

Grade 2



Practice Book O

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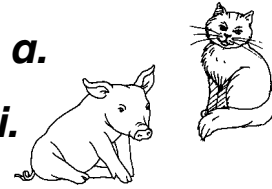
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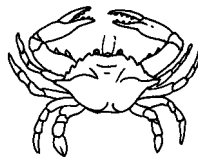
Name _____

The ***a*** in ***cat*** stands for the sound of short ***a***.The ***i*** in ***pig*** stands for the sound of short ***i***.

Write the word from the box that names each picture.

fan crib hat crab mitt hand pin fish

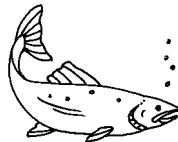
1. _____



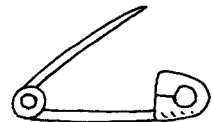
2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

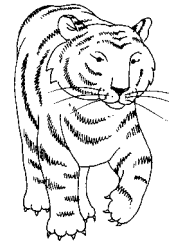


Name _____

A. Choose a word from the box to finish each sentence. Write the word on the line.

carefully different excited groan tomorrow whisper

1. Tigers are _____ from lions because they have stripes.
2. Karen had to _____ when she talked in the library.
3. Emily was _____ to start school.
4. We are going on a field trip _____.
5. Juan _____ cut out the small pieces of paper.
6. I heard Taylor _____ when he finished the race.



B. Choose two words from the box. Then use each word in a sentence to tell about your first day of school. Write the sentences on the lines below.

7. _____

8. _____

Name _____

As you read *David's New Friends*, fill in the Character and Setting Chart.

Character	Setting

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How does the information you wrote in this Character and Setting Chart help you analyze story structure in *David's New Friends*?



At Home: Have your child use the chart to retell the story.

Name _____

The **characters** are the people or animals in a story.

The **setting** is where and when a story happens.

Read the passage below. Then write the answers to each question on the line.

It was the first day of school. Tim was worried. He saw the large playground and lots of children. He wondered if he would make new friends. When Tim heard the bell ring, he walked to his classroom. He sat at a desk next to a boy named Rob. Rob asked Tim if he would like to be friends. Tim was excited to have a new friend.

1. Who are the characters in the passage? _____

2. What is each character like?

3. What is the setting of this passage? _____

4. Write two sentences about your first day of school.



Name _____

As I read, I will pay attention to punctuation in each sentence.

10 “It’s nearly time for our school fair,” said Mr. Jeffs.
 17 “What is our class doing?” asked Lucy.
 19 “We could grow vegetables in our garden,” said Sam.
 26 “Then we could sell them,” said Chico.
 33 “It’s too late,” said Mr. Jeffs. “Potatoes, beans, and
 42 carrots need time to grow.”
 47 Jing took a deep breath. “We could grow sprouts,”
 56 she whispered.
 58 “Sprouts?” said Mr. Jeffs. “That sounds interesting, Jing.”
 66 “We grow sprouts at home,” said Jing. “They’re ready
 75 to eat in a few days.”
 81 “Sprouts!” Everyone was excited. “We’ll grow sprouts!” 88

Comprehension Check

1. How can you tell that Jing is shy? **Character and Setting**
2. Why is Jing’s solution a good idea? **Draw Conclusions**

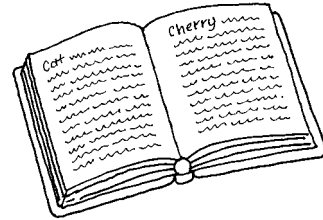
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Dictionary entries are listed in **alphabetical order**. To help you put words in alphabetical order, think about where you would find them in the dictionary.

Write the following groups of words in alphabetical order.



- | | |
|------------------|-----------------|
| 1. friend _____ | 2. share _____ |
| trust _____ | caring _____ |
| nice _____ | sweet _____ |
| 3. dog _____ | 4. love _____ |
| game _____ | ice _____ |
| bed _____ | jump _____ |
| 5. teacher _____ | 6. recess _____ |
| school _____ | reading _____ |
| principal _____ | math _____ |



Name _____

Short **a** is the middle sound heard in **trap** and **map**.Short **i** is the middle sound heard in **sit** and **pick**.Use **-s** or **-es** to make some words mean more than one.

Read each sentence. Then complete the sentence with one of the words from the list below it.

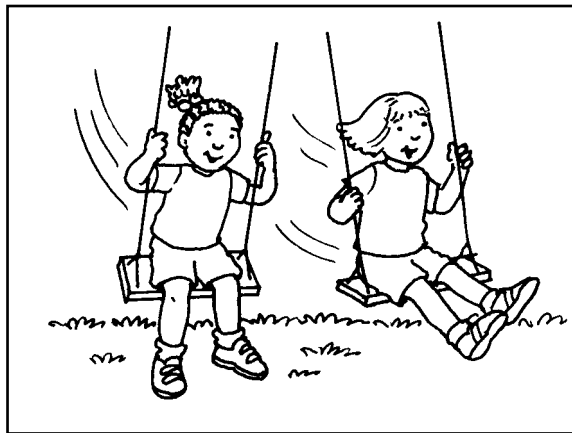
1. Please put all your _____ in the sink.
dish dishes dishes
2. Ken has three baseball _____.
bats bat bates
3. Which one of these _____ would you like?
cat cats cates
4. Laura has two _____ on her farm.
piges pig pigs
5. The baby gave me two wet _____ on the cheek.
kisses kisss kiss
6. My cat likes to take four _____ a day.
napes naps nap



Name _____

Captions are the words below a picture. They tell what the picture is about or explain what the people in it are saying or doing.

1. Write a caption to go with this picture.



2. Read the caption and draw a picture to go with it.



Recess is my favorite time of day.

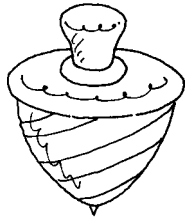


Name _____

The letters ***o***, ***e***, and ***u*** can stand for a short vowel sound in the middle of a word.

Say the name of each picture. Write the name of the picture under the correct vowel sound.

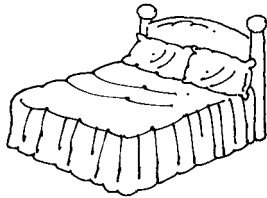
top



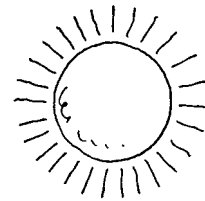
cup



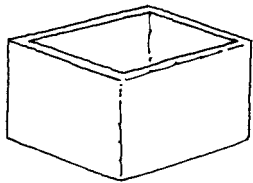
bed



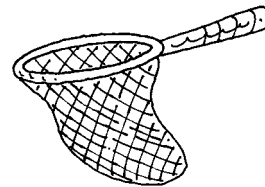
sun



box



net

short *o*short *e*short *u*

1. _____

3. _____

5. _____

2. _____

4. _____

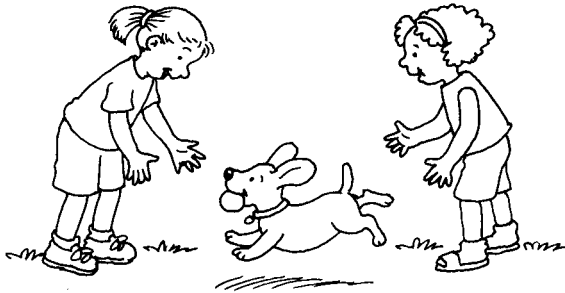
6. _____



Name _____

Read the story. Choose words from the box to complete the sentences. Write the words on the lines. Then reread the story to check your answers.

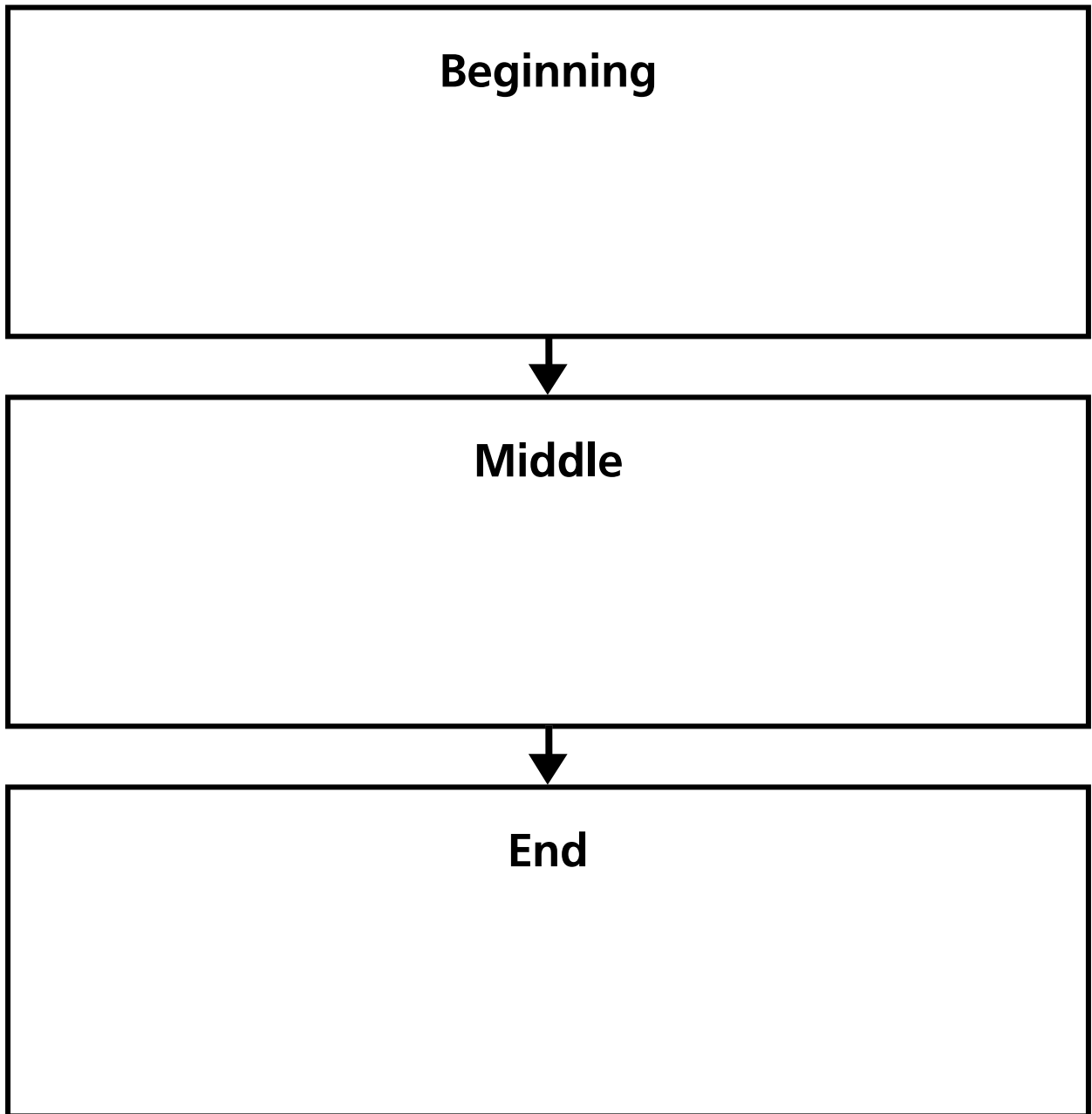
enjoyed company delighted wonderful share thinning



Maria's family liked to have visitors. _____ came over often. Maria was always _____ to have her friends and family at the house. She really _____ visits from her best friend, Lea. The two liked to _____ their books and play with Maria's dog. Maria always laughed about the dog's hair on the floor. She said she could make a rug from the _____ hair that had fallen out of its coat. "That would make a _____ story," Lea said. "It could be the best story ever. Let's start writing now!"

Name _____

As you read *Mr. Putter & Tabby Pour the Tea*,
fill in the Story Map.



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How does the information you wrote in this Story Map
help you analyze story structure in *Mr. Putter & Tabby
Pour the Tea*?



At Home: Have your child use the chart to retell the story.

Name _____

A **plot** contains a problem and a solution. Thinking about the plot can help you understand the story.

Read the passage. Answer the questions about the plot.

It was time to head home from school. Lee could not find his hat. He had seen Jim near the hats and coats earlier.

“You took my hat,” Lee said. Jim said he did not, but he would be happy to help Lee look for it.

An angry Lee grabbed his coat to put it on. His hat fell out of his own coat pocket. “I’m sorry,” he said to Jim. “I should have known you wouldn’t take my hat. I’ll think and look next time before I talk.”



1. Who are the characters in the story? Who is the main character?

2. What is Lee’s problem?

3. Why does Lee think that Jim took his hat? _____

4. Does Lee solve his problem? What does he do?



Name _____

As I read, I will pay attention to punctuation and how it affects expression.

7 “Where does this path go?” asked Jasmine.
 16 Just then, a butterfly flew past. It went down
 16 the path.
 18 “We should follow it!” said Jasmine.
 24 “Okay,” said Dad.
 27 Jasmine pulled him up.
 31 The butterfly led Jasmine and her dad into
 39 a field.
 41 “Wow!” she said. They saw a big bush. It was
 51 covered in purple flowers and butterflies.
 57 A woman was kneeling next to the bush.
 65 “Excuse me,” said Jasmine. “Why do butterflies
 72 love this bush?”
 75 “It is a butterfly bush,” said the woman. 83

Comprehension Check

1. Why does Jasmine follow the butterfly? **Plot**
2. What do you think the woman is doing? **Make Inferences**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Verbs can have different **word endings**. These groups of letters tell when something happens.

Underline the word that completes each sentence. Write the word on the line. Then circle the sentences that tell about the past.



- Josie is always _____ to new people.
talked talking
- After school, Jen _____ home with her new friends.
walking walked
- Tim and Sam are still _____ outside.
playing played
- Tammy _____ her mom if she could come over to my house.
asking asked
- Grandma _____ the flowers I gave her.
saved saving
- Lisa is _____ for Jim on the soccer field.
waited waiting



Name _____

Before adding ***-ing*** to some verbs with short vowels,
double the final consonant.

A. Add *-ing* to each word. Then use each new word in a sentence.

1. run _____
_____2. hop _____
_____3. get _____

B. Add *-ed* to each word. Then use each new word in a sentence.

4. lock _____
_____5. help _____
_____6. jump _____
_____

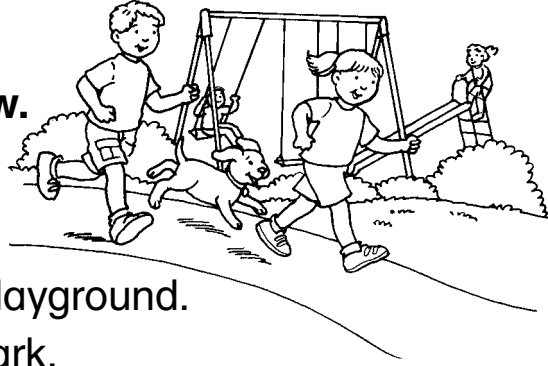
Name _____

A **list** is a number of things written down in a certain order or grouping.

Read the list of rules. Then use the rules to answer each question below.

Park Rules

- Throw trash in trash cans.
- Be kind to friends and others in the playground.
- Do not play in the playground after dark.
- Do not let pets go close to swings and slides.



1. Juan has just finished eating his lunch. What should he do with the empty bags?

2. The sun has gone down. Is it okay for Mai Lee to play on a swing? Why or why not?

3. Gina is walking her dog on the sidewalk. She wants to talk to a friend who is on the slide. What should she do? Why?

4. Write another rule you think would be helpful at the park.



Name _____

Short **a** is the sound you hear in the word **pat**.Long **a** is the sound you hear in the word **cake**.

Read the sentences below. Circle the word that completes each sentence. Then write the word on the line.

1. My mom baked us a _____.
 cake
 late
 date
2. I was _____ when my best toy broke.
 sad
 pat
 cap
3. My friends _____ me happy.
 take
 race
 make
4. Please open the _____.
 name
 gate
 fake
5. We put our books in this _____.
 bag
 sat
 had



Name _____

Read the sentences below. Match the lettered definitions with the underlined word in each sentence. Then write the letter of the correct definition on the line.

1. There are pine trees and oak trees in this forest. _____
2. Heat from the fire could hurt the trees. _____
3. The fire's hot flames burned some logs. _____
4. Firefighters tell children how to prevent forest fires. _____
5. Firefighters help children stay safe. _____

a. the hot, glowing part of a fire

b. to give information

c. a large area of land covered with trees

d. great warmth or high temperature

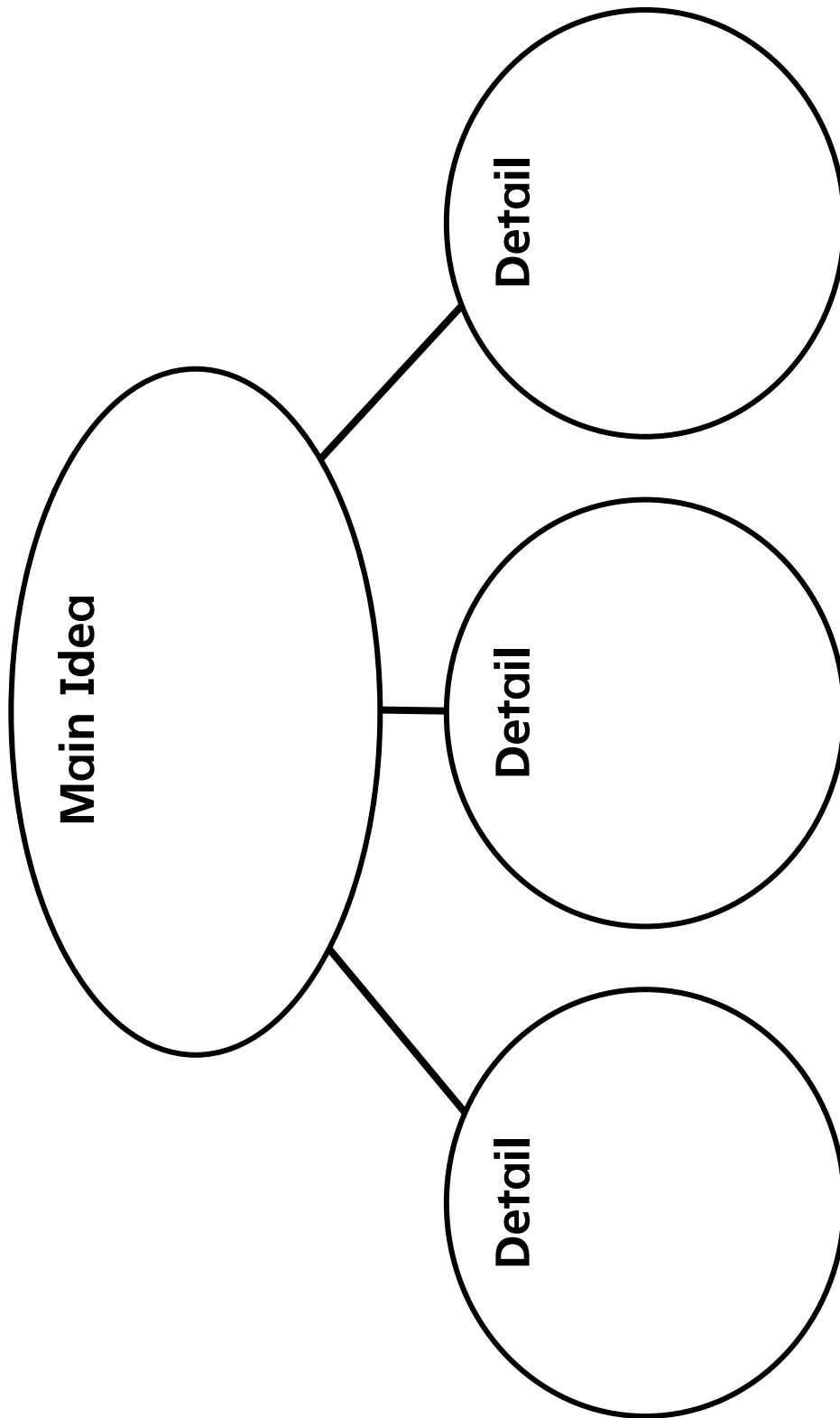
e. unhurt or out of danger



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Name _____

As you read *Fighting the Fire*, fill in the Main Idea and Details Web.



How does the information you wrote in this Main Idea and Details Web help you summarize *Fighting the Fire*?



Name _____

The **main idea** is the most important idea in a story.

Details give more information about the main idea.

Read the passage. Then circle the answer to each question.

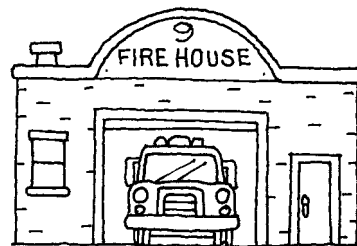
This old, brick firehouse is red. It is also crowded. There are too many tools to fit on the shelf. There are hoses piled everywhere. People bump into each other inside the firehouse. It was built a long time ago. There were fewer homes to protect back then. It is time to get a bigger firehouse!

1. What is the main idea of this paragraph?
 - a. The old firehouse is red.
 - b. The old firehouse was built a long time ago.
 - c. The old firehouse is too small.

2. Choose two details that tell about the main idea.
 - a. The firehouse has piles of hoses.
 - b. The firehouse is made from bricks.
 - c. People bump into each other inside of it.

3. Choose one detail that does not tell about the main idea.
 - a. There are too many tools to fit on the shelf.
 - b. The firehouse is red.
 - c. People bump into each other inside the firehouse.

4. Write a good title for this passage.



Name _____

A **word family** is a group of words that share some of the same sounds and letters. Knowing how to read one word in a word family can help you to read other words in the same family.

A. Write the letters *-ill* or *-ame* to complete the name of each picture.



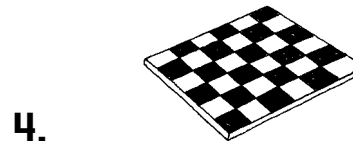
fr _____



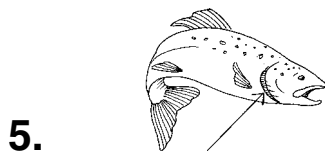
dr _____



b _____



g _____



g _____



fl _____

B. Write two more words for each word family.

***-ill* family**

7. _____

8. _____

***-ame* family**

9. _____

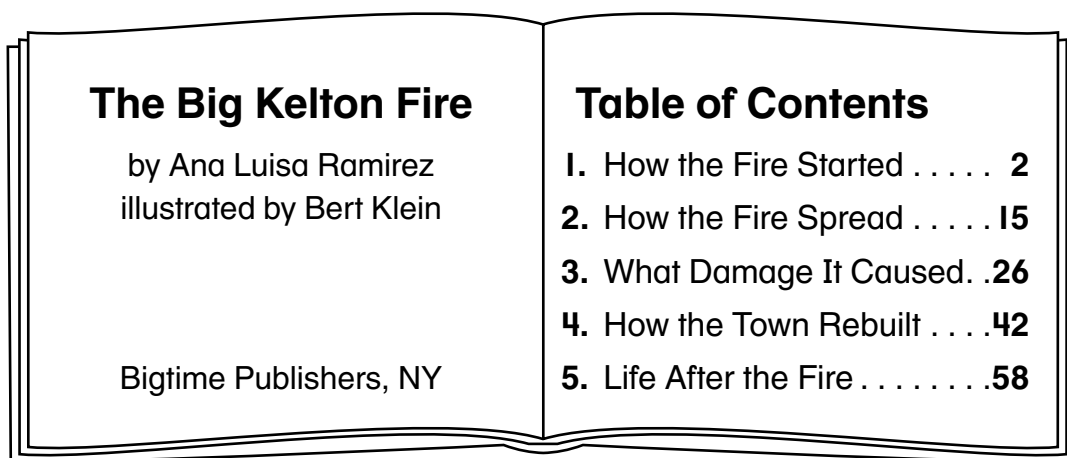
10. _____



Name _____

The **table of contents** tells what is on the book's pages. The **title page** gives the book's title and the names of its author, illustrator, and publisher.

Read the title page and table of contents. Then complete each sentence below.



- The title of the book is _____.
- Its publisher is _____.
- The book was written by _____.
- It was illustrated by _____.
- There are _____ chapters in this book.
- Chapter 4 begins on page _____.



Name _____

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

Fire can be dangerous. But it is also very useful.
 10 People use fire every day. Sometimes they use fire
 19 without even knowing it.
 23 Some people have a fireplace at home. Fireplaces
 31 burn wood, gas, or coal. Some can now be turned on
 42 with the touch of a button.
 48 People also use fire at home to cook. Many kitchen
 58 stoves burn gas. Others are electric. Electric burners turn
 67 red when they are hot, but you will not see **flames**. 78

Comprehension Check

1. Why is fire important? **Main Idea and Details**
2. What are two ways people use fire in their homes? **Main Idea and Details**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

**A. Write a word from the box to complete each sentence.
Then circle the words that have the short *a* sound.**

came

hat

gave

class

A fireman _____ to our _____ today. He
_____ us some great safety tips. After his speech, he let
Mrs. Jacobs wear his firefighter _____.

You can add the suffixes ***-er*** and ***-est*** to make comparisons.

The suffix ***-er*** means “more than.”

The suffix ***-est*** means “most.”

**B. Add *-er* or *-est* to the words in the box to complete
each sentence.**

fast

loud

small

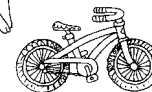
strong

The fire trucks drove _____ than the cars on the
road. The sirens were the _____ I have ever heard.

The chief told the _____ firefighter to carry up the
heavy hose. Soon the flames became _____, and
the fire was put out.



Name _____

Short and Long *i*Short *i* is the sound you hear in the word **pig**.Long *i* is the sound you hear in the word **bike**.

Circle the word that completes the sentence. Then write it on the line.

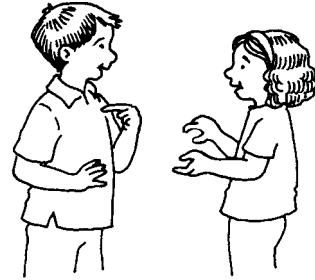
- The sun will _____ in the east. rinse
rise
- My birthday is _____ days from today. nine
nice
- I _____ a home run! hit
hike
- Let's _____ from the raft to the beach. smile
swim
- They like to play _____ and seek. hid
hide
- Put the dog's water _____ next to his food bowl. dine
dish



Name _____

Choose a word from the box to complete each sentence.
Then write the word on the line.

signing	cultures	relatives
language	celebrate	deaf



- My _____ came over for a family dinner.

- Jenny is taking a French class to learn a different _____.

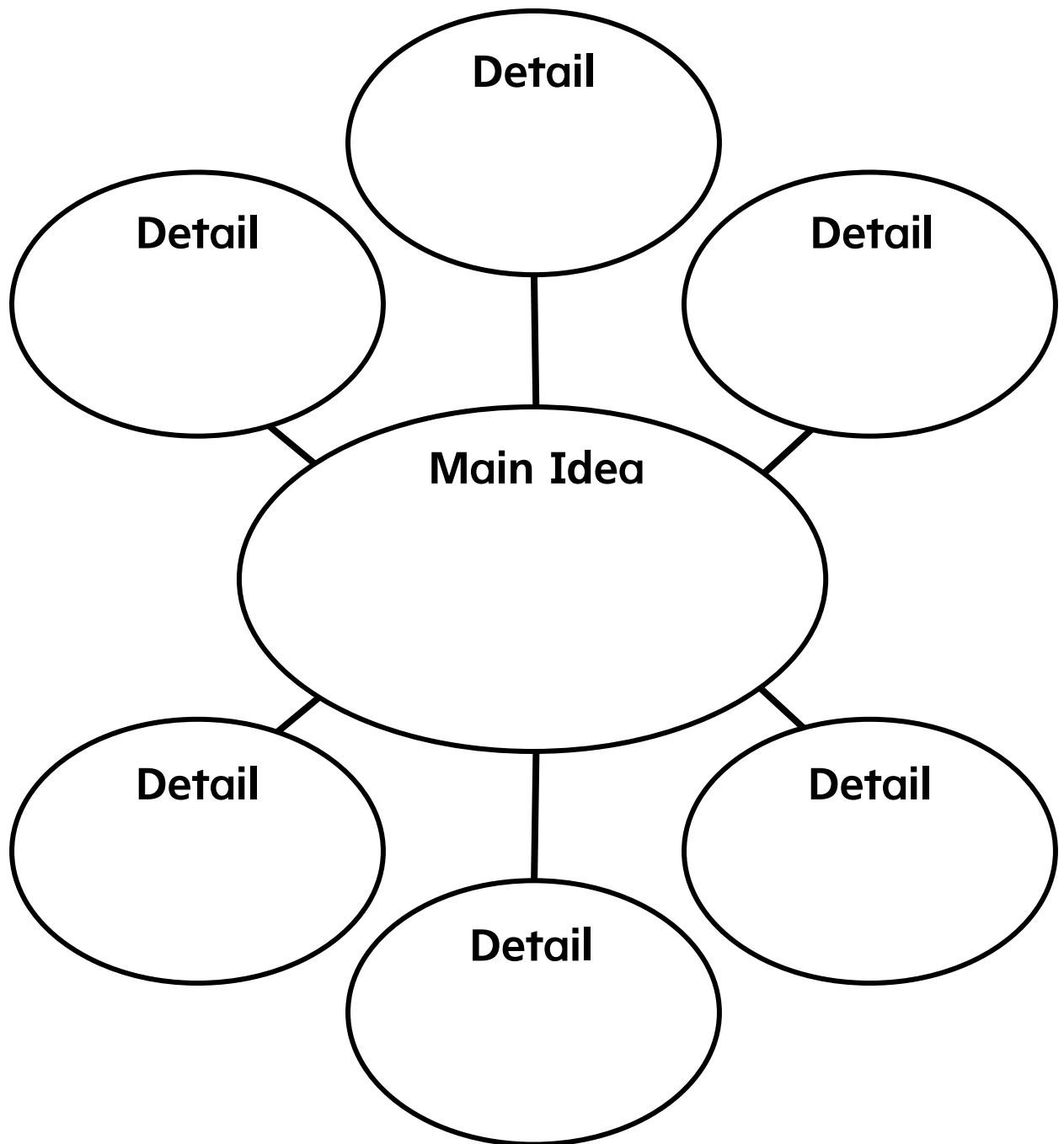
- Lily wants to _____ her birthday at the park.

- Lana can't hear. She goes to a school for the _____.

- Aunt Tina travels all around the world to meet people from
different _____. _____
- Randy's parents are talking with their hands. They are _____.

Name _____

As you read *Meet Rosina*, fill in the Main Idea and Details Web.



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How does the information you wrote in this Main Idea and Details Web help you summarize *Meet Rosina*?



At Home: Have your child use the chart to retell the story.

Name _____

Read the passage. Circle the word or group of words that complete each sentence. Then write the answers on the lines.

Jack likes baseball. He plays every day after school. He also plays on weekends. Jack likes first base best. He plays first base for the town team. He reads books about baseball. In the summer he plays ball at sports camp. Jack wants to be a baseball player when he grows up.



1. The story is all about _____ .
 - a. Jack
 - b. how to play baseball
 - c. sports camp

2. After school, Jack _____ .
 - a. watches TV
 - b. goes to camp
 - c. plays baseball

3. Jack likes _____ best.
 - a. reading about baseball
 - b. playing first base
 - c. playing second base

4. When he grows up, Jack wants to be a _____ .
 - a. baseball player
 - b. baseball coach
 - c. sports writer



Name _____

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

9 People who are deaf cannot hear. They need to
 15 talk and listen without using sounds.
 15 **Deaf** people communicate in many ways.
 21 A language that is often used by deaf people is
 31 called **sign language**.
 34 Sign language uses signs for words. Signs are
 42 made using hand shapes and movements.
 48 One way to sign is to spell out a word. There is
 60 a sign for each letter of the alphabet.
 68 Another way to sign is to show a whole word. 78

Comprehension Check

1. What is this passage about? **Main Idea and Details**
2. How do people use signs to communicate? **Main Idea and Details**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

A **dictionary** lists words and their meanings. Some words have more than one meaning.

Use the dictionary definition to find the correct definition for the word *sign* in each sentence. Write the number of the definition on the line. Then write if *sign* is used as a *noun* or *verb*.



sign (sine) *noun* **1.** A symbol that means or stands for something: *This sign means add: +.* **2.** Something written, such as a poster, that gives information: *This sign means the street goes one way.*
verb **3.** To write your name: *Please sign on the dotted line.*
4. To use American Sign Language: *I can sign the word dog.*

1. That movie star will sign pictures for her fans.

In this sentence, *sign* means _____

2. The sign says we should turn left.

In this sentence, *sign* means _____

3. They sign to each other across the room.

In this sentence, *sign* means _____

4. This is the sign for cents ¢.

In this sentence, *sign* means _____



Name _____

The letters ***-ing*** and ***-ed*** can be added to the end of a verb to change its meaning.

If a word ends in silent ***e***, drop the ***e*** before adding ***-ing*** or ***-ed***.

smile – e + ed = smiled shine – e + ing = shining

A. Add *-ing* to the end of each word. Write the new word. Then use the word in a sentence.

1. dive _____



2. bike _____



B. Add *-ed* to the end of each word. Write the new word. Then use the word in a sentence.

3. wipe _____

4. rinse _____



Name _____

Words that **rhyme** begin with different sounds but end with the same sound.

Read the poem. Circle the words that rhyme. Then finish the poem.

We are different, you and I.

I like peanuts in my pie.

You like cake.

You love to bake.

We are special, you and I.



We are different, you and I.



Name _____

The ***o*** in ***pot*** stands for the sound of short ***o***.The ***o*** in ***nose*** stands for the sound of long ***o***.

Circle the word that completes each sentence. Write it on the line. Then X all the words below each sentence that have the long *o* sound.

1. The bunny likes to _____.

rope hop hope

2. This flower is a _____.

top lot rose

3. Brett is cleaning with a _____.

mop rope mope

4. The _____ sun is melting the ice.

nose bone hot

5. Tandy is writing a _____.

not note pot

6. The dog is digging a hole for his _____.

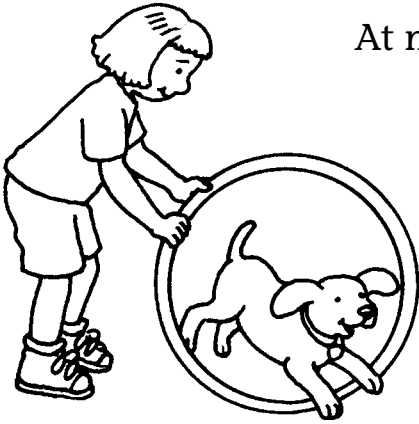
bone fox dot



Name _____

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

cuddle favorite patient practiced settled wrinkled



At my house, we have two fish and a dog.

They are all great pets, but Max the dog

is my _____ . Max

_____ his nose when he

smelled dinner yesterday. He likes to _____ with

me when I read. After he gets _____ on my lap,

he falls asleep. I got Max when he was a puppy. I taught him how

to sit and stay. We _____ the tricks every day

until Max knew how to do them. It took a long time, so I had to

be _____. Now Max does them all the time, even

when I don't ask him to!

Name _____

As you read *My Name Is Yoon*, fill in the Predictions Chart.

What I Predict	What Happens

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How does the information you wrote in this Predictions Chart help you summarize *My Name Is Yoon*?



At Home: Have your child use the chart to retell the story.

Name _____

You can use what you know and what has happened in a story to make **predictions**. Predictions can help you figure out what happens next in a story.

Read the paragraph. Then circle the sentence that tells what will probably happen next. Write a sentence to explain your prediction.

Umi looked at the new house. It was so different. There were heavy wooden doors. She missed the light paper doors of her old home. There were cold tile and wood floors. She missed the light bamboo floors of her old home. Umi's father answered a knock at the door. A family came in with a cake. The girl smiled shyly. "My name is Kate. Want to play?" Umi smiled back.

- a. Umi will make a new friend.
 - b. Umi will cry.
 - c. Umi will move to a new house.
-

What do you think will happen next?



Name _____

As I read, I will pay attention to the tempo and punctuation in each sentence.

10 “We have to leave Ireland,” said Mam. “We have a
family to look after, and not enough food.”

18 “We should go to North America like the Sullivans,”
27 said Dad.

29 I thought of how Fergus Sullivan always bragged about
38 going to America. Then we never heard from him after
48 he went across the Atlantic Ocean!

54 “Your Uncle Paddy will help us get settled there,”
63 said Dad.

65 Uncle Paddy is my favorite uncle. If he was brave
75 enough to go to America, I can be brave, too. 85

Comprehension Check

1. Why does the family have to leave Ireland? **Main Ideas and Details**
2. How did the main character feel at first about moving to America? **Make Inferences**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Verbs with *-ed* word endings tell about actions that happened in the past.

A. Add *-ed* to each word. Then print the new word on the line.

1. hop _____ 4. joke _____

2. vote _____ 5. stop _____

3. note _____ 6. pick _____

B. Use the new words from above to complete the sentences below.

7. He _____ about buying an elephant for a pet.

8. They _____ in the election.

9. She _____ like a bunny.

10. I _____ that everyone else had been seated.

11. We _____ apples to put in the basket.

12. Mom _____ at the market before dinner.



Name _____

A. Read the words in the box. Write one of the words next to the clue it describes. Then circle the words that have a long *o* sound.

pond

nose

rope

pot

1. You can use me to smell things. _____
2. You can cook lunch in me. _____
3. Fish swim in me. _____
4. You can tie me in a knot. _____

Use **-s** or **-es** to make some words mean more than one. For words ending in a consonant and **-y**, change the **y** to **i** and add **-es**.

bunny - *y* + *i* + *es* = bunnies

B. Change these words to mean more than one. Then write the new words on the lines.

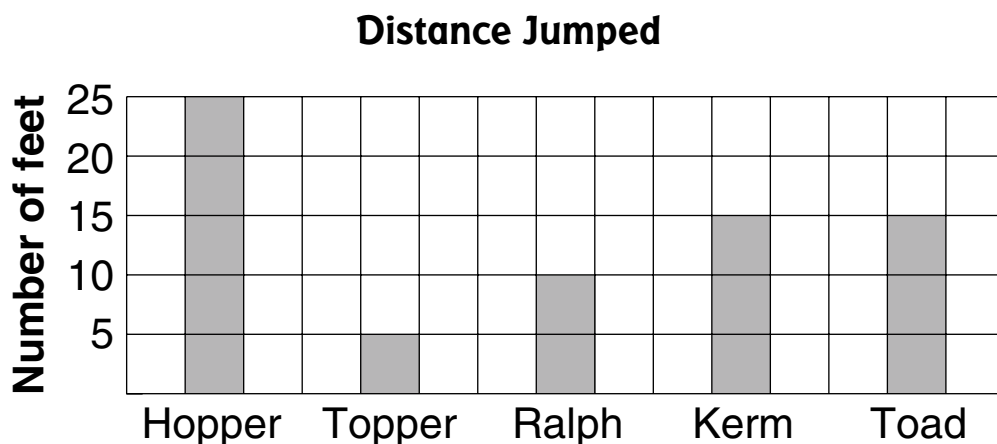
1. story _____
2. treat _____
3. mile _____
4. penny _____



Name _____

Bar graphs show the relationship between numbers using bars of different lengths.

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



- What is being compared?
 - color of frogs
 - how far each frog jumped
- Which frog jumped the farthest?
 - Kerm
 - Hopper
 - Topper
 - Toad
- Which frog jumped the least distance?
 - Kerm
 - Hopper
 - Topper
 - Toad
- Which two frogs jumped the same distance?
 - Kerm and Hopper
 - Topper and Toad
 - Kerm and Toad
- Which frog jumped 10 feet?
 - Kerm
 - Ralph
 - Hopper
 - Topper



Name _____

A. Match each word to its meaning. Then write the letter of the meaning on the line.

- | | | |
|--------------|-------|----------------------|
| 1. cuddle | _____ | a. protected |
| 2. wrinkled | _____ | b. warmth or hotness |
| 3. heat | _____ | c. made lines in |
| 4. delighted | _____ | d. hug |
| 5. flames | _____ | e. pleased |
| 6. safe | _____ | f. fire |

B. Write the word from the box that completes each sentence.

yams vase groan language fog rim

- Ella put the flowers in a _____.
- Dad had trouble finding his way in the thick _____.
- The _____ of the cup was chipped.
- I like _____ better than white potatoes.
- Our trip to Germany was hard because we didn't speak the _____.
- The boys _____ when they have to go to bed early.

Name _____

Choose a word from the box to complete each sentence. Then write the answers in the puzzle.

excited	tomorrow	company	enjoyed
well	celebrate	deaf	settled

Across

- If you move to a new house, it will take time for you to feel _____.
- People who come to your house to visit are _____.
- The opposite of sick is _____.
- You feel _____ when you know something fun will happen.

Down

- If you had a good time, you _____ yourself.
- The day after today is _____.
- Someone who cannot hear is _____.
- How do you _____ birthdays and holidays?

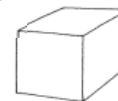
1.					2.	
		3.		4.		
5.						
		6.				
7.						

Name _____

The ***u*** in ***cup*** stands for the short ***u*** sound.



The ***u*** in ***cube*** stands for the long ***u*** sound.



Circle the word that completes each sentence. Then write the word on the line.

- Chewing _____ is not good for your teeth.
gum glue tube
- Planting seeds is a lot of _____.
hug fume fun
- Keith is learning to play the _____.
fuse flute fluff
- Everyone needs to follow the class _____.
shut rules run
- The _____ carried food to the stores.
chunk trust truck
- The ice _____ melted.
cute cube cub
- The _____ has a bad odor when it lifts its tail.
skunk stink fume
- Mary squeezed the _____ of toothpaste.
tub tube huge



Name _____

A. Match each meaning with the correct word. Write the letter of the meaning on the line.

- | | |
|-------------------|----------------------------------|
| 1. burst _____ | a. floats or moves along by wind |
| 2. gently _____ | b. hot, dry, sandy area of land |
| 3. drifts _____ | c. person living near another |
| 4. drowns _____ | d. to break open, suddenly |
| 5. neighbor _____ | e. carefully |
| 6. desert _____ | f. to die by staying underwater |

B. Choose two words. Use each one in a sentence. Write the sentences on the lines below.

7. _____

8. _____

Name _____

As you read *The Tiny Seed*, fill in the Conclusion Chart.

Facts	Facts
Conclusion	

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How does the information you wrote in this Conclusion Chart help you summarize *The Tiny Seed*?



At Home: Have your child use the chart to retell the story.

Name _____

You can use clues and what you know to help you make decisions, or **draw conclusions**, about what is happening in a story.

Draw a conclusion about each set of clues below.
Write the conclusion in a sentence on the line.



1. Clues: Mike has a pair of scissors.
Now there are fewer flowers in the garden.

Conclusion: _____

2. Clues: Sarah had a pack of seeds.
The seed pack is empty now.

Conclusion: _____

3. Clues: The sky looks cloudy.
The ground is wet.

Conclusion: _____

4. Clues: There was a bud on the plant.
Now there is a flower on the plant.

Conclusion: _____



Name _____

As I read, I will pay attention to the punctuation in each sentence.

7 The raffia palm (PAHLM) has the longest leaves
19 of any plant. One leaf can be as long as a school
19 bus.

20 The leaves of the giant taro plant are also huge.
30 They look like elephant ears. But the largest leaf
39 ever is even bigger than an elephant's body!

47 A rafflesia has giant petals. These flowers can be
56 as wide as you are tall!

62 Some plants have giant seeds. The coco-de-mer
69 palm has seeds that are heavier than two bowling
78 balls. 79

Comprehension Check

- How can you tell that the coco-de-mer seeds are heavy? **Draw Conclusions**
- How are the plants in the passage alike? **Compare and Contrast**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Context clues are words in a sentence or a story that can help you figure out the meaning of a word you don't know. They can come before or after the new word.

Read each sentence. Look at the word in dark print. Underline the context clues that help you figure out what the word in dark print means. Then write what you think each word means.

1. With sunlight and water, a seed can **mature** into a plant.

2. Tim dug a hole in the **earth** and placed the seed in it.

3. The **veins** in the leaf looked like a spiderweb.

4. Lisa thought the **gigantic** seed would grow into a big plant.

5. Omar was so **excited** that the plant had grown that he cheered.



Name _____

**A. Circle the correct word to complete each sentence.
Then write it on the line.**

1. My dad took _____ to the park.
us use
2. The little baby was very _____.
cute cut
3. The bear _____ ran to its mother.
cube cub

The **-er** ending means “more.” The **-est** ending means “most.”
fast + **er** = faster (more fast) fastest + **est** = fastest (most fast)

**B. Circle the correct word to complete each sentence.
Then write it on the line.**

4. Molly planted the _____ seed of them all.
smaller smallest
5. She planted two _____ seeds.
largest larger
6. Which plant grew the _____?
tallest taller



Name _____

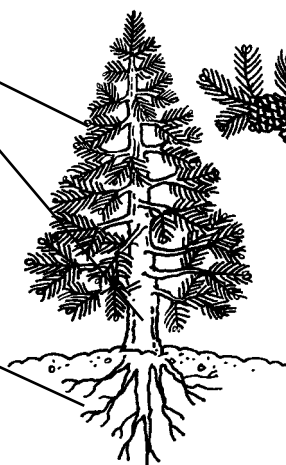
Diagrams are drawings that give information. **Labels** tell more about a diagram.

Look at the diagram. Read the labels. Then answer the questions below.

The Parts of a Pine Tree

Branches and trunk carry water and food to different parts of the tree.

Roots take water from the soil.



Needles make food for the tree. They stay green all year.

Cones hold the tree's seeds.

1. What does this diagram show? _____
2. Which part makes food for the tree? _____
3. What do cones do? _____
4. What carries water and food? _____
5. How does the diagram show what the roots look like?



Name _____

Sometimes two **consonants** form a blend. In a consonant blend, you can hear the sound of each consonant.

Listen for the **blends** at the beginning of these words.

spoon



sky



Listen for the **blends** at the end of these words.

toast

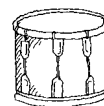
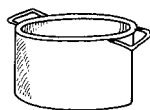


mask

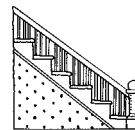
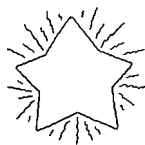


A. Circle the two pictures in each row whose names have the same beginning blend.

1.



2.

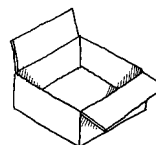
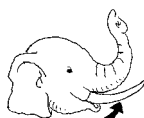
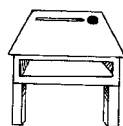


B. Circle the two pictures in each row whose names have the same blend at the end.

3.



4.



Name _____

Choose a word from the box to answer each question.

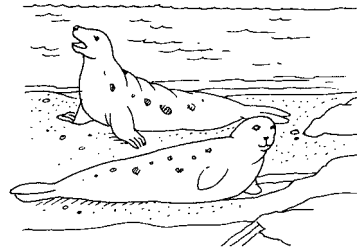
Write the word on the line.

young normal rescued examines mammal hunger

1. What is another word for **saved**? _____

2. Which word names a kind of animal that drinks its mother's milk and has

hair or fur? _____



3. Which word best tells about someone

who is not old? _____

4. Which word tells what a doctor does to an animal to see if

it is well? _____

5. Which word tells about the feeling an animal has when it needs

to eat? _____

6. Which word tells about something that is not odd?

Name _____

As you read *A Harbor Seal Pup Grows Up*, fill in the Sequence Chart.

Beginning
↓
Middle
↓
End

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How does the information you wrote in this Sequence Chart help you summarize *A Harbor Seal Pup Grows Up*?



At Home: Have your child use the chart to retell the story.

Name _____

The **sequence** of events is the order of which things happen. Words such as **first**, **then**, **next**, and **last** give clues to when events take place.

Read the story. Then write sentences that tell what happened first, then, next, and last on the lines below.

First, a kitten raced up a tree after a bird. Before she knew it, the kitten was stuck. She was high on a branch and couldn't get down. Next the kitten cried and cried. Then, a boy came along. He scooped up the kitten and placed her gently on the grass. At last the kitten was safe.



1. First _____

2. Next _____

3. Then _____

4. Last _____



Name _____

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

9 All tigers have stripes. But each tiger has different
 10 stripes.
 19 Tigers live in jungles and forests. A tiger's coat
 29 helps it blend in with long grass, bushes, and trees.
 35 This helps keep the tiger safe.
 42 Tigers are mammals. A **mammal** feeds its
 52 **young** on milk. Tiger cubs live with their mother for
 61 two to three years. Adult male tigers live alone.
 70 Tigers hunt alone. They hide, and then sneak up
 on their prey. They catch deer, wild pigs, and cattle. 80

Comprehension Check

1. How does a tiger's diet change as it grows up? **Sequence**
2. How do stripes help a tiger? **Main Idea and Details**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Antonyms are words that have opposite or almost opposite meanings.

Circle the antonyms in each pair of sentences. Then write them on the line.

1. I remember my first animal rescue. _____

I knew it would not be my last. _____

2. My neighbor lost her puppy. _____

I found him the next day. _____

3. The puppy did not go very far. _____

He was near the park behind my house. _____

4. The puppy was shaking from the cold. _____

His fur could not keep him warm in all the snow. _____

5. I bent down to see if the puppy was alright. _____

He let me pick him up to carry him home. _____



Name _____

A. Choose a word from the word box that has the same beginning or ending blend as each of the words below. Write the word on the line.

skunk drop spill spoon mask best sleep

1. drain _____ 3. slow _____ 5. sky _____

2. spark _____ 4. task _____ 6. nest _____

A **compound word** is a word made up of two smaller words.

up + stairs = upstairs week + end = weekend

B. Put a word from the box with each word below to make a compound word. Write the compound word on the line.

pack box corn fall

7. water _____ 9. back _____

8. mail _____ 10. pop _____

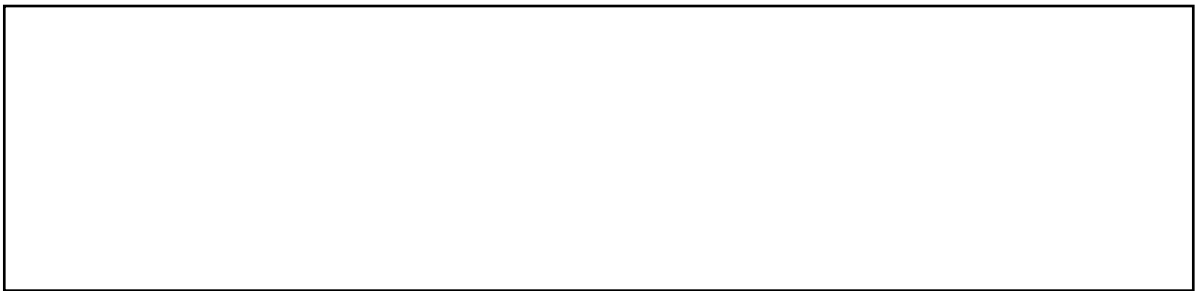


Name _____

Similes compare one thing to another. It uses the words *like* or *as*.

Read each question. Answer it with a complete sentence that includes the underlined simile from the question. Then draw a picture to show what is happening in the sentence.

1. When might a person be as hungry as a bear?



2. What might people be doing when they are as busy as bees?



Name _____

The letters **ai** and **ay** can stand for the long **a** sound.
Listen for the long **a** sound as you say the word **braid**.
Listen for the long **a** sound as you say the word **day**.

Read each sentence. Then write the letters *ai* or *ay* on the lines to complete each word.

1. Tod_____ I will go to the doctor.
2. Dad and I will take a tr_____n there.
3. Dad said I could p_____ the clerk for the train tickets.
4. He will w_____t with me in the doctor's office.
5. Mom m_____ come, too.
6. A sitter will st_____ with my little sister.
7. Mom has p_____d the sitter already.
8. We'll read our m_____l when we get home.



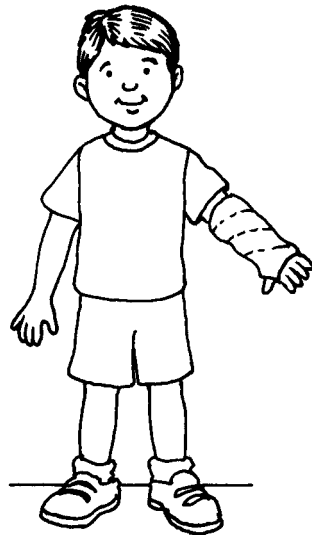
Name _____

Choose a word from the box to complete the letter.

serious broken personal informs heal

Dear María,

I have big news! I fell next to the pool at camp and now I have a _____ arm. The fall was very _____, but the doctors told me I will _____ quickly. My family came for a visit as soon as they found out. They got here in just a few hours.



When a kid is hurt, the hospital always _____ parents right away. The camp let me have a _____ day so I could visit with my family. I am staying at camp until it is over, but no more swimming for me! Let me know how you are.

Your friend always,
Ricky

Choose one of the words from the box to write a P.S. to the letter.

P.S.: _____

Name _____

As you read *A Trip to the Emergency Room*, fill in the Sequence Chart.

First
↓
Next
↓
Then
↓
Last

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How does the information you wrote in this Sequence Chart help you summarize *A Trip to the Emergency Room*?



At Home: Have your child use the chart to retell the story.

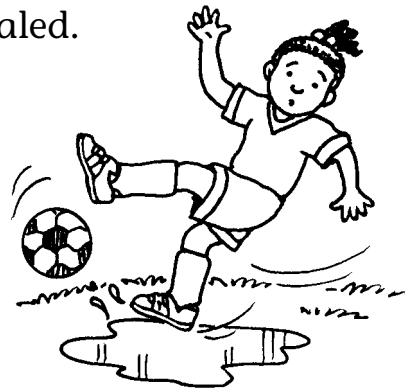
Name _____

Sequence is the order in which events happen in a story.

Read the story and the sentences below it. Number the sentences from 1 to 6 to show the order of the story events.

A big storm left puddles everywhere. After school at soccer practice, Liza slipped in the mud. She hurt her ankle and couldn't get up. Coach Grimes put an ice pack on Liza's ankle. Liza's dad was there. He drove her to the emergency room. "I hope you didn't break your ankle, honey," Liza's dad said. The doctor said Liza's ankle was sprained, not broken. He told Liza to stay off the soccer field for a few weeks until her ankle healed.

In the first game Liza played after she came back, Liza scored the winning goal for her team. "I feel as good as new. No, better than new!" she told her dad.



- _____ Liza slipped and hurt her ankle.
- _____ Liza's dad drove her to the emergency room.
- _____ Liza told her dad she felt better than new.
- _____ Liza came back and scored the winning goal.
- _____ There was a big storm.
- _____ The doctor said Liza's ankle was sprained.



Name _____

Homophones are words that sound the same, but have different meanings and different spellings. When you come to a new word that sounds the same as another word you know, you can use a dictionary to look up the word's meaning.

Study the dictionary entries. Then write a new sentence for each homophone.

knows *verb* is aware of or understands something.
Alex knows that summer begins in June.

nose *noun* the part of the face we breathe and smell with.
The boy covered his nose before he sneezed.

1. _____

2. _____

weak *adjective* not strong. *Grandma was weak during her illness.*

week *noun* a period of seven days in a row. *We went on vacation for a week.*

3. _____

4. _____



Name _____

The library's **card catalog** and other **reference sources** have many different kinds of information.

Match each reference source to its description below.

Write the letter of the description on the line.

- | | |
|-----------------------|------------------------------|
| 1. card catalog _____ | 2. almanac _____ |
| 3. atlas _____ | 4. newspaper _____ |
| 5. globe _____ | 6. telephone directory _____ |

- a. a model of Earth with labeled countries and bodies of water
- b. a daily or weekly publication containing news about current events
- c. a book of maps and information about different geographical areas
- d. a book that lists people and businesses alphabetically, along with their addresses and phone numbers
- e. an alphabetical listing of books in a library, on computer or index cards
- f. a yearly book containing a variety of practical information

Read each item. Write the answer to the question.

7. You want to know where Italy is. What are two good places to look? _____

8. You need a book about nursing. Where should you look?



Name _____

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

9 Your body is working even when you are just
 19 sitting still. You can see, hear, smell, taste, and feel.
 30 Your body knows when it is cold or hot. It can
 41 even **heal** itself when a part is **broken** or you feel
 42 sick.
 51 Sometimes a doctor can help your body get well.
 60 A doctor can also give you a **personal** checkup
 69 once a year to be sure you stay healthy.
 78 Let's take a look at the human body. Then
 89 we will see how a doctor can help you keep it
 healthy. 90

Comprehension Check

- Does your body always need a doctor to get well? **Make Inferences**
- How do you know that your body is working even when you are still? **Make and Confirm Predictions**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

The long *a* sound can be spelled with the letters *ai* and *ay*. You can hear the long *a* sound in *main* and the long *a* sound in *way*.

Circle a word to complete each sentence.
Then write the word on the line.



1. Sam put some oats in a _____.
pain pail may
2. Then he grabbed a bundle of _____.
stay nail hay
3. Sam fed the _____ horse.
gray day rain
4. Then he brushed the horse's _____.
tray tail raid
5. Kelly wrote a letter about biking on a mountain _____.
paid gain trail
6. Kelly put the letter in the _____.
mail say wait



Name _____

The long *i* sound can be spelled with the letters *i*, *ie*, *igh*, or *y*.

Choose a word from the box to complete each sentence.

why	climb	light	blind
tie	fly	high	pie

1. We like to _____ trees.
2. The street _____ shines in my window at night.
3. Dad likes apple _____ with raisins.
4. My friend has a seeing-eye dog. She is _____.
5. Mr. Simon wears a _____ with his suit.
6. The geese _____ south every year.
7. Ask if you want to know _____.
8. How _____ is that kite?



Name _____

A. Write the word from the box that matches each clue.

peered giggled snuggled fluttered vanished recognized

1. This word means “held something close” or “cuddled.”

2. This word means “disappeared” or “went out of sight.”

3. This word means “laughed in a silly way.”

4. This word means “knew by sight.”

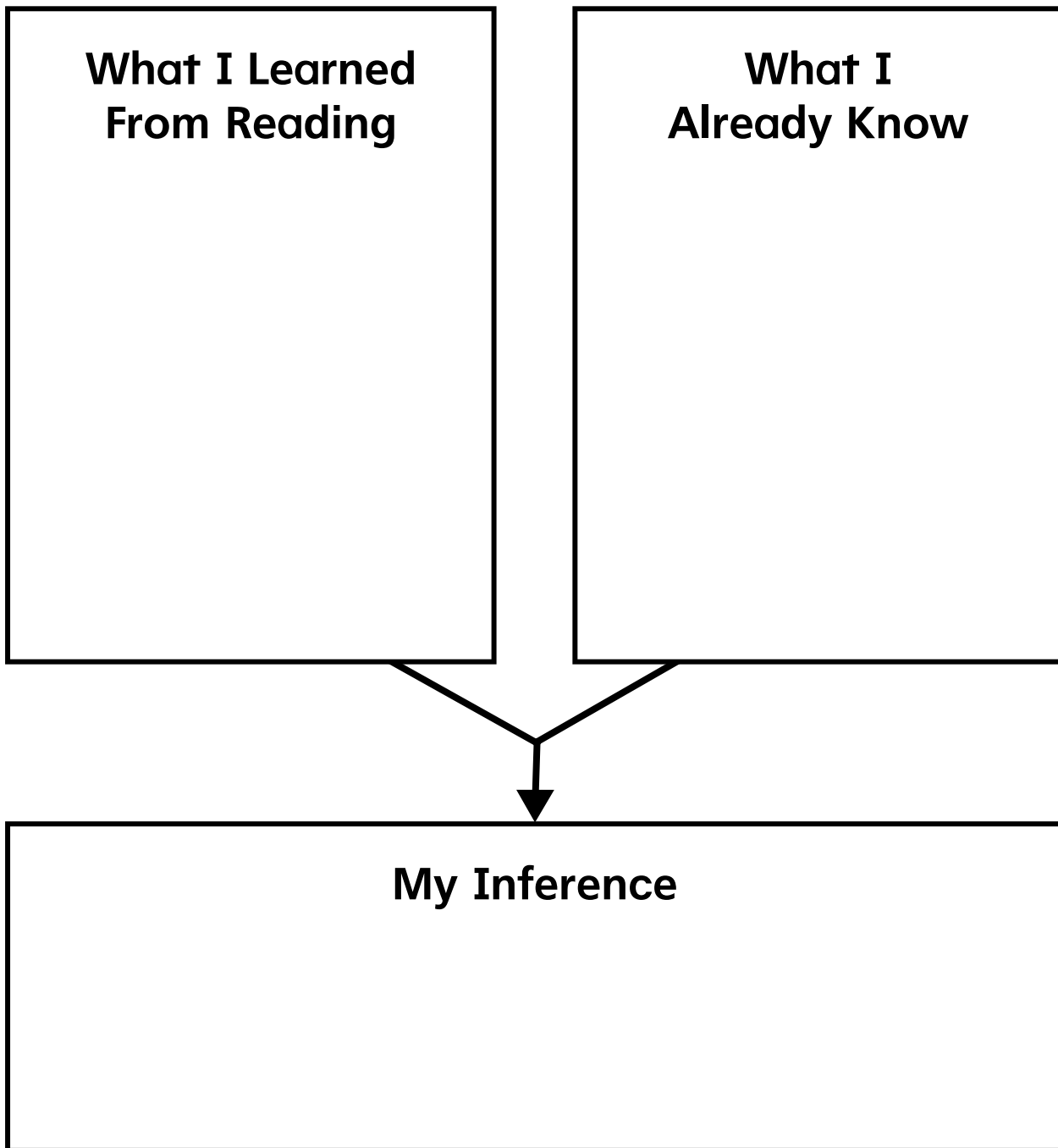
5. This word means “flew with quick flapping movements.”

6. This word means “looked closely.”

B. Choose two words from the box. Then write a sentence for each word that you chose on the lines.

Name _____

As you read *Farfallina & Marcel*, fill in the Inference Chart.



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How does the information you wrote in this Inference Chart help you to better understand *Farfallina and Marcel*?

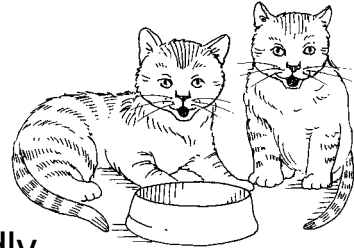


At Home: Have your child use the chart to retell the story.

Name _____

When you **make inferences**, you use what you already know and what you have read to figure out something about a story.

Read each set of sentences. Then answer each question to make an inference.



1. The kittens met Mary at the door. Then they ran over to their food bowls and meowed loudly.

What do the kittens want? _____

2. Ty stored his shorts, T-shirts, and bathing suit in a chest. He took out his sweaters and long pants.

What time of year is it? _____

3. All the kids lined up. Max yelled, "Go!" Everyone ran fast. Amy won. "That's my sister, Amy!" Max yelled.

How does Max feel about his sister? _____

4. Janet sneezed. Then she coughed. Dad felt her forehead. "You feel hot. I think you better go back to bed."

How is Janet feeling? _____

5. Mr. Night milked the cows. Then he gathered eggs from the hen house. After that he plowed the fields and planted the corn.

Where does Mr. Night work? _____



Name _____

As I read, I will pay attention to the punctuation in each sentence and tempo.

10 My name is Hermie. My mother was a land hermit
 10 crab. She laid her eggs on the wet rocks next to the sea.
 23 When I hatched, I floated in the warm ocean. I saw
 34 many other baby hermit crabs there. That is where I met
 45 my friend Harriet.
 48 As we grew, we molted. We slipped out of the hard
 59 skin around our body.
 63 When we had molted for the last time, we knew it was
 75 time to swim to shore.
 80 Our lungs were changing. Soon we would only be able
 90 to breathe air. 93

Comprehension Check

1. What happens to a crab when it molts? **Description**
2. Where will Hermie live after his lungs change? **Draw Conclusions**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Synonyms are words that have the same or almost the same meaning.

Use the dictionary and thesaurus entries to answer the questions. Then circle the source you used.

Dictionary	Thesaurus
<p>trash (trash) <i>noun</i> something you throw away</p> <p>trip (trip) 1. <i>noun</i> to go from one place to another.</p> <p>2. <i>verb</i> you hit your foot on something and almost fall</p>	<p>trash <i>noun</i> garbage, junk, rubbish</p> <p>trip <i>noun</i> drive, ride, journey</p> <p><i>verb</i> fall, slip, stumble</p>

- What does **trash** mean? _____
dictionary thesaurus
- What is a synonym for the verb **trip**? _____
dictionary thesaurus
- What does the noun **trip** mean? _____
dictionary thesaurus
- What are two synonyms for **trash**? _____
dictionary thesaurus

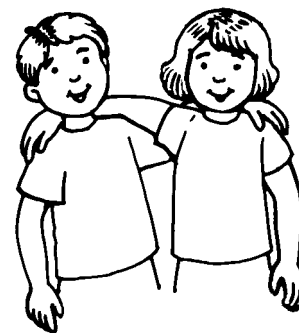


Name _____

Write the letters *i*, *igh*, *ie*, or *y* to complete each word.

1. Yesterday the sk_____ was cloudy and gray.
2. The stars did not come out last n_____t.
3. Our cat was not home b_____ eight o'clock.
4. She likes to l_____ under the front porch.
5. I knew that is where I would f_____nd her.

A **contraction** is a short way to write two words.

she is = **she's**he is = **he's**we are = **we're**they are = **they're**do not = **don't**does not = **doesn't****Write the contraction that takes the place of the words in dark print.**6. **She is** my sister, Lila. _____7. **He is** my brother, Lou. _____8. **We are** the first twins in our family. _____9. Twins **do not** always look alike. _____

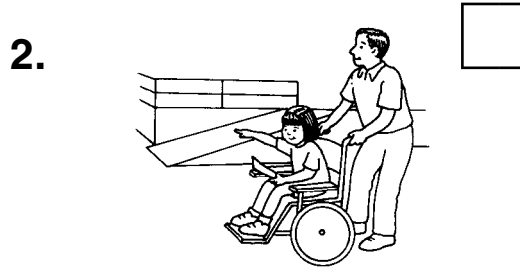
Name _____

Captions are the words below a picture. They tell what the picture is about.

Match each caption to a picture. Write the letter in the box. Then write a different caption for each picture on the line below.

- a. Go that way.
- c. We have fun.

- b. This is a painting.
- d. This is a kitten.







Name _____

Search for the words from the box. Circle each word as you find it. Then write it in the correct list below.

coach	no	slow	toe	ago
toad	glow	goat	bow	foe

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

1. words with the long **o** sound as in **so**

2. words with the long **o** sound as in **Joe**

3. words with the long **o** sound as in **road**

4. words with the long **o** sound as in **grow**



Name _____

Choose a word from the box to match the group of clues that best describe its meaning.

uniform
tryouts

coach
practices

starting
imaginary

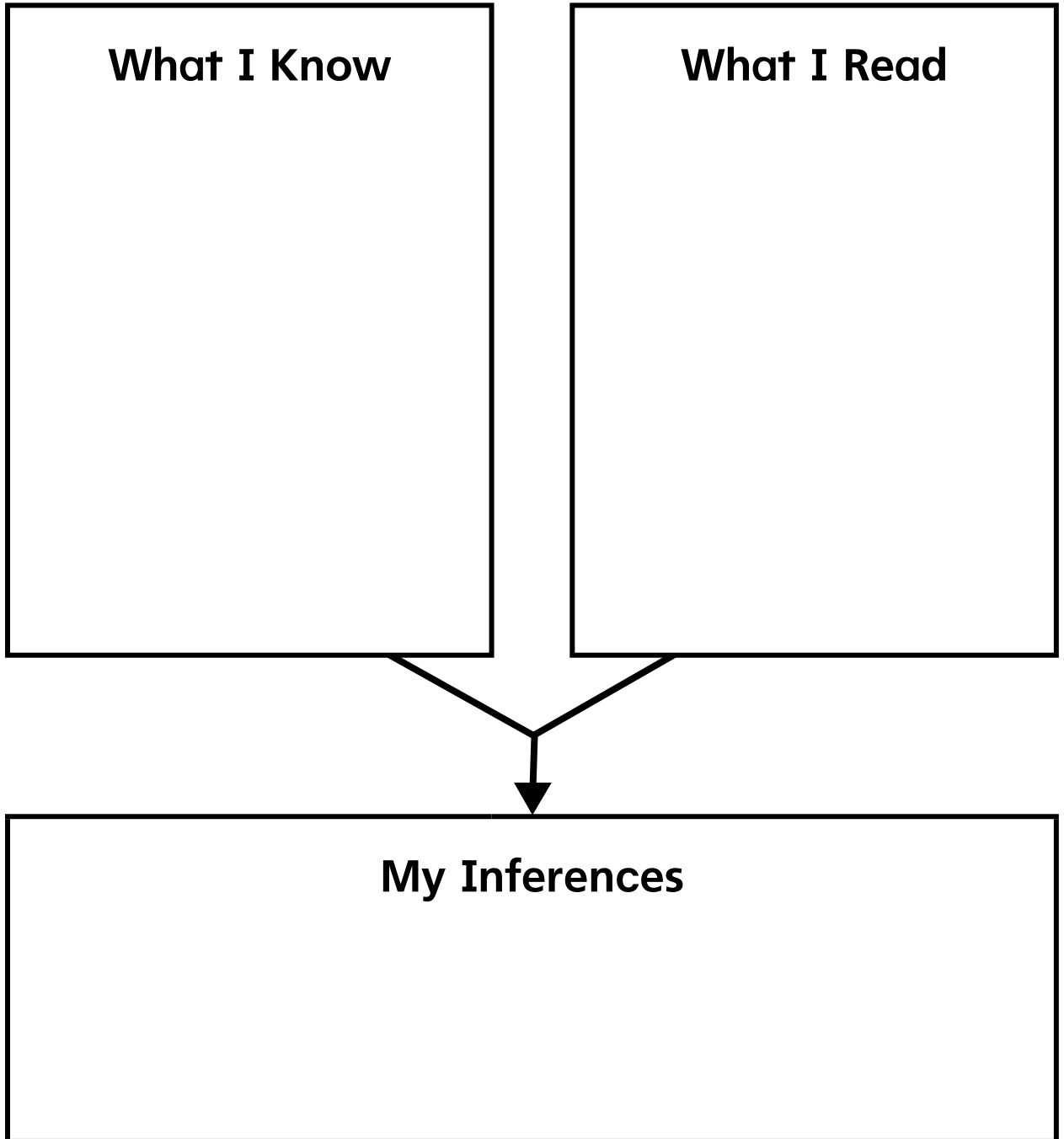
1. This word means events where people show their skills to gain a place on a team or in a play. _____
2. This is a word for a person who helps others improve their skills.

3. This is a word for events where people do the same skills over and over to try to get better at them. _____
4. This word describes pictures or ideas that a person might make up in his or her mind. It describes things you can't actually touch. _____
5. This word can mean a type of clothing worn by people on the same team or who do the same job. _____
6. Players who get to play first in a game are described by this word. _____



Name _____

As you read *There's Nothing Like Baseball*, fill in the Inference Chart.



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How does the information you wrote in this Inferences Chart help you to better understand *There's Nothing Like Baseball*?



At Home: Have your child use the chart to retell the story.

Name _____

When you **make inferences**, you use story clues and what you already know to figure out things that the text does not tell you.

Read the story. Circle the answer to each question.

Katie bounced a soccer ball on her knees. Her dad sighed. "Not in the car, please." Katie held the ball in her lap. She wiggled. She wore a blue shirt that said "21" on the back. Her dad parked by the field. Katie started to get out of the car.



"Wait!" her dad called. He pulled out a wrapped box and smiled. "I know you want to run faster, kick harder, and score more goals. These will help. Happy Birthday, Katie!"

1. Where do you think Katie and her dad are going?
 - a. to the supermarket
 - b. to a soccer game
 - c. to a baseball game
2. Do you think Katie will watch or play?
 - a. Katie will watch.
 - b. Katie will play.
3. What is most likely in the box that Katie gets?
 - a. another ball
 - b. a new soccer shirt
 - c. new soccer shoes
4. How do you think Katie feels about her present?
 - a. happy
 - b. sad
 - c. confused
5. What can you tell about Katie from reading this passage?
 - a. She likes soccer.
 - b. She likes ice cream.
 - c. She likes cats.



Name _____

As I read, I will pay attention to punctuation and expression.

Harry woke up. He rolled over and **groaned**.
 8 Getting up early was the worst part of training for
 18 team **tryouts**. Starting last week, he'd been jogging
 26 every morning. He wanted to be a strong runner,
 35 just like his mom.
 39 After school, Harry met his dad at the basketball
 48 courts. Harry's dad was a great basketball player.
 56 Harry was training for the basketball team as well
 65 as the track team!
 69 The night before the tryouts, Harry went to bed
 78 early. He stared at his **uniform**. He wondered if he
 88 could ever be a track star. What if he could become
 99 a basketball superstar, too? 103

Comprehension Check

1. Why does Harry wonder if he could be a track or basketball star? **Make Inferences**
2. What is the sequence of events in Harry's day? **Sequence**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Multiple-meaning words are words that have more than one meaning.

Use the dictionary entry to figure out which meaning is used in each sentence. Write the number of the meaning that matches its use in the sentence.

fall *verb* **1.** to come down from a place. *Rain drops **fall** from the sky.* *noun* **2.** when something or someone comes down suddenly to the floor or ground. *Henry had a bad **fall** from his bicycle.* **3.** a season of the year. ***Fall** comes after summer and before winter.*

1. I will take gymnastics in the **fall**. _____
2. If we win this game, we will not **fall** from first place. _____
3. I was not hurt by the **fall**. _____
4. I am always careful not to **fall** off the diving board. _____
5. September is in the **fall**. _____
6. Dana was walking on the ice and had a **fall**. _____



Name _____

A **contraction** is a short way of writing two words. An apostrophe is used to take the place of the letters that are left out.

we will = we'll I have = I've

Replace the underlined words in each sentence with the correct contraction. Write the contraction on the line. Then circle all the words in each sentence that have the long o sound.

1. I have never been on a boat. _____
2. We will go to the park to play baseball. _____
3. We have never played with snow on the field.

4. Moe has a game that you will love. _____
5. They have had no practice this week. _____
6. I will bring the snacks, and Joan will bring the drinks.

7. They will sit in the first row. _____
8. You have never played soccer with Joe. _____

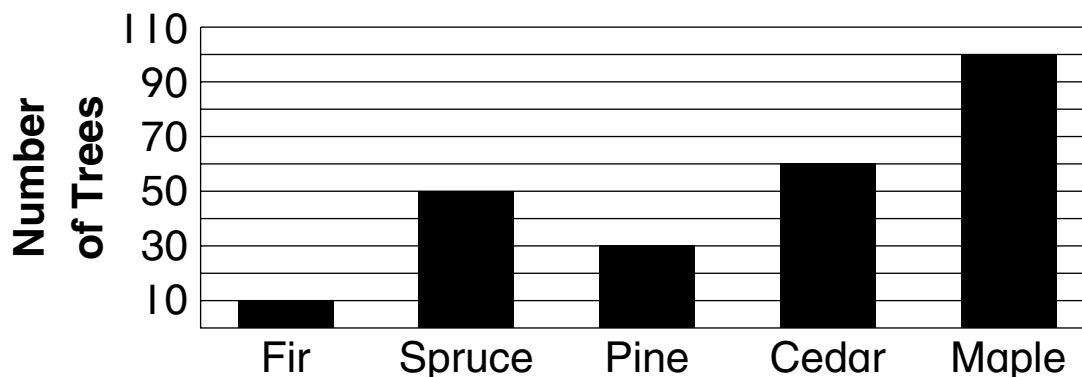


Name _____

Newspapers and magazines often use **bar graphs** to compare amounts.

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

Trees in Pineville



- What is being compared?
 - height of trees
 - number of trees
- Which kind of tree is least common in Pineville?
 - fir
 - maple
- Which kind of tree is most common in Pineville?
 - fir
 - maple
- The state tree is the pine. Pineville wants to have more pines than any other tree. Does the town need to plant more pines?
 - Yes
 - No
- How many spruce trees are in Pineville?
 - 10
 - 50
 - 60
 - 100



Name _____

A. Use words from the box to complete the paragraph.

coach stay personal starting recognized

We _____ after school to watch baseball practice. We watch the _____ and the players. Each player hits, catches, and runs bases. The _____ players are the ones who play first in a game. On Monday the top pitcher _____ us. He waved. We waved back. We are his _____ fan club.

B. Use words from the box to complete the crossword puzzle.

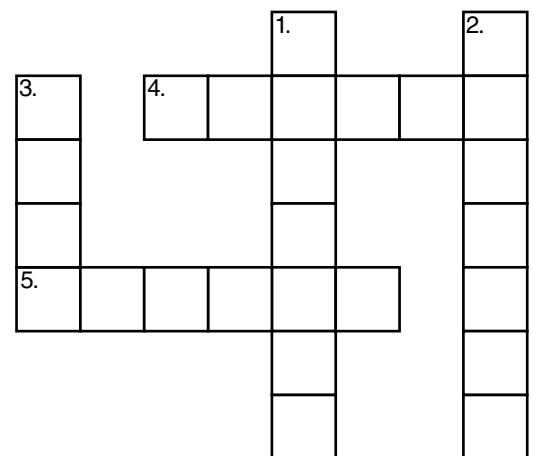
hunger desert road informs tryouts

Across

4. what you feel when you need to eat
5. an area that is hot and dry

Down

1. tells someone about something
2. tests to get on a team or in a performance group
3. street or path



Name _____

A. Match each word to its meaning. Then write the letter next to the word on the line.

- | | |
|-------------------|-------------------------------|
| 1. neighbor _____ | a. saved |
| 2. rescued _____ | b. in pieces |
| 3. broken _____ | c. a solid shape like a block |
| 4. vanished _____ | d. looked closely |
| 5. peered _____ | e. someone living nearby |
| 6. cube _____ | f. disappeared |

B. Write the word from the box that completes each sentence.

flight drove gently examines

1. The breeze _____ rocked the hammock.
2. We watched the _____ of the eagles high in the sky.
3. Mom _____ us home after school.
4. My doctor _____ me carefully when I have a checkup.

Name _____

The letters **e**, **ee**, **ea**, **ey**, and **y** stand for the long e sound.

we

feet

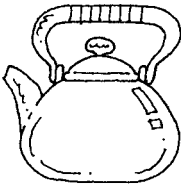
meat

key

happy

Write the missing letter or letters to complete each word.

1.



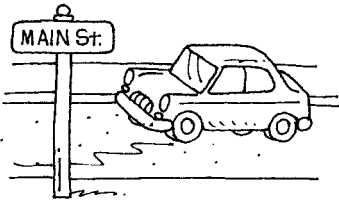
t _____

2.



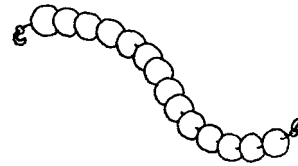
m _____

3.



str _____ t

4.



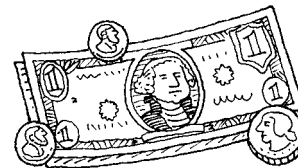
b _____ ds

5.



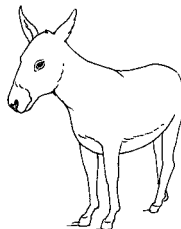
bab _____

6.



mon _____

7.



donk _____

8.



lad _____



Name _____

Choose a word from the box to match each clue. Then write the answers in the puzzle.

breathe

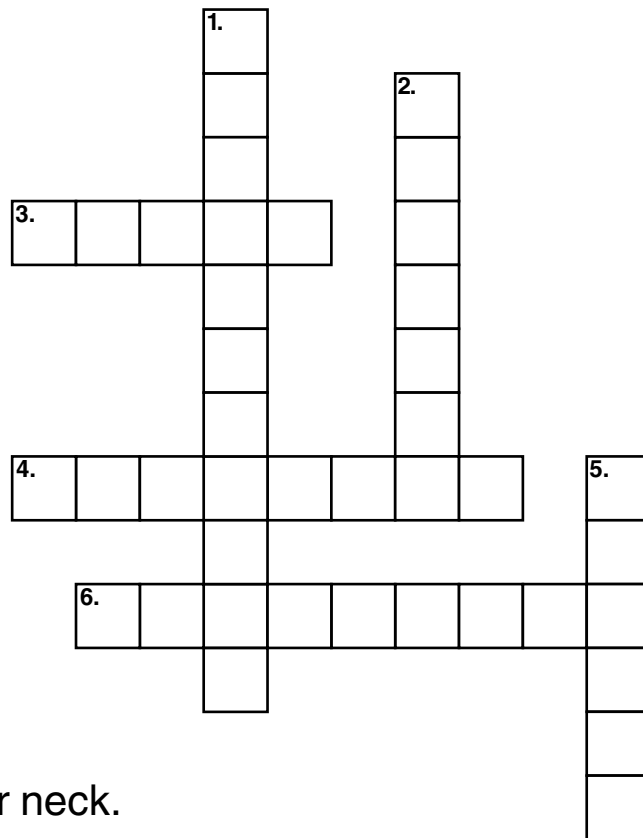
swung

gasp

delicious

frantically

attached

**Across**

3. A baseball player _____
the bat to hit the ball.

4. Your head is _____ to your neck.

6. People who love pizza think it tastes _____.

Down

1. Kendra _____ searched for her lost dog.

2. It might be hard to _____ with a stuffy nose.

5. The tired runner _____ when she won the race.

Name _____

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

Cause	Effect

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How does the information you wrote in this Cause and Effect Chart help you to better understand *Head, Body, Legs: A Story from Liberia*?



At Home: Have your child use the chart to retell the story.

Name _____

A **cause** is the reason something happens.

An **effect** is what happens.

Read the story about two brothers to find an effect for each cause below. Write the effect on the line.

Bob wanted to put his new toy together, but he had a hard time doing it by himself. He asked his brother, Joe, to help him. First Joe got a screwdriver to help attach the wheels. Then Bob tried to put the doors on the car, but they wouldn't fit. Joe helped put the doors on. They turned on the car, but it did not move. Then Bob remembered that they needed to put batteries in the car. The car worked!

1. **cause:** Bob had a hard time putting his new toy together.

effect: _____

2. **cause:** Bob and Joe wanted to attach the wheels to the car.

effect: _____

3. **cause:** The car doors would not fit.

effect: _____

4. **cause:** The toy car did not move.

effect: _____



Name _____

As I read, I will pay attention to the punctuation in each sentence.

10 A fisherman lived with his wife in a little house.
 21 Every morning he went to the sea. He tried to catch
 24 fish to eat.
 32 One day the fisherman caught nothing. Then he
 43 felt a strong tug on his fishing line. The fishing rod
 51 swung from side to side. The fisherman fought
 57 **frantically** to hold on to it.
 64 The fisherman reeled in the line. There
 72 was a golden fish **attached** to his hook.
 82 "Please let me go!" it cried. "I cannot **breathe** out
 84 of water!"
 94 The fish was beautiful. But it was too small to
 101 eat, so the fisherman let it go.

Comprehension Check

1. What made the fisherman's fishing rod swing from side to side?

Draw Conclusions

2. Why did the fisherman go down to the sea every morning?

Cause and Effect

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Sometimes the other words in a sentence can help you figure out the meaning of a new word. These words are **context clues** and can come before or after an unknown word.

Read each sentence. Then circle the meaning of the word in dark type.

- The teacher let Lorna and me work on the project **together**, so each of us completed half of the work.
with another person alone
- The **coach** helps us learn to throw and hit balls.
person who trains a team a type of ball
- Each camper completed a **task** to help the camp.
camp job
- Everyone got along and **cooperated** to get the job done.
worked together worked separately
- Megan used a screwdriver to **assemble** the toy house.
play with build
- All of us **participated** in the reading program by reading five books each.
took part ate



Name _____

A word part that is added to the end of a word to change its meaning is called a **suffix**.

The suffix **-less** means “without.”

The suffix **-ful** means “full of.”

When you add **-ful** or **-less** to a word that ends with **y**, you drop the **y** and add **i** before adding the suffix.

mercy + ful = merciful

Write a word that means the same as the group of words. Your new word will end in *-less* or *-ful* and have a long e sound.

1. full of beauty

2. without need

3. without sleep

4. full of meaning

5. full of peace

6. without seeds

7. without a penny

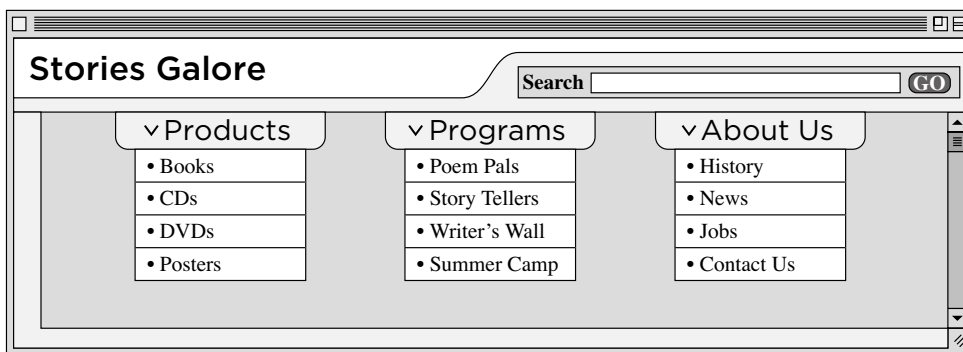
8. full of glee



Name _____

A home page on the Internet is the starting place for getting information. It has links to other related information on the Web site. A **drop-down menu** will help you find more links.

Look at the home page below. Then follow the directions and answer the question.



1. What is the title of this Web page?

2. What are two links under products?

3. Where would you find the link Summer Camp?

4. What would you click on to contact the president of Stories Galore?



Name _____

Long *u*: *u*, *u_e*Listen to the long *u* sound as you say each of these words.**mule****use****tune**

**A. Choose the word from the box that names each picture.
Careful! You will not use all the words in the box.**

rug

tuba

June

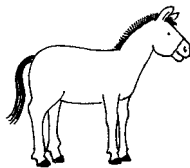
use

cube

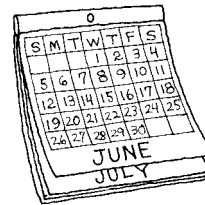
cub

cute

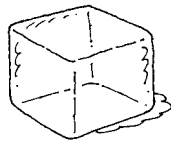
mule



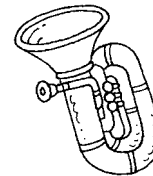
1. _____



2. _____



3. _____



4. _____

B. Find the words from the box with the long *u* sound that do not name a picture. Then write a sentence for each word on the lines below.

5. _____

6. _____



Name _____

A. Read the passage. Choose a word from the box to complete each sentence. Write it on the line.

tips obeys accident buddy enormous attention

Our class took a field trip to the zoo. I couldn't believe how big the zoo was. It was _____! Each of us had to hold hands with a _____. We paid _____ to our teacher. He told us the rules. He said, "A good student _____ the rules. Following rules can keep you from having an _____. I don't want you to get hurt or lost." Our teacher also gave us good ideas about what to look for at the zoo. His _____ helped us have a good time.

B. Use two vocabulary words to write two new sentences.

1. _____

2. _____

Name _____

As you read *Officer Buckle and Gloria*, fill in the Illustrations Chart.

Illustration	What I Learn From the Picture

© Macmillan/McGraw-Hill

How does the information you wrote in this Illustrations Chart help you to better understand *Officer Buckle and Gloria*?



At Home: Have your child use the chart to retell the story.

Name _____

Illustrations are pictures that go with a story or article.
They can help you understand what you are reading.

Look at each illustration and read the sentence. Use the illustration to help you answer the question. Then fill in the circle in front of the correct answer.

1. The girl wore her safety gear when she skated.

Which is part of safety gear?

- (a) window
(b) helmet
(c) dog



2. The boy put on his life jacket so he could go on the boat.

Which letter shows the life jacket?

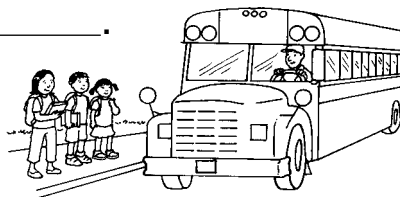
- (a) a
(b) b
(c) c



3. We stayed on the curb because the bus was approaching.

An approaching school bus is _____.

- (a) leaving
(b) coming
(c) stopped



4. We were careful to keep our hands away from the porcupine.

What is a porcupine?

- (a) a drink
(b) a hat
(c) an animal



Name _____

As I read, I will pay attention to the punctuation in each sentence.

9 Roads can be dangerous places. Pay attention when you
 22 are on or near a road. If you are not careful, an accident
 32 may happen. Here are some tips to keep you safe.
 42 Always walk on the sidewalk. If there is no sidewalk,
 54 walk on the side of the road. Face cars coming toward you.
 63 You should also be careful when crossing the road.
 69 A safe pedestrian obeys these rules.
 80 Follow these five steps when you need to cross the road:
 88 **Step 1: STOP** at the side of the road.
 93 **Step 2: LOOK** for any traffic.
 102 **Step 3: LISTEN** for any traffic that might be coming.
 112 **Step 4: WAIT** until there is no traffic before you cross.
 120 **Step 5: GO** when it is safe to cross. 120

Comprehension Check

1. Why should you pay attention when you are on or near a road?

Main Idea and Details

2. Why do you think it is a good idea to wait until there is no traffic to cross the street? **Make Inferences**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Synonyms are words that have the same or almost the same meaning.

Read each pair of sentences. A word in the first sentence and a word in the second sentence are synonyms. Circle the synonyms. Then write them on the lines.

1. It was time for Gina to go.

She was ready to leave.

2. Gina put on her helmet to begin her bike ride.

She could not wait to start.

3. Gina had to ride her mom's big bike.

The large bike was a little bit hard to ride.

4. Gina was careful as she rode quickly.

She wanted to get to her friend's house fast.



Name _____

Long *u*: *u*, *u_e*Say these words and listen to the long *u* sound.

cute

duke

**A. Answer each riddle with a word from the box. Careful!
You will not use all the words in the box.**

mud

hug

tube

tub

tune

cub

mule

sun

menu

bush

1. You can sing and play me. What am I? _____
2. I can be stubborn. I look like a horse. What am I?

3. You look at me to choose what to eat. What am I? _____
4. Toothpaste comes inside of me. What am I? _____

B. Choose two words from the box that have the long *u* sound. Write a sentence for each word on the lines.

5. _____

6. _____



Name _____

A **floor plan** is a small map of a building. It shows where you can find rooms and other things in a building.

Read the floor plan. Then circle the correct answer to complete each sentence.

1. Tam is in the lunchroom. The nearest exit for Tam is _____?

a. exit A

b. exit B

2. Joe is in room 3. The nearest exit for Joe is _____?

a. exit B

b. exit A

3. The lunchroom is right across the hall from _____.

a. the gym and room 1

b. the office and room 2

4. The gym is right across the hall from _____.

a. room 3

b. the lunchroom

5. The second room on the left is _____.

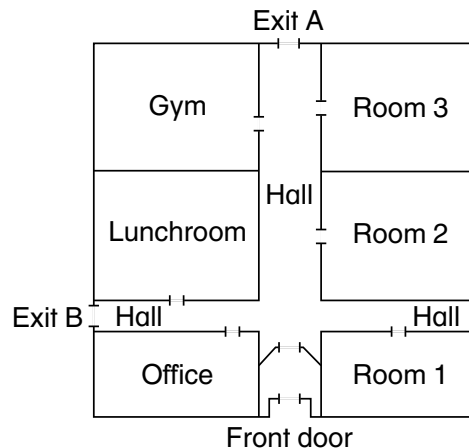
a. the gym

b. the lunchroom

6. Moe is in room 1. The nearest exit for Moe is _____.

a. the front door

b. exit B



Name _____

A **consonant digraph** is two consonants that together stand for only one sound. Say these words. Then listen for the sounds made by the letters in dark print.

thin **shed** **when** **chop**

Choose the group of letters from the box that completes each word. Write the letters on the line.

th sh wh ch

1. I took a walk _____rough the park.
2. There was a _____ill in the wintry air.
3. I _____all find a fossil, I thought.
4. I looked for a long time but did not see a _____ing.
5. Then I saw a flat _____ite piece of rock with a pattern on it.
6. The pattern on the rock was in the _____ape of a leaf.
7. _____en I saw the leaf, I knew I was lucky.
8. My rock _____ip was a fossil!



Name _____

A. Write words from the box to complete the story.

hopeful unable confirm ancient valid

Sasha found a little bone in her yard. The bone was covered in dirt as if it had been there for many years. It looked

_____. Maybe it was a dinosaur bone! Sasha was excited and _____ about this idea.

“Let’s try to _____ what it is,” Dad said. They looked at pictures in dinosaur books. They tried and tried but

were _____ to find a bone that looked like the one Sasha had found. Sasha still thought it was a dinosaur bone. Dad

said, “Your idea might be _____. Or maybe you found a chicken bone from a picnic last summer!”

**B. Use a word from the box to add another sentence to the story.**

Name _____

When you **summarize** an article or story, you tell about the most important facts and ideas in one or two sentences.

Read the passage. Then follow the directions.

Some animals can grow new body parts. Spiders can grow new legs if their legs get hurt or lost. Lizards can grow new tails. Sharks lose thousands of teeth in their lives, but don't worry, they also grow thousands of new ones. These are just a few of many animals that can grow new parts.

Other animals can grow whole new animals from pieces of body parts. Most starfish have five legs. A new starfish can grow from just one leg. Sea sponges and sea cucumbers can also grow from pieces of other sea sponges and sea cucumbers.

1. Choose the best title for the passage.
 - a. *Animals That Can Regrow Parts*
 - b. *What All Animals Have in Common*
2. Choose the best summary for the first paragraph.
 - a. When animals lose teeth, legs, or tails, they get new ones.
 - b. Some animals grow new parts if old parts are hurt or lost.
3. Choose the best summary for the second paragraph.
 - a. Some animals can grow from pieces of an animal.
 - b. There are animals called sea sponges and sea cucumbers.



Name _____

A word part that is added to the end of a word to change its meaning is called a **suffix**. A word part that is added to the beginning of a word to change its meaning is called a **prefix**.

Suffixes*-ful* = "full of"*-less* = "without"**Prefixes***re-* = "again"*un-* = "not"*dis-* = "do the opposite of"

Complete each sentence with a new word made from one of the base words and one of the prefixes or suffixes below. Use any word part more than once if you need to.

Prefixes:re-
un-
dis-

+

Base words:use
care
visit
like

+

Suffixes:-ful
-less

- A raccoon was at our campsite last night and it may _____ us tonight.
- This dinosaur book is very _____ to our class.
- I _____ burned toast.
- The peacock's tail is _____ any other bird's tail.
- It was _____ of you to let the dog out.



Name _____

Before you write a report, you need to choose a topic. You need to **narrow the topic** until it is small enough to cover in the space you have. Plan to focus on just one or two main ideas so your topic is not too big.

A. Read the sentences below. Then answer the questions.

Liam has to research and write a one-page report about one animal. He plans to write about mammals.

1. Is Liam's topic idea a good one for his report? Why or why not?

B. Write three examples of better topic ideas for Liam.

2. _____ 3. _____

4. _____

5. Tell why your ideas would work well for Liam's report.



Name _____

As I read, I will pay attention to punctuation and the pronunciation of the vocabulary word.

9 Have you ever seen a living dinosaur? Of course
 17 not! Dinosaurs are extinct. They no longer exist.
 17 All of the dinosaurs died out about 65 million years
 26 ago. No one really knows why. Some scientists think
 35 it was because Earth's climate changed.

41 Many other animals are also extinct. Some
 48 became extinct in **ancient** times. Others became
 55 extinct less than 100 years ago. Let's learn about
 63 some of them.

66 The woolly mammoth looked like an elephant.
 73 But woolly mammoths were even bigger!

79 Like elephants, woolly mammoths had tusks and a
 87 trunk. Unlike elephants, they had long, shaggy hair
 95 all over their bodies. Woolly mammoths lived during
 103 the Ice Age. Their long hair kept them warm. 112

Comprehension Check

1. What does it mean for an animal to be extinct? **Summarize**
2. How were woolly mammoths like elephants? **Main Idea and Details**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

A **prefix** is a word part that can be added to the beginning of a word to change its meaning.

re- = “again” *un-* = “not” *dis-* = “opposite of”

Read each sentence. Choose the correct group of letters from the box to complete the word. Write the letters on the line. Then write the meaning of the underlined word on the line below.

wh

sh

ch

th

- David will redraw the picture of the _____ air.

- I will read the card _____ ile you unwrap your present.

- Tara disagreed with Sam’s _____ ird answer.

- We have a _____ ance to help rejoin the dinosaur bones. _____



Name _____

Write a word from the box to answer each clue.

leash

booth

graph

stitches

pitcher

mashed

mouth

teacher

1. You may sit here in a diner

or restaurant. _____

2. Some people like their potatoes

made this way. _____



3. Use this when walking the dog. _____

4. You can learn a lot from this person. _____

5. Fix a rip in your clothes with these. _____

6. You look at this for information. _____

7. You use this when you talk and eat. _____

8. This baseball player throws the ball to the batter.
_____

Name _____

A. Write the word from the box to complete each sentence.

remember students perform effort proud mood

1. Charlene's hard work and _____ really paid off.
2. The school band will _____ next week.
3. Ruthann was _____ to be singing in the school play.
4. Nathan can _____ his lines for the play.
5. Pizza for lunch always puts me in a good _____.
6. All the _____ and teachers like to sing.


B. Choose two words from the box. Write a sentence for each word on the lines below.

7. _____

8. _____

Name _____

As you read *The Alvin Ailey Kids: Dancing As a Team*, fill in the Summarize Chart.

Main Idea		
Main Idea		
Main Idea		
		Summary

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How does the information you wrote in this Summarize Chart help you to better understand *The Alvin Ailey Kids: Dancing As a Team*?



At Home: Have your child use the chart to retell the story.

Name _____

A **summary** tells what an article or story is about in just one or two sentences.

Read each story. Then underline the sentence that could be part of its summary.

1. The toy Noah liked best was a kazoo. He also played with toy flutes and horns. Now he plays the recorder. When Noah is bigger and stronger, he wants to try the tuba. Right now a tuba is bigger than he is!
 - a. Noah likes to play music.
 - b. Noah plays the kazoo.
 - c. Noah is too small to play the tuba.

2. The school marching band was ready. Their instruments were tuned. Their uniforms were neat and clean. At halftime the band lined up. When they marched out onto the field, everyone cheered.
 - a. The marching band tuned their instruments.
 - b. The marching band wore neat and clean uniforms.
 - c. The marching band performs at halftime.

3. Wendy has an older sister named Jane. They both go to ballet class after school. Eve has a younger sister named Lara. They go to tap class. The girls' classes are in the same dance school. In the spring they will all perform in the dance concert.
 - a. All the girls have sisters.
 - b. All the girls like to dance.
 - c. The dance concert is in the spring.



Name _____

As I read, I will pay attention to the punctuation.

9 When Nan was eight, she joined a sports school
 17 in the Chinese city of Beijing (bay-JING). Only the
 27 best child athletes in the country live and train at
 special schools like this one.

32 Training to be a gymnast is hard work. Children
 41 begin with stretches at 6:30 in the morning! Next,
 49 they go into classrooms. That is where they are
 58 taught reading, math, and other lessons until
 65 lunchtime. There is a lot to **remember**.

72 After lunch, the younger **students** take a nap.
 80 Then training goes on until dinnertime. Sometimes
 87 the children **perform** the same exercise for an hour.
 96 They only stop when they do it right. 104

Comprehension Check

1. What did Nan do when she was eight? **Main Idea and Details**
2. When does the training day begin at Nan's school? **Main Idea and Details**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Look for the definition of words in the **dictionary**.
Use a **thesaurus** to find antonyms and synonyms.

Dictionary	Thesaurus
<p>applaud (uh-plawd) <i>verb</i> To show that you like something by clapping your hands.</p> <p>chorus (kor-uhss) <i>noun</i> A group of people who sing or dance together.</p>	<p>applaud <i>synonyms:</i> clap, appreciate <i>antonyms:</i> boo, hiss, jeer</p> <p>chorus <i>synonyms:</i> choir, glee club <i>antonyms:</i> star, soloist</p>

Read each sentence. Use the dictionary and thesaurus entries above to find an antonym for the word in dark print. Then write the new word on the line.

- We were excited to see the show. We began to **boo** as the performers came on stage. _____
- The **soloist** stood along the back of the stage.

- The **chorus** stood at the front of the stage. _____
- When the beautiful song ended, we did not hear anyone **applaud**. _____



Name _____

Listen to the sounds made by the letters **ch, sh, ph, tch,** and **th.**

teach

wish

orphan

watch

tooth

Circle the word in () that best completes each sentence.

1. In the summer my family goes to the (bead/beach) a lot.
2. Dad (washes/walks) the car when it is dirty.
3. I give my baby brother a (bath/back) each night.
4. I want to (teach/reach) when I grow up.
5. I need to make a (shone/phone) call.

An **open syllable** ends with a vowel. The vowel sound is often long.

broken = **bro/ken**

A **closed syllable** ends with a consonant. The vowel sound is often short.

picnic = **pic/nic**

Say each word. Draw a line between the syllables.**Then circle *open* or *closed* to tell about the first syllable in each word.**

5. music open closed

6. bottle open closed

7. label open closed

8. picture open closed



Name _____

Alliteration is the repeated use of the same beginning sound in a group of words.

Alice sells **a**pples in **A**tlanta.

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

Mary had a little lamb, little lamb, little lamb.

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

Sunny valley, sunny valley,

Sunny valley low.

When you're in that sunny valley,

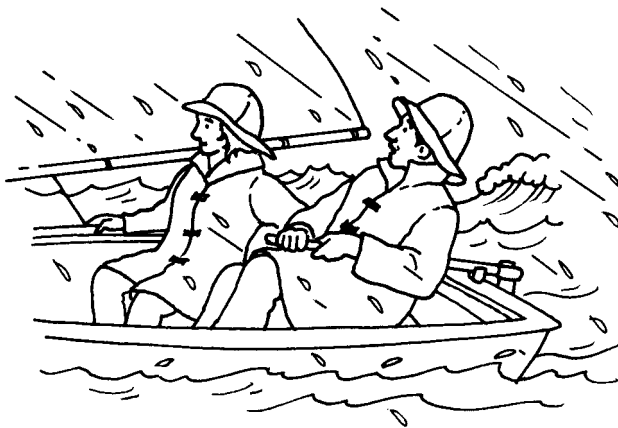
Sing it soft and slow.

Stormy ocean, stormy ocean,

Stormy ocean wide.

When you're on that stormy ocean,

There's no place you can hide.



1. Circle the group of words in these lyrics that show alliteration.
2. Underline two groups of words in these lyrics that repeat to give a certain rhythm.



Name _____

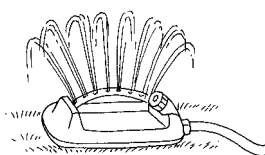
Some words begin with three consonants. The words **street**, **scrub**, and **spray** all begin with three consonant sounds. Blend the consonant sounds together so that each sound is heard.

s t r e e t s c r u b s p r a y

Read the name of each picture. Find words from the box that begin with the same sounds. Write the words on the lines.

scream sprain scrape stream scrub spray
string splint street strict screen strap

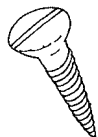
sprinkler



1. _____

2. _____

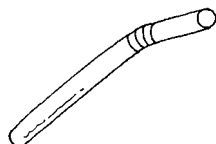
screw



3. _____

4. _____

straw



5. _____

6. _____



Name _____

A. Choose a word from the box to finish each sentence.**Then write the word on the line.**

furious snoop emergency impatient demand sincerely

1. Max felt _____ as he waited in line.
2. Ben knew not to _____ through the wrapped gifts.
3. Milo was _____ thankful for the help.
4. The building caught fire, and everyone inside used the _____ exit.
5. Dad was _____ when he hit his thumb with the hammer.
6. We learned you cannot _____ more recess.

B. Write two sentences using a word from the box.

7. _____

8. _____

Name _____

As you read *Click, Clack, Moo: Cows That Type*, fill in the Cause and Effect Chart.

Cause	Effect

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



At Home: Have your child use the chart to retell the story.

Name _____

The reason why or how something happens is the **cause**.
An **effect** is what happens.

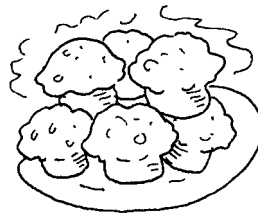
Look at the pictures of the causes and their effects. Write a sentence that tells about each cause and effect shown.

Cause

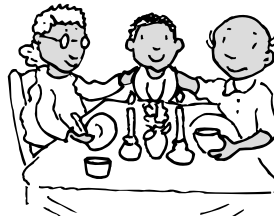


Effect

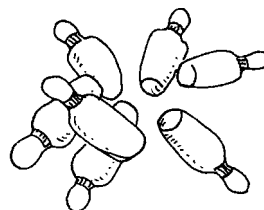
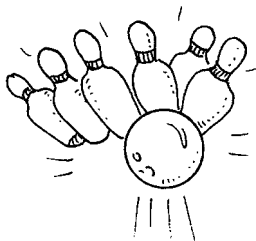
1.



2.



3.





Name _____

As I read, I will pay attention to tempo and copy tone and expression when reading words that have special type.

9 Next door was Farmer Rosie's farm. Farmer Rosie's sheep
 11 were watching.
 11 "What's going on next door?" they asked. "Selina, **snoop**
 20 for us!"
 22 Selina his behind a fence post.
 28 "They're knitting!" said Selina. "You hold two sticks and
 37 some wool. Then you say a rhyme. *Knit and knit. Knit. Knitwit.*
 49 *Make a sweater that will fit!*"
 55 Now Farmer Rosie's sheep had Knitting Fever, too!
 63 Then Selina had an idea. "Let's see who can knit the most
 75 sweaters!" she shouted. "Our team will be the Woolly Sweaters."
 85 "And our team will be the Knitwits," said Sharon.
 94 "This is our rhyme," said Selina. "*You are good, but we are*
 106 *better. You can't beat a Woolly Sweater!*" 113

Comprehension Check

1. Why do Farmer Rosie's sheep get Knitting Fever? **Cause and Effect**
2. What happens after Farmer Rosie's sheep get Knitting Fever? **Sequence**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Synonyms are words that have almost the same meaning. You can use a thesaurus to find synonyms for many words.

Cap and **lid** are synonyms.

I put the **cap** on the bottle. I put the **lid** on the bottle.

Replace **big** in each sentence with a synonym that makes sense. Write the new sentence on the line.

big adjective 1. Large in size: *The elephant is a **big** animal.*
large, gigantic, huge 2. Of great importance: *Our trip to Florida is a **big** event for us.* **important, major, notable** 3. Grown-up: *When I'm **big**, I'll be a doctor.* **adult, older, mature**

1. I am going to travel when I am big.

2. It was a small wedding but a big event.

3. Our yard is **big** so it takes a long time to mow it.

4. We practiced hard for the **big** game.



Name _____

A **possessive** noun tells who or what owns something.
Add an **apostrophe (')** and **s** to a singular noun to
make it possessive.

**Write the possessive that can take the place of the
underlined words. Then choose a consonant blend from
the box to complete each word in dark print.**

str-

scr-

spr-

1. The cat that belongs to Mia loves his _____ **atching**
post. _____
2. The crayons that belong to Mark are _____ **ead** all over
the table. _____
3. The arms that belong to Dad are _____ **onger** than
mine. _____
4. The shirt that belongs to Clint has many _____ **ipes**.


5. Mom used the tools that belong to Sarah to _____ **ape**
the ice away. _____



Name _____

Calendars show the days, weeks, and months in a year.

Read the calendar. Then write the answer for each question.

December						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	
19	20	21	22	23	24	25
26	27	28	29	30	31	

- How many days are in the month?

- On which day of the week will the next month begin?

- How many Fridays are in this month? _____
- Is that more, less, or the same as the number of Saturdays?

- If today is the 8th and something exciting is happening on the 20th, how many more days do you have to wait?

- What day of the week is the 20th? _____
- Which symbol on the calendar shows a birthday party?

- On which day and date is the birthday party?



Name _____

A. Write the word from the box that means the same or almost the same as the underlined word or words in each sentence.

music remember attached confirm springs

1. My hood is connected to my coat. _____
2. I recall the way to Art's house! _____
3. Mom called to double-check our flight. _____
4. She leaps out of bed in the morning. _____
5. I can play simple tunes on the piano. _____

B. Match each word to its meaning. Then write the letter next to the meaning on the line.

- | | |
|--------------------|---|
| 1. breathe _____ | a. to ask for with force |
| 2. attention _____ | b. unwilling to wait |
| 3. impatient _____ | c. the act of watching or listening carefully |
| 4. accident _____ | d. to take air into your body |
| 5. demand _____ | e. a sad event that is not expected |

Name _____

A. Write the word from the box to complete each sentence.

gasped leave effort emergency flashlight ancient

1. The police get _____ calls about accidents.
2. We were so startled we _____ in surprise.
3. This _____ art is more than two thousand years old.
4. During a fire drill, we must _____ the building.
5. The power failed, and I needed my _____!
6. Lea made a great _____ to study for the test.

B. Use the words in the box to complete the crossword puzzle.

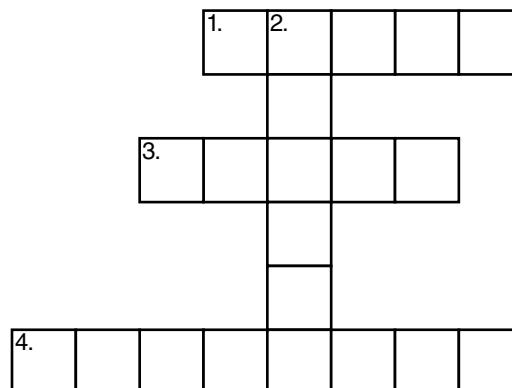
students shark buddy unable

Across

1. friend
3. an ocean fish with a large mouth and sharp teeth
4. people who study

Down

2. not able



Name _____

The vowel sound you hear in these words is followed by the **r** sound. The vowel sound is changed by the **r** that follows it.

You can hear the **ar** sound in **car** and **art**.



You can hear the **or** sound in **store** and **horn**.



Write a word from the box to complete each sentence.

farm

corn

sport

storm

dark

- Basketball is my favorite _____.
- We shut off all the lights so the room was completely _____.
- The farmer harvested _____ and carrots.
- The weatherman predicted there was going to be a _____ with lots of rain and lightning.
- Laura visits her grandfather's _____ to see the cows, horses, and pigs.



Name _____

Choose words from the box to finish the animal reports. Write the words on the lines.

itches puddles handy preen beasts nibble

Bears

Bears are _____ because they have four feet. They are gentle and _____ on berries. Bears rub their backs against trees to scratch their _____.

Birds

Birds have beaks that are _____ for picking up food. They also use their beaks to _____ or smooth their feathers. Birds take baths in _____.

Name _____

As you read *Splish! Splash! Animal Baths*, fill in the Compare and Contrast Chart.

Animal	Animal	Animal
Behavior	Behavior	Behavior

© Macmillan/McGraw-Hill

How does the information you wrote in this Compare and Contrast Chart help you to better understand *Splish! Splash! Animal Baths*?




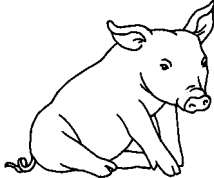
At Home: Have your child use the chart to retell the story.

Name _____

When you **compare**, you tell how things are alike.

When you **contrast**, you tell how things are different.

A. Put a check in each box if it tells something about bears or about pigs. Then use the chart to talk about how bears and pigs are alike and different.

	bear 	pig 
lives on a farm		
is a mammal		
has a snout		
has fur		
has two small eyes		

**B. Write a sentence comparing a bear and a pig.
Then write a sentence contrasting a bear and a pig.**



Name _____

As I read, I will pay attention to the punctuation in each sentence.

9 Giraffes are the tallest animals on Earth. They are
 18 mammals. This means they have warm blood and hair
 26 on their bodies. They feed their babies milk.
 35 Giraffes look a bit like jigsaw puzzles. They are
 44 tan-colored with brown patches. They have long legs, long
 53 necks, and tiny horns. Giraffes live for 20 to 30 years.
 64 Most giraffes live on the African savanna. This is a dry
 68 grassland with few trees.
 76 Giraffes share their home with many other animals.
 84 Lions also live on the savanna. Sometimes they
 86 hunt giraffes.
 96 Tick birds live on the savanna. They are handy because
 108 they eat insects that live in the giraffes' fur. This helps the
 giraffes have fewer **itches** caused by insects. 115

Comprehension Check

1. What do lions and giraffes have in common? **Compare and Contrast**
2. How do you know giraffes are the tallest animals on the African savanna? **Make and Confirm Predictions**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

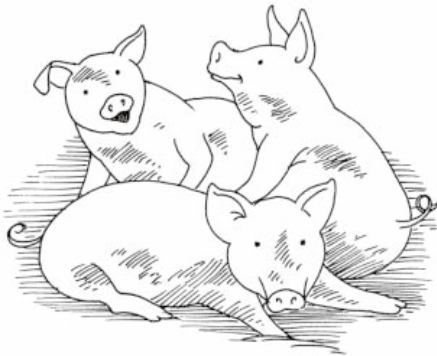


Name _____

You can tell whether a noun is singular or plural by looking at its ending. Nouns that end with **-s** or **-es** are plural.

Read the story. Find the plural nouns. Write them on the lines. Then circle the ending in each noun you wrote.

We saw many animals on Mr. Brown's farm. There were horses in the field and pigs rolling in the mud. The ducks were near the lake and the hens were in the barn. I liked the baby chicks. Mrs. Brown made lunches for us to eat. We sat on the benches and ate them.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



Name _____

Words are divided into **syllables**. A syllable is a word part. Each syllable has one vowel sound.

A. Circle the number that matches the number of syllables in each word.

1. smart

1 2 3

2. corner

1 2 3

3. anymore

1 2 3

4. morning

1 2 3

5. chore

1 2 3

6. alarming

1 2 3

7. fork

1 2 3

8. charming

1 2 3

9. barn

1 2 3

10. harmony

1 2 3

11. normal

1 2 3

12. partner

1 2 3

B. Write two sentences using *r*-controlled vowels.

13. _____

14. _____



Name _____

Characters are people or animals in a story or play.

The **setting** is where and when a story or play happens.

Read the play. Then answer the questions.

Happy Birthday, Duck!

(in the forest, on a sunny morning)

Bear: Hi, Rabbit, what are you doing?

Rabbit: *(holding a cake)* Hi, Bear. I am waiting for Bird. We are going to visit Duck. Today is Duck's birthday. Would you like to come with us?

Bear: Sure. *(Bird walks into the forest.)*

Bear and Rabbit: Hi, Bird. Let's go to the lake to surprise Duck. *(The three walk to the lake.)*

Bear, Rabbit, and Bird: Good Morning, Duck. Happy Birthday!

Duck: Thank you! What a wonderful surprise!



1. How many characters are in the play? _____
2. Where is the play set? _____
3. When does the play happen? _____
4. What is Rabbit holding? _____



Name _____

The letters **er**, **ir**, and **ur** can sometimes stand for the same vowel sound.

Listen for the vowel sound as you say these words.

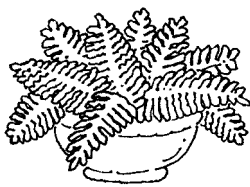
her first fur

A. Read the words in the box below. Then circle the letters in each word that stand for the vowel sound.

turn herd curl bird term girl

B. Write the words from the box that have the same vowel sound and spelling as the name of the picture.

-er words



fern

1. _____

2. _____

-ir words



shirt

3. _____

4. _____

-ur words



nurse

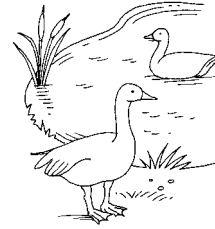
5. _____

6. _____



Name _____

A. Choose the correct word from the box to match each definition. Write the word on the line.



wider saddest freezes imagine deserted balance

1. becomes solid because of cold _____
2. to picture something in the mind _____
3. the most unhappy _____
4. covering a larger area from side to side _____
5. a safe position where something can't fall _____
6. left behind _____

B. Write two sentences using two of the words from the box.

7. _____

8. _____

Name _____

As you read *Goose's Story*, fill in the Cause and Effect Chart.

Cause	Effect

© Macmillan/McGraw-Hill

How does the information you wrote in this Cause and Effect Chart help you to better understand *Goose's Story*?



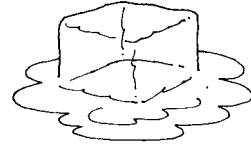
At Home: Have your child use the chart to retell the story.

Name _____

A **cause** is what makes something happen.

The **effect** is what happens.

Write a cause or an effect for each item.



1. **Cause:** _____

Effect: The ice cube melted.

2. **Cause:** Someone left the bath water running.

Effect: _____

3. **Cause:** _____

Effect: The lake froze.

4. **Cause:** A strong wind blew.

Effect: _____



Name _____

As I read, I will pay attention to the punctuation in each sentence.

8 Kenny and Grandfather sat together on the porch.
 8 They could hear the frogs singing in the pond behind the fence.
 20 "Have the frogs sung every summer?" Kenny asked Grandfather.
 29 "Every summer," Grandfather told him. "Every year."
 36 Kenny loved the pond. It was part of a wetland area where
 48 waterbirds lived. Dragonflies buzzed in the grass and wild
 57 ducks swam.
 59 But tonight Grandfather had bad news.
 65 "Big changes are coming," Grandfather told Kenny.
 72 "What kind of changes?"
 76 "As more people come to live here, they'll need more houses
 87 and more roads."
 90 Kenny was surprised. "Where will they build them?"
 98 he asked. 100

Comprehension Check

1. Why will more houses and roads be built? **Cause and Effect**
2. What did Kenny love about the pond? **Make Inferences**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

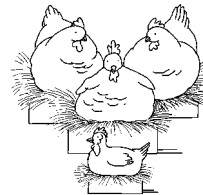
You can use adjectives to compare.

Adjectives with **-er** compare **two** people, places, or things.

Adjectives with **-est** compare **more than two** people, places, or things.

Add *-er* or *-est* to the adjective in (). Write the new word on the line to complete each sentence.

1. The little hen works (hard) _____ than the big hen to keep its eggs safe.
2. The little hen has the (small) _____ nest of all the nests on the farm.
3. Ron's pig spends a (long) _____ time in the mud than Ann's pig does.
4. The horse runs (fast) _____ than the cow.
5. The rooster is the (loud) _____ of all the farm animals.
6. The blue bird can see worms from a (high) _____ spot than the hen can see them.



Name _____

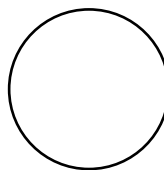
When the letter *r* comes after a vowel, the vowel sounds different from the usual short or long sound.

Listen to the different vowel sounds in each word pair.

bun burn fist first gem germ

Circle the missing letters. Then write them to complete the word. Read the word.

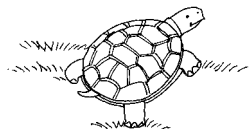
1. er ir
c ____ cle



2. er ir
k ____ nel



3. ur er
t ____ tle



4. ur er
p ____ ch



5. ir er
sk ____ t



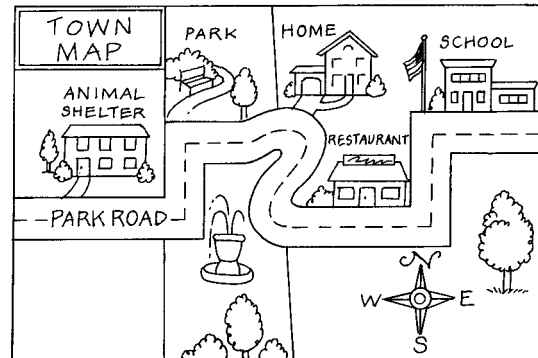
6. er ur
h ____ t



Name _____

A **map** is a drawing that shows where different places are. The **compass rose** on the map shows you directions north, south, east, and west.

Tracie and her family just moved to a new town. Use the map below to help them get around. Circle the best answer to each question.



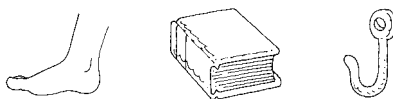
- If Tracie wants to go to the park after school, which direction should she travel to get there?
 - north
 - east
 - west
- If Tracie wants to go home from the park, which direction should she travel to get there?
 - south
 - west
 - east
- Tracie and her family want to go out for dinner. How can they get to the restaurant from home?
 - travel southeast
 - travel northeast
 - travel northwest
- Tracie and her family want to volunteer at the animal shelter on weekends. How can they get to the animal shelter from home?
 - go east and past the school
 - go west and through the park



Name _____

The letters **oo** and **ou** can stand for the vowel sound you hear in **cook** and **should**.

A. Read each word. Write a new word that rhymes. Then underline the letters in each word that make the sound you hear in the middle of *cook* and *would*.



1. stood _____

2. shook _____

3. soot _____

4. could _____

5. brook _____

6. good _____

B. Write two sentences using two of the words you wrote above.

7. _____

8. _____



Name _____

Use a word from the box to complete each clue. Then write your answers in the puzzle.

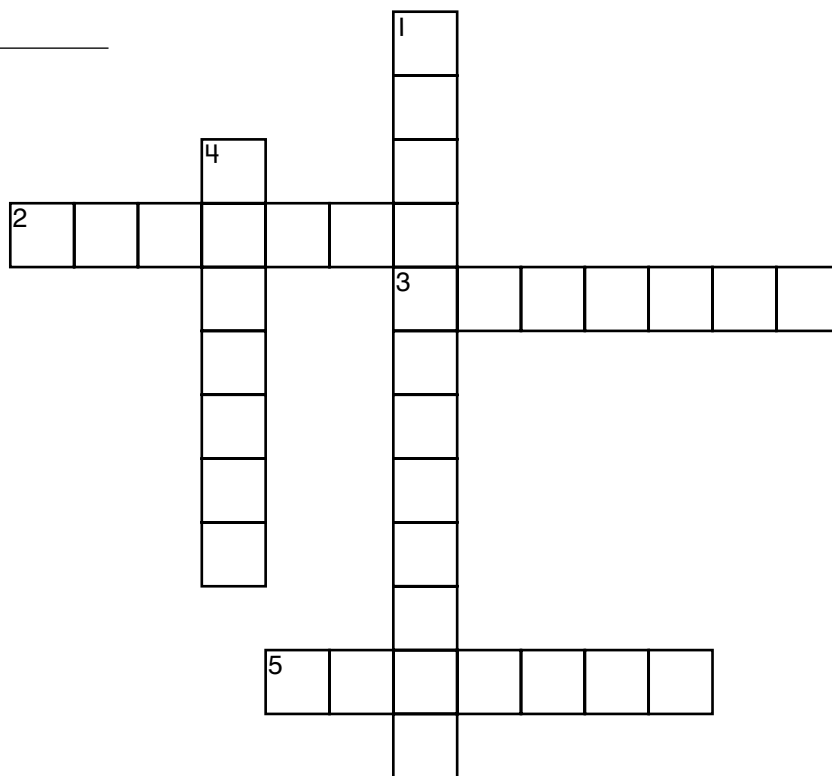
hardest conservation extinct trouble remains

Across

2. _____ are what is left of an animal's body after it has died.
3. An animal that is _____ has died out forever.
5. You would have less _____ if you followed directions.

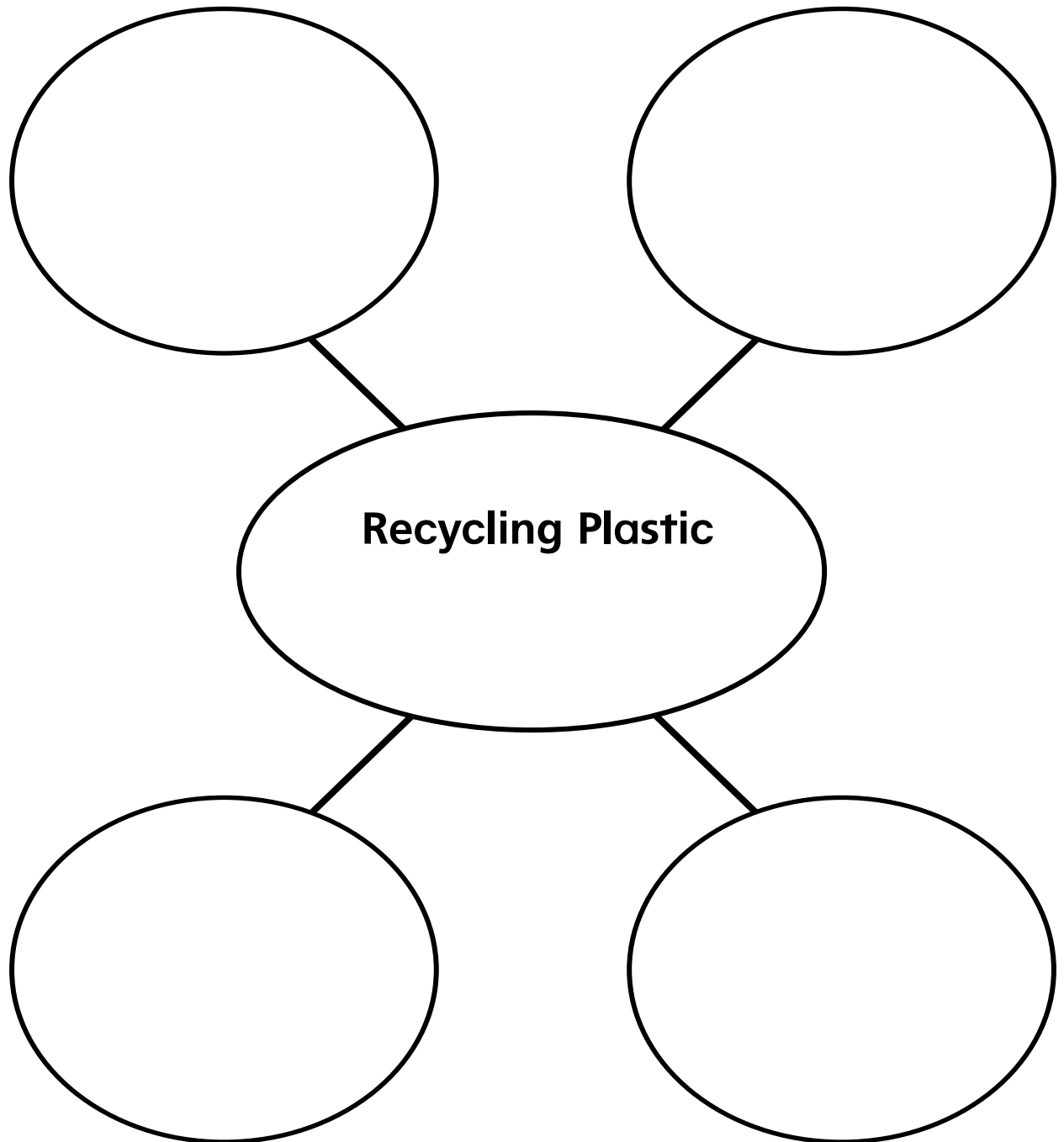
Down

1. Using as little water as you can is good _____.
4. Diamonds are the _____ kind of stone.



Name _____

As you read *A Way to Help Planet Earth*, fill in the Description Web.



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How does the information you wrote in this Description Web help you to better understand *A Way to Help Planet Earth*?



At Home: Have your child use the chart to retell the story.

Name _____

A **description** tells what a person, place, or thing is like.

Read the passage. Then answer the questions below.

Tropical rain forests are amazing places to see. They are crowded with many kinds of colorful plants and animals. Tropical rain forests are dark and shady because tall trees make a kind of ceiling over everything. In a tropical rain forest it can rain almost every day. Some areas can get up to 430 inches of rain a year. A desert may get 10 inches of rain a year. It is almost always warm in tropical rain forests because most of them are close to the equator. Because there is a lot of rainfall and warmth, the trees and plants grow well. Hundreds of different kinds of insects and animals use the plants and trees for food and shelter.

1. Do tropical rain forests have a lot of empty space? Explain.

2. How do many rain forest animals use trees and plants?

3. Do the rain forest animals that stay close to the ground get a lot of sunlight? Why or why not?

4. What is the weather like in a tropical rain forest?

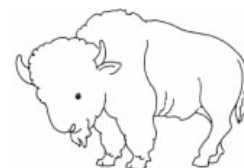


Name _____

You can use context clues to help figure out what and how things are being compared.

Read the passage. Then answer the questions below.

West Lakes Wildlife Park is a protected place where animals live. Many bison live here. No other animal here is as tall and heavy as the bison. Some big elks live here, too. There are also some deer living here. An adult deer comes up to an elk's shoulder. One of our deer weighs only about half as much as an elk. Other animals live here, too. Some are large, and some are small. Come on in and see them all!



1. What is the **biggest** animal at this wildlife park? _____
2. Underline the context clue or clues that helped you to figure out the answer to question 1.
3. Which is **bigger**, an elk or a deer? _____
4. Circle the context clues that helped you to figure out the answer to question 3.
5. Can you tell from the passage what the **smallest** animal at the park is? Explain your answer. _____



Name _____

You can use **text features** and **changes in print** to get information. A **caption** is a short label that tells about a picture. A **sidebar** can be a shorter story, a chart or graph, or a picture that is placed next to the main article. **Bold type** is heavy, dark type. *Italic type* slants to the right. Authors use these features to call attention to important words.

Read the article below. Then answer the questions.

How Can We Care for the Land?

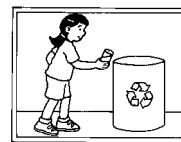
Planting trees can help care for the land.

Recycling paper, glass, cans, and plastic can help care for the land.

More ways to help care for the land can be found in the book *What I Can Do to Help*.



planting trees



recycling

1. Underline the title of this article.
2. How is the title different from the rest of the text? _____

3. Draw a box around the words below the title that the author wants to call special attention to.
4. What kind of information is in the sidebar? _____



Name _____

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

Sometimes there is an oil spill. This may happen
 9 because the tanker has an accident. Or the tanker may
 19 be caught in a natural disaster, such as a hurricane.
 29 In an oil spill, most of the oil floats on the water.
 41 It spreads very quickly. It forms a layer called an oil
 52 slick. The more the oil spreads, the thinner the layer
 62 becomes.
 63 Then winds and ocean waves carry the oil toward
 72 the shore. The oil covers the rocks and sand on the
 83 beach.
 84 Even a small spill means big **trouble**. It can kill
 94 hundreds of animals. A large spill can kill thousands!
 103 When oil spills happen, endangered animals are at
 111 risk of becoming **extinct**. 115

Comprehension Check

1. What happens when a tanker has an oil spill? **Description**

2. How can a large oil spill cause animals to become extinct?

Cause and Effect

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Rules for Breaking Words into Syllables

Words with two consonants between two vowels usually break between the consonants.	af-ter
Words with a consonant between a short vowel and another vowel usually break after the consonant.	riv-er
Words with a consonant between a long vowel and another vowel usually break before the consonant.	ho-tel
Compound words break between the two shorter words.	drive-way
Words with suffixes or prefixes break between the root word and the suffix or prefix.	use-less, re-read
Words with word endings -s , -'s , or -ed usually have no break except -ed after d or t .	Jen's, rained, want-ed

Rewrite each word. Put hyphens (-) between the syllables. If the word has only one syllable, rewrite the word with no hyphens.

1. somewhere _____
2. reran _____
3. bookbag _____
4. button _____
5. hinted _____
6. hooked _____
7. heavy _____
8. could _____



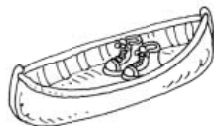
Name _____

The letters **oo**, **ui**, **ew**, **ue**, and **oe** can make the same vowel sound.

new suit



boots in a canoe



glue



Write a word from the box to fit each clue.

kangaroo

blue

shoes

hoot

fruit

juice

glue

canoe

flew

chew

1. This is the sound an owl makes. _____
2. This is something to wear on your feet. _____
3. A bird did this to get to the top of a tree. _____
4. Apples and grapes belong to this food group. _____
5. The sky can be this color. _____
6. This animal hops, but it is not a rabbit. _____
7. This is a kind of boat. _____
8. This is something you can drink. _____



Name _____

As you read *Super Storms*, fill in the Predictions Chart.

What I Predict	What Happens

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How does the information you wrote in this Predictions Chart help you to better understand *Super Storms*?



At Home: Have your child use the chart to retell the story.

Name _____

When you **make a prediction**, you use information from the story and what you already know to make a good guess about what will happen next.

Read each story. Then answer the question.

Jorge didn't like going out in the rain, but it was his turn to walk the dog. Jorge put on his raincoat, rain boots, and rain hat, and picked up the leash.



1. What do you think Jorge will do next? _____

Leslie stirred the soup in a pot on the stove. Allison made a salad. Louie set the table and looked at the clock again. Just then, Mom walked in. "Hi, kids," she called, "sorry, I'm late."

2. What do you think the family will do next? _____

It is a cloudy afternoon, but not raining. Ms. Sherman takes her class to the playground. Eva and Nathan play catch. Mark hangs from the monkey bars. Ms. Sherman keeps an eye on the sky. Suddenly they hear the rumble of thunder.

3. What do you think the class will do next? _____



Name _____

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

12 Suddenly Abby felt the air get cooler. She stood up and looked
 at the sea. Abby saw big, black clouds moving in the sky.

24 “Better **beware!** A great big storm is coming this way!”

34 Abby cried out.

37 Then the wind blew in. A **violent** gust took them all by
 49 surprise! They couldn’t **prevent** their towels from flying up in
 59 the air. Wild weather was on its way. Fudge ran around in circles.

72 As the family packed up the picnic, sand blew in their faces.
 84 Waves were quickly rolling onto the beach.

91 Lightning flashed over the sea. Thunder rumbled, closer and
 100 closer.

101 “Look!” shouted Jack. “The tree is being **uprooted** by the
 111 storm!” 112

Comprehension Check

- How did Abby know a big storm was coming? **Make and Confirm Predictions**
- What caused the towels to fly up in the air? **Cause and Effect**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

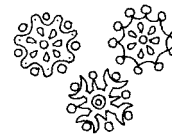


Name _____

A **compound word** is a word that is made up of two smaller words. You can often figure out the meaning of a compound word by thinking about the meanings of the smaller words.

rain + coat = raincoat snow + suit = snowsuit

**Read each sentence. Circle the compound word.
Then write its meaning on the line.**



1. Big, fluffy snowflakes fell during the blizzard yesterday.

2. The strong wind made the sailboats speed across the water.

3. The storm made the power go out, so we ate dinner by candlelight.

4. The heavy rain and loud thunder make thunderstorms scary.

5. Be sure to wipe your muddy shoes on the doormat.



Name _____

The letters **oo**, **ui**, **oe**, **ue**, and **ew** can make the same vowel sound. Sometimes the same sound can be spelled in different ways. Listen to the vowel sounds as you say these words: **boot** **suit** **shoe** **blue** **new**

Circle the word that has the same vowel sound as the name of the picture.

1. glue foot would



kangaroo

2. took smooth town



fruit

3. blew shook push



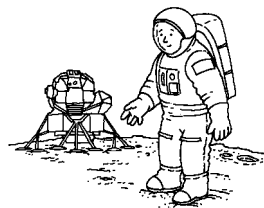
tooth

4. cut juice full



moose

5. canoe fur could



spacesuit

6. good took zoom



balloon



Name _____

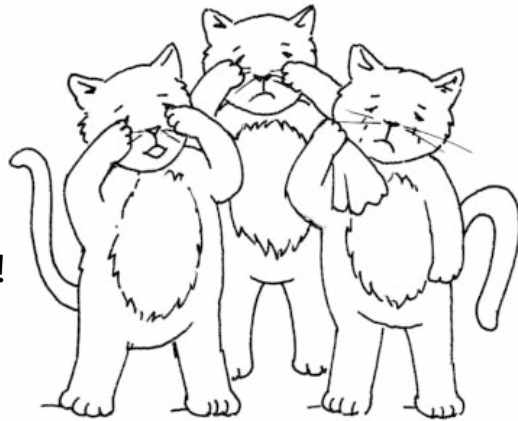
Repetition is when one word or phrase appears two or more times in a poem.

Word choice is important in a poem. The words a poet chooses gives the poem a certain feeling or mood.

Read the nursery rhyme. Then answer the questions below.

Three little kittens lost their mittens,
And they began to cry,
Oh, mother dear, we sadly fear,
Our mittens we have lost.

Lost your mittens! You naughty kittens!
Then you shall have no pie.
Meow, meow! Meow, meow!
Then you shall have no pie.



1. What words are repeated in this rhyme? _____

2. What is the mood in the first verse? _____

3. Which words or lines help create the mood of the first verse?

4. What is the mood in the second verse? _____

5. Which words or lines help create the mood of the second verse?



Name _____

The letters **au** and **aw** often have the same sound. You can hear the sound of **au** in **caught** and **aw** in **claw**.

Choose the word from the box that best matches each picture and clue. Then write it on the line below.

sauce

yawn

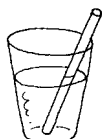
laundry

straw

sausage



1. This is clothing that needs to be washed.



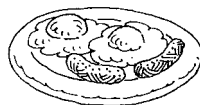
2. This is something that can help you drink.



3. This can be good with spaghetti. _____



4. You may do this when you are tired.



5. You might eat this for breakfast. _____

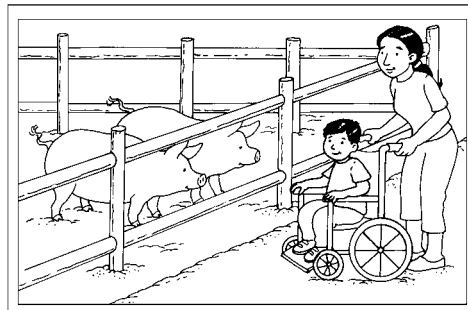


Name _____

Choose the word from the box to complete each sentence. Then write the word on the line.

glanced beloved promised noble gleamed wiggled

1. Aunt Linda lives in a farmhouse with her _____ pigs, Princess and Queeny.
2. I _____ to visit when school lets out for the summer.
3. I _____ at the pictures of my last visit to her farm.
4. Queeny wore a diamond collar that _____ in the light.
5. Princess _____ around in mud to keep cool.
6. Although pigs like to roll around in the mud, I think they are very _____ animals.



Name _____

As you read *Nutik, the Wolf Pup*, fill in the Inference Chart.

What I Read	What I Know

↓

My Inferences

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How does the information you wrote in this Inference Chart help you to better understand *Nutik, the Wolf Pup*?



At Home: Have your child use the chart to retell the story.

Name _____

When you **make inferences**, you make decisions about a story based on what you already know and clues from the story.



Read the story. Then answer the questions.

Hebert hummed as he unlocked the door to his shop. Yesterday was his first day as a shopkeeper, and it hadn't gone well. He hadn't sold anything. But he was sure today would be different! His idea to sell bottled ice water was sure to take off. He tipped his head back and looked at the bright sun. It made the polar seas and icebergs that surrounded his shop gleam. Perfect! He stretched his wings and smoothed his feathers with his beak. Waddling into the store, he began to tidy the shelves lined with frozen bottles of water. He was sure that customers would be coming soon.

1. What time of day do you think it is? What clues did you use?

2. What clues do you have that Hebert is not a human?

3. What kind of animal do you think Hebert is?

4. What do you think is wrong with Hebert's plan?



Name _____

As I read, I will pay attention and copy tone and expression.

12 A coral reef is like a big city under the water. Thousands
of sea creatures live around a coral reef.

20 Coral reefs grow in shallow, warm seas. They grow all
30 over the world.

33 Tiny animals called polyps (*PAHL-ips*) build corals. Each
40 polyp makes a hard coral cup to use as a home. Millions of
53 cups form a coral reef.

58 Corals come in all shapes and sizes. Staghorn coral looks
68 like spiky purple antlers. Plate coral looks like a large dinner
79 plate. Brain coral looks like a big brain.

87 Fish love coral reefs because there is plenty of food.

97 Parrotfish crunch on the coral with their sharp teeth.

106 Lionfish have red and white stripes. They also have long
116 fins and spines. Lionfish use their long spines to trap small
127 fish against the coral. 131

Comprehension Check

1. Why do fish love coral reefs? **Make Inferences**
2. How are coral reefs like big underwater cities? **Make and Confirm Predictions**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

A **verb** is an action word. To show that action takes place in the past, **-ed** is added to the verb.

Underline the verb in each sentence. Then change each verb so that it tells about the past. Write the new word on the line.

1. I wash the dog on Saturdays. _____
2. My parents clean the yard. _____
3. I love my science class. _____
4. The teachers plan our class parties. _____
5. We like the new teacher. _____
6. Puppies wag their tails. _____
7. The students talk about the class trip. _____
8. We hope for sunny skies. _____



Name _____

The letter pairs **au** and **aw** often make the same sound. You can hear the sound of **au** and **aw** in **August** and **paw**.

A. Use a word from the box to complete each sentence.

sauce autumn yawn fault hawk draw

1. The leaves fall in the _____.
2. The _____ flew high overhead.
3. I like to eat noodles with _____.
4. It was an accident so it was not my _____.
5. I _____ when I am tired.

B. There is one word in the box that you have not used. Use it in a sentence. Write it on the lines.

6. _____



Name _____

Suppose you have a research assignment. You have to write a one-page paper on one animal. Think about this assignment as you answer each question below.

1. Circle the topic that best fits the assignment.

arctic animals polar bears fish

2. Which reference material would be the best one to use?

encyclopedia dictionary atlas

3. Why is your choice the best reference material for the assignment?

The encyclopedia article on your animal has sections with the following heads:

Appearance Habitat Diet

4. In which section would you find information about what your animal eats? _____

5. Which section may include a photo of your animal?

6. Which section may include a map that shows where your animal lives? _____



Name _____

A. Write a word from the box to complete each caption.

freezes

extinct

itches

preen

1.



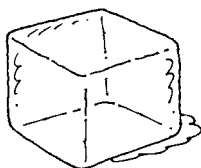
Birds _____.

2.



Dinosaurs are _____.

3.



Water _____.

4.



A rash _____.

B. Match each clue to the correct word. Then write the letter next to the word on the line.

1. wild animals _____

a. uprooted

2. to keep from happening _____

b. juice

3. pulled out of the ground _____

c. gleamed

4. made a vow _____

d. prevent

5. squeeze oranges for this _____

e. beasts

6. sparkled in the light _____

f. promised

Name _____

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

wider imagine trouble hardest destroy glanced

- I can _____ myself becoming a doctor.
- Termites eat wood and can _____ a house.
- A mountain bike has _____ tires than a racing bike.
- She _____ at her notes before taking the test.
- Yung said that Chinese is one of the _____ languages to learn.
- Carl's sister had _____ writing with a cast on her broken arm.

B. Circle and then write the word that completes each sentence.

- I was _____ in July.
torn horn born
- I love to _____ pictures of animals.
draw taught hawk
- My cat sheds a lot of _____.
fern fur bird
- It is my turn to help _____ dinner.
foot cook could

Name _____

Diphthong: *ou, ow*

Two letter sounds blended together can make one vowel sound. Sometimes the letters **ow** or **ou** can stand for the same vowel sound. You can hear the sound of **ou** in **house** and the sound of **ow** in **cow**.



Read each word. Then circle the word next to it that has the same vowel sound.

- | | | | |
|----------|-------|-----------|-------|
| 1. south | toy | 2. ground | wow |
| | clown | | tool |
| 3. sound | now | 4. shower | show |
| | one | | pound |
| 5. power | out | 6. clown | round |
| | point | | soil |
| 7. cloud | grow | 8. loud | loyal |
| | brown | | town |
| 9. how | mow | 10. howl | mouth |
| | ouch | | own |

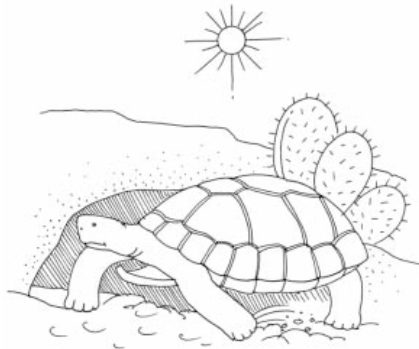


Name _____

Choose a word from the box to finish each sentence.**Then write the word on the line.**

ranger's lengthy beyond burrow warning distant

1. Mark ran so quickly that he ran _____ the finish line.
2. Scientists study _____ stars and planets.
3. Many desert animals can spend _____ periods of time without water.
4. There was a _____ to all hikers to stay inside because of the sand storm.
5. A desert tortoise can dig an underground _____ to escape the heat.
6. The hiking trail started at the _____ station and ended at the top of the mountain.



Name _____

One way to summarize a selection is to think about the **author's purpose**. The author's purpose is the writer's reason for writing.

Read each story. Then write the author's purpose on the lines.

1. Coyotes make different sounds. They howl to talk to other coyotes. They yelp when they play, and they bark when they are protecting their den.



2. A desert is a dry habitat. It gets less rain in a year than most plants and animals need to live. Some desert plants can live a long time without rain. They store water in their leaves, roots, and stems. Some desert animals get the water they need from their food.

3. When Joe was six, he loved to dig in the dirt. He found coins, tree branches, and broken toys. He liked to find things and examine them. When Joe grew up, he became a scientist.



Name _____

As I read, I will pay attention to tone and expression.

Australia is the driest continent in the world. It has
 10 10 deserts.
 11 All deserts are very dry. They are hot during the day, and
 23 cold at night. But many plants and animals have adapted to
 34 life in the desert.
 38 People live in the Australian desert, too. The Aboriginal
 47 [ab-uh-RI]-i-nuhl people have lived in the Australian
 53 desert for 40,000 years.
 56 The red kangaroo lives in the Australian desert. A female
 66 can carry its young in a pouch, or pocket, on its stomach.
 78 Kangaroos are marsupials. There are more than 200
 85 kinds of marsupials that live in or near Australia.
 94 Most desert marsupials, such as the numbat, are small. They
 104 can dig into the sand and hide under rocks or in trees. 116

Comprehension Check

1. What does the author want you to know? **Author's Purpose**
2. How is Australia different from all other continents? **Compare and Contrast**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

A word that shows who or what owns something is a **possessive** noun. Many possessive nouns are formed by adding an apostrophe (') and **s**.

Choose the possessive from the box that best completes the sentence. Then write it on the line.

giraffe's teacher's dad's bird's dentist's rabbit's

1. I borrowed chalk from the _____ desk.
2. Two eggs were in the _____ nest.
3. I waited to get my teeth checked at the _____ office.
4. The fox tried to enter the _____ burrow.
5. I used my _____ tools to fix my toy car.
6. Can you believe how long
the _____ neck is?



Name _____

Synonyms are words that have the same or nearly the same meaning.

Antonyms are words that have the opposite or nearly the opposite meaning.

Choose a synonym or an antonym from the box for each underlined word. Use it in a sentence. Then write an A next to the sentence if you used an antonym or an S next to the sentence if you used a synonym.

couch shout loud gown sound

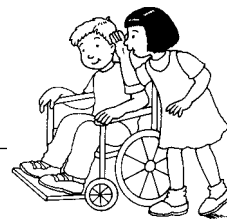
1. Lori's cat likes to lie on the sofa.

2. When I am trying to be quiet, I whisper.

3. Jenna wore a beautiful dress to the party.

4. The washing machine made a swishing noise.

5. Tapping on the drums makes a quiet noise.



Name _____

A **chart** gives information in a clear way. Information is often organized under headings. It is often easier to read facts in a chart than in a paragraph.

Use the information from the chart to answer the questions.

Desert Spadefoot Toads		
Where They Are Found	Characteristics	Other Facts
Sonoran Desert	olive gray to brown color	eat insects
underground	pale belly	nocturnal
on land or in water	short limbs	lay eggs
	amphibian	

- In which desert can you find the spadefoot toad? _____
- What color are the spadefoot toads? _____
- What do they eat? _____
- How would you describe the limbs of the toads?

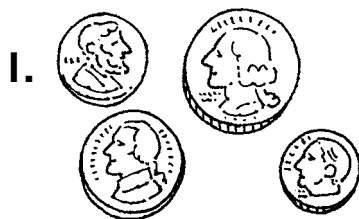


Name _____

Diphthong:
oi, oy

The letters **oi** and **oy** can stand for the vowel sound you hear in the words **joy** and **noise**.

Write the missing letters in each word. Then read the word.



c _ _ _ n s

2.



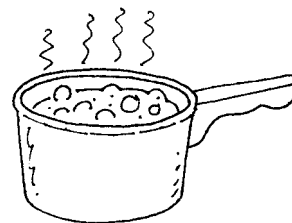
b _ _ _

3.



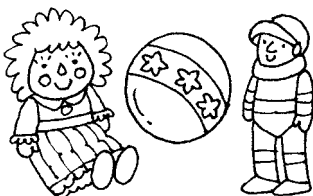
p _ _ _ n t

4.



b _ _ _ l

5.



t _ _ _ s

6.



_ _ _ l



Name _____

A. Choose the word from the box that best matches each meaning below. Write the word on the line.

jabbing agreed randomly signal gathered

1. understood or had the same idea _____
2. a sign or warning _____
3. fast, sharp pushing _____
4. brought together _____
5. with no clear pattern _____



B. Write three sentences with words from the box.

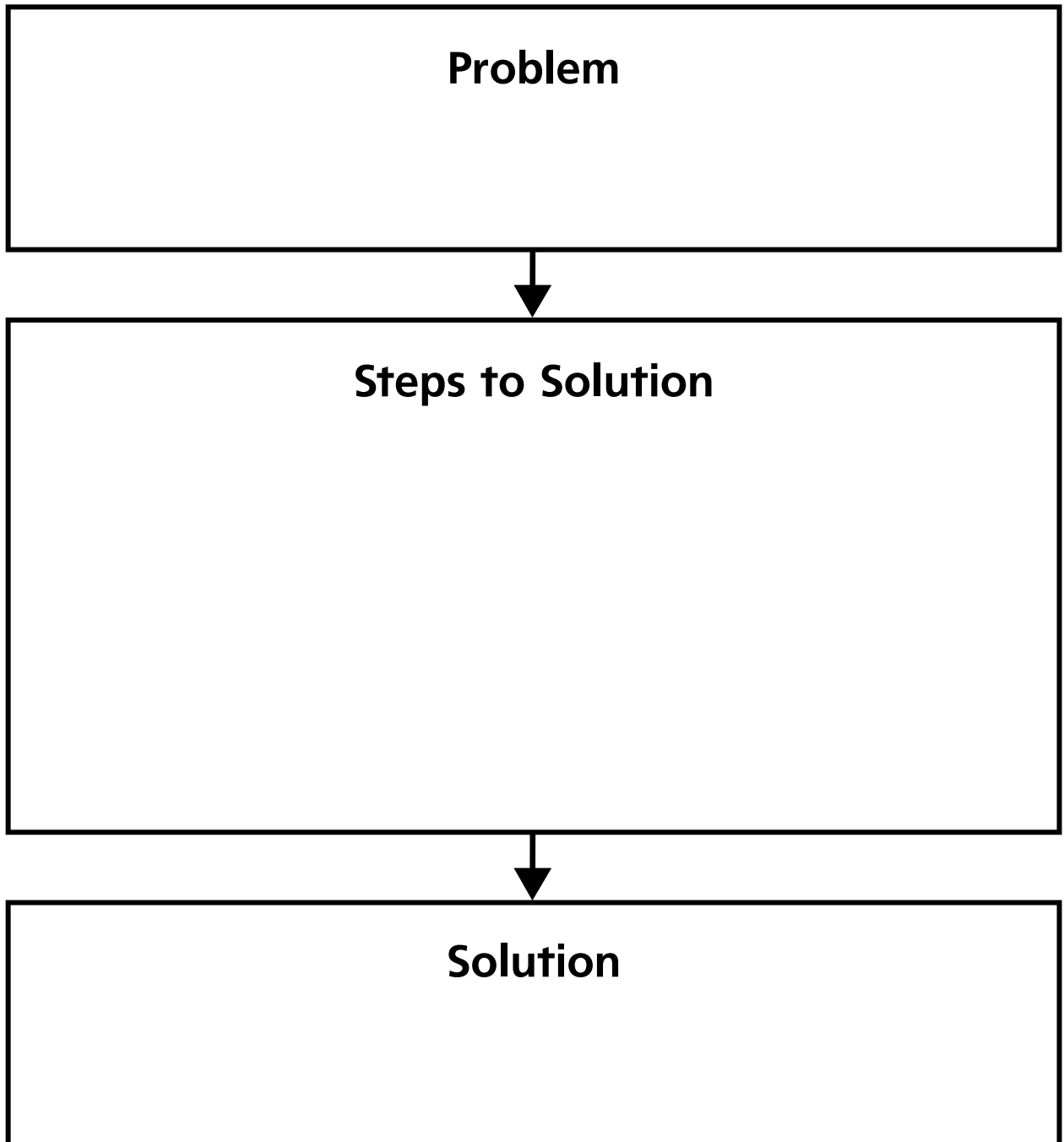
6. _____

7. _____

8. _____

Name _____

As you read *Pushing Up the Sky*, fill in the Problem and Solution Chart.



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How does the information you wrote in this Problem and Solution Chart help you to better understand *Pushing Up the Sky*?



At Home: Have your child use the chart to retell the story.

Name _____

In most stories, the main character has a **problem**. The **solution** is how the character solves the problem.

A. Each set of sentences tells about a problem and a solution. Write the letter *P* next to the sentence that tells the problem. Write the letter *S* next to the sentence that tells the solution.

1. It was cold on the stage. ____

The teacher turned on the heat. ____

2. The teacher asked more children to try out for the play. ____

There were not enough children for all the parts in the play. ____

3. The teacher turned on the lights. ____

The stage was dark. ____

4. I didn't have the right clothes to wear in the play. ____

I borrowed clothes from a friend. ____

B. Write a solution for this problem.

5. We hadn't sold enough tickets for the play.



Name _____

As I read, I will pay attention and copy tone and expression.

14 **Narrator:** This is a play based on a folk tale from Nigeria. A long
 26 time ago the Sky was very close to Earth. Whenever people were
 39 hungry, they reached up **randomly** and broke off a piece of the Sky.
 44 **Villager 1:** Mmm, tastes like corn.
 50 **Villager 2:** Mmm, tastes like roasted potatoes.
 55 **Villager 3:** Mmm, tastes like pineapple.
 65 **Narrator:** The Sky tasted different to everyone. But all the
 70 people agreed it was delicious.
 82 **Narrator:** The people never had to work for food. They spent their
 91 time making beautiful art, telling stories, and having festivals.
 101 **Villager 1:** How many guests will King Oba invite to the
 103 next festival?
 104 **Villager 2:** 40!
 105 **Villager 3:** 80!
 106 **Child 1:** 100! 100!
 116 **Narrator:** At festival time King Oba's servants made feasts from
 120 pieces of the Sky.

Comprehension Check

1. What did the sky taste like? **Compare and Contrast**
2. According to the folk tale, how was the world different a long time ago? **Description**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

You can add **endings** to a **base word** to make new words. The endings can change the meaning of the base word.

A. Read each word. Circle the base word. Draw a line under the ending. Then write the word in a sentence on the line.

1. helped

2. fixing

3. slowly

B. Add the ending to the base word to make a new word. Write the word on the line. Then write the new word in a sentence.

4. go + ing = _____

5. cook + ed = _____

6. quiet + ly = _____



Name _____

**A. Think of a word that rhymes with each word below.
Then write the new word in a sentence.**

1. toy _____

2. oil _____

Homophones are words that sound the same, but have different spellings and meanings. **Know** and **no** are homophones.

B. Choose the word in dark print that best completes each sentence. Then write it on the line.

3. Come _____ try out for the school play. **to, two**4. There are parts in the play for _____ or nine children. **ate, eight**5. Be at the stage at _____ o'clock. **one, won**6. Don't _____ late. **be, bee**7. Gather in front of the _____ curtain. **red, read**8. The drama teacher will _____ us there. **meat, meet**

Name _____

An **interview** is a group of questions asked by one person and answered by another.

Read this short interview with actress Roberta Julia. Then answer the questions below.

Question: Roberta, when did you decide that you wanted to be an actor?

Answer: I was in all the school plays when I was young. That is how I found out that I love to act. Then I went to college and took classes in theater and acting.



Question: How did you get started as an actor?

Answer: I moved to New York because there are so many plays performed there. I got a few small parts in plays and in television commercials. It was really hard for a while. But I kept at it. Gradually the parts got bigger. People got to know me.

1. What is one fact you learned from this interview?

2. Underline two sentences from the interview that tell how Roberta feels.

3. Write another question you could ask Roberta Julia in this interview. _____



Name _____

Schwa: *a*

Sometimes the letter **a** stands for the sound /ə/ (**uh**).
 This is called the **schwa** sound. You can hear the schwa
 sound at the beginning of the word **ago** and at the end
 of the word **papa**. **ago** **papa**

Write the word from the box that answers each riddle.

alone	again	alike	agree
above	awake	pizza	mama

1. This means **one more time**. What word is it? _____
2. This is something good to eat. What word is it? _____
3. People do this when they think the same way about something.
 What word is it? _____
4. This is another word for mother. What is it? _____
5. Two things are the same. What word is it? _____
6. This means **not asleep**. What word is it? _____
7. This means **all by yourself**. What word is it? _____
8. This is the opposite of **below**. What word is it? _____



Name _____

A. Draw a line to match each word with its definition.

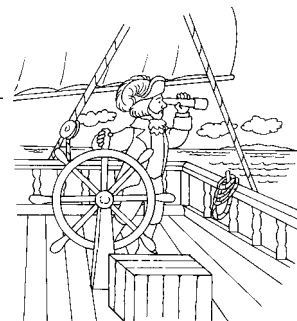
- | | |
|-----------|--|
| 1. oceans | a. places, or sections of a place |
| 2. planet | b. very big; huge |
| 3. voyage | c. a large object in space that travels around the Sun |
| 4. vast | d. huge bodies of salt water |
| 5. areas | e. a long trip by sea, air, or land |

B. Write three sentences using all the words from the box above.

6. _____

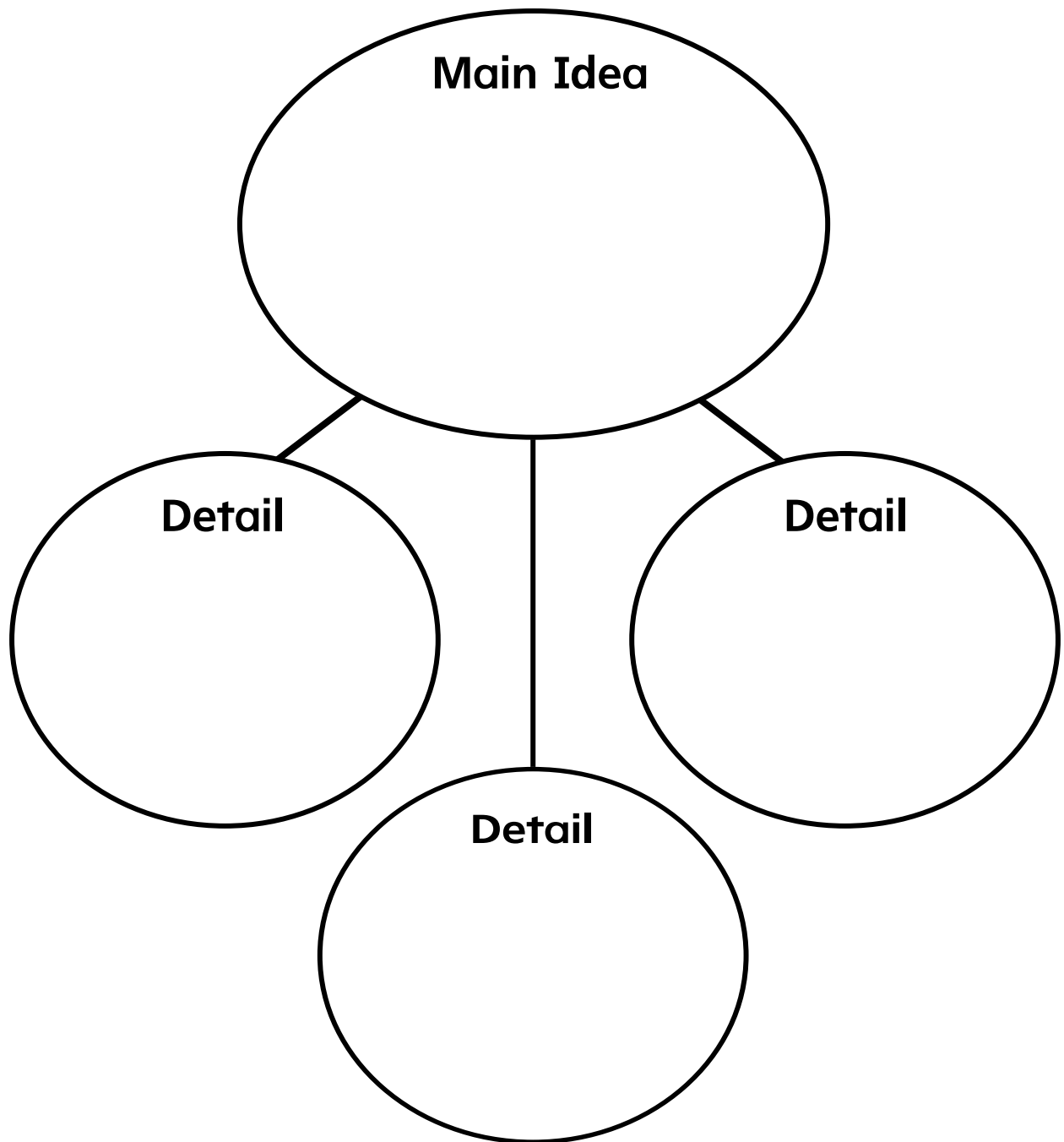
7. _____

8. _____



Name _____

As you read *Columbus Explores New Lands*, fill in the Main Idea and Details Web.



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How does the information you wrote in this Main Idea and Details Web help you summarize *Columbus Explores New Lands*?



At Home: Have your child use the chart to retell the story.

Name _____

Learning how to identify the **main idea** will help you remember what the author is saying about a topic. The **details** are the sentences that help explain the main idea.

Read each paragraph. Write two details from the paragraph that tell about each main idea.

Lewis and Clark were the first Americans to reach the Pacific Ocean. They crossed huge mountains and waterfalls. They cut through forests. Winters were cold and long. In the summer, bugs bit them. Their journey took over two years of hard work.

Main idea: Lewis and Clark's journey was long and difficult.

Detail: _____

Detail: _____

Louise Arner Boyd was called "The Ice Woman." She explored the great, frozen Arctic without fear. She went by land, sea, and air. She found mountains under the Arctic Sea. She was the first woman to fly a plane over the North Pole.

Main idea: Louise Arner Boyd was a brave explorer.

Detail: _____

Detail: _____



Name _____

If you see a group of unfamiliar words, think about what they might have in common. Also look at the other words in the paragraph for clues.

A. Read the paragraph. Then circle the best answers.

Imagine that you are a member of the Algonquin tribe. In the winter you wear pibon-makizin on your feet. They keep your feet warm. You also wear some ajigans inside your boots. You wear a wiwikwan on your head. In the summer you wear a kabashimowayan to go swimming.

- | | |
|----------------------------|------------------------------|
| 1. What are pibon-makizin? | 2. What are ajigans? |
| a. warm mittens | a. socks |
| b. winter boots | b. toys |
| 3. What is a wiwikwan? | 4. What is a kabashimowayan? |
| a. hat | a. tee-shirt |
| b. warm mittens | b. bathing suit |

B. Write a sentence to answer both questions.

5. What do all the underlined words have in common?

6. How is a kabashimowayan different from the other items?



Name _____

You can use the **Internet** to do research. A **search engine** is a program on the Internet that helps you find information on the World Wide Web. A **URL** is the address of a Web site. A **home page** is the main page of a Web site.

Jess entered the key words *Columbus* and *voyage* on an Internet search engine. Use her search results to answer the questions below.

Search Engine **Kidlookup**

<p><u>All About Christopher Columbus</u> The life of Columbus, and his voyage of 1492 http://www.columbuslifeandvoyage.com/</p>	<p><u>Visit Columbus, Ohio</u> Hey, kids: Visit the city of Columbus, Ohio. This site will make your voyage a lot of fun! http://visitcolumbus.com/</p>	<p><u>New World Explorers</u> Find out who explored America first. Read about the voyage of Columbus. Learn about Native American explorers, Cortez, Lewis and Clark, and others. http://newworldexplorers.com/</p>
---	---	---

1. What is the name of the search engine that Jess used?

2. What is the URL of the site **All About Christopher Columbus**?

3. Which Web site would be best for learning whether other explorers came to America before Columbus?

4. Which Web site would not help Jess to learn about Christopher Columbus? _____



Name _____

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

13 If you travel south as far as you can go, you will reach
 18 the South Pole. The South Pole is in Antarctica. Antarctica is
 24 a continent covered with ice and snow. It is the coldest place
 30 on Earth.

38 Strong winds blow across Antarctica. It does not rain.
 44 It does not even snow very much.

54 A **vast** layer of ice, called an ice cap, covers the land. It is
 60 more than a mile (about 2 kilometers) thick. The ice cap
 66 extends into the sea.

82 The temperature in Antarctica is usually well below
 88 32°F (0°C). Water freezes at this temperature. So ice and snow
 94 don't melt in Antarctica.

105 Very few animals live in Antarctica. But many animals live
 111 in the **oceans** around the ice cap for part of the year. 127

Comprehension Check

1. What is the weather like in Antarctica? **Main Idea and Details**

2. Why don't the ice and snow melt in Antarctica? **Description**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

**A. Circle a word to complete each sentence.
Then write the word on the line.**

1. Sara and Anna both love to eat _____.
a. about **b.** comma **c.** pizza
2. They both _____ apples, too.
a. alarm **b.** adore **c.** ahead
3. The two girls ate lunch together _____ today.
a. again **b.** award **c.** address

Many words have parts that come from other languages. Use the root to help you figure out the meanings of these words.

Root: *phon* **Meaning:** sound **Example:** telephone
from Greek

B. Use the information about the Greek root *phon* to help you write a sentence for the word below.

4. microphone: _____



Name _____

In some words, the letter **k**, **g**, **w**, or **b** is silent.

Mary **kn**its. Her **lamb** **w**rites a sign.



Write the word from the box that fits each clue. Then circle the silent letter in each word.

wreck

gnat

climb

knapsack

gnaw

write

knife

thumb

1. This is a kind of bug. _____
2. This body part is on your hand. _____
3. This is also called a backpack. _____
4. You do this with a pencil. _____
5. You do this on the monkey bars. _____
6. You use this to cut food. _____
7. This is another word for destroy. _____
8. This is another word for chew. _____



Name _____

A. Write the word from the box to complete each sentence.

scent muscles blooming aroma trade prickly

1. The flowers are _____ and ready to pick.



2. The _____ of fresh strawberries filled the air.

3. Are your _____ strong enough to lift this crate?

4. Let's make a _____ of my tuna fish for your peanut butter and jelly sandwich.

5. The _____ from the baking cookies drew us into the kitchen.

6. A cactus is very _____.

B. Write two sentences using two words from the box.

7. _____

8. _____

Name _____

As you read *The Ugly Vegetables*, fill in the Sequence Chart.

First
↓
Next
↓
Last

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How does the information you wrote in this Sequence Chart help you summarize *The Ugly Vegetables*?



At Home: Have your child use the chart to retell the story.

Name _____

The **sequence** in a story or article is the order in which the events happen.

Read the story. Then write the events in the order in which they happen.

Julie loves things that grow. She likes to take care of other people's plants when they go away.

First, she made a flyer. The flyer offered her services as a plant sitter. Next, she posted the flyers all around town. Then she waited for people to call. She did not have to wait long. Many people called. They were happy to have Julie take care of their plants while they were away.



First: _____

Next: _____

Then: _____

Last: _____



Name _____

As I read, I will pay attention to the punctuation in each sentence.

10 Tomatoes are easy to grow, if there is enough water
and a lot of sunlight. Tomatoes need warmth. Don't plant
20 tomatoes if the weather is cold and snowy.

28 Good tomatoes need good soil. You can grow tomatoes
37 in pots or in the ground. If the pot is big enough, you can
51 leave your tomato plant in it. If it is not big enough, you
64 will need to transplant the seedling into the ground.

73 As the seedling grows taller, it grows more leaves and
83 looks like a bush. People usually tie the slightly **prickly**
93 stem to a stake. The plant climbs up the stake as it grows.

106 Next, the plant grows flowers. This is the **blooming**
115 stage. After that, the flowers turn into fruit. You will have
126 to wait about six weeks before you have ripe fruit. 136

Comprehension Check

1. What steps should you take to grow tomatoes? **Sequence**
2. Why would you choose a large pot for a tomato seedling? **Problem and Solution**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Homophones are words that sound the same but have different spellings and meanings. **Wait** and **weight** are homophones.

They **wait** in line to go into the movies.

The baby's **weight** was 15 pounds.

Write a word from the box to complete each sentence.
Use the other words in the sentence as clues.

know	no	wood	would	weak
week	write	right	tied	tide

1. Harry will _____ a list of all the presents he wants for his birthday.
2. Do you _____ if we turn left or _____?
3. Low _____ is the best time to find shells.
4. The flu made him too _____ to play baseball.
5. The fence is made of _____.
6. I _____ like to go to the beach next _____.



Name _____

Written directions are steps that tell how to make or do something.

A. These directions are out of order. Write them in order on the lines below.

After filling the celery, sprinkle raisins on the cream cheese.

Wash and dry a stalk of celery.

Then gently press the raisins into the cheese.

Fill the hollow part of the celery with cream cheese.

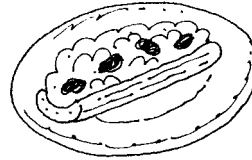
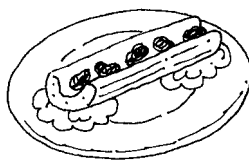
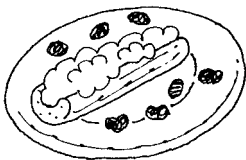
- 1. _____

- 2. _____

- 3. _____

- 4. _____

B. This snack is called *Ants on a Log*. Circle the picture that shows the snack.



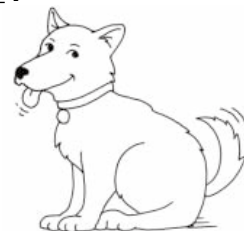
Name _____

The **c** in **cent** stands for the /s/ sound. This is the **soft c** sound.
 The **c** in **cap** stands for the /k/ sound. This is the **hard c** sound.
 The **g** in **gem** stands for the /j/ sound. This is the **soft g** sound.
 The **g** in **goose** stands for the /g/ sound. This is the **hard g** sound.

**Choose a word from the box to complete each sentence.
 Write it on the line. Then circle each word that you wrote
 that has the soft c or soft g sound.**

car garden camp sugar circle giant face huge

1. You have to plug in an electric _____.
2. Dad planted bushes in the _____.
3. The puppy grew into a _____ dog.
4. My baby brother can draw a _____ on the paper.
5. His dad seemed as big as a _____ to the little boy.
6. Jack's favorite part of _____ was boating.
7. My puppy uses his sad _____ to beg for treats.
8. Too much _____ is bad for your teeth.



Name _____

Write each word under the correct heading. Then use each word in a sentence about the moon and the stars. Write it on the line.

spacecraft

footprint

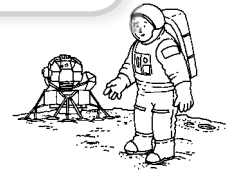
surface

discovered

visible

lunar

Noun: person, place, or thing



1. _____

2. _____

3. _____

Verb: shows action

4. _____

Adjective: describes a noun

5. _____

6. _____

Name _____

As you read *The Moon*, fill in the Classify and Categorize Chart.

Observing	Visiting

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How does the information you wrote in this Classify and Categorize Chart help you summarize *The Moon*?



At Home: Have your child use the chart to retell the story.

Name _____

To **classify and categorize** means to sort things or ideas into groups. The items in each group are alike in some way.

Read each sentence. Write the letter *M* if it tells about the moon. Write the letter *E* if it tells about Earth.

1. ___ The planet has water, so many plants and animals can live there.
2. ___ It is an empty place.
3. ___ Its surface has oceans and many land forms.
4. ___ It has no weather.
5. ___ It has no water so it cannot support life.
6. ___ It is full of life.
7. ___ Its water also creates weather.
8. ___ Its surface is marked with craters.



Name _____

As I read, I will pay attention to the pronunciation of the vocabulary words and proper nouns, and to the tempo.

8 Many **spacecraft** have visited the moon, and 12
 16 astronauts have walked on the **lunar surface**. Neil
 25 Armstrong and Edwin “Buzz” Aldrin were the first people
 35 to walk on the moon. The most famous thing Armstrong
 46 left behind was his **footprint**! There is no air, wind, or
 59 rain on the moon, so the footprint is still **visible**. It is there
 65 to be **discovered** by another astronaut.
 73 Some astronauts are now living on the International
 83 Space Station. The station is a huge research center. One
 96 day it may also be a launching pad to new places in space.
 107 Maybe one day you will become an astronaut or live on
 118 a space station. Right now, very few people can be called
 star sailors! 120

Comprehension Check

1. Who were the first people to walk on the moon? **Main Idea and Details**
2. Why is Neil Armstrong’s footprint still visible on the moon? **Draw Conclusions**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



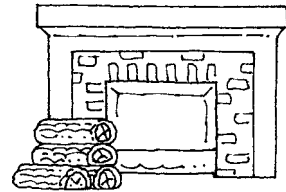
Name _____

A **compound word** is a word made of two smaller words. The smaller words often give clues to the meaning of the compound word.

Match each word in the box to its meaning.

airmail	firewood	spaceship	goldfish
lightweight	sandpaper	snowstorm	footprint

1. _____ : wood used to build a fire
2. _____ : mail transported by airplane
3. _____ : not heavy
4. _____ : a storm of snow
5. _____ : a ship used to travel through space
6. _____ : paper made by gluing sand to paper
7. _____ : a small fish that is gold in color
8. _____ : a print made by a shoe or bare foot



Name _____

Soft c stands for the /s/ sound. **Hard c** stands for the /k/ sound.**Soft g** stands for the /j/ sound. **Hard g** stands for the /g/ sound.**Circle the word in the box that has the same beginning sound as the two words above it. Then write it on the line.**

1. good games

garden gem

2. gelatin germ

gem go

3. circus circles

could cycle

4. gentleman gesture

gum gentle

5. colored cans

carry cease

6. gave good

gym gift



Name _____

Personification is a way of speaking about a thing or animal as if it were a person and could do things that people do.

The door groaned. The rising sun greeted us.

Imagery is the way a poet uses words to make a picture in the reader's mind.

The brittle leaves rustled in the breeze.

Read each sentence. Then circle *personification* or *imagery* to show which better describes the kind of writing in the sentence.

1. The mist was cold and clammy.

personification imagery

2. The hours crept by.

personification imagery

3. The moonlight kissed my face.

personification imagery

4. The cold moon looked strange and empty.

personification imagery

5. The cardinal's feathers gleamed in the sun.

personification imagery

6. The morning sun smiled at me.

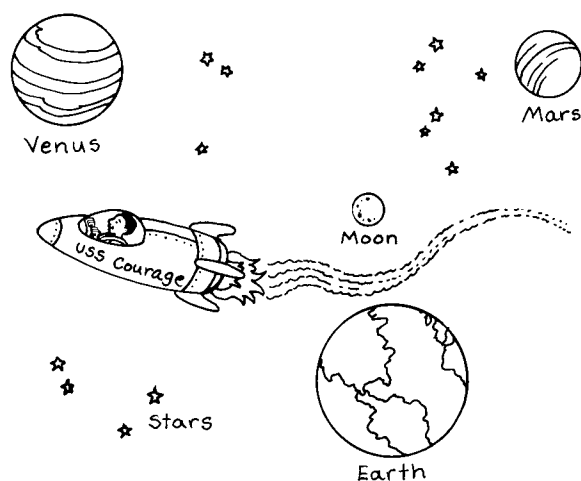
personification imagery.



Name _____

Use the words in the box to complete the story.

planet voyage beyond joy spacecraft
 knew out around surface courage



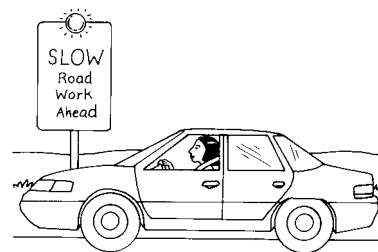
I _____ space travel would be fun. I never imagined that I would ever travel _____ Earth's atmosphere. What a _____ it was to see the _____ Earth from space. It was really exciting when we landed the _____ on the moon's _____. The commander asked me if I wanted to get _____ of the spacecraft and walk. I said yes. That took a lot of _____. My first space _____ was out of this world!

Name _____

A. Match the definition to the word. Then write the letter of the word on the line.

- | | |
|--|-------------|
| 1. a hole in the ground that an animal uses ____ | a. scent |
| 2. done without any plan ____ | b. areas |
| 3. an exchange ____ | c. visible |
| 4. a smell ____ | d. burrow |
| 5. body parts that make your body move ____ | e. gathered |
| 6. brought together ____ | f. muscles |
| 7. able to be seen ____ | g. randomly |
| 8. parts of a place ____ | h. trade |

B. Write two sentences that tell about the picture. Use the words *warning* and *signal*.



Name _____

The letters **-dge** and **-ge** stand for the sound /j/.

Choose a word from the box to complete each sentence. Write the word on the line. Then circle the letters that stand for the sound /j/ at the end of each word you wrote.

change

bulge

charge

range

cage

damage

fudge

large

1. The bird was in its _____.
2. The toy was too _____ to fit into the box.
3. My grandma makes delicious _____.
4. The storm caused _____ to the roof.
5. Charles wanted to _____ the television channel.
6. The shirts are available in a _____ of colors.
7. The library will _____ a late fee for overdue books.
8. The bag was so full that it started to _____.



Name _____

A. Choose the correct word from the box to match each definition below. Write the word on the line. Then number the words so they are in ABC order.

fetch simmered menu assembled devoured forgetting

1. not remembering _____
2. put together _____
3. to go get _____
4. cooked on low heat on a stove _____
5. ate greedily _____
6. foods being served _____

B. Write two sentences using words from the box.

7. _____

8. _____

Name _____

As you read *Mice and Beans*, fill in the Reality and Fantasy Chart.

REALITY	FANTASY
What Could Happen?	What Could Not Happen?

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How does the information you wrote in this Reality and Fantasy Chart help you to better understand *Mice and Beans*?



At Home: Have your child use the chart to retell the story.

Name _____

Fantasy is something that cannot happen in real life.**Reality** is something that can happen in real life.

Read each sentence. Write *reality* if it tells about something that could really happen. Write *fantasy* if it tells about something that could not really happen.



1. The chair walked across the street. _____
2. The birds flew across the sky. _____
3. Keith ate five hot dogs. _____
4. Lauren is starting school tomorrow. _____
5. The goat was shopping at the mall. _____
6. The fairy granted Megan three wishes. _____
7. The cat meowed. _____
8. The dragon flew over the castle. _____
9. Rainbows have many colors. _____
10. The giant lifted the house with one hand. _____



Name _____

As I read, I will pay attention to expression.

9 Roger woke up with the hot sun already smiling
 21 down on him. He felt like it was going to be a
 28 special day, but he wasn't sure why.
 36 "It's the first day of summer!" said Dad.
 45 That was it! Summer was here! It was Roger's
 54 favorite time of the year. He thought about the
 64 warm sun and the sweet fruits he ate each summer.
 70 This year would be no different.
 79 Roger and his dad always threw a party to
 88 celebrate the new season. This year his dad made
 99 the guest list. He said a surprise guest would be the
 104 bright spot in the party.
 115 Roger got dressed in a hurry. He was so excited to
 125 bake with his dad for the party that he almost
 knocked him over in the hallway. 131

Comprehension Check

1. What time of year is the story set in? **Character and Setting**
2. Why did Roger almost knock his dad over in the hallway? **Make Inferences**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

You can figure out the meaning of an **inflected verb** by putting together the meanings of its word parts.

Add the word ending to the verb.
Then write the new word in a sentence.



1. wear + ing _____

2. celebrate + ed _____

3. laugh + s _____

4. confirm + ing _____

5. giggle + s _____

6. heal + ed _____



Name _____

Endings: *-dge, -ge,*
-nge, -lge, -rge

Sometimes words end with the letters *-nge, -rge,* or *-lge*. The ending sound /j/ is spelled *-ge* or *-dge*.

Read each word. Pay attention to the underlined ending of each word. Then circle the word next to it that has the same ending.

1. huge judge age

2. pledge ledge strange

3. page stage bag

4. orange fudge change

5. bulge indulge garage

6. charge range large

7. badge edge egg

8. merge verge smudge



Name _____

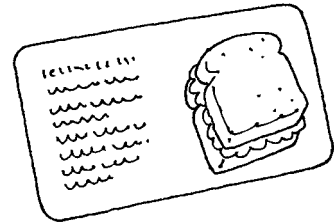
Written directions are steps that tell you how to make or do something.

Peanut Butter and Jelly Sandwich

Ingredients: 2 slices of bread; peanut butter; jelly

Directions

1. Spread the peanut butter on one slice of bread.
2. Spread the jelly on the other slice of bread.
3. Put the slices together so the peanut butter and jelly touch.



Write a recipe for something you can make.



Name _____

The letters **ar** stand for the ending sound you hear in **car**.

The letters **are** stand for the ending sound you hear in **bare**.

The letters **air** stand for the ending sound you hear in **chair**.

Write the words from the box that have the same vowel sound and spelling as the name of the picture.

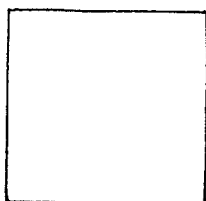
scar stairs flare fair pair spare
glare repair care cart smart afar

1.



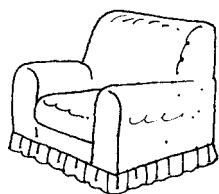
car

2.



square

3.



chair



Name _____

A. Choose a word from the box to complete each sentence below. Then write the word on the line.

memories

imagination

familiar

glamorous

creating

occasions

1. People are _____ when they write books and draw pictures.
2. Birthdays and holidays are special _____ to celebrate.
3. _____ are made up of times people remember.
4. Something you know well is _____ to you.
5. You can use your _____ to make believe and think of a wild and crazy story.
6. A party that is fancy can also be _____.

B. Use the words from the box to write two new sentences.

7. _____

8. _____

Name _____

As you read *Stirring Up Memories*, fill in the Conclusion Chart.

Fact	Fact
Conclusion	

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How does the information you wrote in the Conclusion Chart help you summarize *Stirring Up Memories*?



At Home: Help your child use the chart to retell the story.

Name _____

When you **draw conclusions**, you make decisions about a story based on text and picture clues and what you already know.

Draw conclusions to answer each riddle.
Use the words in the box.



donkey

owl

raccoon

starfish

1. I live in the water.
I swim in the sea.
Something in the sky
Shares its name with me.
What am I?

2. You might have heard me
hoot.
You might have seen me fly.
Some say that I am wise.
Can you guess? What am I?

3. I can't unlock a door.
Still, my name has its own key.
A horse and I look almost the
same.
Use this line to write my name.

4. I have rings around my eyes.
I'm quite a sight to see.
My tail has rings of black and
white.
Now, say, who could I be?



Name _____

As I read, I will pay attention and copy tone and expression.

12 People who can read are lucky. The world is full of words.
 21 There are words in books and newspapers. There are
 31 words on road signs and billboards. There are words on
 42 maps and food labels. There are even words on television (TV)
 46 and on your computer!
 56 Words give us information. They can make us think. They
 65 can make us laugh. They can make us cry.
 75 Who puts these words together? Writers do. This book is
 85 about different kinds of writers and how they use words.
 95 Some writers write about the news. They write stories for
 104 magazines, newspapers, the Internet, radio, and TV. They are
 115 often “on the scene” for a news event. They **interview** people
 there. Then they report the story as quickly as they can. 126

Comprehension Check

1. Do you think there are other writers than the ones who write the news? **Draw Conclusions**
2. Why do news writers have to report the news quickly? **Make Inferences**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

You can sometimes tell the meaning of unfamiliar words if you use what you know about word parts or word roots. Some words in English have **Greek and Latin roots**.

Read each root below. Circle that root in each word. Use both words in a sentence.

1. Root: **cycl** The root ***cycl*** means ***circle*** or ***ring***.
bicycle **cyclone**

2. Root: **act** The root ***act*** means ***do***.
actor **action**

3. Root: **graph** The root ***graph*** means ***write***.
telegraph **autograph**



Name _____

The letter **r** after a vowel makes the vowel stand for a sound different from the usual short or long sound. You can hear the **ar** sound in **hard**. You can hear the **are** sound in **care**. You can hear the **air** sound in **fair**.

Choose words from the box to finish the sentences in the passage below. Write the words on the lines.

Use each word once.

pair	stare	chair	apart	bark
garden	barn	stars	far	farm

I just heard my dog _____ outside again. I'm trying to write a story for school. But all I do is _____ at the wall. Wait! Listening to my dog gives me a good idea. I'll write about a dog on a _____. The dog goes for a walk and gets lost. He is too _____ away from home. He meets a _____ of birds. They teach him to look at the _____ in the sky. That helps him find his way back home to the red _____. He is happy to be home. He likes the flowers in the _____. He likes to sit on his favorite _____ in the house. He never wants to be _____ from his people again.



Name _____

Word play means using words or saying something in a fun and unique way. **Onomatopoeia** is the use of a word that sounds like the object or action it names.

The bees **buzz** from flower to flower.



The words below have onomatopoeia. Use each in a sentence.

1. roar _____

2. pop _____

3. zip _____

4. beep _____

5. crunch _____

6. splash _____



Name _____

When the letter *r* follows a vowel, the vowel usually changes its sound. The vowel sound is no longer short or long. Listen to the vowel sounds as you say each word.

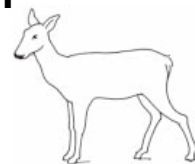
near

deer

here

her

Read each word. Then circle the word that rhymes with it.
(Hint: The ending sounds that rhyme may *not* be spelled the same.)



1. hear

pair

where

dear

2. steer

clear

deer

care

3. stern

stare

fern

bear

4. ear

swear

peer

far

5. germ

term

wear

dear

6. jeer

gear

jar

dare

7. here

there

her

fear

8. nerve

deer

near

serve



Name _____

A. Read each sentence. Choose a word from the box that has almost the same meaning as the underlined word or words. Then write the word on the line.

talent treasures impossible pleasant watch

1. Would you like to look at me while I play my drums?

2. Reading a long book in just a few minutes is not possible.

3. A warm breeze and sunny sky makes this an enjoyable day.

4. Your amazing gift for painting helped you to win the art contest.

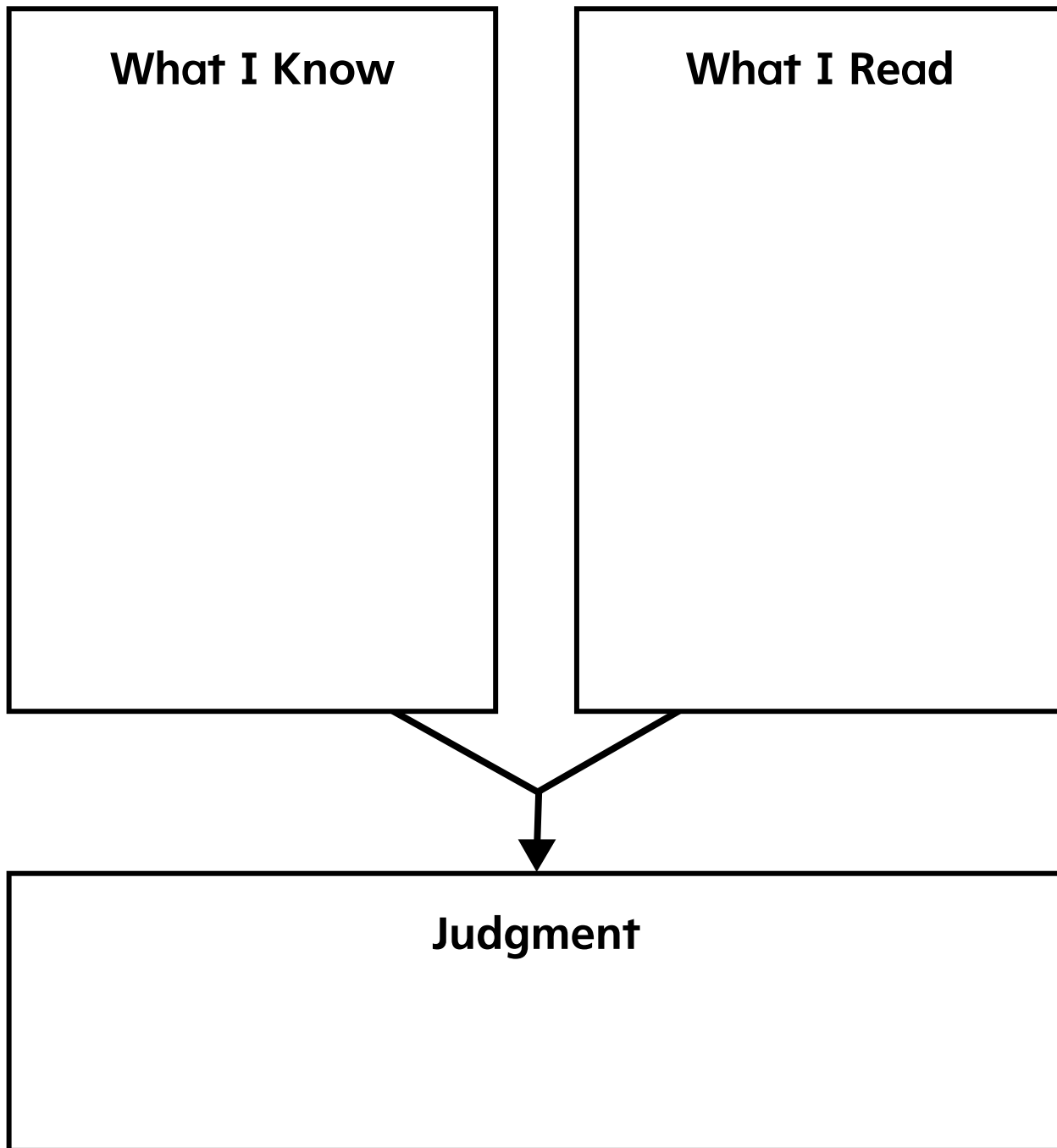
5. A pirate would love to have this box of very valuable things.

B. Write a new sentence using two of the words from the box.

6. _____

Name _____

As you read *Music of the Stone Age*, fill in the Make Judgments Chart.



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How does the information you wrote in this Make Judgments Chart help you to better understand *Music of the Stone Age*?



At Home: Have your child use the chart to retell the story.

Name _____

To **make judgments**, you can use what you read and what you already know to form your own opinion about what you read.

Read the story. Then answer the questions.

The art teacher asked everyone to draw a picture of a favorite place. Henry decided to draw his bunk bed with his blanket and his cozy red pillow. He even drew the family of stuffed frogs that he keeps on his bed. Zita didn't know what to draw. For a long while, she just sat there. Then she started to draw what Henry was drawing. He told Zita he didn't think it was fair to copy him. Zita agreed. She started a new drawing of her swimming pool.

1. Do you think Henry's idea for a drawing was a good one? Explain.

2. Do you think it was okay for Zita to copy Henry's idea? Explain.

3. Do you think Henry was happy when Zita decided to start a new drawing? Why or why not?



Name _____

Some words can have more than one meaning. They are called **multiple-meaning words**. You can look at the other words in the sentence to help you decide which meaning fits best in the sentence.

I hit the baseball with a bat.

The bat flew out of the cave at night.

Read each sentence. Then write the meaning of the underlined word.

1. You can lie here to take a nap.

2. I try to tell the truth and never lie.

3. Cassie will start third grade next fall.

4. Be careful not to slip and fall on the ice.

5. I have a cast on my right arm.

6. You chose the right answer.



Name _____

Dictionaries and **encyclopedias** give different kinds of facts.**A. Write *dictionary* or *encyclopedia* to complete each description of a reference source.**

1. A(n) _____ is a book or collection of books that gives detailed information about many different topics. Entries may include maps, charts, graphs, and photos.
2. A(n) _____ is a book that gives definitions of words, their pronunciations, parts of speech, and sometimes example sentences.

B. Which reference source would be better to help you find the following kinds of information?

3. What part of speech is the word **style**? _____
4. Where and when did the art of origami begin?

5. Who are some famous artists from Italy? _____
6. What does *piñata* mean? _____



Name _____

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

10 Cats have been around for thousands of years. Long ago,
 20 cats were more than house pets. People thought that they
 30 had special powers. Artists painted pictures of cats. They also
 34 created sculptures of cats.
 45 Today, we can see paintings and sculptures of cats in museums.
 55 Thousands of years ago in ancient Egypt, cats were honored
 66 animals. The Egyptians loved cats so much that one of their
 79 gods had the head of a cat. People who hurt cats were punished.
 85 Cats were thought of as **treasures**.
 96 The ancient Romans also liked cats. They thought cats were a
 100 symbol of being free.
 108 The mosaic (*moh-ZAY-ik*) above was made hundreds of years
 121 ago in Italy. A mosaic is made from small colored squares of stone,
 133 glass, or tiles. The squares are put together to make a picture.

Comprehension Check

1. Why was hurting cats a crime in ancient Egypt? **Reread**
2. How was the ancient Romans' belief about cats different from the ancient Egyptians'? **Compare and Contrast**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Say each word. Listen to the sounds that the letters in dark type stand for.

tear

peer

term

here

Write the word from the box that completes each sentence.

herd

deer

perch

here

germs

ears

hear

nerves

1. Did you _____ the song Joey wrote?
2. When did you move _____ from Ohio?
3. I like to help my grandfather _____ the cows.
4. This little bird can _____ on your finger.
5. My _____ were cold so I put on my hat.
6. The _____ in my body send messages to my brain.
7. I saw two _____ when I was hiking yesterday.
8. Cover your mouth when you cough to not spread
_____.



Name _____

The letters **or**, **ore**, and **oar** stand for the same sound.

port boar more

A. Write a word from the box to complete each question.

chores oar shore storm soar thorns

1. Do those roses have _____?
2. What _____ do you do to help out at home?
3. Have you ever watched eagles _____ overhead?
4. Is it cooler by the _____ in the summer?
5. Does the rowboat have a spare _____?
6. How long do you think the _____ will last?

B. Use two words from the box in new sentences. Write the sentences on the lines.

7. _____

8. _____



Name _____

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

powerful

allowed

products

design

instrument

invented

1. The city _____ thousands of people to gather in the park for a concert.
2. The new medical _____ helped the doctors find the problem.
3. The _____ beam of light could be seen for miles.
4. Many new _____ are for sale every year.
5. The _____ for the new building was unlike any other building's in town.
6. My hero is the person who _____ peanut butter!

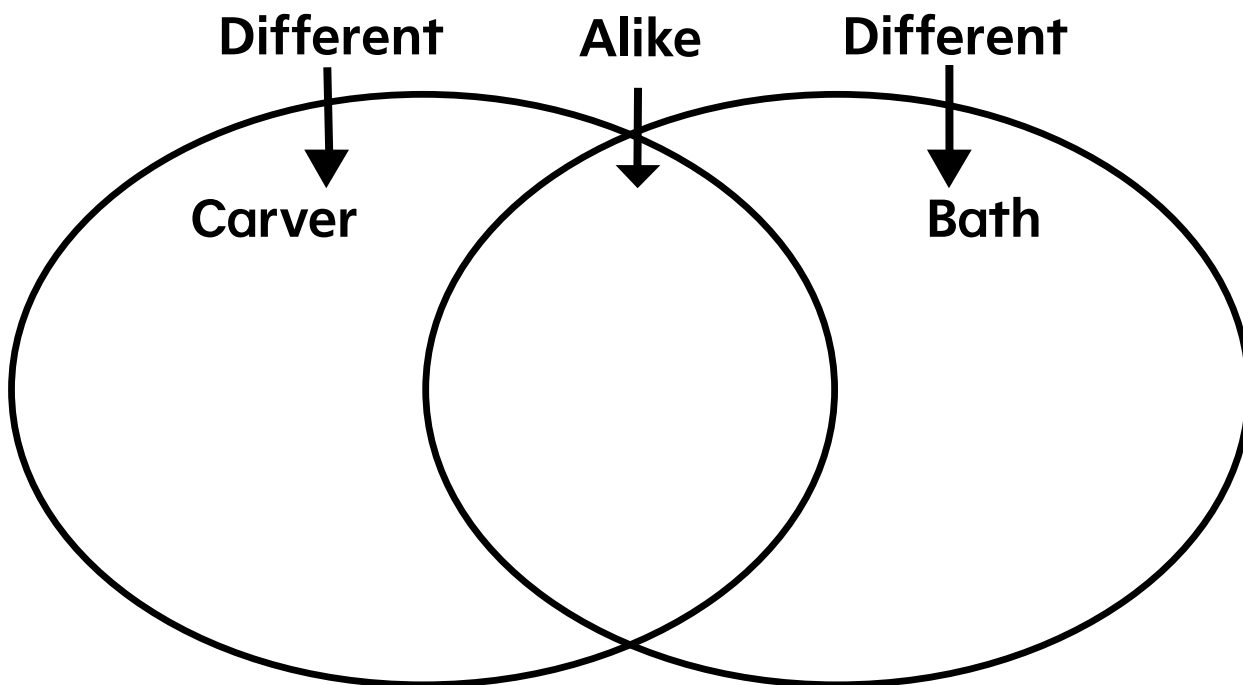
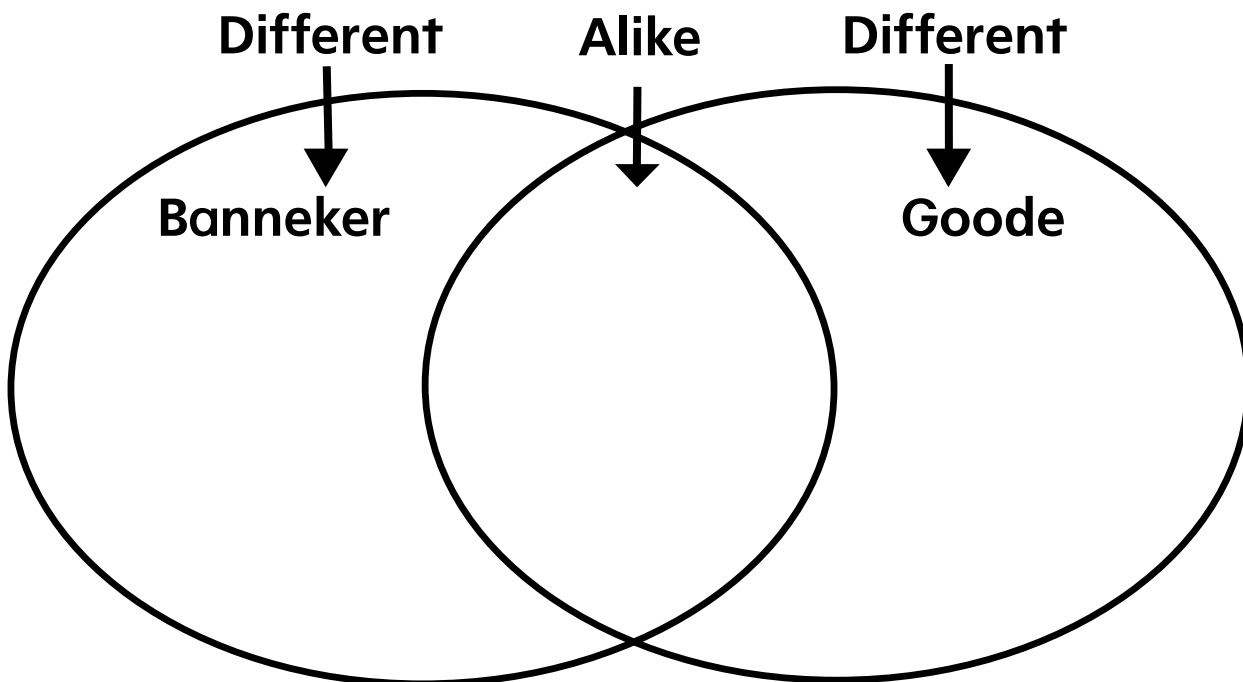
B. Write two sentences that each use one word from the box.

7. _____

8. _____

Name _____

As you read *African-American Inventors*, fill in the Compare and Contrast Chart.



How does the information you wrote in this Compare and Contrast Chart help you to better understand *African-American Inventors*?

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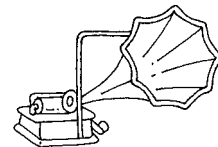
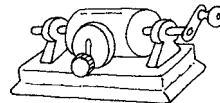
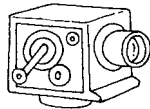
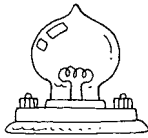
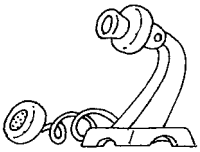
At Home: Have your child use the chart to retell the story.

Name _____

When you **compare**, you tell how two or more things are alike.

When you **contrast**, you tell how two or more things are different.

Read the passage. Then answer the questions below.



Alexander Graham Bell was an inventor. He was born in Scotland in 1849. Alexander Graham Bell invented the telephone.

Thomas Edison was an inventor. He was born in America in 1849. Thomas Edison invented the light bulb, movie camera, and phonograph.

1. How were Alexander Graham Bell and Thomas Edison alike?

2. How were Alexander Graham Bell and Thomas Edison different?



Name _____

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

9 In the 1880s, Karl Benz and Gottlieb Daimler built the
 20 first cars that used gasoline. These looked more like the cars
 33 we drive today. So, in a way, Benz and Daimler were the first
 to **invent** modern cars.

37 The first cars cost too much for most people to buy. Henry Ford
 50 was an American car maker. He started making cars on an
 61 assembly line. On an assembly line each worker does only one
 72 job. This is a much faster, cheaper way of making things. Today,
 84 many cars and other **products** are made this way in factories.

95 Before assembly lines, it took Ford's workers more than
 104 12 hours to make one car. After, it took only 90 minutes.
 114 By the 1920s, Ford was making one car every 43 seconds!
 123 Because they were cheap to make, Ford's cars were cheap
 133 to buy. This **allowed** more people to own a car. 143

Comprehension Check

1. How were cars different after Ford's assembly line? **Compare and Contrast**
2. Do you think the assembly line changed businesses other than auto making? **Draw Conclusions**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

A **suffix** is a word part added to the end of a base word.
It changes the meaning of the base word.

A. Add *-ful* and *-less* to each word. Then write what each new word means.

1. cheer _____

2. cheer _____

3. harm _____

4. harm _____

5. care _____

6. care _____

7. power _____

8. power _____

B. Pick two words you wrote above. Then use each word in a sentence.

9. _____

10. _____



Name _____

Many words with the same base word have meanings that are related.

The related words **sign** and **signal** both have to do with acts or symbols that send messages.

A. Match the related words to their meanings. Write the letter of the meaning on the line.

- | | |
|-------------------|-----------------------------|
| 1. aboard _____ | a. to get back on a vehicle |
| 2. boarding _____ | b. being on a vehicle |
| 3. reboard _____ | c. getting on a vehicle |

B. Write the related word that completes each sentence.

unmarked remarkable marking marker

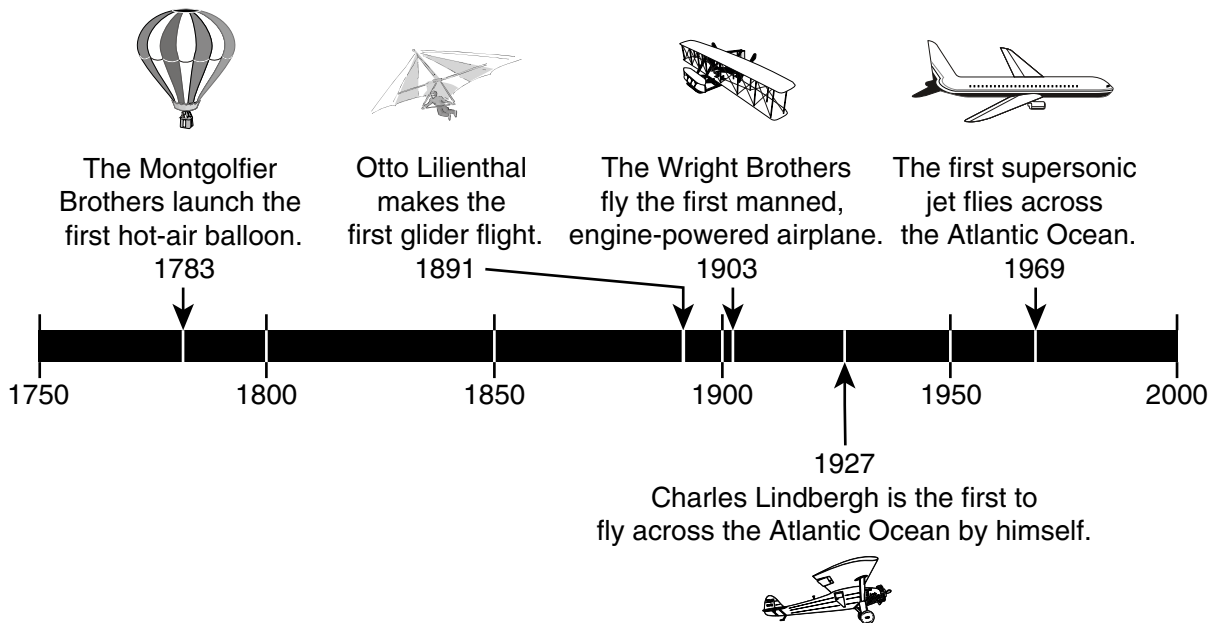
4. She used a yellow _____ to highlight the important ideas in the story.
5. The police who were in an _____ car in front of the bank caught the bank robber.
6. Everyone was talking about that _____ piece of art.



Name _____

A **time line** shows when important things happened.

Use the time line to answer the questions.



1. What happened in 1783? _____

2. When did Lindbergh cross the Atlantic Ocean? _____
3. What happened 24 years before Lindbergh's flight? _____

4. How many years after Lilienthal's glider flight did the Wright Brothers fly? _____



Name _____

The letters **ire** and **ier** stand for the sound you hear in **fire** and **drier**. The letters **ure** stand for the sound you hear in **lure**.

Fill in the bubble next to the word that has the same vowel sound as the underlined word in each sentence.

1. The doctor worked hard to cure her illness.

 cut pure cone

2. He will hire me to rake his leaves.

 drier here wear

3. Are you sure this is the way to the zoo?

 secure fur stir

4. We will lure the wolf into the cage and then move it to safety.

 learn mature lurk

5. If you are cold, go sit by the fire.

 ice fur flier

6. Let's help the woman change her flat tire.

 tried wire turn

Name _____

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

goalie figure vendors concern collection exclaimed

1. My _____ for the picnic is that it may rain.
2. "What a beautiful rainbow!" Kate _____.
3. The _____ caught the ball and saved the game.
4. The craft _____ set up their goods on tables on the sidewalk.
5. I can carve an animal _____ out of wood.
6. I have a _____ of dolls from all over the world.

B. Write two sentences using as many words from the box as you can.

7. _____

8. _____

Name _____

As you read *Babu's Song*, fill in the Character and Setting Chart.

Characters	Setting

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How does the information you wrote in this Character and Setting Chart help you to better understand *Babu's Song*?



At Home: Have your child use the chart to retell the story.

Name _____

Analyzing the **setting** helps you understand how the place and time affect what the characters do and say.

Read the story. Then circle the best answer to each question.

It was so hot! Even though it was early morning, Trista's clothes were already too heavy for the heat. Trista pushed through the door of the small clothing shop. The woman behind the counter smiled at her and asked her something in a language Trista could not understand. Trista pointed to one of the cool cotton outfits and pointed to herself hopefully. The woman smiled, looked through a rack of clothing, and pulled out an outfit that was just her size. Ten minutes later Trista was back in the street, cooler, and happier.

1. Trista is a: ____
 - a. woman
 - b. wild animal
 - c. young boy
2. Trista probably: ____
 - a. visits this place all the time
 - b. does not like this place
 - c. has not visited this place often
3. She seems to be in: ____
 - a. her home town
 - b. a foreign country
 - c. a zoo
4. This story takes place: ____
 - a. in a place that is very hot
 - b. in a place that is cold
 - c. in a forest



Name _____

As I read, I will pay attention to the punctuation in each sentence and the tempo.

Soccer wasn't just a game to Carlos. It was his whole life.
 12 His father worked among the **vendors** at the local soccer
 22 ground. He owned a little stall that sold meat empanadas and
 33 fresh fruit juices. Carlos went along with him every Saturday
 43 to watch the village team play.
 49 Carlos and his friends practiced before and after school
 58 every day. On the weekends they played games against
 67 neighboring villages.
 69 Their team was called the Mighty Lions. But they hadn't
 79 been too mighty lately. In fact, they had lost every game
 90 so far this season.
 94 Paulo was the best player on their team. He dreamed of
 105 being a Brazilian soccer star, like Pelé and Ronaldo.
 114 "I'm going to score 1,000 goals," he said. "And help Brazil
 124 add another three World Cups to its **collection!**" 132

Comprehension Check

1. How have the Mighty Lions done so far this season? **Character and Setting**
2. Was Paulo a great soccer champion like Pelé and Ronaldo? **Character and Setting**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

To figure out the meaning of a word, look at how it is used in the sentence. Use **context clues** in the surrounding sentences to help you figure out the meaning.

Use words from the box to make the story make sense. You will not use all the words.

grandfather	grew	mother	Korea
friends	plane	boat	Texas

Today my _____ came to visit. He lives in Korea. Korea is where my father _____ up. You can still hear his old language in his accent when he speaks his new language, English. My _____ grew up in _____. You can hear that when she speaks, too.

My grandfather wants my mother and me to see _____. My grandfather will stay here for two weeks. He will see my school, meet my _____, and watch me play soccer in the afternoons. Then my whole family will get on a _____ and fly to Korea. There, we will see where my father went to school and meet some of his old friends.



Name _____

An **r-controlled vowel** is heard in the **-ire** word family:
wire, fire, spire.

An **r-controlled vowel** is also heard in the **-ure** family:
sure, pure, lure.

A. Match each word in the box to the set of its related words. Then write the word on the line.

lure

sure

wire

tire

1. surely, sureness, assure _____
2. tireless, tired, retire _____
3. lured, luring, alluring _____
4. wired, wiring, wirework _____

B. Use a word from each group of related words in a sentence. Write the sentences on the lines.

5. _____

6. _____

7. _____

8. _____

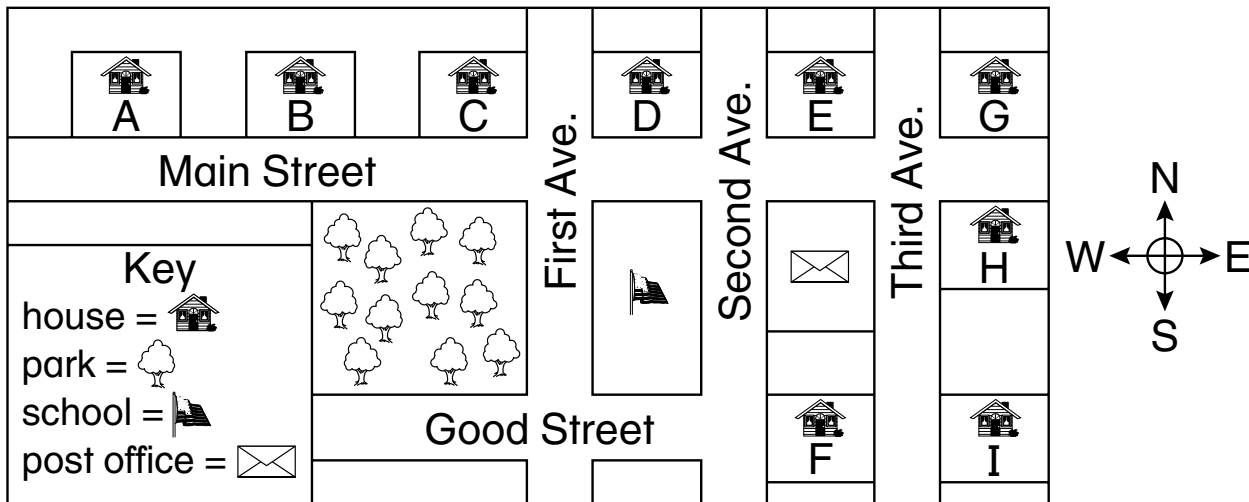



Name _____

A **map** is a drawing. It shows where places are.

Read the map. Then follow the directions or circle the best answer for each question.

Quiet Town



- Color the key yellow.
- Color the school blue.
- Color the post office red.
- What place is shown on this map?
 - New York City
 - Quiet Town
 - a state park
- What kind of building does  represent?
 - post office
 - school
 - store
- If you lived in house A, how could you get to school?



Name _____

Use the words in the box to complete the sentences.

fetch wedge imagination talent powerful
design figure exclaimed board goalie

1. I write on the _____ with chalk.
2. Use your _____ when you play make-believe.
3. The huge truck must have a very _____ motor.
4. Simon _____ when he won the contest.
5. My dog likes to _____ a stick or a ball.
6. My sister has a _____ for dancing.
7. The _____ keeps the other team from scoring.
8. Mom put a _____ of cheese on the plate.
9. The sculpture included the _____ of a cat.
10. Lu made a beautiful _____ for his picture frame.

Name _____

A. Match each definition to the correct word. Then write the letter next to the definition on the line.

- | | |
|--------------------|--|
| 1. allowed _____ | a. cooked at or just below boiling point |
| 2. glamorous _____ | b. gathered together |
| 3. treasures _____ | c. let someone do something |
| 4. assembled _____ | d. special events |
| 5. occasions _____ | e. things of value |
| 6. simmered _____ | f. exciting and charming |

B. Use the words in the box to complete the puzzle.

dear

tire

hair

watch

Across

3. Rubber wheel
4. This grows on your head

Down

1. Look or see
2. Sounds just like *deer*

