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Directions

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

An activity is provided at the bottom of each page. After children have read the passage(s) on the page, have them complete the activity to extend their learning.
At Bat

Pam is at bat.
Pam hits the ball.
Pam will carefully pass the bat to Bill.

Bill will bat.
Bill hits the ball.
Where is it?

Sam has to bat.
Will Sam hit the ball?
Pam whispers to Bill, “Can Sam hit it far?”
Sam hits it far.
Tag!

Jan ran to tag Tim.
Tim ran to tag Dan.
Tim is excited. He did not miss!

Jan, Tim, and Dan sat on a mat.
“Did I win?” asks Tim.
“You did!” says Jan.
Tim wins a pin as big as a pan!

Activity

Underline the words that have a short **i** sound.
Tom Gets a Pet

Tom met six hens.
Tom met six pigs.
Tom met six pups.

The hens sit in the sun.
The pigs sit in the mud.
The pups sit on a rug.

Tom gets a pup for a pet.
The pup runs and hops.
Tom enjoys his pet pup.

Activity
Underline the words that have a short e sound.
Les Is on a Jet

Les gets on a jet.
He has a pen and a top.

Les sits with Jill. Jill has a bag with a pin.
Jill has a pin for Les.
Les shares his top with Jill.
He lets her spin the top.

The jet is hot. Jill gets a fan.
It is a lot less hot!

Activity

Underline the words that have a short e or o sound.
Dad Saves a Cat

Jake’s dad is in bed.
Jake has to wake him. A cat is in a well!
“Wake up! Wake up!” says Jake to his dad.

His dad is a firefighter. He can save it.
His dad runs to the well.
He will use a rake to save the cat.

The cat is safe. Jake lets it sit in his lap.

Activity
Write a sentence about Jake’s cat.
Ned in the Lake

Ned sits by a big lake.
The sun is very hot.
Ned can jump in the lake.

Ned can take his pet pup.
The pup can swim in the lake.
Ned and Pup jump and swim.

Ned can see Dave and Kate.
Dave and Kate jump in the lake.
Ned and Pup swim with Dave and Kate.

Activity
Make a list of words that rhyme with lake.
Bike Ride!

Mike likes to ride his bike. He will ride to his home on the lake. Mike will ride up a hill. The ride is five miles. It will take Mike a long time.

“Time to ride!” Mike yells. Mike rides well and is not late. His mom has her arms open wide. She gives him a hug. “I made pancakes!” Mom says. “Time to dine!”

Activity
Write a story about Mike’s bike.
Game Time

Miles has a game with tiles. He likes this game. He smiles. It is a language game. His mom and dad sit on a mat. They will play his game.

His game has lots of tiles. His mom takes tiles. His dad takes tiles. Then he takes tiles. Miles lines his tiles up on the mat. Miles can not win all the time. He is nice when he does not win.

Activity
Underline the words that are spelled with an i.
Jove and Hope

Jove is a pup.
Hope is his mom.
Jove sits on Hope’s lap.
Jove likes Hope a lot!

Hope takes a long nap.
Jove pokes Hope with his big nose.
Hope gets up and gives Jove a big hug!

Activity

Circle the words that have a short o sound.
A New Time Zone

Jan’s home is in Rome. He will take a jet to America. He will be in an earlier time zone. He thinks he will like it.

Jan will ride a bike to a big lake. He will take a cap, mitt, and bat. Jan will play games like other kids.

“I will like it!” says Jan. “It will not be a bore. I will have fun.”

Activity

Write about other things Jan might do in America.
Luke has a pine tree. It is big and wide. It makes cones that hide its seeds.

Tom has a rose. It has six buds. Tom gives it water so it will get big. Tom ties his rose to a tube so it can stay up. A pine and a rose like lots of water and sun.

Activity
Write about another kind of tree or flower.
Jude’s Tune

Jude’s dad lets him play in the mud.
Jude has a tune he hums as he has fun in the mud.

“Can I make a tune about mud?” asked Jude. “Yes, Jude, that is fine,” his dad said.

Jude has a neighbor named Bud. He likes to hum, too.
Bud hums Jude’s tune to his dad. “I like Jude’s tune,” said Bud. “It is Jude’s mud tune,” said Dad.

Activity

Write your own words to a tune.
A Slug on a Slope

Stan sat on a slope. He dug a hole in the wet mud.
“I see a slug—a big slug! It is a slug in the mud!” cried Stan.

His mom slid down the slope. She gave Stan a tube.
“Rescue the slug!” she yelled.

Stan put the tube in the mud. The slug slid in.
“The slug will not get wet!” said Stan.
“I rescued him!”

Activity
Tell how you would rescue an animal stuck in the mud.
Drake is on a sled. A young pup slips and takes a spill.
Drake puts the pup on the sled. He gets a rope.

“I can pull the sled with the rope,” says Drake.
“I will take him home and name him Spike.”

Spike and Drake skip home. Drake’s dad pets Spike.
“I will give you a bone. Then I will get a vet!” says his dad.

**Activity**
Tell how Drake might have told his dad about Spike.
Gail is in Pain!

Gail is in bed. Gail is in pain! She may have a broken bone. She fell in a hole and cut her leg.

“Gail will be fine,” said Dr. May. “But she must stay in bed and rest up.”

“Stay still,” said Gail’s mom. “Stop! Do not slide your leg in bed!”

Gail gets lots and lots of mail. Gail will stay in bed and rest.

Activity

Write about a time you had to stay in bed.
Rain on a Sail

Fay’s home is on a bay. She likes to sail with Dad in May and June.
On a Sunday in May, they set sail. Then the rain came.
Then the wind came. The wind cut the sail.
Dad had to tug on a rope.

Dad got them back to the bay.
Fay and Dad stay safe!

Activity

Make a list of words that are spelled with ay or ai.
Light in a Hole

Ty spots a mole. It is in a hole. It does not like the light.
Ty will sit right by the hole. Might the mole come out at night?

Ty will rest. He will lie by the hole and wait for the mole.

“The mole peered out of its hole!” yells Ty. “It was such a sight!”
Ty ties a light on a rope. He drops the rope in the hole.

“I do not spot the mole,” he sighs.
“It may not like my light.”

Activity

Write about why a mole might not like light.
Mike and Meg

High on a hill is a red fox named Mike. Every fox recognizes Mike as a bright fox. A fox might like Mike, but at night Mike likes to fight.

His mom, Meg, likes to lie in the sunlight. “Stop, Mike!” cried Meg. “Try not to fight. Stay by Mom and lie in the sun!”

“Right,” sighs Mike, “I will not fight. Then I might be liked!”

Activity
Write about why you think Mike is not liked.
Joe Rows a Boat

Joe has a boat at home. He likes to row his boat in the moat around his home. His friend Bo will row with him. Dad will watch.

Joe puts on a uniform to row. “I row a lot,” Joe tells Bo. “I row five times a day!”

Bo gets in the boat to help Joe row. “I know if I row I can stay fit,” Joe tells Bo. Joe and Bo get in the boat and row in the moat.

Activity

Write about what you would do if you had a moat by your home.
Moe Mows

Moe has a job. He mows grass. Moe starts on the right and mows until the grass is low. “I mow day and night,” says Moe.

Moe knows a girl named Jo who mows grass. Jo mows fast but does not mow at night. She mows a lot on Sunday.


Activity

Write about why Moe helped Jo.
Lee Tells Silly Tales

Lee likes to tell funny, silly tales. He tells tales about his dreams. Lee had a silly dream of a queen.

Nineteen green beans got stuck deep in the mud. A queen sees the green beans and tries to free them from the mud. But the hill is too steep, and she cannot get to them. The queen tells a bee to get the beans. But the bee will not speak.

“Please, bee. I am too weak,” weeps the queen. The bee tells three fleas to help. The queen, bee, and fleas get the beans. They eat the beans at a feast. The beans are a yummy treat!

Activity

Write another tale that Lee would tell.
Sally likes to sail on the sea. Sally plays with a seal named Lady. Lady’s coat is wet and sleek.

Sally and Lady like to play hide-and-seek. Lady can leap high. Then she can dive deep into the sea to hide in the reeds.

Sally can see Lady float up to the top to breathe. Sally waits until Lady peeks her nose up out of the reeds and squeaks a funny seal tune. “You do like to put on a show!” Sally says. “You make it easy to play and have fun.”

**Activity**

Make up a funny seal tune that Sally might squeak.
Good Rules

Rules are made to keep us safe. Staying out of the street is a good rule. Using a floating tube in the water is safe, too. Do not assume that a rule is made to make you mad.

When you are in someone else’s home, try to follow the rules. You do not want to be rude! It is a good idea to follow rules in class, too. Your teacher wants you to keep safe. What rules must you follow?

Activity

Make a list of rules you should follow in the classroom.
Bad Jude

Jude fell and cut his hand. His mom had told him to be careful. She even repeated the swimming rule: “Do not run on the deck.” Jude did not listen. He ran. The deck was wet and he cut his hand.

Dr. June told Jude, “I am going to put a bit of cream from this tube on your hand.”

Jude was upset. “Will I be able to swim?” he asked.

“Yes, Jude. But not until you use up all the cream in this tube,” said Dr. June.

Jude was not happy. But he will follow the rules from now on!

Activity

Write about rules you should follow at the pool.
A Shell on the Shore

Thad found a big, thin shell. He got it on the shore. There is a chip in it.

“Who lived in this shell?” Thad asks. “I will share this with Jeff.”

Thad runs to see Jeff. He shows Jeff the shell.

“Did it come from a ship?” asks Jeff. “No, I do not think so,” says Thad.

Unable to tell when the shell came to the shore, Thad takes a guess.

“It has a chip in it but it is still white. I do not think it is ancient. Did a clam live in it?” Thad asks.

“Yes, I think so,” says Jeff.

Activity

Write about a shell you have seen.
Sheep and Goats

Chad likes to go to the farm. He can see a lot of sheep and goats. Dogs chase the sheep on the farm. That is their job. Pat has a job at the farm. “I own nine sheep and five goats. I raise goats. I make cheese from the goat’s milk,” Pat tells Chad.

Chad thinks it’s fun to have a job with sheep and goats. “Which job can I do?” asks Chad. Pat tells Chad that he can help shear the sheep’s hair. The sheep’s hair can be used to make sheets and coats. Chad stays and helps Pat.

Activity
Write about other jobs you might like to have on a farm.
Seth will perform in a show. “You will see a chick that can do math!” yells Seth. “It is a play about a chick named Rich!”

Seth will be Rich the chick in the play. Rich is an odd chick. He lives by the lake with lots of fish. He likes to play ball and pitch. The chick can also do math. “Math is not bad,” Rich the chick likes to say. “I do it each day!”

Rich must take a bath and dash up the path. Rich sees a ranch with lots of sad chicks! Rich must help these chicks. He must free the chicks and cut the chain. They will be free in a flash!

**Activity**

Write a short play.
Jill’s Sash

Mitch makes clothes for shows. He gets cash to buy cloth.

Mitch is in a rush. He has to dash to a show. Jill has lost her red sash! “What a shame,” says Mitch. “I ran out of red! I will make Jill a white sash.”

But Mitch can not remember how to make the sash. “Just my luck!” he moans. “Did I stitch this up or down? I did not take notes!”

Mitch must rush the white sash to Jill. “I hope Jill will like it,” he says. “I hope it will match.” Jill hugs Mitch when he ties on the sash. “This does match!” she cries. “What a day!” sighs Mitch.

Activity

Write about the show that Jill is doing.
Chicks Can Scratch!

Stretch lives on Spring Street. He has dogs, cats, pigs, and chicks. Each day, Stretch puts a leash on his dogs, cats, and pigs. He takes them for a walk on Spring Street.

Stretch can not put his chicks on a leash. They get mad and scratch him! The chicks stay at home and strut around.

By ten, the dogs, cats, and pigs are home. So is Stretch. He then sprays the pens to clean them.

“Is it time for lunch yet?” asks Stretch impatiently. He feeds his animals scraps. Then he goes to his home to eat.

Activity

Draw what happens if Stretch puts his chicks on a leash.
The Scared Cat

Will has to paint the back steps. He scrapes the sides and then paints white stripes. As he paints, a stray cat snoops around the steps. Will sees that the cat is not walking well.

“Oh my!” yells Will. “Did you sprain your leg? Can I pick you up?” The cat is nearly out of Will’s reach. The cat is scared. “Do not scratch,” begs Will. “I will save you!”

Will strains to keep the cat in his arms. He takes the cat to the steps and feeds it milk. The cat laps it up and demands more. “Not yet, cat,” says Will. “You need to rest!” Then Will and the cat take a nap.

Activity

Write about what happens to the cat next.
An Ape Named Marty

Marty is an ape. He needs to eat each day. Marty can go far from his home to seek food. He eats fruit, leaves, seeds, or a core. He also nibbles on corn.

For Marty, it is a bore to just sit. He likes to sort sticks and run. He likes to swing from his arm. Marty likes to lie under the stars. He likes to play and see the night sky. Marty likes to have fun!

Marty must stay far from cars. He needs to live in the forest where it is warm and safe. Marty is a kind ape!

Activity

Write about another animal that eats fruit or leaves.
Bart Gets a Pet

Bart wants to have a pet. He will go and find a pet. But he needs to learn more about what kind of pet he can get.

After he reads about pets, Bart gets an idea. “I want a python!” he screams. “It can slide on my carpet.” He will go and get this pet.

Bart darts out and sees Ned. Ned asks, “Bart, what pet will you get?”


Bart starts to think. “I think I will get a hamster instead!”

Activity

Write about a pet you would like to have.
Arthur the Goat

Arthur is a goat. He was deserted by his herd.

“I do not need to go with a herd!” thinks Arthur. “I will be fine without them.”

He finds five yaks. He lives with them. Their names are Fern, Kurt, Bert, Wes, and Fay. Arthur likes to eat wheat. He has a lot of fur but runs and hides when it freezes outside.

“I hate the snow!” Arthur moans. “I leave when the snow falls.”

“Yes, Arthur, it is true. That is what you do!” say the yaks.

The yaks do not feel bad for Arthur. His fur is soft and keeps him very warm!

Activity

Write about how Arthur might feel about being deserted.
Burt’s Perch

Tate has a bird named Burt. Burt is red and lives with a cat named Sir. Sir likes to bother Burt. Tate will make a perch for Burt. That way, Burt will not get hurt.

“I will make you a red perch, Burt,” says Tate. “Do you like red?”
“I really like red!” yells Burt. “Fine,” says Tate. “I will get red paint and a stick and make you a perch.”

Tate went shopping. He got paint and a stick. He made a perch for Burt.

“Nice perch, nice perch!” yells Burt. “Ha, ha, Sir!” “I am happy you like it,” says Tate. Sir is not so happy!

Activity

Write about how Tate might have made the perch.
Should Brooke Cook?

Brooke stood by the stove. It was her turn to cook. Her sister did not think Brooke was a good cook. Brooke would show her! The hardest part so far had to be reading the cookbook.

So she took a fish from the brook and shook off the water. She had seen her dad cook a fish on a piece of wood. She took the wood and fish to the stove.

Then Brooke’s sister ran into the house. “Did you cook?” she asked. Then she looked at what Brooke had made for dinner. Would she like the fish? She took a bit of it. Then she yelled, “Brooke can cook!”

Activity

Write about your favorite meal and who cooks it.
Ryan and his dad went to a brook and took a look.
“I see a hook!” yelled Ryan. “What can we do with it?”
They stood by the brook and looked at the hook.
“We can look for hidden treasures in nooks!” said Ryan.
“We can put the hook in the brook to look,” said Dad.
Dad put one foot in the brook. He gave Ryan the hook. Ryan put it in the water and remained still.
“I got something!” he said. He had to tug, but the hook came up. A book was on the hook.
“That is a good book!” said Dad. “It looks like you own a lucky hook!”

Activity

Write your own tale about what Ryan finds on the hook.
Sue was chewing the stew that her mom made. There was a big boom in the back room!

“Oh my!” said Sue. “The window blew shut. There must be a lot of wind!”

Sue went to the back room and peered outside. The sky was blue. Sue went back to eat the rest of her stew and drink her fruit juice. After she finished eating, she went to the back room again. She peered outside. The sky was gray.

“Will it rain?” Sue thought. “I had better close the windows. If there is a storm, it will not destroy my home!”

Sue closed the windows just in time. The rain started to fall hard when she closed the last one!

**Activity**

Write directions to follow during a storm.
Stew’s Bruise

Stew has a new blue bruise on his arm. How did he get it? Stew’s new car got stuck in the mud after a flood.

He did his best to move the car. His arm got stuck in the car’s window. It just would not move! Then Stew’s new car ran out of fuel. “I will have to push it!” exclaimed Stew. “The mud is preventing it from moving.”

Stew got out of his car. He waded in the water. “Oh, no!” said Stew. “Why did it have to flood today?”

Stew pushed and pushed until his car was home. “My arm hurts from pushing,” he said. Stew spotted a blue mark on his arm. “I got a bruise,” he sighed. “I do not want to push my car again. That was no fun at all!”

Activity

Write about how Stew got a bruise on his arm.
Paul and Dawn

Paul is a hawk. He lives in a tree near Mr. and Mrs. Sawtaw's home.

One day, Paul saw creatures crawl in the grass. Suddenly, he saw his daughter, Dawn, on the grass.

“Why are you down there?” asked Paul.
“I had time to explore!” said Dawn.

He swooped down and took her in his claws.
“You must not sit on the lawn,” yelled Paul. “You are a hawk,” he said. “You need to stay in the trees!”

“I am sorry, Dad,” said Dawn.

“You are a noble hawk,” Paul said, “so you must not squeak and squawk on the lawn. Do not cause me to get mad!”

Activity

Write about what Dawn did next.
In the city of Gawtin, there is a law about pets. Cats and dogs can not be outside without their owners.

Tawny is a cat and belongs to Mrs. Pautil. Tawny likes to tiptoe out of the yard when Mrs. Pautil isn’t watching!

Mrs. Pautil spotted Tawny outside this morning. “Bad cat!” said Mrs. Pautil. Then she saw that Tawny’s claw was bleeding. “You hurt your paw, you bad cat,” said Mrs. Pautil.

She lifted Tawny up, and he wiggled to get loose. She set him on the floor inside. “You are an indoor cat, Tawny!” she explained. “You can get hurt outside. You must be careful!”

With that, Mrs. Pautil cleaned Tawny’s paw and let him go. Tawny lay down for a long nap!

Activity

Write about how to keep pets safe.
Scowl the Owl

The town of Thousand Owls is dry. It has not rained in Thousand Owls for five years! There is not a flower anywhere in the town. But there are lots of owls! They sit outside the town hall.

One owl named Scowl always has a frown on his face. That is how he got his name. Scowl does not like Thousand Owls. “It is too dry!” he loudly complained one day. “I want to get out of here.”

Scowl flew beyond Thousand Owls. It was wet and rainy. “I don’t like it here either!” said Scowl. “It’s too wet!”

Scowl flew to tell his mom. “Mom,” he said, “let’s get out of town. Let’s go where it is wet part of the time and dry part of the time. We will have the best of both worlds!”

Activity

Write about Scowl’s next trip.
Lisa lives in New York. Her dad just took her to Arizona. It is warm there all year round. When she came home, she told her classmates about her trip.

“It was very hot and dry there,” said Lisa. “Some animals howl at night. They make loud sounds.”

“Did you see snakes?” asked Ted. “Oh, yes!” exclaimed Lisa. “I saw lots of snakes. They are such outstanding creatures!”

Lisa’s class asked to hear more. Just then, the bell sounded outside the school. “Not now,” begged Lisa. “We’ll be late for class! But after class, I will tell you what I found on my trip!”

Lisa and her classmates ran to school. They made it just in time!

**Activity**

Write about what Lisa might have found on her trip.
Mr. Moy’s Toys

Mr. Moy makes toys. He has a toy shop on Boyer Street. Boys and girls like to visit Mr. Moy and see what he is making. A boy named Roy helps Mr. Moy make toys.

“It is a joy to make toys!” says Roy. “What are we making today, Mr. Moy?” he asks.

Mr. Moy grins. “How about a toy king?” he asks Roy. “We can gather foil and start to make him!”

Mr. Moy and Roy are happy. They set the king out in the shop for sale. “Will others know what it is?” asks Roy.

The boys and girls see the king and say, “That is such a royal king!” Mr. Moy and Roy grin. “It is indeed a royal king!” yells Roy with joy.

Activity

Write about a toy you would make with Mr. Moy.
Troy Joins Joy

Joy is playing with her friends outside. Her brother, Troy, wants to join them. “Can I play with you?” he whines.

“Don’t be so annoying!” says Joy. “You don’t need to whine. We agree that you can join us. We are playing tag.”

Troy jumps up and down. “I like tag! Can I be it?” he asks Joy. Jake says, “I want to be it, too.”

Joy spots a coin. “We can flip a coin to see who will be it!” she says. Joy flips the coin and Troy wins.

Joy, Jake, and Troy play tag. Roy sees them playing and wants to join them. “Can I play, too?” asks Roy.

“Yes, you can! Join us!” says Joy. Joy, Jake, Troy, and Roy play tag late into the day.

Activity

Create a new game to play outside.
Alissa’s Job

Alissa is learning about jobs. She likes the idea that she can pick her job.

Alissa’s teacher has asked the class to tell what job they want. It is Alissa’s turn. “Alissa, what would you like to do?” asks Mrs. Rebba.

“I would like to travel!” exclaims Alissa. “I will go to China.” Mrs. Rebba grins. “Alissa, a voyage is a good idea but China is so far away. Who will go with you?”

“I will go alone,” says Alissa. “Then I will return to America and make cakes in a bakery.”

Her class claps and claps. They like that idea! “That is good, Alissa! And I will go visit you in the bakery and watch you make cakes,” says Mrs. Rebba.

Activity

Write about a job you would like to have.
Pamela likes plants. She is most interested in plants that she eats.

“Why don’t you study about them?” asked Pamela’s mom yesterday. “You can visit a farm or a library to learn more.”

“That is a good idea!” said Pamela. “I can read about plants and then see them.”

Pamela’s mom called a farm nearby while Pamela went to the library. “There are so many books about plants!” Pamela exclaimed. She read about alfalfa, yucca, and bananas. When Pamela got home, she had a lot to tell her mom.

Today, Pamela’s mom is taking her to the nearby farm. The farm has vast fields for growing plants. She will see bananas, yucca, and other plants, too. Maybe she will even get to eat them!

Activity
Write about other plants that we eat.
Gnalla and the Wren

Gnalla has a garden. Yesterday, Gnalla worked in her garden. She knelt to cut plants and trim blooming flowers.

Suddenly, a wren swooped down and landed in the garden. “Little wren, what are you doing here?” asked Gnalla.

The wren stopped and looked at Gnalla. Then it began pecking at the dirt. “I know what you are doing!” exclaimed Gnalla. “You are eating gnats!” The wren looked at Gnalla again.

Gnalla got some seeds. She took the seeds and dropped them on the ground. “Here, little wren,” she said. “Come and eat the seeds!”

Then Gnalla gave the wren some crumbs. “Tweet!” yelled the wren as it flew away. Gnalla grinned. “It is a sign that it will be a good day!” she said.

Activity

Write directions for feeding crumbs to birds.
Mr. Wrago owns a plumbing company. He helps people when the pipes around their homes don’t work.

The phone rang. “Wrago Plumbing,” he said when he picked up the phone.

“This is Mrs. Knop. I need help!” she wailed. “My sprinkler is leaking! I worked hard to stop it, but my thumb got numb and my muscles started to hurt.”

“Don’t fret, Mrs. Knop,” he said. “I will be right there!” Mr. Wrago got into his plumbing van and drove to Mrs. Knop’s house. Mrs. Knop met him in the driveway.

Mr. Wrago got his wrench and started to work. He put a rag over the sprinkler while he worked. The rag got so wet, he had to wring it out!

When Mr. Wrago finished, Mrs. Knop exclaimed, “Mr. Wrago’s wrench saved the day!”

Activity: Write about another problem that Mr. Wrago fixes.
Regis and Cindy’s Spacecraft

Regis and Cindy like to play. “Let’s make a fancy electric car that can fly to the moon!” said Cindy.

“Good!” exclaimed Regis. “First, use this pen to sketch the car. Then we can use the drawing to make a model of the car.”

Cindy took the pen and began to draw. Since Regis wasn’t drawing, she went to get supplies. “We need paper for the body of the car. We also need four circles for the wheels,” he whined. “Can you help me?”

“Yes, I will help,” said Cindy. She found a pile of round rocks. “These are circles. We can use these for the wheels.”

Regis got red paint for Cindy. She painted the fancy electric car red and put the wheels on it.

“Let’s go!” said Regis, jumping into the car. “To the moon we go!” Cindy yelled.

Activity

Write about what Regis and Cindy do on the moon.
When Brice gets older, he wants to be an astronaut. “I want to go to space,” he told his teacher.

“That is a very good idea, Brice,” said Mrs. Price. “But you must study a lot before you can go to the moon! It is important to work hard now.”

Brice grinned as he thought about what he does every day. He always listens in class and does his homework. He really enjoys reading books. He even visits a science center on weekends. He dreams of placing his feet on the moon and making footprints.

“Yes, it is important to study,” Brice said to Mrs. Price. “But I do not mind. I like to study, and someday I will walk on the moon!”

Activity

Write about a place you want to explore.
A Smudge for Smidge

Marge is making fudge for a party. Marge needs a large amount since the party will be huge.

Marge went to fetch chocolate this morning. She came home to make the fudge. When she went to her pantry, she saw something strange. There had been a smudge of chocolate inside in the morning. Now, the chocolate was missing!

Shocked, Marge leaned on a ledge. “I put it in there just a while ago,” she explained. “It should not have budged! Without the chocolate, there can be no fudge!”

Marge felt behind a ridge in the pantry. “Oh, no!” she yelled. Her dog, Smidge, snuck out of the pantry. His face was full of chocolate. Smidge licked Marge’s face. “I forgive you. But what about my fudge?” she moaned.

Activity

Write about a new flavor of fudge you would like to eat.
Midge’s Picnic

“Let’s have a picnic in the park by the bridge,” said Midge. “We can get a whole range of food!” Midge’s mom liked his idea.

“I will go to the market to get food,” said his mom. “I can put it in the fridge at home until the party.”

Midge stayed by the bridge to plan the picnic. He cleaned the picnic ledges and set out games. He arranged placemats on the ledges for a change of color. Then he called his friends.

His mom brought food and put it on the picnic ledges. “The rest is in the fridge at home. I will get it.”

When her mom returned, Midge had finished setting up for the picnic. His friends came. “It is time to judge who can make their tummy bulge the most!” declared Midge, and they devoured the food!

Activity

Draw and write about a party you want to have.
Claire is writing a story about a princess named Flair.

Princess Flair had long hair. She spent most of her days sitting in a chair. She ruled the kingdom of Udair from her chair. Her large pair of princess slippers didn’t fit well.

She had a magic wand in the shape of a star. One day, Princess Flair tripped on her princess slippers and fell down the stairs. “Oh, no!” she wailed. “I dare say I have a big cut on my arm!”

She was far from a doctor, so she waved her magic wand. “I wish for no scar and princess slippers that fit!” she whispered.

Suddenly, Princess Flair’s slippers were just right, and her cut had vanished! The princess was so happy, she...

Claire stopped writing. “What should Princess Flair do next?” she wondered.

Activity
Write an ending to Claire’s story.
Phonics

r-Controlled Vowels ar; air, are, ear, ere

**Sar’s Tar**

Mark was given a journal. In it, he wrote about a make-believe city called Par.

In the land of Par, tar was rare. Every year, the people of Par searched for tar. Those who found tar made great things. Those who did not find tar had to wait until the next year.

The best tar finder was Sar. He found tar in strange places, like a lion’s lair. Sar would put a jar by each place he went to look for tar. When he found tar, he would put it in the jar. Sar had searched for tar since he was little. He had memories of finding tar as a child. He even remembered where he had found the tar!

Sar built roads with the tar. The people from Par loved Sar because he shared!

**Activity**

Create your own make-believe city and write a story about it.
Homer and Ameer

Homer and Ameer are peers in the same class. Homer and Ameer like to pretend that they lived long ago. “What do you think cavemen did?” asked Homer.

“I think they worked hard and played here and there,” said Ameer. Homer shook his head. “I think so, too. Let’s pretend we are cavemen!” he said.

Homer and Ameer set up a cave in Homer’s room. Then they began to play. “Oh, dear!” exclaimed Ameer. “I am in fear! I see a big herd of animals headed this way.” Homer peered out of the cave they had made. “Yes, I see the herd!” he said. “Let’s run to the rear of the cave to stay safe.”

Homer and Ameer went to the back of the cave. “Do you hear the herd on its way?” asked Homer. “No,” said Ameer. “I think that noise is my tummy. I am hungry!”

Circle the words that end in er.

Decodable Passages
Paneer Hears Thunder

Paneer is studying how people made music years ago. He has been reading about drums. Paneer has learned that some people played tambourines. These instruments make a sound like thunder.

Long ago, tambourines were made by stretching animal skin over a rim and stitching it in place. Then disks were put on the sides by the rim. The tiny disks hit each other when the tambourine was shaken. People still play the tambourine today. Tambourines can help keep the beat for singers.

Paneer wants to hear a tambourine. His music teacher shows him one. He watches her shake the tambourine. Paneer taps it near his ear. It does sound like thunder!

Activity

Write about how thunder sounds to you.
Dora’s Wings

Dora likes to make things. She thinks of a thing to make and then she puts it together. Today, Dora was at the park. She saw a bird open its wings and soar.

Seeing this made Dora want wings, too. She went home and drew a pair of wings. Then she got more paper and drew herself soaring. “I will soar today!” said Dora.

It was time to make the wings. Dora used feathers for the tops of the wings. She used more feathers on the tips. Dora put on the wings and ran. She flapped her wings until she felt like she was soaring. “I am not a bore!” she yelled. “I can make wings and soar!”

Activity

Write three words that end in ore.
Blair’s Corn Planter

Henry Blair lived over one hundred years ago. He was an inventor, which means that he made new things. One thing he made was a corn planter.

Before Blair invented the corn planter, farmers had to put each seed in the ground. Blair thought it would be nice to have a machine do this fast. That is why he made a corn planter. He got a patent in 1834 for the corn planter.

The planter planted more than just corn. It also planted other seeds. Once farmers started using the corn planter, they did not have to lean over. Their backs were not sore!

Henry Blair was an important inventor. His corn planter has changed over the years. It has helped many farmers. Planters are used more and more every day!

Activity

Write a story about another inventor or invention.
“Sire! Sire, there is a fire!” yelled Yire. The king rolled out of bed. He was still sleepy.

“Tug on that wire, Yire,” said the king as he pointed at the window. “Tell the town crier about the fire. Ask him to alert the town!”

“Yes, sire,” said Yire. He tugged on the wire. The town crier came to the window.

“Crier, there is a fire. Tell the town this dire news!” yelled Yire.

The town crier ran to the hill and screamed. “A fire is in our town! Leave now!”

Many left right away. Others had to be lured out. They had wanted to stay.

Soon, the town was empty. The king, Yire, and the town crier stood on the hill. The fire was put out quickly. Before long, the town was as good as new. The crier had saved the day!
Kire’s Tires

Kire has a tire shop. The name of the shop is Kire’s Tires.

Kire can fix almost any tire problem. He can patch holes in tires. He can also pump air into them.

Lots of people bring their bikes and cars to Kire’s Tires. Kire can fix any tire.

But Kire has too many tires to fix. He needs to hire a tire helper! He cannot endure so much work by himself!

Kire will make fliers to hand out about the job. Then he will talk to those who want to be his tire helper. Kire will look for people who can fix tires fast. He needs a good helper.

Kire hopes to hire a helper soon!

Activity

Write about Kire’s tire helper.
Use the pages in this section to offer further practice with phonics, spelling, and word meanings.

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

Getting Started

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

Instruction

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

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

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

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

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

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

2) Teach four-step sorting in small group.

When you show students how to sort, begin with an easier sort and teach students the four steps that they will follow with each sort.¹

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

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

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

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

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

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

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

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

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

### Sorting at Different Instructional Levels

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

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

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

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


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82 Unit 3 • Music of the Stone Age  
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blue  **oddballs**  room
tool  suit  fruit
clue  glue  flew
new  shoe  canoe
point  royal  follow
near  paper
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company

share

delighted

thinning

enjoyed

wonderful
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mammal    young
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aroma

blooming

muscles

prickly

scent

trade
ancient  site
confirm  unable
hopeful  valid
fluttered  recognized

giggled  snuggled

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beloved  noble  
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burrow  warning
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<tr>
<td>grasslands</td>
<td>violent</td>
</tr>
<tr>
<td>agreed</td>
<td>randomly</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
</tr>
<tr>
<td>gathered</td>
<td>signal</td>
</tr>
<tr>
<td>jabbing</td>
<td></td>
</tr>
</tbody>
</table>
What's the Ending?

Materials
- S-shaped board (p. 135)
- Cards (p. 137)
- 4-part spinner (p. 133)
- game markers
- pencils

Skill: word endings

Prepare: This game is for two players. Use the S-shaped board. Write *begin* in the first square and *end* in the last square. In the remaining squares, alternate writing the endings *-s*, *-ed*, and *-ing*.

Write spelling words on the cards. Use verbs, such as *chase*, *watch*, and *carry*.

Players also use the four-part spinner. Write in the numbers 0, 1, 2, and 3.

Play: The first player spins the spinner and moves his or her marker that number of spaces. Then that player chooses a word card and says, then spells, the word with the ending the marker landed on. Players miss a turn by spinning a 0 or by spelling the word and ending incorrectly. The first player to get to the end is the winner.

Time for Order

Materials
- old magazines and newspapers
- Cards (p. 137)
- scissors
- glue
- timer

Skill: alphabetical order

Prepare: This game is for two players. Have players find and cut out interesting words from old magazines and newspapers. Have players glue each word on a card. Each player needs eight words.

Play: The first player must put all of the word cards in alphabetical order. The second player times the first as he or she organizes the words. The players then switch roles. They compete to alphabetize the words the fastest.

Antonym Tic-Tac-Toe

Materials
- Tic-Tac-Toe grid (p. 138)
- pencils

Skill: antonyms

Prepare: This game is for two players. Use a Tic-Tac-Toe grid. Have players fill in the grid with vocabulary words.

Play: To begin, a player reads one word on the grid and names an antonym for that word. If correct, the player writes an X or an O in the space on top of the word. Players take turns until one player gets three Xs or Os in a row horizontally, vertically, or diagonally.
**Word Maker**

**Materials**
- Word Wheel or Slip Strips (p. 136, p. 141)
- Cards (p. 137)
- paper bag
- pencils

**Skill:** prefixes

**Prepare:** Write the following prefixes on word cards: anti-, dis-, in-, im-, over-, mis-, pre-, re-, and un-. Fold the cards and place them in a paper bag.

Give each player a word wheel or slip strips. (If using slip strips, copy the squares several times so that players can construct strips with eight or twelve squares.)

**Play:** Each player chooses one prefix from the bag and writes it on the inside circle of their word wheel. On the outside of the wheel, have players come up with as many root words as possible that work with their chosen prefix. Players may want to refer to a dictionary for more word suggestions. (For Slip Strips, write the prefix on the rectangular card and root words on the squares.)

---

**Same and Different**

**Materials**
- 4-part spinner (p. 133)
- pencil
- crayons
- paper

**Skill:** compare and contrast

**Prepare:** Two players are needed for this game. Give each pair a blank spinner. Ask them to color each part a different color then alternately label Compare or Contrast.

**Play:** Explain to players that they will be comparing and contrasting themselves in this game. The first player spins the spinner. If he or she lands on Compare, then the two players talk together to find something they have in common. If he or she lands on Contrast, then they talk to find how they are different. Have players record their discoveries on paper.

For a more advanced version of the game, choose topics from stories and literature for players to compare and contrast.

---

**Put It Together**

**Materials**
- Puzzle Pieces, two pieces (p. 142)
- plastic bags
- timer

**Skill:** compound words

**Prepare:** Players need five copies each of the puzzle pieces with two interlocking pieces. Ask them to write five different compound words with the first part of the word on the first puzzle piece, and the second part of the word on the second puzzle piece. You may want to suggest compound words to use, such as schoolhouse, dollhouse, grasshopper, uproot, grassland, rainforest, and inchworm.

Players then cut out their puzzle pieces and place them in plastic bags.

**Play:** Have players exchange their bag with another player. Set the timer at one minute. Challenge players to build all five of their partner’s compound words in a minute. Continue by having players exchange with other players in the classroom.

---

**Games**
Medial Sound Bingo

**Materials**
- 5 x 5 grid (p. 140)
- Spelling Word Cards (pp. 70–99)
- game markers

**Skill:** listening for long vowel medial sounds

**Prepare:** Each player needs a 5 x 5 grid. Above the first row, players write the following medial sounds: ā, ē, ī, ō, ū. Players create their own bingo card by listing spelling words that have the same medial sound under each column. Have available the Spelling Word Cards for reference.

**Play:** Use the Spelling Word Cards to play bingo once players have filled in their grids. Remind children that the winner is the first player to get five game markers in a row vertically, horizontally, or diagonally. For a shorter game, use the 4 x 4 grid and four medial sounds.

<table>
<thead>
<tr>
<th>ā</th>
<th>ē</th>
<th>ī</th>
<th>ō</th>
<th>ū</th>
</tr>
</thead>
<tbody>
<tr>
<td>cape</td>
<td>eat</td>
<td>five</td>
<td>hope</td>
<td>cube</td>
</tr>
<tr>
<td>bake</td>
<td>seek</td>
<td>nine</td>
<td>rose</td>
<td>rude</td>
</tr>
<tr>
<td>rake</td>
<td>mean</td>
<td>side</td>
<td>grow</td>
<td>dude</td>
</tr>
<tr>
<td>ate</td>
<td>queen</td>
<td>pine</td>
<td>cone</td>
<td>rule</td>
</tr>
<tr>
<td>made</td>
<td>need</td>
<td>hike</td>
<td>rope</td>
<td>fume</td>
</tr>
</tbody>
</table>

What Do You Mean?

**Materials**
- Oval or S-shaped board (p. 134, p. 135)
- 4-part spinner (p. 133)
- game markers
- dictionary

**Skill:** multiple meaning words

**Prepare:** Organize players into groups of four. Give each group a copy of the oval board, which may be copied at a larger size if desired, and a 4-part spinner numbered 0, 1, 2, and 3.

First place a star in one of the squares to mark the beginning and ending. Have the group fill in the remaining squares with multiple meaning words such as scratch, beam, signing, uniform, coach, watch, principal, trust, safe, foreign, patient, settled, burst, stage, peer, figure, enclosure.

**Play:** The first player begins the game by spinning the spinner to see how many spaces to go. The player reads the word he or she landed on and names one meaning of the word. As the game continues, if other players land on the same word, they must give another meaning for the same word. Players may want to keep a dictionary at hand to check definitions. The first player to reach the star is the winner.

The S-shaped board can also be used for this game. Write begin in the first square and end in the last square, and then write multiple meaning words in the remaining squares.
1. Cut out and complete a spinner.

2. Mount it on heavy paper.

3. Attach arrow with brad.
Oval Game Board
1. Cut out and complete each wheel.

2. Attach small wheel on top of large wheel with a brad.
4x4 Grid
5x5 Grid
Slip Strips

Games
Puzzle Pieces
Additional Literacy Support

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

Rhymes and Chimes ................................................................. 146
• illustrated poems that support phonemic awareness

Reader Response Sheets ........................................................ 176
• forms for fiction, non-fiction, and poetry

Writer’s Checklists ................................................................... 179
• checklists for use with fiction and nonfiction writing

Proofreading Marks .................................................................. 181
• common proofreading marks to post or hand out

Writing Rubrics ........................................................................ 182
• four-point rubrics specific to Unit Writing activities
• rubric to customize with the class

Anchor Papers ......................................................................... 189
• writing samples with each score in each unit genre
• explanation of scoring based on six traits

Picture Prompts ....................................................................... 213
• Writing to Picture Prompts – tips on using the prompts for writing and test preparation
• prompts with illustrations and photos

Theme Project Checklists ...................................................... 220
• reproducible student checklists for the Unit Theme Projects

Listening and Speaking Checklist ........................................... 223
• list of listening and speaking behaviors to post
Who Is That?

Who is that?
It’s a very fat cat.
It’s a dog with a hat.
It’s a very big bat!
Who is that?
It’s Mom and Dad!
Mary Pat
My best friend
Is Mary Pat.
She likes things
That rhyme with cat.
What does she like?
Here Is Little Pig.

She can dig and dig.
She can do the jig.

Here is Little Pig.
My Pet’s Trick

Brad the Crab has just one trick.
And that’s okay with me.
When I grab for Brad the Crab,
He grabs right back at me.
Skunk and Chipmunk

Little Skunk went to school.
His friend Chipmunk went, too.
Teacher said, “Tomorrow’s our test.
What will you all do?”

Little Skunk raised his hand.
And said, “I’ll pass the test!”
He and Chipmunk studied hard
So they would do their best.
Hot Spot!

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

Rhymes and Chimes
Ned got up and out of bed.
Then he went to get his sled.
"The snow fell!" he called to Fred.
"Get up now, you sleepy head!"
A Cub Scout’s Birthday

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

Phonemic Awareness: /sh/ and /th/
The Bug and the Slug

Look at the bug.
Look at the slug.
Run, run, run.
The slug ran on a rug.
Chug, chug, chug.
The bug dug and dug.

Phonemic Awareness: rhyme and short /u/
May I? Please?
May I go with Dad in the van?
May I sleep tonight at Dan’s?
May I bake a gingerbread man?
May I? May I? PLEASE?
Jake the Snake
Jake the Snake
Was not quite awake,
When he made a mistake
And curled up around a rake.

Phonemic Awareness: long /æ/
My Hound Dog

Sniff, sniff, that’s my hound
With his nose to the ground.
Sniff, sniff, what’s he found?
It’s very bristly and round.
Mom’s Socks

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

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

Phonemic Awareness: rhyme, /ch/, and /hw/
The Missing Dime

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

I say, “It’s spring!
Let’s go to the stream!
Let’s jump and splash
and scream!”

Phonemic Awareness: triple-consonant blends /skr/, /spl/, /spr/, and /str/
The Dragon Spoke

With a puff of smoke,
The Dragon spoke.
"Tell me a story!
Tell me a joke!"
A Tune in June

One day in sunny June,
I learned to play the flute.
I played a happy tune
While my teacher played the lute.

Phonemic Awareness: long /u/
Fishing Today

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

My dog is very carefree.
He greets everyone, you see.
So don't scream when you meet—
He is really so sweet—
And he'll soon let you up off the street!

Phonemic Awareness: long /e/
Puppy or Guppy?

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

Phonemic Awareness: final long /ə/
Out in the Cold

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

Phonemic Awareness: long /o/
Dwight the Knight
Dwight the Knight
Was afraid he might
Meet a wild monster
And have to fight.
Did he try one night?
If I Saw an Alligator

For my part,
If I saw an alligator
With teeth so sharp,
I’d say I was busy
And quickly depart!

Phonemic Awareness: r-controlled vowel /är/
At Old North Farm,
Dogs bark on the porch,
And Marla and Lori plant corn.
Chickens scratch in the yard,
The red rooster crows,
And a bay horse lives in the barn.
Covered with Dirt

Look at my shirt!
Look at your skirt!
First, we fell in a puddle,
Now, we're covered with dirt.

Phonemic Awareness: /ûr/
No Water to Be Found

The river is down
to a muddy brown.
How is water to be found?
No water in any house!
No water in any town!
How is water to be found?
A Little Look

My teacher says
I’m good, you see,
So now I’ll take
a little look
Inside this book
in which I could
Draw pictures of
my family!

Phonemic Awareness: /ʊ/
At the Fair

We went to the fair at noon.
We rode the Loop-the-Loop,
Ate ice cream by the scoop,
And each got
A big red balloon!

Phonemic Awareness: variant vowel /ü/
My Pup Paul

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

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

Phonemic Awareness: rhyme and /oi/
Reader Response

Title of Book: ____________________________________________

Author: ________________________________________________

How did you like this book? Circle a face.

[Images of faces: Liked, Okay, Disliked]

Response: Draw a picture of a new cover for this book. Include the story title and author on the cover.
Name ________________________________

**Reader Response**

**Title of Book:** ________________________________

**Author:** ________________________________

How did you like this book? Circle a face.

- Liked
- Okay
- Disliked

**Response:** Draw a picture of what you learned. Label your picture.

**Reader Response:** Nonfiction
Reader Response

Title of Book: ____________________________________________

Author: ___________________________________________________

How did you like this book? Circle a face.

- Liked
- Okay
- Disliked

Response: Choose three words that you liked in the poem. Draw a picture of how you feel those words look.
# My Writer’s Checklist

**Fiction**

✔ Put a check by the items you completed.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Do I have a main character?</td>
</tr>
<tr>
<td>☐</td>
<td>Do I tell about interesting events?</td>
</tr>
<tr>
<td>☐</td>
<td>Do I use descriptive words?</td>
</tr>
<tr>
<td>☐</td>
<td>Do I have a beginning, middle, and end?</td>
</tr>
<tr>
<td>☐</td>
<td>Did I check my punctuation and spelling?</td>
</tr>
</tbody>
</table>

What did I do well in my writing?

1. 

2. 

What will I change when I revise this work?

1. 

2. 

**Teacher:** The main character can be the child in first person. See also Proofreading Marks, page 181, and Writing Rubrics, pages 182–188.
# My Writer’s Checklist

**Nonfiction**

✅ Put a check by the items you completed.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Do I have a main idea?</td>
</tr>
<tr>
<td>☐</td>
<td>Do I have details that tell more about my main idea?</td>
</tr>
<tr>
<td>☐</td>
<td>Do I start with a sentence that tells what my topic is?</td>
</tr>
<tr>
<td>☐</td>
<td>Do I clearly explain my topic for my reader?</td>
</tr>
<tr>
<td>☐</td>
<td>Did I check my punctuation and spelling?</td>
</tr>
</tbody>
</table>

What did I do well in my writing?

1. __________________________________________
2. __________________________________________

What will I change when I revise this work?

1. __________________________________________
2. __________________________________________

**Teacher:** See also Proofreading Marks, page 181, and Writing Rubrics, pages 182–188.
Proofreading Marks

- Make a capital letter. we went to the park.

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

○ Add a period. The fish were jumping

sp Check spelling. The sky was beautiful.

∧ Add. Then ate lunch.

♂ Take out. The tall trees were very tall.

¶ New paragraph The town seemed busy and noisy after our day at the park.
<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>• uses feelings to tell about personal experience</td>
<td>• tells about a personal experience</td>
<td>• tells about a personal experience but loses focus</td>
<td>• does not share a personal experience</td>
</tr>
<tr>
<td>• tells events in correct order</td>
<td>• tells events in order</td>
<td>• includes events out of order</td>
<td>• is hard to follow</td>
</tr>
<tr>
<td>• uses an original, consistent tone</td>
<td>• uses first person and a consistent tone</td>
<td>• does not have a personal tone</td>
<td>• does not share thoughts and feelings</td>
</tr>
<tr>
<td>• uses words correctly and naturally</td>
<td>• uses words correctly</td>
<td>• uses words that do not create clear images</td>
<td>• uses words not connected to the purpose</td>
</tr>
<tr>
<td>• uses complete sentences that flow</td>
<td>• uses complete sentences that mostly flow</td>
<td>• uses awkward or incomplete sentences</td>
<td>• uses run-on sentences and sentence fragments</td>
</tr>
<tr>
<td>• is free or almost free of errors</td>
<td>• has minor errors</td>
<td>• has many errors</td>
<td>• makes many serious errors</td>
</tr>
<tr>
<td>• is easy to read</td>
<td>• is mostly easy to read</td>
<td>• has some areas that are hard to read</td>
<td>• is very hard to read</td>
</tr>
<tr>
<td>Writing Rubric</td>
<td>Unsatisfactory</td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>offers clear, easy-to-follow how-to instructions</td>
<td>does not provide an explanation, but lacks details</td>
<td>attempts an explanation, but lacks details</td>
<td>offers clear instructions, explains steps in a logical order that flows</td>
</tr>
<tr>
<td>uses effective words</td>
<td>uses many words incorrectly</td>
<td>uses complete sentences</td>
<td>is clear and connects with readers</td>
</tr>
<tr>
<td>uses complete sentences</td>
<td>has incomplete and run-on sentences</td>
<td>mostly flows</td>
<td>is mostly easy to read</td>
</tr>
<tr>
<td>makes many serious errors</td>
<td>has some areas that are hard to read</td>
<td>has minor errors</td>
<td>is mostly easy to read</td>
</tr>
<tr>
<td>is very hard to read</td>
<td>has some areas that are hard to read</td>
<td>has many errors</td>
<td>is mostly easy to read</td>
</tr>
<tr>
<td>does not connect with readers</td>
<td>does not connect readers</td>
<td>connects with readers</td>
<td>connects with readers</td>
</tr>
<tr>
<td>uses complete sentences incorrectly</td>
<td>uses complete sentences incorrectly</td>
<td>uses complete sentences correctly</td>
<td>uses complete sentences correctly</td>
</tr>
<tr>
<td>uses words incorrectly</td>
<td>uses words incorrectly</td>
<td>uses words correctly</td>
<td>uses words correctly</td>
</tr>
<tr>
<td>presents steps out of order</td>
<td>does not connect steps out of order</td>
<td>connects steps in a logical order</td>
<td>connects steps in a logical order</td>
</tr>
<tr>
<td>is not organized</td>
<td>is confusing and does not connect</td>
<td>is confident and connects</td>
<td>is confident and connects</td>
</tr>
<tr>
<td>is not organized</td>
<td>is confusing and does not connect</td>
<td>is confident and connects</td>
<td>is confident and connects</td>
</tr>
<tr>
<td>does not provide an explanation</td>
<td>does not provide an explanation</td>
<td>does not provide an explanation</td>
<td>does not provide an explanation</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Writing Rubric</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
| **Excellent** | • presents a strong opinion with supporting details  
• has a logical organization  
• connects strongly to readers  
• uses words correctly and includes opinion words  
• uses complete sentences that flow  
• is free or almost free of errors  
• is easy to read | • presents an opinion with supporting details  
• is organized  
• uses a persuasive voice  
• includes persuasive words  
• uses complete sentences that mostly flow  
• has minor errors  
• is mostly easy to read | • tries to present an opinion but lacks details  
• is not well organized  
• is not persuasive  
• misuses some words and does not use opinion words  
• uses mostly complete sentences  
• has many errors  
• has some areas that are hard to read | • does not present an opinion  
• is poorly organized  
• is confusing and not persuasive  
• misuses words and does not use opinion words  
• uses incomplete or run-on sentences  
• makes many serious errors  
• is very hard to read |

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## Writing Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Strengths</th>
<th>Areas for Improvement</th>
</tr>
</thead>
</table>
| 4     | Excellent   | - has detailed facts that support a main idea  
- clearly presents the main idea and supporting details  
- has a convincing, factual tone  
- expresses ideas clearly  
- uses complete sentences that flow  
- is free or almost free of errors  
- is easy to read  
 | - has facts that support a main idea  
- presents the main idea and supporting details  
- has a factual tone  
- expresses ideas well  
- uses complete sentences that mostly flow  
- has minor errors  
- is mostly easy to read  |  |
| 3     | Good        |  |  |
| 2     | Fair        | - attempts to state a main idea with some details  
- is weakly organized with sentences out of order  
- does not have a factual tone  
- misuses some words  
- has some incomplete sentences  
- has many errors  
- has some areas that are hard to read  |  |
| 1     | Unsatisfactory | - does not have a main idea or details  
- is organized poorly and is hard to follow  
- is not convincing and confusing  
- misuses many words  
- uses incomplete or run-on sentences  
- makes many serious errors  
- is very hard to read  |  |
<table>
<thead>
<tr>
<th>Writing Rubric</th>
<th>1 Excellent</th>
<th>2 Good</th>
<th>3 Fair</th>
<th>4 Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>tells a story with a clear problem and a solution</td>
<td>has a clear beginning, middle, and end</td>
<td>keeps the interest of the reader</td>
<td>uses words correctly and naturally</td>
<td>is free or almost free of errors</td>
</tr>
<tr>
<td>does not tell a story</td>
<td>does not have a beginning, middle, and end</td>
<td>is confusing</td>
<td>makes many errors</td>
<td>is very hard to read</td>
</tr>
<tr>
<td>tells a story with a problem and solution</td>
<td>has an unclear beginning, middle, and end</td>
<td>shows a weak connection with readers</td>
<td>has many errors</td>
<td>has some areas that are hard to read</td>
</tr>
<tr>
<td>has a beginning, middle, and end</td>
<td>shows a connection to readers</td>
<td>uses complete sentences mostly flow</td>
<td>has minor errors</td>
<td>has mostly easy to read</td>
</tr>
<tr>
<td>shows a connection</td>
<td>uses complete sentences</td>
<td>uses words correctly mostly flow</td>
<td>has minor errors</td>
<td>is mostly easy to read</td>
</tr>
<tr>
<td>keeps the interest of the reader</td>
<td>uses words correctly and naturally</td>
<td>uses complete sentences that flow</td>
<td>is free or almost free of errors</td>
<td>is easy to read</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>------</td>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>does not present a comparison</td>
<td>presents a comparison with few details</td>
<td>presents an informative comparison</td>
<td>presents a detailed, informative comparison</td>
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<td>is unorganized</td>
<td>is organized but some details are out of order</td>
<td>shows interest in the subject</td>
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<td>shows no interest in the subject</td>
<td>shows little interest in the subject</td>
<td>has a lively tone that shows interest</td>
<td>uses comparison words</td>
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<td>misuses words and uses no comparison words</td>
<td>misuses some words and uses few comparison words</td>
<td>uses a variety of comparison words</td>
<td>includes complete sentences that flow</td>
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<td>uses incomplete or run-on sentences</td>
<td>includes complete sentences that mostly flow</td>
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<td></td>
<td>makes many serious errors</td>
<td>has minor errors</td>
<td>has minor errors</td>
<td>is free of errors</td>
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<td>is very hard to read</td>
<td>has some areas that are hard to read</td>
<td>is mostly easy to read</td>
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Moving
by Troy L.

We moved. Did not want to come out of my room. He got a pool. Marcus did. I didn't want to leave. We moved from Michigan, but then a knock on the door. A boy asked if I liked to swim. He was in a bathing suit. red. I have red bathing suit too. It is hot out. Marcus now my friend. He is good at swimming.

Ideas and Content / Genre  The narrative displays little awareness of the topic, and often drifts off-topic and contains many unrelated details.

Organization and Focus  Any writing relevant to the topic is disorganized. The writing does not conform to an order of events, and due to lack of transitional language the narrative is choppy and unclear. Focus is intermittent and narrative flow is disrupted.

Voice  The writing is stilted and difficult to read aloud, and lacks a conversational tone.

Word Choice  There is limited detail to support the topic, and word choice is non-specific and noticeably immature for grade level.

Sentence Structure / Fluency  There is a very basic understanding of simple sentence structure, though there may be fragments or run-ons. Frequency of grammatical and syntactical errors may impede understanding of the narrative.

Conventions  There are numerous spelling and grammatical errors, although there is some usage of correct punctuation and capitalization.
All About Time
by Taj K.

I really wanted to learn how to tell the time. But I was having trouble. My friends knew how already. It made my feel bad. I just could read the number clock. Not the other kind. How was I going to learn to tell time my own self. I wanted a real watch but got mostly games on my birthday.

My brother Kit helped me. Then he drew a big circle. He made lines on it. He said, here is a half. Here is a court. He put marks on the circle. I could see how the circle was split up like a clock. We did this every day. I learned slow but I learned. It’s great. I can tell time now.

Ideas and Content / Genre  The writer is generally aware of the topic, with some extraneous information.

Organization and Focus  The organizational pattern is somewhat undeveloped, and ideas are not always presented in a logical order. The writing is generally focused and understandable, if a little awkward.

Voice  The writing may be somewhat awkward and choppy, but is understood to relate a personal experience.

Word Choice  Word choice is adequate but predictable, and at times immature.

Sentence Structure / Fluency  The writer may have attempted to use a variety of sentence structures, although most are simple constructions. Some errors of syntax occur.

Conventions  Knowledge of grammar, spelling, and punctuation conventions is demonstrated, though not consistent. Most commonly-used words are spelled correctly. The usage of punctuation and capitalization is mostly correct.
Lost on Ocean Street
by Kaylie H.

We just moved to a new town. Dad walked me to school in the mornings. One day he said I can go all by myself. I went just the same way he showed me. I past the big store and the playground. Next I turned left like we did before. But then something was wrong. Nothing looked the same to me. I was lost!

Then I started to cry because I was getting late for school. A mom with her children stopped. What is wrong she asked. I told her I was lost, I could not find my school. She said she was taking her little boys there and I could come with them. I stopped crying and smiled. Then I wasn’t scared any more. I talked to her boys and they were nice too. I thanked her when we got to school. Now I knew how to get there. It was a lucky thing I met that family!

Ideas and Content / Genre The writer demonstrates an understanding of the purpose for writing. Specific details support main ideas throughout the response.

Organization and Focus The writing demonstrates a planned organizational pattern. Ideas are presented in a logical order, and transitional devices such as time-order words signal the connection between events and sentences.

Voice The writer’s tone is conversational, and sounds similar to his or her speaking voice.

Word Choice Word choice is adequate, but lacks precision in some areas of the response.

Sentence Structure / Fluency A variety of sentence structures are used. Few syntactical errors occur.

Conventions Frequently used words are spelled correctly, and grammatical usage is generally correct. The writer uses basic capitalization and punctuation properly, but fails to incorporate quotes and quotation marks where needed. He or she does not indent all of the paragraphs.
Team Work  
by Sophie P.

Last spring, I joined a softball team. First, we practiced throwing and catching. It seemed like I was the only one who didn’t know how to catch. I was so upset!

Next, we practiced batting. I watched as my best friend hit the ball twice. She was like a professional player! Then it was my turn to bat. I couldn’t hit the ball. I was so mad at myself!

But Coach Paula helped me. She said it takes time. She practiced and practiced with me! Finally, I hit the ball. It sailed out of the park! I was so excited. Without her help, I think I would have quit.

Ideas and Content / Genre  The writer stays on topic throughout and shows a clear understanding of the purpose for writing.

Organization and Focus  The story is told with a clear and logical sequence of events. The writing is focused throughout.

Voice  The writer’s tone is conversational and easy to read. Read aloud, the writing sounds like the writer’s spoken voice.

Word Choice  The writer uses the first person and vivid, mature word choices to support the genre of personal narrative.

Sentence Structure / Fluency  The writer successfully varies sentence structure and length, and follows subject/verb agreement forms.

Conventions  Grammar, spelling, and punctuation conventions are used correctly, although some punctuation such as exclamation points may be misused or overused. Above-level words may be misspelled.
Growing Been Seeds
by Lisa B.

1. Dig up the grund. Pick a sunny spot.
2. water it.
3. good wether days go look.
4. I put been seeds in the ground. I think you cover them with siol.
5. When they sproot, I add more water.

Ideas and Content / Genre  The writing is related to the topic, but wanders off-topic enough to no longer show a decisive set of how-to instructions. The writer does not give the impression of complete knowledge of the subject.

Organization and Focus  A logical sequence of events has been attempted, but not executed. Tangential instructions impede any clarity of instruction. There is limited use of transitional devices.

Voice  The writer’s changing point of view adds a nebulous quality to the instruction. Read aloud, the writing sounds stilted and awkward.

Word Choice  Word choice is immature and limited.

Sentence Structure / Fluency  There is an attempt at some sentence structure variation, though most sentences are very simple and may contain syntactical errors.

Conventions  The writer is inconsistent with following capitalization conventions as well as learned symbol/sound relationships. Some commonly used words are misspelled.
How to Take Care of a Puppy
by Sara R.

1. When you bring your puppy home, have everything ready for it. Puppies need you to take good care of it. You should give it lots of love!

2. Make sure you buy dog food and bowls for food and water. Ask the person at the store how much to feed at meals.

3. Show your puppy where to eat and sleep and everything you need it to do. Make the dog very comfortable.

Ideas and Content / Genre  The writing is basically focused, and the writer is aware of the purpose of writing but does not include many details.

Organization and Focus  The organizational pattern is uncertain, and the steps are not always in a logical progression.

Voice  Although awkward, the writer succeeds in communicating a set of instructions.

Word Choice  Word choice is usually adequate, but may be vague.

Sentence Structure / Fluency  There is some attempt to use a variety of sentence structures, although most are simple constructions.

Conventions  Knowledge of the conventions of grammar and mechanics is demonstrated. Common words are usually spelled correctly. Some syntactical errors occur.
How to Help Take Care of Wild Birds
by Gabriel P.

Helping wild birds is a great thing to do. Here is one way to help care for birds and have fun too.

1. Make or buy a bird feeder. Hang the feeder on a tree branch in your yard. Be sure to put the feeder on right. Or else it could fall down. Use wire to fasten it. For some kinds you need a hammer and nail. In that case, get a grownup to help.

2. Fill the feeder with bird seed. You can buy it at most grocery stores. Get a big bag to save money. You will probably use it all up soon. The squirrels will eat it too unless you put it where they can’t get to it.

3. Always check to see if there is still enough food in there. Birds come to depend on having the seed in the feeder. If you keep it full, you will be able to watch some pretty birds all year along.

Irrated and Content / Genre  The purpose and audience for the writing is clear. The writing is consistently focused on the topic, with little or no irrelevant information.

Organization and Focus  A strong organizational pattern is evident. The writer has successfully put steps in order with few or no lapses. A sense of completeness is demonstrated.

Voice  The writer’s tone is conversational, and clearly communicates a set of instructions.

Word Choice  Word choice is generally adequate, but precision or successful use of precise words may be lacking in some areas of the response.

Sentence Structure / Fluency  The writer uses a variety of sentence structures, with few syntactical errors.

Conventions  The writer forms plural nouns correctly and maintains the conventions of grammar, punctuation, and syntax. Commonly used words are spelled correctly, but some above-level words may be misspelled.
How to Grow a Bell Pepper

by Ana R.

1. Buy the pepper plant when the weather gets warm. Place it in a sunny spot in your garden. Bell peppers need a lot of sunlight to grow.

2. Give the pepper plant a lot of water. Water it when the soil is nearly dry. Don’t water it too much!

3. Pick the bell peppers when they are giant. You can pick them green if you like a lot of flavor. Let them turn red if you like less flavor.

Ideas and Content / Genre  The writer has an immediate sense of purpose and does not stray off topic. There is little or no extraneous information. The writer develops supporting ideas sufficiently, without wandering off topic.

Organization and Focus  All of the steps of the “How-To” are clear and necessary, and in impeccable order. The paper is complete.

Voice  The writing is fluid and the steps are easy to follow. There is a sense of surety in regards to the information supplied in the paper.

Word Choice  Word choice is appropriate, with the use of some above-level words.

Sentence Structure / Fluency  Sentences are varied and display proper subject/verb agreement and noun and verb forms.

Conventions  The writer shows a definite command of language with few spelling errors on above-level words. Grammar and punctuation is for the most part correct.
Dear editor,

Electricity heats up the air around the earth. It changes our weather. That makes me sad the plants are important. Our plants especially.

My dad uses too much electricity. We can make it different.

Cal O.
Dear Dr Bond,

I think my class will be very interested to hear about your job. Taking care of animals is a job lots of us would like to have. Since that is your job too, you could tell us a lot about it.

This month Ms Lee has been talking about the work people do. We have learned about the fire fighters. Do you know how they put out fires? Also about working in offices and for government. Next month we are learning about other countries.

So won’t you please pick a day to come to our class?

Sincerely,

Tasha W.

Ideas and Content / Genre  The writer attempts to express an opinion, but doesn’t succeed in clearly stating one and also lacks supporting facts.

Organization and Focus  The letter is loosely focused and extraneous information interrupts the flow. It lacks a persuasive structure, stating no strong opinion at the beginning or end, and the writer’s opinions and facts are not in a logical order.

Voice  The writer lacks a commitment to the argument, and the tone appears passive.

Word Choice  The writer’s use of language seems unnatural, and some words are misused. The letter could be strengthened by the use of opinion words.

Sentence Structure / Fluency  The writer uses mostly complete sentences with some run-ons and fragments.

Conventions  A basic knowledge of conventions is demonstrated, but the letter has errors that affect the clarity of the writing.
Dear Editor,

I would like to support the plan to build a new playground at our school. There are many kids who use the playground. But ours is old. There aren't enough fun things to do either. Need more swings and slides. The climbing structure is broken too. We should have a good one. And a bigger slide.

At the school meeting people talked about whether a new playground is a good idea. Or not. I believe it is because kids need a safe, fun place to play. It is important to get fresh air and exercise. Playgrounds are the best places to do that. My Mom and Dad agree with me.

I think we should join together to make this happen. I've even heard that kids can help build playgrounds if grownups help them. I would volunteer to help.

Sincerely,
Pat C.
Dear Editor,

Adams Park must stay open. The Parks Department does not have enough money to keep it open. It costs $15,000 per year. The park is closing before summer.

I think our community needs a park with a pool. Children must have a place to play. I believe families need a place to keep cool during hot summers.

The Parks Department and our community should work together. We need to keep our only park open and accessible! Please sign the petition to keep Adams Park open!

Thank You.

Sincerely,

Steven J.

Ideas and Content / Genre  The writer offers a strong opinion with solid supporting arguments that powerfully persuade the reader to take action.

Organization and Focus  The writer presents his or her opinion at the beginning and end of the letter, and organizes supporting facts and opinions in a logical, effective sequence.

Voice  The writer appears totally engaged with the argument and makes a strong connection with the reader.

Word Choice  The writer uses language correctly, effectively, and naturally, and uses opinion words.

Sentence Structure / Fluency  Sentences are varied and complete, and they flow easily together.

Conventions  The letter has few or no errors in grammar and mechanics. Above-level words may be misspelled.
The Moon
by Caleb B.

I can see the man in the moon. It is like a face. The moon goes around earth. It is bright. I have a moon nitelite. When we look at the moon it has different shapes. There is crescent and there is full. You can’t see a new moon. I write about the moon because I like the moon. I like it way better than stars and comets. I want a telescope.

Ideas and Content / Genre  The writer veers off topic, does not offer enough supporting details, and shows little effort.

Organization and Focus  The first sentence is not relevant to the main idea, and the facts presented are lost due to poor organization.

Voice  The writer makes no effort to be convincing, and seems to be confused about the purpose for writing.

Word Choice  The writer appears to have copied from resources, and frequently misuses words.

Sentence Structure / Fluency  The writer uses simple and limited sentence structures. He or she may include fragments or run-on sentences that make the text choppy and difficult to read.

Conventions  The writer makes numerous errors in mechanics, spelling of common words, and grammar.
Glashers
by Mandy N.

Do you know where most of Earth’s fresh water is? In the glashers. Rivers of ice. Sometimes part of a glacier breaks off. It can float in the ocean. They are called icebergs. Glashers move so slowly, you hardly know they move at all. This ice is from snow that does not melt. Because of the places where glashers form are too cold for snow to melt.

They are dangerous for ships. Salors have to watch out for icebergs. They could crush a ship. Like in that Titannik movie.

There was many glashers, made valleys when they moved. That was in the Ice Age. Now glashers are just at frozun places like the South pole. I read that glashers cover six million square miles of the planet.

Ideas and Content / Genre  The writer attempts to state the main idea, and supports it with some details. There may be only minimal support or extraneous information.

Organization and Focus  The writing generally maintains a focus but lacks a strong structure, and the sentences may seem out of order.

Voice  The writer lacks a factual tone.

Word Choice  The language used is adequate but may seem immature or simplistic, and the writer misuses some words. Some information may have been copied directly from the source.

Sentence Structure / Fluency  The writer attempts a variety of sentence structures but does not always include complete sentences.

Conventions  The writer makes errors in mechanics, spelling, and grammar that affect the clarity of the writing.
The Wealth of Rainforests

by Kyu L.

The rainforests are important for the earth. That is why we should save them. Lots of rain animals live there. Half of the animals in the world live in these places. Rainforests are found around the world. Also many helpful plants come from these places.

Rainforests get their name because a lot of rain falls there. The hot wet air is good for many plants and animals. That is why so many kinds can grow well there. It is a very rich environment for living things.

Not just animals and plants benefit from rainforests. People get what they need from these forests too. For example we get medicine from plants. We also get cinamin and fruits like pine apples. The rainforest is only 6% of the earth. But as you can see it is a very important 6%.

Ideas and Content / Genre  The writer offers facts that support the main idea, and pays attention to details.

Organization and Focus  The writer presents the main idea in the first sentence, supports the main idea with details, and consistently maintains the focus through a return to the original idea at the end.

Voice  The writer uses a consistent, factual tone.

Word Choice  The writer uses his own words to convey ideas well.

Sentence Structure / Fluency  The writer composes complete sentences that mostly flow together.

Conventions  The writing has few major errors in mechanics, spelling of on-level words, and grammar.
What Causes an Earthquake?
by Austin C.

Even though we usually can’t tell, Earth is changing all the time. The Earth is very hot inside. The heat needs to be released. When the heat leaves Earth it can make the surface of Earth move.

An earthquake is caused by how Earth’s surface moves. The surface is made of plates. They fit together like very big puzzle pieces. Between the plates are faults. They are big cracks in Earth’s crust. When the plates bump together at the faults, they cause that part of Earth to shake. That is an earthquake.

Earthquakes can be big or small depending on how hard the plates hit each other. When there’s an earthquake we can feel how Earth changes.

Ideas and Content / Genre  The writer offers detailed facts that support the main idea.

Organization and Focus  The writer clearly presents the main idea in the first sentence, thoroughly supports the main idea with details, and ends with a strong conclusion.

Voice  The writer conveys authority about the topic, and uses a consistent, factual tone.

Word Choice  The writer uses his own words to express ideas clearly.

Sentence Structure / Fluency  The writer composes complete sentences that flow together smoothly.

Conventions  The writing is carefully edited and proofread, with few or no errors in mechanics, spelling of on-level words, and grammar.
Fun in the rane
by Haley F.

Let’s play in the yard! There was a dog barking. The neighbors dog. There were no clouds. Go far to the trees. They run toward garden ched. The rane came down but they stayed dry. One was gardner and one was custermer. The dog still barking.

Ideas and Content / Genre  The narrative has no plot and does not present a problem or solution. The writer does not develop characters or present detailed information.

Organization and Focus  The narrative barely hints at a beginning, middle, and end, and wanders from the topic.

Voice  The writer makes little or no effort to tell a story, and seems confused about the purpose for writing.

Word Choice  The writer misuses words, and uses few descriptive words or transitional devices.

Sentence Structure / Fluency  The writer includes fragmented or run-on sentences that are difficult to read.

Conventions  The writer makes numerous repetitive errors in mechanics, spelling, and grammar.
Paper Flowers
by Emi H.

Sunday Yuki was going to go to Aunt Aki’s house. It was pretty there. It was in the country. Aunt Aki had a new baby and a dog. She sent lots of presents to her niece. But Yuki’s sister Hana got sick. So they couldn’t go. She felt bored too. Then it started raining. Mama said “I will show you girls something nice.” She had some clam shells in her hand. Those are just ordinary shells Yuki said.

Wait and see Mama told Yuki. She put the shells in a bowl of water. They waited. Slowly the shells opened. Something was inside them. First they saw something green. Like a string. Then a bright color. The string popped up. A pink flower! Then another flower!

Ideas and Content / Genre  The writer attempts to present a problem and solution, but there are some gaps as well as extraneous information.

Organization and Focus  The narrative lacks a clear beginning, middle, and end. Events may not always be in chronological order.

Voice  The writer lacks a connection with the reader. In other cases, the voice maybe inconsistent and shift person.

Word Choice  The writer’s use of language seems unnatural, and the writer misuses some words.

Sentence Structure / Fluency  The writer composes mostly complete sentences.

Conventions  The writer makes frequent errors in mechanics, spelling, and grammar that may affect the clarity of the writing.
Leaf Pile
by Sam R.

One morning Dad said “I need help raking the leaves.”

Joey said, “But I don’t know how. And the rake is so big.” Joey did not want to work in the yard. It was cold outside. He wanted to watch tv insted.

Dad said, “I got a small one just for you.” They went outside and there were hundreds of red and yellow leaves on the ground. How could Dad and Joey pick them all up? “Little by little,” Dad told his son. Joey raked and raked. His arms got tired and hurting. They took a break for cookies and milk. They were cookies that the naybor gave them yesterday. They were good. Then they went back to work.

By lunch time Joey and Dad had a really big pile. “Now for the fun part!” Dad said. And Dad jumped right in the pile of leaves! So did Joey. They both laughed and laughed. Joey tossed leaves high in the air. They fell down on him like it was raining. Joey was happy.

Ideas and Content / Genre The writer offers a problem, steps for a solution, and the solution. The story line is adequately developed and complete.

Organization and Focus The narrative has a beginning, middle, and end.

Voice The writer attempts to connect with the reader, and writes in a consistent voice.

Word Choice The writer uses language correctly and time-order words move the story forward.

Sentence Structure / Fluency The writer composes complete sentences that mostly flow together.

Conventions The writing has few errors in mechanics, spelling of on-level words, and grammar.
Alex sat in the kitchen snacking on a cookie. The telephone rang. Alex went to answer it. When he got back, the cookie was gone. He thought maybe he left it by the phone. He went to look, but it wasn’t there. Alex shrugged his shoulders. He took another cookie from the jar.

Then he heard his mom calling him. She said, “Alex! Can you help me for a minute?”

He covered his cookie with a napkin and went to help his mom. When he got back, the cookie was gone! But the napkin was still there!

“What’s going on here?” Alex asked.

Then he got a fantastic idea. Alex put out another cookie and hid behind the door. He watched a squirrel come in through the window and take the cookie!

Alex rushed to look out the window. Three squirrels were eating cookies on the lawn! Alex decided to close the window. Then he ate a cookie.

Ideas and Content / Genre  The writer develops a plot with characters with a problem, distinct steps for a solution, and the solution. Details directly support the story line.

Organization and Focus  The narrative has a clear beginning, middle, and end. The plot develops appropriately and even has a measure of suspense.

Voice  The writer keeps the interest of the reader with a consistent voice.

Word Choice  The writer uses language correctly, effectively, and naturally.

Sentence Structure / Fluency  The writer composes sentences that flow easily together.

Conventions  The writing is carefully edited and proofread with few or no errors in mechanics, spelling of on-level words, and grammar.
On the Road to School
by Brandon T.

I take the bus to school, but my big brother rides a bike. A bus and a bike are different.

Many people ride in a bus. It has a driver that lets you get on and drives you to school. The bus engine and the big wheels get you there fast. It’s big type of car. Lots of kids can fit in it.

A bus and a bike are different.

Ideas and Content / Genre The writer does not draw a comparison between two subjects. The article may either describe one subject without contrasting it to another, or describe two separate subjects without comparing and contrasting them.

Organization and Focus The article contains little to no structure. There may be a hodgepodge of unrelated information or wandering details and extraneous information.

Voice The writer makes no effort to engage the reader and seems confused about the purpose for writing.

Word Choice The word choice may be immature or repetitive; the writer may misuse words or include few to no compare and contrast words.

Sentence Structure / Fluency The writer composes fragmented or run-on sentences that are difficult to read.

Conventions The writer makes numerous errors in mechanics, spelling, and grammar.
Earth and Mars
by Gregory J.

Some people think there is life on Mars. But Mars is not just like Earth. In some ways they are alike but in some ways they are very different.

Like Earth, Mars has four seasons like our spring summer fall and winter. Days on the two planets are about the same length, 24 hours for Earth and 24 hours and 37 minutes for Mars. So some people think people or animals could live on Mars. Mars is smaller than Earth. Its further from the sun, it looks like rust from where we are.

Not like Earth, Mars might not have water. Maybe it did a long time ago. Instead it has a lot of dust covering it. We can’t breathe dust. Also, Earth has more oxygen, but Mars has more carbon dioxide. Also Earth has one moon and Mars has two.

So there might be life on Mars, but maybe not. Although they are alike in some ways, they are importantly different.

Ideas and Content / Genre The writer compares and contrasts two subjects with adequate details, but may not hold the reader’s interest.

Organization and Focus The writer organizes information into two distinct categories, but some details are out of place or may not directly support specific points.

Voice The writer lacks a personal tone and shows little interest in the subject.

Word Choice The writer’s use of language seems vague or unnatural; he misuses some words and includes only a few compare and contrast words.

Sentence Structure / Fluency The writer composes mostly complete sentences.

Conventions The writer makes frequent errors in mechanics, spelling, and grammar that may affect the clarity of the writing.
Frogs and toads may be cousins, but they are not just alike. Here are some ways they are the same and different.

Frogs have long webbed feet that help them swim quickly. They can also jump around. They live in water like ponds and lakes mostly. Their skin is smooth and they can be all colors.

Unlike frogs, toads have short back legs. They walk, they also hop but don’t jump. Their skin is brown, bumpy, and dry. You find them on land in the country.

But both frogs and toads are able to live on land or in water. Both of them have short bodies. They do not have tails. Frogs and toads both lay eggs. They both can make their voices heard under the water or on land.

So though they look alike in many ways, frogs and toads are different animals. They belong to two separate animal families. Now you can tell them apart when you see them.

Ideas and Content / Genre  The writer compares and contrasts two subjects in a purposeful way, and includes enough detail to tell how the subjects are alike and different.

Organization and Focus  The writer organizes details into distinct categories.

Voice  The writer conveys a consistent tone and shows interest in the subject.

Word Choice  The writer uses language correctly, with appropriate compare and contrast words.

Sentence Structure / Fluency  The writer composes complete sentences that mostly flow together.

Conventions  The writing has only minor errors in mechanics, spelling of on-level words, and grammar.
Getting Around
by Marisa K.

Boats and planes are kinds of transportation, but they are different. A boat takes you across water. It floats. You can stand on deck and look down at the sea, lake, or river. Even though most boats are big and heavy, they bob lightly up and down. They can go in rivers, lakes, and the ocean.

A plane is also big and heavy. Unlike a boat, it can fly. A plane takes you up in the air to high altitudes. It has wings and engines to help it move through the sky. You can look out the window and see clouds. The ground is far underneath the plane. A plane is much speedier, too.

Boats and planes both take you to where you want to go. You use a boat or plane to go across water, but you can only use a plane to go across land. You can compare them to see how you want to get around.

Ideas and Content / Genre  The writer compares and contrasts two subjects in an informative way, including many interesting and relevant details.

Organization and Focus  The writer organizes details into distinct categories, and gives equal attention to both subjects being compared.

Voice  The writer conveys a lively tone that reflects his or her enthusiasm.

Word Choice  The writer uses language correctly, effectively, and naturally. She includes effective compare and contrast words.

Sentence Structure / Fluency  The writer composes complete sentences that flow easily together.

Conventions  The writing is carefully edited and proofread with few or no errors in mechanics, spelling of on-level words, and grammar.
Children are sometimes asked to write about a picture instead of just responding to a writing prompt. The child will either tell about what they see in the picture, or write about something related to the picture. The form of the writing is usually a story or an essay.

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

Instruct children to do the following:

**Before Writing**

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

**During Writing**

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

**After Writing**

1. Use the Writer’s Checklists, pages 179–180, to help you check your writing.
Write to a picture prompt. Look at the photograph. Write a description about what you see.

Writing Tips

- Use a graphic organizer to organize your thoughts.
- Write your description on lined paper.
- Use precise words.
- Proofread your description.
Write to a picture prompt. Look at the picture of three firemen. Write a description about what you see.

Writing Tips

• Use a graphic organizer to organize your ideas.
• Write your description on lined paper.
• Use lively and precise words.
• Proofread your description.
Write to a picture prompt. Look at the photograph. Write a story with a beginning, a middle, and an ending about the girl in the photograph.

Writing Tips

• Use a graphic organizer to organize your ideas.
• Write your story on lined paper.
• Write the events in the order in which they happened.
• Use your best spelling, grammar, and punctuation.
Write to a picture prompt. Look at the picture. Then write a story about the girl, her mother, and the doctor. What happens first, next, and last?

Writing Tips

- Think about your purpose for writing.
- Use a graphic organizer to plan your story.
- Write your story on lined paper.
- Make sure the events in your story are told in a clear sequence.
- Use your best spelling, grammar, and punctuation.
Write to a picture prompt. Look at the picture of people finding fossils. Think about a time when you worked with a partner or a team. Suppose you were finding fossils with this team. Write a personal narrative about this time.

**Writing Tips**
- Use a graphic organizer to organize your ideas.
- Write on lined paper.
- Think about your purpose for writing.
- Use a variety of sentence structures.
- Review and edit your story.
Write to a picture prompt. Look at the picture below. Think about how people can recycle their trash. Now write an essay about what people can do to recycle their trash.

Writing Tips

- Use a graphic organizer to organize your thoughts.
- Think about your purpose for writing.
- Write your essay on lined paper.
- Support your opinion with details.
- Be sure your ideas are organized.
Unit 2 • Community Heroes

Research Process
Did you develop a research plan?
Did you use a variety of informational resources to do your research?
Did you list your sources?

Presenting
Did you speak in a clear voice that everyone could hear?
Did you answer audience questions with relevant information?
Did you show pictures or photos to go with your report?

Representing
Did you show pictures or photos on your poster?
Did you include pictures or photos on your report?
Did you pass around your visuals for everyone to see?

Unit 1 • Friends and Family

Research Process
Did you use at least two informational resources to do your research?
Did you include at least one interview as one source?

Presenting
Did you rehearse your presentation?
Did you speak slowly enough for others to understand your presentation?
Did you make eye contact with your audience?

Representing
Did you include pictures or photos on your poster?
Did you pass around your visuals for everyone to see?
Unit 3 • Let’s Create

**Research Process**
- Did you use multiple informational sources?
- Did you identify the most valuable resource?

**Presenting**

**Speaking**
- Did you answer audience questions with relevant information?
- Did you speak in a clear voice that everyone could hear?

**Representing**
- Did you include pictures, illustrations, or photographs in your presentation?
- Did you pass around your visuals so that everyone could see them?

**Listening**
- Did you set a purpose for listening, such as finding out new information?

Unit 4 • Better Together

**Research Process**
- What was the most valuable informational source?
- Did you use book parts to locate information?

**Presenting**

**Speaking**
- Did you present information in a logical sequence?
- Did you speak in a clear voice?
- Did you stay focused on your topic during the presentation?

**Representing**
- Did you pass around your visuals for everyone to see?
- Did you give credit for the ideas, images, and information of others?
Research Process

Did you develop a research plan?

Did you list your sources?

Did you include illustrations?

Re-presenting

Did you answer audience questions with relevant information?

everyone could hear?

Speaking

Did you present information in a logical sequence?

everyone to see?

Did you pass around your visuals for your report?

Did you show pictures or photos to go with?

Presenting

Did you speak clearly and at the right pace?

Did you include illustrations?

Research Process

Did you answer all your research questions?

Did you use text features such as titles, boldface words, and a table of contents to help locate information?

Did you use features such as titles, glossaries, tables of contents, or boldface words, and a table of contents to help locate information?

Was your information complete?

Changing

Unit 5 • Growing and

Unit 6 • The World Around Us

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Good Listening and Speaking Habits

In our classroom we:

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

Some of our goals:

• Give and follow spoken directions
• Keep a clear focus while speaking
• Organize spoken stories and reports
Oral Vocabulary Pre- and Posttests for Intensive Vocabulary Support

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

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

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

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

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

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

- Ask each question, and have pairs of children discuss the answer with each other as you listen in. Then call on selected children to share their answers.
- Take note of words that continue to present a struggle for children. Provide opportunities for periodic review of these words in the coming weeks. For example, use these words in transition activities and classroom discussions.
- At the end of each unit, review 4 to 5 words per Oral Vocabulary Story by asking the question for those words again. Keep track of children’s progress to see how well they maintain the vocabulary over an extended period of time.
Unit 1, Week 1

What Goat Learned

1. Why is it important not to quit if your first attempt at something doesn’t work out?
2. What might happen if you pour milk in a clumsy way?
3. What do you like to do after you’ve completed your homework?
4. What are you eager to do this weekend?
5. Who are some experts in your neighborhood? What do they do?
6. Who moves more gracefully, a ballet dancer or a mail carrier?
7. What kind of knowledge does a doctor need?
8. What kind of lessons would you like to take?
9. Why do you need to have patience to complete a large jigsaw puzzle?
10. What is a sign of progress when you’re learning to ride a bike?

Unit 1, Week 2

The Three Friends

1. What are some things you and your friends agree about?
2. What has someone done that you appreciate?
3. Do you have a companion you like to spend time with? What do you like to do together?
4. What are some things that you are fond of?
5. When might a bird flap its wings frantically?
6. What animal gallops? When does it gallop?
7. What makes you a loyal companion to your friends?
8. What do you do when you need to get something done swiftly?
9. What kind of container could be used as a trap for caterpillars?
10. What might make you tremble?
Unit 1, Week 3
The Story of the Donkey

1. With what friend do you have a strong bond? What makes the bond strong?
2. Who are some cruel story characters that you know of? How are they cruel?
3. What activities make you feel fatigued?
4. Why is it a good idea to reflect before doing something important?
5. What family member do you have a close relationship with? What do you do together?
6. What remarks would you make if you wanted to say something nice about a friend?
7. Who is an adult that you have respect for? Why?
8. When does school resume after the summer?
9. Why might someone scold a puppy?
10. When have you volunteered your help? What did you volunteer to do?

Unit 1, Week 4
The Nightingale

1. What shows and movies do you watch for amusement?
2. What do you do to entertain your friends and family?
3. What gives you joy?
4. What place do you long to visit?
5. What have you seen that is magnificent?
6. What remarkable bird do you know about? What makes it remarkable?
7. What skills did you learn in first grade?
8. Which might make you feel sorrow, a good friend moving far away or beginning to read a new book?
9. What does a bird do when it is startled?
10. How has a friend or family member touched you with their kindness?
Unit 1, Week 5
The Statue of Liberty

1. What holiday **custom** do you most enjoy?
2. Where is a good place in school to hold an art **exhibit**?
3. How do your friends **greet** you in the morning?
4. What **journey** would you go on if you could travel anywhere?
5. Do you think children should have the liberty to choose their own clothes?
6. What do you have at home that reminds you of what you were like when you were younger?
7. What **symbol** represents the United States of America?
8. Why would someone use a **torch**?
9. Where can you go to see **towering** buildings?
10. Why is it good that your classmates have varied backgrounds? How does that make the class interesting?
Unit 2, Week 1

Two Brothers

1. If you were determined to clean your messy room, would you keep working until you were finished or give up and leave your clothes all over the floor?
2. Who would you expect to act with dignity, a queen or a clown?
3. What kind of disposition does your best friend have?
4. When do you embrace a family member?
5. Who do you think is a generous person? What do they do that is generous?
6. What is a gracious thing to say when someone gives you a present?
7. Do you think it is just for an older sibling to stay up later than a younger one? Why or why not?
8. What materials are provided to you in class?
9. When you go outside at night, do the things that you see look clear or shadowy?
10. What is a silo used for, storing grain or grinding it?

Unit 2, Week 2

The Scent of Bread

1. What is a complaint that you have?
2. What do customers do at a supermarket?
3. Where do you have to pay a fee to enter, a library or a movie theater?
4. What are some nations in our world?
5. What is the opposite of a sunny day?
6. What are some privileges you have at home?
7. What are some scents that you like?
8. How can you settle an argument with a friend?
9. What would a stingy person say to someone who wanted to borrow a toy?
10. What unique costumes have you seen or made?
**Unit 2, Week 3**

**How Coyote Stole Fire**

1. When have you felt **brave**? What **brave** thing did you do?
2. How might you feel if your pet **escaped** from your house? How could you find it?
3. Who should you call if you see a **flaming** building?
4. What is there in your house that **glows**?
5. How does a hen **guard** her eggs?
6. If you look out the window, what can you **observe** about today's weather?
7. What can you do to **prevent** yourself from getting cold?
8. What could **scorch** a grassy field?
9. What are some things people build to **surround** a yard?
10. What do you need to **tend** plants?

**Unit 2, Week 4**

**John Henry**

1. Where are you likely to see huge **boulders**?
2. What hard task or skill would you like to **conquer**?
3. What do you do when you are feeling **energetic**?
4. What makes you feel **exhausted**?
5. Who is your **hero**? Why?
6. What animal can **outrun** a guinea pig?
7. What kind of **physical** activities do you like to do?
8. How can you **prove** that you know how to read?
9. When would you be more likely to **slump** over, when you’ve finished a race or when you’re eating lunch?
10. What makes a pinwheel **whirl**?
Unit 2, Week 5
Daedalus and Icarus

1. How are the desks arranged in our classroom?
2. What animals wake up at dawn?
3. What kind of device could you use to write a letter?
4. What would you devise if you were asked to think up a new sandwich?
5. Where do butterflies flit?
6. What would a grand house look like?
7. Who is the most ingenious person you know? Why?
8. What would you like to investigate? How would you investigate it?
9. What do you think a person has to do to become a superior athlete?
10. When is it important for you to keep your wits at school?
Unit 3, Week 1
The Powwow: A Native American Celebration

1. What are some **annual** events that your family celebrates?
2. What do you **anticipate** doing after school?
3. What kinds of games are played in an **arena**?
4. What is something you **cherish**? Why?
5. What **emotions** might you feel the day before going on a trip?
6. How could we decorate the classroom to make it look **festive**?
7. When and how do we celebrate the **history** of our country?
8. How do you treat an **honored** guest or visitor?
9. Where do the **spectators** stand at a parade?
10. What makes the branches of trees **sway**?

Unit 3, Week 2
La Cucarachita Martina Gets Married

1. What animals do you think are **attractive**? Why?
2. Where do you go when you **depart** from school?
3. How could you **exaggerate** when telling about a trip to the zoo?
4. What **gesture** might you use to show you like someone?
5. Which can **leap** higher, a grasshopper or a cat?
6. Which sounds **melodious**, an orchestra playing or cars honking their horns?
7. Would you **sob** if you were very happy or very sad?
8. What is **soothing** for you?
9. If someone **struts**, are they showing off or shy?
10. What does the **suitor** of a woman hope for?
Unit 3, Week 3
Spider Woman Teaches the Navajo
How to Weave

1. What crafts do you like to make?
2. What have you decorated? How did you decorate it?
3. What are some things that you can divide?
4. What have you seen that was extraordinary?
5. What is the most wonderful birthday present that you can imagine?
6. When would I instruct you to clear your desks?
7. Which has an intricate design, a piece of notebook paper or a spider web?
8. What do you know about the legend of Bigfoot? Do you know any other legends?
9. What is precious to you?
10. What does a thumbs-up represent?

Unit 3, Week 4
On the Farm

1. What do customers do at a bakery?
2. Who do you depend on to help you?
3. What vehicles have engines? What do engines do?
4. How do farmers harvest apples?
5. What hearty meal do you enjoy? When do you enjoy it most?
6. How is a modern phone different from an old-fashioned phone?
7. What are some machines that operate in your school? What do they do?
8. What do you buy that comes packaged in a box?
9. What produce do you most enjoy eating?
10. What are some of the things that schools supply to students?
Unit 3, Week 5

How Anansi Brought Stories to Earth

1. What animals amaze you?
2. What clubs or groups do you belong to?
3. Which would you call a coincidence, a child just your age moving next door or getting a good grade on a test you studied hard for? Why?
4. What have you contemplated doing when you grow up?
5. What can you say when you’re offered food but you’ve already had enough to eat?
6. Explain how you make your favorite sandwich.
7. What vegetable do gourds look like?
8. What do hornets do when they’re angry or afraid?
9. What is your scheme for getting to school on time?
10. Who do you think is worthy of praise? Why?
Unit 4, Week 1
The Enormous Yuca

1. What did you accomplish so far today?
2. What is the most arduous job you have done lately?
3. If you tried moving a chair, but it wouldn’t budge, what could you do?
4. What do your parents insist that you do at home?
5. Which is a kind of labor, building a brick wall or playing catch?
6. On an ordinary day, when do you do your homework?
7. Will you rejoice when summer vacation comes? Why or why not?
8. What kind of results do people wait for after they plant seeds?
9. What kind of sauce is usually used on pizza?
10. What do you have to do to succeed at school?
11. Which might cause you to have sweat on your skin, running a race, working at a computer, pulling up weeds, or watching TV?

Unit 4, Week 2
Tikki Tikki Tembo

1. What advice do you get? What advice do you give?
2. What might make someone feel distraught?
3. What do dogs like to fetch?
4. Why do you think some people hesitate to try new foods?
5. What is the honorable thing to do if you find someone’s purse?
6. What might cause someone to be in a panic?
7. Why is it important for a ladder to be secure?
8. What makes you shiver?
9. How is a village different from a city?
10. Have you ever vowed to do something? What?
Unit 4, Week 3
Little Red Riding Hood

1. When might you bat your eyes?
2. If someone tells you a secret, do you blurt it out or keep it to yourself?
3. What clever characters do you know? How do they act clever?
4. How would you comfort a lost kitten?
5. What kinds of foods would you serve at a feast?
6. Why is it peculiar to have a snow storm in July?
7. What helps you recuperate from an illness?
8. Why isn’t it a good idea to stray from the path in a forest?
9. When have you felt sympathy for a friend?
10. What kind of situation would you consider to be urgent?

Unit 4, Week 4
The Woman, the Tiger, and the Jackal

1. When have you felt baffled?
2. When do you feel compassion? What do you do to help?
3. Why do firefighters have to be daring?
4. What is a fair way to share chores or jobs around the house?
5. What animals lunge? What do they lunge at?
6. What story have you heard so many times that you know it perfectly well?
7. When might you ask someone to repeat what they said?
8. What animal has the reputation of being “king” of the jungle?
9. How can you help animals survive?
10. What is an ungrateful way to act when someone gives you a gift?
Unit 4, Week 5
The Emperor’s New Clothes

1. When have you heard **applause**?
2. Who would you talk to if you felt **ashamed** about something?
3. How do most people feel when they have been **deceived**?
4. What are some things on **display** in your home?
5. If a girl gets a perfect score on a test, does that show that she is **dull** or clever?
6. What **exquisite** things have you seen lately?
7. Do you think the tooth fairy is real or **imaginary**?
8. When have you been **praised** for something you did?
9. What stories do you know about **royalty**? Who are the royal characters in the story?
10. Would you want a **vain** person as a friend? Why or why not?
Unit 5, Week 1
Jack and the Beanstalk

1. What appears on plants as they grow?
2. When you dash, do you move as fast or as slow as you can?
3. What sight would make you rub your eyes in disbelief?
4. What do you expect will happen in class today?
5. Why is it important for farms to have fertile soil?
6. Where do you long to go one day?
7. If you were late for school, what would you snatch before leaving home?
8. What happens to seeds after they sprout?
9. What do you do when a stranger knocks on your door?
10. What are some things that you need to thrive?

Unit 5, Week 2
Brer Rabbit in Mr. Man’s Garden

1. What things are abundant in our classroom? What things are not abundant?
2. Where would you conceal a present if you wanted to surprise a family member with it?
3. How do you know when peaches or plums are edible?
4. How would you introduce a new student to your friends?
5. How can you pry a can open?
6. What happens when fruits and vegetables become too ripe?
7. What foods do you think are scrumptious?
8. How can you tell if a baked potato is tender?
9. What animal has a twitching nose?
10. Why would it be unneighborly to blast loud music out the window late at night?
Unit 5, Week 3
Sharks!

1. What enemies does a mouse have?
2. Which animals seem fierce to you?
3. Which part of your body is flexible, your bones or your ears?
4. Which of these is gigantic, a mountain, a mouse, an elephant, a whale, or a ball?
5. What animals are harmless? Why?
6. What immense animals live in the ocean?
7. What is something that you did prior to coming to school this morning?
8. What topic would you like to research? Why?
9. Why do some people have respect for spiders?
10. Do dogs roam around your neighborhood by themselves or do they have to be on leashes?
11. What animals might be ruthless when they are hunting for food?

Unit 5, Week 4
From Tadpole to Frog

1. What do you know about the way a bird develops?
2. How do people travel great distances?
3. What are some baby animals that hatch from eggs?
4. What are some baby animals called? What are they called when they become mature?
5. What healthy foods give us the nutrients that we need?
6. When does your birthday occur?
7. What can you wear to protect your feet from rain and snow?
8. What makes an ice cube shrink?
9. What are some things that are sturdy?
10. What do swimmers do when they come to the surface of the water?
Unit 5, Week 5
Coral Reefs

1. What creatures live in the ocean?
2. How does littering damage our community?
3. Why do animals need to defend themselves?
4. What animals might you encounter in the woods?
5. What do you do that takes a lot of energy?
6. What happens when your sleep gets interrupted?
7. Where is your house located?
8. What are some ways that humans pollute the Earth? How can we pollute less?
9. What positive steps can we take to clean up our classroom?
10. How do you react when something good happens to you?
Unit 6, Week 1
The Desert Is Their Home

1. What are the advantages of being in second grade?
2. What two countries share borders with the United States?
3. What do cows graze on?
4. What place do you know of that has harsh weather? What is the weather there like?
5. What kind of scenery do you see where you live?
6. How does the weather change when the seasons shift from summer to fall?
7. What do you do when the temperature soars?
8. What are some of the rules of our classroom society?
9. What is one strategy that you use when you don’t know the meaning of a word?
10. What would you wear if the temperature outside was 90 degrees?
11. Which states in the United States have vast amounts of land?

Unit 6, Week 2
The Fox and the Crane

1. How do you show affection?
2. How do you apologize when you’ve hurt someone’s feelings?
3. What story characters are crafty? What tricks do they play on other characters?
4. What do you crave when you are thirsty or hungry?
5. What makes you feel frustrated?
6. Which is narrow, a bike path or a freeway?
7. What foods do you get nourishment from?
8. What do you seek when you go to the grocery store?
9. If you don’t know how to swim, should you go in the deep end of a pool or stay in the shallow end? Why?
10. Would you trust a sly person to tell you the truth? Why or why not?
Unit 6, Week 3
Febold Feboldson, Drought Buster

1. When do you need to **adjust** the sound on a TV set?
2. Do you think a lion could **defeat** an elephant? Why or why not?
3. What happens to plants in a **drought**?
4. How does a towel feel after the water on it has **evaporated**?
5. What are some **feats** that circus performers can do?
6. What do you know about the **legendary** apple grower, Johnny Appleseed?
7. What have you **persuaded** someone to do?
8. What are some **practical** things to take with you when you go for a hike?
9. What is the **purpose** of carrying an umbrella?
10. What made life hard for early **settlers** in California?

Unit 6, Week 4
The Stonecutter

1. How do you feel when you hear an **abrupt** sound?
2. How can you tell whether the clock in the classroom is **accurate**?
3. If you finished third place in a race, would you feel **content** or **disappointed**?
4. Do you think a cat could **overwhelm** a horse? Why or why not?
5. Who rides in a **royal** carriage?
6. If you hear a **rumble** outside, what might it be?
7. What should people do when a **severe** storm is on the way?
8. What might you eat for a very **simple** meal?
9. What would you wear to school if it **threatened** to rain?
10. What does a **wealthy** person have?
Unit 6, Week 5
Why the Moon Is in the Sky

1. What things are you capable of doing now that you couldn’t do last year?
2. What things are dazzling to your eyes?
3. What award do you deserve? Why do you deserve it?
4. Why is it important to give an equal amount of food to each child at a party?
5. How can you keep from swallowing big gulps of water when you dive into a pool?
6. What is the difference between a mighty river and a quiet stream?
7. What phases do babies go through when they are learning to walk?
8. How would you reward a dog for doing tricks?
9. Which of your fingers is the most slender?
10. What things have you seen that are spheres?
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**Graphic Organizers**

© Macmillan/McGraw-Hill
Cause

Effect

Cause

Effect

Cause

Effect

Cause

Effect

Cause

Effect
<table>
<thead>
<tr>
<th>Animal</th>
<th>Animal</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>Behavior</td>
<td>Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name ________________________________ Date ____________

Diagram with three sections:

1. Top left box
2. Top right box
3. Bottom box

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

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

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

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

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

Sincerely,

[Signature]
Creating and Storing Foldables®

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

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

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

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

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

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

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

- Taco Fold
- Hamburger Fold
- Hot Dog Fold
- Burrito Fold
- Shutter Fold
- Valley Fold
- Mountain Fold
Using the Accordion Book Foldable®

**Vocabulary and Vocabulary Strategy Applications**
Use the Accordion Book Foldable to create vocabulary concept books for topics such as:

- Shapes
- Letters
- Colors
- Number words
- Word categories (such as direction words, weather words, etc.)

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

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

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

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

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

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

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

2. Fold this tab forward over the shorter side, then fold it back away from the shorter piece of paper.

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

Tips!

Before gluing, stand the sections on end to see how to glue the sections together. Use different colors of paper to indicate sections of the book. Always place the extra tab at the back of the book so you can add more pages later.
Using the Standing Cube Foldable

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

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

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

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

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

Directions:

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

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

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

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

5. Allow the glue to dry completely before continuing. After the glue has dried, collapse the cube flat to work on writing and drawing.
Using the Large Word Study Book Foldable®

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

Students can make individual books using this Foldable.

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

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

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

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

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

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

Use this Foldable to

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Foldables
Using the Layered Book Foldable®

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

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

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

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

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

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

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

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

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

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

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

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

Use this Foldable to ____________________________
Using the Two- and Three-Tab Foldable

Several options adapt this Foldable for prefix, base word, suffix study, and practice.

**Phonics/Spelling Application**

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

Another option is to cut only one of the valleys (see step 4) so that the Foldable has two tabs of unequal size. Open the two tabs and write a base word on the bottom paper so that one word part is shown in each box.

A third option is to make a two-tab variation. Use it to compare two different phonic/spelling elements such as soft \( c \) and hard \( c \), vowel spellings, and word parts.
Two- and Three-Tab Foldable® Directions

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

Directions:
1. Fold the sheet like a hamburger.

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

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

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

Use this Foldable to ________________________________

__________________________

__________________________

__________________________

Foldables
Using the Four-Door Foldable®
by Dinah Zike

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

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

by Dinah Zike

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

Directions:
1. Make a shutter fold.

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

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

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

Use this Foldable to

_________________________________________________________________

_________________________________________________________________

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_________________________________________________________________

Foldables
Using the Three- and Four-Tab Foldable®

Phonics/Spelling Application
Several options adapt this Foldable to digraph, blend, and vowel variant letter-sound review. Use the Four-Tab Foldable as an alternate to Sound Boxes. Open the tabs and write a CVCe word on the bottom paper so that one letter is shown in each box. Have students practice blending and decoding words.

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

Or, cut only the first and second tabs and write a word that ends with a double letter or a digraph.
Three- and Four-Tab Foldable® Directions

Materials:
- one 8½” × 11” sheet of paper
- scissors

Directions:
1. Fold the sheet like a hamburger.

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

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

Use this Foldable to ____________________________

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__________________________

__________________________
Using the Eight-Tab Foldable®

Vocabulary and Phonics/Spelling Applications
Use the Foldable to review/study spelling or vocabulary words. This Foldable can be used to do a cumulative study of
• phonic elements such as blends and digraphs
• suffixes and prefixes

Comprehension Application
This can be an ideal tool for comparing two texts. For example, have students use the tabs to compare and contrast: characters, setting, problem, solution. It may also be helpful when retelling or summarizing nonfiction.
Eight-Tab Foldable® Directions

Materials:
- 1 large sheet of construction paper
- 2 8½” × 11” sheets of paper
- scissors
- glue

Directions:
1. Fold all three sheets of paper into hot dogs. Put aside the construction paper.

![Folded sheets of paper]

2. With the paper horizontal and the fold of the hot dog at the top, fold one small hot dog into four vertical sections. Do the same on the other small hot dog.

![Folded hot dog into sections]

3. Open these folds. Place one hand between the folds of the hot dog and cut up the three valleys so there are four tabs. Do the same on the other small hot dog.

![Opened folds and cut tabs]

4. Open the construction paper. Glue the tabbed hot dogs to the inside so they open like the pages of a book.

![Glued tabbed hot dogs]

Use this Foldable to

Foldables
Using the Matchbook Foldable® and Portfolio

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

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

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

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

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

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

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

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

4. Fold the poster board like a hamburger.

5. Use the small hamburgers to record information. Glue them onto the inside of the poster board.
Using the Shutter Foldable®

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

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

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

Materials:
• 8½” × 11” paper

Directions:

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

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

Use this Foldable to ________________________________

______________________________

______________________________

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______________________________
Using the Pyramid Foldable®

Use this Foldable with data occurring in threes.

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

**Phonics/Spelling Application**
Students can sort words into three categories. Some examples:
- Long vowels (such as o_e, oa, o)
- Blends (sl, st, sw) or consonant digraphs
- Inflected endings (-ial, -tion, -ious)

**Comprehension Application**
Not only can students use the pyramid to record information about what they read, they can do it in a few different ways. With one pyramid they can do things such as the following:
- Compare three different story characters
- Create a K-W-L chart
- Record information about story beginning, middle, and end

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

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

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

Directions:

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

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

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

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

Use this Foldable to ____________________________

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Using the Two- or Three-Pocket Foldable®

**Vocabulary and Phonics/Spelling Applications**
Have students use this Foldable as a study aid. Copies of Spelling or Vocabulary Word Cards (see pages 70–129 in this book) can be sorted and stored by students as they learn words. Have students label the pockets as shown below. As they study the words, have them move the cards to the appropriate pockets.

![Pocket Foldable Diagram]

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

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

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

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

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

Directions:

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

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

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

Use this Foldable to

______________________________
______________________________
______________________________
______________________________
Using Folded Tables and Charts

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

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

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

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

**Tip!**
Set up Vocabulary or Spelling Word binders in workstations so that students have easy access to them.

**Storage Notes**
When loose-leaf paper is used, storage in a three-ring binder is easy.
Folded Tables and Charts Directions

Materials:
- 8½” × 11” paper or loose-leaf paper

Directions:

1. Fold the number of vertical columns needed to make the table (or chart).

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

Use this Foldable to ________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

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

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

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

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

Puzzle

Solve the puzzle. Circle the six hidden spelling words.

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

Spelling Words
has  sat
wag  had
bad  fix
six  him
will  if

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
Match-Ups

Draw a line from each spelling word to its meaning.

1. wag  to make better
2. six   the past tense of sit
3. fix   the number after five
4. bad   to move back and forth
5. sat   not good

Sentences to Complete

Write a spelling word on each line to complete the sentence.

6. I hope you __________ come to see my class tomorrow.
7. Can I help __________ with the test?
8. We __________ a new teacher last week.
10. What happens __________ my bus is late?

Using the Word Study Steps
1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word correctly?
   If not, go back to Step 1.

Find and Circle
Circle the 10 hidden spelling words. The words are across, down, and on a slant.

Spelling Words
- went
- not
- tell
- tug
- pet
- hut
- job
- tub
- fog
- bun

Spelling:
- Short e, o, and u

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
Write a spelling word to complete each sentence.

1. Tom lets me ____________ his dog.
2. I can ____________ that Jen likes me.
3. Gus and I ____________ to the park.
4. It is ____________ nice to be mean.
5. I bathe my little sister in the ____________.
6. Mike and Dan made a ____________ to play in.
7. I did a good ____________ helping my friend.
8. At dinner Dad gave me a hamburger on a ____________.
9. I will ____________ on the rug so no one trips.
10. The ____________ makes it hard to see.
A. Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

B. Sounds the Same

Write a spelling word that rhymes with the words in each group.

1. dad  sad
2. rate  date
3. lake  make
4. map  lap
5. nag  rag
6. ram  jam

Spelling Words

bag     mad
cap     back
ham     cape
bake    made
ate     rake

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Questions

Write a spelling word to answer each question.

1. What can you use to make a pile of leaves? ___________
2. What can taste good on a sandwich? ___________
3. What can you put on your head? ___________
4. What can you put your lunch in? ___________
5. What word means not happy? ___________

B. Sentences to Complete

Write a spelling word to complete each sentence.

6. I ___________ an apple for lunch.
7. Dad ___________ a fire at camp.
8. We drove ___________ home after the show.
9. Kate wore a black ___________ on her back.
10. I can ___________ the bread in the oven.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

X the Words

Put an X on the words with the long i sound.

<table>
<thead>
<tr>
<th>rip</th>
<th>pipe</th>
<th>pick</th>
</tr>
</thead>
<tbody>
<tr>
<td>hike</td>
<td>fin</td>
<td>mix</td>
</tr>
<tr>
<td>side</td>
<td>did</td>
<td>line</td>
</tr>
<tr>
<td>five</td>
<td>lit</td>
<td>wick</td>
</tr>
<tr>
<td>fit</td>
<td>pick</td>
<td>rip</td>
</tr>
<tr>
<td>mix</td>
<td>bit</td>
<td>win</td>
</tr>
</tbody>
</table>

Spelling Words

did  rip
fin  mix
pick five
line side
pipe hike

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
Match-Ups

Draw a line from each spelling word to its meaning.

1. rip to walk in the woods
2. hike part of a fish
3. pipe to tear
4. mix a metal tube
5. fin to stir

Sentences to Complete

Write a spelling word to complete each sentence.

6. I ___________ the puzzle all by myself.
7. Can I ___________ some flowers for you?
8. I drew a ___________ from the word to the picture.
9. I want to play on your _____________.
10. I could read when I was ____________ years old.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

Puzzle

Solve the puzzle. Circle all the hidden spelling words.

```
h o m e a v s e t p
b c o p l p b x r o
o o r o p e o i o k
 c n x t f k x s e e
k e g h o n n o s e
l o c k x e r d o g
```
A. Match-Ups

Draw a line from each spelling word to its meaning.

1. poke  part of your face  
2. fox   push with a finger  
3. nose  something you use for packing  
4. lock  a pan  
5. pot   part of a door  
6. box   a wild animal

B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

7. Mai moved to a new ____________ next to mine.
8. Sometimes we take my ____________ for a walk.
9. We each get an ice cream ____________ to eat.
10. Sometimes we have fun jumping ____________ together.

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Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

Find and Circle

Where are the spelling words?

```plaintext
main jay
wait pay
sail stay
tail hay
train may
```

Spelling Words

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LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
Write the spelling word on each line to complete the sentence.

1. I have to ______________ a quarter for the milk.
2. My dog wags his ______________ when he is happy.
3. Do you know how to ______________ a ship?
4. Will you ______________ for me to get there?
5. I ______________ not go to the game today.
6. What time does the ______________ come?
7. Grandma will ______________ at our house.
8. Is that a blue ______________ in the tree?
9. There were lots of shops on the ______________ street.
10. There is plenty of ______________ in the barn.
Practice

A. Using the Word Study Steps
1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

B. Puzzle

Solve the puzzle. Circle the ten hidden spelling words.

```
o e a t y h e
p m q u e e n
e b a b y w e
m e a n b h s
e a c p o n y
s z l e a f u
n e e d h s b
a y k s e e k
```

Spelling Words
- eat
- leaf
- mean
- queen
- need
- seek
- baby
- pony
- he
- we

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Match-Ups

Draw a line from each spelling word to its meaning.

1. pony  a small horse
2. baby  to take in food
3. leaf  not nice
4. seek  a very young child
5. mean  part of a plant
6. eat  to try to find

B. Sentences to Complete

Write a spelling word on each line to complete the sentence.

7. Can ____________ all go to the play with you?
8. The king and ____________ wore crowns.
9. How will ____________ find his way home?
10. I ____________ to get some sleep.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

X the Words

Put an X on the words with the long \( i \) sound.

- dry
- dip
- pick
- lie
- rip
- sit
- sight
- mit
- try
- mind
- wild
- tip
- high
- clip
- tie
- hill
- cry
- light
- tilt
- will

Spelling Words

- light
- high
- sight
- wild
- mind
- dry
- cry
- try
- tie
- lie
Name __________________________________________

light    lie    try    high    tie
wild    mind    sight    cry    dry

Word Meaning

Find the opposite. Draw lines to connect the spelling words to words that mean the opposite.

1. dry    low
2. high    wet
3. wild    heavy
4. light    tame

Sentences to Complete

Write a spelling word on each line to complete the sentence.

5. Can you _____________ your shoes?
6. I will _____________ to help you fix the car.
7. You look sad when you _____________.
8. Your _____________ is what helps you see.
9. Do you _____________ if I sit next to you?
10. You should never tell a _____________.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

Crossword Puzzle

Write the spelling word that best matches each clue. Put the spelling words in the boxes that start with the same number.

**ACROSS**

2. past tense of tell
3. almost all
7. to get bigger
8. what you wash with

**DOWN**

1. moves
3. to cut grass
4. to heat bread
5. soap bubbles

**Spelling Words**

grow toast
mow soap
bowl foam
toe told
goes most
Spelling: Long ə

toast  soap  mow  goes  bowl
grow  toe  told  most  foam

Sentences to Complete

Write a spelling word on each line to complete the sentence.

1. I ____________ my friend to wait for me after class.
2. What color are ____________ trees?
3. Dad will ____________ the grass today.
4. Mom made eggs and ____________.
5. There is a bar of ____________ on the sink.
6. I put soup in the ____________.
7. Did you ____________ an inch taller?
8. I stubbed my ____________ on the step.
9. Joe ____________ to work at nine.
10. The soap made bubbles and ____________.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

X the Words

Put an X on the words with the long u sound.

- hut
- fuse
- bun
- bugle
- button
- tune
- rug
- dune
- use
- us
- bug
- music
- luck
- duke
- mule
- flute
- much
- cup
- June
- sun

Spelling Words

- mule
- June
- bugle
- music
- fuse
- duke
- use
- tune
- flute
- dune

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
Practice

Name ________________________________

Spelling: Long u

flute tune dune use June
mule duke bugle music fuse

Match-Ups

Draw a line from each spelling word to its meaning.

1. June  a sand hill
2. flute  the month before July
3. dune  a prince
4. mule  an animal like a donkey
5. duke  a wind instrument

Sentences to Complete

Write a spelling word on each line to complete the sentence.

6. I like ____________ class because I get to play the drums.
7. A ____________ blew so all the lights went out.
8. A ____________ is like a trumpet.
9. Can I ____________ your pen to write a note?
10. Dad hums a ____________ when he rocks the baby.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

Word Builder

Be a word builder. Write the missing vowel to finish each spelling word.

1. c l ____ r k
2. t ____ r n
3. h ____ r t
4. f ____ r s t
5. t ____ r m
6. h ____ r d
7. c h ____ r n
8. b ____ r s t
9. s t ____ r
10. s k ____ r t

Spelling Words

clerk  term
herd  skirt
first  stir
churn  burst
hurt  turn
Sentences to Complete

Write a spelling word on each line to complete the sentence.

1. The _____________ in the store waited on us.
2. Trish wore a _____________ and a sweater to the dance.
3. The school _____________ is over in November.
4. This is my _____________ time at the dance.
5. Please take your _____________ in the game.

Word Meaning

Say it another way. Draw a line from each spelling word to the word or words that mean almost the same.

6. burst mix
7. stir pop
8. herd stir milk
9. hurt wounded
10. churn large group
A. Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

B. Find and Circle

Where are the spelling words?

w s t e e r v o e a r
h a w c h e e r l d c
e m b o p e r c h e t
r x d e e r b h f a s
e n e a r l o h e r e

Spelling Words
near
dear
ear
deer
steer
cheer
verb
perch
here
where

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Match-Ups

Draw a line from each spelling word to its meaning.

1. deer \(\rightarrow\) the part of the body used for listening
2. ear \(\rightarrow\) close by
3. near \(\rightarrow\) an animal with antlers
4. cheer \(\rightarrow\) to guide or direct
5. perch \(\rightarrow\) joy or happiness
6. steer \(\rightarrow\) a small fish

B. Sentences to Complete

Write a spelling word on each line to complete the sentence.

7. Please come \_________\ so I can show you my fish.
8. I wonder \_________\ we are going today in the boat.
9. The word \textit{run} is an example of a \_________.
10. You are a \_________ to take such good care of me.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

Find and Circle

Solve the puzzle. Circle the ten hidden spelling words.

l a r g e s t a r t
p r a h f a r m u d
a e s a r t n o s a
r p a r t w c f a r
k i z t h a r d m k
Opposites

Write the spelling word that means the opposite of each word below.

1. stop
2. light
3. soft

Sentences to Complete

Write a spelling word on the line to complete the sentence.

4. Sam has the biggest _____________ in the play.
5. Cows and pigs live on a _____________.
6. We live in a _____________ house.
7. I like to create _____________ with paint.
8. Dad drove _____________ in the car.
9. You _____________ very smart.
10. There are swings and a slide at the _____________.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word. Did you spell the word right? If not, go back to step 1.

Find and Circle

Where are the spelling words?

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

Spelling Words

more  roar
tore  board
wore  port
store  north
oar  fort

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Definitions

Write the spelling word for each definition.

1. Past tense of tear ____________
2. A paddle used to row a boat ____________
3. A loud rumbling sound ____________
4. A harbor ____________
5. The direction opposite of south ____________
6. A place where things are sold ____________
7. An army post ____________

B. Sentences to Complete

Write a spelling word on each line to complete the sentence.

8. I need ____________ glue to finish my art project.
9. Sue ____________ her red dress to the party.
10. The wooden ____________ had nails pounded into it.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

X the Word

Find two words in each row with the same vowel sound and spelling pattern. Cross out the other word that does not belong.

1. pair    chair    charm
2. star    stamp    shark
3. card    care    rare
4. dare    storm    stare
5. hair    fair    farm

Spelling Words

star    dare
shark    hair
care    pair
stare    chair
rare    fair
A. Definitions

Write the spelling word for each definition.

1. A piece of furniture that you sit on
   _______________

2. Not common
   _______________

3. A large fish
   _______________

4. An object seen in the night sky
   _______________

5. To look at something with eyes open wide
   _______________

6. Two similar things used together
   _______________

7. A festival or carnival
   _______________

B. Sentences to Complete

Write a spelling word on each line to complete the sentence.

8. Wash your ____________ in the shower.

9. I ____________ you to go to school dressed like a monkey.

10. Pat takes ____________ of her new puppy.
Using the Word Study Steps
1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

Puzzle
Solve the puzzle. Circle all the hidden spelling words.

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

Spelling Words
clown  ground
growl  shout
howl   cloud
brown  house
crown  sound
Practice

Spelling:
Diphthong ou, ow

clown  ground  crown  shout  cloud
sound  house  brown  growl  howl

A. Match-Ups

Draw a line from each spelling word to its meaning.

1. clown  the earth under your feet
2. brown  a person who makes you laugh
3. ground  a color
4. crown  a building to live in
5. shout  something worn by a king or queen
6. house  yell

B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

7. Will the dog ____________ at a stranger?
8. The ____________ in the sky was fluffy and white.
9. There was a loud ____________ when the alarm went off.
10. I think I heard a coyote ____________.

Head, Body, Legs: A Story from Liberia • Grade 2/Unit 4

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

X the Word

Find two words in each row with the same vowel sound and spelling pattern. Cross out the other word that does not belong.

1. royal   crawl   soy
2. soil    moist   most
3. brown   broil   oil
4. joy     job     toy
5. boil    point   paint

Spelling Words

- soil    oil
- broil   toy
- moist   joy
- point   avoid
- boil    royal
A. Sentences to Complete

Write a spelling word on each line to complete the sentence.

1. Mom fried the fish in ____________.
2. The new baby brought much ____________ to her family.
3. I can ____________ the meat in the oven.
4. Water made the towel feel ____________.
5. The ____________ family sat on their thrones.

B. Definitions

Write the spelling word for each definition.

6. An object that children play with. ______________
7. A small mark or dot used in writing. ______________
8. Dirt that plants grow in. ______________
9. To heat water until it bubbles. ______________
10. To stay away from. ______________
Using the Word Study Steps

1. **LOOK** at the word.
2. **SAY** the word aloud.
3. **STUDY** the letters in the word.
4. **WRITE** the word.
5. **CHECK** the word.
   Did you spell the word right?
   If not, go back to step 1.

**Find and Circle**

**Circle the ten hidden spelling words.**

- t r o o m
- k n e w
- g l u e
- f l e w
- g s h o e t
- r o o m
- k n e w
- g l u e
- f l e w
- g s h o e t

**Spelling Words**

- room
- glue
- tool
- flew
- suit
- new
- fruit
- shoe
- clue
- canoe
A. Match-Ups

Draw a line from each spelling word to its meaning.

1. room  to make stick
2. glue   a space in a house
3. clue   a set of clothes
4. new    a small boat
5. canoe  recently grown or made
6. suit   a hint

B. Sentences to Complete

Write a spelling word on each line to complete the sentence.

7. He used a ____________ to fix the lock.
8. I ate a piece of ____________ for lunch.
9. Which ____________ needs a new lace?
10. Mom ____________ to Texas to see her brother.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word. Did you spell the word right? If not, go back to step 1.

Find and Circle

Where are the spelling words?

Spelling Words

shook  brook
hook  foot
crook  soot
good  could
should  would
Sentences to Complete

Write a spelling word on each line to complete the sentence.

1. The ____________ stole a watch from the shop.
2. An inch is smaller than a ____________
3. Hang your coat up on the ____________.
4. We saw ducks swimming in the ____________.
5. I am ____________ at standing on one foot.
6. He ____________ not be able to play in the game.
7. The little boy ____________ with fear.
8. Mom knew I ____________ pick her up at the mall.
9. There was ____________ in the fireplace.
10. You ____________ know the answer to this question.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

X the Word

Put an X on the word in each row that has a different vowel sound.

1. crawl lamb law
2. wait pause fault
3. draw sauce band
4. raw jaw jam
5. lunch launch hawk

Spelling Words

pause jaw
draw sauce
launch hawk
law raw
fault crawl

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Make a Connection

Write a spelling word to complete each pair of sentences.

1. A child can run. A baby can _____________.
2. I put gravy on my meat. I put ____________ on my vegetables.
3. I like to paint. You like to _____________.
4. A baby cow is called a calf. A baby deer is called a _____________.
5. Our fingers are part of our hand. Our ____________ is part of our mouth.
6. You need to cook the meat. But carrots you can eat _____________.

B. Sentences to Complete

Write a spelling word on each line to complete the sentence.

7. They will ____________ the rocket at noon.
8. Is it your ____________ that the vase broke?
9. Wearing your seat belt is a _____________.
10. Stop or ____________ after you read the first page.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

Puzzle

Solve the puzzle. Circle all the hidden spelling words.

x c o t t o n o i n
v a e x n a b b v c
i b i n d e x j i a
s v d e f m o e n b
i n a p k i n c a i
t h a p p e n t p n

Spelling Words

nap  index
napkin  visit
cab  object
cabin  cotton
in  happen

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Match-Ups

Draw a line from each spelling word to its meaning.

1. nap  __________ a taxi
2. cotton  __________ a short rest
3. cab  __________ part of a book
4. index  __________ a thing
5. napkin  __________ something white and fluffy
6. object  __________ you use it to wipe your mouth

B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

7. I planted a garden outside Grandma’s __________.
8. I put seeds __________ the ground.
9. What will __________ to my seeds?
10. I will see plants when I __________ Grandma next week.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

Puzzle

Solve the puzzle. Circle all the hidden spelling words.

```
pepper
updbb
uzyezogmeie
betnzmagnet
lyacyaphetz
ifdinnernune
suulgszhzer
hilfuzzyltn
```
A. Definitions

Write the spelling word for each definition.

1. Part of a basketball hoop  
2. Used for writing with ink  
3. It sticks to metal  
4. A writing stick with no ink  
5. To make a book  
6. To think something will happen

B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

7. My garden vegetables taste ________ than ones from a store.
8. My green ________ is smooth on the outside.
9. Some of my vegetables are ________.
10. All of them taste good when I eat them for ________.
Using the Word Study Steps

1. **LOOK** at the word.
2. **SAY** the word aloud.
3. **STUDY** the letters in the word.
4. **WRITE** the word.
5. **CHECK** the word. Did you spell the word right? If not, go back to step 1.

**Find and Circle**

Where are the spelling words?

```
human  navy
giant  gravy
lady  solo
lazy  open
crazy  odor
```

**Spelling Words**

```
h u l h u m a n g c r
u g x i s c r a i r o
z i o d o r l v z a o
l a d y l u y y a z p
a n j v o d l a z y e
r t i g r a v y n m n
```

**LC 1.8** Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Definitions

Write the spelling word for each definition.

1. a woman
   ____________________________

2. a smell
   ____________________________

3. alone or by oneself
   ____________________________

4. strange
   ____________________________

5. a sauce for meat
   ____________________________

6. a shade of blue
   ____________________________

B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

7. A long time ago, some cats had very big, or ___________________, teeth.

8. When my cats ________________ their mouths, I see only small teeth.

9. A long time ago, a person, or ________________, didn’t have a cat for a pet.

10. Today, I have two ________________ cats that lie in the sun all day.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

Puzzle

Solve the puzzle. Circle all the hidden spelling words.

```
  f l i m i s e t p p l
  g l i a r f k e r a p
  a i p m i d d l e d a
  x t p e p a s d o d d
  e t l b t b u b b l e
  h l e c l u e v a e i
  s e t t l e w x l i t
```

Spelling Words

- lit
- ripple
- little
- pad
- set
- paddle
- settle
- middle
- rip
- bubble

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

Farfallina and Marcel
Grade 2/Unit 5
Practice

Spelling: Consonant + le

Syllables

Name ____________________________________________

lit little set settle rip
ripple pad paddle middle bubble

A. Match-Ups

Draw a line from each spelling word to its meaning.

1. lit things that go together
2. bubble between the beginning and end
3. set something that pops
4. middle tear apart
5. rip past tense of light

B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

6. Do you see the __________ tadpoles in the pond?
7. They make a __________ in the water when they swim.
8. Soon they will become frogs that __________ in the pond.
9. Sometimes a frog hops up on a lily __________.
10. Then it will __________ down to rest.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

Puzzle

Solve the puzzle. Circle the ten hidden spelling words.

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

Spelling Words

no   basic
noble bacon
male relate
female return
baby   lion

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Definitions

Write the spelling word for each definition.

1. opposite of yes
2. come back
3. good and kind
4. to tell something to someone
5. main
6. kind of meat

B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

7. A ____________ is a big cat that lives in the wild.
8. ____________ lions begin to hunt when they are about three months old.
9. The boy, or ____________, lions have manes.
10. The girl, or ____________, lions do not.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

Puzzle

Solve the puzzle. Circle all the hidden spelling words.

rat saddle
rattle jig
rid jiggle
riddle apple
sad puddle
A. Definitions

Write the spelling word for each definition.

1. a red fruit
2. an animal
3. a dance
4. a baby’s toy
5. what you use for riding a horse
6. a question that you solve

B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

7. The rain made a big _______________ in my yard.
8. I like to look at the bugs _______________ in the water.
9. The sun will get _______________ of the puddle.
10. I will be _______________ to see it dry up.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

Puzzle

Solve the puzzle. Circle all the hidden spelling words.

pxiowjadj
lablloonsi
obwmyrtes
playnwypp
ydyzyazaball
wfenplayina
aaismenjoy
yxmeadowna

Spelling Words

way display
away joy
ball enjoy
balloon explain
play meadow
A. Questions

Write the spelling word for each definition.

1. a round toy that bounces
2. to like
3. to tell how to do something
4. to show something
5. what you do with a game
6. something you blow up

B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

7. I saw a deer in the ________________.
8. What a ________________ it was to watch it!
9. Then the deer looked my ________________.
10. It saw me and ran ________________.
Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

Puzzle

Solve the puzzle. Circle all the hidden spelling words.

place sidewalk
replace face
nine inside
ninety these
side tadpole

Spelling Words

Spelling: Final e Syllables

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Match-Ups

Draw a line from each spelling word to its meaning.

1. tadpole  number after eight
2. replace  between eighty and one hundred
3. face  where your nose is
4. nine  baby frog
5. side  edge
6. ninety  change for something else

B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

7. Don’t throw your trash on the _____________.
8. ____________ it in the trashcan.
9. ____________ bins are for recycling.
10. There are old newspapers ____________ them.
Practice

Name ____________________________________________________________

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
   Did you spell the word right?
   If not, go back to step 1.

Puzzle

Solve the puzzle. Circle all the hidden spelling words.

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

Spelling Words

wood highway
wooden be
reach between
reaches root
way uprooted

LC 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Definitions

Write the spelling word for each definition.

1. underground part of a tree
2. what some houses are made from
3. get to a place
4. gets to a place
5. made from wood
6. is, are, was, were

B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

7. Mom was driving on the ______ during a big storm.
8. A gust of wind ______ a big tree.
9. It landed ______ Mom’s car and the car behind her.
10. No one got hurt because everyone was out of the ______.
Using the Word Study Steps

1. **LOOK** at the word.
2. **SAY** the word aloud.
3. **STUDY** the letters in the word.
4. **WRITE** the word.
5. **CHECK** the word.
   Did you spell the word right?
   If not, go back to step 1.

**Puzzle**

Solve the puzzle. Circle all the hidden spelling words.

```
s t h o y j u o r w l
 t j u m p e r h e r j
a x p o a v m i g o u
r i b t r e t g h t m
r u g h d r h h d h p
y r m e x h i g h e r
s t a r v p a p e r w
```

**Spelling Words**

- jump
- starry
- jumper
- other
- high
- mother
- higher
- ever
- star
- paper

**LC 1.8** Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
A. Match-Ups

Draw a line from each spelling word to its meaning.

1. jumper  a thin sheet used to write on
2. paper   always
3. higher  something that shines at night
4. ever    farther up
5. star    someone who jumps

B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

6. My ____________ read me two stories.
7. One told about frogs that ____________.
8. They jumped so ____________.
9. I like the ____________ story better.
10. It tells why there are ____________ nights.
• A sentence is a group of words that tells a complete thought.
• Every sentence begins with a capital letter.
• A statement is a sentence that tells something. It ends with a period.
  School is fun.       We play in the gym.

Circle each sentence. Then complete each incomplete sentence. Write it on the lines below.

1. Our classroom is sunny.
2. Writes on the chalkboard.
3. We read books.
4. Like art class.
5. Recess is a fun part of the day.

LC 1.1 Distinguish between complete and incomplete sentences.
We have gym today.
What is in my backpack?

Read the sentences. Write the sentences correctly on the lines.

1. What do you bring to school

2. I bring books and a pencil

3. What else is in your backpack

4. My lunch is in my backpack

5. What did you bring for lunch

6. Do you want to sit with me at lunch time

7. My new teacher is nice

8. Are we in the same class
Add the correct end mark to each sentence.
Write S next to each statement.
Write Q next to each question.

1. Our new school opens today ______
2. The brick building has three floors ______
3. Where is your classroom ______
4. The playground has three swing sets ______
5. How tall is the shiny new slide ______
6. Did you see the new music room ______
7. There is a band concert tonight ______
8. My sister plays in the school band ______
9. What instrument does she play ______
10. Do you have tickets to the concert ______
A command is a sentence that tells someone to do something. It ends with a period.

Share with your friends.    Listen to your mother.

Circle each command.

1. I like to play games.
2. Treat the animals with care.
3. Sing a song with me.
4. Where does your friend live?
5. Share your cookie.
6. My dogs are my best friends.
7. I am going to Laura’s birthday party next week.
8. Sit next to me.
9. Who gave you that flower?
10. Take me to the park.

Write two new commands on the lines.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
• Begin each sentence with a capital letter.
• End each command with a period.
• End an exclamation with an exclamation point.

Help your friend. This homework is hard!

Read the sentences. Write the sentences correctly on the lines.

1. please come to my birthday party.

2. this is an awesome party

3. cut the cake now

4. i’m stuffed

5. turn the music down

6. play cards with me

7. this is fun

8. please help me clean up
Add a period to each command.
Add an exclamation point to each exclamation.

1. Hooray, the sun is shining brightly __
2. Come and play in my yard __
3. Look at our new puppy __
4. Gosh, your puppy is so little __
5. Roll over __
6. Oh no, the puppy rolled in the mud ___

Add or take away words to rewrite the sentences.

7. Make this statement a command.
   Jake scratches the puppy’s belly.

8. Make this statement an exclamation.
   Your puppy is cute.
• Every sentence has two parts.
• The **subject** tells who or what does something.

<table>
<thead>
<tr>
<th>Firefighters put out a fire.</th>
<th>Dogs like to run.</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>subject</td>
</tr>
</tbody>
</table>

A. **Underline the subject in each sentence.**
1. The man calls the fire station.
2. The family leaves the house.
3. Everyone looks at the flames.
4. A fire truck races to the house.
5. The firefighters are just in time.

B. **Write another sentence about a fire. Circle the subject.**
6. __________________________________________________________
• Begin the greeting and closing in a letter with a capital letter.
• Use a comma after the greeting in a letter.
• Use a comma after the closing in a letter.
  
  Dear Mom,
  Love,
  Kim

Rewrite the letter correctly.

dear Grandma and Grandpa

  I am having a great time on vacation. I miss you.

  love

  Juan
Write C next to each complete sentence and circle the subject. Write I next to each incomplete sentence. Then add a subject and rewrite the sentences on the lines below. Underline the subject.

1. Our family has a fire escape plan. ___
2. My mom drew a map of our house. ___
3. shows the way out of the house. ___
4. practiced the escape plan many times. ___
5. Our meeting place is on the corner of our street. ___
There are two parts to every sentence.
- The **subject** tells who or what the sentence is about.
- A **predicate** tells what the subject does or is.

Jane plants flowers.

**Which sentence tells about the picture?**

Draw a line under the predicate of that sentence.

1. a. Jane plants flower seeds.
   
   b. Jane picks the flowers.

2. a. Jane smells the flowers.
   
   b. Jane waters the flowers.

3. a. The flowers are pink and yellow.
   
   b. The sun shines on the flowers.

4. a. The flowers are dying now.
   
   b. Jane picks the flowers now.
Read the sentences. Make the corrections. Write the correct sentences on the lines.

1. Abby was born on February 6, 1998.

2. She was born in Brooklyn, New York.

3. Her family moved to Portland, Oregon.

4. They moved on October 14, 2003.
Fill in the circle next to the predicate of the sentence.

1. My sister Rosa made a clay boat.
   - My sister Rosa
   - a clay boat
   - made a clay boat

2. She entered the boat in an art contest.
   - She entered
   - entered the boat in an art contest
   - boat in an art contest

3. The boat won first prize.
   - won first prize
   - The boat
   - first prize

4. Rosa is taking art classes now.
   - Rosa is
   - art classes
   - is taking art classes now

5. Her teacher called her a true artist.
   - called her a true artist
   - a true artist
   - Her teacher
• If two sentences have the same predicate, you can combine them to make one sentence.
• You can combine sentences by joining two subjects with **and**.

Ana learned English.  Pedro learned English.
Ana and Pedro learned English.

Combine the subjects in each pair of sentences to make one sentence. Write the new sentence on the lines.

1. Ana moved here from Chile.
   Pedro moved here from Chile.
   ____________________________________________

2. Our teacher welcomed Ana.
   The principal welcomed Ana.
   ____________________________________________

   Hope played soccer with Pedro.
   ____________________________________________

4. Ana made friends.
   Pedro made friends.
   ____________________________________________
Use quotation marks at the beginning and end of what a person says.

A quotation shows the exact words of what a person says.

“I like America,” said Tamar.

Read each sentence. Write the corrected sentence on the lines.

1. This is Tamar, said our teacher.

2. I moved here from Israel, Tamar said.

3. Welcome to our school, Liz said.

4. Thank you, said Tamar.

5. The teacher asked, What kind of books do you like to read?

6. Tamar answered, I love to read books about dinosaurs.
Combine the subjects or the predicates in each pair of sentences to make new sentences. Write the new sentences on the lines.

1. Nejal lived in Turkey.
   Her family lived in Turkey.

2. Her father got a job in Virginia.
   Her father moved the family here.

3. Nejal studied hard.
   Nejal learned English quickly.

4. I met Nejal first.
   I introduced her to all the kids.

5. She smiled at everyone.
   She made friends easily.
A noun is a word that names a person, place, or thing.

Some nouns name people.

A girl mows the lawn. Her dad plants a tree.

Circle the noun in each sentence that names a person.

1. Mom grows a vegetable garden.
2. Dad picks the vegetables.
3. My brothers eat the snap peas.
4. My sister likes the tomatoes.

Write two more sentences on the lines below. Include a noun that names a person in each one. Use the picture for ideas.

5. 
6. 
Practice

Name __________________________________________

Grammar: Commas in a Series

• Use commas to separate three or more words in a series.
• The word **and** or **or** comes before the last word in a series.

    I see flowers, plants, **and** trees.
    A rose may be yellow, white, red, **or** pink.

Read each sentence. Write the corrected sentence on the line.

1. I need to buy pots, soil, and seeds.

2. Do you want to plant tulips, daisies, or roses?

3. Flowers need sun, air, and water to grow.

4. Will you plant flowers in the front, back, or side yard?

5. I will give flowers to my sister, my aunt, and my mom.

Write another sentence about plants. Include three or more words in a series.

6. ____________________________________________

LC 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
Circle the nouns in each sentence.

1. My uncle opened a shop in the city.
2. People can buy fresh fruit and vegetables there.
3. My aunt grew those berries in her garden.
4. Farmers grow other foods in their fields.
5. A huge truck brings some corn.

Write the nouns that you circled in the correct column.

<table>
<thead>
<tr>
<th>People</th>
<th>Places</th>
<th>Things</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
A singular noun names one person, place, or thing.
A plural noun names more than one person, place, or thing.
Add -s to form the plural of most nouns.

I have one dog. Mia has two dogs.

Use the pictures to fill in each blank with a plural noun.

1. The bird is eating two ____________.

2. Three ____________ are sleeping.

3. The ____________ are feeding the fish.

4. There are five ____________ in the nest.
Write the letter on the lines. Use capital letters and commas where they belong.

dear Aunt Yoon

Sam and I went to a fair today. Many other children were there. We rode on ponies. We had fun! We miss you.

love

Jing
Complete each sentence with the nouns in ( ).
Write the nouns in their plural form.

1. The tiny ___________ needed help. (bird)
2. Their ___________ had fallen from the ___________.
   (nest, branch)
3. The ___________ worked together to help. (child)
4. The ___________ picked up some small ___________.
   (girl, twig)
5. The ___________ added ___________ of cloth. (boy, scrap)
6. The baby ___________ were hungry. (fox)
7. They ate ___________ from the ___________.
   (berry, bush)
8. Some ___________ came to eat the ___________.
   (mouse, seed)
Some nouns name special persons, places, or things.

This kind of noun is called a **proper noun**.

A proper noun begins with a capital letter.

Carlos was born at Oakwood Hospital.

Circle the proper nouns.

1. Carlos lives in New Jersey.
2. He goes to Orchard School on King Street.
3. His teacher is Mr. Fleming.
4. At recess he plays tag with Al and Sara.
5. After school the friends play at Miller Park on Oak Street.
6. On rainy days, they play Monopoly.
7. Sometimes they go to Reed Library near Reed River.
8. They like to look at the pictures in Science World Encyclopedia.
An abbreviation is a short form of a word. An abbreviation begins with a capital letter and ends with a period. Most titles of people are abbreviations.

Mrs. Ms. Mr. Dr.

Find the mistakes. Write each sentence correctly on the line.

1. mr Jones broke his arm.

2. mrs Jones drove mr Jones to the hospital.

3. dr Jimenez took an x-ray of his arm.

4. ms Rose, the nurse, helped the doctor.
Circle the underlined words that are proper nouns.

1. Last Monday, our class went on a field trip.

2. Mr. Jones was our driver.

3. He drove from our school to Merrit Hospital.

4. Westside School is ten miles from the hospital.

5. The bus went through the Third Street Tunnel.

6. We met Maria Cortez and other nurses and doctors.

7. It was the month of February.

8. Valentine’s Day was in two days.

9. Our teacher Ms. Adams had asked us to make cards for the sick children.

10. I gave my card to a girl named Josie.
A **possessive noun** shows who or what owns or has something.

- Add an **apostrophe** (') and **-s** to a singular noun to make it possessive.

  The **dog's** bowl is empty.

Choose the correct possessive noun. Write it on the line.

1. The **__________** eyes are black.
   A. rabbit
   B. rabbit's

2. The **__________** babies are called ducklings.
   A. ducks
   B. duck's

3. **__________** kitten is orange.
   A. Maya’s
   B. Maya

4. The **__________** tail wags fast.
   A. puppy
   B. puppy’s

5. The snake is **__________** pet.
   A. Petes
   B. Pete’s
Always use an apostrophe to form a possessive.
Add an apostrophe and \(-s\) to make a singular noun possessive.
Add an apostrophe to make most plural nouns possessive.

Look at the picture. Then write the possessive of each noun on the line.

1. That ___________ leash is on.

2. Both ___________ tanks are open.

3. This ___________ tail is curly.

4. The ___________ bowls are on the floor.

5. The ___________ bowl is on the table.
Mark the sentence that is rewritten correctly. Underline the possessive noun in the correct sentence.

1. The wings of the butterfly are blue and black.
   - The butterfly’s wings are blue and black.
   - The butterflies wings are blue and black.
   - The butterfl y’s wings are blue and black.

2. The shells of the crabs are too small now.
   - The crab’s shells are too small now.
   - The crabs shells are too small now.
   - The crabs’ shells are too small now.

3. The eggs of our duck are ready to hatch.
   - Our ducks eggs are ready to hatch.
   - Our duck’s eggs are ready to hatch.
   - Our ducks’ eggs are ready to hatch.

4. The ears of the puppy are long and floppy.
   - The puppies ears are long and floppy.
   - The puppy’s ears are long and floppy.
   - The puppys’ ears are long and floppy.

5. The feathers of the swans have turned white.
   - The swans’ feathers have turned white.
   - The swan’s feathers have turned white.
   - The swans feathers have turned white.
A plural noun names more than one person, place, or thing.

To change a singular noun to a plural noun, add -s or -es. Do not add an apostrophe.

pool → pools    box → boxes

Make the noun in ( ) plural. Then write the correct sentence on the line below.

1. The (player) are getting ready for the big game.

2. Each team has ten (child).

3. How many (coach) are there?

4. Ben threw four (pitch).

5. Our team scored five (run).
• Add an apostrophe and -s to make a singular noun possessive.
• Add an apostrophe to make most plural nouns possessive.
• Do not add an apostrophe to form a plural noun.

Underline the mistakes. Write the sentences correctly on the lines below.

1. Juans check-up is today.

2. There are three doctor’s at the office.

3. Dr. Brown is a childrens doctor.

4. The doctor listens to the boys’ heart.

5. Juan steps on Dr. Browns’ scale to be weighed.

6. Nurse Ann uses a chart to check Juan’s eye’s.
Circle the correct form of the noun to complete each sentence.

1. My coach showed us some special _____________.
   - stretch
   - stretches
   - stretches

2. “Do these before all your _____________,” she said.
   - practices
   - practice
   - practices’

3. Early in the year, we practiced in the _____________ gym.
   - schools
   - schools’
   - school’s

4. Later in the spring, we used one of two soccer _____________.
   - fields’
   - fields
   - field’s

5. My two best _____________ moms are coaching this year.
   - friends’
   - friends
   - friend’s

6. They like to run _____________ with us.
   - lap’s
   - lappes
   - laps

7. My _____________ first game was a loss.
   - teams
   - teams’
   - team’s

8. Both _____________ words after the game made us feel better.
   - coaches’
   - coach’s
   - coaches
An action verb is a word that shows action.
An action verb shows what someone or something is doing.

Isabel tells a story. Martin listens to Isabel.

Circle the action verb in each sentence. Write it on the line.
1. Justin sits in a chair. _____________
2. He reads a story to his sister, Lucy. _____________
3. Lucy listens to Justin. _____________
4. She laughs at the funny parts. _____________
5. Justin turns the pages. _____________
6. He points to the pictures. _____________

Write an action verb on the line to complete each sentence below. Use the picture to help you.

7. Justin _____________ at his sister.
8. Lucy _____________ Justin.
An **abbreviation** is a short form of a word.

Most titles of people are abbreviations.

An abbreviation begins with a capital letter and ends with a period.

---

Draw lines to match the words in the left column with the abbreviations in the right column.

1. Mister  Mrs.
2. Senior  Ave.
3. Doctor  Mr.
4. Avenue  St.
5. Captain  Sr.
6. Missus  Dr.
7. Street  Jr.
8. Junior  Capt.
Write the underlined word that is an action verb.

1. **Pedro makes** up great **stories**.
2. In one story, a **giant ape** **eats** a **huge** forest.
3. The ape **swallows whole** trees in **one** gulp.
4. Other **animals live** in the **trees**.
5. They **lose** their **homes because** of the ape.
6. So **they move** to the big **city**.
7. The animals **find new** homes in the city **parks**.
8. The giant **ape misses** the **other** animals.
9. **He plants** lots and lots of **new** trees.
10. **Soon** the animals **return** to the **forest**.

**LC 1.3** Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.
• The tense of a verb tells when the action takes place.
• Present-tense verbs tell about actions that happen now.

Josh plays ice hockey.
His mom watches every game.

Draw a line under each present-tense verb. Then write the verb on the line.

1. Josh puts on his hockey skates. _____________
2. He wears a helmet on his head. _____________
3. Pads protect his knees. _________________
4. Josh skates fast. _________________
5. He hits the puck with a hockey stick. _________________
6. Josh’s mom cheers for him. _________________
• Use commas to separate three or more words in a series.
• Use **and** or **or** before the last word in a series.

We play sports in summer, winter, spring, and fall.

Find the missing commas and rewrite each sentence correctly on the lines below.

1. We go skiing skating and sledding during the winter.

2. I ski slowly carefully and safely.

3. Do you like to ice skate roller skate or rollerblade?

4. I wear a helmet knee pads and elbow pads when I skate.

5. We can go sledding in my yard at the school or in the park.

LC 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
Write the present tense of the verb in ( ) to complete each sentence.

1. Rose _____________ for the light to change. (watch)

2. Her little sisters _____________ Mom’s hands. (hold)

3. They all _____________ both ways before crossing. (look)

4. Rose _____________ about safety at school and at home. (learn)

5. The students in Rose’s class _____________ posters. (make)

6. Chan _____________ a list of safety rules on his poster. (write)

7. One girl _____________ a cartoon. (draw)

8. The cartoon _____________ kids on skateboards. (show)

9. One skateboarder _____________ too fast. (go)

10. The other skateboarders _____________ safety rules. (follow)
Circle the past-tense verb in each sentence. Write it on the line.

1. Our class visited the museum. ________________
2. We learned about dinosaurs. ________________
3. Did you know that dinosaurs once roamed the Earth? ________________
4. I asked a question about Triceratops. ________________
5. A scientist answered my question. ________________

Choose one past-tense verb you circled above. Use it in a new sentence. Write the sentence on the lines.

6. ____________________________________________________________________

Verbs can tell about actions that already happened.
These verbs are in the past tense.
Add -ed to most verbs to tell about an action in the past.

Our class learned about fossils last week.
Our class looked at dinosaurs yesterday.
• Begin the greeting and closing in a letter with a capital letter.
• Use a comma after the greeting of a letter.
• Use a comma after the closing of a letter.

Find the mistakes in the letter. Rewrite the letter correctly on the lines below.

dear Officer Jones
    Thank you for visiting our classroom.
    We posted your safety tips on the wall. Stay safe.
        yours truly,
        Ms. Berger’s class
Rewrite each sentence to tell about the past. Change the underlined verb to the past tense.

1. The men and women **work** as a team.

2. They **hunt** for dinosaur bones in the desert sand.

3. One man **rams** his shovel into something hard.

4. He **waves** to the other members of his team.

5. Two women carefully **pick** up the dinosaur bones.

6. They **ship** the bones home in a crate.

7. Later, scientists **examine** the bones closely.

8. They **learn** the size and shape of the dinosaur.
• The verb *have* has a special form in the present tense.

• Use *has* when the subject is singular.
  
Pete *has* tap shoes.

• Use *have* when the subject is plural or *I* or *you*.
  
Marta and Joe *have* top hats.
  
  I *have* a cane.

**A. Complete each sentence with *has* or *have*.**

1. We ___________ a school play in the winter.
2. My brother ___________ a singing part.
3. My friends Lily and Sam ___________ talking parts.
4. I ___________ a flute that I play in the band.
5. My teacher ___________ a clarinet.
6. We all ___________ a great time putting on the play.

**B. Write one sentence with *has*. Write another sentence with *have*. Write them on the lines below.**

7. _______________________________________
   
   _______________________________________

8. _______________________________________
   
   _______________________________________
• Begin the first word and each important word in a book title with a capital letter.
• Underline the title of a book.

A Very Young Dancer
Olivia Saves the Circus

Correct the underlined book title in each sentence. Write it correctly on the line below.

1. chasing vermeer is a book about a famous artist.
   ________________________________________________________________________

2. I just finished reading a book called polly and the piano.
   ________________________________________________________________________

3. the little ballerina is my sister’s favorite picture book.
   ________________________________________________________________________

4. We read the kids’ guide to acting and stagecraft to prepare for our school play.
   ________________________________________________________________________

5. The library has a funny book called angelina, star of the show.
   ________________________________________________________________________

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LC 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.
Circle the correct form of the verb have to complete each sentence.

1. My best friend Kim and I (have, has) big dreams.

2. Kim (have, has) dreams of being a singer on Broadway.

3. Even as a baby, she (has, had) a good voice.

4. Her dreams (have, has) a good chance of coming true.

5. Today, I (have, had) a dream of playing in a rock band.

6. My father (have, has) his old guitar in the garage.

7. He and his pals (have, had) a rock band a long time ago.

8. One of his friends (have, has) a music studio in the city.

9. Last week, I (have, had) my first lesson there.

10. I (have, has) a lot to learn before my first show.
Practice

Name ____________________________________________

Grammar: Sentence Combining

• If two sentences have words that are the same, you can combine them.
• You can combine sentences by joining words with **and**.

The horses eat hay.       The horses play in the field.

The horses eat hay and play in the field.

Combine each pair of sentences by using the word **and**.
Write the new sentence on the line.

1. a. The cows live in the barn.
   b. The horses live in the barn.

2. a. Farmer Brown wakes up early.
   b. Farmer Brown goes to bed early.

   b. Mrs. Brown eats corn.

4. a. The children milk the cows.
   b. The children feed the chickens.
• End statements and commands with a period.
• End a question with a question mark.
• End an exclamation with an exclamation point.

Who will feed the pigs?    Sarah will feed the pigs.
Feed the pigs now.    Oh no, I spilled the food!

Read each sentence and add the correct punctuation.

1. Did you hear the rooster ____________
2. Wake up and get dressed ____________
3. I’m so tired ____________
4. What’s for breakfast ____________
5. Please feed the chickens ____________
6. I like to feed the animals ____________
7. Which animal do you like best ____________
8. The piglets are so cute ____________
9. Who will clean the chicken coop ____________
10. The chicken coop is a mess ____________
Circle the parts of the sentences that can be combined with the word *and*. Combine the sentences. Write the new sentence on the line.

1. Most farmers get up before dawn.  Most farmers work until sunset.

2. Farm children do chores before school.  Farm children do chores after school.

3. Beans grow in the field.  Tomatoes grow in the field.

4. The crops need water to grow.  The crops need sunlight to grow.

5. People stop at the farm stand.  People buy freshly picked corn.
A linking verb is a verb that does not show action.
The verb be is a linking verb.
The verb be has special forms in the present tense (is, are, am).
The panda bear is cute. Pelicans are birds.
I am at the zoo.

Write am, is, or are to complete each sentence.
1. Mammals ________________ warm-blooded.
2. A cow ________________ a mammal.
3. Dolphins ________________ mammals, too.
4. I ________________ a mammal!
5. Cows ________________ plant eaters.
6. A dolphin ________________ a meat eater.
7. I ________________ a meat eater, too.
8. What ________________ your favorite kind of mammal?
Practice

Name ____________________________________________

• A proper noun begins with a capital letter.
• The name of a day, month, or holiday begins with a capital letter.

My dog Ralph had puppies in June.

Find capitalization mistakes in the sentences. Write the corrected sentences on the lines below.

1. memorial day was last monday.

   ____________________________________________

2. molly jones went fishing with her family.

   ____________________________________________

3. The month of may is a nice time to go fishing.

   ____________________________________________

4. Molly’s brother ted caught a bass.

   ____________________________________________

5. Mr. jones fried the fish for lunch on tuesday.

   ____________________________________________

LC 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

Head, Body, Legs: A Story from Liberia • Grade 2/Unit 4 GR47
Circle the present form of the verb *be* in each sentence. Rewrite the sentence. Change the verb to past tense.

1. I am at the kitchen window.
   ____________________________________________________________

2. The leaves of the maple tree are bright red.
   ____________________________________________________________

3. A chipmunk is in the grass.
   ____________________________________________________________

4. Its nest is under the ground.
   ____________________________________________________________

5. Some nuts and seeds are on the grass.
   ____________________________________________________________

6. The chipmunk’s cheeks are full.
   ____________________________________________________________
A helping verb helps another verb show an action. 

- **Have** and **has** can be helping verbs.
  - The bear has found berries.
  - The birds have built a nest.

Write **has** or **have** to complete each sentence.

1. The mother bird __________ been searching for food.
2. She __________ found worms for her chicks.
3. The chicks __________ eaten the worms.
4. Oh no, the nest __________ fallen out of the tree!
5. Some foxes __________ spotted the nest.
6. I hope those foxes __________ already had their lunch!
7. The mother bird __________ tried to protect her chicks.
8. The chicks __________ escaped!

**LC 1.3** Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.
• Quotation marks set off the exact words of a person.
• Use quotation marks at the beginning and end of what a person says.
  “Do you see the rabbit?” asked Noah.

Find the mistakes in the sentences. Write the corrected sentences on the lines below.

1. I see a rabbit, said Ben.

2. Noah said, It’s so fast!

3. Where is it going? asked Kim.

4. It’s going into the garden, replied Noah.

5. Ben asked Do you think it’s hungry?

6. Let’s follow it! said Kim.
Mark the correct helping verb to complete each sentence.

1. The whales ______________ been searching for food.
   - O have
   - O has
   - O is
   - O are

2. People ______________ fishing in the same part of the sea.
   - O has
   - O am
   - O have
   - O are

3. A fishing line ______________ become stuck in a whale’s jaw.
   - O is
   - O has
   - O were
   - O am

4. The whale can’t eat and ______________ getting weak.
   - O have
   - O am
   - O is
   - O are

5. People ______________ working hard to help the whale.
   - O were
   - O have
   - O has
   - O is

6. They ______________ untangled the line and saved the whale.
   - O has
   - O am
   - O are
   - O have
Some verbs do not add -ed to form the past tense. The verbs go and do have special forms in the past tense.

I, we, you, they  go  went
I, we, you, they  do  did

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

1. Our class (go, went) to the library to learn about pollution.

2. We can (do, did) a lot to stop pollution.

3. Toxic wastes should not (go, went) into the ocean.

4. What are you going to (do, did) to stop pollution?

5. Last summer we (go, went) to clean-up day at the beach.

6. Everyone (do, did) a lot of work picking up trash.
• Begin the first word and each important word in a book title with a capital letter.
• Underline all the words in the title of a book.
  Flash, Crash, Rumble, and Roll
  Feel the Wind

Correct the underlined book title in each sentence. Write the title correctly on the line below.

1. I read the kids’ book of weather forecasting to learn about weather.

2. feel the wind is a book about what causes wind.

3. The book rain tonight is about a real hurricane.


5. To learn about volcanoes, read forces of nature.
Write the past tense of the verb in ( ) to complete each sentence.

1. I ___________ a movie about helping our planet. (see)

2. Our teacher ___________ we have to change bad habits. (say)

3. Mark, ___________ you see the dripping faucet? (do)

4. The water ___________ down the drain and was wasted. (go)

5. Mom ___________ that the TV was on, but we weren’t there. (see)

6. All the children ___________ to bed. (go)

7. They ___________ they forgot to turn off the TV. (say)

8. In the past, we ___________ many things without thinking. (do)
• Some verbs do not add -ed to form the past tense.
• The verbs come and run have special forms in the past tense.

<table>
<thead>
<tr>
<th>Verb</th>
<th>I, we, you, they</th>
<th>I, we, you, they</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>came</td>
<td>came</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>ran</td>
</tr>
</tbody>
</table>

Circle the correct verb in ( ) to complete each sentence.

1. Mark (comed, came) home when the storm began.
2. The rain (comed, came) down fast and hard.
3. I (ran, runned) home quickly, too.
4. On his way, Mark (ran, runned) into a store.
5. Emily and Tia (come, came) into the store, too.
6. Together they (runned, ran) through the raindrops.
7. When they (came, come) inside, they were soaking wet.
8. Mark and I (runned, ran) to get towels.
• Capitalize the greeting and closing in a letter.
• Use a comma after the greeting and closing in a letter.
• Use a comma between the day and the year in a date.
• Use a comma between the names of a city and a state.

Find the mistakes in the letter. Write the corrected letter on the lines below.

42 Elm Road
Atlanta Georgia
May 9 2007

dear Rachel

We are going to Hawaii on June 6 2007. We will visit a rain forest. Do you want to go with us?

your pal
Elena

____________________________________
____________________________________
____________________________________
____________________________________
____________________________________

LC 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.
Make a check [✓] next to a sentence if the underlined past-tense verb is correct. Make an X if the verb is not correct.

1. This morning we **singed** a song about the weather.
2. Then Matt and Meytal **gave** the daily weather report.
3. The heavy rain that **came** in overnight will stop by noon.
4. That **gave** us a chance to go outside.
5. After lunch we **runned** around in the schoolyard.
6. A small yellow bird **sang** sweetly from a tree.
7. The sun **comed** out from behind the clouds.
8. Paul **ran** and jumped over the large puddles.

Rewrite the sentences you marked X correctly on the lines.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
A contraction is a short form of two words.
An apostrophe (’) takes the place of the letters that are left out.

- is not  isn’t  are not  aren’t
- has not  hasn’t  have not  haven’t

Replace the underlined words with contractions. Write the new sentences on the lines.

1. The Arctic is not at the South Pole.
   ________________________________

2. The Arctic is not warm.
   ________________________________

3. There are not any trees in the Arctic.
   ________________________________

4. I have not been to the Arctic.
   ________________________________

5. Glen has not been there either.
   ________________________________

6. Are you not going to the Arctic next summer?
   ________________________________
• A **contraction** is a short form of two words.
• An **apostrophe** (‘) takes the place of the letters that are left out.

Add the apostrophe to each contraction. Write the contraction correctly on the line.

1. Living in the Arctic isn’t easy. ______________
2. Most animals aren’t adapted to life in the Arctic. ______________
3. Arctic wolf pups can’t see or hear. ______________
4. The cold doesn’t get through the polar bear’s thick fur. ______________
5. Some Arctic animals aren’t easy to see in the snow. ______________
6. Arctic hares don’t want to run into a wolf. ______________
7. The musk ox isn’t friendly with the wolf. ______________
8. We didn’t see the walrus come out of the water. ______________
Underline two words in each sentence that could be used to form a contraction. Then write the contractions on the lines below.

1. Some animals do not stay awake in cold weather.
2. The bears have not been awake for most of the winter.
3. A bear’s heartbeat is not as fast while it sleeps.
4. There are not a lot of things for bears to eat in winter.
5. The bear does not need to eat during this time.
6. It has not used up all the energy stored in its body fat.
7. Other animals can not go so long without food.
8. I did not know that snakes and frogs sleep in winter.

1. ____________ 2. ____________
3. ____________ 4. ____________
5. ____________ 6. ____________
7. ____________ 8. ____________
• A **pronoun** is a word that takes the place of a noun or nouns.
• A pronoun must agree with the noun it replaces.
• The pronouns *I, he, she, it,* and *you* can take the place of a singular noun.

_She_ touched the desert sand.  
_It_ was very hot.  
_Do you_ know where the desert is?  
_I know where it is._  
_He_ knows where the desert is, too.

**Circle a pronoun to replace the underlined noun in each sentence.**

1. Mina went on a trip to the Mohave Desert.  
   She  
   It
2. The desert was hot and dry.  
   He  
   It
3. Mina’s brother saw a cactus.  
   He  
   It
4. The cactus was green and prickly.  
   He  
   It
5. Mina saw a Gila Monster!  
   She  
   He
6. Did you know that a Gila Monster is a lizard?  
   she  
   it
7. Mina was scared!  
   It  
   She
8. Mina’s dad was a little scared, too.  
   He  
   She

**LC 1.3** Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.
• **Quotation marks** set off the exact words of a speaker.
• Use quotation marks (" ") at the beginning and end of what a person says.
  “How hot is the desert?” asked Lydia.

**Read the sentences. Write the sentences correctly on the lines.**

1. Where is the Sahara Desert? asked Maria.

2. It is in Africa, said Ms. Jackson.

3. The Sahara is the largest desert! said our teacher.


5. It covers 35,000,000 miles! said Ms. Jackson.


7. Where is the smallest desert? asked James.

8. It’s in Canada, said Ms. Jackson.
Mark the pronoun that could replace the underlined words.

1. Ruby is in the first car with Dad and Seth.
   ○ They  ○ She  ○ I  ○ We

2. Mom and the two younger boys were in the other car.
   ○ I  ○ They  ○ It  ○ He

3. Mr. Ali will be our guide through the desert.
   ○ She  ○ They  ○ He  ○ It

4. Anna was surprised to see so many flowers and plants.
   ○ I  ○ They  ○ It  ○ He

5. “The desert is not a dead place,” Mr. Ali said.
   ○ You  ○ It  ○ He  ○ We

6. Ruby and I took pictures of the giant cactus.
   ○ We  ○ She  ○ It  ○ He

7. The giant cactus had branches that looked like arms.
   ○ You  ○ We  ○ It  ○ They

8. Ruby and Anna can eat the fruit of the giant cactus.
   ○ It  ○ She  ○ I  ○ They
Use **I** in the subject part of the sentence.

Use **me** in the predicate part of the sentence.

Name yourself last when talking about yourself and another person.

- I have a dancing part in the show.
- The teacher helps me learn the steps.

**Write I or me to complete each sentence.**

1. Isabel and ____________ are trying out for a play.
2. The director calls ____________ in first.
3. Isabel wishes ____________ luck.
4. ____________ am so nervous!
5. The director asks ____________ to read from a script.
6. After I read, he thanks ____________.
7. Next he asks ____________ to sing a song.
8. Isabel and ____________ hope we get parts in the play.
The pronoun I is always a capital letter.
Use I in the subject of a sentence.

Correct the sentences and write them on the lines.

1. I was the king in the school play.

2. Mara and I sang a song together.

3. I had many lines to learn.

4. The queen and I danced together.

5. At the end of the play, I took a bow.

6. Matt and I went for ice cream after the play.
Write C if the underlined pronoun is correct. If the pronoun is not correct, cross it out and write the correct pronoun on the line.

1. What play do you think us should put on? __________
2. I would like to write a new play. __________
3. Henry and me would like to help you. __________
4. They asked Hasheem and I to make the set. __________
5. Would you like we two to work on the costumes? __________
6. Tomorrow Ann and me will print the programs. __________
7. Can someone help Joe and I with our lines? __________
8. We can’t wait until opening night. __________
9. The audience clapped a long time for us. __________
10. Next year the kids and I want to do a musical. __________
• A **possessive pronoun** takes the place of a possessive noun.
• A possessive pronoun shows who or what owns something.
• *My*, *your*, *his*, and *her* are possessive pronouns.

This is my globe. This is your map.
Where is his house? Here is her car.

Circle the correct possessive noun in () for each sentence. Write it on the line.

1. (Me, My) favorite explorer is Christopher Columbus. __________
2. (His, He) ships were called the *Niña, Pinta, and Santa Maria*. __________
3. (Him, His) journey was very long. __________
4. I followed it on (my, me) map. __________
5. Sacajawea is (your, you) favorite explorer. __________
6. (She, Her) journey was very important in U.S. history. __________
7. Sacajawea tied (her, she) baby to her back. __________
8. Did you trace (her, she) journey on the map? __________
• A proper noun begins with a capital letter.
• The name of a day, month, or holiday begins with a capital letter.

Columbus Day is the second Monday in October.

Find the mistakes. Write the corrected sentences on the lines.

1. Colorado was the first state to observe Columbus Day.

2. Memorial Day is the last Monday in May.

3. Both Abraham Lincoln and George Washington were both born in February.

4. The third Monday in February is Presidents’ Day.

5. President Truman declared June 14 Flag Day.

6. I was born on Sunday, August 17.
Underline the possessive pronoun that completes each sentence correctly. Write it on the line.

1. “This is __________ new invention,” said Sammy.
   - my
   - me
   - I

2. “____________ invention is a very strange looking thing,” Tito said.
   - Your
   - Its
   - Our

3. “Where is __________ on and off switch?” Kayla asked.
   - me
   - you
   - its

4. Kayla wanted to show off __________ own invention next.
   - she
   - her
   - its

5. Sammy put __________ hand on the small black switch.
   - his
   - you
   - me

6. “Should we all cover __________ eyes?” Ina asked.
   - her
   - my
   - our

7. To be safe, the kids moved __________ chairs back.
   - its
   - their
   - they

8. “Hold on to __________ hats, kids!” Sammy said with a grin.
   - your
   - its
   - their
A contraction is a short form of two words put together.

An apostrophe (’) takes the place of the letter or letters that are left out.

Some contractions are formed by putting together pronouns and verbs.

- I am I’m
- she is she’s
- he is he’s

A. Write the contraction for the underlined words in each sentence.

1. I am looking at the moon.
2. He is gazing at the stars.
3. She is an astronaut.
4. I am very interested in the moon.
5. He is going to teach me about the stars.

B. Write the two words that were put together to form each contraction.

6. She’s flying to the moon.
7. He’s going with her.
8. I’m going to fly to the moon one day.
Grammar: Contractions and Possessive Pronouns

- Remember that an apostrophe takes the place of the letter or letters that are left out of a contraction.
- Possessive pronouns, such as their, your, and its, do not have apostrophes.
- Do not confuse possessive pronouns with contractions. Some of them sound the same, but are spelled differently and have different meanings.

<table>
<thead>
<tr>
<th>Possessive Pronoun</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>their</td>
<td>they’re</td>
</tr>
<tr>
<td>your</td>
<td>you’re</td>
</tr>
<tr>
<td>its</td>
<td>it’s</td>
</tr>
</tbody>
</table>

Read each sentence. Write the correct pronoun or contraction on the line.

1. (They’re, Their) teacher is teaching a lesson about the moon.
   ______________

2. (Their, They’re) reading the book Rocket to the Moon.
   ______________

3. (Its, It’s) about the first lunar landing. ______________

4. Are they almost finished with (they’re their) book? ______________

5. (Your, You’re) reading a book called The Moon. ______________

6. What is (your, you’re) book about? ______________

7. The book is about the moon and (it’s, its) phases. ______________

8. (Its, It’s) full of interesting facts. ______________
Underline two words in each sentence that could be used to form a contraction. Then write the contractions on the lines below.

1. The book I am reading is about a family in the future.
2. It is a science fiction story.
3. In the story, they are living in a new colony on the moon.
4. The dad is an explorer, and he is on a space mission.
5. The mom is a scientist, but she is also in a rock band.
6. It sounds like you are enjoying the book.
7. Someday we are going to live on the moon.
8. Do you think it is really possible?

1. ______________  2. ______________
3. ______________  4. ______________
5. ______________  6. ______________
7. ______________  8. ______________
Practice

Name ____________________________________________

- A present-tense verb must agree with a pronoun in the subject part of a sentence.
- With the pronouns he, she, and it, add -s to most verbs to form the present tense.

He picks a flower. She smells the rose. It smells great.

Underline the verbs that agree with the pronouns. Write the sentences on the lines.

1. She (want, wants) to plant a garden.

2. It (takes, take) hard work to plant a garden.

3. She (buys, buy) seeds at the store.

4. He (help, helps) her plant the seeds.

5. He (waters, water) the garden.

6. It (look, looks) good.

LC 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.
• Underline all the words in the title of a book.
• Begin the first word and each important word in a book title with a capital letter.
• Any unimportant word in a book title, such as a, and, for, of, the, and to should not begin with a capital letter unless it is the first word in the title.

The Giant Carrot   The Big Book of Gardening

Correct the book titles in the sentences. Write the titles correctly on the lines below.

1. In the book carlos and the squash plant, a squash grows out of a boy’s ear!

2. The book The Gardener won the Caldecott Honor Award.

3. I read the book planting a rainbow to my little brother.

4. From Seed to Plant is about how to grow a bean plant.

5. How a seed grows tells how an acorn grows into an oak tree.
Underline the pronoun subject in each sentence. Then rewrite the sentence. Make the present-tense verb agree with its pronoun subject.

1. We plants a garden in early spring.

2. Do you thinks vegetables will grow well here?

3. For a while, it seem that nothing happens.

4. They waits patiently, and soon green shoots appear.

5. One day I sees some white blossoms.

6. Then he say, “Look, peppers are growing.”

7. They grows quickly under the warm sun.

8. She pick peppers, peas, and lettuce.
An adjective is a word that describes a noun.

Some adjectives tell what kind.

- green balloons
- big balloons

Circle the adjective in each sentence. Underline the noun the adjective describes.

1. Luke is having a big party for his brother Paul.

2. He is making a chocolate cake.

3. He is putting vanilla frosting on top.

4. We are blowing up blue balloons.

5. I am hanging red streamers.

6. A funny clown will juggle at the party.

7. We got Paul a tricky puzzle for a present.

8. His parents got him new skates.
• Use commas to separate three or more items in a series.
• Use *and* or *or* before the last word in a series.
  I see green, yellow, and pink balloons.

**Find the mistakes. Write the corrected sentences on the lines.**

1. Is Kenda’s party on Friday Saturday or Sunday?
   ________________________________________________________________
   ________________________________________________________________

2. We will listen to rock disco and jazz music.
   ________________________________________________________________

3. Kenda will wear a red white or yellow dress.
   ________________________________________________________________

4. Her mom made cupcakes brownies and cookies.
   ________________________________________________________________

5. Kenda filled goody bags with whistles stickers and bubbles.
   ________________________________________________________________

6. Kenda’s aunts uncles and cousins are coming to her party.
   ________________________________________________________________

**LC 1.4** Use commas in the greeting and closure of a letter and with dates and items in a series.
Find the adjective and the noun it describes in each sentence. Write them on the lines.

1. Mom hangs colorful lanterns around the yard.
   adjective _____________   noun _____________

2. The full moon is shining in the sky.
   adjective _____________   noun _____________

3. We place the food on the four tables.
   adjective _____________   noun _____________

4. Yummy smells fill the air.
   adjective _____________   noun _____________

5. Three guests bring guitars.
   adjective _____________   noun _____________

6. They play some songs after we eat.
   adjective _____________   noun _____________

7. Grandma and Grandpa dance to their favorite tune.
   adjective _____________   noun _____________

8. Everyone says that it is a wonderful party.
   adjective _____________   noun _____________
Grammar: Use a and an

• The words a and an are special adjectives called articles.
• Use the article a before a word that begins with a consonant sound.
  I read a book. I write a story.

Write the correct article a or an on the line to complete each sentence.

1. Our teacher told us ____ story.
2. It is ____ fantasy story.
3. It was about ____ dog named Leo.
4. Leo liked to chase ____ cat named Lola.
5. One day Lola got stuck in ____ tree
6. ____ firefighter tried to get Lola out.
7. Our teacher wants us to come up with ____ ending.
8. I’m going to write ____ happy ending.
Grammar: Proper Nouns

- Begin a proper noun with a capital letter.
- Begin an abbreviation of a person’s title with a capital letter and end it with a period.

Mrs. Ortiz read us a story.

Find mistakes in the sentences. Write the corrected sentences on the lines below.


2. Mr. Sachar won a Newbery Medal for the book Holes.

3. My favorite author is Jon Scieszka.

4. I also like to read books by Dr. Seuss.

5. I hope Mrs. Ortiz reads us a book by Mr. Scieszka or Dr. Seuss.
Write a or an to complete each sentence correctly.

1. I have ___________ aunt who writes children’s books.
2. She wrote ___________ book called The Lion and the ___________ Mouse.
3. In the story the lion gets trapped in ___________ rope net.
4. The lion lets out ___________ angry howl.
5. ___________ little mouse hears the lion’s cry.
6. “I have ___________ idea,” the mouse says. “I will help you.”
7. “How could ___________ animal as small you help me?” the lion asks.
8. The mouse shows the lion ___________ mouthful of sharp teeth.
9. Then it begins to chew on ___________ piece of rope.
10. Soon the net has ___________ enormous hole in it, and the lion is set free.
• **Synonyms** are words that have the same or almost the same meanings.

• Use synonyms to make your writing more interesting.
  
stones/rocks  giant/big  friend/pal

Choose the synonym from the box for each underlined word. Write it on the line.

| like | pals | globe | wish | mail | hobby |

1. Emily has a penpal named Tahira on the other side of the world. _____________

2. They **send** letters to each other every week. _____________

3. Both girls **enjoy** writing. _____________

4. Drawing is another favorite **activity**. _____________

5. Emily and Tahira **hope** to meet each other one day. _____________

6. They’re sure they will be great **friends**. _____________
Practice

Name

Grammar: Sentence Punctuation

- Begin every sentence with a capital letter.
- End a statement or a command with a period.
- End a question with a question mark.
- End an exclamation with an exclamation mark.

Find the mistakes. Write sentences correctly on the lines.

1. what country are Abby’s great grandparents from

2. they came all the way from Poland by boat

3. rahim’s family is from Africa

4. show me where Africa is on a map

5. where is your family from

LC 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.
Write S if the underlined words are synonyms.
Write A if the underlined words are antonyms.

1. The world is huge, yet sometimes it seems small. _____
2. Children in America are like kids everywhere. _____
3. We like to play, and we enjoy being with friends. _____
4. One sport that we all know is the game of soccer. _____
5. I like soccer because it's fast, but I like a slow game of baseball, too. _____
6. Do you think baseball is harder or easier than soccer? _____
7. My friend Sangeeta has always played soccer, but she has never played baseball. _____
8. My entire family was born in America, and her whole family was born in India. _____

Write a sentence. Use a synonym for happy.

9. ____________________________________________

Write a sentence. Use an antonym for noisy.

10. ___________________________________________
• You can use **adjectives to compare** people, places, or things.

• Add **-er** to an adjective to compare two nouns.
  
  Navy blue is **darker** than sky blue.

**Underline the adjective that compares in each sentence. Write it on the line.**

1. Orange is a warmer color than blue.  
2. Green is a cooler color than red.  
3. My painting is bigger than your painting.  
4. Your painting is brighter than my painting.  
5. Henry has a thicker paintbrush than Carlos.  
6. Tess has thinner crayons than Jing.  
7. Yael thinks painting is harder than drawing.  
8. Art class is longer than music class.
Practice

Name _____________________________________________

Grammar: Apostrophes

• Add an apostrophe and -s to make a singular noun possessive.
• Add an apostrophe to make most plural nouns possessive.

Look at the one boy’s painting.
Look at the two boys’ paintings.

Find the mistakes. Write sentences correctly on the lines.

1. The two artists paintings are colorful.

___________________________________________

2. The taller womans artwork shows a forest.

___________________________________________

3. The shorter painters artwork shows a garden.

___________________________________________

4. My three sisters favorite artwork is the garden painting.

___________________________________________

5. My moms favorite artwork is the forest painting.

___________________________________________

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Mark the adjective that completes each sentence correctly.

1. I had a _____ time than Irena had in pottery class.
   ○ hardest  ○ harder

2. Maybe it’s because she has _____ fingers than I have.
   ○ longer  ○ long

3. The second pot I made was _____ than the first.
   ○ nicest  ○ nicer

4. Irena made the _____ pot of all.
   ○ prettiest  ○ pretty

5. She is the _____ potter in our class.
   ○ finest  ○ fine

6. Of all the pots, Sam’s has the _____ shape.
   ○ odder  ○ oddest

7. His pot is _____ and more colorful than mine.
   ○ big  ○ bigger

8. I painted my pot with the _____ red paint in the box.
   ○ brightest  ○ brighter
• An **adverb** tells more about a verb.
• An adverb can tell how.
  The inventor worked **slowly**.

Circle the verb in each sentence. Then write the adverb on the line.

1. The scientist spoke clearly about her invention. _____________
2. The audience listened carefully. _____________
3. A volunteer pulled the lever gently. _____________
4. The robot moved suddenly. _____________
5. The crowd cheered loudly. _____________
6. The robot bowed gracefully. _____________
Grammar: Capitalization

• The pronoun *I* is always a capital letter.
• A proper noun begins with a capital letter.
  
  I visited an invention museum in Chicago.

Find the mistakes in capitalization.
Write sentences correctly.

1. i read a book about thomas edison.
   
   __________________________________________

2. i learned that he had a laboratory in new jersey.
   
   __________________________________________

3. My dad and i are going to the edison museum in ohio.
   
   __________________________________________

4. i think edison’s greatest invention was the movie projector.
   
   __________________________________________

5. One day i hope to be a great inventor like thomas edison.
   
   __________________________________________

LC 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.
Write the underlined word in each sentence that is an adverb.

1. Today, blood is kept in blood banks. ________________

2. In the 1940s, Charles Drew discovered a better way to collect blood safely. ________________

3. He also found a way to store blood longer. ________________

4. People didn’t know as much about blood then. ________________

5. As a boy, Charles Drew lived happily with his family in Washington, D.C. ________________

6. He got up early to sell papers on street corners. ________________

7. His neighborhood had a pool nearby. ________________

8. He soon became a star swimmer. ________________

9. Charles Drew went away to college. ________________

10. Later, he became a doctor and teacher. ________________
The Scoring Chart is provided for your convenience in grading your students’ work.

- Find the column that shows the total number of possible points.
- Find the row that matches the number of scored points.
- The intersection of the row and column provides the percentage score.

| NUMBER OF POINTS SCORED | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 100                     | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| 90                       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 80                       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 70                       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 60                       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 50                       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 40                       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 30                       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 20                       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 10                       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

| TOTAL NUMBER OF POINTS   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|--------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|---|---|----|---|----|----|----|----|----|---|---|---|---|
| 100                      | 100| 100| 100| 100| 100| 100| 100| 100| 100| 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| 90                       |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 80                       |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 70                       |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 60                       |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 50                       |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 40                       |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 30                       |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 20                       |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 10                       |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |