Beyond Reproducibles
## Unit I • Friends and Family

### Friends at School

**David’s New Friends**

- Phonics: Short *a, i* ........................................ 9
- Vocabulary .................................................. 10
- Grammar: Statement and Questions ................. 11
- Phonics: Consonant Blends .......................... 12
- Spelling: Short *a, i* ........................................ 13
- Comprehension: Character and Setting Chart .......................... 14
- Comprehension: Character and Setting ............ 15
- Vocabulary Strategy: Dictionary/ABC Order .... 16
- Fluency: Expression ................................. 17
- Text Feature: Photos and Captions ............... 18
- Grammar: Statement and Questions .............. 19
- Spelling: Short *a, i* ........................................ 20

### Pet Friends

**Mr. Putter & Tabby Pour Tea**

- Phonics: Short *e, o, u* ............................... 21
- Vocabulary .................................................. 22
- Grammar: Commands and Exclamations ........ 23
- Phonics: Consonant Digraphs ....................... 24
- Spelling: Short *e, o, u* ............................... 25
- Comprehension: Story Map .......................... 26
- Comprehension: Plot .................................. 27
- Vocabulary Strategy: Word Parts -ed ............ 28
- Fluency: Intonation ................................. 29
- Literary Element: Rhythmic Patterns and Rhyme ........ 30
- Grammar: Commands and Exclamations ........ 31
- Spelling: Short *e, o, u* ............................... 32

### Family Friends

**Their Native Tongue**

- Phonics: Short *a and Long a (a_e)* ............... 33
- Vocabulary .................................................. 34
- Grammar: Subjects .................................... 35
- Structural Analysis: Consonant Blends ........ 36
- Spelling: Final *e (a_e)*, Contrast with Short *a* 37
- Comprehension: Main Idea and Details Web .... 38
- Comprehension: Identify Main Idea and Details .... 39
- Vocabulary Strategy: Prefixes ................. 40
- Fluency: Phrasing .................................. 41
- Study Skill: Parts of a Book ....................... 42
- Comprehension: Writing Frame ............... 43
- Grammar: Subjects .................................... 44
- Spelling: Final *e (a_e)*, Contrast with Short *a* 45

### Special Friends

**Meet Rosina**

- Phonics: Short *i and Long i (i_e)* ............... 46
- Vocabulary .................................................. 47
- Grammar: Predicates ................................. 48
- Phonics: Soft *c and g* .............................. 49
- Spelling: Words with Short *i and Long i* .... 50
- Comprehension: Main Idea and Details Web .... 51
- Comprehension: Identify Main Idea and Details .... 52
- Vocabulary Strategy: Use a Dictionary ........ 53
- Fluency: Phrasing .................................. 54
- Literary Element: Rhyme ............................ 55
- Grammar: Predicates ................................. 56
- Spelling: Words with Short *i and Long i* .... 57

### Friends from Faraway

**My Name Is Yoon**

- Phonics: Short *o, u and Long o (o_e), u (u_e)* .... 58
- Vocabulary .................................................. 59
- Grammar: Sentence Combining ..................... 60
- Structural Analysis: Consonant Digraphs ........ 61
- Spelling: Final *e (o_e), (u_e)* ................. 62
- Comprehension: Predictions Chart ............... 63
- Comprehension: Make and Confirm Predictions .... 64
- Vocabulary Strategy: Verbs with word ending -ed .................................. 65
- Fluency: Expression .................................. 66
- Text Feature: Bar Graphs ............................ 67
- Grammar: Sentence Combining ..................... 68
- Spelling: Long and Short *e* ....................... 69
Unit 2 • Community Heroes

Family Heroes
Babu’s Song
- Phonics: Long a ........................................ 70
- Vocabulary ........................................... 71
- Grammar: Nouns ..................................... 72
- Structural Analysis: Consonant Blends (3-letters) .......... 73
- Spelling: Words with Long a ......................... 74
- Comprehension: Character and Setting Chart .................. 75
- Comprehension: Character, Setting, Plot .................. 76
- Vocabulary Strategy: Context Clues .......................... 77
- Fluency: Expression ................................... 78
- Text Feature: Map ................................... 79
- Grammar: Nouns ..................................... 80
- Spelling: Words with Long a ........................... 81

Local Heroes
Tomás and the Library Lady
- Phonics: Long e ........................................ 82
- Vocabulary ........................................... 83
- Grammar: Plural Nouns .................................. 84
- Structural Analysis: Prefixes ............................. 85
- Spelling: Words with Long e ............................ 86
- Comprehension: Cause and Effect Chart .................. 87
- Comprehension: Cause and Effect ...................... 88
- Vocabulary Strategy: Context Clues: Multiple-Meaning Words 89
- Fluency: Intonation ................................... 90
- Text Feature: Photos and Captions ...................... 91
- Grammar: Plural Nouns .................................. 92
- Spelling: Words with Long e ............................ 93

Community Worker Heroes
Fighting the Fire
- Phonics: Long i ........................................ 94
- Vocabulary ........................................... 95
- Grammar: Proper Nouns ............................... 96
- Structural Analysis: Compound Words .................... 97
- Spelling: Words with Long i ............................ 98
- Comprehension: Main Idea and Details Web .......... 99
- Comprehension: Identify Main Idea and Details .......... 100
- Vocabulary Strategy: Word Parts ....................... 101
- Fluency: Pronunciation ................................ 102
- Study Skill: Using Parts of a Book ..................... 103
- Comprehension: Writing Frame ......................... 104
- Grammar: Proper Nouns ................................ 105
- Spelling: Words with Long i ............................ 106

What Makes a Hero?
One Grain of Rice
- Phonics: Long o ........................................ 107
- Vocabulary ........................................... 108
- Grammar: Possessive Nouns ............................ 109
- Phonics: Inflectional Endings -s, -es ..................... 110
- Spelling: Words with Long o ........................... 111
- Comprehension: Inference Chart ......................... 112
- Comprehension: Make Inferences ....................... 113
- Vocabulary Strategy: Suffixes ........................... 114
- Fluency: Phrasing ...................................... 115
- Text Feature: Headings .................................. 116
- Grammar: Possessive Nouns ............................ 117
- Spelling: Words with Long o ............................ 118

Heroes from Long Ago
African-American Inventors
- Phonics: Long u ........................................ 119
- Vocabulary ........................................... 120
- Grammar: Plurals and Possessives ....................... 121
- Structural Analysis: Short o, e, u; Inflectional endings -ing and -ed 122
- Spelling: Words with Long u ............................ 123
- Comprehension: Compare and Contrast Chart .............. 124
- Comprehension: Compare and Contrast .................. 125
- Vocabulary Strategy: Suffixes ........................... 126
- Fluency: Pronunciation ................................ 127
- Text Feature: Time Line ................................ 128
- Grammar: Plurals and Possessives ....................... 129
- Spelling: Words with Long u ............................ 130
## Unit 4 • Better Together

### Getting the Job Done

**Head, Body, Legs: A Story from Liberia**
- Phonics: Diphthong oo, ow ........................................... 192
- Vocabulary ............................................................. 193
- Grammar: Linking Verbs ............................................ 194
- Phonics: Inflectional Endings -s, -es .............................. 195
- Spelling: Diphthong oo, ow ........................................... 196
- Comprehension: Cause and Effect Chart ....................... 197
- Comprehension: Identify Cause and Effect ................. 198
- Vocabulary Strategy: Context Clues .............................. 199
- Fluency: Expression .................................................. 200
- Text Feature: Drop-Down Menu .................................. 201
- Grammar: Linking Verbs ............................................ 202
- Spelling: Diphthong oo, ow ........................................... 203

**Special Teams**

**Officer Buckle and Gloria**
- Phonics: Diphthong oi, oy ........................................... 204
- Vocabulary ............................................................. 205
- Grammar: Helping Verbs ............................................. 206
- Structural Analysis: Prefixes ...................................... 207
- Spelling: Diphthong oi, oy ........................................... 208
- Comprehension: Illustrations Chart ............................ 209
- Comprehension: Use Illustrations ............................... 210
- Vocabulary Strategy: Context Clues:
  - Synonyms ................................................................. 211
  - Fluency: Intonation ..................................................... 212
  - Text Feature: Floor Plans ........................................... 213
  - Grammar: Helping Verbs .......................................... 214
  - Spelling: Diphthong oi, oy ........................................... 215

**Worker Teams**

**A Trip to the Emergency Room**
- Phonics: Variant Vowel /oo/ (oo, ui, ew) ....................... 216
- Vocabulary ............................................................. 217
- Grammar: Irregular Verbs ........................................... 218
- Structural Analysis: Suffixes ...................................... 219
- Spelling: Variant Vowel /oo/ (oo, ui, ew) ....................... 220
- Comprehension: Sequence Chart ............................... 221
- Comprehension:
  - Identify Sequence of Events .................................. 222
- Vocabulary Strategy: Dictionary:
  - Homophones ........................................................... 223
- Fluency: Pronunciation ................................................. 224
- Study Skill: Using the Internet .................................... 225
- Comprehension: Writing Frame ................................... 226
- Grammar: Irregular Verbs ........................................... 227
- Spelling: Variant Vowel /oo/ (oo, ui, ew) ....................... 228

### Community Teams

**A Harbor Seal Pup Grows Up**
- Phonics: Variant Vowel /ü/ (oo, ou) .......................... 229
- Vocabulary ............................................................. 230
- Grammar: Irregular Verbs ........................................... 231
- Structural Analysis:
  - Inflectional Ending -ing .......................................... 232
- Spelling: Variant Vowel /ü/ (oo, ou) .......................... 233
- Comprehension: Sequence Chart ............................... 234
- Comprehension:
  - Identify Sequence of Events .................................. 235
- Vocabulary Strategy:
  - Context Clues: Antonyms ....................................... 236
- Fluency: Phrasing ...................................................... 237
- Literary Element: Similes .......................................... 238
- Grammar: Irregular Verbs ........................................... 239
- Spelling: Variant Vowel /ü/ (oo, ou) .......................... 240

**Surprising Teamwork**

**Mice and Beans**
- Phonics: Variant Vowel /æ/ (au, aw, a) ........................ 241
- Vocabulary ............................................................. 242
- Grammar: Contractions .............................................. 243
- Structural Analysis: Inflectional Ending -ed .................. 244
- Spelling: Variant Vowel /æ/ (au, aw, a) ........................ 245
- Comprehension: Fantasy and Reality Chart ................. 246
- Comprehension:
  - Between Fantasy and Reality .................................. 247
- Vocabulary Strategy: Endings -s, -es, -ed ...................... 248
- Fluency: Expression ..................................................... 249
- Text Feature: Written Directions .................................. 250
- Grammar: Contractions and Apostrophes ................. 251
- Spelling: Variant Vowel /æ/ (au, aw, a) ........................ 252
Unit 5 • Growing and Changing

A Plant’s Life
The Tiny Seed
Phonics: Closed Syllables ......................... 253
Vocabulary ........................................... 254
Grammar: Pronouns ............................... 255
Structural Analysis: Closed Syllables ........ 256
Spelling: Closed Syllables ..................... 257
Comprehension: Conclusion Chart .......... 258
Comprehension: Draw Conclusions ....... 259
Vocabulary Strategy: Context Clues ...... 260
Fluency: Intonation ................................. 261
Text Feature: Written Directions ........ 262
Grammar: Pronouns ............................... 263
Spelling: Closed Syllables ..................... 264

Garden Plants
The Ugly Vegetables
Phonics: Closed Syllables ......................... 265
Vocabulary ........................................... 266
Grammar: I and me, we and us ................. 267
Structural Analysis: Closed Syllables .... 268
Spelling: Closed Syllables ..................... 269
Comprehension: Sequence Chart .......... 270
Comprehension:
  Identify Sequence of Events .............. 271
Vocabulary Strategy:
  Context Clues: Homophones ............. 272
Fluency: Pronunciation ......................... 273
Text Feature: Written Directions ........ 274
Grammar: I and me, we and us .............. 275
Spelling: Closed Syllables ..................... 276

Animals Long Ago
Meet the Super Croc
Phonics: Open Syllables ......................... 277
Vocabulary ........................................... 278
Grammar: Possessive Pronouns .......... 279
Structural Analysis: Open Syllables ..... 280
Spelling: Open Syllables ..................... 281
Comprehension: Summary Chart ...... 282
Comprehension: Summarize ................. 283
Vocabulary Strategy:
  Word Parts: Suffixes and Prefixes ...... 284
Fluency: Phrasing and Pronunciation .... 285
Study Skill: Narrow a Topic for Research .. 286
Comprehension: Writing Frame .......... 287
Grammar: Possessive Pronouns .......... 288
Spelling: Open Syllables ..................... 289

Special Animals
Farfallina and Marcel
Phonics: Consonant + le Syllables .......... 290
Vocabulary ........................................... 291
Grammar: Contractions ......................... 292
Phonics: Consonant + le Syllables .......... 293
Spelling: Consonant + le Syllables .......... 294
Comprehension: Inferences Chart ......... 295
Comprehension: Make Inferences ........... 296
Vocabulary Strategy:
  Thesaurus: Synonyms ......................... 297
Fluency: Expression and Phrasing ........... 298
Text Feature: Illustrations and Captions .. 299
Grammar: Contractions ......................... 300
Spelling: Consonant + le Syllables .......... 301

Wild Animals
Nutik, the Wolf Pup
Phonics: Open Syllables ......................... 302
Vocabulary ........................................... 303
Grammar: Pronoun-Verb Agreement ...... 304
Structural Analysis: Open Syllables ...... 305
Spelling: Open Syllables ..................... 306
Comprehension: Inferences Chart ......... 307
Comprehension: Make Inferences ........... 308
Vocabulary Strategy:
  Inflected Verbs and Base Words ........ 309
Fluency: Intonation and Expression ...... 310
Text Feature: Heads .................. .............. 311
Grammar: Pronoun-Verb Agreement ...... 312
Spelling: Open Syllables ..................... 313
Unit 6 • The World Around Us

Plant and Animal Habitats

**Dig Wait Listen: A Desert Toad’s Tale**
- Phonics: Consonant + _le_ Syllables ............ 314
- Vocabulary ........................................ 315
- Grammar: Adjectives .............................. 316
- Phonics: Consonant + _le_ Syllables ............ 317
- Spelling: Consonant + _le_ Syllables ............ 318
- Comprehension: Author’s Purpose ............... 319
- Comprehension: Author’s Purpose ............... 320
- Vocabulary Strategy: Possessive Nouns ....... 321
- Fluency: Intonation ............................... 322
- Text Feature: Charts ............................. 323
- Grammar: Commas and Apostrophes .......... 324
- Spelling: Consonant + _le_ Syllables .......... 325

Animal Survival/Needs

**Splish! Splash! Animal Baths**
- Phonics: Vowel Team Syllables ................. 326
- Vocabulary ........................................ 327
- Grammar: Use _a_ and _an_ ...................... 328
- Phonics: Vowel Team Syllables ................. 329
- Spelling: Vowel Team Syllables ................. 330
- Comprehension: Compare and Contrast Chart .. 331
- Comprehension: Compare and Contrast ....... 332
- Vocabulary Strategy: Word Parts: Endings: -s, -es ....... 333
- Fluency: Phrasing ................................ 334
- Literary Element: Settings and Characters ... 335
- Grammar: Use _a_ and _an_ ...................... 336
- Spelling: Vowel Team Syllables ................. 337

Saving the World Around Us

**A Way to Help Planet Earth**
- Phonics: Final _e_ Syllables ................... 338
- Vocabulary ........................................ 339
- Grammar: Synonyms and Antonyms .......... 340
- Phonics: Final _e_ Syllables ................... 341
- Spelling: Final _e_ Syllables ................... 342
- Comprehension: Problem and Solution Chart .. 343
- Comprehension: Problem and Solution ...... 344
- Vocabulary Strategy: Multiple-Meaning Words 345
- Fluency: Pronunciation ......................... 346
- Study Skill: Changes in Print and Text Features 347
- Comprehension: Writing Frame ................. 348
- Grammar: Sentence Punctuation ............... 349
- Spelling: Final _e_ Syllables ................... 350

Wild Weather

**Super Storms**
- Phonics: Vowel Team Syllables ................. 351
- Vocabulary ........................................ 352
- Grammar: Adjectives That Compare .......... 353
- Phonics: Vowel Team Syllables ................. 354
- Spelling: Vowel Team Syllables ................. 355
- Comprehension: Cause and Effect Chart ...... 356
- Comprehension: Cause and Effect .............. 357
- Vocabulary Strategy: Word Parts: Compound Words .......... 358
- Fluency: Phrasing ................................ 359
- Literary Element: Repetition and Word Choice ........ 360
- Grammar: Adjectives That Compare .......... 361
- Spelling: Vowel Team Syllables ................. 362

Explaining Nature

**Pushing Up the Sky**
- Phonics: _r_-Controlled Syllables ............... 363
- Vocabulary ........................................ 364
- Grammar: Adverbs ................................ 365
- Phonics: _r_-Controlled Syllables ............... 366
- Spelling: _r_-Controlled Syllables ............... 367
- Comprehension: Problem and Solution Chart .. 368
- Comprehension: Identify Problem and Solution .... 369
- Vocabulary Strategy: Word Parts: Base Word and Ending, -ed ........ 370
- Fluency: Expression .............................. 371
- Text Feature: Interview ......................... 372
- Grammar: Capitalization ......................... 373
- Spelling: _r_-Controlled Syllables ............... 374
A. Find at least five words in the puzzle that have the sound of short \( a \) or \( i \). Start at any letter. Move from space to space in any direction to spell a word. The first one is done for you.

<table>
<thead>
<tr>
<th>C</th>
<th>D</th>
<th>K</th>
<th>D</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>S</td>
<td>N</td>
<td>R</td>
<td>N</td>
</tr>
<tr>
<td>P</td>
<td>I</td>
<td>T</td>
<td>A</td>
<td>S</td>
</tr>
<tr>
<td>M</td>
<td>T</td>
<td>H</td>
<td>A</td>
<td>T</td>
</tr>
</tbody>
</table>

B. Use five of the words you found to write sentences on the lines below.

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________
Find a word from the box to match each clue. Write it in the puzzle.

Across
2. not the same
3. cautiously
5. made very happy about something

Down
1. to make a sad sound
4. to speak in a very quiet voice

Carefully different excited groan whisper
Read the sentences. Circle each question and underline each statement.

1. Do you have homework?
2. I have lots of homework.
3. What do you have to do?
4. I have to read a story.
5. The story is about a pig.
6. Does Frank have homework?
7. Frank has to write a story.
8. What kind of story will he write?
9. Will he write a funny story?
10. No, he will write a scary one.

• A question is a sentence that asks something. It ends with a question mark.
• A statement is a sentence that tells something. It ends with a period.
• Begin each statement and question with a capital letter.

Do you have a pencil?  I have paper.

To the Teacher: Have children complete the page independently. Then have children generate sentences with the target skill.
Read each riddle. Fill in the missing letters to answer the riddle. Then draw a picture of what the answer names.

1. I am black and white and furry. I spray a stinky oil to protect myself.

           unk

3. Birds live in me. They use twigs to make me. I can be found in a tree.

           ne___________

5. I am an instrument. You can play me with sticks.

           um

2. You can use me to eat. I am used for soup and ice cream.

           oon

4. On a hot day you can have me to cool off. I come in all kinds of flavors.

           ink

6. You put me on your face. You can use me if you are in a show.

           ma___________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ________________ 1. hasn’t
2. ________________ 2. snag
3. ________________ 3. glad
4. ________________ 4. slim
5. ________________ 5. will
6. ________________ 6. catch
7. ________________ 7. hand
8. ________________ 8. fixed
9. ________________ 9. fits
10. ________________ 10. if

Review Words

11. ________________ 11. can

High-Frequency Words

12. ________________ 12. hit
13. ________________ 13. blue
14. ________________ 14. even
15. ________________ 15. study

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *David’s New Friends*, fill in the Character and Setting Chart.

<table>
<thead>
<tr>
<th>Character</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in this Character and Setting Chart help you analyze story structure in *David’s New Friends*?
Write a story. Create one or two interesting characters. Choose one of the settings from the box to use in your story.

- early Monday morning at home
- recess at school
- lunchtime in the school cafeteria
- after school in the science lab
Look at the words in the box. Look at the guide words on each page. Write the words on the correct pages of the dictionary.

friend    that    genuine    special    fun    sincere

1. fresh    fuel

2. simple    speak

3. fruit    general

4. system    tiger

5. south    spirit

6. gentle    golf
As I read, I will pay attention to my expression.

“You’re doing very well, class,” said Ms. Tallant.

The second graders were working on a mural. It was a picture of their town, Greenville.

Each group was painting a panel. Each panel was put up on the wall as it was finished. Their town was all around their classroom!

Chenoa was working hard to finish her part of the panel. She carefully painted the park, her favorite part of town. She put herself in the picture with her dog, Bly.

The bell rang. Everyone except Chenoa packed up for recess.

“It’s recess, Chenoa,” said Ms. Tallant. “You need to get some fresh air.”

Comprehension Check
1. What activity is the class doing in this scene? **Character and Setting**

2. What can you tell about Chenoa in this scene? **Character and Setting**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Practice

Name

Write a caption for each picture.

1.

2.

3.

4.

Text Feature: Photos and Captions

Interpret information from diagrams, charts, and graphs.

© Macmillan/McGraw-Hill
• A sentence tells a complete thought.
• Begin each sentence with a capital letter.
• End a statement with a period.
• End a question with a question mark.

Read the passage. Circle each mistake in capitalization and punctuation. Then rewrite the passage correctly on the lines below.

Today is Monday. What do we do first? the teacher reads a story. then we have math. does each child have a pencil. Now we are ready to begin the lesson.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

**Sample A:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>it</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>itt</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>ite</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>iht</td>
<td></td>
</tr>
</tbody>
</table>

**Sample B:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>fune</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>funn</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>fun</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>funne</td>
<td></td>
</tr>
</tbody>
</table>

---

1. **A** hasnt
   **B** hasn’t
   **C** hasn’t
   **D** has’nt

2. **E** iff
   **F** if
   **G** uf
   **H** uff

3. **A** snag
   **B** snagg
   **C** snig
   **D** snigg

4. **E** fits
   **F** fitz
   **G** fites
   **H** fitze

5. **A** gladd
   **B** glad
   **C** glid
   **D** glidd

6. **E** hadne
   **F** hande
   **G** hand
   **H** hante

7. **A** fixxd
   **B** fixxed
   **C** fixd
   **D** fixed

8. **E** slimm
   **F** slim
   **G** silm
   **H** slimme

9. **A** will
   **B** wil
   **C** wille
   **D** wille

10. **E** catche
    **F** cach
    **G** cathc
    **H** catch

---

*LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.*
Use a word from the box to answer each riddle. Write it on the line. Cross it off the list.

- ten
- sun
- mop
- log
- bed
- cub
- box
- hen

1. I shine up high in the sky. What am I? __________

2. Open me up to find a surprise inside. What am I? __________

3. I lay eggs. What am I? __________

4. Add one to nine to get me. What am I? __________

5. I am a baby bear. What am I? __________

6. Add water and use me to do a chore. What am I? __________

Find the words in the box you did not use. Write a riddle for each word.

7. ___________________________________________________________________

8. ___________________________________________________________________
Choose a vocabulary word from the box to match each clue. Write it on the line. One word will be used more than once.

thinning  company  wonderful
share  enjoyed  delighted

1. very good ___________________
2. people visiting your home ___________________
3. becoming less thick ___________________
4. very pleased and happy ___________________
5. companionship ___________________
6. had fun ___________________
7. to use or do with others ___________________
8. a business ___________________
• An **exclamation** is a sentence that shows strong feelings. It ends with an exclamation point.

• Begin each exclamation with a capital letter.
  
  We love the zoo!
  Wow, those are huge elephants!

**Underline each exclamation.**

1. Today is Saturday.
2. Hooray, we are going to the zoo!
3. We will see many animals.
4. That giraffe is gigantic!
5. The lions look hungry.
6. Oh no, I’m scared!
7. The seals are so cute!
8. What time do you feed the seals?
9. The zoo closes in one hour.
10. We had so much fun!

**Write two new exclamations on the lines.**

________________________________________________________________________
________________________________________________________________________

**To the Teacher:** Have children complete the page independently. Then have children generate sentences with the target skill.
A. Create as many words as you can using the consonant digraphs and word parts below. Write the new words you make.

th  
sh  
wh  
ch

-in  
-eat  
-ip  
-opper  
-orn

________________    ____________________    __________________

________________    ____________________    __________________

________________    ____________________    __________________

________________    ____________________    __________________

B. Write two sentences using three or more of your new words.

1. ________________________________

   ________________________________

2. ________________________________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________ 1. went
2. ____________________ 2. telling
3. ____________________ 3. peppy
4. ____________________ 4. sock
5. ____________________ 5. foggy
6. ____________________ 6. crops
7. ____________________ 7. tugged
8. ____________________ 8. fluffy
9. ____________________ 9. bathtub
10. ____________________ 10. muffin

Review Words
11. ____________________ 11. fix
12. ____________________ 12. has

Challenge Words
13. ____________________ 13. another
14. ____________________ 14. move
15. ____________________ 15. year

Spelling: Short e, o, u

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *Mr. Putter & Tabby Pour the Tea*, fill in the Story Map.

How does the information you wrote in this Story Map help you analyze story structure in *Mr. Putter & Tabby Pour the Tea*?
Read the beginning part of the Story Map. Think about what could happen in the middle and at the end of the story. Fill in the Story Map with your ideas. Then use it to write your own story on the lines below.

**Beginning**

**Problem:** Shane can’t find his favorite pen. He thinks his friend Mike took it.

**Middle**

**How the character tries to solve the problem:**

__________________________
__________________________

**End**

**How the problem is solved:**

__________________________
__________________________

__________________________
__________________________

__________________________
__________________________

__________________________
__________________________

__________________________
Think about something you are doing with a friend today. Draw a picture of it in the box. Then write two sentences about it on the lines below. Use a verb that ends in -ing in each sentence.

Think about something you did with a friend last week. Draw a picture of it in the box. Then write two sentences about it on the lines below. Use a verb that ends in -ed in each sentence.
As I read, I will pay attention to the dialogue and how it affects my intonation.

“The creek is really dirty,” said Marcella.
7       Mark frowned. “Look at how the reeds are thinning,”
16      he said. “I bet that’s because the litter is getting in the
28      way of the plants. If this doesn’t get cleaned up, all the
40      plants will die. The frogs won’t have a home.”
49      “Yes,” said Marcella. “Someone should clean it up.”
57      Mark nodded. “Maybe we should do it.”
64      Marcella and Mark borrowed a garden rake, large
72      plastic bags, and a box of plastic gloves from their mother.
83      Then they began to clear the litter from the creek.
93      They were so busy that at first they didn’t notice they
104     were being watched. Marcella looked up.
110     “We have company,” she said to Mark. 117

Comprehension Check

1. What do Marcella and Mark decide to do? Plot

2. What will happen to the frogs and plants if the creek is littered? Draw Conclusions

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read the lyrics to this old song. Then answer the questions or follow the directions.

As I was walking down the street,
Down the street, down the street,
A pretty girl I chanced to meet,
Under the silvery moon.
I asked her if she’d stop and talk,
Stop and talk, stop and talk.
Her feet took up the whole sidewalk.
There was no room for me.
Oh, Buffalo gals, won’t you come out tonight,
Come out tonight, come out tonight,
Oh, Buffalo gals, won’t you come out tonight,
And dance by the light of the moon.

1. What words rhyme in the first four lines?

2. What words rhyme in lines 5–8?

3. What groups of words repeat to make a rhythmic pattern?

4. Write a sentence with words that repeat to make a rhythmic pattern.
• Begin each sentence with a capital letter.
• End a command with a period and an exclamation with an exclamation point.

Circle each capitalization and punctuation mistake. Then rewrite the passage correctly on the lines.

let’s go to our baseball game. you are up to bat first
Watch out, here comes the ball. hit it hard. hooray, it’s a home run.

__________________________

__________________________

__________________________

To the Teacher: Have children complete the page independently. Ask children to add to the passage on a separate piece of paper.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

**Sample A:**

<table>
<thead>
<tr>
<th></th>
<th>mikss</th>
<th>mix</th>
<th>mixe</th>
<th>mixx</th>
</tr>
</thead>
</table>

**Sample B:**

|   | hatte | hatt | hat | aht |

|   |       |      |     |     |

1. **A** foggy  
   **B** foggey  
   **C** fogey  
   **D** fogee  

2. **E** croaps  
   **F** croppes  
   **G** cropps  
   **H** crops  

3. **A** sauk  
   **B** sokc  
   **C** sock  
   **D** seck  

4. **E** tugged  
   **F** tuged  
   **G** tughed  
   **H** tuhgd  

5. **A** pipy  
   **B** peppy  
   **C** pippy  
   **D** pepy  

6. **E** flufy  
   **F** flifie  
   **G** flify  
   **H** fluffy  

7. **A** tellng  
   **B** teling  
   **C** telling  
   **D** teiling  

8. **E** went  
   **F** wint  
   **G** wintt  
   **H** wentt  

9. **A** mufin  
   **B** mufan  
   **C** muffin  
   **D** muffen  

10. **E** bathtub  
    **F** bathtube  
    **G** bathtub  
    **H** batchtub

---

**Spelling:** Short e, o, u

1. **foggy**  
   **A** foggy  
   **B** foggey  
   **C** fogey  
   **D** fogee  

2. **croaps**  
   **E** croaps  
   **F** croppes  
   **G** cropps  
   **H** crops  

3. **sauk**  
   **A** sauk  
   **B** sokc  
   **C** sock  
   **D** seck  

4. **tugged**  
   **E** tugged  
   **F** tuged  
   **G** tughed  
   **H** tuhgd  

5. **pipy**  
   **A** pipy  
   **B** peppy  
   **C** pippy  
   **D** pepy  

6. **flufy**  
   **E** flufy  
   **F** flifie  
   **G** flify  
   **H** fluffy  

7. **telling**  
   **A** tellng  
   **B** teling  
   **C** telling  
   **D** teiling  

8. **went**  
   **E** went  
   **F** wint  
   **G** wintt  
   **H** wentt  

9. **mufin**  
   **A** mufin  
   **B** mufan  
   **C** muffin  
   **D** muffen  

10. **bathtub**  
    **E** bathtub  
    **F** bathtube  
    **G** bathtub  
    **H** batchtub
A. Choose a word from the box to answer each riddle below.

| glad | lake | black | race | wag |

1. I am all you see if you turn off the lights at night. I am the darkest color there is. What am I? __________

2. Dogs do this when they are happy. It is a way of moving. What is it? __________

3. If you want to swim, come on in. I am filled with water. What am I? __________

4. I am something you can win if you are quick. I am something horses, bikes, cars, and you can do. What am I? __________

B. Find the word in the box that you did not use. Write a riddle for it.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
Use the clues below to complete the vocabulary word puzzle.

Across
1. born in a particular place
2. nearby
3. customs

Down
4. local
5. native
6. reclaim
7. ancestors
8. heritage
9. traditions

1. a way of life
2. take back
3. people from your family who were born long before you

© Macmillan/McGraw-Hill
You can correct some incomplete sentences by adding a subject.

A subject tells who or what does something in a sentence.

Incomplete sentence: live at the firehouse

Complete sentence with a subject: The firefighters live at the firehouse.

Add a subject to the incomplete sentences and rewrite them on the lines below.

1. Visited the firehouse.

2. Climbed inside a red fire truck.

3. Taught us about fire safety.

4. Told us to never play with matches.

5. Told us to write about fire safety for homework.
Find and circle the words from the box in the puzzle below. Write each word on the lines below. Then circle the consonant blend in each word.

slipper  drink  skunk  spin  sloppy  dragon
space  skate  drain  slide  sketch  special

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

Structural Analysis:
Consonant Blends

R 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________  1. safety
2. ____________________  2. flames
3. ____________________  3. male
4. ____________________  4. vat
5. ____________________  5. ate
6. ____________________  6. clapping
7. ____________________  7. backed
8. ____________________  8. cape
9. ____________________  9. making
10. ____________________  10. rake

Review Words
11. ____________________  11. fog
12. ____________________  12. tug

High-Frequency Words
13. ____________________  13. English
14. ____________________  14. language
15. ____________________  15. understand

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *Their Native Tongue*, fill in the Main Idea and Details Web.

How does the information you wrote in this Main Idea and Details Web help you summarize *Their Native Tongue*?
Read the paragraph. Then follow the directions below.

I know Great Grandma Lucy was a great cook even though I never met her. My mother has given me many of her recipes, and all of them are delicious. My favorite is a nut pie. Great Grandma Lucy won $50 in 1935 for that recipe. That was a lot of money then! Another delicious recipe is for spice salt. You mix lots of herbs and spices together. Then you put the spice salt on chicken and hamburgers, and they always taste delicious. I never met Great Grandma Lucy, but I have learned a lot from her!

1. Underline the sentence in the paragraph that tells the main idea.

2. Write a good title for the paragraph.

3. Write two details that support the main idea of the paragraph.

4. Make up another detail that could be added to the paragraph. Write it on the lines.
Use the prefix *dis-*, *re-*, or *un-* to change the meaning of each word below. Then write a sentence that contains the new word.

1. agree

2. build

3. fair

4. safe

5. pay

6. approve

7. please

8. kind

**R 1.9** Know the meaning of simple prefixes and suffixes (e.g., *over-*, *un-*, *-ing*, *-ly*).
As I read, I will pay attention to phrasing.

“Come on, Amy,” shouted Bindi. “Throw the football to me!”

Amy threw the football. It dropped quickly and tumbled slowly along the ground.

She walked away and sat down on a bench. Amy didn’t like touch football tryouts. Everyone threw the ball too hard.

Plus, Amy had been sick and out of school for the last two weeks. She still felt lazy.

Bindi ran over. “Come on, Amy,” he said. “Try again! You can do it.”

Amy shook her head. “No. I only want to sit and watch now.”

Coach Redmond saw that Amy was sitting on the bench.

“That’s okay, Amy,” he said. “You can rest. Bindi, let’s keep throwing, please.”

Comprehension Check

1. Why doesn’t Amy like the tryouts? Main Idea and Details

2. What does Amy do just before she goes to sit on the bench? Sequence

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
A. Look at the title page and table of contents of this book. Answer each question.

1. What is the title of the book? ______

2. What is the title of Chapter 2? ______

3. On what page does Chapter 2 start? ______

B. Read each question. Write the number of the book chapter that would help you answer that question.

4. Should you bring a heavy coat on the trip? ______

5. What are the hours of the children’s museum in Toronto? ______

6. Which hotels allow pets? ______

7. Is there a hot air balloon contest in Vancouver? ______

8. Which parks have merry-go-rounds? ______
Description Writing Frame

Summarize *Their Native Tongue.*
Use the Description Writing Frame below.

The Akwesasne Freedom School is an interesting school.

**One interesting fact** about the school is ______________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

**Another interesting fact** about the school is ____________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.
• Begin the greeting and closing of a letter with a capital letter.
• Use commas after the greeting and closing in a letter.

Rewrite the letter correctly on the lines below.

dear Mom and Dad

am having a great time at camp. sing around the campfire. takes good care of us. can’t wait for visiting day!

love

Maria
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:  
A lump  
B lumpe  
C lumpp  
D Luump

1. A eigt  
B ate  
C eite  
D aete  

2. E raik  
F rake  
G rak  
H raike

3. A vate  
B vait  
C vaut  
D vat  

Sample B:  
E tacke  
F taak  
G tack  
H takk

4. E making  
F makeing  
G maiking  
H makign

5. A maile  
B mayl  
C mael  
D male

6. E caip  
F cape  
G caipe  
H cayp

7. A safety  
B saftey  
C safty  
D safety

8. E flaimz  
F flamz  
G flames  
H flamez

9. A backd  
B bakced  
C backed  
D bakt

10. E clapping  
F clapping  
G claping  
H klapping

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Read the words in the box. Search for the words in the puzzle below. Circle each word as you find it. Then write the word in the correct column.

ride  swim  white  skill  shin  time  wise  milk

S  S  W  I  M  L  E  R
K  R  H  N  R  I  D  E
I  W  I  S  E  E  L  N
L  E  T  I  M  E  E  K
L  N  E  S  H  I  N  I

Words with the Short /i/ Sound  Words with the Long /i/ Sound
____________________________  _______________________
____________________________  _______________________
____________________________  _______________________
____________________________  _______________________
____________________________  _______________________

B. Write a sentence about what makes you special. Use at least two words that have the short /i/ or long /i/ sound.
Choose a word from the box to match each clue. Then use the word in a sentence.

<table>
<thead>
<tr>
<th>relatives</th>
<th>signing</th>
<th>deaf</th>
<th>celebrate</th>
<th>cultures</th>
</tr>
</thead>
</table>

1. cannot hear __________

2. cousins, nephews, grandparents __________

3. do this on holidays __________

4. speaking with your hands and fingers __________

5. customs and behaviors of groups of people __________
• A **predicate** tells what the subject of a sentence does or is.

• You can correct some incomplete sentences by adding a predicate.

  Incomplete sentence: My dad
  Complete sentence: My dad loves vanilla ice cream.

**Match each subject with a predicate to make a complete sentence. Then write the sentences on the lines below.**

1. An ice-cream truck **dropped his cone.**
2. The driver **ate her cone quickly.**
3. Mia **drove into the park.**
4. Sam **sold ice cream.**

**1. __________________________________**

**2. __________________________________**

**3. __________________________________**

**4. __________________________________**

**To the Teacher:** Have children complete the page independently. Then have children generate sentences with the target skill.
1. Write at least five words that have the soft c sound.

____________________________________________________________________

____________________________________________________________________

2. Write at least five words that have the soft g sound.

____________________________________________________________________

____________________________________________________________________

3. Use at least two of your soft c words in a sentence.

____________________________________________________________________

____________________________________________________________________

4. Use at least two of your soft g words in a sentence.

____________________________________________________________________

____________________________________________________________________

R 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words
11. ____________________________ 11. cape
12. ____________________________ 12. made

Challenge Words
13. ____________________________ 13. because
14. ____________________________ 14. off
15. ____________________________ 15. picture

1. ____________________________ 1. hive
2. ____________________________ 2. finish
3. ____________________________ 3. picked
4. ____________________________ 4. line
5. ____________________________ 5. sometimes
6. ____________________________ 6. dinner
7. ____________________________ 7. smiling
8. ____________________________ 8. bricks
9. ____________________________ 9. sideways
10. ____________________________ 10. hiked

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *Meet Rosina*, fill in the Main Idea and Details Web.

How does the information you wrote in this Main Idea and Details Web help you summarize *Meet Rosina*?
Read the story. Then answer the questions.

Jen’s mother told her that everyone has something special he or she can do. Both of her older brothers loved to play the guitar. She thought playing the guitar could be her special thing, too. Then she had some lessons. She could not make the right sounds. She did not like the guitar at all! One day Jen was waiting for her guitar lesson. She was wearing her favorite jeans. Jen saw some drums. She picked up the sticks and started to play. Jen’s guitar teacher heard her and said, “I didn’t know you knew how to play the drums!”

Jen said, “I didn’t, either! I think I found my special talent!”

1. Write a good title for the story.

2. Write a sentence telling the main idea of the story.

3. Write a sentence from the story that is not about the main idea.

4. Write two details that support the main idea of the story.
Read the dictionary entry. Write an example sentence for each definition.

**sign (sine) noun**  
1. A symbol that means or stands for something.  
2. Something written, such as a poster, that gives information.

**verb**  
3. To write your name.  
4. To use American Sign Language.

1. ____________________________  

2. ____________________________  

3. ____________________________  

4. ____________________________
People who cannot hear often “talk” to each other by signing with their hands. But many people do not understand signing.

Today, deaf people who sign can talk to people who do not understand signing. Dr. Jose Hernandez-Rebollar invented a special glove. A computer in the glove translates sign language. People hear the words through a computer’s speaker or read them on a screen.

Right now this special glove can only turn sign language into English. In the future it will work in other languages, too. This will help deaf and hearing people from many cultures “talk” to each other.

Comprehension Check

1. How can deaf people who sign talk to people who do not understand sign language? **Main Idea and Details**

2. What will the rest of this piece be about? **Make and Confirm Predictions**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Write a poem that tells about what makes you special. Use words that rhyme. Then draw a picture to go with it.

Title: ________________
• Use a comma between the day and year in a date.
• Use a comma between the names of a city and a state.

Draw a line below each mistake in the letter.
Then rewrite the letter correctly on the lines.

Dear Uncle Ted,

I can’t wait to visit you in Los Angeles California! We are coming on December 23 2007. I’ll be sad when we leave there on January 2 2008.

It is so cold here in Burlington Vermont! The snow.

Love,

Noah
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:  
A cann  
B can  
C canne  
D cahn

Sample B:  
E rok  
F roke  
G rock  
H roc

1. A hiv  
B hyv  
C hive  
D hivve

2. E hykd  
F hicked  
G hyked  
H hiked

3. A sideways  
B sideways  
C sidewayz  
D sidewais

4. E finish  
F finush  
G finishe  
H finnish

5. A brics  
B brikes  
C brickes  
D bricks

6. E picked  
F picced  
G pikked  
H pickd

7. A smiling  
B smileng  
C smiling  
D smileing

8. E linne  
F line  
G lyne  
H lin

9. A dinnur  
B dinner  
C dinnar  
D dinnir

10. E sumtimes  
F somtims  
G somtimes  
H sometimes

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Search for the words from the box. Circle each word you find.

mule  flute  hope  bone  robe  cube

S C B X B E R P I M
M U P H O P E P E U
Z B P O N G R T B L
X E I I E F M O H E
J L N K F L U T E U
I E A R O B E N I Y

B. Write each word you found in the correct column below.

words with long o  words with long u

1. __________  4. __________
2. __________  5. __________
3. __________  6. __________

C. Write a sentence using two words from the box.

__________________________________________________________
Read the story. Choose words from the box to complete the sentences.

- cuddle
- favorite
- patient
- practiced
- settled
- wrinkled

At first, I didn’t know anyone in my neighborhood. Then I met Ms. Yi, my next-door neighbor. Ms. Yi was my first new friend. She is also my piano teacher. Her whole face ______________ when she smiled at our first lesson. Every Tuesday, I go to her house for a lesson. Her cat likes to ______________ on the bench with me while I play. Ms. Yi waits for me to get ______________ at the piano. Then she asks, “Have you ______________ ?” I always say yes, because I try to practice every day. As long as she knows I’m working hard, Ms. Yi is very ______________ with me. She never gets upset if I miss notes. The song I’m learning right now is really hard. There are tons of notes! It’s my ______________, so I’m going to play it until it’s perfect.
• If two sentences have subjects that are the same, you can combine the sentences.
• You can combine sentences by joining the predicates with **and**.

Aki was born in Japan. Aki lives in America.

Aki was born in Japan and lives in America.

Combine the predicates in each pair of sentences to make one sentence. Write the new sentence on the line.


2. Aki has brown hair. Aki is tall.

3. Emily sat next to Aki. Emily shared her snack.


**To the Teacher:** Have children complete the page independently. Then have children generate sentences with the target skill.
A. Finish the words by adding _th, _sh, _ph, _ch, or _tch._

1. ben __________
2. ca ___________ er
3. fre ___________
4. boo ___________
5. lea ___________
6. __________ one
7. ma ___________ ematics
8. wa ___________

B. Write a story that includes at least four words that you wrote above.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

R 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words
11. ____________________
12. ____________________

High-Frequency Words
13. ____________________
14. ____________________
15. ____________________

1. stove
2. foxes
3. notebook
4. locked
5. plot
6. close
7. wrote
8. smoke
9. alone
10. phone
11. side
12. line
13. America
14. world
15. country
As you read *My Name Is Yoon*, fill in the Predictions Chart.

<table>
<thead>
<tr>
<th>What I Predict</th>
<th>What Happens</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in this Predictions Chart help you summarize *My Name Is Yoon*?
Read the story. Then answer the questions below.

Jill watched the girls jumping rope. They had two ropes and were swinging them in great loops. A line of girls took turns jumping in and out of the swinging ropes. Suddenly, one of the girls turning the ropes noticed her. “Do you jump? Come on! Join us!” Jill hesitated.

Write a sentence that tells what might happen next.

________________________________________________________________________

________________________________________________________________________

Write a sentence that tells why you made your prediction.

________________________________________________________________________

________________________________________________________________________

Make up an ending to the story.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Complete the sentences. Use the verb in ( ). The first sentence should tell about an action happening in the present. The second sentence should tell about an action that happened in the past.

1. (stalk)
   - present: The lion and her cubs _________________________
   - past: The lion and her cubs _________________________

2. (scratch)
   - present: The polar bear _________________________
   - past: The polar bear _________________________

3. (howl)
   - present: The Arctic wolf _________________________
   - past: The Arctic wolf _________________________

© Macmillan/McGraw-Hill
As I read, I will pay attention to my expression.

My name is Eva. These are some of the entries in my diary. I wrote them when we lived in Berlin, Germany.

April 1, 1933

Uncle Frank came over for dinner. He was worried. He looked much older and his face was so wrinkled. Nathan and I were sent to bed early. We knew something was wrong, so we sat at the top of the stairs and listened.

Uncle Frank told Mama and Papa that the Nazis had come to his store. They painted black across his doors. Then they posted signs that said: “Don’t buy from Jews.”

Comprehension Check

1. Why do you think Uncle Frank looked older and worried? **Make and Confirm Predictions**

2. Are the Nazis friends of the Jews or against them? **Make and Confirm Predictions**
Read the bar graph. Then circle the correct answer to each question.

1. What is being compared?
   a. the color of the sky  b. the favorite color of each person asked

2. Which color was the most popular?
   a. red  b. yellow  c. blue  d. green  e. purple

3. Which colors got the same amount of votes as yellow?
   a. red and blue  b. green and purple

4. How many people like red?
   a. 10  b. 7  c. 4

5. What is the total number of people who voted?
   a. 21  b. 31  c. 30

R 2.7 Interpret information from diagrams, charts, and graphs.
Sometimes you can combine sentences by joining two subjects or two predicates with **and**.

- Use quotation marks at the beginning and end of what a person says.

Write the passage correctly on the lines. Add quotation marks where they are needed. Combine sentences that have the same subjects or predicates.

Miguel moved to Austin, Texas. His family moved to Austin, Texas. He starts his new school soon. He starts his new soccer team soon. Miguel is worried.

I miss my friends, Miguel said.

You will make new friends, said his mom.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

**Sample A:**

- A  lump
- B  lumpe
- C  lumpp
- D  Luump

1. A  stov
   B  stove
   C  stoav
   D  stoev

2. E  plote
   F  plut
   G  plot
   H  plaute

3. A  fon
   B  fone
   C  phon
   D  phone

**Sample B:**

- E  tacke
- F  taak
- G  tack
- H  takk

4. E  foxes
   F  foxs
   G  fokses
   H  foxses

5. A  alon
   B  alone
   C  ulone
   D  aloan

6. E  wrot
   F  wrote
   G  roat
   H  rwote

7. A  lokced
   B  lockt
   C  loked
   D  locked

8. E  kloz
   F  klose
   G  close
   H  clos

9. A  smoke
   B  smok
   C  smoak
   D  smoake

10. E  notbook
    F  notebook
    G  notebook
    H  note buck

**LC 1.8** Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Write as many words as you can with long \( a \) spelled \( ai \) or \( ay \) to help explain the picture.

B. Underline all the words that have the sound of long \( a \) spelled \( ai \) or \( ay \). Then draw a picture for each sentence.

When they get back, Rainy eats hay and a pail of grain.

Then Kay braids her horse Rainy’s gray tail.

Kay rides Rainy down the driveway to get the mail.
Use all the words in the box to write a letter to a friend about going to a soccer game. Use the picture below for ideas.

figure  vendors  concern  collection  exclaimed

Dear ____________________,

__________________________

__________________________

__________________________

__________________________

__________________________

Sincerely,

______________
A noun is a word that names a person, place, or thing. Some nouns name **places**.

This is my **backyard**.

Some nouns name **things**.

The **flowers** are yellow.

A. Read the sentences. Underline the nouns that name things. Circle the nouns that name places.

1. Many plants grow in the forest.
2. We saw evergreens in the mountains.
3. You can see a cactus in the desert.
4. What trees grow in your town?

B. Write two more sentences on the lines below. In one sentence, include a noun that names a place. In the other sentence, include a noun that names a thing.

5. ____________________________________________

6. ____________________________________________
A. Write three words that begin with each blend listed below.

<table>
<thead>
<tr>
<th>str</th>
<th>scr</th>
<th>spr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Use six of the words you wrote above to write six sentences.

1. _________________________________
2. _________________________________
3. _________________________________
4. _________________________________
5. _________________________________
6. _________________________________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words
11. ____________________
12. ____________________

High-Frequency Words
13. ____________________
14. ____________________
15. ____________________
As you read *Babu’s Song*, fill in the Character, Setting, and Plot Chart.

**Character**

**Setting**

**Beginning**

**Middle**

**End**

How does the information you wrote in this Character, Setting, and Plot Chart help you to better understand *Babu’s Song*?
Think about a story. Think about who its characters might be, when and where the story would take place, and what might happen. Use these questions to help you to develop your story.

1. What is the name of the main character?

2. What is this character like?

3. What does this character like and dislike?

4. What problems does this character have in the story?

5. Where and when does your story take place? Describe this place.
Write a word on each line to complete the story. Choose words that will create a story that starts out sad and ends up happy. Use the position and meaning of the other words to help you figure out words to write.

Once there was a _________________. She was very
__________________, because she didn’t have a
__________________. “What should I do?” she wondered. “I
must __________________ a ____________________.”

Suddenly she had an idea! She could __________________ to
get the money for a _________________. In fact, if she did
that, she might even have enough for ________________!

She immediately set to ________________ to get
the _________________.

Success! It wasn’t long before she ________________ all the
__________________ she needed.
As I read, I will pay attention to my expression.

Emily’s newest concern was that each student had to join a sports club. She and Kate wanted to join a walking group. Lists were pinned to a board in the hallway at lunchtime. A crowd of students stood in front of the lists. Emily slowly moved closer to the board. She looked up at the collection of lists. The lists were all placed so closely together. The crowd pushed her. Emily scribbled her name and backed away. She was glad that the job was done.

Two days later, Emily had an even bigger worry. She learned that in her rush to sign a list, she had put her name on the field hockey list!

“But Miss Sims! I don’t know anything about field hockey!” Emily exclaimed to her gym teacher.

“I’m sorry, Emily,” Miss Sims said. “The walking group is full anyway. This is a good chance to learn something new!”

Comprehension Check
1. What is the setting of this scene? **Character and Setting**

2. Did Emily mean to sign up for field hockey? **Make Judgments**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Make a map of your bedroom. First create symbols for each label in the key. Then draw a map of your room to show where each item is located. Create new labels and symbols for items not listed in the key.

### Key

- bed =
- door =
- dresser =
- closet =
A noun is a word that names a person, place, or thing.

Use commas to separate three or more words in a series.

A. Read the passage. Add any missing commas.

Cara Max and Jack hiked up a mountain. They saw trees, insects, and flowers along the path. For lunch they each had a sandwich, a yogurt, and a drink. At the end of the hike, Max said, “I’m tired!”

B. Go back and underline each noun in the passage. Write all the nouns on the lines below.

_________________  ___________________  ___________________
_________________  ___________________  ___________________
_________________  ___________________  ___________________
_________________  ___________________  ___________________
_________________  ___________________  ___________________
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

**Sample A:**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>lump</td>
<td>B</td>
<td>lumpe</td>
</tr>
<tr>
<td>C</td>
<td>lumpp</td>
<td>D</td>
<td>luump</td>
</tr>
</tbody>
</table>

1. A trayn  
   B trane  
   C treyn  
   D train

2. E wayted  
   F waited  
   G wated  
   H waitid

3. A staying  
   B staing  
   C steying  
   D staighing

**Sample B:**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>tacke</td>
<td>F</td>
<td>taak</td>
</tr>
<tr>
<td>G</td>
<td>tack</td>
<td>H</td>
<td>takk</td>
</tr>
</tbody>
</table>

4. E playne  
   F plaine  
   G plain  
   H playn

5. A raid  
   B rayd  
   C rade  
   D reighd

6. E whal  
   F whayl  
   G whale  
   H hwale

7. A manland  
   B mainland  
   C maneland  
   D mainld

8. E traye  
   F traie  
   G trai  
   H tray

9. A saild  
   B saled  
   C sailed  
   D sayled

10. E haistack  
    F haystack  
    G hayestak  
    H haiystak

**LC 1.8** Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
Read the sentence. Write the correct letters from the box to complete the words.

1. I ate m_____t and ch_____se for lunch.

2. We saw a monk_____ at the zoo.

3. Nicole had a dr_____m that she was a tin_____,

   little lad_____.

4. Rory hung his painting on an ______sel.

5. Pl_____se cl_______n up to help k_______p our

   Earth beautiful.
Read the story. Choose words from the box to complete the sentences. Then write the answers on the lines.

eager  glaring  lap  thorny  finally  peeked

Children love to visit the Nature Center. The man who works there, Mr. Delgado, is always ____________ to show visitors around. He is proud of the beautiful gardens. He likes to show children the roses with their ____________ stems and the other interesting plants in the garden. If you try to pick a flower, though, you will catch him ____________ at you. The flowers are for everyone to enjoy.

One day I ____________ in the garden gate and saw Mr. Delgado caring for a cat with a broken leg. He gave the cat some milk, and I saw the cat ____________ it up. He called a vet, and ____________ the vet arrived to take care of the cat.
• Add -es to form the plural of singular nouns that end in s, sh, ch, or x.
  fox → foxes  lunch → lunches
• To form the plural of nouns ending in a consonant and y, change y to i and add -es.
  pony → ponies
• Some nouns change their spelling to name more than one.
  mouse → mice  man → men

Read the sentences. Make the underlined nouns plural. Write them on the lines.
1. The child took a trip to the farm. _______________
2. How many bus did they fill up? _______________
3. The pony were eating grass. _______________
4. Several mouse were in the barn. _______________
5. For five penny they could feed the animals. _______________
Underline the words that have prefixes. Then write each word and its meaning.

1. Mr. Ames has an unusual hobby.

2. He collects old computers and rebuilds them.

3. He finds old computers that are in disrepair.

4. He remakes broken parts.

5. He gives the computers to schools that are unable to buy new ones.

6. He shows teachers how to connect and disconnect them.

7. Many parents were unaware of his work.

8. They were uncertain how to thank him.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________________ 1. sweetly
2. ____________________________ 2. tiny
3. ____________________________ 3. feasts
4. ____________________________ 4. fifty
5. ____________________________ 5. she’d
6. ____________________________ 6. leaves
7. ____________________________ 7. queen
8. ____________________________ 8. cheek
9. ____________________________ 9. speech
10. ____________________________ 10. steam
11. ____________________________ 11. train
12. ____________________________ 12. tray
13. ____________________________ 13. word
14. ____________________________ 14. morning
15. ____________________________ 15. against

Review Words
High-Frequency Words

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *Tomás and the Library Lady*, fill in the Cause and Effect Chart.

How does the information you wrote in this Cause and Effect Chart help you retell *Tomás and the Library Lady*?
Write a sentence for each missing cause or effect that makes sense.

1. Cause: The children wanted to earn money for their school.
   Effect: ____________________________________________

2. Cause: ____________________________________________
   Effect: The librarian bought more books for the library.

3. Cause: Mr. Bean coached the soccer team every day after school.
   Effect: ____________________________________________

4. Cause: Ali and his parents started walking every night after dinner.
   Effect: ____________________________________________

5. Cause: ____________________________________________
   Effect: The water in the creek dried up.
Read each sentence. Look at the word in dark print. Underline the context clues that help you figure out what the word in dark print means. Then write what you think each word means.

1. The mayor will speak to the press about the opening of the new mall.

2. Press the button to ring the bell.

3. My mom will press my dance costume.

4. The empty box was very light.

5. Can you turn on the light?
As I read, I will pay attention to intonation.

“Catch him!” Lindy shouted.

4 The monkey jumped on top of the boxes. It tried to balance, but it could not. Crash! The boxes fell to the ground. The monkey landed safely.

31 It was another day in the animal rescue center. Lindy’s mom picked up the monkey.

46 “It’s good that it’s jumping around,” said Lindy’s mom.

55 “That means its broken leg is healing. Soon we’ll be able to take it back to the wild where it belongs.”

76 The animal rescue center was in the African grasslands, which were an hour from the nearest town. Lindy’s mom was a doctor for the animals. They needed care all day and night, so Lindy and her mom lived in a home next to the center. Lindy couldn’t imagine living anywhere more fun.

Comprehension Check

1. Why was the monkey at the animal rescue center? **Cause and Effect**

2. How does Lindy feel about living next to the rescue center? **Make Inferences**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Write a caption for each picture. Make each caption a complete sentence.

1. [Image of a mother and daughter looking at a book]

   [Caption]

2. [Image of a child pushing a cart with books]

   [Caption]

3. [Image of a man and child playing with a baseball]

   [Caption]

4. [Image of a woman in bed being fed by a person]

   [Caption]
• Check the spelling of all plural nouns. Add -es to nouns that end in s, sh, ch, or x.

• When you write a letter, check that the greeting and the closing begin with capital letters.

• Use commas after the greeting and closing in the letter.

Find each mistake in the spelling of plural nouns, capitalization, and commas. Then rewrite the letter correctly on the lines below.

dear Ms. Green

Thank you for reading your storys to our class. We really liked the one about the three fox who live in three box. The story about the ponys who turned into mouses was great!

yours truly

Mr. Troy’s class

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

<table>
<thead>
<tr>
<th>Sample A:</th>
<th>Sample B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. lean</td>
<td>E. grette</td>
</tr>
<tr>
<td>B. lene</td>
<td>F. greate</td>
</tr>
<tr>
<td>C. leene</td>
<td>G. greet</td>
</tr>
<tr>
<td>D. len</td>
<td>H. grete</td>
</tr>
</tbody>
</table>

1. A. steem | 4. E. tieny |
| B. steam   | F. tiny    |
| C. steame  | G. tiney   |
| D. steme   | H. tyn    |

2. E. sweatly | 5. A. cheak |
| F. swetely  | B. cheake  |
| G. sweetley | C. cheek   |
| H. sweetly  | D. cheeke |

3. A. speech | 6. E. feests |
| B. speach  | F. faests  |
| C. speache | G. feastes |
| D. speche  | H. feasts  |

4. F. tieny | 7. A. quene |
| B. quean   | C. queen   |
| G. queene  | D. queene  |

5. A. feests | 8. E. fiftey |
| B. faests  | F. fifty   |
| C. feastes | G. fifty   |
| D. leaves  | H. fifete  |

7. A. quene | 10. E. sh’ed |
| B. quean   | F. she’d   |
| C. queen   | G. s’hed   |
| D. queene  | H. she’ld  |

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Think of words that rhyme and are spelled with the same pattern as each word on the list. Write the words on the lines.

1. kind: ____________________________________________________________

2. pie: ____________________________________________________________

3. night: __________________________________________________________

4. by: ____________________________________________________________

B. Write a rhyme using at least two of the words from the list.

____________________________________________________________________
____________________________________________________________________
A. Read the news article. Write words from the box to complete the sentences.

heat  forest  flames  containers  safe

Fire at Pepper Park

There was a fire yesterday in Pepper Park. It began when a cookout fire spread into some trees in the _________.

Firefighter Ken Lee said, “The hot _________ hurt trees’ leaves and trunks. We are lucky that the fire got only two trees. The rest are _________.

Firefighter Ken said that three people were at a picnic near the fire. The ________ from the fire burned their eyes. Their ________ of ice even melted! The people got away fast, and they were all okay.

B. Write three sentences that tell how an unplanned fire could hurt things and people in a park near your home.

1. __________________________________________

2. __________________________________________

3. __________________________________________
Some **proper nouns** name days of the week, months, and holidays.

The name of each day, month, or holiday begins with a capital letter.

Sunday    June    Father’s Day

Choose the proper noun that names a day, month, or holiday. Write it correctly on the line below.

1. january    winter    vacation

2. flag    vote    president’s day

3. holiday    flowers    mother’s day

4. sunday    day    afternoon

5. fireworks    summer    july

6. vacation    labor day    weekend

7. september    school    teacher

8. thanksgiving    fall    family

To the Teacher: Have children complete the page independently. Then have children generate sentences with the target skill.
Find and circle the words from the box in the puzzle below. Each word can be combined with another to form a compound word. Write the compound words on the lines below.

1. ____________________ 2. ____________________
3. ____________________ 4. ____________________
5. ____________________ 6. ____________________
7. ____________________ 8. ____________________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words
11. ________________

High-Frequency Words
13. ________________
14. ________________
15. ________________

1. lightning
2. sight
3. smiling
4. kindness
5. child
6. highway
7. skies
8. eyes
9. trying
10. lie
11. queen
12. steam
13. different
14. number
15. other
As you read Fighting the Fire, fill in the Main Idea and Details Web.

How does the information you wrote in this Main Idea and Details Web help you summarize Fighting the Fire?
Read the paragraph. Then follow the directions below.

An escape plan can help every member of a family get out of a burning house. However, you must take extra steps if you are in a room with a closed door. First, check to see if there is smoke coming in. If you see smoke coming under the door, do not open it! Next, touch the door. If the door is hot, do not open it! If the door feels cool, open the door very slowly. If there is no smoke or heat when you open the door, go toward your escape route exit.

1. Underline the sentences in the paragraph that tell the main idea.

2. Write a good title for the paragraph.

3. Write two details that support the main idea of the story.

4. Think of another detail or step that can be added to the paragraph. Write it on the lines.
A. Look at the letters in the boxes. Use them to create words from the -ell and -ame families. Write your words on the lines.

| b | g | s |
| f | w | fl |
| sm | t | fr |
| c | sh | l |
| y | sp | n |

B. Write a poem about fire using your new words.
A wildfire is a burning forest. Wildfires can ruin land and homes. They can hurt plants and animals. Sometimes they hurt people, too.

Wildfires happen all around the world. They happen in forests and grasslands. They usually happen in hot, dry, windy weather.

A wildfire starts like any other fire. It needs oxygen. Oxygen is a gas in the air.

A fire also needs fuel. Fuel is something that burns. Wildfires spread fast because trees, plants, and grasses burn quickly.

The most important thing a fire needs is heat. The heat might come from lightning. It might come from sunlight shining through glass. Or it might come from someone striking a match.

Comprehension Check

1. What are three things that a wildfire needs to get started? **Main Idea and Details**

2. Do wildfires harm and destroy only plants and animals? **Main Idea and Details**
A. This book’s title page and table of contents are missing some parts. Find the missing parts in the lettered items below. Write the letter of each item on the correct line to complete the title page and table of contents.

Table of Contents

1. The History of the Firehouse . . . 3
2. Firefighters . . . . . . . . . . . . . . . . . . 10
3. Fire Safety . . . . . . . . . . . . . . . . . .
4. . . . . . . . . . . . . . . . . . . . . .

a. 3. Who Uses the Firehouse
b. photographs by Ike Simmons
c. 25
d. by Jane Gray
e. Welcome to the Firehouse

B. Read the possible index entries below. Circle the index entries that can be found in Chapter 4.

a. Firefighter’s uniform 10–12 e. Checking a door for heat 26
b. Having an escape plan 26–28 f. The siren 7, 15
c. Firehouses in the 1800s 3, 4 g. Becoming a firefighter 16
d. Driving a fire truck 15, 16 h. Preventing fires 25, 31–36
Description Writing Frame

Summarize Fighting the Fire.
Use the Description Writing Frame below.

When a wildfire occurs, firefighters have an important job to do.

Firefighters work together. **Some** firefighters ____________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Other** firefighters ____________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Firefighters help people, **too**. They ____________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.
• The names of special people, places, or things begin with capital letters. The names of days of the week, months, and holidays begin with capital letters.
• An abbreviation begins with a capital letter and ends with a period.
• The greeting and the closing of a letter begin with capital letters. Use commas after the greeting and closing in the letter.

Find each mistake in capitalization and punctuation. Rewrite the letter correctly on the lines below.

dear dr moss

Thank you for seeing me on thursday. It was very nice of you to come to elwood hospital on thanksgiving. I hope you were still able to have a nice Holiday dinner.

yours truly

lisa

To the Teacher: Have children complete the page independently. Ask children to add to the passage on a separate piece of paper.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:  
A  lump  
B  lumpe  
C  lump  
D  luump  

Sample B:  
E  tacke  
F  taak  
G  tack  
H  takk  

1.  sighted  
   A  sighte  
   B  sight  
   C  sigt  
   D  sihte  

2.  eyes  
   E  eyes  
   F  eys  
   G  eyez  
   H  eyees  

3.  triing  
   A  triing  
   B  trying  
   C  triying  
   D  tyring  

4.  smightling  
   E  smighling  
   F  smylng  
   G  smileing  
   H  smiling  

5.  kindnes  
   A  kindnes  
   B  kindness  
   C  knndness  
   D  kindnuss  

6.  chiel  
   A  chiel  
   B  chiled  
   C  child  
   H  chield  

7.  skies  
   A  skies  
   B  skys  
   C  skyes  
   D  skiies  

8.  ligh  
   E  ligh  
   F  lyi  
   G  liye  
   H  lie  

9.  highway  
   A  highway  
   B  hiway  
   C  hihway  
   D  highwey  

10.  lietening  
    E  litening  
    F  lietening  
    G  lightning  
    H  lightining  

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Circle the words in each sentence that have the long o sound.

1. He puts the coat in the boat.

2. Joe is on the top team.

3. The soap makes lots of foam.

4. Are you a friend or foe?

5. My pet goat eats oats and can’t stop eating them.

6. Let’s go to the show before the others come.

7. My dad works in the garden with a hoe.

8. No, you can’t row there in this fog.

9. I see a crow flying low over the barn roof.

B. Write two sentences about what you do to stay fit. In each sentence, use at least one word that has the long o sound.

10. ________________________________

11. ________________________________
Inventors are often ________________ of things. They gather and ________________ all sorts of things in their basements, attics, or workshops. They keep these things until they get a ________________ idea about how to put some of them together. An inventor may use odds and ends to make a machine that does a job in a shorter ________________ of time. An inventor may find a way to make a machine that produces ________________ the number of things that other machines make. Inventors are brave. They are not afraid to try things that might be dangerous. They make our lives better. We should ________________ them for their hard work.
Practice

Name ____________________________________________

Grammar: Possessive Nouns

- Add an apostrophe to most plural nouns to make them possessive.
  
  The animals’ barn is red.
- Add an apostrophe (’) and -s to plural nouns that do not end in s.
  
  The children’s trip to the farm was fun.

Underline the correct plural possessive noun in ()
Rewrite the sentence on the line below.

1. I found several (birds’/bird’s) nests in our yard.

2. The (squirrel’s/squirrels’) tails are bushy.

3. The (bear’s/bears’) bodies are very big.

4. The (mice’s/mices’) noses twitch when they smell a cat.

5. The (dog’s/dogs’) owners are training their pets.

6. The (geeses’/geese’s) beaks are wet.

To the Teacher: Have children complete the page independently. Then have children generate sentences with the target skill.
Circle the word that correctly shows the plural of each word in the box. Write the word on the line.

<table>
<thead>
<tr>
<th>baby</th>
<th>friend</th>
<th>penny</th>
<th>teacher</th>
<th>animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>supply</td>
<td>crash</td>
<td>worry</td>
<td>flower</td>
<td>match</td>
</tr>
</tbody>
</table>

1. pennys pennies pennyes
2. matchies matchs matches
3. friends friendes friendies
4. crashs crashies crashes
5. supplies supplys supplyes
6. babies babbies babys
7. animalies animals animales
8. flowers floweres floweries
9. teacheries teachers teacheres
10. worryes worries worres
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________ 1. woe
2. ____________________ 2. mows
3. ____________________ 3. bowl
4. ____________________ 4. stows
5. ____________________ 5. moaned
6. ____________________ 6. toast
7. ____________________ 7. soap
8. ____________________ 8. foaming
9. ____________________ 9. know
10. ____________________ 10. mostly

Review Words
11. ____________________ 11. sight
12. ____________________ 12. kindness

High-Frequency Words
13. ____________________ 13. anything
14. ____________________ 14. everyone
15. ____________________ 15. began

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *One Grain of Rice*, fill in the Inference Chart.

<table>
<thead>
<tr>
<th>What I Read</th>
<th>What I Know</th>
</tr>
</thead>
</table>

How does the information you wrote on this Inference Chart help you understand *One Grain of Rice*?
A. Read the following riddle. Make inferences to figure out the answer. Write it on the line.

1. Clue 1: I have four legs and am furry.
   
   Clue 2: I have been trained to be smart and brave.
   
   Clue 3: I ride in the back of a police car and help the police officer.
   
   Who am I? ________________

B. Write your own riddle about someone who is a hero because he or she helps people. Follow the model above. Then write the answer at the bottom of the page.

2. Clue 1: ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

   Clue 2: ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

   Clue 3: ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

   Who am I? ________________________________
Add the suffix -or or -less to each word below. Then write a sentence using each word you make.

1. care ____________________
   __________________________
   __________________________

2. visit ____________________
   __________________________
   __________________________

3. thought __________________
   __________________________
   __________________________

4. invent ____________________
   __________________________
   __________________________

5. direct ____________________
   __________________________
   __________________________

6. fear ______________________
   __________________________
   __________________________
As I read, I will pay attention to phrasing.

Around 3,000 years ago, Greece and the city of Troy were at war. Legends say that 10,000 Greek ships made a sea voyage to attack the city at the edge of Turkey. The war between Greece and Troy lasted 10 years. It ended when some Greek soldiers hid in a huge wooden horse. They tricked the people of Troy into pulling the horse inside the city walls. Then the Greek soldiers attacked the city.

Years later, many people who heard the story thought that Troy was not a real place. German archaeologist Heinrich Schliemann (SHLEE-man) changed their minds. In 1871, he began digging at a small hill on the coast of Turkey. He found the remains of nine ancient cities buried inside the hill. One city had large stone walls. The vast city looked the same way Troy was described in legends. Schliemann found treasure hidden inside a copper jug.

Comprehension Check

1. How did the war between Troy and Greece end? **Main Idea and Details**

2. Did it take long to find the remains of nine cities? **Make Inferences**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
A. Suppose you have to write a one-page paper about a community worker who shows strength and courage on the job. Then answer each question below.

1. Write a topic that best fits the assignment. ____________________________

2. Would a nonfiction book be a good reference source? Why or why not? ____________________________

B. You have found a book that tells about your topic. The book has chapters with headings. What kinds of information would you expect to find under each heading below?

3. What Police Do ____________________________

4. Police Work in the Past ____________________________

5. Where Police Work ____________________________

6. How Police Learn the Job ____________________________
• Add an apostrophe and -s to make a singular noun possessive.
• Add an apostrophe to make most plural nouns possessive.

Circle each mistake. Rewrite the passage correctly on the lines below.

A frogs eggs are called egg spawn. The eggs shells protect the egg spawn. Soon the eggs hatch. Tadpoles come out. The new tadpoles tails are very long. Did you know that tadpoles eat frogs eggs?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

To the Teacher: Have children complete the page independently. Ask children to add to the passage on a separate piece of paper.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

1. A stows  
   B stoess  
   C stoose  
   D stowes

2. E moes  
   F mows  
   G moess  
   H mowes

3. A bowle  
   B boel  
   C bowl  
   D boole

Sample B:

1. E mostly  
2. F moestly  
3. G mostley  
4. H mostly

5. A woe  
6. E moned  
7. A tost  
8. E foaming

9. A noe  
10. E soap
A. Add one letter to change each short u word into a long u word.

1. hug
   hug__
2. cub
   cub__
3. us
   us__
4. cut
   cut__

B. Show two ways to change tub into a long u word.

5. tub__
6. tub__

C. Add a consonant to each word to create a long u word.

7. fu__e
8. Ju__e
9. reu__e
10. u__ited

D. Think of two long u words. Write a sentence using each word.

11. ________________________________________________

12. ________________________________________________

R 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
Choose a word from the box to match each clue. Write the words to complete the puzzle.

- powerful
- allowed
- design
- instrument
- products
- invented

Across
2. a plan for making something
3. things made by people or machines
5. created something new
6. made something able to happen

Down
1. a tool made for a special purpose
4. very strong
• Add apostrophe (’) and -s to a singular noun to make it possessive.

The girl’s towel is wet.

• Add an apostrophe to make most plural nouns possessive.

Several swimmers’ caps are white.

Circle the mistake in each sentence. Then write the possessive noun correctly on the line below.

1. The girls goggles are on their faces.

2. The boys suit is red.

3. The coachs whistle is around her neck.

4. All three swimmers laps are very strong.

5. The fans applause is loud.

To the Teacher: Have children complete the page independently. Then have children generate sentences with the target skill.
Add -ing to the words below. Then use the new word in a sentence.

1. run ________________

2. sit ________________

3. set ________________

4. get ________________

5. stop ________________

6. hug ________________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

<table>
<thead>
<tr>
<th>Review Words</th>
<th>High-Frequency Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. ____________</td>
<td>13. ____________</td>
</tr>
<tr>
<td>12. ____________</td>
<td>14. ____________</td>
</tr>
<tr>
<td>11. bowl</td>
<td>13. building</td>
</tr>
<tr>
<td></td>
<td>14. machine</td>
</tr>
</tbody>
</table>

| 1. ____________ | 1. cute |
| 2. ____________ | 2. bugle |
| 3. ____________ | 3. fuse |
| 4. ____________ | 4. menu |
| 5. ____________ | 5. flute |
| 6. ____________ | 6. museum |
| 7. ____________ | 7. unit |
| 8. ____________ | 8. useful |
| 9. ____________ | 9. tune |
| 10. ____________ | 10. June |

11. ____________
12. ____________
13. ____________
14. ____________
15. ____________
11. bowl
12. toast
13. building
14. machine
15. scientist

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *African-American Inventors*, fill in the Compare and Contrast Charts.

How does the information you wrote in the Compare and Contrast Charts help you to better understand *African-American Inventors*?
Read the passage. Look at the pictures. Then answer the questions.

The zipper has changed since it was invented. Whitcomb L. Judson invented the “clasp locker” fastener in 1893. But Gideon Sundback improved Judson’s design and created what became the modern zipper. He designed the modern zipper to be like two sets of teeth that join together. In 1923, the Goodrich Company used this device on rubber boots and gave the fastener its name.

In 1948, George de Mestral invented Velcro. He got his idea after walking in the woods with his dog. His dog was covered with prickly burrs. He designed Velcro to be like the burrs, one side with stiff hooks and the other with soft loops.

1. Compare the zipper and Velcro. How are they alike?

2. Contrast the zipper and Velcro. How are they different?
A. Try to add -ful and -less to each word to make a new real word. Be careful. Not all words will be real words when you add the suffixes.

1. power

2. thought

3. help

4. wonder

B. Write a paragraph about something you would like to invent. Use at least two words you wrote above or two new words that have the suffix -ful or -less.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
As I read, I will pay attention to the pronunciation of the vocabulary words.

People have always used tools to make counting numbers easier. Hundreds of years ago, you might have used an abacus in math class. This tool helped people calculate large numbers. Computers began as simple calculating machines. In many ways, a computer is just a faster abacus. The first computer was **invented** in 1623. German scientist Wilhelm Schickard created it. Other people have invented better calculating machines since then. But none of them looked like the computers we know today. The first person to invent an electronic computer was German scientist Konrad Zuse. In 1941, he built the Z3. The Z3 could do calculations much faster than any other **instrument**. It was the first computer that could run a program. A program is a set of instructions that tells a computer what to do. The best-known early computer was ENIAC. It was built in 1946. It was a giant machine that calculated quickly.

**Comprehension Check**

1. How was the first computer different from computers today? **Compare and Contrast**

2. Were there electronic computers before 1941? **Draw Conclusions**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Make a time line of your life. Write your date of birth in the first box. Write this year’s date in the last. In between, add the dates of other important events. You might want to add events like these: the birth of a younger brother or sister, moving to a new house, learning to ride a bike, taking your first plane ride, or hitting a home run.
Practice

Grammar: Plurals and Possessives

- Add an apostrophe and -s to make a singular noun possessive.
- Add an apostrophe to make most plural nouns possessive.
- Do not add an apostrophe to form a plural noun.
- Use commas to separate three or more words in a series.

Find each mistake with plurals, possessives, and commas. Rewrite the passage correctly on the lines below.

At Ellas’s school, students choices for sports are tennis soccer and basketball. Ellas’ mom and dad think she should play soccer. Her brothers favorite sport is basketball. Ella loves all sport’s!

To the Teacher: Have children complete the page independently. Ask children to add to the passage on a separate piece of paper.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

**Sample A:**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>soap</td>
<td>B</td>
<td>sope</td>
</tr>
<tr>
<td>C</td>
<td>soppe</td>
<td>D</td>
<td>soape</td>
</tr>
<tr>
<td>E</td>
<td>childe</td>
<td>F</td>
<td>child</td>
</tr>
<tr>
<td>G</td>
<td>chil</td>
<td>H</td>
<td>chile</td>
</tr>
</tbody>
</table>

1. A kute  
2. E bewgle  
3. A fuse  
4. E mennu  
5. A flewt  
6. E museum  
7. A yewnit  
8. E usful  
9. A tuen  
10. E junne

**Sample B:**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. E   
2. E   
3. E   
4. E   
5. E   
6. E   
7. B   
8. E   
9. B   
10. F

© Macmillan/McGraw-Hill

**LC 1.8** Spell short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
Find the words from the box in the puzzle. Then write each word in the correct column below.

<table>
<thead>
<tr>
<th>turn</th>
<th>first</th>
<th>verse</th>
<th>fur</th>
<th>term</th>
<th>stir</th>
</tr>
</thead>
<tbody>
<tr>
<td>her</td>
<td>sir</td>
<td>surf</td>
<td>clerk</td>
<td>thirst</td>
<td>spur</td>
</tr>
</tbody>
</table>

1. turn
2. first
3. verse
4. fur
5. term
6. stir
7. her
8. sir
9. surf
10. clerk
11. thirst
12. spur

words with **ir**

1. _____________
2. _____________
3. _____________
4. _____________

words with **er**

5. _____________
6. _____________
7. _____________
8. _____________

words with **ur**

9. _____________
10. _____________
11. _____________
12. _____________
Write a letter to a friend about a special event at your school. The event can be real or made up. Use all of the words from the box.

**remember**  **perform**  **effort**  **proud**  **mood**

Dear ________________,

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Your friend,

________________________
• Some action verbs show actions you can see.
  Habib reads a book.
• Some action verbs tell about actions that are hard to see.
  Habib enjoys books about animals.

Read each sentence. Underline the action verb. Then write another sentence using that same verb.

1. The three bears walk in the woods.

2. Goldilocks likes the porridge.


4. She breaks the chair.

5. Goldilocks feels tired.

6. The bears come home.

7. The bears find Goldilocks asleep.

8. They chase Goldilocks away.

To the Teacher: Have children complete the page independently. Then have children generate sentences with the target skill.
A. Add the endings -er and -est to the base words to create new words. Then write the new words in the columns below.

<table>
<thead>
<tr>
<th>base word</th>
<th>+ -er</th>
<th>+ -est</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>loud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>slow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>soft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tight</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Write a story about the picture. Use at least three of the new words you created above.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

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

Review Words
11. ________________
12. ________________

High-Frequency Words
13. ________________
14. ________________
15. ________________

1. enter
2. over
3. sure
4. churning
5. nurse
6. circle
7. dirty
8. shirts
9. burst
10. perform
11. museum
12. useful
13. body
14. pretty
15. young

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *The Alvin Ailey Kids: Dancing As a Team*, fill in the Summarize Chart.

Main Idea

Main Idea

Main Idea

Summary

How does the information you wrote in this Summarize Chart help you to better understand *The Alvin Ailey Kids: Dancing As a Team*?
Read each story. Write a sentence that summarizes the story.

After school we go to the community center. There are so many things to do there. Choi goes to Homework Helpers. Nathan brings his tennis racket. He works with a tennis coach almost every day. Sherry and I go to a dance class. We make a racket of our own! The metal taps on the toes and heels of the shoes slap and tap loudly on the wood floor. At five o’clock, our moms or dads come to pick us up.

Last Saturday our town held Field Day. There were races for adults and children. My mom ran a three-mile race, and I ran a one-mile race. There were tug-of-war contests and relay races, too. My favorite event was the bubble-blowing contest. The day was so much fun. I even won a prize for being the eight-year-old who blew the biggest bubble!
Use the dictionary and thesaurus entries to answer the questions.

<table>
<thead>
<tr>
<th>Dictionary</th>
<th>Thesaurus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>actor</strong> (ak-tur) <em>noun</em> A person who performs a part.</td>
<td><strong>actor</strong> <em>synonym</em>: entertainer, performer</td>
</tr>
<tr>
<td><strong>persevere</strong> (per-suh-veer) <em>verb</em> To continue to try in spite of difficulties.</td>
<td><strong>persevere</strong> <em>synonym</em>: continue, endure, persist</td>
</tr>
</tbody>
</table>

1. Which word is a noun? ________________
2. What is the pronunciation of *persevere*? ________________
3. *Quit* and *surrender* are antonyms of which word? ________________
4. What is the definition for *actor*? ________________
5. What is an antonym for *actor*? ________________
As I read, I will pay attention to my expression.

“Everything I do comes from my being a dancer. I love tap, and I’ll do it until I can’t.”

Gregory Hines said that in 1997. At that time, he had been a dancer for 48 years! Gregory was born in New York City in 1946. His family lived on Sugar Hill, in Harlem. Gregory started tap dancing when he was just five years old.

Gregory and his brother Maurice were good students. They started a tap dancing act when Gregory was only six years old. They called themselves the Hines Kids. They learned a lot by watching other good tap dancers. The Hines Kids became good too!

During the week, Gregory and Maurice would go to school. But every weekend, they would perform. They performed even when Gregory hurt his right eye in an accident.

Comprehension Check

1. What was life like for the Hines Kids? **Summarize**

2. How do you know Gregory was dedicated to performing? **Summarize**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
**Alliteration** is the repeated use of the same beginning sound in a group of words.

**Rhythmic patterns** are sounds and words that repeat to make a rhythm.

Read the lyrics to this folk song. Then follow the directions.

It was on a bright September morn as all in bed we lay,
Our mother called to say to us, “Today is cleaning day.”
For it’s sweep, sweep, wipe, wipe, wash, wash away.
We’re all at work about the house upon a cleaning day.

It was on a bright September morn as all in bed we lay,
Our father called to say to us, “Today is painting day.”
For it’s stir, stir, dip, dip, brush, brush away.
We’re all at work about the house upon a painting day.

1. Draw a circle around an example of alliteration in these lyrics.
2. Underline two rhythmic patterns in these lyrics.
3. Write a sentence that shows alliteration.

_________________________________________________________________________

_________________________________________________________________________
An abbreviation is a short way of writing a word. It starts with a capital letter and ends with a period.

An action verb is a part of speech that tells what someone or something is doing.

Read the paragraph and find the mistakes in abbreviations and action verbs. Rewrite the passage correctly on the lines below.

Dr. Chen is a children's doctor. He buy lots of books for the waiting room. Mrs. Gomez, the nurse, enjoying reading to the children when she has time. "Mr. Poppleton" is everyone's favorite story.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

<table>
<thead>
<tr>
<th>Sample A:</th>
<th>Sample B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A can</td>
<td>E fixs</td>
</tr>
<tr>
<td>B cen</td>
<td>F ficks</td>
</tr>
<tr>
<td>C cann</td>
<td>G fixe</td>
</tr>
<tr>
<td>D kan</td>
<td>H fix</td>
</tr>
<tr>
<td>1. A entre</td>
<td>4. E churning</td>
</tr>
<tr>
<td>B enter</td>
<td>F chirning</td>
</tr>
<tr>
<td>C inter</td>
<td>G cherny</td>
</tr>
<tr>
<td>D entir</td>
<td>H charning</td>
</tr>
<tr>
<td>2. E ovur</td>
<td>5. A nurse</td>
</tr>
<tr>
<td>F ofer</td>
<td>B nurse</td>
</tr>
<tr>
<td>G oaver</td>
<td>C ners</td>
</tr>
<tr>
<td>H over</td>
<td>D nurs</td>
</tr>
<tr>
<td>3. A sure</td>
<td>6. E surcle</td>
</tr>
<tr>
<td>B shure</td>
<td>F circle</td>
</tr>
<tr>
<td>C shur</td>
<td>G cirkle</td>
</tr>
<tr>
<td>D shir</td>
<td>H sercle</td>
</tr>
<tr>
<td>4. E churning</td>
<td>7. A dirty</td>
</tr>
<tr>
<td>F chirning</td>
<td>B derty</td>
</tr>
<tr>
<td>G cherny</td>
<td>C durte</td>
</tr>
<tr>
<td>H charning</td>
<td>D dirte</td>
</tr>
<tr>
<td>5. A nurse</td>
<td>8. E churts</td>
</tr>
<tr>
<td>B nurse</td>
<td>F sherts</td>
</tr>
<tr>
<td>C ners</td>
<td>G sirts</td>
</tr>
<tr>
<td>D nurs</td>
<td>H shirts</td>
</tr>
<tr>
<td>F circle</td>
<td>B berst</td>
</tr>
<tr>
<td>G cirkle</td>
<td>C burst</td>
</tr>
<tr>
<td>H sercle</td>
<td>D buerst</td>
</tr>
<tr>
<td>7. A dirty</td>
<td>10. E perform</td>
</tr>
<tr>
<td>B derty</td>
<td>F purform</td>
</tr>
<tr>
<td>C durte</td>
<td>G perfrom</td>
</tr>
<tr>
<td>D dirte</td>
<td>H pirform</td>
</tr>
</tbody>
</table>
Choose the words from the box that belong in each column below. Write the words on the lines.

<table>
<thead>
<tr>
<th>peer</th>
<th>year</th>
<th>sincere</th>
<th>clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>gear</td>
<td>jeer</td>
<td>steer</td>
<td>mere</td>
</tr>
</tbody>
</table>

1. **-ear** as in *near*

   ____________________

   ____________________

2. **-eer** as in *deer*

   ____________________

   ____________________

3. **-ere** as in *here*

   ____________________

   ____________________

---

R 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.

Abuelo and the Three Bears
Grade 2/Unit 3
Read the story. Choose words from the box to complete the sentences.

medium    stubborn    noticed    cozy    arrive    argue

In one folk tale, a farmer wanted to ________________ home before dark. He wanted to sleep by his ________________ fire. But his ________________ horse wouldn’t move. First the farmer tried to ________________ with the horse. That didn’t work. Then the farmer ________________ how heavy the horse’s load was. He got off the horse. He took one of the ________________ bags off the horse’s back. He put the bag on his own back. Then he got onto the horse again. “Let’s go,” the farmer said. “You should have an easier time now that I am carrying one of the bags!”
• A present-tense verb must agree with its subject.
• Add -s to most verbs if the subject is singular. Add -es to verbs that end with s, ch, sh, x, or z.
  The car stops for the red light.
• Do not add -s or -es if the subject is plural.
  The children cross the street.

Draw a line under the correct present-tense verb in ( ). Then write another sentence using the same verb on the line below.

1. The woman (push, pushes) the swing gently.

2. The child (giggles, giggle).

3. The children (goes, go) down the slide one at a time.

4. Two boys (ride, rides) their bikes around the park.

5. One boy (wear, wears) a red helmet to stay safe.

6. The other (have, has) a green helmet on his head.

To the Teacher: Have children complete the page independently. Then have children generate sentences with the target skill.
Find each spelling word in the puzzle. Then write the words on the lines. Circle the silent letter in each word.

1. __________  2. __________  3. __________
4. __________  5. __________  6. __________
7. __________  8. __________  9. __________
10. __________  11. __________  12. __________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words
11. ________________________
12. ________________________

High-Frequency Words
13. ________________________
14. ________________________
15. ________________________

1. rear
2. dear
3. here’s
4. deer
5. steer
6. appeared
7. verb
8. perch
9. cheery
10. where

Spelling:
r-Controlled Vowels
eer, ere, ear

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *Abuelo and the Three Bears*, fill in the Summarizing Chart.

**Beginning**

**Middle**

**Summary**

**End**
Read the story. Then write a summary of the story on a separate sheet of paper.

Varya was working in the wheat fields with her mother. The sun beat down on her head, and she was getting very hot. She lay down for a moment, and soon she was fast asleep. When she woke up, she looked around her. Her mother was gone!

Varya saw a crowd of people and raced over to them. “My mother! My mother! I’ve lost my mother!” she cried out.

The people asked her what her mother looked like. All Varya could say was that her mother was the most beautiful woman in the world. The people looked everywhere. They presented one beautiful woman after another to the little girl.

“No, that is not my mother,” Varya sobbed after looking up at each woman.

Finally a large and quite ordinary-looking woman in a baggy dress pushed her way through the crowd. She was nice enough to look at, but no one could call her beautiful. No one, of course, but Varya.

Varya ran up and hugged her. “Mother!” she cried.

Varya had proved an old proverb: We do not love people because they are beautiful. People are beautiful because we love them.
Read each sentence. Look at the idiom in dark type.
Write the meaning of the idiom on the line.

1. The children were **all ears** as the teacher read the folk tale.

2. The story was **a cut above** the others the children had heard lately.

3. A young man in the story was in **hot water**.

4. His plan to please a princess was **falling through**.

5. He was **at a loss** about how to please the princess.

6. Then his two brothers came to **lend a hand**.

7. They **came up with** a way to handle the princess’s test.

8. The young man passed the princess’s test **with flying colors**.
As I read, I will pay attention to expression and intonation.

On July 20, 1969, astronauts Neil Armstrong and Edwin “Buzz” Aldrin landed on the moon. Their boots made footprints on the lunar surface. There is no weather or water on the moon. So rain will not wash the footprints away. And air or wind will not blow them away. The footprints may be visible for millions of years. The moon is close to Earth. You can see the moon easily with just your eyes. But there is much more to see in the night sky. You just need the right tools. A telescope helps people see things that are very far away. You may use a telescope to see all of the bumps and craters on the moon. You might also see some planets. Planets are large bodies that move in a circle around the sun. The night sky is also full of stars. A star is a ball of burning gas.

Comprehension Check

1. What is one way to compare or contrast the moon and Earth? **Compare and Contrast**

2. How can you summarize this passage? **Summarize**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Write a poem about clouds that make pictures in the sky. Use words that rhyme. Then draw a picture to go with it.
A present-tense verb must agree with its subject.
Add -s or -es if the verb is singular.
Use commas to separate three or more words in a series.

Find mistakes in the paragraph. Then rewrite the paragraph with present-tense verbs and commas below.

Each year a firefighter police officer or emergency worker come to our school. The firefighter teach us about stop drop and roll. The police officer tell us not to talks to strangers. We learns about 911 and giving our name number and address in an emergency.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

A  land  
B  lande  
C  lende  
D  lind  

1. A  reare  
   B  reer  
   C  rere  
   D  rear  

2. E  wher  
   F  where  
   G  whear  
   H  wheir  

3. A  deir  
   B  dear  
   C  deire  
   D  deere  

Sample B:

E  craus  
F  craws  
G  cros  
H  cross  

4. E  cheery  
   F  cheary  
   G  chearry  
   H  cheerry  

5. A  here’s  
   B  her’es  
   C  heres  
   D  he’res  

6. E  pirsch  
   F  perch  
   G  purch  
   H  pearch  

7. A  deer  
   B  deare  
   C  dier  
   D  diere  

8. E  vearb  
   F  vurb  
   G  virb  
   H  verb  

9. A  stear  
   B  steer  
   C  stier  
   D  stere  

10. E  apeared  
    F  apeered  
    G  appeered  
    H  appeared  

Spelling:

r-Controlled Vowels

eer, ere, ear
Study the code. Then use the code to write the correct word that completes each sentence.

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>k</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>l</th>
<th>n</th>
<th>o</th>
<th>p</th>
<th>r</th>
<th>s</th>
<th>t</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

1. Megan is afraid of the [3, 1, 13, 8] ____________.

2. The little dog has a loud [2, 1, 13, 8] ____________.

3. The [14, 15, 1, 13] ____________ was shining brightly.

4. The farmer put his horses in the [2, 1, 13, 10] ____________ for the night.

5. Rachel bought some [16, 1, 13, 10] ____________ to knit.

6. Keith’s cookie was [9, 1, 13, 6, 4, 13] ____________ than Kim’s.

7. Three feet equals one [16, 1, 13, 3] ____________.

8. Be careful, the pencil point is very [14, 7, 1, 13, 12] ____________.

Practice

Phonics: r-Controlled Vowel

R 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
Write a story about art or an artist. Use all the words from the box.

- talent
- treasures
- impossible
- pleasant

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Grammar:
Past-Tense Verbs

- If a verb ends with one consonant, double the consonant and add \(-ed\).
  
  The car stopped at the red light.

- If a verb ends with \(-e\), drop the e and add \(-ed\).
  
  The car moved at the green light.

Change each present-tense verb to past tense. Then use the verb in a sentence. Write the sentence on the line.

1. tap ____________  
   ________________________________

2. bake ____________  
   ________________________________

3. smile ____________  
   ________________________________

4. trim ____________  
   ________________________________

5. love ____________  
   ________________________________

To the Teacher: Have children complete the page independently. Then have children generate sentences with the target skill.
A. Add -ed to each word and write it on the line. Remember to drop the e before adding -ed to words that end in silent e.

1. paint ____________
2. paste ____________
3. share ____________
4. frame ____________
5. color ____________
6. tape ____________
7. sprinkle ____________
8. brush ____________

B. Think about an art project you have done. Write the steps you used. Use at least three of the new words you created above.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________

Review Words
11. __________________________
12. __________________________

High-Frequency Words
13. __________________________
14. __________________________
15. __________________________

1. spark
2. starry
3. charm
4. farmland
5. dollar
6. carts
7. harder
8. shark
9. charge
10. large
11. verb
12. where
13. heavy
14. region
15. system
As you read *Music of the Stone Age*, fill in the Author’s Purpose Chart.

Clue

Clue

Author’s Purpose

How does the information you wrote in this Author’s Purpose Chart help you to better understand *Music of the Stone Age*?
A. Read the story below. Write a short summary that tells the author’s purpose.

The class was on a field trip to a big, crowded art museum. Polly and Abe’s teacher reminded them to stay together. She also told them what they should do if they did get lost. When the class stopped to see some wooden masks from Africa, Polly and Abe continued looking as the class left. When they looked up from the masks, they saw lots of people, but their classmates were nowhere in sight. They were lost!

Polly remembered that their teacher said to find someone wearing a uniform who worked at the museum if they got lost. As Abe and Polly stopped to speak to a guard, Abe remembered that they should also go back to where they last saw their class. As they waited at the masks, Polly became afraid and started to cry. Within a few minutes, their teacher appeared. She looked as glad to see them as they were to see her.

B. Be an author. Write a short story with the purpose to entertain or to persuade. Then write your purpose at the end of your story.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
Use a word from the box to complete each sentence.
Use each word twice.

glasses     check     break     iron     sticks

1. Peanut butter _______________ to the roof of David’s mouth.
2. Will you _______________ to make sure the light is off?
3. This gate is made of _______________.
4. I wash the plates and _______________ after dinner.
5. If you’re tired, you can take a _______________.
6. The teacher put a _______________ next to George’s name.
7. Danya built a little house out of _______________.
8. Viv wears _______________ when she reads.
9. Dad has to _______________ a shirt for work.
10. I will _______________ my pretzel in half and share it with you.
As I read, I will pay attention to the pronunciation of the vocabulary words.

Puppet shows are a tradition in many parts of the world. Some countries have theaters that perform only puppet shows. Puppet shows can be used to teach history and other lessons. People teach with puppets all over the world. Banraku (BUHN-rah-koo) puppets have been used to tell stories and teach Japanese history for more than 300 years. Three puppeteers are needed to move some Banraku puppets. One controls the head and right arm. Another puppeteer moves the left arm. The third puppeteer moves the feet. Some puppets even have eyes that move. Watching Banraku puppets is almost like watching a real person move. Banraku shows first began in Osaka, Japan. The stories performed by the puppets often show everyday life in Japan. The characters may be rich or poor. The settings are villages, cities, or castles. Banraku is as popular now as it was more than 300 years ago. It is one of Japan’s greatest treasures.

Comprehension Check

1. What is the author’s main topic? **Author’s Purpose**

2. Where and when did Banraku shows first begin? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Read the dictionary entry and the encyclopedia entry. Then answer the questions.

<table>
<thead>
<tr>
<th>Dictionary Entry:</th>
<th>Encyclopedia Entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>klez•mer</strong> (klez'-mər) noun joyful, fast-paced folk music that started in Eastern Europe. <em>We danced to a klezmer band at Aunt Sarah’s wedding.</em></td>
<td><strong>Klezmer</strong> is a lively form of Jewish dance music. It comes from Eastern Europe. Most klezmer bands have a singer, violins, flutes, bass, drums, and cymbals. <em>Klezmer</em> means “instruments of song” in Hebrew.</td>
</tr>
</tbody>
</table>

1. If you read the word *klezmer* in a story and wanted to know what it meant, how could you find the meaning most quickly?

2. Which source gives more detailed information about klezmer music?

3. How could you best find out whether the word *klezmer* is a verb or a noun?

4. If you didn’t know what cymbals were, how would you find out?

5. How would you find the correct page for the word *klezmer* in a set of encyclopedias?
Compare/Contrast Writing Frame

Summarize *Music of the Stone Age.*
Use the Compare/Contrast Writing Frame below.

Both music today and music long ago are the **same** in some ways. They are the same because ________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

However, in other ways music today and music long ago are **different**. They are different because ________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

So, music today and music long ago have both **similarities** and **differences**.

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.
Practice

Name ______________________________

Grammar:
Past-Tense Verbs

• Add -ed to most verbs to tell about an action in the past.
• If a verb ends with one consonant, double the consonant and add -ed.
• If a verb ends with e, drop the e and add -ed.

Find the mistakes in the letter. Rewrite it correctly below.

dear Emily

   Our teacher planed an awesome trip to the museum. We learnned all about dinosaurs. We watchd a movie about Tyrannosaurus Rex. We were most surprissed to see real dinosaur fossils.

       your friend
       Carlos

       ______________________________________________________________________
       ______________________________________________________________________
       ______________________________________________________________________
       ______________________________________________________________________
       ______________________________________________________________________
       ______________________________________________________________________

To the Teacher: Have children complete the page independently. Ask children to add to the passage on a separate piece of paper.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:
A  study  
B  stude  
C  studdy  
D  studie  

Sample B:
E  fluffie  
F  flufy  
G  flufty  
H  fluffy  

1. A  sparck  
B  sparke  
C  speark  
D  spark  

2. E  starey  
F  starie  
G  starrey  
H  starry  

3. A  sharm  
B  charm  
C  charem  
D  charme  

4. E  farmeland  
F  farmland  
G  farmmland  
H  farmlande  

5. A  doller  
B  dolar  
C  dollar  
D  dollur  

6. E  cartes  
F  cartz  
G  karts  
H  carts  

7. A  harter  
B  harder  
C  hardter  
D  harrder  

8. E  shark  
F  sharck  
G  sharke  
H  shrack  

9. A  charj  
B  charje  
C  charge  
D  charg  

10. E  larje  
F  learge  
G  lardge  
H  large  

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Circle the words that have the same vowel sound in each row.

1. cord cone snore work
2. our roar for torch
3. frost sport boar coat
4. store star core stare
5. tore born roast fork
6. strong form horn hurt
7. soar sour cork verb
8. wore score turn drop

B. Write four sentences using words that you circled above.

9. 
10. 
11. 
12. 

R 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
A. Write a word from the box for each definition below.

furious  neutral  emergency  impatient  demand  sincerely

1. to ask forcefully ______________________
2. not able to put up with delay or problem calmly and without
   anger ______________________
3. very angry ______________________
4. done in an honest and true way ______________________
5. not taking sides ______________________
6. having to do with something important or dangerous that needs
   fast action ______________________

B. Use at least two words from the box to write two sentences on the lines below.

7. ______________________
   ______________________

8. ______________________
   ______________________
The past-tense form of **have** is **had**.

Use **had** in the past tense with any subject.

- I had a dance recital.
- My friends had fun watching me dance.

Change the verb *have* from present tense to past tense in each sentence. Write the new sentence on the lines.

1. We have our dance show in January.
   
   __________________________________________

2. The show has three parts.
   
   __________________________________________

3. I have a lead role.
   
   __________________________________________

4. Juanita has a solo.
   
   __________________________________________

5. We have a party after the show.
   
   __________________________________________
Use each word from the box to write a sentence below. Then draw a picture for one of the sentences you wrote.

greenest  louder  brighter  prettiest

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

Then draw a picture for one of the sentences you wrote.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________________ 1. soared
2. ____________________________ 2. tore
3. ____________________________ 3. morning
4. ____________________________ 4. fork
5. ____________________________ 5. boredom
6. ____________________________ 6. torches
7. ____________________________ 7. board
8. ____________________________ 8. core
9. ____________________________ 9. north
10. ____________________________ 10. forts

Review Words
11. ____________________________ 11. spark
12. ____________________________ 12. charm

High-Frequency Words
13. ____________________________ 13. carry
14. ____________________________ 14. once
15. ____________________________ 15. talk
As you read *Click, Clack, Moo: Cows That Type*, fill in the Cause and Effect Chart.

How does the information you wrote in this Cause and Effect Chart help you to better understand *Click, Clack, Moo: Cows That Type*?

R 2.6 Recognize cause-and-effect relationships in a text.
A. Write a cause or an effect to complete each sentence. 
Use words that signal a cause, such as if, then, because, since, so, and therefore.

1. ______________________________________________________________________
   we had to hurry home.

2. On Saturdays there is no school
   ______________________________________________________________________

3. ______________________________________________________________________
   we trained the dog to fetch it.

4. ______________________________________________________________________
   we had to buy a new one.

5. My neighbor needed help
   ______________________________________________________________________

B. Draw a picture to go with one of the sentences you wrote.
A. Look at the thesaurus entry. Then read each sentence below. Figure out which meaning of *high* is used in the sentence and write its number on the line.

**high adjective**
1. Having great height. *The mountains are* **high**. **tall,** **lofty,** **towering**
2. Greater than others in importance, amount, or size. *Tim got a* **high** *score on that game.* **top,** **peak,** **maximum**
3. Describing a sharp sound. *I heard the bird’s* **high** *chirps in the morning.* **sharp,** **shrill,** **piercing**

1. He stacked the blocks so high. ____
2. The high notes were hard to sing. ____
3. She had a high test score. ____
4. He has a high position with the company. ____
5. That nest is high on the cliff. ____
6. My dog can hear high notes. ____

B. Write a sentence that uses a synonym for *high.*
Then tell which definition you used in your sentence.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
As I read, I will pay attention to intonation, emphasis, and pacing.

Mrs. Periwinkle’s country store stood at the end of Cherry Blossom Lane. It was famous for the beautiful knitted woolens sold there. If you were to snoop around the store, you would see Mrs. Periwinkle. She would be scrubbing, sweeping, or knitting. One morning, Mrs. Periwinkle was dusting and fussing even more than usual. Her new helper was about to arrive at the store. Clip-clop-trip-trop went the sound of hooves up the pebbled path. “She’s here!” Mrs. Periwinkle hung up her duster, then flung open the front door. She bounced down the path, eager to greet Angora. “Welcome, Angora,” said Mrs. Periwinkle. “Come inside.”

Comprehension Check

1. Why was Mrs. Periwinkle working so hard to clean up her store? **Cause and Effect**

2. Where is this scene taking place? **Character and Setting**

<table>
<thead>
<tr>
<th></th>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Bar graphs use bars of different lengths to show the relationship between numbers.

Read the bar graph. Circle the correct answer to each question.

1. What is being compared?
   a. number of cows  b. amount of milk

2. Which cow produced the most milk?

3. Which cow produced the same amount of milk as Cow 3?
   a. Cow 1  b. Cow 2  c. Cow 4  d. Cow 5

4. How many quarts of milk did Cow 2 produce?
   a. 12  b. 14  c. 16

5. How many quarts of milk did Cows 1 and 3 produce altogether?
   a. 18  b. 12  c. 22  d. 14
• Use *has* in the present tense when the subject is singular. Use *have* when the subject is plural or *I* or *you*.
• The past-tense form of *have* is *had*.
• Capitalize the first letter and each important word in a book title.

Circle the mistakes in the sentences. Write the sentences correctly on the lines.

1. Our class is making a play of the book charlie and the chocolate factory.

2. We have tryouts yesterday.

3. Alison have a great singing voice.

4. Three boys has the part of Charlie.

5. You has to come see our show!

To the Teacher: Have children complete the page independently. Ask children to add to the passage on a separate piece of paper.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

A  catch  
B  kech  
C  cach  
D  katch  

1. A  saored  
B  soored  
C  soard  
D  soared  

2. E  toure  
F  tore  
G  tor  
H  toore  

3. A  morning  
B  mornin  
C  morening  
D  moorning  

Sample B:

E  whent  
F  whant  
G  wendt  
H  went  

4. E  forke  
F  forck  
G  fork  
H  forcke  

5. A  boordum  
B  boredom  
C  boredem  
D  bordom  

6. E  torchez  
F  touchez  
G  turchis  
H  torches  

7. A  bourde  
B  borde  
C  board  
D  boord  

8. E  core  
F  kor  
G  kore  
H  cour  

9. A  northe  
B  nurth  
C  north  
D  nourth  

10. E  fourts  
  F  forts  
  G  fortz  
  H  foerts
A. Add a letter or letters at the beginning or the end of the letter groups below to create as many words as you can.

**ar**

1. __________________________________________________________________________

   __________________________________________________________________________

**air**

2. __________________________________________________________________________

   __________________________________________________________________________

**are**

3. __________________________________________________________________________

   __________________________________________________________________________

B. Choose one word that you wrote from each group. Use each word in a sentence. Write the sentences on the lines.

4. __________________________________________________________________________

5. __________________________________________________________________________

6. __________________________________________________________________________
Write a paragraph to tell the story shown in the pictures. Use all the words from the box.

memories imagination familiar

Familiar glamorous creating occasions

[Images of a person creating a comic book]

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
• If sentences have subjects that are the same, you can **combine** them.

• Sometimes you can combine sentences by joining two predicates with **and**.

  The cow slept.  The cow ate.

  The cow slept and ate.

**Combine each pair of sentences by joining the predicates with the word **and**. Write the new sentences on the lines.**

1. a. The cows walk in the field.
   b. The cows eat grass.

2. a. The farmer sits on a stool.
   b. The farmer milks the cow.

3. a. The pigs roll in the mud.
   b. The pigs get dirty.

4. a. The barn is big.
   b. The barn has red sides.
Write a short story about a family event you remember. Use at least five words from the box.

- disagree
- disappear
- discover
- dislike
- reappear
- reconnect
- relive
- remove
- replace
- reread
- resent
- reunion
- review
- unable
- uncertain
- unforgettable
- unlike
- unreal
- unusual
- unwrap
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ___________________________ 1. flair
2. ___________________________ 2. snare
3. ___________________________ 3. carefully
4. ___________________________ 4. stare
5. ___________________________ 5. rare
6. ___________________________ 6. garlic
7. ___________________________ 7. large
8. ___________________________ 8. area
9. ___________________________ 9. chair
10. ___________________________ 10. hare
11. ___________________________ 11. morning
12. ___________________________ 12. north
13. ___________________________ 13. believe
14. ___________________________ 14. material
15. ___________________________ 15. built
As you read *Stirring Up Memories*, fill in the Conclusion Chart.

Fact

Fact

Conclusion

How does the information you wrote in the Conclusion Chart help you summarize *Stirring Up Memories*?
Read the story. Then answer the questions.

Oscar buzzed as he flew from flower to flower. He looked for his best friend, Jon. Just then, Jon barked and wagged his tail. Oscar flew over to him. The two raced across a field when they heard thunder. The sky grew dark. Oscar and Jon ducked into a cave. Two hours later, the sky had cleared. Oscar and Jon came out of the cave and saw beautiful colors arched across the sky.

1. What kind of animal is Oscar? ______________
   How do you know? ________________________________

2. What kind of animal is Jon? ______________
   How do you know? ________________________________

3. What kind of weather caused Oscar and Jon to go to the cave?
   __________________ How do you know? ______________

4. What did Oscar and Jon see in the sky when they came out of the cave? ________________ How do you know? ________________
Read the root meanings and definitions in the box. Then answer the questions.

<table>
<thead>
<tr>
<th>Root</th>
<th>Definition</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>graph</td>
<td>write</td>
<td>autograph</td>
<td>sign your name</td>
</tr>
<tr>
<td>cycl</td>
<td>circle or ring</td>
<td>bicycle</td>
<td>something with two wheels that you ride</td>
</tr>
<tr>
<td>act</td>
<td>do</td>
<td>actor</td>
<td>someone who is in a play</td>
</tr>
</tbody>
</table>

1. How does the root *act* help you know the meaning of *actor*?

2. How does the root *cycl* help you know the meaning of *bicycle*?

3. How does the root *graph* help you know what *autograph* means?

4. Which word from the box tells something writers do in bookstores when people buy their books?
As I read, I will pay attention to phrasing.

A shutterbug is someone who takes photographs. Taking a photo is not hard. Usually you just have to point the camera and push a button.

Photos keep memories alive. They help us remember occasions, such as birthdays and weddings. Photos also help tell us about the past. Old photos tell us what people wore, what they did, and how they lived.

Some people have jobs as shutterbugs. They take amazing photos with special cameras, and people pay them for their work.

Some photographers work for newspapers. Their photos show events that have happened around the world. Other photographers take photos for magazines. Their photos may advertise products or add information to an article.

Photographers may work indoors or outdoors. Some even work underwater or in the air. A lot of photographers have their own style of taking photos. These photographers may become famous because their photos show us new things.

Comprehension Check

1. What is a “shutterbug”? **Main Idea and Details**

2. Why is it important to take pictures? **Make Inferences**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Answer each riddle with a word that has onomatopoeia.

1. Balloons make this sound when they burst. What is it?
   
   ___________

2. Lions, bears, and tigers make this sound. What is it?
   
   ___________

3. Car horns and geese make this sound. What is it?
   
   ___________

4. Snow can make this sound as you walk on it. What is it?
   
   ___________

5. Rain makes this sound as it hits the ground. What is it?
   
   ___________

B. Use at least two of the words you wrote to write a poem. The poem does not have to rhyme.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Rewrite the paragraph correctly on the lines below. Add punctuation and combine sentences with the same subjects.

Have you ever been to a farm Our class went on a trip to a farm. Our class saw lots of animals. We watched baby chicks hop around We watched pigs play in the mud Boy, did those pigs get dirty
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

### Sample A:

1. A safety
   B safty
   C safetey
   D saffty
2. A flare
   B flear
   C flaire
   D flar
3. A karefully
   B carefully
   C carfully
   D carefully
4. A staire
   B stare
   C staar
   D stear
5. A rare
   B rair
   C raer
   D raire
6. A garlick
   B garlic
   C gairlic
   D garlik
7. A larje
   B lairge
   C large
   D larg
8. A airea
   B airya
   C area
   D earea
9. A chaire
   B char
   C cheear
   D chair
10. A har
    B haire
    C heair
    D hair

**Spelling:**

Words with *r*-Controlled are, air

---

**LC 1.8** Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.
Write a word that matches each description. (Hint: Each word has the letter pair *ou* or *ow* in it.) Then use each word in a sentence.

1. the opposite of north
   ____________________________________________

2. a circus performer who wears a red nose and large shoes
   ____________________________________________

3. what you might say if you cut your finger
   ____________________________________________

4. a tall building
   ____________________________________________

5. say something loudly
   ____________________________________________

6. the color of chocolate
   ____________________________________________

7. a cloth you use to dry yourself
   ____________________________________________
Read each sentence. Write T if the sentence is true. Write F if the sentence is false. In each sentence, underline the vocabulary word from the word box.

Vocabulary
swung  gasped  delicious  frantically  attached

1. Foods that are delicious are tasty.  ____

2. A person moves frantically if she is calm.  ____

3. Your arm is attached to your foot.  ____

4. A monkey may have swung on a branch.  ____

5. Most people like to eat delicious food.  ____

6. Gasped means to have breathed easily.  ____
Choose the correct linking verb in ( ). Then write the complete sentence below.

1. Yesterday I (was, were) in the woods.

2. There (was, were) a deer eating leaves.

3. The birds (was, were) in the air.

4. A squirrel (was, were) up in a tree.

5. It (was, were) very peaceful.
Use -s or -es to make the words below mean more than one. Write the new word on the line. Then use it in a sentence.

1. penny ________________________________
   ______________________________________
   ______________________________________

2. city _________________________________
   ______________________________________
   ______________________________________

3. worker ______________________________
   ______________________________________
   ______________________________________

4. tool _________________________________
   ______________________________________
   ______________________________________

5. baby __________________________________
   ______________________________________
   ______________________________________

6. hand __________________________________
   ______________________________________
   ______________________________________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

<table>
<thead>
<tr>
<th>Review Words</th>
<th>High-Frequency Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. __________</td>
<td>13. __________</td>
</tr>
<tr>
<td>12. __________</td>
<td>14. __________</td>
</tr>
<tr>
<td>11. rare</td>
<td>13. family</td>
</tr>
<tr>
<td>12. area</td>
<td>14. four</td>
</tr>
</tbody>
</table>

| 1. scowling   | 1. scowling |
| 2. growling   | 2. growling |
| 3. howling    | 3. howling  |
| 4. gown       | 4. gown     |
| 5. crown      | 5. crown    |
| 6. bounced    | 6. bounced  |
| 7. around     | 7. around   |
| 8. pouches    | 8. pouches  |
| 9. crowds     | 9. crowds   |
| 10. underground| 10. underground|

15. hear
As you read *Head, Body, Legs: A Story from Liberia*, fill in the Cause and Effect Chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in this Cause and Effect Chart help you to better understand *Head, Body, Legs: A Story from Liberia*?
A. Think of a story plot about teamwork. Use the cause and effect boxes below to plan your story.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
</table>

B. Use the information in the boxes to write your story.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Camp Colby went on a camping trip. Brian, Mark, and Shelly wanted to put up the tent. First they had to find a good **campsite**. They found a good place to put up the tent right away. The campsite was in a flat area next to a **water source**. They did not have to walk far to the stream for fresh water. Next Brian checked to see if they had all the **hardware** for the tent. Putting up the tent would be impossible without the right tools. The tent needed to be **secure** or steady so that it wouldn’t fall down. After they finished putting up the tent, Mark and Brian searched for firewood. They were careful not to go outside the **perimeter** of the campsite. If Mark and Brian were to go outside of the campsite area, they could get lost.

1. **campsite**: ______________________________________________________________________________________

2. **water source**: ____________________________________________________________________________________

3. **hardware**: _______________________________________________________________________________________

4. **secure**: __________________________________________________________________________________________

5. **perimeter**: _______________________________________________________________________________________

Vocabulary Strategy: Context Clues

R 1.0 Word Analysis, Fluency, and Systemic Vocabulary Development

Head, Body, Legs
Grade 2/Unit 4
As I read, I will pay attention to the punctuation in each sentence.

Once upon a time, there was a young man who had no family and no job. He was poor and hungry. One day he took a walk through the woods near his town. He heard noises coming from some bushes. He pushed aside the branches. There he found a little dog that had become attached to some vines. The young man helped set it free. Then he gave the dog a few stale pieces of bread that he had in his pocket. He was very surprised when the dog spoke to him. "You have been kind to me," said the little dog. "In return, I will tell you how to find treasure. Do you see that big oak tree over there? Dig a hole at the base of its trunk."

Comprehension Check

1. Why does the dog tell the man how to find treasure? **Cause and Effect**

2. How did the man happen to find the little dog trapped in the vines? **Draw Conclusions**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Make up your own home page. Then add the names of possible links in each drop-down menu. Draw pictures next to some links.

My name is _______________.

My Family

My Favorite Things

My Hobbies

Things I Like to Do
The words *is, are, am, was*, and *were* can be linking verbs.

Read the paragraph and find the mistakes. Rewrite the passage correctly on the lines below.

Brown bears is one of the largest types of bears. A female brown bear are about half the size of a male. These bears has thick fur that are usually brown. Some bears is lighter, and others is almost black. Brown bear cubs are born between january and march.

---

---

---

---

---

---
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

**Sample A:**

A. clap  
B. klap  
C. klape  
D. clappe

**Sample B:**

E. finnish  
F. finish  
G. finesh  
H. finiche

1. A. scouling  
   B. skowling  
   C. schowling  
   D. scowling

2. E. growwling  
   F. growling  
   G. grouling  
   H. grulling

3. A. howeling  
   B. howling  
   C. houling  
   D. howelling

4. E. gown  
   F. goune  
   G. gowen  
   H. goun

5. A. crowen  
   B. krown  
   C. crown  
   D. crouen

6. E. bounced  
   F. bownced  
   G. bounsed  
   H. bownst

7. A. around  
   B. arround  
   C. around  
   D. arouned

8. E. powches  
   F. poches  
   G. pouchs  
   H. pouches

9. A. krousds  
   B. crowds  
   C. crods  
   D. krods

10. E. undeground  
    F. undergrownd  
    G. underground  
    H. undergrowned
A. Make new words, but keep the letters that stand for the vowel sound. Fill in each blank as you add or change letters to make the new word. The new words you will make are in the box.

**Example:**

**oil** —ball —boil

1. join
2. foil
3. coil

___ oin ___  
___ oi ___  
___ oil

4. boy
5. joy
6. voice

___ oy  
___ oy ___ ___  
___ oi ___ e

B. Use at least two of the words above in a short paragraph that tells about putting on a play.
Use the code to figure out the words. Then write them in a sentence.

1. □  □  ☆  ☆  ↑  ________________

2. ◯  ◯  ◯  ◯  ◯  ◯  ◯  ◯  △  △  ________________

3. ◯  □  △  ↑  ☼  ________________

4. △  ☼  ☼  ☼  ☼  ☼  ☼  ☼  △  △  ________________

5. ◯  △  △  ☼  ☆  △  ☼  ☼  ☼  ________________

6. ☼  ☼  ♡  ________________
• A **helping verb** helps another verb show an action.
• **Is, are, am, was, and were** can be helping verbs.
  
  A fox **is** looking for food.
  The bears **are** hibernating.
  I **am** watching the birds fly south.
  The squirrels **were** gathering nuts.

---

Choose the correct helping verb in ( ).
Then write the complete sentence below.

1. The chicks **(was, were)** following their mother.

2. The mother bird **(was, were)** protecting her babies.

3. One chick **(is, are)** pecking around for food.

4. Another chick **(is, are)** hiding behind its mother.

5. I **(am, are)** watching the chicks.
Write a short story about a team working together. Use at least six words from the box.

- disagree
- disappear
- discontinue
- dislike
- rebuild
- redo
- rejoin
- reload
- replace
- review
- uncertain
- uncover
- unlike
- unreal
- unusual
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

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

Review Words
11. __________________________
12. __________________________

High-Frequency Words
13. __________________________
14. __________________________
15. __________________________

1. soil
2. broiling
3. moist
4. annoyed
5. coil
6. choices
7. foil
8. coy
9. avoid
10. royal
11. crown
12. crowds
13. above
14. color
15. song

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *Officer Buckle and Gloria*, fill in the Illustrations Chart.

<table>
<thead>
<tr>
<th>Illustration</th>
<th>What I Learn from the Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in this Illustrations Chart help you to better understand *Officer Buckle and Gloria*?
Draw an illustration to go with each sentence. Your illustration should help readers understand the sentence.

1. The girl wore her helmet when she skated.

2. The children get on the bus in a single-file line.

3. We couldn’t swim at the pool because the lifeguard was not at the lifeguard stand.

4. We stay far away from the crocodiles at the zoo.
A. Think of a synonym for each underlined word. Write a new sentence with the synonym. Circle the synonym after you write the new sentence.

1. A storm was about to begin.

2. We were in the park, so we had to go.

3. We ran quickly.

4. Big clouds grew gray in the sky.

B. Think of two more words that are synonyms. Use each one to write a sentence.

5. 

6. 
As I read, I will pay attention to the phrasing in each sentence and my intonation.

Boat rides are a great way to be near the water without getting wet. Follow these rules to stay safe while boating.

Safe Boating Tips

- Never go on a boat without an adult.
- Check the weather before you leave. Don’t get in a boat if a storm is coming.
- Always wear a life jacket.
- Be careful when you get in and out of a boat. It’s easy to slip and fall in the water.
- Don’t jump around on a boat. The boat can tip over.
- Don’t jump or dive from a boat before asking an adult. There could be a rock or other sharp objects under the water.

People who have problems with their boats at sea can get help from the U.S. Coast Guard. The Coast Guard watches over the coastline and the seas.

Comprehension Check

1. What is the Coast Guard mainly responsible for? Character and Setting

2. Why is it a good idea to wear a life jacket on a boat ride? Make Inferences
Read the floor plan. Answer the questions.

1. Which three rooms are closest to Exit A?

2. Which room is closest to the garden?

3. Which two rooms are closest to Exit B?

4. There is a fire drill. Lola is in Room 6. She must take the fastest way out of the building. Which exit should she use?
• *Have, has, is, are, am, was,* and *were* can be helping verbs.
• Use quotation marks at the beginning and end of what a person says.

Read the paragraph and find the mistakes. Rewrite the passage correctly on the lines below.

In school we is learning about gorillas. Gorillas are large and gentle apes said our teacher. We read that they live in africa. We has also learned that gorillas eat vegetables. I is excited to learn more about gorillas.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:
A backed
B backted
C bakt
D backt

Sample B:
E smyling
F smiling
G smieling
H smilling

1. A choices
B choises
C choyces
D choyses

2. E foile
F foyl
G foil
H foyle

3. A soil
B soile
C soyl
D soyle

4. E anniied
F anoyed
G annoyed
H anoiyed

5. A avoyd
B avoid
C avid
D avood

6. E royal
F roile
G royel
H roiyl

7. A broiling
B broling
C brioling
D broyling

8. E koy
F koie
G coy
H couy

9. A moyst
B moust
C moist
D moyct

10. E coyl
F coil
G coille
H coyle
Write a silly newspaper article about a big storm, and draw a picture for it. Use at least five of the words from the box in your article. Include a title, your name, and a caption for the picture. Circle the words from the box that you used in your story.

Title: ___________________________

Subtitle: _________________________

_______________________________

_______________________________

_______________________________

_______________________________

_______________________________

_______________________________

Caption: __________________________

Words from the box: boom, cool, blew, grew, few, gloomy, fruit, rainsuits, pool, new
Choose a word from the box to complete each clue. Write the word on the line. Then use the clues to complete the puzzle.

serious  aid  personal  informs  heal

Across

1. When he fell, I came to his ______________.

3. This cast will help my arm to ______________.

4. I’m glad I only have a cold and not a more ______________ illness.

Down

2. I wrote a ______________ letter to my best friend.

5. The newspaper ______________ readers about what has happened.
The verbs *see* and *say* have special forms in the past tense.

I, we, you, they  
*see* saw

I, we, you, they  
*say* said

Rewrite the sentences using the past tense of the verb in dark type.

1. I *see* a boy litter.

2. I *say*, “Don’t pollute!”

3. We *see* him pick up his garbage.

4. “Thank you!” we *say*.

5. The children *see* lots of people litter.

6. “Clean up!” the children *say* to all of them.
Use each word from the box to write a sentence below. Then draw a picture for one of the sentences you wrote.

beautifull  fearless  priceless  colorful

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

Structural Analysis:
Suffixes
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words
11. ________________________________
11. moist

High-Frequency Words
12. ________________________________
12. royal
13. ________________________________
13. follow
14. ________________________________
14. near
15. ________________________________
15. paper

1. ________________________________
1. school

2. ________________________________
2. moody

3. ________________________________
3. bruise

4. ________________________________
4. fruitcake

5. ________________________________
5. clues

6. ________________________________
6. glued

7. ________________________________
7. flew

8. ________________________________
8. chewed

9. ________________________________
9. shoelace

10. ________________________________
10. canoe

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *A Trip to the Emergency Room*, fill in the Sequence Chart.

First

Next

Then

Last

How does the information you wrote in this Sequence Chart help you better understand *A Trip to the Emergency Room*?
Number the pictures to show the order in which things happen in the story. Write a sentence about each picture.

Jane Meets a Cat

1. Jane looks at a cat.
2. The cat jumps on the bed.
3. Jane talks to the doctor.
4. The doctor examines the cat.
5. The cat sits on the floor.
6. Jane pets the cat.
Read each pair of homophones. Write the definitions. Then write a sentence for each homophone.

1. hole: ________________________________
   ________________________________
   ________________________________
   whole: ____________________________
   ________________________________

2. right: ____________________________
   ________________________________
   write: ____________________________
   ________________________________

3. son: ____________________________
   ________________________________
   sun: ____________________________
   ________________________________
As I read, I will pay attention to the pronunciation of the vocabulary words.

Even if you are exercising and eating right, you can still get sick. Germs can make you sick. 

There are some simple things you can do to get rid of germs. The easiest way is to wash your hands. 

You should wash your hands after you use the bathroom and before each meal. 

Take care of your cuts. If the skin is broken, germs can get into your blood. Ask an adult to help you clean the cut. Use an antiseptic to kill any germs. Then cover the cut with a bandage. These steps will help the cut heal.

Comprehension Check

1. When should you wash your hands? **Sequence**

2. Should a cut heal if it is properly cleaned, disinfected, and bandaged? **Make and Confirm Predictions**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
A. Answer each question.
1. How would you find information on the Internet about what kind of doctor treats heart disease?

2. What would you like to learn about how to become a doctor? How would you find information on the Internet to answer your question?

B. Explain what each term below means.
3. search engine

4. key words and phrases

5. URL
Sequence Writing Frame

Summarize A Trip to the Emergency Room.
Use the Sequence Writing Frame below.

When you are sick or injure yourself, you sometimes have to go to the emergency room.

The **first** person you see is __________. That person ____________________________
______________________________
______________________________

**Next,** you see __________. That person ________________________________
______________________________
______________________________

**Finally,** you see __________. That person ________________________________
______________________________
______________________________

All these people work together to help the sick and injured.

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.
The verbs **come, run, give, and sing** have special forms in the past tense.

- Begin the first word and each important word in a book title with a capital letter.
- Underline all the words in the title of a book.

Read the paragraph and find the mistakes. Rewrite the passage correctly on the lines below.

Only two friends **comed** to my party because of the blizzard. We **runned** around in the snow and had fun. One friend **give** me a book called **blizzards and ice storms**. What a perfect present, I said. Then they **singed** Happy Birthday to me, and we ate cake.

____________________
____________________
____________________
____________________
____________________
____________________
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- A foggy
- B fogey
- C foggie
- D foggey

Sample B:

- E mufan
- F mufin
- G muffen
- H muffin

1. A glewed
   B gluied
   C glued
   D glooed

2. E scool
   F school
   G skewl
   H sckool

3. A chewed
   B chooed
   C chewd
   D chuied

4. E brewse
   F broose
   G bruise
   H briuse

5. A fruitcake
   B frootcake
   C frewtcake
   D fruiitcake

6. E moody
   F mewdy
   G muidy
   H moddy

7. A clewes
   B cluises
   C clues
   D close

8. E flew
   F floo
   G flewe
   H fluie

9. A canoo
   B canew
   C canoe
   D caneui

10. E shooelase
    F shewlace
    G shoelace
    H shuielase

LC 1.7 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Circle the word in each sentence that has the vowel sound you hear in the words *could* and *shook*. Then write a word that has the same vowel sound and spelling as the word you circled.

1. This book is about recycling. ____________________________
2. Tina spread wood chips around the garden. ____________________________
3. We should turn off the lights when we leave. ____________________________
4. It is good to save water. ____________________________
5. Paco took his trash to the bin. ____________________________
6. Would you help me clean up this park? ____________________________

B. Write two sentences about recycling. Use two of the words you circled and wrote above.

7. ____________________________________________________________
8. ____________________________________________________________
Write two sentences to tell about each picture. Use one word from the box in each sentence.

young   normal   rescued   examines   mammal   hunger

Write two complete sentences about each picture:

1. ____________________________________________________________________
2. ____________________________________________________________________
3. ____________________________________________________________________
4. ____________________________________________________________________
5. ____________________________________________________________________
6. ____________________________________________________________________
• Some verbs do not add -ed to form the past tense.
• The verbs *give* and *sing* have special forms in the past tense.
  
  I, we, you, they  
  give  gave  
  I, we, you, they  
  sing  sang  

Change the words in dark type to the past tense. Write the new sentences on the lines below.

1. I *sing* the song about raindrops.

2. I *give* my old snow boots to my little brother.

3. We *sing* in a high voice.

4. They *sing* in a low voice.

5. We *give* our winter coats to charity.

6. You *give* money for hurricane victims, too.

To the Teacher: Have children complete the page independently. Then have children generate sentences with the target skill.
A. Add -ing to each verb and write the new word on the line.

1. bake ___________  
2. make ___________  
3. wipe ___________  
4. rinse ___________  
5. write ___________  
6. shake ___________  
7. save ___________  
8. use ___________  
9. slice ___________  
10. have ___________

B. Complete the following story about a team of helpers. Use at least three of the words from Part A.

The family was working as a team to make dinner. _______________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

<table>
<thead>
<tr>
<th>Word</th>
<th>Spelling: Variant Vowel /u/ (oo, ou)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. shook</td>
<td>1. shook</td>
</tr>
<tr>
<td>2. hooked</td>
<td>2. hooked</td>
</tr>
<tr>
<td>3. crooked</td>
<td>3. crooked</td>
</tr>
<tr>
<td>4. good-bye</td>
<td>4. good-bye</td>
</tr>
<tr>
<td>5. should</td>
<td>5. should</td>
</tr>
<tr>
<td>6. brook</td>
<td>6. brook</td>
</tr>
<tr>
<td>7. soot</td>
<td>7. soot</td>
</tr>
<tr>
<td>8. wooden</td>
<td>8. wooden</td>
</tr>
<tr>
<td>9. couldn’t</td>
<td>9. couldn’t</td>
</tr>
<tr>
<td>10. would</td>
<td>10. would</td>
</tr>
<tr>
<td>11. glued</td>
<td>11. glued</td>
</tr>
<tr>
<td>12. canoe</td>
<td>12. canoe</td>
</tr>
<tr>
<td>13. below</td>
<td>13. below</td>
</tr>
<tr>
<td>14. city</td>
<td>14. city</td>
</tr>
<tr>
<td>15. own</td>
<td>15. own</td>
</tr>
</tbody>
</table>

Review Words:

<table>
<thead>
<tr>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. glued</td>
</tr>
<tr>
<td>12. canoe</td>
</tr>
</tbody>
</table>

High-Frequency Words:

<table>
<thead>
<tr>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. below</td>
</tr>
<tr>
<td>14. city</td>
</tr>
<tr>
<td>15. own</td>
</tr>
</tbody>
</table>

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *A Harbor Seal Pup Grows Up*, fill in the Sequence Chart.

**First**

**Next**

**Last**

How does the information you wrote in this Sequence Chart help you better understand *A Harbor Seal Pup Grows Up*?
A. These story details got caught in a story scrambler. The order is all wrong! Unscramble the details and write them in a paragraph that shows the correct sequence.

Then she swam farther away by accident. Last she found her school! She heard the noise of the school bell and swam toward the noise. A fish named Juanita swam away from her school and got lost.

B. Add to the sequence above. Think of what could happen next. Then write a sentence about it on the lines below.
Write a second sentence to finish each sentence pair. In the second sentence, write an antonym for the underlined word in the first sentence. Circle the antonym you write.

Example: The old car was broken.
                   The new car ran well.

1. The elephant fell down a steep hill.

2. The rescue team began a long trip to save the hurt elephant.

3. The team drove toward the steep hill.

4. They got out of their jeeps when they were close to the hill.

5. They found the elephant at the bottom of the hill.
As I read, I will pay attention to phrasing.

Bald eagles were in danger of becoming extinct. Scientists examined the problem to find out the reasons why.

A bald eagle’s habitat is near the sea. But people like to live near the sea, too. Bald eagles can’t always find places to build their nests and lay eggs.

Bald eagles also have trouble finding food. They eat fish. But people eat fish, too. Sometimes people catch too many of the fish that bald eagles would eat. Then the birds can die of hunger.

People and bald eagles don’t want to eat the same food. Bald eagles only like to eat fish that are sick and dying or already dead. They actually leave the healthy fish for us.

Comprehension Check

1. Why is it difficult for bald eagles to find places to build their nests and lay eggs? **Sequence**

2. What are two reasons why bald eagles were in danger of becoming extinct? **Identify Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
A simile compares one thing to another. Similes use the words *like* or *as*.

Read each sentence. Then choose a simile from the box to tell what is happening. Write it on the line.

- as dark as night
- as cold as ice
- sings like a bird
- shine like stars
- as busy as a bee
- as strong as an ox

1. Maria worked quickly to get ready to go.
   Maria was __________________________.

2. A big storm moved in during the morning hours.
   The sky was __________________________.

3. Maria lifted heavy things to put them in the truck.
   You could see she was __________________________.

4. Maria’s friend heard her sing as she loaded the truck.
   Her friend said, “Maria __________________________.”

5. Maria picked up the snow with no gloves on.
   Her hands were __________________________.

6. Maria was so happy when she saw the dog’s bright eyes.
   She told her friends, “His eyes __________________________.”
• The verbs *come*, *run*, *give*, and *sing* have special forms in the past tense.
• The first word and each important word in a book title begin with a capital letter.
• Underline all the words in the title of a book.

Read the paragraph and find the mistakes. Rewrite the passage correctly on the lines below.

Only two friends comed to my party because of the blizzard. We runned around in the snow and had fun. One friend give me a book called blizzards and ice storms. What a perfect present, I said. Then they singed Happy Birthday to me, and we ate cake.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

To the Teacher: Have children complete the page independently. Ask children to add to the passage on a separate piece of paper.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:
- A making
- B makking
- C macking
- D makeing

Sample B:
- E phoen
- F fone
- G phone
- H foan

1. A woud
   B woode
   C wulde
   D would

2. E sotte
   F soot
   G sout
   H sute

3. A woodin
   B wooden
   C woodden
   D wouden

4. E good-bye
   F good-buye
   G goud-buy
   H gud-bye

5. E shoud
   F should
   G shood
   H schoud

6. E brouck
   F brouk
   G brooke
   H brook

7. A crooked
   B krooked
   C crouked
   D krouked

8. E couldn’t
   F coul’dnt
   G could’nt
   H coodn’t

9. A shouk
   B shucke
   C shuk
   D shook

10. E hoked
    F hooked
    G hockt
    H houcked
Make up a story about going on a camping trip by answering one of the questions below. Use at least four words from the box. Write the story on the lines.

because  claw  cause  hawk  squawk  haul
fawn  caught  saw  autumn  dawn  yawn

a. What happened when you saw a hawk’s nest in the tree right next to your tent?

b. What happened when a fawn, or a young deer, and its mother got really close to your campsite?
A. Complete each sentence with a word from the box.

simmered  assembled  devoured  menu  fetch

1. The stew ________________ on the stove for two hours.
2. My dog can ________________ the newspaper.
3. Ken ________________ the food before anyone else could eat.
4. The waitress gave us a ________________ to look at.
5. Shin ________________ the chairs in three rows.

B. Use the words from the box to make up sentences like the ones above.

6. _______________________________
7. _______________________________
8. _______________________________
9. _______________________________
10. _______________________________
A contraction is a short form of two words.
An apostrophe (’) takes the place of the letters that are left out.

*Doesn’t, don’t, didn’t,* and *can’t* are contractions.

- does not = *doesn’t*
- do not = *don’t*
- did not = *didn’t*
- can not = *can’t*

Replace the underlined words with contractions. Write the new sentences on the lines.

1. Many animals *can not* live in the Arctic.

2. They *do not* do well in the cold weather.

3. Most birds *can not* live in the Arctic all year.

4. The tern *does not* stay for the winter.

5. *Do not* be afraid of the Arctic wolf.

6. The Arctic hare *did not* see the wolf.
A. Add -ed to each verb and write the new word on the line.

1. race _______________  
2. place _______________  
3. raise _______________  
4. praise _______________  
5. name _______________  
6. prance _______________  
7. wave _______________  
8. time _______________  
9. joke _______________  
10. hope _______________

B. Complete the following story about friends who were in a race. Use at least three of the words from Part A.

Two friends decided to run in a town race. The money from the race would go to the local animal shelter. ________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

<table>
<thead>
<tr>
<th>Review Words</th>
<th>Spelling: Variant Vowel /ô/ (au, aw, a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. ____________</td>
<td>11. wooden</td>
</tr>
<tr>
<td>12. ____________</td>
<td>12. couldn’t</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High-Frequency Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. ____________</td>
</tr>
<tr>
<td>14. ____________</td>
</tr>
<tr>
<td>15. ____________</td>
</tr>
</tbody>
</table>

1. ________________ 1. pause
2. ________________ 2. because
3. ________________ 3. launch
4. ________________ 4. lawn
5. ________________ 5. fault
6. ________________ 6. caught
7. ________________ 7. sauce
8. ________________ 8. laundry
9. ________________ 9. thaw
10. ________________ 10. crawl

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *Mice and Beans*, fill in the Fantasy and Reality Chart.

<table>
<thead>
<tr>
<th>REALITY</th>
<th>FANTASY</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Could Happen?</td>
<td>What Could Not Happen?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in this Fantasy and Reality Chart help you to better understand *Mice and Beans*?
Read the book titles and look at the illustrations. Write *fantasy* or *reality* to tell what kind of book it is. Then write a sentence that explains how you know.

1. **My Family’s Celebrations**
   - ___________________________________________________________________
   - ___________________________________________________________________

2. **Spot Sings!**
   - ___________________________________________________________________
   - ___________________________________________________________________

3. **Sarah Soars Through the Sky**
   - ___________________________________________________________________
   - ___________________________________________________________________

4. **The Smiths’ Trip Through France**
   - ___________________________________________________________________
   - ___________________________________________________________________
Write the definition for each verb. Then add the word ending -ed, -ing, or -s to each verb and use it in a sentence. Write the sentence on the lines.

1. gather
   
   gather + s
   

2. invent:
   
   invent + ed
   

3. combine
   
   combine + ing
   

4. imagine
   
   imagine + s
As I read, I will pay attention to my expression.

“Can you bring me the ang pow packets, Ling?” her mom asked. Ling picked them up. She loved getting her ang pow on New Year’s Day. The packets bulged with a gift of money in them. Ling looked at her bright red piggy bank. She dusted it off and thought about the money she would be adding to it. The pig smiled. He enjoyed this time of year, too!

Her aunt and uncle arrived with her two cousins, Betty and Bobby. Everyone was dressed in his or her best clothes. The children were given their ang pow packets. Then they snacked from the Tray of Togetherness.

“Ling did all this while I was getting ready,” said her mom, giving her a hug.

“Lucky for us, Ling has been a big help,” said Ling’s dad. Everyone was happy to go to the New Year’s Day parade.

Comprehension Check

1. Where are Ling and her family about to go? **Character and Setting**

2. How do you know that Ling will get money this New Year? **Make and Confirm Predictions**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
A. Think about something simple that you know how to do. Write directions to tell how to do it. Be sure to give your directions a heading.

You can write directions for

• solving a math problem;
• something else you like to do.

B. Have a classmate read your directions and try to complete the steps. Change your directions if you have to.
A contraction is a short form of two words.
An apostrophe (’) takes the place of the letters that are left out of a contraction.

Read the paragraph and find the contraction and book punctuation mistakes. Rewrite the paragraph correctly on the lines below.

In the book the lives of arctic animals, I read that Arctic animals don’t get cold. It isn’t just a book about animals. I also learned that the sun doesn’t come out in the winter at the North Pole. Did you know that there aren’t any trees in the Arctic?
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

1. A pause  B pause  C pawse  D pawce
2. E bekause  F because  G becauce  H beckause
3. A lawnc  B lanch  C launch  D lawnche
4. E lawne  F laun  G laune  H lawn
5. A faulte  B fault  C fault  D falt
6. E caught  F cawt  G caut  H caght

Sample B:

1. E waited  F watted  G waitted  H wated
2. E sauce  F sauce  G sawse  H sawce
3. E laundrey  F laundry  G landry  H laundrey
4. E lawne  F laun  G laune  H lawn
5. E faulte  F fault  G fault  H falt
6. E caught  F cawt  G caut  H caght
7. A sauce  B sauce  C sawse  D sawce
8. E laundrey  F laundry  G landry  H laundrey
9. A thauw  B thau  C thawe  D thaw
10. E crawl  F crawel  G craul  H crall
Connect a closed syllable from each column to make a real word. Write the words you make on the lines.

bas  bit
sun  cil
kit  ket
les  kin
mag  set
nap  net
pen  son
rab  ten

1. __________  5. __________
2. __________  6. __________
3. __________  7. __________
4. __________  8. __________
A. Write a sentence about plants for each word below.

1. burst

2. gently

3. drifts

4. drowns

5. neighbor

6. desert

B. Write two vocabulary words from above that are verbs.

7. 

8. 

C. Write two vocabulary words from above that are nouns.

9. 

10. 
Circle the correct pronoun in ( ) to complete each sentence.

1. Jamal and Nora are going to catch the snakes. We’re glad (you, she) are here, Jamal and Nora!
2. Now (we, I) are safe!
3. Did you hear the wolves? (We, They) are howling.
4. Wolves don’t eat people, so (we, she) are not in danger.
5. Mom and I hope to see wolf pups. (They, He) are so cute!
6. Have (you, she) ever seen a wolf pup?
7. How big does (it, they) grow?
8. (I, We) are having so much fun in the desert.

• A plural noun names more than one person, place, or thing.
• The pronouns we, you, and they can take the place of a plural noun or more than one noun or pronoun.

Rattlesnakes are dangerous. They are dangerous.
Emma and I saw a rattlesnake. We saw a rattlesnake.

To the Teacher: Have children complete the page independently. Then have children generate sentences with the target skill.
A. Put together a closed syllable from Box A with a closed syllable from Box B to make a real word. Write the words you make on the lines.

Box A
wal
tun
sun
can
hid
den

Box B
not
tist
nel
set
den
rus

1. ____________ 4. ____________
2. ____________ 5. ____________
3. ____________ 6. ____________

B. Choose two of the words you made. Use each in a sentence.

7. _______________________________________________________
8. _______________________________________________________

© Macmillan/McGraw-Hill
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

<table>
<thead>
<tr>
<th>Review Words</th>
<th>High-Frequency Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _________________</td>
<td>11. _________________</td>
</tr>
<tr>
<td>2. _________________</td>
<td>12. _________________</td>
</tr>
<tr>
<td>3. _________________</td>
<td>13. _________________</td>
</tr>
<tr>
<td>4. _________________</td>
<td>14. _________________</td>
</tr>
<tr>
<td>5. _________________</td>
<td>15. _________________</td>
</tr>
<tr>
<td>6. _________________</td>
<td></td>
</tr>
<tr>
<td>7. _________________</td>
<td></td>
</tr>
<tr>
<td>8. _________________</td>
<td></td>
</tr>
<tr>
<td>9. _________________</td>
<td></td>
</tr>
<tr>
<td>10. ________________</td>
<td></td>
</tr>
</tbody>
</table>

1. nap
2. napkin
3. cab
4. cabin
5. in
6. index
7. visitor
8. object
9. cotton
10. happening
11. launch
12. crawl
13. food
14. together
15. through

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *The Tiny Seed*, fill in the Conclusion Chart.

**Facts**

**Facts**

**Conclusion**

How does the information you wrote in this Conclusion Chart help you better understand *The Tiny Seed*?
Read each passage. Draw conclusions based on what you read.

1. In the spring, Mary enjoyed the sunshine after several rainy days. Mary put on her gardening gloves and grabbed a shovel. She went outside and sat by the soil in her backyard. She held a small paper packet in her hand.

What is Mary going to do? ____________________________

__________________________________________

__________________________________________

2. Chuck couldn’t wait to get something special for his mother. He searched for the perfect gift. His mom liked gardening, and she enjoyed colorful displays. Chuck bought a container made of clay. It was filled with soil. There was something sticking out of the soil.

What did Chuck buy? ____________________________

__________________________________________

__________________________________________
A. Use context clues to solve each plant riddle.

1. I stay green all year. Pinecones grow on me. What am I?

3. I can live in the desert where there is very little water. My leaves and stem store water inside. What am I?

5. I can be red, pink, or yellow. I have thorns on my stem. What am I?

4. I am orange. I am called a root vegetable because I grow underground. Rabbits like to eat me. What am I?

6. I am green. Cows and other animals graze on me. What am I?

B. Write your own plant riddle using clue words. Have a friend solve it.
As I read, I will pay attention to my intonation.

Some plants are packed with power!
Fresh fruits and vegetables are filled with vitamins and minerals. They can keep you healthy. They can help you grow and make you strong. They can give you energy. Plus, they are fun to grow and taste great!
Some herbs and spices are also packed with power. These plant bits add color and flavor to food.
Herbs can help you get better when you are sick. They can even help you sleep well.
Fruits and vegetables are full of vitamins. Orange vegetables, such as carrots, sweet potatoes, and pumpkins, have a lot of vitamin A. Do you like sweet fruits such as cantaloupe, apricots, peaches, papayas, and mangoes? Their orange color means they are packed full of vitamin A, too.

Comprehension Check

1. What sorts of vegetables are rich in vitamin A? Draw

Conclusions

2. What is this selection about? Plot

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
</tr>
</tbody>
</table>
Make a diagram of your favorite tree or plant. Label each part and tell what the part does for the plant. Be sure to give your diagram a title.

Title: ________________________________
A pronoun must agree with the noun it replaces.

Find each mistake. Then rewrite the paragraphs correctly on the lines below.

Mr. Walker taught the class what him knows about desert plants. She said, The desert is home to many plants. How can they grow in dry deserts? he asked.

Some desert plants store water in their roots, said Leah.

She are right! said Mr. Walker.

________________________

________________________

________________________

________________________

________________________

________________________

________________________

________________________
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

<table>
<thead>
<tr>
<th>Sample A:</th>
<th>Sample B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bugle</td>
<td>E masheen</td>
</tr>
<tr>
<td>B bewgle</td>
<td>F machine</td>
</tr>
<tr>
<td>C buggle</td>
<td>G machene</td>
</tr>
<tr>
<td>D buegle</td>
<td>H muchine</td>
</tr>
</tbody>
</table>

B napp    F caben     B visitor    F happining
C knapp   G cabin     C visiter    G happenaning
D nap     H cabbun    D vissitor   H happening

2. E napken  5. A ine  8. E objectk
F napkan   B in       F objekt
G nappkin  C ene      G object
H napkin   D ein      H objick

B kab      F index    B cotan
C cabe     G indexe   C coton
D cabb     H indeks   D cotton
Dividing a word into syllables can help you read it. When two consonants come between two vowels in a word, you usually divide the word between the consonants. These syllables are **closed syllables**.

**A. Divide each word into syllables. Then write each syllable on the line.**

1. blossom
   ___________  ___________
2. success
   ___________  ___________
3. except
   ___________  ___________
4. mister
   ___________  ___________
5. button
   ___________  ___________
6. pillow
   ___________  ___________
7. dollar
   ___________  ___________
8. pepper
   ___________  ___________
9. napkin
   ___________  ___________
10. basket
    ___________  ___________

**B. Write a sentence. Include two of the words from the list in your sentence.**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Find and circle the six vocabulary words. Then match each word you find to a clue below. Write the word on the line.

B L Q T T J C P
M L T R A D E R
U E O N I O N I
S A R O M A W C
C O R N M R N K
L T R R X I V L
E T S O N I N Y
S C E N T B N G

1. This is a smell. ________________

2. This is a pleasant smell. ________________

3. These are the parts of our bodies that move our bones. ________________

4. This describes something that is flowering and growing. ________________

5. This describes something that has small, sharp thorns or points. ________________

6. This is the exchange of one thing for another. ________________
Grammar: I and me, we and us

• Use we and us when you talk about yourself and another person.
• Use we in the subject part of the sentence.
• Use us in the predicate part.
  We will wear tutus in the dance show.
  Mom will help us make our costumes.

Replace the underlined words with we or us. Write the new sentence on the line below.

1. Jackie and I love to dance!
   ________________________________________________________________

2. Our teacher asked Jackie and me to dance in the school play.
   ________________________________________________________________

3. Jackie and I will learn all the steps.
   ________________________________________________________________

4. Jackie and I will practice every day.
   ________________________________________________________________

5. The audience will like Jackie and me.
   ________________________________________________________________

6. They will throw roses at Jackie and me.
   ________________________________________________________________

To the Teacher: Have children complete the page independently. Then have children generate sentences with the target skill.
Connect a syllable from each column to make a two-syllable word. Write the words you make on the lines.

cop ter
pic ten
Sun per
but my
mom lem
prob nic
rab bit
mit day

1. ______________  2. ______________
3. ______________  4. ______________
5. ______________  6. ______________
7. ______________  8. ______________

Structural Analysis:
Closed Syllables

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________ 1. public
2. ____________________ 2. pencil
3. ____________________ 3. chicken
4. ____________________ 4. magnet
5. ____________________ 5. publish
6. ____________________ 6. pepper
7. ____________________ 7. fuzzy
8. ____________________ 8. dinner
9. ____________________ 9. fossil
10. ____________________ 10. better

Review Words
11. ____________________ 11. object
12. ____________________ 12. cabin

High-Frequency Words
13. ____________________ 13. certain
14. ____________________ 14. field
15. ____________________ 15. hundred

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

The Ugly Vegetables
Grade 2/Unit 5 269
As you read *The Ugly Vegetables*, fill in the Sequence Chart.

**First**

**Next**

**Last**

How does the information you wrote in this Sequence Chart help you to better understand *The Ugly Vegetables*?
Write a sentence that tells what is happening in each picture. Use the words *first*, *next*, and *then*. Then write a sentence that tells what happens last. Draw a picture to go with your sentence.

1.  
   
   
   

2.  
   
   
   

3.  
   
   
   

4.  
   
   
   

© Macmillan/McGraw-Hill

R 2.0 Reading Comprehension

The Ugly Vegetables
Grade 2/Unit 5 271
Write a pair of homophones from the box to complete each sentence.

horse  knew  right  deer  weight
write  hoarse  dear  wait  new

1. Dad ________________ Laura would be thrilled with a

_______________ guitar for her birthday.

2. They must ________________ on line to enter the “Guess the

Elephant’s ________________ Contest.”

3. Whitney couldn’t ride her ________________ because she

was still ________________ from her cold.

4. I sent ________________ Auntie Lee a letter telling her about

the ________________ I saw in the backyard.

5. He can’t ________________ with his ________________

hand.
As I read, I will pay attention to my pronunciation of vocabulary words.

Many scientists believe the first corn was grown in Mexico more than 6,000 years ago. Corn helped change how people lived.

Before corn, people found food by hunting animals and gathering wild plants. People would move when there was no more food left in a place. And they moved often. But then people learned they could grow corn by dropping seed into the ground. They became farmers and moved less often.

Some Native American groups grew corn. They knew they had to settle in areas where corn grew well. So they picked places that had rich soil, water, and sunshine. Growing corn was hard work. People gained muscles as they planted and cared for the corn. The aroma of cooked corn filled their villages.

These Native Americans planted their corn in the spring. Then they picked, or harvested, it in summer. They learned many different uses for corn.

Comprehension Check

1. Before corn, what did people do when there was no more food left in a place? **Sequence**

2. Describe areas where corn can grow well. **Description**
A. Check each thing on the list you know how to do.

___ Make a sandwich          ___ Fix a snack
___ Take care of plants      ___ Make leaf or potato prints
___ Play a game             ___ Sprout beans

B. Pick one thing you checked. Write directions for it. Be sure your directions are in order.

Follow these steps to __________________________________________

Step 1: ______________________________________________________

Step 2: ______________________________________________________

Step 3: ______________________________________________________

Step 4: ______________________________________________________

Step 5: ______________________________________________________
Practice

Grammar: I and me, we and us

• Use I and we in the subject of a sentence.
• Use me and us in the predicate part of a sentence.
• The pronoun I is always a capital letter.
• Name yourself last when talking about yourself and another person.

Circle each mistake in the use of pronouns. Then rewrite the paragraph correctly on the lines below.

Mom and me went to see a musical. The usher gave i a program and showed we where to sit. Us had great seats! i could see the actors right up close. i hope Mom takes I to another show soon!

______________________________

______________________________

______________________________

______________________________

______________________________

To the Teacher: Have children complete the page independently. Ask children to add to the passage on a separate piece of paper.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

1. A bettur  2. E pencil  3. A chicken

Sample B:

1. E cabbin  2. F pensil  3. A chicken


LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
When a consonant comes between two vowels, you usually divide the word before the consonant. The first syllable is an **open syllable**, and the vowel sound is long.

A. Divide each word into syllables. Write the syllables on the lines.

1. silent

2. famous

3. female

4. polar

B. Read the questions below. Circle the word with the open syllable. Then answer each question. Use the word with the open syllable in your answer.

5. If you had a robot, what would it do?

6. What can you play to make music?
A. Write one sentence for each vocabulary word below.

1. ancient

2. confirm

3. valid

4. hopeful

5. unable

6. site

B. Draw a picture that tells about one of your sentences.
A possessive pronoun shows who or what owns something. Some possessive pronouns are its, our, your, and their.

Our house is on Elm Street. Their house is on Oak Street.
Your house is pretty. Its color is pink.

Underline the correct possessive pronouns. Write the sentences correctly on the lines.

1. (Us, Our) class is learning about Alexander Graham Bell and Thomas Watson.

2. (Their, They) invention changed the way we live.

3. Can you imagine (your, our) life without a telephone?

4. (It’s, Its) technology helps us to stay in touch.

5. What inventor will (our, its) teacher tell us about next?

6. What is (your, you’re) favorite invention?
When a consonant comes between two vowels, you usually divide the word before the consonant. The first syllable is an open syllable and has a long vowel sound.

Read each pair of words. Draw a line to divide each word into syllables. Then use one of the words in a sentence.

1. locate
   broken
   ________________________________

2. robot
   student
   ________________________________

3. pilot
   paper
   ________________________________

4. decide
   moment
   ________________________________

5. below
   before
   ________________________________

6. spider
   zebra
   ________________________________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

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

11. ________________________
12. ________________________

13. ________________________
14. ________________________
15. ________________________

High-Frequency Words

1. human
2. giant
3. lady
4. lazy
5. crazy
6. navy
7. gravy
8. solo
9. dinosaur
10. crocodile

11. publish
12. magnet
13. idea
14. often
15. second
As you read *Meet the Super Croc*, fill in the Summary Chart.

How does the information you wrote in this Summary Chart help you to better understand *Meet the Super Croc*?
Read the article. Then follow the directions.

John James Audubon studied birds in the wild. He spent his life learning about birds and other animals. It was a life that made him famous.

John got interested in birds as a boy. He was born in 1785 in what is now Haiti. He went to school in France. He came to America at 18. He moved from state to state. He kept changing jobs. John liked birds more than anything else. He made many drawings of the birds he loved. In time, John put out a book called *The Birds of America*. It took ten years to finish. The book is still read worldwide. Later in life, he began a book about mammals. He died before that book was done.

Audubon was a great artist. He was also a great scientist. He gave the world valuable art and facts about wildlife.

1. Write a good title for the story.

2. Write a sentence telling the main idea of the story.

3. Write two sentences that summarize the story.
A. Use the prefixes, base words, and suffixes below to write a list of new words.

Prefixes:
re-
un-
dis-

Base words:
use
care
tie
able
like

Suffixes:
-ful
-less

B. Write four sentences using as many of your new words as you can. Add -s, -ed, or -ing to the endings if you need to.

1. 

2. 

3. 

4. 

R 1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).
As I read, I will pay attention to phrasing and pronunciation.

Most kinds of animals that lived a long time ago are no longer living. Scientists think that 99.9 percent of all species that have ever lived are now extinct. Some animals died because they were unable to adapt to changes in the world. Others died in earthquakes and floods. But there are some species that have survived for millions of years and have not changed much. Some people call them “living fossils.” Like real fossils, living fossils can help us learn about the past. One example of a living fossil is a coelacanth (SEE-luh-kanth). This ancient fish still lives in the Indian Ocean. It looks the same as real fossils of coelacanths that are 400 million years old. Sharks have lived in the sea for more than 350 million years.

Comprehension Check

1. What are some of the reasons that animals from long ago no longer exist today? **Summarize**

2. What is an example of a “living fossil”? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Read the sentences below. Then answer the questions.

Candy has to research and write a one-page report about an animal. She has come up with three different topics. She wants to write about mammals, insects, or sea animals.

1. Are any of Candy’s topic ideas good for her report? Why or why not?
   ___________________________________________________________  
   ___________________________________________________________  

2. Narrow each of Candy’s topics to make them work. Write the three new topics on the lines.
   a. mammals _______________________________________________
   b. insects _________________________________________________
   c. sea animals ______________________________________________

3. Read the new topics you have written above. Write them on the lines in the first column below. Now narrow each new topic so that it is even more specific. Write your responses on the lines in the second column.
   a. ___________________ _______________________________________
   b. ___________________ _______________________________________
   c. ___________________ _______________________________________
Description Writing Frame

Summarize *Meet the Super Croc*.
Use the Description Writing Frame below.

The super croc is an interesting animal.

**One interesting fact** about this animal is ______________________
________________________________________________________________________.

**A second interesting fact** about this animal is ______________________
________________________________________________________________________.

**A third interesting fact** about this animal is ______________________
________________________________________________________________________.

**A fourth interesting fact** about this animal is ______________________
________________________________________________________________________.

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.
• A **possessive pronoun** takes the place of a possessive noun.

• A possessive pronoun shows who or what owns something. Some possessive pronouns are *my, your, his, its, our, your,* and *their.*

• A proper noun begins with a capital letter.

• The name of a day, month, or holiday begins with a capital letter.

Find the mistakes. Rewrite the paragraph correctly on the lines below.

Me twin brothers have a birthday on presidents’ day. There party is on saturday, february 18. Us parents got the boys a puppy as a present. Their name is gus. Gus will sleep in them room.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

To the Teacher: Have children complete the page independently. Ask children to add to the passage on a separate piece of paper.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

### Sample A:

- A silow
- B silo
- C sillo
- D siloe

1. A crazy  
   B crazey  
   C crazie  
   D crazzy  

2. E crocadile  
   F crocodial  
   G crocodile  
   H crockodile  

3. A hummen  
   B human  
   C humin  
   D humman  

### Sample B:

- E opin  
- F oppen  
- G oapen  
- H open  

4. E gieant  
   F gient  
   G giant  
   H gyant  

5. A navey  
   B navy  
   C navie  
   D navvy  

6. E solloe  
   F sollow  
   G soloe  
   H solo  

7. A dinosaur  
   B dinasaur  
   C dinasor  
   D dinosawr  

8. E lady  
   F ladey  
   G ladye  
   H ladie  

9. A lazi  
   B lazzy  
   C lazy  
   D lazey  

10. E gravie  
    F gravey  
    G gravvy  
    H gravy
When a word end in -le, the consonant before it plus the letters le form the last syllable. This is called a consonant + le syllable.

A. Divide these words into syllables. Write the syllables on the lines.

1. snuggle ____________ ____________
2. purple ____________ ____________
3. gentle ____________ ____________
4. cradle ____________ ____________
5. sparkle ____________ ____________
6. noble ____________ ____________
7. possible ____________ ____________ ____________
8. triangle ____________ ____________ ____________

B. Think of other words that have a consonant + le syllable. Write the words on the lines below.

9. ____________________ 11. ____________________
10. ____________________ 12. ____________________
A. Choose a word from the box to match each clue. Write it in the puzzle.

peered  giggled  snuggled
fluttered  vanished  recognized

Across
2. disappeared
5. flapped or waved rapidly
6. laughed in a silly way

Down
1. held close
3. known and remembered from past experience
4. looked with difficulty

B. Write two sentences about animals. Use at least one word from the box in each sentence.

7. ____________________________________________________________

8. ____________________________________________________________
Grammar: Contractions

- A **contraction** is a short form of two words put together.
- An apostrophe (’) takes the place of the missing letter or letters in the contraction.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>it is</td>
<td>it’s</td>
<td>we are</td>
<td>we’re</td>
<td></td>
</tr>
<tr>
<td>they are</td>
<td>they’re</td>
<td>you are</td>
<td>you’re</td>
<td></td>
</tr>
</tbody>
</table>

Write the contraction for the underlined words. Write the new sentence on the line below.

1. It is a starry night. ____________________________

2. We are gazing at the stars. ____________________________

3. They are beautiful! ____________________________

4. It is going to be nice tomorrow. ____________________________

5. You are reading books about stars. ____________________________

To the Teacher: Have children complete the page independently. Then have children generate sentences with the target skill.
A. Put a word part from the box with each word part below to make a word. Write the words on the lines.

<table>
<thead>
<tr>
<th>dle</th>
<th>ble</th>
<th>gle</th>
<th>tile</th>
</tr>
</thead>
</table>

1. mar ___________  
2. sad ___________  
3. jun ___________  
4. nee ___________  
5. bot ___________  
6. fa ___________  
7. gig ___________  
8. ti ___________

B. Write two riddles. Make the answer to each riddle one of the words you made.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words

11. ____________________

11. lady

High-Frequency Words

12. ____________________

12. dinosaur

13. ____________________

13. group

14. ____________________

14. important

15. ____________________

15. only
As you read *Farfallina and Marcel*, fill in the Inferences Chart.

How does the information you wrote in this Inferences Chart help you generate questions about *Farfallina and Marcel*?
A. Read the following riddle. Make inferences to figure out the answer. Write it on the line.

1. Clue 1: I am Sam’s best buddy.
   
   Clue 2: I lick Sam’s face to wake him up in the morning.
   
   Clue 3: I bark and wag my tail when Sam comes home from school.
   
   Who am I? ____________________________________________________________

B. Write your own riddle about an animal. Follow the model above. Then write the answer at the bottom of the page.

2. Clue 1: ______________________________________________________________
   
   ______________________________________________________________
   
   Clue 2: ______________________________________________________________
   
   ______________________________________________________________
   
   Clue 3: ______________________________________________________________
   
   ______________________________________________________________
   
   Who am I? __________________________________________________________
Read the dictionary and thesaurus entries. Then follow the directions below.

<table>
<thead>
<tr>
<th>Dictionary</th>
<th>Thesaurus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>pitch</strong> (pich) verb</td>
<td>pitch:</td>
</tr>
<tr>
<td>to throw, hurl, or toss</td>
<td>throw, fling, heave</td>
</tr>
<tr>
<td><strong>place</strong> (plâs) 1. noun</td>
<td>place:</td>
</tr>
<tr>
<td>where something is</td>
<td>1. noun area, spot, room, scene, setting</td>
</tr>
<tr>
<td>2. verb to put in a</td>
<td>2. verb set, arrange, position</td>
</tr>
<tr>
<td>particular space</td>
<td></td>
</tr>
</tbody>
</table>

1. Write a sentence that uses the word *pitch*.

2. Write a sentence that uses a synonym of *pitch*.

3. Write a sentence that uses the verb *place*.

4. Write a sentence that uses a synonym for the verb *place*.

5. Write a sentence that uses the noun *place*.
As I read, I will pay attention to the expression and phrasing in each sentence.

Pip the emperor penguin started life as an egg.

His mother, Peggy, laid the egg just before she went away. It was a beautiful white egg. She was very proud of it.

All the females left together. They were traveling across the ice to find food. They walked toward the sea under a stormy sky.

Pip’s father, Philip, watched as the females left.

He balanced Peggy’s egg on his feet to keep it warm. His feathers fluttered as the wind blew across the Antarctic ice and snow.

All of the other fathers in the colony had an egg to look after, too. They knew it was an important job.

Comprehension Check

1. Why does Pip’s father balance the egg on his feet above the ice? **Make Inferences**

2. Why does Peggy leave and travel across the frozen ice after she lays her egg? **Draw Conclusions**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>–</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
A. Draw a picture in the box to go with each caption.

1. This mother lion has two cubs.

2. The elephant calf follows its mother.

B. Think of two more baby animals. Draw a picture of each one. Then write a caption for it on the lines below.

3. 

4. 

_________________________________________  ______________________________________

_________________________________________  ______________________________________
Practice

Grammar: Contractions

• An apostrophe (‘) takes the place of the letters left out of a contraction.
• Possessive pronouns do not have apostrophes.
• The present-tense verb must agree with a pronoun in the subject part of a sentence.

Rewrite the paragraph correctly on the lines.

Were learning about the moon. Mr. Jones know a lot about the moon. Hes an expert! He say the moon cannot be seen at the start of it’s cycle. Its called the New Moon.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

### Sample A:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>settle</td>
</tr>
<tr>
<td>B</td>
<td>settel</td>
</tr>
<tr>
<td>C</td>
<td>settul</td>
</tr>
<tr>
<td>D</td>
<td>setle</td>
</tr>
</tbody>
</table>

### Sample B:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>wiggel</td>
</tr>
<tr>
<td>F</td>
<td>wigle</td>
</tr>
<tr>
<td>G</td>
<td>wiggle</td>
</tr>
<tr>
<td>H</td>
<td>wigel</td>
</tr>
</tbody>
</table>

   B unkle       F drizzul       B padle       F middel
   C unkel       G drizzle       C paddil       G middul
   D uncle       H drizle       D paddle       H middle

2. E circle  5. A little  8. E settle
   F cirkle     B lyttle     F settle
   G sircle     C little     G settel
   H sirckle    D littel     H seddle

   B bubble     F genntle     B riple
   C buble     G gentul     C ripele
   D bubbul    H gentle     D rippel
Connect a word part from each column to make a two-syllable word. Write the words you make on the lines.

1. _____________ 2. _____________
3. _____________ 4. _____________
5. _____________ 6. _____________
7. _____________ 8. _____________

Choose from:
- pho
- mu
- stu
- de
- to
- be
- re
- ti
- tem
to
long
mand
sic
tle
turn
dent

R 1.3 Decode two-syllable nonsense words and regular multisyllable words.
Use the code to figure out what the vocabulary word is. Write it on the line. Then follow the directions.

**Code**

<table>
<thead>
<tr>
<th>Code</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
</tbody>
</table>

1. 7-12-1-14-3-5-4  Write an antonym for this word.

2. 7-12-5-1-13-5-4  Write a synonym for this word.

3. 2-5-12-15-22-5-4  Write an antonym for this word.

4. 16-18-15-13-9-19-5-4  Write a synonym for this word.

5. 23-9-7-7-12-5-4  Write a synonym for this word.

6. 14-15-2-12-5  Write an antonym for this word.
Remember that a present-tense verb must agree with its pronoun subject.

With the pronouns I, we, you, and they, do not add -s to most action verbs to form the present tense.

We visit your garden. You show us around.
I pick some tomatoes. They taste great!

Circle the pronoun in ( ) that agrees with the verb in each sentence.

1. (You, She) enjoy gardening.
2. (We, He) think your garden is lovely.
3. What kind of flowers do (you, she) grow?
4. (I, He) see red roses.
5. (It, They) grow so tall!
6. How do (she, you) grow such pretty flowers?
7. (I, He) want to take some flowers home.
8. Can (we, us) pick the roses?
When a syllable ends in a vowel, the sound is usually long. This type of syllable is called an open syllable.

Read the pairs of words. Draw a line to divide each word into syllables. Then use the word with the open syllable in a sentence.

1. cable  candle

2. tablet  table

3. robot  robber

4. hotter  hotel

5. pillow  pilot

6. tuna  tunnel

R 1.3 Decode two-syllable nonsense words and regular multisyllable words.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________ 1. tiger
2. ____________________ 2. noble
3. ____________________ 3. frozen
4. ____________________ 4. female
5. ____________________ 5. babies
6. ____________________ 6. basic
7. ____________________ 7. bacon
8. ____________________ 8. relate
9. ____________________ 9. return
10. ____________________ 10. lion
11. ____________________ 11. middle
12. ____________________ 12. gentle
13. ____________________ 13. door
14. ____________________ 14. order
15. ____________________ 15. remember

Review Words

High-Frequency Words

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *Nutik, the Wolf Pup*, fill in the Inferences Chart.

<table>
<thead>
<tr>
<th>What I Read</th>
<th>What I Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My Inferences

How does the information you wrote in this Inferences Chart help you to better understand *Nutik, the Wolf Pup*?
Read the passage and answer the questions below.

The Octopus

There are over 250 different kinds of octopuses. They come in many sizes, from 30 feet long to only four inches long. People once believed the octopus was a sea monster. They told stories about huge octopuses. People thought that octopuses pulled ships under water. Today we know that these stories were just fiction. The real octopus is a shy sea creature.

An octopus has a soft body with no outer shell. It has eight arms. Its arms are lined with strong suckers. The suckers help it hold on to rocks and other objects. Octopuses have a lot in common with snails and clams, but they are much more intelligent. Some scientists say octopuses may be as smart as dogs are.

1. Why do you think people once believed that the octopus was a sea monster?

2. Is an octopus bigger or smaller than a snail? Explain.
Complete the sentences. Use the verb in ( ). The first sentence should tell about an action happening in the present. The second sentence should tell about an action that happened in the past.

1. (protect)
   present: The female moose __________________________
   past: The female moose __________________________

2. (grab)
   present: The hungry polar bear __________________________
   past: The hungry polar bear __________________________

3. (nibble)
   present: The little rabbit __________________________
   past: The little rabbit __________________________
As I read, I will pay attention and copy tone and expression.

Grasslands are big open spaces where tall grass grows. When the wind blows, grasslands look like rolling seas of grass.

The grasslands of Africa are famous for being full of animals. Lions sometimes live and hunt here. Their cubs play hide-and-seek in the tall green and brown grass.

There are two major types of grasslands: tropical grasslands and temperate grasslands.

Tropical grasslands are hot all year. Most of them have heavy rain in the summer. Africa has tropical grasslands.

Temperate grasslands have hot summers and cold winters. Often there are strong winds because few trees grow there. North America has a large temperate grassland area.

Soil is important in grasslands. Grassland soil is rich and dark. This helps plants and grasses grow.

The grasses’ roots are also important. They hold the soil together.

Comprehension Check

1. Why do lions hunt in the grasslands of Africa? Make Inferences

2. Do you think it would be hot in a tropical grassland region in the winter? Make and Confirm Predictions

<table>
<thead>
<tr>
<th></th>
<th>Words Read</th>
<th>Number of Errors</th>
<th>&amp;=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Suppose you have to write a one-page paper on one animal. Think about this research assignment as you answer each question below.

1. Write a topic that best fits the assignment. _______________________

2. Would an encyclopedia be a good reference source? Why or why not? _______________________

B. The encyclopedia article on your animal has sections with heads. What kinds of information would you find under each head below?

3. Appearance: _______________________

4. Habitat: _______________________

5. Diet: _______________________

6. Birth and Care of Young: _______________________
Find the mistakes. Rewrite the paragraph correctly.

Mom and I goes to the library. She read how to grow a garden. I reads A Kid’s Guide to Gardening. The books tells us how to grow a garden. We wants to plant flowers. We knows it take hard work.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

1. A) babys  B) babeys  C) babbies  D) babies
2. E) lion  F) lioon  G) liyon  H) lyon
3. A) relate  B) rellate  C) relaite  D) relait

Sample B:

1. E) befor  F) befour  G) before  H) beffore
2. E) beffor  F) nobble  G) noble  H) nobile
3. A) relate  B) rellate  C) relaite  D) relait
4. E) nobul  F) nobble  G) noble  H) nobile
5. A) tigger  B) tiger  C) tieger  D) tyger
6. E) basesick  F) basic  G) basick  H) bassic
7. A) femmale  B) feemale  C) female  D) femayle
8. E) frozin  F) frozzen  G) frozen  H) forzen
9. A) return  B) retyrn  C) retern  D) retirn
10. E) bakin  F) bacon  G) bakon  H) bacin

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Add a word part from the box to each word part below to make a word. Write the word on the lines.

ble  tle  ple  cle

1. cat ____________  2. stee ____________
3. no ____________  4. mus ____________
5. cy ____________  6. cas ____________
7. whis ____________  8. sam ____________

B. Write a sentence using two of the words above.

______________________________
Play this game with a partner.

1. First make a word card for each word in the box. Then write the definition of the word on the back of the card. Shuffle the cards. Put them in a pile.

2. Take turns picking a card. Read one side of the card only. Tell the meaning for the word or give the word for the meaning.

3. Keep the cards you get right. Play until there are no cards left.

4. Play again, but this time, use each word in a sentence. Write your sentences on the lines.

<table>
<thead>
<tr>
<th>beyond</th>
<th>lengthy</th>
<th>burrow</th>
<th>warning</th>
<th>distant</th>
</tr>
</thead>
</table>

1. ______________________________________

2. ______________________________________

3. ______________________________________

4. ______________________________________

5. ______________________________________
An adjective is a word that describes a noun. Some adjectives tell how many.

Circle the adjectives that tell how many. Then rewrite each sentence using a new amount.

1. My birthday is in three weeks.
   
2. I am inviting ten friends to my party.
   
3. Mom is blowing up a few balloons.
   
4. There will be nine candles on my cake.
   
5. One candle is for good luck.
   
6. There will be many sweet treats.

To the Teacher: Have children complete the page independently. Then have children generate sentences with the target skill.
List as many words as you can that have the consonant + /le syllable in each box below. Then, write two riddles. Make the answer to each riddle a word from your list.

- **tle**
- **gle**
- **dle**

Riddles

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words
11. ____________________
12. ____________________

High-Frequency Words
13. ____________________
14. ____________________
15. ____________________

1. ____________________  1.  cattle
2. ____________________  2.  rattle
3. ____________________  3.  nibble
4. ____________________  4.  riddle
5. ____________________  5.  battle
6. ____________________  6.  saddle
7. ____________________  7.  juggle
8. ____________________  8.  jiggle
9. ____________________  9.  apple
10. ____________________ 10.  puddle

11. ____________________ 11.  babies
12. ____________________ 12.  female
13. ____________________ 13.  listen
14. ____________________ 14.  several
15. ____________________ 15.  wind
As you read *Dig, Wait, Listen: A Desert Toad’s Tale*, fill in the Author’s Purpose Chart.

How does the information you wrote in this Author’s Purpose Chart help you summarize *Dig, Wait, Listen: A Desert Toad’s Tale*?
A. Read the story below. Write a short summary that tells the author’s purpose.

Many desert animals come out only at night. The desert is much cooler at night because the sun is not shining. Many bats, snakes, rodents, and some larger mammals, like foxes and skunks, sleep in a cool den or cave, or burrow during the day. A few desert animals, like the Round-tailed Ground Squirrel, sleep away the hottest part of the summer. They also hibernate in the winter. Some desert animals, like Desert Toads, remain deep in the ground until it rains. Then they come out to breed, to lay eggs, and to get more food and water to store for another long period.

B. Be an author. Write a short story with the purpose to entertain or persuade. Then write your purpose at the end of your story.
Look at the picture. Use the clues in the picture to write a story about the desert. Use the possessive nouns in the box.

rabbit’s  toad’s  boy’s  man’s

Title: ______________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
As I read, I will pay attention to intonation.

Many mammals live in the Kalahari Desert. They have very little water to drink. Some mammals eat only thornbushes and dry grass. Others eat small rodents, bugs, and lizards.

Meerkats live in the Kalahari’s grasslands. They are good hunters that attack without warning. The meerkats eat lizards, small rodents, and bugs. They even eat poisonous scorpions. They bite off the scorpion’s stinger and then eat the rest.

Gemsboks are huge antelopes. They can live for months without water. Gemsboks cool themselves down by taking short, quick breaths. This helps them to keep their heads cool, even when their bodies are hot.

Gemsboks live in parts of the desert that have grass and trees. They eat grass and will dig for plant roots to eat.

Many desert animals move slowly. That makes hunting easy for lions and cheetahs.

Lions live in groups of 12 or fewer lions.

Comprehension Check

1. What is the author’s main topic? **Author’s Purpose**

2. How is a meerkat’s diet different from a gemsbok’s? **Compare and Contrast**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Read the paragraph. Write information from the paragraph to complete the chart.

**Desert Animals**

Jackrabbits, hedgehogs, and rattlesnakes are three animals that live in the desert. Jackrabbits have long ears and powerful legs. They eat grass, leaves, and twigs. Hedgehogs have spiky spines. They eat insects, mice, lizards, and eggs. Rattlesnakes have scaly skin and a rattle on their tail. They eat lizards and small animals.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Characteristics</th>
<th>What They Eat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**R 2.7** Interpret information from diagrams, charts, and graphs.
Practice

Grammar: Commas and Apostrophes

- Use commas to separate three or more items in a series.
- An apostrophe takes the place of letters left out of a contraction.
- The present-tense verb must agree with a pronoun in the subject part of a sentence.

Find the mistakes. Rewrite the paragraph correctly on the lines.

Were throwing a surprise party for Maria Anna and Louisa. Their triplets! We’ll serve sandwiches juice potato chips and chocolate cake. Were sure they'll be surprised.

To the Teacher: Have children complete the page independently. Ask children to add to the passage on a separate piece of paper.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

A gigle
B giggle
C giggul
D giggel

1. A appel
   B apple
   C aple
   D apel

2. E rattle
   F ratle
   G radle
   H raddel

3. A jugle
   B juggel
   C jugl
   D juggle

4. E pudle
   F puuddle
   G puddle
   H pudiil

Sample B:

E canndle
F candel
G candle
H canddle

5. A cattle
   B cattil
   C cattel
   D catle

6. E nibble
   F nible
   G knibble
   H knibbel

7. A sadle
   B Saddel
   C saddle
   D sadul

8. E riddel
   F ridle
   G ridul
   H riddle

9. A batle
   B batel
   C battel
   D battle

10. E jiggel
    F jiggul
    G jigle
    H jyggel

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
Underline the vowel team in each word below. Then divide each word into syllables.

1. author
2. crayon
3. peanut
4. voyage
5. bedroom
6. boastful
7. shower
8. painful
9. lawyer
10. outrun
11. freedom
12. poison
A. Use a word from the box to solve each riddle.

itches  puddles  handy  preen  beasts  nibble

1. These are filled with water. If you step in them, your feet will get wet.

   ____________________________

2. You do this to take small bites of food.

   ____________________________

3. These are wild animals. Some may be afraid of them.

   ____________________________

4. This describes something that is helpful. It means the opposite of useless.

   ____________________________

B. Write a riddle or a sentence for each word you did not use.

5. ___________________________________________________________

   ___________________________________________________________

6. ___________________________________________________________
The words *a* and *an* are special adjectives called articles.

- Use the article *an* before a word that begins with a vowel sound.
  
  I want to hear *an* animal tale.

Circle the correct article *a* or *an* to complete each sentence. Write the article on the line.

1. Have you heard the story about *(a, an)* ant named Azizi? _____
2. Azizi is *(a, an)* African name. _____
3. Azizi is *(a, an)* friendly ant. _____
4. He has *(a, an)* lot of friends. _____
5. One of Azizi’s friends is *(a, an)* elephant. _____
6. He is also friendly with *(a, an)* kangaroo. _____
7. It is *(a, an)* interesting story. _____
8. What *(a, an)* great ending! _____

To the Teacher: Have children complete the page independently. Then have children generate sentences with the target skill.
A. On the lines below, write at least two words that have these vowel team syllables.

1. oi  _______  _______
2. ea  _______  _______
3. ee  _______  _______
4. oa  _______  _______
5. ay  _______  _______
6. ai  _______  _______
7. ou  _______  _______
8. oo  _______  _______

B. Now use as many of the words you wrote as possible in a paragraph. Circle the vowel team syllables.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words
11. ____________________________ 11. saddle
12. ____________________________ 12. cattle

High-Frequency Words
13. ____________________________ 13. area
14. ____________________________ 14. money
15. ____________________________ 15. piece

1. repeat
2. away
3. ball
4. balloon
5. play
6. display
7. raccoon
8. enjoy
9. explain
10. meadow

Practice
As you read *Splish! Splash! Animal Baths*, fill in the Compare and Contrast Chart.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Animal</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>Behavior</td>
<td>Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in this Compare and Contrast Chart help you to better understand *Splish! Splash! Animal Baths*?
Choose two animals, one land animal and one water animal. Write their names on the lines. Write a paragraph that explains how the animals are alike. Then write a paragraph that explains how they are different.

_________________________  ____________________________

Alike

_________________________  ____________________________

_________________________  ____________________________

Different

_________________________  ____________________________

_________________________  ____________________________
A. Write a story about going to the zoo. It can be non-fiction or fiction. Tell about the animals you saw and what they did or ate. Also include the things that you did and who you went with to the zoo.

Title: ____________________________________________________________

B. Now, go back and circle each noun that ends with -s or -es.
As I read, I will pay attention to phrasing.

Sloths eat, sleep, and even have babies upside down. They use their huge claws to hang from high branches in trees. They can sleep up to 20 hours a day while hanging! Sloths live in the rain forests of Central and South America. Rain forests are very warm, wet forests. It rains there almost every day. Rain forests are homes to millions of plants and animals. Sloths are nocturnal. They sleep during the day and are active at night. But even when they are moving, sloths are still the slowest mammal on Earth.

Comprehension Check

1. How are sloths unique among mammals? **Compare and Contrast**

2. Where do sloths live? When are they awake? **Character and Setting**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>–</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Write a short play. Create four characters and an interesting setting. Write the play on the lines.

Characters:

________________  __________________  __________________  __________________

Setting:__________________  __________________  __________________

________________  __________________

________________  __________________

________________  __________________

________________  __________________
• Use the article **a** before a word that begins with a consonant sound.
• Use the article **an** before a word that begins with a vowel sound.
• Remember to capitalize proper nouns.
• Capitalize a person’s title. If it is an abbreviation, end it with a period.

Find the mistakes. Rewrite the paragraph correctly on the lines.

**ms campbell read us a story about a old lady who swallows an fly. She also swallows an bird, an goat, and even an horse!** I think the old lady should have gone to see dr doolittle. He’s a animal doctor!

________________________

________________________

________________________

________________________

________________________

________________________
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

**Sample A:**
- A waay
- B waiy
- C way
- D waye

**Sample B:**
- E reamain
- F remain
- G remayn
- H remaiyn

1. A racoon  
   B racoon  
   C racoone  
   D raccon

2. E bawll  
   F baal  
   G ball  
   H baul

3. A medow  
   B meadow  
   C meadowe  
   D meddow

4. E reppeat  
   F reapeat  
   G repete  
   H repeat

5. A enjoy  
   B enjoye  
   C enjoi  
   D enjoey

6. E plaay  
   F playe  
   G play  
   H plaiy

7. A awway  
   B away  
   C awaiy  
   D awaye

8. E baloon  
   F buloon  
   G buloone  
   H balloon

9. A display  
   B displaye  
   C dissplay  
   D displaiy

10. E explayn  
    F explain  
    G explan  
    H explane

**LC 1.8** Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. On the lines below, write two words that have a vowel consonant e syllable.

\[
\begin{array}{ccc}
\text{a consonant e} & \text{i consonant e} & \text{o consonant e} \\
\hline
\text{__________} & \text{__________} & \text{__________} \\
\text{__________} & \text{__________} & \text{__________}
\end{array}
\]

B. Now use as many of the words you wrote as possible in a paragraph. Circle the words with a consonant e syllable.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
A. Read each sentence. Write T if the sentence is true. Write F if the sentence is false.

___ 1. The foods an animal eats are its remains.

___ 2. You should waste water if you care about conservation.

___ 3. It is good to help a friend who is in trouble.

___ 4. A pillow is the hardest thing in your house.

___ 5. Conservation of water is good for Earth.

___ 6. Extinct animals can be found living near your home.

___ 7. The remains of a bird that has died could include bones and feathers.

___ 8. Most people enjoy having trouble.

B. Write two sentences that correct false statements above.

9. _________________________________________________________________

10. __________________________________________________________________
• **Antonyms** are words with opposite meanings.
• **Synonyms** are words with the same or almost the same meanings.

big  slow  nice  huge  happy  funny

Write an antonym for the underlined word. Choose a word from the box.

1. We read a sad folk tale. ____________
2. The tale is about a tiny frog named Ling. ____________
3. Ling was a fast hopper. ____________

Write a synonym for the underlined word. Choose a word from the box.

4. Ling had silly friends. ____________
5. One of Ling’s friends was a large mouse. ____________
6. She was a very friendly mouse. ____________
Connect a word part from each column to make a real word. Write the words you make on the lines.

pol  have
re  lete
com  lute
es  wake
be  mote
in  cape
a  clude
ath  bine

1. ______________  5. ______________
2. ______________  6. ______________
3. ______________  7. ______________
4. ______________  8. ______________

R 1.3 Decode two-syllable nonsense words and regular multisyllable words.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

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

Review Words
11. ________________
12. ________________

High-Frequency Words
13. ________________
14. ________________
15. ________________
As you read *A Way to Help Planet Earth*, fill in the Problem and Solution Chart.

**Problem**

**Steps to Solution**

**Solution**

How does the Problem and Solution Chart help you understand *A Way to Help Planet Earth*?
Read each problem. Write a missing solution that makes sense.

1. **Problem:** Our school has too much trash.
   
   **Solution:**

2. **Problem:** The park in our town is full of litter.
   
   **Solution:**

3. **Problem:** Too many trees are cut down to make paper.
   
   **Solution:**

4. **Problem:** Many rivers have become polluted, or dirty.
   
   **Solution:**
Practice

Read the dictionary entry. Then write sentences for four of the definitions shown. Use the sentences in the definitions as models. Write the number of the definition you used on the line next to each sentence.

**fair** adjective 1. light in color *I have very fair skin.* 2. clear and sunny *The weather is supposed to be fair and sunny tomorrow.* 3. just and honest *That is a fair price for the boat.* 4. not very bad or very good *We have a fair chance to win the game.*

**fair** noun 5. a gathering of people for buying and selling goods *I bought a pretty necklace at the craft fair.* 6. a carnival where there is entertainment and things are sold to raise money *We raise money for school events at the fair.*

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

4. __________________________________________________________
As I read, I will pay attention to the pronunciation of vocabulary words.

In 1986, the Pan African (which means “all of Africa”) Green Belt Movement was started. Wangari’s good idea keeps spreading. Many other countries now have groups who plant trees and help people in villages. But a lot remains to be done.

Wangari Maathai’s idea was so good that she won a Nobel Peace Prize in 2004. The Nobel Peace Prize voting committee said about Wangari, “She thinks globally and acts locally.”

Wangari was proud to get the award. “It is not my own prize but for the entire country,” she said. “And I’m told the whole of Africa is celebrating.”

Wangari was also named “one of the 100 heroines of the world” by a United Nations group. Her simple idea grew into great action. It is helping with conservation and making people’s lives better.

Comprehension Check

1. How does the Pan African Green Belt Movement help with conservation? **Problem and Solution**

2. When did Wangari say, “I’m told the whole of Africa is celebrating”? **Sequence**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>

© Macmillan/McGraw-Hill
Look at the article below. Then follow the directions.

Caring for Earth’s Habitats

How can we care for the water?
Keep water clean by picking up trash.

How can we care for the air?
Ride bikes and walk.

How can we care for the land?
Plant trees and recycle.

More ways to help care for Earth can be found in the book *What I Can Do to Help*.

1. Underline the title of the article.

2. Draw a circle around the words that are in bold type. Then explain why these words are in bold type.

3. Draw a box around the words that are in italic type. Then explain why these words are in italic type.

4. What information is shown in the sidebar?

5. Write a caption under the picture.
Problem/Solution Writing Frame

Summarize *A Way to Help Planet Earth.*
Use the Problem/Solution Writing Frame below.

One of Earth’s biggest **problems** is trash. Trash comes from ________________

______________________________

______________________________

______________________________

To **solve** this problem, ________________

______________________________

______________________________

______________________________

To recycle, people ________________

______________________________

______________________________

______________________________

Recycling is one way to make a big difference in solving our planet’s trash problem.

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.
Find the mistakes. Rewrite the paragraph correctly on the lines.

a new boy joined our class today
his name is Oren. do you know where
Oren is from. he moved here all the
way from Israel? “Please welcome
Oren,” said our teacher
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

**Sample A:**
- A. pol
- B. pole
- C. polle
- D. poal

1. A. insied  
- B. insid  
- C. insidde  
- D. inside

2. A. replac  
- B. replase  
- C. replace  
- D. replaice

3. A. nintey  
- B. ninety  
- C. ninetey  
- D. ninetie

**Sample B:**
- E. layt
- F. lait
- G. late
- H. lat

4. E. tadpol
- F. tadpolle
- G. tadepole
- H. tadpole

5. A. comepete  
- B. comepeet  
- C. compete  
- D. compet

6. E. nine  
- F. ninne  
- G. nighn  
- H. niene

7. A. relait  
- B. relate  
- C. relat  
- D. rellate

8. E. sidd  
- F. sighd  
- G. side  
- H. syde

9. A. plac  
- B. plase  
- C. playse  
- D. place

10. E. sidewok  
- F. sidewalk  
- G. sidwalk  
- H. sidewolk

**Spelling:**
- Final e Syllables

**LC 1.8** Spell short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Divide these words into syllables. Write the syllables on the lines.

1. suitcase
2. footstep
3. cloudless
4. sleeping
5. weakest
6. streetlight
7. towel
8. drawing
9. sweater
10. railroad

B. Write a sentence using two of the words from above.

______________________________________________________________
Read the clues. Write the answers in the puzzle.

beware destroy grasslands prevent uprooted violent

Down
1. to stop from happening
2. pulled up by the roots
3. to ruin or make useless

Across
4. lands covered with grass, often used as pasture
5. happening with or because of strong force
6. to be on guard against
• You can use **adjectives to compare** people, places, or things.
• Add **-est** to an adjective to compare more than two nouns.

  Cymbals are the **loudest** instruments of all.

Look at the pictures and read the sentence. Write an adjective that ends with **-est** on the line.

1. The harp is the ____________ instrument.

2. The square is the ____________ shape.

3. Hannah is the ____________ jumper.

4. Evan is the ____________ runner.

5. Jenny is the ____________ child.

*To the Teacher:* Have children complete the page independently. Then have children generate sentences with the target skill.
A. Connect a word part from each column to make a two-syllable word. Write the words you make on the lines.

<table>
<thead>
<tr>
<th>tooth</th>
<th>stroy</th>
</tr>
</thead>
<tbody>
<tr>
<td>hay</td>
<td>ful</td>
</tr>
<tr>
<td>pain</td>
<td>ing</td>
</tr>
<tr>
<td>up</td>
<td>ride</td>
</tr>
<tr>
<td>feel</td>
<td>root</td>
</tr>
<tr>
<td>de</td>
<td>paste</td>
</tr>
</tbody>
</table>

1. __________  
2. __________  
3. __________  
4. __________  
5. __________  
6. __________  

B. Write a two-syllable word for each vowel team.

7. ue __________  
8. oy __________  
9. oo __________  
10. ow __________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. _______________ 1. weather
2. _______________ 2. wooden
3. _______________ 3. reaching
4. _______________ 4. reaches
5. _______________ 5. wayward
6. _______________ 6. highway
7. _______________ 7. become
8. _______________ 8. between
9. _______________ 9. shower
10. _______________ 10. uprooted

Review Words
11. _______________ 11. inside

High-Frequency Words
12. _______________ 12. compete
13. _______________ 13. complete
14. _______________ 14. measure
15. _______________ 15. questions

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
As you read *Super Storms*, fill in the Cause and Effect Chart.

How does the information you wrote in this Cause and Effect Chart help you to better understand *Super Storms*?
A. Match each cause in the first column with its effect in the second column. Write the letter of the effect on the line.

**Cause**

1. The bus was very crowded.
2. It rained for three days straight.
3. I grew two inches last year.

**Effect**

A. My pants are too short.
B. Mr. Tan had to stand.
C. The river flooded.

B. Write two possible causes to go with each effect that is given.

4. **Effect:** We couldn’t go to school.
   - **Cause:**
   - **Cause:**

5. **Effect:** Dan couldn’t play in his soccer game.
   - **Cause:**
   - **Cause:**

6. **Effect:** The music stopped.
   - **Cause:**
   - **Cause:**

R 2.6 Recognize cause-and-effect relationships in a text.
A. Write a smaller word next to each word below to make compound words.

1. back________  2. back________  3. back________
4. down________  5. down________  6. down________
7. _______body  8. _______body  9. _______body
10. _______light  11. _______light  12. _______light
13. home________  14. home________  15. home________
16. snow________  17. snow________  18. snow________

B. Write four sentences using the compound words you wrote.

19. __________________________________________
20. __________________________________________
21. __________________________________________
22. __________________________________________
As I read, I will pay attention to phrasing.

The wind began to howl. Long blades of grass swished and swayed.

They watched as a bush broke free of its roots. It flew through the air and landed on the dirt.

“This is wild,” Juan said. “The wind just uprooted that bush!”

Pedro turned his horse toward home. “Everyone, home! Now!” he yelled.

Shadow was upset. Juan watched as a bolt of lightning split the sky in two. The sky grew dark.

Luisa rubbed Sadie’s neck to calm her. Then she looked at Juan and Shadow. Luisa could see the whites of Shadow’s eyes, which were wide with fear.

They heard a noise that sounded like the stomach rumble of a hungry giant. Violent thunder cracked around them.

Comprehension Check

1. What causes the wild weather? **Cause and Effect**

2. What are Sadie and Shadow? **Make Inferences**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Read the words to this nursery rhyme. Then answer the questions below.

Willie boy, Willie boy,
Where are you going?
Oh, let us go with you
This sunshiny day.

I’m going to the meadow
To see them a-mowing.
I’m going to help the girls
Turn the new hay.

1. What words are repeated in this rhyme? ______________________________

2. What is the mood in this rhyme? ______________________________

3. Which words or lines help create that mood? ______________________________

4. Write your own short poem on the lines below. Include repetition and words that give your poem a certain mood.

____________________________________________________

____________________________________________________

____________________________________________________
• Add -er to an adjective to compare two nouns.
• Add -est to an adjective to compare more than two nouns.
• Add an apostrophe and s to make a singular noun possessive.
• Add an apostrophe to make most plural nouns possessive.

Underline the correct adjective to complete each sentence. Add an apostrophe to each possessive noun. Write the sentence correctly on the line.

1. Tims painting is the (bigger, biggest) of the five.

2. Is Mayas painting (smaller, smallest) than Enricos painting?

3. The three boys easels are the (neater, neatest) in the class.

4. The second-graders paintbrushes are (thicker, thickest) than the third-graders brushes.

5. The teachers paintbrush is the (thinner, thinnest).
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

<table>
<thead>
<tr>
<th>Sample A:</th>
<th>Sample B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A insiyed</td>
<td>E compete</td>
</tr>
<tr>
<td>B insied</td>
<td>F compeat</td>
</tr>
<tr>
<td>C inside</td>
<td>G compete</td>
</tr>
<tr>
<td>D insid</td>
<td>H compet</td>
</tr>
</tbody>
</table>

1. A wether
   B weather
   C weether
   D wuether

2. E wooden
   F wouden
   G woodin
   H woden

3. A reeching
   B reching
   C raeching
   D reaching

4. E betwene
   F between
   G batween
   H betwen

5. A wayward
   B waywood
   C waiyward
   D wayword

6. E reaches
   F reches
   G reeches
   H reachiz

7. A becum
   B beecome
   C becom
   D becom

8. E hiway
   F highwaey
   G highway
   H highwa

9. A shoawer
   B shoer
   C shower
   D shouer

10. E upruted
    F uprootid
    G uproteed
    H uprooted

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Choose a syllable from the box to complete each word. Write the word, and underline the $r$-controlled syllable.

<table>
<thead>
<tr>
<th>bit</th>
<th>turn</th>
<th>fair</th>
<th>ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>son</td>
<td>teen</td>
<td>den</td>
<td>plore</td>
</tr>
</tbody>
</table>

1. gar
2. thir
3. ex
4. per
5. re
6. roar
7. un
8. or

B. Divide each word into syllables. Underline the $r$-controlled syllable.

9. apart
10. fearful
11. curtain
12. flower

R 1.3 Decode two-syllable nonsense words and regular multisyllable words.
A. Circle the words from the box in the word search puzzle.

jabbing  agreed  randomly  signal  gathered

agatheredjabbinglangisdrandomly

gamegurepippi
rtjabbingingt

Bekejdsdtqhx
elangislbudranomlyb

B. Use three of the words in sentences that tell something about writing a play.

1. ______________________________________________________
   ______________________________________________________

2. ______________________________________________________
   ______________________________________________________

3. ______________________________________________________
   ______________________________________________________
Circle the adverb in each sentence. On the lines, write the word *when* if it tells when. Write *where* if it tells where.

1. Long ago, George Washington Carver invented many uses for peanuts. _____________

2. The peanuts grew outside. _____________

3. Do you think Mr. Carver lived nearby? _____________

4. Mr. Carver never sold his inventions. _____________

5. Finally, Mr. Carver won a medal for his work. _____________

6. Which of Mr. Carver’s inventions do you use today? _____________

To the Teacher: Have children complete the page independently. Then have children generate sentences with the target skill.

© Macmillan/McGraw-Hill

Pushing Up the Sky • Grade 2/Unit 6 365
A. Read the clues and write words to fit each description. Divide the words into syllables.

1. Write two, two-syllable words that have *ar* in them.
   ____________________________________________

2. Write two, two-syllable words that have *ir* in them.
   ____________________________________________

3. Write two, two-syllable words that have *or* in them.
   ____________________________________________

4. Write two, two-syllable words that have *ur* in them.
   ____________________________________________

5. Write two, two-syllable words that have *er* in them.
   ____________________________________________

B. Use as many of the words as you can in a sentence.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

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

Review Words
11. ________________
12. ________________

High-Frequency Words
13. ________________
14. ________________
15. ________________
As you read *Pushing Up the Sky*, fill in the Problem and Solution Chart.

<table>
<thead>
<tr>
<th>Problem</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Steps to Solution</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Solution</th>
</tr>
</thead>
</table>

How does the information you wrote in this Problem and Solution Chart help you to better understand *Pushing Up the Sky*?
Read each problem or solution. Write a missing problem or solution that makes sense.

1. **Problem:** Pat has to spend time doing a project for school. She wants to go see a movie with friends.

   **Solution:**

2. **Problem:**

   **Solution:** The school held a bake sale so they could make more money for the club.

3. **Problem:** There were not enough children to fill all the parts in the play.

   **Solution:**

4. **Problem:**

   **Solution:** They saved their money for many weeks.
A. Add the endings -ed or -ing to the base words to make as many words as you can. Make spelling changes if you need to.

- free - go - grab - slow - try - talk
- clear - quiet - see - clap - dance - laugh

B. Use at least three of the words in three sentences to tell what people watching a play often do.

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________
As I read, I will pay attention to expression.

Narrator: This play is from an old folk tale. It takes place a long, long time ago. It’s a tale about the Sun, the Moon, and some of the stars in the sky.

It was daytime, and the Moon was trying to rest. But some of her children were making a lot of noise. The Moon’s children were stars.

Moon: Come and rest, children!

Star Children: Not yet, Mother! We are playing in the sky.

Moon: You should not be twinkling during the day, children. You should rest. You have to sparkle tonight!

Star Children: But we want to play, Mother. We like the daytime. We can see our father as he shines!

Narrator: The Star Children’s father was the Sun.

Moon: Then I will tell your father when he comes home that you were not good.

Narrator: That evening, their Sun Father came home.

Comprehension Check

1. Why shouldn’t the Star Children twinkle in the day? Problem and Solution

2. Why do the children want to stay outside? Main Idea and Details

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Imagine that you are a writer for an entertainment magazine. You are going to interview your favorite actor or singer.

1. Who would you interview? Why?

________________________________________________________________________

________________________________________________________________________

2. Write three questions you would ask this person.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Why would an interview be a good way to get the answers to these questions?

________________________________________________________________________

________________________________________________________________________

4. Why do you think people read interviews?

________________________________________________________________________
Find the mistakes. Rewrite the paragraph correctly on the lines.

garrett morgan was an inventor from cleveland who worked to make peoples lives safer. morgans invention of the traffic signal made traveling safer. morgans’ gas mask also kept people safe. i hope to create a life-saving invention one day.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

A  hihway
B  highway
C  hiway
D  highwaye

Sample B:

E  bitween
F  betwene
G  between
H  butwene

1. A  starry
   B  stary
   C  starey
   D  starrey

2. E  jumpur
   F  jumpir
   G  jumper
   H  jumpere

3. A  mothurr
   B  muther
   C  mothir
   D  mother

4. E  everey
   F  every
   G  everry
   H  evry

5. A  papir
   B  payper
   C  paper
   D  papere

6. E  highr
   F  highir
   G  highere
   H  higher

7. A  story
   B  storey
   C  storry
   D  stoery

8. E  uther
   F  other
   G  othr
   H  othir

9. A  historey
   B  hisstory
   C  historie
   D  history

10. E  starrs
    F  starz
    G  stars
    H  starres

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.