

Dear Parent/Guardian,

During Week 8, your child will practice a variety of skills, including vocabulary, diphthongs, pronouns, point of view, suffixes, and demonstrate comprehension through multiple readings.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:

<https://classroommagazines.scholastic.com/support/learnathome.html>

<https://www.education.com/>

<http://www.sheppardsoftware.com/>

<https://www.funbrain.com/>

<https://www.starfall.com/h/>

<https://www.abcya.com/>

Reference Page

Vocabulary	Definition
champion	winner
determined	decided
issues	topics that are talked about
promises	statements by people that they say will happen
responsibility	a duty
rights	claims that cannot be taken away
volunteered	offered to do something
votes	choices made in an election

Realistic Fiction

- has characters that talk and act like real people.
- has a setting that could be a real place.
- can be told in the first person.
 - The character uses I, my, and me to tell his thoughts and feelings.

Point of View:

The way a character THINKS or FEELS.

CHARACTER	POINT OF VIEW	
Who is the story about?	The way the character thinks or feels.	
	Eating bugs	Flying at night
<u>Stellaluna</u>	Stellaluna thinks that eating bugs are disgusting!	It comes natural to her. Stellaluna can see in the dark.
Baby Birds	Bugs are delicious!	Flying at night is scary because they can't see.
Mama Bird	Mama Bird feels they are healthy for her babies and taste good.	Night flying is dangerous!

Suffixes

To understand the meaning of a word you do not know, separate the word from a suffix, such as *-ful* or *-less*, to figure out the word's meaning.

Examples:

Paul raised his eyebrows and looked **thoughtful**.

I am not sure what **thoughtful** means.

The root word is **thought**, which has to do with thinking about something.







I see the **suffix -ful**, which means "full of".

I think the word **thoughtful** means "having a lot of thoughts."

fear = worry or dread
 -less = without
fearless = to be without fear

Name _____

Use the word chart to study this week's vocabulary words. The illustrations are there to gain understanding of the words.

Word	Context Sentence	Illustration
<p>champion</p>	<p>The <u>champion</u> won the race and got a prize.</p>	
<p>determined</p>	<p>I <u>determined</u> it would rain when I saw dark clouds.</p>	
<p>issues</p>	<p>The doctor talks about health <u>issues</u>.</p>	
<p>promises</p>	<p>We keep our <u>promises</u> to help with the chores.</p>	
<p>volunteered</p>	<p>Dad <u>volunteered</u> to help with our field trip.</p>	
<p>votes</p>	<p>Our teacher counted <u>votes</u> for class leader.</p>	

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Name _____

champion	determined	issues	promises
responsibility	rights	volunteered	votes

A. Choose the word that makes sense for each clue. Write the word on the line.

1. offered to do something _____
2. important things that people are talking about _____
3. choices given by people to elect someone _____
4. decided on something _____
5. a duty to do something _____
6. things you say you will do _____
7. a person who has won a contest _____
8. the things the law says you can do or have _____

B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.

9. _____

Name _____

sound	mound	cloud	shout	pound
clown	brown	crown	howl	growl

A. Word SortWrite the spelling words that have the *ou* spelling pattern.

1. _____ 2. _____ 3. _____

4. _____ 5. _____

Write the spelling words that have the *ow* spelling pattern.

6. _____ 7. _____ 8. _____

9. _____ 10. _____

B. Missing Letter

A letter is missing from each spelling word below. Write the missing letter in the box. Then write the spelling word correctly on the line.

11. so nd _____ 12. clo n _____13. cl ud _____ 14. gro l _____15. mo nd _____

Name _____

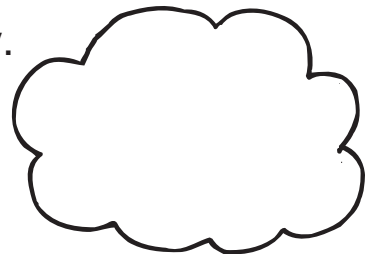
sound	mound	cloud	shout	pound
clown	brown	crown	howl	growl

A. Word Meaning**Write the spelling word for each definition.**

1. a pile _____
2. yell _____
3. a color _____
4. noise _____
5. to snarl or grumble _____

B. Sentences to Complete**Write a spelling word on the line to complete each sentence.**

6. The wolves _____ loudly at the Moon.
7. Will the king wear a _____?
8. We need a _____ of peaches to make a pie.
9. The _____ at the circus made us laugh.
10. There is a fluffy _____ in the sky.



Name _____

- A **pronoun** takes the place of one or more nouns.
- The pronouns ***I, he, she, it, and you*** are singular pronouns. A pronoun must match the noun that it replaces.

Amy likes to help people. She volunteers on Saturdays.

- Some pronouns refer to people or things that are not named.
- Everything is in place. Nobody wanted to go home.

Circle a pronoun to replace the underlined noun in each sentence.

1. Sarah likes to help animals.

She It

2. Adam volunteers with her at an animal shelter.

He It

3. The shelter is near their school.

You It

4. A puppy plays in the corner.

It I

5. Mrs. Strong feeds the puppy.

You She

6. A person can help at the shelter.

Anyone Everything

Name _____

- A **pronoun** agrees with the noun it replaces. Singular pronouns replace singular nouns.
- A plural noun names more than one person, place, or thing.
- The pronouns **we**, **you**, and **they** can take the place of a plural noun or a noun and a pronoun together.

People vote in elections.They vote in elections.Connor and I are good citizens.We are good citizens.**Circle the correct pronoun in () to complete each sentence.**

1. Our class will have an election tomorrow. (We, You) will vote in the morning.
2. We will pick Jim or Sue to be the class leader. (We, They) are both good choices.
3. Sue helps clean the room after school. (It, She) is a good leader.
4. Jim and Sue are on the safety patrol. (They, You) help us stay safe.
5. Jim and Sue, thank you for leading us. (We, You) show us how to be good citizens!
6. Carrie and I will count the votes. (We, They) will count them during recess.



Name _____

Mark the pronoun that could replace the underlined words.1. Erin is reading to Mrs. Jackson.

- They She I We

2. Mrs. Jackson likes it when children visit her.

- She He It We

3. My mother and I live near Erin.

- It She I We

4. Tom and John helped Mrs. Jackson by raking her leaves.

- They She It We

5. The leaves fell from a big tree.

- They It I We

6. Tom raked the leaves into a pile.

- They He It We

7. The helpers worked on Saturday.

- He She They It

8. Mrs. Jackson said, "Thank you, everyone!"

- They She It We

Name _____

Read the passage. Use the summarize strategy to tell the important events in your own words.

The Lost Kitten

00 One day, my friend Cora and I saw a homemade
10 sign posted on our street. The sign had a photo of a
22 kitten and the words, *LOST KITTEN. Please call Sally*
31 *at 555-0505 if you find my kitten, Boots.*

38 “Sally is our neighbor, Pam. She just got a new kitten
49 and now her pet is missing. It’s too bad there’s nothing
60 we can do,” Cora said sadly.

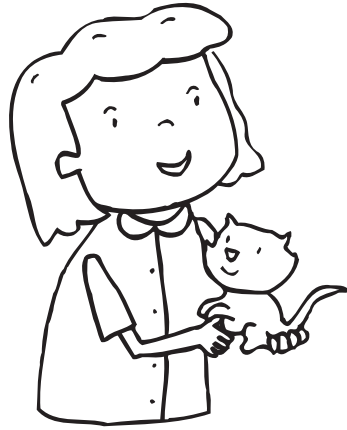
66 I spoke up. “It’s not hopeless. There is something
75 we can do! We can ask our neighbors to help look for
87 Boots.”

88 We asked my dad to help with our neighborhood
97 search plan. First, we went and talked to Sally.

106 Sally explained what had happened, “I was careless
114 enough to leave the back door open. Boots slipped out
124 and ran off. And I haven’t seen him since.”

133 “Don’t worry,” I said. “We have a plan to help. Come
144 with us.”

Name _____



146 We all went to Mrs. Lowe's house. After Mrs. Lowe
156 heard our plan, she said, "I think that's a wonderful
166 idea. It's very thoughtful of you to help Sally find Boots.
177 I'll be happy to help with the search." She joined our
188 group.

189 At each house on the street, the answer was the same.
200 Each neighbor would gladly help search for Boots. Dad
209 divided up the neighborhood streets and told each group
218 where to look.

221 Cora and I were calling loudly, "Boots!" Suddenly we
230 heard a soft mewling sound near our feet. There was
240 Boots, crouching under a bush. I held out my hand and
251 softly called Boots's name. He came right to me and I
262 scooped up the tiny kitten.

267 When we returned Boots to Sally, she was very
276 thankful. She hugged her kitten tightly as she said,
285 "The neighborhood search plan worked. Thank you,
292 everyone!"

Name _____

A. Reread the passage and answer the questions.

1. How does Cora feel about the missing kitten?

2. What clues help you understand Cora's point of view?

3. At the end of the story, what clues help you understand Sally's point of view?

Name _____

To figure out a new word, look for a **suffix**, or word part, added to the end of the word.

The suffix **-ly** means “in a way that is.”

The suffix **-ful** means “full of.”

The suffix **-less** means “without.”

A. Underline the suffix in the word in bold print. Then write the word and its meaning.

1. “It’s too bad there’s nothing we can do,” Cora said **sadly**.

2. I was **careless** enough to leave the back door open.

3. It’s very **thoughtful** of you to help Sally find Boots.

B. Write a word that means the same as the group of words. Your new word will end in *-ful* or *-less*.

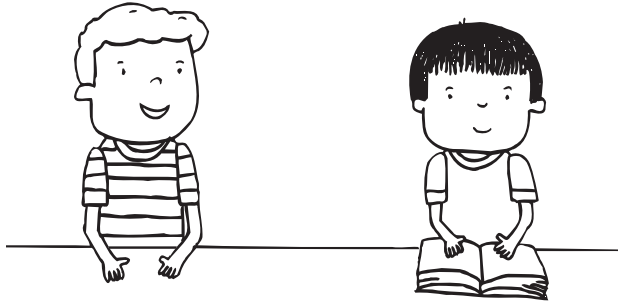
4. without thought

5. full of thanks

Name _____

Reading Volunteers

My name is Derek. The children in my second-grade class know how to read. Every Friday, we visit Ms. Snow's first-grade class. I pair up with Jack and help him practice reading. It feels good to help others.



Answer the questions about the text.

1. How can you tell that this text is realistic fiction?

2. Who is telling the story? How do you know?

3. How does Derek feel about helping Jack learn to read? Why do you think so?

The Harmonica

by ReadWorks



Lola's brother is in a band. They practice in the garage every day after school. They make so much noise that Lola can't do her homework. She bangs on the garage door. She shouts, "Be quiet!" But they don't even hear her. Lola can't stand it anymore. She needs to go for a walk.

The woods behind Lola's house are peaceful. Just a hundred feet from her house, her brother's noise fades away. There is a little stream just behind her backyard. On weekends, she and her friends make paper boats to race in the stream. They like to pretend they are pirates, racing on the sea. Next to the stream, she sees a squirrel eating a nut.

"Hello Mr. Squirrel!" she says. The squirrel is scared, and runs away.

Lola hears a bird singing. It sounds like a happy bird. She wonders what kind of bird it is. It is red, with a fuzzy head. Maybe it's a robin? She will have to remember to look it up in the encyclopedia when she gets home. Lola tries to sing along with the bird. She doesn't know the words to his song.

Something shiny beside the stream catches Lola's eye. She jumps over the

stream and picks it up. It is a thin rectangular box made of metal. There are holes on its sides. Something is printed on the metal. It is so dirty that she can't make it out. She wipes the grime off with her sleeve. It says, "Old-Fashioned Blues Harmonica." Lola has heard her brother's friends talk about harmonicas. They are a very simple musical instrument. Anyone can play a song on a harmonica, even without a band.

Lola rinses the harmonica off in the stream. With the dirt gone, it looks as good as new. She dries it on her sleeve. Lola puts the instrument to her mouth and blows. It makes a high-pitched, whistling noise. She moves her mouth and blows again. Now the sound is deeper. She covers the back of it with her hand. Now when she blows, it sounds different. She blows harder and softer. She moves her hands and her mouth. Pretty soon, she is playing a song. It may not sound as good as the bird's but the robin doesn't seem to mind.

That night, Lola shows the harmonica to her brother.

"Cool!" he says. "My music teacher taught me how to play the harmonica a little. Do you want me to show you?"

"Sure!" says Lola.

The next time her brother has band practice, Lola plays along. Now that she has an instrument of her own, the noise doesn't sound so bad.

Name: _____ Date: _____

1. Where does Lola find the harmonica?

- A. by the stream
- B. in the garage
- C. in the stream

2. What event causes Lola to leave the house?

- A. She finishes her homework.
- B. The band plays too loud.
- C. Her friends ask her to go on a walk in the woods.

3. Lola enjoys being in the woods behind her house. What evidence from the story supports this conclusion?

- A. Lola and her friends pretend to be pirates when they are playing in the woods.
- B. The woods are a hundred feet from Lola's house.
- C. Lola rinses the harmonica off in the stream in the woods.

4. At what point in the story does Lola find the harmonica?

- A. at the beginning of the story
- B. in the middle of the story
- C. at the end of the story

5. What is this story mostly about?

- A. how bands practice
- B. how Lola makes paper boats
- C. how Lola finds a harmonica

6. Read the following sentences:

"The woods behind Lola's house are peaceful. Just a hundred feet from her house, her brother's noise **fades** away."

What does the word **fade** mean?

- A. to sound bad
- B. to become less strong
- C. to become stronger

7. Lola cleaned up the harmonica _____ she found it by the stream.

- A. before
- B. after
- C. but

8. Complete the following sentence.

Lola can't do her homework because

9. What does Lola's brother do when Lola shows him her harmonica?
