

Macmillan/McGraw-Hill

READING
Triumphs
INTERVENTION

GRADE 2

Practice Book

Annotated Teacher's Edition

- Phonics
- Structural Analysis
- High-Frequency Words/Vocabulary
- Comprehension
- Fluency
- Take-Home Stories





Dear Family Member or Caregiver:

Welcome! This year your child will be building important reading skills. By working together, you and your child can become partners in learning.

Each week your child will bring home

- a Fluency passage that he or she will read to you.
- a Take-Home Story for the two of you to read together and discuss.

Using these brief texts, you can help your child review vocabulary words and practice key reading skills taught that week.

Your interest, praise, and encouragement are sure to lead to your child's success in school. Here's to an exciting year of learning!

Yours truly,

B

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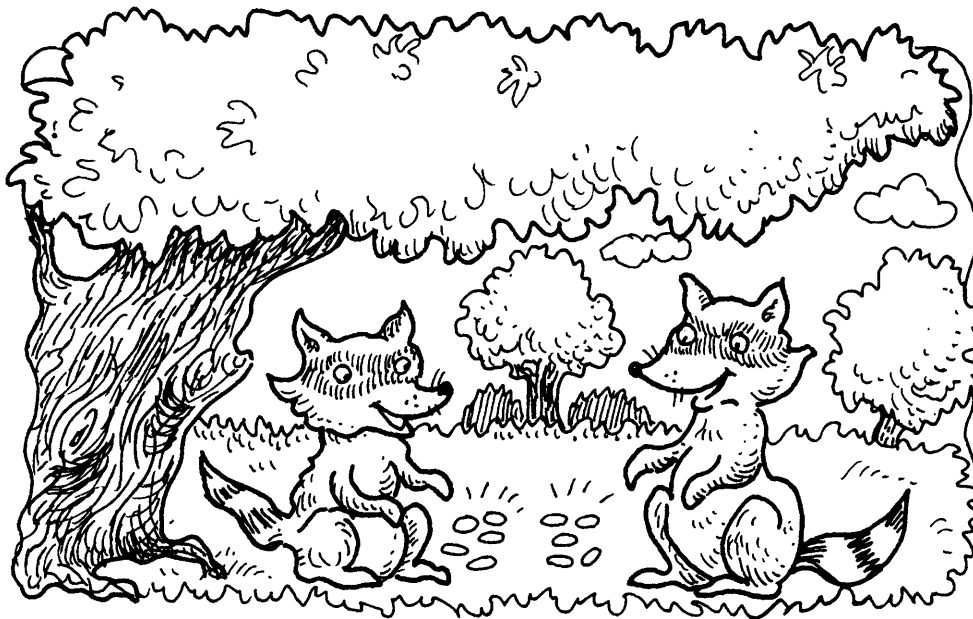
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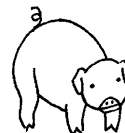
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Name _____



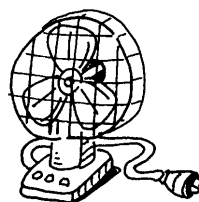
hat



pig

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

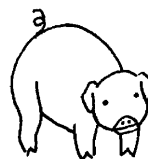
1. Dan has a _____ fan _____.
fin **fan** fat



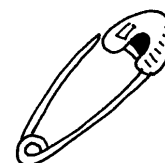
2. Dad has ham and eggs in a _____ pan _____.
pan pat cat



3. The _____ pig _____ is big.
bag fig **pig**



4. She will fix her dress with a _____ pin _____.
pin pan pit



B. What letter makes the short *a* sound?

a

What letter makes the short *i* sound?

i

Name _____

The letters **-s** or **-es** can be added to a word to mean “more than one.”

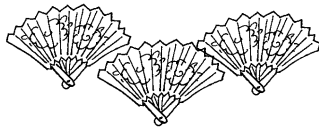
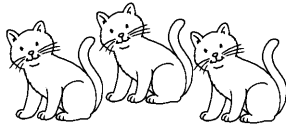
A. Add -s or -es to these words to name the pictures. Then write the new words on the lines.

fan

cat

miss

kiss

1. fans2. kisses3. misses4. cats

B. Add -s or -es to the words that can mean more than one. Write the new words on the lines.

1. Who has ham and egg? eggs2. Pam has six cat. cats3. Jan got kiss. kisses4. Sam has bat. bats

Name _____

A. Vocabulary Words: Cloze Paragraph Write the missing words to complete the sentences.

look

she

the

who

____ **Who** ____ is Jill? Jill is ____ **the** ____ cat.

____ **She** ____ is sad. ____ **Look** ____, Dad will pat Jill's

back.

B. Vocabulary Strategy: Dictionary Write the following words in alphabetical order.

No Order

ABC Order

who

look

the

she

she

the

look

who

Name _____

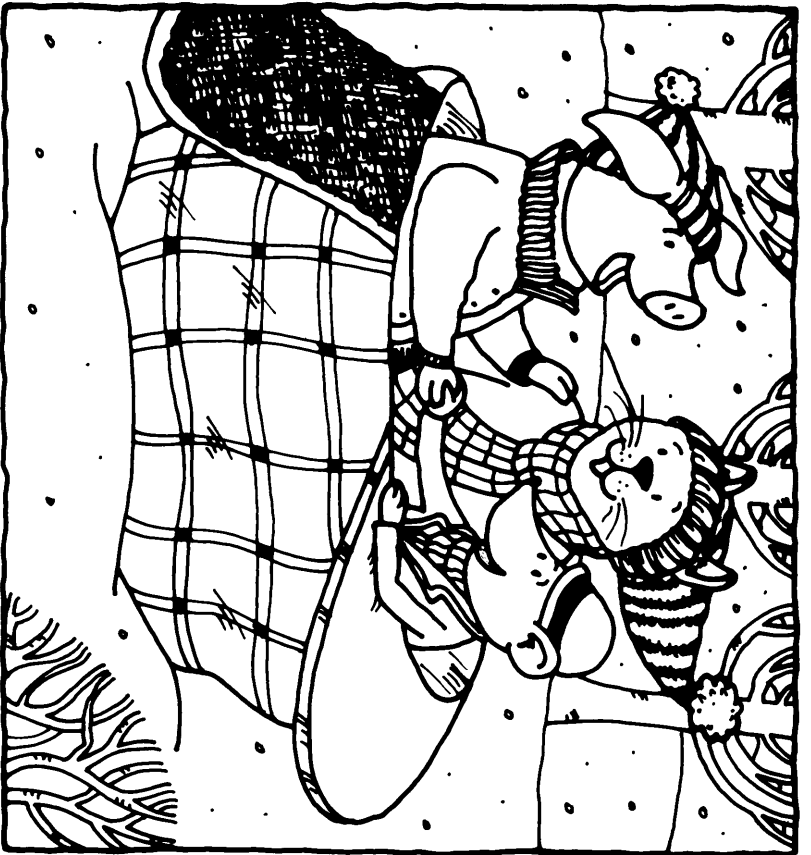
The **setting** is where the story happens.

The **characters** are the people or animals in the story.

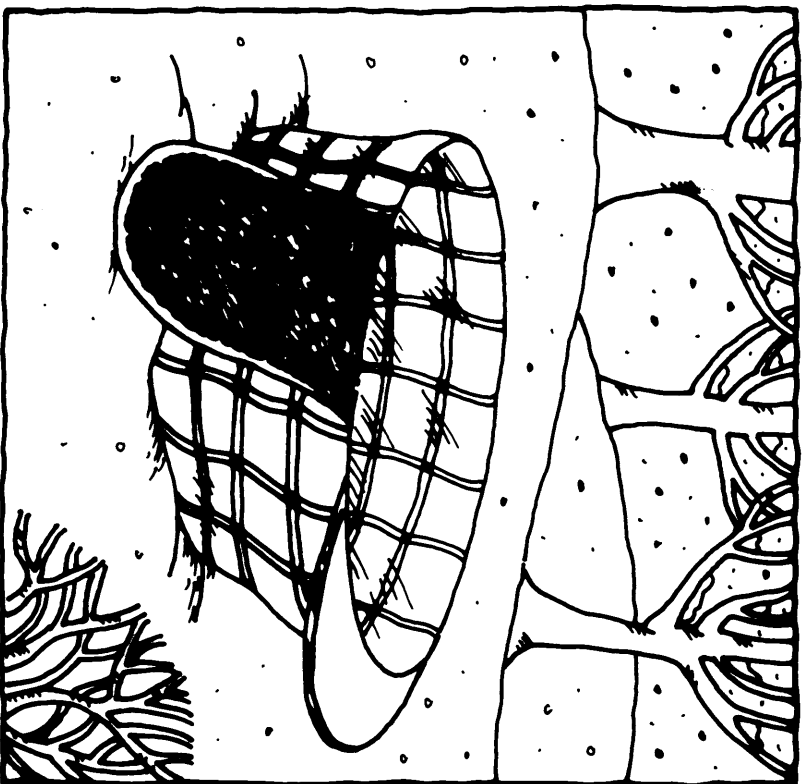
As you read “The Hat,” fill in the Character and Setting Chart.

Character	Setting

The Hat



Pig can fit in it.
It is a big hat!



Look at the hat.
Who can fit in it?

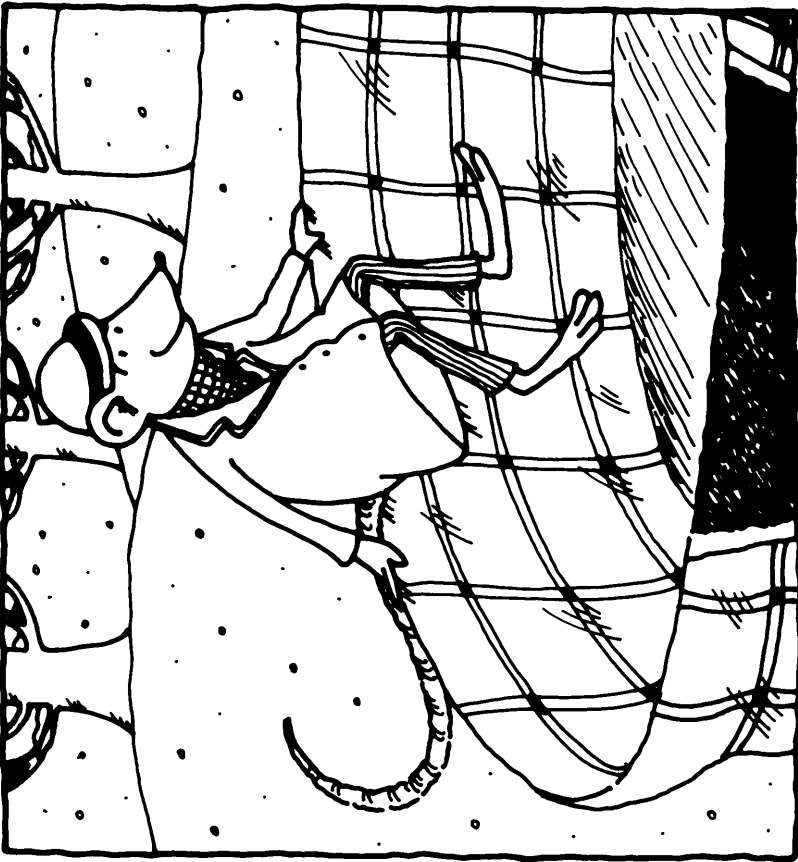
4

High-Frequency Words:
Circle the words look, the,
and who in the story.



At Home:
Ask your child
to read the book
aloud to you.

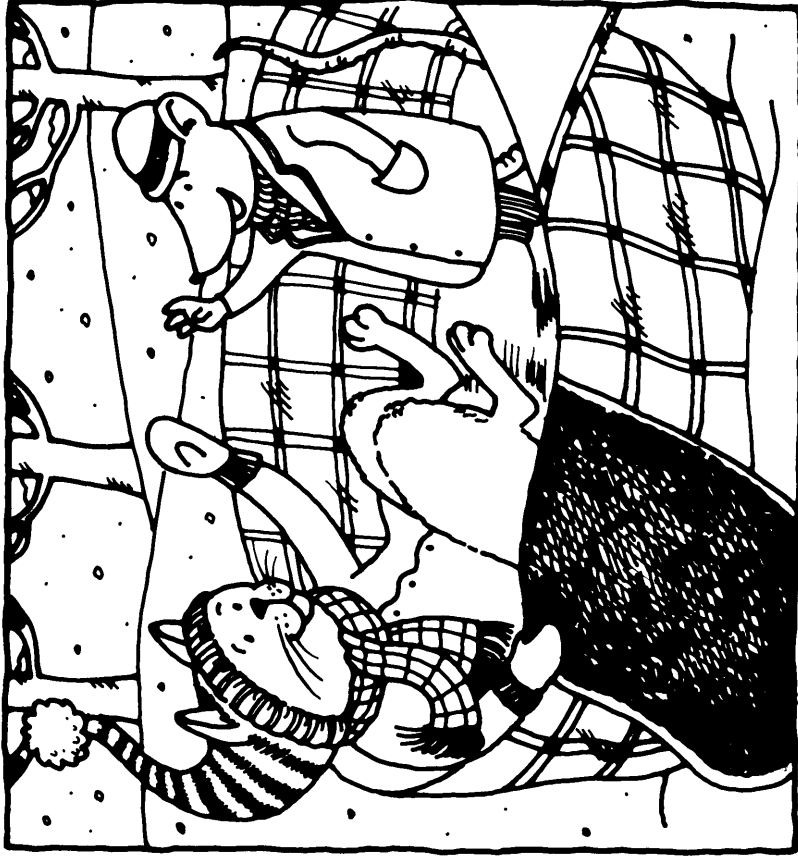
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Rat can fit in it.

Phonics: Circle the **short a** words in the story. Underline the **short i** words.

2

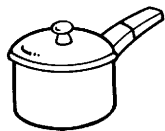


Cat can fit in it.

Comprehension: Who are the characters in this story?

3

Name _____



pot



pen



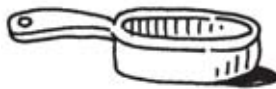
bug

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

1. jet



2. cup



3. top



10

**B. Read each word. Then write a word from above that has the same vowel sound.**1. net _____ jet2. up _____ cup3. mop _____ top

You can add **-ed** to words to make new words that tell about the past.

A. Add the *-ed* ending to make the word in bold.

Example: Dad **mixed** the eggs.

mix + ed = mixed

1. Sam **fixed** the cab.

fix + ed = fixed

2. I **spelled** it well.

spell + ed = spelled

3. Kit **helped** Ted.

help + ed = helped

4. Matt **acted** mad.

act + ed = acted

B. Write two sentences about something that happened in the past. Use the word *acted* in one sentence. Use the word *fixed* in the other.

1. _____

2. _____

Name _____

A. Vocabulary Words: Cloze Paragraph Write the missing words to complete the sentences.

said

you

eat

help

The pup is sick. Mom and I help the pup.

“Can you get ham? The pup will eat

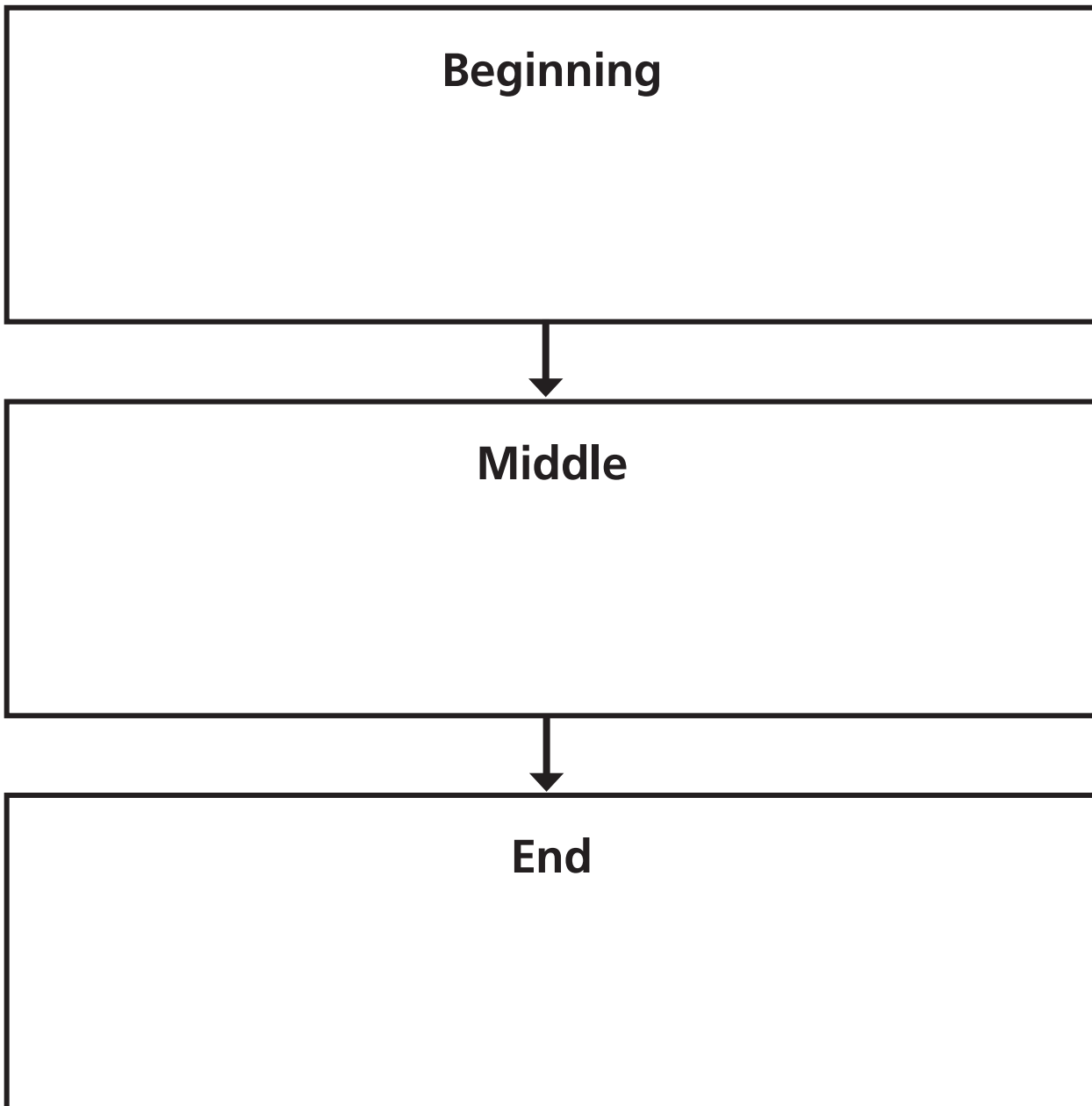
it,” Mom said .

B. Vocabulary: Word Parts Read the words in each row. Circle the word that tells about something that happened in the past.

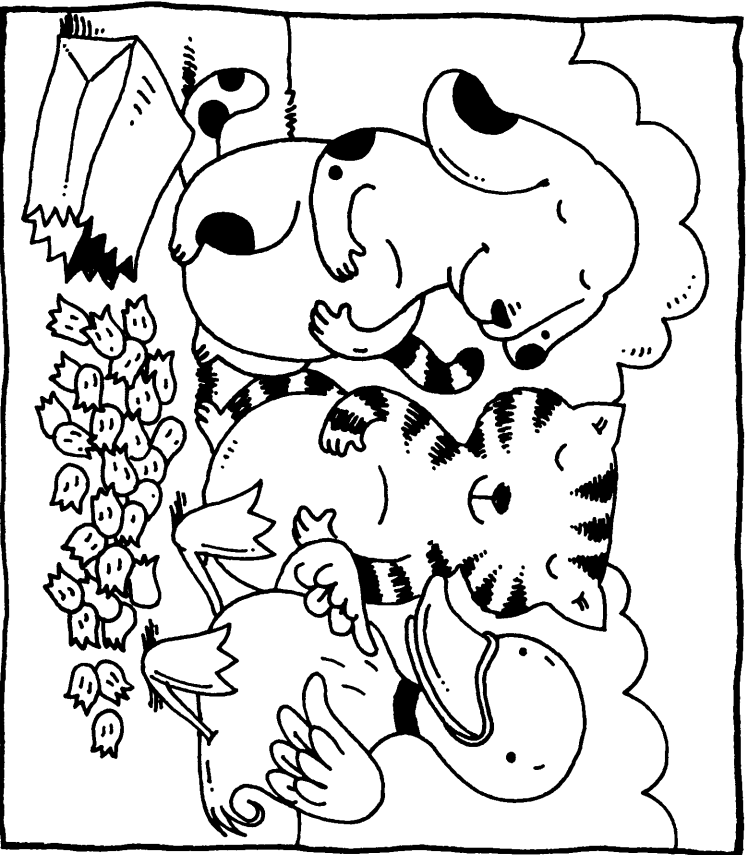
1. fix fixed
2. looks looked
3. helped helps
4. kiss kissed

Every story has a **beginning**, a **middle**, and an **end**.

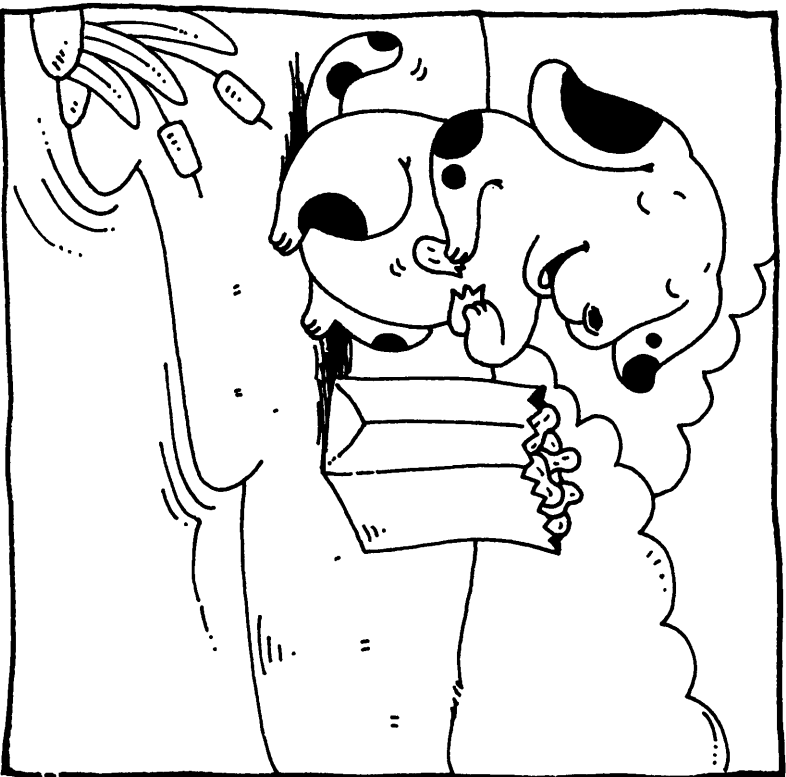
As you read “Yum! Yum!,” fill in the Story Map.



Nuts



Dog had ten nuts.
Cat had ten nuts.
Duck had ten nuts.
Yum, Yum, Yum! It is a mess!



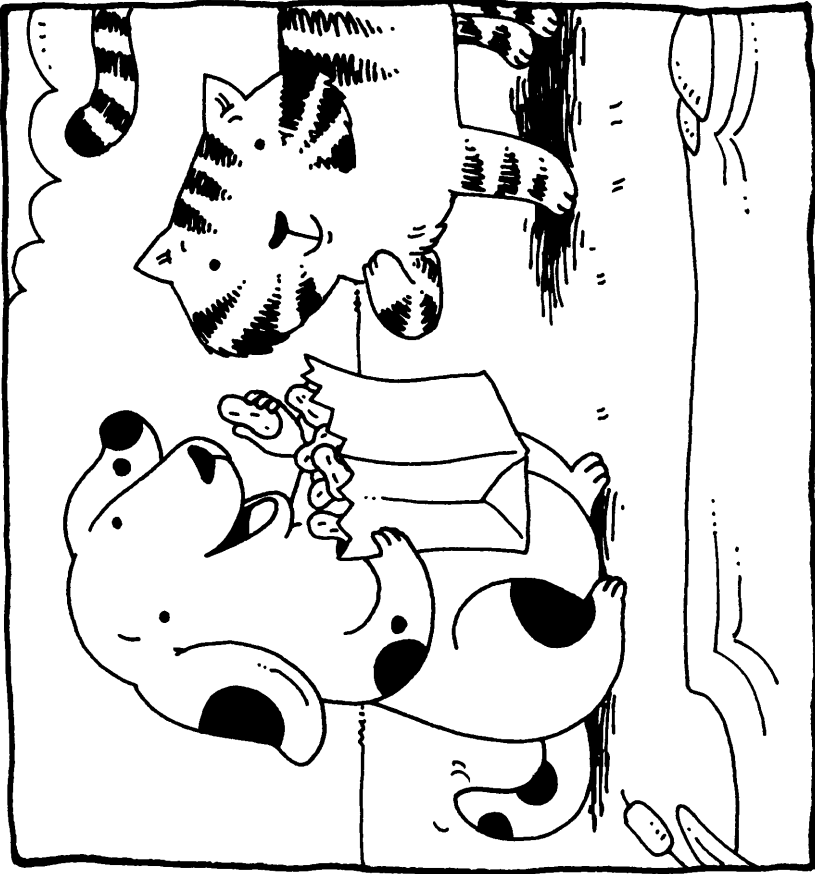
Dog had a lot of nuts.
“Yum, Yum, Yum,” said Dog.
“I will eat a big bag of nuts.”

4

High-Frequency Words:
Circle the words help, said,
and eat in the story.



At Home:
Ask your child
to read the book
aloud to you.



“Can I help?” said Cat.

“Yes,” said Dog.

Phonics: Circle the **short e**, **short o**, and **short u** words in the story.

2



“Can I help?” said Duck.

“Yes,” said Dog.

Comprehension: What is the first thing that happens in this story? What happens next? What happens at the end?

3

Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

Cam is a fat cat.
 5 She can fit in a big bag.
 12 Look at Cam!
 15 That cat can nap in a lap. 22

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

Todd had an egg.
 4 It fell on the mat.
 9 Todd said, "Pup, can you fix this mess?"
 17 "Yes, I will eat the egg," said Pup. 25

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



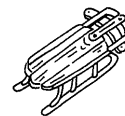
Name _____



flag



crib




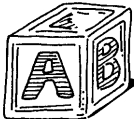
sled


A. Underline the consonant blend at the beginning of each word.


swim plan frog spill grass drop sled


B. Say each picture word. Write the consonant blend you hear at the beginning of each word to help you.


1.  _____ **sk** _____

2.  _____ **bl** _____

3.  _____ **tr** _____

4.  _____ **cr** _____

5.  _____ **gr** _____

6.  _____ **cl** _____

Name _____

You can add ***-ing*** to words to make new words that tell about an action.

A. Add the *-ing* ending to make the word in bold.

Example: Pat is **kissing** the cat.

kiss + ing = kissing

1. I am **missing** my TV show.

miss + ing = missing

2. Dad is **yelling** at Kim.

yell + ing = yelling

3. Ken is **fixing** the cap.

fix + ing = fixing

4. Pam is **helping** her mom.

help + ing = helping

B. Write two sentences that tell about an action. Use the word *telling* in one sentence and *helping* in the other.

1. _____

2. _____

Name _____

A. Vocabulary Words: Cloze Paragraph Write the missing words to correctly complete the sentences.

do some this what

Greg asked, “ **What** is in the glass?”Mom said, “ **This** is milk.**Do** you want to drink **some** ?”

Greg said, “Yes. Mmmmmm!”

B. Vocabulary: Word Parts Choose the best word from the box to complete each sentence. Write the word.

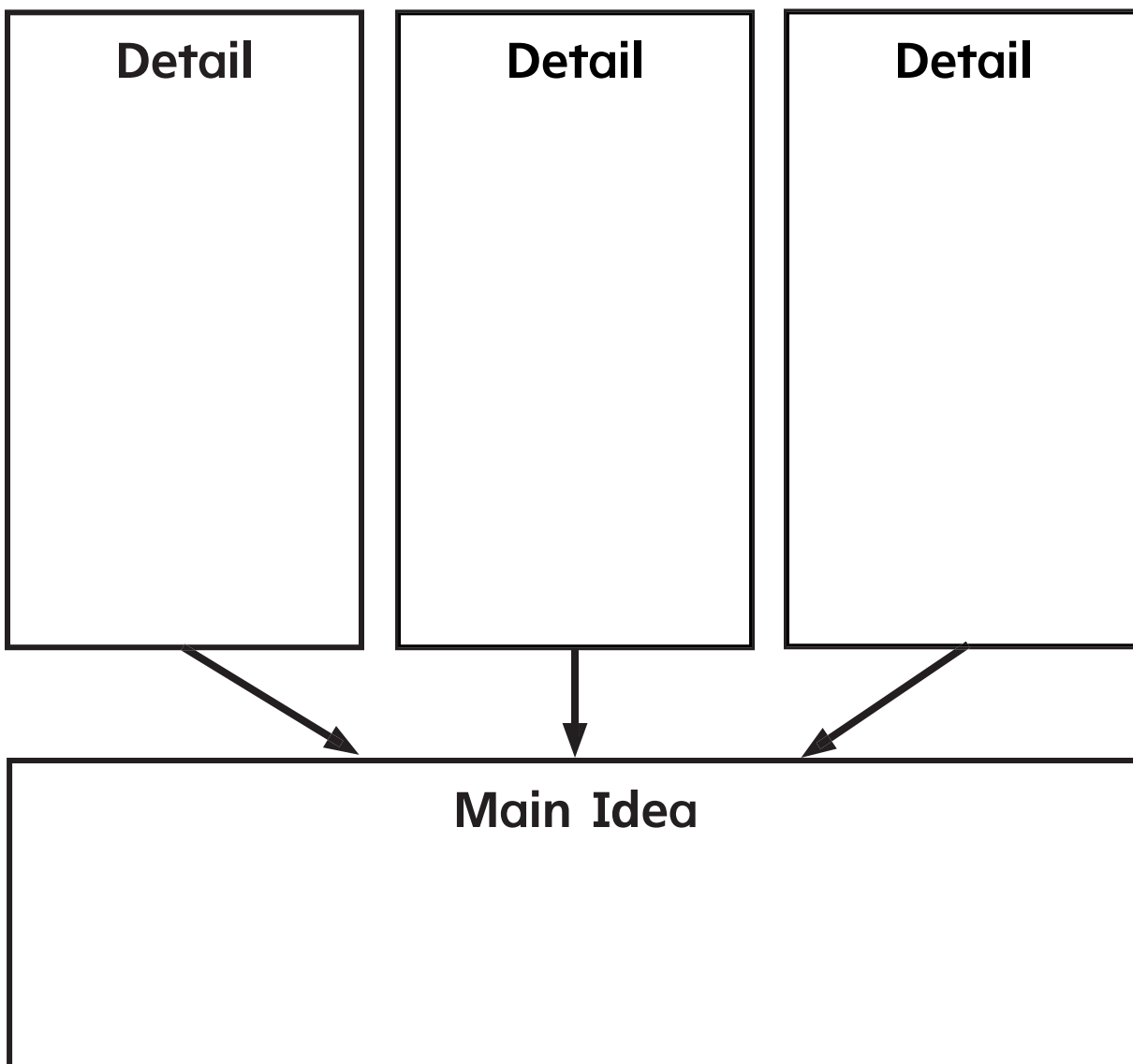
rehem relock remap repot

1. Ted will **relock** the box.
2. Dad can **remap** the trip.
3. Matt will **repot** the plant.
4. Kim can get Mom to **rehem** the dress.

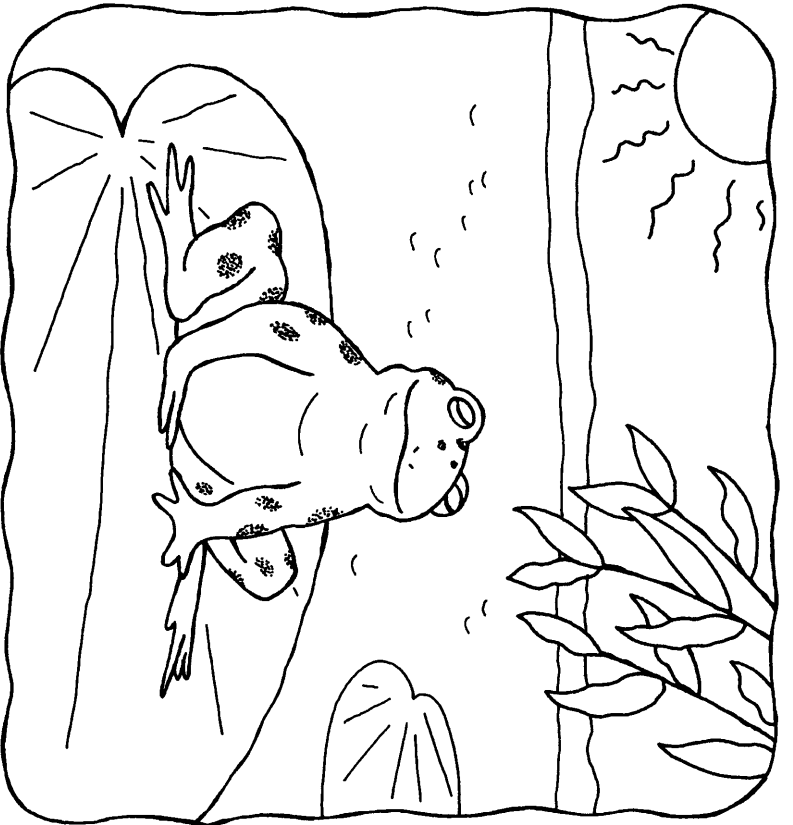
Name _____

The **main idea** is the most important idea in a selection.
Details in the selection tell more about the main idea.

As you read “Frogs, Frogs, Frogs!” fill in the Main Idea and Details Chart.



Frogs



This frog can sit still.
It can nap.
It naps in the hot sun.



What has spots?
This frog has spots.

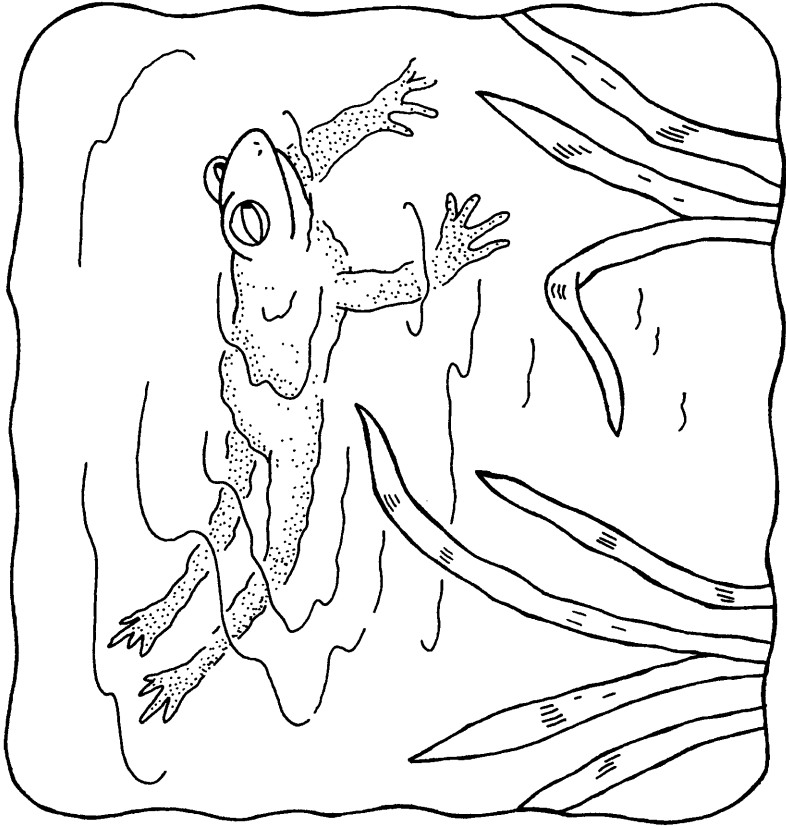
4

High-Frequency Words:
Circle the words some,
this, what, and do in the
story.



At Home:
Ask your child
to read the book
aloud to you.

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What can frogs do?
This frog can swim.

Phonics: Circle the words in the story that begin with *fl*, *fr*, *sp*, or *st*.

2



Some frogs can flip.
Flip! Flop! Flip! Flop!

Comprehension: Tell the most important idea in the story. Then name three details.

3

Name _____



cake




cap

Circle the word that completes each sentence. Then write the word on the line. Mark each answer **S** for short *a* or **L** for long *a*.


1. The frog will hop in the _____ lake _____.

lap **lake** late



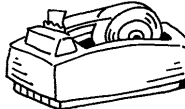
2. Did you see a _____ bat _____?

bake **bat** bad




3. Dad fixed the rip in the map with _____ tape _____.

tape tap trap



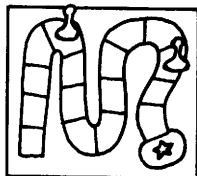
4. Dad and Ted can _____ rake _____.

rate rat **rake**



5. Pat will get a _____ game _____.

gate gum **game**



Name _____

The letters **-s** or **-es** can be added to a word to mean “more than one.”

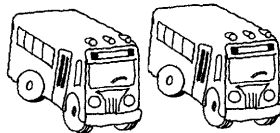
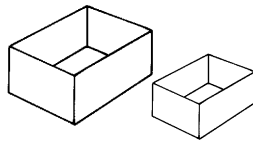
A. Add **-s** or **-es** to these words to name the pictures. Then write the new words on the lines.

box

dog

boot

bus

1. dogs2. buses3. boxes4. flags

B. Add **-s** or **-es** to the words that should mean more than one. Write the new words on the lines.

1. Six fox sit in a den. foxes2. She will fill ten box. boxes3. Jed has frog. frogs4. I got ten glass. glasses

Name _____

A. Vocabulary Words: Cloze Paragraph Write the missing words to complete the sentences.

with

see

and

he

Jake and Stan hop in the sun. "I see a frog," said Jake. He hops to the frog. "Let's hop with the frog," said Jake.

B. Vocabulary Strategy: Dictionary Write the number of the correct meaning for the underlined word in each sentence.

1. I will tape up the rip. 2
2. A cat is a fun pet. 1
3. Will the tape stick? 1
4. Mom can pet the dog. 2

pet/pig

pet (pet) *noun* **1.** an animal that is tame: Ted hops with his pet rabbit.
verb **2.** to pat: I will pet the cat.

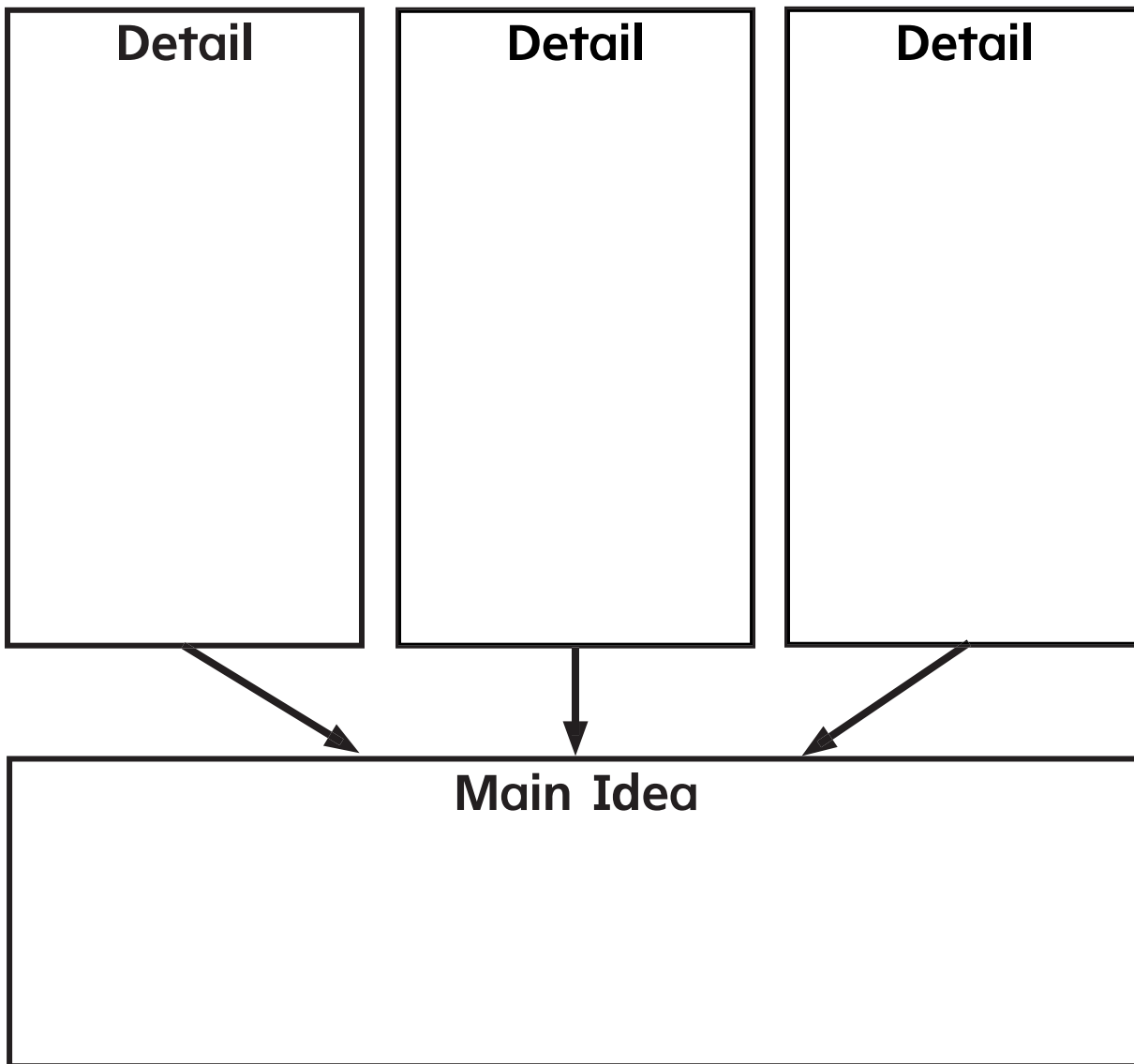
tape/tell

tape (tāp) *noun* **1.** thin plastic that sticks: I can make it stick with tape.
verb **2.** to stick: Kate will tape this pad to that pad.

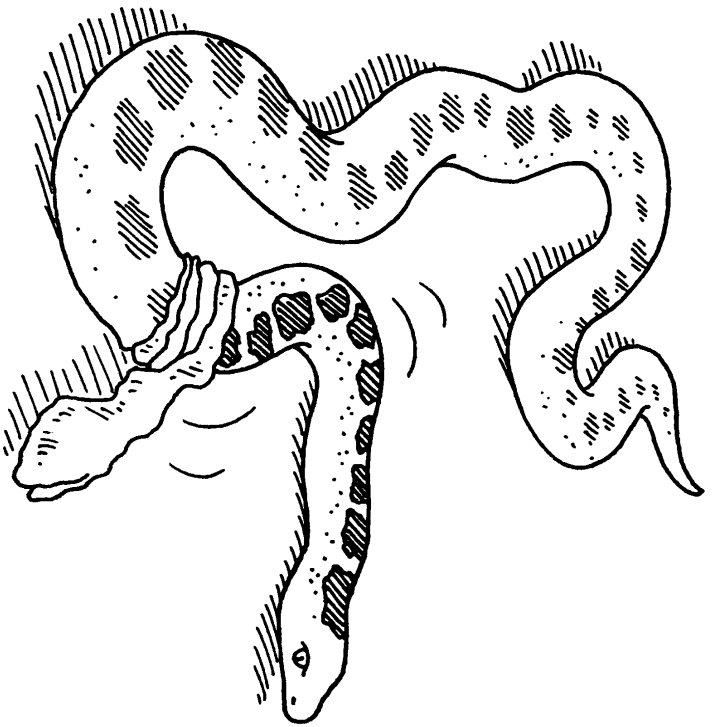
Name _____

The **main idea** is the most important idea in a selection.
Details in the selection tell more about the main idea.

As you read “Kids Can Make It!,” fill in the Main Idea and Details Chart.



Snake Tales



A snake has skin and scales.
Scales help snakes slip and slide.

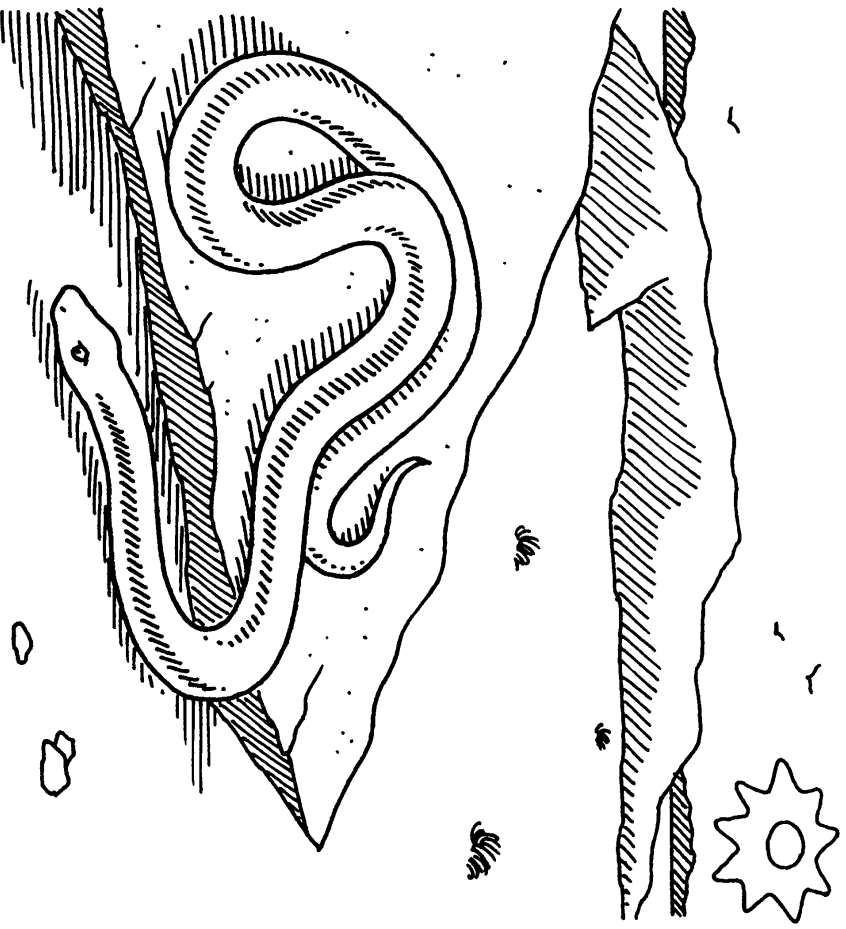
A snake can shed its skin when it gets big.



At Home: Ask your child to read the book aloud to you.

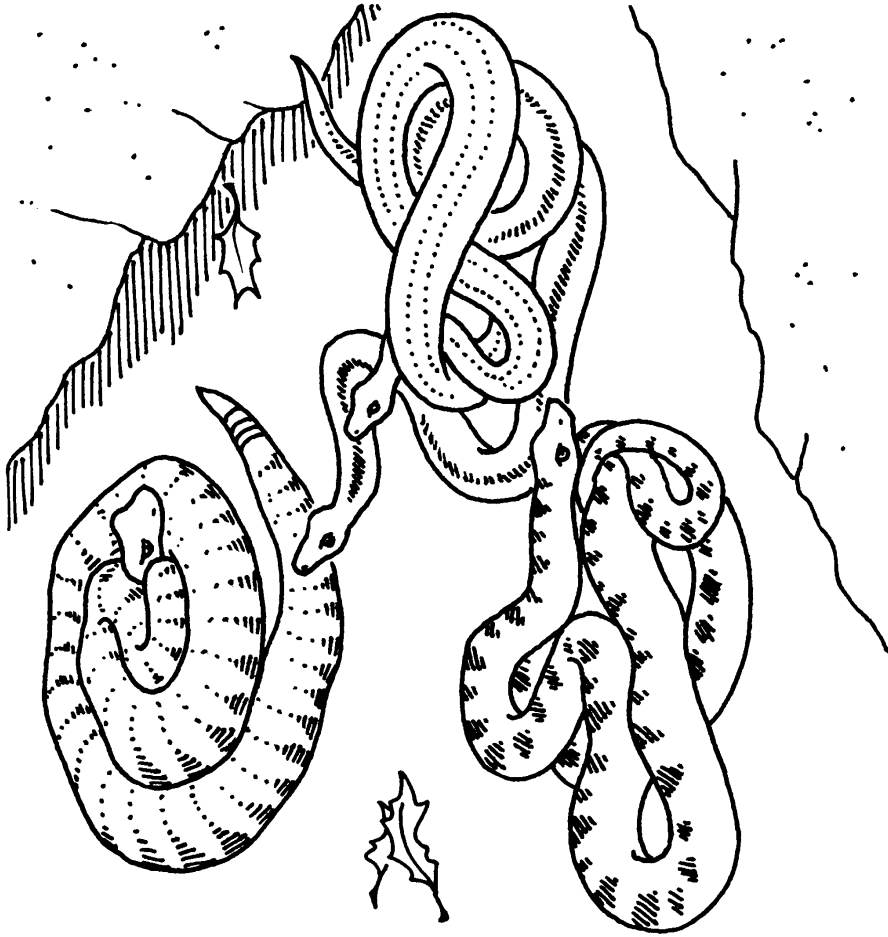
High-Frequency Words: Circle the words and, with, and see in the story.

4



What do you see? It is a snake!
This snake is hot.
It slips back in its den.

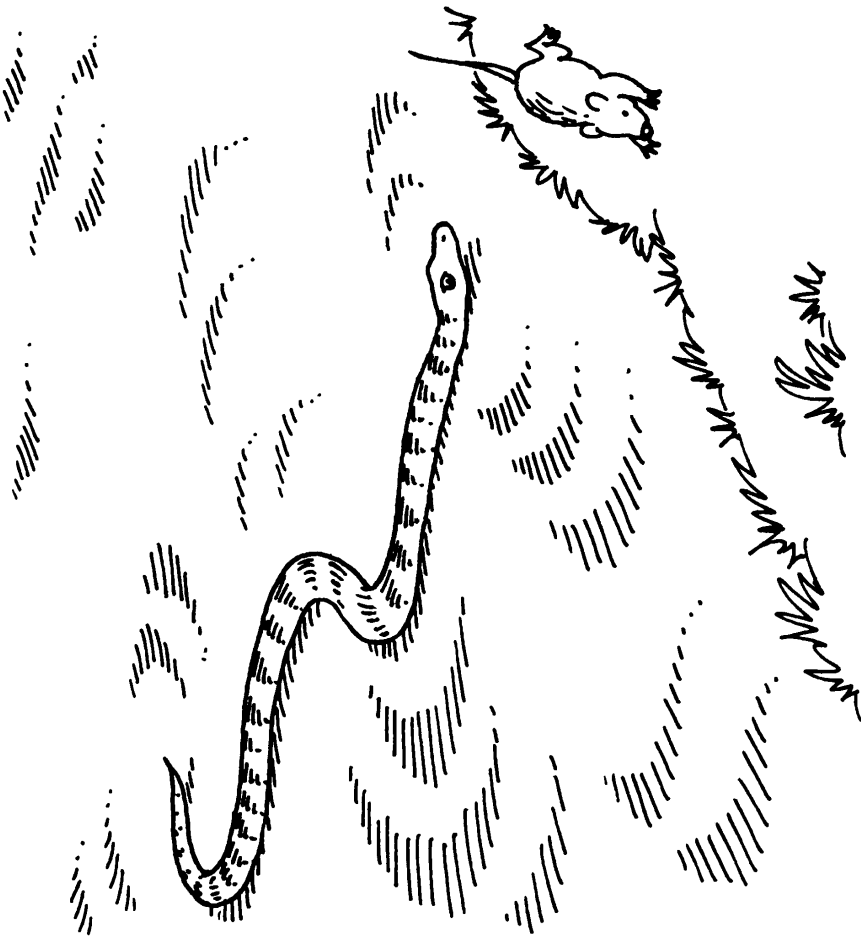
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Snakes dwell in dens.
This den is filled with snakes.

Phonics: Underline the **short a** words in the story. Circle the **long a** words in the story.

2



Snakes can swim in lakes.
Snakes can swim fast.

Comprehension: How do scales help snakes?

3

Name _____

You can add **-s** or **-es** to words to make new words that tell about an action.

A. Add the -s or -es ending to the word in bold.

Example: I **ride**. She rides .

1. I **bake** a cake. He **bakes** a cake.

2. I **beg** Dad. Peg **begs** Dad.

3. I **fuss** a lot. Sam **fusses** a lot.

4. I **kiss** Mom. Mom **kisses** Jill.

5. I **sell** a cup. Sue **sells** a cup.

6. I **yell** at the cat. Kate **yells** at the cat.

7. I **like** a ring. Ike **likes** a ring.

8. I **mess** up the bed. Jake **messes** up the bed.

Name _____

A. Vocabulary Words: Cloze Paragraph Write the missing words to complete the sentences.

down of to yellow

Mike sat down on the grass. A chick came to sit with him. The chick was yellow. It had a lot of fluff.

B. Vocabulary Strategy: Word Parts Circle the word that tells about the past. Then write the word in the sentence.

1. Rick tapped his drum.

tapped tap

2. Dad baked a cake.

bake baked

3. Tess ripped the dress.

rip ripped

4. Bill patted his dog.

pat patted

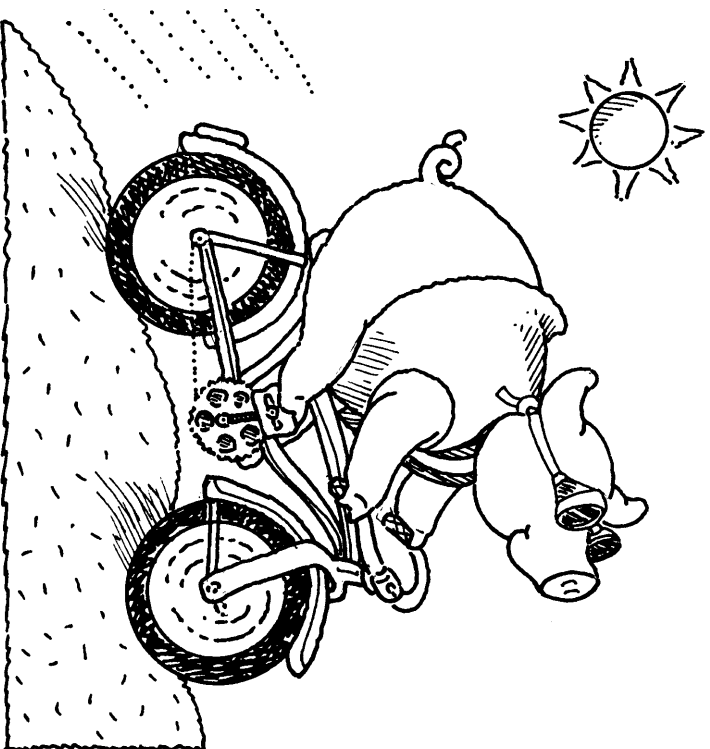
Name _____

When you **predict** what will happen in a story, you tell what you think will happen. Then at the end of the story, you can see if you were right.

As you read “Pig on His Bike,” fill in the Predictions Chart.

What I Predict	What Happens

Pig Dives In



Pig rides his yellow bike.
 Pig has a lot of fun.
 Pig can race on his bike.

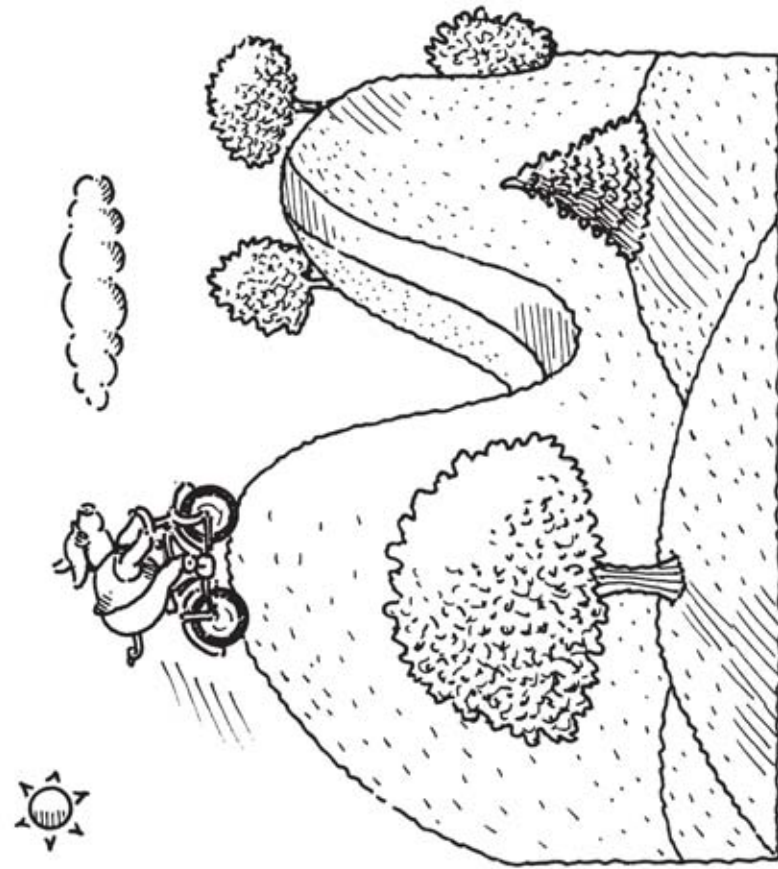


Pig rides to the lake.
 “You look hot,” said Duck
 to Pig. “Dive in!”
 Pig did.

High-Frequency Words:
 Circle the words down, of,
to, and yellow in the story.



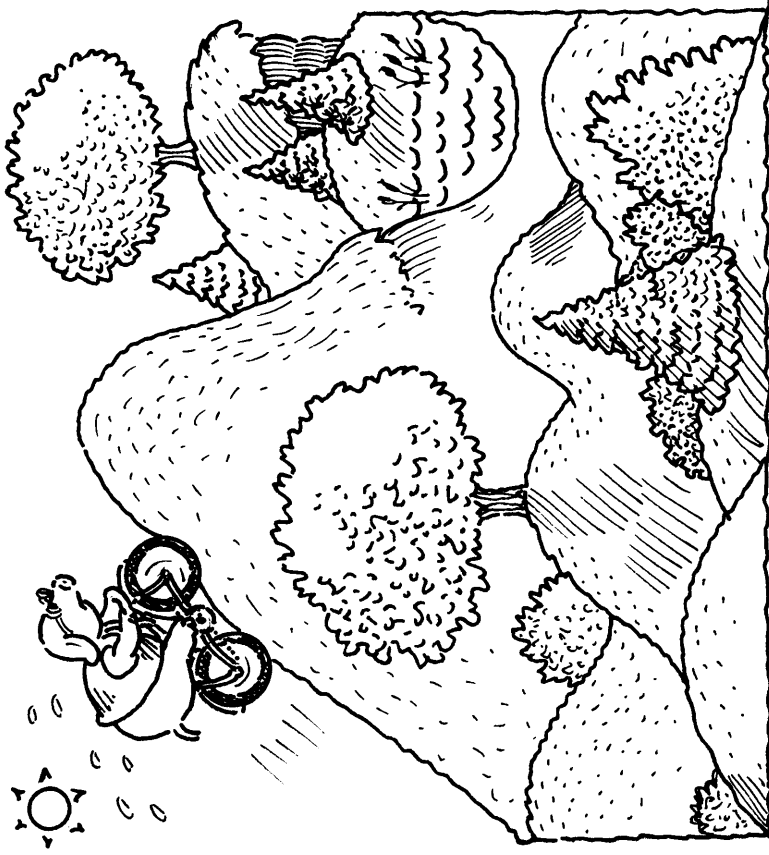
At Home:
 Ask your child
 to read the book
 aloud to you.



Pig rides up the hill.
Pig rides back down.
Pig rides a lot.

Phonics: Circle the long *i* words in the story. Underline the short *i* words.

2



Pig gets hot.
Pig can not stop!
Pig will ride to see Duck.

Comprehension: What do you think Pig will do next? Check and see at the end if you are right.

3

Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

A frog hops up on a slick rock.
 8 Will the frog slip?
 12 Will it drop in the pond?
 18 Yes! This frog can swim. 23

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

“This sun is hot!” said Jane.
 6 “I can help you,” said Dale.
 12 He gave Jane a fan.
 17 She waved it.
 20 “It is not so hot now,” said Jane. 28

B. Partners Use the chart to check your partner’s reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

Pig had a bike. Ant liked it.
 7 “Ant, you can not ride on this bike,” said Pig.
 17 “Yes, I can,” said Ant.
 22 “I can sit on you.” 27

B. Partners Use the chart to check your partner’s reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Circle the word that best completes each sentence.

1. _____ **She** _____ put on her new dress.
 She He
2. _____ **Who** _____ wants to go to the store with me?
 What Who
3. My glasses help me to _____ **see** _____ .
 do see
4. Do you want to go _____ **down** _____ the slide?
 down with
5. Please _____ **eat** _____ lunch with me.
 help eat

B. Complete the letter with words from the box.

eat look what yellow

Dear Luis,

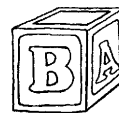
_____ **Look** _____ at the picture I made! It is
 something tasty to _____ **eat** _____. It is the color
 _____ **yellow** _____. It is on a cob. Do you know
 _____ **what** _____ it is?

Your friend,
 Maria

Name _____




bone



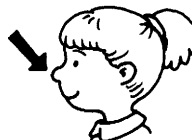
block


Circle the word that completes the sentence. Then write the word on the line. Mark each answer **S** for short **o** or **L** for long **o**.

1. Grandpa makes lunch in a big ^S pot . 
pole (pot) poke

2. Do you see an ice-cream ^L cone ? 
code cob (cone)

3. Jake swings on the ^L rope . 
(rope) rot robe

4. Look at my ^L nose . 
not (nose) note

5. Can you see my ^S sock ? 
son some (sock)

Name _____

The suffix **-er** compares two things. The suffix **-est** compares three or more things.

A. Add the suffix *-er* or *-est* in the boxes below.

1. My kite went fast than Glen's kite.
2. She is the quick in my class.
3. My dog is the long dog on my block.
4. My hat is small than Cara's.
5. Is this drink cold than that drink?

B. Write two sentences that compare. Use the word *faster* in one sentence. Use the word *safest* in the other.

1. _____

2. _____

Name _____

A. Vocabulary Words: Cloze Paragraph Write the missing words to complete the sentences.

my

away

good

four

Rose's hen had four yellow chicks. The hen is a good mom. She will not let the chicks run away. "I like my hen," said Rose.

B. Vocabulary Strategy: Context Clues Underline the context clues that help you figure out the meaning of each word in dark print.

1. The fox hid in a pile of sticks and **twigs**.
2. His pups kept still in the **den**, until the fox got back home.
3. The fox was **clever**. It snuck up to the chicks.
4. The hen kept its chicks safe and **snug** in the nest.

Name _____

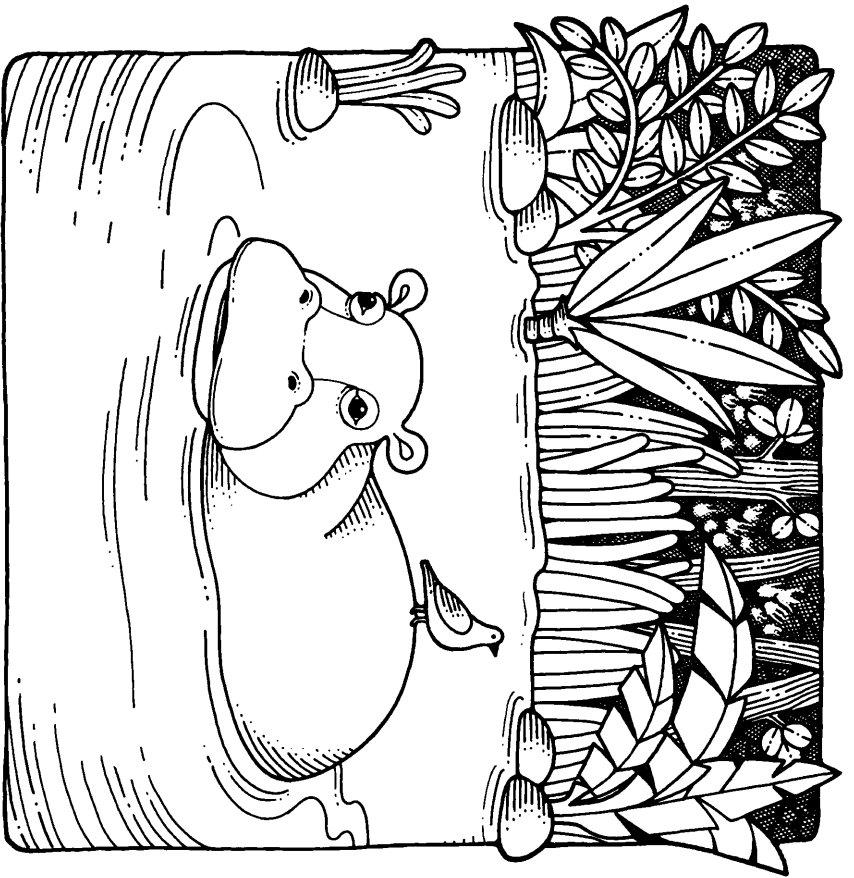
The **setting** is where the story happens.

The **characters** are the people or animals in the story.

The **plot** is what happens in the beginning, middle, and end of the story.

As you read “Rose the Duck,” fill in the Character, Setting, and Plot Chart.

Character
↓
Setting
↓
Beginning
↓
Middle
↓
End



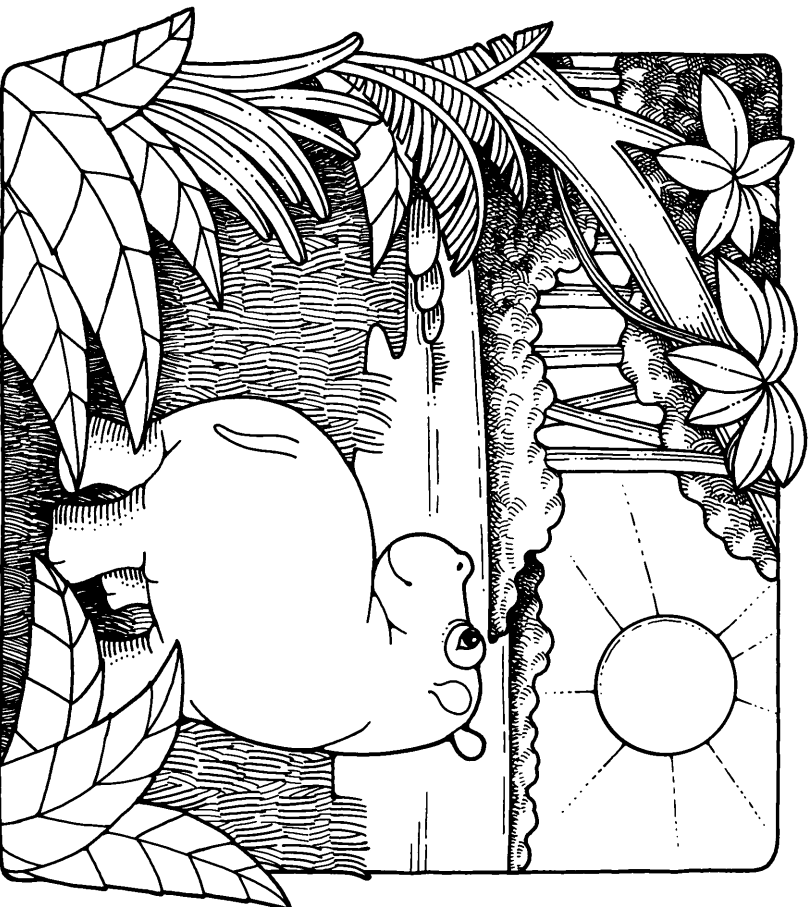
“My name is Jon,” said a bird.
Tom smiled. He felt good.
He felt at home.

High-Frequency Words:
Circle the high-frequency
words *my* and *good*.

4

 **At Home:**
Ask your child
to read the book
aloud to you.

Tom At Home



Hippos like to swim.
But Tom did not.
Tom did not like it a bit.

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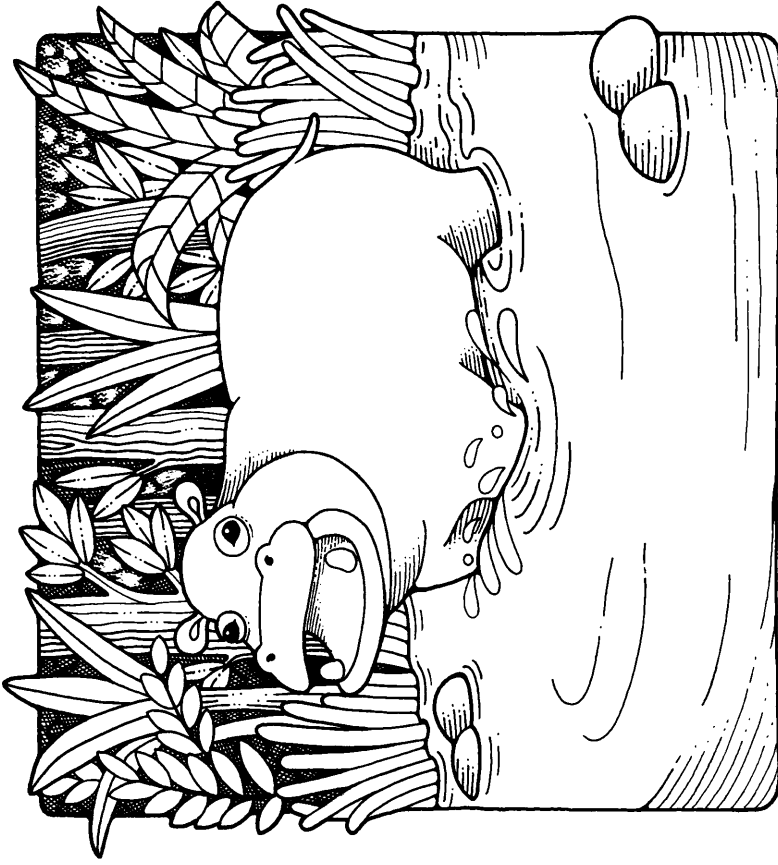
Tom got in.

“I hope I can swim,” said Tom.

“You can!”

“Who is that?” asked Tom

Phonics: Circle long **o** words in the story.
Underline short **o** words.



“This pond is my home,” said Tom.

“I must swim.”

Tom got close to it.

Comprehension: What does Tom want to do?

Name _____



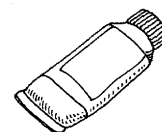
cube



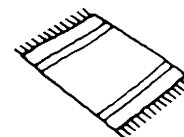
cub

Circle the word that completes the sentence. Then write the word on the line. Mark each answer **S** for short *u* and **L** for long *u*.

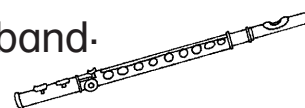
1. Some things come in a _____ ^L tube _____.
tub tuck **(tube)**



2. I hope you do not slip on that _____ ^S rug _____.
rude **(rug)** rub



3. Ted can use my _____ ^L flute _____ in the band.
(flute) fluke flub



4. This is a big _____ ^S jug _____.
June just **(jug)**



5. Fran likes to sing that _____ ^L tune _____!
tube **(tune)** tub


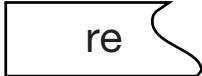




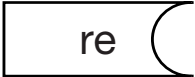





Name _____

Prefixes are word parts added to the beginning of words to change their meanings. The prefix **re-** means “again.” The prefixes **un-** and **dis-** mean “not” or “the opposite of.”

A. Make words with the prefixes *re-*, *un-*, and *dis-*.

Example:   unlock

- | | | | |
|----|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------|
| 1. |  |  | <u>remake</u> |
| 2. |  |  | <u>dislike</u> |
| 3. |  |  | <u>unsafe</u> |
| 4. |  |  | <u>retell</u> |
| 5. |  |  | <u>unzip</u> |

B. Fill in each blank with a word from above. Circle the prefixes in your answers.

- I want to retell that tale.
- It is unsafe to ride with no hands.
- I dislike long rides in the car.
- She will unzip my jacket.
- I will remake my bed.

Name _____

A. Vocabulary Words: Cloze Paragraph Write the missing words to complete the sentences.

have

play

show

we

Drake and Cole will make up a show .Cole will play the drums. “ We can sell tickets,” said Drake.“I have to ask my mom,” said Cole.**B. Vocabulary Strategy: Context Clues** Underline the context clues that help you figure out the meaning of each word in dark print.

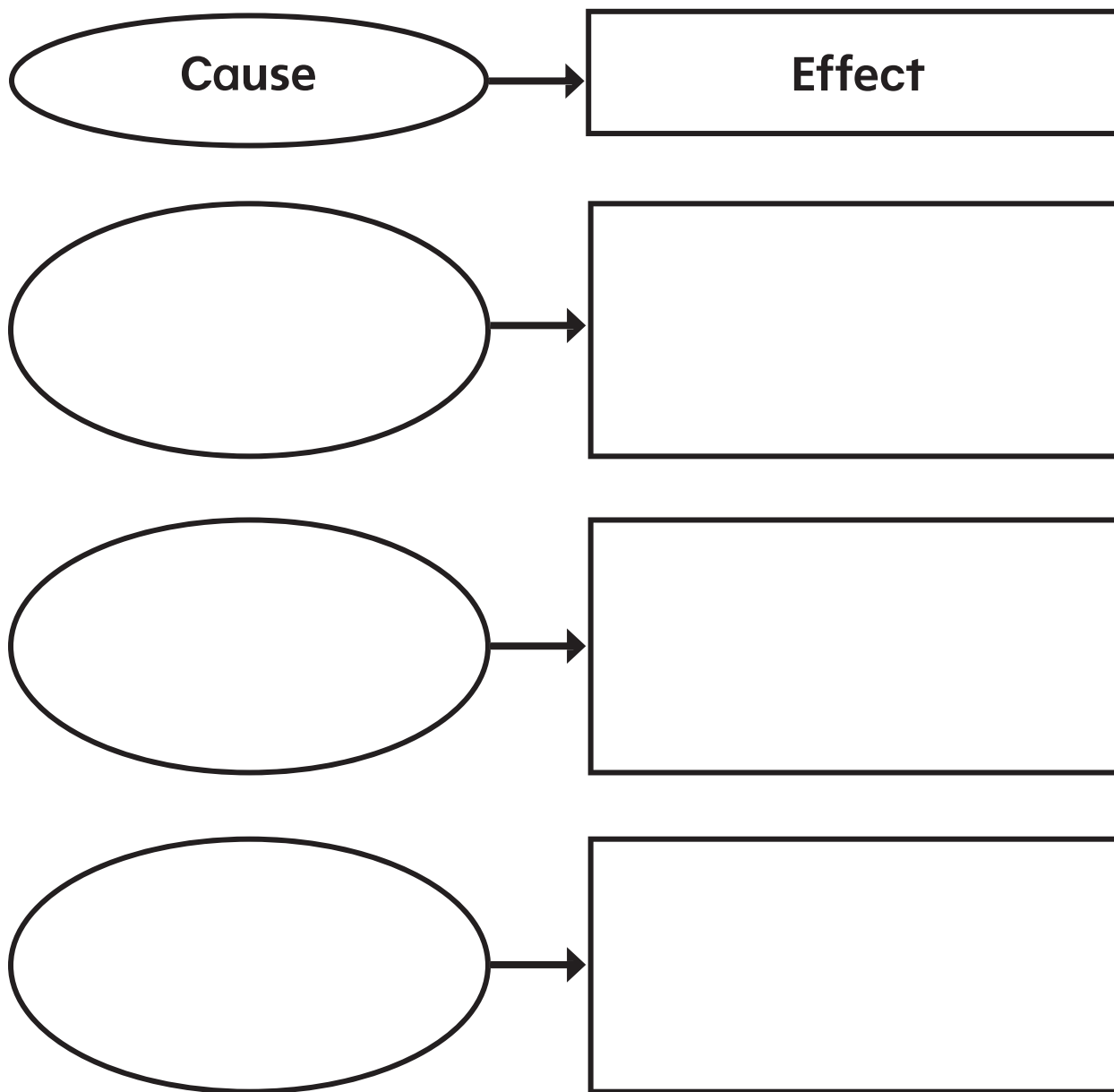
1. Kent can act in a **show**.
2. Can I **show** you my trick?
3. Jenna played in the **band**.
4. Dad's hat had a red **band**.

Name _____

To find an **effect** in a story, ask “What happened?”

To find a **cause** in a story, ask “Why did that happen?”

As you read “A Home Made Band,” fill in the Cause and Effect Chart.





Yes, Bud can! We can play a tune!

It is a fun tune. We play it a lot. We will have a good show!

High-Frequency Words:
Circle the words *we*, *have*,
play, and *show* in the story.

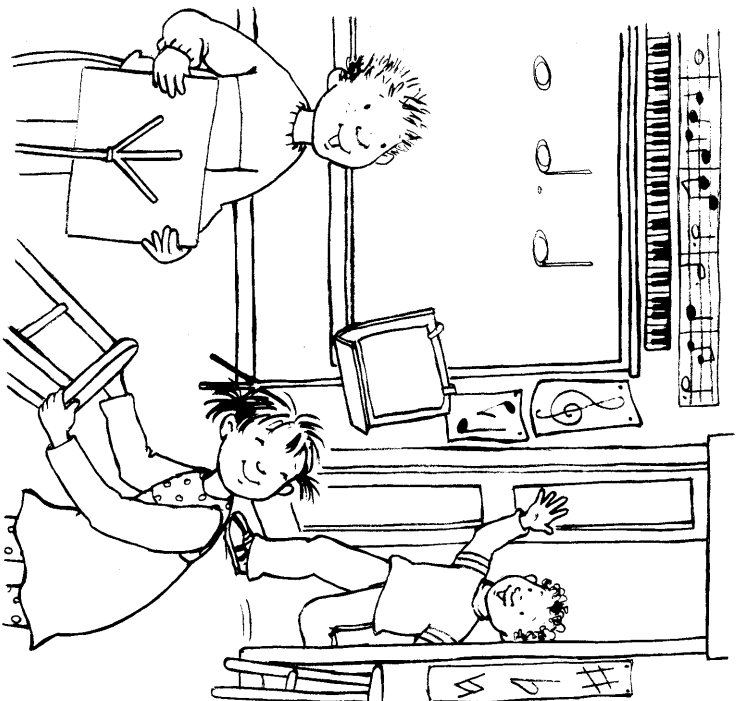


At Home:
Ask your child
to read the book
cloud to you.

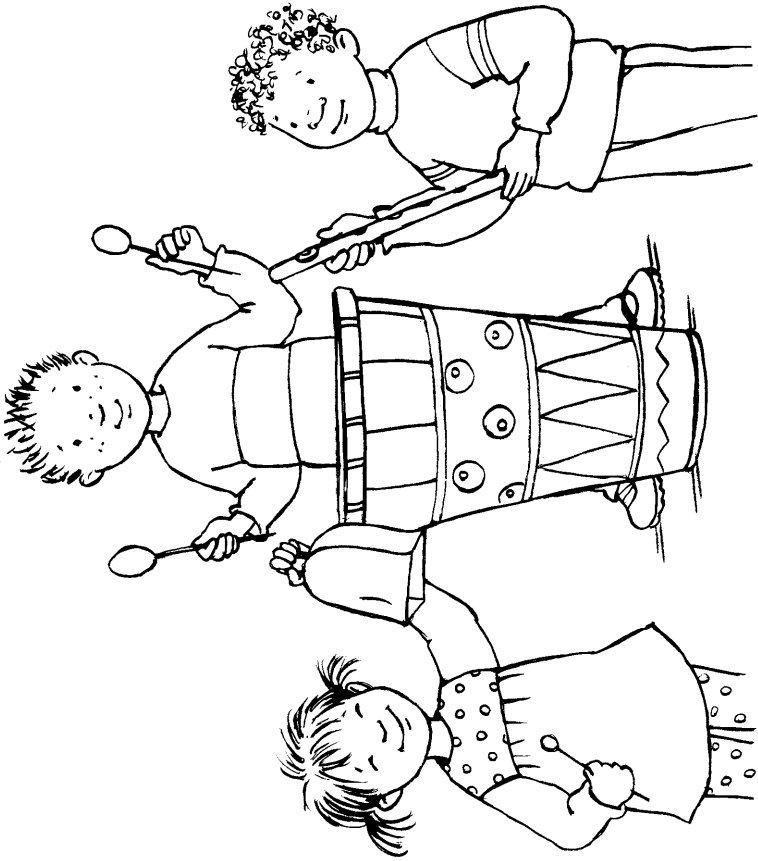
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Play a Tune!

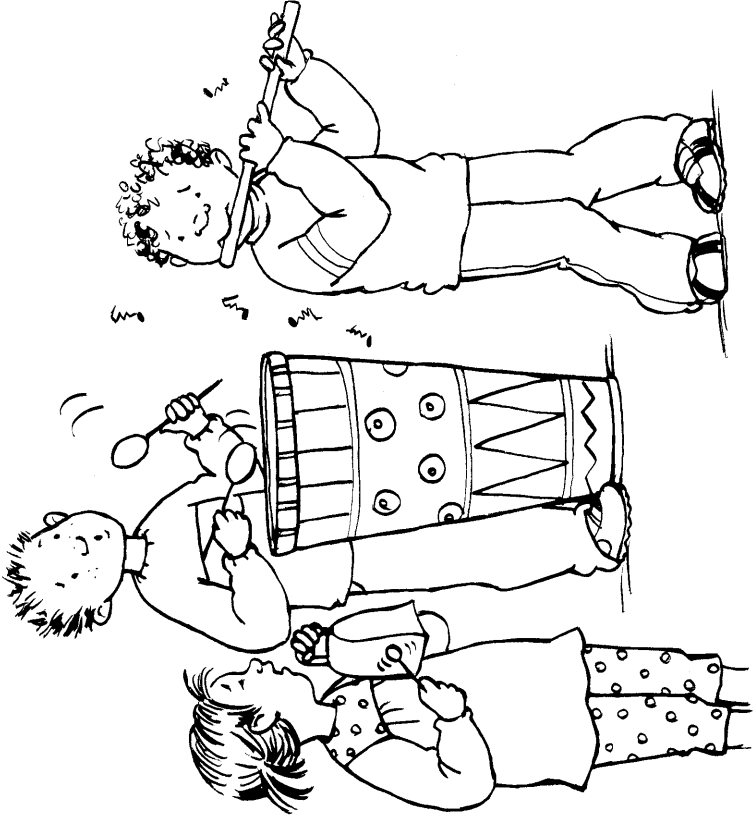


We have a club.
It is a lot of fun!



June has a big bell.
Luke has a huge drum.
Bud has a nice flute.

Phonics: Circle the words with long *u* in the story. Underline the words with short *u*.



June can tap the big bell.
Luke can hit his huge drum.
But can Bud play his nice flute?

Comprehension: What will cause the children to have a good show?

Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

8 My duck Rose had four eggs. Ducks eat
 17 plants and bugs. I take plants and bugs to
 25 Rose. Yum! Ducks quack a lot. Rose quacks
 35 at my dog. "Sit!" My dog is good and sits
 down! 36

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

8 We will have a show. Rose will play
 17 drums. Jane and I have flutes. We will use
 26 drums in the show. Luke will sing cute tunes.
 35 You can sing with him. Will you see the
 show? If you do, you will have fun! 43

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____



play



rain

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

1. I made a vase with _____ **clay** _____.
clap **clay** play



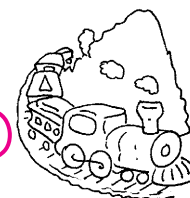
2. Mom hit the _____ **nail** _____ into the wall.
nail mail late



3. Dad served the meal on a _____ **tray** _____.
treat **tray** trait



4. We will take a long ride on the _____ **train** _____.
tote take **train**









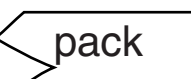
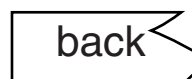


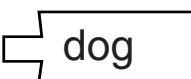
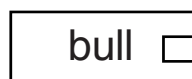
B. Find the *ai* or *ay* spelling pattern in the answers above. Then circle it.

Name _____

Some long words are made up of two shorter words.
These are called **compound words**.

A. Put the short words together to make compound words. Write each word on the line.

Example:   pancakes

- | | | | |
|----|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------|
| 1. |  |  | <u>sunrise</u> |
| 2. |  |  | <u>mailman</u> |
| 3. |  |  | <u>backpack</u> |
| 4. |  |  | <u>wetlands</u> |
| 5. |  |  | <u>bulldog</u> |

B. Fill in each blank with a word from above.

- Sunrise came at five a.m.
- I put my pens in my backpack.
- My bulldog likes bones.
- I step in mud in the wetlands.
- The mailman gave us the mail.

Name _____

A. Vocabulary Words: Cloze Sentences Write the missing words to complete the sentences.

where

under

live

warm

Where can I see a bug? I will look under the rocks. This is the place bugs live. Some bugs like to sit in the warm sun.

B. Vocabulary: Word Parts Read the words in each row. Then choose a word part from the box to complete the last word. Make a word family.

op

ag

im

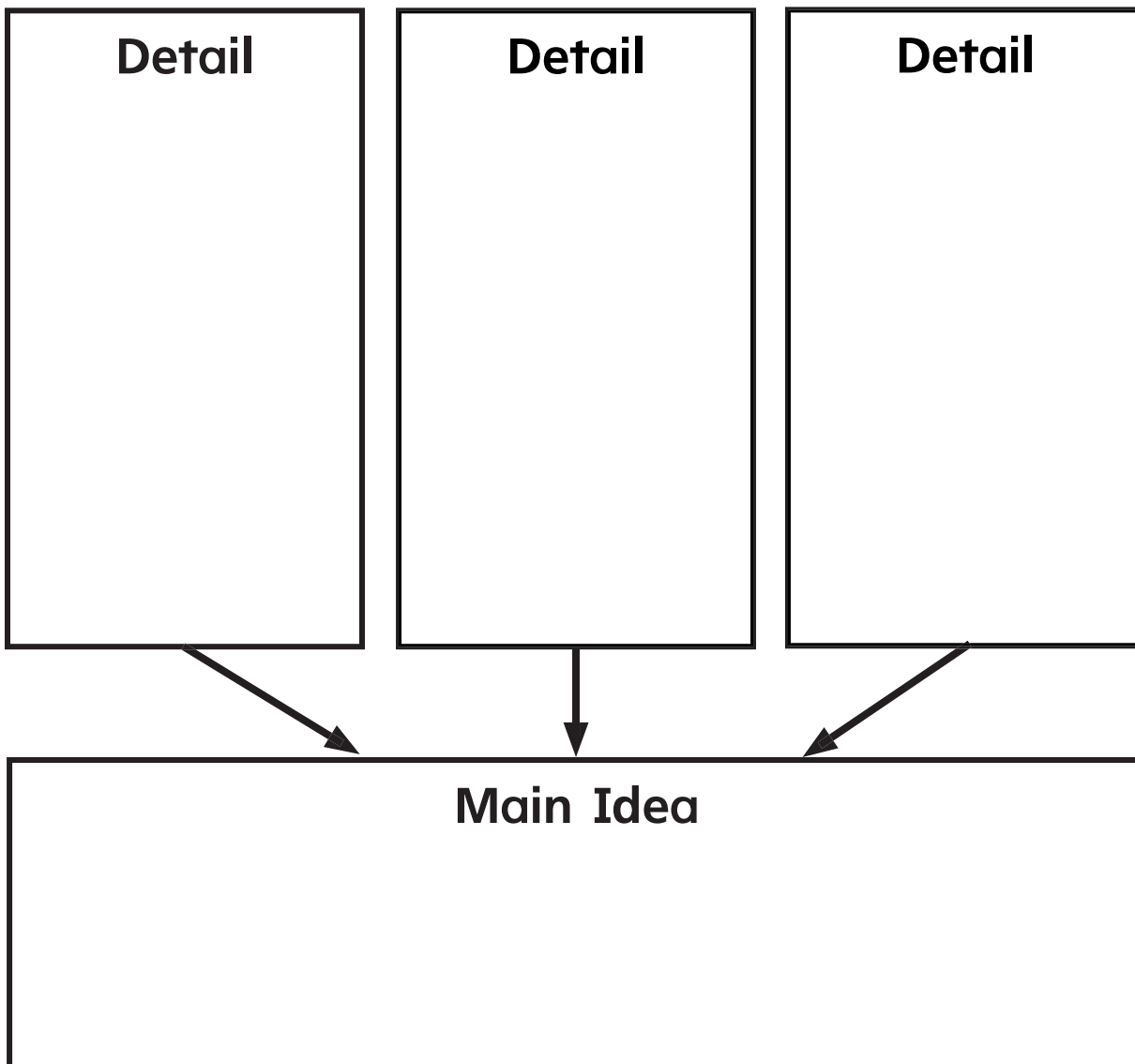
ip

- | | | |
|---------|------|----------------------|
| 1. swim | slim | tr <u>i</u> <u>m</u> |
| 2. brag | drag | fl <u>a</u> <u>g</u> |
| 3. stop | flop | dr <u>o</u> <u>p</u> |
| 4. flip | slip | sk <u>i</u> <u>p</u> |

Name _____

The **main idea** is the most important idea in a selection.
Details in the selection tell more about the main idea.

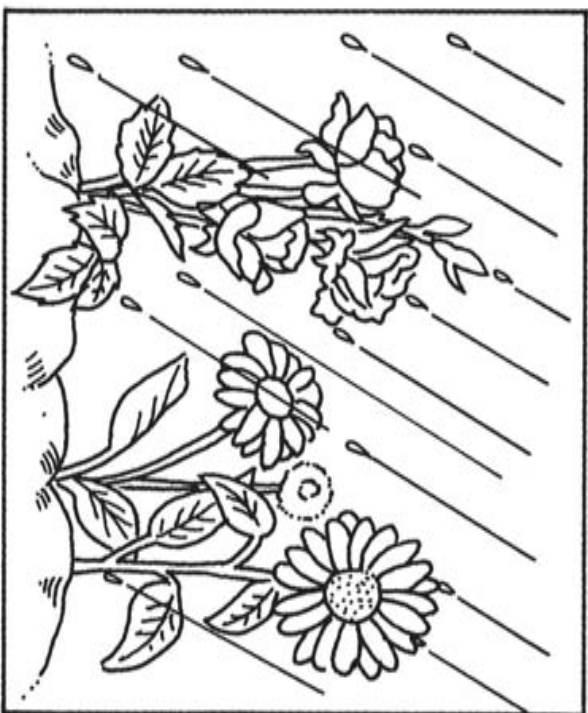
As you read “Trains, Trains, Trains!,” fill in the Main Idea and Details Chart.





Let's dress to stay warm.
Let's play in the rain.
Rain can make a fun day.

If Is Raining



It is raining.
Plants get a big drink.
Plants like rain.

High-Frequency Words:
Circle the words *where*
and *warm* in the story.



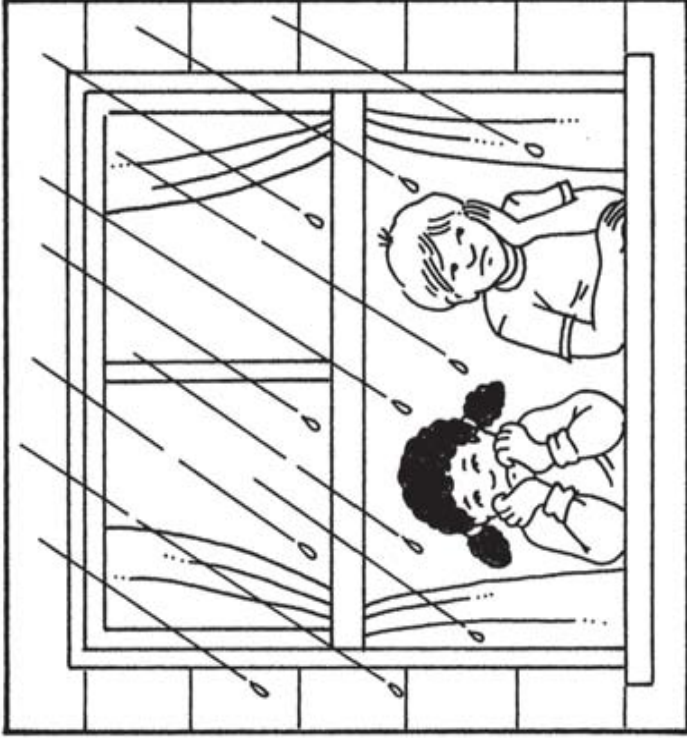
At Home:
Ask your child
to read the book
aloud to you.



It is raining.
Ponds fill up.
Ponds like rain.

Phonics: Circle the words that have the long *a* sound.

2



It is raining.
Must we stay in and wait?
Where can we play?

Comprehension: What is the story mostly about?

3

Name _____



bee



seal

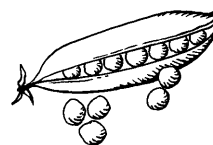


he

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

1. We ate _____ **peas** _____ from the vine.

pens **peas** peek



2. I clean my _____ **feet** _____ in the bathtub.

feel feast **feet**



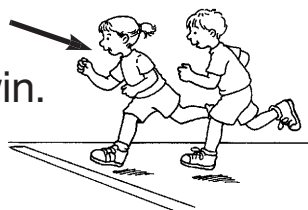
3. The big _____ **leaf** _____ fell on the street.

leaf like left



4. _____ **She** _____ will win.

It **She** Me



5. The cat got stuck in the _____ **tree** _____.

trick treat **tree**



B. Circle the letters that spell long e in the answers above.

Name _____

When a word ends with a consonant and a **-y**, change the **-y** to **i** when adding **-es**.

A. Fill in the missing parts to make the word in bold.

Example: Dad **dries** the cups.

dry - y + i + es = dries

1. The kite **flies** up.

fly - y + i + es = **flies**

2. He **cries** a lot.

cry - y + i + es = **cries**

3. Mom **babies** the cat.

baby - y + i + es = **babies**

4. Matt **tries** to play the game.

try - y + i + es = **tries**

B. Circle the words that tell about an action happening now.

played

 plays

helped

 helps

fried

 fries

 jumps

jumped

Name _____

A. Vocabulary Words: Cloze Paragraph Write the missing words to complete the sentences.

girl

were

was

know

Do you know who lived on my street? A girl named Jane lived on my street. She was fun and nice. We were best pals.

B. Vocabulary Strategy: Word Parts Choose a suffix from the box to complete each word. Write the suffix.

ful

less

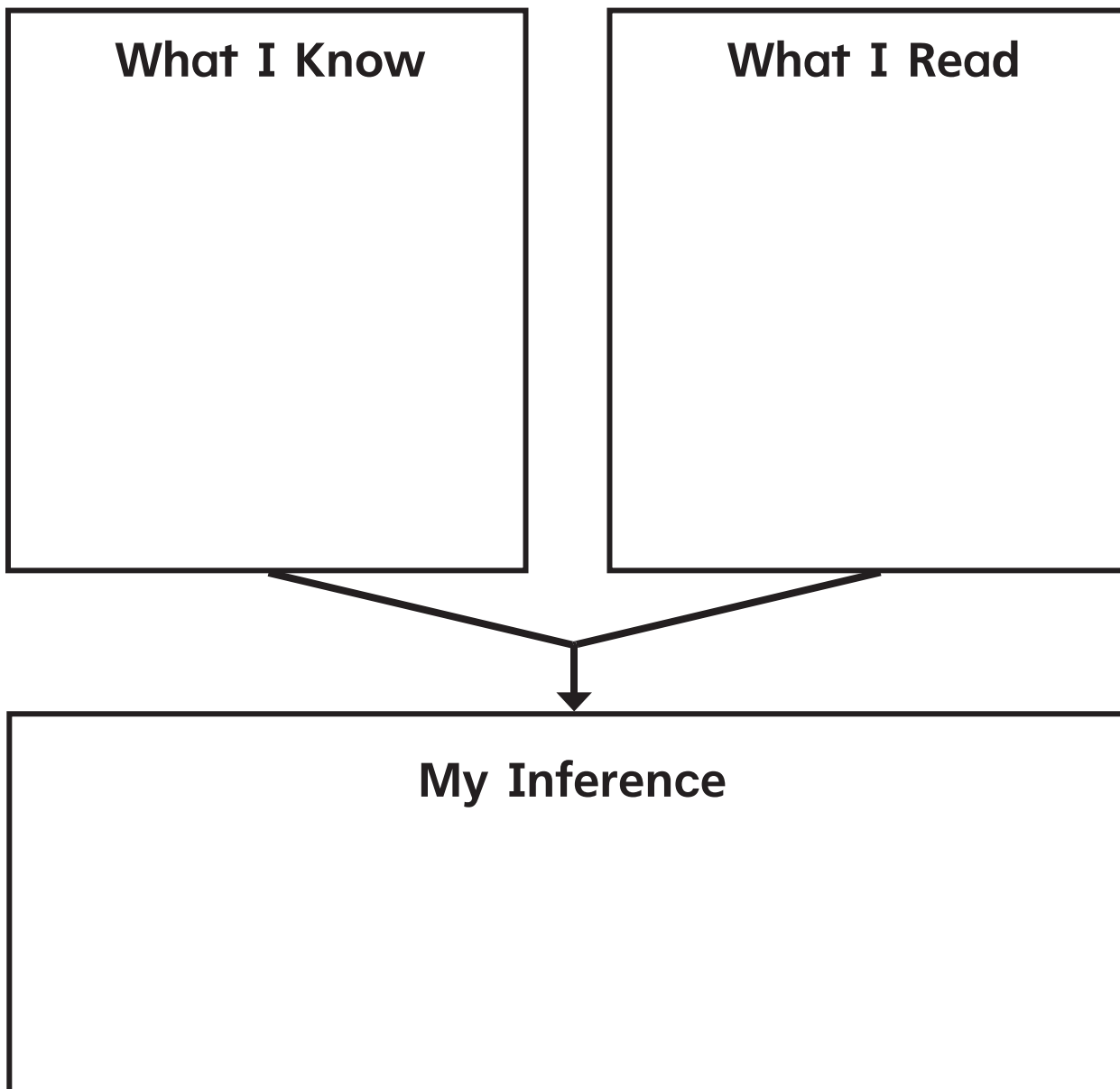
or

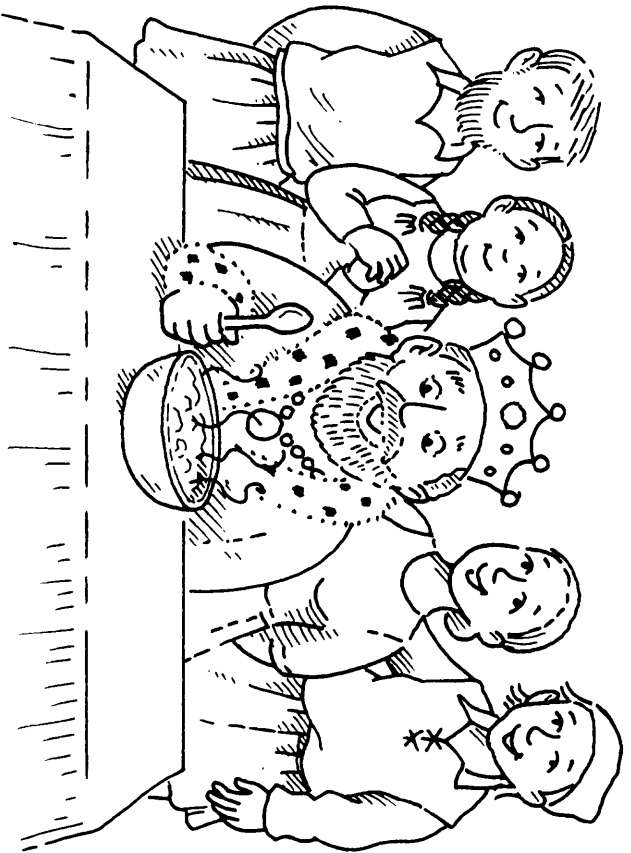
1. This box is use ful to keep things in.
2. The act or plays a role in a show.
3. The lost chick was help less.
4. We were help ful and picked up the mess.

Name _____

You can use what you already know about a topic and what you learn from reading to **make inferences**.

As you read “Queen Bea and the Pea,” fill in the Inference Chart.





King Lee came to eat.
“We hope you will be
pleased,” said Tim.
And King Lee was!

High-Frequency Words:
Circle the words *know* and
was in the story.

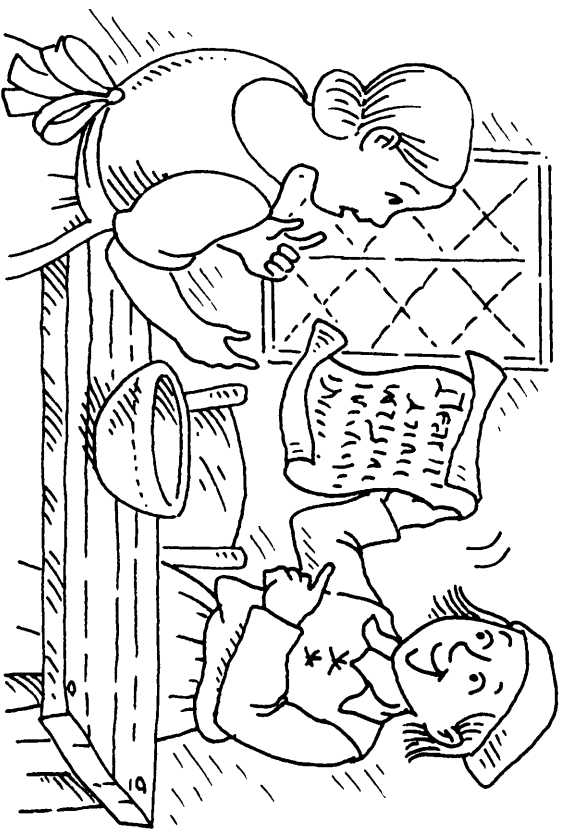
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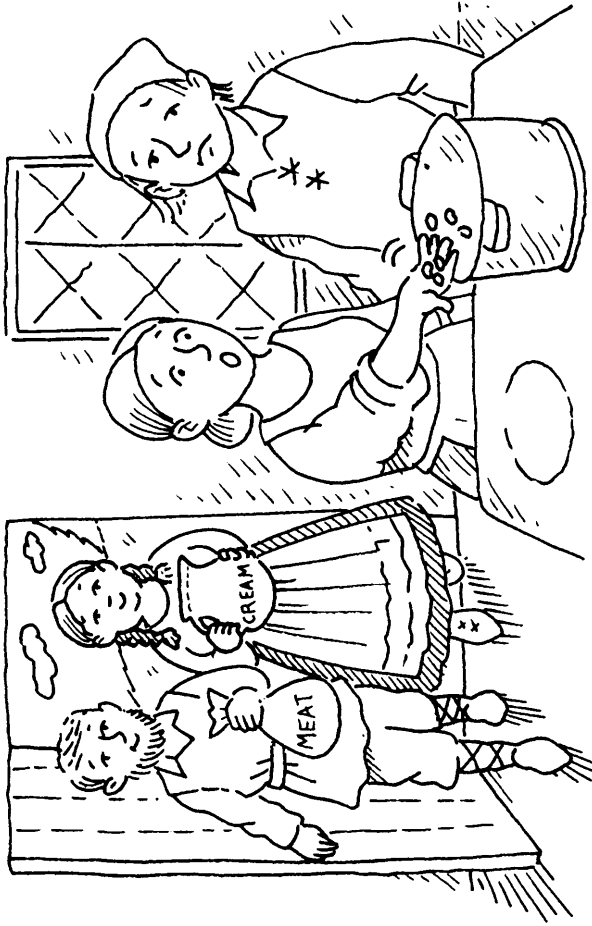
At Home:
Ask your child
to read the book
aloud to you.

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A Fine Meal



“We got a note from King
Lee!” Tim said.
“He will eat with us! We need
to fix a fine meal!”

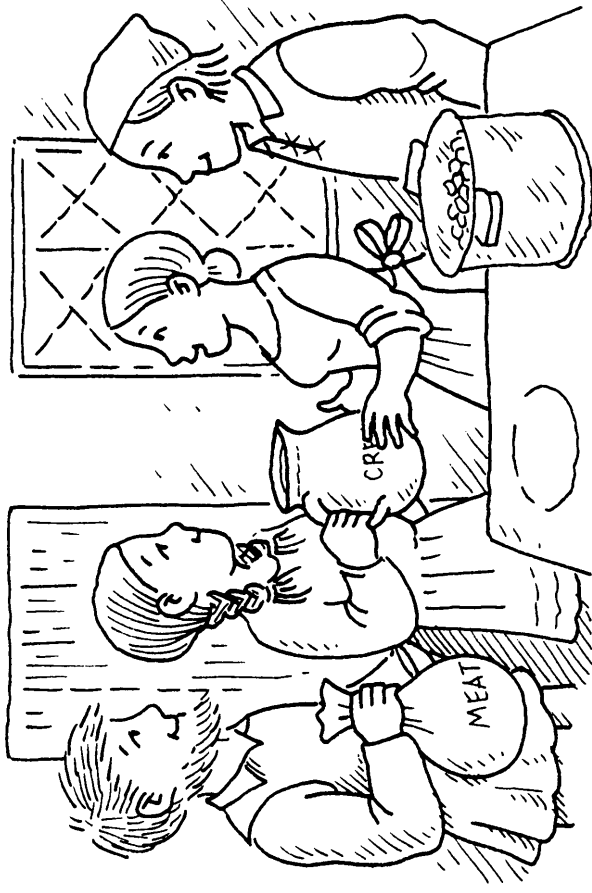


“But we just have beans!”
Jean wept.

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Phonics: Circle the long e words in the story.

2



“Add this sweet cream,” said Peg.
“Add this meat,” said Bob.
“I know it is good beef.”
“Thanks!” said Tim and Jean.

Comprehension: Make an inference about why Jean wept when they only had beans.

3

Name _____

For words like **setting**, double the final consonant before adding *-ing*.

A. Fill in the missing parts to make the word in bold.

1. We like to go **swimming** in the lake.

Example: swim + m + ing = swimming

2. I am **petting** the dog.

pet + t + ing = petting

3. Tom is **running** five miles.

run + n + ing = running

4. The duck is **getting** wet.

get + t + ing = getting

For words like **wave**, remove the silent **e** before adding *-ing* to make **waving**.

A. Fill in the missing parts to make the word in bold.

1. The baby is **taking** a nap.

take - e + ing = taking

2. Will Ned go **skating** with Ted?

skate - e + ing = skating

Name _____

A. Vocabulary Words: Cloze Paragraph Write the missing words to complete the sentences.

how

little

does

many

My class has many fun pets. Our new pet is a little rabbit. What does the rabbit eat? The rabbit eats greens. How does the rabbit know us? It uses its nose!

B. Vocabulary Strategy: Word Parts Choose a suffix from the box to complete each word. Write the suffix.

ful

less

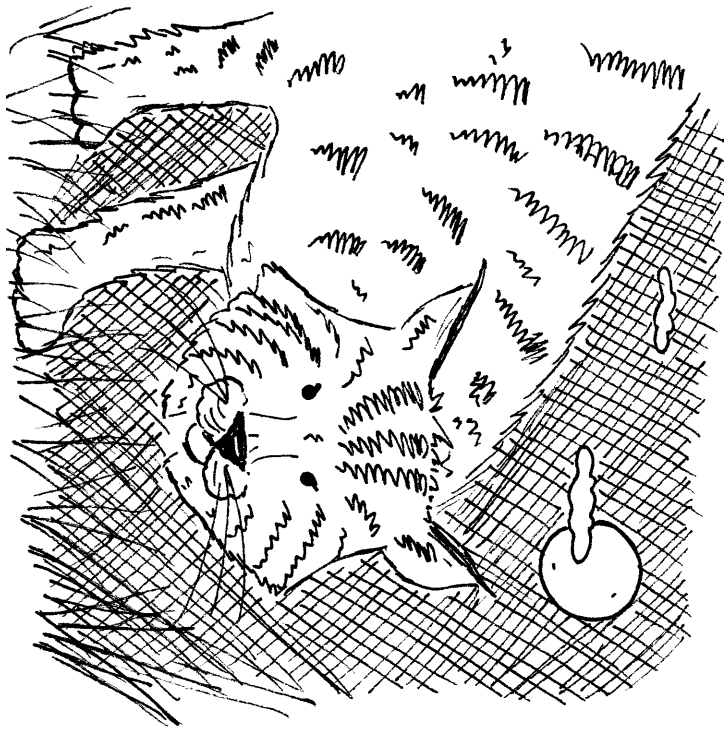
1. I feel hope ful that it will be a nice day.
2. My dress was clean and spot less .
3. The use less fan needs to be fixed.
4. If I keep trying to do it, I will be skill ful at it.

Name _____

To **compare** two or more things, think about how they are alike. To **contrast** two or more things, think about how they are different.

As you read “Night Animals,” fill in the Compare and Contrast Chart.

Animal	Animal	Animal
Behavior	Behavior	Behavior



Bobcats like to sleep in the day.
Will a bobcat hunt in
the day?
It might, but night is best.
Bobcats like the night.

High-Frequency Words:
Circle the words *how*, *does*,
many, and *little* in the story



At Home:
Ask your child
to read the book
aloud to you.

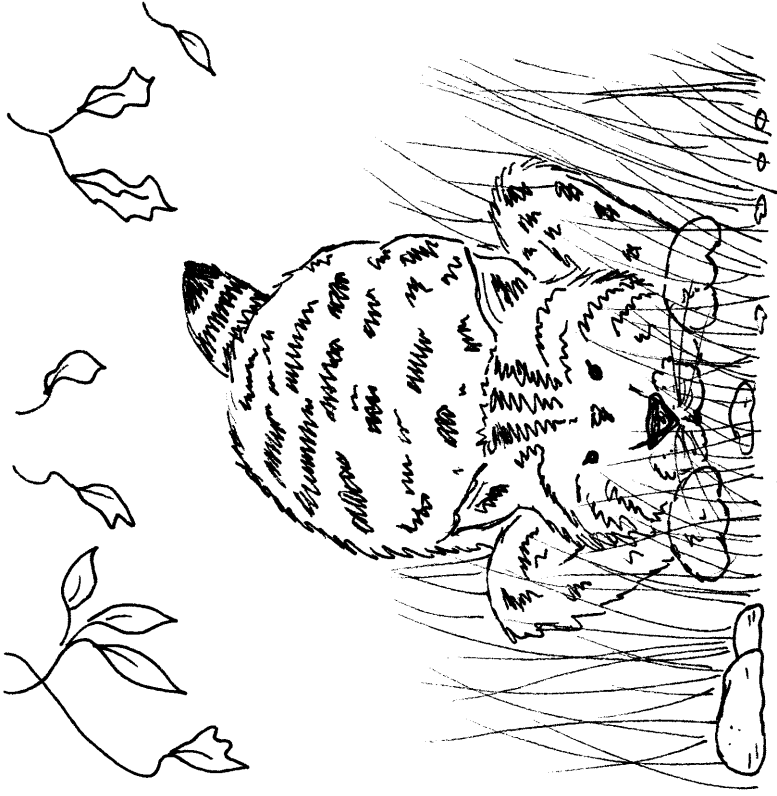
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Bobcats at Night



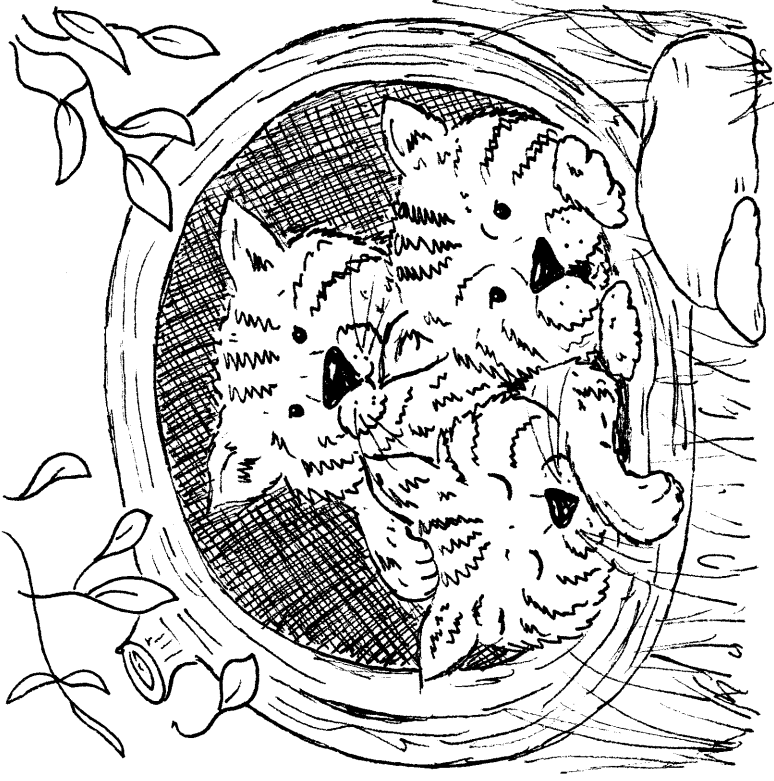
Bobcats like the night.
Night is the best time
to hunt.



How does a bobcat find things to eat?
An animal might run by.
A bobcat will jump to get it.

Phonics: Find long *i* words in the story.
Circle the letters that stand for the long *i* sound.

2



Bobcats have many little cubs.
The cubs stay dry in a den.
Mom bobcat brings them things to eat.

Comprehension: Compare and contrast what bobcats do in the day and night.

3

Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

Do you like to ride on trains? Trains ride
 9 fast on tracks. But a train is not as fast as a
 21 plane. A train may stop where you live. You
 30 can get on at a stop. You can get off at a
 42 stop. 43

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

A pea is like a green bean. I like to eat peas.
 12 When I plant peas, the vines can get to be six
 23 feet. Then I pick the ripe peas.
 30 My peas were a sweet treat. The treat was
 39 good to eat. I will eat peas next week! 48

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

7 Mike likes night time. He sees many
 16 bright lights high up in the sky. What makes
 19 the lights bright?
 27 Mike sees little bats fly by. How does
 32 a bat see at night?
 42 Look! Mike sees a firefly. It has a light that
 48 blinks! It is quite a sight.

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Draw a line from each word in the first column to its definition in the second column.

- | | |
|-----------|----------------------------|
| 1. warm | a. small |
| 2. play | b. to own |
| 3. little | c. one more than three |
| 4. four | d. more hot than cold |
| 5. have | e. to do something for fun |

B. Circle the word that has the same or almost the same meaning as the underlined word or words in the sentence.

- Fish make their home in the sea.
play live under
- The book is below the desk.
under away where
- Dan did a nice job of cleaning up.
little warm good
- I could eat a lot of these grapes.
many where little
- What way do you go home from school?
Were How Have

Name _____



coat



toe



crow



go

A. Draw a line under the word that best completes each sentence. Write the word on the line.

- Tad's boat will not float.
flame float fan
- The snail is so slow.
slow some soap
- Kate was sick, so she went home.
soak snow so
- The toad hopped into the pond.
tow toad top
- Mac will grow a lot of beans.
groan go grow
- The doe ran into the trees.
doe do dome

B. Go back and circle the letters that spell long o in the answers above.

Name _____

For words like **hop**, double the final consonant before adding **-ed** to make **hopped**.

A. Fill in the missing parts to make the word in bold.

Example: Todd **tapped** the drums.

tap + p + ed = tapped

1. She **stopped** the truck.

stop + p + ed = stopped

2. May **rubbed** her back.

rub + b + ed = rubbed

3. The fish **flopped** in the lake.

flop + p + ed = flopped

4. He **hugged** the dog.

hug + g + ed = hugged

B. Circle the words that have the correct ending.

helpped (helped)

poped (popped)

traped (trapped)

(grabbed) grabed

(jumped) jumppped

Name _____

A. Vocabulary Words Check true or false for each statement.

1. The **first** letter in the alphabet is **A**. true false
2. You eat lunch **after** dinner. true false
3. Chicks hatch **from** eggs. true false
4. If it is spring today, it will be winter **soon**. true false

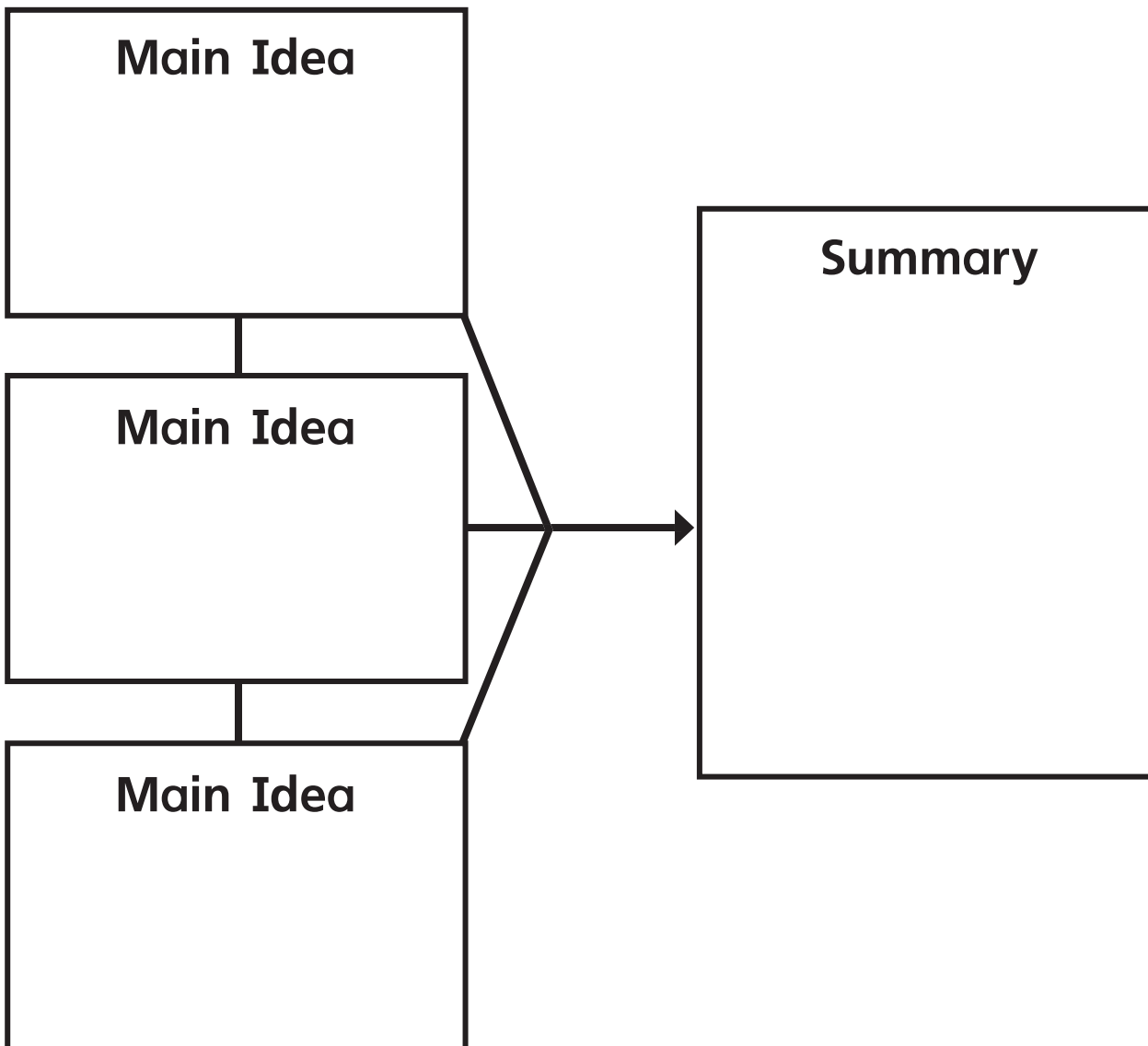
B. Vocabulary: Thesaurus Draw lines between words with opposite meanings.

from	sad
first	get
send	to
up	down
glad	last

Name _____

To **summarize** a selection, tell about the main ideas, or what the selection is mostly about, in your own words.

As you read “What Grows?” fill in the Summarize Chart.





Finches grow bigger and soon
can fly from the nest.
Go on! Fly away!



Finches Grow Up

Finches make nests to hold
eggs. Some nests are in big
oak trees.

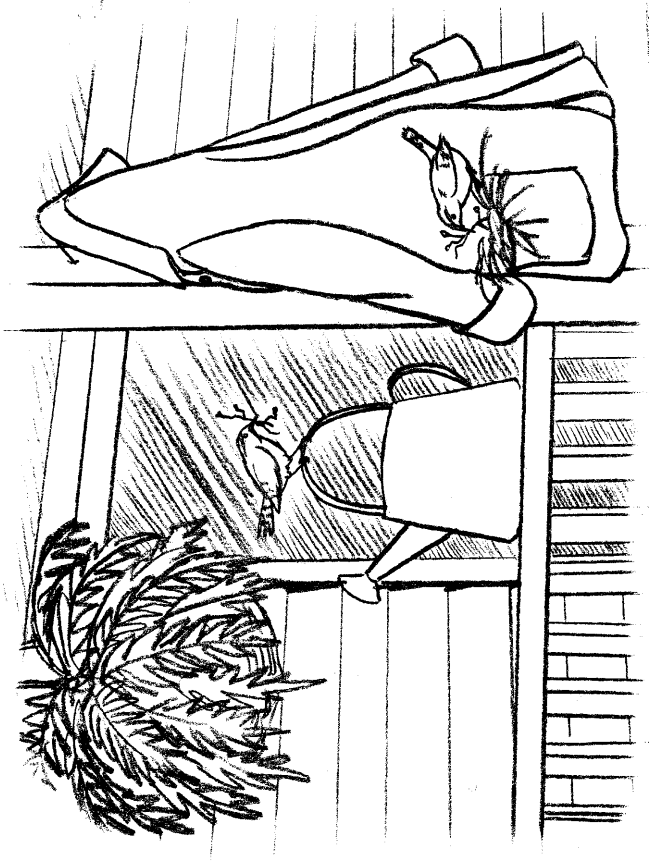
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High-Frequency Words:
Circle the words after, from,
first, and soon in the story.



At Home:
Ask your child
to read the book
aloud to you.

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Some nests are in odd things.
Finches may make nests in
pots and bowls.
A finch may make a nest
in an old coat!

Phonics: Underline the long *o* words in the story.

2



After a nest is made, the
mom lays eggs. The eggs
crack and the babies grow.
At first, grown-up finches
help the babies.

Comprehension: Why do grown-up finches help the baby finches at first?

3

Name _____



blew



cube



glue



tuba

A. Draw a line under the word that best completes each sentence. Write the word on the line.

- Some glue is in tubes.
tubes tulips tunes
- I can ride on the mule.
music mug mule
- It is rude to yell in class.
rub rule rude
- I had a tuna sandwich for lunch.
tuna tune tub
- The plane flew in the sky.
flute flew few
- The sea looks blue.
blue blew bug

B. Go back and circle the letters that spell long *u* in the answers above.

Name _____

Suffixes are word parts added to the end of words to change their meanings.

-er means “a person who”

-less means “without”

-ful means “full of”

A. Fill in the missing parts to make the word in bold.

Example: Kate is the best **singer** in the class.

_____ sing _____ + _____ er _____ = _____ singer _____

1. Can you be the class **helper** today?

_____ **help** _____ + _____ **er** _____ = _____ **helper** _____

2. Kent felt **hopeful**.

_____ **hope** _____ + _____ **ful** _____ = _____ **hopeful** _____

3. The puppy is so **playful**!

_____ **play** _____ + _____ **ful** _____ = _____ **playful** _____

4. The snowman is **hatless**.

_____ **hat** _____ + _____ **less** _____ = _____ **hatless** _____

B. Write two sentences about animals. Use the word *fearless* in one sentence. Use the word *playful* in the other.

1. _____

2. _____

Name _____

want

our

work

could

A. Vocabulary Words: Cloze Sentences Write the missing words to complete the sentences.

1. What do you want to do today?
2. We could make something.
3. Let's make a plate from clay and paint it with our brushes.
4. Yes! I will help you work on it.

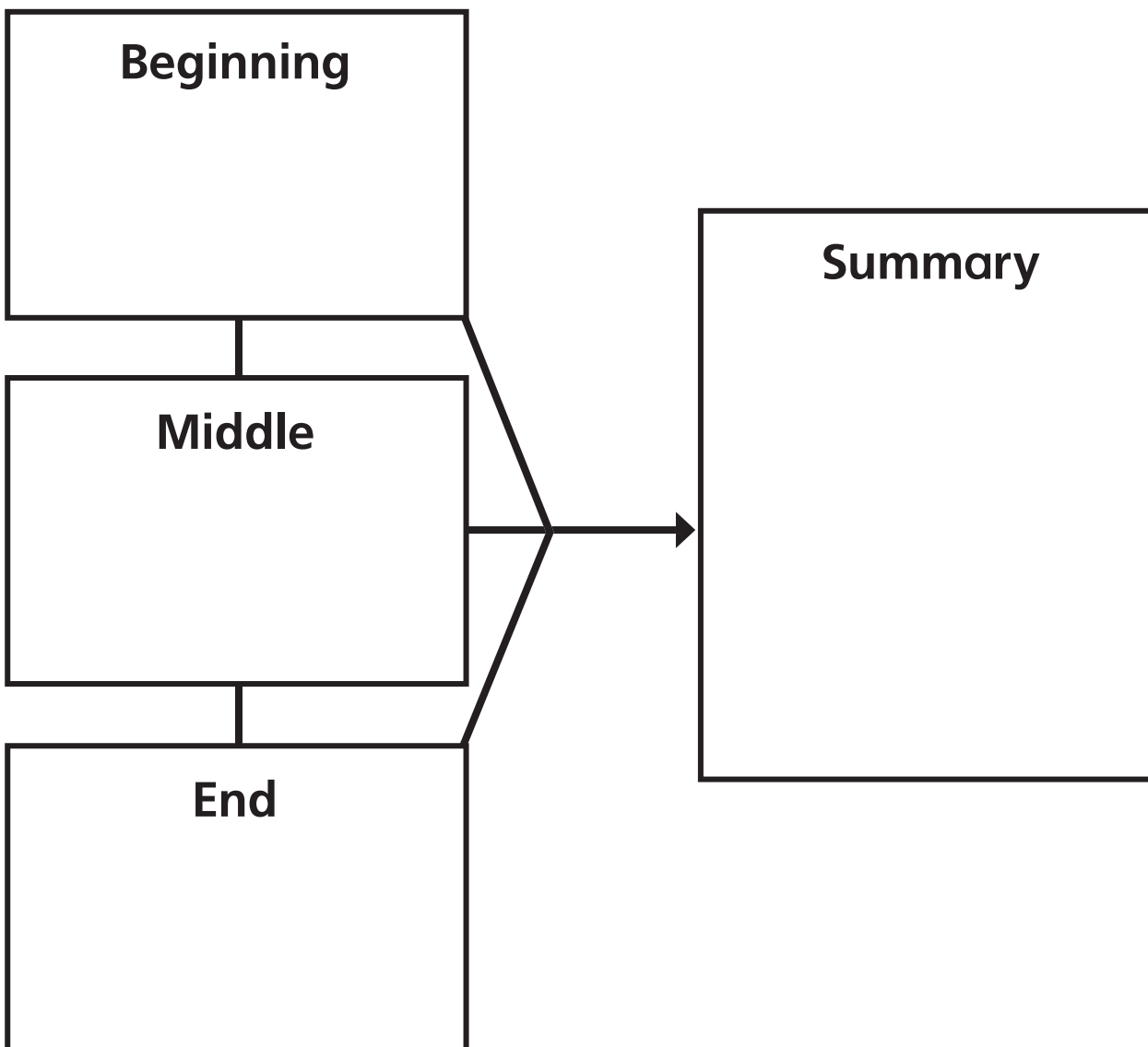
B. Vocabulary Strategy: Context Clues Underline the context clues that help you figure out the meaning of each idiom in dark print.

1. I needed to understand the rules of camp. Tom helped me **know the ropes**.
2. Shells are **a dime a dozen** and easy to get on this beach.
3. The spelling test was so easy it was **a piece of cake**.
4. Meg acts fast. She does what Mom asks at the **drop of a hat**.

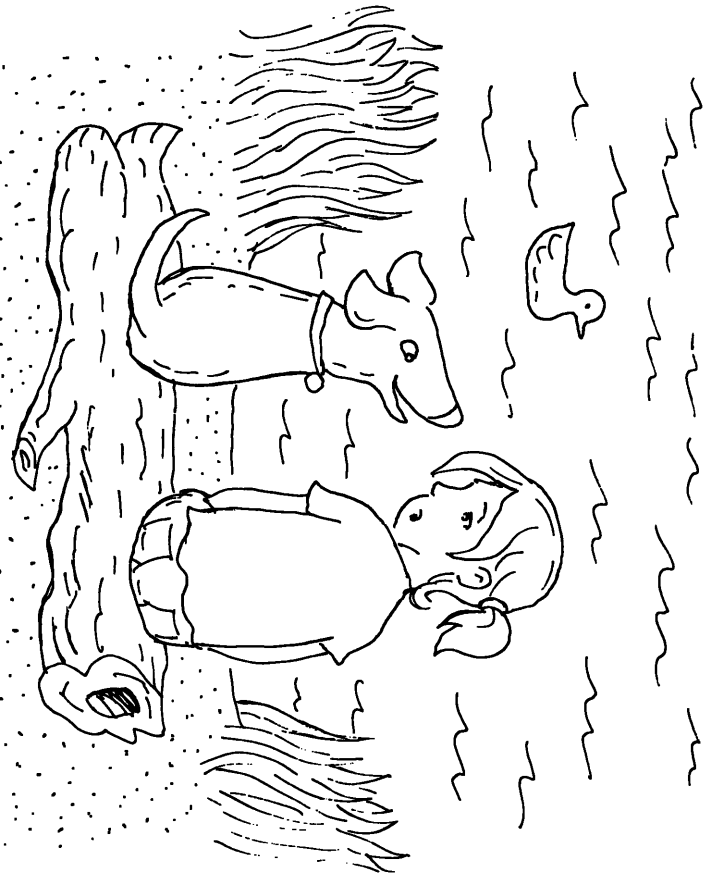
Name _____

To **summarize** a story, tell about the main events, or the most important things that happen.

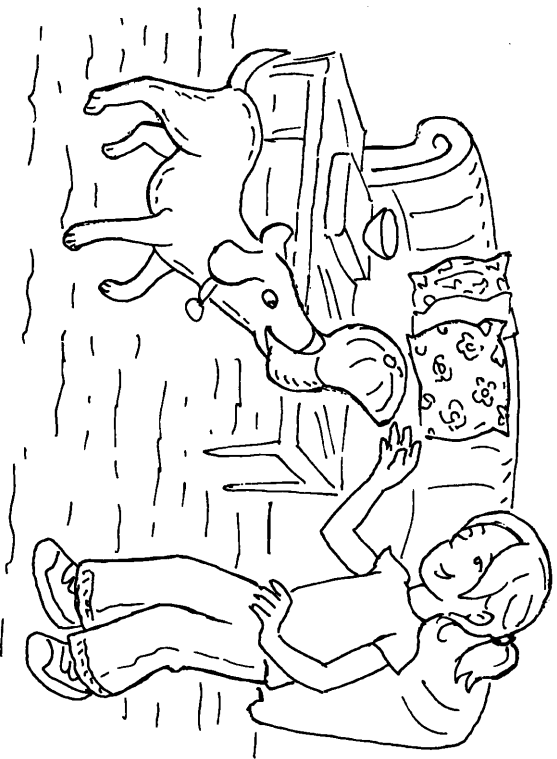
As you read “A Talking Mule,” fill in the Summarize Chart.



June and Lulu



“I work well with you Lulu. We have fun. But I wish you could talk,” sighed June. “I can!” yelped Lulu. “You have not asked me to!”



June has an old dog. The dog's name is Lulu. Lulu does what June asks. Lulu is a good dog.

4

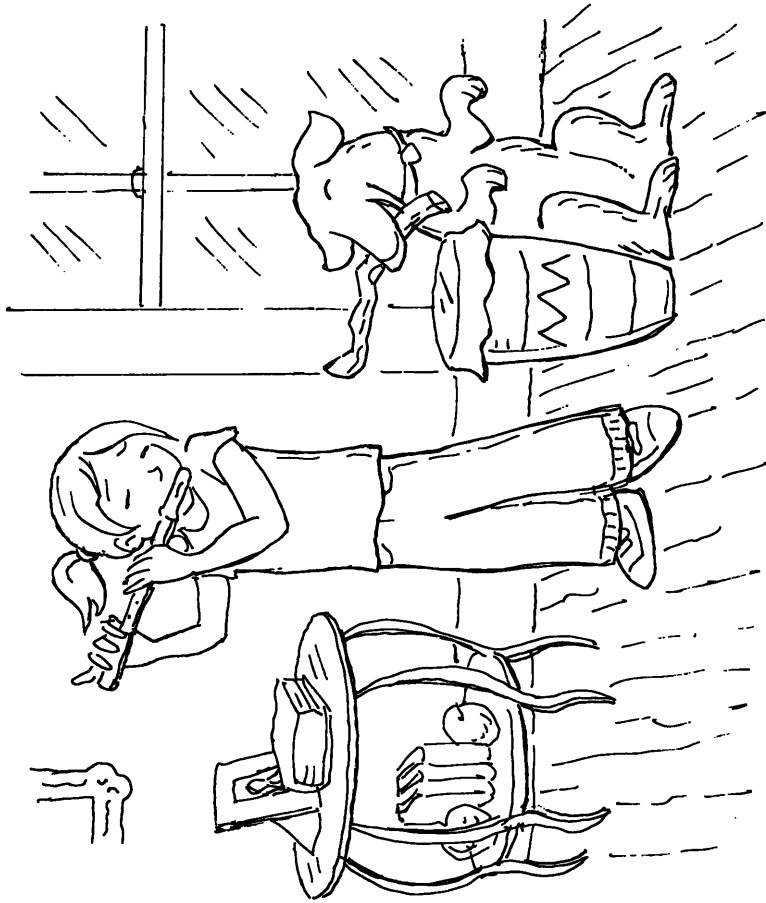
High-Frequency Words:

Circle the words our, want,
work, and could in the story.



At Home:
Ask your child
to read the book
aloud to you.

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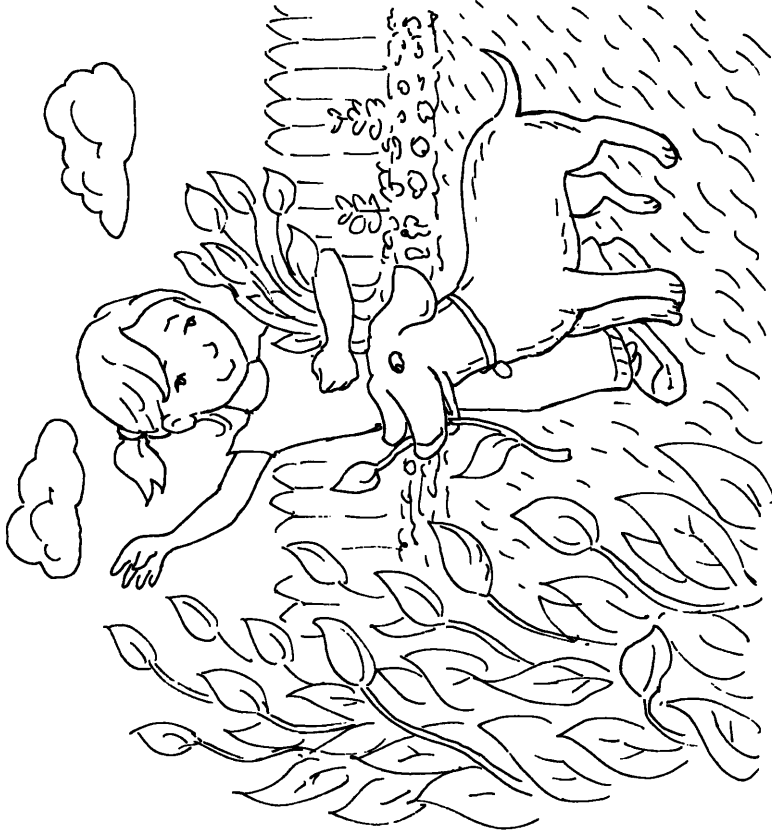


“Will you play our tune Lulu?” asked June.

So June played the flute, and Lulu tapped the drum.

Phonics: Find long *u* words in the story.
Circle each word.

2



“I want to pick tulips, Lulu. Will you help me?” asked June.
Lulu helped June pick lots of new tulips.

Comprehension: Describe the things that Lulu can do.

3

Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

A plant is a living thing. Plants grow.
 8 Grass is a plant. The grass by my home grows
 18 fast. It can grow high. First, I mow it. Soon
 28 it grows right back!
 32 A rose is a plant. It grows. First, it is a bud.
 44 After the bud, it is a big, yellow rose. 53

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

A Good Worker Needed

4 Could you feed our cute pup, Ruth?
 11 Will you take hay to our mule, Jed?
 19 Do you want to play with our kids, Joan?
 28 If so, we want you to help us with
 37 our work! We could use a good worker to
 46 help us five days a week. 52

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____



car



park

A. Draw a line under the word that best completes each sentence. Write the word on the line.

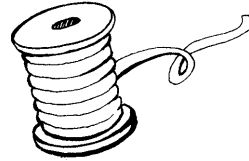
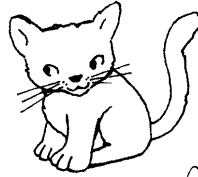
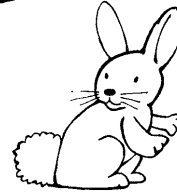
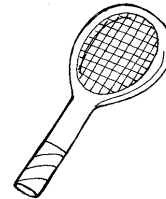
1. A lot of snow fell in the yard.
yes yard yell
2. Beans and peas grow on our farm.
fan frame farm
3. I cannot see in the dark.
dark drag dash
4. It is fun to go to the park.
pack park play
5. Is it time to start the game?
stand strap start

B. Go back and circle *ar* in the words you wrote on the lines above.

Name _____

Closed syllables end with a consonant sound: nap kin

Put the two syllables together to form a word that matches the picture. Then write the word on the line.

1. rib bon ribbon2. kit ten kitten3. rab bit rabbit4. but ton button5. rack ket racket6. muf fin muffin

Name _____

found

funny

they

are

A. Vocabulary Words: Cloze Sentences Write the missing words to complete the sentences.

1. I **found** a bunch of stray pups.
2. **They** tried to lick my hand.
3. The pups **are** so cute.
4. They make **funny** little barks.

B. Vocabulary Strategy: Context Clues Underline the context clues that help you figure out the meaning of each word in dark print.

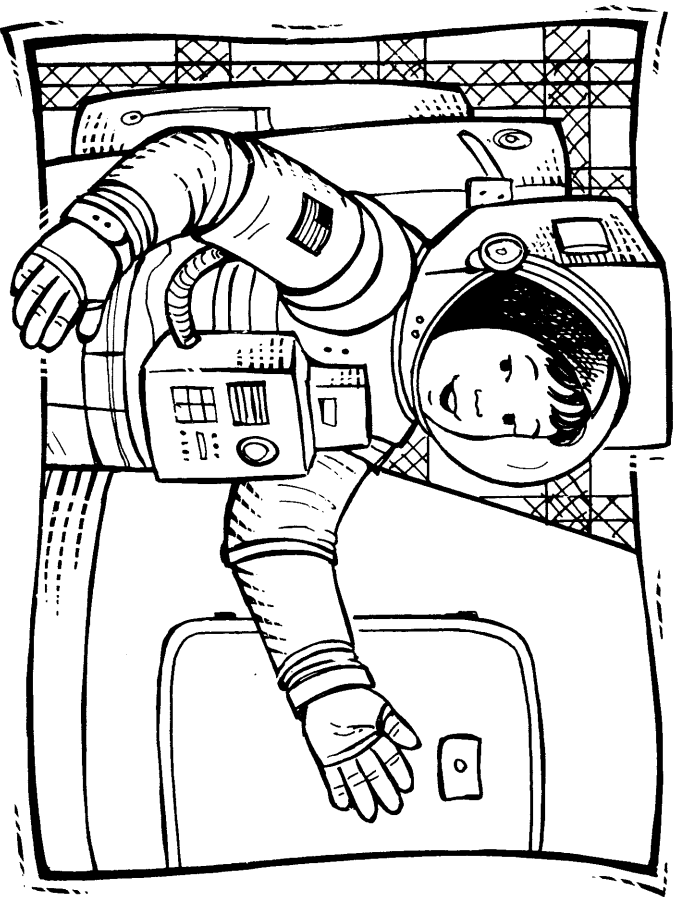
1. Sam will open the **can** of beans.
2. I am sleepy, so I will **rest**.
3. **Can** you lift this box?
4. I ate some, and you can have the **rest**.

Name _____

Understanding the **author's purpose** means understanding why the author wrote something.

As you read "A Funny Trip to Mars," fill in the Author's Purpose Chart.

Clue	Clue
↓	↓
Author's Purpose	



We cannot visit Mars yet. But at some point they will go. I want to go, do you?

Mars Is Far Away



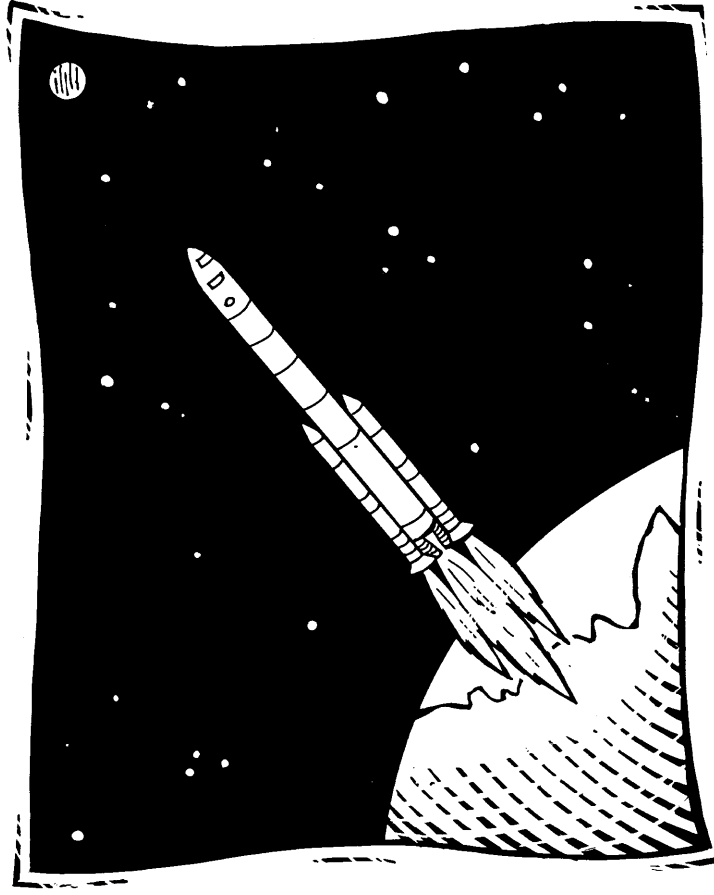
Liz and Clark went on a funny trip to Mars. I wish we could go there. But I found that we cannot take a real trip to Mars yet.

4

High-Frequency Words:
Circle the words found,
funny, they, and are in the
story.

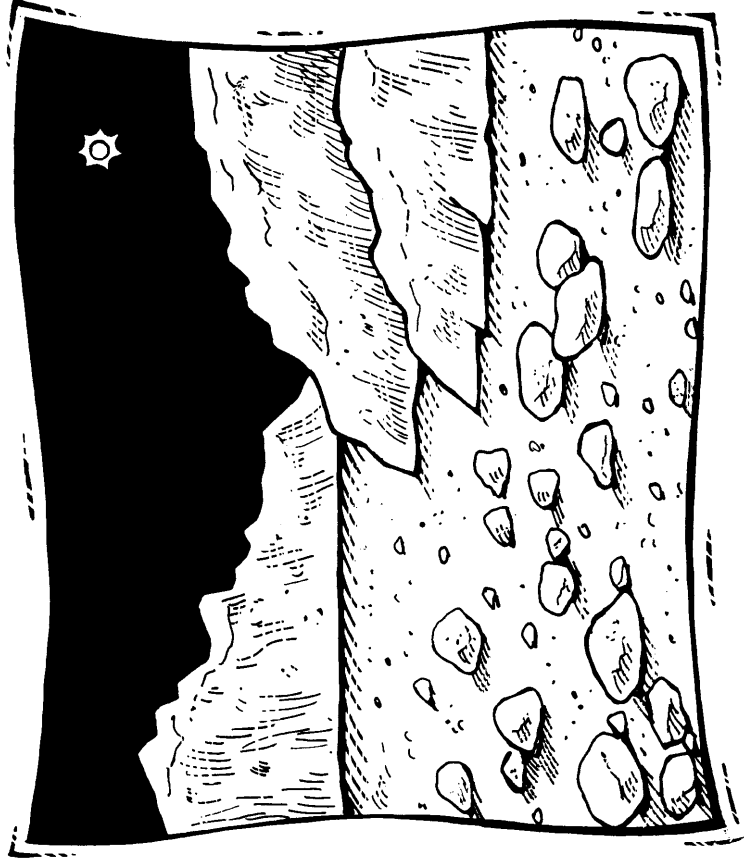


At Home:
Ask your child
to read the book
aloud to you.



Mars is far away. It might take about 220 days just to get to Mars. That is a long trip in space. We cannot go that far yet.

Phonics: Circle the *ar* words in the story.



Mars is cold and rocky. It's poles are dark. The planet Mars is next to us, but it is far from the Sun. We cannot live on Mars.

Comprehension: Why do you think the author wrote this selection?

Name _____



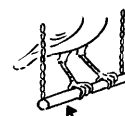
girl



burn



fern



perch

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

1. I helped Dad make Mom's birthday cake!

birthday bird bright



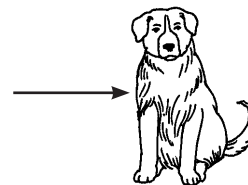
2. She will stir the mix.

still stand stir



3. The dog has thick fur.

far fire fur



4. Dad and Bert saw a fern.

felt fern Fred



5. We see thirty ferns.

thirty think then

30

B. Find the *ir*, *ur* or *er* in each answer above. Then circle it.

Name _____

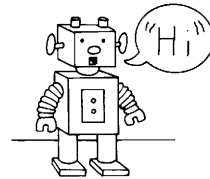
Open syllables end with a vowel sound: go me

Put the two syllables together to form a word that matches the picture. Then write the word on the line.

1. do nut _____ donut



2. ro bot _____ robot



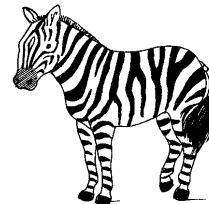
3. mu sic _____ music



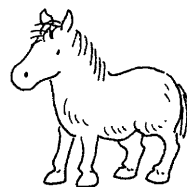
4. ba by _____ baby



5. ze bra _____ zebra



6. po ny _____ pony



Name _____

A. Vocabulary Words Check true or false for each statement.

1. Birds **never** fly. true false
2. **One** is less than four. true false
3. If we are apart, we are **together**. true false
4. If the dog has **been** good, she may get a treat. true false

B. Vocabulary Strategy: Thesaurus Write a word from the box that means the same thing as the underlined word.

tiny

sick

fast

close

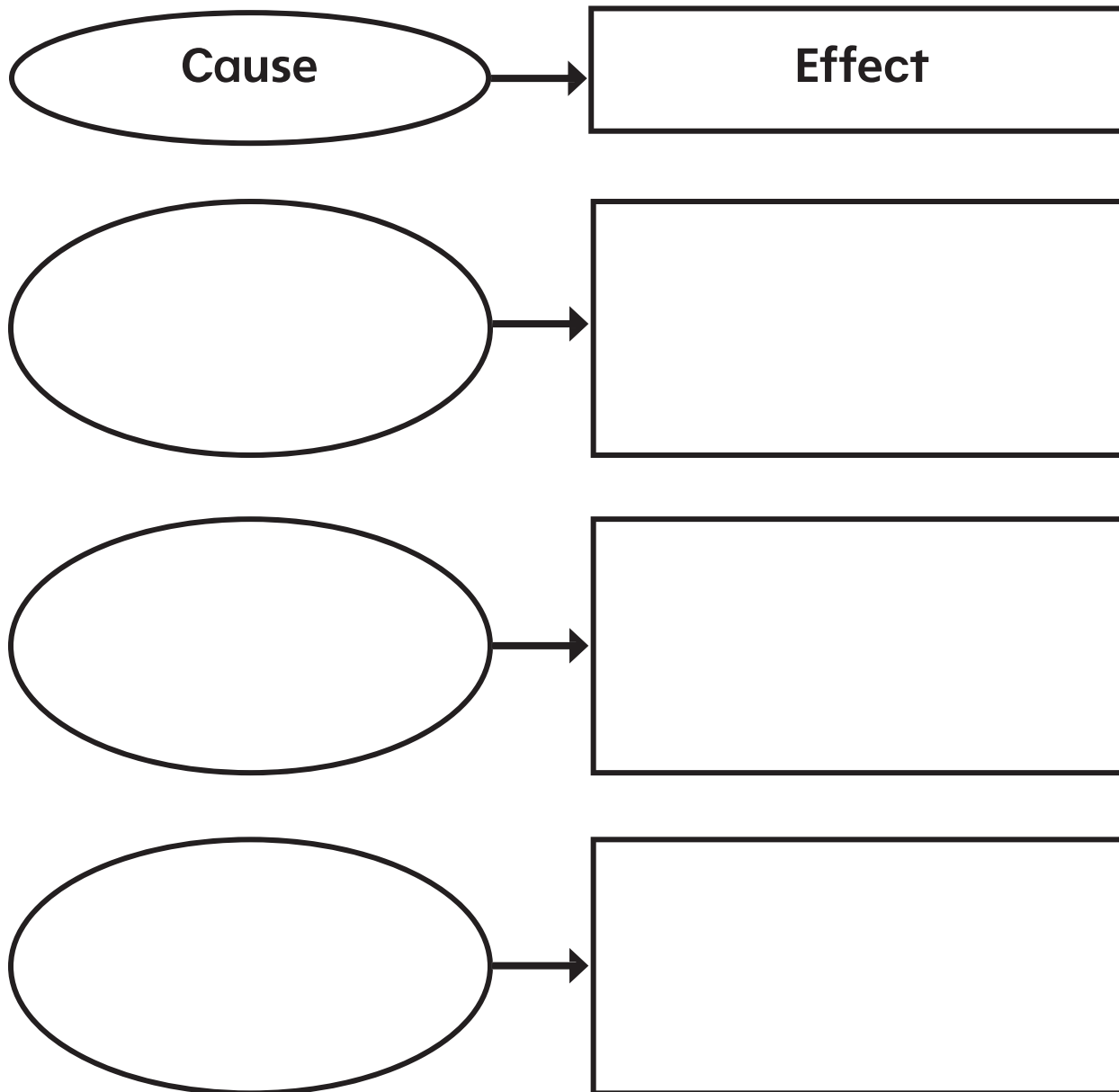
1. Please shut the gate as you go. close
2. Jane is ill, so she cannot go to the show. sick
3. My kitten looks like a little bit of fuzz. small
4. If you are quick, we can catch the bus. fast

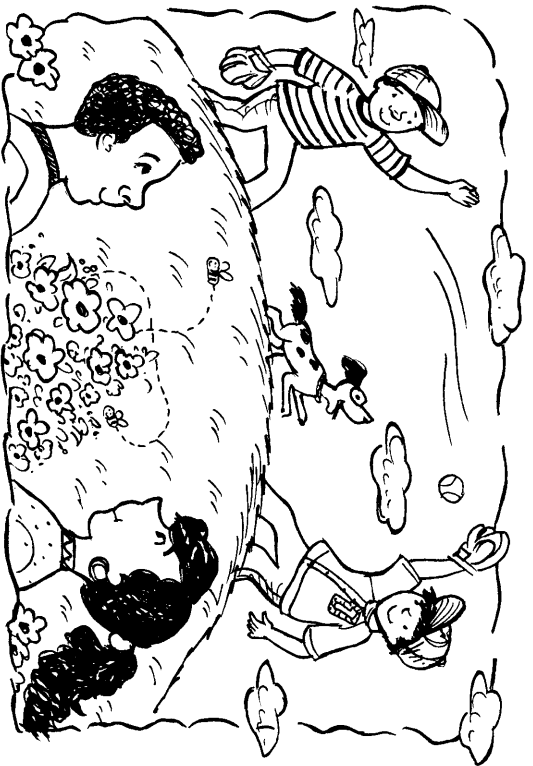
Name _____

To find an **effect** in a story, ask “What happened?”

To find a **cause** in a story, ask “Why did that happen?”

As you read “Fern’s Team,” fill in the Cause and Effect Chart.





“We didn’t win last week,” said Vern. “But we have one last game, it’s next week.”

So Irwin and Vern played ball together.

“It has been a great day!” they said.

High-Frequency Words:

Circle the words one, been, never, and together in the story.



At Home:
Ask your child to read the book aloud to you.

4

Irwin and the Game



Irwin put on his baseball shirt and his lucky bird cap.

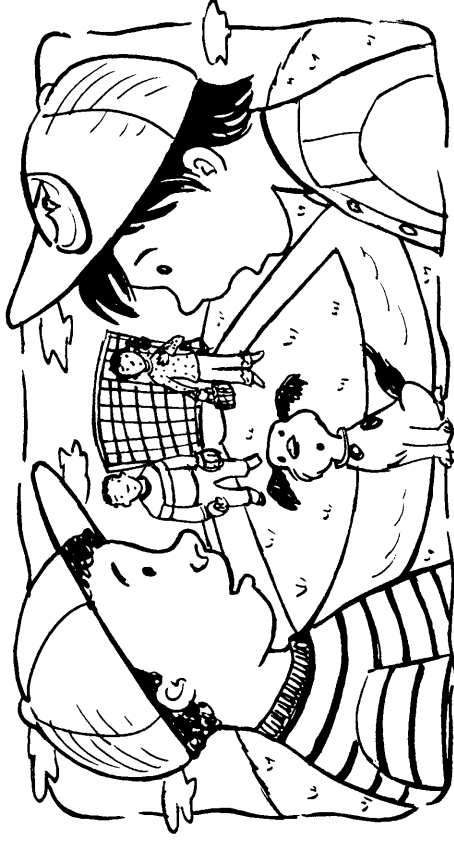
“It is a good day for a game!” said Irwin. “I will get a home run!”

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Irwin got his bat and mitt.
He and his mom went to the
park.
“It is a good day for a game!”
said Irwin.
“I will get four home runs!”

Phonics: Underline the *ir* and *er* words in the story.



Irwin saw Vern with his dad.
“Where is our team, Vern?”
asked Irwin.
“The game was last week!”
said Vern.
“No! I missed it! I forgot. I’ve
never missed a game, not
one!” said Irwin.

Comprehension: What causes Irwin to miss the game?

Name _____



here



ear



deer

A. Draw a line under *eer*, *ere*, and *ear* in these words.

veer mere tear near steer

B. Sort the words from above in the boxes.

eer

ere

ear

eer	ere	ear
veer; steer	mere	tear; near

C. Use the words above to complete each sentence.


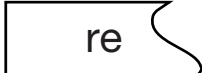

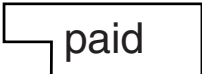






- I will not cry a tear.
- I had a tiny, mere bite.
- My dad can steer the boat.
- My home is near the park.
- I veer to the right on my bike.

Name _____

Prefixes are word parts added to the beginning of words to change their meanings. The prefix **re-** means “again.” The prefixes **un-** and **dis-** mean “not” or “the opposite of.”

A. Make words with the prefixes *re-*, *un-*, and *dis-*. Circle the prefix in each of your answers.

Example:   discard

- | | | | |
|----|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------|
| 1. |  |  | <u>restart</u> |
| 2. |  |  | <u>unpaid</u> |
| 3. |  |  | <u>displease</u> |
| 4. |  |  | <u>reread</u> |
| 5. |  |  | <u>unload</u> |

B. Fill in each blank with a word from above.

- I will reread that book.
- Try to restart the car.
- Can you unload that box?
- She will not do the job if she is unpaid.
- Do not displease the teacher!

Name _____

there

before

dog

along

A. Vocabulary Words: Cloze Paragraph Write the missing words to complete the sentences.

Mom said that before I got a pet, I needed to save money so I can help pay for it. In ten weeks, I saved up to get a dog. Mom came along with me to the animal shelter. We got there just in time to get the last dog!

B. Vocabulary Strategy: Word Parts Circle the Greek or Latin root word that means the same thing as the word in dark print.

vis = see**tele** = far away

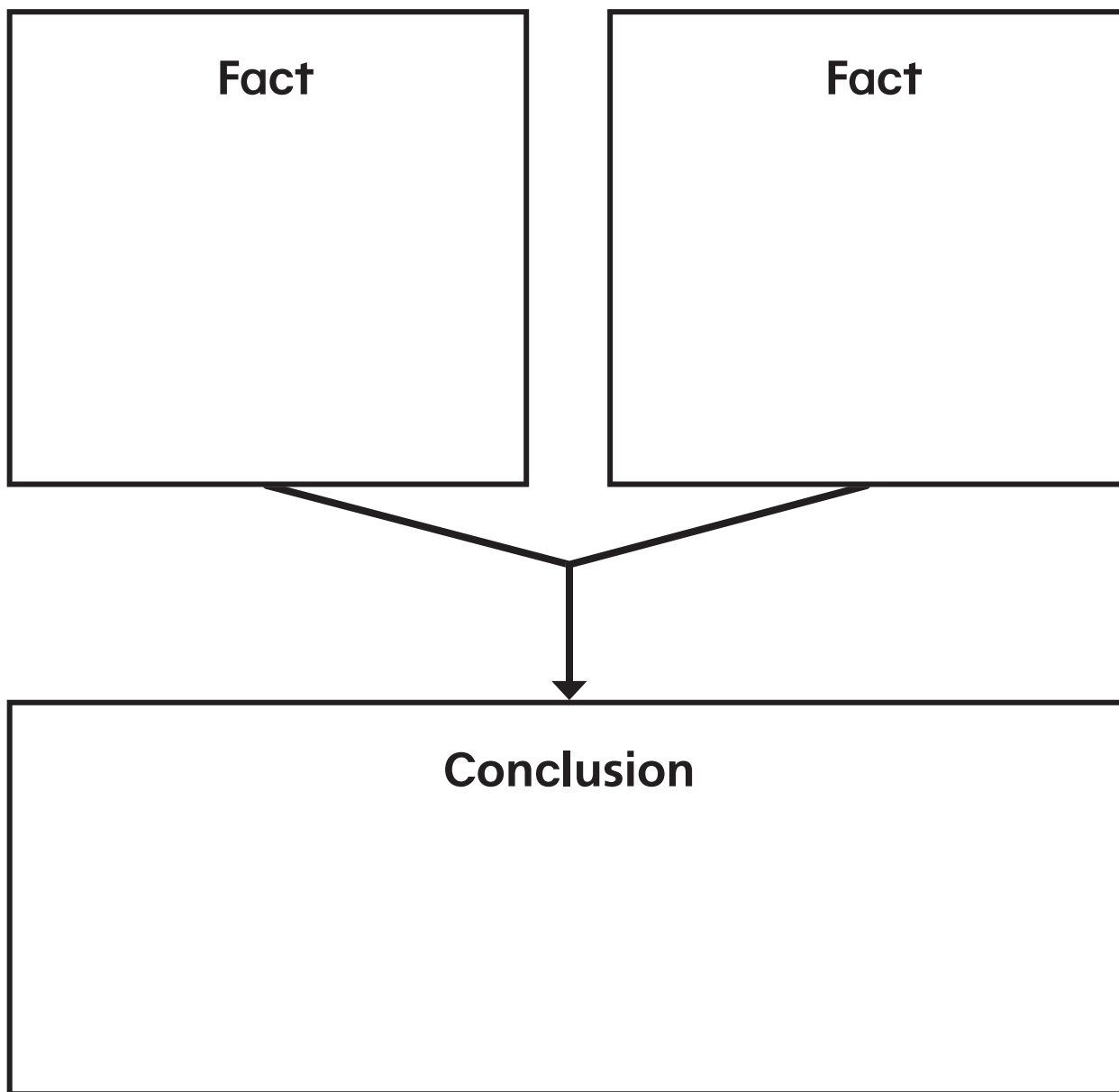
Example: The tiny bug was not **visible**.

1. I wear glasses to make my **vision** better.
2. The star is far away. I can see it better with a **telescope**.
3. When I want to see my grandmother, I go to **visit** her.
4. My aunt lives far away, but we talk on the **telephone** a lot.

Name _____

You can use facts from a story to understand what you read. This is how you **draw conclusions**.

As you read “Who Is Best?,” fill in the Conclusion Chart.





“Hang on!” said Rat.

“This is fun!” said Pig. “Next time, we will bring Dog along with us.”

“I can’t carry both of you,” joked Rat.

High-Frequency Words:

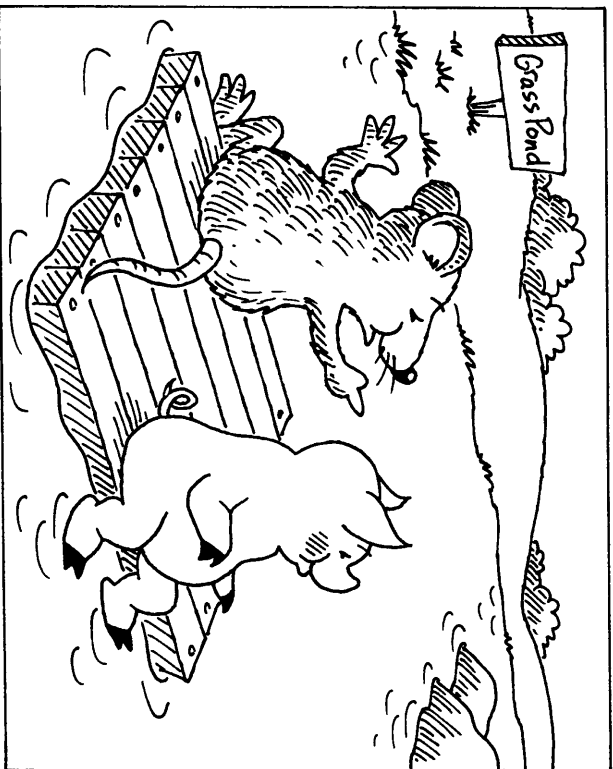
Circle the words there, before, dog, and along in the story.



At Home:
Ask your child to read the book aloud to you.

4

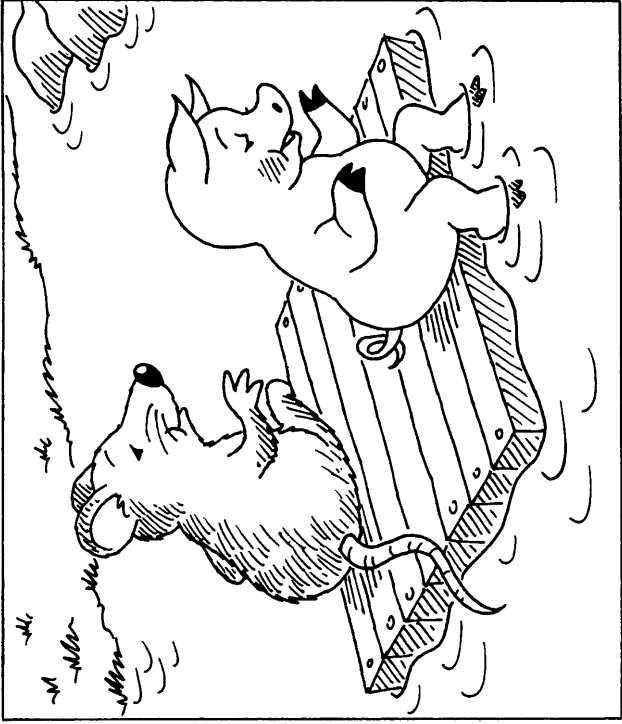
I'll Help You



Rat and Pig sat on a raft in the pond.

“Let’s take a swim,” said Rat.

“Let’s swim from the raft to the nearest rock.”



Pig had a fear of swimming and he did not want to go in. “I don’t want to stay here, but I do not like to swim,” said Pig. “You will get there before I do.”

Phonics: Underline the **ear** words in the story.



Rat jumped in the pond. “Yes, I am faster, but have no fear. I want you to go with me,” yelled Rat. “Hold my ears and I’ll take you!”

Comprehension: Why does Rat offer to help Pig get across?

Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

Star said that she drove our car to Mars.
 9 On Mars, flying cars zipped on top of the
 18 dark streets. She came home since she could
 26 not find a place to park. That is funny since
 36 she does not know how to drive! What do you
 46 think? Is this odd? Could you make this up? 55

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

When she was a kid, my Grandma Gert liked
 9 to play baseball. She could never play on a
 18 team. Back then, baseball teams did not let girls
 27 play. I am glad that they let girls play baseball
 37 today. Grandma Gert has been to each one of
 46 my games. She is my very best fan! 54

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

9 Dogs are fast. Spot is a dog. He runs
18 from the park to the backyard. Spot gets
there before I do!

22 Dogs like to play. Do you see the stick
31 near the tree? Spot gets it and brings it
40 back. Spot is a good little dog! 47

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Underline the answer to each question.

1. What comes before second?

first soon one

2. What is something that is no longer lost?

never found before

3. What do you do in school?

work swim sleep

4. What word means in a very short time?

first after soon

5. What word means something that belongs to us?

our my they**B. Complete the letter with words from the box.**

after dog funny want

1. I like to pet my dog .2. I eat breakfast after I wake up.3. I want to go to the beach.4. I like to read funny stories.

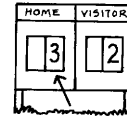
Name _____



fork





oar

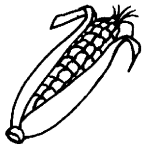



score

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

1. We each need a dish, a cup, and a fork .
fort fork first 

2. A tree fell in the storm .
storm still chore 

3. Do you like peas or corn ?
corn caps card 

4. We swam and played at the shore .
still short shore 

5. My swing has a board for a seat.
board bore hard 

B. Underline the words with *or*, *ore*, or *oar* in the answer choices above.

Name _____

Some long words are made up of two shorter words.
These are called **compound words**.

A. Draw a line to connect two short words to make a compound word. Write the words you make on the lines.

- | | | |
|----------|-------|-------------------|
| 1. night | fire | <u>nightlight</u> |
| 2. pan | light | <u>pancakes</u> |
| 3. sun | set | <u>sunset</u> |
| 4. camp | cakes | <u>campfire</u> |

B. Fill in each blank with a word from above.

- We set up the tents, and then we sat by the campfire.
- The stars were my nightlight.
- The sky was bright red at sunset.
- Then we made pancakes.

C. Go back and draw a line between the two shorter words in each answer.

Name _____

fall

full

very

water

A. Vocabulary Words: Cloze Paragraph Write the missing words to complete the sentences.

I am going on a very long boat trip. The waves are so high! I hope that I don't fall .

The boat is full of kids. I like boating on the water .

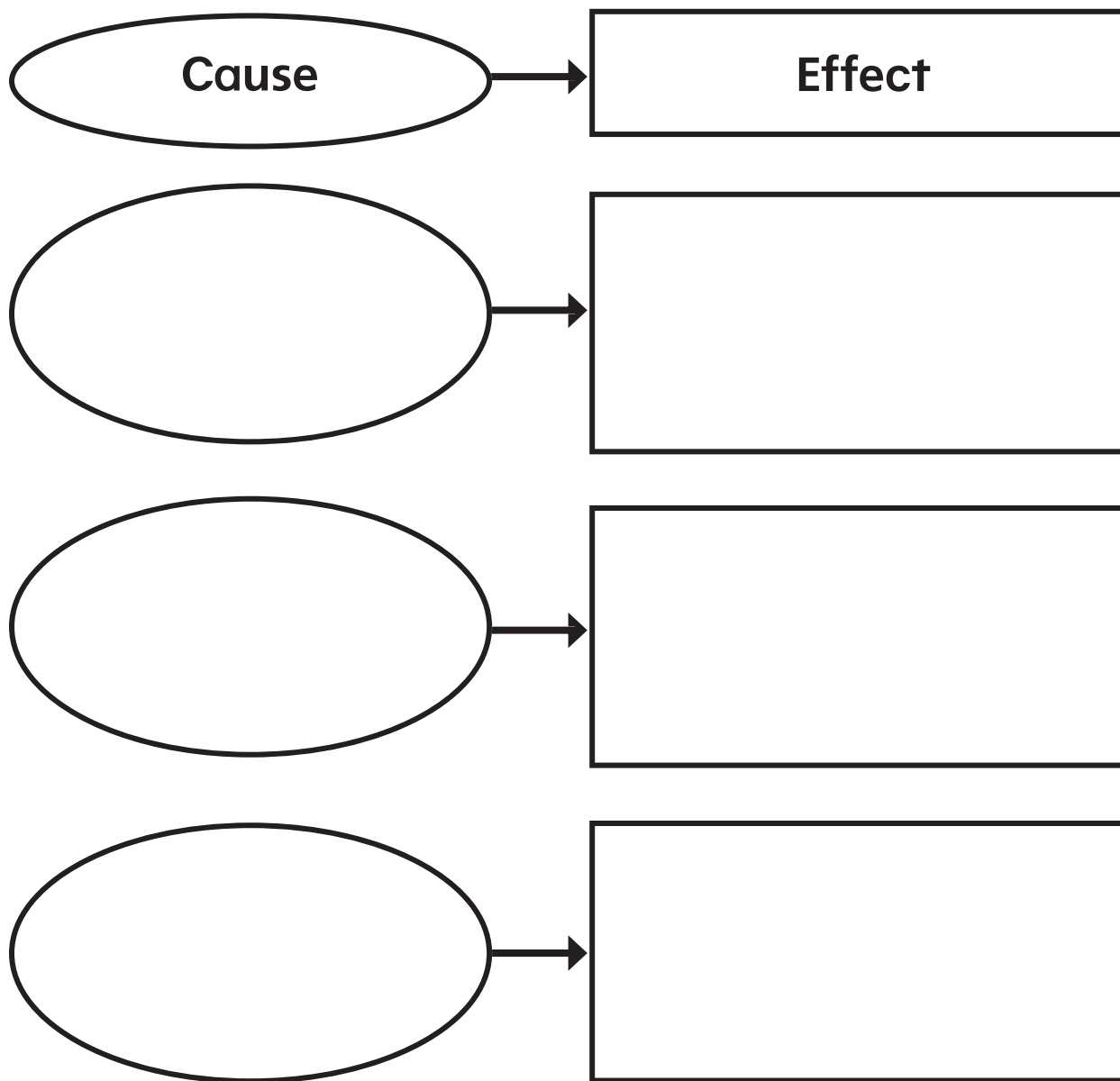
B. Vocabulary Strategy: Context Clues Underline the context clues that help you figure out the meaning of each word in dark print.

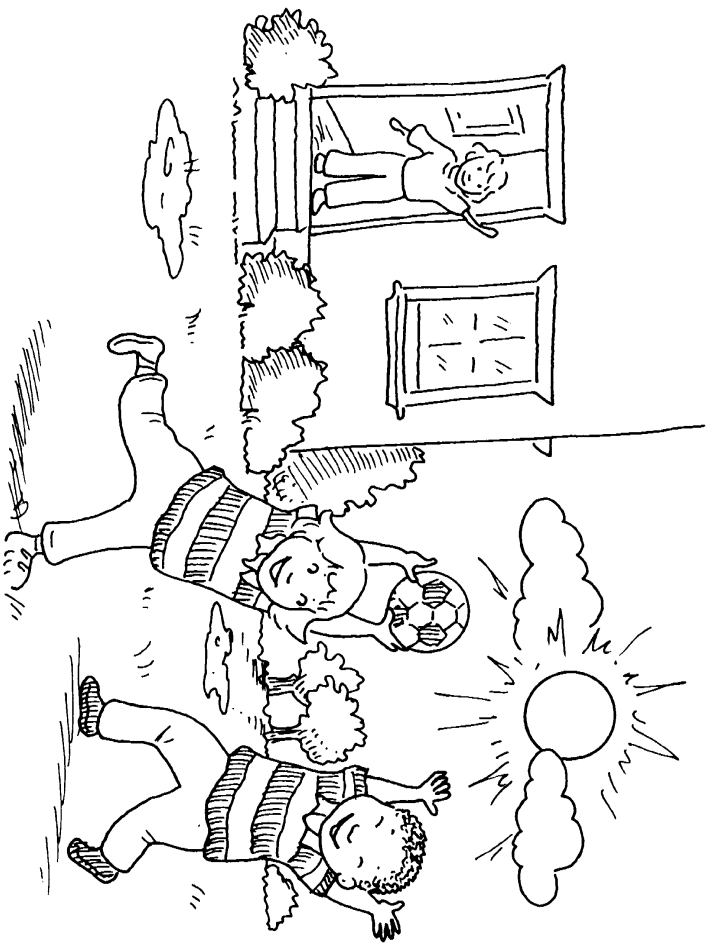
1. May I have a cold drink of **water**?
2. My clothes got soaked in the **storm**.
3. The **thunder** made a big bang.
4. The fluffy white **snowflakes** felt cold on my skin.
5. I got an itchy red **sunburn** at the beach.

Name _____

A **cause** is why something happens.
An **effect** is what happens.

As you read “Storms, Storms!,” fill in the Cause and Effect Chart.





Look! The wind and rain
water have stopped. The sky
is not gray. It is the right sort
of day to play.

High-Frequency Words:
Underline the words water,
full, fall, and very in the story.

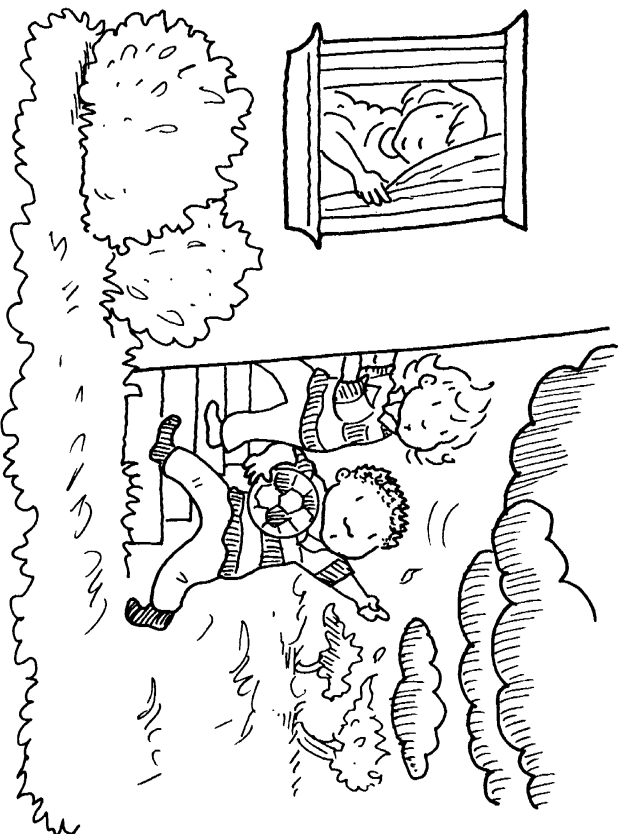


At Home:
Ask your child
to read the book
aloud to you.

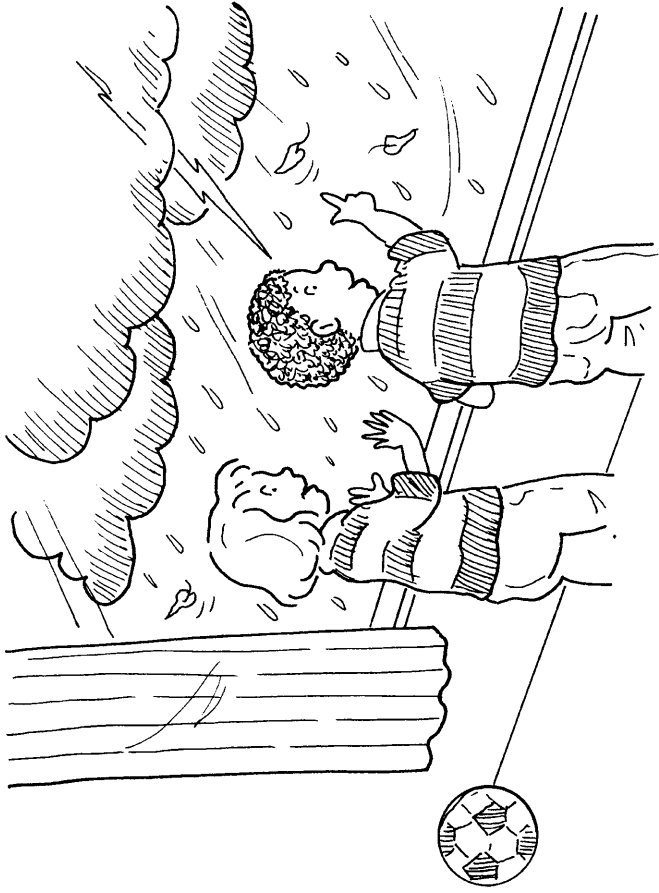
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A Storm!



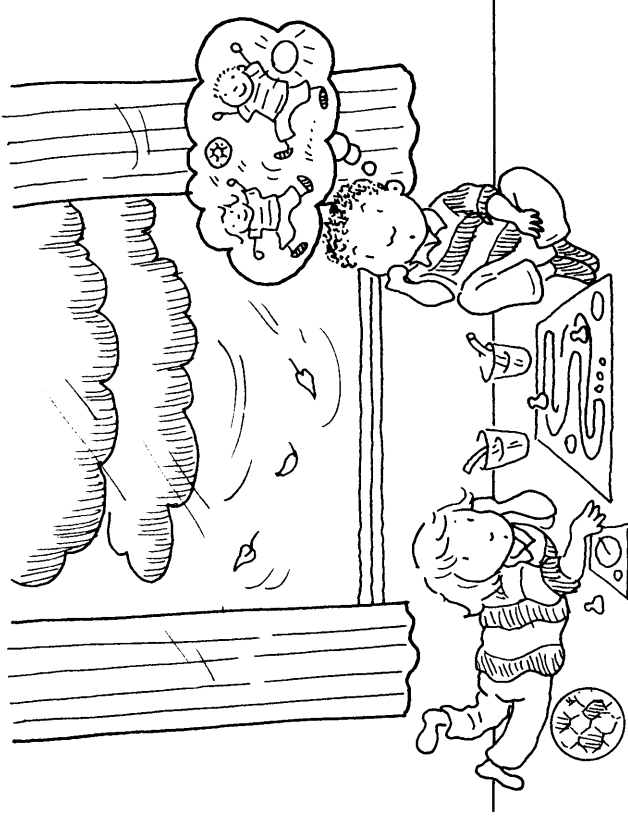
Dark clouds form in the sky.
The sky is full of gray clouds.
That means a storm is on its
way. It is time for kids to go
inside.



What is it like in a storm?
Thunder roars and crashes.
Big streaks of lightning flash
in the sky. Then more thunder
comes. Rain may fall very
hard. Leaves fly off trees.

Phonics: Underline the *or*, *oar*, and *ore* words in the story.

2

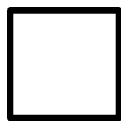


Storms are a time for kids to
stay in. It may be boring. But
do not worry. Most storms
will not last too long.

Comprehension: What caused the children to go inside?

3

Name _____



square



bear



hair



there

A. Draw a line under *are*, *air*, *ear*, and *ere* in these words.pear air fair air square are chair air wear ear where ere**B. Sort the words from above in the boxes.**

ear

ere

are

air

pear, wear	where	square	chair, fair
------------	-------	--------	-------------

C. Use the words above to complete each sentence.

- You will need to wear a raincoat.
- Will there be rides at the fair?
- Do you want to eat a pear?
- That shape is a square.
- Sit on the chair near me.
- Where did you put the pens?

Name _____

The prefixes ***un-***, ***dis-***, or ***re-*** can be added to a base word to change its meaning.

A. Fill in the missing parts to make the word in bold.

1. Did you **repay** the money?

re + pay = repay

2. I **dislike** rude kids.

dis + **like** = **dislike**

3. Please **unlatch** the gate.

un + **latch** = **unlatch**

4. I **distrust** that bucking horse!

dis + **trust** = **distrust**

5. I had to **reread** that page.

re + **read** = **reread**

6. Carl was **unhappy** when he lost the game.

un + **happy** = **unhappy**

B. Write two sentences. Use the word *like* in one sentence. Use the word *dislike* in the other.

1. _____

2. _____

Name _____

once

only

picture

upon

A. Vocabulary Words: Cloze Paragraph Write the missing words to complete the sentences.

I am going to paint a picture of a queen.

The queen will sit upon a golden throne.

Once, a long time ago, I met a real queen.

But it was only in my dream!

B. Vocabulary Strategy: Context Clues Underline the context clues that help you figure out the meaning of each word in dark print.

1. Four **stray**, homeless kittens came into our yard.
2. They were weak and **frail**.
3. Every day we left them treats in a deep red, **scarlet** dish.
4. The kittens got **plump** and fat.
5. They are so playful and **frisky**.

Name _____

The pictures in a story, called **illustrations**, can help you understand the words.

As you read “The Art Affair,” fill in the Illustration Chart.

Illustration	What I Learn



So Bear and Hare baked a fine pear pie and went to the fair.

Hen got to pick the best pie. After tasting each pie, she said, “The winning pie is Bear and Hare’s pear pie! It is the best!”

Bear and Hare hugged and had a picture taken. Then they ran home to eat their winning pear pie!

High-Frequency Words:

Circle the words once,

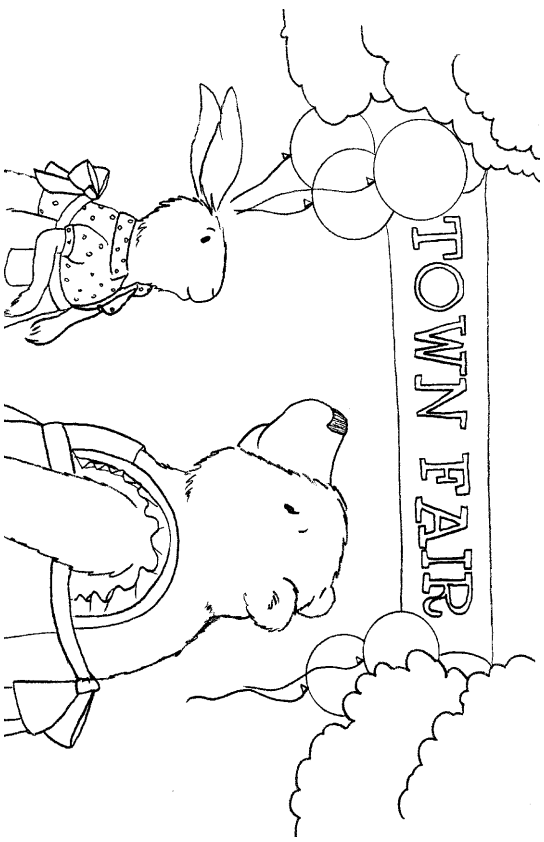
4 picture, upon, and only in the story.



At Home:
Ask your child
to read the book
aloud to you.

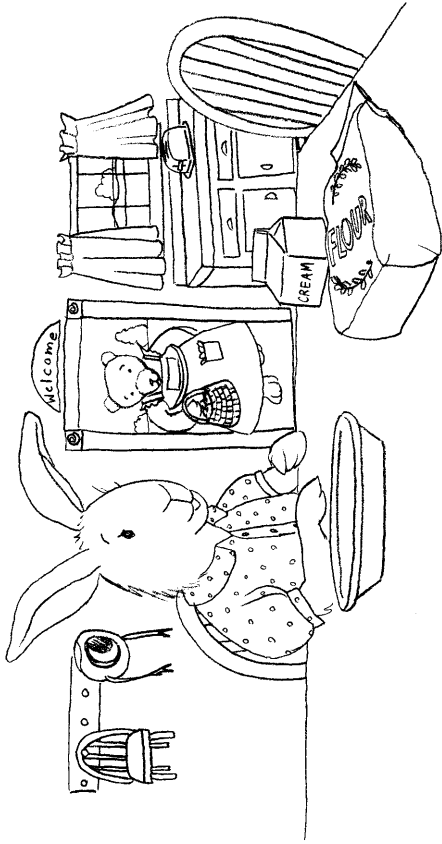
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Bear and Hare



Once upon a time, there was a big town fair. There were games, rides, and a pie-baking contest.

Bear and Hare both liked to bake pies. Each planned to win the contest.

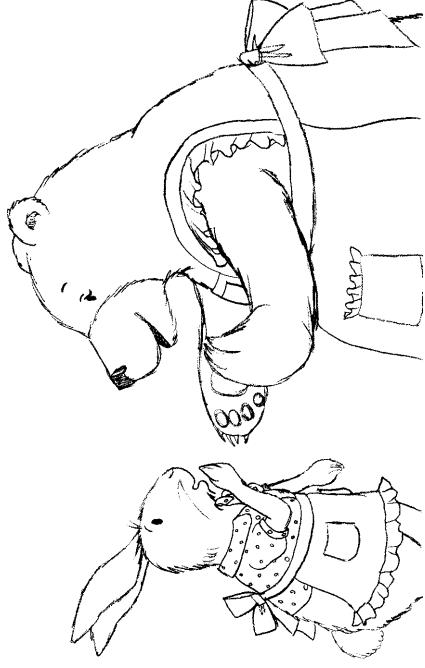


“I’d like to bake a pear pie,”
said Hare. “But I’ve only got
cream, flour, and a pie pan. I
need pears and eggs!”

Hare sat in a chair. “What
will I do?” she said sadly.

Just then, Bear knocked at her
door.

Phonics: Underline the *are*, *air*, and *ear*
words in the story.



“Hi, Hare,” said Bear. “May I
have some cream and flour? I
need them for my pear pie.”

“I’m baking a pear pie, too,”
said Hare. “But I need pears
and eggs.”

“I have pears and eggs,”
said Bear. “Let’s share our things
and bake a pie together!”

Comprehension: How do the pictures help
you understand the story?

Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

1 If you have seen a storm, you know how it
 19 starts. Before a storm, dark clouds form in the
 28 sky. The wind blows and rain or snow starts
 40 to fall. When there is a storm, it is best to stay
 50 inside. When you see blue sky, you can tell that
 the storm has ended. 54

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

8 Once upon a time, Tort and Hare were
 17 at the fair. Tort said, "Will you race? Do
 you dare?"
 19 Hare said, "I do not care."
 25 "We will race to the park square," said Tort.
 34 Hare stopped to rest. "I will only rest for a
 44 bit," he said.
 47 Tort spotted Hare sleeping in
 52 a chair. Then she went to the square.
 60 When Hare got there, he could only stare.
 68 Tort beat Hare! 71

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always




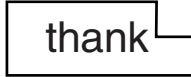
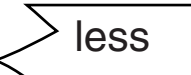







Name _____

Suffixes are word parts added to the end of words to change their meanings. The suffix **-ful** means “full of.” The suffix **-less** means “without.”

A. Make words with the suffixes *-ful* and *-less*.

Example:   playful

- | | | | |
|----|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------|
| 1. |  |  | <u>restless</u> |
| 2. |  |  | <u>thankful</u> |
| 3. |  |  | <u>careless</u> |
| 4. |  |  | <u>hopeful</u> |
| 5. |  |  | <u>helpful</u> |

B. Fill in each blank with a word from above. Circle the suffix in your answers.

- It will be helpful if you clean the dishes.
- I am hopeful that I will get a part in the play.
- The kids were restless after being inside all day.
- I am thankful for my best pal!
- Do not be careless with the new glasses.

Name _____

pretty

other

color

call

A. Vocabulary Words: Cloze Paragraph Write a word from the box to complete each sentence.

I looked at the pretty fish in the tank.
 One was the color of the sky. Some fish had spots. Some of the other fish had stripes.
 “What do you call the white one that looks like a swimming cloud?” I asked my mom.

She said, “I call it White Cloud!”

B. Vocabulary Strategy: Dictionary Circle the homophone that makes sense in the sentence. Write it on the line.

1. Speak louder. I can't hear you. (here, hear)
2. The line begins here. (here, hear)
3. I can jump with both feet. (feet, feat)
4. It was quite a feat to pass that hard test! (feet, feat)
5. The kitten sat in the box. (inn, in)
6. The bed was so comfy at the inn. (inn, in)

Name _____

The order in which things happen in a selection is called the **sequence**.

As you read “Growing Plants,” fill in the Sequence Chart.

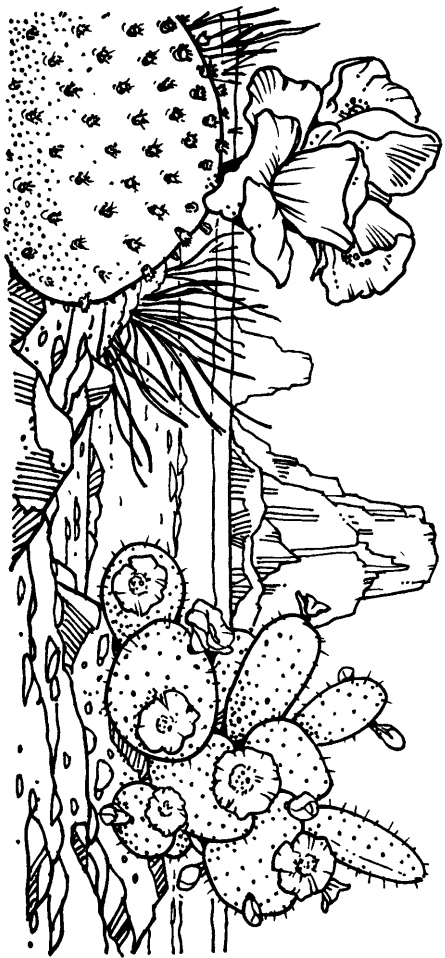
First



Next



Last



Deserts are dry and hot. Most deserts get very, very little rain.

These plants must live for a long time without rain. Even so, a desert cactus can grow pretty red buds. Other desert buds are yellow, white, and pink.

High-Frequency Words:

Circle the words call, color, pretty, and other in the story.



At Home:
Ask your child
to read the book
aloud to you.

4

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Where Can Plants Grow?



Did you know that plants can grow in many kinds of places?

Pretty plants can grow in places with cold, icy ground and hot, dry ground.



In the Arctic, the ground is frozen for most of the year. But in spring, the snow melts and plants can grow. These plants are very hardy, or strong.

Arctic poppies and Lapland rosebays can be found growing from the cold Arctic ground.

Phonics: Underline words in the story that have the same vowel sound you hear in *how* and *house*.

2



The dry grasslands don't get much rain. The grass is thick and long. But plants are found when it's warm out.

What do we call these plants? They have names like *blazing star*. These plants bring color to the dry grasslands.

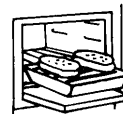
Comprehension: What happens in the Arctic after the snow melts?

3

Name _____



joy

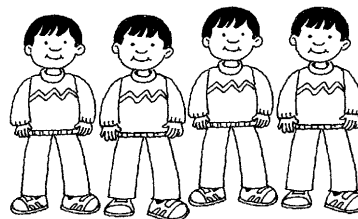


broil

A. Circle the word that best completes the sentence. Then write the word on the line.

1. In my family, there are three girls and four _____.

bets **boys** boiled



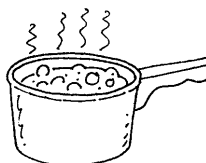
2. If you have one penny and five dimes, you have six _____.

coins cones coils



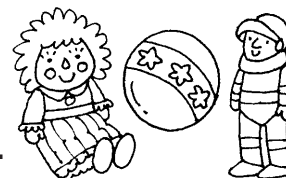
3. Tell me when the water in the pot starts to _____.

boy bowl **boil**



4. That child has a lot of _____.

towns tugs **toys**



5. Pam filled the pot with _____.

sock **soil** soy

**B. Circle the letters that make the *oy* and *oi* sound in all the answer choices.**

Name _____

A **contraction** is a short way to write two words.
is not = isn't do not = don't did not = didn't

A. Fill in the words to make the contraction in bold.**Example:** I **didn't** see the black cat.

_____ did _____ + _____ not _____ = _____ didn't _____

1. Meg **didn't** like the game._____ **did** _____ + _____ **not** _____ = _____ **didn't** _____2. The boys **don't** like the game._____ **do** _____ + _____ **not** _____ = _____ **don't** _____3. The girl **isn't** going to the party._____ **is** _____ + _____ **not** _____ = _____ **isn't** _____4. The kids **don't** miss a chance to play outside._____ **do** _____ + _____ **not** _____ = _____ **don't** _____**B. Read each sentence. Write the contraction for the underlined words.**1. We do not want any peas. _____ **don't** _____2. Hank is not in class today. _____ **isn't** _____3. She did not want to help. _____ **didn't** _____

Name _____

A. Vocabulary Words: Cloze Sentences Write a word from the box to complete each sentence.

around

should

again

door

1. Did you see the clown around the corner?
2. Yes, and I'd like to see him again.
3. We need to paint the front door.
4. What color should we paint it?

B. Vocabulary Strategy: Context Clues Underline the context clues that help you figure out the meaning of each word in dark print.

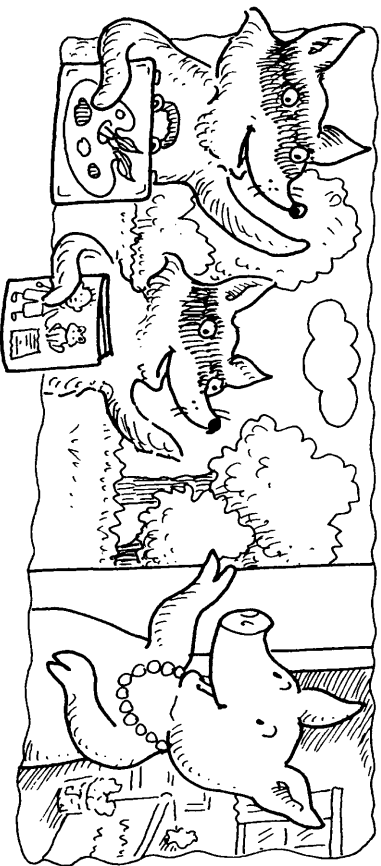
1. I was so hot, it felt nice to jump in the **freezing** water.
2. Beth felt **sluggish**, but Jon was excited.
3. Sam was weak and sick last week, but now he feels **powerful**.
4. The king seemed **evil**, but he wished he could be kind and nice like the queen.
5. A lion is a wild animal and not a **tame** pet.

Name _____

The order in which things happen in a story is called the **sequence**.

As you read “Roy and Joy,” fill in the Sequence Chart.

First
↓
Next
↓
Last



At last, Roy and Joy made up their minds. They picked out a book about a boy and his pet frog. Then they picked out a paint set.

“You chose such great things!” said Miss Pig. “Have fun with them!”

She waved to them from the door.

High-Frequency Words:

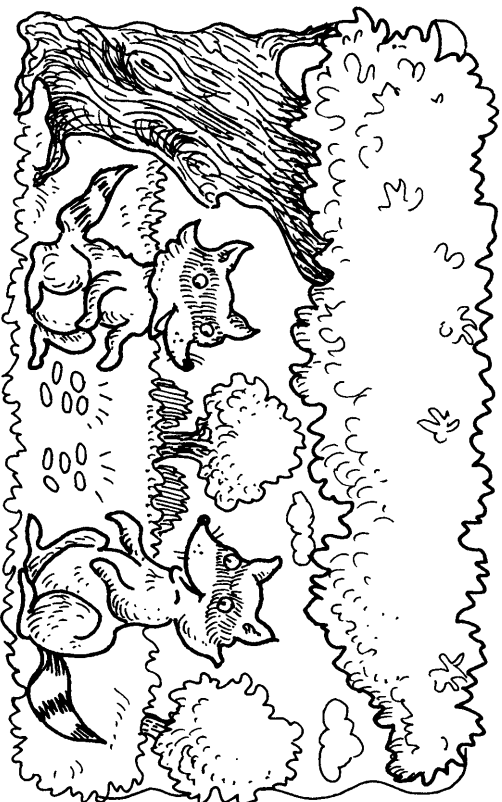
Circle the words should, again, door, and around in the story.



At Home:
Ask your child to read the book aloud to you.

4

Roy and Joy Shop

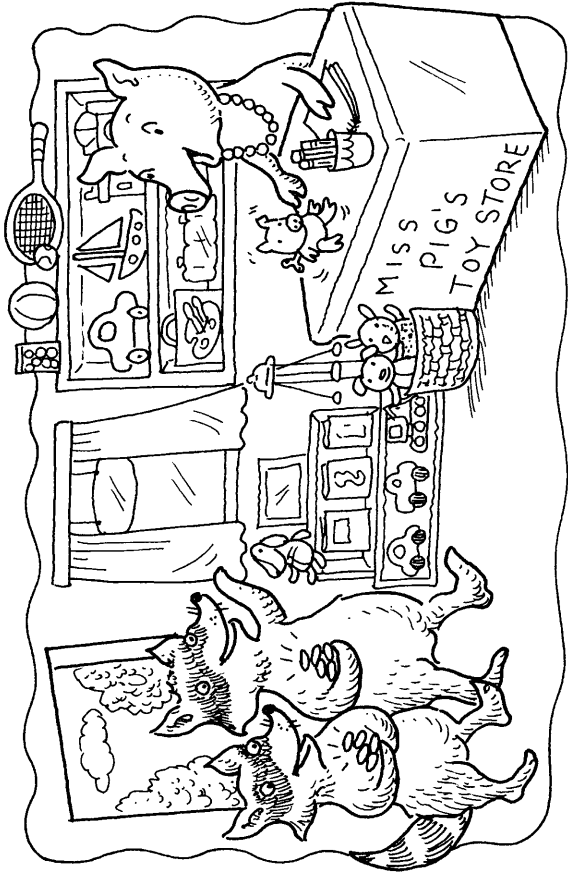


Roy and Joy had ten coins to spend.

“What should we get with our coins?” asked Roy.

“I don’t know,” said Joy. “Let’s go shopping and see!”

So off they went.

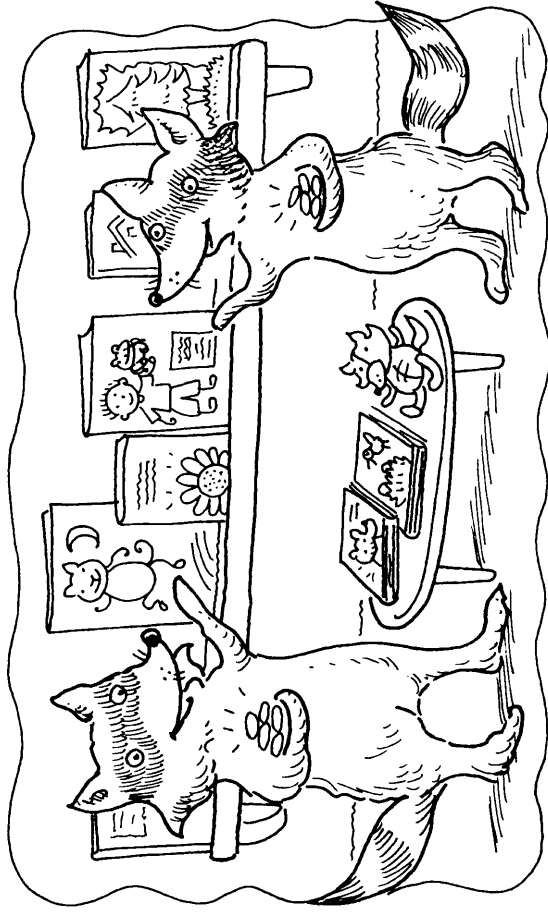


Roy and Joy and their coins went to Miss Pig's toy store.

“We like things that we can have fun with,” said Roy.

“And we like things that we can use again and again,” added Joy.

Phonics: Underline the *oy* and *oi* words in the story.



“I think you’ll find lots of things you like, look around,” said Miss Pig.

Roy and Joy looked at games and toys. Then they looked at books. They looked for a long time.

Comprehension: What happened once Roy and Joy arrived at the store?

Name _____



moon



suit



drew

A. Draw a line under the word that best completes each sentence. Write the word on the line.

1. My boot came off in the snow pile.

boat boot beat

2. Dad put the grapes in the fruit bowl.

fruit fry from

3. Kate flew on a plane to visit us.

flat fling flew

4. My tooth fell out when I ate lunch.

tooth tune tart

5. I had to get a new suit for school.

soap suit scent

6. We drew a picture on the board.

duke dull drew

B. Go back and circle oo, ui, or ew in the answers above.

Name _____

You can add the endings **-s**, **-es**, **-ed**, or **-ing** to make new words.

A. Fill in the missing letters to make the words in bold. Circle the new ending you added.

Example: save – e + ing = saving

1. Ten boats went **racing** on the lake.

race – e + ing = **racing**

2. Ellen **stopped** at the red light.

stop + p + ed = **stopped**

3. Mom **kisses** the baby.

kiss + es = **kisses**

4. Tony **runs** in the park.

run + s = **runs**

B. Circle the words with the correct endings -s, -es, -ed, -ing.

 bending bendding

 messes messs

 stepped steped

 raking rakeing

sleepes sleeps

bakd baked

Name _____

pull

would

come

your

A. Vocabulary Words: Cloze Paragraph Write the missing words to complete the sentences.

Would you like to know a secret? Come with me and see what it is. Look! If you pull open this door, you will have fun. Your pals are having a party for you!

B. Vocabulary Strategy: Word Parts Choose a word part from the box to complete each word in bold.

*ed**ing**s*

1. When the light **turn** s green, we can go.
2. I can see something **fall** ing now.
3. Last night, we **roast** ed chicken for dinner.
4. It is **start** ing to snow.
5. In first grade, I **start** ed to play the flute.
6. A balloon **burst** s if you stick it with a pin.

Name _____

Reality is something in a story that could really happen.

Fantasy is something in a story that could not really happen.

As you read “The Loose Tooth,” fill in the Reality and Fantasy Chart.

Reality	Fantasy
What Could Happen?	What Could Not Happen?



“Stop thinking about your loose tooth,” said Jack’s mom.

“It will come out soon.”

So Jack did as Mom said.

He stopped thinking about it. In fact, his loose tooth slipped his mind. And that night, at last, his tooth slipped out!

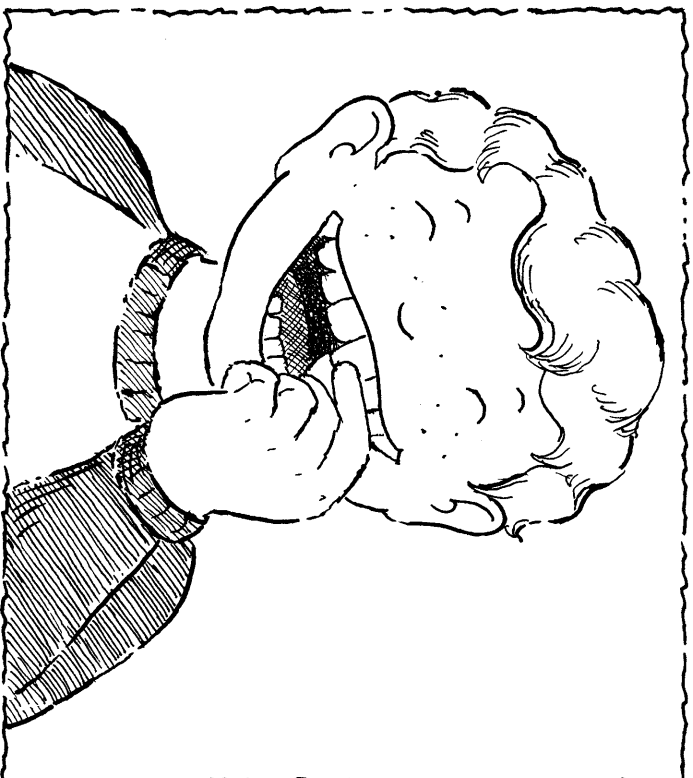
High-Frequency Words:
Circle the words come, your,
pull, and would in the story.



At Home:
Ask your child
to read the book
aloud to you.

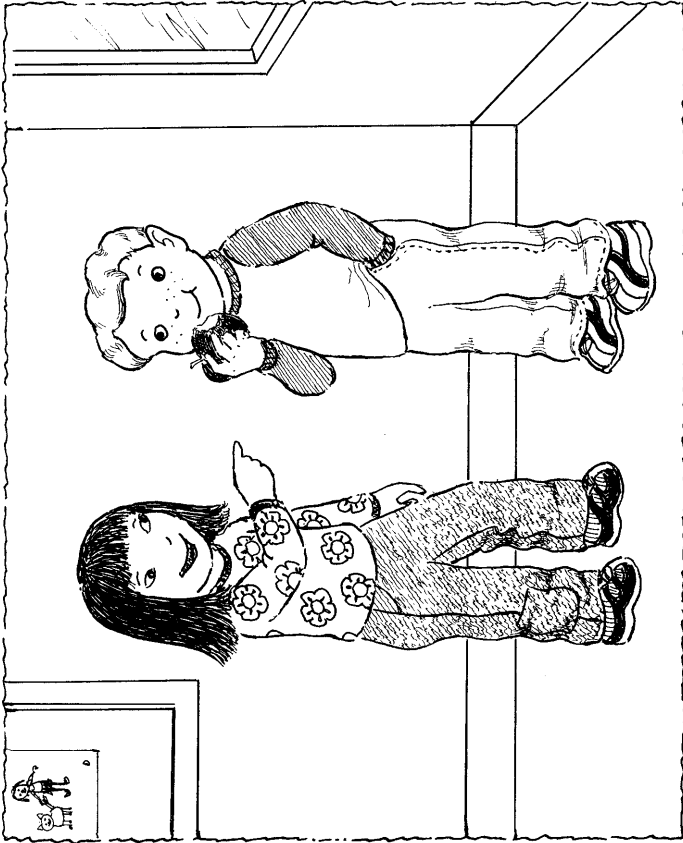
4

Jack’s Loose Tooth



Jack had a loose tooth. He wiggled it around and played with it a lot. But his tooth would not come out.

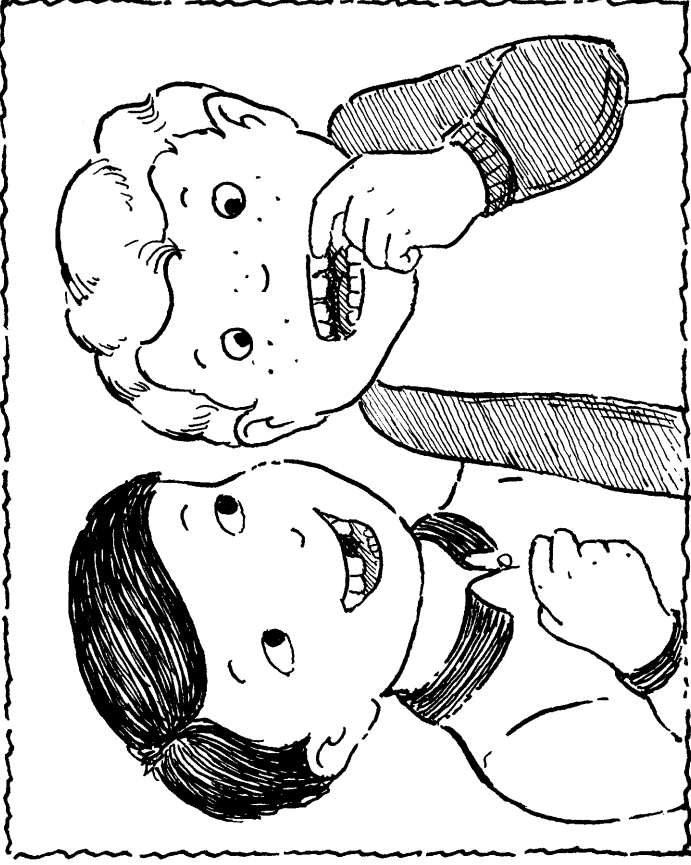
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“Chew on some hard but juicy fruit,” said his pal, Kim. So Jack chewed on some juicy fruit. It was hard, but the tooth would not come out!

Phonics: Underline the words in the story that have the same vowel sound you hear in food and suit.

2



“Give it a good pull!” said his pal, Rick. So Jack tried pulling on his loose tooth. But that hurt. And still, the tooth hung on!

Comprehension: Could what happened to Jack really happen?

3

Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

You can grow flowers inside a house.
7 How can you grow them?
12 Get cups or pots.
16 Put dirt into the cups.
21 Put a few seeds in each cup.
28 Put a little dirt on top of the seeds.
37 The seeds must have sun and lots to drink.
46 Soon you will have pretty flowers. Some
53 might be yellow. Others might be white. 60

B. Read aloud these silly sentences to yourself or a partner. Pause at the single slashes (/) and stop at the double slashes (//). Make sure to change your voice when you read a question mark (?) or an exclamation point (!).

1. Did you know/ that plants grow?//
2. That big,/ brown cow/ can use the plow!//
3. Did the clown/ fall right down?//
4. The cloud in the sky/ looks like a mouse/ flying by.//
5. Mom,/ Dad,/ and I/ hiked a mile high!//



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

10 Roy and Joy played high up in a tree. They
saw a big house.

14 “Should we go in?” asked Roy.

20 “Why not?” said Joy. “We are brave! We will
29 look for toys.”

32 Roy pointed at the window.

37 “You first,” he said.

41 “No, no, after you,” said Joy.

46 Roy and Joy went in. 51

B. Partners Use the chart to check your partner’s reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

Stew has a pet rabbit named Sue. She
 8 lives in a hutch. Sometimes Sue feels
 15 cooped up. Stew lets her out to run around,
 24 but not by herself. That would not be safe!
 33 Sue likes fresh fruit. She likes to chew
 41 on sticks, too. Stew pulls a stick on a string.
 51 When Sue catches it, she starts to chew. 59

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Circle the word that best completes each sentence.

1. Please close the door.
- door picture
2. Can you come over and play?
- call come
3. Today was very warm.
- only very
4. The dentist will pull my tooth.
- pull fall
5. Please call the kids to lunch.
- upon call

B. Complete the letter with words from the box.

fall full colors pretty come

Dear Beth,

The fall is pretty here. I took
a walk and saw trees full of leaves of
many colors. They were red and yellow.
Come and visit us soon!

Your cousin,

Dori

Name _____

The letters *oo* and *ou* can stand
for the vowel sound you hear in
foot and *should*.



foot

**A. Circle the word that best completes each sentence.
Then write the word on the line. Circle **oo** in your answers.**

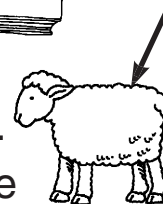
1. I have read this book many times.

boot book bored



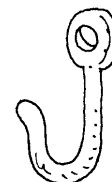
2. My mom is making a scarf with red wool.

wool walk wore



3. Please hang your coat on the hook.

hand horn hook



4. This pencil is made of wood.

work wood wool



5. What should we cook for dinner?

cool could cook



**B. Underline the words that have the same middle sound
as *foot*.**

should

shut

could

would

did

Name _____

Synonyms are words that mean almost the same thing, like *happy* and *glad*.

Antonyms are words with opposite meanings, like *happy* and *sad*.

A. Read the first word in each row. Circle the synonym. Underline the antonym.

1. start begin stop
2. near far close
3. inside within outside
4. fast slow quick
5. high tall low
6. small large little

B. Complete each sentence with a word from above.

1. I want to go fast, but my horse is slow.
2. Our bus stop is near our house, but the school is far away.
3. The tree was so tall, I needed to climb on a low branch to see the top.
4. Please stop the spelling test when the bell starts to ring.

Name _____

A. Vocabulary Words Answer true or false for each statement.

1. You have a birthday every **year**. true false
2. A **young** dog is called a kitten. true false
3. You can see **people** up in the night sky. true false
4. We learn things **here** in class. true false

B. Vocabulary Strategy: Context Clues Choose a word from the box to complete each sentence. Write it on the line. Then underline the context clues that helped you.

soccer

Kim

yellow

eight

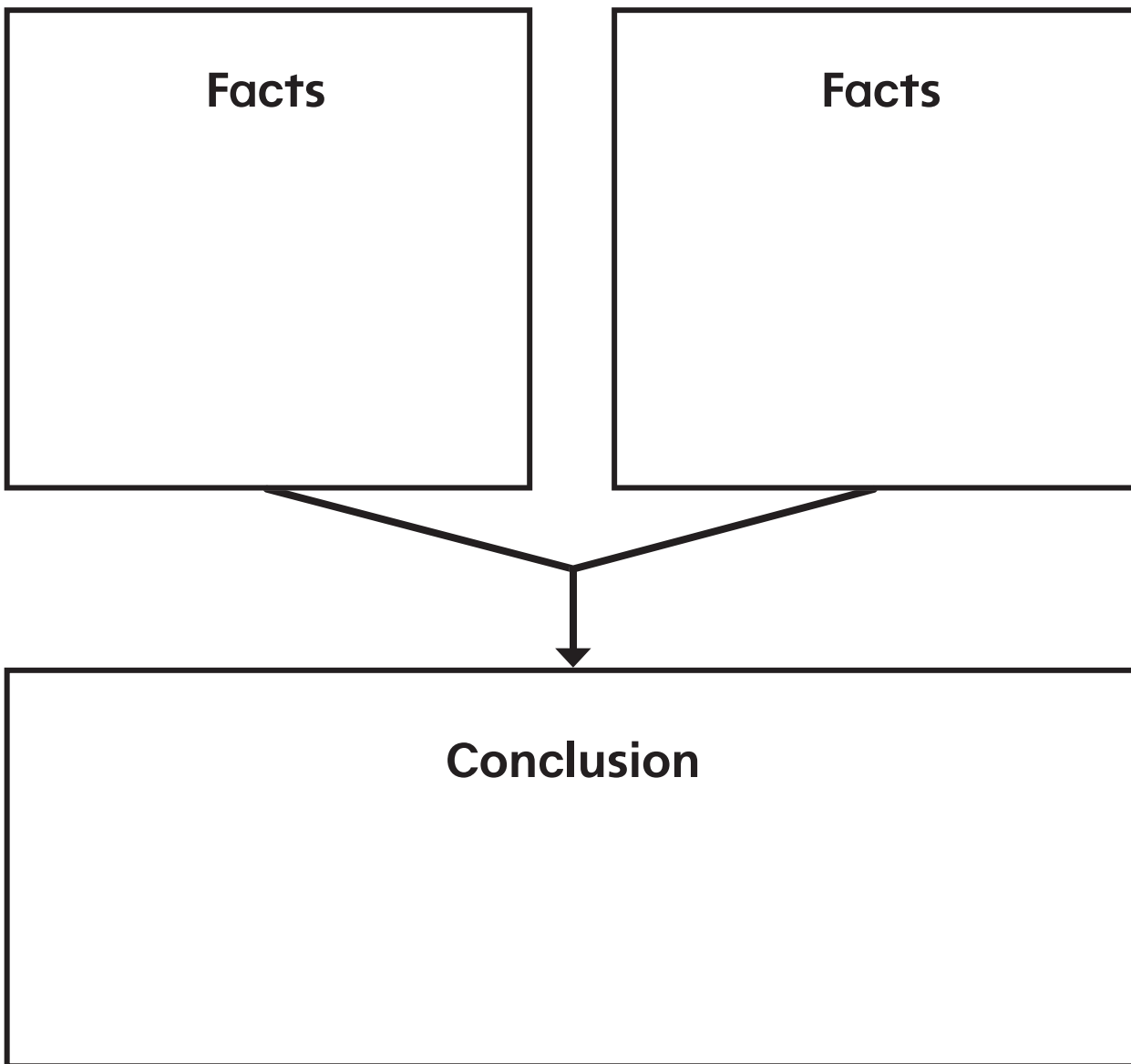
March

1. Red, yellow, and blue are colors.
2. Tennis, soccer, and hockey are sports.
3. Three, seven, and eight are numbers.
4. March, May, and June are months.
5. Tom, Kim, and Kurt are names.

Name _____

You can use facts from a selection to understand what you read. This is how you **draw conclusions**.

As you read “From Sheep to Wool,” fill in the Conclusion Chart.





People can make many things from wool. They can make warm coats, hats, and mittens. Can you think of more things made from wool?

High-Frequency Words:

Circle the words here, year, and people in the story.

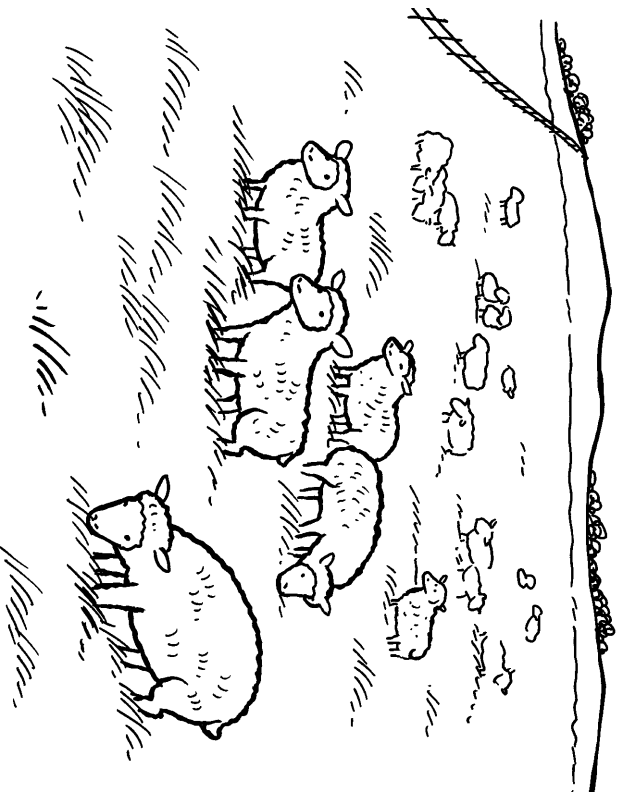


At Home:
Ask your child to read the book aloud to you.

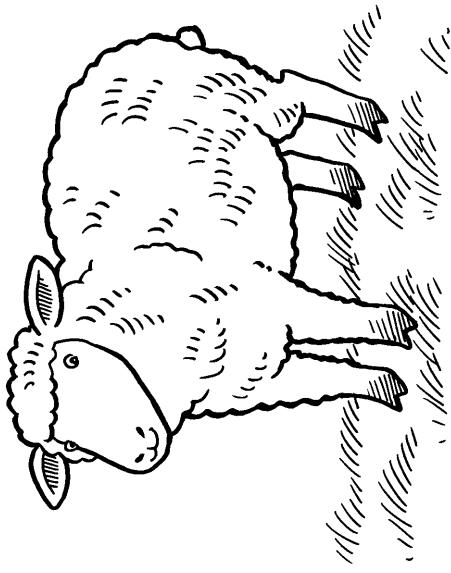
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Looking at Sheep

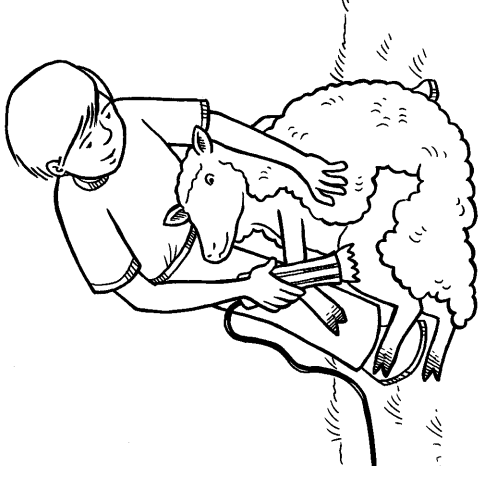


Sheep live in lots of places. Here in the United States, Texas has the most sheep. Sheep need plenty of open land for grazing.



A sheep has two sharp hooves, or toes, on each foot. When its wool coat is thick, a sheep looks bigger than it really is. Most sheep have coats that are white. But some kinds of sheep have gray or spotted coats.

Phonics: Underline the words in the story with the **oo** sound as in *look*.



There are many kinds, or breeds, of sheep. Some breeds are raised for meat. Others are raised for wool.

A sheep's wool is cut each year when it gets hot. When it gets cool again, the sheep grows a new coat.

Comprehension: Why does the sheep's coat get cut?

Name _____



paw



walk



haul

A. Draw a line under the word that completes each sentence. Write the word on the line.

- The sun comes up at dawn.
down dawn dew
- The spaceship will launch.
launch lunch lamp
- When I am sleepy, I start to yawn.
yip yarn yawn
- Do you want more sauce on the meat?
sauce saw sack
- A hawk flew over the trees.
hook hawk haul
- My aunt will talk to me on Sunday.
take talk test
- I like to play with the ball.
ball back blue

B. Go back and circle *a*, *au*, and *aw* in the answers above.

Name _____

Homophones are words that sound alike but have different meanings and spellings.

The words **see** and **sea** are homophones.

A. Draw a line to match the homophones.

- | | | |
|---------|-------|-------|
| 1. flew | _____ | tale |
| 2. hour | _____ | rode |
| 3. tail | _____ | flu |
| 4. wood | _____ | male |
| 5. road | _____ | our |
| 6. mail | _____ | would |

B. Complete each sentence with a homophone from above.

- We took the road that went by the shore.
- I rode a horse at the ranch.
- A big bird flew over the backyard.
- Mike is sick in bed with the flu.

Name _____

A. Vocabulary Words. Answer true or false for each statement.

1. You go to **school** on Saturday. true false
2. You can **buy** eggs at the store. true false
3. You **put** mittens on your hands. true false
4. Sad stories make most people **laugh**. true false

B. Vocabulary Strategy: Context Clues Circle the homophone that makes sense in the sentence. Write it on the line.

1. The kids stood in **rows** waiting for lunch. (rows, rose)
2. The **rose** is pretty and has a sweet smell.
(rows, rose)
3. You can **buy** a new pair of shoes. (buy, by)
4. Please stand **by** the tree. (buy, by)
5. I will speak louder if you can not **hear** me.
(hear, here)
6. You will find the tools you need **here**. (hear, here)

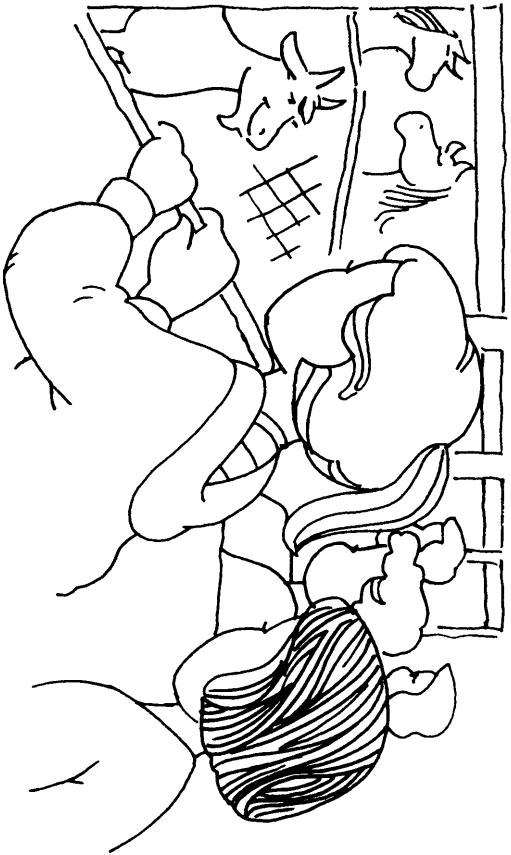
Name _____

The **sequence** of a story is the order in which things happen.

As you read “Paul’s School Trip,” fill in the Sequence Chart.

First
↓
Next
↓
Last

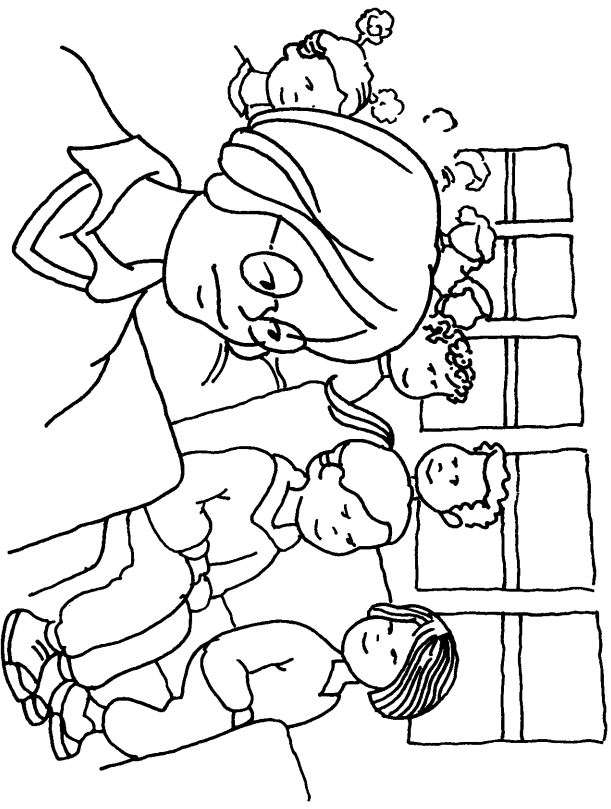
Dawn's Class Trip



When it was time to leave,
Dawn hugged the goat.

“I’ll come visit you!” she said.
On the bus, Dawn smiled.

“I’m going to write a story
about that sweet goat!”
she said.



Dawn’s class took a trip to
a petting zoo. Her class left
school at 9:00 A.M. and rode
a bus to the zoo.

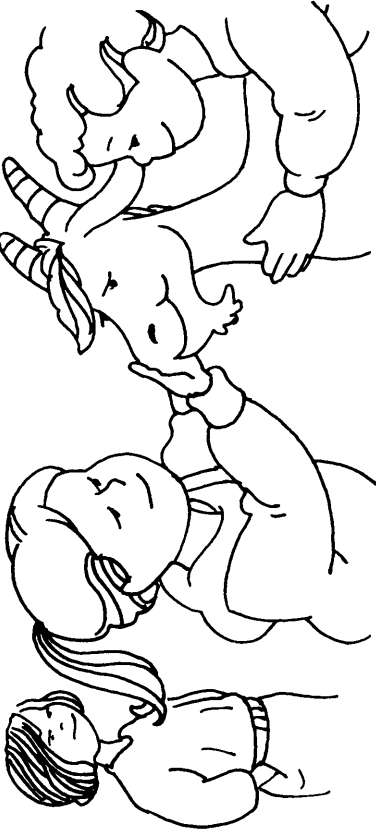
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High-Frequency Words:

Circle the words school,
buy, and laugh in the story.



At Home:
Ask your child
to read the book
aloud to you.



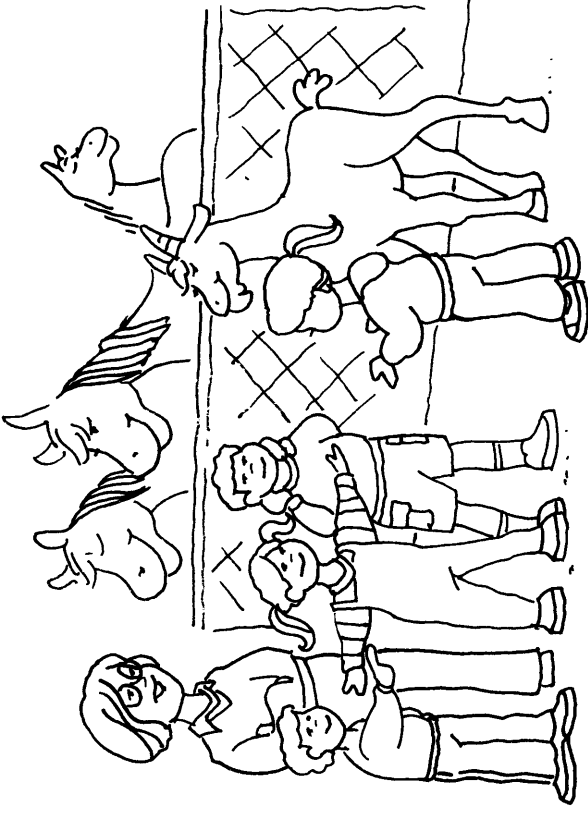
At the zoo, they had to buy tickets. Then they saw the goats.

Dawn saw a sweet looking goat and petted it. After that, the goat did not leave her side!

“It’s not my fault!” said Dawn.

“This goat keeps following me!”

Phonics: Underline the words in the story with **au** as in *Paul* and **aw** as in *paw*.



Then they saw ponies and horses. The goat stayed by Dawn. Her classmates began to laugh.

“I think this goat really likes me!” said Dawn.

Comprehension: What happened after Dawn petted the goat?

Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

Ruth was a young girl. She had a little lamb.
 10 Its wool was as white as snow. Ruth took the
 20 lamb with her to each place she went.
 28 Ruth's lamb became a sheep. Each year
 35 Ruth shaved her sheep. She spun the wool
 43 into yarn. Ruth made scarves for people.
 50 Here is a wool scarf. Do you think the wool
 60 came from Ruth's sheep? 64

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

09 I am having fun at school. First, I played
 15 with beanbags. Paul tossed a beanbag.
 23 I caught it. Next, our teacher taught us
 32 math. I like math! Then, we had to write
 41 jokes. The jokes made me laugh. Now I buy
 51 a sandwich for lunch. I sit on the lawn to
 62 eat it. After lunch, we will go to art. I like
 64 to draw. 64

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

**kit/ten**

Closed Syllable

A. Put the two syllables together. Read the word and write the word on the line.

- | | | | |
|----|------|-----|-------------------------------------------|
| 1. | rab | bit | <u> rabbit </u> |
| 2. | nap | kin | <u> napkin </u> |
| 3. | hap | pen | <u> happen </u> |
| 4. | pup | pet | <u> puppet </u> |
| 5. | pen | cil | <u> pencil </u> |
| 6. | pump | kin | <u> pumpkin </u> |

B. Complete each sentence using a word from above.

- I write with a **pencil** .
- Mike has a **rabbit** for a pet.

Name _____

A **contraction** is a short way to write two words.

it is = it's

she is = she's

he is = he's

is not = isn't

they are = they're

we are = we're

A. Fill in the words to make the contraction in bold.

1. **It's** a long way for us to get home.

It + is = **It's**

2. **Isn't** that joke funny?

Is + not = **Isn't**

3. **We're** having so much fun!

We + are = **We're**

4. **He's** the same size as me.

He + is = **He's**

5. **They're** not going to meet us.

They + are = **They're**

B. Read each sentence. Write the contraction for the underlined words.

1. She is my best pal. **She's**

2. He is a fast runner. **He's**

3. It is time to eat. **It's**

4. They are sitting in the grass. **They're**

Name _____

any

every

walk

better

A. Vocabulary Words: Cloze Paragraph Write the missing words to complete the sentences.

Every weekend, I get out my sled and hope it snows. I walk outside in my boots and look at the sky. But there is never any snow. After awhile, I go back inside. I think I like spring better.

B. Vocabulary Strategy: Word Parts Choose a prefix or suffix from the box to complete each word in bold.

ful

less

ly

un

re

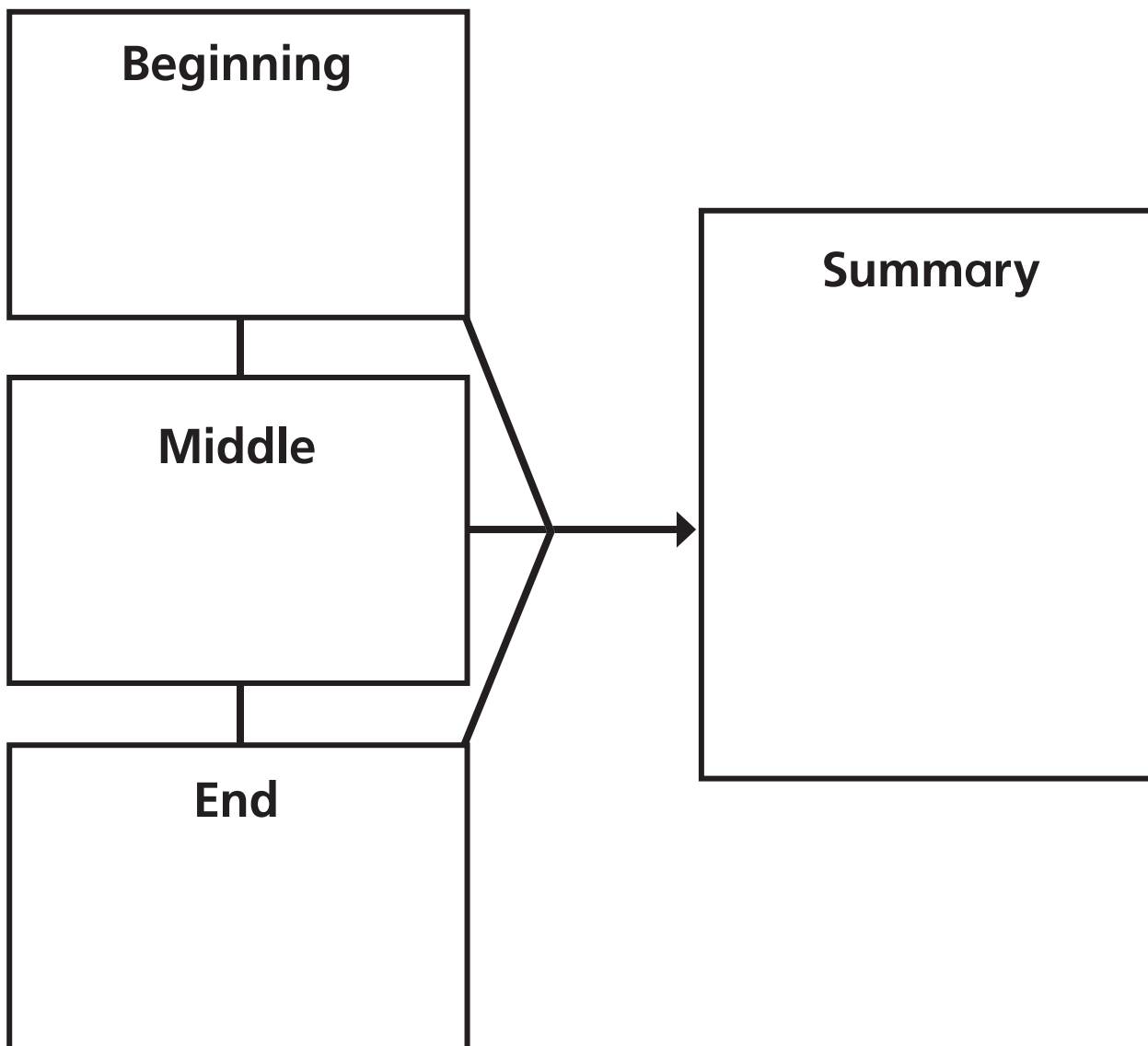
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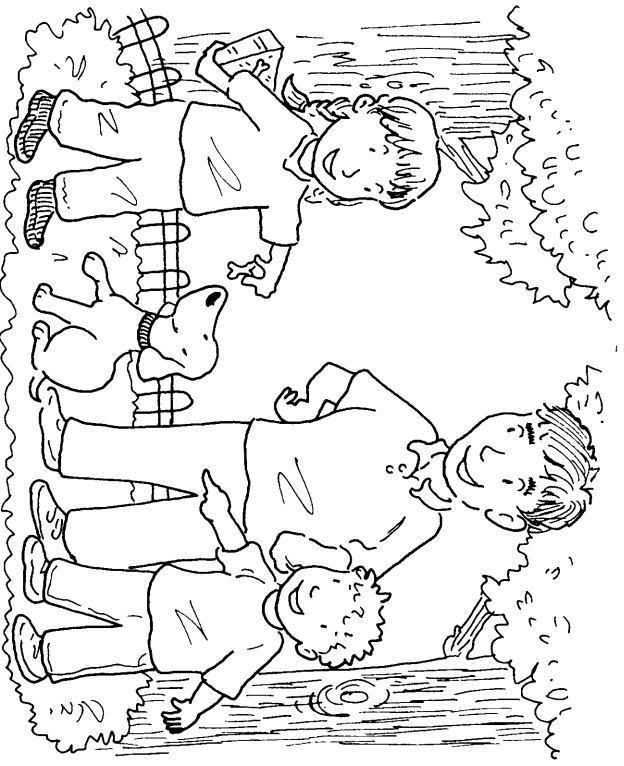
1. We can find a way to reuse these boxes.
2. My cat dislikes being cold and wet.
3. I lost my hat and now I am hat less.
4. She walks too slow ly and misses the bus.
5. I felt unhappy when I didn't ace the test.
6. Dad is glad that we are help ful.

Name _____

To **summarize** a selection, tell about the main events, or the most important things that happen.

As you read “The Stray Dog,” fill in the Summarize Chart.





The school sends us home. I show Princess a treat just like they did in school. I tell her to sit. She sits! Then she comes and she jumps. She does everything I ask. What a splendid dog!

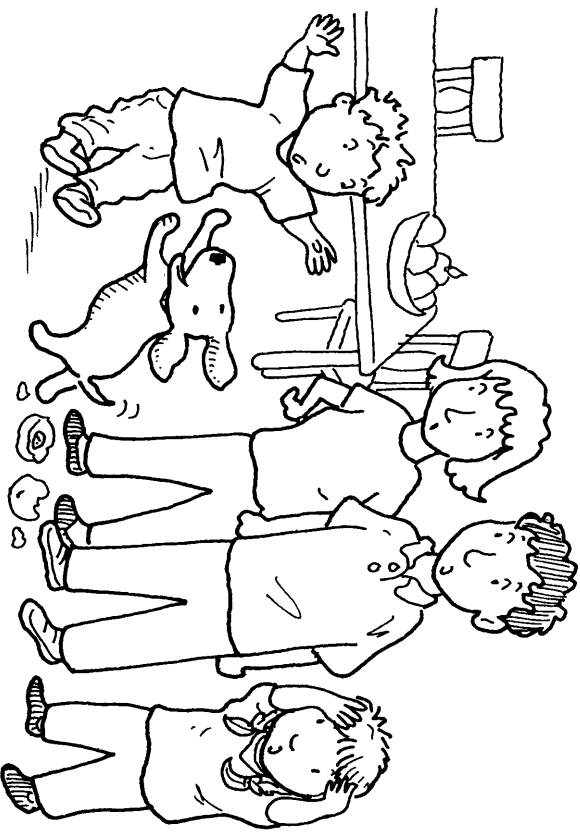
High-Frequency Words:
Circle the words any and walk in the story.



At Home:
Ask your child to read the book aloud to you.

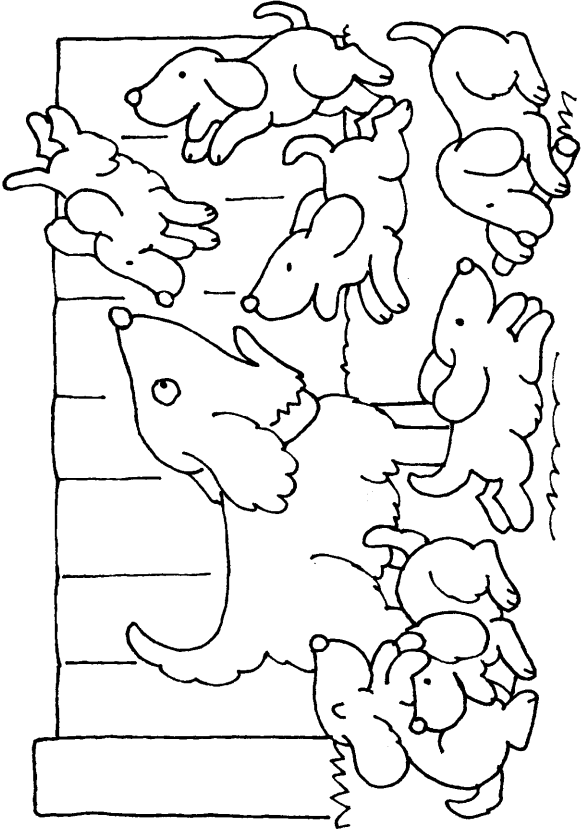
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Princess Goes to School



Princess is my puppy. She has bad habits. She eats our food. She jumps on Sammy. She chews her leash when we take her for a walk.

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“Princess is a problem,”
said Mom. “She needs to be
trained. We must take her to
school.”
But Princess doesn’t want
to go to school. She is upset
when we take her.

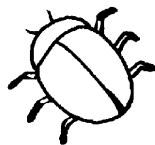
Phonics: Underline words that have a
closed syllable.



At last, we get Princess to class.
But lots of bad things happen.
She jumps on a timid puppy.
She barks. She will not do any
tricks.

Comprehension: How does Princess act
at the beginning of the story? Does she act
the same or different at the end?

Name _____



in/sect

Closed Syllable

A. Read each word. Draw a line to divide each word into syllables. Then write the syllables on the lines.

- | | | |
|-----------|------------|------------|
| 1. kitten | <u>kit</u> | <u>ten</u> |
| 2. helmet | <u>hel</u> | <u>met</u> |
| 3. magnet | <u>mag</u> | <u>net</u> |
| 4. lesson | <u>les</u> | <u>son</u> |
| 5. button | <u>but</u> | <u>ton</u> |
| 6. sunset | <u>sun</u> | <u>set</u> |

B. Complete each sentence using a word from above.

- I wear a helmet when I ride my bike.
- My shirt is missing a button .

Name _____

The suffix **-er** compares two things. The suffix **-est** compares three or more things.

A. Circle the word that completes each sentence. Write it on the line. Underline the suffix *-er* or *-est* in your answers.

- My sister is faster than me.
 faster fastest
- She is the smartest kid in our class.
 smarter smartest
- That dog is the sweetest dog of all!
 sweetest sweeter
- Are they taller than us?
 taller tallest
- That is the smallest bug I have ever seen!
 smaller smallest

B. Write two sentences about animals. Use the word *fastest* in one sentence. Use the word *taller* in the other.

1. _____

2. _____

Name _____

their

seven

two

learn

A. Vocabulary Words: Cloze Paragraph Write a word to complete each sentence.

Some people think it's easy to spell their names. My first name is Johanna. There are seven letters in my first name. My last name is Sullivan. There are eight letters in my last name. I'm glad that I have only two parts to my name. It was hard to learn how to spell such long names!

B. Vocabulary Strategy: Thesaurus Write a word from the box that means the same thing as the underlined word.

silent

sleepy

loud

far

1. You need to be quiet when the baby is sleeping.

silent

2. The moon is distant from us. far

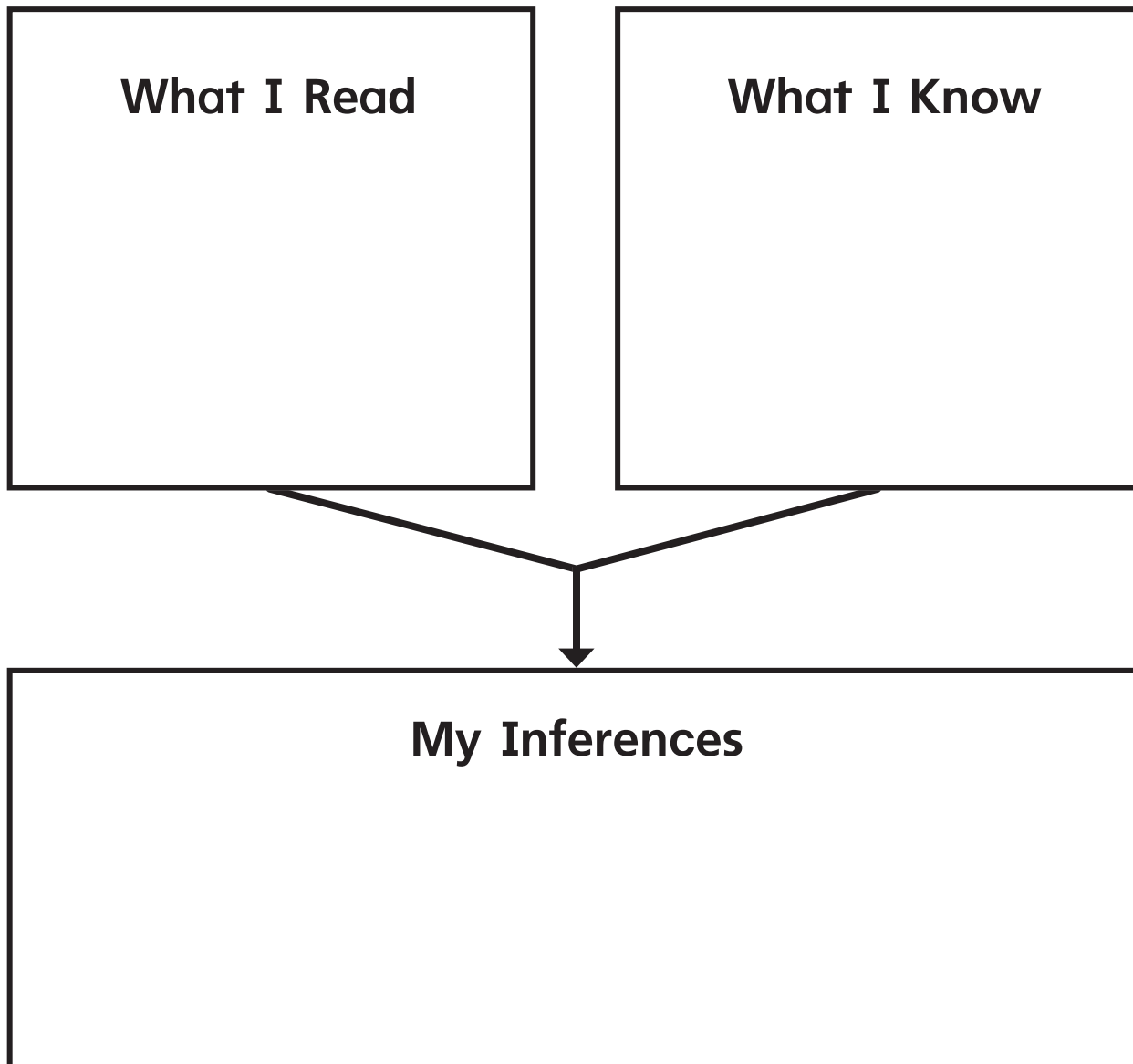
3. I felt tired after my long run. sleepy

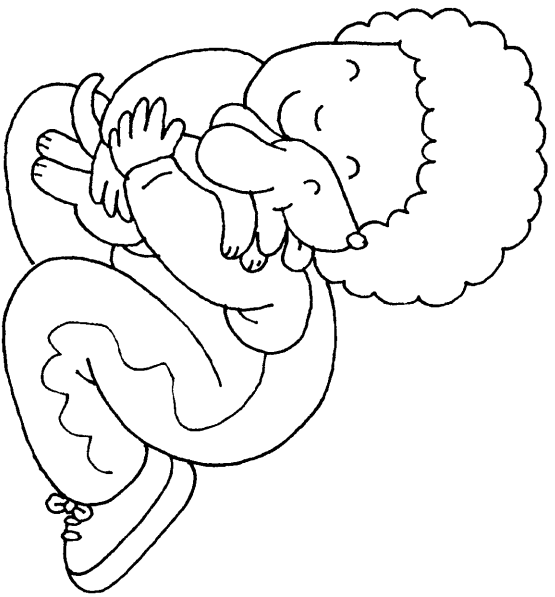
4. That noisy music makes my ears hurt! loud

Name _____

You can use what you already know and what you learn from a selection to **make inferences**.

As you read “All About Kittens,” fill in the Inference Chart.





A good time to get a new puppy is when it is six to eight weeks old. This girl has just chosen a puppy. She holds the puppy in her arms. It feels fuzzy and sweet. They are both so happy!

High-Frequency Words:

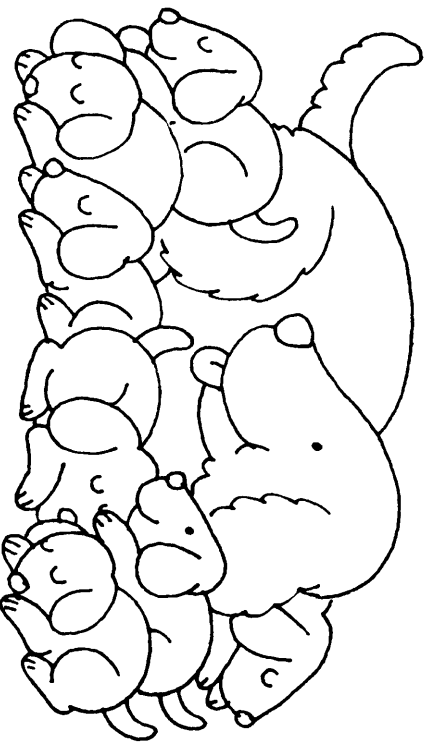
Circle the words seven, their, two, and learn in the story.



At Home:
Ask your child to read the book aloud to you.

4

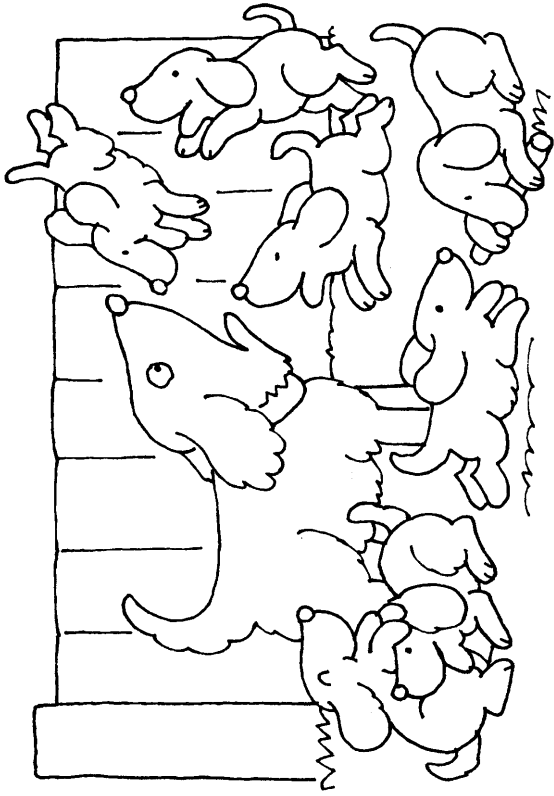
Seven Puppies



This dog gave birth to seven puppies.

At first, the puppies are fed by their mom. The puppies cannot see for the first two weeks.

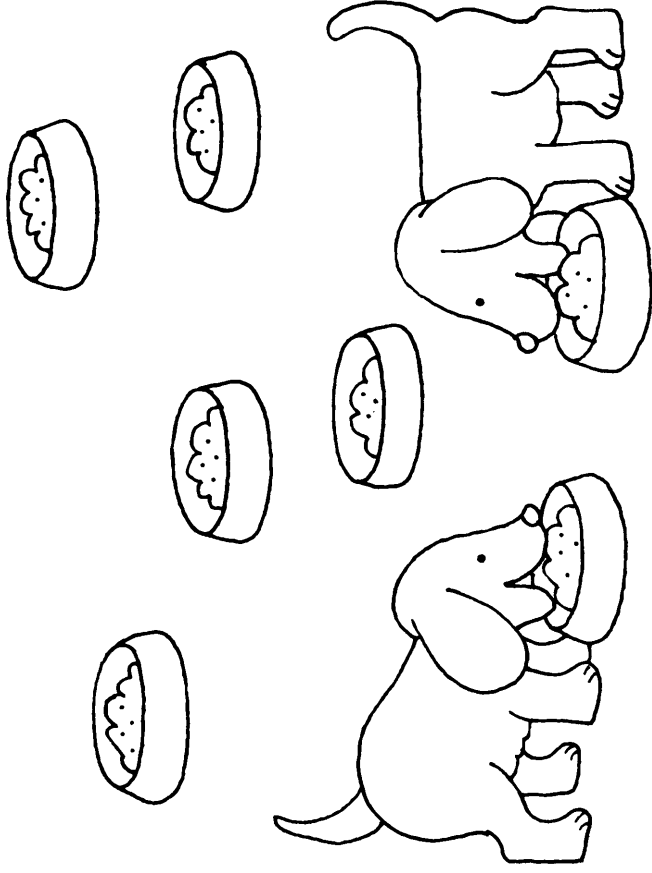
When they are about three weeks old, it is common for puppies to start walking and barking.



The puppies learn many new things. The puppies are funny. They leap and yelp. They chase their own tails. One of the puppies seems timid. It acts shy, but then all of a sudden it leaps up!

Phonics: Underline three words in the story that have a closed syllable.

2



Now the puppies are eating real dog food. They like their food a lot. They lick the bowls clean.

Comprehension: How can you tell that the puppies like their food?

3

Name _____

**ba/by**

Open Syllable

Which word in each pair has an open first syllable? Write the word.

Example: re/cess milk/man recess

- | | | | |
|-----|---------|-----------|---------------|
| 1. | ta/ken | fab/ric | <u>taken</u> |
| 2. | co/bra | hap/pen | <u>cobra</u> |
| 3. | sub/mit | re/cent | <u>recent</u> |
| 4. | re/sult | kit/ten | <u>result</u> |
| 5. | a/pron | sud/den | <u>apron</u> |
| 6. | but/ton | ba/sic | <u>basic</u> |
| 7. | be/gan | rab/bit | <u>began</u> |
| 8. | in/sect | pi/lot | <u>pilot</u> |
| 9. | si/lent | back/pack | <u>silent</u> |
| 10. | pic/nic | to/ken | <u>token</u> |

Name _____

Synonyms are words that have almost the same meaning.

Antonyms are words that have opposite meanings.

A. Read these word pairs. If the words are synonyms, write S on the line. If they are antonyms, write A on the line.

1. cold chilly S

2. big tiny A

3. dirty clean A

4. close shut S

5. before after A

B. Use a word from above to complete each sentence.

1. On Sunday I play my drums before lunch, and on Friday I play them after lunch.

2. The wind and snow make me feel cold/chilly .

3. Please shut/close the door when you leave.

4. Our puppy was tiny when we first got her.

5. My pants got dirty from planting in the garden.

Name _____

small

now

give

remember

A. Vocabulary Words: Cloze Paragraph Write the missing words to complete the sentences.

When I was small I could not reach the book shelf in my room. Now I can reach it. When I look at my books, I remember who gave them to me. I plan to give my baby books to my little sister soon.

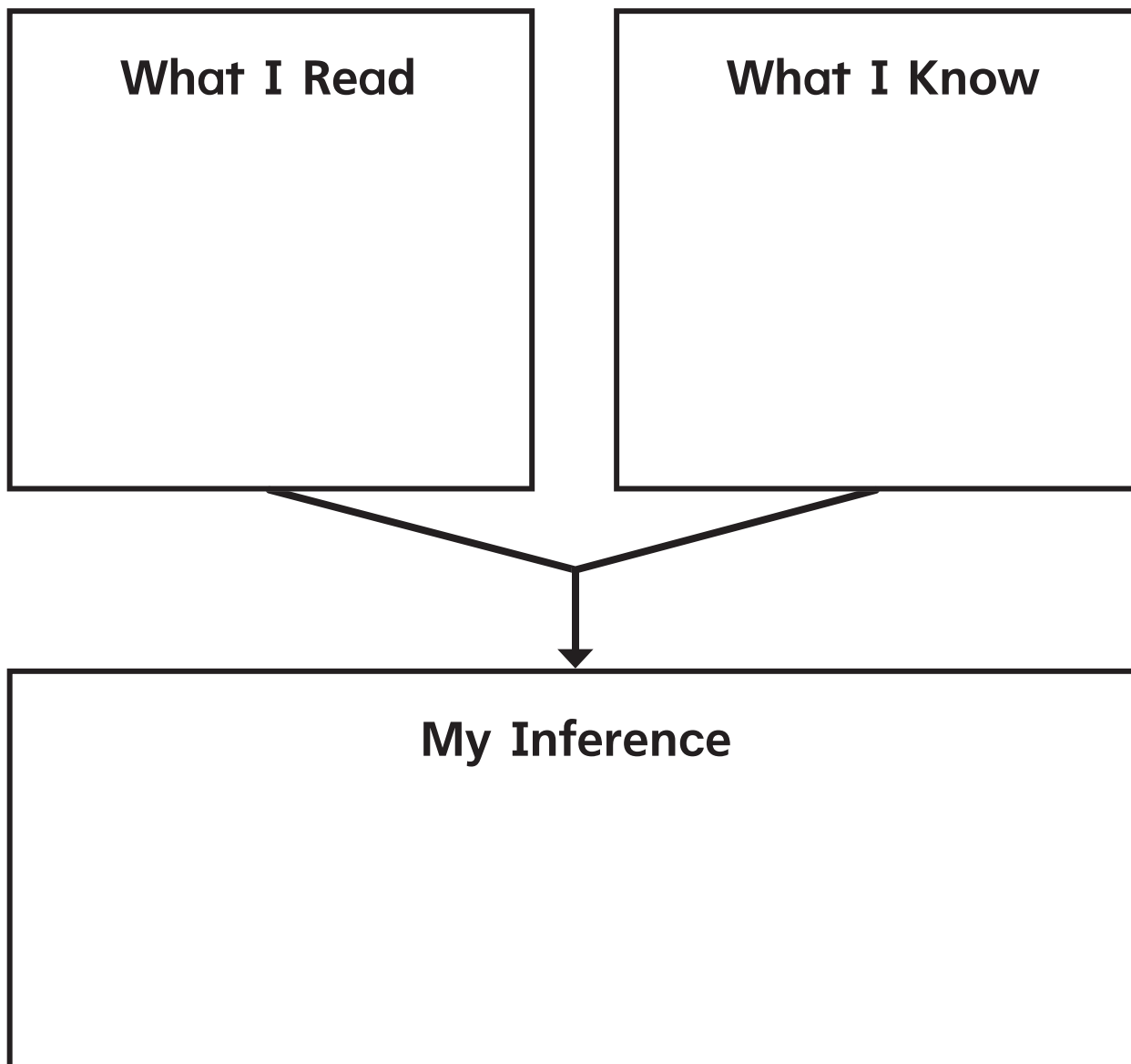
B. Vocabulary Strategy: Word Parts Circle the correct word to complete each sentence. Then write the word on the line.

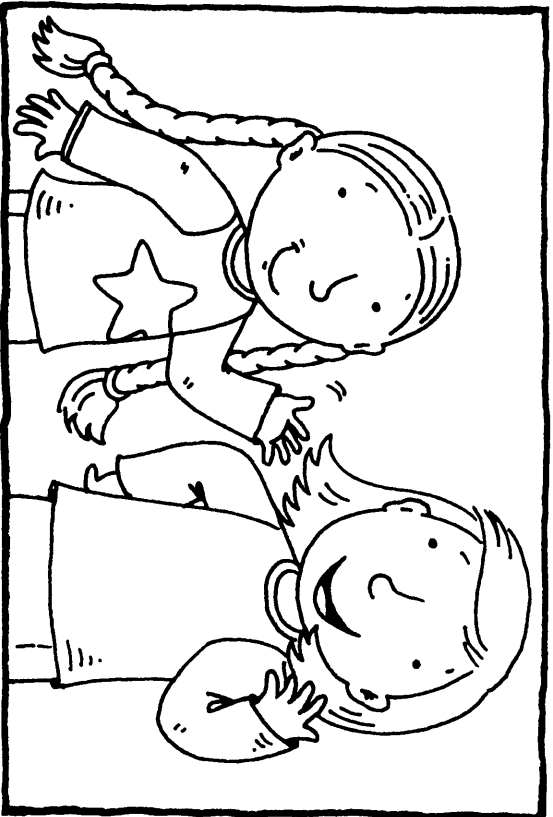
- Frank baked a cake for my birthday.
baking baked
- She counted up to five hundred.
count counted
- I smiled at the cute puppy.
smiled smiles
- My dog chewed up my best stuffed toy.
chew chewed

Name _____

You can use what you know and what you have read to **make inferences** about a story.

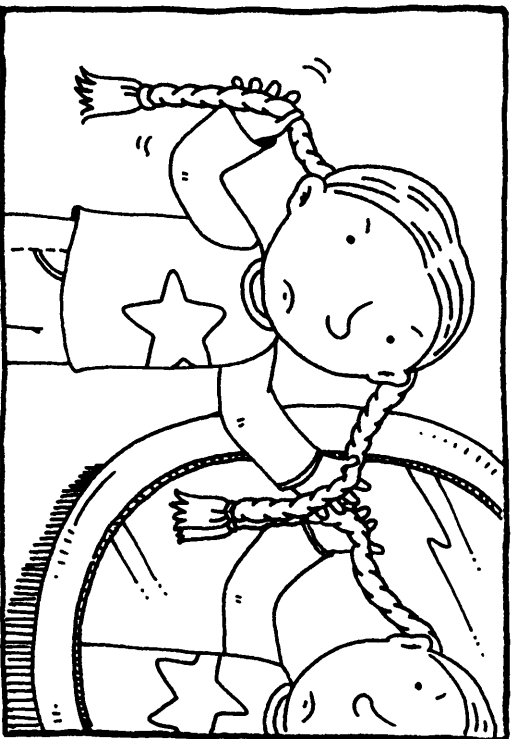
As you read “The Old Chest,” fill in the Inference Map.





Jen said, "I wish I had braids."
"Your hair must grow to look like mine," Lucy said. "That will be when you are a lot older!"

Lucy's Braids



Lucy had long braids. She did not like them.
"I liked them when I was small," she said. "But now I look like a baby."

4

High-Frequency Words:
Underline the words now
and small in the story.



At Home:
Ask your child
to read the book
aloud to you.

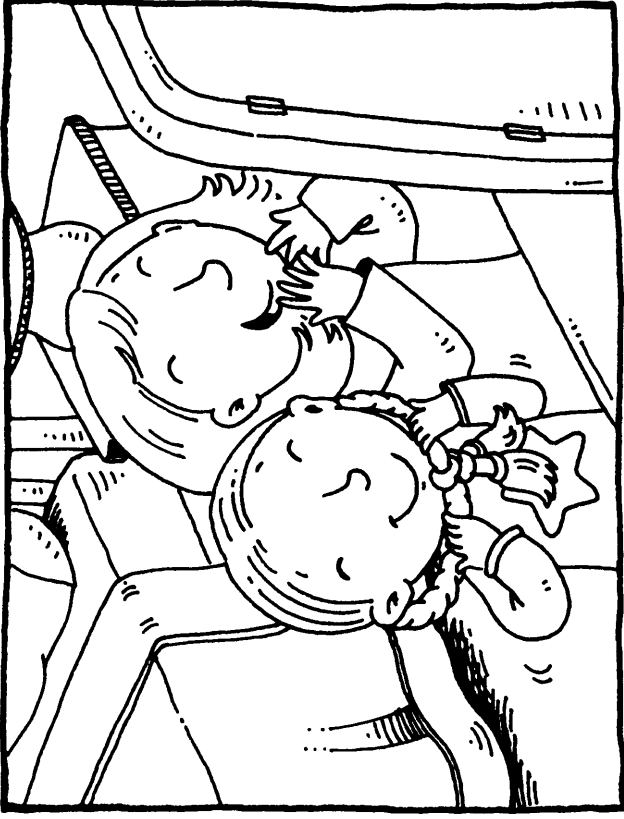
© Macmillan/McGraw-Hill



“Jen, will you cut my hair?” asked Lucy. “I don’t want these braids.”

“No way! Mom will be angry!” said Jen. “And besides, those braids are so cute!”

Phonics: Circle two words that have an open syllable.



“Thanks,” said Lucy. “Maybe I can fix them. I know! I will put them under my chin.”

She showed Jen. Jen was silent for a moment. Then she smiled.

Comprehension: How do Lucy and Jen feel about the braids?

Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

My dog Blitzen can do lots of tricks.
 8 When Blitzen wants to go for a walk, he scratches
 18 the door. Blitzen can go out and get my ball
 28 in the rain. He grips it in his teeth. Then he
 39 comes back. He is the best dog. Still I wish I
 50 could train Blitzen to make me a sandwich for
 59 lunch! 60

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

Some cats are pets. Some cats are
 7 wild. A bobcat is wild. Bobcats have
 14 yellow-brown or red-brown fur. Their fur
 22 is streaked with dark stripes or spots. A
 30 bobcat has a short tail.

35 A young bobcat grows inside its mom
 42 for around seven to eight weeks. Then it is
 51 born. A young bobcat learns to hunt from its
 60 mom. It learns many lessons from its mom. 68

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

11 What's in the chest? It is not a secret. I will
 21 give you hints. This thing is black and white. In
 34 real life, it is not small. It is quite big. In real life,
 45 it can swim and can blow water from a hole. But
 57 it is not real. What is it? Think! I will open the
 67 chest and show you now. It is your old stuffed
 68 whale!

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

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

1. Many _____ **people** _____ came to see the school play.
dogs young **people**
2. I want to _____ **buy** _____ a new notebook.
learn **buy** put
3. My bike has _____ **two** _____ wheels.
two seven ten
4. I just read a book that made me _____ **laugh** _____ .
here **laugh** give
5. I took a _____ **walk** _____ and saw a pretty garden.
walk school better

B. Draw a line to match the word with its definition.

- | | |
|----------|-----------------------|
| 1. small | not old |
| 2. two | little |
| 3. here | one plus one |
| 4. young | 365 days |
| 5. learn | opposite of there |
| 6. year | get to know something |

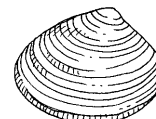
Name _____



apple



regal



mussel

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

1. The rose _____ petal _____ is red.

petal pan pumpkin



2. I _____ giggle _____ at the joke.

glee giggle girl



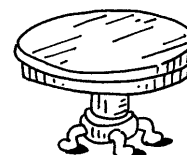
3. I have one _____ nickel _____ and one dime.

napkin nickel nuzzle



4. Please sit at the _____ table _____.

tale tell table



5. The horse went in the _____ stable _____.

stable steal spill



B. Go back and underline the second syllable in the answers above.

Name _____

Homophones are words that sound alike but have different spellings and meanings. The words ***hare*** and ***hair*** are homophones.

A. Draw a line to match each word with its homophone.

- | | |
|---------|-------|
| 1. ate | rose |
| 2. week | one |
| 3. won | eight |
| 4. sent | weak |
| 5. rows | cent |

B. Fill in each blank with a word from above that makes sense.

- The newborn kittens are tiny and **weak**.
- Please make five **rows** of desks in our class.
- I **ate** a sandwich for lunch.
- Grandma **sent** me a thank-you note.
- I ran so fast I **won** the race!

Name _____

done

through

built

world

A. Vocabulary Words: Cloze Sentences Write a word from the box to complete each sentence.

1. My dad built a dollhouse for me.
2. I was happy when it was done.
3. You can look inside through the windows.
4. I think it's the best dollhouse in the whole world!

B. Vocabulary Strategy: Context Clues Read the pairs of sentences below. Use context clues from the first sentence to help you complete the other sentence.

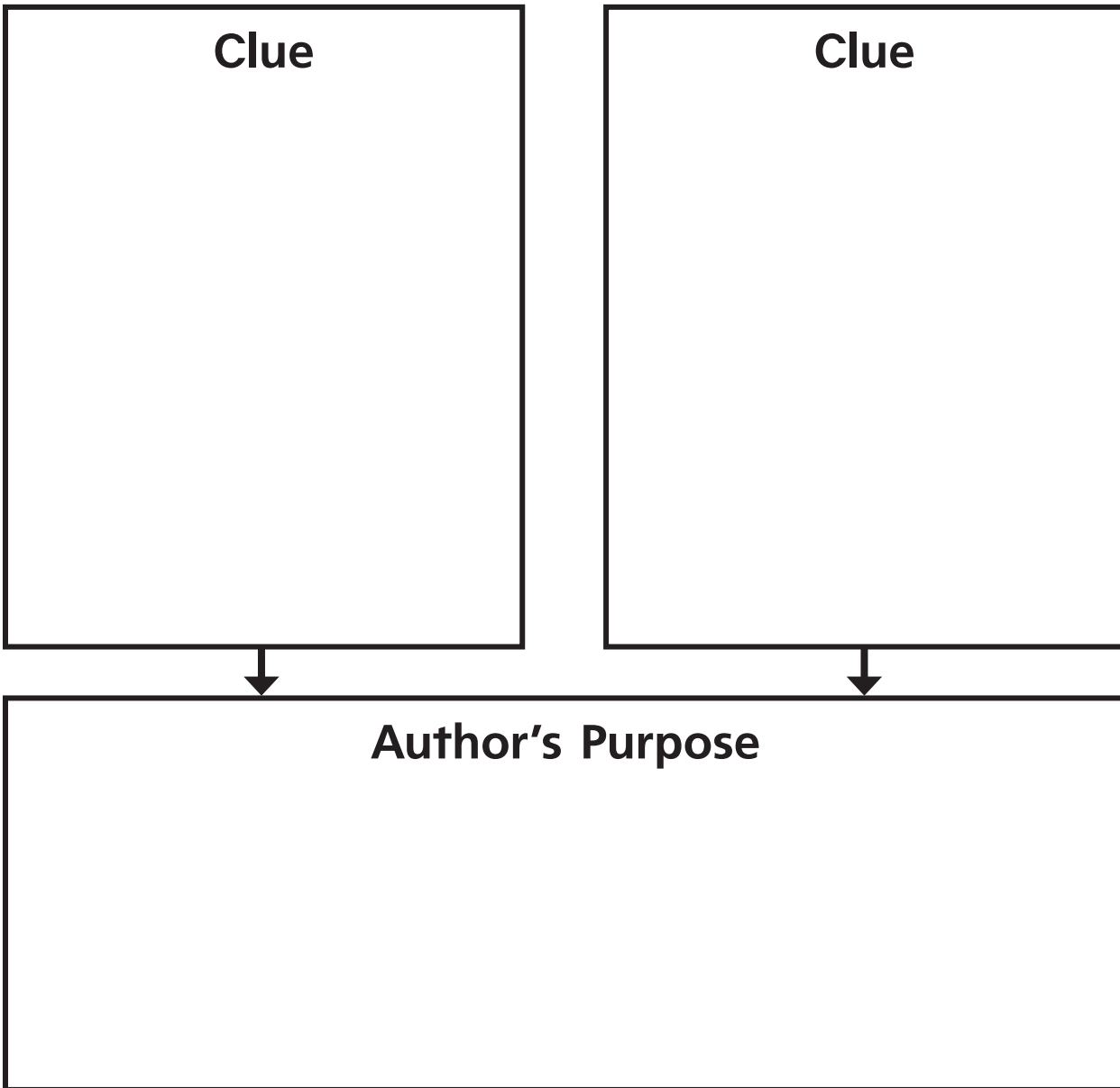
Example: The sheep has brown wool.
The sheep's wool is brown.

1. The girl has a warm hat.
The girl's hat is warm.
2. Burt has a good book.
Burt's book is good.
3. The cook has a huge pot.
The cook's pot is huge.
4. The doorbell has a loud ring.
The doorbell's ring is loud.

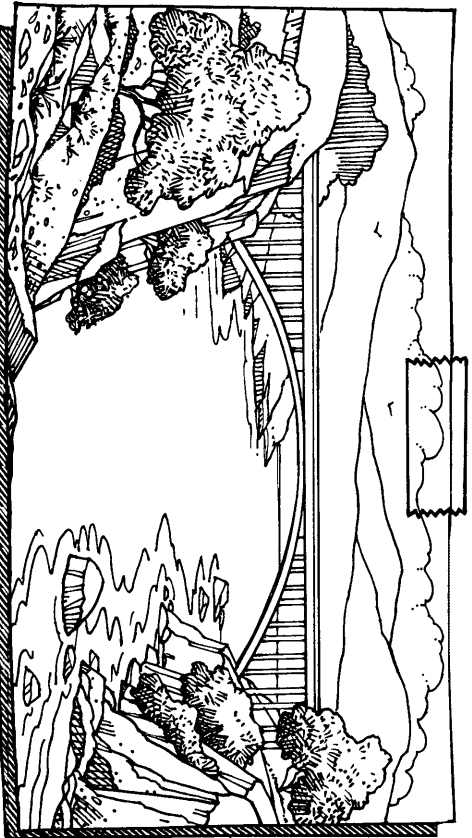
Name _____

Understanding the **author's purpose** means understanding why the author wrote something.

As you read "Bridges and Tunnels," fill in the Author's Purpose Chart.



Let's Cross a Bridge

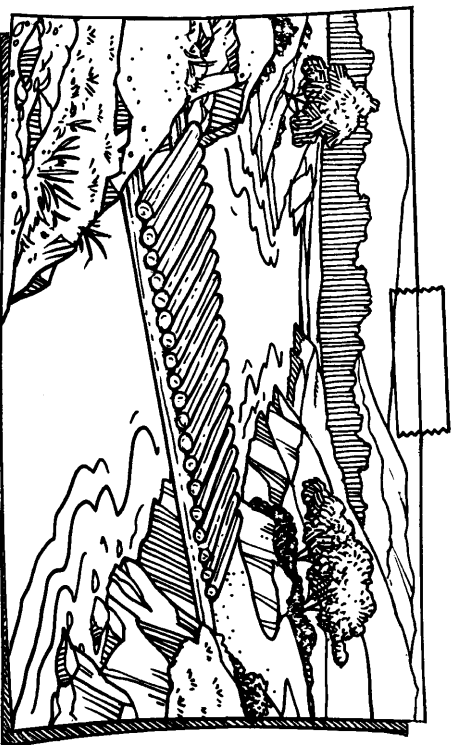


Bridges help us in lots of ways.

Bridges bring people together.

They take cars, trucks, and trains from place to place.

Can you find a bridge in your city or town? How is it helpful?

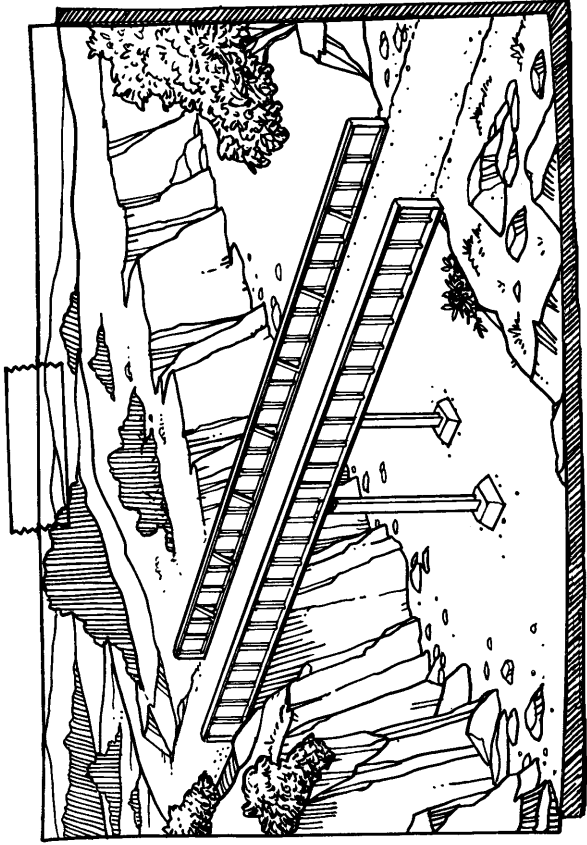


A beam bridge is a simple kind of bridge. People made them long ago. Many beam bridges were made with a single log or tree. Later, beam bridges used five or six logs tied together. That made them stronger and more stable.

High-Frequency Words:
Circle the words built, done
and world in the selection.



At Home:
Ask your child
to read the book
aloud to you.

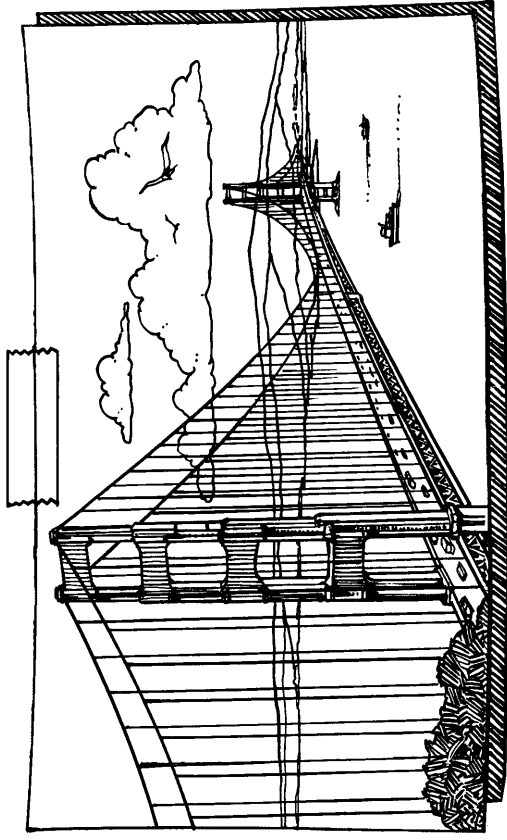


Beam bridges have changed a lot. Beams are now made out of metals such as steel. That makes them strong and stable.

Beam bridges can be found in most parts of the world.

Phonics: Underline the words in the selection that end in *-le*.

2



Some bridges are built with steel cables. This is the Golden Gate Bridge in California. It is very long!

It took four years to get this bridge done. Now, many cars and trucks are able to cross this bridge each day.

Comprehension: Why did the author write this selection?

3

Name _____

Vowel teams with two vowels, such as **ea**, **ee**, **oa**, **au**, **ai**, and **oo** can help you read long words. When two vowels are together in a long word, they often stay in the same syllable. A vowel and a consonant, such as **ow**, can be a vowel team, too.

A. Put the two syllables together to make a word. Read the word. Write it on the line. Then circle the vowel team.

Example: seat belt seatbelt

1. sea son season

2. rain coat raincoat

3. six teen sixteen

4. el bow elbow

5. Au gust August

6. rac coon raccoon

B. Complete each sentence with a word you made. Circle the vowel teams.

1. I will put on my raincoat.


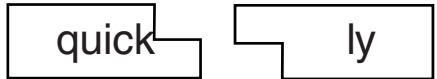



2. What season is the coldest?

Name _____

Prefixes are word parts added to the beginnings of words to change their meanings. **Suffixes** are word parts added to the ends of words to change their meanings.

A. Write new words by adding prefixes or suffixes. Write *P* if you added a prefix. Write *S* if you added a suffix.

Example:  careful **S**

- | | | |
|----|-------------------------------------------------------------------------------------|--------------------------|
| 1. |  | <u>remind</u> P |
| 2. |  | <u>quickly</u> S |
| 3. |  | <u>discount</u> P |
| 4. |  | <u>unhurt</u> P |
| 5. |  | <u>actor</u> S |

lovely

painful

untie

B. Fill in each blank with a word from the box. Circle the suffix or prefix in your answers.

- My new dress is so lovely .
- My toothache was very painful .
- I will untie my laces.

Name _____

about

because

for

things

A. Vocabulary Words: Cloze Paragraph Choose a word from the box to complete each sentence.

I am going to write a story about my trip to Spain. I really liked Spain because I got to ride a donkey. Once, I rode the donkey for twenty minutes. I saw so many cool things in Spain!

B. Vocabulary Strategy: Word Parts Circle the word that best completes the sentence. Then write the word on the line.

- I hope I get a bike for my birthday.
 bike bikes
- We have so many pages to read.
 page pages
- How many days are in a week?
 day days
- My mom runs five miles every day.
 mile miles

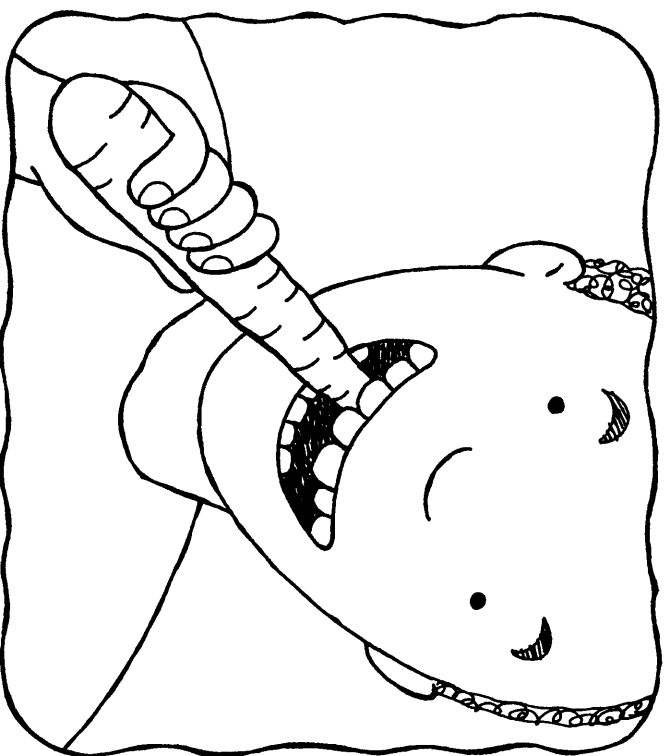
Name _____

When you **compare**, you tell how things are alike.
When you **contrast**, you tell how things are different.

As you read “We Need Teeth,” fill in the Compare and Contrast Chart.

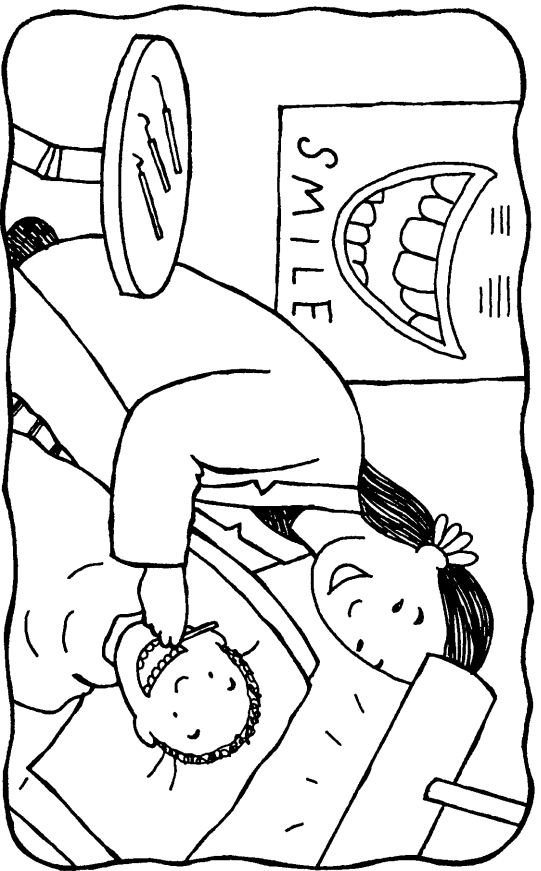
Animal	Animal	Animal
Behavior	Behavior	Behavior

Healthy Teeth



We use our teeth a lot. We munch. We crunch. We chew. Without healthy teeth we could not enjoy most foods.

How can we keep our teeth healthy?



To maintain healthy teeth, you also need to go to the dentist.

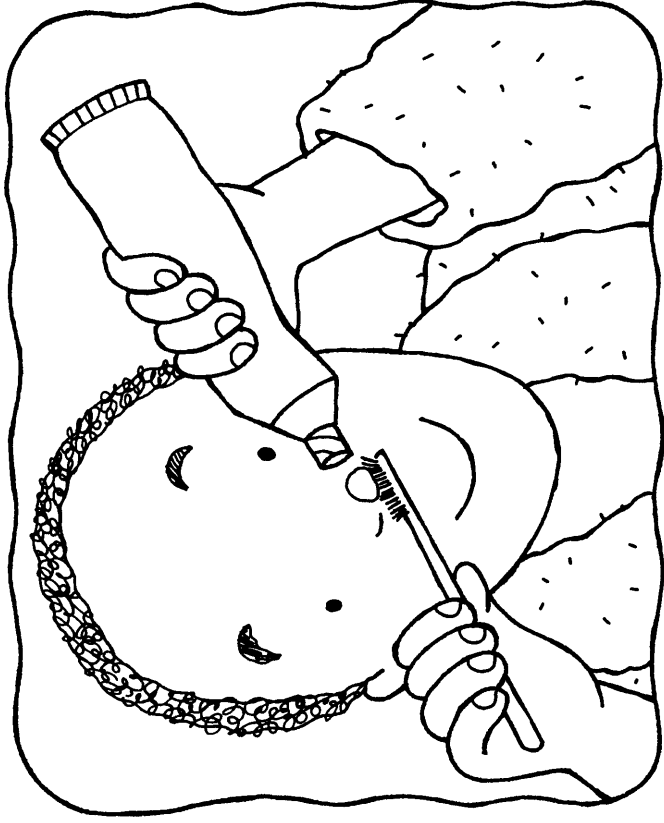
So brush your teeth each day. Visit a dentist. That way you will avoid problems. You will be able to use your teeth for a long time to come!

High-Frequency Words:

Circle the words things and for in the story.



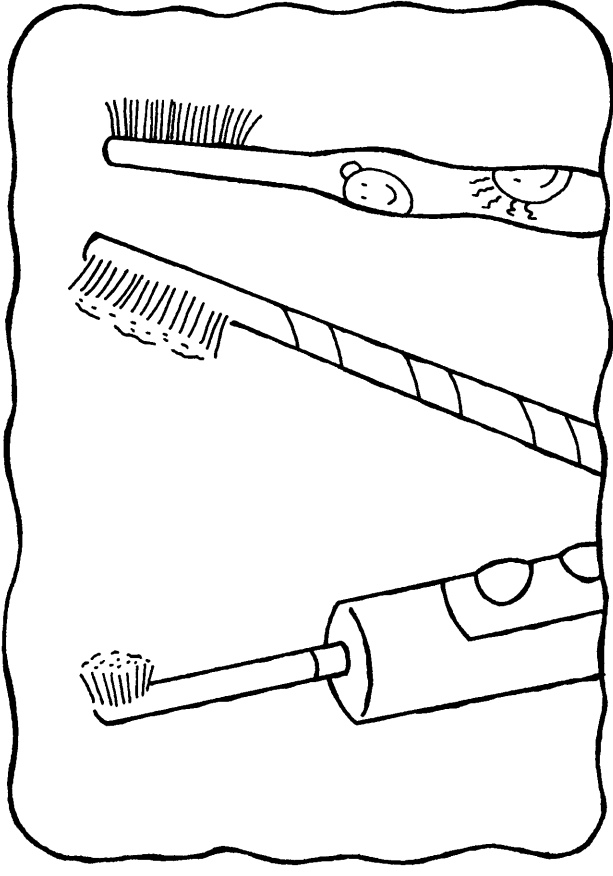
At Home:
Ask your child to read the book aloud to you.



There are lots of things we can do. First, we need to brush our teeth. To maintain healthy teeth, we need to brush at least twice daily.

Phonics: Underline three words with a vowel team syllable.

2



There are many kinds of toothbrushes. Which brush do you like? A timer can tell you when to stop. It will buzz to let you know.

Comprehension: Compare and contrast the different ways to maintain healthy teeth.

3

Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

8 Come to my birthday bash. Here's how you
get to my house:

12 Go through the Maple Road Tunnel.

18 Turn left. Take Nickel Street to the
25 Bottle Bridge. It is the strangest bridge in
33 the world. It floats!

37 Turn right onto Main Street. Go through
44 five traffic lights. When you are done, take a
53 right onto Apple Street.

57 My house is the first one on the right. 66

B. Read these silly sentences aloud to yourself or a partner. Pause at the single slashes (/) and stop at the double slashes (//). Make sure to change your voice when you read a question mark (?) or an exclamation point (!).

1. That puzzle/ did not dazzle!//
2. Did you see/ a little,/ red bird/ in the jungle?//
3. Rabbit and Pig/ did giggle/ and giggle.//
4. Do you think it is noble/ when kings dance/ in the castle?//
5. That metal bridge/ is not brittle!//



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

“I have something to tell about,”
 6 said Josh. “I lost some teeth!”
 12 “Which teeth?” asked Beth.
 16 “These teeth that used to be where the hole
 25 is,” Josh said. “I lost them because I ate an
 35 apple. I knew they came out when I stopped
 44 chewing. They were stuck in the apple! I put
 53 them under my pillow and got ten dimes for
 62 them. That was fun!” 66

B. Partners Use the chart to check your partner’s reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

Words with **final e syllables** often have the long vowel sound.

A. Underline the final e syllable in each of these words. Then read the words.

Example: sunshine

1. invite
2. hopeless
3. reptile
4. escape

B. Circle the words with the final e syllable. Underline the final e syllable.

Example: (trombone)

rabbit	(<u>invite</u>)	(<u>confuse</u>)	pilot	basket
sandal	(<u>inside</u>)	button	(<u>mistake</u>)	(<u>compete</u>)

Name _____

Prefixes are word parts added to the beginnings of words to change their meanings. **Suffixes** are word parts added to the ends of words to change their meanings.

A. Write new words by adding prefixes or suffixes. Write *P* if you added a prefix. Write *S* if you added a suffix.

- | | | | | |
|----|-------|------|------------------|----------|
| 1. | pack | un | <u>unpack</u> | P |
| 2. | slow | ly | <u>slowly</u> | S |
| 3. | use | re | <u>reuse</u> | P |
| 4. | sleep | less | <u>sleepless</u> | S |
| 5. | or | doct | <u>doctor</u> | S |

distrust

thankful

uneven

regroup

B. Fill in each blank with a word from the box. Circle the suffix or prefix in your answers.

- I am so thankful for my grandma.
- She tripped on the uneven sidewalk.
- Ms. Lemon will regroup my class because we were talking.
- When I distrust a fact, I find out more about it.

Name _____

wash

special

all

over

A. Vocabulary Words: Cloze Paragraph Write the missing words to complete the sentences.

My dog is **special**. I like her, but she likes to roll **over** in mud puddles! Then she runs and jumps on me. The mud gets **all** over both of us. Then I have to **wash** her in the tub.

B. Vocabulary Strategy: Dictionary Read each word and its meanings. Choose a word to complete each sentence and write it on the line. Then write the number of the correct meaning.

fly/fog

fly 1. insect

2. to move in the air with wings

pen/penny

pen 1. a fenced area for an animal

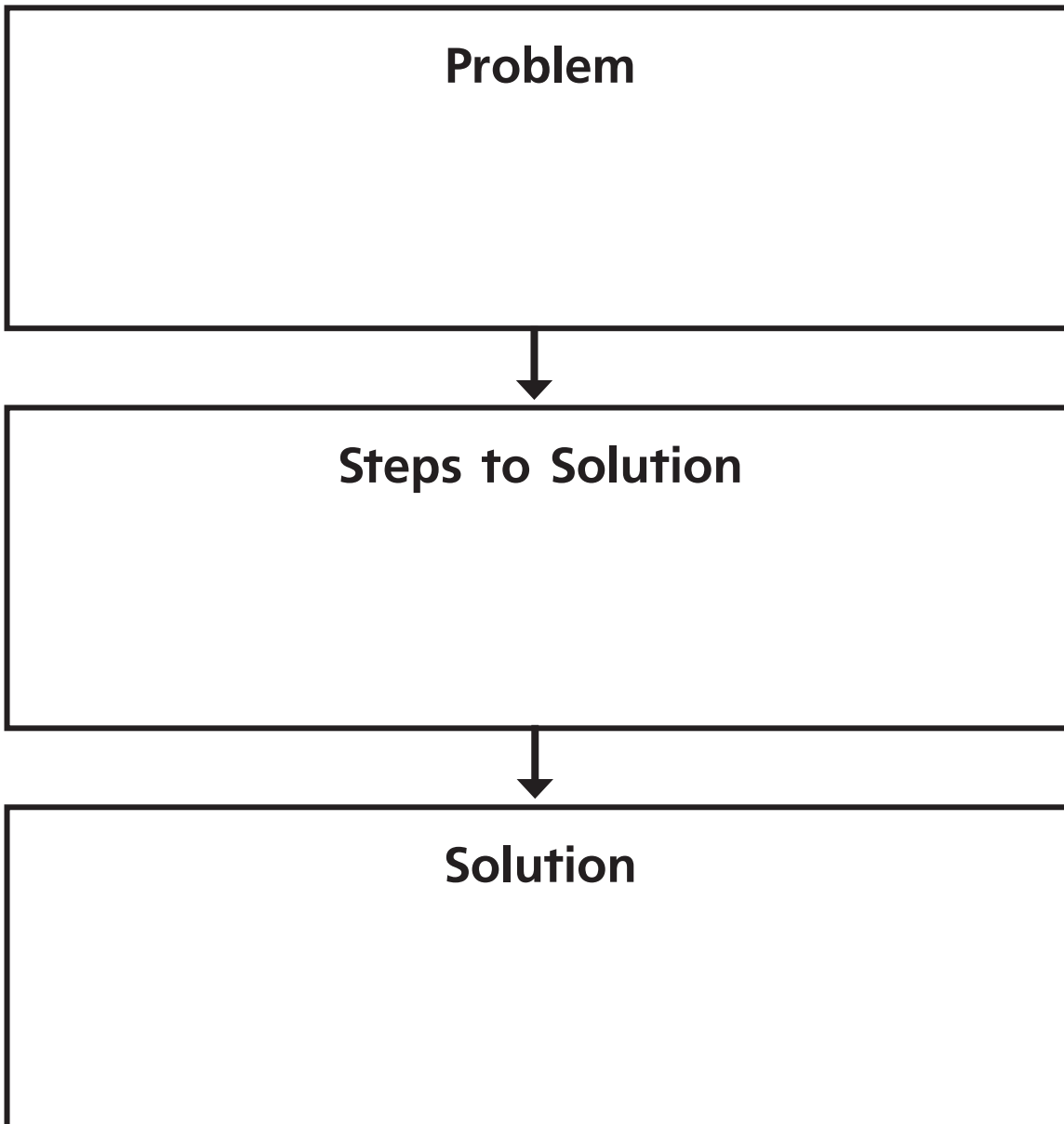
2. a tool you write with

1. A **fly** is buzzing around the room. 1
2. This **pen** ran out of ink. 2
3. The pig is resting in his **pen**. 1
4. I saw a bird **fly** by my window. 2

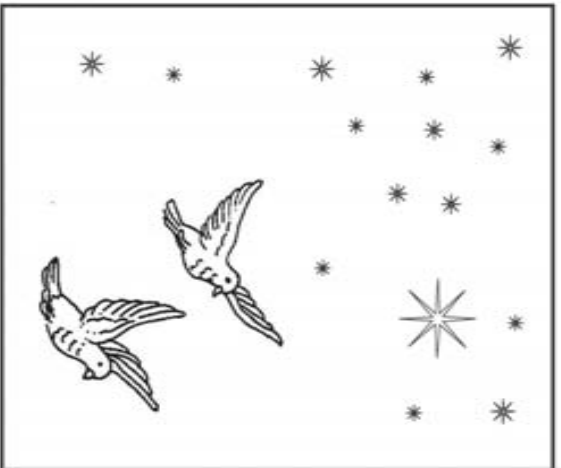
Name _____

A **problem** is something that needs to be fixed or solved.
The **solution** is how the problem is solved.

As you read “Fur, Skin, and Scales,” fill in the
Problem and Solution Chart.



Birds Migrate



How do birds find their way? They look around. They use special landmarks such as a star or a lake.

The more you know about migrating birds, the more amazed you will be!



Many birds migrate. That means they fly south when it gets cold. Then they fly back north when it is warm.

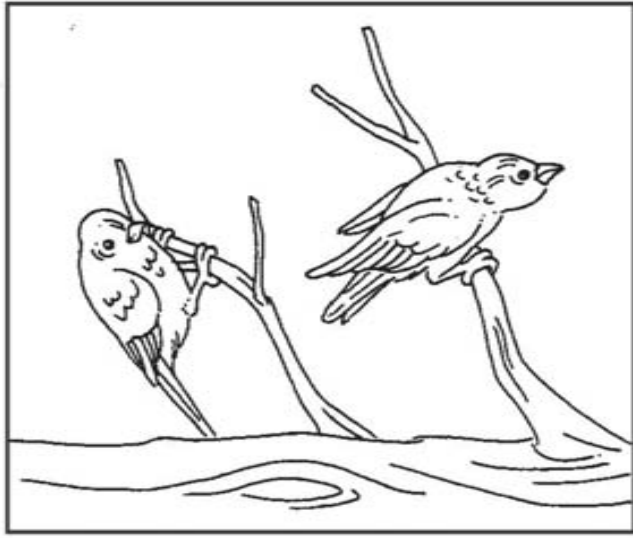
These migrating birds may fly thousands of miles before their trip is complete.

4

High-Frequency Words: Underline the words special and over in the story.



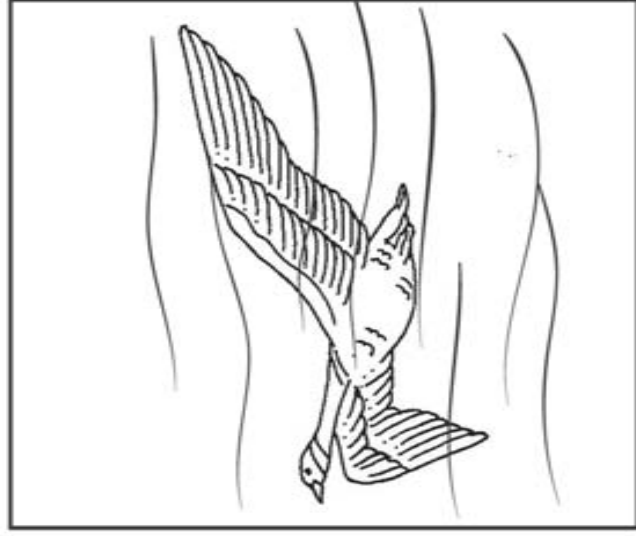
At Home: Ask your child to read the book aloud to you.



Why do birds migrate? The reasons include finding food. When fall comes, food becomes hard to find in the north. That is when the birds begin to migrate south.

Phonics: Underline 3 words that have a final e syllable. Circle the syllable.

2

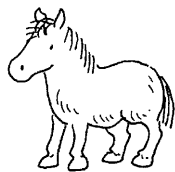


When birds migrate, they fly long days and nights. They fly over land and sea. They try to catch special winds. That way they can glide.

Comprehension: Why do birds migrate?

3

Name _____

**po/ny**

Open Syllable

Which word in each pair has an open first syllable? Write the word.

Example: wet/lands be/side beside

1. hill/top de/tail detail

2. re/tell sun/set retell

3. pan/cake la/zy lazy

4. be/hind him/self behind

5. sand/box se/cret secret

6. fro/zen foot/print frozen

7. get/ting be/ing being

8. box/top o/pen open

9. sun/rise do/nut donut

10. mu/sic hand/stand music

Name _____

A **possessive** is a word that tells who or what owns something. Many possessives are formed by adding an apostrophe (') and **s**.

A. Complete the second sentence by writing the possessive form of the word in bold.

1. That book belongs to **Mark**. It is Mark's book.
2. **Grandma** has a dog named Buster. Buster is Grandma's dog.
3. I gave this shirt to **Dad** last year. It is Dad's shirt.
4. That car belongs to **Mr. Green**. It is Mr. Green's car.
5. **Mia** wore a red coat. The red coat is Mia's.

A **contraction** is a short way to write two words.

he will = he'll they have = they've

B. Read each sentence. Write the contraction for the underlined words.

1. She will read the book after I do. She'll
2. Jack you will be the first kid on the bus. you'll
3. They have played at our house before. They've
4. We will try to jump over the puddle. We'll

Name _____

always

thought

family

idea

A. Vocabulary Words: Cloze Paragraph Choose a word from the box to complete each sentence.

Last summer, my family went camping. It was my mom's idea. We hiked and slept in a tent. We always built a campfire at night. I thought I would not have fun. But it was the best trip ever!

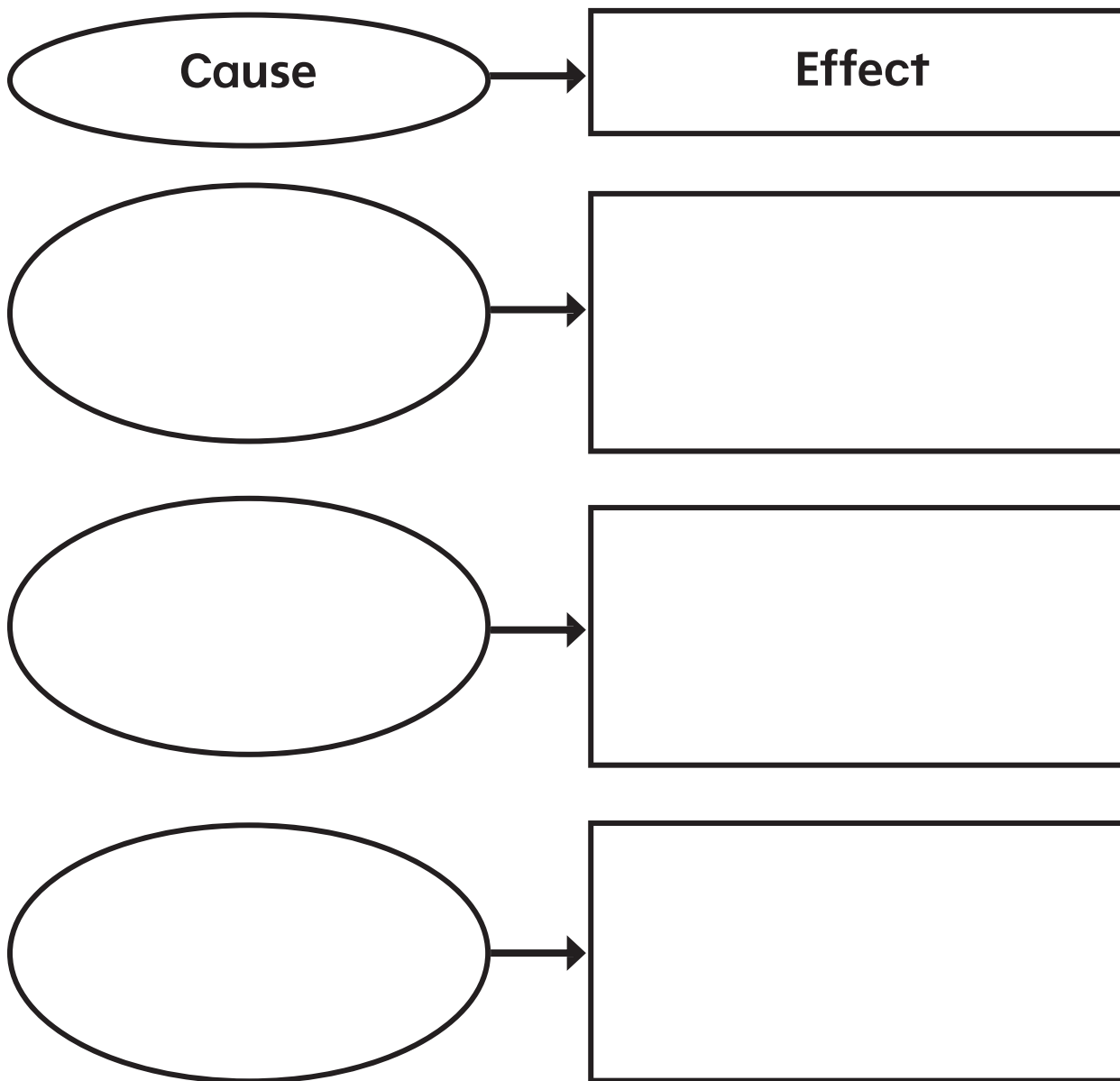
B. Vocabulary Strategy: Word Parts Draw lines from each word in the first column to three words in the second column to make compound words.

snow	man
rain	ball
	bow
	coat
	flakes
	drops

Name _____

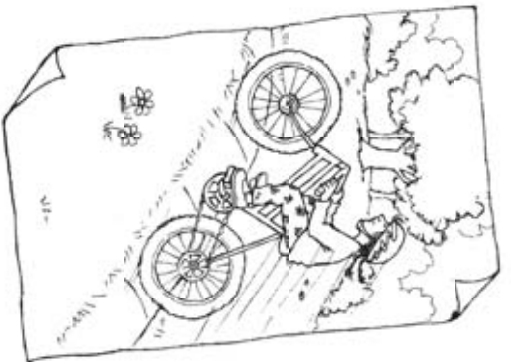
An **effect** is something that happens.
A **cause** is the thing that makes it happen.

As you read “Dear Pen Pal,” fill in the Cause and Effect Chart.



Hi Liza,

I thought
your photo
was great! You
must be a good
soccer player!



This is a photo of me on my
new bike. I'm a good rider, but
last week I fell and hurt my
arm. So now I can't ride for a
while.

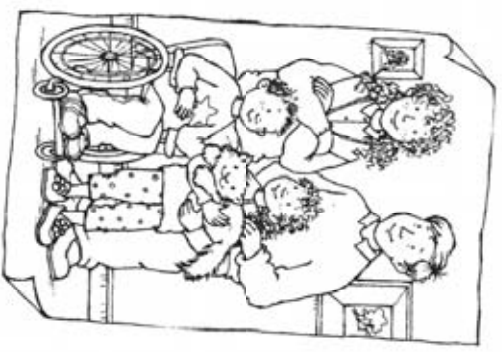
Until next time,

Yoshie

Pen Pals

Hi Yoshie,

I'm so happy
we're pen pals!
I liked the idea
the moment my
teacher told our class about it.



This is a snapshot of my
family. I'm holding my cat,
Lady. Write soon!

Your pen pal,

Liza

High-Frequency Words:

Circle the words idea, family,
always, and thought in the
story.



At Home:
Ask your child
to read the book
aloud to you.

4

Hi Liza,

I liked your letter and photo.

I'm sending a photo of my family, too. My sister is three years old. She always follows me around. Sometimes she acts like a baby but she's so cute! Please write soon!

So long,
Yoshie

Phonics: Underline three words in the story that have an open syllable.

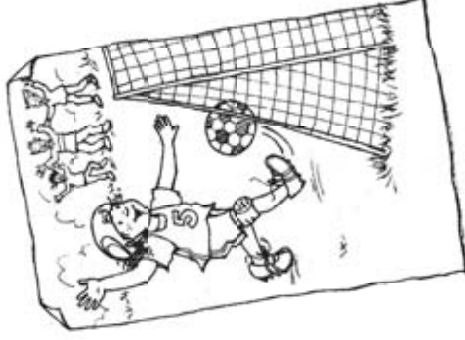


© Macmillan/McGraw-Hill

Hi Yoshie,

I like to play soccer a lot. This photo shows me making a goal. I play for my local team. We are called The Zebras.

Now tell me what you like to do. Write soon!



So long,
Liza

Comprehension: What caused Yoshie to hurt her arm?

Name _____

When an *r*-controlled vowel and the letter *r* are in a word, they make an *r*-controlled syllable.

A. Put the two syllables together to make a word. Write it on the line. Circle the *r*-controlled syllable.

Example: pep per pepper

1. star light starlight

2. num ber number

3. per fect perfect

4. farm land farmland

B. Circle the words with the *r*-controlled syllable. Underline the *r*-controlled syllable.

Example: birthday

tiger begin sneeze garden carpet

doctor return over moonlight stand

Name _____

Related words have the same base word. They have similar meanings.

art**artist****artful**

A. Draw a line to match each related word to its base word.

walkway	teach
childhood	love
teacher	walk
lovely	bake
baker	child

B. Fill in each blank with a word from above that makes sense. Then draw a line under the base word.

- Grandpa likes to tell us about his childhood.
- The teacher read us a story.
- The queen was so lovely.
- The walkway was filled with leaves.
- That baker makes the best muffins!

Name _____

A. Vocabulary Words Answer true or false for each statement.

1. It is **important** to drink water. true false
2. A person can **carry** a car. true false
3. A bus, a train, and a plane can all **move**. true false
4. We do not need **air** to live. true false

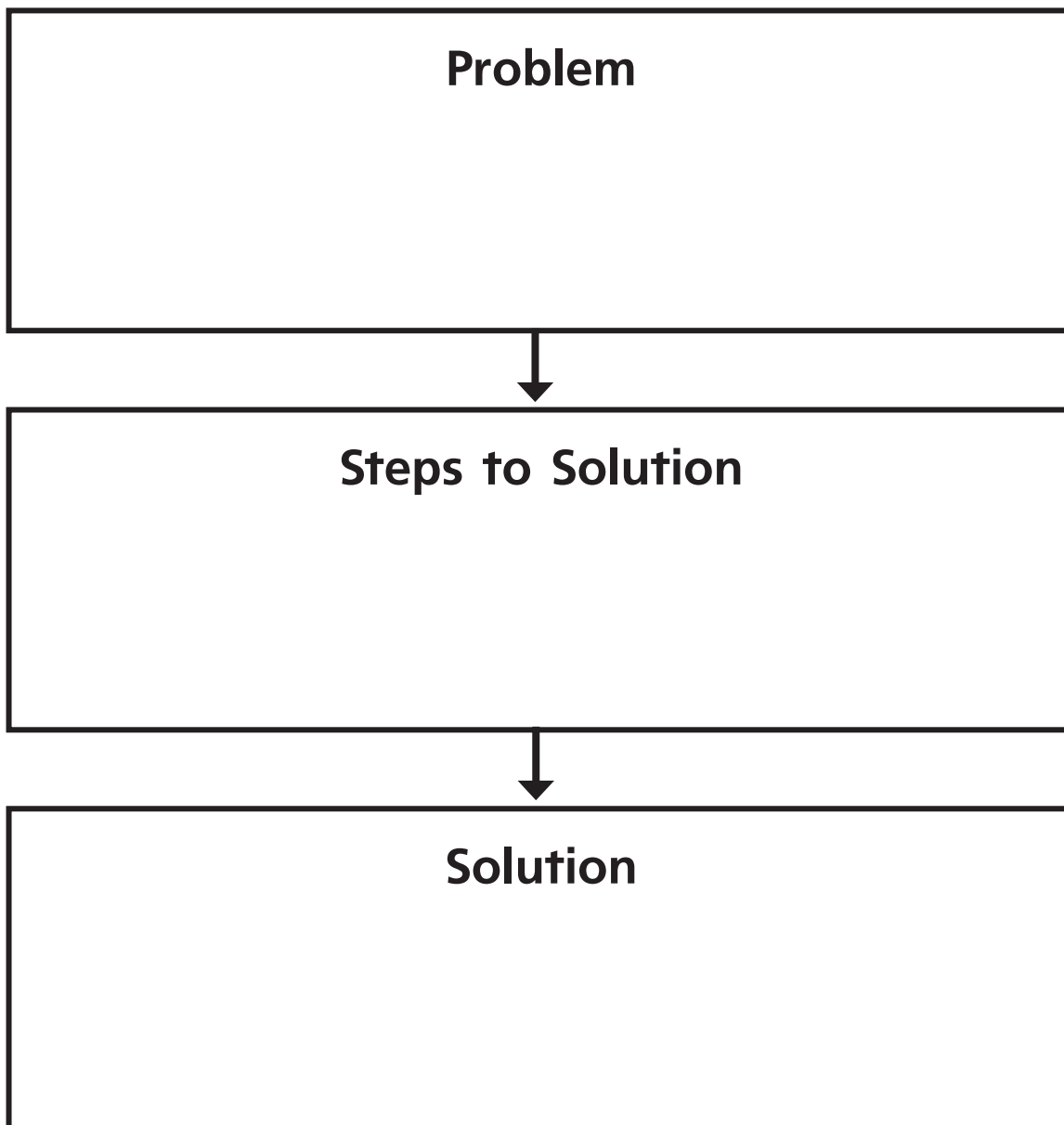
B. Vocabulary Strategy: Word Parts Circle the base word in each of the words in dark print.

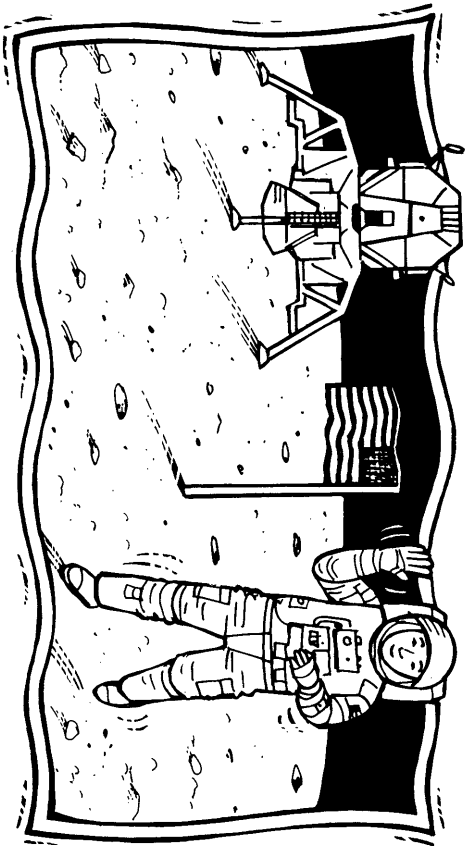
1. Mom **grabbed** me before I fell off my bike.
2. Shelly **skipped** down the street.
3. Jamie **jumped** over the broomstick.
4. We **clapped** after the show was over.
5. I **walked** for hours on the hike.
6. The apple **rotted** before I could eat it.

Name _____

A **problem** is something that needs to be fixed or solved.
The **solution** is how the problem is solved.

As you read “In Space,” fill in the Problem and Solution Chart.





Being an astronaut is an exciting and important job. An astronaut may study how plants can grow in space. He or she may walk on the moon. Maybe one day an astronaut will explore Mars. Maybe it will be you!

High-Frequency Words:

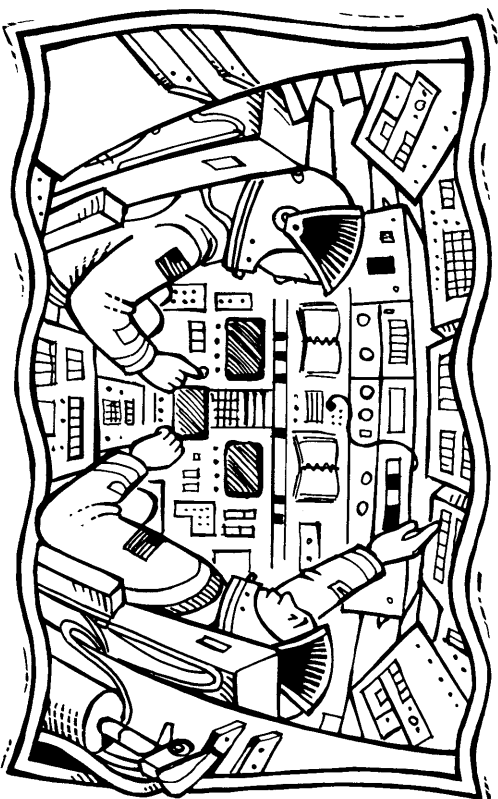
Underline the words important and air in the story.

4



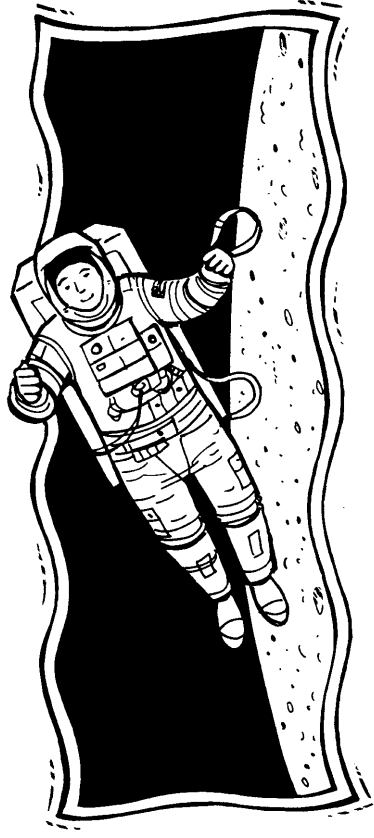
At Home:
Ask your child to read the book aloud to you.

Exploring Space



How can you explore space? You become an astronaut. An astronaut is a person who is trained to fly in and work in space.

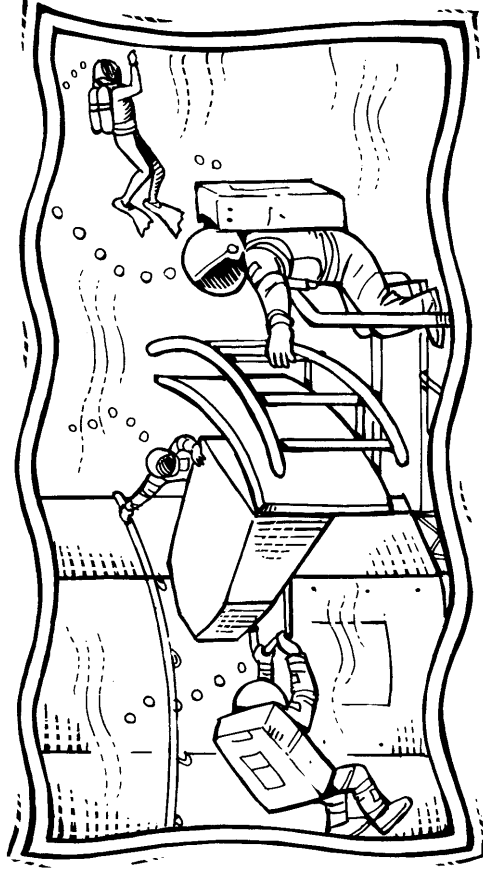
Astronauts travel in a spacecraft from Earth into outer space. Then they get to work exploring.



What does an astronaut wear in space? Inside a spacecraft, he or she has on a uniform. But outside the spacecraft, an astronaut wears an outfit like the one shown on this page.

Space has no air. So an astronaut must get air from a tank.

Phonics: Circle three words with an -r controlled syllable.



Astronauts prepare for living in space in many ways. Before they go, they spend time in water tanks. Floating in a tank is a lot like floating in space.

They take many classes with many teachers. There are so many different topics to master.

Comprehension: How does an astronaut get air in space?

Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

I saw a good wildlife show about reptiles on TV
10 last week. First, a skunk was digging in the sand
20 for turtle eggs. Then the skunk spotted a brown
29 turtle. Next, the skunk curled its tail and sprayed
38 the turtle. The turtle was not hurt at all. It went
49 inside its shell. The skunk tapped on the shell one
59 time. Then it ran away. 64

B. Read these silly sentences aloud to yourself or a partner. Pause at the single slashes (/) and stop at the double slashes (//). Make sure to change your voice when you read a question mark (?) or an exclamation point (!).

1. Can the cat/ curl her fur?//
2. That funny reptile/ ran a mile!//
3. It took time/ to complete/ the test.//
4. If a big brown cat purrs,/ do not pet it.//
5. Have you seen/ the happy girl?//



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

9 Wren is my pen pal. She lives with her
family in Maine. Wren writes to me.
16 I write to her, too.
21 Wren knows how to knit. She thought of an
30 idea for a gift for me. She knit me a pretty
41 scarf. She wrapped it up and sent it to me.
51 When I opened the box, I was so excited. It
61 was just what I wanted! 66

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Read aloud the story. As you read, pay attention to the words and your reading speed.

Grace is studying planets.
 4 Planets orbit, or move in a circle, around
 12 the sun. Earth is our planet. It has air that
 22 people breathe. Mars is next to Earth.
 29 A spacecraft landed there and found no trace
 37 of life. Saturn is one of the huge planets.
 46 It has rings made of ice and rock. Saturn
 55 has a lot of moons. Grace hopes a spacecraft
 64 will carry her into space one day! 71

B. Partners Use the chart to check your partner's reading.

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
Paid attention to periods, commas, end punctuation	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
Accuracy	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name _____

A. Underline the answer to each question.

1. What is the opposite of never?
done always over
2. What do you breathe?
thought water air
3. What do you do if you do not stay still?
move wash carry
4. What can you do with a bag of food?
special built carry
5. What do my mom, dad and I make up?
things family idea

B. Write the word from the box that completes each sentence.

about built done through

1. The show was about bridges.
2. The train went through the tunnel.
3. We built a train out of blocks.
4. I am done with my homework.