

Name \_\_\_\_\_

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

go

coal

low

doe

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

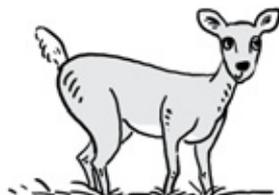


\_\_\_\_\_

-----

\_\_\_\_\_

4. doe



\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

Write the word from the box that completes each sentence.

find      food      more      over      start      warm

1. We hike \_\_\_\_\_ the hill.  
 \_\_\_\_\_  
 \_\_\_\_\_



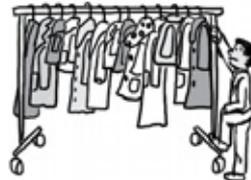
2. It is \_\_\_\_\_ in the sun.  
 \_\_\_\_\_  
 \_\_\_\_\_



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

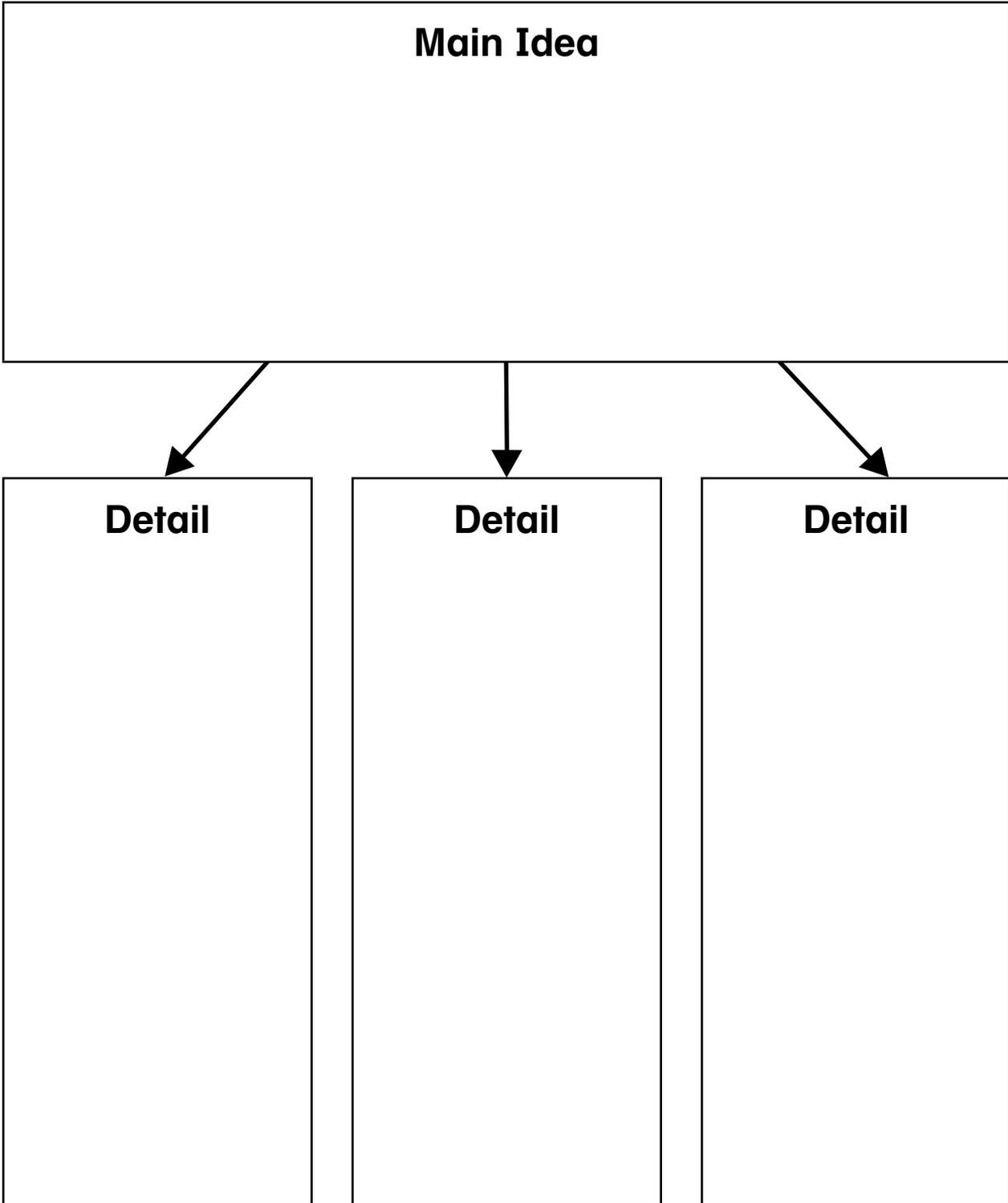
- \_\_\_\_\_
- 
2. The crow must \_\_\_\_\_ out food.
- search                  seek

- \_\_\_\_\_
- 
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, crows, 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 \_\_\_\_\_.



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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**.

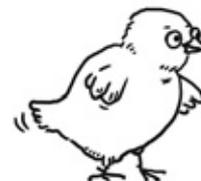
**Read the sentence. Underline the sensory word. Write the word on the line.**

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. \_\_\_\_\_  
 \_\_\_\_\_



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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. \_\_\_\_\_  
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