

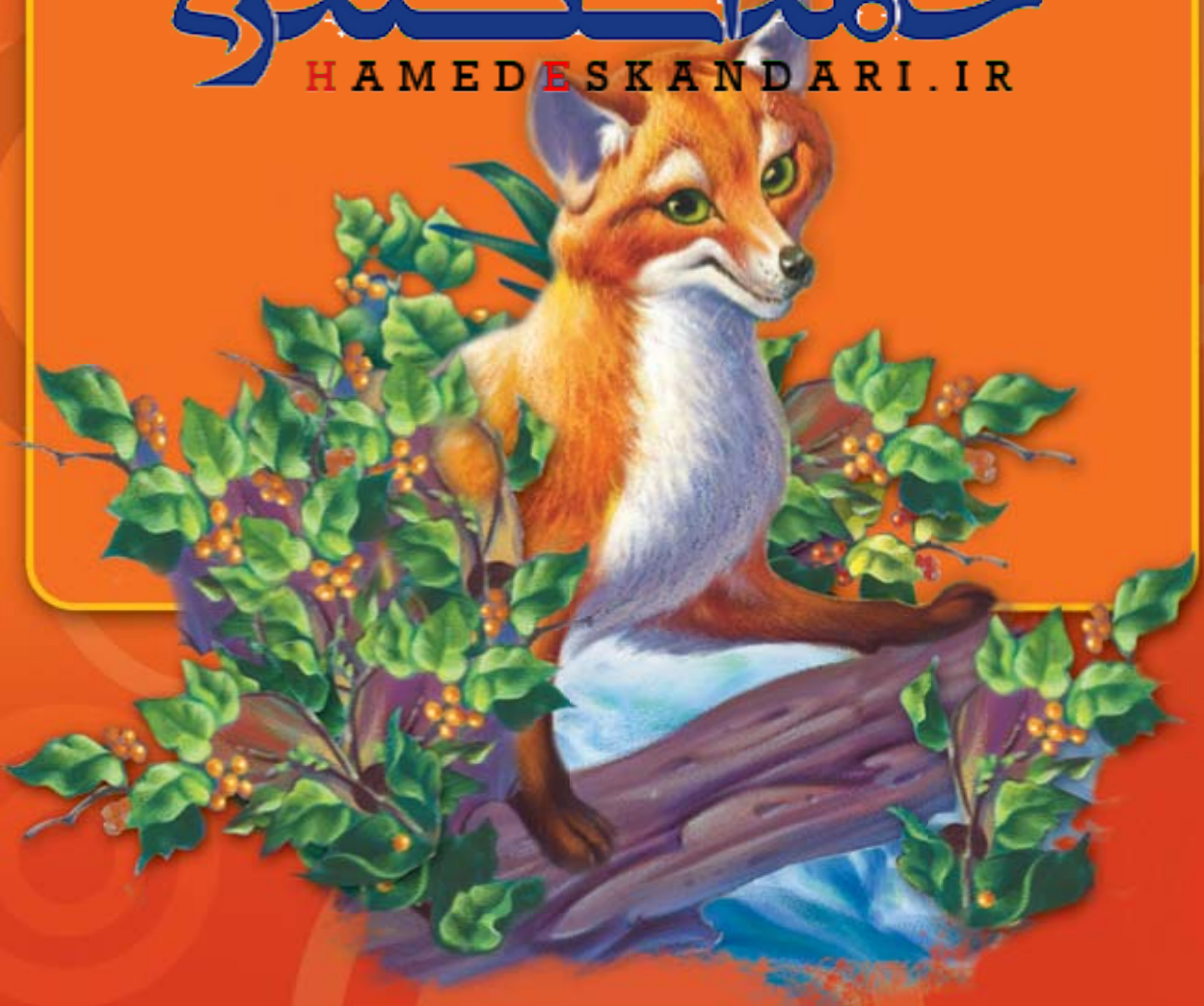
Macmillan/McGraw-Hill

READING  
**Triumphs**

GRADE 3

# Practice Book

حمدا کنند  
HAMEDSKANDARI.IR





Dear Family Member or Caregiver:

Welcome! This year your child will be building important reading skills. By working together, you and your child can become partners in learning.

Each week your child will bring home

- a Fluency passage that he or she will read to you.
- a Take-Home Story for the two of you to read together and discuss.

Using these brief texts, you can help your child review vocabulary words and practice key reading skills taught that week.

Your interest, praise, and encouragement are sure to lead to your child's success in school. Here's to an exciting year of learning!

Yours truly,

B

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Published by Macmillan/McGraw-Hill, of McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc., Two Penn Plaza, New York, New York 10121.

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Printed in the United States of America

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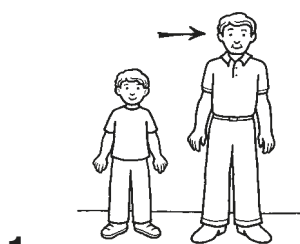


Name \_\_\_\_\_

The short vowel *a* sound is spelled with the letter *a*. The short vowel *i* sound is spelled with the letter *i*.

pan      pin

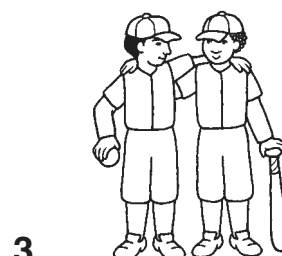
Write *a* or *i* to complete each picture name.



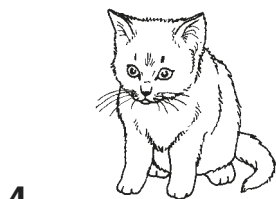
d\_\_d



f\_\_ll



p\_\_ls



c\_\_t



l\_\_p



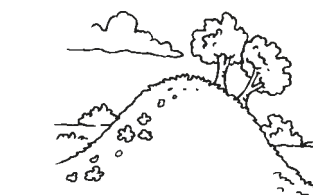
c\_\_n



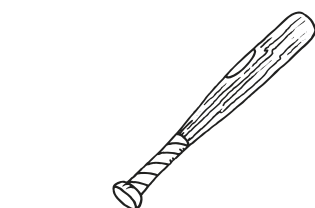
b\_\_g



p\_\_n



h\_\_ll



b\_\_t

Name \_\_\_\_\_

**A. As you read, pay attention to end punctuation and intonation.**

16 Jack is in a jam. His pals are mad. Tim is mad at Dan. Dan is  
mad at Tim.

19 Is Jack picking a pal? If Jack picks Tim, Dan will get mad.  
32 If Jack picks Dan, Tim will get mad.

40 Dad has a tip. "Tell Tim and Dan how you feel. Tell them  
53 you will not pick one pal." 59

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

has	will	ham	pig	map
if	back	mix	sick	fat
pal	his	bat	dad	it
miss	ask	fig	hit	sat
mad	pick	rap	cat	fit

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

The **inflectional endings** *-s*, *-ed*, and *-ing* can be added to the end of a word that tells about an action. The ending *-s* can be added to a noun to tell about more than one.

**pets**   **packs**   **packing**   **packed**

**A. Fill in the missing parts to make the word in bold.**

1. Jim **picked** a pal.

**pick** + \_\_\_\_\_ = **picked**

2. Pam has ten **pals**.

\_\_\_\_\_ + \_\_\_\_\_ = **pals**

3. Dan **hops** a lot.

\_\_\_\_\_ + \_\_\_\_\_ = **hops**

4. Sam **sells** Max a rug.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

5. Is Pat **acting** mad?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6. Meg **packed** a bag.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

7. Rick is **filling** a cup.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Name \_\_\_\_\_

acting

jam

quit

tip

feel

ran into

**A. Vocabulary Words** Write the word that best completes each sentence.

1. Jim is in a \_\_\_\_\_.
2. Pam is \_\_\_\_\_ mad.
3. Dad has a \_\_\_\_\_ for Dan.
4. Tim \_\_\_\_\_ acting bad.
5. Jack \_\_\_\_\_ Jan.
6. Meg and Sal \_\_\_\_\_ sad.

**B. Vocabulary Strategy: Inflectional Endings** Read the passage. Underline the inflectional endings *-s*, *-ed*, and *-ing*.

Jim is feeling sad. His dad is mad. Jim acted bad. Now Pam tells Jim. "I have a tip for you. Tell your dad you will quit acting bad." Jim tells his dad. Now Jim and Dad are pals.

**C. Write the correct ending in ( ) to complete each sentence.**

**Example:** Ed pick ed (ed, ing) a pal.

1. Jim is **feel** \_\_\_\_\_ (ed, ing) sad.
2. Jim **act** \_\_\_\_\_ (ed, ing) bad.
3. Pam and Jim are **pal** \_\_\_\_\_ (ed, s).

Name \_\_\_\_\_

As you read "A Big Jam," fill in the Story Map.

**Characters**

**Setting**

**Beginning**



**Middle**



**End**

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Tad Hits**

Tad ran into Lin. Lin is his pal. Lin had a bat. “Can you bat?” asked Tad.

“I can bat,” said Lin. “I am not bad at it.” Lin hit the ball. Lin ran.

Lin gave Tad the bat. Tad did not get a hit. Tad missed the ball.

“I feel bad,” said Tad.

“Quit acting sad,” said Lin. “I am a pal. I will give you tips.”

Lin hit. Tad looked at Lin bat.

“Now I will try to bat,” said Tad.

Tad did it! Tad hit the ball!

1. Underline words in the passage that have the short *a* sound.
2. Circle words that end with *-s*, *-ed*, or *-ing*.
3. Who are the characters in the story?

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4. What happens at the end of the story?

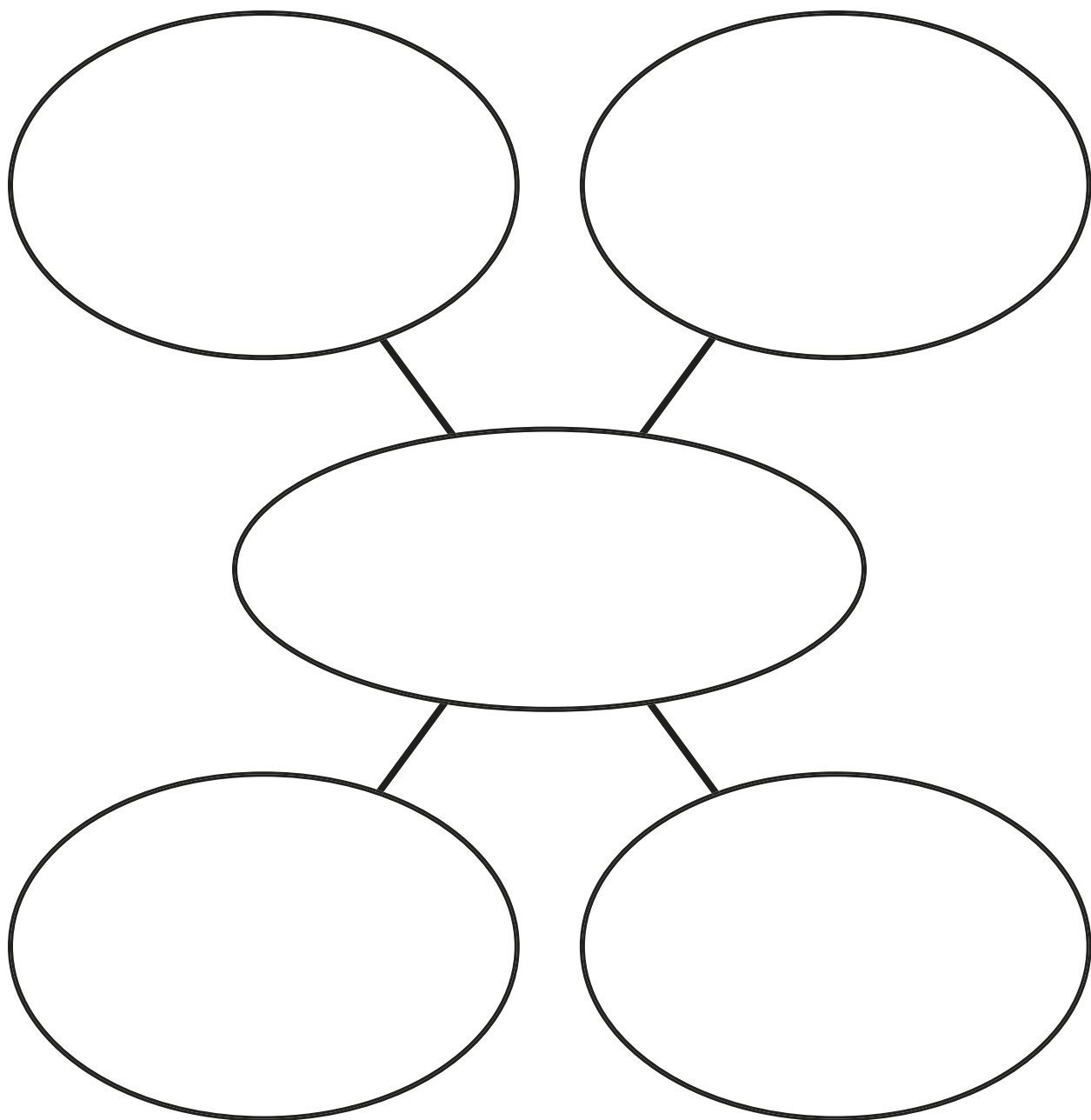
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5. To quit is to \_\_\_\_\_.  
fix      stop      spill



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

The short vowel *e* sound is spelled with the letter *e*. The short vowel *o* sound is spelled with the letter *o*. The short vowel *u* sound is spelled with the letter *u*.

bed    lot    bun

**A. Underline the letter that has the short vowel sound in each word.**

bet            net            up            lot            den  
bug            sun            dog            lid            tug

**B. Finish each word ladder. Change only one letter at a time to make words with short vowels *o*, *e*, and *u*.**

1. Go from **hit** to **hot**.

hit  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Go from **big** to **bug**.

big  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Go from **tin** to **ten**.

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

4. Go from **dig** to **dug**.

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



Name \_\_\_\_\_

**A. Have a partner time you as you read the passage. Record your scores below.**

13 Tess has a pen pal. Tess writes letters to Liz. Liz writes back  
to Tess. It is fun!

18 Liz writes Tess about her dog Bud. Bud is a big dog. Liz hugs  
32 Bud.

33 Tess does not have a dog. Can Tess pet Bud?

43 Liz writes Tess, "Please visit!" Liz writes that Tess can pet  
54 Bud. Tess can see foxes and ducks, as well. 63

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to speed and tempo</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

Add *-es* to words ending in *x*, *z*, *s*, *sh*, and *ch* to form plurals.  
When a one-syllable word ends with a consonant, double the  
consonant before adding *-ed* or *-ing*.

boxes    hopped    hopping

**A. Fill in the missing parts to make the word in bold.**

1. The kids **hugged**.

**hug** + \_\_\_\_\_ + \_\_\_\_\_ = **hugged**

2. Jan will pack six **boxes**.

\_\_\_\_\_ + \_\_\_\_\_ = **boxes**

3. A dog is **sitting** on a bed.

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = **sitting**

4. Dad **hushed** the cats.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

5. The kids get on the **buses**.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6. Ken washes the **dishes**.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Name \_\_\_\_\_

writes      letters      hike      plans      jet      visit

**A. Vocabulary Words** Write the word that best completes each sentence.

1. Pen pals write \_\_\_\_\_.
2. Gus has \_\_\_\_\_ to get a cat.
3. Ned will \_\_\_\_\_ his pal.
4. Sam \_\_\_\_\_ with a pen.
5. Tess will go on a \_\_\_\_\_ to see Liz.
6. Tess went on a \_\_\_\_\_ up a hill.

**B. Vocabulary Strategy: Unknown Words** Use the dictionary entry to answer the questions below.

1. What are the guide words on this page?

\_\_\_\_\_

2. How many definitions of *pet* are there?

\_\_\_\_\_

3. Write a sentence that shows the first definition of *pet*.

\_\_\_\_\_

pep/pet

pet

1. To pat in a nice way. *verb*
2. A dog or cat kept at home. *noun*

Name \_\_\_\_\_

As you read "Pen Pals," fill in the Cause and Effect Chart.

Cause	Effect

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****On a Hill**

It is a nice day. Ann wants to go on a hike.

Ann begged Mom, "Please let us go on a hike!"

Todd asked, "Can we, Mom? It will be fun!"

Mom said, "Yes, we can go. I will make plans. Ann will get a pack. Todd will get a map." Ann and Todd hugged Mom.

Ann, Todd, and Mom went on a hike up a hill. Ann ran into foxes. Todd met a duck. Mom looked at bugs.

Ann ran up a hill. Todd ran up a hill. Mom ran up a hill. At the top, Ann sat on a rock. Todd sat on a log. Mom sat on a bug. Mom jumped up!

1. Underline words in the passage that have the short *e* sound. Put two lines under words that have the short *u* sound.
2. Circle words that end with *-es* or *-ed*.
3. Why did Ann, Todd, and Mom go on a hike?

---



---

4. Why did Mom jump up?

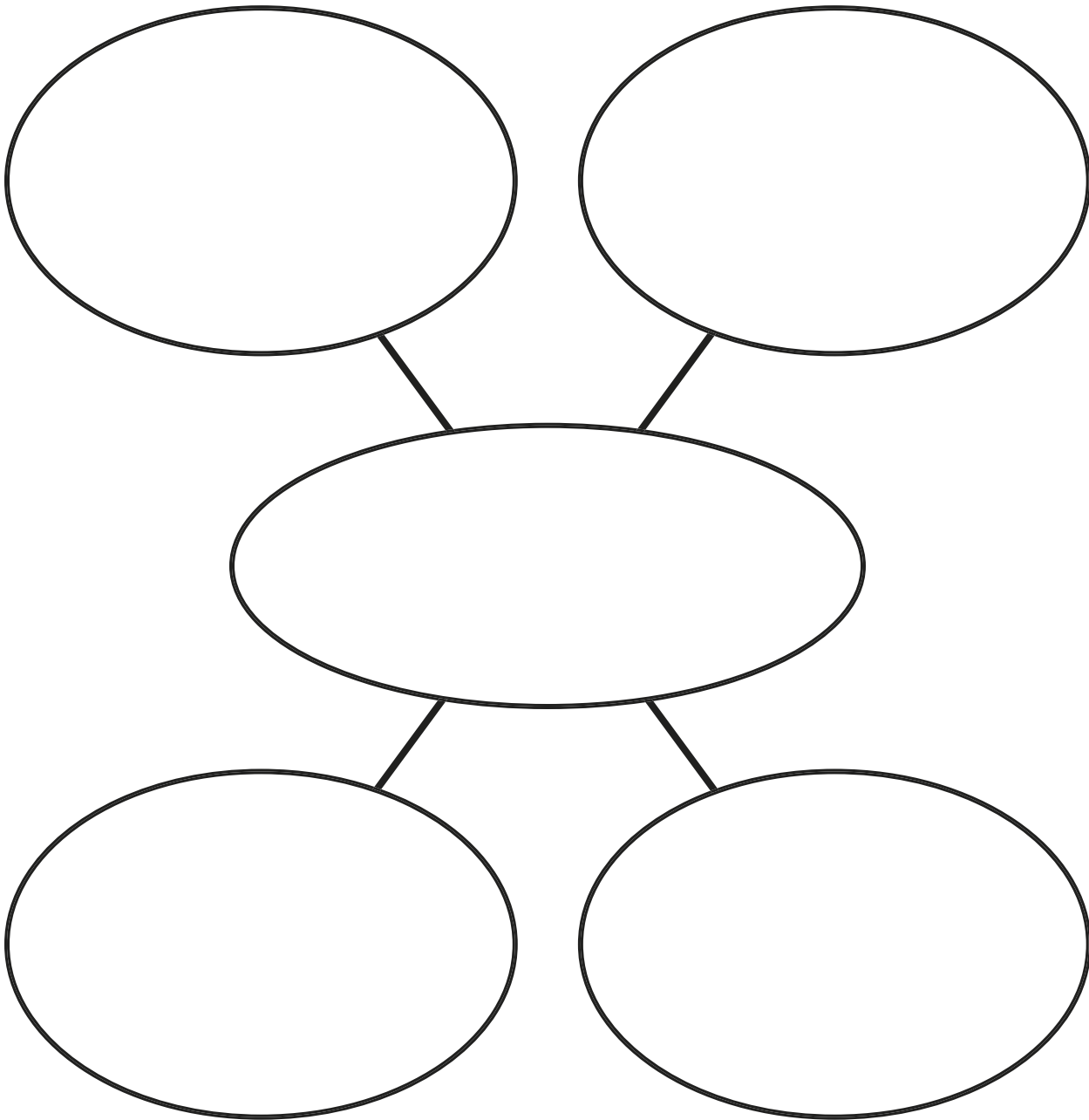
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5. A hike is a \_\_\_\_\_.  
game    walk    plan



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

**Read the passage. Then answer the questions.****Dan and Tig**

Pat ran into Pam and Dan.

Dan is looking for his cat, Tig. Tig ran up a hill.

“Are you sad?” Pat asked. “This is a big jam.”

“I miss Tig,” said Dan.

Pat, Pam, and Dan ran up the hill.

Dan yelled, “Tig!”

Pat yelled, “Tig!”

Pam yelled, “Tig!”

Dan did not quit. Dan had to get Tig. Then Tig ran to Dan!

Dan picked up his cat. “I am not mad, Tig,” Dan said. Tig licked Dan.



1. Who are the characters in the story? Circle the names.
2. Underline the sentences that tell what happened in the beginning of the story.
3. What happened at the end of the story?

---



---

Name \_\_\_\_\_

**Read the passage. Then answer the questions.****Dad Helps**

Lil and Ken want to kick a ball. But kids can not kick inside.

So Mom said, "Go out and play."

Dad said, "Let us go out. You can kick in a park. I bet you will have fun."

Lil, Ken, and Dad left.

Dad sat on a rock. Lil and Ken ran up a hill. Lil and Ken ran back to Dad.

Lil kicked the ball. Ken jumped up to get it. Ken kicked the ball. But Lil missed it. The ball fell in the water.

Dad will get it. Dad takes a dip. Dad gets wet.

Is Dad mad? No, it is fun in the water.



1. Why does Mom tell Lil and Ken to go out and play? Underline the cause.
2. What happened because Lil missed the ball? Draw a box around the effect.
3. Why did Dad go in the water?

---



---



Name \_\_\_\_\_

In a **consonant blend**, you can hear the sound of each consonant. Some examples of beginning blends are *fl*, *st*, and *tr*. Some examples of final blends are *nd*, *ng*, and *st*.

**stack   flop   band   wing   best**

**A. Draw a line under the word with the consonant blend. Write the word on the line to complete the sentence.**

1. Dad will run \_\_\_\_\_.  
fast   sat   top
2. Nell will \_\_\_\_\_ at the big log.  
pop   mop   stop
3. Jill \_\_\_\_\_ a lot.  
claps   tap   gap
4. Jan \_\_\_\_\_ in wet mud.  
sip   slips   pick
5. Pan can \_\_\_\_\_ in bed.  
red   rest   ten
6. Max \_\_\_\_\_ in a pond.  
dim   did   swims
7. Dan taps the \_\_\_\_\_.  
drum   sum   bat
8. Ming can \_\_\_\_\_ a song.  
sing   rug   pat

**B. Go back and circle the consonant blends in the words you wrote.**

Name \_\_\_\_\_

**A. As you read, pay attention to word accuracy.**

13 An ant can be black, red, yellow, or brown. It has six slim  
legs. Some ants can have wings.

19 An ant can lift big objects. Its six legs can help it lift and  
33 carry things. Six legs help it run fast.

41 An ant must have a job. Ants dig and help set up a nest.  
55 Another ant job is to get food. 62

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

slim	smell	clock	pill	deck
stop	stick	swell	rack	rock
trap	track	drip	mitt	sunk
twig	flop	sled	band	tent
snack	swim	flick	disk	pond

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

Add **'s** to a singular noun to make it a **possessive** noun. Add only (') to make most plural nouns possessive.

kid    kid's hat    kids' hats

**A. Draw a line to match the words in column 1 with its possessive form in column 2.**

**Column 1**

ant

dad

moms

cat

kids

pals

**Column 2**

pals'

moms'

ant's

kids'

cat's

dad's

**B. Read each sentence. Write the possessive for each underlined word.**

1. The clocks hands ticked. \_\_\_\_\_
2. The pals caps fit well. \_\_\_\_\_
3. Meg's dolls dress is red. \_\_\_\_\_
4. I pat Jacks cat. \_\_\_\_\_
5. Jim and Don lost the pets tags. \_\_\_\_\_

Name \_\_\_\_\_

objects   twigs   pests   food   smart   slim

**A. Vocabulary Words** Write the missing letters to complete the words in each sentence.

- Sm\_\_\_\_ dogs do tricks.
- Ants have \_\_\_\_im legs.
- Jack can lift big ob\_\_\_\_\_.
- Ants are p\_\_\_\_ts and get on snacks.
- Tw\_\_\_\_ are sticks.
- I eat f\_\_\_\_\_ each day.

**B. Vocabulary Strategy: Synonyms** Draw a line to match each pair of synonyms.

quit	thin
visit	stop
objects	sticks
slim	go see
twigs	things

Name \_\_\_\_\_

As you read “Ant Tricks,” fill in the Main Idea Chart.

<b>Detail</b>
<b>Detail</b>
<b>Detail</b>
<b>Main Idea</b>

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Smart**

Must you be big to be smart? No! An ant is not big, but it is smart. It can run fast. It can run up a plant stem. It can pick up stuff and not drop it. Ants' tricks are grand!

My dog is not big, but he is smart. He can pull a sled. He can hit a stick on a drum. He can sit up and beg. My dog's tricks are grand.

My pal Ann is not big, but she is smart. She swims fast. She can fold a flag flat. She can do lots of steps in tap class and not trip. She can hit a ball with a slim stick. Ann is not big, but she is smart.

1. Underline words in the passage that begin or end with *cl*, *dr*, *fl*, *gr*, *sl*, *sm*, *st*, *tr*, *nd*, or *nt*.
2. Circle the possessives in the passage.
3. List two details that tell how the dog is smart.

---

4. What is the main idea of the passage?

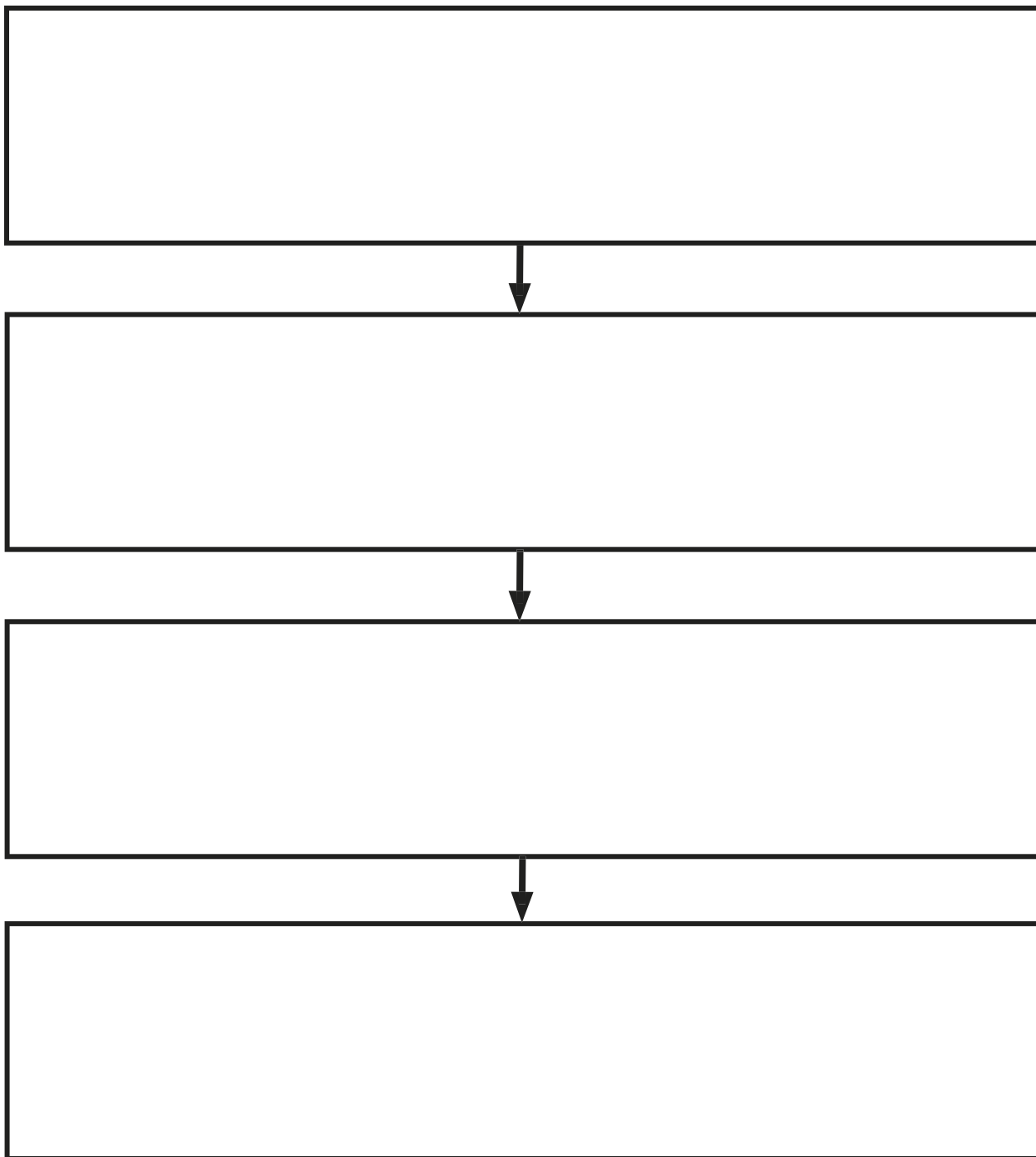
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5. If a stick is slim, it is \_\_\_\_\_.  
skinny    smart    wood



Name \_\_\_\_\_

To help you plan your writing, fill out a sequence chart.



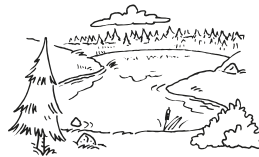
Name \_\_\_\_\_

The long a sound can be spelled a\_e, as in *bake*.**A. Circle the word that matches the picture. Write the word on the line. Underline letters that stand for long a.**

1. The king has a long, red \_\_\_\_\_.  
cap    cup    cape



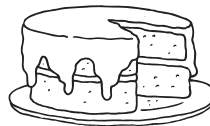
2. James swims in the \_\_\_\_\_.  
lap    lake    lick



3. Jane finds a long \_\_\_\_\_.  
snake    snack    sack



4. Kane made a big \_\_\_\_\_.  
cat    clap    cake



5. Ned and Pam fix the \_\_\_\_\_.  
gate    gap    gasp

**B. Write the words you chose that have the long a sound.**

\_\_\_\_\_



Name \_\_\_\_\_

**A. Have a partner time you as you read the passage. Record your scores below.**

10 Wetlands are places close to water. What animals live in wetlands?

11 A wetland can have plants. Grass grows in mud and sand.

22 Bugs live in wetland grass.

27 A frog and a snake swim in a wetland pond. A duck and a

41 crane make nests in wetlands. Wetlands are home to crabs and

52 clams, as well.

55 Many animals live in wetlands! 60

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to stops and pauses</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

A **compound word** is made by putting two smaller words together. Example: **bed** + **bug** = bedbug

**A. Write the two words that make up each compound word.**

**Example:**

**backpack**      back      pack

- |             |       |       |
|-------------|-------|-------|
| 1. bulldog  | _____ | _____ |
| 2. pancake  | _____ | _____ |
| 3. sunset   | _____ | _____ |
| 4. handbag  | _____ | _____ |
| 5. wetlands | _____ | _____ |

**B. Fill in the blanks with the compound word from Part A that makes sense. Draw a line between the two smaller words in your answers.**

- Jan ate a \_\_\_\_\_.
- A \_\_\_\_\_ licks Fred.
- Dad steps in mud in the \_\_\_\_\_.
- Meg got a \_\_\_\_\_ as a gift.
- Sam met Kate at \_\_\_\_\_.

Name \_\_\_\_\_

bills

animals

lungs

wetlands

**A. Vocabulary Words** Fill in the words that best complete the sentences.

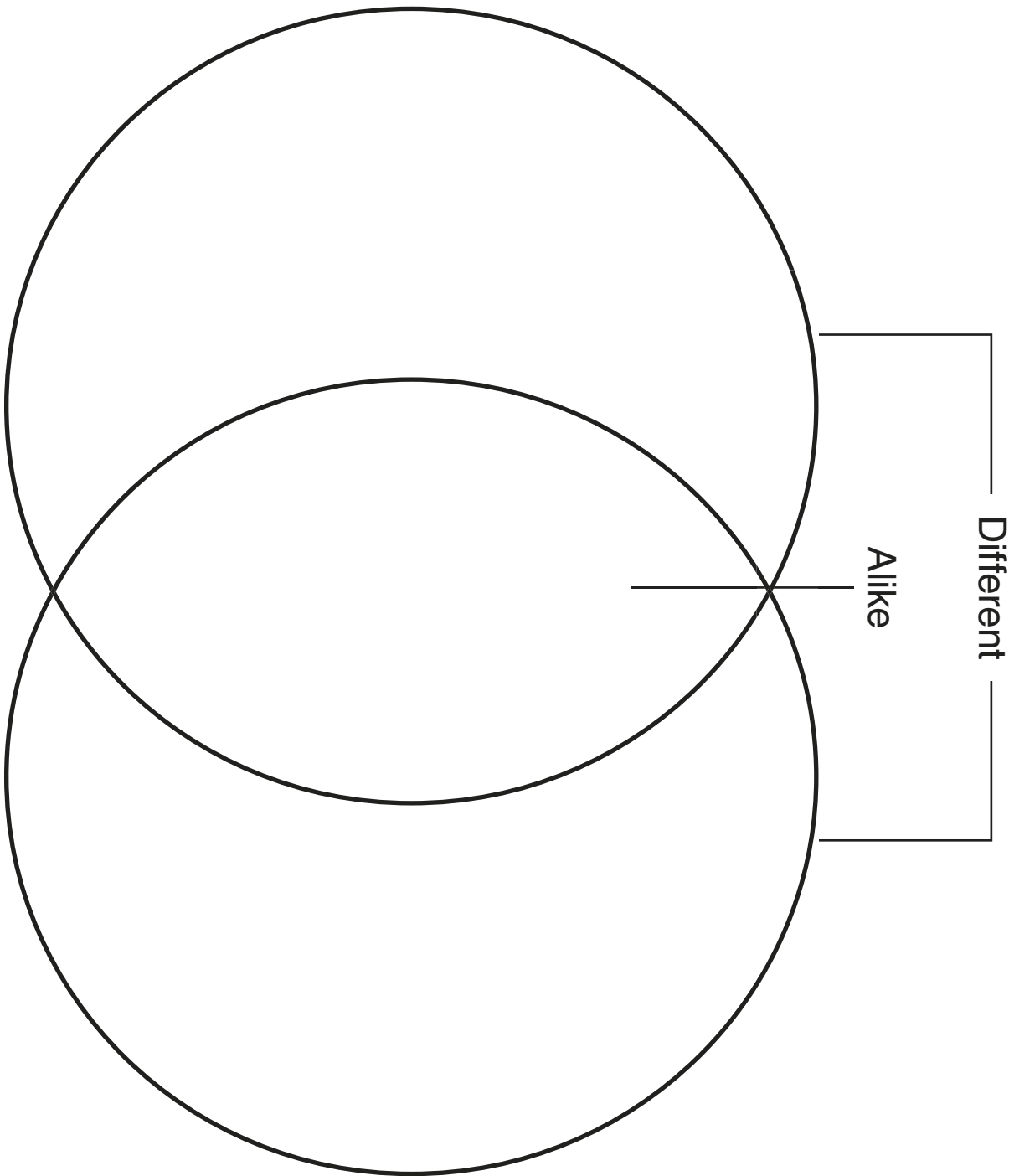
1. Ducks pick up food with their \_\_\_\_\_ .
2. A frog hops onto land to fill its \_\_\_\_\_ .
3. Frogs and ducks are \_\_\_\_\_ .
4. A duck makes its nest in \_\_\_\_\_.

**B. Vocabulary Strategy: Multiple-Meaning Words** Read each sentence. Look at the word in bold type. Underline the clues to its meaning.

1. A duck grabs a bug with its **bill** and eats it.
2. I buy snacks and Mom pays the **bill**.
3. Liz went on a hike to the **top** of a hill.
4. Jan has on a red **top** and black pants.
5. A **crane** wades in a wetland pond.
6. A big **crane** lifts big blocks of rocks.

Name \_\_\_\_\_

As you read "Wetlands," fill in the Venn Diagram.



Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Ducks and Cranes**

Ducks and Sandhill Cranes are wetland animals. They live by ponds and lakes. Cranes are big. They have big wings, long necks, and long legs. They honk. Ducks are small. They have small legs and wings. They quack.

Ducks swim in ponds and lakes. Cranes can swim but tend to wade. Ducks eat bugs and plants. Cranes eat bugs, frogs, and snakes.

Ducks make nests on the banks of ponds and lakes. The duck mom sits on 8 to 13 eggs. Cranes have nests in wetlands, too. The crane mom sits on 2 eggs.

Ducks and cranes flap their wings and fly to warm places when it is cold. They can fly far.

1. Underline words in the passage that have the long a sound.
2. Circle the compound words in the passage.
3. What are two ways ducks and cranes are alike?

---



---

4. What are two ways ducks and cranes are different?

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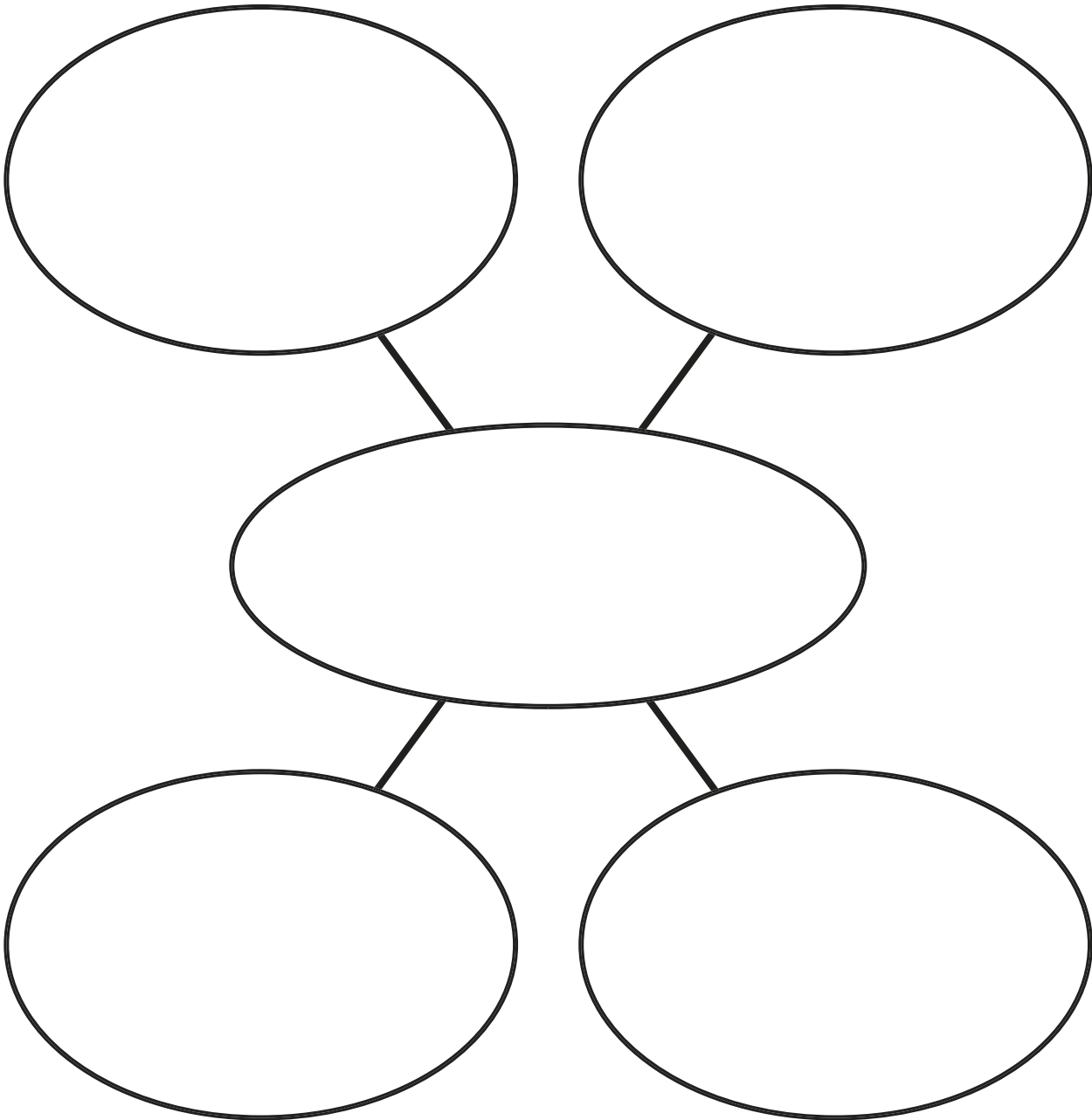
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5. A duck is \_\_\_\_\_.  
a pal   a wetland   an animal



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

The long *i* sound can be spelled *i\_e*, as in *bike*.

**A. Underline the letters that make the long *i* sound in the words below.**

lid slip smile pit bike fin bite ride kite dive

**B. Choose the word from Part A that completes each sentence. Write the word with long *i* on the line.**

1. Mike has a fast \_\_\_\_\_ .
2. If Bill is glad, he will \_\_\_\_\_ .
3. I will not \_\_\_\_\_ my bike in the mud.
4. A dog may \_\_\_\_\_ a cat.
5. The wind takes the \_\_\_\_\_ up.
6. Ken will \_\_\_\_\_ into the pond.

Name \_\_\_\_\_

**A. Use this passage to perform a choral reading or Readers Theater.**

- Group 1:** Cats, dogs, and mice sat at the Pet Shop.  
9 **Group 2:** I smiled and gazed at all the pets.  
17 **Group 1:** Will I take a cat? A cat is fine.  
26 **Group 2:** Will I take a dog? A dog can run.  
35 **Group 1:** Will I take mice? I can't decide!  
42 **Group 2:** "The mice are the best size," said Mom. "Let's get five."  
53 **All:** "I like mice," I said. "Let's get nine!" 61

**B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).**

1. I will hide inside,/ and you take a ride.//
2. Stack the files,/ and then run ten miles.//
3. Is this a bee bop,/ or is it a hive jive?//
4. It is time! It is time!// Let us eat a lime!//
5. Can I gripe a bit?// Mike and Jake had a fit!//





Name \_\_\_\_\_

When a word ends in silent e, drop the e to add the ending *-ing* or *-ed*.

Example: wave – e + ing = **waving**

wave – e + ed = **waved**

**A. Fill in the missing parts to make the word in bold.**

1. Jane is **hiding** in a box.

**hide** – \_\_\_\_\_ + \_\_\_\_\_ = **hiding**

2. Pam **liked** the tale.

**like** – \_\_\_\_\_ + \_\_\_\_\_ = **liked**

3. Don **smiled** at his mom.

**smile** – \_\_\_\_\_ + \_\_\_\_\_ = **smiled**

4. **Baking** a cake is fun.

**bake** – \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

5. Tom is **riding** his bike in the grass.

**ride** – \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Name \_\_\_\_\_

decide

hissed

smaller

gazed

**A. Vocabulary Words** Write the word that best completes each sentence.

1. Ed and Jill \_\_\_\_\_ to get a pet cat.
2. Mike's cat \_\_\_\_\_ at Jim's dog and ran off.
3. The slim dog is \_\_\_\_\_ than the fat cat.
4. Meg \_\_\_\_\_ at Deb's five pups.

**B. Vocabulary Strategy: Suffixes -er, -est** If the bold-faced word compares two things, write 2 on the line. If it compares three or more things, write 3 on the line.

1. The red snake is **longer** than the black one. \_\_\_\_\_
2. He is the **smallest** kid in the class. \_\_\_\_\_
3. Bob will take the **biggest** bike. \_\_\_\_\_
4. The cat is **quicker** than the dog. \_\_\_\_\_
5. I am the **fastest** runner on my block. \_\_\_\_\_
6. I need to get a **warmer** jacket this winter. \_\_\_\_\_

Name \_\_\_\_\_

**As you read “Jake’s Pets,” fill in the Predictions Chart.**

<b>What I Predict</b>	<b>What Happens</b>

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Mike's Bent Bike**

Mike, Jen, and Dave are planning a big bike ride. They decided to ride up the hill to the lake. They will take a snack. They will go wading and swimming.

But Mike is in a jam. His bike's frame got bent. He cannot ride it up a hill.

"What can I do?" he sniffed.

Jen gazed at the bike and smiled. Jen liked to fix objects. "I will help you, Mike," she said. She pulled on the bike's frame and gave it a tap. "It is fixed!"

"Yes!" Mike yelled. "Thank you, Jen!"

The pals biked to the lake and had a fine time.

1. Underline words in the passage that have the long *i* sound.
2. Circle words that end with *-ed* or *-ing*.
3. Read the title. What do you think the story will be about?

---

4. What clue tells you that Mike will get to ride to the lake?

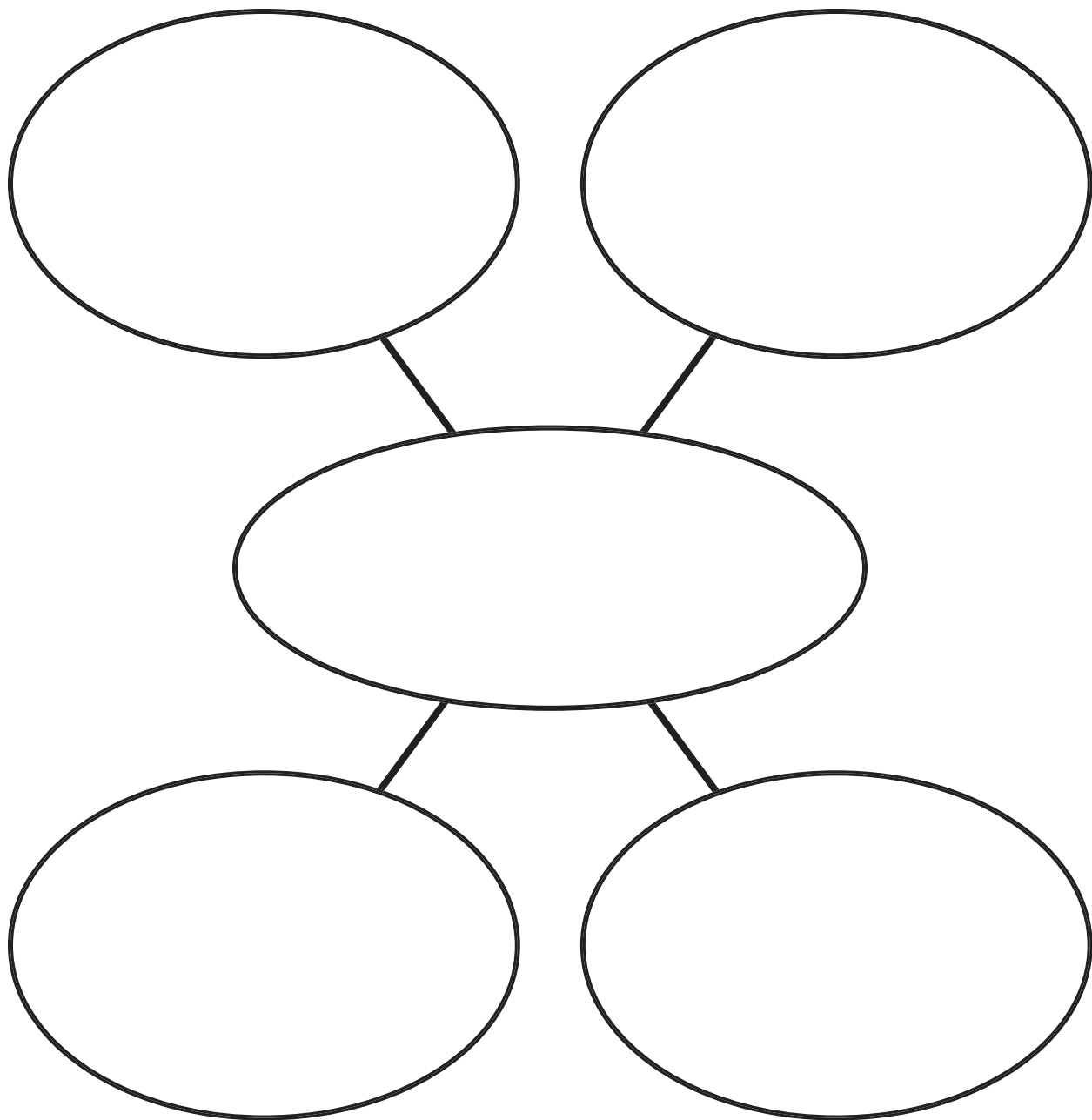
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5. If you saw at something, you \_\_\_\_\_ it.  
gazed at    missed    hid



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

Read the passage. Then answer the questions.

### Bugs

Bugs live in a lot of places. Bugs can live in plants. Bugs can live in grass. Bugs can live in sand. Bugs can live on other animals.

Bugs can hide. Bugs can blend in on grass and plants. A bug can stand on a stick. A bug can sit on a twig.

Bugs get around in a lot of ways. Bugs can run. Some bugs can fly. Some bugs can swim. Bugs can be still and not move at all.

1. Circle the **details** that tell about the main idea in the first paragraph.
2. Underline the sentence that tells the **main idea** of the first paragraph.
3. What is the main idea of the last paragraph?

---

---

Name \_\_\_\_\_

**Read the passage. Then answer the questions.****Milk Snakes and Black Snakes**

Milk snakes and black snakes make homes by wetlands and on hills. Both snakes lay eggs under rocks and logs. Milk snakes and black snakes hunt little animals and other snakes. They eat bugs, as well.

Milk snakes are tan and red. Milk snakes go out at night. In the day, milk snakes nap under rocks and logs. Black snakes are black. Black snakes go out in the day. Black snakes bask in the sun on rocks.

If a milk snake gets mad, it can make a bad smell to make others run away. If a black snake gets mad, it will bite.

**1. How are milk snakes and black snakes alike?**

---

---

**2. How do milk snakes and black snakes look different?**

---

---

**3. How do milk snakes and black snakes act if they are mad?**

---

---

Name \_\_\_\_\_

Read the passage. Then answer the questions.

### A Gift for Mom

Dot and Jim want to buy Mom a red hat. Dad said it will cost \$12.00. Dot and Jim saved \$6.50.

“We must make money,” said Dot. “We can sell cupcakes we make.”

Jim just gazed at Dot. “I cannot bake,” Jim said.

“You can still help me,” Dot decided.

They sold a lot of cupcakes and had \$12.00 to buy the red hat. Mom was glad!

1. Read the title. What do you predict the story will be about?

---

---

2. Underline a clue that helps you predict what will happen in the story.

3. What did you predict would happen in the story?

---

---

4. Draw a box around the sentence that confirms your prediction.



Name \_\_\_\_\_

**A. Underline the letters that make short *a*, *e*, *i*, *o*, or *u* vowel sounds.  
Put a circle around letters that make long *a* or long *i* vowel sounds.**

pal      best      long      sun      if      flag      step      swim      clock  
truck      tape      size      ask      will      slam      dress      ate      tribe

**B. Fill in the missing parts to make each word.**

1. My **hands** were cold at sunset.

hand + \_\_\_\_\_ = hands

2. Sam **wins** the game!

win + \_\_\_\_\_ = wins

3. I **missed** the field trip when I was sick.

\_\_\_\_\_ + ed = missed

4. We are **going** to see my mom.

go + \_\_\_\_\_ = \_\_\_\_\_

5. I cannot put **boxes** on the desk.

\_\_\_\_\_ + es = \_\_\_\_\_

6. I **hugged** my dog.

\_\_\_\_\_ + g + \_\_\_\_\_ = \_\_\_\_\_

7. We are **getting** the kids' pens.

\_\_\_\_\_ + t + \_\_\_\_\_ = \_\_\_\_\_

Name \_\_\_\_\_

The long o sound can be spelled o\_e, as in *cone*. The long u sound can be spelled u\_e, as in *cute*.

**A. Underline the letters that stand for the long vowel sound in each word below.**

flute	tube	bone	cube	drove
mole	duke	stone	hole	dune

**B. Underline the word choices with the long o sound. Circle the word choices with the long u sound. Write the word on the line to complete the sentence.**

- Ted's dog will get a \_\_\_\_\_ .  
bake    bone    bun
- I dug sand in the \_\_\_\_\_ .  
dune    dine    dug
- The nut fell in the \_\_\_\_\_ .  
hop    hole    help
- That bunny is soft and \_\_\_\_\_ .  
cut    cold    cute

**C. Circle the word in each pair with a long o or long u sound. Write long o or long u on the line.**

- stove      oven      Long \_\_\_\_\_
- cup        tune      Long \_\_\_\_\_
- popped    mope     Long \_\_\_\_\_
- June        jug       Long \_\_\_\_\_
- broke       box       Long \_\_\_\_\_

Name \_\_\_\_\_

**A. As you read, pay attention to pauses and stops.**

8 June: First, Luke and I made the skit.  
 19 Luke: We made up fun roles for kids in the class.  
 28 June: A cat sings, and a dog tells jokes!  
 37 Rose: Cole tells jokes. He can be the dog.  
 47 Cole: Rose is a singer. She can be the cat.  
 60 Cole: Then I made a set. Other kids helped. We used a rug,  
 boxes, ropes, and tubes to make the set. 68

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

home	cute	use	cup	job
tune	robe	smoke	up	drum
joke	yoke	mule	box	stop
pole	rude	stove	bus	hug
woke	mole	stole	hot	fox

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

The ending *-er* can be added to the end of a word. The *-er* means *one who does something*.

Example: plant + er = **planter**, a person who plants

**A. Add the ending *-er* to the base word in bold to make a new word. Write the word on the line to complete each sentence.**

1. My cat likes to **hunt**. My cat is a \_\_\_\_\_ .
2. Liz **helps** Pam. Liz is a \_\_\_\_\_ .
3. Dad **plants** a big bush. Dad is a \_\_\_\_\_ .
4. Kim **jumps** rope a lot. Kim is a \_\_\_\_\_ .
5. Bill drives a **truck**. Bill is a \_\_\_\_\_ .
6. Dan likes to **box**. He is a \_\_\_\_\_ .
7. Bob **kicks** a ball. Bob is a \_\_\_\_\_ .
8. Nan likes to **sing**. Nan is a \_\_\_\_\_ .
9. Mike **checks** hats. He is a hat \_\_\_\_\_ .
10. Bob likes to **camp**. He is a \_\_\_\_\_ .

Name \_\_\_\_\_

costumes crowd practice roles classmates skit

**A. Vocabulary Words** Write the word that best completes each sentence.

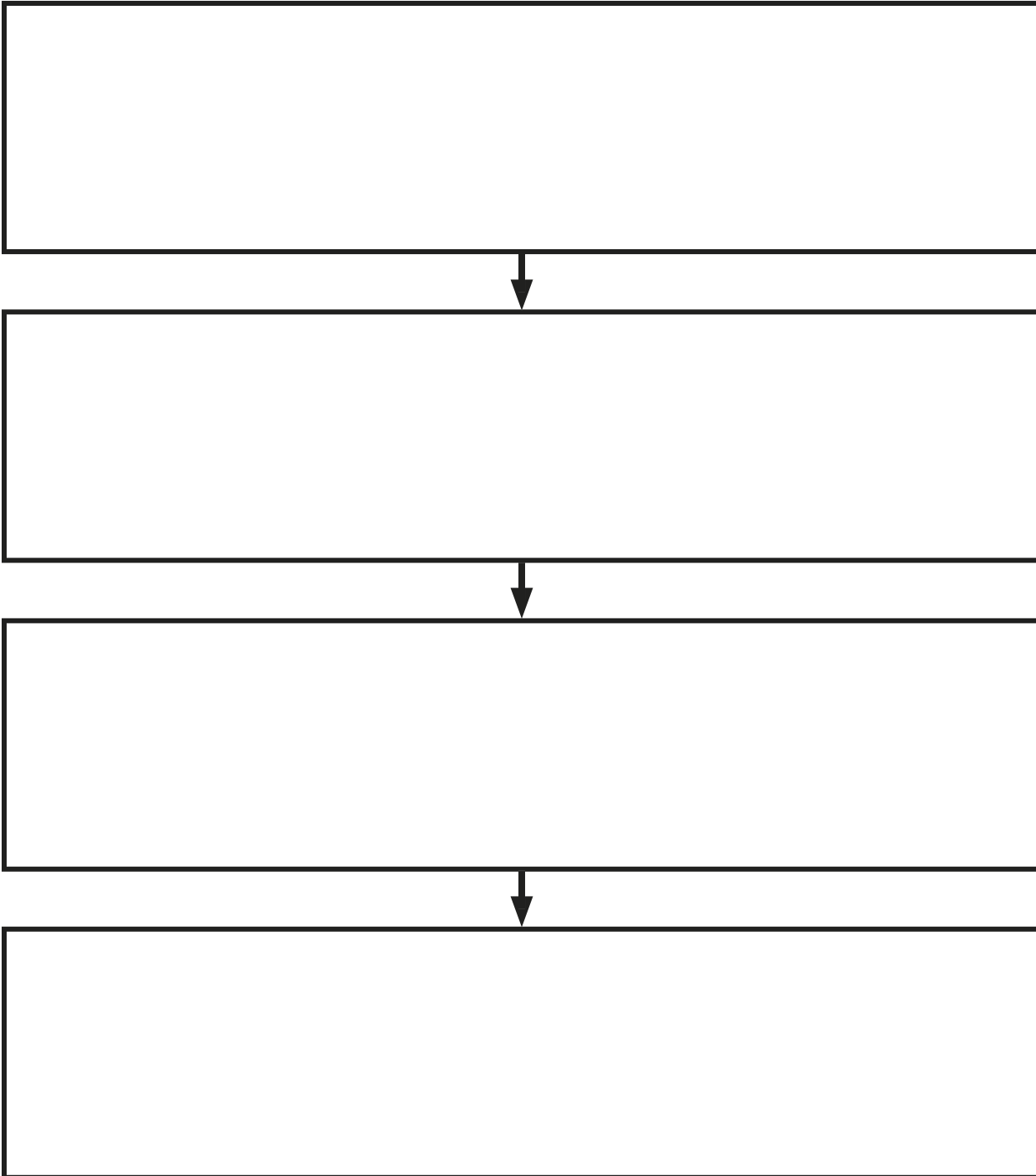
1. June and Sam have \_\_\_\_\_ as cats in the play.
2. The actors must \_\_\_\_\_ a lot.
3. Dan will make the \_\_\_\_\_.
4. I will write the \_\_\_\_\_.
5. Our \_\_\_\_\_ and pals will see the skit.
6. The \_\_\_\_\_ will clap and clap.

**A. Vocabulary Strategy: Compound Words** Draw a line from each compound word to its meaning.

classmates	a small cake baked in a tin cup
cupcake	land that is quite wet
bedtime	time when you get into bed
wetlands	kids in your class
sunup	when the sun comes up

Name \_\_\_\_\_

As you read “Miss Pope’s Class Puts on a Skit,” fill in the Sequence Chart.



Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Jon Sings**

Jon is a singer. He likes to sing cute songs. Jon hopes to win a prize, so he has to practice every day.

First, Jon warms up. He hums tunes for a bit.

Next, Jon practices. He sings scales. Jon sings lots of songs, as well.

In June Jon gets to sing his songs for a big crowd. He sings “The Cat Came Back” and “Jack and Jill.” Kids and teachers and moms and dads clap! In the end, they vote for the best singer and Jon wins the prize!

1. Underline words in the passage with the long *o* sound. Put two lines under words with the long *u* sound.
2. Circle the words in the passage that end with the suffix *-er*.
3. What does Jon do first? What does he do next?

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---

4. What happens at the end of the story?

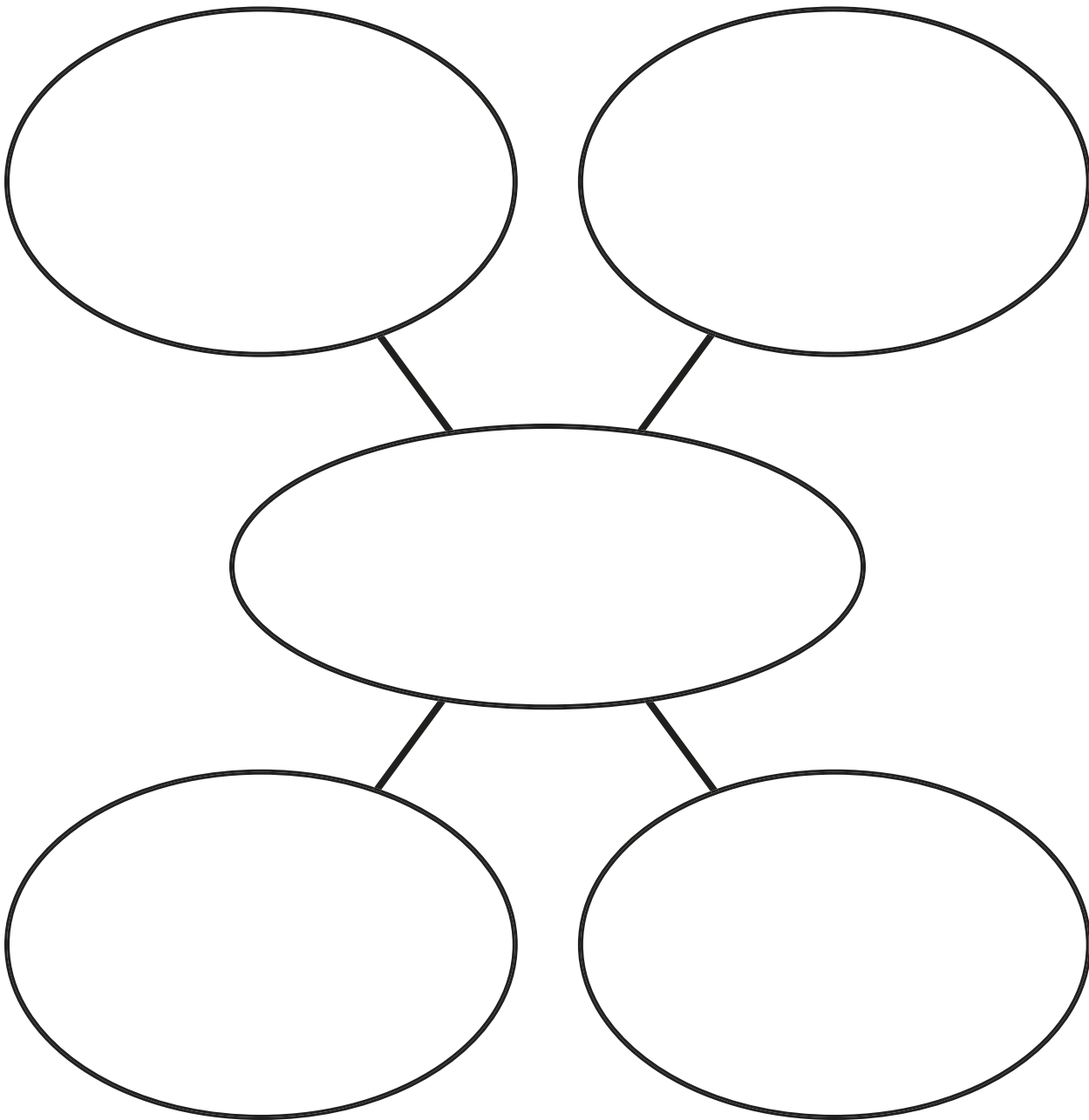
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5. When you do something over and over, you \_\_\_\_\_.  
plan    practice    hum



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.





Name \_\_\_\_\_

The long e sound can be spelled with the letters *e*, *ee*, *ey*, *y*, and *ea*, as in *be*, *keep*, *key*, *baby*, or *bean*.

**A. Underline the letters that spell the long e sound in the words below.**

sweep	treat	happy	muddy	he
penny	sleepy	steam	sweet	feet

**B. Choose the words from above to complete the sentences. Circle the long e sound in your answer.**

1. Candy is sw \_\_\_\_ t.
2. The hot s \_\_\_\_\_ m went up.
3. Jim's mom baked him a t \_\_\_\_\_ t.
4. Kate was h \_\_\_\_\_ to get a gift.
5. Pam was s \_\_\_\_\_ p \_\_\_\_ at 9 p.m.
6. The song made her tap her f \_\_\_\_ t.
7. Sw \_\_\_\_ p up that mess!
8. H \_\_\_\_ went to bed at six.
9. Sam's pants were wet and m \_\_\_\_ d \_\_\_\_.
10. Pam spent a p \_\_\_\_\_ y.

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.****Record your scores below.**

11 Mom called her pups. “Rex! Cubby! Huck! Come on. It is  
time to leave.”

14 Cubby sat close to the pond. “Can I please practice  
24 swimming?” he begged.

27 He was a good swimmer.

32 “No,” said Mom. “It is time to leave.” Mom wanted to keep  
44 the cubs safe.

47 “Race me!” yelled Huck.

51 “I bet I will win,” yapped Rex. Rex, Cubby, and Huck ran at  
64 top speed. 66

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner’s reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to end punctuation and intonation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

When a word has two middle consonants, it can be split into two **syllables**, as in *bunny* (**bun ny**) or *campus* (**cam pus**).

**A. Underline the word with two syllables. Write the syllables on the lines.**

**Example:**

puppy      pink      pup py

- |           |        |       |       |
|-----------|--------|-------|-------|
| 1. rabbit | role   | _____ | _____ |
| 2. bone   | bonnet | _____ | _____ |
| 3. best   | basket | _____ | _____ |
| 4. happy  | hold   | _____ | _____ |
| 5. pick   | picnic | _____ | _____ |
| 6. kitten | kite   | _____ | _____ |

**B. Put the syllables together to make a two-syllable word.**

**Example:**

fun      ny      funny

- |    |     |       |       |
|----|-----|-------|-------|
| 1. | mat | tress | _____ |
| 2. | ny  | sun   | _____ |
| 3. | pen | hap   | _____ |
| 4. | set | sun   | _____ |

Name \_\_\_\_\_

deeds      gleamed      sunset      trust      forest      usually

**A. Vocabulary Words** Write the word that best completes each sentence.

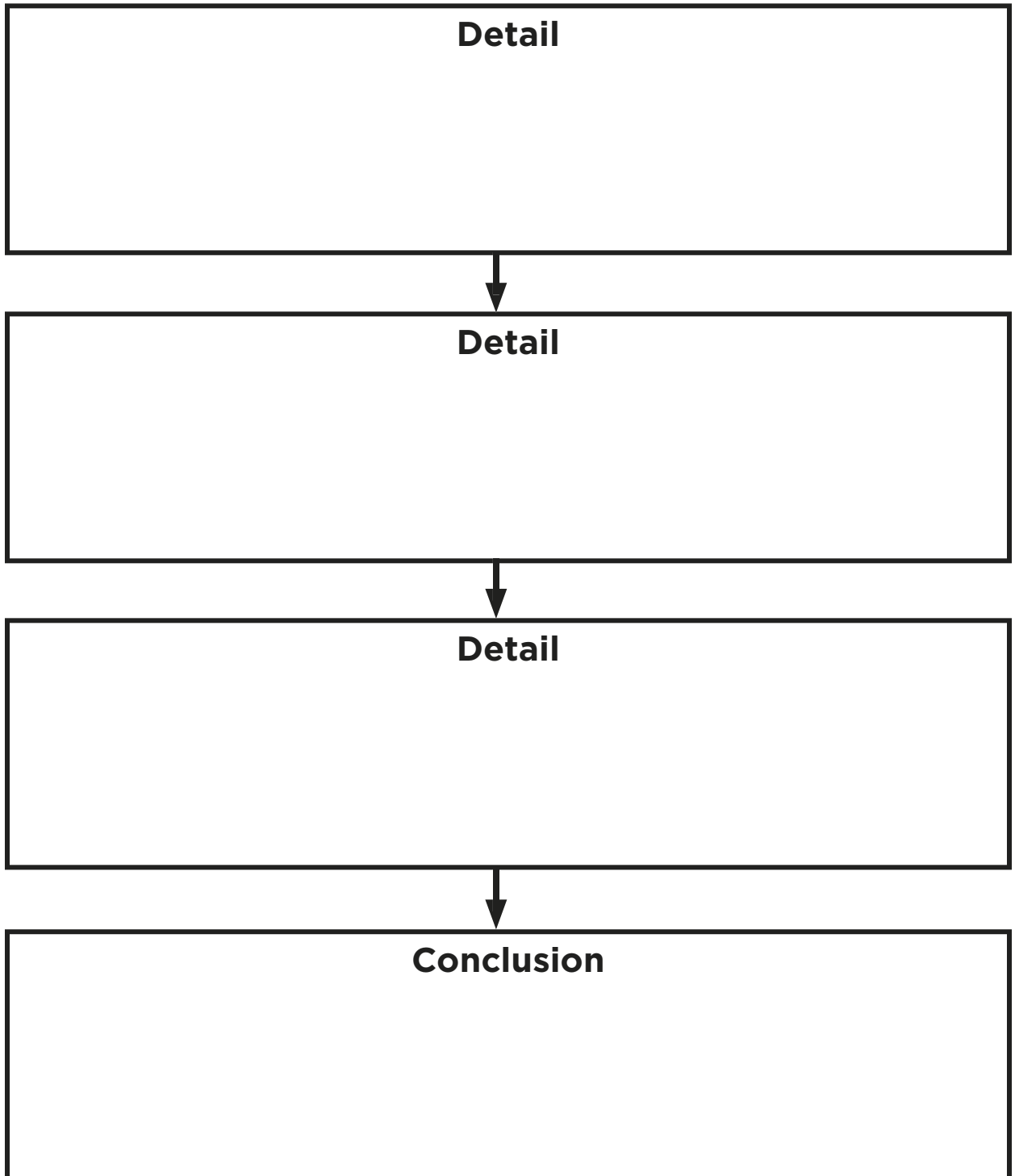
1. At the end of the day, I see the \_\_\_\_\_ over the hills.
2. If you do good \_\_\_\_\_, you feel good.
3. Dad can \_\_\_\_\_ me to do my homework.
4. The ring \_\_\_\_\_ in the sun.
5. I \_\_\_\_\_ go running with Mom at sunup.
6. Some animals live in a \_\_\_\_\_ .

**B. Vocabulary Strategy: Multiple-Meaning Words** Read each sentence. Underline the clues to the meaning of the word in bold type. Then circle the right meaning.

1. This song is a big **hit** because lots of people like it.  
strike something      something that people like
2. I **hit** the tin can with a small stick.  
strike something      pick up something
3. The pig is kept in a big **pen**.  
something to write with      a place with a fence around it
4. I will write my name with a **pen**.  
something to write with      a place with a fence around it

Name \_\_\_\_\_

As you read “Mom Wolf Speaks,” fill in the Conclusion Map.



Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Jimmy and Grandmom**

Grandmom was going home. She stepped onto the plane at sunset and waved. Jimmy and Mom and Dad waved back.

“We will visit Grandmom in six weeks,” stated Mom.

Jimmy made a funny face. “It seems like a long time,” he sniffed. Big wet drops ran down his cheeks.

Dad drove home through forests of trees and green fields. Jimmy had a catnap on the way. At home, he ran to his desk and looked at his e-mails.

Jimmy yelled and jumped up and down. “I have a letter from Grandmom! She will miss me, too.” He smiled. “Six weeks is not so long. I can write her a note each day,”

1. Underline words in the passage with the long e sound.
2. Circle the words in the passage with two middle consonants and more than one syllable.
3. How does Tim feel at the beginning of the story? How do you know?

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4. How does Tim feel at the end of the story? How do you know?

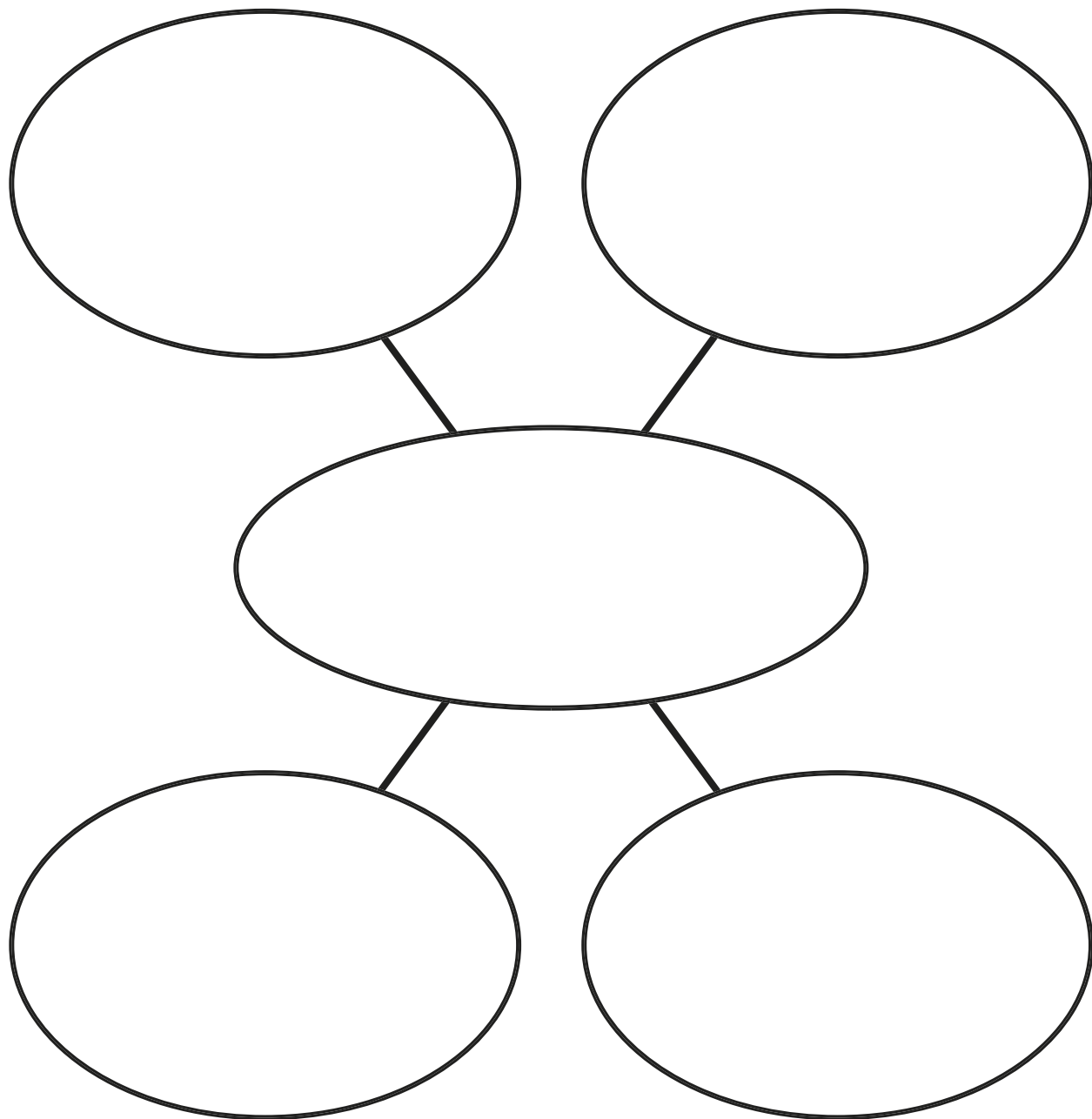
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5. A forest is a place with lots of \_\_\_\_\_.  
trees      deeds      crowds



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

Read the passage. Then complete the directions.

### Rose's Role

"The skit is a tale about cats," said Luke. "Rose can play the role of Top Cat. Top Cat has lots of lines and sings a song."

"I am glad," smiled Rose. "But I hope to do well. I must make a plan."

"First, I will practice my lines at home," said Rose. "I will ask Sis to help. Next, I will practice the song. Mom can help. Mom is a fine singer."

Then Rose practiced the skit with her classmates.

At last, it was time for the skit. Rose spoke lines and sang the song. The crowd clapped and clapped.

"Rose is a fine Top Cat!" Luke said.

1. Underline the sequence signal words: **first, next, then, at last**
2. Draw a box around the part of the story that tells what Rose plans to do first.
3. What happens at the end of the story?

---

---



Name \_\_\_\_\_

**Read the passage. Then answer the questions.****A Hike in the Forest**

Jenny, Max, and Dad went on a hike in the forest. The tree leaves gleamed in the sun.

As they passed a pond, Jenny saw a big green stick in the grass. She bent to pick it up. The stick hissed and slid onto a big rock. Jenny jumped back and screamed, “It is a huge snake!”

“Help!” yelled Max. He froze in his tracks.

Dad stepped in front of the kids. “Keep still,” he said.

Then he hissed at the snake, “Leave us right now.” The snake hissed back and slid into the pond.

Jenny and Max ran to Dad. He hugged them and smiled. “We are safe now. We can see the sunset and go home.”

1. How did Jenny feel when she saw the snake? How do you know?

---

2. How did Max feel when he saw the snake? How do you know?

---

---

3. What kind of person is Dad? How can you tell?

---

---

Name \_\_\_\_\_

The long *i* sound can be spelled with the letters *i*, *igh*, *ie*, and *y*, as in *kind*, *light*, *tie*, and *cry*.

**A. Find the word with the long *i* sound that completes each sentence. Write the word on the line.**

1. The sad old man began to \_\_\_\_\_.  
sip    sigh    sick
2. A robin can \_\_\_\_\_.  
fill    feed    fly
3. Keep Jill's socks \_\_\_\_\_, not wet.  
dry    drip    drum
4. Dad needs to make up his \_\_\_\_\_.  
mist    mind    mitt
5. He sleeps at \_\_\_\_\_.  
nap    night    neat
6. My mom bakes the best \_\_\_\_\_.  
pie    pit    peak

**B. Circle the letters that spell the long *i* sound in the answers above.**

Name \_\_\_\_\_

**A. As you read, pay attention to speed and tempo.**

12 People expect to have fun flying. The best sights can be seen  
from high in the sky.

17 There are different kinds of flying. People can fly in gliders,  
28 planes, and jets. Each kind of flying can be fun.

38 A hang glider is a kind of glider. It has a frame with a big  
53 kite set on top. Hang gliders ride on wind like a kite. 66

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

glide	fight	tight	pie	fly
find	bite	high	mind	sight
side	ride	might	light	tie
kite	tide	why	dry	mile
like	try	ripe	flight	kind

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

When a word ends with a consonant and a *y*, change the *y* to *i* when adding *-es* or *-ed*.

Example: *spy* – *y* + *i* + *es* = *spies*    *spy* – *y* + *i* + *ed* = *spied*

### A. Fill in the missing parts to make the word in bold.

1. Dad **dries** the plates.

**dry** – \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = **dries**

2. Ana and Jim **supplied** snacks at the picnic.

**supply** – \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = **supplied**

3. The kite **flies** up.

**fly** – \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = **flies**

4. I **tried** to jump.

**try** – \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

5. My sister **emptied** the bins.

**empty** – \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Name \_\_\_\_\_

sights hobbies plastic noisy engine different

**A. Vocabulary Words** Write the word that best completes each sentence.

1. Al's \_\_\_\_\_ are swimming and flying gliders.
2. To fly, a plane needs a big \_\_\_\_\_ .
3. The baby's cup and dish were made of \_\_\_\_\_ .
4. The \_\_\_\_\_ kids yelled and cried all night long.
5. Red and gold and pink sunsets are pretty \_\_\_\_\_ .
6. Dogs and cats are \_\_\_\_\_ kinds of animals.

**B. Vocabulary Strategy: Antonyms** Read the sentence. Underline the antonym for the word in bold type.

1. Sid ate a **big** snack, but he drank a small glass of milk.
2. Kate and I had on the **same** tops, but our pants were different.
3. The first skit we saw was **sad**, but the next one was funny.
4. My feet are **cold**, but my hands are hot and dry.
5. First we will **work**, and then we will play games.

Name \_\_\_\_\_

**As you read “Flight: Gliders to Jets,” fill in the Main Idea Chart.**

<b>Detail</b>
<b>Detail</b>
<b>Detail</b>
<b>Main Idea</b>

Name \_\_\_\_\_

**Read the passage. Then complete the questions.**

### Hang Gliding

A hang glider flies on the wind. It is like a big kite that a person can ride. A hang glider is made of a light frame with wings. It has no engine.

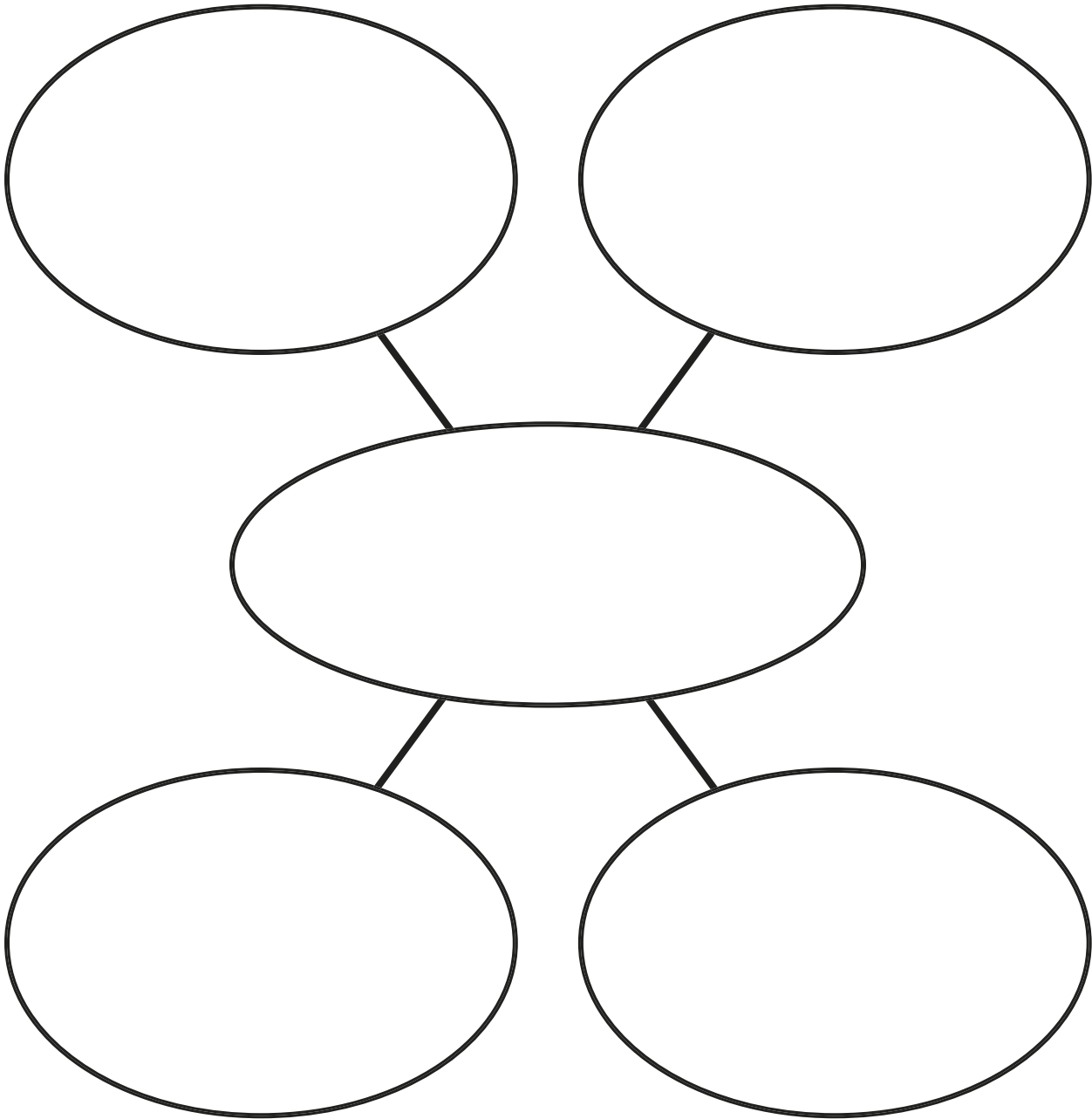
To get a hang glider up in the sky, the pilot runs off the top of a hill. Wind will lift the glider up and make it fly. A pilot flies a hang glider by shifting from back to front, or from left or right. To keep a hang glider up in the sky, a pilot tries to ride wind that is rising, or going up.

1. Underline words in the passage with the long *i* sound.
2. Circle the words in the passage where *-y* has changed to *-ies* at the end of the word.
3. What is the main idea of the first paragraph?  
\_\_\_\_\_
4. What details tell how a pilot flies a hang glider?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_ is a machine that has the power to run something.  
A glider    An engine    Plastic



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.





Name \_\_\_\_\_

In a **consonant blend**, you can hear the sound of each consonant. Some examples of beginning blends are *bl*, *br*, *dr*, *sw*, and *sp*. Some examples of final blends are *nk*, *ft*, and *mp*.

**A. Underline the consonant blends at the beginning and end of each word below.**

sting      blink      swift      swing      stamp      clang  
brink      sling      stand      spend      drank      tramp

**B. Underline the word with consonant blends. Write the word on the line.**

1. That bug will sting Jim! \_\_\_\_\_
2. The dog made a swift leap in the lakes. \_\_\_\_\_
3. Can I spend my pennies? \_\_\_\_\_
4. The sun made Sam blink. \_\_\_\_\_
5. Ann fell off the swing. \_\_\_\_\_
6. Can you stand on this log? \_\_\_\_\_

**C. Go back and circle the consonant blends in the answers above.**

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.****Record your scores below.**

12 Can you see a green grasshopper hiding? Its legs seem like grass  
stems. It can cling to a blade of grass and keep out of sight.

26 The grasshopper is hiding from a mouse! The mouse is up early. It  
39 will spend time hunting bugs. But it will not spot the grasshopper.

51 The grasshopper uses its green color to hide in a clump of grass. 64

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to word accuracy</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

A **contraction** is a word that is made from two words.  
An **apostrophe** takes the place of the letter, or letters,  
that are left out.

Example: had not = hadn't

**A. Draw a line to match each pair of words with a contraction.**

have not

wasn't

is not

haven't

did not

isn't

has not

hasn't

was not

didn't

**B. Read each sentence. Write the contraction for the underlined words.**

1. Do not run in class.

\_\_\_\_\_

2. Pete has not fed the dog.

\_\_\_\_\_

3. Ellen did not like this game.

\_\_\_\_\_

4. Grandma was not happy.

\_\_\_\_\_

5. Bill did not make his bed.

\_\_\_\_\_

Name \_\_\_\_\_

danger    scales    warn    swift    color    clump

**A. Vocabulary Words** Write the word from the box that best completes each sentence.

1. The bug hides in a \_\_\_\_\_ of grass.
2. Snakes have \_\_\_\_\_ on their skin.
3. The \_\_\_\_\_ fox runs fast and hides.
4. Forest animals know that flames and smoke mean \_\_\_\_\_.
5. I like the \_\_\_\_\_ red a lot, but I like green, as well.
6. The blinking lights \_\_\_\_\_ kids of danger.

**B. Vocabulary Strategy: Context Clues** Read the sentences below. Look at each word in bold type. Draw a line under clues to the meaning of the word.

1. The river was very fast and **swift**.
2. We sat by a **clump**, or cluster, of trees.
3. We see the rise and fall of the water at high **tide**.
4. There was no **danger**, or risk.
5. If there is danger, I will yell and scream to **warn** you.

Name \_\_\_\_\_

**As you read “Animal Hide and Seek,” fill in the Author’s Purpose Chart.**

<b>Details</b>

↓

<b>Author’s Purpose</b>
-------------------------

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Swift and Still**

A deer eats grass and plants. It doesn't eat other animals. But big animals eat deer. And people hunt them. A deer can't fight back, so it uses skills to be safe.

A deer can keep itself safe with three key skills. It is swift, or fast. It can hide. And it can hear and smell danger.

A deer's long legs help it run fast. Its swift legs help it jump and leap high, as well. A deer can hide by standing quite still. It can be so still a hunter won't see it. A deer can hear and smell quite well, so it can run or hide when danger is close.

1. Underline words that have consonant blends at the beginning or at the end.
2. Circle the words in the passage with *-n't* as a contraction for *not*.
3. Is the author writing to entertain, to inform, or to persuade? How do you know?

---



---

4. List three details that tell about the author's purpose.

---



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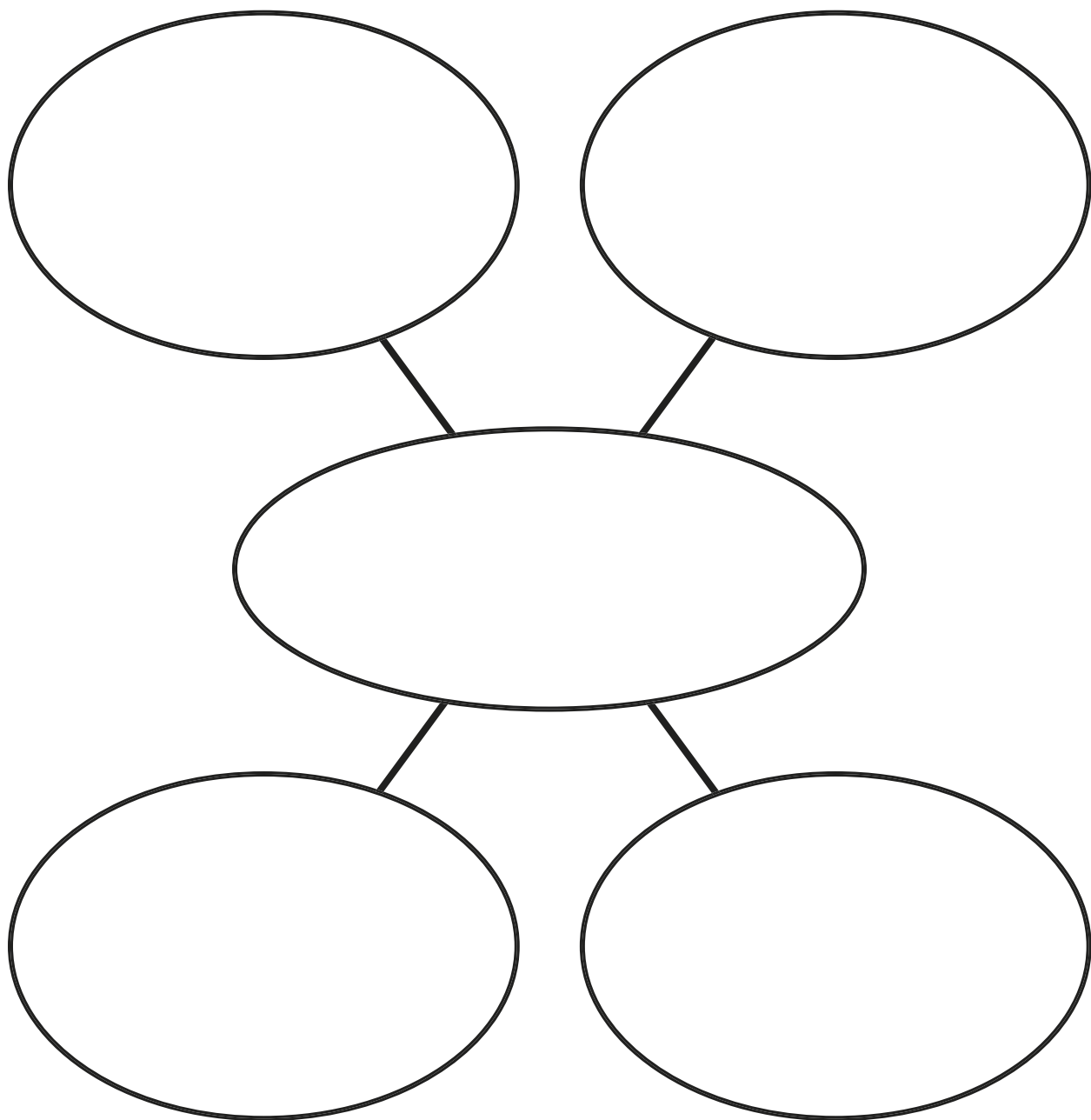
5. If you are safe, you are not in \_\_\_\_\_.

class    danger    bed



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



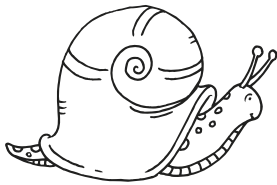
Name \_\_\_\_\_

The long a sound can be spelled with the letters *ai* and *ay*, as in *rail* and *away*.

**A. Underline the letters with the long a sound in the words below.**

stay      fail      Sunday      trail      claim  
play      tail      grain      jay      faint

**B. Write *ay* or *ai* to complete each picture name.**



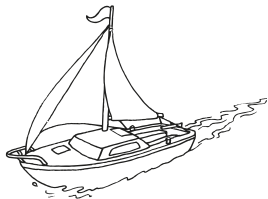
1. sn\_\_l



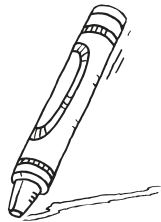
2. h\_\_



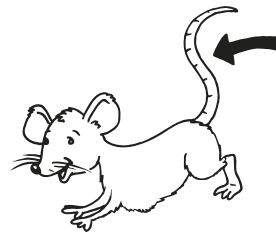
3. p\_\_nt



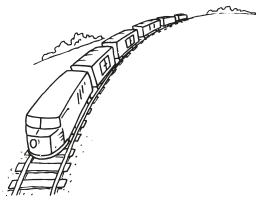
4. s\_\_l



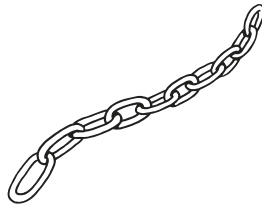
5. cr\_\_on



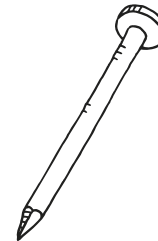
6. t\_\_l



7. tr\_\_n



8. ch\_\_n



9. n\_\_l



Name \_\_\_\_\_

**A. Use this passage to perform a choral reading or Readers Theater.**

- Group 1: Miss Gray said we do not eat well.
- 8 Group 2: She said we eat too fast.
- 14 Group 1: So we will have a midday feast and we will make it last.
- 27 Group 2: We will eat lots of nuts and grains.
- 35 Group 1: We will eat green beans and rice.
- 42 Group 2: Miss Gray will say she likes the way we eat our meal today.
- 55 Group 1: It will take some time to eat so well.
- 64 Group 2: Hooray!! 65

**B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).**

1. I am here,/ but where are you?// Are you there?// No,/ I'm here!//
2. What was that?// You lost your cat.// Is she hiding in your hat?//
3. Big Jack put the sack on his back.// It was black.//
4. The bees hum in the trees,/ and the breeze makes me sneeze.//
5. We will pay and take the train.// It is the only way in the rain.//



Name \_\_\_\_\_

A **prefix** is added to the beginning of a word. The prefix *re-* means *again*.

Example: re + heat = **re**heat, to heat again

**A. Add *re-* to each word to make a new word that matches the meaning.**

**Example:**

sell    resell    =    sell again

1. fry    \_\_\_\_\_    =    fry again
2. light    \_\_\_\_\_    =    light again
3. make    \_\_\_\_\_    =    make again
4. send    \_\_\_\_\_    =    send again
5. tell    \_\_\_\_\_    =    tell again

**B. Fill in the sentences with the word from above that makes sense.**

1. I didn't get Ted's note. He will \_\_\_\_\_ it.
2. The fire is cold. Dad asks Mom to \_\_\_\_\_ it.
3. I like that tale. Can you \_\_\_\_\_ it?
4. The egg is cold. Pam can \_\_\_\_\_ it.
5. Jake's bed is a mess. He will \_\_\_\_\_ it.

Name \_\_\_\_\_

complete

feast

large

midday

**A. Vocabulary Words** Write the word from the box that best completes each sentence.

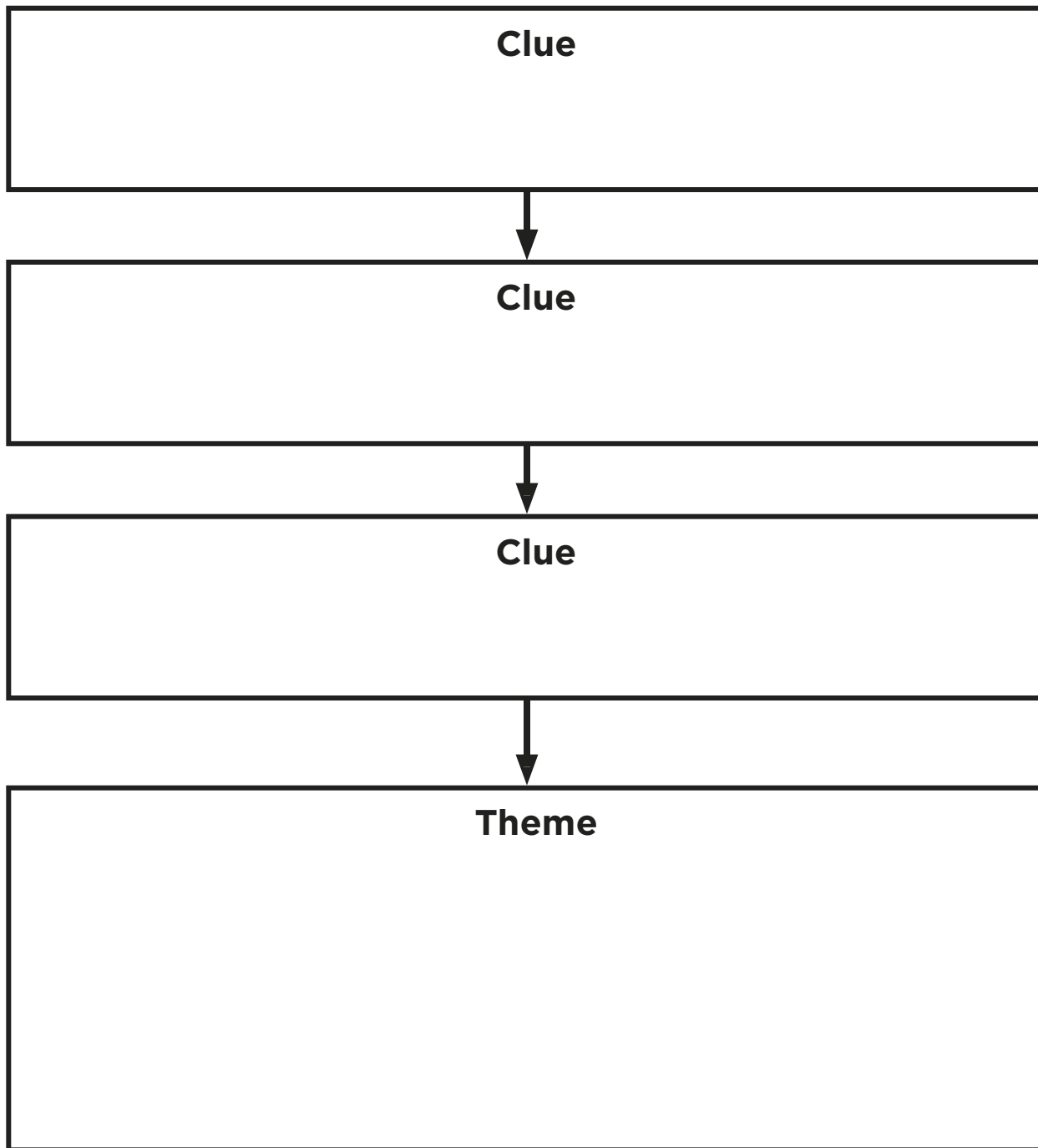
1. Jen takes a \_\_\_\_\_ plate of beans and rice.
2. We eat our \_\_\_\_\_ meal at one o'clock.
3. The \_\_\_\_\_ class has 30 kids in all.
4. We made lots of good food to eat at the \_\_\_\_\_ .

**B. Vocabulary Strategy: Context Clues** Read each sentence. Underline the clues to the meaning of the word in bold type. Then circle the meaning below.

1. Lots of kids were in the **crowd** of people at the seaside.  
a lot of sand    a lot of people
2. Ted will **practice** playing his flute every day.  
do something again and again    play a lot of tunes
3. All the kids will bring lots of good food to eat at the **feast**.  
a big pot of beans    a big meal
4. Cal and Pam played the **roles** of the foxes in the skit.  
parts acted    small animals

Name \_\_\_\_\_

As you read "A Midday Feast," fill in the Theme Map.



Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Gail and Jay**

Gail and Jay decide to make a book. Jay will write a tale about rabbits sailing on a lake. Gail will paint events in the tale.

The next day Jay brings in his tale. "A big rain falls."

"Wait!" says Gail. "I painted a sunny day."

"I have to rewrite, or you have to repaint." Jay is sad.

"Let's rethink," says Gail.

"I can add to the tale," says Jay. "First it can be sunny and then it can rain."

"That's a good plan," says Gail. "I will paint the rain."

Gail and Jay act as a team to make a complete book!

1. Underline the words in the passage with the long *a* sound.
2. Circle the words in the passage with the prefix *re-*.
3. How do Gail and Jay act as a team?

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4. What is the theme of the story?

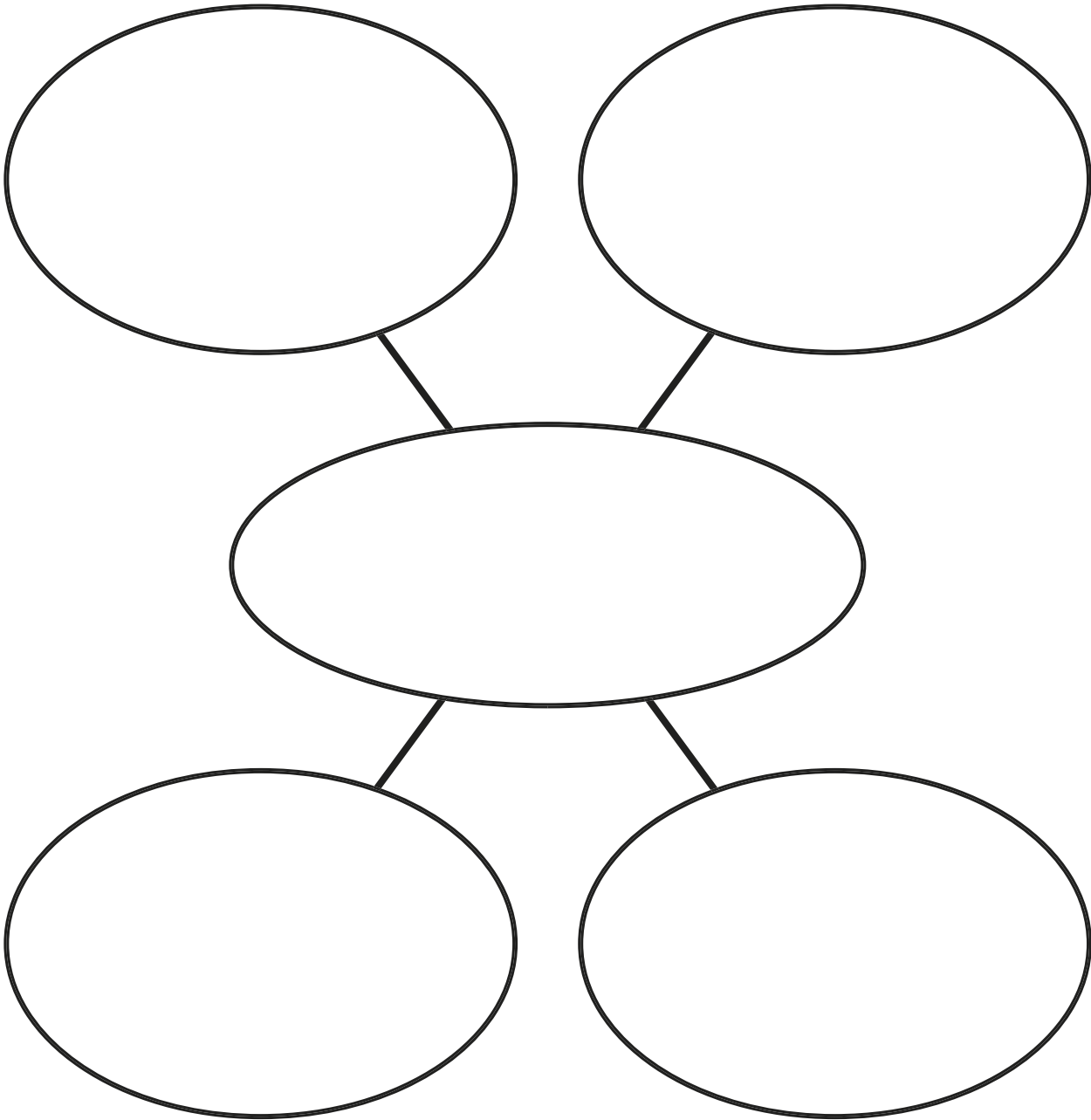
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5. A \_\_\_\_\_ book has all its parts.  
large      complete      team



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

**Read the passage. Then answer the questions.****Flying in Planes**

Jet planes make life easy for flyers. Many people fly to different places in jet planes. Flying is a quick way to go. Because jet planes have big engines, they can fly fast and can fly a long way. Jet planes can fly over big seas and high peaks.

Some people like to fly in prop planes. Prop planes are not as fast as jets. Most prop planes are not as big as jets and cannot fly as far. Prop planes have smaller engines that make props, or blades, spin. They might fly to another state but not over big seas.



1. Draw a box around the main idea in the first paragraph.
2. Underline the details that tell about the main idea in the first paragraph.
3. What is the main idea of the second paragraph?

---

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Name \_\_\_\_\_

**Read the passage. Then answer the questions.****Bats Can Be Safe**

A bat is small and soft. It must try to be safe.

A bat flies at night. It can't see well, but its hearing is fine. Hearing well helps keep it safe. A bat can hear danger. It can hear bugs, as well. That is the way it finds insects to eat.

A bat can fly quite fast. Its wings don't make a sound. Its swift, silent wings keep it safe.



1. Circle the author's purpose in the passage.
2. Underline details that tell about the author's purpose.
3. Which detail does not tell about the author's purpose? Tell why.

---

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Name \_\_\_\_\_

**Read the passage. Then complete the directions.****The Picnic**

“Is it time to eat?” Jen asks Dad.

“We will eat in a bit,” says Dad. “Will you help?”

“Yes,” says Jen. “I will set the table.”

“I can help, too,” says Rick. “I will get the milk.”

Dad makes the meal and brings it on a tray. Jen, Rick, and Dad have a picnic in the backyard.

“This is a fine feast!” says Dad. “Everyone helped make it!”



1. Underline how Jen helps make the meal.
2. Circle how Rick helps make the meal.
3. What is the theme of the story?

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Name \_\_\_\_\_

**A. Sort the words by long *a*, *e*, *i*, *o*, or *u* vowel sounds. Write them on the lines.**

bone    cute    tree    hi    train    bead    play    cry  
 beast    braid    kind    pie    stone    mule    sigh    key

Long a: \_\_\_\_\_

Long e: \_\_\_\_\_

Long i: \_\_\_\_\_

Long o: \_\_\_\_\_

Long u: \_\_\_\_\_

**B. Complete each section.**

1. Fill in the missing parts to make each word.

\_\_\_\_\_ + make = remake

bank + \_\_\_\_\_ = banker

fly - y + \_\_\_\_\_ + \_\_\_\_\_ = flies

fry - y + \_\_\_\_\_ + \_\_\_\_\_ = fried

2. Draw a line between the syllables.

rabbit    traffic    cactus    baby    basket

Name \_\_\_\_\_

The long o sound can be spelled *o*, *oa*, *ow*, or *oe*, as in *mold*, *boat*, **low**, and *hoe*.

**A. Underline the letters that make the long o sound in the words below.**

loaf	road	bowl	roast	slow
told	toast	oats	yellow	doe

**B. Now use the correct word from above to complete each sentence. Circle the long o sound in your answers.**

1. She had a **yell** \_\_\_ \_\_\_ bow on her dress.
2. He is a **sl** \_\_\_ \_\_\_ runner.
3. The **d** \_\_\_ \_\_\_ is standing by the trees.
4. We grow \_\_\_ \_\_\_ **ts** to eat.
5. I gave my dog a big **b** \_\_\_ \_\_\_ l of treats.

**C. Circle the word in each pair with the long o sound. Write the letters that make the long o sound on the line.**

- |    |       |         |       |
|----|-------|---------|-------|
| 1. | boat  | bite    | _____ |
| 2. | rot   | row     | _____ |
| 3. | sold  | sopping | _____ |
| 4. | toe   | tie     | _____ |
| 5. | coast | cost    | _____ |

Name \_\_\_\_\_

**A. As you read, pay attention to pauses and stops.**

13 Ben Franklin was a smart fellow. He liked to read and think. Ben  
invented many handy objects to help people.

20 In Ben's day, a fireplace let in a cold draft, or wind, and let heat  
35 out. So Ben invented a stove that kept heat inside his home. It used less  
50 wood as well.

53 Years later someone made Ben's stove better. That man may have  
64 fixed it, but he didn't rename it. It is still the "Franklin Stove." 77

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

bowl	roast	blow	brand	main
slow	home	pro	plant	play
oatmeal	told	goat	crept	snail
road	toast	foe	blend	stay
yellow	loaf	most	grasp	bait

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_








Name \_\_\_\_\_

**Compound words** are made with two smaller words put together.

**A. Write each compound word.**

Example:  handprint

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

**B. Fill in each blank with the word from above that makes sense. Draw a line to show the two smaller words in your answers.**

- I am so tired at \_\_\_\_\_.
- My \_\_\_\_\_ melted in the sun.
- My sister uses a \_\_\_\_\_.
- I broke my \_\_\_\_\_ on my drum.
- We will hike back to the \_\_\_\_\_ to sleep.

Name \_\_\_\_\_

flames

invented

routes

habits

draft

**A. Vocabulary Words** Write the word from the box that best completes each sentence.

1. The mail truck drives the same \_\_\_\_\_, or ways, every day.
2. Ben \_\_\_\_\_, or made, a lot of handy objects.
3. Eating well and getting lots of sleep are good \_\_\_\_\_.
4. A gust of wind, or \_\_\_\_\_, blows through the home.
5. I felt the heat from the \_\_\_\_\_ in the stove.

**B. Vocabulary Strategy: Context Clues** Read each sentence. Underline the clues to the meaning of the word in bold type. Then circle the meaning below.

1. Jim is known for his kind acts and good **deeds**.  
things that are done      real pals
2. Ed has problems and is in a big **jam**.  
a bad place      something sweet to eat
3. The bright stone **gleamed** in the sun.  
made a flash of bright light      looked clean
4. The crowd clapped for the actors in the **skit**.  
a play      a class

Name \_\_\_\_\_

As you read “Ben Franklin,” fill in the Author’s Purpose Chart.

Details

↓

Author’s Purpose

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Ben Invented**

Ben Franklin invented things. His goal was to help people. Sometimes he remade an old object to make it better. Sometimes he invented new ways of doing things.

In Ben's day, homes had fireplaces that let cold drafts blow in. Ben invented a stove that kept heat in the home.

Street lamps trapped smoke, so the light was dim. Ben invented a lamp that let smoke go out. Ben's lamps glowed.

Mail was slow. So Ben invented routes to help mailmen find mailboxes and homes. Ben made the mail go faster.

There were a lot of big blazes in Ben's time. Ben helped set up fire companies. Firefighters trained to fight the flames and kept people safe.

1. Underline the words in the passage with the long o sound.
2. Circle the compound words in the passage.
3. What did Ben Franklin invent?

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4. What is the author's purpose in this passage?

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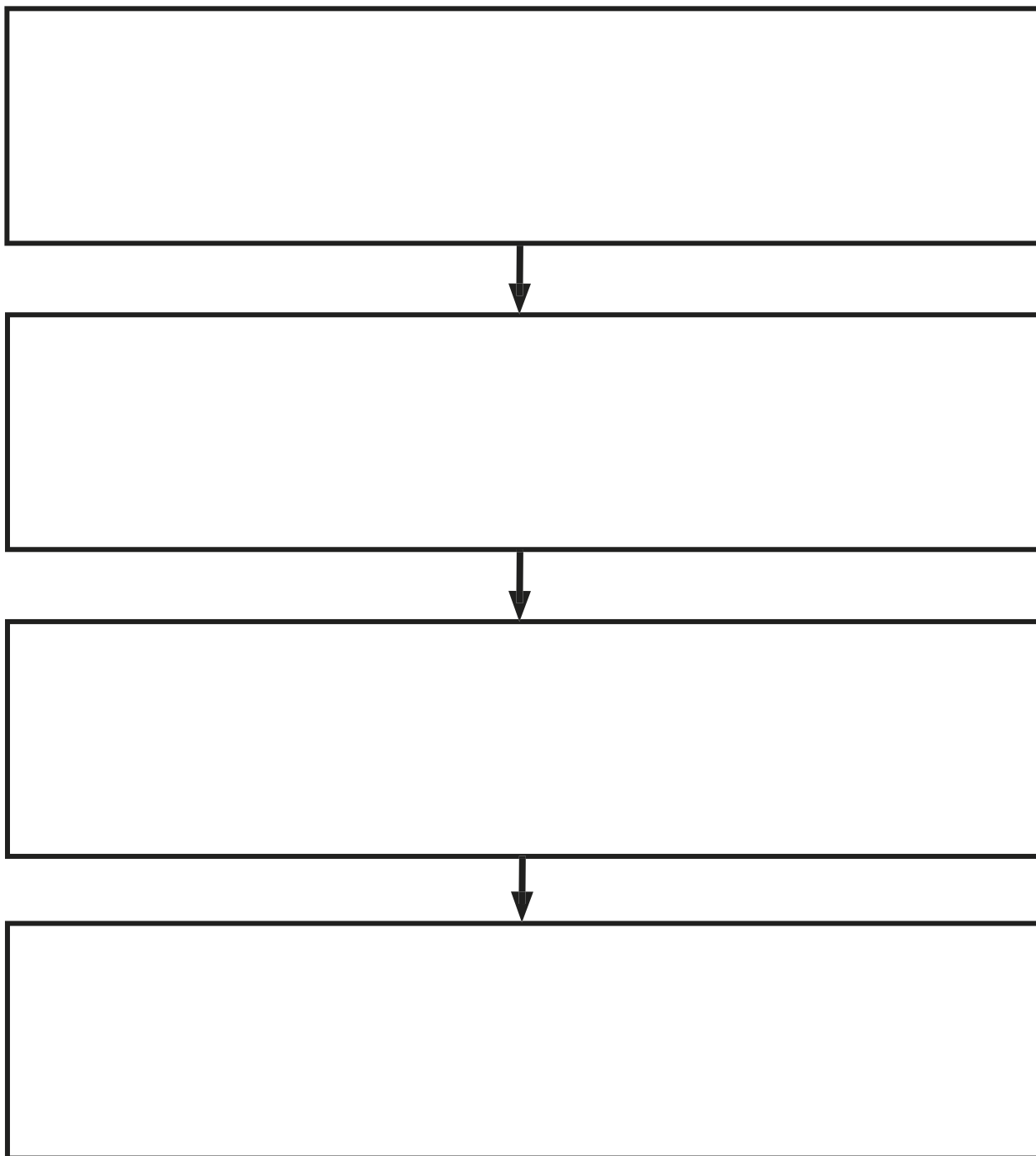
5. A bus always takes the same \_\_\_\_\_.
- draft    object    route





Name \_\_\_\_\_

To help you plan your writing, fill out a sequence chart.



Name \_\_\_\_\_

**Digraphs** are groups of letters that make a single sound. Two ways to write the *ch* sound are *ch* and *tch*, as in ***chin*** and ***pitch***.

**A. Underline the *ch* sound in the words below.**

teacher      cheek      branch      reached      catch  
lunchtime      check      cheese      peaches      patch

**B. Look at the words above. Write the missing letters to complete the sentences.**

1. I will meet Jack at I \_\_\_\_\_ by the bench.
2. We grow **pea** \_\_\_\_\_ to eat.
3. The hole in my jeans needs a **pa** \_\_\_\_\_ .
4. The nest is on a low **br** \_\_\_\_\_ .
5. At long last we r \_\_\_\_\_ the end of the hike.
6. My mom pats me on my \_\_\_\_\_ **ee**k.
7. My t \_\_\_\_\_ **h**elps us with reading.
8. Can you **ca** \_\_\_\_\_ it if I toss it?

**C. Go back and circle the *ch* sound in your answers.**

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

11 Chet Mantis sat at his desk. It was lunchtime. “What can  
I eat? I need a snack, at least.”

19 Bea Buzz, the leader of Bug Town, ran into his office.  
30 “Chet, I need help,” snapped Bea.

36 “The Silver Drops are missing. Someone unlocked the  
44 case and stole them,” she said. The Silver Drops had hung in  
56 Buggy Hall for a long time.

62 “I will find the drops,” boasted Chet. He was smart. He  
73 liked to solve crimes. 77

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner’s reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to intonation and end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

A **prefix** is a word part added to the beginning of a word. The prefix *un-* means “not” or “opposite of.”

Example: un + happy = **unhappy**, not happy

**A. Fill in the missing parts to make the word in bold.**

1. It is **unsafe** to ride a bike with no helmet.

un + \_\_\_\_\_ = **unsafe**

2. Tom will **unfold** his pants and get dressed.

\_\_\_\_\_ + **fold** = **unfold**

3. I will help you **unzip** your jacket.

\_\_\_\_\_ + \_\_\_\_\_ = **unzip**

4. We can **untie** this string and use it with a kite.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**B. Write two sentences. Use the word *unhappy* in one sentence. Use the word *untie* in the other.**

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

\_\_\_\_\_

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

\_\_\_\_\_

Name \_\_\_\_\_

boasted    clutched    solve    office    clue    unlatched

**A. Vocabulary Words** Write the word that best completes each sentence.

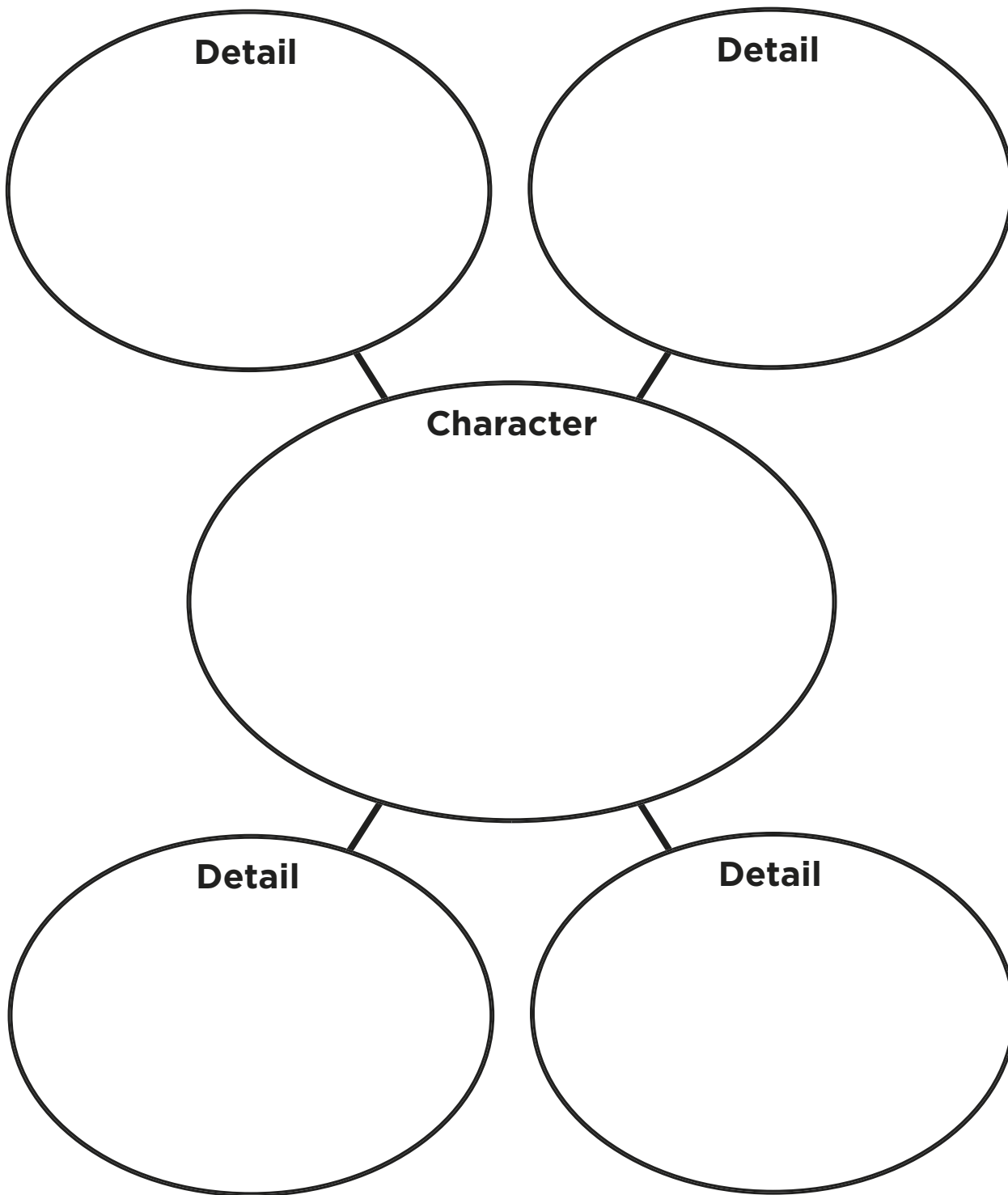
1. We \_\_\_\_\_ the gate and let the animals out.
2. My mom has a big desk in her \_\_\_\_\_.
3. We needed a \_\_\_\_\_ to help us find the gold.
4. I \_\_\_\_\_ that I ran faster than my pal.
5. The kid \_\_\_\_\_ his stuffed animal.
6. I know how to \_\_\_\_\_ the problem.

**B. Vocabulary Strategy: Context Clues** Read each sentence. Underline the clues to the meaning of the word in bold type. Then circle the meaning below.

1. Jake **boasted** and bragged that he was the best jumper in class.  
said with too much pride      yelled and screamed
2. Ray **usually** went swimming each day.  
never      most of the time
3. There are three **routes**, or ways, to go home.  
bikes      roads
4. June **clutched** her bag and kept it close to her side.  
held tight      dropped

Name \_\_\_\_\_

As you read "Chet Mantis's Hunt," fill in the Character Web.



Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Joe Helps**

Joe likes to help. He makes a cheese sandwich for Dad to take to his office. Dad is happy. “Thanks for making my lunch, Joe!”

Mom is unhappy. She cannot find her keys. Joe checks in the grass. “Mom!” Joe cries. He clutches the keys in his hand. Mom smiles. “Thanks for helping, Joe. Now I can unlock the car.”

Joe tries to help Patches, the cat, as well. Patches sleeps a lot. Joe wants to help Patches play and have fun. Joe tries to teach Patches to fetch a stick. He tries and tries. Patches looks at Joe and the stick but is unwilling to get up. Joe sighs and gives up. Sometimes Joe just cannot help!

1. Underline words in the passage that have the *ch* sound.
2. Circle words in the passage that have the prefix *un-*.
3. What kind of person is Joe? How do you know?

\_\_\_\_\_

4. How does Joe feel when Patches will not play? How do you know?

\_\_\_\_\_

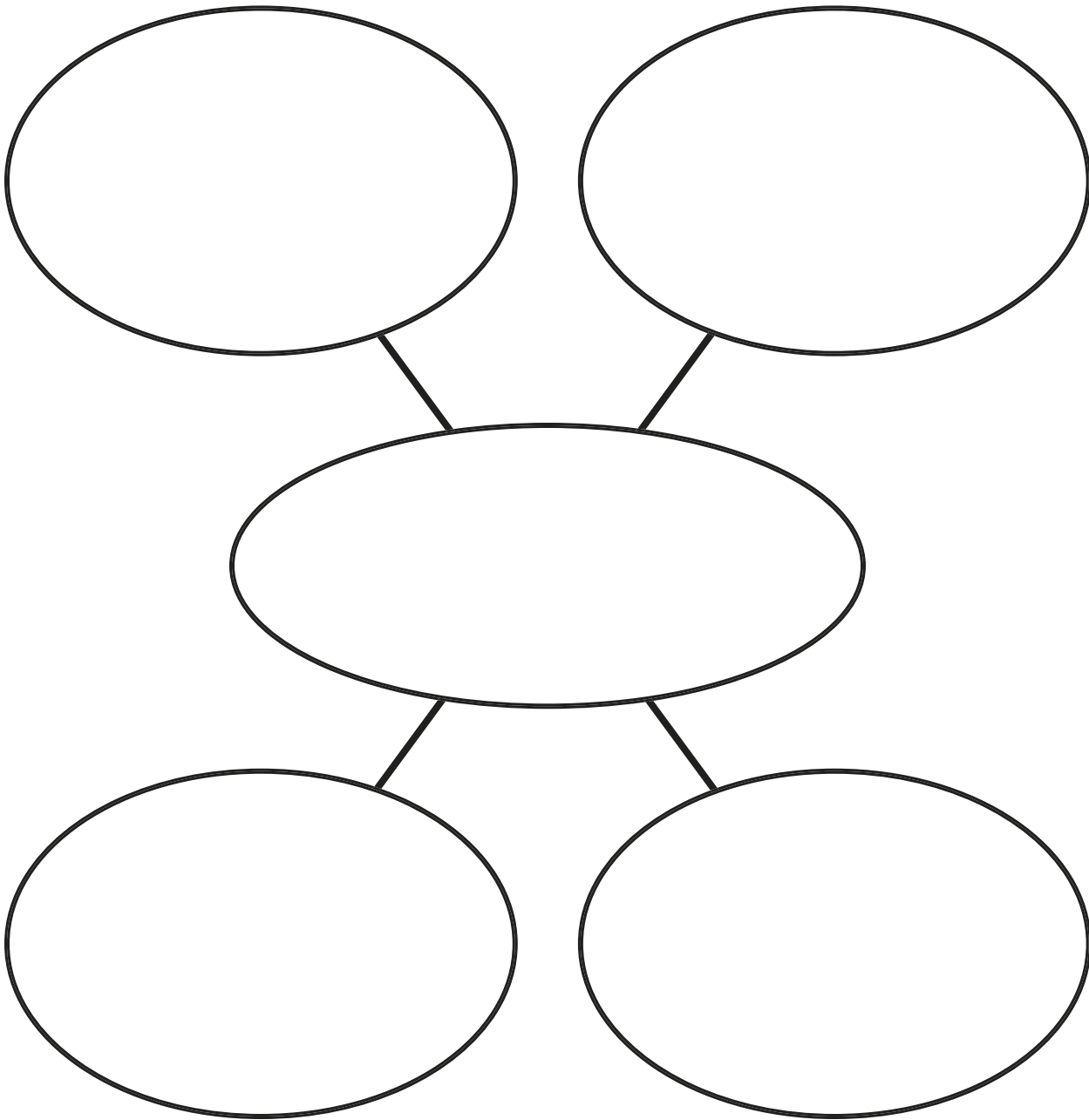
\_\_\_\_\_

5. If you hold something tightly, you \_\_\_\_\_ it.  
hide    clutch    wiggle



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.





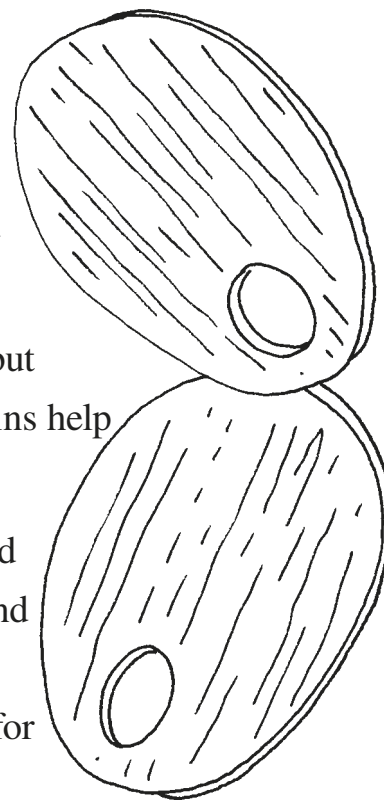
Name \_\_\_\_\_

**Read the passage. Then answer the questions.****Ben Franklin: Fast Swimmer**

You know that Ben Franklin invented a lot of things when he was a grown-up. But Ben invented when he was a kid, as well. He invented swim fins when he was 11 years old!

Ben liked to swim. He was a fast swimmer, but he hoped to go faster. Ben looked at fish. Their fins help them swim. So Ben decided to try to make fins.

Ben made swim fins from wood. They looked like big, flat hands. Ben put them on his hands and went for a swim. He swam faster, but his hands hurt. When he was grown up, Ben invented fins for feet, as well.



Ben invented all his life—and he began when he was a kid!

1. Underline the sentence in which the author states the purpose of the passage.
2. Draw a box around details that tell why Ben invented swim fins.
3. Is the author's purpose to entertain, to inform, or to persuade? How do you know?

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Name \_\_\_\_\_

**Read the passage. Then answer the questions.****Jean Wins**

Jean swims fast. She is used to winning swim contests. In fact, Jean is unhappy if she doesn't win a contest.

Jean practices each day with the swim team. She tries to beat her teammates when they train. Coach Bell tells Jean, "The best swimmers help their teammates." But Jean just wants to win.

One day Jean sees Bea. Bea is sad. She wants to be on the swim team, but she can't swim fast. Jean feels bad. "I will help," Jean tells Bea. "I can teach you to swim fast."

"Thank you!" Bea cries. "Jean, you are so kind."

Jean thinks, "Coach Bell was right."

1. Underline details in the first two paragraphs that tell what Jean is like.
2. Draw boxes around details that tell what Jean is like at the end.
3. What important event made Jean change?

---

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Name \_\_\_\_\_

**Digraphs** are groups of letters that make a single sound. They can be found at the beginning, middle, or end of a word. The letters *th* and *wh* are digraphs.

**thin**   **bath**   **bath**tub   **the**   **clo**thing   **wh**ite

**A. Draw a line under the word or words with *wh* or *th* in each sentence.**

1. When you take a test, you must think.
2. Snow is cold and white.
3. That is a really thick drink!
4. Hold on to the wheel while you drive.
5. He showed his teeth when he smiled.
6. The thump made me jump.
7. The panther snuck by the tree.
8. Tell me which way Joe went.

**B. Go back and circle the *th* and *wh* digraphs in the words you underlined above.**

Name \_\_\_\_\_

**A. As you read, pay attention to speed and tempo.**

13 Many animals and plants live in the Everglades. The panther  
lives there. It has long whiskers. It is a cat as big and fast as a tiger.

27 These big cats take catnaps in the daytime, so they can hunt deer  
41 and rabbits at night. Unlike many big cats, panthers can swim well.

52 Wood storks live there, too. To eat, a stork sticks its open beak in  
67 the water. When a fish swims by, the stork snaps its beak closed! 79

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

thump	these	thank	goat	chain
which	white	whine	roll	each
panther	think	that	moan	cheap
teeth	wheel	truth	bowl	pitch
thick	then	whale	sold	teach

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

A **syllable** is a word part with one vowel sound. A **closed syllable** ends with a consonant. It has a short vowel sound.

Example: **can** dy **rab** bit

**A. Underline the word with two syllables. Write the syllables.**

Example: ketchup      fetch      ketch up

- |             |          |       |       |
|-------------|----------|-------|-------|
| 1. child    | children | _____ | _____ |
| 2. sing     | tunnel   | _____ | _____ |
| 3. rotten   | think    | _____ | _____ |
| 4. chickens | chin     | _____ | _____ |
| 5. whine    | whimpers | _____ | _____ |

**B. Fill in each blank with the word from above that makes sense.**

- The bananas went \_\_\_\_\_ in the sun.
- The \_\_\_\_\_ played in the sand.
- The pup \_\_\_\_\_ when he is tired.
- The \_\_\_\_\_ lay eggs.
- My dog likes to dig \_\_\_\_\_.

**C. Go back and circle the closed first syllable in your answers.**

Name \_\_\_\_\_

left      drained      pounds      protect      river

**A. Vocabulary Words** Write the word from the box that best completes each sentence.

1. The water in the \_\_\_\_\_ is clean.
2. One kind of whale is 2,000 \_\_\_\_\_.
3. People \_\_\_\_\_ water from the pond and made it into dry land.
4. The animals \_\_\_\_\_ the wetland and did not come back.
5. We will \_\_\_\_\_ wetland animals and keep them safe.

**B. Vocabulary Strategy: Homographs** Read the dictionary entry on the right. Then read each sentence. Write the meaning of the homograph in bold type on the line.

1. The big black dog is 100 **pounds**.

\_\_\_\_\_

2. I will **pound** this nail with a big hammer.

\_\_\_\_\_

3. I got my cat from the **pound**.

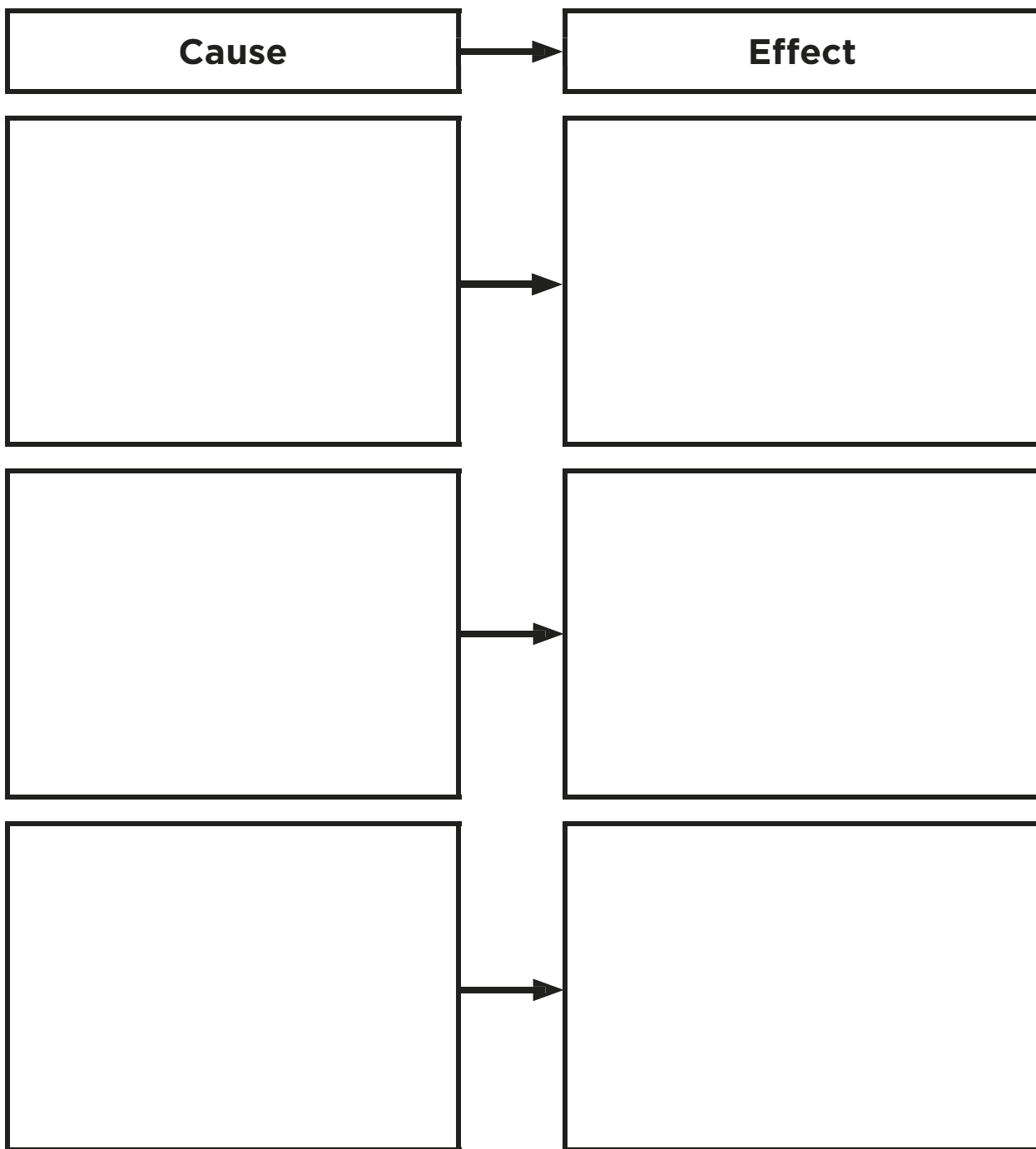
\_\_\_\_\_

\_\_\_\_\_

**pound 1.** A unit of weight. *noun*  
**2.** A unit of money. *noun*  
**3.** A place where stray animals are kept. *noun*  
**pound 1.** To hit or beat something. *verb*

Name \_\_\_\_\_

As you read “The Everglades,” fill in the Cause and Effect Chart.



Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Whale Facts**

Whales are mammals that make their home in the sea. Why do we like whales? Because whales are the biggest animals on land or in the sea. Some whales grow to be 100 feet long. Some can grow to be 90,000 pounds. That is big!

A whale cannot breathe under water, so it must swim to the top. It takes in air through a blow hole in its back. Sometimes a whale blows out air and mist quickly in a big stream.

Whales use their tails to swim. A whale can go fast—up to 30 miles in an hour. A whale uses flippers to help it go left or right. Because whales are splendid, we want to protect them.

1. Underline the words that have the *th* or *wh* sound.
2. Circle the words with closed syllables and two consonants in the middle.
3. What causes us to like whales?

\_\_\_\_\_

4. Why must a whale swim to the top of the water?

\_\_\_\_\_

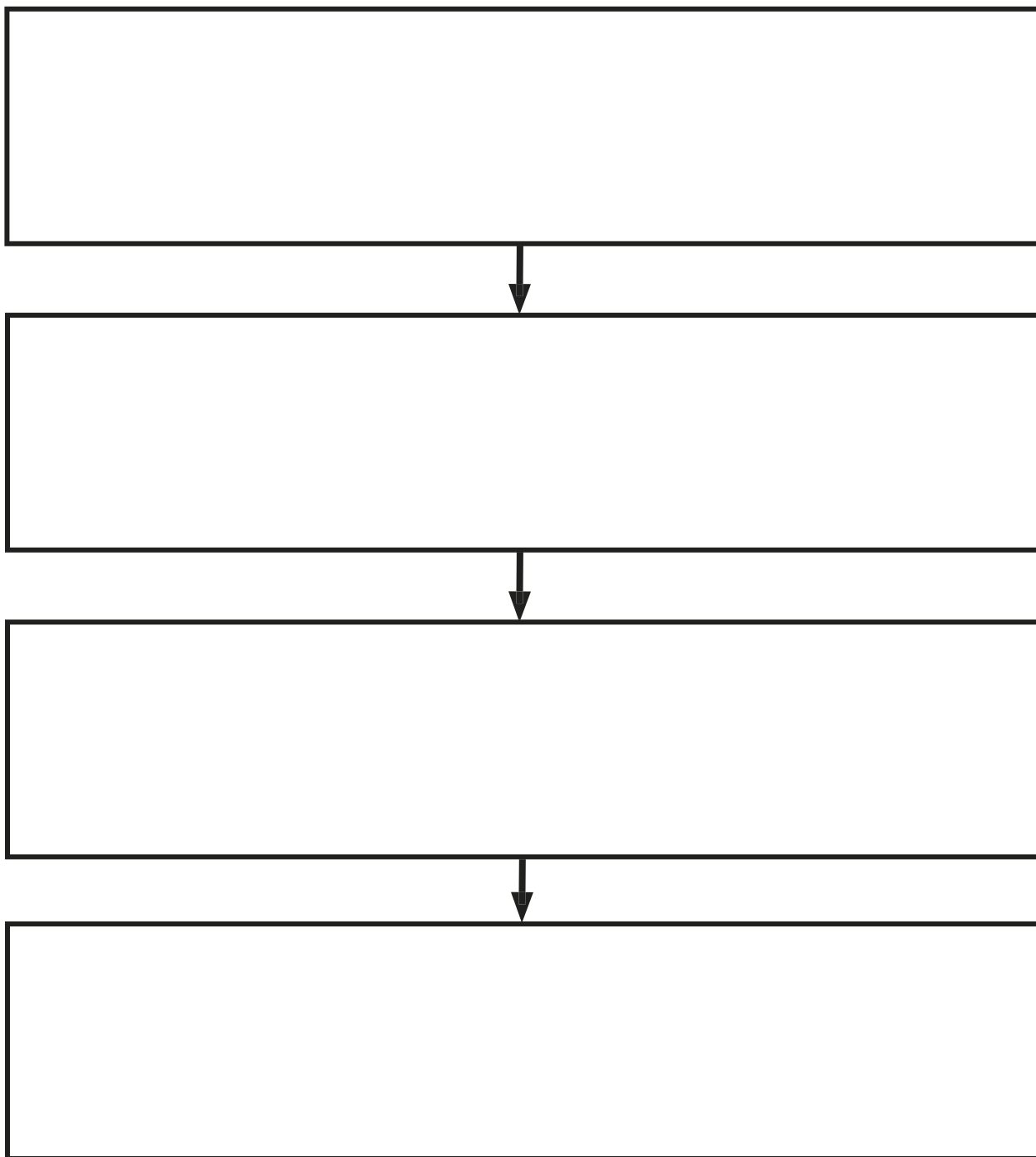
5. If you are keeping something safe, your job is to \_\_\_\_\_ it.  
feel      throw      protect





Name \_\_\_\_\_

To help you plan your writing, fill out a sequence chart.



Name \_\_\_\_\_

**Digraphs** are groups of letters that make a single sound. The *sh* digraph says *sh* as in *blush*. The *ph* digraph says *f* as in *graph*.

**A. Underline the *sh* and *ph* digraphs in the words below.**

photo          brush          fresh          sheets          shape  
shine          finish          swish          phone          elephant

**B. Use the words above to complete the sentences. Circle the *sh* and *ph* digraphs in your answers.**

1. I use clay to make a \_\_\_ \_\_\_ **ape**.
2. I will clean the windows until they \_\_\_ \_\_\_ **i** \_\_\_ **e**.
3. The cat can **s** \_\_\_ **i** \_\_\_ \_\_\_ her tail.
4. An **e** \_\_\_ \_\_\_ \_\_\_ \_\_\_ **t** has tusks.
5. I will **f** \_\_\_ **n** \_\_\_ \_\_\_ my tasks and take a nap.
6. Did Rick \_\_\_ **ru** \_\_\_ \_\_\_ his teeth?
7. I make my bed with clean \_\_\_ \_\_\_ **ee** \_\_\_ \_\_\_ .
8. I take a \_\_\_ \_\_\_ \_\_\_ **to** of my dog.
9. I like the smell of **f** \_\_\_ \_\_\_ \_\_\_ roses.
10. The \_\_\_ \_\_\_ **o** \_\_\_ \_\_\_ is ringing.

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.****Record your scores below.**

12 Trish liked to paint. She made colorful paintings. She liked to make  
 19 paintings that showed kids working and playing.

19 “Trish, there is a painting contest!” exclaimed Shannon.

27 “The winner gets a big prize,” added Phillip. “I bet you can win.”

40 “I will try,” replied Trish.

45 Later that day, Trish tried to plan a painting. Could she make a  
 58 painting of the cat? Could she paint Mom and Dad? Trish wanted to come  
 72 up with the perfect idea. She kept thinking. 80

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner’s reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to speed and tempo</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

A **suffix** is a word part added to the end of a base word. It changes the word's meaning. The suffix *-ful* means *full of*.

Example: wish + ful = wish**ful**, full of wishes

### A. Combine the base word with the suffix.

Example: 

hope
------

ful
-----

hopeful

1. 

play
------

ful
-----

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

ful
-----

help
------

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

ful
-----

use
-----

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

ful
-----

pain
------

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

ful
-----

thank
-------

 \_\_\_\_\_

### B. Add *-ful* to the word in ( ). Write the new word on the line.

1. I was extra (help) \_\_\_\_\_ while Dad was sick.
2. My insect bite feels (pain) \_\_\_\_\_.
3. I am (thank) \_\_\_\_\_ that I did not catch a cold.
4. A rake is (use) \_\_\_\_\_ for cleaning up leaves.
5. My puppy is fun and very (play) \_\_\_\_\_.

### C. Go back and circle the suffix in your answers.

Name \_\_\_\_\_

gathered    idea    ramp    sketches    triumph    perfect

**A. Vocabulary Words** Write the word from the box that best completes each sentence.

- Jane has a good \_\_\_\_\_ for solving the problem.
- We wheeled the bike up the \_\_\_\_\_.
- We \_\_\_\_\_ shells at the beach and put them in a bag.
- If the team wins the game, it will be a real \_\_\_\_\_.
- Mom made lots of \_\_\_\_\_ and paintings of the cat.
- I got a \_\_\_\_\_ grade on the test.

**B. Vocabulary Strategy: Context Clues** Read each sentence. Underline the clues to the meaning of the word in bold type. Then draw a line from the word's sentence to its meaning.

- |   |                 |
|---|-----------------|
| 1. Phil will find the clues and <b>solve</b> the problem.   | a big rich meal |
| 2. The two <b>routes</b> to the beach are both rocky paths. | find the answer |
| 3. The big lunch we ate was a fine <b>feast</b> .           | roads or ways   |

Name \_\_\_\_\_

**As you read “Trish’s Triumph,” list story events in order to fill out the Sequence Chart.**

A vertical sequence chart consisting of five empty rectangular boxes arranged vertically. Each box is connected to the one below it by a downward-pointing arrow, indicating a chronological order of events.

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Helping Miss Shelly**

The phone rang. “This is Keesha. Miss Shelly was setting up the classroom. She had a painful fall. She has a cast on her hand. Can you help?”

“I will be right there.” I hung up the phone.

We gathered at school. Miss Shelly had lots of boxes in her van. “I need these in the classroom,” she said. “This box has phonics books to put on the shelf. This box has photos I want to show you. This box has graph paper.”

It was not easy getting the boxes up the steps. Then Keesha had the perfect idea. “Put a box on my lap,” she said, “and push my wheelchair up the ramp.”

“Thanks for being so helpful,” said Miss Shelly with a thankful smile. “We can triumph when we work together!”

1. Underline words in the passage that contain a *sh* or *ph* digraph.
2. Circle words with the suffix *-ful*.
3. What happened first in the story?

---

4. What happened after Keesha had her idea?

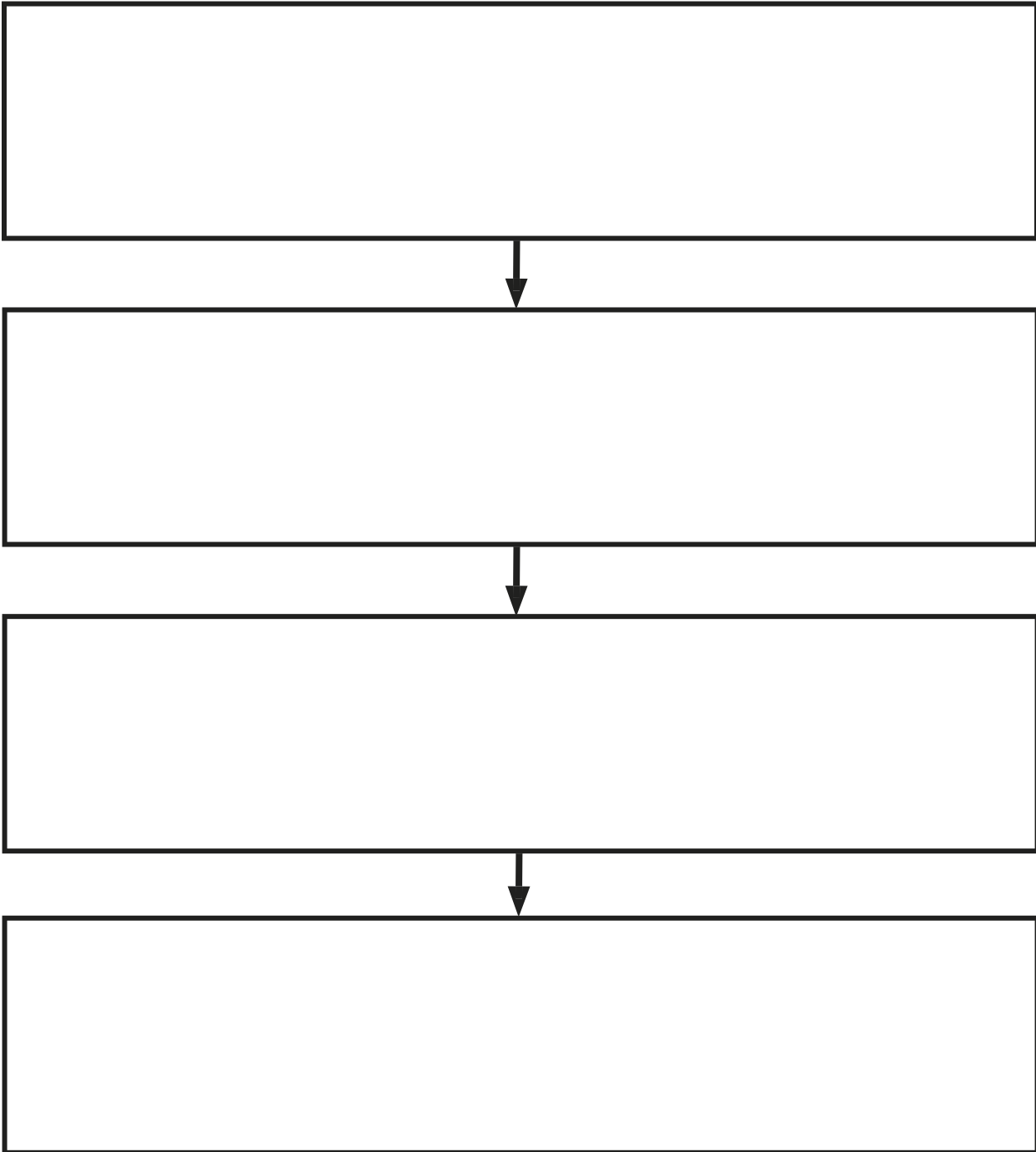
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5. To triumph is to \_\_\_\_\_.  
help    win    think



Name \_\_\_\_\_

To help you plan your writing, fill out a sequence chart.





Name \_\_\_\_\_

Soft *c* makes the *s* sound, as in *city*, *face*, and *pencil*. Soft *g* makes the *j* sound, as in *gem*, *cage*, and *ledge*.

**A. Underline the word that makes the sentence tell about the picture. Then write the word on the line.**

1. I will read the tale of Jack and the \_\_\_\_\_.

germ    giant    cage



2. My teacher is kind and \_\_\_\_\_.

nice    cent    race



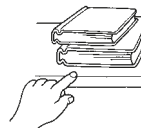
3. I had a bill and lots of \_\_\_\_\_.

cage    ridge    change



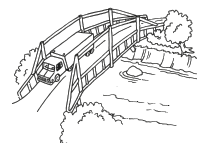
4. I cannot \_\_\_\_\_ which to read.

recite    decide    slice



5. The truck drove over the \_\_\_\_\_.

bridge    wage    dodge



6. I went to see a play in the \_\_\_\_\_.

cent    cider    city



**B. Circle soft *c* and soft *g* in the answer choices above.**

Name \_\_\_\_\_

**A. Use this passage to perform a choral reading or Readers Theater.****Mrs. Joseph's Wish**

- Group 1:** Mrs. Joseph teaches gym. She has a wish. She wants a painting for the game.
- 15 **Group 2:** We need an idea. What can we paint?
- 23 **Group 1:** We can paint some fish swimming in a race. They can win first place!
- 37 **Group 2:** We can paint a big gym sock.
- 44 **Group 1:** What if we paint a team of mice playing a game?
- 55 **Group 2:** Perfect! Let's make some sketches to show her.
- 63 **Group 1:** Mrs. Joseph will like it.
- 68 **Group 2:** She will want us to paint more! 75

**B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).**

1. I stashed the cash in the shadow of the shed.//
2. We can run fast.// We can win first place in the race.//
3. Is this a real horse,/ or is it a phony pony?//
4. What a shame!// We lost the game!//
5. Jake went to the city.// He found a space to see the race.//



Name \_\_\_\_\_

A **suffix** is a word part added to the end of a word. The suffix **-er** is used to compare two people, places, or things. The suffix **-est** is used to compare three or more people, places, or things.

Fill in the missing parts to make the word in bold.

1. I can run **faster** than my brother.

**fast** + \_\_\_\_\_ = **faster**

2. I have the **lightest** backpack in my class.

**light** + \_\_\_\_\_ = **lightest**

3. A peach is **sweeter** than a lemon.

\_\_\_\_\_ + \_\_\_\_\_ = **sweeter**

4. I will make this pup the **cleanest** dog on my block.

\_\_\_\_\_ + \_\_\_\_\_ = **cleanest**

5. The wind feels **colder** than it did when we left.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6. This is the **quickest** way to finish the job.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Name \_\_\_\_\_

ancient    imagined    amazing    ledge    mist    tilted

**A. Vocabulary Words** Write the word from the box that best completes each sentence.

1. A \_\_\_\_\_ is a slim shelf of rock on a cliff.
2. Something that is \_\_\_\_\_ is very old.
3. Something that is \_\_\_\_\_ is splendid.
4. If a tree \_\_\_\_\_, it leaned to one side.
5. Quick paintings are \_\_\_\_\_.
6. A \_\_\_\_\_ is the same as a light fog.

**B. Vocabulary Strategy: Homophones** Read each sentence. Look at the word in bold type. Write the letter of the word's meaning on the line.

- |   |                  |
|---|------------------|
| 1. A damp <b>mist</b> covered the land. _____             | a. run away      |
| 2. Sal <b>missed</b> the bus and had to walk. _____       | b. one penny     |
| 3. I <b>sent</b> my mom a letter. _____                   | c. did not catch |
| 4. I will pay one <b>cent</b> for that stamp. _____       | d. fog           |
| 5. I saw a <b>flea</b> on my dog's back. _____            | e. mailed        |
| 6. A cat will <b>flee</b> when a dog runs after it. _____ | f. a small bug   |

Name \_\_\_\_\_

As you read “Brent’s Trip,” use story clues to fill in the Inference Chart.

Clues	Inference

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Tall Trees**

Lucy and Mom were hiking in a huge forest. They crossed a bridge over an ice-cold creek. Lucy stopped by a big tree. “Mom, look at this tree,” she said. “I think it is the biggest tree we have seen.”

“But look at that one,” Mom replied. “It is even bigger.”

“Why are these trees so big?” asked Lucy.

“They are ancient trees,” Mom told her. “The older the tree, the taller it is. Trees get bigger as they grow older.”

“Then that must be the oldest tree in the forest!” cried Lucy, tilting her head to see the top. “This place is amazing!”

Mom smiled. “I came here with my mom when I was your age.”

Lucy hugged Mom. “Thanks! I can’t wait to tell Grandmom that we came to see this forest.”

1. Underline words in the passage that contain soft *c* or soft *g*.
2. Circle words that have the suffix *-er* or *-est*.
3. Why did Mom bring Lucy to the forest?

---



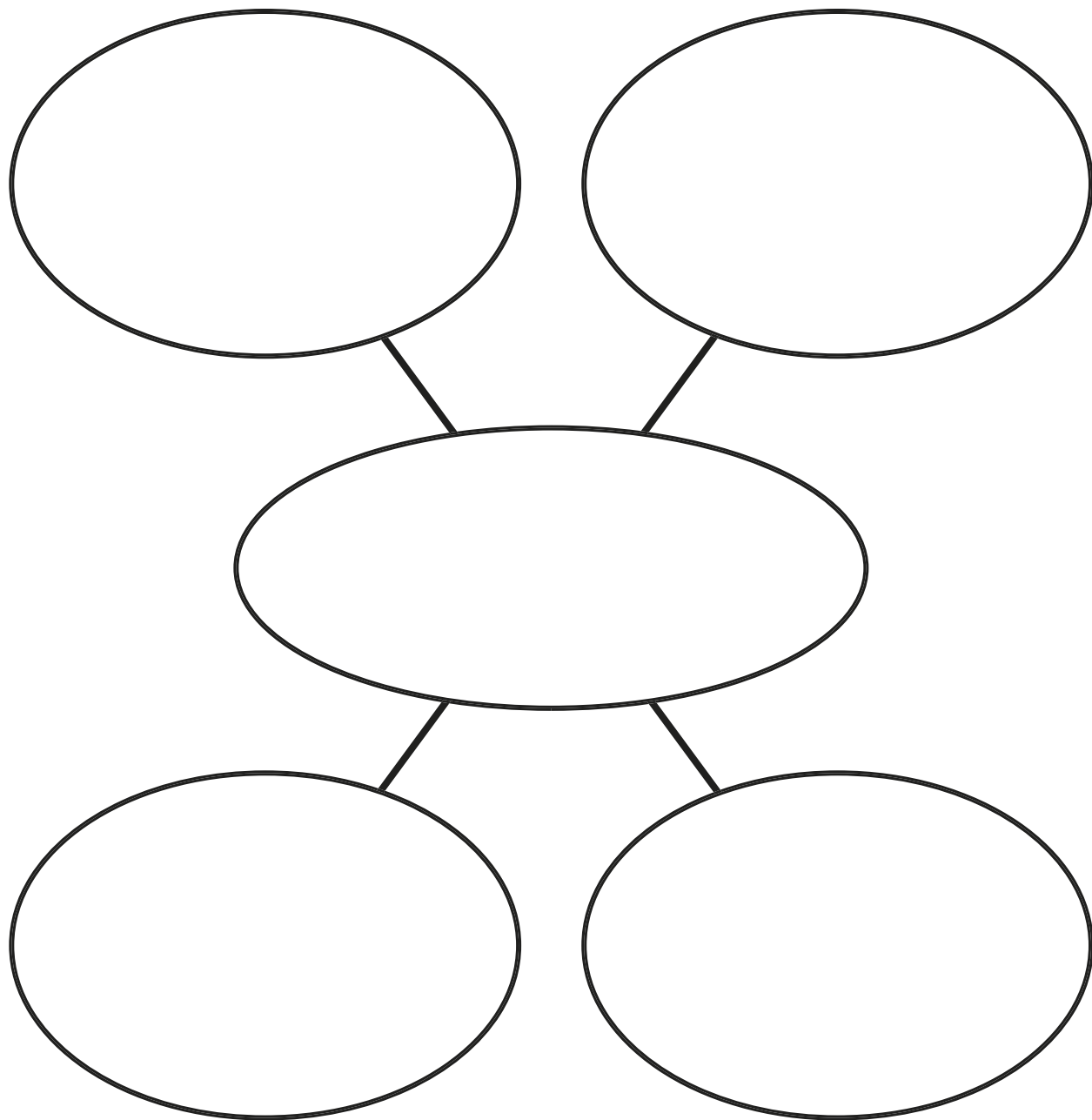
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4. Ancient means \_\_\_\_\_ .  
           very tall    very cold    very old



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



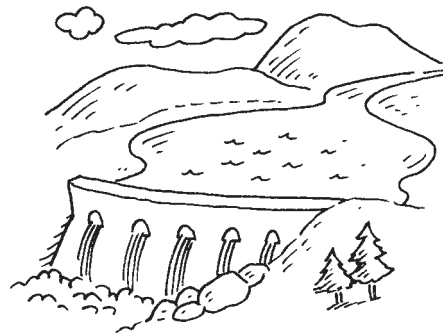
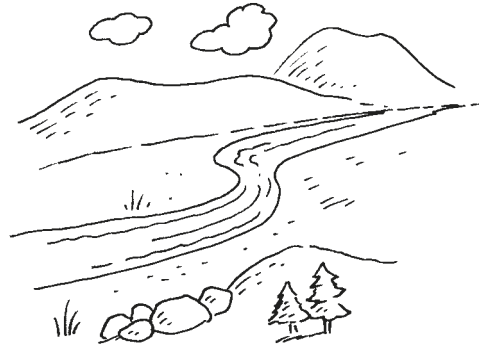
Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Dams**

Have you been to a dam? A dam is made of rocks and mud and concrete. It holds back water in a river so the river will not flood the land. The dam makes a big lake. As a result, people can play and swim and boat in the lake.

Some people do not like dams because they think dams hurt the land and wildlife. Dams hold back silt that makes the land rich. When dams fill up the land with water, wildlife has to find a new home.



1. Underline the following signal words that show cause and effect.

**as a result    so    because**

2. Why does a dam keep a river from flooding the land?

---

3. Why do some people not like dams?

---



---



Name \_\_\_\_\_

**Read the passage. Then complete the questions.**

### A Painting for the Queen

Once upon a time, a king and queen ruled the land. They had two children, Ann and Hank. One day the queen woke up feeling sad.

“Ann and Hank are growing quickly,” said the queen. “I wish I had a painting of them the way they look now.”

The king asked to see painters. First, Painter Green came. The queen did not like his painting. Next, Painter Red came. The king did not like her painting. After that, Painter Yellow came. He dropped his paints on the floor. “This is not going well,” sighed the king.

At the same time, the children got out their own paints. First, Hank painted a picture of Ann. Then, Ann made a painting of Hank. The kids showed the paintings to the queen. “Perfect!” she cried. At last, the queen was happy.

1. Underline the following sequence signal words and phrases in the third paragraph:  
**first    next    after that**
2. Put a box around sequence signal phrases in the fourth paragraph.
3. Write what happens at the end of the story.

---

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### Grant's Trip

Grant and his mom were taking a trip in June.

Mom packed a tent, sleeping bags, and blankets. She packed cut-offs, t-shirts, and flip-flops, as well.

“Grant, please pack a coat and hat. And you need to bring a cap to keep the sun off your face,” Mom said.

Grant was mixed up. “Mom, will it be cold or will it be hot on our trip?”

“It will be both hot and cold!” Mom told him. “In the desert it is hot in the daytime. But it gets cold at night.”

“We are going to an amazing place!” Grant said. “This camping trip will be a lot of fun.”



- Underline the following clues that help you make an inference about the passage.  
**tent sleeping bags blankets cut-offs t-shirts  
flip-flops coat and hat a cap to keep the sun off**
- Draw a box around another clue that helps you make an inference.
- Write an inference about Grant's trip.

---

Name \_\_\_\_\_

**A. Sort the words by sound. Write the words on the lines.**

that	why	cheek	latch	truth
while	nice	judge	shade	phone

ch, tch \_\_\_\_\_

th \_\_\_\_\_

wh \_\_\_\_\_

ph, sh \_\_\_\_\_

soft c, soft g \_\_\_\_\_

**B. Complete each section.**

1. Fill in the missing parts to make each word.

sun + \_\_\_\_\_ = sunset

\_\_\_\_\_ + roll = unroll

hope + \_\_\_\_\_ = hopeful

fast + \_\_\_\_\_ = faster

quick + \_\_\_\_\_ = quickest

2. Draw a line between the syllables.

absent      velvet      chicken      bunny      picnic

Name \_\_\_\_\_

**Blends** are groups of letters that work together. Some three-letter blends are *scr*, *spr*, *spl*, *str*, and *thr*.

**A. Underline the three-letter blends in the words below.**

scrap          splash          spring          stray          scream  
three          spray          scrub          thrust          throw

**B. Underline the word with a three-letter blend that completes each sentence. Write the word on the line. Circle the three-letter blend in the word.**

- The queen sat on a high \_\_\_\_\_ .  
                                 throne    then    tree
- We hung lights on the \_\_\_\_\_ tree.  
                                 spunky    spruce    rest
- The man will read his speech from a \_\_\_\_\_ .  
                                 sack    script    spot
- My \_\_\_\_\_ is red and I have a cold.  
                                 throat    time    this

**C. Underline the word in each pair with a three-letter blend. Circle the three-letter blend.**

- thrash                  trash
- scroll                  teach
- spell                  sprig
- frog                    scruffy
- screen                  green

Name \_\_\_\_\_

**A. As you read, pay attention to intonation and end punctuation.**

13 Kim, Lang, and Josh planned to make a meal for their mom. Dad  
made a fresh green salad. Josh helped fill and roll up the spring rolls.  
27 Kim and Lang scraped cake batter into pans.

35 Then Josh yelled from the kitchen. “Kim! Lang! Come see the  
46 cakes!”

47 Each cake was as flat as a pancake. “We will have to throw it out,”  
62 sighed Kim.

64 “Wait! I can fix it!” Lang ran to the freezer and got a tub of ice  
80 cream.

81 “It can be an ice cream cake!” 88

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

scrap	spruce	straw	giant	shape
spring	scraped	stream	cent	phone
splendid	spray	splash	cage	fresh
stripes	split	streak	nice	photo
scream	street	script	bridge	finish

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

**Abbreviations** are shortened words that end with a period. Recipes often use abbreviations for measurements, such as *pt.* for *pint*. Titles are also often abbreviated, such as *Dr.* for *Doctor*.

**A. Draw a line to match each word with its abbreviation.**

teaspoon	Mr.
cup	Dr.
Mister	c.
Doctor	tsp.

**B. Read each sentence. Write the abbreviation for the underlined word.**

- Use a teaspoon of pepper. \_\_\_\_\_
- Doctor Loman helped me get well. \_\_\_\_\_
- Use a pint of milk. \_\_\_\_\_
- Use a teaspoon of butter. \_\_\_\_\_
- Mister Smith has a boat. \_\_\_\_\_

Name \_\_\_\_\_

batter powder recipe rise splendid

**A. Vocabulary Words** Write the word that best completes each sentence.

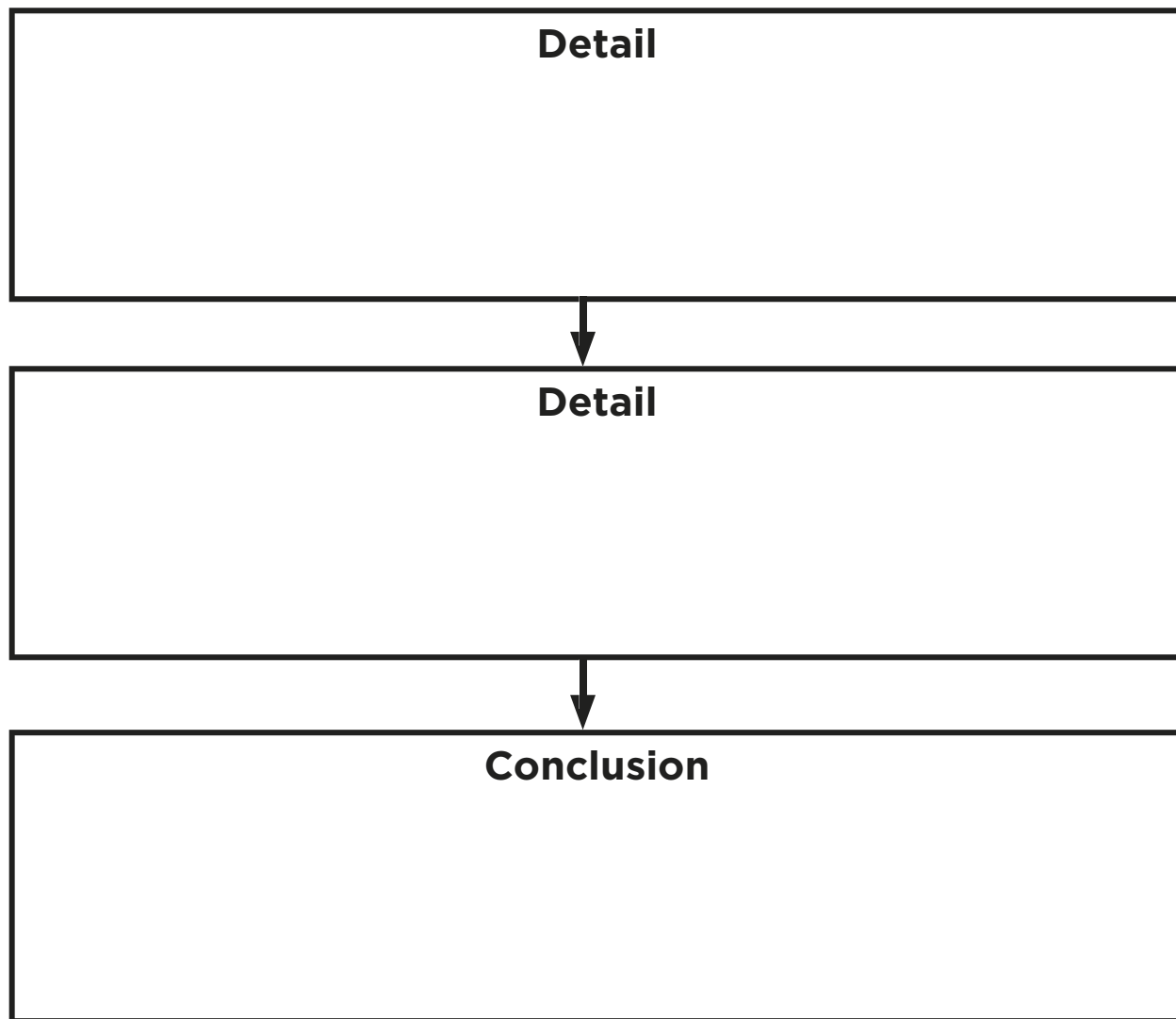
- Ms. Reed grows \_\_\_\_\_ roses.
- Dad put baking \_\_\_\_\_ in the mixing bowl.
- I try to see the sun \_\_\_\_\_ each day.
- Mike gave me a \_\_\_\_\_ to make oatmeal cookies.
- Kim scraped the cake \_\_\_\_\_ into the cake pan.

**B. Vocabulary Strategy: Multiple-Meaning Words** Write the letter of the meaning that matches each word in bold type. Use context clues in the sentences.

- |  |  |
|--|--|
| 1. I <b>trust</b> that Jane will do a fine job.<br>_____ | a. a player who uses a bat                 |
| 2. Mom did not <b>trust</b> the old map.<br>_____        | b. to feel sure                            |
| 3. I like to make cake <b>batter</b> . _____             | c. to make something go                    |
| 4. The <b>batter</b> hit a home run. _____               | d. a mix of things used in baking          |
| 5. I will <b>run</b> the dishwasher. _____               | e. to use your legs and feet to go quickly |
| 6. Beth can <b>run</b> faster than Ken.<br>_____         | f. to think something is true              |

Name \_\_\_\_\_

**As you read “A Splendid Meal,” fill in the Conclusion Map.**





Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Pancakes for Mom**

Dad was making pancakes. The twins Jon and Edna came springing into the kitchen. “Can we help?” they asked.

Dad peeked in the fridge. “I need a pt. of milk. Please ask Mr. Strum for some.” Jon ran to get the milk. Edna greased the skillet.

“Is Mom still sleeping?” asked Dad.

“Yes,” Edna told him.

Jon came back with the milk. Dad mixed the batter. Then he said, “Go wake Mom up.”

When Mom came in, she tossed up her hands and gave a big scream. “Is this for me? It is splendid!” Then everyone ate pancakes.

1. Underline words that have the *scr*, *spr*, *spl*, or *str* blends.
2. Circle the abbreviations in the passage.
3. How does Mom feel when she comes into the kitchen?

---

4. What details show how she feels?

---



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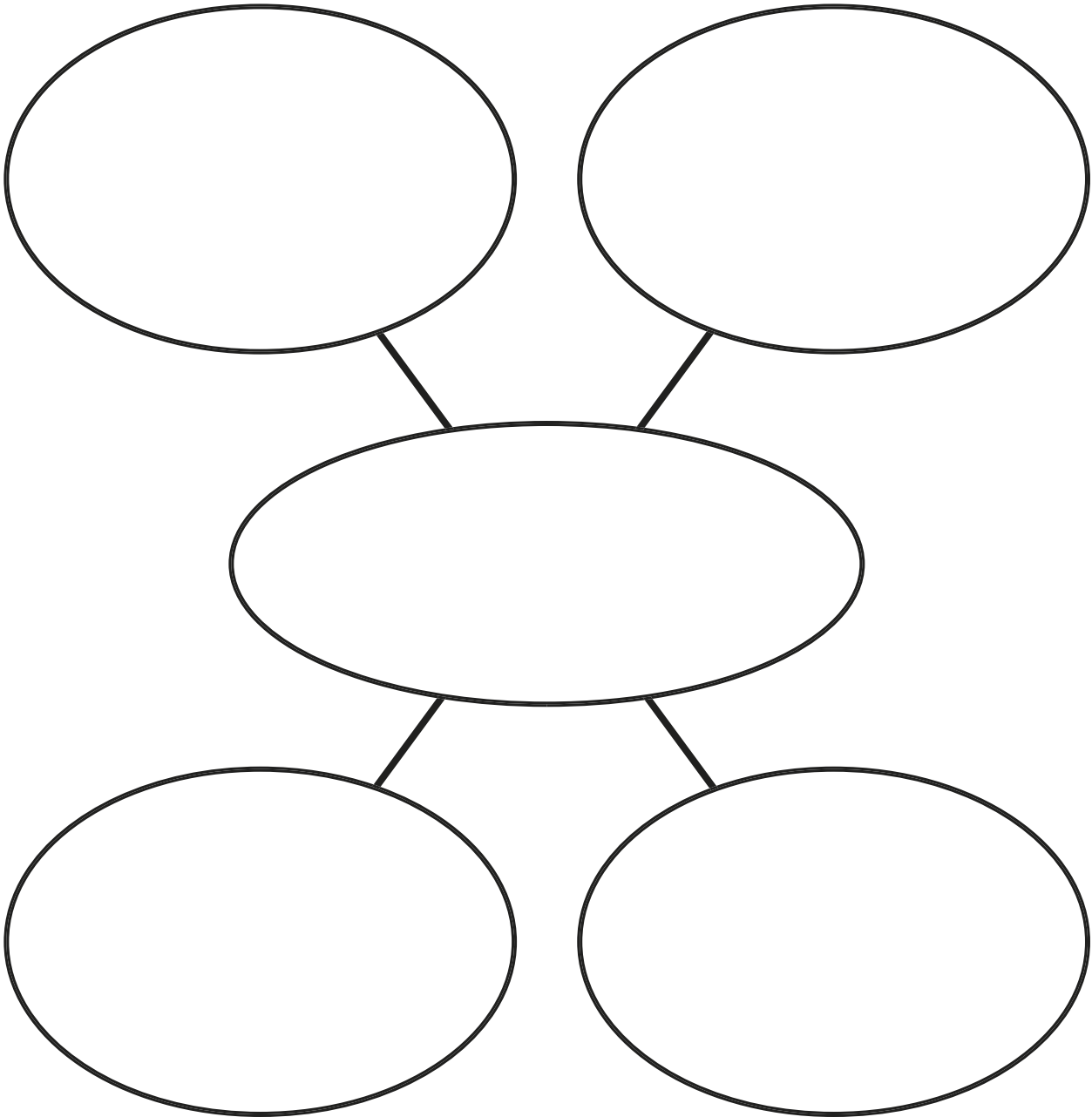
5. Something splendid is \_\_\_\_\_ .

large      wonderful      funny



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

Some **consonant** combinations contain a silent letter. The letters *kn* make the *n* sound, as in ***knob***. The letters *wr* make the *r* sound, as in ***wrote***.

**A. Underline the *n* sound and the *r* sound in the words below.**

know	wring	knock	wrap	knots
wrong	knit	wrists	knee	write

**B. Choose the correct words from above to complete the sentences.**

1. Do not \_\_\_\_\_ **ck** over the blocks.
2. Did Pete \_\_\_\_\_ **ite** a letter to Grandma?
3. I had ten bracelets on my \_\_\_\_\_ **sts**.
4. The man tied \_\_\_\_\_ **ots** in the boat's rope.
5. I don't \_\_\_\_\_ **w** if I can eat a whole bowlful.
6. I hope I didn't say the \_\_\_\_\_ **ng** thing.
7. We will \_\_\_\_\_ **p** the gift and send it in the mail.
8. Let's \_\_\_\_\_ **t** a hat and a blanket.

**C. Go back and circle the silent consonants in your answers.**

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.****Record your scores below.**

11 Weaver knows how to make warm blankets and rugs. Each day,  
she sits to weave. Her hands move fast as she ties little knots.

24 One day Weaver heard a knock.

30 Then a voice called, "I am lost and cold. I can not find my  
44 way."

45 Weaver replied, "Climb down to my home and step inside."

55 The woman came inside. "Tell me your name," said Weaver.

65 "I am No Name. I gave up my name when I did not help  
79 others."

80 "Then you must earn your name back," replied Weaver. 89

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to pauses and stops</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always

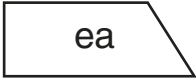
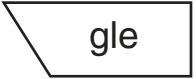
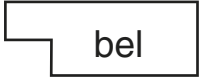
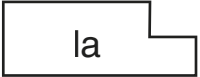
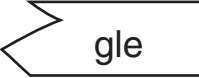

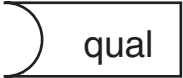
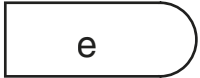
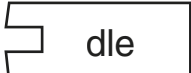
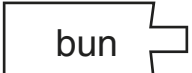


Name \_\_\_\_\_

Some words end in a consonant and *le*, *el*, or *al*, as in *little*. This is a final stable syllable.

**A. Write each multisyllable word.**

Example:   title

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

**B. Fill in each blank with the word from above that makes sense. Circle the final stable syllable in your answers.**

1. When I am happy, I \_\_\_\_\_.
2. An \_\_\_\_\_ has very long wings.
3. I will read the \_\_\_\_\_ on the box.

Name \_\_\_\_\_

beamed

earn

children

kindness

instruct

**A. Vocabulary Words** Write the missing word that best completes each sentence.

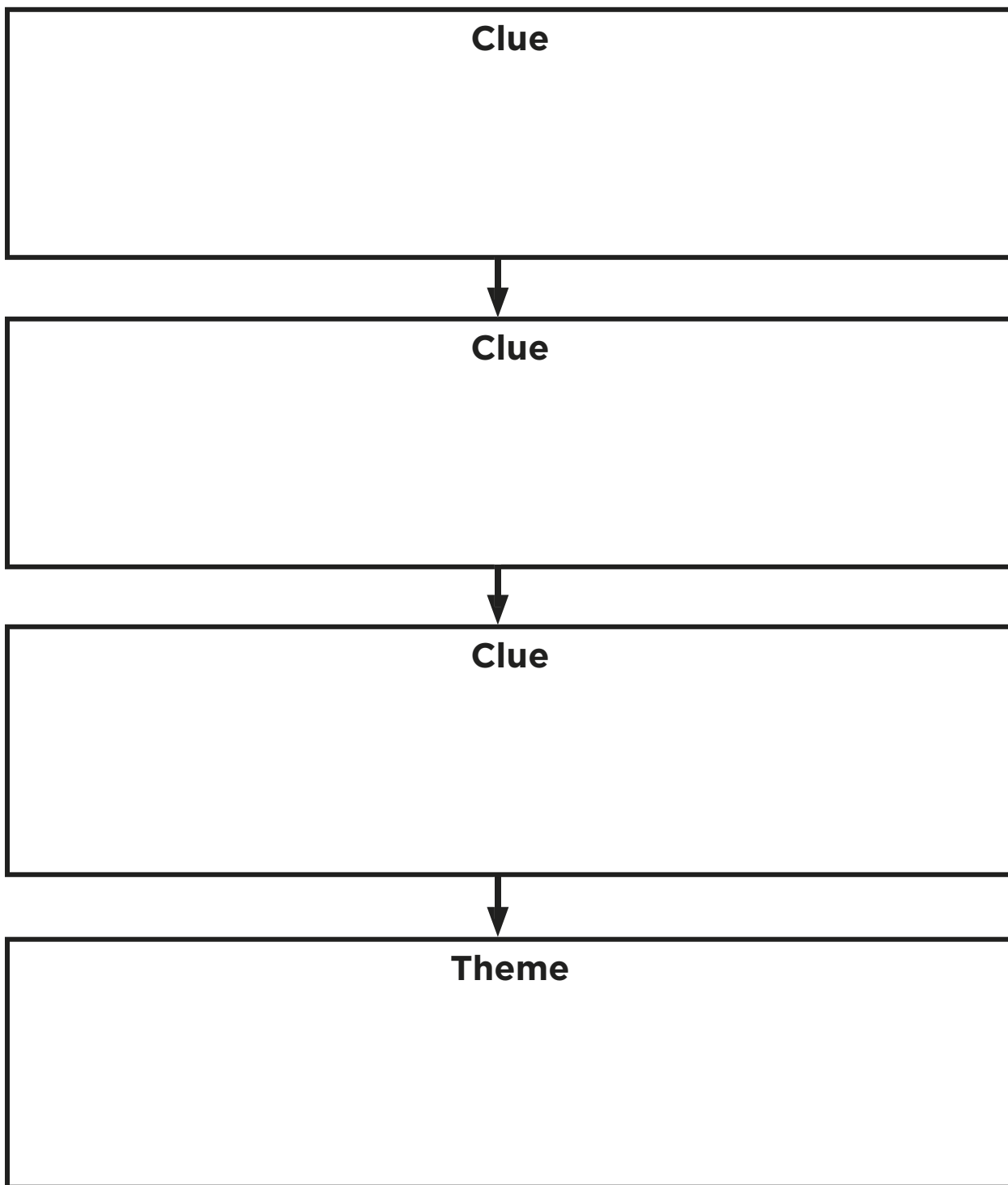
When I grow up, I will get a job to \_\_\_\_\_ cash. I will teach \_\_\_\_\_ to read. I will \_\_\_\_\_ kids in math, too. It takes a lot of \_\_\_\_\_ to do this job. My mom \_\_\_\_\_ when I told her my plan.

**B. Vocabulary Strategy: Synonyms** Write the letter of the synonym that matches each word in bold type.

- |  |             |
|--|-------------|
| 1. I will <b>instruct</b> you on how to add.<br>_____  | a. goodness |
| 2. My class has lunch at <b>noon</b> .<br>_____        | b. teach    |
| 3. Stan <b>beamed</b> when he won the race. _____      | c. midday   |
| 4. The <b>huge</b> cat slept in the sunlight.<br>_____ | d. smiled   |
| 5. Her <b>kindness</b> was a big help.<br>_____        | e. large    |

Name \_\_\_\_\_

As you read “Weaver’s Kindness,” fill in the Theme Map.



Name \_\_\_\_\_

**Read the passage. Then complete the questions.**

## Kate Knits

Kate asks Grandpop, "Please teach me to knit."

Grandpop says, "I will, but you must go slow. It takes time."  
Grandpop hands Kate two knitting needles. "Hold the needle with your thumb and finger. Let your wrists move. Make a knot and stitches."

Kate tries to knit. It is not easy. The yarn wraps around the needles, and Kate gets mad! She throws the needles on the table and runs away. Grandpop waits. He knits.

Kate comes back. "I am sorry I was mad. May I try again?"

Grandpop keeps knitting. Kate sits and makes a knot. She stitches. When the yarn tangles, Kate untangles it. She takes her time. Grandpop beams. "You must take time to learn a new skill."

- Underline words that have *kn*, *wr*, or *mb*.
- Circle words that end in a syllable with a consonant and *-le*.
- What happens when Kate tries to knit?  
\_\_\_\_\_  
\_\_\_\_\_
- What is the theme of the story? Look at Grandpop's last words.  
\_\_\_\_\_
- When Grandpop beams, he \_\_\_\_\_ .  
knits fast      smiles brightly      tangles the yarn





Name \_\_\_\_\_

To help you plan your writing, fill out a narration/dialogue chart.


Name \_\_\_\_\_

Read the passage. Then complete the questions.

### Josh Makes Lunch

Beth finds Josh in the kitchen.

Josh is smiling. “See what I made?” He shows Beth a thick cheese sandwich and a glass of peach drink. “This is for Grandmom. It is a splendid lunch. She will like it!” he exclaims.

“Why did you make lunch for Grandmom?” asks Beth.

“It is her big day. I made a gift, as well. It is a vase I made from a can.”

“Oh, no!” cries Beth. “I didn’t think the big day was today.” She makes a sad face and sobs.

“Don’t cry,” says Josh. “We can both give Grandmom the sandwich. We can place a fresh rose in the vase. Then the gift can be from both of us.”

Beth hugs Josh and grins. “Thanks, Josh. You are swell!”

1. How does Josh feel about the lunch he made?

---

2. Underline the details that tell you how Josh feels about the lunch.

3. How does Beth feel after she finds out it is Grandmom’s big day? How do you know?

---

---

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Seth's Kindness**

Seth was riding his bike. He met Ms. Wren, who was lifting two big bags. Seth stopped and carried the bags.

“Thank you,” smiled Ms. Wren.

Seth rode on. He met three children gazing up a tree. “Our cat can’t get down,” they said. Seth climbed the tree and saved the cat.

“Thank you!” cried the children.

Next Seth met Mr. Knot, who was looking for his glasses. “I think they are on your head,” Seth told Mr. Knot.

“Thanks,” chuckled Mr. Knot.

Seth rode on. Then he hit a big bump and fell. Ms. Wren, the children, and Mr. Knot came running to help him.

“Thank you!” sighed Seth.

*Be kind to others and others will be kind to you.*

1. Underline clues that tell how Seth is kind.
2. Draw a box around a clue that tells how other people are kind to Seth.
3. What is the theme of the story?

---

---

Name \_\_\_\_\_

When the letters *ar* work together, they make the vowel sound /är/, as in *car* and *arm*.

**A. Underline the word with /är/ in each sentence. Write the word on the line.**

1. I only finished part of my letter to Granddad. \_\_\_\_\_
2. We raked the leaves in my uncle's yard. \_\_\_\_\_
3. My dad thinks I'm smart and funny. \_\_\_\_\_
4. The fisherman sees a shark beside his boat. \_\_\_\_\_
5. Sunscreen helps protect your skin from harmful rays. \_\_\_\_\_
6. Please don't start the game without me! \_\_\_\_\_
7. That elephant is so large! \_\_\_\_\_
8. When it's cold, I use a scarf. \_\_\_\_\_

**B. Go back and circle the letters that make the /är/ sound in the answers above.**

Name \_\_\_\_\_

**A. As you read, pay attention to word accuracy.**

13 Did you know that much of Earth is covered by water? Most of  
this is salt water in seas.

19 People drink and use fresh, or unsalted, water. But most fresh  
30 water freezes into ice or snow.

36 All life on the planet needs water. But some water on our  
48 planet is not clean. This is a big problem.

57 How can we keep water clean? We must not throw trash into  
69 the sea, streams, or ponds. We can save water and make it  
81 clean. 82

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

part	start	bark	knock	scream
hard	smart	sharp	wrap	spring
shark	yard	charm	knit	splendid
marsh	large	parking	wrong	stripes
harmful	scarf	artist	knuckles	scrape

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

A **syllable** is a word part with one vowel sound. A **closed** syllable ends with a consonant. It has a short vowel sound.

contest **con test**      sunset **sun set**

**A. Fill in the missing parts to make the word in bold.**

1. I have a **basket** of eggs.

**bas** + \_\_\_\_\_ = **basket**

2. We made **muffins** today.

**muf** + \_\_\_\_\_ = **muffin**

3. My big sister has **written** a poem.

**writ** + \_\_\_\_\_ = \_\_\_\_\_

4. The **rabbit** ran fast.

**rab** + \_\_\_\_\_ = \_\_\_\_\_

**B. Write two sentences. Use the word *muffin* in one sentence. Use the word *rabbit* in the other.**

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

\_\_\_\_\_

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

\_\_\_\_\_

Name \_\_\_\_\_

liquid    gallons    streams    useful    tap    machines

**A. Vocabulary Words** Write the word that best completes each sentence.

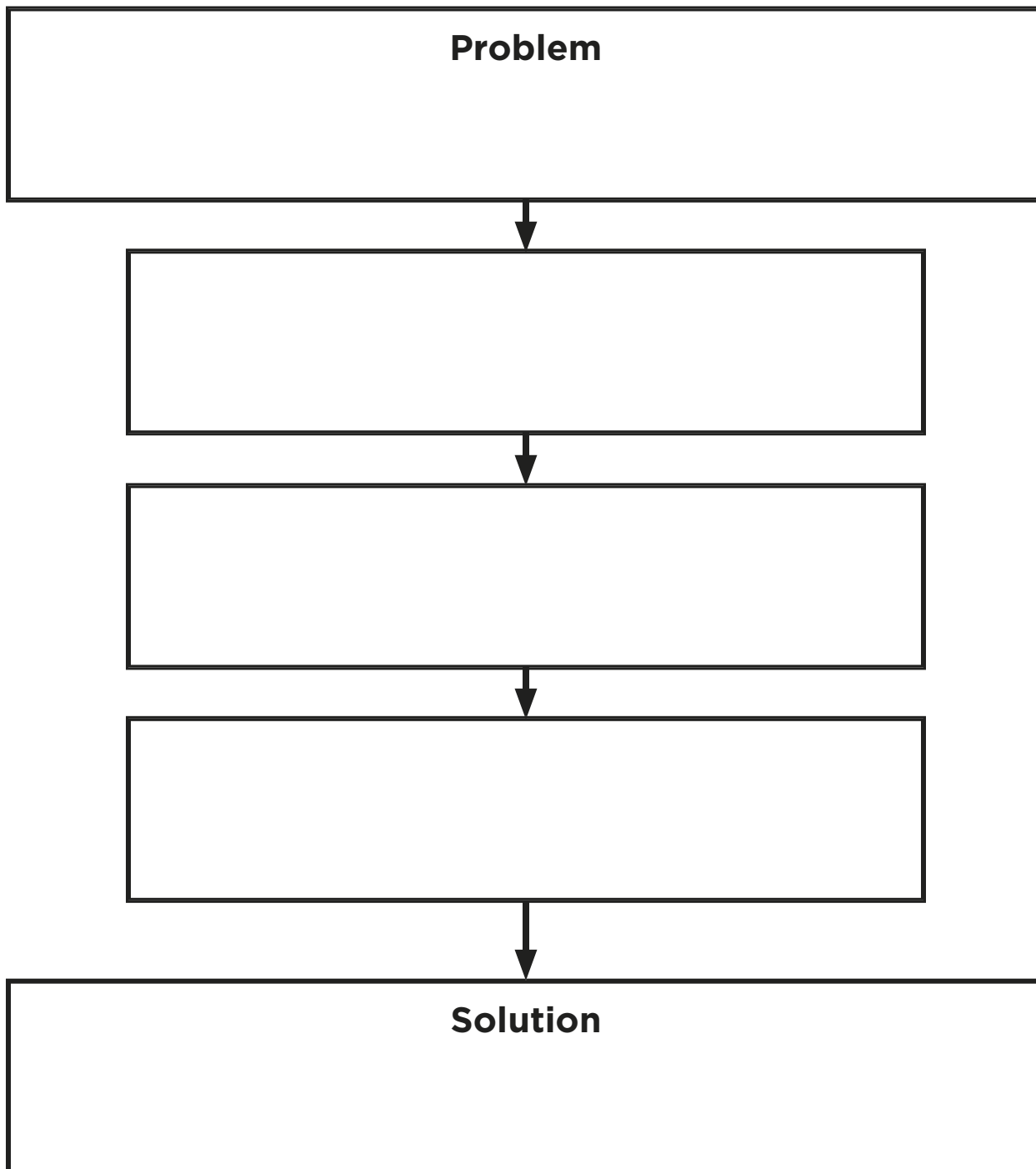
1. Milk is a \_\_\_\_\_ we drink.
2. Turn on the \_\_\_\_\_ to wash your hands.
3. \_\_\_\_\_ flow into the sea.
4. You may use 40 \_\_\_\_\_ when you take a bath.
5. Those washing \_\_\_\_\_ are noisy!
6. A recipe is \_\_\_\_\_ when we are baking.

**B. Vocabulary Strategy: Word Parts** Complete the word in each sentence with the right suffix in ( ).

1. This box will be **use**\_\_\_\_\_ (**ful, ly**) to keep pens in.
2. The dog had no place to sleep or eat. The dog was **home**\_\_\_\_\_ (**ful, less**).
3. I feel **hope**\_\_\_\_\_ (**ly, ful**) that I will pass my test.
4. It is hard to ride a bike **slow**\_\_\_\_\_ (**less, ly**) .

Name \_\_\_\_\_

As you read “Be Smart: Save Water!” fill in the Problem and Solution Chart.





Name \_\_\_\_\_

**Read the passage. Then complete the questions.****The Plastic Problem**

Plastic bags and bottles are a big problem on Earth. A lot of plastic bags and bottles end up as trash. There is plastic trash in parks. Plastic trash gets in streams, as well. And there is a large patch of plastic trash in the sea. That patch is the size of Texas!

How can we solve this harmful problem? The hard part is changing habits. Try not to use plastic bags. Take a cloth or canvas bag when shopping. You can reuse bags, as well. If you buy water in a plastic bottle, don't discard the bottle. Recycle it. Be smart and take water in a metal bottle. The less plastic we use, the less harm we bring to our planet.

1. Circle the words that have the *ar* sound in *dark*.
2. Underline each word that has two closed syllables.
3. Why are plastic bags and bottles a problem for us?

\_\_\_\_\_

4. How can we solve this problem?

\_\_\_\_\_

\_\_\_\_\_

5. Bodies of flowing water are \_\_\_\_\_.  
plastic      parks      streams



Name \_\_\_\_\_

To help you plan your writing, fill out a story map.

**Character**

**Setting**

**Beginning**



**Middle**



**End**

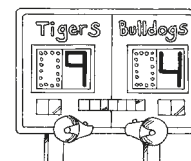
Name \_\_\_\_\_

Decoding:  
r-Controlled Vowel /ôr/

When the letters *or* are together, they make the sound /ôr/, as in *corn* and *sore*.

**A. Circle the word with /ôr/ that best completes the sentence. Then write the word on the line.**

1. The \_\_\_\_\_ is in the Tigers' favor.  
chart    score    shy



2. I will clean up \_\_\_\_\_ I play with Steve.  
bark    reach    before



3. I ride the \_\_\_\_\_ at camp.  
horse    hoe    card

4. Every \_\_\_\_\_ I go for a run with my dad.  
say    morning    dream



5. We sat on the \_\_\_\_\_ to feel the breeze.  
patch    throne    porch

6. When the \_\_\_\_\_ was over, we picked up the branches.  
storm    scratch    cart



7. I see the best bike in the \_\_\_\_\_ window!  
stone    store    read

**B. Go back. Underline the letters that make the /ôr/ sound in the answers.**

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.****Record your scores below.**

15 Nan and her pals are part of the Helping Hands Club. In this club, kids  
help others in a lot of ways.

22 The Helping Hands kids make money by cleaning cars. Then the club  
34 buys supplies for projects that will help people.

42 Kids in the club make get well cards to cheer up sick children. They  
56 teach little kids to read.

61 Why did the kids start the Helping Hands Club? "A lot of children do  
74 not have toys or books," Nan told her pals. "We can help." 87

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to speed and tempo</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

A **contraction** is a short way of writing two words. An apostrophe (') replaces the letters that are removed. For example, *he will* becomes **he'll**.

**A. Draw a line to match each phrase with its contraction.**

I am	you're
he is	she'll
you are	I'm
they have	we're
she will	he's
we are	they've

**B. Read each sentence. Write the contraction for the underlined phrase.**

- I think you are going to like my song. \_\_\_\_\_
- I wonder if we are having art class this week. \_\_\_\_\_
- Ask her if she will help us. \_\_\_\_\_
- I am going to finish reading this tale after supper. \_\_\_\_\_
- Bob will tell us if he is going to be late. \_\_\_\_\_
- I hope they have packed snacks. \_\_\_\_\_

Name \_\_\_\_\_

agreed

chore

collect

supplies

projects

**A. Vocabulary Words** Write the word from the box that best completes each sentence.

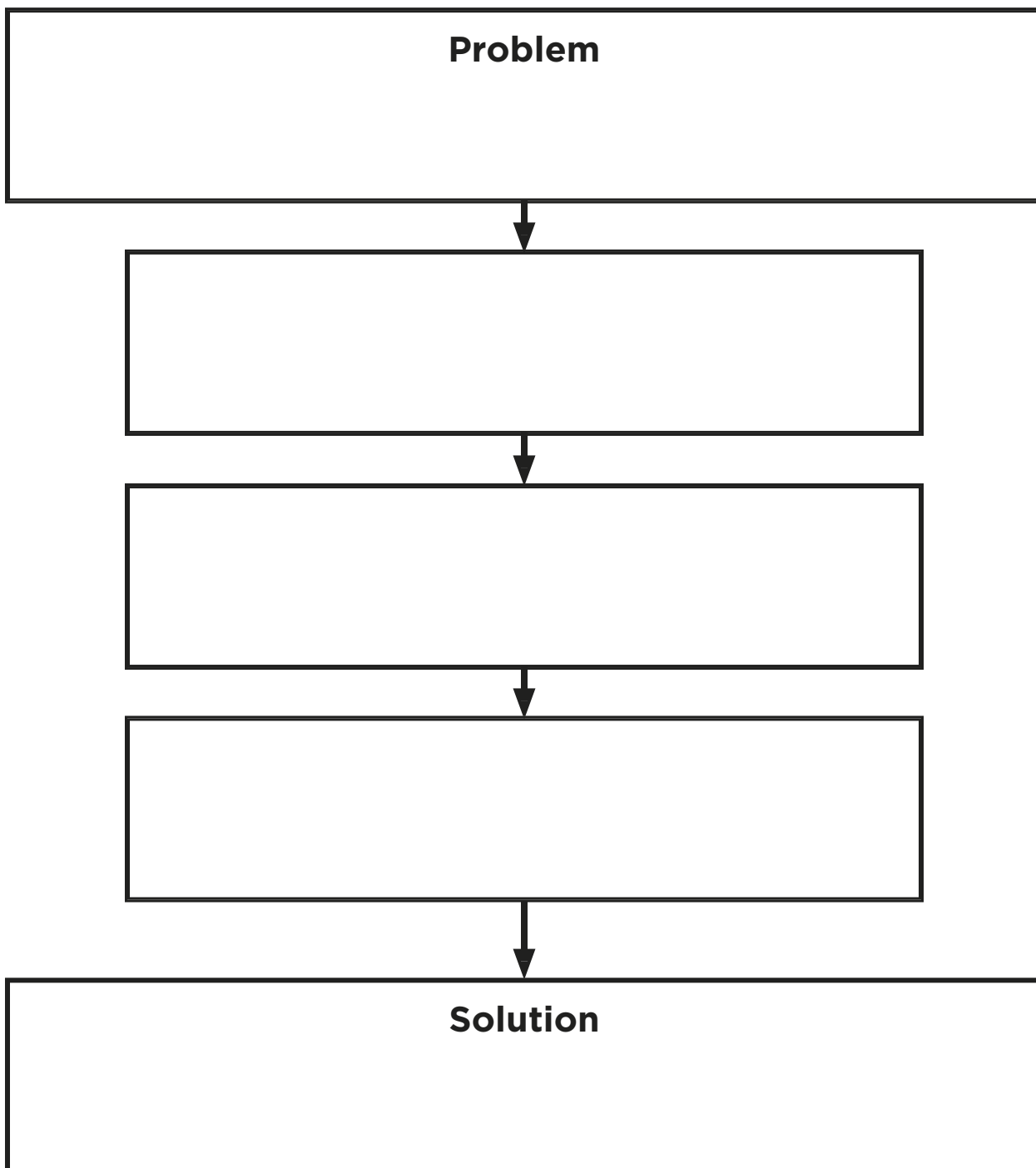
1. Mom \_\_\_\_\_ to let us get a puppy.
2. My \_\_\_\_\_ was to feed the pup.
3. We can get \_\_\_\_\_ for our pet at the pet store.
4. I will \_\_\_\_\_ things to make a bed for the puppy.
5. I like to do \_\_\_\_\_ and make things.

**B. Vocabulary Strategy: Word Parts** Complete the word in each sentence with the right prefix in ( ).

1. He was (un, re) \_\_\_\_\_ happy when he lost his backpack.
2. I will (un, re) \_\_\_\_\_ send the email so you can read it.
3. Dad needs to (un, pre) \_\_\_\_\_ heat the oven before we bake.
4. Never (pre, mis) \_\_\_\_\_ treat a pet or it may bite you.
5. Please help me (mis, un) \_\_\_\_\_ tie this knot.

Name \_\_\_\_\_

As you read "Helping Hands," fill in the Problem and Solution Chart.

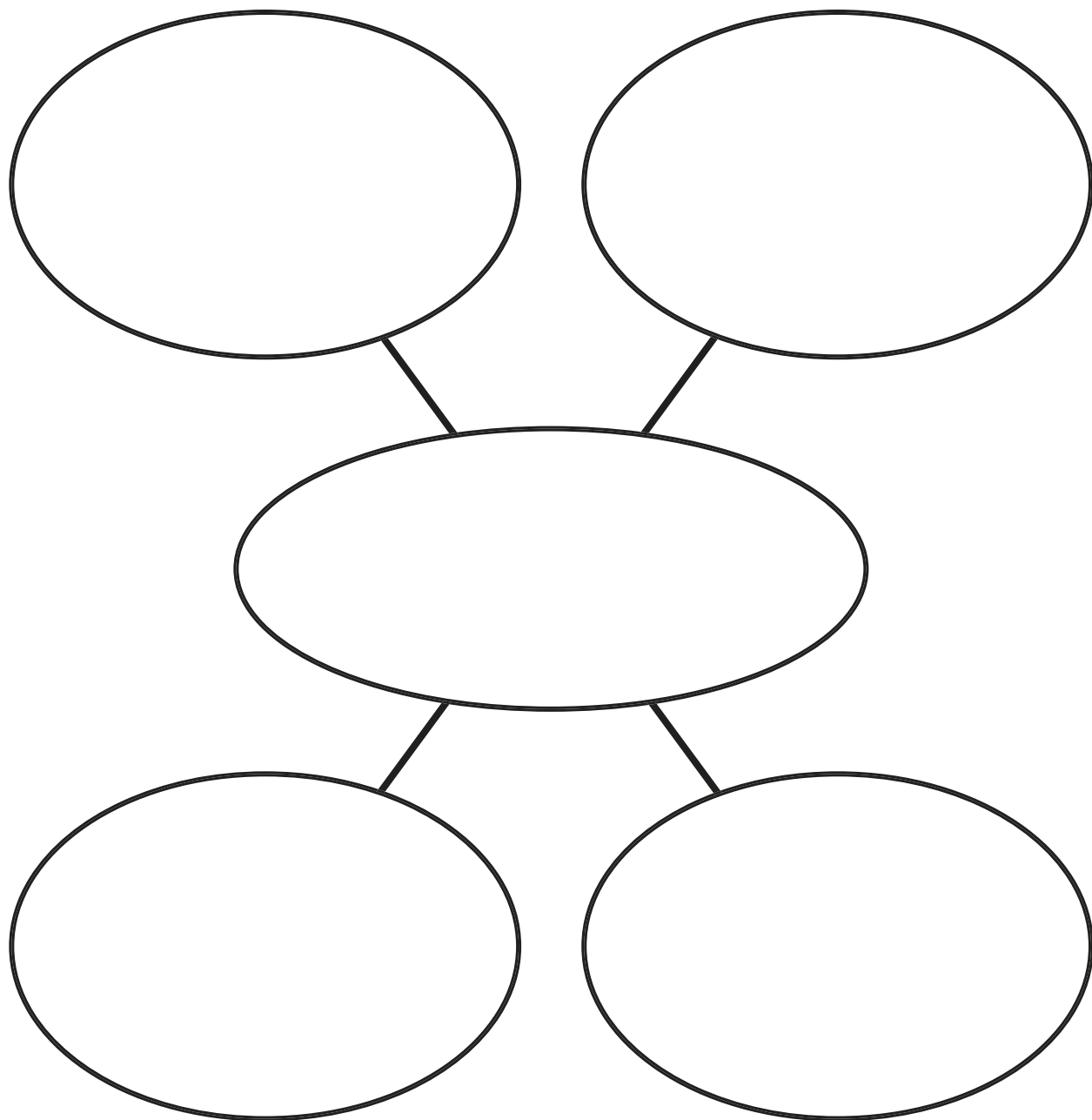






Name \_\_\_\_\_

To help you plan your writing, fill out a character web.



Name \_\_\_\_\_

When the letters *er*, *ir*, or *ur* work together, they make the vowel sound *ûr*, as in *her*, *third*, and *curl*.

**A. Underline the letters that make the *ûr* sound in the words below.**

perfect	germ	stir	shirt	girls
first	bird	dirty	turn	curb

**B. Use the words above to complete the sentences. Fill in the missing letters. Circle the letters that make the *ûr* sound in your answers.**

1. Watch for cars when you step off the **c** \_\_\_ **b**.
2. A \_\_\_ **m** will make you sick.
3. If you **t** \_\_\_ this way, you can see me better.
4. Jules got his **sh** \_\_\_ dirty.
5. I know the **p** \_\_\_ **f** \_\_\_ gift for my sister.
6. Do you see the \_\_\_ **d** in its nest?
7. This class has more **g** \_\_\_ **s** than boys.
8. Use this beater to **s** \_\_\_ the batter.
9. I wiped my **d** \_\_\_ **t** \_\_\_ feet on the bath mat.
10. Josh was the **f** \_\_\_ **t** kid in line at lunch.

Name \_\_\_\_\_

**A. Use this passage to perform a choral reading or Readers Theater.**

- Group 1:** A bird perched on a shady branch.
- 7 **Group 2:** Along came a squirrel. "I'm bored!" he said.
- 15 **Group 1:** "I'm never bored," said the perky bird.
- 22 **Group 2:** "I wonder why?" asked the squirrel.
- 28 **Group 1:** "Because I can fly to any tree I like," said the bird.
- 40 **Group 2:** The squirrel perked up. "Well, I can run fast and go up  
52 trees," he said.
- 55 **Group 1:** "Perfect!" said the bird. "Let's race to the other side of  
66 the forest."
- 68 **Group 2:** "You'd better hurry," said the squirrel as he ran down the  
79 tree. "I plan to get there first!" 86

**B. Read these silly sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).**

1. The bird made a stir when she saw the cat creep close.//
2. The nurse got a scarf,/ a shirt,/ and a skirt.//
3. Is this gerbil Kurt's,/ or does it belong to Bert?//
4. Wow!// The girl's bird won first place.//
5. Do you want some dessert?// How about some sherbet?//



Name \_\_\_\_\_

Some syllables have the **r-controlled vowels** *ar, or, er, ir,* and *ur*. Example: **artist, under, morning, circus, turkey**

**A. Underline the word that has two syllables. Write the syllables. Circle the syllable with the r-controlled vowel in your answers.**

Example: sparkle    scar    spark    kle

- |            |         |       |       |
|------------|---------|-------|-------|
| 1. arch    | harmful | _____ | _____ |
| 2. wore    | normal  | _____ | _____ |
| 3. concert | stern   | _____ | _____ |
| 4. squirmy | twirl   | _____ | _____ |
| 5. spurt   | purple  | _____ | _____ |
| 6. herd    | winter  | _____ | _____ |

**B. Fill in each blank with the word from above that makes sense. Circle the r-controlled vowel in your answers.**

1. My little brother gets \_\_\_\_\_ if he sits a long time.
2. A helmet can make riding a bicycle less \_\_\_\_\_.
3. My favorite color is \_\_\_\_\_.
4. We have tickets to the \_\_\_\_\_ tonight.
5. My dog is a \_\_\_\_\_ pet except for his funny tricks.

Name \_\_\_\_\_

bored      between      shady      wonder      perked up

**A. Vocabulary Words** Write the word or words that best complete each sentence.

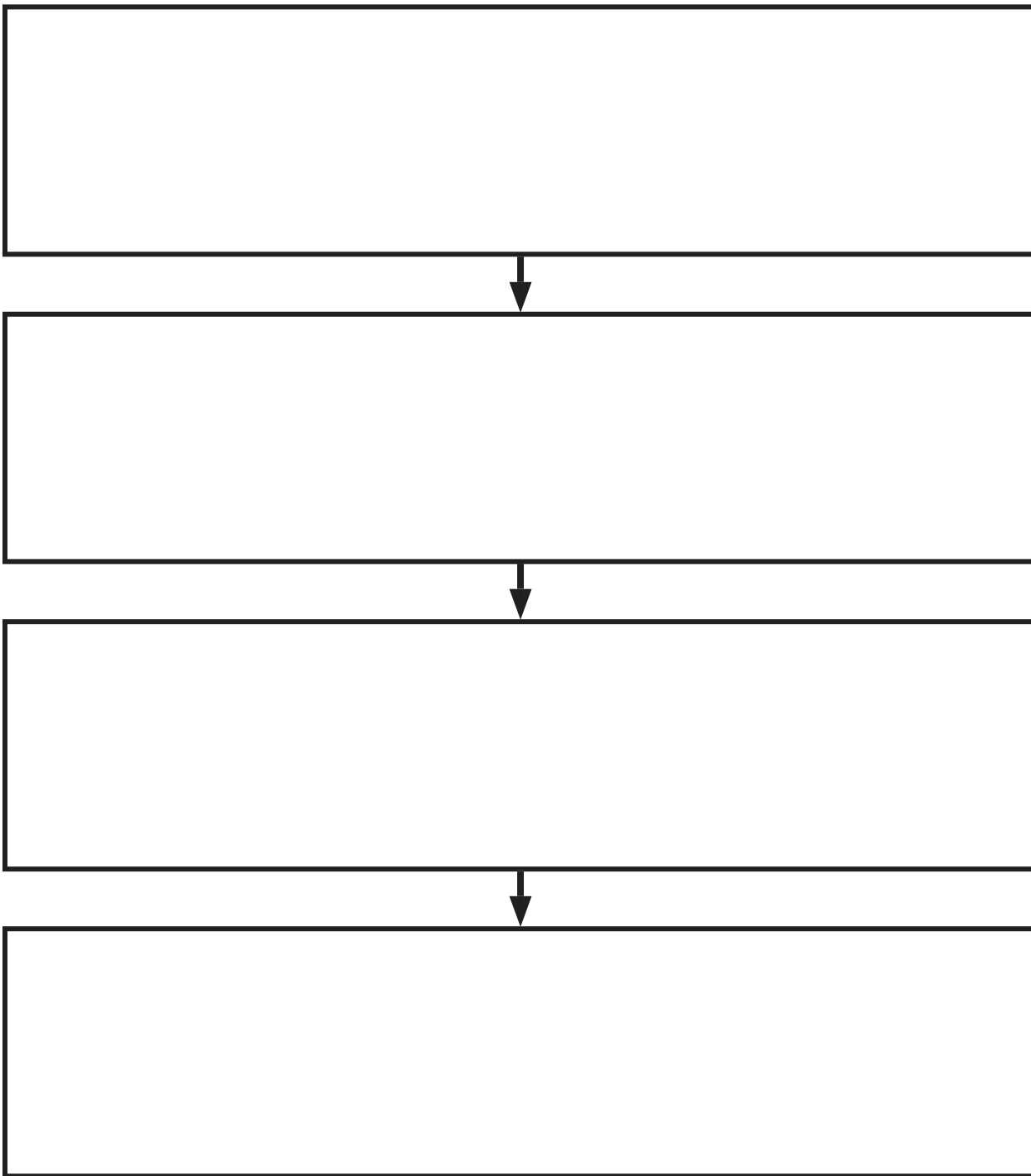
- The letter B is \_\_\_\_\_ A and C.
- Kate \_\_\_\_\_ when she got an idea.
- It is \_\_\_\_\_ under the oak tree.
- The girls \_\_\_\_\_ where frogs go to sleep.
- I don't get \_\_\_\_\_ when I am making art projects.

**B. Vocabulary Strategy: Synonyms** Write the letter of the synonym that matches each word in bold type.

- My **chore** is to wash the dishes. \_\_\_\_\_      a. hot
- Let's find a **spot** to make a fort. \_\_\_\_\_      b. collect
- The baby has **tiny** feet. \_\_\_\_\_      c. job
- It is **warm** in the sun. \_\_\_\_\_      d. little
- The kids **gather** planks to make a fort. \_\_\_\_\_      e. place

Name \_\_\_\_\_

As you read "The Perfect Fort," fill in the Sequence Chart.



Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Herb's Perfect Place**

Herb and his five sisters live with Mom and Dad in a little home with a cat, turtle, and bird. Herb thinks he'd like to make a getaway just for himself.

One morning, Mom yells, "Herb, we got a clothes dryer this morning. Will you put the box on the curb?"

Herb perks up. He has a plan. He asks, "May I have the box?" Mom says yes.

First Herb drags the box into a shady spot in the back yard. Then he paints Do Not Disturb on one side. He makes the inside cozy with soft pillows. Next he gets a pad and pencils. He sits inside his box and sketches.

"At last I have the perfect place," Herb exclaims.

1. Underline words in the passage that have the sound of *ur* in *turn* (*er, ir, ur*).
2. Circle the two-syllable words with *r*-controlled vowels.
3. What is the first thing Herb does with the box?

\_\_\_\_\_

4. What does Herb do inside the box?

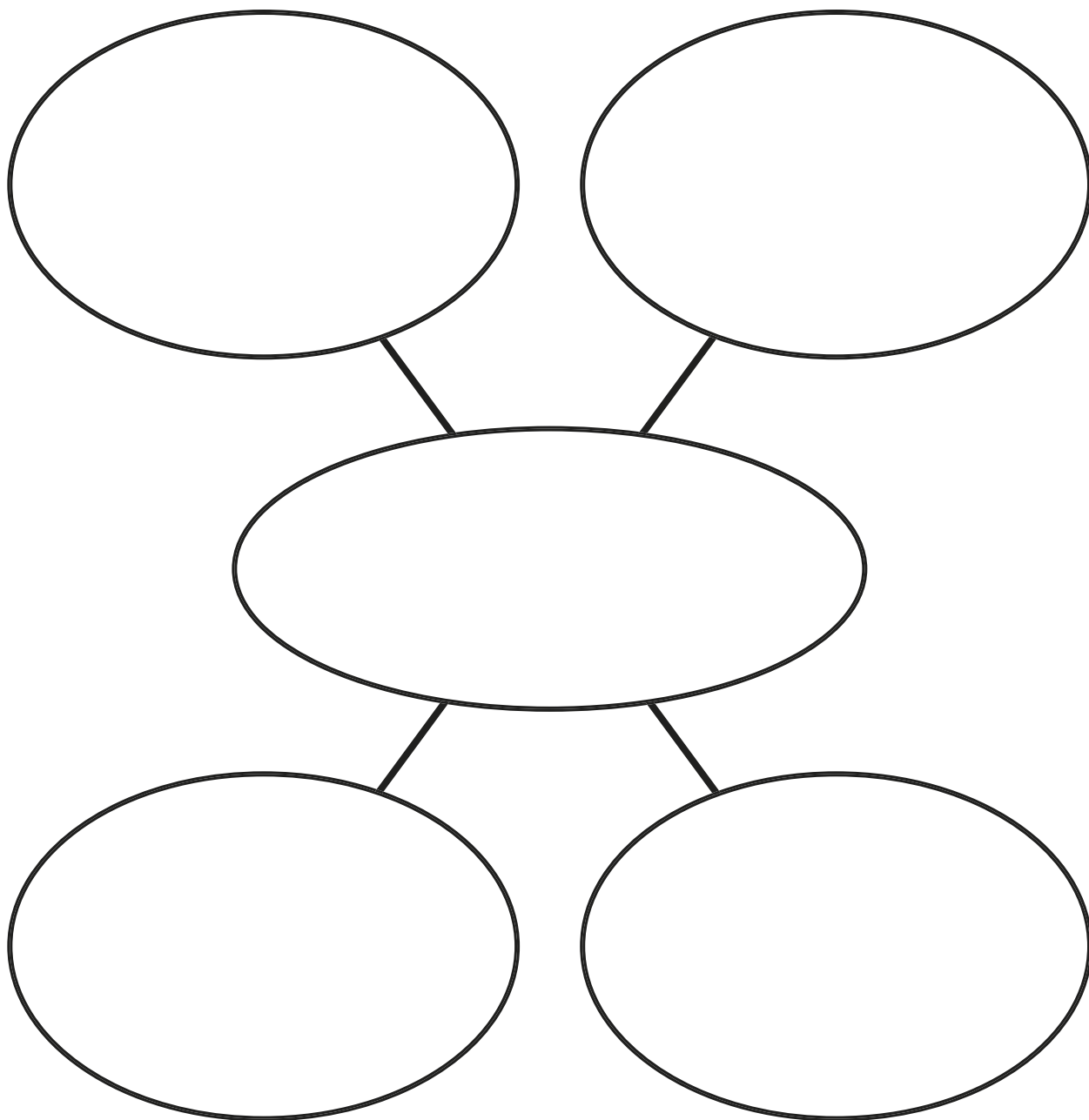
\_\_\_\_\_

5. A shady spot might be \_\_\_\_\_ .  
under a tree    in the sun    away from others



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.





Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Problems with Cars**

Cars are useful, but they can make problems.

Car engines send out smoke and fumes that make the air unclean. This is a big problem. We may not see the smoke and fumes, but they harm plants, animals, and people. We can fix this problem by making cars that don't make the air bad.

When a lot of cars are on a road, there can be traffic jams. This is a problem. People waste time and can be late to school or jobs. When we take buses and trains, ride bikes, or walk, we don't drive cars. Then we can stop having traffic jams.

We have a lot of roads. Roads take up space that could be used for parks, farms, or homes. If we take buses and trains, we do not need to keep making roads. We can fix the roads we have.

1. Why are smoke and fumes from cars a big problem? Underline the problem.
2. Draw a box around the solution for unclean air.
3. How can we solve the problem made by traffic jams?

---

---

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****The Red Hat**

Flora and Bart want to buy Mom a red hat. The hat costs \$12.00. Flora and Bart have saved \$6.50.

“We need to make \$5.50,” said Flora. “We can bake cupcakes and sell them.”

Bart warned Flora, “I can’t bake!”

Flora told him, “You can still help me.”

Flora and Bart went to work. Flora mixed milk, eggs, and cake mix together. Bart scraped the batter into the cupcake pan. When the cupcakes were baked, the kids sold them to their pals. At last they had \$12.00.

“Let’s go get the hat,” said Bart. “And we can tell Mom that now I can bake!”

1. Underline Flora and Bart’s problem at the beginning of the story.
2. Draw a box around Bart’s problem.
3. How did Flora and Bart solve both problems?

---

---

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****A Fine Fort**

“Let’s make a tree fort,” Cora said. “We can set it up between the three trees in the back yard.”

First, they collected things. Cora hunted for old sheets and boxes. Bert picked up slim rope and a plank in Dad’s shop.

Then, Cora and Bert stretched a sheet between two trees. Cora tied the sheet to the trees with rope. The sheet was one wall of the fort. They made three walls in all.

Next, they fixed up the inside of the fort. Cora placed the plank on the boxes to make a bench. After that, Bert ran in and got snacks.

At last, Mom came to see. “That’s a fine fort!” she told them.

1. Underline these clue words or phrases that show you the sequence of events:

**first****then****next****at last**

2. What did Cora and Bert do first?

---

3. What did Cora and Bert do after making the walls?

---

---

Name \_\_\_\_\_

**A. Underline words with *scr*, *spl*, *str*, *thr*. Circle words with *kn* or *wr*.  
Sort the words with a vowel + *r* on the lines below.**

before    bark    storm    dirty    strap    fur    splash    smart  
perfect    write    scrape    scream    three    stir    harm    know

or, ore \_\_\_\_\_

ar \_\_\_\_\_

er, ir, ur \_\_\_\_\_

**B. Complete each section.**

1. Write the abbreviation or contraction next to the word or words it stands for.

**Dr.            Mr.            I'm            pt.**

pint \_\_\_\_\_    Doctor \_\_\_\_\_    Mister \_\_\_\_\_    I am \_\_\_\_\_

2. Draw a line between the syllables.

basket    rabbit    chicken    grumble    plastic

3. Circle the words that have a syllable with a vowel + *r*, as in **party**, **storming**, **before**, **hermit**, **dirty**, **turning**.

better    respect    perfect    garlic    churning

gravy    forty    circus    preheat    restore

Name \_\_\_\_\_

An **open syllable** ends with vowel and has a long vowel sound, as in *paper*.

**A. Underline the long vowel sound in the first syllable of each word.**

delight    even    bacon    tiger    music    protest  
photo    sofa    paper    pony    filing    taken

**B. Draw a line under the word with a long vowel sound in the first syllable. Draw a line between the syllables of each word. Circle the open syllable in your answers.**

Example: My sister is filing her nails. fi / ling

1. Is this seat taken? \_\_\_\_\_
2. Lil and her mom sat on the sofa. \_\_\_\_\_
3. Dot eats eggs and bacon. \_\_\_\_\_
4. Clap your hands in time to the music. \_\_\_\_\_

**C. Underline the word in each pair that has an open first syllable. Write the word on the line. Circle the open syllable in your answers.**

1. crazy                      gotten                      \_\_\_\_\_
2. jacket                      joking                      \_\_\_\_\_
3. silent                      pillow                      \_\_\_\_\_
4. human                      pilgrim                      \_\_\_\_\_

Name \_\_\_\_\_

**A. As you read, pay attention to end punctuation and intonation.**

13 All animals have life cycles. A life cycle is the way an animal changes  
26 as it grows. Some babies only change in size and color. Other babies change  
in shape, too.

31 A butterfly changes a lot during its life cycle. It begins as a tiny egg. A  
46 caterpillar hatches from the egg. It eats leaves and grows.

57 Then the caterpillar makes a hard case around itself. Inside the hard  
69 case, it changes over time. When it comes out, it is a butterfly with wings.  
84 Then the butterfly lays eggs, and the life cycle starts over. 95

**B. Read these words to yourself. Then have your partner time you.  
Do it two more times to see if you can beat your score!**

frozen	diner	total	port	expert
tiny	silent	local	hurt	shirt
final	crazy	tulip	porch	burst
baby	cocoa	spiral	dirt	short
music	human	lazy	alert	harmful

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

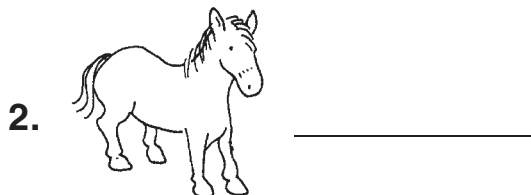
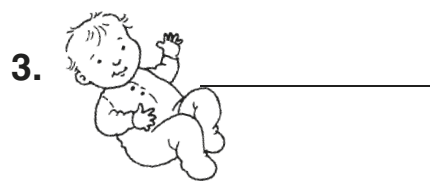
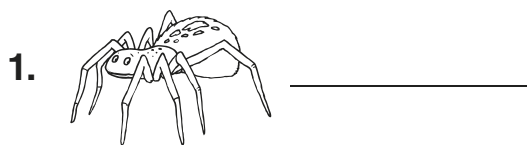
When the first syllable of a word ends with a vowel, it has the long vowel sound, as in **frozen**.

**A. Divide these words into two syllables. Circle the syllable with the long vowel sound in your answers.**

Example: hazy     ha / zy

- |           |       |            |       |
|-----------|-------|------------|-------|
| 1. behind | _____ | 5. begin   | _____ |
| 2. broken | _____ | 6. pretend | _____ |
| 3. stable | _____ | 7. return  | _____ |
| 4. human  | _____ | 8. beyond  | _____ |

**B. Write a two-syllable word to name each picture. The first syllable must end with an open vowel sound. Draw a line between the syllables.**



Name \_\_\_\_\_

changes hatch surface adult cycle shrink

**A. Vocabulary Words** Write the word that best completes each sentence.

1. My sister is a kid, but Mom is an \_\_\_\_\_.
2. When hens' eggs \_\_\_\_\_, chicks come out of the shells.
3. A baby \_\_\_\_\_ quickly as she grows.
4. The boat floats on the \_\_\_\_\_ of the lake.
5. The hot sun made the snowman melt and \_\_\_\_\_.
6. A life \_\_\_\_\_ is the way an animal changes as it grows.

**B. Vocabulary Strategy: Homographs** Write the letter of the meaning that matches each word in bold type. Use context clues in the sentences.

- |  |                             |
|--|-----------------------------|
| 1. Please open the <b>hatch</b> on the boat.<br>_____            | a. to come out of           |
| 2. Chicks <b>hatch</b> from eggs. _____                          | b. opening on a ship's deck |
| 3. We keep the rake and hoe in the <b>shed</b> . _____           | c. a small building or hut  |
| 4. A snake will <b>shed</b> its old skin and grow another. _____ | d. to drop or get rid of    |



Name \_\_\_\_\_

**As you read “Animals Change Shape,” fill in the Main Idea Chart.**

<b>Detail</b>
<b>Detail</b>
<b>Detail</b>
<b>Main Idea</b>

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Bird Nests**

Birds' nests provide a safe place for eggs and babies. Nests protect the eggs. Nests keep babies safe from hungry animals and from rain or storms. Birds make nests in secret places, such as between branches in a tree.

The female, or mom, lays eggs in the nest. She sits on the eggs to keep them safe and warm. When the eggs hatch, the tiny babies have no feathers. They cannot fly, but they are hungry. The mom and dad birds are busy, feeding and protecting the babies in the nest.

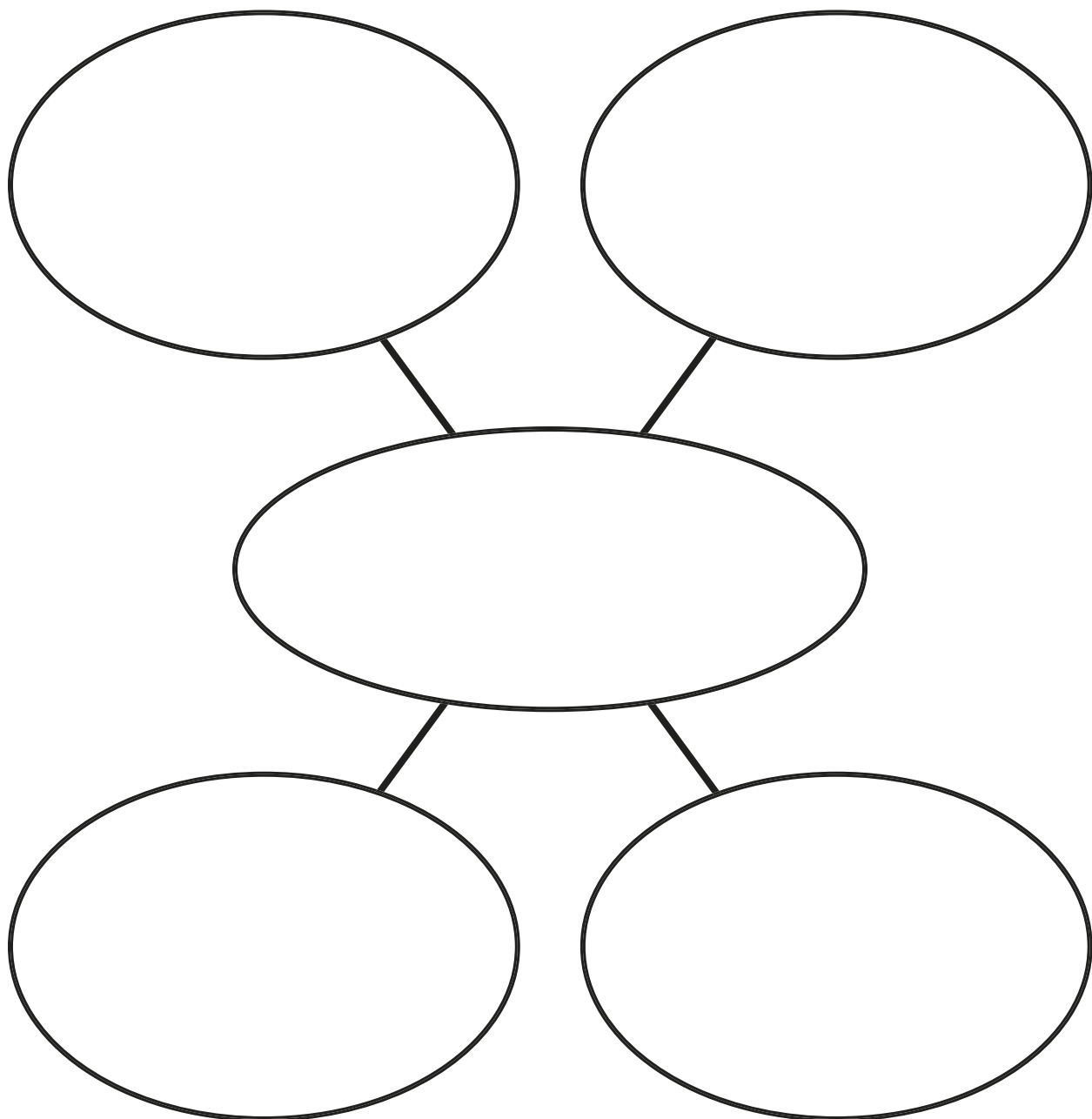
The babies leave the nest when they can fly. The time for the nest is over until next year, when the nesting cycle begins again.

1. Circle the words with long vowels in open syllables. Draw a line (|) to divide the syllables.
2. What is the main idea of the passage?  
\_\_\_\_\_  
\_\_\_\_\_
3. How do birds use a nest to help raise a family? Underline five details.
4. Hatch means come out of \_\_\_\_\_.  
a nest    an egg    a cycle



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.

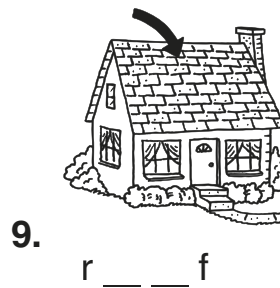
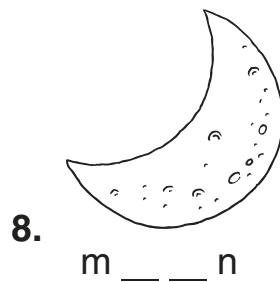
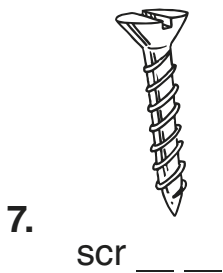
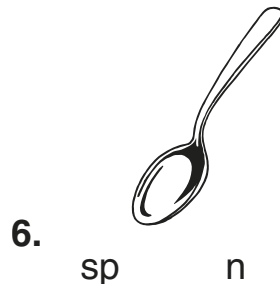
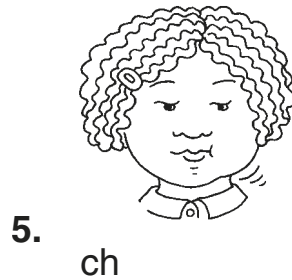
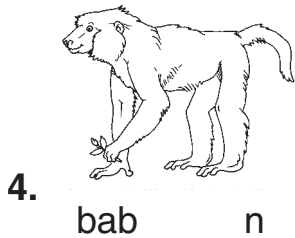
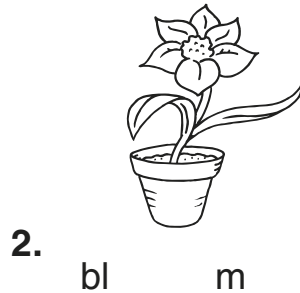
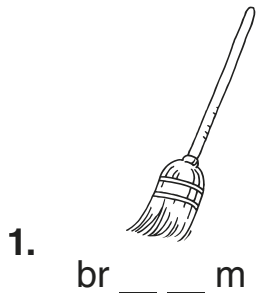


Name \_\_\_\_\_

The vowel sound /ü/ can be spelled with the letters *oo* and *ew*, as in *crew* and *boot*.

**A. Underline the /ü/ digraph in the words below.**

flew      tool      slip      new      cool      quick  
flow      drew      dew      few      crab      roof

**B. Write oo or ew to complete each picture name.**

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.****Record your scores below.**

12           What was the most important thing that ever happened for flight? It  
was making a paper bag float in air.

20           This is what happened. Two French men held a paper bag over a  
33 fire in a kitchen. The bag filled with hot air and it lifted up.

47           The men felt the bag was proof people could fly. They made a huge  
61 balloon and filled it with hot air. The first test flight had no crew.

75           In 1783, a duck, a rooster, and a sheep rode in a balloon. The  
89 animals came back safely. 93

**Record Your Scores**

First Read:       Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read:   Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to pauses and stops</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

A **suffix** is a word part added to the end of a base word. It changes the word's meaning. The suffix *-ly* means *in a certain way*.

Example: sick + **ly** = sickly, in a sick way

**A. Look at the word in bold. Then add the suffix *-ly* to answer the question.**

**Example:**

Janna was **sad** when she spoke to me.

How did Janna speak to me?      Janna spoke to me sadly.

1. The fire was **bright** as it blazed.

How did the fire blaze?

The fire blazed \_\_\_\_\_.

2. Ella was **shy** when she sang.

How did Ella sing?

Ella sang \_\_\_\_\_.

3. Matt was **kind** to his kid sister.

How did Matt treat his kid sister?

Matt treated his kid sister  
\_\_\_\_\_.

4. I was **brave** when I petted the big dog. How did I pet the big dog?

I petted the big dog  
\_\_\_\_\_.

**B. Write two sentences about animals. Use a word with the suffix *-ly* in each sentence. One animal is *sweet*, and the other is *quick*.**

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

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

\_\_\_\_\_

Name \_\_\_\_\_

air crew traveled designs interest pilot

**A. Vocabulary Words** Write the word that best completes each sentence.

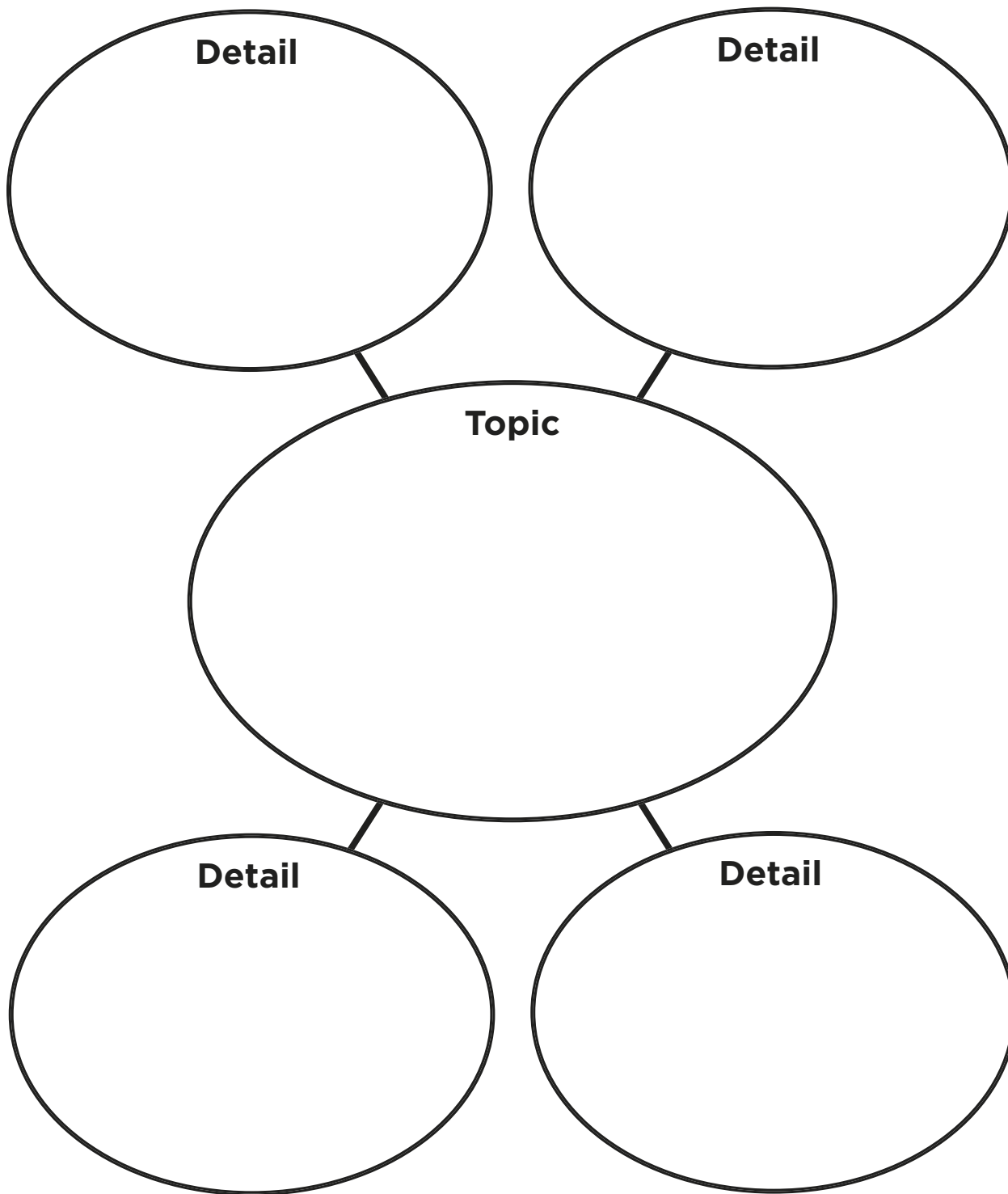
- The \_\_\_\_\_ members help run the ship.
- Jan has an \_\_\_\_\_ in flying.
- A \_\_\_\_\_ is a person who flies a plane.
- Birds fly in the \_\_\_\_\_.
- The \_\_\_\_\_ on the carpets were shapes and stripes.
- My mom has \_\_\_\_\_ on a jet.

**B. Vocabulary Strategy: Homophones** Write the letter of the meaning that matches each word in bold type. Use context clues in the sentences.

- |  |                               |
|--|-------------------------------|
| 1. I got sick with the <b>flu</b> . _____              | a. traveled in the air        |
| 2. The pilot <b>flew</b> high in the air. _____        | b. an illness                 |
| 3. We go to the <b>polls</b> to vote. _____            | c. a place to cast a vote     |
| 4. Dad set up <b>poles</b> to make the fence.<br>_____ | d. a tall, smooth bar or beam |

Name \_\_\_\_\_

As you read "Hot-Air Balloons," fill in the Description Web.





Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Big Bend Balloon Bash**

At the Big Bend Balloon Bash you can watch a lot of events, including prep time and flight.

Prep time is when crews prepare the hot-air balloons for flight. For example, crew members must do a lot of jobs, such as fill the balloon with cool air and then heat the air so the balloon will rise. Prep time is fun to watch and you learn new things, too.

Everyone watches the flight, which includes the balloons slowly lifting up and flying smoothly in the sky. The brightly colored balloons have fun designs, such as one balloon that has the moon and stars like the night sky.

1. Underline words in the passage with the vowel sound in *soon*.
2. Circle the words in the passage that end with the suffix *-ly*.
3. What details describe what the crew members do?

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4. What details describe the flight of the hot-air balloons?

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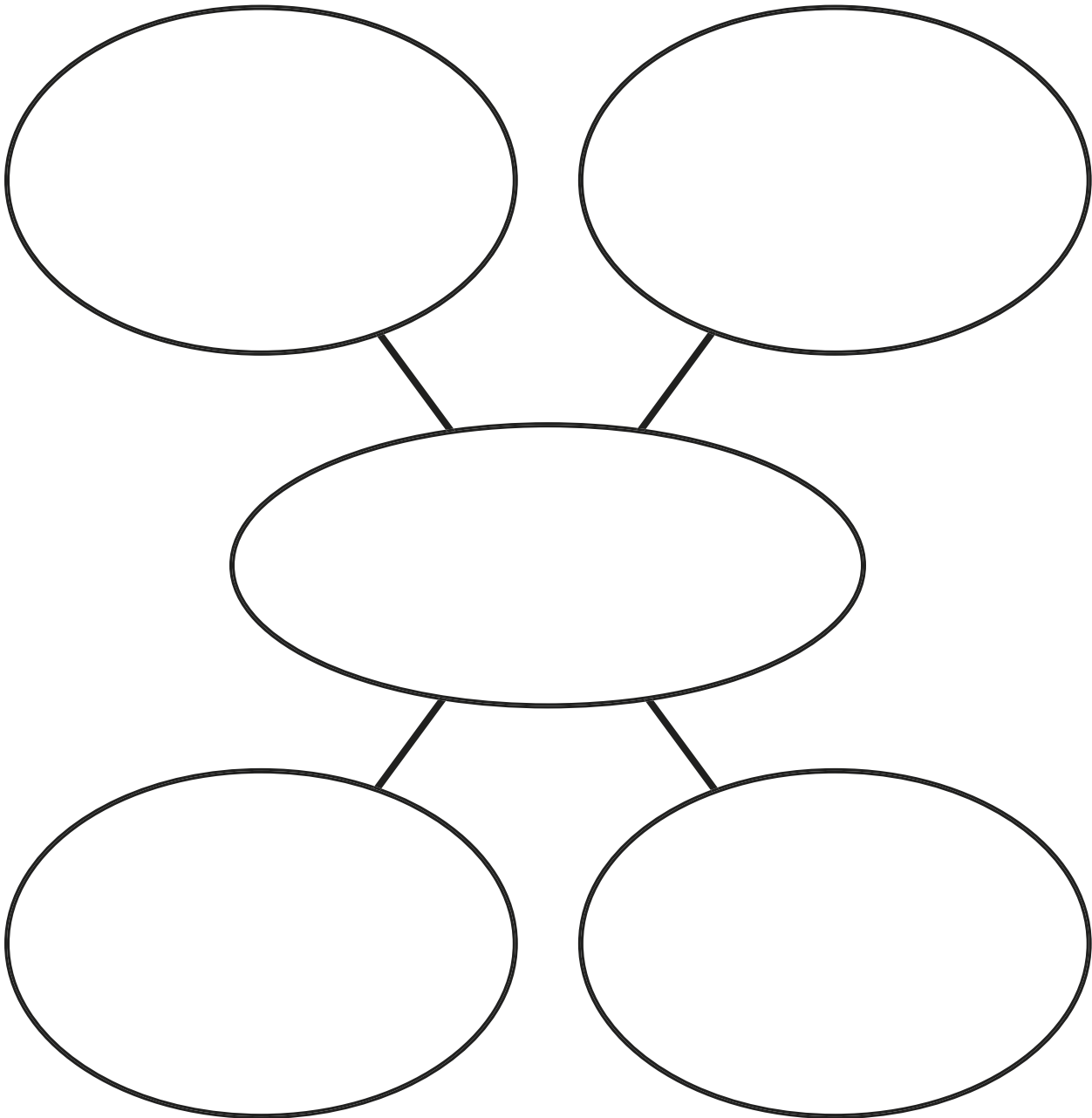
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5. Shapes and colors that decorate something are \_\_\_\_\_.  
balloons    crews    designs



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

**Read the passage. Then answer the questions.****Red Foxes Grow Up**

Red foxes grow up fast. Baby red foxes are born in the spring. At first the mom and dad feed the babies, or kits. In summer, the parents show the kits how to hunt. By fall, the baby foxes are grown up and leave home.

Red foxes change a little as they get bigger. As babies, red foxes have gray fur. A red fur coat grows in by the end of the first month. Baby foxes are born blind but open their eyes in nine or ten days. At first the kits live in a den, which is a hole in the ground. Soon they go outside to play, eat, and practice hunting.

1. Underline three details that tell how red foxes grow up.
2. Draw a box around the main idea of the first paragraph.
3. List three details that tell how red foxes change.

---

---

---

What is the main idea of the second paragraph?

---

---

Name \_\_\_\_\_

**Read the passage. Then answer the questions.****The Hot-Air Balloon Crew**

A pilot flies a hot-air balloon. But a pilot needs a crew in order to fly. The crew has jobs during all parts of the flight, including preparing the balloon, following it as it flies, and finishing up.

To prepare, for example, crew members use a fan to inflate the balloon, or fill it with air. Then they use a burner to heat the air, so the balloon will rise.

When the balloon flies, crew members follow it in a car. This task includes keeping track of the balloon and finding roads to drive on as they follow.

At the end of the flight, the crew does a lot of things, such as help with the landing and packing up the balloon.

1. Underline the signal words in the passage that show the author is using description.

**including      for example      includes      such as**

2. Draw a box around the details that describe what the crew does at the end of the flight.
3. What topic does this passage describe?

---

---

Name \_\_\_\_\_

The vowel sound /ù/ is spelled **oo** or **ou**, as in *book* or *should*.

**A. Underline the vowel /ù/ sound in the words below.**

could      took      crook      hood      hook  
wood      would      bookcase      look      stood

**B. Use the words from above to complete the sentences. Circle the vowel /ù/ in your answers.**

1. My ruler is made of **w**\_\_\_\_\_.
2. **L**\_\_\_\_\_ for cars when you cross the street.
3. Dad hung his coat on the **h**\_\_\_\_**k**.
4. Ali **t**\_\_\_\_\_ his dog for a run.
5. I keep my books in a **b**\_\_\_\_\_ **c**\_\_\_\_\_.
6. I would if I **c**\_\_\_\_\_ **d**.
7. Mark kept dry under his **h**\_\_\_\_**d**.

Name \_\_\_\_\_

**A. As you read, pay attention to word accuracy.**

11 Dolores Huerta looked at her class. Some children looked sleepy and  
hungry. They had no shoes.

16 Dolores sighed. These were the children of farmhands. Dolores knew  
26 childhood was hard for them.

31 Farmhands move a lot. They pick crops on farms. Then they go to  
44 jobs at the next farm. As a result, the children cannot stay in the same  
59 school.

60 Often the kids were behind in reading and math. They could not  
72 learn basic skills because they switched schools a lot.

81 Dolores liked her job as a teacher. But she felt she had to help  
95 more farmhands and their kids. 100

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

crew	balloon	grew	wood	super
soon	drew	pool	human	could
flew	news	boom	brook	silent
smooth	troop	chew	rising	clothing
would	few	droop	stood	notebook

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

Add the letter *s* to most nouns to make them plural. If a noun ends in *s*, *ss*, *x*, *ch*, or *sh*, add *-es*. If the word ends in consonant + *y*, change the *y* to *i* and add *-es*.

Example: can/cans, fox/foxes, kitty/kitties

**A. Fill in the missing parts to make the word in bold.**

1. I picked up ten **boxes**.

**box** + \_\_\_\_\_ = \_\_\_\_\_

2. The fox's **babies** hid in the bushes.

\_\_\_\_\_ - \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. Six *families* went to the picnic.

\_\_\_\_\_ - \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4. We packed five lunch **bags**.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**B. Add -s or -es to the bold words to make them plural. Write the new words on the lines. Watch out for spelling changes.**

1. We will go on a trip to seven **city**. \_\_\_\_\_

2. Jan gave the baby twenty **kiss**. \_\_\_\_\_

3. Jed has a lot of **pet**. \_\_\_\_\_

4. The rabbit had a dozen baby **bunny**. \_\_\_\_\_

5. We saw three **fox**. \_\_\_\_\_

Name \_\_\_\_\_

important    difficult    united    childhood    laws    basic

**A. Vocabulary Words** Write the word that best completes each sentence.

1. The children \_\_\_\_\_ to clean up the park.
2. It is \_\_\_\_\_ to brush your teeth.
3. The \_\_\_\_\_ tell people to use seat belts in a car.
4. Reading and writing are \_\_\_\_\_ skills.
5. It can be \_\_\_\_\_ to ride a bike up a hill.
6. Mom spent her \_\_\_\_\_ on a farm.

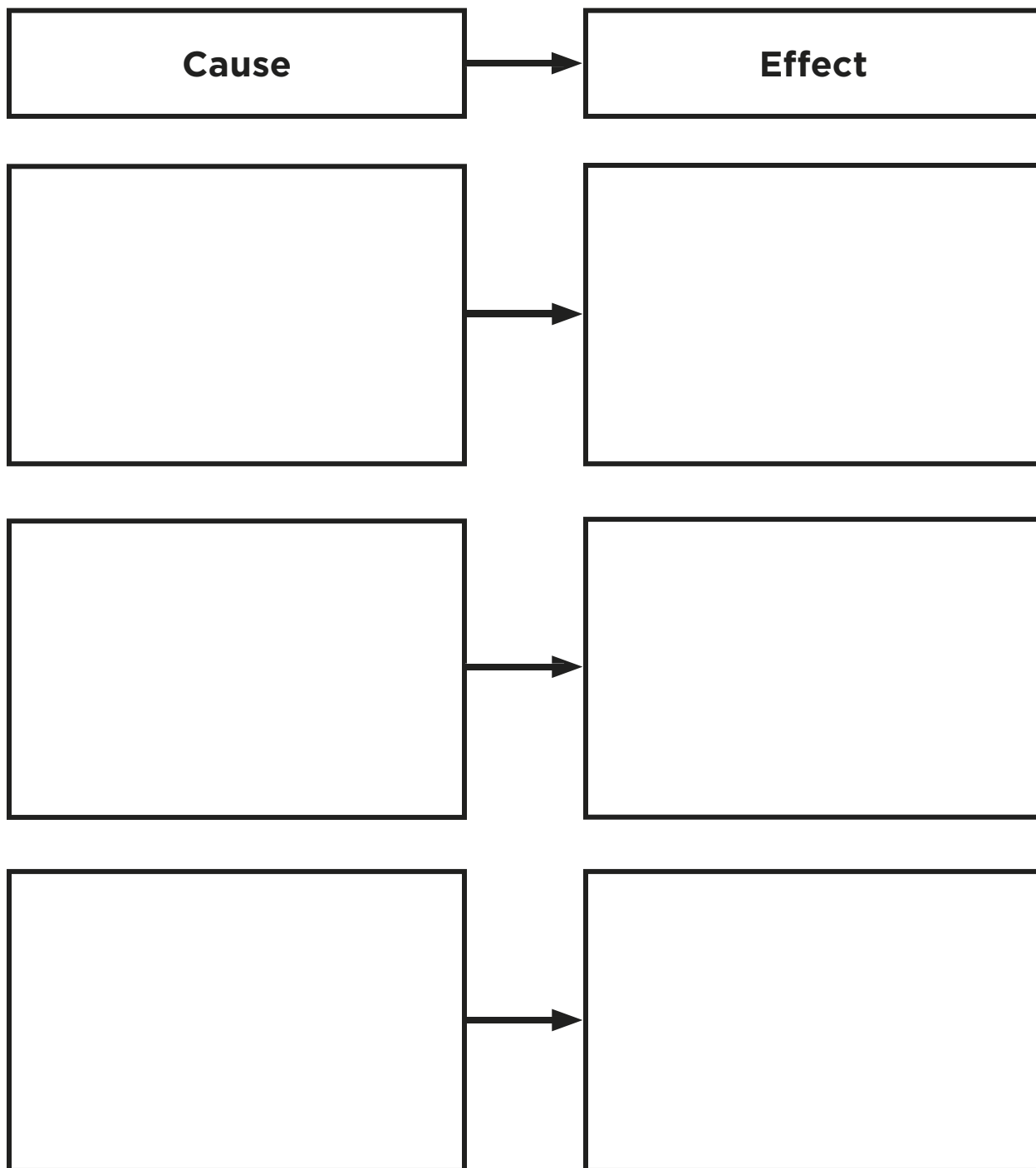
**B. Vocabulary Strategy: Synonyms** Write the letter of the synonym that matches each word in bold type.

- |  |            |
|--|------------|
| 1. It is important to follow <b>laws</b> .<br>_____                  | a. grownup |
| 2. The teacher is an <b>adult</b> . _____                            | b. rules   |
| 3. My <b>chores</b> are cleaning my room and feeding the cat. _____  | c. sticks  |
| 4. We picked up <b>twigs</b> and branches to help make a fire. _____ | d. jobs    |



Name \_\_\_\_\_

As you read “Dolores Huerta: She Took a Stand,” fill in the Cause and Effect Chart.



Name \_\_\_\_\_

**Read the passage. Then complete the questions below.****Lewis Hine**

Lewis Hine was a teacher. He felt sad because a lot of kids could not go to school. Their families needed cash, so these kids had jobs. In 1907 Lewis began taking photos of kids at difficult jobs.

Because kids had jobs, they could not learn to read and write. Kids with jobs could not find a better way to live when they grew up. Bosses did not treat kids well, so kids could get sick or hurt at jobs, too. These kids had hard childhoods.

Lewis took photos to help working kids. He felt people should look and see how bad the jobs were. And he was right. Because of Lewis' photos, the government passed laws to protect children.

1. Underline the words in the passage with the vowel sound in *book*.
2. Circle the plural words that end in *-s*, *-es*, or *-ies*.
3. Why couldn't kids learn how to read and write?

\_\_\_\_\_

4. What happened because of Lewis' photos?

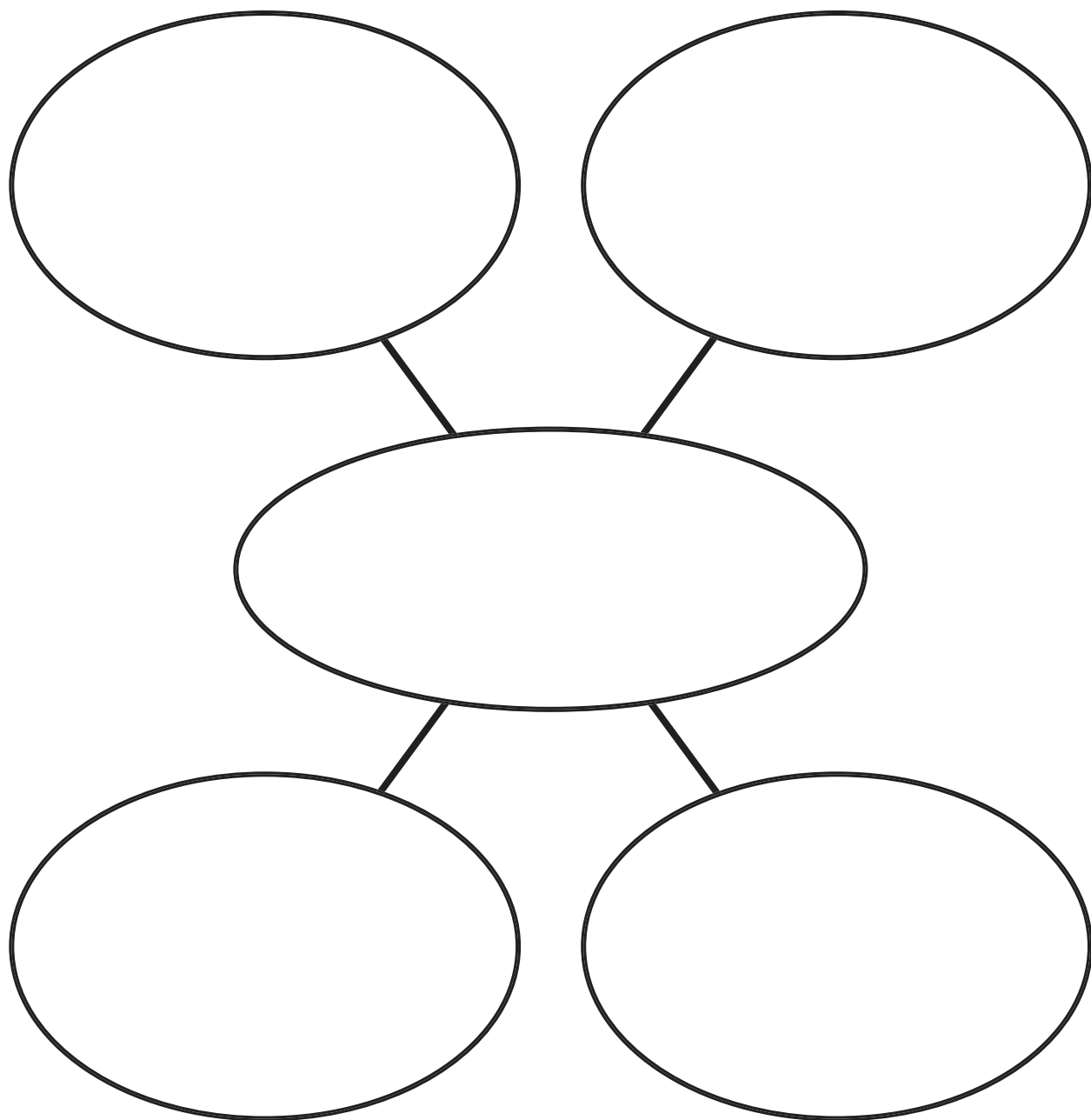
\_\_\_\_\_

5. Laws are \_\_\_\_\_.  
jobs    rules    photos



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

The /oi/ sound can be spelled with the letters *oi* and *oy*, as in *spoil* and *toy*.

**A. Circle the word with /oi/ to complete the sentence. Write the word on the line.**

1. The pot was \_\_\_\_\_, so Mom took it off the stove.  
bark    black    boiling



2. Please \_\_\_\_\_ at your nose.  
jump    point    fell



3. That dog \_\_\_\_\_ me!  
car    mop    annoys

4. Matt really \_\_\_\_\_ class.  
enjoys    gate    say



5. Dad wipes the rusty lock with an \_\_\_\_\_ rag.  
balloon    grew    oily

**B. Circle the letters that spell the /oi/ sound in your answers.**

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.****Record your scores below.**

14 Oscar lived in a small village in Peru. He helped his mom and dad  
tend sheep after school.

18 Each day, Oscar took the sheep up on a hill to eat. As he tended  
33 sheep, he dreamed of doing good deeds.

40 At night Oscar enjoyed resting on a big blanket. He listened to the  
53 distant noise of the bleating sheep. He heard the voices of his family in  
67 the stillness of the night.

72 He liked to lie in bed thinking about the wonderful things he would  
85 do one day. Oscar dreamed of helping people. 93

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to speed and tempo</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



**At Home:** Reread the passage above. Talk about ways you and your child could help in your community.

Name \_\_\_\_\_

A **suffix** is a word part added to the end of a base word. It changes the meaning of the word. The suffix *-ness* means a “state of being”.

Example: ill + **ness** = **illness**, state of being ill

**A. Combine the base word and the suffix *-ness*. Write the word.**

kind + ness \_\_\_\_\_

dark + ness \_\_\_\_\_

**B. Look at the word in bold. Then fill in each blank with a new word, using the suffix *-ness*.**

**Example:** She is **slow**. She is known for her slowness.

- |   |                                |
|---|--------------------------------|
| 1. It is quiet in the room.<br>The students sit very <b>still</b> . | There is _____ in the room.    |
| 2. Ben is <b>late</b> every day.<br>It is a problem.                | Ben’s problem is _____ .       |
| 3. Dad runs a lot.<br>He likes to be <b>fit</b> .                   | Dad thinks _____ is important. |
| 4. Pam is crying.<br>She is <b>sad</b> .                            | Pam feels _____ .              |
| 5. At the beach,<br>the sand is <b>dry</b> .                        | We feel the sand’s _____ .     |

Name \_\_\_\_\_

village

listened

soil

disliked

expert

**A. Vocabulary Words** Write the word that best completes each sentence.

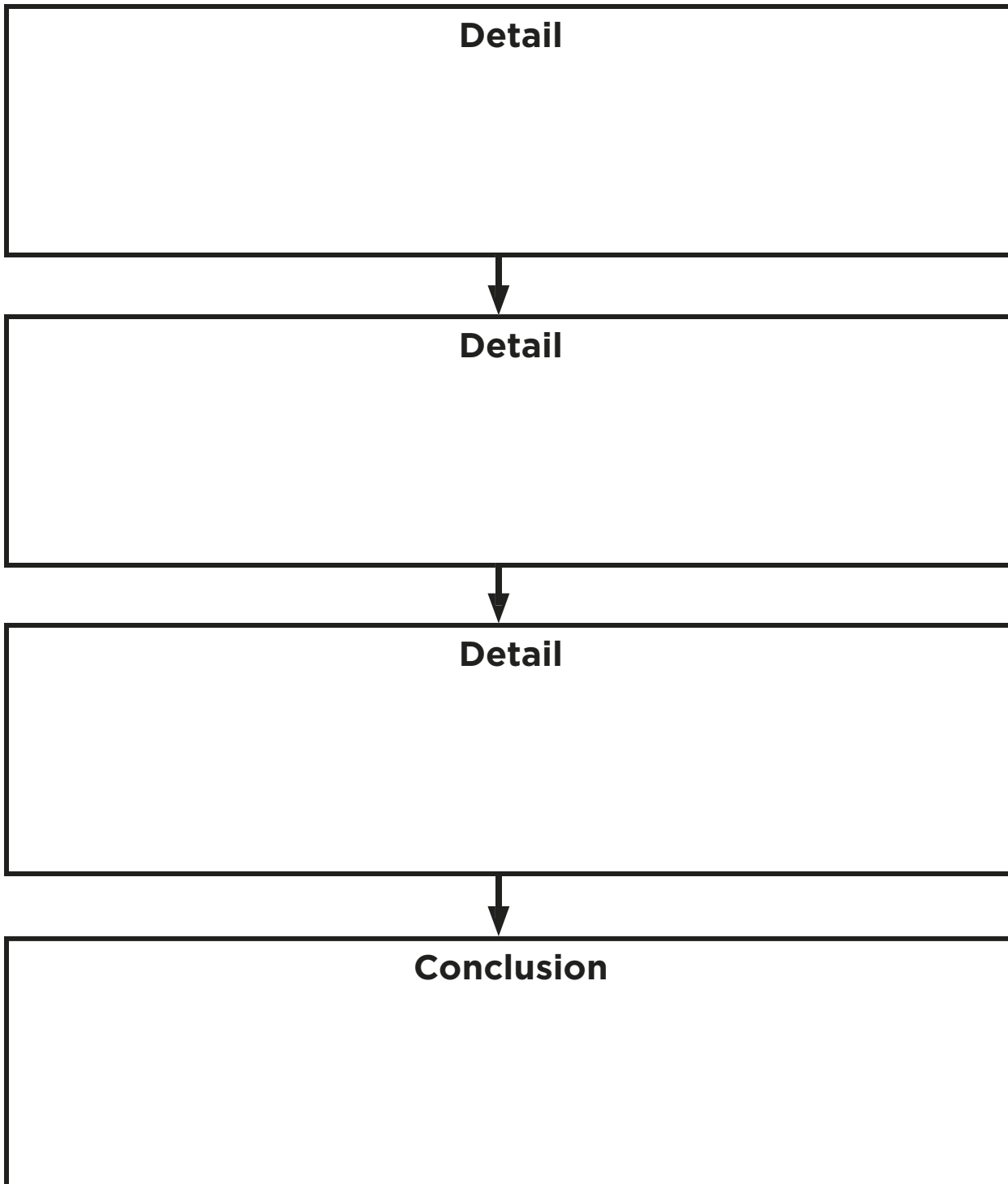
1. The farmer planted seeds in the \_\_\_\_\_.
2. Dolores \_\_\_\_\_ the way farmhands were treated.
3. The \_\_\_\_\_ had a few homes and one store.
4. Nancy is an \_\_\_\_\_ plumber.
5. The team members \_\_\_\_\_ to the coach.

**B. Vocabulary Strategy: Word Parts** Complete the word in each sentence with the right prefix in ( ).

1. I (pre, dis) \_\_\_\_\_ liked it when the cat scratched my arm.
2. I (pre, un) \_\_\_\_\_ cut the apples before starting to make the pie.
3. The kids had to (dis, re) \_\_\_\_\_ make the bed after they jumped on it.
4. It is (un, re) \_\_\_\_\_ safe to ride a bike without a helmet.
5. I had to (dis, re) \_\_\_\_\_ write my report to make it neater.

Name \_\_\_\_\_

**As you read “The Sheep Herder,” fill in the Conclusion Map.**





Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Oscar Reads the Sky**

In Oscar's village, it rained each spring. But this spring it had not rained. The dryness made the soil like dust.

Oscar stood on a hill. He watched his sheep drink at the stream below. Dark clouds took over the sky. There was stillness in the air. Oscar was a boy who could read the sky.

"It's going to rain!" Oscar cried. If it rained hard, the stream could flood. The sheep would be in danger.

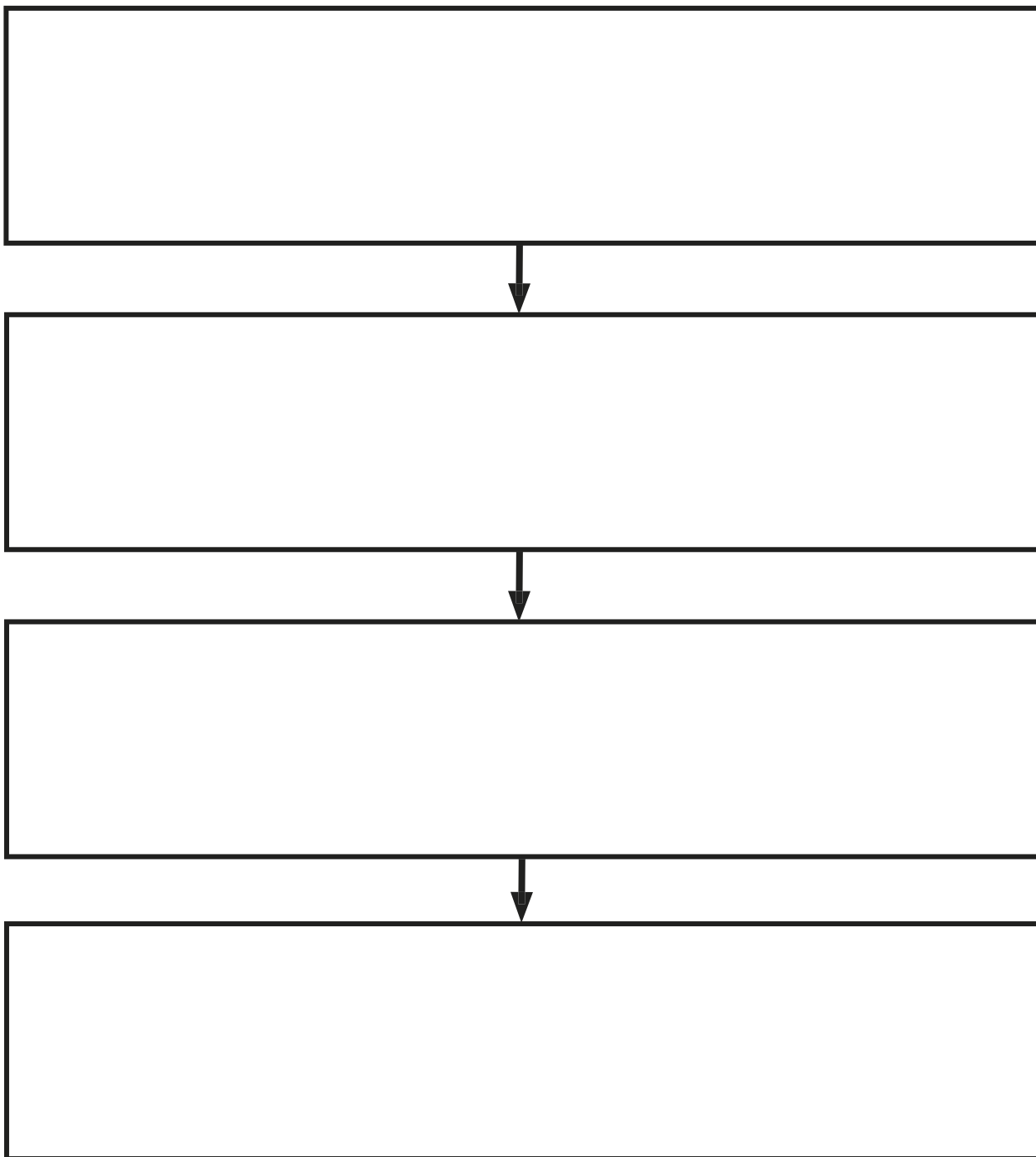
Oscar called his sheep. They trusted his voice. The sheep left the stream and joined Oscar on the hill. Then the rain fell. Oscar smiled with joy. The soil would get wet. And his sheep were safe.

1. Underline words in the passage with the *oi* sound.
2. Circle the words in the passage that end with the suffix *-ness*.
3. How did Oscar know it would rain?  
\_\_\_\_\_  
\_\_\_\_\_
4. How did Oscar feel when the sheep joined him on the hill? How do you know?  
\_\_\_\_\_  
\_\_\_\_\_
5. Soil is \_\_\_\_\_.  
grass   dirt   rain



Name \_\_\_\_\_

To help you plan your writing, fill out an organization map.



Name \_\_\_\_\_

The /ou/ sound can be spelled with the letters *ow* and *ou*, as in *town* and *out*.

**A. Underline the letters that make the /ou/ sound in the sentences.**

1. The clown bows, and the crowd claps.
2. Mack scouts for red birds among the brown trees.
3. The tight crown made the proud king frown.
4. The trout swim without a sound.
5. Sal pouts when she feels down.
6. The pig sniffs the ground with his snout.

**B. Fill in the blanks with *ow* or *ou* to complete the words in the sentences.**

1. The teapot has a long **sp**\_\_ \_\_ **t**.



2. Ella has a bright red **g**\_\_ \_\_ **n** for the party.

3. The flames made a big **cl**\_\_ \_\_ **d** of smoke.



4. The music is too **l**\_\_ \_\_ **d**! Turn it **d**\_\_ \_\_ **n**!

Name \_\_\_\_\_

**A. Use this passage to perform a choral reading or Readers Theater.****Come See the Beavers!**

- 4 **Group 1:** Come see the large beaver dam!
- 10 **Group 2:** But don't let the beavers see you! Don't be loud!
- 20 **Group 1:** Come tiptoe around the Great Beaver Park! But it might
- 30 be best if you come in the dark!
- 38 **Group 2:** Why?
- 39 **Group 1:** Beavers are shy. They won't build their dam if they
- 49 know you are nearby.
- 53 **Group 2:** If I come to the park and visit the dam, will I see a
- 67 beaver?
- 68 **Group 1:** You might, if you are very lucky!
- 75 **All:** Don't make a sound if a beaver's around! 83

**B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).**

- One fine night when the sun was high,/ my red cat began to fly!//
- I blew my nose and had to blink.// I lost my hat!// Where is it?// Let me think.//
- Have you seen Jim?// His hair is red.// No,/ but I saw Jack.// His pants are black.//
- These dogs don't bite,/ and these fish don't swim!// My socks are fat,/ but my feet are thin!//
- One wet day when the moon was out,/ my pig blew bubbles from her snout!//



Name \_\_\_\_\_

A **suffix** is a word part added to the end of a base word. It changes the word's meaning. The suffix -y means "full of" or "like."

Example: winter + y = **wintery**, like winter

**A. Fill in the missing parts to make the word in bold.**

1. The sink is **leaky**.

**leak** + \_\_\_\_\_ = **leaky**

2. The dog is **lucky**.

**luck** + \_\_\_\_\_ = **lucky**

3. This cream is **lumpy**.

**lump** + \_\_\_\_\_ = \_\_\_\_\_

4. The day is **rainy**.

**rain** + \_\_\_\_\_ = \_\_\_\_\_

**B. Write two sentences about a park. Use the word *windy* in one sentence. Use the word *grassy* in the other.**

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

Name \_\_\_\_\_

able

habitat

control

build

**A. Vocabulary Words** Write the word that best completes each sentence.

1. A woodland stream is a beaver \_\_\_\_\_.
2. Beavers \_\_\_\_\_ water by making a dam in a stream.
3. Beavers \_\_\_\_\_ a lodge to live in over the winter.
4. A beaver is \_\_\_\_\_ to stand on its hind legs.

**B. Vocabulary Strategy: Unknown Word** Use the dictionary entry to answer the questions below.

1. What are the guide words on this page?

\_\_\_\_\_

**lock/log**

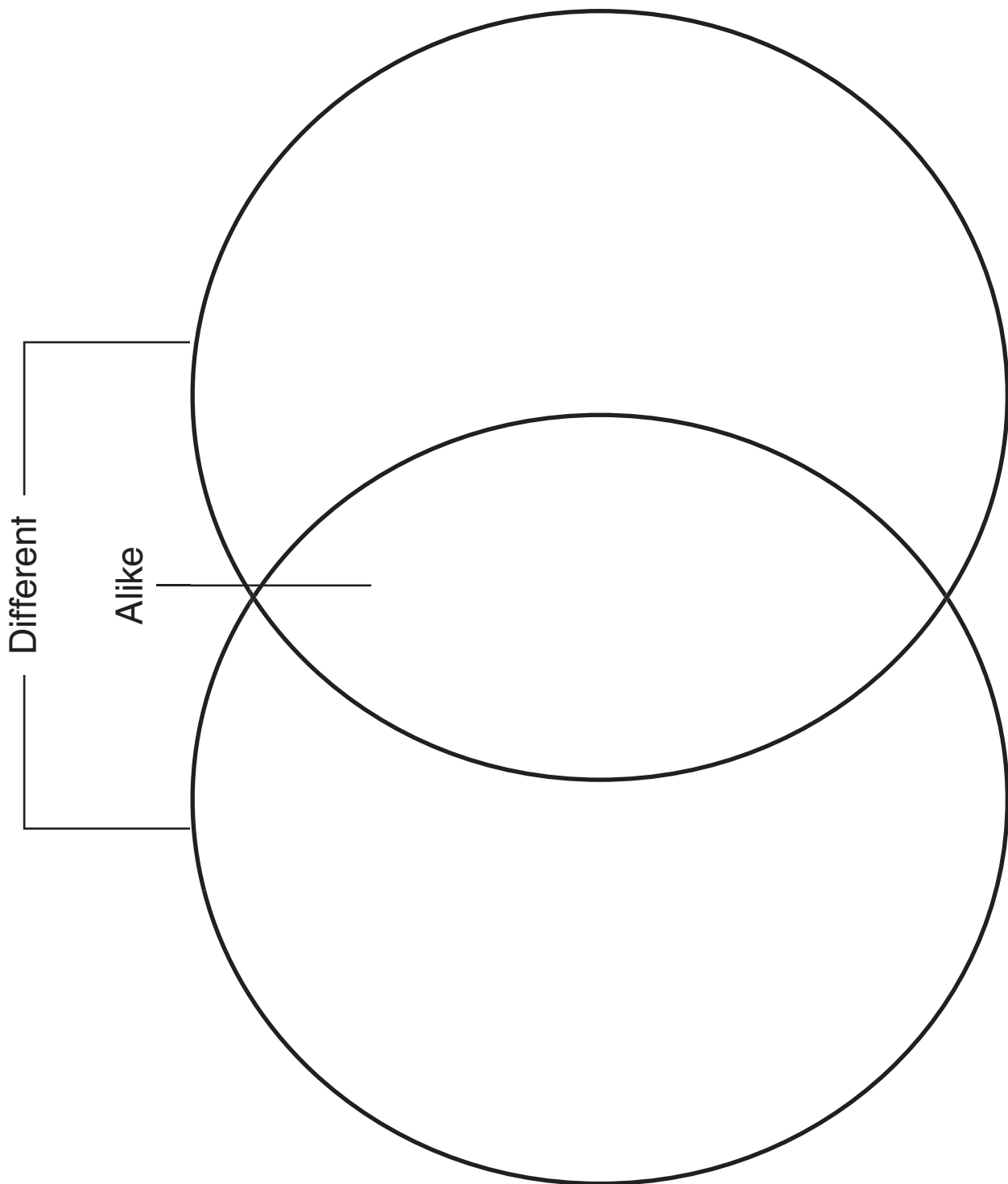
**lodge** 1. a little house or cabin  
 2. a den or home for wild animals  
 3. to stay in a place for a short time

2. Write the number of the meaning for *lodge* as it is used in each sentence.

\_\_\_\_\_ People can **lodge** in the school during the flood.\_\_\_\_\_ The beavers made a **lodge** in a pond.\_\_\_\_\_ The fishermen stayed in a **lodge** by a stream.

Name \_\_\_\_\_

As you read "Busy Beavers," fill in the Venn Diagram.



Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Beavers and Otters**

Beavers and otters are both mammals that have a woodland habitat. Both swim well, spend time on land and have brown fur.

Beavers and otters are also different. Beavers mostly live by streams. They build homes, or lodges, from tree branches and mud in the middle of ponds. The lodges look like muddy mounds. Otters live by streams, ponds, lakes, and rivers. Most otters live in burrows by the water.

When a beaver feels danger, it pounds the water with its tail. This makes a loud noise that tells others to watch out. Otters talk to each other in a different way. They make lots of funny sounds, including chirps, chuckles, grunts, and screams.

1. Underline words with the vowel sound in *down*.
2. Circle the words in the passage that end with the suffix *-y*.
3. How are beavers and otters alike?

---



---

4. How are beaver homes and otter homes different?

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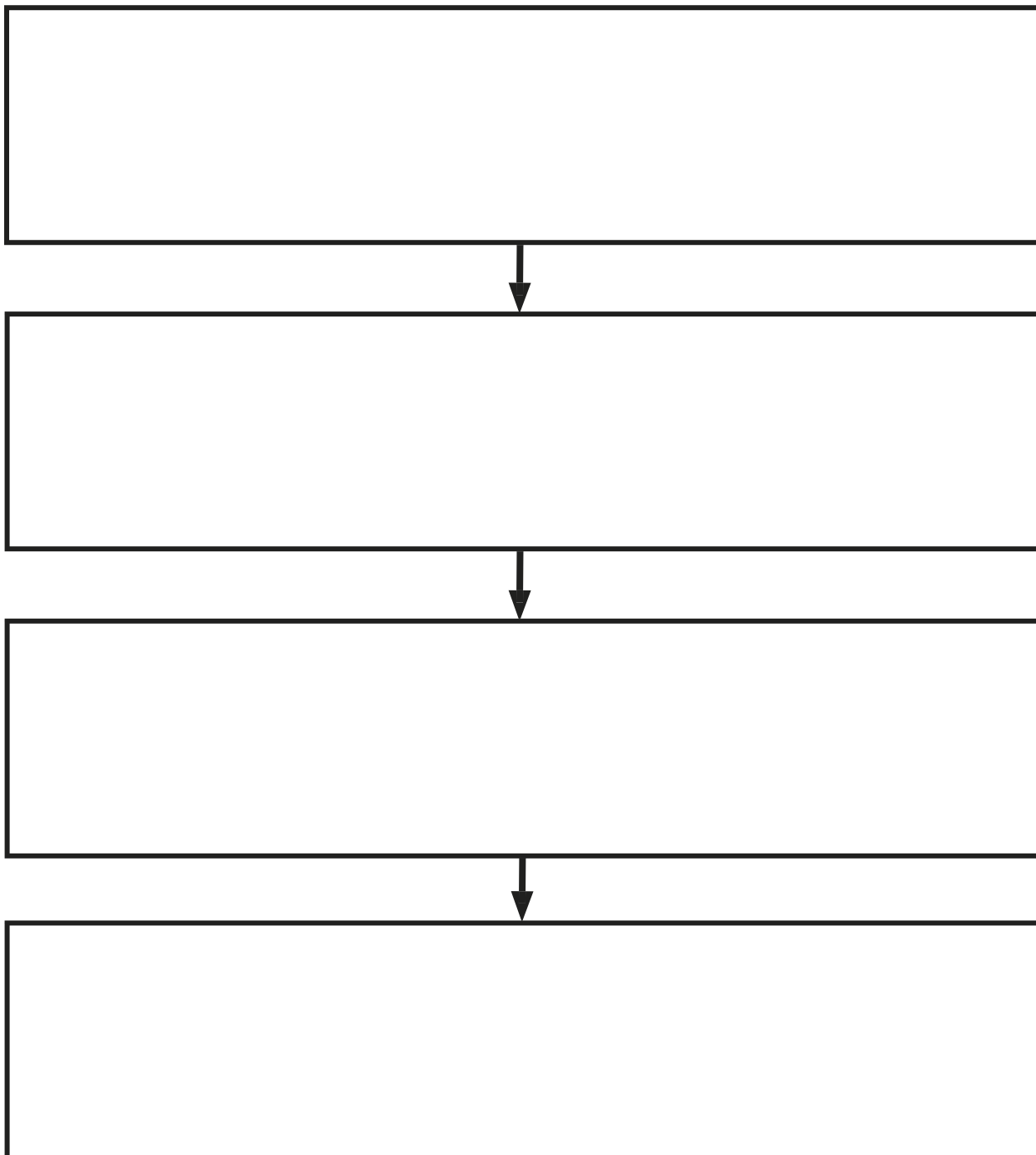
5. To make something means to \_\_\_\_\_ it.  
build      pound      swim in





Name \_\_\_\_\_

To help you plan your writing, fill out an organization map.



Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Dolores Huerta: Teacher and Helper**

Dolores was sad because the children in her class had hard lives. Their dads and moms picked grapes. They went from farm to farm, so the kids could not stay in the same school for long.

Dolores hoped to help the kids' families, so she made speeches. She tried to get laws passed to help pickers.

Dolores helped stage a boycott on grapes. The big grape farms agreed to pay higher wages. At last, the lives of the pickers and their kids got better.

1. Why couldn't the kids stay in the same school for long?

---

---

2. Why did Dolores make speeches and try to get laws passed?

---

---

3. What happened because of the boycott on grapes?

---

---

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Oscar Has a Plan**

Oscar's mother was sobbing. A mud slide had crushed the roof of the school. "How will we fix the roof?" she cried. "We have no cash."

Oscar had a plan. He knew the weavers in his village made splendid blankets. Oscar sent samples to his cousin, Carlos, in the United States. Oscar asked Carlos to find a shop that might sell the blankets. Oscar hoped that they could get cash to fix the roof.

Carlos wrote back. He told Oscar that a shop would sell the blankets. The village would be able to fix the roof. Everyone in the village thanked Oscar and gave him a big party.

1. Underline details that show that Oscar's mother is upset.
2. How do you know that Oscar is clever?

---

---

---

3. How do the villagers feel about Oscar's plan?

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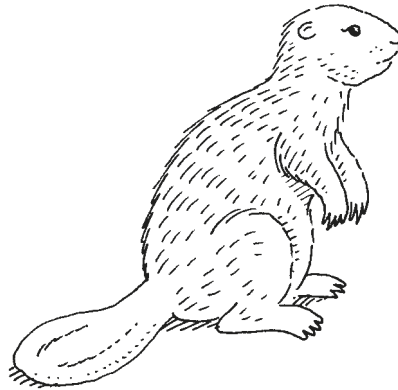
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Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Squirrels and Beavers**

Squirrels and beavers are related. They are alike in some ways. Both have thick fur and big tails. Both have strong front teeth. But beavers and squirrels use their teeth in different ways. A beaver cuts down trees with its teeth. A squirrel uses its teeth to crack open the nuts that it eats.



Beavers and squirrels are different in many ways. Beavers are much larger than squirrels. Beavers swim well but are slow on land. Squirrels can run fast and climb high in trees. Beavers build homes, or lodges, out of mud and sticks in the middle of ponds. Squirrels make nests with leaves and twigs in hollow tree trunks.

1. Draw a line under these words that show comparison and contrast: **both, alike, different.**
2. Draw a box around details that tell how beavers and squirrels are alike.
3. How are the homes of beavers and squirrels different?

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Name \_\_\_\_\_

**A. Sort the words in the chart.**

pupil    even    locate    brown    spoil    open    threw  
 chew    soon    should    round    boys    south    look

open syllables with long vowels	blew noon	book would	toy boil	loud town

**B. Complete each section.**

1. Fill in the missing parts to make each word.

quick + \_\_\_\_\_ = quickly

toy + \_\_\_\_\_ = toys

baby - y + \_\_\_\_\_ + \_\_\_\_\_ = babies

fox + \_\_\_\_\_ = foxes

kind + \_\_\_\_\_ = kindness

cloud + \_\_\_\_\_ = cloudy

2. Read each word. Draw a line between the syllables.

diver    lady    frozen    cradle    raven

human    donate    gravy    hazy    table

Name \_\_\_\_\_

Some words have the vowel sound /ô/, spelled *au* as in *fault*.  
 Some words have the vowel sound /ô/, spelled *aw* as in *saw*.  
 Some words have the vowel sound /ô/, spelled *all* as in *fall*.

**A. Underline the letters that stand for the vowel sound in each word.**

hawk	pause	call	crawl	small
fall	stall	dawn	author	paw

**B. Circle the letters that make the /ô/ sound in your answers. Now write the word with the /ô/ sound in ( ) on the line.**

- The cat dipped her (**pat, paw**) \_\_\_\_\_ in the pond.
- Dad will (**call, cat**) \_\_\_\_\_ me when it is time for dinner.
- The sun rises at (**dawn, den**) \_\_\_\_\_.
- My mom is the (**ant, author**) \_\_\_\_\_ of that book.
- I need to rest. Can we take a short (**pause, pen**) \_\_\_\_\_?
- The best season is (**fan, fall**) \_\_\_\_\_, when the leaves turn yellow.

**C. Circle the word in each pair with the vowel sound /ô/. Write the letters that make the vowel sound /ô/ on the line.**

- catch      hall      \_\_\_\_\_
- sprawl      sadder      \_\_\_\_\_
- yawn      yard      \_\_\_\_\_
- cape      cause      \_\_\_\_\_
- claw      cartwheel      \_\_\_\_\_

Name \_\_\_\_\_

**A. As you read, pay attention to pauses, stops, and intonation.**

16 Walt and Wendy lived with their mom in a big city. They lived in a tall  
building.

17 Mrs. Dawson lived upstairs. One summer day she saw them in the  
29 hallway. She called out to them.

35 “My knees hurt a lot today. I can’t walk to the store. Would you go and  
51 pick up a few things for me?”

58 “Yes,” said Wendy. “We were just going to the store with Mom.”

70 Mrs. Dawson handed Walt a list and money.

78 “We will be back soon,” said Walt.

85 Mom was waiting for them. Walt and Wendy told her about Mrs.  
97 Dawson. 98

**B. Read these words. Then have your partner time you.  
Do it two more times to see if you can beat your score!**

faucet	jigsaw	draw	crown	destroy
walnut	hallway	false	boil	brow
sauce	crawl	coleslaw	spoil	drown
because	cause	shawl	rebound	enjoy
install	fault	wallpaper	toiling	annoy

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

A **prefix** is added to the beginning of a base word. A **suffix** is added to the end of a base word. Some words can have both prefixes and suffixes added to them.

Example: **un** + skill + **ful** = **unskillful**

**A. Underline the *prefixes* and circle the *suffixes* in the words.**

unuseful      resender      unreal      repay      reseller  
unsafely      unstressful      untruthful      unhelpful

**B. Add the prefix and suffix in ( ) to the word in bold to fill in the blanks. Use words listed from above. Circle the prefix and underline the suffix in your answers.**

1. Deb thinks her job is easy. There is no **stress (un-, -ful)**.

Deb's job is \_\_\_\_\_.

2. The way that boy rides his bike is not **safe (un-, -ly)**.

He rides his bike \_\_\_\_\_.

3. Jon will **pay (re-)** Sid again.

John will \_\_\_\_\_ Sid.

4. My sister will not **help (un-, -ful)** at all.

My sister is \_\_\_\_\_.

5. Mick's dad gets old books to **sell (re-, -er)** again.

He is a \_\_\_\_\_ of old books.



Name \_\_\_\_\_

change      system      thoughtful      laundry      recalled

**A. Vocabulary Words** Write the word that best completes each sentence.

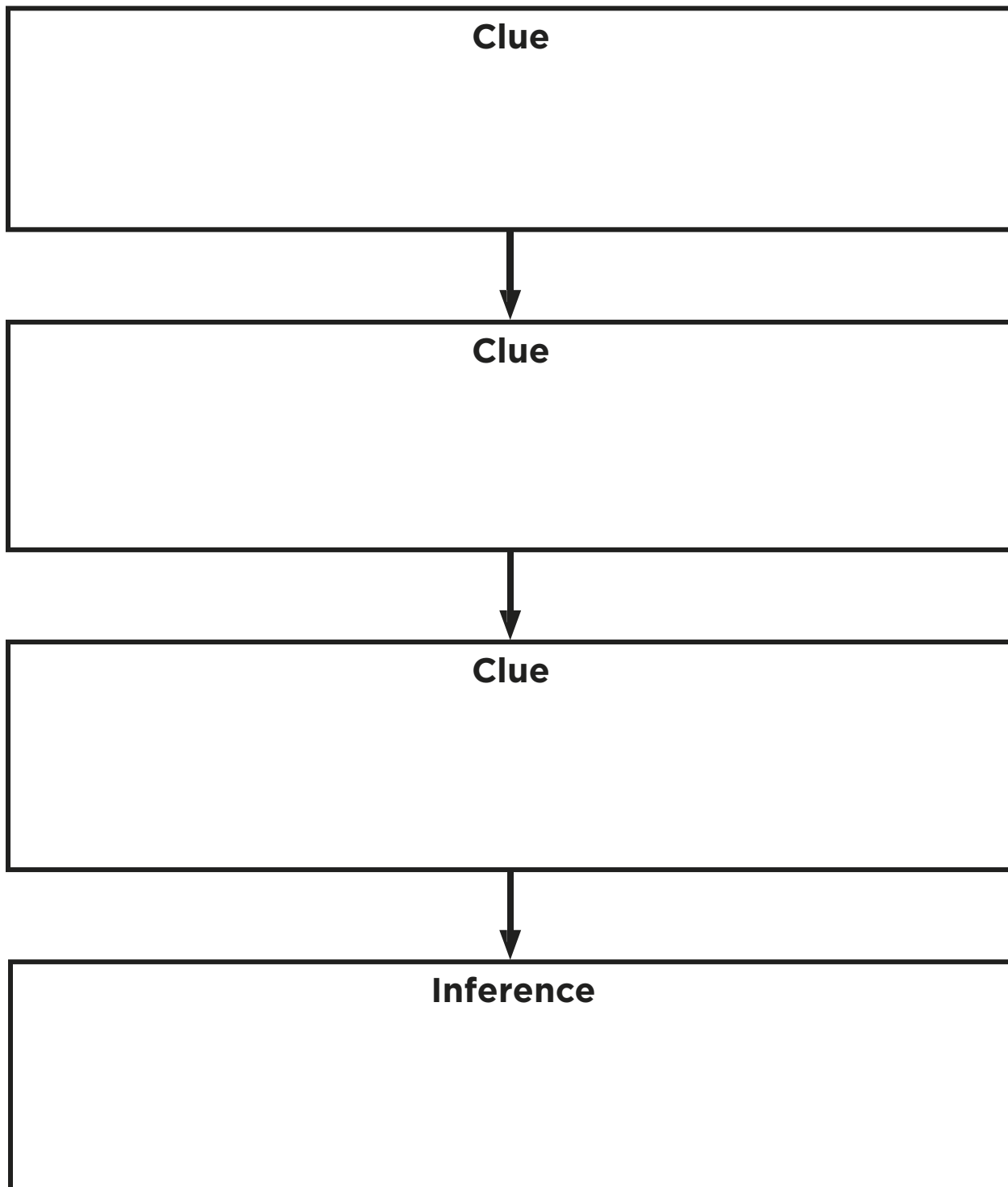
1. Dad folded the clean \_\_\_\_\_.
2. Granddad \_\_\_\_\_ his childhood on a ranch.
3. The boys had fifty cents in \_\_\_\_\_.
4. Walt is \_\_\_\_\_ and helps his pals.
5. My sister and I have a \_\_\_\_\_ for cleaning up our room.

**B. Vocabulary Strategy: Synonyms** Underline the synonyms that help you figure out each word in bold type.

1. Jen and Cole are best **friends**. They have been pals since they were in first grade.
2. At the picnic, all the **children** played games and ran races. The kids had a lot of fun.
3. The smallest girl was a **swift** runner. She ran so fast she beat all the other kids.
4. The girl **beamed** when she finished the race, and smiled brightly as her mom gave her a hug.
5. The moms made **amazing** food for the picnic. It was a splendid meal.

Name \_\_\_\_\_

**As you read “Talking to Mrs. Dawson,” fill in the Inference Map.**



Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Thanks to Wendy and Walt**

“Let’s get ready,” exclaimed Mrs. Dawson. She hung a sign with “Thanks” on it on the wall. Miss Sharp put a plate of cookies on the table. Mr. Boil opened a carton of ice cream. Then Mrs. Dawson called Wendy and Walt on the phone.

Mrs. Dawson went to unlock the door. Walt and Wendy stepped in shyly. “Thank you for all the helpful things you do for us,” yelled the three adults loudly.

At first, Walt and Wendy were speechless when they saw the room. Then they grinned and cried, “This is a really thoughtful way to repay us!” They hugged Mrs. Dawson, Miss Sharp, and Mr. Boil. Then they talked, ate, and had a ball.

1. Circle the words that have the vowel sound in *ball* and *saw*.
2. Underline the prefixes and suffixes in the story.
3. What are the adults doing at the story’s beginning? Underline the story details that help you figure this out.

\_\_\_\_\_

4. How do Wendy and Walt feel when they first see the room? How do you know?

\_\_\_\_\_

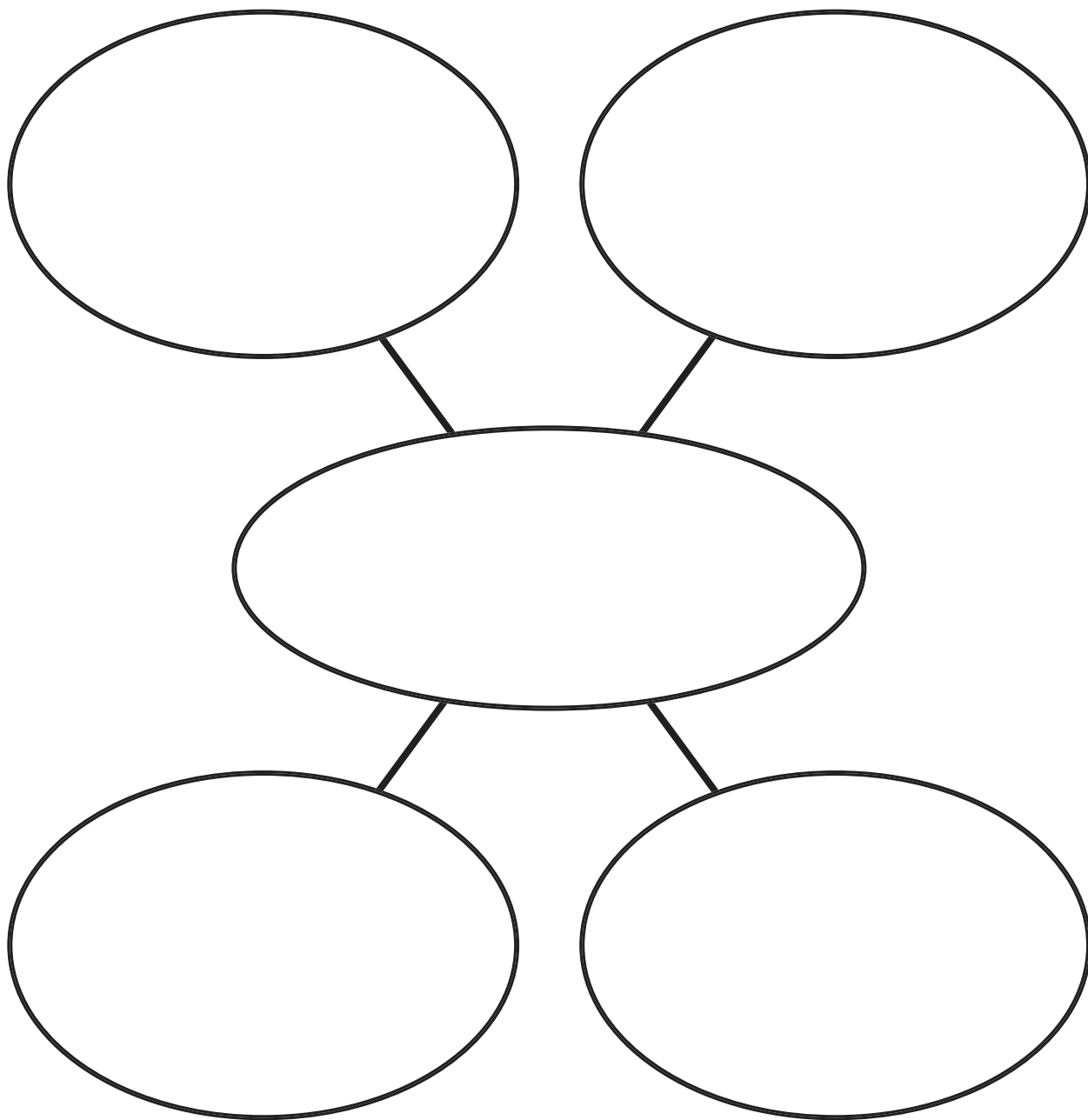
5. When you think about other people and how they feel, you are \_\_\_\_\_.  
important    surprised    thoughtful



Name \_\_\_\_\_

Writing:  
Graphic Organizer

To help you plan your writing, fill out an organizing web.



Name \_\_\_\_\_

**Consonant digraphs** are letters that form one sound, as in *ph, wh, th, sh, ch*. The letters *str, thr, spl,* and *spr* are called **consonant blends**.

**A. Circle the consonant blend or digraph in each word.**

throb      sprint      champ      thrust      split  
screen      thin      wheel      strict      whoop

**B. Use the words above to complete the sentences. Circle the consonant digraphs and consonant blends in your answers.**

1. A \_\_\_eel fell off Dad's car.
2. The ball hit my hand and now my hand has started to \_\_\_\_\_ob.
3. You must \_\_\_\_\_nt fast in the race.
4. Wipe the dust off the TV \_\_\_\_\_e\_n.
5. Jack is the \_\_\_\_\_m\_ in the big contest.
6. I will \_\_\_\_\_it my sandwich with you.
7. The crowd began to \_\_\_oop with joy.
8. I \_\_\_\_\_ust my hand into the ice.
9. Ella's teacher is very \_\_\_\_\_i\_\_\_\_\_.
10. My cat is not fat, she is \_\_\_i\_\_.

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.****Record your scores below.**

13 It was a splendid day. The animals were throwing a party for Gus  
Lizard. Gus was known for his thoughtful deeds.

21 Everyone was glad, except Howie Chimp. Why did Gus get  
31 all the attention?

34 Howie liked to clown around and tease other animals. Howie did not  
46 know Gus, but he felt certain Gus would not like his pranks. And he  
60 knew he would not like Gus.

66 “That Gus is too nice. I wish I could make everyone dislike him. I  
80 know! I will say he took my lunch. Then the animals are bound to distrust  
95 him.” 96

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner’s reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to end punctuation and intonation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

**Inflectional endings** *-es, -ed, -ing* change the meanings of words.

**A. Fill in the missing parts to make the word in bold.**

1. The rabbit **hopped**.

hop + \_\_\_\_\_ + \_\_\_\_\_ = hopped

2. Dad is **shaving**.

shave – \_\_\_\_\_ + \_\_\_\_\_ = shaving

3. Mom filled the **glasses** with milk.

glass + \_\_\_\_\_ = glasses

4. The beaver **scurried** away.

scurry – \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = scurried

**B. Look at the base word and ending on the left. Then fill in the blanks.**

1. **hurry + es** Jon \_\_\_\_\_ to class on his bike every day.

**hurry + ing** Jon is \_\_\_\_\_ to class on his bike.

**hurry + ed** Last week, Jon \_\_\_\_\_ to class on his bike.

2. **cross + es** She \_\_\_\_\_ the street to get to the bus stop now.

**cross + ing** She is \_\_\_\_\_ the street to get to the bus stop.

**cross + ed** She has \_\_\_\_\_ the street to get to the bus stop.

Name \_\_\_\_\_

certain   attention   couple   yesterday   bother   prowling

**A. Vocabulary Words** Write the word that best completes each sentence.

1. The cat is \_\_\_\_\_ in the grass to hunt for mice.
2. \_\_\_\_\_ he was sick, but today he feels well.
3. Mom is \_\_\_\_\_ it will rain this morning.
4. We saw a \_\_\_\_\_ of robins making a nest in that tree.
5. My little brothers \_\_\_\_\_ me when they are loud.
6. Laura gets a lot of \_\_\_\_\_ when she sings.

**B. Vocabulary Strategy: Antonyms** Write the letter of the antonym for each word in bold type. Use context clues in the sentences.

1. The girls were **noisy** on the bus. \_\_\_\_\_      a. low
2. Howie was **glad** he helped Gus. \_\_\_\_\_      b. quiet
3. The book is **high** on the shelf. \_\_\_\_\_      c. day
4. We sleep at **night**. \_\_\_\_\_      d. unhappy



Name \_\_\_\_\_

As you read "Howie Helps Out," fill in the Story Map.

**Characters**

**Setting**

**Beginning**



**Middle**



**End**

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****How Stripe Became King**

When Stripe Zebra was a kid, no one expected him to grow up to be king. Stripe acted like a clown. He did funny things and made the other animal kids giggle. Stripe liked the attention.

One day Stripe was showing off for his pals by the stream. He was hopping on a log when he slipped and fell in the bushes. Then he splashed into the stream, right on top of Sam Snake. Sam hissed, “Scram! You hurt me. You are not my pal!” Stripe felt bad for hurting Sam.

After that, Stripe stopped showing off. He tried to do good deeds. He protected his pals from danger. When the animal kids grew up, Stripe became king.

1. Circle the words with consonant blends (*scr, str, spl*) and digraphs (*wh, sh, th*).
2. Underline the inflectional endings (*-es, -ed, -ied, -ing*).
3. What happened one day by the stream?

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4. What happened after Stripe fell on Sam Snake?

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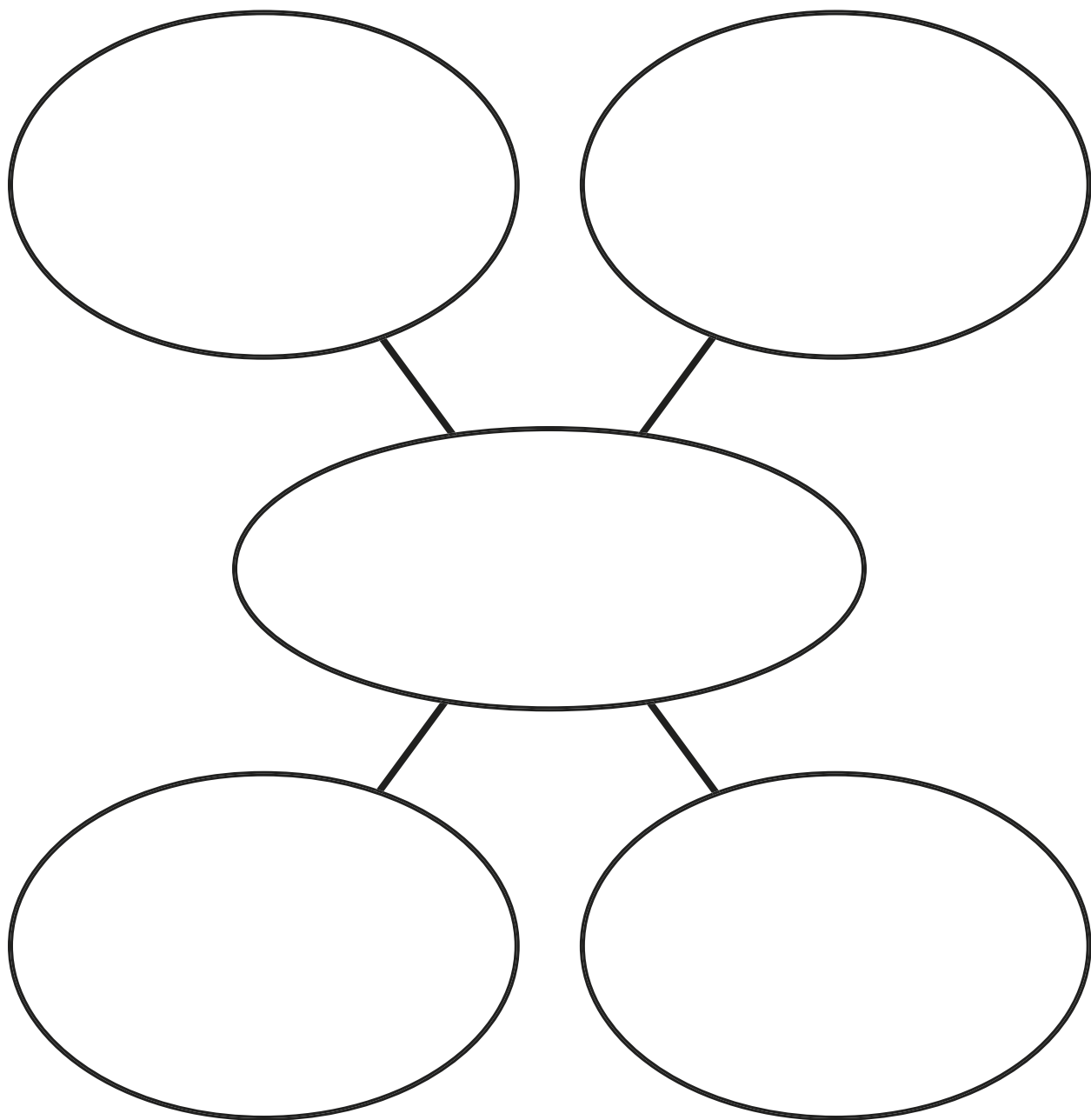
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5. Getting attention means \_\_\_\_\_.  
getting splashed    being looked at    growing up



Name \_\_\_\_\_

To help you plan your writing, fill out an organizing web.



Name \_\_\_\_\_

**Read the passage. Then answer the questions.****Good Deeds**

On the first day of August, Brad asked Paula, “Who will we help today?” Paula had a long list. First, they did Mrs. Lawson’s shopping. Mrs. Lawson smiled when she got her food and thanked them. “Please keep the change,” she said. Paula and Brad said no.

Next, Paula and Brad picked up Miss Miller’s laundry. Then they called a plumber to fix Mrs. Sharp’s leaky pipe. They even fed Mr. Brown’s cat. They did not take one penny for helping.

That night, the phone kept ringing. Mrs. Lawson, Miss Miller, Mrs. Sharp, and Mr. Brown all called about Paula and Brad’s good deeds. Mom smiled each time she hung up. Then she gave them both a big hug. “You kids are fantastic!” she exclaimed.

1. Underline four clues that show Brad and Paula are helpful and kind.
2. Why do Mrs. Lawson, Miss Miller, Mrs. Sharp, and Mr. Brown call Mom that night? How do you know?

---

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3. How does Mom feel about Paula and Brad’s deeds? How do you know?

---

---

Name \_\_\_\_\_

**Read the passage. Then answer the questions.****Howie Changes**

Howie Chimp felt unhappy. All the animals were mad at him for playing tricks on them.

Then Howie heard a loud cry. He jumped up. Tad Turtle had tripped over a rock. The turtle lay on his back and could not get up.

Howie swung on vines to get to Tad quickly. Howie gently picked up the turtle and placed him on his feet. Tad Turtle crawled away.

“Thank you, Howie!” called Tad. “I will tell all the animals that you saved me!” Howie felt good. He found he liked helping better than playing tricks.



1. Underline how Howie felt at the beginning of the story. Draw a box around how he felt at the end.
2. How did Howie help Tad? Summarize.

---



---

3. How did Howie change? Summarize.

---



---

Name \_\_\_\_\_

The long *a* sound can be spelled *a\_e*, *ay*, and *ai*, as in *fade*, *bay*, and *plain*. The long *i* sound can be spelled *i\_e*, *i*, *igh*, *ie*, and *y*, as in *kite*, *kind*, *sight*, *tie*, and *dry*.

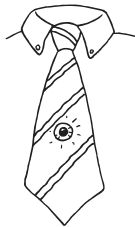
**A. Underline the letters that spell the long *a* sound in these words. Then circle the letters that make the long *i* sound.**

play      date      tight      strain      fly  
ride      pie      mild      stray      behind

**B. Name each picture. Then fill in the blanks with *a*, *ay*, *ai*, *i*, *igh*, *ie*, or *y*.**



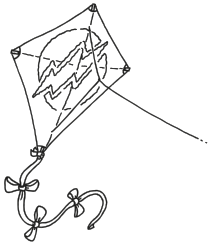
1. l \_ \_ \_ t



2. t \_ \_ \_



3. st \_ \_ \_ n



4. k \_ \_ t e



5. ch \_ \_ ld



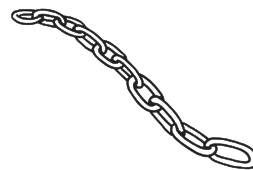
6. spr \_ \_ \_



7. p \_ \_ \_



8. br \_ \_ \_ n



9. ch \_ \_ \_ n

Name \_\_\_\_\_

**A. As you read, pay attention to word accuracy.**

Mae Jemison has always reached for the stars.

8 When Mae was a little girl, she took dance classes. A lot of  
22 her pals liked to dance and hoped to be dancers when they grew  
35 up. Mae liked to dance, too. But she did not have the same dream  
49 as the other kids. Mae wanted to be a scientist.

58 In the 1960s, few women had jobs as scientists. But Mae did  
70 not let that bother her. She always planned to go to space. She  
83 knew that someday she would be an astronaut.

91 Mae was the first African-American woman astronaut. 99

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

train	late	slight	thrust	throne
daylight	brave	playtime	sprawl	tallest
right	time	ranger	whine	shrink
plain	strange	cries	recalled	stroke
surprise	frighten	tighten	shine	launch

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

**Prefixes** and **suffixes** can be added to a **base word**. They change the word's meaning.

Example: **un** + safe + **ly** = **unsafely**

**A. Draw a line to connect each word with its meaning. Circle the prefixes. Underline the suffixes.**

to call again

rewrite

not happy

untruthful

to write again

unkindly

not in a kind way

unhappy

not full of truth

recall

**B. Read the bold word. Underline the prefix. Circle the suffix. Write the base word on the line.**

1. My new kitten is **playful**. \_\_\_\_\_
2. Kayla was **helpful** today. \_\_\_\_\_
3. We always try to be nice, not **unkind**. \_\_\_\_\_
4. You must think of others; try not to be **unmindful**. \_\_\_\_\_
5. Ray **sadly** threw his toys away. \_\_\_\_\_
6. Those boys **remake** old things. \_\_\_\_\_
7. Dena acted **unwisely**. \_\_\_\_\_



Name \_\_\_\_\_

boarded languages exercise scientist astronaut

**A. Vocabulary Words** Write the word that best completes each sentence.

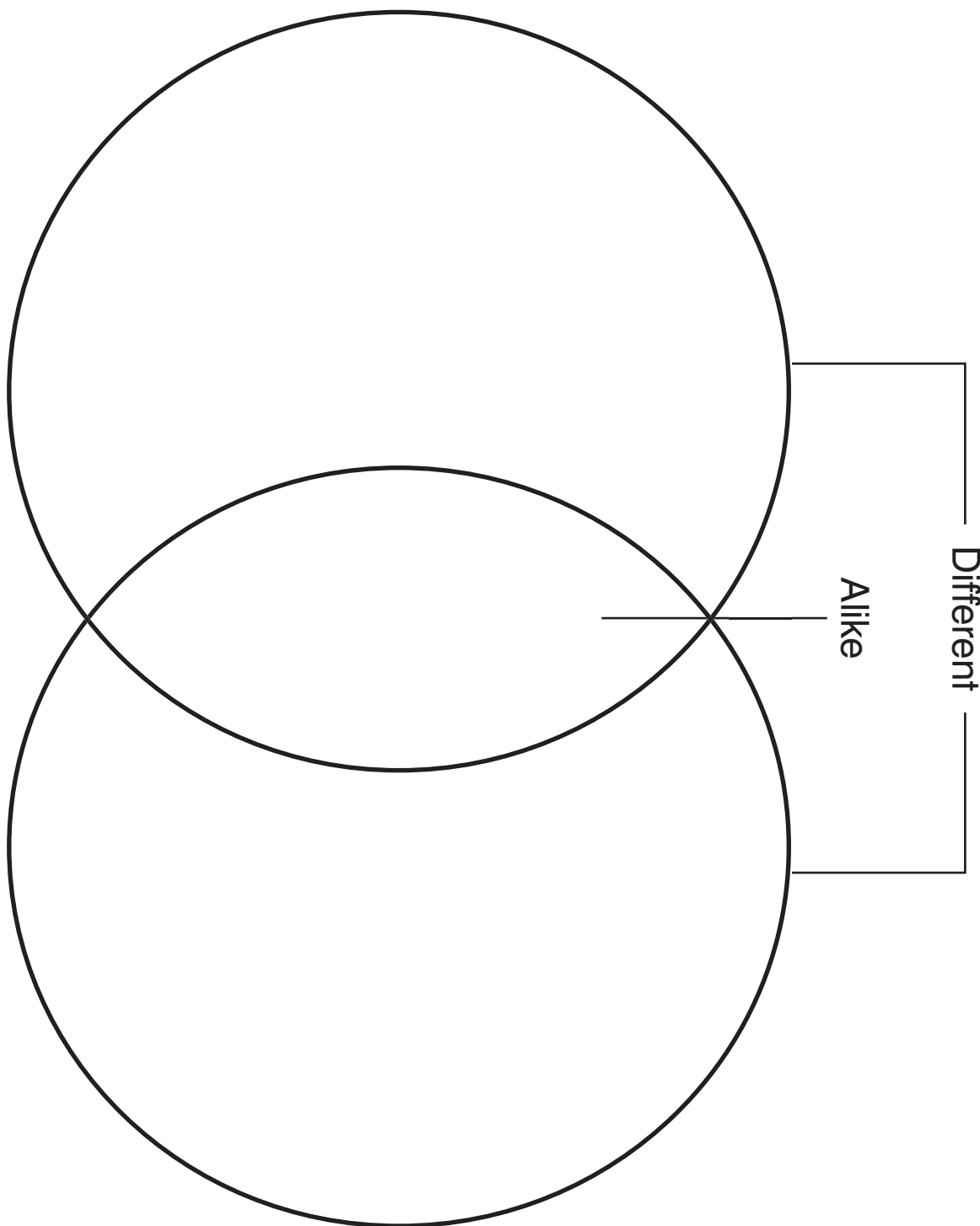
1. Running and swimming are fun ways to \_\_\_\_\_.
2. The students \_\_\_\_\_ the bus to go home.
3. The \_\_\_\_\_ studied ants in the rain forest.
4. An \_\_\_\_\_ travels in space.
5. Greek and Latin are ancient \_\_\_\_\_.

**B. Vocabulary Strategy: Prefixes and Suffixes** Complete the word in each sentence with a prefix: *un-* or *dis-*, or a suffix: *-y*, *-ly*, *-ful*, or *-less*. Some words may need two suffixes or a prefix and a suffix.

1. The little boy wrote his name \_\_\_\_\_ even \_\_\_\_\_ on the page.
2. The sleep \_\_\_\_\_ baby closed her eyes.
3. Kim care \_\_\_\_\_ spilled the milk.
4. Josh help \_\_\_\_\_ cleaned up.
5. Mom thinks it is \_\_\_\_\_ like \_\_\_\_\_ that it will snow.
6. I \_\_\_\_\_ like getting up at dawn.

Name \_\_\_\_\_

As you read "Mae's Dreams," fill in the Venn Diagram.



Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Hiking and Biking**

It is unhealthy to stay inside all the time. Hiking and biking are both fun ways to exercise outside. It is best to do both in the daylight. An unlit path can be a danger to bikers and hikers. It is also unsafe to hike and bike alone. In both sports, you need a pal who can be helpful in a jam.

Hiking and biking are different kinds of exercise. For hiking, you must be in a park with trails. You need boots with laces and a walking stick. A hat is useful for protecting your face. For biking, you need a bike and a smooth path or place to ride. You must wear a helmet, as well. Bike riders should be mindful of walkers.

1. Circle all the words with the long *a* and the long *i* vowel sounds.
2. Underline the prefixes and suffixes.
3. List three ways hiking and biking are alike.

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4. What different things do you need for hiking and for biking?

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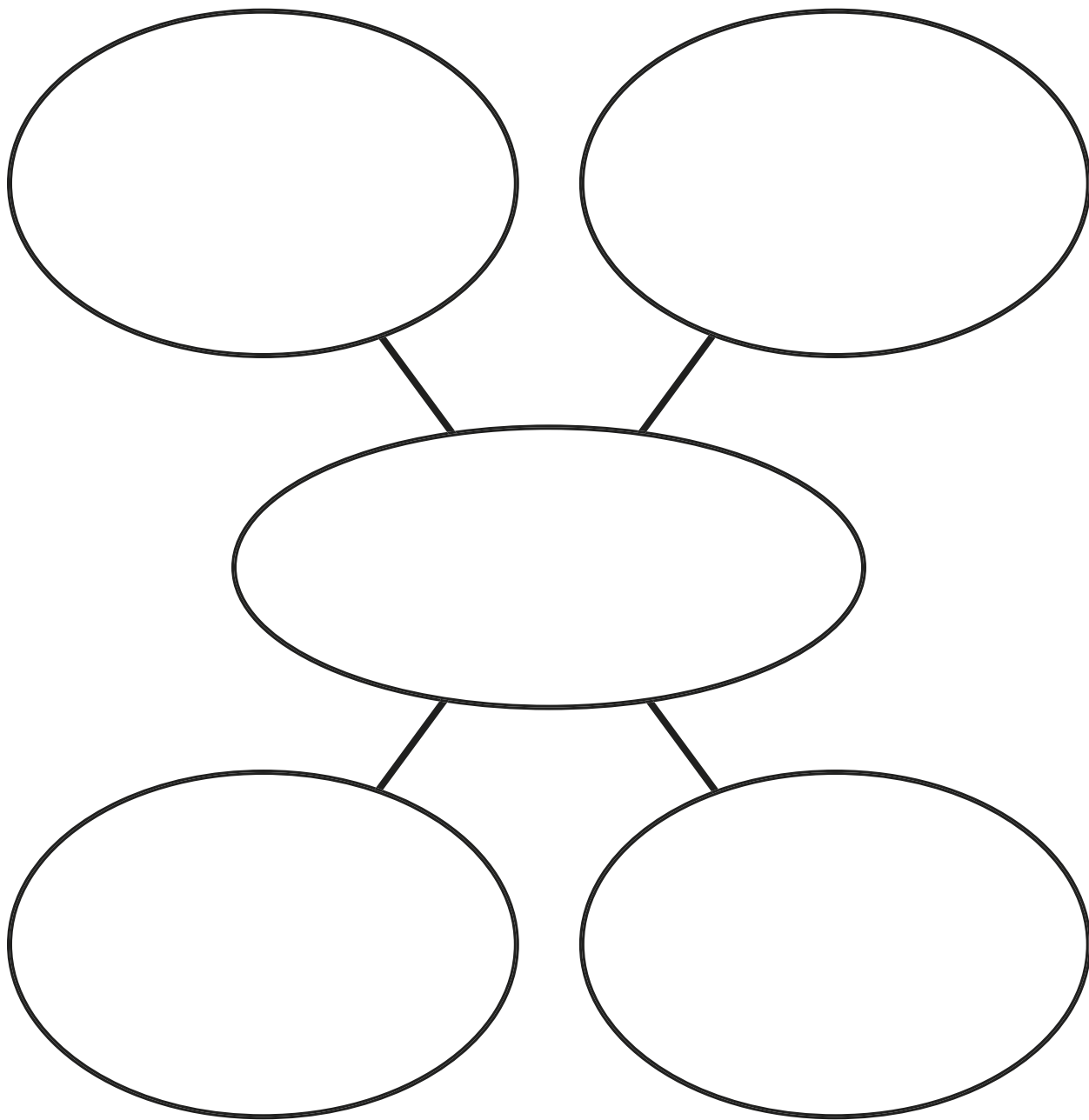
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5. You will become fit and strong if you \_\_\_\_\_.  
study    read    exercise



Name \_\_\_\_\_

To help you plan your writing, fill out an organizing web.



Name \_\_\_\_\_

The **long e** vowel sound can be spelled *e*, *ee*, *ea*, *ey*, and *y*, as in *be*, *feet*, *treat*, *key*, and *hilly*. The **long o** sound can be spelled *o*, *oa*, *ow*, and *oe*, as in *go*, *load*, *glow*, and *toe*. The **long u** sound can be spelled with *u* or *u\_e*, as in *human* and *use*.

**A. Underline the letters that make the long e, long o, and long u sounds in the sentences.**

1. Jean was happy to play a tune on her tuba.
2. Jake fell asleep and dreamed of lost gold.
3. Did you really see the donkey leap over the road? Tell me the truth!
4. On the east coast, it is easy to see the sea.

**B. Look at each picture. Fill in the blanks with letters that spell the long e sound, long o sound, or long u sound.**

1. Would you like a cup of t\_\_\_?



2. Yes, please! Can I have t\_\_\_st to go with it?



3. Can you open the gate, please? Do you have the k\_\_\_?



4. Did you see Jack's new b\_\_\_tie?



Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.****Record your scores below.**

12 In Africa, Jane Goodall met Louis Leakey. Like Jane, Louis was a  
 24 scientist. He studied how people lived in the past. Unlike Louis, Jane  
 24 wanted to study and write about animals.

31 Louis gave Jane a job gathering information about how chimps lived.  
 42 As a result, Jane decided to study chimps in the jungle.

53 Jane began to study how chimps eat, sleep, and play.

63 At first Jane had to be careful. She waited and watched from far  
 76 away. Little by little, chimps paid less attention to her. Jane moved  
 88 closer. 89

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to speed and tempo</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

Words can be divided into **syllables**. Each syllable has one vowel sound. The syllable *ion* or *tion* always ends a word. It is always said the same way. Example: fraction    frac / **tion**

**A. Underline the word with more than one syllable. Divide the word into syllables on the line. Write the number of syllables in the word.**

**Example:**

<b>blazed</b>	<u><b>nation</b></u>	na/tion	2
1. act	action	_____	_____
2. street	station	_____	_____
3. fiction	moon	_____	_____
4. trap	reaction	_____	_____
5. track	contraction	_____	_____

**B. Put the syllables together to make a two- or three-syllable word.**

<b>Example:</b>	ac	re	tion	reaction
1.	sion	vi		_____
2.	sion	ten		_____
3.	a	cre	tion	_____
4.	rec	tion	di	_____

Name \_\_\_\_\_

purpose

tools

information

notice

**A. Vocabulary Words** Write the word that best completes each sentence.

- Jane gathered \_\_\_\_\_ about how chimps live.
- Jane watched quietly so the chimps would not \_\_\_\_\_ her.
- Hammers are useful \_\_\_\_\_.
- The \_\_\_\_\_ of a hammer is to hit nails.

**B. Vocabulary Strategy: Idioms** Read the dictionary entries for idioms with the word *pull*. Then write the meaning of the idiom in each sentence.

- The puppies were quite sick, but they **pulled through**.

\_\_\_\_\_

- The bus **pulled up** in front of the school.

\_\_\_\_\_

- Jack was **pulling my leg** when he said there was no school today.

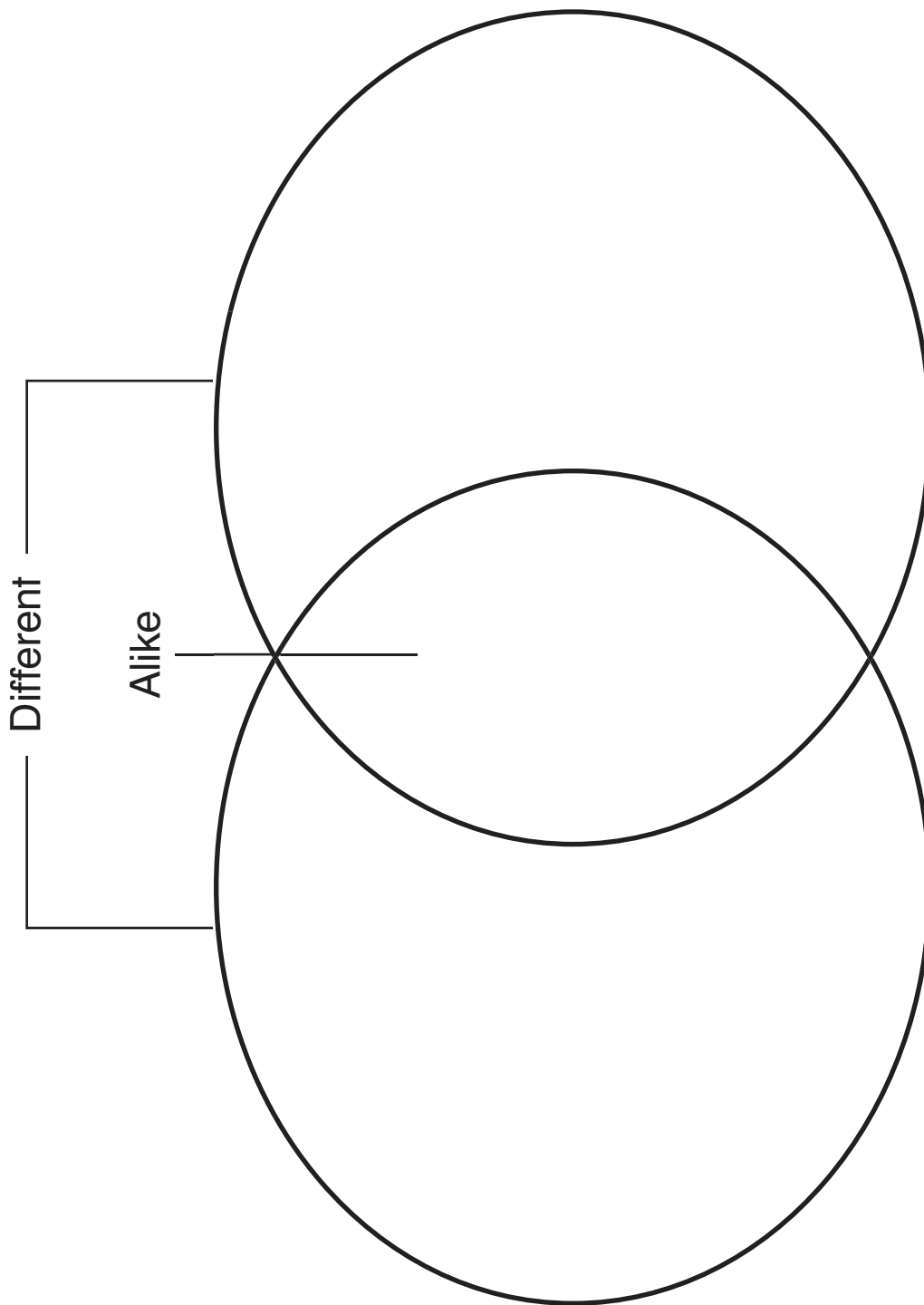
\_\_\_\_\_

**pull****to pull up** to stop**to pull through** to survive or live through a difficult time**to pull someone's leg** to tease or trick someone



Name \_\_\_\_\_

As you read “Jane Goodall,” fill in the Venn Diagram.



Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Wild Sheep and Wild Goats**

Information on wild sheep and wild goats show that they are alike in a lot of ways. Both live in steep habitats, such as tall mountains. Both can walk on a skinny ledge. Sheep and goats' useful toes help them climb in any direction.

Wild goats and sheep are different in a few ways. Male goats, or bucks, grow whiskers on their chins. Bucks have straight horns. Male sheep, or rams, have curled horns and do not grow whiskers. A female goat is called a doe and a baby is a kid. A female sheep is called a ewe and a baby is a lamb. Baby goats and sheep are cute.

1. Underline words that have the long vowels sounds *e*, *o*, and *u*.
2. Circle multisyllable words that end in *-tion*.
3. How are wild sheep and goats alike?

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4. How are male sheep and goats different?

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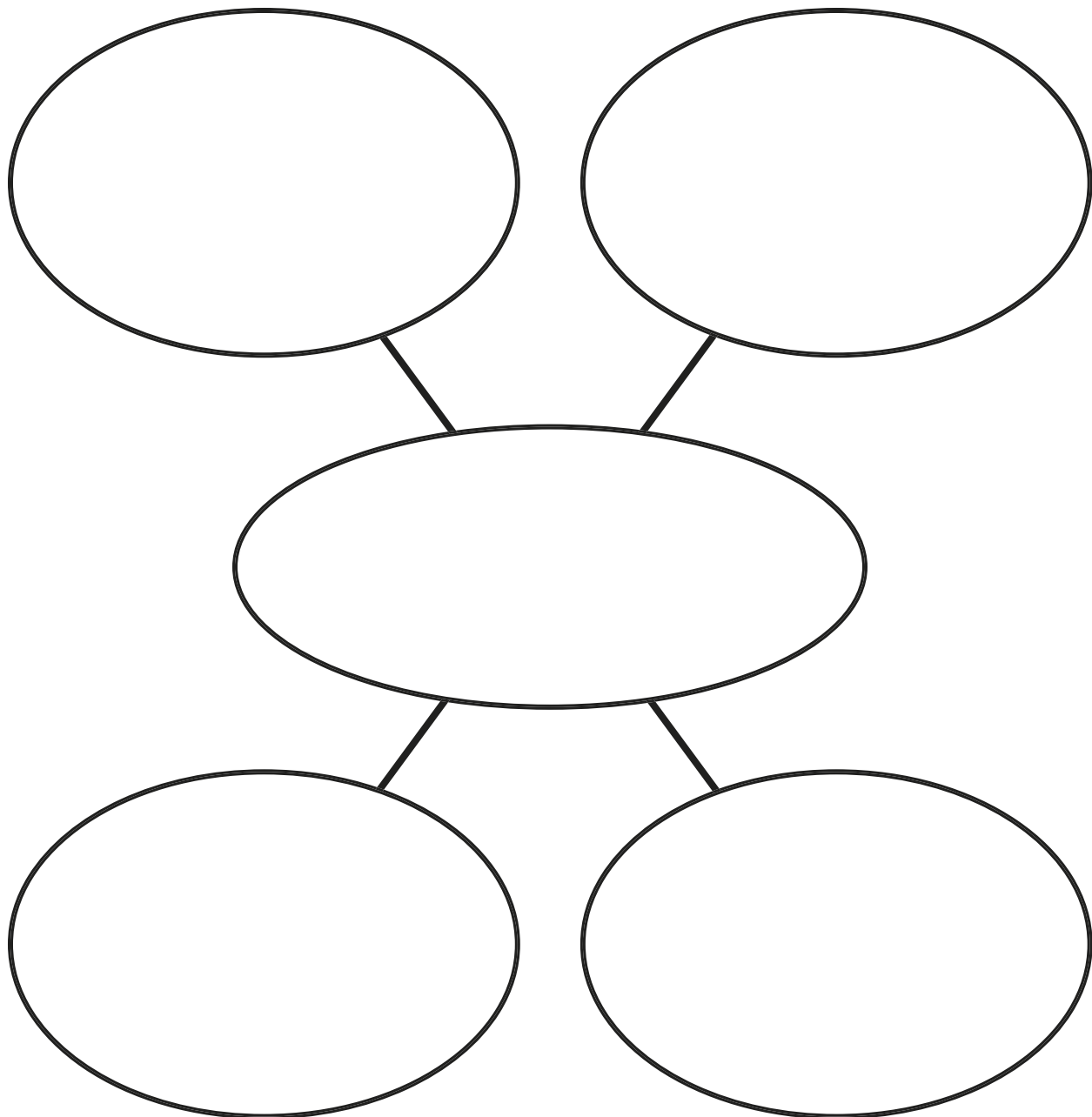
5. \_\_\_\_\_ means facts about something.

Directions   Habitats   Information



Name \_\_\_\_\_

To help you plan your writing, fill out an organizing web.



Name \_\_\_\_\_

Some letters have the /ü/ sound, spelled *oo*, as in *cool* and *ew*, as in *few*. Some letters have the /û/ sound, spelled *oo*, as in *book* and *ou*, as in *could*. Some letters have the /ô/ sound, spelled *au*, as in *sauce* and *aw*, as in *crawl*. Some letters have the /ôl/ sound, spelled *all* as in *fall*. The /ü/, /û/ and /ô/ sounds are called **variant vowels**.

**A. Underline the letters that stand for the variant vowel sounds /ü/, /û/, or /ô/ in each word.**

cook	new	applaud	should	pool
jaw	ball	would	stall	brook

**B. Use the words from above to answer the questions.**

1. Which words have the vowel sound in *cool*?

\_\_\_\_\_

2. Which words have the vowel sound in *book*?

\_\_\_\_\_

3. Which words have the vowel sound in *law* and *wall*?

\_\_\_\_\_

**C. Underline the word that has the /ü/, /û/, or /ô/ sound in each sentence. Circle the letters that make the variant vowel sounds.**

- Grandma will cook my favorite dish for dinner.
- Jake has a new red bike.
- I would like to go to the show with him.

Name \_\_\_\_\_

**A. Use this passage for a choral reading or Readers Theater.***Meet the Froglets*

- 3 **Group 1:** *Meet the Froglets* is a new cartoon movie about four  
10 froglets.
- 11 **Group 2:** Their names are Frankie, Freddie, Flip, and Frannie.
- 19 **Group 1:** They live in a brook.
- 24 **Group 2:** The story is very simple. The froglets try to make Tubby  
35 the Toad jump.
- 38 **Group 1:** Tubby says crawling is cooler. In the end they all swim  
49 and sing a song.
- 53 **Group 2:** The froglets are all different colors, and the adults have  
63 tails.
- 64 **Group 1:** They also sing and dance really badly. 71

**B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).**

1. If tadpoles swim and frogs jump,/ what do froglets do?//  
They dance and sing!//
2. This movie's bad!// No,/ it is good!// I'd see it ten times if I  
could!//
3. Frankie is black,/ and Freddie is red.// Frannie has a green  
wig on her head!//
4. Lily went shopping to look for a shawl.// All she could find was  
a pink straw hat!//
5. Rick feeds his dog crackers and cheese.// He doesn't just  
beg,/ he sits up and says,/ "Please!"//



Name \_\_\_\_\_

Some words have **vowel team syllables**. A vowel team has two vowels that work together to make one vowel sound, such as *ea* in *teacher*. A vowel team can also be a consonant and a vowel that work together to make one sound, such as *ow* in *elbow* or *oy* in *boy*.

**A. Underline the vowel team in the words below.**

railroad      apple      leaving      music      soaking      napkin  
noisy      window      display      broken      cartoon      hallway

**B. Circle the words with vowel team syllables in the sentences below. Write the words on the line. Underline the letters that make the vowel team in your answers.**

1. Marta wore a yellow dress to the party. \_\_\_\_\_
2. Peg rode a donkey to the kite shop. \_\_\_\_\_
3. Fred sat in the dugout in the first inning. \_\_\_\_\_
4. I wanted to explain the tale's theme to my class. \_\_\_\_\_
5. Will you repeat that? \_\_\_\_\_
6. We lit sixteen candles on the cake. \_\_\_\_\_
7. Do not point at me! \_\_\_\_\_
8. August is my favorite month. \_\_\_\_\_

Name \_\_\_\_\_

nearby   special   owned   customers   demanded   survive

**A. Vocabulary Words** Write the word that best completes each sentence.

1. A lot of \_\_\_\_\_ came to the yard sale.
2. The unhappy baby \_\_\_\_\_ her rattle.
3. We cooked Mom a \_\_\_\_\_ meal for her birthday.
4. The pizza place is on a \_\_\_\_\_ street.
5. Dad \_\_\_\_\_ a red bike when he was a boy.
6. Plants and animals need water to \_\_\_\_\_.

**B. Vocabulary Strategy: Unknown Words** Use the dictionary entry below to answer the questions.

1. What are the guide words on this page?

\_\_\_\_\_

2. Write the number of the meaning for *specialty* as it is used in each sentence.

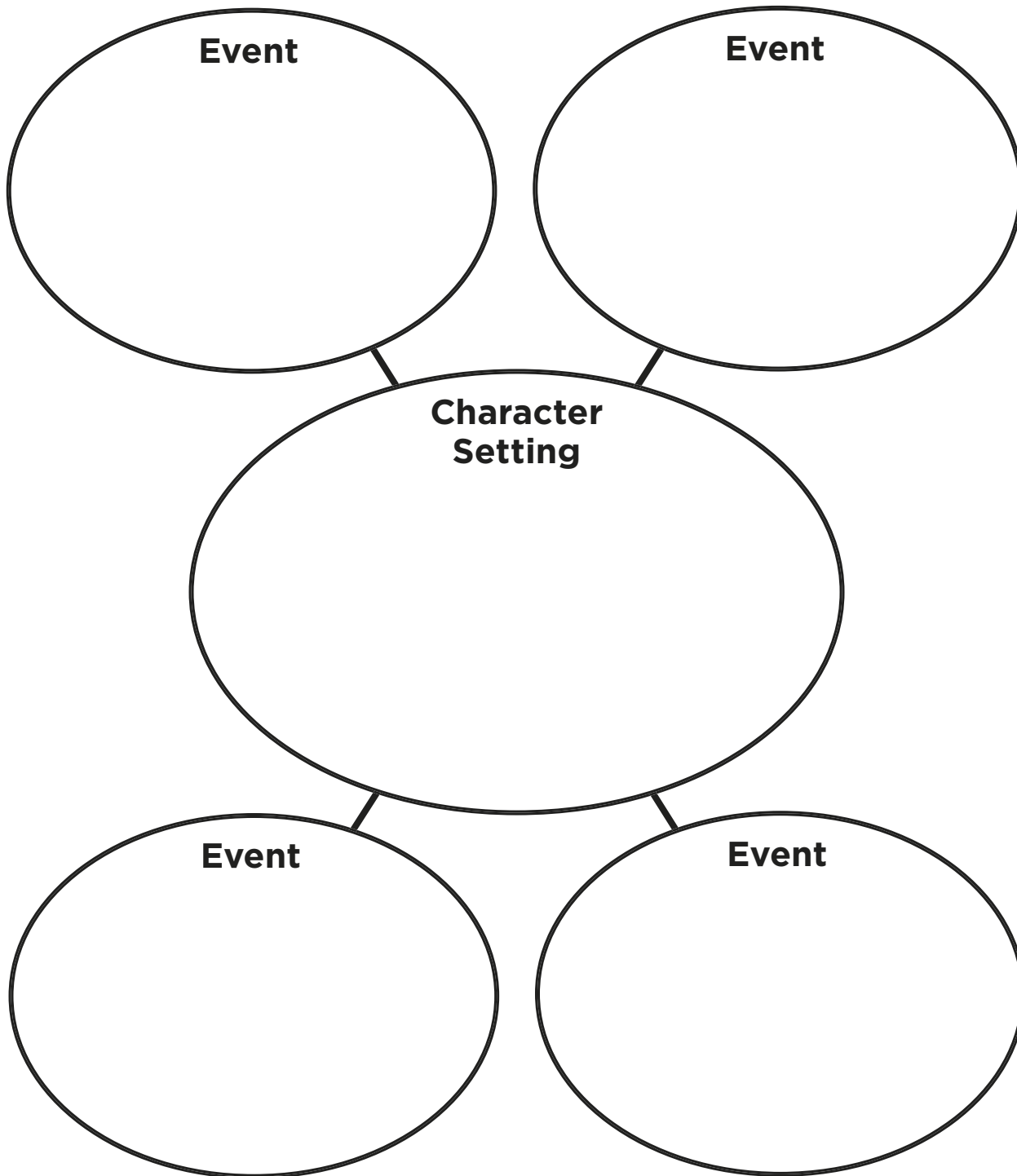
\_\_\_\_\_ The doctor's specialty is treating people's hearts.

\_\_\_\_\_ My dad's specialty is apple pie.

**special/speech****specialty** **1.** a special thing that a person knows a lot about **2.** a special product, such as a type of food

Name \_\_\_\_\_

As you read “The Great Ice Cream Shop Turn Around,” fill in the Story Web.

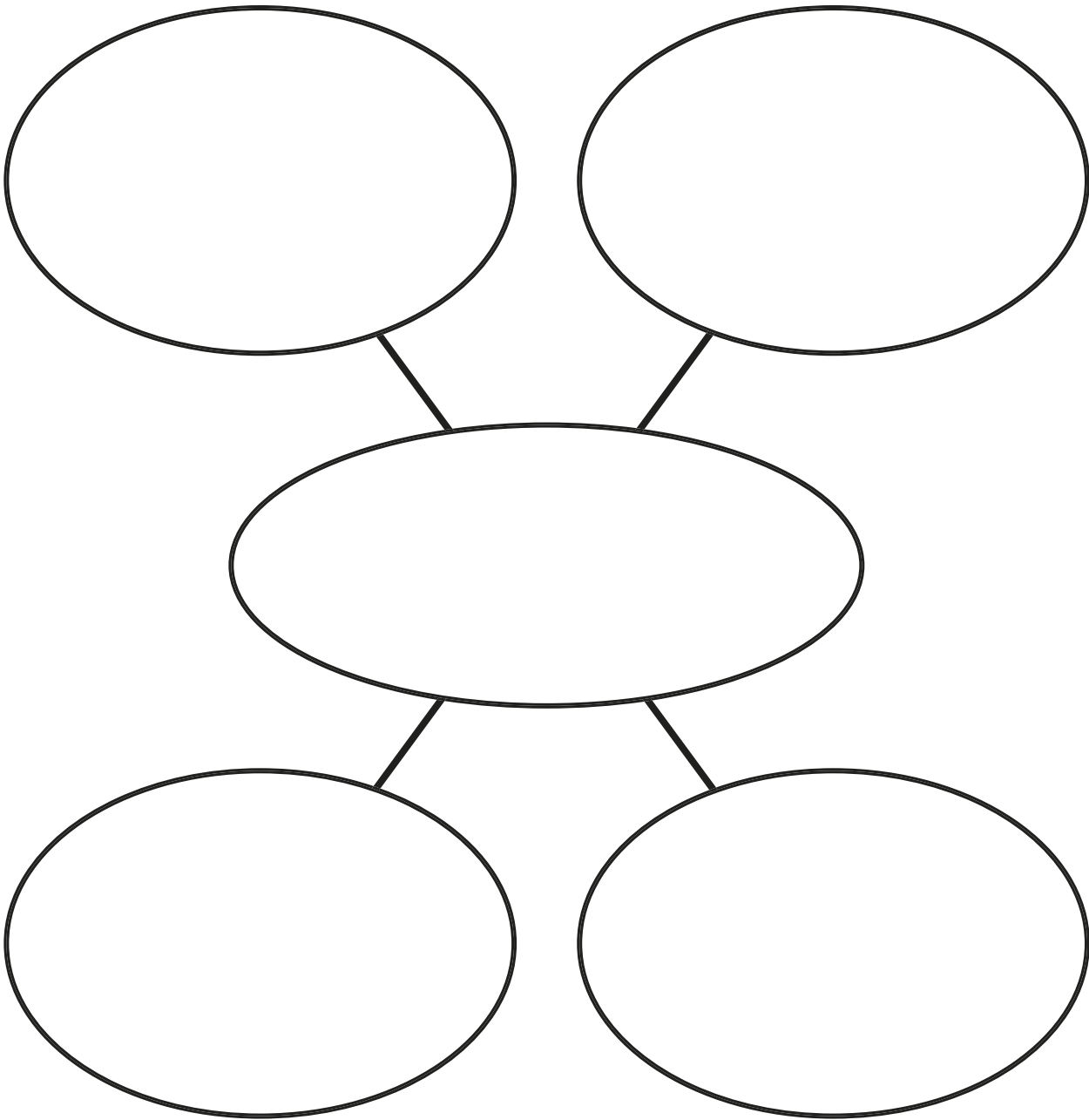






Name \_\_\_\_\_

To help you plan your writing, fill out an organizing web.



Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Two Astronauts**

Mae Jemison and Ellen Ochoa were female astronauts. They were alike in a lot of ways. Both grew up at a time when few women had jobs as scientists. Both had other jobs before they became astronauts, and both were artists.

Mae and Ellen were different, as well. Mae was the first African American woman in space. She was a doctor before she became an astronaut. She was a dancer, too. As a child, Mae dreamed of traveling in space.

Ellen was the first Mexican American woman astronaut. She invented objects with robots before she traveled in space. Ellen played the flute. She did not think about being an astronaut until she grew up. Then she found out that women, as well as men, could be astronauts.

1. Draw a line under these words: **alike, both, different.**
2. Draw boxes around details that tell how Mae and Ellen were alike.
3. List three ways Mae and Ellen were different.

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Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Bobcats and House Cats**

Bobcats and house cats may look alike, but these two kinds of cats are quite different. Bobcats live alone in the wild. They hunt at night and stay away from humans. A bobcat eats mostly rabbits. Bobcats have short tails and are twice as big as house cats.

House cats live with people. Some house cats like to be alone, but a lot of cats like to sit with their owners and be petted. House cats hunt mice and birds. They use their long tails to help with balance.

Both bobcats and house cats are skilled hunters. They pounce on the animals they hunt. Both cats are good at running and leaping and climbing trees.

1. Draw a box around these words: **alike, different, both.**
2. How are bobcats and house cats alike?  

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3. How do bobcats and house cats act differently around humans?  

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Name \_\_\_\_\_

**Read the passage. Then complete the questions.****David's New Ice Cream**

David needed customers in his ice cream shop, so he decided to make a new flavor of ice cream. David mixed different toppings with ice cream. He tried apples and nuts, fudge and grapes, and carrots. No flavor was right.

Then David went home to eat. He saw peanut butter and jelly on the shelf. "That's it!" he cried. He mixed peanut butter, grape jelly, and ice cream together. It was perfect.

The next day David gave away free samples of the new ice cream. After that, huge crowds came to David's shop.



1. What was David's problem?

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2. What did David decide to do to try to solve his problem?

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3. How did David solve his problem?

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Name \_\_\_\_\_

**A. Circle the two words with the same vowel sound as the bold word. Underline the words that have the consonants *spl*, *scr*, *spr*, *thr*.**

1. **rake**      ray      scam      pain
2. **theme**    three      hen      beat
3. **like**      spin      bright    kind
4. **bone**      yellow    spot      coat
5. **saw**      sprawl    wall      splash
6. **book**      took      moon      shook
7. **cow**      sound    how      toe
8. **soon**      stew      soy      food

**B. Complete each section.**

1. Fill in the missing parts to make each word.

\_\_\_\_\_ + **help** + \_\_\_\_\_ = **unhelpful**

**dog** + \_\_\_\_\_ = **dogs**

**hurry - y** + \_\_\_\_\_ + \_\_\_\_\_ = **hurries**

**patch** + \_\_\_\_\_ = **patches**

**kind** + \_\_\_\_\_ = **kindness**

**cloud** + \_\_\_\_\_ = **cloudy**

2. Read each word. Draw a line between the syllables. Circle the vowel teams. Underline syllables with *tion*.

action      nation      window      contain      bookcase