

AMERICAN
EDUCATION
PUBLISHING™

GRADES 1-2

THE COMPLETE BOOK OF READING

- **Phonics**
- **Grammar & Writing**
- **Reading Comprehension**
- **All Color**
- **Makes Learning Fun!**

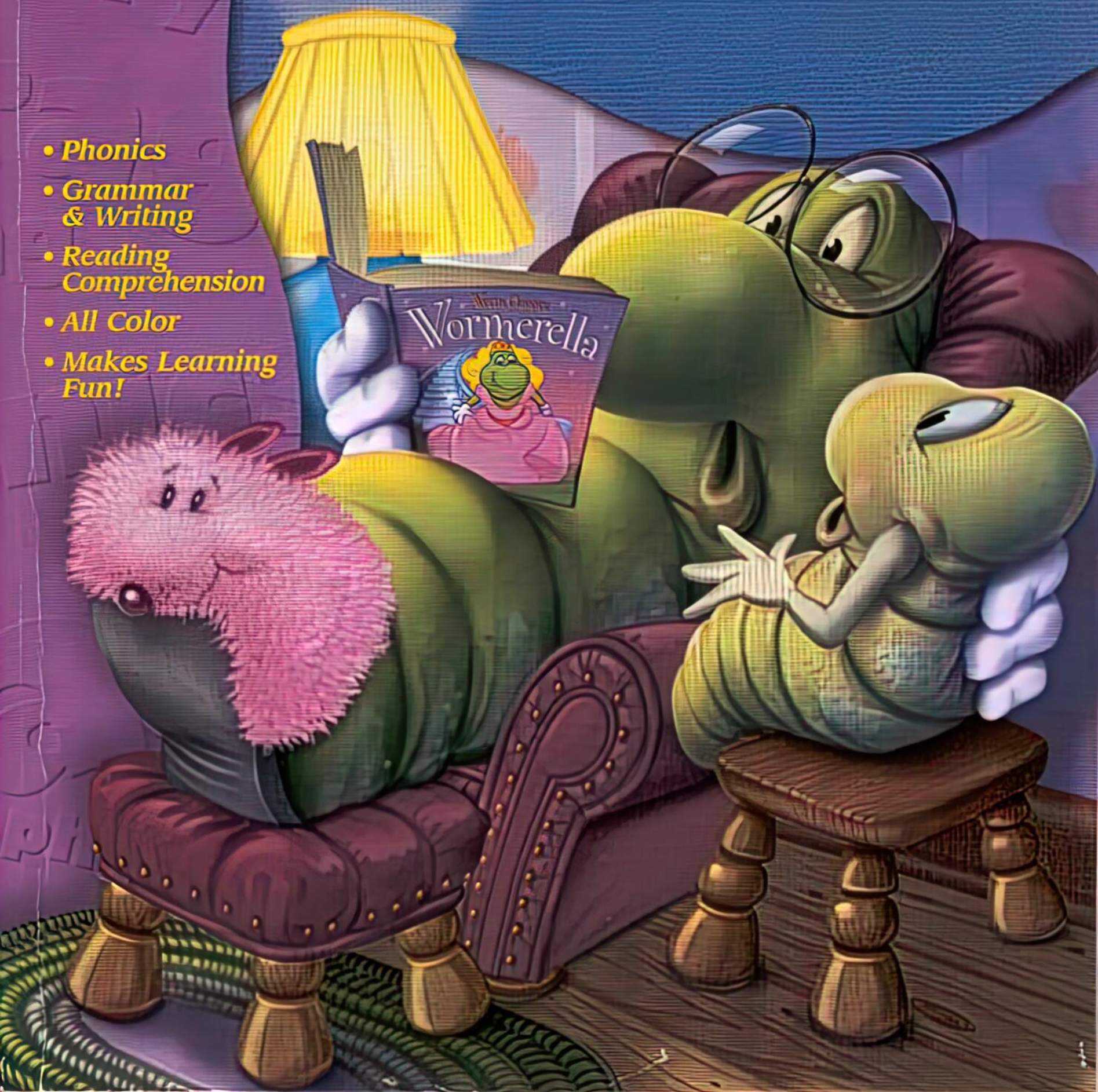




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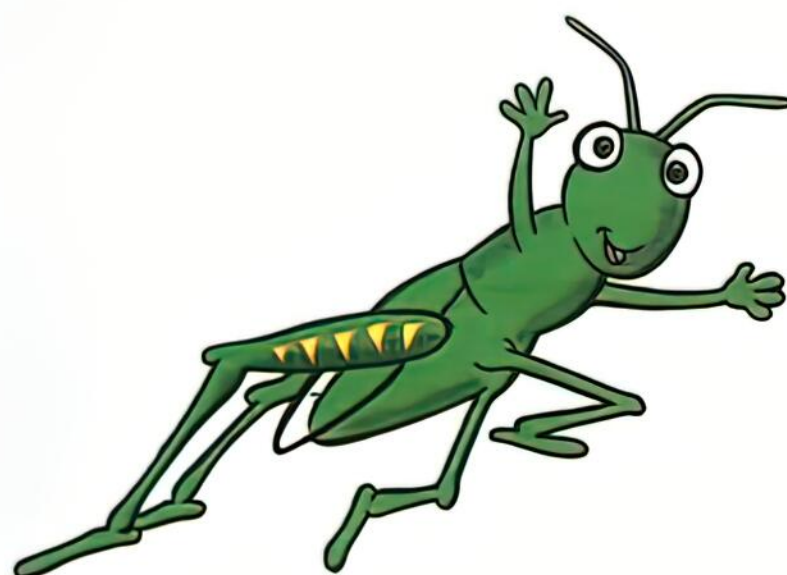
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PHONICS



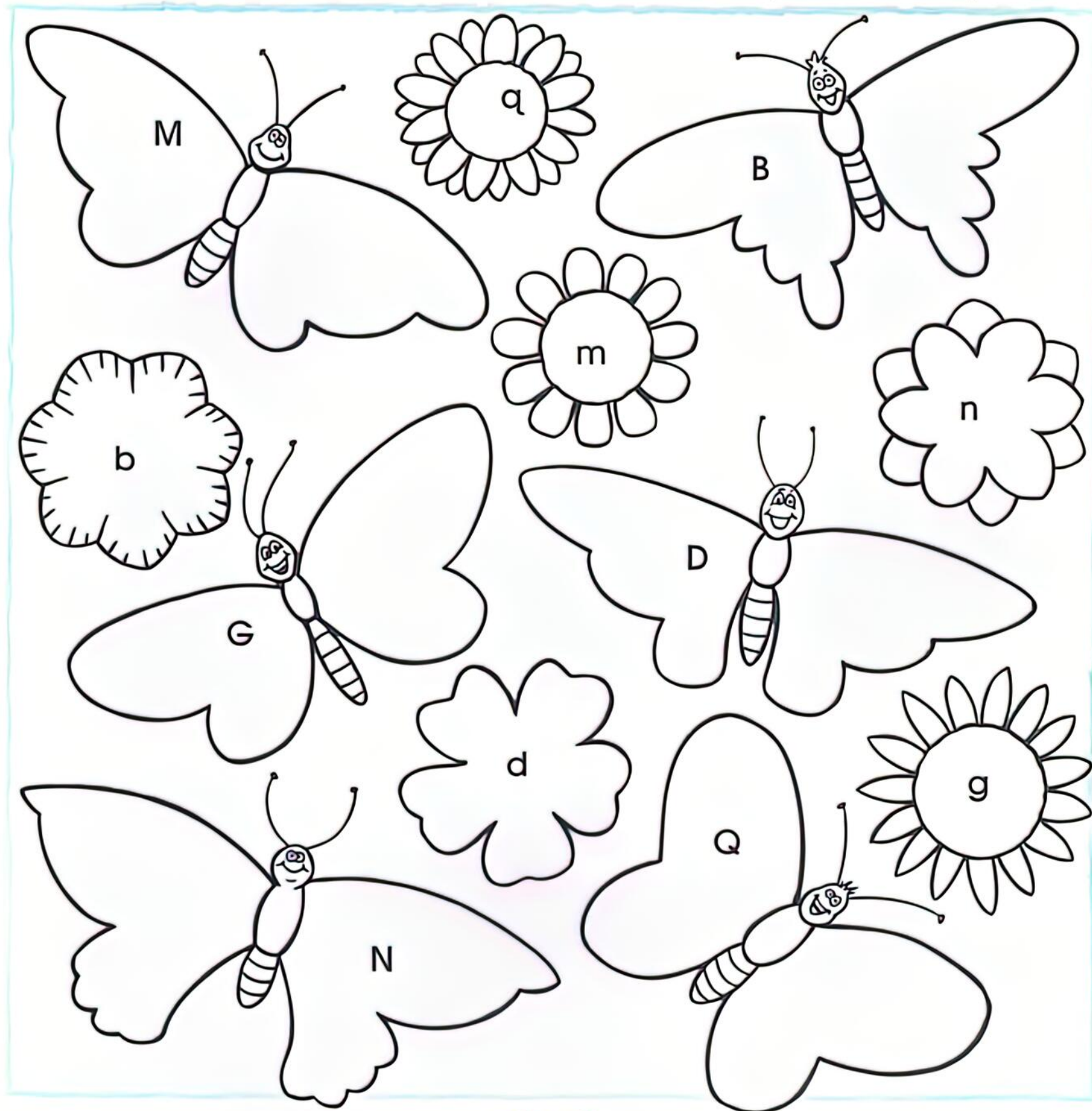


Color the Letter Partners

Name _____

Letter partners are capital and small letters that go together. These pairs of letters are letter partners: **Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz.**

♦ **Directions:** Use a different color to color each pair of letter partners.

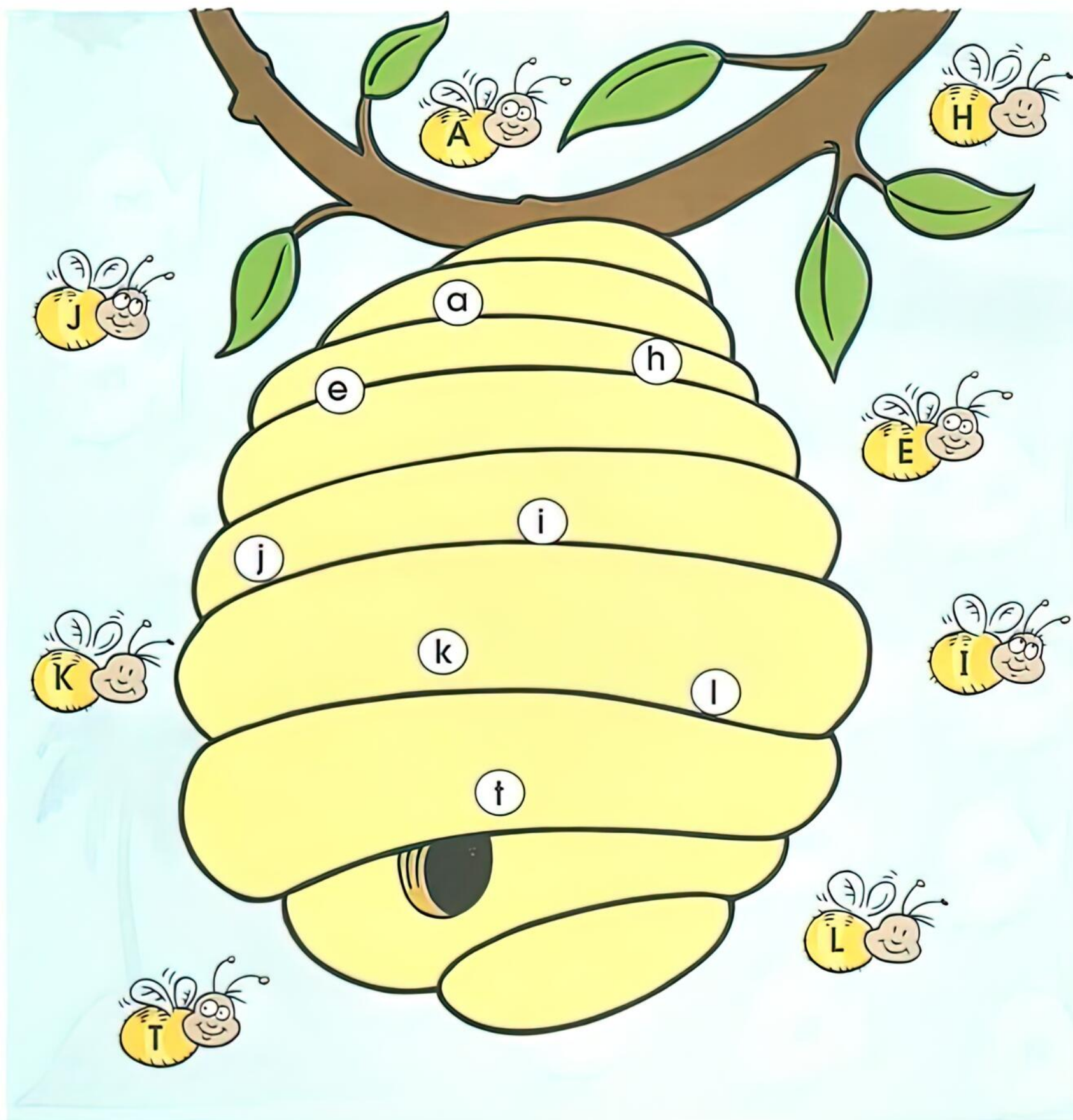




Partner Match

Name

- ♦ **Directions:** Draw a line from each letter in the beehive to its partner letter.

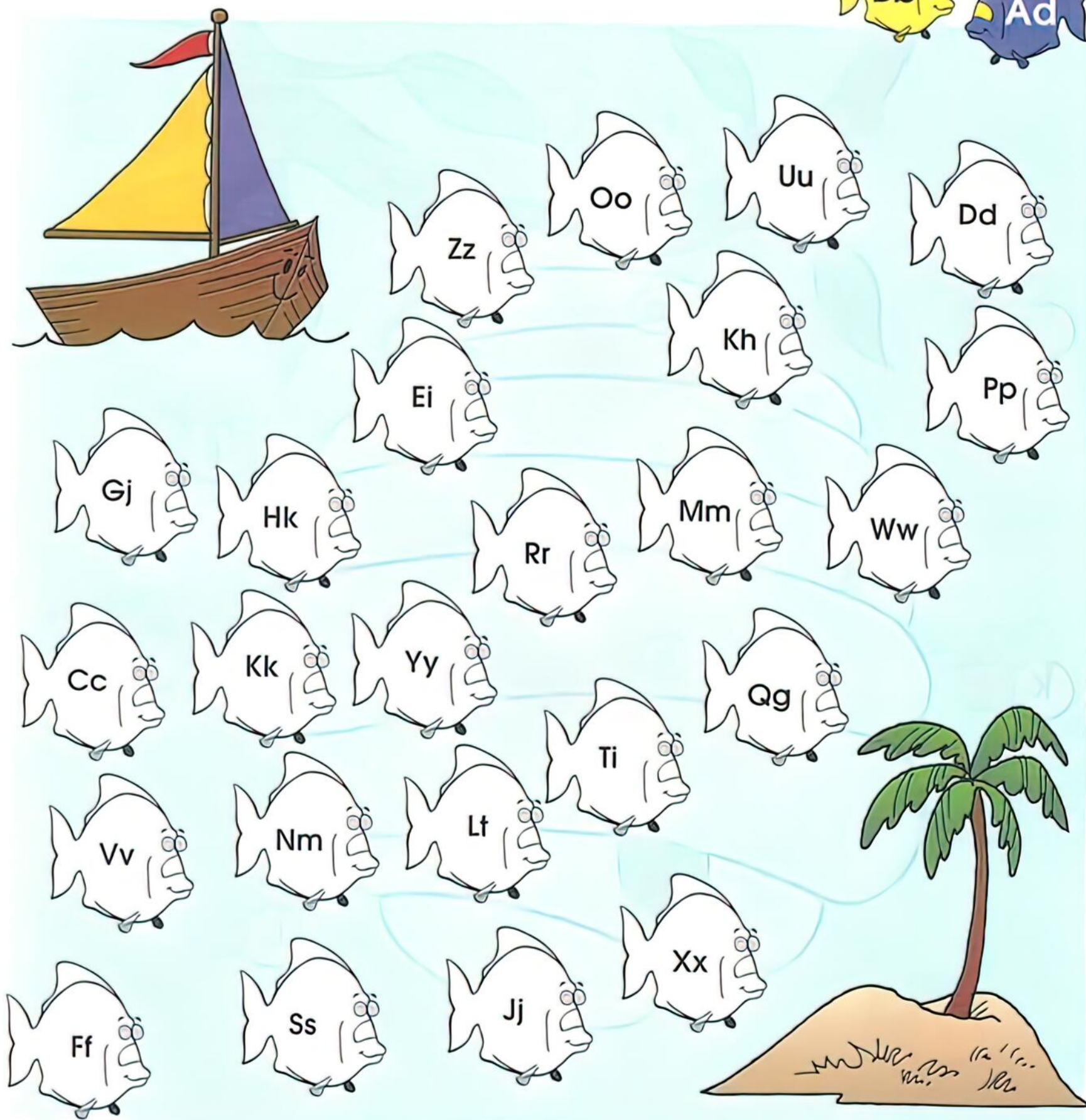




Partner Search

Name _____

- ◆ **Directions:** Color fish with letter partners yellow. Color the other fish blue. Follow the yellow path to the island.





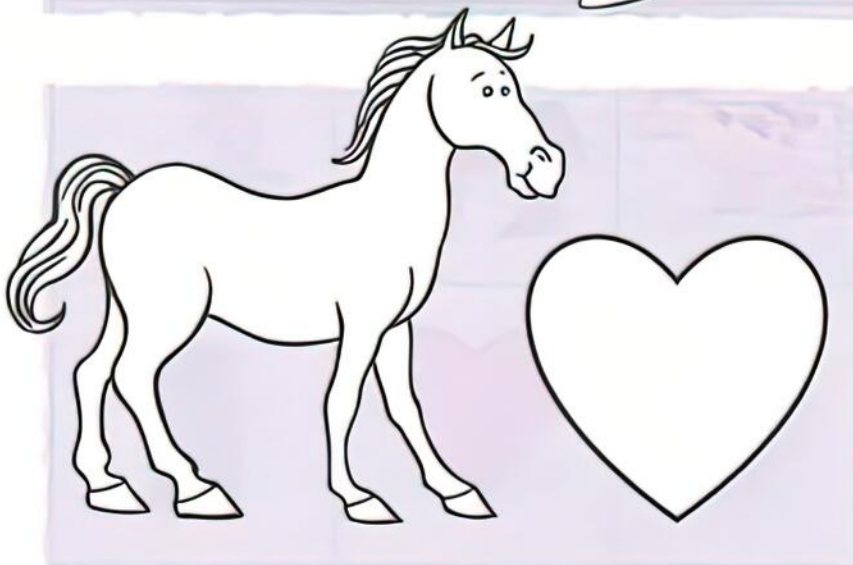
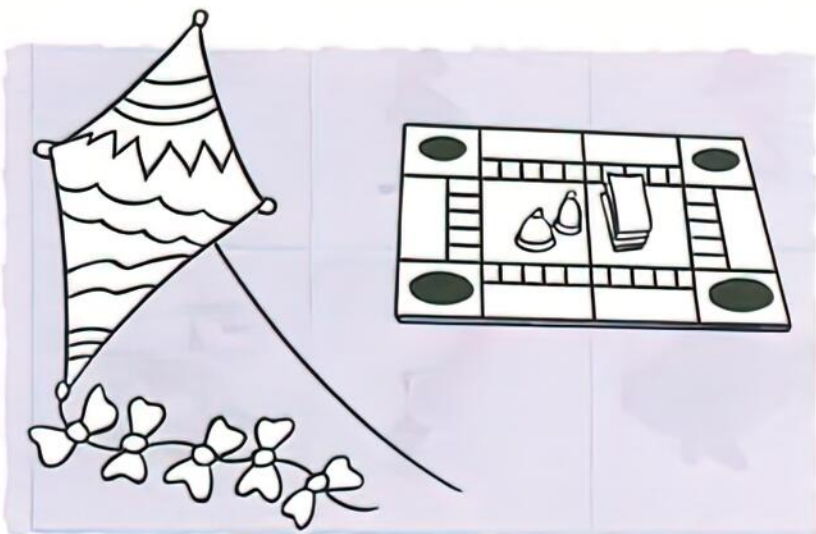
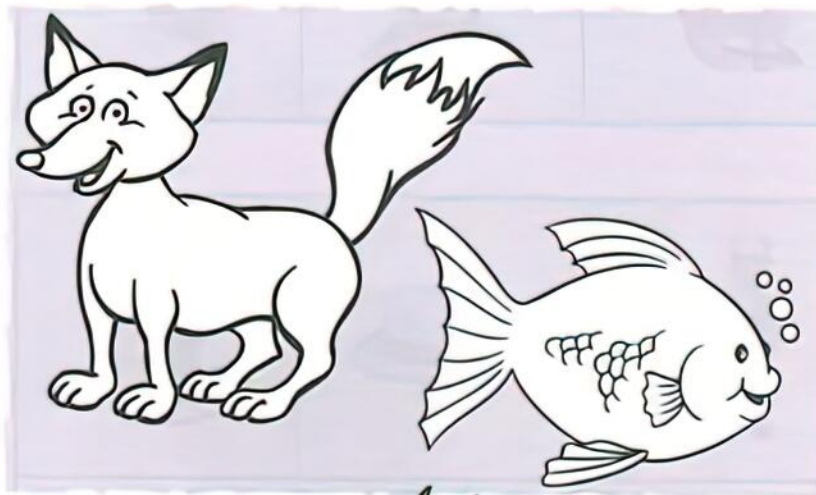
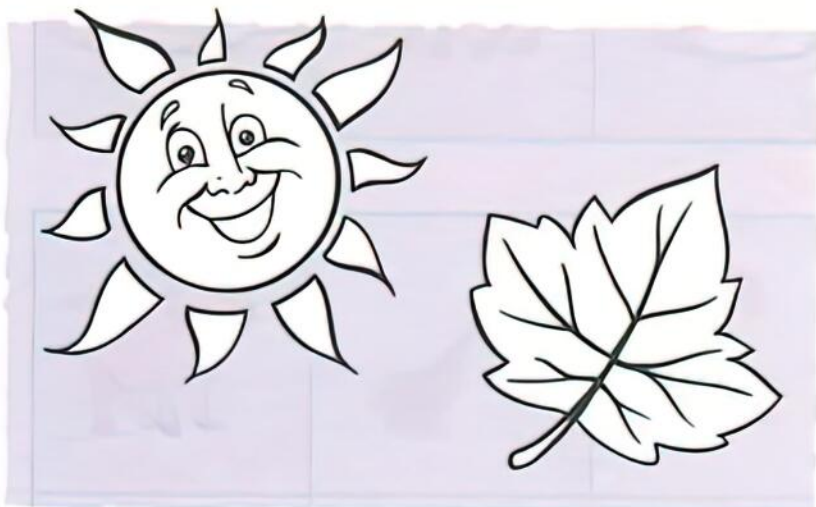
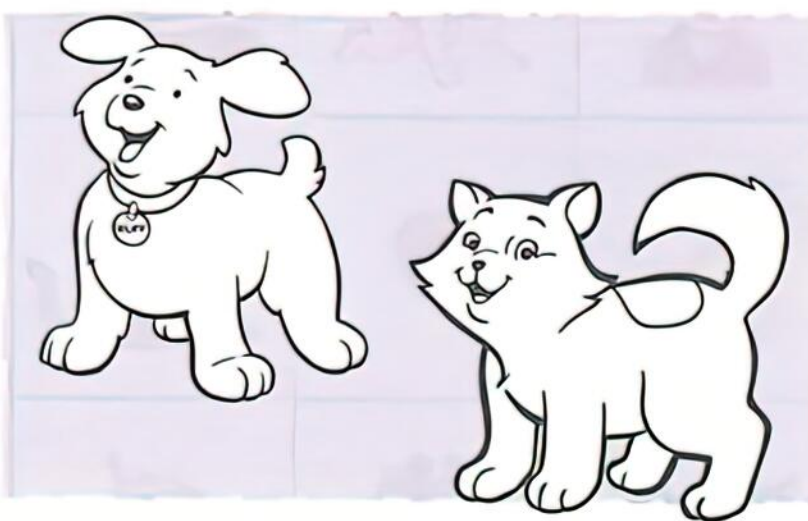
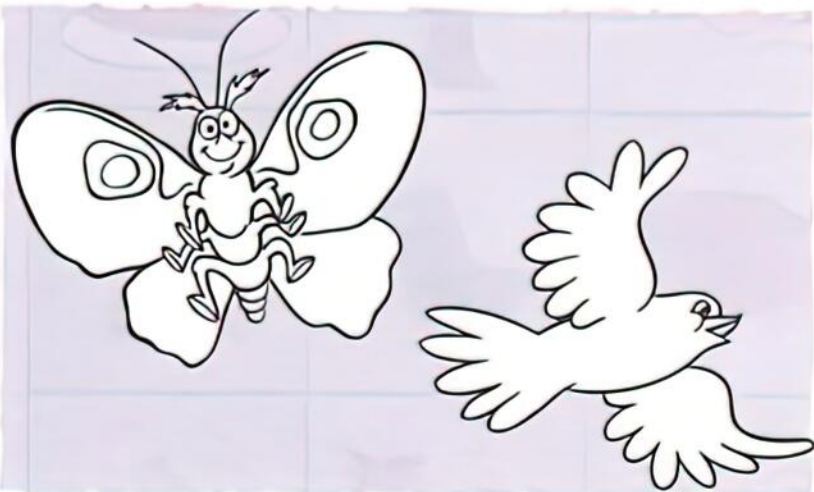
Sounds the Same

Name _____

Different words may begin with the same sound.

Example: **Box** and **boy** begin with the same sound.
Cat and **dog** do not.

♦ **Directions:** Say each picture's name. Color the pictures in the box if their names begin with the same sound.

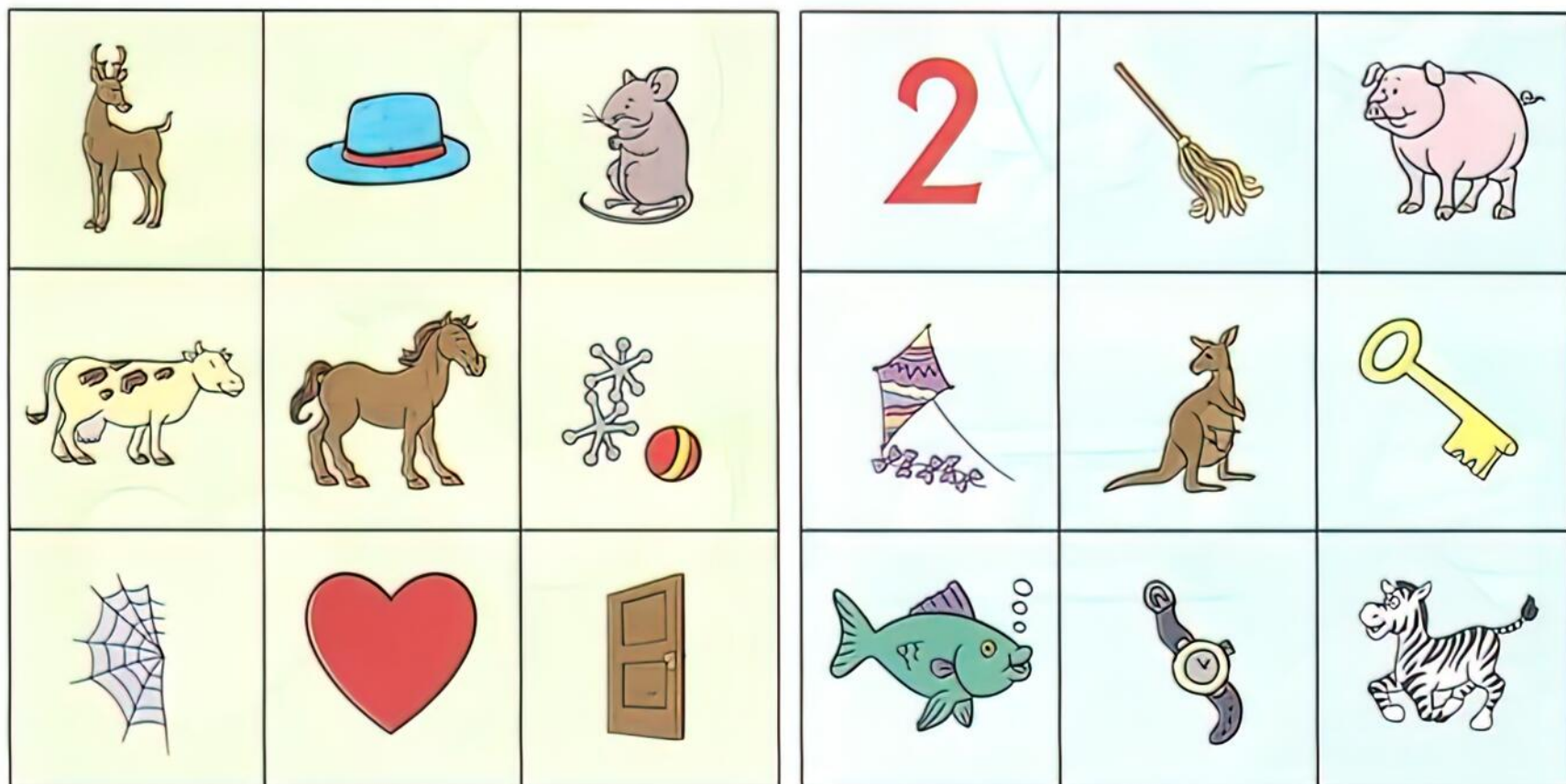
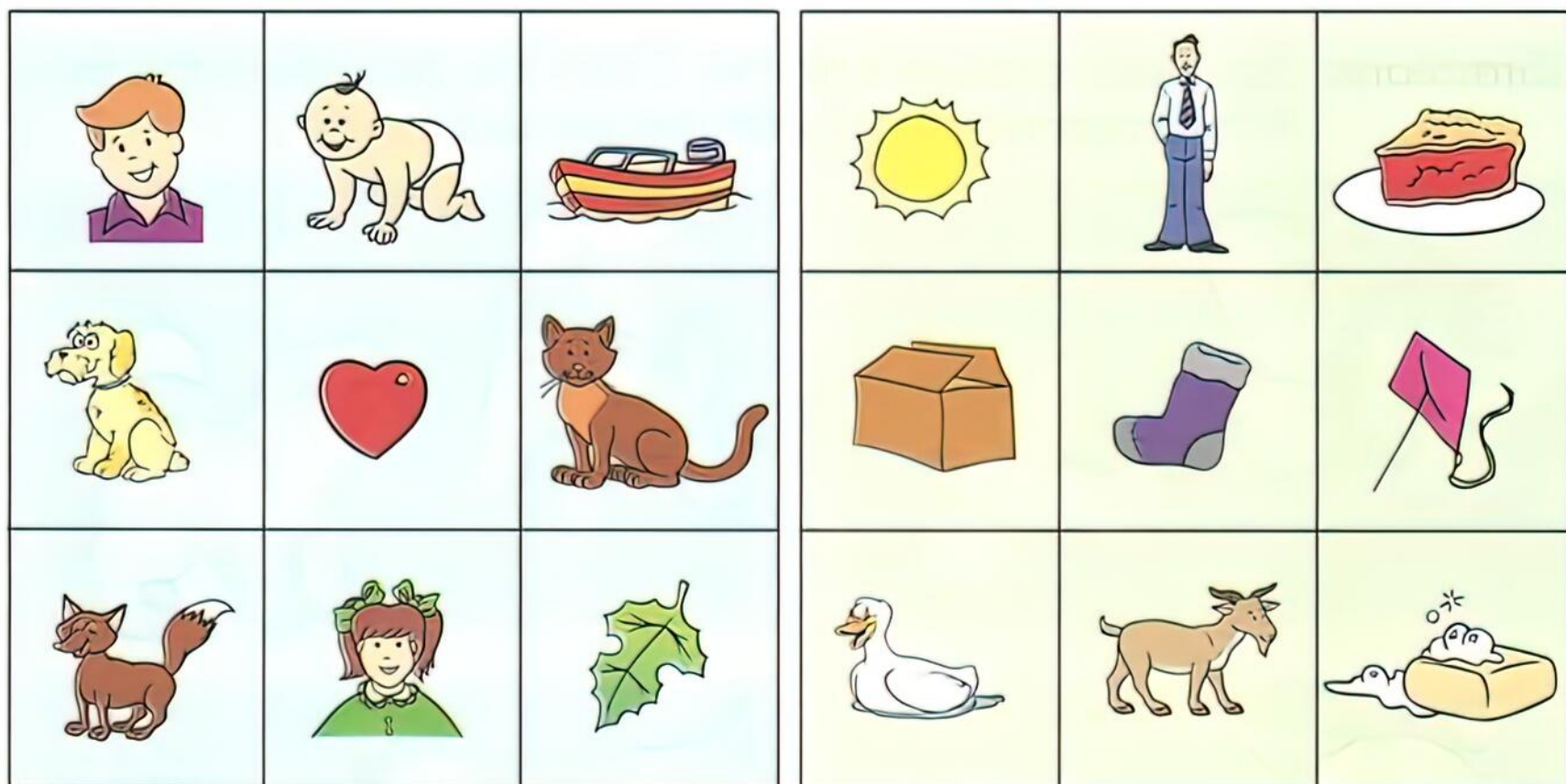




Tic-Tac-Toe

Name

- ♦ **Directions:** Find the three pictures in each game whose names begin with the same sound. Draw a line through them.





Read and Rhyme

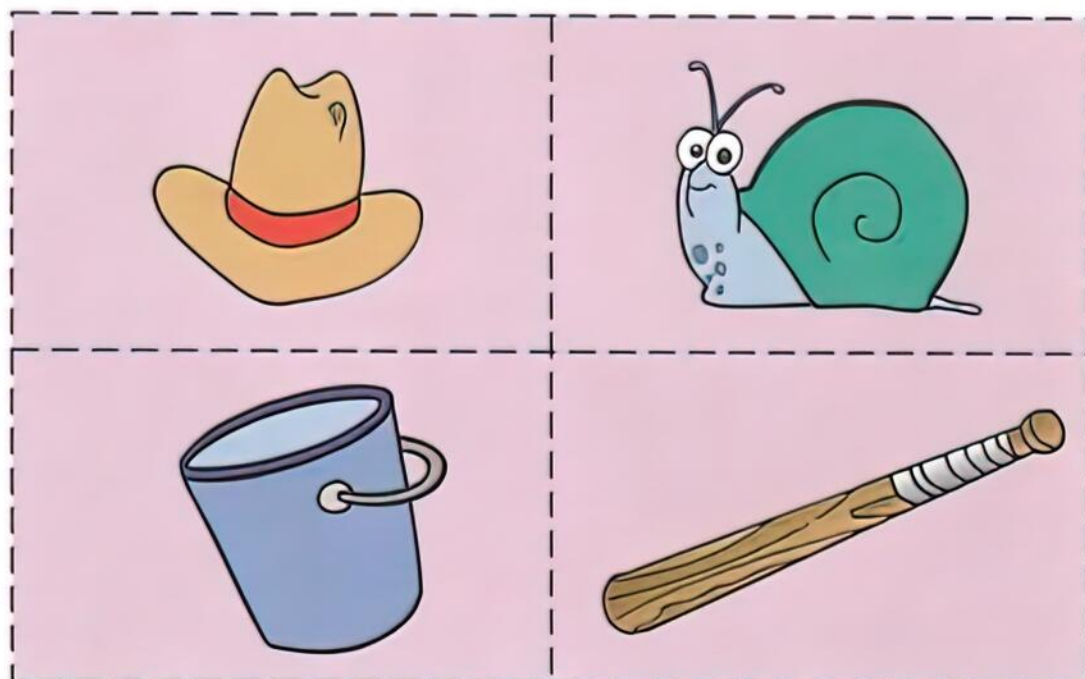
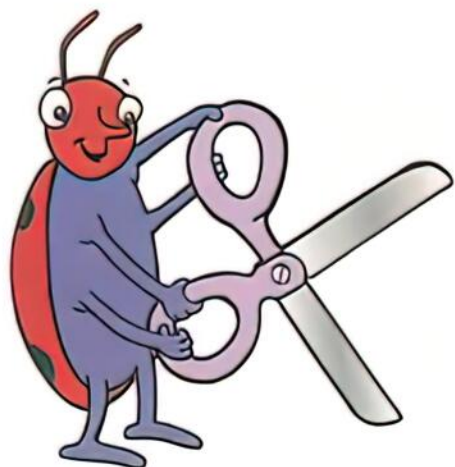
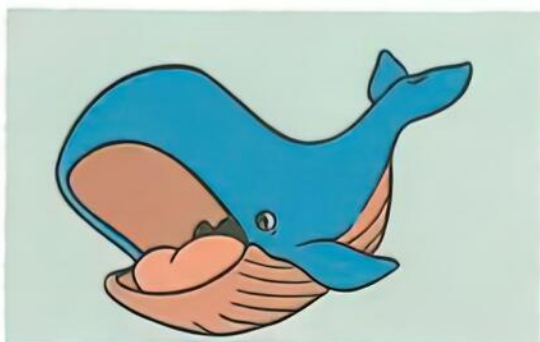
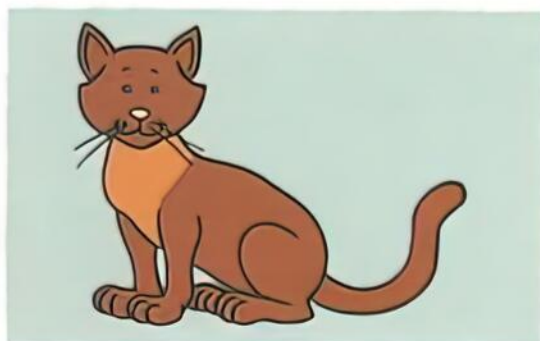
Name

Words that end with the same sounds are words that rhyme.

Hot and **pot** rhyme.

Hot and **pup** do not rhyme.

♦ **Directions:** Cut out the pictures at the bottom of the page. Say the name of each picture. In each row, glue the pictures whose names rhyme.





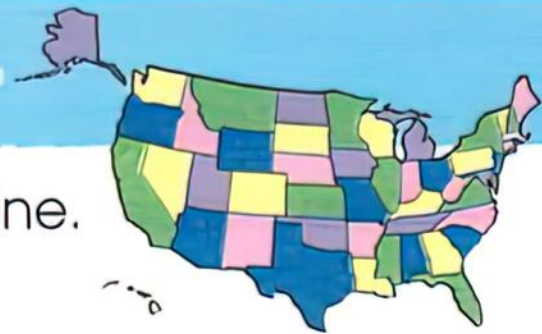
Write and Hear Mm

Name _____

M and **m** are letter partners.

Map begins with the sound of **Mm**.

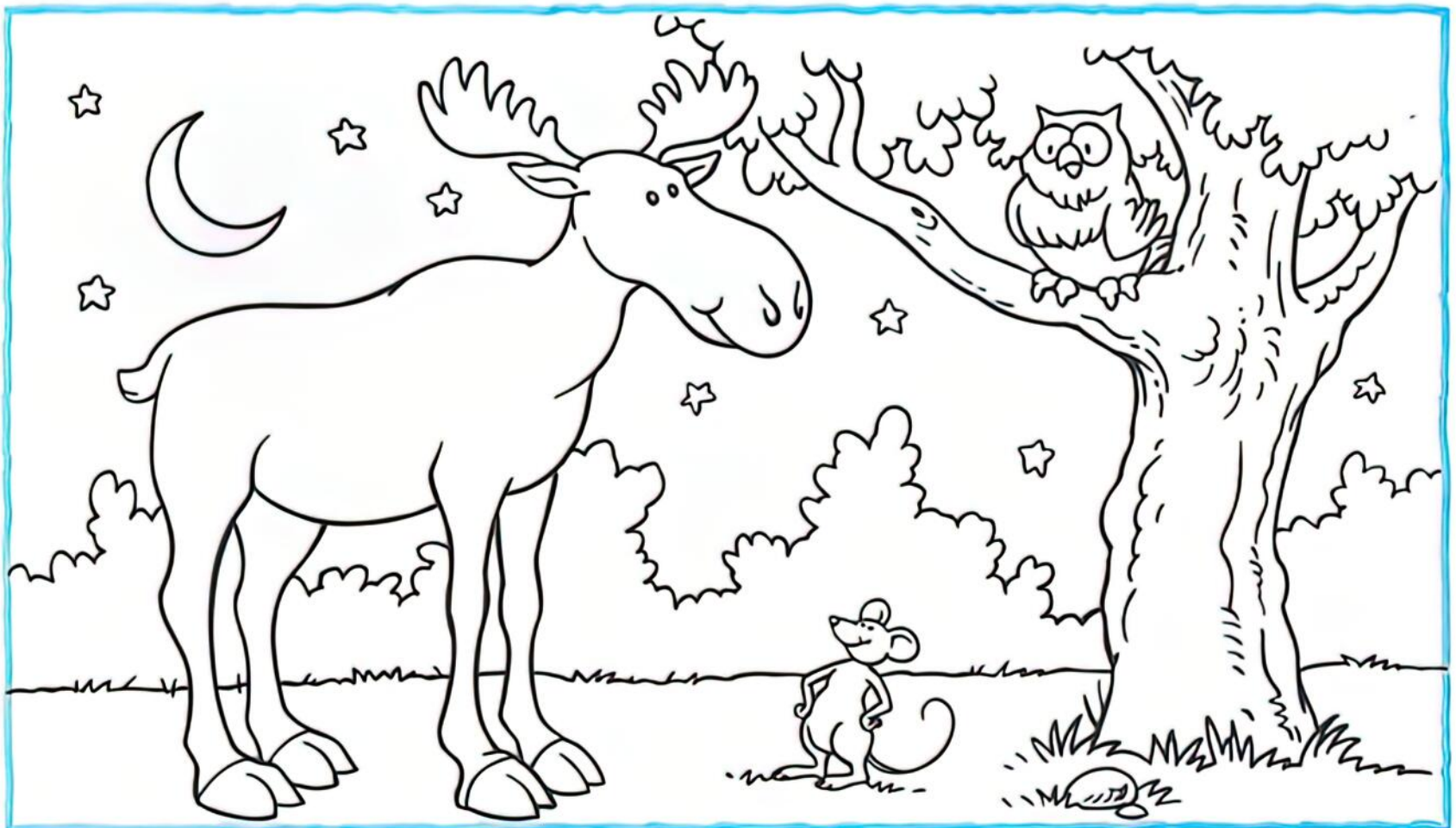
◆ **Directions:** Trace the letter. Write it on the line.



M

m

◆ **Directions:** Color the pictures whose names begin with the sound of **m**.





Write and Hear Ss

Name _____

S and s are letter partners.

Sock begins with the sound of Ss.

♦ **Directions:** Trace the letter. Write it on the line.



S

s

♦ **Directions:** Circle the socks with pictures whose names begin with the sound of s.





Write and Hear Tt

Name _____

T and t are letter partners.

Tiger begins with the sound of Tt.



♦ **Directions:** Trace the letter. Write it on the line.

T

t

♦ **Directions:** Color the pictures whose names begin with the sound of t.



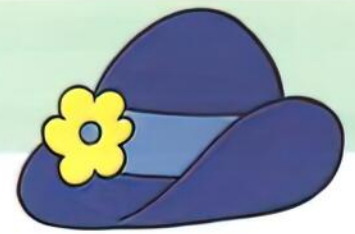


Write and Hear Hh

Name _____

H and h are letter partners.

Hat begins with the sound of Hh.

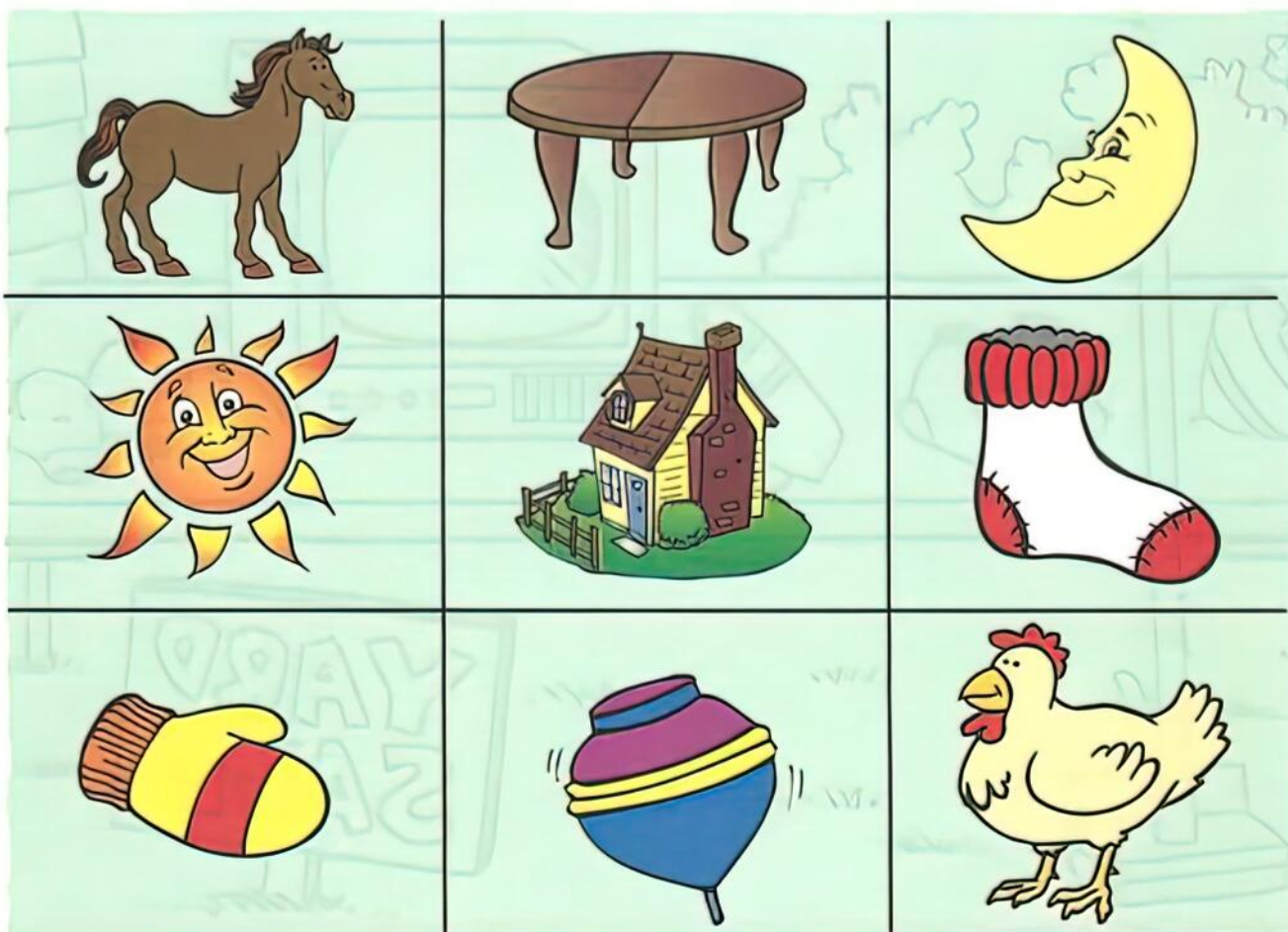


♦ **Directions:** Trace the letter. Write it on the line.

H

h

♦ **Directions:** Play Tic-Tac-Toe. Find three pictures in a row whose names begin with the sound of h. Draw a line through them.





Write and Hear Kk

_____ Name _____

K and k are letter partners.

Kitten begins with the sound of Kk.

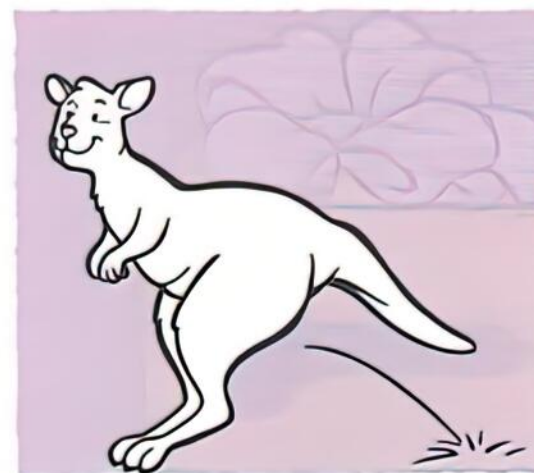
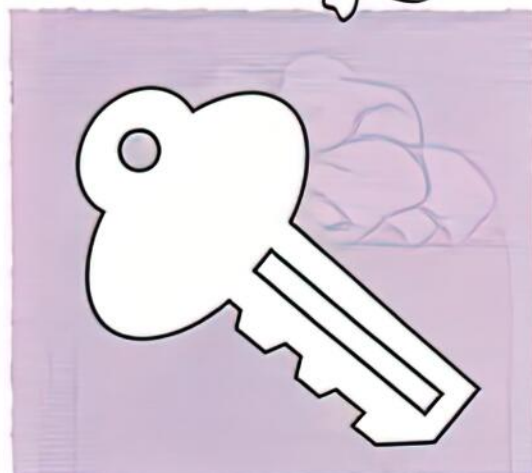
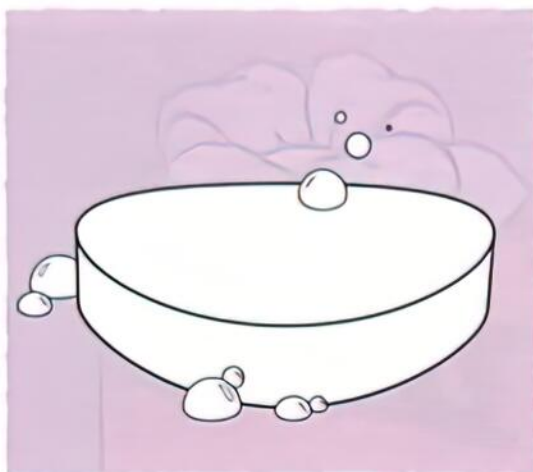


♦ **Directions:** Trace the letter. Write it on the line.

K

k

♦ **Directions:** Color the pictures whose names begin with the sound of k.



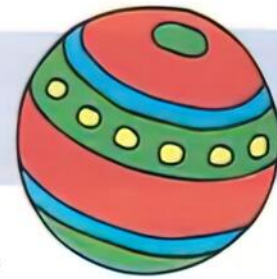


Write and Hear Bb

Name _____

B and **b** are letter partners.

Ball begins with the sound of **Bb**.

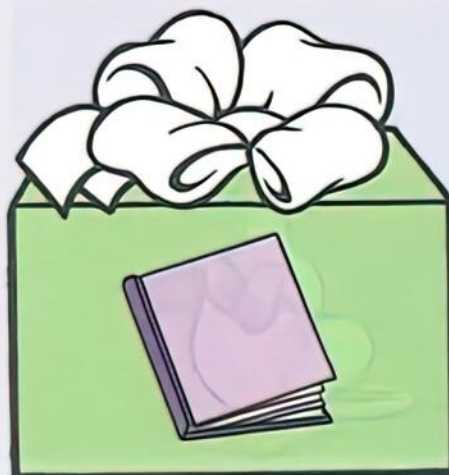
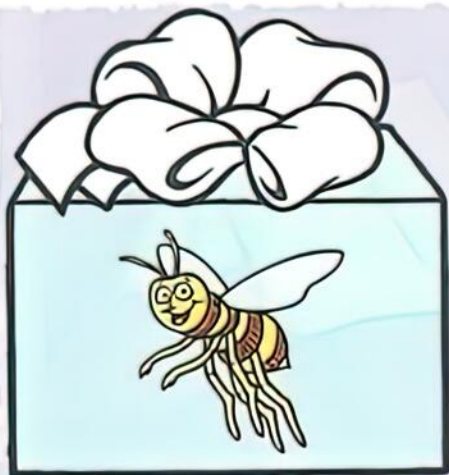


♦ **Directions:** Trace the letter. Write it on the line.

B

b

♦ **Directions:** Color the bow if the name of the picture on the box begins with the sound of **b**.





Write and Hear Ff

_____ Name

F and f are letter partners.

Fox begins with the sound of Ff.

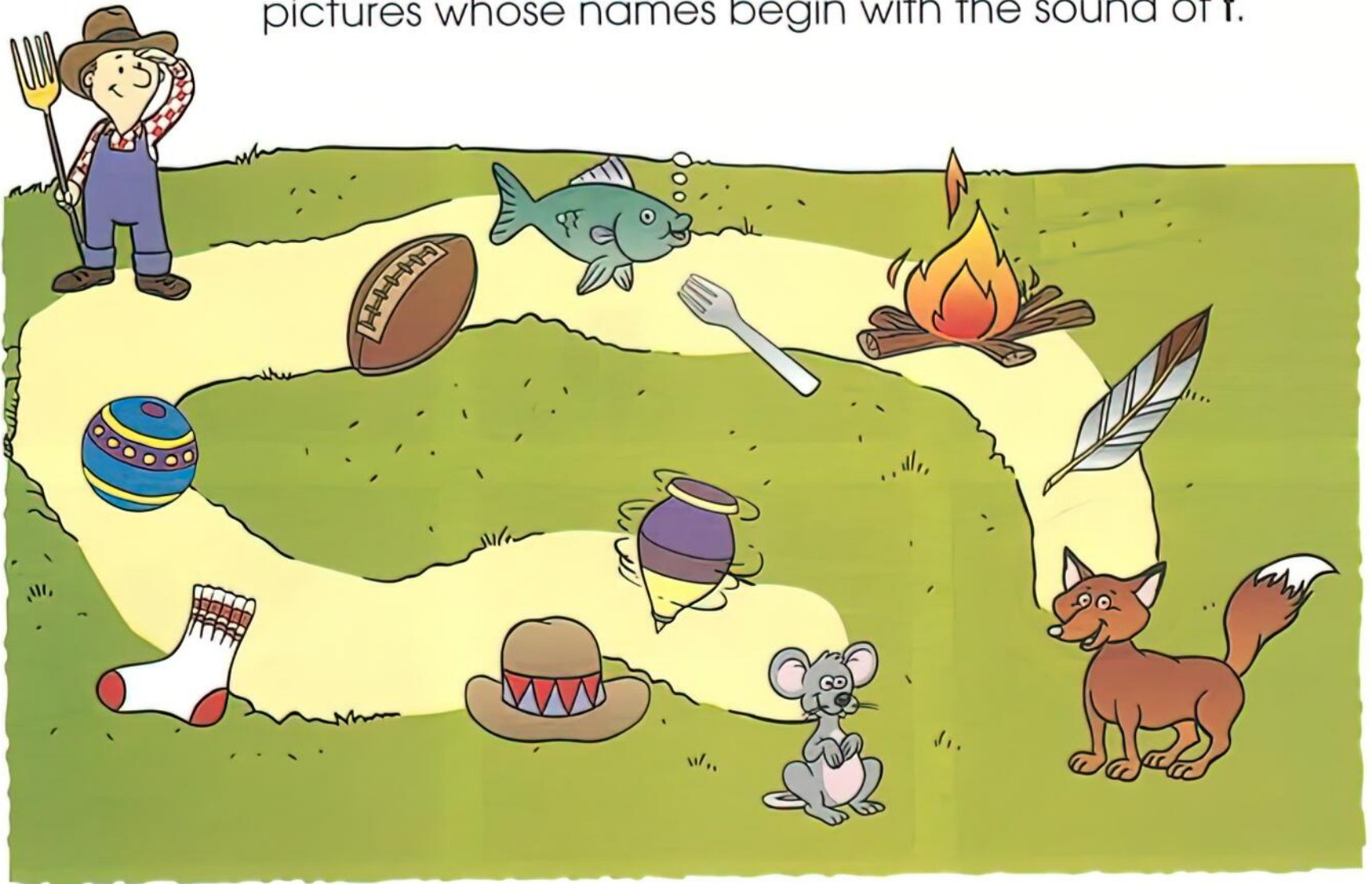
◆ **Directions:** Trace the letter. Write it on the line.



F

f

◆ **Directions:** Help the farmer find the fox. Draw a line through the pictures whose names begin with the sound of f.



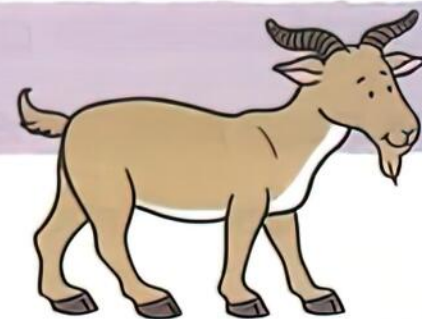


Write and Hear Gg

Name _____

G and **g** are letter partners.

Goat begins with the sound of **Gg**.

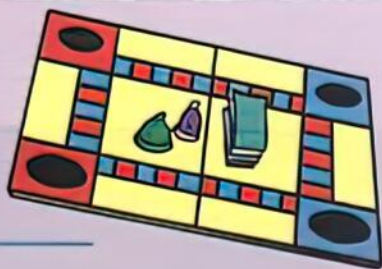


♦ **Directions:** Trace the letter. Write it on the line.

G

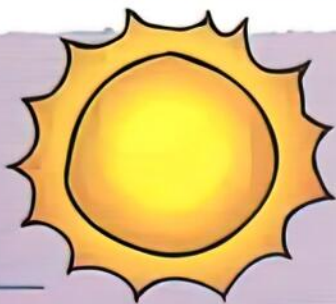
g

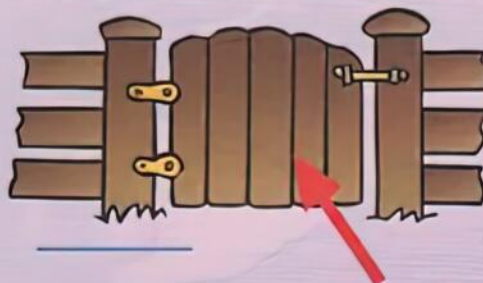
♦ **Directions:** Write **g** if the name of the picture begins with the sound of **g**.

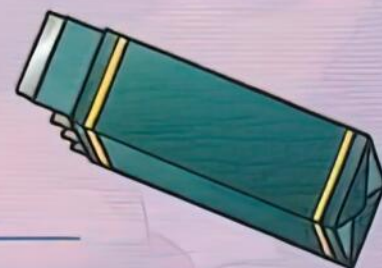














Write and Hear Ll

Name _____

L and l are letter partners.

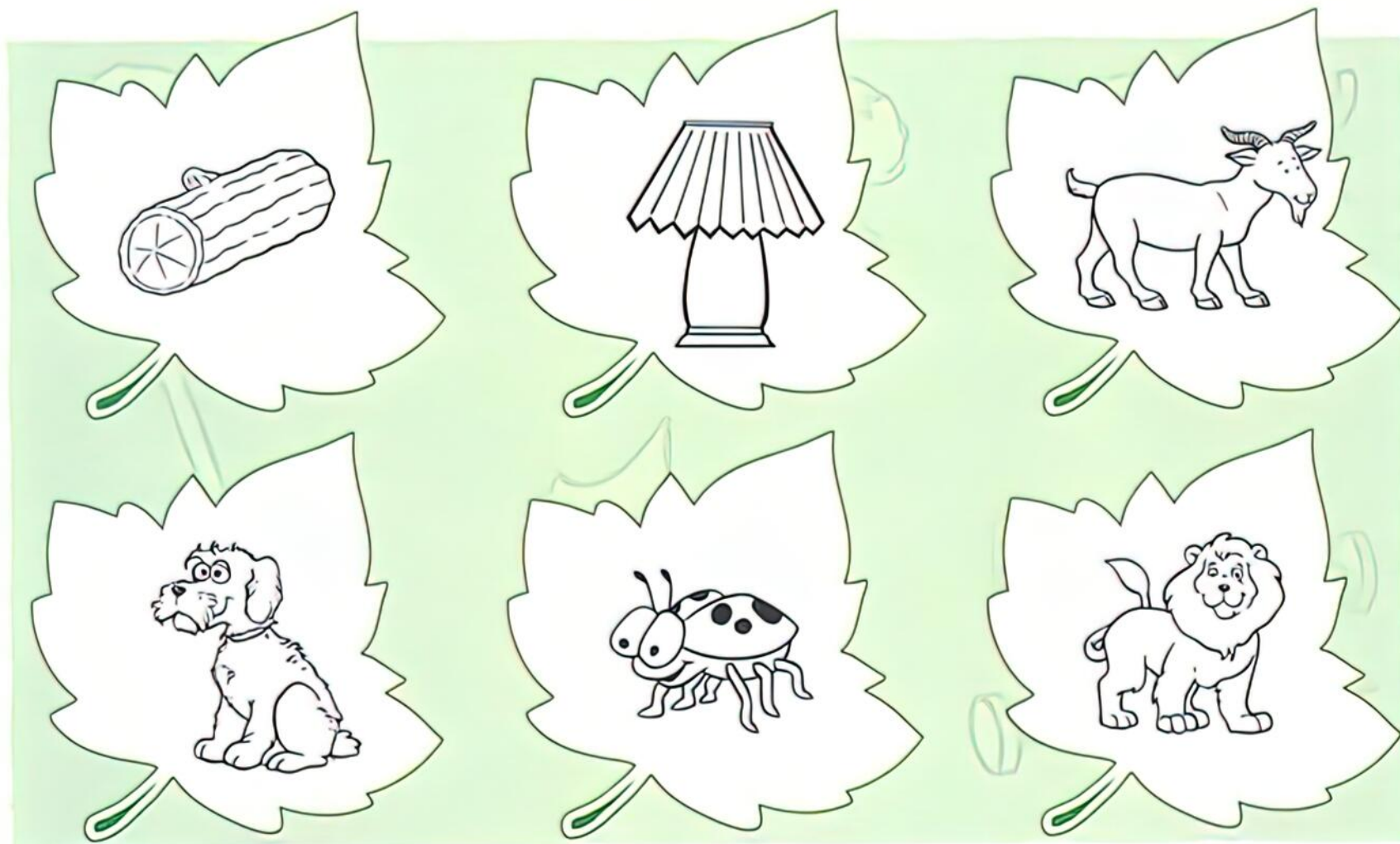
Leaf begins with the sound of Ll.

♦ **Directions:** Trace the letter. Write it on the line.



Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The first set has a large uppercase 'L' at the beginning for tracing.

♦ **Directions:** Color the leaves with pictures whose names begin with the sound of l.





Write and Hear Nn

Name _____

N and **n** are letter partners.

Nest begins with the sound of **Nn**.

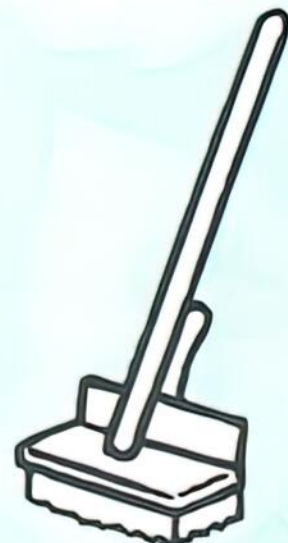
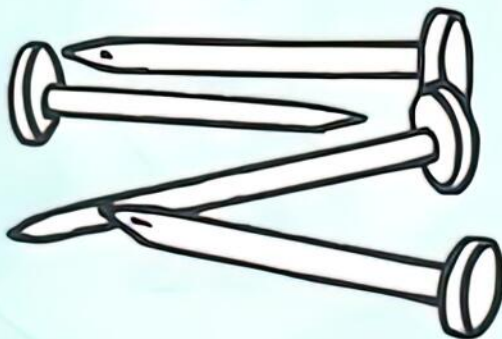
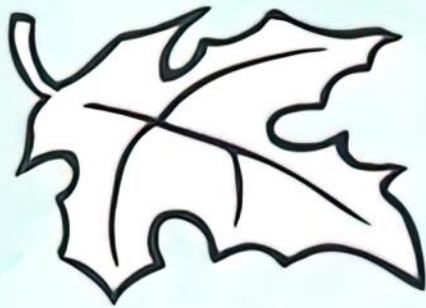


♦ **Directions:** Trace the letter. Write it on the line.

N

n

♦ **Directions:** Color those pictures whose names begin with the sound of **n**.





Write and Hear Dd

Name _____

D and **d** are letter partners.

Desk begins with the sound of **Dd**.

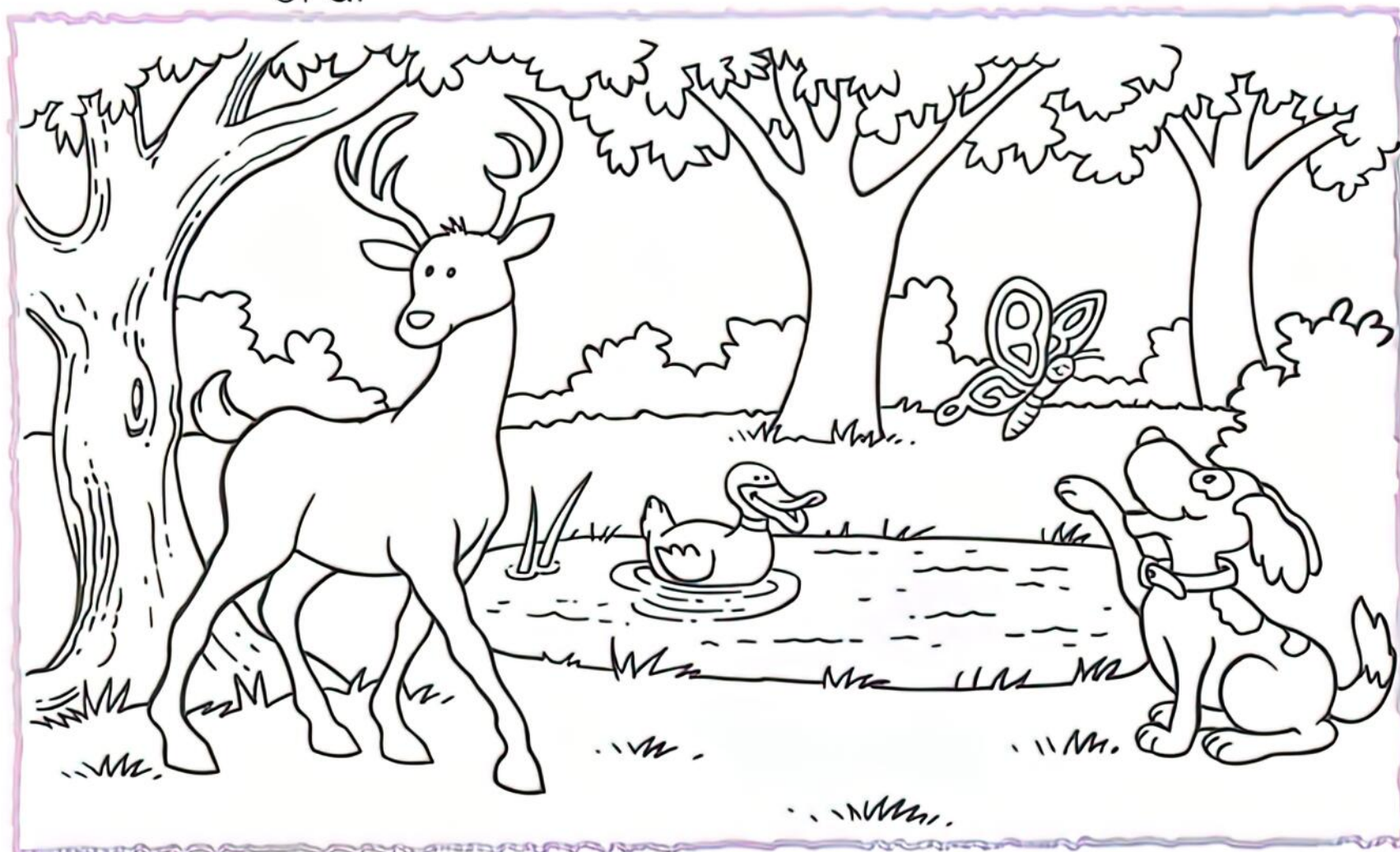


◆ **Directions:** Trace the letter. Write it on the line.

D

d

◆ **Directions:** Color the pictures whose names begin with the sound of d.





Write and Hear Ww

Name _____

W and w are letter partners.

Window begins with the sound of Ww.

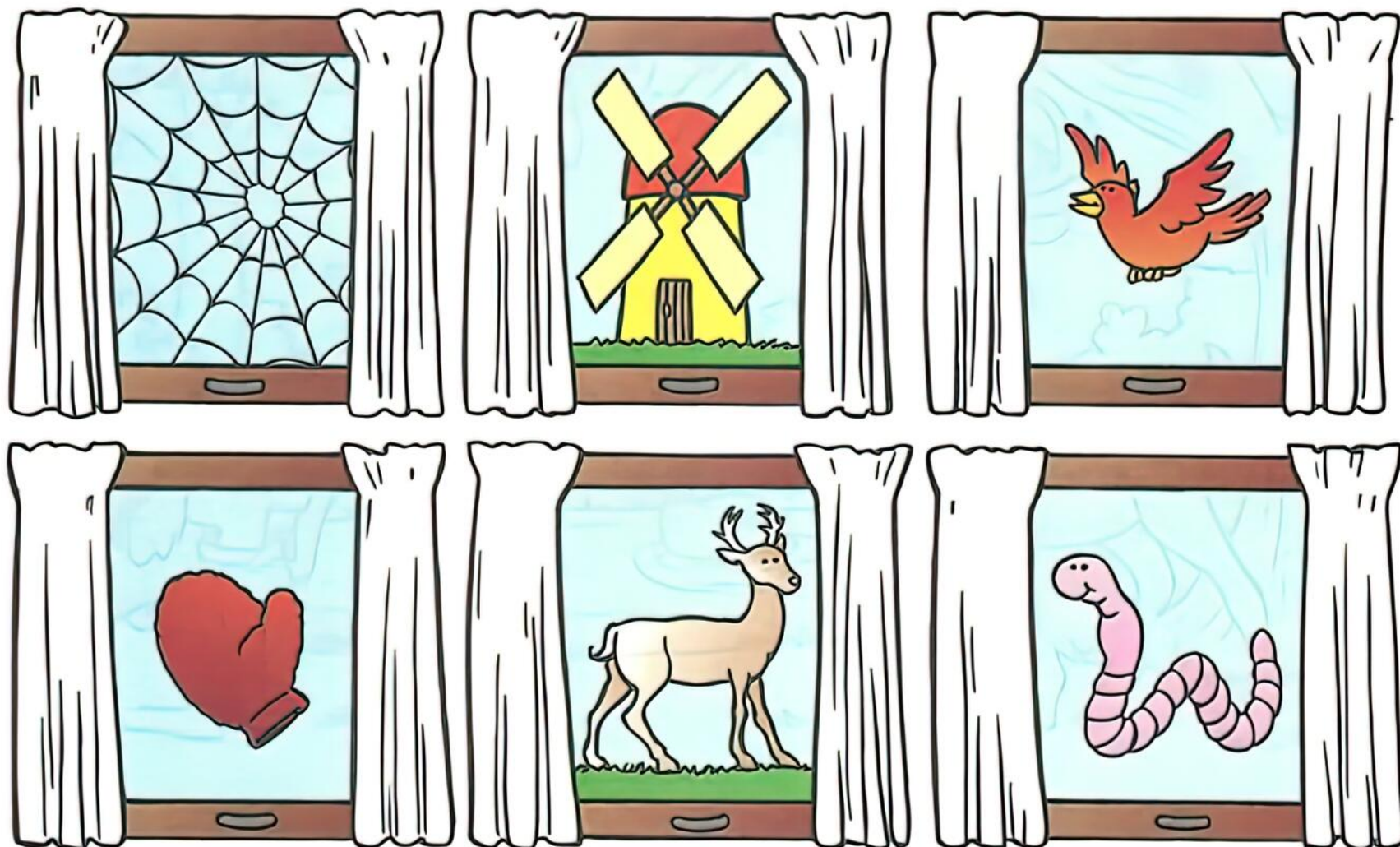
♦ **Directions:** Trace the letter. Write it on the line.



W

w

♦ **Directions:** Color the curtains if the name of the picture begins with the sound of w.





Write and Hear Cc

Name _____

C and c are letter partners.

Cap begins with the sound of Cc.

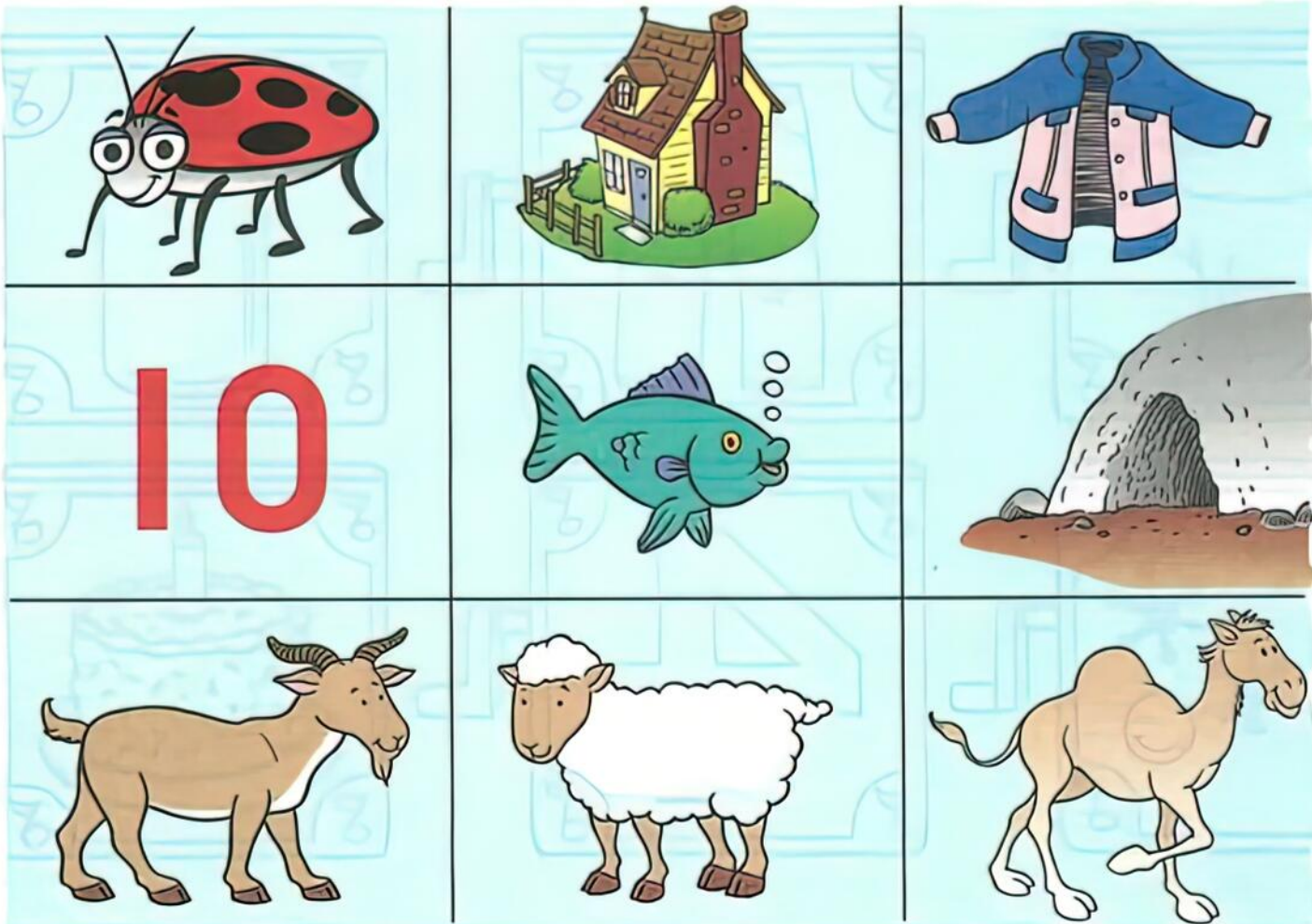


♦ **Directions:** Trace the letter. Write it on the line.

C

C

♦ **Directions:** Play Tic-Tac-Toe. Find three pictures in a row whose names begin with the sound of c. Draw a line through them.





Write and Hear Jj

Name _____

J and j are letter partners.

Jacket begins with the sound of Jj.

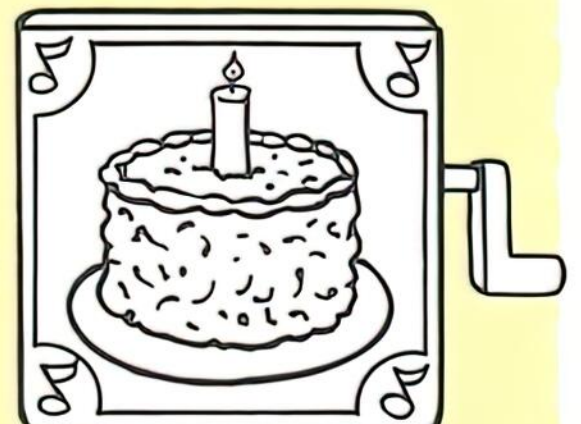
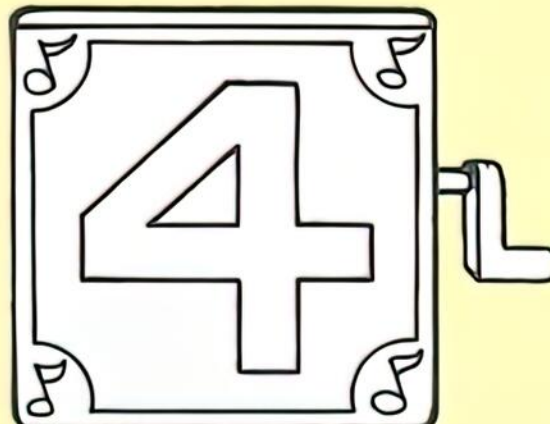
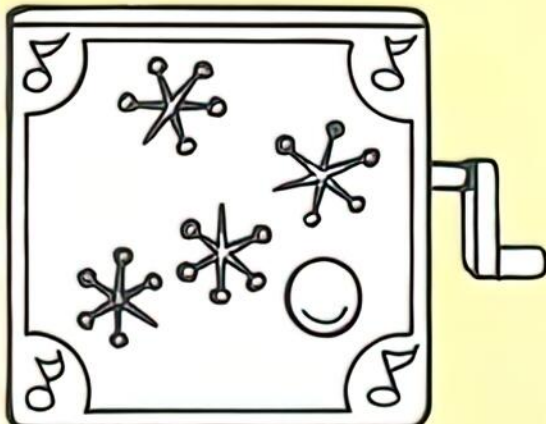
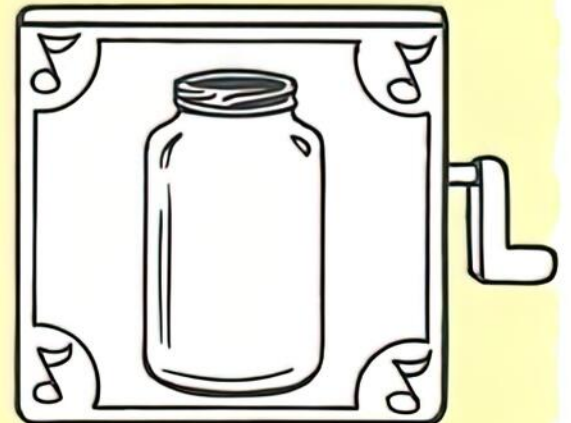
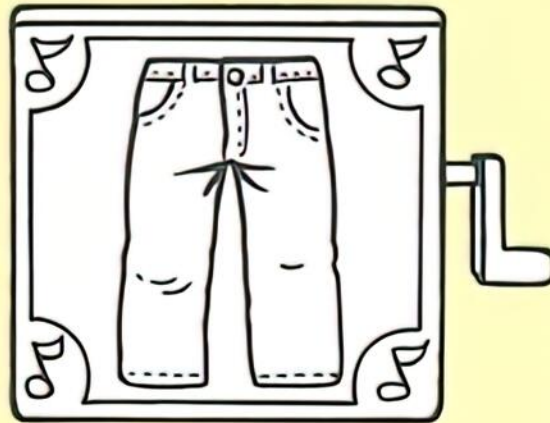
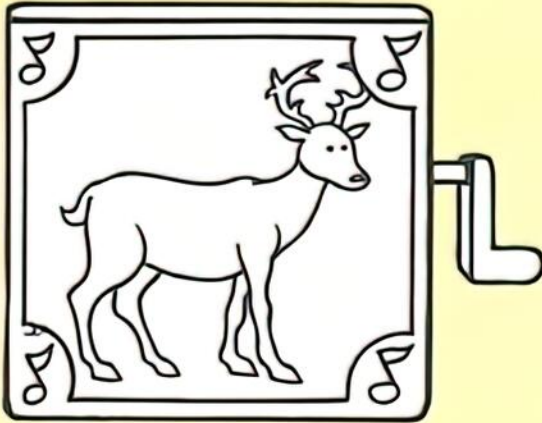


♦ **Directions:** Trace the letter. Write it on the line.

J

j

♦ **Directions:** Color the jack-in-the-box if the name of its picture begins with the sound of j.





Write and Hear Rr

Name

R and **r** are letter partners.

Ring begins with the sound of **Rr**.

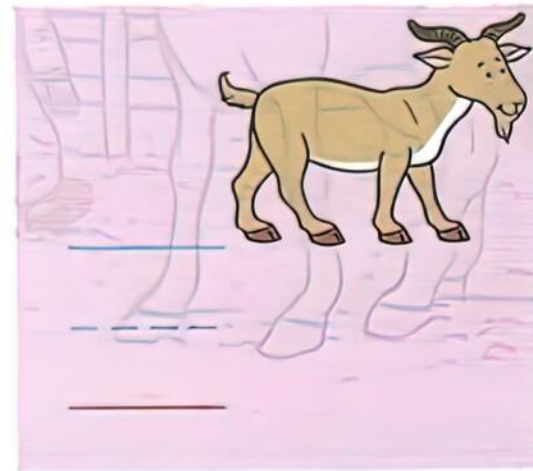
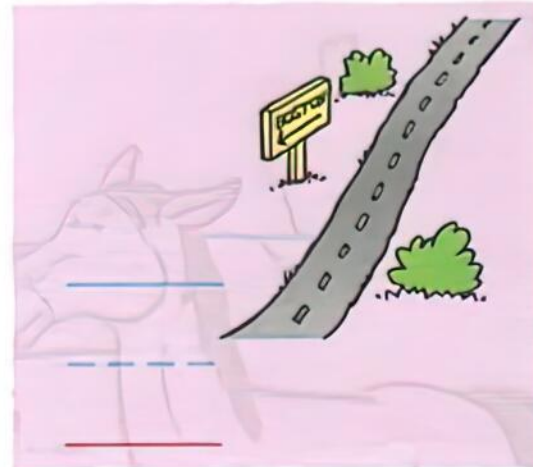
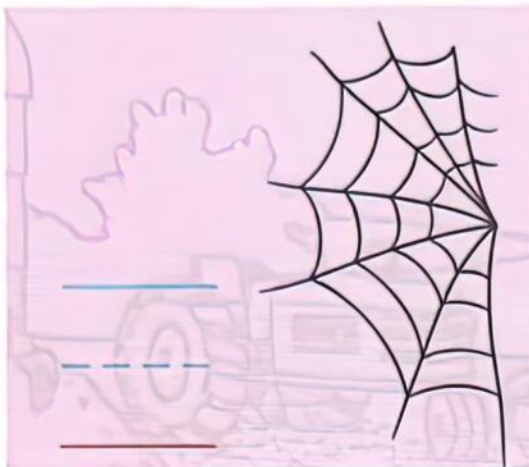
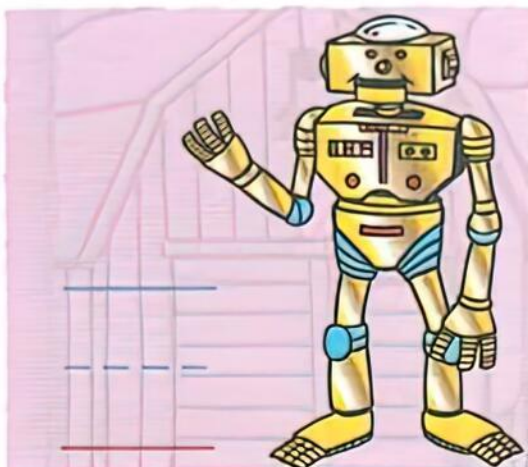
♦ **Directions:** Trace the letter. Write it on the line.



R

r

♦ **Directions:** Write **r** on the line if the name of the picture begins with the sound of **r**.





Write and Hear Pp

_____ Name

P and p are letter partners.

Pen begins with the sound of Pp.

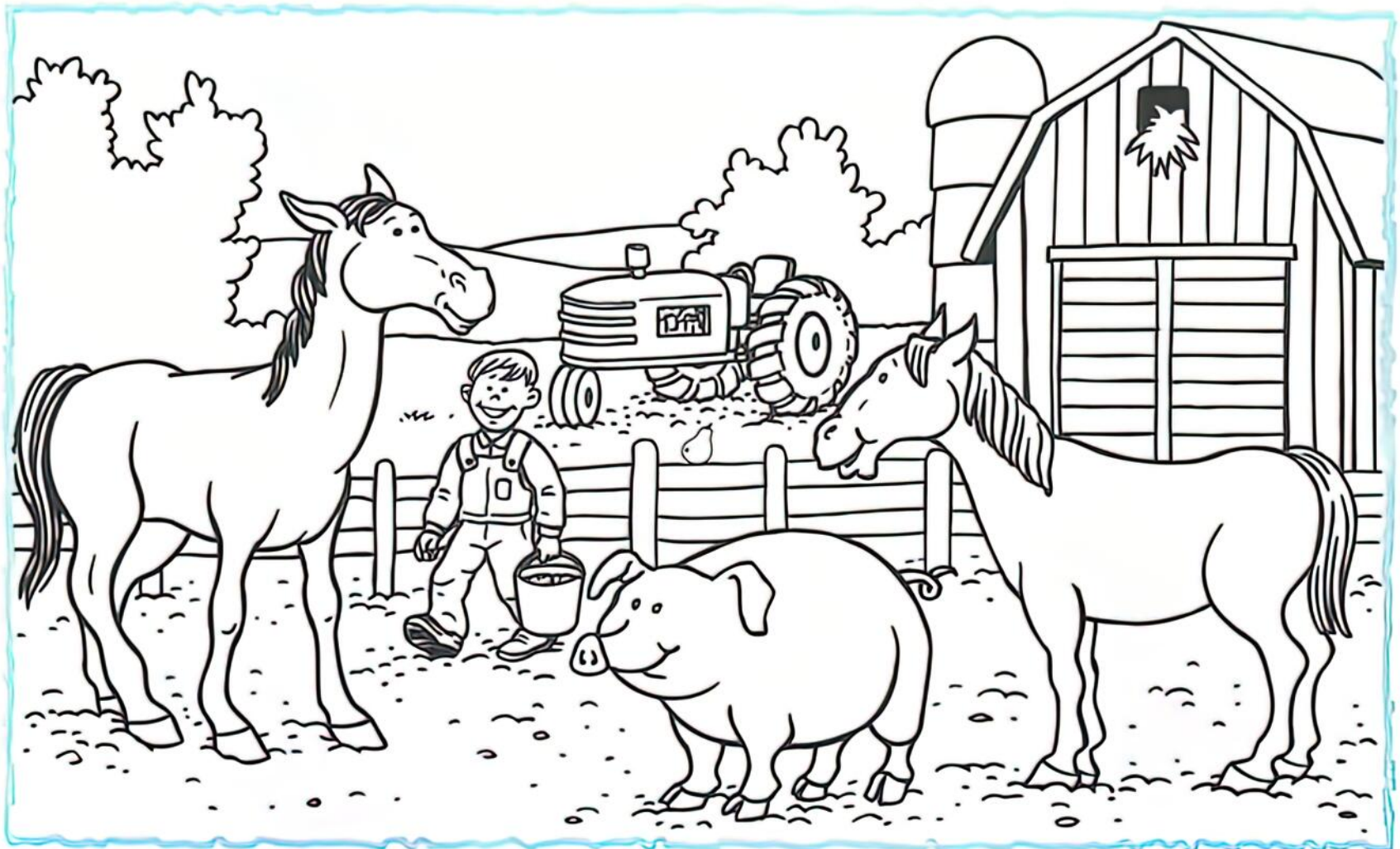
♦ **Directions:** Trace the letter. Write it on the line.



P

p

♦ **Directions:** Color the pictures whose names begin with the sound of p.





Write and Hear Vv

_____ Name

V and v are letter partners.

Vase begins with the sound of Vv.

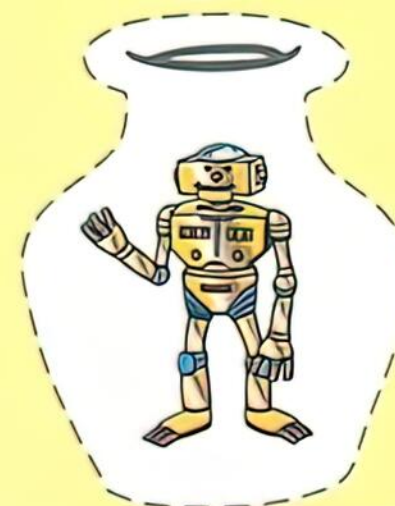
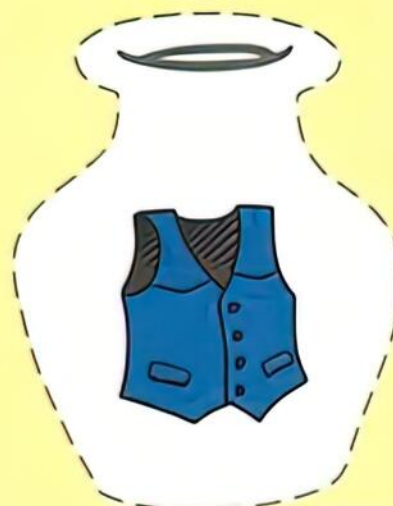
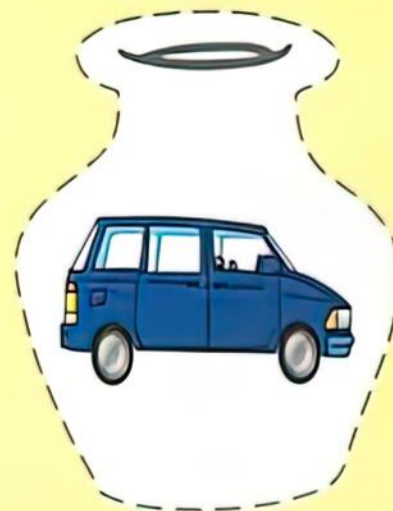
♦ **Directions:** Trace the letter. Write it on the line.



V

v

♦ **Directions:** Trace the vases with pictures whose names begin with the sound of v. Use a crayon.



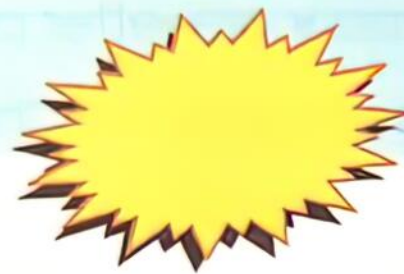


Write and Hear Yy

Name _____

Y and y are letter partners.

Yellow begins with the sound of **Yy**.

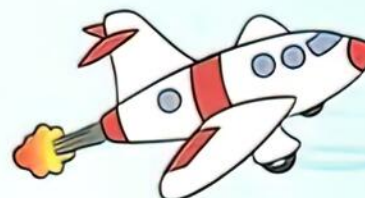
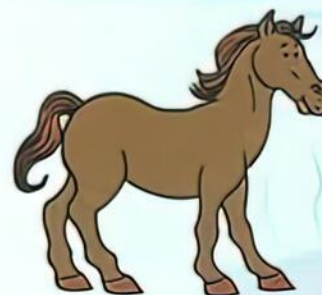


♦ **Directions:** Trace the letter. Write it on the line.

Y

y

♦ **Directions:** Play Tic-Tac-Toe. Find three pictures in a row whose names begin with the sound of **y**. Draw a line through them.





Write and Hear Zz

Name _____

Z and z are letter partners.

Zero begins with the sound of Zz.

◆ **Directions:** Trace the letter. Write it on the line.

0



Z

Z

◆ **Directions:** Help the zebra find the zoo. Connect all the pictures whose names begin with the sound of z from the zebra to the zoo.



2

0





Write and Hear Qq

Name _____

Q and q are letter partners.

Queen begins with the sound of Qq.

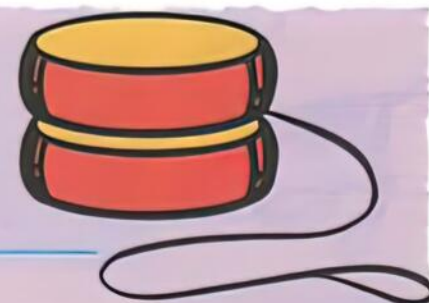


♦ **Directions:** Trace the letter. Write it on the line.

Q

q

♦ **Directions:** Write **q** on the line if the name in the picture begins with the sound of **q**.

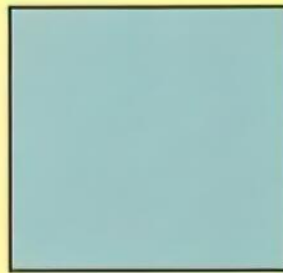




Match Letters and Sounds

Name

- ◆ **Directions:** Cut out each letter at the bottom of the page. Find the picture whose name begins with the sound of that letter. Glue the letter in the box beside the picture.



z

d

t

w

c

r



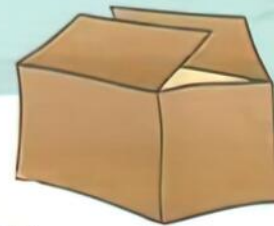
Write and Hear Xx

_____ Name

X and x are letter partners.

Box ends with the sound of Xx.

♦ **Directions:** Trace the letter. Write it on the line.

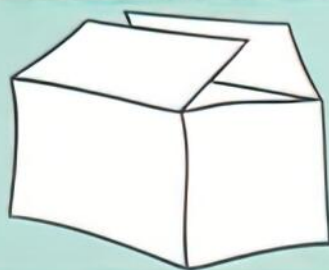


box

X

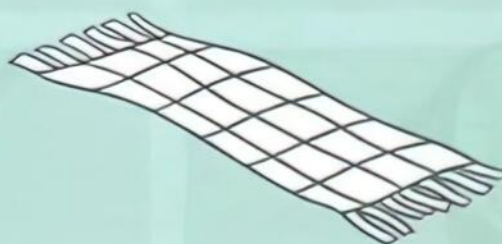
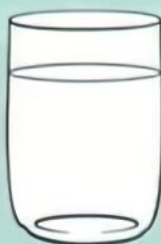
x

♦ **Directions:** Look at the letter at the end of the row. Then, color the pictures whose names end with the sound of that letter. Circle the pictures whose names end with x.

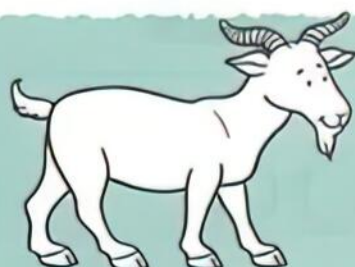


6

x



s



t



How Does It End?

_____ Name _____

◆ **Directions:** Write a letter from the box to complete each word.



m k b n p r l d g



dru _____



sta _____



be _____



ta _____



bi _____



lo _____



fa _____



mo _____



boo _____



In the Middle

Name

♦ **Directions:** Say the name of each picture. Listen to the sound in the middle of the word. Fill in the circle beside the letter that stands for that sound.



- ☐ s
- ☐ b
- ☐ d



- ☐ t
- ☐ x
- ☐ l



- ☐ m
- ☐ z
- ☐ p



- ☐ t
- ☐ p
- ☐ k



- ☐ b
- ☐ x
- ☐ w



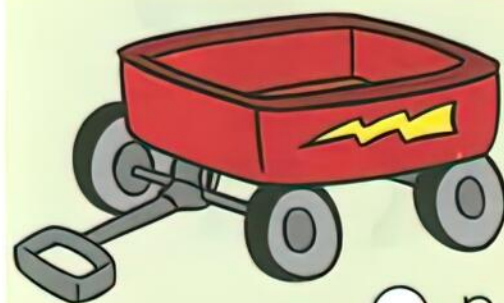
- ☐ m
- ☐ l
- ☐ p



- ☐ l
- ☐ s
- ☐ r



- ☐ m
- ☐ l
- ☐ k



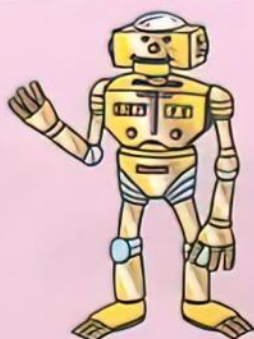
- ☐ p
- ☐ b
- ☐ g



Missing Middles

Name

◆ **Directions:** Write the missing letters.



ro ot



ti er



ca el



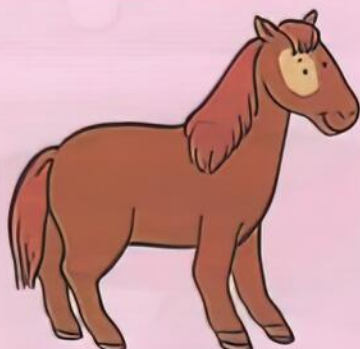
ba y

7

se en



sa ad



po y



dra on



me on



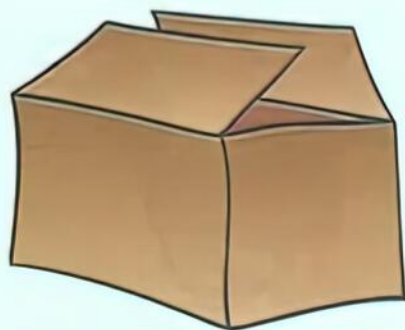
Consonant Review

Name

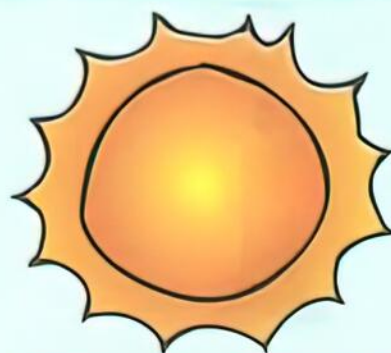
♦ **Directions:** One letter is missing in each word. Write the missing letter on the line.



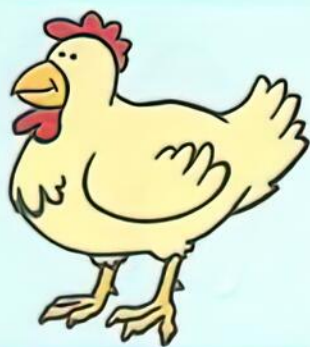
og



bo



un



he



tu ip



op



lo



lea



wa on



Consonant Review

Name

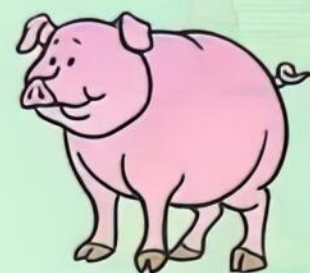
◆ **Directions:** Write all the missing consonants.



a



o



i



e



a



a

e



o a



a



a



Meet Short a

Name

Listen for the sound of short **a** in **van**.

♦ **Directions:** Trace the letter. Write it on the line.

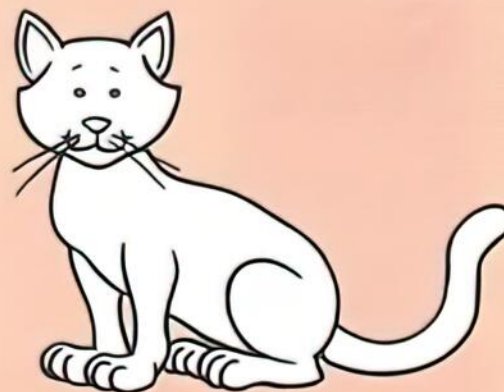
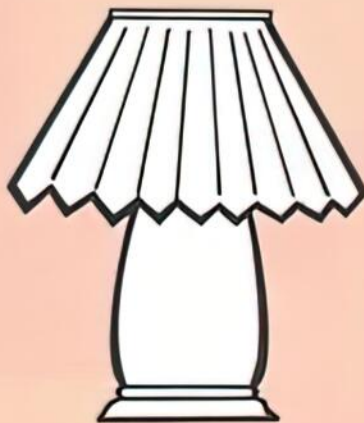
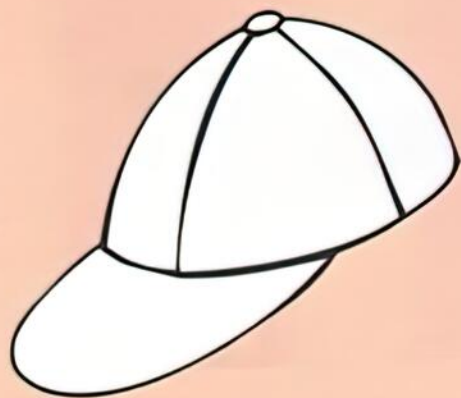


van

A

a

♦ **Directions:** Color the pictures whose names have the short **a** sound.

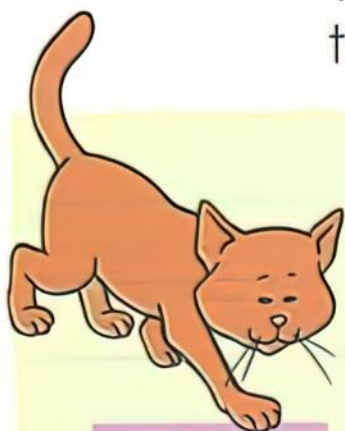




Short a Maze

Name

- ◆ **Directions:** Help the cat get to the bag. Connect all the pictures whose names have the short **a** sound from the cat to the bag.





Short a Picture Match

Name _____

- ◆ **Directions:** Cut out the cards. Read the words. Match the words and the pictures.



hat

van

bat

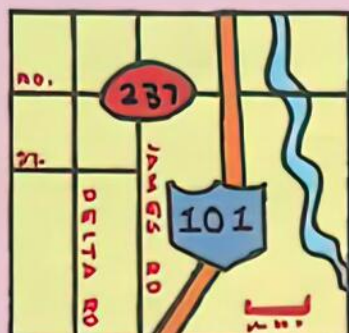
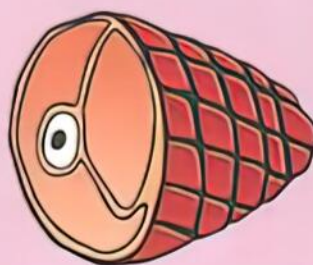
ham

bag

man

map

fan

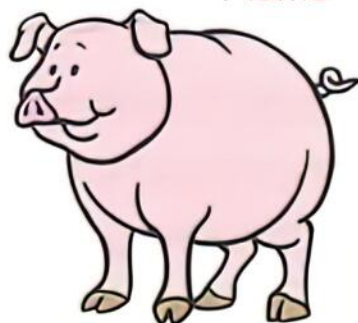




Meet Short i

Listen for the sound of short i in **pig**.

♦ **Directions:** Trace the letter. Write it on the line.



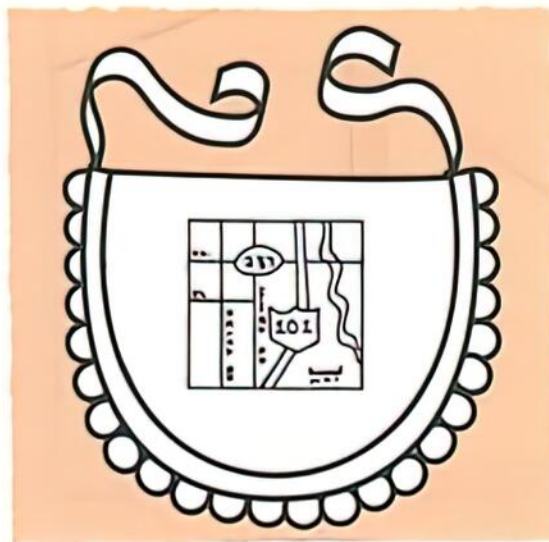
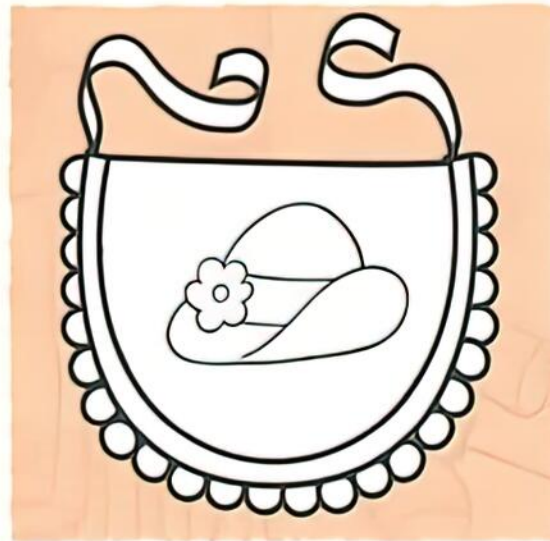
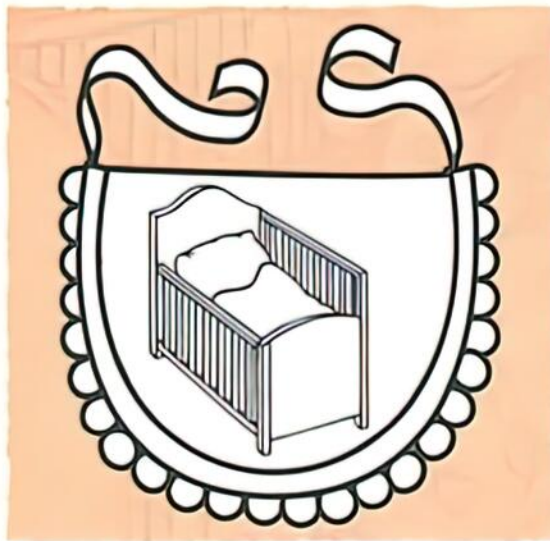
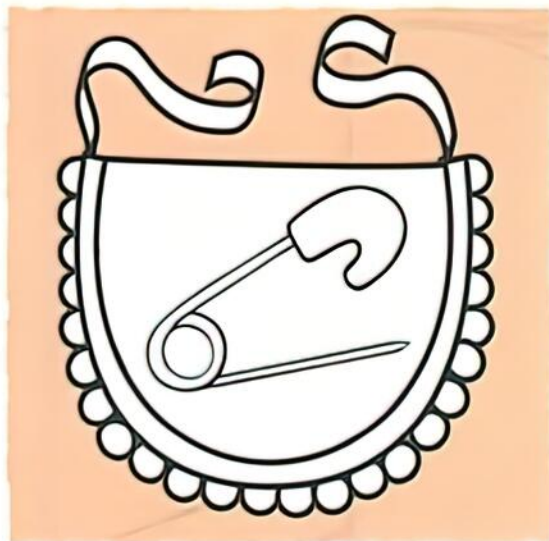
Name _____

pig

I

i

♦ **Directions:** Say the name of each picture. Color the trim on the bib if the name has the short i sound.





Read and Color Short i

_____ Name

- ◆ **Directions:** Say the name of each picture. Color the pictures whose names have the short i sound. The words in the box will give you hints.



milk

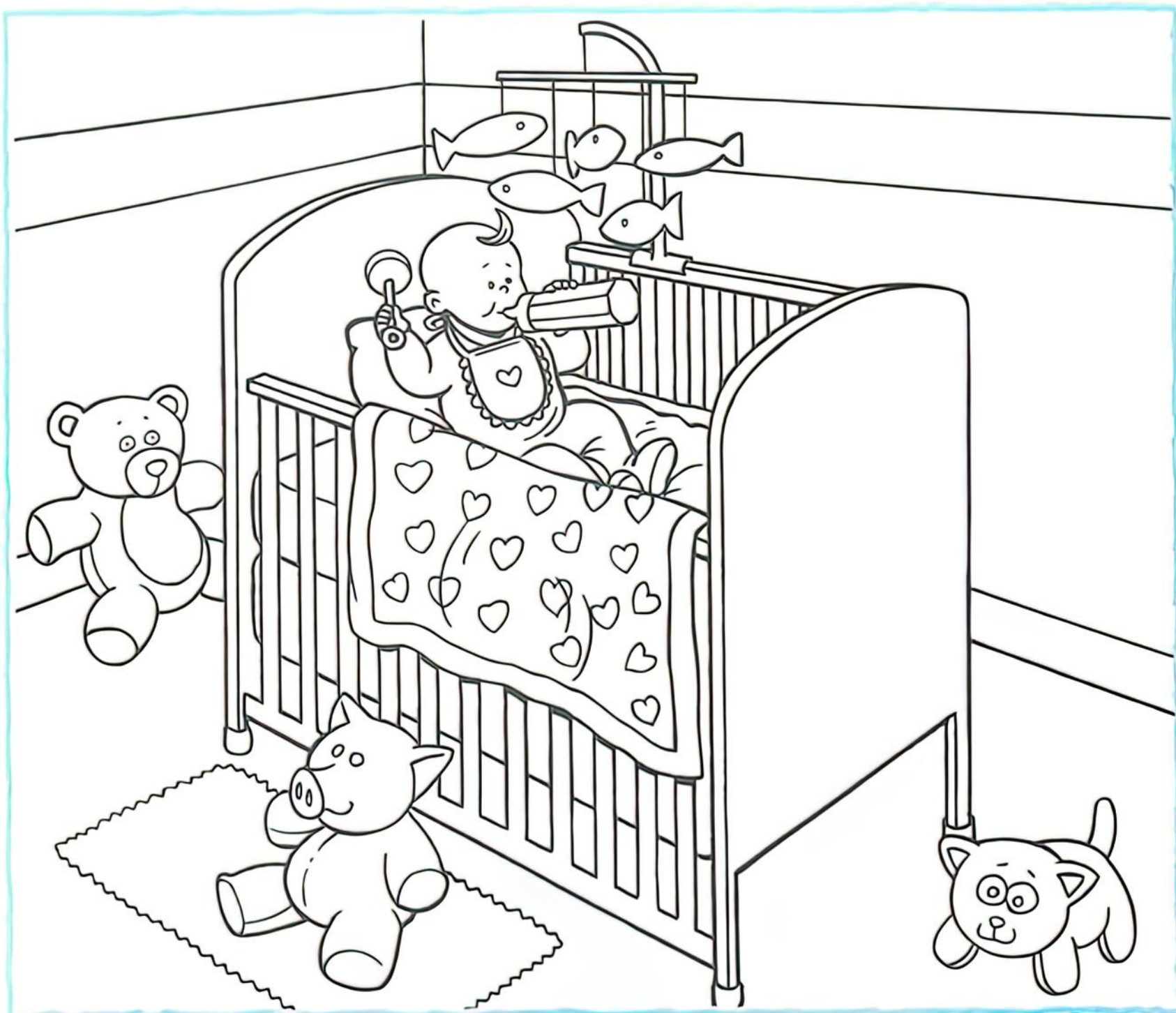
crib

bib

pig

kitten

fish

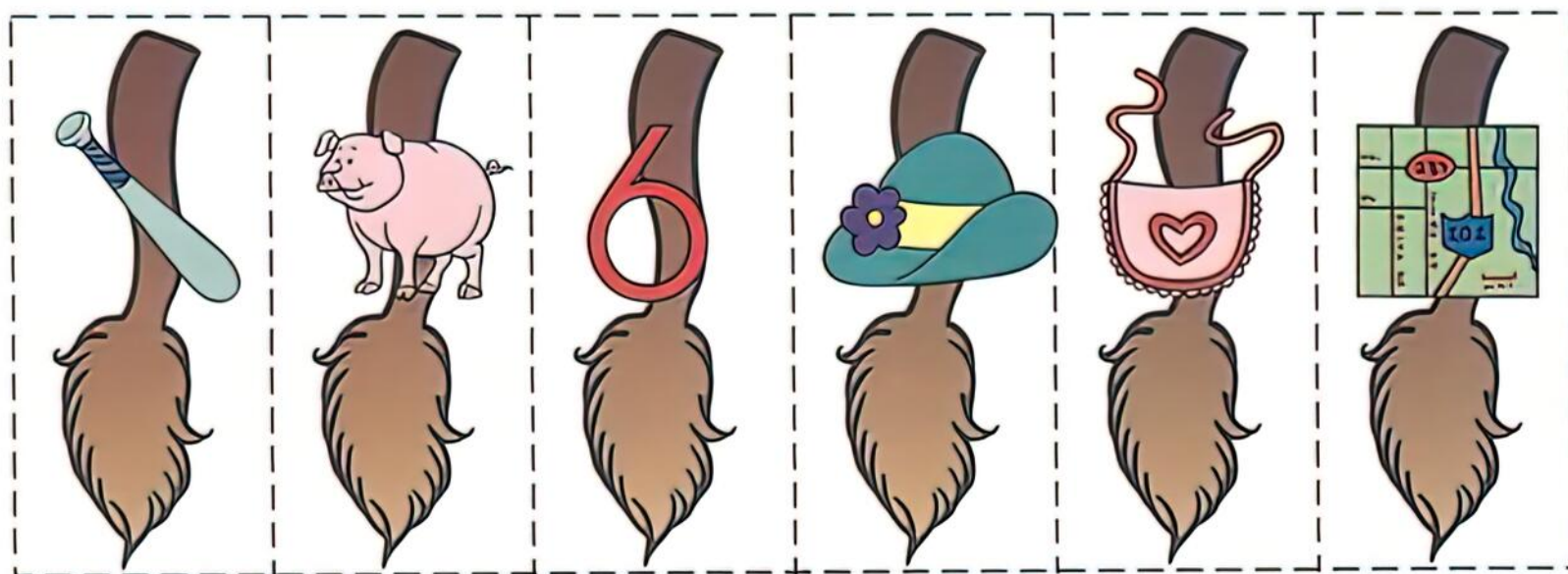
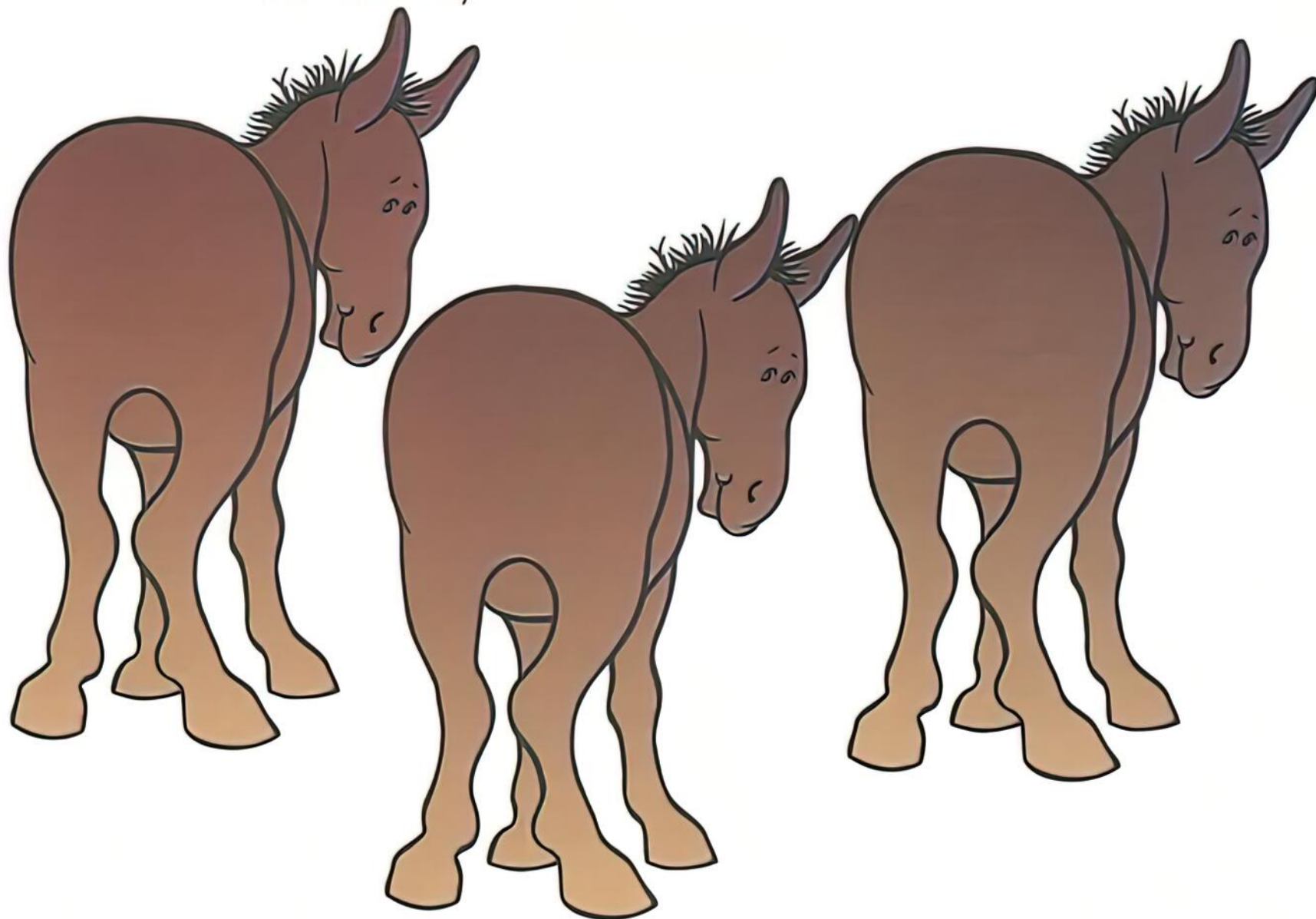




The Donkey's Tail

Name

- ♦ **Directions:** Find the donkey tails with pictures whose names have the short i sound. Cut them out. Glue those tails onto the donkeys.





Meet Short u

Name

Listen for the sound of short **u** in **bug**.

◆ **Directions:** Trace the letter.
Write it on the line.

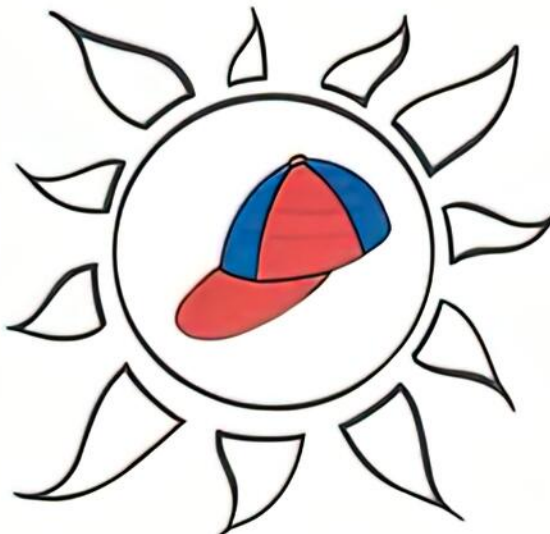
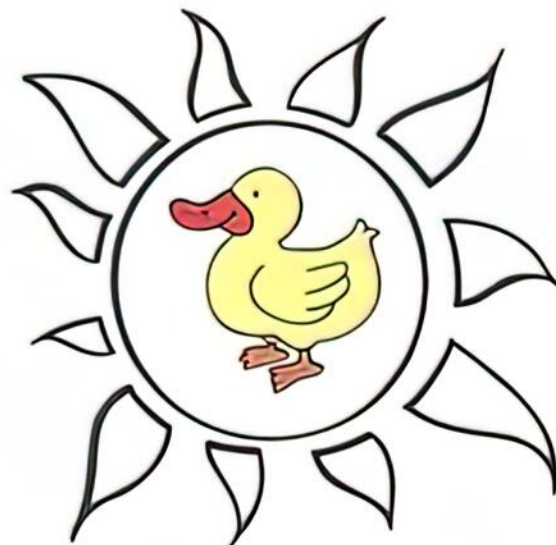
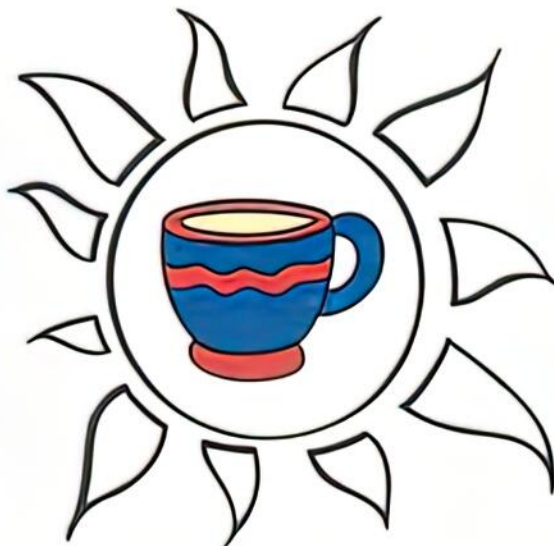
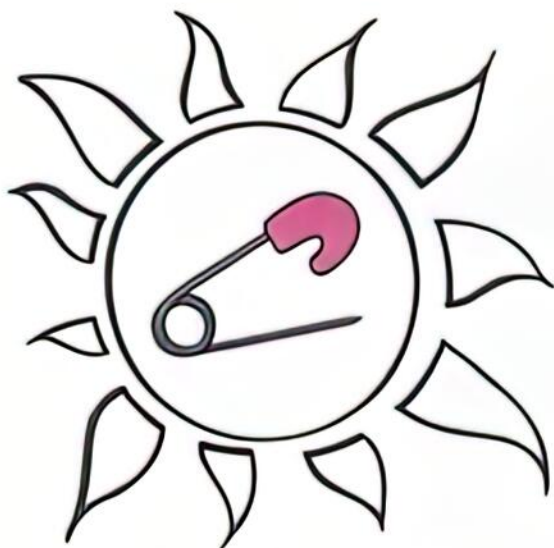


bug

u

u

◆ **Directions:** Say the name of each picture. Color the sun yellow if you hear the short **u** sound in the name.

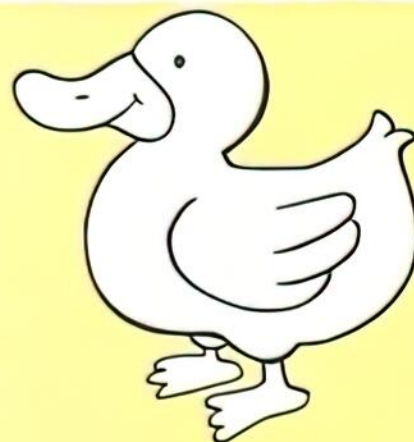
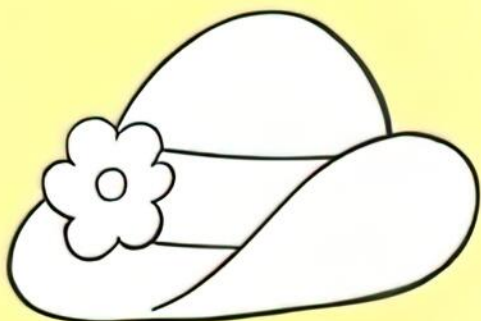
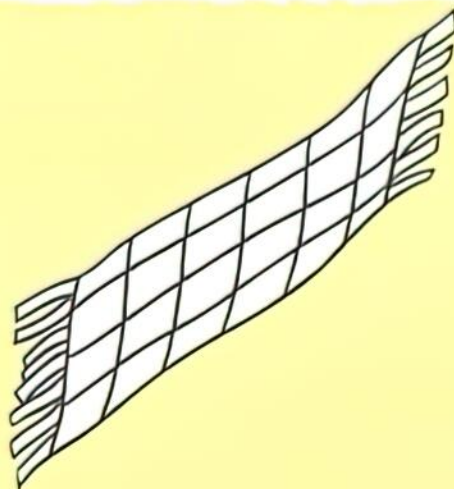
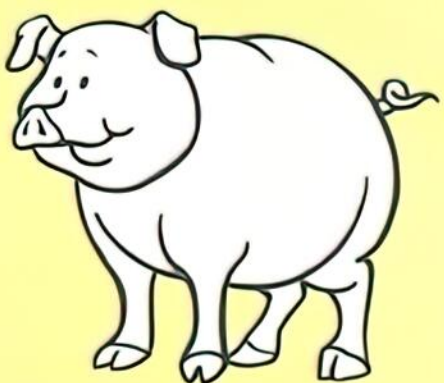




Short u Tic-Tac-Toe

Name

- ♦ **Directions:** Color the pictures whose names have the short **u** sound. Then, play Tic-Tac-Toe. Draw a line through three colored pictures in a row.

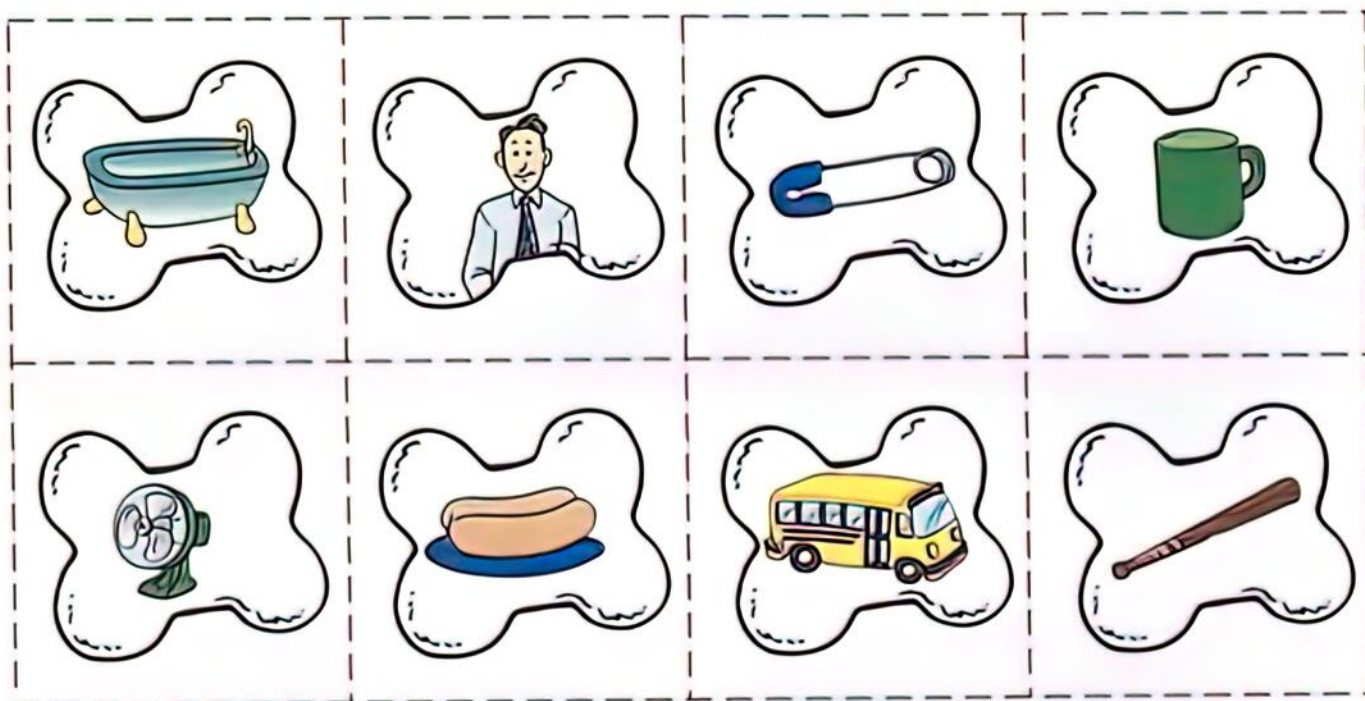
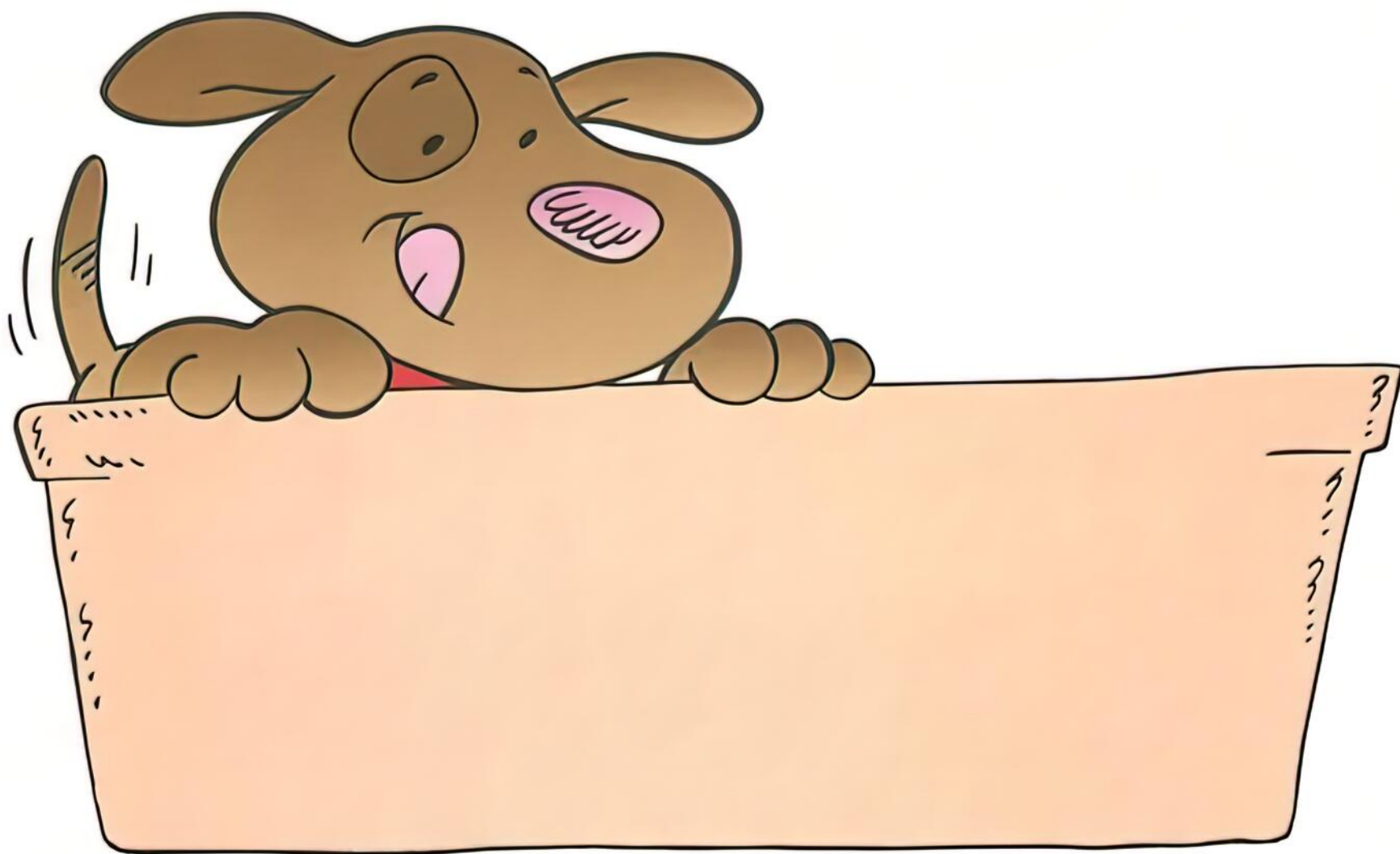




Feed the Pup

Name

- ◆ **Directions:** Cut out the picture cards. Say the name of each picture. If the name has the sound of short **u**, glue the card in the pup's bowl.





Meet Short o

Name

Listen for the sound of short o in fox.

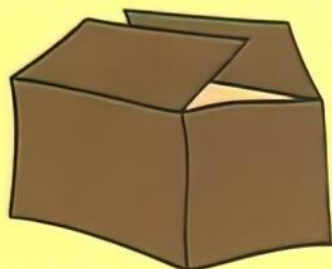
◆ **Directions:** Trace the letter.
Write it on the line.



fox



◆ **Directions:** Say the name of each picture. Write o under the picture if the name has the short o sound.











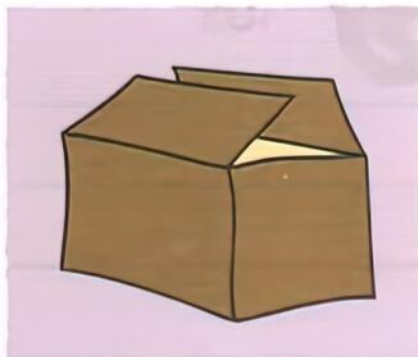




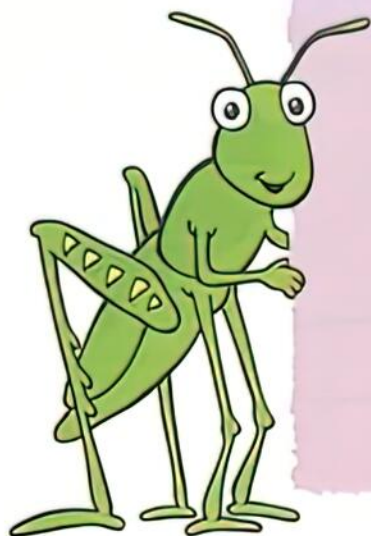
Find Short o Words

_____ Name

- ◆ **Directions:** Underline the pictures whose names have the short o sound.



- ◆ **Directions:** The words that match the underlined pictures above are hidden in this puzzle. Circle the words. They may go **across** or **down**.



I T L J B Z

M O O C O T

O P G U X U

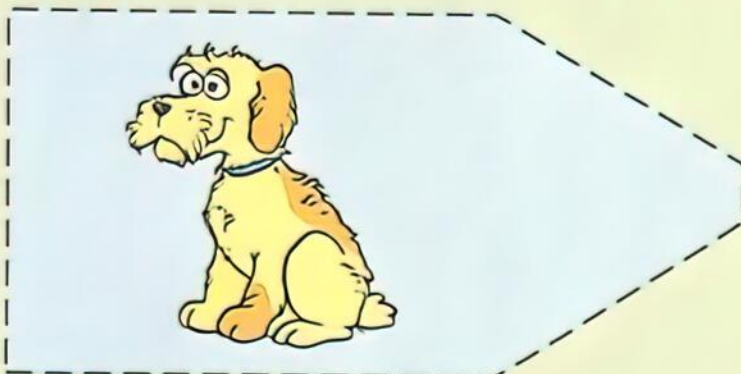
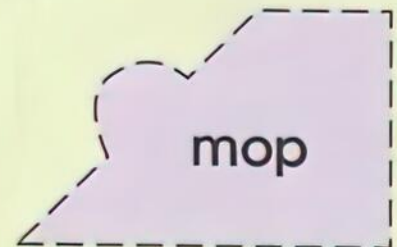
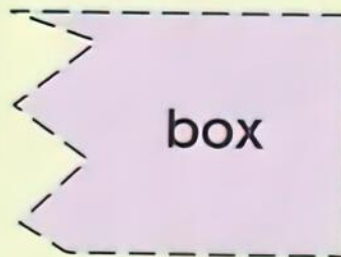
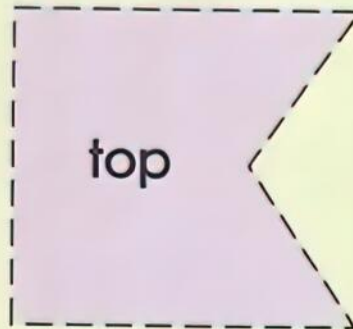
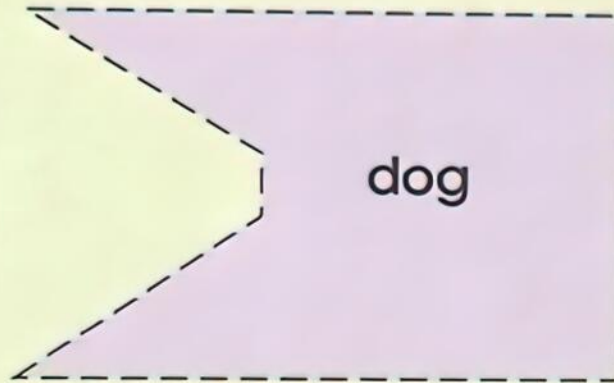
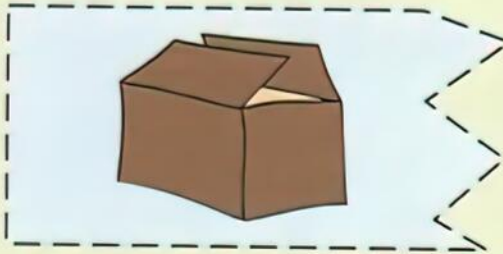
P D O G L P



Short o Puzzles

Name

- ◆ **Directions:** Cut out the puzzle pieces. Match each picture with its name.



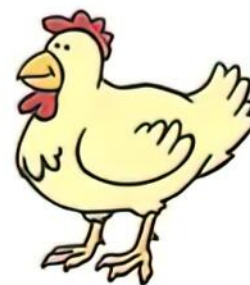


Meet Short e

Name

Listen for the sound of short **e** in **hen**.

- ♦ **Directions:** Trace the letter.
Write it on the line.

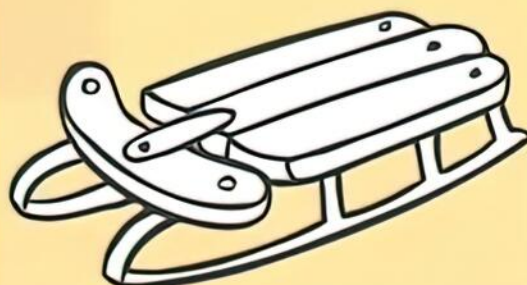
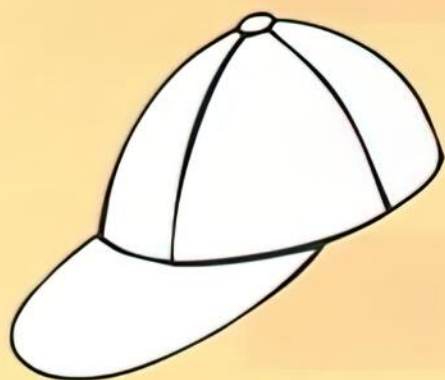


hen

E

e

- ♦ **Directions:** Color the pictures whose names have the short **e** sound.





A Matching Game

Name

◆ **Directions:** Draw a line to connect each picture with its matching short **e** word.

10



men

jet

hen

web

ten

bed





Short Vowel Scrapbook

Name

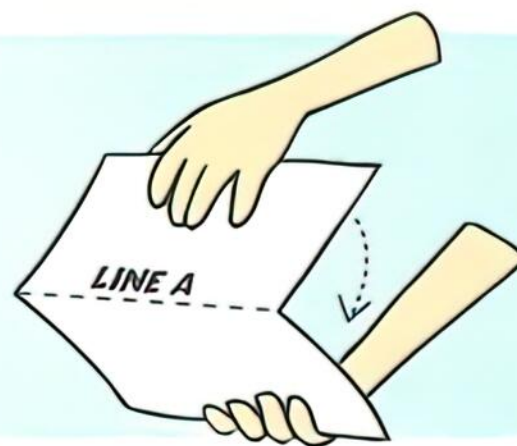
A Cut and Fold Book

- ♦ **Directions:** The pages of your Cut and Fold Book are on the back of this sheet. First, follow the directions below to make the book. Then, follow the directions on the small pages of your Cut and Fold Book. Show your *Short Vowel Scrapbook* to a family member or friend. Think of other words you could draw for each short vowel sound.

1. Tear the page out of the book.



2. Fold page along Line A so that the top meets the bottom. Make sure Line A is on the outside of the fold.



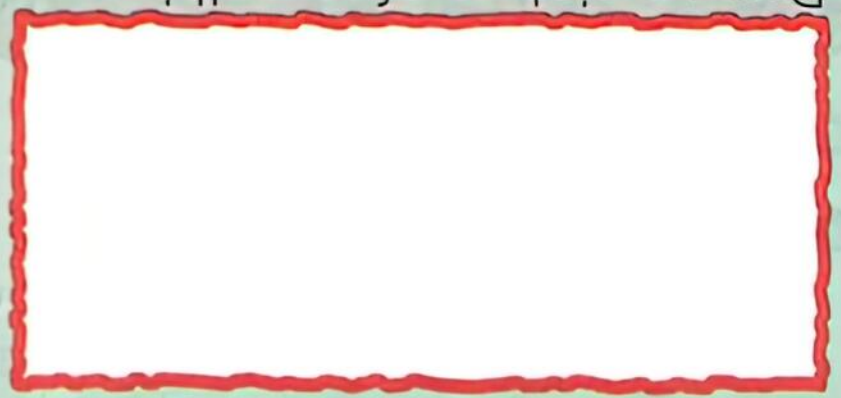
3. Fold along Line B to make the book.



2

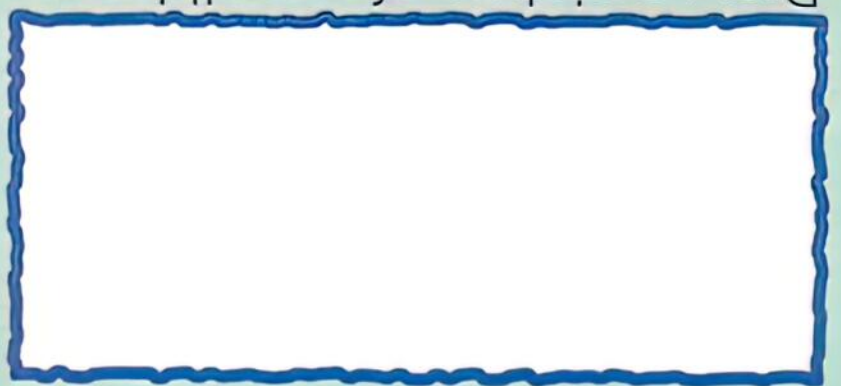
sound.

Draw a picture of something
whose name has the short **u**



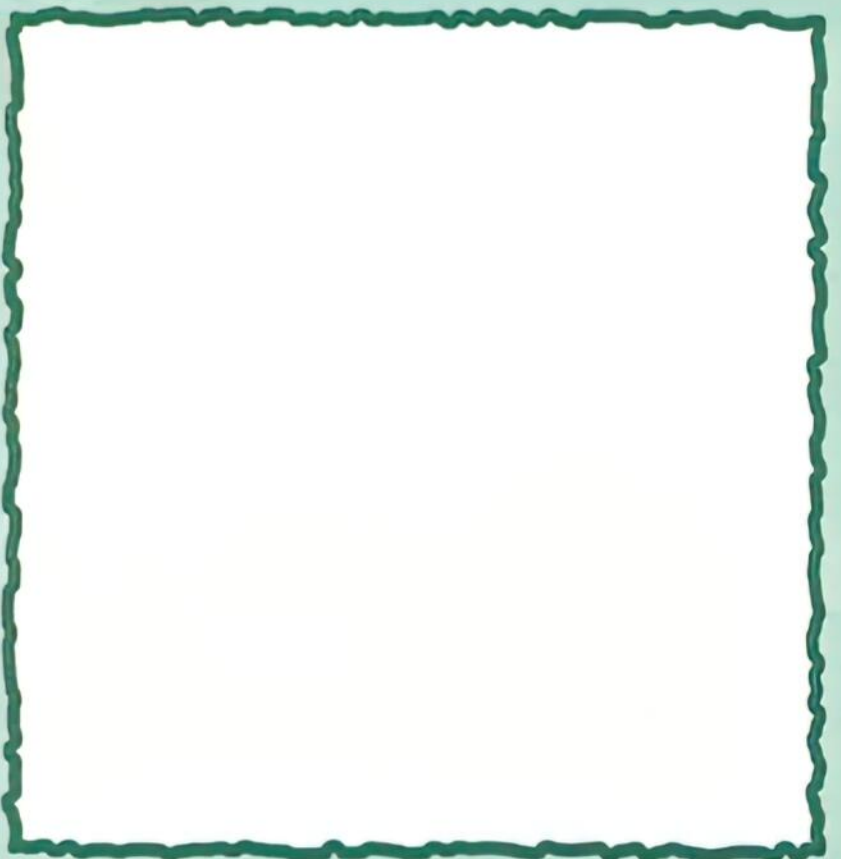
sound.

Draw a picture of something
whose name has the short **i**



1

Draw a picture of something
whose name has the short **a**
sound.



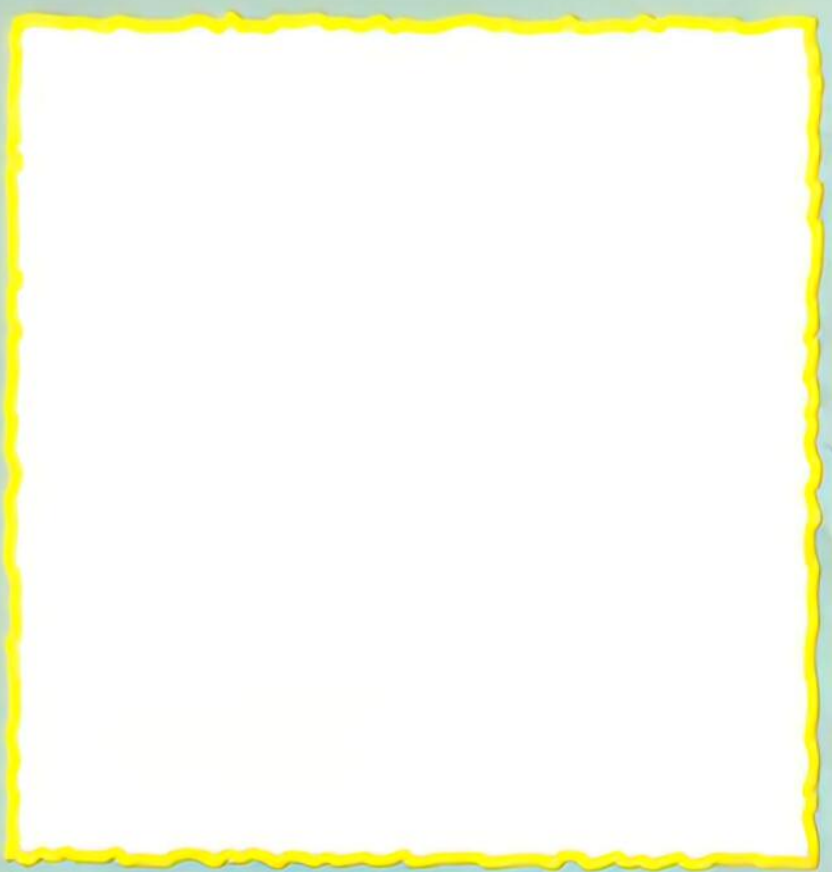
Line B

Line A

3

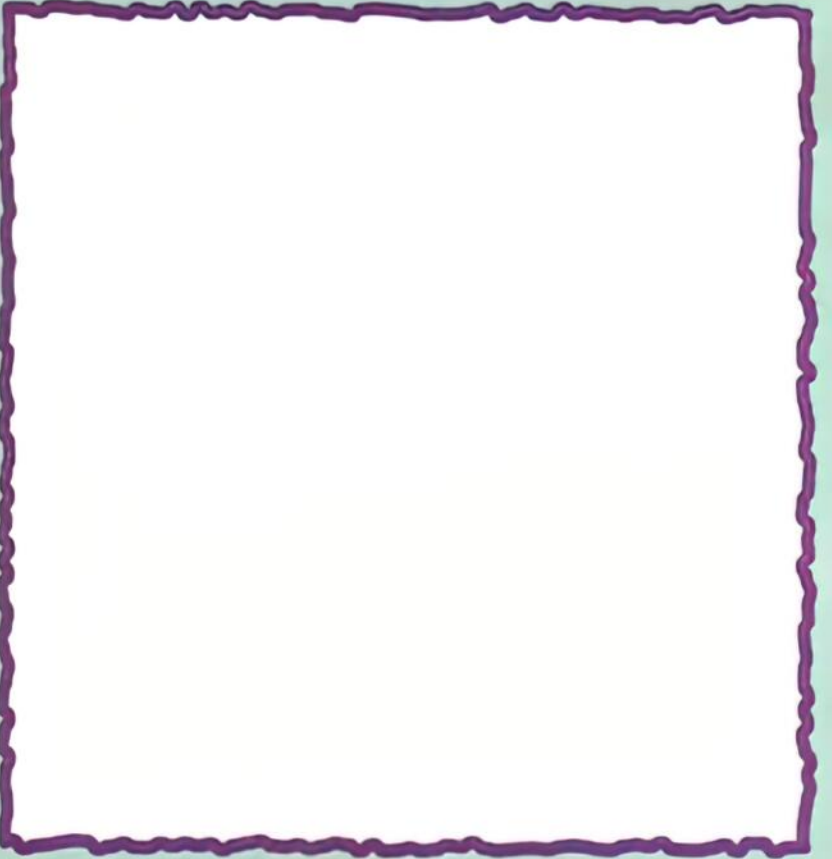
sound.

Draw a picture of something
whose name has the short **o**



4

Draw a picture of something
whose name has the short **e**
sound.





Finish-the-Word Puzzles

Name _____

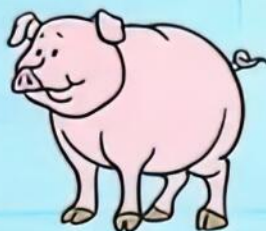
- ♦ **Directions:** Write a vowel in the middle of each puzzle that will make a word across and down.

	w	
p		t
	b	



	m	
d		g
	p	

	f	
m		p
	n	



	w	
p		g
	n	

	h	
b		x
	t	




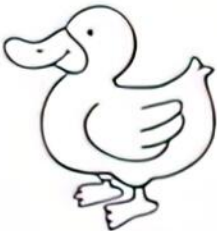




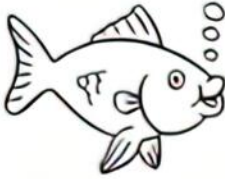
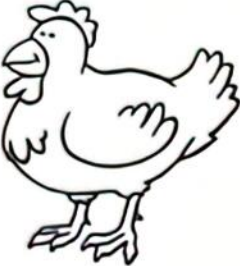

	b	
s		n
	s	



Name the Short Vowel

_____ Name

♦ **Directions:** Say the name of the picture. Listen for the short vowel sound. Then, fill in the correct circle.

 <ul style="list-style-type: none"><input type="radio"/> short a<input type="radio"/> short e<input type="radio"/> short i<input type="radio"/> short o<input type="radio"/> short u	 <ul style="list-style-type: none"><input type="radio"/> short a<input type="radio"/> short e<input type="radio"/> short i<input type="radio"/> short o<input type="radio"/> short u	 <ul style="list-style-type: none"><input type="radio"/> short a<input type="radio"/> short e<input type="radio"/> short i<input type="radio"/> short o<input type="radio"/> short u
 <ul style="list-style-type: none"><input type="radio"/> short a<input type="radio"/> short e<input type="radio"/> short i<input type="radio"/> short o<input type="radio"/> short u	 <ul style="list-style-type: none"><input type="radio"/> short a<input type="radio"/> short e<input type="radio"/> short i<input type="radio"/> short o<input type="radio"/> short u	 <ul style="list-style-type: none"><input type="radio"/> short a<input type="radio"/> short e<input type="radio"/> short i<input type="radio"/> short o<input type="radio"/> short u
 <ul style="list-style-type: none"><input type="radio"/> short a<input type="radio"/> short e<input type="radio"/> short i<input type="radio"/> short o<input type="radio"/> short u	 <ul style="list-style-type: none"><input type="radio"/> short a<input type="radio"/> short e<input type="radio"/> short i<input type="radio"/> short o<input type="radio"/> short u	 <ul style="list-style-type: none"><input type="radio"/> short a<input type="radio"/> short e<input type="radio"/> short i<input type="radio"/> short o<input type="radio"/> short u



Meet Long a

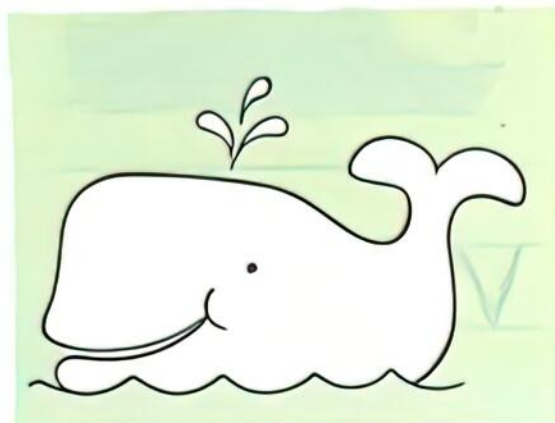
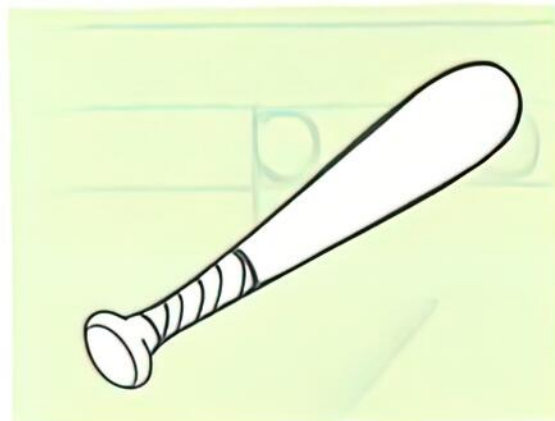
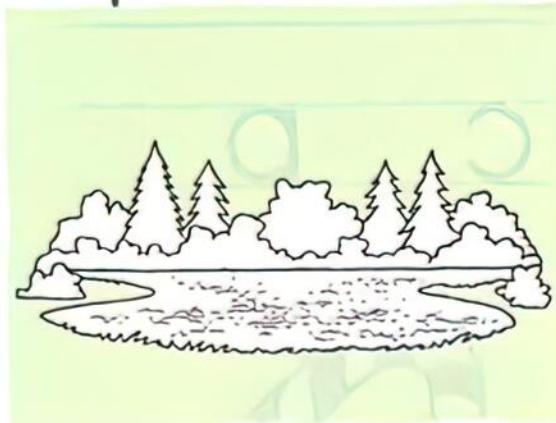
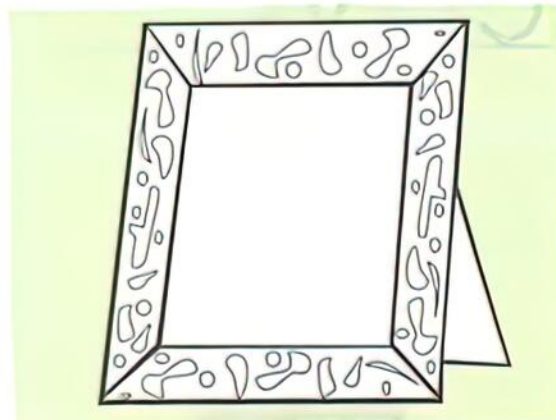
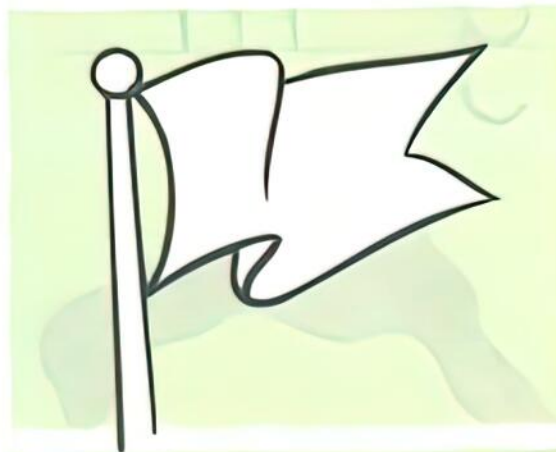
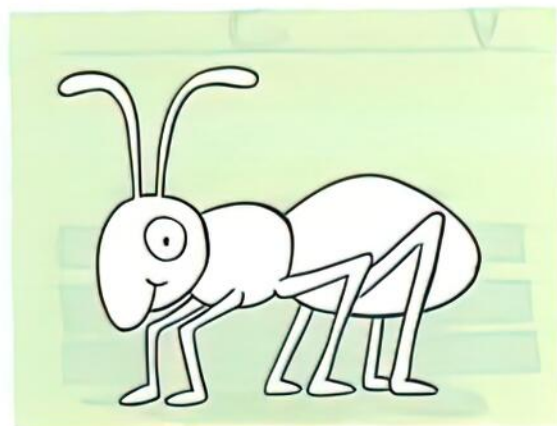
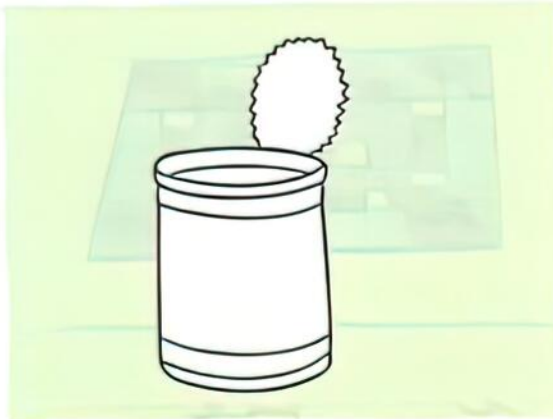
Name

Listen for the sound of long **a** in **cake**.

◆ **Directions:** Color the pictures whose names have the long **a** sound.



cake





Write Long a

Name

The letters **a**__**e** usually stand for the long **a** sound.

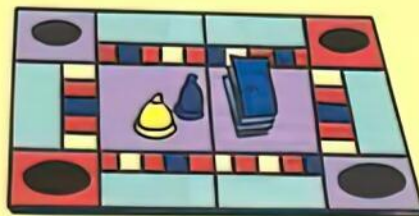
◆ **Directions:** Write the missing vowels.



lake



cave



g m



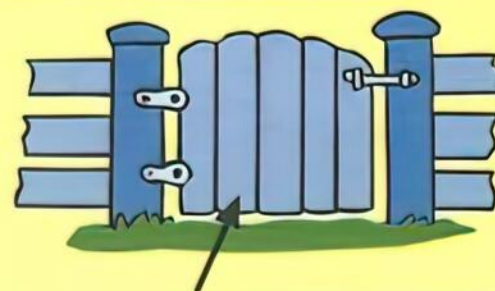
v s



c g



c p



g t



r k



c n



w v



Meet Long i

Name

Listen for the sound of long i in **bike**.
Look for i__e.

♦ **Directions:** Fill in the circle beside the name of the picture.



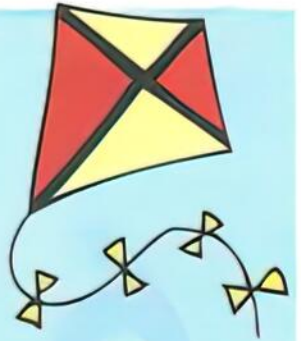
bike



- ☐ dim
- ☐ date
- ☐ dime



- ☐ five
- ☐ fix
- ☐ fame



- ☐ kite
- ☐ cat
- ☐ kit



- ☐ pane
- ☐ pin
- ☐ pine



- ☐ tin
- ☐ tire
- ☐ tale



- ☐ red
- ☐ ride
- ☐ rid



- ☐ hive
- ☐ hid
- ☐ had



- ☐ nip
- ☐ name
- ☐ nine



- ☐ fame
- ☐ fire
- ☐ fin



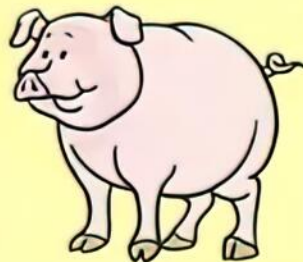
Long i and Short i

_____ Name _____

♦ **Directions:** Write the name of the picture on the correct line.



bike



pig



bib



dime



six



pine



five



pin

Long Vowel i

Short Vowel i





Meet Long u

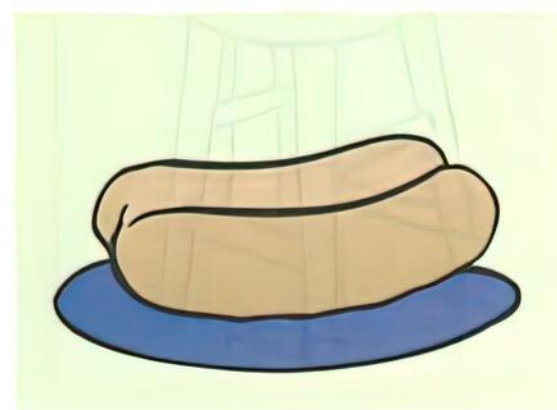
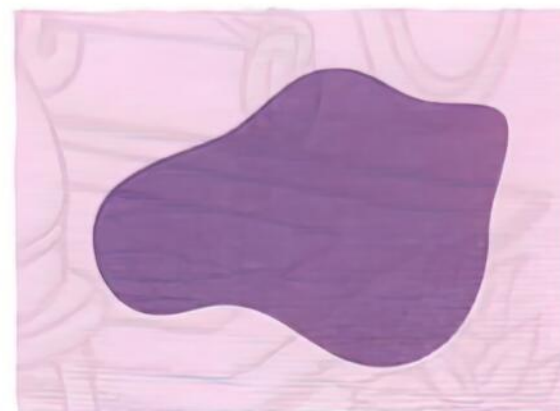
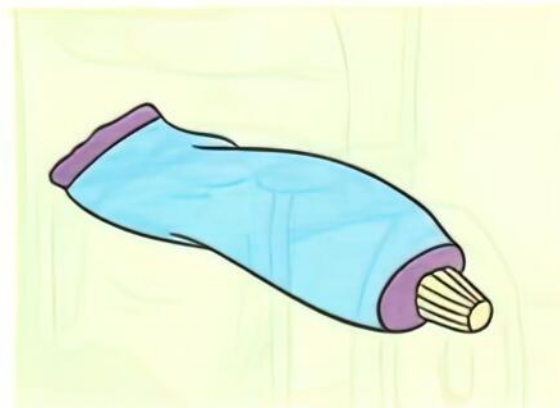
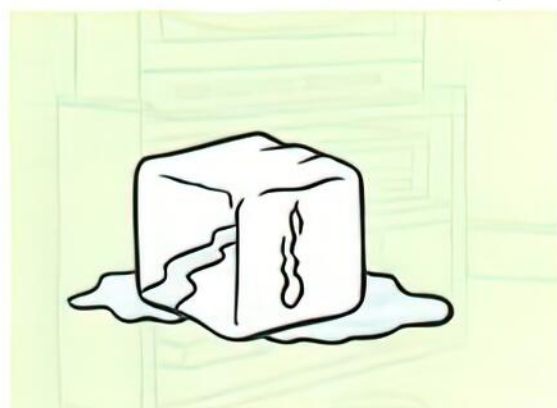
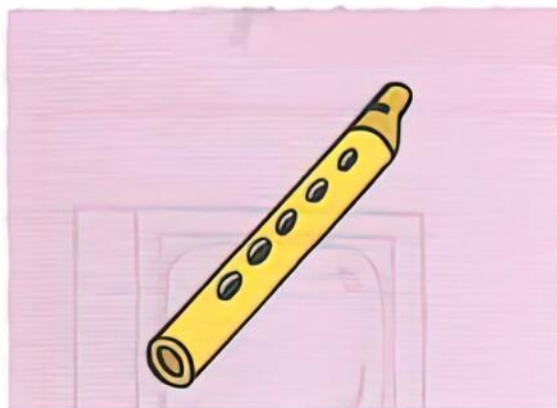
Name

Listen for the sound of long **u** in **mule**. The letters **u_e** and **ue** usually stand for the long **u** sound.

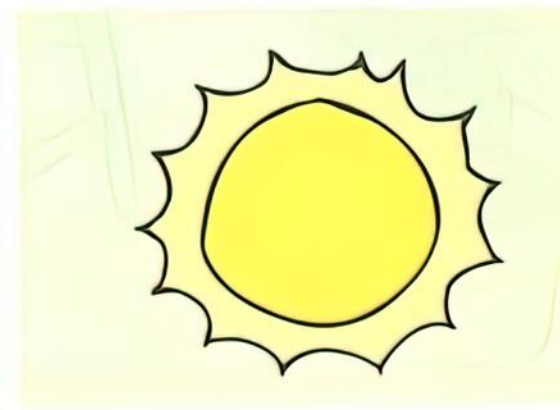


mule

♦ **Directions:** Circle the pictures whose names have the long **u** sound.



June						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	28	30			



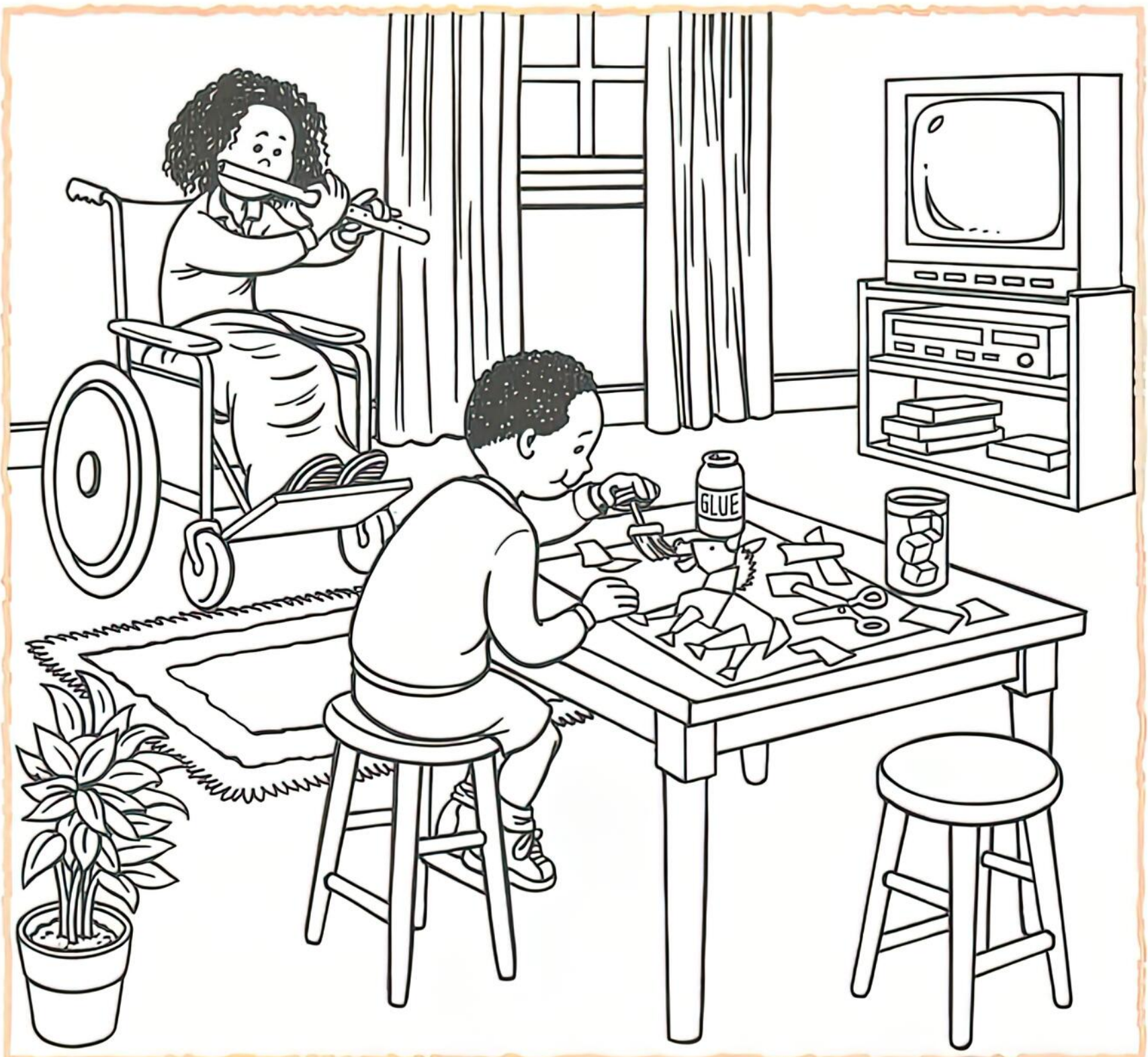


Search and Color

Name _____

- ◆ **Directions:** Each word in the box has the sound of long **u**. Color the picture that matches each word in the box.

mule glue cubes flute





Meet Long o

Name

Listen for the sound of long o in **rose**.

♦ **Directions:** Say the name of each picture. Decide whether the vowel sound you hear is long o or short o. Fill in the circle beside long o or short o.



rose



☐ Long o ☐ Short o



☐ Long o ☐ Short o



☐ Long o ☐ Short o



☐ Long o ☐ Short o



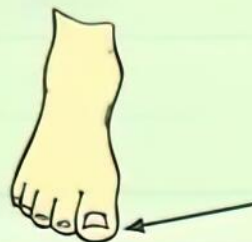
☐ Long o ☐ Short o



☐ Long o ☐ Short o



☐ Long o ☐ Short o



☐ Long o ☐ Short o



☐ Long o ☐ Short o



☐ Long o ☐ Short o



☐ Long o ☐ Short o



☐ Long o ☐ Short o



Circle and Write

Name

The letters **o_e** and **oe** usually stand for the long **o** sound.

♦ **Directions:** Circle the name of each picture.
Then, write the name on the line.

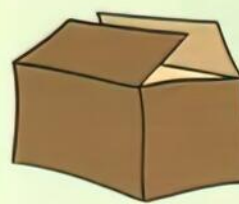
hose



rob
rib
robe



not
note
net



box
bike
bone



made
map
mop



cone
cane
can



top
toe
tape



bite
bone
bin



date
dig
dog



rope
ripe
rip



Meet Long e

Name

Listen for the sound of long **e** in **bee**. The letters **ee** and **ea** usually stand for the long **e** sound.

♦ **Directions:** Write the name of the picture on the correct line.



bee



seal



ten



beet



jeep



leaf



bed



red



seat



feet

ee

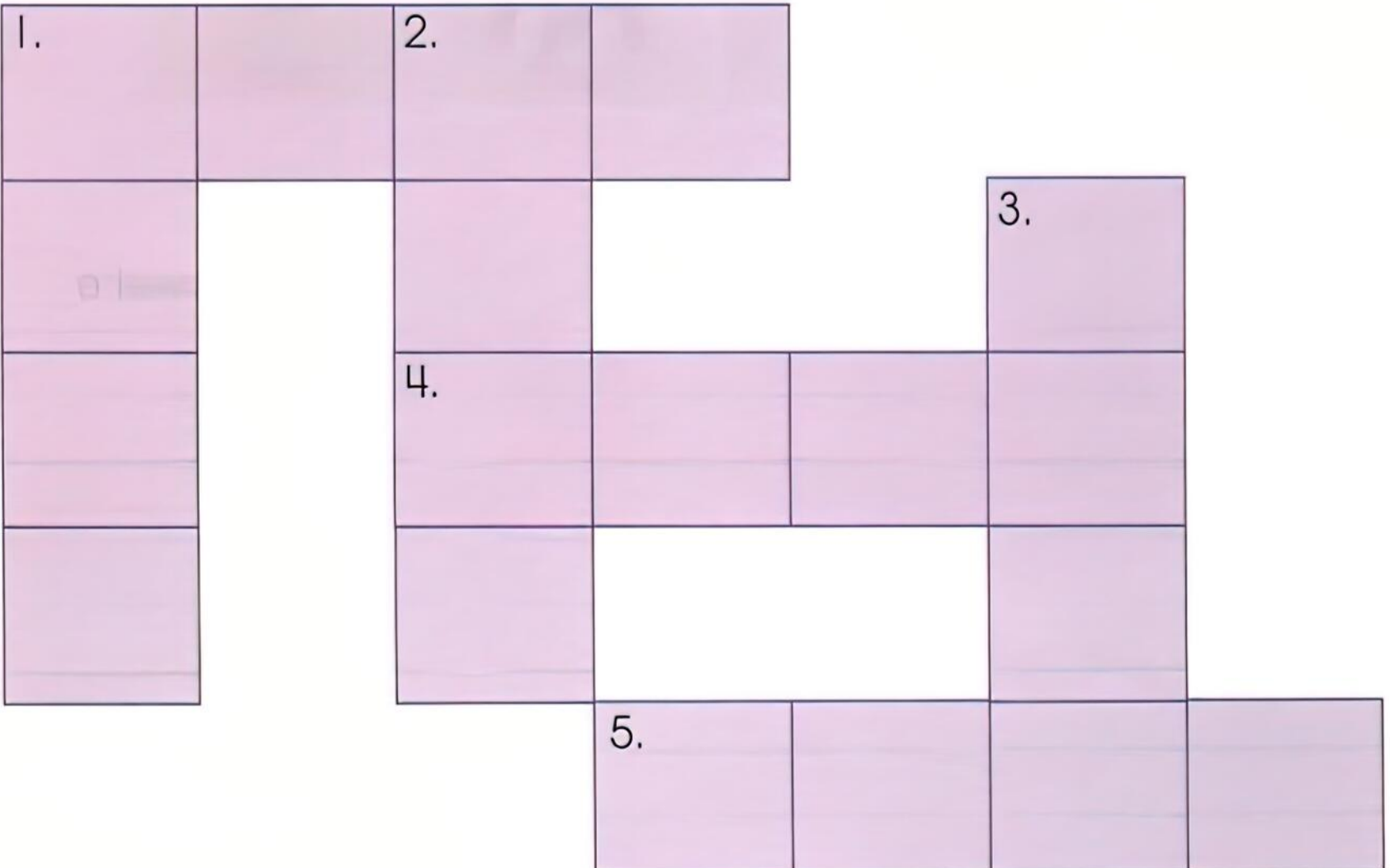
ea

Short Vowel e



◆ **Directions:** Fill in the puzzle with the correct words.

1.

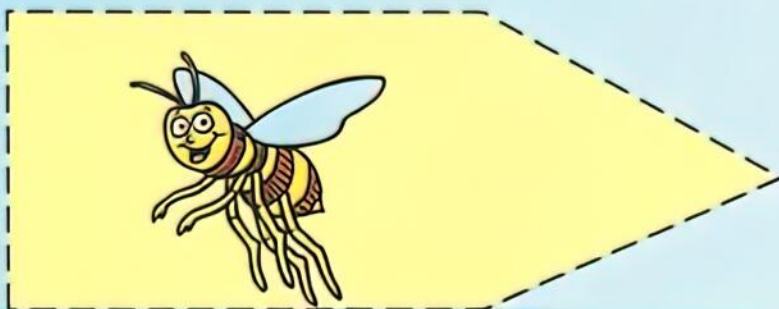
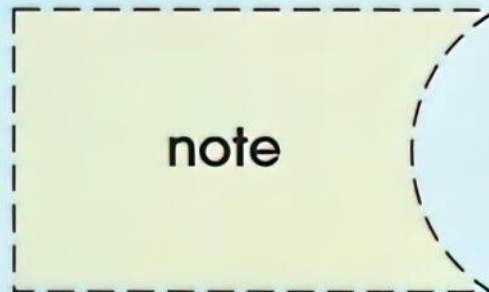
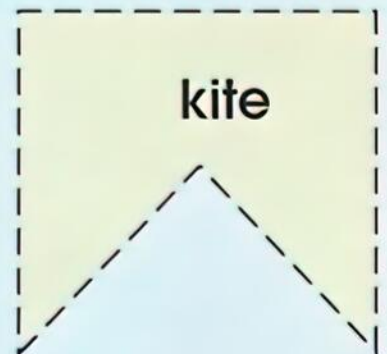
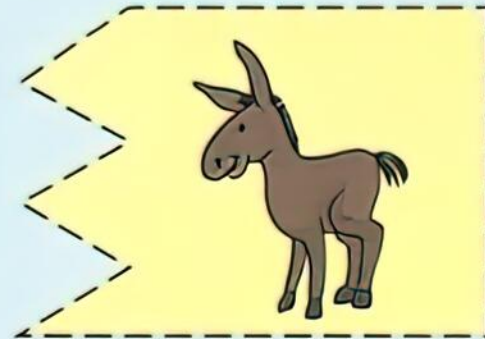
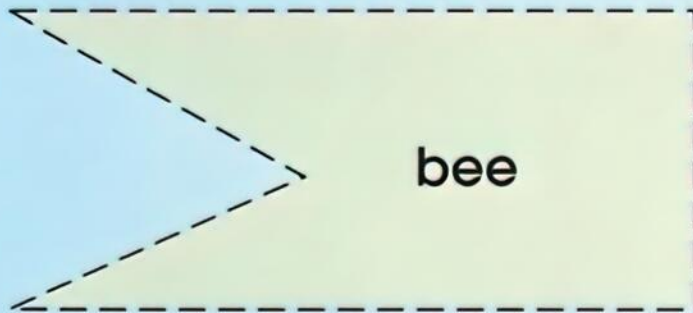
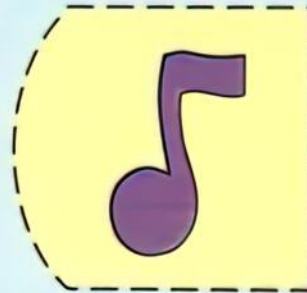
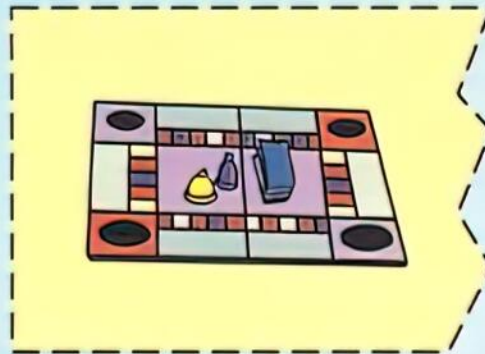
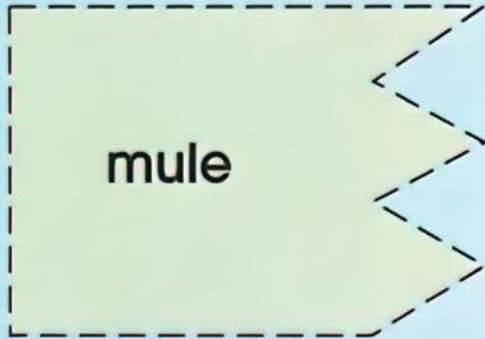




Long Vowel Puzzles

Name _____

- ♦ **Directions:** Cut out the puzzle pieces. Match each picture with its name.





The Sounds of y

Name

A **y** at the end of a word can have the long **i** sound or the long **e** sound. Listen for the long **i** sound in **fly**. Listen for the long **e** sound in **pony**.

fly



pony



♦ **Directions:** Say the name of each picture. Listen for the sound of **y** at the end of the word. Circle either long **i** or long **e**.

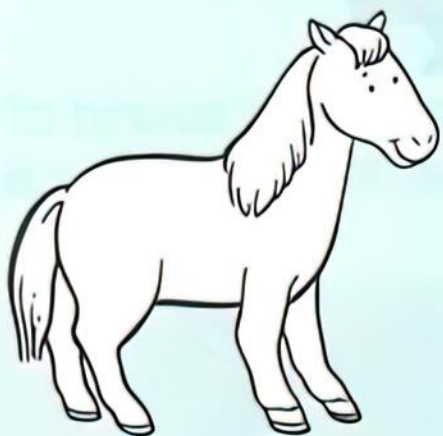




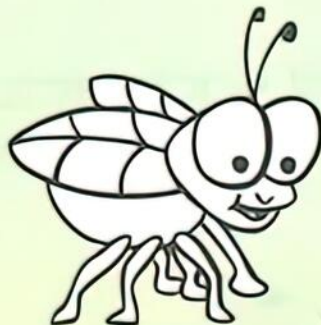
Which Sound of y?

Name

- ♦ **Directions:** Say the name of each picture. If the final **y** stands for the long **e** sound, color the picture green. If the **y** stands for the long **i** sound, color the picture yellow.



pony



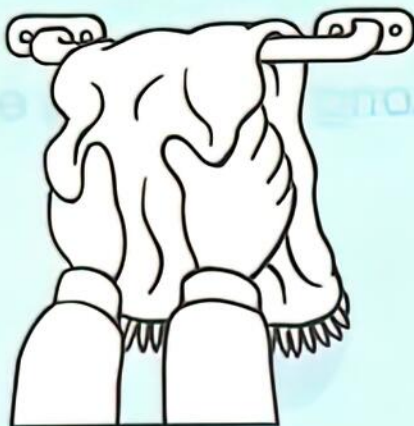
fly

50

fifty



candy



dry



penny



cherry



sky



bunny



Sounds of c and g

Name _____

Consonants **c** and **g** each have two sounds. Listen for the soft **c** sound in **pencil**. Listen for the hard **c** sound in **cup**.

Listen for the soft **g** sound in **giant**. Listen for the hard **g** sound in **goat**. **C** and **g** usually have the soft sound when they are followed by **e**, **i** or **y**.

♦ **Directions:** Say the name of each picture. Listen for the sound of **c** or **g**. Then, read the words in each list. Circle the words that have that sound of **c** or **g**.

Hard c

cup



car

race

city

rice

cone

can

Soft c

pencil



cage

cane

face

cent

ice

cube

Hard g

goat



good

magic

dragon

gum

stage

gentle

Soft g

giant



garden

gem

page

giraffe

gas

gorilla



Hard and Soft c and g

Name

- ♦ **Directions:** Underline the letter that follows the **c** or **g** in each word.
Write **hard** if the word has the hard **c** or hard **g** sound.
Write **soft** if the word has the soft **c** or soft **g** sound.

car



pencil



giant



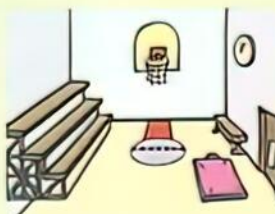
gum



wagon



gym



gem



cymbals



cup



cot



celery



goat



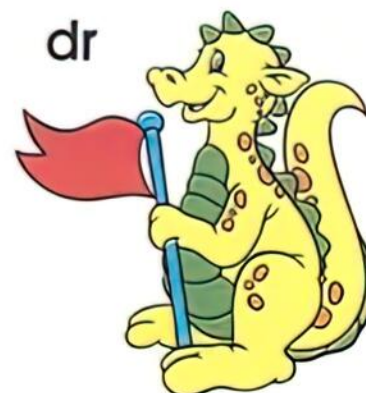


Consonant Blends With r

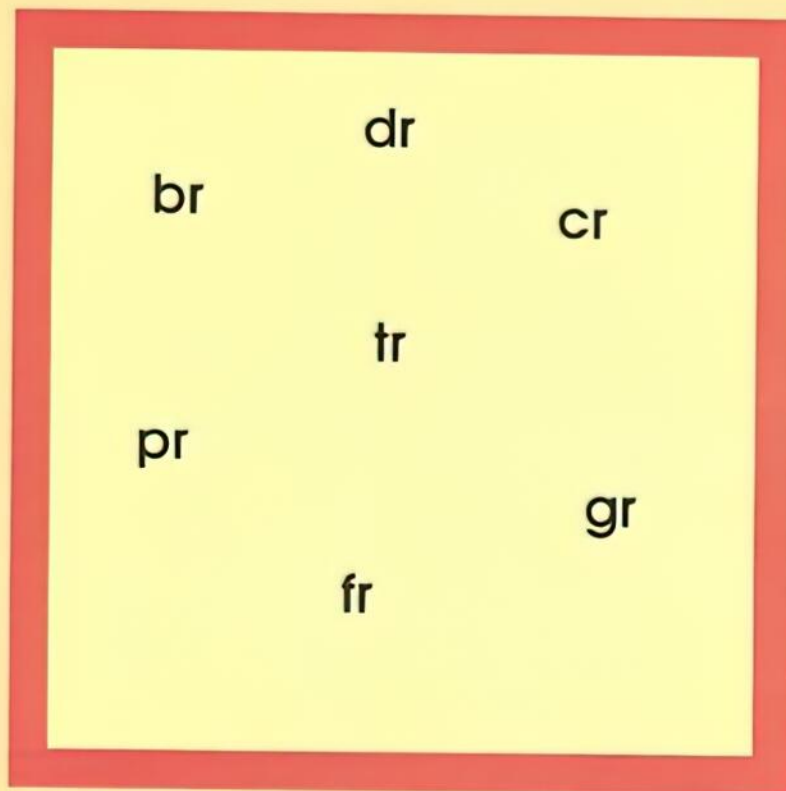
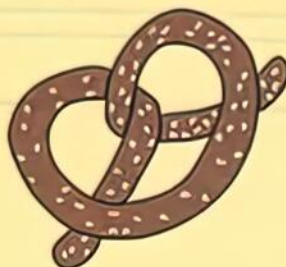
Name _____

Sometimes two consonants at the beginning of a word blend together. Listen for the **dr** blend in **dragon**. **Gr**, **fr**, **cr**, **tr**, **br** and **pr** are also **r** blends.

dragon



♦ **Directions:** Draw a line from each consonant blend to the picture whose name begins with the same sound.





Fill the Tray

Name

- ♦ **Directions:** Read the menu. Circle the words that have **r** blends.
On the tray, draw pictures of the foods whose names you circled.

bread

pretzel

meat

butter

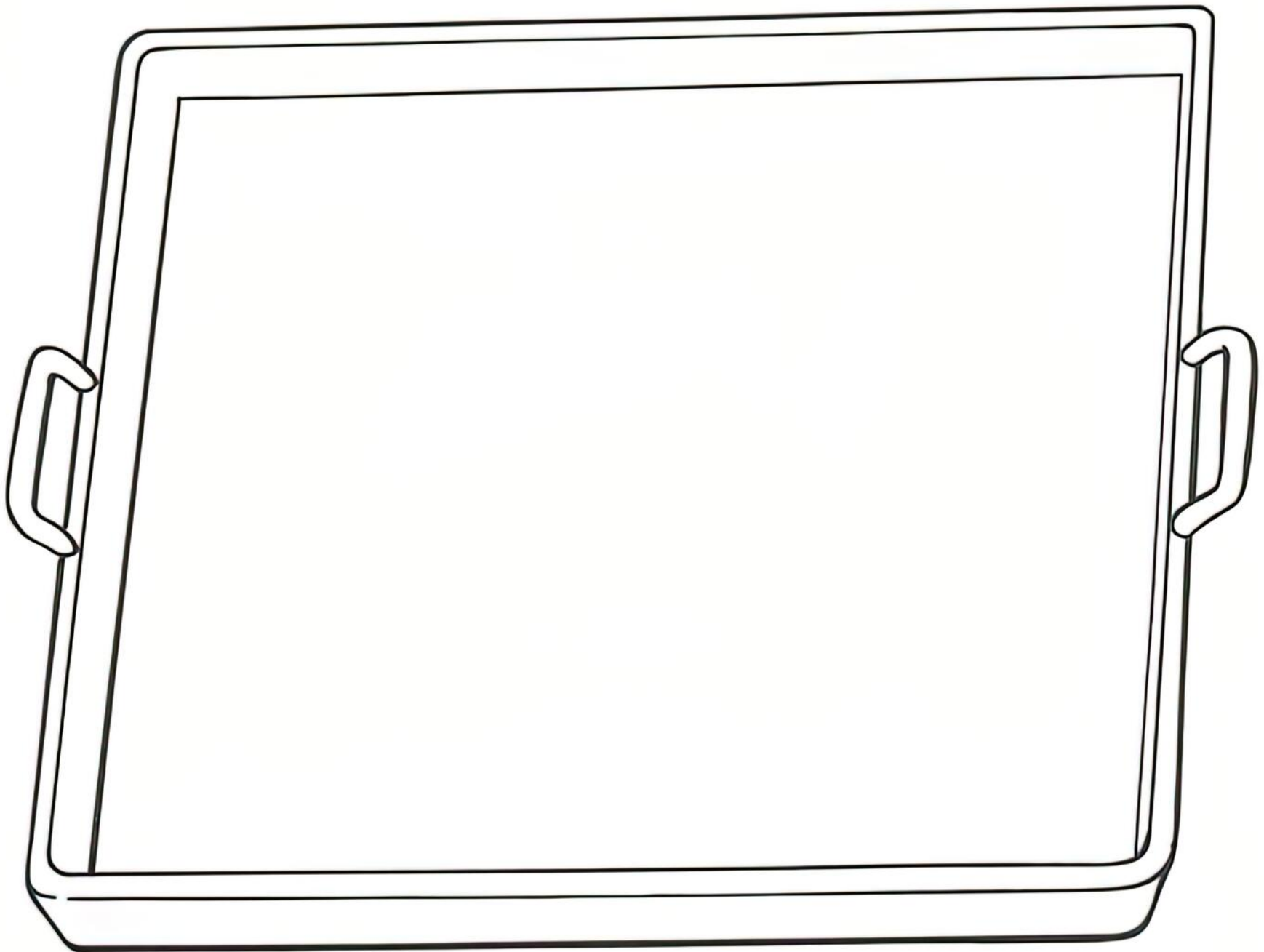
milk

grapes

salad

French fries

ice cream





Consonant Blends With I

Name _____

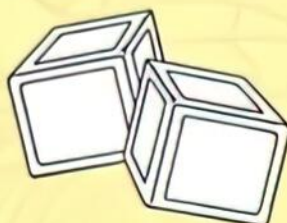
Listen for the **cl** blend in **clown**. **Gl**, **pl**, **fl** and **bl** are also I blends.

clown

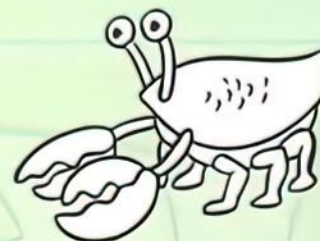


♦ **Directions:** Look at the I blend at the beginning of each row. Color the picture whose name begins with that sound.

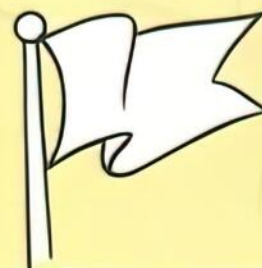
bl



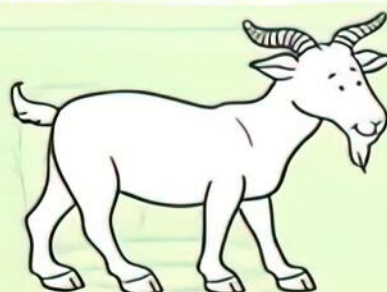
cl



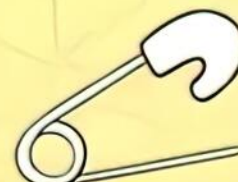
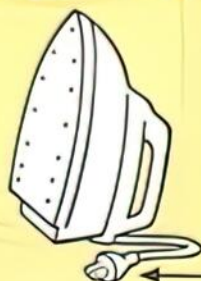
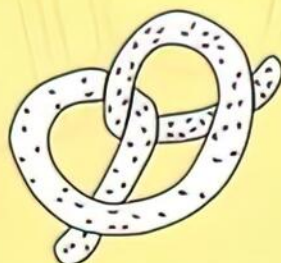
fl



gl



pl

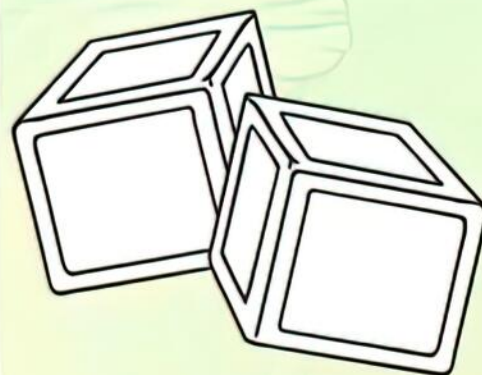
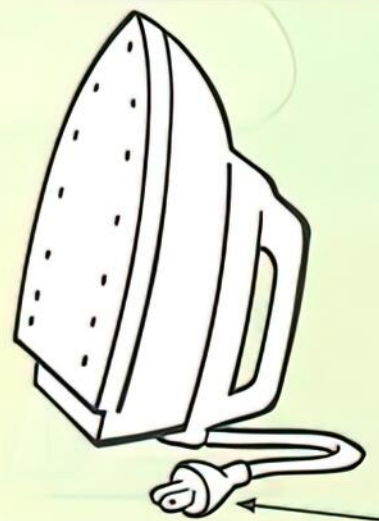
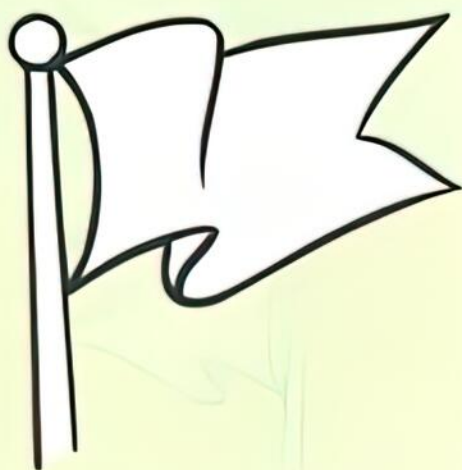
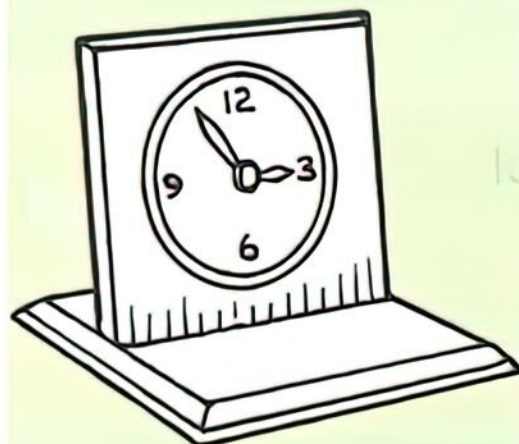
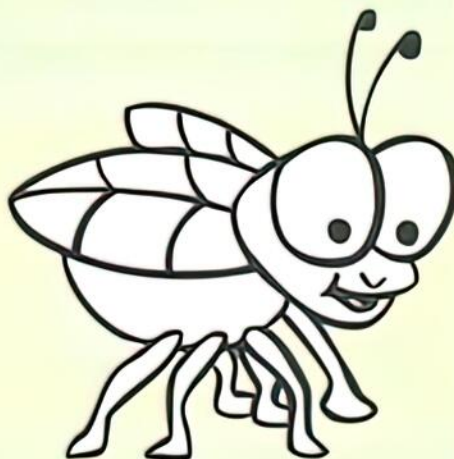




L Blend Tic-Tac-Toe

Name

- ♦ **Directions:** Color the pictures whose names begin with l blends.
Draw a line through three colored pictures in a row to score a Tic-Tac-Toe.





Consonant Blends With s

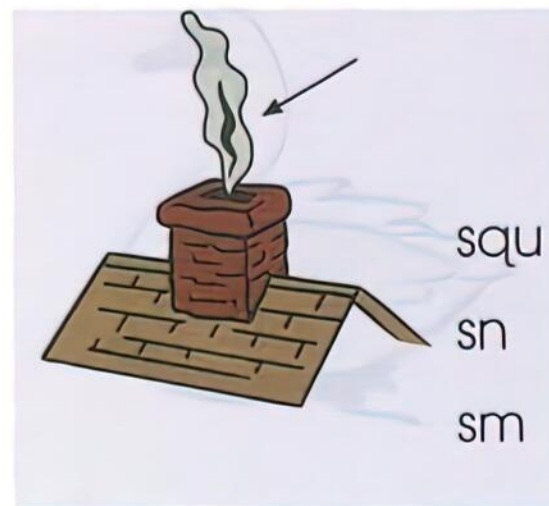
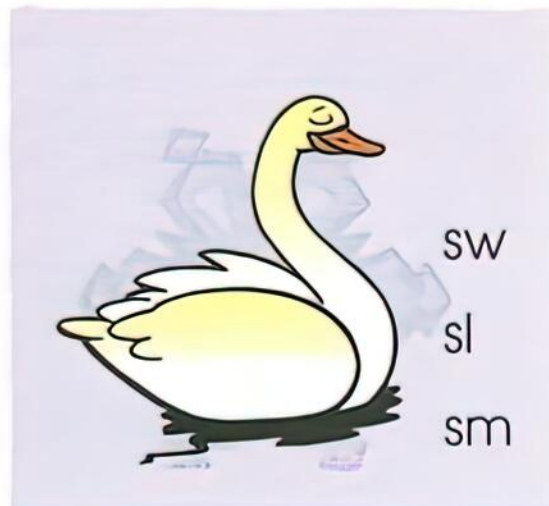
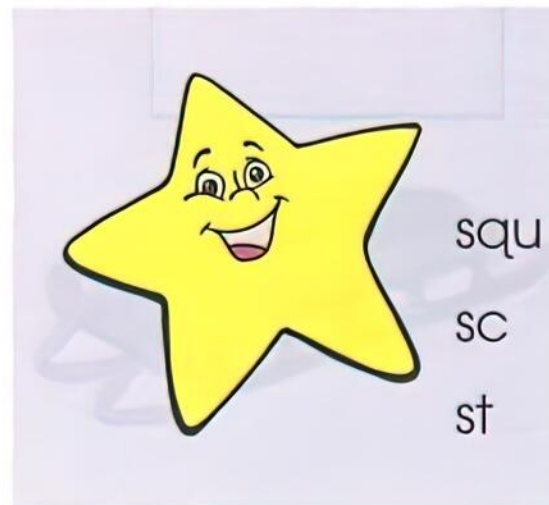
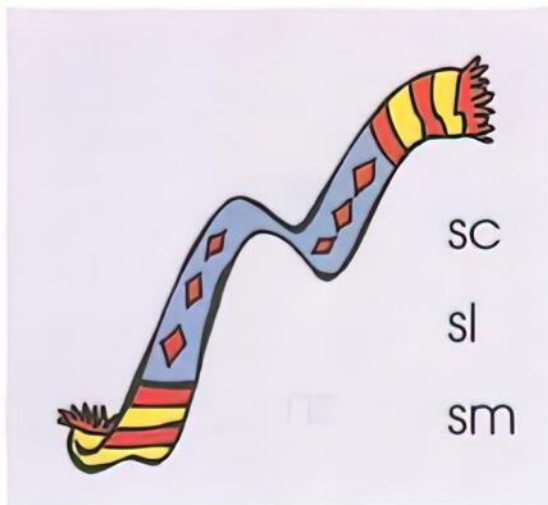
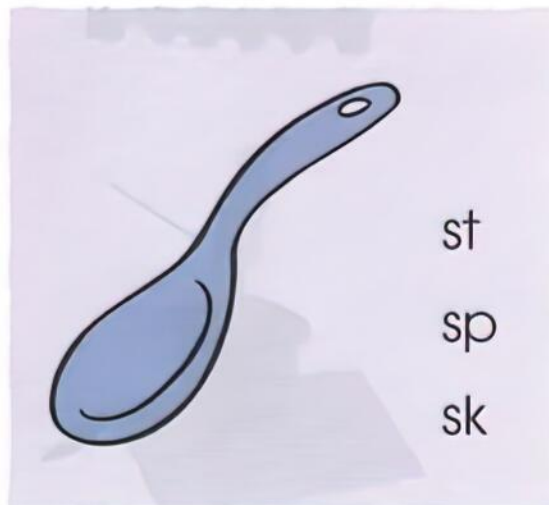
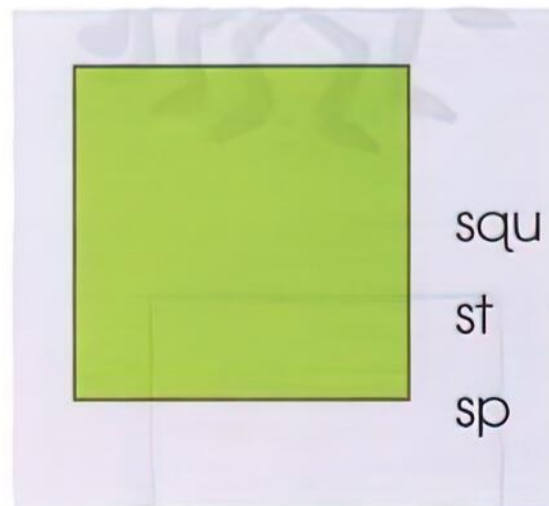
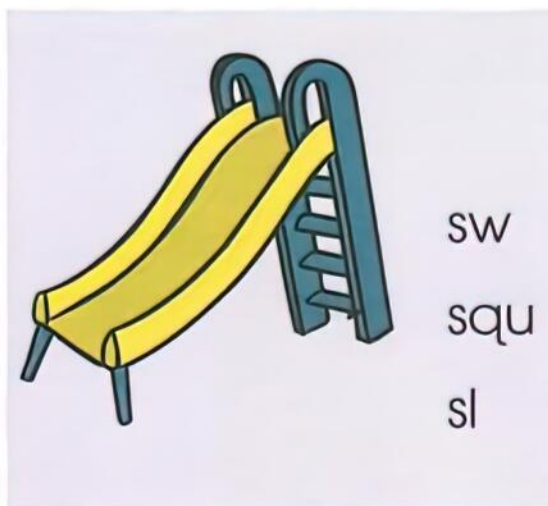
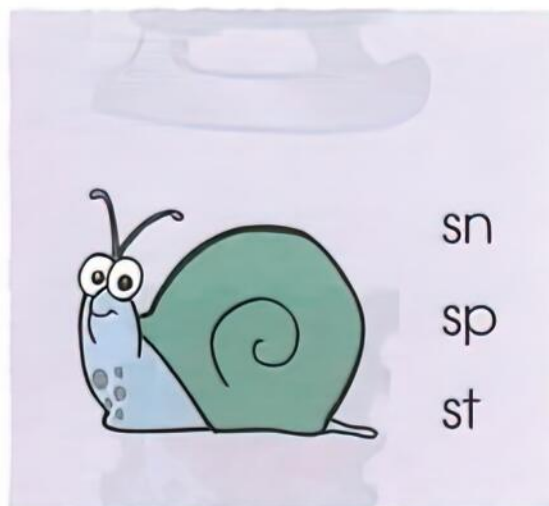
Name _____

Listen for the **sk** blend in **skunk**. **Sm**, **st**, **sp**, **sw**, **sc**, **squ**, **sl** and **sn** are also **s** blends.

skunk



♦ **Directions:** Say the name of each picture. Circle the **s** blend you hear at the beginning of the name.

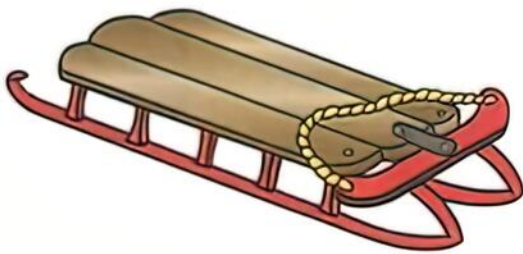
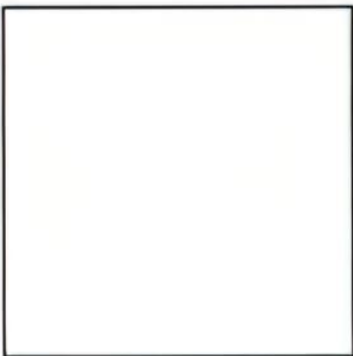
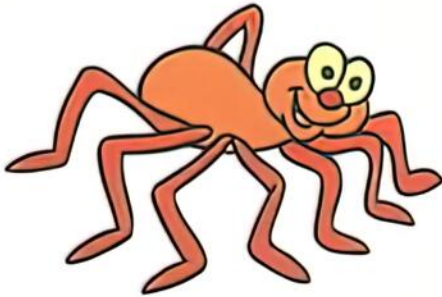




Match Pictures and Blends

Name _____

♦ **Directions:** Draw a line from each **s** blend to the picture whose name begins with that sound.



squ

sp

sw

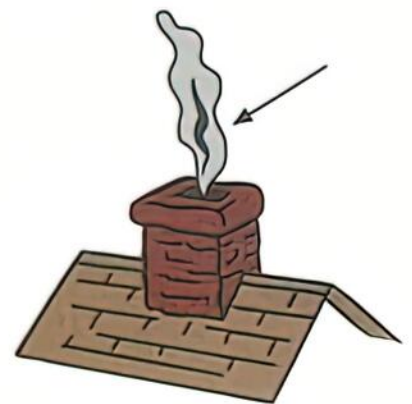
sl

sk

sn

st

sm





Blends at the Ends

Name _____

Some consonant blends come at the ends of words. Listen for the **nd** blend at the end of the word **round**. Mp, ng, nt, sk, nk and st can also be ending blends.

round



♦ **Directions:** Say the name of each picture. Circle the blend you hear at the end of the name.



nd
st
sk



nt
nk
ng



nt
st
nd



nd
ng
mp



ng
nt
nd



nd
nk
st



st
nt
nd



nd
nk
ng



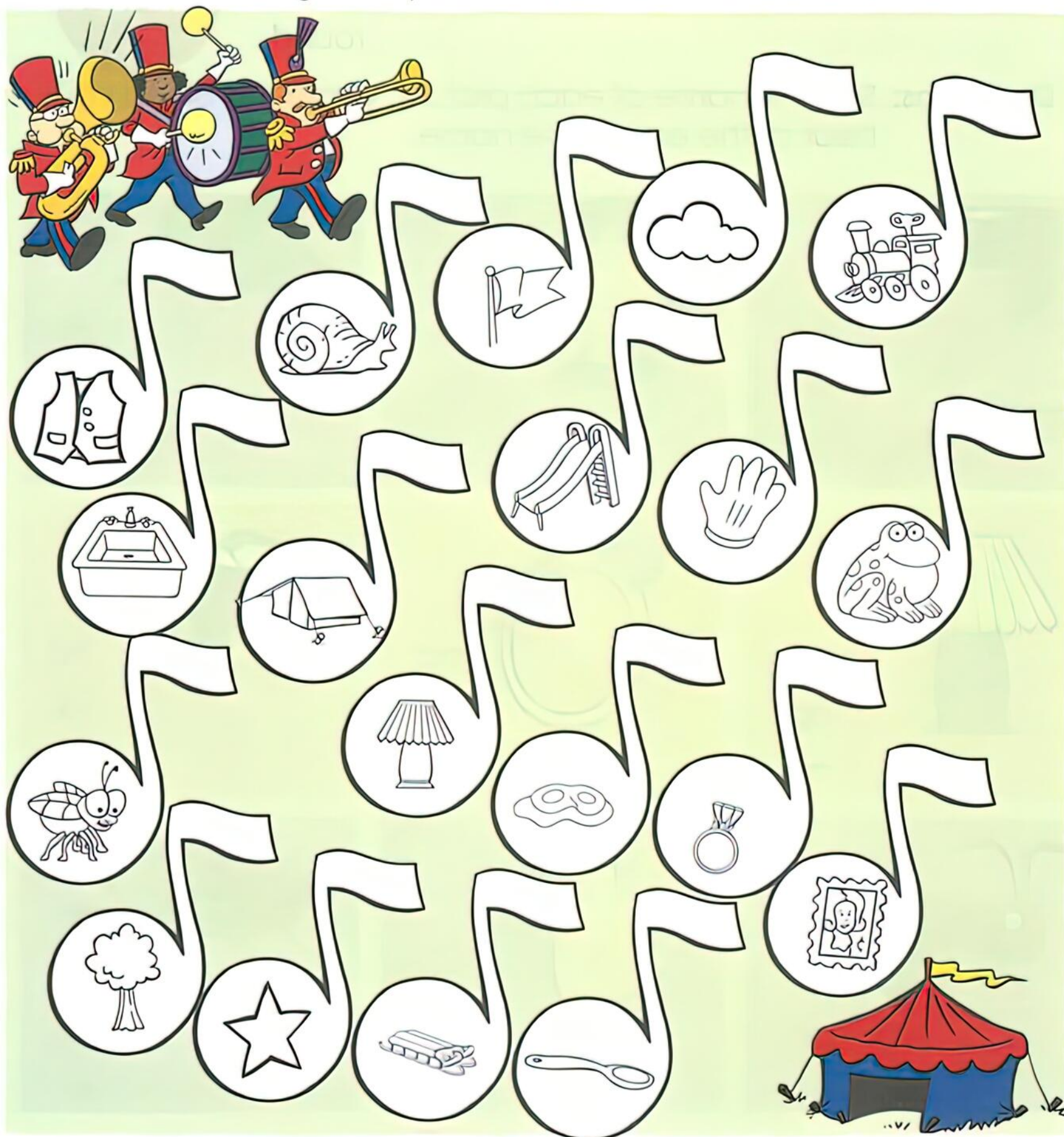
nt
sk
st



Follow the Final Blends

Name

- ◆ **Directions:** Find the notes with pictures whose names end with consonant blends. Color them yellow. Draw a line through the yellow notes from the band to the tent.

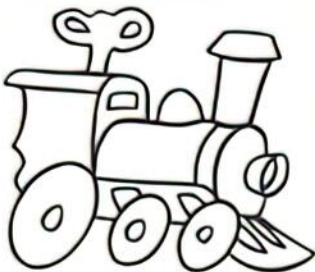

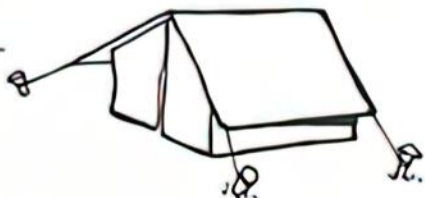



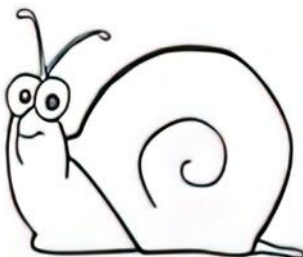

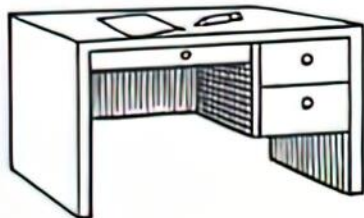




Missing Blends

Name

♦ **Directions:** Fill in the circle beside the missing blend in each word.


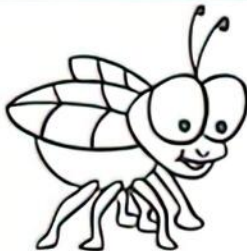
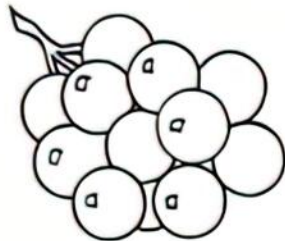




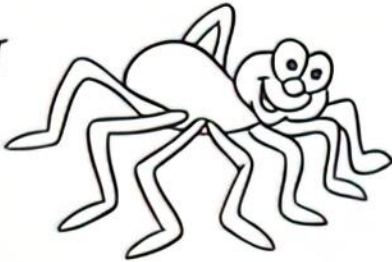

<p>__ain</p>  <input type="radio"/> sk <input type="radio"/> tr <input type="radio"/> pr	<p>__an</p>  <input type="radio"/> sl <input type="radio"/> sm <input type="radio"/> sw	<p>te__</p>  <input type="radio"/> sk <input type="radio"/> nt <input type="radio"/> ng
<p>__ate</p>  <input type="radio"/> sk <input type="radio"/> sm <input type="radio"/> cr	<p>__ate</p>  <input type="radio"/> pl <input type="radio"/> pr <input type="radio"/> sp	<p>__ide</p>  <input type="radio"/> sk <input type="radio"/> cl <input type="radio"/> sl
<p>__ail</p>  <input type="radio"/> ng <input type="radio"/> sn <input type="radio"/> st	<p>__ess</p>  <input type="radio"/> pr <input type="radio"/> dr <input type="radio"/> nd	<p>de__</p>  <input type="radio"/> st <input type="radio"/> nd <input type="radio"/> sk



More Missing Blends

Name _____

♦ **Directions:** Fill in the circle beside the missing blend in each word.

ri__  <input type="radio"/> nt <input type="radio"/> st <input type="radio"/> ng	__y  <input type="radio"/> sl <input type="radio"/> fl <input type="radio"/> pl	__apes  <input type="radio"/> gr <input type="radio"/> cl <input type="radio"/> sk
__obe  <input type="radio"/> sl <input type="radio"/> gl <input type="radio"/> gr	ha__  <input type="radio"/> nd <input type="radio"/> ng <input type="radio"/> sk	__og  <input type="radio"/> gr <input type="radio"/> tr <input type="radio"/> fr
__y  <input type="radio"/> sk <input type="radio"/> sm <input type="radio"/> nt	__ider  <input type="radio"/> pr <input type="radio"/> sl <input type="radio"/> sp	la__  <input type="radio"/> st <input type="radio"/> mp <input type="radio"/> ng



Consonant Digraph th

Name

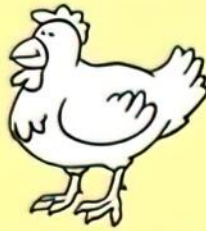
Some consonants work together to stand for a new sound. They are called **consonant digraphs**. Listen for the sound of consonant digraph **th** in **think**.

think



♦ **Directions:** Print **th** under the pictures whose names begin with the sound of **th**. Color the **th** pictures.

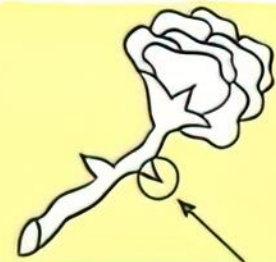


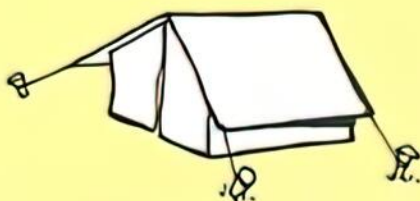














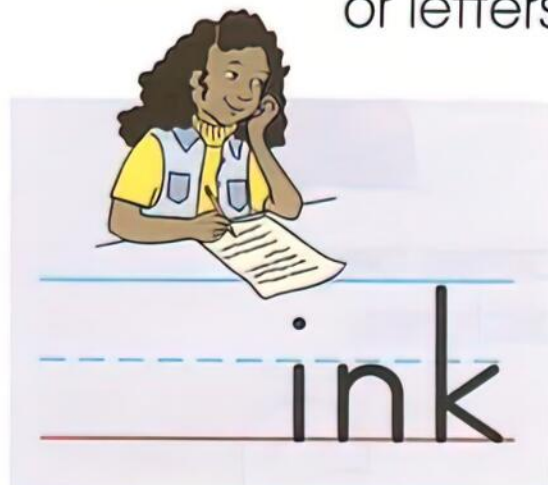




Think About th

_____ Name _____

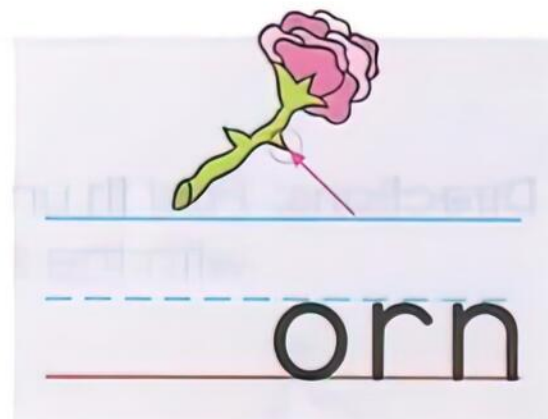
- ♦ **Directions:** Say the name of each picture. Fill in the missing letter or letters.



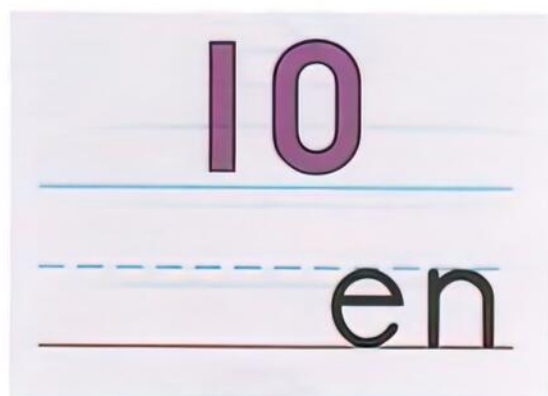
_____ ink _____



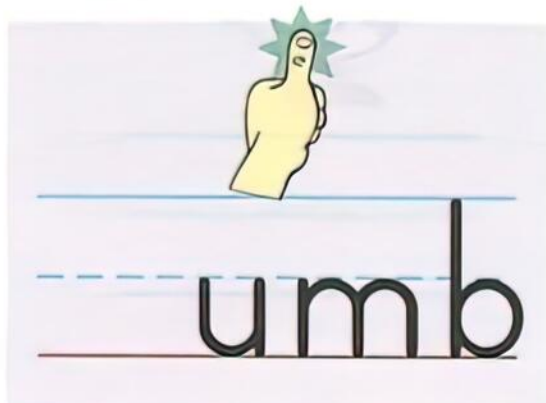
_____ orn _____



_____ orn _____



_____ en _____



_____ umb _____



_____ irty _____

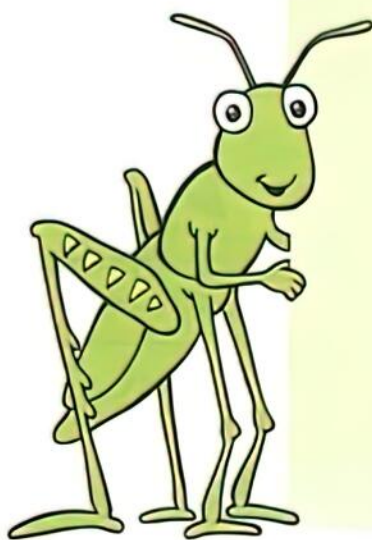
- ♦ **Directions:** Find and circle these **th** words in the puzzle. The words may go **across** or **down**.

think

thorn

thumb

thirty



T	T	H	I	R	T	Y
T	H	I	N	K	H	J
H	O	B	H	N	U	L
O	R	N	E	H	M	X
J	N	H	R	T	B	Y



Consonant Digraph sh

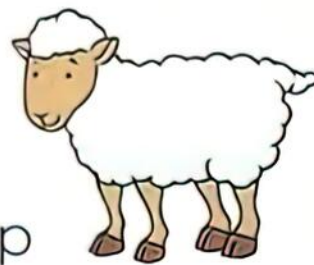
Name _____

Listen for the sound of consonant digraph **sh** in **sheep**.

♦ **Directions:** Color the pictures whose names begin with the sound of **sh**.



sheep

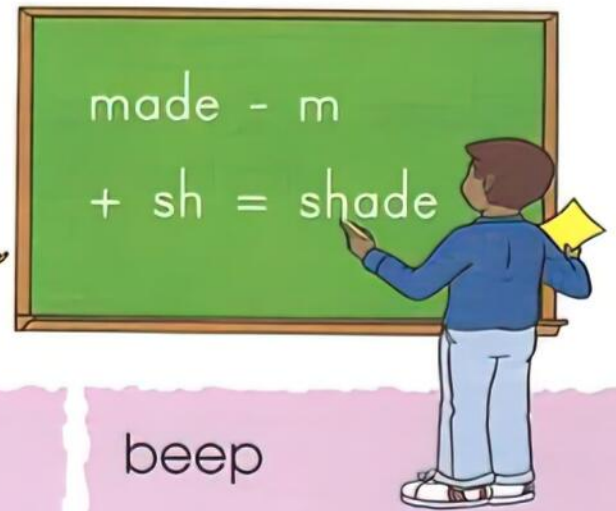




Change a Word

Name

- ◆ **Directions:** Make a new word by changing the beginning sound to **sh**. Write the new word on the line.



zip

sell

beep

tin

line

lift

red

cape

cave

top

bake

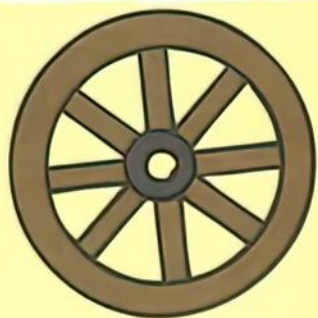
feet



Consonant Digraph wh

Name

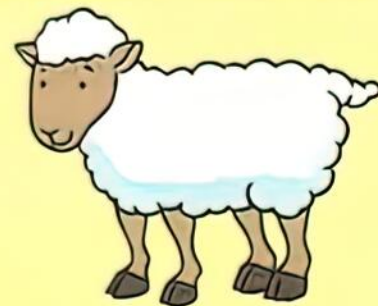
◆ Directions: Write wh, th or sh to complete each word.



eel



ale



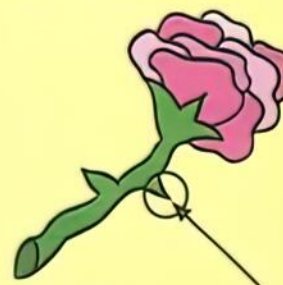
eep



ink



eat



orn



ip

30

irty



ite

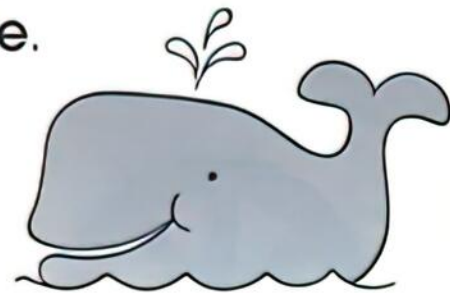


Wheel of Fortune

Name _____

Listen for the sound of consonant digraph **wh** in **whale**.

whale



♦ **Directions:** Color the pictures whose names begin with consonant digraph **wh**.





Consonant Digraph ch

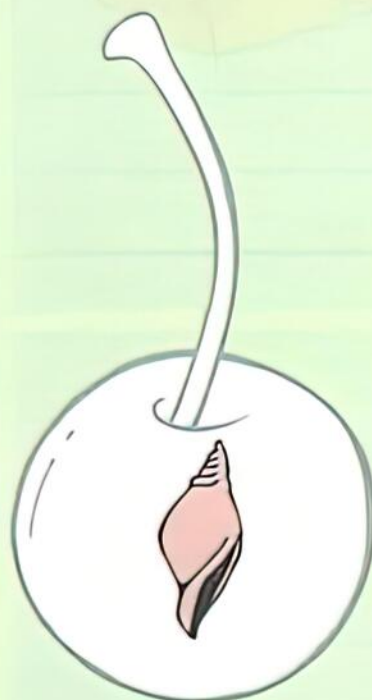
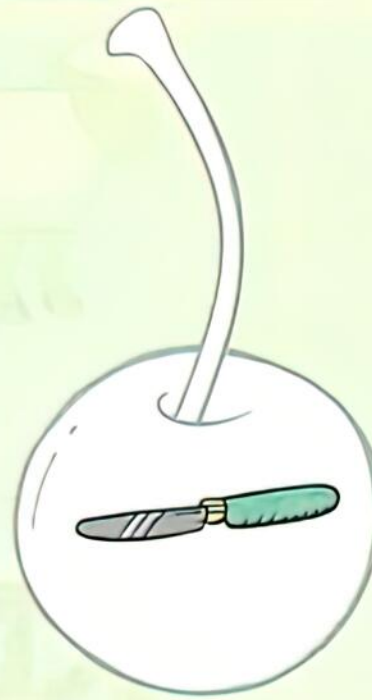
Name

Listen for the sound of consonant digraph **ch** in **cherry**.

cherry



♦ **Directions:** Trace the cherry if the name of the picture begins with the **ch** sound. Use a red crayon.





Read and Write ch

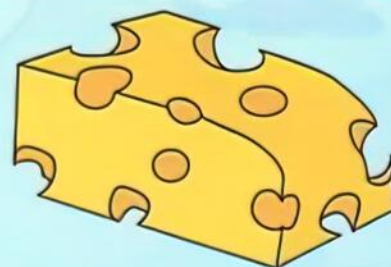
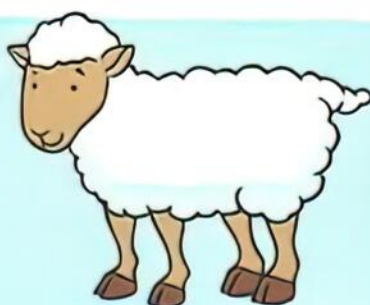
Name _____

◆ **Directions:** Write a word from the box to label each picture.

chest
chimp
chain

check
cherry
cheese

sheep
thirty
wheel



30





Consonant Digraph kn

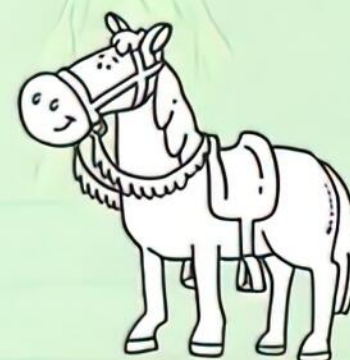
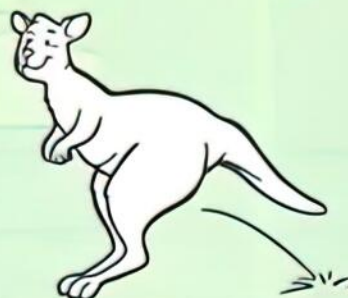
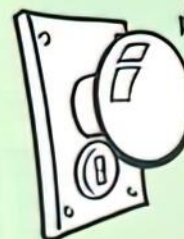
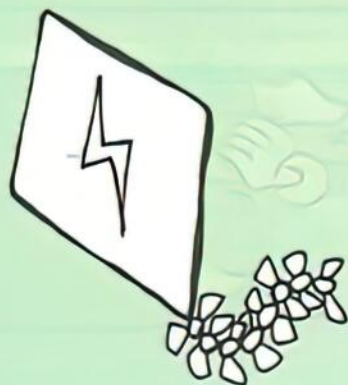
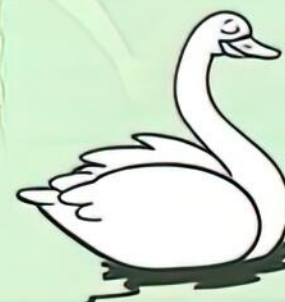
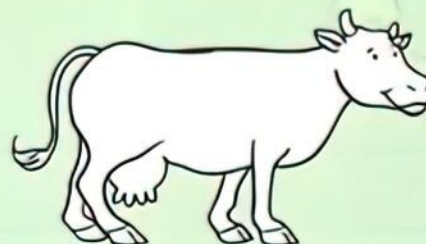
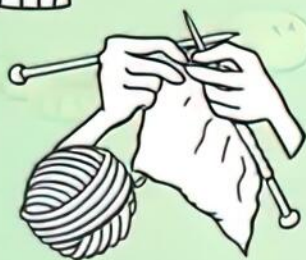
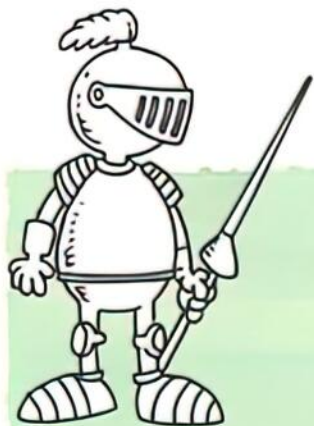
_____ Name

Listen for the sound of consonant digraph **kn** in **knot**. The **k** is silent.

knot



- ♦ **Directions:** Color the pictures whose names begin with the **kn** sound. Connect all the colored pictures from the knight to his horse.





Consonant Digraph wr

Name _____

Listen for the sound of consonant digraph **wr** in **wren**.
The **w** is silent.

wren



♦ **Directions:** Write a word from the box to label each picture.
Color the pictures whose names begin with **wr**.

web

wrist

wring

wrap

worm

write

wreath

wink

wrench





Ending Digraphs

Name

Some words end with consonant digraphs. Listen for the ending digraphs in **duck**, **moth**, **dish** and **branch**.

duck



moth



dish



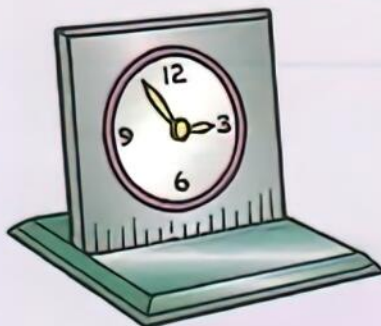
branch



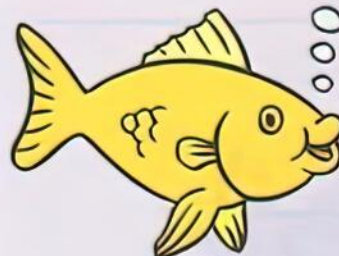
♦ **Directions:** Say the name of each picture. Circle the letters that stand for the ending sound.



ck
th
sh
ch



ck
th
sh
wh



ck
th
sh
ch



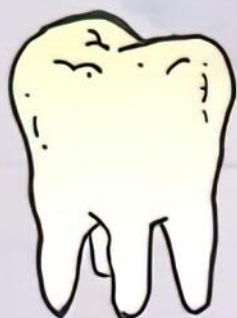
ck
th
sh
ch



ck
th
sh
ch



ck
th
sh
ch



ck
th
sh
ch



ck
th
sh
ch



ck
th
sh
ch



Hear and Write Digraphs

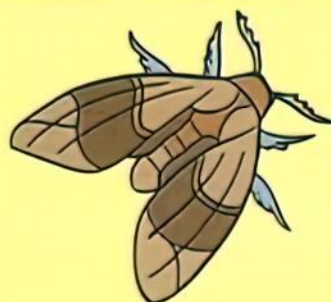
Name _____

◆ **Directions:** Write **ck**, **th**, **sh** or **ch** to complete each word.



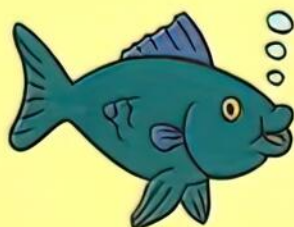














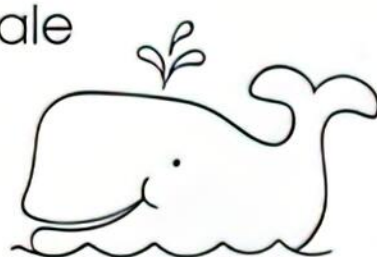


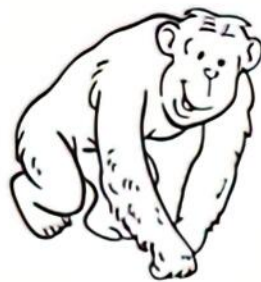

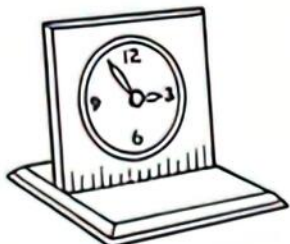
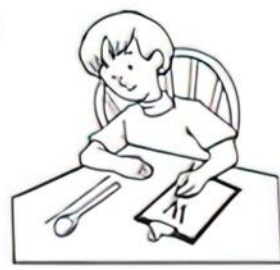
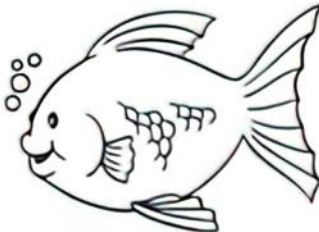





Missing Digraphs

Name

♦ **Directions:** Fill in the circle beside the missing digraph in each word.







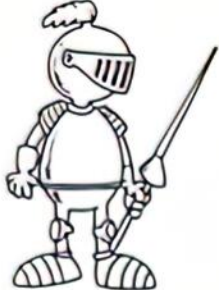


<p>____ale</p>  <input type="radio"/> wh <input type="radio"/> wr <input type="radio"/> ch	<p>pea____</p>  <input type="radio"/> ck <input type="radio"/> th <input type="radio"/> ch	<p>____ife</p>  <input type="radio"/> kn <input type="radio"/> ch <input type="radio"/> wr
<p>____imp</p>  <input type="radio"/> ck <input type="radio"/> kn <input type="radio"/> ch	<p>____ell</p>  <input type="radio"/> ch <input type="radio"/> sh <input type="radio"/> ck	<p>clo____</p>  <input type="radio"/> ck <input type="radio"/> ch <input type="radio"/> kn
<p>____ite</p>  <input type="radio"/> kn <input type="radio"/> wr <input type="radio"/> th	<p>fi____</p>  <input type="radio"/> ch <input type="radio"/> sh <input type="radio"/> th	<p>____orn</p>  <input type="radio"/> th <input type="radio"/> wr <input type="radio"/> ch



Missing Digraphs

_____ Name

♦ **Directions:** Fill in the circle beside the missing digraph in each word.

so____  <input type="radio"/> ck <input type="radio"/> ch <input type="radio"/> kn	____ain  <input type="radio"/> th <input type="radio"/> ch <input type="radio"/> sh	____eath  <input type="radio"/> wr <input type="radio"/> wh <input type="radio"/> kn
____ip  <input type="radio"/> th <input type="radio"/> sh <input type="radio"/> ck	ben____  <input type="radio"/> ck <input type="radio"/> th <input type="radio"/> ch	____eel  <input type="radio"/> sh <input type="radio"/> th <input type="radio"/> wh
____ight  <input type="radio"/> kn <input type="radio"/> th <input type="radio"/> wr	too____  <input type="radio"/> ch <input type="radio"/> ck <input type="radio"/> th	____ench  <input type="radio"/> kn <input type="radio"/> wr <input type="radio"/> th



Tricky ar

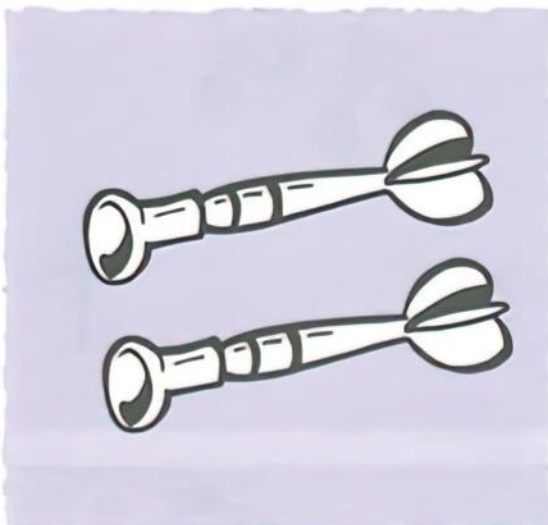
Name

When **r** follows a vowel, it changes the vowel's sound.
Listen for the **ar** sound in **star**.

♦ **Directions:** Color the pictures whose names have the **ar** sound.



star





Write ar or or

_____ Name _____

Listen for the **or** sound in **horn**.

horn



♦ **Directions:** Write **ar** or **or** to complete each word.



th _ n



c _ t

40

f _ ty



st _ k



c _ n



h _ p



_ m



st _



p _ ch



Mix and Match

Name

The letters **ur**, **er** and **ir** all have the same sound. Listen for the vowel sound in **surf**, **fern** and **girl**.

surf



fern



girl



♦ **Directions:** Draw a line from each word in the circle to the picture it names.



30

herd

turkey

clerk

thirty

purse

bird





Write ur, er and ir

_____ Name _____

- ◆ **Directions:** Find a word from the box to name each picture.
Write it on the line below the picture.



church

clerk

dirt

fern

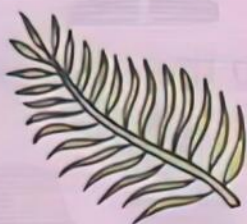
girl

herd

purple

surf

thirty



30



Rhyme Time

Name

◆ **Directions:** Cut out the words at the bottom of the page. Glue them beside the words they rhyme with.



barn



corn



purse



skirt



bird



girl



star



cork



curl



nurse



car



yarn



horn



herd



shirt



fork





Vowel Pairs ai and ay

_____ Name _____

You know that the letters **a_e** usually stand for the long **a** sound. The vowel pairs **ai** and **ay** can stand for the long **a** sound, too. Listen for the long **a** sound in **train** and **hay**.

♦ **Directions:** Say the name of each picture below. Look at the vowel pair that stands for the long **a** sound. Under each picture, write the words from the box that have the same long **a** vowel pair.

cage
mail
play

chain
pay
snake

gate
snail
stay

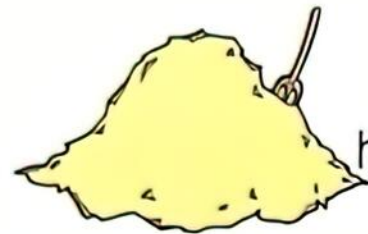
gray
skate
tail



cake



train



hay



Vowel Pairs oa and ow

Name _____

You know that the letters **o_e** and **oe** usually stand for the long **o** sound. The vowel pairs **oa** and **ow** can stand for the long **o** sound, too. Listen for the long **o** sound in **road** and **snow**.

♦ **Directions:** Find and circle eight long **o** words. The words may go **across** or **down**. Beside each picture, write the words that use the same long **o** vowel pair.

Z	L	I	A	C	R
B	O	C	R	O	W
S	W	R	J	A	G
O	G	O	A	L	R
A	L	A	G	X	O
P	Y	K	N	O	W



road



snow



Vowel Pair ui

Name

You know that the letters **u_e** and **ue** usually stand for the long **u** sound. The vowel pair **ui** can stand for the long **u** sound, too. Listen for the long **u** sound in **cruise**.



cruise

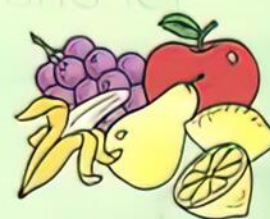
♦ **Directions:** Circle the name of the picture.
Then, write the name on the line.



mall
male
mule



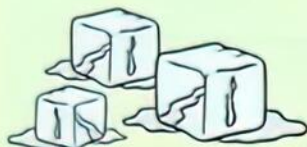
sun
Sue
say



fruit
flat
frame



sun
sit
suit



cubes
cubs
caves



Jake
juice
just



fly
flute
fleece



globe
gull
glue



blue
black
ball



Vowel Pair ie

Name

You know that the letters **i_e** usually stand for the long **i** sound. The vowel pair **ie** can stand for the long **i** sound, too. Listen for the long **i** sound in **butterflies**.

butterflies



♦ **Directions:** Write **i_e** or **ie** to complete each word. Draw a picture for one **i_e** word and one **ie** word.

d m

f v

p

t

kn f

l

fl s

tr d

k t

i_e picture


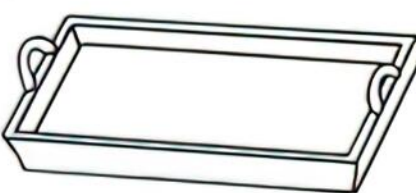
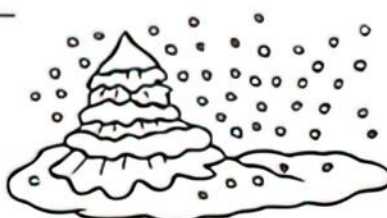


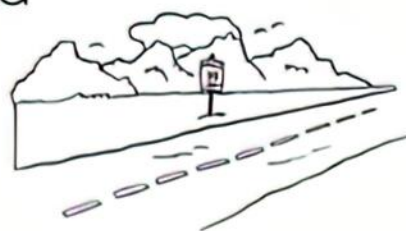
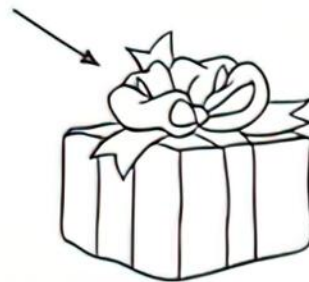
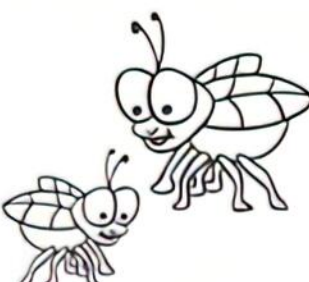

ie picture



Missing Vowel Pairs

_____ Name

♦ **Directions:** Fill in the circle beside the missing vowel pair in each word.


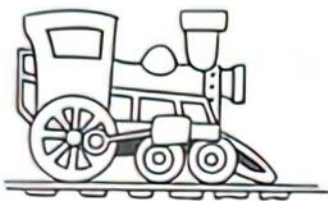

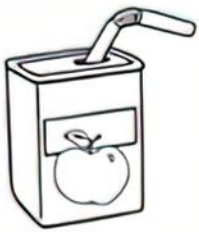


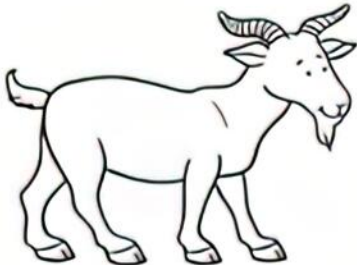
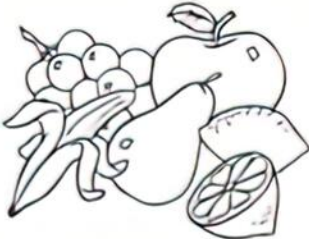
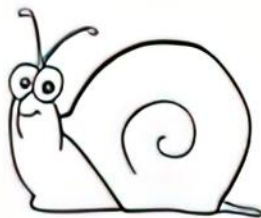
<p>t_____</p>  <p><input type="radio"/> ie <input type="radio"/> ay <input type="radio"/> oa</p>	<p>tr_____</p>  <p><input type="radio"/> ow <input type="radio"/> ui <input type="radio"/> ay</p>	<p>sn_____</p>  <p><input type="radio"/> ow <input type="radio"/> ie <input type="radio"/> ay</p>
<p>ch_____n</p>  <p><input type="radio"/> ie <input type="radio"/> ui <input type="radio"/> ai</p>	<p>gr_____</p>  <p><input type="radio"/> oa <input type="radio"/> ay <input type="radio"/> ie</p>	<p>r_____d</p>  <p><input type="radio"/> oa <input type="radio"/> ay <input type="radio"/> ui</p>
<p>b_____</p>  <p><input type="radio"/> ai <input type="radio"/> ow <input type="radio"/> ui</p>	<p>fl_____s</p>  <p><input type="radio"/> ai <input type="radio"/> oa <input type="radio"/> ie</p>	<p>s_____t</p>  <p><input type="radio"/> ui <input type="radio"/> ay <input type="radio"/> ie</p>



Missing Vowel Pairs

_____ Name

♦ **Directions:** Fill in the circle beside the missing vowel pair in each word.

h____  <input type="radio"/> ui <input type="radio"/> ow <input type="radio"/> ay	tr____n  <input type="radio"/> oa <input type="radio"/> ai <input type="radio"/> ie	s____p  <input type="radio"/> oa <input type="radio"/> ai <input type="radio"/> ui
j____ce  <input type="radio"/> ai <input type="radio"/> ui <input type="radio"/> ie	p____  <input type="radio"/> ui <input type="radio"/> oa <input type="radio"/> ie	cr____  <input type="radio"/> ui <input type="radio"/> ay <input type="radio"/> ow
g____t  <input type="radio"/> ai <input type="radio"/> oa <input type="radio"/> ui	fr____t  <input type="radio"/> ai <input type="radio"/> ow <input type="radio"/> ui	sn____l  <input type="radio"/> ow <input type="radio"/> ai <input type="radio"/> ie



Vowel Pair ea

Name

Some pairs of vowels can stand for more than one sound. The vowel pair **ea** has the sound of long **e** in **team** and short **e** in **head**.

team



head



◆ **Directions:** Say the name of each picture. Listen for the sound that **ea** stands for. Circle **Long e** or **Short e**. Then, color the pictures whose names have the short **e** sound.



Long e

Short e



Long e

Short e



Long e

Short e



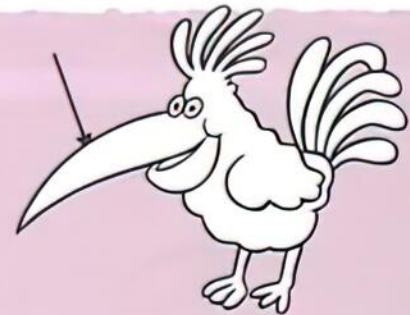
Long e

Short e



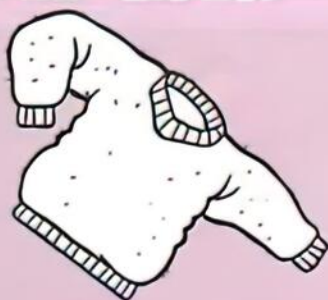
Long e

Short e



Long e

Short e



Long e

Short e



Long e

Short e



Long e

Short e



Vowel Pair oo

Name

Listen for the difference between the sound of the vowel pair **oo** in **moon** and its sound in **book**.

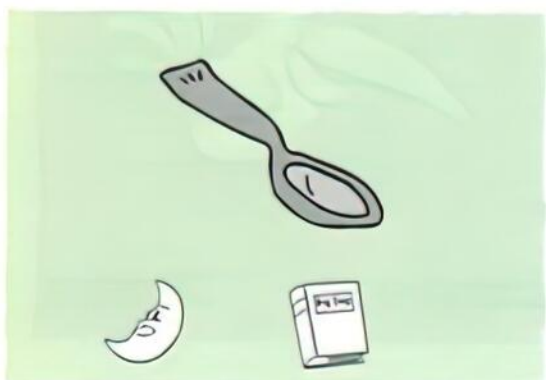
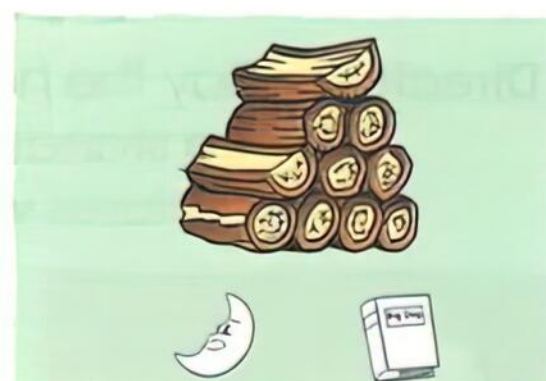
moon



book



♦ **Directions:** Say the name of the picture. Circle the picture of the moon or the book to show the sound of vowel pair **oo**.





Make Compound Words

Name _____

Some short words can be put together to make one new word. The new word is called a **compound word**.

cow + hand = cowhand

♦ **Directions:** Look at each pair of pictures and words below. Join the two words to make a compound word. Write it on the line.



rain + coat = _____



door + bell = _____



dog + house = _____



pan + cake = _____



horse + shoe = _____



Compound Word Riddles

Name

- ◆ **Directions:** Underline the two words in each sentence that can make a compound word. Write the compound word on the line to complete the sentence.



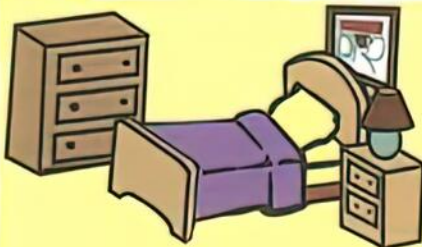
A kind of bird that is black is a



A horse that can race is a



A cloth that covers a table is a



A room with a bed is a



A book with a story is a



A bowl that holds fish is a



Build Words With Syllables

_____ Name

Syllables are word parts. Each syllable has one vowel sound. Some words have only one syllable. Some words have more than one syllable.

One syllable: kite



Two syllables: wagon



- ♦ **Directions:** Cut out the syllables at the bottom of the page. Put them together to make eight two-syllable words. Look up the words in a dictionary to check their spellings. Then, write the words you made.

My 2-Syllable Word Record

pen	der	ket	ro	cil	ster	win	tu
dow	bot	bas	kin	lip	spi	mon	nap





Prefix re

_____ Name

A **prefix** is a word part. It is added to the beginning of a base word to change the base word's meaning. The prefix **re** means "again."

Example:



Refill means "to fill again."

◆ **Directions:** Look at the pictures. Read the base words. Add the prefix **re** to the base word to show that the action is being done again. Write your new word on the line.



read



write



paint



use



build



pay



Prefixes un and dis

Name _____

The prefixes **un** and **dis** mean "not" or "the opposite of."

Unlocked means
"not locked."



Dismount is
the "opposite
of mount."



♦ **Directions:** Look at the pictures. Circle the word that tells about the picture. Then, write the word on the line.



tied
untied



like
dislike



happy
unhappy



obey
disobey



safe
unsafe



honest
dishonest



Suffixes ful, less, ness, ly

Name _____

A **suffix** is a word part that is added at the end of a base word to change the base word's meaning. Look at the suffixes below.

The suffix **ful** means "full of." **Cheerful** means "full of cheer."

The suffix **less** means "without." **Cloudless** means "without clouds."

The suffix **ness** means "a state of being." **Darkness** means "being dark."

The suffix **ly** means "in this way." **Slowly** means "in a slow way."



♦ **Directions:** Add the suffixes to the base words to make new words.

care + ful = _____

pain + less = _____

brave + ly = _____

sad + ly = _____

sick + ness = _____



Suffixes and Meanings

Name _____

Remember: The suffix **ful** means "full of."

The suffix **less** means "without."

The suffix **ness** means "a state of being."

The suffix **ly** means "in this way."



The sun shines **brightly**.

♦ **Directions:** Write the word that matches the meaning.

without pain

in a neat way

full of grace

the state of being sick

in a quick way

without fear

the state of being soft

In a glad way



Suffixes er and est

Name

Suffixes **er** and **est** can be used to compare. Use **er** when you compare two things. Use **est** when you compare more than two things.

Example: The puppy is smaller**er** than its mom.

This puppy is the smallest**est** puppy in the litter.

◆ **Directions:** Add the suffixes to the base words to make words that compare.



Base Word

+ er

+ est

1. loud

louder

loudest

2. old

3. neat

4. fast

5. kind

6. tall



Compare With er and est

Name _____

♦ **Directions:** Use **er** and **est** to compare things in three pictures.



fast



loud



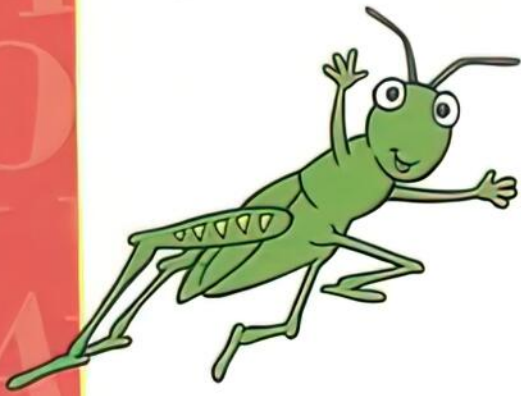
tall



long



PHENOMENAL PHONICS Award



Awarded to

Name

on _____

Date

for great
phonics work

in the
Complete Book of Reading
Grades 1 and 2



READING COMPREHENSION





Use the Clues

_____ Name

Context clues can help you figure out words you don't know. Read the words around the new word. Think of a word that makes sense.

Kate swam in a _____?

Did Kate swim in a cake or a lake? The word **swim** is a context clue.

◆ **Directions:** Kate wrote this letter from camp. Read the letter. Use context clues to write the missing words from the word box. What clues did you use?

lake

six

pancakes

forest



Dear Mom and Dad,

I woke up at _____ o'clock and got

dressed. My friends and I ate _____ for

breakfast. We went hiking in the _____.

Then, we went swimming in the _____.

Camp is fun!

Love,
Kate



Clues for Clothes

_____ Name

- ◆ **Directions:** Read the story. Use context clues to figure out the missing words. Write the words from the word box. Then, answer the questions.

socks

scarf

sweaters

mittens



Maria bundles up. She sticks her arms through

two _____. She tugs three pairs of

_____ over her feet. She wraps a _____

around her neck. At last, she pulls her _____

onto her hands. Maria goes outside to play. Nobody is warmer than Maria.

1. What clue words helped you figure out sweaters?

2. What clue words helped you figure out mittens?



Context Clues in Action

_____ Name

- ◆ **Directions:** Read the story. Use context clues to figure out the meanings of the words in dark print. Draw a line from the word to its meaning.

Jack has a plan. He wants to take his parents out to lunch to show that he **appreciates** all the nice things they do for him. His sister Jessica will go, too, so she won't feel left out. Jack is **thrifty**. He saves the **allowance** he earns for doing **chores** around the house. So far, Jack has saved ten dollars. He needs only five dollars more. He is excited about paying the check himself. He will feel like an **adult**.



appreciates

jobs

allowance

grown-up

chores

is grateful for

thrifty

money earned for work

adult

careful about spending money



Amazing Antonyms

_____ Name

Antonyms are words that have opposite meanings. **Old** and **new** are antonyms. **Laugh** and **cry** are antonyms, too.

◆ **Directions:** Below each word, write its antonym. Use words from the word box.



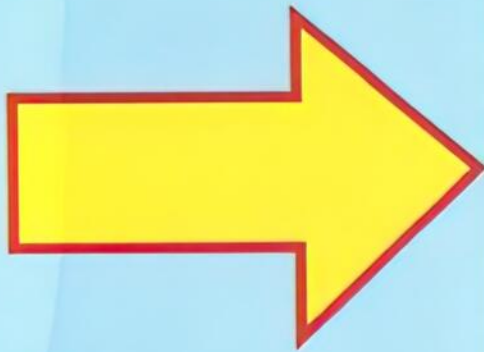
stop



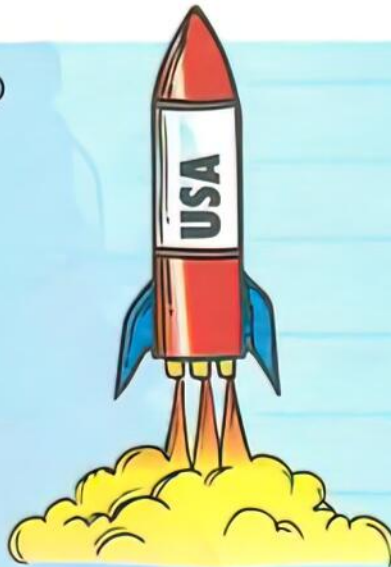
happy



right



up



wet





Scale the Synonym Slope

Name _____

Synonyms are words that have almost the same meaning. **Tired** and **sleepy** are synonyms. **Talk** and **speak** are synonyms.

◆ **Directions:** Read the word. Find its synonym on the hill. Write the synonym on the line.

1. glad



2. little

wet

3. begin

big

4. above

happy

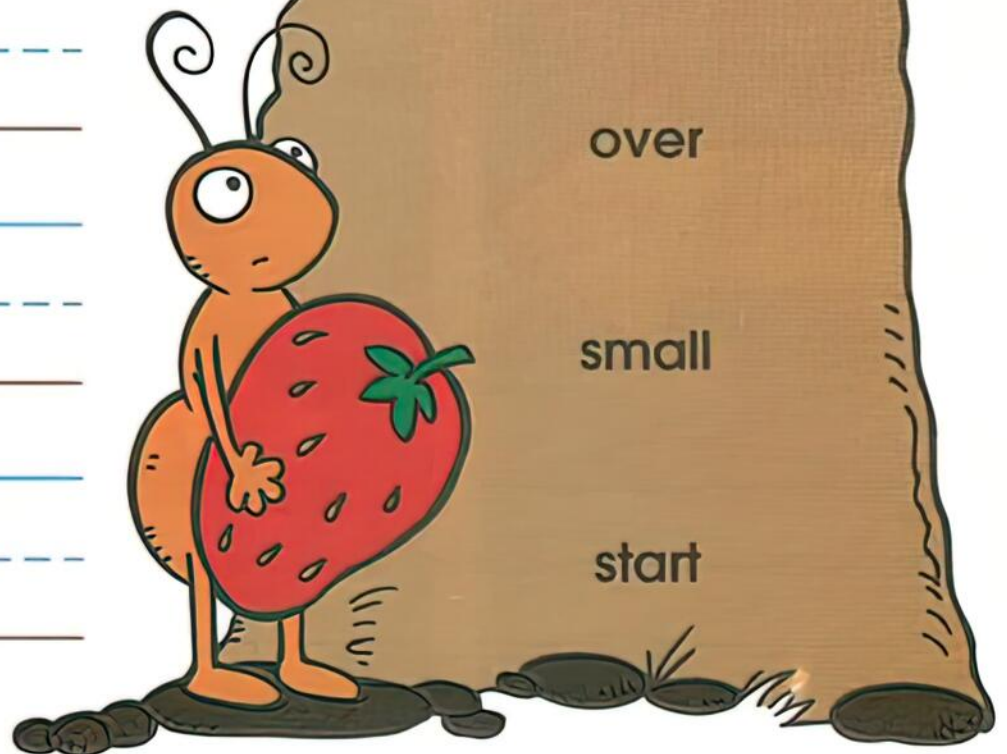
5. damp

over

6. large

small

start





Synonym Match

_____ Name

- ◆ **Directions:** Look at the pictures. Read the words in the box. Write two synonyms you could use to tell about each picture.



rocks start road begin street stones sad unhappy







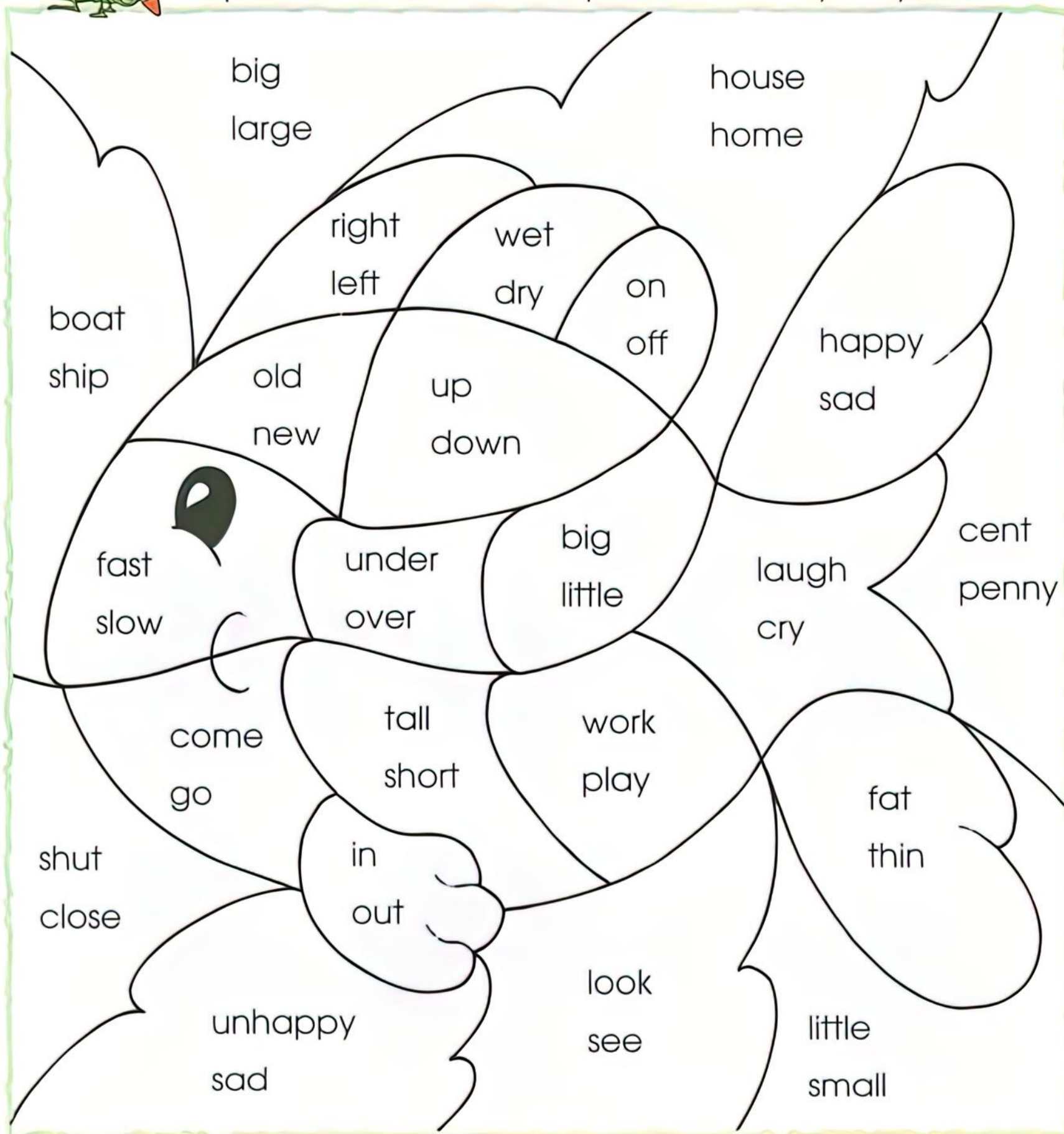




Antonym or Synonym?

_____ Name

- ◆ **Directions:** Use yellow to color the spaces that have word pairs that are antonyms. Use blue to color the spaces that have word pairs that are synonyms.



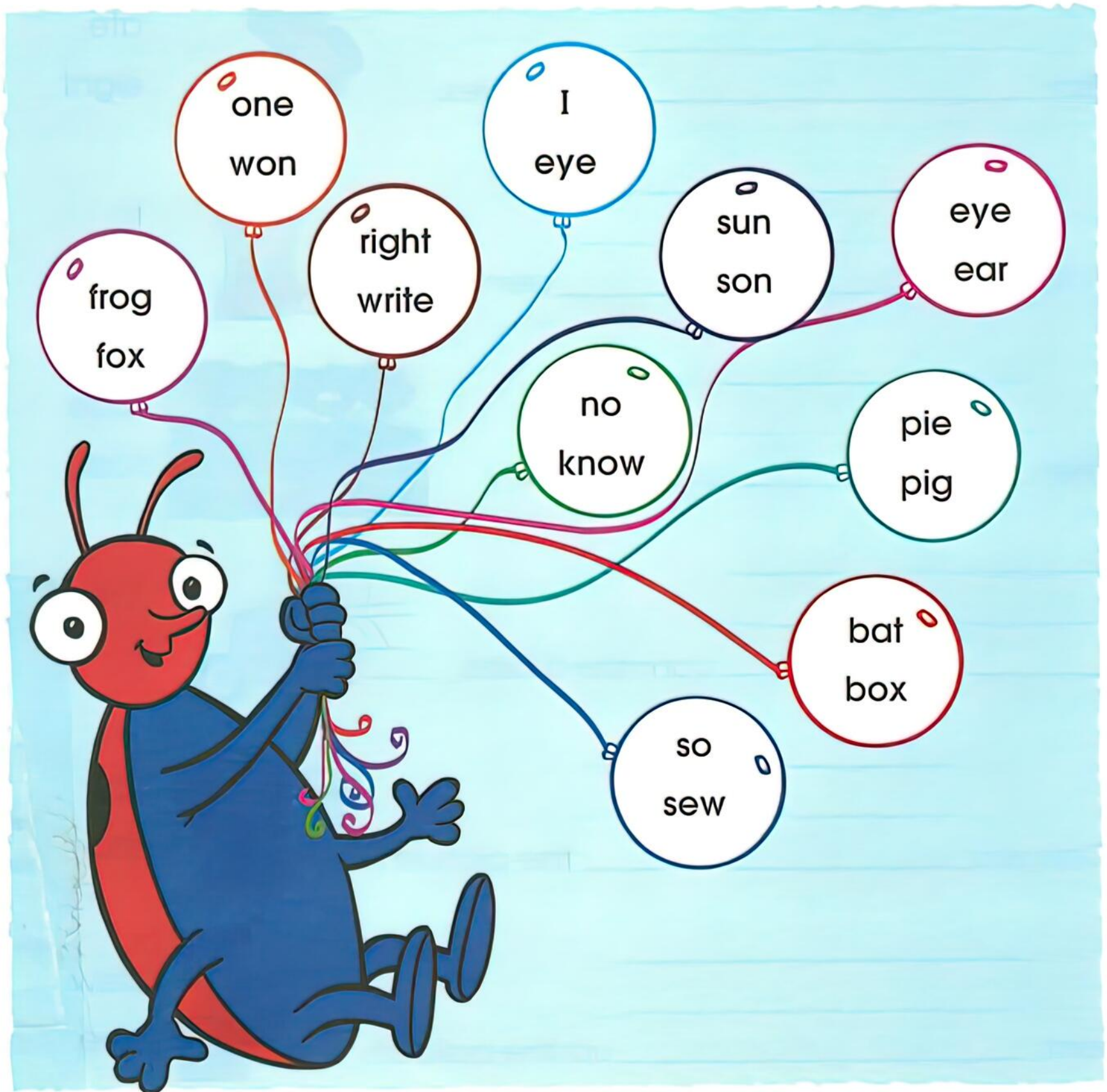


Homophone Fun

_____ Name

Homophones are words that sound the same but have different spellings and meanings. **Too** and **two** are homophones. So are **road** and **rode**.

◆ **Directions:** Use yellow to color the balloons that have homophones.





Find the Right Homophone

_____ Name

◆ **Directions:** Read the sentences. Write the correct homophone on the line.



to



two

Jim _____ the cookies.



ate
eight

Sally has _____ pencils.



to
two

The _____ is bumpy.



rode
road

_____ can ride a bike.



Eye
I

Can you _____ the picture?



see
sea

Tom _____ up the balloon.



blew
blue



Color Code Classifying

_____ Name

- ◆ **Directions:** Underline **number words** in **red**.
Underline **name words** in **blue**.
Underline **color words** in **green**.
Underline **animal words** in **yellow**.



pig

Kim

dog

blue

red

green

ten

five

Jack

two

cow

Lee

- ◆ **Directions:** Write each word on the correct line.

Name Words

_____	_____	_____
_____	_____	_____
_____	_____	_____

Number Words

_____	_____	_____
_____	_____	_____
_____	_____	_____

Animal Words

_____	_____	_____
_____	_____	_____
_____	_____	_____

Color Words

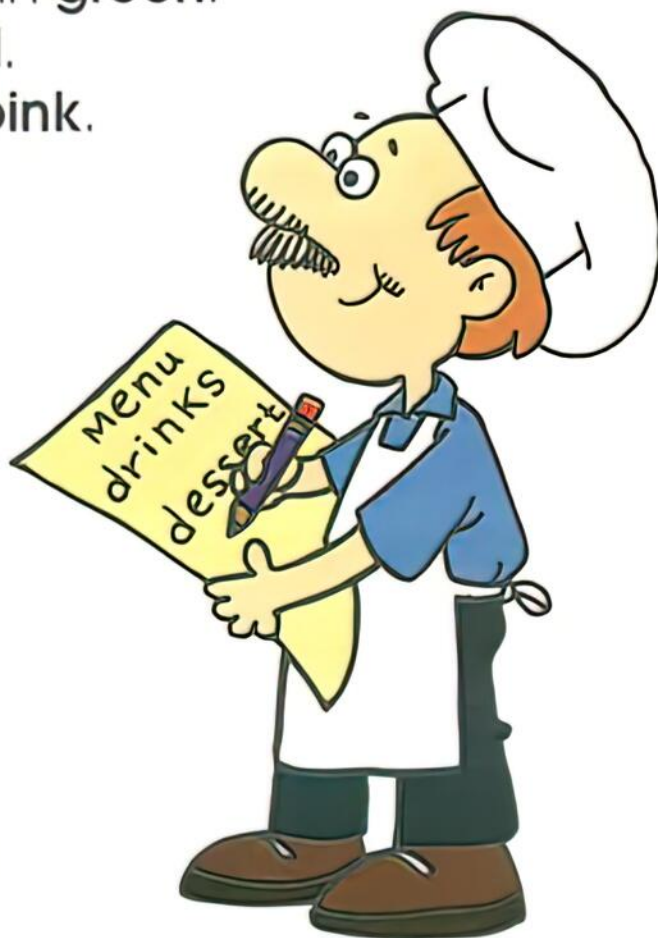
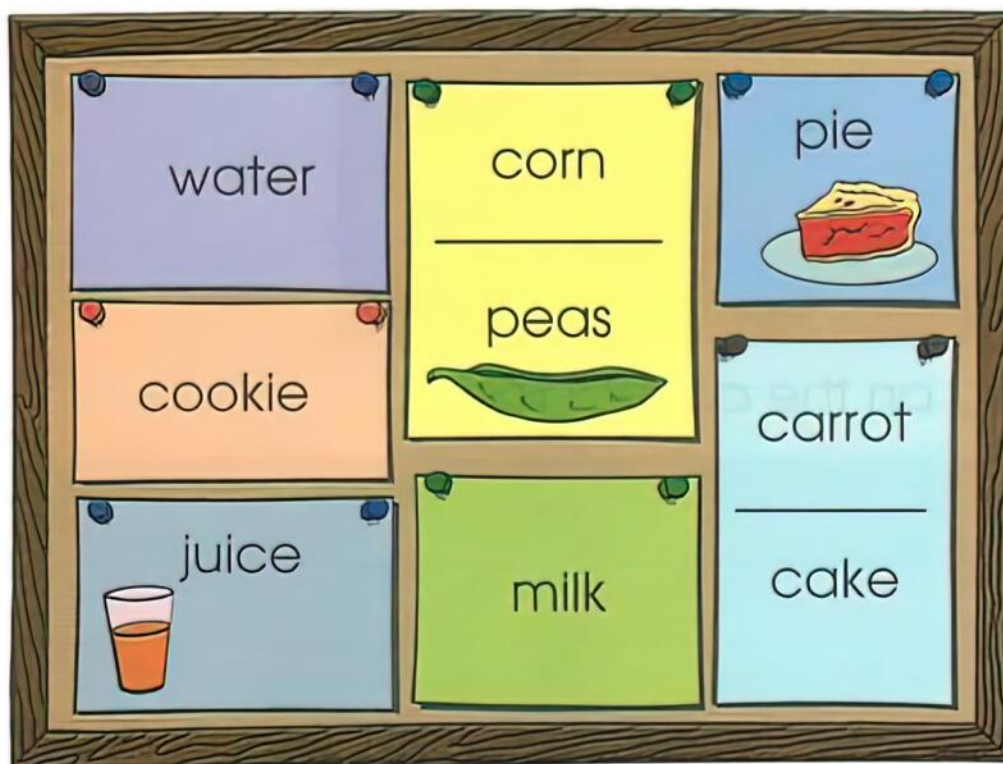
_____	_____	_____
_____	_____	_____
_____	_____	_____



Menu Mix-Up

_____ Name

- ◆ **Directions:** Circle names of vegetables in green.
Circle names of drinks in red.
Circle names of desserts in pink.



- ◆ **Directions:** Write each food word on the correct line.

Drinks

Vegetables

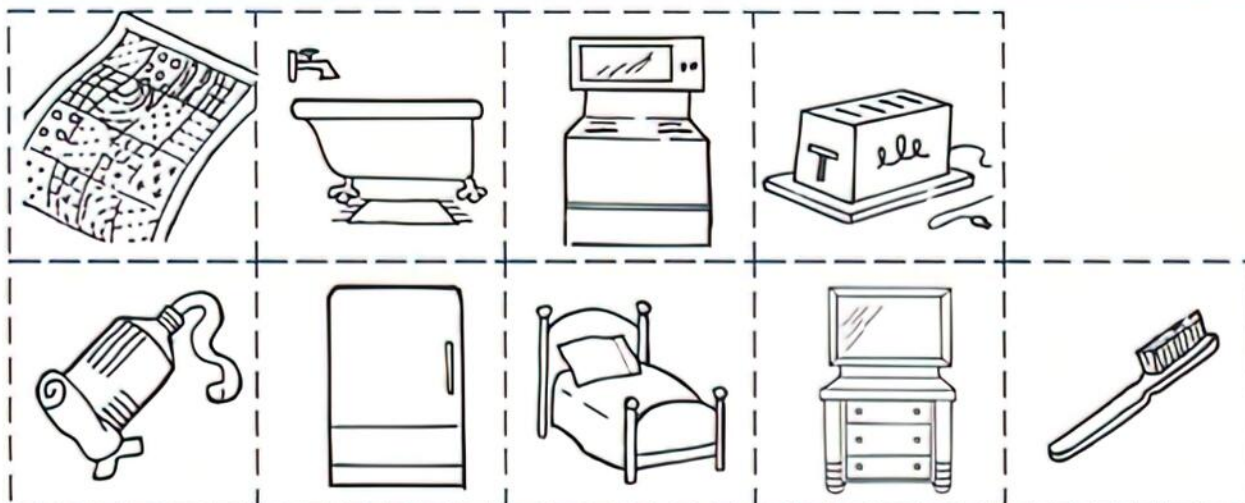
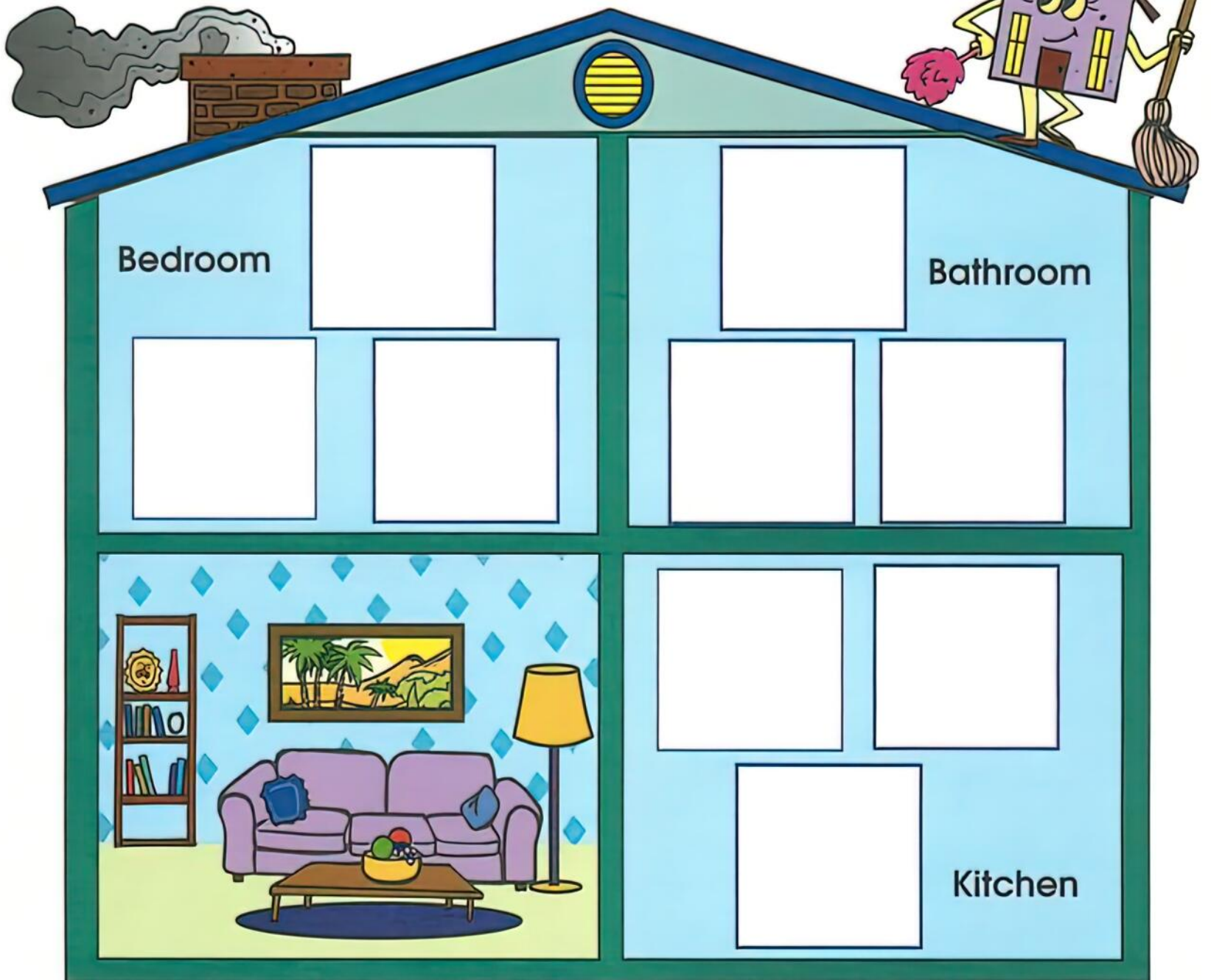
Desserts



Sort It Out

Name

- ◆ **Directions:** Color the pictures. Cut and glue each picture in the correct room.



♦ **Directions:** Circle words that name **colors** in **red**.
 Circle words that name **shapes** in **yellow**.
 Circle words that name **numbers** in **green**.

five

 square

 nine

 triangle


blue

 circle

 purple

 brown

ten



♦ **Directions:** Write each word on the correct line.

Colors	Shapes	Numbers



Where Does It Belong?

_____ Name

◆ **Directions:** Read the words.

Draw a **circle** around the **sky words**.

Draw a **line** under the **land words**.

Draw a **box** around the **sea words**.



city

rabbit

planet

cloud

forest

whale

shark

moon

shell

◆ **Directions:** Write each word on the correct line.

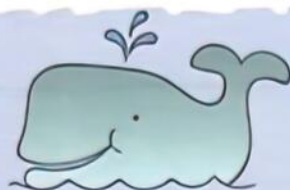
Sky Words



Land Words



Sea Words





What's the Big Idea?

_____ Name

The **main idea** is the most important idea in a story. The main idea tells what happens.

◆ **Directions:** Look at the pictures. Read the sentences. Circle **yes** if the sentence tells the main idea of the picture. Circle **no** if it does not.

yes

no



The hat is too small.

yes

no



The bear is afraid of the mouse.

yes

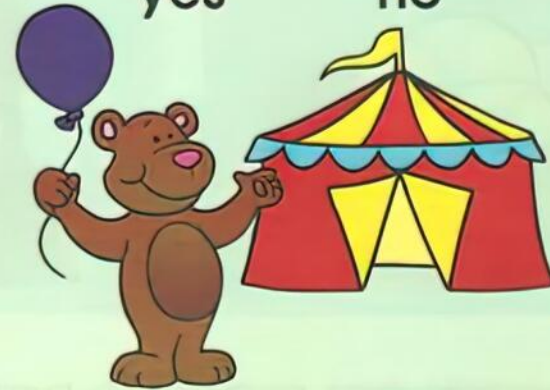
no



The bear washed three shirts.

yes

no



The circus is fun.

yes

no



The bear has two mittens.

yes

no



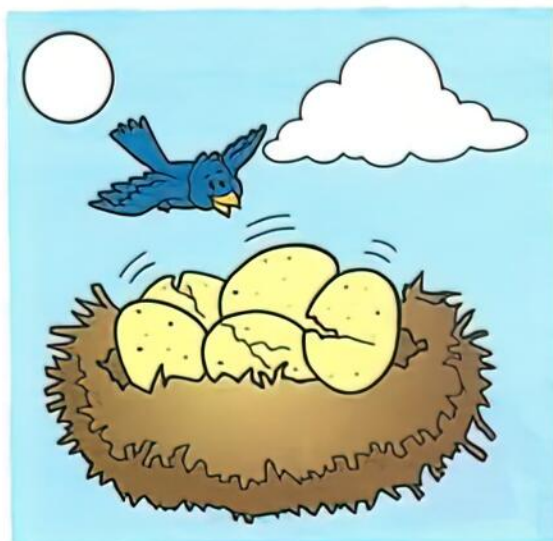
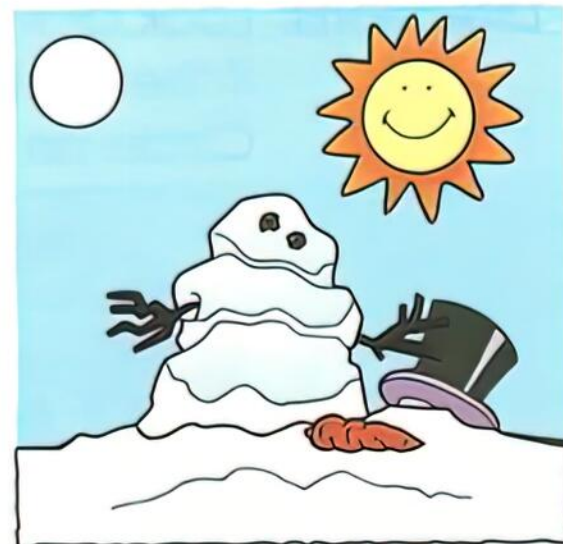
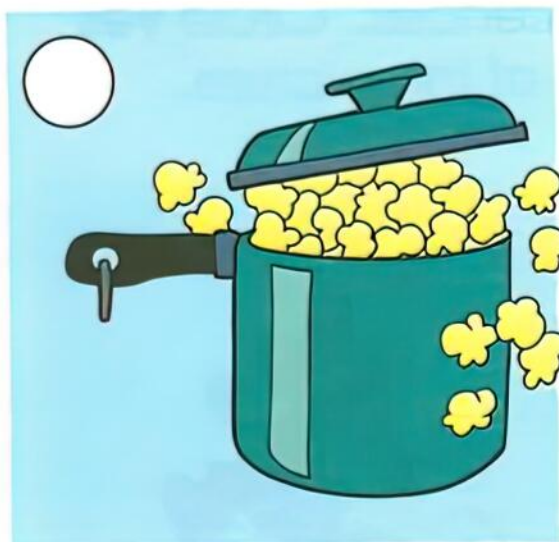
The bear walks to school.



Find the Main Idea

_____ Name

- ◆ **Directions:** Look at the pictures. Read the sentences. In the circle, write the letter of the sentence that tells the main idea.



- A. The eggs are ready to hatch.
- B. It is a very windy day.
- C. The old house looks scary.
- D. The popcorn popper is too full.
- E. The girl thinks the music is too loud.
- F. It is too warm for a snowman.



What's the Idea?

_____ Name

- ◆ **Directions:** Look at the pictures. Read the sentences in the speech balloons. Fill in the circle beside the sentence that tells the main idea.



My tummy hurts.

- ☐ The mouse wants more to eat.
- ☐ The mouse ate too much cheese.



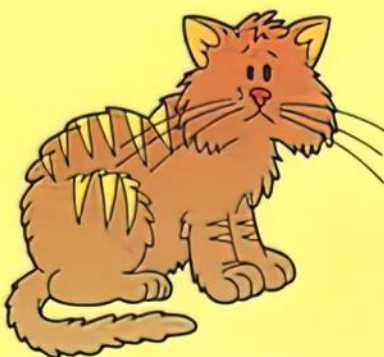
My hat is blowing away.

- ☐ It is a very windy day.
- ☐ He doesn't want a hat.



I am seven years old today.

- ☐ The cake is very big.
- ☐ Today is her birthday.



I can't find my home.

- ☐ The cat is lost.
- ☐ The cat has a new home.



Read All About It

_____ Name

- ◆ **Directions:** Read each part of the paper. Fill in the circle beside the sentence that tells the main idea.



Hundreds Enjoy Town Carnival

- ☐ Many people had fun at the carnival.
- ☐ The carnival was not a success.
- ☐ Someone wants to buy kittens and puppies.
- ☐ Someone wants to sell kittens and puppies.

CLASSIFIEDS

For Sale

3 black kittens
2 brown puppies

Call

555-4109

Bank Robbers



Caught

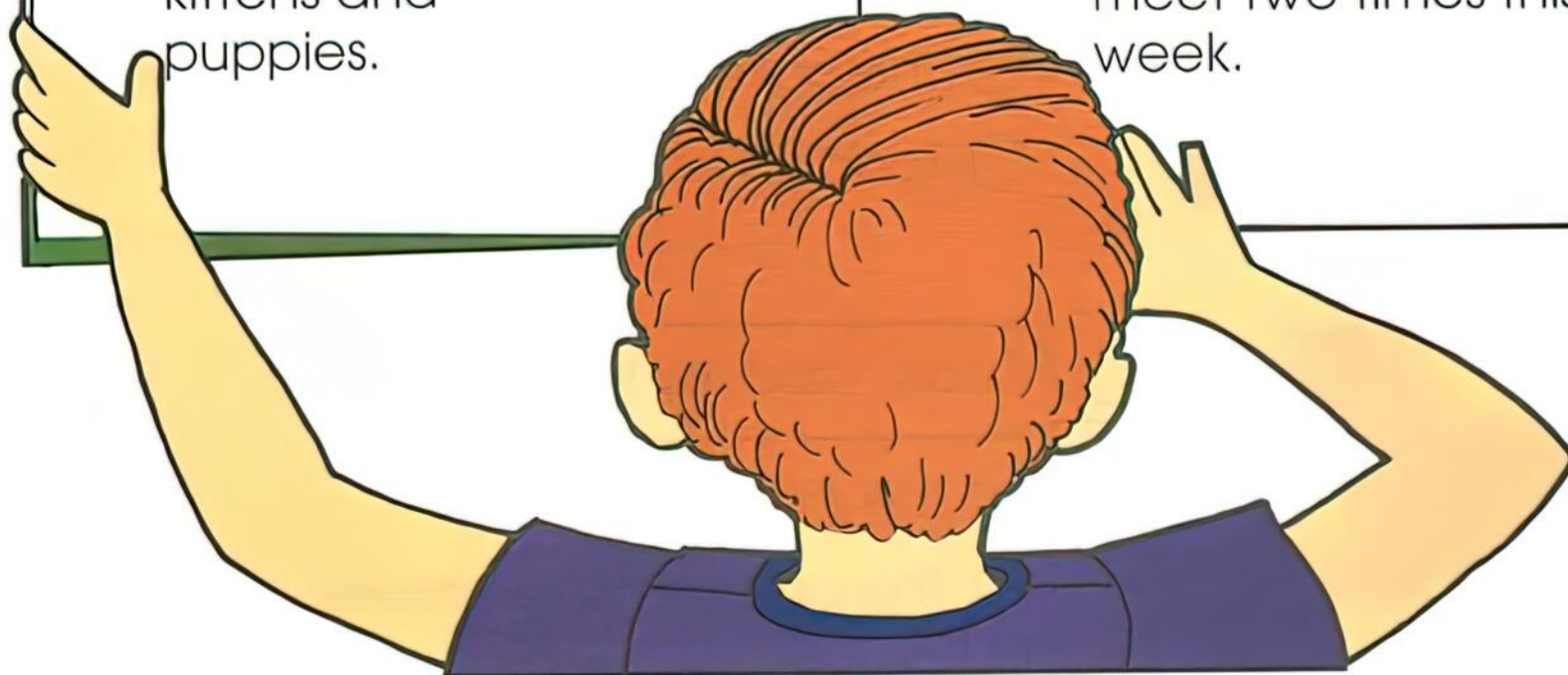
- ☐ Five bank robbers got away.
- ☐ Two bank robbers were caught.

Garden Club to Meet

Wednesday and Thursday This Week



- ☐ The Garden Club will not meet this week.
- ☐ The Garden Club will meet two times this week.





What Doesn't Belong?

_____ Name

- ◆ **Directions:** Read the sentences under each title. Cross out the sentence that does not tell about the main idea.

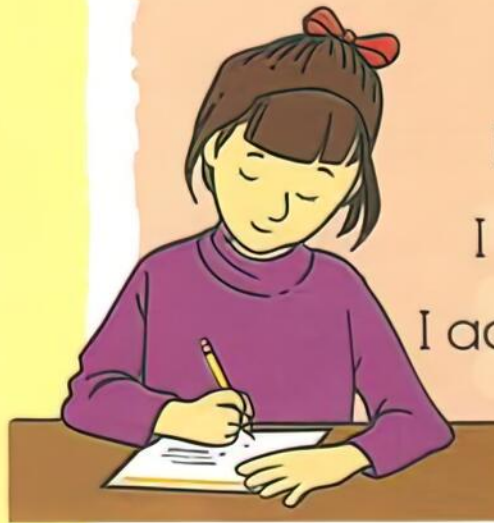


Fun at the Playground

He runs to the slide.
She plays on the swings.
I clean my room.
They climb the monkey bars.
We sit on the seesaw.

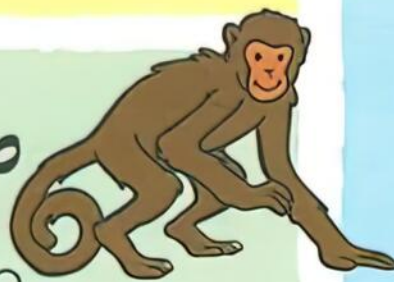
Doing My Homework

I open my book.
I take a bath.
I read the book.
I write the words.
I add the numbers.



Going to the Zoo

The monkeys climb the trees.
The seals eat fish.
The snakes move slowly.
The kitten plays with yarn.
The zebra runs fast.



Eating Dinner

Mother cuts the meat.
Father chews the corn.
Sister drinks the milk.
Brother eats his peas.
Grandmother has a big house.





Main Ideas About Meals

_____ Name

- ◆ **Directions:** Read each story to find the main idea. Fill in the circle beside the phrase that tells the main idea.

Open Wide!

An anteater slowly walked up to a log. Many ants were inside the log. The anteater put on a bib. Then, she laid a plate and a big spoon down on the ground. She began to eat and eat. When she was finished, she had eaten 30,000 ants!

- ☐ many ants
- ☐ a log on the ground
- ☐ a hungry anteater

Bite Down!

It's a good thing that Rollo Rabbit likes to chew. He nibbles on carrots, lettuce, and cabbage all day long. Every time he chews, he wears down his teeth. If Rollo did not chew so much, his front teeth could grow to be ten feet long!

- ☐ good vegetables
- ☐ wearing down teeth
- ☐ a fluffy rabbit

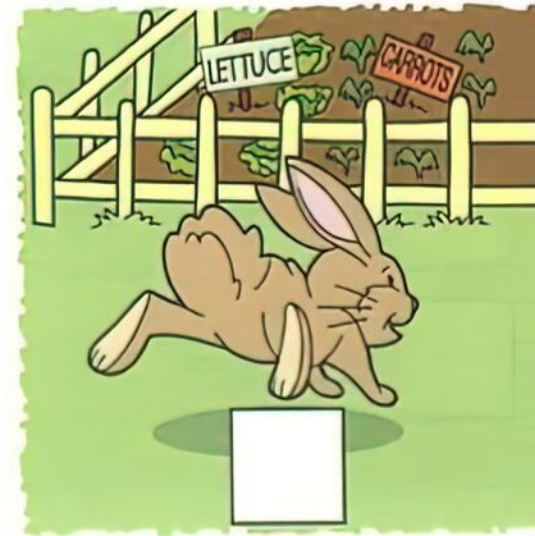
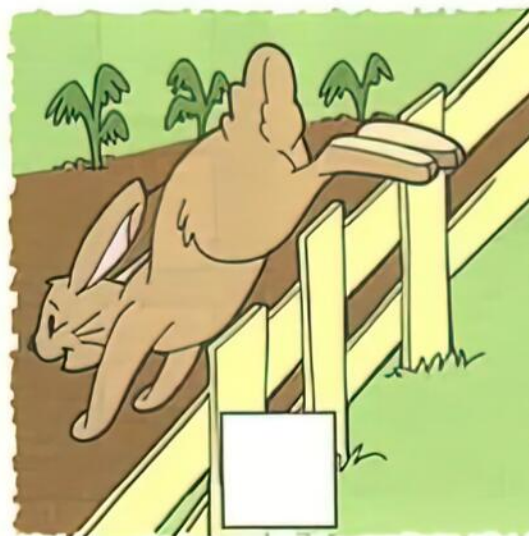
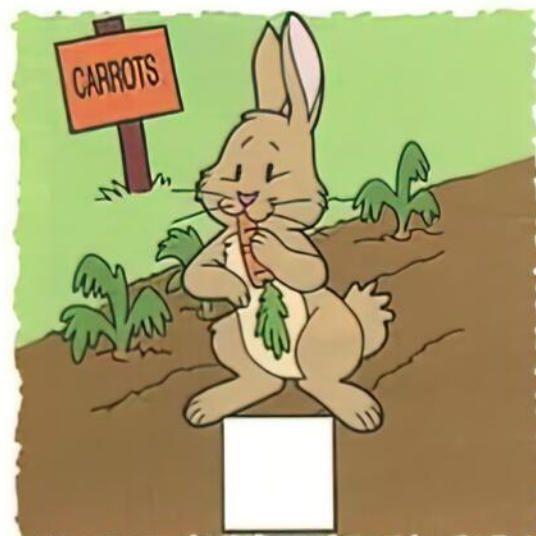


Storyboard Sequence

_____ Name _____

Sequence is the order in which story events happen. What happened first? What happened next? What happened last?

◆ **Directions:** Write the numbers 1, 2 and 3 in the boxes to show the order in which the story events in each row happened.





Words in Order

Name

- ◆ **Directions:** Look at each picture. Write 1, 2 and 3 to make the words tell a story in order.

mix

eat

bake



give

open

buy



fly

land

take off



read

open

close



listen

turn off

turn on



hurt

fall

bandage



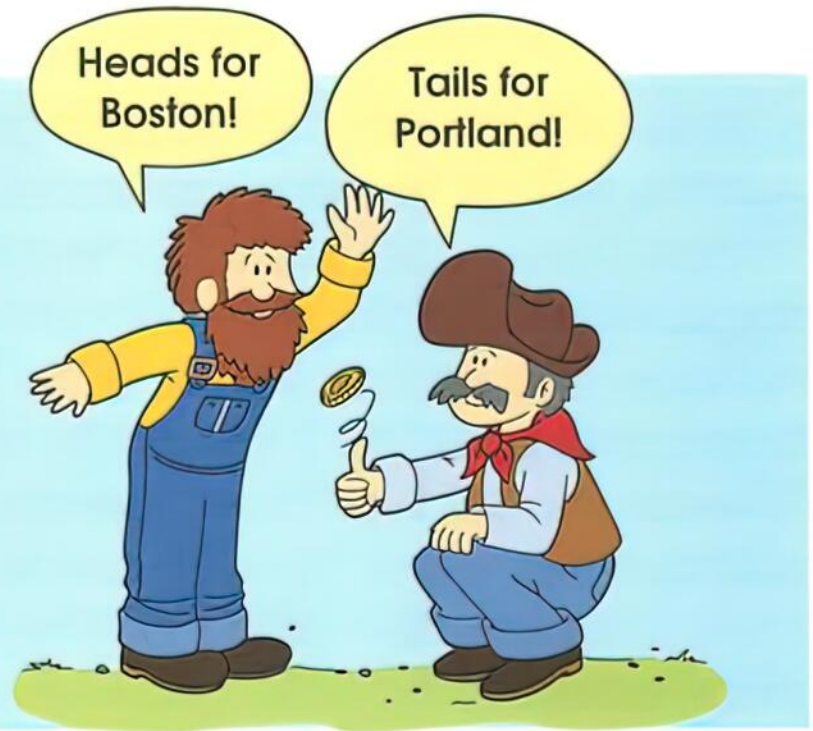


Story Sequence

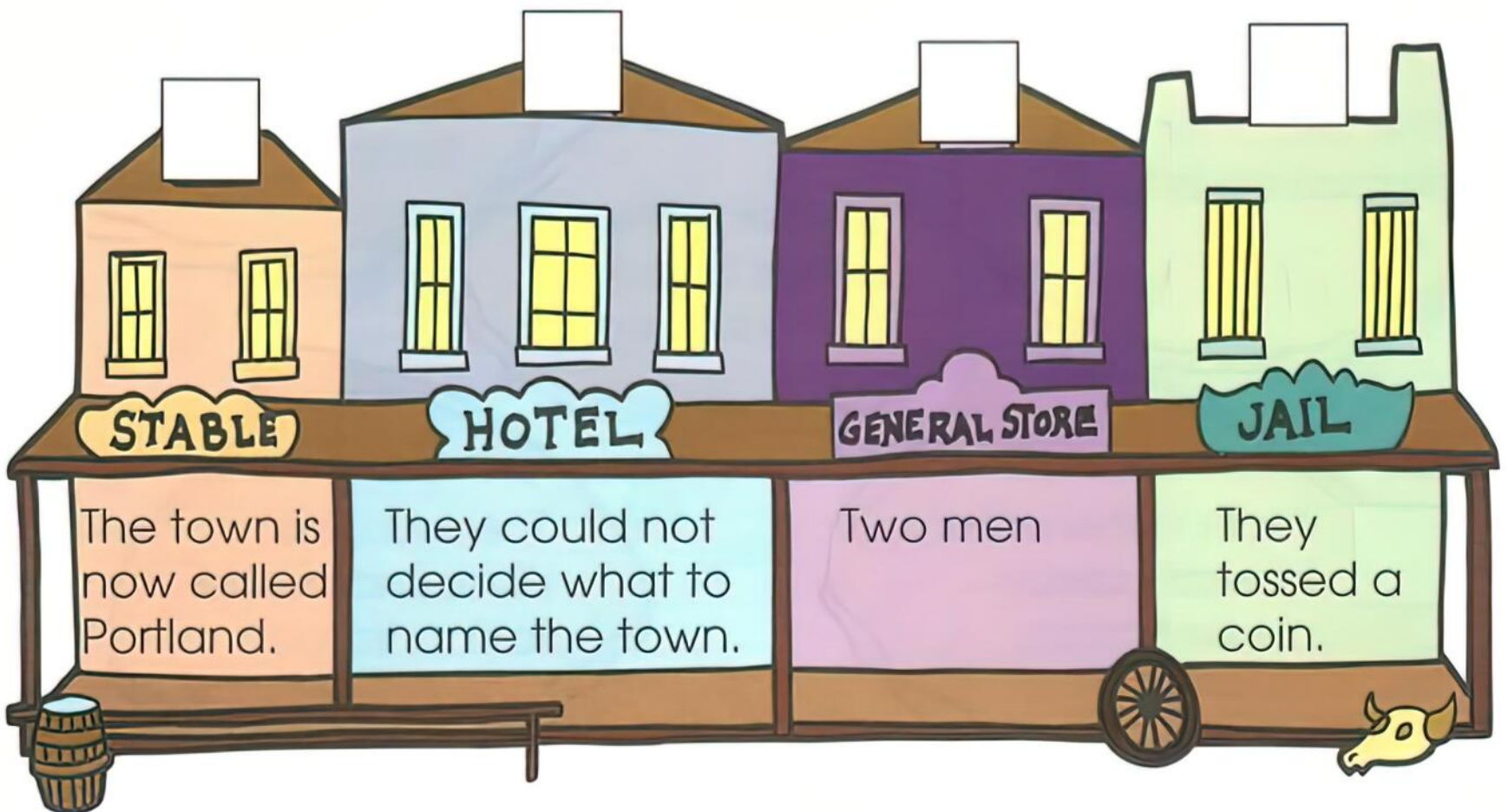
Name

◆ **Directions:** Read the story.

Over a hundred years ago, two men built a town. They couldn't decide what to name it. One man wanted to name it Boston. The other wanted to name it Portland. They tossed a coin and one yelled, "Heads for Boston!" The other yelled, "Tails for Portland!" Tails must have won because that town is now called Portland, Oregon.



◆ **Directions:** Read the sentences. Write 1, 2, 3 and 4 to number the events in the order they happened in the story.
built a town.





Order

Name

◆ **Directions:** Read the story.

A sea otter eats clams, barnacles, worms, sea urchins and abalone. First, it must dive underwater to find its food. After bringing the food to the surface, the sea otter rolls onto its back and puts the food on its belly. It keeps its "picnic table" clean by rolling in the water to wash away any messy scraps. Sea otters are very neat eaters!



◆ **Directions:** Write the number 1, 2, 3, 4 or 5 in each box to tell the order in which the sea otter eats a meal.

The sea otter puts its food on its belly.

The sea otter brings its food to the surface.

It rolls onto its back.

It rolls in the water to wash away messy scraps.

The sea otter dives underwater to find its food.



Lemonade for Sale

Name

◆ **Directions:** Read the story.

Ken and Pat start a business selling lemonade. First, they make a stand from Pat's picnic table. Second, they go to the store to buy a box of lemons and a sack of sugar. Third, they squeeze the lemons and pick out the seeds. Fourth, they mix the lemon juice with sugar and cold water. Would you like to buy a cold glass of lemonade from them? It's only fifteen cents.



◆ **Directions:** Read the phrases. Write 1, 2, 3 and 4 to number the phrases in the order they happened in the story. Clue words like **first** will help you.

☐

buy lemons and sugar

☐

make a stand

☐

mix lemon juice, sugar and water

☐

squeeze lemons and pick out seeds



◆ **Directions:** On another sheet of paper, write what you think Ken and Pat will do next.

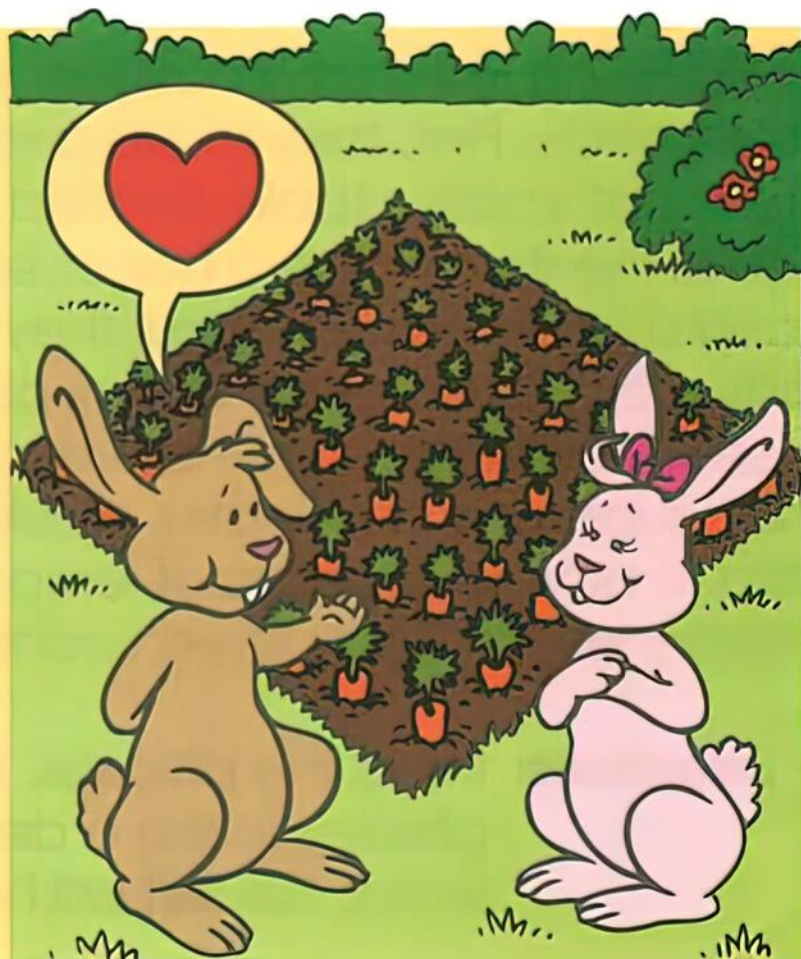


A Hare-Raising Experience

Name

◆ **Directions:** Read the story.

Jack Rabbit loved to grow carrots. First, he found a diamond-shaped field. Next, he carefully planted and watered the seeds. Then he watched as the little green tops of carrots began pushing through the dirt. Finally, 83 carrots were ready to be pulled from the earth. Jack indeed had the only 83-“carrot” diamond in town, and he proudly gave it to his friend Jill.



◆ **Directions:** Read the sentences. Write 1, 2, 3, 4 or 5 to number the sentences in the order they happened in the story.

☐

The carrots were ready to be pulled.

☐

Jack found a field.

☐

Carrot tops started popping up.

☐

Jack watered the seeds.

☐

Jack planted carrot seeds.

◆ **Directions:** On another sheet of paper, write what you think will happen next.



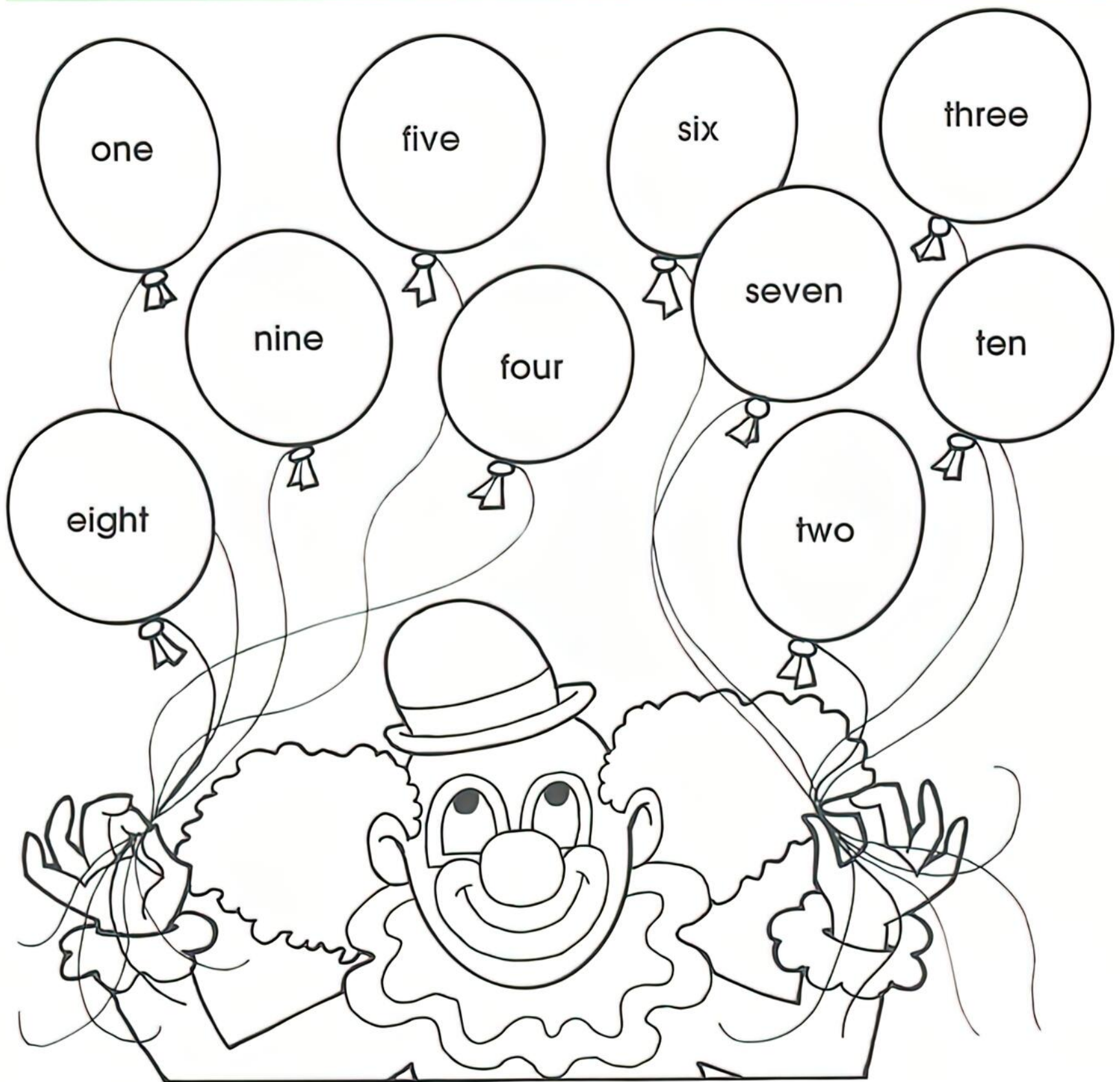
Fun With Directions

_____ Name _____

◆ **Directions:** Follow the number code to color the balloons.
Color the clown, too.



1 — blue 2 — orange 3 — yellow 4 — green 5 — purple
6 — brown 7 — red 8 — black 9 — blue 10 — purple



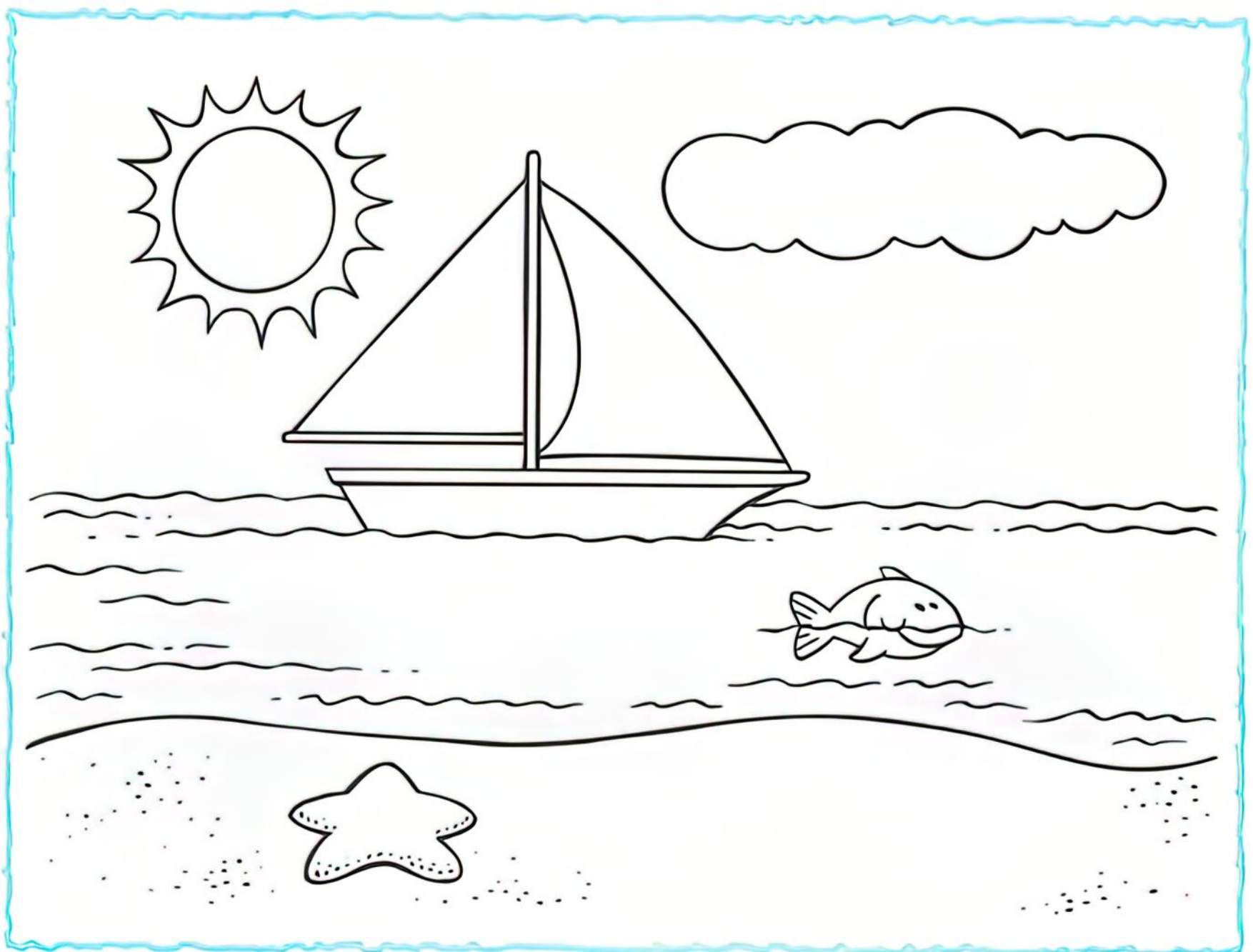


Draw With Directions

_____ Name

◆ **Directions:** Follow the directions to complete the picture.

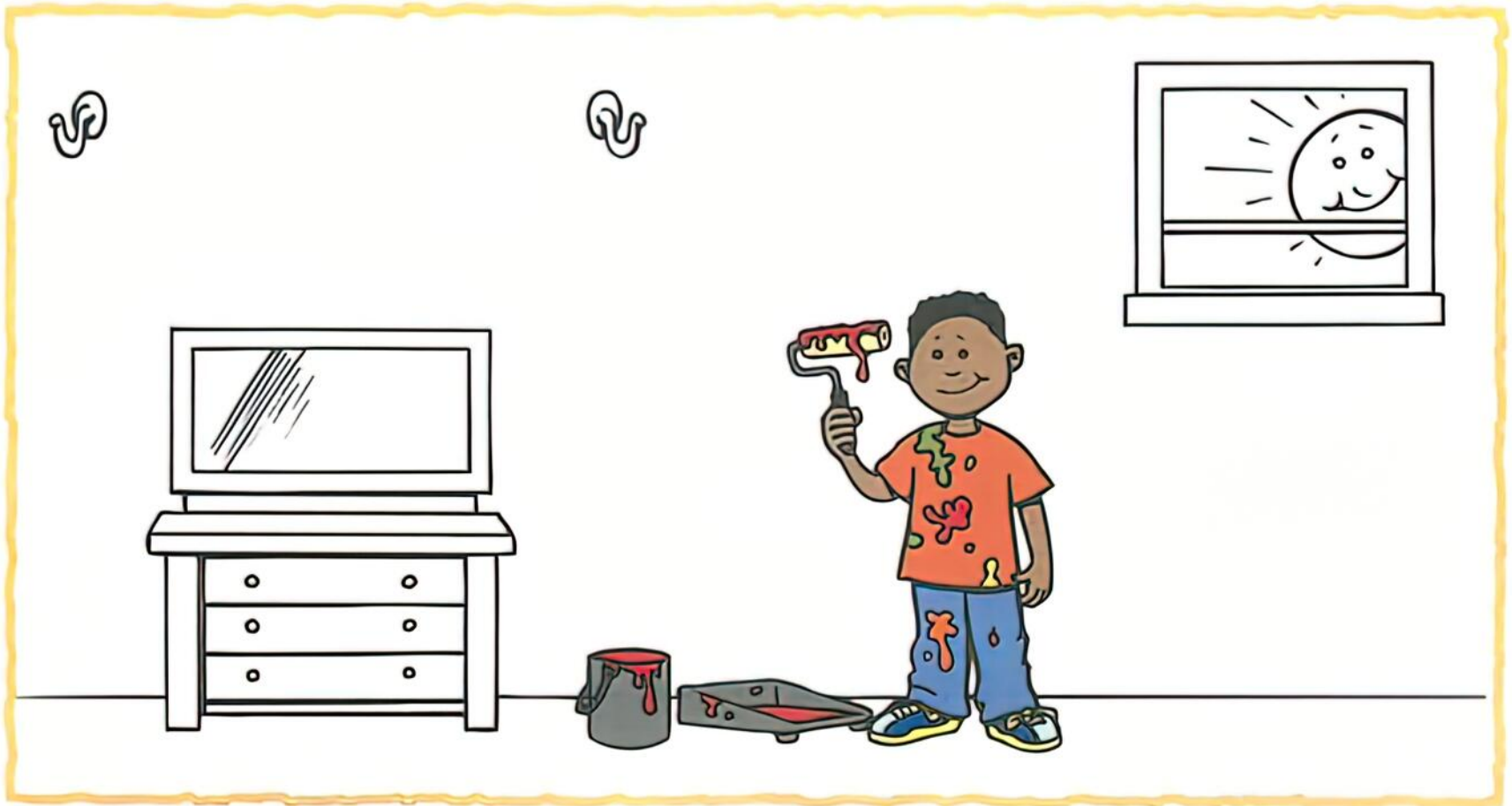
1. Draw a smiling yellow face on the sun.
2. Color the fish blue. Draw 2 more blue fish in the water.
3. Draw a brown bird under the cloud. Draw blue raindrops under the cloud.
4. Color the boat purple. Color one sail orange. Color the other sail green.
5. Color the starfish yellow. Draw 2 more yellow starfish.





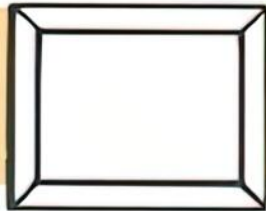
Directions for Decorating

Name



◆ **Directions:** Follow the directions to decorate the bedroom.

Draw a red



between the two .

Draw a



under the window. Color it green.

Draw three big



on the wall. Color them orange.

Draw a picture of something you would like to have in your bedroom.





Follow the Course

Name

- ◆ **Directions:** Tear out page 161. Place a penny in the top left corner. Then, follow the directions below to win the trophy. Check off the directions as you follow them.

1. ☐ Go right 7 spaces.
- ☐ Go down 5 spaces.
- ☐ Go left 6 spaces.
- ☐ Go down 4 spaces.
- ☐ Leap through the hoop.



2. ☐ Go right 3 spaces.
- ☐ Go up 5 spaces.
- ☐ Go left 4 spaces.
- ☐ Go up 1 space.
- ☐ Do a handstand on your skateboard.

3. ☐ Go right 2 spaces.
- ☐ Go up 2 spaces.
- ☐ Go right 3 spaces.
- ☐ Go down 3 spaces.
- ☐ Glide down the ramp.

4. ☐ Go right 1 space.
- ☐ Go down 3 spaces.
- ☐ Go left 3 spaces.
- ☐ Go down 2 spaces.
- ☐ Turn the corner.

5. ☐ Go right 4 spaces.
- ☐ Go up 8 spaces.
- ☐ Go left 4 spaces.
- ☐ Go down 1 space.
- ☐ Duck! Here's a tunnel.

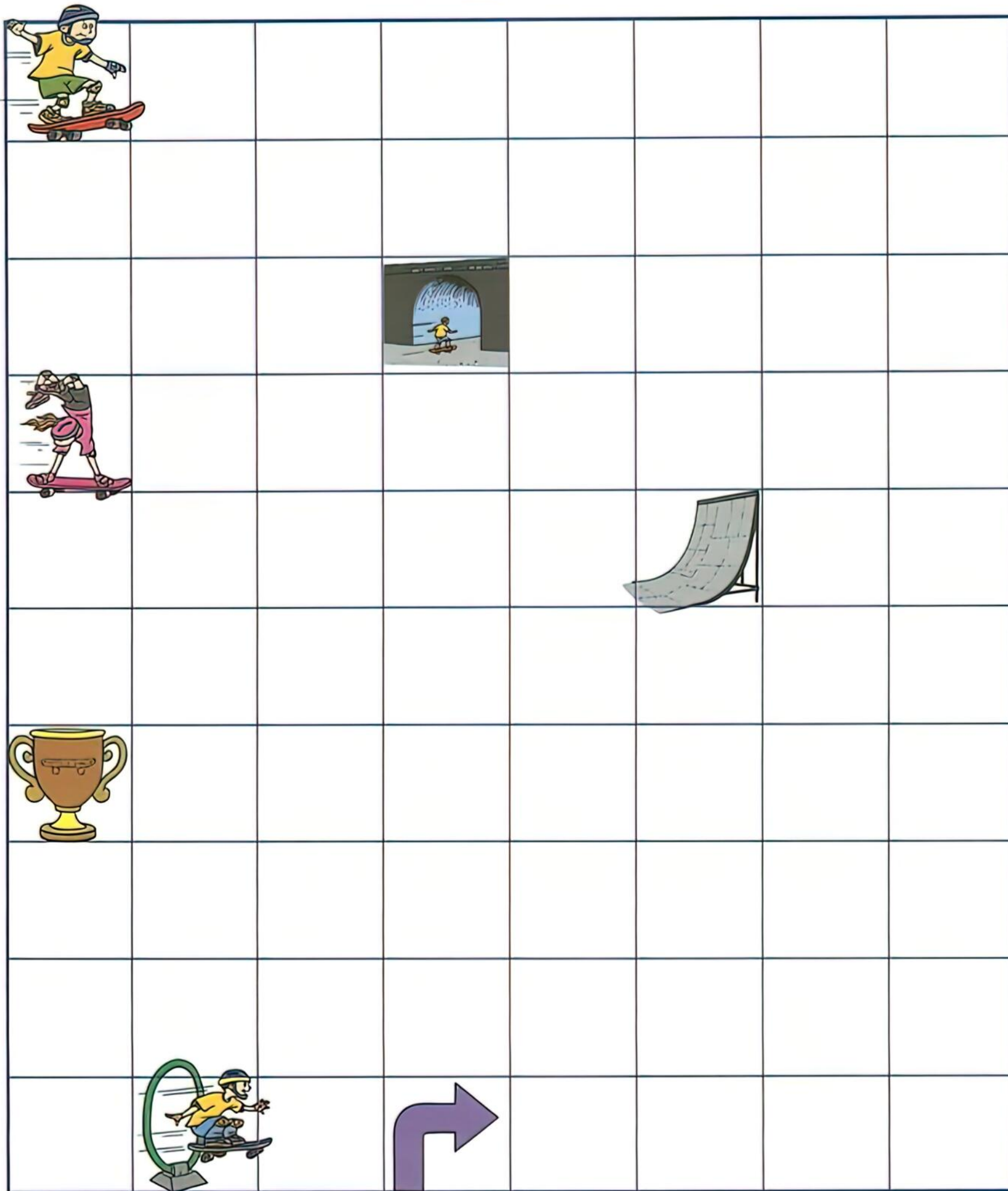
6. ☐ Go left 2 spaces.
- ☐ Go down 6 spaces.
- ☐ Go left 1 space.
- ☐ Go up 2 spaces.
- ☐ You made it!
Collect your trophy.





Skateboard Course

_____ Name





What Is It?

_____ Name

When you don't get the whole picture, you may need to **draw conclusions** for yourself. To draw a conclusion, think about what you see or read. Think about what you already know. Then, make a good guess.

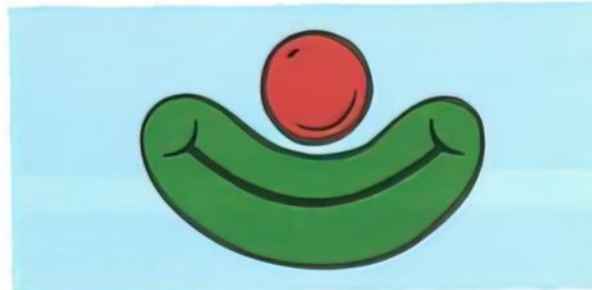
- ◆ **Directions:** Look at each picture. Use what you know and what you see to draw a conclusion. Draw a line to the sentence that tells about each picture.



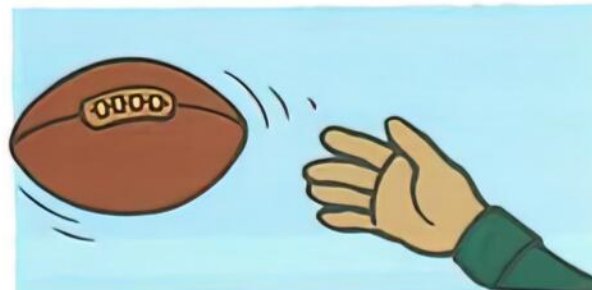
It must be a clown.



It must be a
cowhand.



It must be a baby.



It must be a ballet
dancer.



It must be a football
player.



Who Said It?

_____ Name

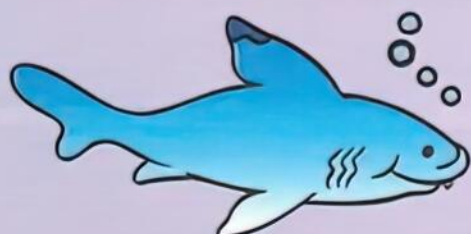
- ◆ **Directions:** Use what you see, what you read and what you know to draw conclusions. Draw a line from the animal to what it might say.



"I save lots of bones and bury them in the yard."



"I live in the ocean and have sharp teeth."



"I love to walk in the snow and slide on the ice."



"I hop on lily pads in a pond with my webbed feet."



"I slither on the ground because I have no arms or legs."

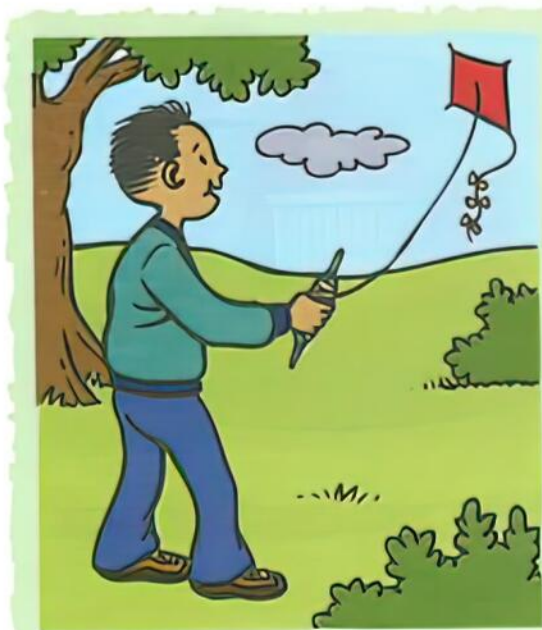


What Happened?

Name

- ◆ **Directions:** Look at the pictures. Fill in the circle beside the sentence that tells what happened in the missing picture. Draw a picture that shows what happened.

What happened?



☐ The boy dropped the string.

☐ The boy took his kite home.

What happened?



☐ The angry baby played in its bed.

☐ The hungry baby drank the milk.

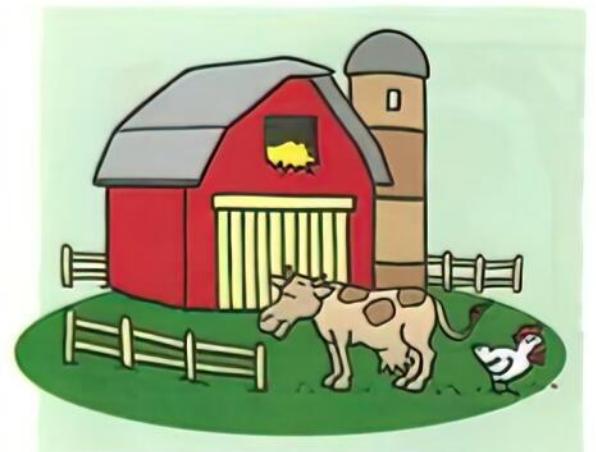
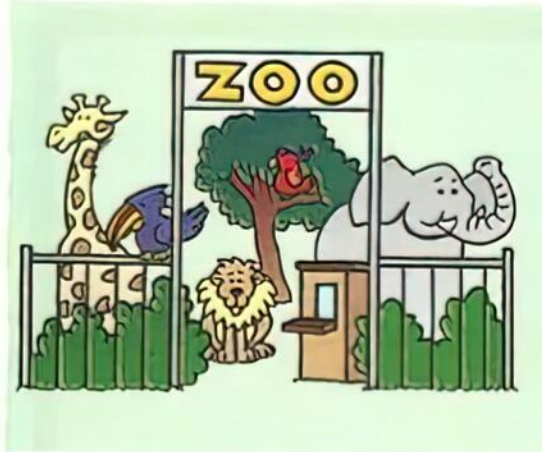


My Conclusion Is . . .

_____ Name

◆ **Directions:** Read the sentences. Look at the pictures. Circle the picture that completes the last sentence.

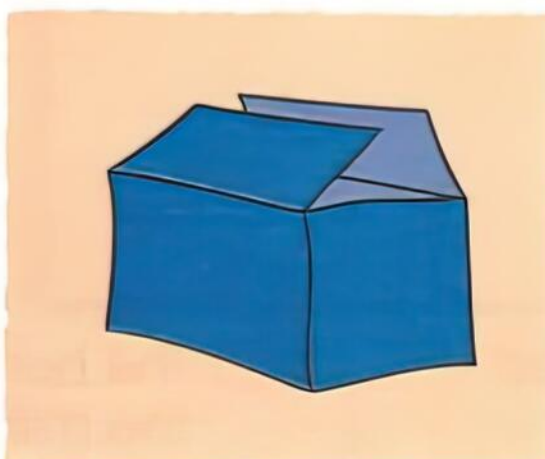
1. Emily is on a class trip. She sees cows eating grass and horses in the barn. Hens are sitting on their eggs. She must be visiting a . . .



2. Timmy wore his best suit. He sat in a tall chair. He combed his hair. A man said, "Say cheese!" The man is a . . .



3. Mark spilled milk on the floor. He had to clean up the mess. He went to the closet and got a . . .





I Conclude!

Name

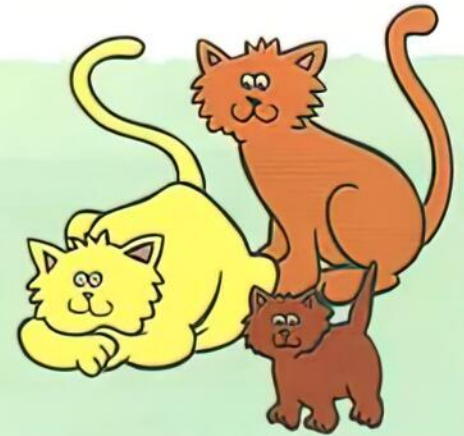
- ◆ **Directions:** Read each story. Fill in the circle beside the answer that completes the last sentence.

The little house is in the backyard. Inside is a bowl of water. Next to the bowl is a big bone. This house belongs to . . .



- ☐ some birds. ☐ a family of elves. ☐ a puppy.

The yellow cat is fluffy. The black cat is thin. The tan and white cat acts friendly. The little gray cat is shy. Cats are all . . .



- ☐ different. ☐ angry. ☐ silly.

Lois keeps her pet in an aquarium. Her pet can hop. It eats flies and is green. Her pet is . . .



- ☐ a bunny. ☐ a frog. ☐ very tall.

We played a game. We ran away from Sofia. When she tapped Raymond, he was It. We were playing . . .



- ☐ soccer. ☐ basketball. ☐ tag.



Clues to Conclusions

Name

- ◆ **Directions:** Read each story. Fill in the circle beside the correct conclusion.

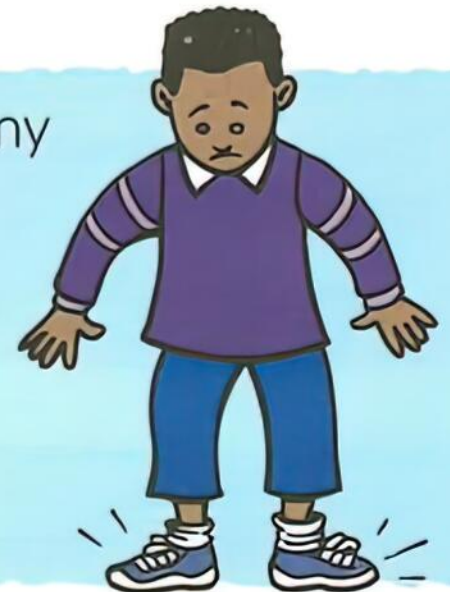
Joe tried to read the book. He pulled it closer to his face and squinted. What is wrong?

- ☐ The book isn't very interesting.
- ☐ Joe needs glasses.
- ☐ The book is closed.



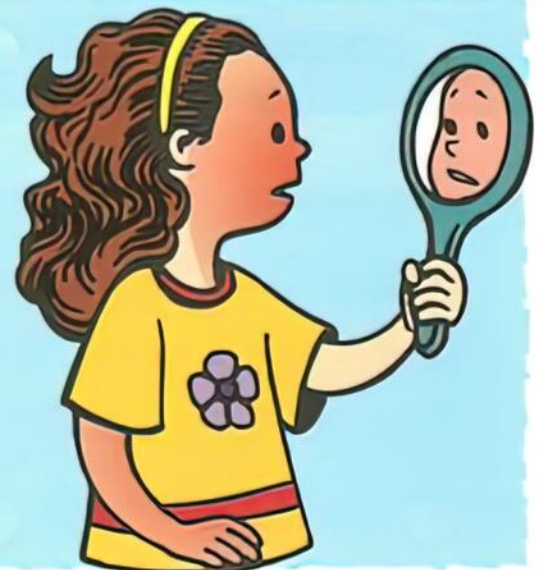
"My shoes are too tight," said Eddie, "and my pants are too short!" What has happened?

- ☐ Eddie has put on his older brother's clothes.
- ☐ Eddie has become shorter.
- ☐ Eddie has grown.



Patsy went to the beach. She stayed outside for hours. When she came home, she looked in the mirror. Her face was very red. Why did she look different?

- ☐ Patsy had gotten a bad sunburn.
- ☐ Patsy got red paint all over herself.
- ☐ Patsy was very cold.





Find the Facts

Name

Facts and details tell more about the main idea. Facts and details give more information.



◆ **Directions:** Read the poster. Answer the questions.

1. What color is the pet? _____

2. What is the owner's name? _____

3. What is the pet's name? _____

4. Where does the pet live? _____



Facts About Fingerprints

_____ Name

◆ **Directions:** Read the story.

The lines and swirls on your fingertips make fingerprints. There are three fingerprint patterns. The first is called the loop. The second is the arch. The third is the whorl. Your fingerprints stay the same all your life. Each person's fingerprints are different.



loop



arch



whorl



◆ **Directions:** Read each sentence. Color the **True** ink pad if the sentence is true. Color the **False** ink pad if the sentence is false.

1. There are four fingerprint patterns.



2. Your fingerprints change as you grow.



3. Fingerprints are made from the lines and swirls on your fingertips.



4. No one else has fingerprints exactly like yours.



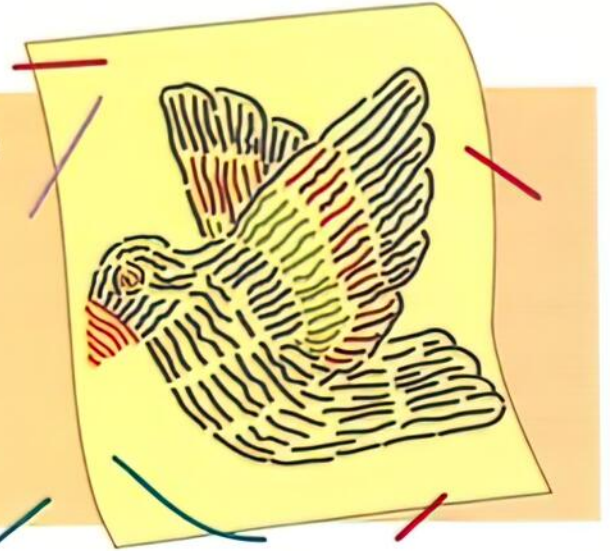


Pictures in Detail

_____ Name _____

◆ **Directions:** Read the story.

The Aztecs in Mexico used straw to make pictures. First, they colored the straw using dyes made from plants. Next, they drew a design. Then, they cut the straw into small pieces. Finally, they glued each piece of straw to the design to form the picture.



◆ **Directions:** Complete the sentences with words from the story.

1. Aztecs in _____ used straw to make

_____.

2. Dyes were made from _____.

_____.

3. The _____ was cut into small pieces.

_____.

4. Each piece was _____ to the _____.



Details Wanted!

Name

Here is a wanted poster about One-Eyed Harry who robbed a bank last night. Harry has a mean and beady eye. He wears a patch over his other eye just to scare people. He's about five feet tall and wears a polka-dot bandanna. He has a dirty beard and a long pointed nose with a wart on the tip. He wears an earring in one ear, and he has one gold front tooth.

Wanted



One-Eyed Harry

◆ **Directions:** Circle **Yes** or **No** to tell about the details.

Harry wears a polka-dot bandanna.

Yes

No

Harry has two kind eyes.

Yes

No

Harry has a long pointed nose.

Yes

No

Harry wears an earring in his nose.

Yes

No

Harry has a gold front tooth.

Yes

No



Same and Different

Name

Reading to find out how things are **alike** or **different** can help you picture and remember what you read. Things that are alike are called **similarities**. Things that are not alike are called **differences**.

Similarity: Beth and Michelle are both girls.

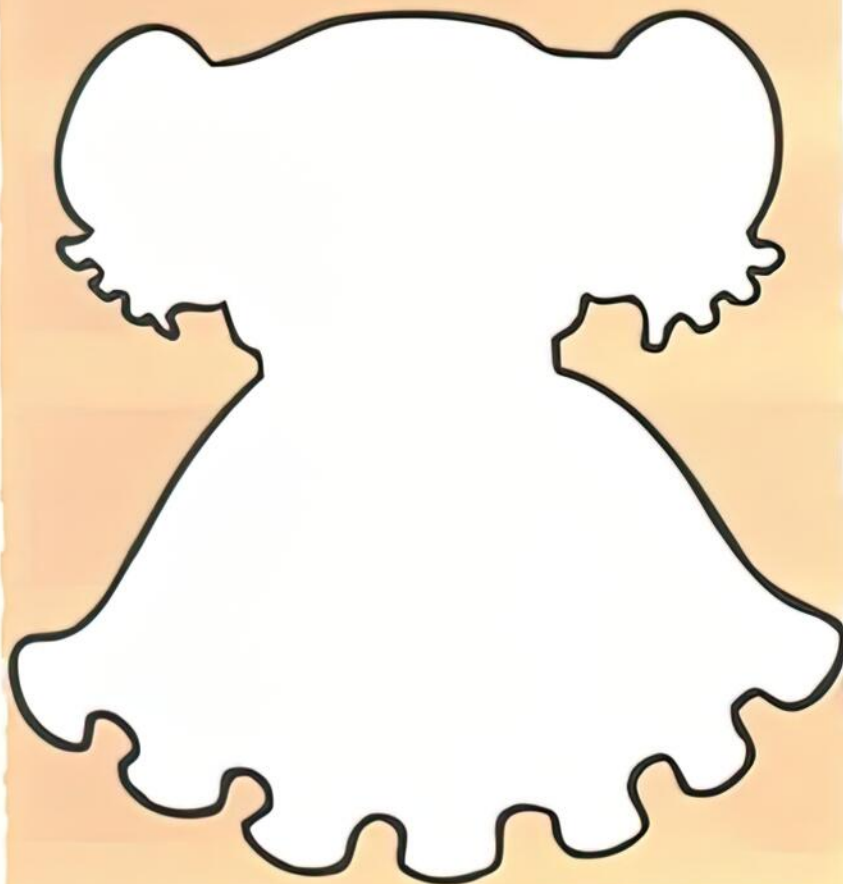
Difference: Beth has short hair, but Michelle has long hair.

◆ **Directions:** Read the story.

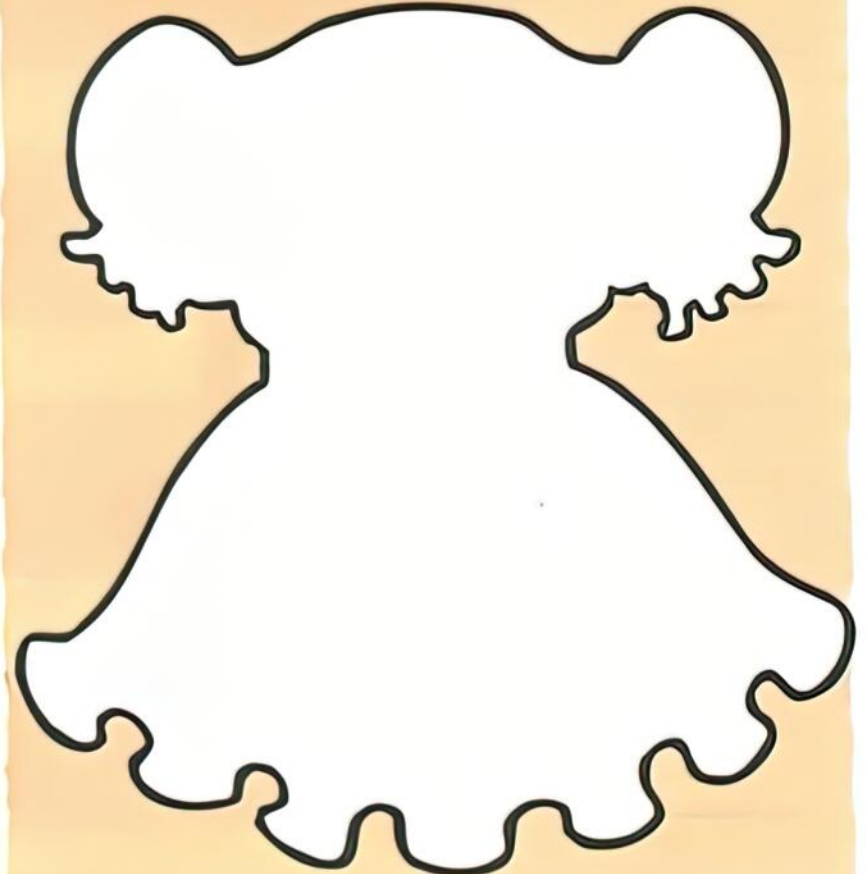
Michelle and Beth are wearing new dresses. Both dresses are striped and have four shiny buttons. Each dress has a belt and a pocket. Beth's dress is blue and white, while Michelle's is yellow and white. The stripes on Beth's dress go up and down. Stripes on Michelle's dress go from side to side. Beth's pocket is bigger with room for a kitten.

◆ **Directions:** Add the details. Color the dresses. Show how the dresses are alike and how they are different.

Beth's Dress



Michelle's Dress





Comparing Cars

_____ Name

◆ **Directions:** Read the story.

Sarah built a car for a race. Sarah's car has wheels, a steering wheel and a place to sit just like the family car. It doesn't have a motor, a key or a gas pedal. Sarah came in second in last year's race. This year, she hopes to win the race.



◆ **Directions:** Write **S** beside the things Sarah's car has that are like things the family car has. Write **D** beside the things that are different.



steering wheel



motor



gas pedal



seat



wheels



Alike and Different

_____ Name

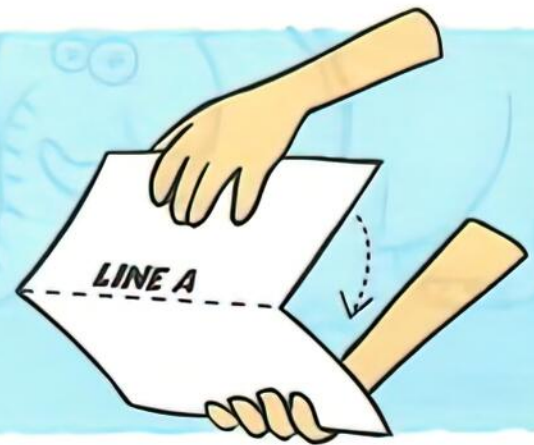
A Cut and Fold Book

- ◆ **Directions:** The pages of your Cut and Fold Book are on the back of this sheet. First, follow the directions below to make the book. Then, read your book to a family member or friend. Think of other things that are alike and different.

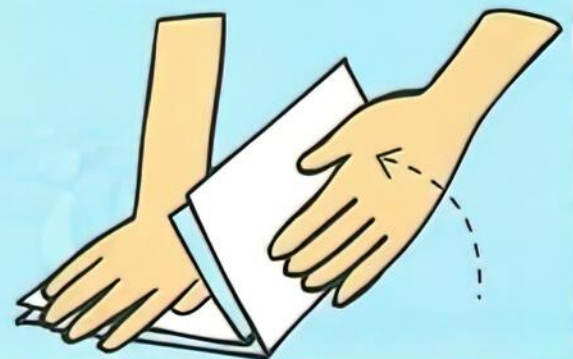
1. Tear the page out of the book.

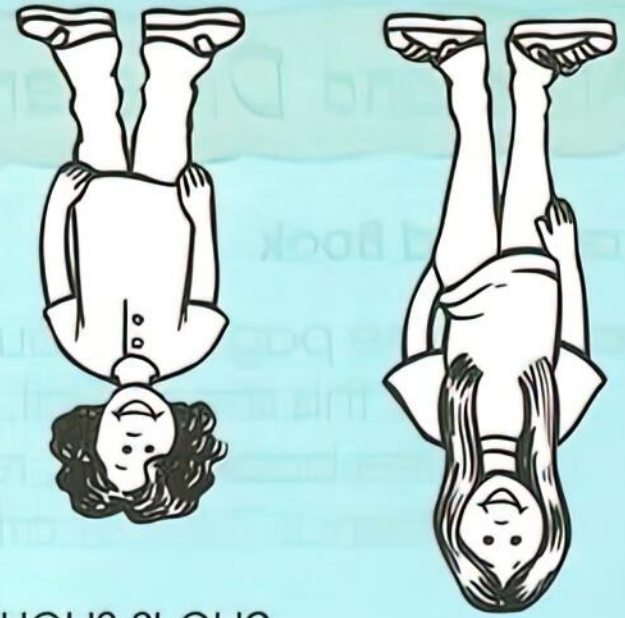


2. Fold page along Line A so that the top meets the bottom. Make sure Line A is on the outside of the fold.



3. Fold along Line B to make the book.





She is short.

She is tall.

Line B

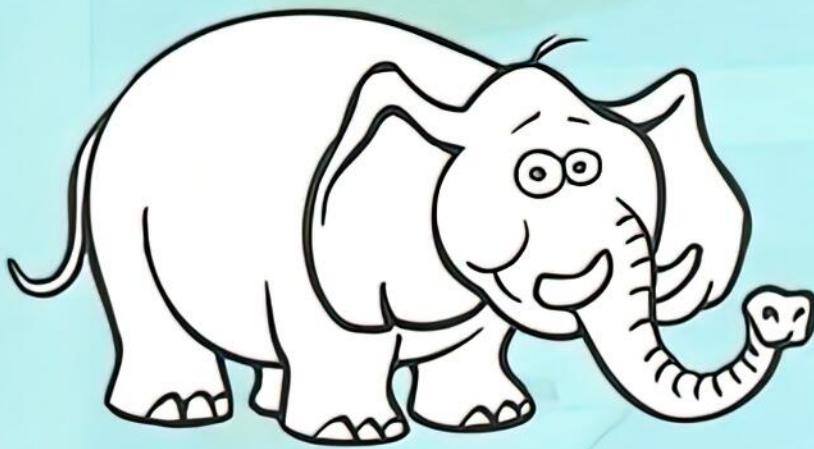
Line A



He is sad.



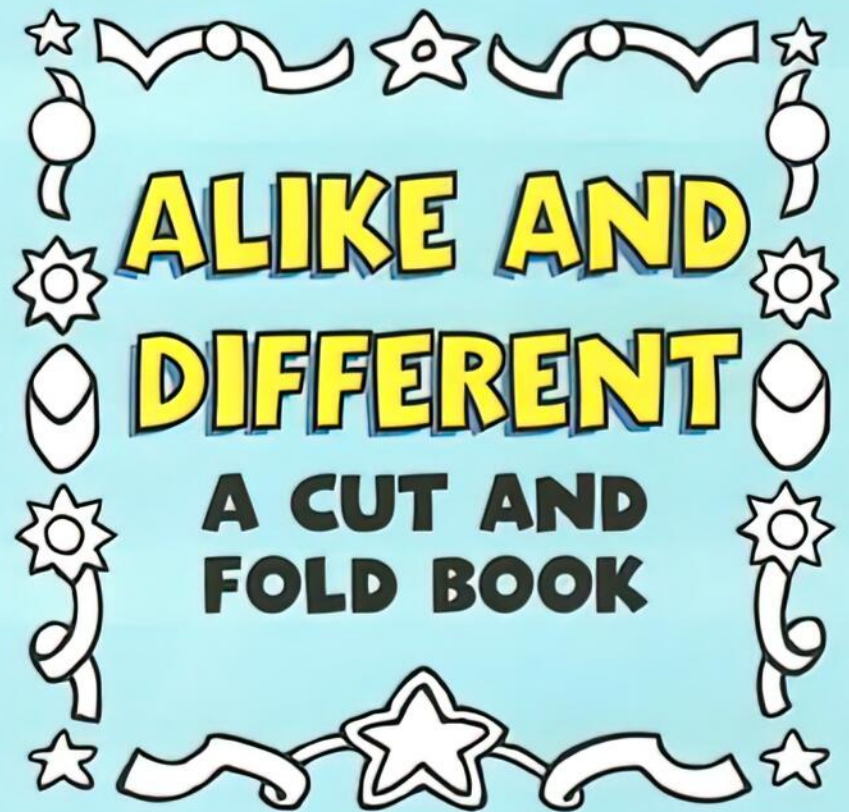
He is happy.



The elephant is big.



The mouse is little.



ALIKE AND DIFFERENT

A CUT AND FOLD BOOK



Making Inferences

_____ Name

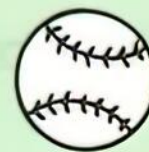
Not every story tells you all the facts. Sometimes you need to put together details to understand what is happening in a story. When you put details together, you **make inferences**.

◆ **Directions:** Read each story. Fill in the circle beside the inference you can make from the details you have.

Everyone on the Pine School baseball team wears a blue shirt on Mondays. It is Monday and Brenda is wearing a blue shirt.



- ☐ Brenda always wears blue clothes.
- ☐ Brenda cannot find her red shirt.
- ☐ Brenda is on the baseball team.



My cat has brown and white stripes. It meows when it wants to be fed. My cat is meowing now.



- ☐ The cat wants to go outside.
- ☐ The cat is hungry.
- ☐ The cat doesn't like brown and white stripes.



Every afternoon the children run outside when they hear a bell ring. At 2:00, Mr. Chocovan drives by in his ice-cream truck. The children hear a bell ringing. They run outside.



- ☐ It is time for ice cream.
- ☐ It is time for the children to go home.
- ☐ It is time for a fire drill.





Figure It Out

Name

◆ **Directions:** Read the story.

It is a rainy day. Mom tells Tosh to stay inside until the weather clears up. Tosh lies on his bed and pouts. He sings one song over and over. Now and then, he checks to see if the rain has stopped.



◆ **Directions:** Use details in the story to make inferences. Fill in the circle beside the phrase that completes each sentence.

Tosh probably wants to ☐ go outside and play.
 ☐ lie in bed all day.

Tosh probably feels ☐ happy.
 ☐ bored and grumpy.

The song Tosh probably sings is ☐ "Rain, Rain, Go Away."
 ☐ "Jingle Bells."





Inferences About Characters

Name _____

- ◆ **Directions:** Read this story. Look for clues about Tom. Then, follow the directions below the story.

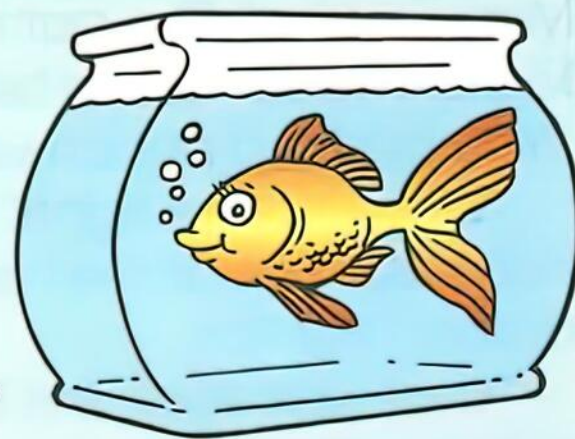
"You can't get me!" Goldie teased Tom when she saw him looking at her.

"I never said that I wanted to get you, anyway," answered Tom, knowing that Goldie was right. He walked away, waving his fluffy tail proudly.

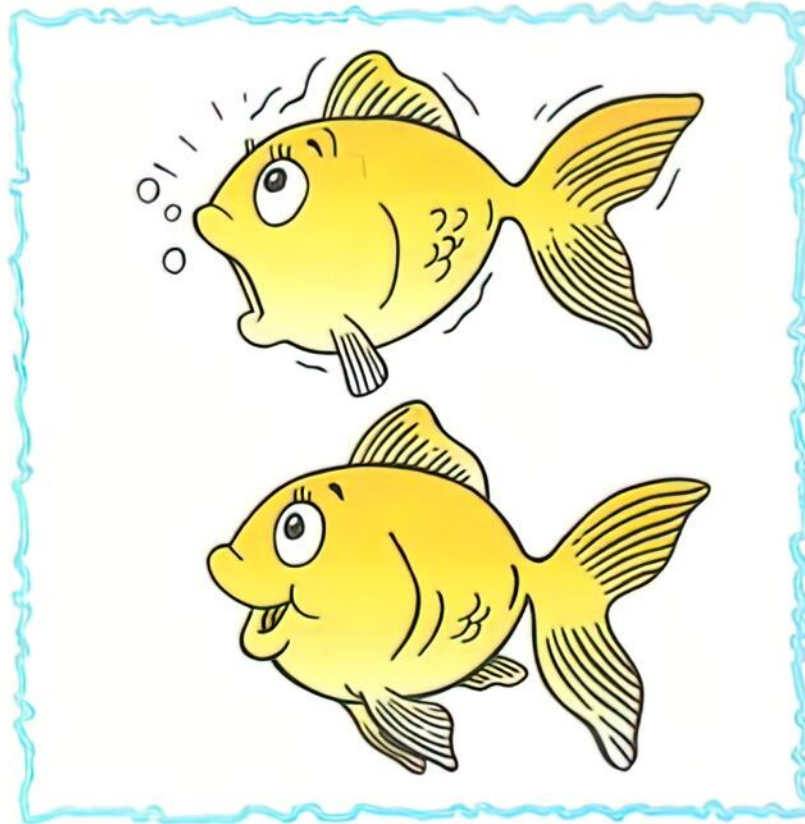
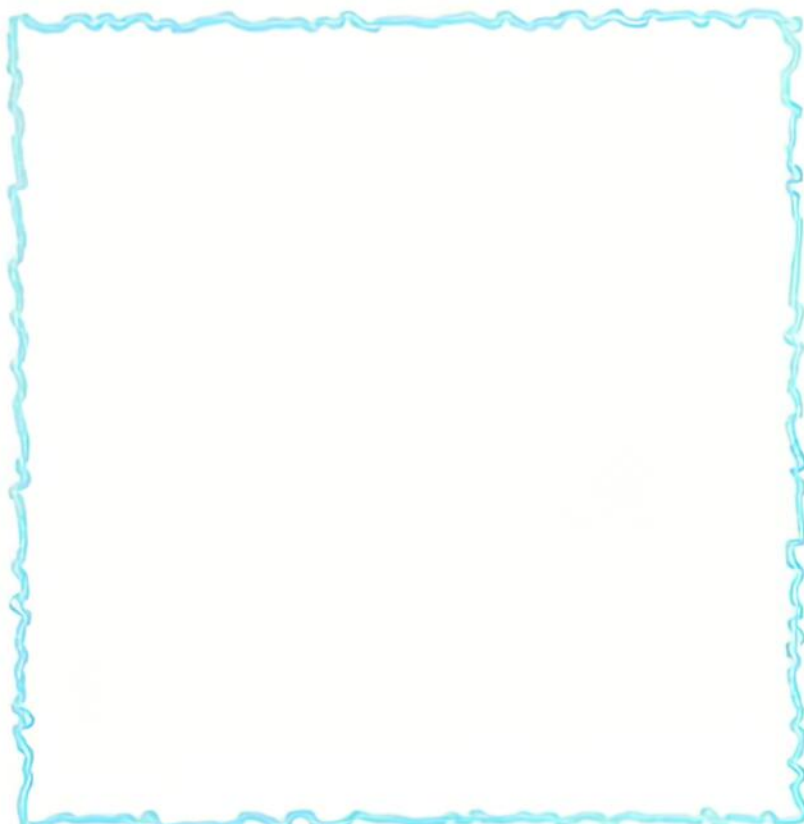
Although Goldie had once been afraid of Tom, she now liked to tease him.

"It's fun to tease Tom. When he is upset, all his fur stands straight up," she thought.

Soon Goldie heard noises. Someone else was home. "It is almost time for dinner," thought Goldie. "I'm really glad to be a goldfish. I'm safe and sound and very well fed."



What does Tom look like? Draw a picture of Tom.



Circle the picture that tells how Goldie feels.



Mind-Reading Tricks

Name

Samantha thought of a good joke. She bragged that she could read Maria's mind. She put her hand on Maria's head, closed her eyes, and said, "You had red punch with your lunch!"

"Wow! You're right!" replied Maria, not realizing that she had a little red ring around her lips.

"That was easy. But I bet you can't tell me what I just ate," said Thomas.

"That's a bunch of baloney," answered Samantha.

"How did you know?" gasped Thomas.

"It's my little secret," said Samantha, with a sigh of relief.

"Here comes your mom," said Maria. "Can you read her mind, too?"

Samantha looked down at her watch. She should have been home half an hour ago. As she ran to meet her mother, she yelled back, "Yes, I know exactly what she's thinking!"



◆ **Directions:** Make inferences about Samantha's mind-reading tricks. Fill in the circle beside the correct inference.

1. Was Samantha sure that Thomas had eaten bologna for lunch?

- ☐ No, she was just lucky.
- ☐ Yes, she saw him eat his bologna sandwich.

2. What was Samantha's mother probably thinking?

- ☐ Samantha was a great mind reader.
- ☐ Samantha was late.



Tricky Cause and Effect

_____ Name

Things that happen can make other things happen. The event that happens is the **effect**. Why the event happens is the **cause**.

Example: Marcie tripped on the step and fell down.

Cause: Marcie tripped on the step.

Effect: Marcie fell down.

◆ **Directions:** Read the story.

Marcie knows a magic trick. She can make a ring seem to go up and down by itself on a pencil. Marcie has to get ready ahead of time. She ties a piece of skinny thread under the pencil's eraser. Then, she ties the thread to a button on her blouse. In front of her audience, Marcie puts a ring on the pencil. When Marcie leans forward, the thread goes loose, so the ring goes down. Then, Marcie leans back. The thread tightens and makes the ring go up the pencil.



◆ **Directions:** Write the cause to complete each sentence.

1. The audience cannot see the thread because

2.

makes the ring go down.



Why Did It Happen?

_____ Name

- ◆ **Directions:** Read the effects. Fill in the circle beside the sentence that tells what caused the effect.

The soccer coach is cheering.

- ☐ Her team lost the game.
- ☐ Her team won the game.



Patty found only one cookie in the cookie jar.

- ☐ Someone ate all the other cookies.
- ☐ It was a brand new cookie jar.

Fred has a new pair of glasses.

- ☐ Fred was having trouble seeing the chalkboard.
- ☐ There was a sale on glasses.



Lynn turned the fan to high.

- ☐ It was a very cold day.
- ☐ It was a very hot day.

Jason took his umbrella to school.

- ☐ The sky was cloudy.
- ☐ The sun was shining.





Chain of Effects

Name

◆ **Directions:** Read the story.

At night, Tran set his alarm clock for seven o'clock. When it rang the next morning, he was so tired he turned the alarm off. Then, he went back to sleep. Tran finally woke up at eight o'clock. Tran had missed the school bus. He had to walk to school. It was a long walk. Tran was very late!



◆ **Directions:** Draw a line to match a cause to an effect.

Because he was tired,

Tran missed the school bus.

Because Tran turned off the alarm,

he had to walk to school.

Because he woke up at eight o'clock,

Tran turned off the alarm.

Because Tran missed the bus,

Tran was late for school.

Because he had a long walk,

he overslept.



A Cause and Effect Fable

Name

◆ **Directions:** Read the story.

Four animals caught a talking fish.
"If you let me go, I will grant each of you one wish," announced the fish.

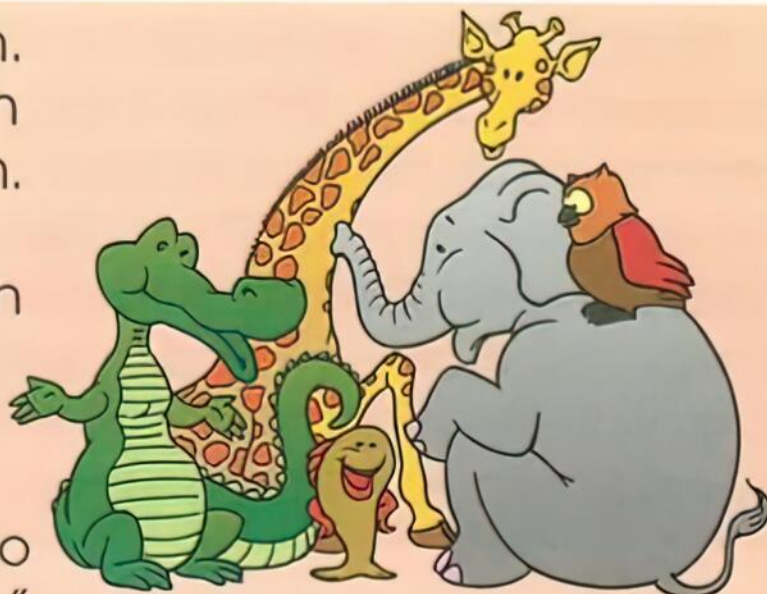
"Make my trunk smaller!"
demanded the vain elephant. "I wish to be the most beautiful elephant that ever lived."

"Make my legs longer!"
commanded the alligator. "I want to be taller than all my alligator friends."

"Make my neck shorter!" ordered the giraffe. "I am tired of always staring at the tops of trees."

"Dear Fish, please make me be satisfied with who-o-o-o-o I am,"
whispered the wise old owl.

Poof! Kazaam! Their wishes were granted. However, soon after, only one of these animals was happy. Can you guess who-o-o-o-o?



◆ **Directions:** Draw a line to match a cause to an effect.

Because of its short trunk,

the giraffe could no longer eat leaves from treetops.

Because of its long legs,

the elephant could no longer spray water on its back.

Because of its short neck,

the owl was happy about his wish.

Because he could still do all the things he needed,

the alligator could no longer hide in shallow water.



What Comes Next?

_____ Name _____

It's fun to try to guess what will happen next as you read. Guessing what will happen is called **predicting outcomes**.

What you read: Liz drops the glass vase.

What you can predict: The glass vase will break.

◆ **Directions:** Read the story. Then, follow the directions below.

Every Saturday, Grace cleans her room. One Saturday, Grace forgot to clean it because she was busy playing with her cat, Tiger. Mom looked in and saw that Grace's room was still messy.



1. Complete the sentence to make a prediction.

Now, Grace will probably _____

2. Color the things Grace will probably hang in her closet.





What Will They Do?

_____ Name

- ◆ **Directions:** Read each sentence. Fill in the circle beside the best prediction. Then, circle the picture that matches your answer.

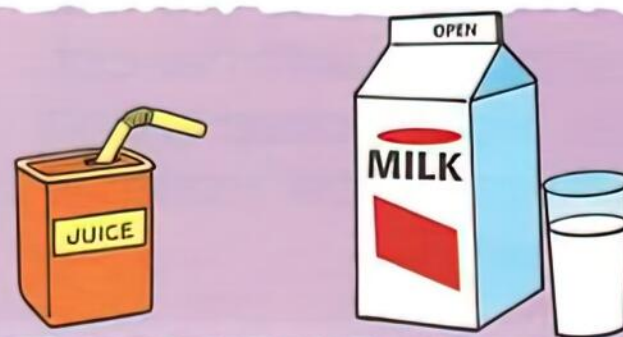
The boy is putting on his skates.

- ☐ He will go swimming.
- ☐ He will go skating.



The girl fills her glass with milk.

- ☐ She will drink the milk.
- ☐ She will drink water.



The woman wrote a letter to her friend.

- ☐ She will call her friend on the phone.
- ☐ She will put the letter in the mailbox.



The kids gave Sally a birthday gift.

- ☐ She will open the gift.
- ☐ She will throw the gift away.





Pup Predictions

Name

◆ **Directions:** Read the story.



When Donald tells Dudley to sit, Dudley rolls over. If Donald asks him to come, Dudley runs away. To surprise Dad, Donald tries to teach Dudley to fetch the newspaper. Dudley rips it up! Donald will take Dudley to dog obedience school.



◆ **Directions:** Make predictions. Draw three things Dudley will probably learn in obedience school.

--	--	--



How Will It End?

Name

- ◆ **Directions:** Read each story. Fill in the circle beside the sentence that tells what will happen next.

It is a snowy winter night. The lights flicker once, twice, and then they go out. It is cold and dark. Dad finds the flashlight and matches. He brings logs in from outside. What will Dad do?

- ☐ Dad will make a fire.
- ☐ Dad will cook dinner.
- ☐ Dad will clean the fireplace.



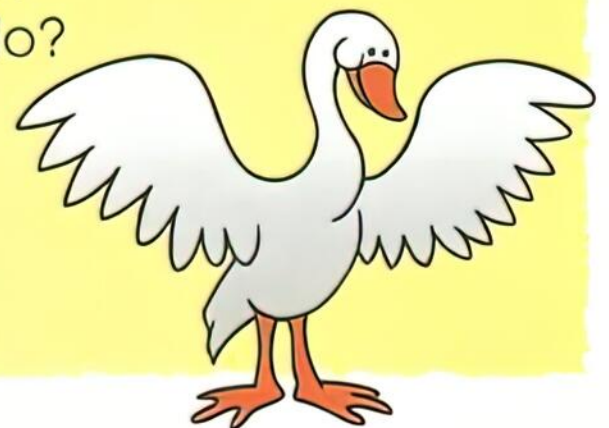
Maggie has a garden. She likes fresh, homegrown vegetables. She says they make salads taste better. Maggie is going to make a salad for a picnic. What will Maggie do?

- ☐ Maggie will buy the salad at the store.
- ☐ Maggie will buy the vegetables at the store.
- ☐ Maggie will use vegetables from her garden.



The big white goose wakes up. It stands and stretches its wings. It looks all around. It feels very hungry. What will the goose do?

- ☐ The goose will go swimming.
- ☐ The goose will look for food.
- ☐ The goose will go back to sleep.





Five Polliwogs

Name

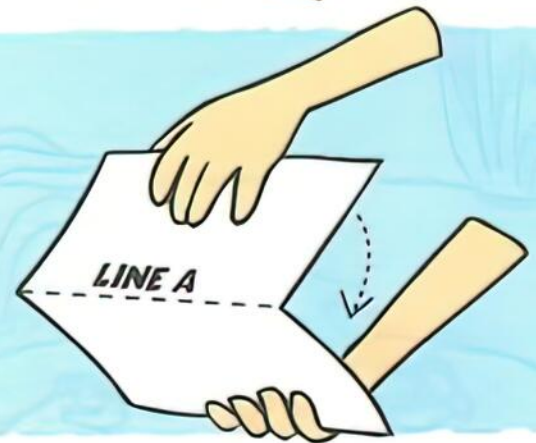
A Cut and Fold Book

- ◆ **Directions:** The pages of your Cut and Fold Book are on the back of this sheet. First, follow the directions below to make the book. Next, color the pictures. Then, read the story to a family member or friend. Stop reading after page three. Ask your listener to predict what will happen next. Then, finish reading the story.

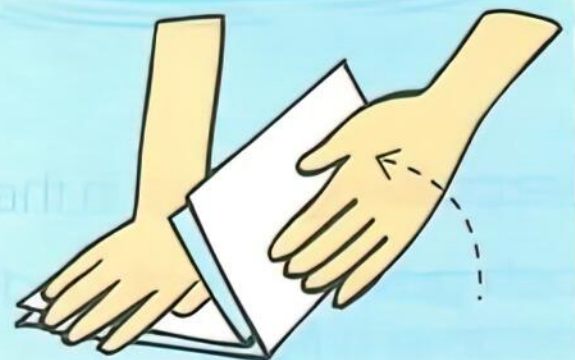
1. Tear the page out of the book.



2. Fold page along Line A so that the top meets the bottom. Make sure Line A is on the outside of the fold.

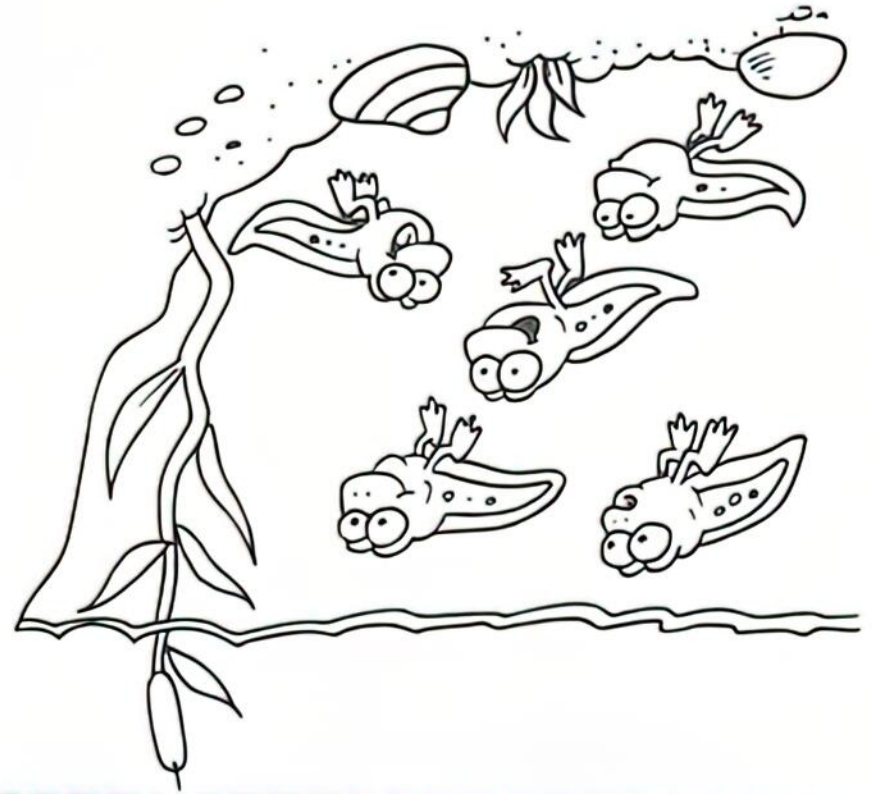


3. Fold along Line B to make the book.



2

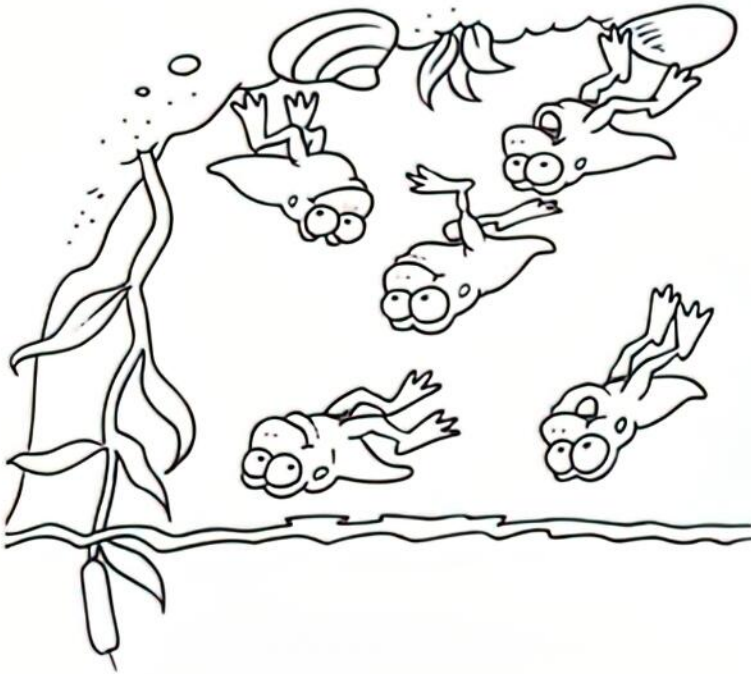
The second one said, "I have a funny tail." And a third one said, "And a tail can help me sail."



Line B

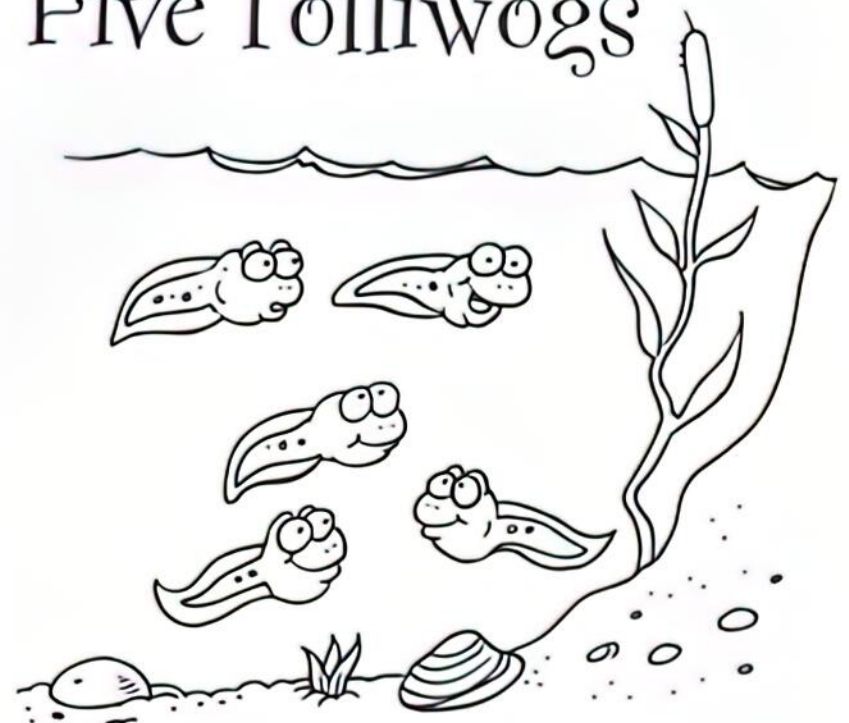
3

The fourth one said, "My legs are getting strong." The fifth one said, "It will not be very long."



Line A

Five Polliwogs



Five polliwogs swam near the shore.

The first one said, "I have never been this way before."

1



Five polliwogs deep in the bog.

Each gave a croak and became a frog.

4



You Be the Judge

Name

Story characters often have to make choices. As the reader, you decide whether or not the choices are good ones. This is called **making judgments**.

◆ **Directions:** Read the story.

On his way home from the park, Jason finds a baseball mitt under a bush. Alan tells Jason to keep the mitt because he is the one who found it. Arnold tells him to leave it there. Austin tells Jason to take it to the Lost and Found Department at the park. Jason looks inside the mitt. He can see a name and a telephone number.



Alan Austin Jason Arnold

◆ **Directions:** Answer the questions.

1. Who do you think gave the best advice? _____

2. What do you think Jason should do? _____

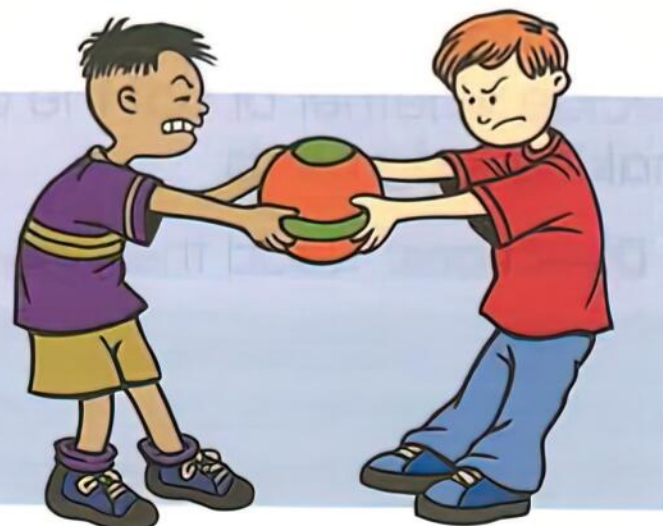


Right or Wrong

Name

◆ **Directions:** Read the story.

Today is Karl's day to have the ball at lunch recess. Danny forgets it is Karl's turn and takes the ball outside. Karl asks Danny for the ball. Danny won't give it to him. Karl grabs the ball from Danny and runs away from him.



◆ **Directions:** Make judgments about what each boy did wrong. Write a new ending for the story. Show how the boys could solve their problem without fighting.

Today is Karl's day to have the ball at lunch recess. Danny forgets it is Karl's turn and takes the ball outside. Karl asks Danny for the ball.

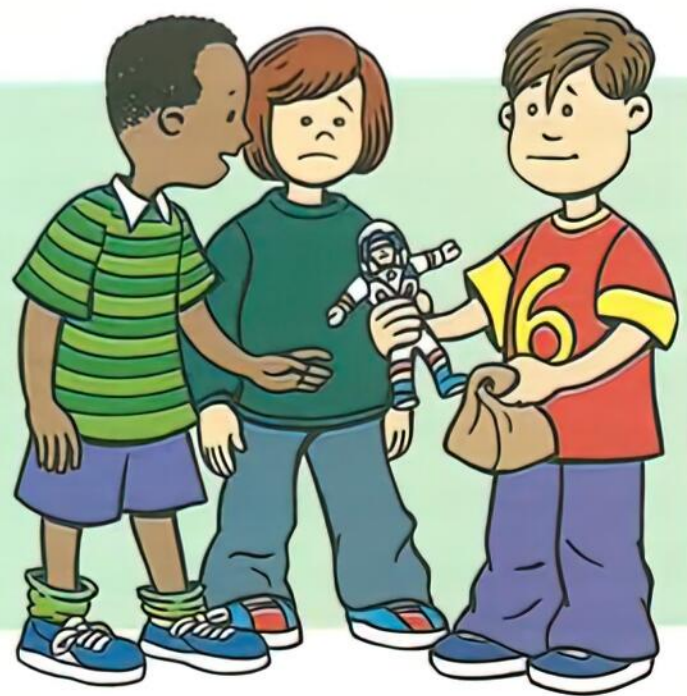


Judge for Yourself

Name _____

◆ **Directions:** Read the story.

Arnold the Bully is trying to make friends. He isn't sure what he should do because he has always been a bully. He tries to buy friends by giving away his lunch and his toys. He listens to kids and doesn't boss them around. He takes turns and doesn't call names. He brags about what his dad does at work.



◆ **Directions:** Read each of Arnold's choices. Fill in the circle to show whether you think the choice is good or bad.

1. Arnold tries to buy friends.

☐ Good

☐ Bad

2. Arnold listens to what kids say.

☐ Good

☐ Bad

3. Arnold doesn't boss kids around.

☐ Good

☐ Bad

4. Arnold takes turns.

☐ Good

☐ Bad

5. Arnold doesn't call names.

☐ Good

☐ Bad

6. Arnold brags about his dad.

☐ Good

☐ Bad



Which Brand Is the Best?

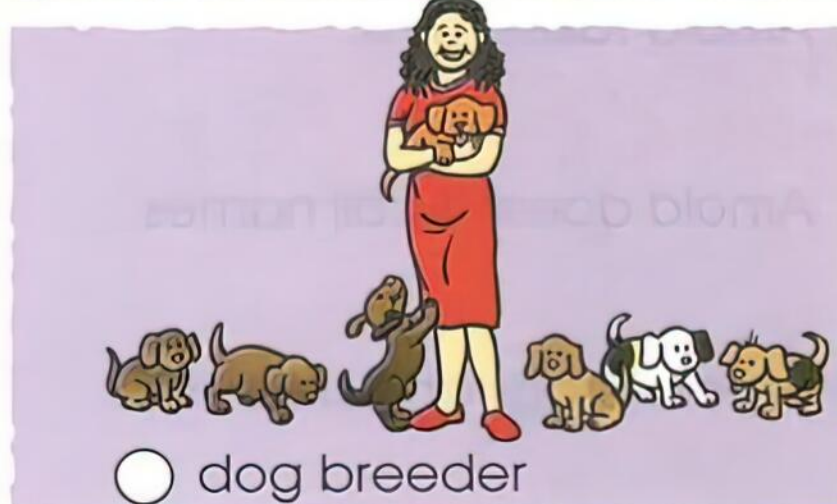
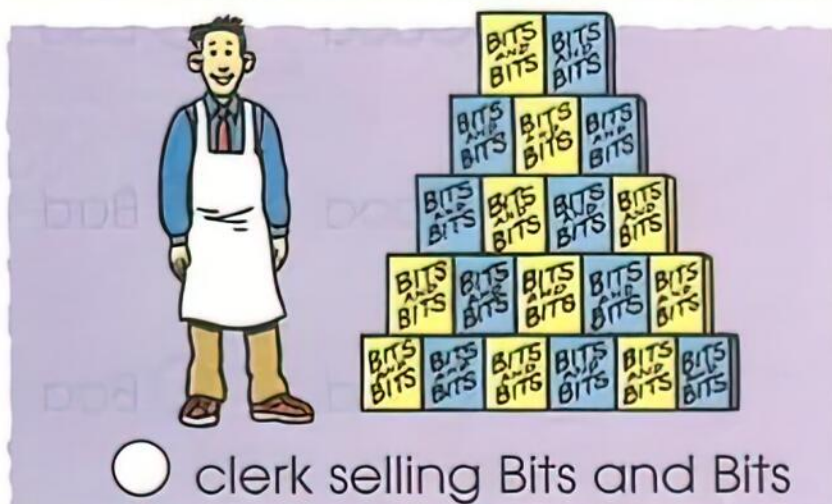
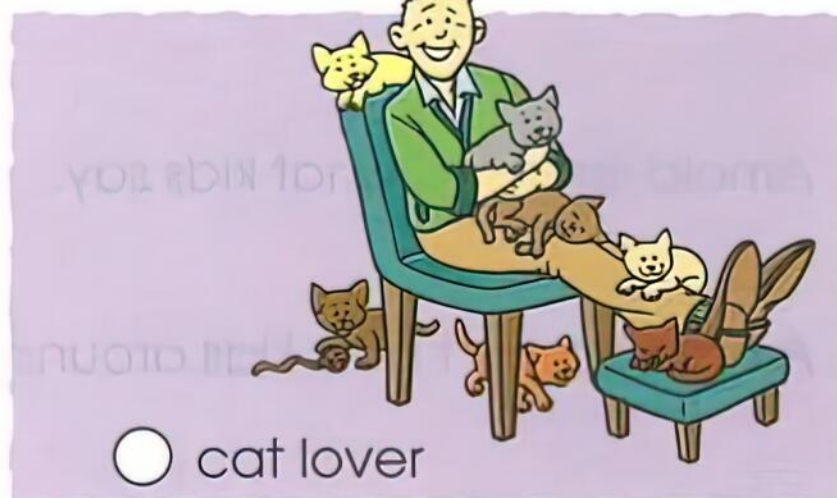
Name _____

◆ **Directions:** Read the story.

Randy takes Pixie to the store to buy a big bag of dog food. All the dog food makers say their dog food is the best. The makers of Good Stuff say their food will give dogs longer lives. Best Ever dog food says it gives the extra vitamins dogs need for strong bones and teeth. Bits and Bits says it will give dogs good health and no bad dog breath.



◆ **Directions:** Fill in the circle beside the name of each person who would probably give Randy good advice about choosing a dog food.





Realistic Story or Fantasy?

_____ Name

Many stories are made-up stories. A made-up story about things that could really happen is a **realistic story**. Some made-up stories, such as fairy tales, tell about things that could never really happen. Those stories are **fantasies**.

Realistic Story: A girl hits a home run and wins the game for her team.

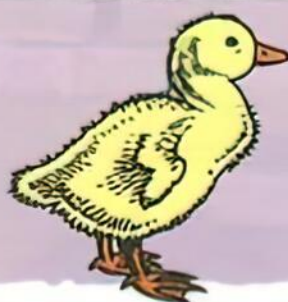
Fantasy: A girl hits the ball. It sprouts wings and flies away on an adventure.



◆ **Directions:** Read the book reviews. Fill in the circle to show whether each story is a realistic story or a fantasy.

The Flying Hippo is about a hippo that flies through the sky. He lands at a busy airport and wanders through New York City.

☐ Realistic story ☐ Fantasy

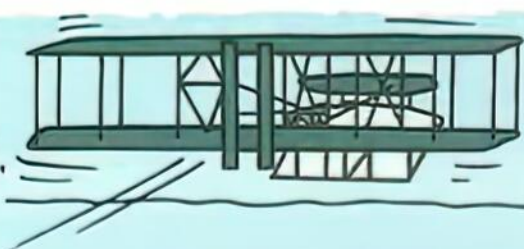


A Goose Learns to Fly is about a family who saves an injured baby goose. Later, they teach it to fly on its own.

☐ Realistic story ☐ Fantasy

The First Airplane is about the Wright Brothers and the airplane they invented.

☐ Realistic story ☐ Fantasy



The Magic Airplane is about a toy airplane that flies to the planet Mars.

☐ Realistic story ☐ Fantasy



Fantasy Tales

Name

If even one thing in a story could not really happen, the whole story is a fantasy.

◆ **Directions:** Read the stories. Underline the sentence that makes each story a fantasy.

Michelle got a kitten for her birthday. It was soft and cuddly. It liked to chase fuzzy toys. After playing, it napped in Michelle's lap. One day the kitten said to Michelle, "Would you like me to tell you a story?"



The team lined up. The kicker kicked the football. Up, up it soared. It went up so high that it went into orbit around the Earth. The game was over. The Aardvarks had won.



"This is a great car," the salesperson said. "It can go very fast. It can cook your breakfast. It always starts, even on the coldest day. You really should buy this car."



Chris studied about healthy food in school. He learned that milk could make him grow. Chris drank a glass of milk just before he went to bed. When he got up in the morning, he was so tall, his head went right through the ceiling.





Write About Reality

Name

◆ **Directions:** Write a journal entry. Write about a special day. You can make up the story, but make sure everything you write is something that could really happen.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for writing.



Write a Fantasy

Name

◆ **Directions:** Write a new journal entry. Write about the same special day you wrote about on page 197. This time, add details to make your story a fantasy.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for writing.



Know Your Characters

Name

Characters are the people or animals in a story. Understanding characters in a story helps you understand what happens. As you read, think about how you would act if you were the character. Think about how you would feel.

◆ **Directions:** Look at the pictures. Write words from the box to name the character's feelings.



glad

unhappy

pleased

sorry

sad

happy







Characters' Feelings

_____ Name _____

- ◆ **Directions:** Read the first sentence. Use a word from below to complete the second sentence. Draw the correct expression on the character's face.



surprised



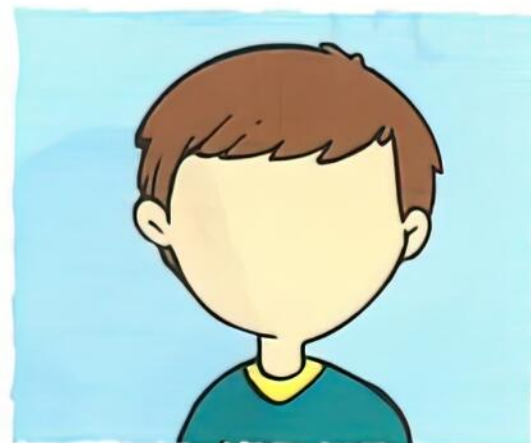
sad



angry

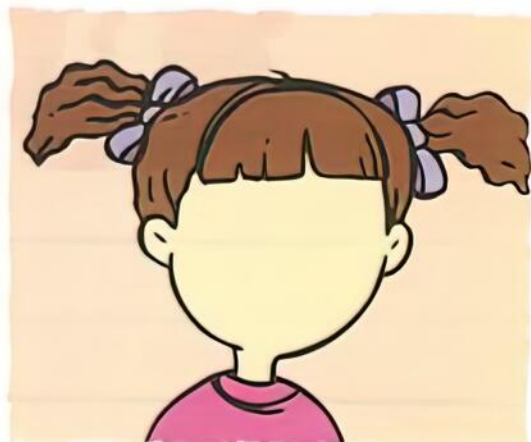
Eric's best friend moves to a new town.

He feels _____.



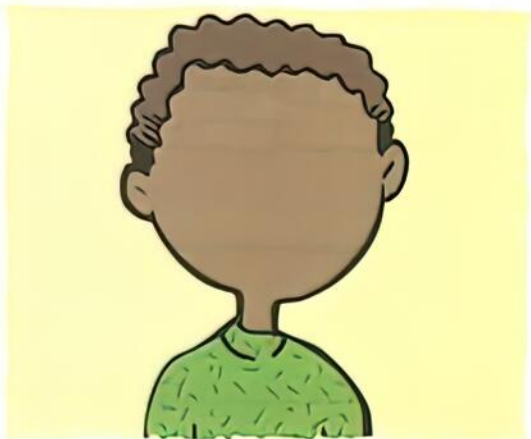
A big bully pulls Julia's hair.

She feels _____.



On Saturday, Harry sees a magic show.

He feels _____.





Emotion Search

Name

- ◆ **Directions:** Check the happy words. Circle them in the word search.
The words go **across** and **down**.

☐

jolly

☐

sick

☐

friendly

☐

pleased

☐

scared

☐

surprised

☐

lucky

☐

proud

☐

sorry

☐

mad

☐

brave

☐

excited

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



Getting to Know You

_____ Name _____

◆ **Directions:** Read the story.

Yesterday, my friend Rex and I visited the museum. We were excited about seeing the new dinosaur display.

"Wow!" I yelled when I looked up at the tyrannosaurus skeleton.

"He's my distant cousin," Rex joked. "In fact, I was named after him!"

"My cousin was really a picky eater," giggled Rex. "He's no skin, just bones!"

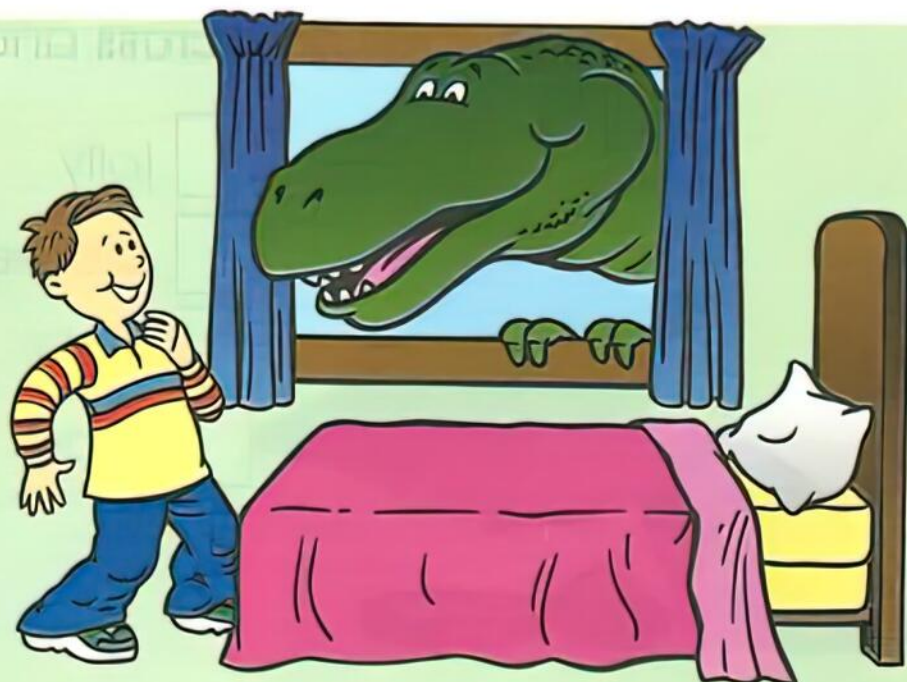
That night, I dreamed of that tyrannosaurus. I imagined him sticking his head into my bedroom window. I was too frightened to scream. When he opened his huge mouth, I froze.

"Do you know what happened to me because I wouldn't take a bath?" thundered the dinosaur.

I shook my head.

"I became x-stinked!" he roared.

Now, I think that Rex and his dinosaur "cousin" must really be related. They both tell bad jokes!



◆ **Directions:** Both Rex and his "cousin" like telling jokes. Circle the five words below that best describe the "cousins."

sad

silly

funny

jolly

brave

comical

pranksters





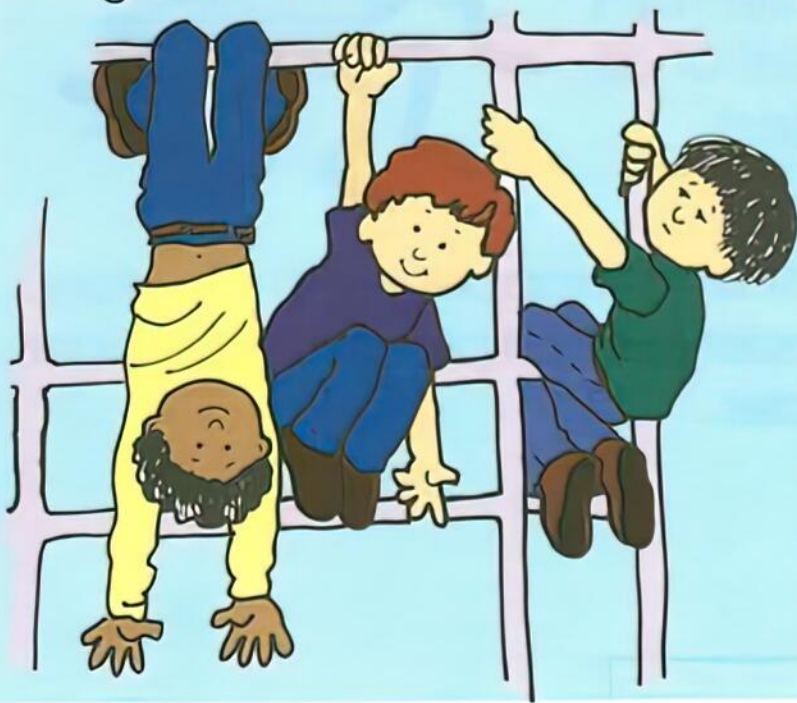
Plot and Setting

_____ Name

Stories have a setting and a plot. The **setting** tells where and when the story takes place. The **plot** tells what happened.

◆ **Directions:** Read the story. Then, follow the directions below.

Michael, Sam and Dominic were best friends. They ate lunch together. At recess, they swung on the swings together. On the swings, Michael said, "Come to my house to play after school."



Dominic thought Michael was looking at Sam. He waited for Michael to ask him, too, but Michael didn't. All afternoon, Dominic felt sad. When the bell rang, he started to go home. "Where are you going?" Michael called. "I wanted you both to come to my house." With a big smile, Dominic ran to join Michael and Sam.

Fill in the circle beside the words that tell about the story's setting.

- ☐ After school at Sam's house
- ☐ At school on a school day
- ☐ At the park on a Saturday

Number the plot events to show the order in which they happened.

Dominic felt sad because he thought he wasn't invited.

Dominic and Sam went to Michael's house.

Michael invited the boys over.

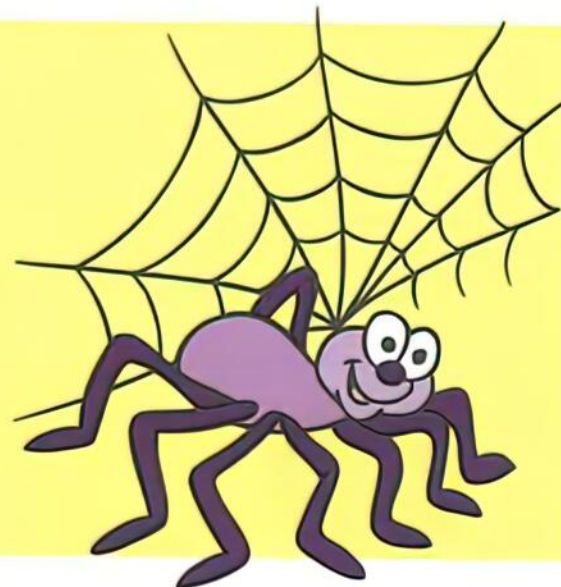


What's the Story?

_____ Name _____

◆ **Directions:** Read the story.

Jimmy hid a rubber spider inside Ronald's desk. Ronald yelled when he opened his desk to get a book. Then, Ronald put the rubber spider in the sink. Tammy squealed when she bent down to get a drink. Finally, Tammy put the rubber spider inside Jimmy's tennis shoe. Jimmy screamed loudest of all when he saw it. The other kids giggled.



◆ **Directions:** Use the story map to tell what happened in the story. Draw a picture of the spider in each place it was hidden. Draw the pictures in order.



Do It Yourself Setting

Name

When

Where



- ◆ **Directions:** Cut out each phrase. Sort the phrases into two stacks. Make one stack for phrases that tell when. Make another stack for phrases that tell where. Choose a card from each stack. Write or tell a story that has the setting the cards show.



before dinner

at the park

in the kitchen

during lunch

out in space

on the road

in the morning

at the pet shop

at one o'clock

at four o'clock

at school

on a train

in winter

at the zoo

in summer

on the ice

beside a ship

during breakfast

late at night

on a snow-covered mountain



Critical Thinking

Name

- ◆ **Directions:** Use your reading skills to answer each riddle. Unscramble the word to check your answer. Write the correct word on the line.

I am a ruler, but I have two feet, not one.

I am a _____ .
(ngik)

I am very bright, but that doesn't make me smart.

I am the _____ .
(uns)

You can turn me around, but I won't get dizzy.

I am a _____ .
(eky)

I can rattle, but I am not a baby's toy.

I am a _____ .
(nekas)

I will give you milk, but not in a bottle.

I am a _____ .
(ocw)

I smell, but I have no nose.

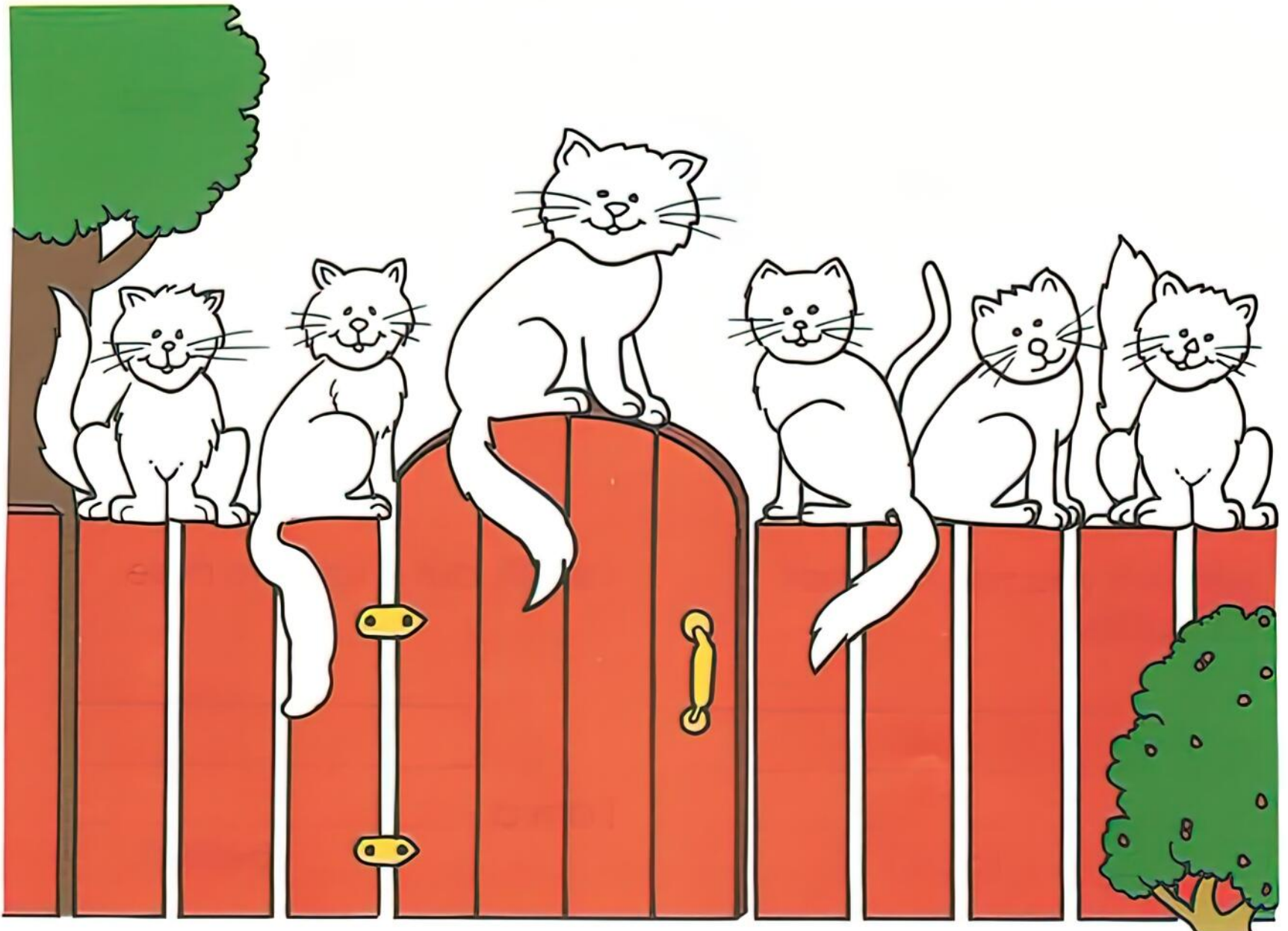
I am a _____ .
(oerflw)

Clues About Cats

Name

◆ **Directions:** Read the clues carefully. Then, number the cats. When you are sure you are correct, color the cats.

1. A gray cat sits on the gate.
2. A cat with orange and black spots sits near the tree.
3. A brown cat sits near the bush.
4. A white cat sits between the orange and black spotted cat and the gray cat.
5. A black cat sits next to the brown cat.
6. An orange cat sits between the gray cat and the black cat.





Hidden Meanings

Name

- ◆ **Directions:** Cut out the cards. Use your thinking skills to match the picture words with their meanings.

T
O
U
C
H

he } art

WALKING

R U N
G the block
N I N

R O O R
A
S D D S

walking tall

broken
heart

TIRE

flat tire

running
around
the block

touchdown

crossroads



REMARKABLE READER Award



Awarded to

Name

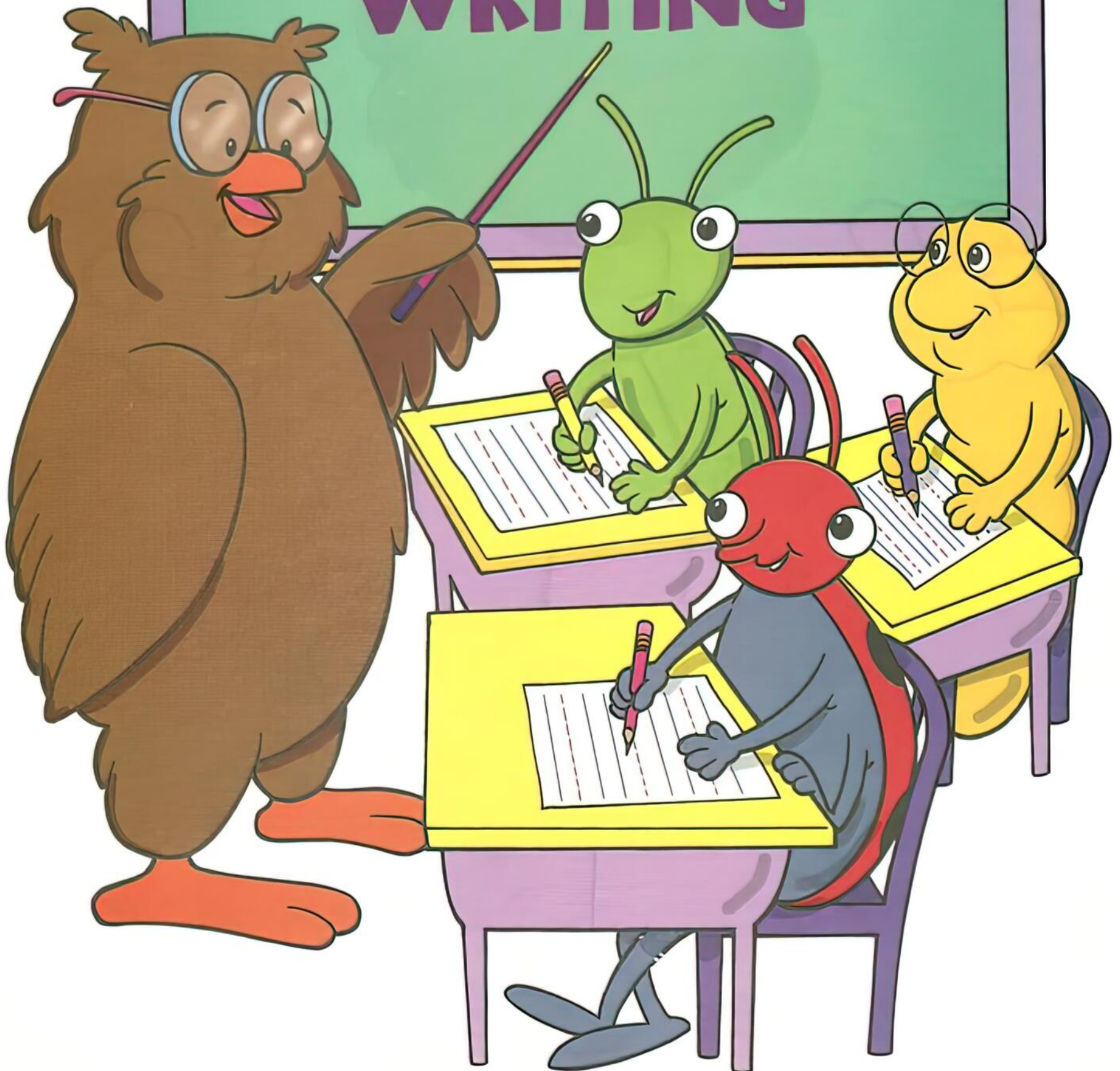
on _____

Date

for great
reading comprehension work
in the
Complete Book of Reading
Grades 1 and 2



GRAMMAR AND WRITING





ABC Dots

Name

◆ **Directions:** Connect the dots. Begin with **A**. Follow the letters of the alphabet.





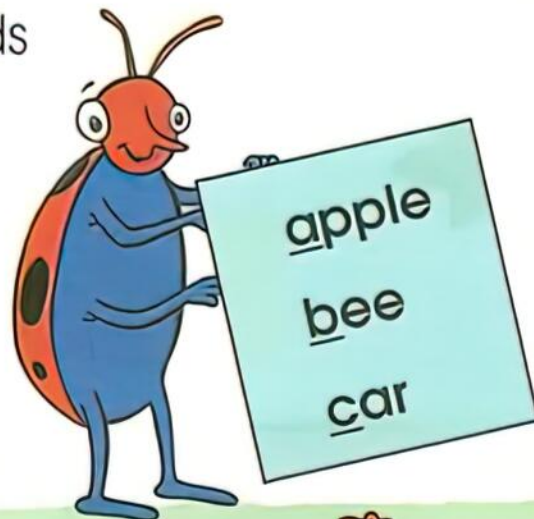
What Comes First?

_____ Name

The first letter of each word is used to put words in alphabetical (ABC) order.

Example: apple bee car

◆ **Directions:** Underline the first letter of each word. Then, write the words in alphabetical order.



sun

baby

1. _____

2. _____

nest

hen



1. _____

2. _____

jar

dog



1. _____

2. _____

girl

key



1. _____

2. _____



Planting an ABC Garden

Name

- ◆ **Directions:** Help Mr. Murphy plant his vegetables in ABC order. Read the names of the vegetables in the word box. Write the names in the correct rows.



corn

lettuce

potatoes

onions

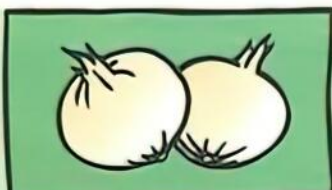
asparagus

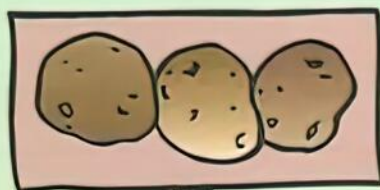
radishes

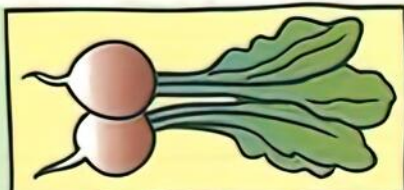














What's My Name?

_____ Name

Different words have different jobs. A naming word names a person, place or thing. Naming words are also called **nouns**.

Example: person — nurse
place — store
thing — drum

◆ **Directions:** In the word box below, circle only the words that name a person, place or thing. Then, use the nouns you circled to name each picture.

teacher

up

dog

the

library

runs

is

cowhand

cap

zoo





Person, Place or Thing?

_____ Name

◆ **Directions:** Write each noun in the correct box below.

girl

park

truck

vase

artist

tree

doctor

zoo

school

store

ball

baby



Person



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

Place



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

Thing



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

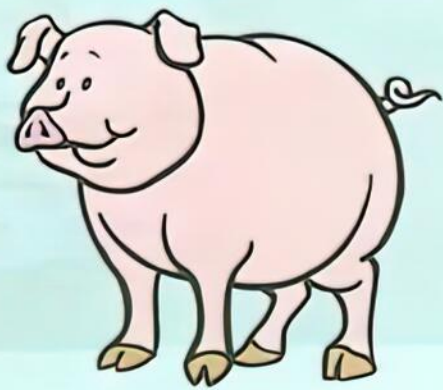


Finding Nouns

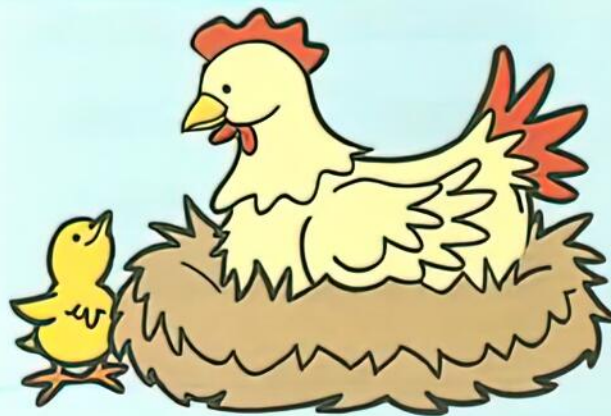
Name

A noun names a person, place or thing.

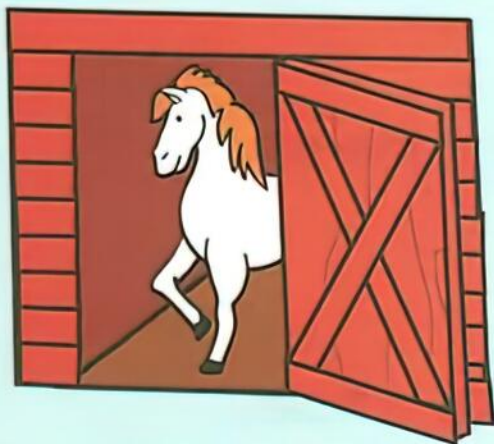
◆ **Directions:** Circle two nouns in each sentence below.



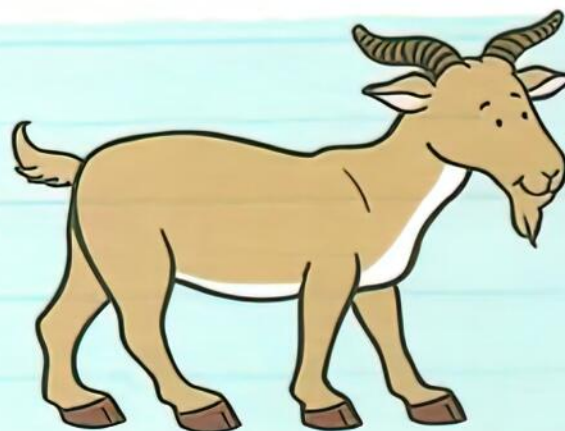
The (pig) has a curly (tail).



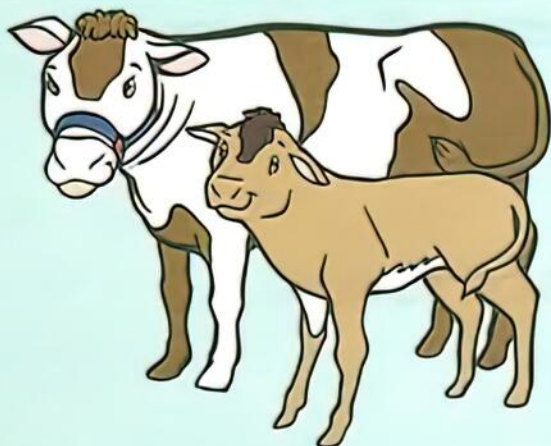
The hen is sitting on her nest.



A horse is in the barn.



The goat has horns.



The cow has a calf.



The farmer is painting the fence.



Nouns at Play

_____ Name

- ◆ **Directions:** Complete each sentence with the correct noun from the word box. Write the noun on the line.

ducks

boys

dog

tree

sun

bird



1. A big _____ grows in the park.

2. The _____ is in the sky.

3. A _____ digs a hole.

4. Three _____ swim in the water.

5. A _____ sits on its nest.

6. Two _____ fly a kite.



Proper Nouns

Name

Some nouns are special. They name particular persons, places and things. They are called **proper nouns**. Proper nouns always begin with capital letters.

Example: person — Gina
place — Main Street
thing — Golden Gate Bridge

◆ **Directions:** Fill in the circle beside the sentence that is written correctly.

- ☐ Jason calls his dog Ben.
- ☐ Jason calls his dog ben.



- ☐ My friend comes from china.
- ☐ My friend comes from China.

- ☐ The winner is a horse named lucky.
- ☐ The winner is a horse named Lucky.



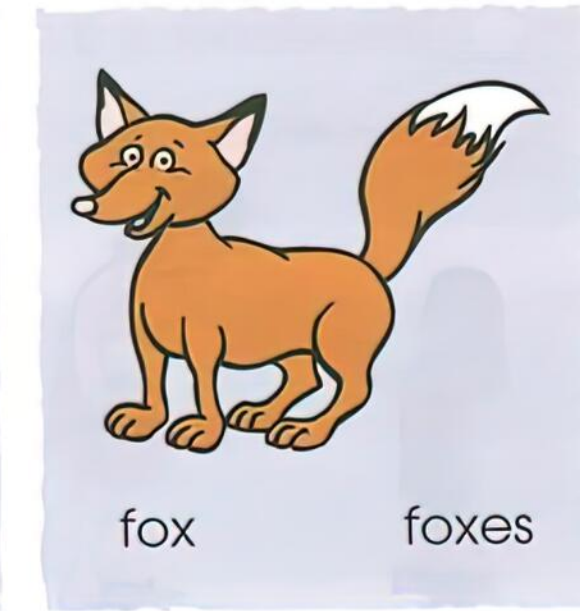
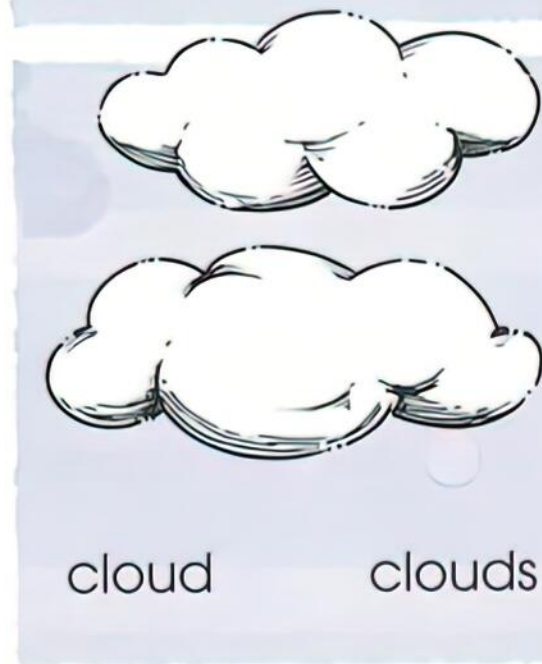
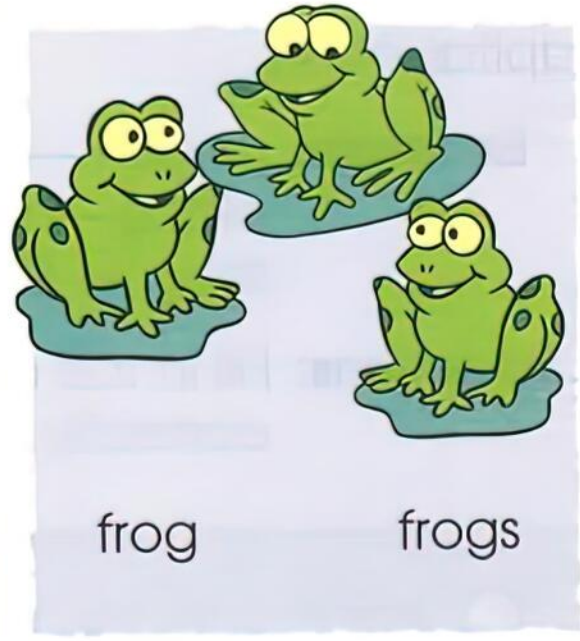
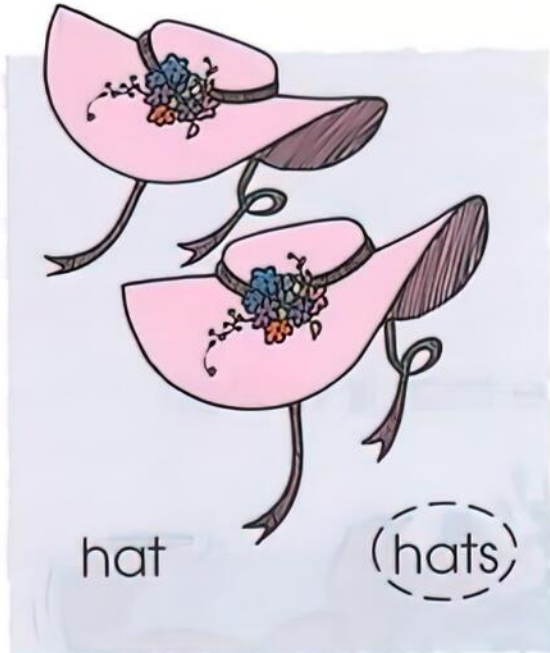
- ☐ Beth gave Mrs. Jackson an apple.
- ☐ Beth gave mrs. jackson an apple.



One or More Than One?

_____ Name

◆ **Directions:** Circle the correct word under each picture.

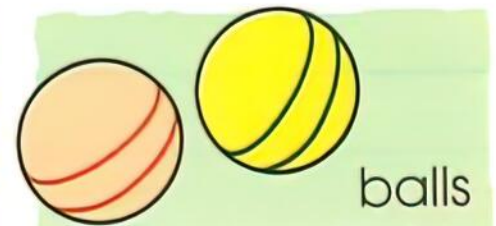
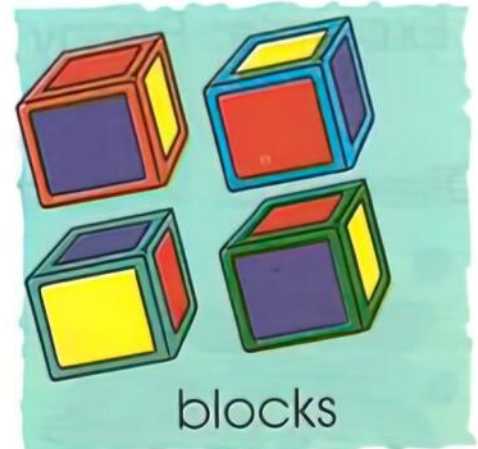
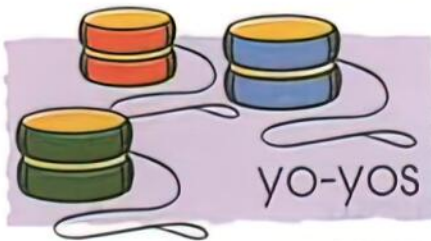




How Many Toys?

_____ Name

◆ **Directions:** Read the nouns under the pictures. Write each noun under **One** or **More Than One**.



One

More Than One

Handwriting practice lines for the 'One' category, consisting of solid top and bottom lines with a dashed middle line.

Handwriting practice lines for the 'More Than One' category, consisting of solid top and bottom lines with a dashed middle line.





Making Nouns Plural

_____ Name _____

A **plural noun** means more than one. Add **s** to most nouns to make plural nouns.

Example: Penny has one **dog**.
Jerry has two **dogs**.

◆ **Directions:** Write the plural form of the nouns below.



flower



girl



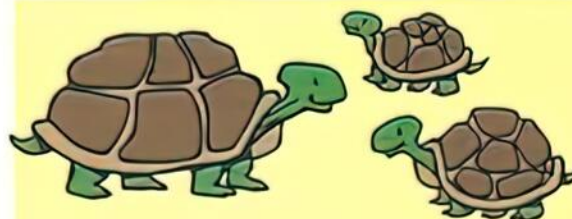
squirrel



toy



wagon



turtle



One Is Not Enough!

_____ Name _____

A plural noun means more than one. To make nouns that end in **x**, **s**, **ss**, **sh** or **ch** plural, add **es**.

Example: Barry filled one **box** with sand.
Barry filled four **boxes** with sand.



◆ **Directions:** Write the plural form of each noun below.

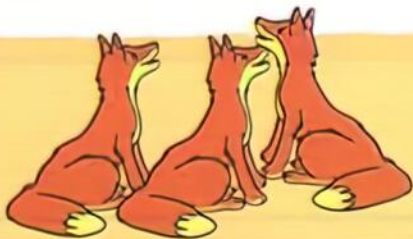
peach



brush



fox



dress



bus



witch





Use the Clues

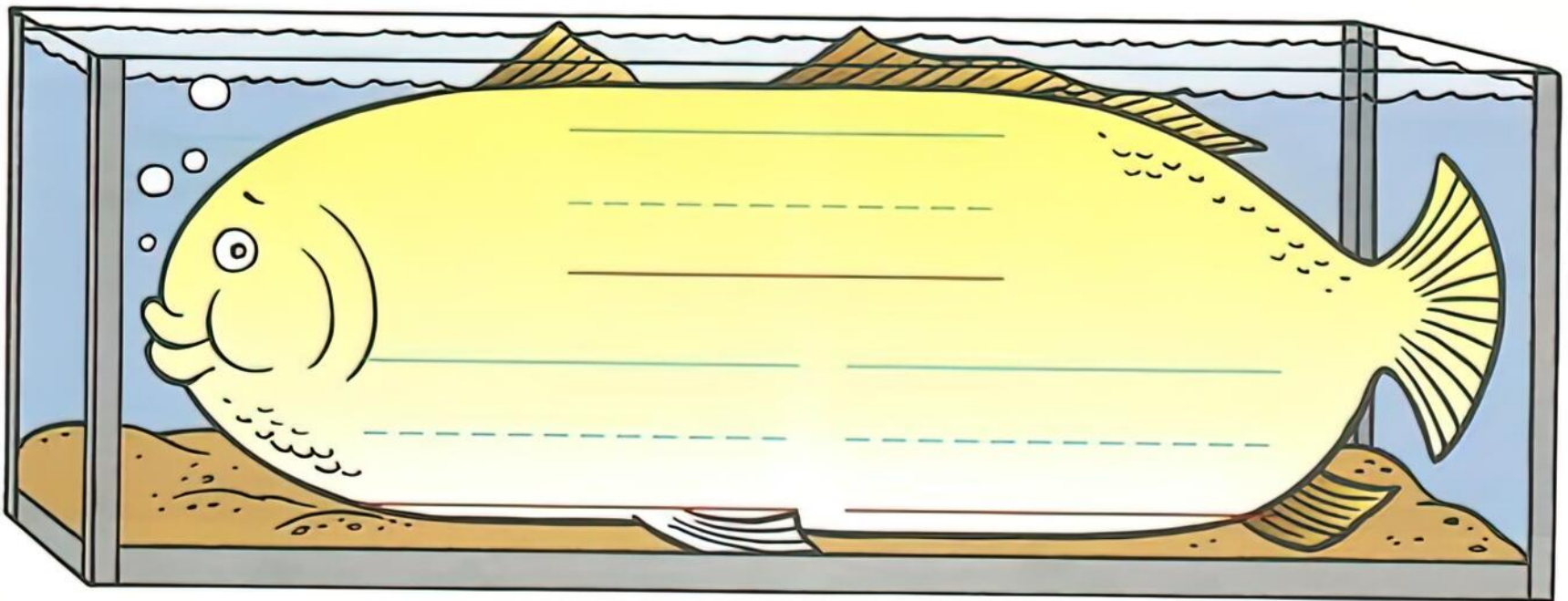
_____ Name

- ◆ **Directions:** Write each word from the word box in the correct place. Remember that plural forms usually end in **s**.

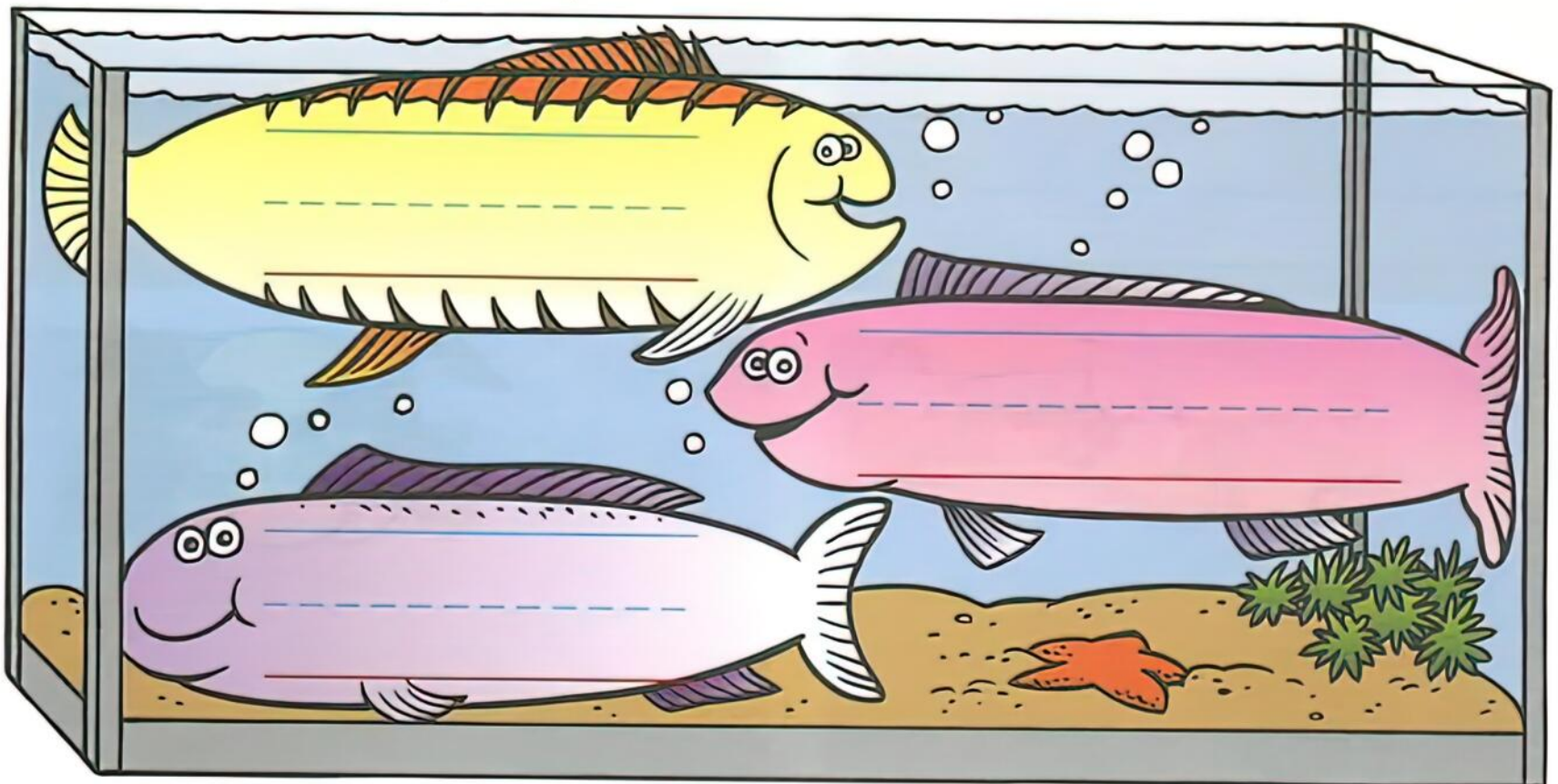
kites star chick foxes matches lunch



One



More Than One (Plural)





Ready, Set, Go!

Name

An **action word** tells what a person or thing can do.

Example: Fred **kicks** the ball.

◆ **Directions:** Read the words below. Circle words that tell what the children are doing.



jump
boy



sleep
bed



hello
talk



skate
mittens



hop
sidewalk



sing
song



swim
deep



story
read





Action Words

Name

- ◆ **Directions:** Underline the action word in each sentence. Then, draw a line to match each sentence with the correct picture.

The dog barks.

The birds fly.

A fish swims.

A monkey swings.

A turtle crawls.

A boy talks.





What Is a Verb?

_____ Name

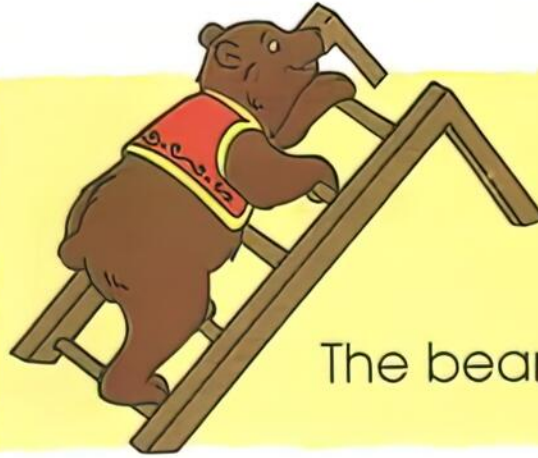
A **verb** is an action word. A verb tells what a person or thing does.

Example: Jane **reads** a book.

◆ **Directions:** Circle the verb in each sentence below.



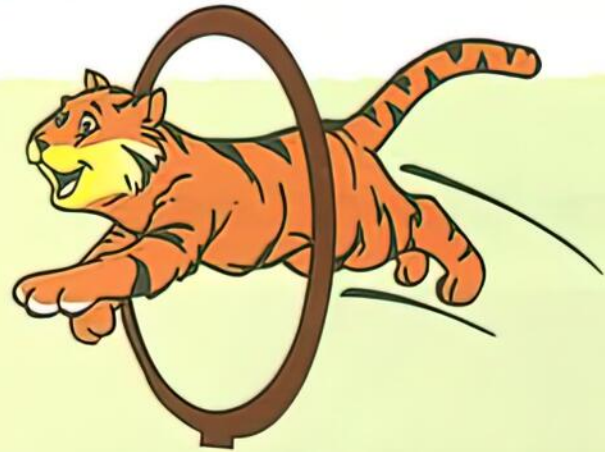
Two tiny dogs dance.



The bear climbs a ladder.

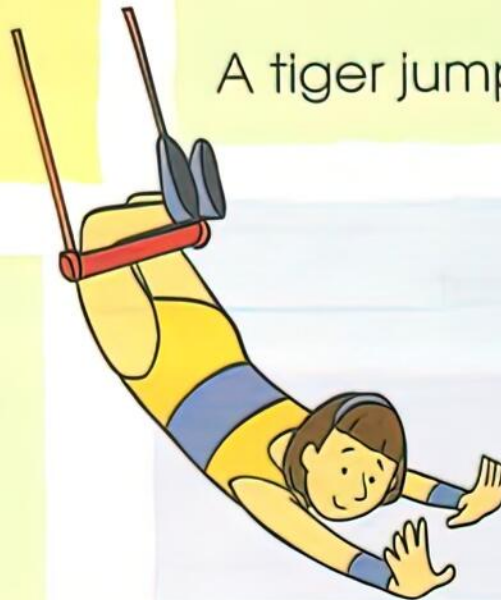


The clown falls down.



A tiger jumps through a ring.

A boy eats popcorn.



A woman swings on a trapeze.



Verbs With One

Name

Some verbs tell what one person or thing does. Most of those verbs end in **s**.

Example: Boys **like** pets.
One boy **likes** pets.

◆ **Directions:** Add **s** to each verb to make it tell about one. Write the verb.



Many fish swim. One fish _____.

Snakes glide. One snake _____.

Rabbits hop. One rabbit _____.

Dogs bark. One dog _____.

Birds sing. One bird _____.





Using Is, Are and Am

_____ Name

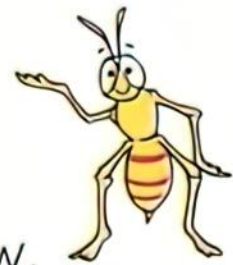
The words **is**, **are** and **am** are special verbs.

Use **is** to tell about one person or thing.

Use **are** to tell about more than one.

Use **are** with the word **you**. Use **am** with the word **I**.

◆ **Directions:** Write **is**, **are** or **am** in each sentence below.



The lake _____ deep.

Many fish _____ under the water.

I _____ at the lake.

Sally _____ with me.

We _____ busy catching fish.

You _____ welcome to join us.





Now or in the Past

_____ Name _____

A verb can tell about something that happened in the past. For most verbs, add **ed** to tell about the past.

Example: Today, Tara and Jim **walk** to school.
Yesterday, Tara and Jim **walked** to school.



◆ **Directions:** Write the correct verb in each sentence.

_____ follow, followed _____

Two weeks ago, a puppy _____ me home.

_____ seems, seemed _____

The puppy _____ hungry.

_____ look, looked _____

Last week, we _____ for its owner.

_____ play, played _____

Now, the puppy and I _____ every day.

_____ waits, waited _____

She _____ at home for me when I am at school.

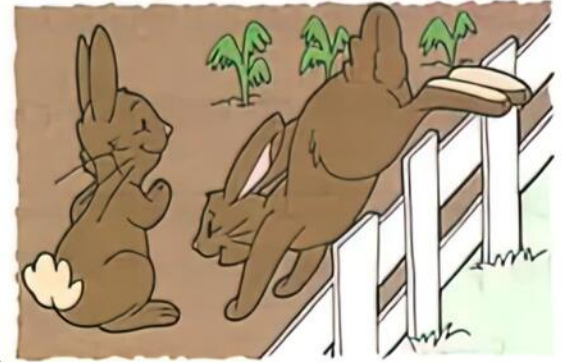


Doubling Final Consonants

Name _____

Most verbs add **ed** to tell about the past. For verbs that end in a single consonant, double the consonant before adding **ed**.

Example: Bunnies **hop** into the garden.
Bunnies **hopped** into the garden.



◆ **Directions:** In each sentence, circle the verb spelled correctly.

The boy _____ the dog.
peted
petted



In our game, I _____ you.
tagged
taged



My chair _____ over.
tipped
tiped



Your kitten _____ against my leg.
rubed
rubbed



The men _____ down the street.
jogged
joged





Writing About the Past

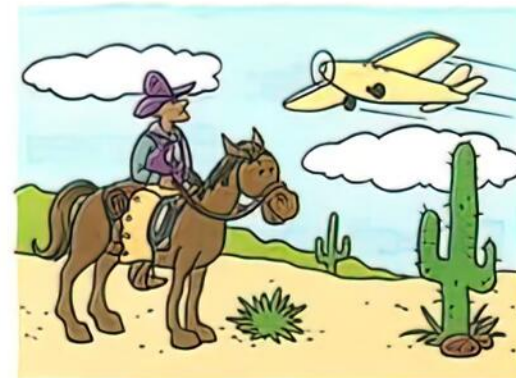
Name

Most verbs add **ed** to tell about the past.

For verbs that end in a silent **e**, drop the **e** before adding **ed**.

For verbs that end in a consonant and **y**, change the **y** to **i** before adding **ed**.

Example: Today, we **like** planes.
Planes **carry** us far.
Long ago, people **liked** horses.
Horses **carried** them far.



◆ **Directions:** In which sentence is the verb spelled correctly?
Fill in the circle beside that sentence.

☐ For many years, people tryed to fly.

☐ For many years, people tried to fly.

☐ Some people moveed their arms up and down quickly.

☐ Some people moved their arms up and down quickly.

☐ Others hoped for magic carpets.

☐ Others hopeed for magic carpets.

☐ At last, an airplane staid in the air.

☐ At last, an airplane stayed in the air.

☐ Later, builders copied the first plane.

☐ Later, builders copyed the first plane.



Verbs That Change

_____ Name _____

Some verbs change in special ways to tell about the past. Here are a few important verbs that change in special ways.

◆ **Directions:** In each sentence, write a verb from the box to tell about the past.

Now

Past

come

came

eat

ate

have, has

had

Now

make

run

write

Past

made

ran

wrote



My grandmother _____ me a letter.

At lunch yesterday, I _____ an orange.

Last week, we _____ home from a trip.

This morning, we _____ in a race.

Last winter, I _____ some blue gloves, but now I have red ones.



Using Was and Were

_____ Name _____

Use **was** and **were** to tell about the past. Use **was** to tell about one person or thing. Use **were** to tell about more than one person or thing. Always use **were** with the word **you**.



◆ **Directions:** Write **was** or **were** in each sentence below.

Lois _____ in the second grade last year.

She _____ eight years old.

Carmen and Judy _____ friends.

They _____ on the same soccer team.

I _____ on the team, too.

You _____ too young to play.



Using the Verb Give

_____ Name _____

Use **give** and **gives** to tell about now.
Use **gave** to tell about the past.

◆ **Directions:** Write **give**, **gives** or **gave** in each sentence below.



Trisha _____ a party last week.

Bananas _____ me a rash.

I _____ my dog some water every day.

Jill _____ the jacket to me yesterday.

The teacher always _____ a test on Friday.

She _____ Mike a turn as line leader yesterday.



Contraction Action

_____ Name

You can combine two words to make one new word. If you leave out a letter and add the mark ' in its place, you make a **contraction**. To make some contractions, combine a verb and the word **not**.

Example: is + not = is~~n~~ot = isn't

◆ **Directions:** Match these verbs and the word **not** with the contractions.

does + not

should + not

is + not

have + not

haven't

isn't

doesn't

shouldn't



◆ **Directions:** Choose the contraction for the underlined words. Fill in the circle beside the correct contraction.

The baby could not see his sister.

☐ couldn't

☐ can't

He was not worried, though.

☐ hasn't

☐ wasn't

She would not go away for long.

☐ doesn't

☐ wouldn't





Words That Describe

_____ Name

Some words describe a person, place or thing. These words tell more about a naming word.

Example: The shoe is **old**.

◆ **Directions:** Read these words that describe. Write the correct word under each picture.

cold

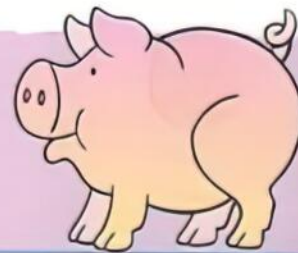
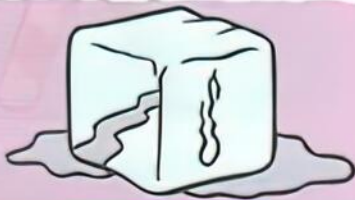
round

funny

light

sad

fat





Describe It!

Name

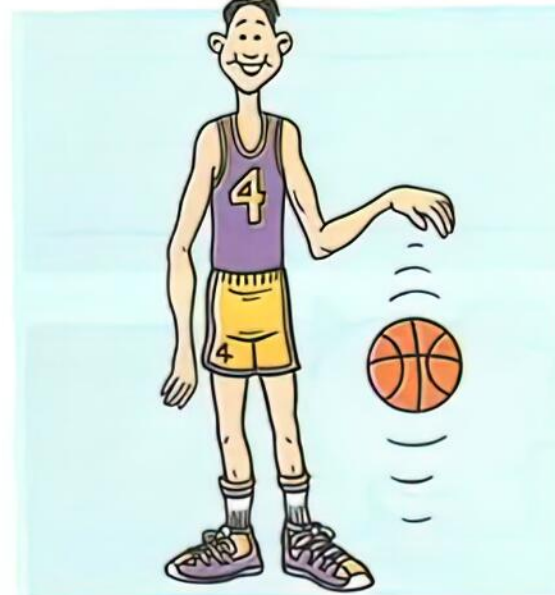
◆ **Directions:** Match the describing word with the correct picture.



old

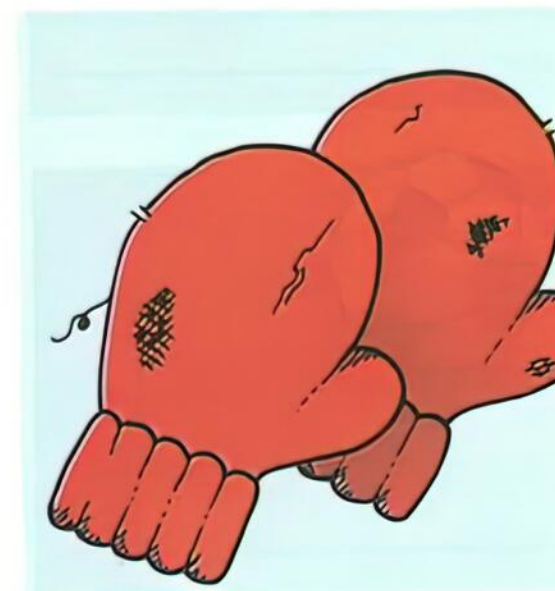
soft

hot

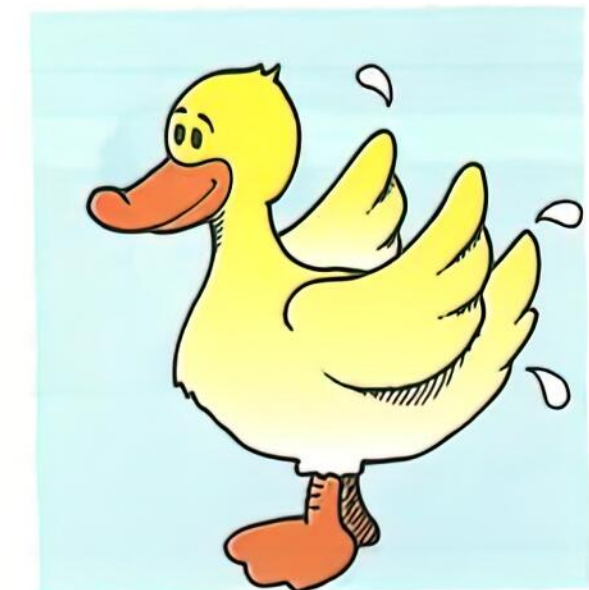
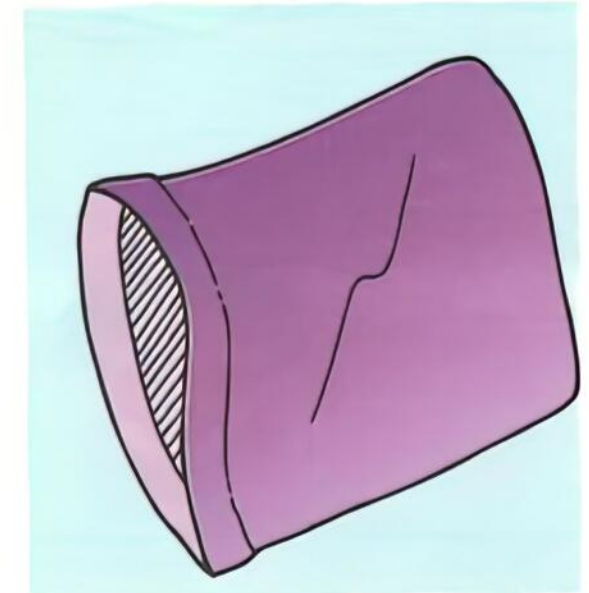


sweet

wet



tall






Tell Me More!

_____ Name _____

A **describing word** tells about a noun. It can tell what kind, what color, what size, what shape or how many.

♦ **Directions:** Write a describing word in each sentence below.
Use the words in the box.

green big three round bushy six


A  has _____ teeth.

A  has a _____ tail.

A  has _____ legs.

The  will become a _____ frog.

The _____  hang by their tails.

An  has _____ eyes.



What Is It Like?

Name

Describing words tell about persons, places and things. They can tell how things look, taste, sound or feel.

◆ **Directions:** Circle two describing words in each sentence below.

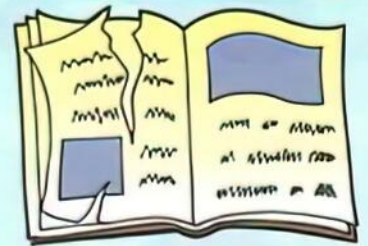
The white kitten is fluffy.



Noisy squirrels ran up a tall tree.



The old book is torn.



The apple was sweet and crisp.



The bright sun is warm.



Yellow ducks swam in a little pond.





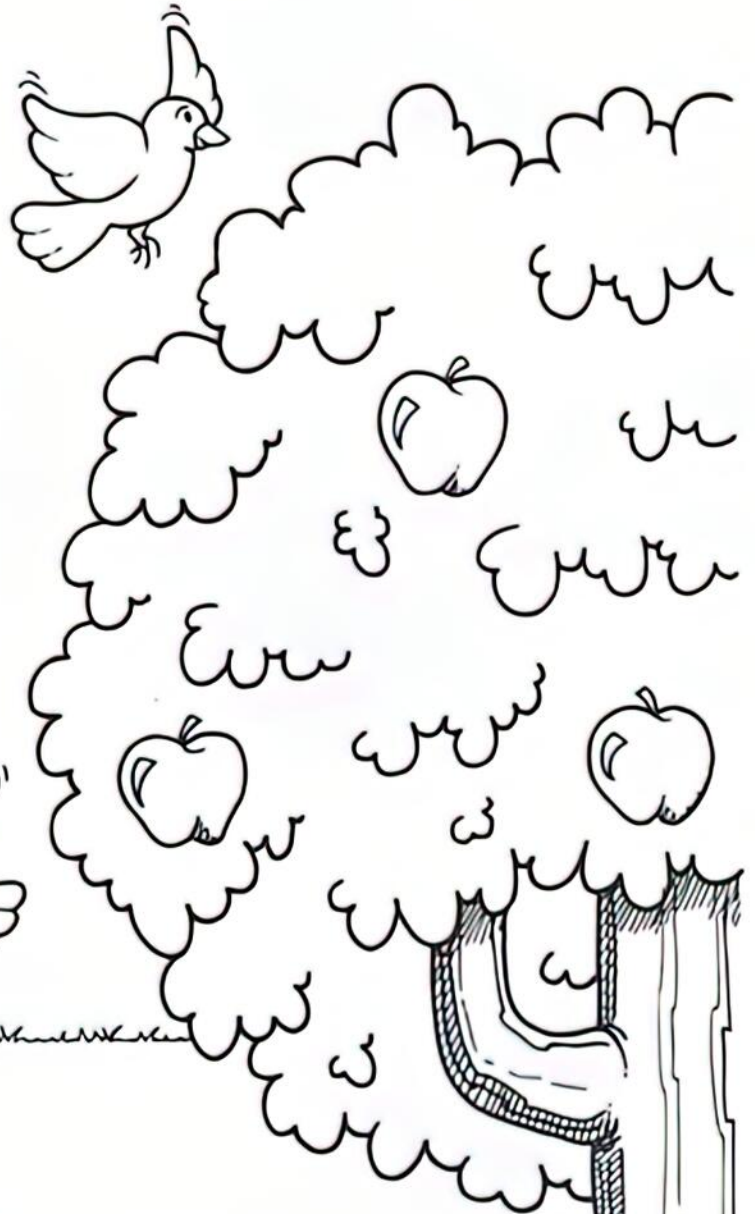
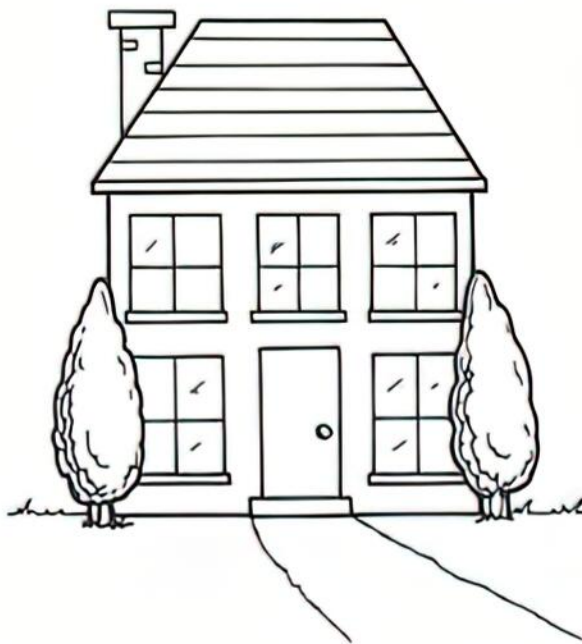
What Color Is It?

Name

Color words are describing words.

Example: Sue has a **blue** dress.
The banana is **yellow**.

◆ **Directions:** Underline the color words in these sentences. Use these describing words to help you color the picture.



1. The leaves on the tree are green.
2. The tree has red apples.
3. A brown squirrel sits by the tree.
4. The house is blue. *Mia*
5. Purple flowers grow in the yard.
6. Yellow birds fly in the sky.

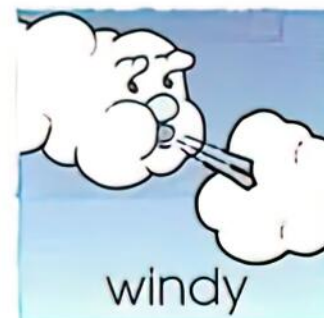
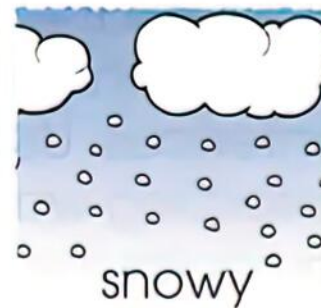
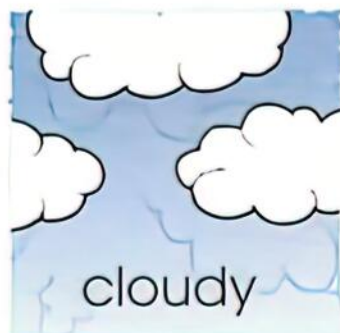




Weather Words

Name

Weather words are describing words. They tell what kind.




◆ **Directions:** Write the correct weather word on the line in each sentence.

We can build a  on a _____ day.

You need an  on a _____ day.

Your  may blow off on a _____ day.

You may wear  on a _____ day.

We may not see the  on a _____ day.



How Many Do You See?

_____ Name

Number words are describing words. They tell how many.

Example: Two ants crawled across the table.

- ◆ **Directions:** Read the sentences below. In each sentence, underline the describing word that tells how many. Then, look at the picture. Write an **X** after the sentence that uses an incorrect number word.



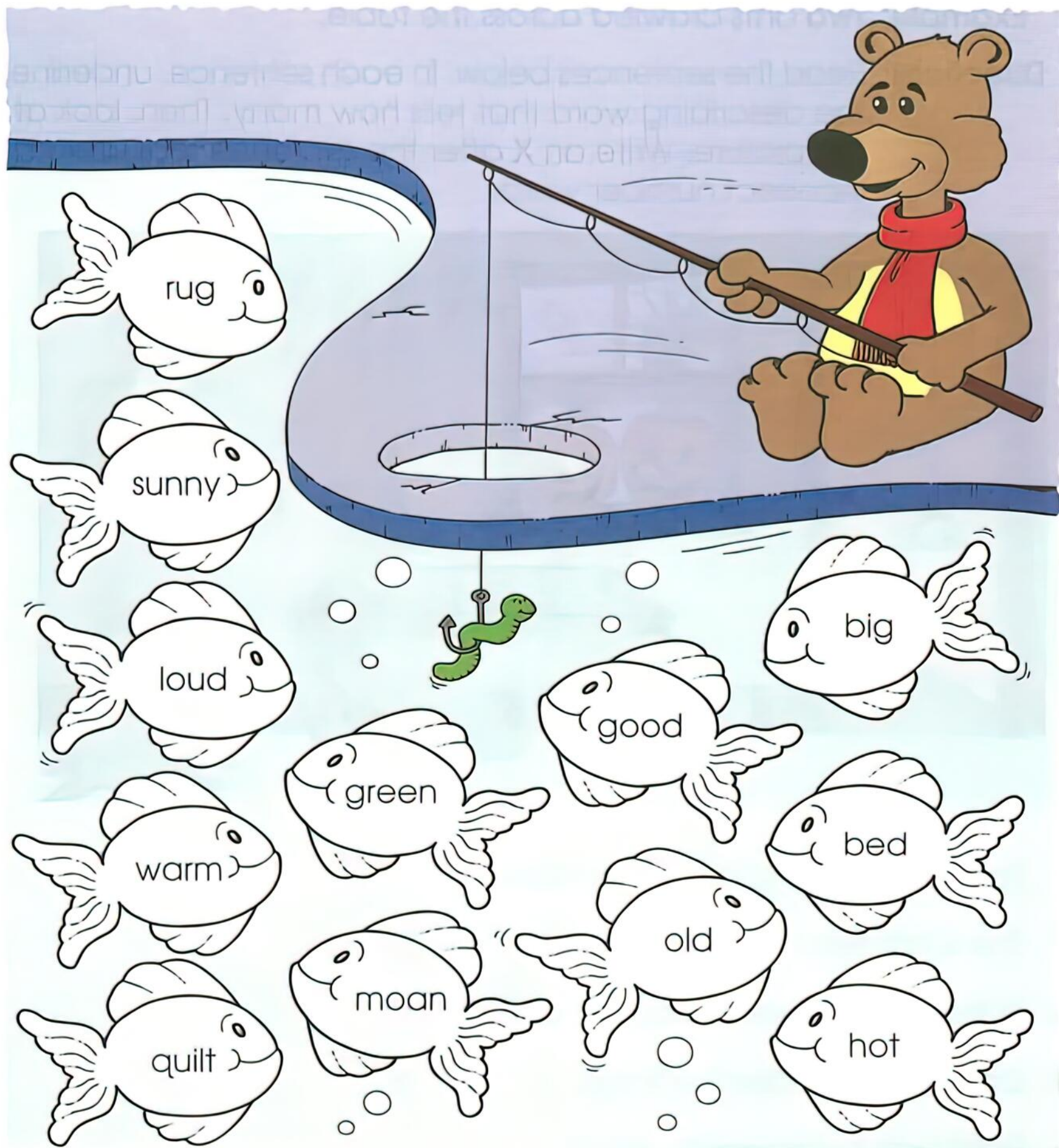
1. Four spiders hung in the doorway.
2. The witch held three apples.
3. In the window were two jack-o'-lanterns.
4. One cat sat under the table.
5. Eight bats hung upside down.



Fish for Describing Words

Name _____

◆ **Directions:** Color only the fish with describing words.



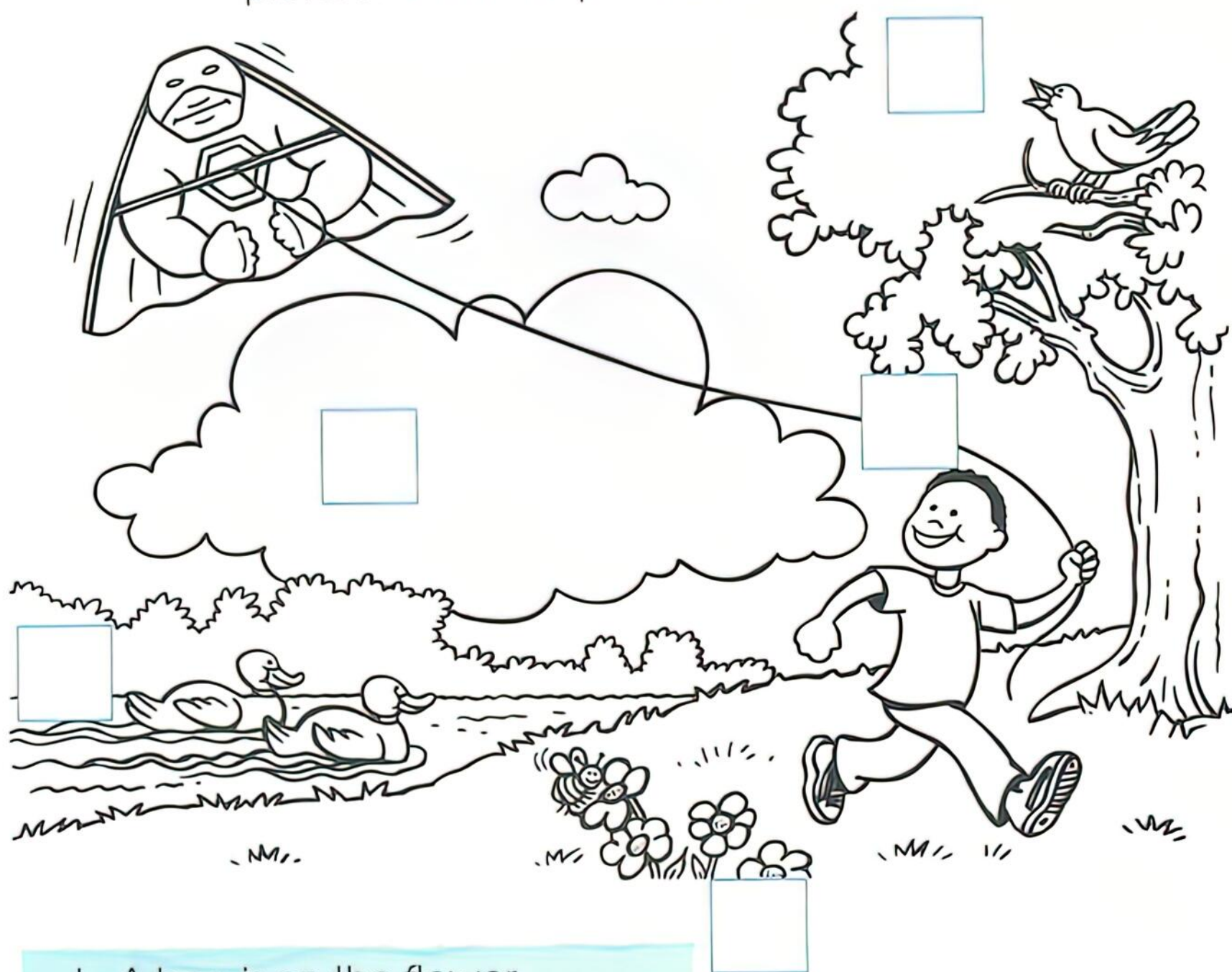


Telling the Whole Story

Name

A **sentence** tells a whole idea.

◆ **Directions:** Read each sentence. Write the number by the correct picture. Color the pictures.



1. A bee is on the flower.
2. Two ducks are in the pond.
3. Big clouds are in the sky.
4. The boy has a new kite.
5. A bird sits in the tree.

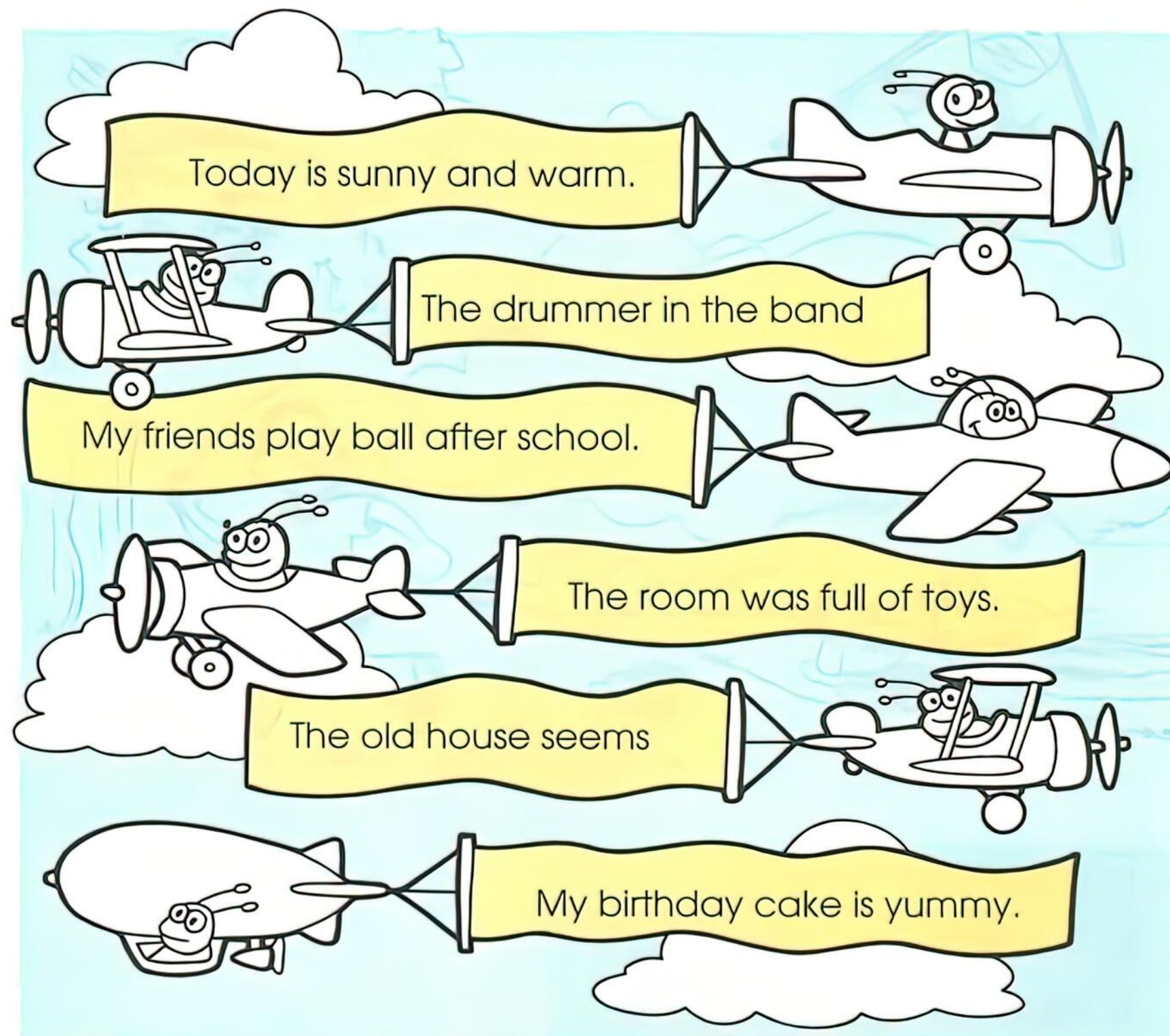


Choosing Sentences

Name _____

A sentence must tell a whole idea.

- ◆ **Directions:** Read each group of words. Color the airplane red if the words make a sentence. Color the airplane blue if the words do not make a sentence.



- ◆ **Directions:** Answer the question.

How many sentences do you have? _____



Writing Sentences Right

Name

A sentence always begins with a capital letter.

Example: The sun is shining.

◆ **Directions:** Write each sentence correctly.

the wind is strong.



we made a snowman.



puddles are fun.



leaves fell all day.





A Big Finish

Name

Every sentence ends with one of these end marks.

. ? !

◆ **Directions:** Fill in the circle beside the sentence that is written correctly.

- ☐ Terry has new skates.
- ☐ Terry has new skates



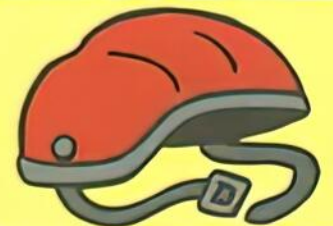
- ☐ Watch her zoom
- ☐ Watch her zoom!



- ☐ Does she wear pads on her knees?
- ☐ Does she wear pads on her knees



- ☐ Wear a helmet when you skate
- ☐ Wear a helmet when you skate.



- ☐ Skating is fun!
- ☐ Skating is fun





Sentence Building Blocks

Name _____

Every sentence has two parts. The **naming part** tells who or what is doing something. The **action part** tells what the person or thing does.

◆ **Directions:** Match each naming part with an action part that makes sense.



Naming part

Action part

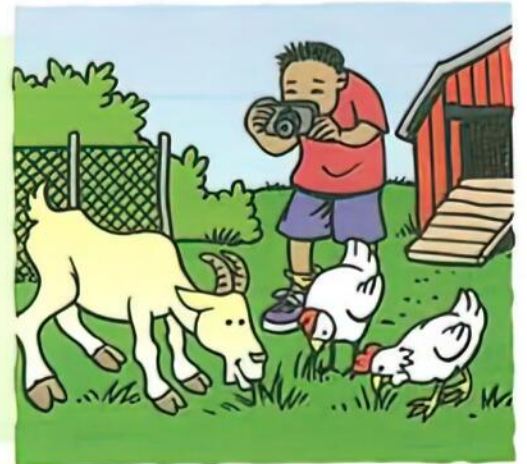
My sister
That bird

has wings.
likes ice cream.



The little boy
The goat
The hens

cluck.
takes a picture.
eats grass.



Mom
Mike
Little Amy

walks by the cart.
rides in the cart.
pushes the cart.





Completing Sentences

_____ Name _____

- ◆ **Directions:** Each sentence is missing either a naming part or an action part. Fill in the circle beside the group of words that forms the missing part.

My neighbor _____

- ☐ is having a yard sale today. ☐ in the house next door.



One man _____

- ☐ at the sale. ☐ likes old books.



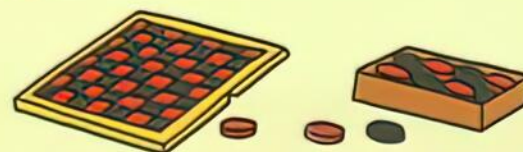
_____ look for old toys.

- ☐ Many people ☐ In the morning



_____ wants an old checkers game.

- ☐ By the door ☐ My brother



Two ladies _____

- ☐ buy an old toy chest. ☐ a teddy bear.





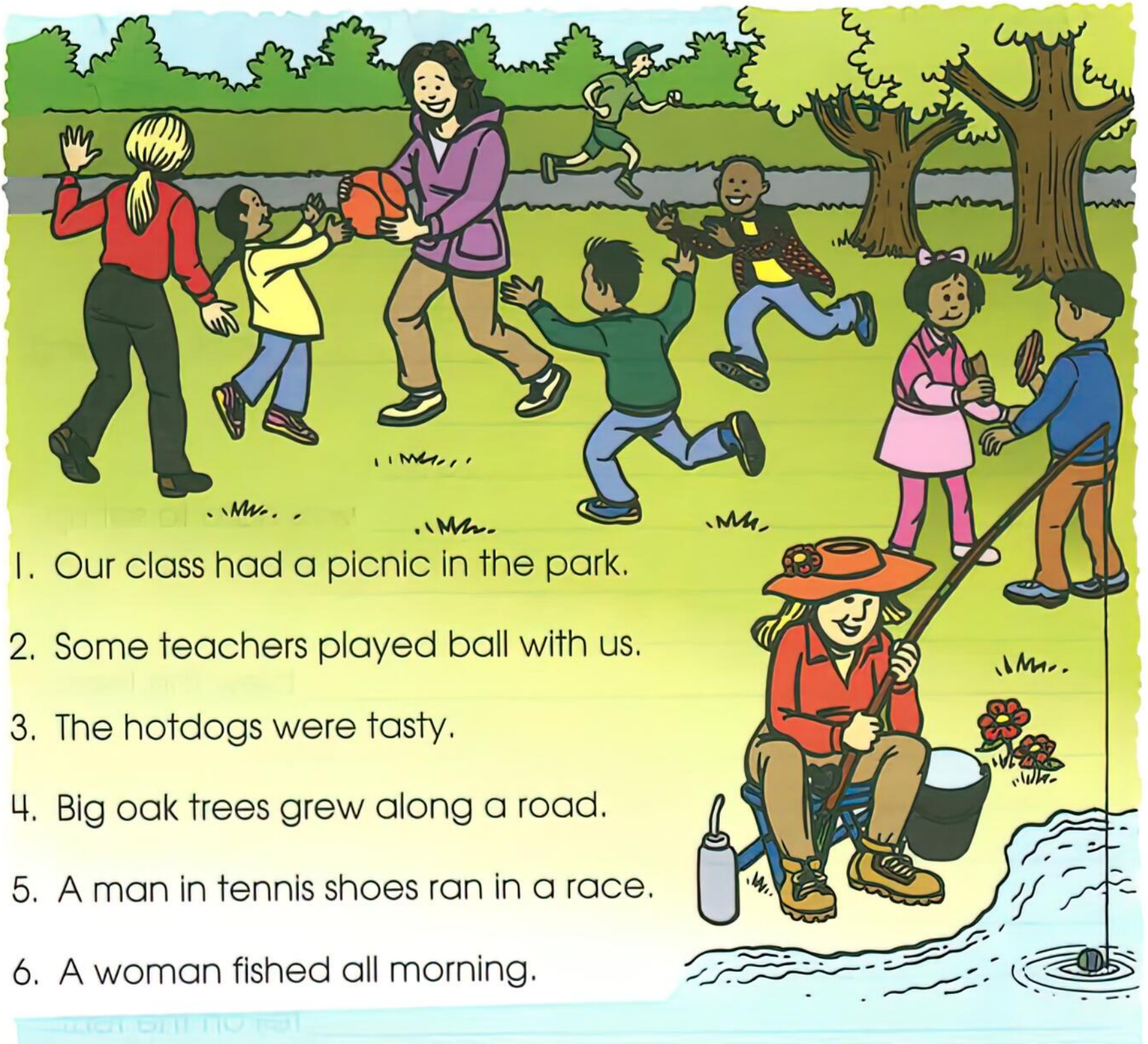
Finding Naming Parts

Name

The naming part of a sentence tells who or what is doing something.

Example: The **chimp on a bike** rode in a circle.

◆ **Directions:** Underline the naming part in each sentence below.



1. Our class had a picnic in the park.
2. Some teachers played ball with us.
3. The hotdogs were tasty.
4. Big oak trees grew along a road.
5. A man in tennis shoes ran in a race.
6. A woman fished all morning.



Writing Naming Parts

_____ Name

- ◆ **Directions:** Read the naming parts in the tent. Write one of the naming parts to begin each sentence.



1. _____ went camping.

2. _____ was hard to set up.

3. _____ blew the trees.

4. _____ filled the sky.

5. _____ fell on the tent.



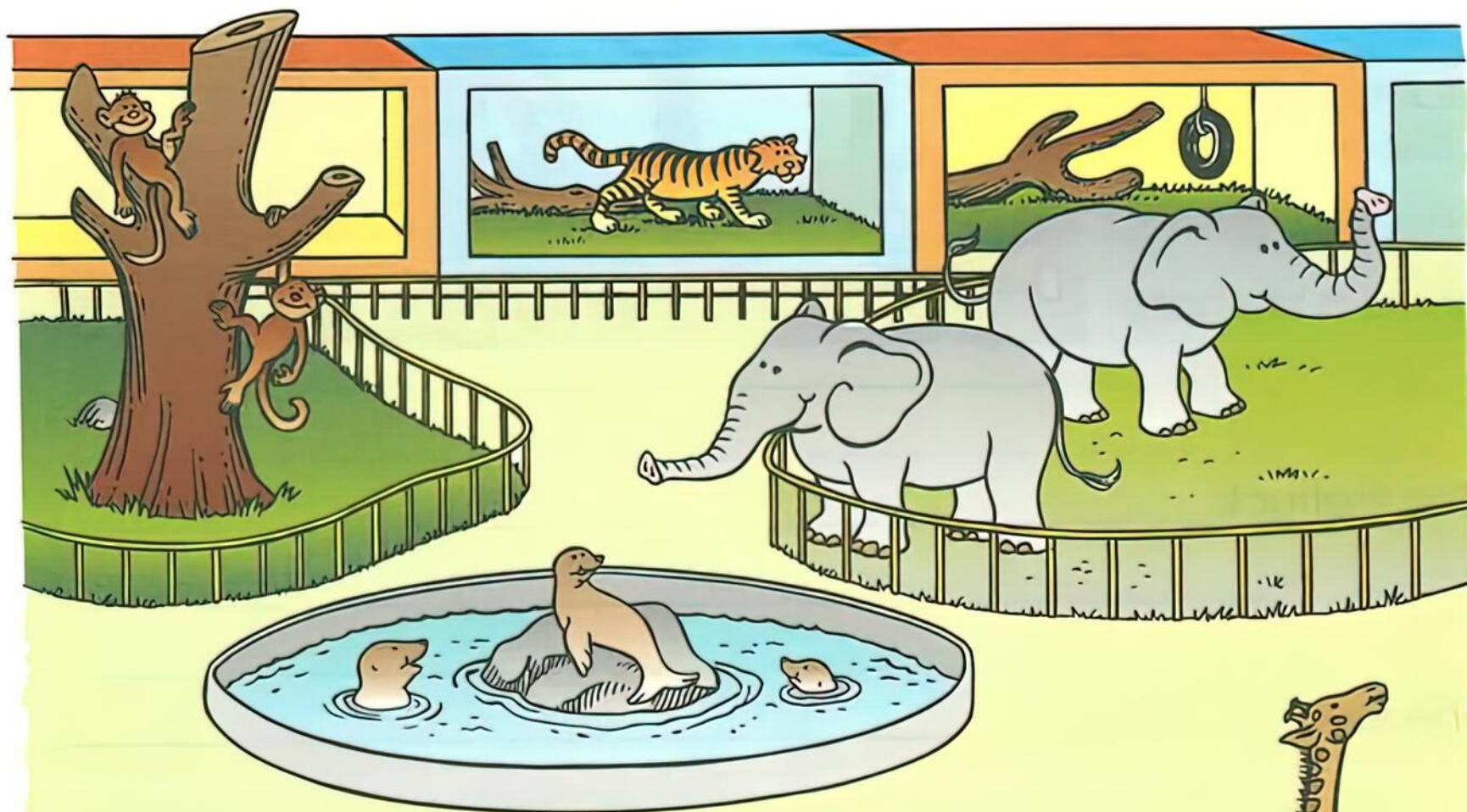
Action at the Zoo

Name

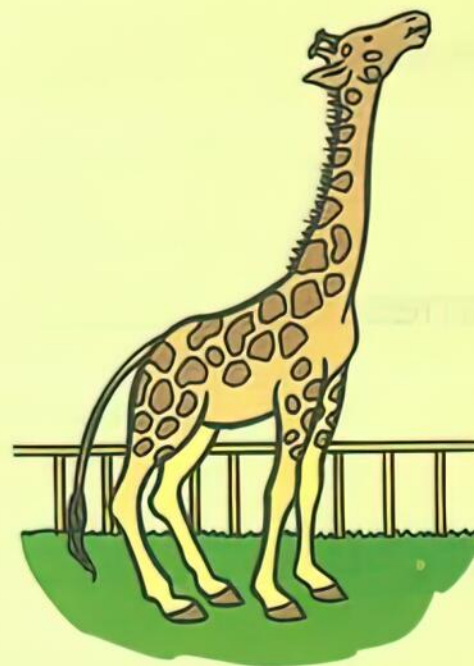
The action part of a sentence tells what the naming part is doing or did.

Example: The zookeeper **opened** the gate.

◆ **Directions:** Underline the action part in each sentence below.



1. My family walked to the zoo.
2. The seals swam in a pool of water.
3. A monkey climbed a tree.
4. Two big elephants swung their trunks.
5. A striped tiger paced in its cage.
6. The giraffe stretched its long neck.





It's Time for Action!

Name _____

◆ **Directions:** Write one of these action parts to finish each sentence.

came from
the roof

put out the
fire

raced to
the fire

blew loudly

held a big hose



The firetruck _____

The siren _____

Flames _____

Firefighters _____

Water _____



Circus Sentences

Name

- ◆ **Directions:** The boxes at the bottom of this page have sentence parts. Some are naming parts. Some are action parts. Cut out all the boxes. Look at each picture. Glue the correct naming part and action part beside each picture. Read each sentence that you make.



Naming Part

Action Part



Naming Part

Action Part



Naming Part

Action Part



Naming Part

Action Part

The bear

go up in the sky.

is barking.

The balloons

wears a costume.

An elephant

The dog

leads the parade.





Is Anything Missing?

Name

- ◆ **Directions:** Read each group of words. Is it a complete sentence that tells a whole idea? Is it missing a naming part? Is it missing an action part? Fill in the circle beside the correct answer.



is going to the big game tonight

- ☐ Complete sentence
- ☐ Missing a naming part
- ☐ Missing an action part



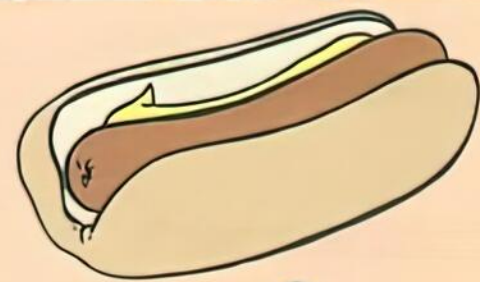
The fans cheer for their team.

- ☐ Complete sentence
- ☐ Missing a naming part
- ☐ Missing an action part



Hot dogs

- ☐ Complete sentence
- ☐ Missing a naming part
- ☐ Missing an action part



The cheerleaders jump and yell for our team.

- ☐ Complete sentence
- ☐ Missing a naming part
- ☐ Missing an action part



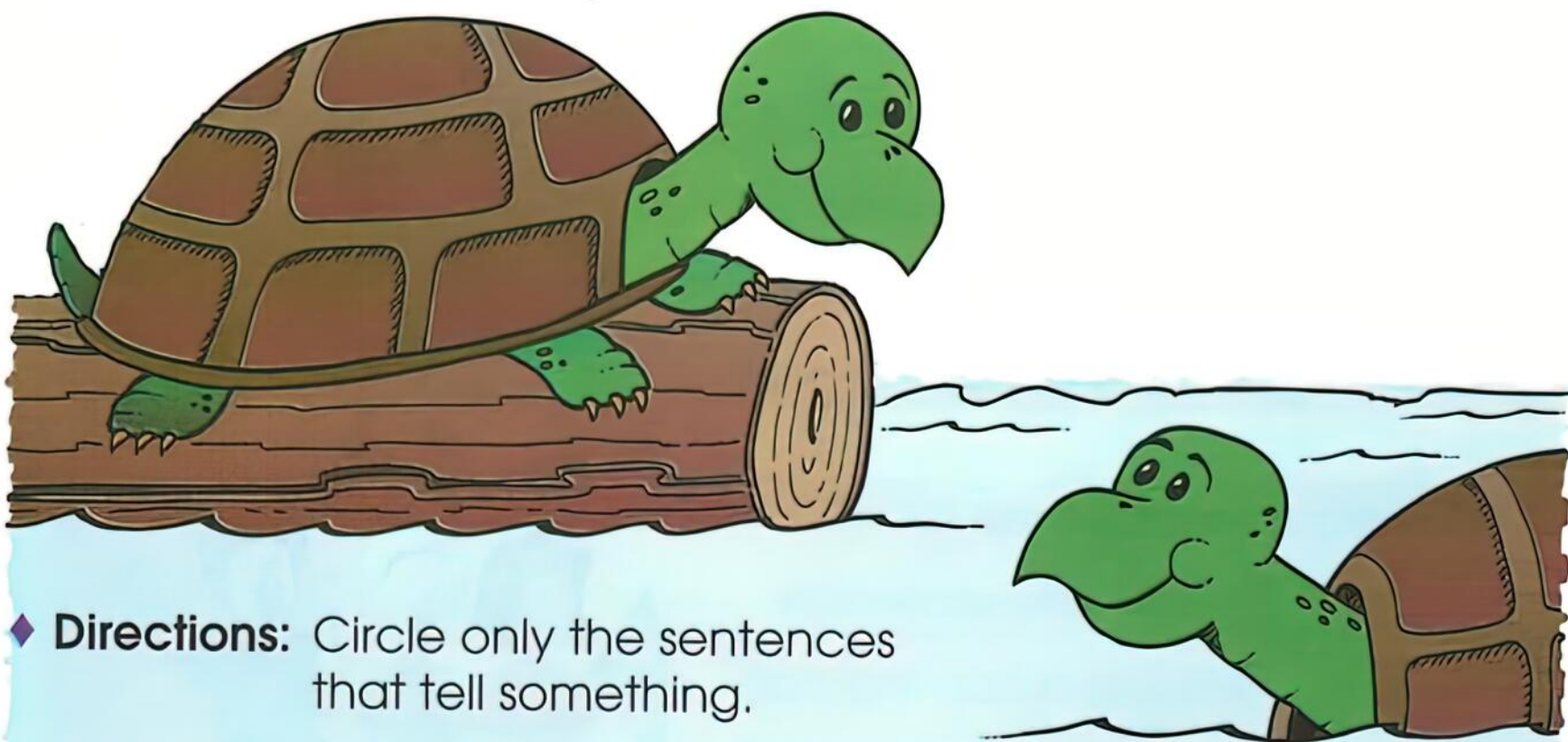


Sentences That Tell

_____ Name _____

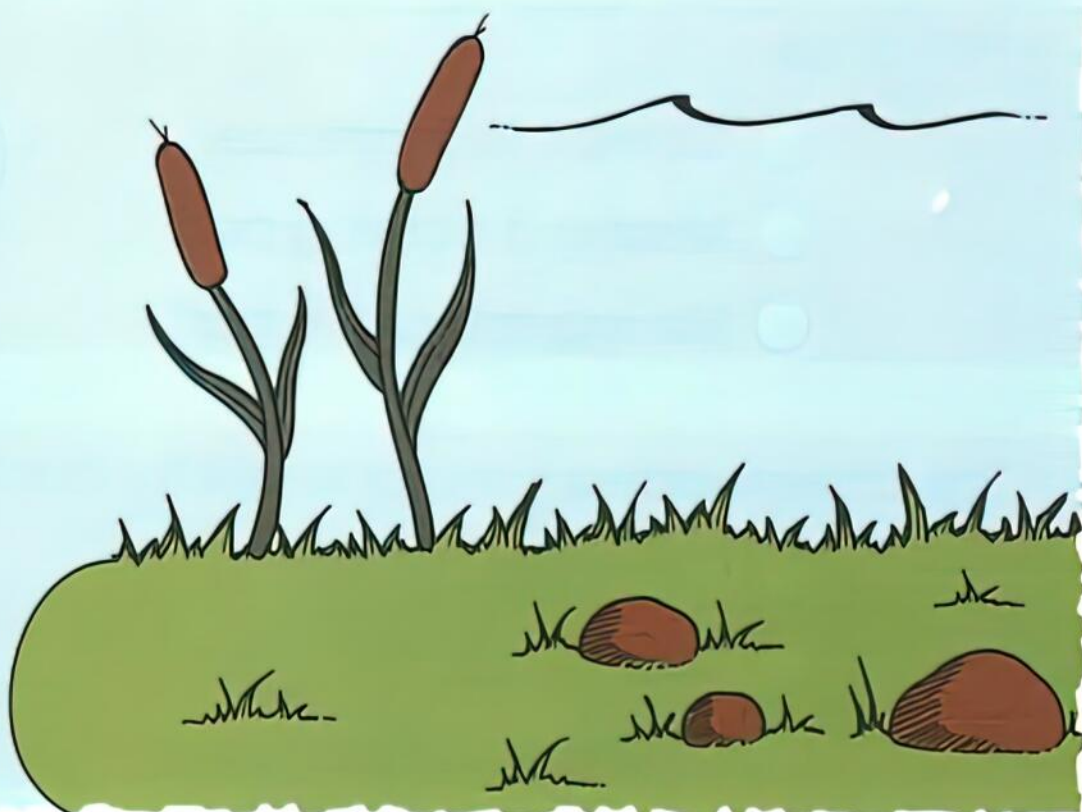
Some sentences tell something. Every **telling sentence** ends with a **period**.

Example: The bird sings.



◆ **Directions:** Circle only the sentences that tell something.

1. Two turtles sat on a log.
2. One turtle fell off.
3. Did you see her?
4. She swam away.
5. The water is cold.
6. Can you swim?



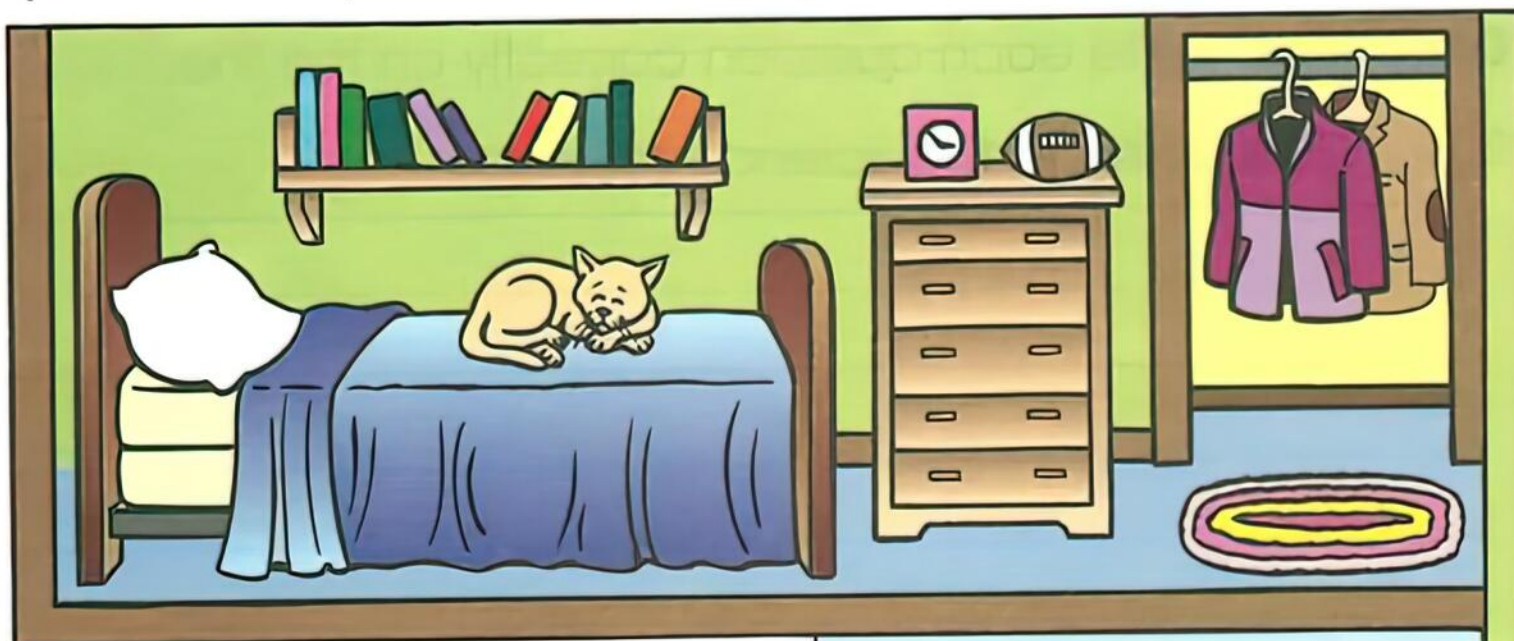


Sentences That Ask

_____ Name

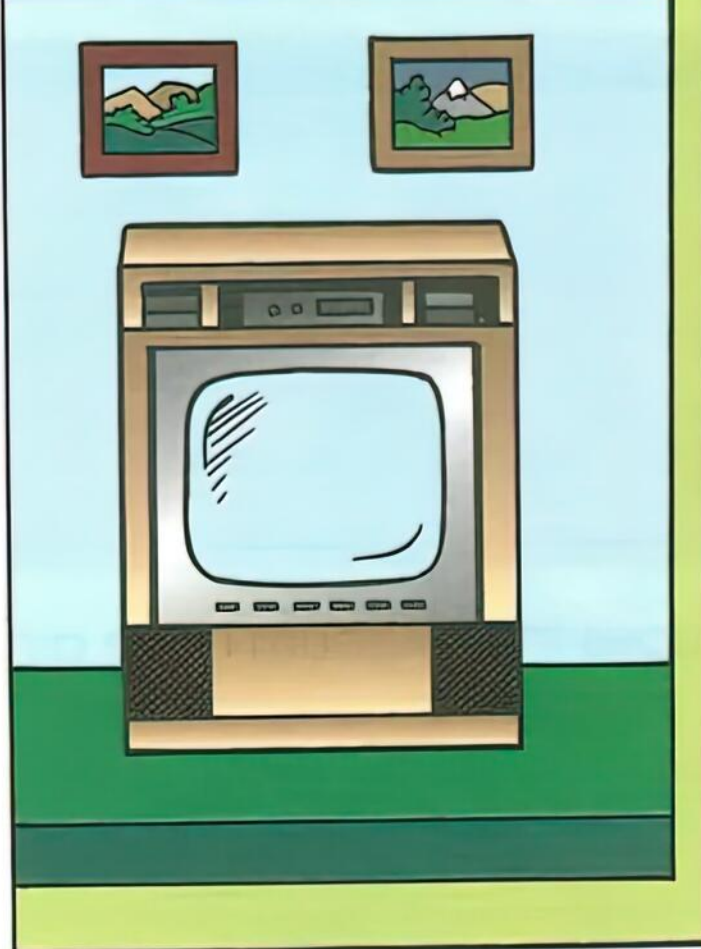
Some sentences ask something. An **asking sentence** is called a **question**. A question ends with a **question mark**.

Example: What is your name?



◆ **Directions:** Circle only the questions.

1. Is that your house?
2. There are two pictures on the wall.
3. Where do you sleep?
4. Do you watch TV in that room?
5. Which coat is yours?
6. The kitten is asleep.





Questions, Questions

_____ Name



A question begins with a capital letter and ends with a question mark.

◆ **Directions:** Write each question correctly on the line.

is our class going to the Science Museum

will we see dinosaur bones

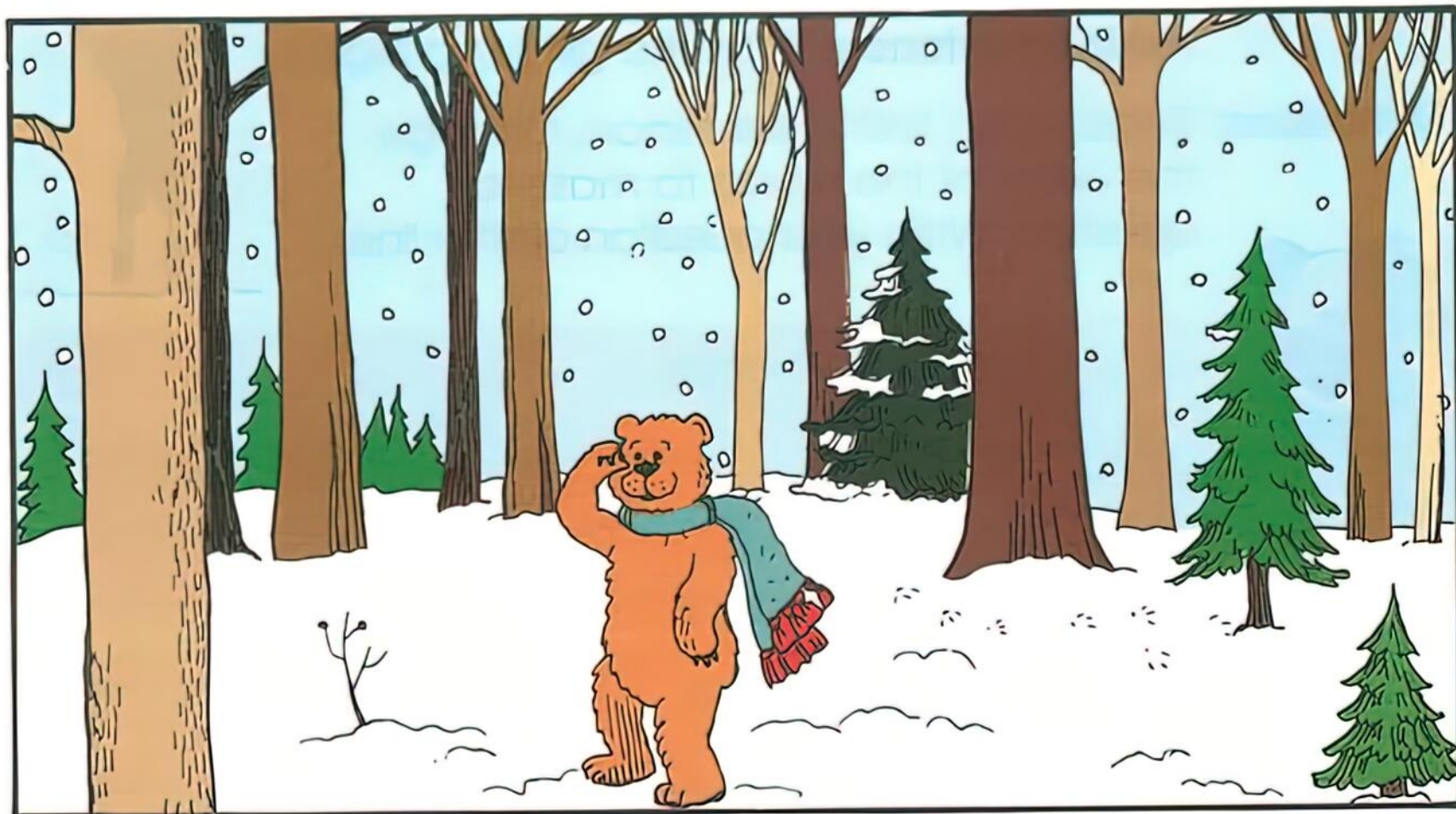
does the museum have a mummy



Are You Telling or Asking?

_____ Name

A telling sentence ends with a period. A question ends with a question mark.



◆ **Directions:** Read each sentence. Put the correct end mark after each sentence.

1. Is winter coming ☐
2. Snow is falling in the woods ☐
3. The trees are covered with snow ☐
4. Is the bear lost ☐
5. The bear is looking for his cave ☐
6. The bear is cold and sleepy ☐
7. Is the bear ready for a long nap ☐
8. Will the bear sleep all winter ☐



Changing Sentences

Name

The order of words can change a sentence.

Example: Telling sentence: The girl can jump high.

Asking sentence: Can the girl jump high?

- ◆ **Directions:** Read each telling sentence. Change the order of the words to make a question. Write your question on the line.



The clown is happy.



The boy can swim.



The bell will ring.



The popcorn is hot.



I'm So Excited!

Name

The end mark ! shows that you are excited.
Use it to end a sentence that shows strong feelings.

Example: What a beautiful day this is!

◆ **Directions:** Read these sentences. Write ? or ! after each sentence.

? or !



1. What a great day this is for a race

2. Who is running in this race

3. How fast they run

4. Who will finish first

5. The runners are off

6. Run faster

7. Can you see the finish line

8. I won the race





Follow My Directions.

_____ Name

You can write orders in sentences. If you are excited, end your order with !. If you are not excited, end your order with a period.

Example: Watch out for that hole in the road!
Ride slowly.

◆ **Directions:** Fill in the circle beside the sentence that is written correctly.



- ☐ Follow these steps to find the treasure.
- ☐ Follow these steps to find the treasure?



- ☐ First, go to the old tree?
- ☐ First, go to the old tree.



- ☐ Watch out for angry bees!
- ☐ Watch out for angry bees?



- ☐ Take five steps toward the big rock?
- ☐ Take five steps toward the big rock.



- ☐ Dig for the treasure. Hurry!
- ☐ Dig for the treasure? Hurry.



- ☐ Look at all my gold and jewels?
- ☐ Look at all my gold and jewels!



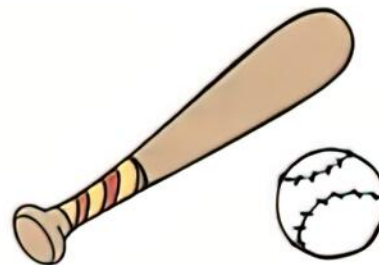


Sentence Combining

_____ Name _____

Two sentences can become one sentence. Use the word **and** to join them. Leave out words that are repeated.

Example: I have a ball. I have a bat.
I have a ball **and** a bat.



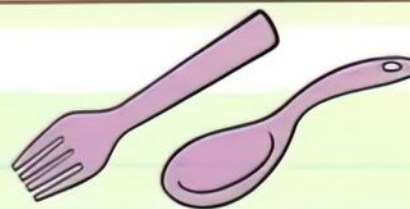
◆ **Directions:** Read the two sentences. Write them as one sentence.



My friend has a cat. My friend has a dog.

My friend has _____.

I eat with a fork. I eat with a spoon.



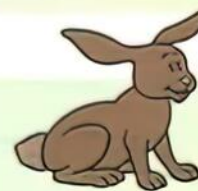
I eat with _____.



Dad needs a rake. Dad needs a basket.

Dad needs _____.

The rabbit likes carrots. The rabbit likes peas.



The rabbit likes _____.



Using and in Sentences

Name

Two sentences can become one sentence. You can use the word **and** to join them.

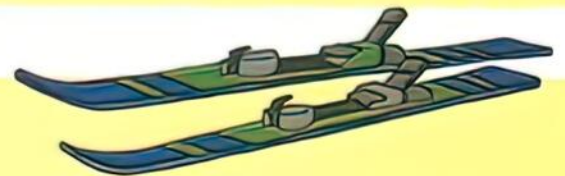
Examples: Maria sings. She hums, too. Maria sings **and** hums.
Maria sings. Sean sings, too. Maria **and** Sean sing.

♦ **Directions:** Read the two sentences. Write them as one sentence.



I read books. I write books, too.

Jim skis. Ida skis, too.





Juan runs. He kicks.



Combining Sentences

_____ Name _____

- ◆ **Directions:** Read the two sentences. Find the sentence parts below that tell the same idea. Cut out and glue the sentence parts to make one sentence.



Snow fell yesterday.
Snow fell today.



and



Luis plays soccer.
Luis plays basketball.



and



The clown did tricks.
The clown danced.

and

The clown did tricks

basketball.

Snow fell yesterday

danced.

today.

Luis plays soccer





Pulling It All Together

_____ Name _____

- ◆ **Directions:** Read the two sentences.
Write them as one sentence.



Birds live in the tree. Squirrels live in the tree.

Dad washed the car. Dad waxed the car.

Mom planted beans. Mom planted corn.

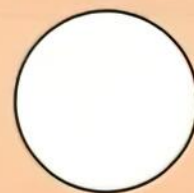
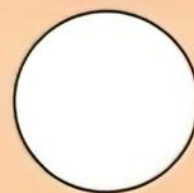
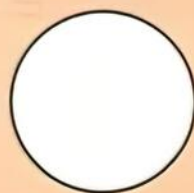


One Word at a Time

_____ Name

A sentence makes sense when the words are in order.

◆ **Directions:** Write the numerals 1, 2, 3 and 4 in the circles to put the words in order. Write the words in the correct order to make a sentence.

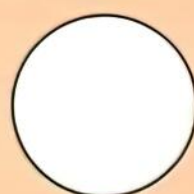
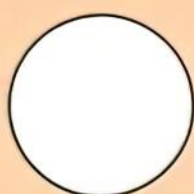
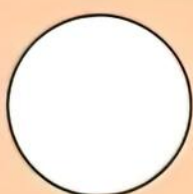
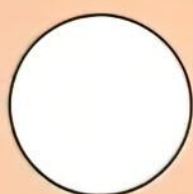


painting.

doghouse

needs

The

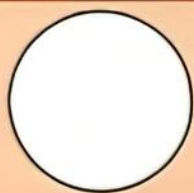
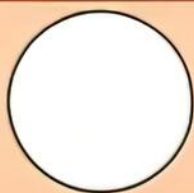
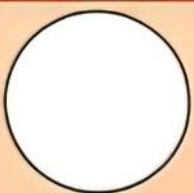
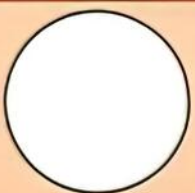


have

I

paint.

red



happy.

very

is

Spot



Groups of Words

_____ Name _____

Changing groups of words in a sentence changes the meaning.

Example: The boy is **in the car**.



The boy is **in the water**.



◆ **Directions:** Cut out and glue a word group to complete each sentence. Draw a picture to show the meaning of the sentence. Color the picture.

1. The fish _____ is yellow.

2. I see a kite _____.

3. That box _____ is yours.

in the bowl

under the tree

of oranges

over the tree

with a smiley face

in the lake



Word Order

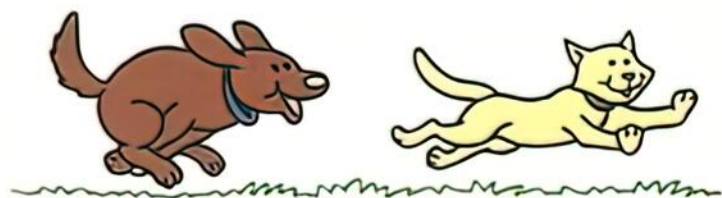
Name

Changing the order of the words in a sentence may change the meaning.

Example: The dog chased the cat.

The cat chased the dog.

◆ **Directions:** Read the sentence pairs. Circle the sentence that goes with the picture.



The boy hit the ball.

The ball hit the boy.



The giant watched the elf.

The elf watched the giant.



The teacher read to the girl.

The girl read to the teacher.



The baby laughed at the father.

The father laughed at the baby.



The frog jumped over the rabbit.

The rabbit jumped over the frog.





What Kind?

Name

Words that describe make a sentence better.

Example: I have a coat.

I have a **red** coat **with many pockets**.

- ◆ **Directions:** Read each sentence. Write a word from the box on each line to make the sentences more interesting. Draw a picture of each sentence.

bright

strong

little

brave

graceful

precious



The skater won a medal.

The _____ skater won

a _____ medal.

The jewels are in the safe.

The _____ jewels

are in the _____ safe.



How Does It Happen?

_____ Name

A sentence can tell what a person or thing does. It can also tell how, when or where the person or thing does the action.

Example: Ada walked.
Then, Ada walked quickly from the room.

How?

quickly

When?

Then

Where?

from the room

◆ **Directions:** In each sentence, write a word or words to answer the question. If you like, use words from this box.

noisily	in the show	at night	before lunch	on the stage
loudly	around	nearby	in the yard	with energy

My dog was barking _____ . **How?**



My dog was barking _____ . **When?**

Dave sang _____ . **Where?**

The girls play _____ . **Where?**

They play _____ . **How?**



A Sentence That Grows

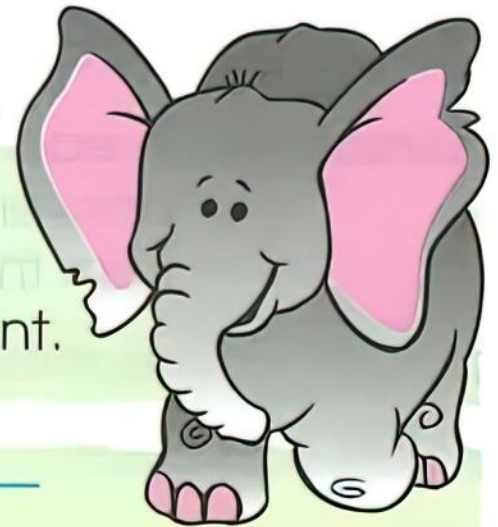
Name

A sentence can tell more and more.

◆ **Directions:** Make the underlined sentence grow by writing a word on each line. On another paper, draw a picture of the last sentence.



I see the elephant.



I see the _____ elephant.

I see the _____ elephant

eating _____

I see the _____ elephant

eating _____

as he stands by the _____



Another Growing Sentence

Name

- ◆ **Directions:** Complete the first sentence. Make it grow by writing a word on each line. On another sheet of paper, draw a picture of the last sentence.



I found my _____

I found my _____

in the _____

I found my _____

in the _____

under a _____



Joining Sentences

Name _____

You can join sentences to tell more.

Example: Linda went to the store,
and I met her there.

Linda went to the store,
but she didn't buy
anything.



◆ **Directions:** What can you join to the sentence to make it tell more?
Fill in the circle beside the right ending.

It snowed yesterday, and

- ☐ my friends and I made a snowman.
- ☐ flowers are pretty.



Jerry had a party, but

- ☐ some people skate well.
- ☐ not everyone could come.



This book is long, but

- ☐ carrots are good for you.
- ☐ it is not hard.



The baseball game was called off, and

- ☐ we like to swim.
- ☐ I went home.





More on Joining Sentences

_____ Name _____

You can join sentences to tell more about something.

Example: Julian read a book.

Julian read a book **when** he got home.

◆ **Directions:** Read each sentence. Cut and glue to make the joined sentences tell more.

Tom likes to go to the library.

Tom likes to go to the library

when



Pete did not do his homework.

Pete did not do his homework

why

Will you call me?

Will you call me

when

Tina is saving her money.

Tina is saving her money

why



as soon as you can?

because he was sick.

because she wants a bike.

when he has free time.



Adding Why

_____ Name _____

You can make sentences that tell more. You can add why something happened.



◆ **Directions:** Read the beginning of each sentence. Complete each sentence by telling why something happened.



There was no school yesterday **because** _____



Jerry had a party **because** _____



I am leaving now **because** _____



Telling a Story in Order

_____ Name _____

Tell the events of a story in the order they happened. Use the words **first**, **next** and **last** to make the order clear.

- ◆ **Directions:** The three pictures tell a story. The sentences should tell the same story. Read the given sentence. Then, write two sentences to complete the story.



First: _____

Next: Kim took the bird to a vet who helped it.

Last: _____



What Happened Next?

_____ Name

Sentences can tell about events in the order they happened.

- ◆ **Directions:** Read the sentence. Write two sentences to tell what two things could happen next. Draw a picture to match an event in your story.

Sally went to the shelter to choose a new pet.



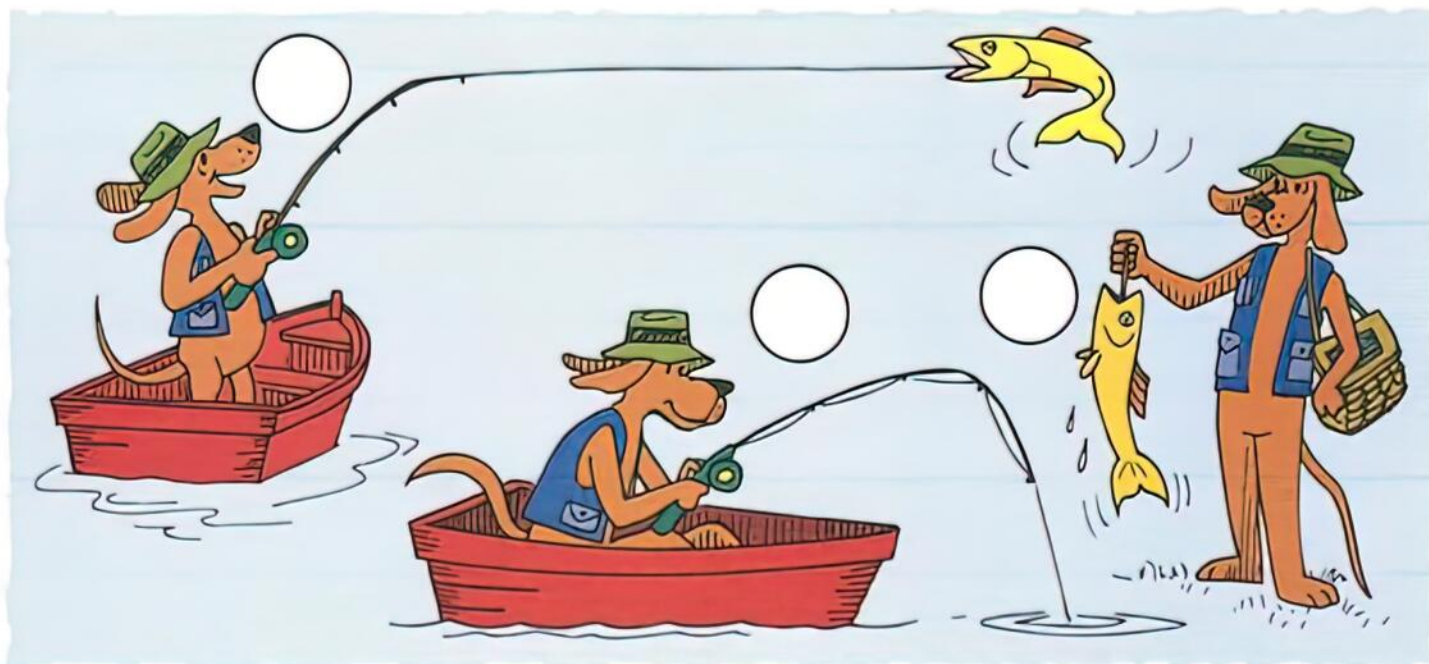
Using Sentences in Order

Name _____

Sentences can tell events in a story in order.

◆ **Directions:** Write 1, 2 and 3 in the circles to tell what happened to Harry first, second and third. Then, write a sentence to tell about each picture. You can use the words from the box in your sentences if you need them.

boat
catch
caught
fight
fish
fought
pole
proud



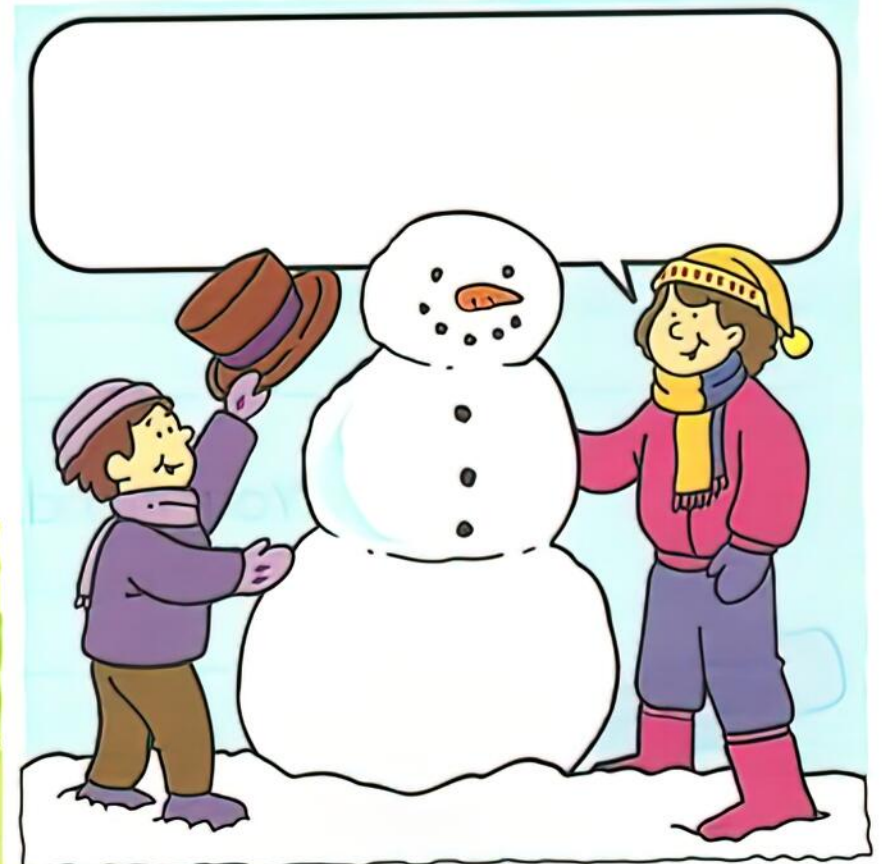
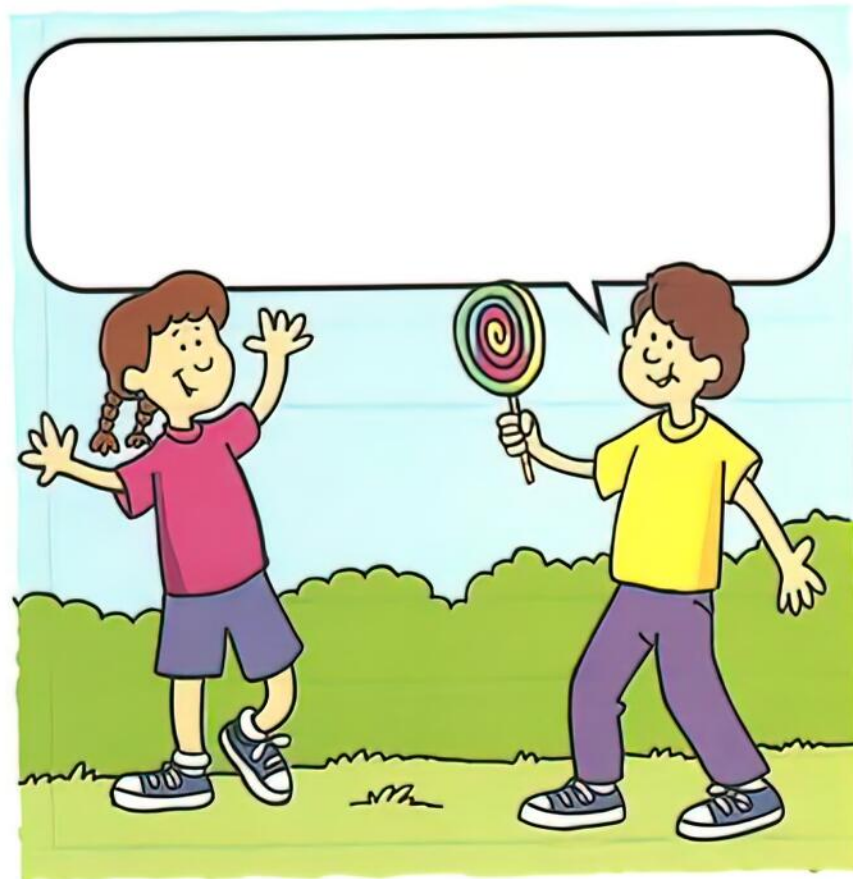
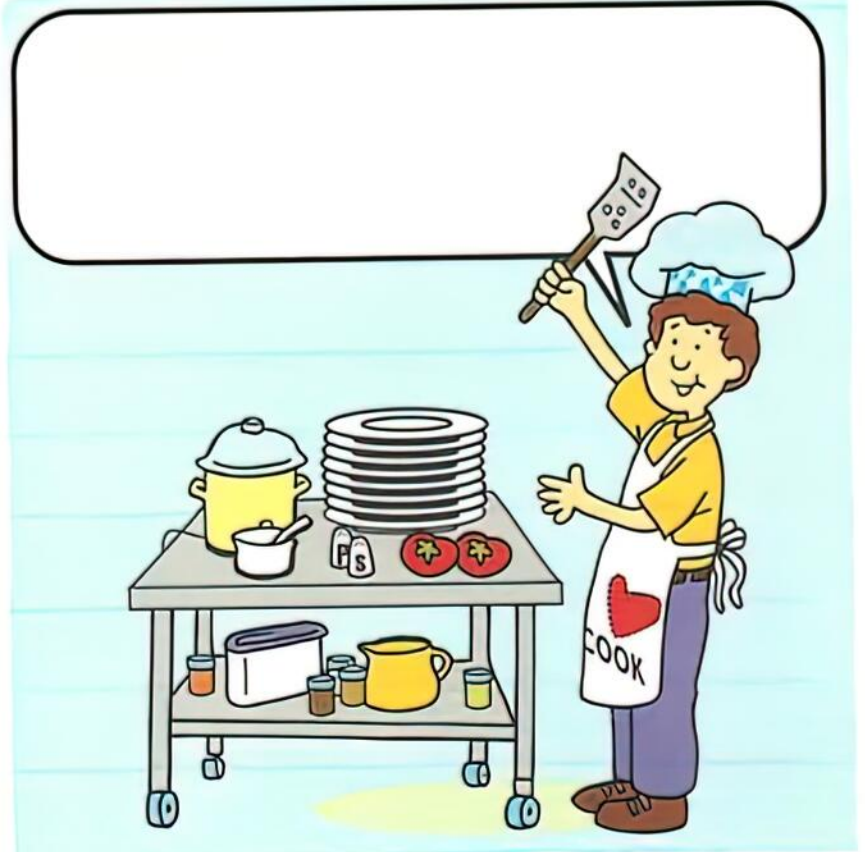


What Did You Say?

_____ Name

A sentence can tell what someone is saying.

◆ **Directions:** Look at each picture. Write a sentence in the bubble that tells what the person is saying.





Writing a Letter

Sentences can make a good letter.

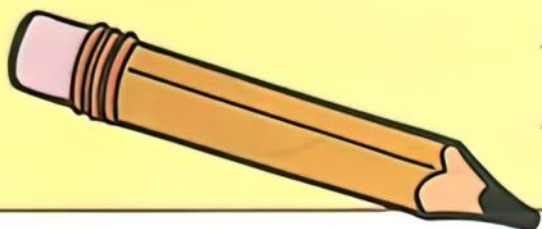
◆ **Directions:** Write a letter to a friend on the lines.

Name



Dear _____,

Your friend,





Writing About the Seasons

Name

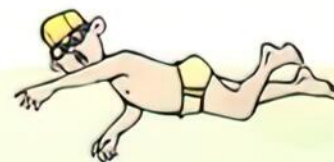
Sentences can tell about special times. Every season of the year is special.

◆ **Directions:** Write three words to tell about each season.

Spring



Summer



Fall



Winter



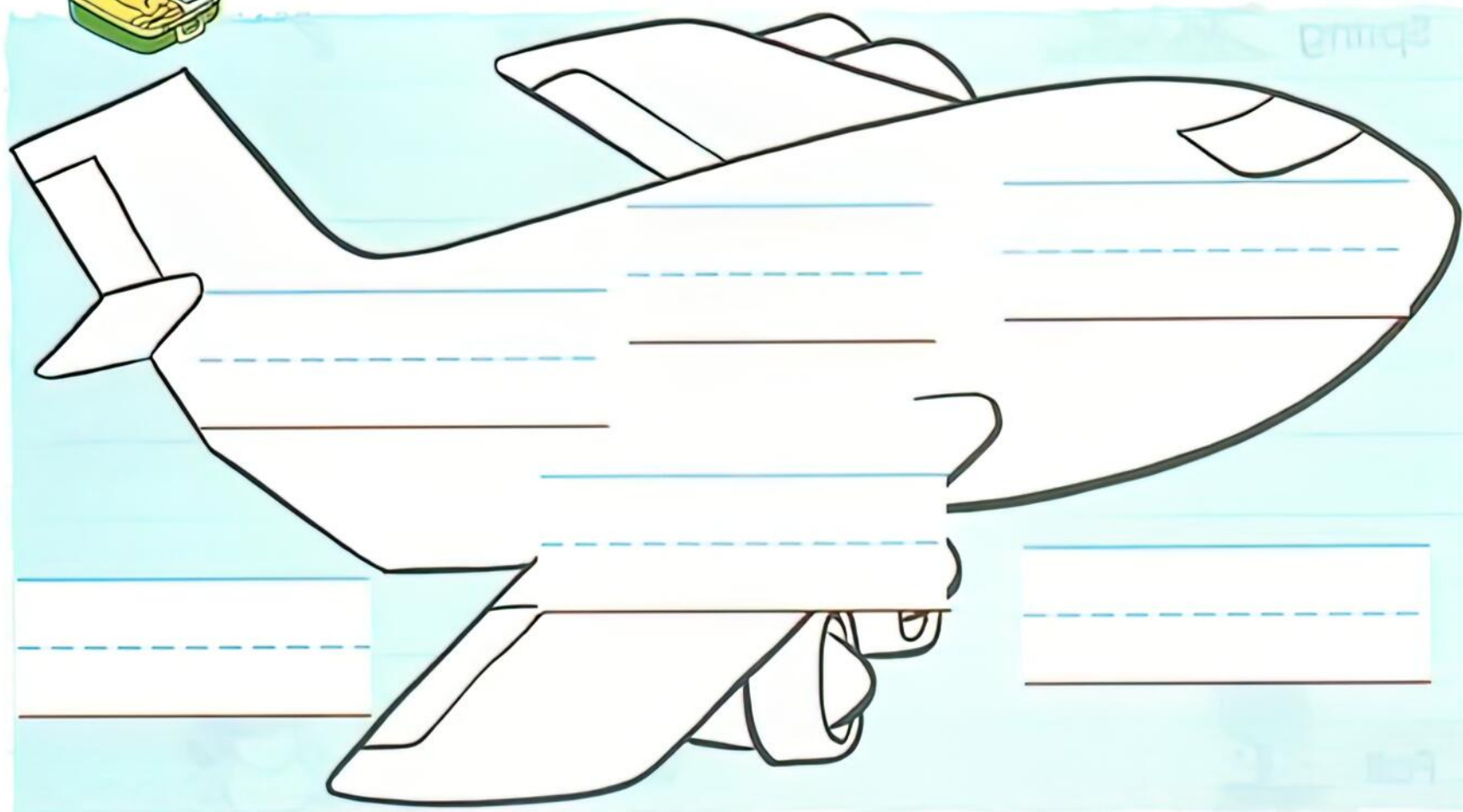


Let's Take a Trip!

_____ Name _____

Sentences can tell about special happenings.

- ◆ **Directions:** Imagine you are going somewhere far away. On the short lines in and around the plane, write words about your trip. Then, use some of the words to write three sentences about the trip.





Brainstorming

Name

Brainstorming is a way to think of new ideas.
You can use these ideas in your writing.

◆ **Directions:** Answer the questions below. Use the answers to help you write four sentences about your family.



My Family

How many people are in your family? _____

What are their names? _____

Write two words that tell about each person.

What is your family's favorite meal? _____

What is your family's favorite TV show? _____



All About Me

Name

◆ **Directions:** Write sentences to tell about yourself.



Draw yourself.





Toad or Frog

Name

Write a book about a toad or a frog! It can be a story that you make up or a report on facts. Follow these steps.

A. Choose an idea. This list may help you.

Story starters

- A frog and a toad's conversation
- One day, Mr. Toad hopped into my wagon . . .
- *Fred Frog Meets the President*
- *Ted Toad's Terrific Tree House*

Report ideas

- A report on a frog
- A report on a toad
- From tadpole to frog
- How to catch a frog

B. Think up your story or do research for your report. Write your story or report on sheets of writing paper. Here are some words you may need.

brown	croak	fly	frog	green
hop	jump	land	legs	lily pad
pond	tadpole	toad	tongue	water

C. Use two sheets of construction paper for the front and back covers of your book. Color the picture on page 297. Cut it out and glue it on your cover.





Sand Castle

Name

Write a book about summer or swimming! You might write about something you have done during summer or your feelings about the season. Follow these steps.



A. Choose an idea. This list may help you.

- *A Day at the Beach*
- *Summer Fun*
- My sand castle looks like . . .
- I love summer because . . .
- While swimming in the lake, I . . .
- I live in a sand castle . . .
- A poem about a sand castle or a day at the beach
- A poem about how summer makes me feel

B. Think up your story. Write your story on sheets of writing paper. Here are some words you may need.

beach	bucket	burn	fish	float
hot	paddle	pail	raft	sand
shells	shore	shovel	sun	sunglasses
swim	swimsuit	tan	towel	water

C. Use two sheets of construction paper for the front and back covers of your book. Color the illustration on page 299. Cut it out and glue it on your cover.



School Bus

Name

Write a book about a real school bus or an imaginary one. You can tell about somewhere you have gone on a bus or somewhere you wish you could go. Follow these steps.

A. Choose an idea. This list may help you.

- I was riding the school bus when suddenly . . .
- Oh no! I got on the wrong bus . . .
- Write a poem about a trip on a school bus.
- *The Magical Mystery Bus*
- Write a story about what it would be like to be a bus driver.
- The school bus takes us to many great places . . .

B. Think up your story. Write your story on sheets of writing paper. Here are some words you may need.

backpack	boys	bus	children	driver
feet	friends	girls	homework	lunch
run	school	sing	stop	street
students	talk	teacher	walk	yellow

C. Use two sheets of construction paper for the front and back covers of your book. Color the illustration on page 301. Cut it out and glue it on your cover.





Out in Space

Name

You can write a book about space! You can report facts about space or make up a story about adventures in space. Follow these steps.

A. Choose an idea. This list may help you.

Story starters

- Walking on the moon, we came face to face with . . .
- While on the space shuttle . . .
- *Our Vacation on Planet* _____
- *The Friendly Alien*

Report ideas

- *Space Station for the Future*
- *All About the Planet Mercury* (or another planet)
- To become an astronaut, I would . . .
- *Humans in Space*

B. Think up your story or do research for your report. Write your story or report on sheets of writing paper. Here are some words you may need.

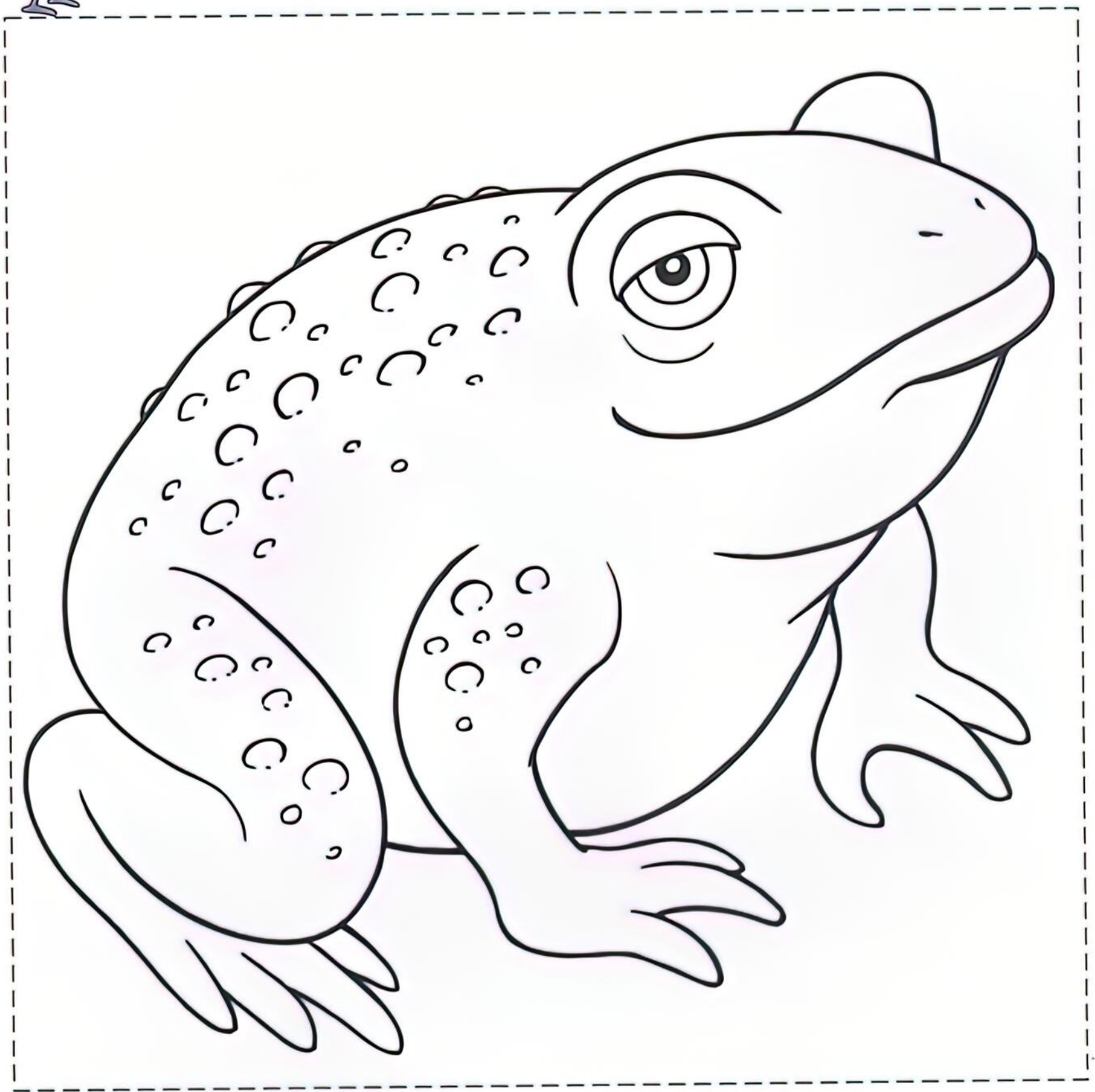
alien	astronaut	camera	comet	craters
fly	land	meteor	moon	orbit
pictures	planets	repair	rocky	satellite
space	spacecraft	space station	space suit	stars
surface	Mercury	Venus	Earth	Mars
Jupiter	Saturn	Uranus	Neptune	Pluto

C. Use two sheets of construction paper for the front and back covers of your book. Color the picture on page 303. Cut it out and glue it on your cover.



Toad Pattern

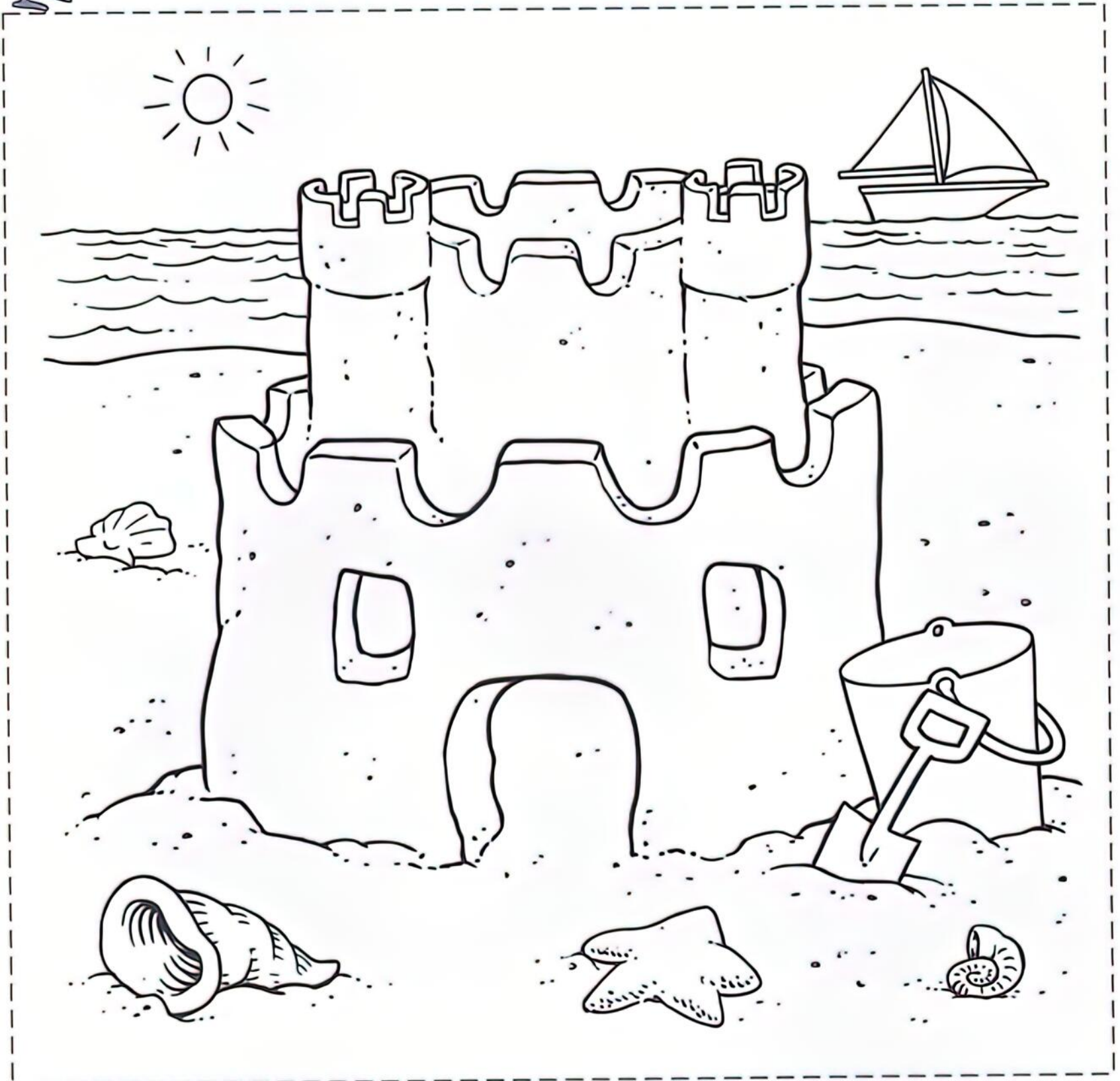
_____ Name





Sand Castle Pattern

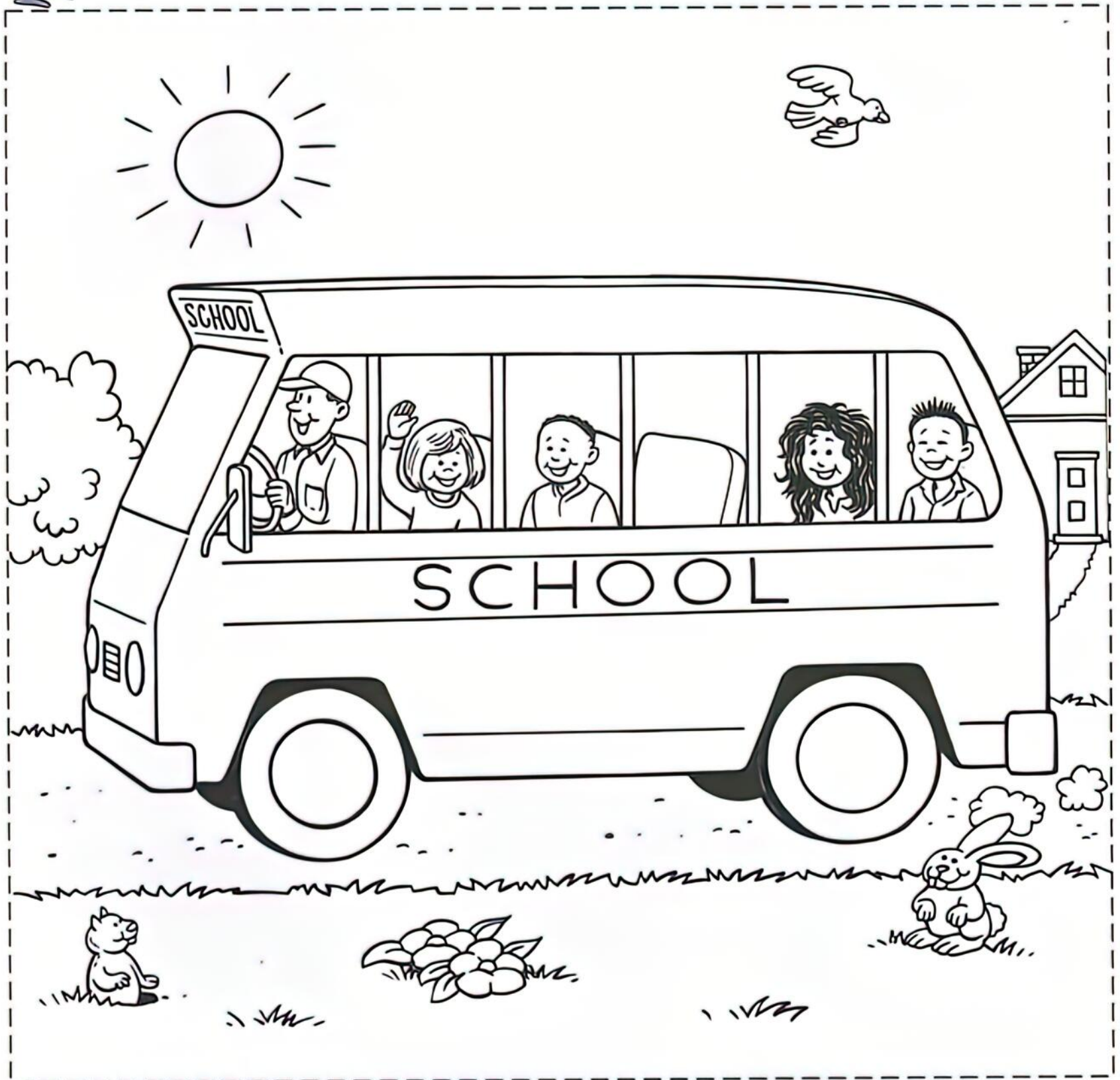
Name _____





School Bus Pattern

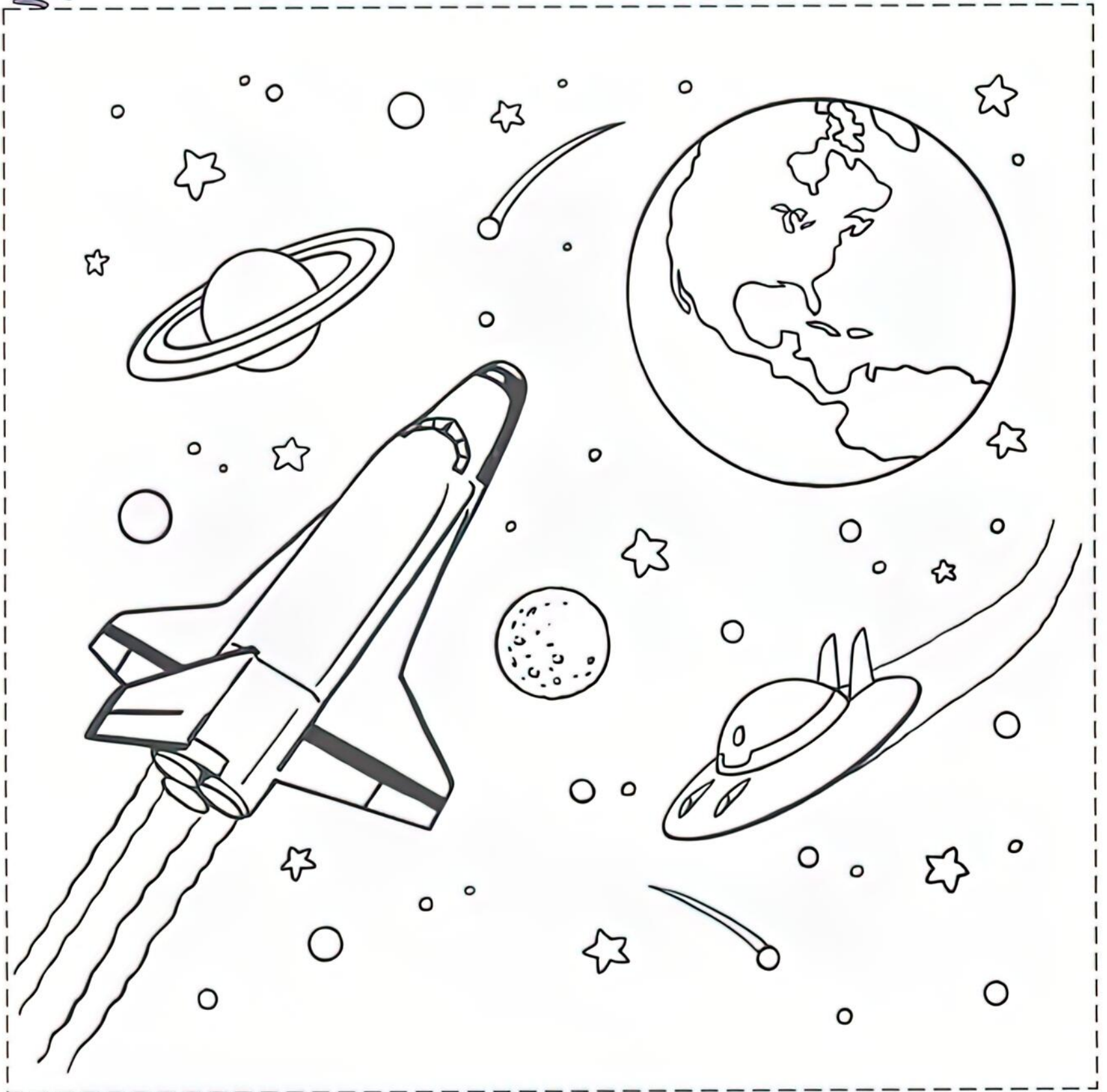
Name





Out in Space Pattern

Name



BLUE RIBBON WRITER

Award



Awarded to

Name

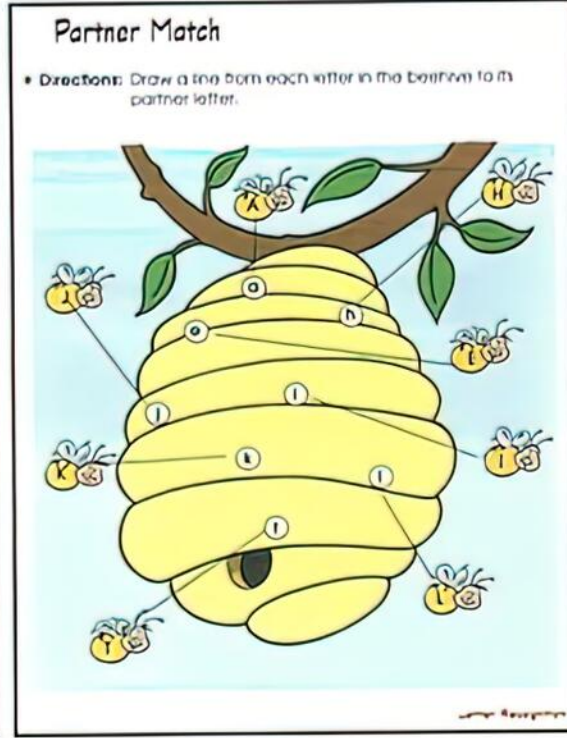
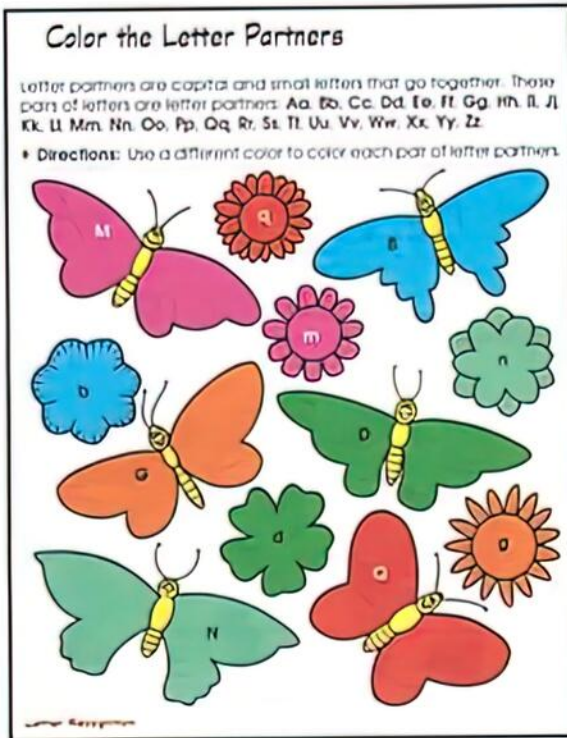
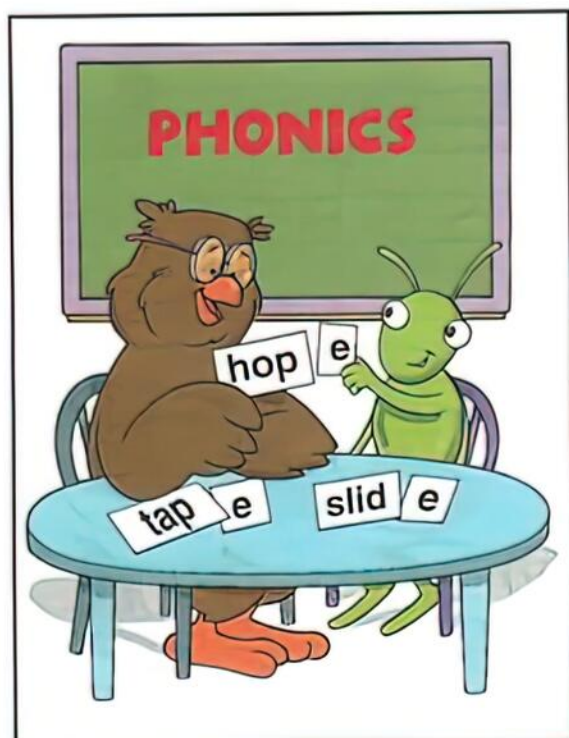
on _____

Date

for great
grammar and writing work
in the
Complete Book of Reading
Grades 1 and 2

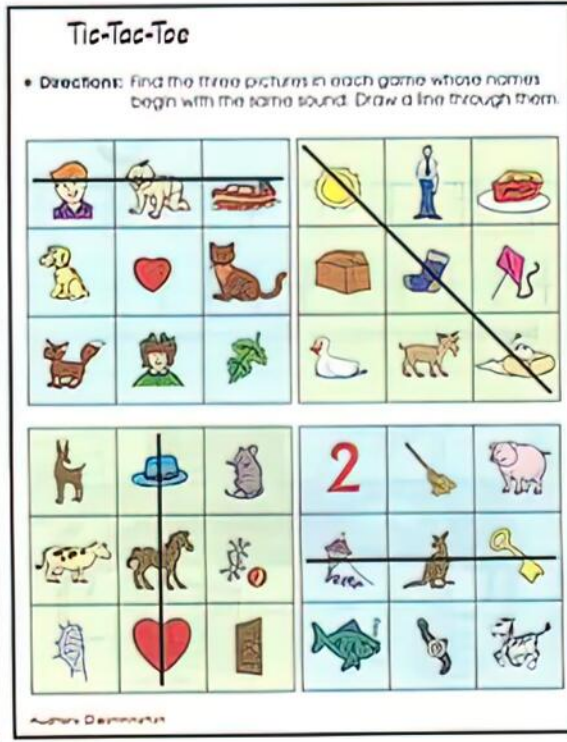
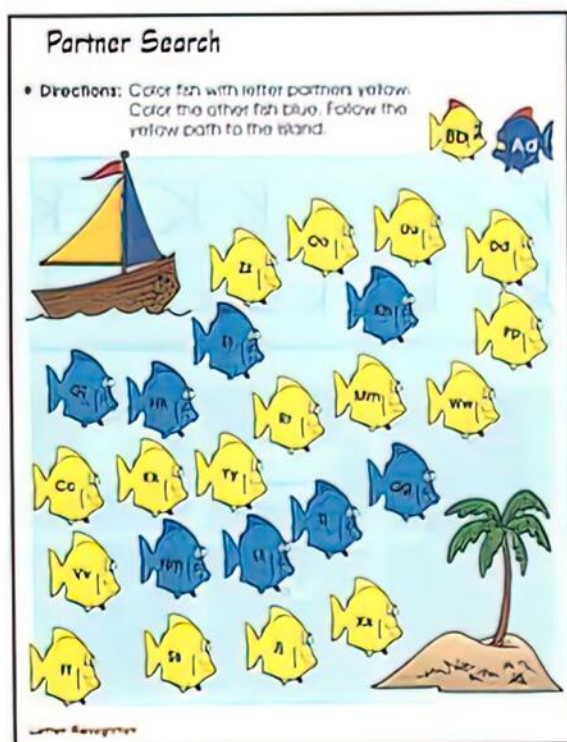


Answer Key



6

7



8

9

10

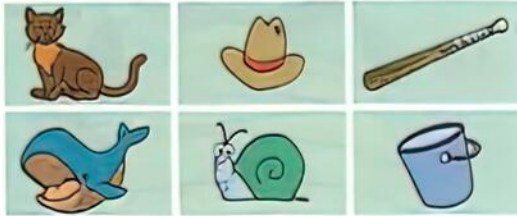
Read and Rhyme

Words that end with the same sound are words that rhyme.

Hot and pot rhyme.

Hot and pup do not rhyme.

- **Directions:** Cut out the pictures at the bottom of the page. Say the name of each picture. In each row, give the pictures whose names rhyme.



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11

Write and Hear Mm

M and m are letter partners.

Map begins with the sound of Mm.

- **Directions:** Trace the letter. Write it on the line.

M M M M M M M

m m m m m m m

- **Directions:** Color the pictures whose names begin with the sound of m.



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13

Write and Hear Ss

S and s are letter partners.

Sock begins with the sound of Ss.

- **Directions:** Trace the letter. Write it on the line.

S S S S S S S S

s s s s s s s s s s

- **Directions:** Circle the socks with pictures whose names begin with the sound of s.



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14

Write and Hear Tt

T and t are letter partners.

Tiger begins with the sound of Tt.

- **Directions:** Trace the letter. Write it on the line.

T T T T T T T T

t t t t t t t t t t

- **Directions:** Color the pictures whose names begin with the sound of t.



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15

Write and Hear Hh

H and h are letter partners.

Hat begins with the sound of Hh.

- **Directions:** Trace the letter. Write it on the line.

H H H H H H H H

h h h h h h h h h h

- **Directions:** Play tic-tac-toe. Find three pictures in a row whose names begin with the sound of h. Draw a line through them.



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16

Write and Hear Kk

K and k are letter partners.

Kitten begins with the sound of Kk.

- **Directions:** Trace the letter. Write it on the line.

K K K K K K K K

k k k k k k k k k k

- **Directions:** Color the pictures whose names begin with the sound of k.



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17

Write and Hear Dd

D and d are letter partners.
Desk begins with the sound of Dd.

• Directions: Trace the letter. Write it on the line.

D D D D D D D D
d d d d d d d d d d

• Directions: Color the pictures whose names begin with the sound of d.

23

Write and Hear Ww

W and w are letter partners.
Window begins with the sound of Ww.

• Directions: Trace the letter. Write it on the line.

W W W W W W W W
w w w w w w w w w w

• Directions: Color the curtains if the name of the picture begins with the sound of w.

24

Write and Hear Cc

C and c are letter partners.
Cap begins with the sound of Cc.

• Directions: Trace the letter. Write it on the line.

C C C C C C C C
c c c c c c c c c c

• Directions: Play Tic-Tac-Toe. Find three pictures in a row whose names begin with the sound of c. Draw a line through them.

10		

25

Write and Hear Jj

J and j are letter partners.
Jacket begins with the sound of Jj.

• Directions: Trace the letter. Write it on the line.

J J J J J J J J
j j j j j j j j j j

• Directions: Color the jacket in the box if the name of its picture begins with the sound of j.

	4	

26

Write and Hear Rr

R and r are letter partners.
Ring begins with the sound of Rr.

• Directions: Trace the letter. Write it on the line.

R R R R R R R R
r r r r r r r r r r

• Directions: Write r on the line if the name of the picture begins with the sound of r.

27

Write and Hear Pp

P and p are letter partners.
Pen begins with the sound of Pp.

• Directions: Trace the letter. Write it on the line.

P P P P P P P P
p p p p p p p p p p

• Directions: Color the pictures whose names begin with the sound of p.

28



Write and Hear Vv

V and v are letter partners.

Vase begins with the sound of Vv.

• Directions: Trace the letter. Write it on the line.



V V V V V V V V V V

v v v v v v v v v v

• Directions: Trace the vases with pictures whose names begin with the sound of v. Use a crayon.



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29

Write and Hear Yy

Y and y are letter partners.

Yellow begins with the sound of Yy.

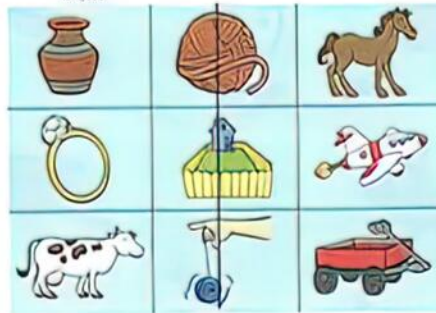
• Directions: Trace the letter. Write it on the line.



Y Y Y Y Y Y Y Y Y Y

y y y y y y y y y y

• Directions: Play tic-tac-toe. Find three pictures in a row whose names begin with the sound of y. Draw a line through them.



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30

Write and Hear Zz

Z and z are letter partners.

Zero begins with the sound of Zz.

• Directions: Trace the letter. Write it on the line.



Z Z Z Z Z Z Z Z Z Z

z z z z z z z z z z

• Directions: Help the zebra find the zoo. Connect all the pictures whose names begin with the sound of z from the zebra to the zoo.



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31

Write and Hear Qq

Q and q are letter partners.

Queen begins with the sound of Qq.

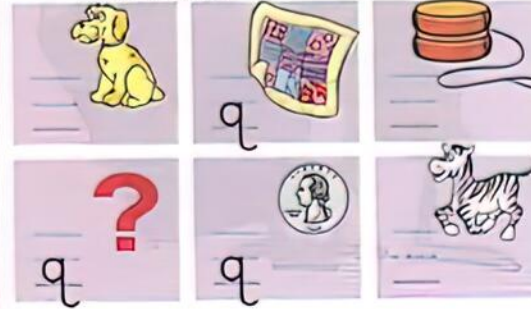
• Directions: Trace the letter. Write it on the line.



Q Q Q Q Q Q Q Q

q q q q q q q q

• Directions: Write q on the line if the name in the picture begins with the sound of q.

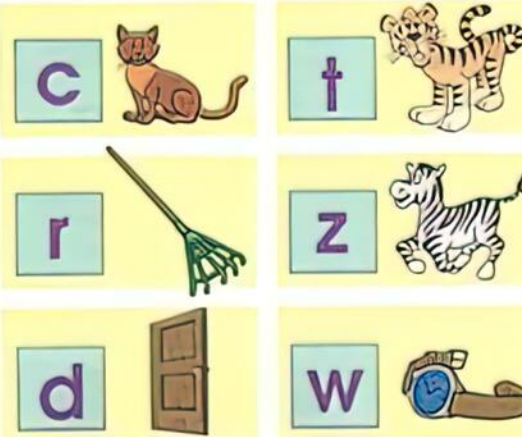


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32

Match Letters and Sounds

• Directions: Cut out each letter at the bottom of the page. Find the picture whose name begins with the sound of that letter. Glue the letter in the box beside the picture.



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33

Write and Hear Xx

X and x are letter partners.

Box begins with the sound of Xx.

• Directions: Trace the letter. Write it on the line.



X X X X X X X X X X

x x x x x x x x x x

• Directions: Look at the letter at the end of the row. Then, color the pictures whose names end with the sound of that letter. Circle the pictures whose names end with it.












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35

How Does It End?

• Directions: Write a letter from the box to complete each word.

m k b n p r l a g










 drum	 star	 bed
 tail	 bib	 log
 fan	 mop	 book

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36

In the Middle

• Directions: Say the name of each picture. Listen to the sound in the middle of the word. Fill in the circle beside the letter that stands for that sound.










 ○ t ○ b ● d	 ● t ○ k ○ l	 ● m ○ z ○ p
 ○ t ● p ○ k	 ● b ○ k ○ w	 ○ m ○ l ● p
 ○ l ○ t ● r	 ○ m ● l ○ k	 ○ p ○ b ● g

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37

Missing Middles

• Directions: Write the missing letter.

 robot	 tiger	 camel
 baby	 seven	 salad
 pony	 dragon	 melon

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38

Consonant Review

• Directions: One letter is missing in each word. Write the missing letter on the line.







 dog	 box	 sun
 hen	 tulip	 top
 log	 leaf	 wagon

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39

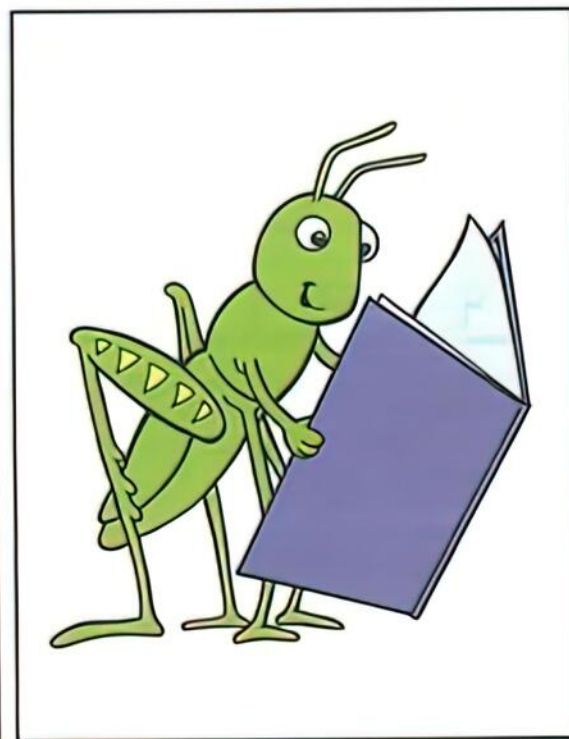
Consonant Review

• Directions: Write all the missing consonants.

 man	 fox	 pig
 bed	 jar	 camel
 goat	 van	 cap

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40



Meet Short a

Listen for the sound of short a in van.

• Directions: Trace the letter. Write it on the line.

A A A A A A A

a a a a a a a a a

• Directions: Color the pictures whose names have the short a sound.

41

Short a Maze

• Directions: Help the cat get to the bag. Connect all the pictures whose names have the short a sound from the cat to the bag.

42

Short a Picture Match

• Directions: Cut out the cards. Read the words. Match the words and the pictures.

hat	van	bat	ham
bag	man	map	fan

43

Meet Short i

Listen for the sound of short i in pig.

• Directions: Trace the letter. Write it on the line.

I I I I I I I I I

i i i i i i i i i

• Directions: Say the name of each picture. Color the train on the bib if the name has the short i sound.

45

Read and Color Short i

• Directions: Say the name of each picture. Color the pictures whose names have the short i sound. The words in the box will give you hints.

mit	crib	bb
pi	litten	fish

46

The Donkey's Tail


• Directions: Find the donkey tails with pictures whose names have the short i sound. Cut them out. Give their tails onto the donkeys.

47

Meet Short u

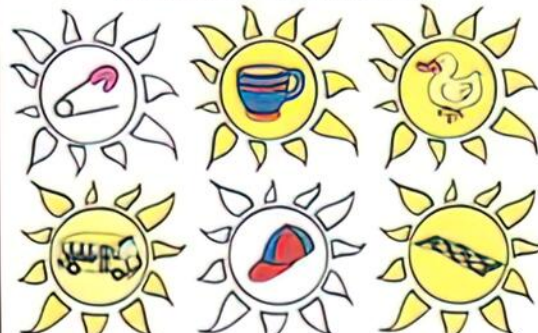
Listen for the sound of short u in bug.

• Directions: Trace the letter. Write it on the line.



u u u u u u u u u u u u u u u u

• Directions: Say the name of each picture. Color the sun yellow if you hear the short u sound in the name.



49

Short u Tic-Tac-Toe

• Directions: Color the pictures whose names have the short u sound. Then, play Tic-Tac-Toe. Draw a line through three colored pictures in a row.

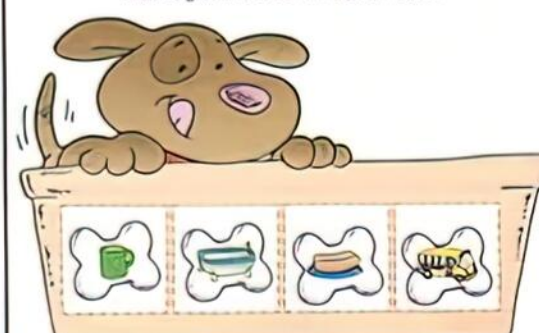


50

Feed the Pup

• Directions: Cut out the picture cards. Say the name of each picture. If the name has the sound of short u, glue the card in the pup's bowl.




The bowl contains four picture cards: a green cup, a blue bowl, a yellow duck, and a red truck.

51

Meet Short o







Listen for the sound of short o in fox.

• Directions: Trace the letter. Write it on the line.



o o o o o o o o o o o o o o o o









• Directions: Say the name of each picture. Write o under the picture if the name has the short o sound.


53

Find Short o Words

• Directions: Underline the pictures whose names have the short o sound.

• Directions: The words that match the underlined pictures above are hidden in the puzzle. Circle the words. They may go across or down.










I	F	L	J	B	Z
M	O	O	C	O	T
O	P	G	U	X	U
P	D	O	G	L	P

54

Short o Puzzles

• Directions: Cut out the puzzle pieces. Match each picture with its name.



	box
	log
	top
	mop
	fox
	dog

55

Meet Short e

Listen for the sound of short e in hen.

• Directions: Trace the letter. Write it on the line.

hen

EEEEEEEEEE

eeeeeeeeee

• Directions: Color the pictures whose names have the short e sound.

Short e Sound

57

A Matching Game

• Directions: Draw a line to connect each picture with its matching short e word.

10

man
pot
hen
web
ton
cat

Short e Sound

58

Finish-the-Word Puzzles

• Directions: Write a vowel in the middle of each puzzle that will make a word across and down.

	w	
p	e	t
	b	

	m	
d	o	g
	p	

	f	
m	a	p
	n	

	w	
p	i	g
	n	

	n	
b	o	e
	t	

	b	
i	u	n
	s	

Short e Sound Review

61

Name the Short Vowel

• Directions: Say the name of the picture. Listen for the short vowel sound. Then, fill in the correct circle.

<input type="radio"/> short a <input checked="" type="radio"/> short e <input type="radio"/> short i <input type="radio"/> short o <input type="radio"/> short u	<input type="radio"/> short a <input type="radio"/> short e <input type="radio"/> short i <input type="radio"/> short o <input checked="" type="radio"/> short u	<input type="radio"/> short a <input type="radio"/> short e <input type="radio"/> short i <input type="radio"/> short o <input type="radio"/> short u
<input type="radio"/> short a <input type="radio"/> short e <input type="radio"/> short i <input checked="" type="radio"/> short o <input type="radio"/> short u	<input checked="" type="radio"/> short a <input type="radio"/> short e <input type="radio"/> short i <input type="radio"/> short o <input type="radio"/> short u	<input type="radio"/> short a <input type="radio"/> short e <input type="radio"/> short i <input type="radio"/> short o <input checked="" type="radio"/> short u
<input type="radio"/> short a <input type="radio"/> short e <input checked="" type="radio"/> short i <input type="radio"/> short o <input type="radio"/> short u	<input type="radio"/> short a <input checked="" type="radio"/> short e <input type="radio"/> short i <input type="radio"/> short o <input type="radio"/> short u	<input type="radio"/> short a <input type="radio"/> short e <input type="radio"/> short i <input type="radio"/> short o <input checked="" type="radio"/> short u

Short e Sound Review

62

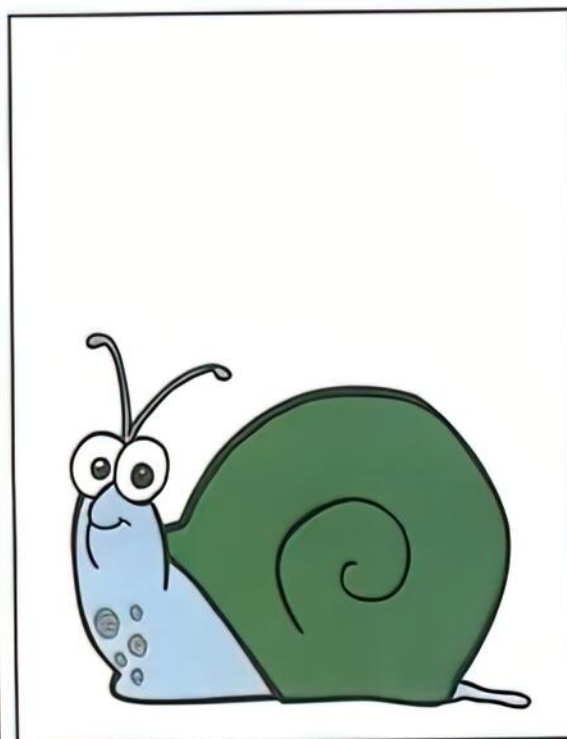
Meet Long a

Listen for the sound of long a in cake.

• Directions: Color the pictures whose names have the long a sound.

Long a Sound

63














Write Long a

The letters a__e usually stand for the long a sound.

• Directions: Write the missing vowel.




 cave__	 game__	 vase__
 cage__	 cape__	 gate__
 rake__	 cane__	 wave__

64

Meet Long i

Listen for the sound of long i in bike. Look for i__e.

• Directions: Fill in the circle beside the name of the picture.

 <input type="radio"/> dim <input type="radio"/> ate <input checked="" type="radio"/> dime	 <input checked="" type="radio"/> five <input type="radio"/> fix <input type="radio"/> fame	 <input checked="" type="radio"/> kite <input type="radio"/> cat <input type="radio"/> kit
 <input type="radio"/> pane <input type="radio"/> pin <input checked="" type="radio"/> pine	 <input type="radio"/> tin <input checked="" type="radio"/> tire <input type="radio"/> toe	 <input type="radio"/> red <input checked="" type="radio"/> ride <input type="radio"/> rd
 <input checked="" type="radio"/> nine <input type="radio"/> hid <input type="radio"/> had	 <input type="radio"/> nip <input type="radio"/> name <input checked="" type="radio"/> nine	 <input type="radio"/> fame <input checked="" type="radio"/> fire <input type="radio"/> tin

65

Long i and Short i

• Directions: Write the name of the picture on the correct line.

 bike	 pig	 bib	 dime
 six	 pine	 five	 pin

Long Vowel i

bike
dime
pine
five

Short Vowel i

pig
bib
six
pin

66

Meet Long u

Listen for the sound of long u in mule. The letters u__e and ue usually stand for the long u sound.

• Directions: Circle the pictures whose names have the long u sound.


		
		
		
		

67

Search and Color

• Directions: Each word in the box has the sound of long u. Color the picture that matches each word in the box.

mule glue cubes tube


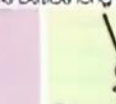
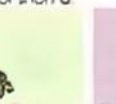

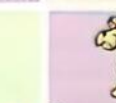



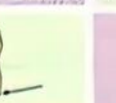

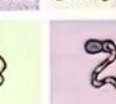



68

Meet Long o

Listen for the sound of long o in rose. The letters o__e and oe usually stand for the long o sound.

• Directions: Say the name of each picture. Decide whether the vowel sound you hear is long o or short o. Fill in the circle beside long o or short o.


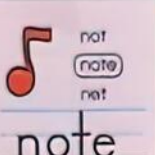
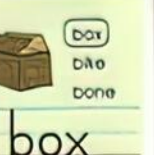

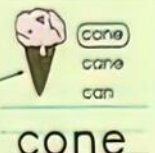
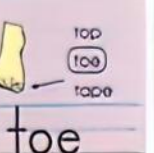


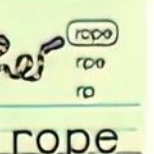
 <input checked="" type="radio"/> Long o <input type="radio"/> Short o	 <input type="radio"/> Long o <input checked="" type="radio"/> Short o	 <input type="radio"/> Long o <input checked="" type="radio"/> Short o
 <input checked="" type="radio"/> Long o <input type="radio"/> Short o	 <input type="radio"/> Long o <input checked="" type="radio"/> Short o	 <input checked="" type="radio"/> Long o <input type="radio"/> Short o
 <input type="radio"/> Long o <input checked="" type="radio"/> Short o	 <input checked="" type="radio"/> Long o <input type="radio"/> Short o	 <input type="radio"/> Long o <input checked="" type="radio"/> Short o
 <input checked="" type="radio"/> Long o <input type="radio"/> Short o	 <input checked="" type="radio"/> Long o <input type="radio"/> Short o	 <input type="radio"/> Long o <input checked="" type="radio"/> Short o

69

Circle and Write

The letters **o**, **e** and **oe** usually stand for the long **o** sound.

• Directions: Circle the name of each picture. Then, write the name on the line.









 rob ro robe robe	 not note nat note	 box bite bone box
 made map mop mop	 cone cane can cone	 top toe tape toe
 bite bone bin bone	 date dog dog dog	 rope rope ro rope

70

Meet Long e

Listen for the sound of long **e** in **bee**. The letters **ee** and **ea** usually stand for the long **e** sound.

• Directions: Write the name of the picture on the correct line.

 seal	 ten	 beet	 jeep	 leaf
 bed	 red	 seat	 foot	




ee	ea	Short Vowel e
beet	seal	ten
jeep	leaf	bed
feet	seat	red

71




Long Vowel Crossword

• Directions: Fill in the puzzle with the correct words.

Across

1.  CAKE
2.  TREE
3.  MULE

Down

1.  ICE CREAM CONE
2.  KITE
3.  SEAL

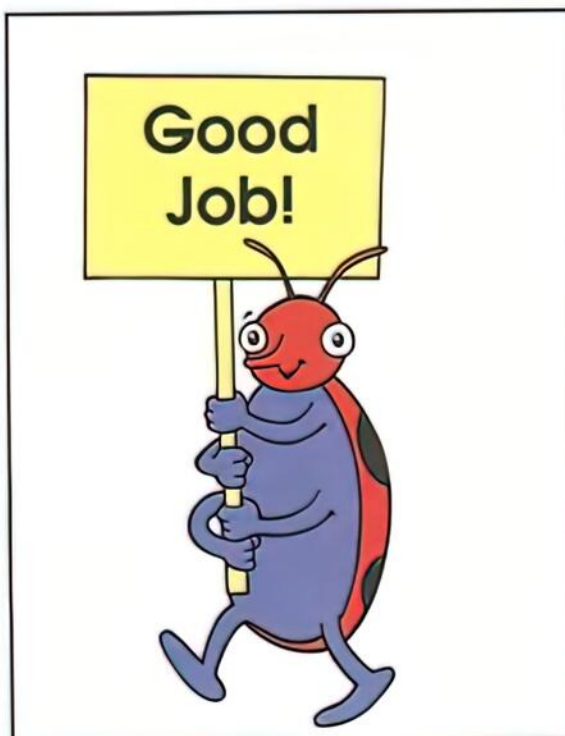
72

Long Vowel Puzzles

• Directions: Cut out the puzzle pieces. Match each picture with its name.

mule	
kite	
game	
note	
bee	
leaf	










73



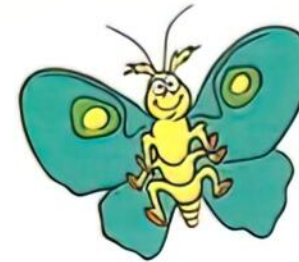
The Sounds of y

A **y** at the end of a word can have the long **i** sound or the long **e** sound. Listen for the long **i** sound in **fly**. Listen for the long **e** sound in **pony**.

• Directions: Say the name of each picture. Listen for the sound of **y** at the end of the word. Circle either long **i** or long **e**.

 fly long i long e	 baby long i long e	 bunny long i long e
 cry long i long e	 pony long i long e	 muddy long i long e
 dry long i long e	 twenty long i long e	 city long i long e

75



Which Sound of y?

• **Directions:** Say the name of each picture. If the final y stands for the long e sound, color the picture green. If the y stands for the long i sound, color the picture yellow.



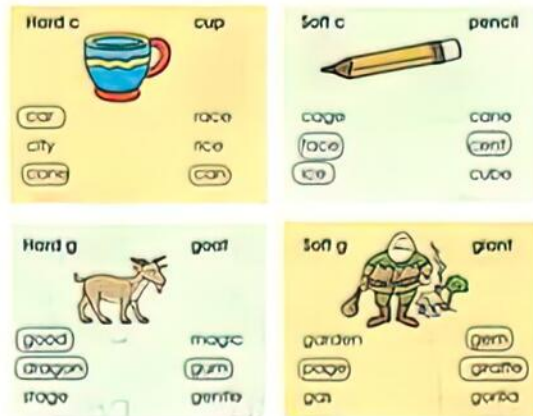
76

Sounds of c and g

Consonants c and g each have two sounds. Listen for the soft c sound in pencil. Listen for the hard c sound in cup.

Listen for the soft g sound in giant. Listen for the hard g sound in goat. C and g usually have the soft sound when they are followed by e, i or y.

• **Directions:** Say the name of each picture. Listen for the sound of c or g. Then, read the words in each list. Circle the words that have that sound of c or g.



77

Hard and Soft c and g

• **Directions:** Underline the letter that follows the c or g in each word. Write hard if the word has the hard c or hard g sound. Write soft if the word has the soft c or soft g sound.



78

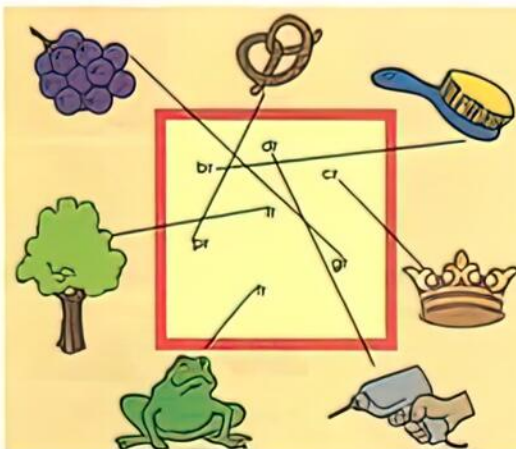
Consonant Blends With r

Sometimes two consonants at the beginning of a word blend together. Listen for the dr blend in dragon. Gr, fr, cr, tr, br and pr are also r blends.

dragon



• **Directions:** Draw a line from each consonant blend to the picture whose name begins with the same sound.

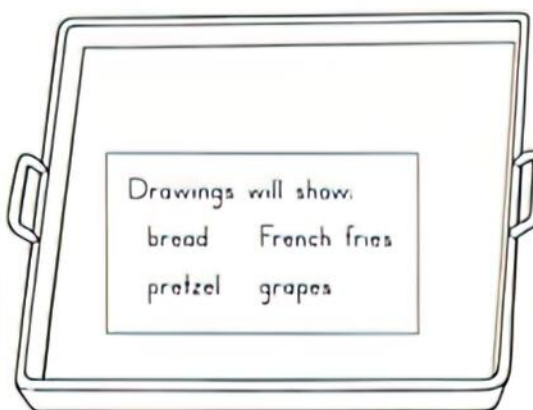


79

Fill the Tray

• **Directions:** Read the menu. Circle the words that have r blends. On the tray, draw pictures of the foods whose names you circled.

bread	pretzel	meat
butter	rice	grapes
salad	French fries	ice cream



80

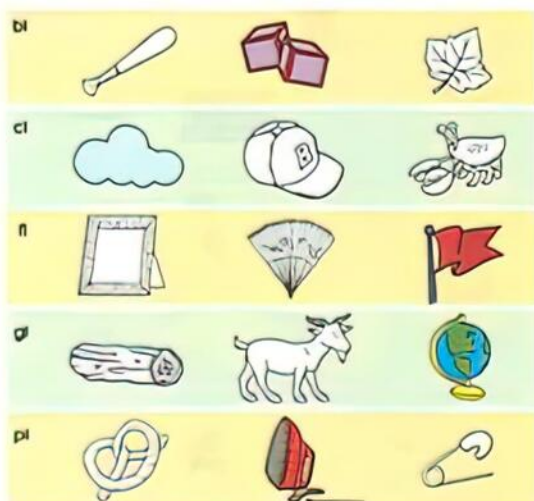
Consonant Blends With l

Listen for the cl blend in clown. Gl, pl, fl and bl are also l blends.

clown



• **Directions:** Look at the l blend at the beginning of each row. Color the picture whose name begins with that sound.



81

L Blend Tic-Tac-Toe

Directions: Color the pictures whose names begin with l blends. Draw a line through three colored pictures in a row to score a Tic-Tac-Toe.










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82

Consonant Blends With s

Listen for the sk blend in skunk. sm, st, sp, sw, sc, squ, sl and sn are also s blends.

Directions: Say the name of each picture. Circle the s blend you hear at the beginning of the name.









 sn sp st	 sw squ st	 sq st sp
 st sp sk	 sc st sn	 sq st sp
 sw st sn	 sn sk st	 sq st sn

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83

Match Pictures and Blends

Directions: Draw a line from each s blend to the picture whose name begins with that sound.

	sq	
	sw	
	st	
	sk	



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84

Blends at the Ends

Some consonant blends come at the end of words. Listen for the nd blend at the end of the word round. Mo, ng, nt, sk, nk and st can also be ending blends.

Directions: Say the name of each picture. Circle the blend you hear at the end of the name.


 st sk sk	 nt nk nk	 nt st st
 nd st st	 ng st st	 sk st st
 nt st st	 nd st st	 nt st st

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85

Follow the Final Blends

Directions: Find the notes with pictures whose names end with consonant blends. Color them yellow. Draw a line through the yellow notes from the band to the tent.



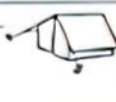


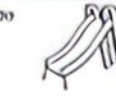





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86

Missing Blends

Directions: Fill in the circle beside the missing blend in each word.










_on  <input type="radio"/> sk <input type="radio"/> nt <input type="radio"/> pr	_an  <input type="radio"/> st <input type="radio"/> sn <input checked="" type="radio"/> sw	to _  <input type="radio"/> sk <input checked="" type="radio"/> nt <input type="radio"/> nd
_ate  <input checked="" type="radio"/> sk <input type="radio"/> st <input type="radio"/> pr	_ate  <input checked="" type="radio"/> pr <input type="radio"/> st <input type="radio"/> nd	_ake  <input type="radio"/> sk <input type="radio"/> st <input checked="" type="radio"/> nd
_st  <input type="radio"/> st <input checked="" type="radio"/> sk <input type="radio"/> pr	_ess  <input type="radio"/> pr <input checked="" type="radio"/> st <input type="radio"/> nd	_ck  <input type="radio"/> st <input type="radio"/> nd <input checked="" type="radio"/> sk

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87

More Missing Blends

• Directions: Fill in the circle beside the missing blend in each word.

 <input type="radio"/> nt <input type="radio"/> st <input checked="" type="radio"/> rd	 <input type="radio"/> ur <input checked="" type="radio"/> th <input type="radio"/> pr	 <input checked="" type="radio"/> ur <input type="radio"/> cl <input type="radio"/> st
 <input type="radio"/> ur <input checked="" type="radio"/> st <input type="radio"/> pr	 <input checked="" type="radio"/> rd <input type="radio"/> rd <input type="radio"/> st	 <input type="radio"/> ur <input type="radio"/> th <input checked="" type="radio"/> pr
 <input checked="" type="radio"/> st <input type="radio"/> rm <input type="radio"/> nt	 <input type="radio"/> pr <input type="radio"/> ur <input checked="" type="radio"/> rd	 <input type="radio"/> st <input checked="" type="radio"/> rm <input type="radio"/> rd










Consonant Blend Review

88

Consonant Digraph th

Some consonants work together to stand for a new sound. They are called **consonant digraphs**. Listen for the sound of consonant digraph **th** in **think**.

• Directions: Print **th** under the pictures whose names begin with the sound of **th**. Color the **th** pictures.







 th	 th	 2
 th	 th	 th
 th	 30 th	 th

Consonant Digraph th

89

Think About th

• Directions: Say the name of each picture. Fill in the missing letter or letters.

 think	 horn	 thorn
 ten	 thumb	 thirty

• Directions: Find and circle three **th** words in the puzzle. The words may go across or down.

think	thorn	thumb	thirty
-------	-------	-------	--------

T	H	I	R	T	Y
T	H	I	N	K	H
H	O	B	H	N	U
O	R	N	E	H	M
J	N	H	R	T	B


Consonant Digraph th


90


Consonant Digraph sh


Listen for the sound of consonant digraph **sh** in **sheep**.


• Directions: Color the pictures whose names begin with the sound of **sh**.

 sharp

 shoe

 shelf

 ship

 shoe

Consonant Digraph sh

91

Change a Word

• Directions: Make a new word by changing the beginning sound to **sh**. Write the new word on the line.

made - m sh - sh - sh










sp ship	sol shell	bonp sheep
fn shin	lno shine	st shift
rd shed	cape shape	cave shave
top shop	lake shake	foot sheet

Consonant Digraph sh

92

Consonant Digraph wh

• Directions: Write **wh**, **th** or **sh** to complete each word.

 wheel	 whale	 sheep
 think	 wheat	 thorn
 ship	 thirty	 white

Consonant Digraph wh

93

Wheel of Fortune

Listen for the sound of consonant digraph wh in **whale**.

Directions: Color the pictures whose names begin with consonant digraph wh.

wh

30

94

Consonant Digraph ch

Listen for the sound of consonant digraph ch in **cherry**.

Directions: Trace the cherry if the name of the picture begins with the ch sound. Use a red crayon.

95

Read and Write ch

Directions: Write a word from the box to label each picture.

chest chirp chain	check cherry cheese	chimp chivy chisel
cherry	sheep	chain
chest	wheel	cheese
	30	
chimp	thirty	check

96

Consonant Digraph kn

Listen for the sound of consonant digraph kn in **knot**. The k is silent.

Directions: Color the pictures whose names begin with the kn sound. Connect all the colored pictures from the knight to his horse.

97

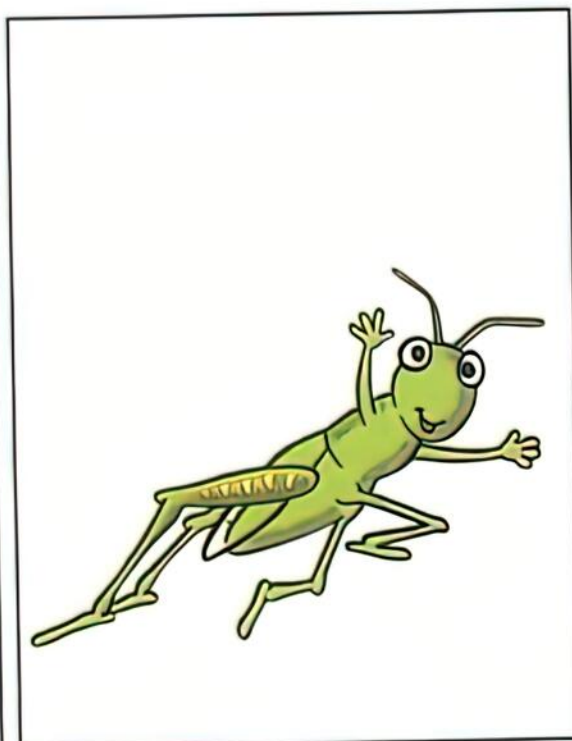
Consonant Digraph wr

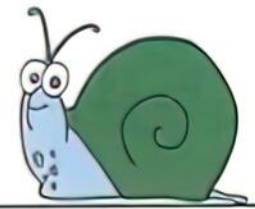
Listen for the sound of consonant digraph wr in **wren**. The w is silent.

Directions: Write a word from the box to label each picture. Color the pictures whose names begin with wr.

wild worm	wilt write	wing wren	wrap wink	wrench
wreath	wrap	worm	wrist	wrench
web	wink	write	wring	

98



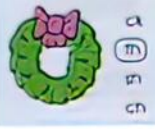
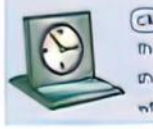

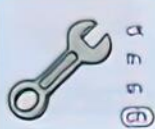







Ending Digraphs

Some words end with consonant digraphs. Listen for the ending digraphs in duck, moth, dish and branch.



Directions: Say the name of each picture. Circle the letters that stand for the ending sound.

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

99

Hear and Write Digraphs




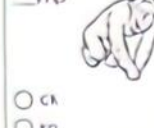
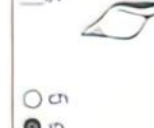
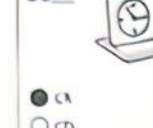
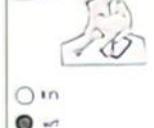
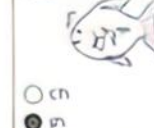
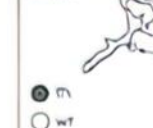
Directions: Write ck, th, sh or ch to complete each word.

 black	 bench	 splash
 moth	 peach	 truck
 fish	 tooth	 brush

100

Missing Digraphs


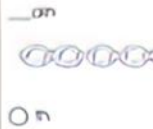





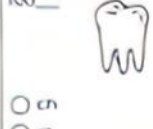

Directions: Fill in the circle beside the missing digraph in each word.

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

101

Missing Digraphs






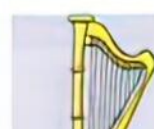


Directions: Fill in the circle beside the missing digraph in each word.

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

102

Tricky or

When r follows a vowel, it changes the vowel's sound. Listen for the or sound in star.

103

Write or or or

Listen for the or sound in horn.

Directions: Write or or or to complete each word.

 thorn	 cart	 40 forty
 stork	 corn	 harp
 arm	 star	 porch

104

Mix and Match

The letters **ur**, **er** and **ir** all have the same sound. Listen for the vowel sounds in **surf**, **fern** and **girl**.

Directions: Draw a line from each word in the circle to the picture it names.

105

Write ur, er and ir

Directions: Find a word from the box to name each picture. Write it on the line below the picture.

fern	girl	surf
church	clerk	herd
dirt	purple	thirty

106

Rhyme Time

Directions: Cut out the words at the bottom of the page. Glue them beside the words they rhyme with.

barn	yarn	corn	horn
pair	hair	art	shirt
bird	herd	girl	curl
star	car	goat	tooth

107

Vowel Pairs ai and ay

You know that the letters **a** and **e** usually stand for the long **a** sound. The vowel pairs **ai** and **ay** can stand for the long **a** sound, too. Listen for the long **a** sound in **train** and **hay**.

Directions: Say the name of each picture below. Look at the vowel pair that stands for the long **a** sound. Under each picture, write the words from the box that have the same long **a** vowel pair.

cage	chain	gray
gate	mail	pay
skate	snail	play
snake	tail	stay

109

Vowel Pairs oa and ow

You know that the letters **o** and **e** usually stand for the long **o** sound. The vowel pairs **oa** and **ow** can stand for the long **o** sound, too. Listen for the long **o** sound in **road** and **snow**.

Directions: Find and circle eight long **o** words. The words may go across or down. Beside each picture, write the words that use the same long **o** vowel pair.

road	goal	coal
	soap	croak
snow	grow	crow
	low	know

110

Vowel Pair ui

You know that the letters **u** and **e** usually stand for the long **u** sound. The vowel pair **ui** can stand for the long **u** sound, too. Listen for the long **u** sound in **crust**.

Directions: Circle the name of the picture. Then, write the name on the line.

mule	Sue	fruit
suit	cubes	juice
flute	glue	blue

111

Vowel Pair ie

You know that the letters **ie** usually stand for the long i sound. The vowel pair **ie** can stand for the long i sound, too. Listen for the long i sound in **butterflies**.

Directions: Write **ie** or **ie** to complete each word. Draw a picture for one **ie** word and one **ie** word.

dime	tie	flies
five	knife	tried
pie	lie	kite










ie picture **ie** picture

Pictures will vary

112

Missing Vowel Pairs










Directions: Fill in the circle beside the missing vowel pair in each word.

ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie	ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie	ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie
ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie	ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie	ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie
ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie	ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie	ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie


113

Missing Vowel Pairs

Directions: Fill in the circle beside the missing vowel pair in each word.

ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie	ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie	ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie
ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie	ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie	ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie
ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie	ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie	ie  <input type="radio"/> ay <input type="radio"/> ow <input type="radio"/> ie

114



Vowel Pair ea

Some pairs of vowels can stand for more than one sound. The vowel pair **ea** has the sound of long **e** in **team** and short **e** in **head**.

Directions: Say the name of each picture. Listen for the sound that **ea** stands for. Circle **Long e** or **Short e**. Then, color the pictures whose names have the short **e** sound.

 Long e Short e	 Long e Short e	 Long e Short e
 Long e Short e	 Long e Short e	 Long e Short e
 Long e Short e	 Long e Short e	 Long e Short e

115

Vowel Pair oo

Listen for the difference between the sound of the vowel pair **oo** in **moon** and its sound in **book**.

Directions: Say the name of the picture. Circle the picture of the moon or the book to show the sound of vowel pair **oo**.

 <input type="radio"/>  <input type="radio"/> 	 <input type="radio"/>  <input type="radio"/> 	 <input type="radio"/>  <input type="radio"/>
 <input type="radio"/>  <input type="radio"/> 	 <input type="radio"/>  <input type="radio"/> 	 <input type="radio"/>  <input type="radio"/>
 <input type="radio"/>  <input type="radio"/> 	 <input type="radio"/>  <input type="radio"/> 	 <input type="radio"/>  <input type="radio"/>
 <input type="radio"/>  <input type="radio"/> 	 <input type="radio"/>  <input type="radio"/> 	 <input type="radio"/>  <input type="radio"/>

116

Make Compound Words

Some short words can be put together to make one new word. The new word is called a **compound word**.

Directions: Look at each pair of pictures and words below. Join the two words to make a compound word. Write it on the line.

cow + hand = **cowhand**

rain + coat = **raincoat**

door + bell = **doorbell**

dog + house = **doghouse**

pan + cake = **pancake**

horse + shoe = **horseshoe**

117

Compound Word Riddles

Directions: Underline the two words in each sentence that can make a compound word. Write the compound word on the line to complete the sentence.

A kind of bird that is black is a **blackbird**

A horse that can race is a **racehorse**

A cloth that covers a table is a **tablecloth**

A room with a bed is a **bedroom**

A book with a story is a **storybook**

A bowl that holds fish is a **fishbowl**

118

Build Words With Syllables

Syllables are word parts. Each syllable has one vowel sound. Some words have only one syllable. Some words have more than one syllable.

One syllable: kite Two syllables: wagon

Directions: Cut out the syllables at the bottom of the page. Put them together to make eight two-syllable words. Look up the words in a dictionary to check their spellings. Then, write the words you made.

My 2-Syllable Word Record

robot	tulip
basket	pencil
window	monster
spider	napkin

pen dot ket ro cil star win tu
dow bot bas kin lip pi mon nap

119

Prefix re

A **prefix** is a word part. It is added to the beginning of a base word to change the base word's meaning. The prefix **re** means "again."

Example: **redo** means "to do again."

Directions: Look at the pictures. Read the base words. Add the prefix **re** to the base word to show that the action is being done again. Write your new word on the line.

read → **reread**

write → **rewrite**

paint → **repaint**

use → **reuse**

build → **rebuild**

pay → **repay**

121

Prefixes un and dis

The prefixes **un** and **dis** mean "not" or "the opposite of."

Unlocked means "not locked."

Dismount is the "opposite of mount."

Directions: Look at the pictures. Circle the word that tells about the picture. Then, write the word on the line.

tyed / untied → **untied**

like / dislike → **dislike**

happy / unhappy → **happy**

obey / disobey → **obey**

safe / unsafe → **unsafe**

honest / dishonest → **dishonest**

122

Suffixes ful, less, ness, ly

A **suffix** is a word part that is added at the end of a base word to change the base word's meaning. Look at the suffixes below.

The suffix **ful** means "full of." **Cheerful** means "full of cheer."

The suffix **less** means "without." **Cloudless** means "without clouds."

The suffix **ness** means "a state of being." **Darkness** means "being dark."

The suffix **ly** means "in this way." **Slowly** means "in a slow way."

Directions: Add the suffixes to the base words to make new words.

care + ful = **careful**

pain + less = **painless**

brave + ly = **bravely**

sad + ly = **sadly**

sick + ness = **sickness**

123

Suffixes and Meanings

Remember: The suffix **ful** means "full of."

The suffix **less** means "without."

The suffix **ness** means "a state of being."

The suffix **ly** means "in this way."



the sun shines **brightly**.

• Directions: Write the word that matches the meaning.

without pain

painless

in a neat way

neatly

full of grace

graceful

the state of being sick

sickness

in a quick way

quickly

without fear

fearless

the state of being soft

softness

in a good way

gladly

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Suffixes er and est

Suffixes **er** and **est** can be used to compare. Use **er** when you compare two things. Use **est** when you compare more than two things.

Example: The puppy is **smoother** than its mom.
The puppy is the **smoother** puppy in the litter.

• Directions: Add the suffixes to the base words to make words that compare.



Base Word

• er

• est

1. loud

louder

loudest

2. old

older

oldest

3. neat

neater

neatest

4. fast

faster

fastest

5. kind

kinder

kindest

6. tall

taller

tallest

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Compare With er and est

• Directions: Use **er** and **est** to compare things in three pictures.

 fast	 fastest	 faster
 loud	 louder	 loudest
 tall	 taller	 tallest
 long	 longest	 longer

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124

125

126

READING COMPREHENSION



Use the Clues

Context clues can help you figure out words you don't know. Read the words around the new word. Think of a word that makes sense.

Kate swam in a _____?

Did Kate swim in a cave or a lake? The word **swam** is a context clue.

• Directions: Kate wrote this letter from camp. Read the letter. Use context clues to write the missing words from the word box. What clues did you use?

late
pancakes
in
forest



Dear Mom and Dad,

I woke up at _____ six _____ a clock and got

dressed. My mom and I ate _____ pancakes _____

breakfast. We went hiking in the _____ forest _____

Then, we went swimming in the _____ lake _____

Camp is fun!

Love,
Kate

Context Clues

Clues for Clothes

• Directions: Read the story. Use context clues to figure out the missing words. Write the words from the word box. Then, answer the questions.

socks scarf sweaters mittens



Maria bundles up. She sticks her arms through

two _____ sweaters _____ She tugs these parts of

_____ socks _____ over her feet. She wraps a _____ scarf _____

_____ mittens _____ around her neck. At last, she puts her _____

onto her hands. Maria goes outside to play. Nobody is warmer than Maria.

1. What clue words helped you figure out sweaters?

sticks her arms through

2. What clue words helped you figure out mittens?

onto her hands

Context Clues


130

131

Context Clues in Action

Directions: Read the story. Use context clues to figure out the meanings of the words in dark print. Draw a line from the word to its meaning.

Jack had a plan. He wants to take his parents out to lunch to show that he **appreciates** all the nice things they do for him. His sister Jessica will go, too, so she won't feel left out. Jack is **thrifty**. He saves the **allowance** he earns for doing **chores** around the house. So far, Jack has saved ten dollars. He needs only five dollars more. He is excited about paying the check himself. He will feel like an **adult**.



appreciates	jobs
allowance	grown-up
chores	is grateful for
thrifty	money earned for work
adult	careful about spending money

132

Amazing Antonyms

Antonyms are words that have opposite meanings. **Old** and **new** are antonyms. **Laugh** and **cry** are antonyms, too.

Directions: Below each word, write its antonym. Use words from the word box.



stop	happy
down	go
left	sad
right	up
big	small
wet	dry



133

Scale the Synonym Slope

Synonyms are words that have almost the same meaning. **Tired** and **sleepy** are synonyms. **Talk** and **speak** are synonyms.

Directions: Read the word. Find its synonym on the hill. Write the synonym on the line.




1. glad	happy
2. tiny	small
3. begin	start
4. above	over
5. damp	wet
6. large	big


134

Synonym Match


Directions: Look at the pictures. Read the words in the box. Write two synonyms you could use to tell about each picture.




sad
unhappy



rocks
stones



road
street


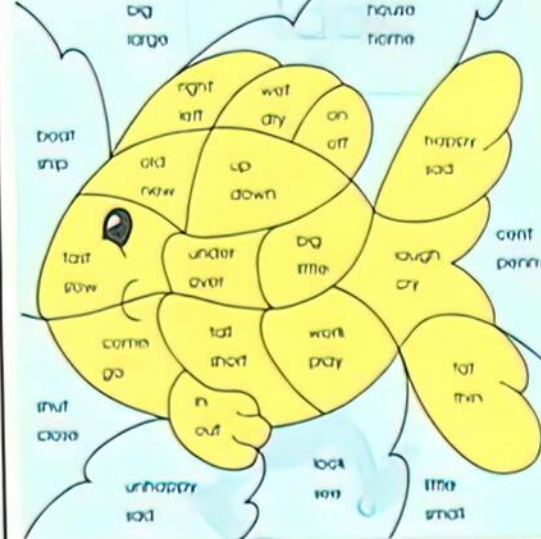


start
begin

135

Antonym or Synonym?

Directions: Use yellow to color the spaces that have word pairs that are antonyms. Use blue to color the spaces that have word pairs that are synonyms.






136

Homophone Fun

Homophones are words that sound the same but have different spellings and meanings. **Too** and **two** are homophones. **So** and **road** are homophones.

Directions: Use yellow to color the balloons that have homophones.

137

Find the Right Homophone

* Directions: Read the sentences. Write the correct homophone on the line.

ate ate eight
The cookies.

two two
Lily has pencils.

road road
The a butterfly.

I I
can ride a bike.

see see
Can you the picture?

blew blew
Tom up the balloon.

138

Color Code Classifying

* Directions: Underline number words in red.
Underline name words in blue.
Underline color words in green.
Underline animal words in yellow.

Kim Jack Lee
two ten five
dog pig cow
green blue red

139

Menu Mix-Up

* Directions: Circle names of vegetables in green.
Circle names of drinks in red.
Circle names of desserts in pink.

water corn pie
cookie peas
juice milk cake

* Directions: Write each food word on the correct line.

Drinks	Vegetables	Desserts
milk	corn	pie
water	carrot	cookie
juice	peas	cake

140

Sort It Out

* Directions: Color the pictures. Cut and glue each picture in the correct room.

Bedroom Bathroom Kitchen

141

Good Job!

Good Job!

Word Sort

* Directions: Circle words that name colors in red.
Circle words that name shapes in yellow.
Circle words that name numbers in green.

blue triangle five
purple square ten
brown circle nine

143

Where Does It Belong?

• **Directions:** Read the words. Draw a circle around the sky words. Draw a line under the land words. Draw a box around the sea words.

city rabbit planet
cloud forest whale
shark moon shell

• **Directions:** Write each word on the correct line.

Sky Words

cloud moon planet

Land Words

forest city rabbit

Sea Words

whale shark shell

144

What's the Big Idea?

The main idea is the most important idea in a story. The main idea tells what happens.

• **Directions:** Look at the pictures. Read the sentences. Circle **yes** if the sentence tells the main idea of the picture. Circle **no** if it does not.

yes no
The hat is too small.

yes no
The bear is afraid of the mouse.

yes no
The bear washed three shirts.

yes no
The circus is fun.

yes no
The bear has two mittens.

yes no
The bear walks to school.

145

Find the Main Idea

• **Directions:** Look at the pictures. Read the sentences. In the circle, write the letter of the sentence that tells the main idea.

D **B** **F**

A **C** **E**

A. the eggs are ready to hatch.
B. It is a very windy day.
C. The old house looks scary.
D. The popcorn popper is too full.
E. The girl thinks the music is too loud.
F. It is too warm for a snowman.

146

What's the Idea?

• **Directions:** Look at the pictures. Read the sentences in the speech balloons. Fill in the circle beside the sentence that tells the main idea.

My tummy hurts.
☐ The mouse wants more to eat.
☒ The mouse ate too much cheese.

My hat is blowing away.
☒ It is a very windy day.
☐ He doesn't want a hat.

I am seven years old today.
☐ The cake is very big.
☒ Today is her birthday.

I can't find my home.
☒ The cat is lost.
☐ The cat has a new home.

147

Read All About It

• **Directions:** Read each part of the paper. Fill in the circle beside the sentence that tells the main idea.

Hundreds Enjoy Town Carnival
☒ Many people had fun at the carnival.
☐ The carnival was not a success.

Bank Robbers Caught
☐ Five bank robbers got away.
☒ Two bank robbers were caught.

Someone wants to buy kittens and puppies.
☐ Someone wants to sell kittens and puppies.

Garden Club to Meet
☐ The Garden Club will not meet this week.
☒ The Garden Club will meet two times this week.

148

What Doesn't Belong?

• **Directions:** Read the sentences under each title. Cross out the sentence that does not tell about the main idea.

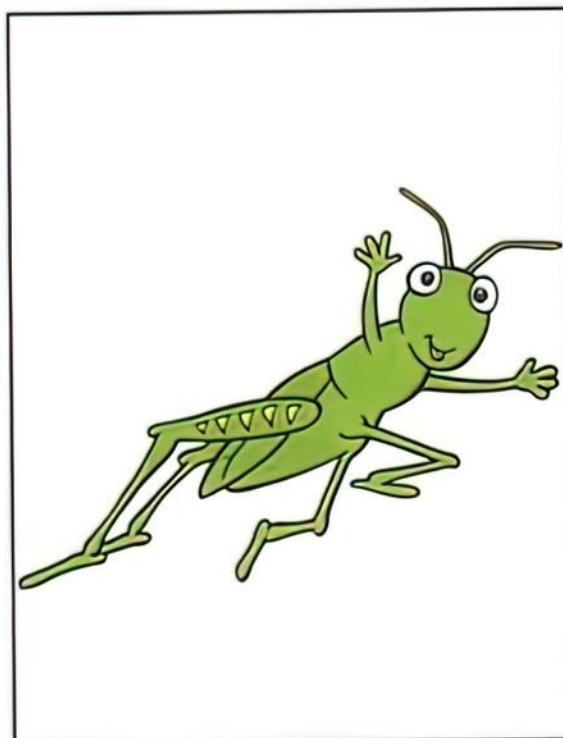
Fun at the Playground
He runs to the slide.
She plays on the swings.
I clean my room.
They climb the monkey bars.
We sit on the seaweed.

Doing My Homework
I open my book.
I have a bath.
I read the book.
I write the words.
I add the numbers.

Eating Dinner
Mother cuts the meat.
Father chews the corn.
Sister drinks the milk.
Brother eats his peas.
Grandmother has a big napkin.

Going to the Zoo
The monkeys climb the trees.
The seals eat fish.
The snakes move slowly.
The penguin plays with water.
The zebra runs fast.

149



Main Ideas About Meals

• Directions: Read each story to find the main idea. Fill in the circle beside the phrase that tells the main idea.

Open Widel

An anteater slowly walked up to a log. Many ants were inside the log. The anteater put on a bib. Then, she laid a plate and a big spoon down on the ground. She began to eat and eat. When she was finished, she had eaten 30,000 ants!

- ☐ many ants
- ☐ a log on the ground
- ☒ a hungry anteater

Bite Down!

It's a good thing that Roto Rabbit likes to chew. He nibbles on carrots, lettuce, and cabbage all day long. Every time he chews, he wears down his teeth. If Roto did not chew so much, his front teeth could grow to be ten feet long!

- ☐ good vegetables
- ☒ wearing down teeth
- ☐ a fluffy rabbit

Storyboard Sequence

Sequence is the order in which story events happen. What happened first? What happened next? What happened last?

• Directions: Write the numbers 1, 2 and 3 in the boxes to show the order in which the story events in each row happened.



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Words in Order

• Directions: Look at each picture. Write 1, 2 and 3 to make the words tell a story in order.

- 1 mix
- 3 eat
- 2 bake



- 2 give
- 3 open
- 1 buy



- 2 fly
- 3 land
- 1 take off



- 2 read
- 1 open
- 3 close



- 2 listen
- 3 turn off
- 1 turn on



- 2 hurt
- 1 feel
- 3 bandage



Story Sequence

• Directions: Read the story.

Over a hundred years ago, two men built a town. They couldn't decide what to name it. One man wanted to name it Boston. The other wanted to name it Portland. They tossed a coin and one yelled, "Heads for Boston!" The other yelled, "Tails for Portland!" Tails must have won because that town is now called Portland, Oregon.



• Directions: Read the sentences. Write 1, 2, 3 and 4 to number the events in the order they happened in the story.



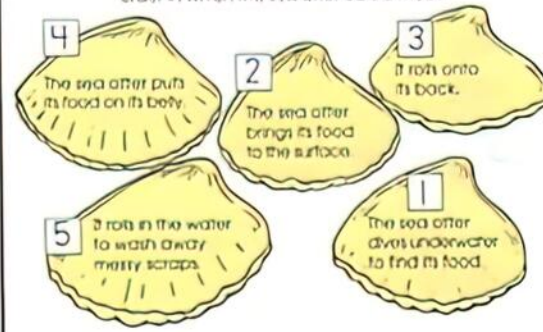
Otter Order

• Directions: Read the story.

A sea otter eats clams, barnacles, worms, sea urchins and abalone. First, it must dive underwater to find its food. After bringing the food to the surface, the sea otter rolls onto its back and puts the food on its belly. It keeps its "picnic table" clean by rolling in the water to wash away any messy scraps. Sea otters are very neat eaters!



• Directions: Write the number 1, 2, 3, 4 or 5 in each box to tell the order in which the sea otter eats a meal.



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Lemonade for Sale

• **Directions:** Read the story.

Ten and Pat start a business selling lemonade. First, they make a stand from Pat's picnic table. Second, they go to the store to buy a box of lemons and a sack of sugar. Third, they squeeze the lemons and pick out the seeds. Fourth, they mix the lemon juice with sugar and cold water. Would you like to buy a cold glass of lemonade from them? It's only fifteen cents.

• **Directions:** Read the phrases. Write 1, 2, 3 and 4 to number the phrases in the order they happened in the story. Circle words like first with help you.

- 2 buy lemons and sugar
- 1 make a stand
- 4 mix lemon juice, sugar and water
- 3 squeeze lemons and pick out seeds

• **Directions:** On another sheet of paper, write what you think Ten and Pat will do next.

155

A Hare-Raising Experience

• **Directions:** Read the story.

Jack Rabbit loved to grow carrots. First, he found a diamond-shaped field. Next, he carefully planted and watered the seeds. Then he watched as the little green tops of carrots began pushing through the dirt. Finally, 83 carrots were ready to be pulled from the earth. Jack indeed had the only 83-"carrot" diamond in town, and he proudly gave it to his friend Jill.

• **Directions:** Read the sentences. Write 1, 2, 3, 4 or 5 to number the sentences in the order they happened in the story.

- 5 The carrots were ready to be pulled.
- 1 Jack found a field.
- 3 Jack watered the seeds.
- 4 Carrot tops started popping up.
- 2 Jack planted carrot seeds.

• **Directions:** On another sheet of paper, write what you think will happen next.

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Fun With Directions

• **Directions:** Follow the number code to color the balloons. Color the clown, too.

1 — blue 2 — orange 3 — yellow 4 — green 5 — purple
6 — brown 7 — red 8 — black 9 — blue 10 — purple

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Draw With Directions

• **Directions:** Follow the directions to complete the picture.

1. Draw a smiling yellow face on the sun.
2. Color the fish blue. Draw 2 more blue fish in the water.
3. Draw a brown bird under the cloud. Draw two raindrops under the cloud.
4. Color the boat purple. Color one sail orange. Color the other sail green.
5. Color the starfish yellow. Draw 2 more yellow starfish.

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Directions for Decorating

• **Directions:** Follow the directions to decorate the bedroom.

Draw a red between the two .

Draw a under the window. Color it green.

Draw three big on the wall. Color them orange.

Draw a picture of something you would like to have in your bedroom.

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Skateboard Course

161

What Is It?

When you don't get the whole picture, you may need to **draw conclusions** for yourself. To draw a conclusion, think about what you see or read. Think about what you already know. Then, make a good guess.

• **Directions:** Look at each picture. Use what you know and what you see to draw a conclusion. Draw a line to the sentence that tells about each picture.

	<input type="checkbox"/> It must be a clown.
	<input type="checkbox"/> It must be a cowboy.
	<input type="checkbox"/> It must be a baby.
	<input type="checkbox"/> It must be a ballet dancer.
	<input type="checkbox"/> It must be a football player.

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Who Said It?

• **Directions:** Use what you see, what you read and what you know to draw conclusions. Draw a line from the animal to what it might say.

	<input type="checkbox"/> "I save lots of bones and bury them in the yard."
	<input type="checkbox"/> "I live in the ocean and have sharp teeth."
	<input type="checkbox"/> "I love to walk in the snow and slide on the ice."
	<input type="checkbox"/> "I hop on my toes in a pond with my webbed feet."
	<input type="checkbox"/> "I sit on the ground because I have no arms or legs."

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What Happened?

• **Directions:** Look at the pictures. Fill in the circle beside the sentence that tells what happened in the missing picture. Draw a picture that shows what happened.

What happened?

☐ The boy dropped the string. ☐ The boy took his kite home.

What happened?

☐ The angry baby played in his bed. ☐ The hungry baby drank the milk.

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My Conclusion Is ...

• **Directions:** Read the sentences. Look at the pictures. Circle the picture that completes the last sentence.

1. Emily is on a class trip. She sees cows eating grass and bones in the barn. Hens are sitting on their eggs. She must be visiting a ...

2. Timmy wore his ball suit. He sat in a tall chair. He combed his hair. A man said, "Say cheese!" The man is a ...

3. Mark spilled milk on the floor. He had to clean up the mess. He went to the closet and got a ...

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I Conclude!

• **Directions:** Read each story. Fill in the circle beside the answer that completes the last sentence.

The little house is in the backyard. Inside is a bowl of water. Next to the bowl is a big bone. This house belongs to ...

☐ some birds. ☐ a family of elves. ☒ a puppy.

The yellow cat is fluffy. The black cat is thin. The tan and white cat acts friendly. The little gray cat is shy. Cats are all ...

☒ different. ☐ angry. ☐ shy.

Lois keeps her pet in an aquarium. Her pet can hop. It eats flies and is green. Her pet is ...

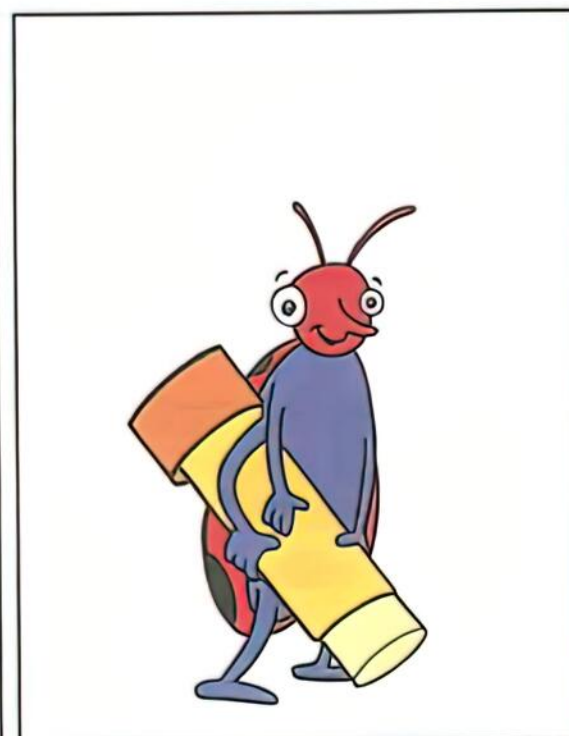
☐ a bunny. ☒ a frog. ☐ very fat.

We played a game. We ran away from Sofia. When she tapped Raymond, he was it. We were playing ...

☐ soccer. ☐ basketball. ☒ tag.

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Clues to Conclusions


Directions: Read each story. Fill in the circle beside the correct conclusion.

Joe tried to read the book. He pulled it closer to his face and squinted. What is wrong?

☐ The book isn't very interesting.

☒ Joe needs glasses.

☐ The book is closed.




"My shoes are too tight," said Eddie, "and my pants are too short!" What has happened?

☐ Eddie has put on his older brother's clothes.

☐ Eddie has become shorter.

☒ Eddie has grown.




Patty went to the beach. She stayed outside for hours. When she came home, she looked in the mirror. Her face was very red. Why did she look different?

☒ Patty had gotten a bad sunburn.

☐ Patty got red paint all over herself.

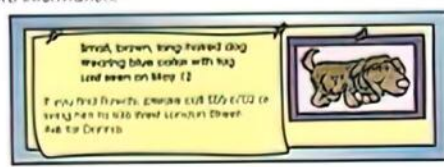
☐ Patty was very cold.



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Find the Facts

Facts and details tell more about the main idea. Facts and details give more information.



Directions: Read the poster. Answer the questions.

1. What color is the pet? brown

2. What is the owner's name? Donna

3. What is the pet's name? Rowdy


4. Where does the pet live? 436 West London Street

169

Facts About Fingerprints

Directions: Read the story.

The lines and swirls on your fingertips make fingerprints. There are three fingerprint patterns. The first is called the loop. The second is the arch. The third is the whorl. Your fingerprints stay the same all your life. Each person's fingerprints are different.



Directions: Read each sentence. Color the **true** ink pad if the sentence is true. Color the **false** ink pad if the sentence is false.

1. There are four fingerprint patterns. ☒ True ☐ False

2. Your fingerprints change as you grow. ☐ True ☒ False

3. Fingerprints are made from the lines and swirls on your fingertips. ☒ True ☐ False


4. No one else has fingerprints exactly like yours. ☒ True ☐ False

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Pictures in Detail

Directions: Read the story.

The Aztecs in Mexico used straw to make pictures. First, they colored the straw using dyes made from plants. Next, they drew a design. Then, they cut the straw into small pieces. Finally, they glued each piece of straw to the design to form the picture.



Directions: Complete the sentences with words from the story.

1. Aztecs in Mexico used straw to make pictures.

2. Dyes were made from plants.

3. The straw was cut into small pieces.

4. Each piece was glued to the design.

171

Details Wanted!

Here is a wanted poster about One-Eyed Harry who robbed a bank last night. Harry has a mean and beady eye. He wears a patch over his other eye just to scare people. He's about five feet tall and wears a polka-dot bandanna. He has a dirty beard and a long pointed nose with a wart on the tip. He wears an earring in one ear, and he has one gold front tooth.



Directions: Circle **Yes** or **No** to tell about the details.

Harry wears a polka-dot bandanna. ☒ Yes ☐ No

Harry has two kind eyes. ☐ Yes ☒ No

Harry has a long pointed nose. ☒ Yes ☐ No

Harry wears an earring in his nose. ☐ Yes ☒ No

Harry has a gold front tooth. ☒ Yes ☐ No

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Same and Different

Reading to find out how things are **alike** or **different** can help you picture and remember what you read. Things that are alike are called **similarities**. Things that are not alike are called **differences**.

Similarity: Beth and Michele are both girls.

Difference: Beth has short hair, but Michele has long hair.

Directions: Read the story.

Michele and Beth are wearing new dresses. Both dresses are striped and have four shiny buttons. Each dress has a belt and a pocket. Beth's dress is blue and white, while Michele's is yellow and white. The stripes on Beth's dress go up and down. Stripes on Michele's dress go from side to side. Beth's pocket is bigger with room for a kitten.

Directions: Add five details. Color the dresses. Show how the dresses are alike and how they are different.

Beth's Dress



Michele's Dress



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Comparing Cars

* Directions: Read the story.

Sarah built a car for a race. Sarah's car has wheels, a steering wheel and a place to sit just like the family car. It doesn't have a motor, a key or a gas pedal. Sarah came in second in last year's race. This year, she hopes to win the race.



* Directions: Write S beside the things Sarah's car has that are like things the family car has. Write D beside the things that are different.

S		steering wheel
D		motor
D		key
S		seat
S		wheel

Making Inferences

Making Inferences

Not every story tells you all the facts. Sometimes you need to put together details to understand what is happening in a story. When you put details together, you make inferences.

* Directions: Read each story. Fill in the circle beside the inference you can make from the details you have.

Everyone on the Pine School baseball team wears a blue shirt on Mondays. It is Monday and Brenda is wearing a blue shirt.



- ☐ Brenda always wears blue clothes.
- ☐ Brenda cannot find her red shirt.
- ☒ Brenda is on the baseball team.



My cat has brown and white stripes. It meows when it wants to be fed. My cat is meowing now.



- ☐ The cat wants to go outside.
- ☒ The cat is hungry.
- ☐ The cat doesn't like brown and white stripes.



Every afternoon the children run outside when they hear a bell ring. At 2:00, Mr. Chocovan drives by in his ice-cream truck. The children hear a bell ringing. They run outside.



- ☒ It is time for ice cream.
- ☐ It is time for the children to go home.
- ☐ It is time for a free dish.



Making Inferences

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Figure It Out

* Directions: Read the story.

It is a rainy day. Mom tells Josh to stay inside until the weather clears up. Josh lies on his bed and pouts. He sings one song over and over. Now and then, he checks to see if the rain has stopped.



* Directions: Use details in the story to make inferences. Fill in the circle beside the phrase that completes each sentence.

- Josh probably wants to ☒ go outside and play.
- ☐ lie in bed all day.

- Josh probably feels ☐ happy.
- ☒ bored and grumpy.

- The song Josh probably sings is ☒ "Rain, Rain, Go Away."
- ☐ "Jingle Bells."



Making Inferences

Inferences About Characters

* Directions: Read this story. Look for clues about Tom. Then, follow the directions below the story.

"You can't get me!" Goldie teased Tom when she saw him looking at her. "I never said that I wanted to get you, anyway," answered Tom, knowing that Goldie was right. He walked away, waving his fluffy tail proudly.



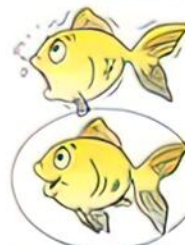
Although Goldie had once been afraid of Tom, she now liked to tease him.

"It's fun to tease Tom. When he is upset, all he can do is stand straight up," she thought.

Soon Goldie heard noises. Someone else was home. "It is almost time for dinner," thought Goldie. "I'm really glad to be a goldfish. I'm safe and sound and very well fed."

What does Tom look like? Draw a picture of Tom.

Drawing will vary



Circle the picture that tells how Goldie feels.

Making Inferences

Mind-Reading Tricks

Samantha thought of a good joke. She bragged that she could read Maria's mind. She put her hand on Maria's head, closed her eyes, and said, "You had red punch with your lunch!" "Wow! You're right!" replied Maria, not realizing that she had a little red ring around her lips.



"That was easy. But I bet you can't tell me what I just ate," said Thomas.

"That's a bunch of baloney," answered Samantha.

"How did you know?" gasped Thomas.

"It's my little secret," said Samantha, with a sign of relief.

"Here comes your mom," said Maria. "Can you read her mind, too?"

Samantha looked down at her watch. She should have been home half an hour ago. As she ran to meet her mother, she yanked back. "Yes, I know exactly what she's thinking!"

* Directions: Make inferences about Samantha's mind-reading tricks. Fill in the circle beside the correct inference.

- Was Samantha sure that Thomas had eaten bologna for lunch?
 - ☒ No, she was just lucky.
 - ☐ Yes, she saw him eat his bologna sandwich.
- What was Samantha's mother probably thinking?
 - ☐ Samantha was a great mind reader.
 - ☒ Samantha was late.

Making Inferences

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Tricky Cause and Effect

Things that happen can make other things happen. The event that happens is the **effect**. Why the event happens is the **cause**.

Example: Maricle tripped on the step and fell down.
Cause: Maricle tripped on the step.
Effect: Maricle fell down.

• **Directions:** Read the story.

Maricle knows a magic trick. She can make a ring seem to go up and down by itself on a pencil. Maricle has to get ready ahead of time. She ties a piece of string under the pencil's eraser. Then, she ties the string to a button on her blouse. In front of her audience, Maricle puts a ring on the pencil. When Maricle leans forward, the string goes loose, so the ring goes down. Then, Maricle leans back. The string tightens and makes the ring go up the pencil.

• **Directions:** Write the cause to complete each sentence.

1. The audience cannot see the thread because
it is skinny.

2. Leaning forward
 makes the ring go down.

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Why Did It Happen?

• **Directions:** Read the effects. Fill in the circle beside the sentence that tells what caused the effect.

The soccer coach is cheering.
☐ Her team lost the game.
☒ Her team won the game.

Patty found only one cookie in the cookie jar.
☒ Someone ate all the other cookies.
☐ It was a brand new cookie jar.

Fred has a new pair of glasses.
☒ Fred was having trouble seeing the chalkboard.
☐ There was a sale on glasses.

Lynn turned the fan to high.
☐ It was a very cold day.
☒ It was a very hot day.

Jason took his umbrella to school.
☒ The sky was cloudy.
☐ The sun was shining.

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Chain of Effects

• **Directions:** Read the story.

At night, Tran set his alarm clock for seven o'clock. When it rang the next morning, he was so tired he turned the alarm off. Then, he went back to sleep. Tran finally woke up at eight o'clock. Tran had missed the school bus. He had to walk to school. It was a long walk. Tran was very late!

• **Directions:** Draw a line to match a cause to an effect.

because he was tired.	Tran missed the school bus.
because Tran turned off the alarm.	he had to walk to school.
because he woke up at eight o'clock.	Tran turned off the alarm.
because Tran missed the bus.	Tran was late for school.
because he had a long walk.	he overslept.

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A Cause and Effect Fable

• **Directions:** Read the story.

Four animals caught a talking fish. "If you let me go, I will grant each of you one wish," announced the fish. "Make my trunk shorter!" demanded the vain elephant. "I wish to be the most beautiful elephant that ever lived." "Make my legs longer!" commanded the alligator. "I want to be taller than all my alligator friends." "Make my neck shorter!" ordered the giraffe. "I am tired of always staring at the tops of trees." "Dear fish, please make me be satisfied with who I am," whispered the wise old owl. Pooch Kazoom! Their wishes were granted. However, soon after, only one of these animals was happy. Can you guess who?

• **Directions:** Draw a line to match a cause to an effect.

Because of its short trunk.	the giraffe could no longer eat leaves from treetops.
Because of its long legs.	the elephant could no longer spray water on its back.
because of its short neck.	the owl was happy about his wish.
because he could still do all the things he needed.	the alligator could no longer hide in shallow water.

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What Comes Next?

It's fun to try to guess what will happen next as you read. Guessing what will happen is called **predicting outcomes**.

What you read: Liz drops the glass vase.

What you can predict: The glass vase will break.

• **Directions:** Read the story. Then, follow the directions below.

Every Saturday, Grace cleans her room. One Saturday, Grace forgot to clean it because she was busy playing with her cat, Tiger. Mom looked in and saw that Grace's room was still messy.

1. Complete the sentence to make a prediction.

Now, Grace will probably get busy
and clean her room.

2. Color the things Grace will probably hang in her closet.

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What Will They Do?

• **Directions:** Read each sentence. Fill in the circle beside the best prediction. Then, circle the picture that matches your answer.

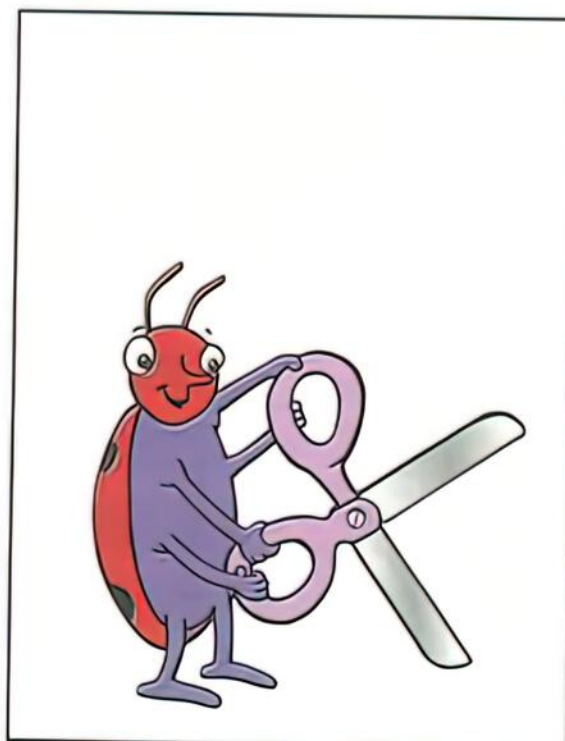
The boy is putting on his skates.
☐ He will go swimming.
☒ He will go skating.

The girl fills her glass with milk.
☒ She will drink the milk.
☐ She will drink water.

The woman wrote a letter to her friend.
☐ She will call her friend on the phone.
☒ She will put the letter in the mailbox.

The kids gave Sally a birthday gift.
☒ She will open the gift.
☐ She will throw the gift away.

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Pup Predictions

• **Directions:** Read the story.



When Donald tells Dudley to sit, Dudley rolls over. If Donald asks him to come, Dudley runs away. To surprise Dad, Donald tries to teach Dudley to fetch the newspaper. Dudley rips it up! Donald will take Dudley to dog obedience school.



• **Directions:** Make predictions. Draw three things Dudley will probably learn in obedience school.

Drawings will show:
Dudley sitting.
Dudley fetching the newspaper.
Dudley coming to Donald when called.

How Will It End?

• **Directions:** Read each story. Fill in the circle beside the sentence that tells what will happen next.

It is a snowy winter night. The lights flicker once, twice, and then they go out. It is cold and dark. Dad finds the flashlight and matches. He brings logs in from outside. What will Dad do?

- ☒ Dad will make a fire.
- ☐ Dad will cook dinner.
- ☐ Dad will clean the fireplace.



Maggie has a garden. She likes fresh, homegrown vegetables. She says they make salads taste better. Maggie is going to make a salad for a picnic. What will Maggie do?

- ☐ Maggie will buy the salad at the store.
- ☐ Maggie will buy the vegetables at the store.
- ☒ Maggie will use vegetables from her garden.



The big white goose wades up. It stands and stretches its wings. It looks all around. It feels very hungry. What will the goose do?

- ☐ The goose will go swimming.
- ☒ The goose will look for food.
- ☐ The goose will go back to sleep.



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You Be the Judge

Story characters often have to make choices. As the reader, you decide whether or not the choices are good ones. This is called **making judgments**.

• **Directions:** Read the story.

On his way home from the park, Jason finds a baseball mitt under a bush. Alan tells Jason to keep the mitt because he is the one who found it. Arnold tells him to leave it there. Austin tells Jason to take it to the Lost and Found Department at the park. Jason looks inside the mitt. He can see a name and a telephone number.



• **Directions:** Answer the questions.

Answers will vary but may include:

1. Who do you think gave the best advice? Austin
2. What do you think Jason should do? Jason should take the mitt to Lost and Found.

Right or Wrong

• **Directions:** Read the story.

Today is Karl's day to have the ball at lunch recess. Danny forgets it is Karl's turn and takes the ball outside. Karl asks Danny for the ball. Danny won't give it to him. Karl grabs the ball from Danny and runs away from him.



• **Directions:** Make judgments about what each boy did wrong. Write a new ending for the story. Show how the boys could solve their problem without fighting.

Today is Karl's day to have the ball at lunch recess. Danny forgets it is Karl's turn and takes the ball outside. Karl asks Danny for the ball.

Sample answer:

Danny says he is sorry. He tells Karl he forgot it was not his turn. He gives Karl the ball.

Judge for Yourself

• **Directions:** Read the story.

Arnold the Bully is trying to make friends. He isn't sure what he should do because he has always been a bully. He tries to buy friends by giving away his lunch and his toys. He listens to kids and doesn't boss them around. He takes turns and doesn't call names. He brags about what his dad does at work.



• **Directions:** Read each of Arnold's choices. Fill in the circle to show whether you think the choice is good or bad.

1. Arnold tries to buy friends. ☐ Good ☒ Bad
2. Arnold listens to what kids say. ☒ Good ☐ Bad
3. Arnold doesn't boss kids around. ☒ Good ☐ Bad
4. Arnold takes turns. ☒ Good ☐ Bad
5. Arnold doesn't call names. ☒ Good ☐ Bad
6. Arnold brags about his dad. ☐ Good ☒ Bad

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Which Brand Is the Best?

• Directions: Read the story.

Randy loves Fido to the store to buy a big bag of dog food. All the dog food makers say their dog food is the best. The makers of Good Stuff say their food will give dogs longer lives. Best Ever dog food says it gives the extra vitamins dogs need for strong bones and teeth. Bits and Bits says it will give dogs good health and no bad dog breath.



• Directions: Fill in the circle beside the name of each person who would probably give Randy good advice about choosing a dog food.



☒ vet



☐ cat lover



☐ clerk selling bits and bits



☒ dog breeder

Realistic Story or Fantasy?

Many stories are made-up stories. A made-up story about things that could really happen is a **realistic story**. Some made-up stories, such as fairy tales, tell about things that could never really happen. Those stories are **fantasies**.

Realistic Story: A girl hits a home run and wins the game for her team.



Fantasy: A girl hits the bat, it sprouts wings and flies away on an adventure.

• Directions: Read the book reviews. Fill in the circle to show whether each story is a realistic story or a fantasy.

The Flying Hippo is about a hippo that flies through the sky. He lands at a busy airport and wanders through New York City.

☐ Realistic story ☒ Fantasy



A Goose Learns to Fly is about a family who saves an injured baby goose. Later, they teach it to fly on its own.

☒ Realistic story ☐ Fantasy

The First Airplane is about the Wright Brothers and the airplane they invented.

☒ Realistic story ☐ Fantasy



The Magic Airplane is about a toy airplane that flies to the planet Mars.

☐ Realistic story ☒ Fantasy



Fantasy Tales

It even one thing in a story could not really happen, the whole story is a fantasy.

• Directions: Read the stories. Underline the sentence that makes each story a fantasy.

Michelle got a kitten for her birthday. It was soft and cuddly. It liked to chase fuzzy toys. After playing, it napped in Michelle's lap. One day the kitten said to Michelle, "Would you like me to tell you a story?"



The team lined up. The kicker kicked the football. Up, up it soared. It went into orbit around the Earth. The game was over. The Archvarks had won.



"This is a great car," the salesperson said. "It can go very fast. It can even run backwards. It always starts, even on the coldest day. You really should buy this car."



Chris studied about healthy food in school. He learned that milk could make him grow. Chris drank a glass of milk just before he went to bed. When he got up in the morning, he was so tall he had to look through the ceiling.



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Write About Reality

• Directions: Write a journal entry. Write about a special day. You can make up the story, but make sure everything you write is something that could really happen.



Sample answer:

Yesterday our class went on a field trip. We rode a school bus to the zoo. We saw lions, bears and elephants. My favorite animals were the chimpanzees. They made faces at us. They did funny tricks, too. We had fun at the zoo.

Write a Fantasy

• Directions: Write a new journal entry. Write about the same special day as in the sample answer.



Sample answer:

Yesterday our class went on a field trip. We rode a school bus to the zoo. In the afternoon, it got very hot. I took off my hat and my jacket. Then I watched the chimpanzees. One chimp seemed to be looking at me. It did everything I did. I must have left my hat and jacket by the chimp's cage. The next thing I knew, the chimp was wearing my clothes. Nobody noticed when he climbed onto the school bus behind me. Now he is a regular member of the class. He is the class clown.

Know Your Characters

Characters are the people or animals in a story. Understanding characters in a story helps you understand what happens. As you read, think about how you would act if you were the character. Think about how you would feel.

• Directions: Look at the pictures. Write words from the box to name the character's feelings.



god
sorry

unhappy
sad

pleased
happy



unhappy

sorry

sad



glad

pleased

happy

197

198

199

Characters' Feelings

- **Directions:** Read the first sentence. Use a word from the box to complete the second sentence. Draw the correct expression on the character's face.



surprised



sad



angry

Eric's best friend moves to a new town.

He feels sad.



A big bully puts Julia's hair.

She feels angry.



On Saturday, Harry sees a magic show.

He feels surprised.



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200

Emotion Search

- **Directions:** Check the happy words. Circle them in the word search. The words go across and down.



- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> joy | <input type="checkbox"/> kick | <input checked="" type="checkbox"/> friendly |
| <input checked="" type="checkbox"/> pleased | <input type="checkbox"/> scared | <input checked="" type="checkbox"/> surprised |
| <input checked="" type="checkbox"/> lucky | <input checked="" type="checkbox"/> proud | <input type="checkbox"/> sorry |
| <input type="checkbox"/> mad | <input checked="" type="checkbox"/> brave | <input checked="" type="checkbox"/> excited |

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

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201

Getting to Know You

- **Directions:** Read the story.

Yesterday, my friend Rex and I visited the museum. We were excited about seeing the new dinosaur display.

"Wow!" I yelled when I looked up at the tyrannosaurus skeleton.

"He's my distant cousin," Rex joked. "In fact, I was named after him!"

"My cousin was really a picky eater," giggled Rex. "He's no skin, just bones!"

That night, I dreamed of that tyrannosaurus. I imagined him sticking his head into my bedroom window. I was too frightened to scream. When he opened his huge mouth, I froze.

"Do you know what happened to me because I wouldn't take a bath?" thundered the dinosaur.

I shook my head.

"I became extinct!" he roared.

Now, I think that Rex and his dinosaur "cousin" must really be related. They both tell bad jokes!



- **Directions:** Both Rex and his "cousin" like telling jokes. Circle the five words below that best describe the "cousin."

☐ sad ☐ shy ☐ funny ☐ brave
☐ comical ☐ prankster



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202

Plot and Setting

Stories have a setting and a plot. The **setting** tells where and when the story takes place. The **plot** tells what happened.

- **Directions:** Read the story. Then, follow the directions below.

Michael, Sam and Dominic were best friends. They ate lunch together. At recess, they swung on the swings together. On the swings, Michael said, "Come to my house to play after school."

Dominic thought Michael was looking at Sam. He waited for Michael to ask him, too, but Michael didn't. At afternoon, Dominic felt sad. When the bell rang, he started to go home. "Where are you going?" Michael asked. "I wanted you both to come to my house." With a big smile, Dominic ran to join Michael and Sam.

Fill in the circle beside the words that tell about the story's setting.

- ☐ After school at Sam's house
☒ At school on a school day
☐ At the park on a Saturday

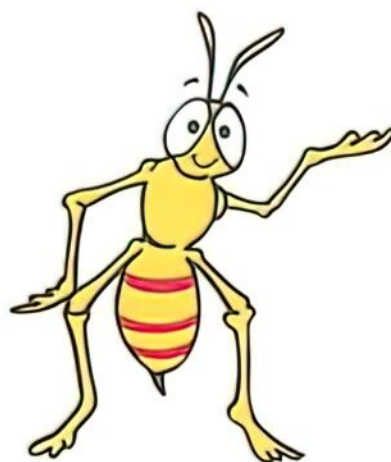
Number the plot events to show the order in which they happened.

- 2 Dominic felt sad because he thought he wasn't invited.
 3 Dominic and Sam went to Michael's house.
 1 Michael invited the boys over.



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203



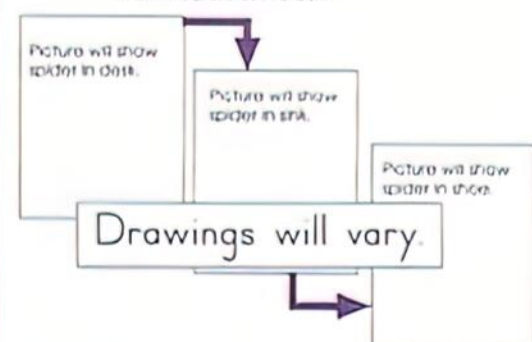
What's the Story?

- **Directions:** Read the story.

Jimmy had a rubber spider inside Ronald's desk. Ronald yelled when he opened his desk to get a book. Then, Ronald put the rubber spider in the sink. Tammy squealed when she bent down to get a drink. Finally, Tammy put the rubber spider inside Jimmy's tennis shoe. Jimmy screamed loudly at all when he saw it. The other kids giggled.



- **Directions:** Use the story map to tell what happened in the story. Draw a picture of the spider in each place it was hidden. Draw the pictures in order.



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204

Do It Yourself Setting

When Where

Directions: Cut out each phrase. Sort the phrases into two stacks. Make one stack for phrases that tell when. Make another stack for phrases that tell where. Choose a card from each stack. Write or tell a story that has the setting the cards show.

before dinner	at the park
in the kitchen	during lunch
out in space	on the road
in the morning	at the pet shop
at one o'clock	at four o'clock
at school	on a train
in winter	at the zoo
in summer	on the ice
beside a ship	during breakfast
late at night	on a snow-covered mountain

205

Critical Thinking

Directions: Use your reading skills to answer each riddle. Underline the word to check your answer. Write the correct word on the line.

I am a river, but I have two feet, not one.	I am very bright, but that doesn't make me smart.
I am a <u>king</u> (nigk)	I am the <u>sun</u> (unt)
You can turn me around, but I won't get dizzy.	I can rattle, but I am not a trolley trolley.
I am a <u>key</u> (oky)	I am a <u>snake</u> (nake)
I will give you milk, but not in a bottle.	I am a cow, but I have no nose.
I am a <u>cow</u> (ow)	I am a <u>flower</u> (ow)

207

Clues About Cats

Directions: Read the clues carefully. Then number the cats. When you are sure you are correct, color the cats.

- A gray cat sits on the gate.
- A cat with orange and black spots sits near the tree.
- A brown cat sits near the bush.
- A white cat sits between the orange and black spotted cat and the gray cat.
- A black cat sits next to the brown cat.
- An orange cat sits between the gray cat and the black cat.

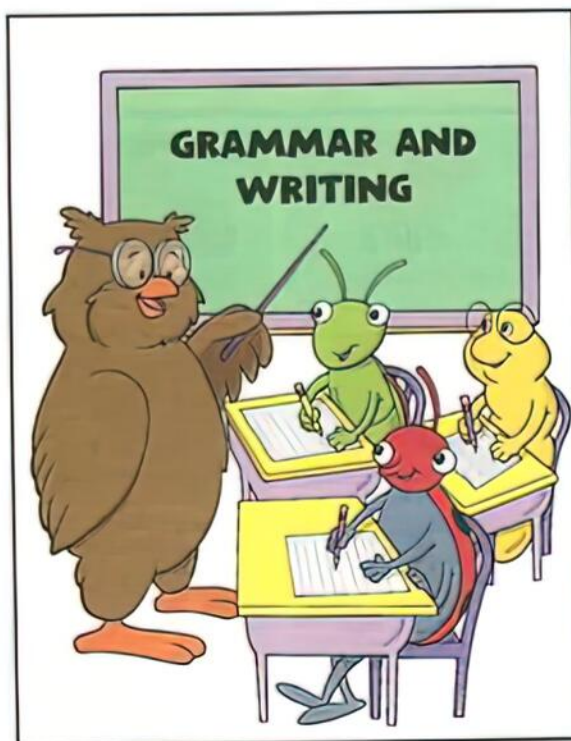
208

Hidden Meanings

Directions: Cut out the cards. Use your thinking skills to match the picture words with their meanings.

TOUCH	heart	WALKING	RUNNING
touchdown	broken heart	walking tall	running around the block
TIRE	ROADS		
flat tire	crossroads		

209



ABC Dots

Directions: Connect the dots. Begin with A. Follow the letters of the alphabet.

214


What Comes First?

The first letter of each word is used to put words in alphabetical (ABC) order.


Example: apple bee car

Directions: Underline the first letter of each word. Then, write the words in alphabetical order.


 1. baby
 2. sun


 1. hen
 2. nest


 1. dog
 2. jar






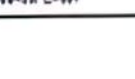

 1. girl
 2. key

215

Planting an ABC Garden

Directions: Help Mr. Murphy plant his vegetables in ABC order. Read the names of the vegetables in the word box. Write the names in the correct rows.

corn	lettuce	potatoes
onions	asparagus	radishes


asparagus

corn

lettuce

onions

potatoes

radishes

216


What's My Name?


Different words have different jobs. A naming word names a person, place or thing. Naming words are also called **nouns**.


Example: person — nurse
place — store
thing — drum


Directions: In the word box below, circle only the words that name a person, place or thing. Then, use the nouns you circled to name each picture.


teacher	up	dog	the	library
nurse	it	cowhand	cap	zoo



dog


library


teacher


cap


cowboy


zoo


217

Person, Place or Thing?


Directions: Write each noun in the correct box below.

girl	park	truck	vase
artist	tree	doctor	zoo
school	store	ball	baby


Person


 girl
 doctor
 artist
 baby

Place


 park
 school
 zoo
 store

Thing


 truck
 tree
 vase
 ball

218

Finding Nouns

A noun names a person, place or thing.

Directions: Circle two nouns in each sentence below.


 The pig has a curly tail.


 The hen is sitting on her nest.

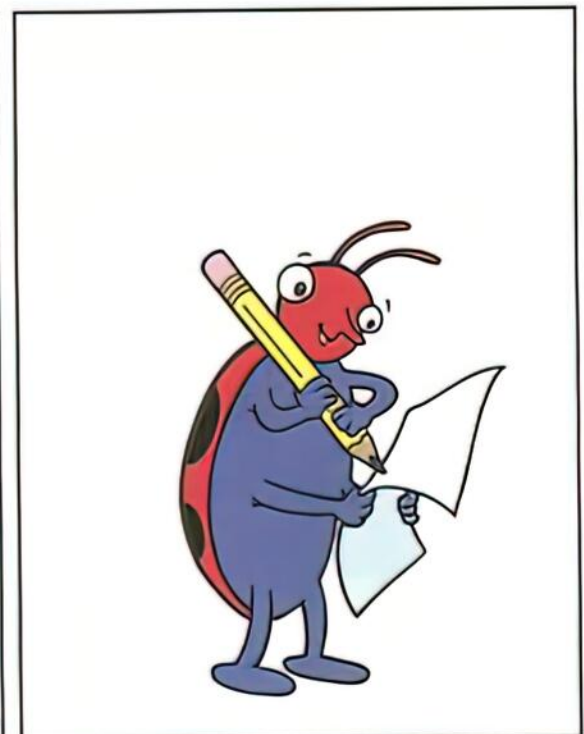

 A horse is in the barn.


 The goat has horns.


 The cow has a calf.


 The farmer is painting the fence.

219



Nouns at Play

• **Directions:** Complete each sentence with the correct noun from the word box. Write the noun on the line.

ducks boys
dog tree
run bird



1. A big tree grows in the park.
2. The sun is in the sky.
3. A dog dug a hole.
4. Three ducks swim in the water.
5. A bird sits on its nest.
6. Two boys fly a kite.

220

Proper Nouns

Some nouns are special. They name particular persons, places and things. They are called **proper nouns**. Proper nouns always begin with capital letters.

Example: person — Gina
place — Main Street
thing — Golden Gate Bridge

• **Directions:** Fill in the circle beside the sentence that is written correctly.

- ☒ Jason calls his dog Ben.
☐ Jason calls his dog ben.



- ☐ My friend comes from china.
☒ My friend comes from China.

- ☐ The winner is a horse named lucky.
☒ The winner is a horse named Lucky.



- ☒ Both gave Mrs. Jackson an apple.
☐ Both gave mrs. jackson an apple.

221

One or More Than One?

• **Directions:** Circle the correct word under each picture.



hat (hats)



car cars



frog (frogs)



shirt (shirts)



cloud (clouds)



wheel (wheels)



dish (dishes)



glass (glasses)

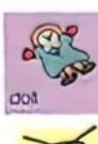


fox (foxes)

222

How Many Toys?

• **Directions:** Read the nouns under the pictures. Write each noun under **One** or **More Than One**.



One

More Than One

boat

drum

jet

doll

cars

balls

yo-yos

blocks

223

Making Nouns Plural

A **plural noun** means more than one. Add **s** to most nouns to make plural nouns.

Example: Penny has one dog.
Jerry has two dogs.

• **Directions:** Write the plural form of the nouns below.



flower

flowers



girl

girls



squirrel

squirrels



toy

toys



wagon

wagons



turtle

turtles

224

One Is Not Enough!

A **plural noun** means more than one. To make nouns that end in **s**, **ss**, **sh** or **ch** plural, add **es**.

Example: Barry filed one box with sand.
Barry filed four boxes with sand.

• **Directions:** Write the plural form of each noun below.



peach

peaches



brush

brushes



fox

foxes



dress

dresses



bus

buses



witch

witches

225

Use the Clues

• **Directions:** Write each word from the word box in the correct place. Remember that plural forms usually end in s.

kites star chick foxes matches lunch

One

More Than One (Plural)

226

Ready, Set, Go!

An action word tells what a person or thing can do.

Example: Fred kicks the ball.

• **Directions:** Read the words below. Circle words that tell what the children are doing.

jump boy, sleep bed, talk, skate, rimona, hop, edward, sing, song, swim, doris, story, read

227

Action Words

• **Directions:** Underline the action word in each sentence. Then, draw a line to match each sentence with the correct picture.

The dog bark.

The bear by.

A fish swim.

A monkey swing.

A turtle crawl.

A boy trick.

228

What Is a Verb?

A verb is an action word. A verb tells what a person or thing does.

Example: Jane reads a book.

• **Directions:** Circle the verb in each sentence below.

Two tiny dogs dance.

The bear climbs a ladder.

The clown falls down.

A tiger jumps through a ring.

A boy eats popcorn.

A woman swings on a trapeze.

229

Verbs With One

Some verbs tell what one person or thing does. Most of those verbs end in s.

Example: Boys like pets. One boy likes pets.

• **Directions:** Add s to each verb to make it tell about one. Write the verb.

Many fish swim. One fish swims.

Eagles glide. One eagle glides.

Rabbits hop. One rabbit hops.

Dogs bark. One dog barks.

Birds sing. One bird sings.

230

Using Is, Are and Am

The words is, are and am are special verbs.

Use is to tell about one person or thing.

Use are to tell about more than one.

Use are with the word you. Use am with the word I.

• **Directions:** Write is, are or am in each sentence below.

The lake is deep.

Many fish are under the water.

I am at the lake.

Let's is with me.

We are busy catching fish.

You are welcome to join us.

231



Now or in the Past

A verb can tell about something that happened in the past. For most verbs, add **ed** to tell about the past.

Example: Today, Tara and Jim **walk** to school. Yesterday, Tara and Jim **walked** to school.



• **Directions:** Write the correct verb in each sentence.

Two weeks ago, a puppy **followed** me home.

The puppy **seemed** hungry.

Last week, we **looked** for its owner.

From the puppy and I **play** every day.

She **waits** at home for me when I am at school.

Doubling Final Consonants

Most verbs add **ed** to tell about the past. For verbs that end in a single consonant, double the consonant before adding **ed**.



Example: Bunnies **hop** into the garden. Bunnies **hopped** into the garden.

• **Directions:** In each sentence, circle the verb spelled correctly.

The boy **peted** the dog. **petted**

In our game, I **tagged** you. **tagged**

My chair **pped** over. **topped**

Your kitten **rubed** against my leg. **rubbed**

The man **pped** down the street. **ped**

232

233

Writing About the Past

Most verbs add **ed** to tell about the past.

For verbs that end in a silent **e**, drop the **e** before adding **ed**.

For verbs that end in a consonant and **y**, change the **y** to **i** before adding **ed**.

Example: Today, we **like** planes. Planes **carry** us far. Long ago, people **liked** horses. Horses **carried** them far.



• **Directions:** In which sentence is the verb spelled correctly? Fill in the circle beside that sentence.

- ☐ For many years, people tried to fly.
☒ For many years, people tried to fly.

- ☐ Some people moveed their arms up and down quickly.
☒ Some people moved their arms up and down quickly.

- ☒ Others hoped for magic carpets.
☐ Others hopeed for magic carpets.

- ☐ At last, an airplane staid in the air.
☒ At last, an airplane stayed in the air.

- ☒ Later, bulden copied the first plane.
☐ Later, bulden copyed the first plane.

Verbs That Change

Some verbs change in special ways to tell about the past; here are a few important verbs that change in special ways.

• **Directions:** In each sentence, write a verb from the box to tell about the past.

Now	Past	Now	Past
come	came	move	moved
eat	ate	run	ran
have	had	write	wrote



My grandmother **wrote** me a letter.

At lunch yesterday, I **ate** an orange.

Last week, we **came** home from a trip.

This morning, we **ran** in a race.

Last winter, I **had** some fun gloves, but now I have real ones.

Using Was and Were

Use **was** and **were** to tell about the past. Use **was** to tell about one person or thing. Use **were** to tell about more than one person or thing. Always use **were** with the word **you**.



• **Directions:** Write **was** or **were** in each sentence below.

Lon **was** in the second grade last year.

She **was** eight years old.

Carmen and Judy **were** friends.

They **were** on the same soccer team.

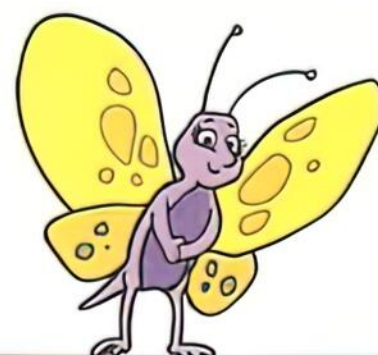
I **was** on the team, too.

You **were** too young to play.

234

235

236



Using the Verb Give

Use **give** and **gives** to tell about now. Use **gave** to tell about the past.

• **Directions:** Write **give**, **gives** or **gave** in each sentence below.

Imha gave a party last week.

Danahon give me a rain.

I give my dog some water every day.

Ja gave the pencil to me yesterday.

The teacher always gives a test on Friday.

The gave me a fun on the teacher yesterday.

237

Contraction Action

You can combine two words to make one new word. If you leave out a letter and add the mark ' in its place, you make a **contraction**. To make some contractions, combine a verb and the word **not**.

Example: a + not = an't = an't

• **Directions:** Match these verbs and the word **not** with the contractions.

does + not → doesn't
should + not → shouldn't
is + not → isn't
have + not → haven't

• **Directions:** Choose the contraction for the underlined words. Fill in the circle beside the correct contraction.

The baby couldn't see his sister.
☒ couldn't
☐ can't

The man worried though.
☐ hasn't
☒ wasn't

She wasn't go away for long.
☐ doesn't
☒ wouldn't

238

Words That Describe

Some words describe a person, place or thing. These words tell more about a naming word.

Example: The shoe is old.

• **Directions:** Read these words that describe. Write the correct word under each picture.

cold round funny
light sad fat

cold light
funny fat
sad round

239

Describe It!

• **Directions:** Match the describing word with the correct picture.

red hot sweet wet fat

fat hot sweet wet red

240

Tell Me More!

A **describing word** tells about a noun. It can tell what kind, what color, what size, what shape or how many.

• **Directions:** Write a describing word in each sentence below. Use the words in the box.

green big three round bushy six

A big bear has big teeth.

A bushy cat has a bushy tail.

A six legs has six legs.

The green frog will become a green frog.

The three hanging by their tails.

An round eye has round eyes.

241

What Is It Like?

Describing words tell about persons, places and things. They can tell how things look, taste, sound or feel.

• **Directions:** Circle two describing words in each sentence below.

The white kitten is furry.

Noisy squirrels ran up a tall tree.

The old book is torn.

The apple was sweet and crisp.

The bright sun is warm.

Yellow ducks swam in a little pond.

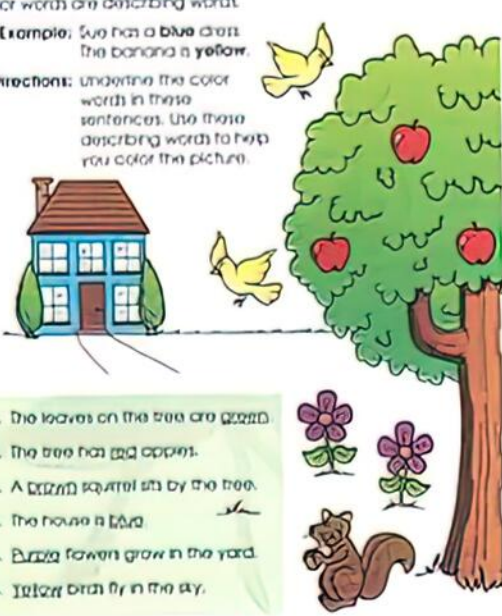
242

What Color Is It?

Color words are describing words.

Example: Sue has a blue dress.
The banana is yellow.

Directions: Underline the color words in these sentences. Use those describing words to help you color the picture.




1. The leaves on the tree are green.
2. The tree has red apples.
3. A yellow squirrel sits by the tree.
4. The house is blue.
5. Pink flowers grow in the yard.
6. Yellow birds fly in the sky.

243

Weather Words

Weather words are describing words. They tell what kind.



Directions: Write the correct weather word on the line in each sentence.

We can build a snowman on a snowy day.

You need an umbrella on a rainy day.

Your hat may blow off on a windy day.

You may wear sunglasses on a sunny day.

We may not see the sun on a cloudy day.


244

How Many Do You See?

Number words are describing words. They tell how many.

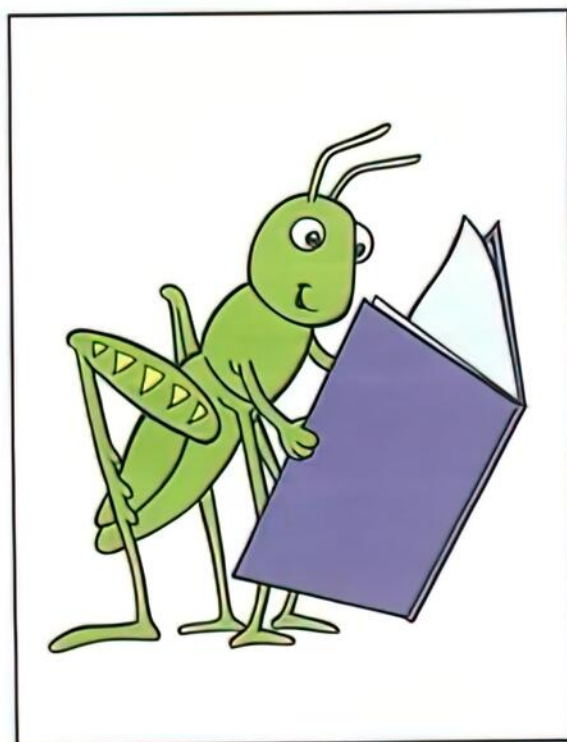
Example: Two ants crawled across the table.

Directions: Read the sentences below. In each sentence, underline the describing word that tells how many. Then, look at the picture. Write an X after the sentence that was an incorrect number word.



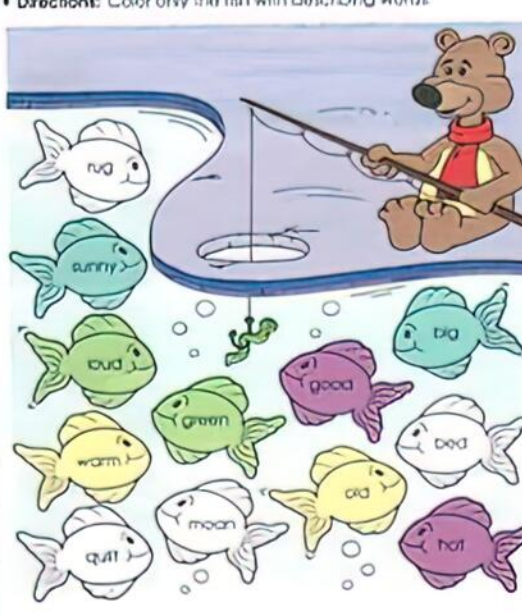
1. Four spiders hung in the doorway.
2. The witch held three apples.
3. In the window were two jack-o'-lanterns.
4. One cat sat under the table.
5. Eight bats hung upside down.

245



Fish for Describing Words

Directions: Color only the fish with describing words.

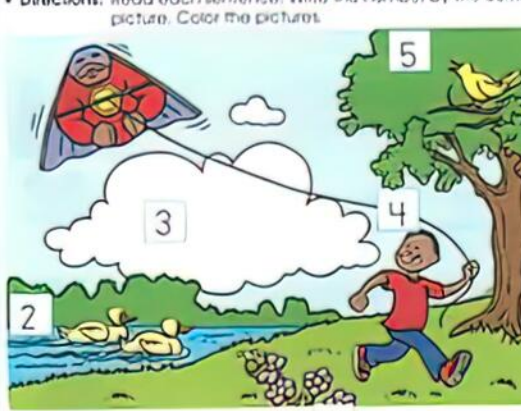


246

Telling the Whole Story

A sentence tells a whole idea.

Directions: Read each sentence. Write the number by the correct picture. Color the pictures.



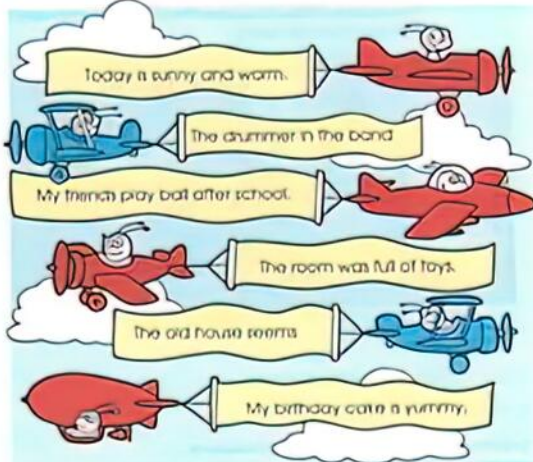
1. A bee is on the flower.
2. Two ducks are in the pond.
3. Big clouds are in the sky.
4. The boy has a new kite.
5. A bird sits in the tree.

247

Choosing Sentences

A sentence must tell a whole idea.

• **Directions:** Read each group of words. Color the airplane red if the words make a sentence. Color the airplane blue if the words do not make a sentence.



Today is sunny and warm.

The drummer in the band.

My friends play ball after school.

The room was full of toys.

The old house seems.

My birthday cake is yummy.

• **Directions:** Answer the question. How many sentences do you have? 4

248

Writing Sentences Right

A sentence always begins with a capital letter.

Example: The sun is shining.

• **Directions:** Write each sentence correctly.

the wind is strong.

The wind is strong.

we made a snowman.

We made a snowman.

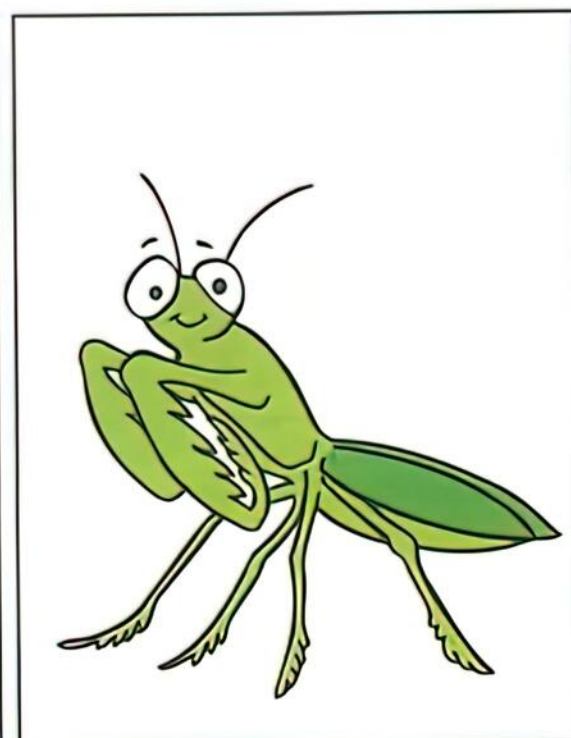
puddles are fun.

Puddles are fun.

leaves fell all day.

Leaves fell all day.

249



A Big Finish

Every sentence ends with one of these end marks: . ? !

• **Directions:** Fill in the circle beside the sentence that is written correctly.

☒ Terry has new skates.

☐ Terry has new skates.

☐ Watch her zoom.

☒ Watch her zoom!

☒ Does she wear pants on her knees?

☐ Does she wear pants on her knees.

☐ Wear a helmet when you skate.

☒ Wear a helmet when you skate.

☒ Skating is fun!

☐ Skating is fun.

250

Sentence Building Blocks

Every sentence has two parts: the **naming part** tells who or what is doing something. The **action part** tells what the person or thing does.

• **Directions:** Match each naming part with an action part that makes sense.

Naming part	Action part
My sister	has wings.
That bird	likes ice cream.
The little boy	cycles.
The goat	takes a picture.
The horse	eats grass.
Mom	writes by the car.
Mia	reads in the car.
Uma Army	pushes the car.

251

Completing Sentences

• **Directions:** Each sentence is missing either a naming part or an action part. Fill in the circle beside the group of words that forms the missing part.

My neighbor _____

☒ is having a yard sale today. ☐ in the house next door.

One man _____

☐ at the table. ☒ buys old books.

_____ look for old toys.

☒ Many people ☐ in the morning.

_____ wants an old checkers game.

☐ By the door ☒ My brother.

Two ladies _____

☒ buy an old toy chest. ☐ a teddy bear.

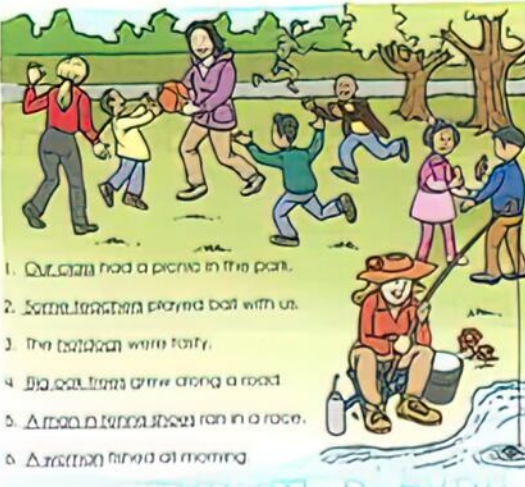
252

Finding Naming Parts

The naming part of a sentence tells who or what is doing something.

Example: The chimp on a bike rode in a circle.

Directions: Underline the naming part in each sentence below.




1. Our class had a picnic in the park.
2. Some teachers played ball with us.
3. The children were happy.
4. Big, tall trees grew along a road.
5. A group of runners ran in a race.
6. A teacher lined up the class.

Part of a Sentence

253

Writing Naming Parts

Directions: Read the naming parts in the tent. Write one of the naming parts to begin each sentence.



1. Todd and Clint went camping.
2. The old tent was hard to set up.
3. A big wind blew the tent.
4. Black clouds filled the sky.
5. Rain fell on the tent.

Part of a Sentence

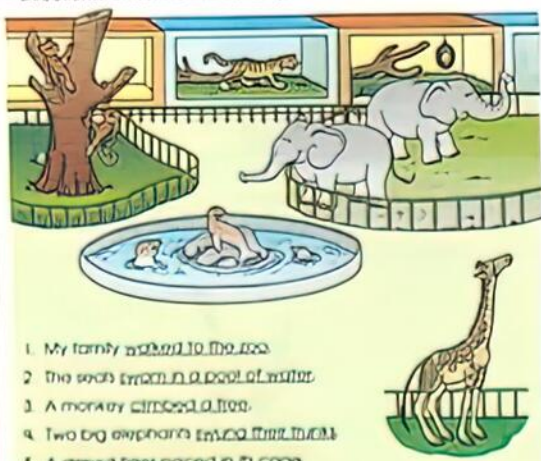
254

Action at the Zoo

The action part of a sentence tells what the naming part is doing or did.

Example: The zookeeper opened the gate.

Directions: Underline the action part in each sentence below.




1. My family went to the zoo.
2. The seals swam in a pool of water.
3. A monkey climbed a tree.
4. Two big elephants walked through the tall grass.
5. A striped tiger roared in its cage.
6. The giraffe looked at the crowd.

Part of a Sentence

255

It's Time for Action!

Directions: Write one of these action parts to finish each sentence.



came from the roof
put out the fire
raced to the fire
blew loudly
held a big hose
put out the fire

The fire truck raced to the fire

The wind blew loudly

The fire came from the roof

The fire held a big hose


The fire put out the fire

Part of a Sentence

256

Circus Sentences

Directions: The boxes at the bottom of this page have sentence parts. Some are naming parts. Some are action parts. Cut out all the boxes. Look at each picture. Give the correct naming part and action part beside each picture. Read each sentence that you make.




The dog	is barking.
The balloons	go up in the sky.
An elephant	leads the parade.
The lion	wears a costume.

Part of a Sentence

257

Is Anything Missing?

Directions: Read each group of words. Is it a complete sentence that tells a whole idea? Is it missing a naming part? Is it missing an action part? Fill in the circle beside the correct answer.



a going to the big game tonight

☐ Complete sentence
☒ Missing a naming part
☐ Missing an action part

The fans cheer for their team.


☒ Complete sentence
☐ Missing a naming part
☐ Missing an action part

Hot dogs

☐ Complete sentence
☐ Missing a naming part
☒ Missing an action part

The cheerleaders jump and yell for our team.

☒ Complete sentence
☐ Missing a naming part
☐ Missing an action part



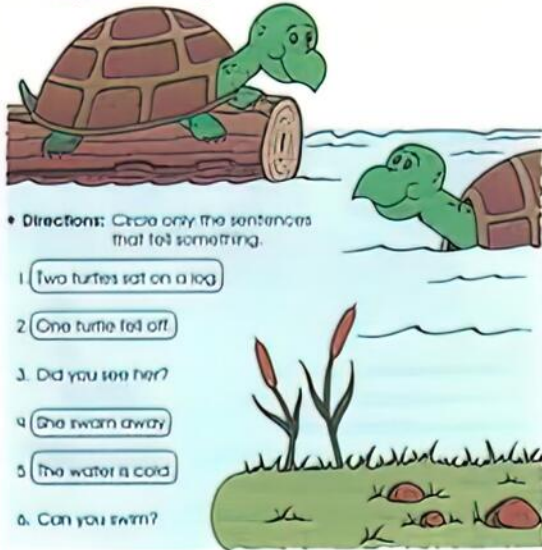
Part of a Sentence

259

Sentences That Tell

Some sentences tell something. Every **telling sentence** ends with a period.

Example: The bird sings.



• Directions: Circle only the sentences that tell something.

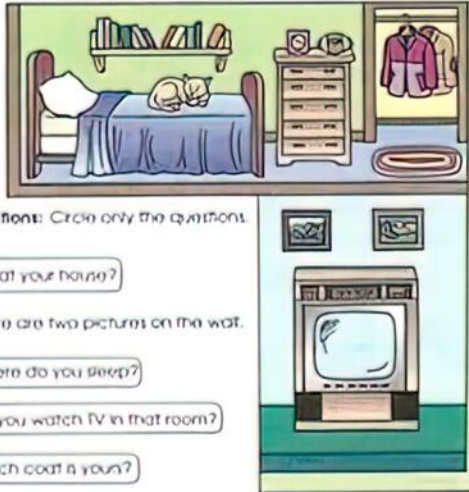
1. Two turtles sat on a log.
2. One turtle fell off.
3. Did you see her?
4. One swam away.
5. The water is cold.
6. Can you swim?

Work of Dornier

Sentences That Ask

Some sentences ask something. An **asking sentence** is called a **question**. A question ends with a question mark.

Example: What is your name?



• Directions: Circle only the questions.

1. Is that your house?
2. There are two pictures on the wall.
3. Where do you sleep?
4. Do you watch TV in that room?
5. Which coat is yours?
6. The kitten is asleep.

Work of Dornier

Questions, Questions



A question begins with a capital letter and ends with a question mark.

• Directions: Write each question correctly on the line.

Is our class going to the Science Museum?

Will we see dinosaur bones?

Does the museum have a mummy?

Does the museum have a mummy?

Does the museum have a mummy?

Does the museum have a mummy?

Work of Dornier

260

261

262

Are You Telling or Asking?

A **telling sentence** ends with a period. A **question** ends with a question mark.



• Directions: Read each sentence. Put the correct end mark after each sentence.

1. Is winter coming?
2. Snow is falling in the woods.
3. The trees are covered with snow.
4. Is the bear lost?
5. The bear is looking for his cave.
6. The bear is cold and sleepy.
7. Is the bear ready for a long nap?
8. Will the bear sleep all winter?

Work of Dornier

Changing Sentences

The order of words can change a sentence.

Example: **Telling sentence:** The girl can jump high.
Asking sentence: Can the girl jump high?

• Directions: Read each telling sentence. Change the order of the words to make a question. Write your question on the line.



The clown is happy.

Is the clown happy?

The boy can swim.

Can the boy swim?

The bell will ring.

Will the bell ring?

The popcorn is hot.

Is the popcorn hot?

Work of Dornier

I'm So Excited!

The end mark **!** shows that you are excited. Use it to end a sentence that shows strong feelings.

Example: What a beautiful day this is!

• Directions: Read these sentences. Write **!** or **?** after each sentence.

1. What a great day this is for a race!
2. Who is running in the race?
3. How fast they run!
4. Who will finish first?
5. The runners are off!
6. Run faster!
7. Can you see the finish line?
8. I won the race!

Work of Dornier

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Follow My Directions.

You can write orders in sentences. If you are excited, end your order with an exclamation point. If you are not excited, end your order with a period.

Example: Watch out for that hole in the road!
Ride slowly.

Directions: Fill in the circle beside the sentence that is written correctly.

- ☒ Follow these steps to find the treasure.
- ☐ Follow these steps to find the treasure?

- ☐ First, go to the old tree?
- ☒ First, go to the old tree.

- ☒ Watch out for angry bees!
- ☐ Watch out for angry bees?

- ☐ Take five steps toward the big rock?
- ☒ Take five steps toward the big rock.

- ☒ Dig for the treasure. Hurry!
- ☐ Dig for the treasure? Hurry.

- ☐ Look at all my gold and jewels?
- ☒ Look at all my gold and jewels!



Sentence Combining

Two sentences can become one sentence. Use the word **and** to join them. Leave out words that are repeated.

Example: I have a bat. I have a bat.
I have a bat **and** a bat.



Directions: Read the two sentences. Write them as one sentence.



My friend has a cat. My friend has a dog.

My friend has **a cat and a dog**.

I eat with a fork. I eat with a spoon.



I eat with **a fork and a spoon**.

Dad needs a rake. Dad needs a basket.

Dad needs **a rake and a basket**.

The rabbit likes carrots. The rabbit likes peas.



The rabbit likes **carrots and peas**.

Using and in Sentences

Two sentences can become one sentence. You can use the word **and** to join them.

Examples: Maria sings. The hums, too. Maria **sings and hums**.
Maria sings. Sean sings, too. Maria **and** Sean sing.

Directions: Read the two sentences. Write them as one sentence.



I read books. I write books, too.

I read and write books.

Jim skis. Ida skis, too.



Jim and Ida ski.



Austin runs. He kicks.

Juan runs and kicks.

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Combining Sentences

Directions: Read the two sentences. Find the sentence path below that tells the same idea. Cut out and glue the sentence parts to make one sentence.



Snow fell yesterday.
Snow fell today.

Snow fell yesterday and today.



Luis plays soccer.
Luis plays basketball.

Luis plays soccer and basketball.



The clown did tricks.
The clown danced.

The clown did tricks and danced.

Pulling It All Together

Directions: Read the two sentences. Write them as one sentence.



Birds live in the tree. Squirrels live in the tree.

Birds and squirrels live in the tree.

Dad washed the car. Dad waxed the car.

Dad washed and waxed the car.

Mom planted beans. Mom planted corn.

Mom planted beans and corn.

One Word at a Time

A sentence makes sense when the words are in order.

Directions: Write the numbers 1, 2, 3 and 4 in the circles to put the words in order. Write the words in the correct order to make a sentence.



4 2 3 1
painting doghouse needs the

The doghouse needs painting.



2 1 4 3
have I paint red

I have red paint.



4 3 2 1
happy very is spot

Spot is very happy.

269

271

272



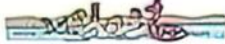
Groups of Words

Changing groups of words in a sentence changes the meaning.

Example: The boy is in the car.



The boy is in the water.



• Directions: Cut out and glue a word group to complete each sentence. Draw a picture to show the meaning of the sentence. Color the picture.

Answers may vary.

1. The fish _____ in the bowl _____ a yellow.

Drawings will vary.

2. I saw a kid _____ with a steady face.

3. That box _____ of oranges _____ a young.

Building Sentences

Word Order

Changing the order of the words in a sentence may change the meaning.

Example: The dog chased the cat.

The cat chased the dog.

• Directions: Read the sentence pairs. Circle the sentence that goes with the picture.

The boy hit the ball.

The ball hit the boy.



The giant watched the elf.

The elf watched the giant.



The teacher read to the girl.

The girl read to the teacher.



The baby laughed at the father.

The father laughed at the baby.



The frog jumped over the rabbit.

The rabbit jumped over the frog.



Building Sentences

What Kind?

Words that describe make a sentence better.

Example: I have a coat.

I have a red coat with many pockets.

• Directions: Read each sentence. Write a word from the box on each line to make the sentences more interesting. Draw a picture of each sentence.

bright

strong

elf

brave

graceful

precious



Answers may vary.

a model.

The graceful giant won.

Drawings will vary.

a bright model.

The twins are in the sofa.

The precious twins

are in the strong sofa.

Building Sentences

273

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How Does It Happen?

A sentence can tell what a person or thing does. It can also tell how, when or where the person or thing does the action.

Example: Ada walked. How? When? Where? quickly then from the room.

• Directions: In each sentence, write a word or words to answer the question. If you like, use words from the box.

noisy in the show at night before lunch on the stage
loudly around nearby in the yard with energy

Answers may vary.

My dog was barking loudly How?



My dog was barking at night When?

Dave sang in the show Where?

The girls play nearby Where?

They play with energy How?

Building Sentences

A Sentence That Grows

A sentence can tell more and more.

• Directions: Make the underlined sentence grow by writing a word on each line. On another paper, draw a picture of the last sentence.



Sample answer:

Like the elephant.

I see the hungry elephant.



I see the hungry elephant

eating peanuts

I see the hungry elephant

eating peanuts

on his stomach by the fence

Building Sentences

Another Growing Sentence

• Directions: Complete the first sentence. Make it grow by writing a word on each line. On another sheet of paper, draw a picture of the last sentence.



Sample answer:

I found my jacket

I found my jacket in the closet

I found my red jacket in the

closet under a

box

Building Sentences

277

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Joining Sentences

You can join sentences to tell more.

Example: Linda went to the store, and I met her there.
Linda went to the store, but she didn't buy anything.

Directions: What can you join to the sentence to make it tell more? Fill in the circle beside the right ending.

It snowed yesterday, and

- ☒ my friends and I made a snowman.
- ☐ flowers are pretty.

Jerry had a party, but

- ☐ some people skate well.
- ☒ not everyone could come.

This book is long, but

- ☐ carrots are good for you.
- ☒ it is not hard.

The baseball game was called off, and

- ☐ we like to swim.
- ☒ I went home.

Building Sentences

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More on Joining Sentences

You can join sentences to tell more about something.

Example: Julian read a book.
Julian read a book when he got home.

Directions: Read each sentence. Cut and glue to make the joined sentences tell more.

Tom likes to go to the library.

Tom likes to go to the library when he has free time.

Pete did not do his homework.

Pete did not do his homework because he was sick.

Will you call me?

Will you call me as soon as you can?

Tina is saving her money.

Tina is saving her money because she wants a bike.

Building Sentences

281

Adding Why

You can make sentences that tell more. You can add why something happened.

Directions: Read the beginning of each sentence. Complete each sentence by telling why something happened.

There was no school yesterday because

Jerry had a party because

I am leaving now because

Answers will vary

Building Sentences

283

Telling a Story in Order

Tell the events of a story in the order they happened. Use the words first, next and last to make the order clear.

Directions: The three pictures tell a story. The sentences should tell the same story. Read the given sentence. Then, write two sentences to complete the story.

Sample answer:

First: Kim found a bird that was hurt.

Next: Kim took the bird to a vet who helped it.

Last: The bird flew away.

Order of Events

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What Happened Next?

Sentences can tell about events in the order they happened.

Directions: Read the sentence. Write two sentences to tell what two things could happen next. Draw a picture to match an event in your story.

Sample answer: a shelter to choose a new pet.

The dog wagged its tail and begged.

Sally chose the dog as her new pet.

Drawings will vary

Order of Events

285

Using Sentences in Order

Sentences can tell events in a story in order.

Directions: Write 1, 2 and 3 in the circles to tell what happened to Harry first, second and third. Then, write a sentence to tell about each picture. You can use the words from the box in your sentences if you need them.

boat
catch
caught
fight
fish
taught
pole
prout

Answers will vary

Order of Events

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