

Name _____

champion	determined	issues	promises
responsibility	rights	volunteered	votes

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

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

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

9. _____

Name _____

Two letters blended together can stand for one vowel sound. The letters ***ou*** and ***ow*** can stand for the vowel sound in ***south*** and ***down***.

A. Read the words. Circle the word that has a different vowel sound. Write the word on the line and circle the letters that spell the vowel sound.

- 1. cloud you group _____
- 2. blue round fruit _____
- 3. slow throw cow _____
- 4. pull shout push _____
- 5. crown snow road _____

Some nouns have special plural forms. They change their spelling to name more than one.

B. Write the plural form for each word.

- 6. mouse _____
- 7. child _____
- 8. foot _____
- 9. man _____

Name _____

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

The Lost Kitten

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

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

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

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

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

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

Name _____



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

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

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

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

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A. Reread the passage and answer the questions.

1. How does Cora feel about the missing kitten?

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

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

B. Work with a partner. Read the passage aloud. Pay attention to how you raise and lower your voice. Stop after one minute. Fill out the chart.

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

Name _____

Read the selection.**Complete the Point of View chart.**

Character	Clue	Point of View

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about descriptive details you can add.

Draft Model

Our class helped at the park. We planted a lot of things. I used a shovel to dig holes for trees. Other kids helped, too. The park looked great at the end of the day.

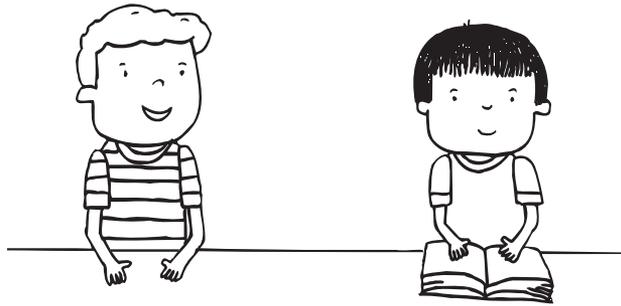
1. What kind of class is helping in the park?
2. What does the park look like?
3. What details might describe the kinds of things the class planted? What details might tell how the park looks at the end of the day?

B. Now revise the draft by adding descriptive details that help readers learn more about the characters, setting, and events.

Name _____

Reading Volunteers

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



Answer the questions about the text.

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

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

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

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

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

The suffix **-ful** means “full of.”

The suffix **-less** means “without.”

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

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

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

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

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

4. without thought

5. full of thanks

Name _____

Reread “The Lost Kitten.” Write about how the author used point of view. Use the words and picture to help you complete the sentences below.

1. At the beginning of the story, the main characters _____

_____ .

2. Cora’s point of view is that _____

_____ .

3. The narrator’s point of view is that _____

_____ .

4. The author uses different points of view to show that _____

_____ .