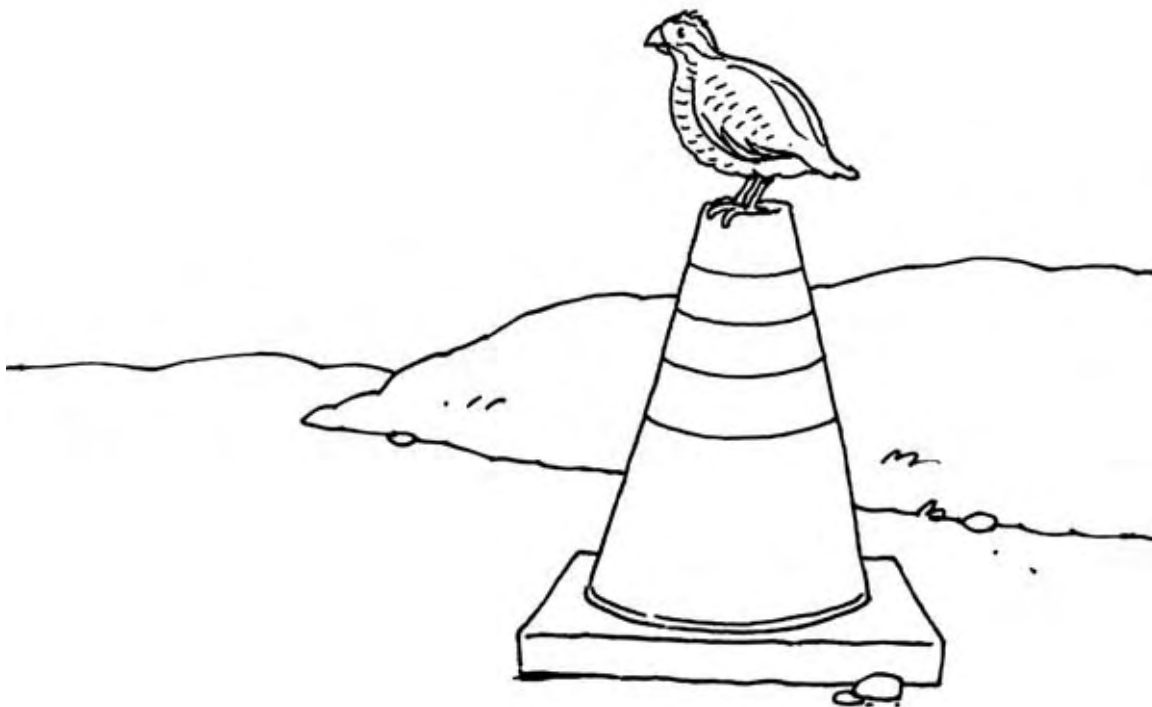
Gram and Nate like snacks  
and naps.

### ★Activity★

List some other  
things Gram and  
Nate like to do.



Name \_\_\_\_\_



## A Lone Bobwhite

I spot a lone bobwhite.

It dove past my home.

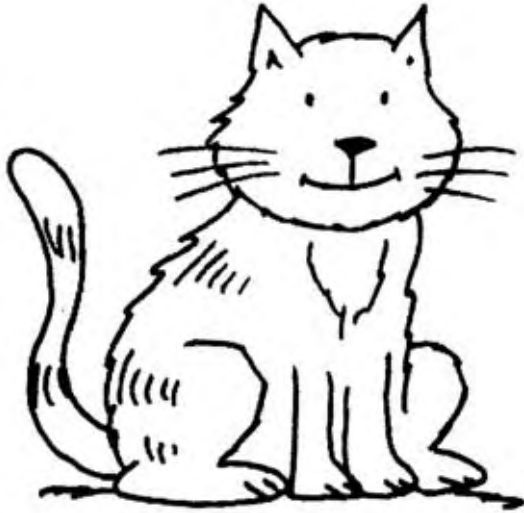
It rose and sat on a cone.

I hope it will not bite my nose!

### ★Activity★

Write a word that rhymes with *hope*.

Name \_\_\_\_\_



## A Cat and Duck in the Grove

Cole the cat saw a duck in a nut grove.

The duck sat in a big hole.

Cole woke the duck with a poke.

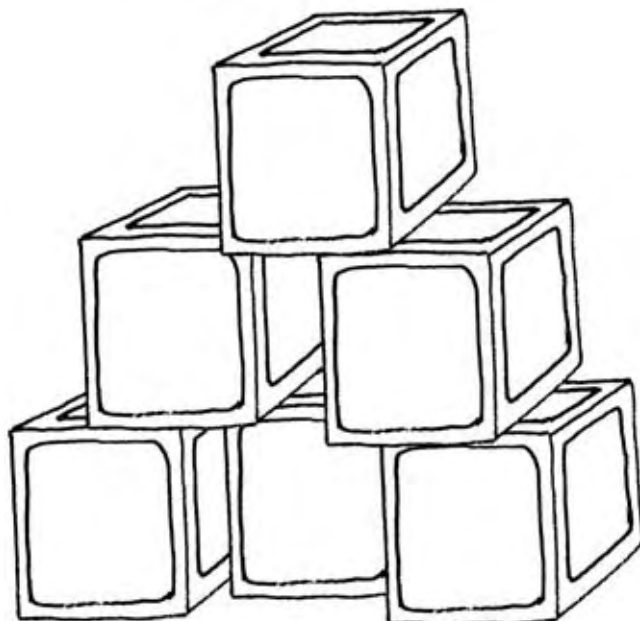
Cole told him jokes.

He hopes to make a friend!

### ★Activity★

Draw a picture of the duck next to Cole.

Name \_\_\_\_\_



## Jude's Pile of Cubes

Jude will make a pile of cubes.

He will set the cubes in a tube.

Jude will use the cubes to make a long flute.

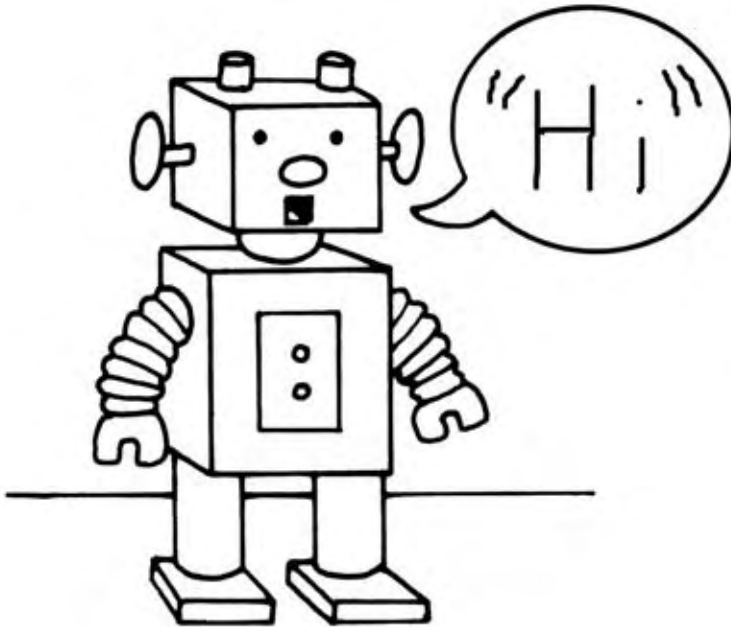
He will play a tune on the flute.

Jude will have lots of fun!

★ **Activity** ★

Underline the words that have a long *u* sound.

Name \_\_\_\_\_



## Cute Duke

Duke is a cute robot.

Duke is not rude.

Duke can make ice cubes.

Duke can even clean homes.

Duke can get rid of old junk for you.

### ★Activity★

List five words that have a long *u* sound.

Name \_\_\_\_\_



## In May

The sun will shine in May.

Then we will get to play.

It may rain but let us just wait.

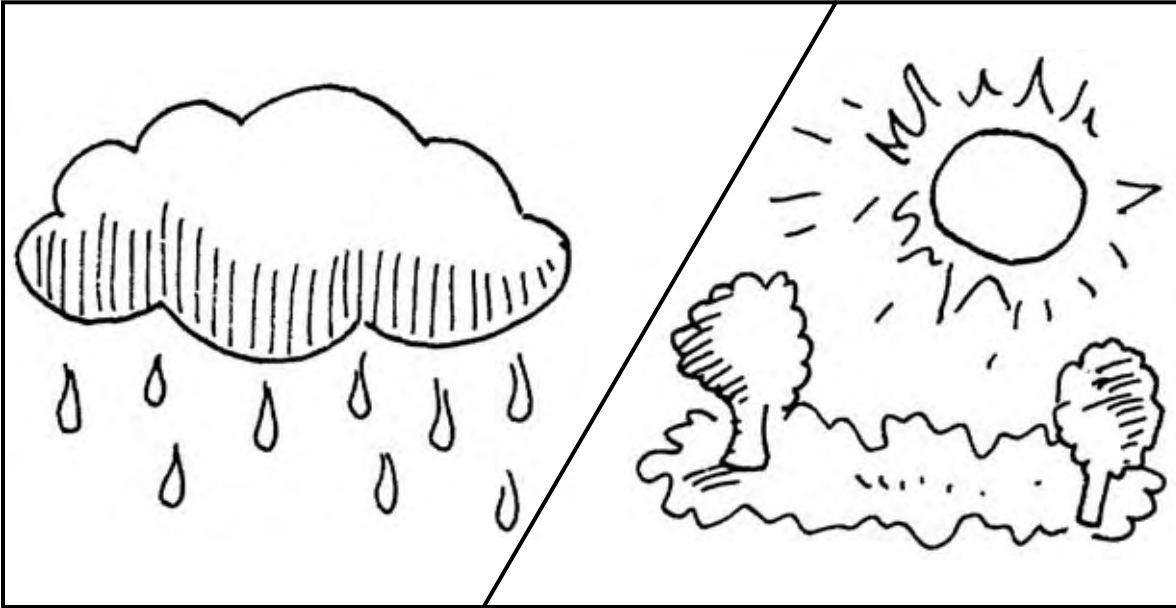
It may not stay that way.

The sun may rise the next day!

### ★Activity★

Write three words  
that rhyme with  
*May*.

Name \_\_\_\_\_



## Rain?

“On which day might it rain?” asked Jane.

“On this day,” said Shane.

“We can not go on a hay ride if it rains!”  
said Jane.

“Wait! I see the sun’s rays,” said Shane.

### ★Activity★

Circle the words  
that have a  
long *a* sound.

Name \_\_\_\_\_



## In the Deep Sea

Reed likes to dive in the deep sea.

He can see lots and lots of fish.

Today Reed sees green and teal fish.

Reed and the fish leap in and out of the sea.

### ★Activity★

Draw other creatures you might see in the deep sea.

Name \_\_\_\_\_



## Pete's Street

We can see a big tree on Pete's street.

We can hear sweet birds sing—tweet, tweet.

We can hear bees—buzz, buzz.

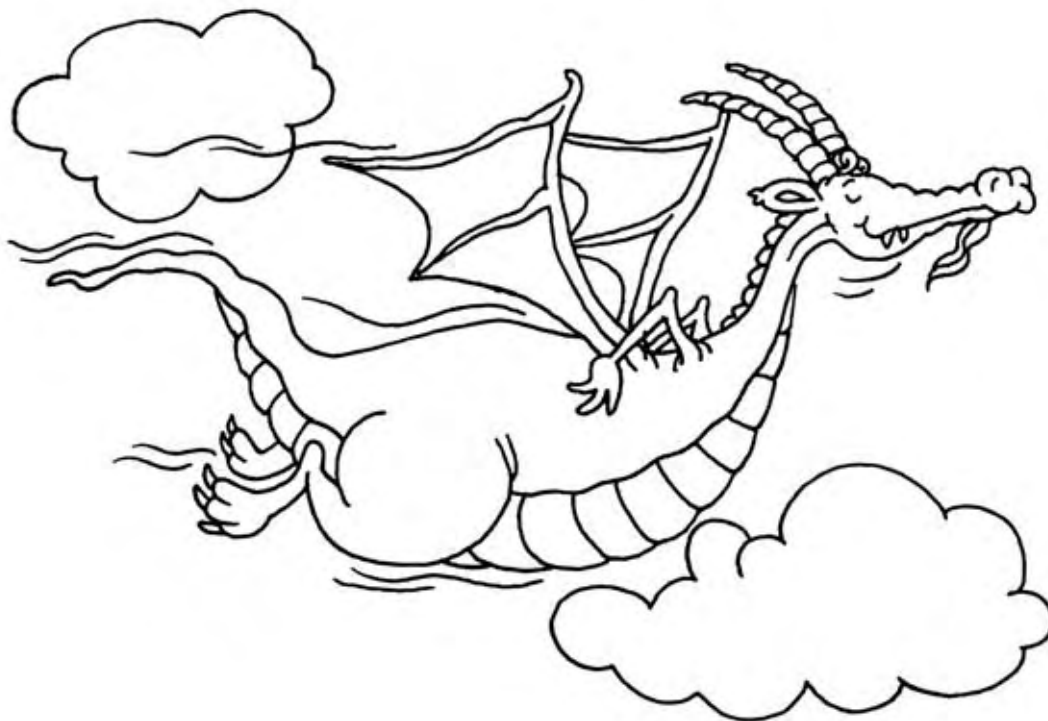
We can keep a log of what we see each day.

### ★ Activity ★

Write about what you see on your street.



Name \_\_\_\_\_



## Sunny Tummy

My tummy feels bad and I am quite chilly.

My mom tells a joke that is silly.

It has lions and dragons that are funny.

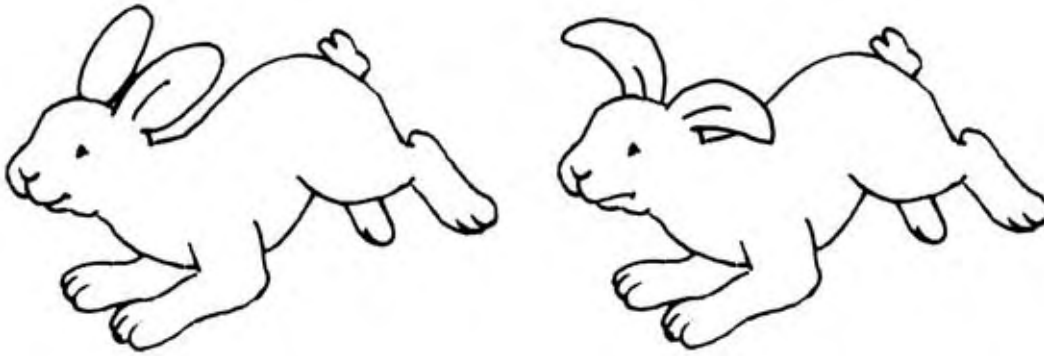
The joke makes me grin and feel happy.

I have a sunny tummy!

### ★Activity★

Write three words that have a y at the end of them.

Name \_\_\_\_\_



## Penny and Sandy

Penny and Sandy are Andy's baby bunnies.

Penny is a funny, silly bunny.

Sandy is a messy, grumpy bunny.

Andy will study hard to try and keep them happy.

Penny and Sandy are lucky to have Andy take care of them.

### ★Activity★

Write the words  
*I study hard to.*  
Then, finish the  
sentence.

Name \_\_\_\_\_



## Show Me

“I like to sing,” said Jo.

“Show me, Jo” said Mo.

“No, I can not,” said Jo.

“Go on,” said Mo, “Just try.”

“Row, row, row your boat!” sang Jo.

### ★Activity★

Write words to a song. Use three words that have a long o sound.

Name \_\_\_\_\_



## Row and Float!

“Let’s go row a boat today,” said Dad to Flo.

“I love to row!” said Flo.

Dad and Flo float on a boat in the lake.

“Some day I will own a boat!” said Flo.

### ★Activity★

Make a list of words that rhyme with *boat*.

Name \_\_\_\_\_



## My White Kite

My white kite went up in the sky.

I did not stop its flight.

I tried to hold on tight, but  
it went way up high.

### ★Activity★

Write your own  
story about a kite.

Name \_\_\_\_\_



## The Bright Light

Did you see the bright light?

It seems to glide over me.

My dad says it's a plane flying high.

I sigh and say that he is quite right.

### ★Activity★

Draw a picture of what else the bright light could have been.

Name \_\_\_\_\_



## Barb's Car

Barb parks a car.

Barb paints it bright like a star.

It is so bright that it glows in the dark.

Barb likes to drive the car far at night.

She parks it by her farm under the stars.

### ★Activity★

Write five words  
that rhyme  
with *car*.

Name \_\_\_\_\_



## At the Park with Star

At the park, Tara and Amar play with a smart pup.

Mark owns the pup.

The pup's name is Star.

Star can jump high.

Star can run far in the park.

Star can then rest when it gets dark!

### ★ Activity ★

Write your own story. Use words that have the *ar* sound as in *park*.



Name \_\_\_\_\_



## Play That Horn

I can play a horn on a boat.

I play on land when we are in the port.

I was born to play the horn.

I can play any form of music.

The horn has made me a star!

### ★Activity★

Write about a form of music that you would like to play.



## Which Sport?

“Which sport do you play?” Tim asks.

“I skate up north,” I say.

“I thought that is sort of hard,” Tim says.

“No, you forget that I skate for fun,” I say.

### ★Activity★

Write about a  
sport that you like.

Name \_\_\_\_\_



## First, Plant a Seed

How does a plant grow?

First, plant a seed in the dirt.

See that the dirt is wet.

Lots of sun can not hurt.

In a short time, see it grow!

It will turn into a big plant!

### ★Activity★

Write three words that rhyme with *dirt*. Are they all spelled with *ir*?

Name \_\_\_\_\_



## A Firm Apple

When summer turns to fall, you can pick an apple.

First, check to see if it's nice and firm.

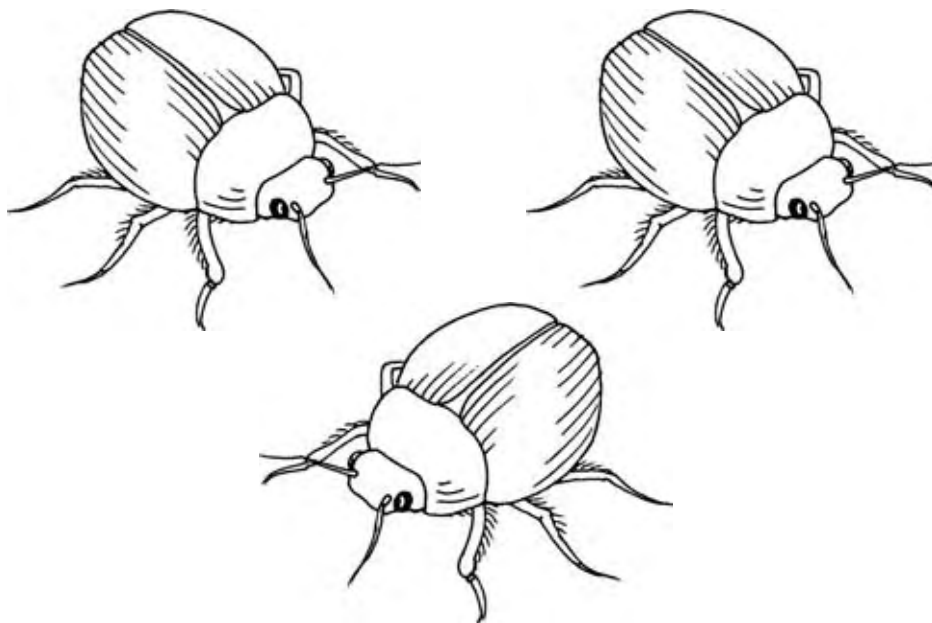
If it is, then clean off the dirt.

Then, take a bite. Yum! Yum!

### ★Activity★

Write about your favorite fruit. Use words that rhyme with *firm*.

Name \_\_\_\_\_



## Wow! Bugs!

Dan says, "Look down!"

"Wow! Bugs!" Kim yells.

"There are lots of brown bugs!"

Dan asks, "How did so many bugs get here?"

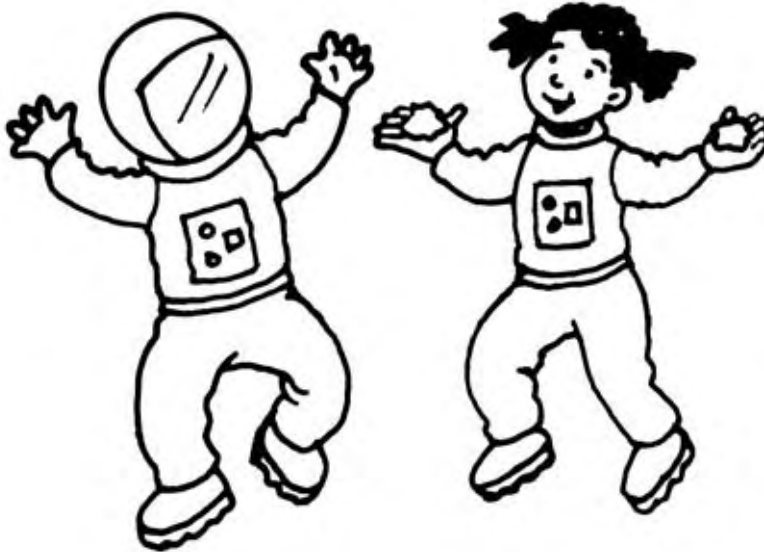
Kim curls her lips into a frown.

"They must have come from down south!"

### ★Activity★

Write about bugs you have seen in your town.

Name \_\_\_\_\_



## Zoom!

Kate and Roo like to play.

On this day, they will pretend to zoom up to the moon.

“Let’s go at noon,” Kate said.

“Take a helmet!”

“Take boots!” said Roo.

“We’ll zoom right out of this room!”

### ★Activity★

Write your own story about zooming to a new place.

Name \_\_\_\_\_



## Cook

“I want to be a cook,” said Brooks.

“Then cook with me,” said Mom.

“Here is a cookbook.”

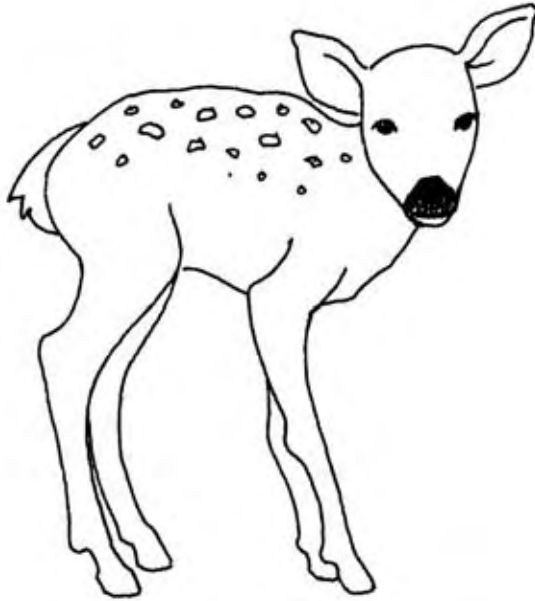
“Look, here is an interesting food. Let’s cook this!” said Brooks.

Brooks and Mom made the food and ate it, too!

### ★Activity★

Write about what you would like to cook.

Name \_\_\_\_\_



## The Fawn

Look at the wild fawn.

It came out at dawn.

The fawn is standing right on  
the lawn.

Will the fawn run if I yawn?

### ★ Activity ★

Write about what  
the fawn might do  
if you yawn.



Name \_\_\_\_\_



## Sandbox Toys

Shawn said, “Boy, oh boy!  
I can’t wait to play with toys in  
the sandbox.”

“That sounds like fun.” said Lil.

“Can I join you?”

“Yes,” said Shawn.

“Join me but do not spoil my  
mound of sand!”

### ★Activity★

Write as many  
words as you can  
that rhyme  
with *boy*.

Name \_\_\_\_\_



## Roy, Joy, and Koy

Roy and Joy had to make a house for Koy the Pup.

“Let’s get to work!” said Joy.

Roy got wood. Joy got foil.

Roy and Joy made a house.

“Here, boy!” Roy called.

Roy showed Koy his new house!

### ★Activity★

Write your own story about Roy, Joy, and Koy.

# Word Study

Use the pages in this section to offer further practice with phonics, spelling, and word meanings.

## **Sorting with Students** ..... 66

- Dr. Donald Bear’s suggestions for integrating picture and word sorts as part of word study

## **Picture Cards**..... 68

- illustrations of words with key vowel and consonant sounds

## **Word-Building Cards**..... 90

- lowercase and capital letter cards
- use for phonics and spelling games and activities

## **Spelling Word Cards**..... 92

- reproducible cards for each week’s words
- tested, review, and challenge words
- key words for sorting activities

## **Vocabulary Word Cards**..... 122

- reproducible cards for each week’s tested words
- blank cards for additional words

## **Games** ..... 152

- *Learning with Games* – suggestions for games that support word study strategies, dictionary skills, and comprehension skills
- boards, grids, spinners, and other ideas to customize for your class

## **Sound-Spelling WorkBoard**..... 165

- reproducible black-and-white version for individual work
- pictures for all letters and key phonics sounds
- three-, four-, and five-part sound boxes

# Sorting with Students

Sorting is an active part of word study. Here are tips to consider as you develop your word study program.

## Getting Started

- Make a copy of the sort for each student or pair. Increase the size of the copy to rid the page of the margin; this leaves less for students to cut.
- Students scribble distinctively on the back so that they recognize their chips.
- During independent work time, at their seats or in a station, students cut up the sort and place the chips in an envelope or plastic bag. Students can write their names on the fronts of the bags. Do not use instructional time for cutting up the word or picture sort.
- After cutting up the sort, students try it out; this is an “open sort.” Observe how students sort before instruction to guide your pacing. Ask students to sort the words into several columns and to set aside unknown words.

## Instruction

Introduce the sort in small group. A few minutes of small group reading time is used for word study. This word study time is an opportunity to integrate phonics, spelling, and vocabulary.

Incorporate the following activities over several days. Spend just 10–15 minutes at any one time and pick up where you left off during the next small group lesson.

For each sort, use several key words to head the sorting categories. Also include an Oddball column for words or pictures that do not fit.

- 1) Check that students can read the words of the sort.** Students must be able to read most of the words in the sort. Three or four unknown words are acceptable and are learned over the week. Choose an easier list and sort if too many words are unknown. Explain to students that you want them to read through the sort to make sure they can read the words or name the pictures.

When first sorting, model for students how to read through the words. Read the word cards in an “I know it; I don’t know it” fashion. Put the known words in a pile in front of you; place the unknown words to the right. Show them how to count to three, and if they do not know the word, they place the unknown word card in, hopefully, a small pile to the right.

Ask students if they know the meaning of the words. You can teach several of the meanings over the week. If there are several unknown words, take the time to use them in a concept sort in which students sort the words into meaning categories, such as words that relate to animals, the landscape, and so on. Ask students to point to words that fit a category.

- 2) Teach four-step sorting in small group.** When you show students how to sort, begin with an easier sort and teach students the four steps that they will follow with each sort.
  - **Demonstrate.** Show students how to sort by using the key words or pictures. Sort deliberately, and talk about what

<sup>1</sup> Bear, D.; M. Invernizzi; S. Templeton; and F. Johnston. *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. (4<sup>th</sup> ed.) Columbus, OH: Merrill/Prentice Hall, 2008.

# Sorting with Students

you are doing as you compare the word or picture to the key words or pictures.

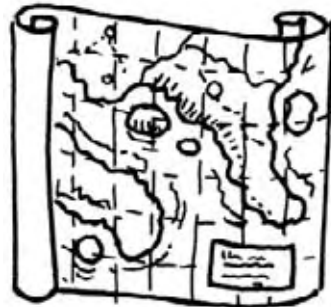
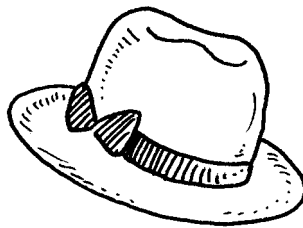
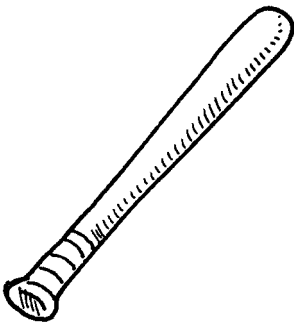
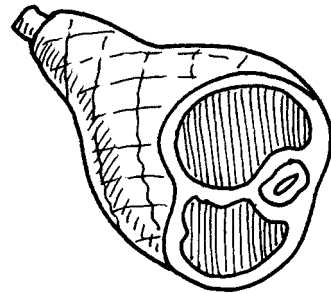
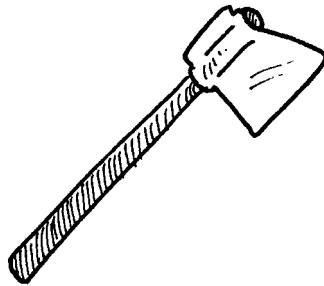
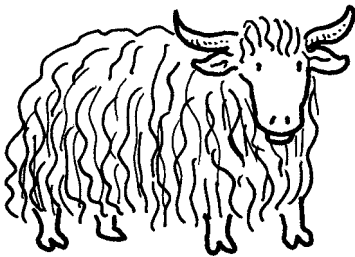
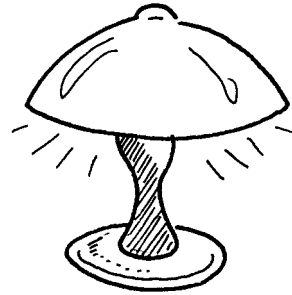
- **Sort and check.** Students sort individually or with a partner. Students read the words aloud as they sort and compare the words to the key words.
  - **Reflect.** Ask students to explain to each other why they sorted the way they did. Guide students through a discussion of the principle and generalizations that underlie the sort.
  - **Extend.** Repeated practice with the sort over several days is essential. Students enter the sort into their three-ring word study notebooks. They leave enough space to add related words that they find in Word Hunts when they go through the stories they have read. Students sort daily by themselves or with a partner. In their station activities they sort the words as part of a word study game.
- 3) **Monitor and assess.** To know when to go on or to continue studying the principle that underlies the sort, look for these aspects as students sort with you in small group.
- **Accuracy in sorting.** See if students sort the words in the correct columns.
  - **Fluency and speed in sorting.** If students sort quickly and accurately, they are probably ready to move on to the next sort. Students who sort accurately and slowly benefit from more practice. They can continue to practice the sort. Set up a sorting station that contains sorts from the last three weeks.
  - **Reflection and use.** See if students can explain the sort: “Why did you sort the way you did?” Look in students’ first-

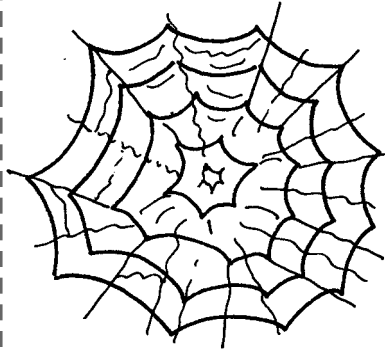
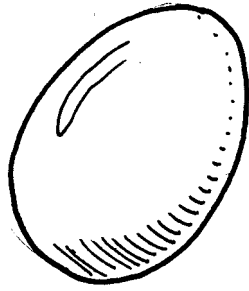
draft writing to see if they spell the sound or spelling pattern correctly in related words.

## Sorting at Different Instructional Levels

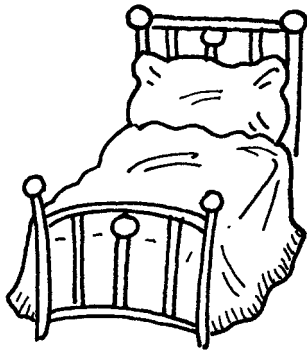
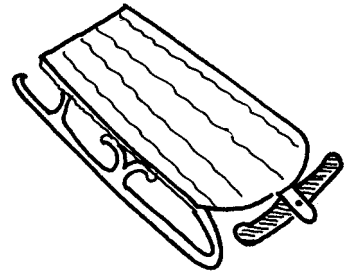
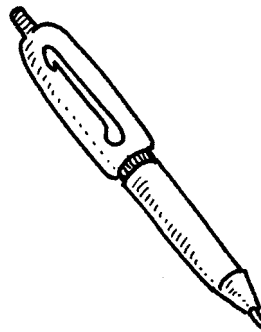
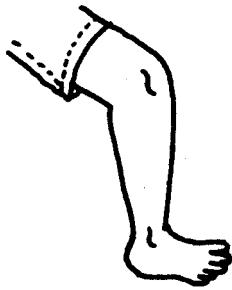
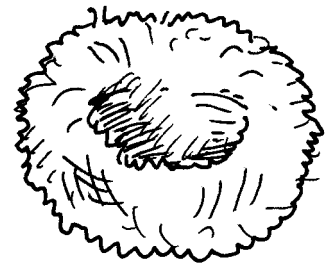
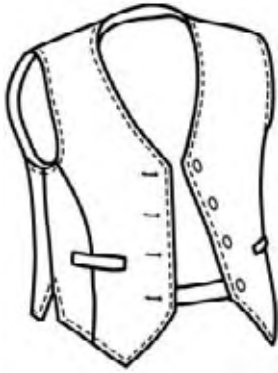
There are several considerations when sorting across instructional levels and grades.

- Students in the emergent and beginning stages of reading benefit from sorting by sound with pictures to focus on the way words sound alike at the beginning, middle, or end. For example, students consider how pairs of words sound alike: “I am going to say two words, tell me if they sound alike in the middle.”
- Students in the beginning and the transitional levels sort by patterns in words. Begin to explain how patterns are related to sound. Look across vowels to find patterns. For example, ask students: “Look for long *a* and long *o* words that have the CVVC pattern as in *nail* and *coat*.”
- Students in the intermediate levels study the meaning patterns within words. They study the meaning and spelling of prefixes, suffixes, and roots. Grammar ties in here as different suffixes are often related to grammatical functions; e.g., the *-tion* suffix turns a verb into a noun. Word histories and word roots are an important focus. Students study words deeply using paperback etymologies such as these two favorites:  
Funk, W. *Word Origins: An Exploration and History of Words and Language*. NY: Wings Books, 1950.  
Hoad, T. F. *The Concise Oxford Dictionary of English Etymology*. NY: Oxford University Press, 1993.

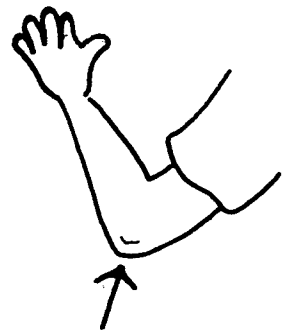


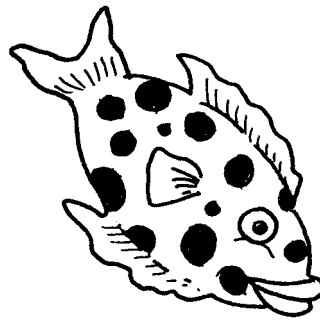
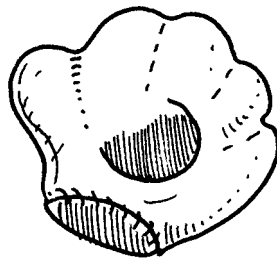
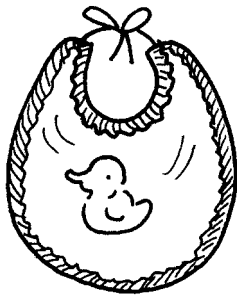
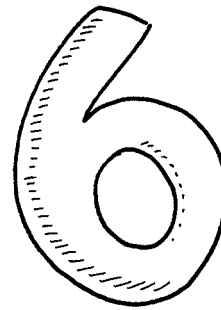


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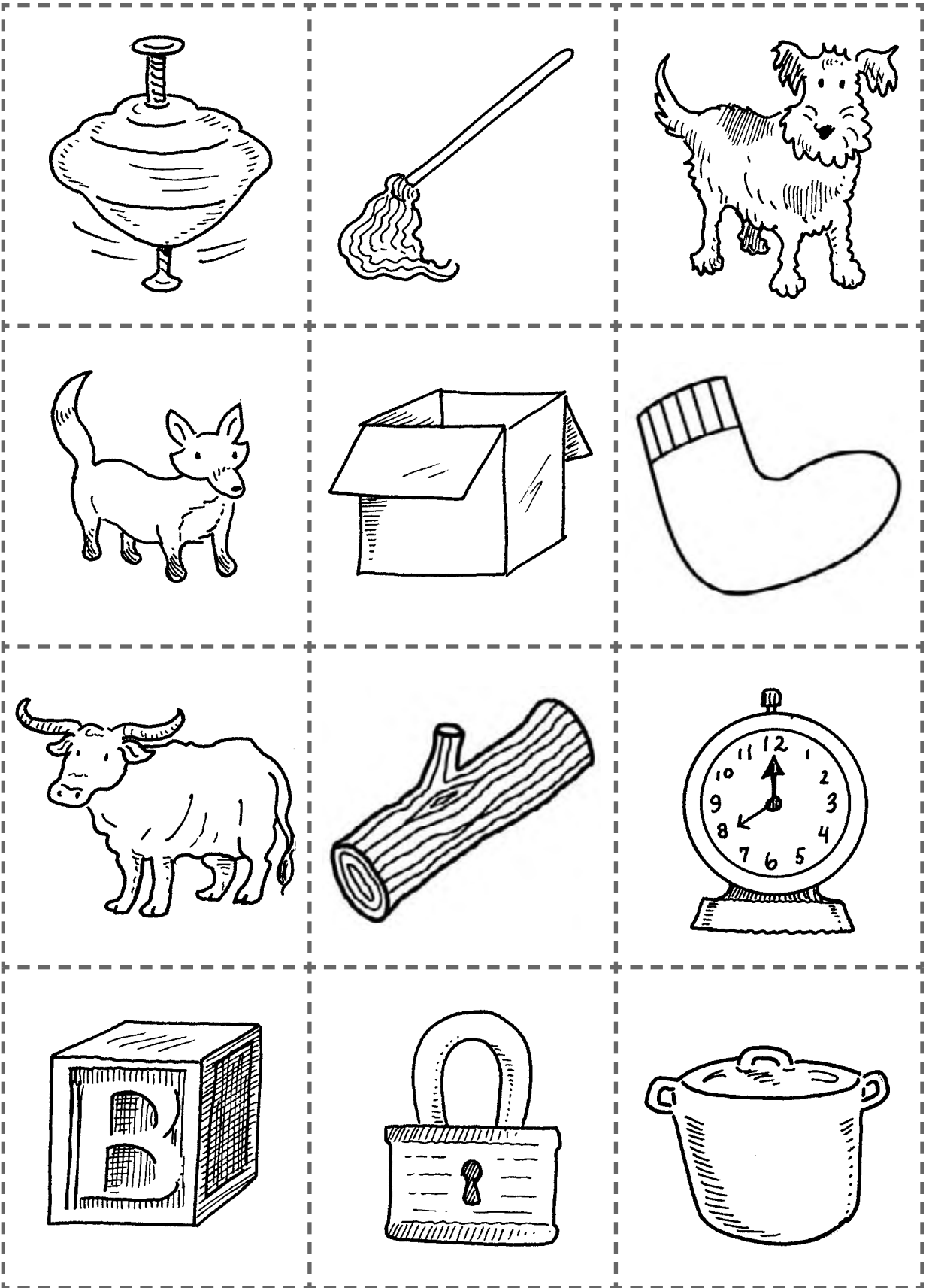


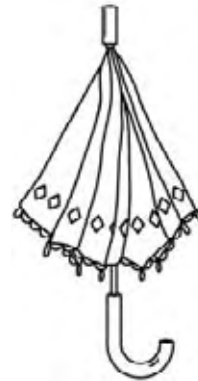
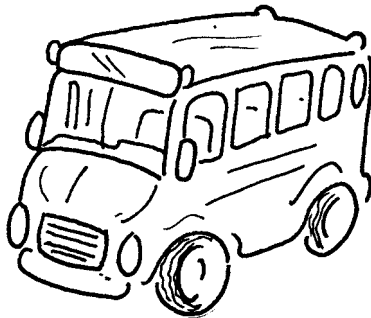
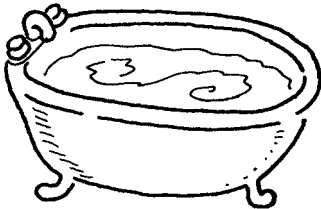
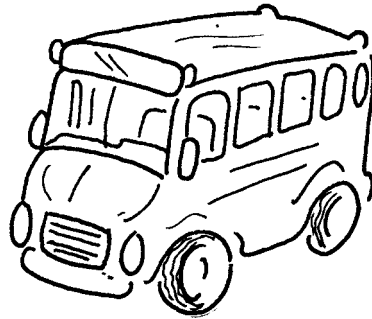
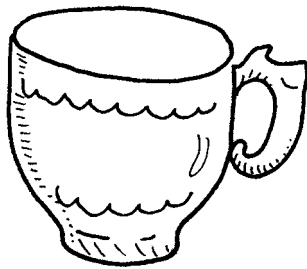
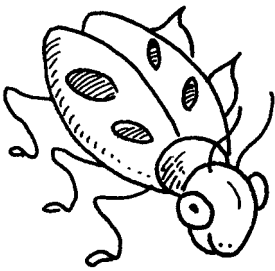
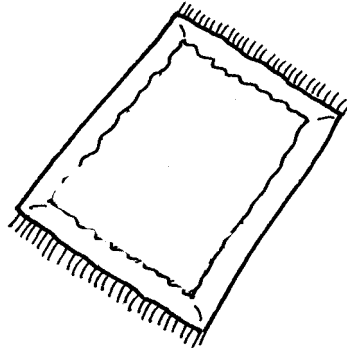
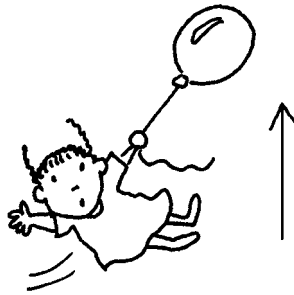
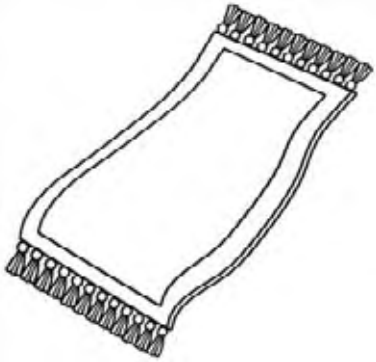
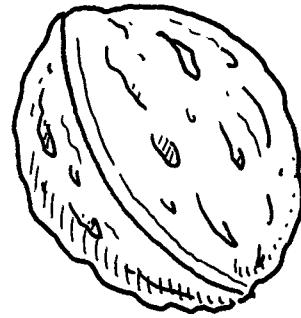
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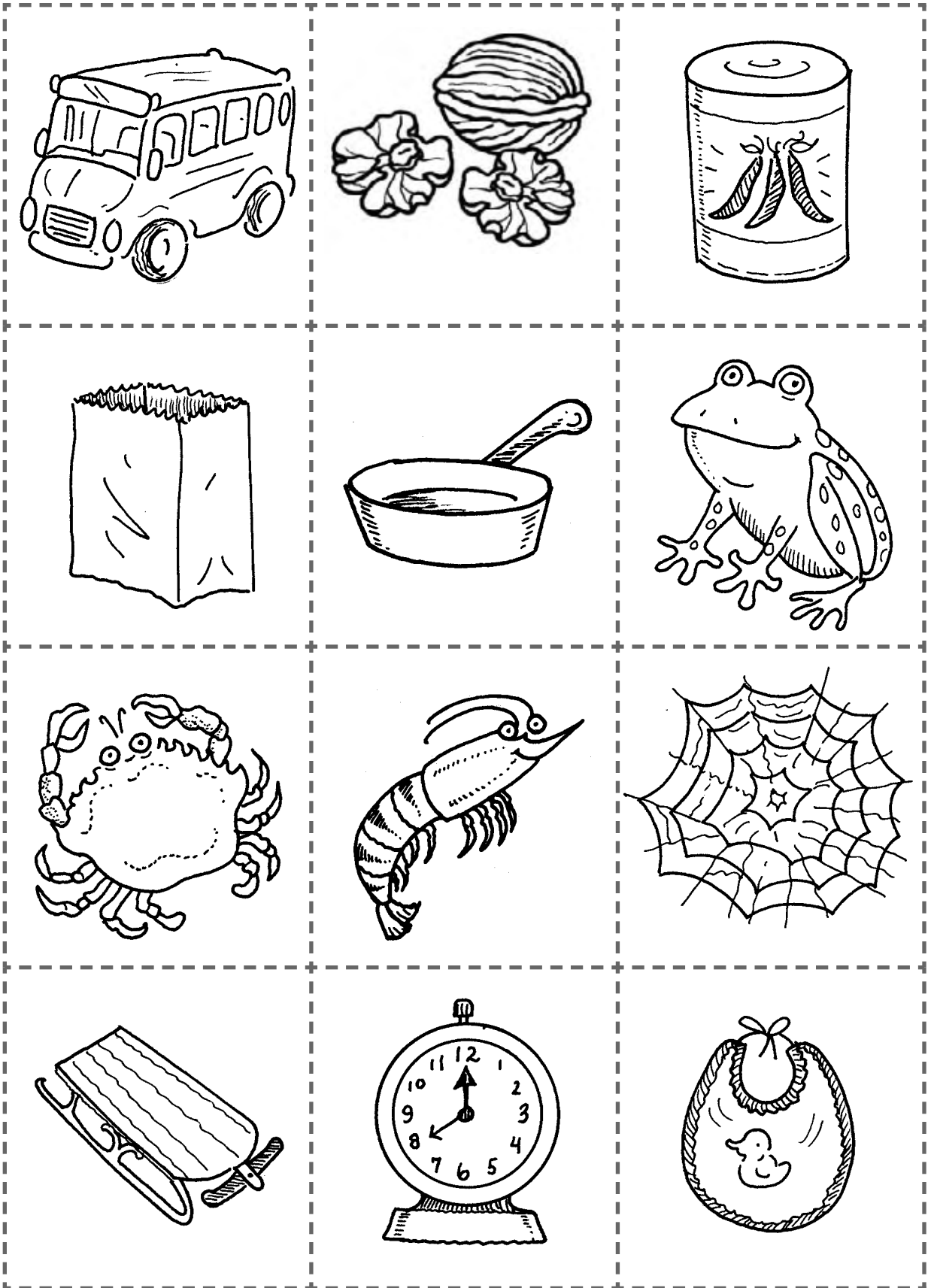


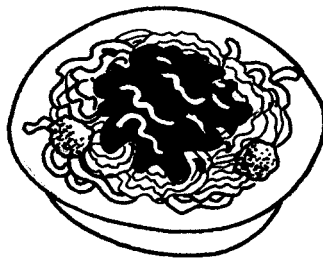
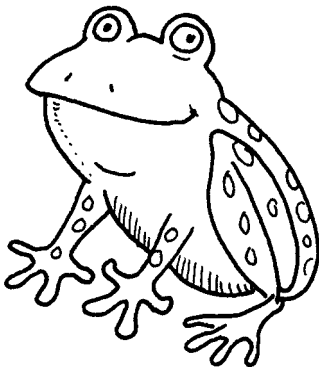
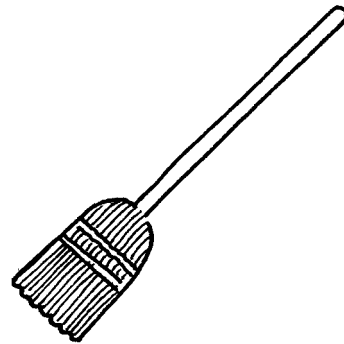
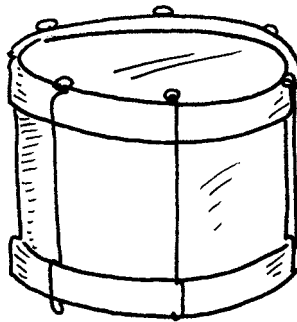
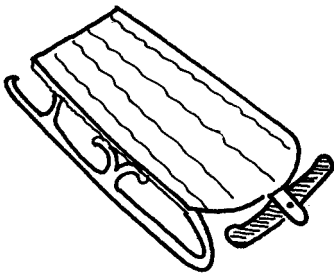
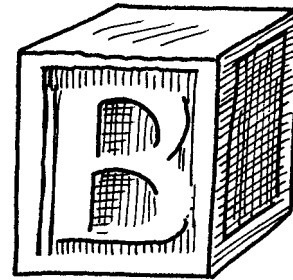
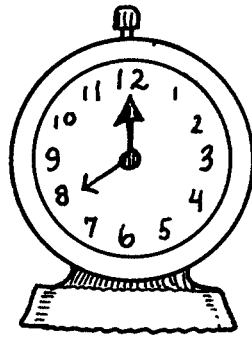
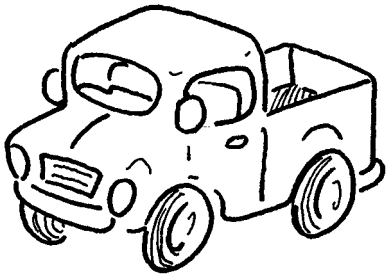
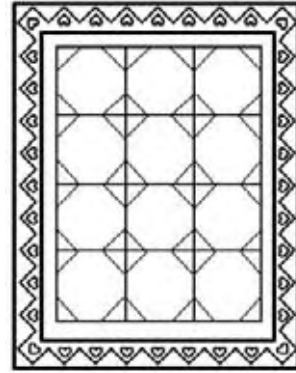
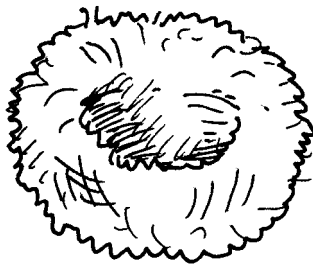


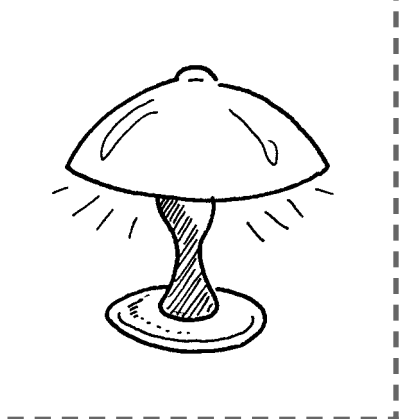
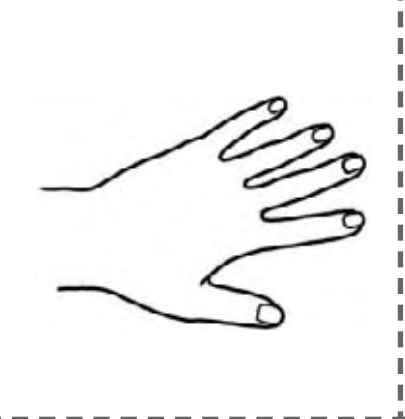
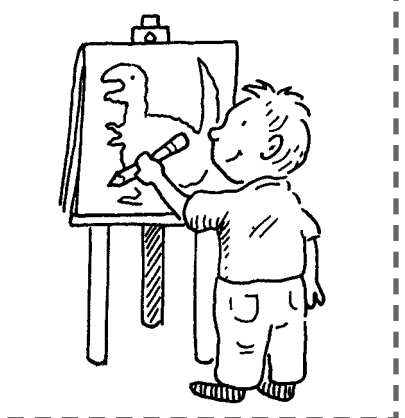
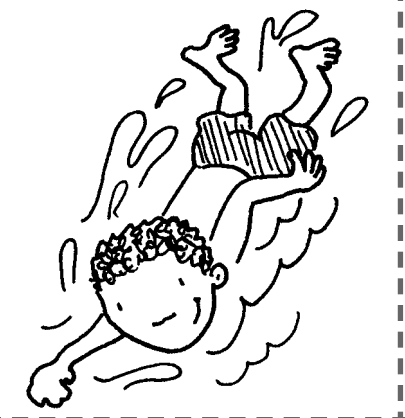
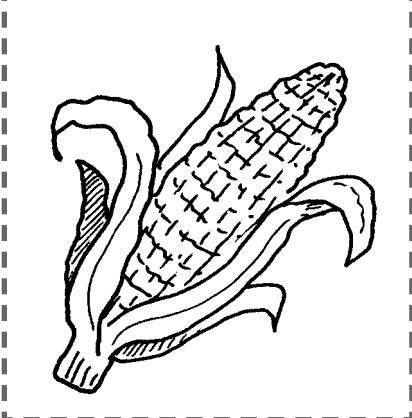
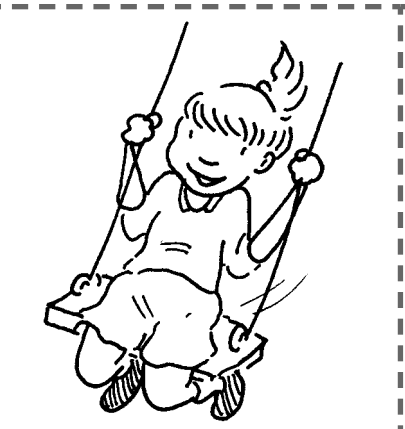
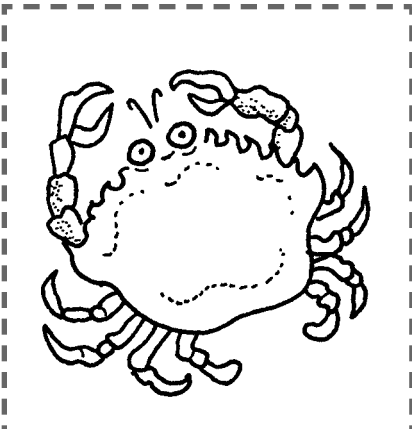


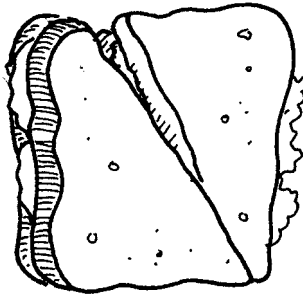
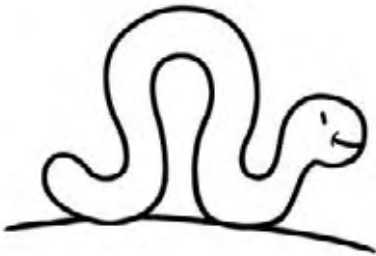
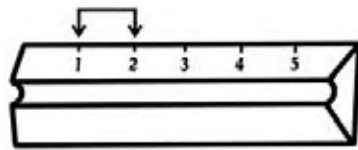
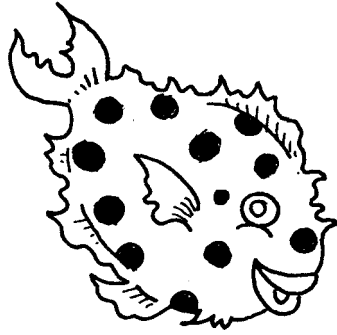
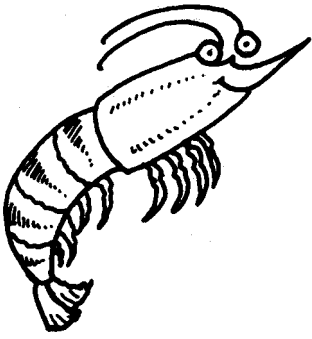


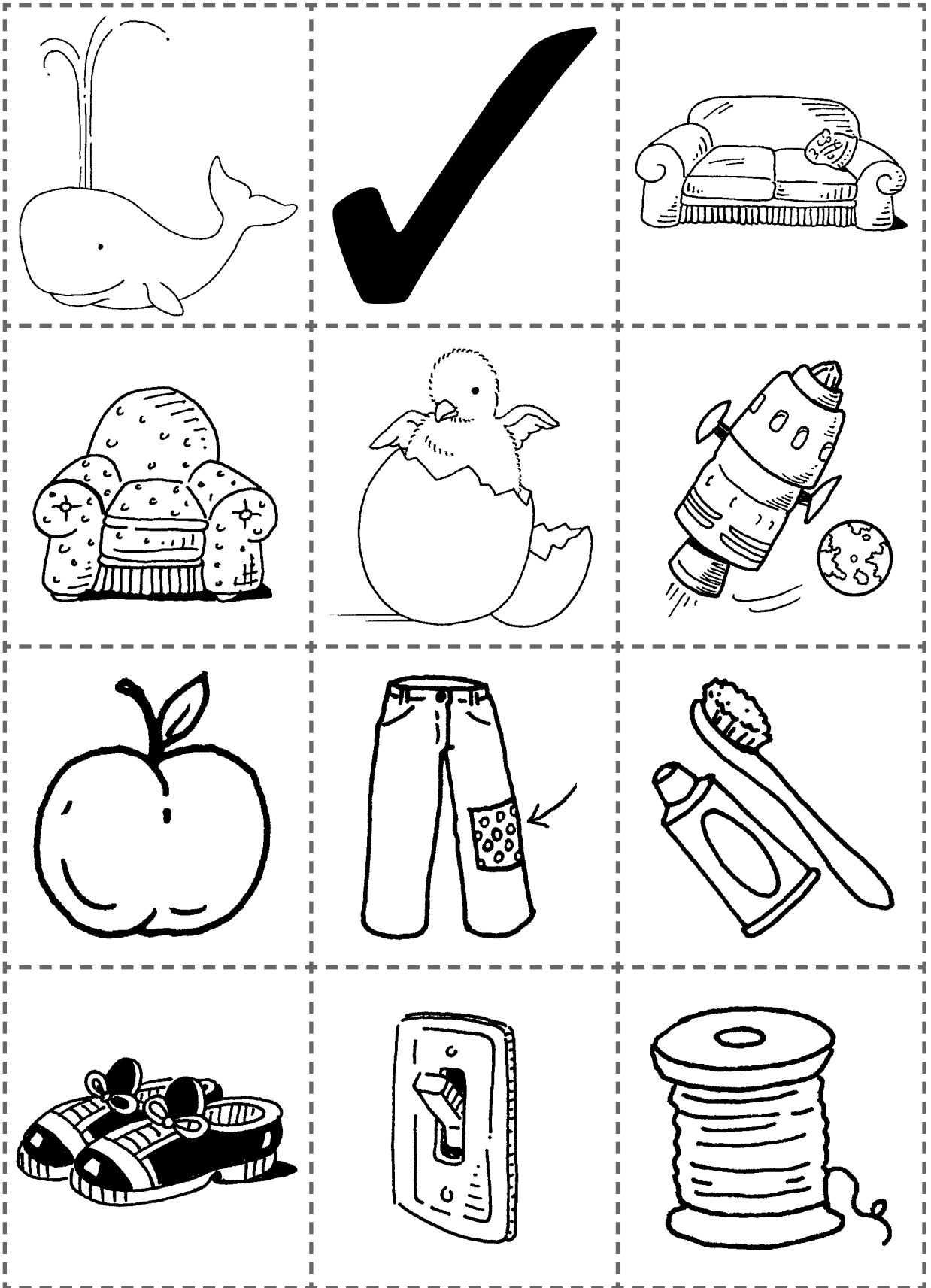


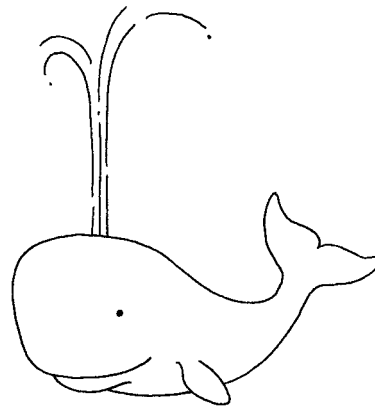
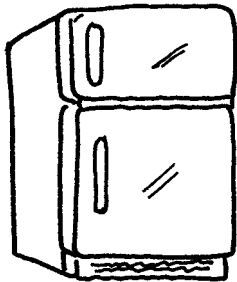
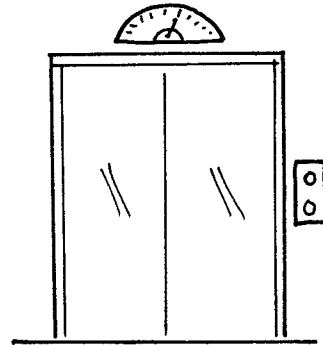
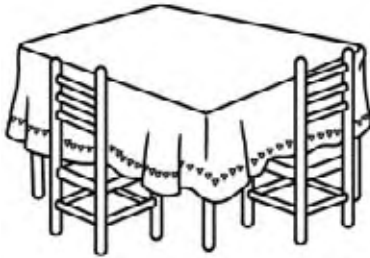
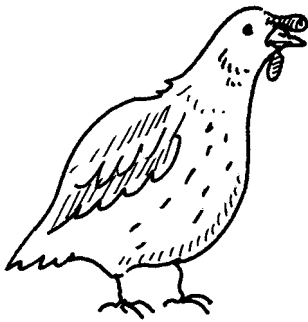








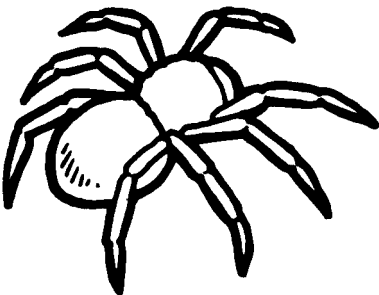
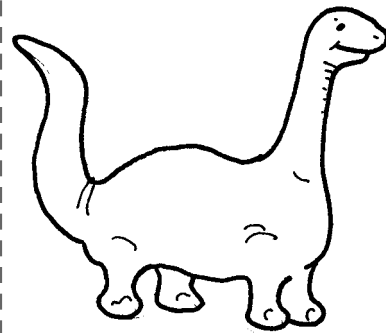
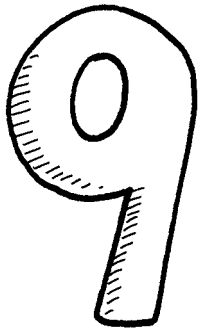
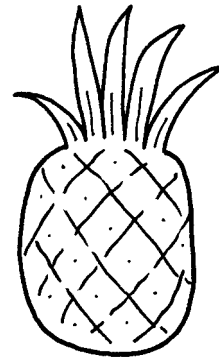
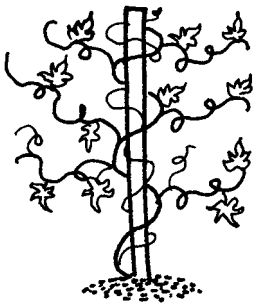
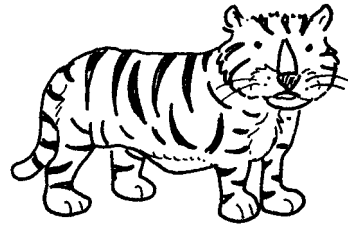
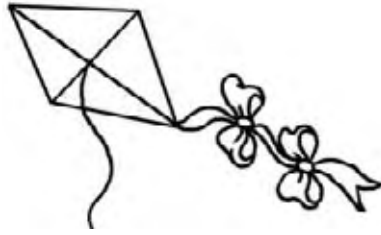


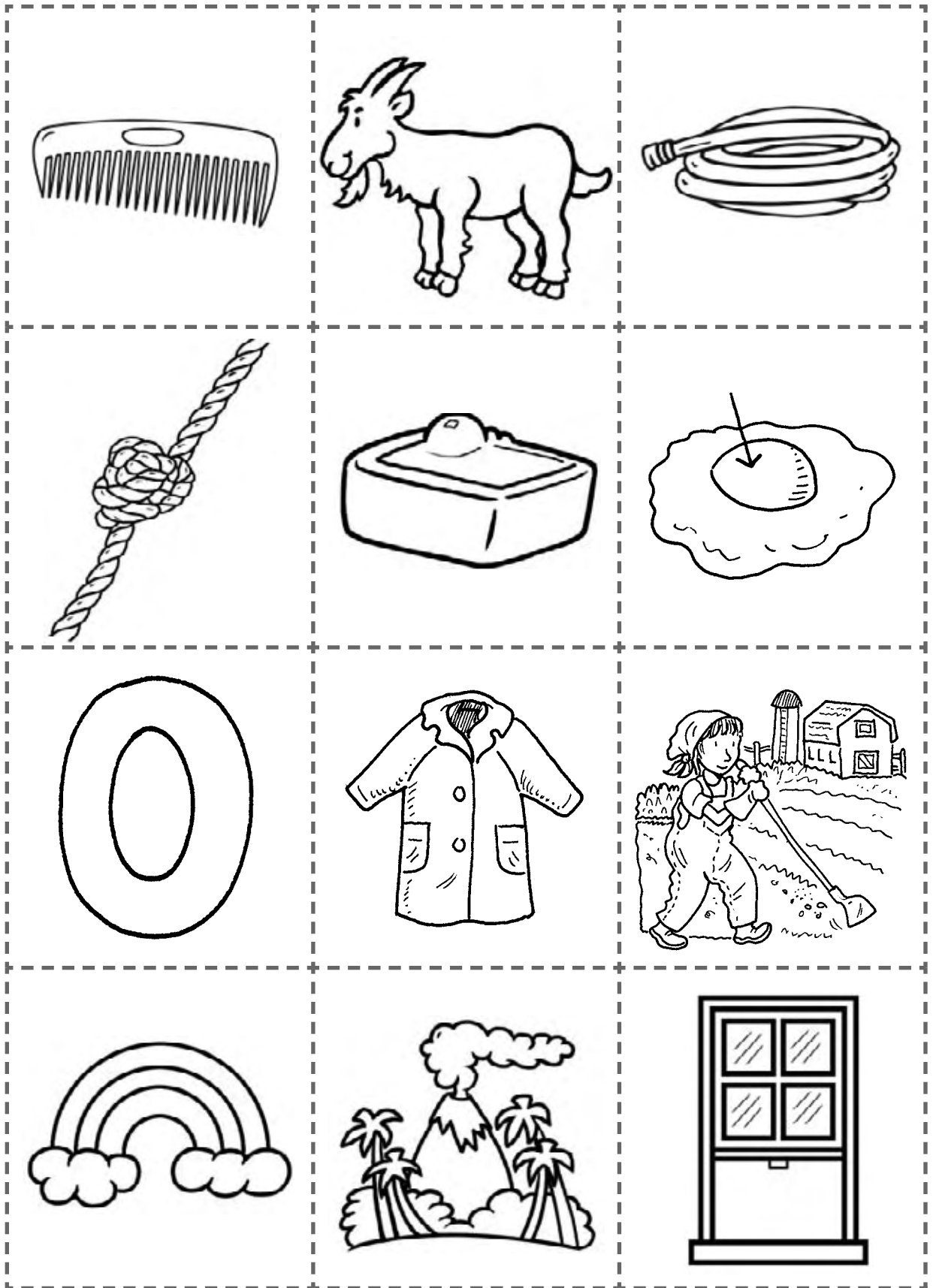


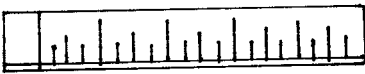
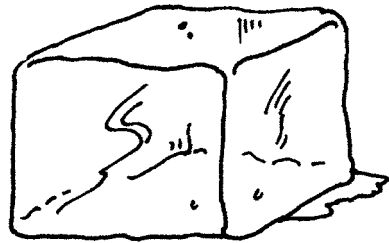
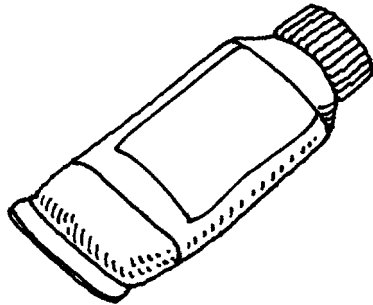
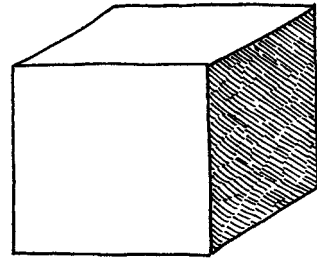
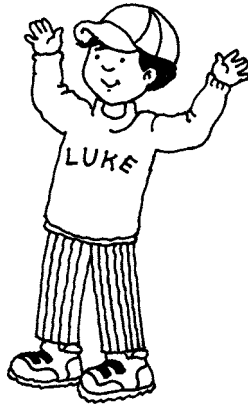
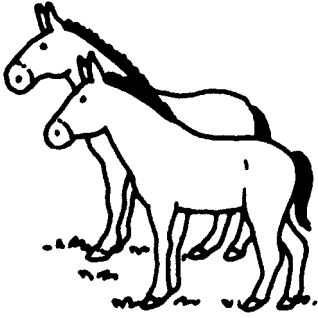


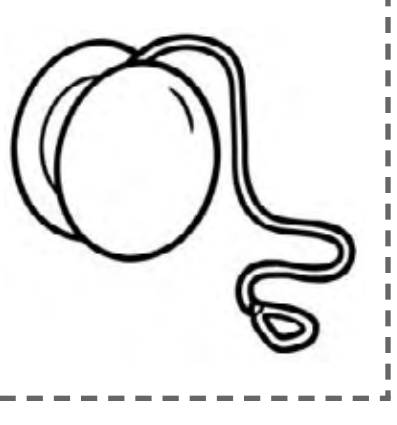
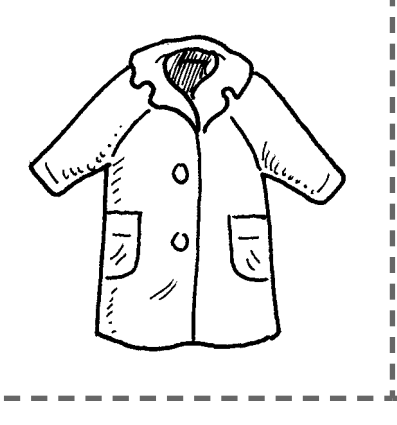
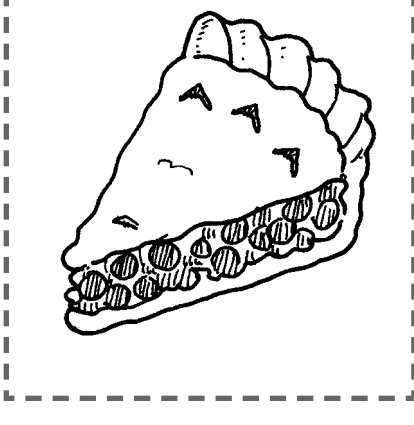
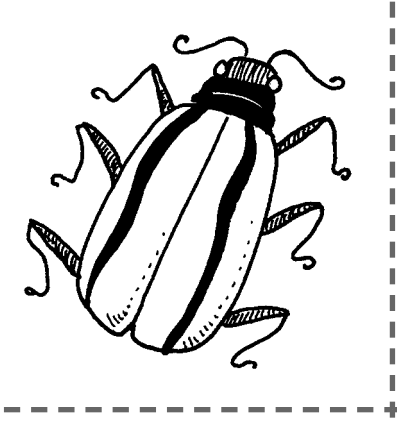
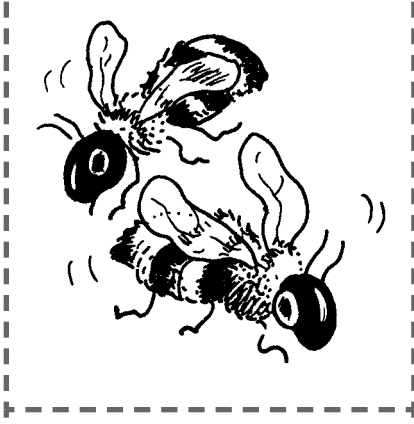
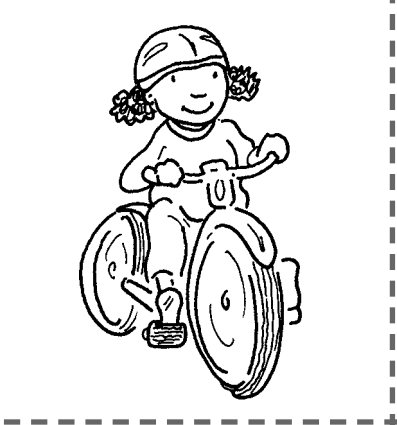


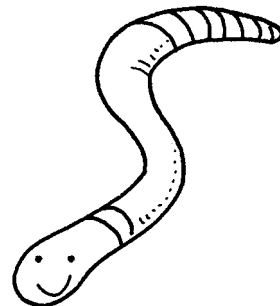
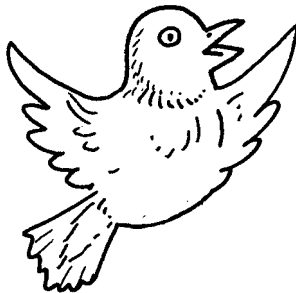
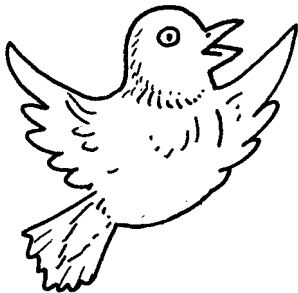
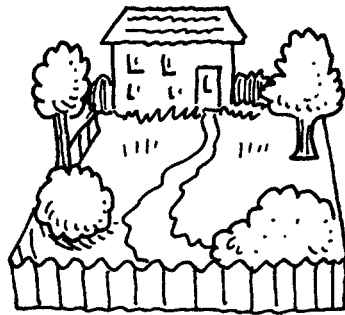
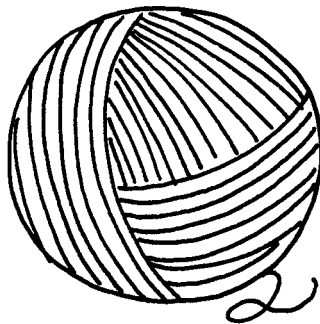
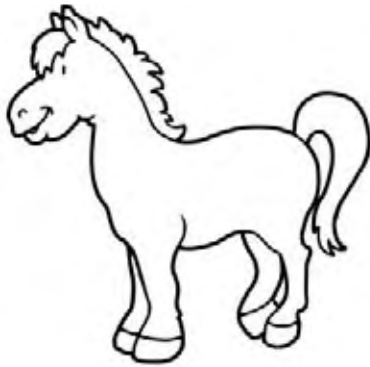
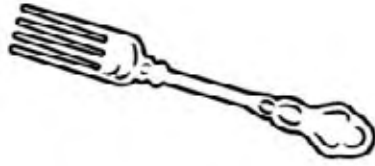
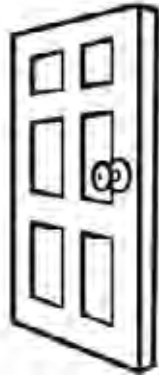
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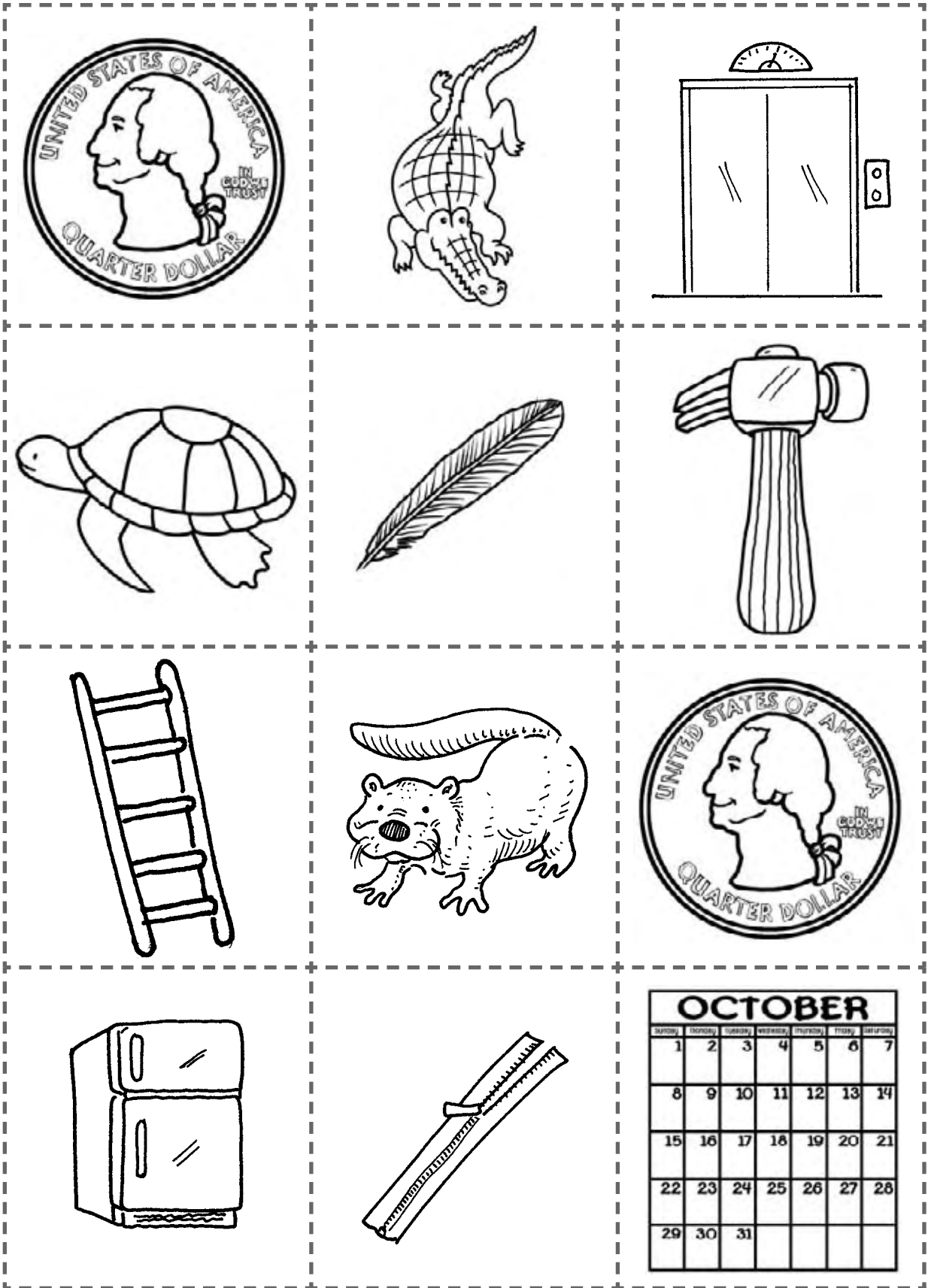


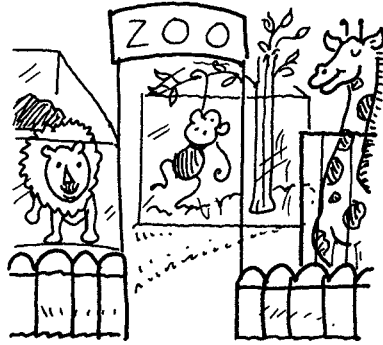
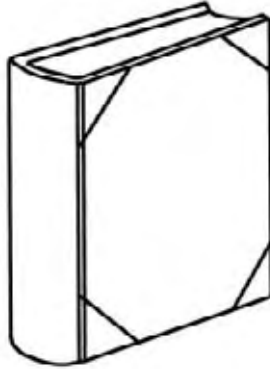
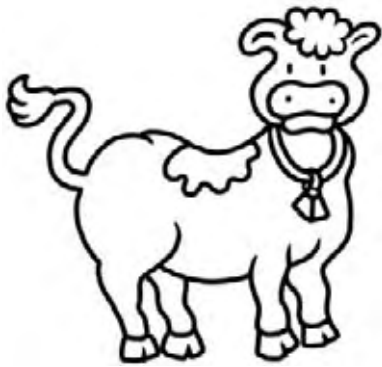




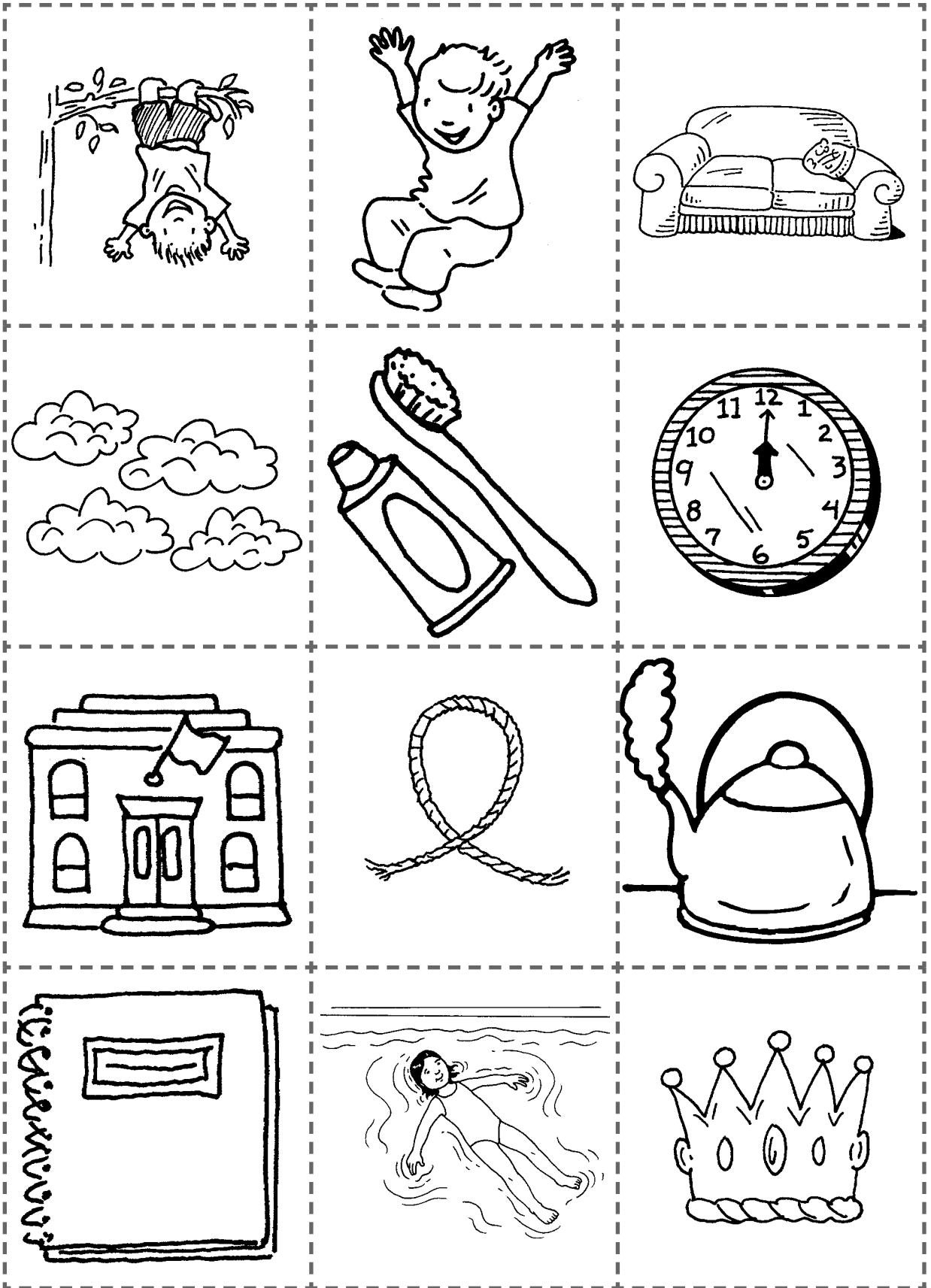


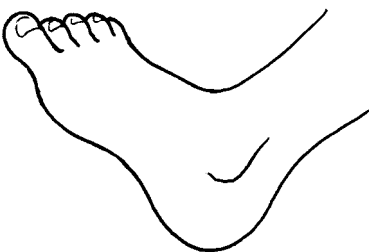
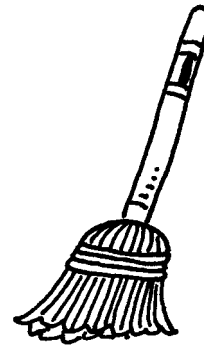
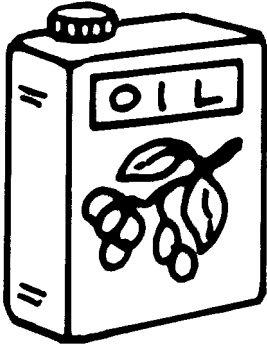
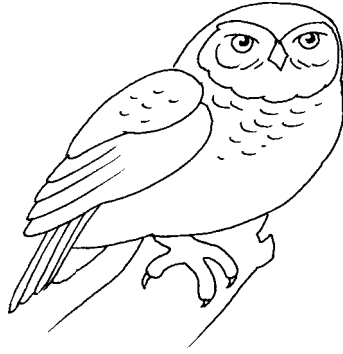


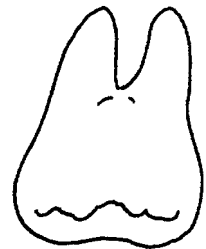
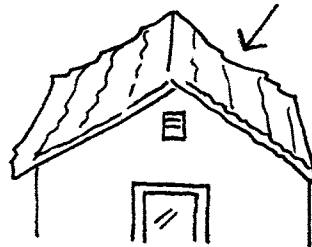
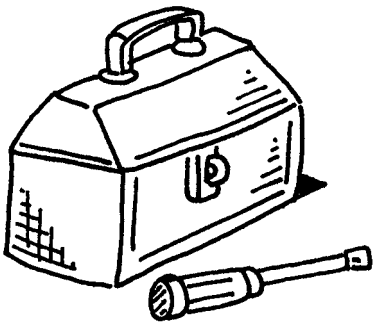
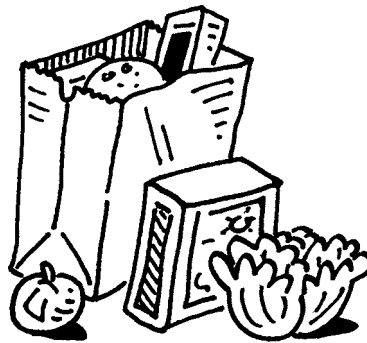
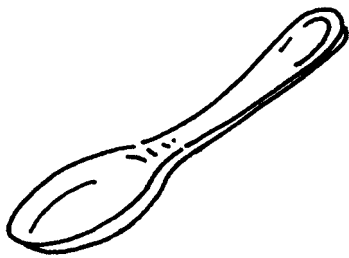
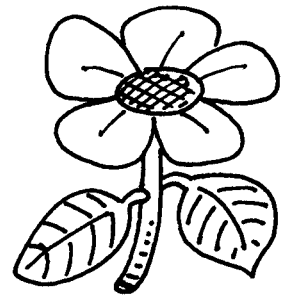
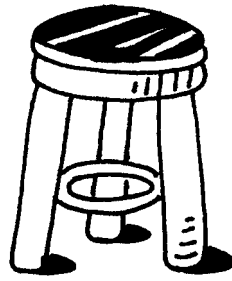












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# Learning with Games

## Short o Word Maker

### Materials

Word Wheel (p. 158)  
pencils  
Spelling Word Cards (pp. 92–121)

**Skill:** short o words

**Prepare:** Provide a word wheel for each player. On the outside wheel, have players write *ot*.

**Play:** On the inside wheel, invite players to write as many consonants or consonant blends as they can to complete short o words. Players may want to refer to their Spelling Word Cards to help them find more words.

## Concentration

### Materials

Cards (p. 159)  
pencils

**Skill:** word recognition

**Prepare:** Give each player a copy of the cards. Review the high-frequency words or word families, then guide children to write each word on its own card. Cut out each card.

**Play:** Organize players into pairs. Have children combine their cards into one pile and then lay each card face down on the table. Players take turns choosing two cards at a time, trying to find a matching pair. If the word cards do not match, then the cards are turned face down again. Remind players to read each word before they collect them or turn them back over. The player with the most matching sets is the winner.

## Rhyming Word Tic-Tac-Toe

### Materials

Tic-Tac-Toe grid (p. 160)  
Picture Cards (pp. 68–89; choose CVC words that have rhymes)  
pencils

**Skill:** rhyming words

**Prepare:** Give partners a Tic-Tac-Toe grid. For easier use, you may want to enlarge the board while photocopying. Have players place picture cards face down on each space of the game board.

**Play:** Players take turns. The first picks up a picture card and names the picture. Then he or she has to say a word that rhymes with the name of the object. If successful, that player can then place an O or an X in that space. The winner is the player who first gets three Os or Xs in a row horizontally, vertically, or diagonally.

For a challenge, have players use the 4 x 4 grid. Have them say two rhyming words before they can place their O or X.

## What Comes Next?

### Materials

Puzzle Pieces, three pieces (p. 164)  
crayons  
scissors

**Skill:** Beginning, Middle, and End

**Prepare:** Tell each player to think of their favorite fairy tale or nursery rhyme. Give each player a copy of the three interlocking puzzle pieces. Have players draw a picture on each puzzle piece to show the beginning, middle, and end of their favorite story. Then each player cuts his or her puzzle pieces apart.

**Play:** Ask players to exchange their puzzle pieces with a partner. The partner will first put the puzzle pieces back together and then guess the story that is illustrated. Switch roles and repeat.



## Sound Bingo

### Materials

5 x 5 grid (one per player; p. 162)  
4 x 4 grid (optional; p. 161)  
game markers  
Word-Building Cards (pp. 90–91)  
pencils

**Skill:** letter/sound recognition

**Prepare:** Give players a grid and game markers. Pick alphabet letters from the Word-Building Cards. Ask a volunteer to say the sound of the chosen letter. Players then write the letter onto their grid. Continue until all of the squares are filled.

**Play:** Play bingo by calling out various letter sounds. Players place markers on the corresponding letters. Play until one player has five markers in a row vertically, horizontally, or diagonally. You may use the 4 x 4 grid for a shorter game.

## Letter Slip and Slide

### Materials

Slip Strips (p. 163)  
Spinner (p. 155)  
pencils

**Skill:** decoding words with short o

**Prepare:** Organize players into groups of three. Give each player a copy of the slip strips. Have them write *ock* in the rectangular space to the right of the slots.

Then have each small group make a spinner. Write the following consonants and consonant blends evenly around the spinner: *d, j, l, m, r, s, t, cl, st, fl, sm*.

**Play:** Each player spins the spinner and writes the letter onto his or her sliding strip until there are four different consonants or consonant blends on each strip. Players then take turns decoding and reading the words they have created using their letter slip and slide.

## The Long Ride

### Materials

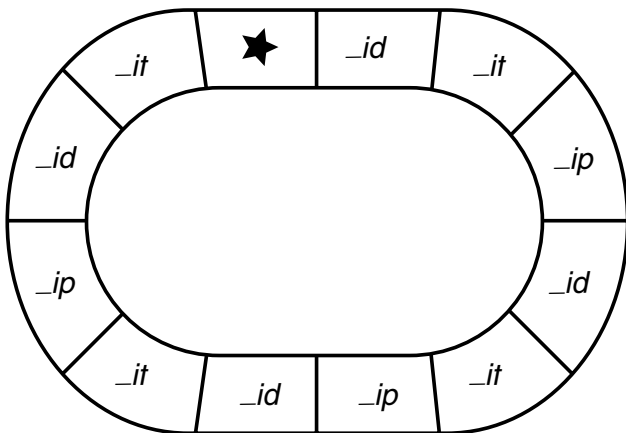
Oval board (p. 156)  
4-part spinner (p. 155)  
Word-Building Cards (b, h, k, p, r, s, t, w;  
p. 90)

**Skill:** recognizing short i

**Prepare:** Two or three players can play this game. Copy the oval game board. Draw a star in one square to indicate the beginning and ending point and the following endings on the board in an alternating pattern: *\_id, \_it, \_ip*.

Also give each group a 4-part spinner numbered with 0, 1, 2, and 3.

**Play:** The first player spins the spinner and moves his or her marker the number of spaces indicated. Then that player chooses a word-building card and looks at the word ending in the square. The player reads the word he or she has created. If a nonsense word is created, the player continues choosing word-building cards until a real word is made. The game continues until each player has been around the oval twice.



## Read the Room Game

### Materials

S-shaped board (p. 157)  
4-part spinner (p. 155)  
game markers

**Skill:** high-frequency word recognition

**Prepare:** This game is for two players. Copy the S-shaped board for each pair. Label the first square *begin* and the last square *end*. Fill in the remaining squares with high-frequency words such as *and, are, do, for, go, has, have, he, here, is, like, little, look, me, my, play, said, see, she, to, the, this, was, we, what, where, with, you*.

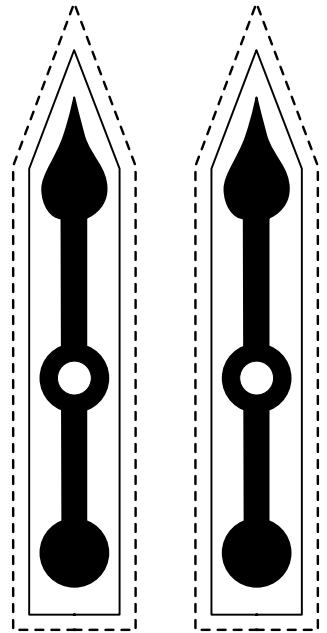
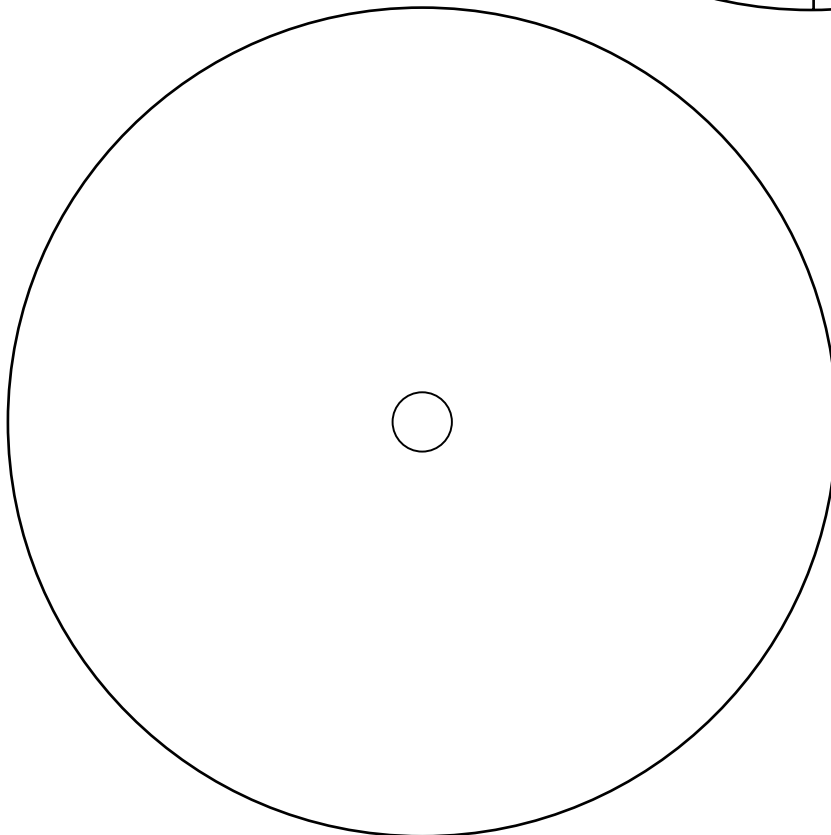
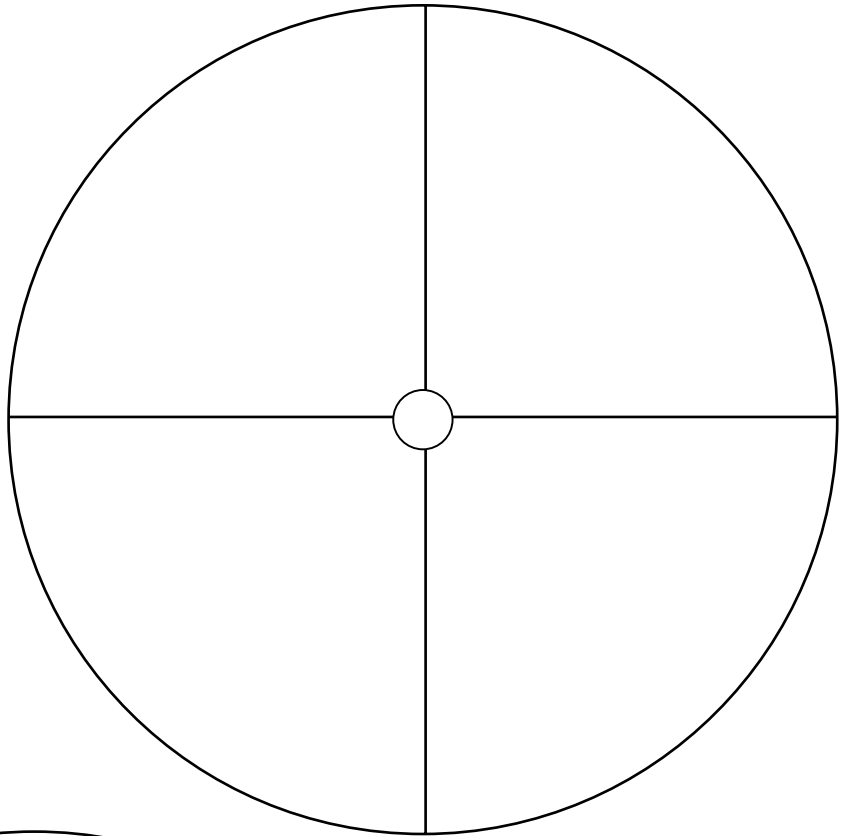
Give each pair a 4-part spinner filled in with the numbers 1, 2, 3, and 4.

**Play:** Each player spins the spinner and moves the number of spaces indicated. The player then reads the high-frequency word on which he or she has landed. Once the player has read the word on the board, then both players look around the room for the word. The first player to find the word spins the spinner. If neither player can find the word then the other player goes next. The winner is the player who reaches the *end* square first.

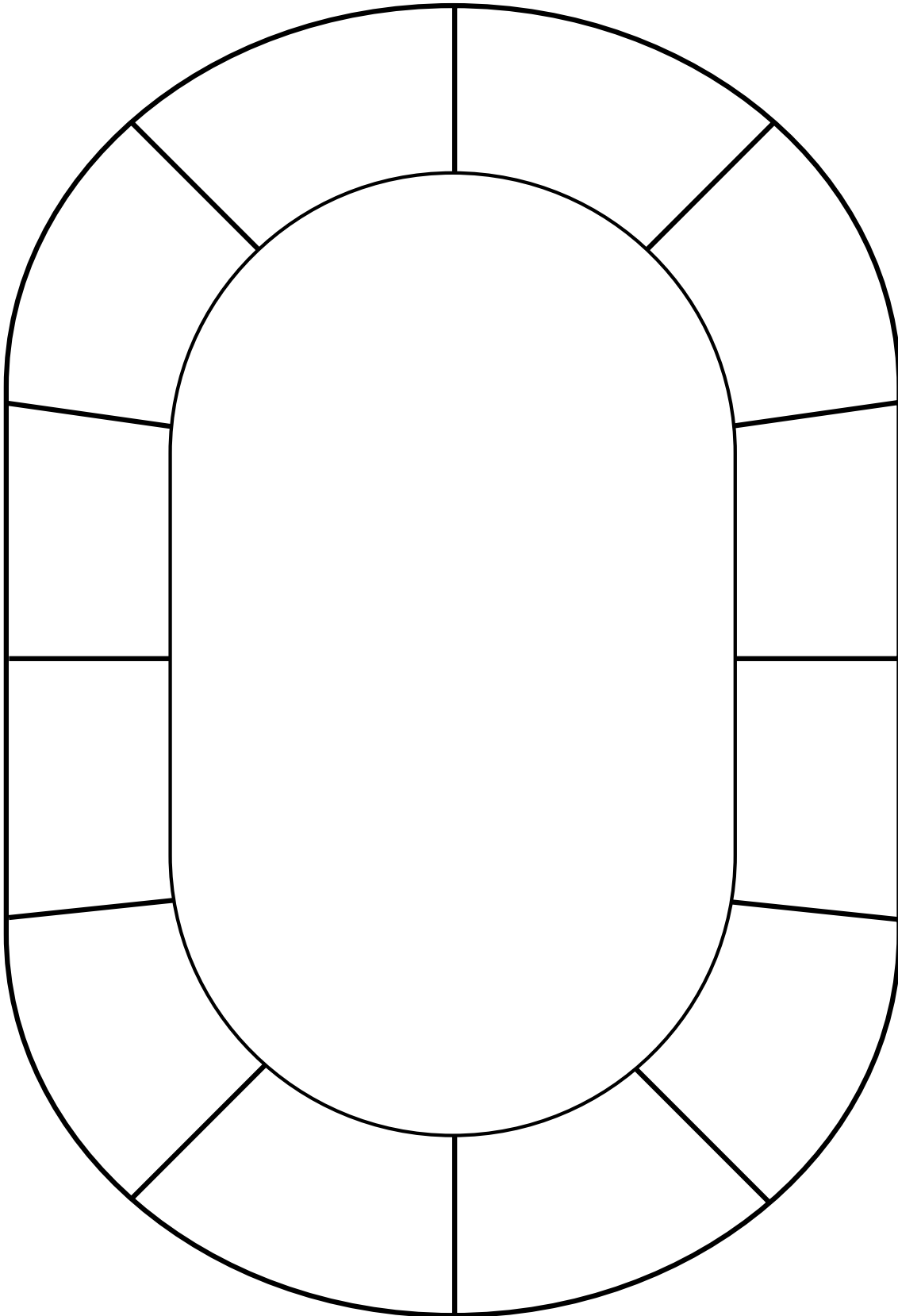


# Spinners

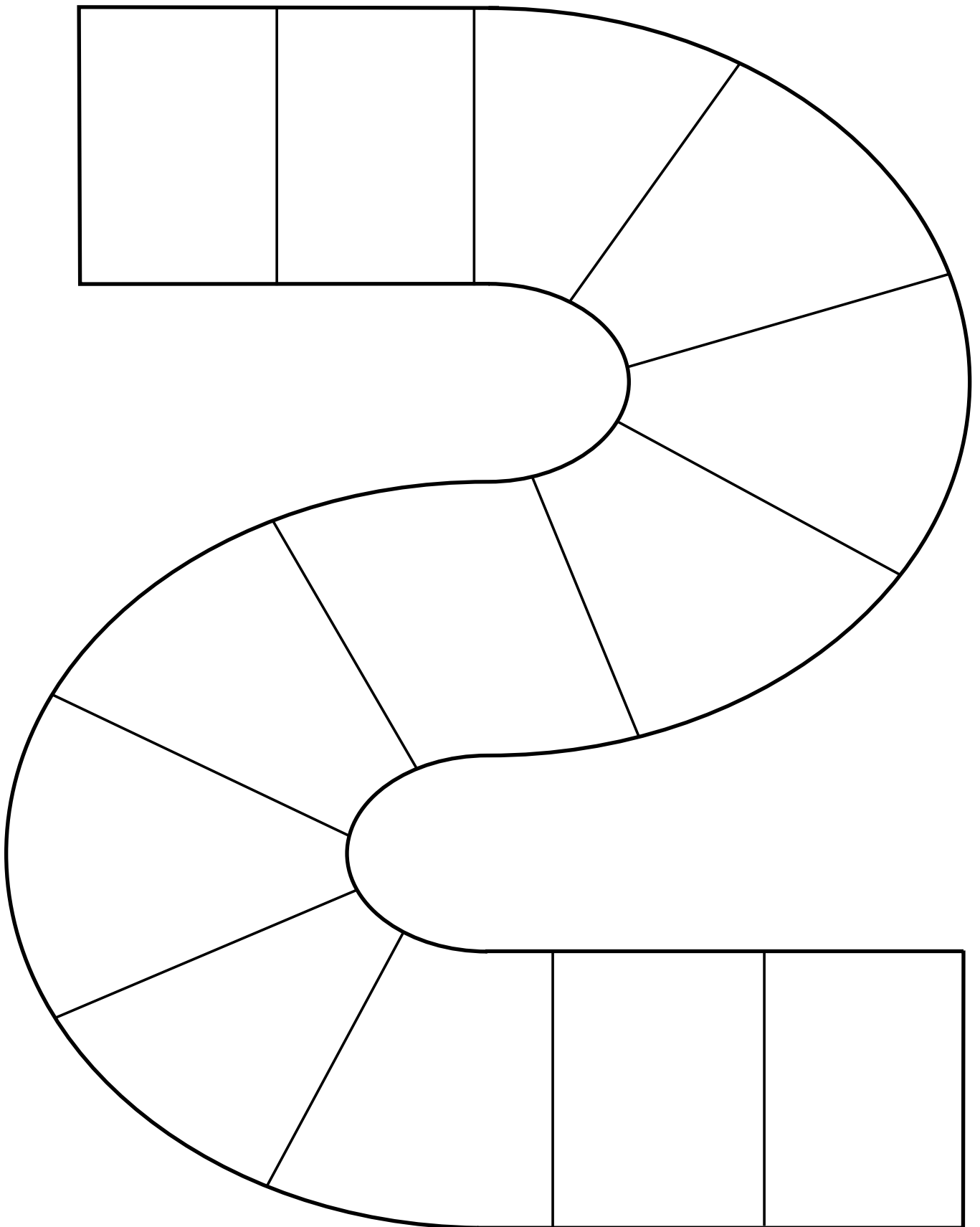
1. Cut out and complete a spinner.
2. Mount it on heavy paper.
3. Attach arrow with brad.



# Oval Game Board



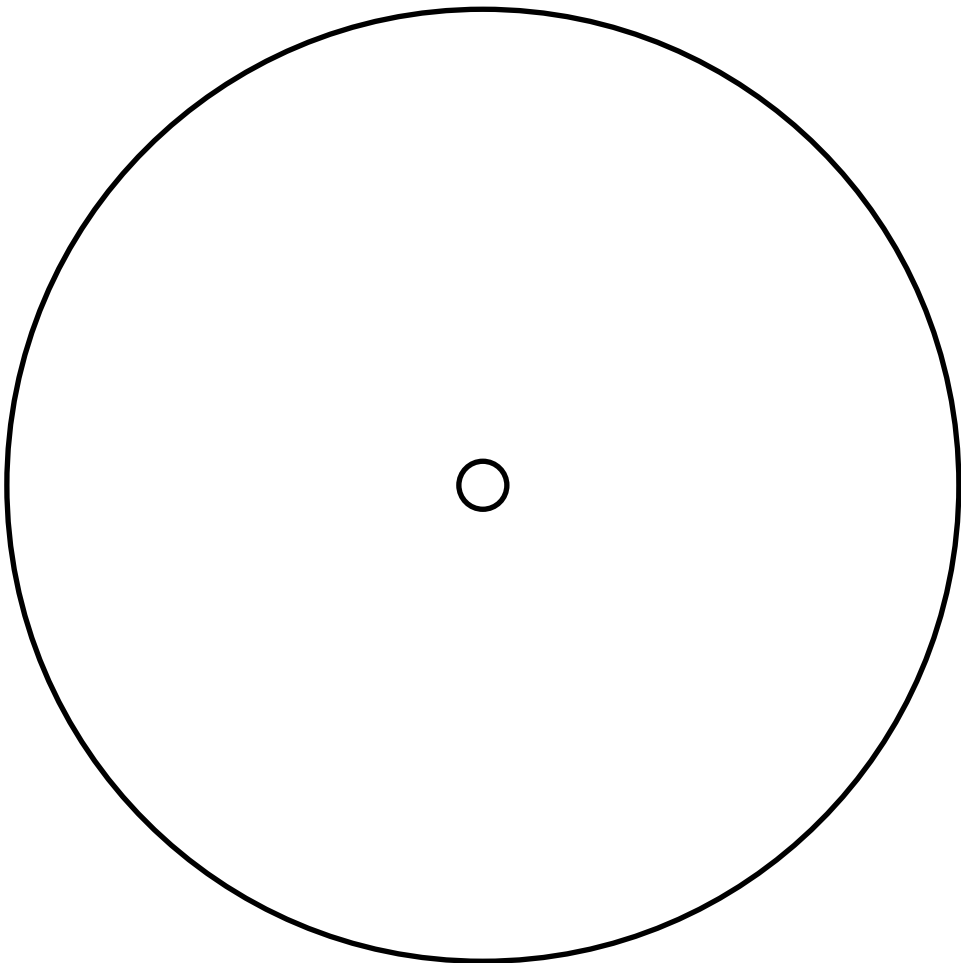
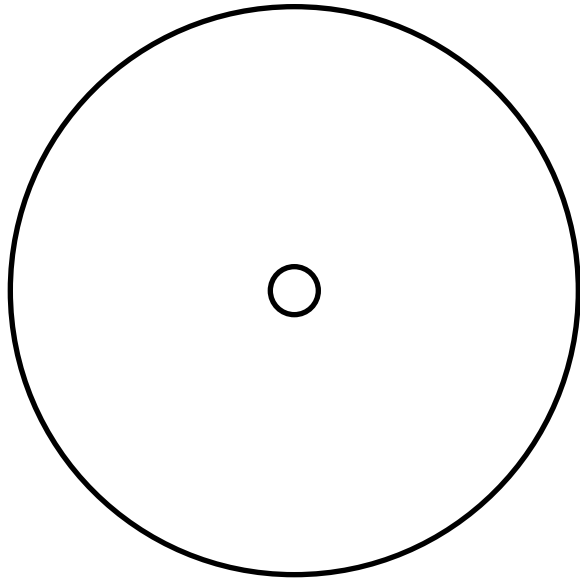
# S-shaped Game Board



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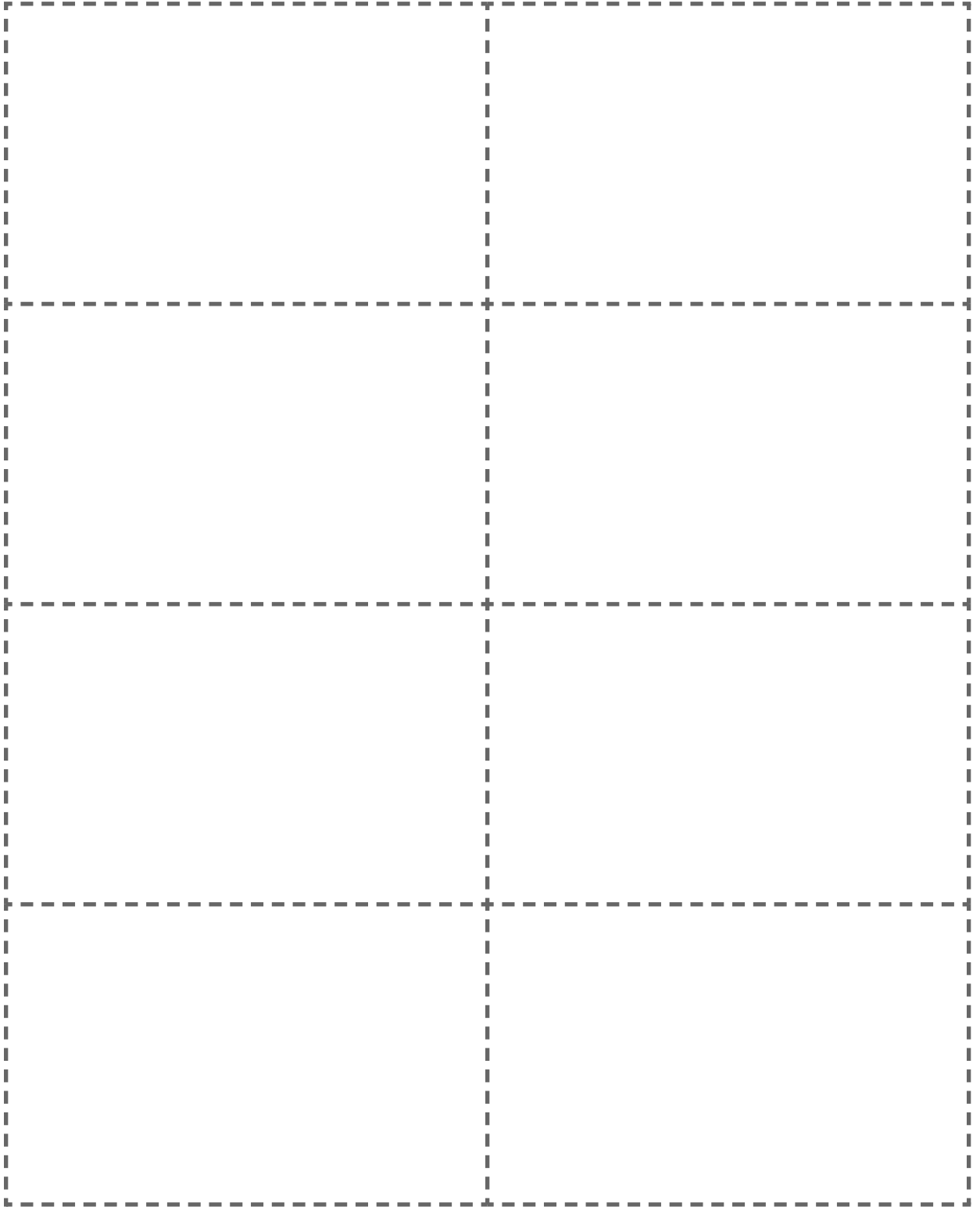
# Word Wheel

1. Cut out and complete each wheel.
2. Attach small wheel on top of large wheel with a brad.

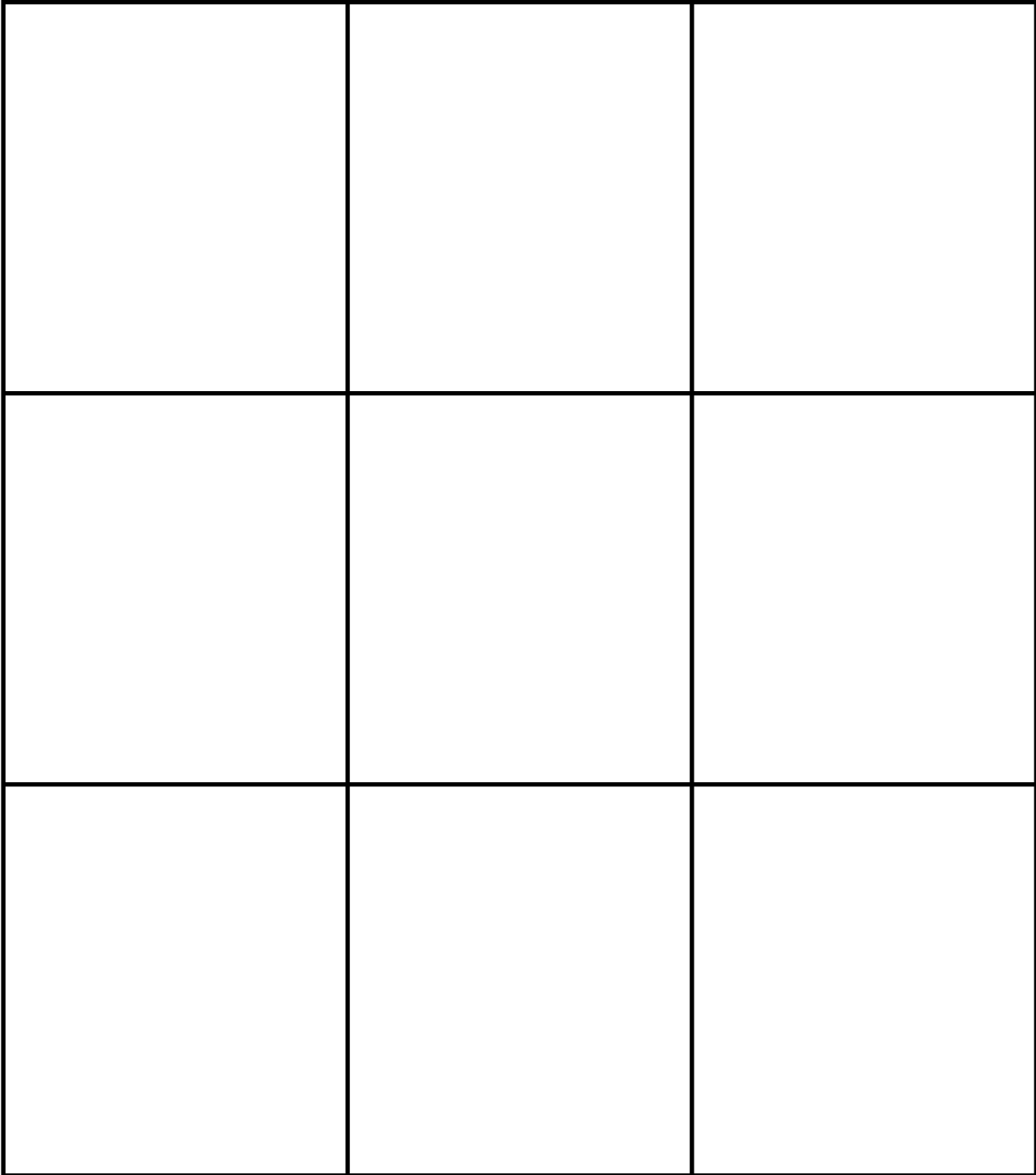




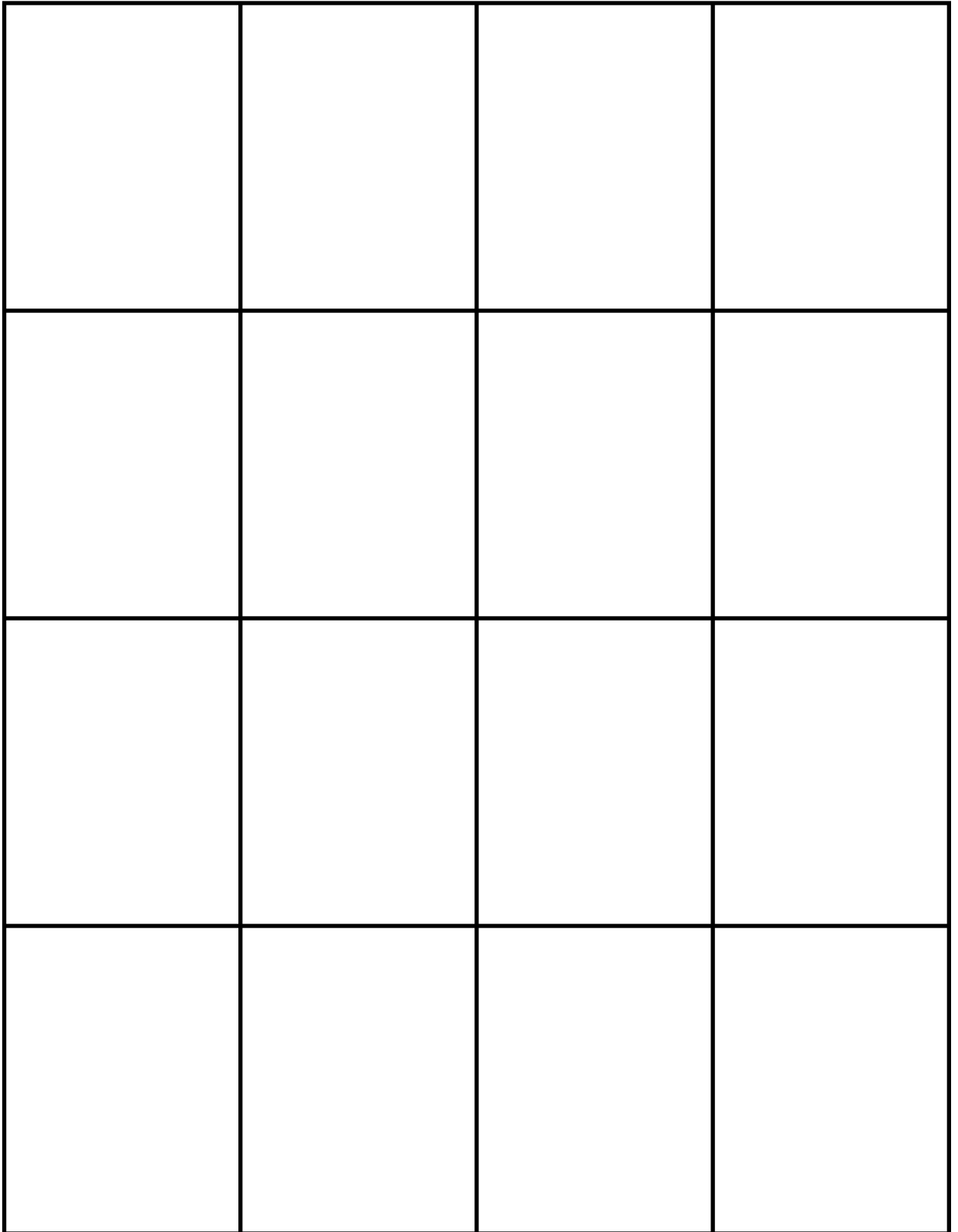
# Cards



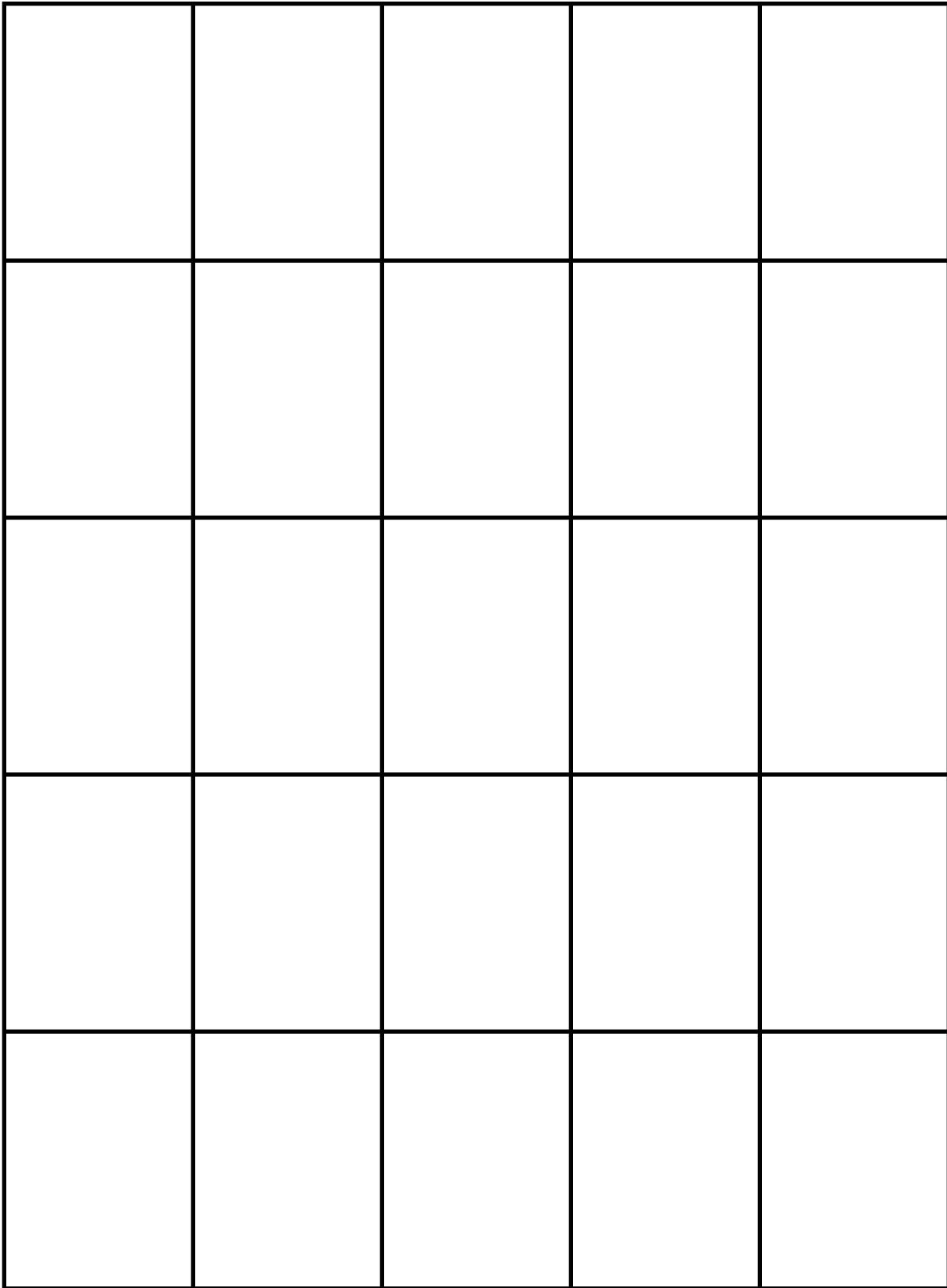
# Tic-Tac-Toe



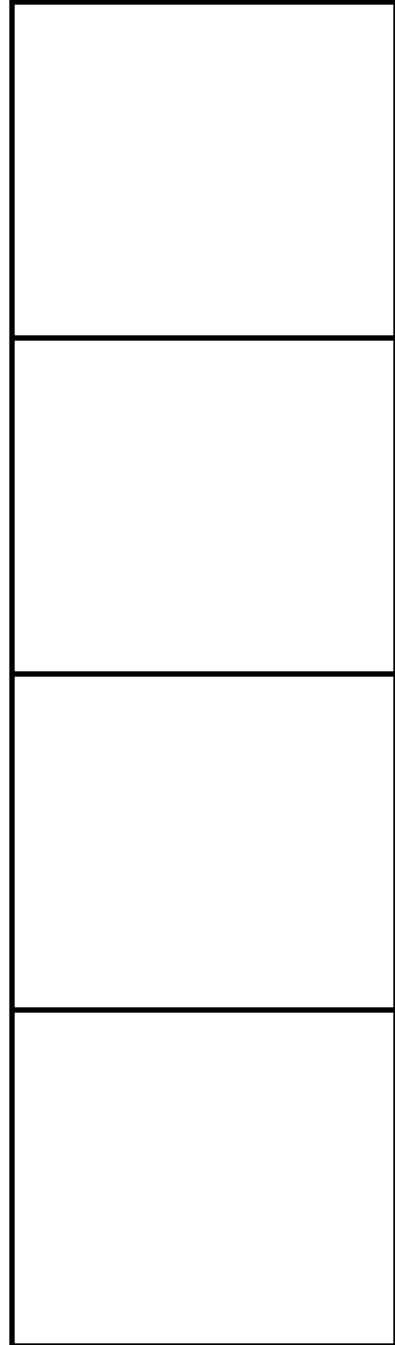
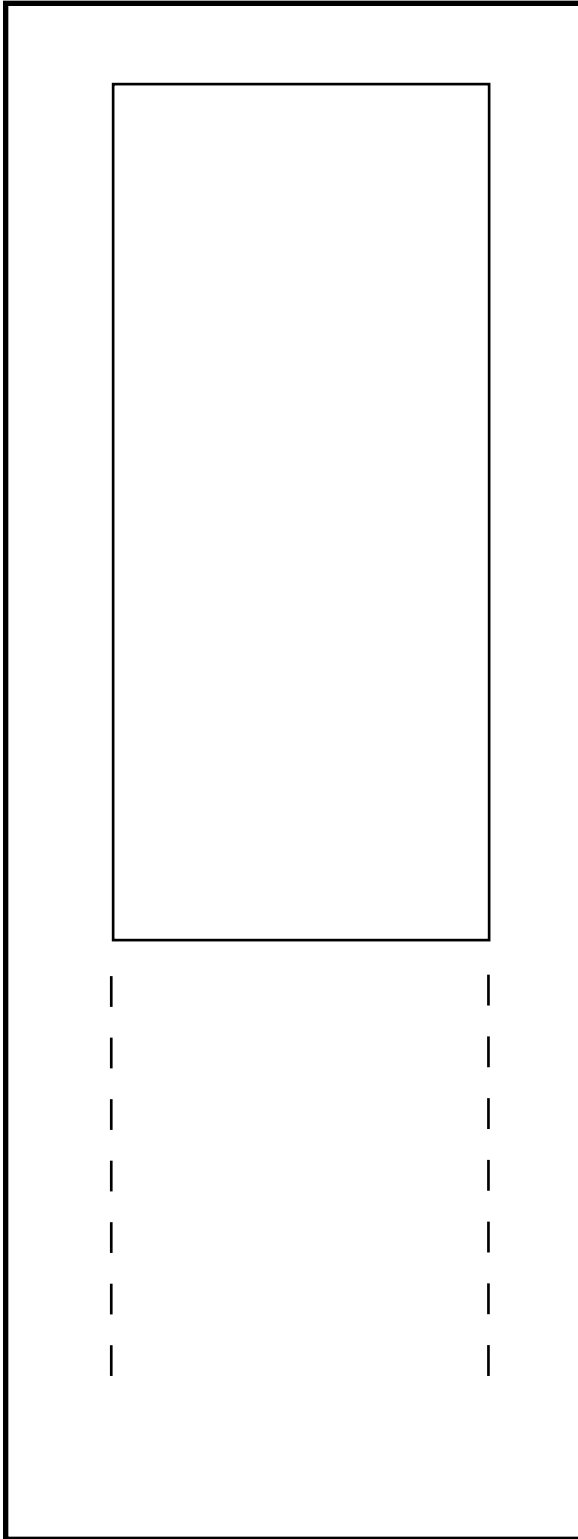
# 4x4 Grid



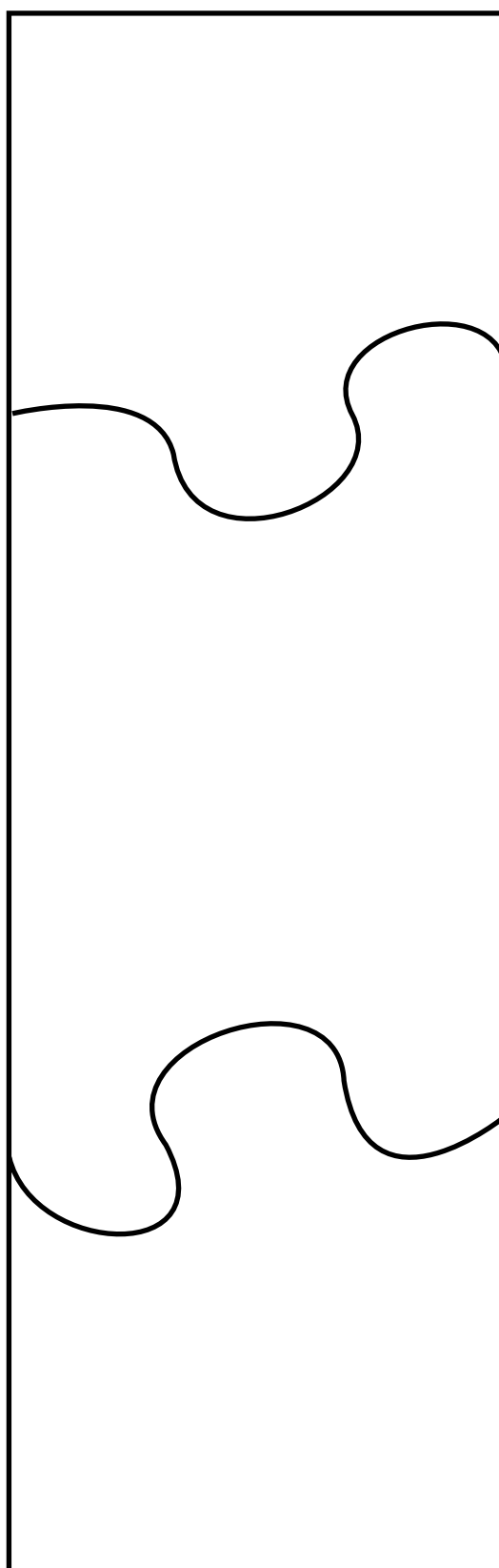
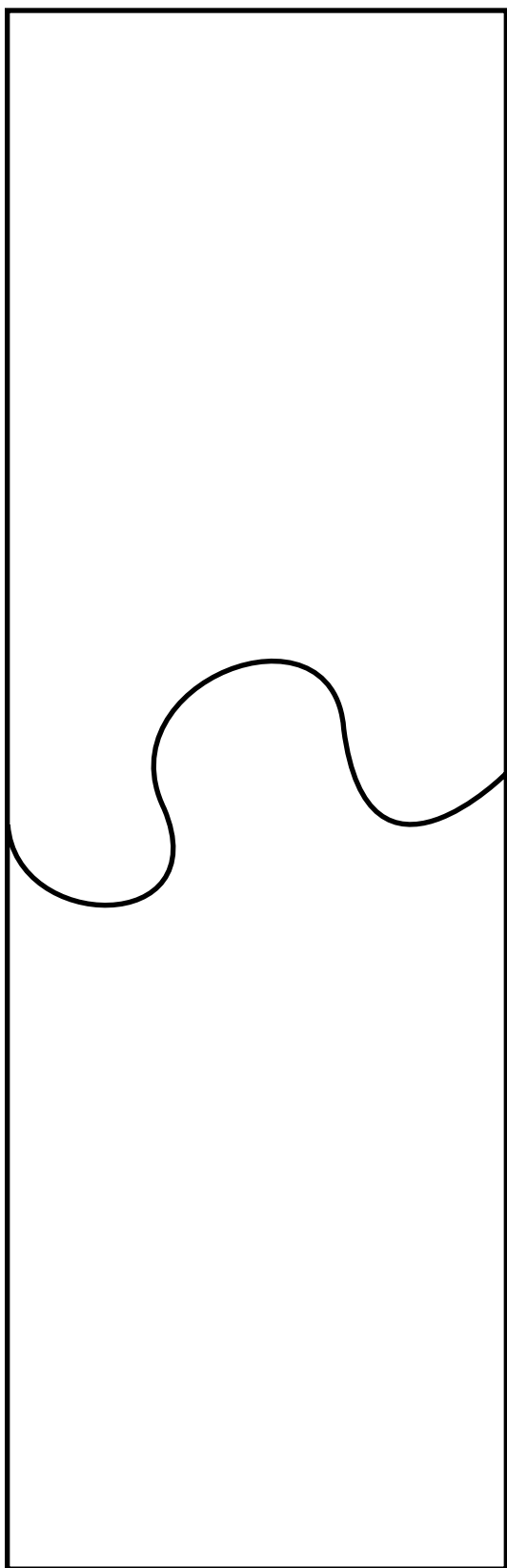
# 5x5 Grid







# Slip Strips




































# Puzzle Pieces








# Sound-Spelling WorkBoard

 a ai_ ay a_e _ay ea ei	5 i _y i_e _ie igh	 o o_e oa_ ow _oe	 u u_e _ew _ue	 e_e e ee ea _ie_ _y _ey
---	--------------------------	--	---	--

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

 ar	 ir ur er	 or oar ore	 ow ou	 oi _oy	 oo	 oo u_e u _ew ue _ui_ ou	 au aw	 air are ear ere
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 th	 sh	 wh_	 ch _tch	 _ng
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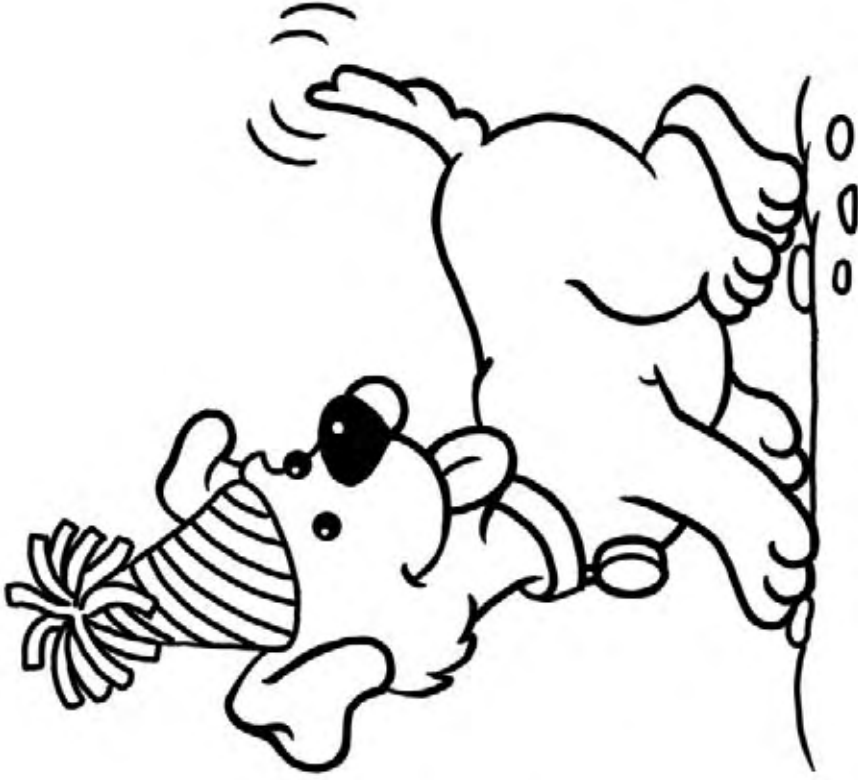
# Additional Literacy Support

Use the pages in this section to support reading comprehension, writing, listening, and speaking activities.

<b>Rhymes and Chimes</b> .....	<b>168</b>
• illustrated poems that support phonemic awareness	
<b>Story Patterns</b> .....	<b>198</b>
• illustrations of characters for retelling main selections	
<b>Reader Response Sheets</b> .....	<b>229</b>
• forms for fiction, non-fiction, and poetry	
<b>Writer’s Checklists</b> .....	<b>232</b>
• checklists for use with fiction and nonfiction writing	
<b>Proofreading Marks</b> .....	<b>234</b>
• common proofreading marks to post or hand out	
<b>Writing Rubric</b> .....	<b>235</b>
• four-point rubric to customize with the class	
<b>Anchor Papers</b> .....	<b>236</b>
• writing samples with each score in each unit genre	
• explanation of scoring based on six traits	
<b>Picture Prompts</b> .....	<b>260</b>
• <i>Writing to Picture Prompts</i> – tips on using the prompts for writing and test preparation	
• prompts with illustrations and photos	
<b>Theme Project Checklists</b> .....	<b>267</b>
• reproducible student checklists for the Unit Theme Projects	
<b>Listening and Speaking Checklist</b> .....	<b>270</b>
• list of listening and speaking behaviors to post	

# Who Is That?

Who is that?  
It's a very fat cat.  
It's a dog with a hat.  
Who is that?  
It's Sam and Pat!



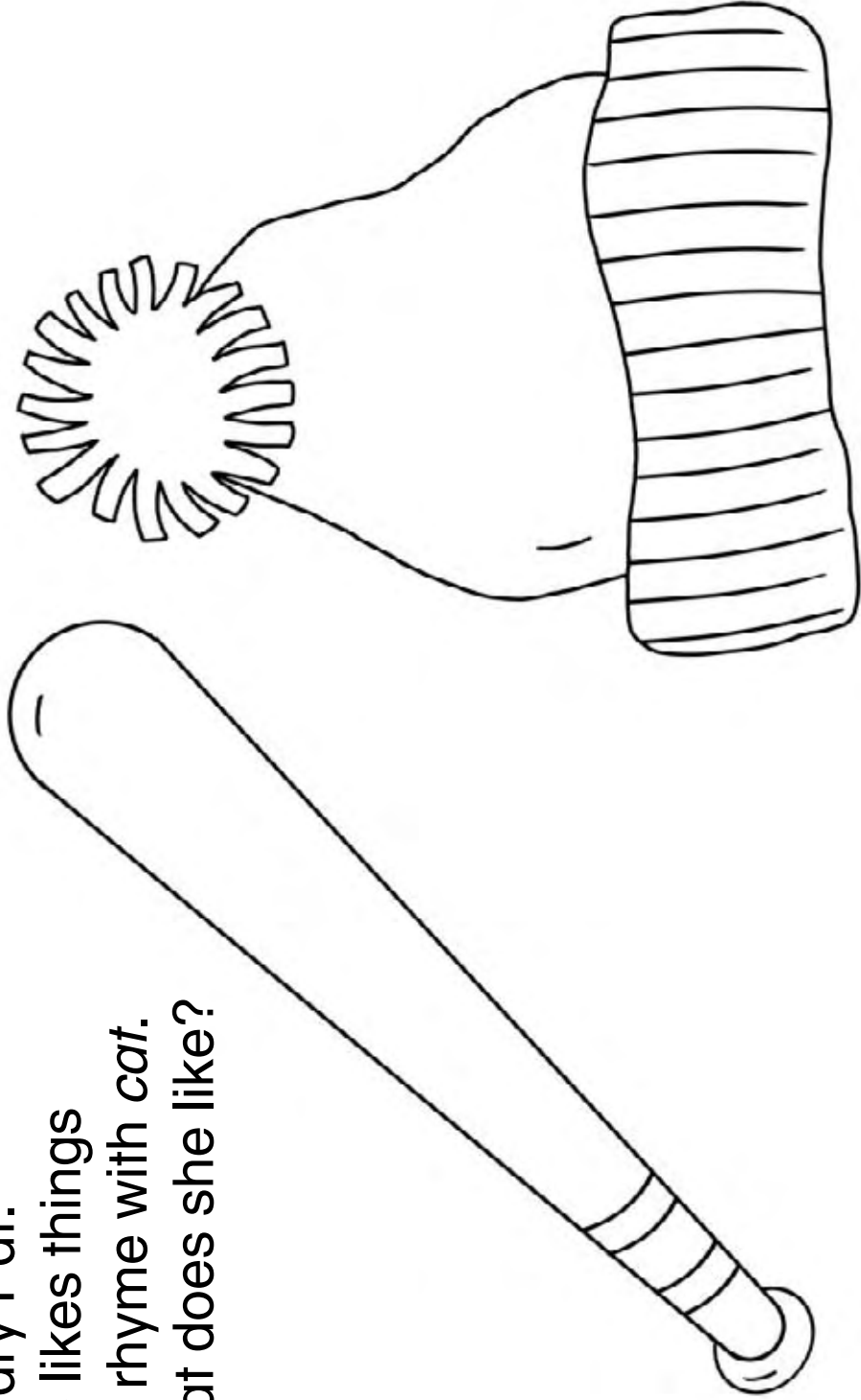
Phonemic Awareness: short /a/

Name \_\_\_\_\_

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# Mary Pat

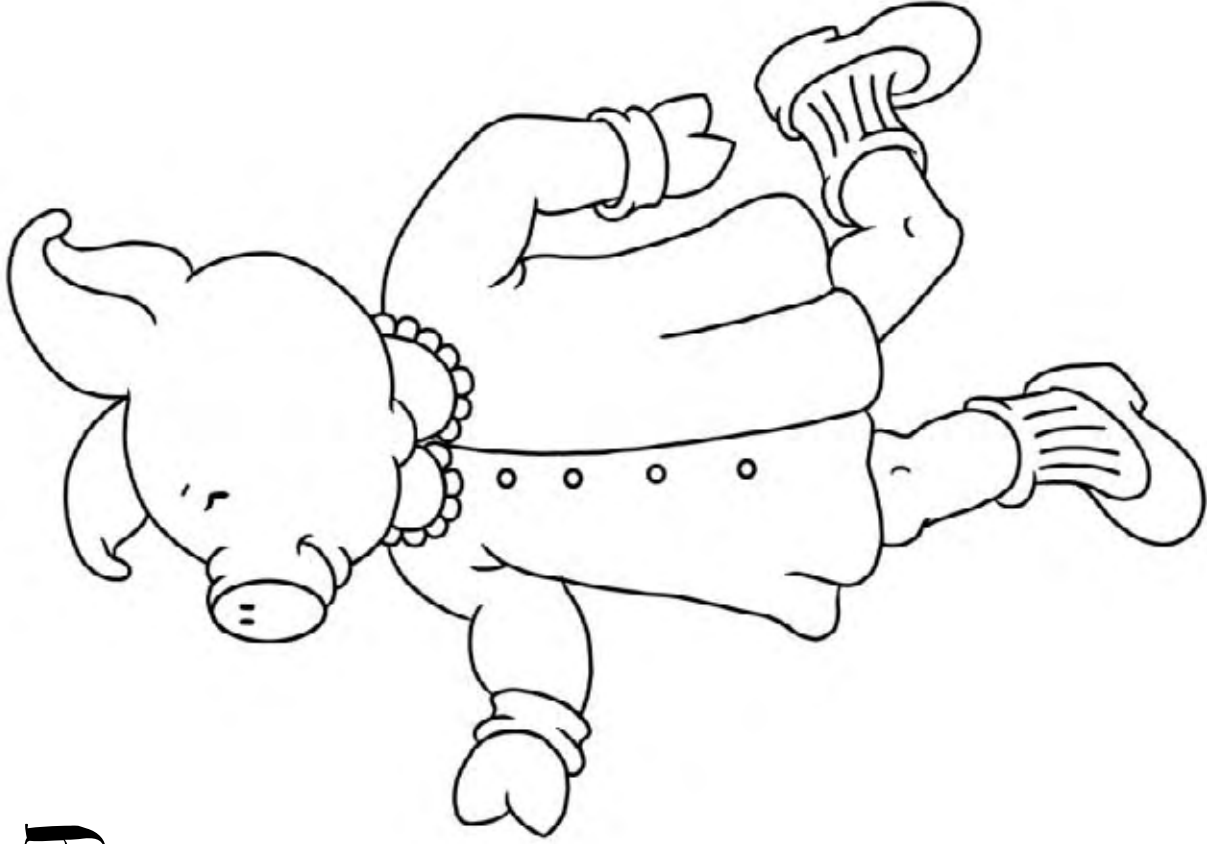
My best friend  
is Mary Pat.  
She likes things  
that rhyme with *cat*.  
What does she like?



Name \_\_\_\_\_

# Here Is Little Pig

Here is Little Pig.  
She can dance a silly jig.  
She can wear a silly wig.  
Silly Little Pig!



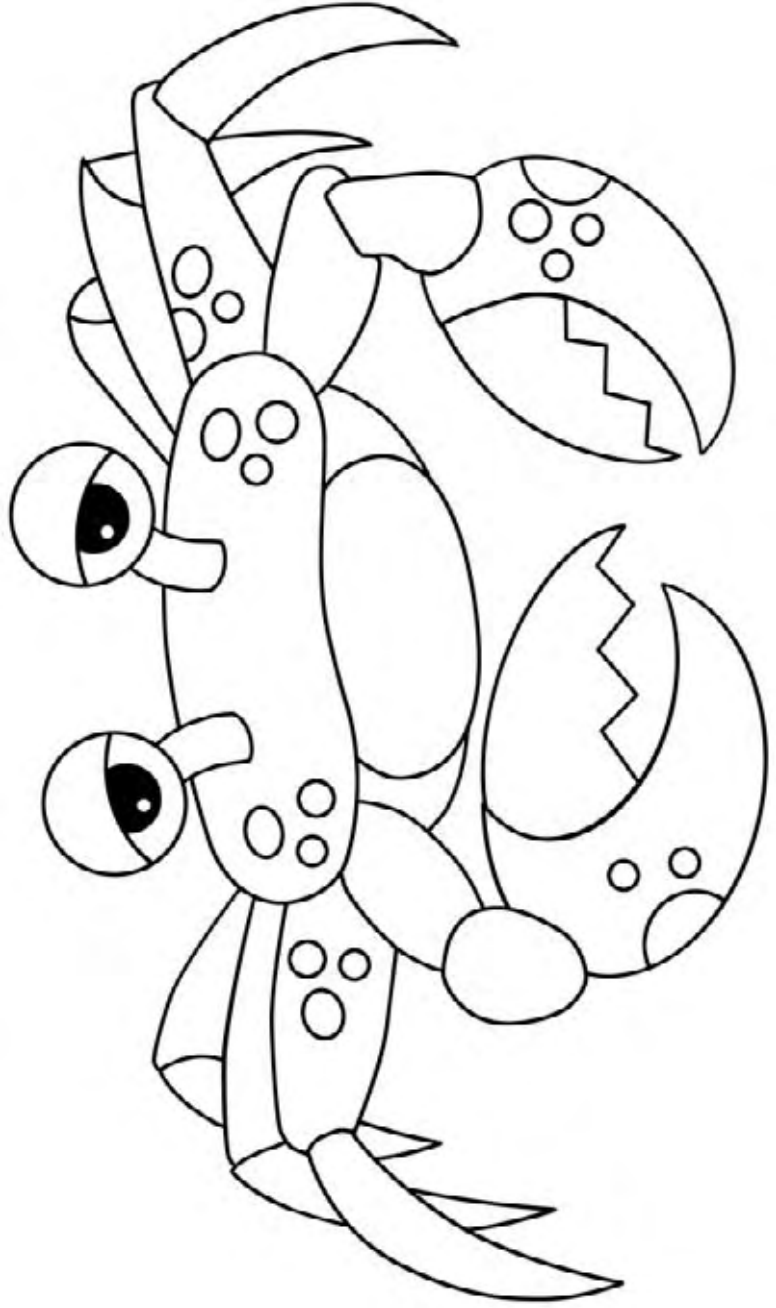
Phonemic Awareness: short /i/

Name \_\_\_\_\_

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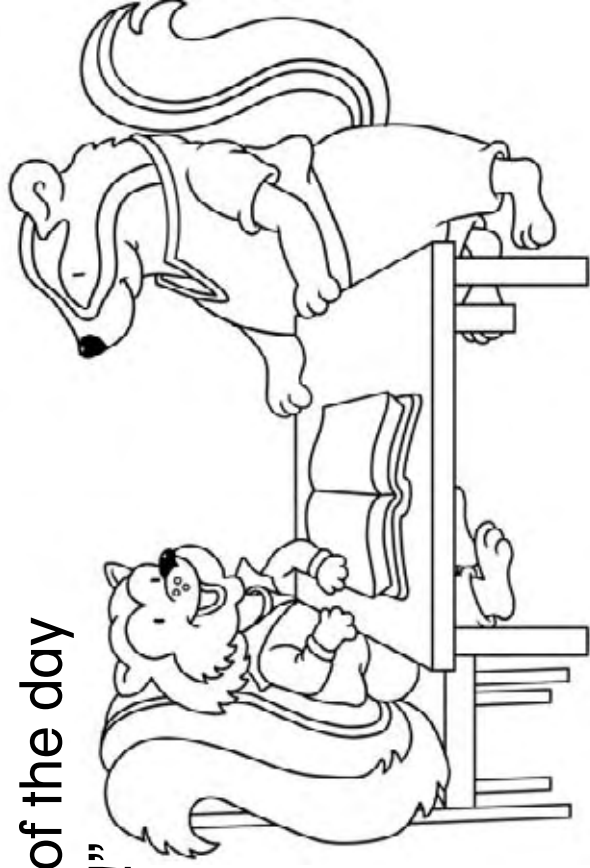
# My Pet's Trick

Brad the Crab has just one trick.  
And that's okay with me.  
When I grab for Brad the Crab,  
he runs away from me.



# Skunk and Chipmunk

Little Skunk went to school.  
Chipmunk went there, too.  
Chipmunk read his friend a book  
about animals in a zoo.  
Chip read and read  
and then Skunk said,  
“I know what we must do.  
Let’s pretend for the rest of the day  
to be jumping kangaroos!”



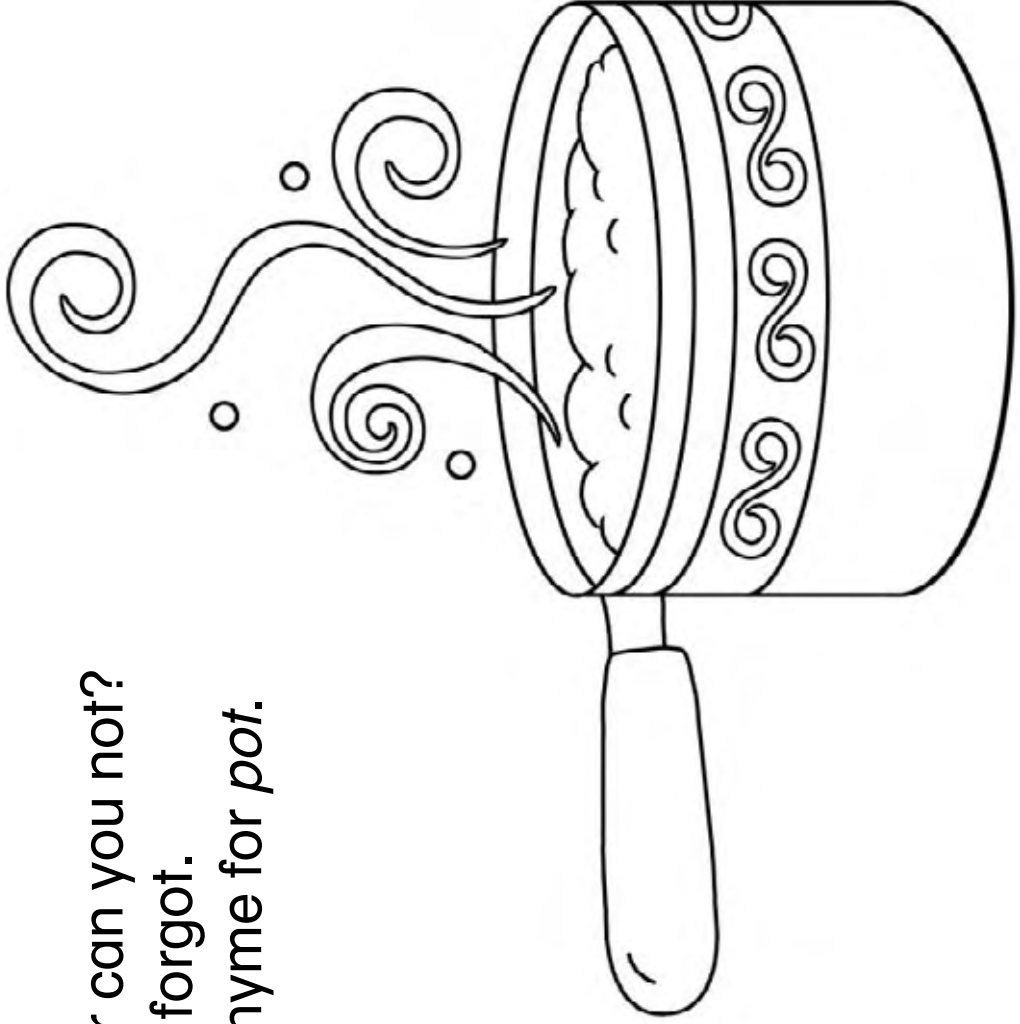
**Phonemic Awareness:** blends /nd/, /st/, /nt/, and /nk/

Name \_\_\_\_\_

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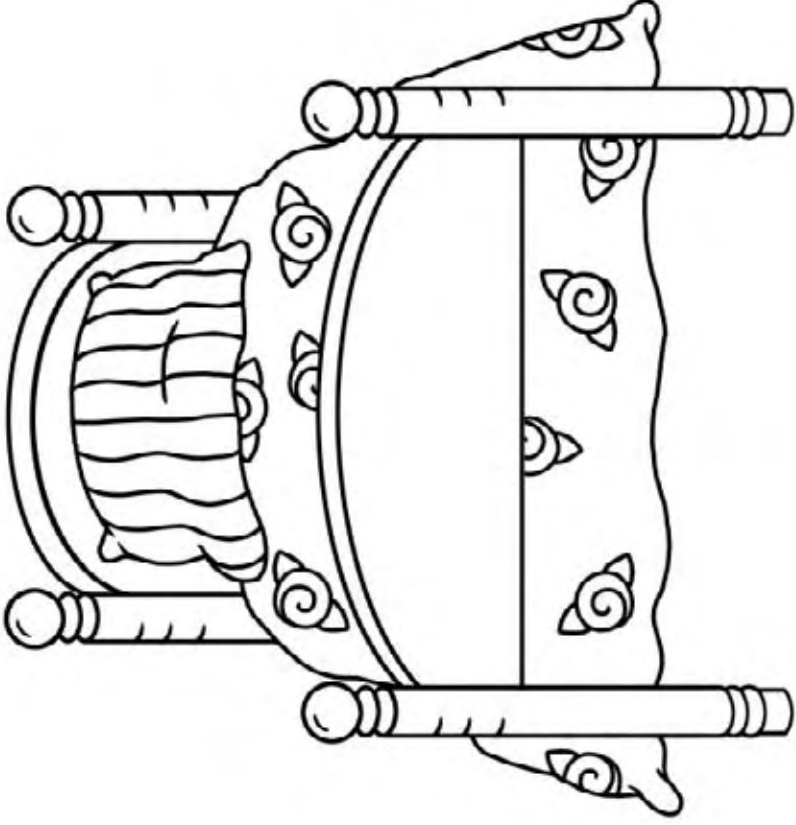
# Hot Pot!

Hot pot! Hot pot!  
Can you rhyme, or can you not?  
I can rhyme, but I forgot.  
Help me make a rhyme for *pot*.



# Ned and Fred

Ned got up and out of bed.  
Then he went to get his sled.  
“The snow fell!” he called to Fred.  
“Get up now, you sleepy head!”



**Phonemic Awareness:** short /e/

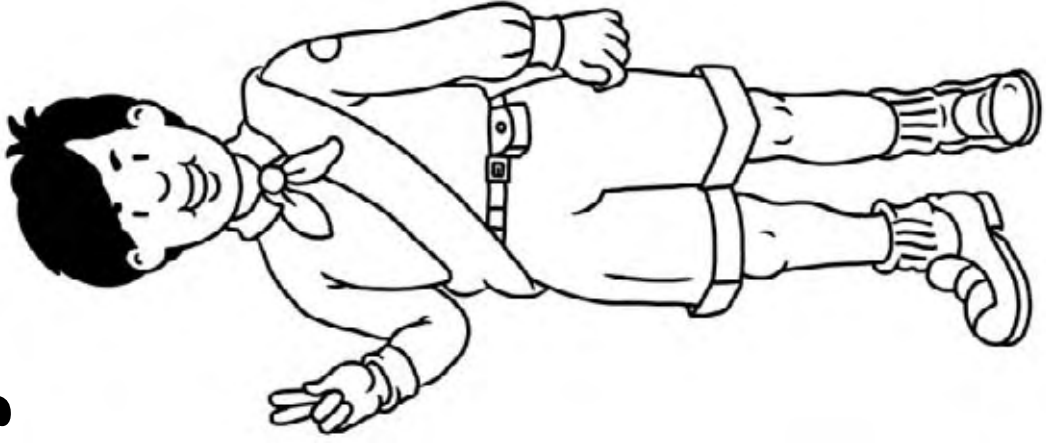


Name \_\_\_\_\_

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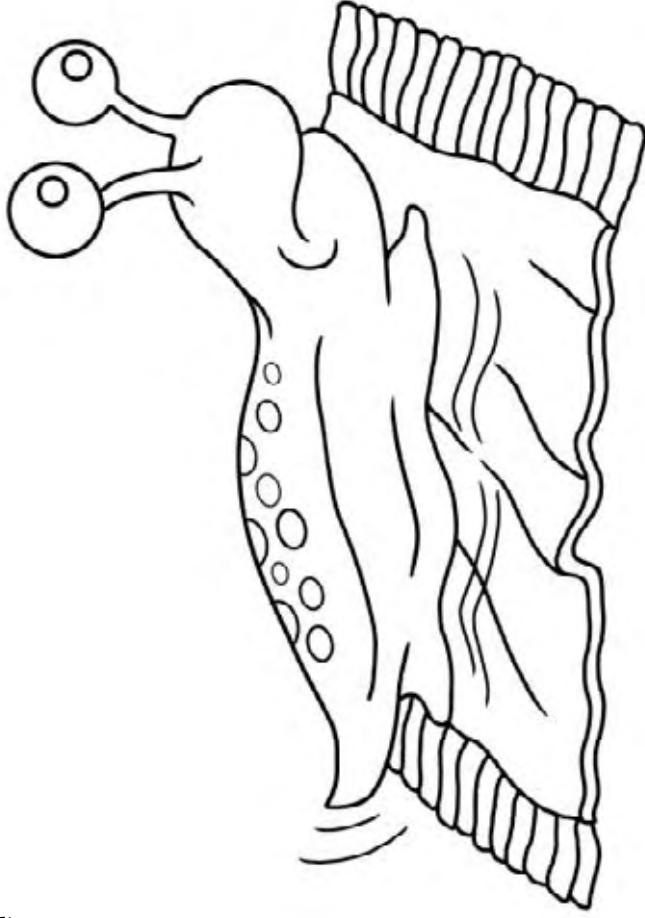
# A Cub Scout's Birthday

Shout, shout,  
Shout it out!  
Today is the birthday  
Of this Cub Scout.  
His face has a smile,  
Not a pout!



# A Hug for a Slug

A slug on a rug  
wasn't happy or snug.  
It took a short run,  
had fun in the sun,  
And found someone  
to give it a hug!



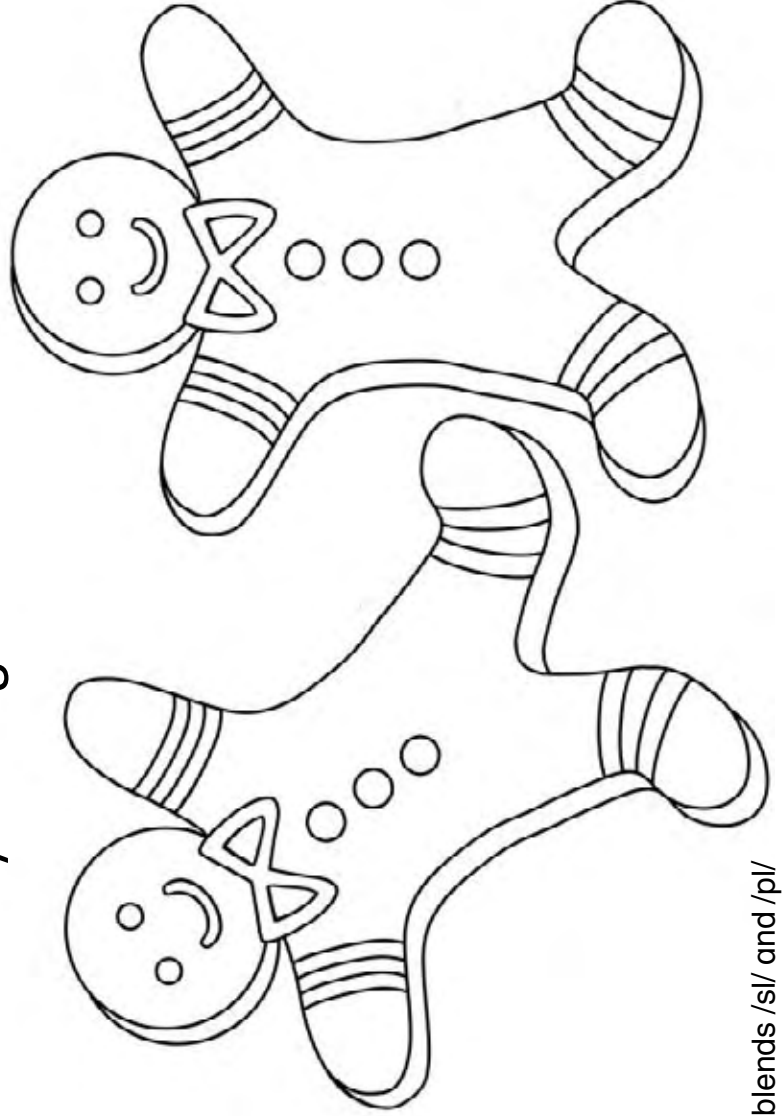
**Phonemic Awareness:** rhyme and short /u/

Name \_\_\_\_\_

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# Play Day

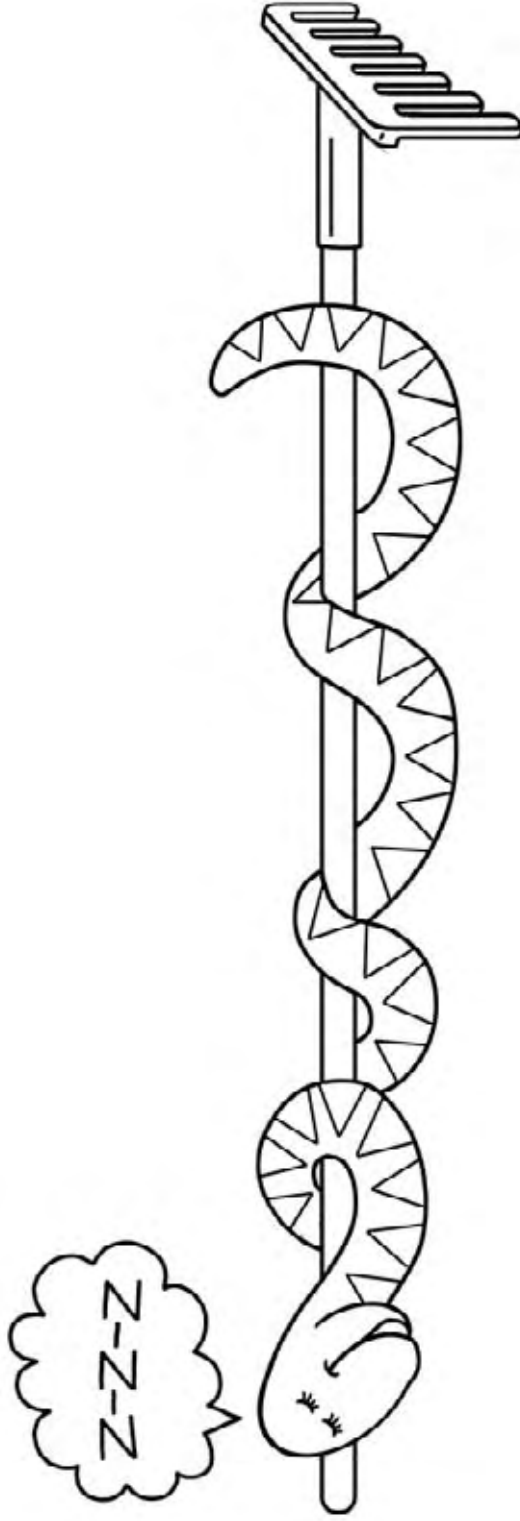
Gingerbread kids went out to play.  
The sky was clear and blue.  
They flew a kite  
slid down a hill,  
and were glad the whole day through!



Phonemic Awareness: rhyme, blends /sl/ and /pl/

# Jake the Snake

Jake the Snake  
Was not quite awake,  
When he made a mistake  
And curled up in a rake.



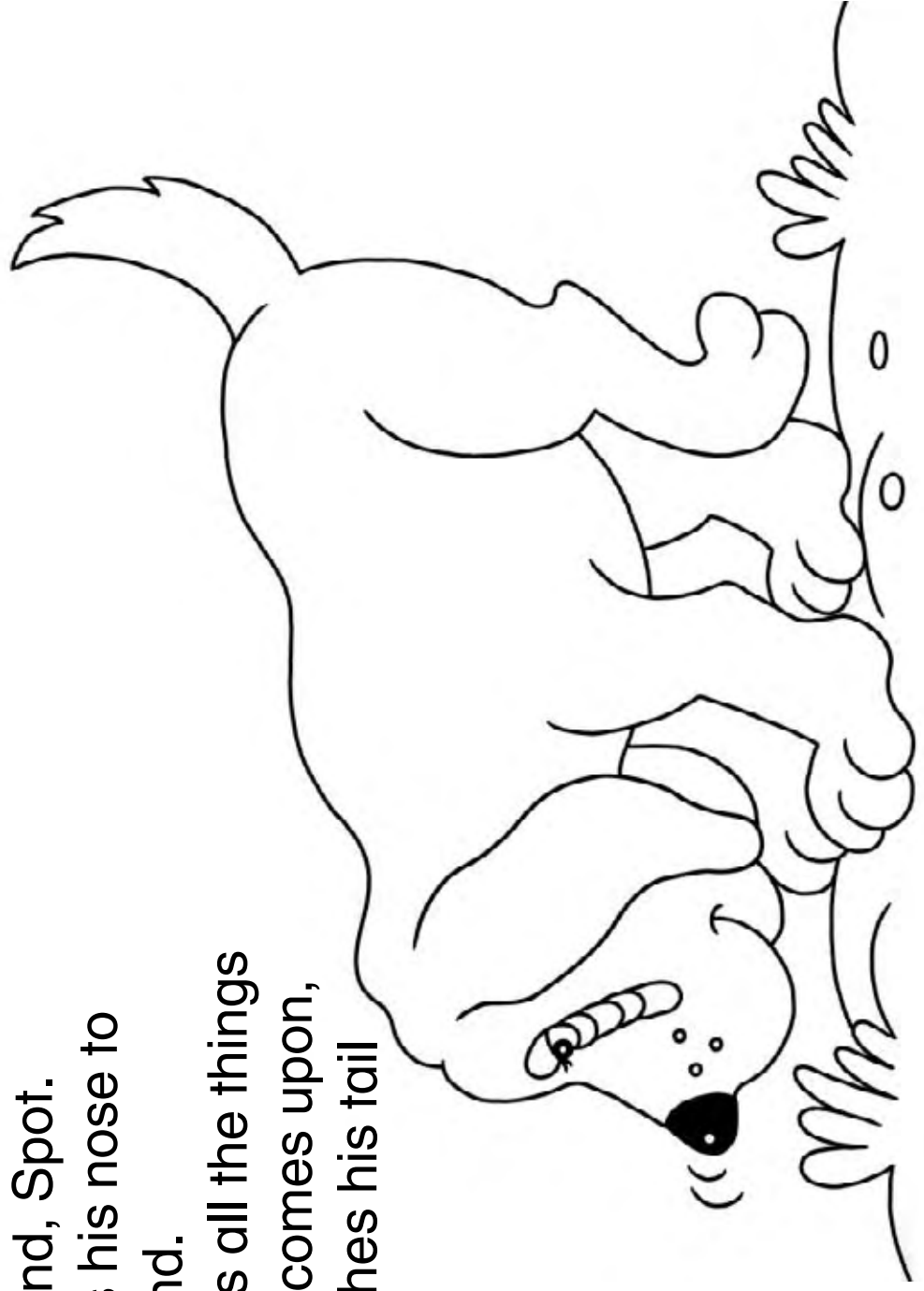
Phonemic Awareness: long /ā/

# My Hound Dog

Sniff, sniff, goes the  
slow hound, Spot.

He sticks his nose to  
the ground.

He smells all the things  
his nose comes upon,  
and swishes his tail  
around.

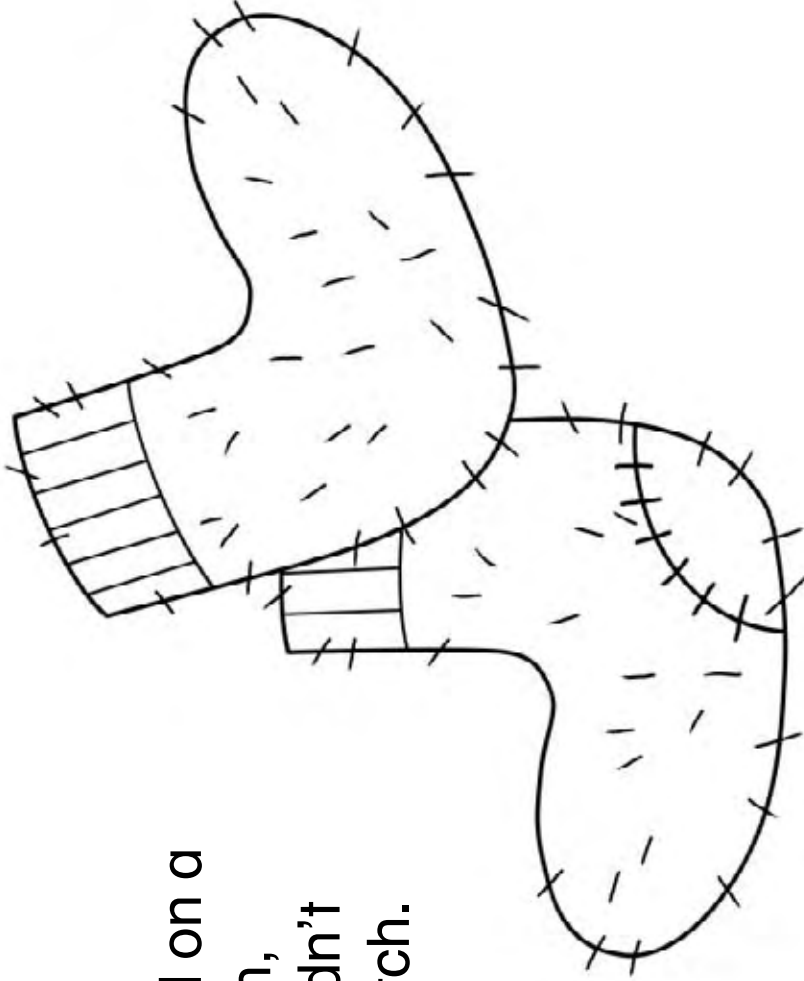


Phonemic Awareness: /sn/sn-

# Mom's Socks

When Mom sewed white socks,  
stitch, stitch, stitch,  
they made her two feet  
itch, itch, itch.

When Mom sewed on a  
patch, patch, patch,  
her white socks didn't  
match, match, match.



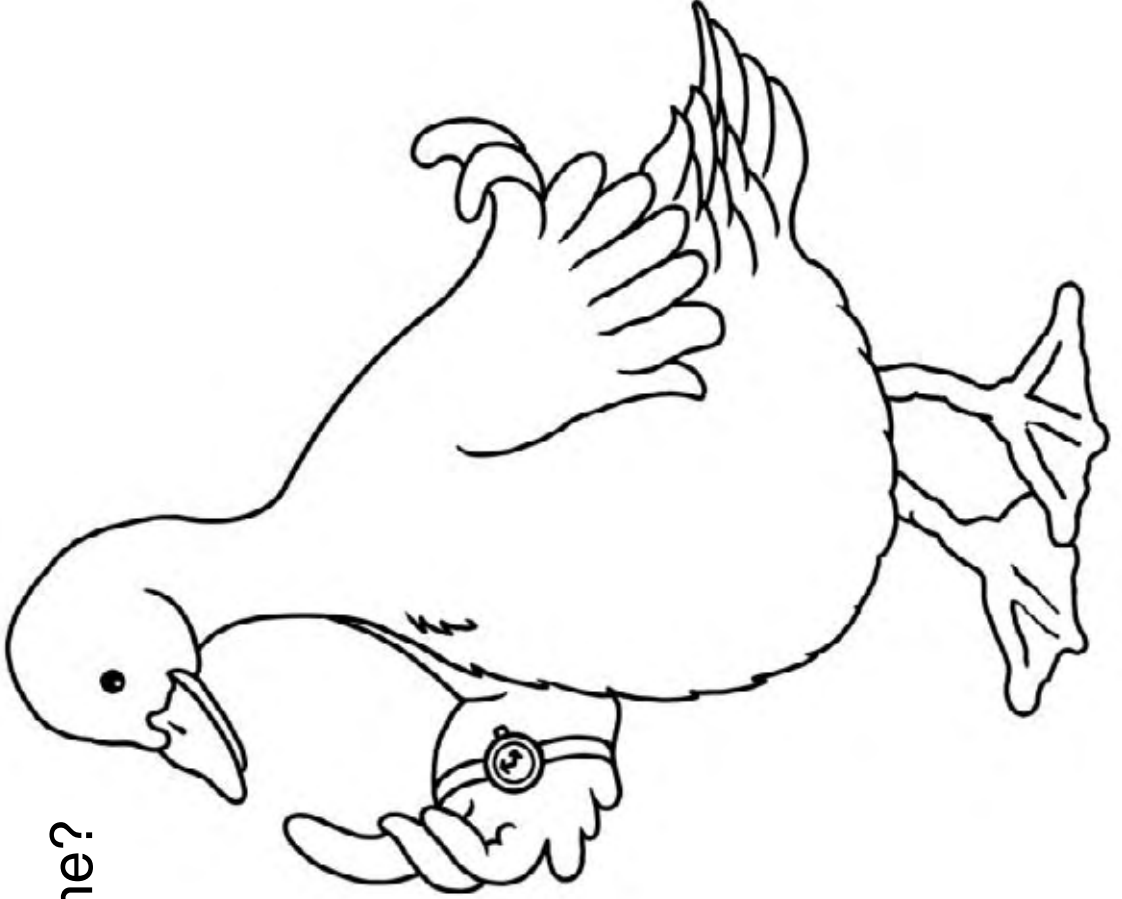
**Phonemic Awareness:** rhyme, /ch/, and /hw/

Name \_\_\_\_\_

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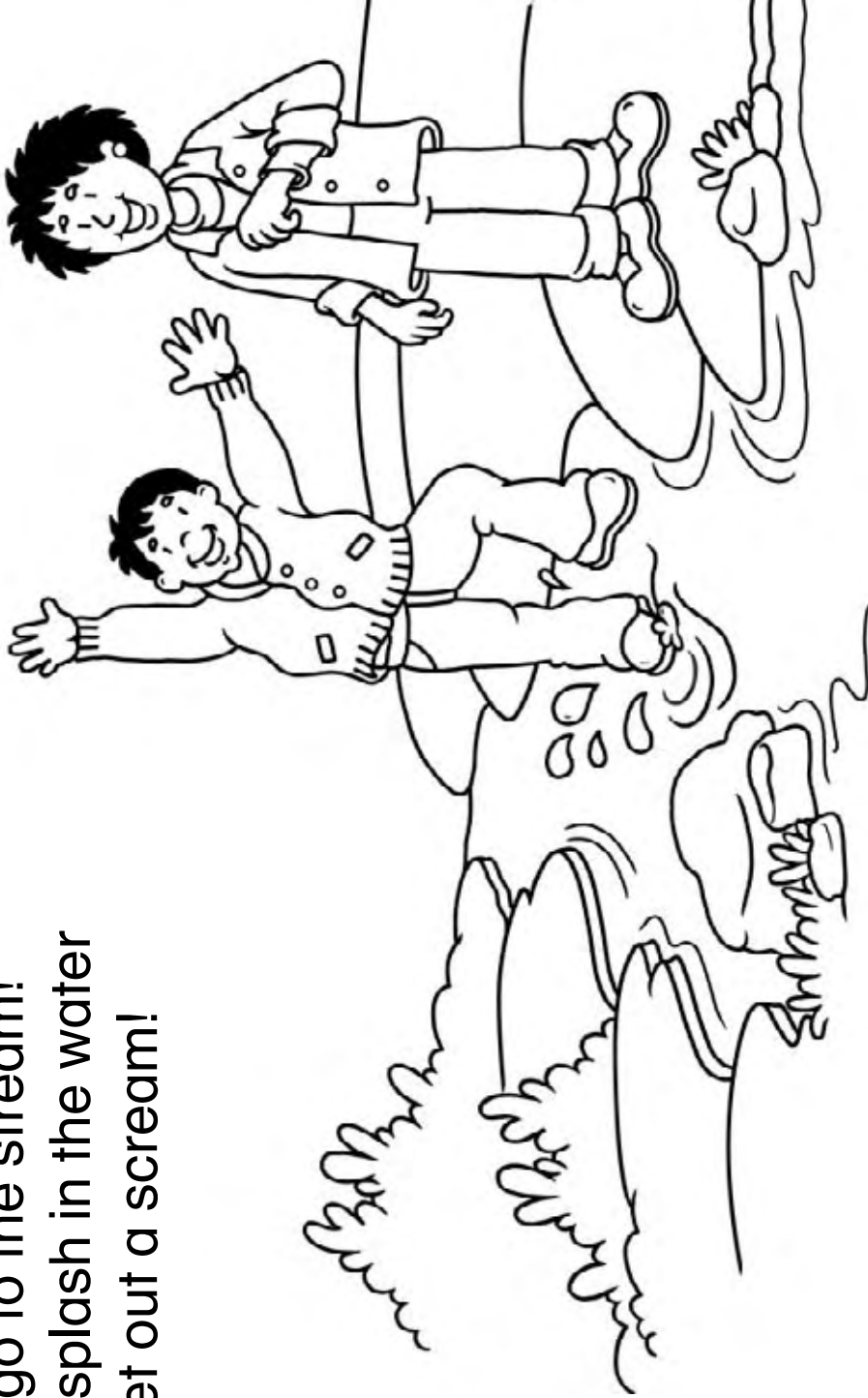
# The Missing Dime

Who stole the goose's dime?  
When was it taken?  
What was the time?  
Goodness! Gracious!  
What a crime!



# It's Spring

It's Spring! It's Spring!  
Let's go to the stream!  
Let's splash in the water  
and let out a scream!



**Phonemic Awareness:** triple-consonant blends /skr/, /spl/, /spr/, and /str/

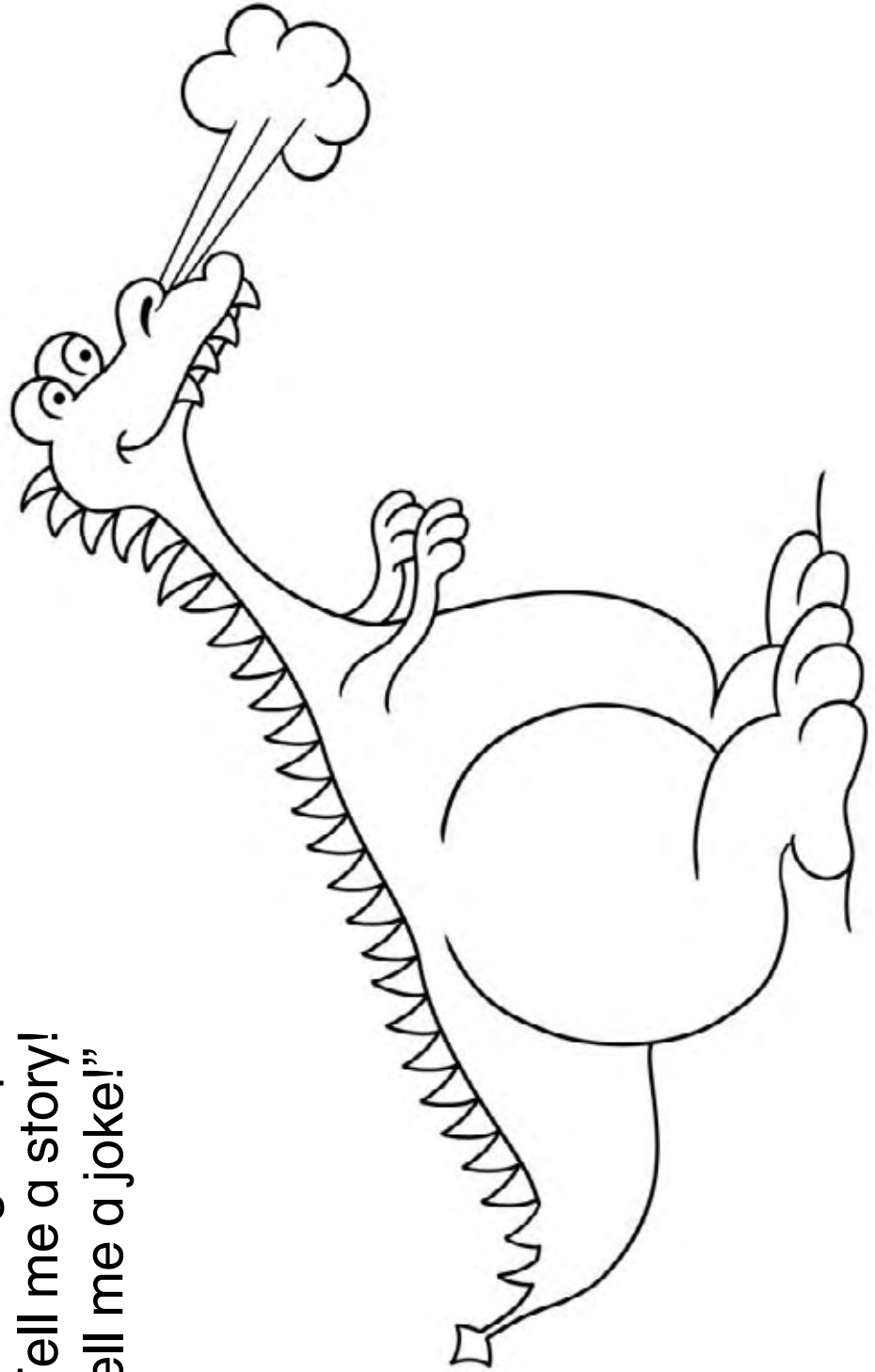


Name \_\_\_\_\_

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# The Dragon Spoke

With a puff of smoke,  
The Dragon spoke.  
“Tell me a story!  
Tell me a joke!”



Phonemic Awareness: /ō/ o\_e

# A Tune in June

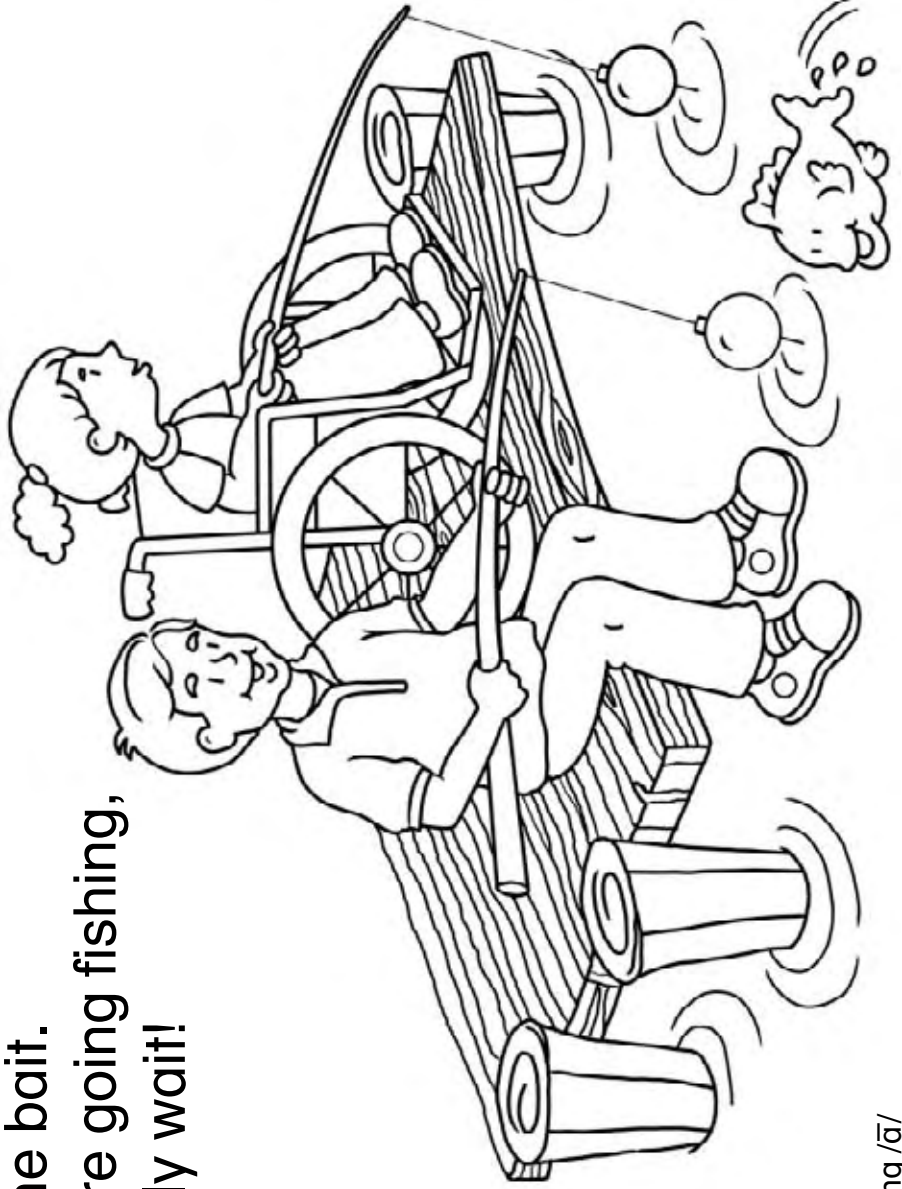
I learned to play the flute  
one day in sunny June.  
I thought it sounded cute,  
my funny, happy tune!



**Phonemic Awareness:** long /ū/

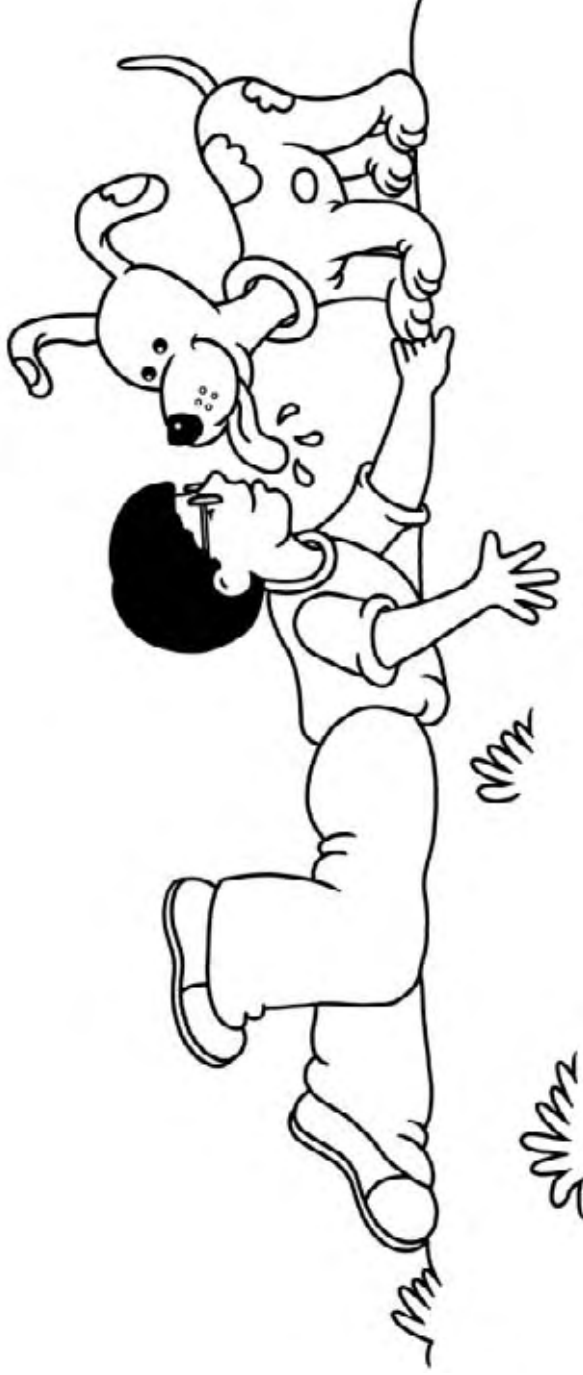
# Fishing Today

Today we're going fishing.  
We're going to the lake.  
I will take the poles and  
Joe will bring the bait.  
Yes, today we're going fishing,  
And I can hardly wait!



# Sweet Pete

My dog Pete is really sweet.  
He loves to say hello.  
So if you greet him  
on the street  
He might not let you go!



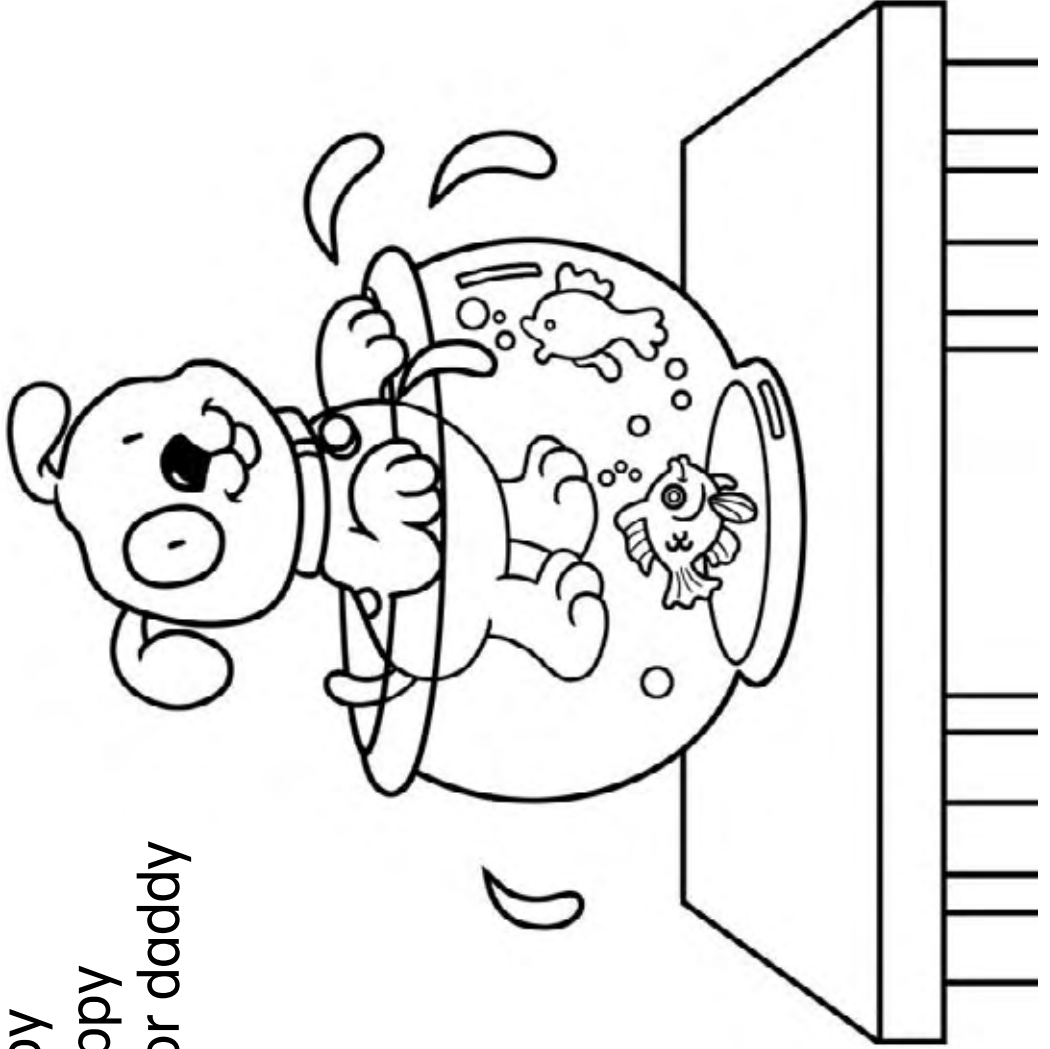
Phonemic Awareness: long /ē/  
/

Name \_\_\_\_\_

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# Puppy or Guppy?

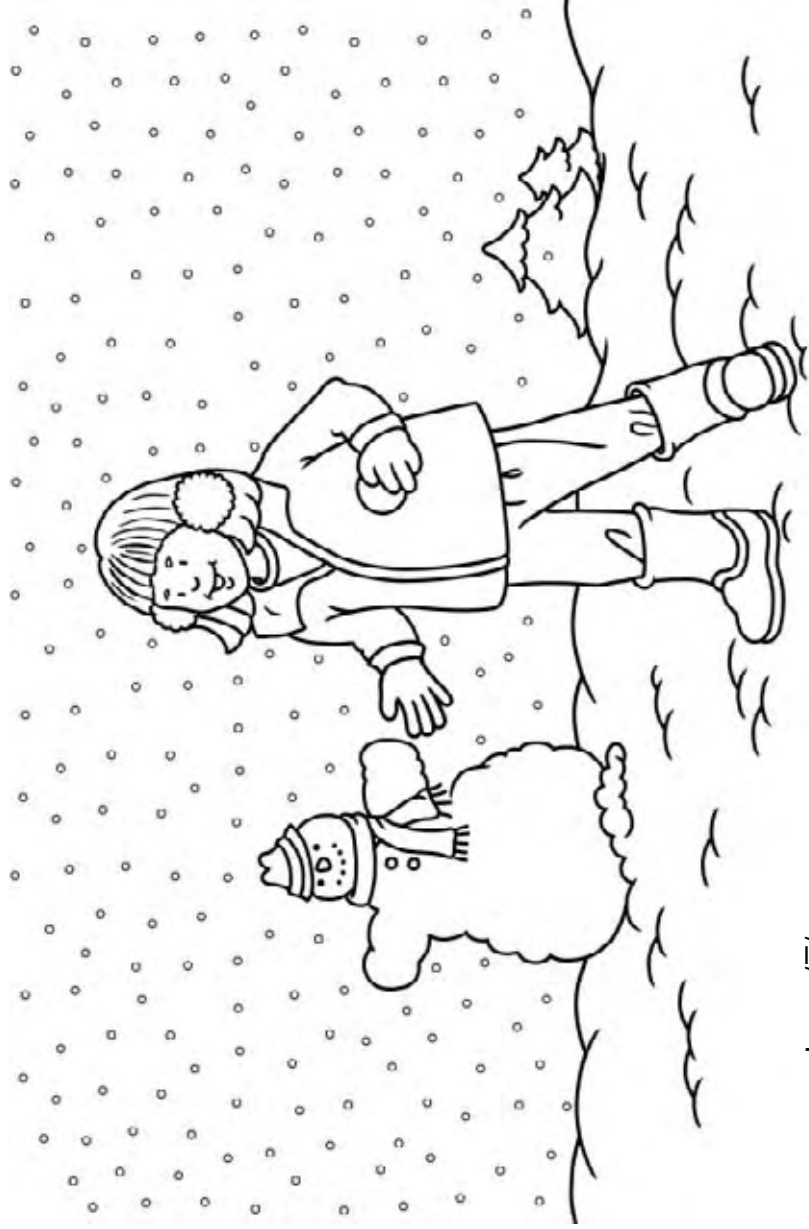
Would you be happy  
If you wanted a puppy  
And your mommy or daddy  
Got you a guppy?



Phonemic Awareness: final long /ē/

# Out in the Cold

I go out in the cold  
to watch the snowflakes float.  
I hold out both my hands,  
but they land upon my coat!



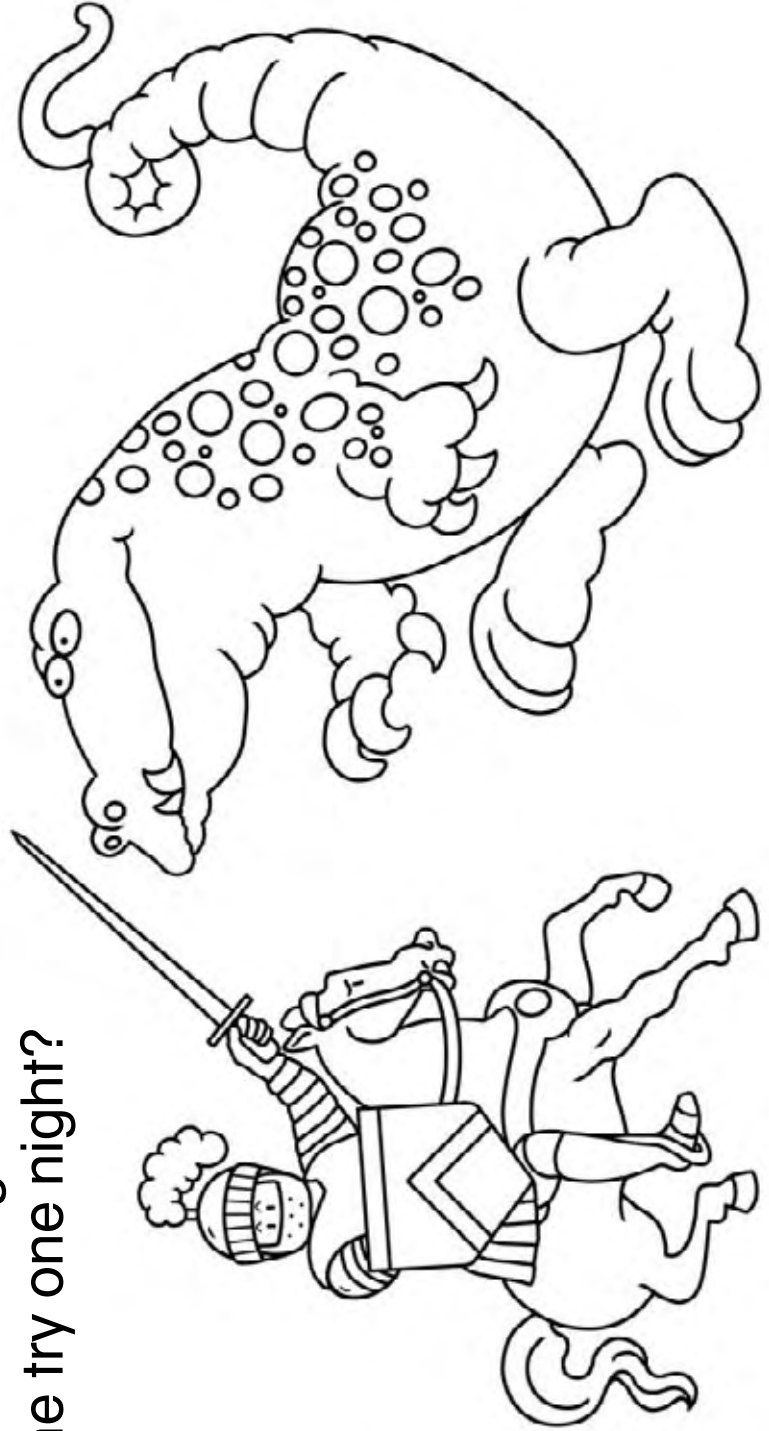
Phonemic Awareness: long /ō/

Name \_\_\_\_\_

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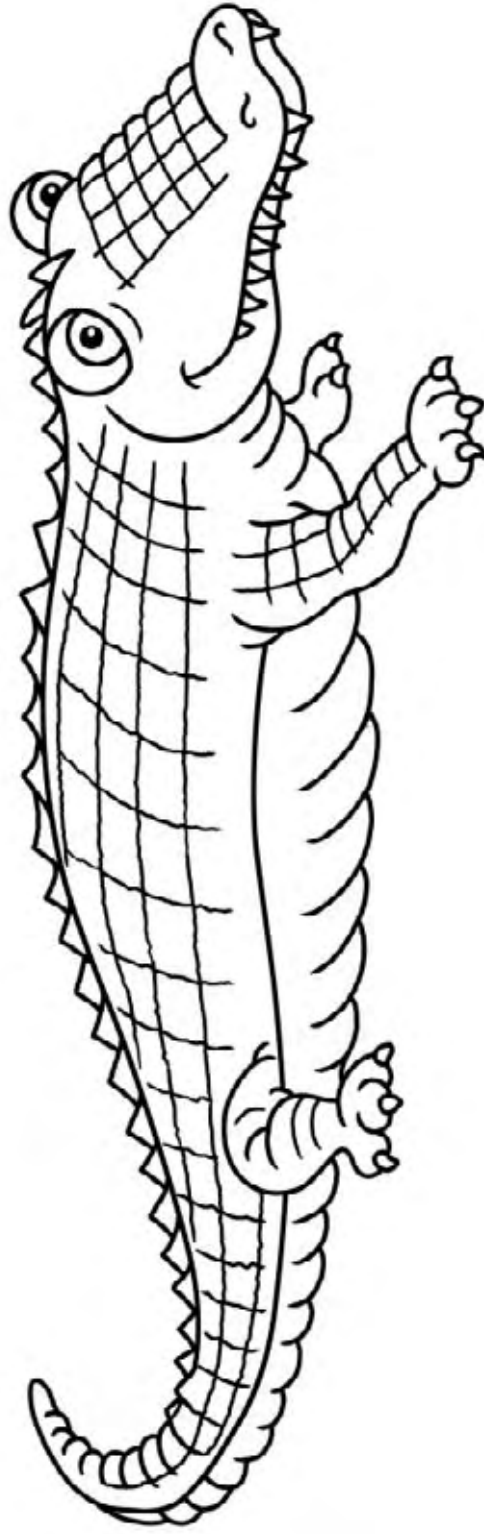
# Dwight the Knight

Dwight the Knight  
Was afraid he might  
Meet a wild monster  
And have to fight.  
Did he try one night?



# If I Saw an Alligator

If I saw an alligator  
with teeth so sharp,  
I'd say I was busy  
and quickly depart!

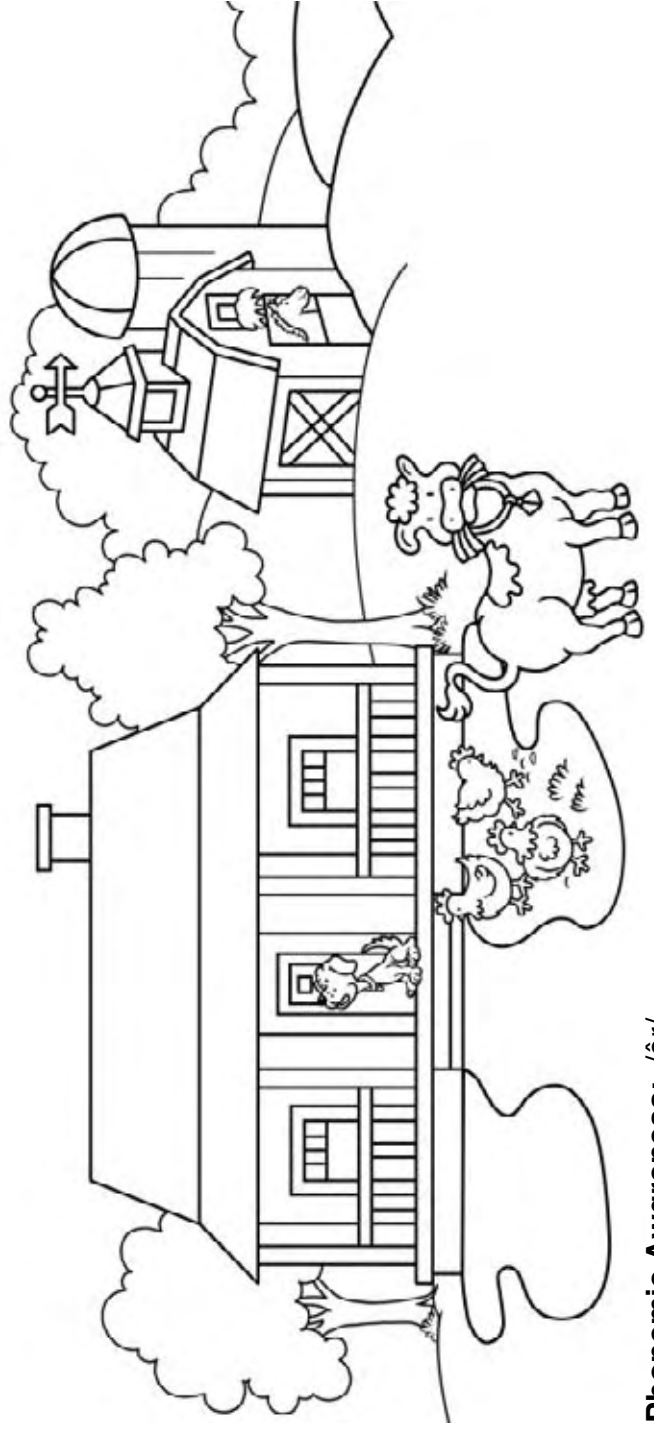


Phonemic Awareness: r-controlled vowel /ör/



# Chores in the Morn

It's time for chores  
at Old North Farm  
and the dog howls for food by the door.  
The horse gets some hay,  
the chickens peck corn,  
and the old cow keeps mooing for more.



Phonemic Awareness: /ôr/

# Covered with Dirt

Look at my shirt!  
Look at your skirt!  
We're covered with dirt,  
but we didn't get hurt!



Phonemic Awareness: /ür/

# No Rain to be Found

The river is low.

The water is brown.

It hasn't rained.

No drops came down.

Wait!

The clouds are gray.

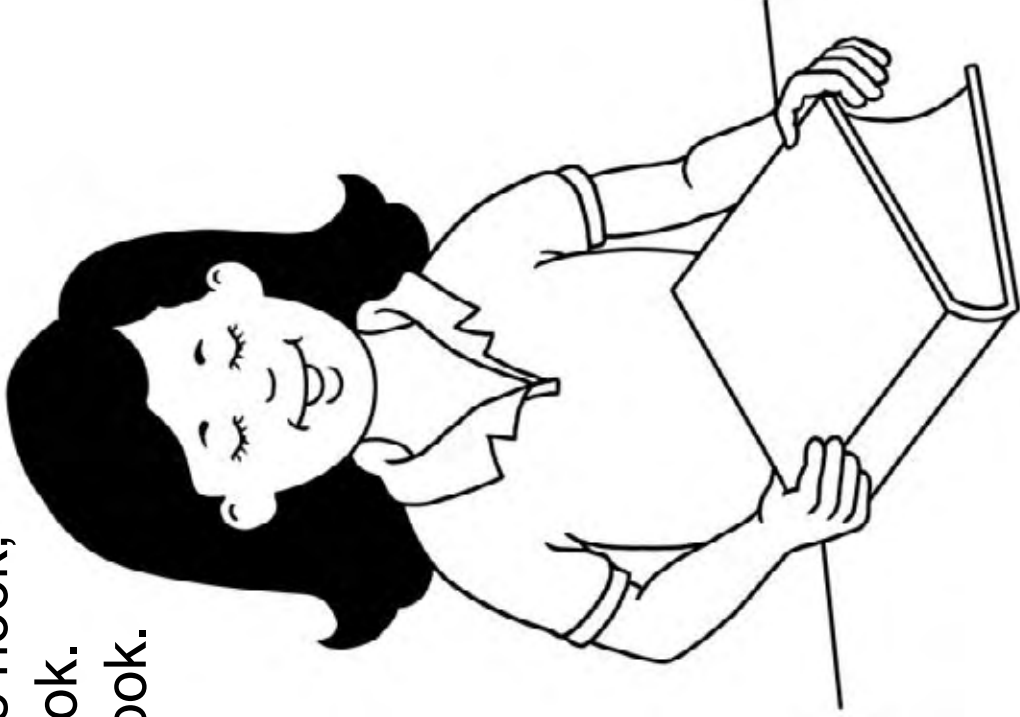
We shout, "Hooray!"

We'll play in the house  
on a rainy day.



# Take a Look

Snuggle up in your own little nook,  
or sit beside a bubbling brook.  
Be sure to take a special book.  
Open it up and take a look!



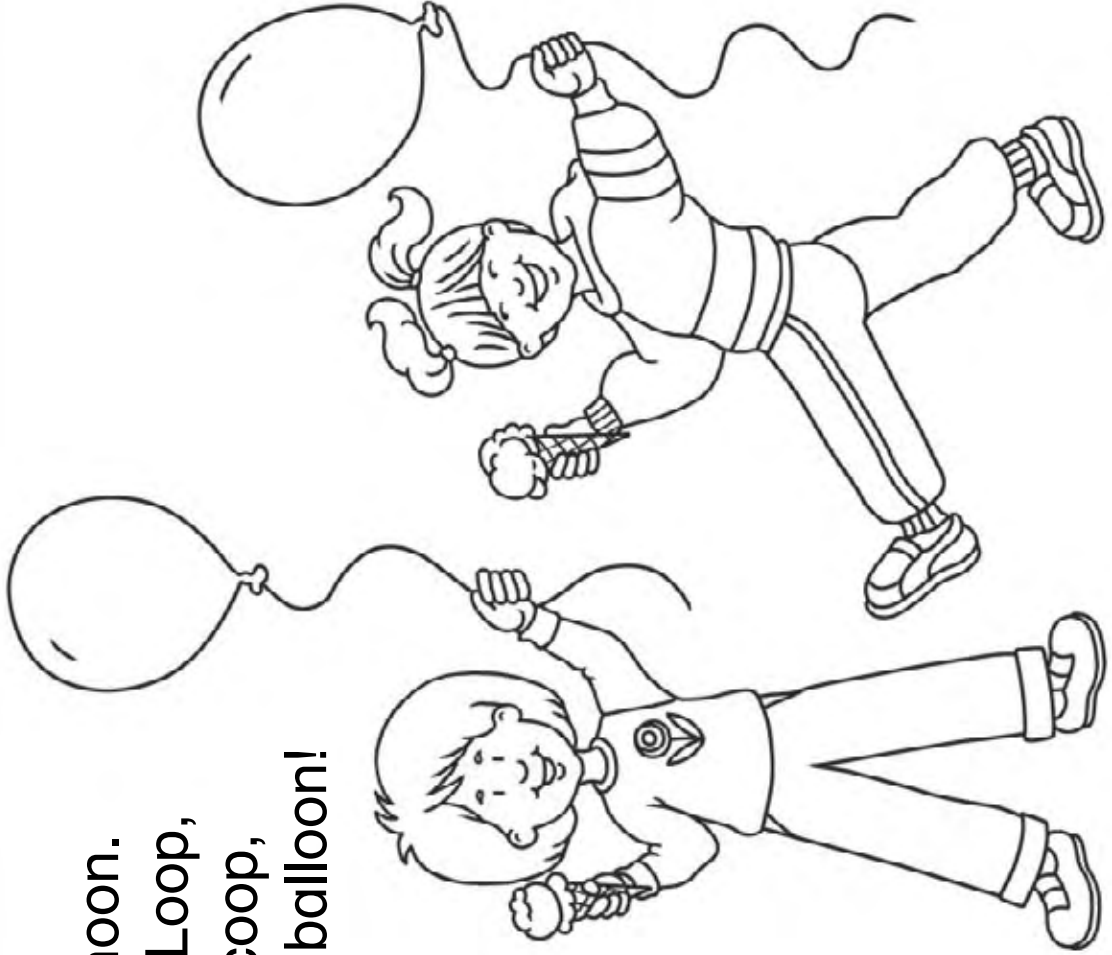
Phonemic Awareness: /û/

Name \_\_\_\_\_

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# At the Fair

We went to the fair at noon.  
We rode the Loop-the-Loop,  
ate ice cream by the scoop,  
and each got a big red balloon!



# My Pup Paul

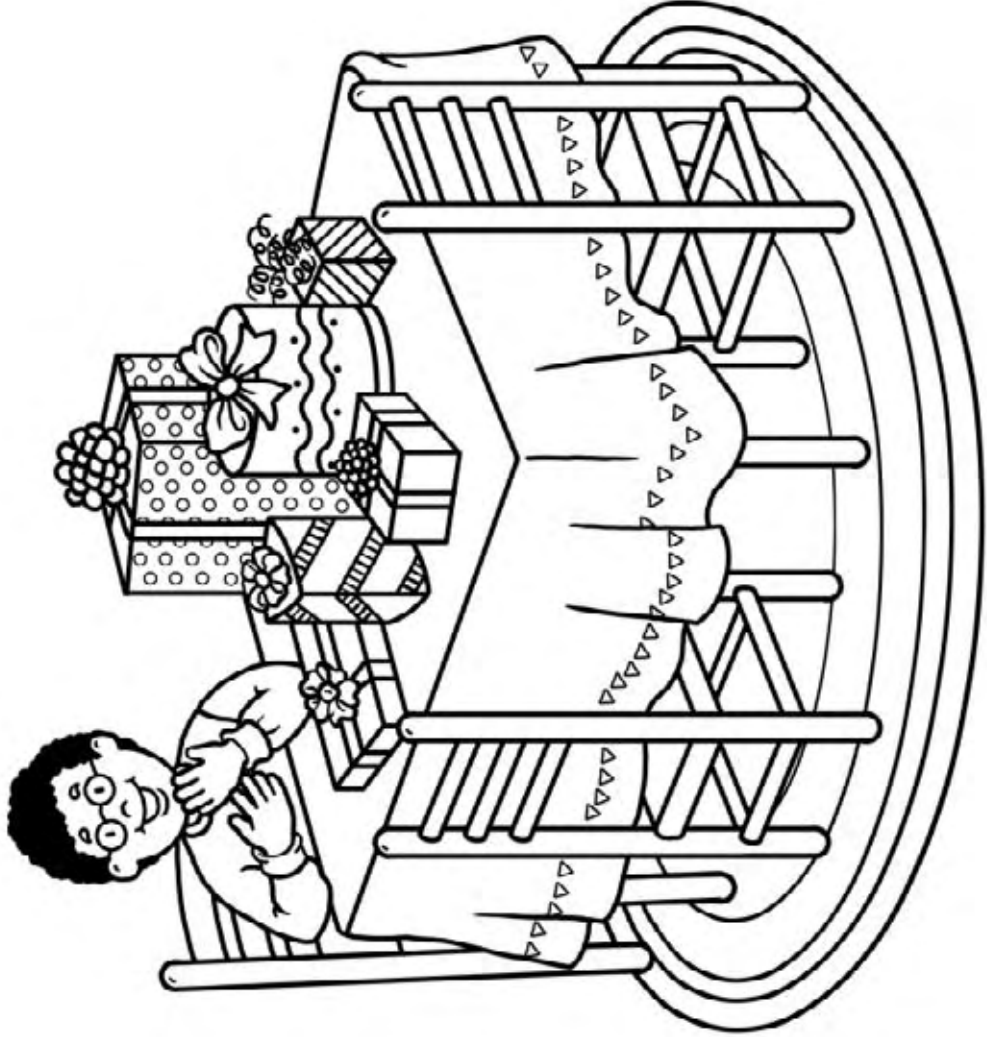
My pup Paul cannot be taught  
That toys are to be chased and caught.  
After running around, he likes to yawn  
And pause for a nap on the shady lawn.



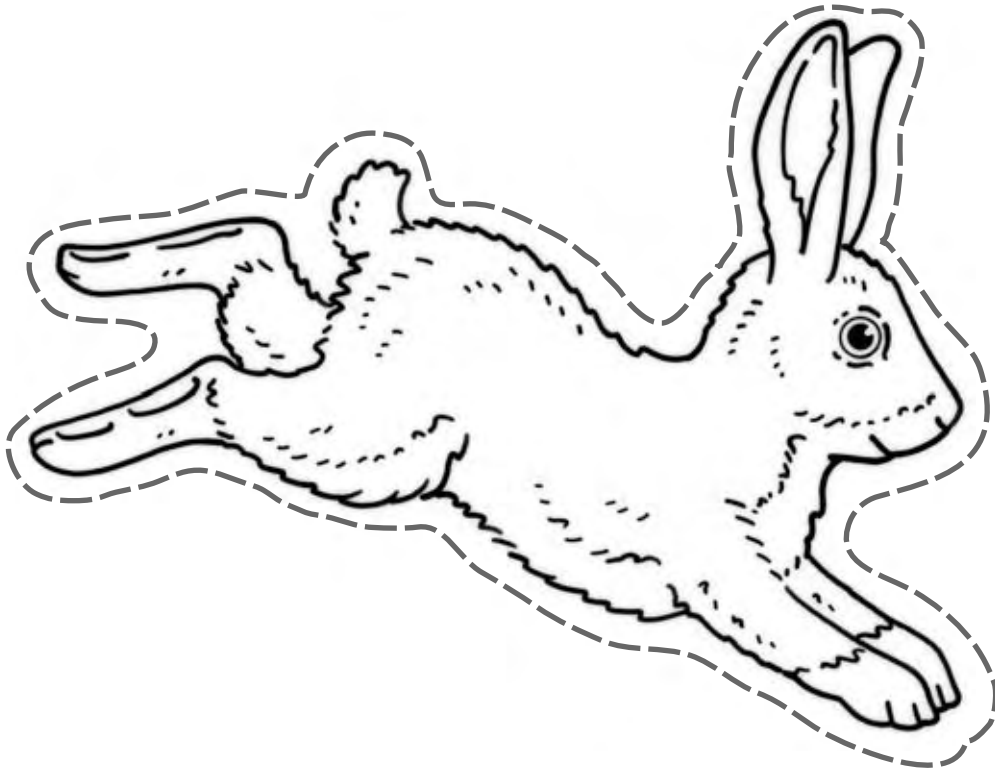
**Phonemic Awareness:** variant vowel /ô/

# Birthday Boy

Point him out,  
The birthday boy!  
We all brought gifts  
We hope he'll enjoy.  
Happy birthday,  
Edward Roy!



Name \_\_\_\_\_



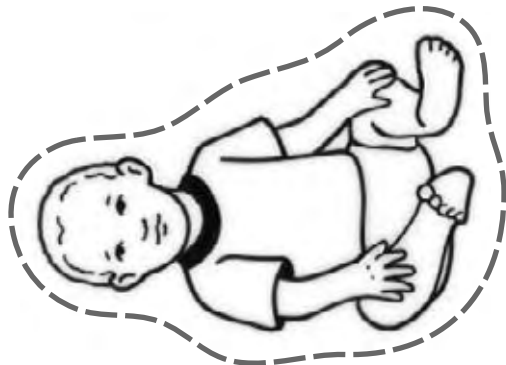
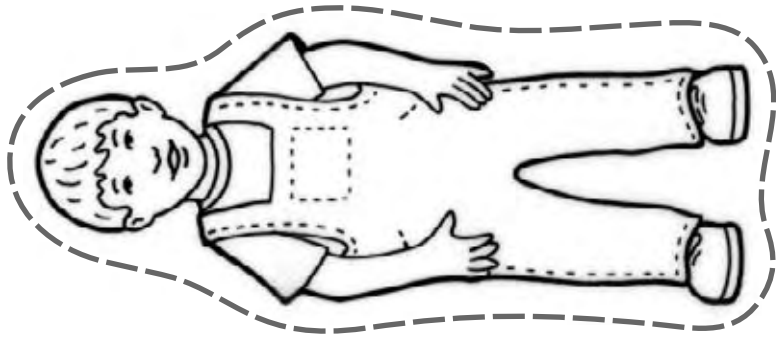
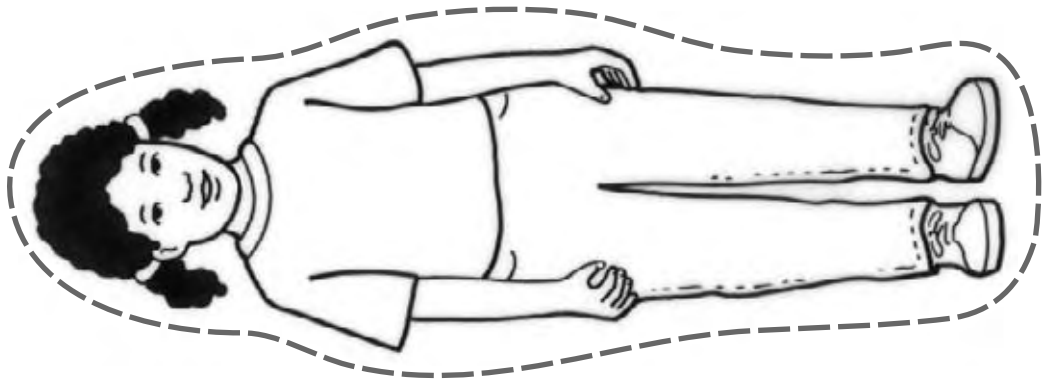
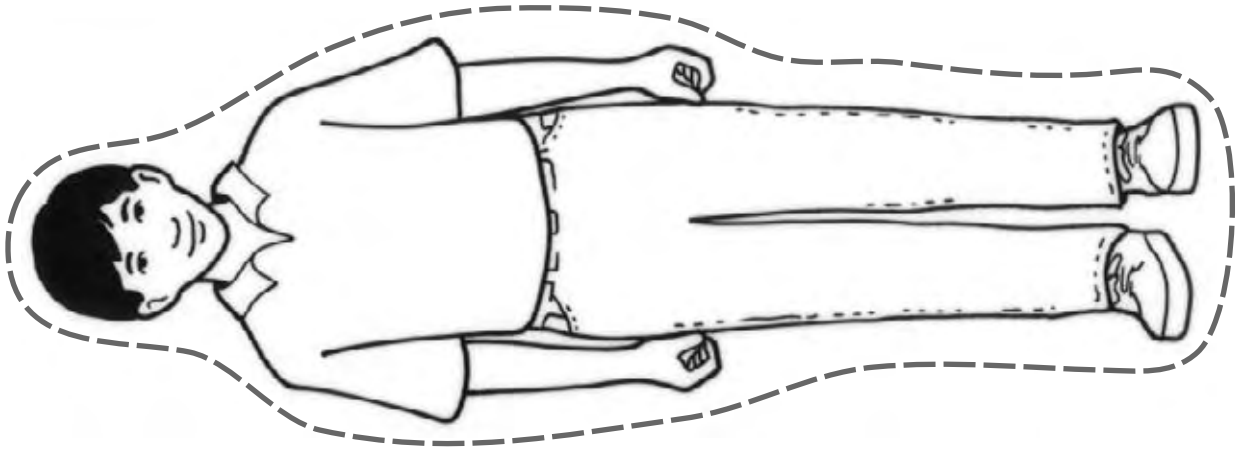
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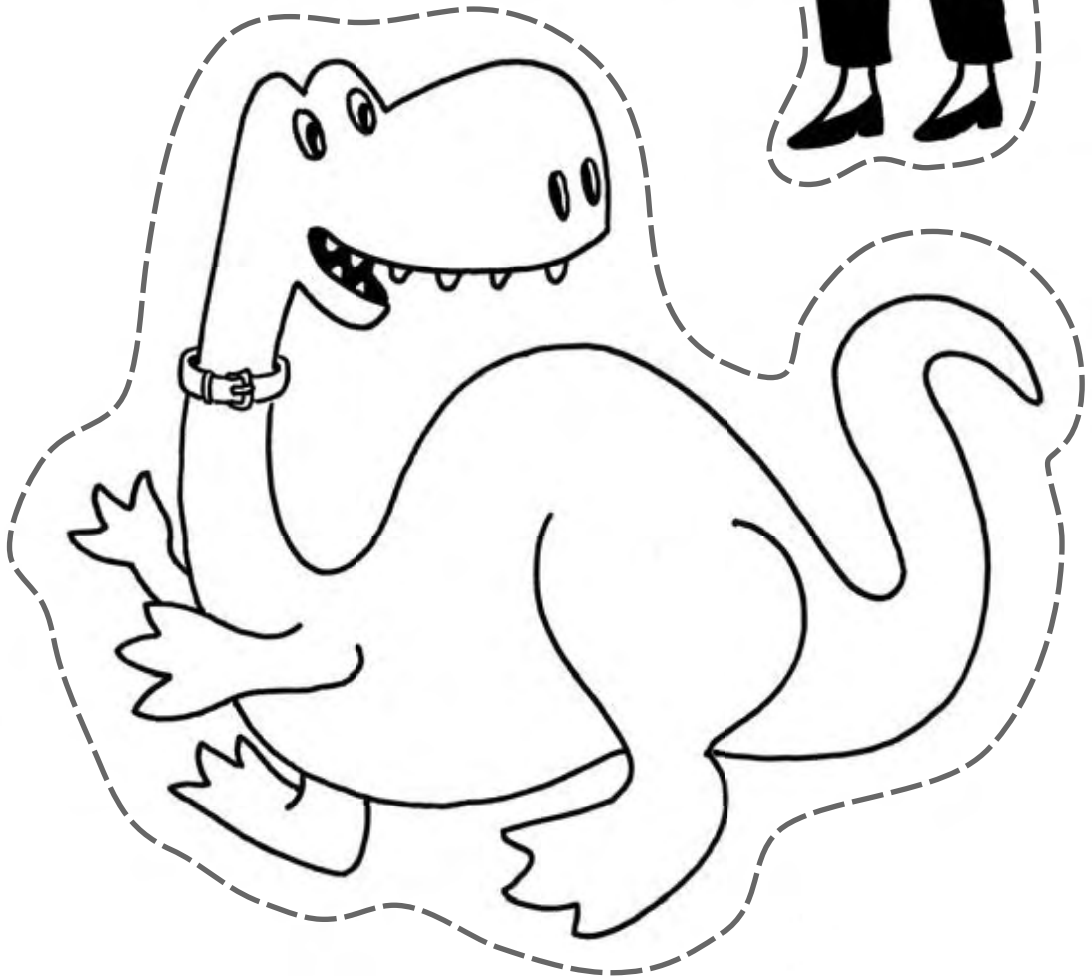
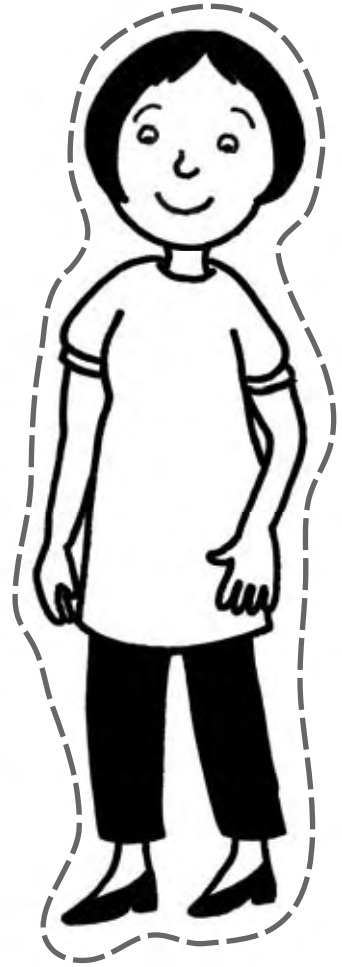
Name \_\_\_\_\_



Name \_\_\_\_\_

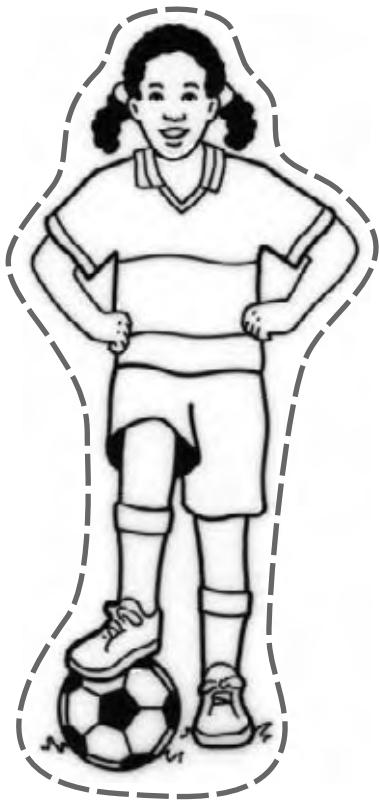


Name \_\_\_\_\_

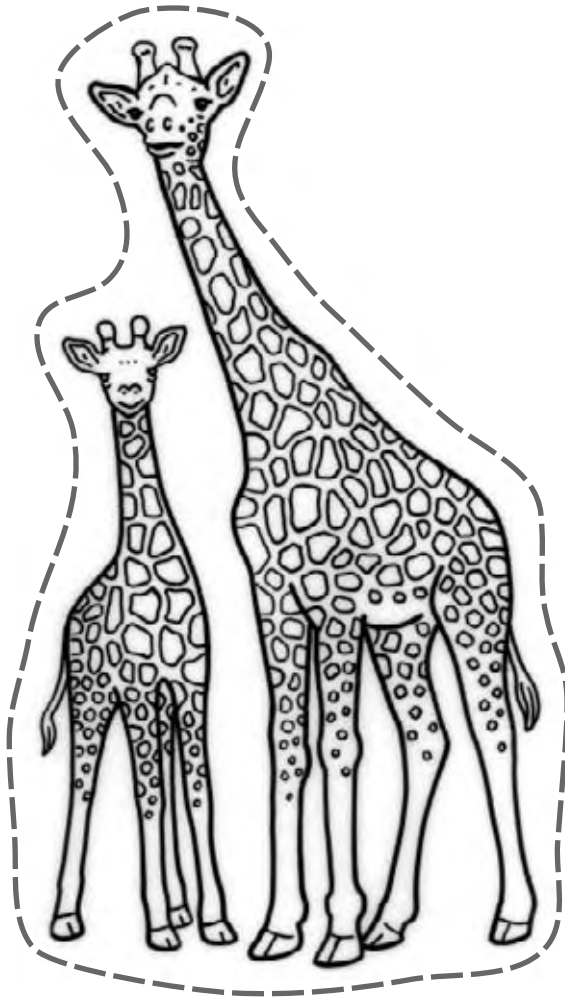


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Name \_\_\_\_\_

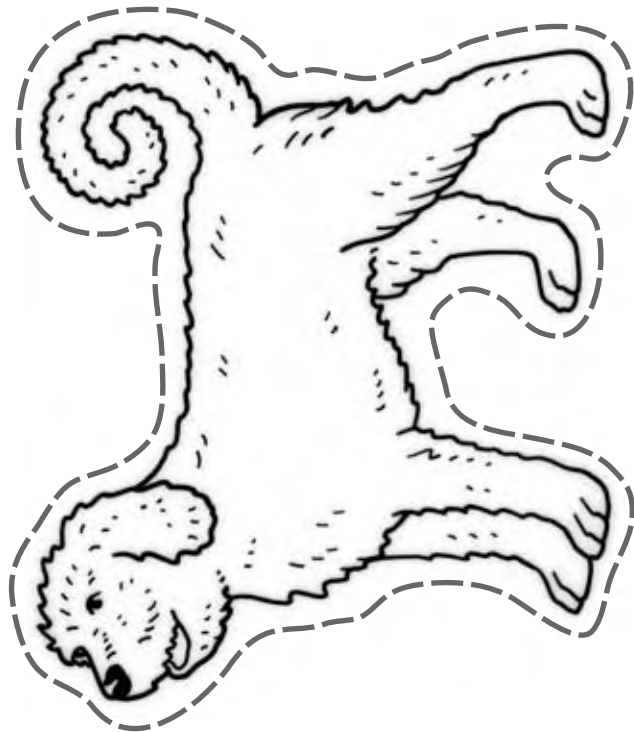
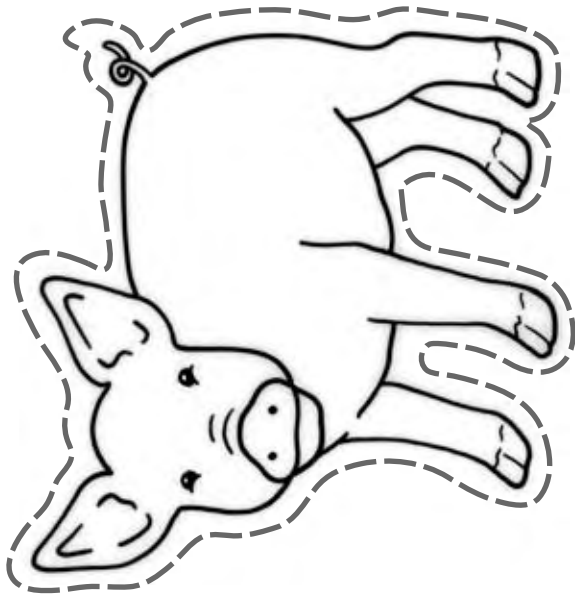


Name \_\_\_\_\_



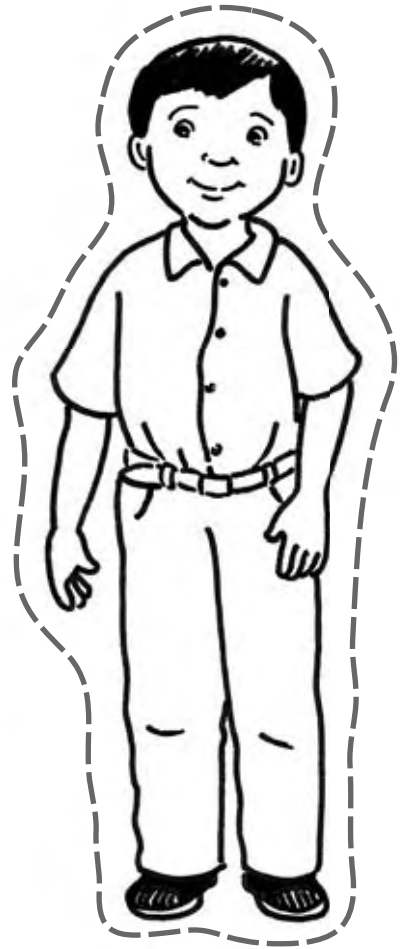
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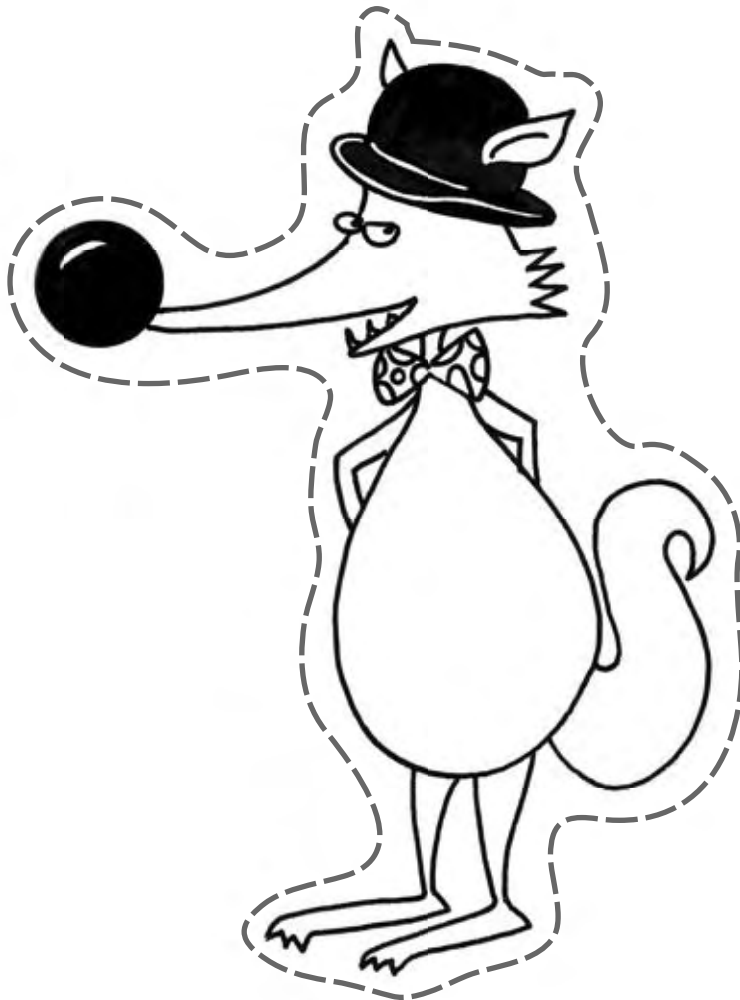
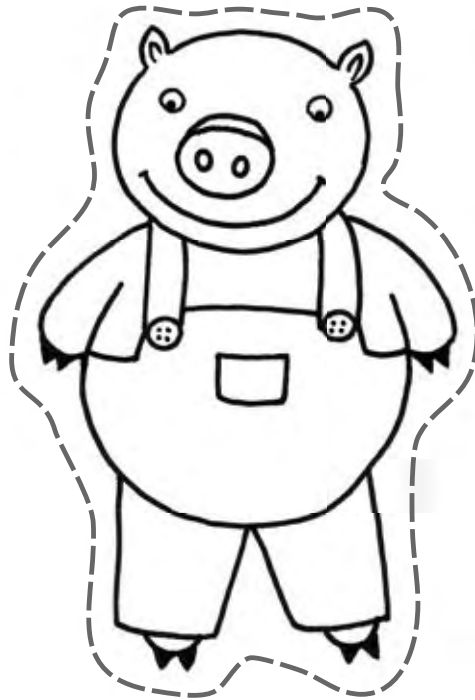
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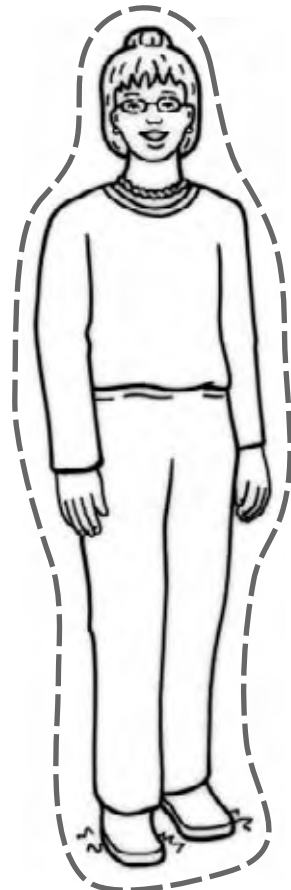
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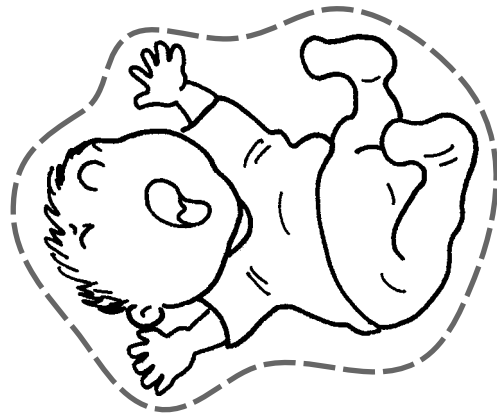
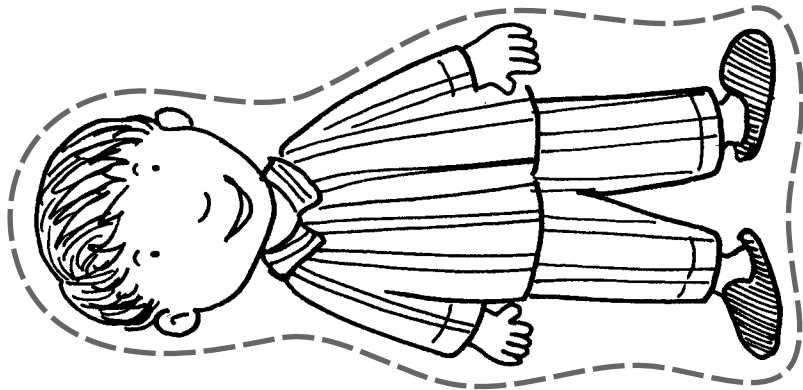
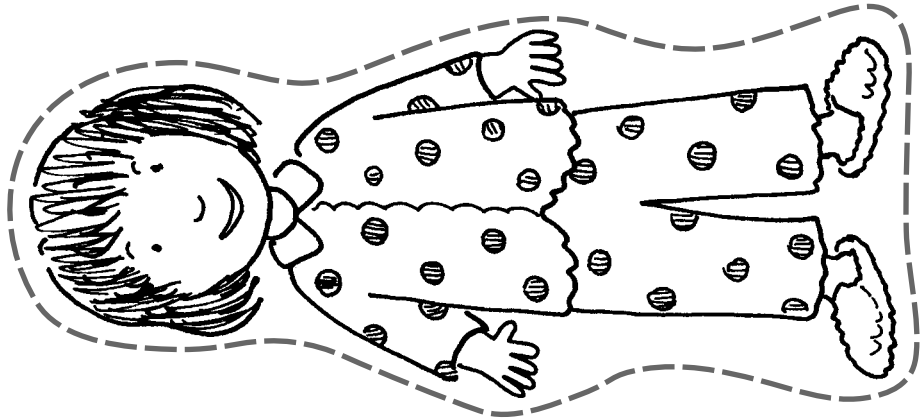
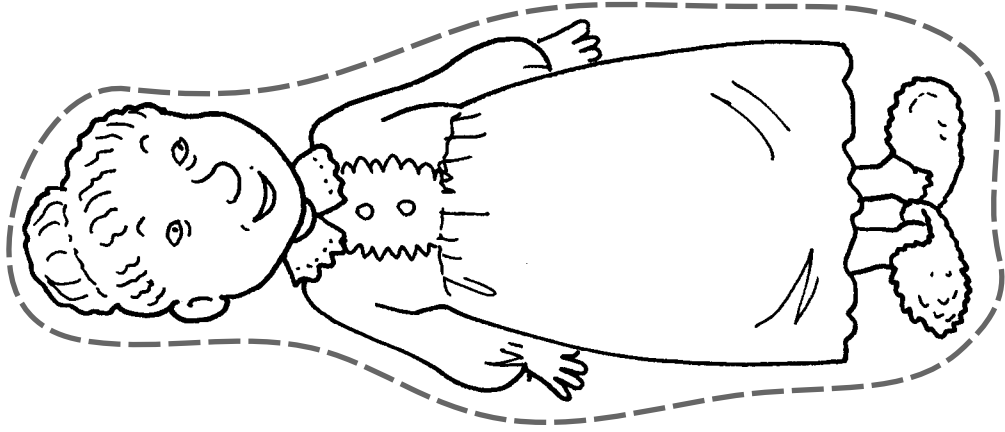
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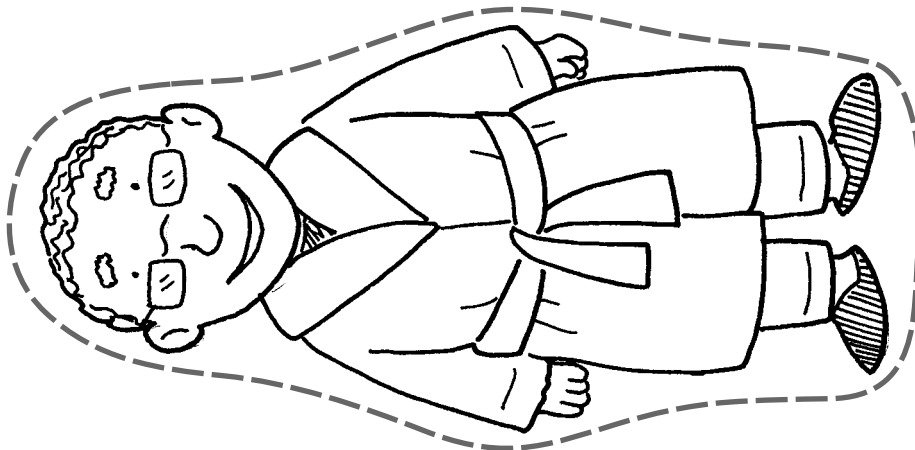
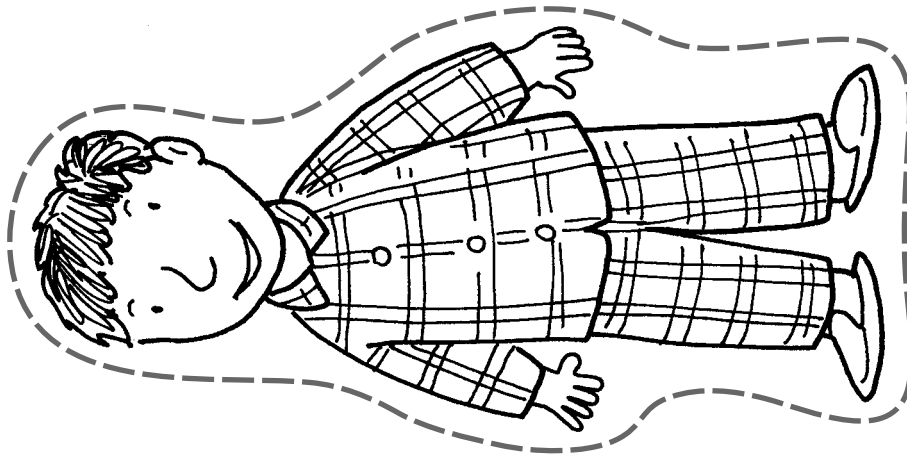
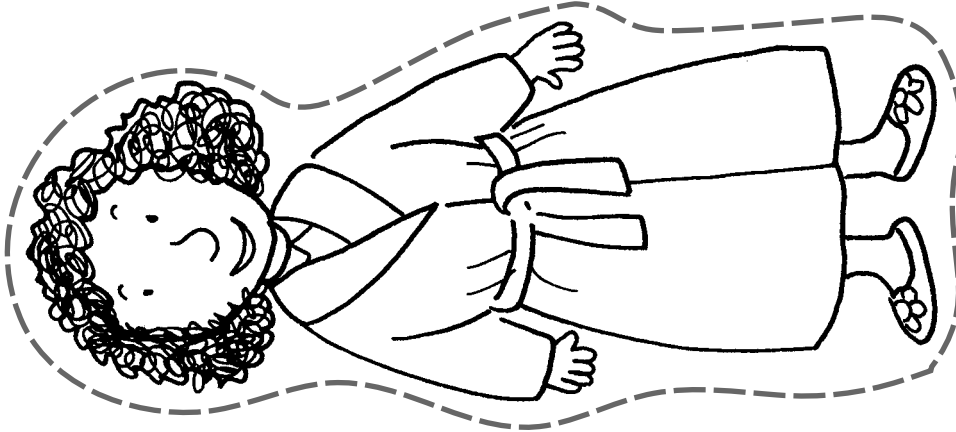
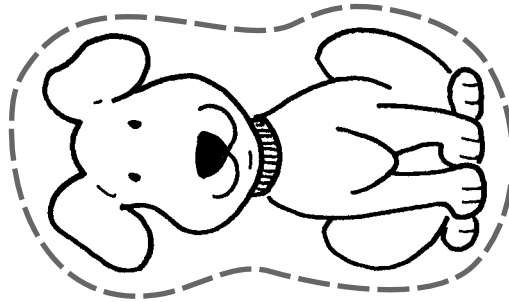


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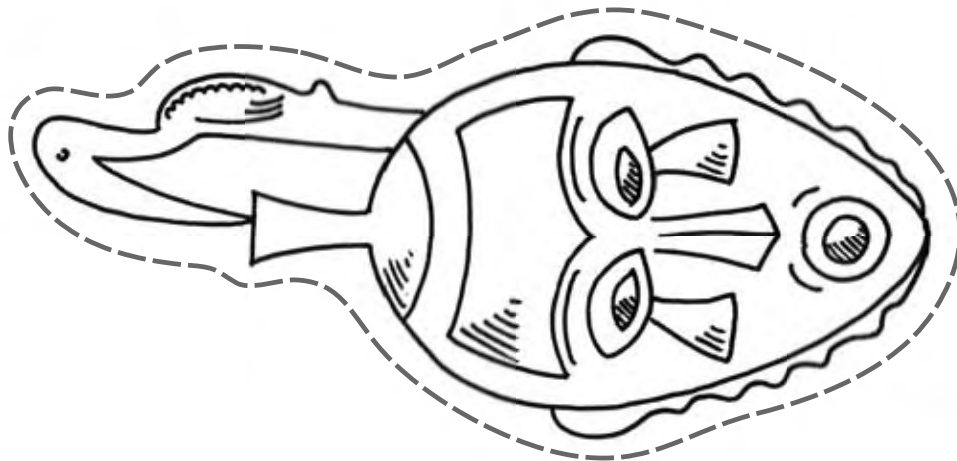
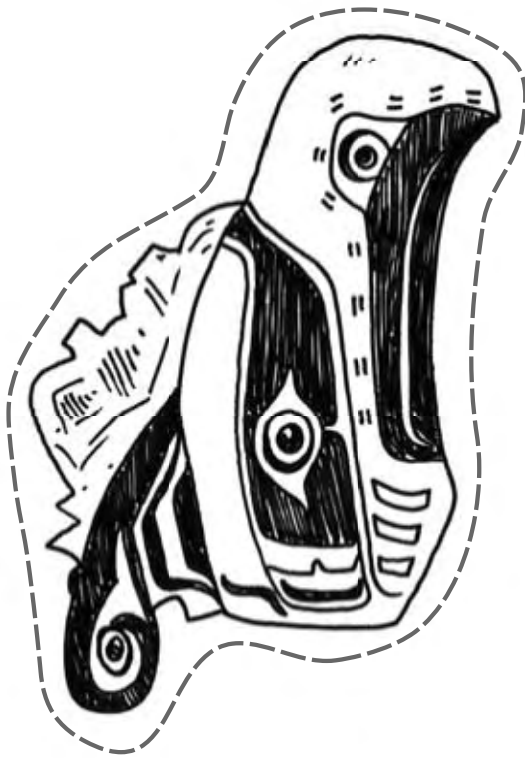
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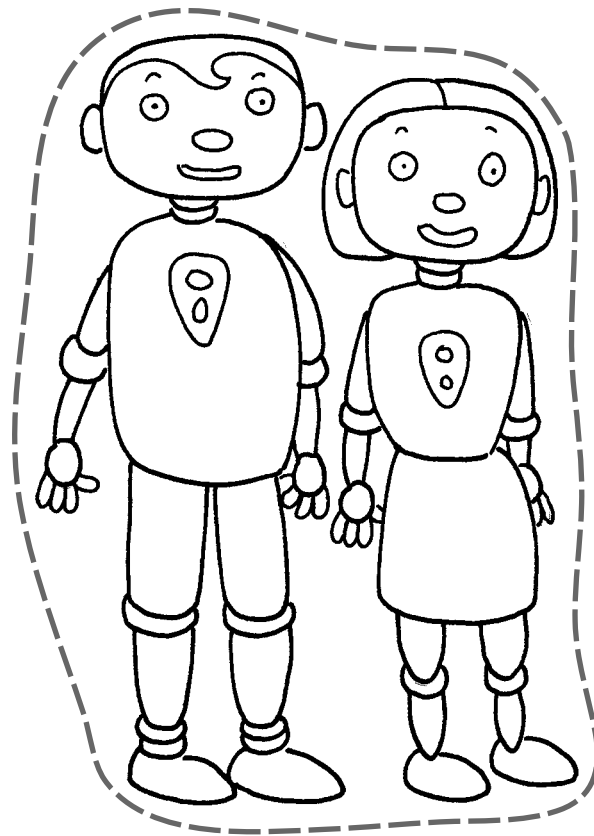
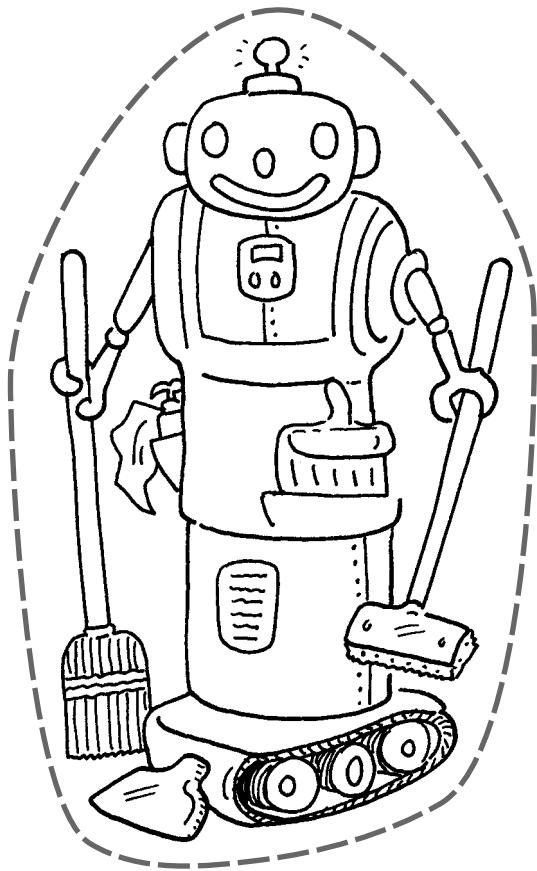
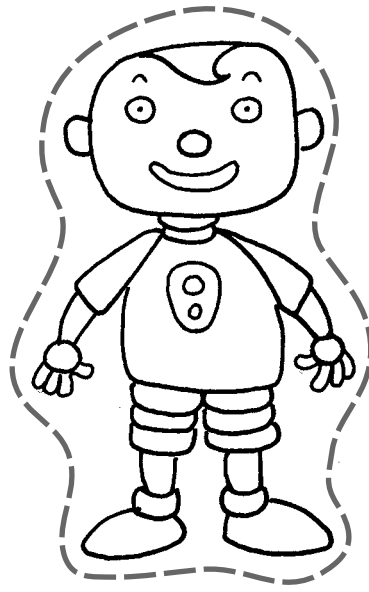
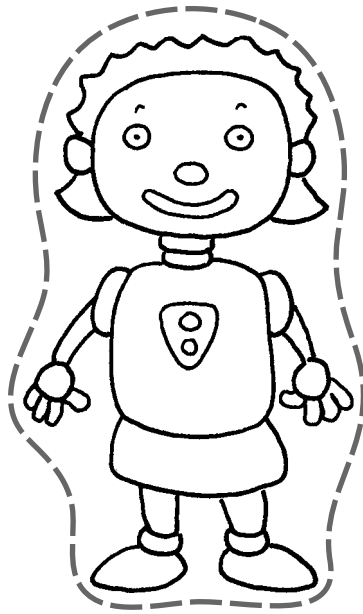


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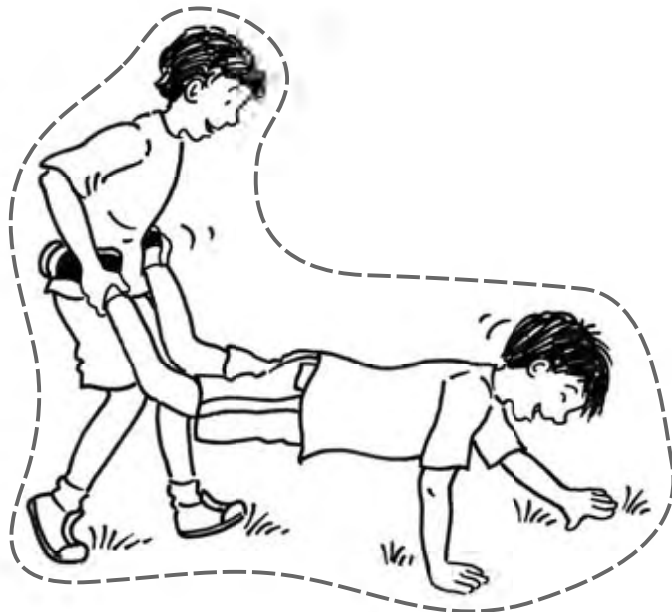
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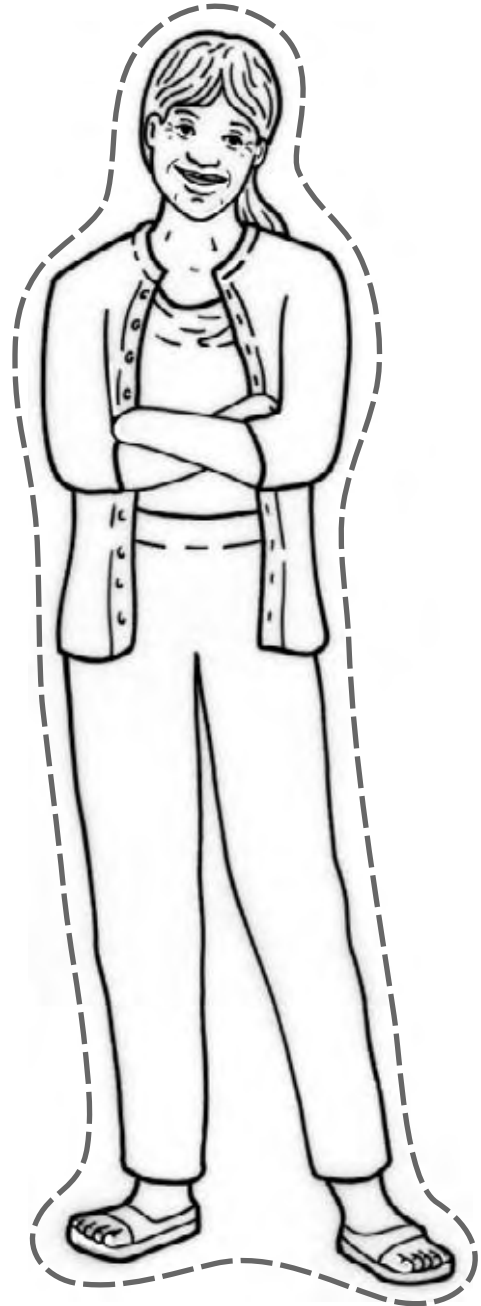
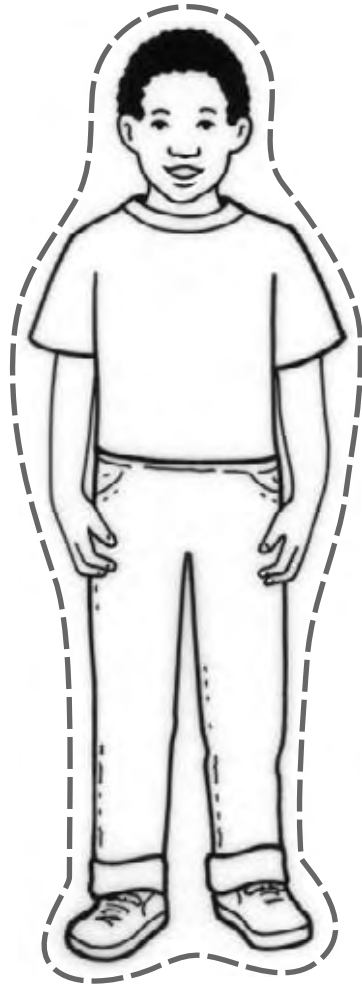
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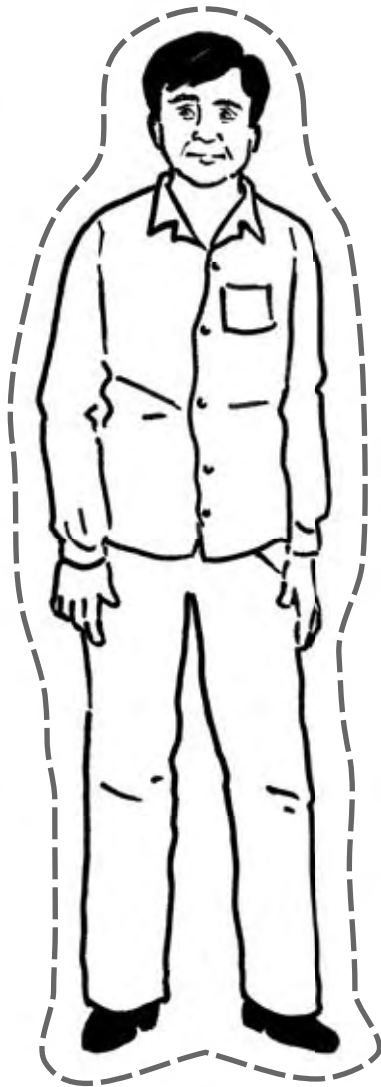


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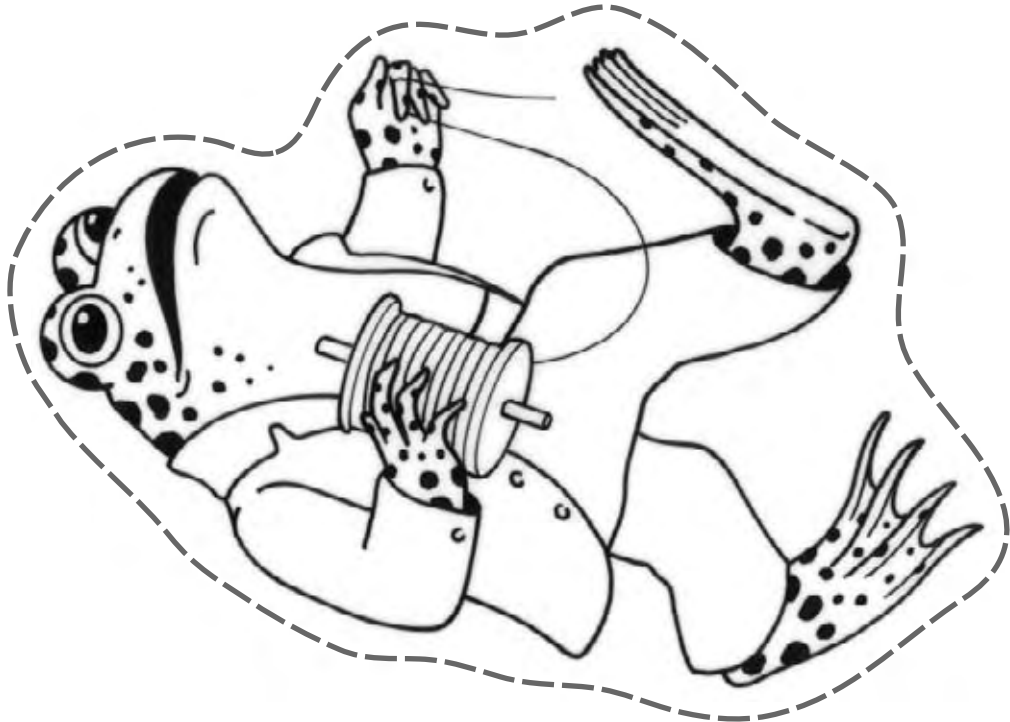
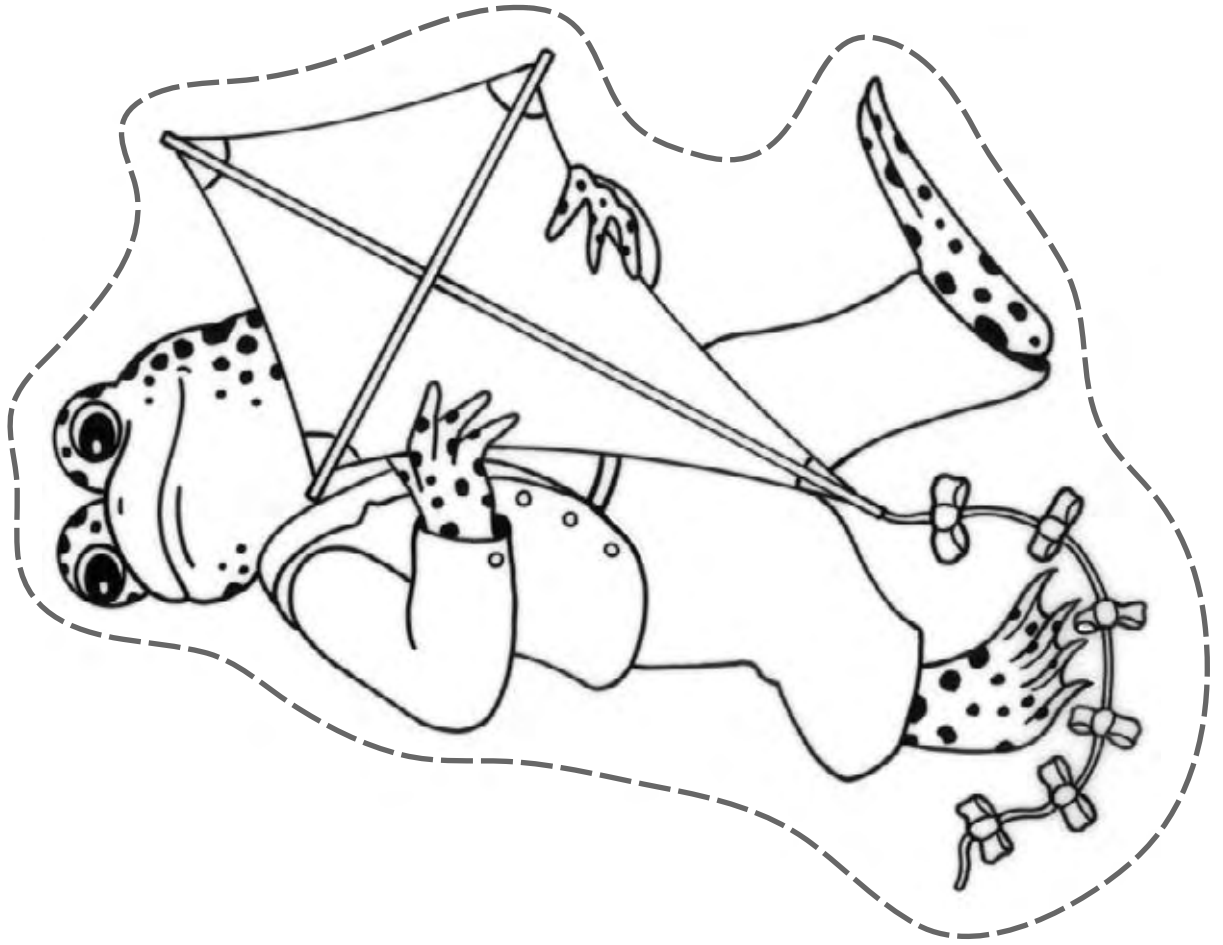


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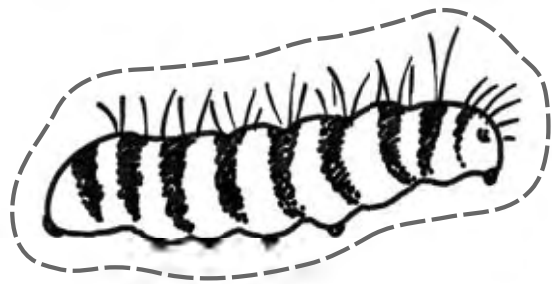
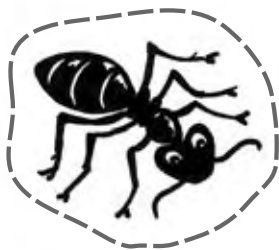
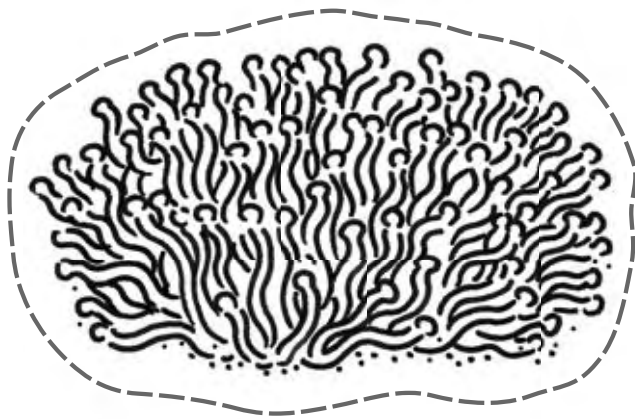
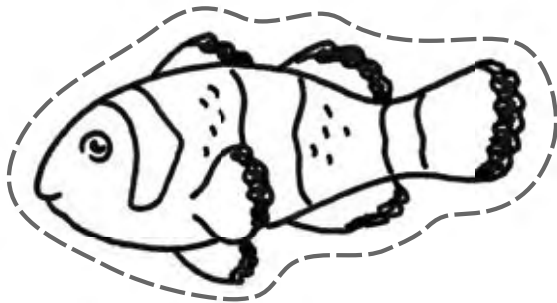
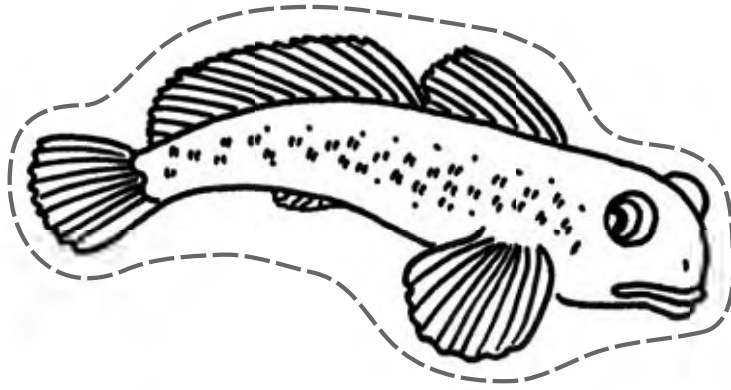


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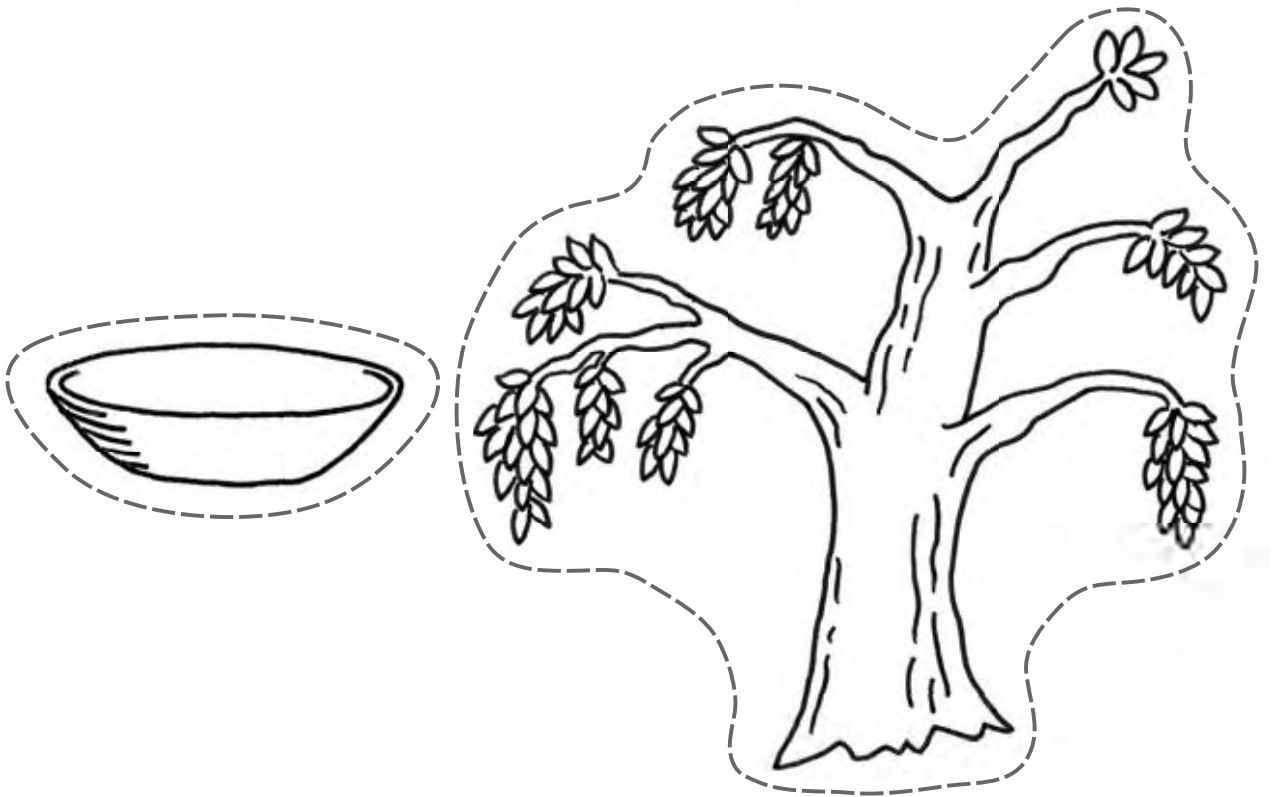
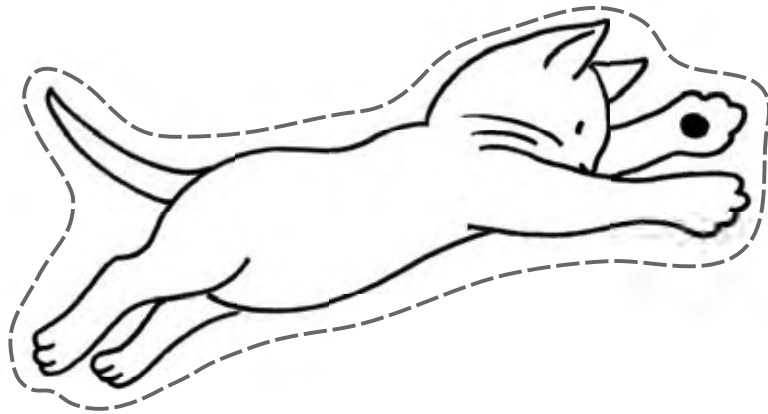
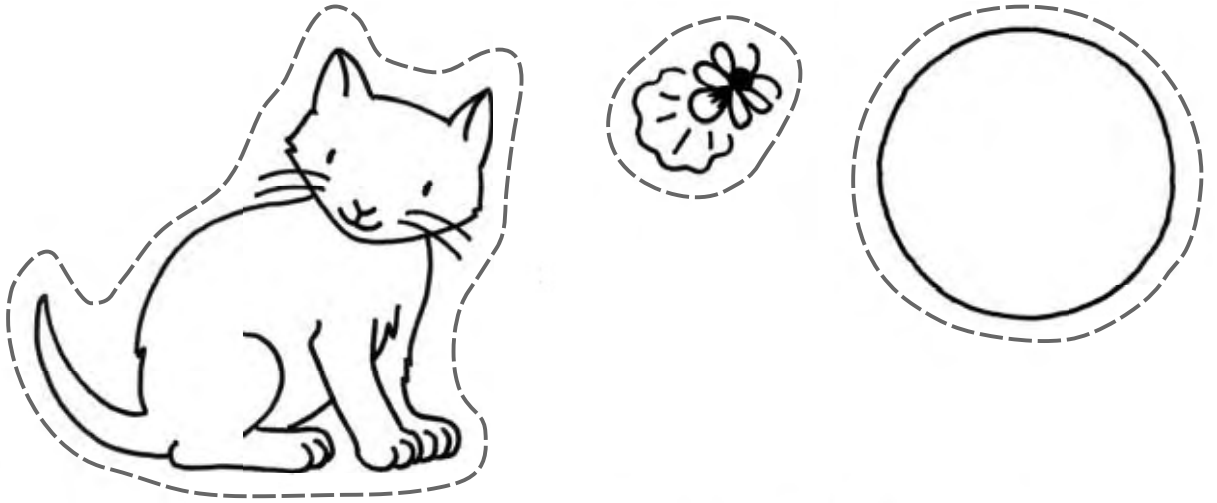


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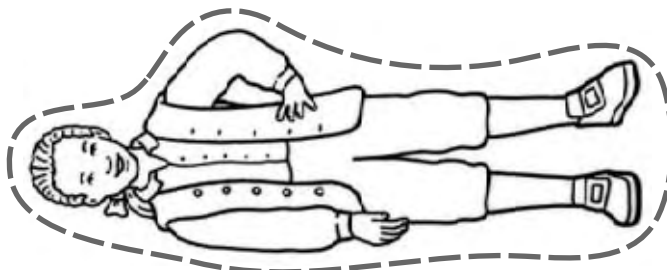
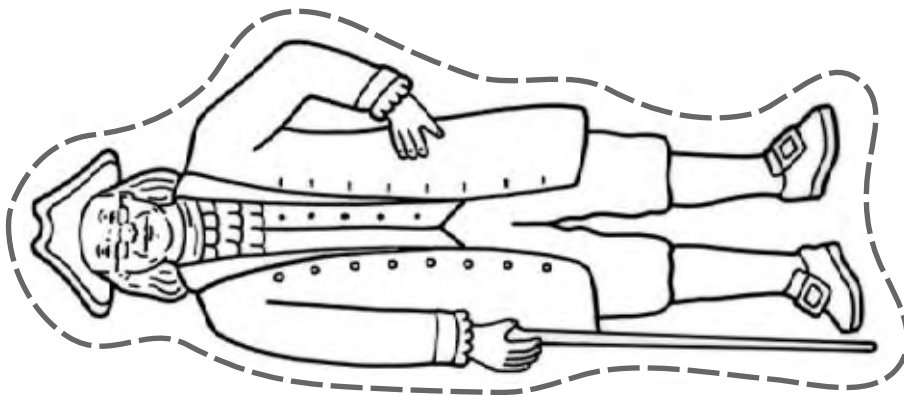
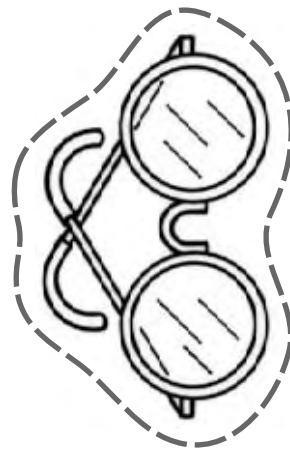
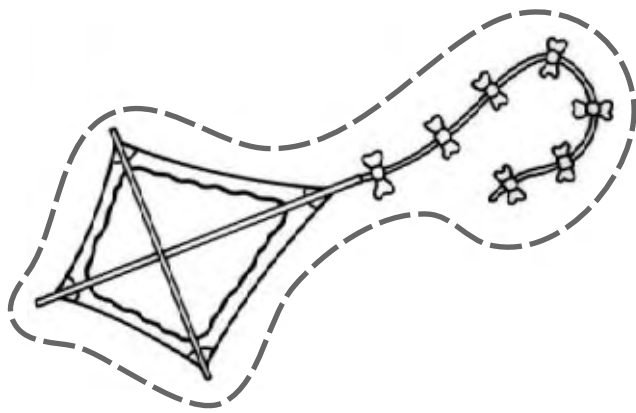
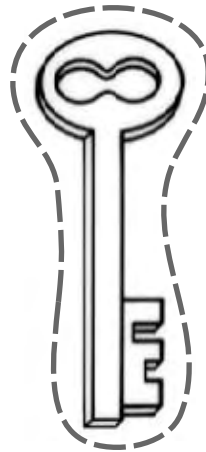
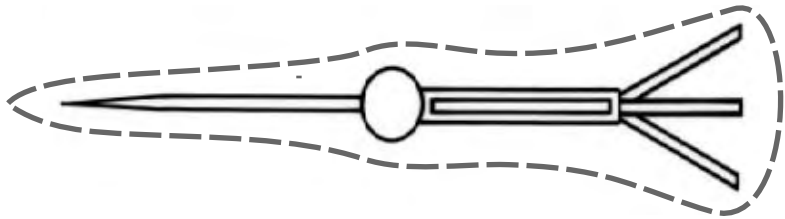


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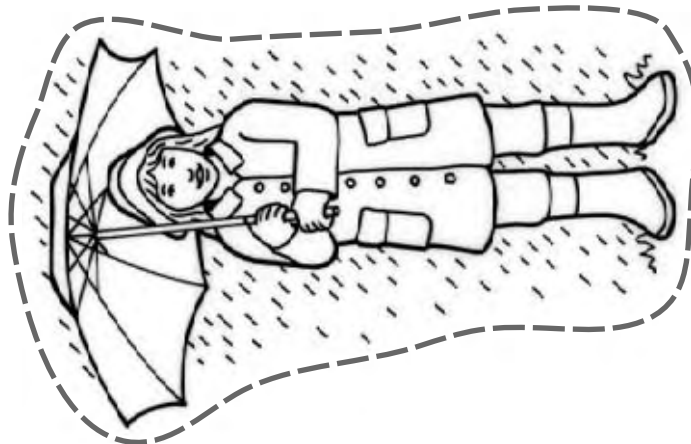
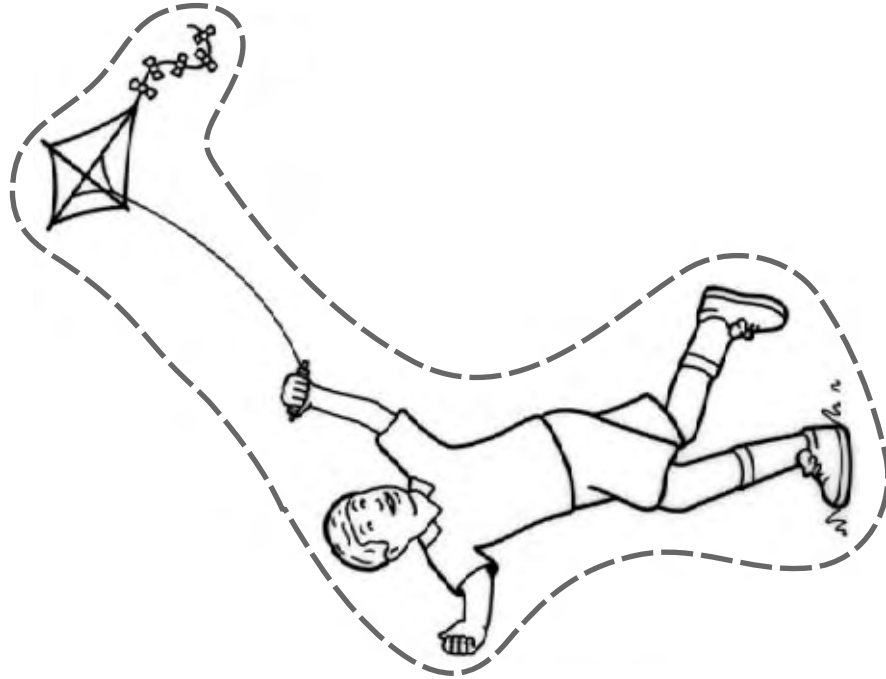
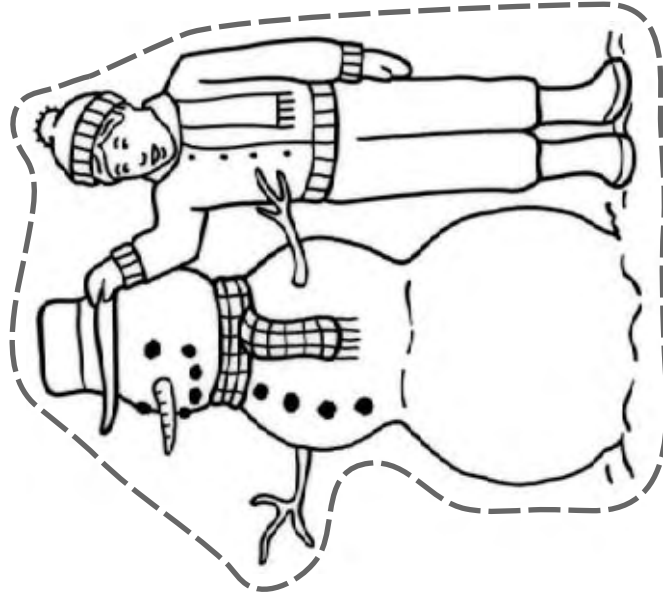


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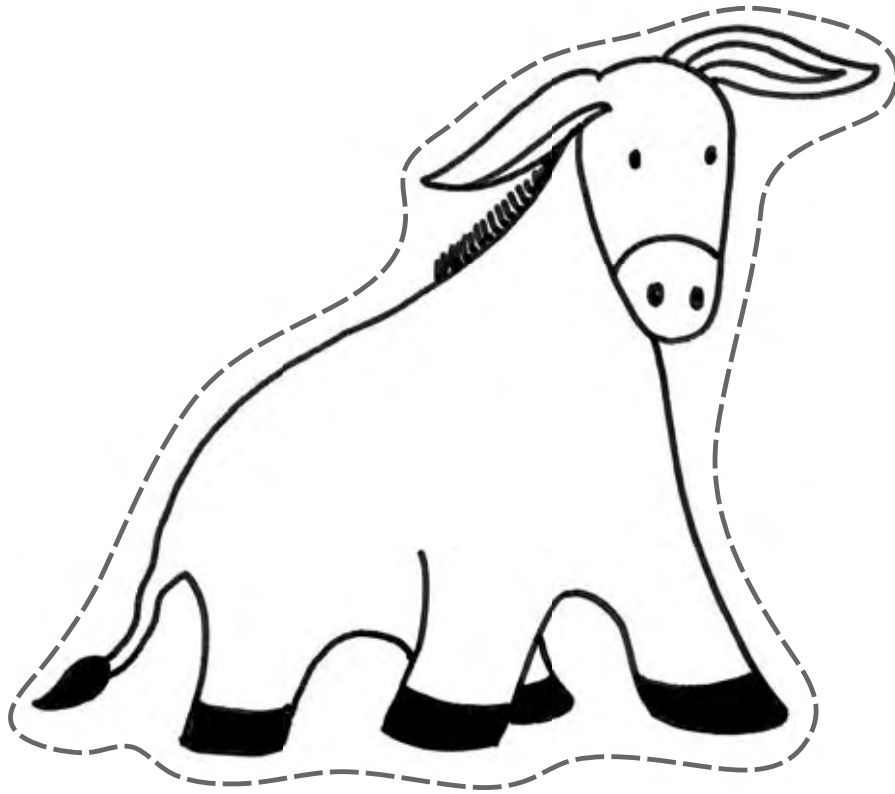


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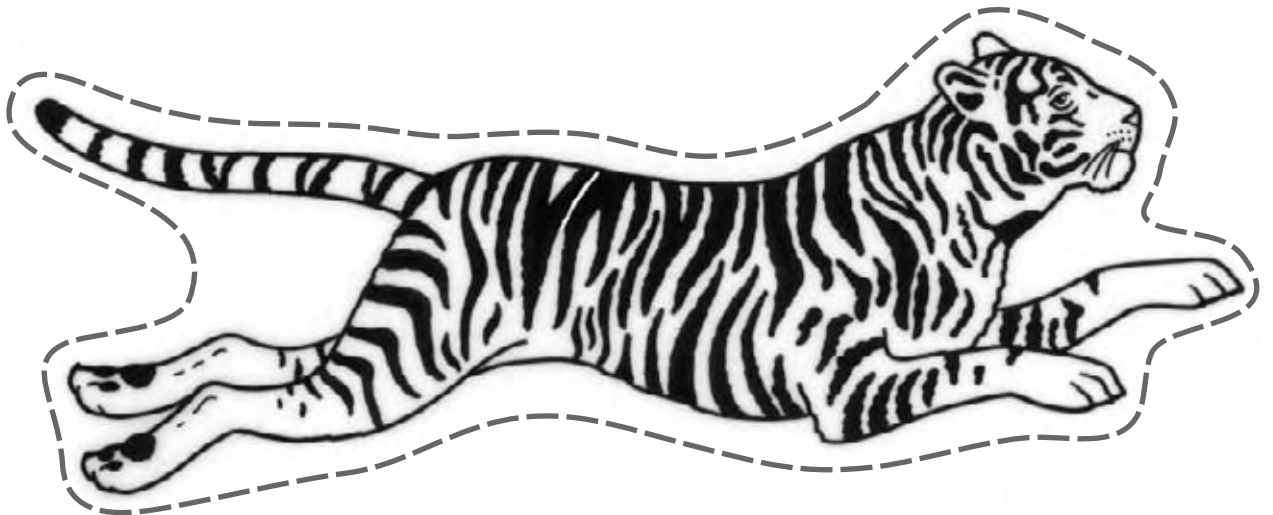
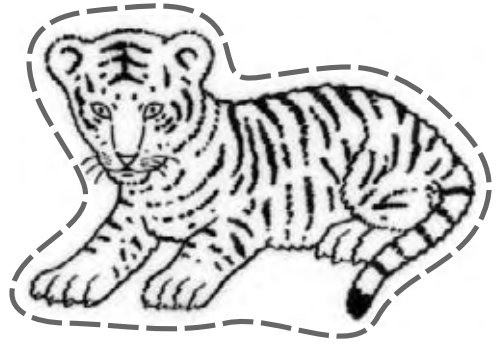
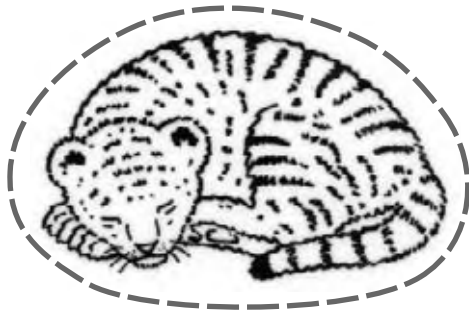
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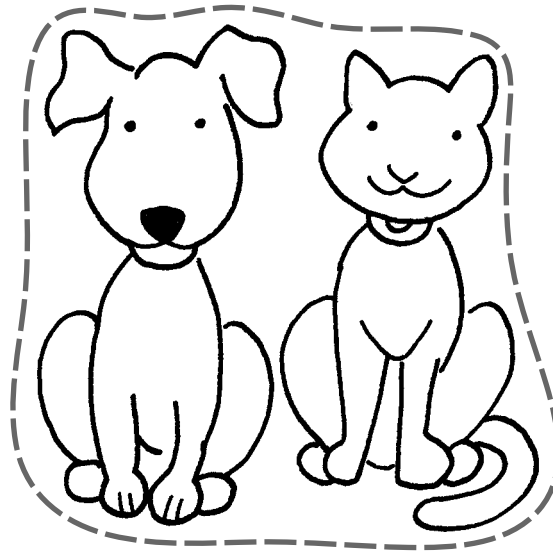
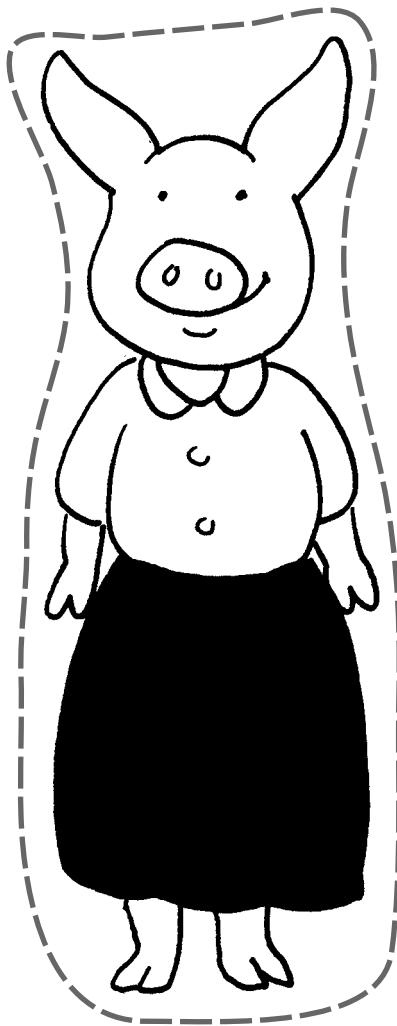
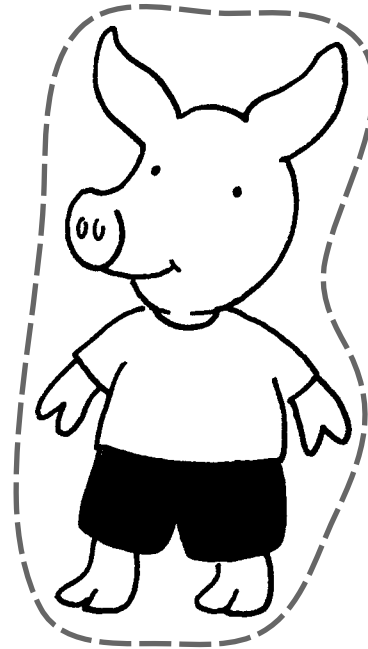
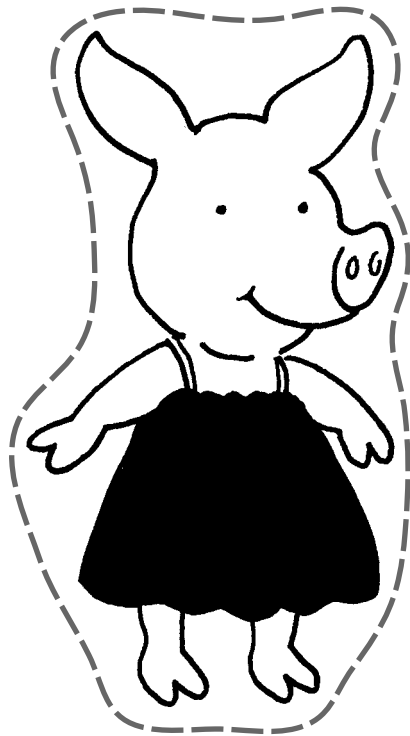


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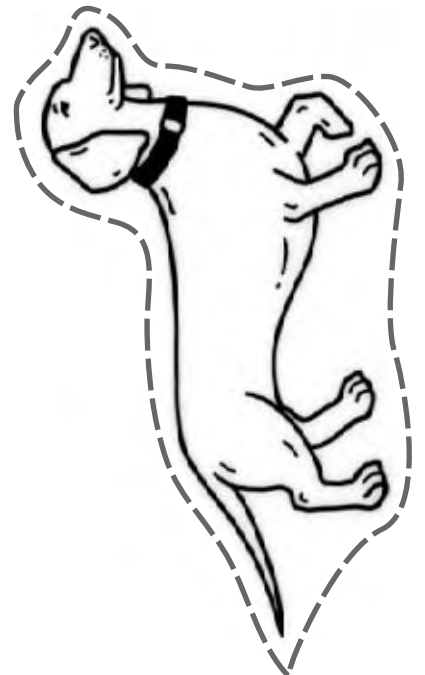
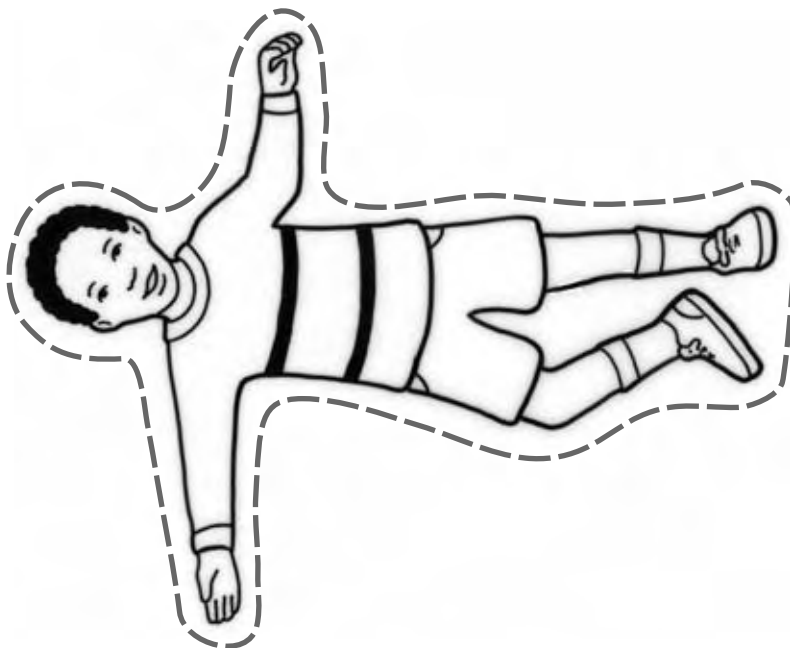
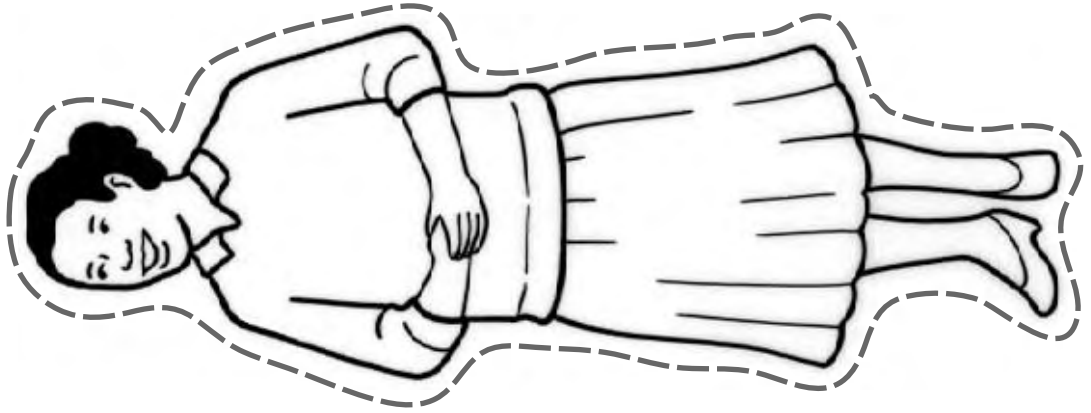
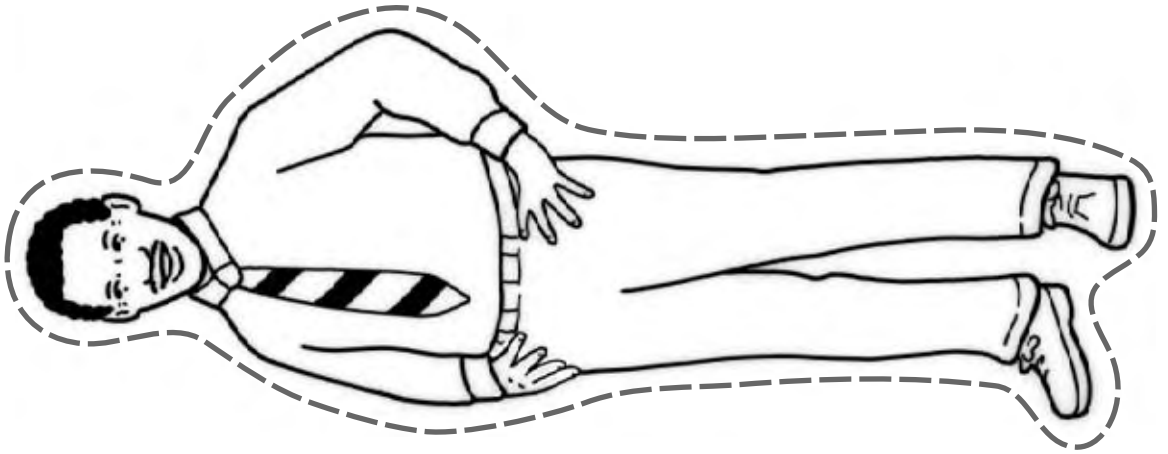


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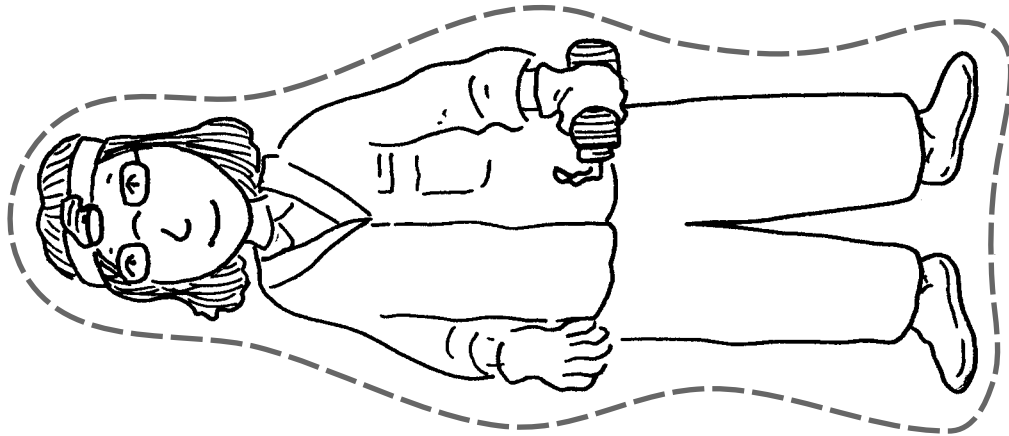
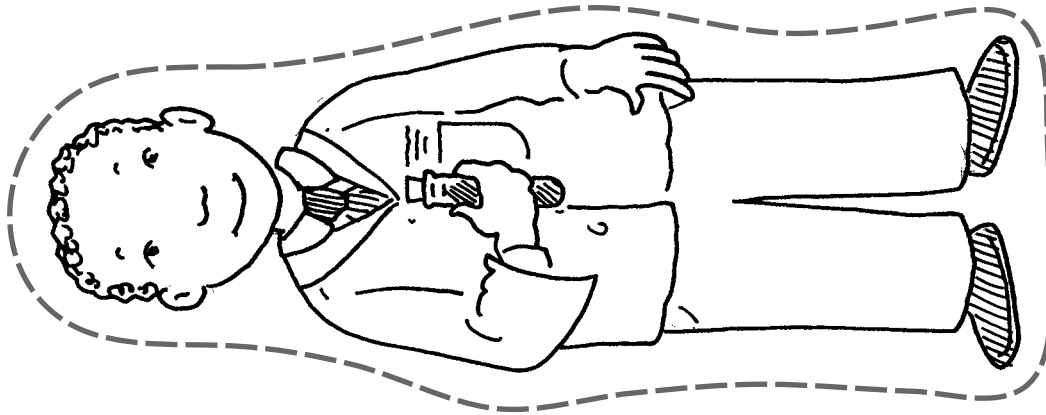
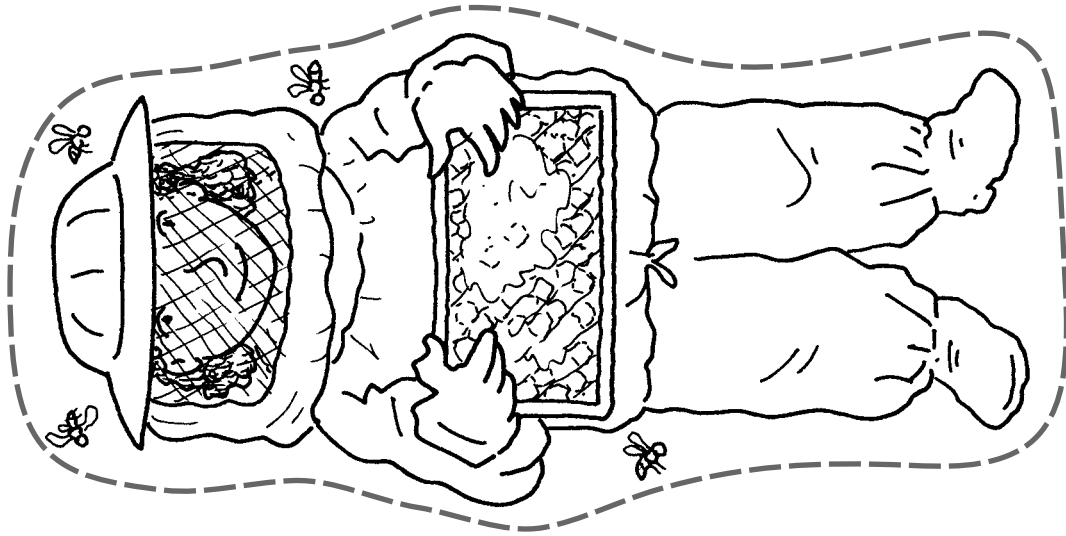


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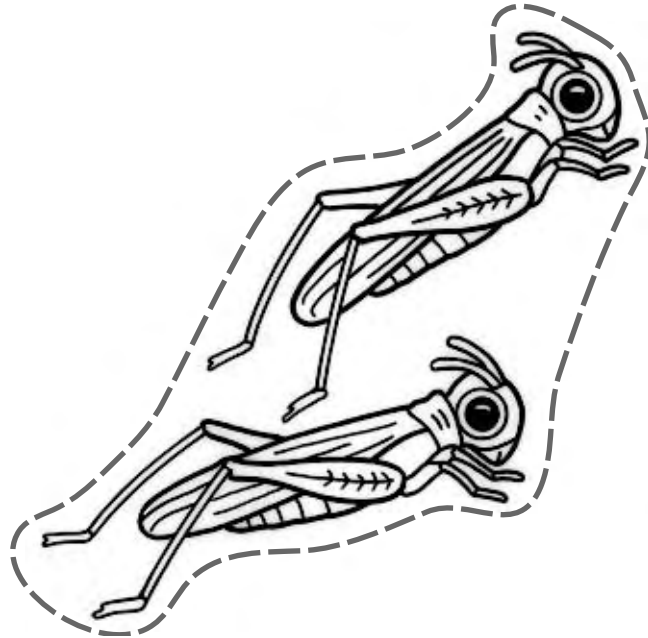


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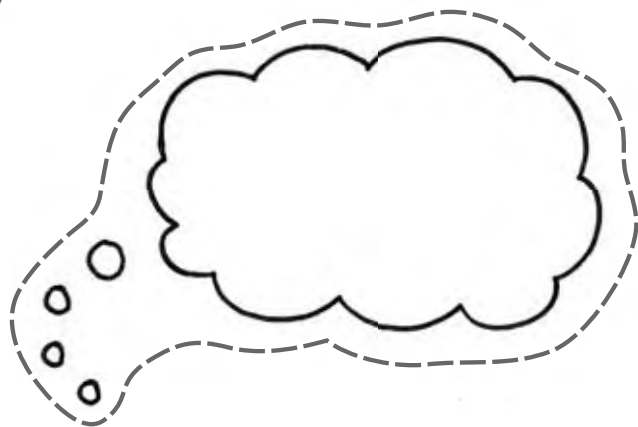
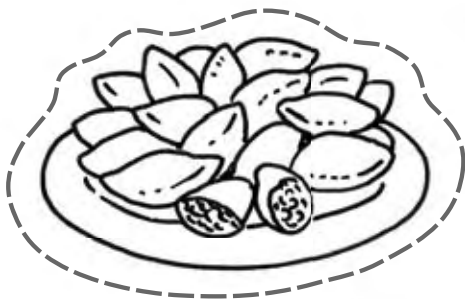
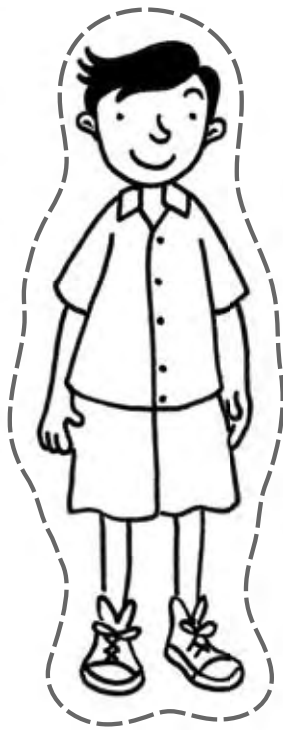


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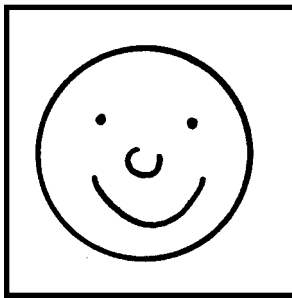
# Reader Response

Title of Book: \_\_\_\_\_

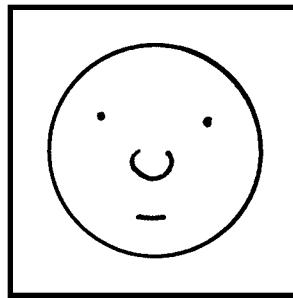
Author: \_\_\_\_\_

How did you like this book? Circle a face.

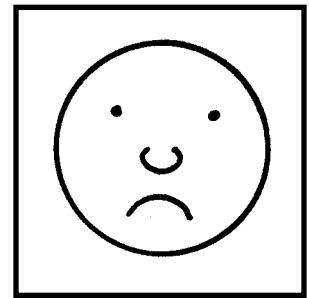
Liked



Okay



Disliked



**Response:** Draw a picture of a character from the book. Use the author's description in your drawing.

Name \_\_\_\_\_

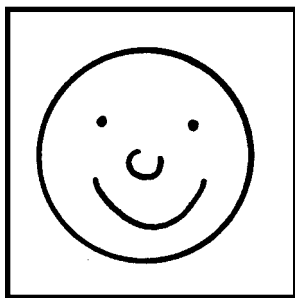
# Reader Response

Title of Book: \_\_\_\_\_

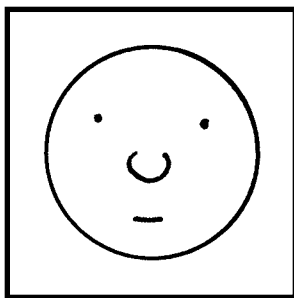
Author: \_\_\_\_\_

How did you like this book? Circle a face.

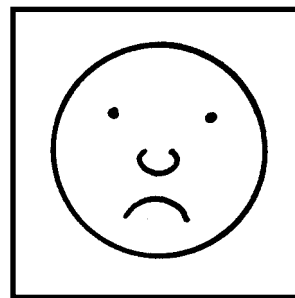
Liked



Okay



Disliked



**Response:** Draw a picture of a scene from the book. Label the parts of the picture.



Name \_\_\_\_\_

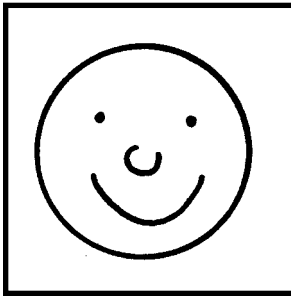
# Reader Response

Title of Book: \_\_\_\_\_

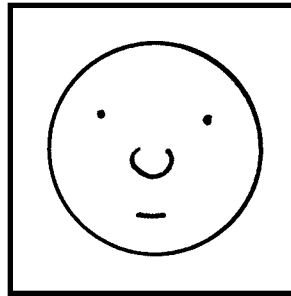
Author: \_\_\_\_\_

How did you like this book? Circle a face.

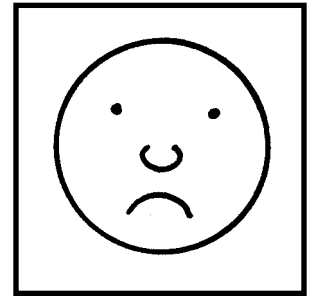
Liked



Okay



Disliked













**Response:** Choose a word that you liked in the poem. Draw a picture of how you feel that word looks.

Name \_\_\_\_\_

# My Writer's Checklist

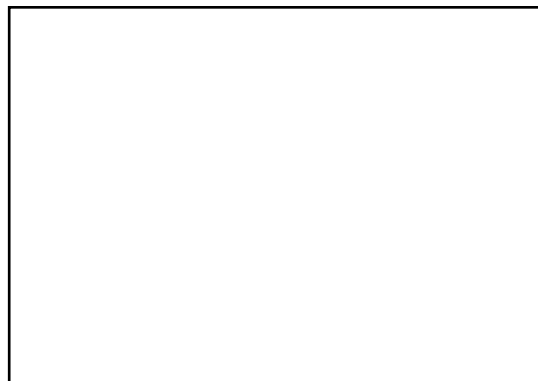
## Fiction

Read each question. Circle your answer.

Do I have a main character?	 Yes	 No
Do I tell about interesting events?	 Yes	 No
Do I use descriptive words?	 Yes	 No
Do I have a beginning, middle, and end?	 Yes	 No
Do I begin each sentence with a capital letter?	 Yes	 No

How did I do?

**Draw a face to show how you feel about your work.**













**Teacher:** The main character can be the child in first person. See also Proofreading Marks, page 234, and the Writing Rubric, page 235.

Name \_\_\_\_\_

# My Writer's Checklist


## Nonfiction

Read each question. Circle your answer.

Do I have a main idea?	 Yes	 No
Do I have supporting details?	 Yes	 No
Do I start with a sentence that tells what my topic is?	 Yes	 No
Do I explain my topic for my reader?	 Yes	 No
Do I end each sentence with a punctuation mark?	 Yes	 No

How did I do?

**Draw a face to show how you feel about your work.**



**Teacher:** See also Proofreading Marks, page 234, and the Writing Rubric, page 235.



# Proofreading Marks

≡ Make a capital letter.

we went to the park.  
≡

∧ Add.

Then <sup>we</sup>∧ ate lunch.

∩ Take out.

The ~~tal~~∩ trees were very tall.

# Writing Rubric

4 Excellent	3 Good	2 Fair	1 Unsatisfactory

## Personal Narrative Score: 1 Point

---

### *Sports* By Caitlin F.

*Runig hops troo benbags i love sprorts! runig fast isgood. Baysbal playur runz fast and soker toyou cn run fast if you wanto*

**Ideas and Content / Genre** The writer shows little to no understanding of the purpose for writing. There is no apparent development of supporting ideas or details to elaborate on the narrative.

**Organization and Focus** The writing does not exhibit a sense of organization, and may include scribbles or simple letter strings. The writer may have an understanding of left-to-right progression, without apparent organization of ideas given. There is no use of transitional devices.

**Voice** The writer shows little to no awareness of personal narrative form and audience.

**Word Choice** Word choice is very basic, with many spelling errors.

**Sentence Structure / Fluency** The writer writes with minimal or very basic understanding of sound/letter correspondence. Sentence structure is very basic or non-existent, incomplete, confusing, and difficult to read aloud.

**Conventions** There are numerous grammar, spelling, and punctuation errors.

# Anchor Papers

## Personal Narrative Score: 2 Points

---

### *The Book Fair* by Jean B.

*Its to raze mune. You can bring new books or ones you read. I brawt two of mine Mom baut a new one to. The cat in the Hat. We had the fair in gym. The teachers was show us wer to put books. Many people camed. They shoped. We make piils of books on tabels.*

**Ideas and Content / Genre** The narrative is generally focused on the topic, and shows some understanding of the purpose for writing. Some supporting details are used, but no thoughts or feelings are included.

**Organization and Focus** Some attempt is made at an organizational pattern, although details are presented in an illogical order. The piece may lack an introductory or concluding sentence.

**Voice** The writer shows some awareness of personal narrative form and audience.

**Word Choice** The writer uses predictable words, and does not use detailed phrases.

**Sentence Structure / Fluency** Sentence structure is basic, and most common words are spelled correctly. Sentence constructions are generally simple with little variation.

**Conventions** There are some grammar, spelling, and punctuation errors.

## Personal Narrative Score: 3 Points

---

### *A Different Bake Sale* by Shari E.

*On Monday we had a bake sale. It was not like other bake sales. Every thing we bakte had to be helthy. That was the diffrens. Before we made stuff, we had to get spechal resipes. First we had to tell the teacher what we were making. Kids and there family made things with no sugar. I brawt fruit sallad and grunola bars. There were also helthy cookies and honycakes. Some kids said they taste better then other cakes. We all tried new foods. It was great!*

**Ideas and Content / Genre** The narrative is focused on the topic, and contains some supporting ideas and specific details. It includes some thoughts and feelings.

**Organization and Focus** The writing has a general sense of wholeness, and relates major events in the order in which they occurred. It generally uses transitional devices.

**Voice** The writer shows awareness of personal narrative form and audience, and usually maintains a controlling idea throughout.

**Word Choice** The writer uses adequate words that may occasionally lack precision or be predictable.

**Sentence Structure / Fluency** Sentence constructions are simple, but use variation. A few sentence fragments may occur. Occasional errors in subject/verb agreement may occur, but do not impede communication.

**Conventions** A few grammar, spelling, and punctuation errors occur.



## Personal Narrative Score: 4 Points

---

### *Our Class Trip* by Rauha T.

*The class walked to the fire house on Monday. First we met the firefighters and saw where they sleep. Then we met Buddy, a big black and white fire dog. He's a Dalmatian. When we saw the big, red fire engine, some of us said, "Wow!" We had not seen one up close before. Then we helped wash the truck. The firemen let us climb onto the truck to see what it was like. Then firefighters helped us to try on some of their equipment. We put on fire coats, boots and helmets. The coats were very heavy! Last, we learned about fire safety. Our trip to the fire house was fun.*

**Ideas and Content / Genre** The narrative is focused on the topic, and contains supporting ideas, details, thoughts, and feelings.

**Organization and Focus** The narrative has a sense of wholeness, with a clear beginning, middle, and end. Transitional devices are used effectively to connect sentences.

**Voice** The writer demonstrates a strong sense of purpose, and awareness of personal narrative form and audience. The writer maintains a controlling idea throughout.

**Word Choice** The writer uses appropriate and specific words, at times beyond level. Basic words are spelled correctly, but beyond level words may be misspelled.

**Sentence Structure / Fluency** The writer uses a variety of sentence constructions, and chooses words and phrases that help move the story at a good pace.

**Conventions** The writer has a clear grasp of the conventions and the work is generally free of grammar, spelling, and punctuation errors.

## Narrative Story Score: 1 Point

---

*sapriz*  
by Austin R.

*he woke he look. sapriz! sno!!! nvr sno befr.  
gren cot hat gluvns frens play sno  
no rane no hal no trndo no wnt  
fun sno*

**Ideas and Content / Genre** The writer does not write an understandable story and lacks an understanding of the purpose for writing.

**Organization and Focus** Ideas have a minimal sense of order. The writer may have an understanding of left-to-right progression, but with little to no organizational pattern of ideas.

**Voice** The writing is grammatically incorrect and hard to read. There is very little sense of connectedness or progression.

**Word Choice** Words used are limited and the writer does not demonstrate an understanding of everyday words.

**Sentence Structure / Fluency** The writer does not write complete sentences. Sentence fragments may be mixed with lists and strings of loosely related words and ideas.

**Conventions** There are many grammar, spelling, and punctuation errors. The writing is very difficult to read.

# Anchor Papers

## Narrative Story Score: 2 Points

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### *Mrs Mouses Brav Mornig* by Tarik R.

*Mrs Mouse was a hury. It was erly one mornig. She had to get food for the babys but the cat is in the kichen he was very big. The babys were scared of him. Mrs Mouse need the crums. Mouses so small!*

*She made her self be brav. She peked out of the hole. She ran up the high cowntor. She miss her babys. Then she found a craker it was good luck! She put it in her little mouth. She tookt it back to the hole.*

**Ideas and Content / Genre** The writer writes sentences about a character, but omits important events in the story. The writer is generally focused and aware of the purpose for writing.

**Organization and Focus** The organization of the narrative is not consistent. The story may lack an introductory or concluding sentence. There is no definitive beginning, middle, or end.

**Voice** The tone is stilted or unnatural, and the writer may paraphrase a familiar story. There is a limited sense of progression.

**Word Choice** Words used are vague and predictable. Use of detailed phrases is limited.

**Sentence Structure / Fluency** There are sentence fragments and run-on sentences. The writer uses awkward constructions, with some attempt at variation.

**Conventions** There are some grammar, spelling, and punctuation errors. Common words are spelled correctly for the most part.

## Narrative Story Score: 3 Points

---

### *Row Your Boat* by Skylar Y.

*Summer was Joeys favrite time. But today it would be the most eksiting thing of all. they had row boats at the lake. When they got to the lake. Joey picked a blue row boat. The man at the dok gave Joey a life persurver.*

*Why do I need this Joey asked.*

*Here is how you row. said Dad. When they were in the boat, Joey saw a fish jump out of the water. He tried to catch it. He fell in the water! The orange life persurver made him flote. Dad helped him get back in. Joey was all wet. But he was safe.*

*Now I see why I have to wer it Joey said.*

**Ideas and Content / Genre** The writer creates a story with a main character and events. The writer is aware of the audience and the purpose for writing.

**Organization and Focus** There is an evident organizational pattern and a sense of beginning, middle, and end. The story demonstrates a sense of completeness.

**Voice** The story is written in a correct but formal tone; the writer chooses a main character and events that reflect the writer's interests and personality.

**Word Choice** Word choice is adequate to describe the characters and events, though sometimes lacking in precision.

**Sentence Structure / Fluency** The writer uses sentences that sound conversational when read aloud. The writer also uses conventional structure and word order. Most sentences are complete, although a few fragments may occur.

**Conventions** There are few errors in grammar, spelling, and punctuation. Common words are spelled correctly, and proper nouns are capitalized.

## Narrative Story Score: 4 Points

---

### *Ginny Saves the Day* by Keesha D.

*All the animals made fun of Ginny Giraffe. They said her neck was too long and it looked funny. No one else had a neck as high up as Ginnys.*

*One spring day Ginny heard Mrs. Bird cheeping. Her baby was stuck in a tall tree. He was too scared to fly down. Ginny raised her long neck up and the baby bird hopped on Ginny Giraffes head. Then Ginny put her head down to the ground. The baby bird jumped off and ran to his mother.*

*All the animals said "Harah!" Then they were so glad that Ginny had a long neck. They stopped making fun of her. Speshly the birds.*

**Ideas and Content / Genre** The writing is clearly focused on a topic throughout, with clear characters and movement of the story line. The reader is able to understand a clear beginning, middle, and end.

**Organization and Focus** The story includes a clear beginning, middle, and end in order, with good use of transitional devices. The ending is complete and the story feels whole.

**Voice** The writer writes in a conversational tone and chooses a main character and events that reflect the writer's interests and personality.

**Word Choice** The story includes varied and appropriate words, at times specific and beyond level.

**Sentence Structure / Fluency** The writer uses conventional structure and word order, and writes sentences that sound conversational when read aloud.

**Conventions** The writer grasps conventions of punctuation and capitalization but is unaware of apostrophes. Common words are spelled correctly; some above-level words may be misspelled.

**Description** Score: 1 Point

---

*The Play grund*  
by Sheila S.

*We go to the play grund at reeses  
the play grund has a big lon for gams.  
I like music I am lerning to play drums  
drums ar lod.*

*I like them to.*

**Ideas and Context / Genre** The writer has little or no sense for the purpose of writing. He or she may begin the description with a sense of purpose and then become distracted and change the subject or genre.

**Organization and Focus** There is no sense of logical patterns of organization. The writer seems to travel on tangential ideas; the use of page space and irregular indenting reflect this. The paper feels incomplete.

**Voice** The writer has little sense of audience. The writing is not easily read aloud, and sounds nothing like the writer's conversational tone.

**Word Choice** Simple words are used, and there is minimal use of transitional devices. The paper may have pictures, scribbles, or simple strings of letters.

**Sentence Structure / Fluency** The writer does not yet have a working sense of the conventions of punctuation and sentence structure, or the formatting of a paper. Sentences are very simple, and most may be fragments.

**Conventions** There is some attempt at punctuation and proper capitalization, although there are many grammar, spelling, and mechanical errors.

# Anchor Papers

**Description** Score: 2 Points

---

## *Granmas Garden* by Amy A.

*Granmas garden is filled with flowers. She loves flowers. All kinds. She likes roses the best but even daisys. We dont have a garden in our bilding. Under the tree little purpul flowers. They grow wiled in the grass. Yellow bushes go around the house. The roses grow high up Granma calls them climers. I like the yellow ones. I like to lie in the grass. Once I made a painting of it.*

**Ideas and Context / Genre** The writer has a limited sense of the purpose of writing. The description is generally focused with some extraneous information that may detract from the visualization of a place.

**Organization and Focus** Organization is not consistent. The piece may lack a beginning sentence and a concluding sentence.

**Voice** The writer has some sense of audience. The writing is understandable, but may be stilted and sound awkward when read aloud.

**Word Choice** Word choice is vague and shows a lack of maturity. Detailed phrases may not be included.

**Sentence Structure / Fluency** Sentence constructions are generally simple with some variation.

**Conventions** There are some grammar, spelling, and punctuation mistakes; however, common words are generally spelled correctly.

## Description Score: 3 Points

---

### *My New Kite* by Chris G.

*My new kite is a dragin. It is green and red and it has flames coming from it's mouth. It's tail is long and green with yellow spots. It has blu points on the tail that move in the wind.*

*On windy days I take the kite to the park. It sails high in the sky and the tail wips around. Other kids want to fly it and I let them takes turns. My flying dragin goes abuv the tall trees. His open mouth makes him look feerce. He is king of the sky.*

**Ideas and Context / Genre** The writer has a good sense of the purpose of writing. There is some loosely related information, but the central topic is clearly presented and maintained throughout.

**Organization and Focus** The writing displays a logical plan of development. The writer occasionally presents details in an illogical order, but there is a general sense of wholeness.

**Voice** The writer has a sense of audience. When read aloud, the description sounds generally conversational.

**Word Choice** Word choice is adequate, although sometimes lacking in precision. There are some detailed phrases.

**Sentence Structure / Fluency** Most sentences are complete, although a few fragments may occur. There is variation in sentence structure.

**Conventions** There are few grammar, spelling, and punctuation mistakes. Common words are spelled correctly for the most part.



# Anchor Papers

**Description** Score: 4 Points

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## *Our Class Pet* by Esperanza L.

*Our class pet Hopalong has long ears and a fuzzy, round tail. He is a lop. That is a kind of rabbit whose ears hang and touch the ground. Hopalong has shiny black fur. His nose is pink and he has whiskers. His nose wiggles a lot when he sniffs.*

*He is quiet most of the time. Sometimes we hear him moving in his cage. Then we know he wants to eat or play. He likes to eat vegetables like carrots and lettuce. He loves radishes!*

*When we let him out, he comes to us. He lets us pet him. Our class rabbit is our good friend!*

**Ideas and Content / Genre** The writer knows the purpose for writing. There is no extraneous information, and the writer provides more than adequate details to support the description.

**Organization and Focus** There is an obvious organizational pattern, and transitional devices are used effectively. The paper feels whole and complete.

**Voice** The writer has a good sense of audience. When read aloud, the description sounds conversational and precise.

**Word Choice** Some above-level words may be used, and many words are precise and specific to the topic.

**Sentence Structure / Fluency** Sentences are complete, with varied structure.

**Conventions** There is a good understanding of basic conventions of grammar, spelling, and punctuation. Common words are spelled correctly, but some above-level words may be misspelled.

## Persuasive Book Report Score: 1 Point

---

### *Swimmy* by Sita N.

*Swimmy is a book by Leo Lionni Swimmy a fish. Swimmy all allon Swimmy scared to be eated by the bigger fishs. Swimmy hep the oter fishs Swimmy and oter fishs do not get eated. Swimmy is hapy now The end.*

**Ideas and Content / Genre** The writer does not write a clear opinion, and readers are unsure what the book is about.

**Organization and Focus** The writer composes unrelated statements in a random order.

**Voice** The writing is grammatically incorrect and hard to read, and sounds nothing like normal speech when read aloud.

**Word Choice** The writer does not demonstrate knowledge of the meanings of everyday words, and does not use persuasive words.

**Sentence Structure / Fluency** The writer does not compose complete sentences.

**Conventions** The writer makes many spelling, grammatical, and mechanical errors.

## Persuasive Book Report Score: 2 Points

---

### *Johnny Apelseed* by Michael O.

*i read a book by Mary Pop Osborn. The name of the book is Johnny Apelseed This book is very good. i larn a lot from this book Before i read this book, i did not know about Johnny Apelseed. But his real name John Chapman He was call Johnny Apelseed becaws he want help to plant apel trees. the pichurs were pretty too.*

*He a very good man i liked to lern abowt this good man.*

**Ideas and Content / Genre** The writer has some sense of the purpose of the report; he expresses an opinion but provides little persuasive support for it.

**Organization and Focus** The writer includes an opinion, reasons, and an action statement out of order, and this lack of organization impedes the reader's understanding.

**Voice** The book report is written in a stilted, unnatural tone, and the writer chooses commonly heard supporting arguments.

**Word Choice** The writer occasionally misuses words or misunderstands nuances of meaning, and he does not use persuasive words.

**Sentence Structure / Fluency** The writer composes sentence fragments and run-on sentences with awkward constructions.

**Conventions** The writer makes some errors in grammar, spelling, and punctuation, even when the skills have already been taught.

## Persuasive Book Report Score: 3 Points

---

### *The Owl and the Moon* by Mari Paz P.

*I want to tell you about a very good book. You should read this book. The Owl and the Moon is the name of this book. Arnold Lobel is the writer of The Owl and the Moon and he is a very good writer. This book is about an owl that is friends with the moon. First the owl looks at the moon at the seashore. He tells the moon he will come back to visit again. Then the owl thinks the moon follows him home. So he tells the moon to go back to the seashore. That is when the moon goes behind a cloud. So at the end of the story the owl is very sad. He told the moon to go away and the moon went away. That is when the moon comes out again! The owl is happy to see his good friend the moon. If you like books about friendship you will like this one.*

**Ideas and Content / Genre** The writer expresses an opinion and supports it with two or three arguments. The reader has enough information to make a decision.

**Organization and Focus** The writer includes an opinion, reasons, and a final persuasive statement, but the details could be arranged for better effect.

**Voice** The writer uses a correct but formal tone, and chooses supporting arguments that reflect his or her opinions and personality.

**Word Choice** The writer uses grade-level-appropriate words, persuasive words, and a natural tone.

**Sentence Structure / Fluency** The writer composes sentences that use conventional structure and word order, and the piece sounds conversational when read aloud.

**Conventions** The writer applies grammar, spelling, and mechanics skills that have already been taught.

## Persuasive Book Report Score: 4 Points

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*Alexander and the Terrible, Horrible,  
No Good, Very Bad Day*  
by Caleb R.

*I loved Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst. This book is really great! It is about a boy who has a bad day. First Alexander wakes up with gum in his hair. Then Alexander trips on a skate. Later he does not get dessert in his lunch. The day gets worse and worse. Alexander gets into more and more trouble. That is because Alexander gets more and more angry. Everything that happens gets Alexander upset. But it's funny to the reader. I think this book is very funny. When you have a bad day, you should read this book. It will make you laugh and feel better.*

**Ideas and Content / Genre** The writer clearly expresses an opinion supported by three or four convincing arguments. The book report makes readers want to read the book.

**Organization and Focus** The writer includes opinions, reasons, and a persuasive ending sentence, in that order.

**Voice** The writer uses a conversational tone and chooses supporting arguments that reflect his or her opinions and personality.

**Word Choice** The writer uses vivid and appropriate words, everyday language, and persuasive words in a natural tone.

**Sentence Structure / Fluency** The writer composes sentences that use conventional structure and word order, and that sound conversational and fluid when read aloud.

**Conventions** The report is mostly free of grammar, spelling, and mechanical errors.

## How-To Article Score: 1 Point

---

### *Mak a penut butr jele Sanwich* *By Rebecca R.*

*a Sanwich you can mak for lunch  
put penut butr one slice  
get 2 slices of bred  
you can haf frens ovr*

**Ideas and Content / Genre** The writer creates a how-to article without an introductory sentence, and with very few steps and details.

**Organization and Focus** The writer includes the steps in a random order.

**Voice** The writer appears to be detached from the audience and makes no attempt to create a personal voice in the description.

**Word Choice** The writer does not demonstrate knowledge of the meanings of everyday words.

**Sentence Structure / Fluency** The writer's sentences are fragmented, run-on, or otherwise difficult to read.

**Conventions** The writer makes many errors in spelling, grammar, and mechanics.

# Anchor Papers

## How-to Article Score: 2 Points

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### *How to Ride a Bike* by Nikhil T.

*First you put on a helmit to keep you're hed safe. Sit on the seet. Put you're feet on the grund. Put one foot on the pedel and holed the handlebars.*

*If you dont balans you wil fal.*

*That's why i wer a helmit. My helmit my sister gived to me.*

*Push the pedels to go. Try to balans.*

**Ideas and Content / Genre** The writer creates a how-to article that lacks an introductory sentence, but includes the necessary steps.

**Organization and Focus** The paper is generally focused, but the writer does not relate the steps in a clear, logical order, and does not use numbers or sequence words.

**Voice** The writer uses a stilted unnatural tone, and he or she either lacks a personal voice, or uses a voice that is not sensitive to the needs of the audience.

**Word Choice** The writer occasionally misuses words or misunderstands nuances of meaning.

**Sentence Structure / Fluency** The writer demonstrates the ability to write simple sentences, but struggles with more complex structures.

**Conventions** The writer makes some errors in grammar, spelling, and mechanics, even when the skills have already been taught.

## How-to Article Score: 3 Points

---

### *How To Make a Smoothie* by Lou Ellen P.

*Her's how you can make a delishush fruit smoothie. Make sure you have some fruit. You can use straberries, bananas, peeches, pares, apples, and any fruit you like. Get fruit if you don't have it.*

*Have a grown up help you. Have them cut the fruit into big peeses. Have them get the blendr out for you. You can put the blendr on the conter or somewer.*

*Put the peeses in the blendr. Have your dad put the lid on. Then you can press the button if they are helping you.*

*You can put in milk or soymilk too. Or water or what you want.*

*Then its reddy to drink. Just put it in a glas. Yum!*

**Ideas and Content / Genre** The writer creates a how-to article that includes an introductory sentence and all of the necessary steps, but may leave out some steps that would clarify the process.

**Organization and Focus** The writer relates all the necessary steps in the correct order, but does not use number or sequence words to clarify the process.

**Voice** The writer uses a correct but formal tone, and presents a personal voice that speaks to the audience.

**Word Choice** The writer uses grade-level-appropriate words and a natural tone.

**Sentence Structure / Fluency** The writer composes complete sentences that vary in structure.

**Conventions** The writer applies spelling, grammar, and mechanics skills that have already been taught.



## How-to Article Score: 4 Points

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### *Make a Greeting Card* by Joshua L.

*Greeting cards are fun to give to your friends and to your parents and family. Would you like to make a greeting card? It's easy and people will appreciate that kind of thing.*

*First, fold a sheet of paper in half. Then you can draw a picture on the front. You can use crayons or markers or even paints if you want. The picture can be of something funny or nice like a tree or a person.*

*Then open up the card. Write a friendly message on the inside. Write something that the person will like. You can even write a good joke or tell them you love them.*

*When it is done you can give it to them. They will be so happy!*

**Ideas and Content / Genre** The writer creates a how-to article that includes an introductory sentence explaining what the article is about, all the necessary steps, and enough detail to help the reader picture the steps or perform the activity.

**Organization and Focus** The writer relates all the necessary steps in the correct order and uses number or sequence words to make the order clear.

**Voice** The writer uses a conversational tone, and presents a personal and individual voice that speaks to the audience in an engaging manner.

**Word Choice** The writer uses vivid and appropriate words and everyday language in a natural tone.

**Sentence Structure / Fluency** The writer composes complete, easy-to-follow sentences that flow smoothly and vary in structure.

**Conventions** The writer composes an article that is nearly free of grammatical and mechanical errors. On-level words are generally spelled correctly.

**Report** Score: 1 Point

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*The Big Lake*  
by Carter D.

*I saw lake michigan ons. We go past one day I not see the oter side.*

*I went swimin in a lake.*

*I want to ride a bote akros lake michigan It is calt the big lake*

**Ideas and Content / Genre** The writer does not give factual information about a topic; rather he or she includes extraneous personal information.

**Organization and Focus** The writer lacks focus, and there is no clear beginning, middle, and end. Instead the writer composes unconnected statements.

**Voice** The writer doesn't maintain a tone appropriate for a report. In other cases, writers may copy facts and sentences directly from the research source.

**Word Choice** The word choice is basic and the writer may use words incorrectly.

**Sentence Structure / Fluency** The sentences are incomplete, run-on, or otherwise confusing.

**Conventions** The writer makes many errors in grammar, spelling, and mechanics.

# Anchor Papers

**Report** Score: 2 Points

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## *Hawaii* by Katipai S.

*I want to go to Hawaii. It is a plase I want to visit. It have lots of diffrent fish and corel and beaches. But some of the beaches are made of lava. My mom went there once. So not all the beaches are sand. Lava is a kind of rock. It is because of volcanos. Hawaii is made of volcanos. That is why I want to go. There is a volcano you can go look at and you can go see the liqid lava go down to the oshin. And Hawaii is warm and there is turtels.*

**Ideas and Content / Genre** The writer gives information about a topic, but may stray from the purpose. The report may not reflect research; in this case, more specific details would make the paper more of a report and less of a description.

**Organization and Focus** Most of the details relate to the topic, although the connections between the details may not be clear.

**Voice** The writer's tone is stilted and encyclopedic.

**Word Choice** The writer uses a repetitive vocabulary and may choose words that are ill-suited for the purpose and audience.

**Sentence Structure / Fluency** The writer composes simple sentences and may include some fragments, run-ons, or awkward constructions.

**Conventions** The writer misspells words related to the topic and generally makes some errors in grammar, spelling, and mechanics, even when the skills have already been taught.

## Report Score: 3 Points

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### *Italia* by Christina M.

*Italy would be a great place to go to. My family is from Italy, but I have not been there. In Italian it is called Italia. It is located in South Europe and the whole country is shaped like a boot. A lot of it is on the water. It is on the Mediterranean Sea. It has a couple islands too, like Sicily. That is where my grandparents came from, so that is where I want to go and see.*

*There are a lot of very old buildings in Italy, like the Colosseum in Rome. It is very large and round and used to be for shows like the auditorium here at school. Now it is falling apart a little. There is also the Vatican and a lot of art. Some old stuff there has been destroyed but some stuff is still nice to see. My parents went and they said the food was really good, too! That's another reason to go! Especially the gelati. That's the ice cream. I can't wait til I can go to Italia.*

**Ideas and Content / Genre** The writer gives facts and information about a topic.

**Organization and Focus** All of the details relate to the topic, but some details could be rearranged for better reader understanding.

**Voice** The writer's tone is natural and conversational, and details have been chosen that reflect the writer's interests and personality.

**Word Choice** The writer chooses words that suit the purpose and the audience.

**Sentence Structure / Fluency** The writer's sentences use conventional structure and word order, and they sound conversational when read aloud.

**Conventions** The writer applies grammar, spelling, and mechanics skills that have already been taught.

# Anchor Papers

**Report** Score: 4 Points

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## *A Trip to Alaska* by Carla C.

*It would be exciting to go to Alaska. Alaska is way up north. It is very cold in the winter and there is a lot of snow. The sun hardly shines. In the winter there are lots of Northern Lights. That is when the sky glows many colors, like red and green. It is because of energy particles that the sun puts in the atmosphere.*

*In summer, the sun shines almost all day and all night. You can see glaciers, which are mountains of snow and ice. You can see whales in Alaska, too. They swim through the ocean and sometimes they leap from the water. There are wild animals like moose and bears and foxes, and there are lots of trees and pretty places. Alaska is a good place to visit.*

**Ideas and Content / Genre** The writer gives interesting, accurate, and detailed information about a topic learned through research.

**Organization and Focus** The details all relate to the topic and are well placed.

**Voice** The writer includes factual information in an interesting, lively manner, and chooses details that reflect the writer's interests and personality.

**Word Choice** The writer uses a variety of precise, exact words accurately.

**Sentence Structure / Fluency** The writer composes sentences that have a natural conversational rhythm, and flow easily from one to the next.

**Conventions** The writer composes a report that is nearly free of grammar, spelling, and mechanical errors.

# Writing to a Picture Prompt

Children are sometimes asked to write about a picture instead of just responding to a writing prompt. The child will either tell about what they see in the picture, or write about something related to the picture. The form of the writing is usually a story or an essay.

Use the picture prompts as additional writing practice or to help children prepare for writing tasks on standardized tests.



Instruct children to do the following:

## Before Writing

1. Look closely at the picture. Think about what is happening in the picture.
2. Ask yourself questions about the picture:
  - Where and when are the events shown in the picture taking place?
  - Who or what is in the picture? What are they doing?
  - Can you tell what is happening? What event may have happened prior to this one? What do you think might happen next?
3. You can use a graphic organizer to organize your ideas before you begin to write. You can also make an outline, create an idea web, or do other prewriting work.

## During Writing

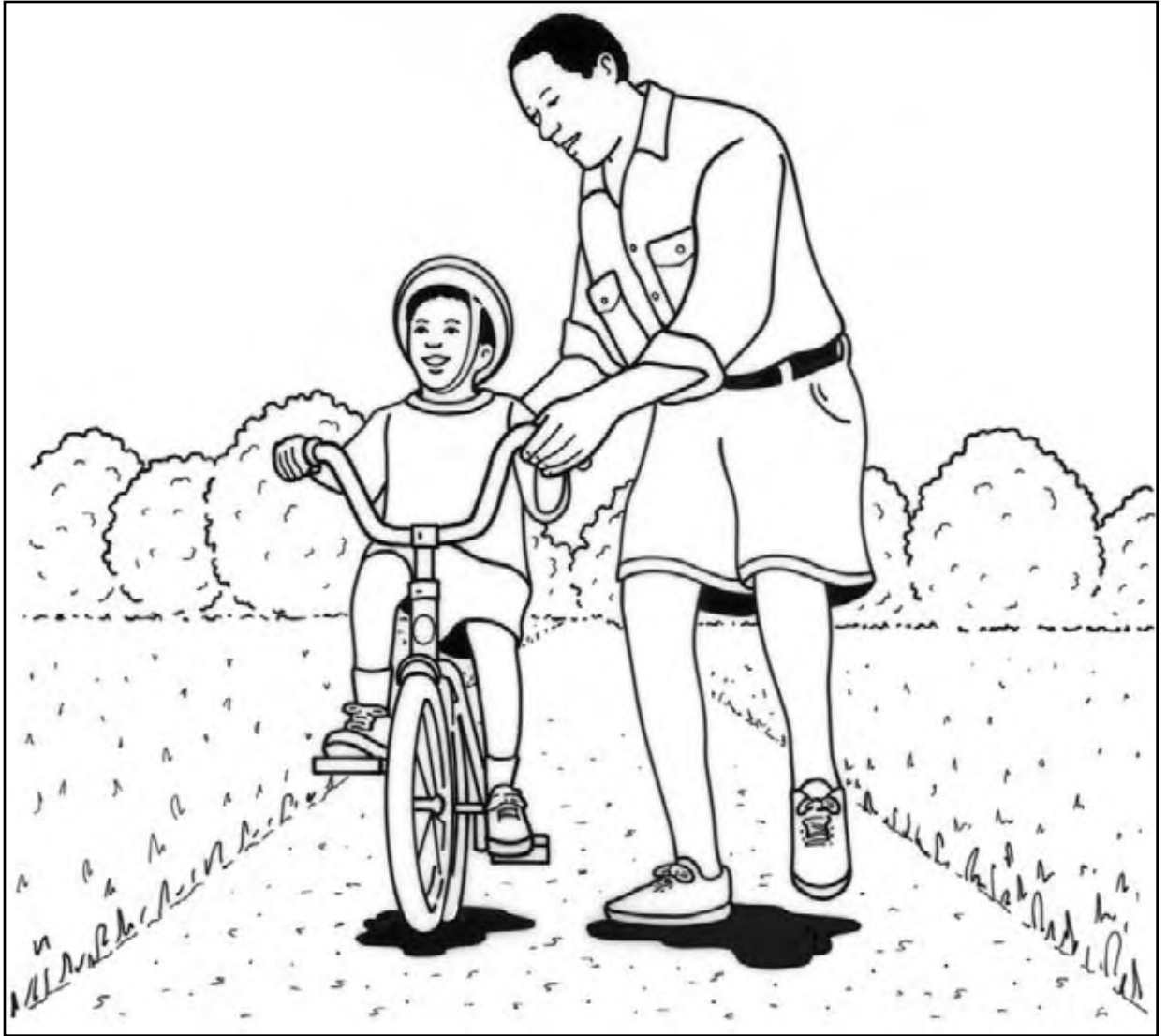
Use a graphic organizer, or other prewriting work, to write about what is happening in the picture.

## After Writing

1. Use the Writer's Checklists, pages 232–233, to help you check your writing.
2. Proofread your writing using Proofreading Marks, page 234.

Name \_\_\_\_\_

**Write to a picture prompt.** Look at the picture. Describe something you can do.



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Name \_\_\_\_\_

**Write to a picture prompt.** Look at the picture. Write about it. Use details to describe what you see.



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Name \_\_\_\_\_

**Write to a picture prompt.** Look at the photograph. Pretend you are having a costume party. Write an invitation. Tell when and where your costume party will be.



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Name \_\_\_\_\_

**Write to a picture prompt.** Look at the photograph below. Think of what you've heard about César Chávez. Why do you think he is special? Write a report telling about César Chávez.



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Name \_\_\_\_\_

**Write to a picture prompt.** Look at the photograph. Think about a snowstorm you've seen or heard about. What did the storm look like? What did it sound like? Write a report on what this storm was like.



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Name \_\_\_\_\_

**Write to a picture prompt.** Look at the photograph below. Think about what this job would be like. Is it interesting to you? Write a report telling about this job.



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## Unit 1 • All About Us

### Research Process

- Did you use at least two informational sources?
- Did you use the research tools to help you organize the project?

### Presenting

#### Speaking

- Did you rehearse your presentation?
- Did you speak in a clear voice that everyone could hear?
- Did you speak too fast or too slowly?

#### Representing

- Did you show pictures or photos to go with your project?
- Did you pass around your visuals for everyone to see?
- Did your visuals help your audience understand what you were reporting?

## Unit 2 • Our Families, Our Neighbors

### Research Process

- Did you use at least two informational sources?
- Did you use the research tools to help you organize the project?

### Presenting

#### Speaking

- Did you rehearse your presentation?
- Did you speak in a clear voice that everyone could hear?
- Did you speak too fast or too slowly?

#### Representing

- Did you show pictures or photos to go with your project?
- Did you pass around your visuals for everyone to see?
- Did your visuals help your audience understand what you were reporting?



## Unit 3 • Have Fun!



### Research Process

- Did you use at least two informational sources?
- Did you use the research tools to help you organize the project?

### Presenting

#### Speaking

- Did you rehearse your presentation?
- Did you speak in a clear voice that everyone could hear?
- Did you speak too fast or too slowly?

#### Representing

- Did you show pictures or photos to go with your project?
- Did you pass around your visuals for everyone to see?
- Did your visuals help your audience understand what you were reporting?

## Unit 4 • Let's Team Up

### Research Process

- Did you use at least two informational sources?
- Did you use the research tools to help you organize the project?

### Presenting

#### Speaking

- Did you rehearse your presentation?
- Did you speak in a clear voice that everyone could hear?
- Did you speak too fast or too slowly?

#### Representing

- Did you show pictures or photos to go with your project?
- Did you pass around your visuals for everyone to see?
- Did your visuals help your audience understand what you were reporting?

## Unit 5 • Nature Watch

### Research Process

- Did you use at least two informational sources?
- Did you use the research tools to help you organize the project?

### Presenting

#### Speaking

- Did you rehearse your presentation?
- Did you speak in a clear voice that everyone could hear?
- Did you speak too fast or too slowly?

#### Representing

- Did you show pictures or photos to go with your project?
- Did you pass around your visuals for everyone to see?
- Did your visuals help your audience understand what you were reporting?

## Unit 6 • Adventures

### Research Process

- Did you use at least two informational sources?
- Did you use the research tools to help you organize the project?

### Presenting

#### Speaking

- Did you rehearse your presentation?
- Did you speak in a clear voice that everyone could hear?
- Did you speak too fast or too slowly?

#### Representing

- Did you show pictures or photos to go with your project?
- Did you pass around your visuals for everyone to see?
- Did your visuals help your audience understand what you were reporting?

# Good Listening and Speaking Habits

In our classroom we:

- Follow class procedures and rules
- Respect other people's feelings and ideas
- Speak clearly so that others can understand
- Listen to one another thoughtfully
- Take turns speaking
- Do not criticize people because of their ideas
- Ask questions to better understand stories and ideas
- Answer questions thoughtfully
- Do our best and encourage others to do their best

Some of our goals:

- Give and follow spoken directions
- Stay on topic while speaking
- Use descriptive words



# Oral Vocabulary Pre- and Posttests

## Oral Vocabulary Pre- and Posttests for Intensive Vocabulary Support

### Directions

The Oral Vocabulary Pre- and Posttests that follow are composed of vocabulary questions for all of the oral vocabulary words in each set of Oral Vocabulary Cards. There is a test for each unit and week, which corresponds to one story.

In the Pre- and Posttest, some vocabulary words are **boldfaced** and some are underscored. **Boldfaced** words are Wonderful Words, which are highlighted in the Oral Vocabulary Card text and have detailed instructional routines in the sidebars. Underscored words are the additional vocabulary words that are underscored in the Oral Vocabulary Card text. Use the Define/Example/Ask routine to teach these words during your rereading of the Oral Vocabulary Cards.

The Pre- and Posttests can be administered individually or in small groups.

### Administering the Pretest

Administer the pretest on Day 1, before you read the Oral Vocabulary Card story for the week.

- Ask each question, and have children answer.
- If children's answers indicate an understanding of the word, guide them in a short discussion.
- If children cannot answer a question, move on quickly. At this point, it is likely that children will be unfamiliar with many of the words.
- Explain to children that they will hear these words again throughout the week in a story that you will read to them.

### Administering the Posttest

Administer the posttest on Day 5, after you have spent a minimum of 15 minutes per day using the Oral Vocabulary Cards for distributed practice of the vocabulary words.

- Ask each question, and have pairs of children discuss the answer with each other as you listen in. Then call on selected children to share their answers.
- Take note of words that continue to present a struggle for children. Provide opportunities for periodic review of these words in the coming weeks. For example, use these words in transition activities and classroom discussions.
- At the end of each unit, review 4 to 5 words per Oral Vocabulary Story by asking the question for those words again. Keep track of children's progress to see how well they maintain the vocabulary over an extended period of time.

# Oral Vocabulary Pre- and Posttests

## Unit 1, Week 1

### The Princess and the Pea

---

1. What makes you feel **cheerful**?
2. What are some ways to comfort a crying baby?
3. Where might you go to see **genuine** dinosaur bones?
4. What do you do immediately after you wake up in the morning?
5. What are some of your **interests**?
6. What do you like to pile on to a sandwich?
7. Do you **prefer** warm weather or cool weather? Why?
8. Describe a **unique** person that you know. What makes them unique?
9. What can you do to be welcoming to a new child in the class?
10. Did you ever wonder why the sky is blue? What do you wonder about?

## Unit 1, Week 2

### The Great Rope Tug

---

1. What do you do when you are trying to keep your balance?
2. Tell about a time when you could barely get out of bed. How did you feel?
3. How do you feel when you run out of **energy**?
4. What would make you feel **exhausted**, playing a long game of soccer or watching a movie?
5. What can you say to your friends to **express** how much you like them?
6. Why is it important to move gently around animals that you don't know?
7. Why might someone groan when they stub their toe?
8. How are a rabbit's **movements** different from an elephant's movements?
9. What would rumble, a bird flapping its wings or thunder?
10. When do you like to **stretch**?

# Oral Vocabulary Pre- and Posttests

## Unit 1, Week 3

### Lion Cubs Grow Up

---

1. What job would you like to do when you are an **adult**?
2. How have you **changed** since you were a baby?
3. Do you feel more comfortable at home or at school? Why?
4. What kinds of animals live in a den?
5. If you're playing outside, what kind of weather might force you to go inside?
6. How would you **imitate** a lion's growl?
7. What are some things you have **learned** this year?
8. What makes you feel nervous?
9. What kinds of things does a puppy pounce on?
10. What is something that you **practice** in order to do it better?

## Unit 1, Week 4

### Pig Goes to the Party

---

1. Which do you think is more **adorable**, a baby kitten or a big spider? Why?
2. What do you do first when you arrive at school each morning?
3. Name a person or thing that is **dear** to you and explain why.
4. When is it helpful to put a leash on a dog?
5. What are some of your school **needs**?
6. What does a **sensible** person do before crossing the street?
7. What would you do if ketchup splattered on your shoes?
8. What gets sprayed on flowers in a garden?
9. What does it sound like when a pig squeals?
10. What might you **train** a dog to do?

# Oral Vocabulary Pre- and Posttests

## Unit 1, Week 5

Roberto Clemente

---

1. What kind of invitation would you be happy to accept?
2. Who do you **admire** and why?
3. Where do people go to board an airplane?
4. What things have you done that you found **challenging**?
5. What are some different ways that **charity** can help others?
6. What activities do you **focus** on after school?
7. Who is your hero? Why?
8. What do you do to show that you honor your parents?
9. How have you **offered** to help others?
10. Do you have the right to sleep all day? To scream in the library? To go to school?

# Oral Vocabulary Pre- and Posttests

## Unit 2, Week 1

### Wild Animal Families

---

1. How would a cat groom a kitten?
2. How do hens guard their eggs?
3. Who **guides** you in school?
4. When an egg hatches what comes out of the shell?
5. What do puppies do when they huddle together?
6. What do you use to **protect** yourself in a car?
7. What does a library **provide** you with?
8. What should you do if you become **separated** from your parents in a public place?
9. What would a mother lion probably do if her cub started to wander off?
10. Which is a **wild** animal, a gorilla living in the forest or someone's pet cat?

## Unit 2, Week 2

### Estela and the Fox

---

1. What things at home and in school do you **appreciate**?
2. How do you and your family **cooperate** to get jobs done?
3. What does it feel like when too many people crowd onto a bus?
4. What could you use to gather leaves in a yard?
5. How can you be kind to a pet?
6. What kinds of activities do you enjoy doing with a **partner**?
7. What **responsibilities** do you have in your family?
8. What is a **scrumptious** food you have tasted?
9. What would make you upset, losing your favorite toy or playing with your friends?
10. What would be wise to wear on a cold day?

# Oral Vocabulary Pre- and Posttests

## Unit 2, Week 3

### Around Town, Then and Now

---

1. What is something you have seen that **amazed** you?
2. When do you use arithmetic?
3. Where is a common place to see trees?
4. How does mail get delivered?
5. What do you do **frequently** in the summer?
6. What kind of journey have you taken?
7. Why is it important to have telephone **service**?
8. What kinds of supplies do we use in school?
9. Why is a map a **useful** tool?
10. Why is it fun to read a **variety** of books?

## Unit 2, Week 4

### The Squeaky Floor

---

1. How can you make certain that your bath water isn't too hot?
2. How can you make a stack of blocks **collapse**?
3. Who visits you and keeps you **company**?
4. What tools do people use to **construct** a building?
5. What would you like to do with your **entire** class?
6. What does a turtle do when it is frightened?
7. What **materials** would you need to make a puppet?
8. Who do you get along with peacefully?
9. How does a polished floor look different from one that isn't polished?
10. What sounds can be heard throughout the school building?

# Oral Vocabulary Pre- and Posttests

## Unit 2, Week 5

### The Singing Turtle

---

1. Would you rather be on stage or in the **audience**? Why?
2. What **brilliant** ideas do you have today?
3. What happens to the sky when the sun disappears behind a cloud?
4. What is something you **enjoy** doing with friends?
5. What can you do to **entertain** your family or friends?
6. What things can you do in one moment?
7. Do you ever **perform** for your family? What do you do?
8. What can students do to please their teachers?
9. Which is more remarkable to see, a rainbow or a box of crayons?
10. What would make a squirrel wealthy?

# Oral Vocabulary Pre- and Posttests

## Unit 3, Week 1

### The Monkeys and the Hats

---

1. What can you do to **amuse** your friends?
2. What makes you feel **delighted**?
3. What animals are **humorous** to watch?  
What do they do?
4. What puts you in a good **mood**? What puts you in a bad **mood**?
5. When do you remove your socks and shoes?
6. What would you wear if you wanted to look **ridiculous**?
7. Which kind of animal screeches, an elephant or a monkey?
8. What might make a squirrel scurry away?
9. What is something you can stack?
10. What could make a tower of blocks topple over?

## Unit 3, Week 2

### Now Things are Worse!

---

1. Who advises you about crossing the street safely?
2. Who are some people you feel a **connection** to?
3. Would you rather live in a cottage in the woods or in an apartment in the city?  
Why?
4. What kind of weather can make you feel miserable?
5. Where you can read in peace?
6. What are a few of your favorite **possessions**?
7. How do people get **relief** when they feel sick?
8. How do you give **support** to your family or friends?
9. What noises are hard to tolerate?
10. What is a **typical** breakfast for you?



# Oral Vocabulary Pre- and Posttests

## Unit 3, Week 3

### Making Art and Music

---

1. Which would be **astounding**, a dancing cat or a dancing girl?
2. Which do you like better, simple games or **complicated** games? Why?
3. What is something you do now that you would like to **continue**?
4. What is your favorite way to be creative?
5. Explain how to draw the figure of a person.
6. What animal sounds can you imitate?
7. What could you use to make a model of a house?
8. What is something **original** that you have done this week?
9. What do you have in your room that reveals something about you?
10. Does a person need to be skillful to play the piano? To eat a sandwich? To cook a fancy meal?
11. Name a **talented** person you know of. What skill does the person have?

## Unit 3, Week 4

### A Bottle Village

---

1. What kinds of things can you **create** out of cloth?
2. Where in our classroom do we display students' work?
3. What kinds of things do people bring to a town dump?
4. Why do you need to press firmly when you draw with crayons?
5. What is your favorite **hobby**?
6. Tell about someone who has **inspired** you to do something special.
7. Why is it important to wait patiently for your turn in a game?
8. What have you done that shows you're **resourceful**?
9. What is one way to spread information quickly?
10. What kinds of **structures** can be found in our town?

# Oral Vocabulary Pre- and Posttests

## Unit 3, Week 5

### School Around the World

---

1. What helps you concentrate when you're learning something new?
2. What is the name of our country?
3. What is your favorite food from your **culture**?
4. What **customs** does your family have?
5. Can you say *hello* in more than one **language**?
6. What street do you live on? Who do you know that lives on a neighboring street?
7. What is something that you are quite good at?
8. How are juice, tea, and milk **similar**?
9. What **skills** have you learned this year?
10. What foods are traditional to eat on Thanksgiving?

# Oral Vocabulary Pre- and Posttests

## Unit 4, Week 1

### Drakestail

---

1. How could you capture a pet hamster that got out of its cage?
2. What foods do your parents **encourage** you to eat?
3. What could a fox do to escape from a hunter?
4. What are some **friendships** you have?
5. What is the mission of a firefighter?
6. What **relationships** are most important to you?
7. Whom do you **rely** on to get to and from school every day?
8. What do you save a lot of? Why?
9. What would you **suggest** to do with friends on a rainy day?
10. How can you tell if someone is worried about something?

## Unit 4, Week 2

### A Taste of Salt

---

1. How does your family show they are **concerned** when you are sick or hurt?
2. Name something **fortunate** that has happened to you recently.
3. Who are the family **members** who live with you?
4. What would you wear to a fancy party? What do you wear on an ordinary day?
5. On the first day of school, did you recognize the other children in the class? Who did you recognize and who didn't you recognize?
6. What should you do before you reply to a question at school?
7. What things do you **share** with family members or friends?
8. What do you do when you spot a friend across the playground?
9. How can you show a friend that you **trust** him or her?
10. When might someone wear a veil?

# Oral Vocabulary Pre- and Posttests

## Unit 4, Week 3

### The Bundle of Sticks

---

1. What have you **accomplished** in school this week?
2. What would you like to achieve this year?
3. What should friends do when they don't **agree**?
4. What things have you **argued** about with your friends?
5. What have you **attempted** to do that was not easy?
6. What can you use to tie newspapers in a bundle?
7. What would be a good concept for a picture book?
8. What are some of your **goals**?
9. When do children learn the lesson that it's important to share?
10. What did you notice on your way to school today?

## Unit 4, Week 4

### Pecos Bill and Slue-Foot Sue

---

1. What do you say when you **approach** a friend in the park?
2. When you ascend a staircase, do you go up or down?
3. How do you **assist** with meals at home?
4. How does a leash help people to control their dogs?
5. What have you been **determined** to do?
6. How did the pioneers travel across America?
7. How can you avoid a **quarrel** with someone about a toy?
8. Which animal is the toughest, a deer, a monkey, or a tiger? Why?
9. What **view** do we see from our window?
10. How do you welcome people who come for a visit?

# Oral Vocabulary Pre- and Posttests

## Unit 4, Week 5

### The Alligator and the Eagle

---

1. What animals' **behaviors** have you observed, or watched?
2. What kind of animal **groups** are found in the ocean?
3. Why does a lifeguard need keen eyesight?
4. What do you do after school on an ordinary day?
5. What kinds of things have you **pleaded** for?
6. What would you say to someone who refused to help clean up?
7. What else can **soar** like a bird?
8. When a dog stares at you, what might it want?
9. When you want to get somewhere fast do you move swiftly or slowly?
10. What animals are found in **vivid** colors?

# Oral Vocabulary Pre- and Posttests

## Unit 5, Week 1

### How the Milky Way Came to Be

---

1. What are some things that you have **discovered** from reading books?
2. What does the sky look like at **dusk**?
3. Why is it better to eat slowly instead of gobbling your food?
4. How do farmers harvest apples or other crops?
5. What does an honest person do if he finds someone else's toy?
6. If you heard a **mysterious** sound at night, what would you do?
7. Describe something that is **pale** blue.
8. What is something that is precious to you?
9. When you walk in fresh snow, what remains behind you?
10. What might people **scatter** in a garden?

## Unit 5, Week 2

### What Scientists Do

---

1. What **careers** do you think are interesting? Why?
2. What are some things you are **curious** about?
3. How might you develop your own recipe for a salad?
4. Who is a famous person that you know of? Why is that person famous?
5. What animals do you think are **fascinating**? Why?
6. How can someone **improve** at playing a sport or instrument?
7. How would you **investigate** a subject that you want to learn more about?
8. In the past, before there were cars, how did people get from place to place?
9. Where does a professor work?
10. What is the best present you have ever received?

# Oral Vocabulary Pre- and Posttests

## Unit 5, Week 3

### Brer Rabbit and the Hurricane

---

1. Why is it good to have a **breeze** on a hot day?
2. What does a **commotion** sound like?
3. What are weather **conditions** usually like in the summer?
4. What kind of weather do you **forecast** for tomorrow?
5. What is something that you fret about sometimes?
6. How does a person usually feel when they frown?
7. When would someone need to scramble to catch a bus?
8. What is the traffic signal for cars to stop?
9. What is something that you struggled to learn how to do?
10. What is your favorite **tranquil** place?

## Unit 5, Week 4

### What Makes Day and Night?

---

1. What does the sun appear to do at sunset?
2. At what time of day does the sun arise in the sky?
3. What activities do you like to do when the sun is **blazing**?
4. How would you explain to someone how to draw a face?
5. What does an explosion sound like?
6. What happens to plants that face bright sun?
7. How much has your height **increased** since last year?
8. What do you like to **observe**?
9. What kind of **outlines** are you able to draw?
10. What happens to a shirt that is **scorched** by an iron?

# Oral Vocabulary Pre- and Posttests

## Unit 5, Week 5

### From Caterpillar to Butterfly

---

1. Approximately how many cups of water do you drink each day?
2. What can you use to attach a picture to a wall?
3. How can you dry damp clothes?
4. How is a **mature** dog different from a puppy?
5. What did you look like when you were a **newborn** baby?
6. What kinds of patterns do you like on clothes?
7. Can you describe the **process** for making a peanut butter and jelly sandwich?
8. Who **remains** at school after the children leave for home?
9. Which is harder: juggling one ball or juggling several balls?
10. What are some animals that have **slender** legs?



# Oral Vocabulary Pre- and Posttests

## Unit 6, Week 1

### Half-Chick

---

1. What do you do when you are feeling **adventurous**?
2. What might make a cat **anxious**?
3. What would a grand house look like?
4. When are you **inquisitive**? What questions do you ask?
5. What is something important in our classroom? What is something **insignificant**?
6. Which place is more lively, a carnival or a library?
7. What kinds of mischief can dogs get into?
8. What **route** do you take to school?
9. What would you do if your kite string was tangled?
10. When do people usually dress up in costumes? When is it unusual to wear a costume?

## Unit 6, Week 2

### Timimoto

---

1. What are some things your favorite story characters have **dared** to do?
2. How would you feel if you defeated a giant?
3. What can you use to fetch water?
4. How would a **humble** person act if she won an award?
5. What kind of journey would you like to take?
6. What animal can leap from place to place?
7. What is something that your parents **permit** you to do on a weekend with your friends?
8. What are some **predicaments** that characters have had in stories we've read?
9. Why should only strong swimmers swim in rough waves?
10. If you and a friend want to play different games, what is one **solution** to the problem?

# Oral Vocabulary Pre- and Posttests

## Unit 6, Week 3

### All Kinds of Vets

---

1. What clues could you look for to help you figure out if it might rain?
2. If you could design your own dollhouse, what rooms would you put in it?
3. What are some **duties** of a firefighter?
4. What **equipment** does a baker need to make a cake?
5. Who helps the children at school if they are injured?
6. What do you load into a washing machine?
7. What **profession** do you think you'll want to have when you grow up?
8. What makes you feel **satisfaction**, winning a game or losing a game? Why?
9. Why is it a good idea to go inside during a serious storm?
10. If your parents ask you to do a **thorough** job cleaning your room, what do they mean?

## Unit 6, Week 4

### How Beetle Got Her Coat

---

1. How does a grasshopper blend in with grass?
2. What are some things that people brag about?
3. Describe the clothing you are wearing. Which colors are bright and which are **dull**?
4. What **features** do cats have?
5. Which kind of insect flutters, a spider or a butterfly?
6. What **habits** can help you stay healthy?
7. Why is it important to taste new foods before you judge if you like them?
8. What kinds of animals perch in a tree?
9. Which animal is **swift**, a jaguar or a tortoise?
10. How does it feel to be teased?
11. What can you do if you don't **understand** how something works?

# Oral Vocabulary Pre- and Posttests

## Unit 6, Week 5

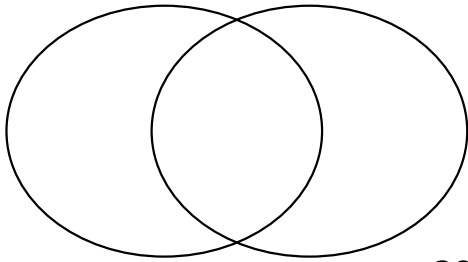
### The Goat in the Garden

---

1. How can you cultivate a garden?
2. What would be a **fantastic** field trip to go on?
3. What **nutritious** foods do you like to eat?
4. If a dog jumped on a table where a family was eating dinner, what would the family order the dog to do?
5. What do we have that is **plentiful** in our classroom?
6. What kind of animal squeals?
7. Who is being **stubborn**: a boy who refuses to do his homework or a boy who is playing soccer with his friends?
8. Where do you and your friends go when you want to toss a ball?
9. What do you like to do when a friend **visits**?
10. How do you weed a garden?

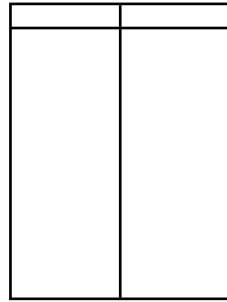
# Graphic Organizers

**Venn Diagram**



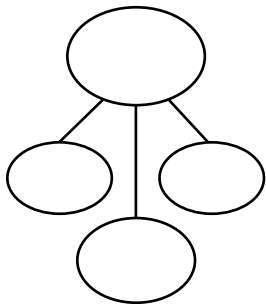
292

**Two-Column Chart**



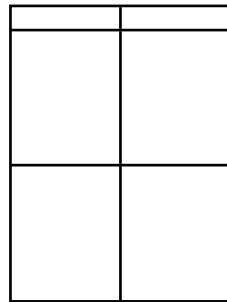
296

**Main Idea Web (Three Details)**



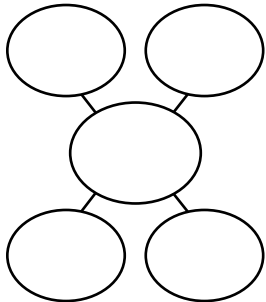
293

**Two-Column Chart (Two Rows)**



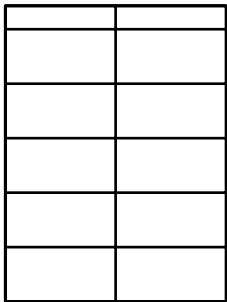
297

**Main Idea Web (Four Details)**



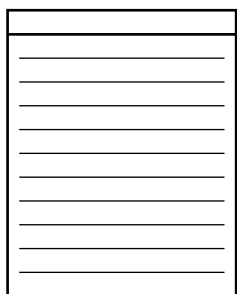
294

**Two-Column Chart (Five Rows)**



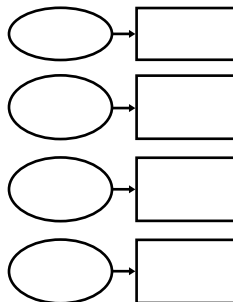
298

**Retelling Chart**



295

**Cause and Effect Chart**



299

# Graphic Organizers

## Retelling Chart (Eight Steps)

A diagram showing eight numbered boxes arranged in two columns. The boxes are numbered 1 through 8. Arrows point from box 1 to 2, 3 to 4, 5 to 6, and 7 to 8, indicating a sequential flow from top to bottom in each column.

300

## Character, Setting, Plot

A vertical stack of five rectangular boxes. The second and third boxes from the top are connected by a downward-pointing arrow. The fourth and fifth boxes are also connected by a downward-pointing arrow.

304

## Three-Column Chart

A 3x3 grid of rectangular boxes, consisting of three rows and three columns.

301

## Author's Purpose Chart

Two vertical rectangular boxes side-by-side at the top. Arrows point down from the bottom center of each box to a single, wider rectangular box centered below them.

305

## Sequence Map (Three Events)

Three horizontal rectangular boxes stacked vertically. Downward-pointing arrows connect the bottom center of the top box to the top center of the middle box, and the bottom center of the middle box to the top center of the bottom box.

302

## Conclusions Chart

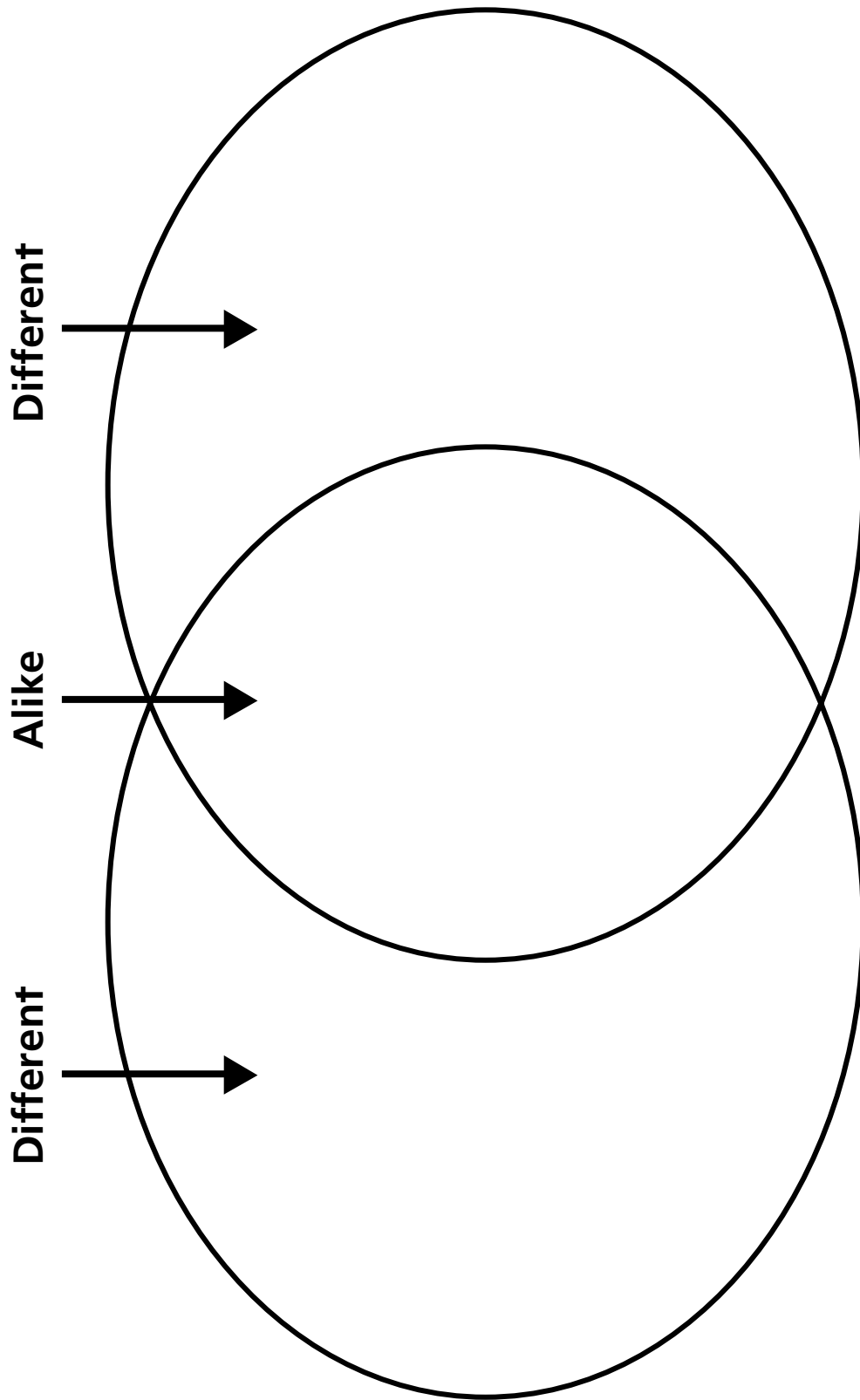
Two vertical rectangular boxes side-by-side at the top. Arrows point down from the bottom center of each box to a single, wider rectangular box centered below them.

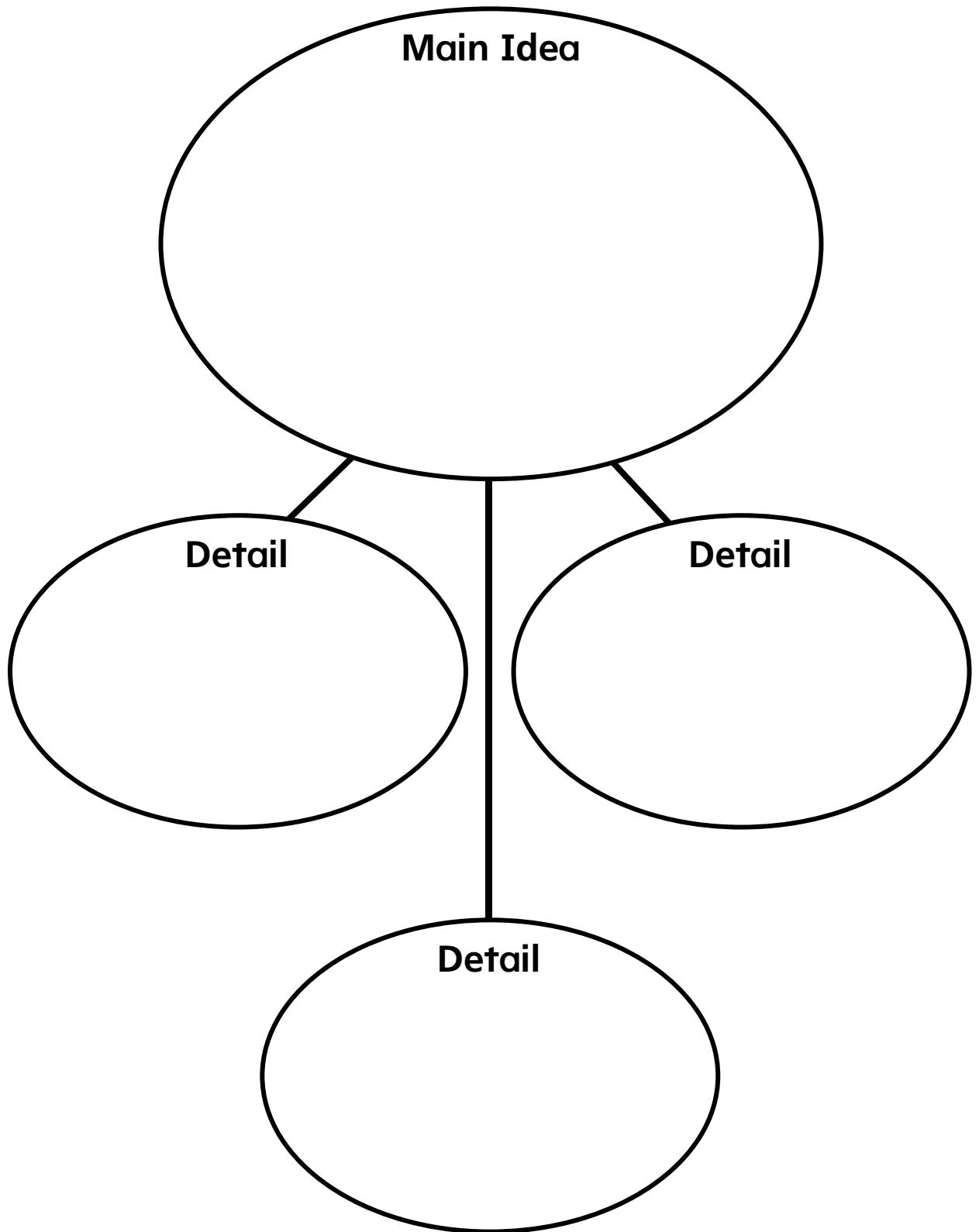
306

## Sequence Map (Four Events)

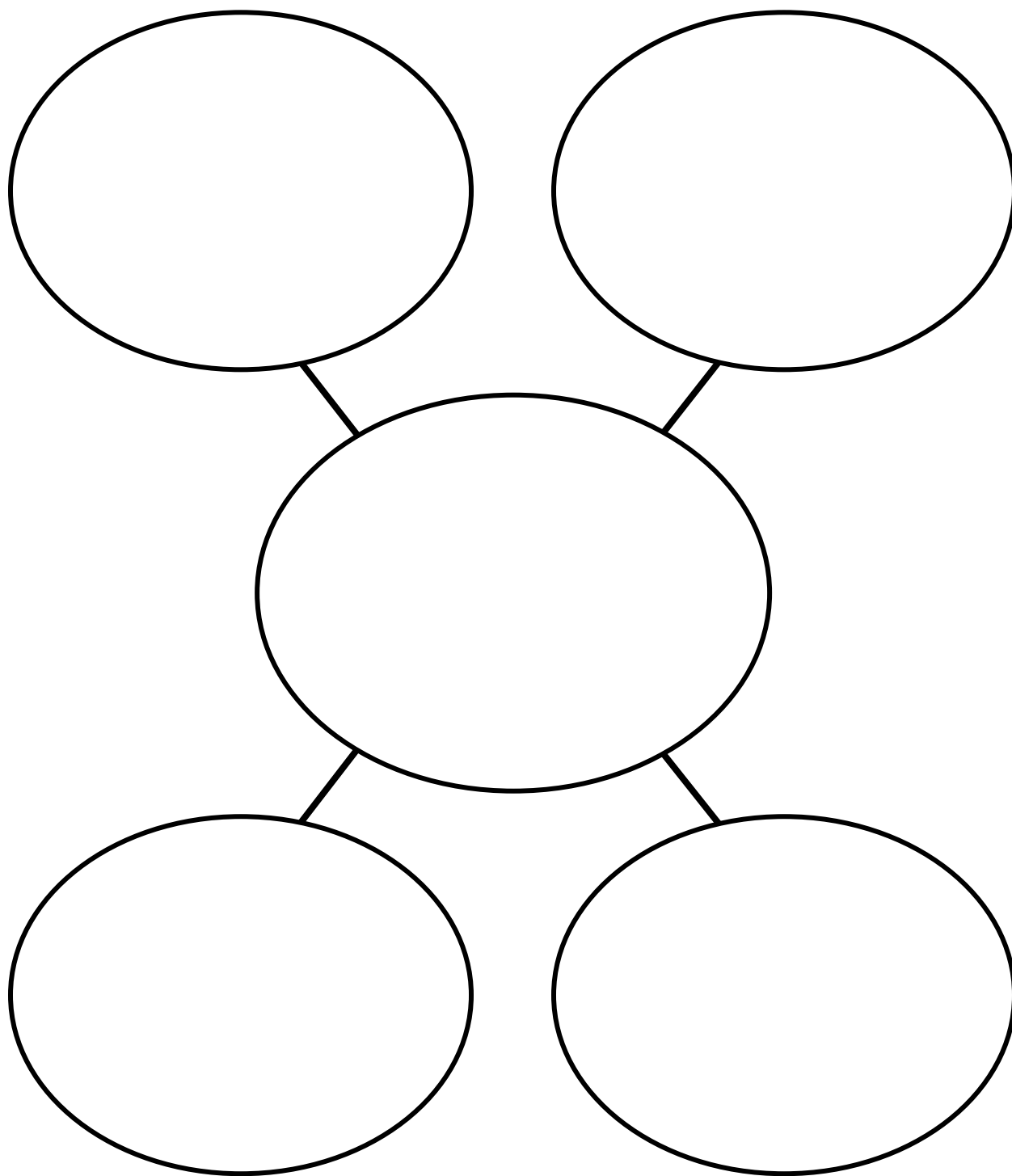
Four horizontal rectangular boxes stacked vertically. Downward-pointing arrows connect the bottom center of each box to the top center of the box immediately below it.

303





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



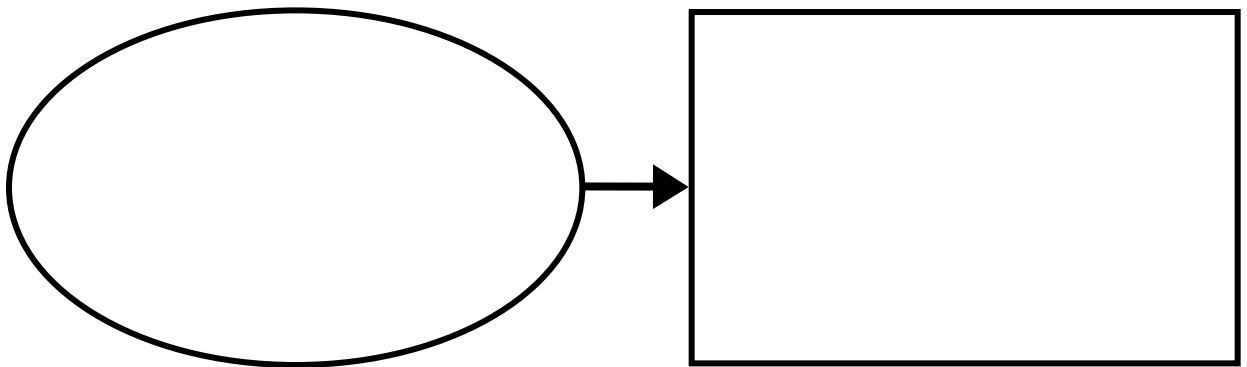
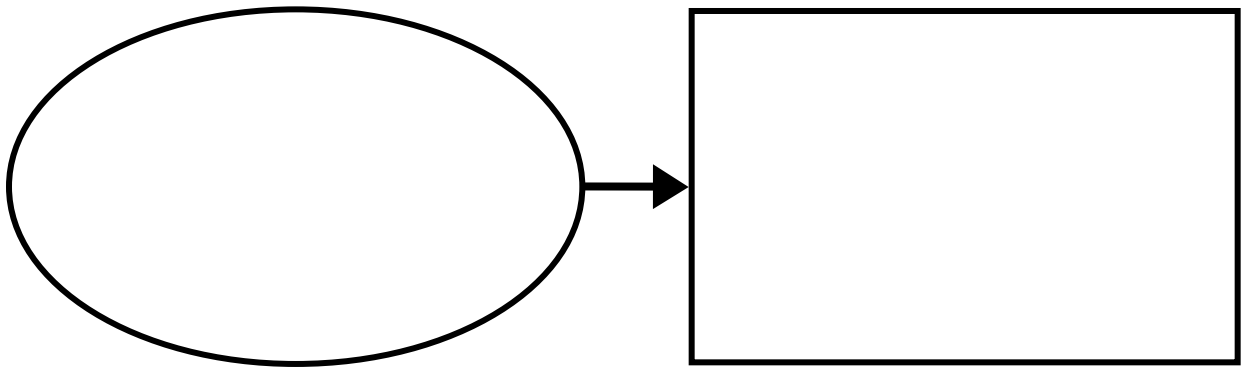
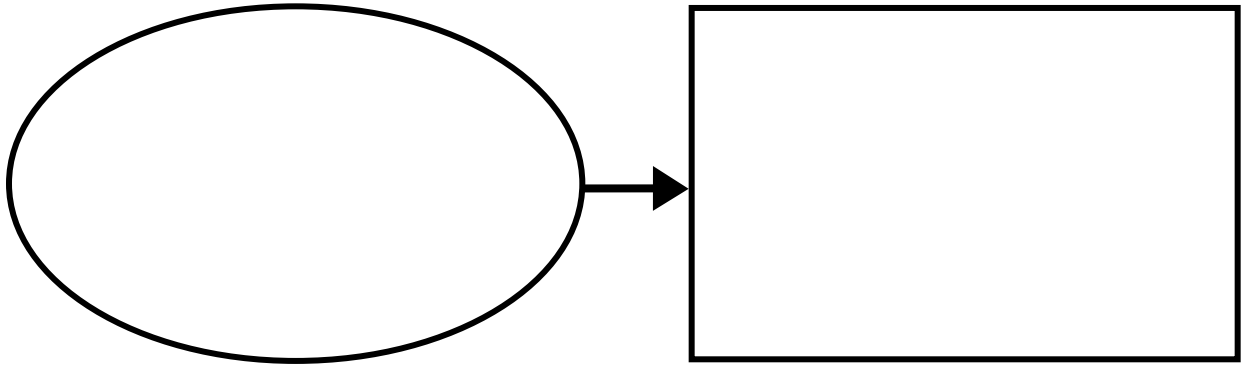
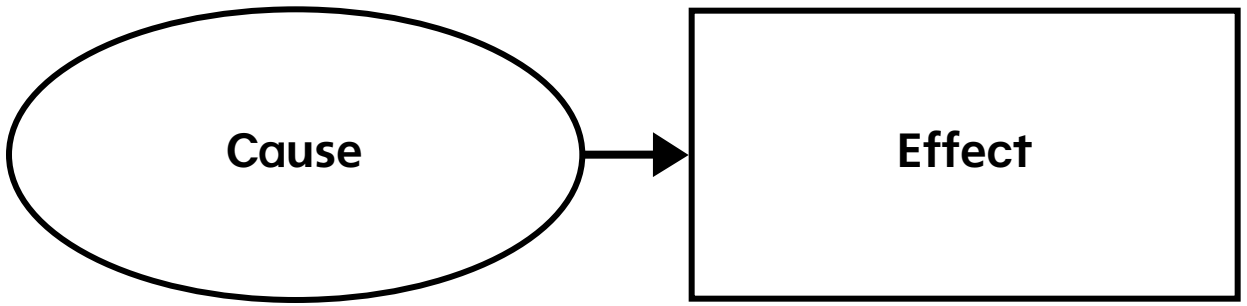


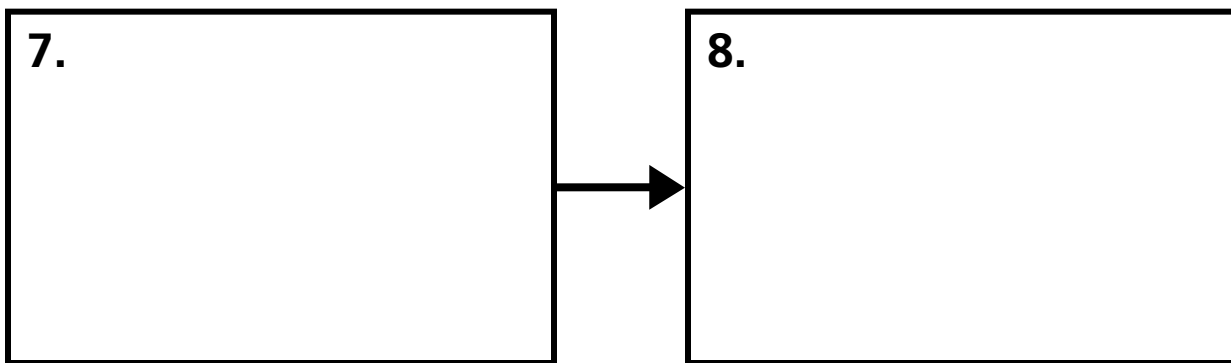
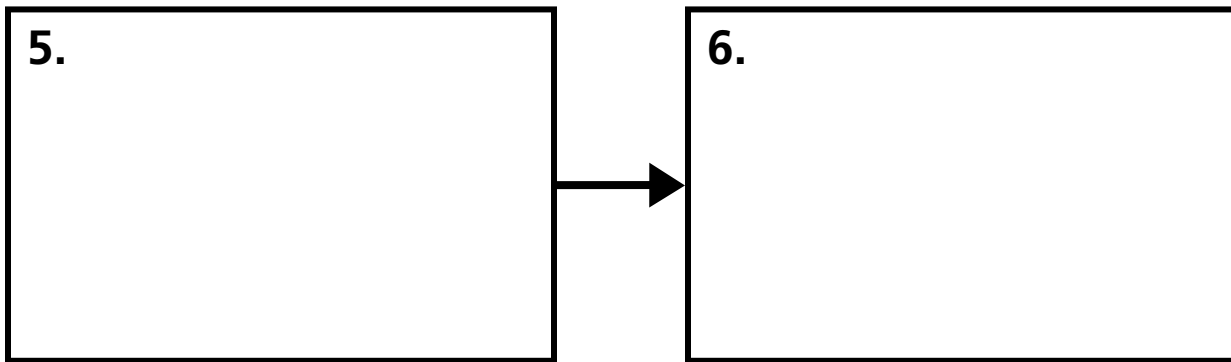
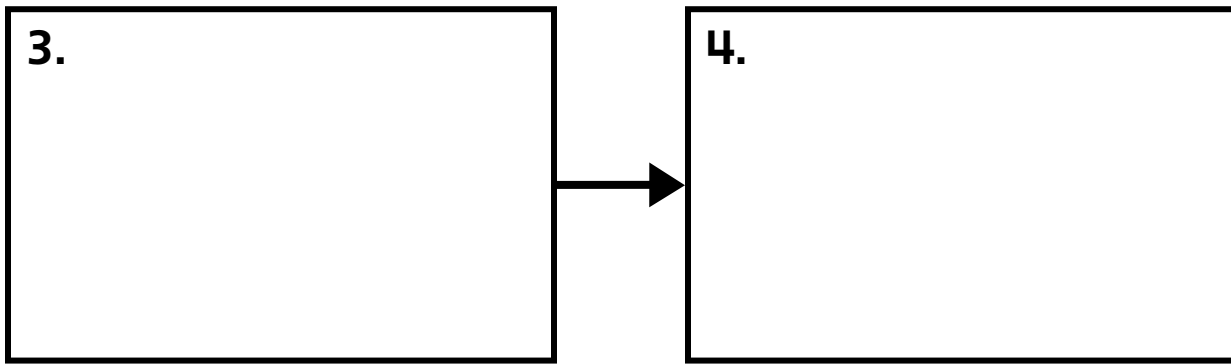
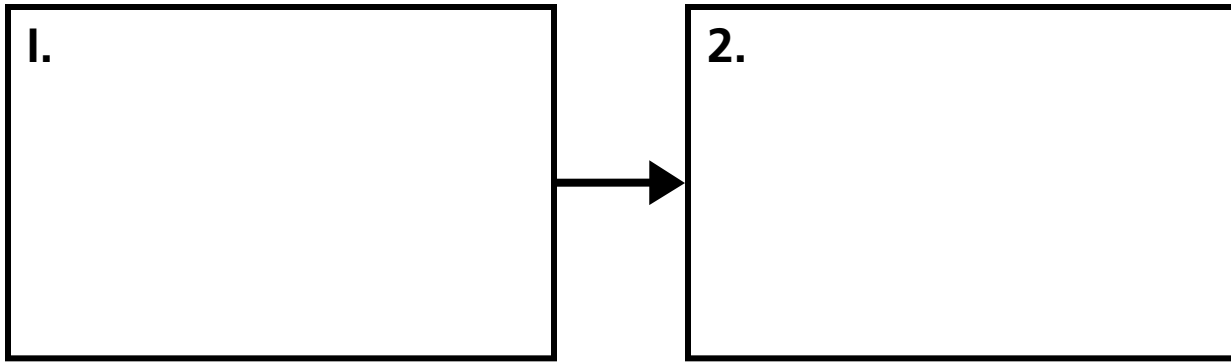


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Name \_\_\_\_\_ Date \_\_\_\_\_

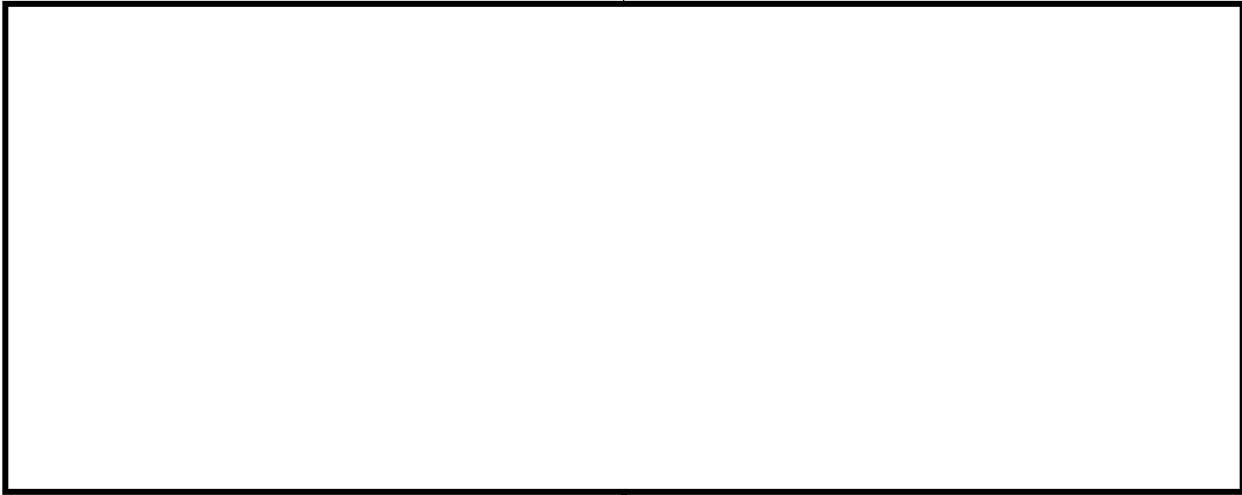


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Name \_\_\_\_\_ Date \_\_\_\_\_





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



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

**Character**

**Setting**

**Beginning**



**Middle**



**End**

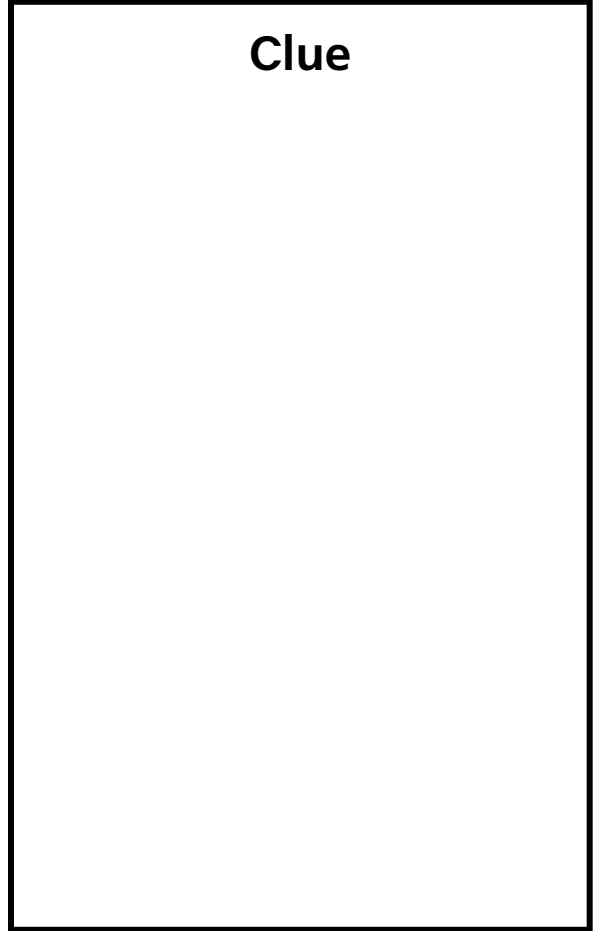
© Macmillan/McGraw-Hill

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

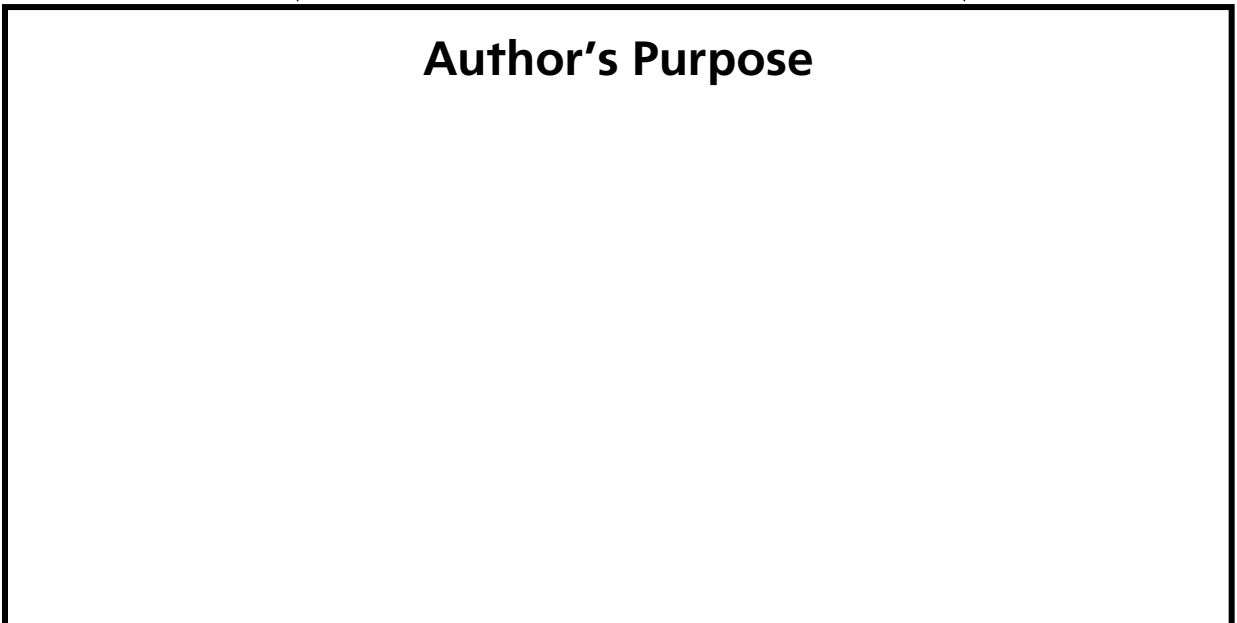
**Clue**

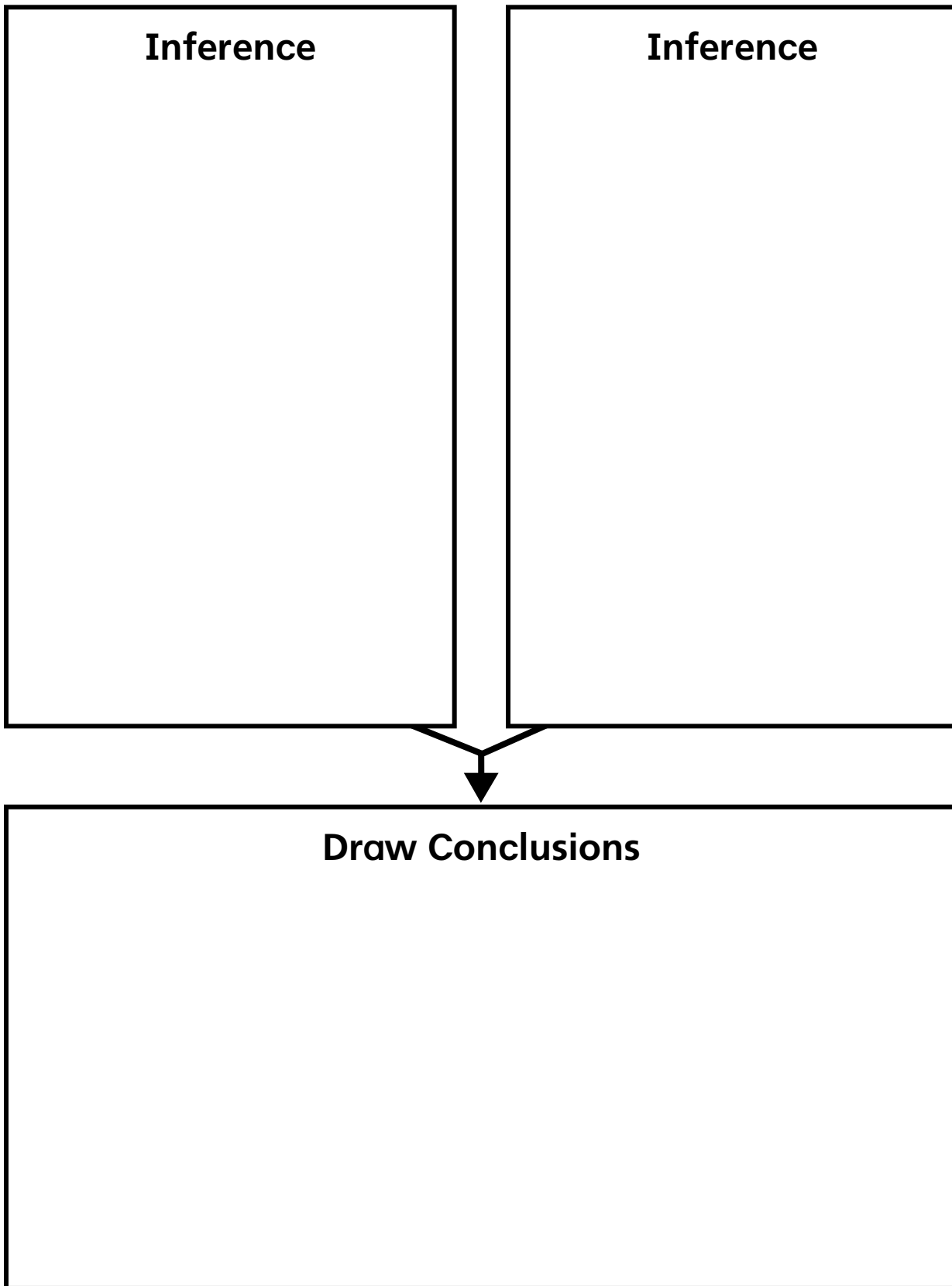


**Clue**



**Author's Purpose**





# FOLDABLES<sup>®</sup>

by Dinah Zike

## What are Foldables<sup>®</sup>?

Foldables are multi-dimensional graphic organizers that can be used for skills reinforcement, practice, and/or information organizing.

## Why use Foldables<sup>®</sup>?

Not only do Foldables reinforce skills and strategies essential for reading success, they provide a kinesthetic tool for organizing and analyzing learning.



## Dear Teacher,

A Foldable is a three-dimensional, student-made (and/or teacher-made) interactive graphic organizer based upon a skill. Making a Foldable gives students a fast, kinesthetic activity that helps them organize and retain information either before, during, or after reading. In this section of the *Teacher's Resource Book*, you will find instructions for making Foldables, as well as ideas on how to use them to reinforce and practice phonics, vocabulary, spelling, and comprehension skills.

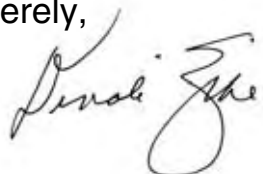


In this section, you will find Foldables to help you

- replace photocopied activity sheets with student-generated print
- present content and skills in a clear, visual, kinesthetic format
- incorporate the use of such skills as comparing and contrasting, recognizing cause and effect, and finding similarities and differences
- assess student progress and learning levels
- immerse students in new and previously learned vocabulary and reading skills
- teach students unique ways to make study guides and practice materials, and
- provide students with a sense of ownership in their learning.

I am excited to hand these Foldable ideas and activities over to you and your students. Have fun using, adding to, and amending them to meet individual needs.

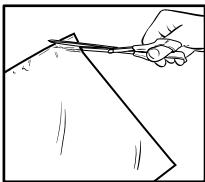
Sincerely,



## Creating and Storing Foldables®

As you use the Foldables outlined in this *Teacher's Resource Book*, discuss with students how they can adapt them to make their own Foldables learning and study aids. Teach students to write—titles, vocabulary words, concepts, skills, questions, main ideas—on the front tabs of their Foldables. By doing this, key concepts are viewed every time a student looks at a Foldable. Foldables help students focus on and remember the information presented without being distracted by other print. Remind students to write more specific information—supporting ideas, examples of a concept, definitions, answers to questions, observations—under the tabs.

Turn one-gallon freezer bags into student portfolios and storage containers for Foldables.



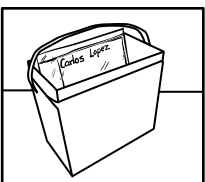
Cut the bottom corners off each bag so they won't hold air and will stack and store easily.



Write student names across the top of the plastic portfolios with a permanent marker and cover the writing with two-inch clear tape to keep it from wearing off.



Place a piece of cardboard inside each portfolio to give it strength and to act as a divider.



Store Foldables in a giant laundry soap box. Or, students can carry their portfolios in a three-ring binder if you place a strip of two-inch clear tape along one side and punch three holes through the taped edge.

# FOLDABLES®

## in this section

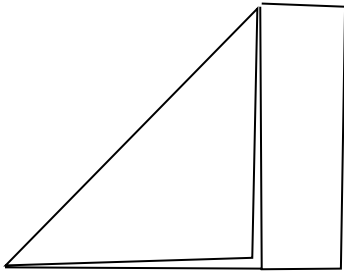
Basic Shapes.....	311
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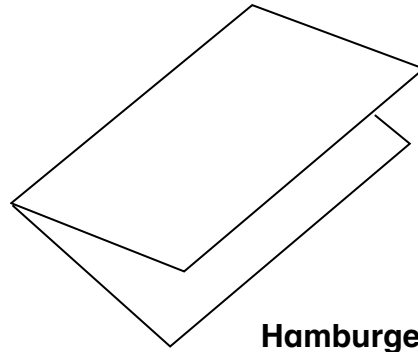
# Basic Shapes

by Dinah Zike

These figures illustrate the basic folds that are referred to throughout the following section of this book.



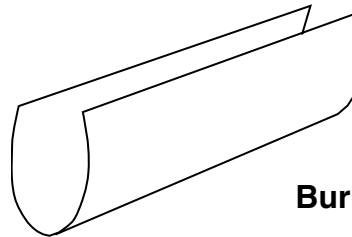
**Taco Fold**



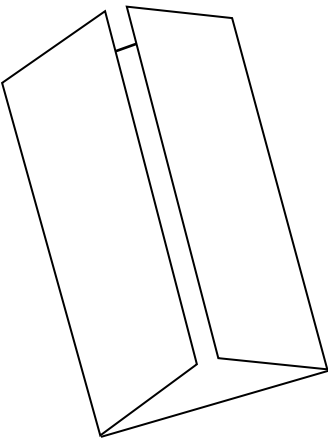
**Hamburger Fold**



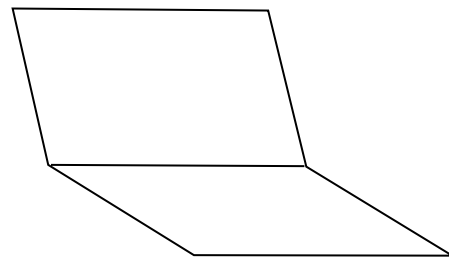
**Hot Dog Fold**



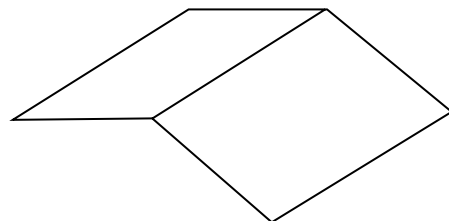
**Burrito Fold**



**Shutter Fold**



**Valley Fold**



**Mountain Fold**

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# Answer Mitt Foldable®

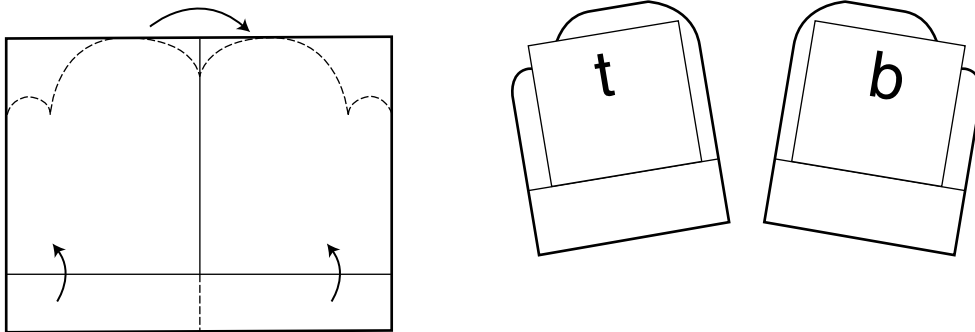
by Dinah Zike

## Materials:

- Copying Master on page 313
- scissors
- glue stick
- colored paper

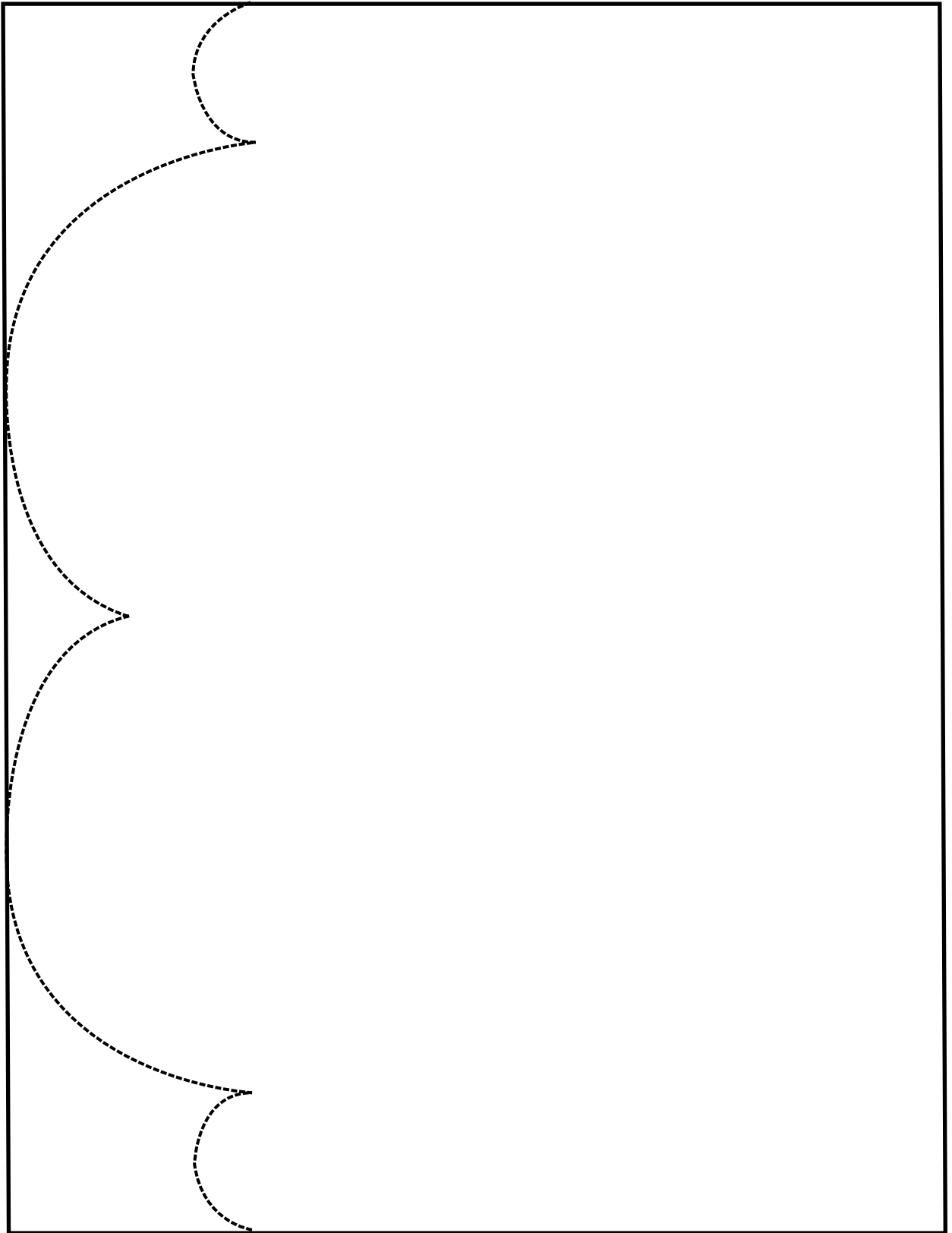
## Directions:

1. Copy the pattern onto colored paper.
2. Have children fold the mitt so the fingertips touch each other.
3. Then have children cut out the mitt shape.
4. Have them cut along the fold an inch or so in from the bottom edge. They may then fold up the flaps.
5. To complete the mitt, have children glue the thumbs of the mitt together so a pocket is formed. They may also glue the edges of the wrist flaps to make holders for letter cards.



## Using the Answer Mitt Foldable®

For any skills instruction, children can use the mitt to answer questions that have two possible responses. The mitt can be used with word-building cards or picture cards (from pages 68–91 of this book), yes/no cards, and word cards (from pages 92–151 of this book). When children use the Answer Mitt Foldable in whole class or small group instruction, you will be better able to monitor their progress.



# Accordion Book Foldable®

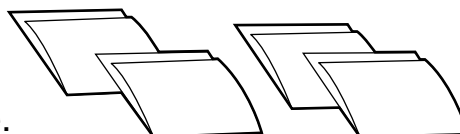
by Dinah Zike

## Materials:

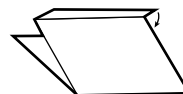
- several sheets of 11" × 17" paper
- glue

## Directions:

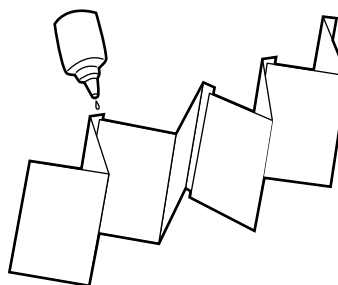
1. Fold each sheet of paper into a hamburger, but fold one side half an inch shorter than the other side. This will form a tab that is half an inch long.



2. Fold this tab forward over the shorter side, then fold it back away from the shorter piece of paper. (In other words, fold it the opposite way.)



3. To form an accordion, glue a straight edge of one section into the valley of another section's tab.



## **Tips!**

*Before gluing, stand the sections on end to form an accordion. This will help children visualize how to glue the sections together (illustration 3). Always place the extra tab at the back of the book so you can add more pages later. Use different colors of paper to indicate sections of the book.*

# Using the Accordion Book Foldable®

by Dinah Zike

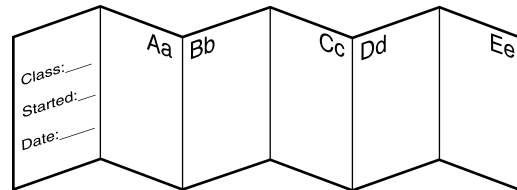
## Vocabulary/Vocabulary Strategy Application

Use the Accordion Book Foldable to create vocabulary concept books for topics such as:

- Shapes
- Colors
- Position words
- Number words
- Word categories (such as food words, weather words, etc.)

## Phonemic Awareness/Phonics Application

Use the accordion book to create a letter-sound book or an alphabet book. The book can also be used to collect and share single letter-sound examples.



## Comprehension Application

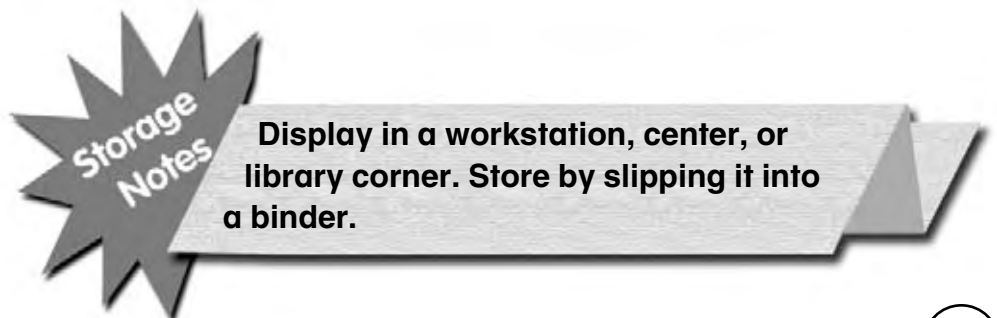
The accordion book is perfect for post-reading skills application. Use the book to record text sequence (first, next, last) or plot sequence (beginning, middle, end). Try color-coding each section so children can see the sequence clearly.

Children may wish to use this Foldable for publishing their own stories.

## Grammar Application

Like the vocabulary word categories application above, the accordion book can be used to collect and share grammar skills such as:

- Nouns (proper nouns, common nouns)
- Action verbs
- Adjectives



# Standing Cube Foldable®

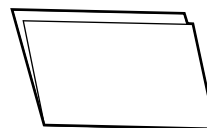
by Dinah Zike

## Materials:

- two sheets of 11" × 17" paper
- glue

## Directions:

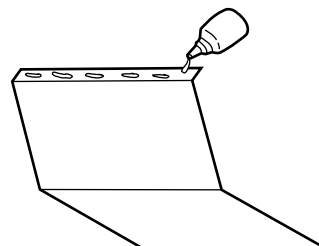
1. Fold each sheet like a hamburger, but fold one side one-half inch shorter than the other side.



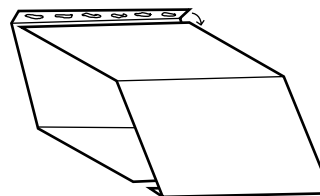
2. Fold the long side over the short side on both sheets of paper, making tabs.



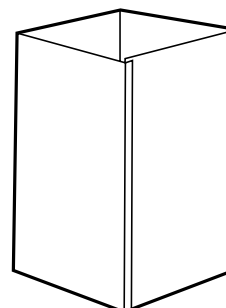
3. On one of the folded papers, place a small amount of glue along the tab, next to the valley but not in it.



4. Place the non-folded edge of the second sheet of paper square into the valley and fold the glue-covered tab over this sheet of paper. Press flat until the glue holds. Repeat with the other side.



5. Allow the glue to dry completely before continuing. After the glue has dried, the cube can be collapsed flat to allow children to work on the content.



# Using the Standing Cube Foldable®

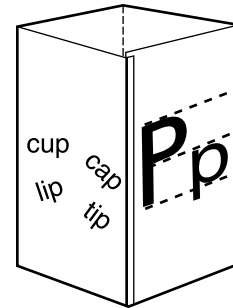
by Dinah Zike

## Vocabulary Application

Use the Foldable for developing vocabulary concepts with children. Each side of the cube can show information about a word (definition, example sentences, picture, etc.).

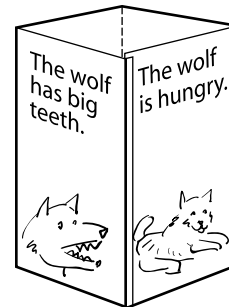
## Phonemic Awareness/Phonics Application

With the class, create a Foldable for each letter of the alphabet. Have children help by providing the content for each side: pictures whose names begin with the letter sound (use the picture cards on pages 68–89), words that begin or end with the letter-sound, and handwriting models for capital and lowercase letters.



## Comprehension Application

Have children work in small groups to create a Foldable about a story character they are studying. Each side of the Foldable should illustrate or tell about character traits.



## Grammar Application

Use the Foldable to collect and share types of nouns or adjectives.

Storage  
Notes

The Standing Cube Foldable can be flattened for easier storage or for moving it into a display area.

# Layered Book Foldable®

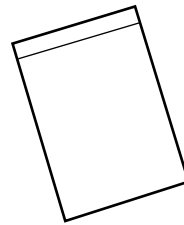
by Dinah Zike

## Materials:

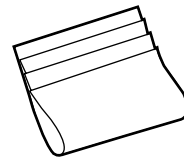
- two sheets of 8½" × 11" paper
- glue

## Directions:

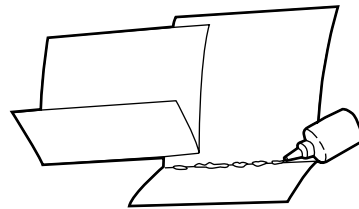
1. Stack two sheets of paper so that the back sheet is one inch higher than the front sheet.



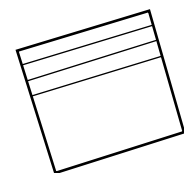
2. Bring the bottom of both sheets upward and align the edges so that all of the layers or tabs are the same distance apart.



3. When all tabs are an equal distance apart, fold the papers and crease well.



4. Open the papers and glue them together along the valley, or inner center fold, or staple them along the mountain.



**Tip!** *If you need more layers, use additional sheets of paper. Make the tabs smaller than one inch.*



# Using the Layered Book Foldable®

by Dinah Zike

## Vocabulary Application

Have children create this Foldable to help them review vocabulary words. Have them write a word on each tab and then flip the tab to draw a picture or write the definition. The same thing can be done with antonyms and synonyms.

## Phonemic Awareness/Phonics Application

A review/study guide of vowel and consonant sounds can be done with this Foldable. For example:

- Vowels
- *r*-controlled vowels
- digraphs (*th*, *wh*, *sh*, *ch*)

Vowels
a
e
i
o
u

## Comprehension Application

Use the Foldable to aid in the following skills reinforcement:

- Character study (one tab per story character)
- Retelling
- Asking Questions

Character Study
Big Bear
Middle Bear
Small Bear
Goldilocks

## Study Skills and Grammar Applications

This Foldable can be used to review/reinforce concepts studied.

## Foldables

# Large Word Study Book Foldable®

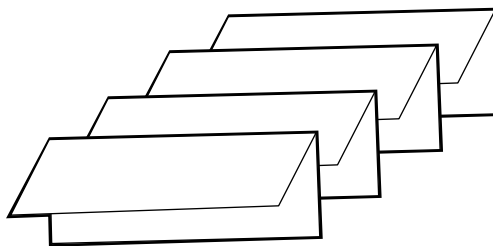
by Dinah Zike

## Materials:

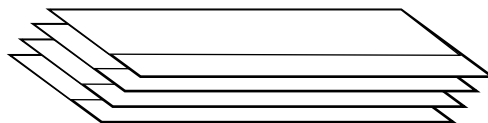
- several sheets of 11" × 17" paper (one sheet for each word studied)
- stapler

## Directions:

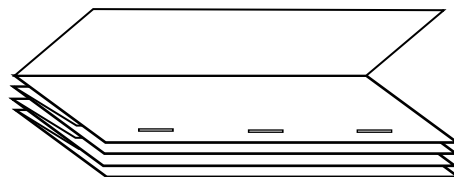
1. Fold each sheet like a hot dog, but fold one side one inch shorter than the other side.



2. Stack the sheets so the folds are side by side.



3. Staple sheets together along the tabbed end (the bottom of the pages).

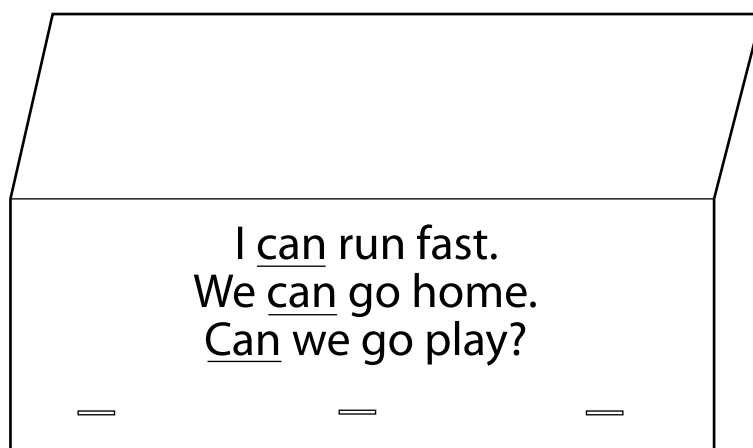
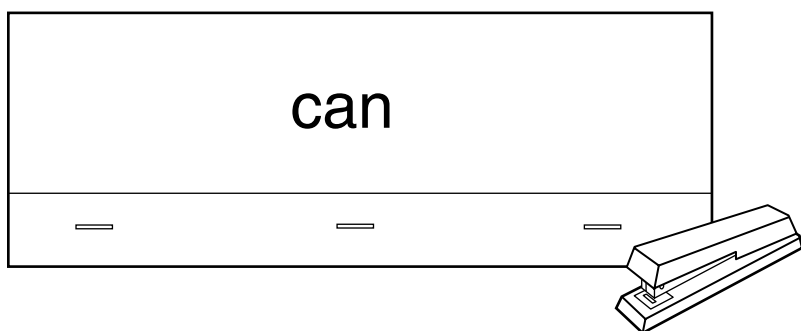


# Using the Large Word Study Book Foldable®

by Dinah Zike

## Vocabulary and Phonics/Spelling Applications

With a small group, make a Foldable for word study/review. Display the book in a workstation for repeated review. The size and the format also make it easy for you and children to use them as lap flashcards.



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Collect and use these books through the year. Store each book in a labeled legal-size folder.

# Matchbook Foldable® Bulletin Board

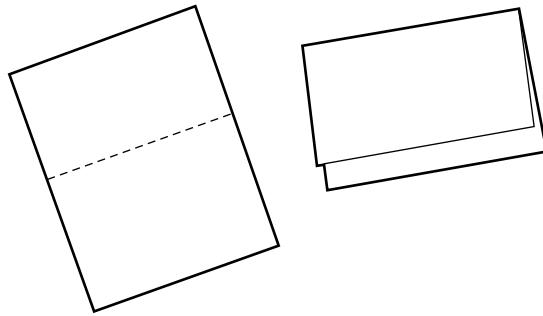
by Dinah Zike

## Materials:

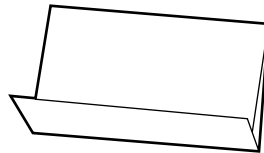
- several sheets of  $8\frac{1}{2}'' \times 11''$  paper
- staples or thumbtacks
- bulletin board

## Directions:

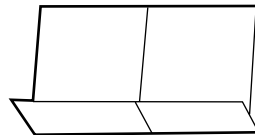
1. Fold each sheet like a hamburger, but fold it so that one side is one inch longer than the other side.



2. Fold the one-inch tab over the short side to form an envelope-like fold.



3. After the content has been added to the front and inside, post the Foldable on a bulletin board.

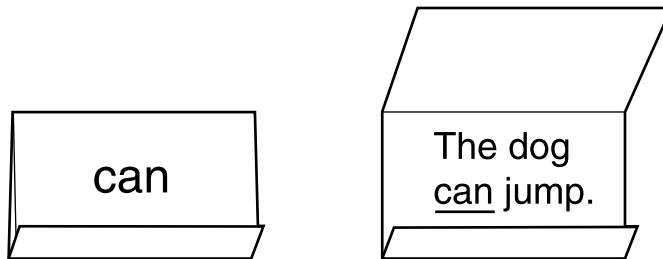


# Using the Matchbook Foldable® Bulletin Board

by Dinah Zike

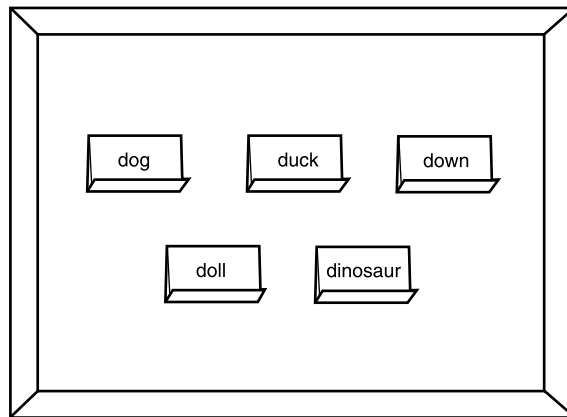
## Vocabulary Application

With children, create Foldables for weekly vocabulary. Write the vocabulary word on the front. Have children draw a picture and dictate a sentence for the inside.



## Phonemic Awareness/Phonics/Spelling Application

Use the Foldable for review of phonics and/or spelling words.



## Comprehension Application

This Foldable works for reinforcing skills such as:

- Cause and effect
- Making predictions

# Two- and Three-Tab Foldable®

by Dinah Zike

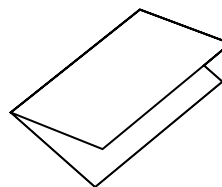
Several options adapt this Foldable to initial, medial, and final letter-sound review.

## Materials:

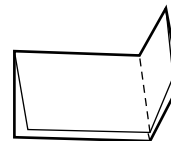
- 8½" × 11" sheet of paper
- scissors

## Directions:

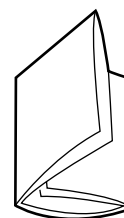
1. Fold the sheet like a hamburger.



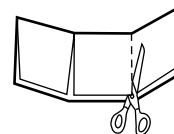
- 
2. With the paper horizontal and the fold of the hamburger at the top, fold the right side toward the center, trying to cover one half of the paper.



- 
3. Fold the left side over the right side to make three sections.



- 
4. Open the right and left folds. Place one hand between the two thicknesses of paper and cut up the two valleys so there are three tabs.

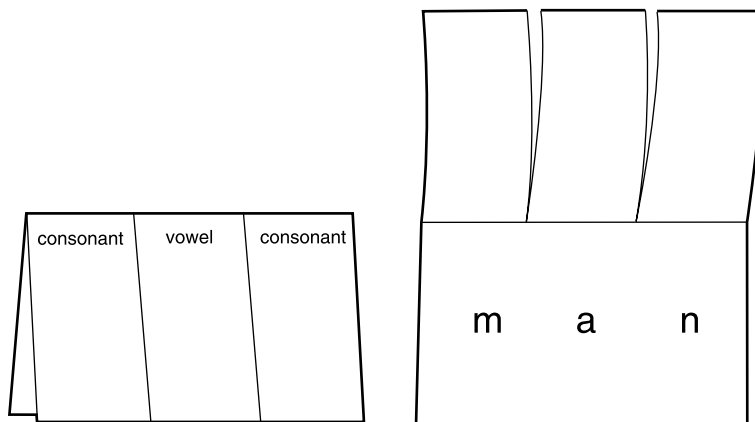


# Using the Two- and Three-Tab Foldable®

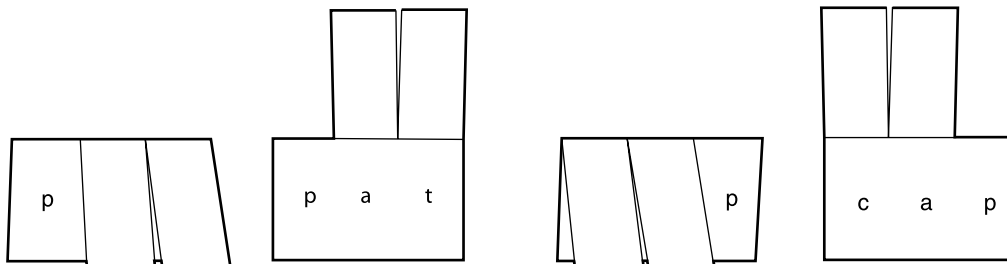
by Dinah Zike

## Phonics/Spelling Application

Use the Three-Tab Foldable as an alternate to Sound Boxes. Open the tabs and write a CVC word on the bottom paper so that one letter is shown in each box. Have children practice blending and decoding words.



Another option is to cut off one of the tabs so that the Foldable has two tabs. After step 4, cut off the first tab. Open the other two tabs and write a CVC word on the bottom paper so that one letter is shown in each box. For further practice with letter-sound blending, fold the tabs over to make another CVC word for decoding.



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# Three-Tab Poster Foldable®

by Dinah Zike

## Materials:

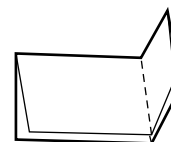
- large poster board

## Directions:

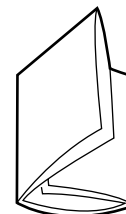
1. Fold poster board like a hot dog.



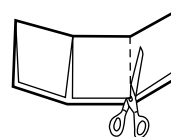
2. With the poster board horizontal and the fold of the hot dog up, fold the right side toward the center, to cover one half of the poster board.



3. Fold the left side over the right side to make three sections.



4. Open the folds. Place one hand between the two thicknesses of the poster board and cut up the two valleys on the top flap. This will create three tabs.



**Tip!**

*Laminating the poster board will enable you to reuse this Foldable many times during the year. Write with a dry erase marker.*



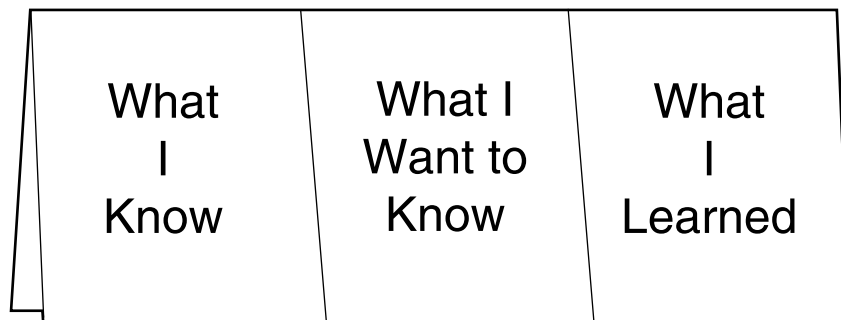
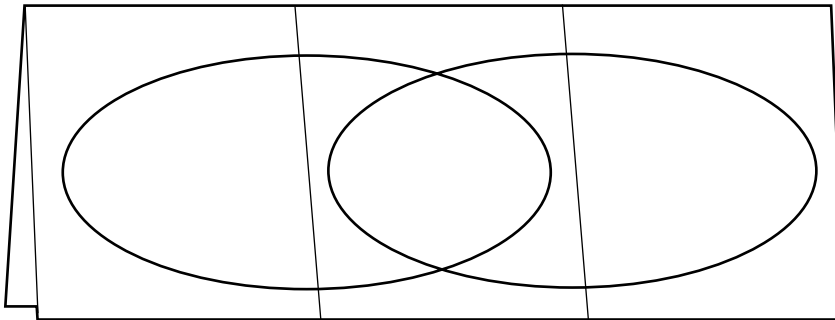
# Using the Three-Tab Poster Foldable®

by Dinah Zike

## Comprehension Application

This Foldable may be adapted and used to create the following graphic organizers:

- Venn Diagram
- K-W-L Chart



# Three- and Four-Tab Foldable®

by Dinah Zike

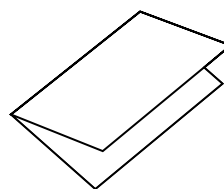
Several options adapt this Foldable to digraph, blend, and vowel variant letter-sound review.

## Materials:

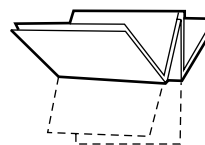
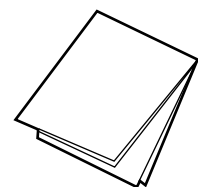
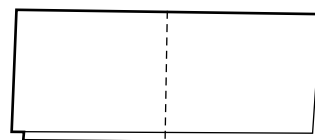
- one 8½" × 11" sheet of paper
- scissors

## Directions:

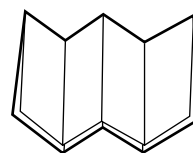
1. Fold the sheet like a hamburger.



- 
2. With the paper horizontal and the fold of the hamburger at the top, fold the hamburger into four vertical sections.



- 
3. Open these folds. Place one hand between the folded hamburger and cut up the three valleys so there are four tabs.

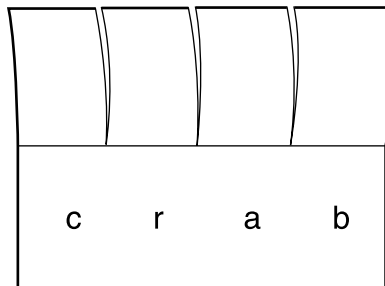


# Using the Three- and Four-Tab Foldable®

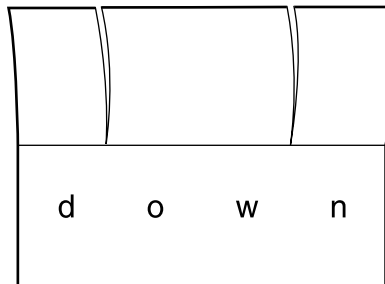
by Dinah Zike

## Phonics/Spelling Application

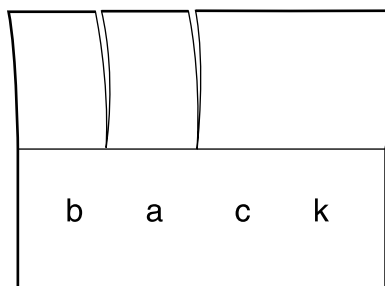
Use the Four-Tab Foldable as an alternate to Sound Boxes. Open the tabs and write a CCVC word on the bottom paper so that one letter is shown in each box. Have children practice blending and decoding words.



Another option is to make the Foldable with three tabs. After step 2, cut only the first and the third valleys. Open all three tabs and write a word with a vowel digraph, such as *ow*, on the bottom paper, so that the middle tab covers the vowel digraph.



Or, cut only the first and second tabs and write a word that ends with double letters or the digraph *-ck*.



# Pocket Foldable®

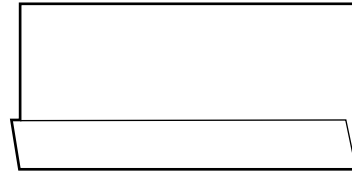
by Dinah Zike

## Materials:

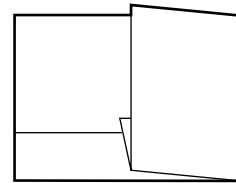
- one 11" × 17" sheet of paper
- glue

## Directions:

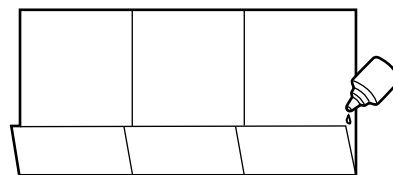
1. Begin as if you are going to make a hot dog, but only fold over about three inches.



2. With the paper horizontal and the fold on the bottom, fold the right side toward the center, trying to cover one half of the paper. Then, fold the left side over the right side to make three sections.



3. Glue the right and left edges of the original fold so that three pockets are created.

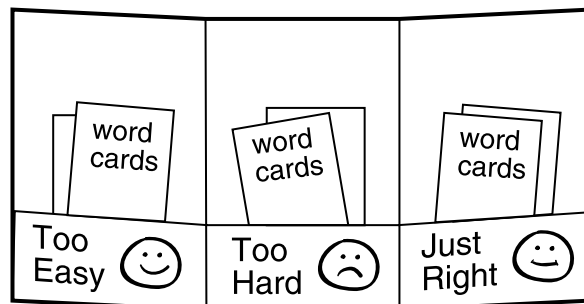
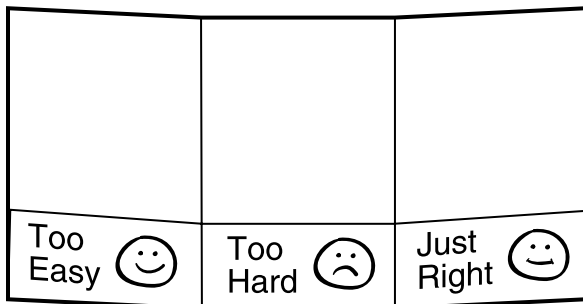


# Using the Pocket Foldable®

by Dinah Zike

## Vocabulary and Phonics/Spelling Applications

Have children use this Foldable as a study aid. Copies of word cards (see pages 92–151 in this book) can be sorted and stored by children as they learn words. Help children label the pockets as shown below. As they study the words, have them move the cards to the appropriate pockets.



**Tip!** Send this Foldable home with children so they can review and sort words with family members.

Storage Notes

Heavy stock paper will improve durability. Post the Foldable on a board for use during workstation time.

# Four-Tab Word Study Foldable®

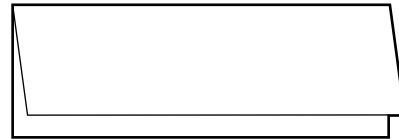
by Dinah Zike

## Materials:

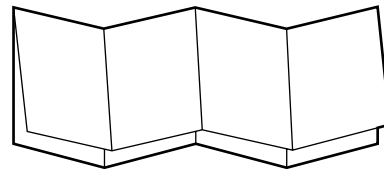
- one 11" × 17" sheet of paper
- scissors

## Directions:

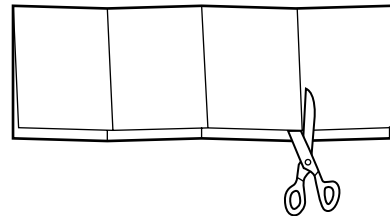
1. Fold the sheet like a hot dog, but fold it so that one side is one inch longer than the other side.



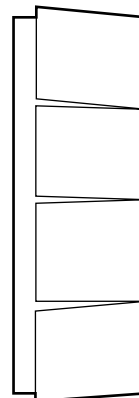
2. With the paper horizontal and the fold of the hot dog at the top, fold the hot dog into four (or more depending upon how many words are to be studied) vertical sections.



3. Open these folds. Place one hand between the sides of the folded hot dog and cut up the three valleys so there are four tabs.



4. Turn the Foldable so it can be used vertically.

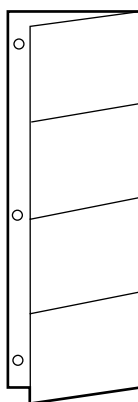
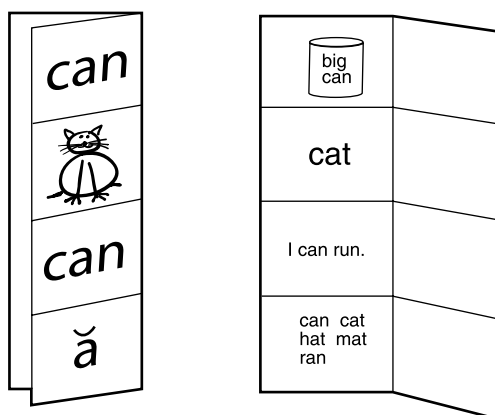


# Using the Four-Tab Word Study Foldable®

by Dinah Zike

## Vocabulary and Phonics/Spelling Applications

Have children use this Foldable as a study aid. Have them write a vocabulary or spelling word on a tab, then open the tab, draw a picture, write a definition, or write a sample sentence.



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Punch holes on flaps to compile word lists in a binder. Heavy stock paper will improve durability.

# Pyramid Foldable®

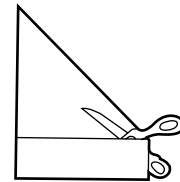
by Dinah Zike

## Materials:

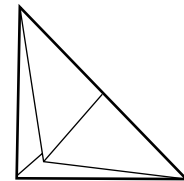
- one 8½" × 11" sheet of paper
- scissors
- glue

## Directions:

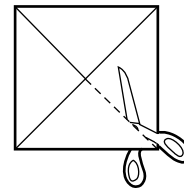
1. Fold the sheet into a taco. Cut off the excess rectangular tab formed by the fold.



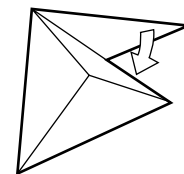
2. Open the folded taco and refold it like a taco the opposite way to create an X-fold.



3. Cut one of the valleys to the center of the X, or the midpoint, and stop. This forms two triangular flaps.



4. Glue one of the flaps under the other, forming a pyramid.



**Tip!** Use this Foldable with data occurring in threes.



# Using the Pyramid Foldable®

by Dinah Zike

## Vocabulary Application

The Pyramid Foldable can be used to sort and review concepts studied, such as sequence words or words with inflectional endings (-s, -es, -ies).

## Phonics/Spelling Application

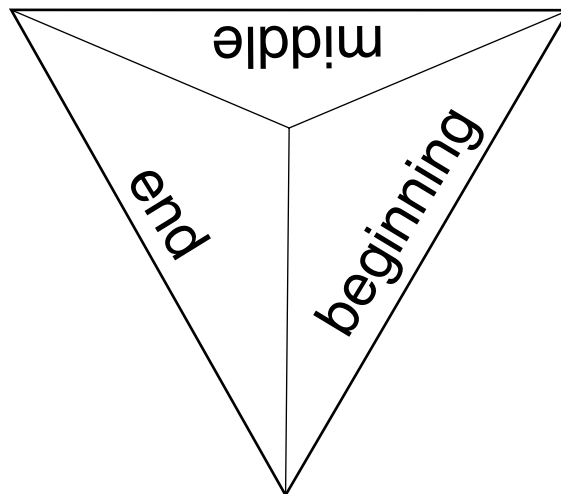
Children can sort words into three categories. Some examples:

- Initial (or final) consonants (such as *p, m, s*)
- Short vowels (such as *a, e, i*)
- Long vowels (such as *o\_e, oa, o*)
- Blends (*sl, st, sw*)

## Comprehension Application

Not only can children use the pyramid to record information about what they read, they can do it in a few different ways. With one pyramid they can do things such as the following:

- Compare three different story characters
- Create a K-W-L chart
- Record information about story beginning, middle, and end



# Picture Frame Foldable®

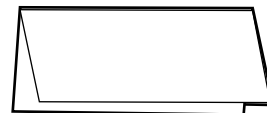
by Dinah Zike

## Materials:

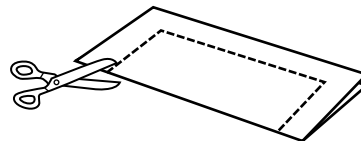
- one sheet of  $8\frac{1}{2}$ "  $\times$  11" paper in a bright color
- one sheet of 11"  $\times$  17" paper
- scissors
- glue

## Directions:

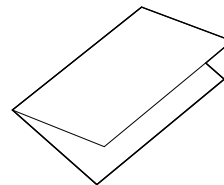
1. Fold the  $8\frac{1}{2}$ "  $\times$  11" paper into a hot dog.



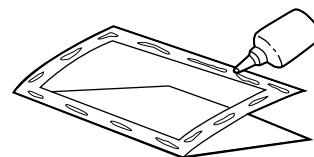
2. Starting at the fold, cut a frame shape (as illustrated). Set aside.



3. Fold the 11"  $\times$  17" paper into a hamburger.



4. Glue the paper frame to the front side of the hamburger.



# Using the Picture Frame Foldable®

by Dinah Zike

## Vocabulary and Phonics/Spelling Applications

Children can glue pictures or draw pictures in the frame to reinforce a vocabulary word or concept. On the inside of the book, they can write or dictate sentences about the word or concept.

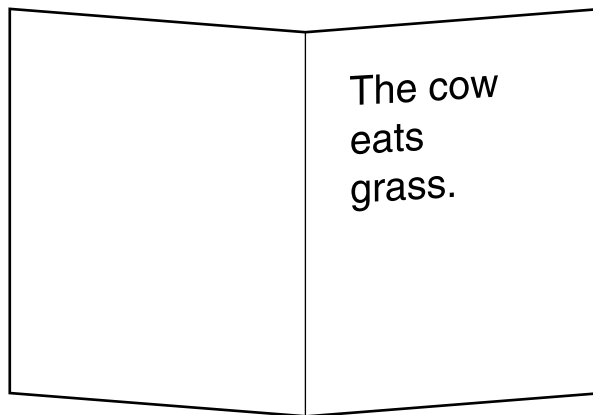
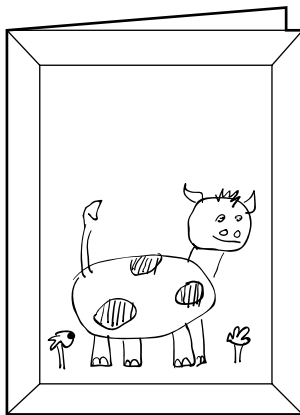
## Comprehension Application

To reinforce character study, have children illustrate a story character (or use story character patterns on pages 198–228 of this book) and write or dictate sentences about the character. The same sort of activity can be done with the following skills:

- Setting/plot
- Main idea/details
- Retelling a scene

## Grammar Application

Have children use the frame to illustrate a noun or a verb. Then have them write or dictate sentences about the word.



# FOLDABLES®

## Correlated to Reading Skills

Foldable	Phonics/Phonemic Awareness/Spelling	Vocabulary (including Oral Vocabulary)	Vocabulary Strategies	Comprehension	Study Skills	Grammar
Answer Mitt	X	X	X	X	X	X
Accordion Book	X	X	X	X		X
Standing Cube	X	X		X		X
Layered Book	X	X		X	X	X
Large Word Study Book	X	X				
Matchbook	X	X		X		
Two- and Three-Tab	X					
Three-Tab Poster				X		
Three- and Four-Tab	X					
Pocket	X	X				
Four-Tab Word Study	X	X				
Pyramid	X	X		X		
Picture Frame	X	X		X		X



### Learn More About Foldables®

*Dinah Zike* is the author of more than 150 educational books and materials. For a catalog of Dinah's current publications, as well as information on her keynotes and teacher workshops, call 1-800-99DINAH (1-800-993-4624), or visit her Web site at [www.dinah.com](http://www.dinah.com).

Look for the PreK–2 and Grades 3–6 volumes of *Foldables and V-K-Vs for Phonics, Vocabulary, and Spelling*. These 300-page, full-color reference books illustrate how to teach basic reading skills through the use of Foldables and visual-kinesthetic-vocabulary flashcards.

The updated, full-color *Dinah Zike's Classroom Organization: It Can Be Done* is a K–6 teacher's comprehensive guide to creatively managing time, energy, and classroom materials.

Name \_\_\_\_\_

**Read the words. Say each word. Then complete each word to make a spelling word. Use each word once.**

man

cat

hat

mat

ran

can

up

not

\_\_\_\_\_

-----

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

\_\_\_\_\_

\_\_\_\_\_

-----

5. n \_\_\_\_\_ t

\_\_\_\_\_

-----

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

\_\_\_\_\_

-----

6. m \_\_\_\_\_ n

\_\_\_\_\_

-----

3. r \_\_\_\_\_ n

\_\_\_\_\_

-----

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

\_\_\_\_\_

-----

4. c \_\_\_\_\_ n

\_\_\_\_\_

-----

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

\_\_\_\_\_

Name \_\_\_\_\_

man

cat

hat

mat

ran

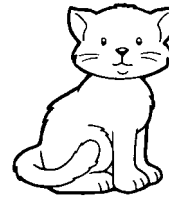
can

up

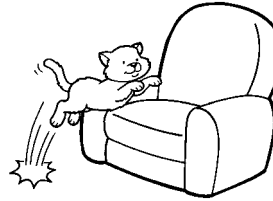
not

Look at the picture. Use a spelling word to complete the sentence.

1. Can you see the \_\_\_\_\_?



2. The cat ran \_\_\_\_\_.



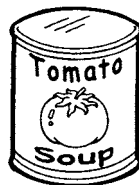
3. The man has a \_\_\_\_\_.



4. She is \_\_\_\_\_ sad.



5. Here is a \_\_\_\_\_.



Name \_\_\_\_\_

**Look at the spelling words in the box. Find the spelling words in the puzzle. Draw a circle around each word.**

dad	sad	nap	tap	sack
back	man	cat	too	it

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

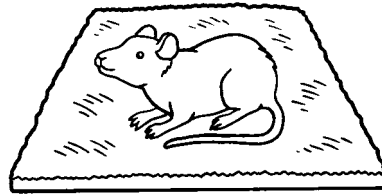
Name \_\_\_\_\_

Write a spelling word to complete each sentence.

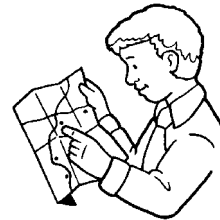
1. The cap is \_\_\_\_\_ little.



2. The rat will take a \_\_\_\_\_.



3. The \_\_\_\_\_ can see the map.



4. Mack can \_\_\_\_\_ the pan.



5. \_\_\_\_\_ is over the pack.



6. Nan is \_\_\_\_\_.





Name \_\_\_\_\_

**Read the words. Say each word.**

pin	win	hit	sit	miss
kiss	sad	nap	be	run

**Complete each spelling word with the letter i.**

----- 1. h _____ t	----- 2. p _____ n
-----------------------	-----------------------

----- 3. m _____ ss	----- 4. s _____ t
------------------------	-----------------------

----- 5. w _____ n	----- 6. k _____ ss
-----------------------	------------------------

**Complete each spelling word with the letter a.**

----- 7. n _____ p	----- 8. s _____ d
-----------------------	-----------------------

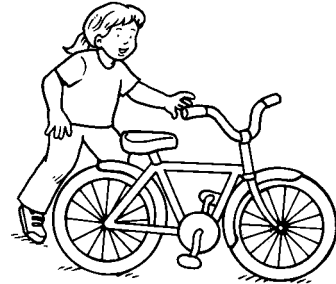
**Complete the spelling word with the letter e.**

----- 9. b _____
---------------------

Name \_\_\_\_\_

Look at each picture. Write a spelling word to make the sentence tell about the picture.

1. Jan does not want to \_\_\_\_\_.



2. Jan can \_\_\_\_\_ on this.



3. Go, Jan. You can \_\_\_\_\_!



4. This is a \_\_\_\_\_ for Jan.



5. Wag has a \_\_\_\_\_ for Jan.



Name \_\_\_\_\_

clip

slip

flag

flip

black

plan

win

sit

come

good

**Write the words that have 3 letters.**

\_\_\_\_\_

-----

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

**Write the words that have 4 letters.**

\_\_\_\_\_

-----

3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

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

**Write the word that has 5 letters.**

\_\_\_\_\_

-----

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

Name \_\_\_\_\_

The underlined word is spelled wrong.  
Write the word correctly.

1. Let us sitt and talk.

\_\_\_\_\_

-----

\_\_\_\_\_



2. Did you have a gode day?

\_\_\_\_\_

-----

\_\_\_\_\_



3. I saw a monkey with a

blak hat. \_\_\_\_\_

4. A man did a jump and a filp!

\_\_\_\_\_

-----

\_\_\_\_\_

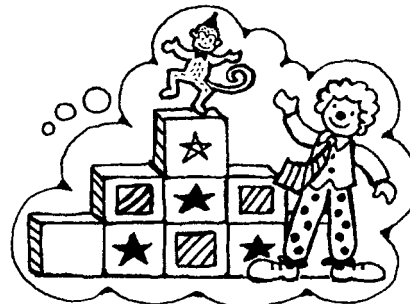


5. The man had a pal with a flagg.

\_\_\_\_\_

-----

\_\_\_\_\_



6. The man's pal had a plann for a

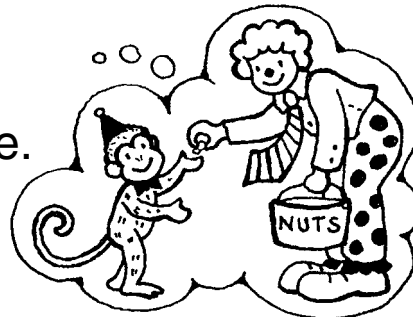
trick. \_\_\_\_\_

7. The man let his pal winn a game.

\_\_\_\_\_

-----

\_\_\_\_\_



Name \_\_\_\_\_

**Read the spelling words. Find the spelling words in the puzzle. Draw a circle around each word.**

land	sand	fast	past	sink
sing	flip	black	use	very

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

Name \_\_\_\_\_

**Pick the word that is correct. Write the word to complete the sentence.**

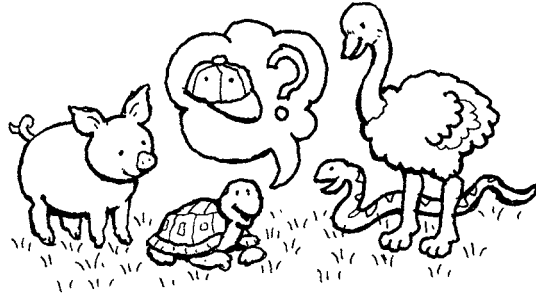
1. Can you \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ a hat?

yuse

use



2. Did it \_\_\_\_\_ off my head?

flipp

flip

\_\_\_\_\_

\_\_\_\_\_

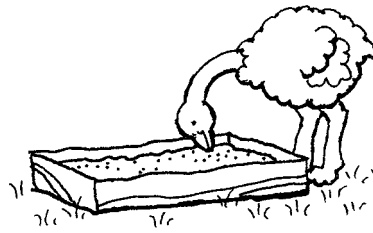
3. Is it down in the \_\_\_\_\_?

sand

sadd

\_\_\_\_\_

\_\_\_\_\_



4. The snake will find it \_\_\_\_\_!

fast

fasd

\_\_\_\_\_

\_\_\_\_\_



5. You are \_\_\_\_\_

good pals!

viry

very



Name \_\_\_\_\_

**Read the words. Say each word.**

hop	top	log	hog	hot
lot	fast	sing	our	they

**Complete each spelling word with the letter o.**

- |              |              |              |
|--------------|--------------|--------------|
| 1. h _____ g | 2. h _____ t | 3. t _____ p |
| 4. l _____ t | 5. h _____ p | 6. l _____ g |
| 7. _____ ur  |              |              |

**Complete the spelling word with the letter n.**

8. si \_\_\_\_\_ g

**Complete the spelling word with the letter e.**

9. th \_\_\_\_\_ y

**Complete the spelling word with the letter a.**

10. f \_\_\_\_\_ st

Name \_\_\_\_\_

Is the underlined word spelled correctly?  
Choose Yes or No. If the word is spelled wrong,  
write the word correctly.

1. Did the hoog have on a hat?Correct?  Yes  No

\_\_\_\_\_

— — — — —

\_\_\_\_\_

2. I like to sing as I dig.Correct?  Yes  No

\_\_\_\_\_

— — — — —

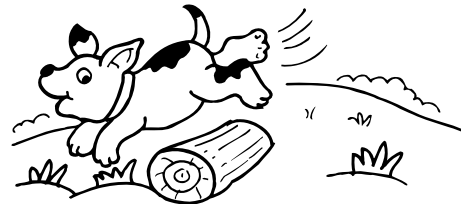
\_\_\_\_\_

3. The dog will hop over the log.Correct?  Yes  No

\_\_\_\_\_

— — — — —

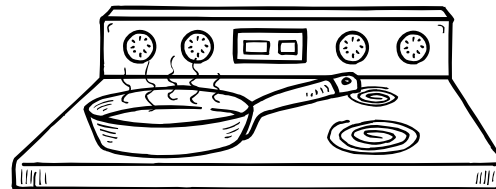
\_\_\_\_\_

4. The pan is very hott.Correct?  Yes  No

\_\_\_\_\_

— — — — —

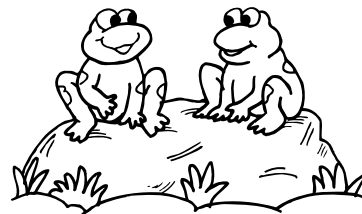
\_\_\_\_\_

5. Are thay on top of the rock?Correct?  Yes  No

\_\_\_\_\_

— — — — —

\_\_\_\_\_





Name \_\_\_\_\_

**Read each word. Say each word.**

leg	beg	men	hen	let
get	top	lot	no	some

**Use the clues to write a spelling word on the line.**1. starts like **back** + sounds like **peg** \_\_\_\_\_2. starts like **miss** + sounds like **ten** \_\_\_\_\_3. starts like **good** + sounds like **set** \_\_\_\_\_4. starts like **land** + sounds like **peg** \_\_\_\_\_5. starts like **hat** + sounds like **ten** \_\_\_\_\_6. starts like **land** + sounds like **set** \_\_\_\_\_**Write the spelling word on the line.**

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

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

9. no \_\_\_\_\_

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

Name \_\_\_\_\_

leg

beg

men

hen

let

get

top

lot

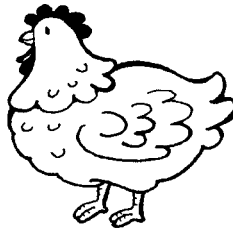
no

some

Write the spelling word that names the picture.


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

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


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

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

Circle the spelling word that completes the sentence.

3. I can stand on one (get, leg).
4. Will you (get, lot) a coat?
5. Here are (some, get) hats.
6. (Let, Who) me have the cat.

Name \_\_\_\_\_

**Read the words. Say each word.**

spill	spin	grab	grass	trap
trip	men	let	out	many

**Complete each spelling word with the letter s.**

\_\_\_\_\_

-----

1. \_\_\_\_\_ pin      2. \_\_\_\_\_ pill

**Complete each spelling word with the letter r.**

\_\_\_\_\_

-----

3. g \_\_\_\_\_ ab      4. t \_\_\_\_\_ ap

\_\_\_\_\_

-----

5. t \_\_\_\_\_ ip      6. g \_\_\_\_\_ ass

**Complete each spelling word with the letter t.**

\_\_\_\_\_

-----

7. le \_\_\_\_\_      8. ou \_\_\_\_\_

**Complete each spelling word with the letter n.**

\_\_\_\_\_

-----

9. me \_\_\_\_\_      10. ma \_\_\_\_\_ y



Name \_\_\_\_\_

Write the spelling word that completes  
the sentence. \_\_\_\_\_  
-----

1. The men cut the \_\_\_\_\_.

2. I let our dogs \_\_\_\_\_ to run.

3. I can see \_\_\_\_\_ trees.

4. Mom did not \_\_\_\_\_ on the log.

5. Did the cat \_\_\_\_\_ the milk?

Name \_\_\_\_\_

**Read the spelling words in the box. Find the spelling words in the puzzle. Draw a circle around each word.**

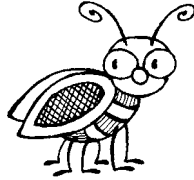
run	fun	nut	cut	bug
rug	spin	grass	could	one

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

Name \_\_\_\_\_

Write the spelling word that goes with each picture.

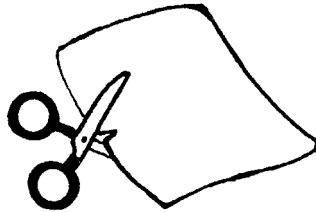
1. \_\_\_\_\_  
-----  
\_\_\_\_\_



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



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



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



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



Name \_\_\_\_\_

fish	shop	ship	with	thin
thank	bug	run	want	all

**Add the word parts to make a spelling word.**  
**Write the spelling word on the line.**

1. b + ug = \_\_\_\_\_

2. sh + ip = \_\_\_\_\_

3. wi + th = \_\_\_\_\_

4. wa + nt = \_\_\_\_\_

5. a + ll = \_\_\_\_\_

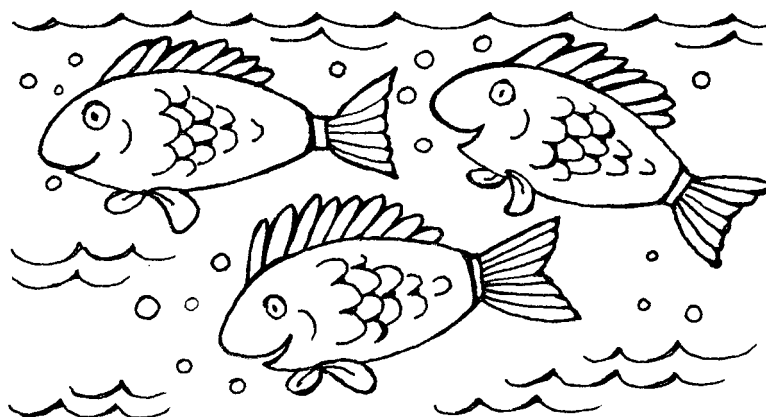
6. fi + sh = \_\_\_\_\_

7. th + ank = \_\_\_\_\_

8. r + un = \_\_\_\_\_

9. sh + op = \_\_\_\_\_

10. th + in = \_\_\_\_\_



Name \_\_\_\_\_

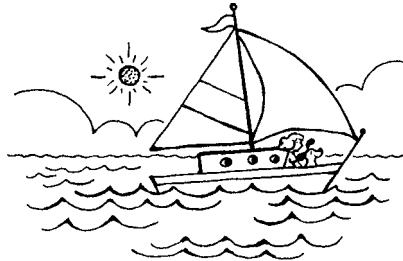
**Write a spelling word to complete each sentence.**

1. Peg and Wag took a ride

\_\_\_\_\_

-----

on a \_\_\_\_\_.

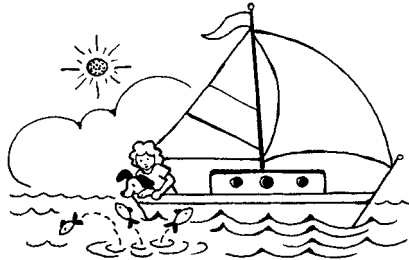


2. Peg and Wag saw

\_\_\_\_\_

-----

\_\_\_\_\_ the fish.



3. Look at Wag run

\_\_\_\_\_

-----

\_\_\_\_\_ Peg!



4. Wag can \_\_\_\_\_

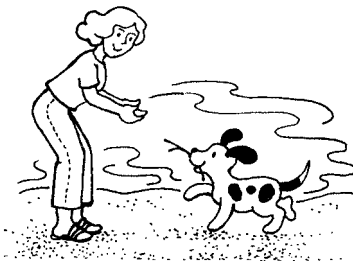
to get the stick for Peg.

\_\_\_\_\_

-----

5. Peg will \_\_\_\_\_

Wag with a pat.





Name \_\_\_\_\_

**Read the words. Say each word.**

make	take	came	game	gate
late	shop	with	why	school

**Complete each spelling word by writing the letter a.**

\_\_\_\_\_

-----

1. l \_\_\_\_\_ te

\_\_\_\_\_

-----

2. t \_\_\_\_\_ ke

\_\_\_\_\_

-----

3. g \_\_\_\_\_ te

\_\_\_\_\_

-----

4. g \_\_\_\_\_ me

\_\_\_\_\_

-----

5. c \_\_\_\_\_ me

\_\_\_\_\_

-----

6. m \_\_\_\_\_ ke

**Complete each spelling word by writing the letter o.**

\_\_\_\_\_

-----

7. sh \_\_\_\_\_ p

\_\_\_\_\_

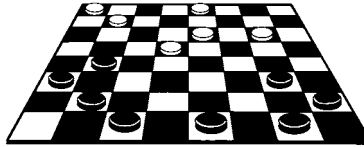
-----

8. scho \_\_\_\_\_ l

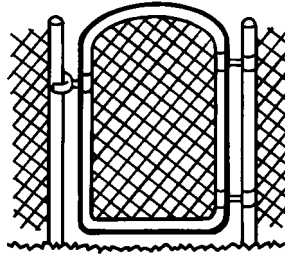
Name \_\_\_\_\_

Write the spelling word that names the picture.

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



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



Write the spelling word that completes the sentence.

3. We can play \_\_\_\_\_  
 each other.



4. I can \_\_\_\_\_ the bus to school.

5. I do not want to be \_\_\_\_\_.



Name \_\_\_\_\_

**Read the spelling words in the box.**  
**Find the spelling words in the puzzle.**  
**Draw a circle around each word.**

like	spike	ride	hide	bike
mine	make	came	how	there

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

Name \_\_\_\_\_

Choose the word that is spelled correctly to complete each sentence. Write the word.

1. Dad can show us

\_\_\_\_\_

-----

\_\_\_\_\_.

**howe**      **how**



2. I can \_\_\_\_\_

this part.

**mak**      **make**



3. Jim, put some water

\_\_\_\_\_

-----

in \_\_\_\_\_.

**thare**      **there**



4. Mom just \_\_\_\_\_

home.

**came**      **cam**



5. Do you \_\_\_\_\_

it, Mom?

**like**      **liek**



Name \_\_\_\_\_

**Read the words. Say each word.**

whip	whale	catch	match	chin
chop	like	ride	from	your

**Write the words with 4 letters.**

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ |          |          |

**Write the words with 5 letters.**

- |           |          |
|-----------|----------|
| 8. _____  | 9. _____ |
| 10. _____ |          |

Name \_\_\_\_\_

The underlined word is spelled wrong.  
Write the word correctly.

1. We lik to make shapes on our wall.

\_\_\_\_\_

-----

\_\_\_\_\_



2. I can make a wale.

\_\_\_\_\_

-----

\_\_\_\_\_



3. I like yure shape, too.

\_\_\_\_\_

-----

\_\_\_\_\_



Use the letter and clue to make a spelling word.  
Write the word on the line.

\_\_\_\_\_

-----

4. rhymes with bike: l + \_\_\_\_\_

\_\_\_\_\_

-----

5. rhymes with hide: r + \_\_\_\_\_

Name \_\_\_\_\_

**Read the words. Say each word.**

joke	nose	note	woke	cute
cube	chop	whale	old	new

**Complete each spelling word with the letter o.**

1. n \_\_\_\_\_ se      2. n \_\_\_\_\_ te      3. \_\_\_\_\_ ld

4. w \_\_\_\_\_ ke      5. j \_\_\_\_\_ ke      6. ch \_\_\_\_\_ p

**Complete each spelling word with the letter u.**

7. c \_\_\_\_\_ be      8. c \_\_\_\_\_ te

**Complete each spelling word with the letter e.**

9. n \_\_\_\_\_ w

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

Name \_\_\_\_\_

**Is the underlined word spelled correctly?  
Choose Yes or No. If the word is spelled wrong,  
write the word correctly.**

1. I can ride on a wale. \_\_\_\_\_  
-----

Correct?  Yes  No \_\_\_\_\_

2. I can make a red nos for a cat. \_\_\_\_\_  
-----

Correct?  Yes  No \_\_\_\_\_

3. A big fish woke me up! \_\_\_\_\_  
-----

Correct?  Yes  No \_\_\_\_\_

4. He tells a cute juke. \_\_\_\_\_  
-----

Correct?  Yes  No \_\_\_\_\_

5. The olde dog can sing all the notes. \_\_\_\_\_  
-----

Correct?  Yes  No \_\_\_\_\_



Name \_\_\_\_\_

strike      string      splash      split      scrub  
scrap      nose      cute      does      girl

**Write the words that have 4 letters.**

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

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

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

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

**Write the words that have 5 letters.**

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

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

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

**Write the words that have 6 letters.**

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

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

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



Name \_\_\_\_\_

Is the underlined word spelled correctly?

Choose Yes or No.

If the word is spelled wrong, write it correctly.

1. The gerl will make me a hat. Yes     No2. Nan wants more string. Yes     No3. This scrapp is too little. Yes     No4. I like watching Nan make a cute hat. Yes     No

Name \_\_\_\_\_

mail	rain	chain	way	play
day	string	split	walked	eight

**Write the words that have 3 letters.**

\_\_\_\_\_

-----

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

**Write the words that have 4 letters.**

\_\_\_\_\_

-----

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

-----

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

**Write the words that have 5 letters.**

\_\_\_\_\_

-----

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

-----

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

Name \_\_\_\_\_

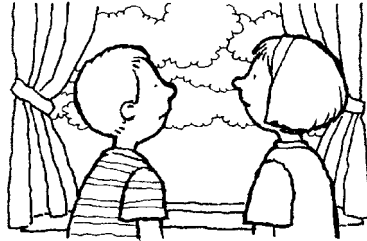
The underlined word is spelled wrong.  
Write the word correctly.

1. We can't playe if it rains.

\_\_\_\_\_

-----

\_\_\_\_\_



2. I know a wai to have fun.

\_\_\_\_\_

-----

\_\_\_\_\_

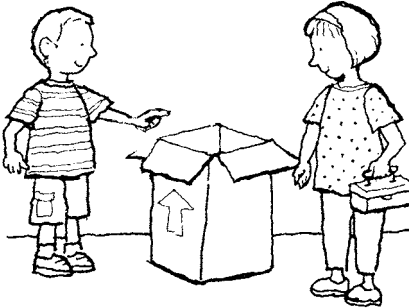


3. Put some stringe in that box.

\_\_\_\_\_

-----

\_\_\_\_\_

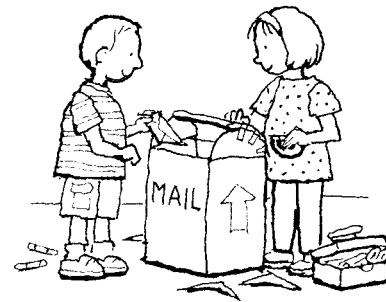


4. Put your mial in here.

\_\_\_\_\_

-----

\_\_\_\_\_



5. This is a great daye!

\_\_\_\_\_

-----

\_\_\_\_\_



Name \_\_\_\_\_

**Read the spelling words in the box. Find the spelling words in the puzzle. Draw a circle around each word.**

me	we	feed	keep	seat
beak	rain	play	give	write

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

Name \_\_\_\_\_

me      we      feed      keep      seat  
beak    rain    play      give      write

**Circle the spelling word that is spelled correctly.  
Then write the word.**

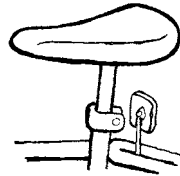
feed                  fead

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



seet                  seat

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



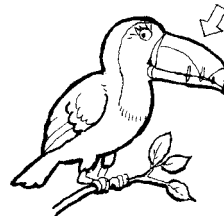
plai                  play

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



beak                  beek

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



**Write the spelling word that completes the sentence.**

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

5. I don't want to give it back. I want to \_\_\_\_\_ it.

Name \_\_\_\_\_

low      row      boat      coat      no  
go      we      keep      move      better

Write the words that have 2 letters.

\_\_\_\_\_

-----

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

-----

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

Write the words that have 3 letters.

\_\_\_\_\_

-----

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

-----

Write the words that have 4 letters.

\_\_\_\_\_

-----

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

-----

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

Write the word that has 6 letters.

\_\_\_\_\_

-----

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

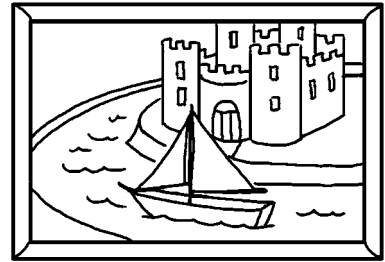
Name \_\_\_\_\_

Write a spelling word that rhymes with the underlined words in the sentence.

\_\_\_\_\_

-----

\_\_\_\_\_



1. The \_\_\_\_\_ can float in the moat.

\_\_\_\_\_

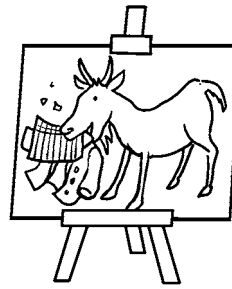
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\_\_\_\_\_

2. \_\_\_\_\_ can see he is full of glee.



3. The goat ate my \_\_\_\_\_  
and my note!

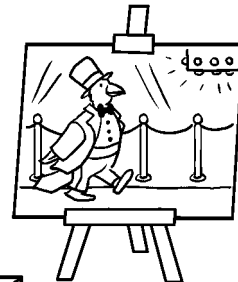


\_\_\_\_\_

-----

\_\_\_\_\_

4. The crow can \_\_\_\_\_ to the show.

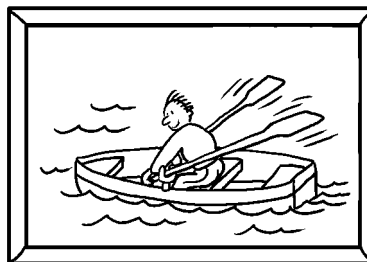


5. Joe doesn't know how to

\_\_\_\_\_

-----

\_\_\_\_\_

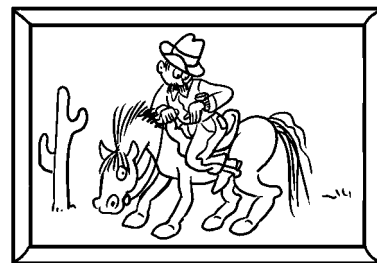


6. Oh, \_\_\_\_\_, he is going  
too slow!

\_\_\_\_\_

-----

\_\_\_\_\_





Name \_\_\_\_\_

find	kind	night	right	by
my	no	boat	never	should

**Add the word parts to make a spelling word.  
Write the spelling word on the line.**

- |  |   |
|--|---|
| <p>_____</p> <p>-----</p> <p>1. ni + ght = _____</p> <p>-----</p> <p>3. no +     = _____</p> <p>-----</p> <p>5. ne + ver = _____</p> <p>-----</p> <p>7. m + y = _____</p> <p>-----</p> <p>9. ki + nd = _____</p> | <p>_____</p> <p>-----</p> <p>2. shou + ld = _____</p> <p>-----</p> <p>4. b + y = _____</p> <p>-----</p> <p>6. f + ind = _____</p> <p>-----</p> <p>8. bo + at = _____</p> <p>-----</p> <p>10. rig + ht = _____</p> |
|--|---|

Name \_\_\_\_\_

find	kind	night	right	by
my	no	boat	never	should

**Write a spelling word for each clue.**1. This is the hand not on the left.

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

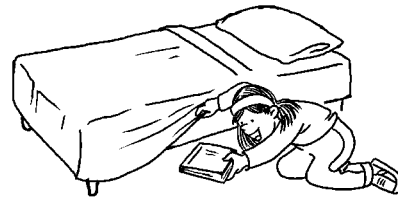
2. This comes at the end of day.

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

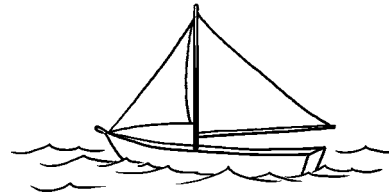


3. When a thing is lost, you hope

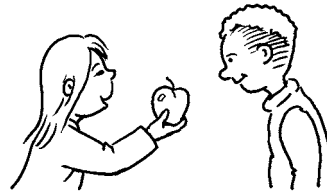
-----  
to do this. \_\_\_\_\_

4. You can ride this on the water.

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

5. A friend who is nice is this.

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

6. If I sit here, the seat is this.

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



Name \_\_\_\_\_

bumpy      penny      puppy      sandy      funny  
bunny      my      night      or      because

**Write a y to make a spelling word.**

- |  |  |
|--|--|
| <p>_____</p> <p>-----</p> <p>1. funn _____</p> <p>-----</p> <p>3. bunn _____</p> <p>-----</p> <p>5. penn _____</p> | <p>_____</p> <p>-----</p> <p>2. pupp _____</p> <p>-----</p> <p>4. bump _____</p> <p>-----</p> <p>6. sand _____</p> |
|--|--|

**Write the missing letters. Then write each word.**

- |   |   |
|---|---|
| <p>-----</p> <p>7. m _____</p> <p>-----</p> <p>8. n _____ ght</p> <p>-----</p> <p>9. _____ r</p> <p>-----</p> <p>10. b _____ caus _____</p> | <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p> |
|---|---|



Name \_\_\_\_\_

bumpy	penny	puppy	sandy	funny
bunny	my	night	or	because

**Circle the spelling word in each row.  
Then write the spelling word on the line.**

- |    |       |         |         |       |
|----|-------|---------|---------|-------|
| 1. | joke  | funny   | their   | _____ |
|    |       |         |         | ----- |
|    |       |         |         | ===== |
| 2. | house | dime    | penny   | _____ |
|    |       |         |         | ----- |
|    |       |         |         | ===== |
| 3. | beach | friends | sandy   | _____ |
|    |       |         |         | ----- |
|    |       |         |         | ===== |
| 4. | warm  | night   | seen    | _____ |
|    |       |         |         | ----- |
|    |       |         |         | ===== |
| 5. | puppy | dog     | idea    | _____ |
|    |       |         |         | ----- |
|    |       |         |         | ===== |
| 6. | after | great   | because | _____ |

Name \_\_\_\_\_

her	fern	bird	dirt	fur
burn	funny	penny	full	through

**Find the spelling words in the puzzle.**  
**Draw a circle around each word.**

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

Name \_\_\_\_\_

her      fern      bird      dirt      fur  
 burn      funny      penny      full      through

**Circle the spelling word that completes the sentence. Write it on the line.**

1. What a \_\_\_\_\_ yard you have!

full                      her                      fur  
 \_\_\_\_\_

2. Look at that tall green \_\_\_\_\_!

burn                      fern                      her  
 \_\_\_\_\_



3. It grew \_\_\_\_\_ the moss.

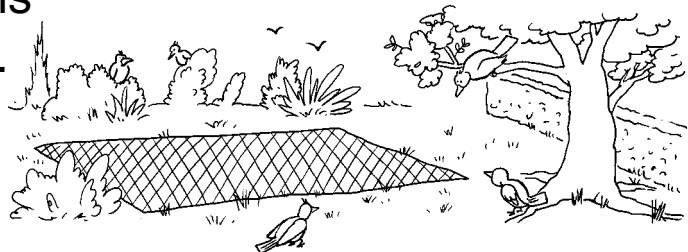
fork                      penny                      through  
 \_\_\_\_\_

4. Why is there a net on top of the \_\_\_\_\_?

beautiful                      dirt                      burn  
 \_\_\_\_\_

5. Now \_\_\_\_\_ and his friends can't eat the seeds.

fork                      corn                      bird  
 \_\_\_\_\_



Name \_\_\_\_\_

cart	art	barn	yarn	arm
harm	her	dirt	would	house

Write ar to make a spelling word.

1. b \_\_\_\_\_ n

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

3. h \_\_\_\_\_ m

4. y \_\_\_\_\_ n

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

6. c \_\_\_\_\_ t

Use a letter from the box to write a spelling word.

u

e

d

7. h \_\_\_\_\_ r

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

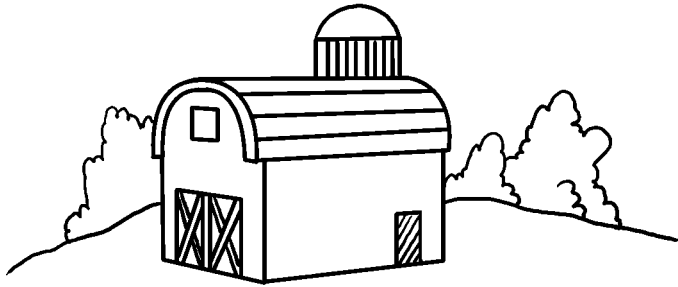
9. \_\_\_\_\_ irt

10. ho \_\_\_\_\_ se

Name \_\_\_\_\_

Write the spelling word that names the picture.

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



\_\_\_\_\_

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



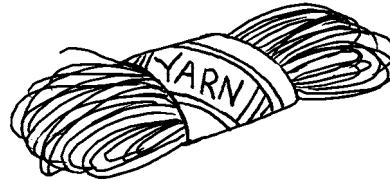
\_\_\_\_\_

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



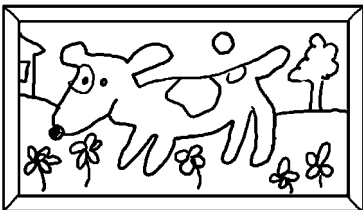
\_\_\_\_\_

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

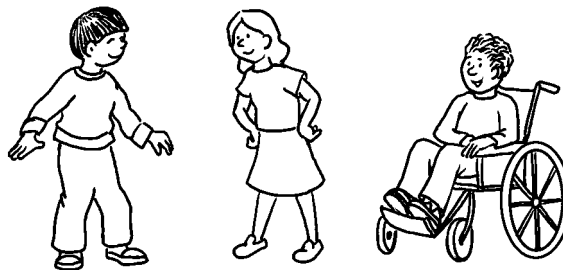


\_\_\_\_\_

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



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





Name \_\_\_\_\_

born	corn	cork	fork	horn
pork	barn	arm	know	great

**Write the words that end with -orn.**

\_\_\_\_\_

-----

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

\_\_\_\_\_

\_\_\_\_\_

-----

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

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

**Write the words that end with -ork.**

\_\_\_\_\_

-----

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

\_\_\_\_\_

\_\_\_\_\_

-----

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

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

**Write the words with ar.**

\_\_\_\_\_

-----

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

\_\_\_\_\_

-----

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

**Write the words with kn or gr.**

\_\_\_\_\_

-----

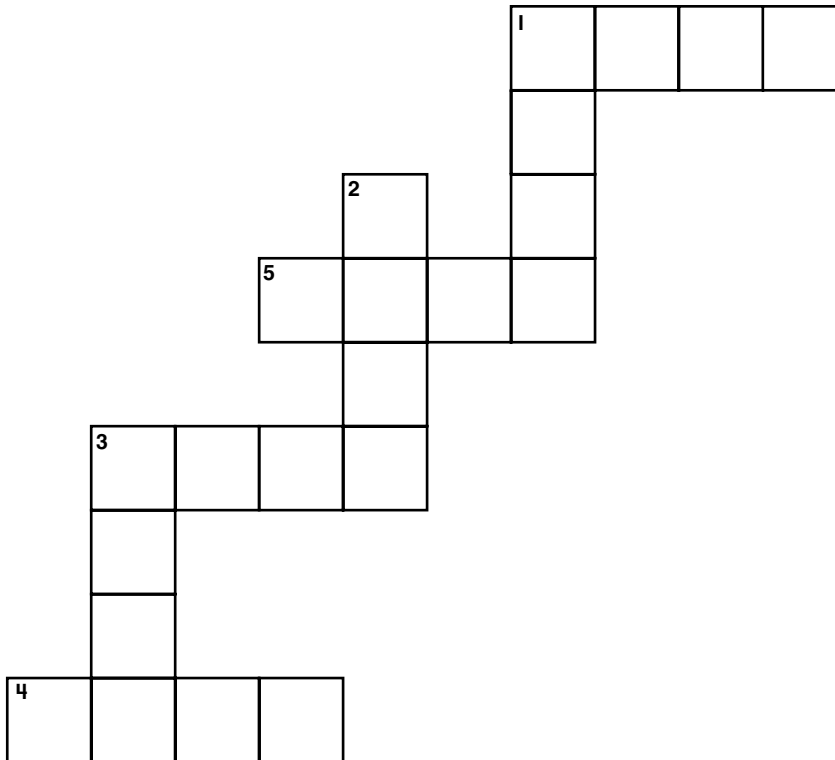
9. \_\_\_\_\_

\_\_\_\_\_

-----

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

Name \_\_\_\_\_

**Read the clue.****Write the spelling word in the puzzle.****Put one letter in each box.****DOWN**

1. This is a kind of plug.
2. This part of a car beeps.
3. Cows live here.

**ACROSS**

1. You can eat this plant.
3. A dog is called a puppy when it is this.
4. You are sure of something.
5. You use this to eat.



Name \_\_\_\_\_

cow	how	town	out	mouse
mouth	fork	born	fall	sure

**Add the word parts to make a spelling word.  
Write the spelling word on the line.**

1. mou + se = \_\_\_\_\_ 2. to + wn = \_\_\_\_\_

3. ho + w = \_\_\_\_\_ 4. fa + ll = \_\_\_\_\_

5. su + re = \_\_\_\_\_ 6. mo + uth = \_\_\_\_\_

7. fo + rk = \_\_\_\_\_ 8. c + ow = \_\_\_\_\_

9. o + ut = \_\_\_\_\_ 10. bor + n = \_\_\_\_\_



Name \_\_\_\_\_

cow	how	town	out	mouse
mouth	fork	born	fall	sure

**Write a spelling word for the clue.**

- \_\_\_\_\_
- 
1. You use this to pick up food. \_\_\_\_\_
- \_\_\_\_\_
- 
2. You use this to eat. \_\_\_\_\_
- \_\_\_\_\_
- 
3. This is the animal that says, "Moo!" \_\_\_\_\_

**Write a spelling word to complete the sentence.**

- \_\_\_\_\_
- 
4. The bird was \_\_\_\_\_ in a nest.
- \_\_\_\_\_
- 
5. A tiny spider can \_\_\_\_\_ from a tree.
- \_\_\_\_\_
- 
6. The spider is \_\_\_\_\_ to make a web.

Name \_\_\_\_\_

**Read the spelling words in the box.**

joy	toy	boy	spoil	coin
join	town	mouse	eyes	enough

**Write the words that have 3 letters.**

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

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

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

**Write the words that have 4 letters.**

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

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

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

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

**Write the words that have 5 letters.**

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

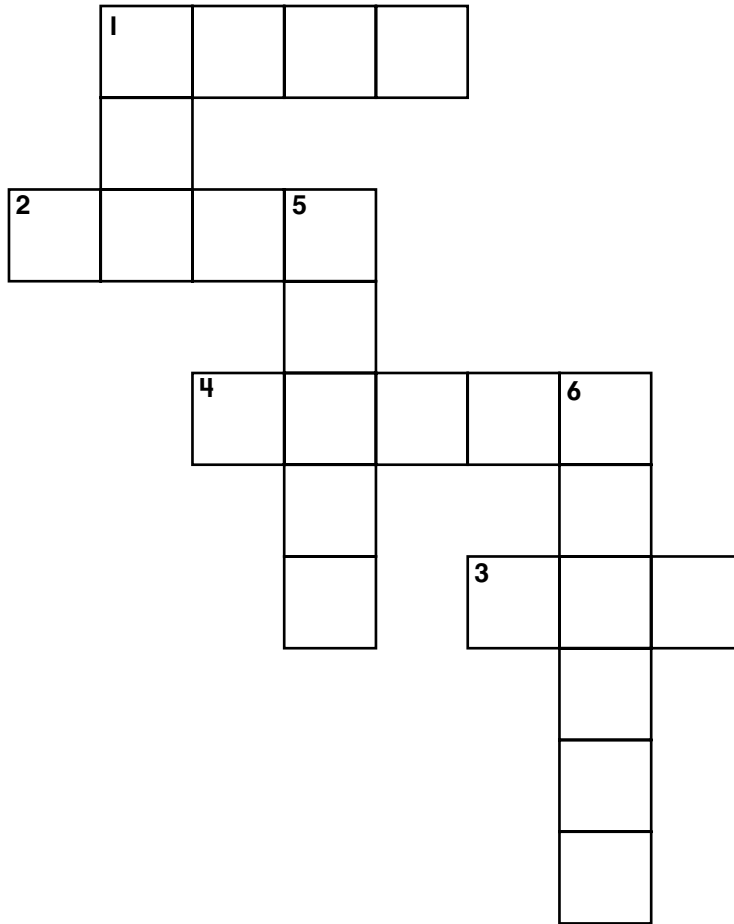
9. \_\_\_\_\_

**Write the word that has 6 letters.**

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

Name \_\_\_\_\_

Read the clue. Write the spelling word in the puzzle. Put one letter in each box.

**ACROSS**

1. This is smaller than a city.
2. You use these to see.
3. This makes you feel happy.
4. A cat may chase it.

**DOWN**

1. You play with this.
5. This can happen to old food.
6. As much as you need.

Name \_\_\_\_\_

book	took	look	hood	cook
wood	toy	coin	mother	love

Write oo to make a spelling word.

\_\_\_\_\_

-----

1. h \_\_\_\_\_ d

\_\_\_\_\_

-----

2. l \_\_\_\_\_ k

-----

3. c \_\_\_\_\_ k

-----

4. b \_\_\_\_\_ k

-----

5. w \_\_\_\_\_ d

-----

6. t \_\_\_\_\_ k

Write oi or oy to make a spelling word.

\_\_\_\_\_

-----

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

\_\_\_\_\_

-----

8. c \_\_\_\_\_ n

Write o to make a spelling word.

\_\_\_\_\_

-----

9. m \_\_\_\_\_ ther

\_\_\_\_\_

-----

10. l \_\_\_\_\_ ve



Name \_\_\_\_\_

book      took      look      hood      cook  
wood      toy      coin      mother      love

Write the spelling word that names the picture.

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



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



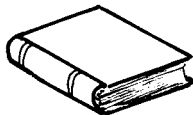
3. \_\_\_\_\_



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



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



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





Name \_\_\_\_\_

**Read the spelling words in the box.**

haul	claw	cause	paw	saw
dawn	book	took	nothing	along

**Find the spelling words in the puzzle.**  
**Draw a circle around each word.**

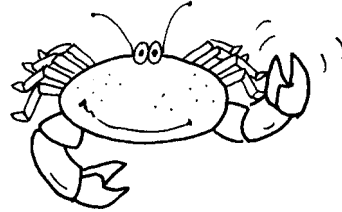
b	e	x	f	t	s	v	c	m
j	o	q	k	d	a	p	a	y
c	w	l	m	a	h	a	u	l
d	a	w	n	s	a	w	s	r
u	l	k	x	a	p	k	e	w
b	o	a	m	k	q	f	o	k
s	n	o	t	h	i	n	g	t
u	g	t	o	v	k	y	n	v
j	b	o	o	k	v	x	m	e
m	k	v	k	t	j	b	q	f

Name \_\_\_\_\_

The underlined word is spelled wrong.  
Write the word correctly.

1. Snap can wave his clawe.

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



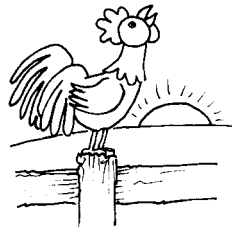
2. Pal lets me shake his paow.

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



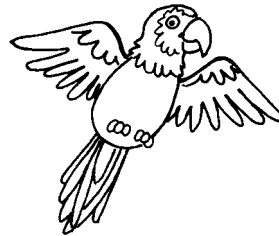
3. Buzz wakes us up at daun.

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



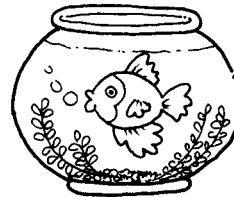
4. Polly toke a look around.

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



5. Splash likes to swim alonn the glass.

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



6. Hopper is doing nuthing.

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



Name \_\_\_\_\_

**Read the words. Say each word.**

dentist	happen	unpack	begin	lion
protect	saw	cause	goes	build

**Complete each spelling word with the letter e.**

- |                  |                |
|------------------|----------------|
| _____            | _____          |
| -----            | -----          |
| 1. d _____ ntist | 2. b _____ gin |
| _____            | _____          |
| -----            | -----          |
| 3. prot _____ ct | 4. go _____ s  |

**Complete each spelling word with the letter a.**

- |                 |                |
|-----------------|----------------|
| _____           | _____          |
| -----           | -----          |
| 5. h _____ ppen | 6. s _____ w   |
| _____           | _____          |
| -----           | -----          |
| 7. unp _____ ck | 8. c _____ use |

**Complete each spelling word with the letter i.**

- |               |                 |
|---------------|-----------------|
| _____         | _____           |
| -----         | -----           |
| 9. l _____ on | 10. bu _____ ld |

Name \_\_\_\_\_

**Write the spelling word that completes the sentence.**

\_\_\_\_\_

-----

1. I want to be a \_\_\_\_\_ when I grow up.

\_\_\_\_\_

-----

2. I will help \_\_\_\_\_ your teeth.

\_\_\_\_\_

-----

3. My sister wants to \_\_\_\_\_ homes.

\_\_\_\_\_

-----

4. My brother wants to be a \_\_\_\_\_ tamer at a circus.

\_\_\_\_\_

-----

5. Do you think that will \_\_\_\_\_?

Name \_\_\_\_\_

**Read the words. Say each word.**

jumping    looking    waiting    stopping    running  
 planning    dentist    lion    before    been

**Complete each spelling word with the letter p.**

1. jum \_\_\_\_\_ ing

2. stop \_\_\_\_\_ ing

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

**Complete each spelling word with the letter n.**

4. waiti \_\_\_\_\_ g

5. de \_\_\_\_\_ tist

6. run \_\_\_\_\_ ing

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

**Complete each spelling word with the letter o.**

8. lo \_\_\_\_\_ king

9. li \_\_\_\_\_ n

10. bef \_\_\_\_\_ re

Name \_\_\_\_\_

**Write the spelling word that completes the sentence.**

1. Let's find out. Does a \_\_\_\_\_ have a mane?

2. Let's find out. Why is the rain \_\_\_\_\_?

3. Let's find out. What makes a frog good at

\_\_\_\_\_?

4. Let's find out. What happens \_\_\_\_\_  
a rainbow forms?

5. Let's find out. Why is the river \_\_\_\_\_  
downstream?



Name \_\_\_\_\_

**Read the words. Say each word.**

lunchtime    daydream    shortcake    pancakes    picnic  
perform    jumping    running    certain    minutes

**Complete each spelling word with the letter o.**

1. sh \_\_\_\_\_ rtcake

2. perf \_\_\_\_\_ rm

**Complete each spelling word with the letter i.**

3. luncht \_\_\_\_\_ me

4. picn \_\_\_\_\_ c

5. m \_\_\_\_\_ nutes

**Complete each spelling word with the letter a.**

6. daydre \_\_\_\_\_ m

7. panc \_\_\_\_\_ kes

8. cert \_\_\_\_\_ in

**Complete each spelling word with the letter u.**

9. j \_\_\_\_\_ mping

10. r \_\_\_\_\_ nning

Name \_\_\_\_\_

**Is the underlined word spelled correctly? Choose Yes or No. If the word is spelled wrong, write the word correctly.**

1. We eat pancaks on my birthday.

\_\_\_\_\_

-----

Correct?    **Yes**    **No**

\_\_\_\_\_

2. We have a picknick on the 4th of July.

\_\_\_\_\_

-----

Correct?    **Yes**    **No**

\_\_\_\_\_

3. I count the minutes until midnight on New Year's Eve.

\_\_\_\_\_

-----

Correct?    **Yes**    **No**

\_\_\_\_\_

4. Grandma makes shortcake on Memorial Day.

\_\_\_\_\_

-----

Correct?    **Yes**    **No**

\_\_\_\_\_

5. I performe in the school band on Veteran's Day.

\_\_\_\_\_

-----

Correct?    **Yes**    **No**

\_\_\_\_\_



Name \_\_\_\_\_

A sentence is a group of words that tells a whole idea.

**Use the words in the box to make sentences.**

Pam      can jump      ran down      The bat

1. My cat \_\_\_\_\_.

2. \_\_\_\_\_ has a hat.

3. \_\_\_\_\_ is little.

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

5. Sam and \_\_\_\_\_ can jump.



Name \_\_\_\_\_

Every sentence begins  
with a capital letter.



**Write each sentence correctly.**

1. this is my cap.

\_\_\_\_\_

-----

\_\_\_\_\_

2. you can play with me.

\_\_\_\_\_

-----

\_\_\_\_\_

3. she sat down.

\_\_\_\_\_

-----

\_\_\_\_\_

4. nan ran up.

\_\_\_\_\_

-----

\_\_\_\_\_

5. he has the mat.

\_\_\_\_\_

-----

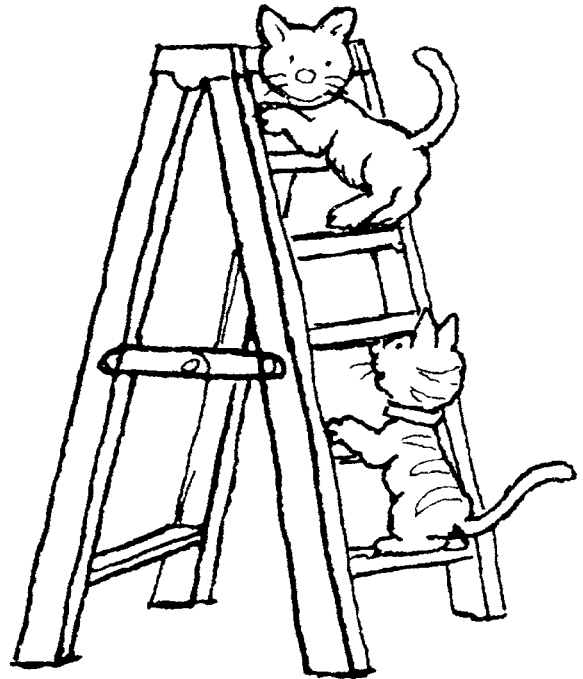
\_\_\_\_\_



Name \_\_\_\_\_

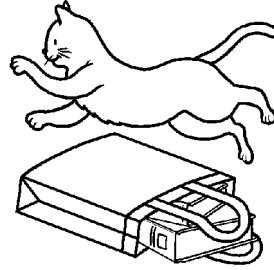
**Fill in the circle next to the complete sentence.**

1.  Pam has to go.  
 not up here  
 hat for Sam
2.  Pat and Sam  
 We jump down.  
 is with you
3.  Nan ran to me.  
 up and down the mat  
 Tan has
4.  a little pat for the cat  
 ran and ran  
 The cats can go up.
5.  the mat is  
 Sam can play.  
 my little cap



Name \_\_\_\_\_

The words in a sentence have  
to be in the right order.  
The order has to make sense.



### Write the words in order.

1. looks Mack up.

---



---



---

2. my has bag He.

---



---



---

3. jump to said Pat.

---



---



---

4. bag over Mack the jumps.

---



---



---

5. it, We too do.

---



---



---

Name \_\_\_\_\_

Every sentence ends with a special mark.

Example: The man ran back.

**Put a period at the end of each sentence.**

**Circle the mark.**

1. Look at me go \_\_\_\_\_
2. Mack ran like this \_\_\_\_\_
3. She jumps over it \_\_\_\_\_
4. Hal is over there \_\_\_\_\_
5. We can play here \_\_\_\_\_
6. This is what I like to do \_\_\_\_\_



Name \_\_\_\_\_

Put an X next to sentences with  
the words out of order.

Put the words in order.  
Write the sentences  
correctly on the lines.



1. my is cat. Mack

---



---



---

2. over the mat. jump He can

---



---



---

3. Sam has a bag for Mack.

---



---



---

4. Mack likes to play with it.

---



---



---

5. too. He Sam, likes

---



---



---

Name \_\_\_\_\_

A statement tells something.

Example: Jan can ride.



**Draw a line from the statement to its picture.**

1. Jack can kick.



2. Pam runs.



3. The hat is too big.



4. Val has the bat.



Name \_\_\_\_\_

A statement begins with a capital letter.

A statement ends with a period.



**Write each statement correctly.**

1. Jack is quick

---



---



---

2. he rides up and down

---



---



---

3. Pam packs the bag

---



---



---

4. she can do it

---



---



---

5. we are big

---



---



---



Name \_\_\_\_\_

**Draw a line under the statements.****1.** In the bag

He packs up.

Looks

**2.** This, too

In here

She said yes.

**3.** A big hat

The hat fits me.

Sees it

**4.** We can ride.

Jumps over

Val and Rick

**5.** Will be

Kicks and runs

Rick wins.

Name \_\_\_\_\_

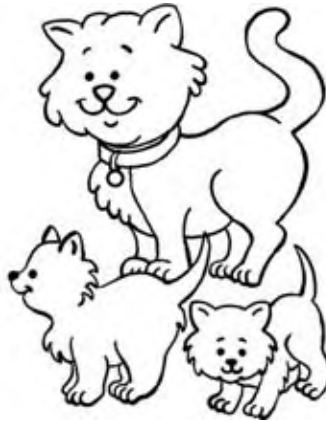
An exclamation is a sentence that shows strong feelings.

Example: What a fat cat that is!



### Circle the exclamations.

1. Come here, quick!
2. What is it?
3. Look at that!
4. What a good cat you are!
5. Where did the little cat go?
6. Grab the cat!



Name \_\_\_\_\_

A question ends with a question mark.

Example: Can Pal do a trick?

An exclamation ends with an exclamation mark.

Example: That was a good trick!

**Circle the correct end mark for each sentence.**

**Write the mark on the line.**

1. Look out for Pal \_\_\_\_\_ ? !

2. Grab him \_\_\_\_\_ ? !

3. Will he jump on me \_\_\_\_\_ ? !

4. He is too quick \_\_\_\_\_ ? !

5. What can we do \_\_\_\_\_ ? !

6. Can we trick Pal \_\_\_\_\_ ? !



Name \_\_\_\_\_

**Put a question mark or an exclamation mark at the end of each sentence.**

1. Come here, quick \_\_\_\_\_

2. What is that in the grass \_\_\_\_\_

3. Look at it jump up \_\_\_\_\_

4. Will it jump on me \_\_\_\_\_

5. Grab my hat \_\_\_\_\_

6. Run, run, run \_\_\_\_\_

7. Do you see it \_\_\_\_\_

8. Where did it go \_\_\_\_\_



Name \_\_\_\_\_

Every sentence begins with a capital letter. Every sentence ends with a special mark.

**Circle the sentence that is correct in each group.**

1. hank runs fast

Hank runs fast

Hank runs fast.

2. can we help him win

Can we help him win?

can we help him win?

3. He wins!

he wins

He wins



**Write a sentence that tells what can happen next.**

---



---



---

Name \_\_\_\_\_

Begin every sentence with a capital letter.

End every sentence with a special mark.

Unscramble the words in the box to complete the sentence.  
Write the sentence correctly.



1. we sand can this use

---



---



---

2. will it help do you me

---



---



---

3. look crab that very little at

---



---



---

4. where the go crab did

---



---



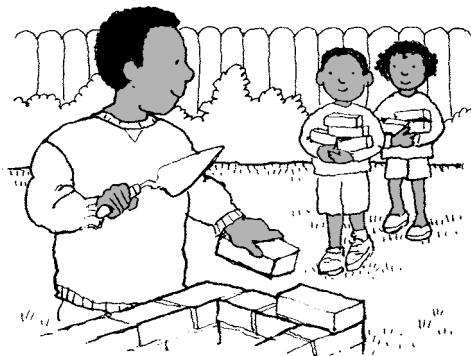
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Name \_\_\_\_\_

**Read the sentences. Write them correctly.**

will you help, too  
 can you pick up bricks  
 here are the bricks, Dad  
 what a big help you are  
 we like to help you

**Write two statements from the box.**

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

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

**Write two questions from the box.**

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

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

**Write one exclamation from the box.**

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



Name \_\_\_\_\_

A noun is a word that names a person, place, or thing.

Write the noun from the word box to complete each sentence. Circle all the nouns in each sentence.

pond    pad    dad    rock    frog

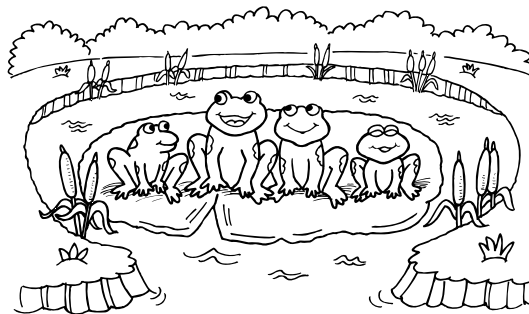
1. The little \_\_\_\_\_ jumps on the log.

2. The mom is in the \_\_\_\_\_.

3. Is that big fat frog the \_\_\_\_\_?

4. The dad sits on a \_\_\_\_\_.

5. They jump on the \_\_\_\_\_.





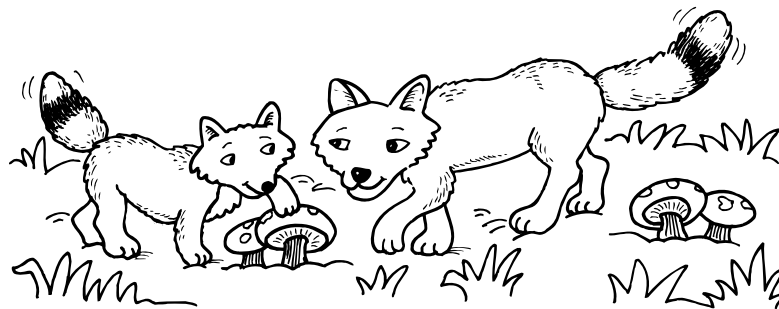
Name \_\_\_\_\_

A sentence begins with a capital letter.

A statement ends with a period.

Example: The cat sat in the hat.

**Read each pair of sentences.  
Circle the statement that is correct.**



1. the mom is with her kit

The mom is with her kit.

2. A kit is a little fox?

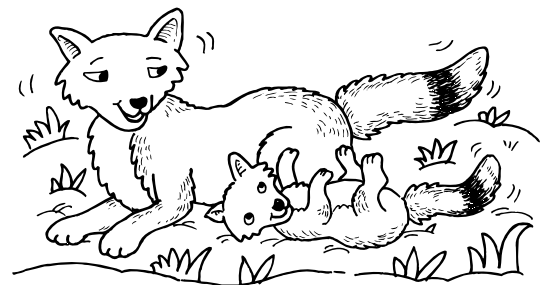
A kit is a little fox.

3. Mom helps the little fox.

Mom helps the little fox

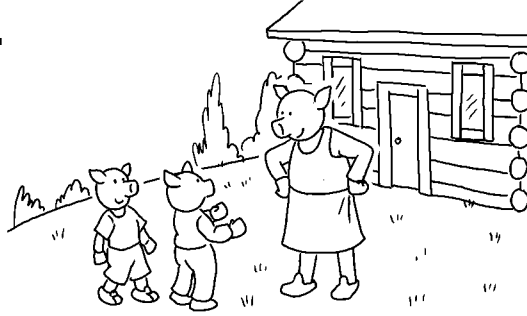
4. now they play in the grass.

Now they play in the grass.



Name \_\_\_\_\_

Look at the underlined words in each sentence.  
Write the one that is a noun.



1. I am a quick little pig. \_\_\_\_\_  
\_\_\_\_\_

2. Look at me run down the hill. \_\_\_\_\_  
\_\_\_\_\_

3. My mom said to come back. \_\_\_\_\_  
\_\_\_\_\_

4. Help your dad now. \_\_\_\_\_  
\_\_\_\_\_

5. I can bring this big log to him. \_\_\_\_\_  
\_\_\_\_\_

6. Can I play with my good pal now? \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

A plural noun names more than one person, place, or thing.

Add **-es** to form the plural of nouns that end with **s, ss, sh, ch, or x**.

Example: one **kiss**      two **kisses**

**Write a plural noun to complete the sentence. The picture and words in the box will help.**

branch

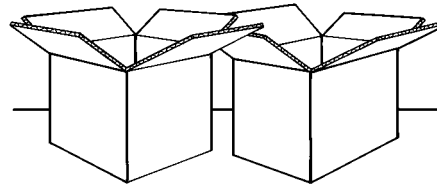
glass

box

dish

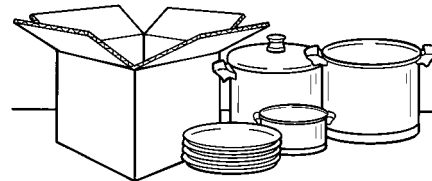
1. Will you help pack the

\_\_\_\_\_?  
-----  
\_\_\_\_\_?



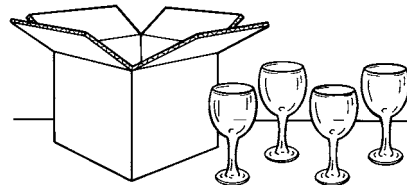
2. This one is for pots and

\_\_\_\_\_  
-----  
\_\_\_\_\_.



3. That box is for mom's best

\_\_\_\_\_  
-----  
\_\_\_\_\_.



4. What is on the \_\_\_\_\_?

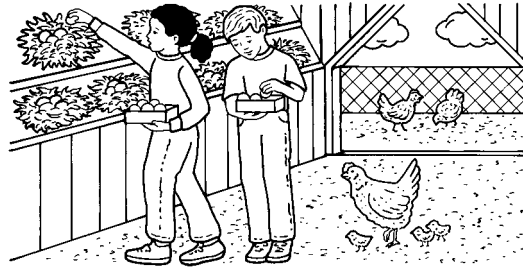


Name \_\_\_\_\_

A sentence begins with a capital letter.

A question ends with a question mark.

Write the questions correctly.



1. who will help me get the eggs

---



---



---

2. will the hens peck at me

---



---



---

3. can we go to see the pigs now

---



---



---

4. what do the little pigs eat

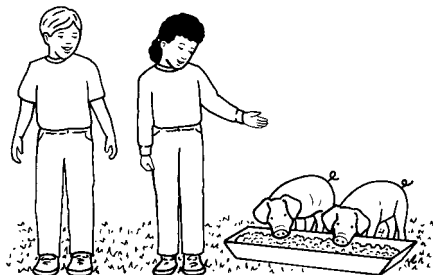
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---



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Name \_\_\_\_\_

**Write the plural for each noun.**

1. pet

---



---



---

2. box

---



---



---

3. egg

---



---



---

4. dish

---



---



---

5. glass

---



---



---

6. lunch

---



---



---

**Write two sentences about how you help at home.  
Use one or two of the plural nouns you wrote in  
each sentence.**

7.

---



---



---

8.

---



---



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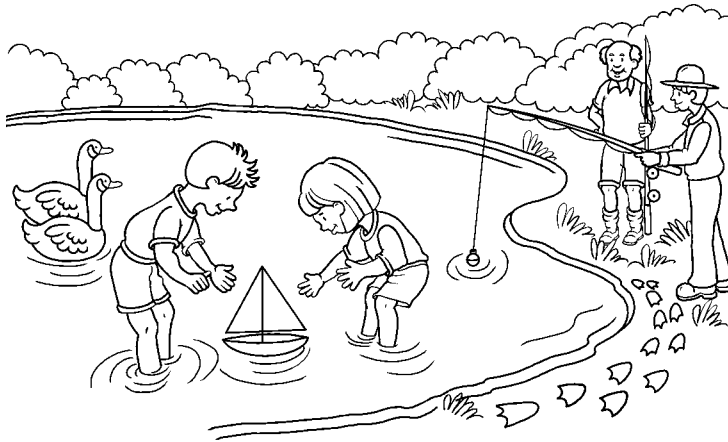
Name \_\_\_\_\_

Some plural nouns use a new word to name more than one.

**Choose the plural noun that belongs in each sentence. Write it on the line.**

1. The (men, mans) fish at the pond. \_\_\_\_\_

2. The (children, childs) play with a little ship. \_\_\_\_\_



3. They see the prints of many (feet, foots) in the sand.

4. Do (mouses, mice) live here? \_\_\_\_\_

5. No. The (gooses, geese) live in the pond. \_\_\_\_\_

Name \_\_\_\_\_

A sentence begins with a capital letter.

An exclamation ends with an exclamation point.

**Find the exclamation in each pair.**

**Put a check [✓] next to the exclamation.**

**Circle the exclamation point.**

1. Look at all the mice!  
Where do they live?
2. They live in the man's shop.  
The mice are eating his socks!
3. Stop eating my socks!  
What will the man do?
4. He will bring two cats into the shop.  
Run, mice, run!



Name \_\_\_\_\_

**Circle the correct plural for each noun.**

1. goose

gooses      geese      geeses

2. foot

feet      footes      foots

3. man

men      mans      mens

4. child

childs      childrens      children

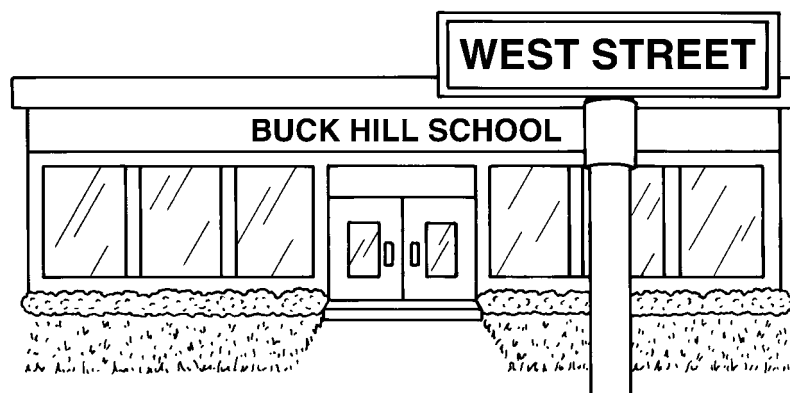
**Write the plural for the word in ( ) to complete the sentence.**

5. The \_\_\_\_\_ hid in the grass. (mouse)



Name \_\_\_\_\_

A proper noun names a special person or a special place. Some proper nouns are more than one word. Each word in a proper noun begins with a capital letter.

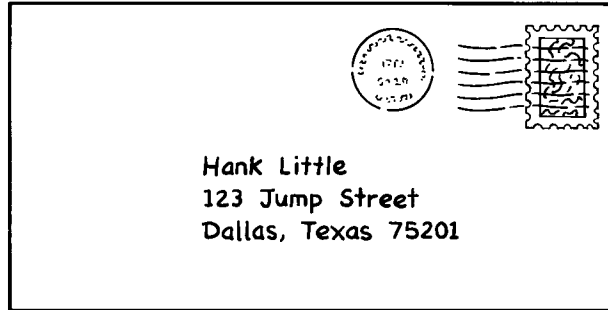
**Miss Pink****West Street****Buck Hill School**

**Underline the proper nouns in each sentence.**

1. Where is the Land School?
2. It's on Frank Street.
3. Go past Red Duck Pond to get to it.
4. Miss Winn wants to put on a show.
5. Pam will be in the show, too.
6. She used to live in Putnam, Vermont.

Name \_\_\_\_\_

A proper noun names a special person or special place. A proper noun begins with a capital letter.



**Follow the directions to write proper nouns.**

1. Write your first and last name.

\_\_\_\_\_

-----

\_\_\_\_\_

2. Write your address.

\_\_\_\_\_

-----

(street) \_\_\_\_\_

-----

(city, state, zip code) \_\_\_\_\_

3. Write the name of your school.

\_\_\_\_\_

-----

\_\_\_\_\_

4. Write your teacher's name.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

**Rewrite the sentences. Begin each proper noun with a capital letter.**

1. Here comes the band from crest school.

---

---

---

2. They come down frost street.

---

---

---

3. My pals rick and tan play in the band.

---

---

---

4. miss hill and the kids sing.

---

---

---

5. They sing three texas songs.

---

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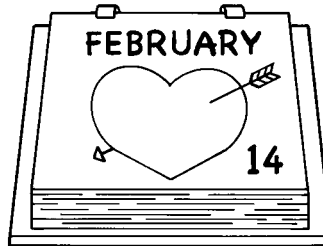
Name \_\_\_\_\_

Some proper nouns name holidays.  
Holiday names begin with capital letters.

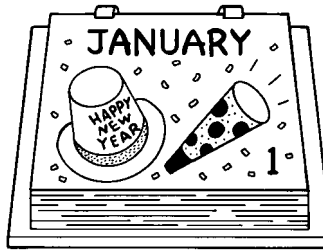
Examples: Thanksgiving      Valentine's Day

**Draw a line to match the holiday to its picture.**

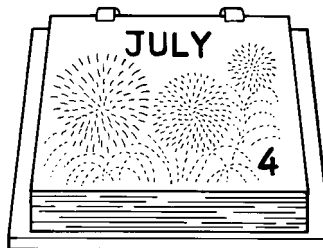
1. Thanksgiving



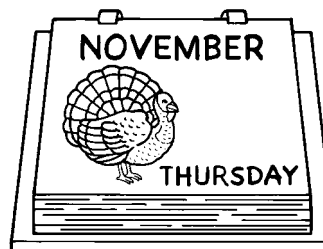
2. Independence Day  
(Fourth of July)



3. Valentine's Day



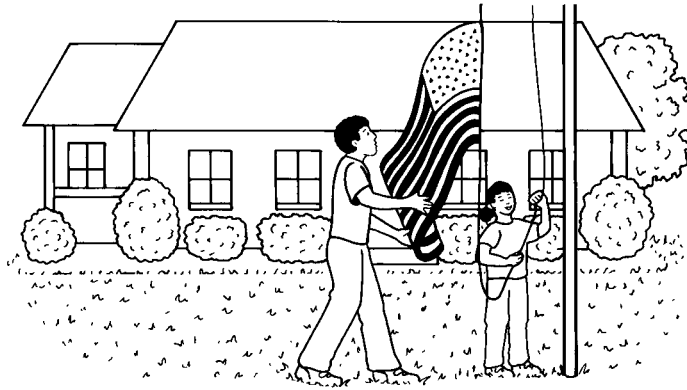
4. New Year's Day



Name \_\_\_\_\_

Days, months, and holidays are proper nouns.  
All proper nouns begin with capital letters.

**Write the word that completes the sentence correctly.**



1. Today is \_\_\_\_\_. (Thursday, thursday)

2. I do not go to school in \_\_\_\_\_. (july, July)

3. We put the flag out for \_\_\_\_\_.  
(independence Day, Independence Day)

4. We will have lots of fun on \_\_\_\_\_.  
(Saturday, saturday)

5. Some kids start school in \_\_\_\_\_.  
(august, August)

Name \_\_\_\_\_

**Underline the name of the day, month or holiday in each sentence. Write C if the name is written correctly. Write NC if the name is not correct. Then write it correctly.**

1. We have no school on thursday.

---

---

---

2. It is Thanksgiving.

---

---

---

3. School is out on friday, too.

---

---

---

4. Are you going away in december?

---

---

---

5. We will be back on new year's day.

---

---

---

6. It will be January then.

---

---

---

Name \_\_\_\_\_

A verb is a word that shows action.

Write a verb from the box to complete the sentence. The pictures can help.

pull

jumps

play

wins

run

1. My pals and I \_\_\_\_\_ games.



2. We \_\_\_\_\_ to the gate.



3. Tran \_\_\_\_\_ over the blocks.



4. One, two, three, \_\_\_\_\_!



5. Jane \_\_\_\_\_ the big race.



Name \_\_\_\_\_

An exclamation mark (!) shows that something should be said strongly.

Wow, Jack can kick!

1. Read the sentences. Circle the one that has an exclamation point.

Let's play tag. I am it. Run away!

2. Read the sentences. Add the correct punctuation.

Please help me \_\_\_\_ My cat is stuck \_\_\_\_

Can you help me get him down \_\_\_\_



Name \_\_\_\_\_

**Circle the verb in each sentence.**

1. We went to Gram's.
2. My pal Mack fed my cat.
3. He walked my dog, too.
4. We came back on the plane.
5. The plane landed at 6 P.M.
6. I thanked Mack.

**Write two sentences about how you help your friends. Circle the verbs.**

7. \_\_\_\_\_  
-----  
\_\_\_\_\_
8. \_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

Present tense verbs tell about action that happens now.

Add **-s** to most verbs to form the present tense.

jump + s = jumps

**Write a present tense verb to complete each sentence. Add -s to the verb in ( ).**

1. Dad \_\_\_\_\_ care of the plants. (take)

2. His son \_\_\_\_\_ to help. (want)

3. He \_\_\_\_\_ the big tin can. (get)

4. He \_\_\_\_\_ it with water. (fill)

5. Then he \_\_\_\_\_ it over to Dad. (bring)



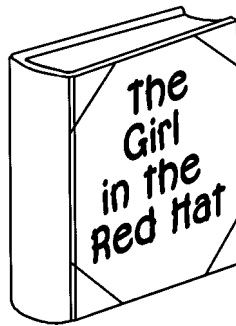
Name \_\_\_\_\_

The important words in a book title begin with a capital letter.

The first word of a book title is always capitalized.

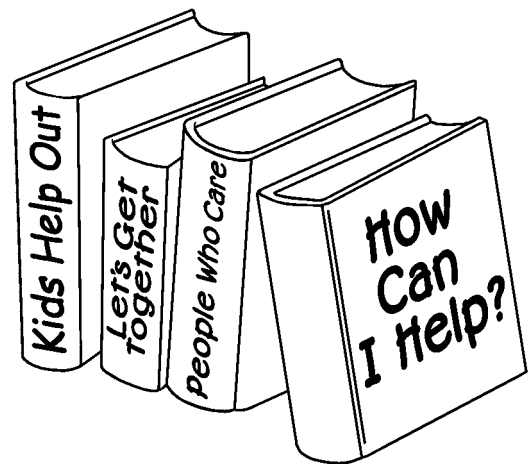
The title of a book is underlined.

Examples: The Girl in the Red Hat



### Underline the book title that is correct.

1. Kids help out  
Kids Help Out
2. People Who Care  
people who care
3. How Can I Help?  
How can I help?
4. Let's get together  
Let's Get Together



Name \_\_\_\_\_

**Make these sentences tell about the present.****Underline the correct verb in ( ).**

1. Chan (help, helped, helps) Mom today.



2. He (get, gets, got) a pan for her.

3. Mom (use, used, uses) two eggs.

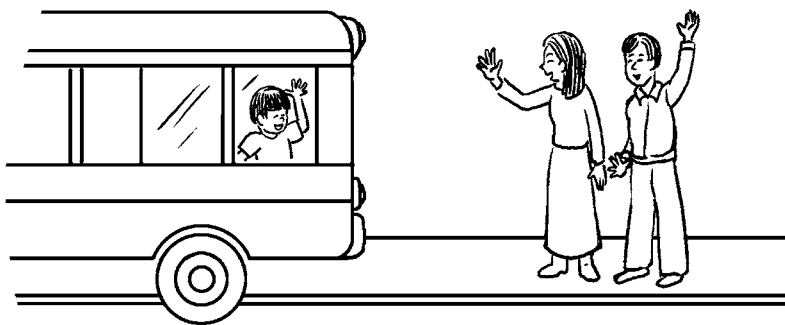
4. She (adds, added, add) a cup of water.

5. Dad (ate, eats, eat) with them.

6. Mom (look, looked, looks) at the clock.

7. Chan (walks, walked, walk) to the bus.

8. He (wave, waves, waved) to Mom and Dad.



Name \_\_\_\_\_

Past-tense verbs tell about actions that already happened.

Most verbs in the past tense end in **-ed**.

watch + ed = watched

**Use a verb from the box to complete the sentence.  
Circle the -ed ending in the verb.**

walked    blinked    wanted    pulled    looked

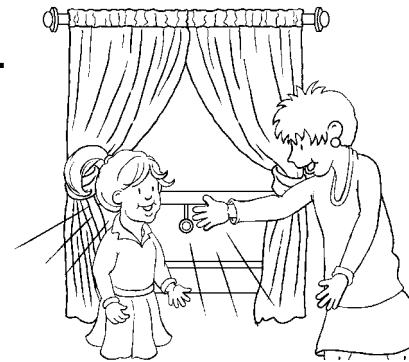
1. I \_\_\_\_\_ at the sun in my face.

2. Mom \_\_\_\_\_ down the shade.

3. The cat \_\_\_\_\_ into the den.

4. We \_\_\_\_\_ at its shape on the shade.

5. Then the cat \_\_\_\_\_ to eat.



Name \_\_\_\_\_

A proper noun begins with a capital letter.

Examples: **Mitch** lived in **Texas**.

**Write the sentences. Capitalize the underlined proper nouns.**

1. pam went on a whale watch.

---



---



---

2. She and mom got to the dock late.

---



---



---

3. They ran down ships way.

---



---



---

4. did nick see the ship in the water?

---



---



---

5. One ship came from paris.

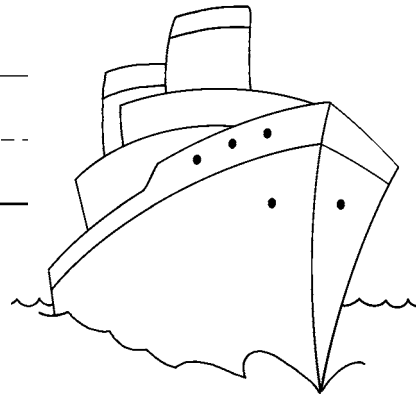
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Name \_\_\_\_\_

**Circle all the past tense verbs.**

- |            |       |       |        |
|------------|-------|-------|--------|
| 1. pitched | looks | cares | walked |
| 2. pats    | make  | made  | went   |
| 3. sat     | lived | ran   | jumps  |
| 4. liked   | pulls | said  | drinks |
| 5. drag    | sang  | used  | helped |

**Rewrite each sentence to tell about the past.  
Change the underlined verb to past tense.**

6. We
- watch
- the sun come up.

---



---



---

7. The kids
- play
- in the shade.

---



---



---

8. Ann and Seth
- want
- a drink.

---



---



---

Name \_\_\_\_\_

Use the verb **is** to tell about one person, place, or thing.

Use the verb **are** to tell about more than one person, place, or thing.

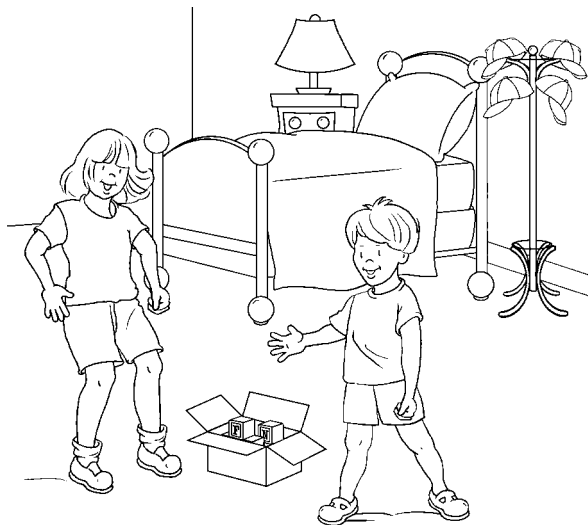
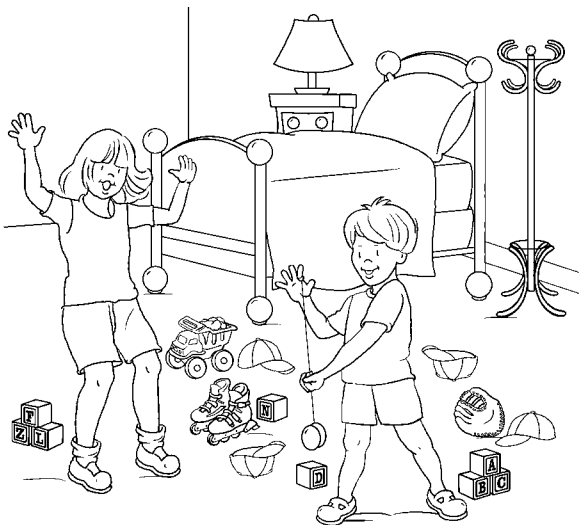
Write is or are to complete each sentence.

1. My things \_\_\_\_\_ all over the place.

2. Kim \_\_\_\_\_ here to help.

3. The blocks \_\_\_\_\_ in the box.

4. My space \_\_\_\_\_ not a mess now.





Name \_\_\_\_\_

Every sentence begins with a capital letter. A statement ends with a period. An exclamation ends with an exclamation point.

### Write the statements correctly.

1. we are all here

\_\_\_\_\_

-----

\_\_\_\_\_

2. gram is with us, too

\_\_\_\_\_

-----

\_\_\_\_\_

3. our bags are in the tent

\_\_\_\_\_

-----

\_\_\_\_\_



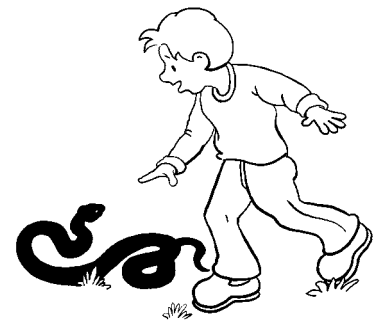
### Write the exclamations correctly.

4. look out for that black stick

\_\_\_\_\_

-----

\_\_\_\_\_



5. that is a snake, not a stick

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

**Write is or are to complete each sentence.**

-----  
 1. "It \_\_\_\_\_ time," Mom said.  
 -----

2. Jane and I \_\_\_\_\_ in our best dresses.  
 -----

3. Giles and Nick \_\_\_\_\_ in back of us.  
 -----



-----  
 4. Giles \_\_\_\_\_ so funny.  
 -----

5. Our smiles \_\_\_\_\_ very, very big!  
 -----

**Write a sentence about your family. Use is or are in the sentence.**  
 \_\_\_\_\_  
 -----

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

Name \_\_\_\_\_

A contraction is a short form of two words. The two words are put together and letters are left out. An apostrophe (') shows where letters have been left out.

Example: She **isn't** here. (is not = isn't)

**Look at the underlined contraction. Circle the two words used to make the contraction.**



1. Papa wasn't at his shop. Papa was not at his shop.

2. We didn't go to school. We did not go to school.

3. They aren't walking the dogs.

They are not walking the dogs.

4. Gram couldn't ride her bike.

Gram could not ride her bike.

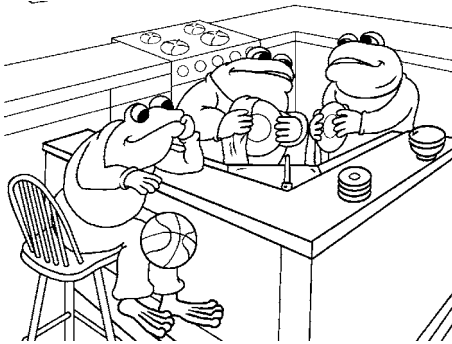
5. The buses weren't running.

The buses were not running.

Name \_\_\_\_\_

A contraction is a short form of two words. An apostrophe (') takes the place of letters that are left out to make the contraction.

Write the contraction for the underlined words in each sentence.



1. Splash does not want to help.

2. "That is not fun," he said.

3. He would not scrub the pans.

4. He did not scrape the dishes.

5. "You are not going to play," Mom said.

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---

Name \_\_\_\_\_

Use the words in ( ) to form a contraction. Write the contraction to complete the sentence.

1. Gram \_\_\_\_\_ in here. (is not )

2. She \_\_\_\_\_ out back. (was not )

3. I \_\_\_\_\_ see her on the deck. (did not )

4. Gram \_\_\_\_\_ hide in there. (would not )

5. Why \_\_\_\_\_ we call her? (do not )

6. We \_\_\_\_\_ looked in all her hiding places yet. (have not )

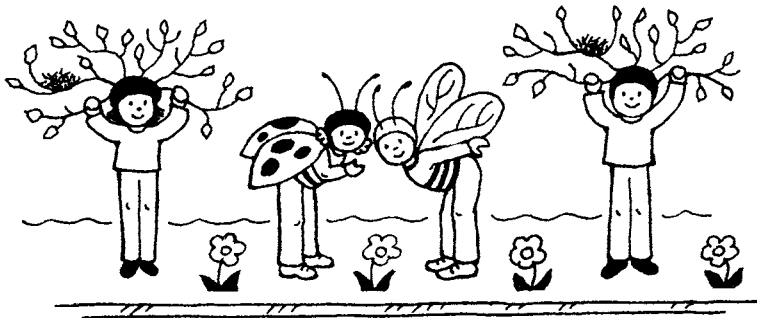


Name \_\_\_\_\_

Use the verbs **was** and **were** to tell about the past.  
 Use **was** to tell about one person, place, or thing.  
 Use **were** to tell about more than one person,  
 place, or thing.

Write was or were to complete the sentence.

1. Our school play \_\_\_\_\_ today.
2. All the kids \_\_\_\_\_ in it.
3. Kim and Joe \_\_\_\_\_ little bugs.
4. I \_\_\_\_\_ a rose bush.
5. One boy \_\_\_\_\_ a robin.
6. The funny hats \_\_\_\_\_ for Kim and Ted.



Name \_\_\_\_\_

A proper noun names a special person, place, or thing. A proper noun begins with a capital letter.

**Read each row of words. Circle the word or words that should begin with capital letters.**

- |         |              |           |
|---------|--------------|-----------|
| 1. girl | fran         | bob       |
| 2. mike | he           | elm lane  |
| 3. hill | grove school | home      |
| 4. boy  | soon         | miss rose |

**Fill in the blanks to complete the sentences. Use the proper nouns you circled above.**

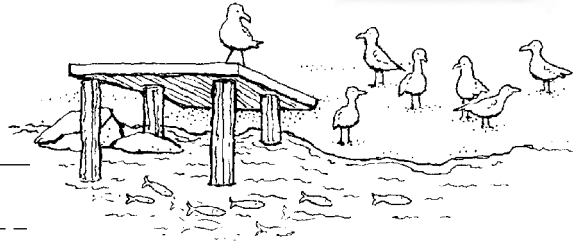
5. \_\_\_\_\_ and \_\_\_\_\_ were

on \_\_\_\_\_. They were walking to the

6. Wasn't that \_\_\_\_\_ at the bus stop?

Name \_\_\_\_\_

Circle and write was or were to complete each sentence.



1. Six white gulls \_\_\_\_\_ on the sand.

was \_\_\_\_\_ were \_\_\_\_\_

2. One gull \_\_\_\_\_ on the post.

was \_\_\_\_\_ were \_\_\_\_\_

3. Some fish \_\_\_\_\_ under the water.

was \_\_\_\_\_ were \_\_\_\_\_

4. Soon, all the gulls \_\_\_\_\_ together.

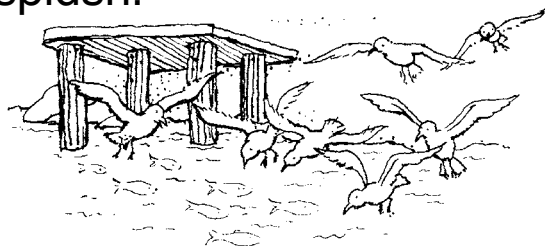
was \_\_\_\_\_ were \_\_\_\_\_

5. The gull's bill \_\_\_\_\_ opened wide.

was \_\_\_\_\_ were \_\_\_\_\_

6. That \_\_\_\_\_ a big splash!

was \_\_\_\_\_ were \_\_\_\_\_





Name \_\_\_\_\_

Use the verb **has** to tell about one person, place, or thing.

Use the verb **have** to tell about more than one person, place, or thing.

**Match parts to write a sentence about the picture. Circle the verb in each sentence.**

My pal Chan                      have fun together.

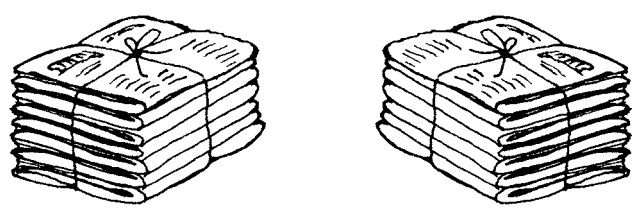
Your bag                              has a big hole in it.

Ann and Bill                        have string on them.

The two piles                        has a box of games.



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



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Name \_\_\_\_\_

Every sentence begins with a capital letter.

A statement ends with a period.

A question ends with a question mark.



**Write each sentence correctly.**

1. what does Joe have in the sack

---



---



---

2. joe has some pine cones for us

---



---



---

3. do you have string to hang the cones

---



---



---

4. the flock has a nice place to eat now

---



---



---

Name \_\_\_\_\_

Write has or have to complete each sentence.

1. He \_\_\_\_\_ a pile of used papers.

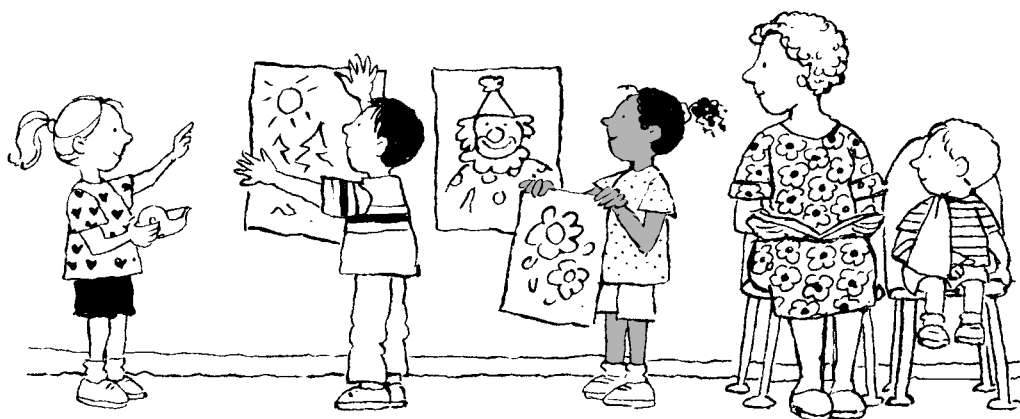
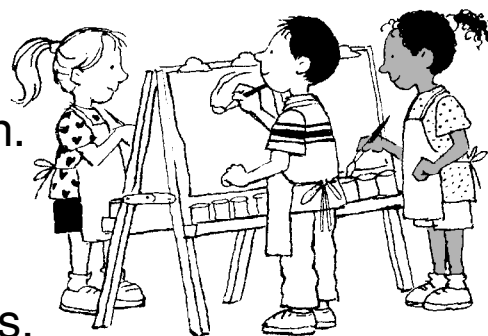
2. They all \_\_\_\_\_ a blank side.

3. Tekla \_\_\_\_\_ a good plan.

4. We \_\_\_\_\_ some brushes.

5. The girls and boys \_\_\_\_\_ fun.

6. This one \_\_\_\_\_ a funny face on it.



Name \_\_\_\_\_

The verbs **go** and **do** have different forms for the present tense and the past tense.

Present:     **go, goes**     **do, does**

Past:         **went**         **did**

**A. Underline the present tense forms of go or do.  
Circle the past tense forms of go or do.**

1. The rain goes plop, plop, plop!
2. Did you hear that great big clap?
3. Why does it have to rain so much?
4. The lights went out.
5. What will we do now?

**B. Write a sentence about the weather. Use the past tense of go or do.**

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

Name \_\_\_\_\_

Begin proper nouns with capital letters. If the name of a person or place is more than one word, capitalize all the important words.

Sam Shade

Flop the Fish

**Circle the letters that should be capital. Write the proper nouns correctly.**

1. tank the tiger went  
outside with his son.

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

2. "See how the sun goes  
in and out," stripe said.

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

3. I do not like the sound of  
the wind," said papa ape.

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

4. "The air does have a chill,"  
said snap the Snake.

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

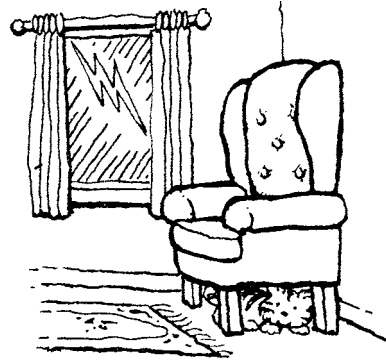
5. "Did anyone watch the  
news?" Mama ape said.

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



Name \_\_\_\_\_

**Underline a form of the verb go or do in each sentence. Write Present or Past to tell the tense of the underlined verb.**



1. My cat does not like \_\_\_\_\_  
 \_\_\_\_\_  
 the rain. \_\_\_\_\_

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

2. She goes under the chair to hide. \_\_\_\_\_

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

3. My dogs do like the rain. \_\_\_\_\_

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

4. They went out when Mom came in. \_\_\_\_\_

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

5. Did they get all wet? \_\_\_\_\_

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

6. Mom makes them go to the shed. \_\_\_\_\_



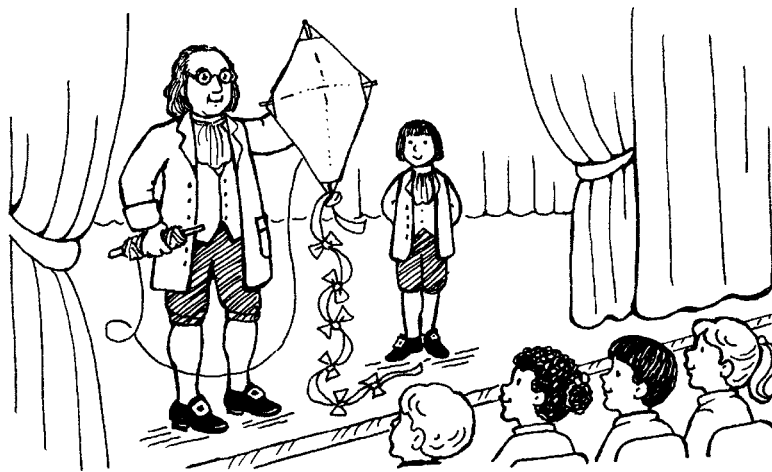
Name \_\_\_\_\_

The verb **see** has different forms for the present tense and the past tense.

Present: **see, sees**

Past: **saw**

**Circle sentences that tell about the present.**  
**Underline sentences that tell about the past.**



1. We saw a play about Ben Franklin.
2. Ben cannot see well.
3. "I saw an eye doctor," Ben said.
4. Ben's son Will sees a kite and string.
5. Will saw that it was raining outside.
6. He said, "Did you see the kite?"
7. Ben says, "I'll show you."

Name \_\_\_\_\_

Use commas in a letter

- after the greeting and the closing,
- between the day and year in a date,
- between the name of a city and state.

**Circle the commas in this letter.**

June 30, 1752

Dear Peter,

My idea worked. I said it would. Come see me in Philadelphia, Pennsylvania.

Your friend,

Ben

**Add the missing commas in this letter.**

May 10 1815

Dear Granddad

Do you like living in Bath Maine?  
Mom said we can visit soon. I'll bring my new kite.

Your best girl

Lena



Name \_\_\_\_\_

**A. Write the correct tense of see to complete each sentence.**

1. Mom, "You should \_\_\_\_\_ this."

\_\_\_\_\_

-----

2. Al and Jo \_\_\_\_\_ Mom fill a pot with water.

\_\_\_\_\_

-----

3. They \_\_\_\_\_ her put the pot on the stove.

\_\_\_\_\_

-----

4. "We \_\_\_\_\_ Dad do that once," they said.

\_\_\_\_\_

-----

5. "I \_\_\_\_\_ Dad salt the water," Jo says.

\_\_\_\_\_

-----

6. Then Al \_\_\_\_\_ steam rise up.

**B. Rewrite two of the sentences.  
Use the past tense of see.**

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

-----

\_\_\_\_\_

-----

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

-----

\_\_\_\_\_

-----

Name \_\_\_\_\_

A **contraction** is a short form of two words. An **apostrophe** (') takes the place of the letters that are left out.

Write a contraction from the word box for the underlined words.

don't    haven't    wasn't    wouldn't    couldn't

1. Little Spot would not help clean up. \_\_\_\_\_  
\_\_\_\_\_

2. Mama Spot was not very happy. \_\_\_\_\_  
\_\_\_\_\_

3. Little Spot could not go out to play. \_\_\_\_\_  
\_\_\_\_\_

4. "I do not like sad endings," Beth said. \_\_\_\_\_  
\_\_\_\_\_

5. "I have not come to the end," \_\_\_\_\_  
\_\_\_\_\_

said Dad. \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

An **apostrophe** (') takes the place of the **o** in **contractions** formed with **not**.

Example:     have + not = haven't

**Write a contraction for the two words in ( ).**

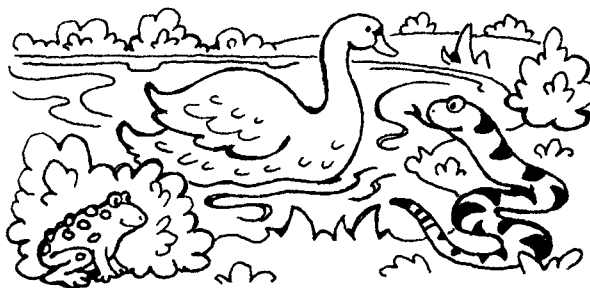
1. "I \_\_\_\_\_ think Bumpy is home," Sandy said. (do not)



2. "He \_\_\_\_\_ in here taking a bath," said Big Green Frog. (is not)



3. "He \_\_\_\_\_ jump in the pond for a swim," said White Swan. (did not)



4. Bumpy \_\_\_\_\_ anywhere Sandy looked. (was not)



Name \_\_\_\_\_

**Mark the contraction for the underlined words.**1. "This does not look good," said Bunny.

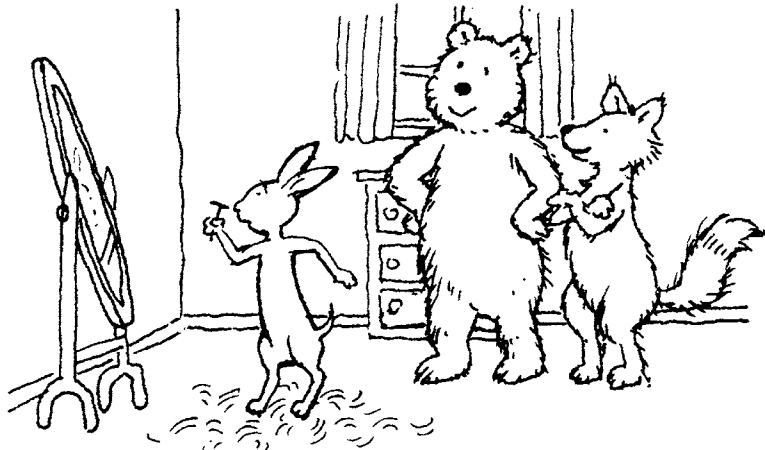
- didn't       don't       doesn't

2. "That was not a great idea," Fox said.

- wasn't       wouldn't       weren't

3. "I did not want you to do it," Bear said.

- don't       isn't       didn't

4. "Mom is not going to like it," said Bunny.

- won't       isn't       wasn't

5. "I do not like it!" Mama Rabbit said.

- won't       don't       doesn't

6. "You have not got any hair!"

- can't       hasn't       haven't

Name \_\_\_\_\_

An **adjective** is a word that tells about a noun.  
Some adjectives tell what kind. Some adjectives  
tell how many.

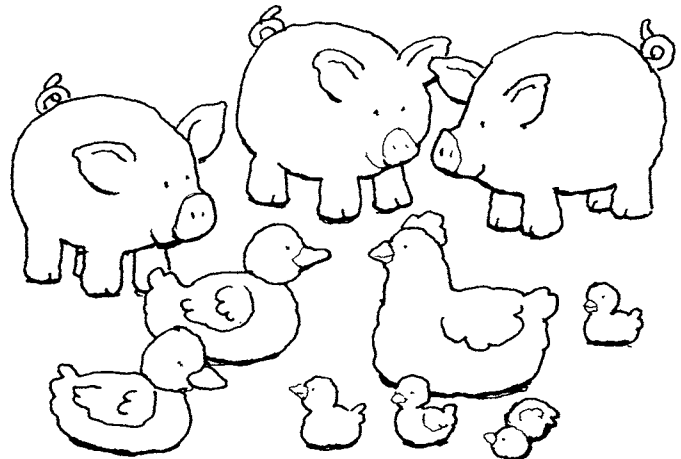
Examples:    What kind                      How many  
                  a **nice** boy                      **three** girls  
                  the **silly** dog                      **many** cats

**Circle the adjectives that tell what kind.**  
**Underline the adjectives that tell how many.**

1. Those are cute pigs.

2. I used pink clay to  
shape them.

3. What funny tails those  
pigs have!



4. Who made the two ducks?

5. This hen has some chicks.

6. This little chick keeps falling down.

Name \_\_\_\_\_

The name of a special person or place is a **proper noun**. Proper nouns begin with capital letters.

**Circle the proper noun in each sentence.**  
**Write it correctly on the line.**

1. val has some sand and a glass jar. \_\_\_\_\_

2. Is the sand from jones beach? \_\_\_\_\_

3. No, mother got it at a little shop \_\_\_\_\_

4. The shop is on main street. \_\_\_\_\_

5. Now amy puts in red sand. \_\_\_\_\_



Name \_\_\_\_\_

Write an adjective to tell about the underlined noun.1. Who made that \_\_\_\_\_ quilt?

\_\_\_\_\_

2. It has \_\_\_\_\_ squares.

\_\_\_\_\_

3. Look at the \_\_\_\_\_ sheep.

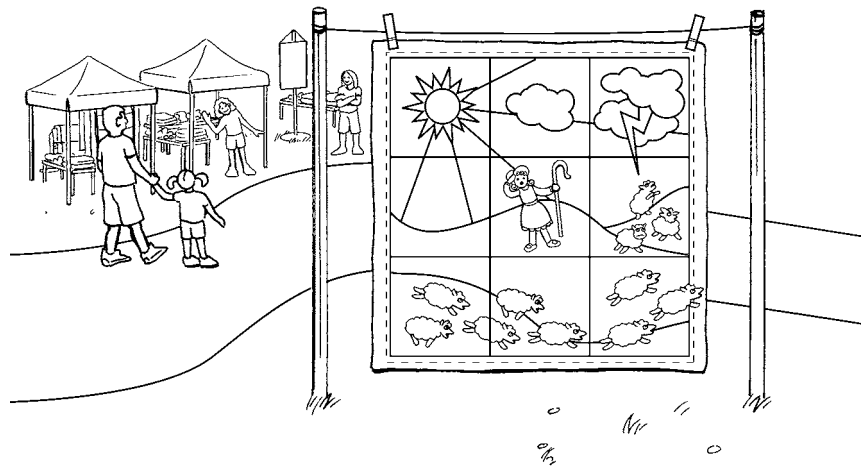
\_\_\_\_\_

4. A \_\_\_\_\_ sound scared them.

\_\_\_\_\_

5. The sheep ran down the \_\_\_\_\_ hill.

\_\_\_\_\_

6. Now the \_\_\_\_\_ girl can't find them.

Name \_\_\_\_\_

Add **-er** to an adjective to compare two people, places, or things.

Add **-est** to an adjective to compare three or more people, places, or things.

Write the adjective that completes the sentence correctly.

1. Of all our kites, Al's has the \_\_\_\_\_ tail.  
longer \_\_\_\_\_ longest

2. This is the \_\_\_\_\_ spot in the whole park.  
highest \_\_\_\_\_ high

3. The wind is \_\_\_\_\_ now than before.  
strong \_\_\_\_\_ stronger

4. Kim's kite is \_\_\_\_\_ than my kite.  
newer \_\_\_\_\_ newest

5. Mine is the \_\_\_\_\_ kite of all in the sky.  
big \_\_\_\_\_ biggest



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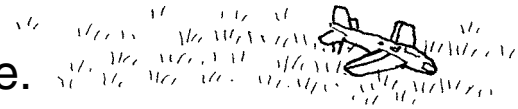
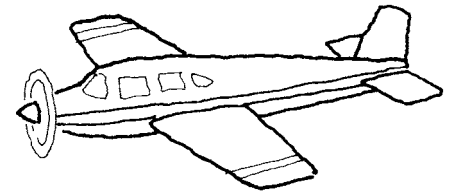


Name \_\_\_\_\_

Every sentence begins with a capital letter.  
Every sentence ends with a special mark.

**Circle the sentence that is correct.**

1. which plane has longer wings?  
Which plane has longer wings?
2. My plane can fly over the tallest tree.  
my plane can fly over the tallest tree
3. His plane is lighter than yours.  
his plane is lighter than yours?
4. Is that the fastest plane of all  
Is that the fastest plane of all?
5. Push the littlest plane out of the way  
Push the littlest plane out of the way!



Name \_\_\_\_\_

**Circle the adjective that compares in each sentence.****Write 2 if the adjective compares two.****Write 3 if the adjective compares three or more.**

1. Lee has the newest bike of all.

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

2. The lighter bike belongs to Pam.

\_\_\_\_\_

\_\_\_\_\_

-----

3. This bus is bigger than that bus.

\_\_\_\_\_

\_\_\_\_\_

-----

4. The oldest boat broke down.

\_\_\_\_\_

\_\_\_\_\_

-----

5. The smallest plane landed first.

\_\_\_\_\_

\_\_\_\_\_

-----

6. Which of those trains is longer?

\_\_\_\_\_

\_\_\_\_\_

-----

7. The fastest sled dog leads the pack.

\_\_\_\_\_

\_\_\_\_\_

-----

8. My dog is slower than a mule.

\_\_\_\_\_

Name \_\_\_\_\_

**Find the word in the second sentence that means the same as the underlined word. Write both words on the lines.**

1. Mom told me to put on my hat.

This cap will block the sun.

---

---

---

2. My job is to dig up the dirt.

It is hard work.

---

---

---

**Find the word that means the opposite of the underlined word. Write both words.**

3. We got an early start.

We worked until it was late.

---

---

---

4. Look at how big the plant has grown.

It came from such a little seed.

---

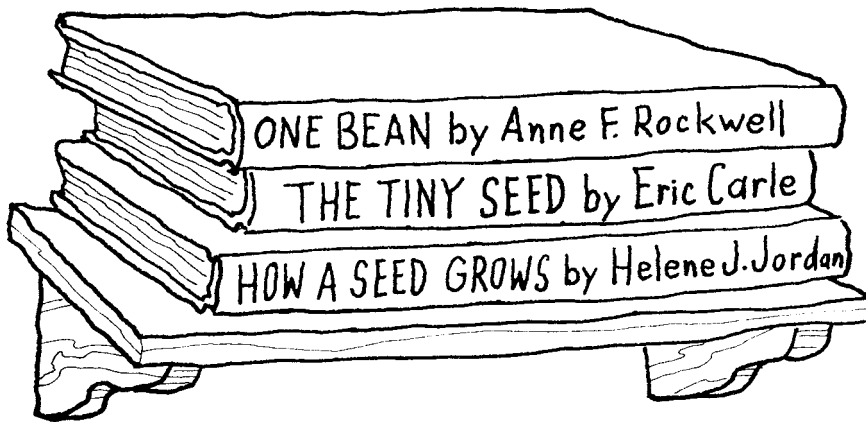
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Name \_\_\_\_\_

The important words in a book title begin with capital letters. Book titles are underlined.

Look at the books. Then write the book titles correctly to answer the questions.



1. What book is by Eric Carle?

---



---



---

2. What book by Helene Jordan tells how a seed grows?

---



---



---

3. What book is about growing a bean plant?

---



---



---

Name \_\_\_\_\_

**Read the story.****Write S if the underlined words in each part are synonyms.****Write A if the underlined words are antonyms.**The little plant wanted to be as big as the other plantsin the garden. \_\_\_\_\_  
-----He tried to stretch his stem, but he couldn't reach upany higher. \_\_\_\_\_  
-----“I don't like being short,” he said. “I want to be tallnow.” \_\_\_\_\_  
-----“Wait,” his sister said. “The sun will shine on you. Rain will fall and soak the dirt. You will drink in the water and other good things from the ground. Then you willgrow.” \_\_\_\_\_  
-----“Is there a faster way?” he said.“There's no quicker way,” she said.  
\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

Some adjectives tell what color something is.

Write a color word from the box to complete the sentences. Use each word only one time.

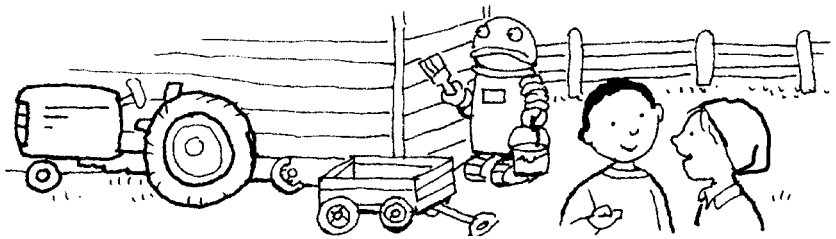
white

gray

blue

red

yellow



1. What can your new \_\_\_\_\_ robot do?

\_\_\_\_\_

-----

2. It made me this \_\_\_\_\_ scarf.

\_\_\_\_\_

-----

3. It can drive our big \_\_\_\_\_ machine.

\_\_\_\_\_

-----

4. It can fix my old \_\_\_\_\_ cart.

\_\_\_\_\_

-----

5. My barn was \_\_\_\_\_.

\_\_\_\_\_

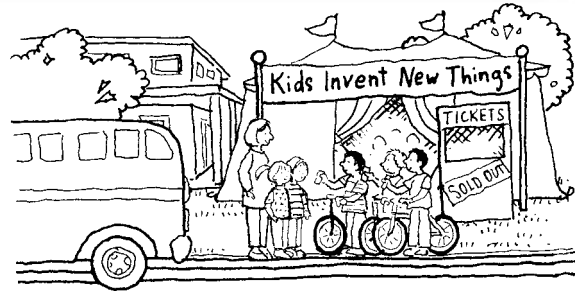
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6. Now look at my \_\_\_\_\_ barn.

Name \_\_\_\_\_

Contractions that are formed with the word **not** use an apostrophe (') to take the place of the letter **o**.

**Write the sentences.**  
**Replace the underlined words with a contraction.**



1. The yellow bus was not on time.

---



---



---

2. We could not get into the white tent.

---



---



---

3. The boys on the blue bikes are not staying.

---



---



---

4. They do not need their green tickets.

---



---



---

5. We did not see any red smoke.

---



---

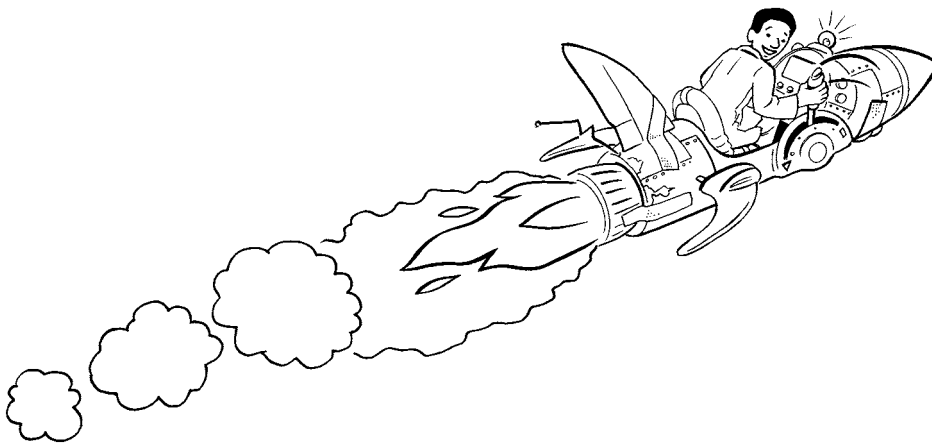


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Name \_\_\_\_\_

**Circle the color word in ( ) to complete the sentence.**

1. Mr. Whiz put on a (white, hat, long) coat.
2. He got into his (see, like, blue) machine.
3. The (square, hard, green) screen lit up.
4. One of the (pink, low, two) lights blinked.
5. He pulled the (little, yellow, go) switch.
6. (Dry, Gray, What) smoke filled the air.
7. There was a (red, loud, box) flash.
8. He was flying in (out, black, low) space.





Name \_\_\_\_\_

Some adjectives are words for numbers.

Example: There are **seven** children on the track.

Complete the sentence. Write the number word that stands for the number in ( ).



1. The track is \_\_\_\_\_ mile long. (1)

2. There are \_\_\_\_\_ kids on my team. (8)

3. I couldn't run fast when I was \_\_\_\_\_. (4)

4. Now I am \_\_\_\_\_ and run very fast. (7)

5. I beat \_\_\_\_\_ runners in a race. (5)

6. My team has won \_\_\_\_\_ races. (10)



Name \_\_\_\_\_

The days of the week are proper nouns. The names of the days begin with capital letters.

### Write the word that is correct.

1. Mark can do just one spin on

-----  
\_\_\_\_\_.

thurs.      Thursday      thursday



2. He tried to do three spins on \_\_\_\_\_.

Tuesday      tues      tuesday

3. He fell down six times on \_\_\_\_\_.

wed.      wednesday      Wednesday

4. By \_\_\_\_\_, he can spin four times.

fri.      friday      Friday

5. He spins five times on

-----  
\_\_\_\_\_.

sun.      Sunday      sunday



Name \_\_\_\_\_

**Circle the number words in the box.**  
**Then write number words from the box to**  
**complete the sentences.**  
**Use a word only once.**

two	big	puppy	four	seven
red	nine	five	clean	ten
three	eight	one	six	new

\_\_\_\_\_

-----

1. I can keep \_\_\_\_\_ balls in the air.

\_\_\_\_\_

-----

2. Lin can lift \_\_\_\_\_ bags of blocks.

\_\_\_\_\_

-----

3. Joey can go up \_\_\_\_\_ stairs at a time.

\_\_\_\_\_

-----

4. Rosa can run and jump \_\_\_\_\_ feet.

Name \_\_\_\_\_

The **subject** of a sentence tells **whom** or **what** the sentence is about.

Example: **Pam** knows about bugs.

The **predicate** tells what the subject does.

Example: Two moths **fly around the light**.

**Make each sentence tell about the picture. Choose a subject or predicate from the box. Write it on the line.**

jumps in the grass

march up the hill

A butterfly

Many bees

1. \_\_\_\_\_ live in the hive.



2. Six little ants \_\_\_\_\_.



3. \_\_\_\_\_ lands on the rose.



5. A grasshopper \_\_\_\_\_.



Name \_\_\_\_\_

A sentence begins with a capital letter and ends with a special mark.

**Write each sentence correctly.**



1. where is my friend Fuzzy

---



---



---



2. little Ant does not know

---



---



---

3. the other bugs can't find her

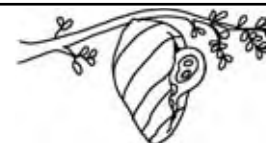
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---



---



4. is Fuzzy hiding in that silky case

---



---



---

5. fuzzy is a now a beautiful butterfly




---



---



---

Name \_\_\_\_\_

**Circle the subject in each sentence.**

1. Some bugs live in the ground.
2. That dirt pile is an ant hill.
3. Ants live inside.

**Circle the predicate in each sentence.**

4. Henry likes to watch ants.
5. This store sells ant farms.

**Write a subject to complete each sentence.**

- \_\_\_\_\_
- 
6. A tiny \_\_\_\_\_ is on the leaf.
- \_\_\_\_\_
- 

7. \_\_\_\_\_ likes all kinds of bugs.

**Write a predicate to complete each sentence.**

- \_\_\_\_\_
- 
8. A caterpillar \_\_\_\_\_.
- \_\_\_\_\_
- 

9. An ant \_\_\_\_\_.

Name \_\_\_\_\_

A **pronoun** is a word that takes the place of a noun.

Example: **The ship** went to the moon.

**It** went to the moon.

**Write a pronoun from the box in place of the underlined words.**

He

It

They

We

1. The children in my class learned \_\_\_\_\_  
about space. \_\_\_\_\_
2. The space ship landed on the moon. \_\_\_\_\_
3. Two men got out of their ship. \_\_\_\_\_
4. One man walked on the moon. \_\_\_\_\_
5. The other man picked up moon rocks. \_\_\_\_\_
6. The ship blasted off for Earth. \_\_\_\_\_

Name \_\_\_\_\_

The name of a holiday begins with a capital letter.

**Complete each sentence with a holiday name.**

**Write the holiday correctly.**

**Use each holiday name only once.**

mother's day

father's day

thanksgiving

valentine's day

new year's day

1. I gave Dad a book about space for \_\_\_\_\_.

2. We made dinner for Mom on \_\_\_\_\_.

3. \_\_\_\_\_ is a day for us to give thanks.

4. When is \_\_\_\_\_?

5. This \_\_\_\_\_  
card is for you.





Name \_\_\_\_\_

**Mark the correct pronoun to take the place of the underlined subject.**

1. Kim and her dad watch from the ground.

- He  It  
 They

2. Kim's mom is on that space ship.

- We  She  
 It

3. Dan Burns is on this trip, too.

- They  I  
 He

4. Dan and Kim's mom look out the window.

- They  She  
 We

5. Earth looks beautiful from space.

- He  It  
 We



Name \_\_\_\_\_

A **pronoun** is a word that takes the place of a noun.

**Write the sentence. Use a pronoun from the box in place of the underlined subject.**

He

She

It

They

1. Mrs. Hook makes clay dolls.

---



---



---

2. Her sister and friend make them, too.

---



---



---

3. The red clay gets very hard.

---



---



---

4. The colorful clay dolls are for sale.

---



---



---

5. Dad buys a doll for Mom.




---



---



---



Name \_\_\_\_\_

Use a comma

- between the day and year in a date.
- between the name of a city and state.
- after the greeting and closing in a letter.

### Put commas where they belong.

1. Mom left her old job on May 16 2004.
2. She got a new job in Dayton Ohio.
3. June 19 2004

Dear Granddad

Mom loves her job. She is very happy. Mr. Walker is her new boss. He said Mom is the best worker in the whole place.

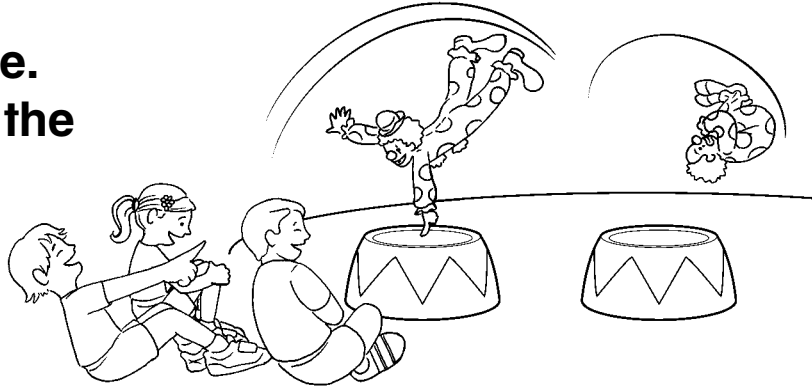
Your grandson

Marco



Name \_\_\_\_\_

**Rewrite the sentence.  
Write a pronoun for the  
underlined subject.**



1. My dad has a friend named Willie.

---



---



---

2. Willie has a fun job.

---



---



---

3. His job is to make children laugh.

---



---



---

4. Penny works with Willie.

---



---



---

5. Penny and Willie are clowns.

---



---



---

Name \_\_\_\_\_

Use the pronoun **I** in the subject of a sentence.Use the pronoun **me** in the predicate of a sentence.

**Choose the pronoun that belongs in the sentence.  
Write it on the line.**

1. \_\_\_\_\_ want to learn about deer. (I, me)

\_\_\_\_\_

-----

2. Mom helps \_\_\_\_\_ learn. (I, me)

\_\_\_\_\_

-----

3. She reads \_\_\_\_\_ facts about deer. (I, me)

\_\_\_\_\_

-----

4. \_\_\_\_\_ learn that a baby  
deer is called a fawn. (I, me)

\_\_\_\_\_

-----

5. Mom shows \_\_\_\_\_  
a fawn's spots. (I, me)

\_\_\_\_\_

-----

6. \_\_\_\_\_ learn that  
some deer grow antlers.  
(I, me)



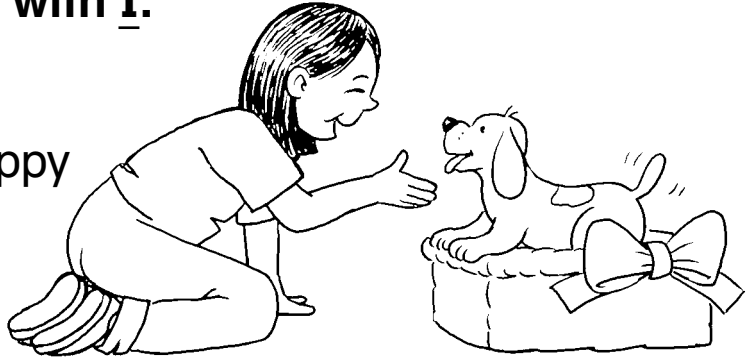
Name \_\_\_\_\_

The pronoun **I** is always a capital letter.

Example: **I** have a new puppy.

Complete each sentence with **I**.

1. \_\_\_\_\_ got a puppy  
from my Mom and Dad.

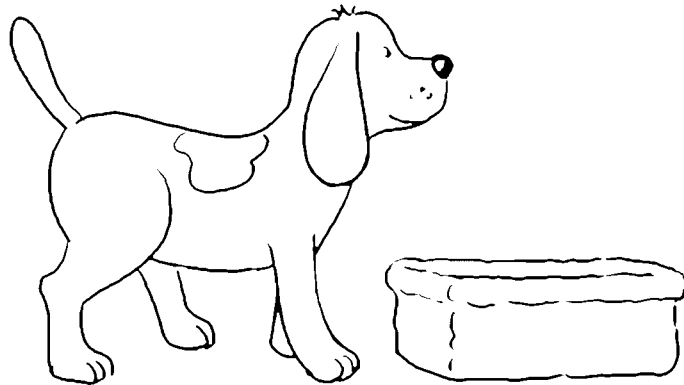


2. \_\_\_\_\_ named my puppy Flop.

3. Dad and \_\_\_\_\_ teach Flop to fetch.

4. Every day, \_\_\_\_\_ watch Flop grow bigger and bigger.

5. \_\_\_\_\_ think Flop  
is too big for his bed.



6. Mom and \_\_\_\_\_  
buy Flop a new bed.

Name \_\_\_\_\_

**Circle the pronoun that belongs in the sentence.  
Write it on the line.**

1. \_\_\_\_\_ went to see our new baby horse.

Me                      He                      I

\_\_\_\_\_

2. Dad tells \_\_\_\_\_ it is called a colt.

she                      me                      I

\_\_\_\_\_

3. Dad and \_\_\_\_\_ watch the colt try to stand.

it                      I                      me

\_\_\_\_\_

4. \_\_\_\_\_ will watch the colt grow up.

I                      Me                      It

\_\_\_\_\_

5. The colt does not know \_\_\_\_\_ yet.

she                      I                      me

\_\_\_\_\_

6. One day, the colt will be friends with \_\_\_\_\_.

it                      I                      me

Name \_\_\_\_\_

Parts of two sentences are sometimes the same.  
Use **and** to join two sentences with parts that are the same.

**Underline the parts that can be joined by and.**  
**Write the new sentence.**

1. Penny Pig gets bricks.  
Penny Pig gets mud.

---



---



---

2. She will be warm.  
She will be dry.

---

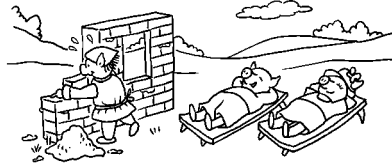


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3. Look at Suzi Pig!  
Look at Pauly Pig!




---

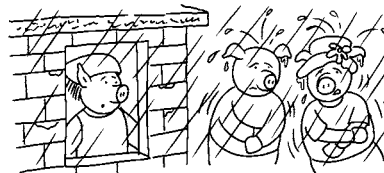


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4. Now those lazy pigs are wet.  
Now those lazy pigs are cold.




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Name \_\_\_\_\_

The pronoun **I** is always a capital letter.  
A proper noun begins with a capital letter.

**Write the sentence correctly.**



1. Paco and i play in my tree house.

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2. i live close to new york city.

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3. My best friend is paco Ortez.

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4. He and i both go to oak hill school.

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5. mr. ortez teaches and coaches there.

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Name \_\_\_\_\_

**Make one sentence from each pair of sentences.****Write the new sentence.**

1. Dad has wood.

Dad has a bucket of nails.

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2. The boys want to help.

I want to help.

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3. We work hard.

We finish the house.

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4. Soon, winter will be here.

Soon, snowy days will be here.

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5. Our new house is warm.

Our new house is cozy.

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# Scoring Chart

The Scoring Chart is provided for your convenience in grading your students' work.

- Find the column that shows the total number of possible points.
- Find the row that matches the number of scored points.
- The intersection of the row and column provides the percentage score.

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