

# Reading for Every Child

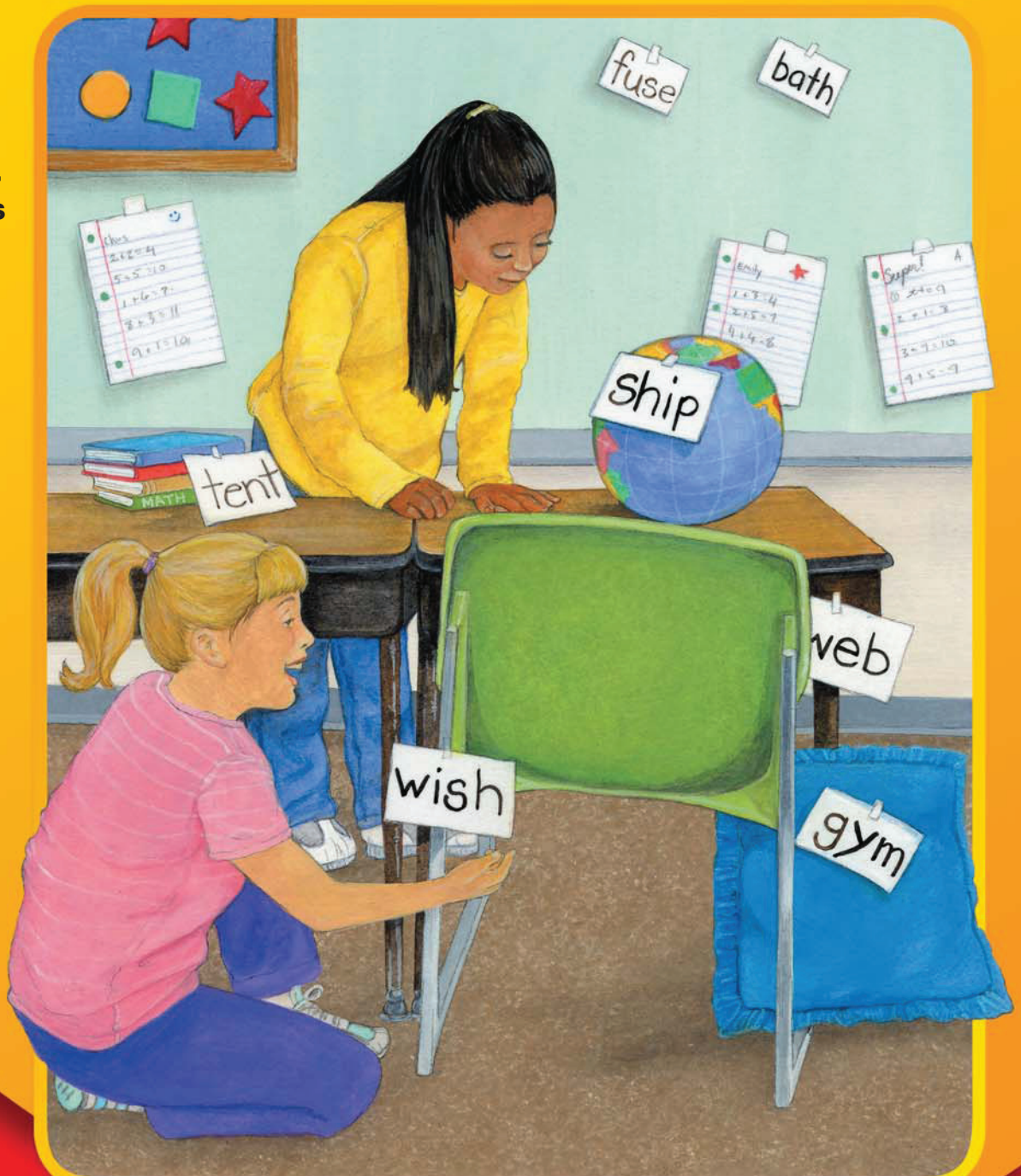
# Vocabulary

ALIGNED TO

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TeachingStateStandards.com

- Uses Best Practices in Teaching Vocabulary
- Uses Research-Based Methods
- Includes Extra Practice and Enrichment Activities
- Includes Word Play and Puzzles
- Includes Teacher Resource Pages





# Reading for Every Child **Vocabulary**

Grade 2

by  
Lesli Evans

Published by Instructional Fair  
an imprint of  
**Frank Schaffer Publications®**



## Instructional Fair

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# Table of Contents

<b>Reading First</b> .....	<b>4</b>
<b>Introduction</b> .....	<b>5</b>
Sounds Short .....	6
Long, Long Sounds.....	8
May I Ask a Question?.....	10
Where Am I? .....	12
How Do You Feel? .....	14
In the Family.....	16
Home Sweet Home.....	18
School Time.....	20
Body Parts .....	22
Let’s Eat .....	24
Weather Watch.....	26
What to Wear .....	28
Community Helpers .....	30
Math Words .....	32
Science Words.....	34
Social Studies Words.....	36
Language Arts Words.....	38
We’re the Same .....	40
Opposites Match .....	42
Homophone Riddles.....	44
More Than One .....	46
Puzzling Plurals .....	48
The End.....	50
Someone Who.....	52
Match Us Up .....	54
In the Beginning .....	56
What’s My Meaning? .....	58
Let’s Compare .....	60
Syllable Challenge .....	62
More Than One Meaning .....	64
Check the Context .....	66
Contractions.....	68
<b>Review</b> .....	<b>70</b>
<b>Resource Pages</b> .....	<b>74</b>
<b>Answer Key</b> .....	<b>78</b>



# Reading First

The Reading First program is part of the No Child Left Behind Act. This program is based on research by the National Reading Panel that identifies five key areas for early reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

## Phonemic Awareness

A child learns how sounds are put together to make words through phonemic awareness. The focus on sounds that are *heard* makes listening a crucial component.

## Phonics

After students recognize sounds that make up words, they must then connect those sounds to *written* text. An important part of phonics instruction is repeated encounters with letters and letter combinations.

## Fluency

Fluent readers are able to recognize words quickly. They are able to read aloud with expression and do not stumble over words. The goal of fluency is not to read faster; the goal is to read with *understanding*.

## Vocabulary

In order to understand what they read, students must first have a solid base of vocabulary words. As students increase their vocabulary knowledge, they also increase their comprehension and fluency.

## Comprehension

Comprehension is “putting it all together” to understand what has been read. Students should have practice with both fiction and nonfiction texts. Graphic organizers help students as they track ideas and use various comprehension strategies.

# Introduction

The *Reading for Every Child: Vocabulary* series offers instruction that will benefit a wide range of students. Each book in this series incorporates research-based methods of vocabulary instruction and includes grade-appropriate vocabulary. The books are full of activities to help students connect vocabulary words to their experiences.

This book includes thirty-two lessons that provide a variety of activities to develop vocabulary. The activities incorporate opportunities for students to learn and practice known and new vocabulary words and concepts. Teacher, resource pages include suggestions for basic, extra practice, enrichment and extension activities. In addition, each lesson provides hands-on learning through drawing, writing, puzzles, riddles, and more. At the end of the book you will find a review, and resource pages of forms and graphic organizers.

## **Suggestions for Classroom Use**

Students' background knowledge, oral language experiences, and basic vocabularies vary greatly. You may need to modify the activities and the suggestions below to fit your students' individual needs.

The versatile design of the lessons allows you to use them in a variety of ways. Here are a few suggestions:

- Cut out an activity and duplicate it for each student.
- Reproduce an activity as an overhead transparency for the classroom.
- Duplicate an activity for a take-home project.
- Staple activities together to make an activity book.
- Attach each activity to a folder or bin. Place the necessary materials in the folder or bin to have ready when needed.

Many of the activities call for use of standard classroom equipment or materials commonly found in the classroom or at home. All of the activities must be conducted under adult supervision. Always be conscious of safety and emergency procedures.

## **Assessment**

When completing these activities, emphasize visuals, using context clues, categorizing words, and connections to the familiar. Encourage students to work cooperatively and with peer tutors as you observe their progress. After an activity, encourage students to share their responses verbally as well as nonverbally.





# Sounds Short

## Word Bank

bath	check	clock	dress	felt
flat	kick	skip	stand	stop

### Basic

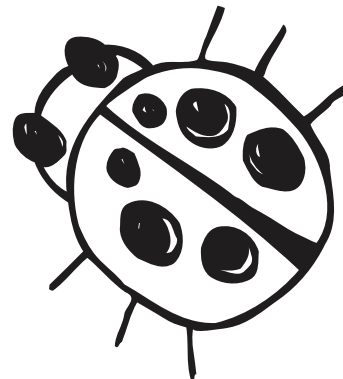
Write the words *lend*, *bath*, and *pick* on the chalkboard or whiteboard. Ask students what type of vowel sounds the words have in common. (They all have a short vowel sound.) Then have students read the words in the Word Bank. Have them copy the words and underline the letter that stands for the short vowel sound in each. Check students' work. Have students discuss the letters they underlined and why.

### Extra Help

Have students make cards for the vocabulary words to play Tic-Tac-Toe. Have students mix up their cards and draw a Tic-Tac-Toe grid. To play the game, have students take turns placing one of their cards on the grid. Have students say their word aloud to listen for the vowel sound. The student who gets three words in a row that have the same vowel sound wins the game.

### Enrichment

Play a game of Lady Bug with students. Divide the class into two teams. Show a team member a word. Have the student say the word aloud and then identify the short vowel sound. For each correct answer, a team member can draw one part of a ladybug. The team that completes their ladybug first wins.



### Extension

Have students work in small groups to make word ladders using words with short vowel sounds. Have students choose one of the vocabulary words to make a word ladder. Students must change one letter in each word to make a new word with the same number of letters. Challenge students to make the longest word ladder.





# Sounds Short

**Word Bank**

bath	check	clock	dress	felt
flat	kick	skip	stand	stop

**Directions:** Sort the words in the Word Bank.

short a	short e	short i	short o
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Directions:** Circle the words with short vowel sounds. Write each word on the lines below.

Dear Ben,

I thought I would stop by your house on Sunday to see how you felt about going to the movies. I will check the movie times. My mother can stop by and pick you up. Call me if you want to go.

Your friend,  
Matt

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



# Long, Long Sounds

## Word Bank

bride	coach	crime	dream	grade
home	leave	stripe	train	wheels

### Basic

Write the word *time* on the chalkboard or whiteboard. Ask whether the word has a long or short vowel sound. (It has a long vowel sound.) Have students study the words in the Word Bank. Point to the words randomly and have students read them. Then have students copy the words on a piece of paper. Tell them to circle the letters that give the word a long sound.

### Extra Help

Write the words on the chalkboard or whiteboard. Have students read the words aloud. Model blending the sounds for students if they have difficulty saying the words. Have students practice saying the words and then sort the words into categories.

### Enrichment

Explain that poets often repeat the same sound when writing poems. Have students write a poem that uses several words with the long **a** or long **e** sounds. Have students share their poems.

### Extension

Have students draw a window on a large sheet of paper. Tell them to draw pictures of things that they might see through the window, such as a tree, that have a long vowel sound. Have students label their drawings and share them with the class.





# Long, Long Sounds

## Word Bank

bride    coach    crime    dream    grade  
home    leave    stripe    train    wheels

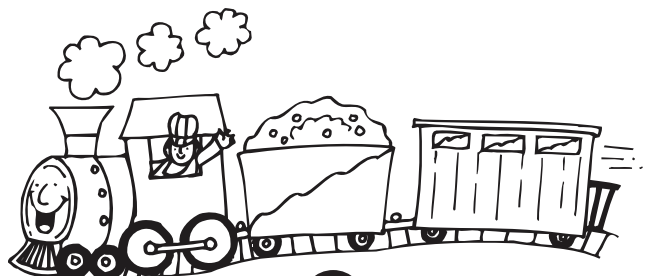
**Directions:** Unscramble the letters to form words with long vowel sounds.

1. achoc \_\_\_\_\_
2. avele \_\_\_\_\_
3. icmer \_\_\_\_\_
4. rebid \_\_\_\_\_
5. spetir \_\_\_\_\_
6. damer \_\_\_\_\_
7. ratin \_\_\_\_\_
8. meoh \_\_\_\_\_
9. hewles \_\_\_\_\_
10. raged \_\_\_\_\_

**Directions:** Write a sentence using words with long vowel sounds. Circle the words with long vowel sounds.

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# May I Ask a Question?

## Word Bank

could      may      how      what      when  
where      who      why      would

### Basic

Remind students that a question asks something and ends with a question mark. Ask students to name some words that can be used to ask a question. Write their words on the chalkboard or whiteboard in a list. Have students practice asking questions using the words in the list.

### Extra Help

Have students practice asking and answering questions. Write the question words on cards. Have students draw a card and use it to ask another student a question. Have the other student answer the question in a complete sentence. Continue until all words have been used.



### Enrichment

Have students pretend that they are reporters. Have them make a list of questions to ask someone famous. Have another student pretend to be the famous person and answer the questions.

### Extension

Have students listen for other words that can be used to ask questions. Then have them use those words in a cartoon strip. In the cartoon, have students draw one character that asks another character a series of questions.



# May I Ask a Question?

## Word Bank

could    may    how    what    when  
where    who    why    would

**Directions:** Use one of the words in the Word Bank to complete each question.

1. \_\_\_\_\_ you please bring me a glass of water?
2. \_\_\_\_\_ is my bicycle? I cannot find it.
3. \_\_\_\_\_ do you make chocolate chip cookies?
4. \_\_\_\_\_ would you like to eat for lunch?
5. \_\_\_\_\_ is my doctor's appointment? I don't want to be late.
6. \_\_\_\_\_ I go outside and play?
7. \_\_\_\_\_ is it so cold outside? I wish the sun would shine.
8. \_\_\_\_\_ is Mr. Chen? I do not know him.





# Where Am I?

## Word Bank

back	behind	beside	bottom	front	inside
left	outside	over	right	top	under

## Basic

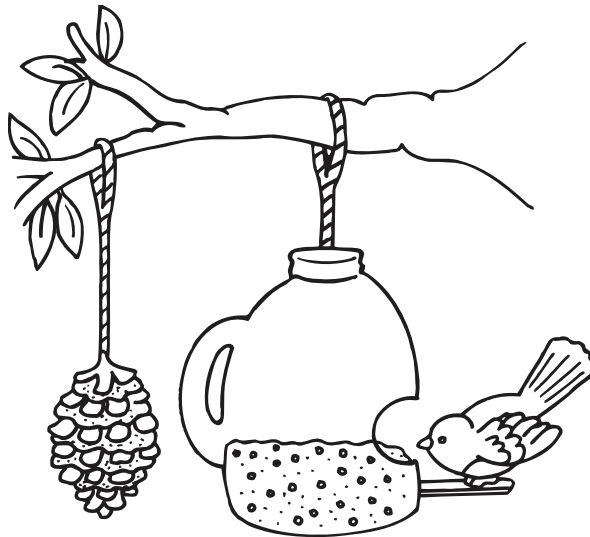
Using the words from the Word Bank, write on slips of paper directions such as “stand next to the desk” or “sit on the chair.” Have students draw a slip of paper and read the directions. Then have them act out the directions. Repeat until all the words have been used.

## Extra Help

Play a game of Simon Says with students. Give students directions to follow, such as “Simon says sit on the chair” or “Simon says put the book inside the desk.”

## Enrichment

Have students draw a picture. Then have them use the words from the Word Bank to describe the picture. Encourage them to write sentences that use directional words, such as “The bird is on the branch” or “The tree is next to the house.”



## Extension

Have students design a board game. Then have them write a set of directions for a classmate to follow. Have them use the vocabulary words in their directions. Students can then try out each other’s games.



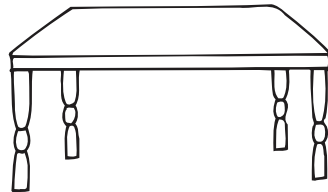
# Where Am I?

## Word Bank

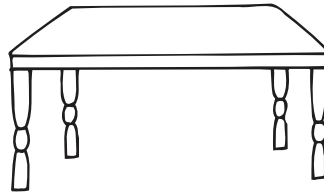
back	behind	beside	bottom	front	inside
left	outside	over	right	top	under

**Directions:** Draw a ball where it belongs in each picture.

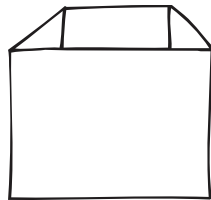
1. under the table



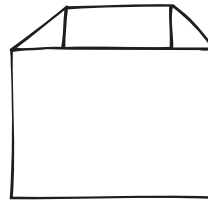
2. on the table



3. in front of the box



4. beside the box



5. next to the chair



6. to the right of the chair



**Directions:** Tell where the ball is in each drawing.

7.



8.



\_\_\_\_\_

\_\_\_\_\_





# How Do You Feel?

## Word Bank

frustrated	happy	mad	sad
scared	silly	sleepy	worried

### Basic

Discuss with students about the ways people feel and how they show their feelings in everyday situations. Have students choose a feeling. Then have them complete this sentence frame.

I feel \_\_\_\_\_ when \_\_\_\_\_.

Review the vocabulary words with students. Have them give examples of times when they had each feeling.

### Extra Help

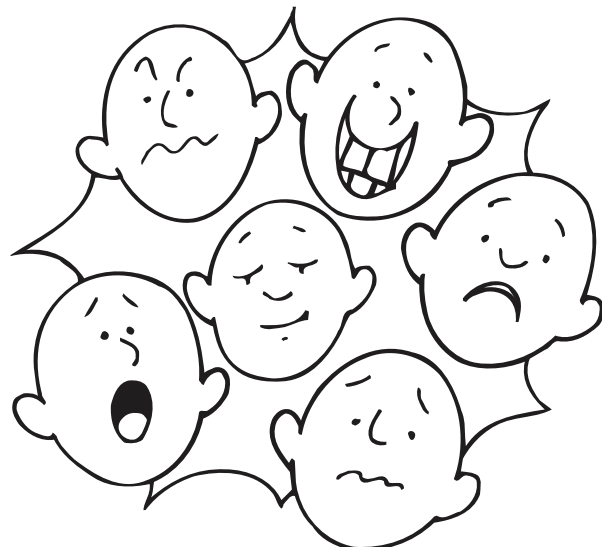
Have students work with a partner to role-play a scene from their favorite story. Ask them to include dialogue that shows how each character feels. Ask other students to guess how the characters feel.

### Enrichment

Have students draw several faces that show different types of feelings. Have them write a sentence that tells about each expression in a speech bubble next to each face. Encourage students to share their drawings with the class.

### Extension

Have students write a story about their happiest or saddest memory. Ask students to think about what happened to make them feel that way. Then encourage students to use some of the other feeling words to describe their memory.





# How Do You Feel?

## Word Bank

frustrated	happy	mad	sad
scared	silly	sleepy	worried

Some days Veronica feels happy. Some days she likes to be quiet and read. Some days she likes to run and laugh. How many feelings can you find in the wordsearch puzzle?

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

## Word List

angry	friendly	funny	glad
happy	mad	sad	safe
sick	silly	sleepy	smart
	tire	worried	



# In the Family

## Basic

Write the vocabulary words on the chalkboard or whiteboard. Have students make up a sentence for each word. Write each sentence on the board. Have students take turns rereading the sentences.



## Extra Help

Use sentence frames to help students practice reading the vocabulary words. Write the following sentence frames on the board. Have students take turns reading each sentence and fill in the blanks with a vocabulary word.

1. My \_\_\_\_\_ and \_\_\_\_\_ are my parents.
2. I have a \_\_\_\_\_ and a \_\_\_\_\_.
3. My mother's parents are my \_\_\_\_\_ and \_\_\_\_\_.
4. My father's brother and sister are my \_\_\_\_\_ and \_\_\_\_\_.

## Enrichment

Ask children to write other sentences that tell more about their family. Encourage students to write sentences that tell what they like to do with their family. Have students share their sentences with the class.



## Extension

Have students make a family tree. Ask them to bring in photos of their family. Have them draw an outline of a tree and then arrange the photos on the branches of the tree. Have students use the vocabulary words to add labels to the photos.

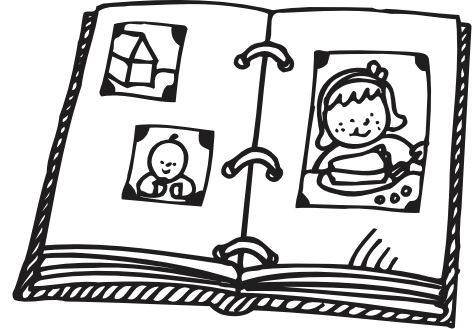


# In the Family

## Word Bank

aunt	brother	cousin	family	father
grandfather	grandmother	mother	sister	uncle

**Directions:** Draw a picture of your family. Use the words in the Word Bank to label each member of your family. Give your drawing a title.



**Directions:** Write two sentences about your drawing. Use as many words from the Word Bank as you can.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_



# Home Sweet Home

## Word Bank

bedroom	blanket	chair	dishes	house
kitchen	sink	stove	table	yard

### Basic

Take a visual tour of a house. Cut out pictures of houses and different kinds of rooms from magazines. Show the pictures to students. Have them write a sentence describing each room. Have students share their sentences with a partner.



### Extra Help

Have students make a set of word cards (see p. 76 for a pattern). On one side, write a word from the Word Bank. On the other side, write a sentence using the word. Have students practice reading their sentences to each other.

### Enrichment

Draw a T-chart. Have students generate a list of rooms in a house. Have students brainstorm a list of activities that they do in each room. Next to the name of each room in the chart, write what they do in the room.

Room	What to Do in Room

### Extension

Help students write riddles for a book. Have students write clues that describe a part of a house. For example: Cookies are baked in this room. Where am I? (kitchen). Or, I have four legs and a flat top. You can sit on a chair next to me. What am I? (table). Combine the riddles into a book. Place the book in a reading center where students can read the riddles.



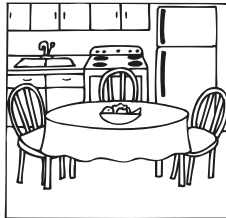
# Home Sweet Home

## Word Bank

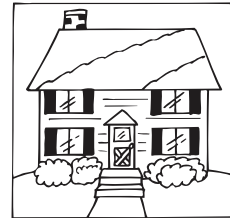
bedroom	blanket	chair	dishes	house
kitchen	sink	stove	table	yard

**Directions:** Write the correct word under each picture.

1.



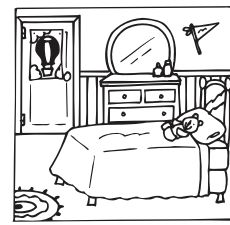
2.



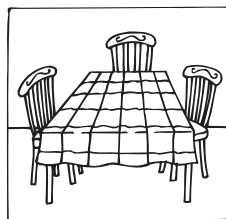
3.



4.



5.



6.



**Directions:** Complete each sentence.

7. Mark has a swing set in his back \_\_\_\_\_.
8. I use a \_\_\_\_\_ to keep warm when it is cold.
9. Mother cooks dinner on the \_\_\_\_\_.
10. You can wash your hands in the \_\_\_\_\_.



# School Time

## Word Bank

books	bus	chalkboard	classroom	crayons
desk	pencil	playground	school	teacher

### Basic

Write each word on a card. Show one of the cards to the students. Have children read the word aloud. Discuss the meaning of the word with them. Have students use the word in a sentence. Write their sentences on chart paper. After all words are used, review words by having students read their sentences aloud.

### Extra Help

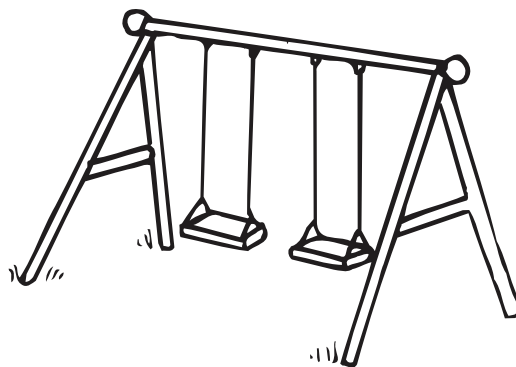
Make two sets of cards. Write one word on each card of the first set. On the second set, draw a picture to illustrate each word. Play a concentration game with students. Turn over all the cards. Have students draw a word card and read it. Then have them try to find the matching picture card. If the cards match, the student keeps the pair. If the cards do not match, turn over both cards and try again.

### Enrichment

Have students write a letter to a friend describing the things found at school. Be sure that students include in their letter the words found in the Word Bank. Then help students mail their letters.

### Extension

Have students work together to make a map of their school. Draw plans for the inside and outside of the building. Make labels for the different parts of the school. Display the map in an area where other classes can view it.







# School Time

## Word Bank

books bus chalkboard classroom crayons  
desk pencil playground school teacher

**Directions:** Write a word from the Word Bank that completes each sentence.



1. There are many kinds of \_\_\_\_\_ to read in school.
2. Miss Lopez is my second-grade \_\_\_\_\_.
3. You can color pictures with \_\_\_\_\_.
4. Children sit in a \_\_\_\_\_ to learn.
5. I ride to school on the \_\_\_\_\_.
6. There are swings and slides on our school \_\_\_\_\_.
7. There is a \_\_\_\_\_ building next to the park.
8. The teacher writes sentences on the \_\_\_\_\_.
9. I write a story with a \_\_\_\_\_.
10. My \_\_\_\_\_ is in the front of the classroom.



# Body Parts

## Word Box

arms	chin	ears	eyes	feet
hand	legs	mouth	neck	nose

### Basic

Write the words on the chalkboard or on chart paper. Then think of and write a sentence in which the vocabulary words can be used. Read the sentence's below to the students. Have them choose the word that best completes each sentence.

#### Examples:

I can smile with my \_\_\_\_\_.

I use my \_\_\_\_\_ to smell flowers.

Then have students draw a picture of their body. Tell students to use the words in the Word Bank to label their drawing.

### Extra Help

Write each vocabulary word on an index card. Show students one card. Have them read the word on the card and then point to the part of their body that the card names. Repeat this until all words are used.

### Enrichment

Write the following song on the chalkboard or whiteboard. Have students sing the following song.

Head, shoulders, knees and toes,

Knees and toes.

(Repeat verse 1 faster.)

(Repeat verse 1 faster yet.)

Mouth, eyes, ears and nose, ears and nose.

Have students place both hands on parts of the body as the words are sung. Speed up and get faster with each verse. Replace the second verse with the names of other body parts and continue the song.

### Extension

Make a life-size outline of a person and cut it out. Hang the cutout where students can see it and write on it. For one week, have students think of other words that name parts of the body. Have them write their words where they belong on the outline.



# Body Parts

**Word Bank**

arms	chin	ears	eyes	feet
hand	legs	mouth	neck	nose

**Directions:** Draw a picture of yourself. Use the words in the Word Bank to label the parts of your body.



# Let's Eat

## Word Box

bread

cheese

eggs

fruit

meat

milk

supermarket

vegetables

## Basic

Draw a word web (see p. 77 for a pattern) on the chalkboard or whiteboard. Write the word *food* in the center of the web. From the center of the web, list the different food groups. Have students brainstorm kinds of foods they like. List those foods under each group. Have students write sentences describing their favorite foods. Encourage them to use the words in the Word Bank as part of their descriptions.

## Extra Help

Use letter tiles or write letters on small, square pieces of paper (one letter per square). Show students a word. Have students read the word aloud. Then have them find the letters and arrange them in order to spell the word.

## Enrichment

Have students use the words in the Word Bank to make crossword puzzles. Have them write clues for each word in their puzzle. Then have students exchange their puzzles and solve.

## Extension

Have students collect a variety of food labels. Make a food pyramid. Place the labels on the pyramid next to each food group. Have students explain why their label belongs in each food group.





# Let's Eat

## Word Bank

bread

cheese

eggs

fruit

meat

milk

supermarket vegetables

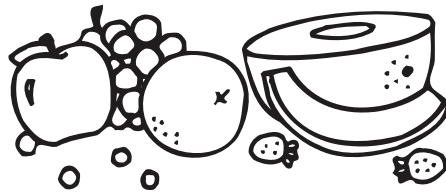
**Directions:** Write the correct word under each picture.

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



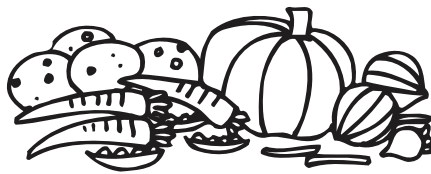
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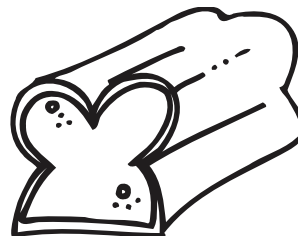
\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_

**Directions:** Complete each sentence.

7. Mother buys food at the \_\_\_\_\_.

8. I like pizza with \_\_\_\_\_ on it.



# Weather Watch

## Word Bank

clouds	lightning	rainy	outside	snow
storm	sunny	thunder	weather	windy

### Basic

Ask students what they like to do outside. Have them use the words in the Word Bank to write sentences that tell what they like to do in different kinds of weather. Have students read their sentences aloud. Have children add these words to their journals or personal dictionaries. A personal dictionary could be a file box with index cards. Each card could have the word on one side and a definition and/or picture on the other side.

### Extra Help

Have students write each word in the Word Bank in their personal dictionaries or journals. Then have them write a sentence or draw a picture to show what each word means.

### Enrichment

Keep a weather calendar for one to two weeks. Every day, have students look at the weather outside their classroom at the same time each day. Have them draw a picture of what the sky looks like. Then have them write a word that describes the weather.

### Extension

Have students cut a weather map out of the newspaper, or print one from the Internet. Use the words in the Word Bank to describe the weather. Keep a log of maps. Have students look at the symbols on the maps. Then have them use labels and weather symbols on their own weather map.









# What to Wear

## Word Bank

glasses	jacket	mittens	pants
skirt	slippers	sneakers	socks

### Basic

Write the name of the articles of clothing on the chalkboard or whiteboard. Ask students to work with a partner to write sentences using the words. Then have students take turns reading their sentences aloud without the word in it. Select a student to guess which word belongs in the sentence.

### Extra Help

Use paper cutout dolls to help students identify different articles of clothing. Have students draw and cut out different articles of clothing to put on their cutout doll. Have students write the name of each article of clothing on the back. Then play a game in which students are asked to select a certain article of clothing and have them dress their cutout doll.

### Enrichment

Have students look through their closets at home and make a list of all the different types of clothing they find. Then have them organize the names of clothing into categories such as summer clothes, winter clothes, work clothes, or dress clothes.



### Extension

Ask students to select a type of store such as a sporting goods or a children's store. Ask them to brainstorm a list of clothing that might be sold in their store. Have students draw an ad for their store. Remind students to add labels for the names of clothing they draw.



# What to Wear



## Word Bank

glasses

jacket

mittens

pants

skirt

slippers

sneakers

socks

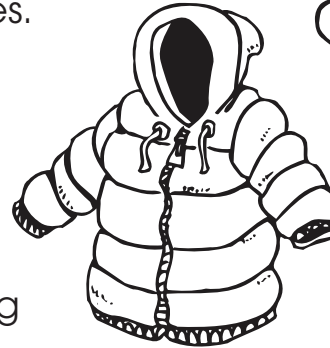
**Directions:** Use the words in the Word Bank to complete the sentences.

1. Be sure to tie the laces of your \_\_\_\_\_  
so you won't trip and fall.

2. I put on my \_\_\_\_\_  
before I put on my shoes.



3. On a cool day, my  
\_\_\_\_\_ keeps me warm.



4. In the winter, I wear long  
\_\_\_\_\_ to  
keep my legs warm.



5. A bathrobe and \_\_\_\_\_  
are comfortable to wear at night.

6. Mr. Jesse wears \_\_\_\_\_ to read  
the newspaper.

7. My sister wore a pleated  
\_\_\_\_\_ and a sweater.



8. In the winter, \_\_\_\_\_  
keep my hands warm.



# Community Helpers

## Word Bank

doctor   fire fighter   hospital   library   mail carrier  
neighbor   nurse   police officer   post office

### Basic

Tell students that many people in the community help to make it a safe place to live. Write the names of community helpers from the Word Bank on the chalkboard or whiteboard. Have students add the words to their journals or personal dictionaries. Then have them write a description for each.

### Extra Help

Show students pictures of community helpers. Ask them to tell what each person does to make the community a safe place to live. Have students match the names of the community helpers to the pictures.

### Enrichment

Have students brainstorm a list of other community helpers. Have them write a story to tell what each person does.

### Extension

Ask students to make an address booklet that lists emergency numbers. Have students write the name of an emergency contact and add a picture next to each phone number. Tell students to keep their booklet close to the telephone at home.



# Community Helpers

## Word Bank

doctor fire fighter hospital library mail carrier  
 neighbor nurse police officer post office

**Directions:** Write a word from the Word Bank that names each picture.

1.



2.



3.



4.



5.



6.



**Directions:** Use each word below in a sentence.

hospital library post office

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_



# Math Words

## Word Bank

*shape names:* circle rectangle sphere square triangle  
*money words:* dime dollar nickel penny quarter

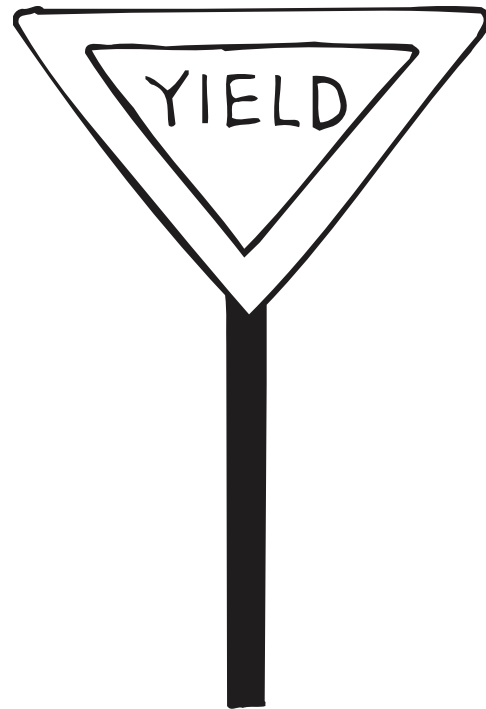
### Basic

Write the vocabulary words on the chalkboard or whiteboard. Have students make up a sentence for each word. Write each sentence on the board. Have students take turns rereading the sentences.

### Extra Help

Use sentence frames to help students practice reading the vocabulary words. Write the following sentence frames on the board. Have students take turns reading each sentence and fill in the blanks with a vocabulary word.

1. A basketball and a globe are both \_\_\_\_\_.
2. A \_\_\_\_\_ has four sides of equal lengths.
3. My desktop is shaped like a \_\_\_\_\_.
4. The Yield sign is shaped like a \_\_\_\_\_.



### Enrichment

Ask children to write riddles that describe the money words. Encourage students to write clues that tell what they can buy with the coins. Have students share their sentences with the class.

### Extension

Have students write each word on a strip of paper. Use the strips to label objects in the classroom. Then have children make a math booklet. Write a sentence and draw a picture for each word in the booklet.



# Math Words

## Word Bank

*shape names:* circle rectangle sphere square triangle  
*money words:* dime dollar nickel penny quarter

**Directions:** Match each word with its picture.

1. circle



2. square



3. rectangle



4. triangle



5. sphere



**Directions:** Label each picture.



6. \_\_\_\_\_

7. \_\_\_\_\_



8. \_\_\_\_\_

9. \_\_\_\_\_



10. \_\_\_\_\_



# Science Words

## Word Bank

animals

earth

moon

ocean

planets

plants

space

### Basic

Discuss with students how knowing the meaning of a science word can help them understand science lessons. Have students look up the vocabulary words in their science textbook. Have them write a meaning for each word and then write a sentence for each word.

### Extra Help

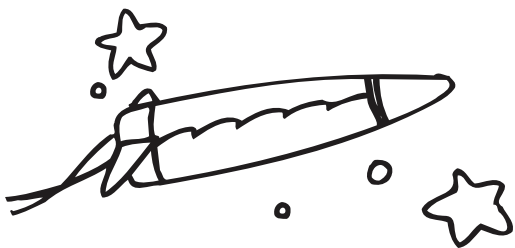
Have students write the vocabulary words on the front of index cards. Have them write, on the back of the cards, a sentence for each word and draw a picture to go with each word. Have students use the cards to study the words until they are comfortable remembering and using them.

### Enrichment

Have students use slips of paper or index cards to make up a card game using the vocabulary words. Tell students that their game must help to teach the meaning of vocabulary words. Then have students test each other's games by playing them.

### Extension

Have students design a wordsearch puzzle using the vocabulary words and other science words. Help students include a word list for their puzzles. Then have students trade puzzles and solve.





# Science Words

## Word Bank

animals      earth      moon      ocean  
planets      plants      space

**Directions:** Use the Word Bank to complete the sentences.

1. Trees and flowers are two kinds of \_\_\_\_\_.

2. You can see the \_\_\_\_\_ in the night sky.

3. Mars is one of the nine \_\_\_\_\_.

4. The zoo is home to many different \_\_\_\_\_.

5. We live on the planet \_\_\_\_\_.

6. The \_\_\_\_\_ is home to many kinds of fish.

7. Rockets can fly into \_\_\_\_\_.





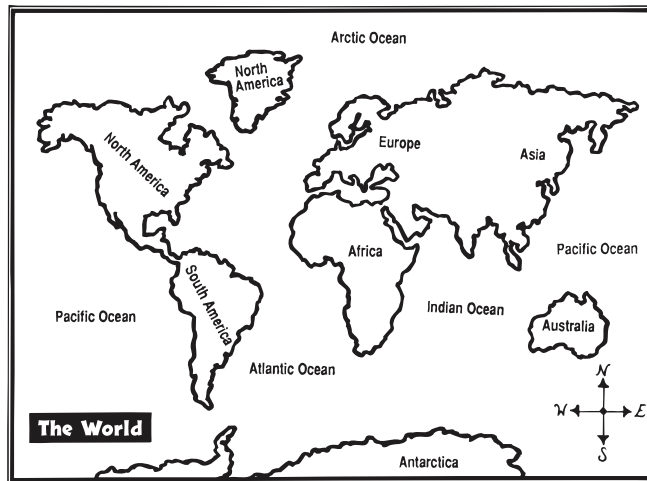
# Social Studies Words

## Word Bank

community	country	lake	mayor	mountain
neighborhood	river	state	world	

### Basic

Write the vocabulary words on the chalkboard or whiteboard. Point to each word, and have students repeat it after you. Have students make up a sentence for each word. Write their sentences next to each vocabulary word on the board. Have students reread each sentence.



### Extra Help

Have students write each vocabulary word on an index card. Hold up each card in random order. Have students read, say, and use the word in a sentence. Then have students write their sentence on the back of the index card.

### Enrichment

Have students draw a map of their community. Have them write a paragraph that tells about the different places in their community. Encourage students to use as many vocabulary words as possible to describe their drawing.

### Extension

Have students look through their social studies book. Ask students to make a list of other words that tell about their community. Then encourage students to add some of these words to their personal dictionaries or journals.



# Social Studies Words

## Word Bank

community    country    lake    mayor    mountain  
 neighborhood    river    state    world

**Directions:** Use a word from the Word Bank to complete each sentence.



1. Florida is a \_\_\_\_\_.



2. Ships sail down the \_\_\_\_\_.



3. There are many countries in the \_\_\_\_\_.



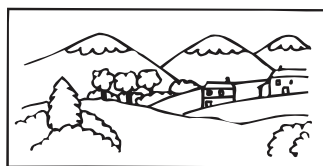
4. There are many friendly people in my \_\_\_\_\_.



5. I like to watch the sailboats on the \_\_\_\_\_.



6. Mexico is a \_\_\_\_\_.



7. The top of the \_\_\_\_\_ was covered in snow.



8. I like to play basketball at the \_\_\_\_\_ center.



# Language Arts Words

## Word Bank

adjectives

nouns

pronouns

questions

sentences

verbs

### Basic

Write the vocabulary words on the chalkboard or whiteboard. Ask a student to tell how each word is used when you write sentences. Challenge students to think of types of words that fit each category. Have students write a sentence for each vocabulary word that explains what each word means.

### Extra Help

Write each vocabulary word on a slip of paper. Have students select one of the slips of paper. Have students read the word and give an example of a word that fits the category.

### Enrichment

Have students write word chains. Tell students to begin by writing one vocabulary word. Then write another vocabulary word that contains one letter from the first word. Continue the chain by using a letter from the first word to write another word. Challenge students to make the longest chain.

### Extension

Place a sheet of chart paper somewhere in the classroom where students can write on it. Make columns for the parts of speech. For a week, have students list words that fit each category. When they hear or read a word that fits a category, have them write the word on the chart paper. Later, display the chart so students can use the variety of words in their writing.

# Language Arts Words

## Word Bank

adjectives	nouns	pronouns
questions	sentences	verbs

**Directions:** Use the words in the Word Bank and the clues to fill in each blank.

1. Title: \_\_\_\_\_

name things

book	cat
desk	year
man	flower



2. Title: \_\_\_\_\_

asking sentences

How are you?  
 Can I go too?  
 Do you want some milk?

3. Title: \_\_\_\_\_

tell something

My name is Lee.  
 I have a pet snake.  
 She likes to read.

4. Title: \_\_\_\_\_

describe nouns

pretty	white
rough	silly
old	dirty

5. Title: \_\_\_\_\_

used in place of a noun

I	you
he	they
me	her

6. Title: \_\_\_\_\_

action words

run	jump
rake	draw
swim	hike



# We're the Same

## Word Bank

shout	yell	little	small	sofa
couch	lady	woman	speak	talk

### Basic

Tell students that many words have the same or almost the same meaning. Explain that a synonym is a word that means the same thing as another word. Write *good*, *wonderful*, and *great* on the chalkboard or whiteboard. Ask students to use each of these words in a sentence. Tell them that they can be used to mean the same thing.

### Extra Help

Write the vocabulary words in two columns on the board. Have students draw a line to match each word on the left with its synonym on the right.

shout	small
little	woman
sofa	yell
lady	talk
speak	couch

### Enrichment

Explain to students that writers use different words that mean the same thing to avoid repeating words. Have students write their own story. Encourage them to use as many synonyms as possible in their story.

### Extension

Place a sheet of chart paper somewhere in the classroom where students can write on it. For a week, have students listen for synonyms. When they hear a word that has a synonym, have them write the word pairs they hear on the chart paper. Later, display the words so students can use them in their writing.



# We're the Same

**Word Bank**

couch	lady	little	shout	small
sofa	speak	talk	woman	yell

**Directions:** Rewrite each sentence. Replace the underlined word with a synonym.

1. My mother is the lady sitting on the bench.

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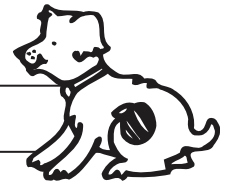
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2. Mrs. Roberts told the dog to get off the couch.

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3. Jane has a little box of hair ribbons.

---



---

4. Don't shout so loudly!

---



---

5. You should talk softly when you are in the library.

---



---

**Directions:** Write a sentence for each pair of synonyms. Use a separate piece of paper if necessary.

---



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# Opposites Match

Word Bank			
hot	cold	stop	start
near	far	dry	wet
morning	night	give	keep

## Basic

Tell students that many words have the same or almost the same meaning. Explain that antonyms are words that mean the opposite of another word. Write *new/old* and *hot/cold* on the chalkboard or whiteboard. Ask students to explain why these words are opposites. Have them use each word in a sentence. Tell them that if these words are used in the same sentence, the meaning changes.

**Example:** The weather is \_\_\_\_\_. (hot, cold)

## Extra Help

Write the vocabulary words in two columns on the board. Have students draw a line to match each word on the left with its antonym on the right.

hot	wet
stop	cold
near	night
dry	keep
morning	start
give	far

## Enrichment

Have students use a thesaurus to help them make a list of antonyms. Give students a list of words to look up such as the following. Have them write the antonyms in their personal dictionaries or journals.

**Examples:** new black modern up funny win come

## Extension

For a week, have students listen for antonyms. When they hear a word that has an antonym, have them write the word pairs on the chart paper. Later, have students use them in sentences.





# Opposites Match



## Word Bank

cold	dry	far	give
hot	keep	morning	near
night	start	stop	wet

**Directions:** Fill in the blanks for each sentence. Use antonyms to make the sentence make sense.

- The stars in the sky are so \_\_\_\_\_ away, but they seem so \_\_\_\_\_.
- In the \_\_\_\_\_ I jump up out of bed, but at \_\_\_\_\_ I cuddle under the blankets. 
- Sometimes the air is \_\_\_\_\_ outside, and sometimes it is \_\_\_\_\_.
- The traffic light at the corner tell drivers when to \_\_\_\_\_ and \_\_\_\_\_.
- Uncle Jake will \_\_\_\_\_ me his car to use, but I cannot \_\_\_\_\_ it. 
- When it rains the ground gets \_\_\_\_\_, but when the sun shines the puddles \_\_\_\_\_ up.

**Directions:** Use pairs of antonyms and write two sentences.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





# Homophone Riddles

## Word Bank

blue/blew	deer/dear	flour/flower	knew/new
male/mail	nose/knows	read/reed	sea/see
	son/sun	wood/would	

### Basic

Tell students that homophones are words that sound alike but are spelled differently and have different meanings. Write *sea* and *see* on the chalkboard or whiteboard. Tell students that these are called homophones. Point out the differences between the two words. Discuss the meaning of each word. Ask students to think of their own homophones.

### Extra Help

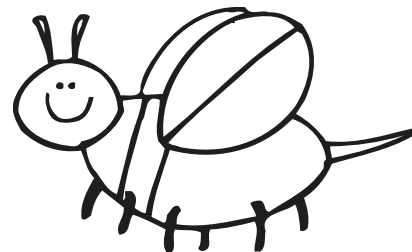
Write pairs of homophones on slips of paper. Play a game of Go Fish with students. Give each student a set of cards with one of the homophones on each card. Turn the rest of the slips of paper upside down on a table. Have students ask another for a matching homophone. If the student does not find a match, have him or her draw a slip from the pile on the table. The student with the most matches wins.

### Enrichment

Have students create a homophone glossary to help them tell homophones apart. Have them write the pair of homophones on a page of their personal dictionary or journal. Tell students to write a sentence and draw a picture to go with each pair of homophones.

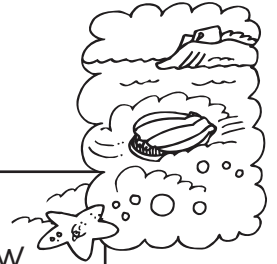
### Extension

Have students write humorous sentences containing pairs of homophones such as, "I'm not afraid of a flea, but I flee from a bee." Encourage students to illustrate their sentences. Display students' illustrations where others can read their sentences.





# Homophone Riddles



## Word Bank

blue/blew    deer/dear    flour/flower    knew/new  
 male/mail    nose/knows    read/reed    sea/see  
 son/sun    wood/would

**Directions:** Circle the word that answers each riddle.

- I have water and waves, and I splash on the sand. What word am I?      **see**      **sea**
- I am part of your face. You use me to smell flowers. What word am I?      **nose**      **knows**
- I am a color. What word am I?      **blue**      **blew**
- I shine brightly in the sky. I keep the earth warm. What word am I?      **son**      **sun**
- I am a material that comes from trees. What word am I?      **wood**      **would**
- You use me to begin a letter. What word am I?      **deer**      **dear**
- I am a plant that smells nice. I come in pretty colors. What word am I?      **flour**      **flower**
- The letter carrier brings me to your home. What word am I?      **male**      **mail**
- You do this when you turn the pages of a book. What word am I?      **read**      **reed**
- I am not old. I can be bright and shiny. What word am I?      **knew**      **new**



# More Than One

## Word Bank

babies      berries      buses      churches      hills  
 homes      pencils      puppies      wishes

### Basic

Review the spelling rules for plurals.

#### Rules:

Add -s to make most plurals.  
 Add -es to nouns ending in *x*, *ch*, and *s*.  
 For nouns that end in a consonant plus *y*, change the *y* to *i* and add -es.

Ask volunteers to write the plurals of *ditch*, *fox*, *grass*, *branch*, *crab*, *picture*, and *daisy* using the spelling rules.

### Extra Help

Show students a singular noun. Have them say the singular and plural forms of the noun. Have students listen carefully to the plural form. Ask students to tell whether the noun ends in -s, -es, or -ies.

### Enrichment

Have students look for more plurals in the stories they read. Have students keep a record of these plurals in their personal dictionaries or journals.

### Extension

Have students make a list of plurals. Then have them sort the words into categories according to the different spelling rules. Have them make a chart like the following.

-s	-es	-ies
desks	foxes	cherries
coats	glasses	rubies



# More Than One

## Word Bank

babies    berries    buses    churches    hills  
homes    pencils    puppies    wishes

**Directions:** Circle the plural word in each sentence.  
Write the singular form on the line.



- The storekeeper takes care of the puppies.  
\_\_\_\_\_
- People make wishes when they blow out the candles on a birthday cake. \_\_\_\_\_
- I have a box of colored pencils to draw with.  
\_\_\_\_\_
- The school buses pick up children each morning at the bus stop. \_\_\_\_\_
- The hills are covered with beautiful fall leaves.  
\_\_\_\_\_

**Directions:** Write the plural form of each singular noun.

- church \_\_\_\_\_
- baby \_\_\_\_\_
- puppy \_\_\_\_\_
- pencil \_\_\_\_\_
- berry \_\_\_\_\_





# Puzzling Plurals

## Word Bank

children	deer	feet	men	mice
moose	sheep	teeth	trout	women

## Basic

Remind students that some plurals do not follow spelling rules. They are called irregular plurals. Tell students that other clues tell whether the noun names more than one. Ask what clues in the following sentences help you know whether the noun is singular or plural.

### Examples:

Many women came to lunch today.  
A sheep ate some grass.

Have students choose one noun from the vocabulary list and use it in two sentences. The first should be in the singular form and the second in the plural form.

## Extra Help

Write each singular form on an index card. Hold up each card in random order. Have students say and spell the plural form for each word. Then have them use the plural in a sentence.

## Enrichment

Write sentences with irregular plurals used incorrectly. Have students proofread the sentences and rewrite them correctly.

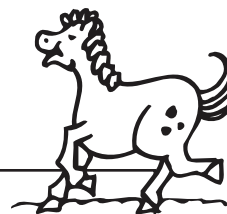
### Examples:

There were three child playing in the park.  
He saw at least a dozen trouts in the pond.  
A family of geoses waddled across the street.  
The group of man worked in the office building.

## Extension

Have students keep a list of irregular plurals. Ask students to write them in their personal dictionaries or journals.

# Puzzling Plurals



## Word Bank

children    deer    feet    men    mice  
 moose    sheep    teeth    trout    women

**Directions:** Sort the plural words from the Word Bank into categories.

With spelling change	Without spelling changes
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Directions:** Underline the singular or plural of the irregular noun in each sentence below. Write *s* if the noun is singular and *p* if the noun is plural.

1. That moose is bigger than the horse.
2. There were mice in the barn.
3. Have you ever seen the geese in the park?
4. The woman was late for the party.
5. Children played on the playground.





# The End

## Word Bank

called	crossed	hiking	lived	looked
singing	swimming	turned	walking	writing

### Basic

Write the words *melted*, *hoping*, and *setting* on the board. Ask a student to identify the root word in each word. Challenge students to explain the change that was made in the spelling of each root word. They should say that *-ed* was added to *melt*, the *e* was dropped from the root word *hope* before *-ing* was added, and the *t* was doubled in *set* before adding *-ing*. Have students look at the vocabulary words and explain how each root word was changed.

### Extra Help

Have students fold a sheet of paper into three sections. Label each section as follows:

- Just add *-ed* or *-ing*
- Double the consonant
- Drop the *e*, then add *-ed* or *-ing*

Have students sort the words from the Word Bank by writing them into the appropriate section.

### Enrichment

Have students write word chains. Tell students to begin by writing one word that ends with *-ed* or *-ing*. Continue the chain by using a letter from the first word to write another word that contains that letter and ends with *-ed* or *-ing*.

### Extension

Have students make wordsearch puzzles using words that end with *-ed* or *-ing*. Have them use graph paper. Tell them to outline a square in the center of the paper. Then have them write their words horizontally, vertically, or diagonally by putting one letter in each blank space of the square. Then students can fill in the remaining blanks with any letter. When the puzzles are finished, have students exchange puzzles and solve them.



# The End

## Word Bank

called    crossed    hiking    lived    looked  
singing    swimming    turned    walking    writing

**Directions:** Write the root word and the ending for each word below.

1. looked = \_\_\_\_\_ + \_\_\_\_\_
2. singing = \_\_\_\_\_ + \_\_\_\_\_
3. writing = \_\_\_\_\_ + \_\_\_\_\_
4. turned = \_\_\_\_\_ + \_\_\_\_\_
5. swimming = \_\_\_\_\_ + \_\_\_\_\_
6. lived = \_\_\_\_\_ + \_\_\_\_\_
7. crossed = \_\_\_\_\_ + \_\_\_\_\_
8. hiking = \_\_\_\_\_ + \_\_\_\_\_
9. walking = \_\_\_\_\_ + \_\_\_\_\_
10. called = \_\_\_\_\_ + \_\_\_\_\_

**Directions:** Add *-ed* or *-ing* to each word below. Write a sentence for each new word.

11. stop \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. can't add *-ed* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# Someone Who

## Word Bank

baker	catcher	mover	painter
photographer	pitcher	reporter	writer

### Basic

Tell students that the suffix *-er* is often used to name someone who does something: a builder is one who builds. When *-er* is added to a base word, a new word is formed. Write *play*, *sing*, *walk*, *read*, and *teach* on the chalkboard or whiteboard. Have students add *-er* to each word and write the new word. Then have students write a sentence for each new word.

### Extra Help

Write the vocabulary words on cards. Shuffle the cards and put the them in a pile on a table. Have a student pick a card. Tell students that they must give clues about the meaning of the word on the card. For example: I make bread, cakes, and cookies. Who am I? Then have other students try to guess the word from the clues.

### Enrichment

Play a game of charades. Have students take turns acting out a word silently. Have other students try to guess the word for the actions.

### Extension

For a week, have students take turns being in charge of introducing a word of the day. Have students make a list of other *-er* words. Then, each day for a week, have students tell the class about their word.



# Someone Who

## Word Bank

baker	catcher	mover	painter
photographer	pitcher	reporter	writer

**Directions:** Use the words in the Word Bank to complete each sentence.

1. A person who bakes is called a \_\_\_\_\_.
2. The \_\_\_\_\_ writes stories for children.
3. The baseball \_\_\_\_\_ pitches balls to the batter.
4. A television \_\_\_\_\_ reports the news.
5. My family hired a \_\_\_\_\_ to move our furniture.
6. The \_\_\_\_\_ painted a picture of the trees in the park.
7. These photographs were taken by a \_\_\_\_\_.
8. A \_\_\_\_\_ catches the ball in his glove.



**Directions:** Choose a word. Draw an advertisement for the type of job the person does.



# Match Us Up

## Word Bank

afternoon    boathouse    bookcase    outdoors    playpen  
potholder    raincoat    runway    sailboat    windmill

### Basic

Write the word *wheelchair* on the chalkboard or whiteboard. Ask a student to identify the two smaller words that make up this word. Explain to students that compound words are made up from two smaller words. Have students brainstorm other compound words. Write their suggestions on the board.

### Extra Help

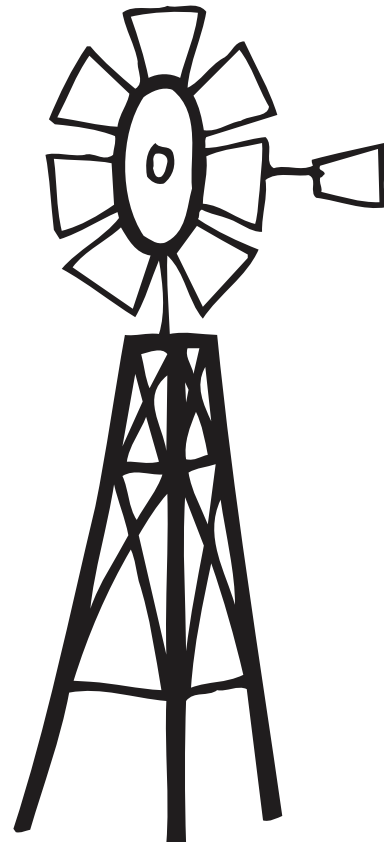
Have students write the compound words on index cards. Have them write the compound on the front and the two words that make up the compound on the back. Have students study the compounds until they are comfortable remembering and using them.

### Enrichment

Play Compound Relay. Divide the class into teams. Begin by writing the first part of a compound word, such as *ball*, on the chalkboard or whiteboard. Have each team race to write as many compound words as they can think of that contain that word. The team with the most words wins.

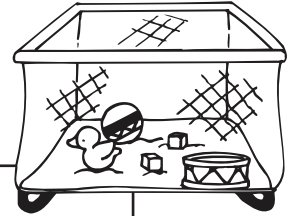
### Extension

Have students select a compound word to illustrate. Have students fold a piece of drawing paper in half. On one side, draw the first part of the compound. On the other half, draw the second part of the compound. Have a student guess the compound word being illustrated.





# Match Us Up



## Word Bank

afternoon boathouse bookcase outdoors playpen  
 potholder raincoat runway sailboat windmill

**Directions:** In the blanks below, write the two small words that make each compound word in the Word Bank. The first one is done for you.

1. play + pen = playpen
2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
3. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
4. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
5. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
6. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
7. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
8. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
9. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
10. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**Directions:** Draw a line from the word in column 1 to a word in column 2 to make a compound word.

### Column 1

foot  
rain  
bath  
hot  
wheel

### Column 2

dog  
chair  
ball  
room  
bow



# In the Beginning

## Word Bank

misspell

mistake

recover

reread

retrace

undo

unfold

unkind

## Basic

Discuss prefixes with students. Remind them that when a prefix is added to the beginning of a root word, it changes the word's meaning. Draw a chart like the following on the chalkboard or whiteboard.

**re-****un-****mis-**

Have students think of words that begin with these prefixes. Write the words in the correct column. Discuss the meaning of each word in the chart.

## Extra Help

Have students make prefix cards. Have them write *mis-*, *re-*, or *un-* on each card. Have students test root words to see if the prefix makes sense with it. If it does, have students write the word on the back of the card for the corresponding prefix.

## Enrichment

Discuss with students how knowing the meaning of a prefix can help them figure out the meaning of a word. Have students make a list of other words that begin with a prefix. Have them write a meaning for each prefix and then write it in their personal dictionaries or journals.

## Extension

Have students draw a map of an imaginary state. Have them make up names for cities in their imaginary state. Use prefixes to begin the name of each city. Display the maps where students can see them. Encourage students to refer to their maps and use words with prefixes when writing.



# In the Beginning

## Word Bank

misspell

mistake

recover

reread

retrace

undo

unfold

unkind

**Directions:** Using the words from the Word Bank, write the prefix and root word to make each word.

1. retrace = \_\_\_\_\_ + \_\_\_\_\_
2. recover = \_\_\_\_\_ + \_\_\_\_\_
3. misspell = \_\_\_\_\_ + \_\_\_\_\_
4. unkind = \_\_\_\_\_ + \_\_\_\_\_
5. mistake = \_\_\_\_\_ + \_\_\_\_\_
6. undo = \_\_\_\_\_ + \_\_\_\_\_
7. reread = \_\_\_\_\_ + \_\_\_\_\_
8. unfold = \_\_\_\_\_ + \_\_\_\_\_

**Directions:** Circle the words with prefixes in the sentences below.

9. Marty tried to undo the knot in his shoelaces so he could retie his shoes.
10. Sandi reread her paragraph and found the mistake. She misspelled a word, so she rewrote it.





# What's My Meaning?

## Word Bank

colorful	darkness	fearful	helpful	joyful
kindness	neatly	readiness	slowly	softly

### Basic

Point out to students that a suffix adds meaning to a base word.

Tell students that they can use the meaning of the suffix and the base word to figure out the meaning of new words. Have students read each word and explain what it means.

- ly      tell how
- ness    adds the meaning of "being"
- ful      means "full of"

### Extra Help

Tell students that some words are made up of a base word plus a suffix. Explain that when they know the parts of a word, they can figure out the word's meaning. Copy the chart below on the chalkboard or whiteboard. Have students fill in the chart for each vocabulary word.

<b>Word =</b>	<b>Base Word</b>	<b>+ Suffix</b>
peaceful	peace	-ful
coldness	cold	-ness

### Enrichment

Have students identify the base word and suffix for any new words they come across while reading. Have them add the words to their personal dictionaries or journals along with a meaning for each.

### Extension

Have students make suffix sacks for each suffix. Have them label each sack with *-ly*, *-ness*, or *-ful*. Have students write words that end with the suffixes *-ly*, *-ness*, or *-ful* and put them in the correct sack. On the outside of the sack, have students keep a list of the base words placed inside.



# What's My Meaning?

**Word Bank**

colorful    darkness    fearful    helpful    joyful  
 kindness    neatly    readiness    slowly    softly

**Directions:** Use a word from the Word Bank to complete each sentence.

Allen brought his pet lizard to school.

At first the lizard was \_\_\_\_\_.



Allen spoke \_\_\_\_\_ to his pet. Allen said the lizard feels safe in the \_\_\_\_\_, so he covered the cage with a sheet. He \_\_\_\_\_ tucked the sheet around the cage. The class was \_\_\_\_\_ to have seen Allen's pet.

**Directions:** Write a sentence for each word. Circle the suffix in each word.

1. kindness \_\_\_\_\_

\_\_\_\_\_

2. readiness \_\_\_\_\_

\_\_\_\_\_

3. colorful \_\_\_\_\_

\_\_\_\_\_

4. helpful \_\_\_\_\_

\_\_\_\_\_

5. slowly \_\_\_\_\_

\_\_\_\_\_





# Let's Compare

## Word Bank

big

fast

light

strong

tall

## Basic

Tell students that they can write comparisons using *-er* and *-est*. Draw the chart below on the chalkboard or whiteboard. Explain that *-er* compares two things while *-est* is used to compare more than two things.

Word	<b>-er compares two</b>	<b>-est compares more than two</b>
long	longer	longest

Line up five students in front of the class. Have students write two comparisons, such as Bobby is taller than Jane. Discuss the students' comparisons.

## Extra Help

Write the following sentences on the chalkboard or whiteboard. Have students read each sentence. Guide them to explain whether the sentences make sense or not. Have them rewrite the sentences and correct the errors.

The dog's bark is loudest than the wolf's.  
Giving gifts is the nicer thing to do.  
They are the meaner students at school.  
Molly is oldest than Roberto.



## Enrichment

Have students keep a list for a week of comparative forms that they read. Have them write the words in their personal dictionaries or journals. Encourage students to use the words in their daily writing.

## Extension

Have students design a crossword puzzle using the comparison forms of the vocabulary words. Help students write clues for their puzzles. Have students trade puzzles and solve them.



# Let's Compare

## Word Bank

big

fast

light

strong

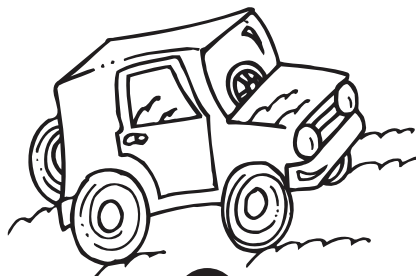
tall

**Directions:** Fill in the chart below.

Word	-er compares two	-est compares more than two
1. tall	_____	_____
2. _____	faster	_____
3. _____	_____	lightest
4. strong	_____	_____
5. _____	bigger	_____

**Directions:** Write the correct comparison in the blank so each sentence is correct.

6. That tree is \_\_\_\_\_ than the bush.  
The tree is the \_\_\_\_\_ one in the forest.
7. His car is the \_\_\_\_\_ in the race.  
Dad's car is \_\_\_\_\_ than my bike.
8. The feather is the \_\_\_\_\_ item in the box.  
A feather is \_\_\_\_\_ than a pencil.





# Syllable Challenge

## Word Bank

banner	basket	begin	candle	farmer
letter	paper	pedal	rocket	tiger

### Basic

Review the spelling patterns with students. Help them recall what they have learned about open and closed syllables. Write *begin* and *letter* on the chalkboard or whiteboard. Have students pronounce each word and listen for the syllables. Have students draw a line between the syllables. Repeat for other vocabulary words.

### Extra Help

Demonstrate the concept of open and closed syllables with students. Explain to them that open syllables end with a vowel and the vowel sound is long. Tell them that closed syllables end with a consonant and the vowel sound is short. Write *go/got*, *be/beg*, and *he/hem* on the chalkboard or whiteboard. Have students pronounce each word. Have them listen for the vowel sound. Help students divide the vocabulary words into syllables.

### Enrichment

Have students orally decode the following words. Ask them to listen for the syllables. Then have students divide each word into syllables. Have them explain how the pronunciation of each word helped them determine the syllables.

beyond      circle      recite      depend      tablet

### Extension

Have students divide longer words such as *generation*, *computer*, *employment*, and *contraction* into syllables. Have them explain how they decided where to divide each word.



# Syllable Challenge

## Word Bank

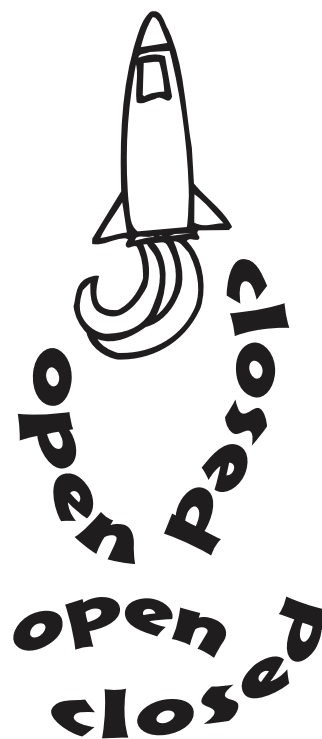
banner    basket    begin    candle    farmer  
 letter    paper    pedal    rocket    tiger

**Directions:** Say each word in the Word Bank and clap on each syllable as you say the word.



**Directions:** Divide these words into syllables. Tell whether the first syllable is open or closed.

1. banner \_\_\_\_\_
2. paper \_\_\_\_\_
3. rocket \_\_\_\_\_
4. pedal \_\_\_\_\_
5. letter \_\_\_\_\_
6. farmer \_\_\_\_\_
7. tiger \_\_\_\_\_
8. basket \_\_\_\_\_
9. candle \_\_\_\_\_
10. begin \_\_\_\_\_





# More Than One Meaning

## Word Bank

Possible Vocabulary:

bow	fall	feet	keys
note	park	play	saw

### Basic

Write the following sentences on the chalkboard or whiteboard.

<p><i>The kite fell at the children's feet.</i>  <i>The kite was three feet long.</i></p>
---

Discuss the meaning of *feet* in each sentence. Explain to students that *feet* is a multiple-meaning word. Ask students to explain both meanings of each vocabulary word.

### Extra Help

Tell students that they can determine the correct meaning of a multiple-meaning word by using the other words in a sentence to help them. Review how to find the meaning of a word. Use each vocabulary word in a sentence. Have students tell what the word means. Ask them to explain how they can tell what the word means.

### Enrichment

Have students find other multiple-meaning words while reading. Have them make a card for each word. On the front of the card, write the word. Then draw two pictures to illustrate the two meanings. On the back of the card, write a sentence for each meaning.

<b>yard</b>	
back yard	3 feet

### Extension

Have students brainstorm a list of additional multiple-meaning words. Have them write a sentence for each meaning. Then have them exchange sentences with a partner. Partners could use the context of a sentence to help determine the meaning of each word.



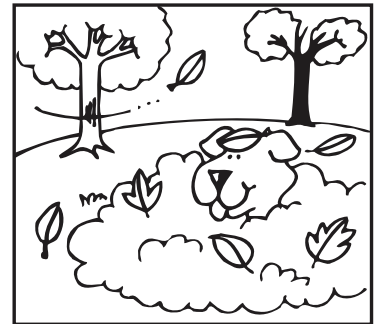
# More Than One Meaning

## Word Bank

bow	fall	feet	keys
note	park	play	saw

**Directions:** Match each word in the left column with its two meanings in the right column.

- |         |                            |
|---------|----------------------------|
| 1. bow  | a. season of the year      |
|         | b. act out a story         |
| 2. park | c. musical sound           |
|         | d. hair ribbon             |
| 3. fall | e. cuts wood               |
|         | f. on a piano              |
| 4. feet | g. short letter            |
|         | h. a unit of measure       |
| 5. play | i. to trip                 |
|         | j. used with a violin      |
| 6. note | k. looked at               |
|         | l. spend time with friends |
| 7. saw  | m. to stop a car           |
|         | n. an outdoor space        |
|         | o. unlock doors            |
| 8. keys | p. body part               |





# Check the Context

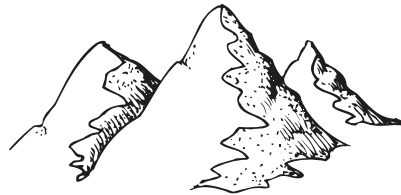
## Word Bank

descent	dory	halt	journey
precaution	scale	spectators	sturdy

### Basic

Write the following sentences on the chalkboard or whiteboard.

*I really enjoyed our journey to Brazil.  
It was a great trip. We scaled a tall  
mountain. It took us many hours to  
climb to the top. Going back down  
was easy. The descent went quickly.*



Discuss the meaning of the underlined words. Point out to students that context clues in each sentence can help you understand the meaning of each unfamiliar word.

### Extra Help

Have students copy the sentences. Then ask students to circle the context clue words in each sentence that help them figure out the meaning of each underlined word. If necessary, read the sentences aloud slowly. Emphasize the clue words when reading the sentences.

### Enrichment

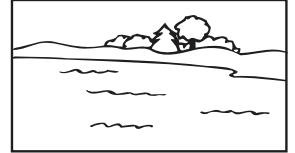
Have students review stories that they have read recently. Have them look for unfamiliar words. Ask students to identify the context clues in each sentence that helped them understand the meaning of these unfamiliar words. Have students add the words to their personal dictionaries or journals.

### Extension

For the next week, encourage students to use context clues to determine the meaning of unfamiliar words in their science or social studies books. When they come across an unfamiliar word while reading in their science or social studies book, have them look for context clues to determine the meaning of words.



# Check the Context



## Word Bank

dory      halt      precaution      spectators      sturdy

**Directions:** Read each sentence. Use the context to find the meaning of each underlined word.

1. The fisherman pushed the dory into the water and began to row out into the lake.

What is a *dory*? \_\_\_\_\_

\_\_\_\_\_

2. The driver came to a sudden halt when the deer jumped in front of the car.

What does *halt* mean? \_\_\_\_\_

\_\_\_\_\_

3. The spectators sat in the stands watching the football game. The people cheered when the team scored a point.

What are *spectators*? \_\_\_\_\_

\_\_\_\_\_

4. The sturdy table had strong legs. It could hold a lot of weight.

What does *sturdy* mean? \_\_\_\_\_

\_\_\_\_\_

5. Wearing a seat belt is a precaution. It will keep you safe if you are ever in an accident.

What is a *precaution*? \_\_\_\_\_

\_\_\_\_\_





# Contractions

## Word Bank

can't	don't	isn't	I've	they've
wasn't	we'll	we're	you'll	you're

## Basic

Remind students that a contraction is a short way to write two words. Tell them that an apostrophe is used to replace the missing letters when the words are combined. Copy the vocabulary words on the chalkboard or whiteboard. Ask students to think about how each contraction is formed. Have them write the two words that make up the contraction.

## Extra Help

Have students make a set of flash cards for studying contractions. On one side, have them write the contraction and the two words that make it up. On the other side, have students use the contraction in a sentence.

## Enrichment

Write the contractions on cards. Have students draw a card and then use letter tiles to spell out the two words that form a contraction. Have students combine the two words by removing the letters that are not needed and replace them with an apostrophe. Repeat for each vocabulary word. Have students copy the contractions into their personal dictionaries or journals.

## Extension

Have students make a contraction wheel by cutting out two circles. Make one circle five inches and the other three inches in diameter. Have students place the smaller circle on top of the larger circle and fasten them together. Help students divide the wheels into eight equal sections. For each contraction, have students write the apostrophe and the letters that follow it on the small circle. Have students write the part of the word in front of the apostrophe on the larger circle. Have students exchange wheels with a classmate. Then turn the wheel to form contractions.

# Contractions

## Word Bank

can't	don't	isn't	I've	they've
wasn't	we'll	we're	you'll	you're

**Directions:** Write a contraction for each pair of words.

1. we are \_\_\_\_\_
2. you will \_\_\_\_\_
3. I have \_\_\_\_\_
4. do not \_\_\_\_\_

**Directions:** Circle the two words that form a contraction. Then write the contraction on the line.

5. they    do    have    \_\_\_\_\_
6. can    not    you    \_\_\_\_\_
7. we    can    will    \_\_\_\_\_
8. is    you    not    \_\_\_\_\_

**Directions:** Use a contraction to complete each sentence.

9. I \_\_\_\_\_ ready to go to sleep.
10. \_\_\_\_\_ invited to my birthday party.





# Review

1. Circle the words with short vowel sounds. Draw a box around the words with long vowel sounds.

train      check      skip      can      time

stop      pick      dream      crime      leave

2. Fill in the blanks with a word that completes each question.

a. \_\_\_\_\_ is my ball? I cannot find it.

b. \_\_\_\_\_ do you make chocolate chip cookies?

c. \_\_\_\_\_ would you like to eat for breakfast?

d. \_\_\_\_\_ is my doctor's appointment? I don't want to be late.

3. Fill in the blanks with a word that correctly completes each sentence.

a. A basketball and a globe are both \_\_\_\_\_.

b. The Yield sign is shaped like a \_\_\_\_\_.

c. The zoo is home to many different \_\_\_\_\_.

d. The \_\_\_\_\_ is home to many kinds of fish.

e. Mexico is a \_\_\_\_\_.



# Review

4. Fill in the blanks with a word that means the same thing as the underlined word.
- Jasmin has a little box of hair ribbons.
  - Don't shout so loudly!
  - You should talk softly when you are in the library.
5. Fill in the blanks with words that have opposite meanings.
- Sometimes the air is \_\_\_\_\_ outside, and sometimes it is \_\_\_\_\_.
  - The traffic light at the corner tell drivers when to \_\_\_\_\_ and \_\_\_\_\_.
  - When it rains the ground gets \_\_\_\_\_, but when the sun shines the puddles \_\_\_\_\_ up.
6. Circle the word that answers each riddle.
- I am a material that comes from trees.  
What word am I?                    **wood**                    **would**
  - You use me to begin a letter.  
What word am I?                    **deer**                    **dear**
  - The letter carrier brings me to your home.  
What word am I?                    **male**                    **mail**
7. Write the plural form of each singular noun.
- berry \_\_\_\_\_
  - puppy \_\_\_\_\_
  - baby \_\_\_\_\_
  - pencil \_\_\_\_\_
  - church \_\_\_\_\_



# Review

8. Underline the singular or plural of the irregular noun in each sentence. Write *s* if the noun is singular and *p* if the noun is plural.
- That moose is bigger than the horse.
  - There were mice in the barn.
  - Have you ever seen the geese in the park?
  - Children played on the playground.
9. Write the root word and the ending for each word.
- looked = \_\_\_\_\_ + \_\_\_\_\_
  - writing = \_\_\_\_\_ + \_\_\_\_\_
  - walking = \_\_\_\_\_ + \_\_\_\_\_
  - called = \_\_\_\_\_ + \_\_\_\_\_
10. Fill in the blanks with a word that tells what each person does.
- The \_\_\_\_\_ writes stories for children.
  - The baseball \_\_\_\_\_ pitches balls to the batter.
  - A television \_\_\_\_\_ reports the news.
  - My family hired a \_\_\_\_\_ to move our furniture.
11. Draw a line from the word in column 1 to a word in column 2 to make a compound word.

**Column 1**

rain  
pot  
out  
run

**Column 2**

way  
doors  
holder  
coat



# Review

12. Write the prefix and the root word that make each word.

a. retrace = \_\_\_\_\_ + \_\_\_\_\_

b. misspell = \_\_\_\_\_ + \_\_\_\_\_

c. unkind = \_\_\_\_\_ + \_\_\_\_\_

d. mistake = \_\_\_\_\_ + \_\_\_\_\_

13. Write the root word and the suffix that make each word.

a. darkness = \_\_\_\_\_ + \_\_\_\_\_

b. joyful = \_\_\_\_\_ + \_\_\_\_\_

c. slowly = \_\_\_\_\_ + \_\_\_\_\_

d. colorful = \_\_\_\_\_ + \_\_\_\_\_

Choose two words; write a sentence that uses each word.

---

---

14. Fill in the chart.

a. tall \_\_\_\_\_

b. \_\_\_\_\_ faster \_\_\_\_\_

c. \_\_\_\_\_ \_\_\_\_\_ lightest

d. strong \_\_\_\_\_

e. \_\_\_\_\_ bigger \_\_\_\_\_

15. Write two meanings for each word.

a. feet \_\_\_\_\_

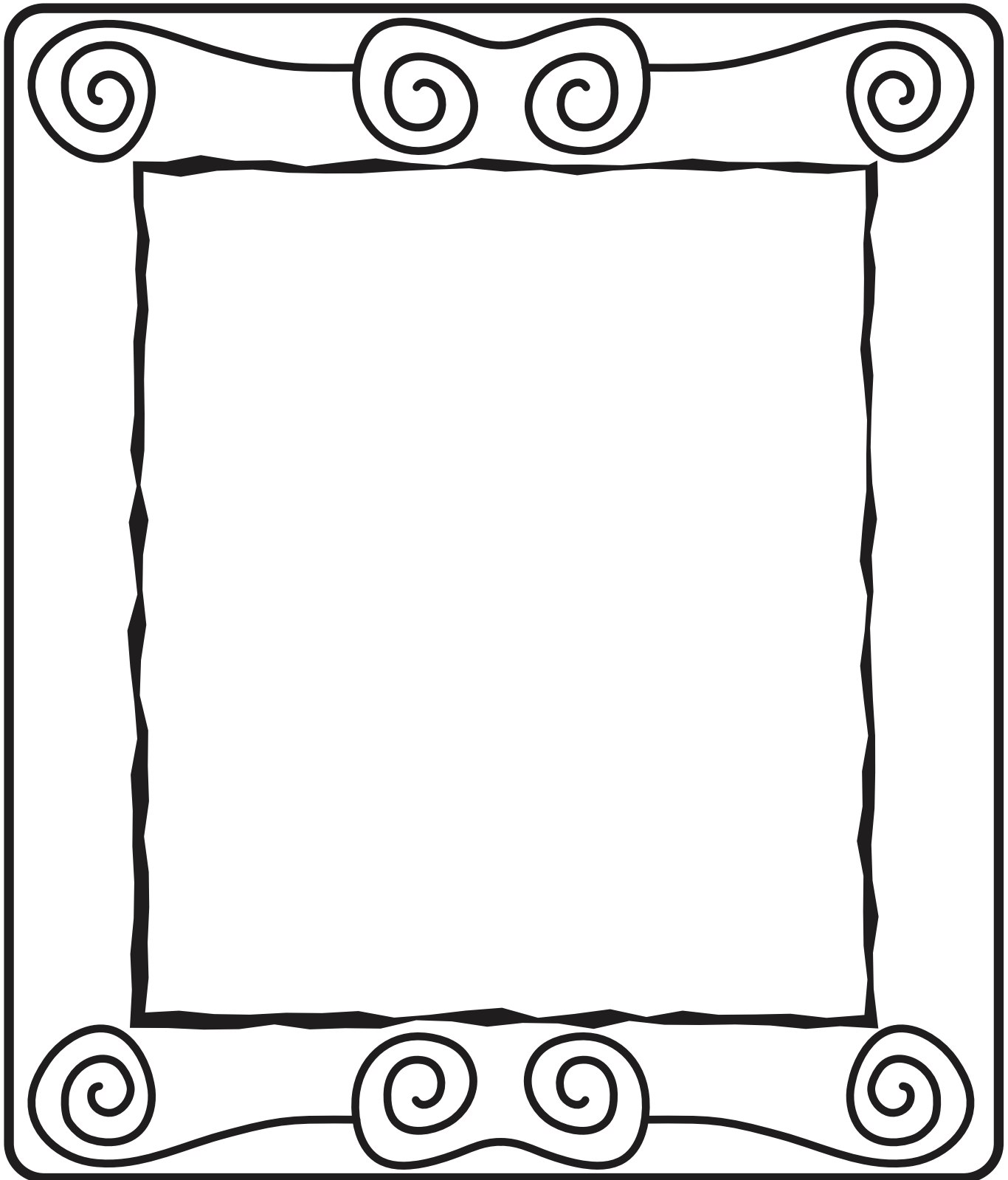
\_\_\_\_\_

b. note \_\_\_\_\_

\_\_\_\_\_



# Frame for Drawing



# Letter Form



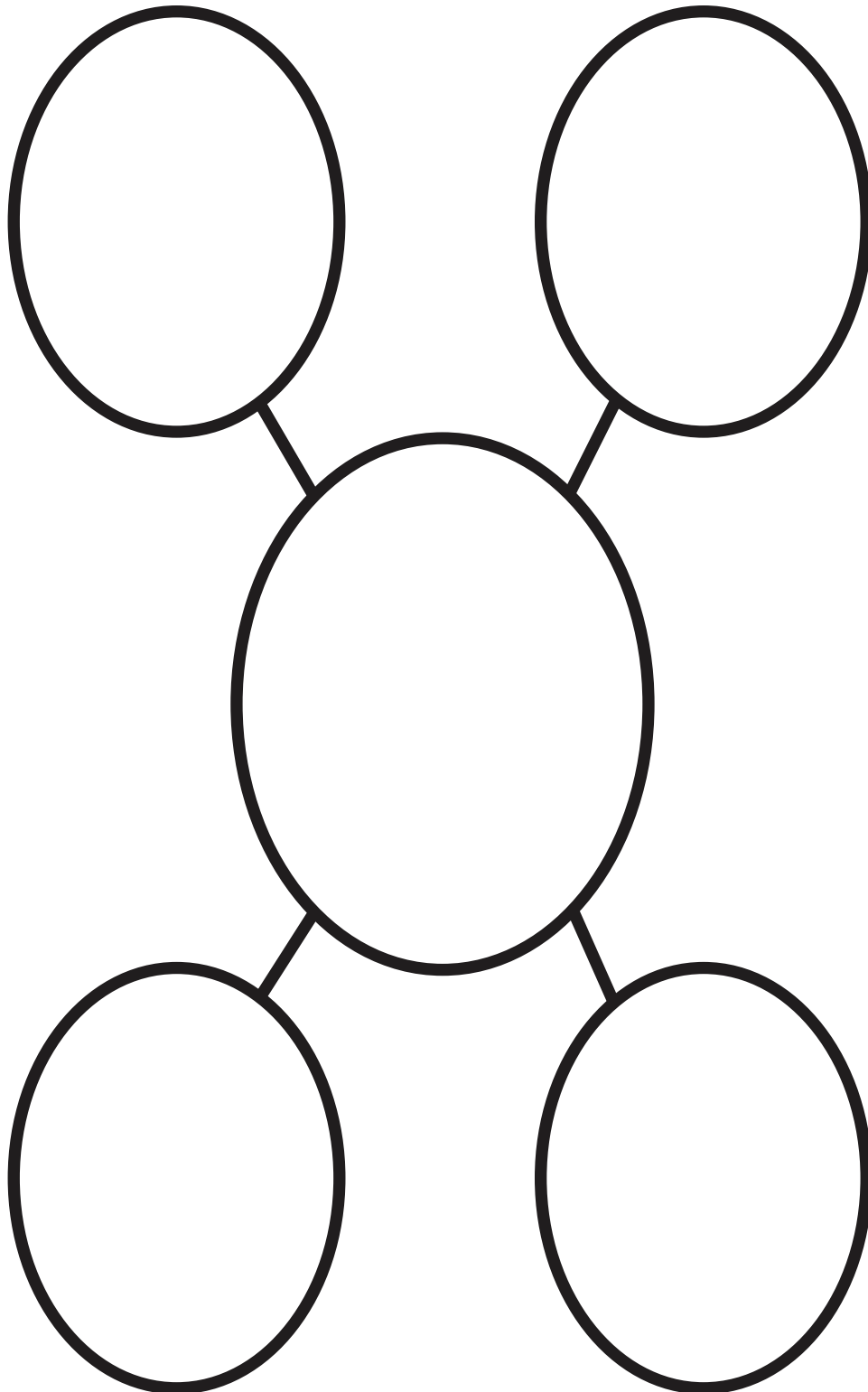
A large rectangular writing area with a thick black border. The area is divided into two sections by a horizontal line. The top section contains three horizontal lines. The bottom section contains ten horizontal lines. There are four black dots at the corners of the writing area, suggesting it is a page from a binder.





# Word Cards


# Word Web





## Sounds Short .....page 7

Chart:

Short a: flat, stand, bath

short e: check, dress, felt

short i: skip, kick

short o: stop, clock

Dear (Ben),

I thought I would (stop) by your house on Sunday to see how you (felt) about going to the movies. I (will check) the movie times. My mother (can stop) by and (pick) you up. (Call) me if you (want) to go.

Your friend,  
(Matt)

## Long, Long Sounds.....page 9

- |           |           |
|-----------|-----------|
| 1. coach  | 6. dream  |
| 2. leave  | 7. train  |
| 3. crime  | 8. home   |
| 4. bride  | 9. wheels |
| 5. stripe | 10. grade |

Check students' sentences.

## May I Ask a Question? .....page 11

- |          |         |
|----------|---------|
| 1. Would | 5. When |
| 2. Where | 6. May  |
| 3. How   | 7. Why  |
| 4. What  | 8. Who  |

## Where Am I? .....page 13

Check students' drawings for questions 1-6.

- behind a basket
- outside

## How Do You Feel?.....page 15

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

## In the Family .....page 17

Check students' drawings.

For 1-2, check students' sentences.

## Home Sweet Home .....page 19

- |                     |            |
|---------------------|------------|
| 1. kitchen          | 6. dishes  |
| 2. house            | 7. yard    |
| 3. bathroom         | 8. blanket |
| 4. bedroom          | 9. stove   |
| 5. table and chairs | 10. sink   |

## School Time.....page 21

- |              |               |
|--------------|---------------|
| 1. books     | 6. playground |
| 2. teacher   | 7. school     |
| 3. crayons   | 8. chalkboard |
| 4. classroom | 9. pencil     |
| 5. bus       | 10. desk      |

## Body Parts .....page 23

Check students' work.

## Let's Eat .....page 25

- |          |                |
|----------|----------------|
| 1. milk  | 5. vegetables  |
| 2. fruit | 6. bread       |
| 3. meat  | 7. supermarket |
| 4. eggs  | 8. cheese      |

## Weather Watch .....page 27

			9. S									
7. S	U	N	N	Y								
			O									
			2. W	E	A	1. T	H	E	R			
						H						
						U						
			3. C									
			4. L	I	G	H	T	N	I	N	G	
								D				
8. O	U	T	S	I	D	E						
								6. R	A	I	N	Y
			5. S	T	O	R	M					

Check students' sentences.

## What to Wear .....page 29

- |             |             |
|-------------|-------------|
| 1. sneakers | 5. slippers |
| 2. socks    | 6. glasses  |
| 3. jacket   | 7. skirt    |
| 4. pants    | 8. mittens  |



## Community Helpers .....page 31

1. police officer
2. doctor
3. mail carrier
4. nurse
5. fire fighter
6. neighbor.

For 7-9, check students' sentences.

## Math Words.....page 33

- |      |            |
|------|------------|
| 1. e | 6. penny   |
| 2. c | 7. dollar  |
| 3. d | 8. nickel  |
| 4. b | 9. quarter |
| 5. a | 10. dime   |

## Science Words .....page 35

1. plants
2. moon
3. planets
4. animals
5. Earth
6. ocean
7. space

## Social Studies Words .....page 37

- |                 |              |
|-----------------|--------------|
| 1. state        | 5. lake      |
| 2. river        | 6. country   |
| 3. world        | 7. mountain  |
| 4. neighborhood | 8. community |

## Language Arts Words .....page 39

- |              |               |
|--------------|---------------|
| 1. nouns     | 4. adjectives |
| 2. questions | 5. pronouns   |
| 3. sentences | 6. verbs      |

## We're the Same .....page 41

1. woman
2. sofa
3. small
4. yell
5. speak

Check students' sentences for each pair of synonyms.

## Opposites Match .....page 43

- |                   |                |
|-------------------|----------------|
| 1. far, near      | 4. stop, start |
| 2. morning, night | 5. give, keep  |
| 3. hot, cold      | 6. wet, dry    |

For 7-8, check students' sentences for each pair of antonyms.

## Homophone Riddles .....page 45

- |         |           |
|---------|-----------|
| 1. sea  | 6. dear   |
| 2. nose | 7. flower |
| 3. blue | 8. mail   |
| 4. sun  | 9. read   |
| 5. wood | 10. new   |

## More Than One .....page 47

- |                    |             |
|--------------------|-------------|
| 1. puppies; puppy  | 6. churches |
| 2. wishes; wish    | 7. babies   |
| 3. pencils; pencil | 8. puppies  |
| 4. buses; bus      | 9. pencils  |
| 5. hills, hill     | 10. berries |

## Puzzling Plurals .....page 49

Chart:

With spelling changes: men, women, children, mice, feet, teeth

Without spelling changes: sheep, moose, deer, trout

- |      |      |
|------|------|
| 1. s | 4. s |
| 2. p | 5. p |
| 3. p |      |

## The End.....page 51

1. looked = look + ed
2. singing = sing + ing
3. writing = write + ing
4. turned = turn + ed
5. swimming = swim + ing
6. lived = live + ed
7. crossed = cross + ed
8. hiking = hike + ing
9. walking = walk + ing
10. called = call + ed

For 11-12, check students' sentences.

## Someone Who.....page 53

- |             |                 |
|-------------|-----------------|
| 1. baker    | 5. mover        |
| 2. writer   | 6. painter      |
| 3. pitcher  | 7. photographer |
| 4. reporter | 8. catcher      |

Check students' advertisements.

## Match Us Up.....page 55

- |                 |                 |
|-----------------|-----------------|
| 1. play + pen   | 6. out + doors  |
| 2. boat + house | 7. rain + coat  |
| 3. sail + boat  | 8. book + case  |
| 4. pot + holder | 9. after + noon |
| 5. wind + mill  | 10. run + way   |

Matching: football, rainbow, bathroom, hotdog, wheelchair



## In the Beginning.....page 57

1. retrace = re-; trace
2. recover = re-; cover
3. misspell = mis-; spell
4. unkind = un-; kind
5. mistake = mis-; take
6. undo = un-; do
7. reread = re-; read
8. unfold = un-; fold
9. undo; retie
10. reread, mistake, misspelled, rewrote

## What's My Meaning? .....page 59

Allen brought his pet lizard to school. At first the lizard was fearful. Allen spoke softly to his pet. Allen said the lizard feels safe in the darkness, so he covered the cage with a sheet. He neatly tucked the sheet around the cage. The class was joyful to have seen Allen's pet.

For 1-5, check students' sentences.

## Let's Compare .....page 61

Word	-er compares two	-est compares more than two
1. tall	taller	tallest
2. fast	faster	fastest
3. light	lighter	lightest
4. strong	stronger	strongest
5. big	bigger	biggest
6. taller; tallest		
7. fastest; faster		
8. lightest; lighter		

## Syllable Challenge .....page 63

- |                    |                    |
|--------------------|--------------------|
| 1. ban-ner; closed | 6. farm-er; closed |
| 2. pa-per; open    | 7. ti-ger; open    |
| 3. rock-et; closed | 8. bas-ket; closed |
| 4. ped-al, closed  | 9. can-dle; closed |
| 5. let-ter; closed | 10. be-gin; open   |

## More Than One Meaning.....page 65

- |               |               |
|---------------|---------------|
| 1. bow: d, j  | 5. play: b, l |
| 2. park: m, n | 6. note: c, g |
| 3. fall: a, i | 7. saw: e, k  |
| 4. feet: h, p | 8. keys: f, o |

## Check the Context .....page 67

1. a kind of boat
2. to come to a stop
3. people who watch sports
4. strong
5. a safety measure

## Contractions .....page 69

1. we're
2. you'll
3. I've
4. don't
5. Circle: they, have; they've
6. Circle: can not; can't
7. Circle: we, will; we'll
8. Circle: is, not; isn't
9. wasn't
10. You're

## Review.....pages 70-73

1. Circle check, skip, can, stop, pick; draw a box around train, time, dream, crime, leave.
2. where, how, what, when
3. spheres, triangle, animals, ocean, country
4. Answers may vary, but suggested answers are small, yell, speak.
5. hot, cold; stop, start; wet, dry
6. wood, dear, mail
7. berries, puppies, babies, pencils, churches
8. moose, s; mice, p; geese, p; children, p
9. look + ed; write + ing; walk + ing; call + ed
10. writer, pitcher, reporter, mover
11. raincoat, potholder, outdoors, runway
12. re-, trace; mis-, spell; un-, kind; mis- take
13. dark + ness, joy + ful, slow + ly, color + ful; sentences will vary
14. taller, tallest; fast, fastest; light, lighter; stronger, strongest; big, biggest
15. feet: a unit of measure and a part of the body; note: a short letter and a musical sound