Practice Book
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Say each picture name. Then write an m or s below the picture if its name begins with the m or s sound.

______
______
______
______
______
______
______

Write an m or s to complete the words.

______
______ op
______
______  ock
I like the.

We can.

Words:
like, can, the, I, we

High-Frequency Words:
give, of, on, go, no, in, do, am, is, are, can, have, said, come, give, of

Grade 1/Start Smart
We can give of.

I like the.
Say each picture name. Then write a p or t below the picture if its name begins with the p or t sound.

_______
_______
_______

_______
_______
_______

Write a p or t to complete the words.

_______

_______

_______

_______
Say each picture name. Then write an a below the picture if its name begins with the a sound.

- Ant
- Pencil
- Apple
- Monkey
- Alligator
- Broom

Trace the word at. Then practice writing the word at.

at

Trace the word an. Then practice writing the word an.

an
We see the.

We go to the.

R 1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).
We see the shoe.

We go to the beach.

R 1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).
Say each picture name. Then write a c or n below the picture if its name begins with the c or n sound.

________________________

________________________

________________________

________________________

________________________

________________________

________________________

________________________

________________________

Write an a to complete the words. Then read them.

c ______ t

________________________

m ______ n

________________________

________________________

________________________

________________________

________________________

________________________

m ______ p
Say each picture name. Then write f or h below the picture if its name begins with the f or h sound.

Trace the word if. Then practice writing the word if.

Write an f or h to complete the word.
High-frequency Words:

You, is, have

He is .

I have a .

R 1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).
You have a cat.

He is

R 1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).
Say each picture name. Then write an i below the picture if its name begins with the i sound.

_________    _________    _________

_________    _________    _________

_________    _________    _________

Trace the word in. Then practice writing the word in.

in

Trace the word it. Then practice writing the word it.

it
Say each picture name. Then write a d or r below the picture if its name begins with the d or r sound.

[Images of a bulldog, a rabbit, a doctor, a ring, a robot, and a deer]

Write r to complete the words. Then read the words.

______ at

______ an

Write d to complete the words. Then read the words.

______ ad

______ id
Say each picture name. Then write a b or l below the picture if its name begins with the b or l sound.

[Images of lock, lion, lemon, bed, lips, banana]

Write b or l to complete the words.

_____

______ all

_____  

______ ips
Say each picture name. Then write an o below the picture if its name begins with the o sound.

[Images of octopus, shoe, eggs, ostrich, apple, hamburger]

Trace the word on. Then practice writing the word on.

[Blank line for tracing]

[Blank line for writing]

Write an o to complete the word.

[Images of cow and bull]
He said, "I can..."
We can play.

She said, "I can eat."
Say each picture name. Then write a **k** below the picture if its name begins with the **k** sound.

- [Image of kite]
- [Image of key]
- [Image of fence]

Say each picture name. Then write a **ck** below the picture if its name ends with the **k** sound.

- [Image of horse]
- [Image of stick]
- [Image of clock]

Use 2 letters to make new words.

- ki __________
- si __________

Use 1 letter to make new words.

- _____ ick
- _____ ick
Say each picture name. Then write an e below the picture if its name begins with the e sound.

Say each picture name. Then write an e below the picture if its name begins with the e sound.

Trace the word Ed. Then, practice writing the word Ed.

Write an e to complete the word. Then read it.
What can we do?

We like the .

R 1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).
What is this for?

We can have

R 1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).
Say each picture name. Then write a g or w below the picture if its name begins with the g or w sound.

- __________
- __________
- __________

Write g, w, s, or b to complete the words. Then read them.

- ______
- ______
- ______

- ______ et
- ______ et
- ______ et
- ______ et
Say each picture name. Then write a v or j below the picture if its name begins with the v or j sound.

---
---
---

Say each picture name. Then write an x below the picture if its name ends with the x sound.

---
---
---

Write v, j, or x to complete the words. Then read them.

___
___
___

___ an ___
___

bo ___

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R 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
She has a .

Do you see my .
Was my dog here?

Look, here she is!
Say each picture name. Then write a u below the picture if its name begins with the u sound.

.............................................................. .............................................................. ..............................................................

.............................................................. .............................................................. ..............................................................

.............................................................. .............................................................. ..............................................................

Trace the word up. Then practice writing the word up.

........................................................................................................................................

Trace the word us. Then practice writing the word us.

........................................................................................................................................
Say each picture name. Then write a q, y, or z below the picture if its name begins with the q, y, or z sound.

1. 

2. 

3. 

Write q, y, or z to complete the words.

1. ___________ 2. ___________ 3. ___________
Read the word. Circle the picture that it names.

1. cat

2. pan

3. man

4. sat

5. fan

6. Write a sentence using some of the words.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Write the words that end with an.

1. __________
2. __________
3. __________

Write the words that end with at.

4. __________
5. __________
6. __________

Write the other words.

7. __________
8. __________
Complete each sentence.
Use one of the words in the box.

up   not   jump

1. I can ____________.

2. The cat ran ____________.

3. The cat is ____________ little.

4. Write your own sentence using a word from the box.
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
A sentence is a group of words that tells a whole idea.
Example: The cat can jump.

Circle the sentences.
1. She sat down.
2. We can jump up.
3. Ran here.
4. Pat can do this.
5. Like to.
Circle the word that names each picture.  
Then write the word.

1.   cat  cats

2.   man  map

3.   pan  pans

4.   rats  rat

5.   mat  mats

6.   can  cans

7.   fans  fan

8.   hat  hats

R 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
Look at each set of words.  
One word in each set is spelled correctly.  
Use a pencil to fill in the circle in front of that word.  
Sample A is done for you.

Sample A:

1. ○ A. cat       1. ○ A. cat
   ○ B. kat
   ○ C. catt

2. ○ A. haat
   ○ B. het
   ○ C. hat

3. ○ A. mot
   ○ B. mat
   ○ C. matt

4. ○ A. ran
   ○ B. raan
   ○ C. rann

5. ○ A. can
   ○ B. caan
   ○ C. kan

6. ○ A. upp
   ○ B. up
   ○ C. upt

7. ○ A. ont
   ○ B. nott
   ○ C. not
As you read Pam and Sam, fill in the Character Chart.

<table>
<thead>
<tr>
<th>Pam Can</th>
<th>Sam Can</th>
</tr>
</thead>
</table>

How does the Character Chart help you remember the beginning, middle, and end of Pam and Sam?
Look at the pictures. Read the story.

Nat is a cat.
Nat can go up.
Nat can go down.
Pam and Sam look for Nat.
Pam is sad.
Where is Nat?

Write T if the sentence is true.
Write F if the sentence is false.

1. Nat is a cat. ___
2. Nat can go up and down. ___
3. Pam is sad. ___
4. Nat is in the . ___
5. Nat is in the . ___
A sentence is a group of words that tells a whole idea.
Every sentence begins with a capital letter.

Write each sentence correctly.
1. we can nap here.

2. she ran and ran.

3. sam said to go up.

4. do not jump.

Add words to make this a sentence.
5. nan has
As I read, I will pay attention to the intonation.

“I can jump,” said Pat. “I can jump up and down.”

“I can jump,” said Sam. “I can jump up and down.”

“I can jump, too!” said Cam. “I can jump up and down.”

“I can not jump,” said Dan.

“I can tap!” said Dan.

Comprehension Check
1. What can Pat, Sam, and Cam do?
2. What can Dan do?

<table>
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<tr>
<th>Words Read</th>
<th>Number of Errors</th>
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<tr>
<td>Second Read</td>
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</tbody>
</table>
Photographs are pictures that show people, animals, and things in real life.

Look at the picture. Read the sentence that tells about the picture.

Look! My little cat is here.

Write your own sentence about the picture.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Say the name of each picture.  
Circle the picture if you hear the sound of short **a**.

<p>| | | |</p>
<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td><img src="bat" alt="Picture 1" /></td>
<td><img src="glove" alt="Picture 2" /></td>
<td><img src="cap" alt="Picture 3" /></td>
</tr>
<tr>
<td><img src="bag" alt="Picture 4" /></td>
<td>![Picture 5](magnifying glass)</td>
<td><img src="sock" alt="Picture 6" /></td>
</tr>
<tr>
<td><img src="shirt" alt="Picture 7" /></td>
<td><img src="hat" alt="Picture 8" /></td>
<td><img src="fan" alt="Picture 9" /></td>
</tr>
</tbody>
</table>
Practice

Name ________________________________

Spelling:
Short a

dad sad nap tap sack
back man cat too it

Look at the picture. Write the correct word.

Words with ad

Words with ap

Words with ack

1. __________ 3. __________ 5. __________

2. __________ 4. __________ 6. __________

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Fill in the sentences using the words in the box.

too   It   over

1. __________ is in the box.

2. You have fun, __________!

3. It is __________ us.
The words in a sentence have to be in the right order.
The order has to make sense.
Correct: Sam ran over my cap.
Not correct: ran cap Sam my over.

Circle the sentences that have the words in the right order.
1. Dan jumps over the hat.
2. it We over jump.
3. Pat tags Dan.
4. She plays tag, too.
5. ran Sam here back.
Circle the word that completes each sentence. Then write the word on the line.

1. Sam ___________.
   nap  naps

2. Sam and Pam ___________.
   play  plays

3. Pam can ___________.
   pack  packs

4. Pam ___________ go with Sam.
   can  cans

5. Pam ___________ at Sam.
   look  looks
Mark an X on the line next to the word that is spelled correctly.

<p>| | | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>apn</td>
<td>nap</td>
<td>anp</td>
</tr>
<tr>
<td>2.</td>
<td>too</td>
<td>oto</td>
<td>oot</td>
</tr>
<tr>
<td>3.</td>
<td>dda</td>
<td>dad</td>
<td>daa</td>
</tr>
<tr>
<td>4.</td>
<td>cta</td>
<td>cat</td>
<td>tac</td>
</tr>
<tr>
<td>5.</td>
<td>kabc</td>
<td>bakc</td>
<td>back</td>
</tr>
</tbody>
</table>

In each row put an X on the word that does not belong. Then write the spelling word.

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>6.</td>
<td>mad</td>
<td>sad</td>
</tr>
<tr>
<td>7.</td>
<td>tap</td>
<td>see</td>
</tr>
<tr>
<td>8.</td>
<td>has</td>
<td>pack</td>
</tr>
</tbody>
</table>

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
As you read I Can Too!, fill in the Retelling Chart.

First

Next

Last

How does the Retelling Chart help you retell I Can Too!?
Look at the pictures. Write 1, 2, and 3 for each column of pictures to show the order in which things happen.
The words in a sentence must make sense. A sentence ends with a period.

Look at the sentences. Write C if a sentence is correct. Fix the others by writing the words in order.

1. not Pam can go.
   
2. He has the map.
   
3. The cat sat on it.
   
4. down jumps She up and.
   
5. Sam can see Hal.
As I read, I will pay attention to pauses for sentence punctuation.

“I can not nap,” said Rat. “Can you, Cat?”

“I can nap,” said Cat.

“I can not,” said Rat. “Can you nap, Bat?”

“Nap? Yes, I can nap, too,” said Bat.

“I can not nap,” said Rat. “I can play tag!”

Comprehension Check
1. Who could nap?
2. Who could not nap?

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</tbody>
</table>
Labels give information about a picture.

Look at the picture. Read the labels.

Write the word that completes each sentence.

1. The man has a _______________.

2. Pam has a _______________.

3. The cat has a _______________.

4. Sam has a _______________.

hat
pack
bat
cap
The letter i stands for the middle sound in big and fin.

Read the words in the box. Then write the word that names each picture.

pig  kid  pin  sit

1. ________

2. ________

3. ________

4. ________

R 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
Read the spelling words.

pin  win  hit  sit  miss
kiss  sad  nap  be  run

Write the words that end with **it**.

1. ____________  
2. ____________

Write the words that end with **in**.

3. ____________  
4. ____________

Write the words that end with **iss**.

5. ____________  
6. ____________

Write the other words.

7. ____________  
8. ____________

9. ____________  
10. ____________
Write the word from the box that completes each sentence. Circle the picture that goes with the sentence.

be  

ride  

run

1. Nan will __________ here.

2. My cat can __________ here with me.

3. I can __________ with Nat.
A statement tells something.
Example: Wag is little.

Draw a line under the statements.

1. Wag naps and naps.

2. Digs too

3. Wag has my cap.

4. He runs to me.

5. Rides

6. Wag and I play.
Some words end in the same two consonants.

bill Jazz pass

Read each sentence. Underline the word that ends with the same two consonants. Write the word on the line.

1. Matt runs to his little cat.
   ________________

2. Pam rides to the hill.
   ________________

3. I kiss my Dad.
   ________________

4. The mitt is on the ride.
   ________________
Find the spelling words in the puzzle. Draw a circle around each word.

Pin  win  hit  sit
miss  kiss  be  run

Spelling:
Short i

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
As you read *How You Grew*, fill in the Retelling Chart.

First

Next

Then

Last

How does the Retelling Chart help you retell *How You Grew*?
Look at the story pictures. Read the sentences about the story.

1. The ball is down.
3. My cat runs down, too.
4. My cat plays with a ball.

Write the sentences in the correct order on the lines.
A statement is a sentence that tells something. A statement begins with a capital letter and ends with a period.

Read each pair of statements. Circle the statement that is correct.

1. She runs and jumps.
   - We jump, too

2. he sits down
   - Jack rides with me.

3. My cap is in here.
   - Pam can not see it

4. Sam can play this.
   - You can do it
As I read, I will pay attention to the exclamation marks.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>10</td>
<td>Big Max can dig. Dig, Max, dig!</td>
</tr>
<tr>
<td>17</td>
<td>He can lick his back, too!</td>
</tr>
<tr>
<td>23</td>
<td>Big Max can play and run. Run, Max, run!</td>
</tr>
<tr>
<td>32</td>
<td>Big Max will not hit. 37</td>
</tr>
</tbody>
</table>

Comprehension Check

1. What is Big Max?

2. What are two things Big Max can do?

<table>
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<tr>
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</tbody>
</table>
The **title** of a book is the name of the book. The **author** of a book writes the story. The **illustrator** makes the pictures.

**Look at the book cover. Answer the questions.**

1. **Who wrote the book?**

   ______________________

   ______________________

2. **Who made the picture?**

   ______________________

   ______________________

3. **What is the title of the book?**

   ______________________

   ______________________

4. **What picture is on the cover?**

   ______________________

   ______________________
Blend the first two letters to read each word.

flag  clap  black  block  clip  clock

Use the words in the box to name each picture.

1.  

2.  

3.  

4.  

5.  

6.  

R 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
Look at the pictures. Combine one word part from each box to make a spelling word.

bl  cl  fl  ack  ag  ip

1. ____________
2. ____________
3. ____________
4. ____________

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Write the word from the box that completes each sentence. Circle the picture that goes with each sentence.

come  good  pull  down

1. It can ___________ a cart.
   - bird
   - horse

2. It can swim ___________ in the pond.
   - cat
   - fish

3. She will ___________ if you call her.
   - fish
   - dog

4. He is ___________ at sleeping.
   - cat
   - tree
A question is a sentence that asks something. Example: Where is that cat?

A. Write Q next to each question. Do not write anything if the sentence is not a question.

1. Is the cat there? ________________

2. The cat is not here. ________________

3. Did the cat go up? ________________

4. Did the cat come down? ________________

5. I did not see that cat. ________________

6. Where can it be? ________________

B. Write a question on the line.

______________________________
When 's is added to a word, it means that something belongs to that person or thing.

Circle the correct word and write it on the line.

1. This is ________________ pet.
   - Fran
   - Fran's

2. This is ________________ bag.
   - Gram's
   - Gram

3. This is the ________________ trap.
   - crab
   - crab's

4. This is ________________ cat.
   - Mr. Tran
   - Mr. Tran's

5. This is ________________ crib.
   - Jim's
   - Jim
A. Pick a letter from the box to make a spelling word. Then write the word.

o i a d

1. pl _____ n
   _______  _______

2. sl _____ p
   _______  _______

3. fl _____ p
   _______  _______

4. cl _____ p
   _______  _______

5. c _____ me
    _______  _______

6. fl _____ g
    _______  _______

B. Circle the two spelling words that are correct. Then write the word.
black  bleck  gode  good  bluck

7. __________  8. __________
As you read *Flip*, fill in the Beginning, Middle, and End Chart.

<table>
<thead>
<tr>
<th>Beginning</th>
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</thead>
<tbody>
<tr>
<td>Middle</td>
</tr>
<tr>
<td>End</td>
</tr>
</tbody>
</table>

How does the Beginning, Middle, and End Chart help you better understand *Flip*?
Read the story.

The Baby Bunny

All the baby bunnies were sleeping in their nest. One baby woke up. He planned to have some fun. The bunny left the nest.

What a big place he saw! The bunny hopped and jumped. He had a good time. Then the rain fell. The baby bunny wished he was safe in his cozy nest.

Just then, he saw his mom. She was calling his name. The baby bunny hopped to his mom. They went back home. He was glad.

Read the sentences. Write **B** for the beginning sentences, **M** for the middle ones, and **E** for the end ones.

1. The rain came. _____

2. The bunny went home. _____

3. The bunny left the nest. _____

4. The bunny had a good time. _____

R 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
A question asks something.
A question ends with a question mark.
An exclamation shows strong feelings.
An exclamation ends with an exclamation mark.

Write each sentence correctly. Write C if a sentence is correct.

1. What is on the mat!
   C

2. That is big!
   C

3. Grab the cat quick?
   C

4. Can we come in!
   C

5. Is this a trap?
   C

LC 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.
As I read, I will pay attention to the exclamation marks.

Little Pat sat in his class.
06 He had to pack his bag with caps.
14 “I can not fill my bag!” said Pat.
22 “It has ten cans in it!”
28 Jim had a sack. “Fill my sack with the caps!”
38 Little Pat was glad. 42

Comprehension Check
1. What did Little Pat want to put in his bag?
2. Who helped Little Pat?

<table>
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<td>–</td>
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</tbody>
</table>
A list is a series of things written in order.

Pets can

1. [Image of a sleeping cat]
2. [Image of a cat playing with a ball]
3. [Image of a sitting dog]
4. [Image of a wagging tail]

Read the question. Draw a line to the answer.

1. What pet likes to nap?
2. What pet can sit?
3. What pet can wag?
4. What pet likes to play?
Sometimes consonants form a **blend**. You can hear each consonant sound in a **final blend**.

**hand**  **past**

Say the word. Draw a line under the final blend. Write the final blend on the line. Circle the picture.

1. _a n t_
   
   _   _

2. _l i s t_
   
   _   _

3. _b a n d_
   
   _   _

4. _r i n k_
   
   _   _

---

R 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
Use the clues to write a spelling word on the line.

1. starts like for + sounds like last

2. starts like sip + sounds like link

3. starts like pin + sounds like mast

4. starts like sip + sounds like hand

5. starts like flat + sounds like sip

6. starts like last + sounds like hand
Use a word from the box to complete each sentence.

very          help          use          now

1. Tom can ____________ Nan ride.

2. Look! What she did is ____________ good.

3. Sam and Matt go up and down ____________.

4. Dick and Nan ____________ the big pan.
A sentence is a group of words that tells a whole idea. Every sentence begins with a capital letter and ends with a special mark.

Write each sentence correctly.
Begin with a capital letter.
Add the end mark shown in ( ).

1. she can use my help (period)

2. where did it land (question mark)

3. look at it go up (exclamation mark)

4. the wind will help now (period)
ABCDEFGHIJKLMNOPQRSTUVWXYZ

The first letter of a word tells you where to put it in ABC order.

Read each set of words. Circle the word that comes last in ABC order.

1. miss  kick  ran
2. pass  go  hit
3. jump  over  run  fast
4. land  use  miss  go
5. pass  land  hit  over
A. Add a part from the box to make a spelling word. Circle the picture that matches the word.

nd  st  nk  lp

1. si

2. sa

3. fa

4. la

B. Circle the word that is correct.

5. filp  flip  flipp

6. black  balck

7. snig  sinng  sing

8. very  very
As you read *Soccer*, fill in the Author’s Purpose Chart.

Clue

Clue

Author’s Purpose

How does the Author’s Purpose Chart help you understand the story *Soccer*?
Some authors write to tell a story. Some authors write to tell about real people or things.

Read the sentences. Choose the author’s purpose.

1. Ben the cat likes to play with a pink ball. Look at Ben run! Look at Ben go!
   ○ tell a story
   ○ tell about real people or things

2. An ant can walk. A shark can swim. A cat can run. A kangaroo can hop.
   ○ tell a story
   ○ tell about real people or things

3. Where is the band? The band is not here! “What will we do now?” said Crab. “We will play!” said Ant.
   ○ tell a story
   ○ tell about real people or things

4. Dogs can jump up and down. Dogs can sit. Dogs can run fast. Dogs can play with you.
   ○ tell a story
   ○ tell about real people or things
Write C if a sentence is correct. If a sentence is not correct, write the letter or letters to tell how you would make it right.

A Begin with a capital letter.
B Put a special mark at the end.
C Do not change.

1. rick jumps on the mat.
   ...........................................

2. Will Pam run fast
   ...........................................

3. she can go like the wind
   ...........................................

4. Now Sam runs and jumps.
   ...........................................

5. did he land in the sand?
   ...........................................

6. That was a very good jump!
   ...........................................

Go back to the sentences. Circle any letter that should be capital. Put the correct mark at the end.
As I read, I will pay attention to pauses for sentence punctuation.

<table>
<thead>
<tr>
<th>What can be in a hill of sand?</th>
</tr>
</thead>
<tbody>
<tr>
<td>08 Little, black ants! The ants have a plan.</td>
</tr>
<tr>
<td>16 The ants can dig in the sand.</td>
</tr>
<tr>
<td>23 Little ants can help, too.</td>
</tr>
<tr>
<td>28 Little ants dig down in the sand.</td>
</tr>
<tr>
<td>35 Ants do not slip down in the sand.</td>
</tr>
<tr>
<td>43 Ants can dig very, very fast. 49</td>
</tr>
</tbody>
</table>

Comprehension Check

1. Where do the ants live?

2. What can the ants do?

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</table>
Words in a poem often **rhyme**. Rhyming words begin with different sounds and end with the same sound.

**map**  **tap**

Read the poem. Write the rhyming words on the line. Circle the same sound in each word.

**Where Did the Ball Go?**

1. Pam can kick.
   Now she is very quick.
   
   ______________________  ______________________

2. Where will the ball land?
   Will it sink in the sand?
   
   ______________________  ______________________

3. Now it will fall.
   It is just a red ball.

   ______________________  ______________________
The letter o stands for the middle sound in log.

Blend the sounds and say the word. Then write the word and circle the picture.

1. p o t

2. h o g

3. b o x

4. t o p

5. f o x
Circle the words that have the short o sound.

Write the words you circled.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
Write the word that completes each sentence.

Our two her They

1. ____________ cat is a mom.

2. The small cat naps with ____________ mom.

3. This mom has ____________ dogs.

4. ____________ play with mom.
A noun is a word that names a person, a place, or a thing.

Say the name of the noun in the picture.
person place thing

Circle the noun in each sentence.
1. Look at the little dog.
2. It sits in the grass.
3. The mom runs over.
4. They see an ant.
5. It digs up sand.
6. What a big hill that is!
You can add -ed to some action words to tell what someone or something did.  \textit{walk + ed = walked}

Circle the word that completes the sentence. Then write the word.

1. I \underline{rocked} \hspace{1cm} packed

2. Dad \underline{locked} \hspace{1cm} packed

3. Bob \underline{picked} \hspace{1cm} licked

4. The cat \underline{jumped} \hspace{1cm} picked

5. Pat \underline{rocked} \hspace{1cm} kicked
Look at each set of words. One word in each set is spelled correctly. Use a pencil to fill in the circle in front of that word. Sample A is done for you.

Sample A:

1. O A. fassed
   O B. fast
   O C. fasd
   1. O A. lot
      O B. lott
      O C. lat

2. O A. hoog
   O B. hig
   O C. hog
   2. O A. hopp
      O B. hap
      O C. hop

3. O A. ttop
   O B. toop
   O C. top
   3. O A. hot
      O B. hott
      O C. hoht

4. O A. loog
   O B. log
   O C. logg

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
As you read Animal Moms and Dads, fill in the Main Idea and Details Web.

How does the Main Idea and Details Web help you retell Animal Moms and Dads?
Look at the picture. Circle all the sentences that tell about the picture.

1. The children are eating lunch.
2. Kim and Bob play ball.
3. The children go to school.
4. Pam and Jack climb.
5. The children like to jump rope.
6. The dog wants to play, too.

Write a sentence that tells the main idea of the picture.
A noun names a person, place, or thing.
Most sentences contain nouns.
Begin every sentence with a capital letter.
End every statement with a period.

Write the statement correctly. Circle the nouns.

1. i see one little cat

2. it can not go over the log

3. a cat does not jump like a frog

4. the mom will help
As I read, I will pay attention to patterns in the story.

Our dog is Bob. What can a dog do?

Bob can flop down on a mat and nap.

Our cat is Miss Spot. What can a cat do?

Miss Spot can sit and lick her paws.

Our two pets are Bob and Miss Spot.

What can they do?

Miss Spot can hiss at Bob the dog!

Comprehension Check

1. What can Bob do?

2. What can Miss Spot do?

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<tr>
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</table>
Rhythmic patterns are sounds and words that repeat to give a poem a beat.

Read the poem.

One little cat,
Sat on a mat.
She did not run,
She did not pat.

One little frog,
Sat on a log.
He did not jump,
He did not jog.

1. Write three words that rhyme in the first verse.

2. Write three words that rhyme in the second verse.

3. Underline three words that repeat in the first verse.

4. Underline three words that repeat in the second verse.
Use the words from the box to name each picture.

dress  net  cent  leg  bed  ten

1. 

2. 

3. 

4. 

5. 

6. 

R 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
Practice
Name ______________________________

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Spelling: Words With Short e

Complete each spelling word by writing the letter that makes the short _e_ sound.

1. h ____ n
2. m ____ n
3. b ____ g
4. l ____ g
5. g ____ t
6. l ____ t

Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Little Red Hen • Grade 1/Unit 2

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Write a word from the box to complete each sentence.

Who some of No eat

____________

1. Did you get ____________ for me?

____________

2. ____________ can get the __________ down?

____________

3. The bag ____________ is in the box.

____________

4. ____________, I can not ride a ____________.

____________

5. Can I ____________ with you?
A plural noun names more than one person, place, or thing.
Add -s to make most nouns plural.
Example: one cat  two cats

Circle the plural noun in each sentence.

1. Mom has a lot of jobs to do.
2. The kids like to help her.
3. Pam will fix the beds.
4. The dogs have to eat now.
5. Jack does the pots in the sink.
6. Now we can have some eggs.
A contraction is a short form of two words. An apostrophe (’) takes the place of the missing letters. can + not = can’t

didn’t  can’t  doesn’t  isn’t

A. Write the contractions.

1. does not

2. did not

3. can not

4. is not

B. Write a sentence using a contraction from the box.

__________________________________________
A. Mark an X on the line next to the word spelled correctly.

1. enm
2. leg
3. get
4. pto

B. Use a letter from the box to write a spelling word.

```
 n   b   t   m
```

5. ____ o
6. so ____ e
As you read Little Red Hen, fill in the Retelling Chart.

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<th>1.</th>
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<tbody>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
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</table>

How does the Retelling Chart help you remember Little Red Hen?

R 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle, and ending.
When you **retell** a story, you tell only the important parts.

Read each story. Write a new sentence that tells only the important parts. Then draw a picture.

The red hen has two eggs.
She sits on the nest.
Now the eggs crack.
The chicks jump down from the nest.

1. ___________________________________________________________________

I. ___________________________________________________________________

Jen has a pet cat.
Greg has a pet dog.
Jen’s cat jumps on Greg’s dog.
The dog does not run.
Greg’s dog licks Jen’s cat.

2. ___________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

R 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle, and ending.
Add -s or -es to form the plural of most nouns. Begin every sentence with a capital letter. End a question with a question mark.

Find the mistakes. Circle the letters that should be capital. Underline the nouns that should be plural. Add the correct end mark.

1. will you help me up
2. who fell on all the egg
3. the two cat jumped on me
4. where are they now
5. do you see some little leg over there
6. what is in the two bush
As I read, I will pay attention to intonation in the passage.

- Look at the farm. What can you get from a farm?
- Look at the cows. We get milk from the cows.
- Who will have some of the milk?
- Look at the hen. We get eggs from the hen.
- Who will eat some of the eggs?

Comprehension Check
1. What do we get from cows?
2. What do we get from hens?

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</table>
A diagram is a picture that shows the parts of something.

Write a word from the diagram to complete each sentence.

1. Two frogs jump in the ________________.

2. The ________________ is in the ________________.

3. A fox is in a ________________.

4. A ________________ is in the pond.
Sometimes consonants form a **blend**. You can hear each consonant sound in a **consonant blend**.

Read the word. Write the word. Circle the picture that it names.

1. **grass**

2. **track**

3. **swing**

4. **snap**

5. **crib**
Read each row of words. Put an **X** on the word that does not belong.

<table>
<thead>
<tr>
<th>1. spill</th>
<th>spin</th>
<th>out</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. men</td>
<td>grab</td>
<td>let</td>
</tr>
<tr>
<td>3. trap</td>
<td>spill</td>
<td>trip</td>
</tr>
<tr>
<td>4. spin</td>
<td>grab</td>
<td>grass</td>
</tr>
<tr>
<td>5. out</td>
<td>let</td>
<td>crib</td>
</tr>
<tr>
<td>6. men</td>
<td>grass</td>
<td>many</td>
</tr>
</tbody>
</table>
Write the word that completes each sentence.

1. Come to our _____________.

2. We ____________ here.

3. We have ____________ pals.

4. We go ____________ to play.
Some plural nouns do not end with **-s** or **-es**. These nouns use a new word to name more than one.

**A. Say the nouns and their plurals.**

child  
**children**  
man  
**men**  

**goose**  
**geese**  
**mouse**  
**mice**  

**foot**  
**feet**

**B. Circle the plural or plurals in each group.**

1. mouse  
**man**  
**geese**

2. **men**  
foot  
child

3. **goose**  
children  
**feet**

4. man  
child  
**mice**

---

**LC 1.2** Identify and correctly use singular and plural nouns.
You can add -ing to some action words.

A. Add -ing to the words in the box.

look ________________  jump ________________

play ________________  wash ________________

B. Complete the sentences with the words you wrote.

1. Beth is ________________ a big dog.

2. They are ________________ for a lost cat.

3. I am ________________ with a little ship.

4. We are ________________ up and down.
A. Circle the word in each row that is spelled correctly.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>otu</td>
<td>outt</td>
</tr>
<tr>
<td>2.</td>
<td>let</td>
<td>lett</td>
</tr>
<tr>
<td>3.</td>
<td>meny</td>
<td>menny</td>
</tr>
</tbody>
</table>

B. Write the spelling words that start with the consonant blend sp.

________________________  __________________________
________________________  __________________________

4. ______________________  _________________________

Write the spelling words that start with the consonant blend gr.

________________________  __________________________
________________________  __________________________

5. ______________________  _________________________

Write the spelling words that start with the consonant blend tr.

________________________  __________________________
________________________  __________________________

6. ______________________  _________________________
As you read **On the Map!**, fill in the Main Idea and Details Chart.

How does the information you wrote in this Main Idea and Details Chart help you retell **On the Map!**?
The **main idea** tells what the story is about. The **details** tell more about the main idea.

A. **Write a sentence that tells the main idea.**

Frogs live in the pond.

So do fish and .

Frogs jump in and out of the pond.

**go in and out, too.**

B. **Draw a picture to show what else lives in a pond.**
Remember that some nouns use new words to name more than one. Begin every sentence with a capital letter. End an exclamation with an exclamation point.

Write **C** if a sentence is correct.
If a sentence is not correct, circle the mistakes.

1. Don’t go in there!
2. the gooses will not like it.
3. that goose is very mad now?
4. Childs, get out quick.
5. She can peck with her bill!
As I read, I will pay attention to questions in the passage.

Brad is a crab. Brad has no hands.

08 A crab has claws! What can Brad do?
16 He likes to do tricks! Brad can grab a stick.
26 What can Brad do with a stick?
33 He can drag it in the sand.
40 He can drag it back!
45 How can Brad grab a stick?
51 His claws go “Snap!”

Comprehension Check
1. What is Brad?

2. What can Brad do with his claws?

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A dictionary gives the meaning of words.

grand very big
ship a big
mend to fix
lamb a little

A. Write a dictionary word to complete each sentence.

1. The ___________ likes to run and play.

2. The ship is very ___________.

3. I have to ___________ my pants.

4. A ___________ is too big for a pond.

B. Write a new sentence for one of the words.

5. ____________________________________________
The letter \( u \) stands for the middle sound in \textit{bus}.

Circle the word that names each picture. Then write the word.

1. \begin{align*} \text{bun} & \quad \text{big} \\ \end{align*}

2. \begin{align*} \text{pot} & \quad \text{pup} \\ \end{align*}

3. \begin{align*} \text{ten} & \quad \text{tub} \\ \end{align*}

4. \begin{align*} \text{sun} & \quad \text{sad} \\ \end{align*}

5. \begin{align*} \text{bat} & \quad \text{bug} \\ \end{align*}

6. \begin{align*} \text{drip} & \quad \text{drum} \\ \end{align*}
Practice

Spelling: Words with Short u

In each row put an X on the word that does not belong. Then write the spelling word.

1. what fun this
2. run two up
3. bug sit tug
4. fun sun man

Write the spelling words that sound like hug.

5. ________________ 6. ________________

Write the spelling words that sound like hut.

7. ________________ 8. ________________

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Write a word from the box to complete each sentence.

could  again  one  make  Then  three

1. I see ____________ huts.

2. I like the red ____________.

3. I ____________ live in it.

4. ____________ I can have two trees.

5. I will ____________ a swing in one.

6. I will use it again and ____________.

R 1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).
A noun that names a special person or place is called a proper noun. A proper noun begins with a capital letter.

Examples: Yan, Jill, Texas

Write the proper noun in each group.

1. Rick, drum, play
   __________

2. hum, Hal, he
   __________

3. Lin, kids, fun
   __________

4. show, let’s, Jen
   __________

5. Atlanta, shop, she
   __________
A **contraction** is a short form of two words. An **apostrophe** (‘) takes the place of one or more letters.

he’s  it’s  let’s  she’s  that’s

Read each sentence. Then write the contraction for the underlined words.

1. Mom said **she** is going with us. _______________

2. **That** is a big truck! _______________

3. **Let us** run and jump. _______________

4. Ted said **he** is playing the drum. _______________

5. **It is** a dull rug. _______________
A. Change one letter to make a spelling word with the short u sound. Then write the word on the line.

1. not _________

2. bag _________

3. rag _________

4. ran _________

5. fan _________

6. cat _________

B. Circle the word that is spelled correctly.

7. one  oen  eonn

8. cood  couide  could
As you read *The Pigs, the Wolf and the Mud*, fill in the Plot Chart.

How does the Plot Chart help you better understand *The Pigs, the Wolf and the Mud*?
Read the story.

Who Could It Be?

Meg lives in a small home. Bill lives in a small home, too. Meg and Bill play. They are pals. They like to ride bikes. They like to dress up. They like to play ball.

Who will live in the red home? It could be a boy. It could be a girl. Meg and Bill wait. They sit and see. Then out run three! Now Meg and Bill have many pals. They can have lots of fun!

Read the sentences. Write B for the beginning sentences, M for the middle ones, and E for the end ones.

1. Meg and Bill have three pals now. _____
   _____

2. Meg and Bill live in small homes. _____
   _____

3. They sit to see who is in the red home. _____
   _____

4. Meg and Bill see three run out. _____
Begin a proper noun with a capital letter. Some proper nouns are more than one word. Begin each word in a proper noun with a capital letter.

Circle the words that should have capital letters.

1. Al and pam go to the banks school.
2. miss ann has a good band there.
3. “I play the drums,” said chan.
4. I got them in a shop on Tip top street.
5. The band will play in new york City.
6. Will nick sing with the band?
As I read, I will pay attention to phrasing in the story.

Look at the big bear. Look at her cubs.
What can the two cubs do? They can play.
They can look for food to eat.
The cubs can rest. They take a long nap.
The cubs can play on the rocks.

Comprehension Check

1. What are cubs?

2. What can the cubs do?

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</table>
Photographs are pictures that show people, animals, and things in real life.

Look at the picture.

We will have a big place to live!

Write your own sentence about the picture.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Read each word. Listen to the sounds **sh** and **th** stand for.

*path*  *think*  *ship*  *shop*  *dish*  *bath*

Use the words in the box to name each picture. Then circle the letters that stand for the sounds **sh** and **th**.

1. [Drawing of a ship]

2. [Drawing of a thinking person]

3. [Drawing of a shop]

4. [Drawing of a bowl]

5. [Drawing of a garden]

**R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
Circle the words that have the th sound. Underline the words that have the sh sound.

Write the words you circled.

1. __________  2. __________  3. __________

Write the words you underlined.

4. __________  5. __________  6. __________
Write a word from the box to complete each sentence.

all  want  under  Put  show  together

1. ___________ on a hat.

2. Sit ___________ the tent.

3. Come see the ___________!

4. The kids ___________ play in a band.

5. You will ___________ to see it.

6. I like ___________ the songs they play.
Some proper nouns name the days of the week. Some proper nouns name the months. The names of the days and the months begin with capital letters.

**Say the days. Circle the capital letters.**
Monday Tuesday Wednesday
Thursday Friday Saturday Sunday

**Say the months. Circle the capital letters.**
January February March April
May June July August
September October November December

1. What day do you like best?

2. What month do you like best?
A compound word is made up of two small words.
rose + bush = rosebush
back + yard = backyard

Match a word on the left to a word on the right to make a compound word. Then write the word.

1. bath hill
2. down one
3. any care
4. day robe

Use a compound word in a sentence.

5. ____________________________
Pick **th** or **sh** to correctly write a spelling word.

1. wi ____
2. ____ ip
3. ____ ank
4. fi ____
5. ____ op
6. ____ in

Complete each word to make a spelling word.

7. a ____ l
8. ____ ____ nt

**Spelling:**

Digraphs: **th**,** sh**
As you read Beth and the Band, fill in the Retelling Chart.

<table>
<thead>
<tr>
<th>Beth and the Band</th>
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<td>7.</td>
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How does the Retelling Chart help you visualize what happens in Beth and the Band?
When you **retell** a story, you tell only the important parts.

Read the story. Then look at it again. Underline the sentences that retell the story.

Ben wants to use his fishing rod.
Ben sits down at the pond with his fishing rod.
Ben sits and sits.
Ben sees a frog.
Ben sees a bug.
At last Ben gets a fish!

**Draw three pictures to retell the story.**
Begin the names of days, months, and holidays with capital letters.

Circle the letters that should be capital. Write the day, the month, or the holiday correctly.

1. We had fun on new year’s day.

2. That was in january.

3. Today is tuesday, February 14.

4. Then it must be valentine’s Day.

5. On monday, we put little red flags at school.

6. What fun things can we do in march?
As I read, I will pay attention to the expression.

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

Comprehension Check

1. Why do you think Tess got a ball for the dog?

2. What things does a dog need?
Directions are the steps that you follow to make or do something.

Make a Fun Box.
1. Get an egg carton.
2. Cut the top.
3. Give it a fun look.
4. Put in stuff.

1. What will you make? 

2. What will you use? 

3. What will you do with the top? 

4. What will you do last?
Look at the word gate. The letters a and e stand for the long a sound you hear.

circle the word that names the picture. Write the word on the line.

1. cap cape

2. tape tap

3. pane pan

4. man mane

5. rat rate

6. mate mat

R 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
Practice

Name ____________________________________________

Spelling:
Words with Long a, a_e

make    take    came    game    gate
late    shop    with    why    school

Read each row of words. Put an X on the word that does not belong.

1. make    shop    take
2. with    game    came
3. gate    late    why
4. crib    shop    ship
5. hop    bath    with
6. school    away    fool
Read each sentence. Write a word from the box to complete the sentence.

away  school  today  way  Why

__________________________
__________________________

1. ______________________ did the bus go in the mud?
   ______________________

2. This is the ______________________ to play.
   ______________________

3. We put the blocks ______________________.
   ______________________

4. I have to go to ______________________ now.
   ______________________

5. We can not play ______________________.
A verb is a word that shows action.
Examples: Jake *jumps*. Fran *runs*.

Find the verb in each group. Fill in the circle.  
The first one is done for you.

1. ○ today  ○ ride  ○ all
2. ○ walk  ○ oh  ○ three
3. ○ man  ○ make  ○ it
4. ○ who  ○ some  ○ eat
5. ○ not  ○ play  ○ on
6. ○ go  ○ of  ○ many
7. ○ pull  ○ very  ○ good
8. ○ now  ○ help  ○ me
Look at the word: wave
Notice that the e is dropped when adding -ing or -ed.
\[\text{wave} + \text{ing} = \text{waving} \quad \text{wave} + \text{ed} = \text{waved}\]

Add -ing to the words. Write the new word.

1. fake ________________

Add -ed to the words. Write the new word.

3. bake ________________

4. fade ________________

5. wade ________________
Circle the word in each row that is spelled correctly.

<table>
<thead>
<tr>
<th></th>
<th>ywh</th>
<th>why</th>
<th>wyh</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. shop</td>
<td>sohp</td>
<td>pohs</td>
<td></td>
</tr>
<tr>
<td>3. wiht</td>
<td>thiw</td>
<td>with</td>
<td></td>
</tr>
<tr>
<td>4. school</td>
<td>scoohl</td>
<td>slooch</td>
<td></td>
</tr>
</tbody>
</table>

Write the spelling words that rhyme with cake.

________________________  __________________________

5. _______________________  _______________________

Write the spelling words that rhyme with same.

________________________  __________________________

6. _______________________  _______________________

Write the spelling words that rhyme with ate.

________________________  __________________________

7. _______________________  _______________________

Spelling: Words with Long a, a_e

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
As you read *On My Way to School*, fill in the Retelling Chart.

1. 

2. 

3. 

4. 

How does the Retelling Chart help you visualize what happens in *On My Way to School*?

**R 3.1** Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle, and ending.
Look at the pictures. Write what happens in each picture.

1. First, ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. First, ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

R 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle, and ending.
Use verbs to show action.
Put commas after the greeting and the closing in a letter.

This letter is missing two commas and three verbs. Add the verbs from the box. Add the commas.

saved  baked  ate

Hello Nan

---------------------
Mom and I ____________ a cake. Then
---------------------
we ____________ some. It was very good. I
---------------------
__________ some for you in a tin. Come to see me. Then you can have some cake, too.

Your best pal
Pam
Practice

Name

Fluency:
Echo Read:
Intonation

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

Nate sat up. He looked at the clock.

“Oh no! I will be late for school!”

Nate got dressed. He got his books. He got his lunch. He put them in his backpack.

Nate ran down the street very fast! On the way, he saw Bob.

Comprehension Check

1. What is the problem?

2. What does Nate do to get ready for school?

Words Read | – | Number of Errors | = | Words Correct Score
--- | --- | --- | --- | ---
First Read | – | = | | 
Second Read | – | = | |
A **sign** uses words or pictures to tell you what to do.

Circle the word that completes each sentence.

1. When you see [STOP], you ____.
   - stop
   - go

2. When you see [person], you ____.
   - stop
   - go

3. To play on the ____ , we go to the ____.
   - beds
   - swings

4. We ____ in the ____.
   - run
   - eat

Color the traffic light with red, yellow, and green. Put a ✔ next to the color that tells you to go. Put an X next to the color that tells you to stop.
Use the words in the box to complete the sentences.

hike  hive  line  bite  bike

1. Matt races very fast on his _____________.

2. What will I find in the ____________?

3. We must all walk in a ____________.

4. Dan takes a big ____________ of his cake.

5. We can ____________ up this hill.
Circle the words that have the long i sound.

Write the words you circled.

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

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Use the words from the box to complete the story.

call  How  more  funny  There  so

Look! _____________ is a pet show today.

I will ______________ my dog Max.

_____________

____________ many pets will be in the show today?

Will they like Max _______________ than the other pets in line?

We like to watch some of the _______________ dogs and cats.

My Max is _______________ good!
The tense of a verb tells when an action happens. Present tense verbs tell about action that happens now.

Examples: Dell makes a cake. Pam helps.

Circle the verbs in the present tense. Write them on the lines below.

1. The little boy trips on the rug.
2. He drops his box.
3. The blocks spilled out.
5. She puts them back in the box.

_________________  ___________________  ___________________
The _c_ in _cent_ stands for the /s/ sound. This is _soft c_.
The _g_ in _gem_ stands for the /j/ sound. This is _soft g_.

Choose a word from the box to complete each sentence. Write it on the line. Then circle each word that has the soft _c_ sound.

race  fence  page  cage
age   nice  stage  ice

1. What __________ are we on?
2. It is so ______________ of you to help.
3. My pet mice are out of the ______________!
4. I want to win the ______________.
5. We will stand on the ______________ to sing.
6. My water needs some ______________.
Circle the spelling word in each row. Then write the spelling word.

1. jump  how  yell
2. bike  sled  crab
3. want  flip  like
4. there  now  here
5. good  ours  mine
6. hide  flip  show
7. walk  ride  tap
8. pin  block  spike

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
As you read *Smile, Mike!* fill in the Predictions Chart.

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

How does the Predictions Chart help you understand what happens in *Smile, Mike!*?
Read the sentences. Write the words that tell what happens next.

1. Tim’s kite is ripped. Dad can fix Tim’s kite.
   Tim will ________________.

2. Kim must wash her dog. Kim’s dog is very big.
   Mike will ________________.

3. Sam wants to skate. Dad takes Sam to the rink.
   Sam and Dad will ________________.

4. Sam wants a nice pup. Mom and Sam go to see the pups.
   Mom and Sam will ________________.
Write C if a sentence is correct. If a sentence is not correct, write the letter or letters to tell how you would make it right.

A  Add -s to make present tense verb.
B  Capitalize a letter.
C  Do not change.

1. He looks at the book.  

2. She pick up the dishes.  

3. He dig up the land for Mom.  

4. the boy take care of the hens.  

5. He gets the eggs.
Practice
Fluency: Echo Read: Expression

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

Meg, Jim, and Dan sat under a big branch.
Dan’s little sister sat under the big branch, too.
Jim asked, “What do you want to do?”
Meg said, “I want to put on a show. Do you want to help me?”
Jim and Dan said, “Yes!”

Comprehension Check
1. Where are the children sitting?
2. What do the children want to do?

Words Read | Number of Errors | Correct Score
--- | --- | ---
First Read | – | =
Second Read | – | =
Read the chart.

<table>
<thead>
<tr>
<th>Tim’s Pets</th>
<th>Nan’s Pets</th>
</tr>
</thead>
<tbody>
<tr>
<td>cats III</td>
<td>cat</td>
</tr>
<tr>
<td>mice II</td>
<td>mice II</td>
</tr>
<tr>
<td>dog I</td>
<td>dogs II</td>
</tr>
<tr>
<td>fish I I I I I I</td>
<td>fish I I I I I</td>
</tr>
</tbody>
</table>

Count the pets and then complete the sentences.

1. Tim has ____________ fish.
2. Nan has ____________ mice.
3. Tim has ____________ dog.
4. Nan has ____________ fish.
The letters **ch** and **tch** stand for the sounds you hear in **chin** and **ditch**.

The letters **wh** stand for the sound you hear in **when**.

Choose from the letters **ch**, **tch**, and **wh** to complete each word. Write the letters on the line.

1. ________ ase

2. ________ ale

3. ca ________

4. lun ________
Write the words that begin with **ch**.

1. __________________    2. __________________

Write the words that begin with **wh**.

3. __________________    4. __________________

Write the words that end with **tch**.

5. __________________    6. __________________
Match each sentence to the picture that it explains.

1. Is this your brush?  
   a. 

2. Put the dolls into the box.  
   b. 

3. The people sing the song.  
   c. 

4. We will make a kite soon.  
   d. 

5. Every sock has dots.  
   e. 

6. The gift is from Mom.  
   f.
A past-tense verb tells about action that happened in the past.

Examples:  The sun **set**.
            The boys **washed** up.
            Then they **jumped** into bed.

Put a check next to the sentence that tells about the past. Circle the past-tense verb.

1. Sam made a shape with his hands.
   - Sam makes a shape with his hands.

2. Chuck watches him
   - Chuck watched him.

3. Sam shows Chuck a dog shape.
   - Sam showed Chuck a dog shape.

4. Chuck liked that one best.
   - Chuck likes that one best.
You can add -s or -es to name more than one person or thing.

Circle the word in each group that names more than one. Write it on the line.

1. watch  watches  what
   ____________________________
2. inches  pitch  inch
   ____________________________
3. such  lunch  lunches
   ____________________________
4. catch  patches  patch
   ____________________________
5. kisses  miss  kiss
   ____________________________
6. less  dresses  dress
   ____________________________
Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.

1. ○ cach
   ○ cacth
   ○ catch

2. ○ chopp
   ○ cthop
   ○ chop

3. ○ cin
   ○ chin
   ○ chinn

4. ○ whale
   ○ wael
   ○ whall

5. ○ whipe
   ○ whip
   ○ wiph

6. ○ yor
   ○ yur
   ○ your

7. ○ from
   ○ fromm
   ○ fomr

8. ○ mathc
   ○ match
   ○ macht
As you read **Masks! Masks! Masks!**, fill in the Main Idea and Details Chart.

**Main Idea**

- Detail
- Detail
- Detail
- Detail

How does the information you wrote in this Main Idea and Details Chart help you retell **Masks! Masks! Masks!**?
We went out.
We sat in the sun.
We ate lunch.
The sun went down.
It was a fun day!

B. Write M if the sentence tells the main idea. Write D if it tells a detail.

1. We sat in the sun. _____

2. The sun went down. _____

3. We ate lunch. _____

4. It was a fun day! _____

The main idea is the most important idea in the story. Details are small pieces of information in a story.
Read the story. Circle the letters that should be capital letters. Underline four verbs that should be past tense. Write the verbs in the past tense on the lines below.

Dad and james went for a walk. They walk past fitch lane. Miss chin yell hello to them. They wave to her. The sun was going down. James look back. “I can see my shadow!” he said.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
As I read, I will pay attention to the dialogue.

I did not want to play with Sam. So, I went to see Mom and Dad.

“Mom,” I said. “How can I play? Sam will not stop. He does just what I do.”

“He’s just a little kid,” Mom said.

“He’s just little,” Dad said.

I said, “So, can he play with you?”

“He can,” they said.

Comprehension Check
1. What does Sam like to do?

2. How do Mom and Dad try to help?

<table>
<thead>
<tr>
<th>Words Read</th>
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</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td>=</td>
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</tr>
</tbody>
</table>
The title of a magazine is on the cover. There are articles inside the magazine.

Use the magazine cover and article to answer the questions.

1. What is the title of the magazine?
   ____________________________________________________________
   ____________________________________________________________

2. What is on the cover?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. What is the title of the article?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. What could the article be about?
   ____________________________________________________________
Look at the pictures.

The letters **o_e** stand for the middle sound in *rope.*

The letters **u_e** stand for the middle sound in *cube.*

Read the word. Circle the picture that it names.

1. **note**

2. **flute**

3. **bone**

4. Write a sentence using some of the words.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
Read each row of words. Put an X on the word that does not belong.

<p>| | | |</p>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>cube</td>
<td>cute</td>
</tr>
<tr>
<td>2.</td>
<td>joke</td>
<td>woke</td>
</tr>
<tr>
<td>3.</td>
<td>chop</td>
<td>note</td>
</tr>
<tr>
<td>4.</td>
<td>whale</td>
<td>all</td>
</tr>
<tr>
<td>5.</td>
<td>few</td>
<td>chin</td>
</tr>
<tr>
<td>6.</td>
<td>nose</td>
<td>which</td>
</tr>
</tbody>
</table>
A. Write the word that completes each sentence.

- find  after  old  new

1. Dad has ________________ socks for ________________ because hers are ________________.

2. Can you help me ________________ my glasses?

3. We go to the park ________________ school.

B. Match the word to its meaning.

4. done  to do a job

5. work  finished
The verbs **is** and **are** tell about the present. **Is** tells about one person, place, or thing. **Are** tells about more than one person, place, or thing.

Examples: Dad **is** there. The cats **are** here.

Circle the verb in each sentence. Write 1 if the verb tells about one. Write 2 if the verb tells about more than one.

1. Mom **is** out back.  
2. Our two dogs **are** with her.  
3. The twins **are** in the water.  
4. Mom **is** on a chair.  
5. This game **is** so much fun!
In some words, the letter *k*, *g*, or *w* is silent.
Mary knits. Bob reads the sign.

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

<table>
<thead>
<tr>
<th>wren</th>
<th>gnat</th>
<th>knee</th>
<th>knapsack</th>
</tr>
</thead>
<tbody>
<tr>
<td>gnaw</td>
<td>write</td>
<td>knife</td>
<td>wrist</td>
</tr>
</tbody>
</table>

1. This is a kind of bug. ________________

2. This body part is near your hand. ________________

3. This is also called a backpack. ________________

4. You do this with a pencil. ________________

5. This is in the middle of your leg. ________________

6. You use this to cut food. ________________
Circle the word in each row that is spelled correctly.
1. nos    nose    nsoe
2. chop   hcop    hcpo
3. whal   hwale   whale
4. cube   cbue    cueb

Write the spelling words that rhyme with poke.

5. _________  __________

Write the spelling words that end with the same sound as late.

6. _________  __________

Write the spelling words that are opposites.

7. _________  __________
As you read *Rose Robot Cleans Up*, fill in the Conclusion Chart.

How does the Conclusion Chart help you better understand *Rose Robot Cleans Up*?
You can use what you read and what you already know to help you **draw conclusions**.

**Read each story. Draw a conclusion about the characters. Then fill in the circle of the sentence that makes the most sense with the story.**

1. Jane bikes to school. She likes to run races. She has fun jumping rope. Jane plays ball with her pals, too.
   - Jane is in good shape.
   - Jane likes to take care of dogs.

2. Luke helps out at a home for older people. He helps them walk. He tells them funny jokes.
   - Luke is like the older people.
Find the mistakes. Cross out the verb if it is wrong. Write the correct verb above it. Circle any letters that should be capital. Add the correct end mark if one is missing. (Hint: Each sentence has two mistakes.)

1. The little kids is in the den _____
   _____

2. don’t let the dogs in here _____
   _____

3. hide the game, quick _____

4. it are too late.

5. the dogs is on our game!
   _____
   _____

6. This are not that funny _____
As I read, I will pay attention to the exclamation marks.

What animal is small like a rat and lives in a hole like a hare?
A mole! A mole is a small animal that digs a hole with its teeth. It uses its nose to find its lunch! A mole likes to sniff out bugs and grubs to eat. In its hole, a mole makes a nest with grass and sticks. You can find moles in flat lands with grass!

Comprehension Check
1. Where does a mole live?
2. What does a mole eat?

<table>
<thead>
<tr>
<th>Words Read</th>
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<tr>
<td>Second Read</td>
<td></td>
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</tr>
</tbody>
</table>
A floor plan is a drawing that shows where things are in a room.

Use the floor plan to complete each sentence.

1. The cans bin is next to the ____________ bin.
2. If you can’t tell which bin something goes in,

__________________________

ask for help at the ____________.

__________________________

3. Put ____________ in the ________________ bin.

__________________________

4. These ____________ go in the ________________ bin.

__________________________

5. The smallest bin is for ________________.
Practice

Three letters can form a **blend**. Listen for all three consonant sounds in each blend.

**spring**  
**scratch**  
**splash**

Write the new word on the line. Connect the word to the matching picture.

1. **scr** + **atch** =

2. **str** + **ipe** =

3. **spr** + **ing** =

4. **spl** + **it** =

---

R 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
Read each row of words. Put an X on the word that does not belong.

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>splash</td>
<td>split</td>
</tr>
<tr>
<td>2.</td>
<td>take</td>
<td>cute</td>
</tr>
<tr>
<td>3.</td>
<td>string</td>
<td>ship</td>
</tr>
<tr>
<td>4.</td>
<td>hose</td>
<td>sled</td>
</tr>
<tr>
<td>5.</td>
<td>school</td>
<td>scrub</td>
</tr>
<tr>
<td>6.</td>
<td>girl</td>
<td>grand</td>
</tr>
</tbody>
</table>
Match each sentence to the picture that it explains.

1. The girl can do lots of tricks.  
   a.  

2. The dog jumps into the water.  
   b.  

3. Will my friend drop the books?  
   c.  

4. Does the boy have fun with that rope?  
   d.  

5. The kids have fun by the lake.  
   e.  

6. Can you have any fun with a pet?  
   f.
A contraction is a short way of saying and writing two words.

Two words:  

- are not
- does not

Contractions:  

- aren’t
- doesn’t

Draw a box around the contractions you find.

1. We can’t go skating now.

2. Gram wasn’t on the bus.

3. I didn’t see her.

4. Why hasn’t Gram called?

5. Isn’t that Gram?

6. I couldn’t find my skates.
When you add -ed or -ing to a word that ends with a vowel and a consonant, double the final consonant.

run + ing = running  My dog is running fast.
chop + ed = chopped  Sam chopped the log.

Read the sentence. Write the correct form of the word in the sentence.

1. Mike is ___________ the ball with a bat.
   ___________  hit

2. The girl ___________ the nice red mug.
   ___________  chip

3. The kids are ___________ the parts of the kite together.
   ___________  put

4. My dog just ___________ over his dish.
   ___________  tip
A. Circle the spelling word that is spelled correctly.

1. scrub  brusc

2. pascr  scrap

3. trings  string

4. splash  plashs

B. Pick a letter from the box to correctly write a spelling word.

5. gi ______ l

6. stri ______ e

7. do ______ s

8. sp ______ it
As you read *Kids Have Fun!*, fill in the Compare and Contrast Chart.

How does the Compare and Contrast Chart help you better understand *Kids Have Fun!*?
When you **compare** two or more things, you tell how they are **alike**.

When you **contrast** two or more things, you tell how they are **different**.

Color the picture if the sentence tells how two or more things are alike.

1. Jan and Fred run fast.

2. Tom has a red cap. Bess has a black cap.

3. One cat is little. One cat is big.

4. Sid and Sal play ball.

5. All the kids go to school.

6. Both girls like to play.
A **contraction** is a short way of writing and saying two words.

Use an **apostrophe** (’) to take the place of letters that are left out of a contraction.

Circle the contractions that are not correct.
Write the contractions correctly.
Write C if the contraction is correct.

1. Mom doesn’t like us to be late.
2. You aren’t going to miss the bus!
3. The bus isn’t here yet.
4. It wasn’t on time.
5. We are glad it didn’t splash us.
As I read, I will pay attention to punctuation.

People all over like holidays. People come together to do things on holidays. People have holiday fun! What do people do on holidays? Today people give thanks for the things they have. They have lots of good things to eat. Today boys and girls get together at a show. It is fun when they sing holiday songs at the show. What things do you do on holidays?

Comprehension Check
1. Why do people like holidays?
2. What do the boys and girls do at the holiday show?

Words Read | – | Number of Errors | = | Words Correct Score
--- | --- | --- | --- | ---
First Read | – | = | =
Second Read | – | = | =
Writers use interesting and colorful words. The **fluffy white** clouds float in the sky.

Circle the two words that a writer could use to describe each picture.

1. fast  soft  red
2. many  little  wet
3. black  one  hot
4. three  big  hot
5. little  many  big
6. hot  stink  yummy
The letters **ay** and **ai** stand for the **long /a/ sound**.

The letters **ay** and **ai** stand for the long /a/ sound.

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

snail       pay       paint       clay

1. Ray will use some ____________.

2. He will ____________ the vase gray.

3. She will ____________ for the tray.

4. A ____________ is on the pail.
Use the clues to write a spelling word on the line.

1. starts like splash + sounds like hit

2. starts like want + sounds like say

3. starts like dog + sounds like say

4. starts like chin + sounds like main

5. starts like make + sounds like pail

<table>
<thead>
<tr>
<th>mail</th>
<th>rain</th>
<th>chain</th>
<th>way</th>
<th>play</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>split</td>
<td>string</td>
<td>walked</td>
<td>eight</td>
</tr>
</tbody>
</table>
Write a word from the box to complete each sentence.

once upon carry eight across saw walked

1. __________ there were two chipmunks.

2. They __________ some nuts to eat.

3. The nuts were __________ the river.

4. The chipmunks wanted to __________ the nuts back.

5. They __________ on a log.

6. They put the nuts __________ their heads.

7. They made __________ trips.
As you read Drakes Tail, fill in the Predictions Chart.

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

How does the Predictions Chart help you understand what happens in Drakes Tail?
A prediction is a guess about what will happen next.

There is pizza on a plate. A good prediction would be that someone will eat the pizza.

Draw a line connecting each sentence with the one that tells what will happen next.

1. The block falls down. Tim will pick it up.
2. The frog sees a pond. The vet will help.
3. A dog is sick. It will hop in.
4. Dad gets a cake. She will run fast.
5. Jan gets a doll. She will play with it.
6. Peg is late for school. He will eat it.

Make your own prediction.
7. Jake has a gift from his friend Meg.

______________________________________________________________________________
The verbs **was** and **were** tell about the past. **Was** tells about one person, place, or thing. **Were** tells about more than one person, place, or thing.

Examples: Little Red **was** in the nest.
Mom and Dad **were** there, too.

Circle the verb that belongs in the sentence.

1. The sun (was, were) up.
2. Three eggs (was, were) in the nest.
3. One egg (was, were) not in the nest.
4. Dad (was, were) away from the nest.
5. Mom and Little Red (was, were) on a branch.
Circle the word that completes each sentence. Then write the word.

1. A dog can run ____________ than a cat.
   faster fastest

2. A cat can run ____________ than a duck.
   faster fastest

3. The dog is the ____________ of them all.
   faster fastest

4. That little bed is ____________ than my bed.
   softer softest

5. The big bed is the ____________ of them all.
   softer softest

R 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
A. Which word has the long a sound spelled correctly? Write the word on the line.

1. wai way
2. rain rayn
3. day dai
4. mayl mail
5. play plai
6. chayn chain

B. Circle the word that is spelled correctly.
7. eagth eiht eight
8. wakled walked wolked
A dictionary is a book that gives the meaning of words. Some words have more than one meaning.

Read the definitions below.

**bark** 1. the outside cover of a tree: The **bark** on the tree fell off. 2. to make the sound that a dog makes: His dog will **bark** at all cats.

**seal** 1. an animal that lives in the ocean most of the time and swims very well: The **seal** swam over the wave. 2. to close something so that it can not be opened: I had to **seal** the box with tape to close it.

Choose the correct definition for the word. Fill in the circle.

1. bark  ○ drop a pole  ○ be like a dog
2. bark  ○ on a tree  ○ in a pot
3. seal  ○ run away  ○ close a box very well
4. seal  ○ a blue ship  ○ an animal that swims

Use a word from above in a sentence.

-----------------------------
As I read, I will pay attention to questions in the passage.

Hank and Fay have to work to make a trail on the land.

Hank asks, “What do we do?”

“I will show you,” says Fay. “We must cut down all of the plants and shrubs in our way.”

“Why do we have to do that?” asks Hank.

“Do you want to get a scrape or scratch from a branch when you walk on this trail?” asks Fay.

“No way!” yells Hank.

Fay says, “Then we have to cut the plants on our path.”

“I see,” says Hank. “Let’s go!”

Comprehension Check

1. Why will Hank and Fay cut down the plants?

2. What will happen if they don’t cut the plants down?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>–</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Use **was** to tell about one.
Use **were** to tell about more than one.
Capitalize proper nouns.

Find four mistakes in the story. Circle the mistakes. Write the sentences correctly on the lines.

Hal lives on plum lane. Jon came to play. The two boys **was** out back. They saw a robin in a nest. Lots of bugs **were** in the grass. One bug **were** not nice. It wanted to bite **hal** on the nose.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________
Captions tell readers more about a photograph or picture.

Circle the caption that tells about the picture.

1. a snake
   a baby deer

2. Big Bass Lake
   the waterslide

3. my new bike
   Big Buck Forest

4. the swimming pool
   the campfire

5. our campsite
   last day of school

6. Dad’s big catch!
   Sam’s new dog
Listen to the sound the letters **ee**, **ea**, and **-e** stand for.

Circle the word that names each picture. Then write the word.

1. **sheet**  **she**

2. **peel**  **peek**

3. **bean**  **beak**

4. **weak**  **wheat**

5. **seat**  **seed**

6. **eat**  **eel**
Write the words that have the long e sound.

1. ____________________  
2. ____________________
3. ____________________  
4. ____________________
5. ____________________  
6. ____________________

Write the words that have the long a sound.

7. ____________________  
8. ____________________

Write the words that do not have the long a or long e sound.

9. ____________________  
10. ____________________
Use the words from the box to complete the sentences.

1. Here is a book ____________ cats.
4. I ____________ her the book.
5. The cover is ____________.
6. We ____________ glad we could read it.
As you read Gram and Me, fill in the Character and Setting Chart.

<table>
<thead>
<tr>
<th>Setting</th>
<th>What the Characters Do There</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

How does the Character and Setting Chart help you retell Gram and Me?

R 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle, and ending.
The **setting** is where a story takes place.

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

Think about what a school setting is like. Circle the people and things you would find in a school.

- desk
- bike
- girl
- book
- pen
- skate
- animal
- boy
The verbs **has** and **have** tell about the present. **Has** tells about one person, place, or thing. **Have** tells about more than one person, place, or thing.

Examples: Lulu **has** an old glass.
          Pru and Zack **have** some cans.

**Underline the verb if it tells about one. Circle the verb if it tells about more than one.**

1. The kids **have** work to do.
2. Pru **has** a black bag for the cans.
3. Zack **has** lots of cans.
4. Lulu and Dad **have** glass things.
5. Mom **has** a box for glass.
6. The two girls **have** big piles of stuff.
Circle the word that names each picture. Then write the word.

1. bean, beet

2. deer, deal

3. he, heat

4. bee, beat

5. steep, steam

6. where, wheat

7. seem, seal

8. peel, peach

Phonics: Long e: -e, ee, ea

R 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
Put an X on the word that is spelled wrong in each row. Then write the word correctly.

<table>
<thead>
<tr>
<th></th>
<th>flip</th>
<th>feed</th>
<th>far</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>flip</td>
<td>feed</td>
<td>far</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>seet</th>
<th>sent</th>
<th>sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>seet</td>
<td>sent</td>
<td>sound</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>glad</th>
<th>get</th>
<th>giv</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>glad</td>
<td>get</td>
<td>giv</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>mail</th>
<th>make</th>
<th>mee</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>mail</td>
<td>make</td>
<td>mee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>knewe</th>
<th>kick</th>
<th>walk</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>knewe</td>
<td>kick</td>
<td>walk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>black</th>
<th>beek</th>
<th>bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>black</td>
<td>beek</td>
<td>bike</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>wea</th>
<th>went</th>
<th>way</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>wea</td>
<td>went</td>
<td>way</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>woke</th>
<th>know</th>
<th>keap</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>woke</td>
<td>know</td>
<td>keap</td>
</tr>
</tbody>
</table>
Context clues are words in a sentence that help you figure out the meaning of a new word.

Use context clues to figure out the meaning of the underlined word. Fill in the circle next to the correct answer.

1. Plants need water and sunlight to grow and stay **alive**.
   - ○ living
   - ○ outside

2. Mom picked a **bunch** of roses from the garden.
   - ○ something that is red
   - ○ a group of things

3. That baseball player is **famous**. Everyone knows who he is.
   - ○ very well known
   - ○ sad

4. I like puzzles so I like to read **mystery** books.
   - ○ stories, plays, or movies that have a puzzle to solve
   - ○ stories that are very funny
As I read, I will pay attention to the dialogue.

“That box is for me,” Nick shouted. “I can take it now.” Gus went on his way.

Beth looked at the big, big box. “You will never lift that box,” Beth said.

“So I will try to push it,” Nick said. “Perhaps I should try to pull it, too?”

But the box never moved. Nick was too little and the box was so big.

“I can not do this myself. I need you, Beth,” said Nick. “This needs a push and a pull.”

Nick and Beth worked together. Just then flakes of snow fell. Nick and Beth woke up.

Comprehension Check

1. Why can’t Nick move the box?

2. How do Nick and Beth move the box?
Find the mistakes.
A  Change the verb to has or have.
B  Begin with a capital letter.
C  Add an end mark.
D  Do not change.

1. Some people do not care about our land.  
2. do you see all the junk on the sand?  
3. Now, Carlos and Rosa has to pick it up.  
4. doesn’t the sand look good now?  
5. Carlos and Rosa have cans and glass to take home.  
6. Mom have a good use for them.

Write the letter or letters that tell how you would fix the mistake.
1. ____________  2. ____________
3. ____________  4. ____________
5. ____________  6. ____________
A **numerical list** is a series of things written in 1, 2, 3 order.

Make two lists. Use the words below to help you.

**Things for a Trip**

1. __________
2. __________
3. __________

**Things for School**

1. __________
2. __________
3. __________

Draw a picture of something else you need at school.
The long /o/ vowel sound is spelled o, oa, and ow.
cold  coat  snow

coat  mow  hold  snow  fold  toad

Write a word from the box to name each picture.

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
<table>
<thead>
<tr>
<th>low</th>
<th>row</th>
<th>boat</th>
<th>coat</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>we</td>
<td>keep</td>
<td>move</td>
<td>better</td>
</tr>
</tbody>
</table>

Write the spelling words that rhyme with **show**.
1. 
2. 
3. 
4. 

Write the spelling words that rhyme with **goat**.
5. 
6. 

Write the spelling words that do **not** have the long o sound.
7. 
8. 
9. 
10. 

---

**LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Use a word from the box to complete each sentence.

Did you just ____________ here? We have ____________

a ____________ problem. We want to ____________

__________ an ugly lot into a pretty lot. I have ____________

an idea. We can use our money to ____________

seeds. We can plant peppers and pick them when they are ____________

___________. Flowers can make the garden even ____________

__________

__________
As you read César Chávez, fill in the Retelling Chart.

<table>
<thead>
<tr>
<th>Retell</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

How does the Retelling Chart help you understand César Chávez?
When you **retell** a selection, tell the events in order. Use your own words.

Look at the pictures. Write what happens in each picture.

1. First, ________________________________
   Next, ________________________________
   Last, ________________________________

2. First, ________________________________
   Next, ________________________________
   Last, ________________________________
The verbs *go* and *do* have different forms to tell about the present and the past.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>He <em>goes</em>.</td>
<td>We all <em>went</em>.</td>
</tr>
<tr>
<td>We <em>go</em></td>
<td></td>
</tr>
<tr>
<td>She <em>does</em>.</td>
<td>They <em>do</em>.</td>
</tr>
<tr>
<td></td>
<td>We all <em>did</em>.</td>
</tr>
</tbody>
</table>

Write the verb that tells about the present.

1. Jay ___________ outside to play. (goes, went)
   ___________

2. Al ___________ not like to splash. (does, did)
   ___________

3. We ___________ have fun in the rain. (do, did)
   ___________

Write the verb that tells about the past.

4. When ___________ the sun come out? (does, did)
   ___________

5. May and Lulu ___________ for a walk. (go, went)
   ___________

6. I ___________ in when it got cold. (go, went)
Some words have two parts, or **syllables**. You can break a word into syllables to help you read it.

**A. Put the two syllables together. Write the word on the line. Then match the word to the picture it names.**

1. car rot
2. pi lot
3. bas ket
4. kick ing

**B. Divide each word into syllables. Then write each syllable.**

- rabbit
- began

---

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R 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Find the 8 spelling words in the puzzle.

A. Draw a circle around each word.

B. Write the spelling words from the puzzle.

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

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Use the underlined context clues to figure out the meaning of the word in bold letters. Then match the word to its meaning. Write the correct letter on the line.

a. give what someone wants or can use   b. dirt

b. dirt

c. gather plants that are ready   d. plants used

d. plants used

e. plan for a group to do for food

f. plants used for food

1. Our town planned a project we could work on together. ___

2. The crops from our gardens will feed people who are hungry. ___

3. These bushes provide the berries we need to make pies. ___

4. When they are full and ripe, we will harvest them. ___

5. The soil in this field is very good for growing plants. ___

Context clues are words that help you figure out the meaning of a new word. Context clues may be found in the same sentence or in nearby sentences.

R 2.4 Use context to resolve ambiguities about word and sentence meanings.
As I read, I will pay attention to the phrasing.

It is Sunday. People on TV forecast the weather. They let you know Sunday will be a hot, sunny day.

Now you know what the weather will be. It’s a great day for swimming in the cold water!

Now, it is Monday. It is hot, but not sunny. There are gray clouds everywhere. It may rain.

It is Tuesday now. It is a rainy, wet day. People will have to use their raincoats.

Comprehension Check

1. What can you do on a hot, sunny day?

2. What would you use on a rainy day?
The verbs **go** and **do** use different forms to tell about the present and the past. The names of people and places begin with capital letters.

Read the story. Circle four sentences with mistakes. Write the sentences correctly.

One day, West Wind *go*ed wild. “I will make it very cold,” west wind said. That will be fun.” That do not sound like fun to Sunray. So sunray shined and shined. Soon it got very warm. “Now that’s fun!” she said.

1. 

2. 

3. 

4. 

A telephone directory lists names, addresses, and telephone numbers.

<table>
<thead>
<tr>
<th>Name</th>
<th>Last Name</th>
<th>Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vann</td>
<td>Jay</td>
<td>17 Elm Ave.</td>
<td>555-5436</td>
</tr>
<tr>
<td>Vann</td>
<td>Max</td>
<td>17 Elm Ave.</td>
<td>555-5436</td>
</tr>
<tr>
<td>Wade</td>
<td>Jake</td>
<td>245 Main St.</td>
<td>555-7401</td>
</tr>
<tr>
<td>Wade</td>
<td>Lon</td>
<td>29 Sunset Ave.</td>
<td>555-4269</td>
</tr>
<tr>
<td>Wade</td>
<td>May</td>
<td>9 Sunrise St.</td>
<td>555-9711</td>
</tr>
</tbody>
</table>

Use the directory to complete each question.

1. How many people have the last name Wade? _____

2. What is May Wade’s phone number? ________________

3. Where does Jake Wade live? ________________

4. Who has the same address and telephone number? ________________
Say the words. Then listen to the long /i/ sound.

child  fly  high

Write the word that completes the sentence.

1. Meg’s kite will ___________ over the trees.
   try  fly  cry

2. Mike will ___________ up his new truck.
   win  wind  white

3. We eat lunch together on a ___________ hill.
   might  high  fly

4. Let’s wave to that plane in the _____________.
   my  sky  cry

5. The _____________ can walk to his house.
   mild  child  cut
## Practice

**Name ____________________________**

### Spelling: Long i: i, y, igh

<table>
<thead>
<tr>
<th>find</th>
<th>kind</th>
<th>night</th>
<th>right</th>
<th>by</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>no</td>
<td>boat</td>
<td>never</td>
<td>should</td>
</tr>
</tbody>
</table>

### A. Circle the spelling words in each row.

1. wide find kind
2. by line my
3. stone no row
4. night right bite
5. boat goat vote
6. never should ever

### B. Write two long i spelling words that have four letters.

7. __________
8. __________

### C. Write two long i spelling words that have five letters.

9. __________  
10. __________

---

**LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Write the letter of the word from the box that completes each sentence.

a. head   b. never   c. should   d. ball
   e. shout   f. meadow   g. Perhaps

1. The boys and girls _____ for the team.

2. The big kite was flying high over Kim’s _____.

3. Ben is ____ late for the school bus.

4. We _____ get a new bat and _____ at the shop.

5. _____ we can ride together in the green _____ today.
As you read The Kite, fill in the Problem and Solution Chart.

Somebody

Wanted

But

So

How does the Problem and Solution Chart help you better understand The Kite?
Read the story about Will’s problem and solution. Then answer the questions.

Will can’t fly his new kite. He runs down the street with his kite. Still the kite can’t fly high. Then Will takes his kite to Mike’s house. The two friends try to pull the kite. But the kite just comes down again. Perhaps there is more wind on the high hill in the meadow. That is the best idea yet. Now Will’s kite can fly in the wind.

1. What problem does Will have in the story?

2. What solution does Will try first?

3. What solution does Will try next?

4. How does the kite finally fly?
The verb see has a special form to tell about the past.

**Present**
She sees. We see.

**Past**
They saw.

Circle the verb that tells about the past.
1. Jean (see, sees, saw) the leaf.
2. We (see, sees, saw) a small bug.
3. Pat (see, sees, saw) many lines on the leaf.

Circle the verb that tells about the present.
4. Sue (see, sees, saw) spots on the leaf.
5. Pat and Sue (see, sees, saw) a bug.
6. We also (see, sees, saw) the bug.
For words that end with a consonant followed by \textit{y}, change the \textit{y} to \textit{i} before adding -\textit{es}.

\begin{itemize}
  \item bunny \rightarrow bunnies
\end{itemize}

Read the word under each sentence. Change the word by adding -\textit{es}. Then complete each sentence.

\begin{enumerate}
  \item The twin \underline{_________________________} smiled at me.
      \hspace{2cm} baby

  \item Their \underline{_________________________} are full.
      \hspace{2cm} tummy

  \item Jenny \underline{_________________________} math every day.
      \hspace{2cm} study

  \item Tommy and Timmy are \underline{_________________________}.
      \hspace{2cm} buddy

  \item The \underline{_________________________} at the pet store were so cute.
      \hspace{2cm} puppy
\end{enumerate}
Practice

Name ________________________________

A. Find the word that is spelled wrong. Write the word correctly on the line.

1. I can ride mey bike fast. ____________
   ________________________________

2. I cannot fynd the ball. ____________

3. The wind whipped biye and made
   ____________
   ________________________________
   the blades spin. ____________

4. I would nevver jump out
   ____________
   ________________________________
   of a plane! ____________

5. Do it rite to get a strike. ____________

B. Fill in the circle next to the word that is spelled correctly.

6. O kined
   O kinnd
   O kind

7. O nite
   O night
   O nytte

8. O find
   O fyned
   O fighnd

---

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
A verb is a word that shows action. You can add -ed or -ing to most verbs. A verb with an -ed ending means the action happened in the past.

play + ing = playing
play + ed = played

A. Write each verb with -ing and -ed.

<table>
<thead>
<tr>
<th>Verb</th>
<th>-ing</th>
<th>-ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>flash</td>
<td></td>
<td></td>
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<tr>
<td>pull</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fill</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Use an -ing word and -ed word in sentences.

4. 

Vocabulary Strategy: Inflected Verbs and Word Parts
As I read, I will pay attention to the dialogue.

Pig went out to fly a kite. Dog went with him.

“See how high my kite can fly!” Pig said. Then Pig’s kite got stuck high up in a tree. Dog went up to get it.

“Don’t fall, Dog!” yelled Pig. Toad came over to look, too. “Pig’s kite is so high up,” he said. “Dog might not get it.” So Toad got a stick.

Toad gave the stick to Dog. Then, Dog got Pig’s kite.

“Thank you so much!” said Pig. “I am glad I have such kind friends.”

Comprehension Check

1. What is Pig’s problem?

2. Who helped Pig solve the problem?
Read the letter.

Two commas are missing. Three verbs are wrong.

Add the missing commas. Cross out the verbs that are wrong.

Write the verbs in the past tense on the lines below.

September 3 1922
Dear Nana,
    Dad put up a little house in our elm tree. “It’s a bat house,” he say.
    Last Monday, my friends came over. We saw five bats go in the house. We sees the bats hanging upside down.
    I says, “Bats are fun to watch.”
    Your grandson
    Joe

Your grandson

Joe
A chart gives information in an organized way.

Read the chart.

Count the things Frog and Toad ate and complete the sentences.

1. Frog ate __________ eggs.
2. Toad ate __________ grapes.
3. Frog ate __________ plum.
4. Toad ate __________ peaches.
Sometimes the letter **y** stands for the **long /e/ sound.**

Circle the word that answers the question. Then write the word.

1. What can you ride in? buggy jelly
   - buggy

2. What can you spend? muddy penny
   - penny

3. What do you call a very small boy? pony baby
   - baby

4. What do you call a baby dog? daisy puppy
   - puppy

5. What can you call a rabbit? bunny easy
   - bunny
Circle the words that end with the long e sound.

Write the words you circled.

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

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Write the word that completes each sentence.

1. The team flag is ____________ and white.

2. Jan is good at soccer ____________ she can run fast.

3. The ____________ girls run fast, too.

4. The team may ____________ may not win.

5. The girls think that having fun is ____________ a goal.
As you read *Animal Teams*, fill in the Retelling Chart.

<table>
<thead>
<tr>
<th>Retell</th>
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</thead>
<tbody>
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</tbody>
</table>

How does the information you wrote in this Retelling Chart help you retell *Animal Teams*?
When you **retell** a passage, you tell only the important parts.

**Read the passage. Then look at it again. Underline the sentences that retell the passage.**

What will we see in an ant nest?
The worker ants bring in things to eat.
Some take things to eat to the queen.
The queen does not get food.
She stays in the nest.
The queen ant lays eggs.

**Draw three pictures to retell the story.**


A contraction is a short way of saying and writing two words. Many contractions are formed with not. An apostrophe (’) takes the place of the letters that are left out.

Examples: do + not → don’t
does + not → doesn’t

Match the underlined words to contractions. Write the sentence letter on the line. The first one is done for you.

A. “This is not funny,” said Bunny.
B. “You are not good friends.”
C. “I did not do it,” said Frog.
D. “I was not the one,” said Skunk.
E. “We were not here,” they said.
F. “We could not have opened the box.”

1. isn’t
2. wasn’t
3. weren’t
4. didn’t
5. couldn’t
6. aren’t
Write the word that completes each sentence.

1. The baby _____________.
   cried  cryed

2. Han _____________.
   dryed  dried

3. Mom _____________.
   pried  pryed

4. Kelly _____________.
   tried  tryed

5. Dad _____________.
   fryed  fried

If a verb ends in a **consonant + y**, change the **y** to **i** before adding **-ed**. **cry + ed = cried**
Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.

1. ○ funney
   ○ funny
   ○ funy

2. ○ penny
   ○ pennie
   ○ peney

3. ○ pupuy
   ○ puppee
   ○ puppy

4. ○ ohr
   ○ or
   ○ orr

5. ○ because
   ○ becaus
   ○ becase

6. ○ bummpee
   ○ bumpeye
   ○ bumpy

7. ○ bunny
   ○ bunnie
   ○ bunea

8. ○ sandiye
   ○ sandy
   ○ sandeey
Context clues are words in a sentence that help you figure out the meaning of a new word.

Use the underlined context clues to figure out the meaning of the word in bold letters.

1. The apples are falling down to the ground.

2. The branches and leaves hide animals in the forest.

3. I heard the owl hoot.

4. The rabbit hopped into the bush before the fox saw it.

Now match the word to its meaning:

1. falling  a. listened with ears

2. forest  b. to go from a high place to a low place

3. heard  c. at an earlier time

4. before  d. a place where trees and plants grow
As I read, I will pay attention to questions in the passage.

All kinds of games can be fun.

07 A coach teaches a team to swim fast and dive.
17 Today they race back and forth again and again.
26 Does this game seem fun to you?
33 You can make riding a bike into a game. You can
44 ride laps on a track with a friend. Use a watch to see
57 who rides a lap faster!
62 Is this game for you?
67 Some games are team games. In baseball, you hit
76 a ball with a bat and run! Will you make a home run?
89 Can you think of a game that you like to play?
100 Then go play it! 104

Comprehension Check

1. Who teaches the swimmers their game?

2. Why do the bike riders use a watch?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>–</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
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<tbody>
<tr>
<td>First Read</td>
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<tr>
<td>Second Read</td>
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</tbody>
</table>
A contraction is a short form of two words. Use an apostrophe (’) to take the place of the o in contractions formed with not.

Make a check mark [✔] next to the sentence with the correct contraction. Circle the contraction.

1. The fox couldn’t get the grapes.
   The fox couldnt get the grapes.

2. The boy wasn’t telling a lie.
   The boy wasnt’ telling a lie.

3. The rabbit did’nt win the race.
   The rabbit didn’t win the race.

4. The man doe’snt keep the talking fish.
   The man doesn’t keep the talking fish.

5. The cat and mice aren’t friends.
   The cat and mice arent friends.
Poems often repeat words or sentences more than once.

Read the poem. Then answer the questions.

The Pelican and the Fish

The fish swims.
The pelican flies over.
The fish swims.
The pelican is hungry.
The fish swims.
The pelican dives down.
The fish swims.

The pelican __________________________

GULP!

1. Circle the sentences that repeat.

2. Complete the end of the poem.
The letters **er**, **ir**, and **ur** stand for the same sound.

- **clerk**
- **bird**
- **turn**

Circle the word that names the picture. Then write the word on the line.

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<tbody>
<tr>
<td>1.</td>
<td>girl</td>
<td>gull</td>
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<td>2.</td>
<td>cot</td>
<td>curl</td>
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<td></td>
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<tr>
<td>3.</td>
<td>fun</td>
<td>fern</td>
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<tr>
<td>4.</td>
<td>spur</td>
<td>spot</td>
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<tr>
<td>5.</td>
<td>hid</td>
<td>her</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>squirt</td>
<td>squint</td>
<td></td>
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</tr>
</tbody>
</table>
A. Complete the spelling word by writing the letters that make the sound in heard and were.

_____  _____

1. b _____ n
2. f _____ r

3. d _____ t
4. h _____

5. f _____ n
6. b _____ d

B. Write the words that have double letters.

________________________

7. ______________________ 8. ______________________

9. ________________
A. Write the word that completes each sentence.

1. Little Skunk ___________ out of her den.

2. She was hungry and ___________.

3. She went over to ___________ den and looked in.

4. The den was ___________ of things to eat!

5. A small head poked ___________ the leaves.

B. Write a sentence to complete the story.

6. ___________
As you read *Kitten’s First Full Moon*, fill in the Cause and Effect Chart.

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

How does the information you wrote in this Cause and Effect Chart help you retell *Kitten’s First Full Moon*?
The **cause** is why something happens.  
The **effect** is what happens.

cause  ❄️  effect

**Match the cause to the effect.**

1. The dog had a bath.  

2. The girl fell.  


4. The tire is flat.  

5. Ben ran faster than the others.  

6. It is raining.
An adjective is a word that tells about a noun. A noun is a person, place, or thing.
That is a great painting.

Circle the adjective in each sentence. Underline the noun it tells about. The first one is done for you.

1. The boat is sailing on a blue sea.
2. A little girl stands on the deck.
3. The cool wind blows her hair.
4. The tall sails flap in the wind.
5. People wave from a sandy beach.
6. You are a good painter.
To add -er or -est to words that end in e, drop the e and then add -er or -est.

cute + er = cuter   That pup is cuter than this one.
cute + est = cutest   The cat is the cutest of all.

Add -er or -est to each word. Then write the new word in the sentence.

1. His pet is __________________ than the wild cat.
   tame

2. The tree in the meadow is the _________________.
   large

3. My dad is the ________________ of all.
   brave

4. The ________________ bus should stop here.
   late

5. Now my dog is ________________ than your dog.
   clean
A. Change one letter to spell the /ur/ sound correctly. Write the spelling word on the line.

1. fer
2. berd
3. durt
4. hir
5. furn
6. birn

B. Circle the word that is spelled correctly. Write it on the line.

7. ful
8. through
Read the dictionary entries below.

**middle** halfway between two ends: We stood in the middle of the line.

**mistake** something thought or done incorrectly: I made one mistake on the spelling test.

**protects** to keep away from harm: The mother hen protects her eggs.

Use a word from the box to complete each sentence. You may use a word more than once.

1. Joan sat in the ________________ of her two friends.

2. The mother cat ________________ her babies.

3. Please draw a line down the ________________ of the paper.

4. If you make a ________________, try again.
As I read, I will pay attention to patterns in the story.

Where do birds live? Birds live in many places. A bird can live in a tree. It can use twigs and sticks to make a nest on a branch. These birds will eat bugs they find in the grass. Some birds can live in the woods. Birds that live in the woods might peck a hole in a tree to make a home. Other birds can even live on ice! They are called penguins. They cannot fly, but they can dive into the water to eat! They swim in the water to look for krill. Krill are small shrimp. All birds lay eggs.

Comprehension Check

1. What are krill?

2. Where do birds find bugs to eat?

<table>
<thead>
<tr>
<th>Words Read</th>
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</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
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</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
A. Read the letter. Circle six words that should begin with capital letters.

Dear mike,

Would you like to come to the shoat Gallery with us? It is on front street in the city. dad says we will see some great paintings there. We are going in two weeks.

Your friend,
Sandy wan

B. Write the sentence correctly. Add an adjective to tell more about the underlined nouns.

I. The name of the girl who painted that daisy is joan reed.
Captions tell you facts about a photo or picture.

Read the captions. Then answer the questions.

On May 28, Paul and Mom paint his bedroom.

1. Who is in the picture? ________________________

2. What are they doing? ________________________

3. What is the date? ________________

On June 10, Pam and Joy make a sand castle at the beach.

4. Who are the children? ________________________

5. What are the children doing? ________________________

6. What is the date? ________________
Together the letters **a** and **r** stand for the sound you hear in **car**. Listen for the **ar** sound in the word.

**car** 🚗

**Read the sentence. Then write the word that completes the sentence.**

1. We can play in the _____________.
   
   ____________
   
   ____________
   
   yard
   
   yarn
   
2. The ____________ is far away.
   
   ____________
   
   ____________
   
   star
   
   start
   
3. The ____________ has many teeth.
   
   ____________
   
   ____________
   
   shark
   
   farm
   
4. Wheat grows on a _____________.
   
   ____________
   
   ____________
   
   barn
   
   cart
   
5. A ____________ is a fish.
   
   ____________
   
   ____________
   
   carp
   
   scar
   
6. Nana gave me a blue _____________.
   
   ____________
   
   ____________
   
   scarf
Circle the two words in each group that rhyme.

1. horn  harm  farm
2. dirt  mart  hurt
3. cart  part  clip
4. yarn  your  barn
5. hare  her  fur
6. house  pool  mouse

Spelling:
- r-controlled Vowel: ar

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Read each sentence. Choose the word that completes the sentence. Circle the word.

1. Dan _____ like to play.
   would house

2. The number of balls _____.
   grew knew

3. Jean said she could _____ far.
   run curious

4. “I _____ you were it!” she said.
   knew kind

5. Mike likes to look. He is _____.
   friends curious

6. Dean has another _____.
   idea knew

7. “I’m so glad we went to Dean’s _____,” said Mike.
   friends house
As you read Meet Ben Franklin, fill in the Inference Chart.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>What You Know</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

How does the Inference Chart help you better understand Meet Ben Franklin?
Read the story. Then choose an answer to complete each sentence.

Jean puts a cast on a cat. Then she looks at a man’s dog. The dog’s teeth are bad. “Please brush your dog’s teeth,” she tells the man. Today she takes care of many pets. “Oh, no!” says Jean. “I did not eat lunch yet.”

1. What does the author want you to know about Jean?
   - Jean works in a lab.
   - Jean is a vet.
   - Jean likes to read.

2. Why does Jean put a cast on the cat?
   - The cat goes to sleep.
   - The cat wants to eat.
   - The cat broke a leg.

3. Jean did not eat lunch because she ____.
   - was not hungry
   - forgot
   - had no pets to take care of

4. What would be a good title for this story?
   - The Cat with the Broken Leg
   - A Busy Day for Jean
   - The Fast Dog
Add -er to an adjective to compare two people, places, or things.
Example: Jon is faster than Mike.
Add -est to an adjective to compare three or more people, places, or things.
Example: Ed is the fastest boy on the team.

A. Write the adjectives that compare.

<table>
<thead>
<tr>
<th>add -er</th>
<th>add -est</th>
</tr>
</thead>
<tbody>
<tr>
<td>low</td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>sweet</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>kind</td>
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</tr>
</tbody>
</table>

B. Underline the adjectives that compare.
4. My dog is slower than Tim’s dog.
5. It is bigger than Pedro’s train.
6. It is the cutest dog in the bunch.
An **abbreviation** is a short form of writing a longer word.

Look at these abbreviations.

Mister → Mr.  Mistress → Mrs.  Doctor → Dr.

**A. Write the abbreviations for each word.**

<table>
<thead>
<tr>
<th>Word</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor</td>
<td>Dr.</td>
</tr>
<tr>
<td>Mistress</td>
<td>Mrs.</td>
</tr>
<tr>
<td>Mister</td>
<td>Mr.</td>
</tr>
</tbody>
</table>

**B. Read each sentence. Then circle the word that matches each abbreviation.**

4. I will make a cake for Mrs. Smith.
   - Melissa
   - Mistress
   - Miss

5. Dr. Shin helps me when I’m sick.
   - Doctor
   - Mistress
   - Mister

6. We sent mail to Mr. Lee.
   - Doctor
   - Saturday
   - Mister
Read the story. 
Circle the 8 words that are not spelled correctly. 
Then write the words correctly on the lines. 

The children made some beautiful art. Kim made her art out of yarn. “Can we hang it in the barn?” she said.

“There is a lot of arte,” Mark said. “I can’t lift it. My arm is in a sling.”

“I have an idea,” Pam said. “Let’s put it all in a cart. Then we can pull it from the house.”

“This is a great plan,” Mark said. “It does not harm the art or my back.”

1. __________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________ 7. __________ 8. __________
A verb is a word that shows action. When a verb has the ending **-ed**, the action happened in the past. The **-ing** ending means the action is happening now. You can pick out the word parts of a verb to figure out its meaning.

Underline the word in each sentence that has a word ending. Circle the base word. Then write **now** if it is something that is happening now. Write **past** if it was something that happened in the past.

1. I am playing with my best friend. ______________

2. My cat climbed up the tree. ______________

3. Dad milked a cow. ______________

4. I am packing for my trip. ______________

5. We watched a good game. ______________
Fluency: 
Echo Read: Intonation

As I read, I will pay attention to the exclamation points.

“Look at all the butterflies!” I said to Amy.

“I hope I find a Painted Lady!”

“Is that one?” Amy asked.

“No,” I said. “A Painted Lady is not red.”

A butterfly landed on Amy.

“Look, Sara!” Amy said. “Is it a Painted Lady?”

“No,” I said. “A Painted Lady doesn’t have black bands.”

“I have never been here before,” I said to a helper. “Do you have a Painted Lady?”

“Yes,” she said. “Keep looking! You will find one.”

“There it is!” said Amy.

“No, it’s not,” I said. “A Painted Lady has black and white spots.”

Comprehension Check

1. What kind of butterfly are Amy and her friend hoping to find?

2. Does the butterfly have bands or spots?

<table>
<thead>
<tr>
<th>Words Read</th>
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<tr>
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</tbody>
</table>
Look for mistakes with adjectives that compare. Look for mistakes with capital letters and end marks. Write X if a sentence has any mistakes. Write C if a sentence is correct.

1. what makes the sticks fly up ________

2. You have to roll and push. ________

3. Which ________ of the three sticks will spin for the long time of all? ________

4. Ruby’s stick makes a soft sound ________ than mine does. ________

5. Catch the stick before it drops! ________

6. my stick has a wider top than yours ________
Read the story. Then write the answer to each question below.

Ben Franklin was an **inventor**. He came up with ideas for many things that would help to make people's lives better. His **Franklin Stove** was a much safer way for people to burn wood for heat and for cooking. Even now we use a **lightning rod** to protect houses and ships from lightning. He gave his inventions away for **free**.

1. What is an inventor?
   
   __________________________________________________________

2. What did people use as a safer way to burn wood?
   
   __________________________________________________________

3. What does a lightning rod do?
   
   __________________________________________________________
The letters **or** stand for the middle sound in **horse**.

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

1. The ____________ is in the barn.
   - porch  horse  fort
   ______________

2. The ____________ is sharp.
   - storm  stork  thorn
   ______________

3. We play ____________ at the park.
   - sports  shorts  sort
   ______________

4. The lamp has a new ____________.
   - cord  fork  corn
   ______________

5. We can patch the ____________ pants.
   - north  torn  for
A. Circle the words that have the or sound.

- cork
- born
- horn
- arm
- know
- great

B. Write the words you circled.

1. ____________________  2. ____________________  3. ____________________
   ____________________  4. ____________________  5. ____________________  6. ____________________
Practice

Name _______________________________________

A. Use words in the box to complete the sentences.

Their       cold       warm       great

__________________________

1. A hat helps keep you ________________ in the winter.

__________________________

2. Ice is very _________________.

__________________________

3. We had a ________________ time at the party.

__________________________

4. ________________ dog is black and white.

B. Match the word to its meaning.

5. sound
   very great; dangerous

6. predict
   something you hear

7. extreme
   to guess what will happen next
As you read Stormy Weather, fill in the Compare and Contrast Chart.

Different

Blizzard

Thundershow

Alike

How does the Compare and Contrast Chart help you better understand Stormy Weather?
When you **compare** two things, you see how they are the same.
When you **contrast** two things, you see how they are different.

Jay and May both like the water. When it is warm, they go swimming. When it is cool, Jay runs with a kite. May digs holes. If it rains, Jay takes a nap and May has a snack. When the weather is extreme, they both go home.

**Compare Jay and May by listing how they are the same.**

________________________________________________________________________

________________________________________________________________________

**Contrast Jay and May by telling how they are different.**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Words that have the same or almost the same meaning are called **synonyms**.

**Synonyms:**
- smile
- grin
- shine
- glow

Words that have opposite meanings are called **antonyms**.

**Antonyms:**
- new
- old
- up
- down

Read each row of words.
Circle the two words that are synonyms.

1. kind  happen  nice  ground
2. tiny  plant  big  little
3. happy  glad  mean  grow

Circle the two words that are antonyms.

4. dig  before  after  from
5. all  seeds  nothing  great
6. wet  care  again  dry
A compound word is made of two smaller words.

sun + set = sunset

down + hill = downhill

A. Match a word on the left to a word on the right to make a compound word. Then write the word.

1. rain flake

2. snow shine

3. sun side

4. out coat

B. Use a compound word in a sentence.

5. ____________________________
Circle the spelling word in each row.
Then write the spelling word on the line.

1. grunt  get  great
2. fork  from  father
3. crab  cork  coat
4. kneel  know  never
5. born  block  boys
6. house  hello  horn
7. people  pork  puppy
8. cute  chain  corn

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Words with the same or almost the same meaning are **synonyms**. You can use a **dictionary** or a **thesaurus** to find synonyms. A **thesaurus** is a book that lists synonyms.

**build** to make something: Tim will **build** a house.

Synonyms: construct, make, create, form, and put together: Tim will **construct** a house.

Circle the two synonyms in each row that could complete the sentence.

1. That inventor has a clever _____.
   - broken
   - invention
   - creation

2. The robot can _____.
   - speak
   - paper
   - talk

3. The robot won a/an _____. in the contest.
   - prize
   - box
   - award
As I read, I will pay attention to phrasing.

Mike’s class was at the art show.
“Always stay together, class,” said Mrs. West.
“We don’t want anyone to get lost.”
The children stopped in one room. There were many paintings to see.
“Come look at this one, Zack,” said Mike.
Mike looked at the painting. There were people in boats on a lake. Mike saw that one boat had no one in it.
“I wish I could be in that boat,” Mike said.
The next thing Mike knew, he was in the boat!
Mike put the paddles in the water and pulled.
Just then Mike heard Zack say,
“Come on, Mike. Let’s go.”
“Wait until I tell you what happened,” said Mike.

Comprehension Check
1. Where did Mike and his class go?
2. What happened to Mike at the art show?

Words Read = Number of Errors = Words Correct Score

First Read – =
Second Read – =

R 1.16 Read aloud with fluency in a manner that sounds like natural speech.
A. Read about books. Find the book title. Write C above the title if it is written correctly. Write NC if it is not correct.

1. The book jack and the beanstalk is about Jack and a tiny seed that grows into a big plant. Jack is a good boy. But bad things happen when Jack goes up the tall plant.

2. I am reading Pick, pull, snap! It tells how to grow the plants shown in the book.

3. I liked the book Planting a Rainbow. The art in it is beautiful. Now I know how to help plants grow.

B. Write the wrong titles correctly on the lines.

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
A card catalog helps you find books in a library.

Look at the computer screen. Then answer the questions.

1. What is the title? ____________________________________________

2. What is the book about? ______________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Who is the author? __________________________________________
   ____________________________________________________________

4. Where can you find this book in the library? _________________
Use words from the box to complete the sentences.

cow mouse crown clown
out round shout

1. The king had a gold ____________ on his head.

2. The ball was red and ____________.

3. We can’t go ____________ to play if it is raining.

4. The brown ____________ lives on a farm.

5. “Don’t ____________ at me,” yelled Ben.

6. The cat ran after the little ____________.

7. The funny ____________ had a red nose and big feet.
Write the spelling words with the same /ou/ sound as the word in the bug.

1. ________________ 4. ________________
2. ________________ 5. ________________
3. ________________ 6. ________________

Write the spelling words you did not write above.

7. ________________ 8. ________________
9. ________________ 10. ________________

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Use the words from the box to complete the story.

given fall sure below
yellow orange wondered season

1. Look! Summer is gone. It is ________________.

2. It is the best ________________ of the year.

3. I am ________________ this will be a nice fall.

4. Leaves turn red, orange, and ________________.

5. I like the ________________ leaves better than the red or yellow ones.

6. She ________________ why the leaves fell.
As you read Happy Fall!, fill in the Sequence Chart.

First

Next

Then

Last

How does the Sequence Chart help you visualize what happens in Happy Fall!? 

R 2.1 Identify text that uses sequence or other logical order.
Look at the pictures. Write what happens in each picture.

1. First, ________________________________.

2. Next, ________________________________.

3. Then, ________________________________.

4. Last, ________________________________.

The **sequence** tells what happens **first**, **next**, **then**, and **last** in story order.
An adjective tells about a noun. Some adjectives tell the color of something.
Example: **blue** sky

Find the color word in each sentence. Write it on the line.

1. Look at the yellow roses.
2. Flick the black switch.
3. Wait until the green light comes on.
4. The clown has a red nose.
5. Do you like my pink coat?
A. Circle the word that names each picture.

1. mouse  most

2. hose  house

3. owl  own

4. crowd  crown

B. Use words from the box to complete the sentences.

5. The leaves on the ground were _________________.

6. The little ________________ looked for food.
### Practice

**Spelling: ou, ow**

<table>
<thead>
<tr>
<th>cow</th>
<th>how</th>
<th>town</th>
<th>out</th>
<th>mouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>mouth</td>
<td>born</td>
<td>fork</td>
<td>fall</td>
<td>sure</td>
</tr>
</tbody>
</table>

**Change one letter to make a spelling word. Write the spelling word on the line.**

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Spelling Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>house</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>down</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>hop</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>torn</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>call</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>cot</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>nut</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>month</td>
<td></td>
</tr>
</tbody>
</table>

**Look at the words you wrote above. Circle the words that have the /ou/ sound.**
A base word is the word that is left when you remove the inflectional ending -ed or -ing. You can use the base word to figure out the meaning of a word.

The teacher is forming the clay.
The base word is form.
form to give shape to something

Write the base word.

1. moved moving
2. listening listened
3. crashed crashing
4. whistled whistling
5. baked baking
As I read, I will pay attention to questions in the passage.

Look up at the blue sky in the day.

09 There is a big, round sun in the sky.
18 Do you see white clouds? The sun gives
26 us light. The sun is hot, so it makes us warm.
37 It helps plants grow, too.
42 Now, look up at the dark sky at night.
51 What is big and round and gives us light in
61 the night sky?
64 The moon! But some nights, we can not see it
74 at all.
76 The moon is bright in the sky but it is not hot.
88 It does not make us warm. There is a lot to
99 see in the night sky.

Comprehension Check

1. What is a difference between the sun and the moon?

2. What is the same about the sun and the moon?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>–</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Read the story. Cross out (X) five contractions that are wrong. Write C above one contraction that is correct.

The old black cat was’nt happy. He didn’t like having mice in his house. “I am going to catch those mice,” he said.

“We do’nt want that to happen,” the little gray mice said. But the cat had soft feet. The mice couldn’t tell when he was coming. So they made an alarm.

When the cat stepped on a red rug in front of their home, a green bell rang. The mice hid. “The cat can’t catch us,” they said. “We ar’ent going to have to go away.”
Look at the diagram of a fire truck. Use the words from the box to complete the diagram. Write the words of the correct labels.

- ladder
- light
- hose
- cab

1. __________
2. __________
3. __________
4. __________
Read the words. The letters **oy** and **oi** stand for the vowel sounds in **boy** and **boil**.

- **boy**
- **boil**

Read each sentence. Then complete the word by adding **oi** or **oy**.

1. The little child cried with **j______** at the sight of the playful pups.
2. We will need more **s_______l** for the new plants.
3. The little **b_______** laughed and ran toward his father.
4. Jen’s new **t_______** toppled off the table and broke.
5. Mom has to put **_______l** in her car.
6. The water for our tea will **b_______l** soon.
Practice

Name ________________________________

joy toy boy spoil coin
join town mouse eyes enough

A. Complete the spelling word by writing the letters that make the /oi/ sound.

1. t ________________      2. sp ________________
   ____________________    ____________________

3. c ________________ n    4. j ________________
   ____________________    ____________________

5. j ________________ n    6. b ________________
   ____________________    ____________________

B. Write the words that have the /ow/ sound.

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

wild    learn    enough    air    cub    eyes

1. The tiger ________________ has a sister.

2. Soon the cubs will be old ________________ to hunt

in the ________________.

3. They will ________________ from their mother.

4. They like the night ________________.

5. Their ________________ see well at night.
As you read *A Tiger Cub Grows Up*, fill in the Compare and Contrast Chart.

<table>
<thead>
<tr>
<th>Compare and Contrast</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cub</td>
<td>Grown-up</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the Compare and Contrast Chart help you better understand *A Tiger Cub Grows Up*?
When you **compare**, you tell how two or more things are alike. When you **contrast**, you tell how things differ.

If something tells about “The Tiger,” write it in that list. If something tells about “A Tiger Cub Grows Up,” write it in that list. It is okay to write something in both lists.

- lives in an animal park
- speeds in the forest
- has stripes
- lives in the wild
- poem
- real story
- drinks milk

**“The Tiger” by Douglas Florian**

1. ____________________
2. ____________________
3. ____________________
4. ____________________

**“A Tiger Cub Grows Up” by Joan Hewitt**

5. ____________________
6. ____________________
7. ____________________
8. ____________________
Some adjectives are words for numbers.

<table>
<thead>
<tr>
<th>one</th>
<th>two</th>
<th>three</th>
<th>four</th>
<th>five</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>six</td>
<td>seven</td>
<td>eight</td>
<td>nine</td>
<td>ten</td>
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<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

Circle the number word in each sentence. Draw a line to the picture it tells about.

1. The baby’s bike has three wheels.

2. Pam’s new bike has two wheels.

3. She rides a bike with one wheel.

4. There are four wheels on that bike.

5. See six wheels go round and round.
A prefix is a word part you can add to the beginning of a base word to change the meaning of the word.

The prefix **re**- means **again**: re + pack = repack

The prefix **un**- means **not** or the **opposite**: un + pack = unpack

Write the meaning of each of the following words:

1. reuse
2. refill
3. unhappy
4. unsafe
5. remake
6. untrue
Circle the spelling word in each row. Then write the spelling word on the line.

1. space  spoil  shout
2. every  ease  eyes
3. boy    block  bear
4. engine  enough  energy
5. join   jaw    joke
6. jar    jump  joy
7. clues  chain  coin
8. tiny   toy    try

Spelling: **oi, oy**

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
**Context clues** are words that help you figure out the meaning of a new word. Context clues may be found in the same sentence or in nearby sentences.

Use context clues to figure out the meaning of the underlined word. Fill in the correct circle.

1. The man **displays** the fruit. He wants to set the melon on the shelf.
   - ○ throws away
   - ○ shows or sets out

2. Jordan likes to go places. He **enjoys** taking the bus to the fruit stand.
   - ○ likes
   - ○ twists

3. Jordan’s mom likes to **relax** at the park. She likes to sit and read.
   - ○ finish quickly
   - ○ rest
As I read, I will pay attention to phrasing in the passage.

Who Were the Wright Brothers?
05 Orville and Wilbur Wright were inventors.
11 Their dream was to build a flying machine.
19 As children, they liked to find out how things worked. As grown-ups, they worked in a bike shop.
36 In 1900, the Wright brothers built a glider with two wings. Each wing was covered with cloth.
54 They flew their glider like a kite.
61 After testing the glider, one brother got on the glider. Then he would glide in the air.
70 The Wright brothers made and tested many gliders. With each new discovery they made a better glider.
95

Comprehension Check
1. Describe the glider the Wright brothers built.

2. How did the brothers fly their glider?

<table>
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</tr>
<tr>
<td>Second Read</td>
<td>–</td>
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</tbody>
</table>
Circle the mistakes in these sentences.
Then write the sentences correctly.
Write number words for numbers in each sentence.
Begin the names of days with capital letters.

1. I was 7 last saturday.

2. On sunday, the 4 of us see a show.

3. The man keeps 6 pins in the air.

4. I try hard on monday and tuesday.
Poets often use words in funny and interesting ways. The sounds of words can help express their meaning.

Read the poem. Find the fun words in each verse. Then write the words on the lines.

**Bow-Wow**

Bow-wow says the dog,
Mew, mew says the cat,
Grunt, grunt goes the hog,
And squeak goes the rat.

Whoo-oo says the owl,
Caw, caw says the crow,
Quack, quack says the duck,
And what cuckoos say, you know.

A fine song I have made,
To please you, my dear;
And if it’s well-sung,
’Twill be charming to hear.

---
The letters **oo** can stand for the middle sound in **moon**.

Read the word and circle the picture for it.

1. noon

2. zoo

3. school

4. spoon

5. groom
A. Circle the words that have the **oo** sound you hear in the word **good**.

- book
- took
- look
- hood
- cook
- wood
- toy
- coin
- mother
- love

B. Write the words you circled.

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

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Use words from the box to complete the sentences.

mother four always firm
father love supposed

1. My mom is my _______________.
   _______________

2. My dad is my _______________.
   _______________

3. We _______________ each other.
   _______________

4. We _______________ help each other.
   _______________

5. We have _______________ cats.
   _______________

6. I am _______________ to be good.
   _______________

7. Sometimes they are _______________ with me.
As you read *Olivia*, fill in the Fantasy and Reality Chart.

<table>
<thead>
<tr>
<th>Fantasy</th>
<th>Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

How does the Fantasy and Reality Chart help you better understand *Olivia*?
Reality is something that could really happen. Fantasy is something that could not really happen.

Circle the sentences that show reality. Then underline the sentences that are fantasy.

1. A pig puts on a dress.
2. A pig paints.
3. A pig sleeps.
4. A pig goes to school.
5. A pig has a pet cat.
6. A pig sits in the mud.
8. A pig has a mother.
A sentence is made up of parts.
The **subject** of a sentence is the part that tells **whom** or **what** the sentence is about.

Example: An ant is on the leaf.

**What** is on the leaf?

**An ant** is. **An ant** is the subject.

Answer the question to find the subject of each sentence. Write the subject.

1. Flies have wings. ___________________

   What has wings? ___________________

2. That tiny spider made a big web. ___________________

   What made a big web? ___________________

3. Mr. Jones takes care of bees. ___________________

   Who takes care of bees? ___________________

4. Bees buzz around the hive. ___________________

   What buzzes around the hive? ___________________
When ’s is added to a word, it means that something belongs to that person or thing.

Circle the correct word and write it on the line.

1. This is _________________ ball.
   Olivia   Olivia’s

2. This is _________________ shirt.
   Ian’s   Ian

3. This is _________________ bone.
   Perry   Perry’s

4. This is the _________________ milk.
   cat’s   cat

5. This is _________________ pencil.
   Mom   Mom’s
A. Find the spelling words in the puzzle. Draw a circle around each word.

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

B. Write the spelling words from the puzzle.

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

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
pretends  plays or makes believe: Danny **pretends** he is an astronaut.

vanished  disappeared: The sun **vanished** when the clouds came out.

observes  sees or notices: A scientist **observes** things under a microscope.

inspecting  looking at carefully: Mom is **inspecting** the house for dust.

Use a word from above to complete each sentence.

1. Kate thinks Matt ________________ from the room!

2. She is ________________ the room for clues.

3. He hides behind the toy box and ________________ to be invisible.

4. Kate ________________ many clues. She solves the mystery of the missing brother!
As I read, I will pay attention to phrasing.

One night, Bird and Bear sat at the lake.

It was dark, and they were looking at the moon.

“The moon looks flat,” said Bird.

“But I know it is round like a ball.”

“I would love to fly to the moon,” said Bear.

“You’re fooling. You can’t fly!” said Bird.

“Well, I could make a spaceship,” said Bear.

“Then I could fly.”

“Ha!” said Bird. “That would take too long.

Before you were done, I could fly to the moon and back!”

“You can’t fly to the moon,” said Bear.

“It’s too far away in space.”

Comprehension Check

1. How will Bear fly to the moon?

2. How will Bird fly to the moon?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>= Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
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<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Read the story. Then write the letter or letters to tell how to fix each sentence.

A Add a subject.  
B Begin with a capital letter.  
C Add an end mark.  
D Do not change.

(1) ant and White Bird didn’t get along.  (2) One day, Ant fell into the water  (3) so White Bird dropped a leaf into the water  (4) Got on the leaf.  (5) The wind pushed the leaf to the sand.  (6) Ant was saved.  (7) What happened to Ant and White Bird  (8) Have become good friends.

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

Grammar: Subjects and Predicates

LC 1.0 Written and Oral English Language Conventions
Captions tell readers more about a photograph or picture.

Circle the caption that tells about the picture.

1. the talent show
   the baseball game

2. the actors
   the runners

3. my new dance
   my new hat

4. the best singer
   the best painting

5. the band
   the swimming team

6. my sister’s prize
   my sister’s bike
Read the words. What vowel sound do you hear? The letters **au** and **aw** stand for the vowel sound in *Paul* and *paw*.

Circle the word that answers each riddle.

1. I am a large bird.
   What am I?  hawk  haul

2. I grabbed with my claw.
   What did I do?  call  caught

3. This is the start of the day.
   What is it?  dorm  dawn

4. I like to do this in art class.
   What is it?  draw  drink

5. A bird can use this to make a nest.
   What is it?  stand  straw
Write the words with the /o/ sound.

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

Write the words with the /oo/ sound in look.

8. ___________________________
9. ___________________________

Write the word that does not have the /o/ sound or the /oo/ sound.

10. ___________________________
Use a word from the box to complete each sentence.

early    along    suddenly    errand
nothing    thought    instead

1. We woke up ________________ this morning.

2. We did an ________________ for Mom.

3. There was ________________ in the rice jar.

4. Mr. Ford ________________ he had some.

5. We gave him three roses ________________.

6. ________________, it started to rain.

7. Mr. Ford told us to run ________________.
As you read Whistle for Willie, fill in the Inference Chart.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>What You Know</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

How does the Inference Chart help you better understand Whistle for Willie?
Look at the picture. Then underline the sentence that is true.

1. Mark likes to play ball. Mark wins the race. Mark likes to ride his bike.

2. I can play catch. I can see far away. I can sing and dance.

3. I can play a game. I can help Dad. I can read a good book.

4. The water is fun. The water is not deep. The water is too cold.

5. I don’t like to help. I can help Mom make pancakes. I don’t know how to make pancakes.
A pronoun is a word that takes the place of a noun. Use the pronouns she, he, it, or they to take the place of one or more people or things in the subject of a sentence.

Mark and Manish have a dog. They have a dog.

Use the pronouns her, him, it, or them to take the place of one or more people or things in the object of a sentence.


Circle the pronoun that takes the place of the underlined part of the sentence.

1. Janet likes to run and play. She It

2. Ari likes to throw the ball. They He

3. Misha writes a book report. her it

4. Anna and Geir sell hats. them it

5. Elena is my best friend. They She
Some pronouns go before a noun. Some stand alone.
This is my book. That pen is mine.

Use a pronoun from the box to complete the sentences. Use the underlined words as clues.

my mine ours her hers theirs

1. This flute belongs to Patty. This flute is ________.

2. That kite belongs to me. That kite is ________.

3. This is Lisa’s pet. This is ________ pet.

4. This kitten belongs to Lee and Jack. This kitten is ________.
Look at each set of words. One word in each set is spelled correctly. Use a pencil to fill in the circle in front of that word.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td></td>
</tr>
<tr>
<td>o ayer</td>
<td>o cause</td>
</tr>
<tr>
<td>o aire</td>
<td>o cawse</td>
</tr>
<tr>
<td>o air</td>
<td>o cose</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td></td>
</tr>
<tr>
<td>o pawwe</td>
<td>o donn</td>
</tr>
<tr>
<td>o pau</td>
<td>o dawn</td>
</tr>
<tr>
<td>o paw</td>
<td>o daun</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td></td>
</tr>
<tr>
<td>o sawwe</td>
<td>o haul</td>
</tr>
<tr>
<td>o saw</td>
<td>o hawl</td>
</tr>
<tr>
<td>o sauwe</td>
<td>o hol</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td></td>
</tr>
<tr>
<td>o clauw</td>
<td></td>
</tr>
<tr>
<td>o clohe</td>
<td></td>
</tr>
<tr>
<td>o claw</td>
<td></td>
</tr>
</tbody>
</table>

**Spelling:** a, au, aw

**LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Context clues are words that help you figure out the meaning of a new word. Context clues may be found in the same sentence or in nearby sentences.

Fill in the circle next to the correct meaning of the bold word. Use the underlined context clues to figure out the meaning of each word.

1. The girls are giggling and **fooling** around on the stage.
   - ○ acting silly
   - ○ cleaning

2. They are in a show about **stars** and **planets in space**.
   - ○ the beach
   - ○ a place where astronauts travel

3. The big **helmet** **hides** most of Seta’s **face**.
   - ○ boots
   - ○ something that protects a person’s head

4. Maria fell **down**. Her moon rocks **tumbled** off the **stage**.
   - ○ dropped
   - ○ dug

5. “These space boots make it hard to feel the **earth** under my feet,” said Seta.
   - ○ cold water
   - ○ ground; also the planet where we live
As I read, I will pay attention to the phrasing.

Early one day, Jill tried to tie the laces on her shoes.
But she could not tie them.
“You will be able to do it one day soon,” said Jill’s mother. “Put on your shoes with the straps.” Then, she left to go shopping.
Along came Jill’s sister, Molly. “Pretend the laces are snakes. Tie the snakes together, like this,” said Molly.
Jill kept getting her snakes tied in knots.
“Put on your sandals,” said Molly. “They do not have laces.”
Jill sat down and tried again.

Comprehension Check
1. What is Jill trying to do?
2. What animals does Molly tell Jill to pretend her laces are?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>−</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>−</td>
<td></td>
</tr>
</tbody>
</table>
A sentence has a subject and a predicate. Capitalize the name of a holiday.

Write

• S if a sentence is missing a subject.
• P if the sentence is missing a predicate.

Circle letters that should be capital in the name of a holiday.

1. Jack gave Dad a great gift for father’s Day.
   
   ____________________
   ____________________
   ____________________
   ____________________

2. The gift.
   
   ____________________
   ____________________
   ____________________
   ____________________

3. The two of them.
   
   ____________________
   ____________________
   ____________________
   ____________________

4. Went to Mars on a rocket ship.
   
   ____________________
   ____________________
   ____________________
   ____________________

5. They won’t be back until thanksgiving.
   
   ____________________
   ____________________
   ____________________
   ____________________
A list is a series of things written in a certain order.

Dogs can do these jobs:

1. ![Police Dog](image)
2. ![Guide Dog](image)
3. ![Sled Dog](image)
4. ![Sheep Dog](image)

Read the question. Draw a line to the answer.

1. Which dog helps the blind?

2. Which dog looks for clues?

3. Which dog watches sheep?

4. Which dog pulls a sled?
A syllable is a word part that has one vowel sound.

Put the two syllables together. Write the word on the line. Then match the word to the picture it names.

1. tool box ______________________

2. paint ed ______________________

3. cook ing ______________________

4. slow er ______________________

Connect the word parts to make a real job name. Write the job names on the lines.

farm art

ist er

5. ______________________

6. ______________________
Practice

A. In each row put an X on the word that does not belong. Then write that spelling word.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. saw</td>
<td>cause</td>
<td>dentist</td>
</tr>
<tr>
<td>2. lion</td>
<td>goes</td>
<td>begin</td>
</tr>
<tr>
<td>3. unpack</td>
<td>begin</td>
<td>saw</td>
</tr>
<tr>
<td>4. protect</td>
<td>goes</td>
<td>build</td>
</tr>
</tbody>
</table>

B. Write the spelling words that begin with b.

5. __________________ 6. __________________

Write the spelling words that have the same vowel sound as haul.

7. __________________ 8. __________________

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Use the words in the box to complete each sentence.

only laugh goes build ordinary interesting

1. People like to _________________.

2. It eats ________________ the leaf.

3. She ________________ in.

4. This bird is _________________.

5. This bird is more _________________.

6. Let’s watch the bird ________________ a nest.
As you read **Cool Jobs**, fill in the Classify and Categorize Chart.

<table>
<thead>
<tr>
<th>Classify and Categorize</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jobs to Make Things</td>
<td>Jobs That Help</td>
</tr>
</tbody>
</table>

How does the Classify and Categorize Chart help you better understand **Cool Jobs**?
Write A if the sentence or sentences tell how two or more things are alike. Write D if the sentence or sentences tell how two or more things are different.

1. Ted has a black dog. May has a black cat.

2. Sam likes to sing and Mike likes to dance.

3. Dana and Karen have on blue pants.

4. Cara’s flowers are red. Nia’s flowers are pink.

5. Both toys are broken.

6. All of the babies are small.
A **pronoun** is a word that takes the place of a noun.

Use the pronouns **he**, **she**, or **it** to take the place of one person or thing in the subject of a sentence.

Pete is a cook. **He** is a good cook.

Use the pronoun **they** to take the place of more than one person or thing in the subject.

The girls sing. **They** sing very well.

Circle the pronoun that takes the place of the underlined part of the sentence.

1. Mom and Dad work. They work hard.

2. Mr. Wall fixes cars. He fixes old cars.

3. Anna sells hats. She sells bags, too.

4. The two girls walk dogs. They walk all kinds of dogs.

5. My sister makes dresses. She makes doll dresses.
The letters *air*, *are*, and *ear* can make the same sound.

*chair*  *spare*  *tear*

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

**fair**  **bear**  **dare**  **wear**  **pair**  **share**

1. square

2. stair

3. pear
A. Circle the word in each row that is spelled correctly.

<table>
<thead>
<tr>
<th></th>
<th>lion</th>
<th>lyin</th>
<th>lian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>dentust</td>
<td>dentist</td>
<td>dennist</td>
</tr>
<tr>
<td>2.</td>
<td>build</td>
<td>biuld</td>
<td>bild</td>
</tr>
<tr>
<td>3.</td>
<td>bigin</td>
<td>begin</td>
<td>beggin</td>
</tr>
<tr>
<td>4.</td>
<td>cawes</td>
<td>caus</td>
<td>cause</td>
</tr>
<tr>
<td>5.</td>
<td>sau</td>
<td>sawe</td>
<td>saw</td>
</tr>
</tbody>
</table>

B. Write the spelling words that contain the short a sound.

7.  

8.  

Write the spelling words that contain the long o sound.

9.  

10.  

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
A **dictionary** is a book that gives the meaning of words. Some words have more than one meaning.

**Read the definitions below.**

**flyer** 1. a person who flies aircraft: The **flyer** did tricks in the small plane. 2. a sheet of paper with information: The **flyer** gave the time and place of the sale.

**model** 1. a person who shows off clothes or other things: The **model** came down the runway in a beautiful dress. 2. a small example of something: Jim built a ship **model**.

**Choose the correct definition for the word.**

**Fill in the circle.**

1. flyer  ○ paper with words  ○ fix a roof
2. flyer  ○ place in line  ○ person in a plane
3. model  ○ sit down  ○ shows off clothes
4. model  ○ small example  ○ sandy beach

**Use a word from above in a sentence.**

__________________________________________________________________________________
As I read, I will pay attention to phrasing.

Some people fly sightseeing planes.

Sightseeing planes fly low to the ground.

That way, people on the plane can see all the sights.

Some people fly helicopters. A helicopter is different from a plane. Helicopters can fly forward and fly backward.

Also, they can turn in a circle and stay still in the air.

There are places where only helicopters can fly. There are places where planes cannot go.

Comprehension Check

1. Why do sightseeing planes fly low to the ground?

2. In what directions can helicopters fly?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Correct the letter. Cross out the underlined words. Write a pronoun to take their place in the space above. Add missing commas.

March 14 1874

Dear Will,

Our new house is done. Our new house is made of logs. Dad used tree trunks to make the logs. Dad had to cut down lots of trees.

My sister Kate has her own room now. My sister Kate is very happy about that.

Next week, Mom and Dad will open their shop in Dows Iowa. Mom and Dad will sell food, cloth, and other goods.

Your best friend
Hans
You can use the Internet to find out about a topic. Put important words, or keywords, in the search box. Then hit GO, and a list of links will pop up.

Write the keywords you would type in the search box to look up the following:

1. You want to know more about the moon.
2. You want to find out about places to see in New York.
3. You want to know more about the animal you like best.
4. You want to find out about a job you would like.
A syllable is a word part that has one vowel sound. Some words have more than one syllable.

A. Put the two syllables together. Write the word on the line. Then match the word to the picture it names.

1. short est

2. hill y

3. in sect

4. lift ing

B. Circle the two words in the sentence that have two syllables. Write the words on the lines.

The mice were looking for bugs in the meadow.

5. _____________

6. _____________
A. Read each row of words. Put an X on the word that does not belong.

1. jumping waiting lion

2. been looking stopping

3. planning before waiting

4. dentist jumping running

B. Write the spelling words that have two n’s in the middle.

5. ____________________________

6. ____________________________

Write the spelling word that has only one syllable.

7. ____________________________

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Circle the word that completes each sentence. Then write the word on the line.

__________________________

1. Where has the cat ________________?
   done   gone
__________________________

2. The girls have ________________ best friends for years.
   been   are
__________________________

3. Let’s keep ________________ for the missing dog.
   sending   searching
__________________________

4. We must look for ________________.
   close   clues
__________________________

5. I can’t see it. It must be ________________.
   invisible   instead
__________________________

6. “I saw the keys ________________ we left,” said Mom.
   other   before
As you read Dot and Jabber and the Big Bug Mystery, fill in the Predictions Chart.

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

How does the information you wrote in this Predictions Chart help you better understand Dot and Jabber and the Big Bug Mystery?
In a prediction, you tell what you think will happen next.

Read each story. Then complete the sentence to tell what could happen next.

1. The ship takes off. It is flying to the moon. It will

2. The car is not clean. Mom drives to the car wash. The car will

3. It is a windy day. We have kites. We will

4. Dad brings home a bag full of food. He cooks the food. We will
The words I and me are pronouns.
Use I in the subject of a sentence.
Use me in the predicate of a sentence.
Examples: I have a book about Baby Bird.
Mom gave me the book.

Write I in the subject.

1. __________ am Baby Bird.

2. My sisters and __________ just hatched.

3. __________ want some food.

Write me in the predicate.

4. Mom feeds worms to __________.

5. She keeps __________ warm in the nest.

6. Soon, Dad will show __________ how to fly.
Contractions combine two words. The apostrophe (’) takes the place of any missing letters.

we + will = we’ll  I + am = I’m  you + have = you’ve

A. Write the contraction for the two words.

1. we + have = ______________

2. he + will = ______________

3. I + am = ______________

4. she + will = ______________

B. Use the contractions to complete the sentences.

5. ______________ scratching my itch.

6. ______________ be glad when spring is here.
A. Circle the word in each row that is spelled correctly.

1. jumping  jumpng  jumpeing

2. stoppng  stoping  stopping

3. wating  waiting  wayting

4. planning  planeing  planeng

5. luuking  loocking  looking

6. runnig  running  runing

B. Write the spelling words that do NOT end in ing.

7. ________________  ________________

8. ________________  ________________

9. ________________  ________________

10. ________________
An **inflected verb** is a verb with an ending. When you remove the -**ing** or -**ed** ending, you are left with the base word.

<table>
<thead>
<tr>
<th>inflected verb</th>
<th>base word</th>
</tr>
</thead>
<tbody>
<tr>
<td>splashing</td>
<td>splash</td>
</tr>
<tr>
<td>splashed</td>
<td>splash</td>
</tr>
</tbody>
</table>

Write the ending. Then write the base word. The first one is done for you.

1. opened  
   - ed  
   - open

2. chewing  
   - 
   -

3. pointed  
   - 
   -

4. crawling  
   - 
   -

5. roaring  
   - 
   -

6. talked  
   - 
   -
As I read, I will pay attention to phrasing in the story.

Meena looked out at the birds that had come to her backyard.

“Look at how great they are,” Meena said.

“I want them to stay, not fly away.”

“Well, we can make a birdhouse,” Mama said. “It would be welcoming and then the birds might not leave.”

“Wow, that’s a great idea,” said Meena. “Let’s make it this afternoon.”

Meena called her friends Wendy and Mark to help. Soon Wendy and Mark came over.

While Wendy took out paper and paints, Mark took out wood and glue. And Meena put out foil stickers.

Comprehension Check

1. Why does Meena want to build a birdhouse?

2. Do you think Meena, Wendy, and Mark are good friends?

Words Read | Number of Errors | = | Words Correct Score
---|---|---|---
First Read | – | = |
Second Read | – | = |
Use **I** in the subject of a sentence.
Use **me** in the predicate of a sentence.
Always capitalize the pronoun **I**.

Find mistakes in the play. Circle the pronoun **I** if it is not written correctly. Make an **X** on **I** or **me** if it is not used correctly.

1. **CUBBY:** Mama catches fish for **I**.
   Sometimes, **i** eat berries, too.
   **I** am getting taller and stronger.

2. **NUBBY:** **Me** want to learn to fish, **Mama**.
   Cubby and **i** are growing up.

3. **MAMA:** i will teach you to fish, **sons**.
   You will watch **me** and learn.
A **head** tells what information is in a section of an article or story.

**A. Read the article about spiders.**

**Spiders**

A spider is a small animal. A spider can be black, red, brown, or even yellow.

**The Body of a Spider**

A spider has 2 body parts. It also has 8 legs. An insect has only 6 legs.

**The Home of a Spider**

A spider lives in a web. It spins a sticky web. When a bug flies into the web, it gets stuck. Then the spider eats it.

**B. Answer the questions about the article.**

1. Circle the two heads that tell what information is in the sections.

2. Write one fact from each section.

   - 
   - 
   - 
   - 
   - 
   -
Some words have more than one syllable, or word part.

Read each sentence. Circle the two words with two syllables. Write the words on the lines.

Meg planned a picnic for Sunday.

1. ___________________ 2. ___________________

She asked seven children to come.

3. ___________________ 4. ___________________

She made peanut butter snacks.

5. ___________________ 6. ___________________

Her puppy came along, too.

7. ___________________ 8. ___________________
Read each row of words. Put an X on the word that does not belong.

1. pancakes shortcake certain
2. lunchtime perform shortcake
3. jumping daydream running
4. daydream lunchtime jumping
5. picnic perform running
6. daydream lunchtime minutes
Choose the correct word from the box and write it on the line.

1. Ann had a ____________.

   ________________

2. How did the dream ____________?

   ________________

3. A cat ____________ Ann a beautiful car.

   ________________


   ________________

5. Then she went ____________ back home.
As you read **Super Oscar**, fill in the Story Chart.

**Characters**

**Setting**

**Beginning**

**Middle**

**End**

How does the information you wrote in this Story Chart help you retell **Super Oscar**?

---

**R 3.1** Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
The **characters** are the people or animals in a story.
The **setting** is where the story happens.
The **plot** is what happens.

Look at the pictures. Answer the questions about the characters, setting, and plot.

1. Who is the story about? __________
2. Where does the story happen? ______________________
3. What happens in the middle? _______________________
4. What happens at the end? ________________________
Parts of two sentences are sometimes the same. Use **and** to join two sentences that have parts that are the same. Maria **makes a fort.** Ed **makes a fort.** Maria and Ed make a fort.

Circle parts that are the same. Use **and** to join the sentences. Write the new sentence.

1. Mom hammers. Mom saws.

   __________________________________________
   Mom ______________________________________


   __________________________________________
   __________________________________________
   haul wood.

3. Maria sands. Maria paints.

   __________________________________________
   Maria ____________________________________

4. Ed gets a mop. Ed gets a broom.

   __________________________________________
   __________________________________________
   Ed gets ____________________________________


   __________________________________________
   __________________________________________
   help.
A compound word is made up of two small words.

pop + corn = popcorn
pea + nuts = peanuts

A. Match a word on the left to a word on the right to make a compound word. Then write the word.

1. pan end

2. camp dream

3. day cakes

4. week ground

B. Use one compound word in a sentence.

5. ___________________________
A. Circle the word in each row that is spelled correctly.

1. piknik  piknic  picnic

2. certain  sertin  certian

3. perfrom  perform  purfrum

4. jumping  jumpig  jumpping

5. running  runing  runng

6. minuts  minutes  minuttes

B. Write the spelling words that are compound words.

7. 

8. 

9. 

10. 

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Use the **underlined** context clues to figure out the meaning of the word in bold letters. Then match the word to its meaning. Write the correct letter on the line.

a. moved round and round  
b. came back  
c. tapped gently  
d. to keep safe  
e. a bridge that can be raised and lowered

1. The royal family **returned** home from a trip to the countryside.  
2. The king, queen, and prince **crossed over** the **drawbridge** toward the castle.  
3. The happy queen kissed the prince and **patted** him on the head.  
4. Water from the river **swirled** in the moat.  
5. The **moat** and the **drawbridge** **protect** the castle from strangers.
Fluency: Choral Read: Phrasing

As I read, I will pay attention to phrasing in the story.

Strawberries are easy plants to grow.

1. First, find a place that gets at least six hours of sun.
2. Next, dig holes for the little plants. Put the holes 12 inches apart. They should not be crowded together.
3. Put the plants in the holes. Press the soil around each plant. Make sure the soil covers the tops of the roots.
4. Then, water the plants.
5. Pick the strawberries when they are ripe.

Animals like strawberries. As your plants grow, you will need to watch for animals. Birds and bugs eat strawberry plants.

Comprehension Check

1. Is it easy or hard to grow strawberries?
2. What do strawberries need to grow?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>-</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>-</td>
<td>=</td>
</tr>
</tbody>
</table>
Use **and** to make two sentences into one.
Always capitalize the pronoun **I**.
Always capitalize proper nouns.

Circle letters that should be capital letters. Underline the parts of the sentences that should be joined. Write the new sentences.

1. mom goes to sandy point beach.
   i go to sandy point beach.

2. i take a pail.
   i take a scoop.

3. See dad help us build our house.
   See leon help us build our house.
Some poems have a **rhyming pattern**.
In some poems, the second line of a verse rhymes with the fourth line.

A. Circle the two rhyming words in each poem.

<table>
<thead>
<tr>
<th>Poem 1</th>
<th>Poem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sun is out.</td>
<td>I saw a seed</td>
</tr>
<tr>
<td>What a fine day!</td>
<td>Fall to the ground.</td>
</tr>
<tr>
<td>Will you come out with me</td>
<td>It never made</td>
</tr>
<tr>
<td>And play?</td>
<td>A sound.</td>
</tr>
<tr>
<td>You want to play ball,</td>
<td>I look up at</td>
</tr>
<tr>
<td>But what I’d like</td>
<td>The sky at night,</td>
</tr>
<tr>
<td>Is to ride round and round</td>
<td>And watch the stars</td>
</tr>
<tr>
<td>On my brand new bike.</td>
<td>That shine so bright.</td>
</tr>
</tbody>
</table>

B. Think of more rhyming pairs. Write the pairs below.

1. ___________________________  ___________________________
2. ___________________________  ___________________________