Teacher’s Resource Book
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Directions

The passages that follow contain words based on the phonics skills taught at this grade level. Use the passages to provide students with additional practice at identifying and reading words based on these skills. The key phonics concept is labeled at the top of each page. The passages are generally cumulative, so you may continue to review phonics skills previously taught.

An activity is provided at the bottom of each page. After students have read the passage(s) on the page, have them complete the activity to extend their learning.
**A Mud Mess**

Ted sat at the pond and filled a big pot with mud. Ted’s hands dug in the wet dirt. Drops of mud fell off his hands. Then Ted set a lid on top of the pot and left.

When Ted came back, the lid was not there. How did the lid get lost? Is it a trick? Ted spotted mud tracks in the grass and followed them. The tracks ended back at the pond. Ted saw the pot lid. The lid did a big hop! Ted jumped back. He had a plan. Ted set his hand on top of the lid and went to pick it up. A frog with mud on it hopped past Ted. Ted ran and caught the frog and held it in his hands.

“Hi,” grinned Ted. “Let’s make a mud mess!”

**The Missing Pug**

Kim has a pet pug named Pat. Pat the pug naps in his snug rug by Kim’s bed. Kim is fit. She will not nap. Kim will jog in the lot. Kim has a fun run but misses Pat. She flops in bed for a nap.

Pat is not on his rug. Pat is missing! Did Pat run after a cat?

Kim is suspicious. Where is Pat? Kim will panic if she does not find him. Crash! Oh, no! A cat must be in the can. Or is it Pat in the can? Pat has pulled his rug to the can and is as snug as a bug.

“Bad pug,” scolds Kim.

Pat gives Kim a big wet kiss. Kim is miffed but cannot help but grin.

**Activity** Circle all of the words that have a short a sound. ★
Nate and his dad baked a cake. Nate got the cake plate. His dad got the tray. Nate put the plate on the tray. Nate will bring the cake to Jake.

“May I taste the cake?” asks Jake. Nate nods. Jake swallows a bit of the cake. “This is tasty cake! I will tell the kids this cake is first rate!” says Jake.

Jake runs to tell Bill, Sal, and Dave the tale of Nate’s cake. The kids run to Nate for cake. “Nate, bake us a cake!” yell the kids. It is late in the day, but Nate must bake.

Nate baked a big cake and the other kids helped. The kids ate the cake. Nate, his dad, and the other kids had a fun day baking!

Snake Traits

All snakes have scales, shed skin, and do not chew food. Snakes can use belly scales to move. Most snakes lay eggs.

Snake skin can be bright. Snake skin can be pale and dull. A snake that has dull skin can help itself from getting eaten because it blends into its habitat. A snake may make a home in a cave, by a lake, in sand, and in grass. It can be a pet.

You may spot a snake if you rake. It may be tame. It may cause pain. Take care and wait for help to relocate a snake. It is fun to gaze at a snake but it is risky to lift it.

We must not hate snakes. Snakes are not tame, but stay from harm’s way and you will stay safe.

Nate Bakes a Cake

Nate and his dad baked a cake. Nate got the cake plate. His dad got the tray. Nate put the plate on the tray. Nate will bring the cake to Jake.

“May I taste the cake?” asks Jake. Nate nods. Jake swallows a bit of the cake. “This is tasty cake! I will tell the kids this cake is first rate!” says Jake.

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Nate baked a big cake and the other kids helped. The kids ate the cake. Nate, his dad, and the other kids had a fun day baking!

Activity Write two sentences about the kinds of cakes that Nate bakes.
**Pete’s Journey**

Pete is on a journey. He needs to flee the heat of the streets and see green leaves and trees. Even under the trees, Pete feels the heat of the sun. He is thrilled to see a creek. Pete slips into the creek and is pleased to be in the sweet, clean sweep of the cool water. Pete feels a snail under his heel just as a breeze sweeps past his cheek. His hair begins to stand on end at the feel of the sleek snail and the cool air.

Pete cannot breathe. He hears wildlife a few feet away. Pete hears feet: big feet! “Please let it not be a real beast,” pleads Pete.

The steps come near. It is Pete’s big brother Steve!

“Get out of that creek before you begin to sneeze,” teased Steve.

**Mom and Eve Plant Seeds**

Mom likes natural food. She will teach Eve to plant seeds. “Let’s plant some salad greens and beets,” exclaims Mom. Eve hops to her feet.

“Can we plant snap peas, too?” asks Eve.

“Yes,” says Mom. “But first, we need to clean up and pick weeds. Then we will plant the seeds.” Eve and her mom plant three neat rows of seeds with ease.

They leave to take a rest and drink tea. They are pleased with the garden. Mom says, “After we pick the plants, we will have a feast at a park. We will eat greens, beets, lean meat, and snap peas. Then we will have peaches and cream. It will be a treat fit for a queen!”

**Activity**

Make a list of words from the stories above that have a long e sound. ★
High in the Sky

A lot of kids dream of being an astronaut. It is a fine job. It takes a lot of drive and time to train to be an astronaut. It is wise to do well on tests and be at the top in your grade. You must take pride in your work and be a team player.

A lot of astronauts can fly planes and jets. They will train for flight in space. They will ride miles high into the sky inside a rocket. On a flight, they can glide and rise just like a kite. To see a night sky from space is quite a treat. If you might like to fly in space, study a lot. You might find yourself high in the sky!

Mike’s Dream

Mrs. Pike’s class tells about dreams. Mike raises his hand to speak. “Tell the class your dream, Mike,” says Mrs. Pike. Mike gets up. “I had a nice dream last night. In my dream, I can fly. I can fly high in the sky. I can fly as high as a kite!” says Mike.

“Were you in a plane?” asks Mrs. Pike. “No, I could fly by myself.”

“Did you cry?” asks Meg.

“No, but it was bright up there. I wanted to be as high as the sun!”

“Did you feel it was wise to fly so high?” asks Don. “I cannot tell,” says Mike, “but it was fun! I want to fly past the sky in real life.”

“Be realistic, Mike. Kids cannot fly,” says Mrs. Pike.

“I know, but I can dream,” sighs Mike.

Activity

Make a list of long /i/ words using these patterns: -ight, -y.
**Joan’s Stamps**

Joan needs to find the roll of stamps she has so she can mail a note. Then she can go on a camping trip. She thinks the roll of stamps is on the desk by the globe. It is not there. Joan’s stuff is scattered so she cannot find the roll of stamps.

Joan decides to clean the clutter. She hangs her robe and yellow coat on the rack. She makes the bed and sets the foam pillows in place. She folds her clothes. She wipes the desk and globe with a rag. Dust floats in the light from the window. She still cannot find the bag of stamps.

Mom hears Joan stomp around the room. “Joan, do not stomp!” exclaims Mom.

“I need my stamps,” groans Joan.

“I have the stamps!” says Mom. The stamps were not in Joan’s room, but it was so cluttered, she did not know!

**A Boat Trip**

Otis hoped to see crabs and toads in their own habitat. He asked Dad to go on a trip to Lake Hope and Stone Bay. Otis and Dad drove on a slow, winding road to Lake Hope.

They rented a row boat to go over the lake and into the bay. They rowed to the bay and floated in the still water. Otis spotted a toad by the side of the boat. Dad put his finger to his lips.

“Keep your voice low, Otis. This is the toad’s home,” Dad grinned. Otis nodded. They sat and watched the toad. It began to croak.

The wind started to blow, and the boat rose and dove in the waves. As Otis and Dad rowed back, Otis spotted a big crab by the coast. It made his day!

**Activity** Write a story about Otis and the crab.
Chuck, Bill, and Liz are on a baseball team. The team is behind by a run. It is Bill’s turn to bat. The coach talks to Bill. He steps up to the plate. “Get a hit, Bill!” his team cheers from the bench. Here is the pitch. It just misses his nose and he flinches. The next pitch Bill swings and hits the ball! Bill’s team watches as the girl in left field catches the high fly.

Liz steps up to the plate and checks her swing. The pitch comes. She takes a chance and swings. Liz hits the ball! She runs to first base and stops.

Chuck is going to pinch hit. Chuck swings at the pitch, and CRACK, he makes a big hit! It is going, going…gone! Chuck hits a home run! All the kids cheer for Chuck. He has helped his team win the game.

There was a chill in the air, but Chelsea and Mom decided to go to the beach. They packed a big picnic lunch. Chelsea made peanut butter sandwiches. Mom packed a chunk of cheese, chicken, spinach leaves with ranch dressing, peaches, chips, punch, and chocolate milk. They packed beach chairs, a bat, a ball, a mitt, and a blanket. Mom and Chelsea liked playing baseball in the sand.

When they got to the beach, they stretched the blanket and set the chairs on it. “This is way too much food for us, Mom! We can’t eat it all,” exclaimed Chelsea. “Let’s invite some friends,” chuckled Mom.

Chelsea called her pal Blanch. Blanch and her mom met Chelsea at the beach. The children and moms ate a feast as they played and watched the choppy waves in the water.

Chuck, Bill, and Liz are on a baseball team. The team is behind by a run. It is Bill’s turn to bat. The coach talks to Bill. He steps up to the plate. “Get a hit, Bill!” his team cheers from the bench. Here is the pitch. It just misses his nose and he flinches. The next pitch Bill swings and hits the ball! Bill’s team watches as the girl in left field catches the high fly.

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Activity Write about a sport you like to play.
**The Math Contest**

I went to help my nephew, Joseph, with his school math contest. He was a new kid at his school. Joseph had overheard that the prize was a trophy.

First, we had to think of what math problem we wanted to solve. Then we gathered materials to show on a display board. The board explained how and why Joseph got the results of the math problem. We took a photograph of Joseph with the display board.

Joseph was shy when he presented his project. He wished he did not have to stand and talk in front of his class. He spoke in a low whisper and blushed when the class clapped. When he finished, his teacher thanked him. Then he went back to his seat. Joseph felt glad and proud!

**Going to China**

Ruth went to China for five months. She felt sad to leave but had to go with her parents. Ruth’s parents needed to go for a job opportunity. Ruth felt lucky because she had learned to speak Chinese. When Ruth’s family got to China, she went to a new school. She missed her pals. She did not know anyone, but soon she made a best friend, Phen.

Phen and Ruth were in the same class. Phen and Ruth rushed to shops and even had a photograph made. They rode bikes and played fun games. When it came time to go back home, Ruth and Phen hugged. When Ruth got back home, she was glad to see her friends but missed Phen, so Phen and Ruth became pen pals.

**Activity** Write about how you would make friends if you moved to another country.
A Lump in the Throat

Mr. Thrain’s class strained to hold their hands high so they would be picked to read their report. It was Henry’s time to read. “Please read your paper to the class,” said Mr. Thrain. Henry felt a lump in his throat and his heart throb. He could not help thinking about what a strict critic Mr. Thrain could be. Henry began to read.

“China is in the East. It has a rich heritage. In the past, China was ruled by dynasties. China has many farms. The people grow crops like rice and wheat. Rice grows well when the land is wet. An animal represents each year in China. I was born in the year of the rabbit.” Henry finished reading. The class sprang to their feet and clapped.

“That was great, Henry,” said Mr. Thrain. “Maybe one day you will take a trip to China.”

Sprout!

Jin wanted to plant a shrub in the backyard, but she did not know how. She went to ask her sister, but she did not tell. “Read this book. It will help,” her sister said. Jin spent the night reading.

The next day, Jin went in the back. She dug a hole in the mud and planted seeds. She sprinkled water on the seeds and left. Then she had to wait. After a few days, Jin went in the yard and there was a sprout! It was tiny and green. Jin let the sprout have water and sun for three weeks. It was hard to wait, but Jin knew she had to. Later that spring, Jin went to check on the sprout. It had grown so big! Jin was overjoyed!

Activity Write directions for growing a plant. ✡
**A Boring Day**

Doris is bored. She has nothing to do. The sky is dark and the grass is wet so she cannot play sports in the park. She sits on the porch swing and watches the rain. She hears a dog barking in someone’s yard. Doris’s pals are not home. They cannot play. Doris has chores but she doesn’t want to do them. She ignores doing her chores.

Then she gets an idea. She could spin around! That would be fun! So Doris starts to spin and spin. She spins so fast she cannot see. She holds her arms out to the side as she spins. She is a whirlwind! It is fun, but then Doris starts feeling dizzy. She needs to stop. Doris stops spinning and falls down. That was not a good idea. No more spinning for Doris!

**Making a Go-Cart**

Bob and Dan are going to make a go-cart. It was Bob’s idea to make it, but Dan has many things for building and is very handy. They got a plan for the go-cart from the hobby store. It is a chart and is hard to read, but Bob and Dan figure it out. They work on the go-cart all morning. Soon it is lunch time. Dan’s mom made a spinach and cheese tart for lunch.

“You are not getting into mischief with that cart?” asks Dan’s mom.

“No, Mom, of course not!” says Dan.

Bob and Dan eat and go back to the go-cart. It takes the rest of the day to put the parts together, but they finish! Bob and Dan can’t wait for the weekend when they can try it.

**Activity** Write about what you do on boring days.
Clare's Pet

Clare wanted a pet. She did not want a pet with hair because it could shed. She begged her dad to take her to the pet fair. Her dad put the car in gear and they drove to the fair. When they got there, her dad said, “Clare, let’s look at the snakes!” She had a fear of snakes, but she gritted her teeth and went near. Clare looked in the tank and could hear the snake slither.

The man at the fair let Clare hold the snake. She thought it would be slick, but it was dry. The snake flicked its tongue and Clare giggled. “Dad, can I have a snake?” Clare asked.

“Will you take care of it?” Dad asked.

“I will!” said Clare. Dad grinned and said yes! Clare named her snake Deary.

Taking Care of Snakes

If you want a snake for a pet, you need to take care of it. You will need the gear for having a pet snake. Get a clear tank with a tight-fitting lid. Do not keep the tank bare. Set newspaper at the bottom. Provide a small box in the tank for the snake to hide under. Snakes like hiding spots. To keep the snake warm, set a heat lamp near the tank.

Snakes do not need to eat every day, but they always need water in the tank. Snakes sleep a lot. Be careful when you hold a snake. You need to be aware that snakes can bite. But many snakes are harmless and you do not need to be afraid of them. You can have a pair of snakes as pets. Before getting a snake, you need to prepare. Go to a pet store and ask questions. Compare different kinds of snakes.

**Activity**

Circle words with -air and -are. Underline words with -ear.
The Lost Child

Curtis had to go shopping with his mom. He needed pants and shirts. Mom and Curtis went to the mall. In the first store, Curtis saw a little girl behind a rack of clothes. She was giggling and playing in the hanging shirts. Curtis watched her but did not see her parents or a guardian anywhere. She did not seem to know she was lost.

“Mom! That baby is alone!” declared Curtis.

“Oh my,” said Mom. Mom went to the lost child and held her hand. Curtis and his Mom had to take the girl to mall security.

“We found this girl,” exclaimed Curtis to the man.

“It is good you interfered,” said the man. “Her mom was very scared!”

The man made a call and then a woman came and hugged Curtis and his mom for finding her little girl. “Thank you so much!” she said.

Meeting Kids

Lily thought that the kids in school were not friendly. This was the third time she had changed schools. The other students had been friends for years. Lily was not happy and felt awkward. She ate her lunch alone. She was eating when a girl came up to her. “Hi, I am Nell,” said the girl. Lily felt shy.

“Hi, I’m Lily,” she whispered.

“Welcome to school!” said Nell. “It’s your first day, right?” she asked. Lily nodded her head. “Come with me and meet my friends,” grinned Nell.

Lily got up and followed Nell to a table with lots of kids. “This is Lily!” proclaimed Nell. All the kids waved hello. Lily had made a mistake. The kids were nice! Lily sat down at the table with Nell and her friends and met everyone.

Activity

Write about how you would greet a new student.
Burt watched a program about the plight of pets in shelters. He did not know that so many pets needed help. He felt it was unfair for the pets to have so little. Burt and his pal Milo came up with a bright plan to help the pets. They held a bake sale to raise cash.

Milo kneaded the dough with his hands. Burt put the treats in plastic wrap. They put signs up in town. Many folks came by the stand and paid for the sweet treats. Burt and Milo wrote down what everyone paid in a column. At the end of the day, they had made $200! Burt and Milo walked right over to the shelter. They knocked on the door and a lady let them in. They put the money they had raised in her palm. She thanked Burt and Milo and told them that the money helps pay for food and supplies for the pets.

**Following an EMT**

You may be unclear about the job of an EMT. An EMT rides on an ambulance and helps those who are sick or hurt. An EMT takes classes so he or she knows how to help. An EMT might have to get up at a late hour in the night and prepare to go on a call.

EMTs need to listen to the sick or hurt person so they can find out what is wrong. An EMT might kneel by the side of the person to take vital signs like a pulse and the rhythm and rate of breathing. When an EMT gets a call, he or she has to act fast and get to the scene. An EMT has to write a lot of paperwork. An EMT has to be careful to avoid dangerous things at a scene like a tree limb that might have been knocked from a tree.

**Helping Pets**

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**Activity** Write about a time when you helped out.
Gerard needed money to buy a fancy bike. First, he took a quick glance under the rug to see if he could find any change. He found a few cents, but he needed a lot more. Gerard sat down to think. “How can I make money?” he thought. Then he got an idea! “I can start a lemonade stand! I’ll charge fifty cents for a large cup.”

Gerard asked his mom and dad if it was ok. They thought it was an enterprising idea. Gerard set up his stand. It was a nice, hot day so lots of people came. Gerard sold thirteen cups on his first day. Gerard had some good days and some bad days selling lemonade. Sometimes, he sold apple cider, too. Once, he made fifty-three dollars in a day! After a month, Gerard had enough cash to buy his bike. Gerard was glad he was persistent with his lemonade stand.

**Activity**

Circle words with a soft c and underline words with a soft g. ★
The Plains Indians

The Plains Indians made their homes in the part of the country between the Mississippi River and the Rocky Mountains. This part is known as the Great Plains. It has grasslands, streams, valleys, and hills.

Some Plains tribes hunted and followed the buffalo as they roamed. Other tribes hunted, raised crops, and lived in villages. Tribes also hunted deer, rabbits, and birds. Tribes picked berries and other plants for food and other uses. Some tribes traded supplies with other tribes. Many Plains tribes lived in tepees.

The Plains Indians had many ceremonies. One was named the Sun Dance. It included dancing, singing, and drumming. It lasted for a few days in the summer. The Plains Indians told stories and legends. These tales were always about times from the past. Children were told stories to help them learn about the past.

The Lost Moccasins

Harry lost his moccasins. Harry was so upset. They were his best moccasins. Where could his moccasins be? Harry checked under the bed, but he only found dust bunnies there! Harry checked behind the door. There were no moccasins. Harry yelled, “Mom, where are my moccasins?”

His mom yelled back, “I don’t know, Harry! Ask your sister.” Harry knocked on his sister’s door. “Carrie, do you have my moccasins?” cried Harry.

“What is the password?” asked Carrie. Harry had to think of the secret password. “CHERRIES!” he yelled at the top of his lungs. Carrie opened the door, and in her hand she held Harry’s moccasins.

“They were under my clothes,” said Carrie. Harry jumped up and down. He was so happy to have his moccasins back!

Activity

Write a story about something you lost and then found.

Decodable Passages
The Water Cycle

Water runs in a cycle. A cycle is when the same thing repeats itself. First, water falls from the sky in a rainstorm, hailstorm, or snowstorm, or as sleet. When rain hits the land, it can soak into the dirt or can be runoff that flows into riverbeds, streams, and lakes. Some precipitation can turn into groundwater.

Next, water evaporates from the ground and from bodies of water like lakes and streams. When it evaporates, it turns into a gas called water vapor. In the next step of the cycle, the gas will change back to water and can make a cloud. When a lot of gas changes back, the cloud will get heavy. This will make rain fall and then the cycle can start over.

Snow Day!

Mitch’s alarm clock went off at 7 a.m. It was time to wake up and get ready for school. Just as he was getting out of bed, his dad came in. “You get to stay home today, Mitch. School is closed. It’s a snow day!” Mitch jumped up and ran to the window. He stared outside, but he could barely see anything…it was a blizzard! Snowflakes were blowing sideways. When the storm ended, everything was white.

Mitch was so excited, he wanted to go out and play in the snow. Mitch’s dad made him eat a late breakfast, and then he bundled up to go outside. Mitch built a snowman and tossed snowballs. Soon he was very cold and had to go back inside. His dad made him hot chocolate, and Mitch got warm fast. He was so happy to get a snow day!

Activity Circle all of the compound words in the passages above.

Decodable Passages
**A Puppy for Jenny**

Jenny begged her mom and dad to let her get a puppy. They thought she was bluffing. They told her she had to show she could take responsibility to care for a puppy by washing the dishes for a month.

When the month passed, Jenny went with her mom and dad to a shelter. There were a lot of cute puppies. Jenny didn’t know which puppy to pick! She stopped in front of a pen. There sat a little black and white puppy. The puppy was a bit shy but let Jenny pet it. Soon, it started licking Jenny’s hand.

“Hello, little one,” Jenny grinned. Jenny asked if she could hold the puppy. The helper placed the puppy in Jenny’s arms. The puppy started to lick Jenny’s nose. Jenny giggled and petted the puppy. This was the perfect puppy for her! They were going to be best friends!

**Caring for a Puppy**

If you get a puppy, you need to take care of it. A puppy can be a lot of work. Puppies need fresh water each day. They also need to be fed twice a day.

A puppy needs exercise or it might get restless and have an accident inside. Puppies like to chew on things. It is wise to find a toy that the puppy can chew on. A puppy can be hard to train. If your puppy needs training, take it to obedience classes. In these classes, you can teach the puppy to sit and shake hands. You will have to keep up the training at home. A puppy needs to play with you or it will feel neglected. Make sure you have the time to take care of a puppy.

**Activity**

Pretend you found a puppy. Write about how you would care for it.
The Wall of Daisies

Cathy’s favorite flowers were daisies. She wanted a bunch in her room, but she didn’t know where to find them. Cathy checked in the backyard, but no daisies grew there. “How can I get daisies?” she thought. Then she had an idea. She could cut pictures of daisies from magazines and tape them up on her wall.

Cathy asked everybody she knew for pictures. When she had a big stack, she started sorting them. Each time she came up with a daisy picture, she cut it out with caution because she didn’t want to wreck it. Pretty soon, Cathy had pictures to cover her entire wall. She taped them up and then admired her pretty daisies. She was the happiest girl on Earth!

Stop Crying!

Billy was stuck with his baby sister. She was crying so loudly, it was the noisiest sound he had ever heard! He tried to make her happy by waving her stuffed bunnies around for her, but she just cried and cried. He needed to do something to make her stop! Suddenly, he had an idea. Maybe if he wore a disguise, she might start smiling.

Billy reached into the kitchen drawer and pulled out a big paper bag and some markers. He made a funny face with lots of colors and cut out two holes in the bag for his eyes. When he finished, he placed the bag on his head and went over to his sister. At first, she cried harder, but then she stopped and stared at him. Then she started to giggle like it was the funniest thing she had ever seen!

Activity
Write about a time when you solved a problem.
Getting Energy

There are lots of ways to get energy. Most places burn fossil fuels. These fuels will not last. They can make the air dirty, too, so we need to look for new ways to get energy.

Using the sun is a clean way to get energy. The name for this is solar power. People can use panels on top of their homes to catch the sun’s rays. The sun’s energy can be changed to electrical power and can also be used for heat.

We can get clean energy from the wind, too. A lot of space is needed for wind power. A group of windmills needs to be set up to catch the wind. Water is also a way of getting clean energy. Running water can spin huge wheels which can be changed to many kinds of energy for use by people.

🌟 Activity 🟣 List other ways we get energy. 🟣
Whales

Whales are mammals that live in the sea. They have fur and lungs like all other mammals. They are found in oceans all around the world. Whales can breathe underwater using a blowhole. They have fat which keeps them warm in cold waters. Whales use many unique sounds to communicate with each other in the sea.

Some whales have teeth, and others have baleen to help them eat. Baleen is a fringe in the mouth of a whale that helps it trap food. It is sometimes called whalebone. Baleen whales are massive in size and have two blowholes. Humpback and blue whales are two kinds of baleen whales. Toothed whales are usually small and have one blowhole. Dolphins and beluga whales are types of toothed whales.

Whale Watching

It was a big day for Miss Joy’s class. Today was the day they were going on a whale-watching trip. The trip was on a boat. Their guide, Troy, spoke while the boat moved.

“You have to be very quiet so that we don’t scare the whales away,” Troy said. Soon they were in the right spot, and the boat ground to a stop. “Look over there,” whispered Troy. The class looked around to where he was pointing and a whale dove under the water! The kids were enjoying the sight of a real live whale. Then they heard an annoying rumbling sound that was like snoring.

“Watch this,” said Troy. The whale blew water out of its blowhole! Soon it was time to go back. All the kids in the class howled at Troy, begging him not to go back and end the voyage.

Activity

Write about other animals found in the sea.
Coral Reefs

Coral reefs are found in warm, shallow saltwater where the current is calm. They start out small and can grow to be very large. They are like a mall of living things sprawled across the sea floor. They are home to animals including crabs, seaweed, sea urchins, sponges, sea turtles and all different kinds of fish. Dolphins will sometimes pause in a reef to eat.

Coral looks like a plant but is actually an animal. There are many kinds of corals that come in an array of colors like red, pink, orange, and green. Some corals are hard while others are soft. The soft corals can move with the waves. Many reefs are being destroyed by humans, so it is important to protect them.

Moving to the Suburbs

Paul and his family lived in the city, but they were moving to the suburbs. The city was full of tall buildings and walls. In the suburbs, there were a lot of lawns with green grass. Their new house was near the beach! Paul would be able to take walks near the water and swim in the sea with his mom and dad.

Paul could not wait to feel the salt water on his skin. He hoped one day he could be taught how to surf. Maybe someday he could surf near a coral reef. In his new room, Paul could hear the crashing of the waves. Paul thought this would keep him awake at night, but the sound of the waves was soothing and helped Paul to fall asleep. Paul loved living in the suburbs!

Activity

Pretend you are a fish, and write a story about living in the sea.
Ann’s Books

Ann liked reading. Each week, she went to the public library to choose three books to bring home. Monday was library day. Her mom dropped her off before she went shopping.

“I’ll be back in an hour,” Mom said.

Ann went into the library and walked up and down the rows of books. She loved to see all the books lined up on the shelves. She browsed through a book about a person who is a master chess player but decided not to check it out. She looked at the index of a book about cactuses growing in the Grand Canyon. She flipped through a cookbook. She liked the chapter on roasting perfect garden vegetables.

All the books contained interesting facts. She was having a big problem selecting books for the week! After much debate, she decided on three books. She was just in time. Ann looked at her watch — her hour was up! Mom was already waiting outside.

Library Services

A library has many services. Sometimes, people may take out books to read, and others may go to do research on different subjects. You can find any book in the entire library by looking in the card catalog.

Today, many libraries have a more advanced way of looking for books by using a computer. When searching for a book, find the book number. Then you can go find that number in the stacks. If you have trouble finding a book, you can ask a librarian for help.

Another service a library may have is classes. Perhaps your library has challenging classes! Sometimes libraries have summer reading programs. You can read lots of books and get prizes! You should try to use all your library’s services.

Activity Make a list of other services a library might offer.

Decodable Passages
There are many different kinds of plays. A musical is one type of play. In a musical, there are some spoken words, but much of the play is in song. An actor in a musical has to focus on singing and dancing as well as acting. Many actors in a musical have a singing or dancing specialty.

When rehearsing for a musical, the entire cast has to follow a rigid schedule. They cannot get behind in learning the songs or dances or the show may not open in time. Even the actors with minor parts have to rehearse a lot. When a show begins, the actors cannot be distracted by the audience. They must always focus. Being in a musical can be very rewarding but is a lot of hard work.

**Musicals**

Mr. Clover’s Class Play

The kids in Mr. Clover’s class were putting on a play. It was called “The Cranky Teacher.” The class had worked together as writers to make up the script. The students had rehearsed for five weeks, and it was time to perform the play for the entire school. The timid kids were nervous but also excited. With all the actors getting ready at the same time, there was a lot of commotion backstage.

When the music started and the curtain went up, the audience got very quiet. Then they started laughing at all the funny parts. The play had a lot of humor in it. At the end of the play, the crowd stood and clapped. “You have all become fine actors!” exclaimed Mr. Clover. “Let’s celebrate with a party!” The class returned to the classroom and ate cheese and crackers to toast their success.

**Activity**

Find a partner and write a short scene from a play or musical. ★
April’s Dreams

April was in a bright and fragrant field of tulips. She estimated that there were at least fifteen shades of flowers, including violet, red, green, and pink. Then, all of a sudden, April was transported to a gala. She was wearing a dark navy dress and a diamond bracelet. Everyone around her was starting to dance!

“How did I get here?” thought April. As she was thinking, she started to smell bacon. Where was it coming from? It smelled so good, her mouth watered! She thought she heard her grandfather calling her. The alarm on her clock radio went off, and April opened her eyes.

It was all just a dream! It was time to wake up and eat breakfast! Before she got out of bed, April took out her diary and documented her crazy dream!

The Case of the Missing Ruby

The museum had a very valuable ruby that was missing. They thought someone had stolen it, so they asked a detective to help them find it. The detective came in to look for evidence. He dusted for fingerprints and asked everybody questions. He took pictures with his camera. The detective looked for anything that would help him find the ruby.

The detective worked for a long time to solve the crisis. Finally, he came to a conclusion. He gathered all the workers in a room. They were silent, waiting for the news. “It was here all along,” said the detective. “It was in the back room, getting dusted.” The museum was so happy to have the ruby back, they gave the detective a reward.

Activity  Write about what kind of reward you think the detective got.
There are many different kinds of art. Photography is one type of art. Photographers take pictures using a camera. Some photographers use film cameras and others use digital cameras. Generally, people start taking pictures as a hobby. To become an expert photographer takes a lot of work. One must learn how to use different methods of taking pictures.

A photographer must be very observant of the world. A photographer can take pictures of anything, including people, food, animals, or plants. A photographer may take pictures of anything from weddings to termite swarms! One way pictures can be displayed is in a collage. In a collage, a number of pictures are grouped together. They can be scattered or neat, but it is a very useful way for a photographer to show off his or her work.

Mr. Bender is a great painter. He likes to paint different things. One of his favorite things to paint is landscapes. He paints wonderful pictures of skyscrapers. He paints them glimmering in the sun. Mr. Bender prefers to paint cities, but sometimes he will paint animals as well.

One time, he painted a deer with huge antlers. He also painted a glorious butterfly fluttering in the sky. When he wants to sell paintings, Mr. Bender will show them in a gallery. People will go to his show and wander around, looking at his paintings. He will converse with the people and try to sell them a painting. If someone buys one, Mr. Bender will deliver the painting to the person’s house. He likes to see his paintings on the wall in a home.

**Camera Art**

**The Painter**

**Activity** Write about a hobby you have.
Horses have always been important to American culture. In early colonial times, people used horses to help with farming and travel. They would use bridles to help control the horses. Wild horses used to run free throughout the United States, but as more people came to the country, they started to become tame.

A wild horse is also called a mustang. Today, mustangs only live in the western states. Mustangs can find sanctuary in lands that are protected by the federal government. It is difficult to keep this land because people want to develop it into homes and malls.

Habitat is very important to wild horses. It is an ongoing battle to protect them. You are able to see these beautiful creatures if you visit a sanctuary in the West.

**Mabel’s Fable**

This is a fable about a girl named Mabel. One day, she was out in the forest and saw a wild horse eating grass. She slowly approached the horse so it wouldn’t be afraid. The horse’s ears perked up as Mabel got closer.

“I won’t hurt you,” whispered Mabel. The horse didn’t move, so Mabel crawled closer and kept talking to the horse. Soon she was level with his eyes. The horse snorted and Mabel giggled. “I am going to call you Snort!” she said.

Mabel was able to coax Snort to follow her home. She gave Snort a flannel blanket so he wouldn’t get cold. She gave him hay and lots of water. Soon, all the people in town had heard the tale about how Mabel tamed the wild horse.

**Wild Horses**

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**Activity** Make a list of ways we use horses today.
In 1848, James Marshall was looking for lumber by the American River in California. He saw something glimmering—it was gold! Soon, everyone heard about the gold in California. By 1849, people were traveling to California to try for the new American Dream—to get rich quickly. These people were called “forty-niners.”

Many left their wives and children behind when they left to find gold. They came to California by wagon and by ship for the golden treasure. The trip to California from the East was very difficult. They had to travel by ship since there was no railroad. People got seasick, and the food on the ships became rotten. People from the central states traveled by wagon on the Oregon Trail.

Soon, there were many people in California looking for gold. They got the gold from streams and riverbeds by using simple methods. The most popular was called panning. Some people found gold often and got very rich. Others were not so lucky.

There were other ways to make money in California. Women had jobs cooking and cleaning. Chicken farmers could charge a lot of money for eggs.

Soon there were so many people looking for gold that most of the gold ran out. People who came late into the Gold Rush found disappointment instead of riches. The season of fast money was over. Many people went home, but some stayed in California and kept digging. A few of them found more gold, but most had broken dreams of unfound fortune. The Gold Rush was over.

**Activity** Draw a picture of what the Gold Rush was like.
Hayden was so annoyed. She really wanted to go to the dance, but she had nothing to wear. The theme of the dance was “The Gold Rush.” She had no dresses that looked like they were from the 1840s. She pulled a bunch of dresses out of a carton she had in the back of the closet.

“Ugh,” she said, holding one up. “This one has too many buttons.” She pulled out another and wrinkled her nose. “I don’t like this one, either. The color makes me look like a pumpkin!” She held up dress after dress and didn’t like any of them. All of a sudden, she had an idea! She could make a new dress out of all the old ones!

Hayden got out her sewing kit and got to work. She took a satin dress she thought was too long and shortened it. Then she pulled a persimmon ribbon off of another dress and sewed it on the new one. She widened the straps to make it more stunning. Finally, she stitched the whole dress together with golden thread. Now the dress was finished! She spun in front of the mirror so she could see it from all sides. It was perfect!

Hayden was ready to go to the dance. She was just in time, too, because her cousin was there to pick her up. She opened the door to show off her new dress. “How beautiful!” her cousin said. “You look just like a person from the Gold Rush!”

**Activity** Draw your own clothing design and write about it.
Callie was out on a trek with her family. It was a warm and sunny day. The family was enjoying their hike through the woods. After a great morning, it was time for lunch. Callie took a blanket out of her pack and spread it on the ground. Her mom and dad took out the picnic basket and started handing out sandwiches. They smelled so good.

“I love the scent of cheese sandwiches,” said Callie.

“I know,” said her mom. “That’s why grandma sent them for you.”

Callie and her parents munched away on their lunch, listening to the sounds of the forest. It was very quiet and peaceful. Out of the corner of her eye, Callie spotted something. When she looked more closely, she saw a group of deer behind a bush.

“Look,” she whispered, pointing out the deer to her mom and dad.

“Aww, look at the does and their babies,” said Mom. “They are all dozing.” I would like to doze like that,” she said wistfully.

“How do you know they are does?” asked Callie.

“They are does because they have no antlers,” Dad replied.

As Callie and her parents were watching them, one of the deer started to lick her baby. “That is so dear,” said Mom. “She is giving her baby a bath.”

Callie leaned in to get a closer look, but by accident she leaned on a branch, and it snapped! The deer got scared and ran away.

“Oh well,” said Callie. “It was fun to watch them for a little bit.” Her dad took dessert out of the basket.

“Mmm, chocolate mousse!” exclaimed Callie.

“Who knows? Maybe we will see a moose while we eat our mousse!” Dad laughed.

Activity
Write about a time when you walked in a forest.

The Dearest Deer

Callie was out on a trek with her family. It was a warm and sunny day. The family was enjoying their hike through the woods. After a great morning, it was time for lunch. Callie took a blanket out of her pack and spread it on the ground. Her mom and dad took out the picnic basket and started handing out sandwiches. They smelled so good.

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“Who knows? Maybe we will see a moose while we eat our mousse!” Dad laughed.
Mr. Butler’s class is having food day. Every student in the class is bringing in a favorite food to share with the class. Natasha has spaghetti and meatballs. Janet is sharing chicken and rice, and Mike has tuna casserole.

All the kids in the class are ready to eat except for Todd. “Where is Todd?” asks Mr. Butler. “He is late!”

The kids all look at each other and shrug their shoulders. Todd wasn’t on the bus this morning. Suddenly, Todd comes bursting through the door with a big pot in his hands.

“I am so sorry I am late today,” he says. “A raccoon got into my house last night and ate all the chili. My dad and I had to make more before I came to school.”

“I have never had chili before,” says Natasha.

“Oh, you must try it!” says Todd. “It is so good!”

“Well then, let’s start eating!” says Mr. Butler. All the kids set out their food, and Mr. Butler passes out plates and forks. All the kids start to eat. Todd chews his chili, but then he makes a face.

“What is wrong, Todd?” asks Mr. Butler.

“My chili is chilly!” cries Todd. “It is supposed to be hot!”

“Don’t worry, Todd,” says Mike. “It tastes great! I think I would always choose to eat it this way!”

“Oh, yes!” says Janet. “If you were a seller selling chili from your cellar, I would want it chilly.” Everyone in the class agrees that they love the chilly chili. When Todd gets home, he says hi to his mom and then tells her all about the high praise he got for his chili.

Activity Write about your favorite food.
A fossil is what is left behind by an animal or a plant that lived in the past. Nonliving things do not leave fossils behind.

Fossils can tell us something about how the animal or plant lived. There are different ways that fossils can form. Sometimes, when a living thing dies, it can get buried underneath mud. Over a long period of time, it can become a fossil. The hard parts like bones, teeth, and shells are most likely to become fossils.

Another way a fossil can form is if a plant or animal gets preserved in ice or tree sap. The tree sap gets hard and turns into amber.

Some animals will leave behind footprints that get fossilized. This is called an imprint. Leaves can also leave imprints. You can see the outline of the leaf in the imprint.

A paleontologist is a scientist who studies fossils. He or she will spend a lot of time digging for them. When a paleontologist unearths a fossil, it is very exciting. Sometimes it will be an animal or a plant that was previously undiscovered.

Fossils can give paleontologists clues to the past. Sometimes, fossils are found in unexpected places. For example, a fossil of an animal that lived in the water might be uncovered on a mountain. The place where this fossil was found must have been covered by water in the past.

Earth does not remain unchanged over time. An area that is a desert or mountain in present day might have been part of the sea in prehistoric times. Fossils can give scientists evidence of such things.

**Activity** Research and write about fossils in your area.
An Uncommon Find

Brandon had always loved the sea. He loved everything about it—the water, the sand, and especially all the animals. One day, he was walking along the beach with his mom, keeping his eye on the sand for anything he could find, when he encountered a great big shell. It was unlike anything he had ever seen before. Unable to control his excitement, Brandon picked up the shell. It was perfect! It was unbroken with many colors. He thought it would be great to add this shell to his collection. Brandon was unprepared for what he would discover when he turned over the shell! What a shock he had when he saw that there was something living inside the shell! Brandon had never found a shell before that actually had a living creature inside of it.

Brandon quickly took out his book of sea animals. He wanted to find out what kind of animal he had uncovered. He inspected the shell carefully for its colors and markings and looked closely at the animal inside of it. The shell was large and had a spiral shape. The animal inside looked like a big snail. Brandon flipped through his book so he could name his discovery. After some searching, he found a match! It was a conch! His book said it was uncommon to find a living conch lying on the beach. He did not want to mistreat the conch, so Brandon decided he would put it back in the water. Brandon knew if he told his friends about the conch, they would think it was nonsense. They were unlikely to believe him, so he unpacked his camera to take pictures of the conch.

Brandon said goodbye to the conch and placed it back in the sea. He then continued his search on the beach for more sea treasures.

Activity Make a list of different features shells might have.
Wilbur and Orville Wright were obsessed with the idea of flying. When they were boys, their father gave them a flying toy. They found the toy irresistible and dreamed of the day when they could make a machine that would let them fly!

When Wilbur and Orville grew up, they became bicycle builders. There were countless bicycle shops all over town, but the Wright Brothers’ shop was different. Not only were Wilbur and Orville building bicycles, but they were also experimenting with wings. They were going to figure out how to make a flying machine. Many people thought they were foolish, but the brothers were unstoppable.

Their first flying machine had a five-foot wingspan. It was too small and unstable to hold a person, but Wilbur and Orville knew that they would be able to use this model in the development of a machine that a person could fly.

Finally, in 1903, the Wright Brothers finished their first full-sized flying machine. They called it the Flyer. On December 17, 1903, the Wright Brothers were the first pilots when their Flyer took off from Kitty Hawk, North Carolina, and they flew successfully for 120 feet. Their flight only lasted 12 seconds, but the idea of human flight was now a reality.

The impossible childhood dream of Wilbur and Orville Wright had become real. They were the first aviators. They had made history, and their flying machine became a useful tool in developing the airplanes we use today.
It was Sunday morning, and Kat’s family was eating breakfast. Her dad was reading the headlines in the newspaper when he suddenly pointed out a flying show that was going on today.

“Would you like to go?” asked Kat’s dad. Kat nodded happily.

“Oh, yes!” exclaimed Kat. “I love planes!”

“Well, then, go get ready quickly, because the show starts in an hour!” said her dad.

Kat and her parents got to the show just in time. The performance was about to begin. They all waited excitedly for the first plane. Kat heard rumbling and watched the plane climb upwards. Soon it was over her head! It was quickly joined by three other planes. The sound was so loud, she jumped!

“Don’t worry, Kat,” her mom yelled over the noisy planes.

Kat and her family watched the planes. They did many incredible tricks in the sky! When the show was over, Kat wanted to see the planes on the ground, so her parents took her over. When Kat saw the planes up close, she was in awe. “Your plane is so graceful,” she said to the pilot.

“Thank you,” the pilot said. “Would you like to become a pilot some day?” she asked.

“Is it hard work?” asked Kat.

“Yes, but if you stay persistent, you will become universally known,” she said. Kat beamed happily at the pilot. It was her dream to become a great pilot! The pilot gave her a packet. It was full of papers she could fill out to gain membership to the Junior Pilot’s Club.

It was getting cloudy, and her parents wanted to go before the rain started. Kat shook the pilot’s hand and thanked her for being so helpful. Kat couldn’t wait to get home to start filling out her membership papers!

Activity Write about a club you would like to join. ✮
Ants live all over the world. The only places where ants did not always live are Antarctica, Greenland, Iceland, and Hawaii. In these places, ants are an invasive species. This means that they were not always found there. They were brought in from somewhere else.

There are thousands of ant species. They are insects that are related to wasps and bees. Ants have three body parts. They are the head, the thorax, and the abdomen. Ants have six legs and a pair of antennae. Most ants are usually red or black, but some other colored ants exist. Some ants are even metallic!

Ants live in colonies which can have millions of members. An ant colony has many females, and sometimes there are males present. Some of the female ants are called queen ants. Some ant colonies have only one queen, but there are other colonies that can have multiple queens. The other female ants in the colony are called worker ants. They are smaller than the queen and take care of the queen and her eggs. Male ants are called drones and have a shorter life span than female ants. A queen ant can live for up to 30 years.

Ants are very strong animals. They can carry things that are 10 to 20 times their own body weight. When they need to carry things that are too heavy for just one ant, they will work together to move the object. Ants are not solitary animals. They are social because they live together in colonies and work together for the good of the colony.

Activity Write a fictional tale about ants.
Madeline the ant was tired. She had spent the whole day foraging for food.

“Is it time to rest yet?” she asked Jenna, one of the other workers.

“No, we still have more work to do!” Jenna said.

Reluctantly, Madeline got up and helped Jenna and the others to move a huge slice of bread into the nest. Finally, the work day was done. It was time to go to the great hall where the workers would show the queen all the food they had found.

The queen was very happy with the job the workers had done that day. “Your hard work will pay off,” she said. “All the food that you brought to the nest will supply enough nutrients for the colony for many weeks. Now it is time to celebrate!”

All the worker ants were overcome with joy at the queen’s praise and started to cheer and dance. Before long, Madeline joined in. She was tired but could not resist the fun. She danced with Jenna and all her other friends. She was twirling all around and moving to the beat of the music. She was having such a good time, she did not notice that it was getting very late. Before she knew it, it was after midnight!

“It is so late, and I am so tired,” she said to her friends.

“I can’t believe we danced the whole night away!” exclaimed Jenna.

“It sure was fun, but now I must go to sleep!” Madeline said, trying to stifle a yawn. All her friends agreed it was time for the party to end. They all said goodnight. When Madeline got into bed, she fell asleep immediately and dreamed of her night of dancing.

Activity Write about Madeline’s dream.
Use the pages in this section to offer further practice with phonics, spelling, and word meanings.

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

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

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

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

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

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

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

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

2) **Teach four-step sorting in small group.** When you show students how to sort, begin with an easier sort and teach students the four steps that they will follow with each sort.1

   - **Demonstrate.** Show students how to sort by using the key words or pictures. Sort deliberately, and talk about what

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

- **Sort and check.** Students sort individually or with a partner. Students read the words aloud as they sort and compare the words to the key words.

- **Reflect.** Ask students to explain to each other why they sorted the way they did. Guide students through a discussion of the principle and generalizations that underlie the sort.

- **Extend.** Repeated practice with the sort over several days is essential. Students enter the sort into their three-ring word study notebooks. They leave enough space to add related words that they find in Word Hunts when they go through the stories they have read. Students sort daily by themselves or with a partner. In their station activities they sort the words as part of a word study game.

3) **Monitor and assess.** To know when to go on or to continue studying the principle that underlies the sort, look for these aspects as students sort with you in small group.

- **Accuracy in sorting.** See if students sort the words in the correct columns.

- **Fluency and speed in sorting.** If students sort quickly and accurately, they are probably ready to move on to the next sort. Students who sort accurately and slowly benefit from more practice. They can continue to practice the sort. Set up a sorting station that contains sorts from the last three weeks.

- **Reflection and use.** See if students can explain the sort: “Why did you sort the way you did?” Look in students’ first-draft writing to see if they spell the sound or spelling pattern correctly in related words.

### Sorting at Different Instructional Levels

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

- **Students in the emergent and beginning stages of reading benefit from sorting by sound with pictures to focus on the way words sound alike at the beginning, middle, or end.** For example, students consider how pairs of words sound alike: “I am going to say two words, tell me if they sound alike in the middle.”

- **Students in the beginning and the transitional levels sort by patterns in words.** Begin to explain how patterns are related to sound. Look across vowels to find patterns. For example, ask students: “Look for long a and long o words that have the CVVC pattern as in nail and coat.”

- **Students in the intermediate levels study the meaning patterns within words.** They study the meaning and spelling of prefixes, suffixes, and roots. Grammar ties in here as different suffixes are often related to grammatical functions; e.g., the -tion suffix turns a verb into a noun. Word histories and word roots are an important focus. Students study words deeply using paperback etymologies such as these two favorites:

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Spelling Word Cards

Unit 3 • Dear Mrs. LaRue
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Spelling Word Cards

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Root Word Find

Materials
- Puzzle Pieces, three pieces (p. 116)
- Vocabulary Word Cards (pp. 74–103)
- Pencils

Skill: word parts

Prepare: Give players several copies of the three-part puzzle pieces. Have students write each of their vocabulary words onto the puzzle pieces, dividing the words into the appropriate word parts.

Play: Players name the root words, prefixes, suffixes, and/or endings of each word. Call on them or have them quiz each other in small groups.

If there is time, have players exchange their puzzle pieces with a partner. Have the partner sort the puzzle pieces and put them together to recreate the vocabulary words.

Long Vowel Slip Strips

Materials
- Slip Strips or Word Wheel (p. 115, p. 110)
- Pencils

Skill: build words with long vowel sounds

Prepare: Give each player a copy of the slip strips. Have students write ay on the rectangular box to the right of the opening.

Play: Invite players to come up with a variety of words that use the long vowel sound of ay. On the slip with four squares, have players write consonants and consonant blends that complete a word. (Players could also use the Word Wheel with ay on the outside wheel and consonants and consonant blends on the inside wheel.)

The Suffix Trail

Materials
- S-shaped board (p. 109)
- 4-part spinner (p. 107)
- Spelling or Vocabulary Word Cards (pp. 44–103)
- Pencils

Skill: suffixes

Prepare: This game is for three or four players. Give each group two copies of the S-shaped game board. Show them how to attach the copies. Write begin in the first square and end in the last square. Then fill the remaining squares with suffixes. Use each suffix more than once.

Each group also needs a 4-part spinner numbered 0, 1, 2, and 3.

Play: Players spin the spinner then move that number of spaces. Then the player must say a word that has the suffix shown. Players may refer to the Spelling or Vocabulary Word Cards. The game ends when a player reaches the end square.
**Match!**

**Materials**
- Cards (p. 111)
- pencils

**Skill:** homophones

**Prepare:** This game is for two players. Give each pair four copies of the cards. Have partners write homophones on the cards. They may use the following words: would, wood; right, write; flour, flower; know, no; passed, past; here, hear; seam, seem; weak, week; maid, made; fined, find; scent, cent; patients; see, sea; ate, eight; meat, meet.

**Play:** Begin by dealing ten cards to each player. Each player looks for any homophone matches and places them on the table. Then players take turns asking each other if they hold the match to one of their own cards. A player draws from the remaining cards if the opposing player cannot give the requested homonym. The player who ends up with the most matches is the winner.

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**Four Corners**

**Materials**
- Tic-Tac-Toe grid (p. 112)
- pencils
- game markers

**Skill:** contractions

**Prepare:** Give each player a copy of the Tic-Tac-Toe grid. Have the players write a different contraction in each corner. You may want to write the following contractions on the board for reference: won’t, I’ve, wasn’t, it’s, doesn’t, haven’t, isn’t, you’ll, aren’t, you’ve, let’s, we’re, that’s, don’t, couldn’t, wouldn’t, he’s, she’s.

**Play:** Call out the two words that make the different contractions. Have players place a marker on the correct contraction. For example, if you call out will + not, the players place a marker on won’t. The winner is the first player to place a marker in each of the four corners of the Tic-Tac-Toe grid.
**Look It Up!**

**Materials**
- 4-part spinner (p. 107)
- Oval board (p. 108)
- Vocabulary Word Cards (pp. 74–103)
- dictionary
- pencils

**Skill:** dictionary skills

**Prepare:** This game is for three or four players. Give each group an oval board, a blank spinner, and a dictionary. On the board, mark one square with a star to indicate the beginning and ending point. Have them fill the other squares with current and review vocabulary words. They may refer to their Vocabulary Words Cards for word suggestions.

Label the spinner 1 Definition, 2 Pronunciation Key, 3 Word History, and 0.

**Play:** Players spin the spinner and move that number of spaces. (0 = skip turn) The spinner will also tell them what they need to find out about the word they landed on. Players use the dictionary to tell the word’s definition, pronunciation key, or history. The winner is the first player to reach the star.

---

**Coin Toss**

**Materials**
- 4 x 4 or 5 x 5 grid (p. 113, p. 114)
- pencil
- penny

**Skill:** fact and opinion

**Prepare:** This game is for four players. Give each group a copy of the 4 x 4 grid. Have each player write his or her name in the first square of one row.

**Play:** The object of the game is to be the first player to color in each square in their row. Each player flips a penny. If the coin lands on “heads,” then the player tells a fact about the school. The player also colors in a square. If the coin lands on “tails,” then the player gives an opinion about the school. Players cannot color in a square if they get tails.

Use the 5 x 5 grid if there are five players in a group. To make the game more advanced, have players offer facts and opinions about stories or topics to complete the game.

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© Macmillan/McGraw-Hill
1. Cut out and complete a spinner.

2. Mount it on heavy paper.

3. Attach arrow with brad.
Oval Game Board
S-shaped Game Board
Word Wheel

1. Cut out and complete each wheel.

2. Attach small wheel on top of large wheel with a brad.
Tic-Tac-Toe
5x5 Grid
Slip Strips
Using Speed Drills

Speed Drill Routine

Speed drills build fluency because they help students rapidly recognize common syllable and spelling patterns in one-syllable and multisyllabic words. And they’re a lot of fun!

The speed drill reproducibles that follow can be used for students needing additional practice to achieve mastery and automaticity in reading words with the target phonics skills. These reproducibles include examples of all the sound-spellings and syllable types taught in *California Treasures*, Grade 4. There is also a blank speed drill form provided for customizing word lists with students.

Use the following Speed Drill Routine:

1. Distribute copies of the speed drill to students. Allow two minutes to underline the target syllable or spelling pattern. For example, if the skill is words ending in consonant + le, have students underline *ble*, *cle*, and *ple* in words containing these common patterns. If the skill is to recognize vowel teams, have them underline those letters.

2. When finished, have students use their speed-drill sheet to read the marked words. Help students pronounce the common syllables or spelling patterns. Students should practice reading their words throughout the week and for homework.

3. Listen to students read the words on their speed-drill sheet mid-week and/or end-of-week. Students should practice with the speed drills and be tested until they can read the words with ease. Record the number of words they read correctly in one minute on their sheet. You may need to enlist the help of peer testers to assess each student.

4. As an incentive, students may record their speed-drill scores on a separate chart. Have them record the score for each testing of the speed drill. Work with each student to set individual speed-drill goals—a set number of words read in a minute, for example.
Underline the short vowel in each word. Then practice reading the words until you are ready to be timed.

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Underline the r-controlled vowel spelling in each word. Then practice reading the words until you are ready to be timed.

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Underline the silent letter in each word. Then practice reading the words until you are ready to be timed.

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Underline the soft c or soft g spelling in each word. Then practice reading the words until you are ready to be timed.

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Underline the plural ending in each word. Then practice reading the words until you are ready to be timed.

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Draw a line between each word in the compound word. Then practice reading the words until you are ready to be timed.

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Underline the inflectional ending in each word. Then practice reading the words until you are ready to be timed.

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Underline the inflectional ending in each word. Then practice reading the words until you are ready to be timed.

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Underline the vowel spelling in each word. Then practice reading the words until you are ready to be timed.

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Underline the diphthong in each word. Then practice reading the words until you are ready to be timed.

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Underline the vowel spelling in each word. Then practice reading the words until you are ready to be timed.

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Underline the closed syllable(s) in each word. Then practice reading the words until you are ready to be timed.

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Underline the open syllable in each word. Then practice reading the words until you are ready to be timed.

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Underline the vowel team in each word. Then practice reading the words until you are ready to be timed.

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Underline the r-controlled vowel in each word. Then practice reading the words until you are ready to be timed.

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<td>victory</td>
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r-Controlled Syllables

**Speed Drills**

Unit 5 • At Home in the Coral Reef

Page 143
Underline the consonant + le syllable in each word. Then practice reading the words until you are ready to be timed.

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Underline the –en, –in, or –on ending in each word. Then practice reading the words until you are ready to be timed.

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Work with your teacher to fill in words. In each word, underline the syllable or spelling pattern you are studying. Then practice reading the words until you are ready to be timed.

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

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Reader Response

Title: ___________________________  Author: ______________________

Rate this book by coloring in the stars.

Awesome  Good  Okay  Disliked  Disliked a lot

Recommendation: To whom would you recommend this book?

______________

Response: Write one of the following as if it were from the point of view of a particular character.

_______ Poem  ________ One-act play
_______ Song  ________ Journal entry

______________

______________

______________

______________

______________

______________

______________

© Macmillan/McGraw-Hill
Name __________________________________________

**Reader Response**

Title: ____________________________  Author: ________________

Rate this book by coloring in the stars.

Awesome  Good  Okay  Disliked  Disliked a lot

**Recommendation:** To whom would you recommend this book?

______________________________

**Response:** Write a new ending to this story. How will it affect the rest of the story?

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

**Reader Response:** Fiction
Reader Response

Title: ___________________________  Author: ___________________________

Rate this book by coloring in the stars.

Awesome  Good  Okay  Disliked  Disliked a lot

Recommendation: To whom would you recommend this book?

________________________________________

Response: What was the most surprising or interesting thing you learned? Choose one of the following to write your response.

_______ Magazine article  _________ Book review
_______ Letter to a friend  _________ Journal entry

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Reader Response: Nonfiction
Reader Response

Title: ___________________________  Author: ___________________________

Rate this book by coloring in the stars.

Awesome  Good  Okay  Disliked  Disliked a lot

Recommendation: To whom would you recommend this book?

Response: Write an e-mail to the author describing what you have learned from this book.

To: @example.com
Subject:
Dear ___________________________: 

________________________________________________________________________

________________________________________________________________________

Sincerely,

________________________________________________________________________
Reader Response

Title: ___________________________  Author: _____________________

Rate this poem by coloring in the stars.

Awesome  Good  Okay  Disliked  Disliked a lot

Recommendation: To whom would you recommend this poem?

Response: Is this poem like any other poem you have read before? Why?

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

Reader Response: Poetry
Reader Response

Title: ___________________________  Author: ________________

Rate this poem by coloring in the stars.

Awesome  Good  Okay  Disliked  Disliked a lot

Recommendation: To whom would you recommend this poem?

Response: Describe how you feel about this poem. What do you like or dislike about this poem?

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Reader Response: Poetry
### My Writer’s Checklist

#### Personal Narrative

- [ ] Do I write from one of my own personal experiences?
- [ ] Do I tell how I am feeling?
- [ ] Do I write in the first person?
- [ ] Do I use time-order words to show what happened in the beginning, middle, and end?
- [ ] Do I use words that give details and help create pictures for the reader?

**What did I do well in my writing?**

1. 
2. 

**What will I change when I revise this work?**

1. 
2. 

**Teacher:** See also Proofreading Marks, page 166, and Writing Rubrics, pages 167–174.
My Writer’s Checklist

**Response to Literature**

✔ Put a check by the items you completed.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Do I focus my response on a specific passage in the text?</td>
</tr>
<tr>
<td>☐</td>
<td>Do I open with a question or a bold statement?</td>
</tr>
<tr>
<td>☐</td>
<td>Do I discuss the meaning of the passage?</td>
</tr>
<tr>
<td>☐</td>
<td>Do I include details and excerpts to support my interpretation?</td>
</tr>
<tr>
<td>☐</td>
<td>Do I tie in my own knowledge and experience on the subject?</td>
</tr>
</tbody>
</table>

What did I do well in my writing?

1. _____________________________________________________________________

2. _____________________________________________________________________

What will I change when I revise this work?

1. _____________________________________________________________________

2. _____________________________________________________________________

**Teacher:** See also Proofreading Marks, page 166, and Writing Rubrics, pages 167–174.
**My Writer's Checklist**

**Persuasive Essay**

✔ Put a check by the items you completed.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Do I state my opinion in the opening paragraph?</td>
</tr>
<tr>
<td>☐</td>
<td>Do I give facts and examples to support my opinion?</td>
</tr>
<tr>
<td>☐</td>
<td>Do I present my reasons in a logical order?</td>
</tr>
<tr>
<td>☐</td>
<td>Do I tell my audience what I want them to think or do?</td>
</tr>
<tr>
<td>☐</td>
<td>Do I use opinion words?</td>
</tr>
</tbody>
</table>

What did I do well in my writing?

1. 

2. 

What will I change when I revise this work?

1. 

2. 

**Teacher:** See also Proofreading Marks, page 166, and Writing Rubrics, pages 167–174.
**My Writer’s Checklist**

**Summary**

✔ Put a check by the items you completed.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Do I start with a strong opening sentence?</td>
</tr>
<tr>
<td></td>
<td>Do I clearly state the main idea of the passage?</td>
</tr>
<tr>
<td></td>
<td>Do I present key details from the text to explain the main idea?</td>
</tr>
<tr>
<td></td>
<td>Do I use language that will interest my audience?</td>
</tr>
<tr>
<td></td>
<td>Do I use transition words to guide my readers?</td>
</tr>
</tbody>
</table>

What did I do well in my writing?

1. 

2. 

What will I change when I revise this work?

1. 

2. 

**Teacher:** See also Proofreading Marks, page 166, and Writing Rubrics, pages 167–174.
My Writer’s Checklist

Compare-and-Contrast Essay

✔ Put a check by the items you completed.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Do I introduce two items to compare?</td>
</tr>
<tr>
<td></td>
<td>Do I tell how the items are alike and different in each paragraph?</td>
</tr>
<tr>
<td></td>
<td>Do I present the details in logical order?</td>
</tr>
<tr>
<td></td>
<td>Do I summarize my most important points in the conclusion?</td>
</tr>
<tr>
<td></td>
<td>Do I use a variety of compare-and-contrast words?</td>
</tr>
</tbody>
</table>

What did I do well in my writing?

1. 

2. 

What will I change when I revise this work?

1. 

2. 

Teacher: See also Proofreading Marks, page 166, and Writing Rubrics, pages 167–174.
**My Writer’s Checklist**

**Research Report**

---

**Put a check by the items you completed.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>Do I clearly state my main idea?</td>
</tr>
<tr>
<td>☑</td>
<td>Do I provide facts and details to explain my main idea?</td>
</tr>
<tr>
<td>☑</td>
<td>Do I draw a conclusion at the end?</td>
</tr>
<tr>
<td>☑</td>
<td>Do I use transition words to help connect ideas?</td>
</tr>
<tr>
<td>☑</td>
<td>Do I present information from reliable sources?</td>
</tr>
</tbody>
</table>

---

**What did I do well in my writing?**

1. ____________________________________________

2. ____________________________________________

---

**What will I change when I revise this work?**

1. ____________________________________________

2. ____________________________________________

---

**Teacher:** See also Proofreading Marks, page 166, and Writing Rubrics, pages 167–174.
### STAGE 1 Establishing Habits

- Write Journal Entries  
- Practice Skill Drills  
- Engage in Experience  
- Respond to Feedback  
- Develop Vocabulary  
- Share Writing

### STAGE 2 Strengthening Voice

#### Expressive Skills

| IDEAS: Topic Development |  
|--------------------------|---
| Moment | Object | Setting |  

| IDEAS: Showing |  
|----------------|---
| Include unique observations | Recognize showing and telling |  

| WORD CHOICE: Strong Verbs |  
|---------------------------|---
| Recognize and use strong verbs |  

| WORD CHOICE: Sensory Detail |  
|-----------------------------|---
| Use multiple senses | Choose sensory detail effectively |  

| VOICE/IDEAS: Dialogue and Evidence I |  
|--------------------------------------|---
| Include dialogue |  

| IDEAS: Character Development |  
|-------------------------------|---
| Believable | Change and growth |  

| ORGANIZATION: Distinguishing Moments |  
|--------------------------------------|---
| Use chronological order | Distinguish moments |  

#### Technical Skills

| SENTENCE FLUENCY/CONVENTIONS: The Complete Sentence |  
|-----------------------------------------------------|---
| Capitals and end punctuation | Parts of speech | Possessives | Commas in a series |  

| CONVENTIONS: Subject/Verb Agreement |  
|-------------------------------------|---
| With present tense | With simple past tense |  

| CONVENTIONS: Punctuating and Formatting Dialogue & Quotations |  
|---------------------------------------------------------------|---
| Quotation marks |  

---

164 Writing Journal Checklist
# Short Response Rubric

## Rubric for Short Answer Questions

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The student’s response demonstrates a thorough understanding of the comprehension skills needed to answer the question. Details and examples are used to support the answer and clearly come from the text.</td>
</tr>
<tr>
<td>1</td>
<td>The student’s response demonstrates a partial understanding of the comprehension skills needed to answer the question. Some of the support and important details and/or examples are too general or are left out.</td>
</tr>
<tr>
<td>0</td>
<td>The student’s response demonstrates a complete lack of understanding of the question or the student has left the answer blank.</td>
</tr>
</tbody>
</table>
Make a capital letter.  
we went to the park.

/ Make a small letter.  
We walked by the Lake.

◎ Add a period.  
The fish were jumping◎

∧ Add a comma.  
I saw ants, frogs, and a bird. ∧

“ ” Add quotation marks.  
“What time is it?” asked Mom. “ ”

✓ Add an apostrophe.  
Dans watch was broken. ✓

❼ Check spelling.  
The sky was beautiful ⃩

∧ Add.  
Then we ate lunch. ∧

✓ Take out.  
The tall trees were very tall. ✓

¶ New paragraph.  
The town seemed busy and noisy after our day at the park. ¶
<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td>does not share a personal experience</td>
<td>tells events out of order</td>
<td>does not express feelings or connect with readers</td>
<td>makes frequent errors that confuse the reader</td>
</tr>
<tr>
<td></td>
<td>lacks details</td>
<td>is confusing</td>
<td>uses confusing words that do not fit the story</td>
<td>makes many serious errors</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fair</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>tries to describe a personal experience</td>
<td>includes events that are told out of order</td>
<td>uses too few time-order and descriptive words</td>
<td>makes frequent errors that confuse the reader</td>
</tr>
<tr>
<td></td>
<td>lacks details</td>
<td>shows little personal involvement</td>
<td>uses sentences that lack variety or are hard to follow</td>
<td>makes readable, but handwriting or word processing errors are distracting</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>tells about a personal experience with details</td>
<td>presents events in the correct order</td>
<td>makes an effort to share a message</td>
<td>has minor errors that do not confuse the reader</td>
</tr>
<tr>
<td></td>
<td>presents events in the correct order</td>
<td>makes some time-order and descriptive words</td>
<td>uses a variety of complete sentences</td>
<td>is mostly easy to read and mostly free of word processing or handwriting distractions</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Excellent</strong></td>
<td>gives a lively, interesting, and detailed description of a personal experience</td>
<td>describes events in a logical, flowing order</td>
<td>brings across a strong personal message</td>
<td>uses time-order words and descriptive words</td>
</tr>
<tr>
<td></td>
<td>describes events in a logical, flowing order</td>
<td>uses a variety of precise descriptive words</td>
<td>uses sentences that flow</td>
<td>is easy to read and free of word processing or handwriting distractions</td>
</tr>
<tr>
<td></td>
<td>makes feeling or connect with readers</td>
<td>uses run-on sentences and sentence fragments</td>
<td>uses sentences that flow</td>
<td>is easy to read and free of word processing or handwriting distractions</td>
</tr>
<tr>
<td><strong>Excellent</strong></td>
<td><strong>Good</strong></td>
<td><strong>Fair</strong></td>
<td><strong>Unsatisfactory</strong></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------</td>
<td>----------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>presents a well-supported response with interesting personal interpretations</td>
<td>presents a solid, detailed response with some personal reflections</td>
<td>attempts to respond but does not support an interpretation</td>
<td>does not respond to a specific work or include any personal views</td>
<td></td>
</tr>
<tr>
<td>moves readers through a clearly ordered sequence</td>
<td>organizes the response clearly</td>
<td>presents some material out of order</td>
<td>has no logical organization</td>
<td></td>
</tr>
<tr>
<td>uses an engaging, informative voice</td>
<td>shows interest in the material</td>
<td>shows inconsistent involvement with readers or material</td>
<td>shows no engagement with readers or material</td>
<td></td>
</tr>
<tr>
<td>uses strong verbs and descriptive words</td>
<td>uses some precise words</td>
<td>uses some words that are weak or unclear</td>
<td>uses words that are either incorrect or do not fit with the response</td>
<td></td>
</tr>
<tr>
<td>includes a variety of sentences that flow</td>
<td>includes easy-to-follow sentences</td>
<td>includes sentences that are understandable but awkward</td>
<td>uses incomplete or confusing sentences</td>
<td></td>
</tr>
<tr>
<td>is free or almost free of errors</td>
<td>has minor errors that do not confuse the reader</td>
<td>makes frequent errors that confuse the reader</td>
<td>makes many serious errors</td>
<td></td>
</tr>
<tr>
<td>is easy to read and free of word processing or handwriting distractions</td>
<td>is mostly easy to read and mostly free of word processing or handwriting distractions</td>
<td>is readable, but handwriting or word processing errors are distracting</td>
<td>is difficult to read because of word processing or handwriting errors</td>
<td></td>
</tr>
<tr>
<td>4 Excellent</td>
<td>3 Good</td>
<td>2 Fair</td>
<td>1 Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------</td>
<td>--------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>presents a clear opinion with strong supporting details</td>
<td>presents a clear opinion with some supporting details</td>
<td>attempts to present an opinion but supporting details are weak</td>
<td>does not present an opinion</td>
<td></td>
</tr>
<tr>
<td>presents reasons in a logical order</td>
<td>presents reasons in a mostly logical order</td>
<td>presents reasons for the opinion, but not in a logical order</td>
<td>is poorly organized, with disconnected ideas</td>
<td></td>
</tr>
<tr>
<td>shows strong interest in the issue and connects to readers persuasively</td>
<td>shows interest in the issue and connects to readers</td>
<td>shows little connection with readers</td>
<td>is dull and unconvincing</td>
<td></td>
</tr>
<tr>
<td>uses opinion words and other well-chosen words</td>
<td>uses some opinion words and varied language</td>
<td>uses few opinion words and dull, vague language</td>
<td>uses inaccurate or confusing words and lacks persuasive language</td>
<td></td>
</tr>
<tr>
<td>uses varied sentences that flow</td>
<td>uses a variety of sentence types</td>
<td>uses sentences that lack variety or are hard to follow</td>
<td>uses incomplete sentences</td>
<td></td>
</tr>
<tr>
<td>is free or almost free of errors</td>
<td>has minor errors that do not confuse the reader</td>
<td>makes frequent errors that confuse the reader</td>
<td>makes many serious errors</td>
<td></td>
</tr>
<tr>
<td>is easy to read and free of word processing or handwriting distractions</td>
<td>is mostly easy to read and mostly free of word processing or handwriting distractions</td>
<td>is readable, but handwriting or word processing errors are distracting</td>
<td>is difficult to read because of word processing or handwriting errors</td>
<td></td>
</tr>
<tr>
<td>4 Excellent</td>
<td>3 Good</td>
<td>2 Fair</td>
<td>1 Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------</td>
<td>--------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>• presents a focused, interesting summary with clear details</td>
<td>• presents a solid summary with clear details</td>
<td>• tries to summarize a passage but main idea or details may be unclear</td>
<td>• presents an incomplete summary</td>
<td></td>
</tr>
<tr>
<td>• presents information in a logical, easy-to-follow order</td>
<td>• presents information in a logical order</td>
<td>• presents some information out of order</td>
<td>• confuses readers with disorganized ideas</td>
<td></td>
</tr>
<tr>
<td>• shows enthusiasm and engages readers</td>
<td>• uses a personal tone and connects to readers fairly well</td>
<td>• does not connect to readers with enthusiasm</td>
<td>• does not use a personal voice and does not address readers</td>
<td></td>
</tr>
<tr>
<td>• uses transition words and precise language</td>
<td>• includes some precise words and strong verbs</td>
<td>• includes too few transition words and some vague language</td>
<td>• uses words that are unclear or confusing</td>
<td></td>
</tr>
<tr>
<td>• uses a variety of sentences that flow</td>
<td>• includes varied easy-to-follow sentences</td>
<td>• includes sentences that lack variety or are hard to follow</td>
<td>• includes incomplete and confusing sentences</td>
<td></td>
</tr>
<tr>
<td>• is free or almost free of errors</td>
<td>• has minor errors that do not confuse the reader</td>
<td>• makes many serious errors</td>
<td>• makes many serious errors</td>
<td></td>
</tr>
<tr>
<td>• is easy to read and free of word processing or handwriting distractions</td>
<td>• mostly easy to read and mostly free of word processing or handwriting distractions</td>
<td>• is readable, but handwriting or word processing errors are distracting</td>
<td>• is difficult to read because of word processing or handwriting errors</td>
<td></td>
</tr>
<tr>
<td>Writing Rubric</td>
<td>Unsatisfactory</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
<td>-----</td>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>• does not compare two topics</td>
<td>• makes an unclear comparison with few details</td>
<td>• compares and contrasts two topics, with strong supporting details</td>
<td>• compares and contrasts two topics, with strong supporting details</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>• has no logical organization, or introduction, or conclusion</td>
<td>• lacks a clear introduction and conclusion and puts details out of order</td>
<td>• organizes details well and has an introduction and conclusion</td>
<td>• logically organizes details and has a strong introduction and conclusion</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>• does not connect with readers</td>
<td>• does not connect well with readers and topics</td>
<td>• shows interest and connects to readers fairly well</td>
<td>• shows interest and connects to readers</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>• uses no compare-and-contrast words</td>
<td>• uses few compare-and-contrast words</td>
<td>• uses compare-and-contrast words correctly</td>
<td>• uses precise compare-and-contrast words</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>• includes incomplete and confusing sentences</td>
<td>• makes frequent errors that do not confuse the reader</td>
<td>• has minor errors that do not confuse the reader</td>
<td>• uses easy-to-follow sentences which flow smoothly</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>• makes many serious errors</td>
<td>• is mostly easy to read and mostly free of word processing or handwriting distractions</td>
<td>• is mostly easy to read and mostly free of word processing or handwriting distractions</td>
<td>• is free or almost free of errors</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>• makes it difficult to read because of word processing or handwriting errors</td>
<td>• is readable, but handwriting or word processing errors are distracting</td>
<td>• is readable, but handwriting or word processing errors are distracting</td>
<td>• is easy to read and free of word processing or handwriting distractions</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>• is difficult to read because of word processing or handwriting errors</td>
<td>• makes frequent errors that do not confuse the reader</td>
<td>• has minor errors that do not confuse the reader</td>
<td>• uses easy-to-follow sentences which flow smoothly</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>• is mostly easy to read and mostly free of word processing or handwriting distractions</td>
<td>• includes incomplete and confusing sentences</td>
<td>• makes many serious errors</td>
<td>• uses no compare-and-contrast words</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>• does not compare two topics</td>
<td>• lacks a clear introduction and conclusion and puts details out of order</td>
<td>• does not connect with readers</td>
<td>• has no logical organization, or introduction, or conclusion</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>• has no logical organization, or introduction, or conclusion</td>
<td>• does not connect with readers</td>
<td>• uses no compare-and-contrast words</td>
<td>• makes many serious errors</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>• includes incomplete and confusing sentences</td>
<td>• uses few compare-and-contrast words</td>
<td>• uses easy-to-follow sentences which flow smoothly</td>
<td>• is mostly easy to read and mostly free of word processing or handwriting distractions</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>• makes frequent errors that do not confuse the reader</td>
<td>• has minor errors that do not confuse the reader</td>
<td>• uses easy-to-follow sentences which flow smoothly</td>
<td>• is free or almost free of errors</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>• is mostly easy to read and mostly free of word processing or handwriting distractions</td>
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<td>• does not compare two topics</td>
<td>• lacks a clear introduction and conclusion and puts details out of order</td>
<td>• does not connect with readers</td>
<td>• has no logical organization, or introduction, or conclusion</td>
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<td><strong>16</strong></td>
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© Macmillan/McGraw-Hill
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<th>4 Excellent</th>
<th>3 Good</th>
<th>2 Fair</th>
<th>1 Unsatisfactory</th>
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<tr>
<td>uses well-researched information to state a clear main idea</td>
<td>supports a main idea with solid research</td>
<td>presents limited research and has a weak main idea and details</td>
<td>does not include research or provide facts about the topic</td>
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<td>is strongly focused and logically organized</td>
<td>has a logical flow of facts and details that support the main idea</td>
<td>gives little related information and is poorly organized</td>
<td>offers little or no information and has no logical organization</td>
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<td>encourages readers’ interest and shows enthusiasm</td>
<td>has a direct tone and shows interest in the topic</td>
<td>shows inconsistent involvement with readers and topic</td>
<td>shows little interest in the topic or audience</td>
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<td>uses transition words and accurate vocabulary</td>
<td>uses words specific to the topic and includes transition words</td>
<td>uses poor words and few transition words</td>
<td>uses inaccurate or confusing vocabulary</td>
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<td>has sentences that flow and guide readers</td>
<td>uses a variety of easy-to-follow sentences</td>
<td>includes choppy and awkward sentences</td>
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<td>is free or almost free of errors</td>
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<td>makes frequent errors that confuse the reader</td>
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<td>is easy to read and free of word processing or handwriting distractions</td>
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# Writing Rubric

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We visit my grandmas house. It takes a long time to get to grandmas. The drive is two days long. I used to think there is nothing to do at Grandmas. I don’t feel that way anymore.

I explore some part of grandmas house. The basement has a coal furnace. There are shelves filled with grandmas canned fruit. There is a box filled with soyl and worms for fishing. The garden has erbs growing and a peach tree.
My Big Adventure
by Tabitha C.

Finally I got to go away to camp. I was very excited. First we packed stuff for two weeks, clothes and sheets and blankets and soap and towels and shampoo. Then we drove to a place where I caught the bus.

We all got on the bus and the counselors taught us some songs like the worms go in and the worms go out and other disgusting songs like that. We sang all the way. It was a long trip. We ate lunch at a rest stop. Then we got to camp.

We got our tents and our bunks and we made teams. Then we ate dinner after we sang more songs around a campfire. The counselors lit the fire. We went to sleep. Some of us did. Some people whispered a lot at night.

We woke up and ate breakfast and went to arts and crafts and then to swimming. Then we had lunch and back to our bunks and rest. We had to write letters to our homes and our families.

We were there for two weeks then we went home on the bus.

Ideas and Content / Genre  The writer relates a personal experience, but may lose focus, forget the audience, or omit thoughts and feelings.

Organization and Focus  There is some evidence of planning and follow through, but it is not always consistent. The writer fails to use time-order words, and relates events out of order.

Voice  The writer tells the story in a predictable manner, and shows a lack of personal involvement in the narrative.

Word Choice  Word choice is limited, and the writer uses words that are imprecise or lack descriptive flair.

Sentence Structure / Fluency  The writer demonstrates an ability to write a simple sentence, but struggles with complex structures.

Conventions  There are some errors in spelling, mechanics, and usage, which could have been eliminated with more careful proofreading.
My parents told us we would be going to the live performance of the musical comedy “Kids on Parade!” This meant we had to “dress up” and leave early so we could be there to park and find our seats by 2:00 P.M.

First we listened to the overture. It was plaid by live musicians. Then the curtain opened, and there was the whole cast dancing. The story was about a talent search for the best singer and dancer under the age of 10 in the United States. It was funny and sad at the same time. Some kids had very mean parents who wanted them to be famous. Some kids worked hard and rehearsed a lot because they loved it. There were two very funny people in the show named Timmy and Tommy Toolittle. They were supposed to be twins, but people thought there was only one kid so that made for some very funny scenes.

At the end of the show it was too hard to pick the best kids out of the whole group so they decided the people in charge of the talent search to put all the kids “On Parade” and let them all show what they could do so that is how it got its name.
A Walk in the Woods

by Raul M.

My backyard ends where the woods begin. Each time I go to the woods with my older brother, Luis, I like to pretend I’m an explorer. Last week I discovered a creek. I was walking with Luis along a dirt trail that winds through the center of the woods when I heard a trickle of water. Then my shoes filled with water as I waded into the creek, but I didn’t mind. Explorers have to be tough!

Luis stayed on the dirt path next to me. I sloshed through the cool, clear water, looking up at the vines hanging from the trees above. I pictured a snake or a giant spider dropping on my head but I knew that wasn’t likely.

I had been hiking in the creek for only five or ten minutes when I began to wonder where it would take me. I wasn’t ready to turn back. Besides I was finding lots of colorful pebbles in the creek to add to my rock collection. Luis and I kept on hiking until we saw the bright light of the open sky through the treetops. The creek turned and a trail led up a hill. I raced ahead of Luis, up the path, and stared. My mouth dropped open in surprise. In the end, I’d discovered my neighbor’s backyard!

Ideas and Content / Genre The writer creates a cohesive narrative with carefully chosen details that reveal his or her thoughts and feelings.

Organization and Focus The writer grabs the reader’s attention with a strong beginning, middle, and end. The writer connects ideas and events, and uses time-order words to guide the reader.

Voice The writer shows originality and a strong personal message that speaks directly to the reader.

Word Choice The writer uses both challenging and everyday language in a natural way.

Sentence Structure / Fluency The writer composes creative, effective sentences that flow smoothly and vary in structure.

Conventions The writer is skilled in most writing conventions, and the paper needs little editing.
Being a Deep see Explorer
by Callie E.

People like Sylvia Earle and Robert Ballard have cool jobs. They studied hard to do what they do. One studies plants, the other one oshuns.

Plants grow underwater that’s why people study them. But need to focus very hard to be a scientist.

Ideas and Content / Genre The writing shows little to no development of the topic, but may contain meaningful vocabulary.

Organization and Focus There is little organization to the material presented, and details do not appear in a logical order.

Voice There is little awareness of audience demonstrated, and the writer does not include any personal reflection on what he or she has read.

Word Choice Written vocabulary is limited, although key words may have been pulled from the reading selection.

Sentence Structure / Fluency The writer’s sentences are incomplete, fragmented, run-on, or otherwise difficult to understand.

Conventions The writing shows little to no use of writing conventions. There are many spelling, grammar, and usage errors.
Wolvs
by Alex R.

Wolvs used to live in this country and a lot were in Yellowstone National Park. The wolves are back now. They have food and people just need to leave them alone.

Setlers used to kill wolves. That's why there were less of them, but wolves came back and if people leave them alone they won't be endangered anymore. It's good for nature.

Ideas and Content / Genre  The writing is generally on topic, and contains some meaningful vocabulary. It hints at but does not clearly state the writer's personal opinion or reflection.

Organization and Focus  There is an attempt at organization of ideas, but most appear out of logical order.

Voice  The piece is hard to read aloud, although an attempt has been made to be informative to the audience.

Word Choice  Key words have been pulled from the selection, however there is a lot of repetition and predictability to the chosen words.

Sentence Structure / Fluency  The sentences are mostly simple constructions, with some fragments or run-ons impeding comprehension.

Conventions  Frequent spelling, grammar, and usage errors make it somewhat difficult to read the response.
The Strike-Out Queen
by Deena F.

Jackie Mitchell was a great baseball player. She was a girl playing major league baseball when people believed baseball should only be played by men. Jackie’s dad had always encouraged her to best even if she was doing something that a lot of girls didn’t do.

When she was 17 Jackie’s team played against the New York Yankees. She was pitching to famous players like Babe Ruth and Lou Gehrig. Thousands of people came to watch, and newspapers wrote articles about her. Jackie was so good she managed to strike out both Babe Ruth and Lou Gehrig!

People were amazed and Jackie was happy that she proved something to them. If you set your mind to something, you can do it!

Ideas and Content / Genre The writing is on topic and includes a brief reflection at the end of the piece.

Organization and Focus There is a basic organization of ideas, and overall the piece reads in a logical order.

Voice The writer is aware of the audience and holds the reader’s attention.

Word Choice The writer has pulled key vocabulary from the selection, and also includes unique descriptive words.

Sentence Structure / Fluency The writer has attempted to use a variety of sentence structures, but still has a little trouble with fragments or run-ons.

Conventions There are some spelling, grammatical, and usage errors. Commonly used words are spelled correctly, and punctuation is correct for the most part.
Mustangs on the Prairie
by Mike H.

Wild horses, called Mustangs, were once a very common sight in the West. They were brought to America by Spanish explorers 500 years ago. When people started putting barbed wire around their ranches, the mustangs couldn't get to food or water easily. Without food and with people killing them as pests, mustangs died in large numbers.

In the 1980s though, a man named Dayton Hyde started saving mustangs. He built a sanctuary in South Dakota for the wild horses to live on. The horses came in on big trailers and had to be watched in a special field for almost a week because they were too scared to run free.

Dayton's sanctuary has been around for many years now, and many visitors come to see the horses every summer. Dayton sees horses being born every summer, and horses dying in the winter, but he knows it's all part of the circle of life. His dream of a sanctuary came true, and the mustangs can now run free.

I think it is great that one person cared enough to find a way to save the mustangs. Because of Dayton's work, others may be inspired to do extraordinary things.

Ideas and Content / Genre  The writing is on topic, well developed, and based on information from the selection. The writer closes with a clear personal reflection.

Organization and Focus  The writer's paragraphs are well organized, interesting, and read in a logical order.

Voice  The writer is aware of the audience and writes in an informative, engaging voice.

Word Choice  The writer chooses appropriate words to describe what he or she has read, while also pulling key vocabulary from the selection.

Sentence Structure / Fluency  The writer uses a variety of sentence constructions and has few if any fragments or run-ons.

Conventions  The writer shows knowledge of standard conventions of spelling, grammar, punctuation, capitalization, and usage. There are few errors, although some above-level words may be misspelled.
Good Dogs
by Trent L.

Do you want a new puppy? do you have a dog?

Each year millions of pet owners give up on their bad dogs. Puppy preschool classes and obedience classes can teach a dog how to behave.

A trained dog won’t be bad as much and have to be separated from people. It won’t have to be alone. It’s also good for dog owners.

Classes take time. Animal shelters have free ones. Classes at other places may charge a so-so fee. They are good. You and your dog will have happier lives!

Ideas and Content / Genre  The writer does not state an opinion clearly, and arguments are unsupported.

Organization and Focus  There is some attempt at organizing the argument, but the message lacks structure, and the ideas and details are disconnected.

Voice  The writer appears detached from the issue, and the writing is dull and unconvincing.

Word Choice  The writer uses words that are inappropriate to the purpose or audience.

Sentence Structure / Fluency  The sentences are incomplete, rambling, or otherwise difficult to understand.

Conventions  The writer makes serious errors in spelling, capitalization, punctuation, and usage.
Cleaning Up Our Act
by Will S.

Earth is a place for all living things, and there are things you can do about it. One thing today is the greenhouse effect the greenhouse effect can actually change earth’s climate.

What is the greenhouse effect? It happens when gases from fuel get into the air. This happens all the time but we are making the problem worse. Every time we use appliances more gases in the air. A lot is from factories. Otherwise the air is getting hotter and dirtier. Climate sometimes changes anyway, like in the Ice Age.

Think of how many machines and appliances you’re running. They run on electricity. Some you need, like a clothes washer, but how you use it makes the difference. In the old days they washed them in tubs. Save up clothes until you have a big pile, don’t just run small loads.

Turn off lights and TV. Don’t ride in cars if you could walk or ride a bike. The exercise is good for you anyhow. Use a fan, not the air conditioner, unless you can’t stand it.

Ideas and Content / Genre The writer tries to present an opinion, and some research, facts, and examples are included, however they are weak or undeveloped. The writing may include some extraneous or irrelevant information.

Organization and Focus The writer tries to structure a convincing argument, but the logic is hard to follow and the essay lacks clear, convincing opening and closing statements.

Voice The writer shows little involvement with the issue, and his or her message may not connect with the audience.

Word Choice The writer does not use forceful words that convey an opinion, and many words are overused.

Sentence Structure / Fluency There is little attempt to vary the sentence constructions, and most sentences are simple constructions. Some sentences may be choppy or awkward, making the text hard to follow.

Conventions The writer makes several errors in spelling, punctuation, and grammar, although most commonly used words are spelled correctly.
Adopt a Pet and Save a Life
by Gina V.

Do you ever stop to look in a pet store window as you think about buying a puppy or kitten? Sure, you could take home one of those fluffy animals. But there’s another way to get a pet. That is by adopting an animal who needs a good home.

Thousands of animals are abandoned every day. Some of them are taken to animal shelters. Others are just left on the road. This is a terrible thing.

These animals are just as cute and friendly as the animals in pet shops. The difference is, without you, they will not have a chance. So why not get your pet from an animal shelter? You will be doing a good deed and making a new friend.

Adopting homeless animals also sends a message to pet shops and animal mills. Those are businesses where they breed animals to sell. Would it surprise you that some of these animals are not any more healthy than the ones in the shelters, well that is often the sad case. If you adopt, you tell greedy business people “Stop breeding animals when there are so many homeless ones already!”

So to sum up, it is right to adopt your pets, not to buy them. Next time you or a friend are looking for a pet, try the nearest animal shelter.

Ideas and Content / Genre The writer states an opinion and presents convincing arguments supported with facts and examples.

Organization and Focus The writer opens with an interesting opinion, presents reasons in a logical order, and uses transition words to link thoughts together.

Voice The writer’s tone is appropriate for the audience and purpose, and it conveys involvement in the issue.

Word Choice The writer uses opinion words appropriate for the issue and audience.

Sentence Structure / Fluency The writer composes sentences that vary in structure and length and are easy to follow.

Conventions The writer follows spelling, capitalization, punctuation, and usage conventions correctly for the most part.
It’s Time to Require Bike Helmets
by Kayla S.

Do you want all students who ride bikes to be safe? For many years Ashford School has had a bike policy. Bike riders must register their bikes, park at the bike racks, and lock their bikes. It’s a good policy, but it’s incomplete. The school should require that students wear bike helmets when they ride their bikes to school.

Bike helmets can reduce the risk of head injuries by as much as 85 percent. Hundreds of children die each year from bike accidents. Thousands more end up in the hospital with head injuries. A change to the school bike policy could save lives and prevent brain damage!

Another reason the school should change its policy is to put an end to student’s worries over how he or she looks. Lots of kids are afraid that others will make fun of them for wearing a helmet. If everybody has to wear one, kids will stop teasing each other.

Changing the school policy will also get students in the habit of wearing helmets. Pretty soon strapping on a bike helmet will be just as natural as putting on a coat or tying your shoes before you ride.

Changing the bike policy improves safety, ends concerns about looking different and builds an important safety habit. Let’s use our heads! Let’s require bike helmets here in Centerville, Missouri.

Ideas and Content / Genre  The writer presents a clear opinion that is convincingly supported with interesting facts and examples.

Organization and Focus  The writer opens with a clearly articulated opinion, presents his or her reasons in a logical order, and uses effective transitions.

Voice  The writer demonstrates a strong sense of audience and purpose, and he or she conveys a personal interest in the issue.

Word Choice  The writer uses opinion words to advance the argument, and the vocabulary used clarifies the message.

Sentence Structure / Fluency  The writer crafts varied sentences that flow naturally and are easily readable.

Conventions  The writer is skilled in most writing conventions, and little editing is needed.
A Cricket a mouse and a Cat
by Alissa M.

The story had a cricket a mouse and a cat that all lived in Times square. It was dirty there and the cricket was scared and lonely. He made friends with the mouse and the cat and they showed him what they know. He came from on a train.

Ideas and Content / Genre  The summary shows only the most minimal understanding of the reading selection, and it does not include significant details from the story.

Organization and Focus  The writing is minimally focused, and relays only a couple of ideas about the selection. The ideas presented are not in a logical order.

Voice  The writer is only minimally aware of the audience, and he or she does not convey a sense of interest in the selection being summarized.

Word Choice  The writer uses mostly common words, very few descriptive words, and only a few key words from the selection.

Sentence Structure / Fluency  The sentences are mostly simple constructions, with very little variety. Fragments or run-ons impede comprehension.

Conventions  The writer shows very little understanding of standard writing conventions, and there are many spelling, usage, and punctuation errors.
Flying!
by Mira K.

There wernt always planes someone had to invent them. Orv and Will bilt a flying mashine. They bilt other stuff before they bilt a plane. Like a printing press, and bikes. They made kites before a plane too. One day they flew on the beach for the first time ever!

A woman tyed her skirt to fly and people wore skirts like that for a wyle. Many people have flown today.

Ideas and Content / Genre The summary is generally on topic, but only includes a few details about the story. There may be extraneous information.

Organization and Focus The writer has made an attempt at organization, but the details included do not flow together.

Voice The writer is aware of the audience, and conveys some interest in the selection.

Word Choice The writer uses a few key words from the selection, and he or she includes adequate descriptive words.

Sentence Structure / Fluency The writer has made some attempt at constructing a variety of sentences, but most are simple constructions. There may be a couple fragments or run-ons.

Conventions The writer uses basic punctuation and grammar conventions. Most commonly used words are spelled correctly; however, above-level words may be misspelled.
Ants are Amazing
by Lee R.

Did you know that ants are amazing insects? They live in complex groups like people do. Their nests have many chambers for different things. Some chambers store eggs, some store food, and some are nurseries.

Ants have different senses like we do too. They touch each other to let each other know about food. They give off smells called pheromones to tell each other things, and they even hear with their legs!

Ant colonies are all one big family. The queen ant is the mother to all the ants. All the workers are females, and the males only mate with the queen.

Idea and Content / Genre  The writing is on topic, and includes specific details about the story.

Organization and Focus  The writer has achieved a basic organization of the main points of the story. Some details have been left out, but those included flow logically.

Voice  The writer is aware of the audience and shows keen interest for the topic.

Word Choice  The writer uses appropriate words to summarize the story, and pulls specific key words from the selection.

Sentence Structure / Fluency  The writer uses a variety of sentence structures with few fragments or run-ons.

Conventions  There are a few errors in spelling and grammar. Capitalization and punctuation conventions are followed for the most part.
A Very Special Dog
by Evinn N.

One summer a special little girl spent a lot of time at the library. The Herman W. Block Memorial Library, that is. Her dog, Winn-Dixie, was not allowed inside though, so he would stand on his hind legs and look in the window at her. Miss Franny Block, the librarian, saw him one day and thought he was a bear!

“He’s not a bear, he’s a dog,” the girl said. Then Miss Franny Black told the girl the story about how a bear did come into the library when she was young. She even let Winn-Dixie come into the library to hear the story too.

Miss Franny Block’s father built the library for her when she was a girl because he was a very rich man who could afford it. One day a bear came in and stood in front of her desk and she asked it if it needed help finding a book! Then she looked up and realized it was a bear, so she threw her book at it. The bear left with the book, and all the men in town teased Miss Franny Block about the bear reading her book in the woods.

After Miss Franny Block tells the story to the girl, they decide to become friends. Another girl, Amanda Wilkinson, comes in and asks if dogs are allowed in the library, and Miss Franny Block says “certain ones, a select few.” The girl smiled because she knew she had a friend in her new town, and Amanda Wilkinson wasn’t going to ruin that.

Ideas and Content / Genre  The writing is on topic and well developed, and it includes many details from the reading selection.

Organization and Focus  The writer’s paragraphs are well organized and interesting, and they present a summary of the story in chronological order.

Voice  The writer is aware of the audience and shows a strong interest in the story. The piece is written to engage the audience.

Word Choice  The writer uses appropriate and sometimes beyond-level words to summarize and describe the story.

Sentence Structure / Fluency  The writer uses a variety of sentence constructions skillfully. There are few, if any, fragments or run-ons.

Conventions  The writing shows on-level or above-level use of writing conventions. Most words are spelled correctly, and there are few, if any, errors in capitalization and punctuation.
Pets Near and Far
by Jessie L.

I have pets at home. I help at an animal clinic. In some ways, taking care of both pets is the same and in some ways it is different.

You know the pets at home better. You wake up in the morning. You see them. They sleep in your home at night. You see the pets at the animal clinic. When they have an appointment.

I clean up after my pets at home, but I clean a lot more at the clinic. I am always cleaning something at the clinic.

The pets at the clinic are nervous. I try to make them com The owners are worried about their pets. I play with my pets at home. They are not nervous. I can play with them because they are not nervous.

Ideas and Content / Genre  The writer provides only cursory information about both subjects, and does not include enough details to effectively compare and contrast.

Organization and Focus  The piece lacks a clear introduction and structure. The few details included may be disconnected or out of order.

Voice  The writer shows only a little involvement with the subject and audience. The writing does not convey an informed tone appropriate to the task.

Word Choice  The writer uses few compare-and-contrast words, and imprecise or inaccurate language creates confusion for the reader.

Sentence Structure / Fluency  The writer’s sentences are rambling, awkward or choppy. There is little variety in sentence constructions.

Conventions  There are frequent errors in spelling, capitalization, punctuation, and usage.
Anchor Papers

Compare and Contrast Article  Score: 2 Points

Song and Dance
by Luisa G.

Two ways I express my feelings are song and dance. Both of these arts are set to music. But they are very different if you think about it.

When you singing, your putting feelings and ideas into words. These words come from your throat but they are not you’re own words. Unless you wrote the song yourself of course. They say your voice is your insterment. That is true. You have to keep it in good shape or you won’t sing too good. That is also true of your body when your dancing. Then your body is your insterment. You must be in good health and strong or you will not dance very good. If you have a cold you will not sing clearly.

In singing a song, you put all the energy into making the sounds. Its like sound just pooring out of you. Your whole body to go into this song. In dance your body is feeling the melady, the rhithems. I sing from my stomach on up but dance with the arms, legs, the whole body. In song you make the music, in dance on the other hand you inturpret the music. I started taking dance when I was five.

So while both of these beautiful arts let me I express myself with music, they are also very different.

Ideas and Content / Genre  The writer attempts to compare and contrast two activities, but gives unbalanced attention to one activity over the other. Some details are provided.

Organization and Focus  The writer composes a recognizable introduction, but does not create interest. Some details and ideas appear out of order.

Voice  The writer demonstrates familiarity with the subjects, but is not fully engaged or involved. The points are predictable rather than unique.

Word Choice  The writer makes an attempt to include compare-and-contrast words, but repeats phrases or uses them ineffectively.

Sentence Structure / Fluency  The sentences are limited in length and pattern. Some sentences may sound awkward or choppy.

Conventions  Frequent errors in spelling, punctuation and capitalization interfere with a smooth reading of the piece.
Out in Nature
by Bruce L.

Fishing and hiking are both outdoor activities. That is a big part of their appeal to me. The more time I spend outside the happier I feel. These two activities take different levels of energy though. Which one I’ll choose, depends on my mood.

Fishing is a peaceful activity, at least most of the time. Nothing too restful about a good hike til you stop to catch your breath. Of course if you have a fish fighting you at the end of the line, that’s not too restful. Most of the time I spend fishing, though, is standing in a river or sitting on a dock. Hiking you’re always on the move pretty much. It’s up hill and down, over rocks and through trees.

How they’re alike is an interesting question. They make you really look carefully at the world around you. The natural world, that is. When you fish, your eyes follow the tiny bubbles left by a frog or fish. You watch the current and the way water swirls. In hiking, you are aware of the ground under your feet, the way the shape of the earth changes. And the sky overhead, the birds in trees, small animals peek out of bushes.

So fishing and hiking are both similar and different. I recommend both of them to anyone with a love of nature.

Ideas and Content / Genre  The writer presents a solid comparison between two subjects, and provides details to support each point.

Organization and Focus  The writer effectively introduces two subjects in the beginning paragraph, arranges details and ideas logically, and uses some transitions.

Voice  The writer shows involvement with the subjects and uses an informative tone that addresses the reader.

Word Choice  The writer includes some compare-and-contrast words that help the reader follow the main points.

Sentence Structure / Fluency  The writer crafts careful, easy-to-follow sentences with a variety of lengths, beginnings, and patterns.

Conventions  There are minor errors in spelling, capitalization, punctuation, and usage.
Community Sports
by Gerard H.

Soccer and swimming are both fun community sports, but they are unique in many ways. The biggest difference is where each sport is played. Soccer takes place on a green, grassy field. The players wear shorts and T-shirts. Swimming takes place at the community pool. It is best to wear an outfit, such as a bathing suit, that can get wet.

Both soccer and swimming are fast-paced sports. In soccer, players run like hurricane winds up and down the field. They can use only their legs to dribble and kick the ball. Swimmers use their legs to advance as well, but they also use their arms. They swim laps back and forth like speeding submarines.

The best thing about soccer and swimming is that they are equally challenging, though in very distinct ways. The challenge in soccer is to score goals and to keep the other team from scoring. Soccer players work together as a team. Each player has a specific position. The challenge in swimming is to swim faster than all the other swimmers. You also try to beat your own best record. The ticking clock might be your toughest opponent!

While they are very different activities, soccer and swimming are both fun sports that are fast-paced and challenging. They are both fantastic ways to have a good time and take part in the community.

Ideas and Content / Genre  The writer devises an exceptionally vivid comparison between two activities, and includes several well-supported similarities and differences.

Organization and Focus  The opening sets up the comparison in an engaging way. The writer has a well-planned logical organization that introduces details seamlessly. There is a strong closing summary.

Voice  The writer demonstrates a strong sense of audience by speaking directly to the reader. Informative details reveal the writer’s confidence with the subjects.

Word Choice  The writer’s expert use of compare-and-contrast words effectively highlights the similarities and differences between the subjects.

Sentence Structure / Fluency  The writer crafts varied, creative simple and complex sentences with an easy flow and satisfying cadence.

Conventions  The writer is skilled in most writing conventions. Editing is largely unnecessary.
Hummingbirds
by Tracy W.

The bee hummingbird weights less than a penny. The smallest bird in the world. Not all hummingbirds are that small. They are interesting.

A hummingbird can move its wings faster than the eye. The wings make a humming noise. It got its name. I think it’s a good name.

The hummingbird can hover in midair. The hummingbird can fly straight up. Straight down. Backwards. It is the only bird in the world that can. Flying takes lots of energy. They feed on nectar. They get it in flowers. They drink sugar water from hummingbird feeders. The bird doesn’t need to perch on a plant or feeder as it eats. Hummingbirds are amazing!

Ideas and Content / Genre  The writer does not summarize information about the topic, and writes opinions rather than facts.

Organization and Focus  The report lacks a clear beginning, the details are disorganized, and the report ends abruptly with no conclusion.

Voice  The writer shows little knowledge or involvement with the topic, and does not convey a personal voice or style.

Word Choice  The writer rarely uses exact language, and does not include transition words. Some words are so vague that the meaning is unclear.

Sentence Structure / Fluency  The writer constructs incomplete, rambling sentences. Unnecessary words clutter the text, making it difficult to read.

Conventions  Errors in spelling, capitalization, punctuation, and usage interfere with readability and comprehension.
Pluto, No Longer a Planet
by Martin M.

For a long time, people thought there were nine planets. Then a group of scientists decided that Pluto is just a dwarf planet.

Scientists say dwarfs are made up of different materials of true planets. It is rock and ice like the Moon. Not a gas or earth-type planet. That’s how they classify the other true planets.

Second, is the small size of Pluto. There are moons bigger than Pluto. A planet has to be a certain size. That helped them decide Pluto is not a planet.

Where Pluto is found, it is the furthest in our Solar System. It is in the Kuiper Belt named after Gerard Kuiper.

Knowing these facts about Pluto can help people see why Pluto is not a true planet. One day science will discover more planets.

Ideas and Content / Genre  The writer attempts to convey information about a topic but includes too little support.

Organization and Focus  The introduction lacks a main idea, but paragraphs are mostly on topic. The writer attempts to draw a conclusion.

Voice  The writer demonstrates familiarity with the topic but is not fully involved. The writing does not reflect a unique perspective.

Word Choice  The writer occasionally uses specific vocabulary, but relies mostly on passive and mundane language. The use of transition words is lacking.

Sentence Structure / Fluency  The sentences are limited in length and pattern. Unnecessary words make some sentences sound awkward.

Conventions  The writer makes enough noticeable errors to interfere with a smooth reading of the report.
Why the Dinosaurs Disappeared

by Leigh N.

Billions of years ago, dinosaurs roamed the earth. They were the mightiest creatures on our planet. So what happened to the dinosaurs?

There are different ideas about why dinosaurs disappeared. Some experts believe that a huge comet or meteor hit Earth about 65 million years ago. This would stir up a huge amount of dust. The dust could make the land very cold. This change in climate could have killed off the main animals, the dinosaurs.

Another thing that could have changed the climate was the eruption of volcanoes, this happened at around the same time. This would have put a lot of poisonous matter into the air. It could have killed off many life forms.

Others say that extinction, that means life forms dying out, is always happening. After all, other life forms died out the same time the dinosaurs disappeared. Certain changes in the environment made it hard for some animals to survive. Dinosaurs are cold-blooded animals. It might be that the animals that did survive were warm-blooded, this helped them to adapt to the changes on earth.

Finally, some scientists believe that it was germs that killed the dinosaurs. If their systems couldn't fight off the germs. It would have killed them off.

Scientists do not agree on this subject. With so many different views, we will hear about the mystery of the dinosaurs for many years.

Ideas and Content / Genre  The writer introduces a main idea and supports it with details from a variety of sources.

Organization and Focus  The writer introduces the topic, supports the main idea in each paragraph, and draws a conclusion.

Voice  The writer shows involvement in and knowledge of the topic, and attempts to convey a personal tone.

Word Choice  The writer includes some specific vocabulary related to the topic and achieves connections through transition words.

Sentence Structure / Fluency  The writer crafts careful, easy-to-read sentences with a variety of lengths.

Conventions  Small errors in spelling, capitalization, punctuation, and usage do not interfere with reading.
Bats
by Emmy K.

The bat, which lives on all continents except Antarctica, is one of the world’s most amazing animals. It is also among the most misunderstood.

Bats fly, but they are not birds. Bats are mammals. In fact, bats are the only mammals that really fly. Like other mammals, bats have hair. Unlike birds, which hatch from eggs, bats are born alive. They feed on milk from their mothers.

In spite of all the saying “blind as a bat,” bats aren’t blind at all. Most see very well, even though they depend on their ears more than their eyes. Bats make high-pitched noises that humans can’t hear. When these sounds hit something, an echo bounces back. Bats use echoes to help them find food and avoid flying into objects.

Many people worry that bats are harmful because they carry rabies. But bats are no more likely to get rabies than any other mammal. Actually, bats are quite helpful. One way bats help is by eating insects that can cause disease or that harm farm crops. Some bats eat half their weight in mosquitoes in a single night! A final contribution comes from bat waste. People in many parts of the world use it as fertilizer.

Learning more about these flying mammals will help humans appreciate these interesting and important animals.

Ideas and Content / Genre  The writer conveys a main idea supported by well-researched information with many details.

Organization and Focus  An inviting introduction and careful transitions move the reader along. The writer draws a new and thoughtful conclusion.

Voice  The writer shows originality in thought and a thorough knowledge of the topic. The personal tone encourages interest.

Word Choice  The writer carefully chooses accurate and precise language to convey information, and transition words are used effectively.

Sentence Structure / Fluency  The writer crafts fluid simple and complex sentences that facilitate understanding.

Conventions  The writer is skilled in most writing conventions. There are few spelling, grammar, or mechanical errors.
Students are sometimes asked to write about a picture instead of just responding to a writing prompt. The student will either tell about what they see in the picture, or write about something related to the picture. The form of the writing is usually a story or an essay.

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

Instruct students to do the following:

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

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

**After Writing**
1. Use the Writer’s Checklists, pages 158–164, to help you check your writing.
2. Proofread your writing using Proofreading Marks, page 166.
Write to a picture prompt. The picture shows people helping in a community garden. Suppose you decided to help your community. Now write a story about what you would do and what might happen.

Writing Tips

• Use a graphic organizer to organize your thoughts.
• Write your story on lined paper.
• Support your ideas by telling more about each event.
• Use facts and opinions when appropriate.
• Review and edit your story.
Write to a picture prompt. Look at all of the details in the photograph. Write to explain the photograph to someone who has not seen it.

Writing Tips
- Use a graphic organizer to plan your ideas.
- Write on lined paper.
- Choose words that help others understand what you mean.
- Support your points with specific examples from the photo.
- Review and edit your writing.
Write to a picture prompt. Suppose this is a photograph of a park in your town. Think how you and your friends could help. Write to persuade your friends that it is important to help clean up the park.

Writing Tips

- Use a graphic organizer to organize your thoughts.
- Write on lined paper.
- Form an opinion about the topic.
- Use reasons and details to support your opinion.
- Review and edit your writing.
Write to a picture prompt. The photograph shows people painting a mural. Think about a mural you would want to paint in your town. Write a summary, in chronological order, of how you would make your mural a reality.

Writing Tips

- Use a graphic organizer to organize your thoughts.
- Write your story on lined paper.
- Support your ideas by telling more about each step.
- Choose words that help others understand what you mean.
- Review and edit your story.
Write to a picture prompt. Look at the photograph of people on a trip to a national park. Suppose you were on that trip. Think about what you would do after returning from a trip. Write to tell what you would do after returning from a trip.

Writing Tips

- Use a graphic organizer to organize your ideas.
- Write on lined paper.
- Support your ideas by telling more about each event or reason.
- Choose words that help others understand what you mean.
- Review and edit your writing.
Write to a picture prompt. Look at the photo of Martin Luther King, Jr. Think about facts you have read about him. Then write about why he is important using those facts and details from the photo.

Writing Tips

- Use a graphic organizer to organize your thoughts.
- Write on lined paper.
- Support your ideas by using information you have read and by explaining your ideas fully.
- Choose words that help others understand what you mean.
- Review and edit your writing.
Unit 1 • Growing Up

Research Process
Where did you find the most helpful information? □
Did you use several sources? □
Did you cite all of your sources? □
Did you practice your presentation? □

Presenting
Did you practice your presentation? □
Did your presentation have a beginning, middle, and end? □
Did you cite all of your sources? □

Representing
Did you use visuals to help listeners understand your ideas? □
Did you give credit to all of your sources? □
Did you use several sources? □

Unit 2 • Making a Difference

Research Process
Where did you find the most helpful information? □
Did you use several sources? □
Did you cite all of your sources? □

Presenting
Did you practice your presentation? □
Did your presentation have a beginning, middle, and end? □
Did you cite all of your sources? □

Representing
Did you use visuals to help listeners understand your ideas? □
Did you give credit to all of your sources? □
Did you use several sources? □
Unit 3 • The Power of Words

Research Process
- Did you use reliable sources?
- Did you take organized notes?
- Did you organize information in a logical way?

Presenting
Speaking
- Did you rehearse enough?
- Did you speak loudly, clearly, and confidently? How was your pace?
- Did you read your speech or writing piece with feeling?

Representing
- Did you present your information in an interesting way?
- Did you use gestures appropriately?
- Did your visuals help your presentation?

Unit 4 • Working Together

Research Process
- Did you identify a question you could investigate?
- Did you use examples, anecdotes, or experiences from your own life?
- Did you use varied sources?
- Did you compare viewpoints, facts, and ideas?

Presenting
Speaking
- Did you present clearly?
- Did you follow conversation rules?
- Could you answer questions?

Representing
- Could viewers understand the multimedia presentation?
Unit 5 • Habitats

Research Process

Did you use reliable resources?

Did you take organized notes?

Presenting

Did you include an introduction and conclusion?

Did you stay on the topic?

Did you answer the audience’s questions?

Did you use effective body language and gestures?

Did you refer to your poster while speaking?

Representing

Did your photos and illustrations add appropriate detail?

Did your presentation and booklet clearly explain the problem and solution?

Did you refer to your poster while speaking?

Did you include an introduction and conclusion?

Did you make a graphic organizer to help keep track of your ideas?

Did you research using both print and electronic sources?

Were your sources reliable?

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Good Listening and Speaking Habits

In our classroom we:

• Follow class procedures and rules
• Respect other people’s feelings and ideas
• Speak using volume, pitch, phrasing, and pace so that others can understand
• Listen to one another thoughtfully
• Take turns speaking
• Do not criticize people because of their ideas
• Ask thoughtful questions
• Answer questions thoughtfully and offer more information
• Do our best and encourage others to do their best
• Work collaboratively in small groups so that everyone can learn

Some of our goals:

• Summarize main ideas and details presented orally
• Organize oral presentations logically
• Listen critically to media
Graphic Organizers

Venn Diagram

Two-Column Chart

Main Idea Web (Four Details)

Cause and Effect Chart

Main Idea Chart

General Map

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**Name ___________________________**  **Date __________**

**Graphic Organizers**
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What are Foldables®?
Foldables are multi-dimensional graphic organizers that can be used for skills reinforcement, practice, and/or information organizing.

Why use Foldables®?
Not only do Foldables reinforce skills and strategies essential for reading success, they provide a kinesthetic tool for organizing and analyzing learning.
Dear Teacher,

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

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

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

Sincerely,
Creating and Storing Foldables®

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

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

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

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

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

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

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- Large Word Study Book .................................. 232
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Basic Shapes
by Dinah Zike

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

Taco Fold
Hamburger Fold

Hot Dog Fold
Burrito Fold

Shutter Fold
Valley Fold

Mountain Fold
Using the Accordion Book Foldable®
by Dinah Zike

Vocabulary and Vocabulary Strategy Applications
Use this Foldable to create vocabulary books that record examples and explanations on topics such as:
- word parts
- prefixes and suffixes
- using context clues
- using a dictionary

Comprehension Application
This Foldable is perfect for post-reading skills application. Use the book to record text sequence (first, next, last) or plot sequence (beginning, middle, end). Try color-coding each section so students can see the sequence clearly. Students may wish to use this Foldable for publishing their own stories.

Grammar Application
Like the vocabulary strategy applications above, the accordion book can be used to collect and share grammar skills such as:
- nouns (proper nouns, common nouns)
- action verbs
- adjectives

Storage Notes
Display in a workstation, center, or library corner. Store by slipping it into a binder.
Accordion Book Foldable® Directions
by Dinah Zike

Materials:
• several sheets of 11” × 17” paper
• glue

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

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

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

Tips!
Before gluing, stand the sections on end to form an accordion. This will help you see how to glue the sections together. Use different colors of paper to indicate sections of the book. Always place the extra tab at the back of the book so you can add more pages later.
Using the Standing Cube Foldable®
by Dinah Zike

Vocabulary Application
Use the Foldable for developing vocabulary concepts with students. Each side of the cube can show information about a word, such as its definition, example sentences, an illustration, and so on.

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

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

The Standing Cube Foldable can be flattened for easier storage or for moving it into a display area.
Standing Cube Foldable® Directions
by Dinah Zike

Materials:
• two sheets of 11” × 17” paper
• glue

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

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

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

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

5. Allow the glue to dry completely before continuing. After the glue has dried, collapse the cube flat to write or draw on each side.
Using the Large Word Study Book Foldable®
by Dinah Zike

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

<table>
<thead>
<tr>
<th>experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>a test to see how something works</td>
</tr>
<tr>
<td>The scientist did an experiment to see what kind of food mice prefer.</td>
</tr>
</tbody>
</table>

Students can make individual books using this Foldable.

Storage Notes
Collect and use these books through the year. Store each large book in a labeled legal-size folder.
Large Word Study Book Foldable® Directions

by Dinah Zike

Materials:
• several sheets of 11” × 17” paper (one sheet for each word studied)
• stapler

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

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

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

You can make a large word study book as an aid for vocabulary or spelling word lists. On the front of each tab, write a vocabulary or spelling word. Open the tab and write the definition and a sample sentence.

Use this Foldable to ________________________

_____________________________

_____________________________

_____________________________

_____________________________

Foldables
Using the Layered Book Foldable®
by Dinah Zike

**Vocabulary Application**
Have students create this Foldable to help them review vocabulary words. Have them write a word on each tab and then flip the tab to write the definition. The same thing can be done with antonyms and synonyms.

**Phonics/Spelling Application**
A review/study guide of letter sounds and word parts can be done with this Foldable. For example:
- Short vowels
- Long vowels
- Prefixes and suffixes
- Base words

<table>
<thead>
<tr>
<th>Base Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong</td>
</tr>
<tr>
<td>fast</td>
</tr>
<tr>
<td>high</td>
</tr>
<tr>
<td>small</td>
</tr>
</tbody>
</table>

**Comprehension Application**
Use the Foldable to aid in the following skills reinforcement:
- Character study (one tab per story character)
- Summarize
- Generating Questions

<table>
<thead>
<tr>
<th>Mother to Tigers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did she like tigers?</td>
</tr>
<tr>
<td>How did she care for them?</td>
</tr>
<tr>
<td>What was the most challenging?</td>
</tr>
<tr>
<td>When did the cubs go to the zoo?</td>
</tr>
</tbody>
</table>

**Study Skills and Grammar Applications**
This Foldable can be used to review/reinforce concepts studied.
Layered Book Foldable® Directions
by Dinah Zike

Materials:
• two sheets of 8½” × 11” paper
• glue

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

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

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

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

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

Use this Foldable to ____________________________

Foldables
Using the Four-Door Foldable®
by Dinah Zike

Grammar Application
Use this Foldable for information occurring in four categories. Have students create study guides and review grammar concepts such as four types of sentences. They may label each door with a type of sentence, then define each type and provide an example inside each door.

Comprehension Application
When students are reading a selection, they can use this Foldable to record and store information for summarizing. Have students write descriptions and include illustrations inside the four doors. Guide them to choose four categories of information. For example:
- who, what, when, where
- what, where, when, why/how
- character, plot, setting, conflict and resolution
Four-Door Foldable® Directions

by Dinah Zike

Materials:
• sheet of 11” × 17” paper
• scissors

Directions:
1. Make a shutter fold.

2. Fold the shutter fold in half like a hamburger. Crease well.

3. Open the folds and cut along the inside valley fold lines.

4. These cuts will form four doors on the inside of the book.

Use this Foldable to ________________________________
Using the Two- and Three-Tab Foldable®
by Dinah Zike

Phonics/Spelling Application
Several options adapt this Foldable for prefix, base word, suffix study, and practice.

Use the Three-Tab Foldable to help students with word parts and syllabication. Open the tabs and write a base word in the center. Have students practice decoding words.

Another option is to cut only one of the valleys (see p. 240) so that the Foldable has two tabs of unequal size. Open the two tabs and write a base word on the bottom paper so that one word part is shown in each box. For further practice with pronunciation and word identification, fold the tabs over to make another word.

A third option is to make a two-tab variation. Use it to compare two different phonic/spelling elements such as soft c and hard c, vowel spellings, or word parts.

Directions and diagrams appear on page 240.
Comprehension Application
Use large poster board and choose a vertical or horizontal orientation to adapt the Three-Tab Foldable. Use it to create the following graphic organizers:

- Venn Diagram

- Story Map

- K-W-L Chart

- Nonfiction text organizer

Directions and diagrams appear on page 240.
Two- and Three-Tab Foldables® Directions
by Dinah Zike

Materials:
• one 8½” × 11” sheet of paper or large poster board
• scissors

Directions:
1. Fold the sheet like a hot dog.

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

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

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

Options:
• Cut only one of the valleys so the Foldable has two tabs of unequal size.
• Use large poster board to make a Foldable on which you can record more information.

Use this Foldable to

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Using the Four- and Eight-Tab Foldable®
by Dinah Zike

Phonics/Spelling Application
Adapt the Four-Tab Foldable to review digraphs, blends, and vowel variant letter-sounds. Open the tabs and write a CVCe word on the bottom paper so that one letter is shown in each box. Have students practice identifying words.

Another option is to make the Foldable with three tabs. At step 3 (see page 243), cut only the first and the third creases so that the middle tab is twice the size of the other two tabs. Open all three tabs and write a CVVC word on the bottom paper so that one letter is shown in each box and so that the middle two letters will be hidden by the middle tab.

Or, cut only the first and second tabs and write a word that ends with double letters.

Directions and diagrams appear on page 243.

Foldables
Vocabulary and Phonics/Spelling Applications
Use the Eight-Tab Foldable to study and review spelling or vocabulary words. For instance, have students do a cumulative study of one of the following:
- phonic elements such as blends and digraphs
- suffixes and prefixes

Comprehension Application
The Eight-Tab Foldable is an ideal tool for comparing two texts. Have students use the tabs to compare and contrast four elements: characters, setting, problem, solution. The Foldable is also helpful for summarizing nonfiction.
Four- and Eight-Tab Foldable® Directions
by Dinah Zike

Materials:
• one 8½” × 11” sheet of paper
• scissors
add these for the Eight-Tab Foldable:
• another 8½” × 11” sheet of paper
• one large sheet of construction paper
• glue

Directions:
1. Fold a sheet of paper into a hot dog.

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

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

4. To make the Eight-Tab Foldable, follow steps 1–3 with a second sheet of paper. Then fold the construction paper like a hot dog. Open the construction paper. Glue the tabbed hot dogs to the inside so they open like the pages of a book.

Use this Foldable to

Foldables
Using the Matchbook Foldable® and Portfolio
by Dinah Zike

Vocabulary Application
With students create Foldables for weekly vocabulary. Write the vocabulary word on the front. Have students write a sentence for the inside.

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

Comprehension Application
This Foldable works for reinforcing skills such as:
• Cause and effect
• Making predictions

Study Skills Application
If students are studying a list such as state capitals or even multiplication tables, the portfolio is a great small group or whole class review tool.
Matchbook Foldable® and Portfolio Directions
by Dinah Zike

Materials:
• several sheets of 8½” × 11” paper
• poster board
• scissors
• glue

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

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

3. Fold each hamburger in half. Cut along the fold line.

4. Fold the poster board like a hamburger.

5. Use the small hamburgers to record information. Glue them onto the inside of the poster board.
Comprehension Application
There are many ways to use the Shutter Foldable to review and study comprehension skills. Larger paper can be used so that a small group or a class can create one of these for literacy study. Consider having students retell or summarize the story on the middle inside panel. Then have them use the outer panels to analyze the following:

- Facts and Opinions (for nonfiction)
- Cause and Effect
- Before and After
- Fantasy and Reality
- Pros and Cons (for persuasion)
- Problem and Solution
- Compare and Contrast

Large Shutter Foldables can be stored in an empty (and clean!) pizza box.
Shutter Foldable® Directions
by Dinah Zike

Materials:
• 8½” × 11” paper

Directions:
1. Begin as if you are going to make a hamburger fold, but instead of folding the paper, pinch it to show the midpoint.

2. Open the sheet. Fold both of the outside edges in to touch the middle mark.

Use this Foldable to ____________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________
Using the Pyramid Foldable®
by Dinah Zike

Use this Foldable with data occurring in threes.

**Vocabulary Application**
The Pyramid Foldable can be used to sort and review concepts studied. For example, review three different inflectional endings (-tion, -sion, -cion).

**Phonics/Spelling Application**
Students can sort words into three categories. Some examples:

- Long vowels (such as o_e, oa, o)
- Blends (sl, st, sw) or consonant digraphs
- Inflected endings (-ial, -tion, -ious)

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

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

Students can glue together three pyramids to create small dioramas depicting scenes (from fiction) and concepts (from nonfiction).

Several pyramids can be strung together and hung from the ceiling for a vertical display.
Pyramid Foldable® Directions
by Dinah Zike

Materials:
• one 8½” × 11” sheet of paper
• scissors
• glue

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

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

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

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

Use this Foldable to ____________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Foldables
Using the Two- or Three-Pocket Foldable®
by Dinah Zike

Vocabulary and Phonics/Spelling Applications
Have students use this Foldable as a study aid. As they learn words, students may sort and store copies of Spelling Word Cards or Vocabulary Word Cards (see pages 44–73 and 74–103 in this book) in the pockets of this Foldable. Have students label the pockets as shown below. As they study the words, have them move the cards to the appropriate pockets.

Comprehension Application
When students are comparing and contrasting ideas in a selection, they can use this Foldable to record and store information for retelling or summarizing. This works with skills such as:

- Fact and opinion
- Make and confirm predictions
- Cause and Effect
- K-W-L

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

**Storage Notes** Heavy stock paper will improve durability. Post the Foldable on a bulletin board for use during workstation time.
Two- or Three-Pocket Foldable® Directions
by Dinah Zike

Materials:
- one 11″ × 17″ sheet of paper
- glue

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

2. Fold the right side toward the center, then fold the left side over the right side to make three sections. (Or, fold in half to make two pockets.)

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

Use this Foldable to ________________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

Foldables
Using Folded Tables and Charts
by Dinah Zike

Depending upon the amount of data, the table or chart can be adapted and reformatted.

**Vocabulary and Phonics/Spelling Applications**
Have students use this Foldable as a study aid. Have them sort the words into categories and write them in the appropriate columns.

**Vocabulary Strategies Application**
Students can study words that have:
- prefixes and suffixes
- more than one meaning
- synonyms and antonyms

**Comprehension Application**
Tables such as these can be helpful before, during, and after reading a selection. Students can set up a simple K-W-L table, a beginning-middle-end table, or a simple sequence table.

---

**Storage Notes**
Set up Vocabulary or Spelling Word binders in workstations so that students have easy access to them.
Folded Tables and Charts Directions
by Dinah Zike

Materials:
• one 11” × 17” sheet of paper

Directions:
I. Fold the number of vertical columns needed to make the table (or chart).

Use this Foldable to

2. Fold the horizontal rows needed to make the table. (If you use loose-leaf paper, you may not need to do this step.)
# Correlated to Reading Skills

<table>
<thead>
<tr>
<th>Foldable</th>
<th>Phonics/Spelling</th>
<th>Vocabulary</th>
<th>Vocabulary Strategies</th>
<th>Comprehension</th>
<th>Study Skills</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accordion Book</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standing Cube</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large Word Study Book</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Layered Book</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Four-Door</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Two- and Three-Tab</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four- and Eight-Tab</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Matchbook and Portfolio</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shutter</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Pyramid</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two- or Three-Pocket</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Folded Tables and Charts</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

---

**Learn More About Foldables®**

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

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

The updated, full-color *Dinah Zike’s Classroom Organization: It Can Be Done* is a K–6 teacher’s comprehensive guide to creatively managing time, energy, and classroom materials.
Write the spelling words that contain each short vowel sound.

**short a**
1. __________
2. __________
3. __________
4. __________

**short e**
5. __________
6. __________
7. __________

**short e spelled ea**
8. __________

**short i**
9. __________
10. __________
11. __________

**short i spelled ui**
12. __________

**short o**
13. __________
14. __________
15. __________
16. __________

**short u**
17. __________
18. __________
19. __________
20. __________
Complete each sentence with a spelling word.
1. The ____________ played music.
2. The boat pulled up to the ____________.
3. Coins and dollar bills are ____________.
4. Who will ____________ the baseball stadium?
5. Put this can on the second ____________.
6. Grandmother said there were no computers in the ____________.
7. The flour was ground at the ____________.
8. Did you turn ____________ or right at the stop sign?
9. The pancakes were round and ____________.
10. Is the number 3 even or ____________?
11. When the ____________ rings, it will be noon.
12. The ____________ of 2 and 6 is 8.
13. He spent his ____________ on expensive cars and boats.
14. A prune is a dried ____________.
15. The rabbit liked to ____________ on carrots.
16. The ____________ of the story was very interesting.
17. If you ____________, you are kidding.

Write the spelling word for each definition.
18. a spot or stain ____________
19. stern or harsh ____________
20. to give a clue ____________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- rock
- rokk
- rokc
- rok

Sample B:

- clapp
- clape
- clap
- clappe

1. bluf
   - bluff
   - blufe
   - blough

2. flatte
   - flatt
   - flate
   - flat

3. coasch
   - caish
   - cach
   - cash

4. bel
   - bell
   - beelle
   - bele

5. grimm
   - grimme
   - grum
   - grim

6. walth
   - wealth
   - weilth

7. buld
   - bueld
   - beeld

8. leffed
   - lefd
   - left
   - leff

9. doak
   - dock
   - docke
   - doik

10. blot
    - blout
    - bloit
    - blought

11. aud
    - oud
    - odd
    - od

12. sum
    - summ
    - som
    - soum

13. hult
    - huint
    - huitn

14. mill
    - mil
    - mille
    - miel

15. passt
    - pase
    - past
    - pais

16. chelf
    - shelf
    - shealf
    - shielf

17. plot
    - ploat
    - plate
    - ploit

18. krunch
    - cruinch
    - crunch
    - crinch

19. plum
    - ploum
    - plumm
    - plumme

20. bant
    - baunde
    - baind
    - band
Write the spelling words with these spelling patterns.

**Long **_a_** spelled **_a_ e**

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

**Long **_a_** spelled **_ay**

15. ____________
16. ____________
17. ____________

**Long **_a_** spelled **_eigh**

18. ____________

**Long **_a_** spelled **_ea**

19. ____________
20. ____________

**Long **_a_** spelled **_ai**

10. ____________
11. ____________
12. ____________
13. ____________
14. ____________
A. It Takes Three

Write a spelling word that belongs with the other two words.

1. cat, lost, ____________
2. gray, stone, ____________
3. limp, walk, ____________
4. sore, muscles, ____________
5. bright, fire, ____________
6. yesterday, tomorrow, ____________

B. What Does It Mean?

Write the spelling word that matches the meanings.

7. what pottery is made of ____________
8. two make a train track ____________
9. this can be cooked on a grill ____________
10. something to pack things in ____________
11. buffalo eat this way in a field ____________
12. where water goes down in a sink ____________
13. one more than seven ____________
14. fair-skinned ____________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:
1. A aiche
   B ake
   C aike
   D ache
2. A strai
   B strae
   C stra
   D stray
3. A eaght
   B aeght
   C eight
   D eigh
4. A rail
   B reale
   C rael
   D rayl
5. A payl
   B pel
   C pale
   D paile

Sample B:
6. E todeay
   F todae
   G touday
   H today
7. A fante
   B fant
   C faint
   D feant
8. E cley
   F clay
   G clai
   H cleay
9. A slait
   B slate
   C sleat
   D slayt
10. A dreen
    B drain
    C dreane
    H dranne
11. A crate
    B crait
    C creat
    D crayt
12. E graiz
    F graise
    G grayze
    H graze
13. A flame
    B flaim
    C flam
    D flaime
14. E claem
    F claim
    G cleam
    H claym
15. A caen
    B cane
    C kain
    D coan
16. E beal
    F balle
    G bail
    H bal
17. A stak
    B steak
    C staik
    D staek
18. E braek
    F braik
    G break
    H brak
19. A mayn
    B meane
    C mainn
    D mane
20. E face
    F fayce
    G faice
    H fac
Pattern Power!

Write the spelling words from the box that have the long e sound spelled with the letters below.

<table>
<thead>
<tr>
<th>Long e spelled <strong>ea</strong></th>
<th>Long e spelled <strong>ee</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. beam</td>
<td>13. leak</td>
</tr>
<tr>
<td>2. tea</td>
<td>14. feet</td>
</tr>
<tr>
<td>3. chief</td>
<td>15. breathe</td>
</tr>
<tr>
<td>4. squeak</td>
<td>16. league</td>
</tr>
<tr>
<td>5. three</td>
<td>17. reef</td>
</tr>
<tr>
<td>6. week</td>
<td>18. deal</td>
</tr>
<tr>
<td>7. thief</td>
<td>19. please</td>
</tr>
<tr>
<td>8. heal</td>
<td>20. speech</td>
</tr>
<tr>
<td>9. deal</td>
<td></td>
</tr>
<tr>
<td>10. reef</td>
<td></td>
</tr>
</tbody>
</table>

Long e spelled **ie**

| 11. speech             |
| 12. please            |
Words in Sentences

Write a spelling word to complete each sentence.

1. I like to ______________ the fresh air in the forest.
2. The ______________ ranger came to see us.
3. We listened to her ______________ about fire safety.
4. The ranger said, “______________ be careful with campfires.”
5. My ______________ hurt after hiking all day.
6. We used a wooden ______________ to hold up the roof of our tent.
7. We had a ______________ because it rained last night.
8. Harry did a good ______________ when he offered to heat up our food.
9. We drank ______________ with our dinner.
10. It turned out to be the ______________ who stole our dessert.
11. It turned out there were ______________.
12. Gina had a scratch, and Sara gave her medicine to help it ______________.
13. Janet is allergic to trees, and she began to ______________.
14. It wasn’t nice to ______________ her about her cough.
15. We are forming a ______________ of students who like to hike.
16. Kyle’s going to ______________ with setting it up.
17. We will hike again next ______________.

Opposites

Write the spelling word from the box that is the antonym, or opposite, of each word below.

18. rough ______________
19. shout ______________
20. mountain ______________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

**Sample A:**
- A bean
- B beene
- C beane
- D sein

**Sample B:**
- E creem
- F creame
- G cream
- H creeme

1. A beam  
   B beem  
   C beme  
   D biem

2. E teea  
   F tea  
   G tei  
   H te

3. A cheaf  
   B cheef  
   C chefe  
   D chief

4. E squeek  
   F squeke  
   G sqeak  
   H squeak

5. A threa  
   B three  
   C threee  
   D thrie

6. E weke  
   F weake  
   G week  
   H wiek

7. A sleke  
   B sleek  
   C sleek  
   D sliek

8. E heele  
   F hiel  
   G heal  
   H hele

9. A tease  
   B teese  
   C tieze  
   D teez

10. E theef  
    F thefe  
    G theaf  
    H thief

11. A dele  
    B deel  
    C deal  
    D diel

12. E pleeze  
    F pleaze  
    G please  
    H pleese

13. A leik  
    B leak  
    C liek  
    D leke

14. E leeg  
    F leage  
    G lieg  
    H league

15. A reef  
    B reaf  
    C rief  
    D refe

16. E dede  
    F deade  
    G deed  
    H deede

17. A feet  
    B feate  
    C feete  
    D fiel

18. E brieth  
    F breathe  
    G breethe  
    H breeth

19. A speche  
    B speach  
    C speech  
    D speash

20. E wheeze  
    F wheese  
    G whease  
    H wheeze

**LC 1.7** Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Write the spelling words with long $i$ spelled with these patterns.

**i_e**

1. ___________
2. ___________
3. ___________
4. ___________
5. ___________
6. ___________
7. ___________
8. ___________

**i**

9. ___________
10. ___________

**ie**

11. ___________
12. ___________

**y**

13. ___________
14. ___________
15. ___________
16. ___________

**igh**

17. ___________
18. ___________
19. ___________
20. ___________
Practice

Name _______________________________________

Spelling:

Long i

drive    pride    slight    fright    spy
file      pry       climb    inside    minding
kite      shy       sly       pies      twice
wipe      prime     sigh      die       height

Analogies

An analogy is a statement that compares sets of words that are alike in some way. For example, night is to day as black is to white. Night and day are opposites in the same way that black and white are opposites.

Use spelling words to complete the analogies.
1. plane is to fly as car is to ____________
2. wave is to surfboard as wind is to ____________
3. grass is to outside as carpet is to ____________
4. scissors are to hair as ____________ is to nail
5. paint is to pictures as bake is to ____________
6. happy is to laugh as tired is to ____________
7. “Rest!” is to calm as “Boo!” is to ____________
8. clock is to time as ruler is to ____________
9. 1 is to once as 2 is to ____________
10. wash is to clean as ____________ is to dry

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

The Astronaut and the Onion
Grade 4/Unit 1

SPII
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

**Sample A:**
- flite
- flyte
- flight
- flyght

**Sample B:**
- biet
- byte
- biht
- bite

1. A dreive
   - B drive
   - C dryve
   - D driv

2. E file
   - F feile
   - G fyle
   - H fil

3. A kite
   - B keight
   - C kyte
   - D kight

4. E wipe
   - F wip
   - G wype
   - H wyp

5. A priede
   - B pride
   - C pryed
   - D pryd

6. E prye
   - F prigh
   - G pry
   - H prie

7. A sheigh
   - B shie
   - C shy
   - D shigh

8. E pryme
   - F prighm
   - G prime
   - H preim

9. A slight
   - B slyte
   - C slite
   - D slieght

10. E cleighm
    - F clibm
    - G clyme
    - H climb

11. A sligh
    - B sly
    - C slie
    - D slye

12. E sye
    - F sy
    - G sigh
    - H sie

13. A fright
    - B frite
    - C fryte
    - D frit

14. E ensyde
    - F insighed
    - G enside
    - H inside

15. A pighs
    - B pyes
    - C pys
    - D pies

16. E dy
    - F digh
    - G deigh
    - H die

17. A spye
    - B spy
    - C spie
    - D spigh

18. E mynding
    - F mighnding
    - G minding
    - H meinding

19. A twyce
    - B twice
    - C twise
    - D twyse

20. E hite
    - F height
    - G hyte
    - H hight
Practice

Name ________________________________

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Spelling: Long o

chose  fold  toll  lower  roasting
shadow  goal  flow  sole  stole
stove  blown  mole  groan  foam
stone  bolt  mold  quote  mows

The Many Ways to o

Which words contain the sound of o spelled o?
1. ________________  3. ________________
2. ________________  4. ________________

Which words contain the sound of o spelled oa?
5. ________________  7. ________________
6. ________________  8. ________________

Which words contain the sound of o spelled o_e?
9. ________________ 12. ________________ 14. ________________
10. ________________ 13. ________________ 15. ________________
11. ________________

Which words contain the sound of o spelled ow?
16. ________________ 18. ________________ 20. ________________
17. ________________ 19. ________________

Write the one-syllable spelling word that rhymes with each of these words.
21. gold ________________ 24. pole ________________
22. loan ________________ 25. grow ________________
23. blows ________________ 26. slows ________________

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Because of Winn-Dixie • Grade 4/Unit 1  SPI3
What Am I?

Write the spelling word that matches each clue.

1. I’m what lives in a hole underground. ____________
2. I’m formed in water when it reaches the shore. ____________
3. I’m what everyone wants to reach. ____________
4. I’m what you find on a mountain. ____________
5. I’m what you cook your food on. ____________
6. I’m what grows on old cheese. ____________
7. I’m what the rivers do. ____________
8. I’m the sound you make when you’re tired. ____________
9. I’m the opposite of upper. ____________
10. I’m the one and only. ____________

Words in Sentences

Decide which spelling word fits in each sentence. Write the missing words.

11. The handyman ____________ the grass each week.
12. The boat captain ____________ to stop the boat.
13. The rubber raft was flat before it was ____________ up.
14. We got out of the water when we saw a ____________ of lightning.
15. Fish swim in the ____________ of the dock.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

### Sample A:
- A bowe
- B boow
- C bow
- D boawe

### Sample B:
- A boat
- B bote
- C boht
- D bott

1. A chose
   - B choose
   - C chowse
   - D choaze

2. E quote
   - F quoat
   - G quowte
   - H qoute

3. A stoave
   - B stowve
   - C stov
   - D stove

4. E stown
   - F stone
   - G stoan
   - H stoen

5. A folled
   - B foaled
   - C fold
   - D fowld

6. E gole
   - F goal
   - G goel
   - H gowl

7. A blown
   - B bloan
   - C blone
   - D blon

8. E boalt
   - F bowlt
   - G bolet
   - H bolt

9. A tole
   - B toll
   - C toal
   - D toawl

10. E floaw
    - F floa
    - G flow
    - H flo

11. A moll
    - B moal
    - C mole
    - D mowl

12. E mold
    - F mowled
    - G molde
    - H moaled

13. A loer
    - B loaer
    - C loawer
    - D lower

14. E sowl
    - F soal
    - G soale
    - H sole

15. A grone
    - B growne
    - C groan
    - D groane

16. E shadoe
    - F shadow
    - G shadoaw
    - H shadowe

17. A roasting
    - B rosting
    - C rowsting
    - D rosteing

18. E stole
    - F stoal
    - G stowl
    - H stol

19. A fowm
    - B foam
    - C fome
    - D fomme

20. E mowse
    - F moase
    - G mose
    - H mows
Prefix Power

Write the spelling words that contain the prefixes below.

un-
1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

re-
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________

im-
11. ____________

in-
12. ____________
13. ____________

il-
14. ____________

over-
15. ____________
16. ____________

sub-
17. ____________

pre-
18. ____________
19. ____________

super-
20. ____________

unblock overact rewind imperfect preplan
supersize unborn unchain unload resell
rewash relearn premix illegal unlock
indirect subway recall overheat incorrect

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Practice

Name ________________________________

Spelling: Prefixes

unblock overact rewind imperfect preplan
supersize unborn unchain unload resell
rewash relearn premix illegal unlock
indirect subway recall overhear incorrect

A. Words in Sentences

Write a spelling word to complete each sentence.

1. Do you ______________ learning about civil rights?
2. It can be helpful to ______________ some of the facts each year.
3. It is ______________ to take away a person’s civil rights.
4. Civil rights laws ______________ people’s road to success.
5. The laws ______________ doors that lead to good jobs.
6. They help make ______________ situations better.
7. I’m glad we can’t ______________ history to a time without civil rights.
8. It would be ______________ to think that all civil rights issues have been solved.

B. What Does It Mean?

Write the spelling word that matches each meaning.

9. not born ______________
10. plan ahead of time ______________
11. heat too much ______________
12. underground train ______________
13. sell again ______________
14. mix before ______________
15. make too big ______________
16. not direct ______________
17. opposite of load ______________
18. wash again ______________
19. take the chain off ______________
20. act too much ______________

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

My Brother Martin • Grade 4/Unit 2  SPI7
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:
1. A subway
   B subway
   C subway
   D subwayne
2. E uhnblock
   F un bloc
   G un block
   H uhn bloc
3. A ilegal
   B ilegle
   C illege
   D illegal
4. E resell
   F ricell
   G riesell
   H risell
5. A imperfect
   B imperfect
   C imperfect
   D imperfect

Sample B:
6. E un chane
   F un chayn
   G un chan
   H un chain
7. A pri plan
   B per plan
   C pre plan
   D pree plan
8. E indurect
   F ind erict
   G ind rect
   H ind rect
9. A ri wach
   B re waush
   C ri wash
   D re wash
10. E unlock
    F uhn lock
    G uhn lok
    H in lok
11. A overack
    B over ackt
    C over act
    D ovi rackt
12. E ric all
    F recal
    G riecall
    H re call
13. A un bron
    B un born
    C un borne
    D un bon
14. E rew ind
    F rew inde
    G ri wind
    H ri wind
15. A sup rasize
    B supper ize
    C super izes
    D supersize
16. E oh verheat
    F over heat
    G over hete
    H ovi heat
17. A premix
    B premicks
    C permix
    D permicks
18. E im correkt
    F incor rect
    G in correct
    H incor rect
19. A un lode
    B un load e
    C un lod
    D unload
20. E rilearn
    F relearn
    G ruhl earn
    H relern
Practice

Name ________________________________

Spelling: Digraphs

- choose
- rush
- thirty
- graph

- whole
- kitchen
- northern
- snatch

- photo
- whirl
- fifth
- chef

- touch
- sketched
- width
- pitcher

- chance
- ketchup
- headphone
- stretching

A. Digraph Power

Write the spelling words that contain the digraphs.

**ch**
1. __________
2. __________
3. __________
4. __________

**th**
12. __________
13. __________
14. __________
15. __________

**tch**
5. __________
6. __________
7. __________
8. __________

**ph**
16. __________
17. __________
18. __________

**wh**
19. __________
20. __________

**sh**
11. __________

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Mighty Jackie • Grade 4/Unit 2 SPI9
A. It Takes Three

Write the spelling word that belongs with the other two words.

1. bedroom, den, ______________
2. mustard, mayonnaise, ______________
3. waiter, busboy, ______________
4. ten, twenty, ______________
5. southern, eastern, ______________
6. third, fourth, ______________
7. music, radio, ______________
8. length, depth, ______________

B. Words in Sentences

Write a spelling word to complete each sentence.

9. My sister and I ______________ to be athletes.
10. We practice our sports every ______________ we get.
11. I begin every day by ______________ my muscles.
12. Sometimes I bend and ______________ my toes.
13. I try to stretch all the muscles in my ______________ body.
14. On weekends, I ______________ to the track and run laps.
15. My sister is a softball ______________.
16. She likes to ______________ the ball up in her glove.
17. Then she will ______________ her arm around.
18. I ______________ this drawing of her getting ready to pitch.
19. Once she made a ______________ of all her strikeouts in a game.
20. Here’s a ______________ that shows her winning a trophy.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:  
- A peche  
- B peash  
- © peach  
- D peshe  

Sample B:  
- E walle  
- F whale  
- G whail  
- H whall  

1. A shooze  
   B chooze  
   C choose  
   D choose
2. E fifth  
   F fith  
   G fifph  
   H fipth
3. A ruch  
   B rusth  
   C rush  
   D rutch
4. E graff  
   F graph  
   G grath  
   H grash
5. A whirl  
   B wirl  
   C hwirl  
   D hirl
6. E kethup  
   F kechup  
   G ketshup  
   H ketchup
7. A tuch  
   B touch  
   C tutch  
   D toutch
8. E northen  
   F northern  
   G norhern  
   H norten
9. A photo  
   B foto  
   C photoe  
   D fotoe
10. A wolle  
    B wole  
    C whole  
    D wholle
11. A hedphone  
    B headphone  
    C headfone  
    D hedfone
12. E kishen  
    F kitshen  
    G kichen  
    H kitchn
13. A chance  
    B shance  
    C shanse  
    D chanse
14. E thury  
    F therty  
    G thity  
    H thearty
15. A pitshur  
    B picher  
    C pitsher  
    D pitchr
16. E widph  
    F width  
    G whidth  
    H whith
17. A sketched  
    B scetchd  
    C skeched  
    D sceched
18. E sheph  
    F shef  
    G chef  
    H cheph
19. A snach  
    B snatch  
    C snatsh  
    D snash
20. E streaching  
    F streatching  
    G streching  
    H stretching

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
A. Pattern Power
Write the spelling words with these spelling patterns.

words beginning with **shr**
1. ____________
2. ____________
3. ____________
4. ____________

words beginning with **thr**
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________

words beginning in **spr**
10. ____________
11. ____________
12. ____________

words beginning in **sc**
13. ____________
14. ____________
15. ____________

words beginning in **sc**
16. ____________
17. ____________
18. ____________

words beginning in **sp**
19. ____________
20. ____________

Rhyme Time
Write the spelling word that rhymes with each word.

21. crawl ____________
22. creek ____________
23. mob ____________

24. plane ____________
25. preach ____________
26. pill ____________
A. Finish the Word
Write the missing letters to correctly complete the words in the sentences.

Many farmers in the Chinese village raise 1. shr _______. They raise them in large, shallow pools of water. Water runs 2. thr _______ all of them. No weeds are allowed to 3. spr _______. Sometimes a gull will fly overhead and 4. scr _______. Then everyone will run outside to scare the gull away.

It is quite a 5. thr _______ to watch the farmers harvest the shrimp. They use nets. One walks down the middle of the pool to 6. spl _______ it in half. As the net gets smaller and smaller, the shrimp strain to get out, but they are caught. When the farmers lift the net out of the water, there is much 7. spl _______. The net will 8. thr _______ with shrimp. The farmers dump their catch in buckets and carry them away with 9. str _______ over their shoulders.

B. Word Groups
Write the spelling word that belongs in each group.
10. chair, seat, __________
11. expand, stretch, __________
12. tack, nail, __________
13. cut, divide, __________
14. rip, tear, __________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

1. Schred
2. Through
3. Sprowt
4. Sprall
5. Splitt

Sample B:

6. Throbb
7. Throte
8. Shrink
9. Scruce
10. Schrimp

11. Skreach
12. Straiten
13. Sprange
14. Schreik
15. Splaching

16. Strapps
17. Throne
18. Strande
19. Script
20. Thrill
### Pattern Power

**Write the spelling words with each of these spelling patterns.**

#### words with -or

1. ____________  
2. ____________  
3. ____________  
4. ____________  
5. ____________  
6. ____________  
7. ____________  
8. ____________

#### words with -ar

9. ____________  
10. ____________  
11. ____________  
12. ____________  
13. ____________  
14. ____________  
15. ____________  
16. ____________  
17. ____________  
18. ____________  
19. ____________  
20. ____________

### All in Order

Write the following words in alphabetical order: ward, fort, cord, stormy, backyard, guard, carpet, dart, smart, morning.

21. ____________  
22. ____________  
23. ____________  
24. ____________  
25. ____________  
26. ____________  
27. ____________  
28. ____________  
29. ____________  
30. ____________
What’s the Word?

Write the spelling words that match the clues below.

1. rug ____________________________ 7. dull ____________________________
2. rope ____________________________ 8. win ____________________________
3. to bend __________________________ 9. fight ____________________________
4. area behind __________________________ a house __________________________
5. for soldiers __________________________ 10. wake up __________________________
6. protects __________________________

What’s the Word?

Complete each sentence below with a spelling word.

13. You must be very ________________ to be an inventor.
14. I heard a knock on the ________________.
15. Ben Franklin researched electricity on a rainy and ________________ night.
16. The doctors treat the patients in the hospital ________________.
17. These shoes are ________________ out.
18. Try to throw the ________________ at the bull’s eye.
19. He felt an electric ________________ during the storm.
20. How did he cross the ________________ of the river?
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

**Sample A:**
- A sprout
- B sport
- C sporet
- D spart

**Sample B:**
- E scharks
- F sharx
- G sharks
- H scharcks

1. A ford
   - B phord
   - C phorde
   - D forde

2. E spaurk
   - F sparke
   - G spark
   - H spaurke

3. A charj
   - B charg
   - C charge
   - D charje

4. E morening
   - F morning
   - G morneen
   - H mowning

5. A guard
   - B gard
   - C garred
   - D guarde

6. E smard
   - F smart
   - G smarte
   - H smardt

7. A wourn
   - B wonre
   - C weren
   - D worn

8. E core
   - F caur
   - G corr
   - H corre

9. A dore
   - B dor
   - C doore
   - D door

10. E bore
    - F bour
    - G boore
    - H borre

11. A daurt
    - B darte
    - C daurte
    - D dart

12. E uhward
    - F aword
    - G award
    - H uhword

13. A carpette
    - B carpet
    - C carpit
    - D caurpet

14. E coured
    - F correed
    - G courd
    - H cord

15. A phort
    - B forte
    - C fort
    - D phorte

16. E argue
    - F argew
    - G argoo
    - H argou

17. A stormy
    - B stormie
    - C stormee
    - D stourmy

18. E warde
    - F worde
    - G ward
    - H wourd

19. A backyart
    - B backyard
    - C bakyard
    - D backyaurd

20. E worp
    - F warp
    - G wurp
    - H wourp

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Suffix Power

Write the spelling words that contain the suffixes below.

-ly
1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

-ful
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________
13. ____________

-ness
14. ____________
15. ____________
16. ____________
17. ____________

-less
18. ____________
19. ____________
20. ____________
21. ____________
A. Words in Sentences

Write a spelling word to complete each sentence.

1. I never used to go camping because being outside at night in the ____________ scared me.
2. Over time, my family ____________ convinced me that I should try it.
3. We went to a ____________ campground near a lake.
4. I tried to act brave as we ____________ set up our tents.
5. Once the sun went down, I could ____________ hide my fears.
6. I thought I saw something moving in the ____________ part of the woods.
7. My brother ____________ reassured me that nothing was hiding there.
8. It was ____________ of him to let me know I didn’t have to worry.
9. After a good night’s sleep, my first ____________ of oatmeal tasted delicious.
10. Now I know that camping can be a ____________ experience.

B. Opposites

Write the spelling word that is the antonym, or opposite, of each word.

11. feeling well ____________ 12. strength ____________
13. having shape ____________ 14. most confusing ____________
15. health ____________ 16. painful ____________
17. awkward ____________ 18. dirty ____________
19. badness ____________ 20. showing age ____________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

**Sample A:**
- **nicely**
- **niceley**
- **nicly**
- **nicey**

**Sample B:**
- **peacefull**
- **peacefil**
- **peaceful**
- **peacefill**

1. A.painles  B.paneless  C.painliss  D.painless
2. E.darknes  F.darkness  G.darkniss  H.darknis
3. A.heardly  B.hardely  C.hartly  D.hardly
4. E.sikly  F.sicly  G.sickly  H.sicklie
5. A.beautifull  B.beautaful  C.beutaful  D.beautifil

6. E.darcest  F.darckist  G.darkest  H.darkist
7. A.illniss  B.illniss  C.illness  D.illness
8. E.sloly  F.slowly  G.sloely  H.slowlee
9. A.gracefull  B.graseful  C.grasefull  D.graceful
10. E.spotless  F.spotliss  G.spotles  H.spotlass
11. A.thoughtfull  B.thoughtful  C.thoughtfull  D.thoughtful
12. E.shapelous  F.shapless  G.shapeliss  H.shapeless
13. A.goodniss  B.goodnus  C.goodness  D.goodnes
14. E.quikly  F.quickly  G.quickley  H.quickley
15. A.wonderfill  B.wondeful  C.wonderfull  D.wonderful
16. E.carefly  F.carefillly  G.carefully  H.carefully
17. A.spoonful  B.spoonfull  C.spoonfil  D.spoonfill
18. E.agelous  F.ageлiss  G.ageless  H.ageless
19. A.weekness  B.weakness  C.weekniss  D.weakniss
20. E.clearist  F.cleararest  G.clearerist  H.clearist
Write the spelling words with these spelling patterns.

words with **ir**
1. ___________
2. ___________
3. ___________
4. ___________
5. ___________

words with **er**
6. ___________
7. ___________
8. ___________
9. ___________

words with **ur**
10. ___________
11. ___________
12. ___________
13. ___________
14. ___________
15. ___________
16. ___________
17. ___________
18. ___________
What’s the Word?

Complete each sentence with a spelling word.

1. Are you feeling ___________ than yesterday?
2. The rattlesnake likes to ___________ up when it sleeps.
3. The snake likes to ___________ around in the water.
4. The rattlesnake slithered beside the ___________.
5. A ___________ is a root vegetable like a carrot.
6. My sight is ___________ by the fog.
7. That ___________ is really scared of rattlesnakes!
8. Does your family eat ___________ for Thanksgiving dinner?
9. The ___________ of the coyote was a reason to celebrate.
10. You might find a ___________ inside of an oyster.

What do You Mean?

Read each dictionary definition below. Then write the spelling word that matches the definition.

11. Not clean ___________
12. To bend ___________
13. Turn quickly ___________
14. To throw ___________
15. Used for flavor ___________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

A berd  
B bird  
C burd  
D berde

Sample B:

E nirrs  
F nerse  
G nirse  
H nurse

1. A birth  
   B berthe  
   C burth  
   D birthe

6. E hirl  
   F herl  
   G hirle  
   H hurl

11. A turnip  
    B turnup  
    C ternip  
    D tirnup

16. E pirsin  
    F person  
    G purson  
    H persin

2. E wurse  
   F wirse  
   G worse  
   H worse

7. A swurl  
   B swerl  
   C swirl  
   D swerle

12. E pirpuss  
    F perpose  
    G purpose  
    H purpose

17. E stirnlee  
    B sternlie  
    C stirnly  
    D sternly

3. A pearl  
   B perle  
   C pirle  
   D purle

8. E kerb  
   F curb  
   G curb  
   H kurb

13. A perse  
    B pirse  
    C purse  
    D pers

18. E serpent  
    F cirpent  
    G sirpent  
    H serpint

4. E kurl  
   F kerl  
   G curl  
   H cerl

9. A erb  
   B herb  
   C hubr  
   D urb

14. E blurred  
    F blerd  
    G blirred  
    H blurd

19. E tirkey  
    B turkey  
    C terkey  
    D tirkie

5. A dirtie  
   B durty  
   C dertie  
   D dirty

10. E kurve  
    F kerve  
    G curve  
    H cerve

15. A shirt  
    B shert  
    C shurt  
    D schirt

20. E twurl  
    F twerl  
    G twerle  
    H twirl
Write the spelling words with these spelling patterns.

words with **silent h**
1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

words with **silent k**
11. ____________
12. ____________
13. ____________
14. ____________
15. ____________

words with **silent b**
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________

words with **silent w**
16. ____________
17. ____________
18. ____________
19. ____________
20. ____________
Definitions for You

Fill in the word from the spelling list that matches the definition.

1. Response to a question ____________________________
2. A tool for tightening or loosening ____________________
3. Young sheep ____________________________
4. For untangling hair ____________________________
5. A measurement of time ____________________________
6. To place knees on ground ____________________________
7. To thank or appreciate ____________________________
8. To squirm ____________________________
9. A paper covering ____________________________
10. One who inherits ____________________________
11. A line in the skin ____________________________
12. Tools for cutting ____________________________
13. To be truthful ____________________________
14. To be unsure ____________________________
15. Understood ____________________________
16. Not your fingers ____________________________
17. Fixes pipes ____________________________
18. To press in ____________________________
19. Truth ____________________________
20. Was or is understood ____________________________

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

1. A dowt  
   B doubt  
   C dowbt  
   D doubt  

2. E lamms  
   F lams  
   G lammbss  
   H lambs  

3. A onor  
   B honer  
   C honor  
   D oner  

4. E wriggle  
   F riggle  
   G wriggel  
   H riggel  

5. A eir  
   B heir  
   C haire  
   D aire  

Sample B:

1. E hour  
   F ouer  
   G houer  
   H oure  

2. E newww  
   F knew  
   G nue  
   H knue  

3. E nives  
   F knifes  
   G nifes  
   H knives  

4. E onist  
   B honist  
   C honest  
   D onest  

5. E rinkle  
   F wrinkle  
   G wrenkel  
   H rinkel  

6. E thumps  
   B thums  
   C thumbs  
   D thumps  

7. E cowms  
   F coams  
   G komes  
   H combs  

8. E plumper  
   B plumber  
   C plumer  
   D plummer  

9. E knead  
   F nead  
   G knaed  
   H neede  

10. E wrapper  
    B rappur  
    G wrappur  
    D rappere  

11. E kneel  
    F neal  
    G kneal  
    H neel  

12. E onestie  
    B honesty  
    C honistie  
    D onisty  

13. E noan  
    F known  
    G nonne  
    H knoan  

14. E annser  
    B ansir  
    C anserr  
    D answer  

15. E rench  
    F wrench  
    G wrinch  
    H rinch
Practice

Name ________________________________

Pattern Power

Write the spelling words with these spelling patterns.

words with **soft c**

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

words with **soft g**

11. _____________
12. _____________
13. _____________
14. _____________
15. _____________
16. _____________
17. _____________
18. _____________
19. _____________
20. _____________

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**LC 1.7** Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
What’s the Word?

Complete each sentence with a spelling word.

1. What’s that ____________ noise?
2. The fourth graders raised money to buy ____________ for a new playground.
3. Did you get a ____________ for helping at the animal shelter?
4. I love seeing the tigers at the ____________.
5. We visited the ____________ when we went to Africa.
6. We have only visited it ____________.
7. That dish has a lot of ____________ in it.
8. Are you ____________ you locked your keys in the car?
9. One quick ____________ and I knew the kitchen needed some cleaning.
10. Measure one ____________ of medicine for your cat.
11. Did you ____________ to get a ride to the stream cleanup day?
12. It’s important to wash your hands to avoid getting sick from ____________.
13. The ____________ officer came to school to talk about safety.
14. I’m ____________ that the school can find enough volunteers for the health fair.
15. In the ____________ of the campgrounds is the campfire and meeting area.
16. I need a damp ____________ to clean up these dirty counters.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

**Sample A:**
- A city
- B sitty
- C sitie
- D citie

**Sample B:**
- E jiant
- F giant
- G gient
- H jyent

1. A arrange  
   B arranje  
   C arange  
   D aranje

2. E badge  
   F bajj  
   G badje  
   H bage

3. A cerkis  
   B sirkus  
   C circus  
   D sircus

4. E serten  
   F certain  
   G certin  
   H sirtain

5. A glantz  
   B glance  
   C glanse  
   D glansce

6. E siment  
   F sement  
   G cement  
   H cemint

7. A senter  
   B scenter  
   C sinter  
   D center

8. E scene  
   F sceen  
   G secne  
   H csene

9. A wedje  
   B wej  
   C weg  
   D wedge

10. E stranje  
    F strange  
    G straynje  
    H strainge

11. A jerms  
    B girms  
    C jirms  
    D germs

12. E jinjer  
    F jinger  
    G ginger  
    H ginjer

13. A brijj  
    B bridje  
    C brige  
    D bridge

14. E orange  
    F ornje  
    G oranje  
    H ornge

15. A ownse  
    B ounce  
    C ounse  
    D ownce

16. E poleese  
    F polease  
    G police  
    H poleece

17. A wonce  
    B wunse  
    C onse  
    D once

18. E spise  
    F spyce  
    G spyse  
    H spice

19. A sponge  
    B spunje  
    C spunge  
    D sponje

20. E villaje  
    F vilage  
    G vilidge  
    H village
Pattern Power

Write the spelling words with these spelling patterns.

words with -s

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________

words with -ies

16. ____________
17. ____________
18. ____________
19. ____________
20. ____________

words with -es

9. ____________
10. ____________
11. ____________
12. ____________
13. ____________
14. ____________
15. ____________
Fill in the Blanks

Complete each sentence with a word from the spelling list.

1. Bats live in __________ because they are cool and dark.
2. I love to roll up my pants, wade in the water, and look for __________.
3. It was amazing how Native Americans used to hunt bison with bows and __________.
4. Ladies and gentlemen, start your __________!
5. Please check your work for __________ before you turn it in.
6. Some of the __________ we needed for our class play included pottery dishes.
7. The __________ of the young boy were very proud of their son.
8. I love the chocolate after-dinner __________ they serve here.
9. My favorite __________ are reading and playing soccer.
10. In the west, cows are raised on large __________.
11. What kind of __________ do we need for art class?
12. There were __________ of dry grass in the field.
13. The coyote __________ its back as it hunts for prey.
14. I can’t see the blackboard if I’m not wearing my __________.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

### Sample A:

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1. A mossus
2. B archis
3. C babies
4. D armies
5. A supplies
6. E cavees
7. A clames
8. E airoes
9. A dresss
10. E injins
11. A glassus
12. E couchs
13. A hobbys
14. E enemeees
15. A mistakees
16. E props
17. A parents
18. E patchs
19. A mintz
20. E ranchs

Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Sort the spelling words according to the number of syllables.

**Two syllables**
1. _______
2. _______
3. _______
4. _______
5. _______
6. _______
7. _______
8. _______
9. _______
10. _______
11. _______
12. _______
13. _______

**Three syllables**
14. _______
15. _______
16. _______
17. _______
18. _______
19. _______
20. _______
Practice

A. What is the Meaning?

Find the word from the spelling list that matches each definition below.

1. flat surface to write on __________________________
2. covers a bed __________________________
3. shelf unit for holding books __________________________
4. room where you sleep __________________________
5. cloth covering the eyes __________________________
6. for outdoor warmth and cooking __________________________
7. to dry clothing outside __________________________
8. behind a house __________________________

B. What’s the Word?

Complete each sentence with a spelling word.

9. One of my chores is to clean out our fish Milo’s __________________________
10. My __________________________ moved to Florida where it never snows.
11. Stay on the __________________________ for our turn.
12. The principal announced on the __________________________ that school would be closed because of the storm.
13. A __________________________ baby is really tiny.
14. Take a break when shoveling snow. You don’t want to __________________________ it.
15. The clouds __________________________ were dark and heavy.
16. Will the __________________________ shut down because of the ice?
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

### Sample A:
- A birfday
- B berthday
- C birthday
- D burthday

### Sample B:
- E noatbook
- F notebook
- G notebouk
- H notbook

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Pattern Power!

Write the spelling words that double the consonant before adding the -ed.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

Write the spelling words that drop the e before adding the -ed.

6. ____________
7. ____________
8. ____________
9. ____________

Write the spelling words that double the consonant before adding the -ing.

10. ____________
11. ____________
12. ____________
13. ____________
14. ____________

Write the spelling words that drop the e before adding the -ing.

15. ____________
16. ____________
17. ____________
18. ____________

Write the spelling word that just adds the -ed.

19. ____________

Write the spelling word that just adds the -ing.

20. ____________
What’s the Word?

Complete each sentence with a word from the spelling list.

1. Dalmations are good at ____________ people from fires.
2. My neighbor is ____________ of dogs.
3. Buster got in trouble for ____________ up our couch.
4. My parents ____________ the idea of adopting a puppy.
5. We ____________ down the cars so they wouldn’t hit the dog.
6. The nervous puppy’s tail was ____________ the ground.
7. I thought the meat loaf ____________ like dog food.
8. My family ____________ a dog from the shelter.
9. Hannah ____________ practice to take her dog for a walk.
10. We are ____________ dogs in school this week.
11. The puppy is ____________ the cat.
12. The dog ____________ up the carpet in the front hall.
13. The poodle ____________ over so I could pat her tummy.
14. The teacher ____________ the dog to sit.
15. When I am ____________, my dog runs beside me.
16. My dog loves ____________ all kinds of food.
17. The collie was ____________ his way through the crowd to find his owner.
18. The hound ____________ his nose on the window so we would let him in.
19. My dog and I spent the morning ____________ over stones in the yard.
20. The tired dogs’ ears were ____________.

ripped        flipped        tapped        skipping
ripping       flagged        tapping        saved
scared        flagging       tasted         saving
scaring       forced         tasting        discussed
flipped       forcing         skipped        discussing
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

1. A ripped  
   B ript  
   C riped  
   D rippt

2. E riping  
   F ripping  
   G ripin  
   H rippin

3. A scareed  
   B skared  
   C skareed  
   D scared

4. E skaring  
   F scareing  
   G skareing  
   H scarin

5. A flipped  
   B fliped  
   C flipt  
   D flippt

Sample B:

11. A tapt  
    B tapped  
    C tappt  
    D taippt

12. E tappin  
    F tapin  
    G tapip  
    H taipin

13. A tased  
    B tasteed  
    C taisteed  
    D taisteed

14. E taisting  
    F tasteing  
    G tasting  
    H taisteing

15. A skipt  
    B skiped  
    C scpped  
    D skipped

16. E scpping  
    F skiping  
    G skipg  
    H sciping

17. A scaved  
    B saved  
    C saveed  
    D savd

18. E saveing  
    F scaving  
    G savein  
    H saving

19. A discused  
    B discussed  
    C diskused  
    D diskussed

20. E disgusing  
    F discussing  
    G diskussing  
    H discussing
Spelling: Inflected Endings, changing y to i

Pattern Power!

Write the spelling words that drop the y before adding -ies.
1. ____________ 3. ____________
2. ____________ 4. ____________

Write the spelling words that drop the y before adding the -ily.
5. ____________ 6. ____________ 7. ____________

Write the spelling words that drop the y before adding -iest.
8. ____________ 10. ____________
9. ____________ 11. ____________

Write the spelling words that drop the y before adding the -ier.
12. ____________ 14. ____________ 16. ____________
13. ____________ 15. ____________

Write the spelling words that drop the y before adding the -ied.
17. ____________ 18. ____________ 19. ____________ 20. ____________

Write the following words in alphabetical order: happiest, emptier, dizzliest, funnier, varied, pennies, cozily, worried, easily.
21. ____________ 24. ____________ 27. ____________
22. ____________ 25. ____________ 28. ____________
23. ____________ 26. ____________ 29. ____________

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The Life and Times of the Ant
Grade 4/Unit 4 SP49

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Practice

Name ____________________________________________

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Inflected Endings, changing y to i

pennies marries prettily merrier
cozily carries happiest dizziest
lazier easily emptier funnier
replied silliest sorriest jumper
worried applied families varied

A. Fill in the Blanks

Complete each sentence with a word from the spelling list.

1. Blindness sometimes runs in _______________.
2. At first he was _______________ when he lost his sight.
3. Sally _______________ home many books in Braille from the library.
4. The senior citizen’s story got _______________ each time he told it.
5. I never feel _______________ than on a Sunday afternoon.
6. She was even _______________ on the day of her eye surgery.
7. Even though Julie is blind, she is _______________ than anyone I know.
8. She feels _______________ when people are talking all around her.
9. The deaf man _______________ to the question in sign language.
10. She felt _______________ for people without loving families.

B. Synonym Alert!

Write the spelling word that has the same, or almost the same, meaning.

11. comfortably _______________
12. beautifully _______________
13. put on _______________
14. more bare _______________

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

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Sample B:

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<td>C</td>
<td>studeed</td>
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1. A | pennys | B | pennyes |
     | C | pennies | D | pennees |

2. E | cozily | F | cozylie |
     | G | cozilie | H | cozyly |

3. A | lazier | B | lazyr |
     | C | lazir | D | lazier |

4. E | replyd | F | replied |
     | G | replide | H | replied |

5. A | worried | B | worreed |
     | C | worryed | D | worryd |

6. E | marys | F | marries |
     | G | maryes | H | marryes |

7. A | caries | B | carries |
     | C | carrys | D | carries |

8. E | easily | F | easilie |
     | G | easylie | H | eazyly |

9. A | sillist | B | sillyst |
     | C | silliest | D | sillyest |

10. E | aplied | F | applied |
      | G | aplide | H | aplied |

11. A | prettlie | B | prettyly |
     | C | prettily | D | pretily |

12. E | happyest | F | happyist |
     | G | happiest | H | hapiest |

13. A | emtier | B | emptier |
     | C | emptier | D | emptyer |

14. E | sorriest | F | sorryist |
     | G | sorrist | H | sorryest |

15. A | familiees | B | families |
     | C | famlyys | D | familyes |

16. E | merryer | F | maryer |
     | G | marier | H | merrier |

17. A | dizzyist | B | dizziest |
     | C | dizzyest | D | diziest |

18. E | funier | F | funnyer |
     | G | funnyier | H | funnier |

19. A | jumpyer | B | jumpyier |
     | C | jumpier | D | jumpyr |

20. E | varyd | F | varried |
     | G | varyed | H | varied |

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Pattern Power!

Write the spelling word under the spelling pattern to which it belongs.

/ü/ spelled oo
1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________

/ü/ spelled ou
10. __________
11. __________
12. __________
13. __________
14. __________
15. __________

/ü/ spelled ew
16. __________
17. __________
18. __________

/ü/ spelled ui
19. __________

/ü/ spelled o-e
20. __________
Practice

Name ___________________________________________________________

A. Fill in the Blanks

Complete each sentence with a word from the spelling list.

1. Gasoline powers cars so they can ________________.
2. Leaving the lights on is a ________________ waste of electricity.
3. We ________________ all the wood to make the fire.
4. When we go camping, we cook our ________________ over the campfire.
5. Even small currents in creeks and ________________ can create energy.
6. The space ________________ built large solar panels to collect energy.
7. ________________ we turn off the heat before we leave the house?
8. He needs batteries so he can listen to ________________ on his stereo.
9. Mother always ________________ her own vegetables in the backyard.
10. Farmers shear sheep for their ________________.
11. We turned the lights down low to create a scary ________________.
12. Father had to stand on a ________________ to check the fuse box.

B. Synonym Alert!

Write the spelling word that has the same, or almost the same, meaning.

13. zip ________________
14. costumes ________________
15. coil ________________
16. assembly ________________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

**Sample A:**
- A tube
- B tueb
- C toob
- D toub

**Sample B:**
- E spoune
- F spewn
- G spoon
- H spoone

1. A shoud  
   B shude  
   C shood  
   D should  

2. E zume  
   F zoom  
   G zuem  
   H zoum  

3. A toons  
   B tuens  
   C tewn  
   D tunes  

4. E brukes  
   F brueks  
   G brooks  
   H brouks  

5. A you’ll  
   B yue’ll  
   C you’l  
   D yu’le  

6. E wool  
   F woul  
   G wull  
   H woll  

7. E mewd  
   F mude  
   G mood  
   H moud  

8. E soots  
   F sout  
   G suets  
   H suits  

9. E croo  
   F crew  
   G crou  
   H crue  

10. E spoul  
    F spool  
    G spewl  
    H spule  

11. E stoul  
    F stule  
    G stoo  
    H stowl  

12. E kookie  
    F cocky  
    G cukie  
    H cookie  

13. E fude  
    F food  
    G foud  
    H fewd  

14. E yewsed  
    F used  
    G uzed  
    H uced  

15. E grew  
    F grue  
    G groo  
    H grou  

16. E groop  
    F grewp  
    G group  
    H grupe  

17. E stoop  
    F stuep  
    G stuip  
    H stwp  

18. E moove  
    F move  
    G mouve  
    H muve  

19. E stoo  
    F stue  
    G stou  
    H stew  

20. E huje  
    F hooge  
    G huge  
    H hewg
Order Please!

Write the following words in alphabetical order: hound, grown, thousand, pouch, flower.

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________
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16. ______________
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18. ______________
19. ______________
20. ______________
21. ______________
22. ______________
23. ______________
24. ______________
25. ______________

Pattern Power!

Write the spelling words that have these patterns.

ou
1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
oc
13. ______________
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ough
9. ______________
10. ______________
11. ______________
12. ______________

oi

13. ______________

14. ______________

15. ______________

16. ______________

17. ______________

18. ______________

19. ______________

20. ______________

Spelling:

Diphthongs
oi, oy, ou, ow
A. What's the Word?

Complete each sentence with a word from the spelling list.

1. This summer my family is going on a whale-watching _____________.
2. There are fewer than 500 whales ____________ of the equator.
3. I bet a whale could eat a ____________ of shrimp in two seconds.
4. The whale had a huge ____________ caused by the boat propeller.
5. They spotted the pod of whales from the ship _____________.
6. The day after our boat trip, I awoke with a terrible _____________.
7. Will it _____________ the whales if I take pictures of them?
8. I’d rather be a scientist than a ____________ when I grow up.

B. What Does It Mean?

Read each dictionary definition below. Then write the spelling word that matches the definition.

9. the opposite of a smile ____________
10. long formal dress ____________
11. to produce blooms ____________
12. making a loud, high noise ____________
13. a small hill ____________
14. to follow or chase ____________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

### Sample A:
- A) toyle
- B) toile
- C) toil
- D) toyle

### Sample B:
- E) round
- F) rounde
- G) rownde
- H) rownde

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Spelling:
- Diphthongs
  - oi, oy, ou, ow
Pattern Power!

Write the spelling word under the matching vowel sound.

/ô/ spelled au
1. ____________

2. ____________

3. ____________

4. ____________

/ô/ spelled aw
5. ____________

6. ____________

7. ____________

/ô/ ough
8. ____________

9. ____________

10. ____________

/ô/ augh
11. ____________

12. ____________

13. ____________

14. ____________

15. ____________

16. ____________

17. ____________

18. ____________

19. ____________

20. ____________

My Brothers’ Flying Machine
Grade 4/Unit 4

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
A. Fill in the Blanks

Complete each sentence with a word from the spelling list.

1. Sharks ________ coral reefs for crabs, lobsters, and fish.
2. I am in ________ of the beauty of the coral reefs.
3. A sudden ________ caused the ship to crash on the coral reefs.
4. We must work to ________ the destruction of the coral reefs.
5. Many colorful fish are ________ by coral reef divers.
6. Coral reefs are created by very ________ animals and plants.
7. The group has ________ for years to preserve the coral reefs.
8. We watched the ________ eagle soar over the water.
9. I never ________ that I would get to see a coral reef.
10. Coral is considered half animal and ________ plant.

B. What’s the Word?

Write the spelling words that match the clues below.

11. Someone who pays a visit ________________
12. What you use to write on the board ________________
13. A small red fruit ________________
14. Someone who strolls ________________
15. A wrap that keeps you warm ________________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

1. A smawl  
   B small  
   C smaul  
   D smal

2. E laus  
   F losse  
   G lawz  
   H laws

3. A kawler  
   B cawler  
   C coller  
   D caller

4. E fals  
   F fawlse  
   G faults  
   H false

5. A balld  
   B bawld  
   C bauled  
   D bald

6. E skwall  
   F squall  
   G schwall  
   H squawl

7. A tokking  
   B tawking  
   C talking  
   D tauking

8. E draun  
   F drawn  
   G dran  
   H druan

9. A halt  
   B holt  
   C hault  
   D hawlt

10. E strahberry  
    F strawberry  
    G strawberry  
    H strawberry

11. A wokker  
    B wauker  
    C walker  
    D wawker

12. E faught  
    F fott  
    G fought  
    H fawt

13. A stawk  
    B stalk  
    C staulk  
    D stolk

14. E shaul  
    F shalle  
    G shawl  
    H sholl

15. A awe  
    B aue  
    C aue  
    D ahwe

16. E chalk  
    F chokk  
    G chawk  
    H chauk

17. A thott  
    B thought  
    C thawt  
    D thauta

18. E cott  
    F cawte  
    G caught  
    H caut

19. A strah  
    B strau  
    C strawe  
    D straw

20. E half  
    F haff  
    G haf  
    H hafe
Pattern Power!
Write the spelling words with these spelling patterns.

Words with Double Consonants
1. _____________
2. _____________
3. _____________
4. _____________
5. _____________
6. _____________
7. _____________
8. _____________
9. _____________
10. _____________
11. _____________
12. _____________
13. _____________
14. _____________
15. _____________
16. _____________
17. _____________
18. _____________
19. _____________

Rhyme Time
Write the spelling word that rhymes with each word or phrase.
20. pillow _____________
21. lick it _____________
22. slipper _____________
23. follow _____________

Words with Two Different Consonants
12. _____________
13. _____________
14. _____________
What’s the Word?

Complete each sentence with a spelling word.

1. I had to leave the library to get home in time for ____________.
2. She is a ____________ of the book club.
3. This ____________ we will go to the library every week.
4. The reading group was talking about the ____________ they had just finished.
5. A white ____________ fence surrounds the library grounds.
6. The librarian is also the ____________ of children’s activities.
7. The old woman could hear the ____________ of thunder in the distance.
8. We read a story about a new dinosaur ____________ that was found.
9. The sign said: “___________ to the library!”
10. He curled up under a ____________ to read the next chapter.
11. The shady spot under the ____________ tree was perfect for reading.
12. The man ____________ when the librarian told him where to find the book.
13. It was a rainy and ____________ morning, perfect for a trip to the library.
14. The ____________ book was hidden between two larger books on the shelf.
15. Please ____________ your food before you start talking.
16. The librarian helped me find the ____________ in a book about flowers.
17. My library card is made of blue ____________.
18. The boy put the ____________ into the pot to scoop out some soup.
19. He got a speeding ____________ on his way home from the library.
20. There was only one ____________ to the car accident.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

**Sample A:**
- A butter
- B buter
- C buttur
- D buttor

**Sample B:**
- E baskit
- F bascket
- G basket
- H bassket

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16. E blankit  
   F blankut  
   G blankket  
   H blanket 

17. A plastic 
   B plastick 
   C plastik  
   D plasstik 

18. E dinnir 
   F dinnor  
   G dinner  
   H dinnur  

19. A rumbles 
   B rumbels 
   C rumbs 
   D rummbles  

20. E witniss 
   F witnuss 
   G witnez  
   H witness 

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Pattern Power!
Write the spelling words with the following vowel sounds in the first syllable.

**Long a**
1. __________
2. __________
3. __________

**Short a**
4. __________
5. __________
6. __________

**Long e**
7. __________

**Short e**
8. __________
9. __________

**Long i**
10. __________
11. __________
12. __________
13. __________

**Short i**
14. __________
15. __________
16. __________

**Long o**
17. __________

**Short o**
18. __________
19. __________
20. __________
What’s the Word?
Complete each sentence with a spelling word.

1. That actor has a lot of _____________.
2. I _____________ to learn my lines by Monday.
3. The _____________ for the theater’s seating is 200 people.
4. Try not to develop the bad _____________ of nail biting.
5. He put the drawing of his ideas for the scenery up on the _____________.
6. It is a _____________ that the actor got sick on opening night.
7. We should _____________ the scene and then take a break.
8. This play takes place in a small log _____________ in the mountains.
9. I am _____________ late for the drama club meeting.
10. Would you like to be a _____________ actress some day?

Define It!
Write the spelling words that have the same meaning as the words or phrases below.

11. Buffalo _____________
12. Even with something _____________
13. Type of apple juice _____________
14. Taken without permission _____________
15. Sharp tool for shaving _____________
16. System for finding airplanes _____________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

A pielot  
B pilot  
C pilott  
D pilut  

1. A raydar  
B radar  
C rador  
D raidar  

2. E cabin  
F caben  
G cabbin  
H cabben  

3. A habet  
B habitt  
C habit  
D habette  

4. E nevor  
F nevur  
G never  
H nevir  

5. A pitty  
B pity  
C pittle  
D pitie  

Sample B:

E lemun  
F limon  
G lemon  
H limen  

6. E limet  
F limnit  
G limot  
H limit  

11. E easel  
B eesall  
C easil  
D esel  

16. E bisen  
F byson  
G bysen  
H bison  

7. A cider  
B sider  
C syder  
D cyder  

12. E talint  
F tallint  
G tallent  
H talent  

17. A levul  
B levill  
C level  
D levall  

8. E stoalen  
F stolun  
G stolin  
H stolen  

13. A diever  
B divur  
C divir  
D diver  

18. E spokken  
F spokin  
G spoken  
H spoken  

9. A razor  
B raser  
C rasor  
D razer  

14. E finesh  
F finish  
G finiche  
H finnesh  

19. A promiss  
B promise  
C promisce  
D promisce  

10. E wiper  
F wipper  
G wipur  
H wipor  

15. A rivur  
B river  
C rivir  
D rivor  

20. E famuss  
F fameus  
G famous  
H fainous
Vowel Team Power

Write the spelling words that contain the vowel teams below.

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<th>Words</th>
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<td>19.</td>
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<tr>
<td>oa</td>
<td>22.</td>
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</tbody>
</table>

Examples:
- airfare, discount, oatmeal, trainer, defeat
- airfare, discount, oatmeal, trainer, defeat
- between, beneath, baboon, approach, increase
- persuade, sleepless, mermaid, afloat, domain

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
A. It Takes Three

Write the spelling word that belongs with the other two words.

1. door, hallway, ____________  
2. beat, win, ____________  
3. beside, among, ____________  
4. coach, umpire, ____________  
5. noun, contraction, ____________  
6. dragon, giant, ____________  
7. eggs, pancakes, ____________  
8. ape, gorilla, ____________  
9. sixteen, seventeen, ____________  
10. land, area, ____________

B. Words in Sentences

Write a spelling word to complete each sentence.

11. I was able to ____________ Mom to go to a national park.
12. The ____________ to fly there was low.
13. We even used our ____________ coupons to save money.
14. At the park, I lay down ____________ the stars.
15. I spent a ____________ night staring at the sky.
16. Then I waited for the dawn to ____________.
17. I stayed ____________ as we rafted down a river.
18. A hike in the park did ____________ a lot of plant life.
20. If I could, I would ____________ this trip every year.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

<table>
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Sample B:

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</table>

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
End Game

This week’s spelling words end with the sound /_r/. Write the spelling words under the correct spelling pattern ending.

-er
1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________

-ar
12. ____________
13. ____________
14. ____________
15. ____________

-or
16. ____________
17. ____________
18. ____________
19. ____________
20. ____________
A. What’s the Word?

Complete each sentence with a spelling word.

1. I love this painting of boats coming into the ____________.
2. We stepped onto the ____________ in the art museum.
3. Her ____________ wants to be a famous artist when she grows up.
4. He could smell that the clay had a strange ____________.
5. When the artist was a fourth ____________, he learned how to paint.
6. Make sure that your smock covers your shirt ____________.
7. Open the art supply bag by pulling on the ____________.
8. She was not only an artist, but also a ____________ with a band.
9. This drawing of a ____________ bear is very good.
10. Everyone wants to go to the ____________ art exhibit.

B. Analogies

An analogy is a statement that compares sets of words that are alike in some way. Use spelling words to complete the analogies below.

11. Loser is to failure as winner is to ____________.
12. Fruit is to banana as cheese is to ____________.
13. Out is to in as exit is to ____________.
14. Ketchup is to mustard as salt is to ____________.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

A) sistur
B) sister
C) sistor
D) sisster

1. A) barbor
B) barbber
C) barbur
D) barber

2. E) ziper
F) zippor
G) zippir
H) zipper

3. A) dottir
B) daughter
C) daughtor
D) dottor

4. E) powdor
F) powder
G) pouder
H) poudor

5. A) odor
B) oder
C) oader
D) oodoor

Sample B:

E) mayer
F) mayur
G) maier
H) mayor

11. A) popular
B) populer
C) populor
D) populir

12. E) pepper
F) peper
G) peppur
H) peppor

13. A) colar
B) coler
C) coller
D) collar

16. E) elavater
F) elavator
G) elevate
H) elevator

17. A) harber
B) harbour
C) harbor
D) habir

18. E) poler
F) polar
G) polor
H) poaler

19. A) vickter
B) vicktorm
C) victor
D) victer

20. E) gradder
F) graider
G) grader
H) grador
End Game

This week’s spelling words end with the sound /_l/. Write the spelling words under the correct spelling pattern ending.

<table>
<thead>
<tr>
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<th>-il</th>
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<tr>
<td>9.</td>
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</tr>
</tbody>
</table>

Spelling: Consonant + le

Syllables

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
What’s the Word?

Complete each sentence with a spelling word.

1. We watched a TV program about wild horses on this ________________.
2. The family made a ________________ trip to visit the wild ponies.
3. Never approach a wild horse; they are not ________________.
4. The mustang is a ________________ of the American West.
5. My ________________ told me and my cousins a story about wild horses.
6. A ________________ group in our town wants to save wild horses.
7. A mustang can run much faster than a ________________.
8. They gave her a ________________ to honor her work with the wild horses.

Define It!

Write the spelling word that matches each clue below.

9. To ride a bicycle ________________
10. Joint between the foot and the leg ________________
11. Student ________________
12. An oar ________________
13. A type of horn ________________
14. A small stone ________________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

**Sample A:**

A: ridel  
B: riddel  
C: riddle  
D: ridel

1. A: medle  
   B: medel  
   C: medal  
   D: medol

2. A: local  
   B: locul  
   C: lokel  
   D: loakal

3. A: pebol  
   B: pebbul  
   C: pebble  
   D: pebbel

4. A: special  
   B: speshul  
   C: speshle  
   D: spechel

5. A: turtle  
   B: turtool  
   C: turtul  
   D: turtel

**Sample B:**

E: able  
F: abel  
G: aibel  
H: aible

6. E: buegel  
   F: bugel  
   G: bewgle  
   H: bugle

7. E: channle  
   F: channel  
   G: channul  
   H: channil

8. E: settel  
   F: settle  
   G: scettle  
   H: settol

9. E: pedle  
   F: pedal  
   G: pedel  
   H: pedol

10. E: pupul  
    F: pupool  
    G: pupil  
    H: pupol

11. E: pencil  
    F: pensil  
    G: pencel  
    H: pensel

12. E: dossile  
    F: dosul  
    G: dociel  
    H: docile

13. E: orol  
    F: orel  
    G: oral  
    H: orul

14. E: vessol  
    F: vesel  
    G: vessele  
    H: vessel

15. E: ankel  
    F: ankle  
    G: anckel  
    H: anchol

16. E: bubel  
    F: bubble  
    G: bubbel  
    H: bubbul

17. E: symble  
    F: cymbol  
    G: symbol  
    H: symbol

18. E: uncel  
    F: unkel  
    G: unkle  
    H: uncle

19. E: paddol  
    F: padole  
    G: paddel  
    H: paddle

20. E: total  
    F: total  
    G: totle  
    H: totol
### End Game!

This week’s spelling words contain /_n/. Write each spelling word under the correct spelling pattern ending.

**-in**

1. ______________ 
2. ______________ 
3. ______________ 
4. ______________ 
5. ______________ 

**-en**

6. ______________ 
7. ______________ 
8. ______________ 
9. ______________ 
10. ______________ 
11. ______________ 
12. ______________ 
13. ______________ 

**-on**

14. ______________ 
15. ______________ 
16. ______________ 
17. ______________ 
18. ______________ 
19. ______________ 
20. ______________ 

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**Practice**

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<th>button</th>
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<td>proven</td>
<td>often</td>
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<td>robin</td>
<td>raisin</td>
<td>widen</td>
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<td>eleven</td>
<td>reason</td>
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Practice

Name ________________________________

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<tr>
<td>common</td>
<td>penguin</td>
<td>skeleton</td>
<td>wooden</td>
</tr>
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</table>

A. What’s the Word?

Complete each sentence with a word from the spelling list.

1. The ____________ they went west was to find gold.
2. Some men left their ____________ fields in search of gold.
3. There were three ____________ paths to California in 1849.
4. The family traveled in a ____________ wagon.
5. Some miners used a small ____________ to haul their gold.
6. They found a ____________ ship filled with gold.
7. Miners ____________ risked their health searching for gold.
8. They had ____________ for miles with no sign of water.
9. Earlier promises of gold in California had ____________ to be untrue.
10. He wore a fancy jacket with each ____________ made of pure gold.

B. Analogies

An analogy is a statement that compares sets of words that are alike in some way: Night is to day as black is to white. This analogy points out that night and day are opposite in the same way that black and white are opposite.

Use the spelling words to complete the analogies below.

11. Bear is to polar bear as bird is to ________________.
12. Plum is to prune as grape is to ________________.
13. Wood is to frame as bones are to ________________.
14. Mom is to child as aunt is to ________________.

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

<table>
<thead>
<tr>
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</tr>
<tr>
<td>B frozen</td>
<td>F poyzon</td>
</tr>
<tr>
<td>C frozon</td>
<td>G poyzen</td>
</tr>
<tr>
<td>D frosen</td>
<td>H poison</td>
</tr>
</tbody>
</table>

1. A baken 11. A mufin
B backen  B mufen
C bacin  C kotten
D bacon  D cotton

2. E woven 12. E proven
F wovin  F proozen
G wovon  G provon
H wovenn H prooven

3. A ridden 13. A rasen
B riddon  B razin
C ridden  C roben
D riddin  D robben

4. E wagon 14. E reason
F wagen  F reesin
G wagin  G reeson
H waggon H reasin

5. A comon 15. A skelletin
B common  B skeletin
C commen  C scheleton
D commun  D skeleton

F cottin  F button
G kotten  G butten
H cotton  H buton

7. A kuzzin 17. A often
B cusin  B offen
C couson  C offin
D cousin  D oftin

8. E robbin 18. E widin
F robin  F widen
G roben  G wider
H robben H wyden

9. A ealeven 19. A sunkin
B eleven  B sunken
C eeelevin  C sunken
D elevin  D suncken

10. E pennguin 20. E woulden
F penguin  F wooden
G pengwin  G wouden
H pingwin  H woeddenn
There are ten pairs of spelling words that are homophones. They sound the same but are spelled differently. Sort the homophones into pairs. Write each pair on the lines below.

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

Order Please!

Write the following words in alphabetical order: patience, weighed, tail, dough, whose, weave, bolder, root, moose, and prints.

11. ___________________________  16. ___________________________
12. ___________________________  17. ___________________________
13. ___________________________  18. ___________________________
14. ___________________________  19. ___________________________
15. ___________________________  20. ___________________________
What’s the Word?

Complete each sentence with a spelling word.

1. We made double _____________ of the pictures of the birds in the park.
2. The man had to _____________ into the fountain to save the cat.
3. Our dog’s _____________ was run over by a car.
4. _____________ been trying to rid our house of mice for months.
5. It would be funny to see a _____________ in the city.
6. Mrs. Jennings has no _____________ for untrained animals.
7. The elephant at the city zoo _____________ more than six tons.
8. You have to be careful not to hit a deer when driving down that _____________.
9. The squirrels in the park are not afraid of people and are becoming _____________ every day.
10. _____________ pet is this?
11. There is a _____________ and her baby who live near that road.
12. Have you heard the _____________ of the cricket that lived in New York?
13. _____________ that man with the yellow hat?
14. Nothing could move that _____________ except an elephant.
15. The _____________ at the city hospital like to watch the birds in the park.
16. The bread _____________ takes an hour to rise.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

① peice
② pease
③ peace
④ piese

1. ① doe
② doo
③ doa
④ dow

2. ⑤ doo
⑥ dow
⑦ dough
⑧ doa

3. ① boalder
② bowlder
③ boleder
④ bolder

4. ⑤ boulder
⑥ boleder
⑦ bowlder
⑧ boalder

5. ⑤ route
⑥ route
⑦ rew
⑧ rer

Sample B:

⑤ peese
⑥ piece
⑦ pease
⑧ peace

6. ⑤ route
⑥ rew
⑦ root
⑧ rout

7. ① payshenz
② payshense
③ paitents
④ patience

8. ⑤ payshents
⑥ patients
⑦ paingtons
⑧ patience

9. ⑤ mewse
⑥ mousse
⑦ moose
⑧ muese

10. ⑤ mewse
⑥ mousse
⑦ moose
⑧ muese

11. ① prinz
② prinse
③ printz
④ prince

12. ⑤ prinz
⑥ prints
⑦ printz
⑧ prinse

13. ① hoo’s
② who’s
③ hew’s
④ whue’s

14. ⑤ hoose
⑥ whooz
⑦ whose
⑧ huze

15. ① wayd
② wade
③ waid
④ wayed

16. ① wayed
② waid
③ wayd
④ weighed

17. ① weve
② wheave
③ weave
④ wheve

18. ⑤ we’ve
⑥ wee’v
⑦ we’v
⑧ whee’ve

19. ① taile
② talle
③ tael
④ tail

20. ⑤ taile
⑥ tale
⑦ tael
⑧ talle

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Pattern Power!

Write the spelling words with the following prefixes.

**dis-**
1. _________________
2. _________________
3. _________________
4. _________________
5. _________________

**mis-**
6. _________________
7. _________________
8. _________________
9. _________________
10. _________________

**non-**
11. _________________
12. _________________
13. _________________
14. _________________

**un-**
15. _________________
16. _________________
17. _________________
18. _________________
19. _________________
20. _________________

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<tr>
<td>disloyal</td>
<td>misnumber</td>
<td>unable</td>
<td>unclean</td>
</tr>
</tbody>
</table>
What’s the Word?
Complete each sentence with a spelling word.

1. Be careful not to _______________ the bags of fossils.
2. We were _______________ if the dig would be successful.
3. She removed the layer of soil to _______________ the fossil below.
4. Not finding anything does not _______________ fossil hunters.
5. I hope you did not _______________ your notes on the dig.
6. If you work hard, you will not _______________ your boss.

Prefixes
A prefix occurs at the beginning of a word. A prefix gives a word a different meaning. Read the meanings for the prefixes in your spelling words. Notice that all of the prefixes share the meaning “the opposite of.”

- dis- “not” or “the opposite of”
- non- “without” or “the opposite of”
- un- “not” or “the opposite of”
- mis- “wrong,” “badly” or “the opposite of”

Write the spelling word that matches each meaning below.

7. without fat _______________
8. opposite of loyal _______________
9. a wrong step _______________
10. not clean _______________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

### Sample A:

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<td>C</td>
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### Sample B:

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<td>dissplay</td>
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<tr>
<td>F</td>
<td>display</td>
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<tr>
<td>G</td>
<td>displai</td>
</tr>
<tr>
<td>H</td>
<td>displaye</td>
</tr>
</tbody>
</table>

1. A diskeraige  
2. E disapoint  
3. A disbeleef  
4. E distrus st  
5. A disloyel

6. E misplase  
7. A mislabel  
8. E mislead  
9. A mistep  
10. E missnumber

8. F missplace  
9. F misslead  
10. F misstep  
11. F misplace

11. F nonfat  
12. E nonfikshin  
13. F noncents  
14. E nonnstop

12. G mislabyl  
13. G mislead  
14. G misstep  
15. F misnumber

16. F unplug  
17. B unserten  
18. E uncomfertble  
19. B uncouver  
20. E unclean
Pattern Power!
Sort the spelling words by writing them under the correct suffix.

-\textit{less}
1. ________________________ 4. ________________________
2. ________________________ 5. ________________________
3. ________________________

-\textit{ly}
6. ________________________ 9. ________________________
7. ________________________ 10. ________________________
8. ________________________ 11. ________________________

-\textit{ness}
12. ________________________ 14. ________________________
13. ________________________ 15. ________________________

-\textit{y}
16. ________________________ 18. ________________________
17. ________________________

-\textit{ful}
19. ________________________ 20. ________________________
A. What’s the Word?

Complete each sentence with a spelling word.

1. I picked up a ____________ of sand at Kitty Hawk.
2. The flying machine was ____________ a great invention!
3. Was it ____________ on the day of the Wright brothers’ first flight?
4. Orville and Wilbur were filled with ____________ after the flight.
5. Flying a kite is ____________ a lot of fun.
6. The flying machine was ____________ 10 feet off the ground.

B. Suffixes

A suffix is added to the end of a word to give the word a different meaning. Read the meanings for the suffixes in your spelling words.

-ness “the state of being”  -ful “full of”
-less “without”  -ly “in a (particular) way”
-y “full of”

Write the spelling word that matches each meaning below.

7. full of joy
8. without an aim
9. without taste
10. full of hair
11. the state of being sick
12. without life
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:
- A: kareful
- B: careful
- C: cairful
- D: carefull

Sample B:
- E: priceless
- F: pryceless
- G: priseless
- H: priceles

1. A: ameless
- B: aimliss
- C: aimless
- D: amless

2. E: bearly
- F: barely
- G: barly
- H: bareley

3. A: brethless
- B: breathless
- C: breatheless
- D: breditless

4. E: hopfully
- F: hopfully
- G: hopefully
- H: hoopfully

5. A: sickniss
- B: sicknes
- C: sickness
- D: sikkness

6. E: gently
- F: jently
- G: gentley
- H: gentely

7. A: illniss
- B: illnes
- C: illness
- D: illness

8. E: furey
- F: furrey
- G: furie
- H: furry

9. A: goodniss
- B: goudness
- C: goodniss
- D: goodnes

10. E: harey
- F: hairy
- G: harie
- H: hairey

11. A: handfull
- B: hanful
- C: hanful
- D: handfl

12. E: happiness
- F: happyness
- G: happyniss
- H: happeniss

13. A: tasteliss
- B: tastless
- C: tasteles
- D: tasteless

14. E: joyfooly
- F: joyfullie
- G: goyfuly
- H: joyfully

15. A: lifeless
- B: lifless
- C: lyfeless
- D: lifeles

16. E: spotles
- F: spotless
- G: spottless
- H: spoteless

17. A: certanely
- B: certainley
- C: sertinly
- D: certainly

18. E: realy
- F: realie
- G: really
- H: realey

19. A: sorrofull
- B: sorrowful
- C: sorrowfull
- D: sorowful

20. E: suny
- F: sunney
- G: sunnie
- H: sunny

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Suffix and Prefix Power

Write the spelling words that contain the suffixes or prefixes below.

un-
1. __________________________
2. __________________________

re-
3. __________________________
4. __________________________

in-
5. __________________________
6. __________________________

dis-
7. __________________________
8. __________________________

over-
9. __________________________

pre-
10. __________________________

non-
11. __________________________
12. __________________________

inter-
13. __________________________
14. __________________________

de-
15. __________________________

-ly
16. __________________________

-ness
17. __________________________
18. __________________________

-ful
19. __________________________
20. __________________________
### A. What Does It Mean?

Write a spelling word to complete each meaning.

1. A highway that goes through two states is an _________.
2. A story that has no title is ____________.
3. Something that can’t be seen is ________________.
4. When you say something again, you ________________ it.
5. Two streets that cross each other ________________.
6. If you are full of joy, you are feeling ________________.
7. If something happens at last, it ________________ happens.
8. If you practice ________________, you practice twice a week.
9. Something that stays exactly the same is ________________.
10. A book that gives true information is ________________.
11. If you say a book is good before you read it, you ________________ the book.
12. When you displease people, you ________________ them.

### B. Opposites

Write the spelling word that is the antonym, or opposite, of each word.

13. sadly ________________  
14. forward ________________
15. with interruptions ________________  
16. unafraid ________________
17. please ________________  
18. inflate ________________
19. often ________________  
20. tiny ________________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

**Sample A:**

- A hopefil
- B hopefull
- C hopefil
- D hopeful

**Sample B:**

- E unty
- F uhnty
- G untie
- H uhntie

1. A ovirsized
   - B oaversized
   - C oversized
   - D ovursized

2. E fearfull
   - F fearful
   - G feerfull
   - H feerful

3. A reverse
   - B riverse
   - C raverse
   - D ruhverse

4. E unnnchanged
   - F unnnchanged
   - G unnnchanged
   - H unnnchanged

5. A daflait
   - B deflait
   - C diflate
   - D deflake

6. E invisable
   - F invisible
   - G invisible
   - H invisabel

7. A dissplease
   - B displeezee
   - C displease
   - D displeese

8. A interstate
   - B inturstate
   - C interstate
   - H interstait

9. A happeyness
   - B happeyness
   - C happeyniss
   - D happeyniss

10. A ressstate
    - B resstate
     - C restait
     - H restate

11. A happeily
    - B happeily
     - C happeley
     - H uhntie

12. A nonnnfction
    - B nonnfi ction
     - C nonfi ction
     - H nonfi ction

13. A priejudge
    - B prejudge
     - C preejuge
     - H preejuge

14. A semyweekly
    - B semeweekly
     - C simeweekly
     - H simeweekly

15. A unnnamed
    - B unnamed
     - C unamed
     - H finley

16. E infrequint
    - F infrequint
     - G infrequint
     - H infrequint

17. A disappoint
    - B dissapoint
     - C disapoint
     - D dissapoint

18. A noanstop
    - F nonnstop
     - G nonstop
     - H nostop

19. A intersect
    - B intursect
     - C inteect
     - D intersect
• A **sentence** is a group of words that express a complete thought.
• A **sentence fragment** is a group of words that does not express a complete thought.
• A **statement** is a sentence that tells something.
• A **question** is a sentence that asks something.
• All sentences begin with a capital letter and end with a period or question mark.

**Write sentence, question, or fragment for each group of words. Write each group of words as a sentence with the correct punctuation.**

1. **the cat feeds her kittens**

2. **is very hungry today**

3. **his lunch bag is missing**

4. **did you bring your lunch**

5. **he ate a tuna fish sandwich**

6. **because he likes tuna fish**

7. **what else do you think he likes**

8. **the cat ate a worm**
• Every sentence begins with a capital letter.
• A question ends with a question mark.
• A statement or a command ends with a period.
• An exclamation ends with an exclamation mark.

Read each sentence. Rewrite it with the correct capital letters and punctuation.

1. I’m starving

2. are you allergic to cats

3. mother cats protect their kittens

4. let me know if you find out who did it

5. he was glad the mystery was solved

6. don’t jump to conclusions

7. who brought the peanut butter and jelly

8. wow, this is a great cat
A. Decide if each sentence is a statement, a question, a command, or an exclamation. Write what type of sentence each is.

1. His favorite sandwich is salami.
   ____________________________________________________________
   statement

2. Can you lend me a dollar?
   ____________________________________________________________
   question

3. Don’t forget your lunch.
   ____________________________________________________________
   command

4. The kittens are hiding.
   ____________________________________________________________
   statement

5. What a funny story!
   ____________________________________________________________
   exclamation

6. That stain looks like mustard.
   ____________________________________________________________
   statement

B. Write each sentence with the correct punctuation.

7. I thought Jack took my lunch
   ____________________________________________________________

8. Did you ever make a mistake like that
   ____________________________________________________________

9. Cats are my favorite pets
   ____________________________________________________________

10. I don’t have any money
    ____________________________________________________________

11. Wow, I can’t believe the cat ate my lunch
    ____________________________________________________________

12. Bring the kittens to my office
    ____________________________________________________________
• The **subject** of a sentence is the person, place, or thing the sentence tells about.
• The **complete** subject includes all the words in the subject.
• The **simple** subject is a **noun**—the main word in the complete subject.
• A **compound** subject has two or more nouns that make up the subject.

Turn these sentence fragments into complete sentences by adding a subject. Write each complete sentence on the line.

1. are very dry.

2. live for 200 years!

3. come out at night.

4. come out during the day.

5. are reading about deserts.

6. caught the lizard.

7. are eaten by coyotes.

8. is dangerous.
The subject of a sentence tells whom or what the sentence is about. The predicate of a sentence tells what the subject does or is. You can sometimes correct a sentence fragment by adding a subject or a predicate.

Read these sentence fragments and turn them into complete sentences by adding a subject or predicate.

1. This desert

2. Walked a long way

3. Heard the wind in the distance

4. The coyote on the hill

5. Was very thirsty

6. A scorpion

7. The kids and their parents

8. Looked for water
A. Draw a line separating the complete subject from the complete predicate in each sentence. Then write the simple subject and the simple predicate on the line.

example: A cactus | stores water. cactus, stores

1. Desert weather is very dry. ____________________________
2. Wood rats in the desert build huge nests. ____________________________
3. The skin of a lizard seals water inside it. ____________________________
4. The mother carried her babies. ____________________________
5. Deserts get cooler at night. ____________________________

B. Write the simple subject and simple predicate in each sentence below.

6. John packed some snacks and drank lots of water.
   Subject: ____________________________
   Predicate: ____________________________

7. Roadrunners and scorpions live in the desert.
   Subject: ____________________________
   Predicate: ____________________________

8. The spider spun a web and caught the insect.
   Subject: ____________________________
   Predicate: ____________________________

9. Rabbits and coyotes run very fast.
   Subject: ____________________________
   Predicate: ____________________________

10. The darkness and cool air refresh me at night.
    Subject: ____________________________
    Predicate: ____________________________
• A simple sentence contains one subject and one predicate. It contains one complete thought.
• Two simple sentences may be joined to form a compound sentence, which contains two subjects and two predicates. It contains two complete thoughts.
• A conjunction is used to combine the two sentences. *And*, *but*, and *or* are conjunctions.

Add a comma followed by *and*, *but*, or *or* to combine each pair of simple sentences into one compound sentence.

1. Elks have come back to the park. Wolves have returned, too.

2. I would like to visit the park often. I live too far away.

3. Visitors like the flowers in the park. They should not pick them.

4. You can look at the geysers in the park. You can enjoy the waterfalls instead.

5. I love Yellowstone Park. My brother prefers the beach.

6. My aunt came with me to the park. She said it was beautiful.
• Use a comma before *and, but, or or* when you join two sentences to form a compound sentence.
• Do not use a comma before *and* when you combine two subjects or two predicates.

**Use and, or, or but to combine two sentences into a compound sentence. Or, use and or or to combine subjects or predicates.**


3. Mom likes to hike. I come with her.

4. A moose might walk by. A wolf might walk by.

5. Fire burned some of the park. Other parts were untouched.


7. The Lower Falls are well known. Others don’t even have a name.

8. Serena is camping. Maria is camping.
A. Combine each pair of simple sentences with and, but, or or.
1. The volcano erupts. Molten rock flows out.
2. Yellowstone is a great place. I like other parks too.
3. We’ll go camping together. We might go to the beach.
4. Kyle forgot to pack a toothbrush. Susan forgot to bring soap.
5. Mom likes to hike. Dad likes to fish.

B. Combine each pair of sentences by joining their subjects or predicates with and.
8. Fish swim in the lake. Fish find food in the lake.
9. Dad packed the knapsack. He put it over his shoulder.
10. Sarah gathered wood for the fire. James gathered wood for the fire.
Combine each pair of sentences using the given conjunction.

1. The night became very dark. A cloud hid the moon. (when)

2. Gracie reads books about the moon. She comes home. (as soon as)

3. People weigh less on the moon. Gravity is weaker there. (because)

4. I've studied stars and planets. I was eight years old. (since)

5. I always put on my spacesuit. I leave the ship. (before)

6. You can't breathe on the moon. You bring an oxygen tank. (unless)

7. Astronauts visited the moon. The moon is over 250,000 miles away. (although)
A complex sentence features an independent clause and one or more dependent clauses.

It does not always need a comma.

Rewrite this paragraph using complex sentences.

I was a little girl I have wanted to be an astronaut. I would read books about space. I felt like getting right into a rocket ship. I want to see the Red Planet, Mars, most of all. It represents action and energy. Red is my favorite color. I want to try to make my dream come true I grow up. I plan to go to college and I can major in astronomy. I can train in a space program.
Choose the best conjunction to combine each pair of sentences.

1. It was the year 1969 _________ the first person walked on the moon.
   a until
   b as if
   c when
   d since

2. A month will pass _________ we see a full moon again.
   e before
   f unless
   g as
   h as soon as

3. You need to wear a space suit _________ the temperatures are extreme.
   a although
   b because
   c after
   d why

4. He jumped high off the ground _________ his body were weightless.
   e how
   f before
   g as if
   h until

5. I would not move to the moon _________ it is a beautiful place.
   a if
   b after
   c as though
   d although
Grammar: Run-on Sentences

A run-on sentence joins together two or more sentences that should be written separately.

The boy found the raft the raft floated down the river.

You can correct a run-on sentence by separating two complete ideas into two sentences. Each sentence should have a subject and a verb.

The boy found the raft. The raft floated down the river.

Correct the run-on sentences by separating them into two sentences. Each sentence should have a subject and a verb.

1. I'm bored at Grandma's house she doesn't have a TV.

   I'm bored at Grandma's house.
   She doesn't have a TV.

2. We're going bird watching you can bring your friend along.

   We're going bird watching.
   You can bring your friend along.

3. The raft floated by he wondered where it came from.

   The raft floated by.
   He wondered where it came from.

4. The animals are fascinating I will try drawing them.

   The animals are fascinating.
   I will try drawing them.

5. I played with the otters they let me feed them.

   I played with the otters.
   They let me feed them.

6. Grandma found a pearl inside the clam she kept it for years.

   Grandma found a pearl inside the clam.
   She kept it for years.

7. He draws a picture on the raft he draws well.

   He draws a picture on the raft.
   He draws well.

8. Grandma loves the river she uses the raft to float on it.

   Grandma loves the river.
   She uses the raft to float on it.
Practice
Name _____________________________

Grammar: Correcting Fragments and Run-Ons

• You can correct a run-on sentence by separating two complete ideas into two sentences. Make sure each sentence starts with a capital letter and ends with a period.
• You can correct a run-on sentence by rewriting it as a compound or complex sentence. Be sure to use a comma before and, but, or or.

Correct the following run-on sentences. Separate the parts into two sentences, or join the parts into one compound or complex sentence.

1. The workroom is messy there are books, sketches, and fishing poles everywhere.

2. We want to camp out it is too cold outdoors.

3. It is difficult to photograph the buck it gets frightened and runs away.

4. Hal likes his raft Hal fishes off it.

5. I travel on the raft I push it along with a pole.

6. The deer came right up to me it was not scared at all.

LC 1.1 Use simple and compound sentences in writing and speaking.

Because of Winn-Dixie  •  Grade 4/Unit 1
A. Correct these run-on sentences by separating them into two sentences.

1. Have you ever been on a raft it’s lots of fun.

2. My grandfather is a painter he paints animals.

3. I woke up a huge buck was standing there.

4. Beavers are so funny-looking have you ever seen one?

5. I drew the fawn I showed it to Grandma.

B. Rewrite the following run-on sentences as compound or complex sentences. Be sure that the new sentences make sense.

6. You should bring your life jacket the water is deep.

7. He had to walk quietly the deer would run away.

8. I invited Bob to visit he likes the outdoors.

9. Kerry watched sadly the otters swam away.

10. I was sad to leave the river I was glad to be going home.
• A noun names a person, place, or thing.
• A common noun names any person, place, or thing.
   Examples: teacher   city   dog
• A common noun does not begin with a capital letter.
• A common noun does not name a particular person, place, or thing. These words are not common nouns: Mr. Smith, Chicago, Spot.

Underline the common nouns in each sentence.

1. Baseball is my favorite sport.
2. The pitcher is named Jackie.
3. My father says the New York Yankees are a great team.
4. Listen to the noise of the crowd sitting in the bleachers.
5. Alissa said the umpire was wrong.
6. Alex and Daniel play baseball in the backyard.
7. My sister uses a wooden bat.
8. Don’t throw the ball in the house!
9. The batter has two strikes.
10. John lost his mitt.
11. Your foot has to touch the base.
12. Let’s keep track of the game.
13. That ball is a foul.
14. Did you bring your cleats?
• Some proper nouns contain more than one word. Each important word begins with a capital letter.
• The name of a day, month, or holiday begins with a capital letter.

Capitalize the proper nouns found in each sentence.
1. I like to play baseball with my brother Matt and his friends.
2. Last Saturday, we played all afternoon.
3. I am also part of the Dallas Little League.
4. My cousin Karen is the best pitcher I know.
5. We play ball together when I visit her in Florida.
6. I haven’t seen her since Thanksgiving.
7. She has a baseball card with a picture of Mickey Mantle.
8. My uncle went to a game at Yankee Stadium.
Find the two nouns in each sentence and write them on the lines.

1. Yogi Berra is a famous coach. _______________  _______________
2. My uniform is in the dryer. _______________  _______________
3. The ball landed in Lake Superior. _______________
4. Dr. Zed talked to my mom. _______________  _______________
5. This bat is made of aluminum. _______________  _______________
6. I pitched the ball to the batter. _______________  _______________
7. Stretch your legs while in your sweatpants. _______________
8. Write down the score of the game. _______________

Use the nouns in the box to complete each sentence in a way that makes sense. Don’t forget to capitalize any proper nouns.

jill  dog  february  idaho
autograph  bleachers  mitt

9. We drove from Nebraska to _______________.
10. My _______________ plays catch with me.
11. I asked for the pitcher’s _______________.
12. I’ve been practicing since _______________.
13. Ask _______________ to play with us.
14. We sat in the _______________.
15. Where is my _______________?
Grammar:
Singular and Plural Nouns

• Add -s to form the plural of most singular nouns.
• Add -es to form the plural of singular nouns that end in s, sh, ch, or x.
• To form the plural of nouns ending in a consonant and y, change y to i and add -es.
• To form the plural of nouns ending in a vowel and y, add -s.

Write the correct plural form of each noun in parentheses.
1. We saw (foxs) running across the prairie.
2. Many people from other (countrys) have come to the United States.
3. (Massies) of people traveled to the west in the 1800s.
4. Some travelers keep (diarys).
5. Gather a few (branchs) so we can build a fire.
6. She caught a rabbit that was hiding in the (bushs).
7. I asked the neighbor’s two (boyes) to help me milk the cow.
8. Some people used the old trail, but a few found new (pathway).
9. That chest has many (scratchs).
10. Please feed the (babys).
11. We need more (boxs) than that!
12. I will write two more (pagies) today.
• A comma tells the reader to pause between the words that it separates.
• Use commas to separate three or more words in a series.
  Example: We enjoyed the mountains, the trees, and the clouds in the park.
• Do not use a comma after the last word in a series.

Rewrite the sentences below by adding commas where they belong.

1. He fed milked and groomed the cows.

2. Go to the store and get flour eggs and sugar.

3. Mexico Ireland and China are three countries I have visited.

4. Bring wood nails and a hammer.

5. We have mules horses and pigs on our ranch.

6. This city feels dirty strange and lonely.

7. Mosquitoes spiders and ants annoyed us.

8. I brought my diary my pencil and an eraser.

9. My mother father and brother are coming along.

10. I miss the house my dog and our friends.
A. Read each sentence. Find the noun that is singular. Circle your answer.

1. Many families rode in covered wagons across the state.
   a. families  b. rode  c. wagons  d. state

2. My mother, sisters, and grandparents packed their clothes.
   a. mother  b. sisters  c. grandparents  d. clothes

3. I watched many sunsets over the beautiful lake.
   a. watched  b. sunsets  c. beautiful  d. lake

4. The hens, the old rooster, and the cows came with us.
   a. hens  b. rooster  c. cows  d. with

B. Read each sentence. Find the correct plural form for the nouns in parentheses. Circle your answer.

5. The blue (sky) over the prairies seem so vast and clear.
   a. skys  b. skyes  c. skies  d. skyies

6. We spent many (day) on our journey.
   a. days  b. dayes  c. daies  d. dayies

7. Be sure to avoid the swamps and (marsh).
   a. marshs  b. marshes  c. marshies  d. marshys

8. I’ve lived in several (city), but I prefer the country.
   a. citys  b. cityes  c. cities  d. cityies
Some nouns have special plural forms.

### Irregular Plural Nouns

- man → **calves**
- child → **children**
- woman → **women**
- life → **lives**
- calf → **calfs**
- thief → **thieves**
- potato → **potatoes**
- goose → **goose**
- ox → **oxen**
- wife → **wives**
- foot → **feet**
- hero → **heroes**
- tooth → **teeth**
- gentleman → **gentlemen**
- knife → **knives**
- tomato → **tomatoes**
- mouse → **mice**
- louse → **lice**
- leaf → **leaves**
- half → **halves**

Look in the above box for the plural form of each singular noun. Write it on the line provided.

1. man ____________ 11. foot ____________
2. child ____________ 12. hero ____________
3. woman ____________ 13. tooth ____________
4. life ____________ 14. gentleman ____________
5. calf ____________ 15. knife ____________
6. thief ____________ 16. tomato ____________
7. potato ____________ 17. mouse ____________
8. goose ____________ 18. louse ____________
9. ox ____________ 19. leaf ____________
10. wife ____________ 20. half ____________
Some nouns have special plural forms.
A few nouns have the same singular and plural forms.

Read each sentence. Draw a line under the word in parentheses that is the correct plural form.

1. Chinese (factoryes, factories) produced lots of paper.
2. Wheelbarrows, invented in China, were compared to wooden [oxes, oxen].
3. Chinese inventors experimented with magnetism by placing iron (fish, fishes) in water.
4. The first kites floated through the air like (leafs, leaves).
5. I wonder who first realized it’s a good idea to brush your (tooths, teeth)?
6. Magicians placed pieces of lodestone into the (bellys, bellies) of wooden turtles.
7. A member of the Chinese court invented a machine to predict (earthquakes, earthquaks).
8. I didn’t know the Chinese had made (compassies, compasses).
9. I think of inventors as (heroes, heros).
10. What different (specieses, species) of animals come from China?
11. These inventions have changed many people’s (lives, lifes).
12. (Tomatoes, Tomatos) come with the meal.
Practice

A. Write yes if the noun below has the same singular and plural forms. Write no if the noun does not have the same singular and plural forms.

1. ship ________________
2. deer ________________
3. calf ________________
4. species ________________
5. moose ________________
6. ox ________________
7. half ________________
8. shrimp ________________

B. Complete each sentence with the plural form of the singular noun in parentheses.

9. Two baby (calf) ________________ were born last night.
10. Which of the inventors were (woman) ________________?
11. It is easier for (child) ________________ to learn a new language than it is for adults to learn one.
12. King Henry VIII had many (wife) ________________.
13. There were a few (mouse) ________________ under the stove in the kitchen.
14. The (thief) ________________ were soon caught.
15. My (foot) ________________ are so tired.
16. That dog has plenty of (louse) ________________.
Practice

Grammar: Possessive Nouns

• A **possessive noun** is a noun that shows who or what owns or has something.
• A **singular possessive noun** is a singular noun that shows ownership.
• Form a singular possessive noun by adding an **apostrophe (‘)** and -s to a singular noun.

Write the possessive form of each underlined singular noun.

1. Ben Franklin almanacs are very funny to read. ________________
2. The book is the ____library, so please return it. ________________
3. People rang the church loud bells when there was a fire. ________________
4. The ____inventor fame spread throughout the nation. ________________
5. Have you seen Mary bifocals? ________________
6. Ben Franklin was one of America best-known citizens. ________________
7. This old ____book pages are torn. ________________
8. My doctor advice is to exercise more. ________________
9. The key was tied to the kite long string. ________________
10. The battery power is running low. ________________
11. The lawyer advice was quite helpful. ________________
12. One person work is not enough today. ________________
13. The car fender is dented. ________________
14. I created the office design. ________________

LC 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

Wild Horses • Grade 4/Unit 2  GR25
Rewrite each sentence, making sure the titles are written correctly.

1. One of Ben Franklin best-known books is titled poor Richard’s almanac.

2. Lewis Latimer wrote a book called incandescent electric lighting in 1890.

3. I learned about Thomas Edison and Lewis Latimer from an article called great american inventors of the past.

4. The article was published in the magazine science for kids.

5. My friend is writing a short story titled the amazing mind of lewis latimer.

6. He hopes to get his story published in his local newspaper, the miami herald.
Practice

Name ________________________________

A. Choose the correct singular possessive form to complete each sentence.

1. ___________ invention changed the world.
   a. Edisons    b. Edison’    c. Edison’s    d. Edisons’

2. The ___________ effect was devastating.
   a. fire’      b. fire’s     c. fires’     d. fires

3. The ___________ temperature is warmer in some places.
   a. oceans     b. oceans’    c. ocean      d. ocean’s

4. The ___________ laughter lasted a long time.
   a. king’s     b. kings      c. kings’     d. king’

B. Choose the correct plural possessive form to complete each sentence.

5. These ___________ inventions were amazing!
   a. people      b. peoples     c. peoples’   d. people’s

6. African-American ___________ right to take out patents was recognized after the Civil War.
   a. inventors   b. inventor’s  c. inventors’  d. inventor’

7. The many ___________ efforts led to a new creation.
   a. worker      b. workers’    c. workers    d. worker’s

8. The ___________ amazement showed on their faces.
   a. childs’     b. childrens’  c. children’s  d. childrens

9. All of the ___________ covers were torn.
   a. books       b. books’     c. book’s     d. book

10. These ___________ purposes must be made clearer.
    a. experiments b. experiment’s c. experiment’  d. experiments’

LC 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.
Grammar: Plurals and Possessives

- A plural noun names more than one person, place, or thing.
- Add -s to most nouns to form the plural. Do not use an apostrophe.
- To form the plural of most nouns that end in \( y \), change the \( y \) to \( i \) and add -es.

Write the plural form of the noun in the parentheses on the line provided.

1. The two girls rode their (bike) ____________ up the hill.
2. You’re not allowed to bring (snake) ____________ into the library.
3. (Library) ____________ are good places to go to find information.
4. Some (book) ____________ cannot be taken out of the library.
5. I bet the (person) ____________ who work in libraries know a lot.
6. The library has a special section with books just for (child) ____________.
7. I want to look up some (fact) ____________ about snakes.
8. I am also checking out a book of short (story) ____________.
9. A snake’s (scale) ____________ feel dry, not slimy.
10. I like to watch television shows about (animal) ____________.
11. There are many (reptile) ____________ to read about.
12. My favorite (stop) ____________ are nature trails.
13. I found some great wildlife (magazine) ____________.
14. We like the (museum) ____________ in the city.
Correctly rewrite the letter below.

506 Cedar Lane
albany, New York 10965
February 2 2004

Dear Doctor Mitchell,

Thank you so much for coming to speak to our class last month. We all really enjoyed your slide show about reptiles. Our teacher, Mister Nelson, taught a whole unit about reptiles that week.

Your friend
Bobby Hernandez
A. Decide whether each underlined word is a plural noun or a possessive noun. Then write plural or possessive on the line provided.

1. This snake’s bite is not poisonous. ____________
2. Sidewinders leave J-shaped tracks in the sand. ____________
3. The teacher’s science lesson was very interesting. ____________
4. Some reptiles change color to match their surroundings. ____________
5. We went to see the museum’s display. ____________
6. I decided to write down some notes. ____________
7. The facts are very important. ____________
8. That reptile’s skin is shiny. ____________

B. Choose the plural or possessive noun that best completes each sentence. Write it on the line provided.

9. (Sharks, Shark’s) kill fewer people than snakes do. ____________
10. She checked out books from two (libraries, librarie’s). ____________
11. The (farmers, farmer’s) crops were harmed by the insects. ____________
12. The (colors, color’s) of the snakeskin were red, black, and gold. ____________
13. The (magazines, magazine’s) articles were very helpful. ____________
14. Don’t touch those (animals, animals’) skeletons! ____________
15. Several (people, people’s) stopped by the exhibit. ____________
An action verb tells what the subject does or did.
A verb in the present tense tells what happens now.
The present-tense verb must have subject-verb agreement.
Add -s to most verbs if the subject is singular. Do not add -s if the subject is plural or I or you.

Write the correct present-tense form of each underlined verb on the lines provided.

1. The roadrunner race across the empty desert. _______________
2. He pause near the ribbon of highway. _______________
3. A car speed down the road. _______________
4. The passengers looks out the window. _______________
5. They stares at the roadrunner. _______________
6. The roadrunner take off again. _______________
7. A lizard jump into a hole to escape the roadrunner. _______________
8. The wind blow the roadrunner’s feathers. _______________
9. Two hares hops out of the roadrunner’s way. _______________
10. The roadrunner shake its long tail. _______________
Rewrite each sentence correctly by putting capital letters and quotation marks where they belong.

1. Roberto asked me, have you ever seen a rattlesnake?
   ___________________________________________________________________

2. no, I never have, I answered.
   ___________________________________________________________________

3. Roberto told me that rattlesnakes are his favorite animal.
   ___________________________________________________________________

4. Our science teacher said, rattlesnakes are related to lizards.
   ___________________________________________________________________

5. both rattlesnakes and lizards are reptiles, she explained.
   ___________________________________________________________________

6. some reptiles can even change colors! Andrea said.
   ___________________________________________________________________

7. yes, you are thinking of chameleons, Andrea, replied Ms. Giordello.
   ___________________________________________________________________

8. why do they do that? asked Hakim.
   ___________________________________________________________________
A. Read each sentence. Circle the letter of the sentence that has correct subject-verb agreement.

1. a. The roadrunner comes down from the mountain.
   b. He look at the desert.
   c. The roadrunner speed across the road.
   d. The other animals rushes out of his way.

2. a. The rattlesnake slide down the rocks.
   b. He see the roadrunner.
   c. The rattlesnake shake his tail.
   d. The rattles make a hollow clatter.

B. Read each sentence. Circle the letter before the present-tense verb that belongs in the sentence. Make sure the spelling is correct.

3. The roadrunner ____________ across the highway.
   a. run
   b. runs
   c. runes
   d. runies

4. The rattlesnake ____________ the desert for other animals.
   a. watch
   b. watchs
   c. watches
   d. watchies

LC 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.
A verb in the **past tense** tells about an action that already happened.

- Add *-ed* to most verbs to show past tense.
- If a verb ends with *e*, drop the *e* and add *-ed*.
- If a verb ends with a consonant and *y*, change *y* to *i* and add *-ed*.
- If a verb ends with one vowel and one consonant, double the consonant and add *-ed*.

Choose a verb for each sentence. Write the verb in the past tense.

1. We ____________ Martin Luther King, Jr.’s birthday in January. (celebrate, irritate)

2. People ____________ home from school for the holiday. (visit, stay)

3. The students in our school ____________ about Dr. King before the holiday. (learn, earn)

4. We ____________ a program of events about Dr. King. (repair, prepare)

5. Today my class ____________ a play about his childhood. (perform, inform)

6. James ____________ the lead in the show. (play, place)

7. He ____________ his lines before going onstage. (prevent, practice)

8. He ____________ his Aunt Betty to come to the play. (sag, beg)

9. Our teacher, Mrs. Clark, ____________ us good luck before the play started. (wish, wash)

10. We all ____________ our best to make the show a success. (cry, try)
Practice

Name ________________________________________________________________

Grammar: Verb Tenses

• The present tense must have subject-verb agreement. Add -s to most verbs if the subject is singular. Do not add -s if the subject is plural or I or you.
• Add -es to verbs that end in s, ch, sh, x, or z if the subject is singular. Do not add -es when the subject is plural or I or you.
• For past-tense verbs, use the same form for singular and plural subjects.
• For future-tense verbs, use the same form for singular and plural subjects.

Pick the correct form of the verb in each sentence below. Underline your answer.

1. Ms. Harkner’s class (take, takes) a field trip today.

2. The students (will visit, will visits) the Martin Luther King, Jr. Historic Site.

3. The class (hurry, hurries) to the buses at 9:00 a.m.

4. The buses (reach, reaches) Atlanta at 10:00 a.m.

5. Tour guides (show, shows) us through Martin Luther King’s birth home.

6. A guide (teach, teaches) us about Martin Luther King, Jr.’s childhood.

7. Dr. King and his family (lived, liveds) in Alabama.

8. Dr. King (delivered, delivereds) the “I Have a Dream” speech in 1963.

9. My parents and I (will discuss, will discusses) the field trip tonight.

10. My sister’s class (will tour, will tours) the site next week.
A. Rewrite each underlined verb, using the correct past-tense form.

1. Gordon help Ms. Morrison decorate the classroom.

2. The students copy quotes from Dr. King onto big banners.

3. Gordon place a banner on the wall.

4. The corner of the banner flap in the breeze.

5. The teacher push a pin into each corner of the banner.

B. Choose a verb from the box below to complete each sentence. Write the correct future-tense form of the verb.

fix     invite     tape     wish     worry

6. I ________________ the sign to the wall.

7. The sign ________________ people to our Martin Luther King, Jr. celebration.

8. Anna ________________ that the sign isn’t straight.

9. Ms. Morrison ________________ the sign for us.

10. Our class ________________ everyone welcome as they walk into the room.
• The **main verb** in a sentence shows what the subject does or is.
• A **helping verb** helps the main verb show an action or make a statement.
• *Have, has, had, is, are, am, was, were,* and *will* are helping verbs.
• *Is, are, am, was,* and *were* can be used with a main verb ending in *-ing.* A verb in the **past tense** tells about an action that already happened.
• *Will* is a helping verb used to show an action in the future.

**Draw one line under each helping verb. Draw two lines under each main verb.**

1. Gidget always has liked to help others.
2. Next year, she will volunteer at the homeless shelter.
3. The shelter workers have decided that for now, she is too young.
4. Gidget has considered other ways to help.
5. She is starting her own group.
6. Gidget and her group are collecting things for homeless kids.
7. As of last week, they had gathered jackets, school supplies, and backpacks.
8. I am thinking of joining the group.
9. Yesterday we were talking about the group.
10. When I tell my friends, I am sure they will help too.
A contraction is a shortened form of two words.
A contraction can be made by combining certain verbs with
the word not.
An apostrophe (') shows that the letter o has been left out.
Examples of contractions: is + not = isn’t, did + not = didn’t

Read each sentence. Write the contraction for each set of underlined words.

1. Annie has not finished sorting the bags of donated clothes.
   ______________

2. Chris is not making cookies for himself, but will sell them at the bake sale.
   ______________

3. Gina does not use these toys anymore, so she will donate them.
   ______________

4. Stacy and Steven will help too, because they are not selfish.
   ______________

5. Sam could not make it to the bake sale, but he raked leaves at the park.
   ______________

6. We should not bring toys to the hospital after 8 p.m.
   ______________

7. Carlos enjoyed his work at the soup kitchen so much, he did not want to leave.
   ______________

8. Amy and Alex do not work at the animal shelter on Thursdays.
   ______________

9. Karen and Stanley have not decided yet where to volunteer.
   ______________

10. The volunteers were not needed at the nursing home today.
    ______________
A. Read each sentence. Draw one line under the helping verb and two lines under the main verb.

1. The class has planned a pancake breakfast for a fundraiser.

2. They are hoping to raise money to help children in homeless shelters.

3. The students have invited everyone they know.

4. Casey and Jerome are mixing milk, eggs, and butter.

5. Scott is pouring batter on the griddle.

B. Choose the correct helping verb to complete each sentence. Write it on the line.

6. Anya _____________ flipping pancakes like an expert.
   a. am
   b. are
   c. was

7. Gordy and Fred _____________ pitching in by showing people to their seats.
   a. was
   b. are
   c. is

8. The class probably _____________ succeeded in raising money.
   a. will
   b. have
   c. has
• A linking verb does not show action. It connects the subject to the rest of the sentence.
• *Is, are, am, was,* and *were* are often used as linking verbs.

Read each sentence. Study the linking verbs in parentheses. Write the form of the linking verb that correctly completes each sentence.

1. The story we read (was, were) _________ Mystic Horse.

2. It (is, are) _________ about the Native American Pawnee tribe.

3. My classmates (was, were) _________ excited to learn more about this tribe.

4. Our school field trips (is, are) _________ next month.

5. The Natural History Museum (is, are) _________ the place we will visit.

6. The museum’s exhibit on the Plains Native Americans (is, are) _________ wonderful.

7. The Pawnee, Omaha, and Oto tribes (was, were) _________ Plains tribes.

8. I (am, are) _________ Native American on my mother’s side of the family.

9. Reading the tribes’ own words and stories (is, are) _________ the best way to learn their history.

10. The stories (is, are) _________ fascinating to me.
Grammar:
Agreement of Subject and Linking Verb

- Use *am* or *was* with *I*. Use *am* in the present tense. Use *was* in the past tense.
- Use *is* or *was* with *singular subjects* or with *he, she, or it*. Use *is* in the present tense. Use *was* in the past tense.
- Use *are* or *were* with *plural subjects* or with *you, we, or they*. Use *are* in the present tense. Use *were* in the past tense.
- Use *will be* for all subjects in the future tense.

A. Write *am, is,* or *are* to complete each sentence.

1. Mr. Hernandez __________ a teacher at our school.

2. I __________ in his history class.

3. I think he __________ a great teacher.

4. His words __________ a great inspiration to me.

5. They __________ words to listen to and learn from.

B. Write *was, were,* or *will be* to complete each sentence.

6. Yesterday, our lesson __________ about Abraham Lincoln.

7. He __________ the sixteenth president of the United States.

8. The Gettysburg Address __________ one speech that he gave.

9. The words he spoke __________ simple but very meaningful.

10. In the future, I __________ inspired by his message of hope and equality.

LC 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.
A. Find the linking verb in each sentence. Write it on the line.

1. The college my sister Sharon goes to is in Nebraska. _____________

2. Sharon and her friends were hard workers in high school. ____________

3. Even when she was little, she was interested in the Pawnee tribe. __________

4. Pawnee folktales are part of what she studies in college. _______________

B. Find the noun or adjective in the predicate that is linked to the subject by a linking verb. Write the noun or adjective on the line.

5. Pedro’s favorite book is Mystic Horse. ________________

6. The lives of the Plains Indians were different from ours. _____________

7. Dr. Gonzalez and Dr. Lasser are experts on the Pawnee tribe. ____________

8. Pedro’s report on the Plains Indians was very detailed. _______________

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Write the correct past-tense form of the underlined verb on the line provided.

1. The snow _______________ to fall.

2. The sunlight _______________ the snow and ice glitter.

3. An icicle _______________ off of the roof.

4. I _______________ the icicle on the ground.

5. The first snow _______________ earlier than usual this year.

6. We _______________ to the pond to ice-skate.

7. Elijah and I _______________ leaps, twists, and turns on the ice.

8. He _______________ through the air and landed safely on the blades of his skates.

9. Nina _______________ a picture of the frozen pond.

10. We decided to go home when we _______________ it was getting dark.
An irregular verb is a verb that does not add -ed to form the past tense. Some irregular verbs have special spellings when used with the helping verbs have, has, or had.

Rewrite each sentence with the correct form of the underlined verb. For each sentence, use the form that makes better sense—the past-tense form or the past with the helping verb have, has, or had.

1. We go outside an hour ago.

2. It has grow colder since we have been outside.

3. I know it was a good idea to wear my gloves, hat, and scarf.

4. The snow and ice have hide the roots of the trees.

5. The path lead us straight to the forest.

6. I keep my hands in my pockets.

7. We had choose the first day of winter to take pictures of the forest.

8. The winds have blow drifts of snow against the bare trees.
A. Circle the letter before the irregular verb that correctly completes each sentence.

1. Kevin ________________ his camera and picked it up.
   a. find
   b. finded
   c. found
   d. founded

2. Laurie has ________________ some sketches of the snow-covered trees.
   a. draw
   b. drew
   c. draw
   d. drawn

B. Circle the letter before the correct irregular verb and helping verb that complete each sentence.

3. The weather ________________ colder and windier since this morning.
   a. has become
   b. have become
   c. has became
   d. have became

4. Before she retired, the professor ________________ a career out of studying snowflakes.
   a. has maded
   b. has make
   c. had make
   d. had made
A pronoun is a word that takes the place of one or more nouns.
A pronoun must match the noun it refers to.
Singular pronouns are I, you, he, she, it, me, him, and her.
Plural pronouns are we, you, they, us, and them.

Underline the incorrect pronoun in each sentence. Then write the correct pronoun on the line provided.

1. There was no apple cake left because the dog ate them.

2. Mrs. Hibbins says her cats are angels, but he are not.

3. Why doesn't he send her own dog to obedience school?

4. Ask the dogs to please be quiet because he am trying to sleep.

5. I feel sick, and I don’t know what’s wrong with I.

6. My brother and I hope that us can get a dog.

7. When Mrs. LaRue throws the ball, the dog will fetch it for she.

8. Ike said that him wanted to come home.

9. Mrs. LaRue said that her would throw a party for Ike.

10. When Mrs. LaRue and Ike were together again, them were very happy.

11. There were enough cupcakes for all of we.

12. Sue asked me to give the ball to she.
Grammar: Pronouns and Antecedents

- A pronoun is a word that takes the place of one or more nouns.
- A pronoun must match the noun it refers to.
- Singular pronouns are I, you, he, she, it, me, him, and her.
- The pronoun I must always be capitalized.
- Plural pronouns are we, you, they, us, and them.

Write the pronoun that correctly completes each sentence.

1. I said, “_____________ think I must take my cat to the vet.”
2. I took the leash because I would need ____________ to hold the dog.
3. I am brushing my dog Trixie’s coat because ____________ will be in a show tomorrow.
4. My dog Edward needs medicine. I give it to ____________ every morning.
5. Janice’s brother gave ____________ a picture of their dog Buddy.
6. Fido buried his bone in the yard, but now he can’t find ____________.
7. My sister and ________________ threw the stick, and our dog brought it back to us.
8. Fran’s mother told us that ____________ had a cat when she was little.
9. My cousins called, and ________________ told me their cat just had kittens.
10. My little brother wanted to feed the dog, so ____________ showed him how to do it.
A. Write the pronoun that can replace the underlined word or words in each sentence.

1. The dog led ____ police to the suspect. _____________
2. My sister told ____ brother to walk the dog. _____________
3. Sally and her friend tried to give the cat a bath. _____________
4. Fido had the ball in his mouth but he wouldn’t give ____ ball to me. _____________
5. Edgar and I took his dog around the lake. He and I were both tired afterward. _____________
6. If ____ cats don’t stop scratching the couch, we’ll have to keep the cats outside. _____________
7. We saw ____ neighbors across the street. _____________
8. I told ____ sister not to pet the cat. _____________

B. Write the correct pronouns to complete these sentences.

9. I bought my cats some catnip but _____________ didn’t like it.
10. Last year Bruiser was only a puppy and now _____________ weighs 100 pounds.
11. My sister didn’t believe me when _____________ told her how mean the dogcatcher was.
12. The Ungers’ cat has lived with _____________ for 16 years.
13. My friend Mary has both a dog and a cat, and _____________ loves them both equally.
14. Gertrude has grown up and become a vet. Her family is proud of _____________.
15. We brought the cat to the beach, but _____________ stayed in the cage.
16. The dog has lived with _____________ for many years.
Grammar: Pronouns

- Use a **subject pronoun** as the subject of a sentence.
- *I, you, he, she, it, we, and they* are subject pronouns.
- Use an **object pronoun** after an action verb or after a word such as *for, at, of, with, or to.*
- *Me, you, him, her, it, us, and them* are object pronouns.

Underline the incorrect pronouns and write the correct pronouns on the line.

1. The villagers loved the man, and **them all** missed him when he died. __________
2. Everyday when the man woke, **him** went to work in his garden. __________
3. Her and **me** went to the well for water. __________
4. Us are the only ones who really know him. __________
5. **Them** are the people we met last year. __________
6. The young man feared the blind man would be unkind to **he.** __________
7. Her grandmother gave **she** a special gift. __________
8. This is a secret between **you and I.** __________
9. Blind people use sounds to help **they get around.** __________
10. The bugs are a bother to **she and Grandpa.** __________
11. My father handed the hammer to **I.** __________
12. Don’t forget to call **we.** __________
Read the sentences below. Then write the correct pronouns on the lines provided to complete each sentence.

1. My brother and ___________ saw a blind woman walking down the street.
2. ___________ was using a cane to find her way.
3. When people saw ___________ coming, they moved over to let her pass.
4. How does the woman know where ___________ is going?
5. It might be hard for ___________ to run errands.
6. He told ___________ that she might count the steps to her destination.
7. Do you know what ___________ think?
8. I think she does ___________ by smell.
9. What do ___________ mean, by smell?
10. Each street has its own smell, and that’s how she tells ___________ apart.
11. Do ___________ have some extra money?
12. ___________ gave my brother some change.
13. ___________ could smell the hot dog stand around the corner.
14. This was going to be a good day for ___________.

- Use a **subject pronoun** as the subject of a sentence.
- Use an **object pronoun** after an action verb or after a word such as for, at, of, with, or to.
A. Circle the pronoun or pronouns in parentheses that correctly complete each sentence.

1. (He, Him) and the older man went on a journey.
2. I hurt (me, myself) while walking in the woods.
3. I gave (them, they) five feathers from my collection.
4. (Him, He) and I are going hunting.
5. My parents helped (we, us) with the arrows.
6. My brother found the stones (him, himself).
7. (Them, They) are older than what I have.
8. I thought (we, us) were going the other way.

B. Write the pronoun that completes each sentence.

9. He showed ____________ how I should plant the seeds.
10. We sent ____________ a message, and they sent one back.
11. She likes to watch birds. It’s fun for ________________.
12. We need to make breakfast—the eggs won’t cook ____________!
13. He’s wise and everyone respects ________________.
14. Let’s see where ________________ is going.
15. You must learn to respect ________________.
A present-tense verb must agree with its subject pronoun.
• Add -s to most action verbs when you use the pronouns he, she, and it.
• Do not add -s to an action verb in the present tense when you use the pronouns I, we, you, and they.

Write the correct form of the underlined action verb to complete each sentence.

1. My car use ____________ less gas than yours.
2. Windmills make ____________ energy from the wind.
3. Every few years my dad buy ____________ a new truck.
4. Fossil fuels pollute ____________ the environment.
5. Scientists help people because they look ____________ for new ways to make energy.
6. My mom put ____________ up solar panels at her job.
7. Ed’s sister design ____________ hybrid cars.
8. Rasheed know ____________ a great deal about electricity.
9. Where I live, we get ____________ energy from the river.
10. Peter’s grandfather work ____________ in an oil field.
11. My uncle ride ____________ a bike to work.
12. The burning of coal send ____________ soot into the air.
13. We need ____________ more twigs to start the fire.
Practice

Name ____________________________________________

• Use **parentheses** ( ) around material that is added to a sentence but not important to the meaning of the sentence.
• Put punctuation inside the parentheses when it goes with the information inside.
• Put punctuation outside the parentheses when it goes with the main part of the sentence.

**Proofread the sentences. Add parentheses ( ).**

1. The students at my school Payson Park are making a mural.
2. The mural will take up one whole wall Wow!.
3. Mara asks Mrs. Lang our teacher to help her mix paint.
4. Our mural won’t have words Yeah!.
5. It will be all pictures which is good for me.
6. The mural will show Are you surprised? things that we do at school.
7. Each grade of the five grades at my school will do one section.
8. Look at my sketch found below of what I want to draw.

**LC 1.4** Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.
A. Write the correct form of the underlined action verb or verbs in each sentence.

1. My sister love ______________ learning about electricity.
2. When she grow ______________ up, she want ______________ to be an electrician.
3. She know ______________ how to use all kinds of tools.
4. She and our dad fixes ______________ things around the house.
5. She read ______________ books about how things work.
6. Sometimes my sister and I works ______________ on projects together.
7. We designs ______________ a simple lamp.
8. My sister and I helps ______________ Dad with projects.

B. Write the correct form of have or be to complete each sentence.

9. I ______________ a friend who works on a wind farm.
10. The wind farm ______________ on top of a hill.
11. The windmills there ______________ very tall.
12. Each windmill ______________ three blades.
13. My friend ______________ a small office nearby.
14. I ______________ going to visit him this weekend.
15. We ______________ taking a tour of the wind farm.
16. It ______________ miles and miles of land.
A possessive pronoun takes the place of a possessive noun. It shows who or what owns something.

Some possessive pronouns are used before nouns (my, your, his, her, its, our, your, their).

Rewrite the underlined parts of the sentences using possessive pronouns and nouns.

1. Adelina’s father works on a boat, and the grandfather of Adelina does, too. ______________

2. The houses in Adelina’s village are small. ______________

3. The village is busy, and the village’s visitors come from all over the world. ______________

4. Her family’s job is to take people to see the whales. ______________

5. The whales come to the village to have the whales’ babies. ______________

6. Adelina’s grandfather’s stories are fascinating, and the grandfather’s job is, too. ______________

7. If you go to Adelina’s village, be sure to bring the camera that belongs to you. ______________

8. Robert learned about La Laguna from Robert’s friend Melissa. ______________

9. Robert and I went there for the vacation we had last winter. ______________

10. I took a lot of pictures for the photo album that belongs to me. ______________
• Add an apostrophe and -s to a singular noun to make it possessive.
• Add an apostrophe to make most plural nouns possessive.
• Add an apostrophe and -s to form the possessive of plural nouns that do not end in -s.
• Possessive pronouns do not have apostrophes.

Read the sentences below. Replace the underlined incorrect possessive nouns and pronouns in each sentence with the correct one on the line provided.

1. My friends grandfather was a fisherman. ________________
2. A fishermans life is not always easy. ________________
3. He must wake with mornings first light. ________________
4. Sometimes the waves power tosses his boat. ________________
5. The captains’ crew must be strong and able. ________________
6. They say that grandfather’s boat was once lifted up on a whales back. ________________
7. He could see the animals’ great tail behind him. ________________
8. The tails’ splash against the water frightened him. ________________
9. The boat was dropped back into the seas foamy waters. ________________
10. The whales’ great body disappeared below the surface. ________________
Circle the letter before the possessive pronoun that correctly completes each sentence.

1. Adelina’s village was small, and ______________ main street had only a few houses.
   a. his  
   b. our  
   c. its  
   d. their

2. The whales came to Mexico to have ______________ young.
   a. their  
   b. your  
   c. my  
   d. her

3. Although ______________ first visit to La Laguna was in June, this year I’m going in January.
   a. his’s  
   b. theirs  
   c. my  
   d. her

4. Adelina knows the ocean very well, because ______________ whole family works on the water.
   a. my  
   b. their  
   c. our  
   d. her

5. Pachico made a sign for his business, and ______________ letters are large and easy to read.
   a. hers  
   b. their  
   c. its  
   d. my
Practice

Name ____________________________

Grammar: Pronouns and Homophones

- Its, their, and your are possessive pronouns.
- It’s, they’re, and you’re are contractions for it is, they are, and you are.
- Be careful not to confuse possessive pronouns with contractions that sound the same.

Read each sentence below. Then circle the correct word in parentheses to complete each sentence.

1. If we don’t protect the coral reefs, (their, they’re) likely to die.
2. If you visit a coral reef, (your, you’re) sure to see many wonderful creatures.
3. When you go, remember to bring (your, you’re) snorkel.
4. (Its, It’s) important to understand that corals are living things.
5. (Their, They’re) lives depend on many things being in balance.
6. Because of all the tiny spaces in the Great Barrier Reef, (its, it’s) a great place for a fish to hide.
7. (Its, It’s) off the coast of Australia.
8. Surely (your, you’re) amazed that the Great Barrier is 1,250 miles long.
9. Imagine all the sea life that lives in all (its, it’s) cracks and holes.
10. (Your, You’re) going to enjoy your visit to the reef.
11. You don’t have to dive far to see (its, it’s) beauty.
12. Don’t forget (your, you’re) flippers.
13. Fish stay in (their, they’re) own groups.
14. The mother stays with (its, it’s) young.
A. Read the pairs of sentences below. Then write the correct form of the underlined incorrect contraction or possessive pronoun on the line.

1. Have you heard about underwater parks? Their places where sea life is protected. ________________

2. Fish and people both have homes. The ocean is there’s and the land is ours. ________________

3. Clean water is important for sea life. Its like clean air for us. ________________

4. A lobster’s skeleton is on the outside of it’s body. Where’s you’re skeleton? ________________

5. Do you want to see the reef? You’re going to need a snorkel. ________________

B. Read each sentence below. Then decide if the underlined word in each sentence is a possessive noun or a contraction. Write your answer on the line provided.

6. The world’s oceans are home to thousands of miles of coral reefs. ________________

7. The world’s filled with wonders. ________________

8. Some people think that coral’s a plant, but really it’s an animal. ________________

9. Coral’s relatives have soft, jelly-like bodies. ________________

10. The hawksbill turtle is one of the reef’s many visitors. ________________
Read each sentence. Choose either the possessive pronoun or the contraction to complete the sentences.

**its**  **it’s**

Although coral is hard, ______________ made by a soft, jelly-like animal. When the soft animal dies, it leaves behind ______________ skeleton, which is called a polyp. Thousands and thousands of corals begin to form a big pile. After a long time, ______________ not just a pile, but a coral reef.

**your**  **you’re**

When ______________ swimming underwater, be sure to bring ______________ scuba gear and goggles. ______________ sure to see many amazing sights there.

**their**  **they’re**  **there**

If the water is clear and warm, coral reefs may grow ______________ . After the corals of the reefs release ______________ eggs, the eggs become baby corals. For a few weeks afterward, ______________ floating through the sea, looking for a hard surface. Once ______________ near one, they settle ______________ . Then ______________ growth depends on temperature, salt, and sunlight.

**its**  **it’s**

When a coral reef forms, ______________ like an underwater city. Each tiny plant inside the coral animals contributes ______________ colors. When this “city” grows, ______________ a home for millions of small sea animals.
Adjectives are words that describe nouns or pronouns. For example, adjectives may tell what a noun or pronoun looks, sounds, smells, tastes, or feels like.
- Adjectives may be placed before a noun or pronoun.
- Adjectives may come after the words *a, an,* and *the.*
- Adjectives may follow a linking verb.
- Use commas to separate three or more adjectives in a series.

Read the sentences below. Write each adjective on the line provided. Some sentences may have more than one adjective.

1. Florida has big mosquitoes.
2. Miss Franny wanted a little house with lots of books.
3. That short, smart woman is the librarian.
4. She feared that she would seem like a silly woman.
5. This book is long and difficult.
6. The large bear had a strong smell.
7. The bear looked dangerous.
8. Winn-Dixie had clean, sharp teeth.
9. Miss Franny’s father was rich.
10. When she saw the dog, she let out a loud, high scream.
11. The dog was friendly and clean.
12. The bookshelves are high.
13. Her father had a loud, scratchy voice.
14. The road was not steep at all.
• Do not use a comma to separate a single adjective from a noun.
• When only two adjectives are used together, separate them with a comma or and. Do not use both.
• Use commas to separate three or more adjectives in a series.
• When you are using only two adjectives before a noun, some adjectives do not need to be separated with commas. These adjectives describe color, size, or age: *a woman with short gray hair*.
• Do not use commas or and to separate a common adjective from a proper adjective: *the hot Alabama summers*.

Rewrite each sentence on the line provided. Be sure to punctuate the sentences correctly.

1. The library is just a little, old, house with lots of books.

2. My dog is friendly, and, calm.

3. The bear came out of the wild, Florida forest.

4. The book was long interesting and hard.

5. That snobby, young girl just came into the library.

6. The bear put his big, and black nose in the air.

7. I grew up in a small, town.

8. I enjoyed the bright colorful exciting pictures in this book.
A. Complete each sentence with an adjective from the box below. Remember to capitalize any proper adjectives.

reddish atlantic british lonely ohio

1. My dog gets ________________ when he’s by himself.
2. I gathered shells on the sandy ________________ shore.
3. My dog’s hair is long and ________________.
4. We live in a little ________________ town.
5. The librarian’s voice sounded ________________.

B. Choose the group of words that best completes each sentence. Circle the letter of your choice.

6. I brought home a ________________ kitten.
   a. fluffy, white,
   b. fluffy white
7. The house was ________________.
   a. warm and cozy
   b. warm, and cozy
8. Her dog is ________________.
   a. large, brown, and shy
   b. large brown and shy
   a. common spanish
   b. common Spanish
10. The car had ________________ tags.
    a. yellow New Jersey
    b. yellow, New Jersey
Practice

Name ____________________________

• The words a, an, and the are special adjectives called articles.
• Use a and an with singular nouns.
• Use a if the next word starts with a consonant sound.
• Use an if the next word starts with a vowel sound.

Complete each sentence by writing the correct article, a or an.

1. Félipé was ___________ spoiled child.
2. He was upset because he had lost ___________ arrow.
3. The arrow had landed in ___________ well.
4. Ranita the frog had been put under ___________ spell.
5. Félipé tried to think of ___________ excuse not to keep his promise.
6. He had promised to give Ranita ___________ kiss.
7. He was hoping it was all ___________ bad dream.
8. ___________ wise woman had cast the spell on Ranita.
9. Ranita didn’t think ___________ brat like Félipé would make a good husband.
10. Pepé’s kiss changed her from ___________ ugly frog to a beautiful princess.
11. Both Félipé and Ranita refused to get ___________ glass of water for Vieja Sabia.
12. The viceroy believed that even ___________ important person had to keep his promises.
13. ___________ viceroy has many things to be concerned about.
14. Ranita wore ___________ old hat that belonged to her grandmother.
• Use *a* and *an* with singular nouns.
• Use *a* if the next word starts with a consonant sound.
• Use *an* if the next word starts with a vowel sound.
• Use *the* with singular nouns that name a particular person, place, or thing.
• Use *the* before all plural nouns.

Each sentence is missing two articles. Add the articles and write the sentences correctly.

1. Who is boy who lost golden arrow?

2. Until he went to well, Félipé had never seen talking frog.

3. Ranita asked wise woman to turn her into girl again.


5. Cook said, “I added fly to your soup for the frog.”

6. Adding the fly to soup was excellent idea.

7. Ranita told woman, “I was selfish child.”

8. Why is boy feeding birds?
A. Circle the letter before the sentence that uses articles correctly.

1. a. Frog is not allowed to eat from my plate.
   b. An frog is not an very clean animal.
   c. I would not share my dinner with a frog.

2. a. Mayan emperor’s daughter had spell cast on her.
   b. Who would have believed she was the Mayan emperor’s daughter?
   c. A wise woman said manners were important.

3. a. I liked the character of Pepé, the servant.
   b. Pepé, the servant, is funny character.
   c. Pepé becomes an husband to Ranita.

4. a. What is moral of story?
   b. I enjoyed the story.
   c. Tell me a important event from the story.

B. Circle the letter before the article that correctly completes each sentence.

5. Which of _____________ characters did you like best?
   a. a
   b. an
   c. the

6. There wasn’t _____________ happy ending for Félipé.
   a. a
   b. an
   c. the

7. Did Ranita _____________ frog really sleep in Félipé’s bed?
   a. a
   b. an
   c. the

8. Félipé didn’t think he had to be nice to Ranita, since she was only _____________ animal.
   a. a
   b. an
   c. the
Grammar: Adjectives that Compare

• Add -er to most adjectives to compare two people, places, or things.
• Add -est to most adjectives to compare more than two.

Read each sentence. Underline the adjective in parentheses that correctly completes the sentence.

1. Have you ever imagined exploring the (deeper, deepest) waters of the ocean?
2. The sun looks (brighter, brightest) on the water than it does on land.
3. The Pacific Ocean looks (bluer, bluest) than the Atlantic Ocean.
4. The blue whale is the (larger, largest) mammal of all.
5. The deep water is (colder, coldest) than the shallow water by the shore.
6. This mussel shell is the (prettier, prettiest) shell I found today.
7. I think scuba divers are the (braver, bravest) of all explorers.
8. It is so much (quieter, quietest) under water than it is on the surface.
9. The colors of this fish are the (stranger, strangest) I have ever seen.
10. Andrea is a (faster, fastest) swimmer than Eric.
11. Which of the waves do you think is (higher, highest)?
12. My towel is (sandier, sandiest) than yours.
13. This fish is (smaller, smallest) than the other one.
14. My shell collection is (better, best) than Ralph’s.
15. This rock is the (heavier, heaviest) of them.
16. Andrea can stay afloat (longer, longest) than Cyril can.
• An introductory phrase comes at the beginning of a sentence.
• Use a comma to separate long introductory phrases from the rest of the sentence.
• An interjection is a word or a phrase that shows emotion.
• Use a comma to separate interjections from the rest of a sentence.
• If the interjection shows a very strong emotion, use an exclamation point.

Fix the sentences. Add commas after the introductory phrases or interjections.

1. Over the past hundred years many plants and animals have disappeared from our national parks.
2. Oh did you know that elk have been reintroduced to the Great Smoky Mountains National Park in North Carolina?
3. For more than 150 years there had been no elk in North Carolina.
4. Without all the elk around there were fewer plants for small animals to eat and fewer small animals for big animals to eat.
5. Well 28 elk were reintroduced into the national park.
6. Ever since then researchers have been studying the elk.
7. By studying signals from special collars researchers can tell how the elk are doing.
8. In the very first year of the study 11 baby elk were born.
9. Wow can you believe that?
10. Yes the researchers are hoping that the natural balance will be restored to the park.
A. Read each sentence. Write yes if the underlined adjective is the correct form or the correct spelling. Write no if it is not the correct form or the correct spelling.

1. Since the bottom of the ocean is the murkyest part, some deep-sea fish have feelers as well as eyes.
   _____________

2. The small cookiecutter shark can catch and eat much larger fish.
   _____________

3. To me, jellyfish are the scariest fish.
   _____________

4. This clown fish has the brightest colors of all.
   _____________

5. It’s chillier in this water than over there.
   _____________

6. That is the strangest looking shell of all.
   _____________

B. Read each sentence. Use the correct form of the adjective in parentheses. Write it on the line.

7. This lionfish has the (long) ________________ spines I have ever seen!

8. Next to the green algae, the coral looked even (red) ________________ than before.

9. You will be (safe) ________________ if you wear a life preserver.

10. September is one of the (stormy) ________________ months.

11. This fish tastes (salty) ________________ than the other one.

12. You look (pale) ________________ than I do.
Write *more* or *most* to complete each sentence correctly.

1. Your lemon cake is the ________________ delicious dessert of all.
2. Uncle Romie had an even ________________ enormous belly than my father.
3. He made the ________________ interesting collage I have ever seen.
4. New York City is ________________ exciting than my hometown.
5. But for me, North Carolina will always be the ________________ comfortable place in the world.
6. Uncle Romie’s studio was the ________________ glorious mess I had ever seen!
7. I thought my birthday would be ________________ pleasant if Aunt Nanette were there.
8. This birthday turned out to be the ________________ special birthday ever.
9. Uncle Romie was ________________ familiar with New York baseball teams than I was.
10. This summer vacation was ________________ enjoyable than last year’s vacation.
11. Could this get ________________ exciting than yesterday?
12. This is the ________________ fun I’ve ever had.
Combine each pair of sentences. Write the new sentence.

1. A coral reef is made up of tiny animals called coral polyps. A coral reef is a home to millions of living things.

   A coral reef is made up of tiny animals called coral polyps, which is a home to millions of living things.

2. Some coral polyps have skeletons that move back and forth in the water. These skeletons are soft.

   Some coral polyps have skeletons that move back and forth in the water, which are soft.

3. Other coral polyps have skeletons that make up the coral reef. These skeletons are hard.

   Other coral polyps have skeletons that make up the coral reef, which are hard.

4. All coral polyps catch food with their tentacles. Tentacles are body parts that look like little arms.

   All coral polyps catch food with their tentacles, which are body parts that look like little arms.

5. Coral polyps eat plankton. Plankton are tiny plants and animals that float in the water.

   Coral polyps eat plankton, which are tiny plants and animals that float in the water.
A. In each sentence, find the adjective that compares.  
Circle your answer.

1. My sister is more musical than my brother is.
   a. sister  
   b. more musical  
   c. musical than  
   d. brother is

2. New York City is one of the most popular of all cities to visit.
   a. New York  
   b. the most  
   c. most popular  
   d. all cities

3. My Aunt Nanette is the most generous person I know.
   a. most generous  
   b. Aunt Nanette  
   c. generous person  
   d. I know

B. Choose the correct adjective to complete each sentence.  
Circle your answer.

4. My sister was _____________ about my trip than my brother was.
   a. curious  
   b. curiouser  
   c. more curious  
   d. most curious

5. John is the ____________ of all three children.
   a. responsible  
   b. responsiblest  
   c. more responsible  
   d. most responsible

6. That is the _____________ idea I ever heard.
   a. original  
   b. originalest  
   c. more original  
   d. most original
Write *better* or *best* to complete each sentence correctly.

1. The Black Hills Wild Horse Sanctuary is one of the ____________ places to see wild horses.

2. My friend thinks horses are ____________ companions than dogs.

3. Dayton Hyde thinks that running free is ____________ for horses than being stuck in one place.

4. He thought the ____________ choice would be to fence the horses in at first.

5. Because he grew up on a ranch, Dayton understands horses ____________ than most of us do.

6. Life was ____________ for most wild horses in the 1800s than it was in the 1900s.

7. Conditions were ____________ for population growth after a 1971 law outlawed the capture of wild horses.

8. Dayton Hyde created the ____________ place for wild horses to run free.

9. Horse ranches are the ____________ places to learn to ride.

10. His horse is ____________ at racing than mine is.

11. This is the ____________ spot for a horse to drink.

12. It is ____________ to ride side saddle or western style?
Combine each pair of sentences. Write the new sentence.

1. A gray whale has a brain that is the size of a car’s engine. Its brain is large.

2. Gray whales communicate with each other. They use low rumbles and loud clicks.

3. Fluking is when a gray whale raises its tail up in the air and then dives. The tail is wide and flat.

4. A gray whale is breaching. It is leaping out of the water and splashing back in.

5. Gray whales swim north in the early spring. They are headed to their summer homes.
A. Read each sentence. Write yes if the underlined adjective is the correct form of good. Write no if it is not correct.

1. I think the Black Hills Sanctuary would be the better place in the world to work. ______________
2. This stall is better than that one. ______________
3. Summer is the best of all seasons. ______________
4. I remember this story the better of all. ______________
5. Yuskeya is a best runner than Funny Face is. ______________
6. This horse farm is the better of them. ______________
7. My saddle is better than yours. ______________
8. This view is best than the other one. ______________

B. Read each sentence. Decide if the missing adjective is worse or worst. Write it on the line.

9. Chocolate is one of the ______________ foods you could give to pets.
10. Chocolate is much ______________ for animals than it is for humans.
11. My horse felt ______________ last week than he does this week.
12. This is the ______________ fence I have seen in my life.
13. Last year’s weather was bad, but this year’s weather is ______________.
14. This trail is the ______________ one I’ve seen.
15. Yuskeya’s left hoof is in ______________ shape than the others.
16. My feet feel the ______________ in these awful boots.
Adjectives and adverbs should not be confused.
An adjective describes nouns. It gives information about a person, place, or thing.
An adverb tells more about the verb, such as how, when, or where an action takes place.

Read each sentence and look at the underlined word. Then tell if the word is an adjective or an adverb.

1. In 1848, many people quickly moved to California in search of gold.
   
2. The forty-niners hoped to become rich men. 

3. I like to read interesting stories about the California Gold Rush.

4. Show your father the treasure map that you found yesterday.

5. The miner dug deeply into the hole to see if there was gold inside.

6. I do not think that what you found in the river is real gold.

7. On our field trip to the gold mine, our guide led us through a dark tunnel.

8. Matt and Eric were standing by a muddy road.

9. Raven always wanted to travel back in time to see how her neighborhood used to look.

10. They eagerly waited to join the wagon train to California.

Grammar: Good vs. Well

- *Good* is an adjective and is used to describe nouns.
- *Well* is an adverb that tells *how* about a verb.
- Do not confuse the adjective *good* with the adverb *well*.
- Use *well* as an adjective when you refer to someone’s health.

Complete each sentence by writing the word *good* or *well* on the line.

1. Today our team did _______________ in the class treasure-hunt game.
2. Our teacher hid the treasure pieces so _______________ that they were very hard to find.
3. The other team also did _______________, but we found the pieces faster than they did.
4. Though I didn’t feel _______________, I helped find the last, hidden treasure piece.
5. It was a _______________ experience to win the game for a second year.
6. This river is a _______________ place to look for gold pieces.
7. Grandfather, would it be a _______________ idea to look for gold in the river?
8. If we pan for gold all day and night, we should do ________________.
9. We can have a _______________ time swimming in the water if we do not find anything.
10. Is your father feeling _______________ enough to come with us?
Read each sentence. Then using the clue in the parentheses, circle the letter of the correct adverb that completes each sentence.

1. After gold was discovered at Sutter’s Mill, many people moved ______. (where?)
   a. there  
   b. well  
   c. briefly  
   d. quietly

2. Her grandfather traveled ______ to California to search for gold. (how?)
   a. today  
   b. outside  
   c. bravely  
   d. ahead

3. Her grandfather shouted ______ when he saw a piece of gold in the river. (how?)
   a. well  
   b. next  
   c. around  
   d. gleefully

4. His shouting was so loud, it could be heard near and ______. (where?)
   a. far  
   b. first  
   c. soon  
   d. silent

5. People ______ came from everywhere to see why her grandfather was shouting. (how?)
   a. forcefully  
   b. wisely  
   c. eagerly  
   d. quickly

6. ______ he realized that it was just a piece of fool’s gold. (when?)
   a. Unhappily  
   b. Excitedly  
   c. Then  
   d. Nearly
An adverb can compare two or more actions. Add -er to short adverbs to compare two actions. Add -est to short adverbs to compare more than two actions.

Add -er or -est to each boldfaced adverb to complete the sentences below. Remember to drop the final e or change y to i when necessary before adding -er or -est.

1. sad As we traveled toward the country, I was __________ than ever before.

2. strange Each town we passed through was __________ than the last.

3. safe Mom says this is the __________ town for small children.

4. young My brother is not sad because he is __________ than me.

5. big The country is __________ than we thought it would be.

6. tall The mountains here are __________ than city buildings.

7. close This is the __________ we have ever lived to a river.

8. bright The stars in the sky are __________ here than in the city.

9. happy I feel __________ now that I have made many friends.

10. lovely Now I think this is the __________ place in the world.
Combine each pair of sentences. Write the new sentence.

1. Eric got a new computer game. The game was about the California Gold Rush.
   ________________________________________________________________

2. Eric pressed a button, and the boys were standing in the mountains. They got there suddenly.
   ________________________________________________________________

3. They had traveled to the Gold Rush. They had traveled back in time.
   ________________________________________________________________

4. Many people came to California during the Gold Rush. They came from all around the world.
   ________________________________________________________________

5. Many Forty-niners panned gold. They panned in the river.
   ________________________________________________________________

   ________________________________________________________________
A. For each of the adverbs below, write the form you would use to compare two things. Then choose one of the adverbs you formed and use it in a sentence.

1. cute
2. curiously
3. careful
4. soon
5. gloomily
6. tall
7. young
8. 

B. For each of the following adverbs, write the form you would use to compare more than two things. Then choose one of the adverbs you formed and use it in a sentence.

9. graciously
10. playfully
11. poor
12. heavily
13. hard
14. sweetly
15. sad
16. 

Grammar: Comparing with Adverbs

LC 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.
• A **negative** is a word that means “no,” such as *not, never, nobody, nowhere*, and contractions with *n’t*.
• Do not use two negatives in the same sentence.
• You can fix a sentence with two negatives by removing one.

Correct each sentence by removing one of the negatives. Then rewrite the sentence.

1. Imagine if we didn’t know **nothing** about dinosaurs.

   

2. What if there wasn’t **no** place you could go to see their bones?

   

3. Maybe you never **thought** nothing about it.

   

4. A long time ago, people weren’t **never** interested in studying dinosaurs.

   

5. There wasn’t **no** effort made to keep bones and other items that were found.

   

6. We didn’t have **no** ways to know how these animals lived.

   

7. There weren’t **no** museums like there are today.

   

8. Years ago, there wasn’t **no one** who wanted to search for dinosaurs.

   

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• Do not use two negatives in the same sentence.
• You can fix a sentence with two negatives by removing one.
• You can correct a sentence with two negatives by changing one negative to a positive word.

Rewrite each sentence below by dropping a negative or changing one negative to a positive word.

1. I haven’t found nothing in this area yet.
   I haven’t found anything in this area yet.

2. Our team didn’t waste no time finding the skeleton.
   Our team didn’t waste any time finding the skeleton.

3. Don’t never go out in the bright sun without putting on a hat.
   Don’t go out in the bright sun without putting on a hat.

4. There isn’t no place to find dinosaur bones here.
   There isn’t any place to find dinosaur bones here.

5. I wouldn’t never want to see a dinosaur in real life.
   I wouldn’t want to see a dinosaur in real life.

6. Doesn’t no one know about the oldest fossil ever found?
   Doesn’t anyone know about the oldest fossil ever found?

7. The team couldn’t find the sunken ship nowhere.
   The team couldn’t find the sunken ship anywhere.

8. Iris didn’t put no labels on the stones she found.
   Iris didn’t put any labels on the stones she found.
A. Each numbered sentence contains two negatives. Circle the answer choice that best revises it.

1. Sue can’t think of nothing more exciting than finding fossils.
   a. Sue can think of anything more exciting than finding fossils.
   b. Sue can’t not think of anything more exciting than finding fossils.
   c. Sue can’t think of anything more exciting than finding fossils.
   d. Sue can think of nothing no more exciting than finding fossils.

2. No one nowhere had found a dinosaur smaller than this one.
   a. No one never had found a dinosaur smaller than this one.
   b. No one anywhere had found a dinosaur smaller than this one.
   c. Not no one anywhere had found a dinosaur smaller than this one.
   d. Nobody nowhere had found a dinosaur smaller than this one.

3. Isn’t amber not always a golden color?
   a. Isn’t any amber always a golden color?
   b. Is amber never no golden color?
   c. Is amber always no golden color?
   d. Isn’t amber always a golden color?

4. That sunken ship isn’t nowhere near here.
   a. That sunken ship is anywhere near here.
   b. That sunken ship isn’t not nowhere near here.
   c. That sunken ship isn’t nowhere ever near here.
   d. That sunken ship is nowhere near here.

5. Scientists didn’t have no equipment to explore the tops of rainforest trees.
   a. Scientists didn’t have any equipment to explore the tops of rainforest trees.
   b. Scientists did have no equipment to explore the tops of rainforest trees.
   c. Scientists didn’t never have equipment to explore the tops of rainforest trees.
   d. Scientists did have equipment to not explore the tops of rainforest trees.

6. Nobody never knew that the lost city was right under them.
   a. Nobody not never knew that the lost city was right under them.
   b. Nobody didn’t never know that the lost city was right under them.
   c. Nobody ever knew that the lost city was right under them.
   d. No one never knew that the lost city was right under them.
A preposition comes before a noun or pronoun and relates that noun or pronoun to another word in a sentence. Common prepositions are about, above, across, after, around, at, behind, down, for, from, in, near, of, on, over, to, under, and with.

Complete each sentence by adding a preposition.
1. Papa brought home a little flying machine _____________ the kids.
2. Mama never complained _____________ Orv and Will’s messes.
3. The two older brothers did not agree _____________ Orv and Will’s activities.
4. Only the family knew _____________ Orv and Will’s plans.
5. There was no place _____________ their home where they could fly a plane.
6. Flying _____________ Kitty Hawk grounds was a good idea.
7. Orv and Will’s plane flew _____________ the ground.
8. Katherine took her first ride almost six years _____________ the first flight.
9. Riding _____________ an early plane was dangerous.
10. I like the wind _____________ my hair.
11. The plane landed _____________ the field.
12. He left the plans _____________ the floor.
• Use quotation marks at the beginning and end of a person’s exact words.
• Begin a quotation with a capital letter.
• Begin a new paragraph each time a new person speaks.

Rewrite this passage correctly. Add quotation marks and capital letters where needed. Begin new paragraphs whenever necessary.

what are you making, Rashid? I’m making a paper airplane, Papa, but I can’t get it to fly, said Rashid. it looks good, but maybe you need to make the wings longer, his father answered. okay, Papa, what else? well, your grandmother used to open a little space in the middle of the plane for air to travel through. now, let’s see what happens. Hey, it’s flying, Papa! yelled Rashid.
A. Complete each sentence below by writing the missing preposition.

1. Papa tossed the flying machine ____________ the air.
2. Reuchlin and Lorin looked down ____________ Orv and Will’s new hobby.
3. Will sold kites to the other kids ____________ school.
4. Orv and Will built their first craft ____________ the bicycle shop.
5. However, the Flyer was so big, they had to build it ____________ the shop.
6. They tacked their plans ____________ the wall.
7. He hopped ____________ the plane’s body.

B. Underline the prepositional phrase in each of the sentences below.

8. Orv and Will took weeks preparing for their first flight.
9. On December 14, 1903, the Flyer rattled down the track.
10. Will flew the aircraft fifteen feet above ground.
11. Orv watched the flight from the ground below.
12. One day, human beings would fly around the world.
13. They kept the plans in a safe place.
14. The crowd stood in place.
15. The plane stayed above the ground.
Two sentences can be combined by adding a prepositional phrase to one sentence.

Combine the pairs of sentences below by adding a prepositional phrase. Then underline the words you added to join the two sentences.

1. Today our class went bird-watching. We were at the park.

   Today our class went bird-watching. We were at the park.

2. There were many birds to see. They were in the trees.

   There were many birds to see. They were in the trees.

3. I could see a baby bird. It was inside a small nest.

   I could see a baby bird. It was inside a small nest.

4. The baby bird was crying. It was crying with its mouth open.

   The baby bird was crying. It was crying with its mouth open.

5. There was a mother bird. She was above the baby.

   There was a mother bird. She was above the baby.

6. The mother fed the baby. She fed the baby by giving her a worm.

   The mother fed the baby. She fed the baby by giving her a worm.

7. The baby bird hid. She hid inside the nest.

   The baby bird hid. She hid inside the nest.

8. The mother bird flew across. She flew to another tree.

   The mother bird flew across. She flew to another tree.
Make corrections in this dialogue between Sara and her brother Luis, who are visiting an ant farm, by adding correct punctuation and capitalization.

Luis: look at these carpenter ants Sara

Sara: don’t they have a lot of wood to eat

Luis: my teacher says that they don’t eat the wood they dig it

Sara: they must be very strong look at that big one Luis

Luis: that’s the queen ant the other ants take special care of her

Sara: what are those little white things Luis

Luis: those are eggs the queen is the only ant that produces them.

Sara: now I understand why she is so special
Study the sentences below. Then circle the choice in which the sentences are combined correctly.

1. They saw the ant crawling. It was crawling up an old tree.
   a. They saw a crawling ant up the tree.
   b. They saw a tree ant crawling.
   c. They saw the ant crawling up an old tree.

2. It was carrying a big breadcrumb. The breadcrumb was in its jaws.
   a. It was carrying a big breadcrumb in its jaws.
   b. It was carrying its big jaws.
   c. A big breadcrumb was carrying its jaws.

3. Then the breadcrumb dropped. It dropped to the ground.
   a. Then the ground dropped.
   b. Then the breadcrumb dropped.
   c. Then the breadcrumb dropped to the ground.

4. The ant ran down the tree. It ran into the nest.
   a. The ant ran down the nest.
   b. The ant ran down the tree into the nest.
   c. The nest ran into the ant.

5. Another ant came out. It came from inside the nest.
   a. Another ant was inside the nest.
   b. Another ant came out from another nest.
   c. Another ant came out from inside the nest.

6. Together, they pushed the breadcrumb. They pushed it up the tree.
   a. Together, they pushed the breadcrumb into the tree.
   b. Together, they pushed the breadcrumb up the tree.
   c. They pushed the breadcrumb and the tree together.
Jacinta’s teacher asked the students to write about their summer vacations. Here is the first draft of Jacinta’s paragraph. It may contain errors.

**Bighorn Mountain**

(1) Mom, Dad, Dave, and I went camping on Bighorn Mountain last month. (2) we had so much fun. (3) We were worried about the cold we were up so high. (4) How did we adjust to that. (5) We brought extra sweaters. (6) And huddled around the campfire at night. (7) Dad saw a bear. (8) Dave saw a bear. (9) Caught fish every day for dinner. (10) What a wonderful time we all had!

1. Which of the following should end with a question mark?
   - A. we had so much fun.
   - B. How did we adjust to that.
   - C. And huddled around the campfire at night.
   - D. What a wonderful time we all had!

2. Which sentences could be combined with a compound predicate?
   - A. sentence 4 and sentence 5
   - B. sentence 5 and sentence 6
   - C. sentence 7 and sentence 8
   - D. sentence 9 and sentence 10

3. Which of these is the best way to rewrite sentence 3?
   - A. We were worried about the cold, we were up so high.
   - B. We were worried about the cold and we were up so high.
   - C. We were worried about the cold because we were up so high.
   - D. We were worried about the cold, or we were up so high.

4. Read this sentence.
   Caught fish every day for dinner.

   What does this sentence need in order to be complete?
   - A. conjunction
   - B. fragment
   - C. predicate
   - D. subject
Kevin had a complaint to file with the local library. Here is the first draft of Kevin’s letter. It may contain errors.

(1) Dear Ms. Wilson:

(2) I am writing to complain about the poor service at Englewood Library. (3) Last Saturday, I wanted to check out the North American Snake Guide. (4) By David Howard. (5) The book is on your libraries list of research titles. (6) I went to the children’s section (7) I waited for over 30 minutes before a librarian came to help me. (8) One man looked for the book on the Computer. (9) We could not find it anywhere.

(10) Yours truly,

Kevin Anahano

1 Which of the following is a proper noun and should be capitalized?
   A englewood library
   B research titles
   C the children’s section
   D a librarian

2 Which is the proper plural possessive form of child?
   A children’s
   B children’s
   C children’s
   D childrens’

3 Read this sentence.
   The book is on your libraries list of research titles.

   Which is the correct way to write the underlined words?
   A your librarie’s list
   B your libraries’ list
   C your librarie’s list
   D your library’s list

4 Which is the best way to rewrite sentence 8?
   A One man looked for the book on the Computer.
   B One man looked for the book on the computer.
   C One men looked for the book on the computer.
   D One men looked for the Book on the Computer.
Clara’s teacher asked the students to write about a family member. Here is the first draft of Clara’s paragraph. It may contain errors.

The Photographer

(1) Margaret got up early yesterday morning.  (2) She brought her camera to the pond.  (3) Taked pictures of the fish.  (4) She photographed geese as they flew south for winter.  (5) Soon she had taken dozens of pictures.  (6) She will send them to the newspaper tomorrow.  (7) They have used Margaret’s photographs before.  (8) I am sure they published the new pictures.

1 In sentence 1, what is the tense of the verb?
   A helping  
   B linking  
   C past  
   D present

2 Which is the best way to combine sentences 2 and 3?
   A She bring her camera to the pond and will take pictures of the fish.  
   B She brung her camera to the pond and took pictures of the fish  
   C She brought her camera to the pond and taken pictures of the fish.  
   D She brought her camera to the pond and took pictures of the fish.

3 Which of the following does NOT contain a helping verb?
   A she had taken  
   B she will send  
   C they have used  
   D I am sure

4 Which is the correct way to rewrite sentence 8?
   A I am sure they publish the new pictures.  
   B I am sure they will publish the new pictures.  
   C I was sure they publish the new pictures.  
   D I was sure they published the new pictures.
Devon’s teacher asked the students to write an editorial. Here is the first draft of Devon’s paragraph. It may contain errors.

**Save the Coral Reef!**

(1) Most people care about the environment. (2) They are doing things to protect it. (3) This summer I visited a coral reef. (4) It’s not just a nice place to visit. (5) It’s also like a neighborhood. (6) Millions of sea creatures live in its cracks and crevices. (7) They are beginning to feel the effects of pollution. (8) We all need to help care for the world’s oceans, not just our own yards. (9) We need to protect the coral reefs.

1. **Read these sentences.**

   Most people care about the environment. They are doing things to protect it.

   What is the antecedent of the underlined pronoun?
   
   A most people  
   B the environment  
   C they  
   D things

2. **Which of the following is NOT a possessive pronoun?**

   A it’s  
   B its  
   C our  
   D their

3. **Which word can be used as a contraction in sentence 7?**

   A Its  
   B It’s  
   C Their  
   D They’re

4. **Which is another way to rewrite sentence 9?**

   A Our need to protect the coral reefs.  
   B They need to protect the coral reefs.  
   C Us need to protect the coral reefs.  
   D You and I need to protect the coral reefs.
Connor needed to introduce his uncle at a school assembly. Here is the first draft of Connor’s introduction. It may contain errors.

(1) I would like to introduce my Uncle Ronnie to you. (2) I met him during the hottest day of last summer when I visited the beautiful city of San Diego. (3) He is the most creative person I know! (4) His work is unusual. (5) He uses paints. (6) They are special. (7) The local art magazine wrote about him. (8) In it, they named him the most daring painter in the city. (9) His colorful collage of the Pacific is the more joyful picture I’ve seen in a long time.

1. In sentence 2, which word is a comparative adjective?
   A. hottest
   B. last
   C. when
   D. beautiful

2. Which is the best way to combine sentences 5 and 6?
   A. He is special and uses paints.
   B. He is a special painter.
   C. He uses paints, and they are special.
   D. He uses special paints.

3. Read this sentence.
   The local art magazine wrote ____ about him.
   Which of these might correctly complete the sentence?
   A. a best article
   B. an better article
   C. the best article
   D. the better article

4. Which word from sentence 9 is NOT written correctly?
   A. colorful
   B. more
   C. joyful
   D. long
Renata’s teacher asked the class to write a short narrative. Here is the first draft of Renata’s story. It may contain errors.

**Too Cold for Baby Birds!**

(1) Last week, a baby bird had been chirping for three days as loudly as it could. (2) The bird was left behind when its family went south. (3) The bird hadn’t never lived in cold weather. (4) So it hid inside the nest to stay warm. (5) One day a young boy heard it chirping more insistent. (6) He found the baby bird and took it quick to the zoo. (7) The doctor there kindly took care of it for several days. (8) It is feeling more well now. (9) As soon as it gets stronger, the doctor will let it go.

1. In sentence 1, which is a prepositional phrase used as an adverb?
   A. Last fall
   B. had been chirping
   C. for three days
   D. as it could

2. Read this sentence.
   The bird hadn’t never lived in cold weather.
   Which is the proper way to rewrite the underlined words?
   A. had never not lived
   B. had not never lived
   C. hadn’t ever lived
   D. hadn’t not ever lived

3. Which sentence is written correctly?
   A. So it hid inside the nest to stay warm.
   B. One day a young boy heard it chirping more insistent.
   C. He found the baby bird and took it quick to the zoo.
   D. The doctor there kindly took care of it for several days.

4. Which of these is the correct way to rewrite sentence 8?
   A. It is feeling better now.
   B. It is feeling best now.
   C. It is feeling good now.
   D. It is feeling weller now.
Scoring Chart

The Scoring Chart is provided for your convenience in grading your students’ work.

- Find the column that shows the total number of possible points.
- Find the row that matches the number of scored points.
- The intersection of the row and column provides the percentage score.

| TOTAL NUMBER OF POINTS | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1                      | 100| 95 | 90 | 85 | 80 | 75 | 70 | 65 | 60 | 55 | 50 | 45 | 40 | 35 | 30 | 25 | 20 | 15 | 10 | 5  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| 2                      | 100| 96 | 91 | 86 | 81 | 76 | 71 | 66 | 61 | 56 | 51 | 46 | 41 | 36 | 31 | 26 | 21 | 16 | 11 | 6  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| 3                      | 100| 97 | 92 | 87 | 82 | 77 | 72 | 67 | 62 | 57 | 52 | 47 | 42 | 37 | 32 | 27 | 22 | 17 | 12 | 7  | 2  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| 4                      | 100| 98 | 93 | 88 | 83 | 78 | 73 | 68 | 63 | 58 | 53 | 48 | 43 | 38 | 33 | 28 | 23 | 18 | 13 | 8  | 3  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| 5                      | 100| 99 | 94 | 89 | 84 | 79 | 74 | 69 | 64 | 59 | 54 | 49 | 44 | 39 | 34 | 29 | 24 | 19 | 14 | 9  | 4  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| 6                      | 100| 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Scoring Chart GR97