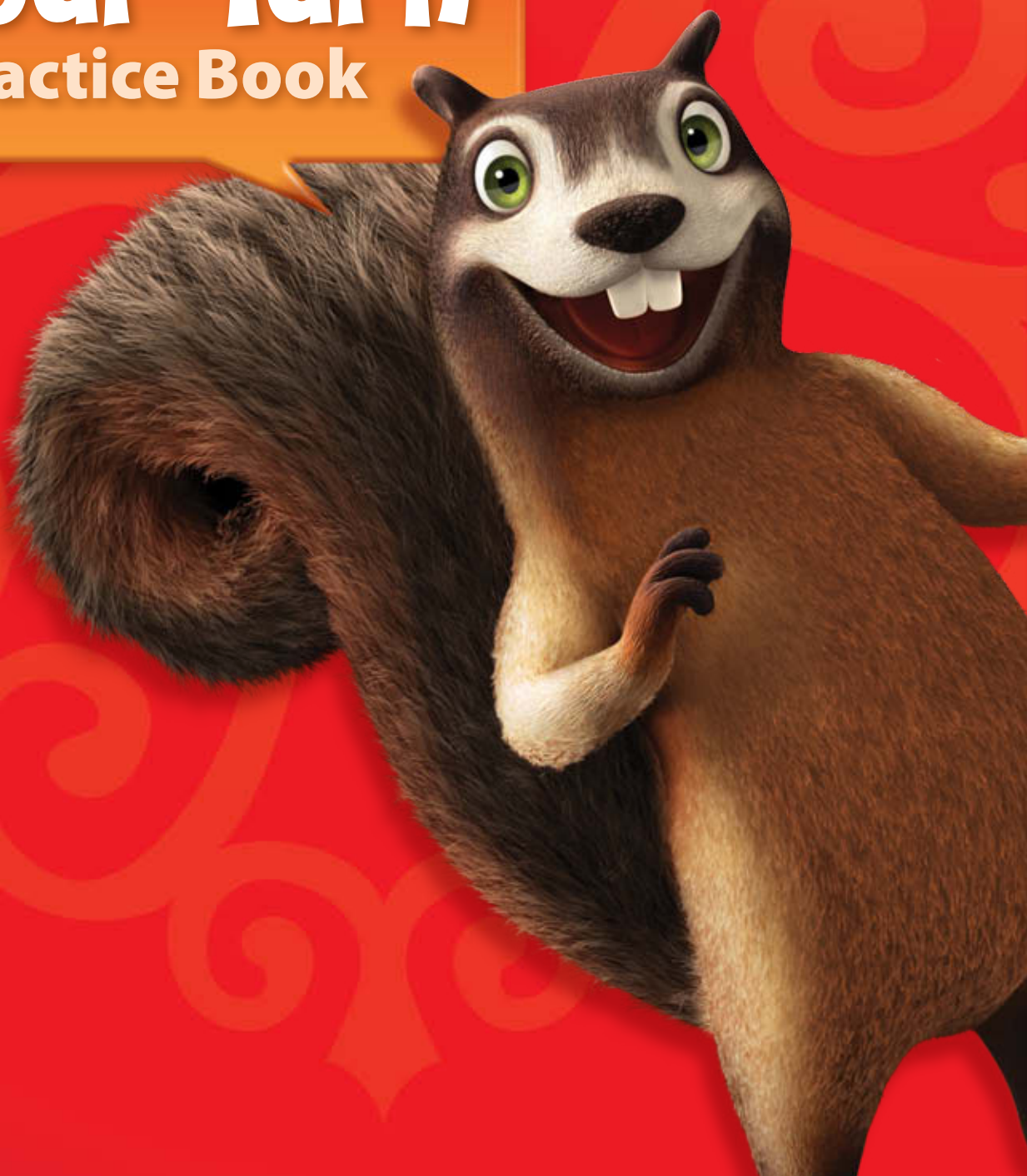




Grade 1

Your Turn

Practice Book





Grade 1

Your Turn

Practice Book



Education

Bothell, WA • Chicago, IL • Columbus, OH • New York, NY

www.mheonline.com/readingwonders

C

The McGraw-Hill Companies



Education

Copyright © by The McGraw-Hill Companies, Inc.

All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, network storage or transmission, or broadcast for distance learning.

Send all inquiries to:
McGraw-Hill Education
Two Penn Plaza
New York, NY 10121

Printed in the United States of America.

3 4 5 6 7 8 9 RHR 17 16 15 14 13 12

Contents

Start Smart

Week One

Phonics: /m/m, /s/s	SS1
Phonics: /a/a	SS2
Smart Start Reader: <i>I Like To</i>	SS3
Handwriting: <i>Mm, Ss, Aa</i>	SS5
Phonics: /p/p, /t/t	SS6
Phonics: /r/r, /n/n	SS7
Handwriting: <i>Pp, Tt, Nn</i>	SS8
Smart Start Reader: <i>He Can Go!</i>	SS9
Phonics: /i/i	SS11
Handwriting: <i>Rr, li</i>	SS12

Week Two

Phonics: /k/c, /f/f	SS13
Phonics: /o/o	SS14
Smart Start Reader: <i>Look!</i>	SS15
Handwriting: <i>Cc, Ff, Oo</i>	SS17
Phonics: /d/d, /h/h	SS18
Phonics: /e/e	SS19
Handwriting: <i>Dd, Hh, Ee</i>	SS20
Smart Start Reader: <i>We Play Here</i>	SS21
Phonics: /b/b, /l/l	SS23
Handwriting: <i>Bb, Ll</i>	SS24

Week Three

Phonics: /k/k, /k/ck	SS25
Phonics: /u/u	SS26
Smart Start Reader: <i>With Me</i>	SS27
Handwriting: <i>Kk, Uu, Gg</i>	SS29
Phonics: /g/g, /w/w	SS30
Phonics: /kw/q, /v/v, /ks/x	SS31
Handwriting: <i>Ww, Xx, Vv</i>	SS32
Smart Start Reader: <i>He and She Go</i> ...	SS33
Phonics: /j/j, /y/y, /z/z	SS35
Handwriting: <i>Qq, Jj, Yy, Zz</i>	SS36

Unit 1 • Getting to Know Us

Week 1

At School

Phonics: Short a	1
High-Frequency Words	2
Phonics: Short a	3
Comprehension: Key Details Chart	4
Comprehension: Mini Book <i>Jack the Cat</i>	5
Comprehension: Story Questions Key Details	7
Structural Analysis: Inflectional Ending -s ...	8
Text Feature: Photographs	9
Write About Reading: Key Details	10

Week 2

Where I Live

Phonics: Short i	11
High-Frequency Words	12
Phonics: Short i	13
Comprehension: Key Details Chart	14
Comprehension: Mini Book <i>Pip and Tip</i>	15
Comprehension: Story Questions Key Details	17
Structural Analysis: Double Final Consonants	18
Text Feature: Bold Print	19
Write About Reading: Key Details	20

Week 3

Our Pets

Phonics: /-Blends	21
High-Frequency Words	22
Phonics: /-Blends	23
Comprehension: Key Details Chart	24
Comprehension: Mini Book <i>Kim and Flick</i>	25
Comprehension: Story Questions Key Details	27
Structural Analysis: Plural Nouns	28
Text Feature: Labels	29
Write About Reading: Key Details	30

Week 4

Let's Be Friends

Phonics: Short o	31
High-Frequency Words	32
Phonics: Short o	33
Comprehension: Key Details Chart	34
Comprehension: Mini Book <i>What Can It Do?</i>	35
Comprehension: Story Questions Key Details	37
Structural Analysis: Alphabetical Order	38
Literary Element: Rhyme	39
Write About Reading: Key Details	40

Week 5

Let's Move!

Phonics: r-Blends and s-Blends	41
High-Frequency Words	42
Phonics: r-Blends and s-Blends	43
Comprehension: Key Details Chart	44
Comprehension: Mini Book <i>Kids Can Move</i>	45
Comprehension: Story Questions Key Details	47
Structural Analysis: Possessives	48
Text Feature: Diagram	49
Write About Reading: Key Details	50

Unit 2 • Our Community

Week 1

Jobs Around Town

Phonics: Short e	51
High-Frequency Words	52
Phonics: Short e	53
Comprehension: Character, Setting, Events Chart	54
Comprehension: Mini Book <i>A Fun Job</i>	55
Comprehension: Story Questions Character, Setting, Events	57
Structural Analysis: Inflectional Ending -ed	58
Text Feature: Labels	59
Write About Reading: Character, Setting, Events	60

Week 2

Buildings All Around

Phonics: Short u	61
High-Frequency Words	62
Phonics: Short u	63
Comprehension: Character, Setting, Events Chart	64
Comprehension: Mini Book <i>Pals Play and Hum</i>	65
Comprehension: Story Questions Character, Setting, Events	67
Structural Analysis: Contractions with 's	68
Text Feature: Captions	69
Write About Reading: Character, Setting, Events	70

Week 3

A Community in Nature

Phonics: End Blends	71
High-Frequency Words	72
Phonics: End Blends	73
Comprehension: Main Topic and Details Chart	74
Comprehension: Mini Book <i>Big Rock Pond</i>	75

Comprehension: Story Questions Main Topic and Key Details	77
Structural Analysis: Inflectional Ending -ing	78
Literary Element: Repetition	79
Write About Reading: Main Topic and Key Details	80

Week 4

Let's Help

Phonics: Consonant Digraphs <i>sh, th, -ng</i> ..	81
High-Frequency Words	82
Phonics: Consonant Digraphs <i>sh, th, -ng</i> ..	83
Comprehension: Character, Setting, Events Chart	84
Comprehension: Mini Book <i>All Help with the Play</i>	85
Comprehension: Story Questions Character, Setting, Events	87
Structural Analysis: Closed Syllables	88
Text Feature: List	89
Write About Reading: Character, Setting, Events	90

Week 5

Follow the Map

Phonics: Consonant Digraphs <i>ch, -tch,</i> <i>wh, ph</i>	91
High-Frequency Words	92
Phonics: Consonant Digraphs <i>ch,</i> <i>-tch, wh, ph</i>	93
Comprehension: Main Topic and Details Chart	94
Comprehension: Mini Book <i>Look Around</i>	95
Comprehension: Story Questions Main Topic and Key Details	97
Structural Analysis: Inflectional Ending -es	98
Text Feature: Map	99
Write About Reading: Main Topic and Key Details	100

Unit 3 • Changes Over Time

Week 1

What Time Is It?

Phonics: Long a: a_e	101
High-Frequency Words	102
Phonics: Long a: a_e	103
Comprehension: Sequence Chart	104
Comprehension: Mini Book	
<i>Whale at the Lake</i>	105
Comprehension: Story Questions	
Character, Setting, Plot	107
Structural Analysis: Contractions	
with <i>not</i>	108
Text Feature: Bold Print	109
Write About Reading: Character,	
Setting, Plot	110

Week 2

Watch It Grow!

Phonics: Long i: i_e	111
High-Frequency Words	112
Phonics: Long i: i_e	113
Comprehension: Sequence Chart	114
Comprehension: Mini Book	
<i>A Gift for Mom</i>	115
Comprehension: Story Questions	
Sequence	117
Structural Analysis: Plurals	118
Text Feature: Diagrams	119
Write About Reading: Sequence	120

Week 3

Tales Over Time

Phonics: Soft c, Soft g, dge	121
High-Frequency Words	122
Phonics: Soft c, Soft g, dge	123
Comprehension: Cause and Effect Chart ..	124
Comprehension: Mini Book	
<i>Little Fred and Little Buck</i>	125
Comprehension: Story Questions	
Cause and Effect	127

Structural Analysis: Inflectional

Endings -ed and -ing (drop final e)	128
Literary Element: Rhyme	129
Write About Reading: Cause and Effect ..	130

Week 4

Now and Then

Phonics: /ō/o_e, /ū/u_e, /ē/e_e	131
High-Frequency Words	132
Phonics: /ō/o_e, /ū/u_e, /ē/e_e	133
Comprehension: Compare and	
Contrast Chart	134
Comprehension: Mini Book	
<i>Life Long Ago</i>	135
Comprehension: Story Questions	
Compare and Contrast	137
Structural Analysis: CVCe Syllables	138
Text Feature: Captions	139
Write About Reading: Compare	
and Contrast	140

Week 5

From Farm to Table

Phonics: /ū/ oo, u	141
High-Frequency Words	142
Phonics: /ū/ oo, u	143
Comprehension: Sequence Chart	144
Comprehension: Mini Book	
<i>The Food We Eat</i>	145
Comprehension: Story Questions	
Sequence	147
Structural Analysis: Inflectional	
Endings -ed, -ing	148
Text Feature: Chart	149
Write About Reading: Sequence	150

Unit 4 • Animals Everywhere

Week 1

Animal Features

Phonics: Long <i>a</i> : <i>a</i> , <i>ai</i> , <i>ay</i>	151
High-Frequency Words	152
Vocabulary: <i>special</i> , <i>splendid</i>	153
Comprehension: Sequence Chart	154
Comprehension: Mini Book	
<i>A Fox Tail</i>	155
Comprehension: Story Questions	
Plot: Sequence	157
Vocabulary Strategy: Use a Dictionary ...	158
Phonics: Long <i>a</i> : <i>a</i> , <i>ai</i> , <i>ay</i>	159
Structural Analysis: Alphabetical Order ...	160
Text Feature: Chart	161
Write About Reading: Plot: Sequence	162

Week 2

Animals Together

Phonics: Long <i>e</i> : <i>e</i> , <i>ea</i> , <i>ee</i> , <i>ie</i>	163
High-Frequency Words	164
Vocabulary: <i>danger</i> , <i>partner</i>	165
Comprehension: Main Idea and Key Details Chart	166
Comprehension: Mini Book	
<i>Ants Can Help</i>	167
Comprehension: Story Questions	
Main Idea and Key Details	169
Vocabulary Strategy: Context Clues –	
Sentence Clues	170
Phonics: Long <i>e</i> : <i>e</i> , <i>ea</i> , <i>ee</i> , <i>ie</i>	171
Structural Analysis: Prefixes: <i>re-</i> , <i>un-</i> , <i>pre-</i> ..	172
Text Feature: Captions	173
Write About Reading: Main Idea and Key Details	174

Week 3

In the Wild

Phonics: Long <i>o</i> : <i>o</i> , <i>oa</i> , <i>ow</i> , <i>oe</i>	175
High-Frequency Words	176
Vocabulary: <i>seek</i> , <i>search</i>	177
Comprehension: Main Idea and Key Details Chart	178

Comprehension: Mini Book <i>Crows</i>	179
Comprehension: Story Questions	
Main Idea and Key Details	181
Vocabulary Strategy: Word Categories ...	182
Phonics: Long <i>o</i> : <i>o</i> , <i>oa</i> , <i>ow</i> , <i>oe</i>	183
Structural Analysis: Open Syllables	184
Literary Element: Sensory Words	185
Write About Reading: Main Idea and Key Details	186

Week 4

Insects!

Phonics: Long <i>i</i> : <i>i</i> , <i>y</i> , <i>igh</i> , <i>ie</i>	187
High-Frequency Words	188
Vocabulary: <i>beautiful</i> , <i>fancy</i>	189
Comprehension: Point of View Chart	190
Comprehension: Mini Book	
<i>Eve and Pete</i>	191
Comprehension: Story Questions	
Point of View	193
Vocabulary Strategy: Context Clues	194
Phonics: Long <i>i</i> : <i>i</i> , <i>y</i> , <i>igh</i> , <i>ie</i>	195
Structural Analysis: Inflectional Endings (change <i>y</i> to <i>i</i>)	196
Text Feature: Headings	197
Write About Reading: Point of View	198

Week 5

Working with Animals

Phonics: Long <i>e</i> : <i>y</i> , <i>ey</i>	199
High-Frequency Words	200
Vocabulary: <i>clever</i> , <i>signal</i>	201
Comprehension: Sequence Chart	202
Comprehension: Mini Book	
<i>A New Puppy</i>	203
Comprehension: Story Questions	
Sequence	205
Vocabulary Strategy: Root Words	206
Phonics: Long <i>e</i> : <i>y</i> , <i>ey</i>	207
Structural Analysis: Compound Words ...	208
Text Feature: Captions	209
Write About Reading: Sequence	210

Unit 5 • Figure It Out

Week 1

See It, Sort It

Phonics: /är/ar	211
High-Frequency Words	212
Vocabulary: <i>trouble, whole</i>	213
Comprehension: Point of View Chart	214
Comprehension: Mini Book <i>The Party</i>	215
Comprehension: Story Questions Point of View	217
Vocabulary Strategy: Context Clues – Multiple Meaning Words	218
Phonics: /är/ar	219
Structural Analysis: Irregular Plurals	220
Text Feature: Use Photographs/ Illustrations	221
Write About Reading: Point of View	222

Week 2

Up in the Sky

Phonics: /ür/er, ir, ur, or	223
High-Frequency Words	224
Vocabulary: <i>leaped, stretched</i>	225
Comprehension: Cause and Effect Chart ..	226
Comprehension: Mini Book <i>A Bunny Wish</i>	227
Comprehension: Story Questions Cause and Effect	229
Vocabulary Strategy: Shades of Meaning ..	230
Phonics: /ür/er, ir, ur, or	231
Structural Analysis: Inflectional Ending -er ..	232
Text Feature: Captions	233
Write About Reading: Cause and Effect	234

Week 3

Great Inventions

Phonics: /ôr/or, ore, oar	235
High-Frequency Words	236
Vocabulary: <i>idea, unusual</i>	237
Comprehension: Problem and Solution Chart	238
Comprehension: Mini Book <i>Good Ideas</i>	239

Comprehension: Story Questions

Problem and Solution	241
Vocabulary Strategy: Prefixes	242
Phonics: /ôr/or, ore, oar	243
Structural Analysis: Abbreviations	244
Literary Element: Alliteration	245
Write About Reading: Problem and Solution	246

Week 4

Sounds All Around

Phonics: Diphthongs ou, ow	247
High-Frequency Words	248
Vocabulary: <i>scrambled, suddenly</i>	249
Comprehension: Problem and Solution Chart	250
Comprehension: Mini Book <i>Dad's Game</i>	251
Comprehension: Story Questions Plot: Problem and Solution	253
Vocabulary Strategy: Suffixes	254
Phonics: Diphthongs ou, ow	255
Structural Analysis: Inflectional Endings -er, -est	256
Text Feature: Directions	257
Write About Reading: Plot: Problem and Solution	258

Week 5

Build It!

Phonics: Diphthongs oi, oy	259
High-Frequency Words	260
Vocabulary: <i>balance, section</i>	261
Comprehension: Cause and Effect Chart ..	262
Comprehension: Mini Book <i>How to Build a Snowman</i>	263
Comprehension: Story Questions Cause and Effect	265
Vocabulary Strategy: Inflectional Endings ..	266
Phonics: Diphthongs oi, oy	267
Structural Analysis: Final Stable Syllables	268
Text Feature: Captions	269
Write About Reading: Cause and Effect ...	270

Unit 6 • Together We Can!

Week 1

Taking Action

Phonics: Variant Vowel /ü/	271
High-Frequency Words	272
Vocabulary: <i>demand, emergency</i>	273
Comprehension: Theme Chart	274
Comprehension: Mini Book <i>Working Together</i>	275
Comprehension: Story Questions Theme	277
Vocabulary Strategy: Synonyms	278
Phonics: Variant Vowel /ü/	279
Structural Analysis: Suffixes <i>-ful, -less</i>	280
Text Feature: Captions	281
Write About Reading: Theme	282

Week 2

My Team

Phonics: Variant Vowel /ô/	283
High-Frequency Words	284
Vocabulary: <i>accept, often</i>	285
Comprehension: Author's Purpose Chart ...	286
Comprehension: Mini Book <i>Coaches</i>	287
Comprehension: Story Questions Author's Purpose	289
Vocabulary Strategy: Antonyms	290
Phonics: Variant Vowel /ô/	291
Structural Analysis: Vowel-Team Syllables ..	292
Literary Element: Sensory Words	293
Write About Reading: Author's Purpose ..	294

Week 3

Weather Together

Phonics: Silent Letters <i>wr, kn, gn</i>	295
High-Frequency Words	296
Vocabulary: <i>country, gathers</i>	297
Comprehension: Cause and Effect Chart ..	298
Comprehension: Mini Book <i>Storm Watch</i>	299

Comprehension: Story Questions

Plot: Cause and Effect	301
Vocabulary Strategy: Similes	302
Phonics: Silent Letters <i>wr, kn, gn</i>	303
Structural Analysis: Compound Words ...	304
Text Feature: Headings	305
Write About Reading: Plot: Cause and Effect	306

Week 4

Sharing Traditions

Phonics: Three-Letter Blends	307
High-Frequency Words	308
Vocabulary: <i>difficult, nobody</i>	309
Comprehension: Theme Chart	310
Comprehension: Mini Book <i>Sue's Surprise</i>	311
Comprehension: Story Questions Theme	313
Vocabulary Strategy: Compound Words ..	314
Phonics: Three-Letter Blends	315
Structural Analysis: Inflectional Endings <i>-ed, -ing</i>	316
Text Feature: Directions	317
Write About Reading: Theme	318

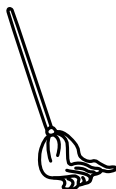
Week 5

Celebrate America!

Phonics: /âr/air, are, ear	319
High-Frequency Words	320
Vocabulary: <i>nation, unite</i>	321
Comprehension: Author's Purpose Chart ..	322
Comprehension: Mini Book <i>Favorite Days</i>	323
Comprehension: Story Questions Author's Purpose	325
Vocabulary Strategy: Metaphors	326
Phonics: /âr/air, are, ear	327
Structural Analysis: r-Controlled Vowel Syllables	328
Text Feature: Map	329
Write About Reading: Author's Purpose ..	330

Name _____

A. Say each picture name. Write m below the picture if its name begins like map. Write s if its name begins like sun.







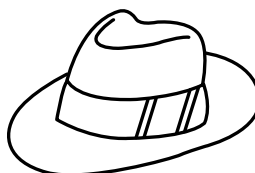






B. Say each picture name. Then write m below the picture if its name ends like jam.







Name _____

A. Say each picture name. Write a below the picture if its name begins with a as in apple.







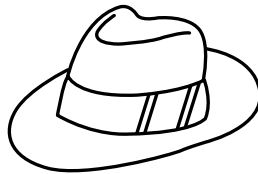




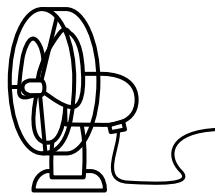


B. Say each picture name. Write a to complete the words.

h _____ t



f _____ n





Do you?

High-Frequency Words: *do, I, like, to, you*

4

I Like To



I like to



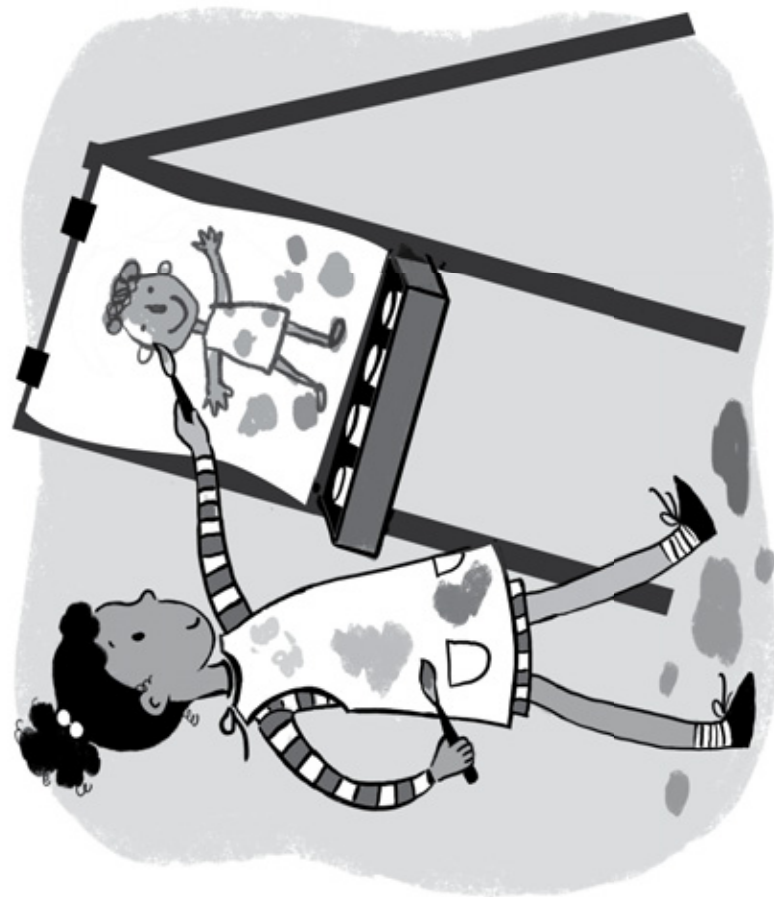
.

1



I like to

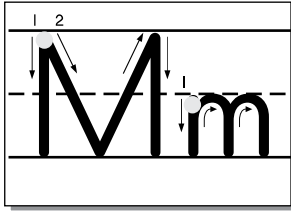
2



I like to

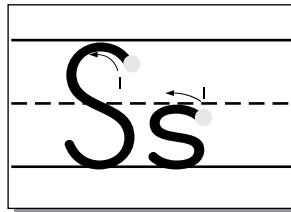
3

Name _____



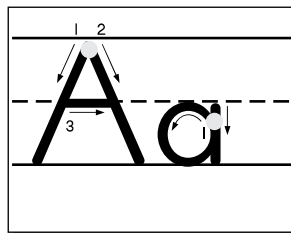
Mm Mm

Mm



Ss Ss Ss

Ss



Aa Aa

Aa

Write a sentence. Use the letters from this page.

Name _____

A. Say each picture name. Write p below the picture if its name begins like pin. Write t below the picture if its name begins like toy.

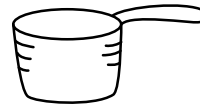












B. Say each picture name. Write p below the picture if its name ends like cup. Write t below the picture if its name ends like bat.



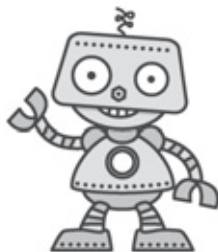




Name _____

A. Say each picture name. Write n below the picture if its name begins like nest. Write r if its name begins like rat.

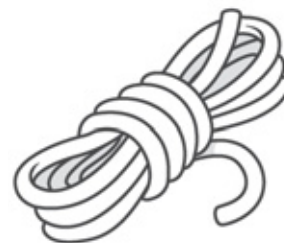












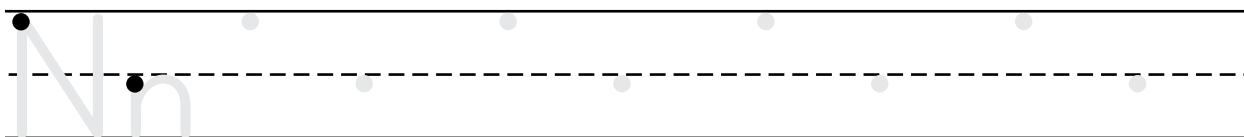
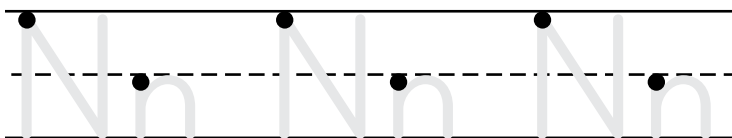
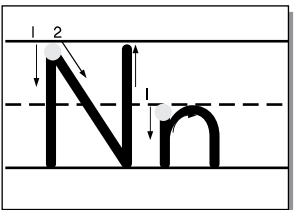
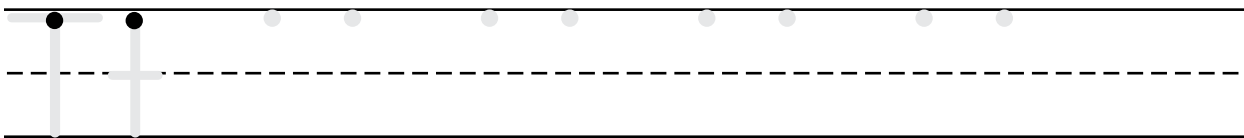
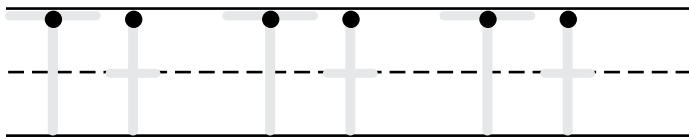
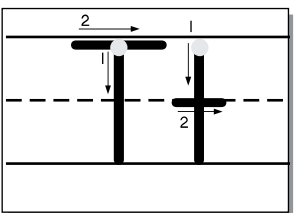
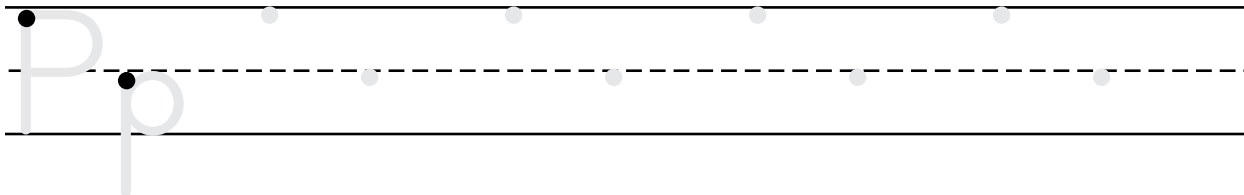
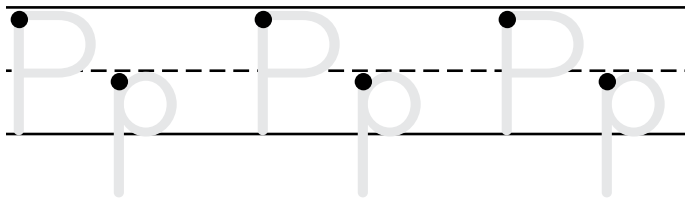
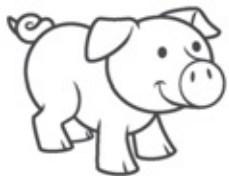
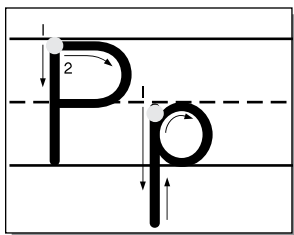
B. Say each picture name. Then write n below the picture if its name ends like fun.



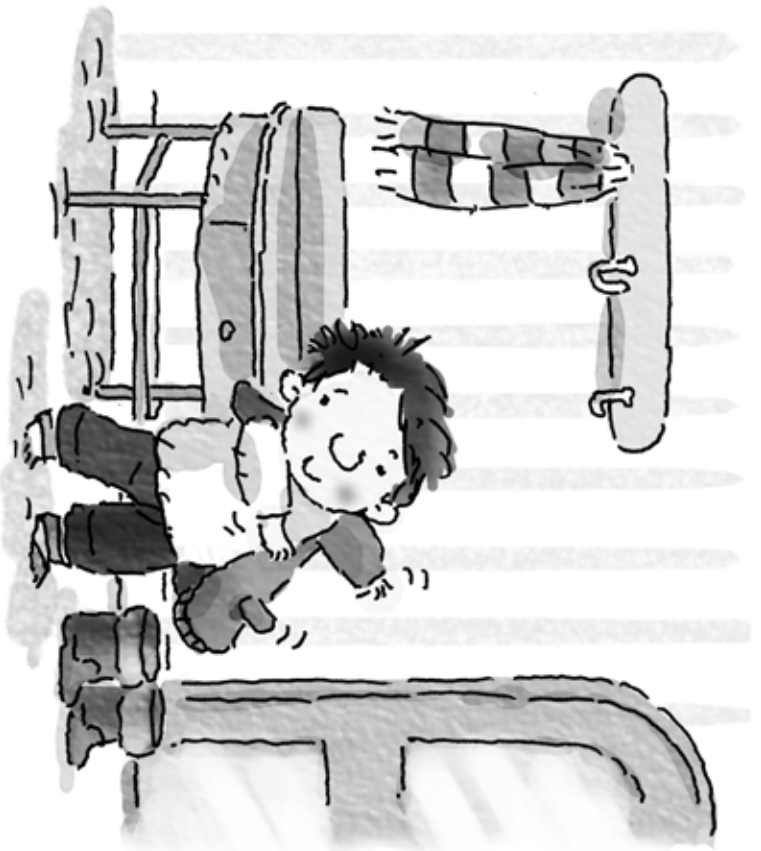




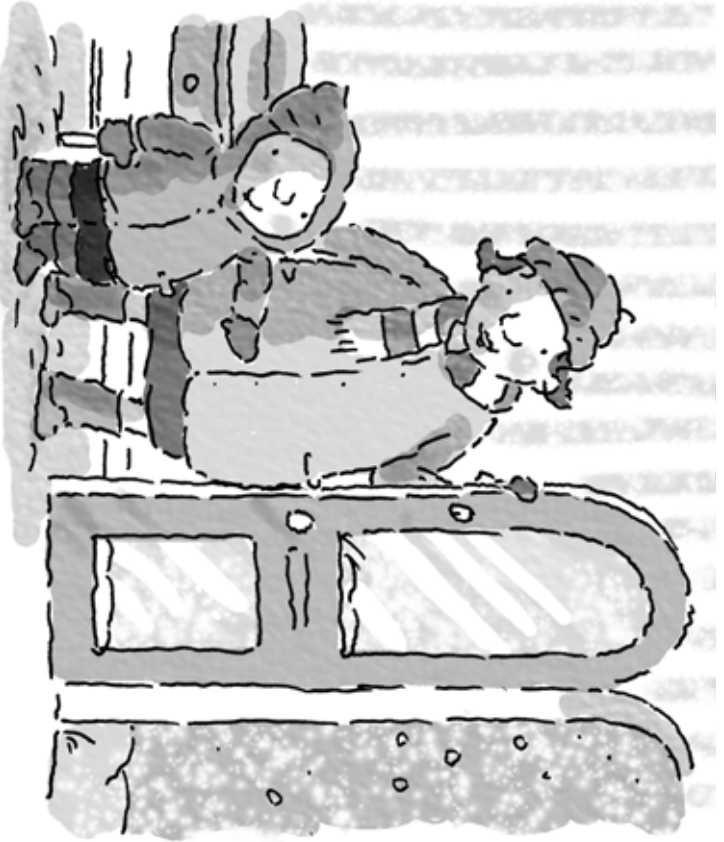
Name _____

**Write a sentence. Use the letters from this page.**

He Can Go!



He has a .

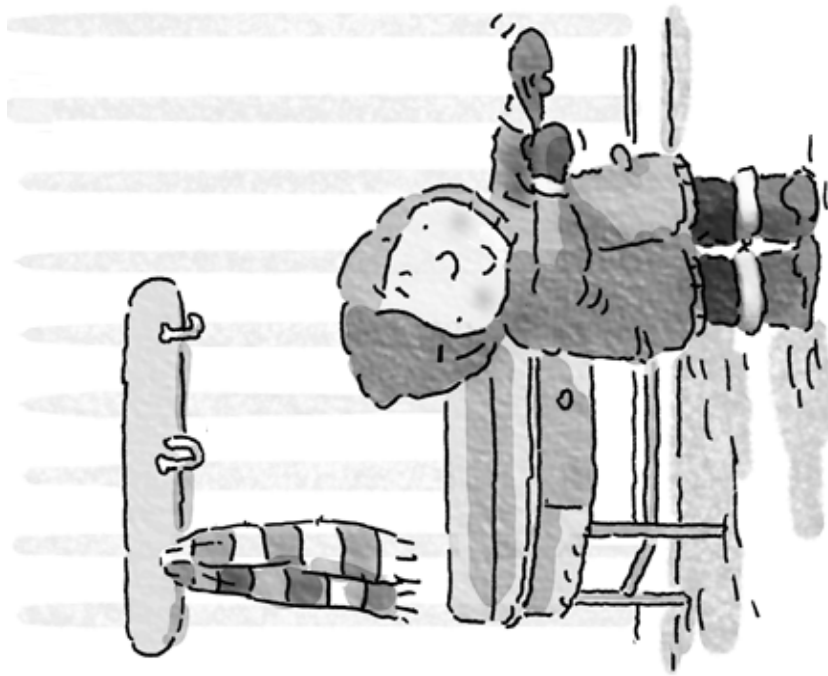


He can go!

High-Frequency Words: *a, can, go, has, he*

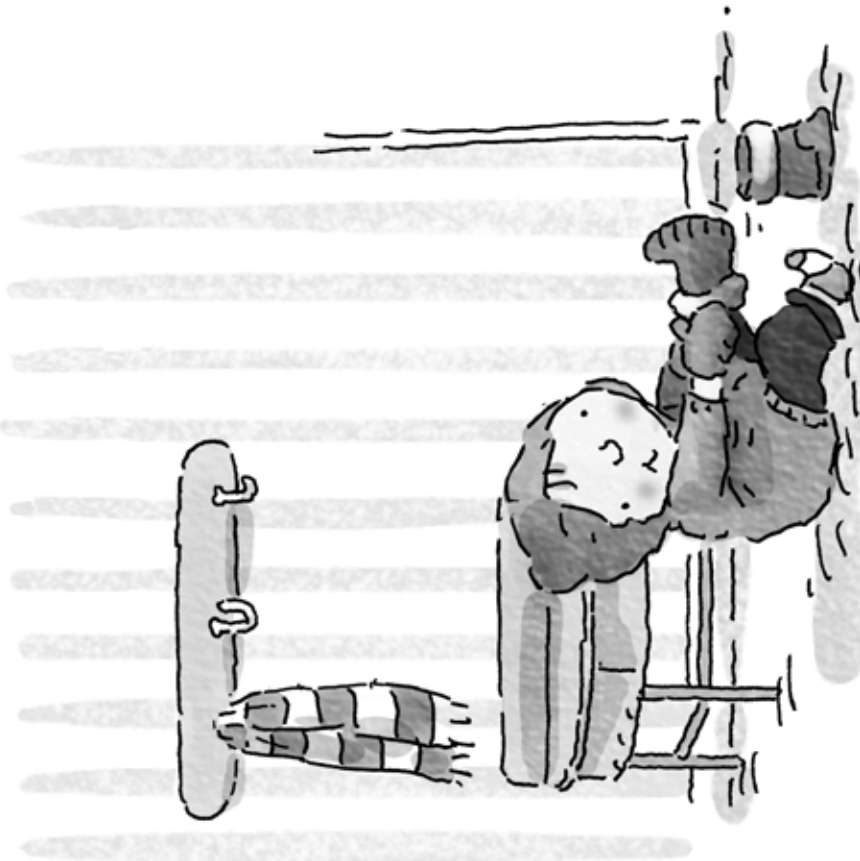
4

1



He has .

3



He has .

2

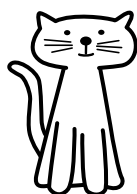
Name _____

A. Say each picture name. Write i below the picture if its name begins with i as in ink.

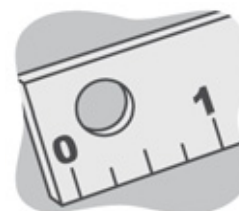












B. Say each picture name. Write i to complete the words.

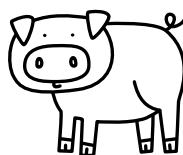
s

x

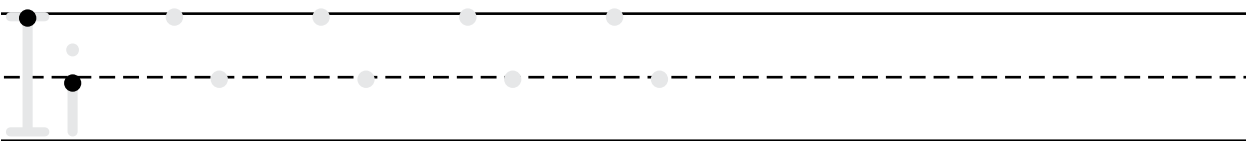
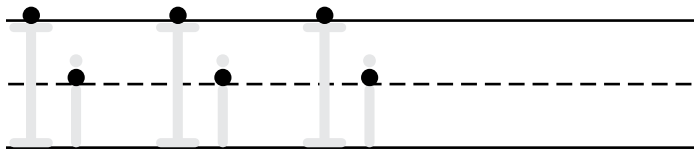
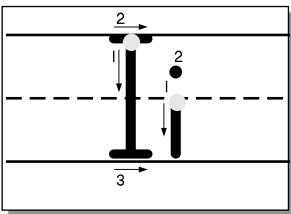
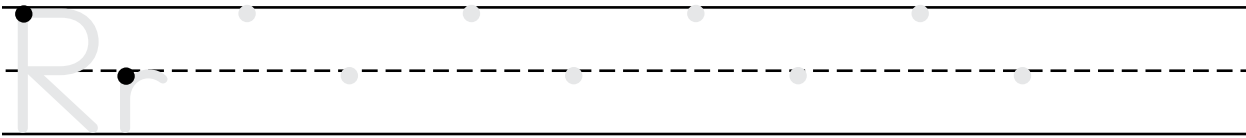
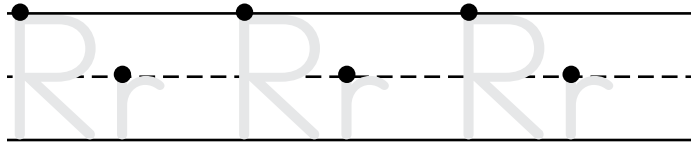
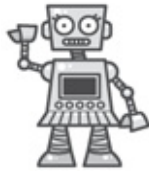
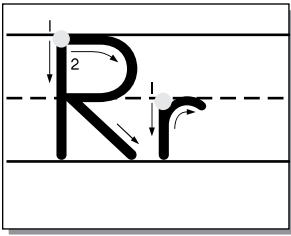
6

p

g



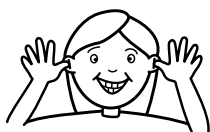
Name _____



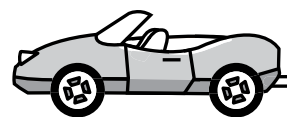
Write some sentences. Use the letters from this page.

Name _____

A. Say each picture name. Write c below the picture if its name begins like cat. Write f if its name begins like fun.











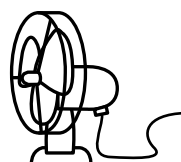


B. Say each picture name. Write c or f to complete the words.

a t

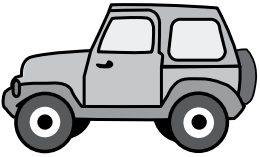


a n



Name _____

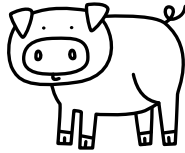
A. Say each picture name. Write o below the picture if its name begins with o as in ox.













B. Say each picture name. Write o to complete the words.

x



b

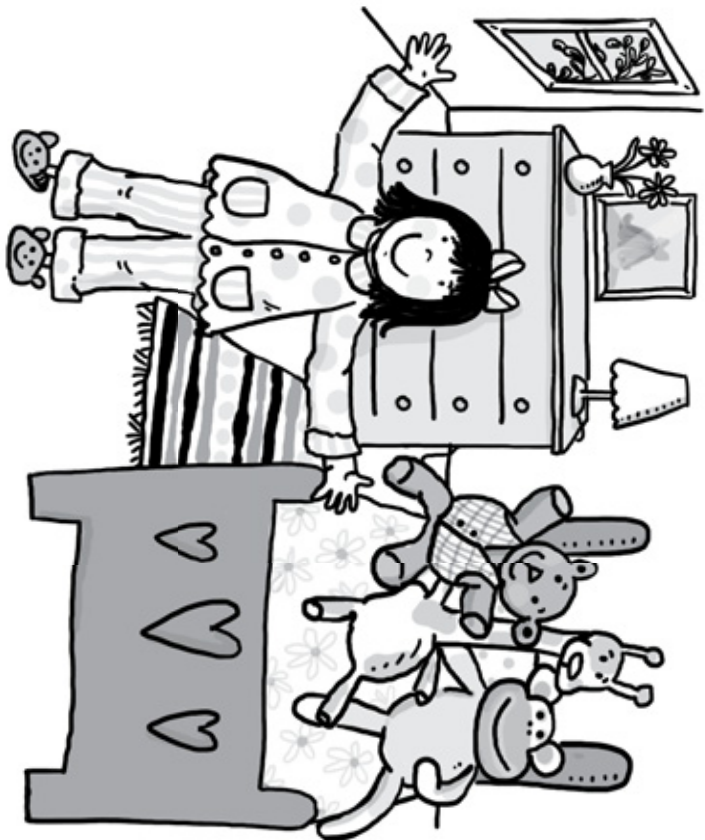
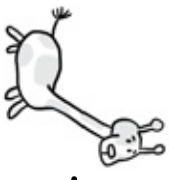
x



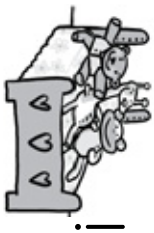
Look!



Look! This is my



This is my

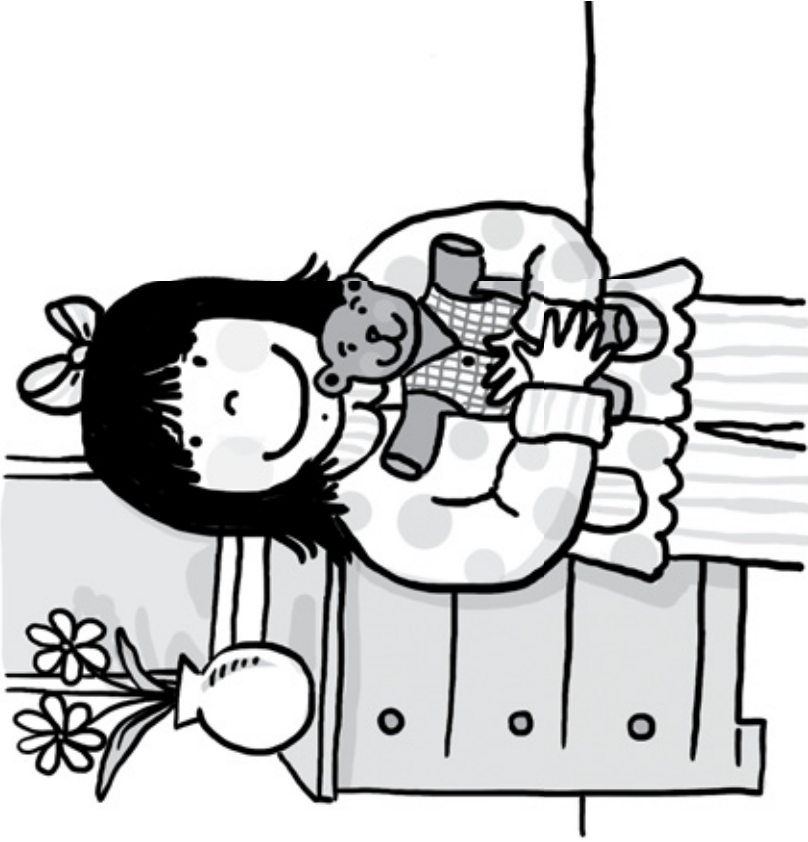


High-Frequency Words: *is, look, little, my, this*



Look! This is my

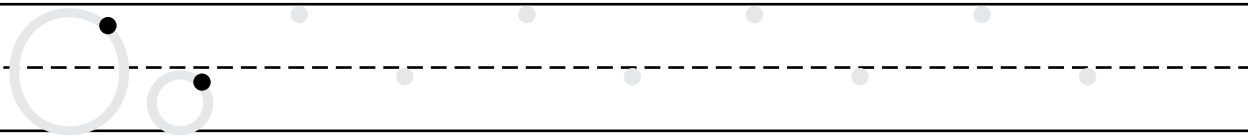
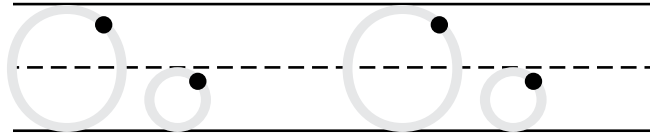
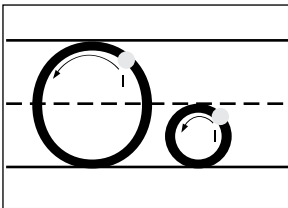
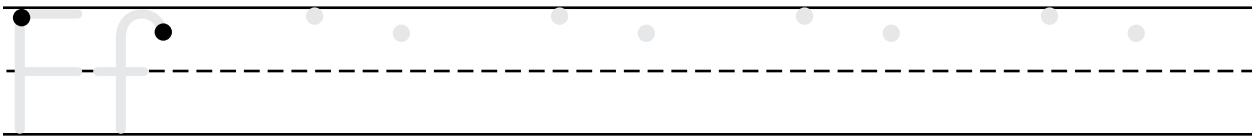
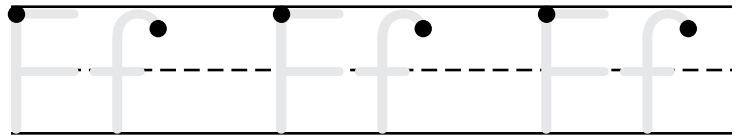
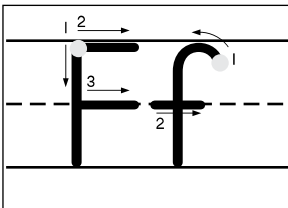
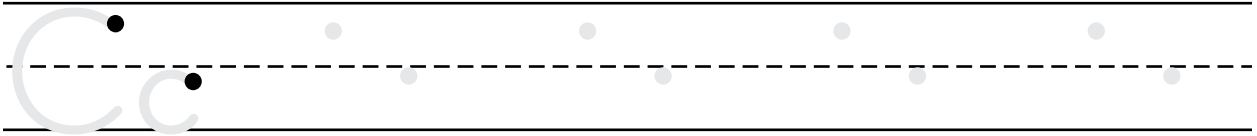
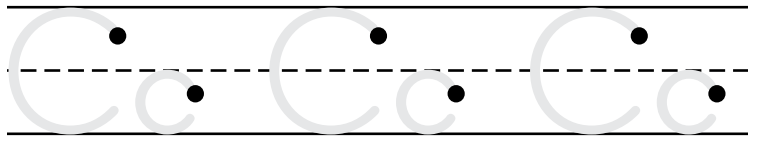
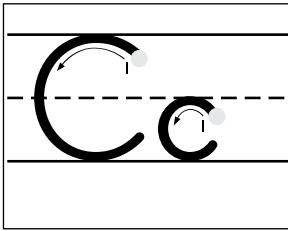
②



Look! This is my little

③

Name _____



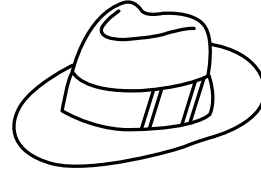
Write a sentence. Use the letters from this page.

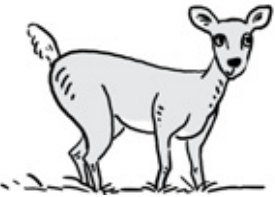
Name _____

A. Say each picture name. Write d below the picture if its name begins like door. Write h if its name begins like home.













B. Say the picture name. Then write d to complete the word. Read the word.

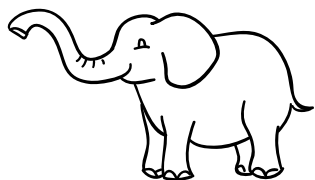


b

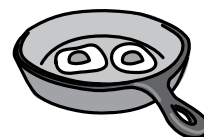
e

Name _____

A. Say each picture name. Write e below the picture if its name begins with e as in egg.

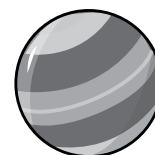










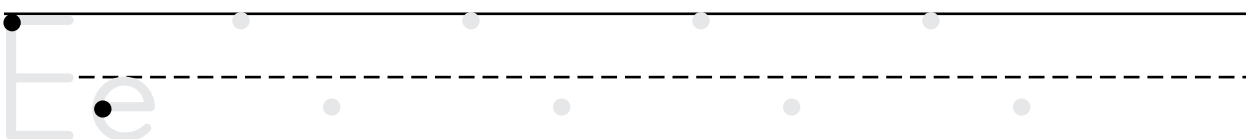
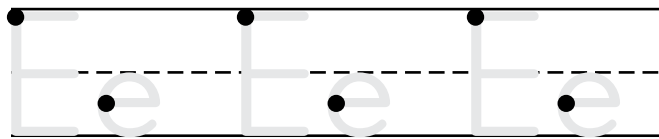
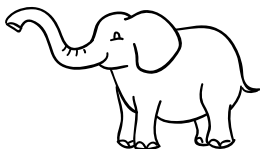
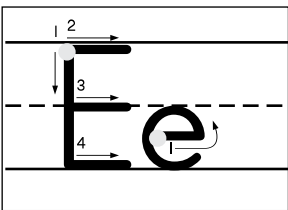
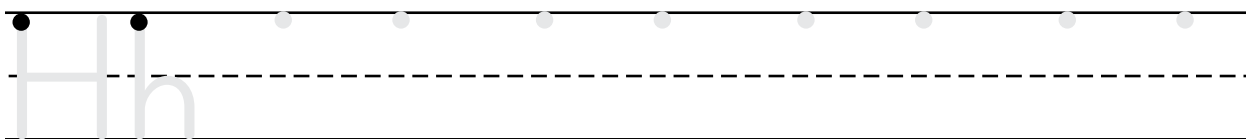
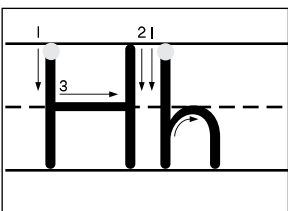
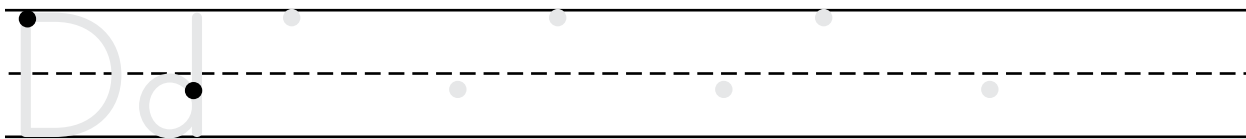
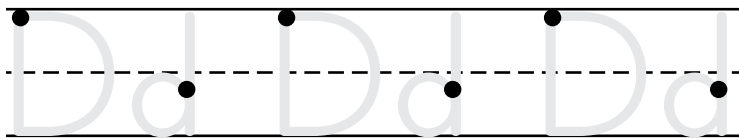
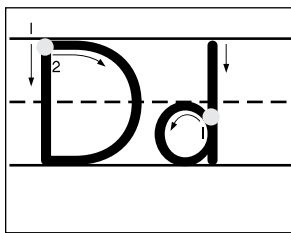


B. Say the picture name. Then write e to complete the word. Read the word.



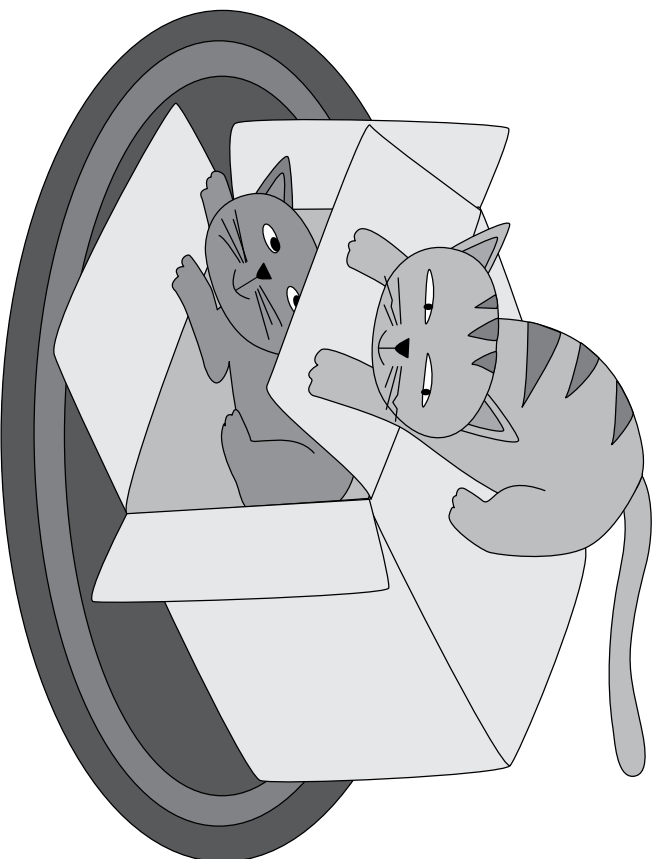
l _____ g

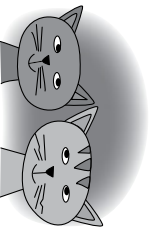
Name _____

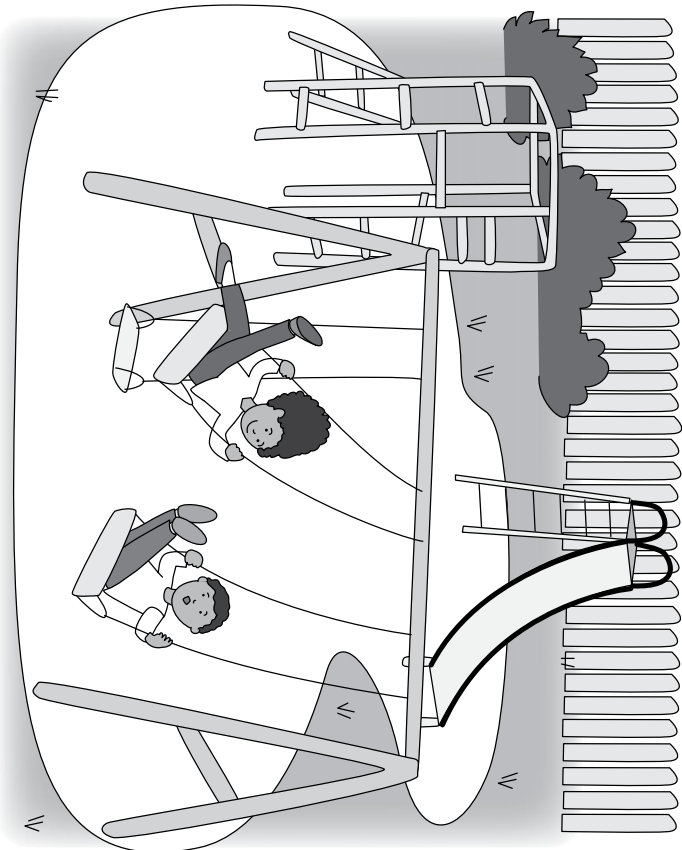


Write a sentence. Use the letters from this page.

We Play Here



The  play here.

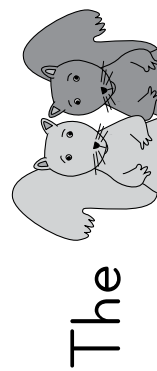
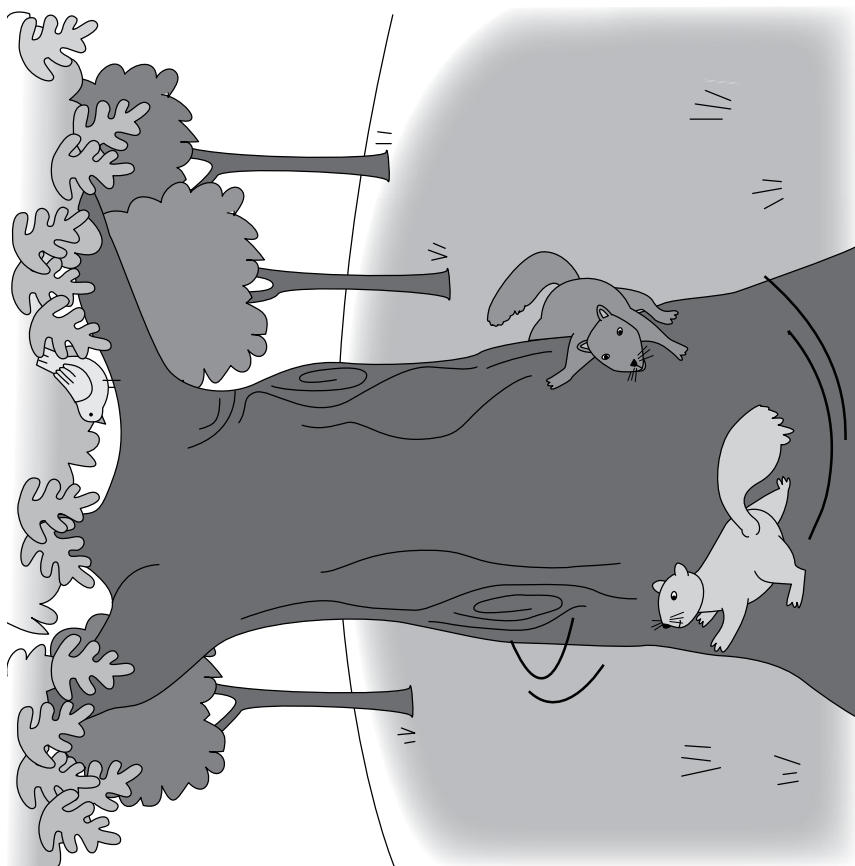


This is where we play!

High-Frequency Words: *here, play, the, we, where*

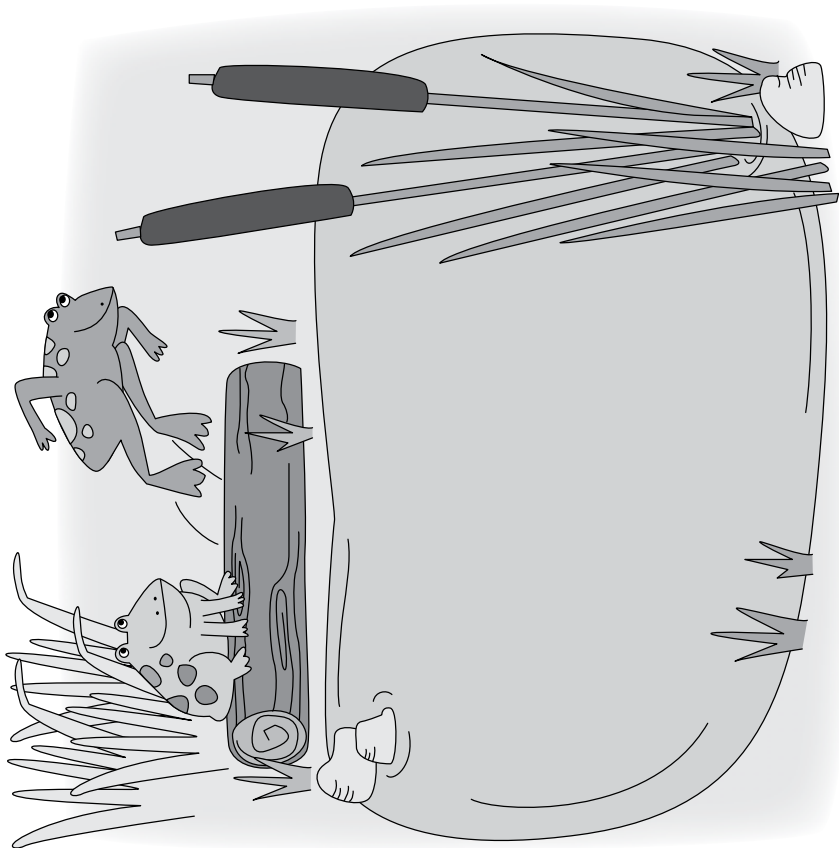
4

1



The _____ play here.

②



The _____ play here.

③

Name _____

A. Say each picture name. Write b below the picture if its name begins like bat. Write l if its name begins like lemon.











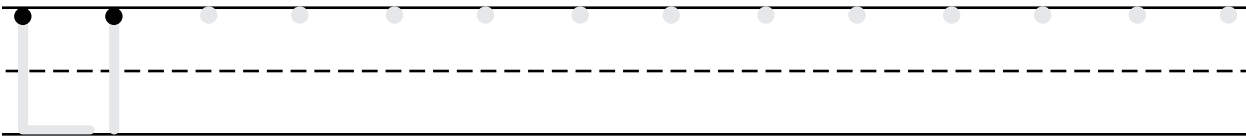
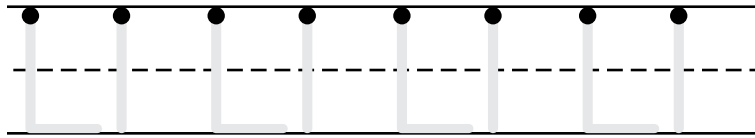
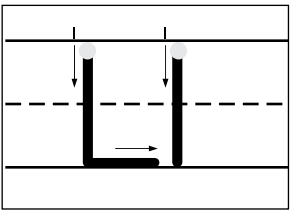
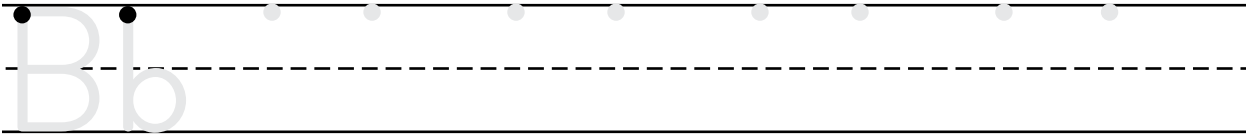
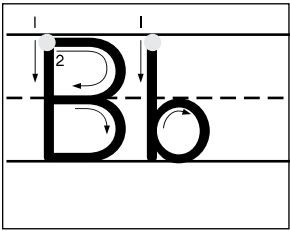


B. Say the picture name. Then write b to complete the word. Read the word.



+ u

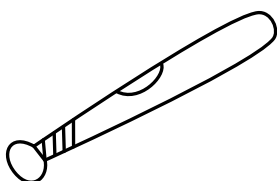
Name _____



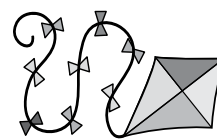
Write some sentences. Use the letters from this page.

Name _____

A. Say each picture name. Write k below the picture if its name begins like king.







B. Say each picture name. Write ck below the picture if its name ends like back.







C. Write the letters ck to make new words.

ki _____

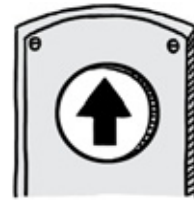
so _____

Name _____

A. Say each picture name. Write u below the picture if its name begins with u as in up.













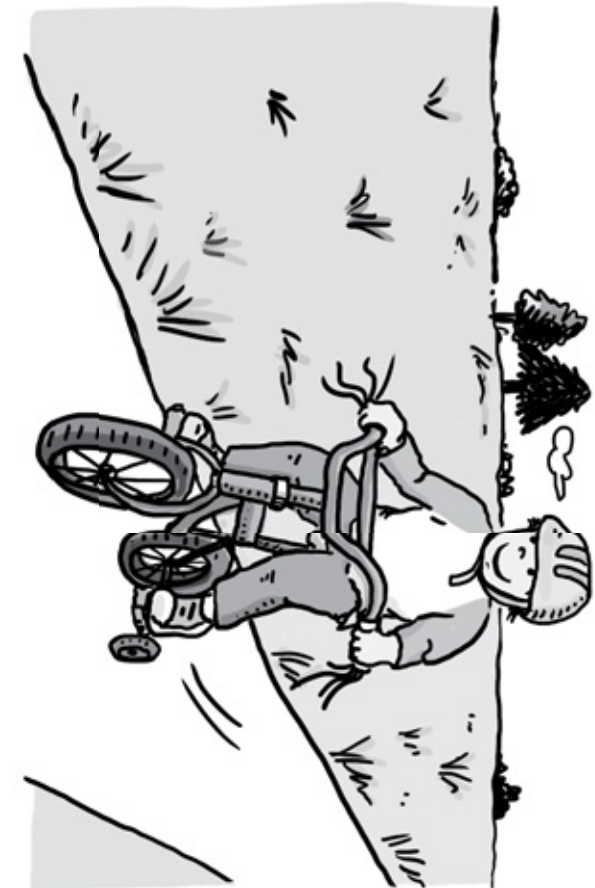
B. Say the picture name. Then write u to complete the word. Read the word.



c

p

With Me



Look! I can go.

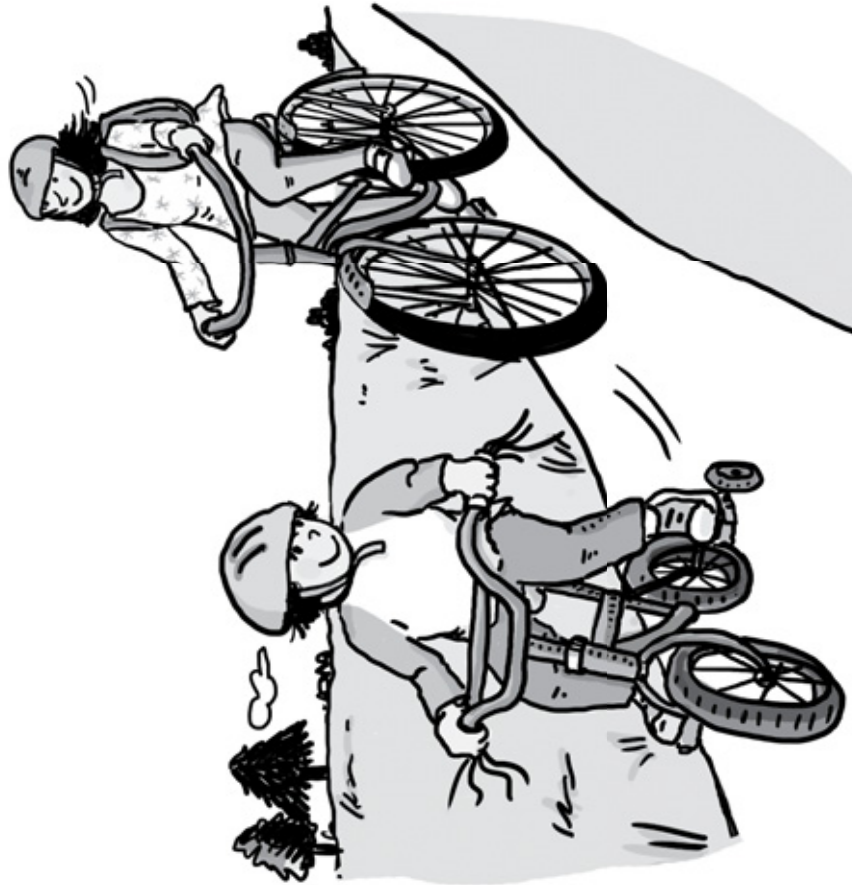
①



She has a  for me!

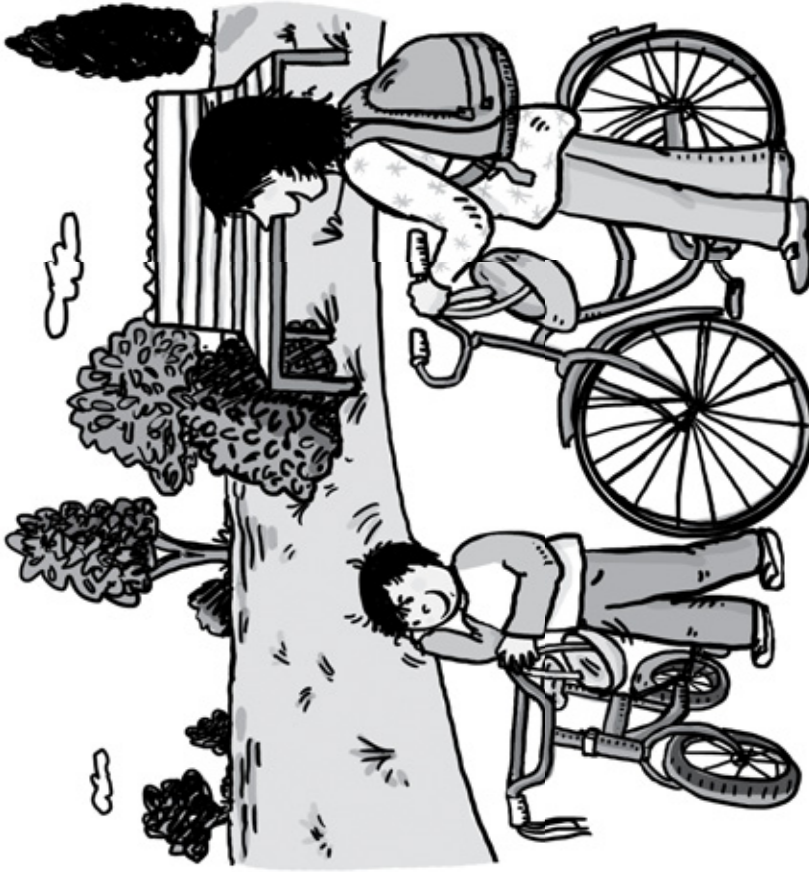
High-Frequency Words: are, for, me, she, with

④



She is with me.

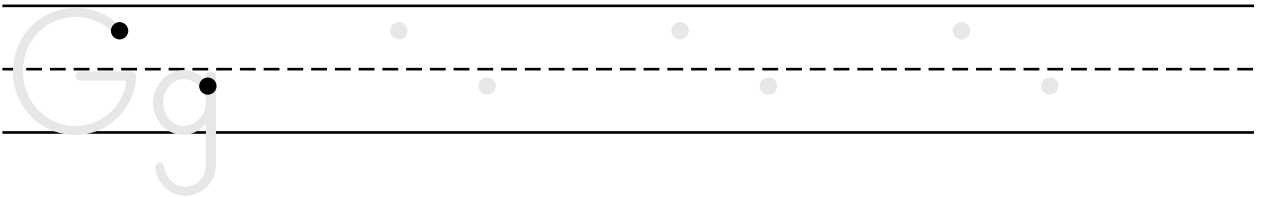
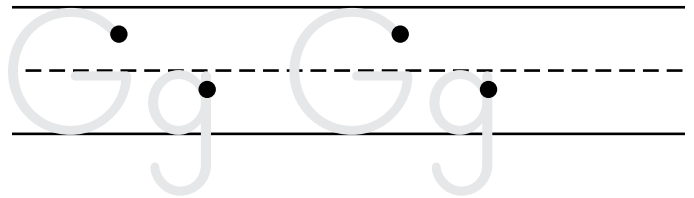
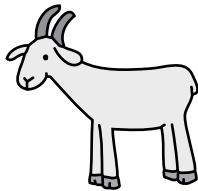
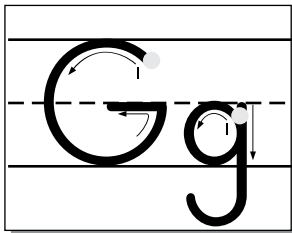
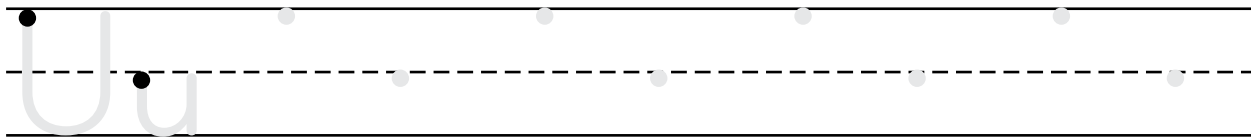
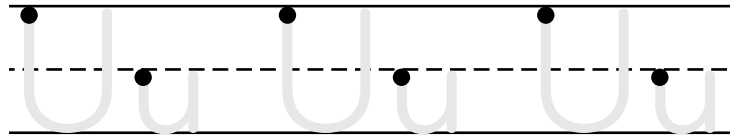
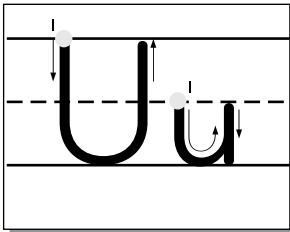
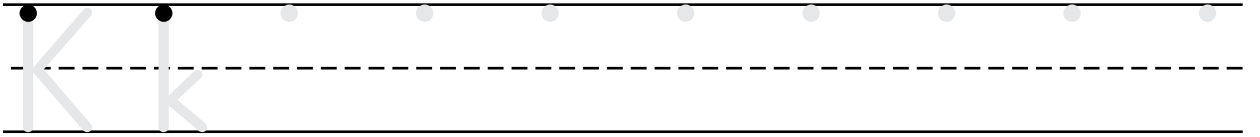
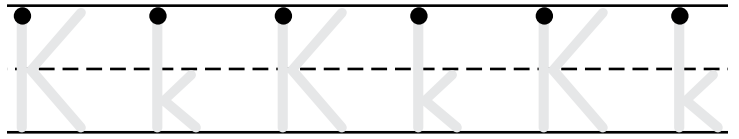
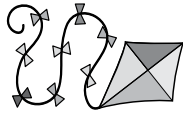
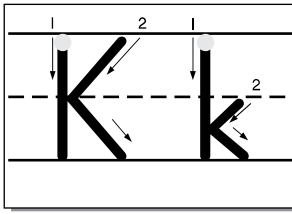
2



We are here.

3

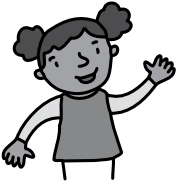
Name _____



Write a sentence. Use the letters from this page.

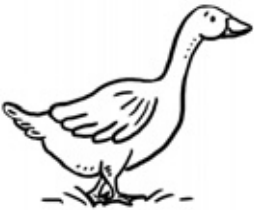
Name _____

A. Say each picture name. Write g below the picture if its name begins like gate. Write w if its name begins like water.

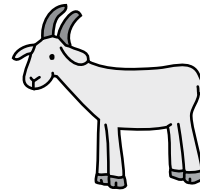




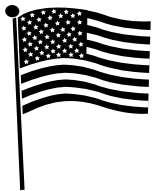








B. Say each picture name. Then write g below the picture if its name ends like dog.







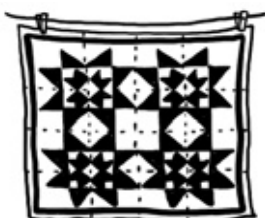
Name _____

A. Say each picture name. Write q below the picture if its name begins like quick. Write v if its name begins like van.













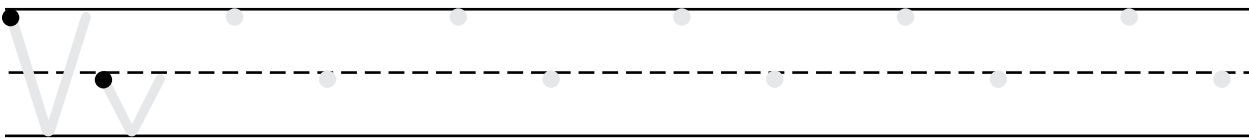
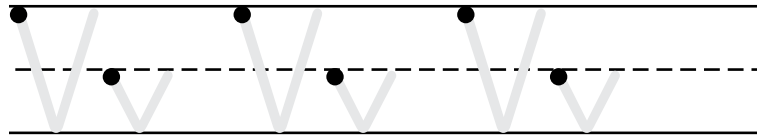
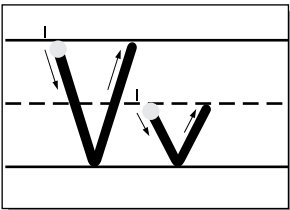
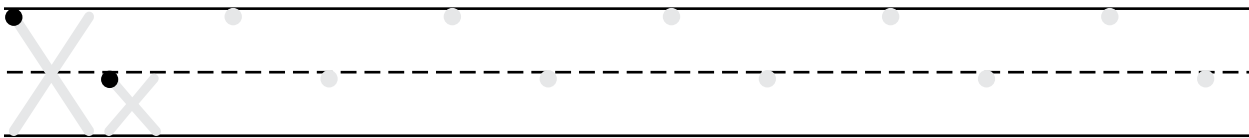
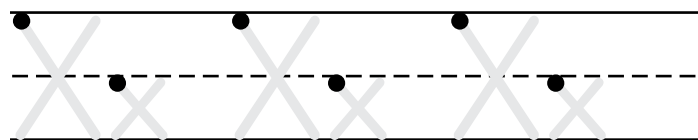
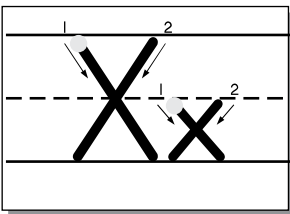
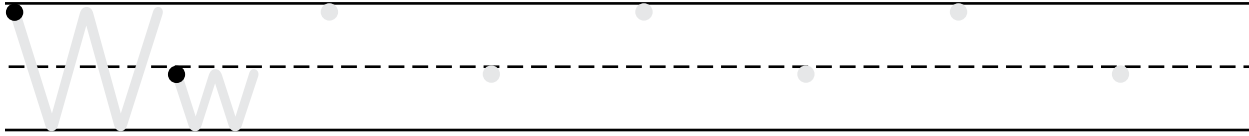
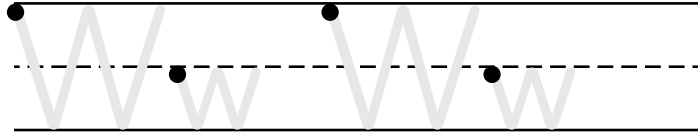
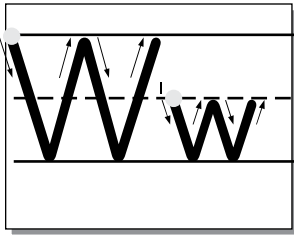
B. Say each picture name. Then write x below the picture if its name ends like fox.





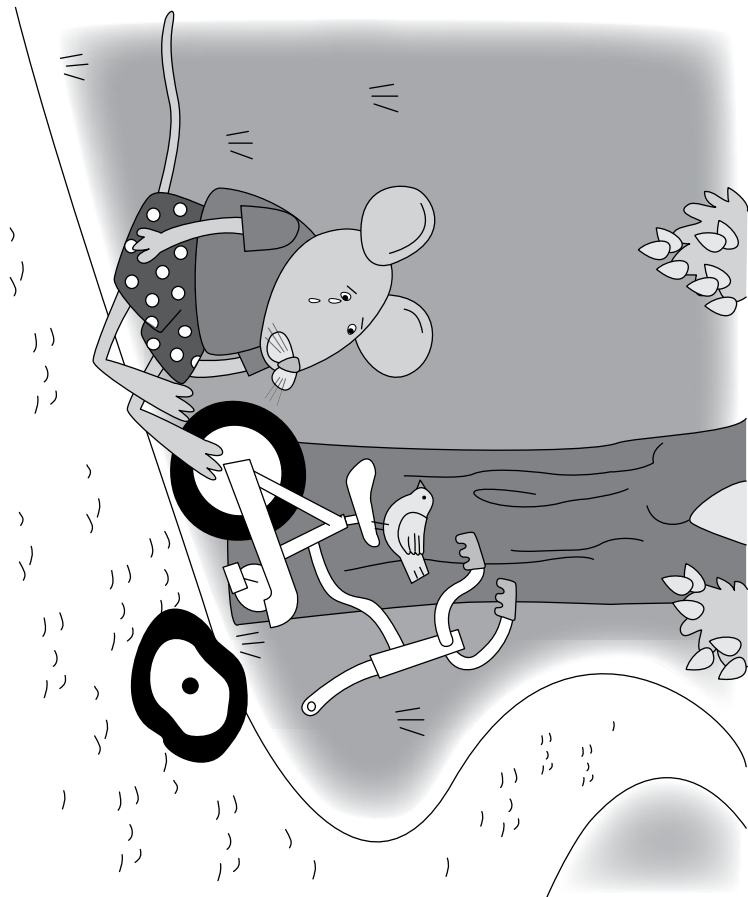


Name _____

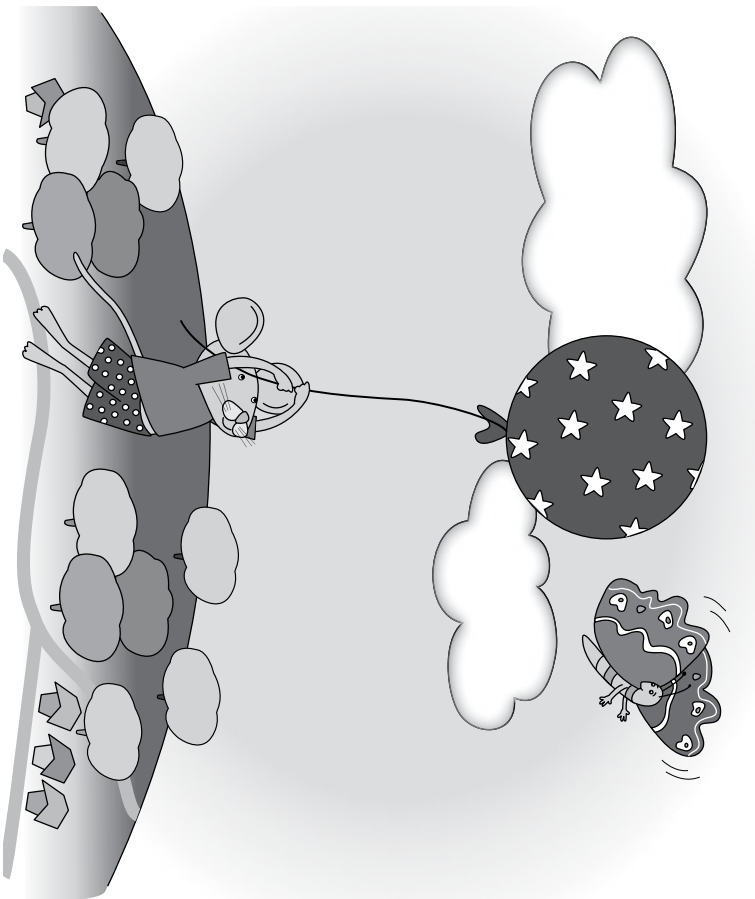


Write a sentence. Use the letters from this page.

He and She Go

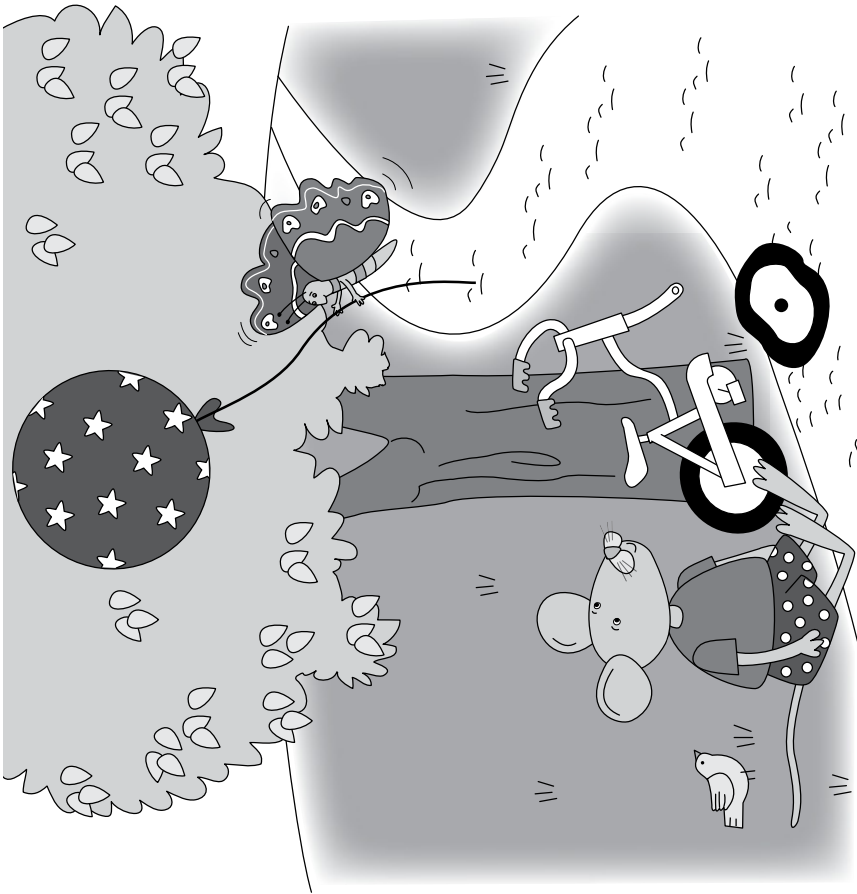


He was ☹️.



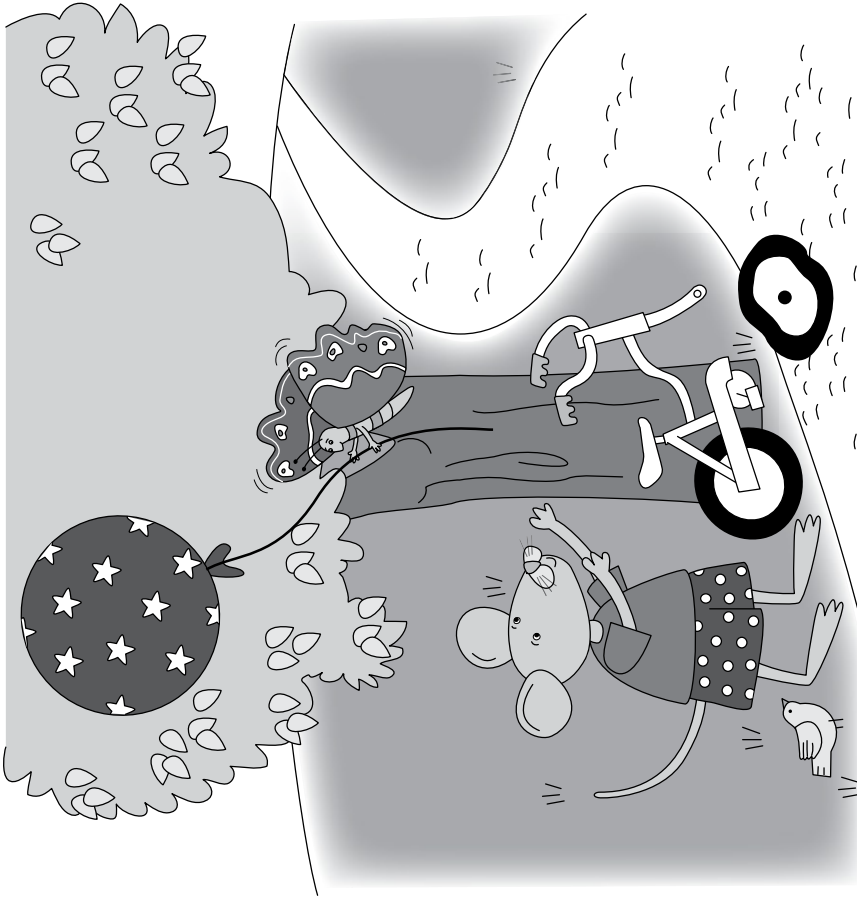
He and she go!

High-Frequency Words: *and, have, said, see, was*



“Have this,” she said.

2



See! He is 😊.

3

Name _____

A. Say each picture name. Write j below the picture if its name begins like jam. Write y if its name begins like yarn. Write z if its name begins like zoo.













B. Write j, y, or z to complete the words.

o



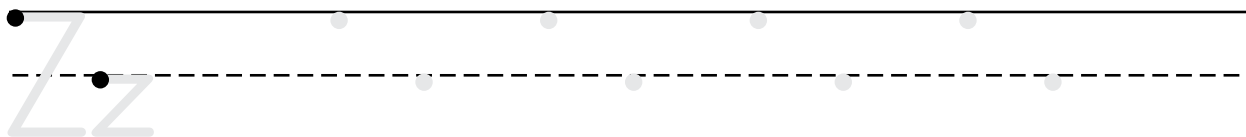
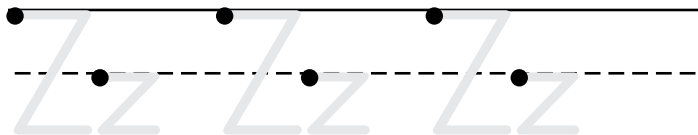
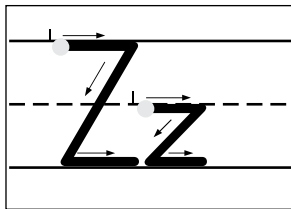
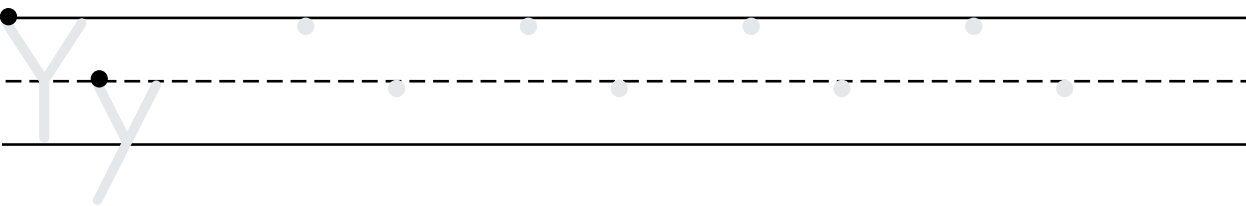
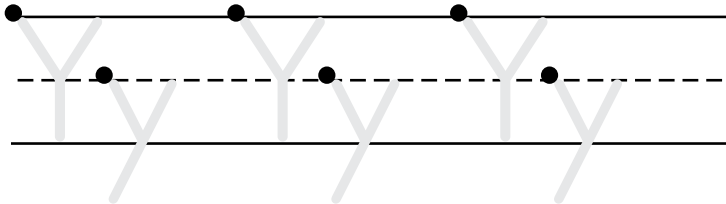
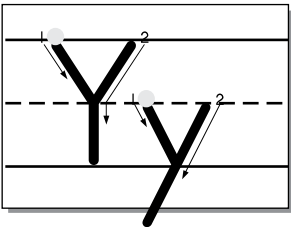
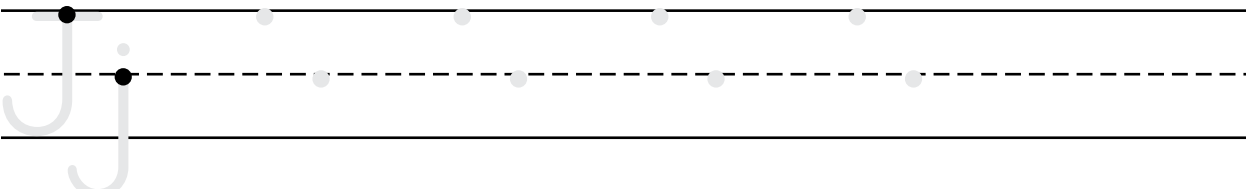
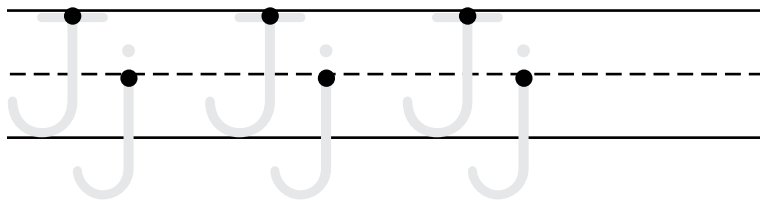
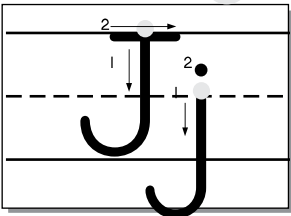
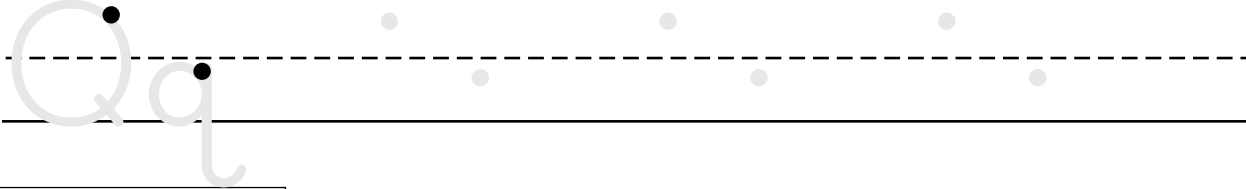
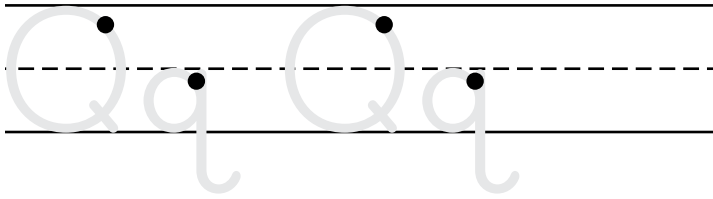
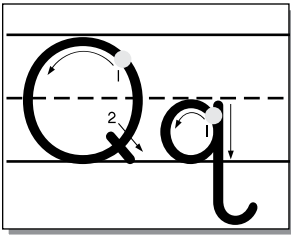


____ero

____arn

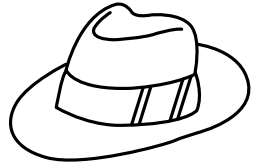
____am

Name _____



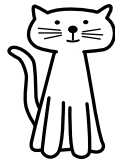
Name _____

The letter a can make the short **a** sound
you hear in h**a**t.

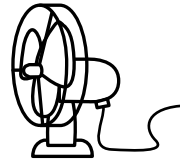
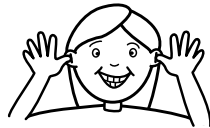


Read the word. Listen for the short a sound. Circle the picture that the word names.

1. cat



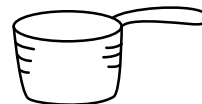
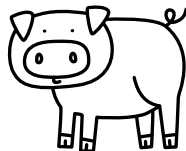
2. fan



3. map



4. pan



Name _____

A. Complete each sentence.
Use one of the words in the box.

does

not

school

what

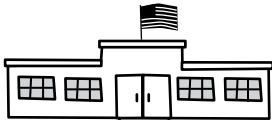
1. Sam can _____ see the map.



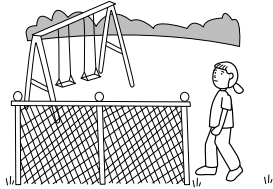
2. _____ do the cats have?



3. I like my _____.



4. Where _____ Nan go?



B. Write your own sentence using a word from the box.

5. _____

Name _____

Write a word from the box to name each picture.

bat

can

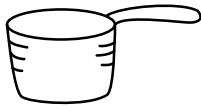
cat

fan

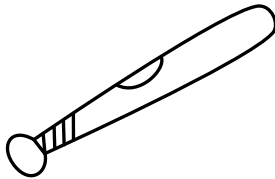
hat

pan

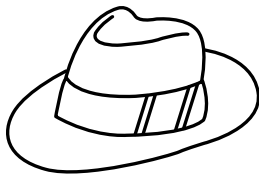
1.



2.



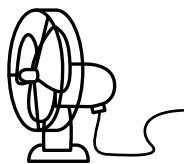
3.



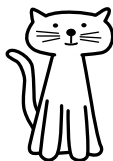
4.



5.



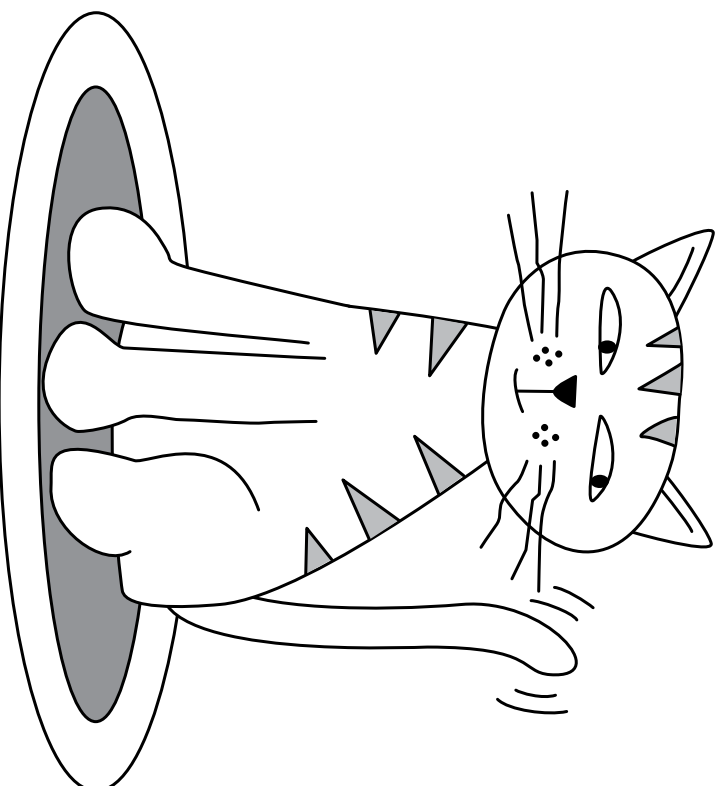
6.



Name _____

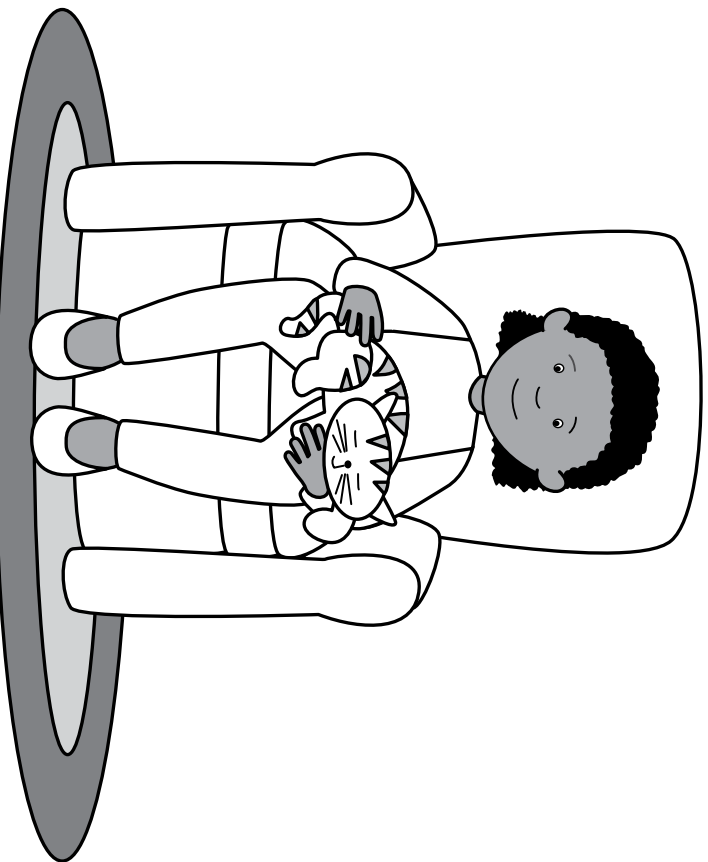
Fill in the Key Details Chart. Use words from the story.**Detail****Detail****Detail**

Jack the Cat



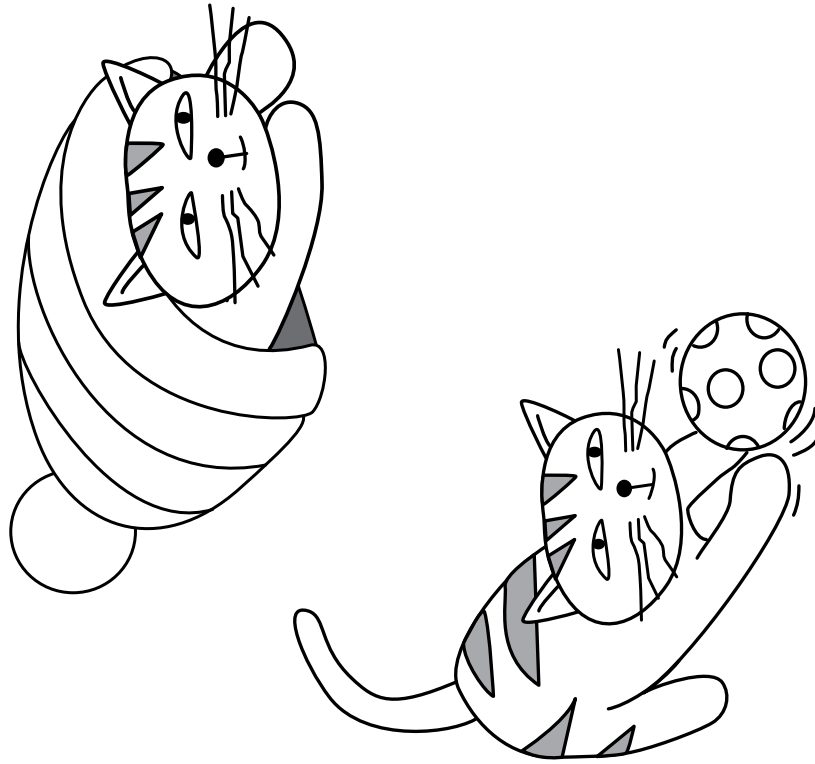
Jack is a cat.

①



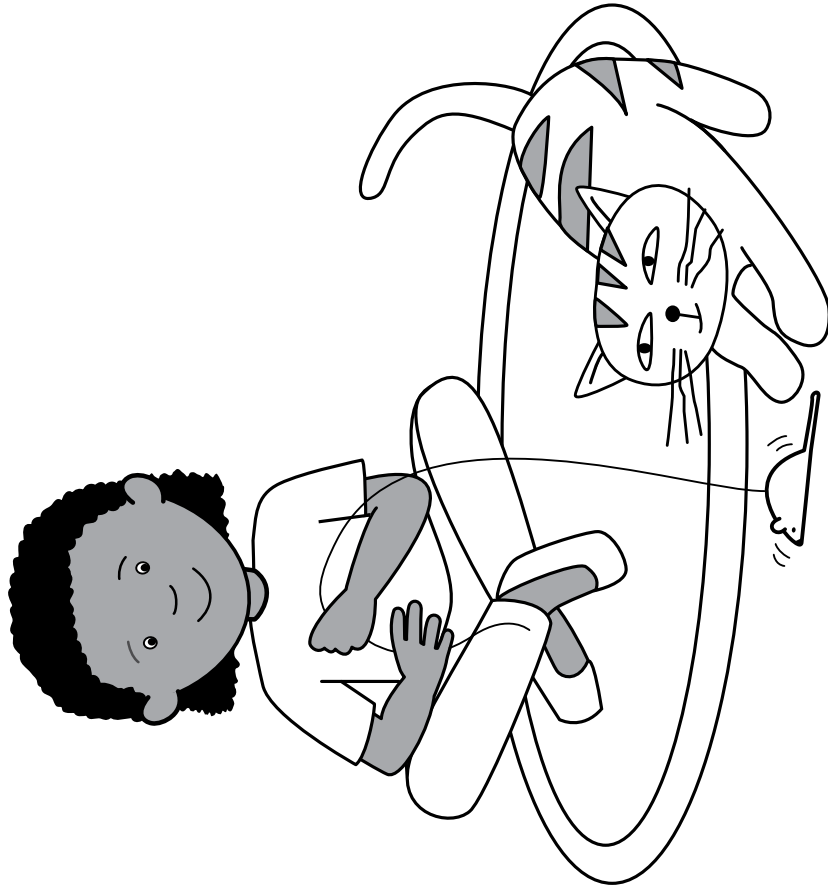
Jack likes to nap.

④



Jack likes to play.

2



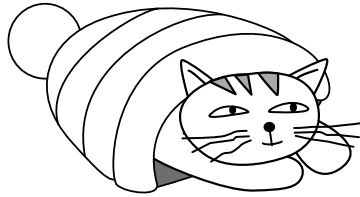
Jack likes Tam.

3

Name _____

A. Reread “Jack the Cat.” Circle two pictures that show key details from the story.

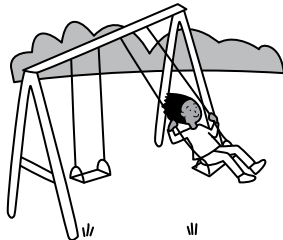
1.



2.



3.



B. Draw a picture in the box that shows another key detail from the story.



Name _____

Add **-s** to an action word when it follows a name or the word **he**, **she**, or **it**.

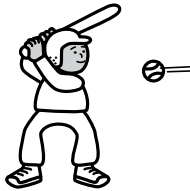
I tag you.**He tagsu me.****Pam tagsu you.**

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

1. She _____.
 nap naps



2. He _____.
 bat bats



3. It _____.
 quack quacks



4. Max _____ for school.
 pack packs



Name _____

Photographs are pictures that show people, animals, and things in real life.

A. Look at the photograph. Use the photograph to complete the sentences.



©Ingram Publishing/SuperStock

1. The cat has _____.

2. The cat likes to _____.

B. Look at the photograph. Write one more thing you see in the photograph.

3. _____

Name _____

Words and pictures in a story give you **key details**.

Reread “Jack the Cat.” Think about how the author used key details. Use the words and the pictures to tell a key detail on each page.

1. Page 1 Jack is a _____.

2. Page 2 Jack likes to _____.

3. Page 3 Jack likes _____.

4. Page 4 Jack likes to _____.

5. The key details tell me more about _____.

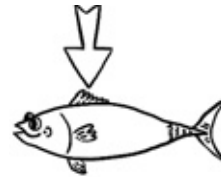
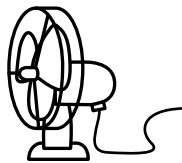
Name _____

The letter i can make the short i sound
you hear in pin.

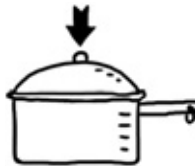


Read the word. Listen for the short i sound. Circle the picture that the word names.

1. fin



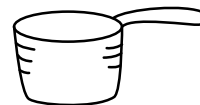
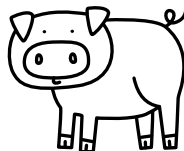
2. lid



3. hill



4. pig



Name _____

A. Complete each sentence. Use one of the words in the box.

down

out

up

very

1. The bag is _____ big.



2. Look _____ at my cat.



3. I go _____ to play.



4. Sam sits _____.



B. Write your own sentence using a word from the box.

5. _____

Name _____

Write a word from the box to name each picture.

kiss

pin

pick

dig

win

1.



2.



3.



4.



5.



Name _____

Fill in the Key Details Chart. Use words from the story.**Detail****Detail****Detail**

Pip and Tip



Pip will go up.

①



Tip will sit.

②

2

Tip will not go up.



3

Pip will dig.



Name _____

A. Reread “Pip and Tip.” Circle two pictures that show key details from the story.



B. Write a sentence that tells a key detail from page 3.

Name _____

When a word ends with two consonants that are the same, the letters together make one sound.

willjazzpass

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

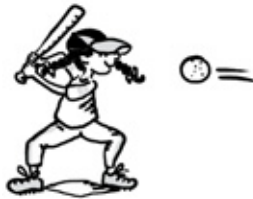
1. Matt has a big hat.



2. Pam has to miss school.



3. Cam will hit.



4. Dan can pass.



Name _____

Authors use **bold print** to point out words that are important.

A. Look at the picture. Read the sentences. Underline the words in bold print.

1. The **city** is big.
2. It has lots of **buildings**.



3. This house is in the **country**.
4. Kids play in the big **yard**.



B. Write your own sentence about where you live. Circle the most important word.

5. _____

Name _____

In a fantasy, you can find **key details** in the pictures and words.

A. Reread “Pip and Tip.” Think about how the author used key details. Use the words and the pictures to tell a key detail on each page.

1. Page 1 Pip will go _____.

2. Page 2 _____ will not go up.

3. Page 3 Pip will _____.

4. Page 4 Tip will _____.

B. Write another key detail about Tip.

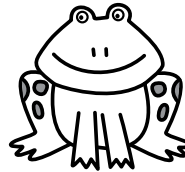
5. _____

Name _____

Sometimes consonants form a **blend**. You can hear the sound of a consonant and letter l form a blend at the beginning of **glad** and **slim**.

Read the word. Draw a line under the letters that form a blend. Write the letters. Circle the picture.

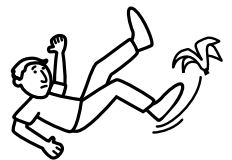
1. flag



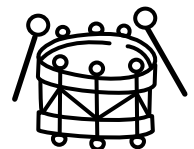
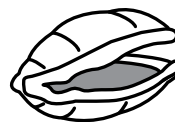
2. clip



3. slip



4. clam



Name _____

A. Complete each sentence. Use one of the words in the box.

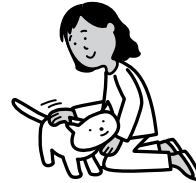
be

come

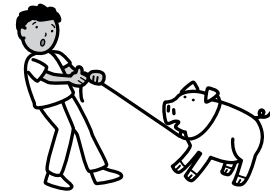
good

pull

1. Tam is a _____ cat.



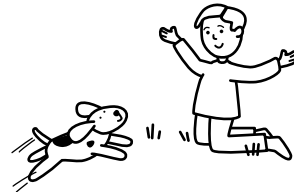
2. Max can _____ the big pig.



3. I can _____ a big help.



4. Tip can _____ to me.



B. Write your own sentence using a word from the box.

5. _____

Name _____

Use a word from the box to complete each sentence.

clap

flag

slam

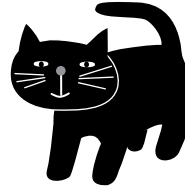
black

glad

1. We are _____.



2. The cat is _____.



3. Matt and Kim _____.



4. Do not _____ the door!



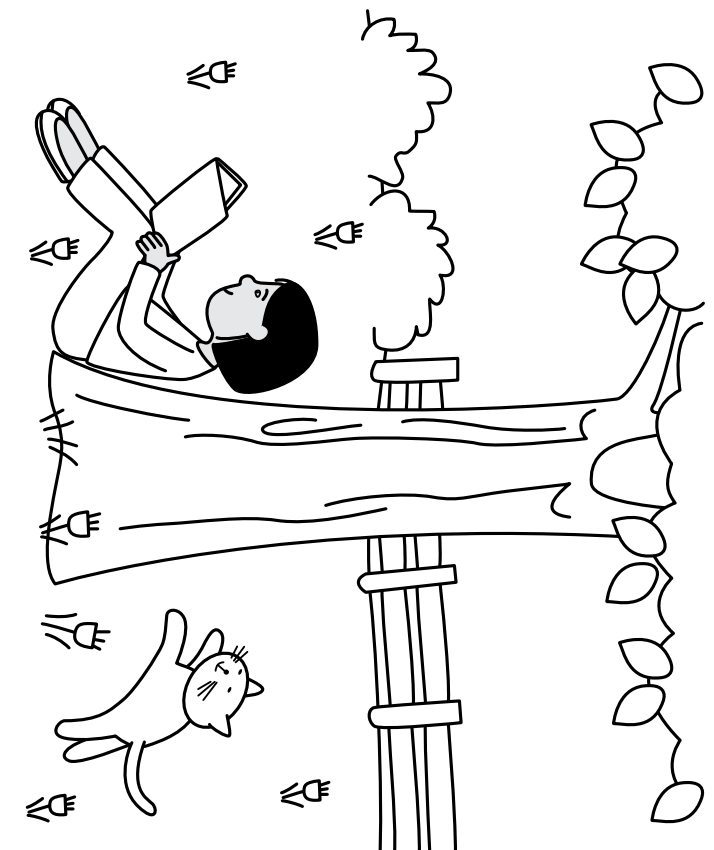
5. I can see a _____.



Name _____

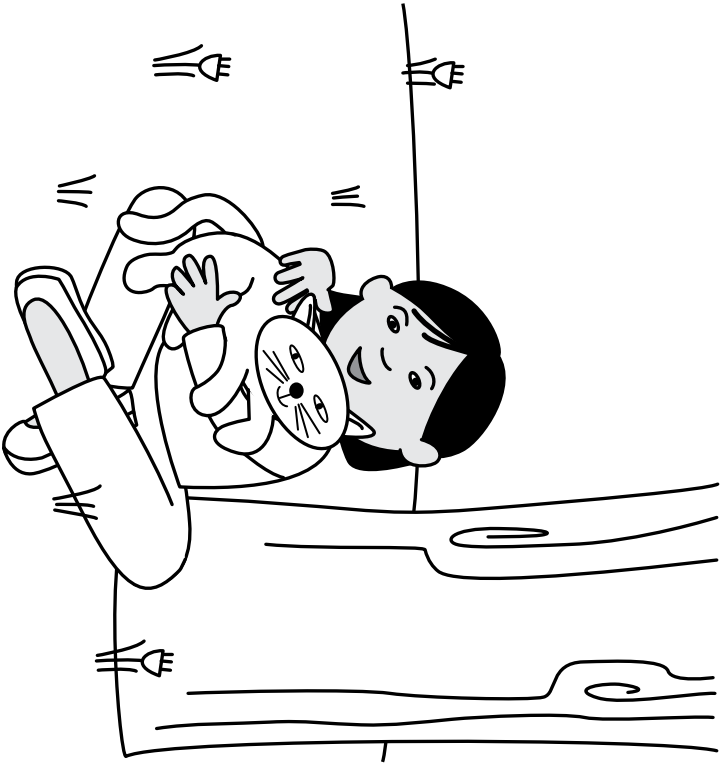
Fill in the Key Details Chart. Use words from the story.**Detail****Detail****Detail**

Kim and Flick



Flick the cat hid.

①

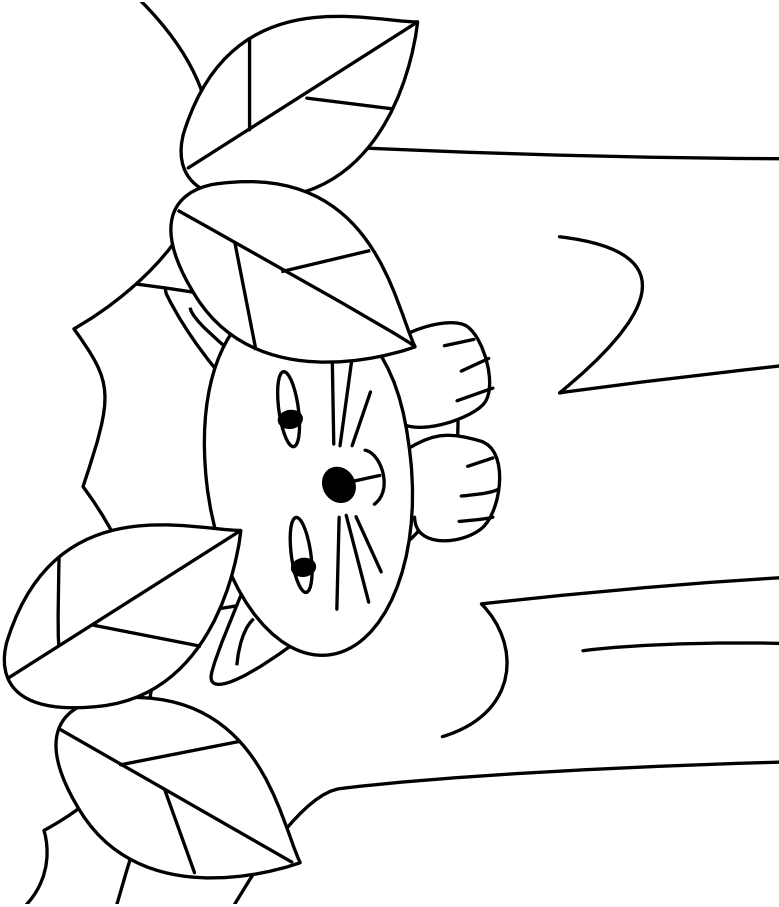


Kim is very glad.

②

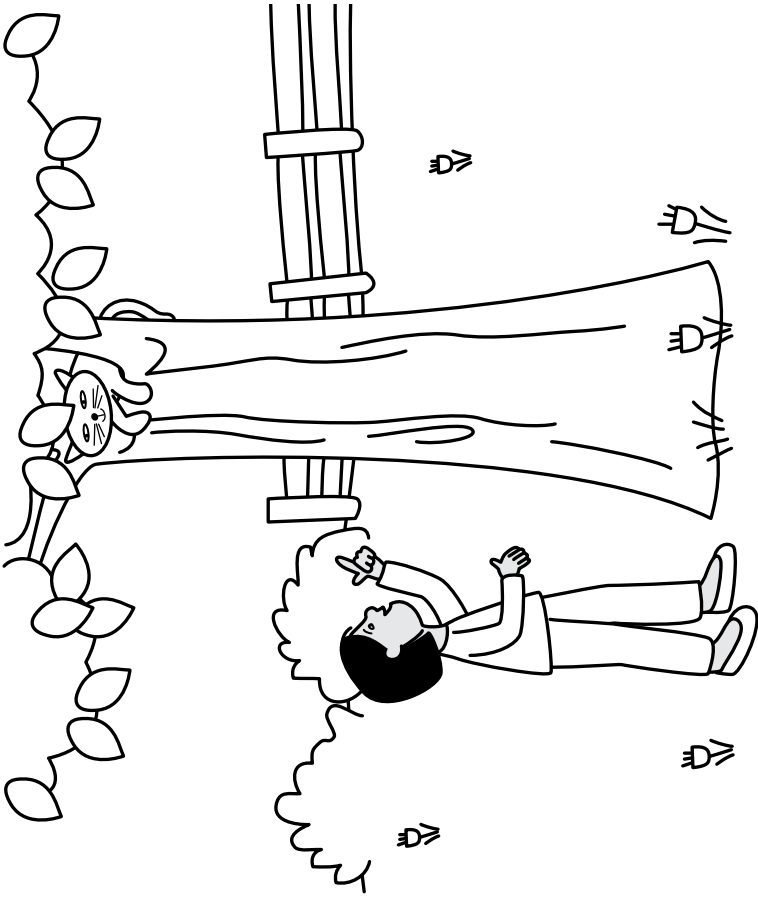
2

Where is Flick?



3

Come out, Flick!



Name _____

A. Reread “Kim and Flick.” Write a key detail to complete each sentence. Use a word from the box.

hid

Flick

come

Kim

1. _____ is a cat.

2. Flick _____ in the tree.

3. _____ looks for Flick.

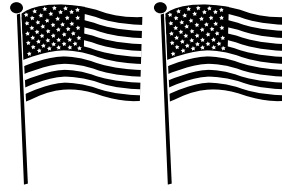
4. Kim wants Flick to _____ out.

B. Draw a picture to show how Kim feels when she finds Flick.



Name _____

Some words end with s. When a word ends in one s, it means there is more than one of something.

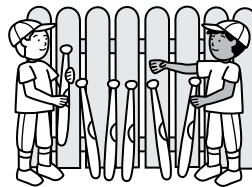
flag**flags**

Read each sentence. Underline the word that tells about more than one thing. Write the word on the line.

1. See the hats?



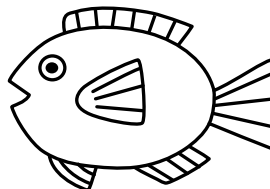
2. Tim and Jim have six bats.



3. We have cats.



4. The fish has fins.

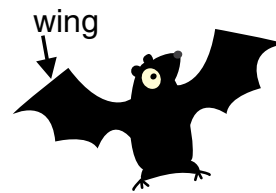


Name _____

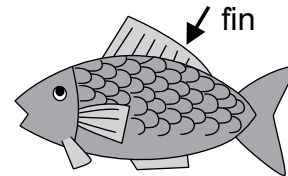
Labels are words or phrases that name people or things shown in a picture or photograph.

Look at the pictures. Read the labels. Then use the labels to complete the sentences.

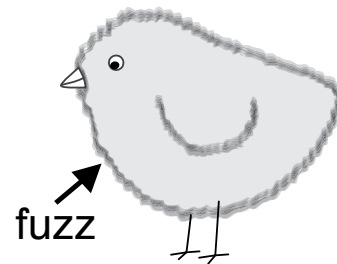
1. The bat has a _____.



2. The fish has a _____.



3. The chick has _____.



Name _____

Words and pictures in a story give you **key details**.

Reread “Kim and Flick.” Think about how the author used key details. Use the words and pictures to tell a key detail on each page.

1. Page 1 Flick is a _____.

2. Page 2 Flick is in the _____.

3. Page 3 Kim wants Flick to come _____.

4. Page 4 Kim feels _____.

5. The key details tell me more about

 _____.

Name _____

The letter o can make the short **o** sound
you hear in **sock** and **dot**.



A. Read the words in the box. Listen for the short o sound. Write the word that names each picture.

mop

hop

clock

box

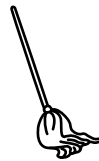
1.



2.



3.



4.



B. Circle each word that has the short o sound. Then write the word.

5. can

mom

clip

6. fin

mat

top

Name _____

A. Complete each sentence. Use one of the words in the box.

fun

make

they

too

1. _____ like to jump.



2. It is _____ to hop.



3. Mom can jog, _____.



4. Dad can _____ a cake.



B. Write your own sentence using a word from the box.

5. _____

Name _____

Write a word from the box to name each picture.

ox

block

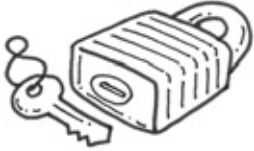
log

lock

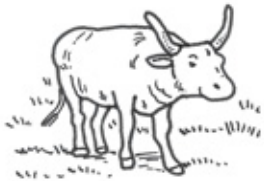
mop

mom

1.



2.



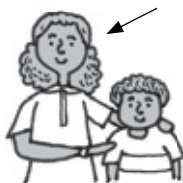
3.



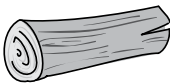
4.



5.



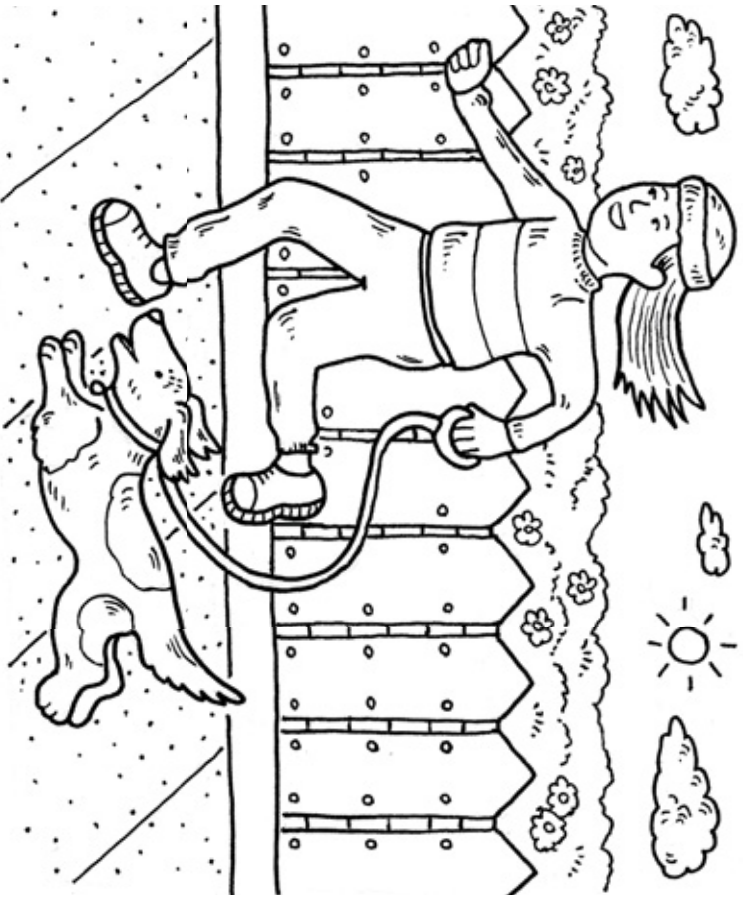
6.



Name _____

Fill in the Key Details Chart. Use words from the story.**Detail****Detail****Detail**

What Can It Do?



A dog can jog.

4



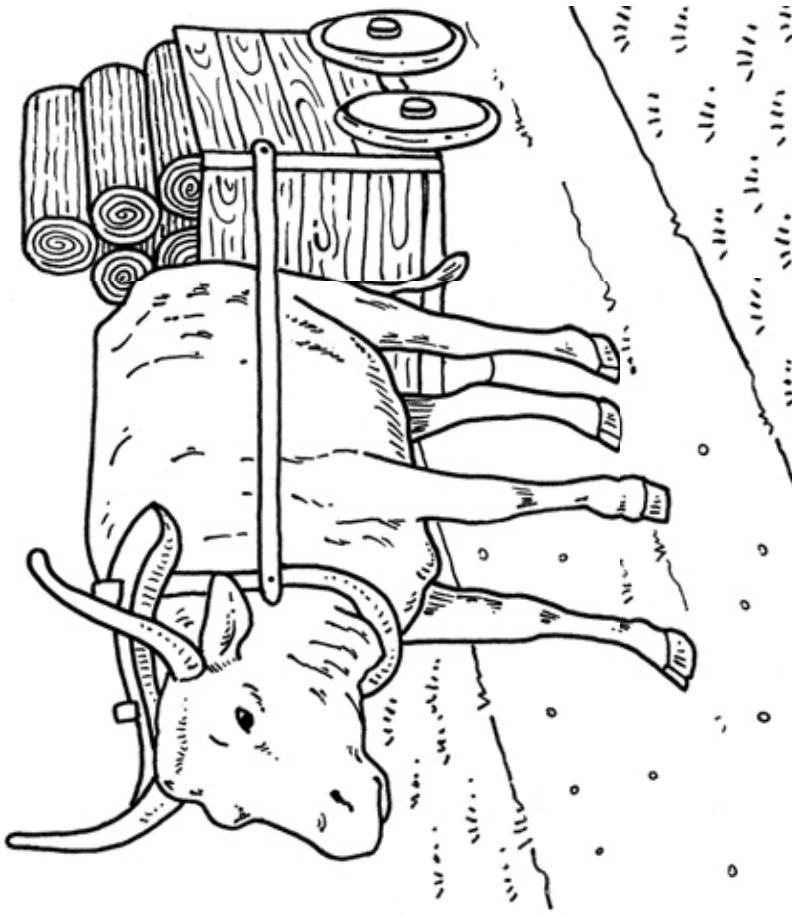
A cat can hop.

1



A fox can nap.

2



An ox can pull.

3

Name _____

**Reread “What Can It Do?” Look for key details.
Circle the word that answers each question.**

1. What can a cat do?

pull

hop

2. What can a dog do?

jog

nap

3. Who can nap?

a fox

an ox

4. Who can pull?

an ox

a cat

Name _____

The letters of the alphabet always stay in the same order.

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

Read the words in the box. Underline the first letter of each word. Write the words in ABC order. Use the pictures to help you.

ant

glass

sit

zip

jam

1.



2.



3.



4.



5.



Name _____

Words in a poem can **rhyme**. Rhyming words have the same ending sound.

mop**flop****top****pop**

A. Read the poem. Circle the words that rhyme.
Write the rhyming words on the lines.

I Can See

I can see a frog.

It sits on a log.



1. _____

2. _____

I can see a fox.

He sits on a box.

3. _____

4. _____

B. Read each word. Complete the rhyming word.

5. hot n _____

6. dog h _____

Name _____

Words and pictures in a story give you **key details**.

A. Reread “What Can It Do?” Think about how the author used key details. Use the words and pictures to complete the sentences.

1. A key detail on page 1 is

a cat can _____.

2. A key detail on page 2 is

a fox can _____.

3. A key detail on page 3 is

an _____ can pull.

B. Write what a dog can do.

4. _____

_____.

Name _____

Some words begin with a **consonant blend**. Listen to the beginning sounds in the word **crab**. You can hear the sound of each letter in the blend.

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

1. frog



2. grass



3. crib



4. snap



Name _____

Write the word from the box that completes each sentence.

jump

move

run

two

1. I can _____.



2. I _____ a big box.



3. I can _____.



4. I have _____ cats.



Name _____

**Read each word that begins with a consonant blend.
Write the word from the box that names each
picture.**

spill

crib

grass

drip

spin

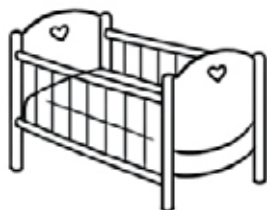
1.



2.



3.



4.



5.

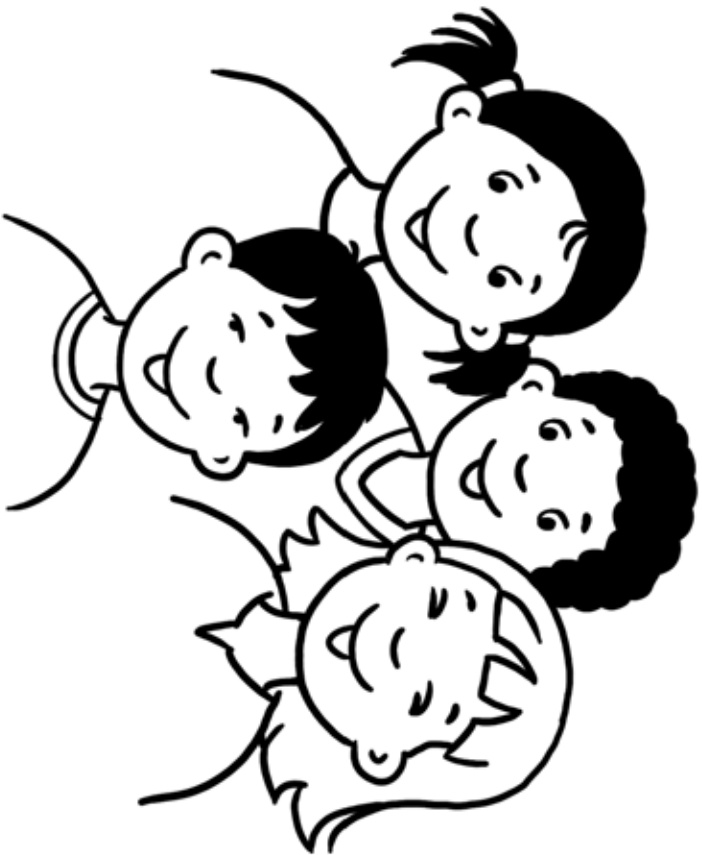


Name _____

Fill in the Key Details Chart. Use details from the story.

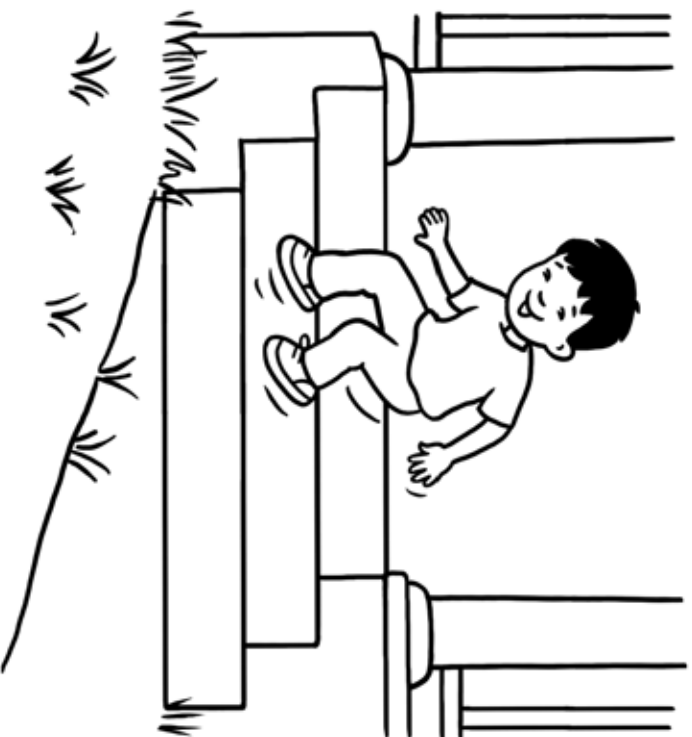
Detail
Detail
Detail

Kids Can Move



We are kids.
We can move.
We can have fun!

④



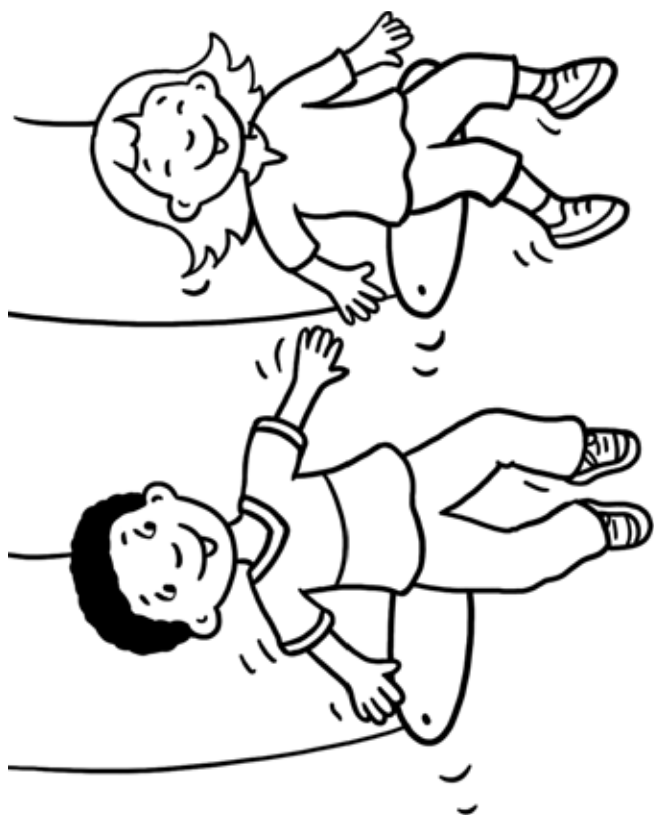
He can hop.

①



She can run fast.

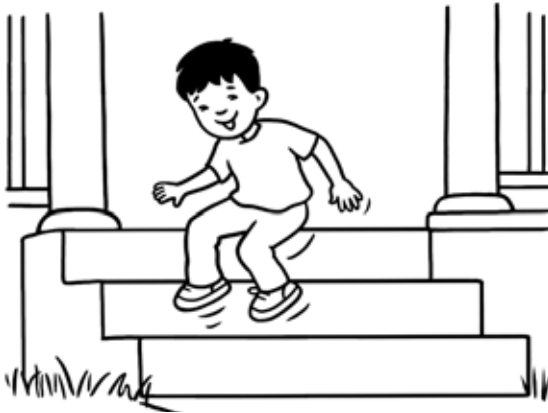
2



They can jump off.

3

Name _____

Reread “Kids Can Move.” Answer the questions.**1. Who can hop? Circle the picture.****2. Who runs fast? Draw a box around the picture.****3. How can kids move? Write two ways.**

4. Write two things kids can do.

Name _____

An 's at the end of a naming word means that something belongs to that person or thing.

Matt's hat



A. Underline the word that tells that something belongs to a person or thing. Write the word.

1. Dan's cat is little.



2. Pam's pals play.



3. This is my cat's mat.



B. Write a sentence to tell about something that belongs to someone you know. Use a word with 's.

4. _____

Name _____

A **diagram** is a picture with labels. The labels name the parts of the picture.

Look at the diagram of a cat. Use the words from the box to write the labels.

back

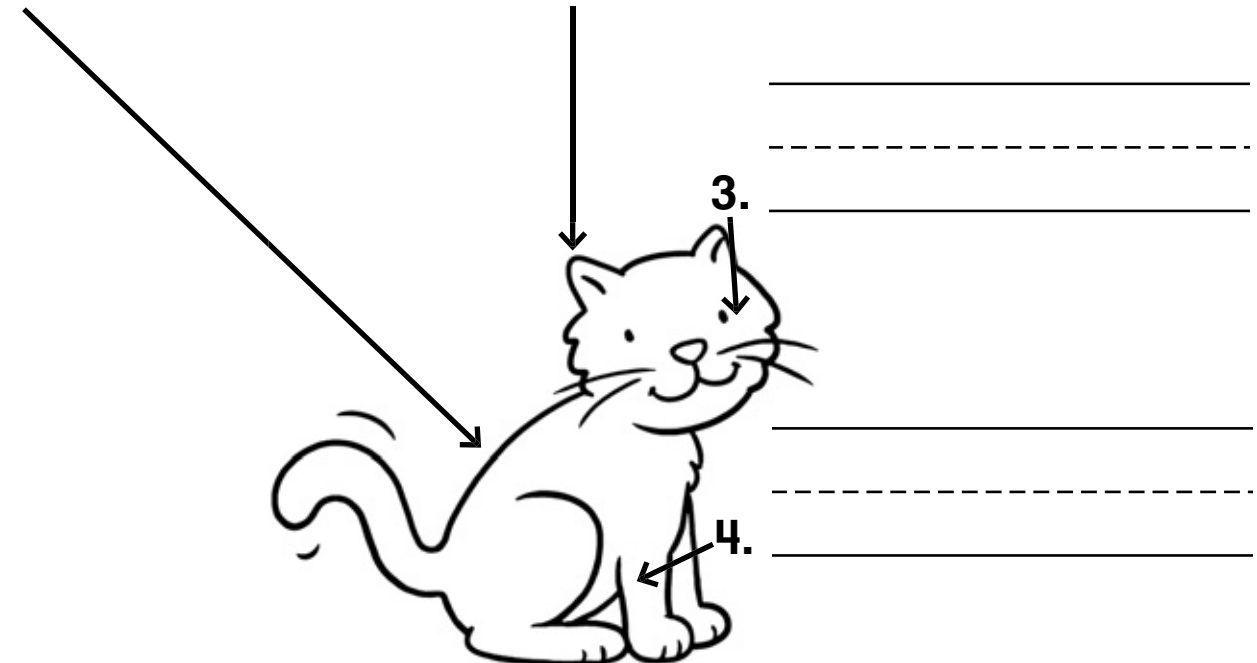
leg

ear

eye

Parts of a Cat

1. _____ 2. _____



Name _____

Reread “Kids Can Move.” Think about how the author used key details. Use the words and the pictures to complete the sentences.

1. A key detail on page 1 is that the boy can

_____.

2. A key detail on page 2 is that the girl can

_____.

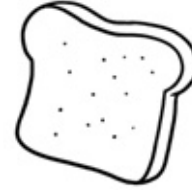
3. Another key detail in “Kids Can Move” is that a boy

and a girl _____.

4. A key detail on the last page of “Kids Can Move”

is that kids can _____.

Name _____

The letters e or ea can make the short **e** sound.legbread

A. Read the words in the box. Listen for the short e sound. Write the word that names each picture.

bed

vet

head

men

1.



2.



3.



4.



B. Write your own sentence using a word from the box.

5.

Name _____

A. Complete each sentence. Use one of the words in the box.

again

help

new

there

use

1. This hat is _____.



2. Ken will _____ me.



3. My cat is up _____.



4. We can _____ this.



5. Ned will try _____.



B. Write your own sentence using a word from the box.

6. _____

Name _____

Use a word in the box to complete each sentence.

dress	bread	ten	pet	egg	head
-------	-------	-----	-----	-----	------

1. This nest has an _____.



2. Dan will have _____.



3. Ben has _____ hats.



4. Max is a good _____.



5. Nan has a new _____.



6. Pat has a hat on his _____.



Name _____

Fill in the Character, Setting, Events Chart. Use words from the story.

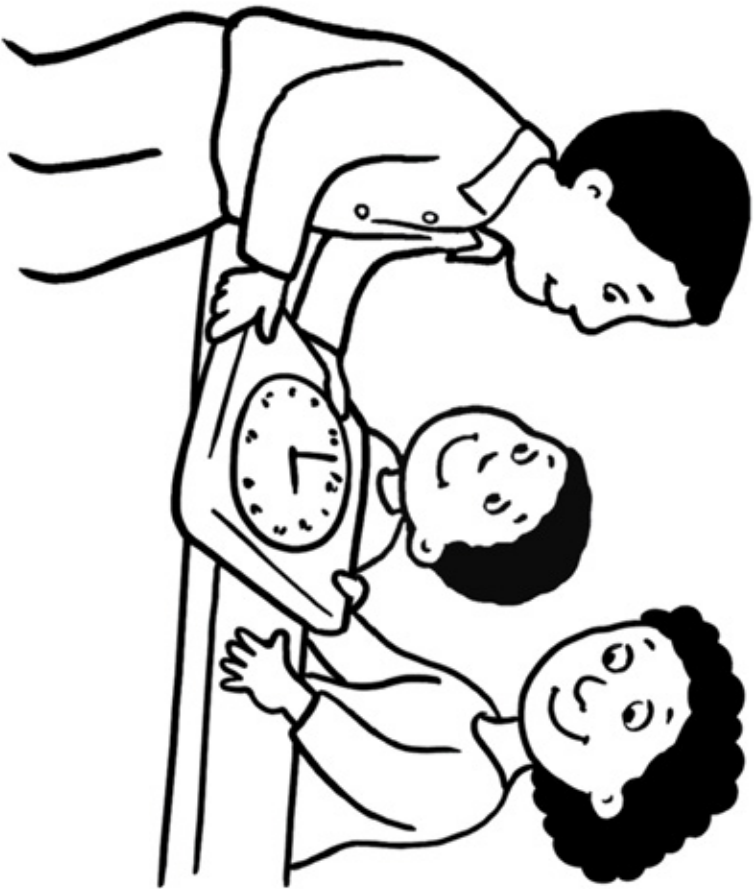
Character	Setting	Events

Copyright © The McGraw-Hill Companies, Inc.

A Fun Job



A clock can stop.
Mom can fix it!



They fix the clock.
The man is glad!

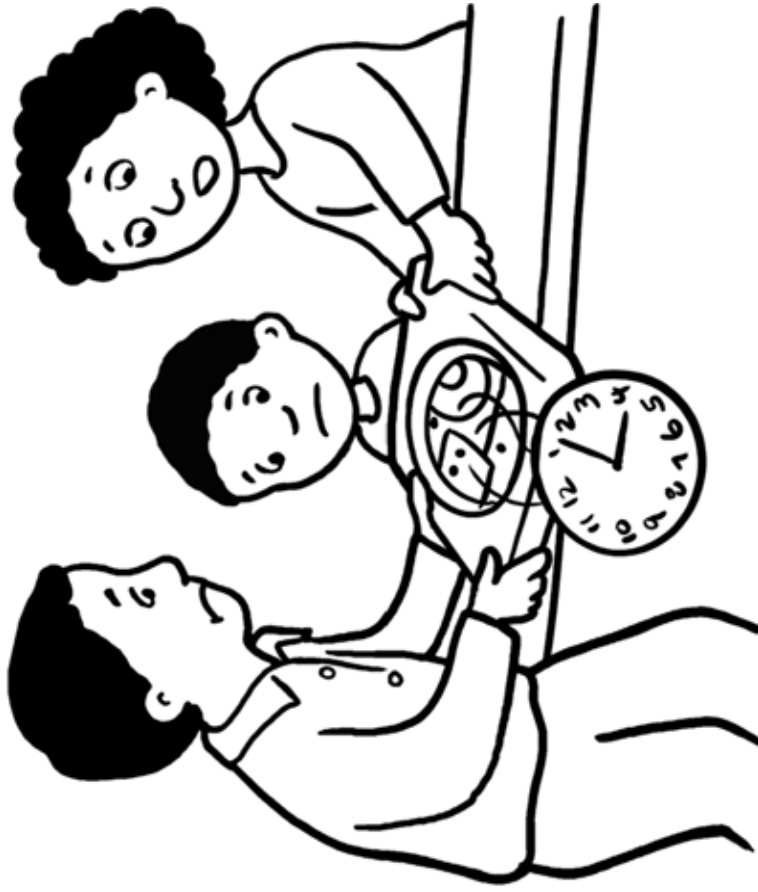
①

④



Ben helps his mom.
Ben likes his job.

②



A man comes in.
Can Mom and Ben
fix his clock?

③

Name _____

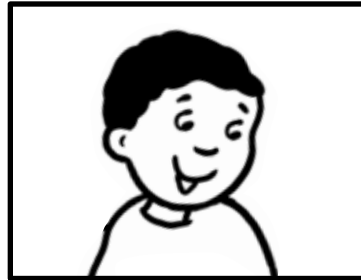
A. Reread “A Fun Job.”

Write C if the sentence and picture tell about a character.

Write S if the sentence and picture tell about a setting.

Write E if the sentence and picture tell about an event.

1. Ben likes his job.



2. The shop has clocks.



3. They fix the clock.



Name _____

Add the ending **-ed** to an action word to tell about something that already happened.

help helped

A. Add -ed to each word. Write the word on the line.

1. spill + ed =

2. smell + ed =

3. dress + ed =

4. mix + ed =

B. Use a word you wrote above to complete the sentence.

5. I _____ the bread.



Name _____

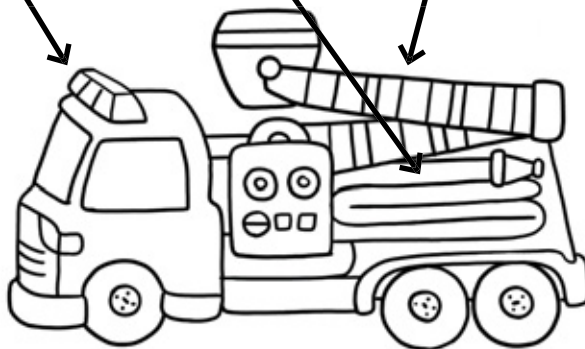
A **label** is a word or phrase that names things in a picture or photograph.

Look at the fire truck. Use a word from the box to write each label.

ladder

light

hose

1. _____
_____2. _____
_____3. _____
_____

Name _____

A **character** is a person or animal in a story.

The **setting** is where a story takes place.

The **events** are what happen in a story.

Reread “A Fun Job.” Think about how the author used characters, setting, and events. Use the words and the pictures to complete the sentences.

1. The two characters are _____

 and _____.

2. The setting is a _____ shop.

3. An event on page 3 is a _____ comes in.

4. An event on page 4 is they _____ the clock.

Name _____

The letter u can make the short u sound
you hear in rug.



A. Read the words. Listen for the short u sound.
Write the word that names each picture.

cut

bug

hut

duck

pup

1.



2.



3.



4.



**B. Write your own sentence using a word
from the box.**

5.

Name _____

Complete each sentence. Use one of the words in the box.

three

could

live

one

then

1. I _____ in the city.



2. There is _____ duck.



3. Sam _____ not run.



4. She has _____ pups.



5. I run up the hill.

_____ I run down the hill.



Name _____

Write a word from the box to describe each picture.

sun

bus

up

drum

mud

1.



2.



3.



4.



5.



Name _____

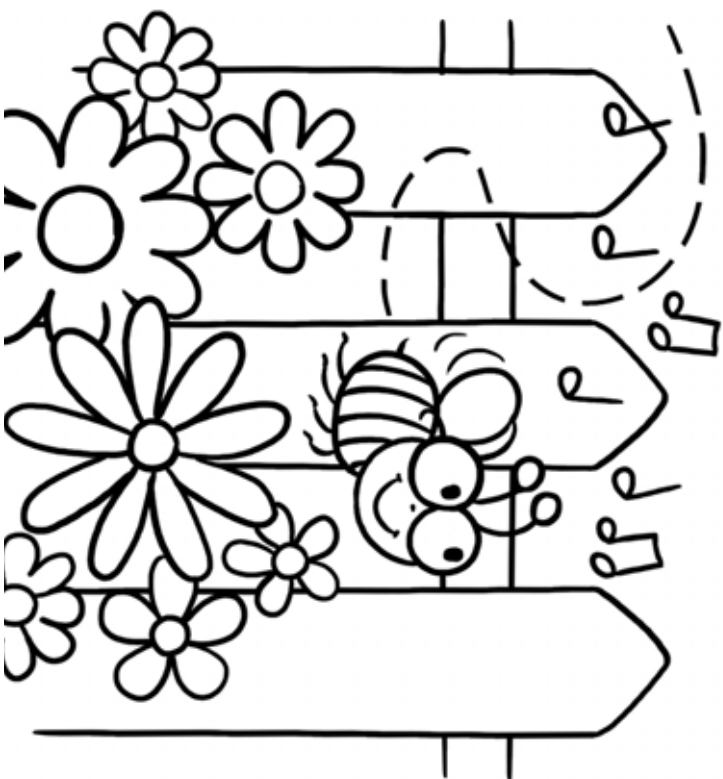
Fill in the Character, Setting, Events Chart. Use details from the story.

Character	Setting	Events

Pals Play and Hum



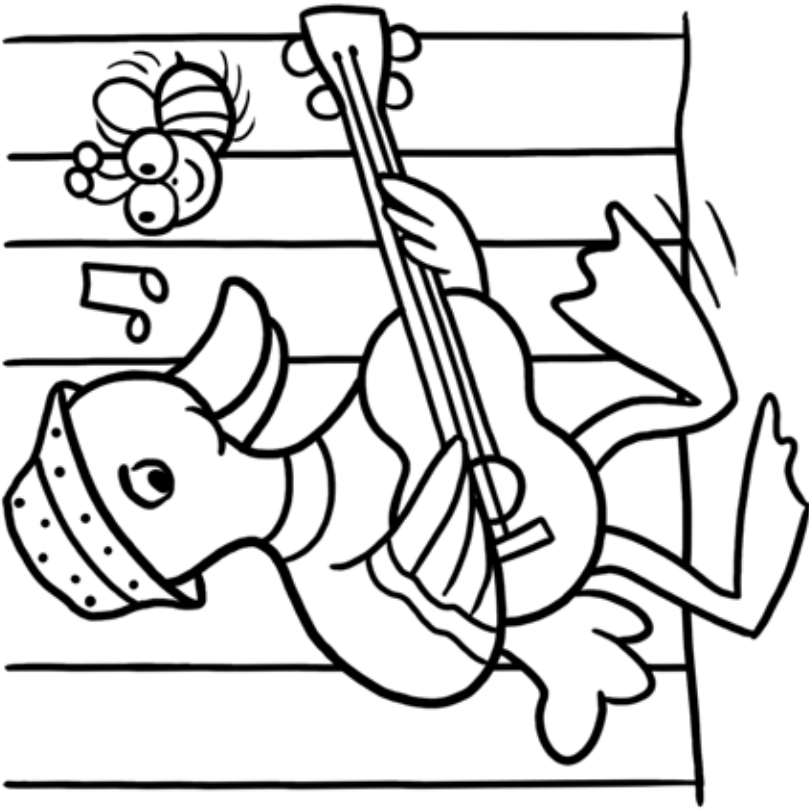
Cub plays a jug.
The pals have fun!



Look at Bug.
Bug can hum.

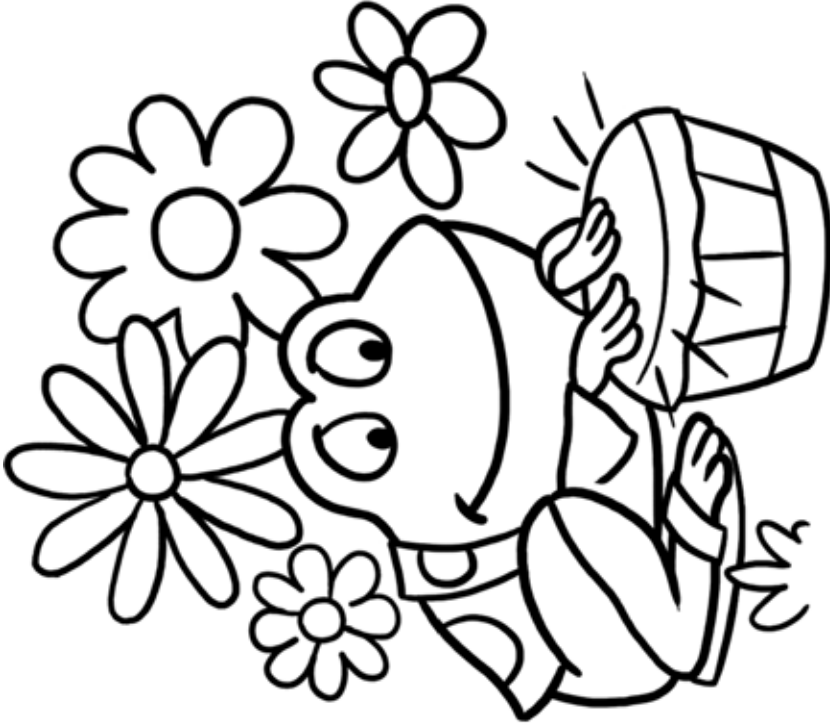
④

①



Look at Duck!
Duck can pluck.

2



Do you see Frog?
Frog can drum.

3

Name _____

Reread “Pals Play and Hum.”
Follow the directions.

1. Write a sentence that tells where Bug is on page 1.

2. Write the word that tells what Duck can do.

3. Write the word that tells what Frog can do.

4. Write a sentence that tells what the pals do.

Name _____

A **contraction** is when you put two words together to make one word.

He's is a shorter way of saying **he is**.

The apostrophe (') stands for the missing letter **i** in **is**.

A. Read the two words. Write the contraction.

1. she is

2. it is

3. he is

4. let us

B. Write your own sentence using a contraction.

5.

Name _____

Captions are short descriptions that tell more about a photograph or picture.

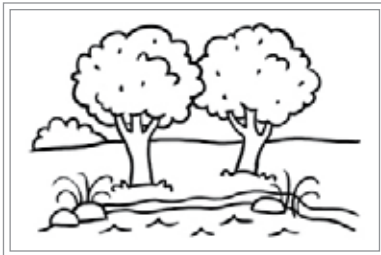
Circle the caption that tells about the picture.



1. Jon gets on the bus.
Jon is at school.



2. Here is a farm.
Here is a pet shop.



3. The park is big.
The house is big.



4. Dan has a new bike.
Dan has a new pal.



5. They get in a cab.
They get on bikes.

Name _____

A **character** is a person or animal in a story.

The **setting** is where the story takes place.

The **events** are what happen in a story.

Reread “Pals Play and Hum.” Think about how the author used characters, setting, and events. Use the words and the pictures to complete the sentences.

1. The character on page 1 is _____.

2. What does Duck do? _____.

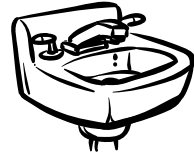
3. The setting of the story is a _____.

4. What does Frog do? _____.

5. Another character in the story is _____.

Name _____

Sometimes words end with a **blend** of sounds. You can hear each consonant sound in an **end blend**.

nestsink

A. Read the words in the box. Listen for the end blend. Write the word that names each picture. Underline the end blend.

list

hand

tent

bank

desk

lamp

1.



2.



3.



4.



5.



6.



B. Write your own sentence using a word from the box.

7.

Name _____

A. Complete each sentence. Use one of the words in the box.

eat

no

of

under

who

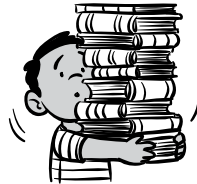
1. The cat is _____ the desk.



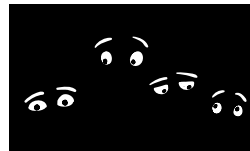
2. Bats _____ bugs.



3. _____ can help Dan?



4. We have _____ lamp.



5. His hands are full _____ mud.



B. Write your own sentence using a word from the box.

6. _____

Name _____

Read each sentence. Underline a word that has an end blend. Write the word.

1. Bob will send a box to Jan. _____

2. Pam did the best job. _____

3. My dog likes to jump up. _____

4. Set the cup in the sink. _____

5. I will go ask Dad. _____

6. I see a bug on the plant. _____

Name _____

**Fill in the Main Topic and Details Chart.
Use details from the story.**

Main Topic		
Detail	Detail	Detail

Big Rock Pond



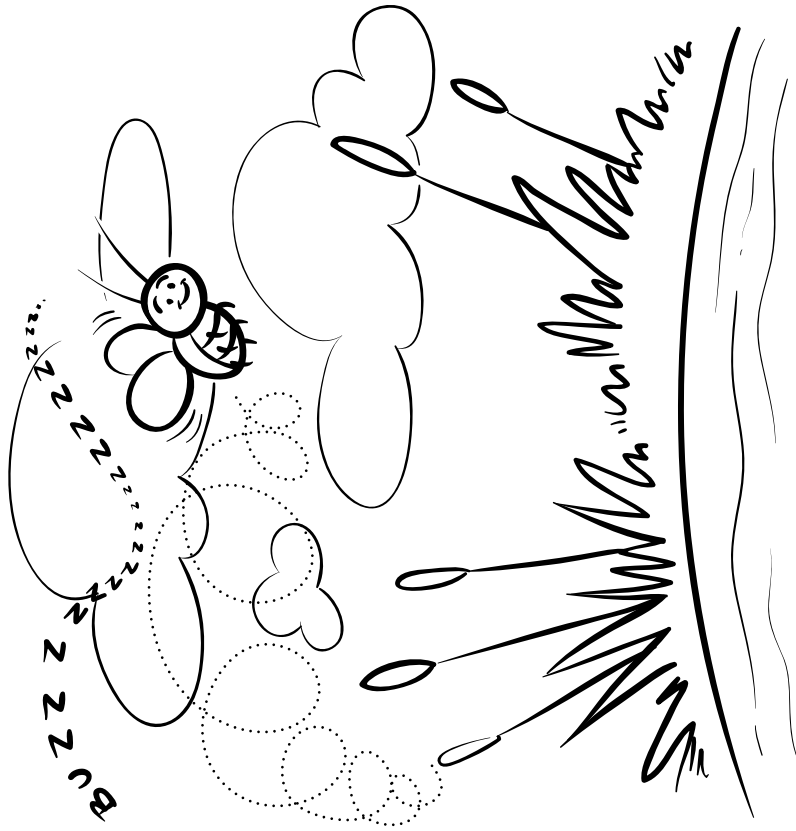
This is Big Rock Pond.
What can we see?

①



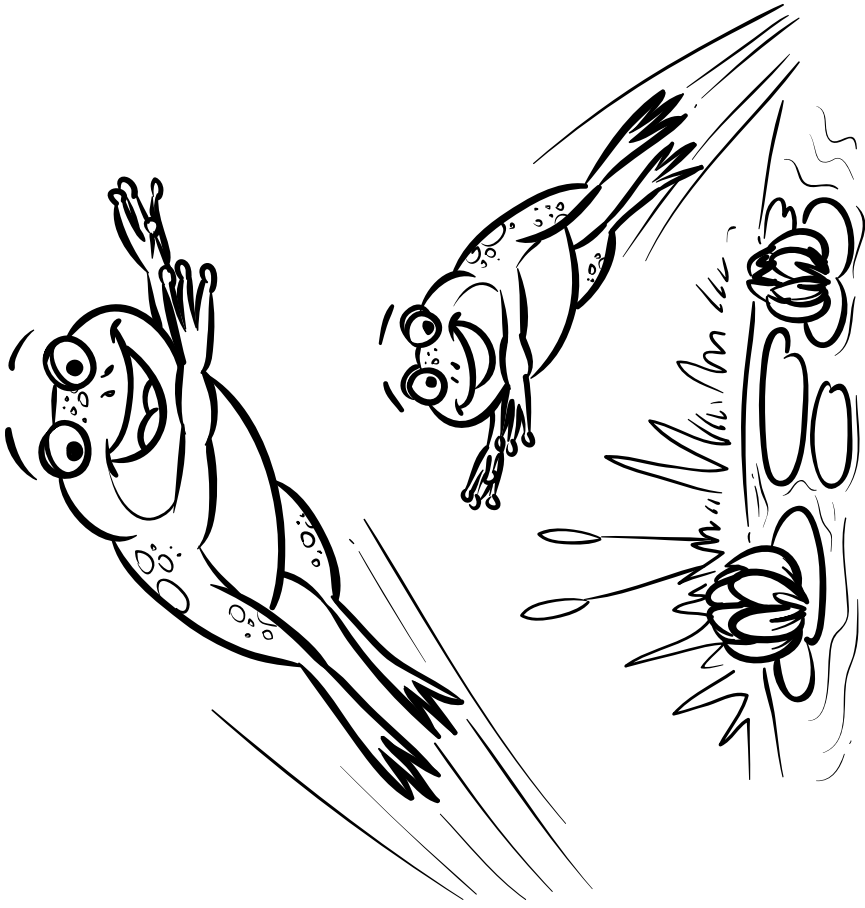
Here are three bats.
Three bats spin.

④



Here is one bug.
A bug can buzz and buzz.

②



Here are two frogs.
Two frogs jump.

③

Name _____

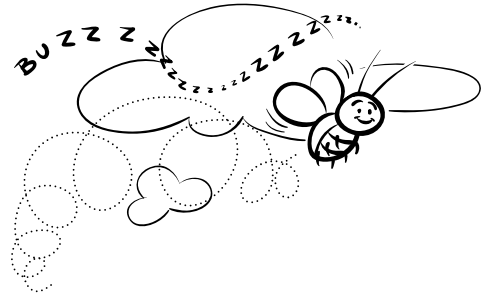
A. Reread “Big Rock Pond.” Write the main topic to tell what it is about. Write the key details to tell more about the topic. Use the sentences from the box.

Bugs buzz.

Frogs jump.

Things live at the pond.

Bats spin.



Topic:

Key Detail:

Key Detail:

Key Detail:

Name _____

Add the ending **-ing** to an action word to tell what is happening now.

jump**jumping**

A. Add -ing to each word. Write the new word.

1. ask + ing

=

2. rest + ing

=

3. pack + ing

=

4. help + ing

=

5. plant + ing

=

B. Use a word you wrote above to complete the sentence.

6. She is _____ a bag.



Name _____

Songs have a pattern and a beat. Poems can have a pattern and a beat, too. The same words can be used over and over. This is called **repetition**.

A bug can buzz. Buzz, buzz, bug!

Read the pairs of sentences. Circle the sentences that have the same words used over and over.



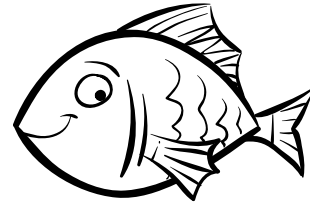
1. The cat sits on a mat.
It will nap.



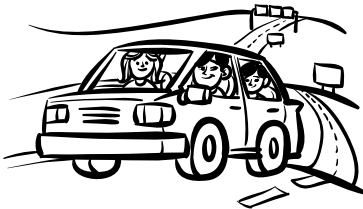
2. See me up in the tree.
I am up, up, up in the tree.



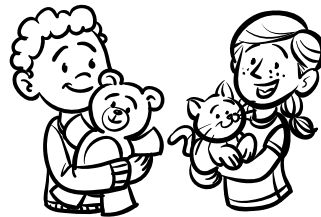
3. Fred hops a lot.
Hop, Fred, hop!



4. A fish is in the pond.
It has fins.



5. In the car, they go far.
Go, go, go in the car.



6. Nat hugs his bear.
Jan holds her kitten.

Name _____

The **main topic** is what a story is about.

Key details tell more about the main topic.

Reread “Big Rock Pond.” Think about what the story is about. Use the words and pictures to complete the sentences.

1. Page 1 tells what the story is about.

It is about things we see at the _____.

2. A key detail on page 2 is

A bug can _____.

3. A key detail on page 3 is

Two _____ jump.

4. A key detail on page 4 is

Three bats _____.

Name _____

The letters **sh** make the ending sound in **fish**.The letters **th** make the beginning sound in **thin**.The letters **ng** make the ending sound in **ring**.

Read each sentence. Circle the word that has sh, th, or ng. Write the word.

1. Here is a fresh plum.

2. Min and Dan like to sing.

3. A bug can sting!

4. Say thank you for a gift.

5. Sam and Dad pick up shells.

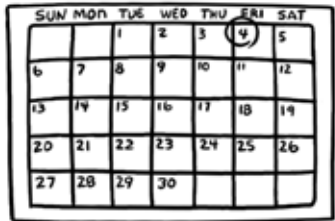
6. I like to play with my pals.

Name _____

Match each sentence to the picture.

1. I **want** that one.

a.



2. We **all** have a snack.

b.



3. What **day** is this?

c.



4. **Her** socks have dots.

d.



5. I use this to **call** Dad.

e.



Name _____

A. Circle the word that names each picture.

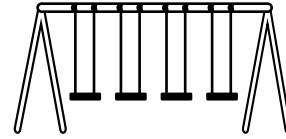
1. brush brick



3. shell spell



2. pant path



4. swings sleds

B. Use words from the box to complete each sentence.

math

fish

sting

think

5. A _____ can swim.

6. We have _____ in school.

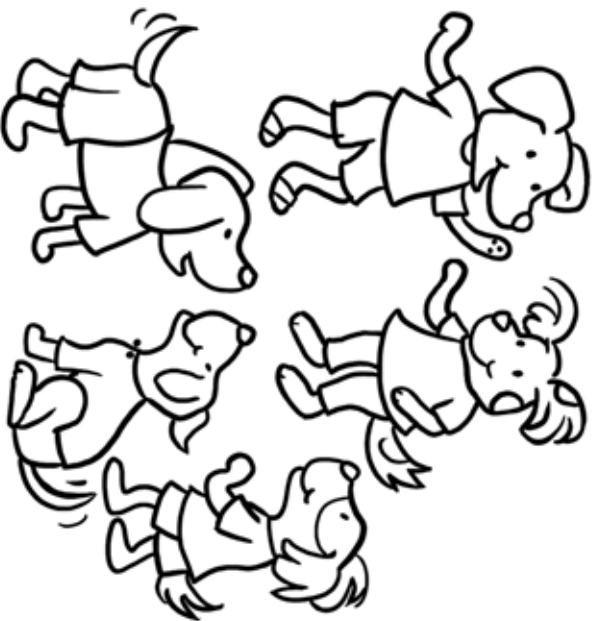
Name _____

Fill in the Character, Setting, Events Chart. Use details from the story.

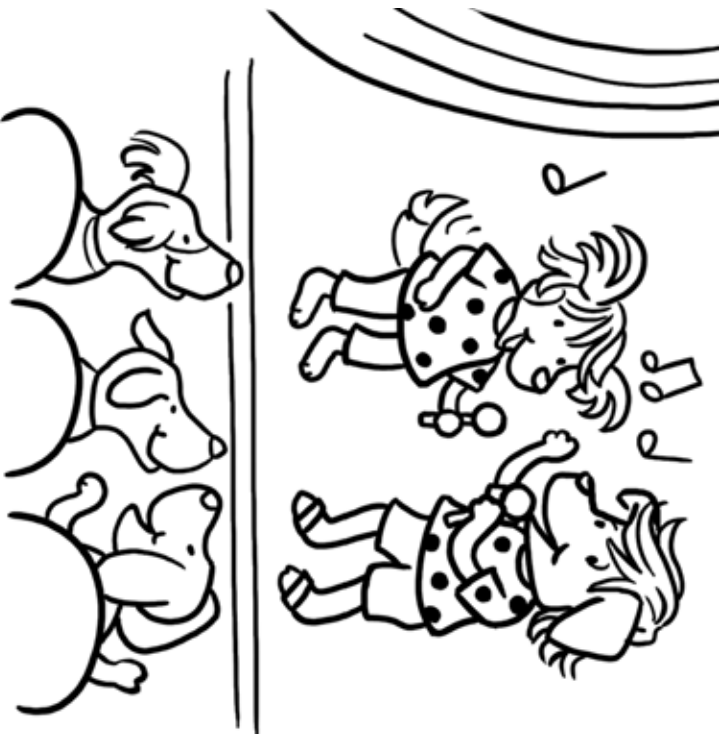
Character	Setting	Events

Copyright © The McGraw-Hill Companies, Inc.

All Help with the Play



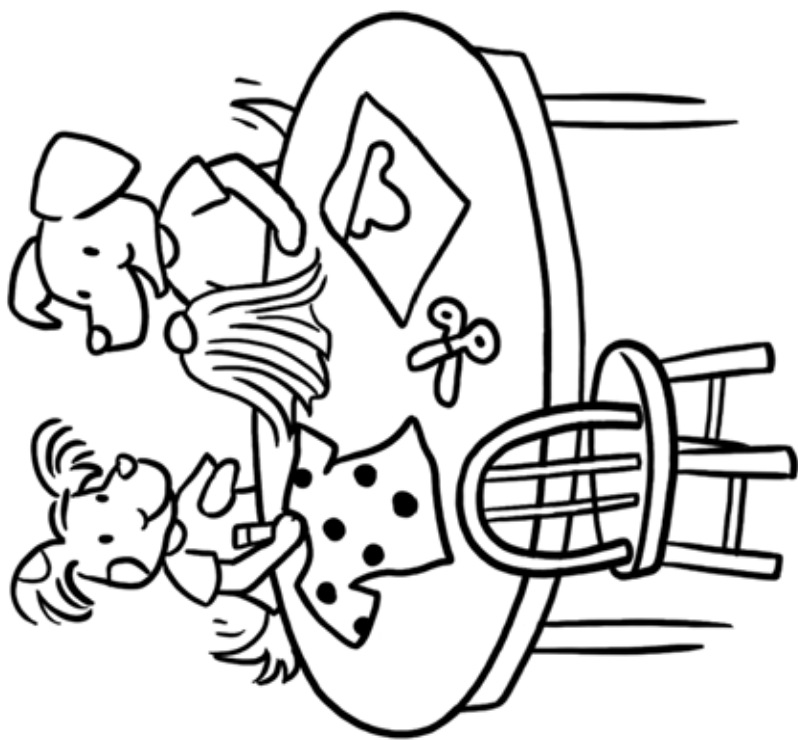
Let's have a play.
We can all help.



All the dogs help.
They see the play!

④

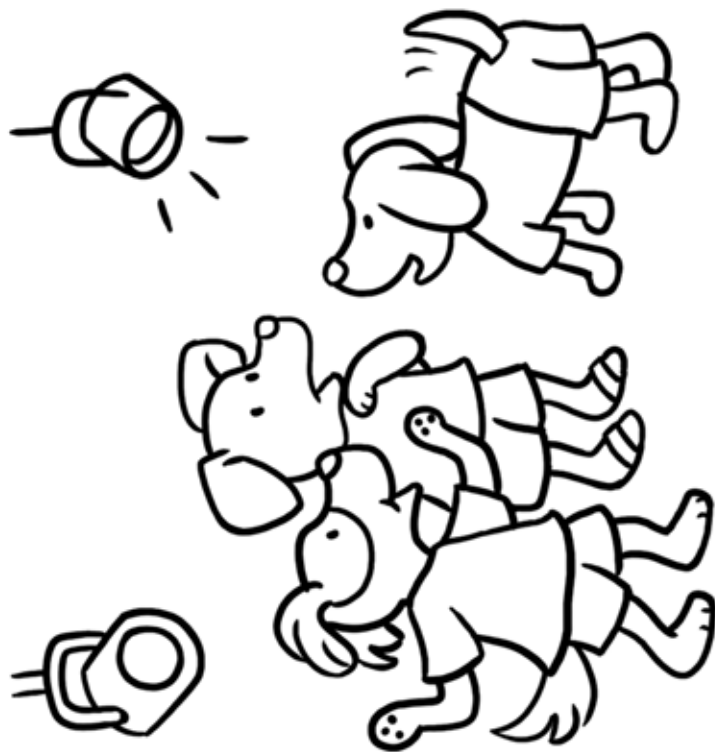
①



Rex makes fun hats.

Shep makes tops with dots.

②



What can we do?

We want to help.

③

Name _____

Reread “All Help with the Play.”
Circle the word that answers
each question. Write the word.



1. The story characters are _____.

dogs hats

2. They will do a _____.

game play

3. Who makes fun hats? _____

Shep Rex

4. What do the other dogs do? _____

See the play make hats

Name _____

When a syllable ends in a consonant and has one vowel letter, the vowel sound is usually short. This is called a **closed syllable**.

rab/bit

bas/ket

cab/in

Read each word. Draw a line between the syllables. Write each syllable on a line.

1. napkin

_____	_____
-----	-----
_____	_____

2. locket

_____	_____
-----	-----
_____	_____

3. finish

_____	_____
-----	-----
_____	_____

4. pumpkin

_____	_____
-----	-----
_____	_____

5. magnet

_____	_____
-----	-----
_____	_____

Name _____

A **list** organizes things and ideas.

A. Read the words in the box. Place each word in the list where it belongs.

eggs sing ham read swim jam

Things to Eat

Things to Do

B. Add one more thing to each list.

Things to Eat

Things to Do

Name _____

A **character** is a person or animal in a story.

The **setting** is where a story takes place.

The **events** are what happen in a story.

Reread “All Help with the Play.” Think about the story characters and what they did. Use the words and pictures to complete the sentences.

1. The dogs want to have a _____.

2. Rex helps. He makes _____.

3. _____ makes tops.

4. Who sees the play?

Name _____

The letters **ch** and **tch** stand for the sound you hear at the beginning of **chip** and the end of **ditch**. The letters **wh** stand for the sound at the beginning of **when**. The letters **ph** stand for the sound at the end of **graph**.

Read the words in the box. Match each word with a sound-spelling below. Write the word.

whisk

chin

Phil

graph

pitch

lunch

when

catch

1. wh

2. ch

3. ph

4. tch

Name _____

A. Complete each sentence. Use one of the words in the box.

walk many by place around

1. Ned sits _____ the tree.



2. She has _____ socks.



3. This is a good _____ to eat.



4. Ed will _____ fast.



5. We go _____ the rock.



B. Write your own sentence using a word from the box.

6. _____

Name _____

A. Use ch or tch to complete the word that names the picture.

1. _____ i n 

2. cru _____ 

3. ha _____ 

4. lun _____ 

B. Write wh to complete each word.

5. _____ e n

6. _____ i c h

C. Write ph to complete the word.

7. gra _____

D. Write a sentence using a word from above.

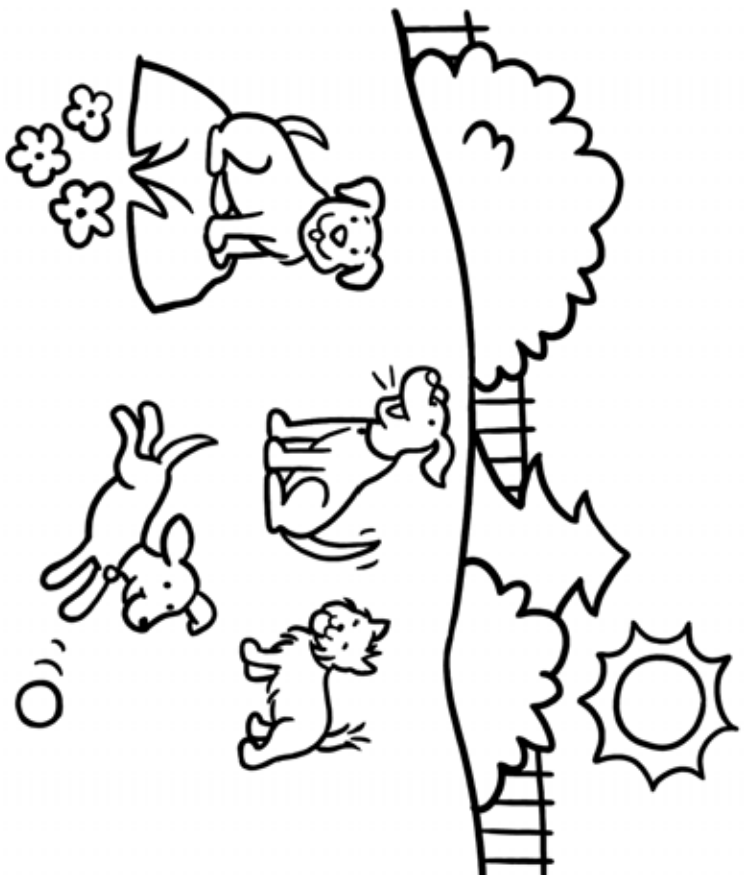
8. _____

Name _____

Fill in the Main Topic and Key Details Chart. Use details from the story.

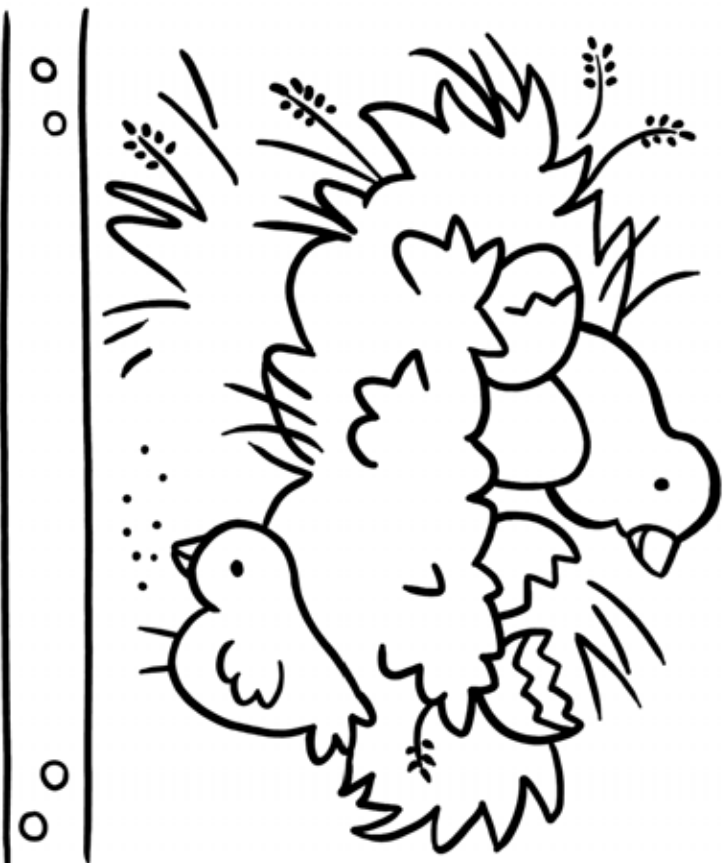
Main Topic		
Detail	Detail	Detail

Look Around



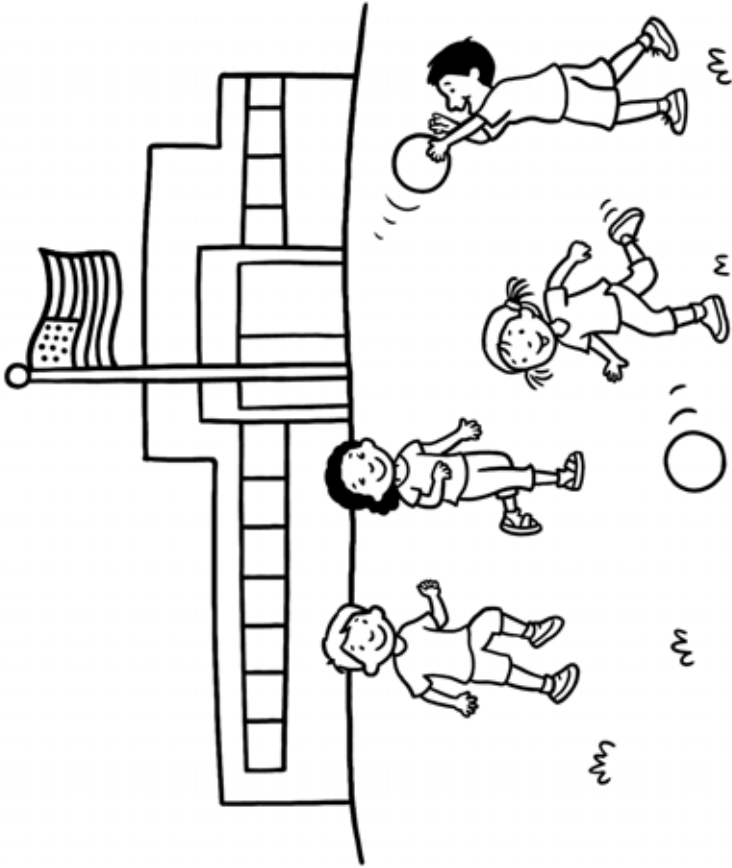
Look around this place.
Many dogs fetch.

④



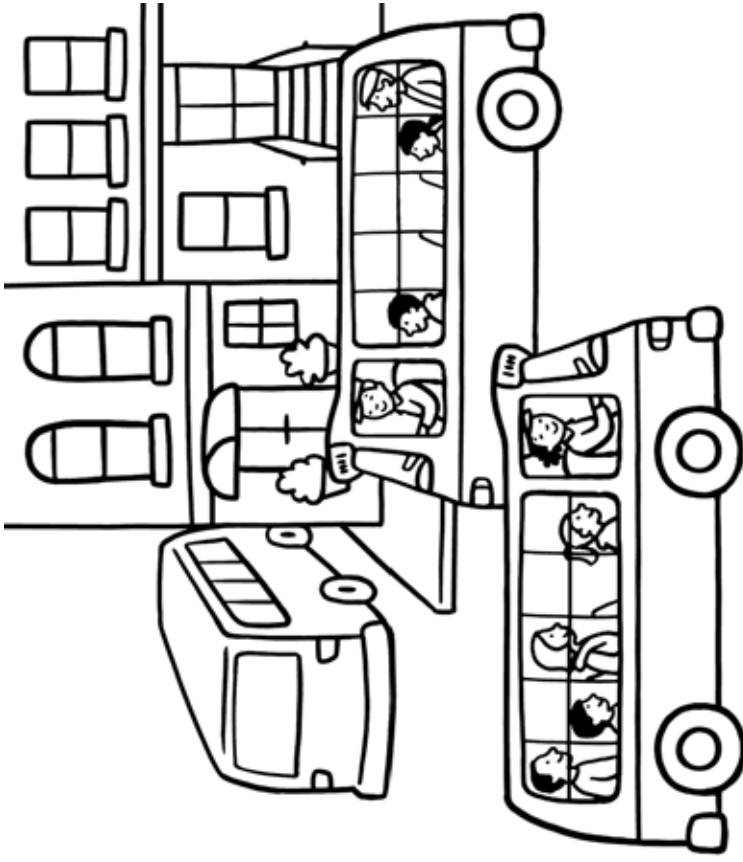
Look around this place.
Some chicks hatch.

①



Look around this place.
Many kids play catch.

②



Look around this place.
Lots of buses whiz by.

③

Name _____

Read the story and follow the directions.**1.** Write the word that tells you what chicks do.

2. Write the word that tells what kids play.

3. Write what buses do.

4. Write the main topic of “Look Around.”

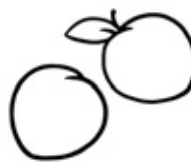
Name _____

Add the ending **-es** to naming words that end in **ss**, **z**, **x**, **sh**, and **ch** to make them mean “more than one.”

dish + es = dishes

A. Add -es to make the word mean “more than one.”

1. peach



2. box



3. dress



4. brush



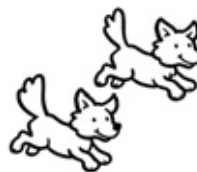
B. Circle the word that means “more than one.”

5. glass

glasses

6. foxes

fox



Name _____

A **map** shows where places are found. North, south, east, and west are **directions**. They are shown on a compass. Use directions to tell where things are.

Look at the map. Circle the answer to each question.



1. Is the slide north or south of the swings?

north south

2. What is west of the slide?

bench see-saw

3. What is north of the bench?

gate tree

Name _____

Reread “Look Around.” Think about how the author used main topic and key details. Use the words and the pictures to complete the sentences.

1. A key detail the author gives on page 1 is that chicks

2. A key detail the author gives on page 2 is that kids

3. The author gives the key detail “lots of buses whiz by” to tell us that this place is

4. The main topic of “Look Around” is

Name _____

The word **at** has a short **a** sound.

Add **e** to the end to make **ate**.

The **a_e** spelling makes the long **a** sound in **ate**.

A. Read the words in the box. Listen for the long a sound. Write the word that names each picture.

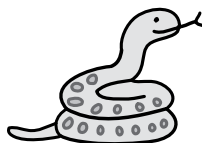
gate

tape

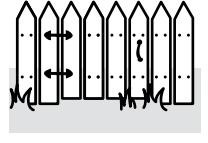
snake

grape

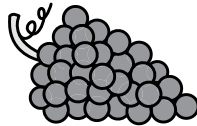
1.



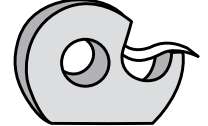
2.



3.



4.



B. Write your own sentence using a word from the box.

5.

Name _____

Match each sentence to the picture.

1. I can not go out **today**.



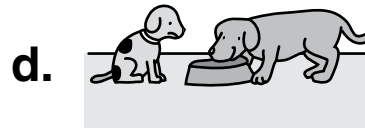
2. He can have **some** grapes.



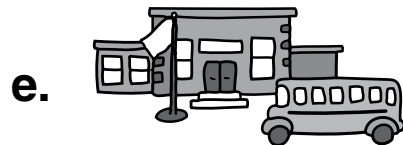
3. This is the **way** to camp.



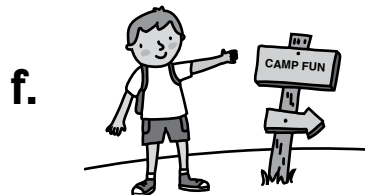
4. I see the school **now**.



5. **Why** is the pup sad?



6. I can put this **away**.

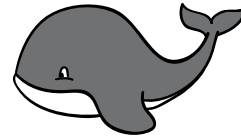


Name _____

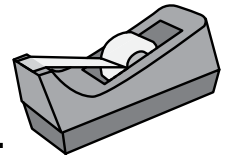
Use the words in the box to complete the sentences.

late shape lake chase whale tape

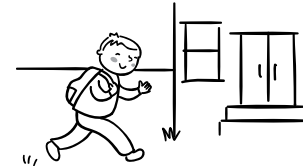
1. A _____ can swim.



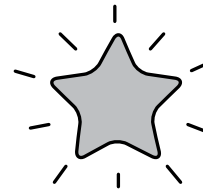
2. Tam can use _____ on the box.



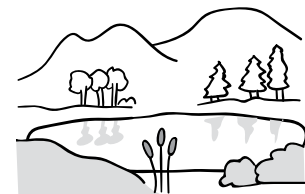
3. Ken is _____ for school.



4. What _____ is this?



5. I see hills by the _____.



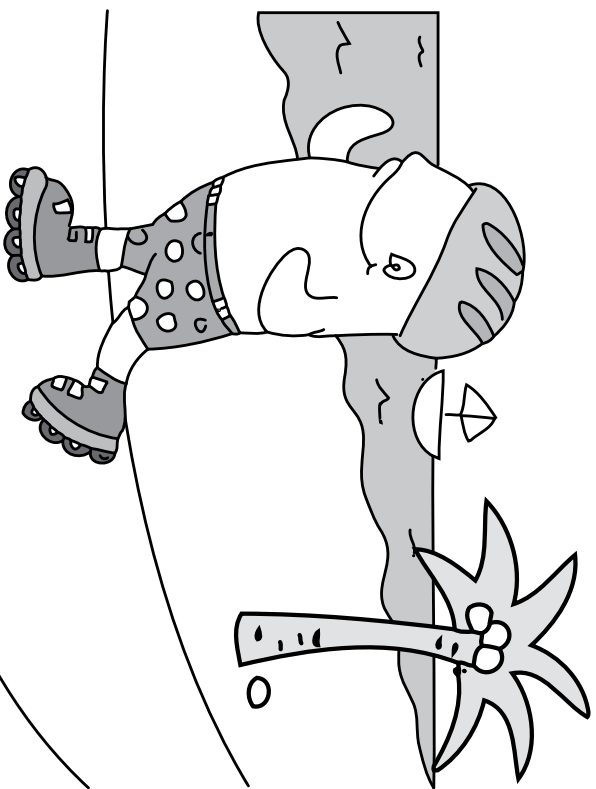
6. Jen will _____ me.



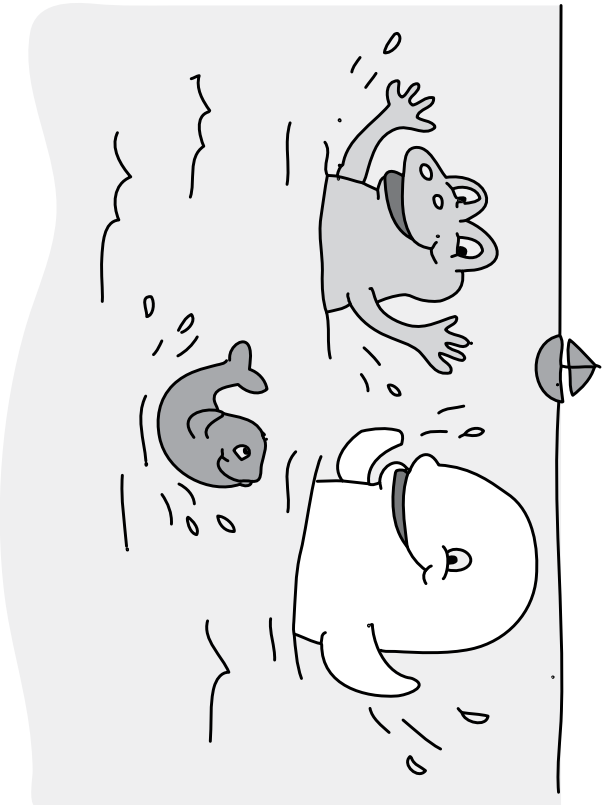
Name _____

Fill in the Sequence Chart. Use words from the story.**Beginning****Middle****End**

Whale at the Lake



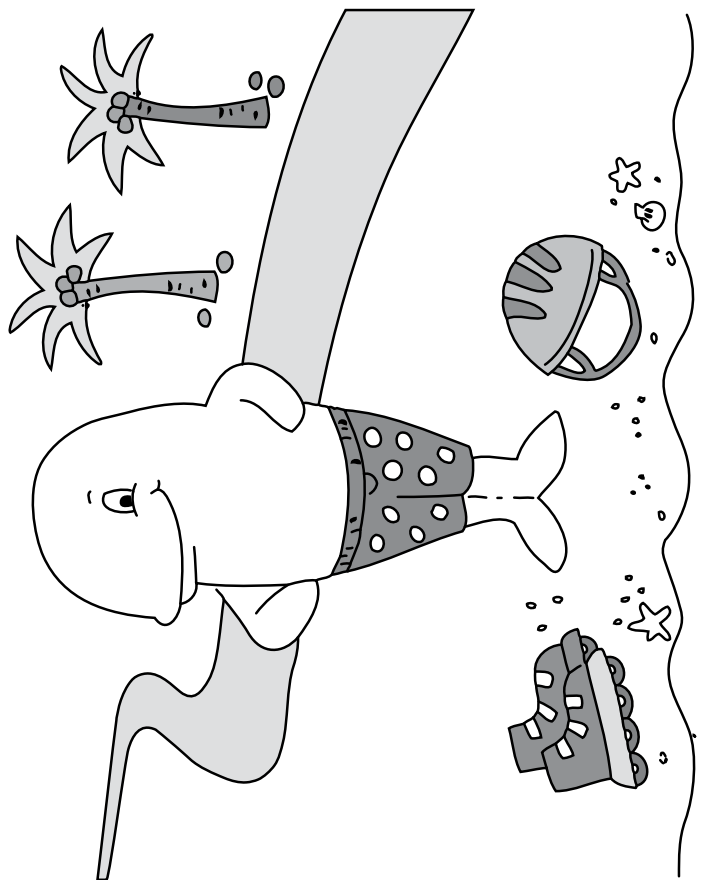
Whale is on skates.
He is going to the lake.



Now, Whale is in.
The pals have fun!

④

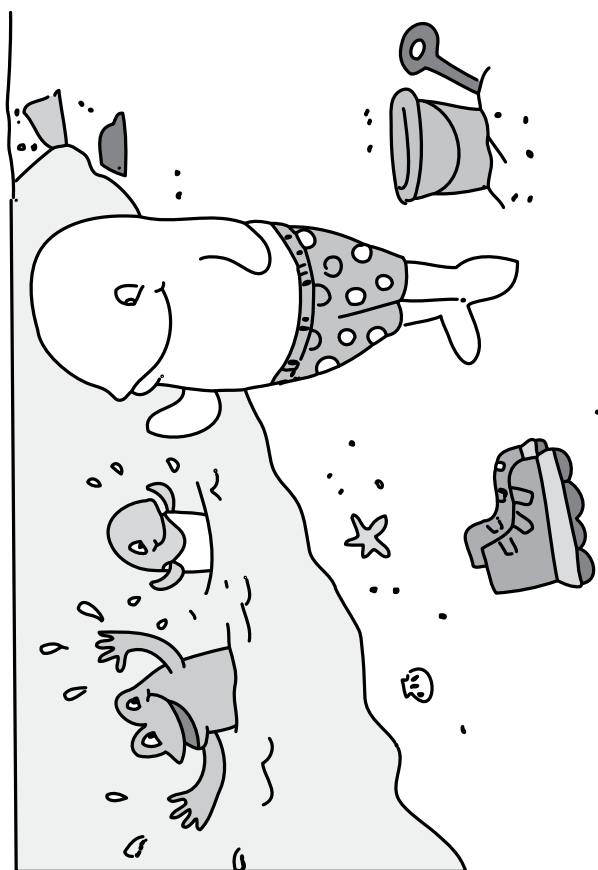
①



Whale can't see his pals.
Where did they go?

②

Copyright © The McGraw-Hill Companies, Inc.



"Here we are!" they yell.
They wave to Whale and
tell him to come in.

③

Name _____

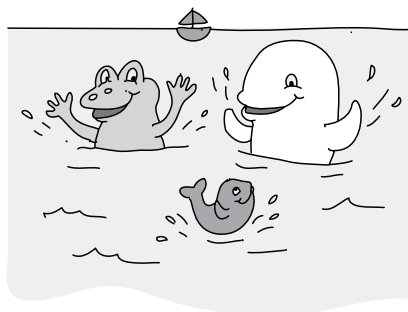
A. Reread “Whale at the Lake.”

Write 1 if the sentence and picture tell what happened at the beginning.

Write 2 if the sentence and picture tell something that happened in the middle.

Write 3 if the sentence and picture tell what happened at the end.

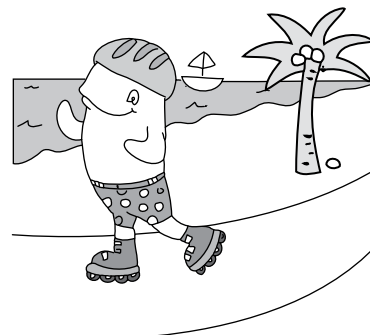
1. Whale plays with his pals.



2. Whale sees his pals.



3. Whale skates to the lake.



Name _____

A **contraction** is a short form of two words. An **apostrophe** (') takes the place of the missing letters.

is + not = isn't

The apostrophe (') in **isn't** stands for the letter o.

A. Write the contraction for the two words.

1. has + not = _____

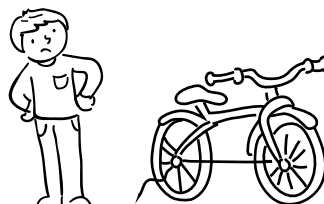
2. are + not = _____

3. was + not = _____

4. can + not = _____

B. Use a contraction you wrote above to complete the sentence.

5. Nate _____ go!



Name _____

A word that is in **bold print** is an important word.

A. Read the sentences. Circle the words in bold print.

1. A **watch** can help you tell time.



2. This **clock** can ring to get you up.



3. A **calendar** tells you what day it is.



B. Use the words in bold print to help you answer the question.

4. What tells you the day?

Name _____

Reread “Whale at the Lake.” Think about how the author used characters, setting, and plot. Use words from the story to complete the sentences.

1. The main character is _____.

2. The setting is a _____.

3. In the beginning, Whale _____
to the lake.

4. In the middle, Whale can not _____
his pals.

5. At the end, the pals have _____.

Name _____

The word **rid** has a short **i** sound.

Add **e** to the end to make **ride**.

The **i_e** spelling makes the long **i** sound you hear in **ride**.

A. Read the words in the box. Listen for the long i sound. Write the word that names each picture.

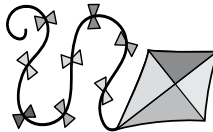
smile

dime

kite

bike

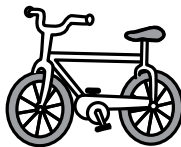
1.



2.



3.



4.



B. Write your own sentence using a word from the box.

5.

Name _____

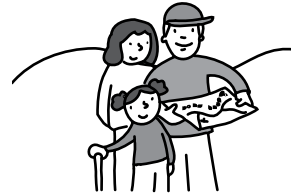
Complete each sentence. Use one of the words in the box.

green grow together should pretty water

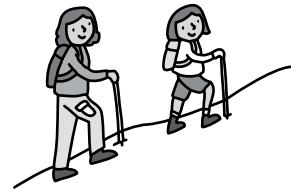
1. He will _____ tall.



2. Where _____ we go?



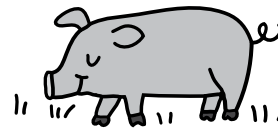
3. They walk up the hill _____.



4. My dog likes the _____.



5. The pig can eat _____ grass.



6. The bride is _____.



Name _____

Read the words. Circle the word that has the long i sound. Write the word on the line.

1. fin pin fine

2. nine his nip

3. will slide slid

4. bit lick bite

5. pine pin dip

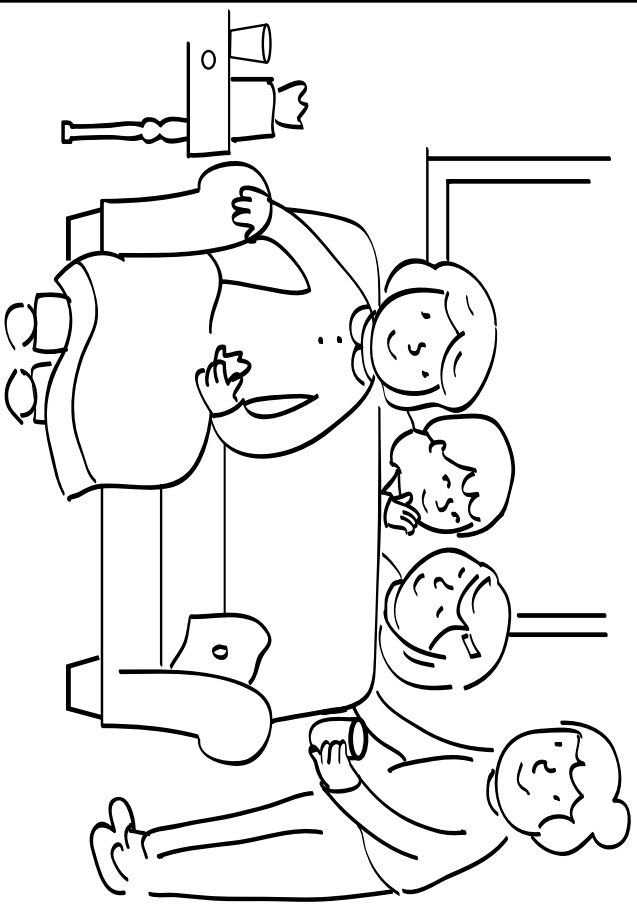
6. mill in mine

Name _____

Fill in the Sequence Chart. Use words from the story.

First
↓
Next
↓
Then
↓
Last

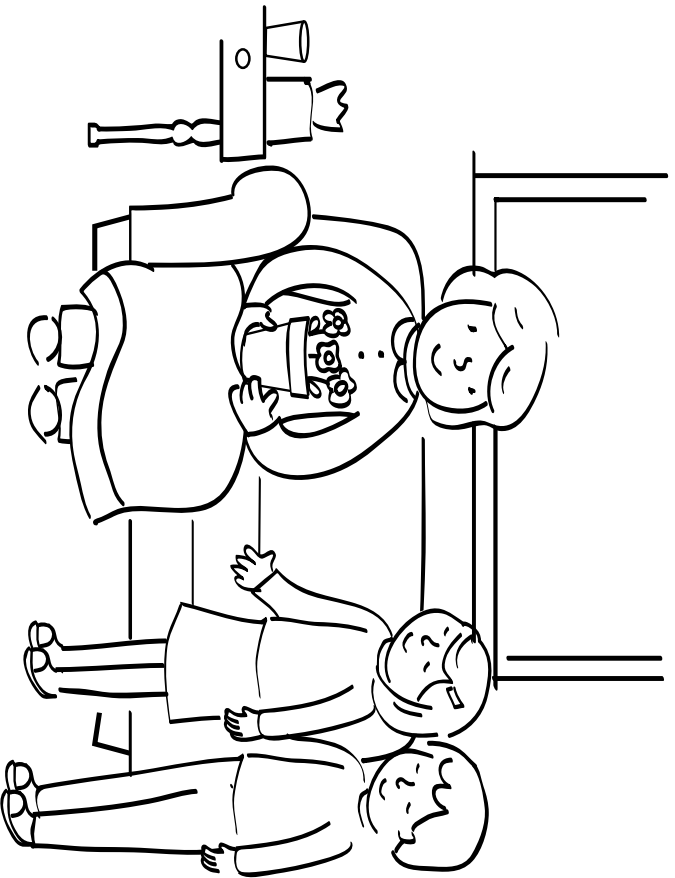
A Gift for Mom



Mike: Mom is sick.

Kate: Let's get a gift.

①



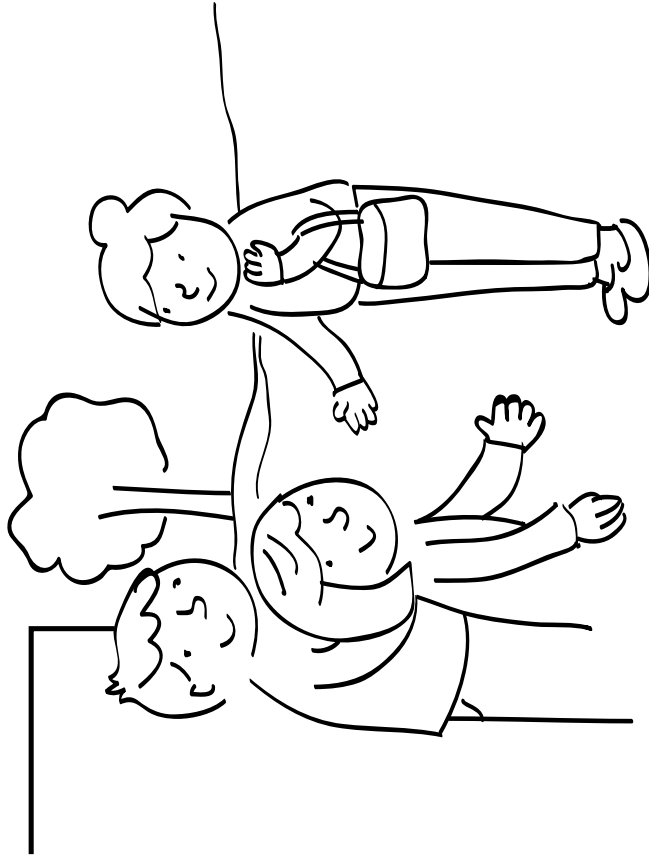
Mom: I love plants.

You made me smile!

Kate: We are glad!

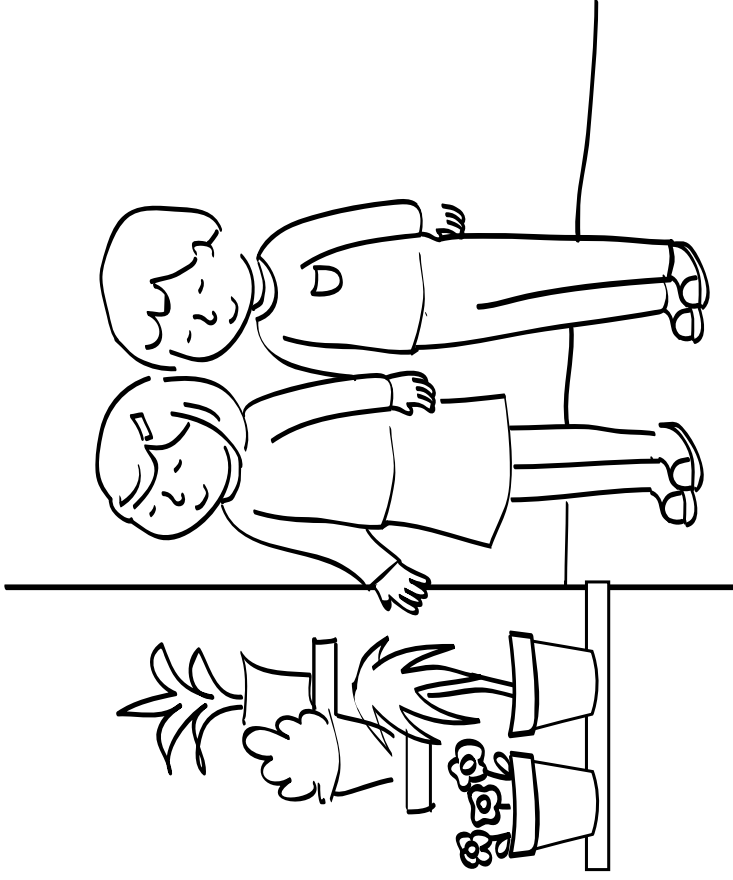
Mike: Get well, Mom!

④



Mike: I can shop.
Kate: Let's go together.

②



Mike: Look! Plants!
Kate: Mom likes plants.

③

Name _____

Reread “A Gift for Mom.” Follow the directions.

1. Write a sentence that tells what happens first in the story.

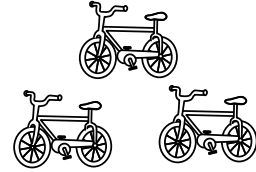
2. Write a sentence that tells you what Kate wants to do.

3. Write a sentence that tells what happens next.

4. How does Mom feel at the end of the story?

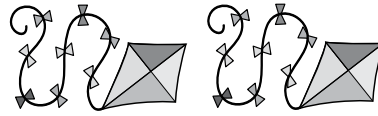
Name _____

You can add **-s** to the end of a word to name more than one person or thing.

bike**bikes**

A. Add -s to the word to name more than one thing. Write the new word.

1. kite



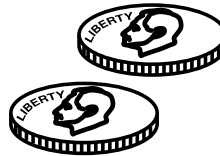
2. pile



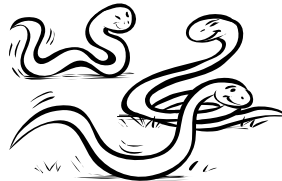
3. grape



4. dime



5. snake



B. Write your own sentence. Use a word that names more than one thing.

6. _____

Name _____

Diagrams are pictures that have labels. The labels tell about the parts.

Look at the diagram of a plant. Use the words from the box to complete the diagram.

flower

leaf

root

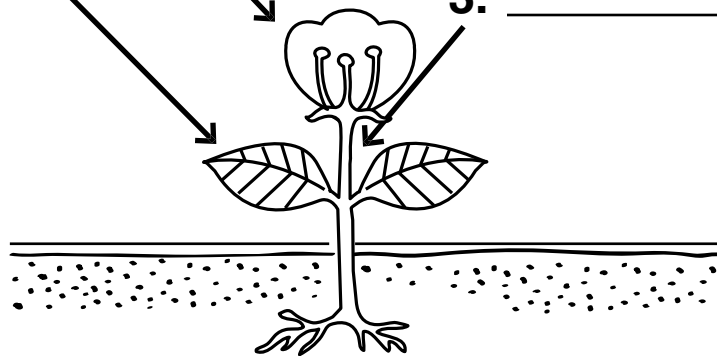
stem

1.

2.

3.

4.



Name _____

Reread “A Gift for Mom.” Think about the sequence. Use the words and the pictures to complete the sentences.

1. First, the author told us that Mom is _____.

2. Next, the author told us that Mike and Kate

 _____.

3. Then, on page 3, Mike and Kate get a _____.

4. Last, on page 4, Mike and Kate give a plant to

 _____.

5. What clue did the author give to let you know that Mom likes the plant?

Name _____

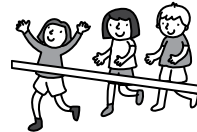
Sometimes the letter **c** makes the **s** sound. You can hear it in **race** and **nice**.

The letter **g** can make the **j** sound. You hear it in **wage** and **gel**.

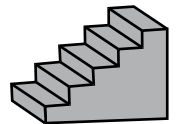
The letters **dge** together also make the **j** sound, as in **badge** and **ledge**.

Say the word. Write the word. Circle the picture that shows the word.

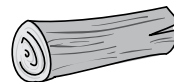
1. trace



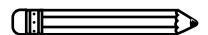
2. stage



3. lodge



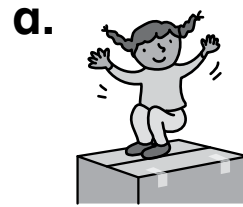
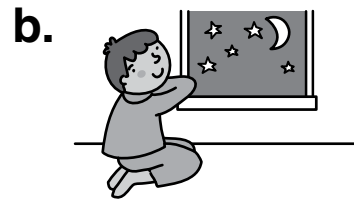
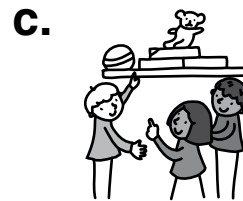
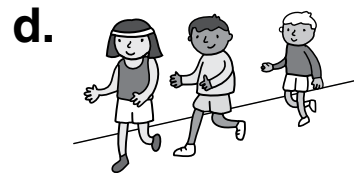
4. pencil



5. bridge



Name _____

Match each sentence to the picture.1. I was **so** fast, I won the race.2. The fish came **from** the pond.3. Cal is **happy** in the tent.4. **Once** I jumped on a box.5. We can play **any** game.6. The boy wished **upon** a star.

Name _____

Use the words in the box to complete the sentences.

hedge

dance

nice

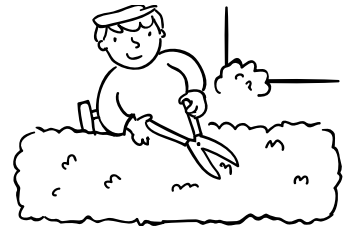
cage

edge

1. Pip sits in a _____.

2. Mom cuts the top _____
of the can.

3. Ed trims the _____.



4. Pam is _____.

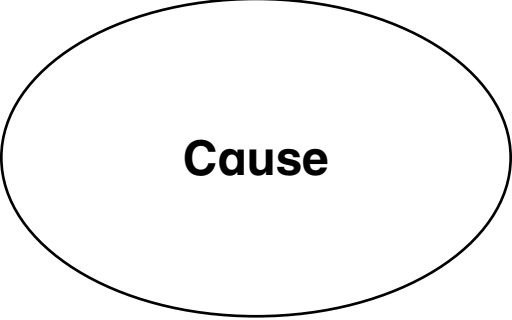
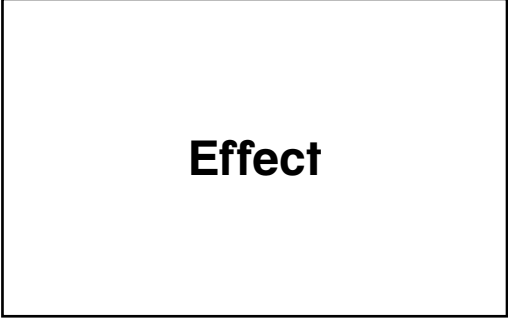
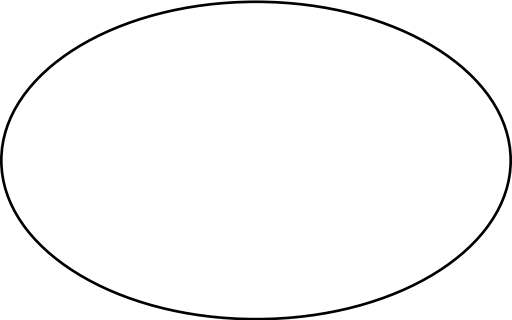
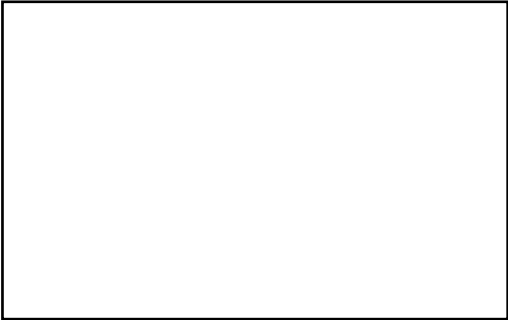
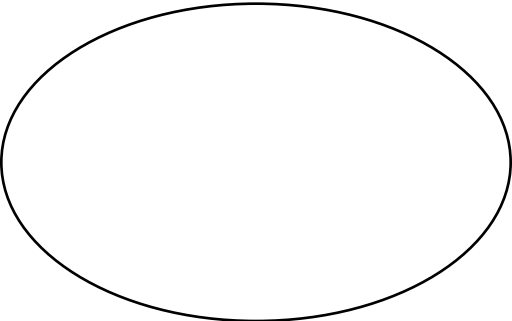


5. Ann likes to _____.

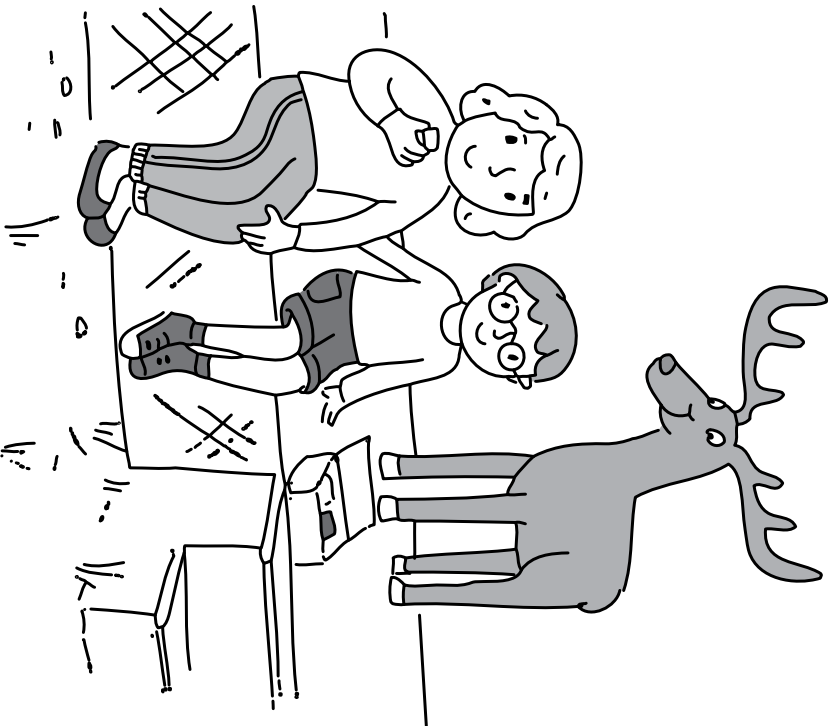


Name _____

Fill in the Cause and Effect Chart. Use words from the story.

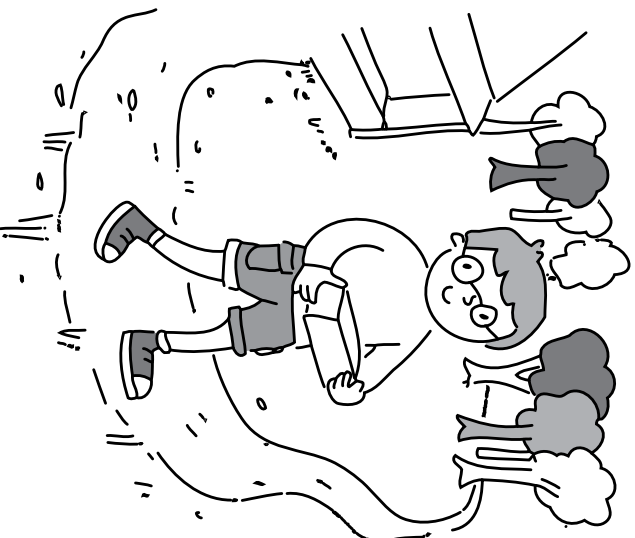
 Cause		 Effect
		
		

Little Fred and Little Buck



Little Buck helped Fred.
They got to Gran's.
They had fudge!

④



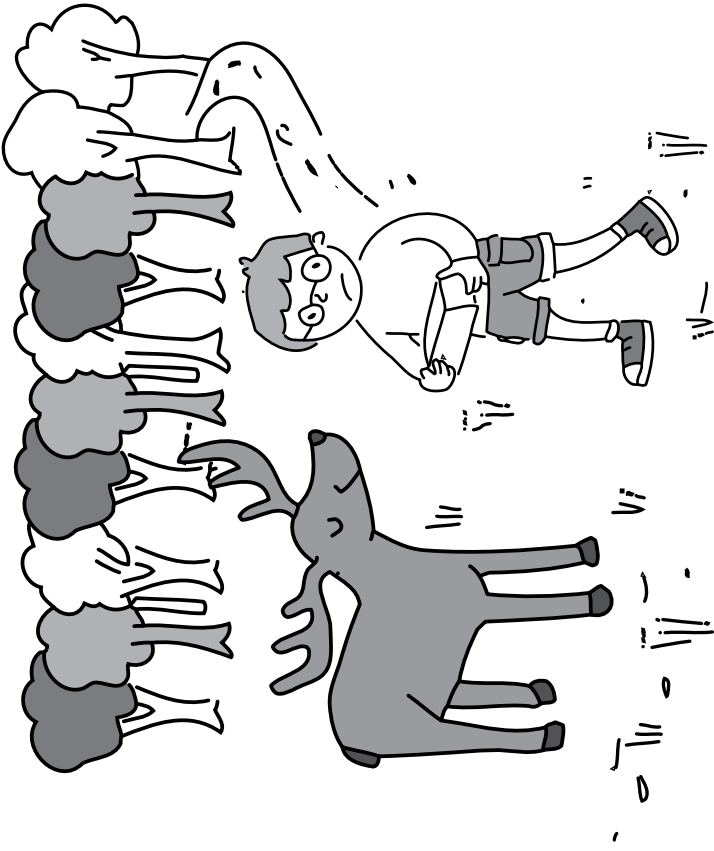
Gran liked fudge.
Mom was making some.
Fred walked to Gran's
with it.

①



There are too many trees.
Where is the path? Little
Fred is lost!

②



Little Buck came by.
“Can you help me?”
asked Fred.

③

Name _____

Reread “Little Fred and Little Buck.” Answer the questions.



1. What causes Little Fred to go to Gran's?

2. What causes Fred to get lost?

3. What is the effect of meeting Little Buck?

4. What is the effect of going to Gran's?

Name _____

Add **-ed** to an action word to tell what happened in the past. Add **-ing** to an action word to tell what is happening now.

Look at the word **race**. It ends with the letter **e**.
To add **-ed** or **-ing**, first drop the **e**.

race – **e** + **ed** = **raced**

race – **e** + **ing** = **racing**

A. Add -ed to each word. Write the new word.

1. rake



2. slice

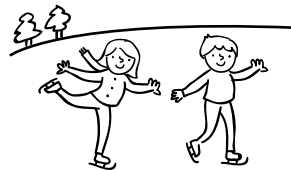


B. Add -ing to each word. Write the new word.

3. trace



4. skate



Name _____

Words in a song or poem sometimes **rhyme**.
 Words that rhyme have the same ending sound.
 Say the words in each column to hear the rhyme.

clap**best****bell****slap****rest****well****flap****nest****fell**

Say the words. Cross out the word that does not rhyme. Write a new rhyming word.

1. ate, plate, that, date

 - - - - -

2. fine, nine, dine, pin

 - - - - -

3. mice, pick, dice, ice

 - - - - -

4. has, crash, smash, dash

 - - - - -

Name _____

Reread “Little Fred and Little Buck.” Think about how the author used cause and effect. Use the words and pictures to answer the questions.

1. What clue does the author give about the cause of Little Fred’s going to Gran’s?

2. What clue does the author give about the cause of Little Fred getting lost?

3. What is the effect of finding Little Buck?

4. Little Fred, Little Buck, and Gran have fudge. Is this a cause or an effect?

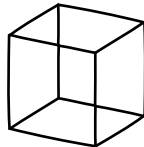
Name _____

The letters **o_e** stand for the long **o** sound.
 The long **o** sound is the middle sound in **rope**.
 The letters **u_e** stand for the long **u** sound.
 The long **u** sound is the first sound in **use**.
 The letters **e_e** stand for the long **e** sound.
 The long **e** sound is the middle sound in **Pete**.



A. Look at each picture. Circle the word that names the picture. Write the word.

1.  _____
 note not

2.  _____
 cub cube

3.  _____
 glob globe

4.  _____
 mull mule

B. Look at each picture. Write o, u, or e to complete the word that names it.

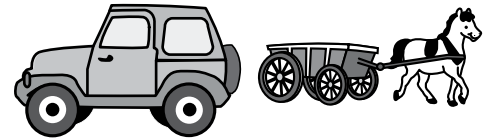
5.  _____
 r _____ se

6.  _____
 c _____ ne

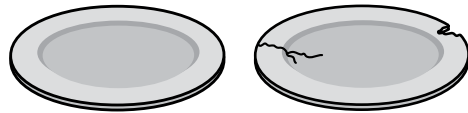
Name _____

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

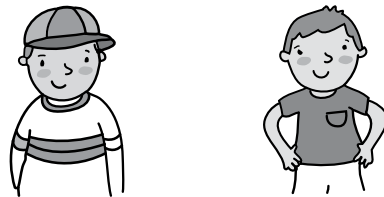
ago boy girl how old people



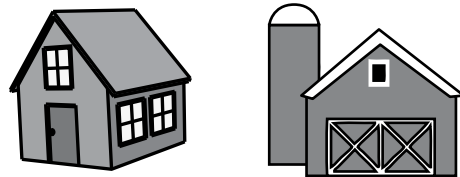
1. We rode in carts long _____.



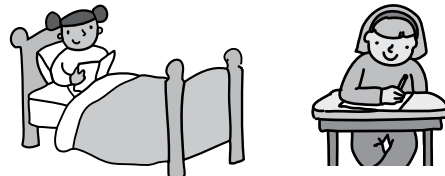
2. This plate is very _____.



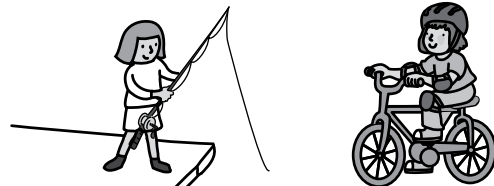
3. This _____ has a cap.



4. Some _____ live here.



5. This _____ is in school.



6. This is _____ to fish.

Name _____

Use the words in the box to complete each sentence. Write the word on the line.

huge stove Eve these rode cone

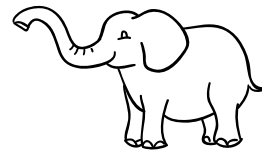
1. My name is _____.



2. Pete _____ on his bike.



3. Its trunk is _____!



4. Do you like _____ pants?



5. Put the pot on the _____.

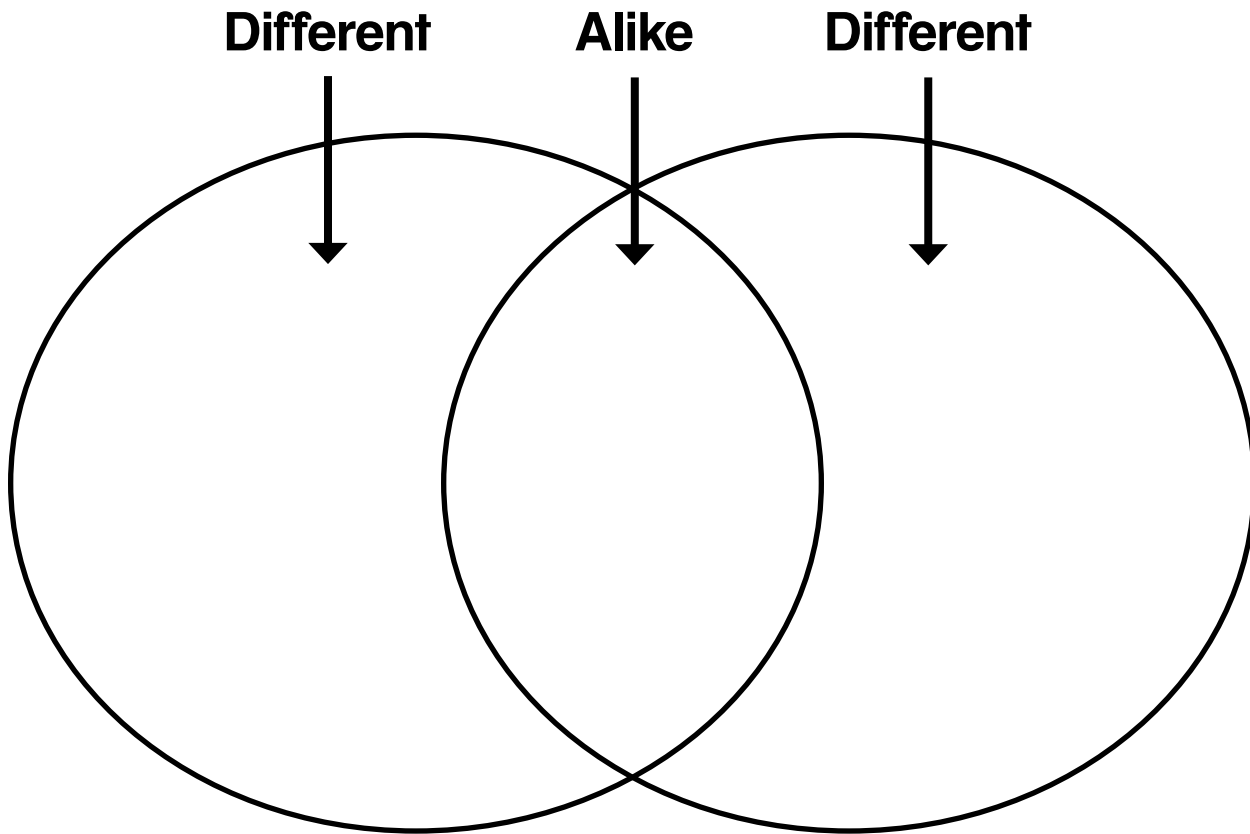


6. This is a big _____!

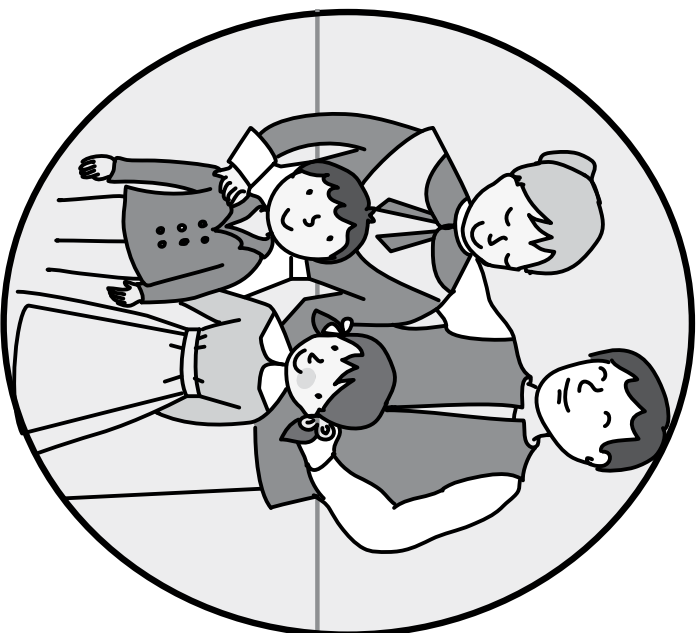


Name _____

Fill in the Compare and Contrast Chart.
Use words from the story.

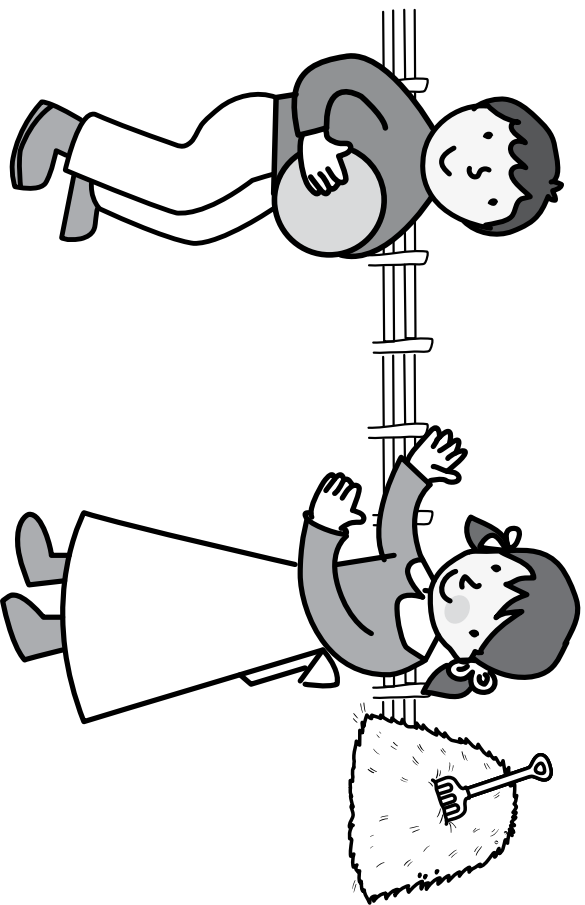


Life Long Ago



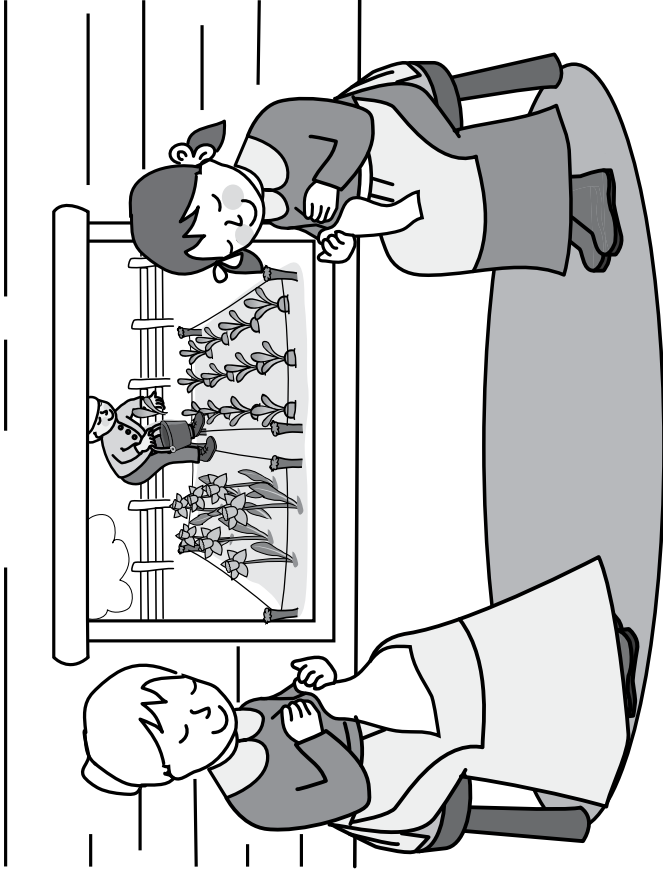
What was life like long ago?
What did boys and girls do?
They helped a lot at home.

①



Boys and girls still had time
to play. They had fun just
like you do!

④



Girls helped make clothes.
Boys helped to plant.

②



Boys and girls fed the hens.
They looked for eggs.

③

Name _____

Reread “Life Long Ago.” Read the questions that compare and contrast what boys and girls did. Circle the words that answer each question. Write the words.



1. The boys and girls all _____.

helped planted

2. What did girls do?

Girls helped to _____.

make clothes read

3. What did boys do?

Boys helped to _____.

sew plant

4. Boys and girls fed the _____.

plants hens

Name _____

The spellings **a_e**, **i_e**, **o_e**, **u_e**, and **e_e** stay together in the same syllable. The syllable usually has a long vowel sound.

in/side**a/**wake**rose/**bud

Read each word. Draw a line to divide the word into syllables. Write one syllable on each line. Then circle the syllable with the long vowel sound.

1. sunshine

_____	_____
-----	-----
_____	_____
_____	_____

2. pancake

_____	_____
-----	-----
_____	_____
_____	_____

3. explode

_____	_____
-----	-----
_____	_____
_____	_____

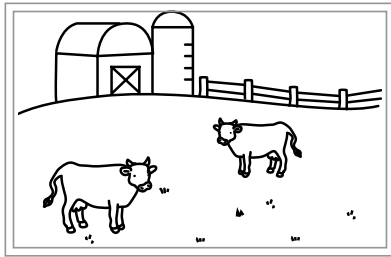
4. handshake

_____	_____
-----	-----
_____	_____
_____	_____

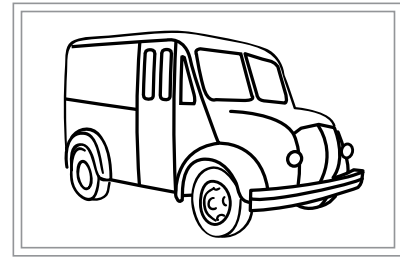
5. placemat

_____	_____
-----	-----
_____	_____

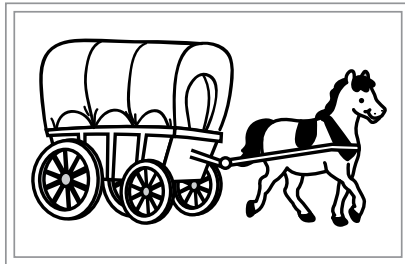
Name _____

Captions tell readers more about photos or pictures.**Look at each picture. Circle the caption that goes with the picture.**

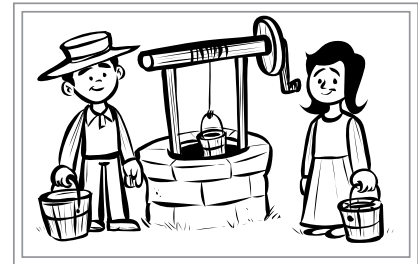
1. This is life on a farm.
This is life in a city.



2. Horses carry goods today.
Trucks carry goods today.



3. People rode in these
long ago.
People ride in these today.



4. People get water from a
sink today.
People got water from a
well long ago.

Name _____

A. Reread “Life Long Ago.” Think about the story characters and what they did. Use the words and pictures to complete the sentences.

1. Long ago, girls helped to _____.

2. Boys helped to _____.

3. Boys and girls fed the _____.

4. They all looked for _____.

B. Name a way that life is the same now as it was long ago.

5. _____

Name _____

The letters oo and u can make the middle sound you hear in book.

Circle the word in each row that has the same middle sound you hear in took. Write the word.

1. hook

rope

nut

2. shake

shook

stop

3. fun

flop

full

4. foot

tune

fudge

5. rush

patch

push

Name _____

Complete each sentence. Use one of the words in the box.

done soon every after work buy

1. Matt will _____ a hat.



2. Now she is _____!



3. They will go to the park _____ school.

4. He has a lot of _____ to do.



5. There are dots on _____ sock.



6. He will wake the cat _____.



Name _____

A. Read the words in the box. Listen for the middle sound spelled oo or u. Then write each word next to a word with the same ending sounds.

foot

pull

cook

push

1. bush

2. soot

3. book

4. full

B. Change the beginning sound in good to write a new word that has the same middle sound. Then write a sentence using good or your new word.

5.

Name _____

Fill in the Sequence Chart. Use words from the story.

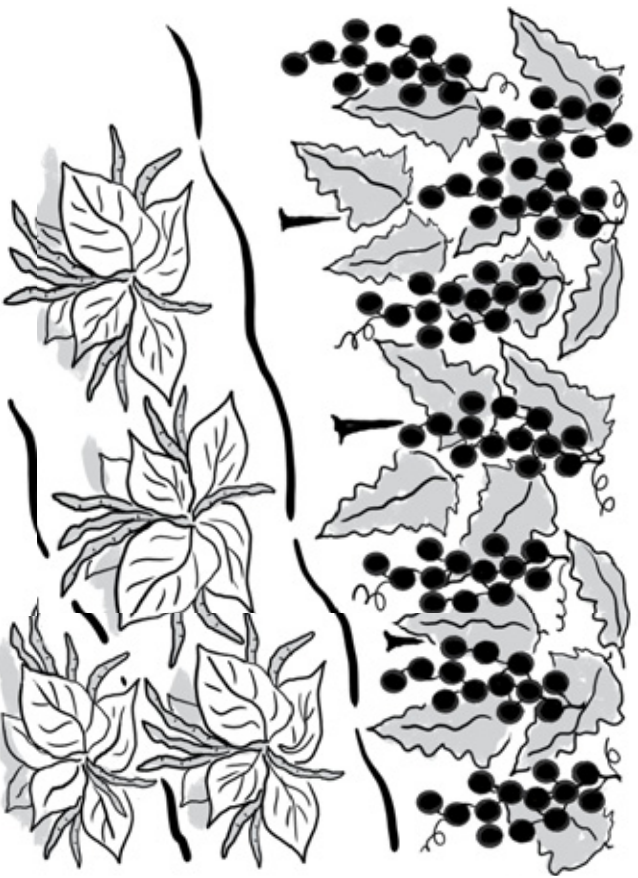
First

Next

Then

Last

The Food We Eat



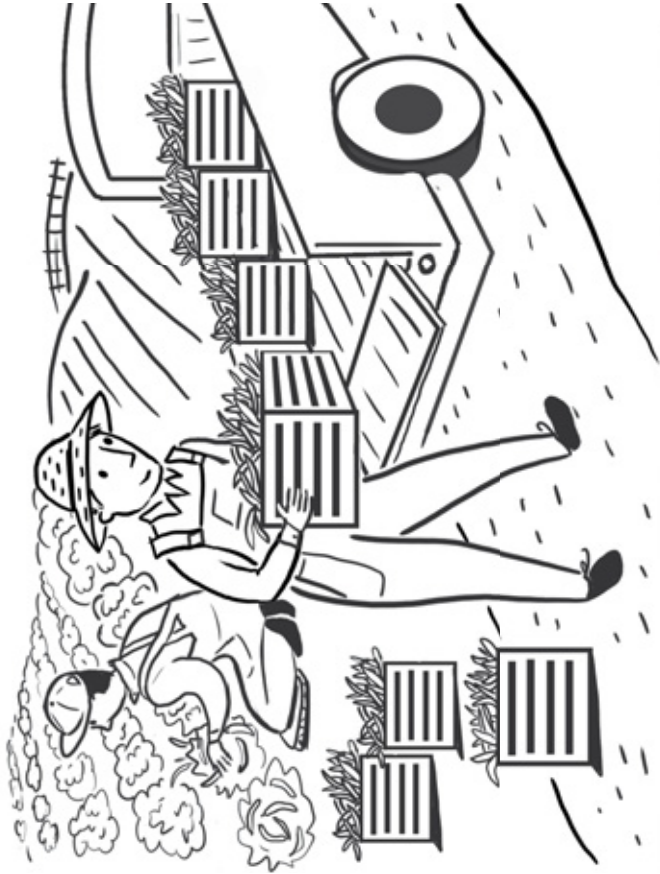
This is a big farm.
It grows beans and grapes.
Soon they can be picked.

①



Then we buy beans.
We cook the food.
It tastes good!

④



People work here. They
pack up the food. Then
trucks take it to shops.

②

Copyright © The McGraw-Hill Companies, Inc.



After that, we go to a
shop. We buy the grapes.
They look good!

③

Name _____

A. Reread “The Food We Eat.” Think about what happens to the food at each stage. Answer the questions.

1. What happens to the food first?

2. After packing, what happens to the food then?

3. What happens to the food next?

4. What happens to the food last?

B. Complete the sentence to tell what the family buys.

5. The family buys

Name _____

When you add **-ed** or **-ing** to the end of a word that ends with a vowel and a consonant, double the last consonant.

dropo + ed = drop + **p** + **ed** = dropped

dropo + ing = drop + **p** + **ing** = dropping

A. Add -ed to each word. Write the new word.

1. tag

2. stop

3. grab

4. slam

B. Add -ing to each word. Write the new word.

5. hug

6. plan

7. drip

8. skip

C. Write a sentence using a word you wrote above.

9. _____

Name _____

A **chart** provides information in an organized way.

**A. Use the chart to compare different foods.
Answer the questions.**

Food Colors		
Red	Yellow	Green
apple tomato  	lemon banana  	lime peas 

1. Circle the two foods that are green.

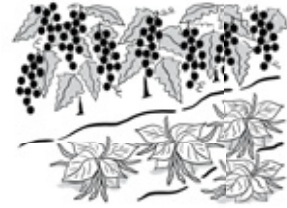
lemon peas lime

2. What color is an apple? _____

B. Think of other foods that are red, yellow, or green. Add their names to the chart.

Name _____

Reread “The Food We Eat.” Think about how the author uses sequence. Complete each sentence.



1. First, the farm grows



2. Next, the food is packed and

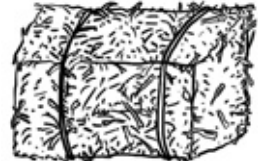


3. Then, the family



4. Last, the family

Name _____

The letters **a**, **ai** and **ay** can make the long **a** sound.**apron****train****hay****A. Read the words in the box. Listen for the long a sound. Write the word that names each picture.**

tray

snail

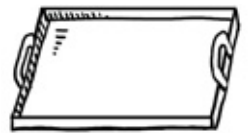
pail

day

1.



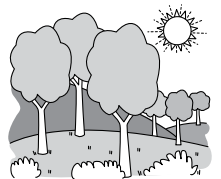
2.



3.



4.

**B. Write your own sentence using a word from the box.**

5.

Name _____

Complete each sentence. Use one of the words in the box.

about animal carry eight give our

1. My dog is _____ this big.



2. I see _____ eggs in the nest.



3. I will _____ you this snack.



4. I can use this to _____ grapes.



5. This is _____ home.



6. A pig is an _____.



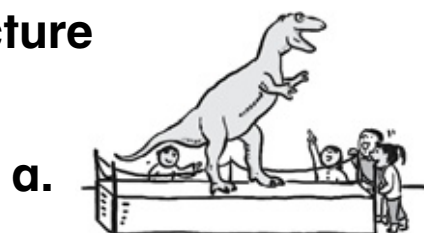
Name _____

special: Something that is **special** is important or unique.

splendid: Something that is **splendid** is wonderful or very good.

A. Match each sentence to the picture that it tells about.

1. Today is my **special** day.



2. We had a **splendid** time on our school trip.



B. Complete each sentence. Use a word from the word box.

special

splendid

3. The doll is _____ to me.

4. Mom looks _____ in her new dress.

Name _____

Fill in the Sequence Chart. Use words from the story.

First

Next

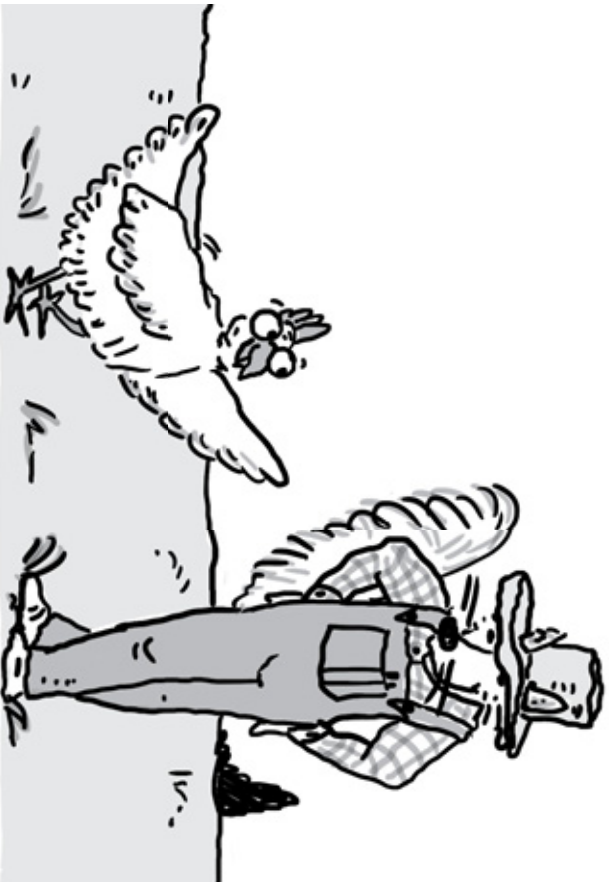
Then

Last

A Fox Tail



Fox wanted to eat.
“I see Hen,” Fox said. “I will
get an egg from her!”



He asked Hen for an egg.
“Ha!” said Hen. “You can not
trick me. I see a fox tail!”
Hen did not give Fox any eggs.

④

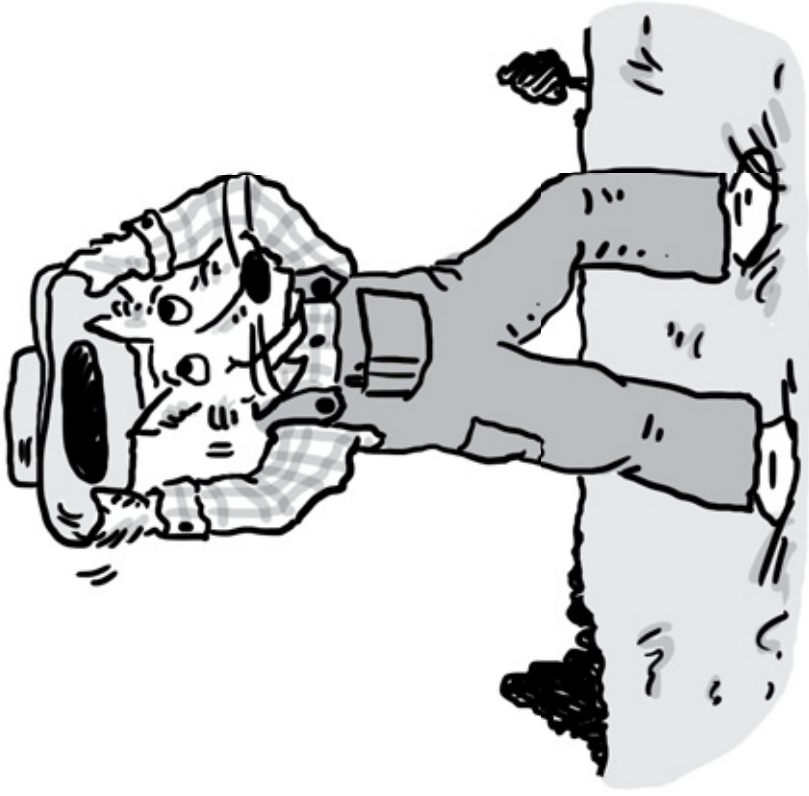
①



"May I take that egg?"
Fox asked.

"No, you may not!" said Hen.

②



"I will trick Hen and get that
egg," said Fox.
Fox dressed up. He put on a hat
and old pants. He went to see
Hen.

③

Name _____

A. Reread “A Fox Tail.” Use the numbers to tell the order of the events.

Write 1 if the sentence and picture tell what happened first.

Write 2 if the sentence and picture tell what happened next.

Write 3 if the sentence and picture tell what happened last.

1. Fox dressed up. _____



2. “I see Hen,” Fox said. _____



3. “Ha!” said Hen. “You can not trick me, Fox!” _____



B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

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

Name _____

A **dictionary** is a book that gives the meanings of words. It shows how to use a word in a sentence.
We use a **dictionary** to find out what a word means.

A. Read the words and meanings from a dictionary.

special important.
My pup is very **special** to me.

splendid very good.
We had a **splendid** time with Gram.

B. Choose the correct meaning for the word. Fill in the circle.

1. special ☐ important ☐ fun
2. splendid ☐ sad ☐ very good

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

- _____
-
3. The school play was _____.
- _____
-
4. The gift from Mom is _____ to me.

Name _____

Read each word. Underline the letters that make the long a sound. Write the word. Circle the picture that it names.

1. train



2. clay



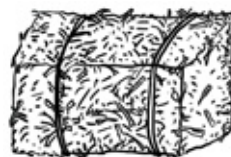
3. paint



4. apron



5. hay



Name _____

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

We put words in ABC order by looking at the first letter of each word.

clay day go

If words begin with the same letter, we look at the second letter.

bat bed box



Read the two words. Circle the word in () that comes next in ABC order. Write the word.

1. pail read (take stay)

2. can five (past gold)

3. day hive (log men)

4. kick loss (make nail)

Name _____

A **chart** gives information in an organized way.

Read the chart.

Duck	Chicken
wings	wings
long, flat beak	small beak
webbed feet	no webbed feet
lays eggs	lays eggs



A. Circle the correct answer. Use the chart to help you.

1. Which has wings?

duck chicken both

2. Which has a small beak?

duck chicken both

3. Which has webbed feet?

duck chicken both

B. Use the chart to help you answer the question.

4. What is one thing that is the same about a duck and a chicken?

Name _____

The **plot** is what happens in the story.

Authors tell what happens **first, next, last**.

A. Reread “A Fox Tail.” Think about how the author used sequence to tell the plot. Circle and fill in the words in bold that best complete the sentence.

1. First, the author told what _____.

Fox wanted / Hen wanted

2. Next, the author told how Fox _____
what he wanted.

got / did not get

3. Then, the author told how Fox _____.

made a plan / gave up

B. Write what happened last.

Name _____

The long **e** sound can be spelled with the letters **e** as in **be**, **ee** as in **keep**, **ea** as in **eat**, and **ie** as in **thief**.

Write the words from the box that have the same vowel sound and spelling.

she sleep each deep shield seat me chief

1. field



_____	_____
_____	_____
_____	_____

2. eat



_____	_____
_____	_____
_____	_____

3. cheese



_____	_____
_____	_____
_____	_____

4. he



_____	_____
_____	_____
_____	_____

Name _____

Complete each sentence. Use one of the words in the box.

into blue or small other because

1. The animal is very _____.



2. We walk _____ the school.



3. Do you want this one _____
that one?



4. I put on a hat _____ it is cold.



5. The flag is red, white, and _____.



6. I will eat the _____ apple.



Name _____

A. Read each clue. Look at each picture.
Then write a vocabulary word from the box next
to the clue it goes with.

danger partner

1. The cat is not safe. _____



2. We worked together. _____

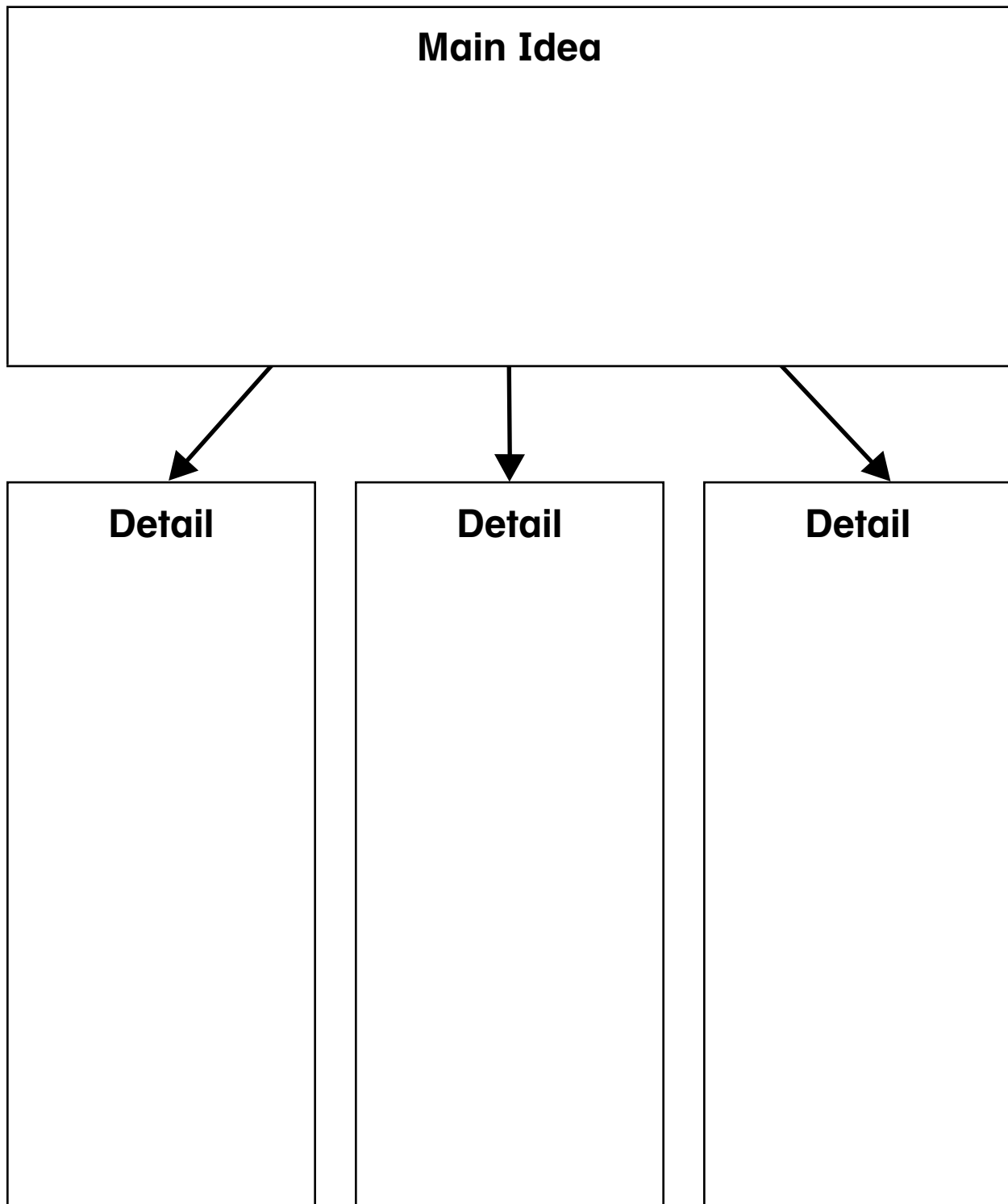


B. Choose one of the vocabulary words from the
box above to use in a sentence of your own. Then
draw a picture to go with your sentence.

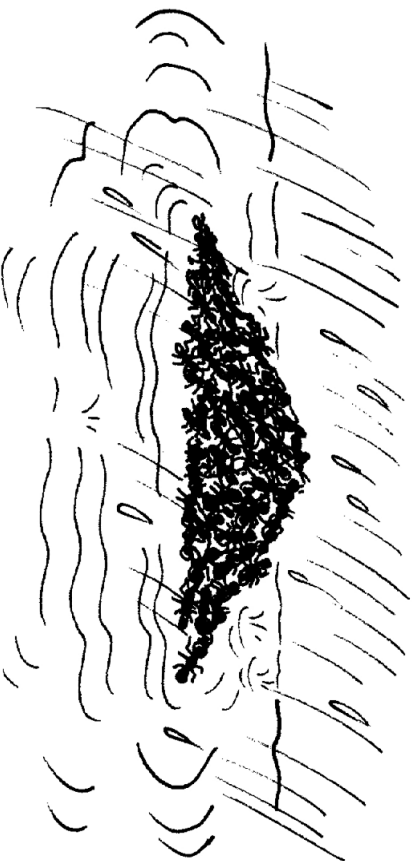
3. _____

Name _____

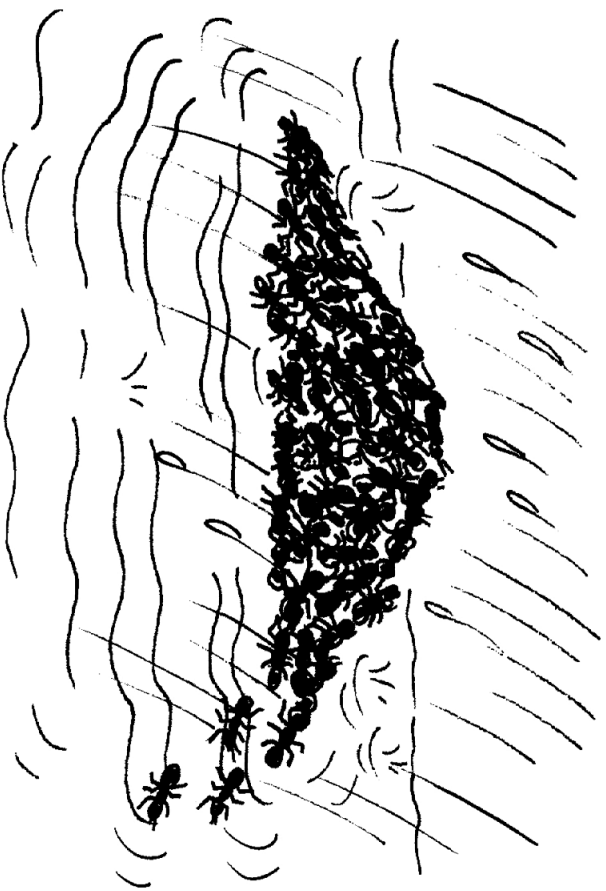
Fill in the Main Idea and Key Details Chart. Use words from the story.



Ants Can Help



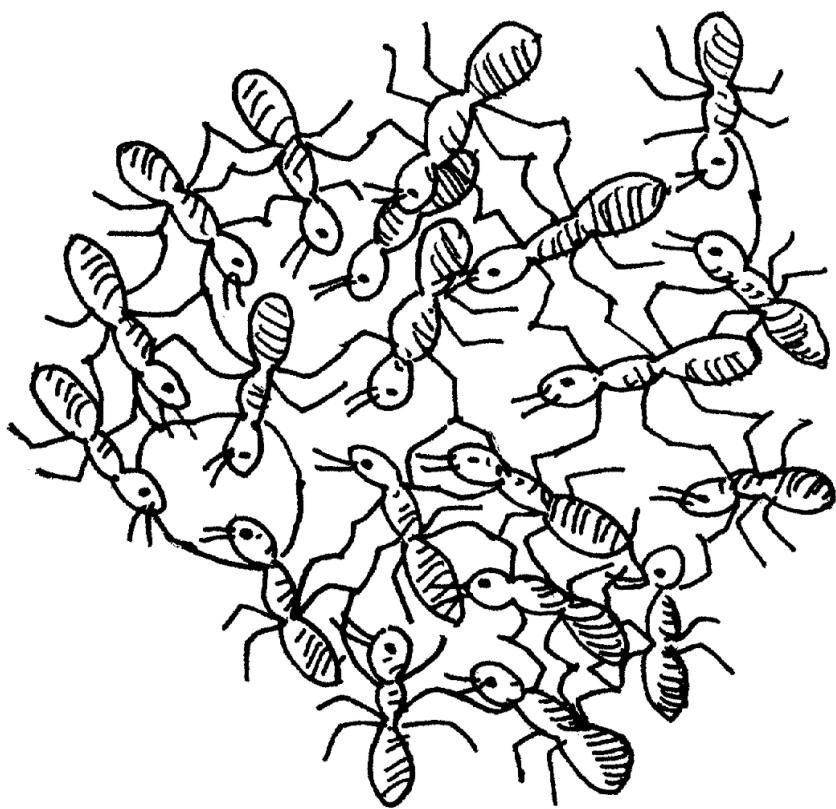
It is raining a lot. There is water all around. How can little ants stay safe?



The raft of ants floats. They can wait for the rain to stop. They may reach land. Now that's teamwork!

④

①



Some ants help each other. They work as a team. They get in a circle. Then they weave their legs together.

②



They make a raft. It is a raft of ants. The ants can stay on top of the water this way.

③

Name _____

A. Reread “Ants Can Help” and answer the questions.**1. What can ants do in the rain?**

2. What do the ants do with their legs?

3. What do the ants make?

4. How do the ants stay safe?

B. Work with a partner. Read the passage aloud. Pay attention to appropriate phrasing. Stop after one minute. Fill out the chart.

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

Name _____

Context clues are words that help you figure out the meaning of a new word. When you see a new word, look for words you know to help you.

Use context clues to figure out the meaning of the word in bold. Fill in the correct circle.

1. The lions sit and **relax** on the grass.

☐ rest

☐ run



2. Lee **enjoys** seeing the lions. He has a fun time.

☐ likes

☐ looks



3. The **timid** lion hid behind his mother.

☐ shy

☐ happy



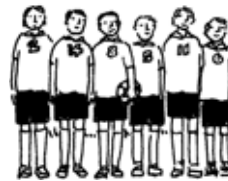
Name _____

Read the word. Draw a line under the letters that make the long e sound. Write the letters on the line. Circle the matching picture.

1. sheet



2. team



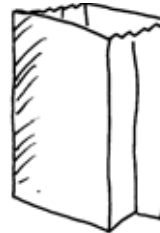
3. tree



4. shield



5. bee



6. sea



Name _____

A **prefix** is a word part you can add to the beginning of a word to change its meaning.

The prefix **re-** means **again**.

The prefix **pre-** means **before**.

The prefix **un-** means **not** or **the opposite of**.

redoprecookunsafe

A. Match each sentence to a word with a prefix.
Use the underlined words to help you.

- | | |
|--|-------------------|
| 1. The room is <u>not clean</u> . | a. reread |
| 2. I will <u>use</u> the bag <u>again</u> . | b. unclean |
| 3. She is <u>not happy</u> . | c. unhappy |
| 4. Pat will <u>read</u> the book <u>again</u> . | d. premade |
| 5. I <u>made</u> the crust <u>before</u> I baked it. | e. reuse |

B. Write a sentence using a word with a prefix.

6. _____

Name _____

Captions are short descriptions that tell more about a photograph or picture.

A. Circle the caption that tells about the picture.



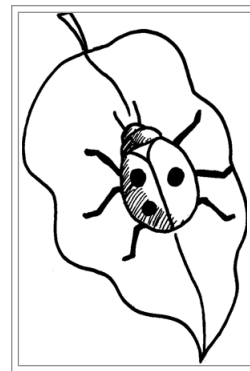
1. Honey is sweet.
Bees make honey.



2. A grasshopper can hop.
An ant is very little.



3. Some bugs live in trees.
Ants can walk in a line.



4. Ladybugs have spots.
Spiders have eight legs.

B. Choose a picture. Write another caption.

5. _____

Name _____

Reread “Ants Can Help.” Think about how the author used main idea and key details.

Write main idea or key detail next to each sentence.

1. It is raining a lot.

2. Ants weave legs together.

3. The ant raft can float.

4. Ants help each other out.

5. Soon the ants will be safe.

Name _____

The letters o, oa, ow, and oe can make the long **o** sound.

gocoallowdoe

tow both hoe coat hold toe glow road

Write the words from the box that have the same vowel sound and spelling.

1. cold



2. boat



3. crow



4. doe

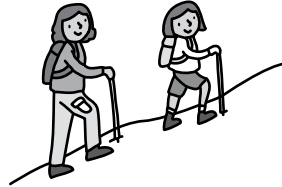


Name _____

Write the word from the box that completes each sentence.

find food more over start warm

1. We hike _____ the hill.



2. It is _____ in the sun.



3. Give Spot some _____.



4. I will _____ my coat.



5. Jen has _____ books.



6. _____ the bus so we can go!



Name _____

You can use the words **seek** and **search** to tell about looking for something.

Use **search** to tell about looking for something in a place.

Use **seek** to tell about looking for something you want.

Circle the word that best completes the sentence.
Write the word on the line.

- _____
-
1. Kim has to _____ the closet for her coat.
- search seek

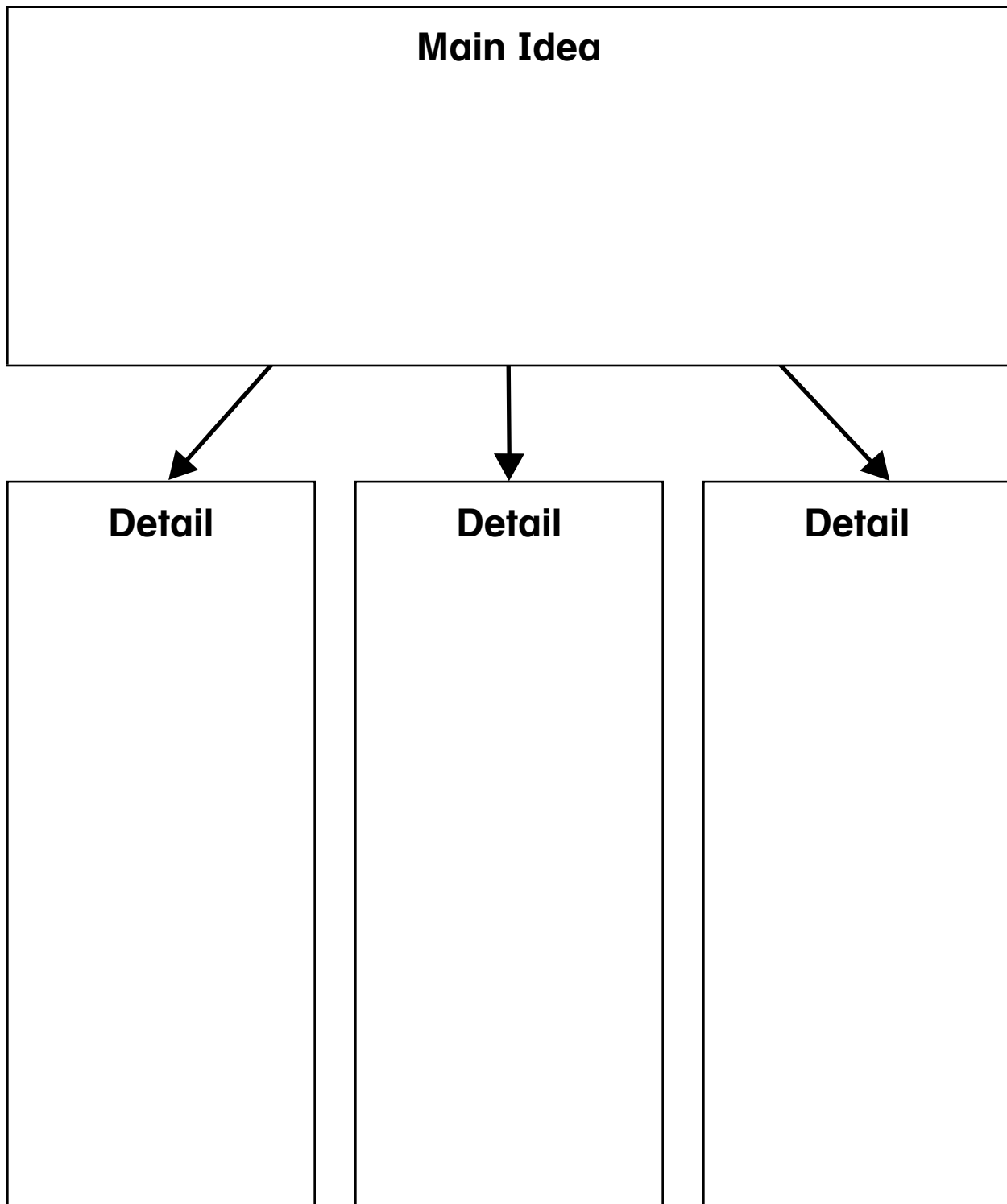
- _____
-
2. The crow must _____ out food.
- search seek

- _____
-
3. The prince will _____ a princess.
- search seek

- _____
-
4. I will _____ my desk for a pencil.
- seek search

Name _____

Fill in the Main Idea and Key Details Chart. Use words from the story.



Crows



Can a crow be bold? Yes! It likes to take things. This crow brings a shell back to its nest!

④



Have you seen a crow? Crows are big. They are mostly black. They live in many places.

①



What does a crow eat? Crows eat what they can find. It could be ants, crops, or bugs. They even eat eggs and fish.

②



Crows make nests. They made this nest from sticks. The top is open.

③

Name _____

A. Reread “Crows.” Then answer the questions.

1. Key details tell you more about the main idea. You can find key details in the words or in photos and illustrations. What is a key detail you read?

2. What is one more key detail you read?

3. The main idea of a selection is what it is mainly about. What is the main idea of “Crows”?

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

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

Name _____

A **word category** is a group of words that are alike in some way.

Word Category: **Things People Do**

learn, eat, sleep, play



A. Reread “Crows.” Then look for words that fit each category. Write the missing word.

1. Things Crows Eat: ants, crops, _____

2. Things Crows Do: _____, make nests, eat

B. Write a word category that tells how the words in each group are alike.

Word Category:



3. wings, beak, legs, feet



4. dogs, cats, birds, fish

Name _____

Use the words in the box to complete the sentences.

coat

show

boat

row

toe

go

1. They put on a _____.



2. We can _____ fast.



3. Put on your _____.



4. We sit in the same _____.



5. I hit my big _____.



Name _____

An **open syllable** is a syllable that ends in a vowel.
It has a long vowel sound.

ro/bot ho/tel

Read each word. Draw a line between the syllables in each word. Write the word that has an open syllable.

1. begin picnic

2. inside silent

3. magnet locate

4. retell escape

5. sunset beneath

6. pilot pancake

Name _____

Some words help readers see, hear, feel, taste or smell. These words are called **sensory words**.

Read the sentence. Underline the sensory word.
Write the word on the line.

1. The day is sunny. _____



2. A loud truck went down the street. _____

3. I pat the fluffy chick. _____



4. The cake has creamy frosting. _____

5. The garden smelled sweet. _____



6. I clean up the sticky mess. _____



Name _____

The **main idea** tells what a selection is mostly about. **Key details** tell more about the main idea.

A. Reread “Crows.” Think about how the author used key details to tell about the main idea.

Write main idea or key detail next to each sentence.

- _____

1. Crows eat bugs. _____

2. Crows make nests. _____

3. Crows eat fish and eggs. _____

4. Crows take things. _____

5. Crows do many things. _____

Name _____

The long i sound is the sound you hear in the middle of **wild**. The letters i, y, igh, and ie can stand for the long i sound.

findskynighttie

A. Circle the long i word that completes each sentence. Write the word.

1. The baby will _____.

cry sips



2. We like _____.

cake pie

3. The sun is out so there is a lot of _____.

light dim

B. Write i, y, igh, or ie to complete the word that names each picture.

4.



w _____ l d

5.



f l _____

Name _____

Write the word from the box that completes each sentence.

caught flew know laugh listen were

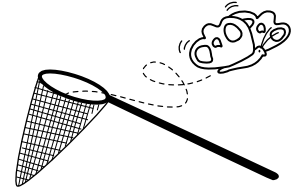
 1. He _____ a bug.



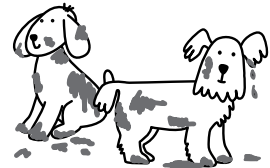
 2. I _____ at jokes.



 3. The butterfly _____ away.



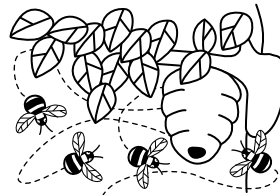
 4. They _____ playing in mud.



 5. We must _____ in school.

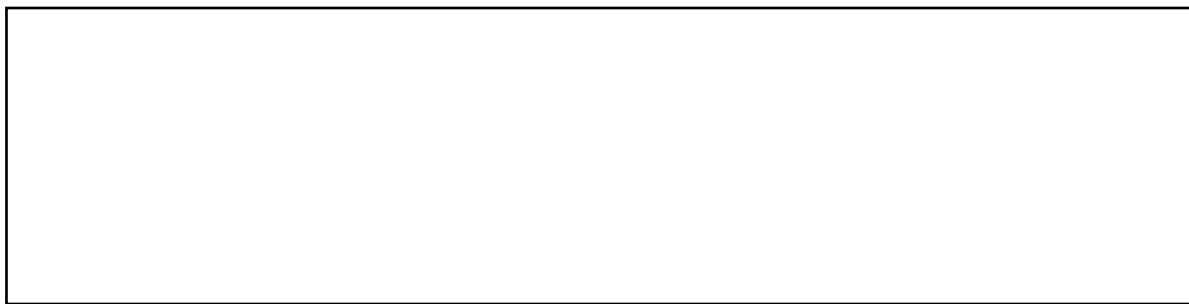


 6. Do you _____
 where bees live?



Name _____

**A. Write a sentence that uses the word beautiful.
Then draw a picture to go with your sentence.**



**B. Write a sentence that uses the word fancy. Then
draw a picture to go with your sentence.**



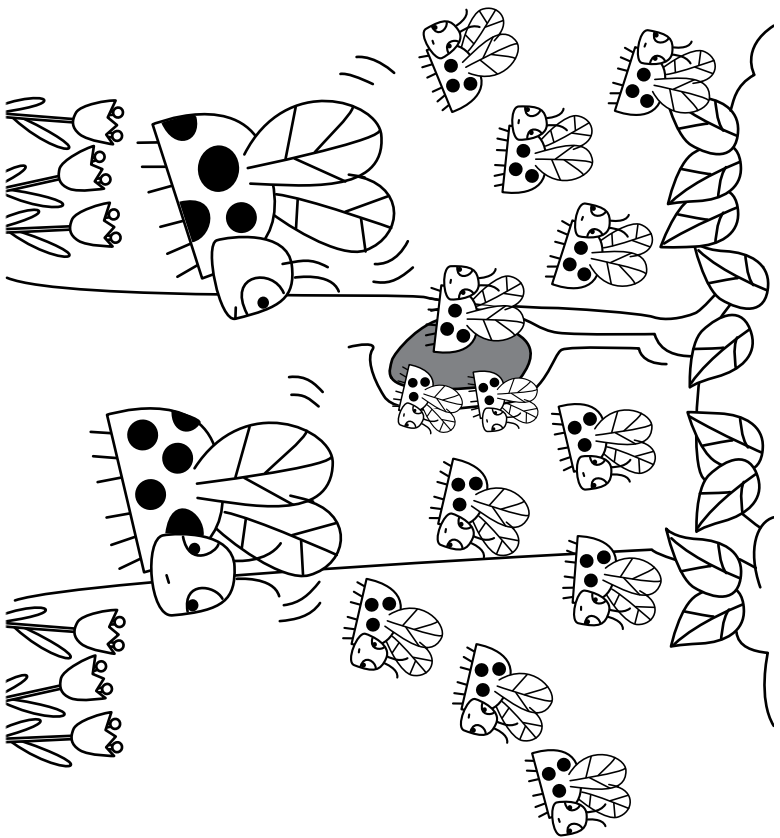
Name _____

Fill in the Point of View Chart. Use words from the story.

Character	Clue	Point of View

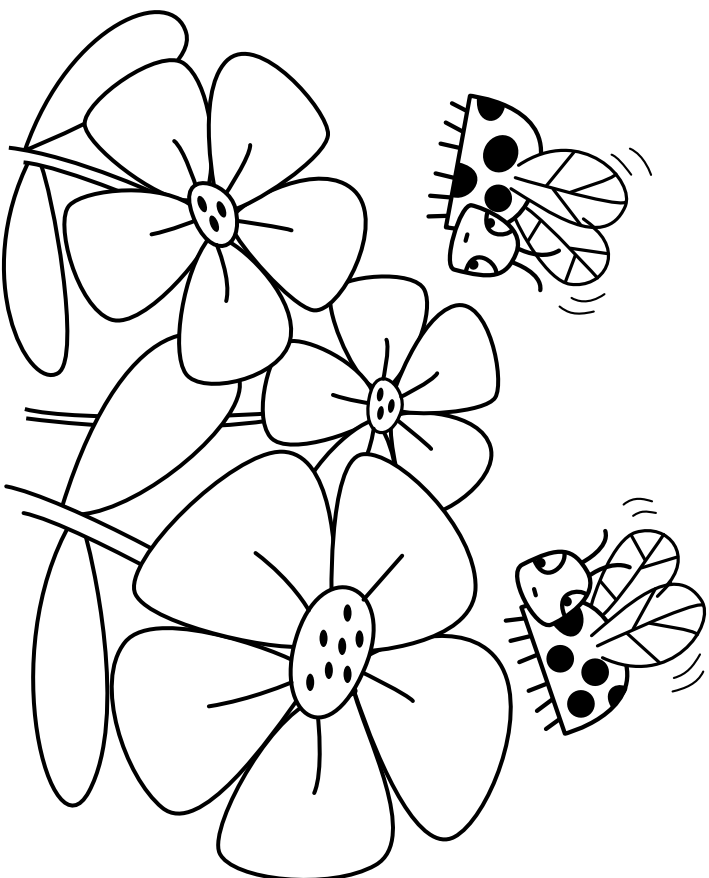
Copyright © The McGraw-Hill Companies, Inc.

Eve and Pete



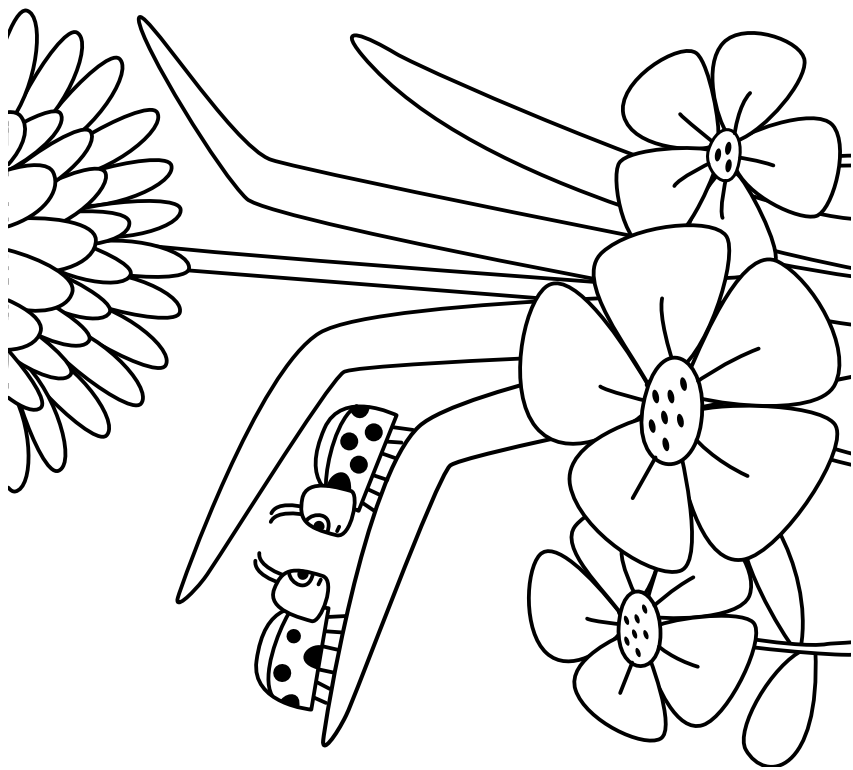
Eve and Pete slept in the tree.
One warm day, the bugs woke up.
It was spring! So Eve and Pete said
good-bye. They flew up to the sky.

④



Eve and Pete were pals.
They flew and flew high and low.
They had so much fun together.

①



Then one day, Pete said, "It's getting cold. We need to find a tree. We need to sleep."
"Let's look for one," said Eve.

②

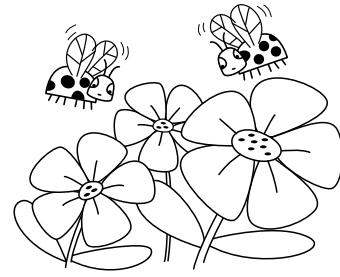


They spotted a huge tree. There were lots of bugs inside.
"Hi! Stay with us," the bugs cried.
"You will be warm here."

③

Name _____

A. Reread “Eve and Pete.”
Circle the words that answer
each question. Write the words.



1. The story characters are _____.

bugs trees

2. Pete said they needed to _____.

sleep play

3. The bugs said _____.

stay with us go away

4. When spring came, Eve and Pete

stayed flew away

B. Work with a partner. Read the passage aloud.
Use appropriate phrasing. Stop after one minute.

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

Name _____

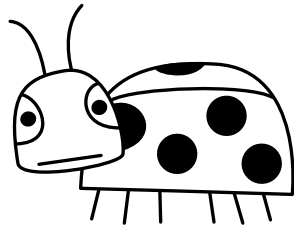
Context clues are words that help you figure out the meaning of a new word. Look for context clues in the same sentence or in nearby sentences.

Use context clues to figure out the meaning of the word in bold. Fill in the circle next to the word's meaning.

1. There are many kinds of bugs, but all **insects** have six legs.

☐ bugs

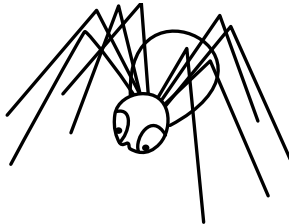
☐ legs



2. Most spiders are **harmless** and won't hurt you.

☐ safe

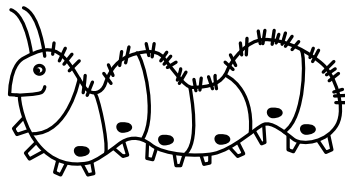
☐ dangerous



3. Some caterpillars have **bristles**, or short hairs.

☐ eyes

☐ hairs



Name _____

Circle the word in each group that has the long i sound. Write the word.

1. child chill chip

2. twist tie thin

3. ring rip right

4. drip dry dig

5. mist mitt might

6. bright bring bits

Name _____

To add the ending **-es** or **-ed** to a word that ends with long **i** spelled **y**, first change the **y** to **i**.

dry + es = dries **dry + ed = dried**

Do not change the **y** to **i** when adding **-ing**.

dry + ing = drying

Add the ending to the word. Write the new word.

1. spy + ed = _____

2. fly + ing = _____

3. cry + es = _____

4. try + ed = _____

5. fry + ing = _____

6. try + es = _____

Name _____

A **heading** tells readers what information is in a section of a text.

Read the text. Follow the directions.

Honeybees

A. In a Bee Hive

Honeybees live in a hive. There are many rooms in the hive. The rooms are made from wax. Bees store food in the wax rooms.

B. Most bees in the hive are worker bees. Worker bees fly to flowers. They get sweet nectar. Bees eat some of the nectar. They make the rest into honey.

1. What is the article about? Circle the answer.

spiders honeybees insects

2. Circle a heading in the text.

3. The heading for section B is missing. Write a heading on the line.

Name _____

Reread “Eve and Pete.” Think about how the author gave clues to understanding the characters. Think about what the author had the characters say and do. Use the words and pictures to complete the sentences.

1. The author told us that Eve and Pete had fun together.

This is a clue that they are _____.

2. The author told us that Pete is cold.

This is a clue that Eve and Pete need to _____.

3. The author told us that the bugs said “Stay with us.”

This is a clue that the bugs are _____.

4. What clue did the author give at the end to let you know that Pete and Eve were no longer tired?

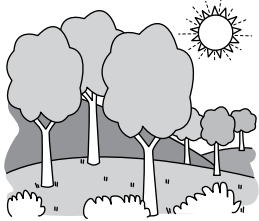
Name _____

The letters **y** and **ey** at the end of a word can make the long **e** sound.

baby**valley**

Write **y** or **ey** on the line. Then write the word.

1.



sunn _____

2.



k _____

3.



lad _____

4.



cit _____

Name _____

Write the word from the box that completes each sentence.

found

hard

near

woman

would

write

1. Ed is _____ the top.



2. _____ you like a berry?



3. It can be _____ to wake up.



4. Jen _____ her coat.



5. We _____ in class.



6. Mrs. Smith is a _____.



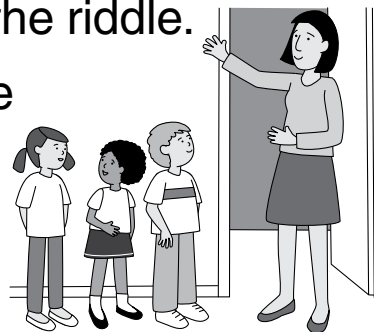
Name _____

A person who is **clever** thinks of good ideas quickly.

The clever girl found the answer to the riddle.

When you see or hear a **signal**, it is time to do something.

A teacher will give a signal to line up for gym class.



Write clever or signal to complete each sentence.

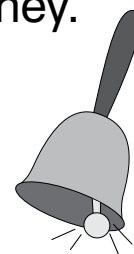
1. Kim gave a _____ to Ted.



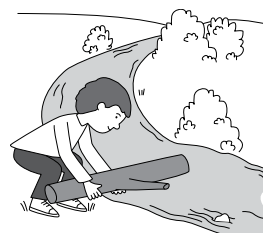
2. The _____ bear found the honey.



3. Class begins at the _____ of the bell.



4. The boy is _____ to use the log to help.

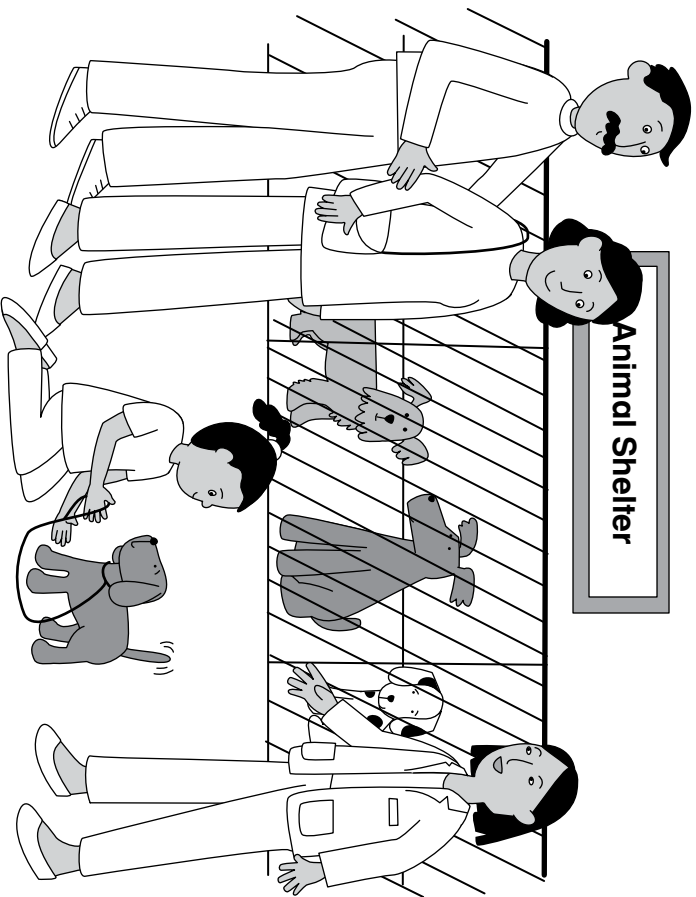


Name _____

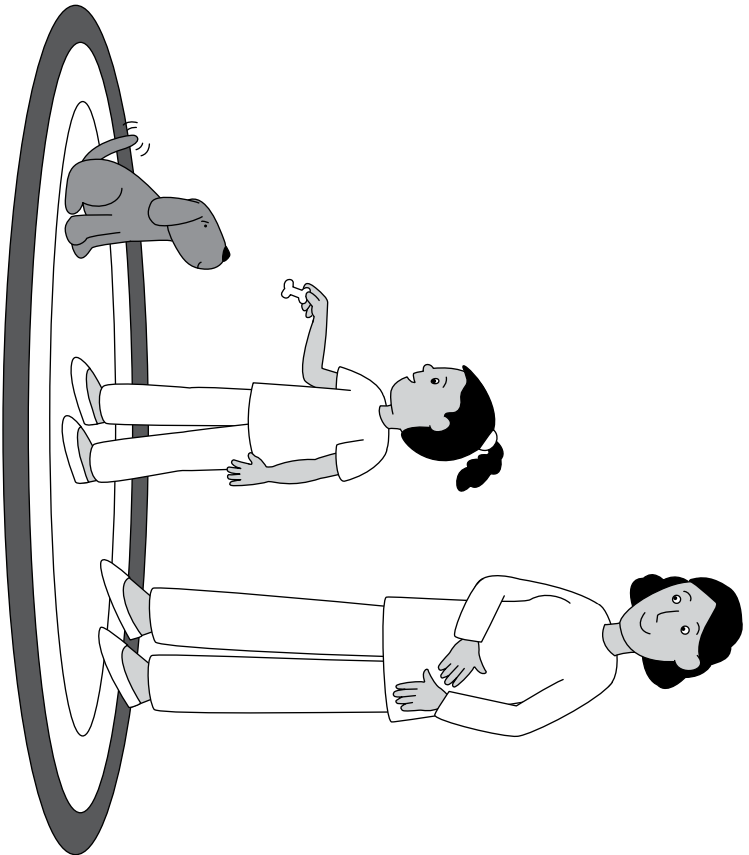
Fill in the Sequence Chart. Use words from the story.

First
↓
Next
↓
Then
↓
Last

A New Puppy



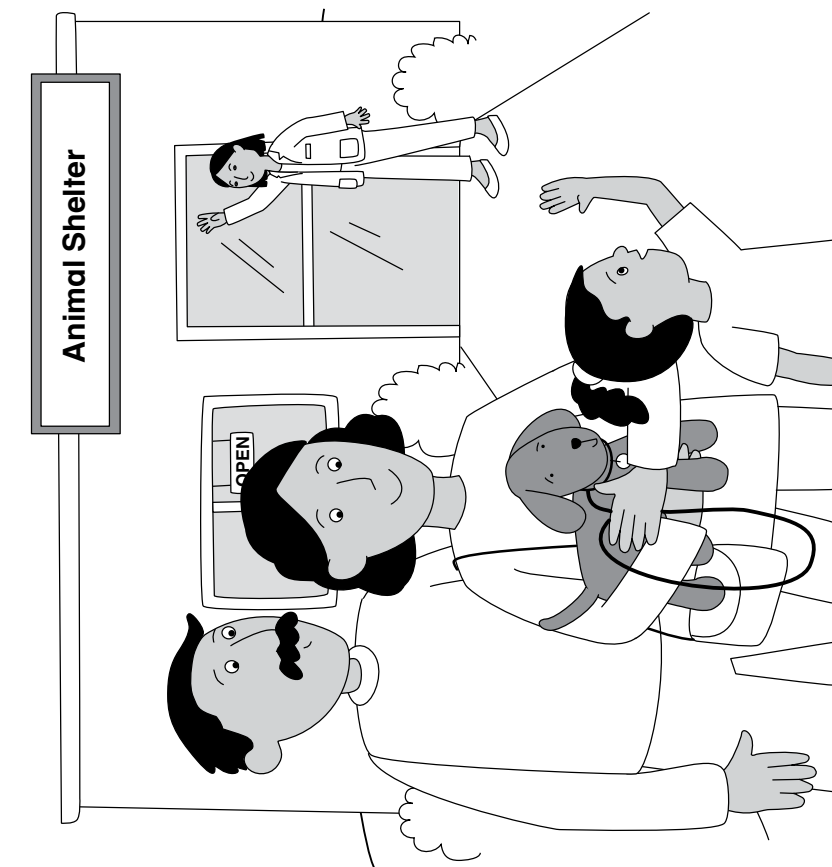
Would you like a puppy? You can find one here. They are all so cute. The woman can help you pick the right one.



Hold a treat near its nose. Then say, "Sit!" Do it many times. What will the puppy do? It just might sit!

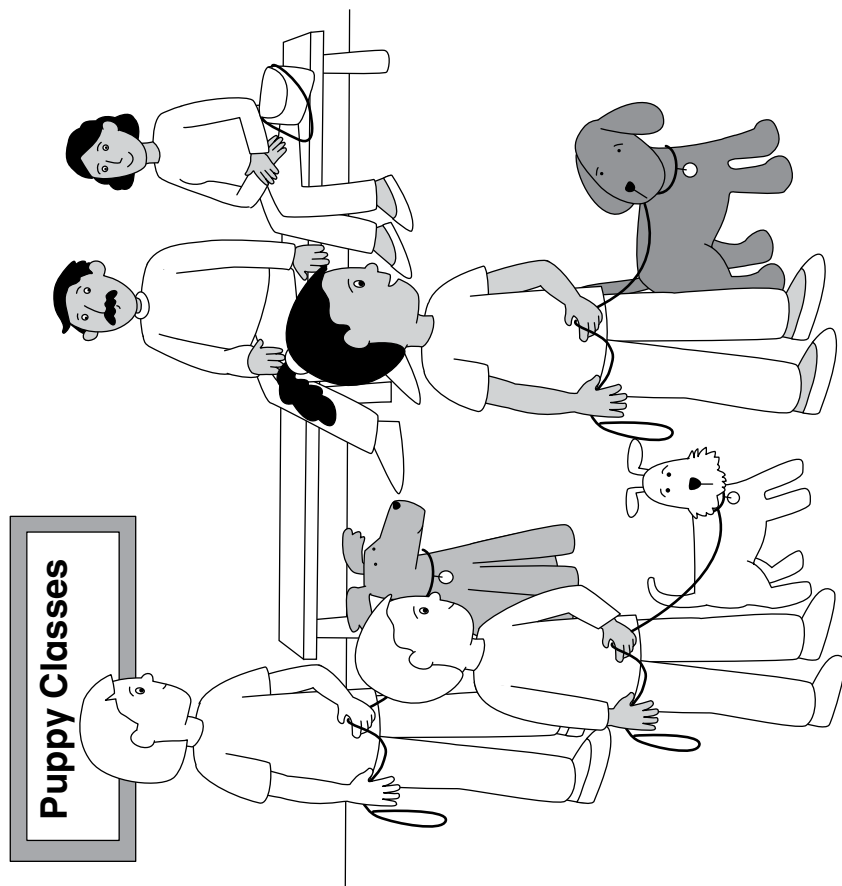
④

①



You find a puppy. Now you bring it home. Having a puppy is hard work. Why? First, you must train it. It is not easy.

②



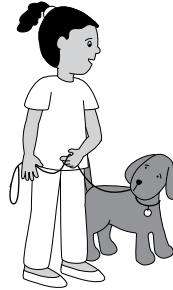
You can take it to school or train it at home. What can you train the puppy to do? You can teach it to sit.

③

Name _____

A. Reread “A New Puppy.” Think about what happens in the selection. Order the steps from 1 to 4.

_____ You train the puppy.



_____ You find a puppy. You take it home.



_____ You look for a puppy.



_____ The puppy learns to sit.



B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

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

Name _____

A **root word** is a word that can stand alone. You can add letters to a root word to make a new word.

look + ed = looked

look + ing = looking

When you see a new word, look for a root word to help you figure out the meaning.

Read the word. Write the root word on the line.

1. filling



2. spilled



3. playing



4. cleaned



5. cooking



Name _____

Use the words in the box to complete the sentences.

easy

money

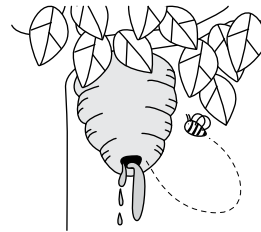
happy

tidy

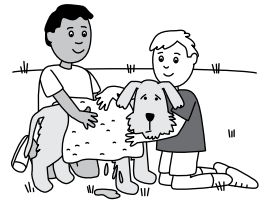
honey



1. I am _____ that you can help me write.



2. Bees make _____.



3. It's not _____ to clean our dog!



4. My desk is neat and _____.



5. It costs _____ to ride the bus.

Name _____

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

rain + coat = raincoat

A. Add a word from the box to a word below to make a compound word. Write the word from the box. Then read the compound word.

walk

time

work

book

1. home _____

2. lunch _____

3. side _____

4. note _____

B. Circle the compound word. Then draw a line between the two smaller words.

5. someone

singing

6. silly

inside

7. backpack

unpack

8. basket

baseball

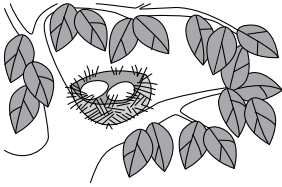
9. floppy

flagpole

Name _____

Captions tell readers more about photographs or pictures.

Look at each picture. Read the caption. Use the picture and caption to answer the question.



Some birds build nests in trees.

1. Which builds nests in trees? Circle the answer.

birds

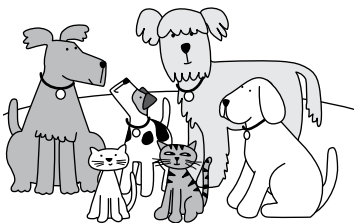
cats

dogs



Jan and Dad like to fish.

2. What do Jan and Dad like to do? Write the answer.



Cats and dogs can get along.

3. Which two animals can get along? Circle the answer.

cats

dogs

frogs

Name _____

Reread “A New Puppy.” Think about how the author used a certain order to tell what happens. Complete each sentence.

1. First, the author tells you to

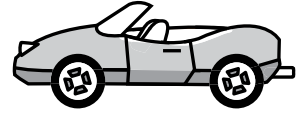
2. Next, the author tells you to

3. Then, the author tells you to

4. Finally, the author thinks the puppy will _____
if you hold a treat.

Name _____

The letters **ar** together make the sounds
you hear at the end of **car**.



**Read the words in the box. Listen for the ar sounds.
Write the word that names each picture.**

scarf

arm

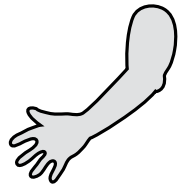
shark

star

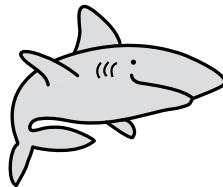
1.



2.



3.



4.



**Write your own sentence using a word from
the box.**

5.

Name _____

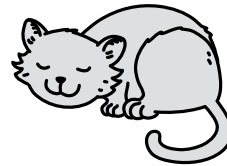
Complete each sentence. Use one of the words in the box.

four none only large put round

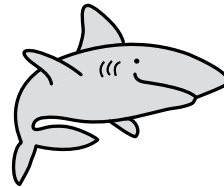
1. The shape of this cake is _____.



2. I see _____ one cat here.

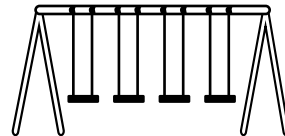


3. That shark is _____!



4. Carl wants an apple, but there are _____.

5. There are _____ swings.



6. I can help _____ the dishes in the sink.

Name _____

trouble: If you have **trouble** doing something, you have problems doing it.

whole: When something is **whole**, it is complete. None of it is missing.

A. Match each sentence to the picture that it tells about.

1. I had trouble cleaning my room.



2. We will eat the whole cake.



**B. Complete each sentence.
Use a word from the word box.**

trouble

whole

3. Mom had _____ with the car today.

4. He ate half his snack and I ate my _____ snack.

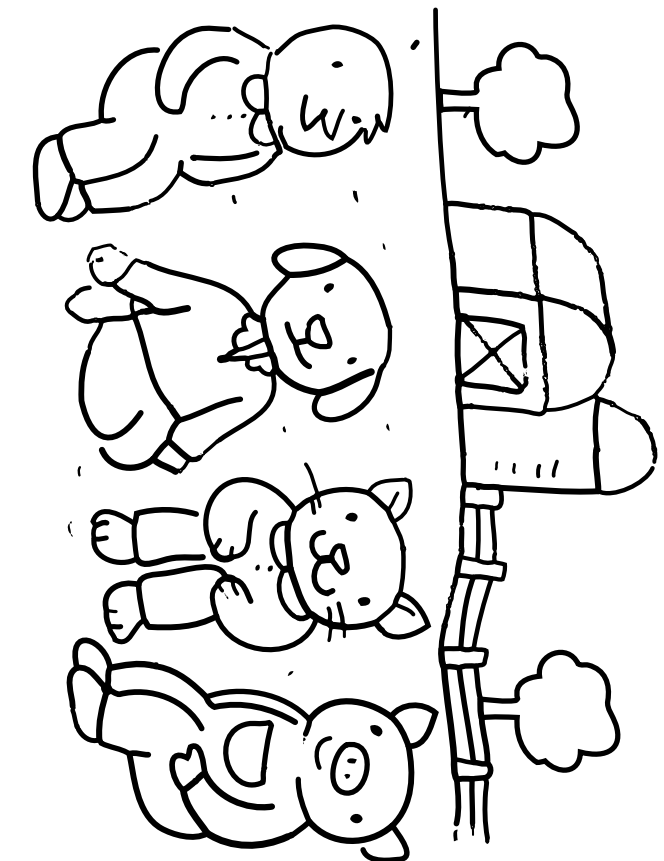
Name _____

Fill in the Point of View Chart. Use words from the story.

Character	Clue	Point of View

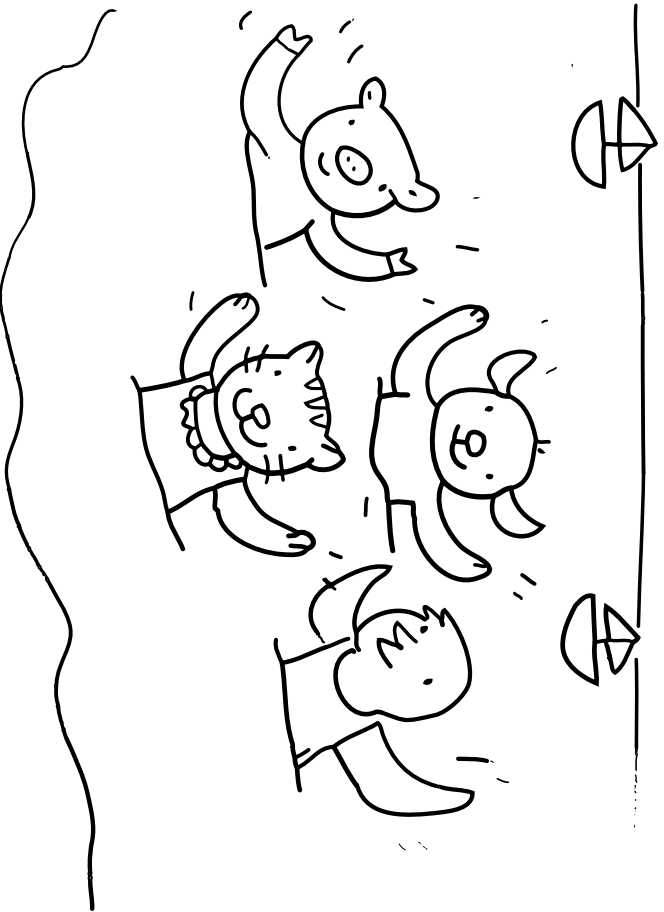
Copyright © The McGraw-Hill Companies, Inc.

The Party



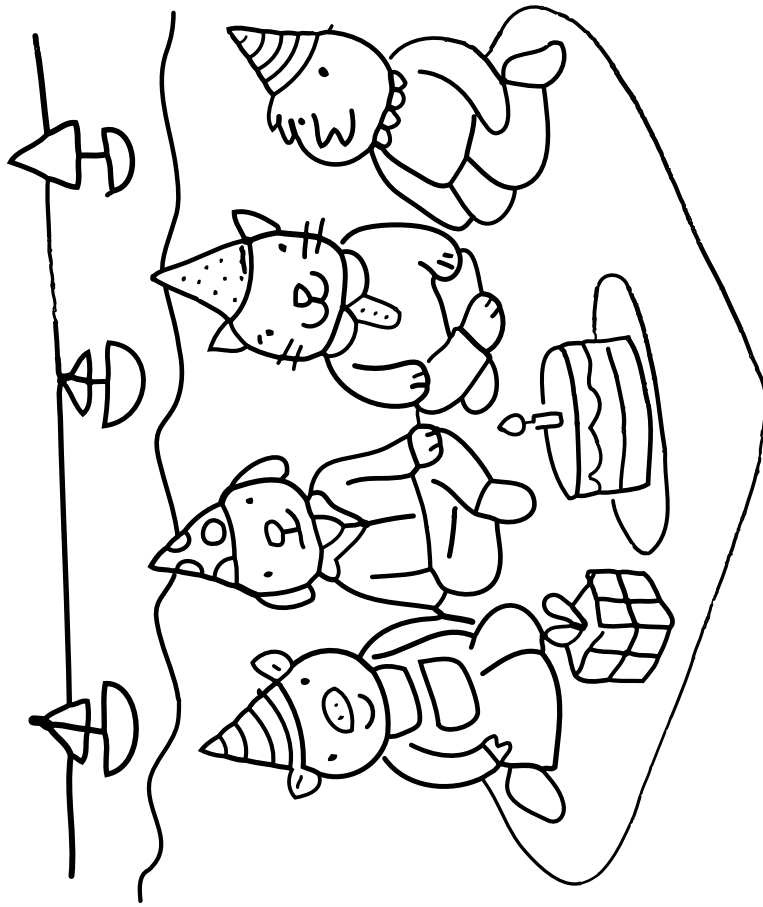
"I am six today," laughed Cat.
"Let's have a party."
"Let's have it at the beach,"
said her pals. "It is not far."

①



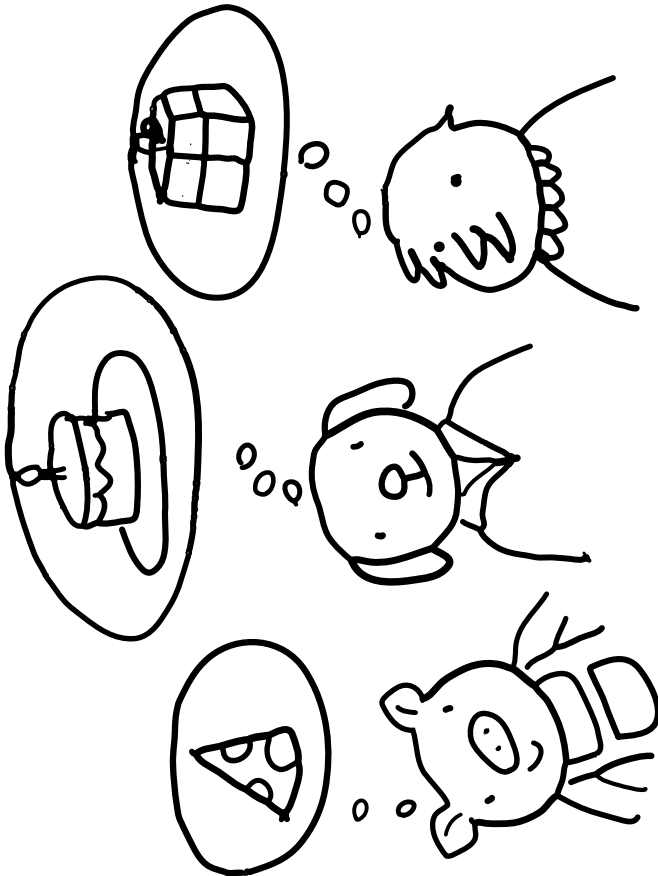
Then the pals went for a swim.
"You are great pals!" said Cat.
They had fun, fun, fun in the
sun!

④



The four pals went to the beach.
They put on party hats. They ate
cake. Cat opened her gift and
card.

③



"I will bring hats!," said Pig.
"I will bake a cake!" said Dog.
"I will make a gift and card!"
said Chick.

②

Name _____

A. Reread “The Party.” Think about each character’s point of view. Answer the questions.

1. Why did Cat want to have a party?



2. How can you tell Dog, Pig, and Chick want to have a party?

3. Did the pals like the party? How can you tell?

B. Work with a partner. Read the passage aloud. Pay attention to fluency. Stop after one minute.

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

Name _____

Some words have more than one meaning.

bark part of a tree

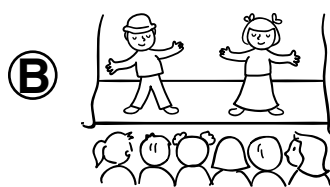
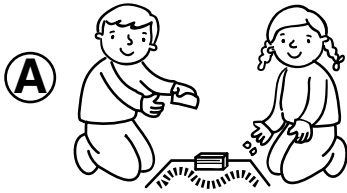
bark a sound a dog makes

My dog likes to **bark** at trucks.

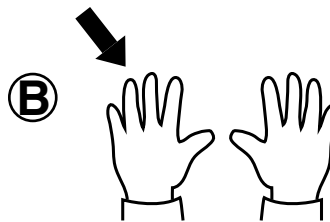
The word dog is a clue to help you know the correct meaning of **bark** in this sentence.

Read each sentence. Fill in the circle next to the picture that shows the correct meaning of the bold word. Use other words in the sentence to help you.

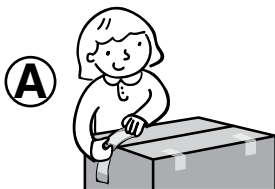
1. We will see a **play** today.



2. I **left** my lunch on the seat of the bus.



3. Let's **seal** the box and then mail it.



Name _____

Read the sentence. Circle the word that completes each sentence. Write the word on the line.

1. I got a _____ in the mail today.

card car

2. A _____ can swim fast.

shark sharp

3. The ducks and hens live on a _____.

far farm

4. I saw a pig near the _____.

barn bark

5. We can swing and play in the _____.

park part

Name _____

We add **-s** or **-es** to make some words mean “more than one.”

farm —————> farms marsh —————> marshes

Some words change in other ways to mean “more than one.”

man —————> men child —————> children

Some words do not change to mean “more than one.”

sheep —————> sheep

Circle the correct word to complete the sentence.
Write the word.

1. The five _____ ran away.

mouses mice

2. All the _____ went to the park.

children childs

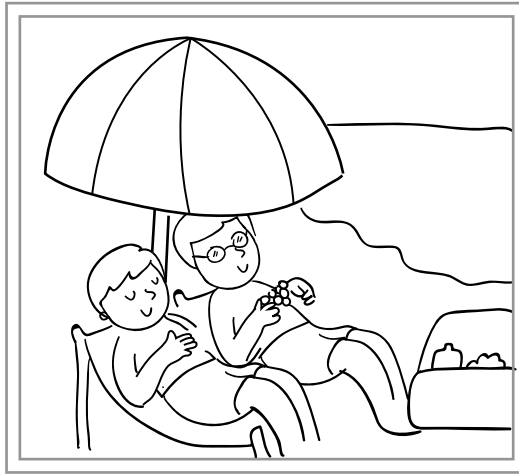
3. A shark has many sharp _____.

tooths teeth

Name _____

A **photograph** or an **illustration** is a picture that gives information about a nonfiction text. Look at photographs and illustrations to find facts and details.

A. Look at the illustration. Circle the sentence that tells a detail about the illustration.



They sit in the shade.

They put on coats.

B. Look at the illustration again. Write a sentence that tells another detail about the illustration.

Name _____

Reread “The Party.” Think about how the author used point of view. Use the words to answer the questions.

1. What clue does the author give for Dog’s point of view about having a party?

2. What clue does the author give for Pig’s point of view about having a party?

3. What is Cat’s point of view about her pals?



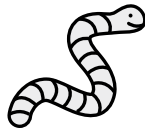
Name _____

The end sound you hear in **fur** can be spelled **er** as in **her**, **ir** as in **dirt**, **ur** as in **turn**, and **or** as in **word**.

A. Read the words. Listen for the sound at the end of ur. Circle the word that names the picture.

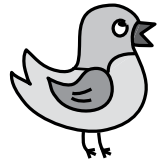
1. wide

worm



2. bed

bird



3. shirt

show



4. sun

surf



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

her

nurse

skirt

work

5. There is a _____ at my school.

6. _____ hat is green.

7. I have a pretty blue _____.

Name _____

Draw a line to match the sentence to the picture it describes.

1. Can I have **another** cup of water?



2. My bag is **full** of food.



3. The boy will **climb** up the tree.



4. We walk **through** the door at school.



5. The **poor** girl is sick.



6. That kite is **great**.

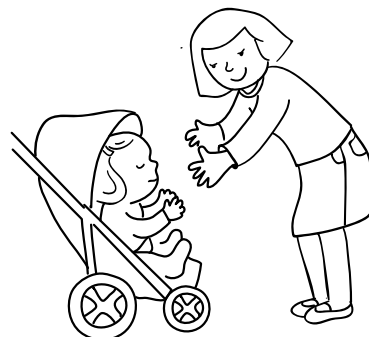


Name _____

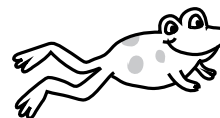
Leaped means to have jumped far.**Stretched** means to have extended a body part.**A. Use a word from the box to finish each sentence.**

leaped

stretched



1. Millie _____ her arms to her mom.



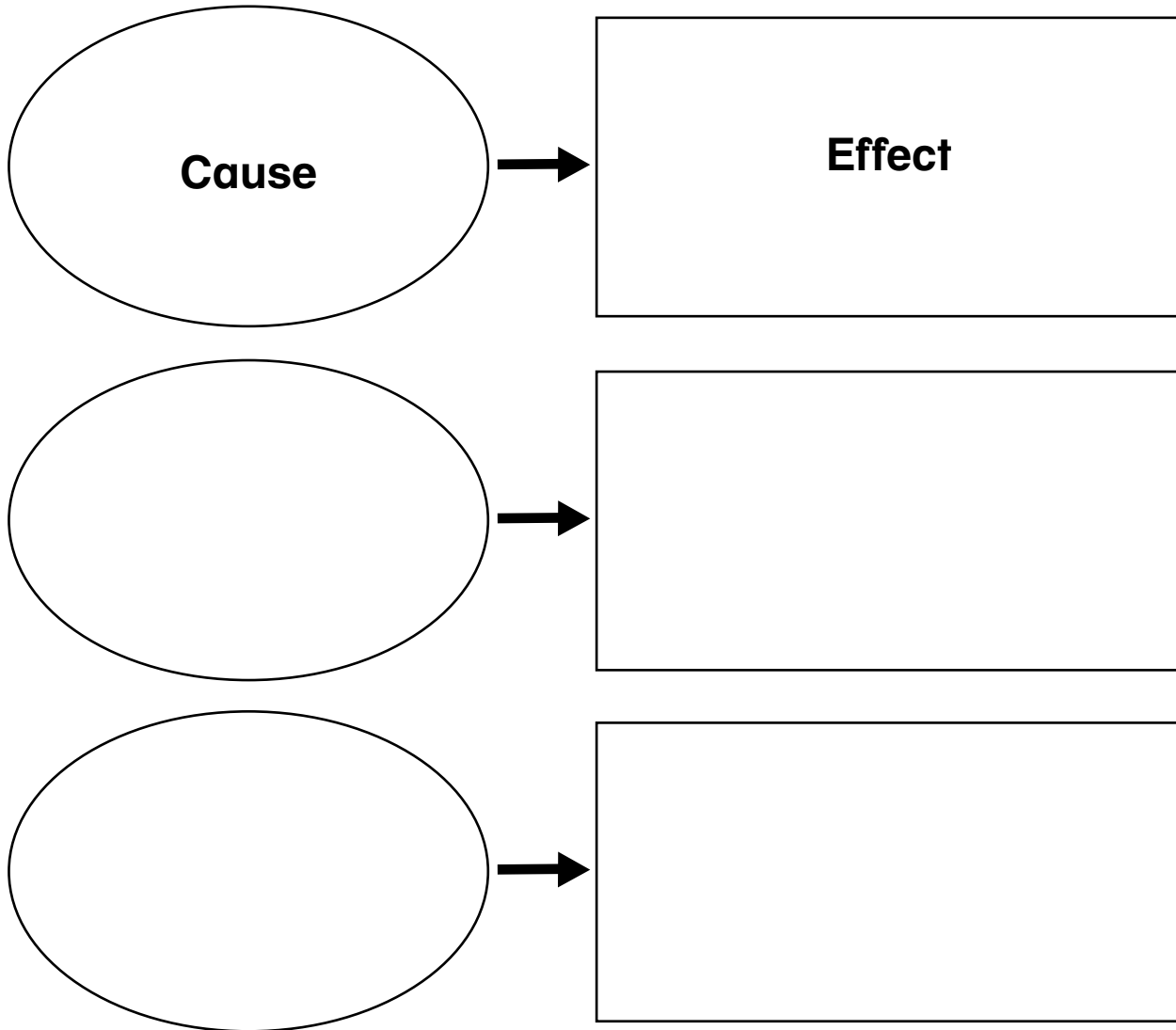
2. The frog _____ across the pond.

B. Write a sentence using a word from the box.**Draw a picture to go with your sentence.**

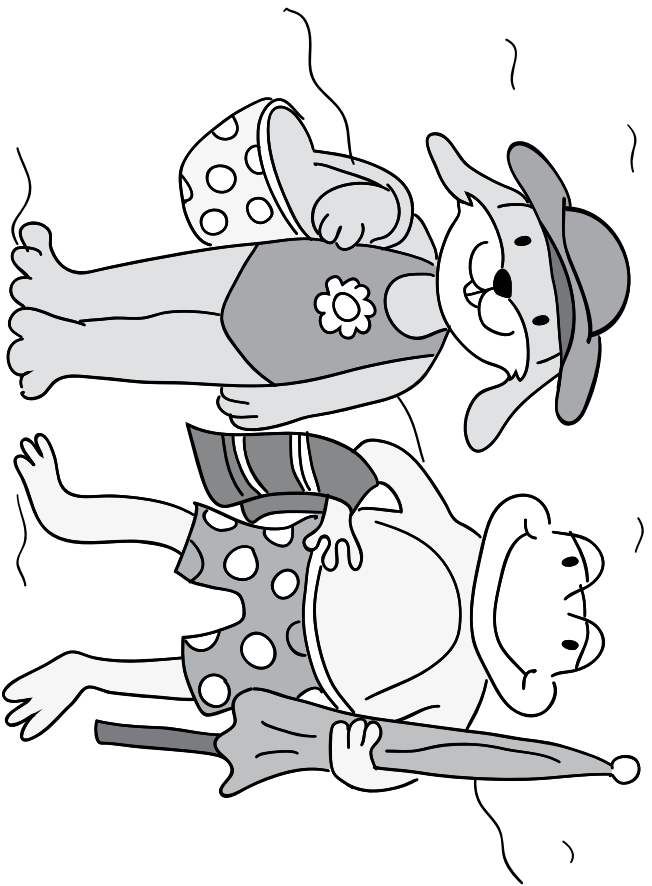
3.

Name _____

Fill in the Cause and Effect Chart. Use events from the story.

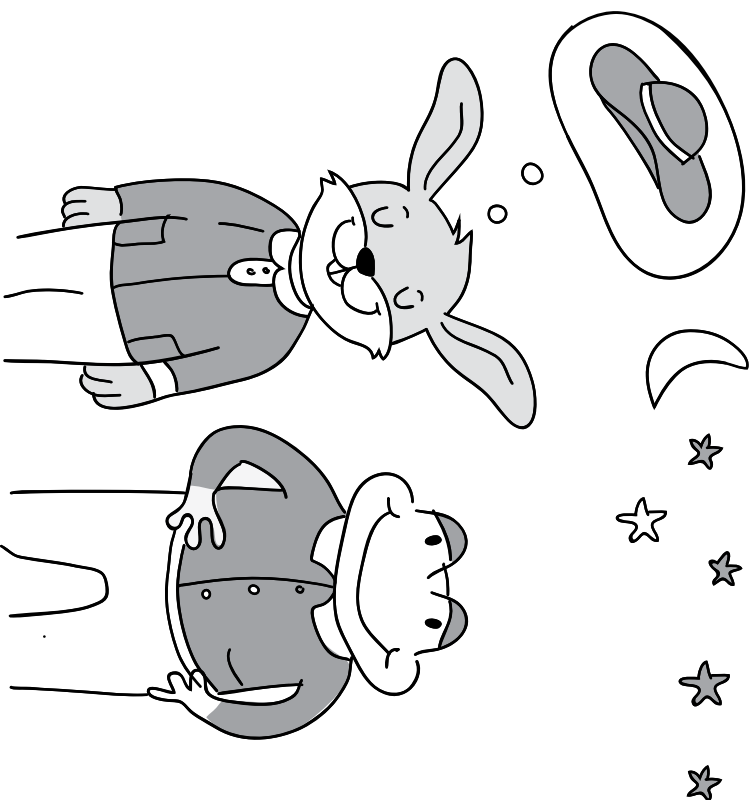


A Bunny Wish



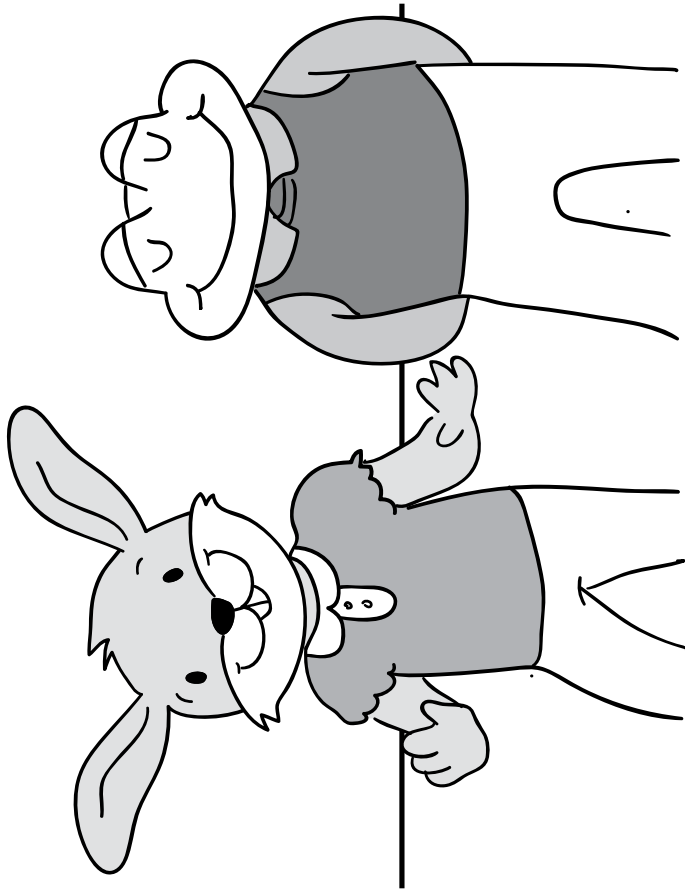
"That wishing star worked,"
said Bethy. She put on her hat.
"It's my turn next," said Freddy.
"Good!" said Bethy.

④



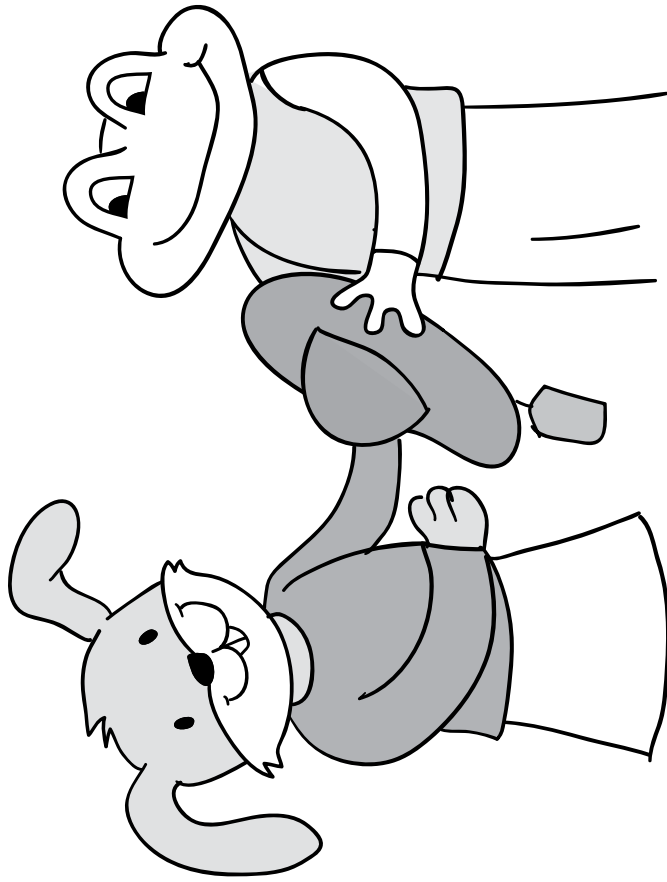
"There's a wishing star!" Bethy
Bunny said to Freddy Frog. "I
wish for a sunhat!"
They were going to the beach
the next day.

①



"I think you will get your wish,"
said Freddy Frog.
"I think I will, too," said Bethy.

②



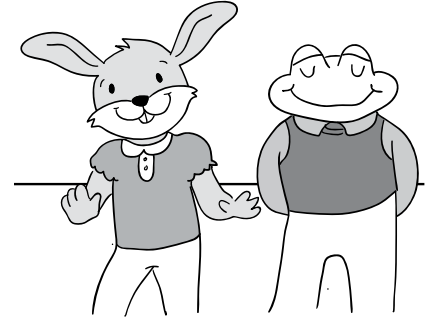
The next day Freddy brought
Bethy a sun hat.
"Oh, my wish came true!"
exclaimed Bethy.

③

Name _____

A. Reread “A Bunny Wish.” Follow the directions.

1. What causes Bethy to make a wish?



2. Write the word that tells you what Bethy wishes for.

3. What effect does Bethy’s wish have?

4. What causes Bethy to want a sunhat?

**B. Work with a partner. Read the passage aloud.
 Pay attention to intonation. Stop after one minute.
 Fill out the chart.**

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

Name _____

Shades of meaning are small differences in meaning between similar words.

Read the sentences. Then choose the best word in bold to answer the question.

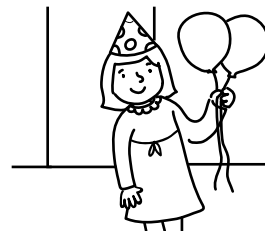
1. Max is very wet. Is Max **soaked** or **damp**?



2. Tess is giving the dog some food.
Is Tess **pouring** or **spilling** the food?



3. Kate thinks the party is great.
Does Kate think the party is **good** or **wonderful**?



Name _____

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

1. The _____ is in the nest.

bag bird

2. The bird will eat the _____.

wave worm

3. Nan _____ her foot.

hut hurt

4. I won _____ place!

first fish

5. He gave a gift to _____.

her harp

Name _____

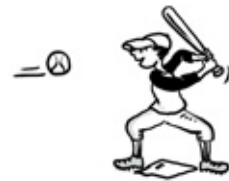
Adding **-er** to an action word changes the word to a naming word.

teach + **er** = **teacher**
a person who teaches

work + **er** = **worker**
a person who works

A. Add -er to the action word to make a naming word. Write the new word.

1. play + er = _____



2. help + er = _____



3. paint + er = _____



4. surf + er = _____



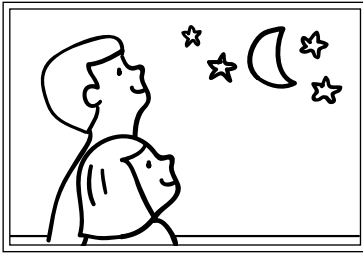
B. Write your own sentence. Use a naming word you wrote above.

5. _____

Name _____

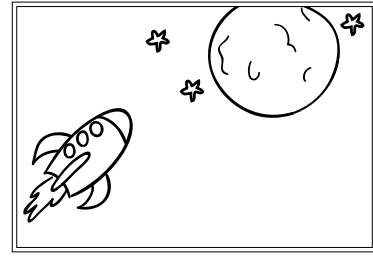
Captions are short descriptions that tell more about a photograph or picture.

Circle the caption that tells about the picture.



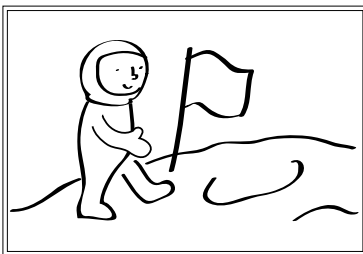
1. Dad and Jess look at the moon.

Dad and Jess read about the moon.



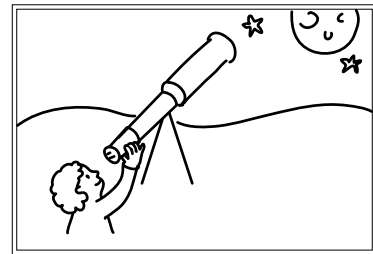
2. The spaceship is near the moon.

The spaceship landed.



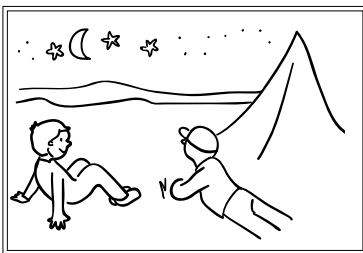
3. He is on the spaceship.

He is on the moon.



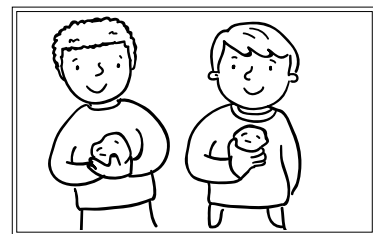
4. Dan looks at the moon.

Dan looks at a map.



5. They like to read.

They gaze at the stars.



6. They have moon rocks.

They look up at the moon.

Name _____

A **cause** is what makes something happen in a story.
An **effect** is the event that happens.

Reread “A Bunny Wish.” Think about how the author used cause and effect. Use the words and the pictures to answer the questions.

1. What causes Bunny to make a wish?

2. What causes Bunny to wish for a sunhat?

3. What is the effect of Bunny’s wishing for a sunhat?

Name _____

The letters or, ore, and oar make the sounds you hear in for, more, and board.

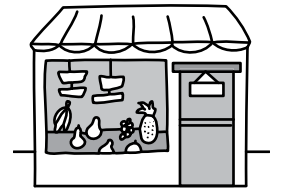
Circle the word that answers the riddle. Then underline the letters that spell the or sounds as in for, more, or board.

1. You need to buy things.

Where do you go?

store

star



2. I put on my hat.

What did I do?

give

wore



3. There is rain and wind!

What is it?

storm

steam



4. We go out and see new things.

What do we do?

explore

bore

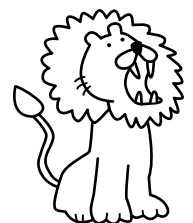


5. Leo spoke!

What did Leo do?

fetch

roar



Name _____

Use a word from the box to complete each sentence.

began better guess learn right sure

1. Can you _____ what is in the box?

2. I am _____ I will do well on my test.

3. Mom _____ to cut the cake.

4. We will _____ how to plant a tree.

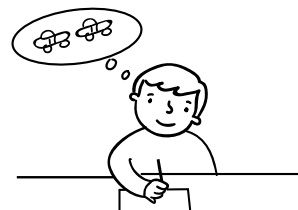
5. I like this book _____ than that one.

6. This is the _____ way to ride a bike.

Name _____

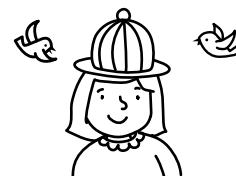
An **idea** is a picture you see in your head.

I have a good idea for a story.



Something that is **unusual** is not common.

What an unusual hat you have!



Write idea or unusual to complete each sentence.

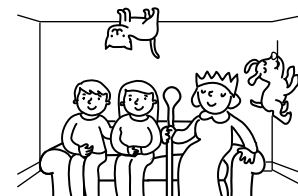


1. Dan has an _____ for fixing the vase.

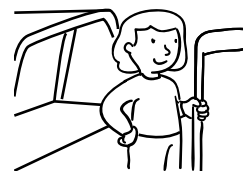
2. That is an _____ house.



3. It was a very _____ day.



4. I have an _____ for a
game we can play.



Name _____

Fill in the Problem and Solution Chart. Use words from the story.

Problem

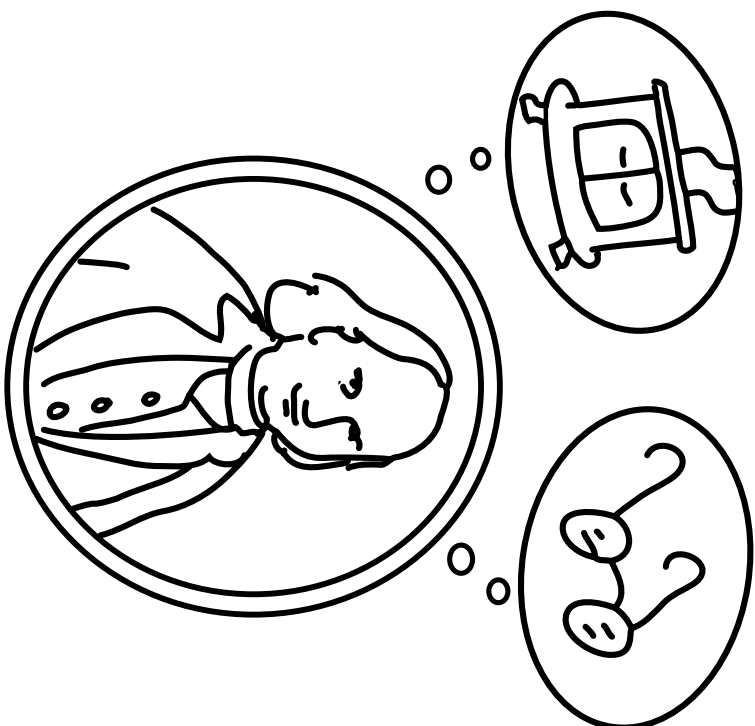


Steps to Solution



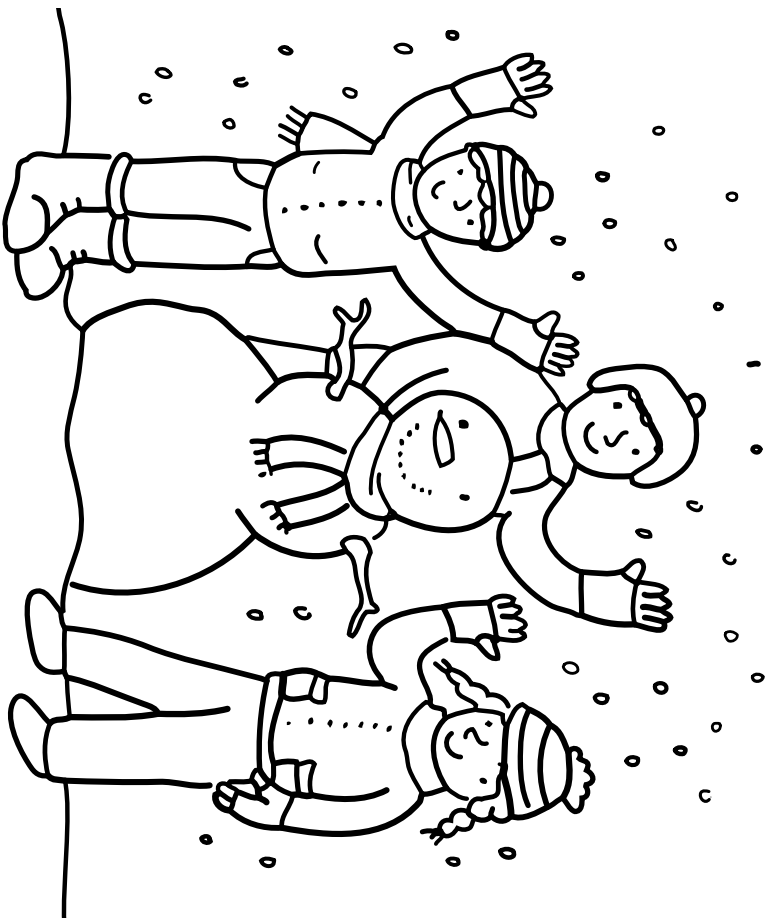
Solution

Good Ideas



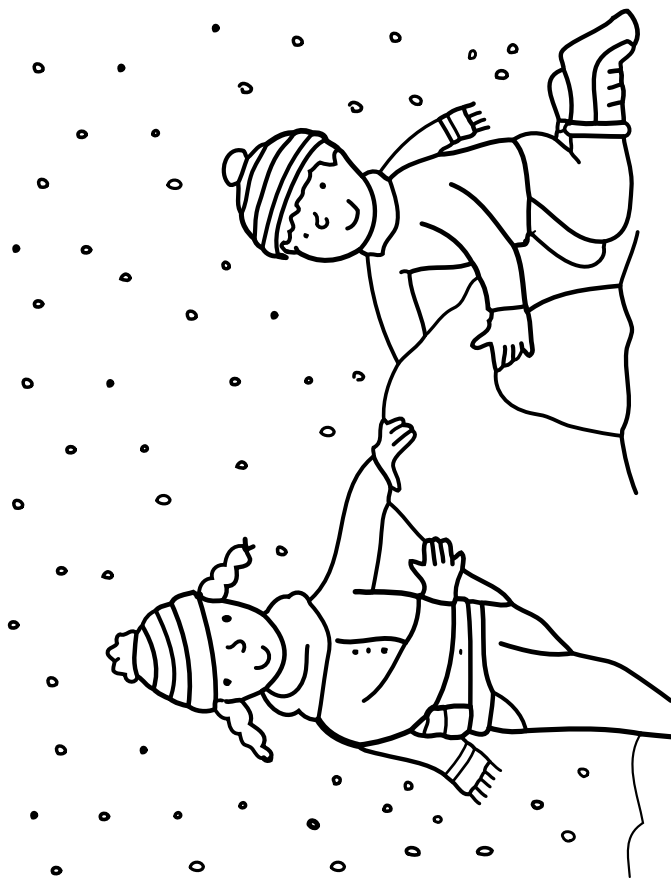
Anyone can invent! Ben Franklin invented a stove and glasses. But even kids can invent. Here is one true story.

①



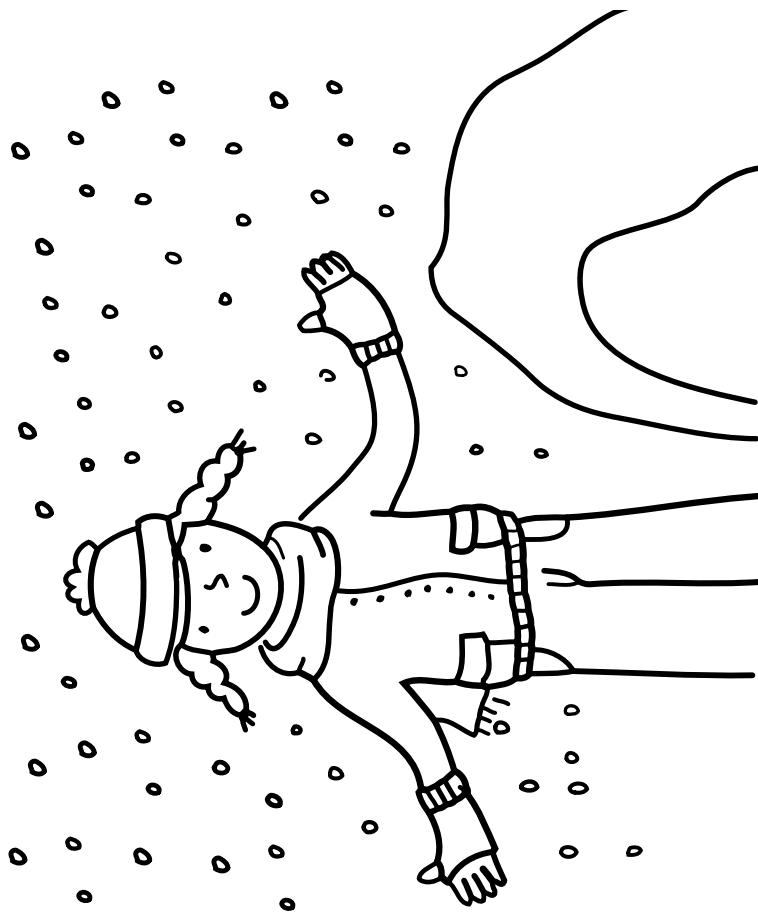
KK made some changes. The cuff worked much better than before. Soon lots of people wore her cuff. KK's idea was a hit!

④



KK liked winter. She liked to play outside. But her hands got so cold in the snow. She wanted to spend more time in the snow.

②



KK had a good idea. She made a fleece cuff. But it did not work too well. It still let snow in.

③

Name _____

Reread “Good Ideas.” Then write “problem” or “solution” next to each sentence.

1. KK’s hands get cold in the winter.

2. KK made a cuff.



3. The cuff did not work well.

4. KK made a better cuff.

B. Work with a partner. Read the passage aloud. Pay attention to appropriate phrasing. Stop after one minute. Fill out the chart.

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

Name _____

A **prefix** is a word part added to the beginning of a word. A prefix changes the meaning of the word.

The prefix **re-** means “again”: **re** + read = **reread**

Reread means “to read again.”

The prefix **un-** means “not”: **un** + real = **unreal**

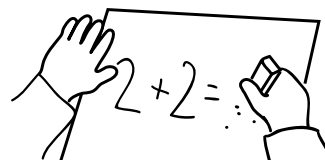
Unreal means “not real.”

A. Add the prefix to the word. Write the new word on the line. Then match the new word to a picture.

1. re + write = _____



2. un + tied = _____



B. Add re- or un- to a word in the box to make a new word. Write a sentence for each new word.

sure

send

3. _____

4. _____

Name _____

Use the words in the box to complete the sentences.

chore

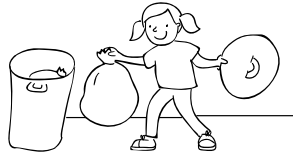
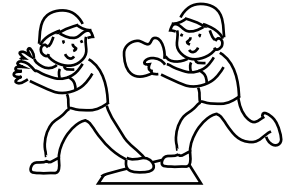
porch

sport

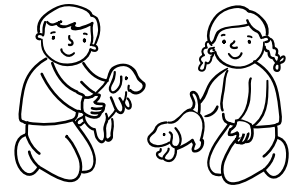
roar

adore

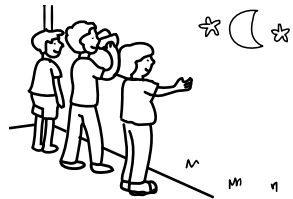
1. Baseball is a fun _____.



2. Taking out the trash is my _____.

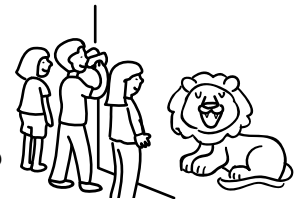


3. Max and Bev _____ puppies.



4. We meet on the _____ every night.

5. Did you hear the lion _____?



Name _____

An **abbreviation** is a short way of writing a word.
Most abbreviations end with a period.

Saturday → Sat.

September → Sept.

Write the abbreviation for each word. Remember to use a period.

1. Monday

2. February

3. August

4. Road

5. Thursday

6. March

7. November

8. October

9. Doctor

10. January

Name _____

In poems, some words that are close together all start with the same sound. This is called **alliteration**.

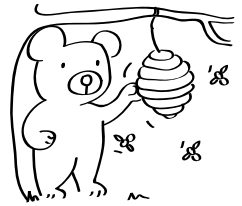
Sailor Sally sails across the sea.

Sometimes the words sound like what they tell about.

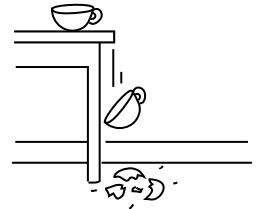
The whishing wind wheezed and whistled.

A. Read the sentences out loud. Circle words that begin with the same sound.

1. The bees buzz at the big brown bear.



2. Clang! Clatter! Cups crash and shatter.



B. Say the words. Circle words that start with the same sound. Then use them to make a sentence.

3. cats dot can back catch

4. hid dogs dig good down

Name _____

A. Reread “Good Ideas.” Think about how the author used Problem and Solution. Write “problem” or “solution” to complete the sentence.

1. On page 2, the author tells about a

KK has.



2. On page 3 , the author tells us about KK’s



B. Complete each sentence with details from the story.

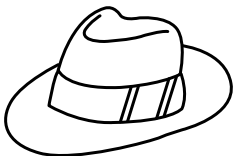
3. KK’s problem is that

4. KK solved her problem by

Name _____

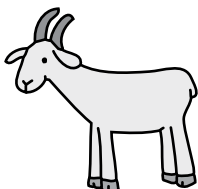
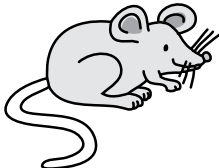
The letters **ou** and **ow** stand for the sounds you hear in the middle of **mouth** and **town**.

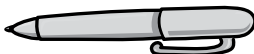
Circle the picture whose name has the same sounds you hear in the middle of town. Write ou or ow to complete the word that names the picture.

1.    h _____ se

2.    cr _____ n

3.     br _____

4.    m _____ se

5.    cl _____ n

Name _____

Match each sentence to a picture.

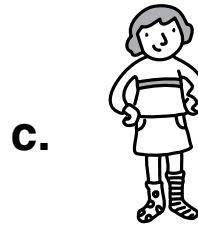
1. Her socks are not the same **color**.



2. There is **nothing** left to eat.



3. It is too **early** to wake up.



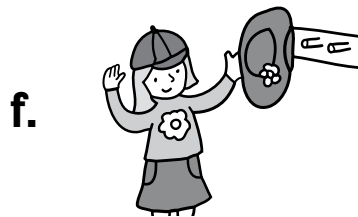
4. He **thought** it might rain.



5. **Oh**, no! The dog is digging up the garden!

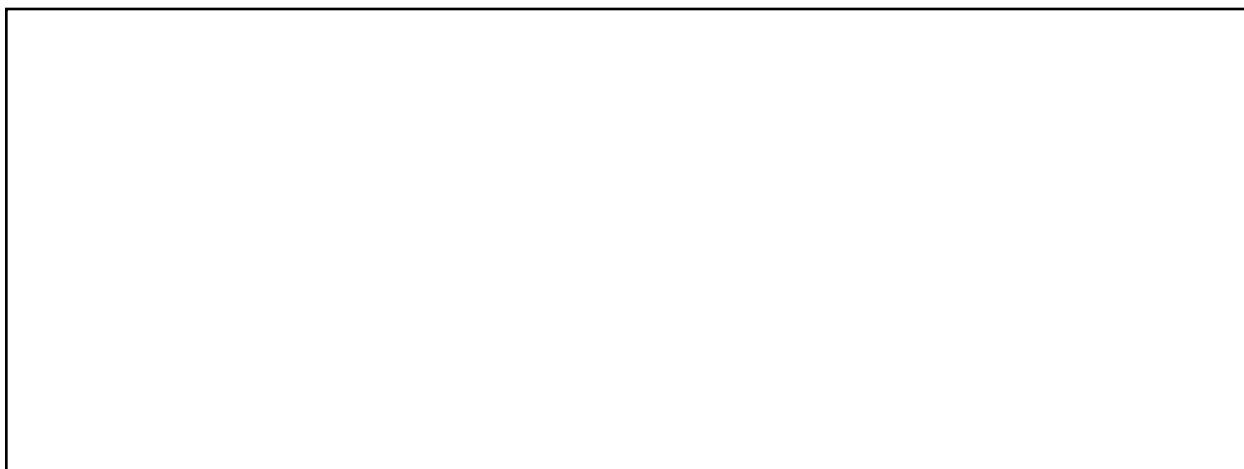


6. I want this hat **instead**.



Name _____

**A. Write a sentence that uses the word scrambled.
Then draw a picture to go with your sentence.**



**B. Write a sentence that uses the word suddenly.
Then draw a picture to go with your sentence.**



Name _____

Fill in the Problem and Solution Chart. Use words from the story.

Problem



Steps to Solution



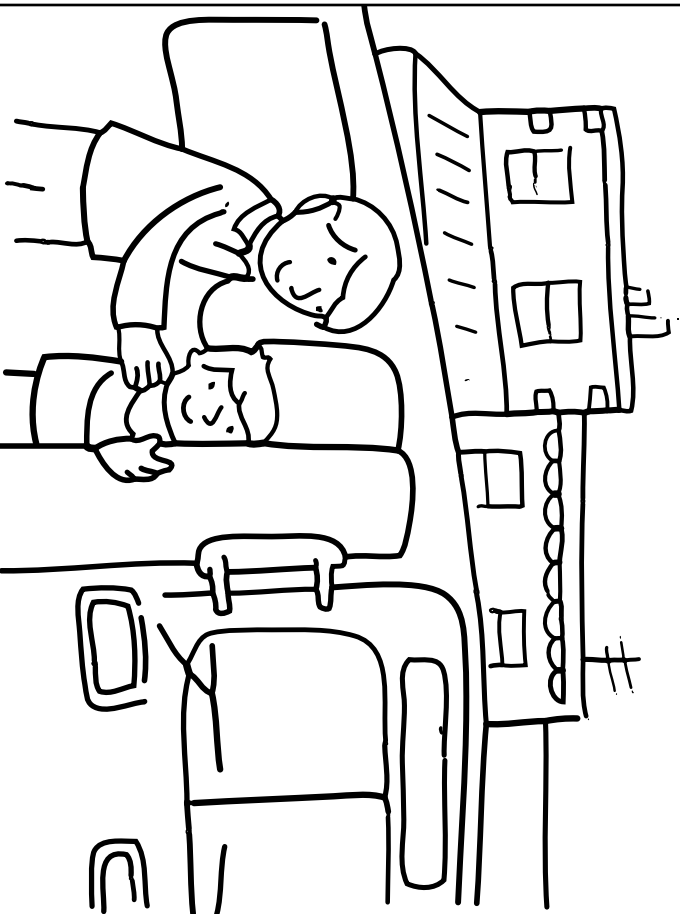
Solution

Dad's Game



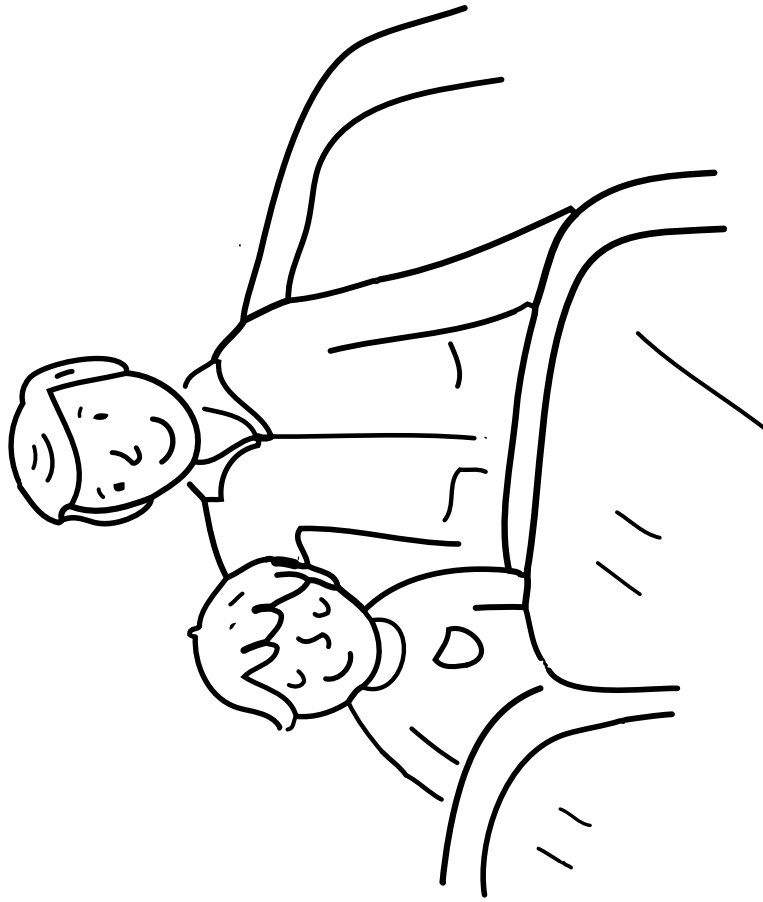
They played some more.
Then Dad said, "You can look now.
We are back at our brown house."
"That wasn't boring at all!" said
Howie.

④



Howie and Dad have a long
ride home.
"I do not like the bus ride," said
Howie.
"It is so boring."

①



“We can play a game,” Dad said. “Don’t look and guess where we are. I will give clues.” Howie didn’t look.

②



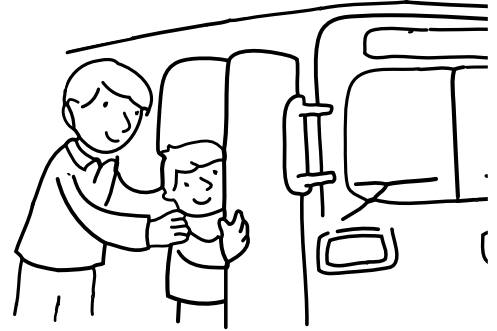
“I see swings and a slide,” said Dad. “Where are we now?” “It’s the town park. Wow!” shouted Howie.

③

Name _____

A. Reread “Dad’s Game.” Then write “problem,” “step to a solution,” or “solution” below each sentence.

1. Howie and Dad have a long ride home.



2. Dad says, “We can play a game.”

3. “We are back at our brown house,” said Dad.

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

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

Name _____

A **suffix** is a word part added to the end of a word to make a new word.

The suffix **-or** means “a person who.”

The suffix **-ful** means “full of.”

The suffix **-less** means “without.”

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

Read each sentence. Use the meaning of -or, -full, -less, or -ly as a clue to the meaning of the bold word. Match the sentence with the word’s meaning.

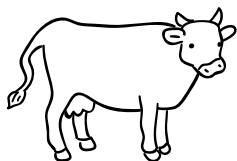
- | | |
|---|-------------------------|
| 1. The new puppy is playful . | in a way
that’s bold |
| 2. Dad is a good sailor . | a person
who visits |
| 3. The glass of water is colorless . | full of play |
| 4. Please be careful on the slide. | a person
who sails |
| 5. The hero sang boldly . | without color |
| 6. There is a visitor at the door. | full of care |

Name _____

Write the name of each picture. Then write a word from the box that rhymes with it.

growl grouch mouse plow south frown

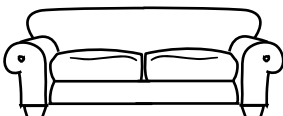
1.



2.



3.



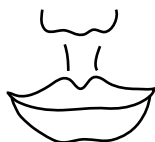
4.



5.



6.



Name _____

Use the ending **-er** to compare two things:I am a **fast** runner. Min is **faster** than I am.Use the ending **-est** to compare three or more things:I am a **fast** runner. Min is **faster** than I am.Pam is the **fastest** runner of all.**Add the ending -er or -est to the word in parentheses to complete the sentence.**_____

1. This box is _____ than that one. (light)

2. Sam has the _____ desk in all of the class. (neat)

3. I am the _____ girl in my family. (old)

4. My dad is _____ than my mom. (short)

-----5. The sun is much _____
than the moon. (bright)

Name _____

Directions tell you how to make or do something. A set of directions has two parts. The first part is a list of the materials you need. The second part tells the steps you need to follow.

A. Circle two materials that you need to make what is shown in each picture.

1. bread

nails

jam



2. stove

brushes

paints



3. sticks

snow

milk



B. The steps to make toast are not in the right order. Number the steps to put them in order.

Spread the toast with jam or butter.

Get two slices of bread.

Put the bread in the toaster.

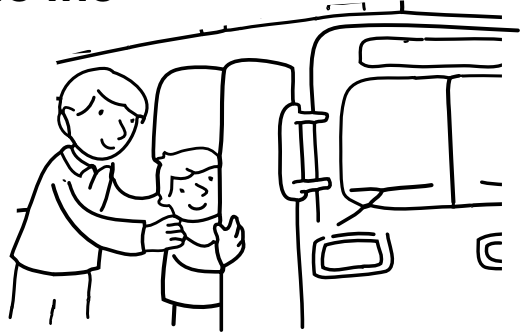
Wait for the bread to get brown.

Name _____

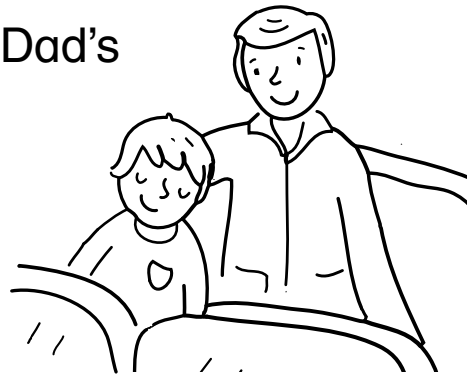
A. Reread “Dad’s Game.” Think about how the author used Problem and Solution. Use the word “problem” or “solution” to complete the sentence.

1. On page 1, the author tells about a

Howie has.



2. On page 2, the author tells us about Dad’s



B. Use clues the author gives to answer the questions.

3. What is Howie’s problem?

4. How is Howie’s problem solved?

5. How does the solution help?

Name _____

The letters **oi** and **oy** can stand for the sound you hear in the middle of **noise** and at the end of **joy**.

Use the words in the box to complete each sentence. Write the word on the line.

enjoys boil Roy toy point coin

1. My name is _____.



2. This _____ is a dime.



3. She _____ painting.



4. This is the baby's _____.



5. The water will _____.



6. That _____ is sharp!



Name _____

Write the word that completes each sentence.

above build fall knew money toward

1. They are walking _____ the bus.



2. I save my _____ in a bank.



3. The rain is going to _____!



4. We _____ how to fix it.



5. They will _____ something.



6. I see stars _____ me.



Name _____

balance: A thing can **balance** if it can stay in one place without falling.

section: A **section** is a small part of something bigger.

Write a vocabulary word from the box to finish each sentence.

balance

section

1. That _____ of the sky
has too many stars to count!



2. Can Mike _____ all
those books?



3. Kate can _____ on
the tree branch.

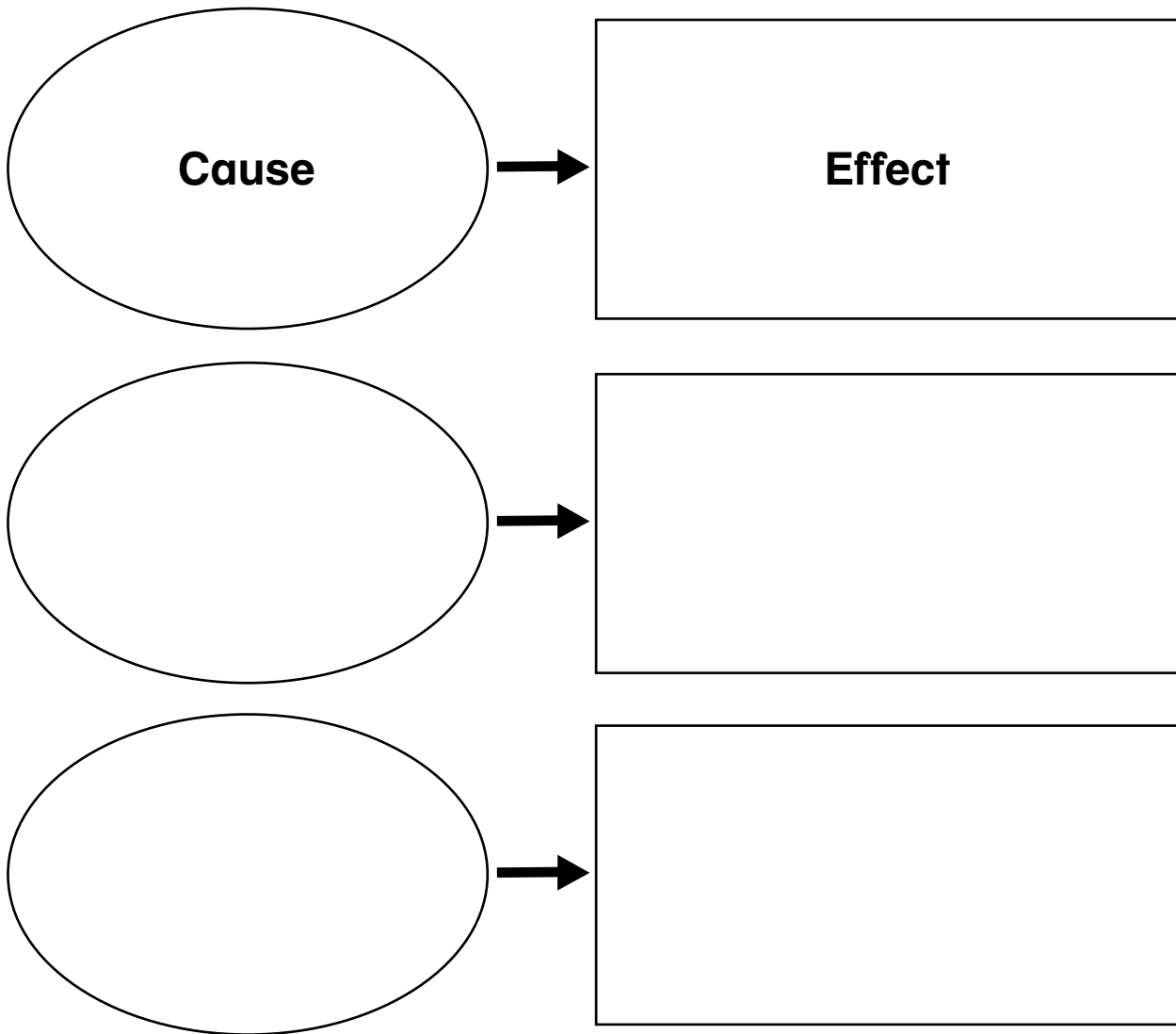


4. Let's dig in just this one _____
of the beach.



Name _____

Fill in the Cause and Effect Chart. Use words from the story.

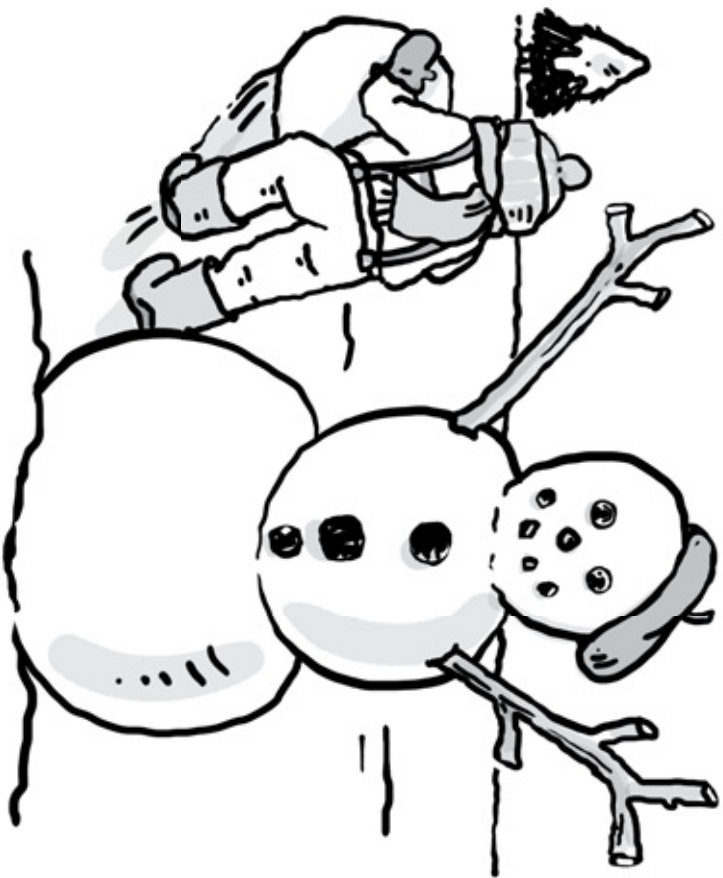


How to Build a Snowman



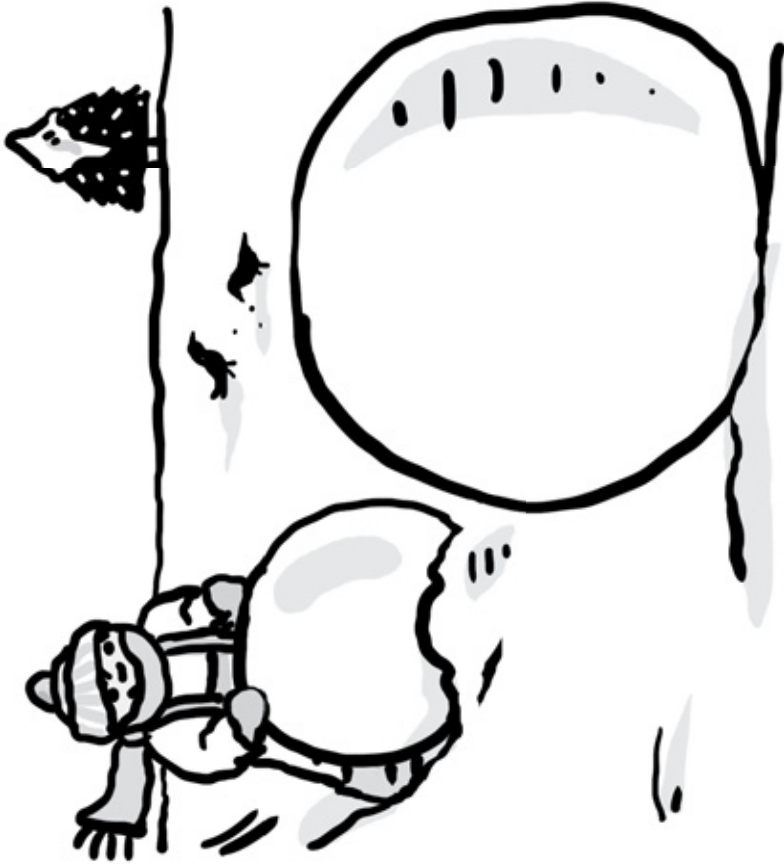
Look! Do you see wet, heavy snow fall from above? That means fun. You can build a snowman!

①



Next, make a head. Use stones or coins to make a face. Stick in branches for arms. Give him a hat and a pointy nose. Enjoy!

④



First, roll some snow into a ball.
It will get big and round. Next,
roll a smaller snowball.

②



It is wet and heavy. What do
you do next? Hoist it on top.
Now, your snowman has a
body.

③

Name _____

A. Reread “How to Build a Snowman.” Then read each cause. Choose the sentence below the cause that tells the effect. Circle it.

1. The snow falls.

Branches can be the arms.

You can build a snowman.

2. Roll some snow in a ball.

Snow falls from above.

It will get big and round.



3. Use stones or coins.

You can make arms.

You can make a face.

B. Work with a partner. Read the passage aloud. Pay attention to intonation and phrasing. Stop after one minute. Fill out the chart.

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

Name _____

An action word with the ending **-ed** means the action happened in the past.

An action word with the ending **-ing** means the action is happening now.

If you see a new word, look for the ending **-ed** or **-ing** and a root word. Use the meanings of the word parts to figure out the meaning of the new word.

A. Underline the ending. Circle the root word.

1. jumping



2. packed



3. pointing



4. cleaned



B. Write a sentence using a word above.

5. _____

Name _____

Write oi or oy to complete each word. Then write the word.

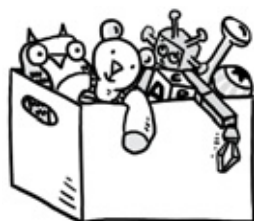
1.  c o w b _____

2.  p _____ n t _____

3.  b _____ l _____

4.  j _____

5.  c _____ n _____

6.  t _____ s _____

Name _____

Many two-syllable words end with a **consonant + le**.
 The consonant + le always stay together in the last syllable.

tum/**ble** = tumble sim/**ple** = simple
 puz/**zle** = puzzle

**Read the word. Draw a line between the syllables
 in each word. Write the two syllables.**

- _____
-
1. handle _____
- _____
-
2. crumble _____
- _____
-
3. title _____
- _____
-
4. bubble _____
- _____
-
5. turtle _____
- _____
-
6. sample _____
- _____
-

Name _____

Captions give readers more information about a photo or picture.

Circle the caption that tells about the picture.

1.



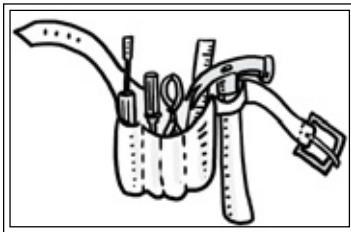
This is Newtown Bridge.
This is Newtown School.

2.



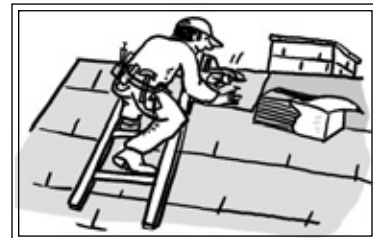
They are building a house.
They are building a park.

3.



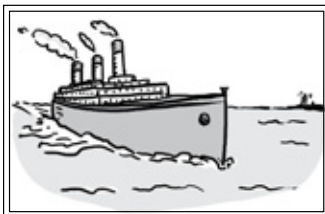
This hard hat keeps them safe.
This tool belt helps them carry tools.

4.



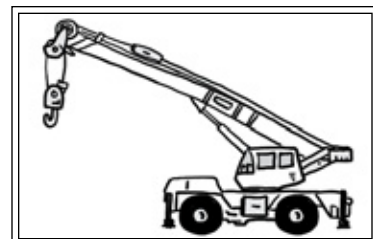
He is building a porch.
He is putting on a roof.

5.



The ship will travel far.
The bus takes you home.

6.



This small car goes fast.
This tall crane lifts things.

Name _____

Reread “How to Build a Snowman.” Think about how the author uses cause and effect to explain the information.

1. To make a snowman, the snow needs to be

2. What causes the snow to get big and round?

3. What is the effect of hoisting the snowball on top?

4. What is the effect of using stones or coins?

Name _____

The letters oo can stand for the sound you hear in the middle of moon.

The underlined letters in the words below show some other ways to spell the same sound.

truth blue new tube fruit you

Read the first word. Then circle another word in the row with the same ending sounds.

1. **spoon** sock noon both

2. **grew** peg goat flew

3. **clue** glue call nice

4. **Ruth** scarf pail truth

5. **group** game soup walk

Name _____

Complete each sentence. Use one of the words in the box.

answer brought busy door enough eyes

1. Dad said, "Please _____ me now."

2. We use our _____ to see.

3. Gram _____ me a gift today.

4. Mom is too _____ to go to the park today.

5. Do we have _____ eggs to make the cupcakes?

6. Please close the _____ when you come in.

Name _____

demand: If you **demand** that someone do something, you ask forcefully or strongly.

emergency: An **emergency** is something unexpected that you need to take care of right away.

A. Match each sentence to the picture that it tells about.

1. The coaches demand that their team works hard.

a.



2. We learned what to do in case of an emergency.

b.



B. Complete each sentence. Use a word from the box.

demand

emergency

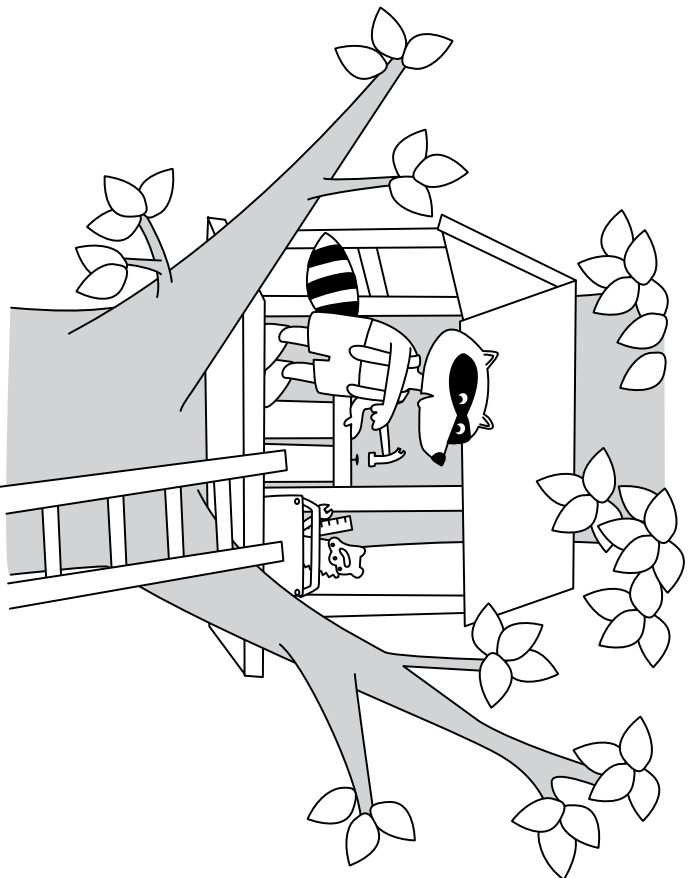
3. I _____ that you listen to me!

4. You can use a flashlight in an _____.

Name _____

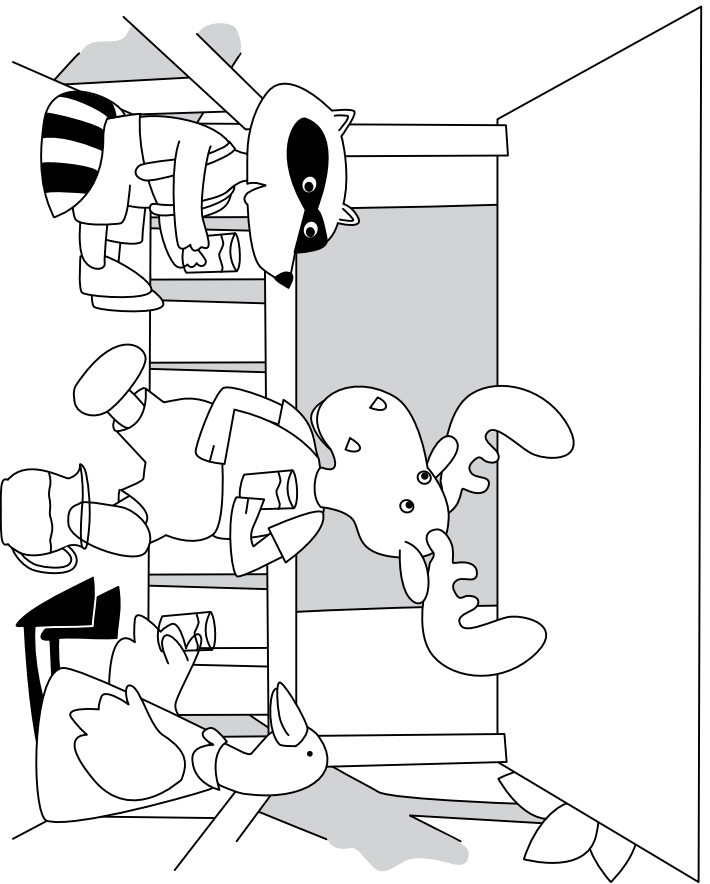
Fill in the Theme Chart. Use words from the story.**Clue****Clue****Clue****Theme**

Working Together



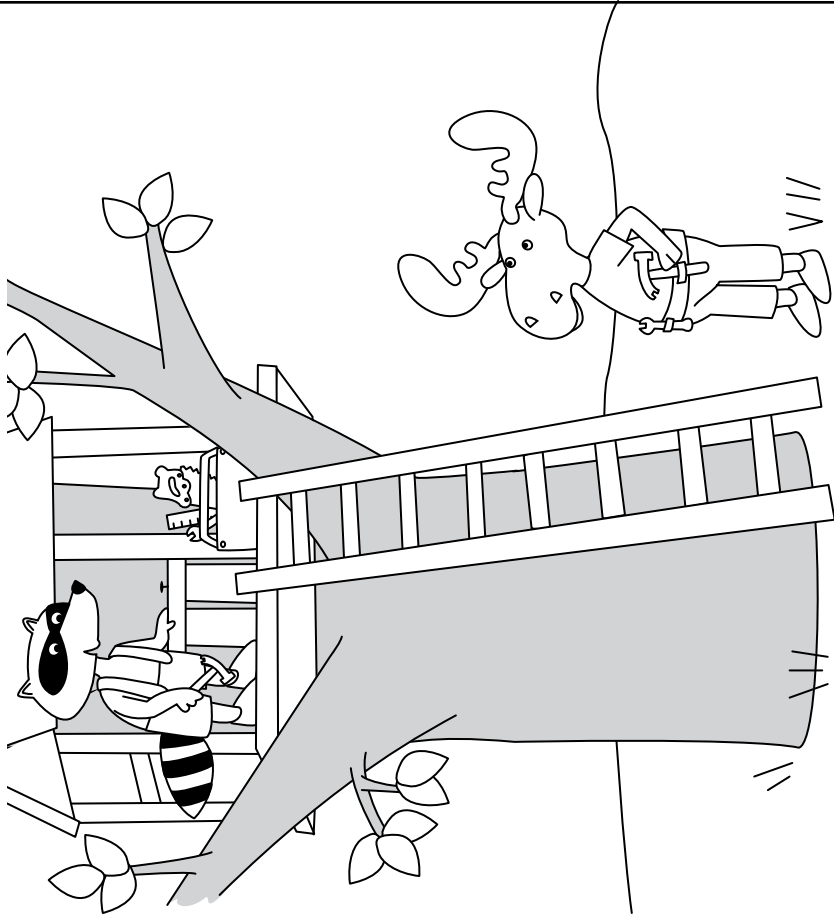
Raccoon was building a tree house.
“This is the best tree house ever,”
he said. “But it’s a lot of work. It
is hard to do alone.”

①



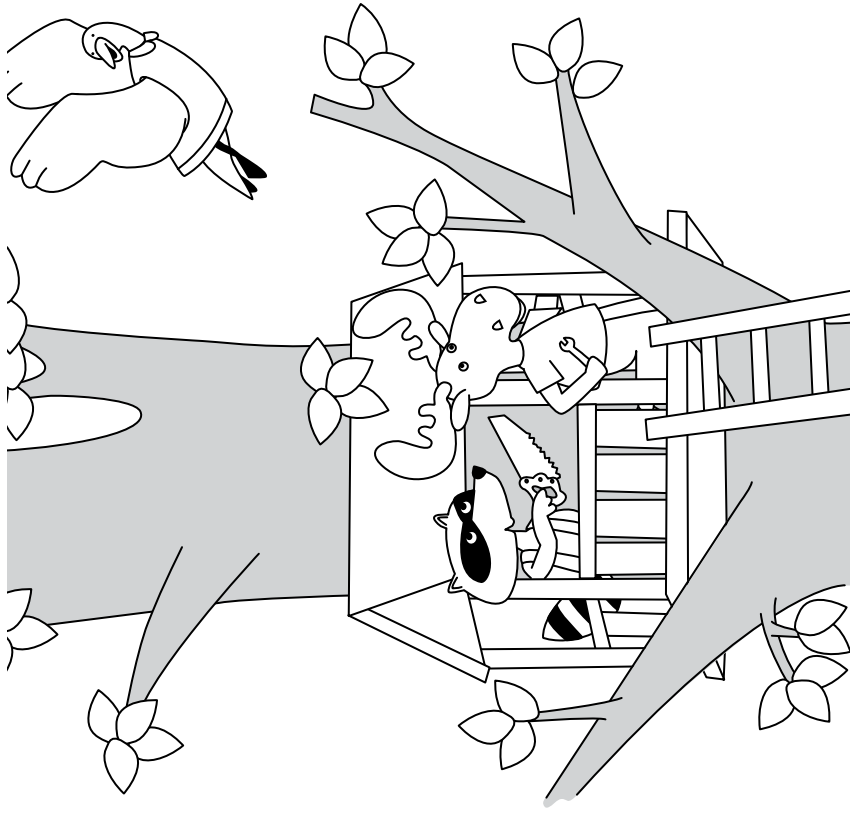
The pals drank cool water.
Soon, the tree house was done.
“I couldn’t have done it without
my new pals!” said Raccoon.

④



Just then, Moose came by. "I can help you," he said. "I even have my tools. We can work together."

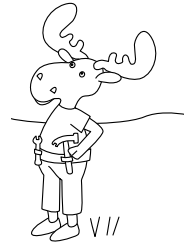
②



Next, Goose flew by. "What a great tree house!" she said. "I can help. I will get cool water for you to drink."

③

Name _____

A. Reread “Working Together.”**Match each clue to the picture it tells about.****1. Raccoon needs help.****a.****2. Moose has tools.****b.****3. Goose will get cool water.****c.****4. What is the theme of the story? Use the clues to help you.**

B. Work with a partner. Read the passage aloud.
Pay attention to expression. Stop after one minute.
Fill out the chart.

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

Name _____

Synonyms are words with the same or almost the same meaning.

Some synonyms for **happy** are **glad** and **joyful**.

A. Circle the two words that have the same or almost the same meaning.

1. sparkle glow funny

2. shout found yell

3. busy build make

4. angry happy mad

5. none cold chilly

6. twirl spin grab

B. Write a sentence using a word you circled above.

7. _____

Name _____

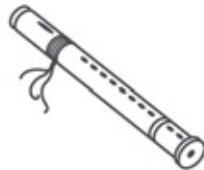
Read the word. Circle the letters that make the sound you hear at the end of too.

Then circle the picture that the word names.

1. roof



2. flute



3. screw



4. fruit



5. soup



Name _____

A **suffix** is a word part you can add to the end of a word to change its meaning.

The suffix **-ful** means **full** or **full of**.

The word **helpful** means **full of help**.

The suffix **-less** means **without**.

The word **helpless** means **without help**.



Circle the suffix in each word.

1. useless

2. joyful

3. fearless

4. painless

5. hopeful

6. useful

7. senseless

8. fearful

9. painful

10. pointless

Name _____

A **caption** tells more about a photograph or picture.

A. Look at the picture. Read the caption. Answer the questions.



The Bakers clean up Green Park.

1. Who are the people in the picture? _____

2. Where are the people? _____

B. Look at the picture. Read the caption. Answer the questions.



Jane Tate told the class
about taking care of trees.

3. Who is the woman in the picture? _____

4. What is she doing? _____

Name _____

A. Reread “Working Together.” Think about how the author used clues to help readers figure out the theme of the story. Fill in the clues that tell about the theme.

1. On page 1, the author used this clue to show that Raccoon needs help.

2. On page 2, the author used this clue to show that Moose is helping.

3. On page 3, the author used this clue to tell that Goose is helping.

4. On page 4, the author used this clue to tell that Raccoon is happy that his friends helped.

Name _____

Say **paw**. The same vowel sound can be spelled with **a** as in **mall**, **au** as in **fault**, **ough** as in **taught**, and **al** as in **talk**.

Write the words from the box that have the same sound-spelling as the name of the picture.

stalk

taught

fall

haul

claw

small

chalk

cause

paw

naughty

1. crawl



_____	_____
-----	-----
_____	_____

2. call



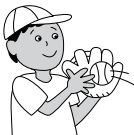
_____	_____
-----	-----
_____	_____

3. sauce



_____	_____
-----	-----
_____	_____

4. caught



_____	_____
-----	-----
_____	_____

5. walk



_____	_____
-----	-----
_____	_____

Name _____

A. Complete each sentence. Use one of the words in the box.

brother father friend love mother picture

1. My _____ Liz goes to my school.



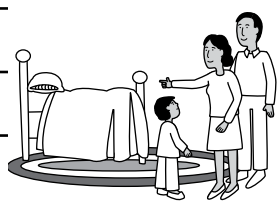
2. I _____ to run around the park.



3. I smiled for my class _____.



4. My _____ and _____
tell me to go to bed.



5. Paul's _____ is the same age as I am.



B. Write your own sentence using a word from the box.

6. _____

Copyright © The McGraw-Hill Companies, Inc.

Name _____

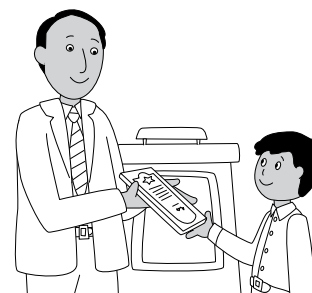
When you **accept** something, you take it or agree to it.
 If you do something **often**, you do it a lot.

A. Use a vocabulary word from the box to finish each sentence.

accept often

1. Chris visits the park _____ to ride his bike.

2. Kyle was ready to _____
 the award from the mayor.



B. Choose one of the vocabulary words from the box above. Write a sentence of your own. Then draw a picture to go with your sentence.

3. _____

Name _____

Fill in the Author's Purpose Chart. Use details from the story.

Clue	Clue
↓	↓
Author's Purpose	

Coaches



BananaStock/Alamy

Coaches help us learn to play a sport. First, they teach the rules of the sport. That way the players know the game.

①



Ariel Skelley/Blend Images LLC

Coaches love to play, teach, and talk about their sport. They help us love it, too!

④



BananaStock/Alamy

Coaches help players in lots of ways. They show players how to throw and hit the ball. They train players to run fast.

②

Copyright © The McGraw-Hill Companies, Inc.



Comstock Images/Getty Images

Coaches also help the players work together. They teach players to all get along and to share. That's because this helps make a good team.

③

Name _____

A. Read the story and follow the directions.

1. Why did the author write “Coaches”? Choose the best answer.

- Ⓐ to tell what coaches do
- Ⓑ to tell about sports
- Ⓒ to tell about how to play soccer

2. Write words from the story that tell you what coaches show players.

3. What makes a good team? Choose the best answer.

- Ⓐ They do not work hard.
- Ⓑ They like to lose.
- Ⓒ They work together.

B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

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

Name _____

Words with opposite meanings are called **antonyms**.

Read each sentence. Circle the word that has the opposite meaning of the bold word.

1. The **tiny** mouse ran away.

small cute huge

2. Jimmy felt **better** after a day in bed.

worse happy best



3. Melissa told us the show was **great**.

long awful good

4. The ride was very **loud**.

wild noisy quiet



5. Paul **always** plays baseball on Fridays.

faster often never

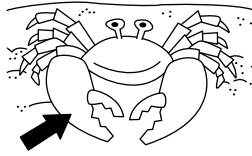
6. Dad can climb the **tall** ladder.

short safe big

Name _____

Use the letters a, aw, au, augh, or al to complete each word. Write the letters on the line.

1. c l



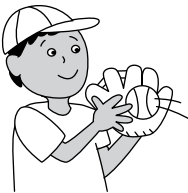
2. t _____ t



3. b _____ ll



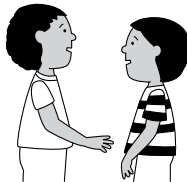
4. c _____ t



5. h _____ l



6. t _____ k



7. y _____ n



Name _____

Vowel teams are formed by two letters in a word that stand for one vowel sound. The underlined letters in these words are examples of vowel teams.

heat hood stay out boy saw

Vowel teams stay together in the same syllable.

oat/meal

row/ing

Underline the vowel teams in each word. Draw a line between the syllables.

1. drawing

2. neatest

3. playground

4. mailbox

5. peeling

6. growing

7. raincoat

8. cowboy

9. bookcase

10. sixteen

Name _____

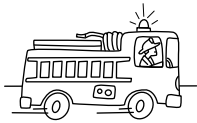
Sensory words tell what something looks, smells, feels, tastes, or sounds like.

The **fluffy white** clouds float in the sky.



Circle the sensory word a writer could use to tell about each picture.

1.

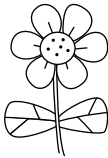


sleepy

loud

tiny

2.



fast

sweet

noisy

3.



wet

dry

pink

4.

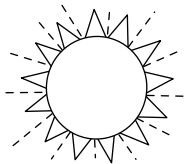


sunny

stormy

quiet

5.



dark

hot

icy

6.



yummy

hairy

cold

Name _____

An **author's purpose** is the reason why he or she wrote the text.

Reread “Coaches.” Think about the author’s purpose. Use the words and the pictures to complete the sentences.

1. After reading page 1, I can tell the author wrote this story to

2. On page 2, the author wants us to know that coaches

3. Another reason the author wrote “Coaches” is

4. After reading “Coaches,” the author wants us to know that

Name _____

When you see **wr**, **kn**, **gn** at the beginning of a word or syllable, the first letter is silent.

wrap knit gnaw

A. Circle the word that names each picture.

1.



right write

2.



knot not

3.



rats gnats

4.



need knead

B. Use words from the box to complete each sentence. Write the word on the line.

knew

wrap

knock

wring

5. I will _____ on the door.

6. Can you _____ out the wet shirt?

Name _____

Complete each sentence. Use the words from the word box.

been children month question their year

1. Raise your hand if you want to ask a _____.

2. The _____ are making a fort.

3. We have _____ playing all day.

4. June is the name of a _____.

5. All the kids have _____ books.

6. Last _____, we were in kindergarten.

Name _____

A **country** is a land where a group of people live.

We live in a country called the United States.



When a person **gathers** things, the things are put in the same place.

Sam gathers the mugs.



Write country or gathers to complete each sentence.

1. Spain is a _____.



2. Mr. Jones _____ our papers.



3. We went to a _____ called France.

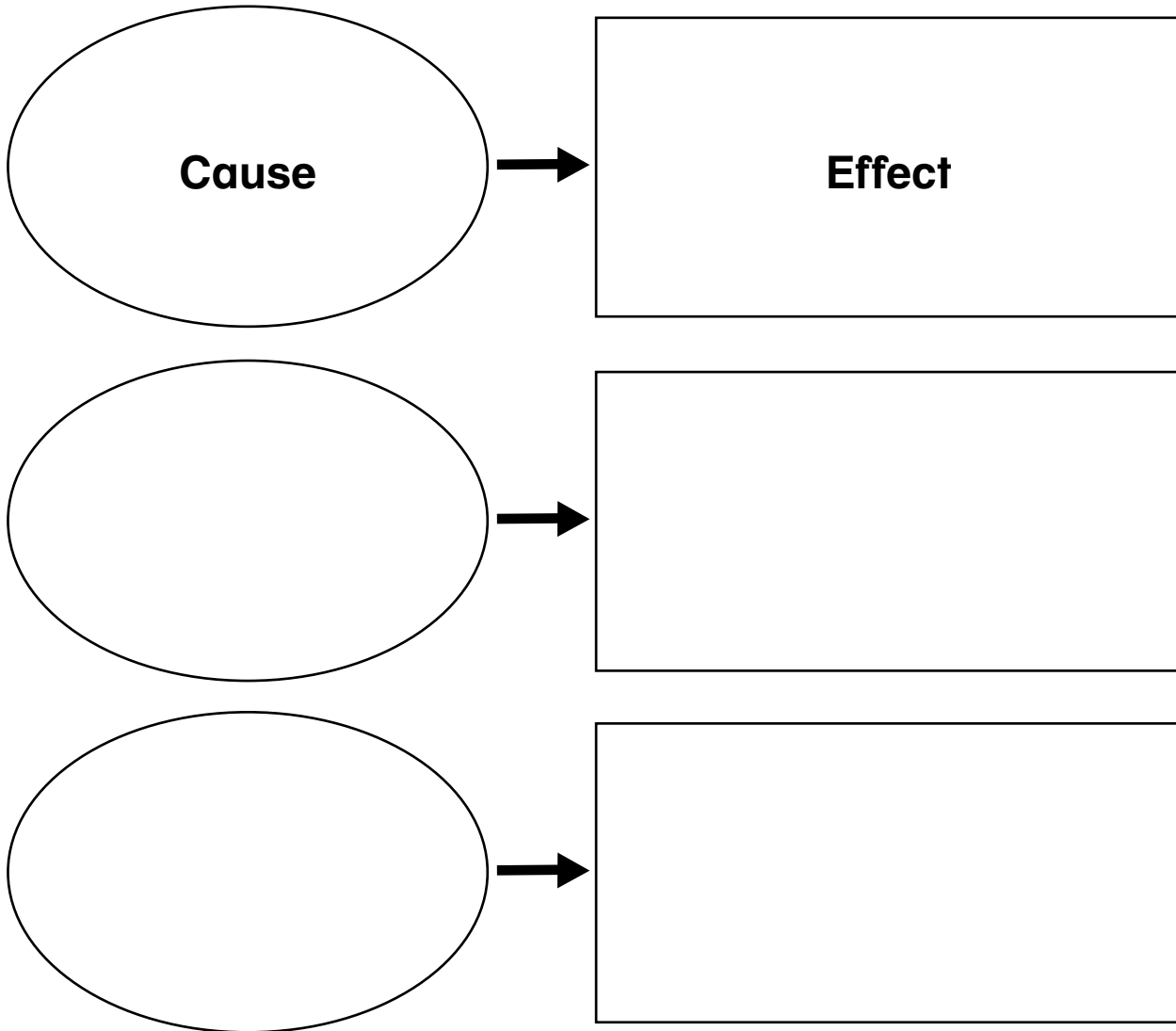


4. Ana _____ wood for a fire.

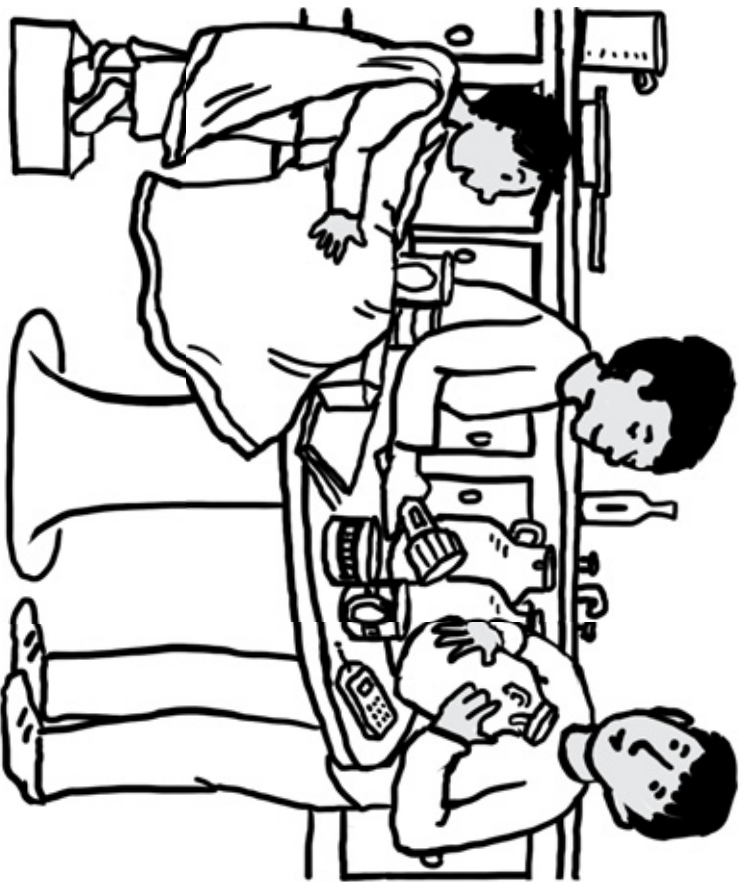


Name _____

Fill in the Cause and Effect Chart. Use details from the story.

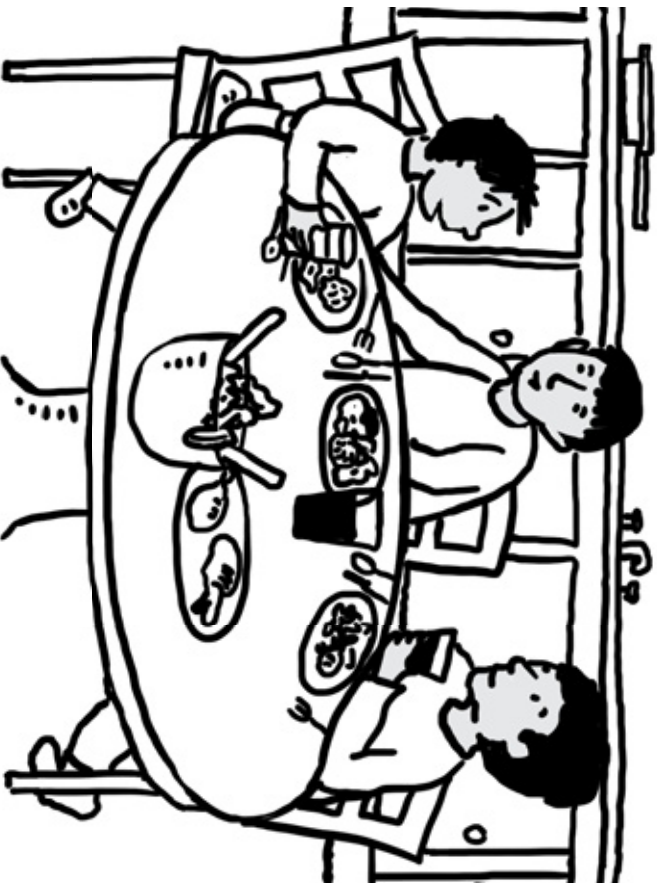


Storm Watch



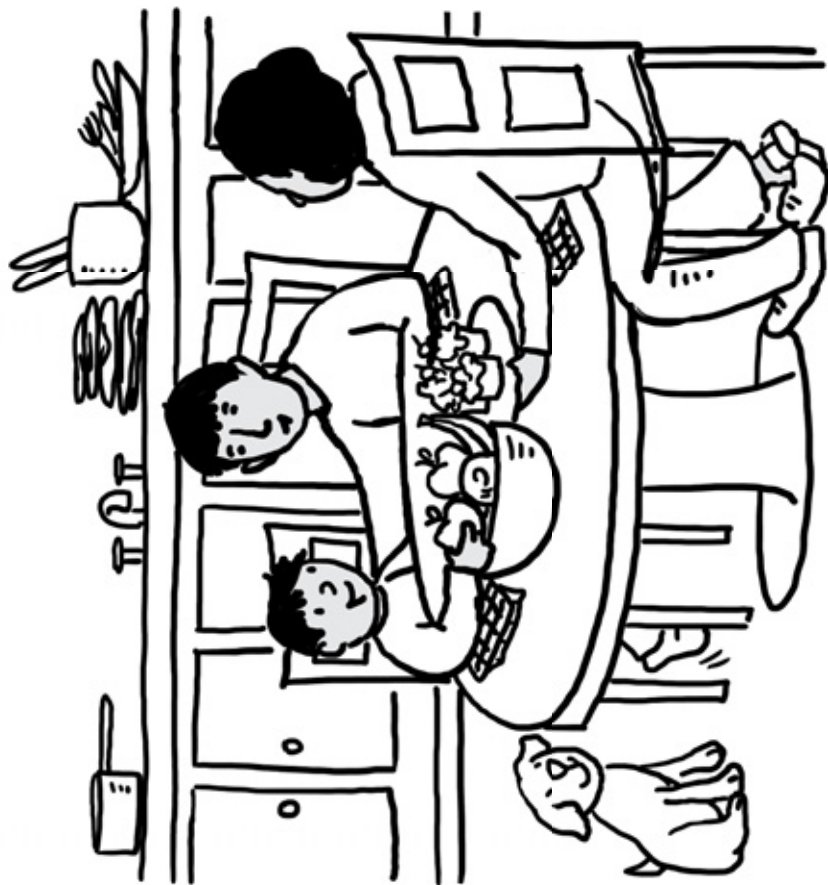
Paul wanted his blanket. He said, "We will need to stay warm." Dad got a phone. "I know we'll be ready," said Dad.

④



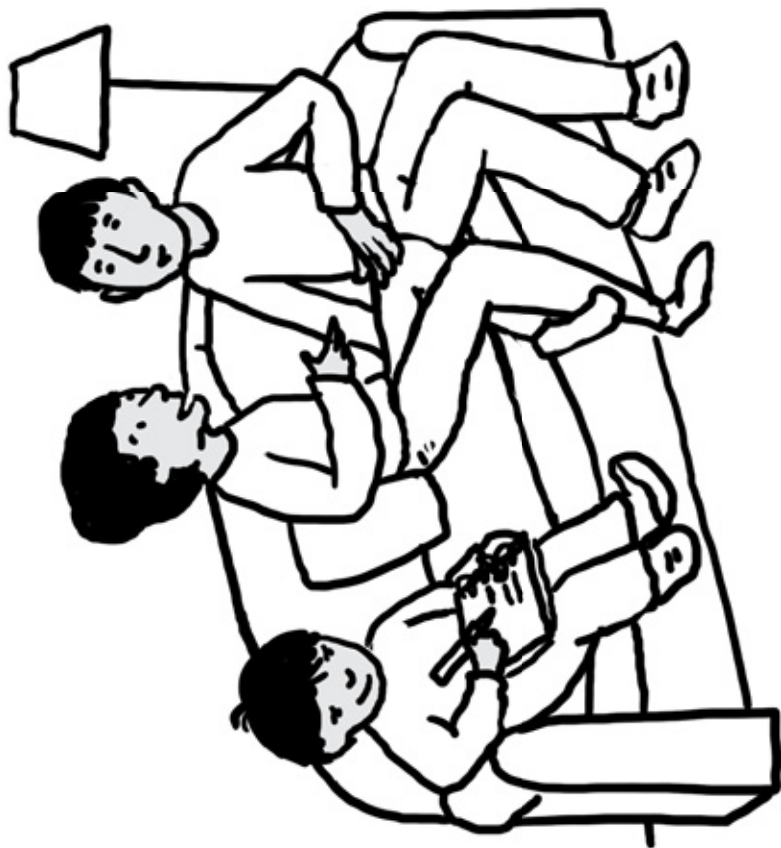
"A big storm is coming," Mom said. "We need to get ready." Paul was worried. He did not like storms. They can wreck things.

①



“There is time to plan,” said Dad.
 “We have to find all the things
 we may need. We will need to
 stay inside.”

②



“I will write a list,” said Paul.
 Paul wrote the word “flashlight.”
 “We will need light,” said Paul.
 “In a storm, power can go out.”

③

Name _____

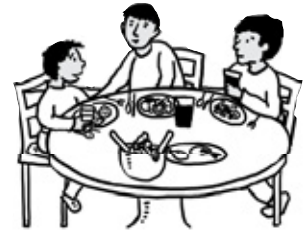
A. Reread “Storm Watch.” Then write “cause” or “effect” next to each sentence.

1. A big storm is coming. _____

2. Paul, his mom, and his dad make a plan. _____

3. The house may get cold. _____

4. Paul wants his blanket. _____



5. Paul and his parents gather the things they will need.

B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

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

Name _____

Writers can use **similes** to help readers picture details. A simile compares one thing to another using the words like or as.

The puddle is as big as a lake.

The wind felt like an ice cube.

A. Read each sentence. Underline the words like or as. Circle the two things that are compared.

1. The storm was like a roller coaster.
2. The house is as dark as a cave.
3. The flashlight is like the sun.
4. The blanket is as warm as a bath.
5. Paul's list is as long as a book.

B. Choose a sentence above. Draw a picture of it.



Name _____

Write the word that completes each sentence. Use the words from the word box.

gnat

wring

kneel

knew

wrap



1. Dad _____ I wanted new shoes.



2. Nate does not like the _____.



3. Mom likes to _____ presents.



4. I will _____ the wet sheets.



5. We _____ on the floor.

Name _____

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

ant + hill = anthill

A. Read each compound word. Write the two smaller words you see in each word.

1. raindrop

_____	_____
-----	-----
_____	_____
_____	_____

2. rowboat

_____	_____
-----	-----
_____	_____
_____	_____

3. afternoon

_____	_____
-----	-----
_____	_____
_____	_____

4. outside

_____	_____
-----	-----
_____	_____

B. Write a sentence using one or two compound words above.

5.	_____

Name _____

A reading selection can have many sections.
Headings tell what each section is about.

A. Read the selection about hot weather.**Beat the Heat!**

Many people like hot weather. You can have fun on a hot day. But you must be careful.

The Sun on Your Skin

The sun can harm you. Wear a hat and put on sunscreen. Put on more sunscreen after you swim.

The Sun and Your Body

Make sure you drink lots of water. You need more water on a hot day.

B. Answer the questions about the selection.

1. What is one tip from the section with the heading “The Sun on Your Skin”?

wear a hat

drink lots of water

2. What is the last section about?

The Sun on Your Skin

The Sun and Your Body

Name _____

Stories have events. One event can cause something else to happen. The first event is called a **cause**. What happens is an **effect**.

Reread “Storm Watch.” Think about how the author used cause and effect. Use the words and the pictures to answer the questions.

1. What clue did the author give as the cause of Paul’s worry?



2. Paul’s dad says they need a plan. What is the effect the author states?



3. Paul, his dad, and his mom work together. The effect of working together is



Name _____

Sometimes three consonants form a **blend**.scrap splash spray street three shrub

Read the first word. Then circle another word in the line with the same three-letter blend.

1. street straw tree sharp

2. shrub shred should both

3. scrap cry scratch school

4. three thing threw tree

5. spray spot soap spring

6. splash seat play split

Name _____

Complete each sentence. Use one of the words in the box.

before front heard push tomorrow your

1. Let's wash up _____ we eat lunch.

2. Is this _____ book or mine?

3. I helped Mom paint the _____ door.

4. We _____ the thunder.

5. Will you _____ me on the swing?

6. I have art class today and soccer _____.

Name _____

difficult: Something that is **difficult** is not easy.**nobody:** **Nobody** means “no person.”

Complete each sentence with a word from the word box. You will use each word two times.

difficult

nobody

1. Riding a bike can be _____ for some
and easy for others.

2. I heard a knock at the door, but _____
was there.

3. Do you think it is more _____ to make
a kite or to fly it?

4. Mrs. Lu asked if anyone lost a notebook,

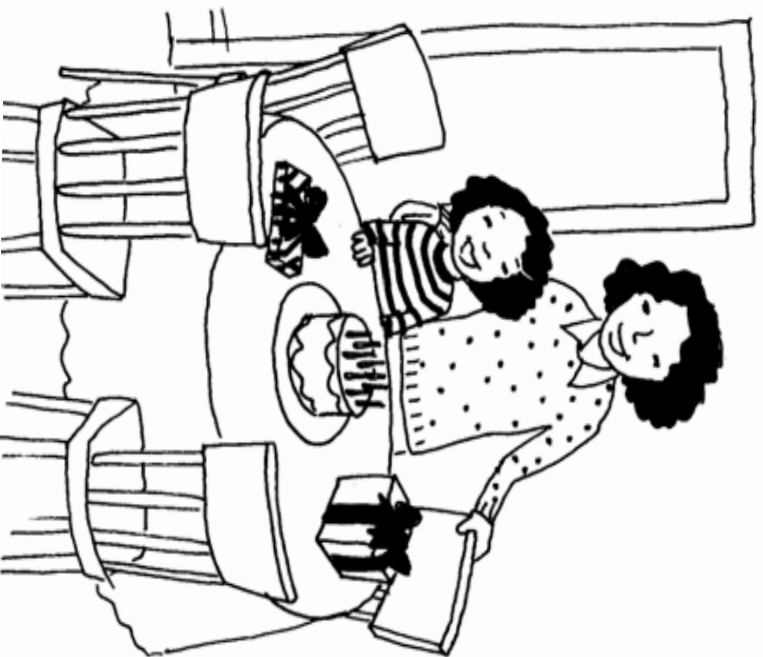
but _____ spoke up.

Name _____

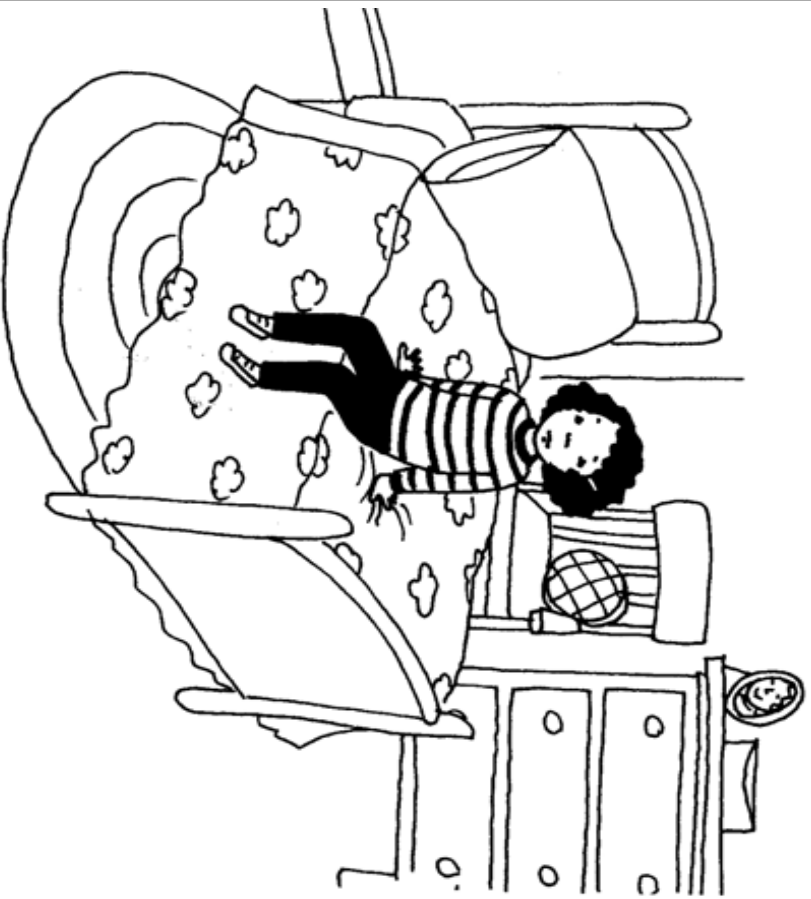
Fill in the Theme Chart. Use words from the story.

Clue
↓
Clue
↓
Clue
↓
Theme

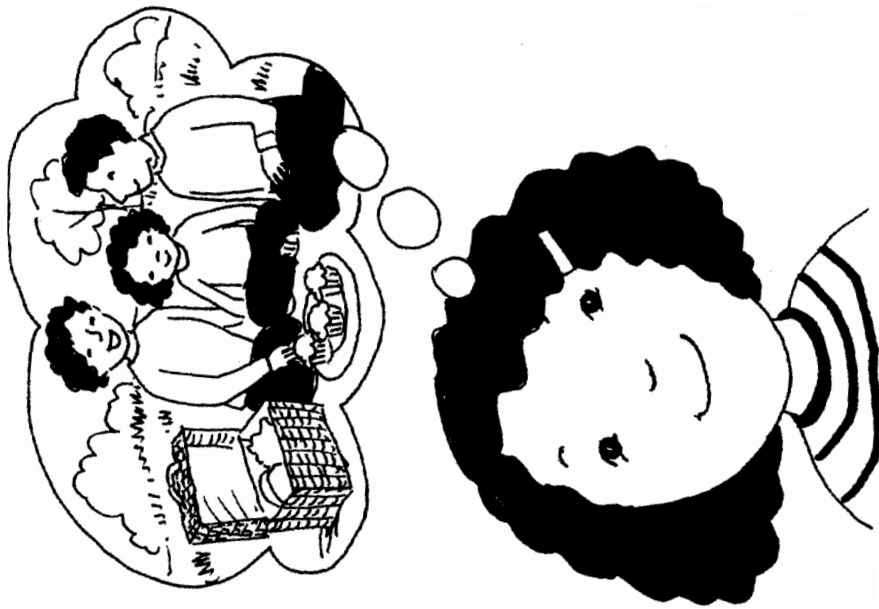
Sue's Surprise



- ④ “We will start with strawberry cake,” said Aunt Jane. “Then we will have pasta.”
- Sue smiled. This would be a good birthday!

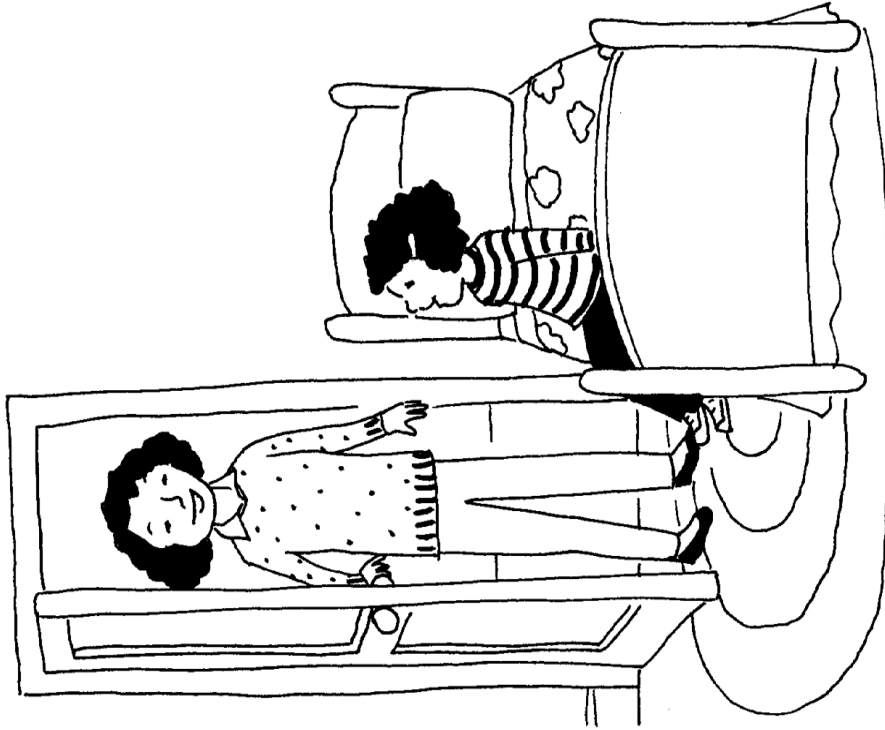


- ① It was Sue's birthday. But her mom and dad were away. She was staying at Aunt Jane's. She felt sad. Her birthday hopes shrank.



Sue always had a birthday picnic with Mom and Dad. The three of them had fun. But what would she do with Aunt Jane?

②



"Time for our Silly Supper," said Aunt Jane. "On birthdays, I like to eat out of order."

③

Name _____

A. Reread “Sue’s Surprise.” Match each story clue to the picture it tells about.

1. Sue was sad that her mom and dad were away.

a.



2. Sue always had a picnic with Mom and Dad.

b.



3. “Time for our Silly Supper,” said Aunt Jane.

c.



4. What is the theme of the story? Use the clues to help you.

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

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

Name _____

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

The word **birdhouse** is a compound word.

bird + house = birdhouse

A **birdhouse** is a house for birds to live in.

A. Draw a line between the two smaller words in each compound word. Use the two words to help you match the compound word to its meaning.

- | | |
|---------------|------------------------|
| 1. toolbox | a bag t o carry books |
| 2. snowball | a box to carry tools |
| 3. toothbrush | a ball made of snow |
| 4. bookbag | a brush to clean teeth |

B. Write a sentence using a compound word above.

- _____
-
5. _____
- _____
-
- _____

Name _____

Write the word on the line. Draw a line from the word to the picture it names.

1. thr + ee =

a.



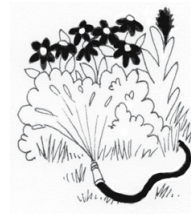
2. str + ing =

b.



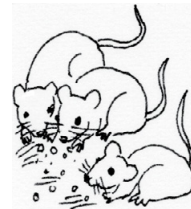
3. scr + atch =

c.



4. spr + ay =

d.



5. spl + it =

e.



Name _____

Add **-ed** to an action word to tell what happened in the past.

Add **-ing** to tell what is happening now.

Change some words before adding **-ed** or **-ing**.

race – e + ed = raced try – y + i + ed = tried

drop + p + ing = dropping

Complete each sentence. Add -ed or -ing to the word in parentheses. Write the new word.

1. I _____ the dog after his bath. (dry)

2. Who is _____ at the door now? (knock)

3. My cat _____ me yesterday. (scratch)

4. The bus _____ here last week. (stop)

5. Mom is _____ a letter. (write)

Name _____

Directions are a list of steps that tell how to make or do something.

Read the directions. Answer the questions.

What You Need: an empty milk jug scissors
 colored paper glue stick

Make a Pretty Watering Can:

1. Rinse out the milk jug.



2. Cut paper in fun shapes.



3. Glue the shapes on the milk jug.



4. Fill the jug with water. Water your plants!



- 1.** What do the steps tell you to make? Circle the answer.
- a plant a watering can

- 2.** What do you do first? _____

- 3.** What do you do after you glue the shapes on the jug?

Name _____

A. Reread “Sue’s Surprise.” Think about how the author used clues to help readers figure out the theme of the story. Fill in the clues that tell about the theme.



1. On page 1, the author used this clue to tell us that Sue missed her mom and dad.

2. On page 2, the author used this clue to tell us that Sue was worried Aunt Jane would not be fun.

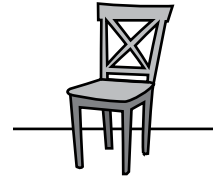
3. How did the author use the character of Aunt Jane on page 3 to give readers a clue about theme?

4. How can we tell Sue is happy at the end?

Name _____

The letters **air** together can make the sound you hear at the end of **chair**.

The letters **are** and **ear** can also make the same sound, as in **share** and **pear**.



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

1. My room is at the top of the _____.
- _____
-
- stairs stars

2. Ruth has long _____.
- _____
-
- heat hair

3. The noise might _____ you.
- _____
-
- scarf scare

4. I think I will _____ a big coat today.
- _____
-
- wrote wear

Name _____

Complete each sentence. Use one of the words in the box.

favorite few gone surprise wonder young

1. I like grapes, but pears are my _____ food.

2. Spot is a very _____ puppy.

3. It will be fun to _____ Mom when she comes home.

4. There are only a _____ books on my shelf.

5. I _____ what time Dad's plane will land.

6. Mom made cupcakes, but now they are all _____.

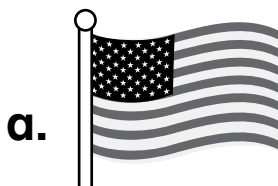
Name _____

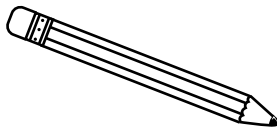
nation: A nation is a group of people living in one country.

unite: To unite is to join together.

A. Write unite or nation to finish each sentence. Circle the picture that best matches the sentence.

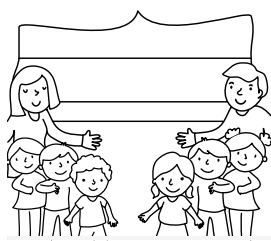
1. This is the flag for our _____.



b. 

2. Our class will _____ with Mr. Tate's class to see the play.



b. 

B. Match the word to its meaning.

3. unite

a. a group of people living in one country

4. nation

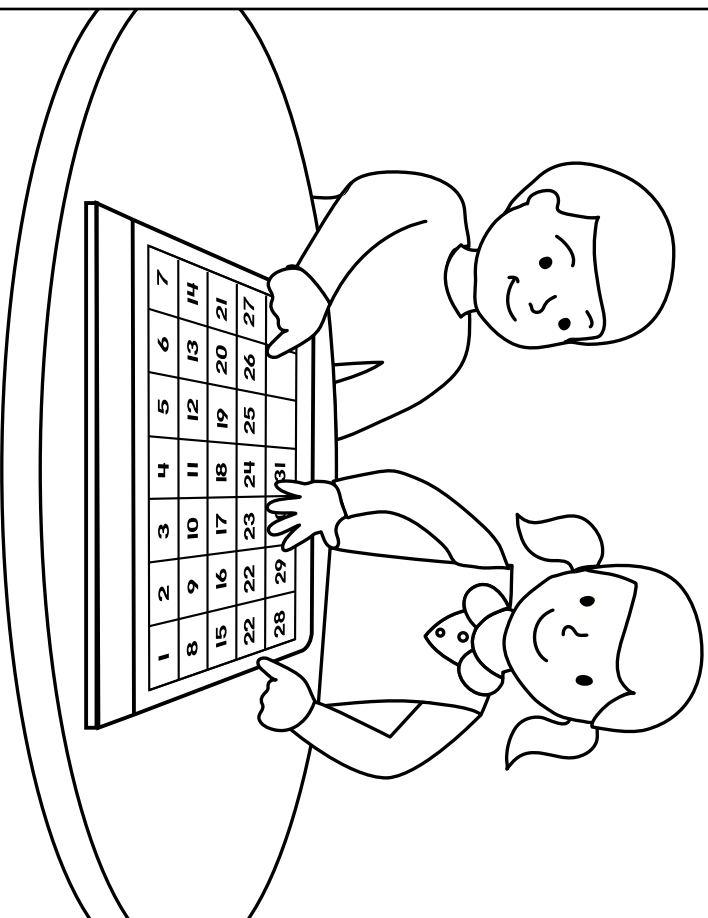
b. to join together

Name _____

Fill in the Author's Purpose Chart. Use words from the story.

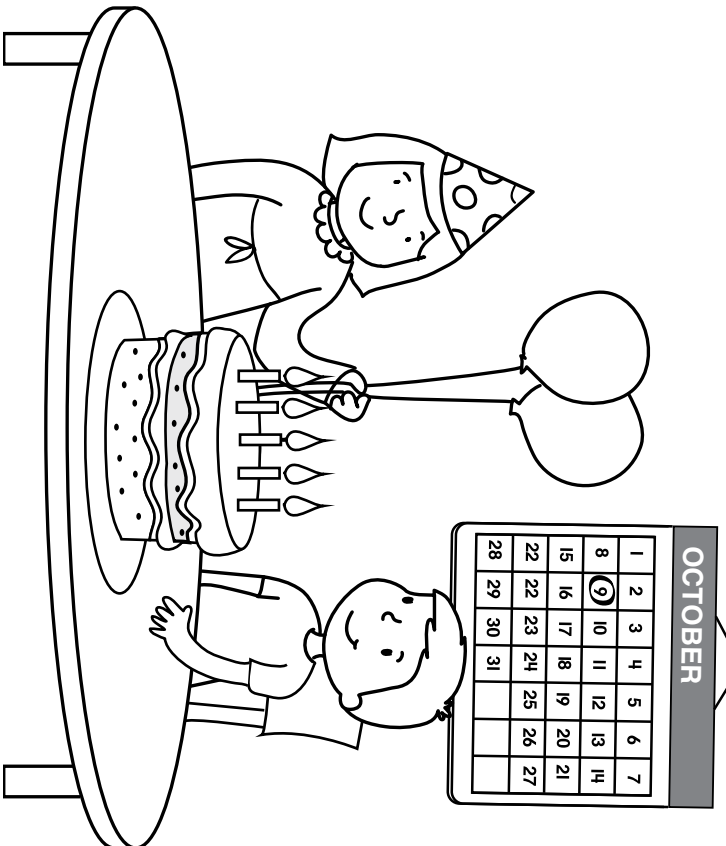
Clue	Clue
↓	↓
Author's Purpose	

Favorite Days



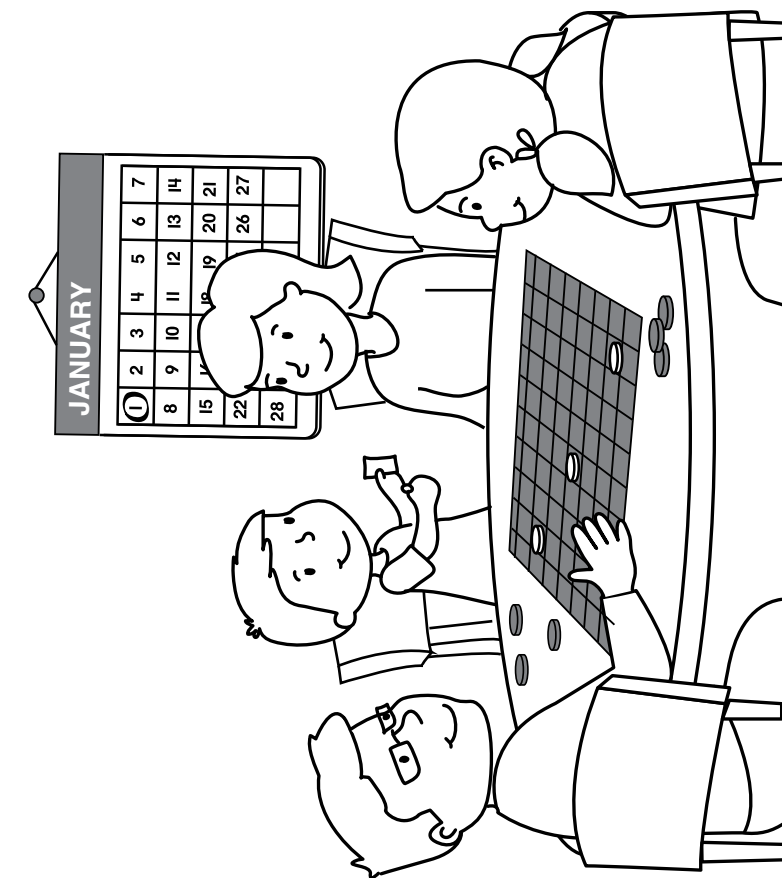
Do you have a favorite day of the year? There are many special days. We celebrate each in special ways.

①



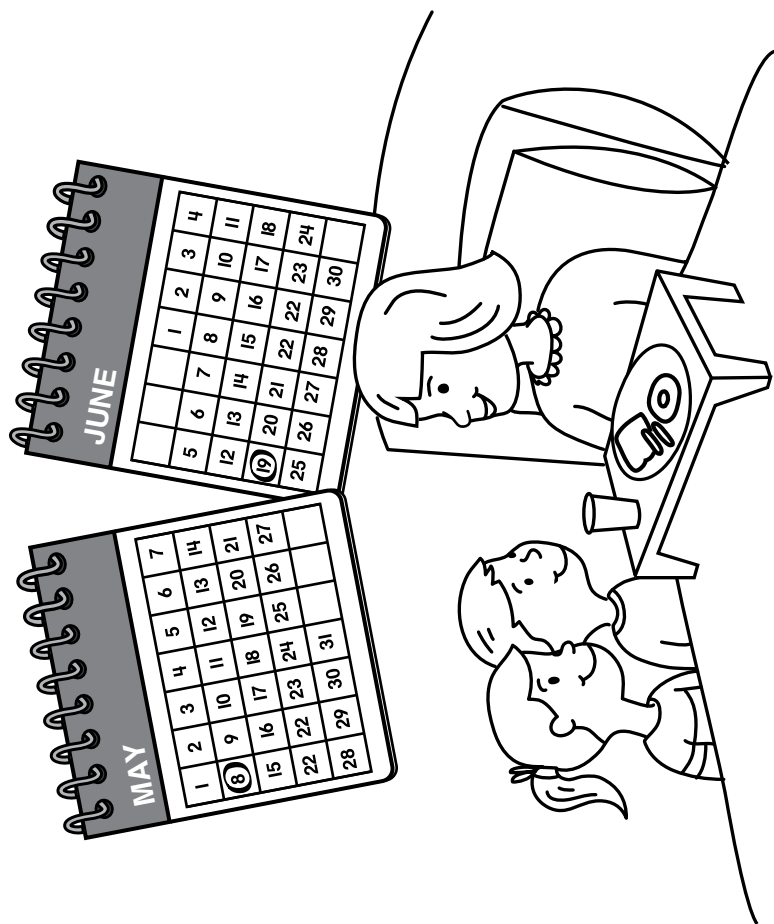
Birthdays are favorite days to share, too. Many young children have parties and wear a hat. What is your favorite day?

④



New Year's Day is the first day of the year. Some families stay home and play games together. They wonder what the new year will be like.

②



Mother's Day is in May. Father's Day is in June. Children take care to do something special for their moms and dads.

③

Name _____

A. Read the sentences from “Favorite Days.”
Fill in the circle next to the correct answer.

1. New Year's Day is the first day of the year.
 The author's purpose is to
- ☐ tell how children love to play games.
- ☐ tell about New Year's Day.
2. Father's Day is in June. The author's purpose is to
- ☐ tell about Father's Day.
- ☐ tell how to make a Father's Day card.

B. Why did the author write “Favorite Days”? Write a sentence.

3. _____

C. Work with a partner. Read the passage aloud.
Pay attention to phrasing. Stop after one minute.
Fill out the chart.

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

Name _____

Writers can use **metaphors** to help readers picture details. A metaphor compares one thing to another.

The snow is a big white blanket.

Unlike a simile, a metaphor does not use like or as.

A. Read each sentence. Look at the underlined words. Then circle the sentence that tells how the two things are alike.

1. The rainbow is a box of crayons spilled from the clouds.

Both have lots of colors. Both are in a box.

2. The cloud is cotton candy floating by.

Both are in the sky. Both are fluffy.

3. The oven is a dragon that breathes fire.

Both have heat inside. Both are very soft.

B. Circle the word that best completes the sentence. Write the word on the line.

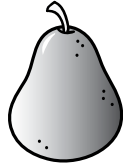
4. Thunder is a _____.

bell whistle drum

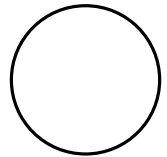
Name _____

Read the word. Circle the letters that make the sound you hear at the end of chair. Circle the picture that the word names.

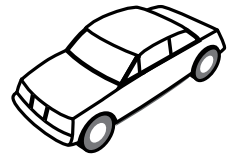
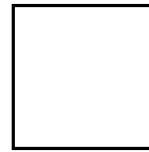
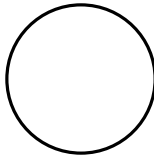
1. pear



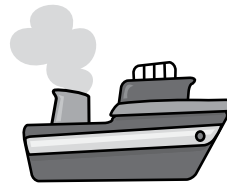
2. hair



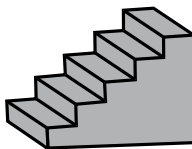
3. square



4. bear



5. stairs



Name _____

Some words have more than one syllable.

When a word has a vowel followed by r,
the vowel and r stay in the same syllable.

turtle = **tur** / tle

circus = **cir** / cus

target = **tar** / get

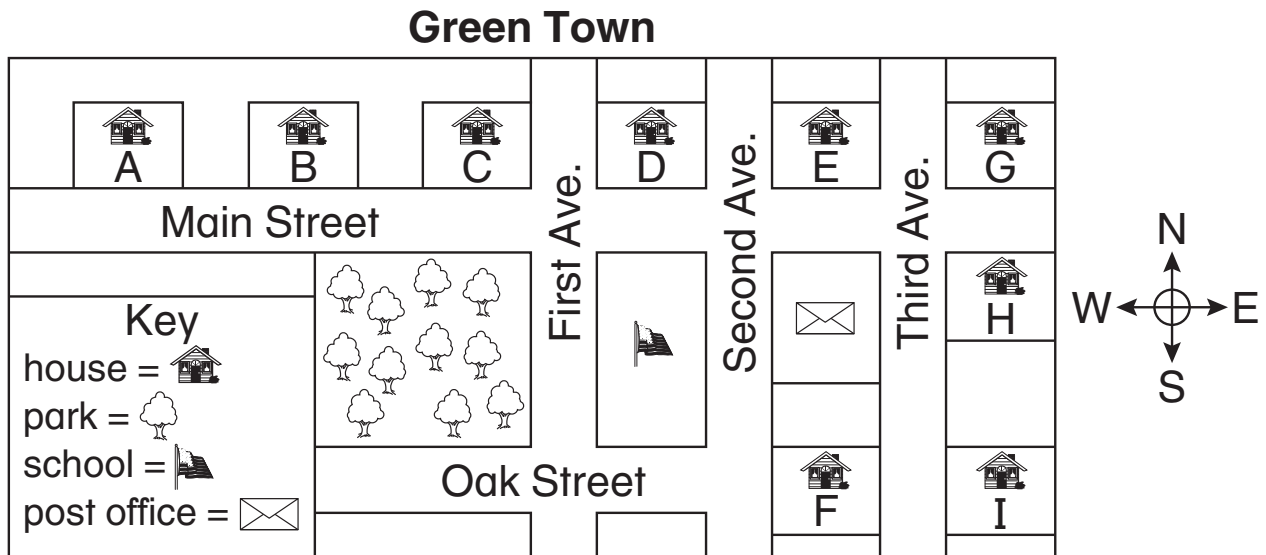
story = **stor** / y

Read the words. Make a check mark ✓ next to the word that has a vowel followed by r.

Draw a line between the syllables in that word.

- | | |
|-------------------|--------------|
| _____ | _____ |
| ----- | ----- |
| 1. _____ turkey | _____ rocky |
| _____ | _____ |
| ----- | ----- |
| 2. _____ rabbit | _____ market |
| _____ | _____ |
| ----- | ----- |
| 3. _____ perfect | _____ pencil |
| _____ | _____ |
| ----- | ----- |
| 4. _____ frozen | _____ forty |
| _____ | _____ |
| ----- | ----- |
| 5. _____ thirteen | _____ ticket |

Name _____

Look at the map. Then answer the questions.

1. How many houses are in Green Town? _____

2. How many schools are in Green Town? _____

3. If you lived in house A, what street would you walk on to get to the park?

4. If you lived in house H, what street would you cross to get to the post office?

Name _____

A. Reread “Favorite Days.” Think about why the author wrote the story. Use the words and the pictures to complete the sentences.

1. The author's purpose on page 1 is

2. The author's purpose on page 2 is

3. The author's purpose on page 3 is

4. The author's purpose on page 4 is

B. Why is it important for readers to know the author's purpose?
