

Macmillan/McGraw-Hill

READING
Triumphs
INTERVENTION

GRADE 3

Practice Book

Annotated Teacher's Edition

- Decoding/Structural Analysis
- Fluency
- Vocabulary/Vocabulary Strategies
- Comprehension
- Writing
- 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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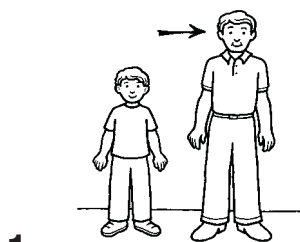
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Name _____

The short vowel *a* sound is spelled with the letter *a*. The short vowel *i* sound is spelled with the letter *i*.

pan pin

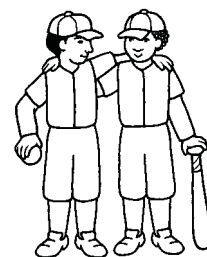
Write *a* or *i* to complete each picture name.



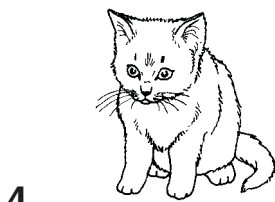
dad



fill



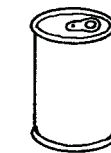
pals



cat



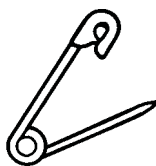
lip



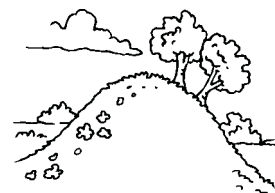
can



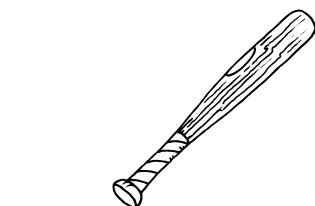
bag



pin



hill



bat

Name _____

A. As you read, pay attention to end punctuation and intonation.

16 Jack is in a jam. His pals are mad. Tim is mad at Dan. Dan is
mad at Tim.

19 Is Jack picking a pal? If Jack picks Tim, Dan will get mad.
32 If Jack picks Dan, Tim will get mad.

40 Dad has a tip. "Tell Tim and Dan how you feel. Tell them
53 you will not pick one pal." 59

B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!

has	will	ham	pig	map
if	back	mix	sick	fat
pal	his	bat	dad	it
miss	ask	fig	hit	sat
mad	pick	rap	cat	fit

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

The **inflectional endings** *-s*, *-ed*, and *-ing* can be added to the end of a word that tells about an action. The ending *-s* can be added to a noun to tell about more than one.

pets packs packing packed

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

1. Jim **picked** a pal.

pick + **ed** = picked

2. Pam has ten **pals**.

pal + **s** = pals

3. Dan **hops** a lot.

hop + **s** = hops

4. Sam **sells** Max a rug.

sell + **s** = **sells**

5. Is Pat **acting** mad?

act + **ing** = **acting**

6. Meg **packed** a bag.

pack + **ed** = **packed**

7. Rick is **filling** a cup.

fill + **ing** = **filling**

Name _____

acting

jam

quit

tip

feel

ran into

A. Vocabulary Words Write the word that best completes each sentence.

1. Jim is in a jam.
2. Pam is acting mad.
3. Dad has a tip for Dan.
4. Tim quit acting bad.
5. Jack ran into Jan.
6. Meg and Sal feel sad.

B. Vocabulary Strategy: Inflectional Endings Read the passage. Underline the inflectional endings *-s*, *-ed*, and *-ing*.

Jim is feeling sad. His dad is mad. Jim acted bad. Now Pam tells Jim. "I have a tip for you. Tell your dad you will quit acting bad." Jim tells his dad. Now Jim and Dad are pals.

C. Write the correct ending in () to complete each sentence.

Example: Ed pick ed (ed, ing) a pal.

1. Jim is feel ing (ed, ing) sad.
2. Jim act ed (ed, ing) bad.
3. Pam and Jim are pal s (ed, s).

Name _____

As you read “A Big Jam,” fill in the Story Map.

Characters

Jack, Tim, Dan, Dad

Setting

playground, home, school hallway

Beginning

Jack’s pals Tim and Dan are mad at each other. They want Jack to pick a pal.

**Middle**

Dad tells Jack to tell Tim and Dan how he feels.

**End**Jack tells Tim how he feels.
Tim and Dan quit being mad.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Tad Hits

Tad ran into Lin. Lin is his pal. Lin had a bat. “Can you bat?”
asked Tad.

“I can bat,” said Lin. “I am not bad at it.” Lin hit the ball. Lin
ran.

Lin gave Tad the bat. Tad did not get a hit. Tad missed the ball.

“I feel bad,” said Tad.

“Quit acting sad,” said Lin. “I am a pal. I will give you tips.”

Lin hit. Tad looked at Lin bat.

“Now I will try to bat,” said Tad.

Tad did it! Tad hit the ball!

1. Underline words in the passage that have the short a sound.
2. Circle words that end with -s, -ed, or -ing.
3. Who are the characters in the story?

Tad, Lin

4. What happens at the end of the story?

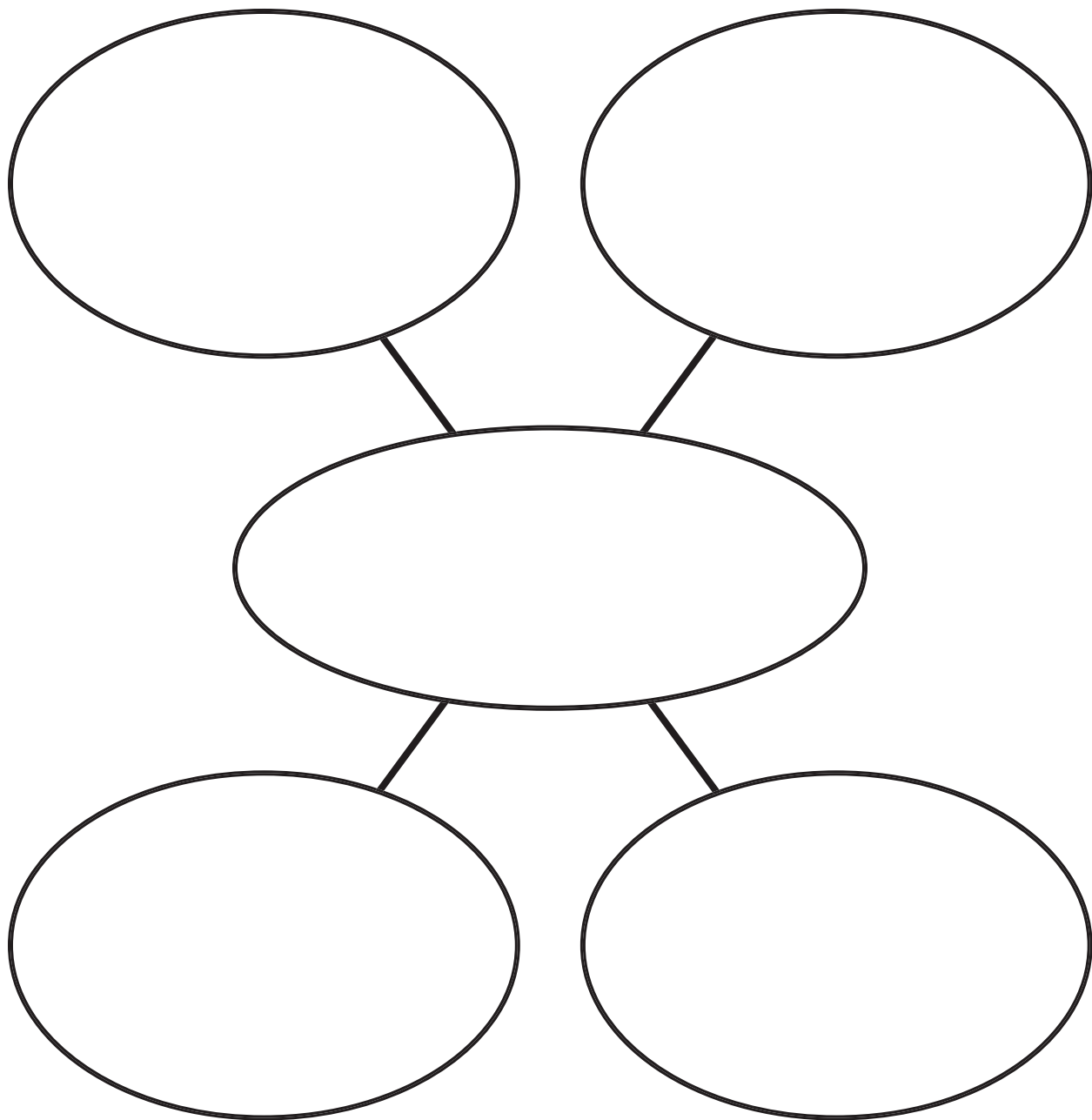
Tad hits the ball.

5. To quit is to stop.
fix stop spill



Name _____

To help you plan your writing, fill out an idea web.



Name _____

The short vowel e sound is spelled with the letter e. The short vowel o sound is spelled with the letter o. The short vowel u sound is spelled with the letter u.

bed lot bun

A. Underline the letter that has the short vowel sound in each word.

bet net up lot den
bug sun dog lid tug

B. Finish each word ladder. Change only one letter at a time to make words with short vowels o, e, and u.

1. Go from **hit** to **hot**.

hit

hut/hat

hot

2. Go from **big** to **bug**.

big

bog/beg/bag

bug

3. Go from **tin** to **ten**.

tin

ton/tan

ten

4. Go from **dig** to **dug**.

dig

dog

dug

Name _____

A. Have a partner time you as you read the passage. Record your scores below.

13 Tess has a pen pal. Tess writes letters to Liz. Liz writes back
to Tess. It is fun!

18 Liz writes Tess about her dog Bud. Bud is a big dog. Liz hugs
32 Bud.

33 Tess does not have a dog. Can Tess pet Bud?

43 Liz writes Tess, "Please visit!" Liz writes that Tess can pet
54 Bud. Tess can see foxes and ducks, as well. 63

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

B. Partners Use this 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 speed and tempo	<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 _____

Add *-es* to words ending in *x*, *z*, *s*, *sh*, and *ch* to form plurals. When a one-syllable word ends with a consonant, double the consonant before adding *-ed* or *-ing*.

boxes hopped hopping

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

1. The kids **hugged**.

hug + **g** + **ed** = hugged

2. Jan will pack six **boxes**.

 box + **es** = boxes

3. A dog is **sitting** on a bed.

 sit + **t** + **ing** = sitting

4. Dad **hushed** the cats.

 hush + **ed** = **hushed**

5. The kids get on the **buses**.

 bus + **es** = **buses**

6. Ken washes the **dishes**.

 dish + **es** = **dishes**

Name _____

writes letters hike plans jet visit

A. Vocabulary Words Write the word that best completes each sentence.

1. Pen pals write letters.
2. Gus has plans to get a cat.
3. Ned will visit his pal.
4. Sam writes with a pen.
5. Tess will go on a jet to see Liz.
6. Tess went on a hike up a hill.

B. Vocabulary Strategy: Unknown Words Use the dictionary entry to answer the questions below.

1. What are the guide words on this page?

pep/pet

2. How many definitions of
- pet*
- are there?

2

3. Write a sentence that shows the first definition of
- pet*
- .

Possible answer: Liz will pet my cat.

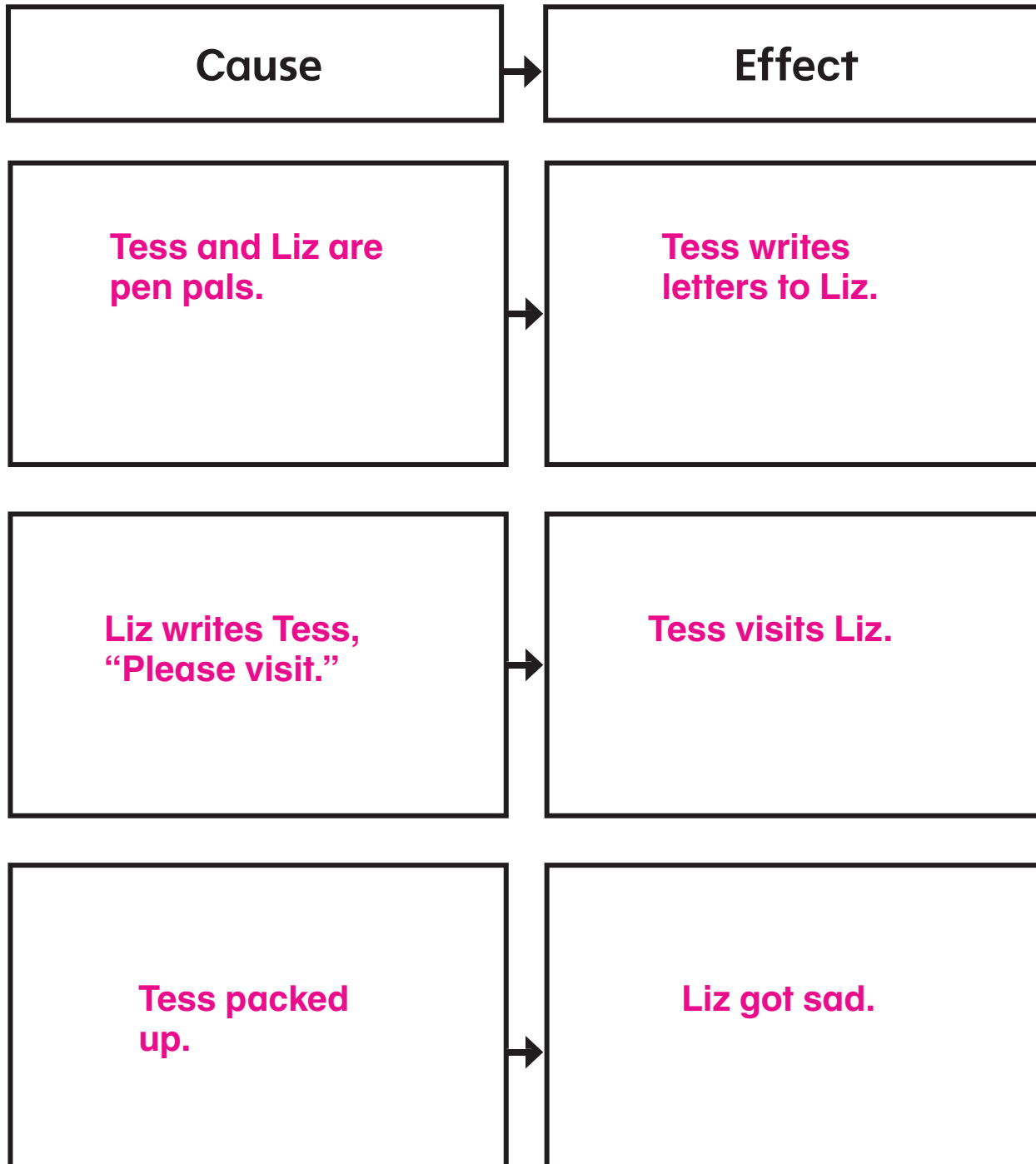
pep/pet

pet

1. To pat in a nice way. *verb*
2. A dog or cat kept at home. *noun*

Name _____

As you read “Pen Pals,” fill in the Cause and Effect Chart.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

On a Hill

It is a nice day. Ann wants to go on a hike.

Ann begged Mom, "Please let us go on a hike!"

Todd asked, "Can we, Mom? It will be fun!"

Mom said, "Yes, we can go. I will make plans. Ann will get a pack. Todd will get a map." Ann and Todd hugged Mom.

Ann, Todd, and Mom went on a hike up a hill. Ann ran into foxes. Todd met a duck. Mom looked at bugs.

Ann ran up a hill. Todd ran up a hill. Mom ran up a hill. At the top, Ann sat on a rock. Todd sat on a log. Mom sat on a bug. Mom jumped up!

1. Underline words in the passage that have the short e sound. Put two lines under words that have the short u sound.
2. Circle words that end with -es or -ed.
3. Why did Ann, Todd, and Mom go on a hike?

It is a nice day. Ann begged Mom. Todd asked Mom. Mom said yes.

4. Why did Mom jump up?

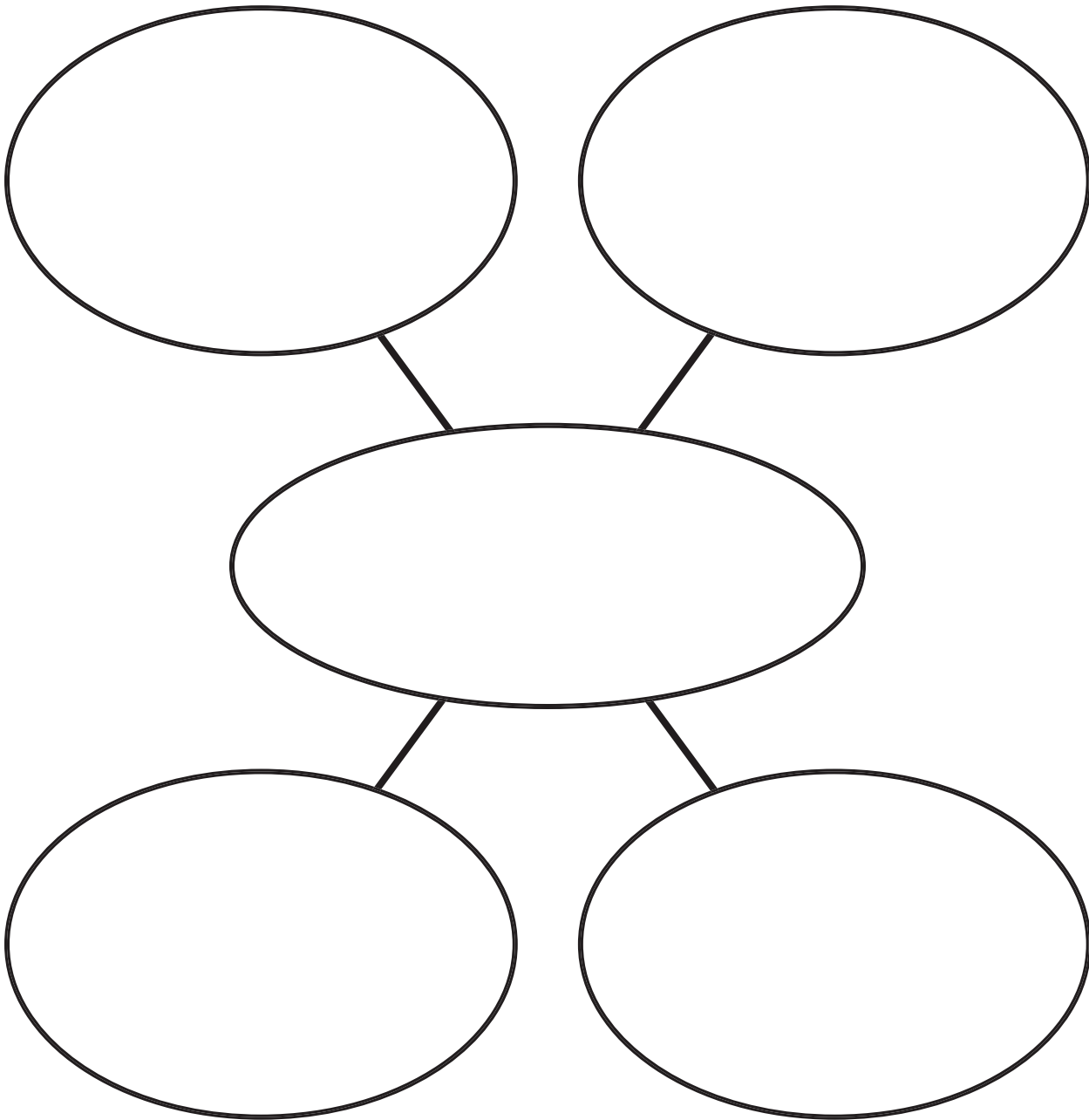
Mom sat on a bug.

5. A hike is a walk.
game walk plan



Name _____

To help you plan your writing, fill out an idea web.



Name _____

Read the passage. Then answer the questions.

Dan and TigPat ran into Pam and Dan.Dan is looking for his cat Tig. Tig ran up a hill.

“Are you sad?” Pat asked. “This is a big jam.”

“I miss Tig,” said Dan.

Pat, Pam, and Dan ran up the hill.

Dan yelled, “Tig!”

Pat yelled, “Tig!”

Pam yelled, “Tig!”

Dan did not quit. Dan had to get Tig. Then Tig ran to Dan!

Dan picked up his cat. “I am not mad, Tig,” Dan said. Tig licked Dan.



1. Who are the characters in the story? Circle the names.
2. Underline the sentences that tell what happened in the beginning of the story.
3. What happened at the end of the story?

Dan finds Tig.

Name _____

Read the passage. Then answer the questions.

Dad Helps

Lil and Ken want to kick a ball. But kids can not kick inside.

So Mom said, "Go out and play."

Dad said, "Let us go out. You can kick in a park. I bet you will have fun."

Lil, Ken, and Dad left.

Dad sat on a rock. Lil and Ken ran up a hill. Lil and Ken ran back to Dad.

Lil kicked the ball. Ken jumped up to get it. Ken kicked the ball. But Lil missed it. The ball fell in the water.

Dad will get it. Dad takes a dip. Dad gets wet.

Is Dad mad? No, it is fun in the water.



1. Why does Mom tell Lil and Ken to go out and play? Underline the cause.
2. What happened because Lil missed the ball? Draw a box around the effect.
3. Why did Dad go in the water?

Dad went in to get the ball.

Name _____

In a **consonant blend**, you can hear the sound of each consonant. Some examples of beginning blends are *fl*, *st*, and *tr*. Some examples of final blends are *nd*, *ng*, and *st*.

stack flop band wing best

A. Draw a line under the word with the consonant blend. Write the word on the line to complete the sentence.

- Dad will run fast.
fast sat top
- Nell will stop at the big log.
pop mop stop
- Jill claps a lot.
claps tap gap
- Jan slips in wet mud.
sip slips pick
- Pan can rest in bed.
red rest ten
- Max swims in a pond.
dim did swims
- Dan taps the drum.
drum sum bat
- Ming can sing a song.
sing rug pat

B. Go back and circle the consonant blends in the words you wrote.

Name _____

A. As you read, pay attention to word accuracy.

13 An ant can be black, red, yellow, or brown. It has six slim
legs. Some ants can have wings.

19 An ant can lift big objects. Its six legs can help it lift and
33 carry things. Six legs help it run fast.

41 An ant must have a job. Ants dig and help set up a nest.
55 Another ant job is to get food. 62

B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!

slim	smell	clock	pill	deck
stop	stick	swell	rack	rock
trap	track	drip	mitt	sunk
twig	flop	sled	band	tent
snack	swim	flick	disk	pond

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

Add **'s** to a singular noun to make it a **possessive** noun. Add only (') to make most plural nouns possessive.

kid kid's hat kids' hats

A. Draw a line to match the words in column 1 with its possessive form in column 2.

Column 1

Column 2

ant	pals'
dad	moms'
moms	ant's
cat	kids'
kids	cat's
pals	dad's

B. Read each sentence. Write the possessive for each underlined word.

- The clocks hands ticked. clock's/clocks'
- The pals caps fit well. pals'
- Meg's dolls dress is red. doll's
- I pat Jacks cat. Jack's
- Jim and Don lost the pets tags. pets'

Name _____

objects twigs pests food smart slim

A. Vocabulary Words Write the missing letters to complete the words in each sentence.

1. Smart dogs do tricks.
2. Ants have slim legs.
3. Jack can lift big objects.
4. Ants are pests and get on snacks.
5. Twigs are sticks.
6. I eat food each day.

B. Vocabulary Strategy: Synonyms Draw a line to match each pair of synonyms.

quit	thin
visit	stop
objects	sticks
slim	go see
twigs	things

Name _____

As you read “Ant Tricks,” fill in the Main Idea Chart.

<p>Detail</p> <p>Ants can get in boxes and bags of food.</p>
<p>Detail</p> <p>Ants can get in food left for pets.</p>
<p>Detail</p> <p>Ants can get on snacks and mess up a picnic.</p>
<p>Main Idea</p> <p>Ants can be big pests.</p>

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Smart

Must you be big to be smart? No! An ant is not big, but it is smart. It can run fast. It can run up a plant stem. It can pick up stuff and not drop it. (Ants) tricks are grand!

My dog is not big, but he is smart. He can pull a sled. He can hit a stick on a drum. He can sit up and beg. My (dog's) tricks are grand.

My pal Ann is not big, but she is smart. She swims fast. She can fold a flag flat. She can do lots of steps in tap class and not trip. She can hit a ball with a slim stick. Ann is not big, but she is smart.

1. Underline words in the passage that begin or end with *cl*, *dr*, *fl*, *gr*, *sl*, *sm*, *st*, *tr*, *nd*, or *nt*.
2. Circle the possessives in the passage.
3. List two details that tell how the dog is smart.

He can pull a sled. He can sit up and beg.

4. What is the main idea of the passage?

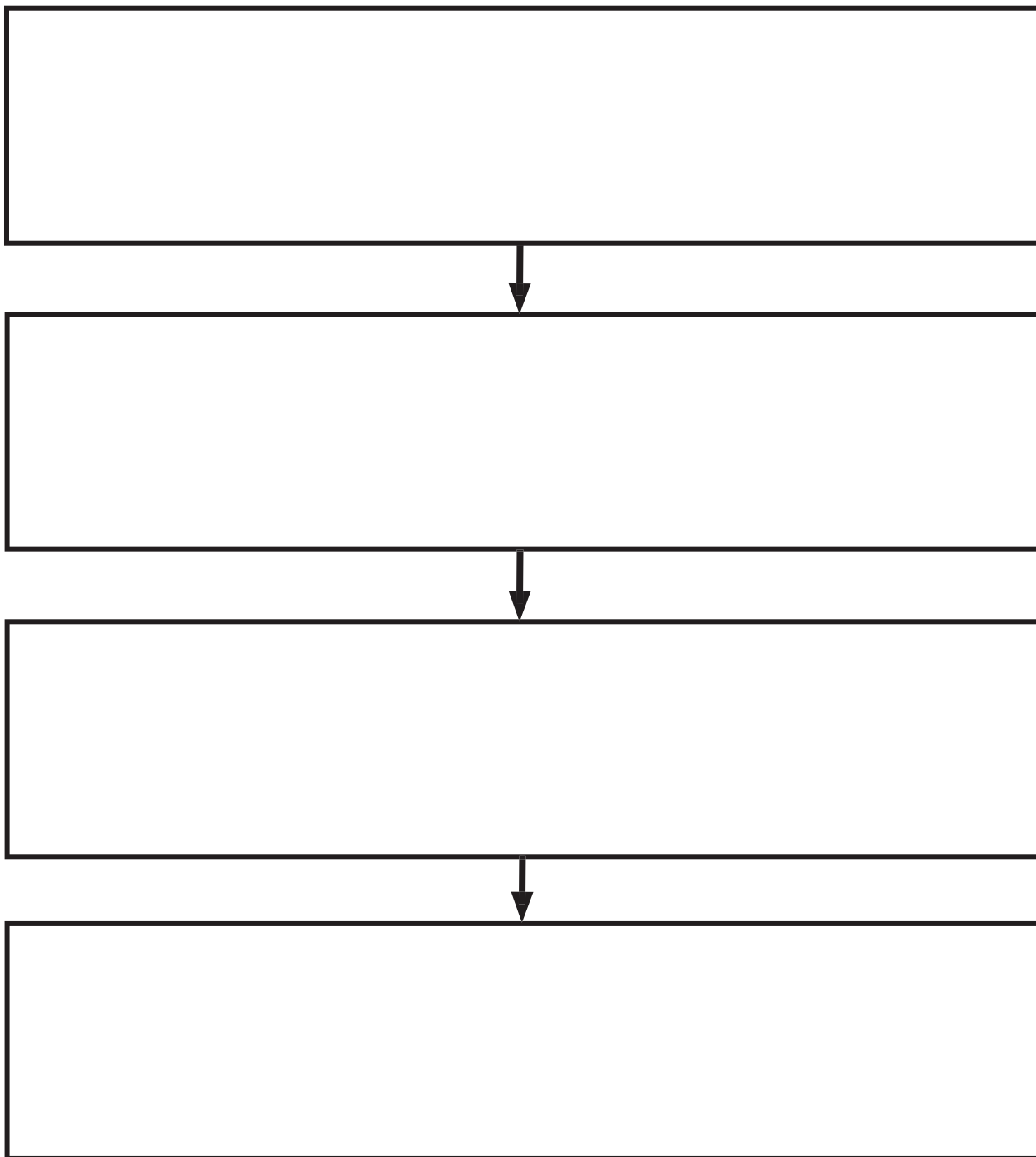
You can be smart even if you are not big.

5. If a stick is slim, it is skinny.
(skinny) smart wood



Name _____

To help you plan your writing, fill out a sequence chart.



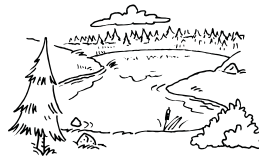
Name _____

The long a sound can be spelled a_e, as in *bake*.**A. Circle the word that matches the picture. Write the word on the line. Underline letters that stand for long a.**

1. The king has a long, red cape.
cap cup cape



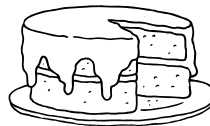
2. James swims in the lake.
lap lake lick



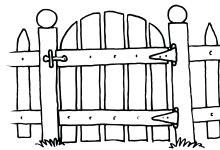
3. Jane finds a long snake.
snake snack sack



4. Kane made a big cake.
cat clap cake



5. Ned and Pam fix the gate.
gate gap gasp

**B. Write the words you chose that have the long a sound.**

cape, lake, snake, cake, gate

Name _____

A. Have a partner time you as you read the passage. Record your scores below.

10 Wetlands are places close to water. What animals live in wetlands?

11 A wetland can have plants. Grass grows in mud and sand.

22 Bugs live in wetland grass.

27 A frog and a snake swim in a wetland pond. A duck and a

41 crane make nests in wetlands. Wetlands are home to crabs and

52 clams, as well.

55 Many animals live in wetlands! 60

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

B. Partners Use this 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 stops and pauses	<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 **compound word** is made by putting two smaller words together. Example: **bed** + **bug** = bedbug

A. Write the two words that make up each compound word.

Example:

backpack back pack

1. bulldog bull dog

2. pancake pan cake

3. sunset sun set

4. handbag hand bag

5. wetlands wet lands

B. Fill in the blanks with the compound word from Part A that makes sense. Draw a line between the two smaller words in your answers.

1. Jan ate a pan|cake.

2. A bul|ldog licks Fred.

3. Dad steps in mud in the wet|lands.

4. Meg got a hand|bag as a gift.

5. Sam met Kate at sun|set.

Name _____

bills

animals

lungs

wetlands

A. Vocabulary Words Fill in the words that best complete the sentences.

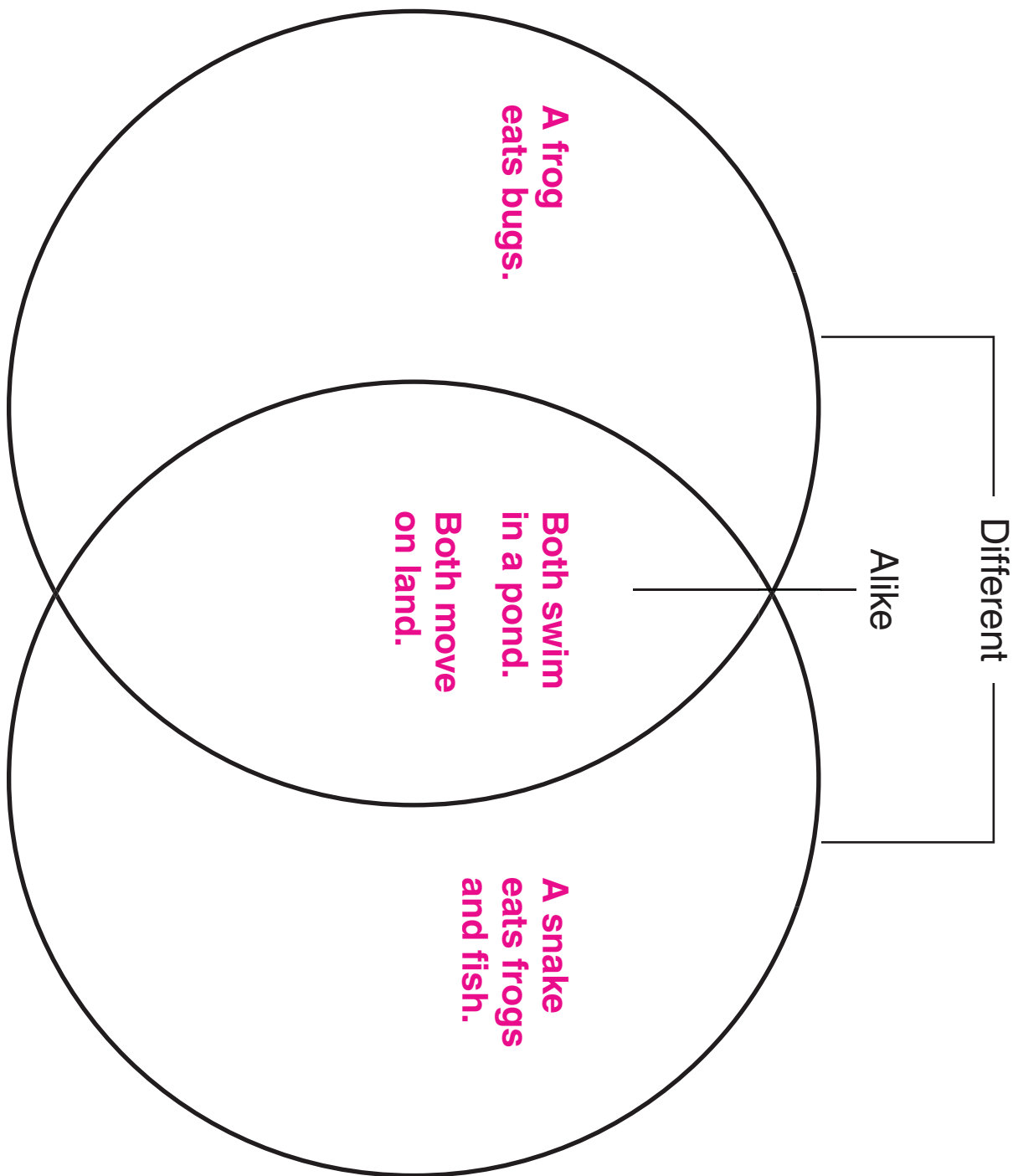
1. Ducks pick up food with their bills .
2. A frog hops onto land to fill its lungs .
3. Frogs and ducks are animals .
4. A duck makes its nest in wetlands .

B. Vocabulary Strategy: Multiple-Meaning Words Read each sentence. Look at the word in bold type. Underline the clues to its meaning.

1. A duck grabs a bug with its **bill** and eats it.
2. I buy snacks and Mom pays the **bill**.
3. Liz went on a hike to the **top** of a hill.
4. Jan has on a red **top** and black pants.
5. A **crane** wades in a wetland pond.
6. A big **crane** lifts big blocks of rocks.

Name _____

As you read "Wetlands," fill in the Venn Diagram.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Ducks and Cranes

Ducks and Sandhill Cranes are wetland animals. They live by ponds and lakes. Cranes are big. They have big wings, long necks, and long legs. They honk. Ducks are small. They have small legs and wings. They quack.

Ducks swim in ponds and lakes. Cranes can swim but tend to wade. Ducks eat bugs and plants. Cranes eat bugs, frogs, and snakes.

Ducks make nests on the banks of ponds and lakes. The duck mom sits on 8 to 13 eggs. Cranes have nests in wetlands too. The crane mom sits on 2 eggs.

Ducks and cranes flap their wings and fly to warm places when it is cold. They can fly far.

1. Underline words in the passage that have the long a sound.
2. Circle the compound words in the passage.
3. What are two ways ducks and cranes are alike?

Ducks and cranes are wetland animals. They live by ponds and lakes.

4. What are two ways ducks and cranes are different?

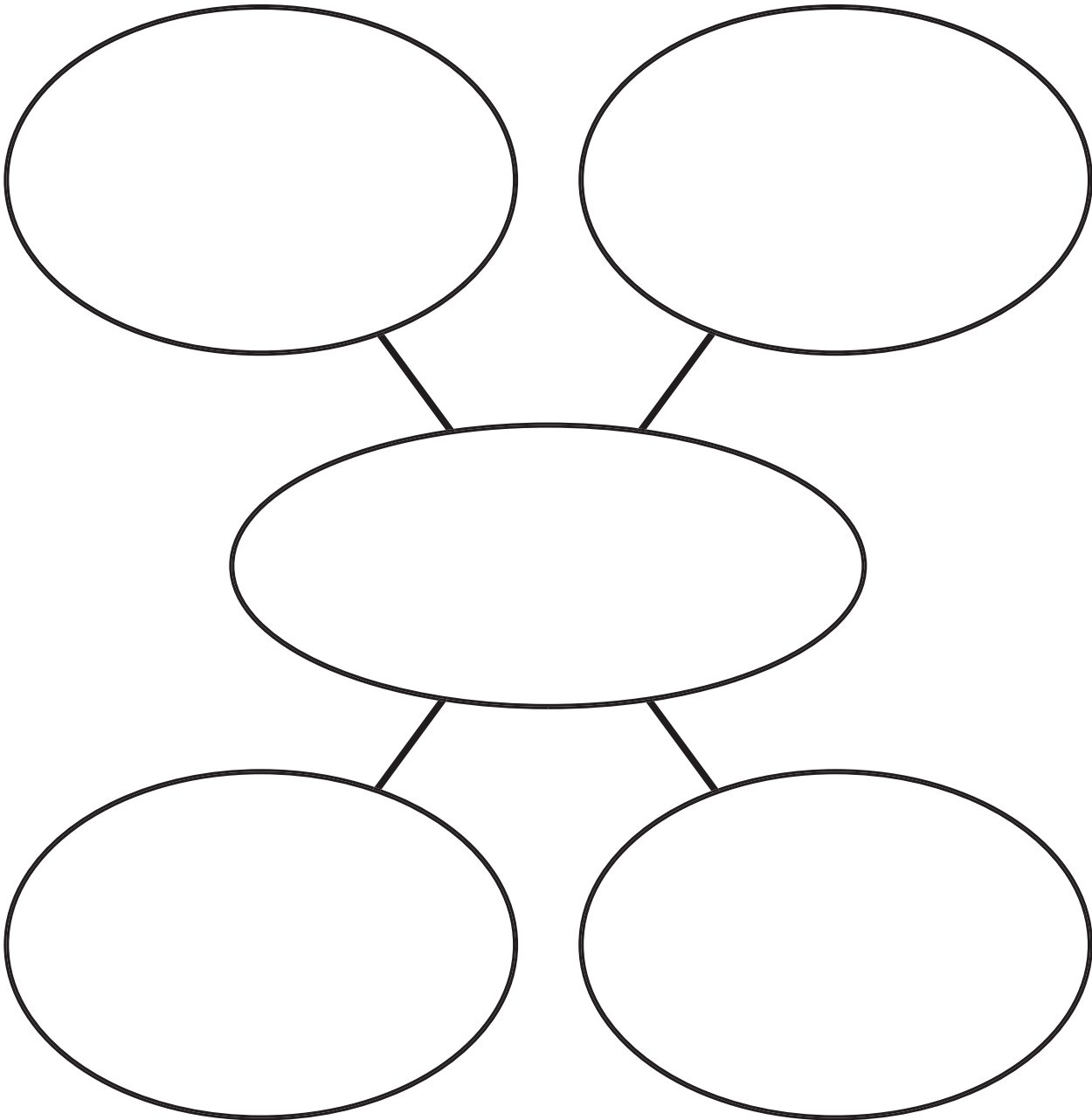
Cranes are big. Ducks are small. Ducks eat bugs and plants. Cranes eat bugs, frogs, and snakes.

5. A duck is an animal.
a pal a wetland an animal



Name _____

To help you plan your writing, fill out an idea web.



Name _____

The long *i* sound can be spelled *i_e*, as in *bike*.

A. Underline the letters that make the long *i* sound in the words below.

lid slip smile pit bike fin bite ride kite dive

B. Choose the word from Part A that completes each sentence. Write the word with long *i* on the line.

1. Mike has a fast **bike** .
2. If Bill is glad, he will **smile** .
3. I will not **ride** my bike in the mud.
4. A dog may **bite** a cat.
5. The wind takes the **kite** up.
6. Ken will **dive** into the pond.

Name _____

A. Use this passage to perform a choral reading or Readers Theater.

- Group 1:** Cats, dogs, and mice sat at the Pet Shop.
9 **Group 2:** I smiled and gazed at all the pets.
17 **Group 1:** Will I take a cat? A cat is fine.
26 **Group 2:** Will I take a dog? A dog can run.
35 **Group 1:** Will I take mice? I can't decide!
42 **Group 2:** "The mice are the best size," said Mom. "Let's get five."
53 **All:** "I like mice," I said. "Let's get nine!" 61

B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).

1. I will hide inside,/ and you take a ride.//
2. Stack the files,/ and then run ten miles.//
3. Is this a bee bop,/ or is it a hive jive?//
4. It is time! It is time!// Let us eat a lime!//
5. Can I gripe a bit?// Mike and Jake had a fit!//



Name _____

When a word ends in silent e, drop the e to add the ending *-ing* or *-ed*.

Example: wave – e + ing = **waving**

wave – e + ed = **waved**

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

1. Jane is **hiding** in a box.

hide – e + ing = hiding

2. Pam **liked** the tale.

like – e + ed = liked

3. Don **smiled** at his mom.

smile – e + ed = smiled

4. **Baking** a cake is fun.

bake – e + ing = baking

5. Tom is **riding** his bike in the grass.

ride – e + ing = riding

Name _____

decide

hissed

smaller

gazed

A. Vocabulary Words Write the word that best completes each sentence.

1. Ed and Jill decide to get a pet cat.
2. Mike's cat hissed at Jim's dog and ran off.
3. The slim dog is smaller than the fat cat.
4. Meg gazed at Deb's five pups.

B. Vocabulary Strategy: Suffixes *-er, -est* If the bold-faced word compares two things, write 2 on the line. If it compares three or more things, write 3 on the line.

1. The red snake is **longer** than the black one. 2
2. He is the **smallest** kid in the class. 3
3. Bob will take the **biggest** bike. 3
4. The cat is **quicker** than the dog. 2
5. I am the **fastest** runner on my block. 3
6. I need to get a **warmer** jacket this winter. 2

Name _____

As you read “Jake’s Pets,” fill in the Predictions Chart.

What I Predict	What Happens
The cats will be sad when Jake plays ball with the dogs.	Kit was sad and said, “Jake likes dogs best.”
Fluff’s plan will be to catch mice.	The cats helped Jake trap the mice.
Jake will show that he likes cats and dogs the same.	Jack tells the dogs they are fun and the cats that they are fine. Now the cats and dogs are best pals.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Mike's Bent Bike

Mike, Jen, and Dave are planning a big bike ride. They decided to ride up the hill to the lake. They will take a snack. They will go wading and swimming.

But Mike is in a jam. His bike's frame got bent. He cannot ride it up a hill.

“What can I do?” he sniffed.

Jen gazed at the bike and smiled. Jen liked to fix objects. “I will help you, Mike,” she said. She pulled on the bike's frame and gave it a tap. “It is fixed!”

“Yes!” Mike yelled. “Thank you, Jen!”

The pals biked to the lake and had a fine time.

1. Underline words in the passage that have the long *i* sound.
2. Circle words that end with *-ed* or *-ing*.
3. Read the title. What do you think the story will be about?

Mike's bike will not work.

4. What clue tells you that Mike will get to ride to the lake?

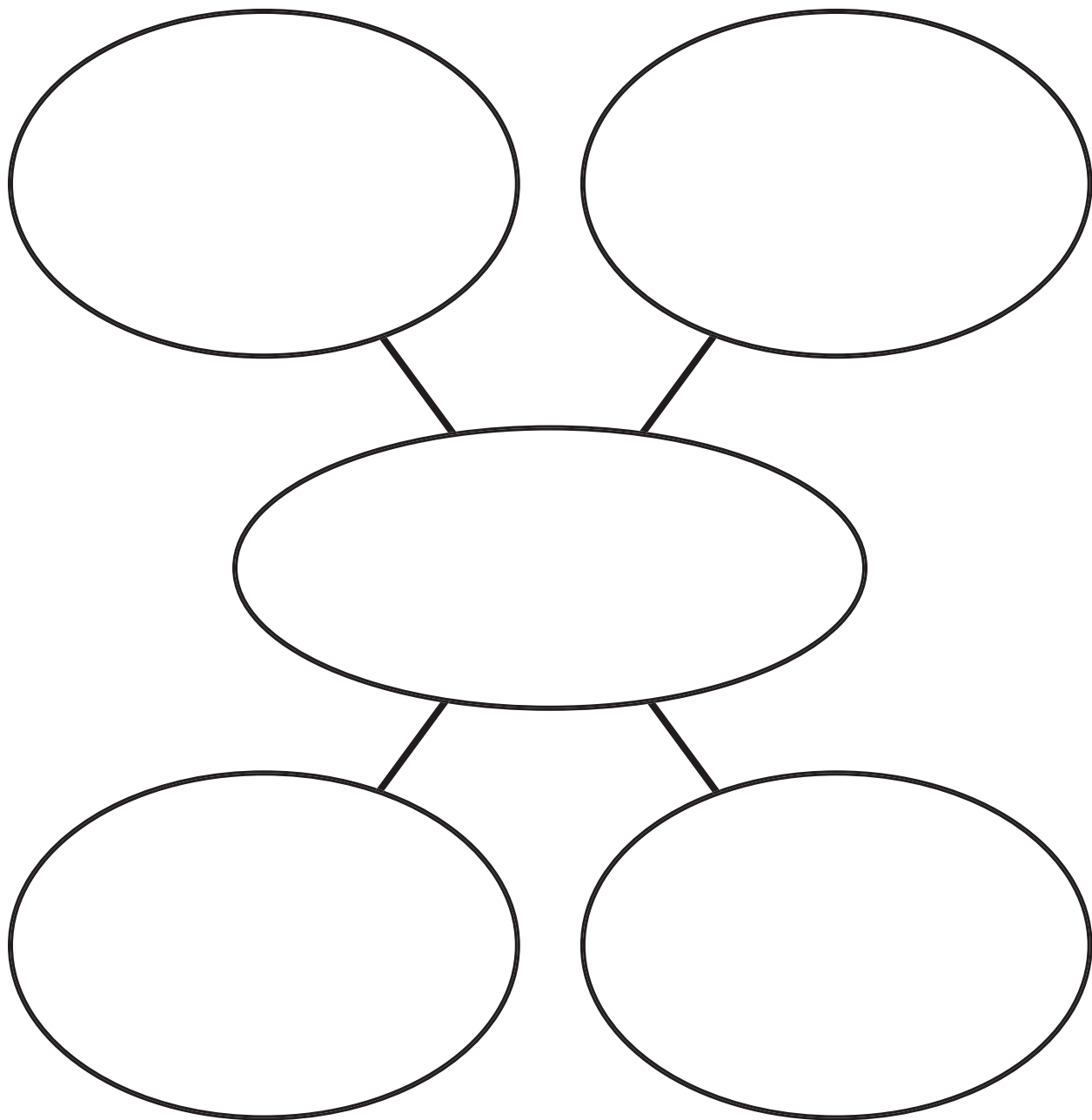
Jen fixed the bike.

5. If you saw at something, you saw it.
gazed at missed hid



Name _____

To help you plan your writing, fill out an idea web.



Name _____

Read the passage. Then answer the questions.

Bugs

Bugs live in a lot of places. Bugs can live in plants. Bugs can live in grass. Bugs can live in sand. Bugs can live on other animals.

Bugs can hide. Bugs can blend in on grass and plants. A bug can stand on a stick. A bug can sit on a twig.

Bugs get around in a lot of ways. Bugs can run. Some bugs can fly. Some bugs can swim. Bugs can be still and not move at all.

1. Circle the **details** that tell about the main idea in the first paragraph.
2. Underline the sentence that tells the **main idea** of the first paragraph.
3. What is the main idea of the last paragraph?

Bugs get around in a lot of ways.

Name _____

Read the passage. Then answer the questions.

Milk Snakes and Black Snakes

Milk snakes and black snakes make homes by wetlands and on hills. Both snakes lay eggs under rocks and logs. Milk snakes and black snakes hunt little animals and other snakes. They eat bugs, as well.

Milk snakes are tan and red. Milk snakes go out at night. In the day, milk snakes nap under rocks and logs. Black snakes are black. Black snakes go out in the day. Black snakes bask in the sun on rocks.

If a milk snake gets mad, it can make a bad smell to make others run away. If a black snake gets mad, it will bite.

1. How are milk snakes and black snakes alike?

They both make homes by wetlands and on hills, lay eggs under rocks and logs, and eat the same things.

2. How do milk snakes and black snakes look different?

Milk snakes are tan and red. Black snakes are black.

3. How do milk snakes and black snakes act if they are mad?

Milk snakes make a bad smell. Black snakes bite.

Name _____

Read the passage. Then answer the questions.

A Gift for Mom

Dot and Jim want to buy Mom a red hat. Dad said it will cost \$12.00. Dot and Jim saved \$6.50.

“We must make money,” said Dot. “We can sell cupcakes we make.”

Jim just gazed at Dot. “I cannot bake,” Jim said.

“You can still help me,” Dot decided.

They sold a lot of cupcakes and had \$12.00 to buy the red hat.

Mom was glad!

1. Read the title. What do you predict the story will be about?

Kids want to give their mom a gift.

2. Underline a clue that helps you predict what will happen in the story.

3. What did you predict would happen in the story?

Dot and Jim would make money to buy the hat for Mom.

4. Draw a box around the sentence that confirms your prediction.

Name _____

**A. Underline the letters that make short *a*, *e*, *i*, *o*, or *u* vowel sounds.
Put a circle around letters that make long *a* or long *i* vowel sounds.**

pal best long sun if flag step swim clock
 truck tape size ask will slam dress ate tribe

B. Fill in the missing parts to make each word.

1. My **hands** were cold at sunset.

hand + **s** = hands

2. Sam **wins** the game!

win + **s** = wins

3. I **missed** the field trip when I was sick.

 miss + ed = missed

4. We are **going** to see my mom.

go + **ing** = **going**

5. I cannot put **boxes** on the desk.

 box + es = **boxes**

6. I **hugged** my dog.

 hug + g + **ed** = **hugged**

7. We are **getting** the kids' pens.

 get + t + **ing** = **getting**

Name _____

The long o sound can be spelled o_e, as in *cone*. The long u sound can be spelled u_e, as in *cute*.

A. Underline the letters that stand for the long vowel sound in each word below.

flutetubebonecubedrovemoledukestoneholedune

B. Underline the word choices with the long o sound. Circle the word choices with the long u sound. Write the word on the line to complete the sentence.

1. Ted's dog will get a bone.
bake bone bun

2. I dug sand in the dune.
dune dine dug

3. The nut fell in the hole.
hop hole help

4. That bunny is soft and cute.
cut cold cute

C. Circle the word in each pair with a long o or long u sound. Write long o or long u on the line.

1. stove oven Long o

2. cup tune Long u

3. popped mope Long o

4. June jug Long u

5. broke box Long o

Name _____

A. As you read, pay attention to pauses and stops.

8 June: First, Luke and I made the skit.
 19 Luke: We made up fun roles for kids in the class.
 28 June: A cat sings, and a dog tells jokes!
 37 Rose: Cole tells jokes. He can be the dog.
 47 Cole: Rose is a singer. She can be the cat.
 60 Cole: Then I made a set. Other kids helped. We used a rug,
 boxes, ropes, and tubes to make the set. 68

B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!

home	cute	use	cup	job
tune	robe	smoke	up	drum
joke	yoke	mule	box	stop
pole	rude	stove	bus	hug
woke	mole	stole	hot	fox

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

The ending *-er* can be added to the end of a word. The *-er* means *one who does something*.

Example: plant + er = **planter**, a person who plants

A. Add the ending *-er* to the base word in bold to make a new word. Write the word on the line to complete each sentence.

1. My cat likes to **hunt**. My cat is a hunter.
2. Liz **helps** Pam. Liz is a helper.
3. Dad **plants** a big bush. Dad is a planter.
4. Kim **jumps** rope a lot. Kim is a jumper.
5. Bill drives a **truck**. Bill is a trucker.
6. Dan likes to **box**. He is a boxer.
7. Bob **kicks** a ball. Bob is a kicker.
8. Nan likes to **sing**. Nan is a singer.
9. Mike **checks** hats. He is a hat checker.
10. Bob likes to **camp**. He is a camper.

Name _____

costumes crowd practice roles classmates skit

A. Vocabulary Words Write the word that best completes each sentence.

1. June and Sam have roles as cats in the play.
2. The actors must practice a lot.
3. Dan will make the costumes.
4. I will write the skit.
5. Our classmates and pals will see the skit.
6. The crowd will clap and clap.

A. Vocabulary Strategy: Compound Words Draw a line from each compound word to its meaning.

- | | | |
|------------|--|---------------------------------|
| classmates | | a small cake baked in a tin cup |
| cupcake | | land that is quite wet |
| bedtime | | time when you get into bed |
| wetlands | | kids in your class |
| sunup | | when the sun comes up |

Name _____

As you read “Miss Pope’s Class Puts on a Skit,” fill in the Sequence Chart.

First, June and Luke made the skit.



Then Cole made a set.



Next, Rose made costumes.



**At last, the class performed the skit. It was a big hit.
The class took pride in their skit.**

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.**Jon Sings**

Jon is a singer. He likes to sing cute songs. Jon hopes to win a prize, so he has to practice every day.

First, Jon warms up. He hums tunes for a bit.

Next, Jon practices. He sings scales. Jon sings lots of songs, as well.

In June Jon gets to sing his songs for a big crowd. He sings “The Cat Came Back” and “Jack and Jill.” Kids and teachers and moms and dads clap! In the end, they vote for the best singer and Jon wins the prize!

1. Underline words in the passage with the long *o* sound. Put two lines under words with the long *u* sound.
2. Circle the words in the passage that end with the suffix *-er*.
3. What does Jon do first? What does he do next?

First Jon hums. Next he practices scales and songs.

4. What happens at the end of the story?

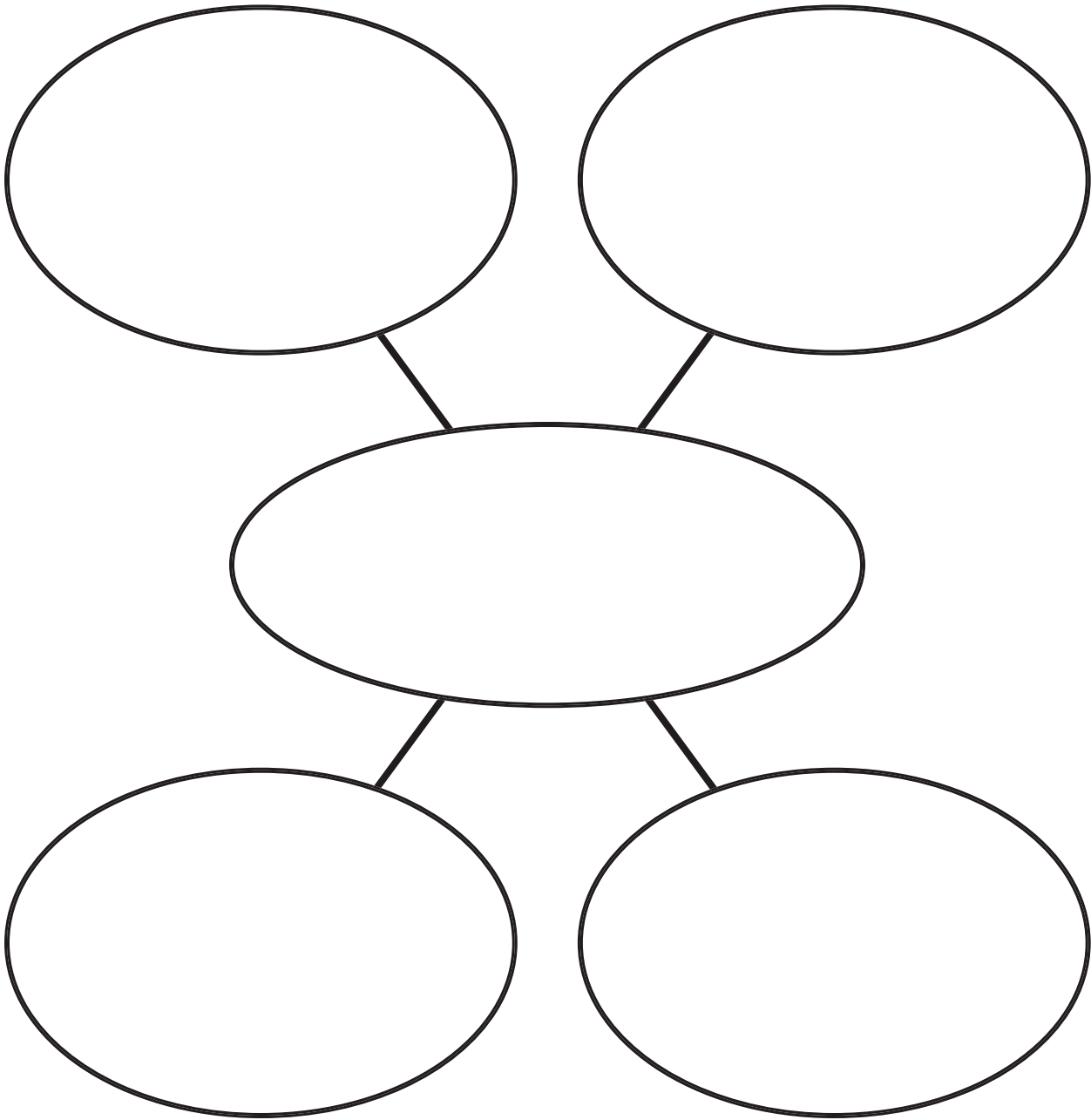
Jon wins a prize for his singing.

5. When you do something over and over, you practice.
plan practice hum



Name _____

To help you plan your writing, fill out an idea web.



Name _____

The long e sound can be spelled with the letters *e*, *ee*, *ey*, *y*, and *ea*, as in *be*, *keep*, *key*, *baby*, or *bean*.

A. Underline the letters that spell the long e sound in the words below.

sweep treat happy muddy he
penny sleepy steam sweet feet

B. Choose the words from above to complete the sentences. Circle the long e sound in your answer.

1. Candy is sw ee t.
2. The hot s tea m went up.
3. Jim's mom baked him a t reat t.
4. Kate was h appy to get a gift.
5. Pam was s leepy at 9 p.m.
6. The song made her tap her f ee t.
7. Sw ee p up that mess!
8. H e went to bed at six.
9. Sam's pants were wet and m uddy .
10. Pam spent a p enny .

Name _____

**A. Have a partner time you as you read the passage.
Record your scores below.**

11 Mom called her pups. “Rex! Cubby! Huck! Come on. It is
time to leave.”

14 Cubby sat close to the pond. “Can I please practice
24 swimming?” he begged.

27 He was a good swimmer.

32 “No,” said Mom. “It is time to leave.” Mom wanted to keep
44 the cubs safe.

47 “Race me!” yelled Huck.

51 “I bet I will win,” yapped Rex. Rex, Cubby, and Huck ran at
64 top speed. 66

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

B. Partners Use this 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 end punctuation and intonation	<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 _____

When a word has two middle consonants, it can be split into two **syllables**, as in *bunny* (**bun ny**) or *campus* (**cam pus**).

A. Underline the word with two syllables. Write the syllables on the lines.

Example:

- | | | |
|------------------|---------------|-----------------------|
| <u>puppy</u> | pink | <u>pup</u> <u>py</u> |
| 1. <u>rabbit</u> | role | <u>rab</u> <u>bit</u> |
| 2. bone | <u>bonnet</u> | <u>bon</u> <u>net</u> |
| 3. best | <u>basket</u> | <u>bas</u> <u>ket</u> |
| 4. <u>happy</u> | hold | <u>hap</u> <u>py</u> |
| 5. pick | <u>picnic</u> | <u>pic</u> <u>nic</u> |
| 6. <u>kitten</u> | kite | <u>kit</u> <u>ten</u> |

B. Put the syllables together to make a two-syllable word.

Example:

- | | | | |
|----|-----|-------|-----------------|
| | fun | ny | <u>funny</u> |
| 1. | mat | tress | <u>mattress</u> |
| 2. | ny | sun | <u>sunny</u> |
| 3. | pen | hap | <u>happen</u> |
| 4. | set | sun | <u>sunset</u> |

Name _____

deeds gleamed sunset trust forest usually

A. Vocabulary Words Write the word that best completes each sentence.

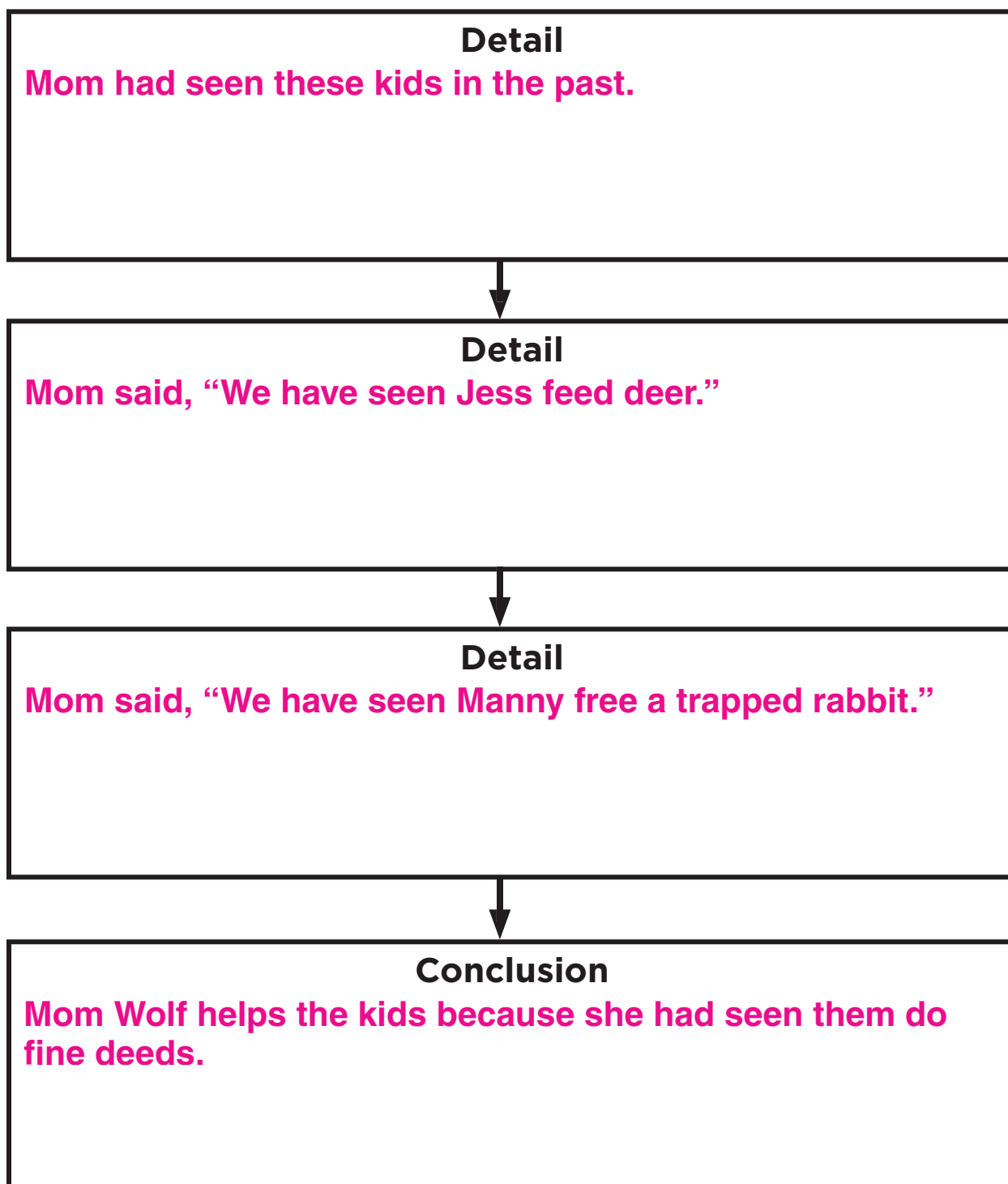
1. At the end of the day, I see the **sunset** over the hills.
2. If you do good **deeds**, you feel good.
3. Dad can **trust** me to do my homework.
4. The ring **gleamed** in the sun.
5. I **usually** go running with Mom at sunup.
6. Some animals live in a **forest**.

B. Vocabulary Strategy: Multiple-Meaning Words Read each sentence. Underline the clues to the meaning of the word in bold type. Then circle the right meaning.

1. This song is a big **hit** because lots of people like it.
strike something **something that people like**
2. I **hit** the tin can with a small stick.
strike something pick up something
3. The pig is kept in a big **pen**.
something to write with **a place with a fence around it**
4. I will write my name with a **pen**.
something to write with a place with a fence around it

Name _____

As you read “Mom Wolf Speaks,” fill in the Conclusion Map.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Jimmy and Grandmom

Grandmom was going home. She stepped onto the plane at sunset and waved. Jimmy and Mom and Dad waved back.

“We will visit Grandmom in six weeks,” stated Mom.

Jimmy made a funny face. “It seems like a long time,” he sniffed. Big wet drops ran down his cheeks.

Dad drove home through forests of trees and green fields. Jimmy had a catnap on the way. At home, he ran to his desk and looked at his e-mails.

Jimmy yelled and jumped up and down. “I have a letter from Grandmom! She will miss me, too.” He smiled. “Six weeks is not so long. I can write her a note each day,”

1. Underline words in the passage with the long e sound.
2. Circle the words in the passage with two middle consonants and more than one syllable.
3. How does Tim feel at the beginning of the story? How do you know?

He is sad; Grandmom is leaving.

4. How does Tim feel at the end of the story? How do you know?

He feels good because he got a letter.

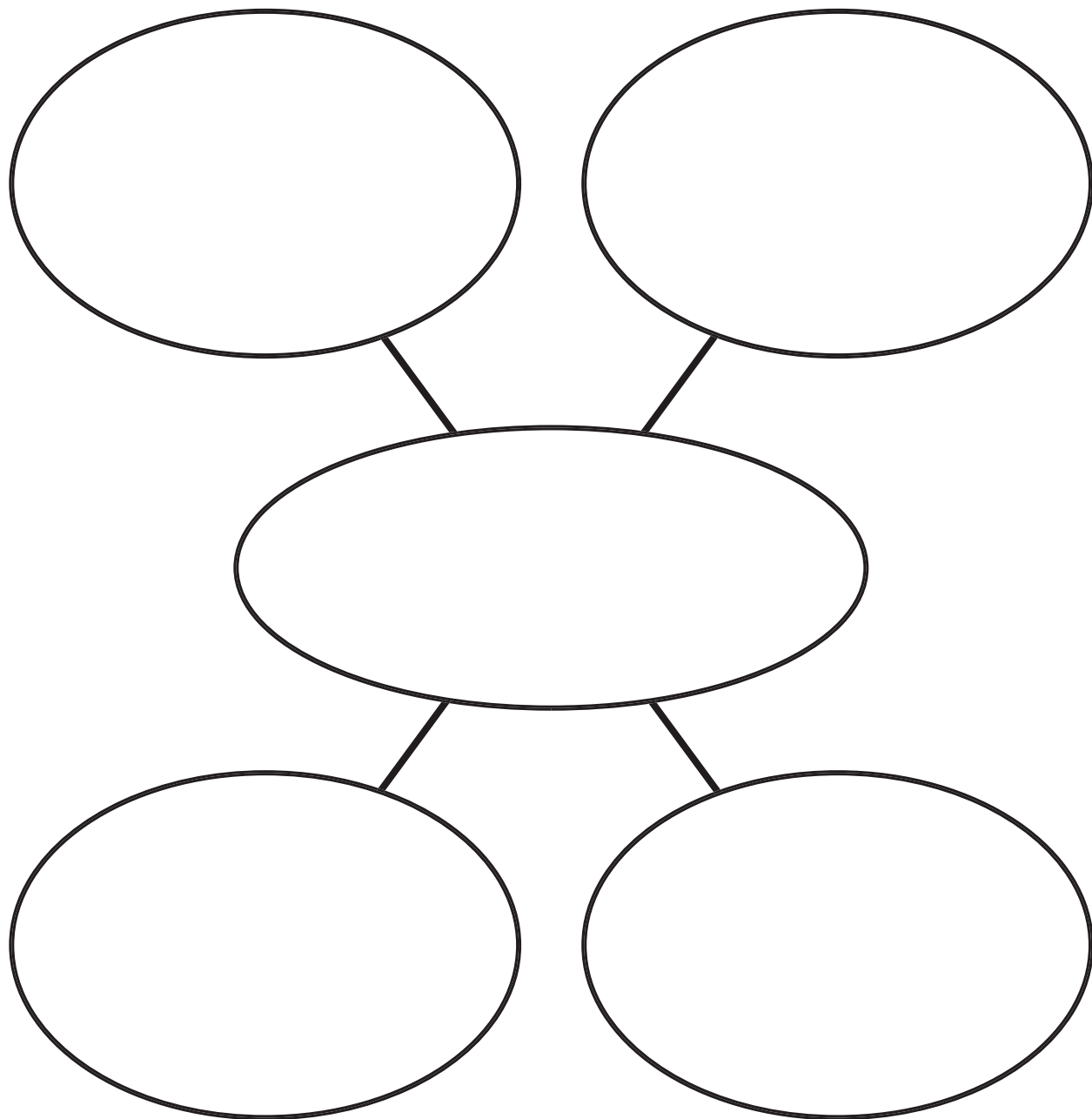
5. A forest is a place with lots of trees.

trees deeds crowds



Name _____

To help you plan your writing, fill out an idea web.



Name _____

Read the passage. Then complete the directions.

Rose's Role

"The skit is a tale about cats," said Luke. "Rose can play the role of Top Cat. Top Cat has lots of lines and sings a song."

"I am glad," smiled Rose. "But I hope to do well. I must make a plan."

First, I will practice my lines at home," said Rose. "I will ask Sis to help. Next, I will practice the song. Mom can help. Mom is a fine singer."

Then Rose practiced the skit with her classmates.

At last, it was time for the skit. Rose spoke lines and sang the song. The crowd clapped and clapped.

"Rose is a fine Top Cat!" Luke said.

1. Underline the sequence signal words: **first, next, then, at last**
2. Draw a box around the part of the story that tells what Rose plans to do first.
3. What happens at the end of the story?

**Rose spoke her lines and sang in the skit. She
was a fine Top Cat.**

Name _____

Read the passage. Then answer the questions.**A Hike in the Forest**

Jenny, Max, and Dad went on a hike in the forest. The tree leaves gleamed in the sun.

As they passed a pond, Jenny saw a big green stick in the grass. She bent to pick it up. The stick hissed and slid onto a big rock. Jenny jumped back and screamed, “It is a huge snake!”

“Help!” yelled Max. He froze in his tracks.

Dad stepped in front of the kids. “Keep still,” he said.

Then he hissed at the snake, “Leave us right now.” The snake hissed back and slid into the pond.

Jenny and Max ran to Dad. He hugged them and smiled. “We are safe now. We can see the sunset and go home.”

1. How did Jenny feel when she saw the snake? How do you know?

Jenny was afraid. She jumped back and screamed.

2. How did Max feel when he saw the snake? How do you know?

3. What kind of person is Dad? How can you tell?

Dad is brave. He steps in front of the kids. He hisses and tells the snake to go away.

Name _____

The long *i* sound can be spelled with the letters *i*, *igh*, *ie*, and *y*, as in *kind*, *light*, *tie*, and *cry*.

A. Find the word with the long *i* sound that completes each sentence. Write the word on the line.

1. The sad old man began to sigh.
sip sigh sick

2. A robin can fly.
fill feed fly

3. Keep Jill's socks dry, not wet.
dry drip drum

4. Dad needs to make up his mind.
mist mind mitt

5. He sleeps at night.
nap night neat

6. My mom bakes the best pie.
pie pit peak

B. Circle the letters that spell the long *i* sound in the answers above.

Name _____

A. As you read, pay attention to speed and tempo.

12 People expect to have fun flying. The best sights can be seen
from high in the sky.

17 There are different kinds of flying. People can fly in gliders,
28 planes, and jets. Each kind of flying can be fun.

38 A hang glider is a kind of glider. It has a frame with a big
53 kite set on top. Hang gliders ride on wind like a kite. 66

B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!

glide	fight	tight	pie	fly
find	bite	high	mind	sight
side	ride	might	light	tie
kite	tide	why	dry	mile
like	try	ripe	flight	kind

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

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

Example: *spy* – *y* + *i* + *es* = *spies* *spy* – *y* + *i* + *ed* = *spied*

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

1. Dad **dries** the plates.

dry – **y** + **i** + **es** = **dries**

2. Ana and Jim **supplied** snacks at the picnic.

supply – **y** + **i** + **ed** = **supplied**

3. The kite **flies** up.

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

4. I **tried** to jump.

try – **y** + **i** + **ed** = **tried**

5. My sister **emptied** the bins.

empty – **y** + **i** + **ed** = **emptied**

Name _____

sights hobbies plastic noisy engine different

A. Vocabulary Words Write the word that best completes each sentence.

1. Al's hobbies are swimming and flying gliders.
2. To fly, a plane needs a big engine.
3. The baby's cup and dish were made of plastic.
4. The noisy kids yelled and cried all night long.
5. Red and gold and pink sunsets are pretty sights.
6. Dogs and cats are different kinds of animals.

B. Vocabulary Strategy: Antonyms Read the sentence. Underline the antonym for the word in bold type.

1. Sid ate a **big** snack, but he drank a small glass of milk.
2. Kate and I had on the **same** tops, but our pants were different.
3. The first skit we saw was **sad**, but the next one was funny.
4. My feet are **cold**, but my hands are hot and dry.
5. First we will **work**, and then we will play games.

Name _____

As you read “Flight: Gliders to Jets,” fill in the Main Idea Chart.

Detail

A glider plane has long slim wings, but it has no engine.

Detail

A glider plane is usually pulled up into the sky by a plane.

Detail

After the glider lifts up, the plane lets go.

Main Idea

This is how a glider plane flies.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Hang Gliding

A hang glider flies on the wind. It is like a big kite that a person can ride. A hang glider is made of a light frame with wings. It has no engine.

To get a hang glider up in the sky, the pilot runs off the top of a hill. Wind will lift the glider up and make it fly. A pilot flies a hang glider by shifting from back to front, or from left or right. To keep a hang glider up in the sky, a pilot tries to ride wind that is rising, or going up.

1. Underline words in the passage with the long *i* sound.
2. Circle the words in the passage where *-y* has changed to *-ies* at the end of the word.
3. What is the main idea of the first paragraph?

A hang glider flies on the wind.

4. What details tell how a pilot flies a hang glider?

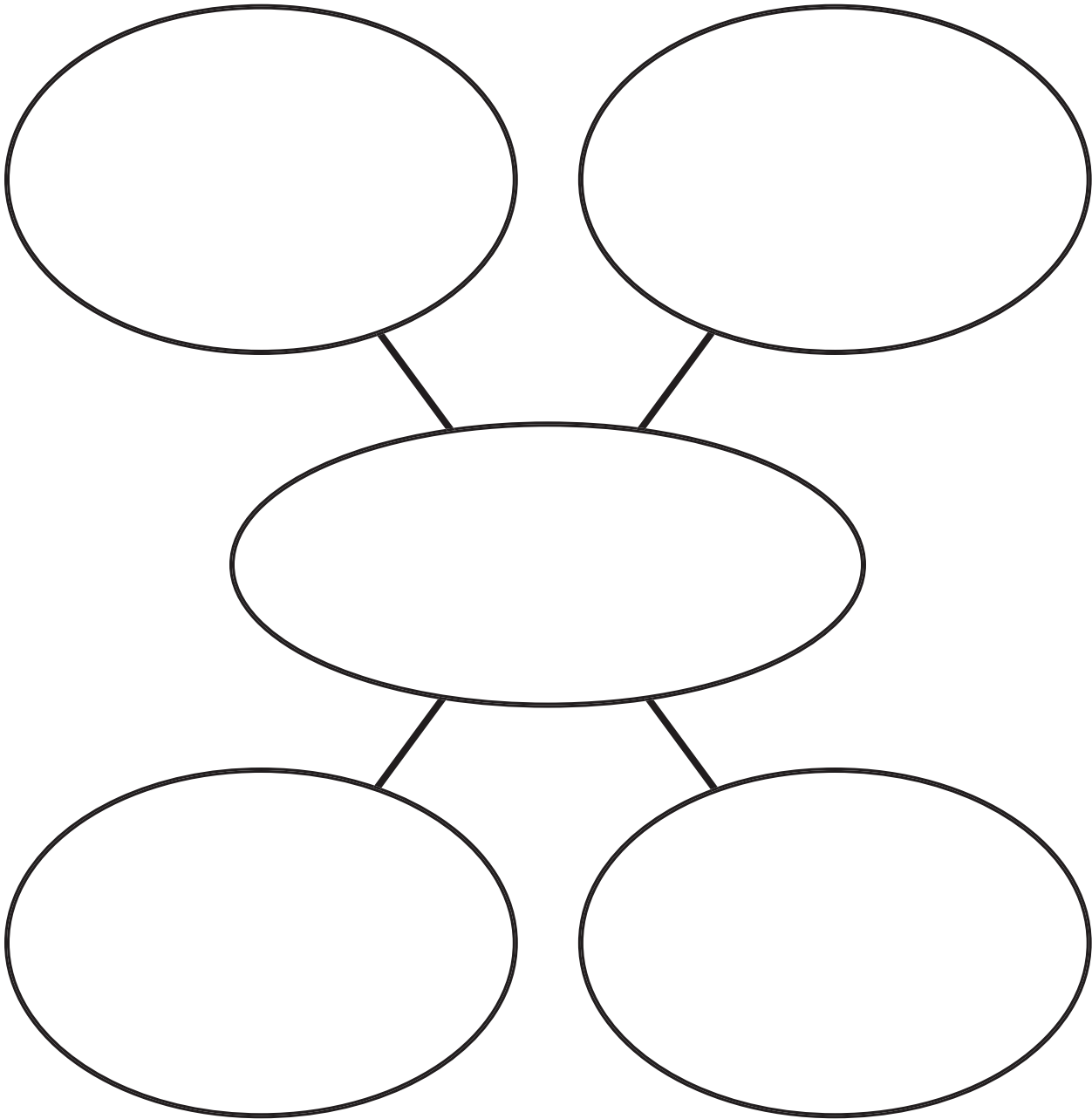
The pilot runs off the top of a hill. The pilot shifts from back to front or left to right and tries to ride rising wind.

5. **An engine** _____ is a machine that has the power to run something.
A glider **An engine** Plastic



Name _____

To help you plan your writing, fill out an idea web.



Name _____

In a **consonant blend**, you can hear the sound of each consonant. Some examples of beginning blends are *bl*, *br*, *dr*, *sw*, and *sp*. Some examples of final blends are *nk*, *ft*, and *mp*.

A. Underline the consonant blends at the beginning and end of each word below.

sting blink swift swing stamp clang
brink sling stand spend drank tramp

B. Underline the word with consonant blends. Write the word on the line.

1. That bug will sting Jim! sting
2. The dog made a swift leap in the lakes. swift
3. Can I spend my pennies? spend
4. The sun made Sam blink. blink
5. Ann fell off the swing. swing
6. Can you stand on this log? stand

C. Go back and circle the consonant blends in the answers above.

Name _____

A. Have a partner time you as you read the passage.**Record your scores below.**

12 Can you see a green grasshopper hiding? Its legs seem like grass
stems. It can cling to a blade of grass and keep out of sight.

26 The grasshopper is hiding from a mouse! The mouse is up early. It
39 will spend time hunting bugs. But it will not spot the grasshopper.

51 The grasshopper uses its green color to hide in a clump of grass. 64

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

B. Partners Use this 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 word accuracy	<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 **contraction** is a word that is made from two words.
An **apostrophe** takes the place of the letter, or letters,
that are left out.

Example: had not = hadn't

A. Draw a line to match each pair of words with a contraction.

have not	wasn't
is not	haven't
did not	isn't
has not	hasn't
was not	didn't

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

1. Do not run in class.

don't

2. Pete has not fed the dog.

hasn't

3. Ellen did not like this game.

didn't

4. Grandma was not happy.

wasn't

5. Bill did not make his bed.

didn't

Name _____

danger scales warn swift color clump

A. Vocabulary Words Write the word from the box that best completes each sentence.

1. The bug hides in a **clump** of grass.
2. Snakes have **scales** on their skin.
3. The **swift** fox runs fast and hides.
4. Forest animals know that flames and smoke mean **danger**.
5. I like the **color** red a lot, but I like green, as well.
6. The blinking lights **warn** kids of danger.

B. Vocabulary Strategy: Context Clues Read the sentences below. Look at each word in bold type. Draw a line under clues to the meaning of the word.

1. The river was very fast and **swift**.
2. We sat by a **clump**, or cluster, of trees.
3. We see the rise and fall of the water at high **tide**.
4. There was no **danger**, or risk.
5. If there is danger, I will yell and scream to **warn** you.

Name _____

As you read “Animal Hide and Seek,” fill in the Author’s Purpose Chart.

Details
The grasshopper uses its green color to hide in a clump of grass.
A snake has colorful scales that warn others to keep away.
A deer lifts its white tail to warn others to run from danger.

↓

Author’s Purpose
Purpose: To inform us about how animals keep safe by using colors to hide and warn.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Swift and Still

A deer eats grass and plants. It doesn't eat other animals. But big animals eat deer. And people hunt them. A deer can't fight back, so it uses skills to be safe.

A deer can keep itself safe with three key skills. It is swift, or fast. It can hide. And it can hear and smell danger.

A deer's long legs help it run fast. Its swift legs help it jump and leap high, as well. A deer can hide by standing quite still. It can be so still a hunter won't see it. A deer can hear and smell quite well, so it can run or hide when danger is close.

1. Underline words that have consonant blends at the beginning or at the end.
2. Circle the words in the passage with *-n't* as a contraction for *not*.
3. Is the author writing to entertain, to inform, or to persuade? How do you know?

To inform readers about how deer stay safe.

4. List three details that tell about the author's purpose.

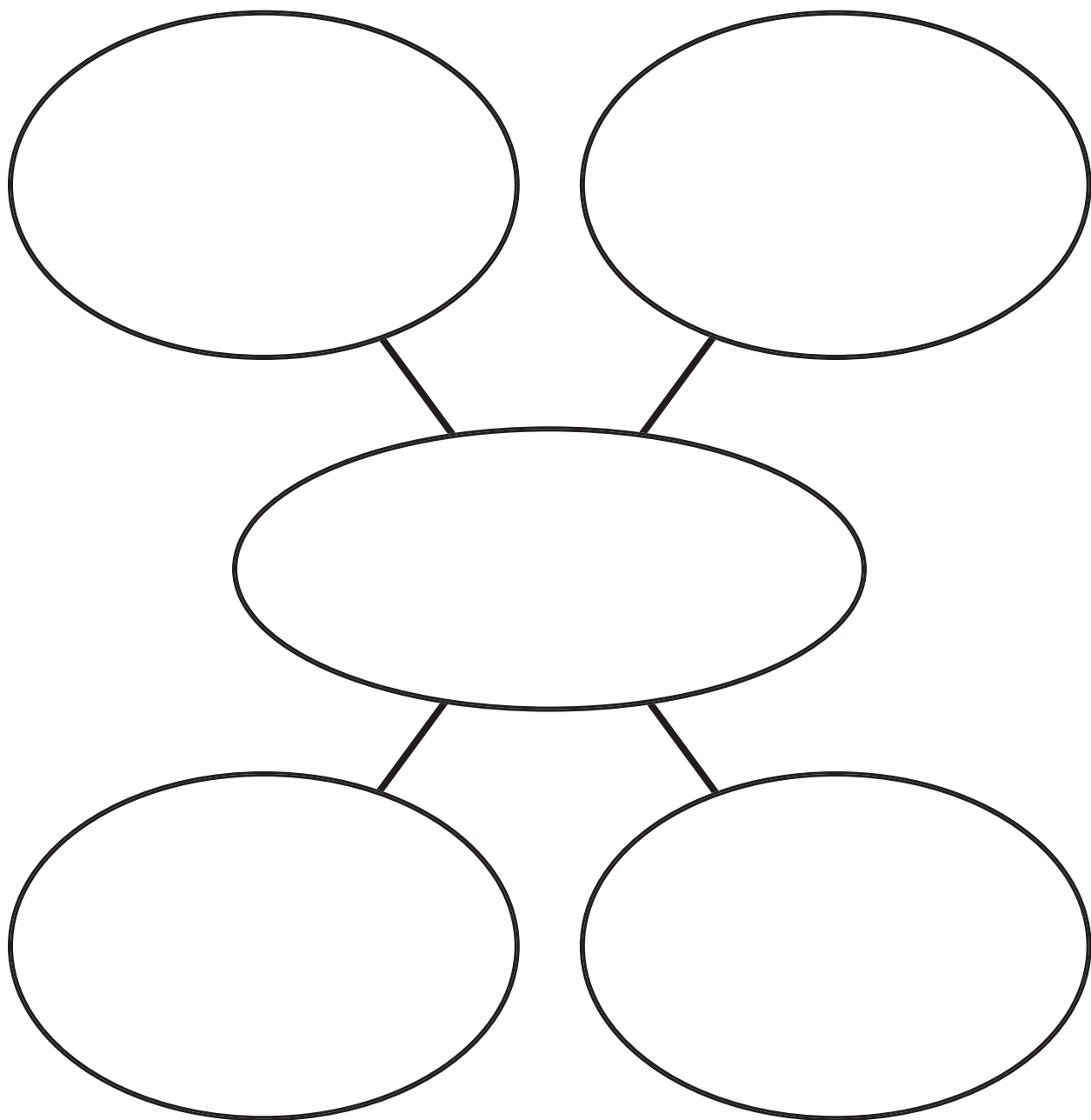
A deer can run fast, stand still, and hear and smell to stay safe.

5. If you are safe, you are not in danger.
class danger bed



Name _____

To help you plan your writing, fill out an idea web.



Name _____

The long a sound can be spelled with the letters *ai* and *ay*, as in *rail* and *away*.

A. Underline the letters with the long a sound in the words below.

stay

fail

Sunday

trail

claim

play

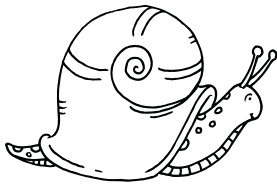
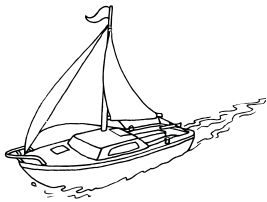
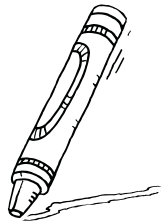
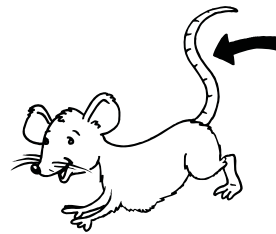
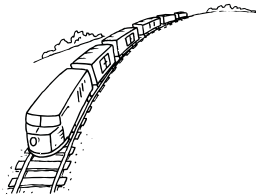
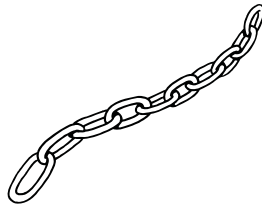
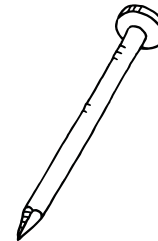
tail

grain

jay

faint

B. Write *ay* or *ai* to complete each picture name.

1. snail2. hay3. paint4. sail5. crayon6. tail7. train8. chain9. nail

Name _____

A. Use this passage to perform a choral reading or Readers Theater.

- Group 1: Miss Gray said we do not eat well.
- 8 Group 2: She said we eat too fast.
- 14 Group 1: So we will have a midday feast and we will make it last.
- 27 Group 2: We will eat lots of nuts and grains.
- 35 Group 1: We will eat green beans and rice.
- 42 Group 2: Miss Gray will say she likes the way we eat our meal today.
- 55 Group 1: It will take some time to eat so well.
- 64 Group 2: Hooray!! 65

B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).

1. I am here,/ but where are you?// Are you there?// No,/ I'm here!//
2. What was that?// You lost your cat.// Is she hiding in your hat?//
3. Big Jack put the sack on his back.// It was black.//
4. The bees hum in the trees,/ and the breeze makes me sneeze.//
5. We will pay and take the train.// It is the only way in the rain.//



Name _____

A **prefix** is added to the beginning of a word. The prefix *re-* means *again*.

Example: re + heat = **reheat**, to heat again

A. Add *re-* to each word to make a new word that matches the meaning.

Example:

sell resell = sell again

1. fry refry = fry again
2. light relight = light again
3. make remake = make again
4. send resend = send again
5. tell retell = tell again

B. Fill in the sentences with the word from above that makes sense.

1. I didn't get Ted's note. He will resend it.
2. The fire is cold. Dad asks Mom to relight it.
3. I like that tale. Can you retell it?
4. The egg is cold. Pam can refry it.
5. Jake's bed is a mess. He will remake it.

Name _____

complete

feast

large

midday

A. Vocabulary Words Write the word from the box that best completes each sentence.

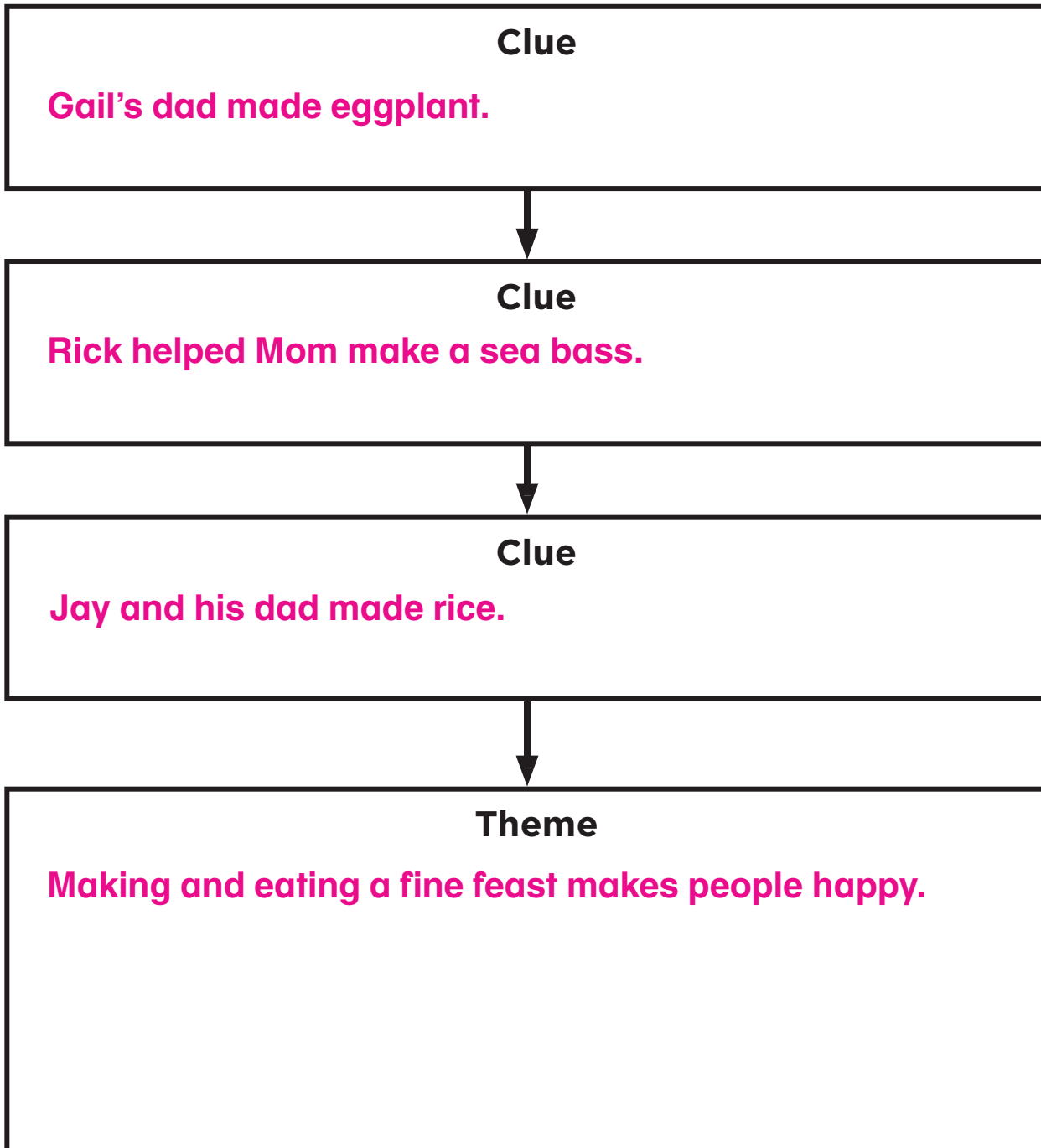
1. Jen takes a large plate of beans and rice.
2. We eat our midday meal at one o'clock.
3. The complete class has 30 kids in all.
4. We made lots of good food to eat at the feast.

B. Vocabulary Strategy: Context Clues Read each sentence. Underline the clues to the meaning of the word in bold type. Then circle the meaning below.

1. Lots of kids were in the **crowd** of people at the seaside.
a lot of sand a lot of people
2. Ted will **practice** playing his flute every day.
do something again and again play a lot of tunes
3. All the kids will bring lots of good food to eat at the **feast**.
a big pot of beans a big meal
4. Cal and Pam played the **roles** of the foxes in the skit.
parts acted small animals

Name _____

As you read “A Midday Feast,” fill in the Theme Map.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Gail and Jay

Gail and Jay decide to make a book. Jay will write a tale about rabbits sailing on a lake. Gail will paint events in the tale.

The next day Jay brings in his tale. "A big rain falls."

"Wait!" says Gail. "I painted a sunny day."

"I have to rewrite, or you have to repaint." Jay is sad.

"Let's rethink," says Gail.

"I can add to the tale," says Jay. "First it can be sunny and then it can rain."

"That's a good plan," says Gail. "I will paint the rain."

Gail and Jay act as a team to make a complete book!

1. Underline the words in the passage with the long *a* sound.
2. Circle the words in the passage with the prefix *re-*.
3. How do Gail and Jay act as a team?

They decide to make a book together. When they have a problem, they make a plan to fix it.

4. What is the theme of the story?

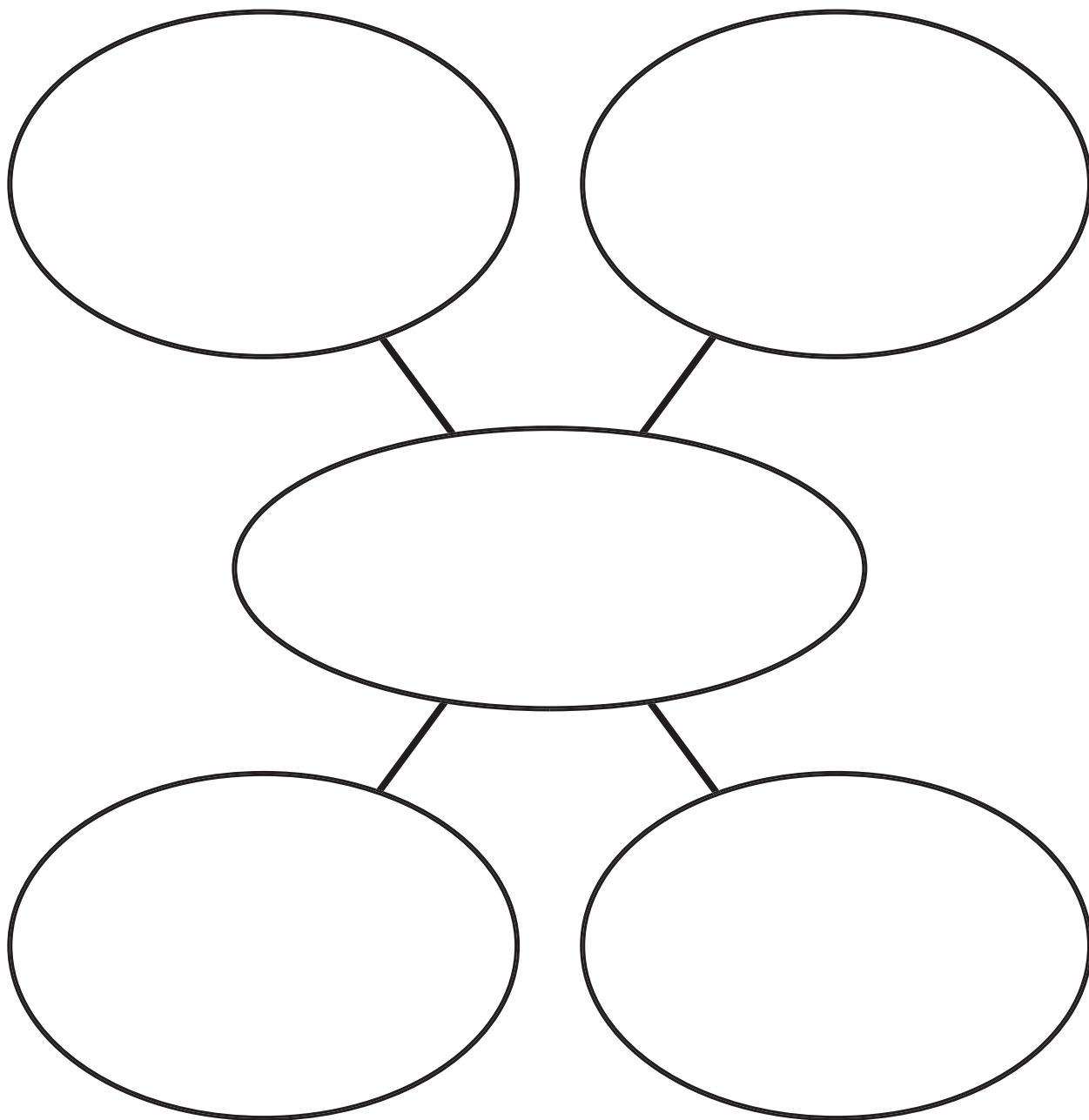
People who act as a team can do a good job.

5. A complete book has all its parts.
large complete team



Name _____

To help you plan your writing, fill out an idea web.



Name _____

Read the passage. Then answer the questions.**Flying in Planes**

Jet planes make life easy for flyers.

Many people fly to different places in jet planes. Flying is a quick way to go. Because jet planes have big engines, they can fly fast and can fly a long way. Jet planes can fly over big seas and high peaks.

Some people like to fly in prop planes. Prop planes are not as fast as jets. Most prop planes are not as big as jets and cannot fly as far. Prop planes have smaller engines that make props, or blades, spin. They might fly to another state but not over big seas.



1. Draw a box around the main idea in the first paragraph.
2. Underline the details that tell about the main idea in the first paragraph.
3. What is the main idea of the second paragraph?

Some people like to fly in prop planes.

Name _____

Read the passage. Then answer the questions.

Bats Can Be Safe

A bat is small and soft. It must try to be safe.

A bat flies at night. It can't see well, but its hearing is fine. Hearing well helps keep it safe. A bat can hear danger. It can hear bugs, as well. That is the way it finds insects to eat.

A bat can fly quite fast. Its wings don't make a sound. Its swift, silent wings keep it safe.



1. Circle the author's purpose in the passage.
2. Underline details that tell about the author's purpose.
3. Which detail does not tell about the author's purpose? Tell why.

It can hear bugs, as well. This tells about how a bat eats, not how it is safe.

Name _____

Read the passage. Then complete the directions.

The Picnic

“Is it time to eat?” Jen asks Dad.

“We will eat in a bit,” says Dad. “Will you help?”

“Yes,” says Jen. “I will set the table.”

“I can help, too,” says Rick. “I will get the milk.”

Dad makes the meal and brings it on a tray. Jen, Rick, and Dad have a picnic in the backyard.

“This is a fine feast!” says Dad. “Everyone helped make it!”

1. Underline how Jen helps make the meal.
2. Circle how Rick helps make the meal.
3. What is the theme of the story?

When everyone helps, the job gets done.



Name _____

A. Sort the words by long *a*, *e*, *i*, *o*, or *u* vowel sounds. Write them on the lines.

bone cute tree hi train bead play cry
 beast braid kind pie stone mule sigh key

Long a: train, play, braidLong e: tree, bead, beast, keyLong i: hi, cry, pie, sigh, kindLong o: bone, stoneLong u: cute, mule**B. Complete each section.**

1. Fill in the missing parts to make each word.

re + make = remakebank + er = bankerfly - y + i + es = fliesfry - y + i + ed = fried

2. Draw a line between the syllables.

rabbit traffic cactus baby basket

Name _____

The long o sound can be spelled *o*, *oa*, *ow*, or *oe*, as in *mold*, *boat*, *low*, and *hoe*.

A. Underline the letters that make the long o sound in the words below.

lo <u>af</u>	ro <u>ad</u>	bo <u>wl</u>	ro <u>ast</u>	sl <u>ow</u>
to <u>ld</u>	to <u>ast</u>	o <u>ats</u>	yellow <u>ow</u>	do <u>e</u>

B. Now use the correct word from above to complete each sentence. Circle the long o sound in your answers.

1. She had a yellow bow on her dress.
2. He is a slow runner.
3. The doe is standing by the trees.
4. We grow oats to eat.
5. I gave my dog a big bowl of treats.

C. Circle the word in each pair with the long o sound. Write the letters that make the long o sound on the line.

- | | | | |
|----|--------------|------------|-----------|
| 1. | <u>boat</u> | bite | <u>oa</u> |
| 2. | rot | <u>row</u> | <u>ow</u> |
| 3. | <u>sold</u> | sopping | <u>o</u> |
| 4. | <u>toe</u> | tie | <u>oe</u> |
| 5. | <u>coast</u> | cost | <u>oa</u> |

Name _____

A. As you read, pay attention to pauses and stops.

13 Ben Franklin was a smart fellow. He liked to read and think. Ben
invented many handy objects to help people.

20 In Ben's day, a fireplace let in a cold draft, or wind, and let heat
35 out. So Ben invented a stove that kept heat inside his home. It used less
50 wood as well.

53 Years later someone made Ben's stove better. That man may have
64 fixed it, but he didn't rename it. It is still the "Franklin Stove." 77

B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!

bowl	roast	blow	brand	main
slow	home	pro	plant	play
oatmeal	told	goat	crept	snail
road	toast	foe	blend	stay
yellow	loaf	most	grasp	bait

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____




Name _____

Compound words are made with two smaller words put together.

A. Write each compound word.


Example:  handprint

1.  drumstick

2.  campsite

3.  bedtime

4.  nightlight

5.  snowman

B. Fill in each blank with the word from above that makes sense. Draw a line to show the two smaller words in your answers.

1. I am so tired at bedtime.

2. My snowman melted in the sun.

3. My sister uses a nightlight.

4. I broke my drumstick on my drum.

5. We will hike back to the campsite to sleep.

Name _____

flames

invented

routes

habits

draft

A. Vocabulary Words Write the word from the box that best completes each sentence.

1. The mail truck drives the same routes, or ways, every day.
2. Ben invented, or made, a lot of handy objects.
3. Eating well and getting lots of sleep are good habits.
4. A gust of wind, or draft, blows through the home.
5. I felt the heat from the flames in the stove.

B. Vocabulary Strategy: Context Clues Read each sentence. Underline the clues to the meaning of the word in bold type. Then circle the meaning below.

1. Jim is known for his kind acts and good **deeds**.
 things that are done real pals
2. Ed has problems and is in a big **jam**.
 a bad place something sweet to eat
3. The bright stone **gleamed** in the sun.
 made a flash of bright light looked clean
4. The crowd clapped for the actors in the **skit**.
 a play a class

Name _____

As you read “Ben Franklin,” fill in the Author’s Purpose Chart.

Details
Ben invented a stove that kept heat inside the home.
Ben made street lamps with bright yellow light.
Ben invented lightning rods.

↓

Author’s Purpose
Purpose: To inform us that Ben Franklin invented many handy objects to help people.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Ben Invented

Ben Franklin invented things. His goal was to help people. Sometimes he remade an old object to make it better. Sometimes he invented new ways of doing things.

In Ben's day, homes had fireplaces that let cold drafts blow in. Ben invented a stove that kept heat in the home.

Street lamps trapped smoke, so the light was dim. Ben invented a lamp that let smoke go out. Ben's lamps glowed.

Mail was slow. So Ben invented routes to help mailmen find mailboxes and homes. Ben made the mail go faster.

There were a lot of big blazes in Ben's time. Ben helped set up fire companies. Firefighters trained to fight the flames and kept people safe.

1. Underline the words in the passage with the long o sound.
2. Circle the compound words in the passage.
3. What did Ben Franklin invent?

He invented a stove to keep heat in, a lamp that let smoke go out, mail routes, and fire companies.

4. What is the author's purpose in this passage?

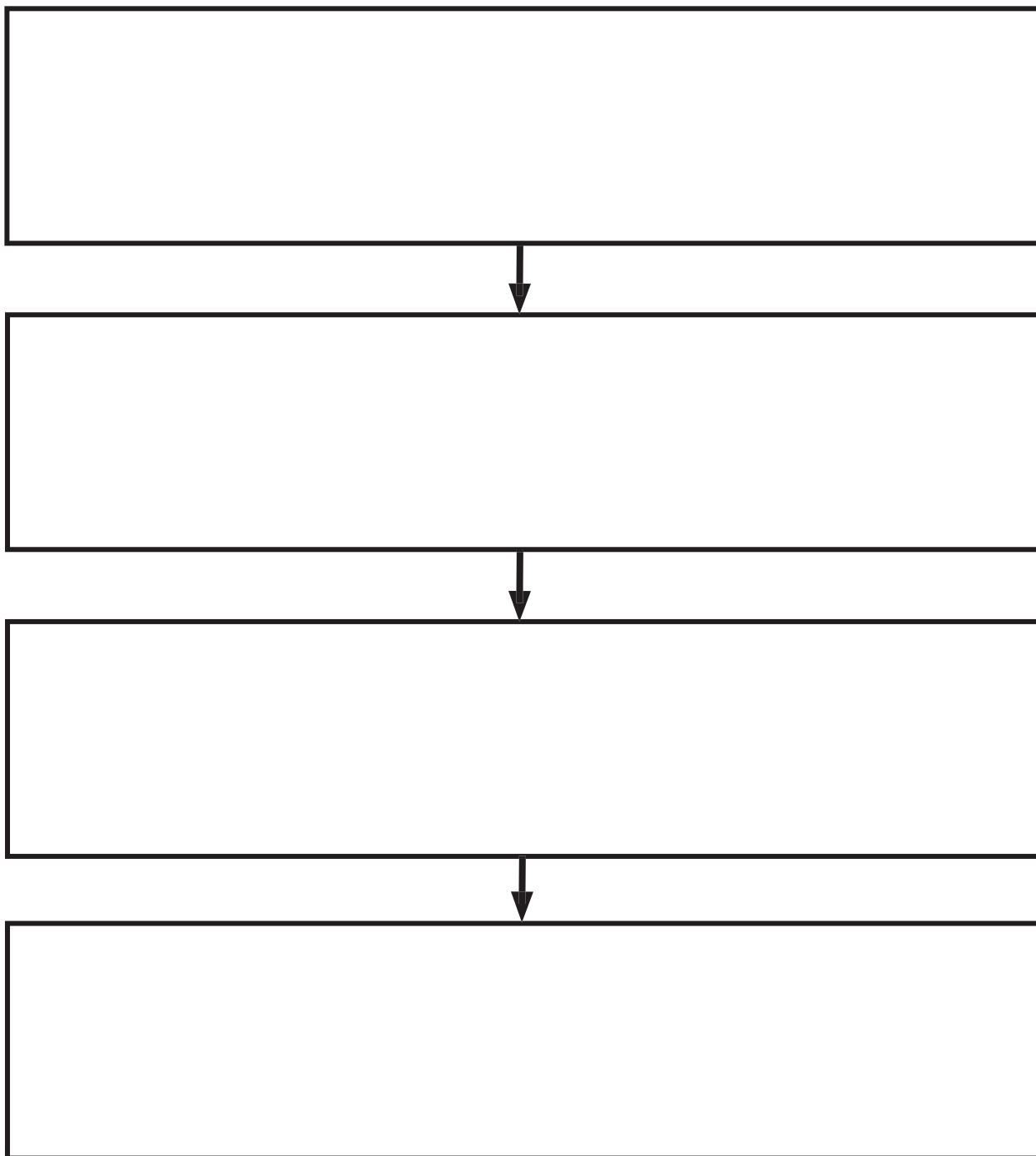
To inform about how Ben Franklin invented things.

5. A bus always takes the same route.
draft object route



Name _____

To help you plan your writing, fill out a sequence chart.



Name _____

Digraphs are groups of letters that make a single sound. Two ways to write the *ch* sound are *ch* and *tch*, as in ***chin*** and ***pitch***.

A. Underline the *ch* sound in the words below.

teacher cheek branch reached catch
 lunchtime check cheese peaches patch

B. Look at the words above. Write the missing letters to complete the sentences.

- I will meet Jack at l u n c h t i m e by the bench.
- We grow pea c h e s to eat.
- The hole in my jeans needs a pa t c h.
- The nest is on a low br a n c h.
- At long last we r e a c h e d the end of the hike.
- My mom pats me on my c h eek.
- My t e a c h e r helps us with reading.
- Can you ca t c h it if I toss it?

C. Go back and circle the *ch* sound in your answers.

Name _____

A. Have a partner time you as you read the passage.**Record your scores below.**

11 Chet Mantis sat at his desk. It was lunchtime. “What can
I eat? I need a snack, at least.”

19 Bea Buzz, the leader of Bug Town, ran into his office.
30 “Chet, I need help,” snapped Bea.

36 “The Silver Drops are missing. Someone unlocked the
44 case and stole them,” she said. The Silver Drops had hung in
56 Buggy Hall for a long time.

62 “I will find the drops,” boasted Chet. He was smart. He
73 liked to solve crimes. 77

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

B. Partners Use this 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 intonation and 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 **prefix** is a word part added to the beginning of a word. The prefix *un-* means “not” or “opposite of.”

Example: un + happy = **unhappy**, not happy

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

1. It is **unsafe** to ride a bike with no helmet.

un + **safe** = unsafe

2. Tom will **unfold** his pants and get dressed.

un + fold = unfold

3. I will help you **unzip** your jacket.

un + **zip** = unzip

4. We can **untie** this string and use it with a kite.

un + **tie** = **untie**

B. Write two sentences. Use the word *unhappy* in one sentence. Use the word *untie* in the other. (Possible answers)

1. **Em was unhappy when she missed her class trip.**
2. **Jack wil untie his shoes and take them off.**

Name _____

boasted clutched solve office clue unlatched

A. Vocabulary Words Write the word that best completes each sentence.

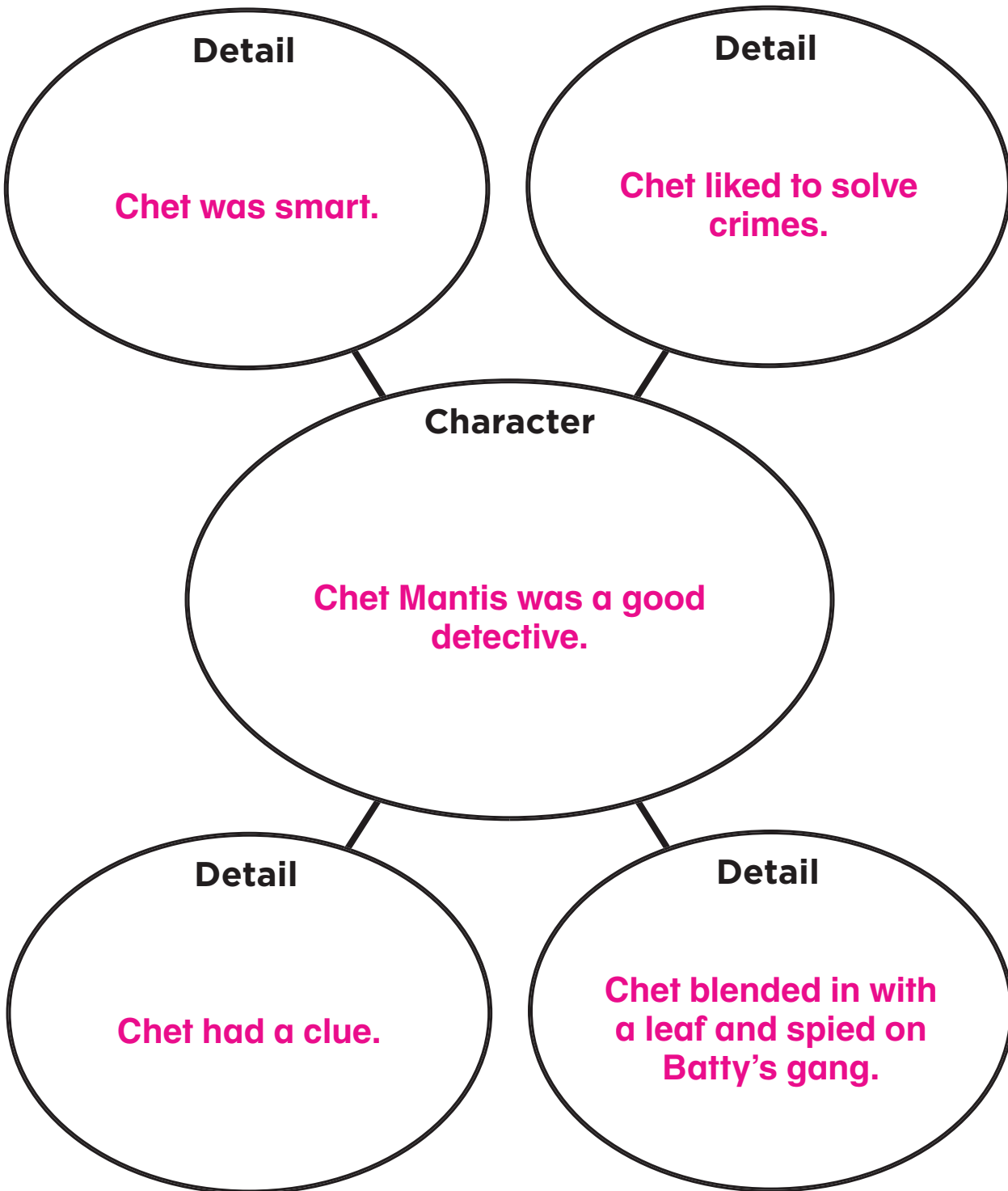
1. We unlatched the gate and let the animals out.
2. My mom has a big desk in her office.
3. We needed a clue to help us find the gold.
4. I boasted that I ran faster than my pal.
5. The kid clutched his stuffed animal.
6. I know how to solve the problem.

B. Vocabulary Strategy: Context Clues Read each sentence. Underline the clues to the meaning of the word in bold type. Then circle the meaning below.

1. Jake **boasted** and bragged that he was the best jumper in class.
 (said with too much pride) yelled and screamed
2. Ray **usually** went swimming each day.
 never (most of the time)
3. There are three **routes**, or ways, to go home.
 bikes (roads)
4. June **clutched** her bag and kept it close to her side.
 (held tight) dropped

Name _____

As you read “Chet Mantis’s Hunt,” fill in the Character Web.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Joe Helps

Joe likes to help. He makes a cheese sandwich for Dad to take to his office. Dad is happy. “Thanks for making my lunch, Joe!”

Mom is unhappy. She cannot find her keys. Joe checks in the grass. “Mom!” Joe cries. He clutches the keys in his hand. Mom smiles. “Thanks for helping, Joe. Now I can unlock the car.”

Joe tries to help Patches, the cat, as well. Patches sleeps a lot. Joe wants to help Patches play and have fun. Joe tries to teach Patches to fetch a stick. He tries and tries. Patches looks at Joe and the stick but is unwilling to get up. Joe sighs and gives up. Sometimes Joe just cannot help!

1. Underline words in the passage that have the *ch* sound.
2. Circle words in the passage that have the prefix *un-*.
3. What kind of person is Joe? How do you know?

Joe likes to help. He helps his dad and his mom.

4. How does Joe feel when Patches will not play? How do you know?

Joe is unhappy. He sighs and gives up.

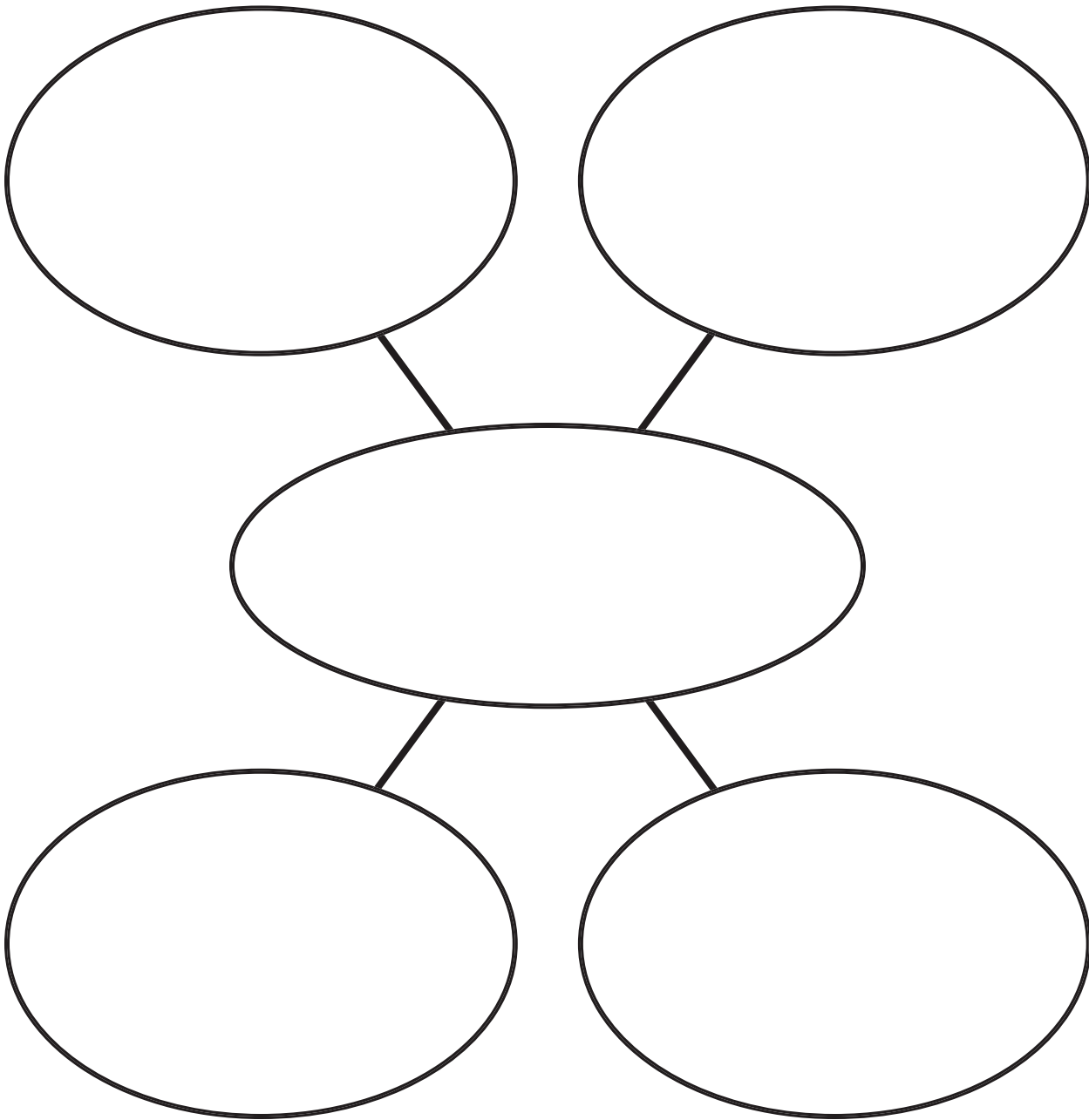
So Joe can't help the cat.

5. If you hold something tightly, you clutch it.
hide clutch wiggle



Name _____

To help you plan your writing, fill out an idea web.



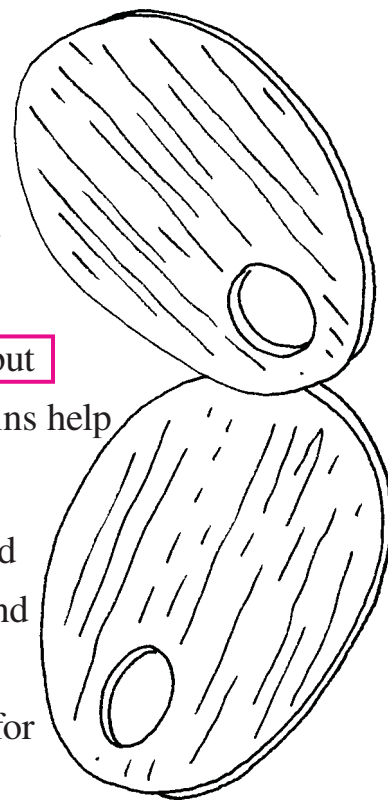
Name _____

Read the passage. Then answer the questions.**Ben Franklin: Fast Swimmer**

You know that Ben Franklin invented a lot of things when he was a grown-up. But Ben invented when he was a kid, as well. He invented swim fins when he was 11 years old!

Ben liked to swim. He was a fast swimmer, but he hoped to go faster. Ben looked at fish. Their fins help them swim. So Ben decided to try to make fins.

Ben made swim fins from wood. They looked like big, flat hands. Ben put them on his hands and went for a swim. He swam faster, but his hands hurt. When he was grown up, Ben invented fins for feet, as well.



Ben invented all his life—and he began when he was a kid!

1. Underline the sentence in which the author states the purpose of the passage.
2. Draw a box around details that tell why Ben invented swim fins.
3. Is the author's purpose to entertain, to inform, or to persuade? How do you know?

To inform. The author gives facts about what

Ben Franklin invented as a kid.

Name _____

Read the passage. Then answer the questions.

Jean Wins

Jean swims fast. She is used to winning swim contests. In fact, Jean is unhappy if she doesn't win a contest.

Jean practices each day with the swim team. She tries to beat her teammates when they train. Coach Bell tells Jean, "The best swimmers help their teammates." But Jean just wants to win.

One day Jean sees Bea. Bea is sad. She wants to be on the swim team, but she can't swim fast. Jean feels bad. "I will help," Jean tells Bea. "I can teach you to swim fast."

"Thank you!" Bea cries. "Jean, you are so kind."

Jean thinks, "Coach Bell was right."

1. Underline details in the first two paragraphs that tell what Jean is like.
2. Draw boxes around details that tell what Jean is like at the end.
3. What important event made Jean change?

Jean felt bad for Bea, so she was kind and said

she would teach Bea.

Name _____

Digraphs are groups of letters that make a single sound. They can be found at the beginning, middle, or end of a word. The letters *th* and *wh* are digraphs.

thin **bath** **bath**tub **the** **clo**thing **wh**ite

A. Draw a line under the word or words with *wh* or *th* in each sentence.

1. When you take a test, you must think.
2. Snow is cold and white.
3. That is a really thick drink!
4. Hold on to the wheel while you drive.
5. He showed his teeth when he smiled.
6. The thump made me jump.
7. The panther snuck by the tree.
8. Tell me which way Joe went.

B. Go back and circle the *th* and *wh* digraphs in the words you underlined above.

Name _____

A. As you read, pay attention to speed and tempo.

13 Many animals and plants live in the Everglades. The panther
lives there. It has long whiskers. It is a cat as big and fast as a tiger.

27 These big cats take catnaps in the daytime, so they can hunt deer
41 and rabbits at night. Unlike many big cats, panthers can swim well.

52 Wood storks live there, too. To eat, a stork sticks its open beak in
67 the water. When a fish swims by, the stork snaps its beak closed! 79

B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!

thump	these	thank	goat	chain
which	white	whine	roll	each
panther	think	that	moan	cheap
teeth	wheel	truth	bowl	pitch
thick	then	whale	sold	teach

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

A **syllable** is a word part with one vowel sound. A **closed syllable** ends with a consonant. It has a short vowel sound.

Example: **can** dy **rab** bit

A. Underline the word with two syllables. Write the syllables.

Example: ketchup fetch ketch up

- | | | |
|--------------------|-----------------|-------------------------|
| 1. child | <u>children</u> | <u>chil</u> <u>dren</u> |
| 2. sing | <u>tunnel</u> | <u>tun</u> <u>nel</u> |
| 3. <u>rotten</u> | think | <u>rot</u> <u>ten</u> |
| 4. <u>chickens</u> | chin | <u>chick</u> <u>ens</u> |
| 5. whine | <u>whimpers</u> | <u>whim</u> <u>pers</u> |

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

- The bananas went rotten in the sun.
- The children played in the sand.
- The pup whimpers when he is tired.
- The chickens lay eggs.
- My dog likes to dig tunnels.

C. Go back and circle the closed first syllable in your answers.

Name _____

left drained pounds protect river

A. Vocabulary Words Write the word from the box that best completes each sentence.

- The water in the river is clean.
- One kind of whale is 2,000 pounds.
- People drained water from the pond and made it into dry land.
- The animals left the wetland and did not come back.
- We will protect wetland animals and keep them safe.

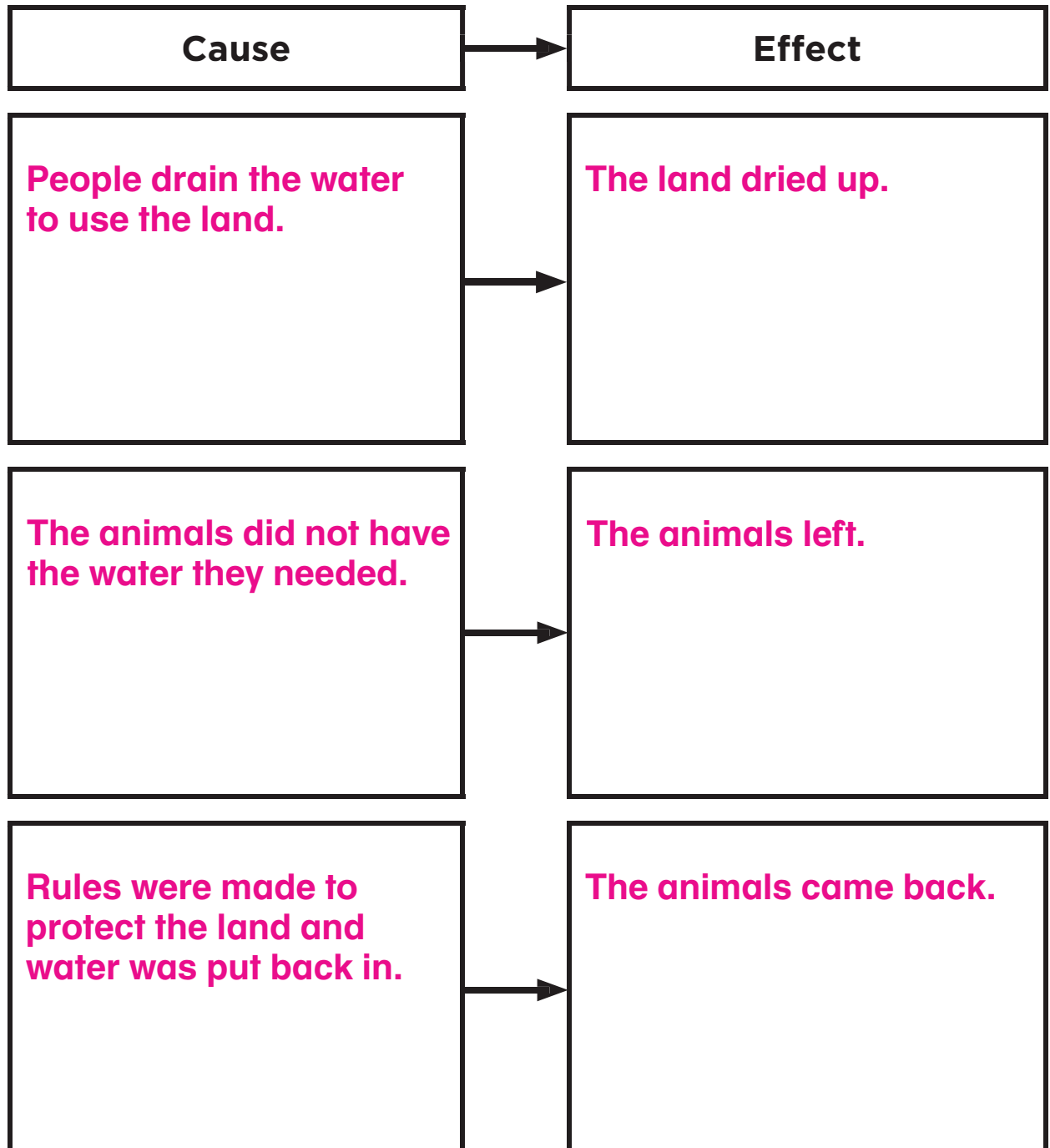
B. Vocabulary Strategy: Homographs Read the dictionary entry on the right. Then read each sentence. Write the meaning of the homograph in bold type on the line.

- The big black dog is 100 **pounds**.
a unit of weight
- I will **pound** this nail with a big hammer.
hit something hard
- I got my cat from the **pound**.
place where stray
animals are kept

pound 1. A unit of weight. *noun*
2. A unit of money. *noun*
3. A place where stray animals are kept. *noun*
pound 1. To hit or beat something. *verb*

Name _____

As you read “The Everglades,” fill in the Cause and Effect Chart.



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Sample responses are provided.

Name _____

Read the passage. Then complete the questions.**Whale Facts**

Whales are mammals that make their home in the sea. Why do we like whales? Because whales are the biggest animals on land or in the sea. Some whales grow to be 100 feet long. Some can grow to be 90,000 pounds. That is big!

A whale cannot breathe under water, so it must swim to the top. It takes in air through a blow hole in its back. Sometimes a whale blows out air and mist quickly in a big stream.

Whales use their tails to swim. A whale can go fast—up to 30 miles in an hour. A whale uses flippers to help it go left or right. Because whales are splendid, we want to protect them.

1. Underline the words that have the *th* or *wh* sound.
2. Circle the words with closed syllables and two consonants in the middle.
3. What causes us to like whales?

Whales are the biggest animals on land or in the sea.

4. Why must a whale swim to the top of the water?

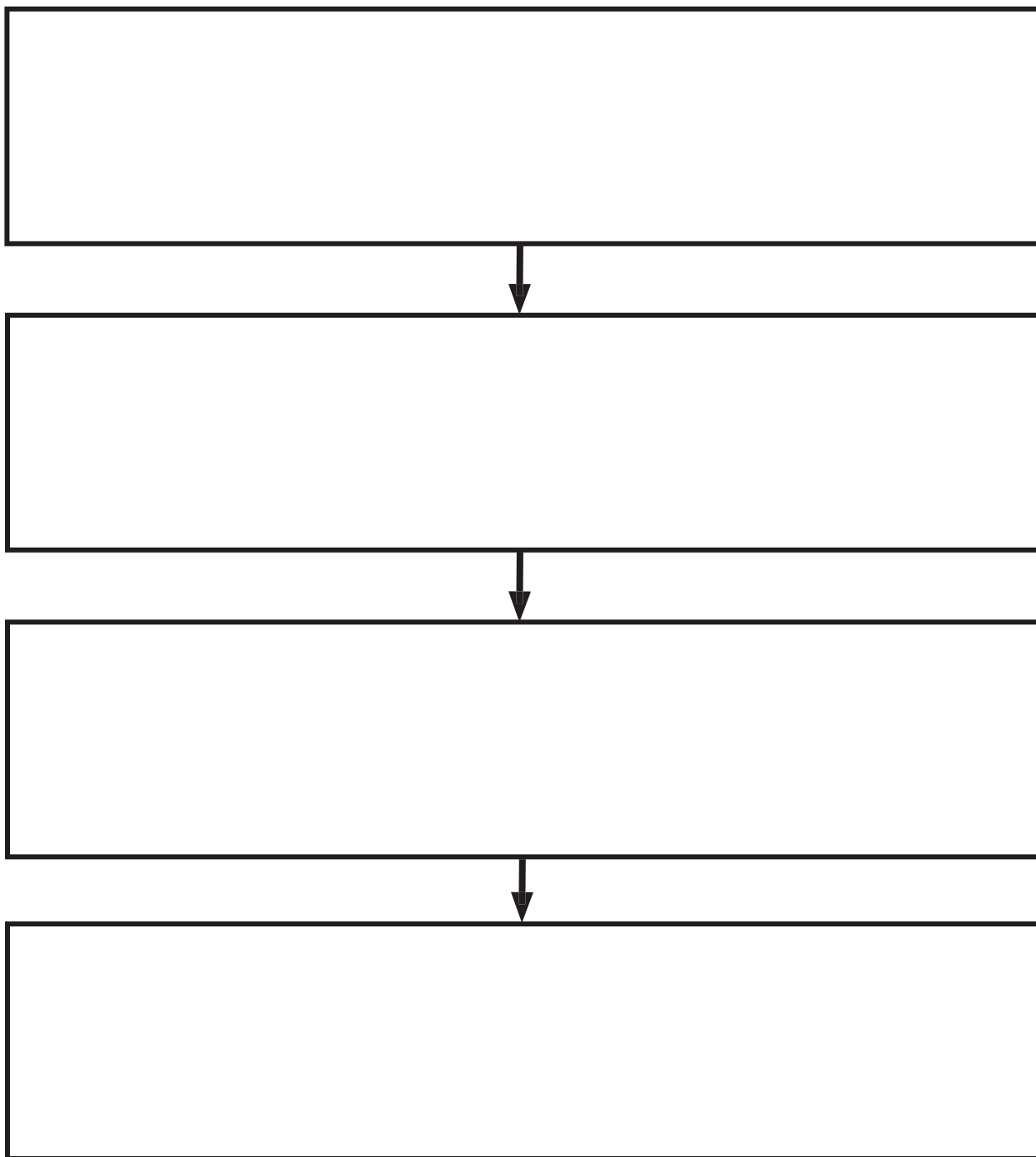
A whale cannot breathe under water.

5. If you are keeping something safe, your job is to protect it.
feel throw protect



Name _____

To help you plan your writing, fill out a sequence chart.



Name _____

Digraphs are groups of letters that make a single sound. The *sh* digraph says *sh* as in *blush*. The *ph* digraph says *f* as in *graph*.

A. Underline the *sh* and *ph* digraphs in the words below.

photo brush fresh sheets shape
shine finish swish phone elephant

B. Use the words above to complete the sentences. Circle the *sh* and *ph* digraphs in your answers.

- I use clay to make a shape.
- I will clean the windows until they shine.
- The cat can swish her tail.
- An elephant has tusks.
- I will finish my tasks and take a nap.
- Did Rick brush his teeth?
- I make my bed with clean sheets.
- I take a photo of my dog.
- I like the smell of fresh roses.
- The phone is ringing.

Name _____

A. Have a partner time you as you read the passage.**Record your scores below.**

12 Trish liked to paint. She made colorful paintings. She liked to make
paintings that showed kids working and playing.

19 “Trish, there is a painting contest!” exclaimed Shannon.

27 “The winner gets a big prize,” added Phillip. “I bet you can win.”

40 “I will try,” replied Trish.

45 Later that day, Trish tried to plan a painting. Could she make a
58 painting of the cat? Could she paint Mom and Dad? Trish wanted to come
72 up with the perfect idea. She kept thinking. 80

Record Your Scores

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

Speed	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
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Read with feeling	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



At Home: Reread the passage. Discuss what you would paint for a contest.

Name _____

A **suffix** is a word part added to the end of a base word. It changes the word's meaning. The suffix *-ful* means *full of*.

Example: wish + ful = wish**ful**, full of wishes

A. Combine the base word with the suffix.

Example: hope ful hopeful

1. play ful playful
2. ful help helpful
3. ful use useful
4. ful pain painful
5. ful thank thankful

B. Add *-ful* to the word in (). Write the new word on the line.

1. I was extra (help) helpful while Dad was sick.
2. My insect bite feels (pain) painful.
3. I am (thank) thankful that I did not catch a cold.
4. A rake is (use) useful for cleaning up leaves.
5. My puppy is fun and very (play) playful.

C. Go back and circle the suffix in your answers.

Name _____

gathered idea ramp sketches triumph perfect

A. Vocabulary Words Write the word from the box that best completes each sentence.

- Jane has a good idea for solving the problem.
- We wheeled the bike up the ramp.
- We gathered shells at the beach and put them in a bag.
- If the team wins the game, it will be a real triumph.
- Mom made lots of sketches and paintings of the cat.
- I got a perfect grade on the test.

B. Vocabulary Strategy: Context Clues Read each sentence. Underline the clues to the meaning of the word in bold type. Then draw a line from the word's sentence to its meaning.

- Phil will find the clues and **solve** the problem.
a big rich meal
- The two **routes** to the beach are both rocky paths.
find the answer
- The big lunch we ate was a fine **feast**.
roads or ways

Name _____

As you read “Trish’s Triumph,” list story events in order to fill out the Sequence Chart.

Trish’s pals wanted her to enter a painting contest.



Trish tried to come up with an idea.



Trish made sketches.



Dad showed Trish where she could make a big painting.
Trish painted her picture.



Trish won and used the prize money to get a ramp at school.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Helping Miss Shelly

The phone rang. “This is Keesha. Miss Shelly was setting up the classroom. She had a painful fall. She has a cast on her hand. Can you help?”

“I will be right there.” I hung up the phone.

We gathered at school. Miss Shelly had lots of boxes in her van. “I need these in the classroom,” she said. “This box has phonics books to put on the shelf. This box has photos I want to show you. This box has graph paper.”

It was not easy getting the boxes up the steps. Then Keesha had the perfect idea. “Put a box on my lap,” she said, “and push my wheelchair up the ramp.”

“Thanks for being so helpful,” said Miss Shelly with a thankful smile. “We can triumph when we work together!”

1. Underline words in the passage that contain a *sh* or *ph* digraph.
2. Circle words with the suffix *-ful*.
3. What happened first in the story?

Keesha called to say Miss Shelly fell.

4. What happened after Keesha had her idea?

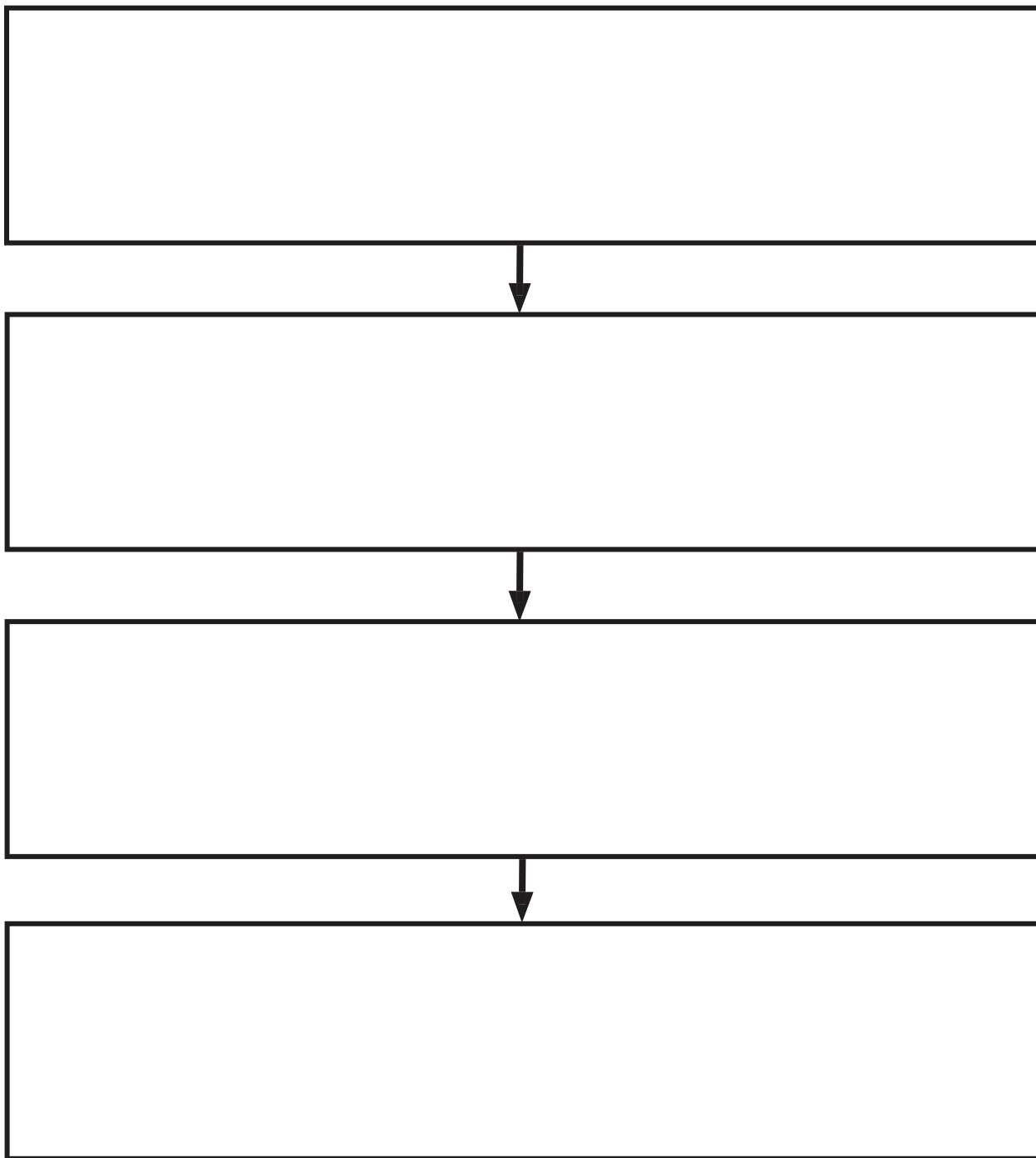
The boxes were moved easily.

5. To triumph is to win.
help win think



Name _____

To help you plan your writing, fill out a sequence chart.



Name _____

Soft *c* makes the *s* sound, as in *city*, *face*, and *pencil*. Soft *g* makes the *j* sound, as in *gem*, *cage*, and *ledge*.

A. Underline the word that makes the sentence tell about the picture. Then write the word on the line.

1. I will read the tale of Jack and the giant.

germ giant cage



2. My teacher is kind and nice.

nice cent race



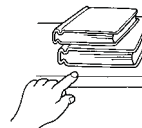
3. I had a bill and lots of change.

cage ridge change



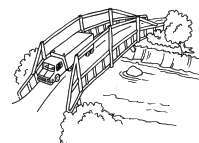
4. I cannot decide which to read.

recite decide slice



5. The truck drove over the bridge.

bridge wage dodge



6. I went to see a play in the city.

cent cider city



B. Circle soft *c* and soft *g* in the answer choices above.

Name _____

A. Use this passage to perform a choral reading or Readers Theater.**Mrs. Joseph's Wish**

- Group 1:** Mrs. Joseph teaches gym. She has a wish. She wants a painting for the game.
- 15 **Group 2:** We need an idea. What can we paint?
- 23 **Group 1:** We can paint some fish swimming in a race. They can win first place!
- 37 **Group 2:** We can paint a big gym sock.
- 44 **Group 1:** What if we paint a team of mice playing a game?
- 55 **Group 2:** Perfect! Let's make some sketches to show her.
- 63 **Group 1:** Mrs. Joseph will like it.
- 68 **Group 2:** She will want us to paint more! 75

B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).

1. I stashed the cash in the shadow of the shed.//
2. We can run fast.// We can win first place in the race.//
3. Is this a real horse,/ or is it a phony pony?//
4. What a shame!// We lost the game!//
5. Jake went to the city.// He found a space to see the race.//



Name _____

A **suffix** is a word part added to the end of a word. The suffix **-er** is used to compare two people, places, or things. The suffix **-est** is used to compare three or more people, places, or things.

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

1. I can run **faster** than my brother.

fast + **er** = **faster**

2. I have the **lightest** backpack in my class.

light + **est** = **lightest**

3. A peach is **sweeter** than a lemon.

sweet + **er** = **sweeter**

4. I will make this pup the **cleanest** dog on my block.

clean + **est** = **cleanest**

5. The wind feels **colder** than it did when we left.

cold + **er** = **colder**

6. This is the **quickest** way to finish the job.

quick + **est** = **quickest**

Name _____

ancient imagined amazing ledge mist tilted

A. Vocabulary Words Write the word from the box that best completes each sentence.

1. A **ledge** is a slim shelf of rock on a cliff.
2. Something that is **ancient** is very old.
3. Something that is **amazing** is splendid.
4. If a tree **tilted**, it leaned to one side.
5. Quick paintings are **sketches**.
6. A **mist** is the same as a light fog.

B. Vocabulary Strategy: Homophones Read each sentence. Look at the word in bold type. Write the letter of the word's meaning on the line.

- | | |
|---|------------------|
| 1. A damp mist covered the land. <u> d </u> | a. run away |
| 2. Sal missed the bus and had to walk. <u> c </u> | b. one penny |
| 3. I sent my mom a letter. <u> e </u> | c. did not catch |
| 4. I will pay one cent for that stamp. <u> b </u> | d. fog |
| 5. I saw a flea on my dog's back. <u> f </u> | e. mailed |
| 6. A cat will flee when a dog runs after it. <u> a </u> | f. a small bug |

Name _____

As you read “Brent’s Trip,” use story clues to fill in the Inference Chart.

Clues	Inference
Dad planned the route.	Dad is a good planner.
Dad knew how long the driving would take.	
Dad drew green lines on a map to show which roads they might take.	

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Tall Trees

Lucy and Mom were hiking in a huge forest. They crossed a bridge over an ice-cold creek. Lucy stopped by a big tree. “Mom, look at this tree,” she said. “I think it is the biggest tree we have seen.”

“But look at that one,” Mom replied. “It is even bigger.”

“Why are these trees so big?” asked Lucy.

“They are ancient trees,” Mom told her. “The older the tree, the taller it is. Trees get bigger as they grow older.”

“Then that must be the oldest tree in the forest!” cried Lucy, tilting her head to see the top. “This place is amazing!”

Mom smiled. “I came here with my mom when I was your age.”

Lucy hugged Mom. “Thanks! I can’t wait to tell Grandmom that we came to see this forest.”

1. Underline words in the passage that contain soft *c* or soft *g*.
2. Circle words that have the suffix *-er* or *-est*.
3. Why did Mom bring Lucy to the forest?

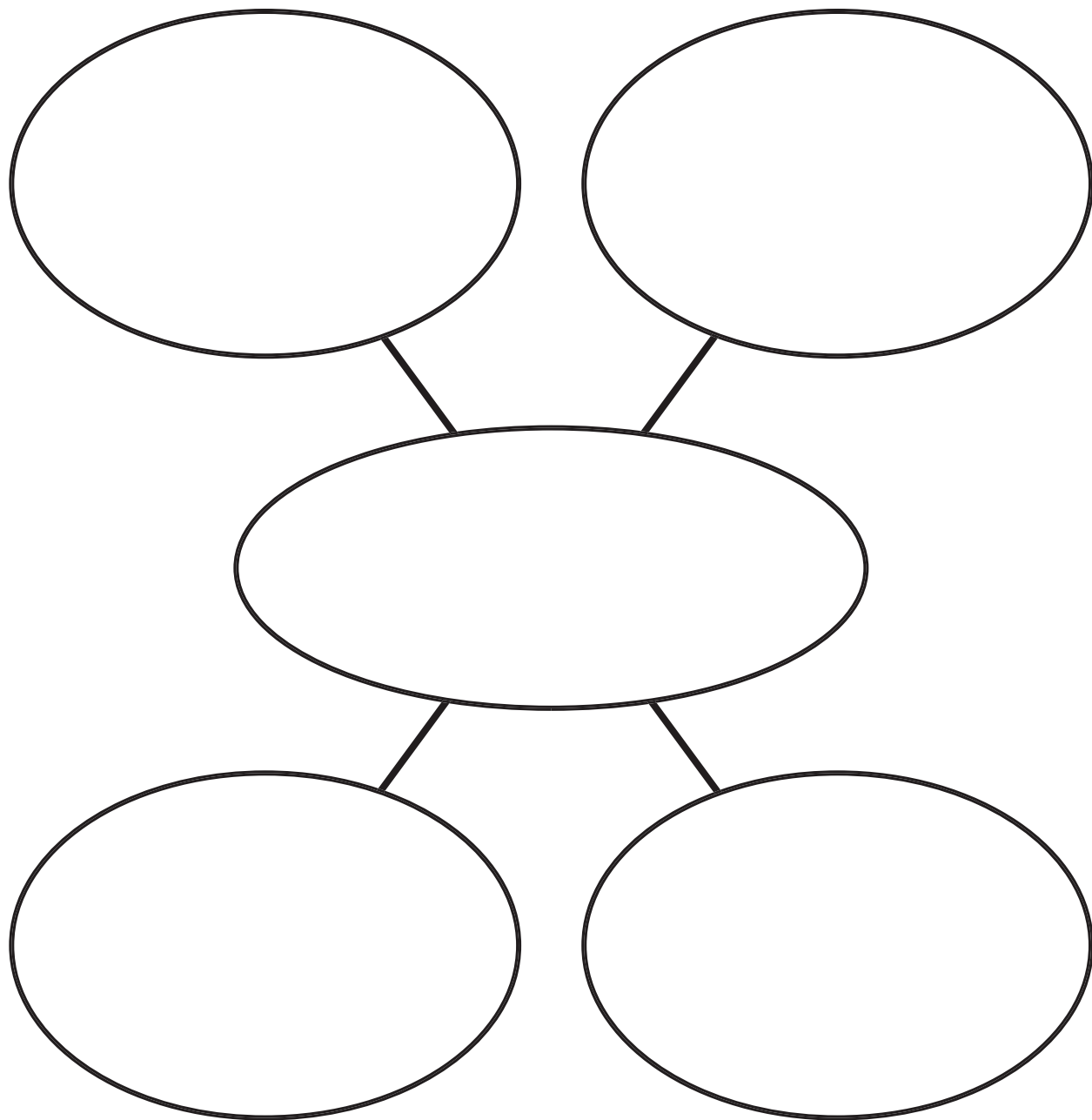
Mom wanted Lucy to see the forest because she went there with her mom when she was Lucy’s age.

4. Ancient means very old.
 very tall very cold very old



Name _____

To help you plan your writing, fill out an idea web.



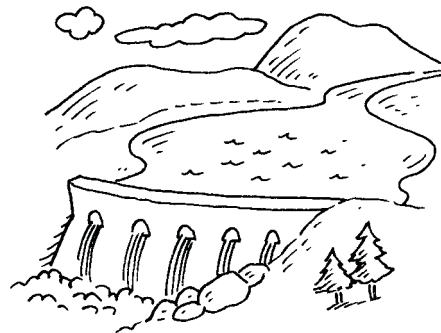
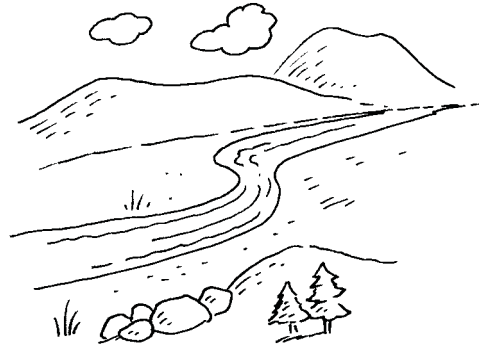
Name _____

Read the passage. Then complete the questions.

Dams

Have you been to a dam? A dam is made of rocks and mud and concrete. It holds back water in a river so the river will not flood the land. The dam makes a big lake. As a result, people can play and swim and boat in the lake.

Some people do not like dams because they think dams hurt the land and wildlife. Dams hold back silt that makes the land rich. When dams fill up the land with water, wildlife has to find a new home.



1. Underline the following signal words that show cause and effect.

as a result so because

2. Why does a dam keep a river from flooding the land?

It holds back the water in a river.

3. Why do some people not like dams?

They think dams hurt the land and wildlife.

Name _____

Read the passage. Then complete the questions.

A Painting for the Queen

Once upon a time, a king and queen ruled the land. They had two children, Ann and Hank. One day the queen woke up feeling sad.

“Ann and Hank are growing quickly,” said the queen. “I wish I had a painting of them the way they look now.”

The king asked to see painters. First, Painter Green came. The queen did not like his painting. Next, Painter Red came. The king did not like her painting. After that, Painter Yellow came. He dropped his paints on the floor. “This is not going well,” sighed the king.

At the same time, the children got out their own paints. First, Hank painted a picture of Ann. Then, Ann made a painting of Hank. The kids showed the paintings to the queen. “Perfect!” she cried. At last, the queen was happy.

1. Underline the following sequence signal words and phrases in the third paragraph:
first next after that
2. Put a box around sequence signal phrases in the fourth paragraph.
3. Write what happens at the end of the story.

The queen is happy with the children’s paintings.

Name _____

Read the passage. Then complete the questions.

Grant's Trip

Grant and his mom were taking a trip in June.

Mom packed a tent, sleeping bags, and blankets. She packed cut-offs, t-shirts, and flip-flops, as well.

“Grant, please pack a coat and hat. And you need to bring a cap to keep the sun off your face,” Mom said.

Grant was mixed up. “Mom, will it be cold or will it be hot on our trip?”

“It will be both hot and cold!” Mom told him. **In the desert it is hot in the daytime. But it gets cold at night.**

“We are going to an amazing place!” Grant said. “This camping trip will be a lot of fun.”



- Underline the following clues that help you make an inference about the passage.
**tent sleeping bags blankets cut-offs t-shirts
flip-flops coat and hat a cap to keep the sun off**
- Draw a box around another clue that helps you make an inference.
- Write an inference about Grant's trip.

He and Mom are going camping in the desert.

Name _____

A. Sort the words by sound. Write the words on the lines.

that	why	cheek	latch	truth
while	nice	judge	shade	phone

ch, tch _____ **cheek, latch**th _____ **truth, that**wh _____ **while, why**ph, sh _____ **phone, shade**soft c, soft g _____ **nice, judge****B. Complete each section.**

1. Fill in the missing parts to make each word.

sun + **set** = sunset**un** + roll = unrollhope + **ful** = hopefulfast + **er** = fasterquick + **est** = quickest

2. Draw a line between the syllables.

absent	velvet	chicken	bunny	picnic
--------	--------	---------	-------	--------

Name _____

Blends are groups of letters that work together. Some three-letter blends are *scr*, *spr*, *spl*, *str*, and *thr*.

A. Underline the three-letter blends in the words below.

scrap splash spring stray scream
three spray scrub thrust throw

B. Underline the word with a three-letter blend that completes each sentence. Write the word on the line. Circle the three-letter blend in the word.

- The queen sat on a high throne .
 throne then tree
- We hung lights on the spruce tree.
 spunky spruce rest
- The man will read his speech from a script .
 sack script spot
- My throat is red and I have a cold.
 throat time this

C. Underline the word in each pair with a three-letter blend. Circle the three-letter blend.

- thrash trash
- scroll teach
- spell sprig
- frog scruffy
- screen green

Name _____

A. As you read, pay attention to intonation and end punctuation.

13 Kim, Lang, and Josh planned to make a meal for their mom. Dad
made a fresh green salad. Josh helped fill and roll up the spring rolls.
27 Kim and Lang scraped cake batter into pans.

35 Then Josh yelled from the kitchen. “Kim! Lang! Come see the
46 cakes!”

47 Each cake was as flat as a pancake. “We will have to throw it out,”
62 sighed Kim.

64 “Wait! I can fix it!” Lang ran to the freezer and got a tub of ice
80 cream.

81 “It can be an ice cream cake!” 88

B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!

scrap	spruce	straw	giant	shape
spring	scraped	stream	cent	phone
splendid	spray	splash	cage	fresh
stripes	split	streak	nice	photo
scream	street	script	bridge	finish

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

Abbreviations are shortened words that end with a period. Recipes often use abbreviations for measurements, such as *pt.* for *pint*. Titles are also often abbreviated, such as *Dr.* for *Doctor*.

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

teaspoon	Mr.
cup	Dr.
Mister	c.
Doctor	tsp.

B. Read each sentence. Write the abbreviation for the underlined word.

- Use a teaspoon of pepper. tsp.
- Doctor Loman helped me get well. Dr.
- Use a pint of milk. pt.
- Use a teaspoon of butter. tsp.
- Mister Smith has a boat. Mr.

Name _____

batter powder recipe rise splendid

A. Vocabulary Words Write the word that best completes each sentence.

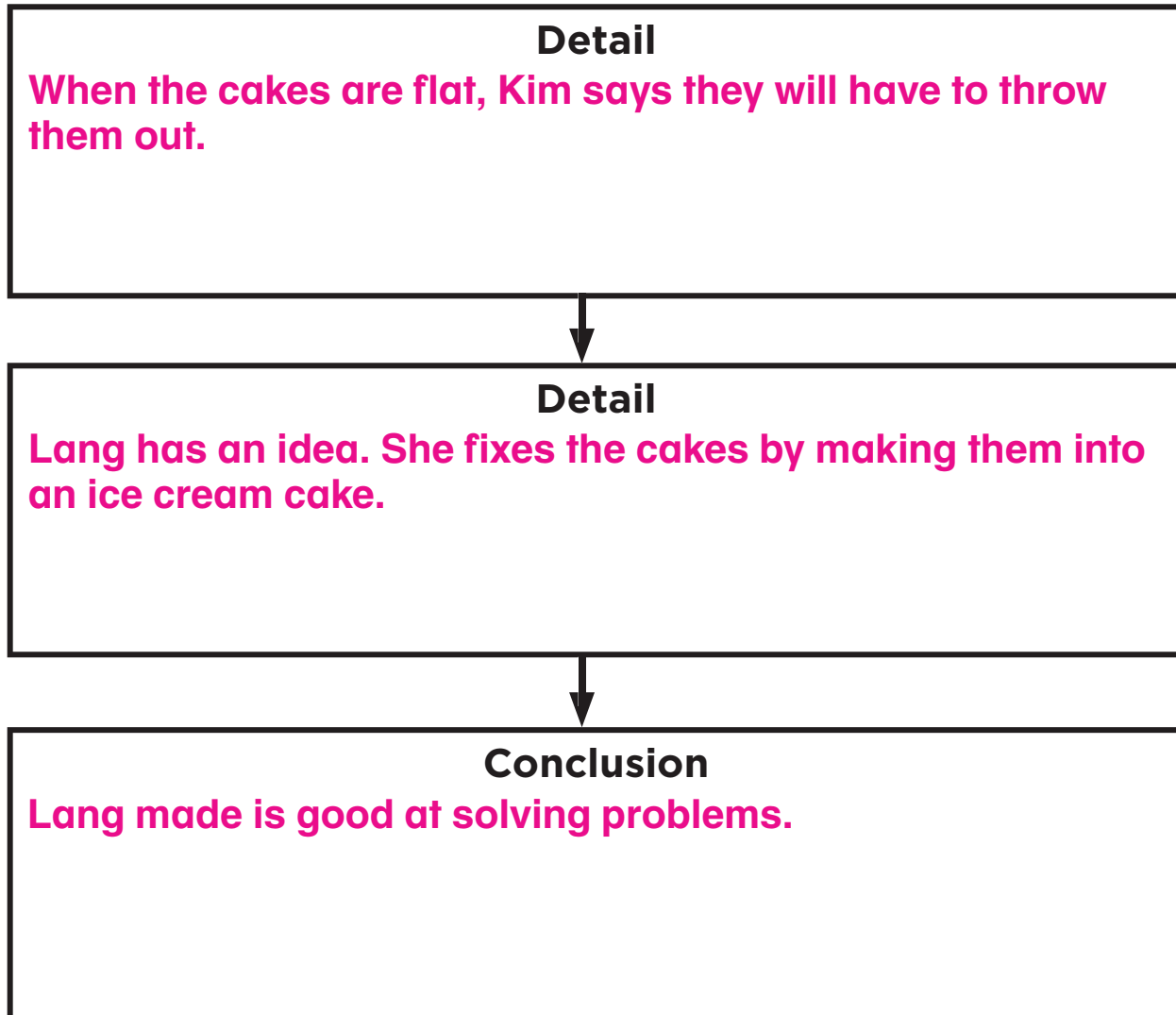
- Ms. Reed grows splendid roses.
- Dad put baking powder in the mixing bowl.
- I try to see the sun rise each day.
- Mike gave me a recipe to make oatmeal cookies.
- Kim scraped the cake batter into the cake pan.

B. Vocabulary Strategy: Multiple-Meaning Words Write the letter of the meaning that matches each word in bold type. Use context clues in the sentences.

- | | |
|---|--|
| 1. I trust that Jane will do a fine job.
<u>b</u> | a. a player who uses a bat |
| 2. Mom did not trust the old map.
<u>f</u> | b. to feel sure |
| 3. I like to make cake batter . <u>d</u> | c. to make something go |
| 4. The batter hit a home run. <u>a</u> | d. a mix of things used in baking |
| 5. I will run the dishwasher. <u>c</u> | e. to use your legs and feet to go quickly |
| 6. Beth can run faster than Ken.
<u>e</u> | f. to think something is true |

Name _____

As you read “A Splendid Meal,” fill in the Conclusion Map.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Pancakes for Mom

Dad was making pancakes. The twins Jon and Edna came springing into the kitchen. “Can we help?” they asked.

Dad peeked in the fridge. “I need a pt. of milk. Please ask Mr. Strum for some.” Jon ran to get the milk. Edna greased the skillet.

“Is Mom still sleeping?” asked Dad.

“Yes,” Edna told him.

Jon came back with the milk. Dad mixed the batter. Then he said, “Go wake Mom up.”

When Mom came in, she tossed up her hands and gave a big scream. “Is this for me? It is splendid!” Then everyone ate pancakes.

1. Underline words that have the *scr*, *spr*, *spl*, or *str* blends.
2. Circle the abbreviations in the passage.
3. How does Mom feel when she comes into the kitchen?

She is surprised and happy.

4. What details show how she feels?

She threw her hands up and gave a big scream.

She said, “It is splendid!”

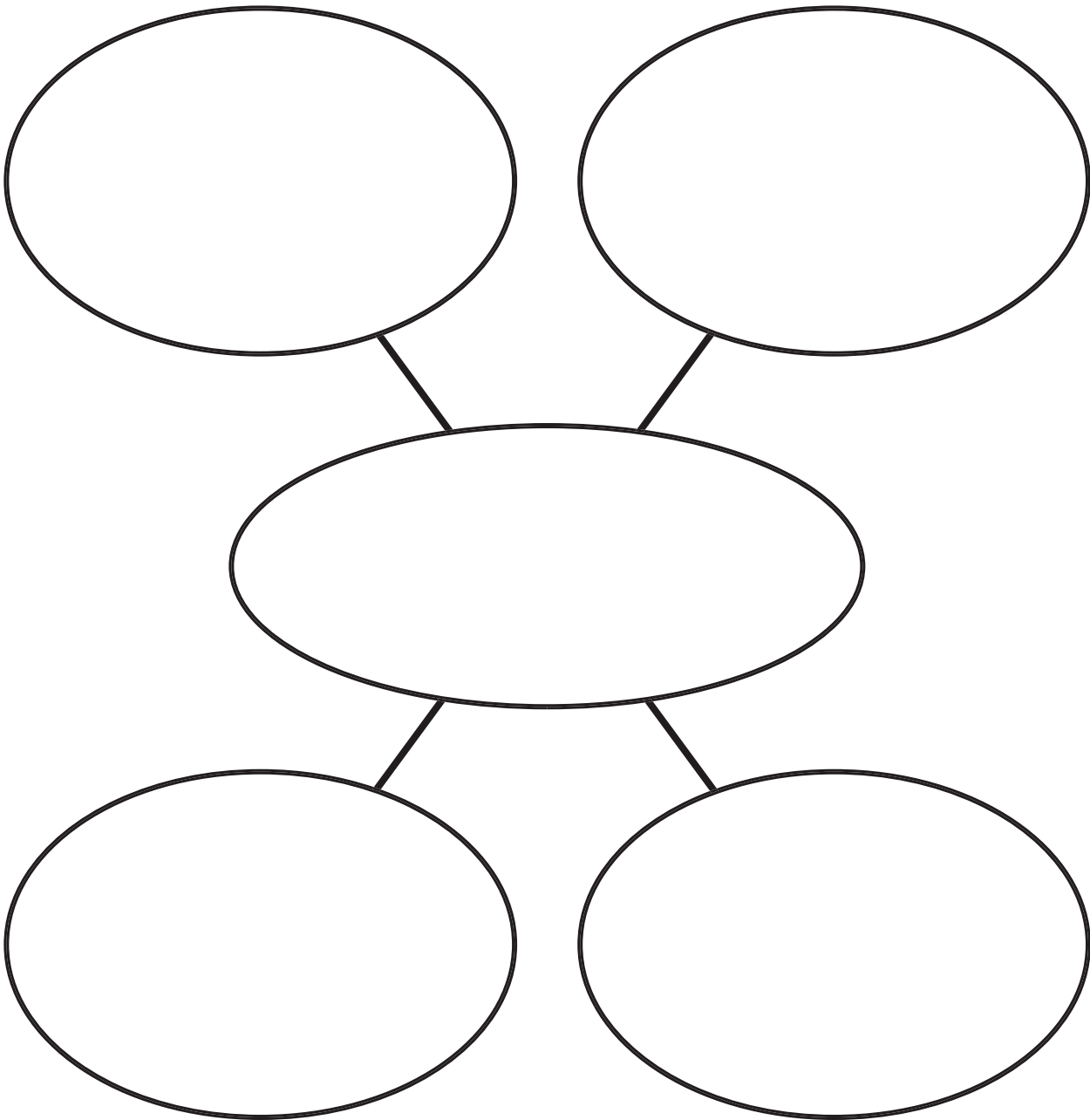
5. Something splendid is wonderful .

large wonderful funny



Name _____

To help you plan your writing, fill out an idea web.



Name _____

Some **consonant** combinations contain a silent letter. The letters *kn* make the *n* sound, as in *knob*. The letters *wr* make the *r* sound, as in *wrote*.

A. Underline the *n* sound and the *r* sound in the words below.

know wring knock wrap knots
wrong knit wrists knee write

B. Choose the correct words from above to complete the sentences.

1. Do not k n o ck over the blocks.
2. Did Pete w r ite a letter to Grandma?
3. I had ten bracelets on my w r i sts.
4. The man tied k n ots in the boat's rope.
5. I don't k n o w if I can eat a whole bowlful.
6. I hope I didn't say the w r o ng thing.
7. We will w r a p the gift and send it in the mail.
8. Let's k n i t a hat and a blanket.

C. Go back and circle the silent consonants in your answers.

Name _____

A. Have a partner time you as you read the passage.**Record your scores below.**

11 Weaver knows how to make warm blankets and rugs. Each day,
she sits to weave. Her hands move fast as she ties little knots.

24 One day Weaver heard a knock.

30 Then a voice called, "I am lost and cold. I can not find my
44 way."

45 Weaver replied, "Climb down to my home and step inside."

55 The woman came inside. "Tell me your name," said Weaver.

65 "I am No Name. I gave up my name when I did not help
79 others."

80 "Then you must earn your name back," replied Weaver. 89

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

B. Partners Use this 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 pauses and stops	<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


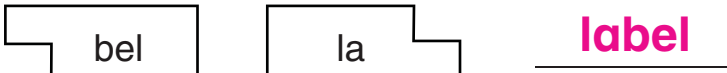
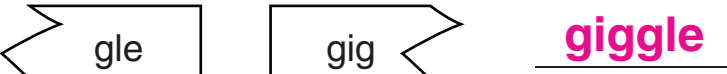
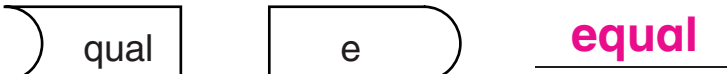
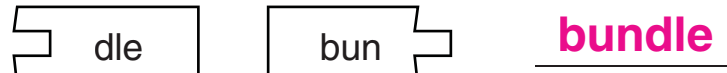


Name _____

Some words end in a consonant and *le*, *el*, or *al*, as in *little*. This is a final stable syllable.

A. Write each multisyllable word.

Example:  title

1.  eagle
2.  label
3.  giggle
4.  equal
5.  bundle

B. Fill in each blank with the word from above that makes sense. Circle the final stable syllable in your answers.

1. When I am happy, I giggle.
2. An eagle has very long wings.
3. I will read the label on the box.

Name _____

beamed

earn

children

kindness

instruct

A. Vocabulary Words Write the missing word that best completes each sentence.

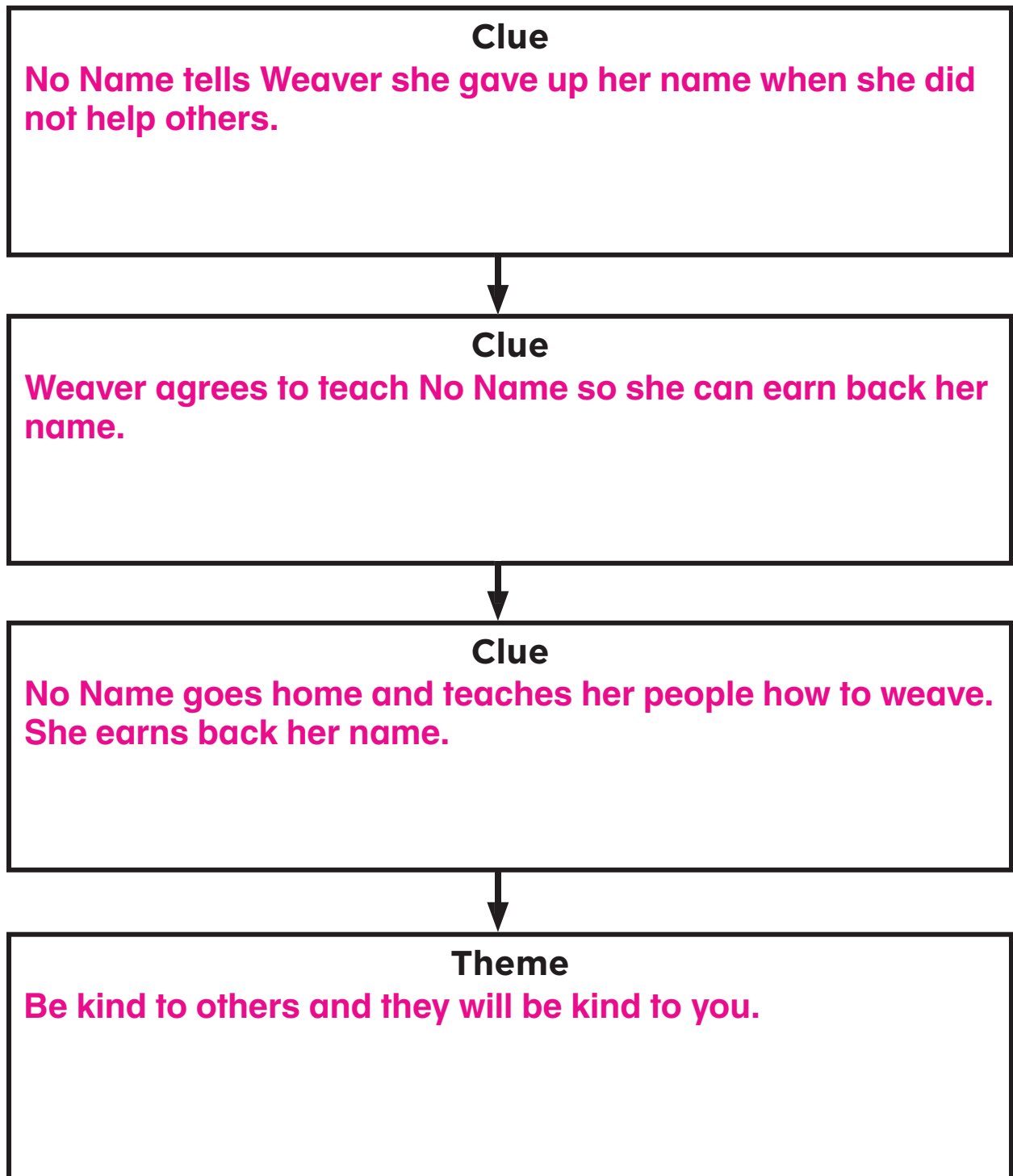
When I grow up, I will get a job to earn cash. I will teach children to read. I will instruct kids in math, too. It takes a lot of kindness to do this job. My mom beamed when I told her my plan.

B. Vocabulary Strategy: Synonyms Write the letter of the synonym that matches each word in bold type.

- | | |
|---|-------------|
| 1. I will instruct you on how to add.
<u> b </u> | a. goodness |
| 2. My class has lunch at noon .
<u> c </u> | b. teach |
| 3. Stan beamed when he won the race.
<u> d </u> | c. midday |
| 4. The huge cat slept in the sunlight.
<u> e </u> | d. smiled |
| 5. Her kindness was a big help.
<u> a </u> | e. large |

Name _____

As you read “Weaver’s Kindness,” fill in the Theme Map.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Kate Knits

Kate asks Grandpop, "Please teach me to knit."

Grandpop says, "I will, but you must go slow. It takes time."
Grandpop hands Kate two knitting needles. "Hold the needle with your thumb and finger. Let your wrists move. Make a knot and stitches."

Kate tries to knit. It is not easy. The yarn wraps around the needles, and Kate gets mad! She throws the needles on the table and runs away. Grandpop waits. He knits.

Kate comes back. "I am sorry I was mad. May I try again?"

Grandpop keeps knitting. Kate sits and makes a knot. She stitches. When the yarn tangles, Kate untangles it. She takes her time. Grandpop beams. "You must take time to learn a new skill."

- Underline words that have *kn*, *wr*, or *mb*.
- Circle words that end in a syllable with a consonant and *-le*.
- What happens when Kate tries to knit?
First she gets mad and runs away. Then she takes time and tries to knit.
- What is the theme of the story? Look at Grandpop's last words.
"You must take time to learn a new skill."
- When Grandpop beams, he smiles brightly.
knits fast smiles brightly tangles the yarn



Name _____

To help you plan your writing, fill out a narration/dialogue chart.

Name _____

Read the passage. Then complete the questions.

Josh Makes Lunch

Beth finds Josh in the kitchen.

Josh is smiling. “See what I made?” He shows Beth a thick cheese sandwich and a glass of peach drink. “This is for Grandmom. It is a splendid lunch. She will like it!” he exclaims.

“Why did you make lunch for Grandmom?” asks Beth.

“It is her big day. I made a gift, as well. It is a vase I made from a can.”

“Oh, no!” cries Beth. “I didn’t think the big day was today.” She makes a sad face and sobs.

“Don’t cry,” says Josh. “We can both give Grandmom the sandwich. We can place a fresh rose in the vase. Then the gift can be from both of us.”

Beth hugs Josh and grins. “Thanks, Josh. You are swell!”

1. How does Josh feel about the lunch he made?

Josh feels good.

2. Underline the details that tell you how Josh feels about the lunch.
3. How does Beth feel after she finds out it is Grandmom’s big day? How do you know?

**Beth feels bad. She cries. She makes a sad face
and starts to sob.**

Name _____

Read the passage. Then complete the questions.

Seth's Kindness

Seth was riding his bike. He met Ms. Wren, who was lifting two big bags. Seth stopped and carried the bags.

“Thank you,” smiled Ms. Wren.

Seth rode on. He met three children gazing up a tree. “Our cat can’t get down,” they said. Seth climbed the tree and saved the cat.

“Thank you!” cried the children.

Next Seth met Mr. Knot, who was looking for his glasses. “I think they are on your head,” Seth told Mr. Knot.

“Thanks,” chuckled Mr. Knot.

Seth rode on. Then he hit a big bump and fell. Ms. Wren, the children, and Mr. Knot came running to help him.

“Thank you!” sighed Seth.

Be kind to others and others will be kind to you.

1. Underline clues that tell how Seth is kind.
2. Draw a box around a clue that tells how other people are kind to Seth.
3. What is the theme of the story?

Be kind to others and others will be kind to you

Name _____

When the letters *ar* work together, they make the vowel sound /är/, as in *car* and *arm*.

A. Underline the word with /är/ in each sentence. Write the word on the line.

1. I only finished part of my letter to Granddad. part
2. We raked the leaves in my uncle's yard. yard
3. My dad thinks I'm smart and funny. smart
4. The fisherman sees a shark beside his boat. shark
5. Sunscreen helps protect your skin from harmful rays. harmful
6. Please don't start the game without me! start
7. That elephant is so large! large
8. When it's cold, I use a scarf. scarf

B. Go back and circle the letters that make the /är/ sound in the answers above.

Name _____

A. As you read, pay attention to word accuracy.

13 Did you know that much of Earth is covered by water? Most of
this is salt water in seas.

19 People drink and use fresh, or unsalted, water. But most fresh
30 water freezes into ice or snow.

36 All life on the planet needs water. But some water on our
48 planet is not clean. This is a big problem.

57 How can we keep water clean? We must not throw trash into
69 the sea, streams, or ponds. We can save water and make it
81 clean. 82

B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!

part	start	bark	knock	scream
hard	smart	sharp	wrap	spring
shark	yard	charm	knit	splendid
marsh	large	parking	wrong	stripes
harmful	scarf	artist	knuckles	scrape

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

A **syllable** is a word part with one vowel sound. A **closed** syllable ends with a consonant. It has a short vowel sound.

contest **con test** sunset **sun set**

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

1. I have a **basket** of eggs.

bas + **ket** = basket

2. We made **muffins** today.

muf + **fin** = muffin

3. My big sister has **written** a poem.

writ + **ten** = **written**

4. The **rabbit** ran fast.

rab + **bit** = **rabbit**

B. Write two sentences. Use the word *muffin* in one sentence.

Use the word *rabbit* in the other. **Possible answers:**

5. **I ate a big muffin.**

6. **I like my white rabbit.**

Name _____

liquid gallons streams useful tap machines

A. Vocabulary Words Write the word that best completes each sentence.

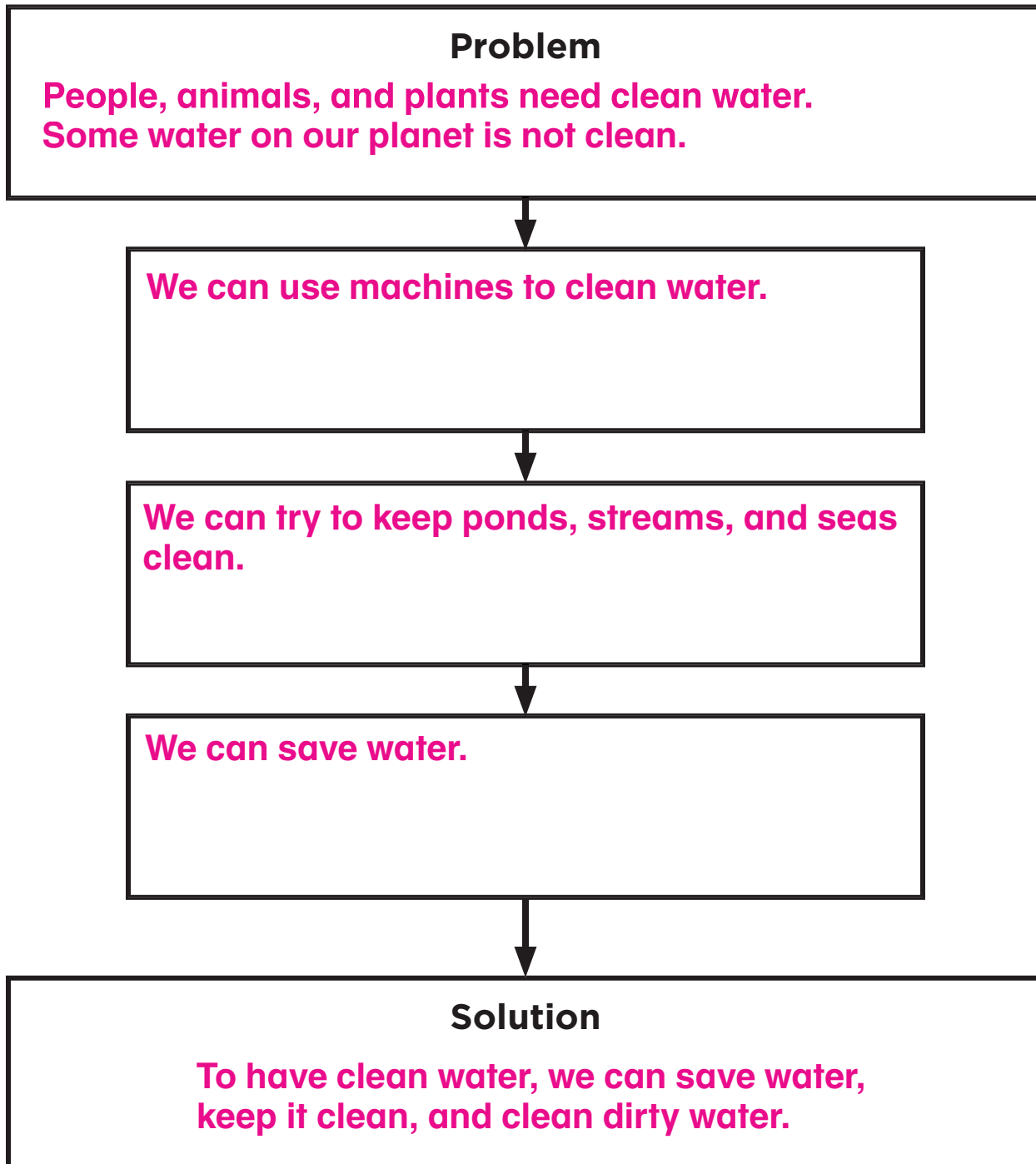
1. Milk is a liquid we drink.
2. Turn on the tap to wash your hands.
3. Streams flow into the sea.
4. You may use 40 gallons when you take a bath.
5. Those washing machines are noisy!
6. A recipe is useful when we are baking.

B. Vocabulary Strategy: Word Parts Complete the word in each sentence with the right suffix in ().

1. This box will be use ful (ful, ly) to keep pens in.
2. The dog had no place to sleep or eat. The dog was home less (ful, less).
3. I feel hope ful (ly, ful) that I will pass my test.
4. It is hard to ride a bike slow ly (less, ly) .

Name _____

As you read “Be Smart: Save Water!,” fill in the Problem and Solution Chart.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

The Plastic Problem

Plastic bags and bottles are a big problem on Earth. A lot of plastic bags and bottles end up as trash. There is plastic trash in parks. Plastic trash gets in streams, as well. And there is a large patch of plastic trash in the sea. That patch is the size of Texas!

How can we solve this harmful problem? The hard part is changing habits. Try not to use plastic bags. Take a cloth or canvas bag when shopping. You can reuse bags, as well. If you buy water in a plastic bottle, don't discard the bottle. Recycle it. Be smart and take water in a metal bottle. The less plastic we use, the less harm we bring to our planet.

1. Circle the words that have the *ar* sound in *dark*.
2. Underline each word that has two closed syllables.
3. Why are plastic bags and bottles a problem for us?

A lot of plastic bags and bottles end up as trash.

4. How can we solve this problem?

We can use cloth or canvas bags and metal bottles and not use plastic.

5. Bodies of flowing water are streams.
plastic parks streams



Name _____

To help you plan your writing, fill out a story map.

Character

Setting

Beginning



Middle



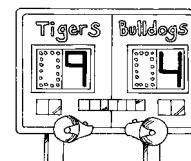
End

Name _____

When the letters *or* are together, they make the sound /ôr/, as in *corn* and *sore*.

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

1. The score is in the Tigers' favor.
chart score shy



2. I will clean up before I play with Steve.
bark reach before



3. I ride the horse at camp.
horse hoe card

4. Every morning I go for a run with my dad.
say morning dream



5. We sat on the porch to feel the breeze.
patch throne porch

6. When the storm was over, we picked up the branches.
storm scratch cart



7. I see the best bike in the store window!
stone store read

B. Go back. Underline the letters that make the /ôr/ sound in the answers.

Name _____

A. Have a partner time you as you read the passage.**Record your scores below.**

15 Nan and her pals are part of the Helping Hands Club. In this club, kids
help others in a lot of ways.

22 The Helping Hands kids make money by cleaning cars. Then the club
34 buys supplies for projects that will help people.

42 Kids in the club make get well cards to cheer up sick children. They
56 teach little kids to read.

61 Why did the kids start the Helping Hands Club? "A lot of children do
74 not have toys or books," Nan told her pals. "We can help." 87

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

B. Partners Use this 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 speed and tempo	<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 **contraction** is a short way of writing two words. An apostrophe (') replaces the letters that are removed. For example, *he will* becomes **he'll**.

A. Draw a line to match each phrase with its contraction.

I am	you're
he is	she'll
you are	I'm
they have	we're
she will	he's
we are	they've

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

1. I think you are going to like my song.

you're

2. I wonder if we are having art class this week.

we're

3. Ask her if she will help us.

she'll

4. I am going to finish reading this tale after supper.

I'm

5. Bob will tell us if he is going to be late.

he's

6. I hope they have packed snacks.

they've

Name _____

agreed

chore

collect

supplies

projects

A. Vocabulary Words Write the word from the box that best completes each sentence.

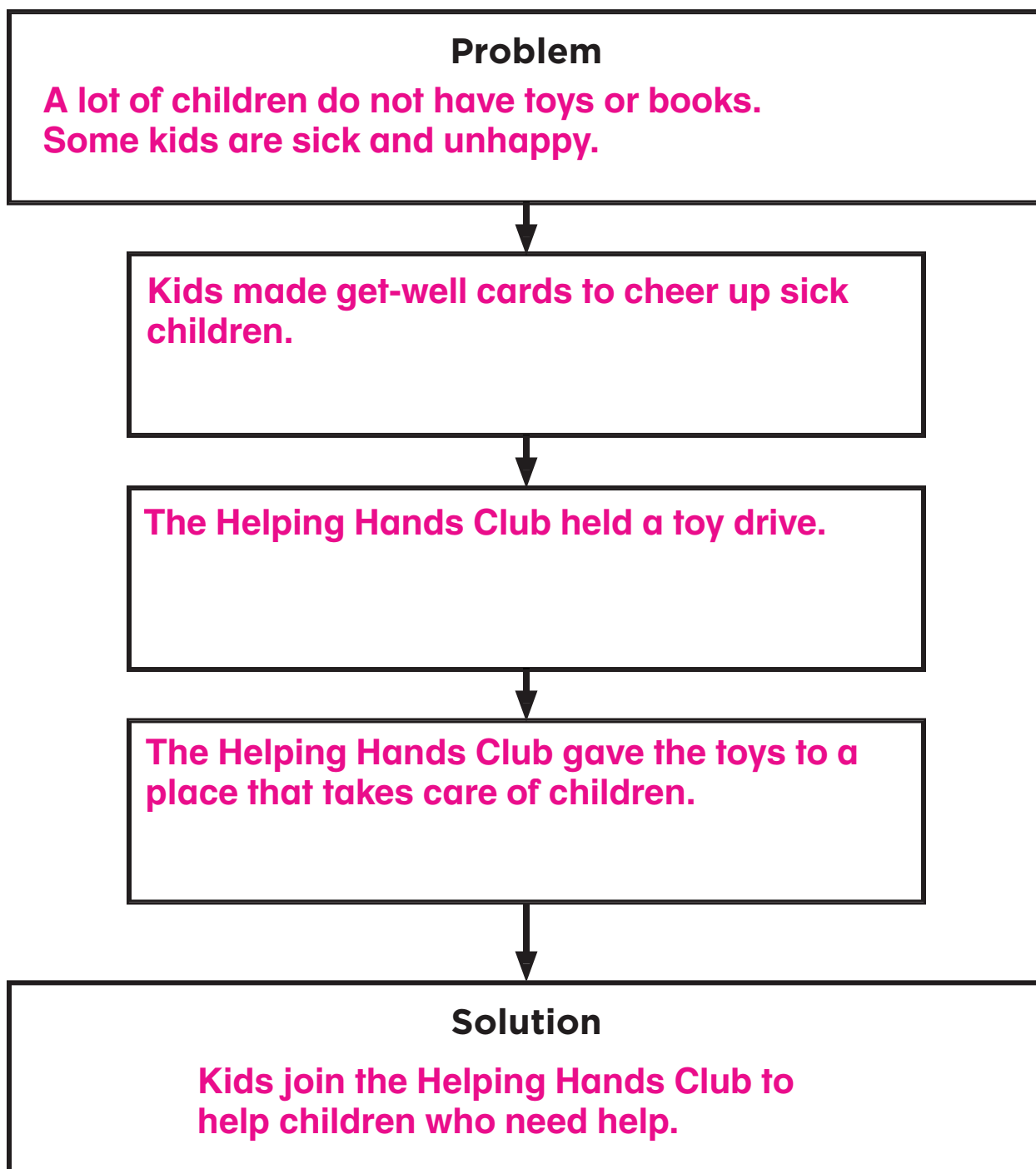
1. Mom agreed to let us get a puppy.
2. My chore was to feed the pup.
3. We can get supplies for our pet at the pet store.
4. I will collect things to make a bed for the puppy.
5. I like to do projects and make things.

B. Vocabulary Strategy: Word Parts Complete the word in each sentence with the right prefix in ().

1. He was (un, re) un happy when he lost his backpack.
2. I will (un, re) re send the email so you can read it.
3. Dad needs to (un, pre) pre heat the oven before we bake.
4. Never (pre, mis) mis treat a pet or it may bite you.
5. Please help me (mis, un) un tie this knot.

Name _____

As you read “Helping Hands,” fill in the Problem and Solution Chart.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Snow Day

“We’ve had six inches of snow this morning,” said Dad. “It’s a big storm!”

Dora and Mark ran out to make a snow fort. Then they saw Mrs. Ford, who lived next to them. She was standing on her porch.

“I’ve got to take my cat to the vet.” Mrs. Ford gazed at her driveway full of snow.

Dora and Mark wanted to play, but they said, “We’ll help!”

Dora ran to collect the snow shovels. Mark and Dora piled up all the snow on the side of the driveway in a short time.

Mrs. Ford thanked them. “You’ve done this hard chore so fast!”

“It wasn’t so hard,” Dora smiled.

Mark agreed. “It was more fun than making a fort!”

1. Underline words in the passage that have the sound of *or* in *for*.
2. Circle the contractions in the passage.
3. What is Mrs. Ford’s problem?

Her driveway is full of snow.

4. How do Dora and Mark solve the problem?

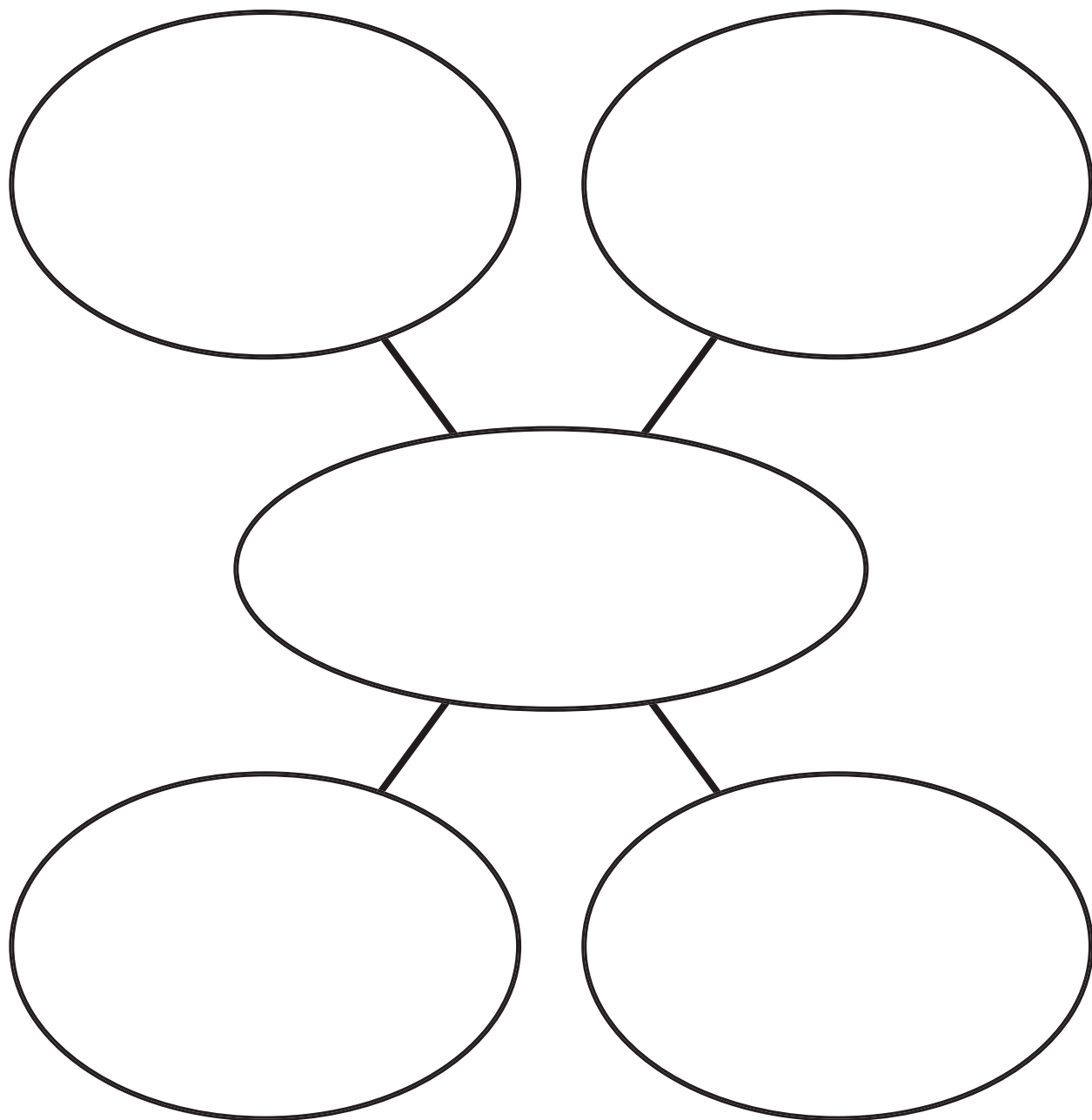
They shovel the snow.

5. When Mark agreed with Dora, he felt the same.
felt the same had more fun helped Dora



Name _____

To help you plan your writing, fill out a character web.



Name _____

When the letters *er*, *ir*, or *ur* work together, they make the vowel sound *ûr*, as in *her*, *third*, and *curl*.

A. Underline the letters that make the *ûr* sound in the words below.

perfect

germ

stir

shirt

girls

first

bird

dirty

turn

curb

B. Use the words above to complete the sentences. Fill in the missing letters. Circle the letters that make the *ûr* sound in your answers.

1. Watch for cars when you step off the cûrb.
2. A germ will make you sick.
3. If you tûrn this way, you can see me better.
4. Jules got his shirt dirty.
5. I know the perfect gift for my sister.
6. Do you see the bird in its nest?
7. This class has more girls than boys.
8. Use this beater to stir the batter.
9. I wiped my dirty feet on the bath mat.
10. Josh was the first kid in line at lunch.

Name _____

A. Use this passage to perform a choral reading or Readers Theater.

- Group 1:** A bird perched on a shady branch.
- 7 **Group 2:** Along came a squirrel. "I'm bored!" he said.
- 15 **Group 1:** "I'm never bored," said the perky bird.
- 22 **Group 2:** "I wonder why?" asked the squirrel.
- 28 **Group 1:** "Because I can fly to any tree I like," said the bird.
- 40 **Group 2:** The squirrel perked up. "Well, I can run fast and go up
52 trees," he said.
- 55 **Group 1:** "Perfect!" said the bird. "Let's race to the other side of
66 the forest."
- 68 **Group 2:** "You'd better hurry," said the squirrel as he ran down the
79 tree. "I plan to get there first!" 86

B. Read these silly sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).

1. The bird made a stir when she saw the cat creep close.//
2. The nurse got a scarf,/ a shirt,/ and a skirt.//
3. Is this gerbil Kurt's,/ or does it belong to Bert?//
4. Wow!// The girl's bird won first place.//
5. Do you want some dessert?// How about some sherbet?//



Name _____

Some syllables have the **r-controlled vowels** *ar, or, er, ir,* and *ur*. Example: *artist, under, morning, circus, turkey*

A. Underline the word that has two syllables. Write the syllables. Circle the syllable with the r-controlled vowel in your answers.

Example: sparkle scar sparkle

- | | | | |
|-------------------|----------------|---------------|-------------|
| 1. arch | <u>harmful</u> | <u>harm</u> | <u>ful</u> |
| 2. wore | <u>normal</u> | <u>nor</u> | <u>mal</u> |
| 3. <u>concert</u> | stern | <u>con</u> | <u>cert</u> |
| 4. <u>squirmy</u> | twirl | <u>squirm</u> | <u>y</u> |
| 5. spurt | <u>purple</u> | <u>pur</u> | <u>ple</u> |
| 6. herd | <u>winter</u> | <u>win</u> | <u>ter</u> |

B. Fill in each blank with the word from above that makes sense. Circle the r-controlled vowel in your answers.

1. My little brother gets squirmy if he sits a long time.
2. A helmet can make riding a bicycle less harmful.
3. My favorite color is purple.
4. We have tickets to the concert tonight.
5. My dog is a normal pet except for his funny tricks.

Name _____

bored between shady wonder perked up

A. Vocabulary Words Write the word or words that best complete each sentence.

- The letter B is between A and C.
- Kate perked up when she got an idea.
- It is shady under the oak tree.
- The girls wonder where frogs go to sleep.
- I don't get bored when I am making art projects.

B. Vocabulary Strategy: Synonyms Write the letter of the synonym that matches each word in bold type.

- My **chore** is to wash the dishes. c a. hot
- Let's find a **spot** to make a fort. e b. collect
- The baby has **tiny** feet. d c. job
- It is **warm** in the sun. a d. little
- The kids **gather** planks to make a fort. b e. place

Name _____

As you read “The Perfect Fort,” fill in the Sequence Chart.

Kate, Jack, and Cora decide to make a fort.



As they make their fort, they see other kids making a fort.



Kate, Jack, and Cora finish their fort and sit in it as it rains.



Kate, Jack, and Cora meet the other kids and decide to make the perfect fort together.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Herb's Perfect Place

Herb and his five sisters live with Mom and Dad in a little home with a cat, turtle, and bird. Herb thinks he'd like to make a getaway just for himself.

One morning, Mom yells, "Herb, we got a clothes dryer this morning. Will you put the box on the curb?"

Herb perks up. He has a plan. He asks, "May I have the box?" Mom says yes.

First Herb drags the box into a shady spot in the back yard. Then he paints Do Not Disturb on one side. He makes the inside cozy with soft pillows. Next he gets a pad and pencils. He sits inside his box and sketches.

"At last I have the perfect place," Herb exclaims.

1. Underline words in the passage that have the sound of *ur* in *turn* (*er*, *ir*, *ur*).
2. Circle the two-syllable words with *r*-controlled vowels.
3. What is the first thing Herb does with the box?

He drags it into a shady spot in the back yard.

4. What does Herb do inside the box?

He sketches.

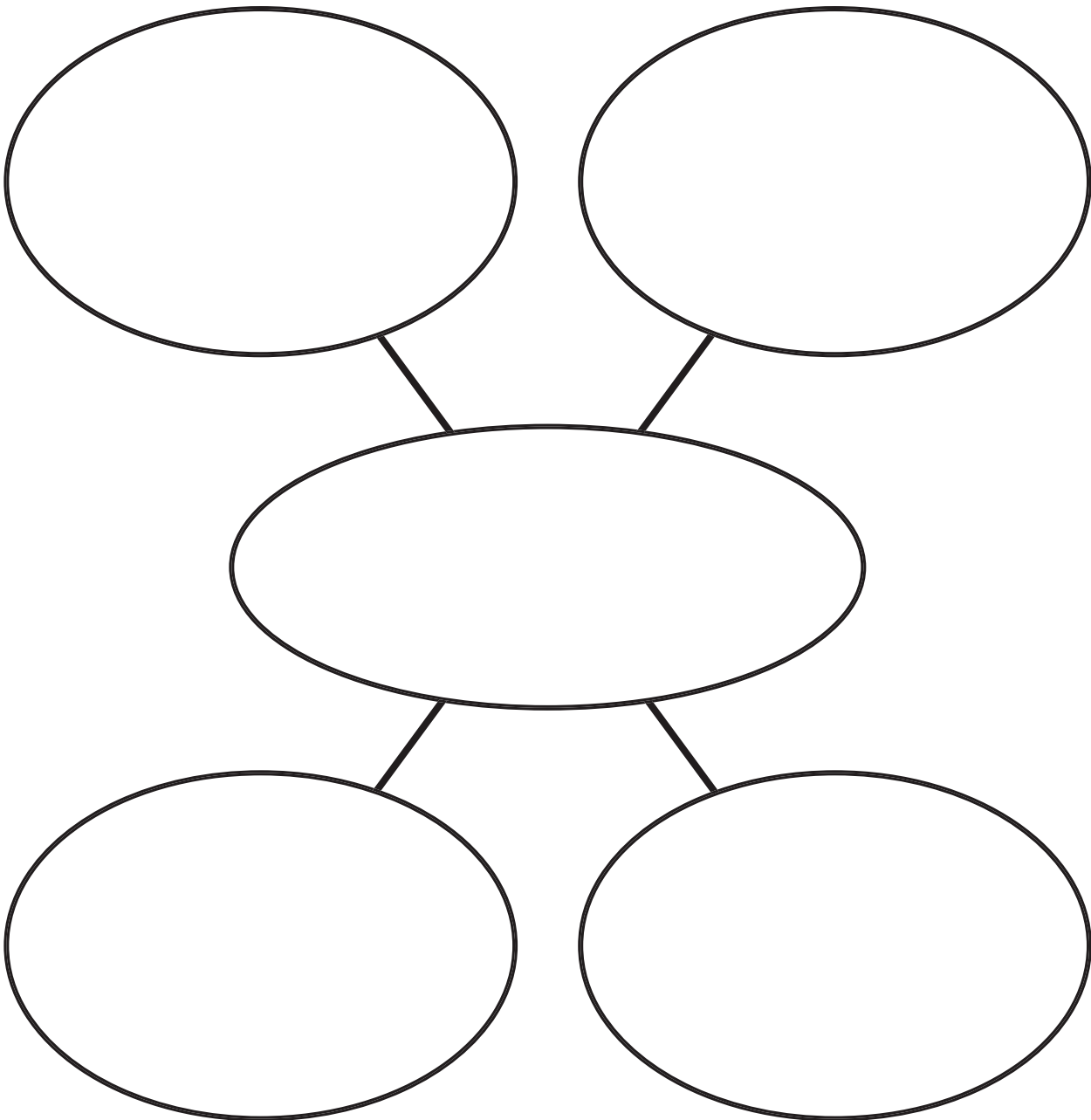
5. A shady spot might be under a tree .

under a tree in the sun away from others



Name _____

To help you plan your writing, fill out an idea web.



Name _____

Read the passage. Then complete the questions.**Problems with Cars**

Cars are useful, but they can make problems.

Car engines send out smoke and fumes that make the air unclean. This is a big problem. We may not see the smoke and fumes, but they harm plants, animals, and people. We can fix this problem by **making cars that don't make the air bad.**

When a lot of cars are on a road, there can be traffic jams. This is a problem. People waste time and can be late to school or jobs. When we take buses and trains, ride bikes, or walk, we don't drive cars. Then we can stop having traffic jams.

We have a lot of roads. Roads take up space that could be used for parks, farms, or homes. If we take buses and trains, we do not need to keep making roads. We can fix the roads we have.

1. Why are smoke and fumes from cars a big problem? Underline the problem.
2. Draw a box around the solution for unclean air.
3. How can we solve the problem made by traffic jams?

**We can take buses and trains, ride bikes, or
walk, so we are not driving cars.**

Name _____

Read the passage. Then complete the questions.

The Red Hat

Flora and Bart want to buy Mom a red hat. The hat costs \$12.00. Flora and Bart have saved \$6.50.

“We need to make \$5.50,” said Flora. “We can bake cupcakes and sell them.”

Bart warned Flora, “I can’t bake!”

Flora told him, “You can still help me.”

Flora and Bart went to work. Flora mixed milk, eggs, and cake mix together. Bart scraped the batter into the cupcake pan. When the cupcakes were baked, the kids sold them to their pals. At last they had \$12.00.

“Let’s go get the hat,” said Bart. “And we can tell Mom that now I can bake!”

1. Underline Flora and Bart’s problem at the beginning of the story.
2. Draw a box around Bart’s problem.
3. How did Flora and Bart solve both problems?

**Bart helped Flora bake cupcakes to make
money for Mom’s hat.**

Name _____

Read the passage. Then complete the questions.**A Fine Fort**

“Let’s make a tree fort,” Cora said. “We can set it up between the three trees in the back yard.”

First, they collected things. Cora hunted for old sheets and boxes. Bert picked up slim rope and a plank in Dad’s shop.

Then, Cora and Bert stretched a sheet between two trees. Cora tied the sheet to the trees with rope. The sheet was one wall of the fort. They made three walls in all.

Next, they fixed up the inside of the fort. Cora placed the plank on the boxes to make a bench. After that, Bert ran in and got snacks.

At last, Mom came to see. “That’s a fine fort!” she told them.

1. Underline these clue words or phrases that show you the sequence of events:

first**then****next****at last**

2. What did Cora and Bert do first?

They collected things to make the fort.

3. What did Cora and Bert do after making the walls?

They fixed up the inside of the fort. They made a bench with a plank.

Name _____

**A. Underline words with *scr*, *spl*, *str*, *thr*. Circle words with *kn* or *wr*.
Sort the words with a vowel + *r* on the lines below.**

before bark storm dirty strap fur splash smart
perfect write scrape scream three stir harm know

or, ore before, storm

ar bark, smart, harm

er, ir, ur dirty, perfect, fur, stir

B. Complete each section.

1. Write the abbreviation or contraction next to the word or words it stands for.

Dr. Mr. I'm pt.
pint pt. Doctor Dr. Mister Mr. I am I'm

2. Draw a line between the syllables.

basket rabbit chicken grumble plastic

3. Circle the words that have a syllable with a vowel + *r*, as in *party*, *storming*, *before*, *hermit*, *dirty*, *turning*.

better respect perfect garlic churning
gravy forty circus preheat restore

Name _____

An **open syllable** ends with vowel and has a long vowel sound, as in *paper*.

A. Underline the long vowel sound in the first syllable of each word.

delight even bacon tiger music protest
 photo sofa paper pony filing taken

B. Draw a line under the word with a long vowel sound in the first syllable. Draw a line between the syllables of each word. Circle the open syllable in your answers.

Example: My sister is filing her nails. fi/ling

1. Is this seat taken? ta/ken
2. Lil and her mom sat on the sofa. so/fa
3. Dot eats eggs and bacon. ba/con
4. Clap your hands in time to the music. mu/sic

C. Underline the word in each pair that has an open first syllable. Write the word on the line. Circle the open syllable in your answers.

1. crazy gotten crazy
2. jacket joking joking
3. silent pillow silent
4. human pilgrim human

Name _____

A. As you read, pay attention to end punctuation and intonation.

13 All animals have life cycles. A life cycle is the way an animal changes
26 as it grows. Some babies only change in size and color. Other babies change
in shape, too.

31 A butterfly changes a lot during its life cycle. It begins as a tiny egg. A
46 caterpillar hatches from the egg. It eats leaves and grows.

57 Then the caterpillar makes a hard case around itself. Inside the hard
69 case, it changes over time. When it comes out, it is a butterfly with wings.
84 Then the butterfly lays eggs, and the life cycle starts over. 95

**B. Read these words to yourself. Then have your partner time you.
Do it two more times to see if you can beat your score!**

frozen	diner	total	port	expert
tiny	silent	local	hurt	shirt
final	crazy	tulip	porch	burst
baby	cocoa	spiral	dirt	short
music	human	lazy	alert	harmful

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

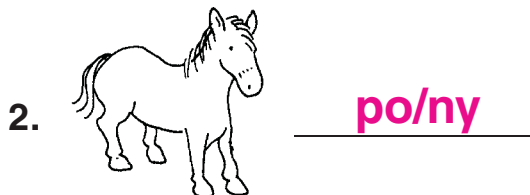
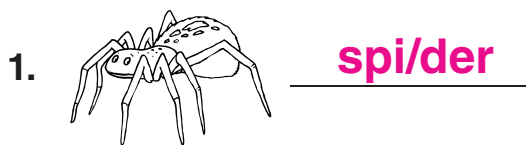
When the first syllable of a word ends with a vowel, it has the long vowel sound, as in **frozen**.

A. Divide these words into two syllables. Circle the syllable with the long vowel sound in your answers.

Example: hazy ha/zy

- | | | | |
|-----------|----------------|------------|-----------------|
| 1. behind | <u>be/hind</u> | 5. begin | <u>be/gin</u> |
| 2. broken | <u>bro/ken</u> | 6. pretend | <u>pre/tend</u> |
| 3. stable | <u>sta/ble</u> | 7. return | <u>re/turn</u> |
| 4. human | <u>hu/man</u> | 8. beyond | <u>be/yond</u> |

B. Write a two-syllable word to name each picture. The first syllable must end with an open vowel sound. Draw a line between the syllables.



Name _____

changes hatch surface adult cycle shrink

A. Vocabulary Words Write the word that best completes each sentence.

1. My sister is a kid, but Mom is an **adult**.
2. When hens' eggs **hatch**, chicks come out of the shells.
3. A baby **changes** quickly as she grows.
4. The boat floats on the **surface** of the lake.
5. The hot sun made the snowman melt and **shrink**.
6. A life **cycle** is the way an animal changes as it grows.

B. Vocabulary Strategy: Homographs Write the letter of the meaning that matches each word in bold type. Use context clues in the sentences.

- | | |
|---|-----------------------------|
| 1. Please open the hatch on the boat.
_____ b _____ | a. to come out of |
| 2. Chicks hatch from eggs. _____ a _____ | b. opening on a ship's deck |
| 3. We keep the rake and hoe in the shed . _____ c _____ | c. a small building or hut |
| 4. A snake will shed its old skin and grow another. _____ d _____ | d. to drop or get rid of |

Name _____

As you read “Animals Change Shape,” fill in the Main Idea Chart.

<p>Detail</p> <p>A caterpillar hatches from an egg.</p>
<p>Detail</p> <p>The caterpillar makes a hard case around itself.</p>
<p>Detail</p> <p>It comes out of the hard case as a butterfly with wings.</p>
<p>Main Idea</p> <p>A butterfly changes a lot during its life cycle.</p>

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Bird Nests

Birds' nests provide a safe place for eggs and babies. Nests protect the eggs. Nests keep babies safe from hungry animals and from rain or storms. Birds make nests in secret places, such as between branches in a tree.

The female, or mom, lays eggs in the nest. She sits on the eggs to keep them safe and warm. When the eggs hatch, the tiny babies have no feathers. They cannot fly, but they are hungry. The mom and dad birds are busy, feeding and protecting the babies in the nest.

The babies leave the nest when they can fly. The time for the nest is over until next year, when the nesting cycle begins again.

1. Circle the words with long vowels in open syllables. Draw a line (|) to divide the syllables.
2. What is the main idea of the passage?

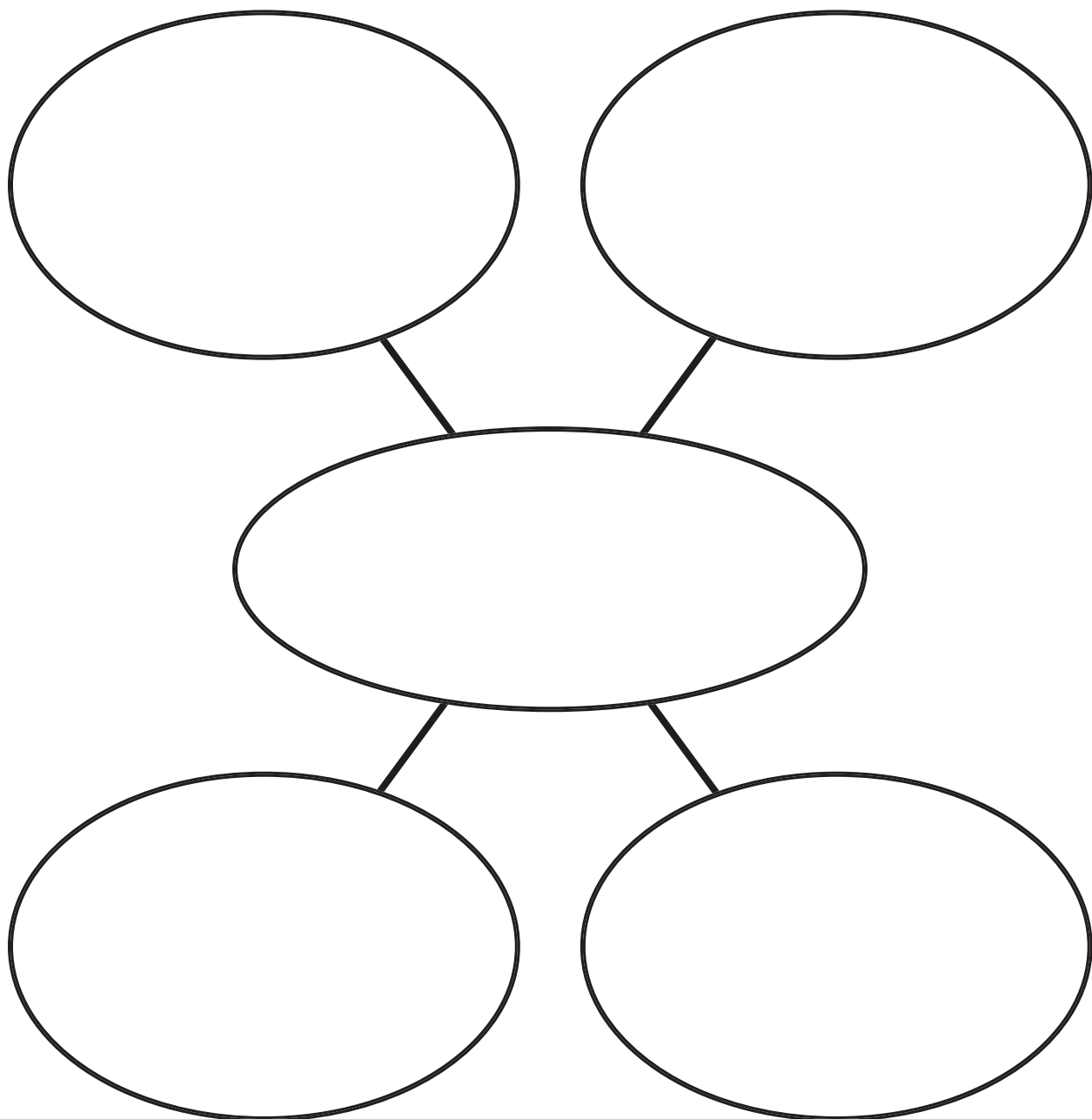
Birds' nests provide a safe place for eggs and babies.

3. How do birds use a nest to help raise a family? Underline five details.
4. Hatch means come out of an egg.
a nest an egg a cycle



Name _____

To help you plan your writing, fill out an idea web.



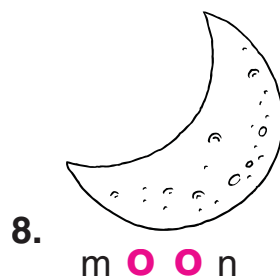
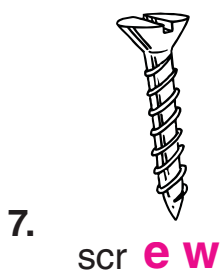
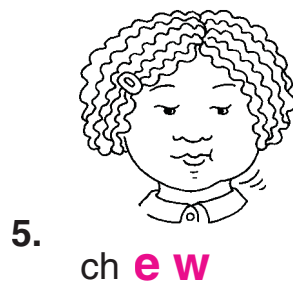
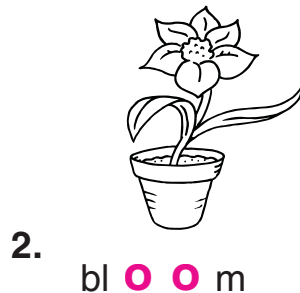
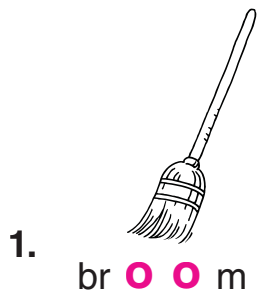
Name _____

The vowel sound /ü/ can be spelled with the letters *oo* and *ew*, as in *crew* and *boot*.

A. Underline the /ü/ digraph in the words below.

flew tool slip new cool quick
 flow drew dew few crab roof

B. Write oo or ew to complete each picture name.



Name _____

A. Have a partner time you as you read the passage.**Record your scores below.**

12 What was the most important thing that ever happened for flight? It
was making a paper bag float in air.

20 This is what happened. Two French men held a paper bag over a
33 fire in a kitchen. The bag filled with hot air and it lifted up.

47 The men felt the bag was proof people could fly. They made a huge
61 balloon and filled it with hot air. The first test flight had no crew.

75 In 1783, a duck, a rooster, and a sheep rode in a balloon. The
89 animals came back safely. 93

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

B. Partners Use this 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 pauses and stops	<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 **suffix** is a word part added to the end of a base word. It changes the word's meaning. The suffix *-ly* means *in a certain way*.

Example: sick + **ly** = sickly, in a sick way

A. Look at the word in bold. Then add the suffix *-ly* to answer the question.

Example:

Janna was **sad** when she spoke to me.

How did Janna speak to me? Janna spoke to me sadly.

1. The fire was **bright** as it blazed.

How did the fire blaze?

The fire blazed brightly.

2. Ella was **shy** when she sang.

How did Ella sing?

Ella sang shyly.

3. Matt was **kind** to his kid sister.

How did Matt treat his kid sister?

Matt treated his kid sister kindly.

4. I was **brave** when I petted the big dog. How did I pet the big dog?

I petted the big dog bravely.

B. Write two sentences about animals. Use a word with the suffix *-ly* in each sentence. One animal is *sweet*, and the other is *quick*.

Answers will vary. Possible answers include:

1. The cat purred sweetly.

2. The fox ran quickly.

Name _____

air crew traveled designs interest pilot

A. Vocabulary Words Write the word that best completes each sentence.

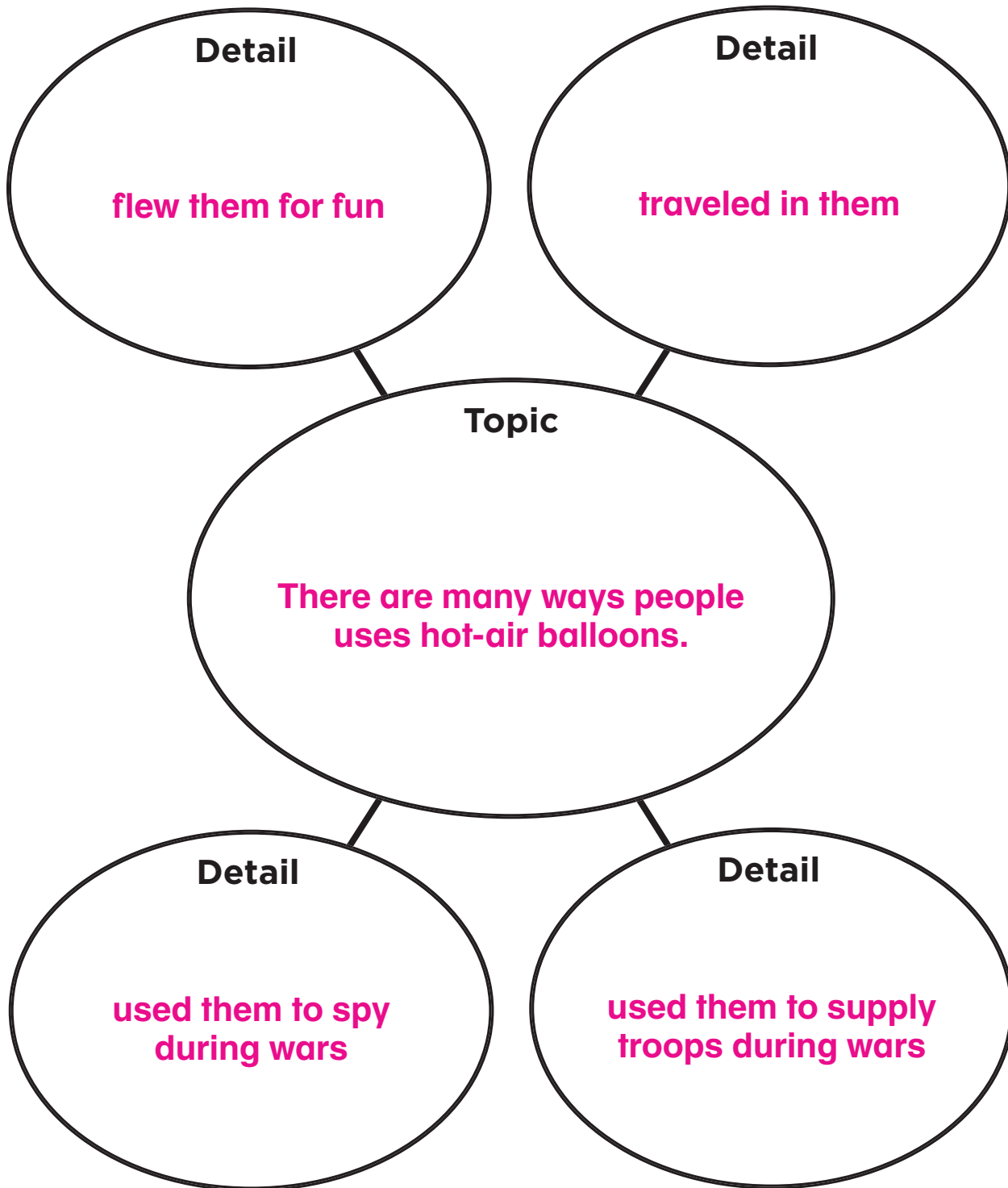
- The **crew** members help run the ship.
- Jan has an **interest** in flying.
- A **pilot** is a person who flies a plane.
- Birds fly in the **air**.
- The **designs** on the carpets were shapes and stripes.
- My mom has **traveled** on a jet.

B. Vocabulary Strategy: Homophones Write the letter of the meaning that matches each word in bold type. Use context clues in the sentences.

- I got sick with the **flu**. **b**
 - traveled in the air
 - an illness
 - a place to cast a vote
 - a tall, smooth bar or beam
- The pilot **flew** high in the air. **a**
- We go to the **polls** to vote. **c**
- Dad set up **poles** to make the fence. **d**

Name _____

As you read "Hot-Air Balloons," fill in the Description Web.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Big Bend Balloon Bash

At the Big Bend Balloon Bash you can watch a lot of events, including prep time and flight.

Prep time is when crews prepare the hot-air balloons for flight. For example, crew members must do a lot of jobs, such as fill the balloon with cool air and then heat the air so the balloon will rise. Prep time is fun to watch and you learn new things, too.

Everyone watches the flight, which includes the balloons slowly lifting up and flying smoothly in the sky. The brightly colored balloons have fun designs, such as one balloon that has the moon and stars like the night sky.

1. Underline words in the passage with the vowel sound in *soon*.
2. Circle the words in the passage that end with the suffix *-ly*.
3. What details describe what the crew members do?

They fill the balloon with cool air and then heat the air so the balloon will rise.

4. What details describe the flight of the hot-air balloons?

The balloons slowly lift up and fly smoothly in the sky.

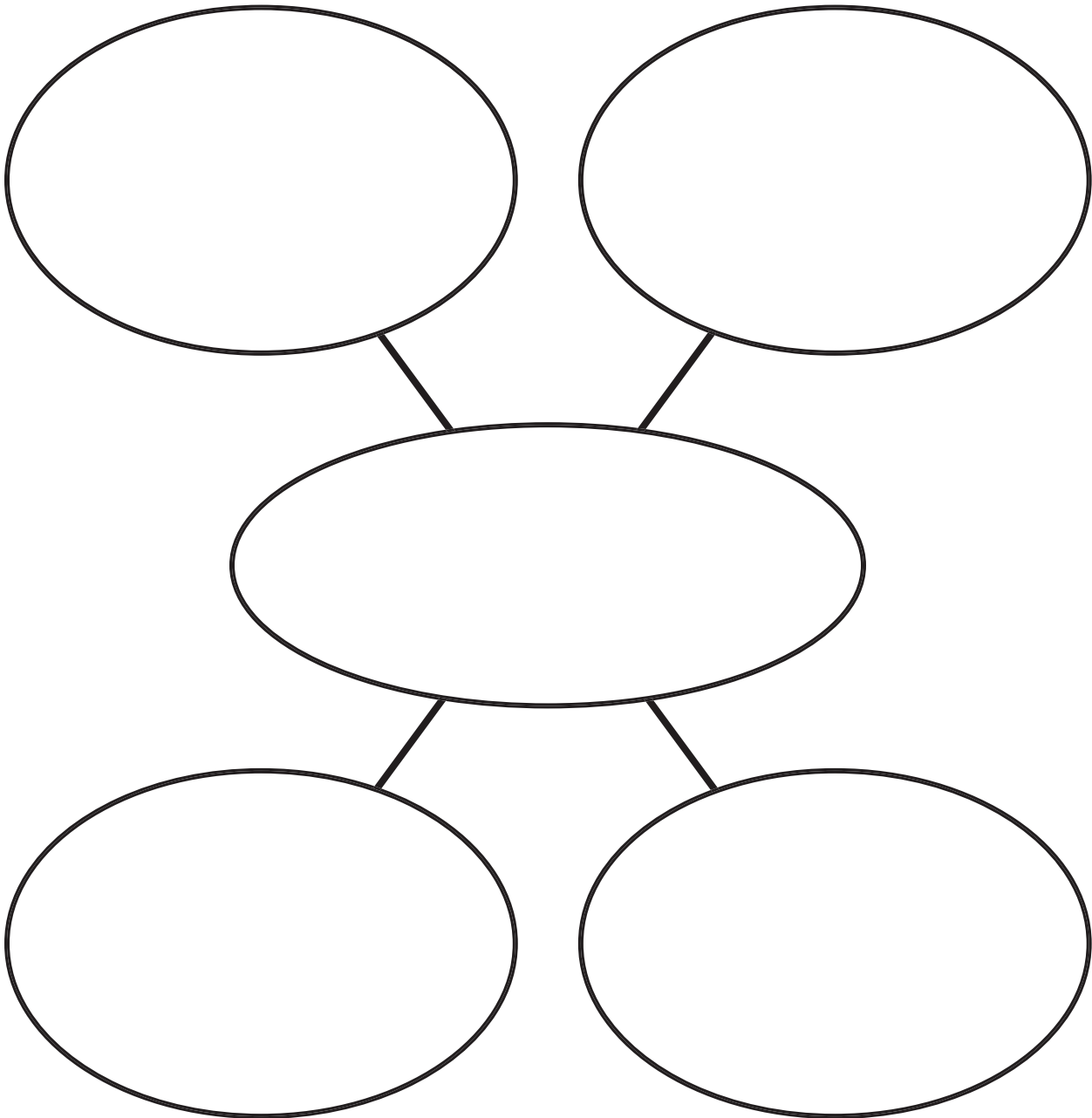
5. Shapes and colors that decorate something are designs.

balloons crews designs



Name _____

To help you plan your writing, fill out an idea web.



Name _____

Read the passage. Then answer the questions.**Red Foxes Grow Up**

Red foxes grow up fast. Baby red foxes are born in the spring.

At first the mom and dad feed the babies, or kits. In summer, the parents show the kits how to hunt. By fall, the baby foxes are grown up and leave home.

Red foxes change a little as they get bigger. As babies, red foxes have gray fur. A red fur coat grows in by the end of the first month. Baby foxes are born blind but open their eyes in nine or ten days. At first the kits live in a den, which is a hole in the ground. Soon they go outside to play, eat, and practice hunting.

1. Underline three details that tell how red foxes grow up.
2. Draw a box around the main idea of the first paragraph.
3. List three details that tell how red foxes change.

Baby foxes' fur changes from gray to red. Their eyes open in nine or ten days. At first they stay in a den, and then they go outside.

What is the main idea of the second paragraph?

Red foxes change a little as they get bigger.

Name _____

Read the passage. Then answer the questions.**The Hot-Air Balloon Crew**

A pilot flies a hot-air balloon. But a pilot needs a crew in order to fly. The crew has jobs during all parts of the flight, including preparing the balloon, following it as it flies, and finishing up.

To prepare, for example, crew members use a fan to inflate the balloon, or fill it with air. Then they use a burner to heat the air, so the balloon will rise.

When the balloon flies, crew members follow it in a car. This task includes keeping track of the balloon and finding roads to drive on as they follow.

At the end of the flight, the crew does a lot of things, such as help with the landing and packing up the balloon.

- Underline the signal words in the passage that show the author is using description.
including for example includes such as
- Draw a box around the details that describe what the crew does at the end of the flight.
- What topic does this passage describe?

Hot-air balloon crew members' tasks.

Name _____

The vowel sound /ù/ is spelled **oo** or **ou**, as in *book* or *should*.

A. Underline the vowel /ù/ sound in the words below.

could took crook hood hook
wood would bookcase look stood

B. Use the words from above to complete the sentences. Circle the vowel /ù/ in your answers.

1. My ruler is made of wood.
2. Look for cars when you cross the street.
3. Dad hung his coat on the hook.
4. Ali took his dog for a run.
5. I keep my books in a bookcase.
6. I would if I could.
7. Mark kept dry under his hood.

Name _____

A. As you read, pay attention to word accuracy.

11 Dolores Huerta looked at her class. Some children looked sleepy and
hungry. They had no shoes.

16 Dolores sighed. These were the children of farmhands. Dolores knew
26 childhood was hard for them.

31 Farmhands move a lot. They pick crops on farms. Then they go to
44 jobs at the next farm. As a result, the children cannot stay in the same
59 school.

60 Often the kids were behind in reading and math. They could not
72 learn basic skills because they switched schools a lot.

81 Dolores liked her job as a teacher. But she felt she had to help
95 more farmhands and their kids. 100

B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!

crew	balloon	grew	wood	super
soon	drew	pool	human	could
flew	news	boom	brook	silent
smooth	troop	chew	rising	clothing
would	few	droop	stood	notebook

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

Add the letter *s* to most nouns to make them plural. If a noun ends in *s*, *ss*, *x*, *ch*, or *sh*, add *-es*. If the word ends in consonant + *y*, change the *y* to *i* and add *-es*.

Example: can/cans, fox/foxes, kitty/kitties

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

1. I picked up ten **boxes**.

box + **es** = **boxes**

2. The fox's **babies** hid in the bushes.

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

3. Six *families* went to the picnic.

 family - **y** + **i + es** = **families**

4. We packed five lunch **bags**.

 bag + **s** = **bags**

B. Add -s or -es to the bold words to make them plural. Write the new words on the lines. Watch out for spelling changes.

1. We will go on a trip to seven **city**. **cities**

2. Jan gave the baby twenty **kiss**. **kisses**

3. Jed has a lot of **pet**. **pets**

4. The rabbit had a dozen baby **bunny**. **bunnies**

5. We saw three **fox**. **foxes**

Name _____

important difficult united childhood laws basic

A. Vocabulary Words Write the word that best completes each sentence.

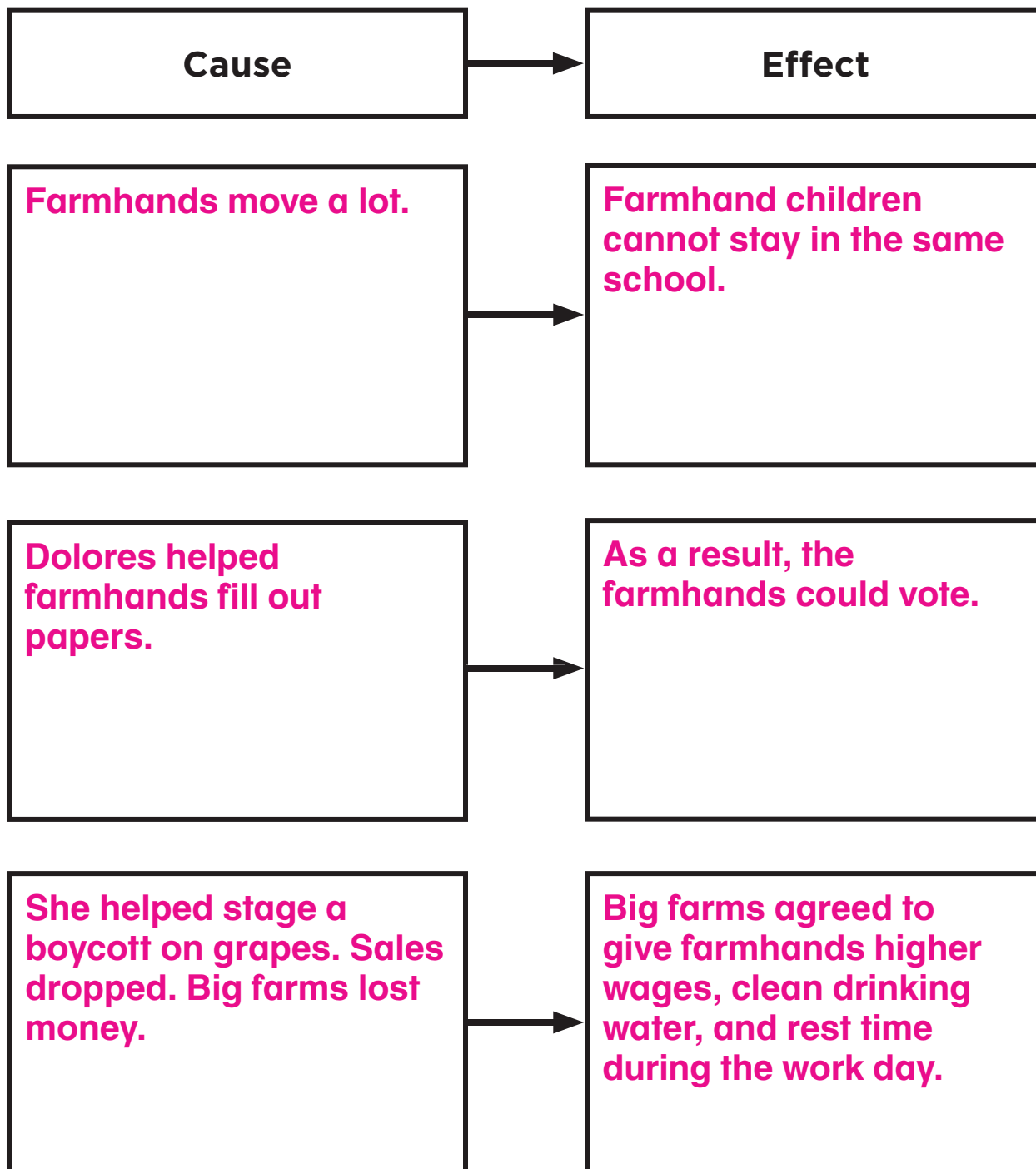
- The children **united** to clean up the park.
- It is **important** to brush your teeth.
- The **laws** tell people to use seat belts in a car.
- Reading and writing are **basic** skills.
- It can be **difficult** to ride a bike up a hill.
- Mom spent her **childhood** on a farm.

B. Vocabulary Strategy: Synonyms Write the letter of the synonym that matches each word in bold type.

- | | |
|---|------------|
| 1. It is important to follow laws .
_____ b _____ | a. grownup |
| 2. The teacher is an adult . _____ a _____ | b. rules |
| 3. My chores are cleaning my room and feeding the cat. _____ d _____ | c. sticks |
| 4. We picked up twigs and branches to help make a fire. _____ c _____ | d. jobs |

Name _____

As you read “Dolores Huerta: She Took a Stand,” fill in the Cause and Effect Chart.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions below.

Lewis Hine

Lewis Hine was a teacher. He felt sad because a lot of kids could not go to school. Their families needed cash, so these kids had jobs. In 1907 Lewis began taking photos of kids at difficult jobs.

Because kids had jobs, they could not learn to read and write. Kids with jobs could not find a better way to live when they grew up. Bosses did not treat kids well, so kids could get sick or hurt at jobs too. These kids had hard childhoods.

Lewis took photos to help working kids. He felt people should look and see how bad the jobs were. And he was right. Because of Lewis' photos, the government passed laws to protect children.

1. Underline the words in the passage with the vowel sound in *book*.
2. Circle the plural words that end in *-s*, *-es*, or *-ies*.
3. Why couldn't kids learn how to read and write?

The kids could not go to school.

4. What happened because of Lewis' photos?

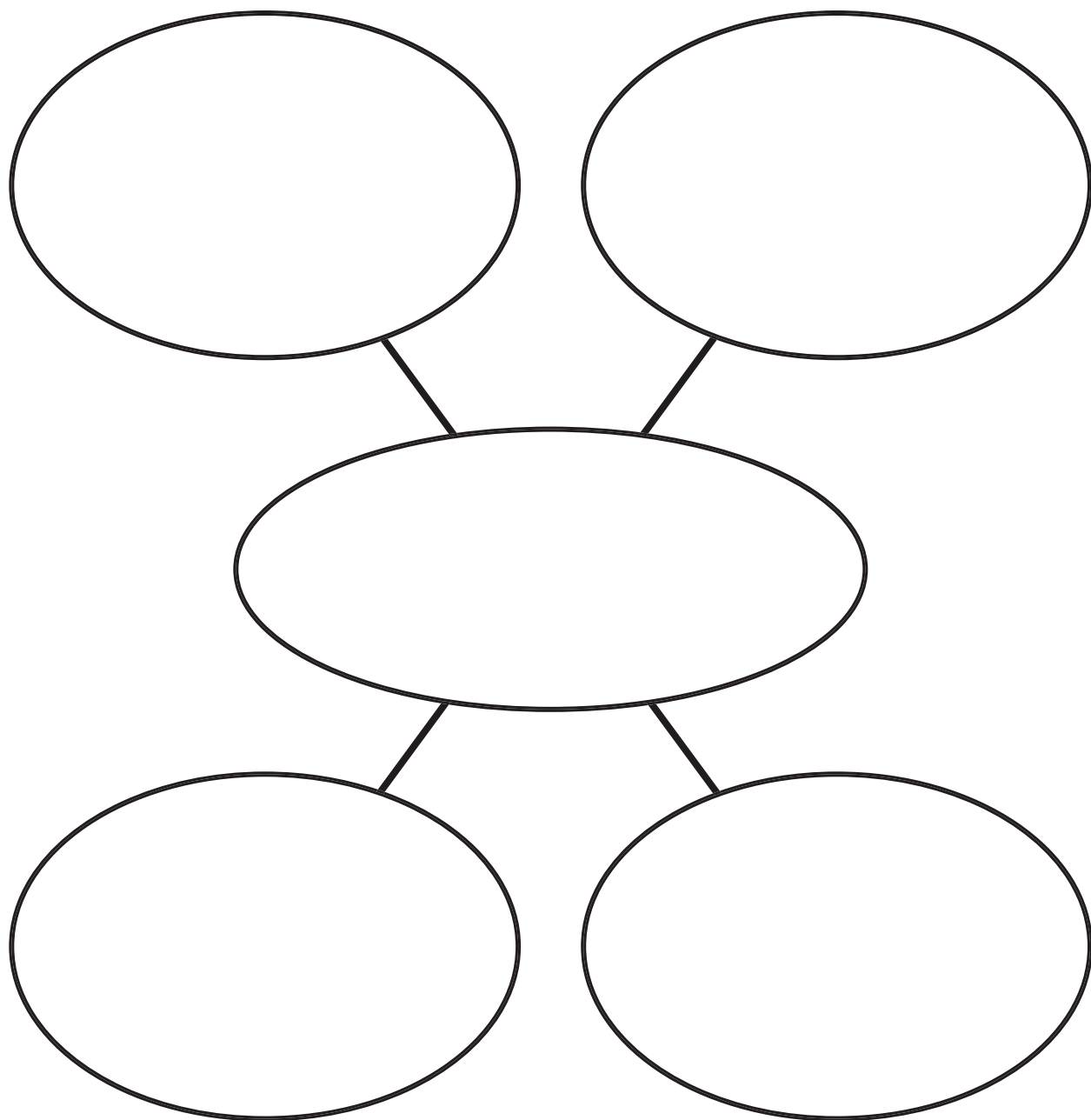
The government passed laws to protect children.

5. Laws are rules.
jobs rules photos



Name _____

To help you plan your writing, fill out an idea web.



Name _____

The /oi/ sound can be spelled with the letters *oi* and *oy*, as in *spoil* and *toy*.

A. Circle the word with /oi/ to complete the sentence. Write the word on the line.

1. The pot was boiling, so Mom took it off the stove.
bark black boiling



2. Please point at your nose.
jump point fell



3. That dog annoys me!
car mop annoys

4. Matt really enjoys class.
enjoys gate say



5. Dad wipes the rusty lock with an oily rag.
balloon grew oily

B. Circle the letters that spell the /oi/ sound in your answers.

Name _____

A. Have a partner time you as you read the passage.**Record your scores below.**

14 Oscar lived in a small village in Peru. He helped his mom and dad
tend sheep after school.

18 Each day, Oscar took the sheep up on a hill to eat. As he tended
33 sheep, he dreamed of doing good deeds.

40 At night Oscar enjoyed resting on a big blanket. He listened to the
53 distant noise of the bleating sheep. He heard the voices of his family in
67 the stillness of the night.

72 He liked to lie in bed thinking about the wonderful things he would
85 do one day. Oscar dreamed of helping people. 93

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

B. Partners Use this 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 speed and tempo	<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



At Home: Reread the passage above. Talk about ways you and your child could help in your community.

Name _____

A **suffix** is a word part added to the end of a base word. It changes the meaning of the word. The suffix *-ness* means a “state of being”.

Example: ill + **ness** = **illness**, state of being ill

A. Combine the base word and the suffix *-ness*. Write the word.

kind + ness _____ **ness**

dark + ness _____ **darkness**

B. Look at the word in bold. Then fill in each blank with a new word, using the suffix *-ness*.

Example: She is **slow**. She is known for her slowness.

1. It is quiet in the room.
The students sit very **still**.

There is stillness in the room.

2. Ben is **late** every day.
It is a problem.

Ben’s problem is lateness.

3. Dad runs a lot.
He likes to be **fit**.

Dad thinks fitness is important.

4. Pam is crying.
She is **sad**.

Pam feels sadness.

5. At the beach,
the sand is **dry**.

We feel the sand’s dryness.

Name _____

village

listened

soil

disliked

expert

A. Vocabulary Words Write the word that best completes each sentence.

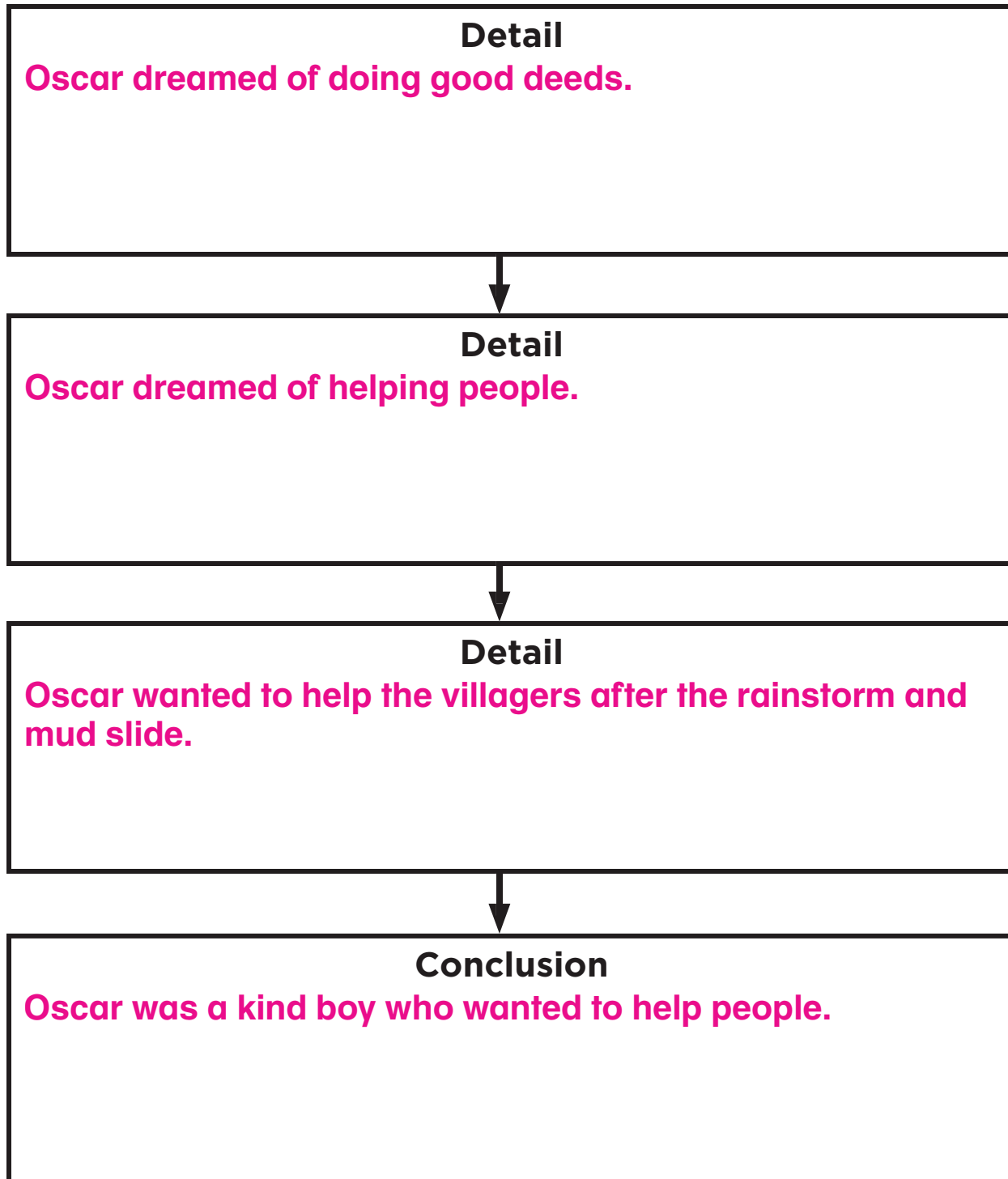
1. The farmer planted seeds in the soil.
2. Dolores disliked the way farmhands were treated.
3. The village had a few homes and one store.
4. Nancy is an expert plumber.
5. The team members listened to the coach.

B. Vocabulary Strategy: Word Parts Complete the word in each sentence with the right prefix in ().

1. I (pre, dis) dis liked it when the cat scratched my arm.
2. I (pre, un) pre cut the apples before starting to make the pie.
3. The kids had to (dis, re) re make the bed after they jumped on it.
4. It is (un, re) un safe to ride a bike without a helmet.
5. I had to (dis, re) re write my report to make it neater.

Name _____

As you read “The Sheep Herder,” fill in the Conclusion Map.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.**Oscar Reads the Sky**

In Oscar's village, it rained each spring. But this spring it had not rained. The dryness made the soil like dust.

Oscar stood on a hill. He watched his sheep drink at the stream below. Dark clouds took over the sky. There was stillness in the air. Oscar was a boy who could read the sky.

"It's going to rain!" Oscar cried. If it rained hard, the stream could flood. The sheep would be in danger.

Oscar called his sheep. They trusted his voice. The sheep left the stream and joined Oscar on the hill. Then the rain fell. Oscar smiled with joy. The soil would get wet. And his sheep were safe.

- Underline words in the passage with the *oi* sound.
- Circle the words in the passage that end with the suffix *-ness*.
- How did Oscar know it would rain?

**He could read the sky. There were dark clouds
and the air was still.**

- How did Oscar feel when the sheep joined him on the hill? How do you know?

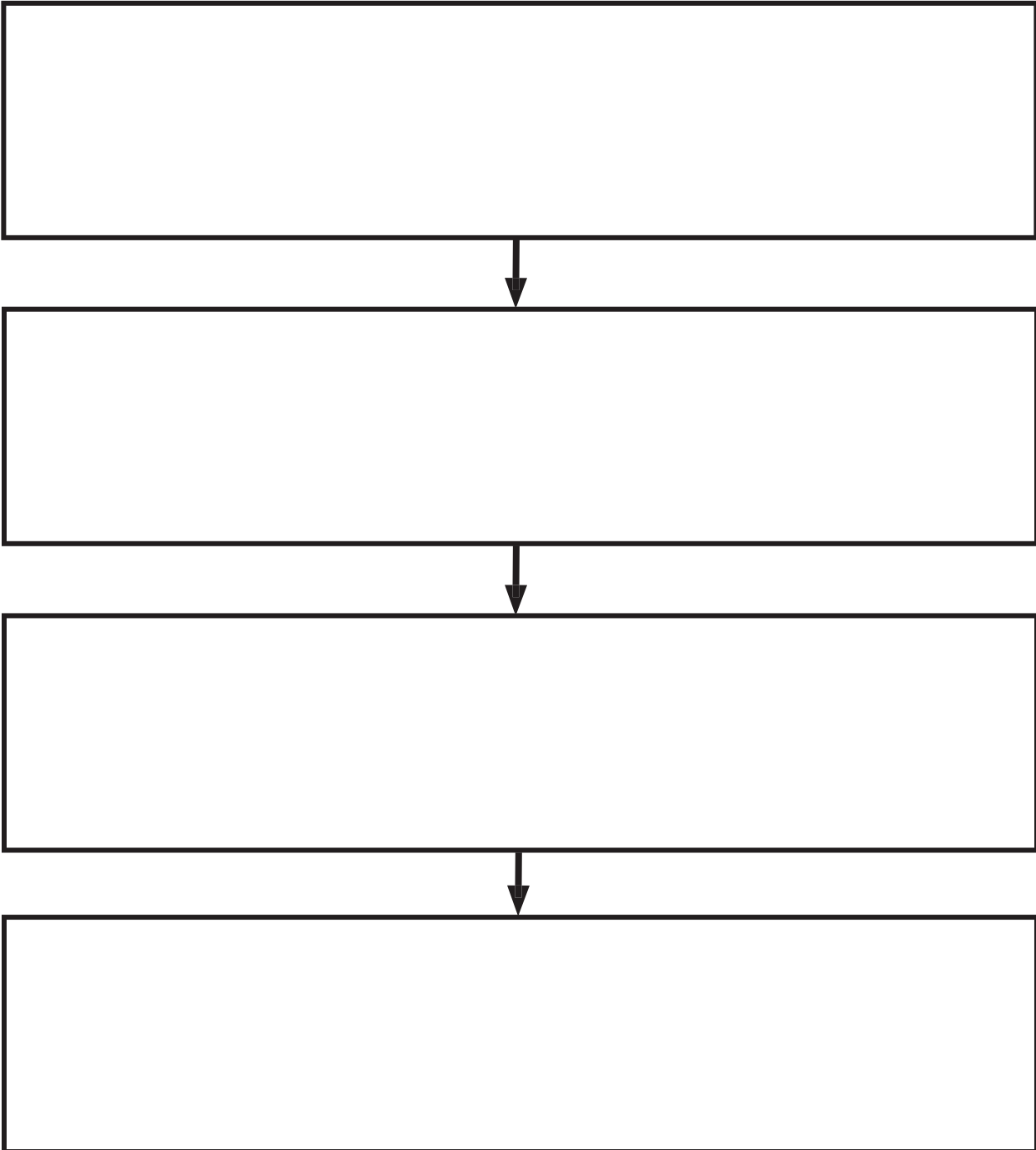
**He was happy. He smiled with joy. His sheep
were safe.**

- Soil is dirt.
grass dirt rain



Name _____

To help you plan your writing, fill out an organization map.



Name _____

The /ou/ sound can be spelled with the letters *ow* and *ou*, as in *town* and *out*.

A. Underline the letters that make the /ou/ sound in the sentences.

1. The clown bous, and the croud claps.
2. Mack scouts for red birds among the broun trees.
3. The tight croun made the proud king froun.
4. The trout swim without a sound.
5. Sal pouts when she feels doun.
6. The pig sniffs the ground with his snout.

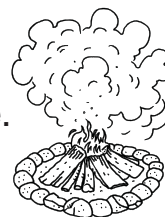
B. Fill in the blanks with *ow* or *ou* to complete the words in the sentences.

1. The teapot has a long spo ut.



2. Ella has a bright red go wn for the party.

3. The flames made a big clo ud of smoke.



4. The music is too lo ud! Turn it do wn!

Name _____

A. Use this passage to perform a choral reading or Readers Theater.**Come See the Beavers!**

- 4 **Group 1:** Come see the large beaver dam!
- 10 **Group 2:** But don't let the beavers see you! Don't be loud!
- 20 **Group 1:** Come tiptoe around the Great Beaver Park! But it might
- 30 be best if you come in the dark!
- 38 **Group 2:** Why?
- 39 **Group 1:** Beavers are shy. They won't build their dam if they
- 49 know you are nearby.
- 53 **Group 2:** If I come to the park and visit the dam, will I see a
- 67 beaver?
- 68 **Group 1:** You might, if you are very lucky!
- 75 **All:** Don't make a sound if a beaver's around! 83

B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).

- One fine night when the sun was high,/ my red cat began to fly!//
- I blew my nose and had to blink.// I lost my hat!// Where is it?// Let me think.//
- Have you seen Jim?// His hair is red.// No,/ but I saw Jack.// His pants are black.//
- These dogs don't bite,/ and these fish don't swim!// My socks are fat,/ but my feet are thin!//
- One wet day when the moon was out,/ my pig blew bubbles from her snout!//



Name _____

A **suffix** is a word part added to the end of a base word. It changes the word's meaning. The suffix -y means "full of" or "like."

Example: winter + y = **wintery**, like winter

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

1. The sink is **leaky**.

leak + **y** = leaky

2. The dog is **lucky**.

luck + **y** = lucky

3. This cream is **lumpy**.

lump + **y** = **lumpy**

4. The day is **rainy**.

rain + **y** = **rainy**

B. Write two sentences about a park. Use the word *windy* in one sentence. Use the word *grassy* in the other. (Possible answers.)

1. **Ben flies his kite at the park when it is**
_____ **windy.** _____
2. **The dog played in the grassy field.**

Name _____

able

habitat

control

build

A. Vocabulary Words Write the word that best completes each sentence.

1. A woodland stream is a beaver habitat.
2. Beavers control water by making a dam in a stream.
3. Beavers build a lodge to live in over the winter.
4. A beaver is able to stand on its hind legs.

B. Vocabulary Strategy: Unknown Word Use the dictionary entry to answer the questions below.

1. What are the guide words on this page?

lock/log

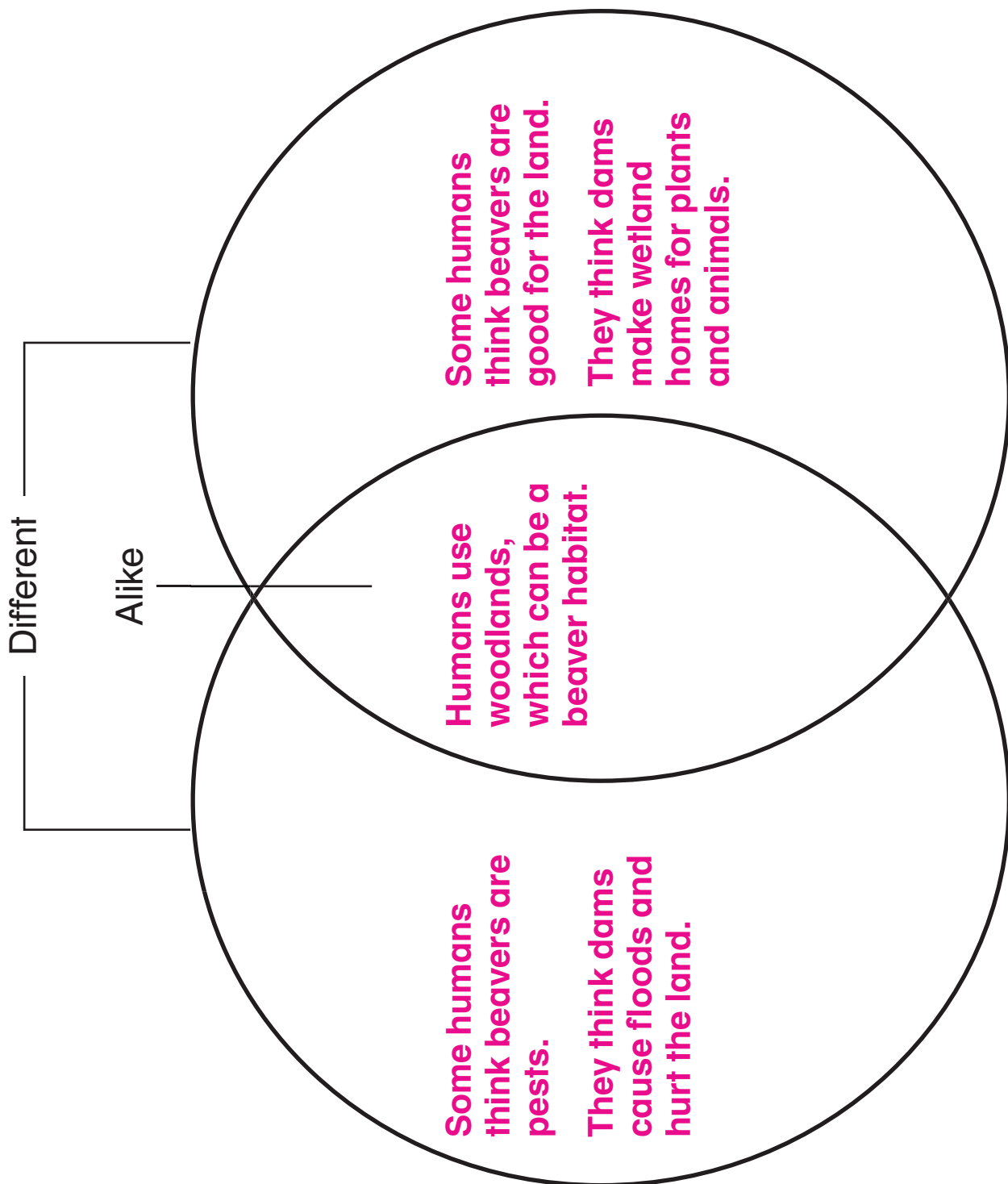
2. Write the number of the meaning for *lodge* as it is used in each sentence.

3 People can **lodge** in the school during the flood.2 The beavers made a **lodge** in a pond.1 The fishermen stayed in a **lodge** by a stream.**lock/log**

- lodge**
1. a little house or cabin
 2. a den or home for wild animals
 3. to stay in a place for a short time

Name _____

As you read "Busy Beavers," fill in the Venn Diagram.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Beavers and Otters

Beavers and otters are both mammals that have a woodland habitat. Both swim well, spend time on land and have brown fur.

Beavers and otters are also different. Beavers mostly live by streams. They build homes, or lodges, from tree branches and mud in the middle of ponds. The lodges look like muddy mounds. Otters live by streams, ponds, lakes, and rivers. Most otters live in burrows by the water.

When a beaver feels danger, it pounds the water with its tail. This makes a loud noise that tells others to watch out. Otters talk to each other in a different way. They make lots of funny sounds, including chirps, chuckles, grunts, and screams.

1. Underline words with the vowel sound in *down*.
2. Circle the words in the passage that end with the suffix *-y*.
3. How are beavers and otters alike?

Both have woodland habitats, swim well, spend time on land, and have brown fur.

4. How are beaver homes and otter homes different?

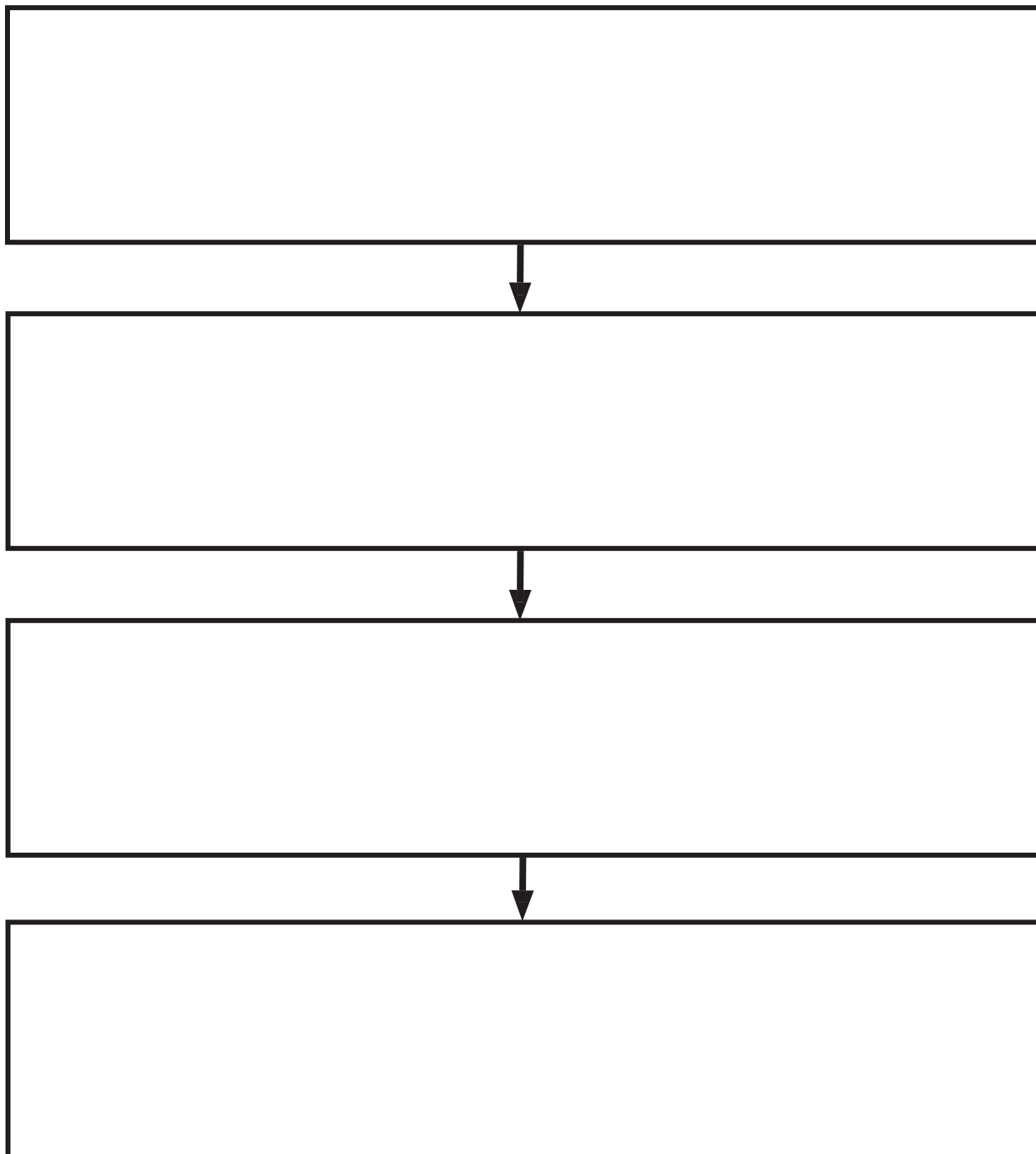
Beavers make lodges in ponds. Otters make burrows by the water.

5. To make something means to build it.
build pound swim in



Name _____

To help you plan your writing, fill out an organization map.



Name _____

Read the passage. Then complete the questions.

Dolores Huerta: Teacher and Helper

Dolores was sad because the children in her class had hard lives. Their dads and moms picked grapes. They went from farm to farm, so the kids could not stay in the same school for long.

Dolores hoped to help the kids' families, so she made speeches. She tried to get laws passed to help pickers.

Dolores helped stage a boycott on grapes. The big grape farms agreed to pay higher wages. At last, the lives of the pickers and their kids got better.

1. Why couldn't the kids stay in the same school for long?

**They could not stay long because their moms and
dads went from farm to farm picking grapes.**

2. Why did Dolores make speeches and try to get laws passed?

She hoped to help the kids' families.

3. What happened because of the boycott on grapes?

The big grape farms agreed to pay higher wages.

Name _____

Read the passage. Then complete the questions.**Oscar Has a Plan**

Oscar's mother was sobbing. A mud slide had crushed the roof of the school. "How will we fix the roof?" she cried. "We have no cash."

Oscar had a plan. He knew the weavers in his village made splendid blankets. Oscar sent samples to his cousin, Carlos, in the United States. Oscar asked Carlos to find a shop that might sell the blankets. Oscar hoped that they could get cash to fix the roof.

Carlos wrote back. He told Oscar that a shop would sell the blankets. The village would be able to fix the roof. Everyone in the village thanked Oscar and gave him a big party.

1. Underline details that show that Oscar's mother is upset.
2. How do you know that Oscar is clever?

He makes a plan. With his cousin, he finds a shop

in the United States that will sell blankets to get

cash for the roof.

3. How do the villagers feel about Oscar's plan?

They are very happy. They thank him and give

him a big party to show how they feel.

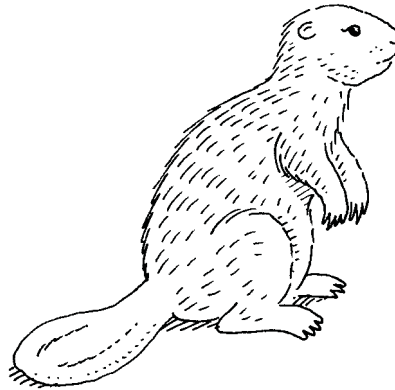
Name _____

Read the passage. Then complete the questions.

Squirrels and Beavers

Squirrels and beavers are related.

They are alike in some ways. Both have thick fur and big tails. Both have strong front teeth. But beavers and squirrels use their teeth in different ways. A beaver cuts down trees with its teeth. A squirrel uses its teeth to crack open the nuts that it eats.



Beavers and squirrels are different in many ways. Beavers are much larger than squirrels. Beavers swim well but are slow on land. Squirrels can run fast and climb high in trees. Beavers build homes, or lodges, out of mud and sticks in the middle of ponds. Squirrels make nests with leaves and twigs in hollow tree trunks.

1. Draw a line under these words that show comparison and contrast: **both, alike, different.**
2. Draw a box around details that tell how beavers and squirrels are alike.
3. How are the homes of beavers and squirrels different?

Beavers build their homes out of mud and

sticks in the middle of a pond. Squirrels build

nests of leaves and twigs in trees.

Name _____

A. Sort the words in the chart.

pupil even locate brown spoil open threw
 chew soon should round boys south look

open syllables with long vowels	blew noon	book would	toy boil	loud town
pupil even open locate	chew soon threw	look should	spoil boys	south round brown

B. Complete each section.

1. Fill in the missing parts to make each word.

quick + **ly** = quicklytoy + **s** = toysbaby - y + **i** + **es** = babiesfox + **es** = foxeskind + **ness** = kindnesscloud + **y** = cloudy

2. Read each word. Draw a line between the syllables.

diver lady frozen cradle raven
 human donate gravy hazy table

Name _____

Some words have the vowel sound /ô/, spelled *au* as in *fault*.
 Some words have the vowel sound /ô/, spelled *aw* as in *saw*.
 Some words have the vowel sound /ô/, spelled *all* as in *fall*.

A. Underline the letters that stand for the vowel sound in each word.

hawk pause call crawl small
 fall stall dawn author paw

B. Circle the letters that make the /ô/ sound in your answers. Now write the word with the /ô/ sound in () on the line.

- The cat dipped her (pat, paw) paw in the pond.
- Dad will (call, cat) call me when it is time for dinner.
- The sun rises at (dawn, den) dawn.
- My mom is the (ant, author) author of that book.
- I need to rest. Can we take a short (pause, pen) pause?
- The best season is (fan, fall) fall, when the leaves turn yellow.

C. Circle the word in each pair with the vowel sound /ô/. Write the letters that make the vowel sound /ô/ on the line.

- catch hall all
- sprawl sadder aw
- yawn yard aw
- cape cause au
- claw cartwheel aw

Name _____

A. As you read, pay attention to pauses, stops, and intonation.

16 Walt and Wendy lived with their mom in a big city. They lived in a tall
building.

17 Mrs. Dawson lived upstairs. One summer day she saw them in the
29 hallway. She called out to them.

35 “My knees hurt a lot today. I can’t walk to the store. Would you go and
51 pick up a few things for me?”

58 “Yes,” said Wendy. “We were just going to the store with Mom.”

70 Mrs. Dawson handed Walt a list and money.

78 “We will be back soon,” said Walt.

85 Mom was waiting for them. Walt and Wendy told her about Mrs.
97 Dawson. 98

**B. Read these words. Then have your partner time you.
Do it two more times to see if you can beat your score!**

faucet	jigsaw	draw	crown	destroy
walnut	hallway	false	boil	brow
sauce	crawl	coleslaw	spoil	drown
because	cause	shawl	rebound	enjoy
install	fault	wallpaper	toiling	annoy

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

A **prefix** is added to the beginning of a base word. A **suffix** is added to the end of a base word. Some words can have both prefixes and suffixes added to them.

Example: **un** + skill + **ful** = **unskillful**

A. Underline the *prefixes* and circle the *suffixes* in the words.

unuseful resender unreal repay reseller
unsafely unstressful untruthful unhelpful

B. Add the prefix and suffix in () to the word in bold to fill in the blanks. Use words listed from above. Circle the prefix and underline the suffix in your answers.

1. Deb thinks her job is easy. There is no **stress (un-, -ful)**.

Deb's job is unstressful.

2. The way that boy rides his bike is not **safe (un-, -ly)**.

He rides his bike unsafely.

3. Jon will **pay (re-)** Sid again.

John will repay Sid.

4. My sister will not **help (un-, -ful)** at all.

My sister is unhelpful.

5. Mick's dad gets old books to **sell (re-, -er)** again.

He is a reseller of old books.

Name _____

change system thoughtful laundry recalled

A. Vocabulary Words Write the word that best completes each sentence.

1. Dad folded the clean laundry .
2. Granddad recalled his childhood on a ranch.
3. The boys had fifty cents in change .
4. Walt is thoughtful and helps his pals.
5. My sister and I have a system for cleaning up our room.

B. Vocabulary Strategy: Synonyms Underline the synonyms that help you figure out each word in bold type.

1. Jen and Cole are best **friends**. They have been pals since they were in first grade.
2. At the picnic, all the **children** played games and ran races. The kids had a lot of fun.
3. The smallest girl was a **swift** runner. She ran so fast she beat all the other kids.
4. The girl **beamed** when she finished the race, and smiled brightly as her mom gave her a hug.
5. The moms made **amazing** food for the picnic. It was a splendid meal.

Name _____

As you read “Talking to Mrs. Dawson,” fill in the Inference Map.

Clue

Walt and Wendy shop for Mrs. Dawson.

**Clue**

Walt and Wendy do good deeds for Mr. Boil, Miss Miller, and Miss Sharp.

**Clue**

Walt and Wendy are kind and helpful.

**Inference**

Good deeds are good for everyone. People in need feel good when people are kind to them, and people who do good deeds feel good, too.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Thanks to Wendy and **Walt**

“Let’s get ready,” exclaimed Mrs. **Dawson**. She hung a sign with “Thanks” on it on the **wall**. Miss Sharp put a plate of cookies on the table. Mr. Boil opened a carton of ice cream. Then Mrs. **Dawson** **called** Wendy and **Walt** on the phone.

Mrs. **Dawson** went to unlock the door. **Walt** and Wendy stepped in shyly. “Thank you for **all** the helpful things you do for us,” yelled the three adults loudly.

At first, **Walt** and Wendy were speechless when they **saw** the room. Then they grinned and cried, “This is a really thoughtful way to repay us!” They hugged Mrs. **Dawson**, Miss Sharp, and Mr. Boil. Then they **talked**, ate, and had a **ball**.

1. Circle the words that have the vowel sound in *ball* and *saw*.
2. Underline the prefixes and suffixes in the story.
3. What are the adults doing at the story’s beginning? Underline the story details that help you figure this out.

They are getting ready for a party.

4. How do Wendy and Walt feel when they first see the room? How do you know?

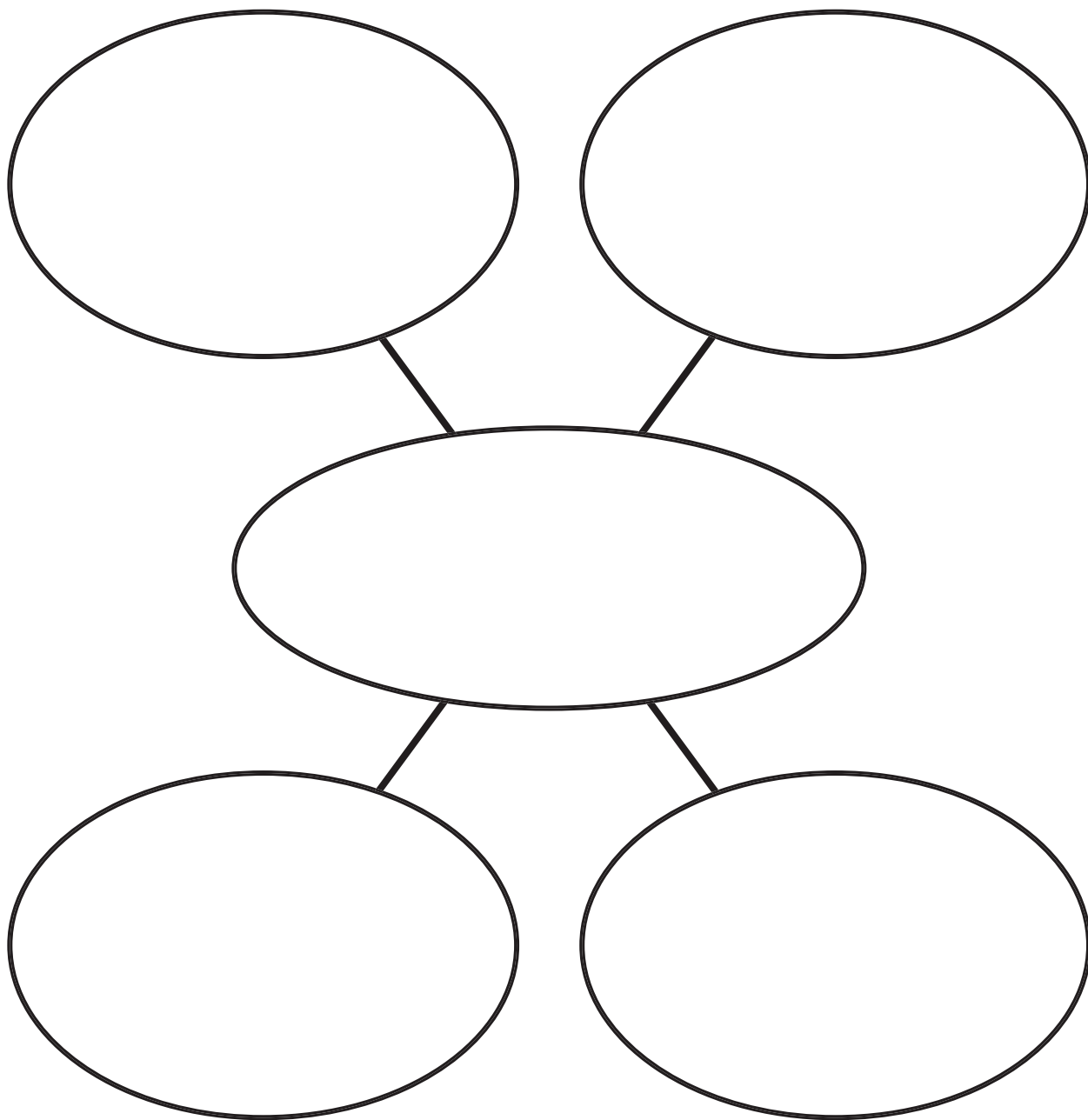
They feel surprised. Reason: They are speechless.

5. When you think about other people and how they feel, you are **thoughtful**.
important surprised **thoughtful**



Name _____

To help you plan your writing, fill out an organizing web.



Name _____

Consonant digraphs are letters that form one sound, as in *ph, wh, th, sh, ch*. The letters *str, thr, spl*, and *spr* are called **consonant blends**.

A. Circle the consonant blend or digraph in each word.

throb sprint champ thrust split
screen thin wheel strict whoop

B. Use the words above to complete the sentences. Circle the consonant digraphs and consonant blends in your answers.

1. A wheel fell off Dad's car.
2. The ball hit my hand and now my hand has started to throb.
3. You must sprint fast in the race.
4. Wipe the dust off the TV screen.
5. Jack is the champ in the big contest.
6. I will split my sandwich with you.
7. The crowd began to whoop with joy.
8. I thrust my hand into the ice.
9. Ella's teacher is very strict.
10. My cat is not fat, she is thin.

Name _____

A. Have a partner time you as you read the passage.**Record your scores below.**

13 It was a splendid day. The animals were throwing a party for Gus
Lizard. Gus was known for his thoughtful deeds.

21 Everyone was glad, except Howie Chimp. Why did Gus get
31 all the attention?

34 Howie liked to clown around and tease other animals. Howie did not
46 know Gus, but he felt certain Gus would not like his pranks. And he
60 knew he would not like Gus.

66 “That Gus is too nice. I wish I could make everyone dislike him. I
80 know! I will say he took my lunch. Then the animals are bound to distrust
95 him.” 96

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

B. Partners Use this 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 end punctuation and intonation	<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 _____

Inflectional endings *-es, -ed, -ing* change the meanings of words.

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

1. The rabbit **hopped**.

hop + **p** + **ed** = hopped

2. Dad is **shaving**.

shave – **e** + **ing** = shaving

3. Mom filled the **glasses** with milk.

glass + **es** = glasses

4. The beaver **scurried** away.

scurry – **y** + **i** + **ed** = scurried

B. Look at the base word and ending on the left. Then fill in the blanks.

1. **hurry + es** Jon **hurries** to class on his bike every day.

hurry + ing Jon is **hurrying** to class on his bike.

hurry + ed Last week, Jon **hurried** to class on his bike.

2. **cross + es** She **crosses** the street to get to the bus stop now.

cross + ing She is **crossing** the street to get to the bus stop.

cross + ed She has **crossed** the street to get to the bus stop.

Name _____

certain attention couple yesterday bother prowling

A. Vocabulary Words Write the word that best completes each sentence.

- The cat is prowling in the grass to hunt for mice.
- Yesterday he was sick, but today he feels well.
- Mom is certain it will rain this morning.
- We saw a couple of robins making a nest in that tree.
- My little brothers brother me when they are loud.
- Laura gets a lot of attention when she sings.

B. Vocabulary Strategy: Antonyms Write the letter of the antonym for each word in bold type. Use context clues in the sentences.

- The girls were **noisy** on the bus. b a. low
- Howie was **glad** he helped Gus. d b. quiet
- The book is **high** on the shelf. a c. day
- We sleep at **night**. c d. unhappy

Name _____

As you read "Howie Helps Out," fill in the Story Map.

Characters

Howie, Tillie, Jack, lion cubs, bulls, King Stripes, Holly, Gus

Setting

The animals' habitat (a jungle)

Beginning

Howie is unhappy because Gus gets attention for his thoughtful deeds.

**Middle**

Howie tries to make other animals dislike Gus. As a result, King Stripes tells Howie to meet Gus and find out why all the animals like him.

**End**

Howie saves Gus from falling into the pond. Howie finds he like helping. The animals give him a party to thank him.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

How **Stripe** Became King

When **Stripe** Zebra was a kid, no one expected him to grow up to be king. **Stripe** acted like a clown. He did funny **things** and made **the other** animal kids giggle. **Stripe** liked **the** attention.

One day **Stripe** was showing off for his pals by **the stream**. He was hopping on a log when he slipped and fell in **the bushes**. **Then** he splashed into **the stream**, right on top of Sam Snake. Sam hissed, “**Scram!** You hurt me. You are not my pal!” **Stripe** felt bad for hurting Sam.

After **that**, **Stripe** stopped showing off. He tried to do good deeds. He protected his pals from danger. **When the** animal kids grew up, **Stripe** became king.

1. Circle the words with consonant blends (*scr, str, spl*) and digraphs (*wh, sh, th*).
2. Underline the inflectional endings (*-es, -ed, -ied, -ing*).
3. What happened one day by the stream?

Stripe was showing off and fell on Sam Snake.

He hurt Sam. Stripe felt bad.

4. What happened after Stripe fell on Sam Snake?

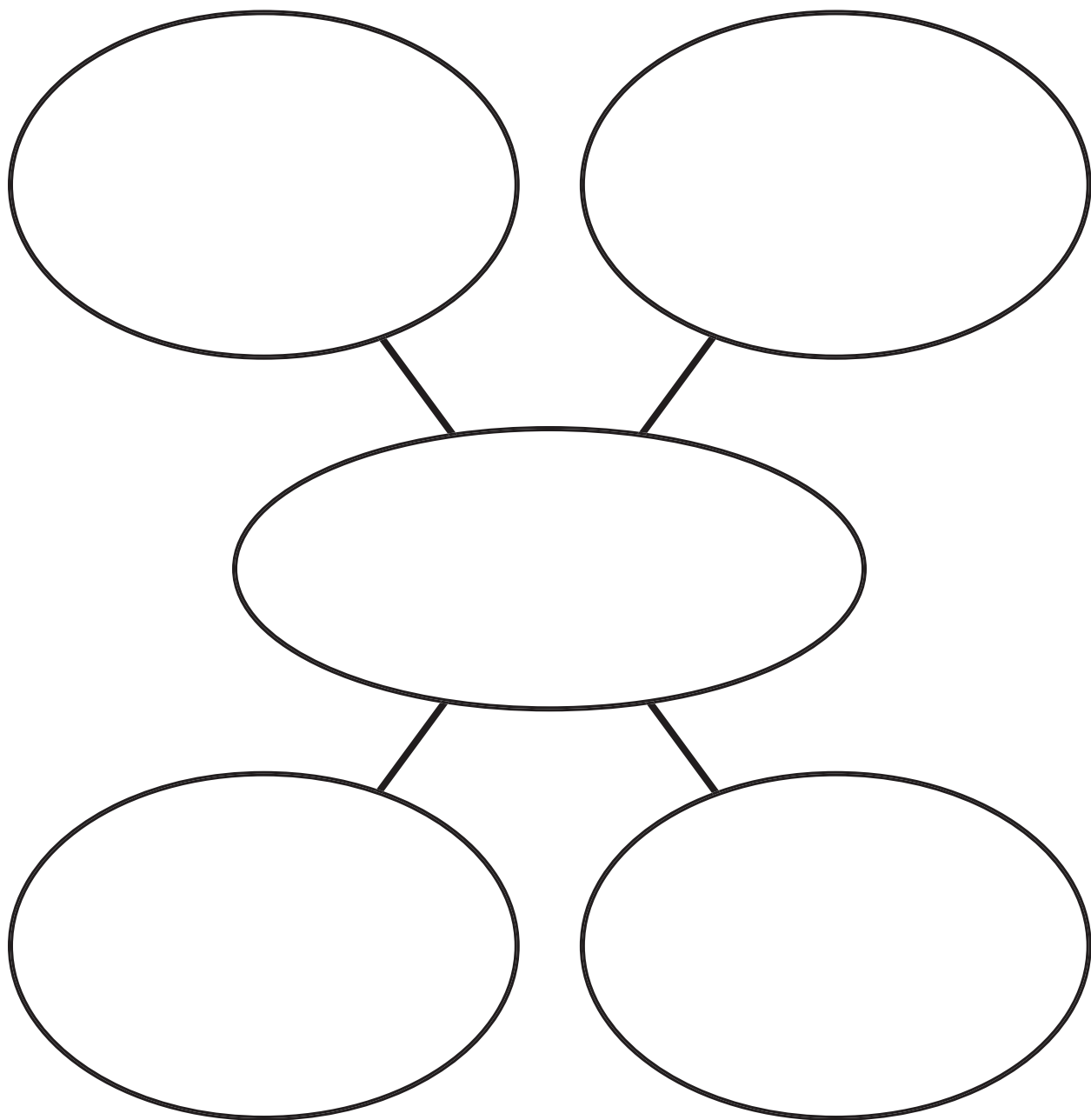
Stripe stopped showing off. He tried to do good deeds. He became king.

5. Getting attention means **being looked at**.
getting splashed **being looked at** growing up



Name _____

To help you plan your writing, fill out an organizing web.



Name _____

Read the passage. Then answer the questions.**Good Deeds**

On the first day of August, Brad asked Paula, “Who will we help today?” Paula had a long list. First, they did Mrs. Lawson’s shopping. Mrs. Lawson smiled when she got her food and thanked them. “Please keep the change,” she said. Paula and Brad said no.

Next, Paula and Brad picked up Miss Miller’s laundry. Then they called a plumber to fix Mrs. Sharp’s leaky pipe. They even fed Mr. Brown’s cat. They did not take one penny for helping.

That night, the phone kept ringing. Mrs. Lawson, Miss Miller, Mrs. Sharp, and Mr. Brown all called about Paula and Brad’s good deeds. Mom smiled each time she hung up. Then she gave them both a big hug. “You kids are fantastic!” she exclaimed.

1. Underline four clues that show Brad and Paula are helpful and kind.
2. Why do Mrs. Lawson, Miss Miller, Mrs. Sharp, and Mr. Brown call Mom that night? How do you know?

They tell her how kind and helpful Brad and Paula are.

Reason: The kids didn’t take one penny for helping.

3. How does Mom feel about Paula and Brad’s deeds? How do you know?

She is proud of their good deeds. She hugs

them and says they are fantastic.

Name _____

Read the passage. Then answer the questions.**Howie Changes**

Howie Chimp felt unhappy. All the animals were mad at him for playing tricks on them.

Then Howie heard a loud cry. He jumped up. Tad Turtle had tripped over a rock. The turtle lay on his back and could not get up.

Howie swung on vines to get to Tad quickly. Howie gently picked up the turtle and placed him on his feet. Tad Turtle crawled away.

“Thank you, Howie!” called Tad. “I will tell all the animals that you saved me!” **Howie felt good.** He found he liked helping better than playing tricks.



1. Underline how Howie felt at the beginning of the story. Draw a box around how he felt at the end.
2. How did Howie help Tad? Summarize.

When Tad lay on his back and couldn't get up,

Howie picked him up and placed him on his feet.

3. How did Howie change? Summarize.

In the beginning, he played tricks on the animals.

Then he helped Tad and found he liked helping.

Name _____

The long *a* sound can be spelled *a_e*, *ay*, and *ai*, as in *fade*, *bay*, and *plain*. The long *i* sound can be spelled *i_e*, *i*, *igh*, *ie*, and *y*, as in *kite*, *kind*, *sight*, *tie*, and *dry*.

A. Underline the letters that spell the long *a* sound in these words. Then circle the letters that make the long *i* sound.

play
ride

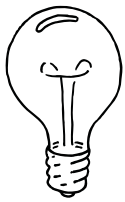
date
pie

tight
mild

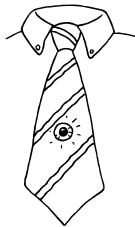
strain
stray

fly
behind

B. Name each picture. Then fill in the blanks with *a*, *ay*, *ai*, *i*, *igh*, *ie*, or *y*.



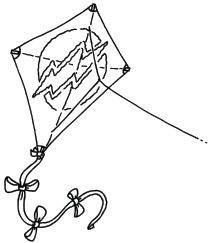
1. l i gh t



2. t i e



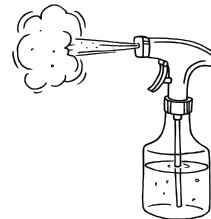
3. st a i n



4. k i t e



5. ch i ld



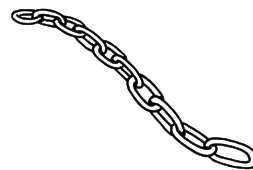
6. spr a y



7. p i e



8. br a i n



9. ch a i n

Name _____

A. As you read, pay attention to word accuracy.

Mae Jemison has always reached for the stars.

8 When Mae was a little girl, she took dance classes. A lot of
22 her pals liked to dance and hoped to be dancers when they grew
35 up. Mae liked to dance, too. But she did not have the same dream
49 as the other kids. Mae wanted to be a scientist.

58 In the 1960s, few women had jobs as scientists. But Mae did
70 not let that bother her. She always planned to go to space. She
83 knew that someday she would be an astronaut.

91 Mae was the first African-American woman astronaut. 99

B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!

train	late	slight	thrust	throne
daylight	brave	playtime	sprawl	tallest
right	time	ranger	whine	shrink
plain	strange	cries	recalled	stroke
surprise	frighten	tighten	shine	launch

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

Prefixes and **suffixes** can be added to a **base word**. They change the word's meaning.

Example: **un** + safe + **ly** = **unsafely**

A. Draw a line to connect each word with its meaning. Circle the prefixes. Underline the suffixes.

to call again	rewrite
not happy	untruthful
to write again	unkindly
not in a kind way	unhappy
not full of truth	recall

B. Read the bold word. Underline the prefix. Circle the suffix. Write the base word on the line.

- My new kitten is **playful**. play
- Kayla was **helpful** today. help
- We always try to be nice, not **unkind**. kind
- You must think of others; try not to be **unmindful**. mind
- Ray **sadly** threw his toys away. sad
- Those boys **remake** old things. make
- Dena acted **unwisely**. wise

Name _____

boarded languages exercise scientist astronaut

A. Vocabulary Words Write the word that best completes each sentence.

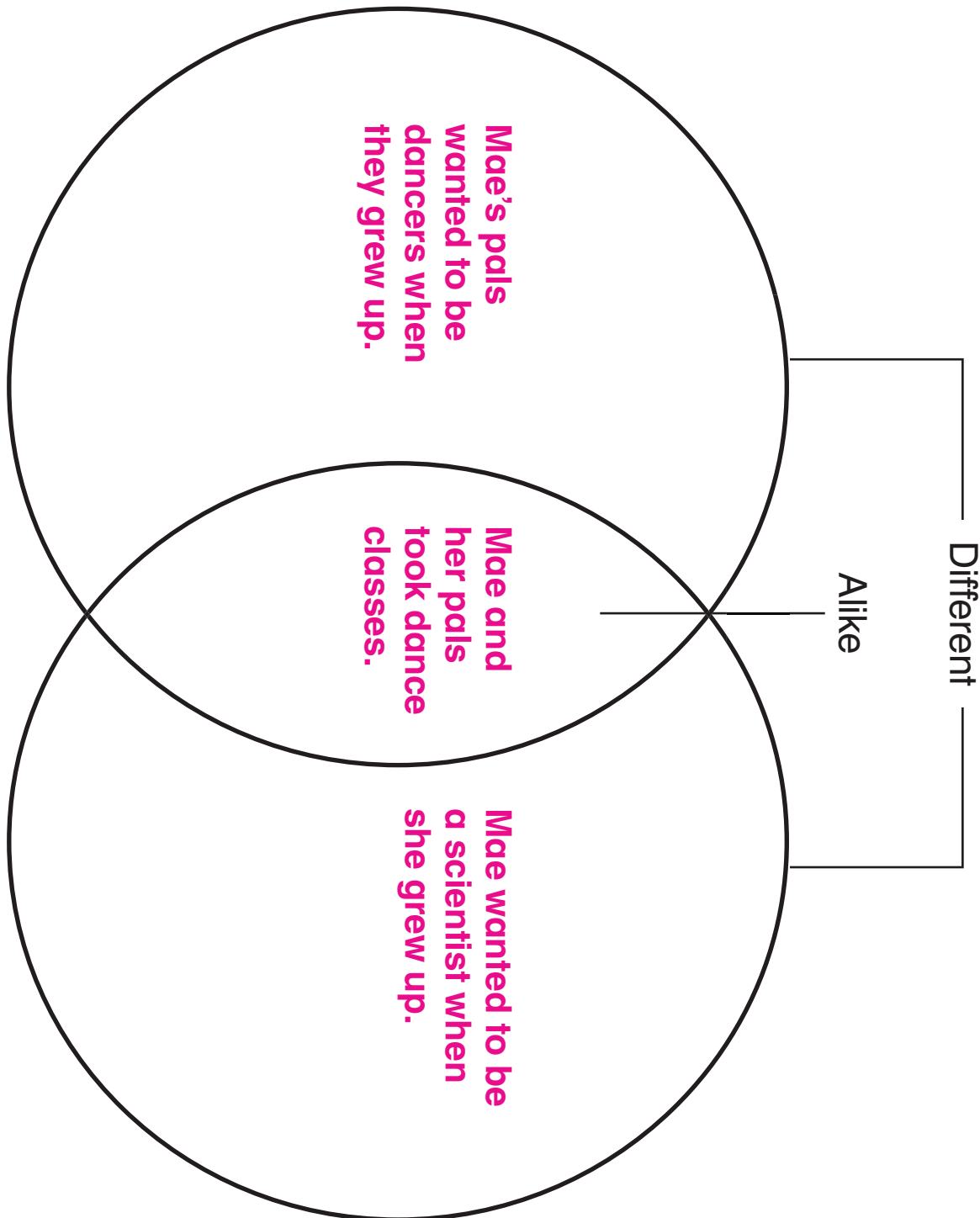
1. Running and swimming are fun ways to exercise.
2. The students boarded the bus to go home.
3. The scientist studied ants in the rain forest.
4. An astronaut travels in space.
5. Greek and Latin are ancient languages.

B. Vocabulary Strategy: Prefixes and Suffixes Complete the word in each sentence with a prefix: *un-* or *dis-*, or a suffix: *-y*, *-ly*, *-ful*, or *-less*. Some words may need two suffixes or a prefix and a suffix.

1. The little boy wrote his name un even ly on the page.
2. The sleepy baby closed her eyes.
3. Kim careless ly spilled the milk.
4. Josh helpful ly cleaned up.
5. Mom thinks it is un like ly that it will snow.
6. I dis like getting up at dawn.

Name _____

As you read “Mae’s Dreams,” fill in the Venn Diagram.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Hiking and Biking

It is unhealthy to stay inside all the time. Hiking and biking are both fun ways to exercise outside. It is best to do both in the daylight. An unlit path can be a danger to bikers and hikers. It is also unsafe to hike and bike alone. In both sports, you need a pal who can be helpful in a jam.

Hiking and biking are different kinds of exercise. For hiking, you must be in a park with trails. You need boots with laces and a walking stick. A hat is useful for protecting your face. For biking, you need a bike and a smooth path or place to ride. You must wear a helmet, as well. Bike riders should be mindful of walkers.

1. Circle all the words with the long *a* and the long *i* vowel sounds.
2. Underline the prefixes and suffixes.
3. List three ways hiking and biking are alike.

Both are fun ways to exercise outside. Both should be done in daylight and with a pal.

4. What different things do you need for hiking and for biking?

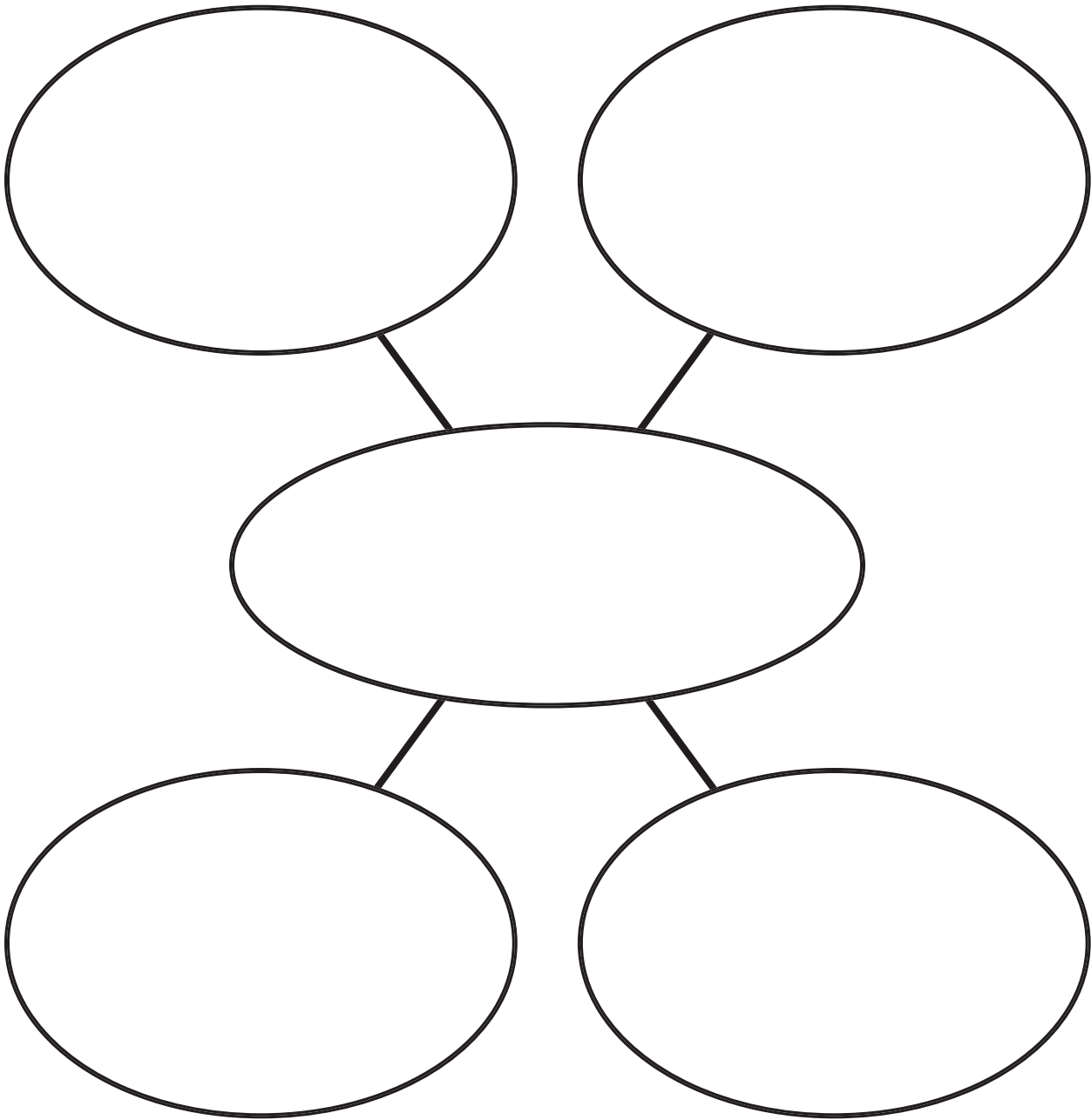
For hiking you need a park with trails, boots, a walking stick, and a hat. For biking you need a bike, a smooth path, and a helmet.

5. You will become fit and strong if you exercise.
study read exercise



Name _____

To help you plan your writing, fill out an organizing web.



Name _____

The **long e** vowel sound can be spelled *e*, *ee*, *ea*, *ey*, and *y*, as in *be*, *feet*, *treat*, *key*, and *hilly*. The **long o** sound can be spelled *o*, *oa*, *ow*, and *oe*, as in *go*, *load*, *glow*, and *toe*. The **long u** sound can be spelled with *u* or *u_e*, as in *human* and *use*.

A. Underline the letters that make the long e, long o, and long u sounds in the sentences.

1. Jean was happy to play a tune on her tuba.
2. Jake fell asleep and dreamed of lost gold.
3. Did you really see the donkey leap over the road? Tell me the truth!
4. On the east coast, it is easy to see the sea.

B. Look at each picture. Fill in the blanks with letters that spell the long e sound, long o sound, or long u sound.

1. Would you like a cup of te a?



2. Yes, please! Can I have to ast to go with it?



3. Can you open the gate, please? Do you have the ke y?



4. Did you see Jack's new bo wtie?



Name _____

A. Have a partner time you as you read the passage.**Record your scores below.**

12 In Africa, Jane Goodall met Louis Leakey. Like Jane, Louis was a
 24 scientist. He studied how people lived in the past. Unlike Louis, Jane
 24 wanted to study and write about animals.

31 Louis gave Jane a job gathering information about how chimps lived.
 42 As a result, Jane decided to study chimps in the jungle.

53 Jane began to study how chimps eat, sleep, and play.

63 At first Jane had to be careful. She waited and watched from far
 76 away. Little by little, chimps paid less attention to her. Jane moved
 88 closer. 89

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

B. Partners Use this 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 speed and tempo	<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 can be divided into **syllables**. Each syllable has one vowel sound. The syllable *ion* or *tion* always ends a word. It is always said the same way. Example: fraction frac / **tion**

A. Underline the word with more than one syllable. Divide the word into syllables on the line. Write the number of syllables in the word.

Example:

blazed	<u>nation</u>	na/tion	2
1. act	<u>action</u>	ac/tion	2
2. street	<u>station</u>	sta/tion	2
3. <u>fiction</u>	moon	fic/tion	2
4. trap	<u>reaction</u>	re/ac/tion	3
5. track	<u>contraction</u>	con/trac/tion	3

B. Put the syllables together to make a two- or three-syllable word.

Example:	ac	re	tion	reaction
1.	sion	vi		vision
2.	sion	ten		tension
3.	a	cre	tion	creation
4.	rec	tion	di	direction

Name _____

purpose

tools

information

notice

A. Vocabulary Words Write the word that best completes each sentence.

- Jane gathered information about how chimps live.
- Jane watched quietly so the chimps would not notice her.
- Hammers are useful tools.
- The purpose of a hammer is to hit nails.

B. Vocabulary Strategy: Idioms Read the dictionary entries for idioms with the word *pull*. Then write the meaning of the idiom in each sentence.

- The puppies were quite sick, but they **pulled through**.

lived

- The bus **pulled up** in front of the school.

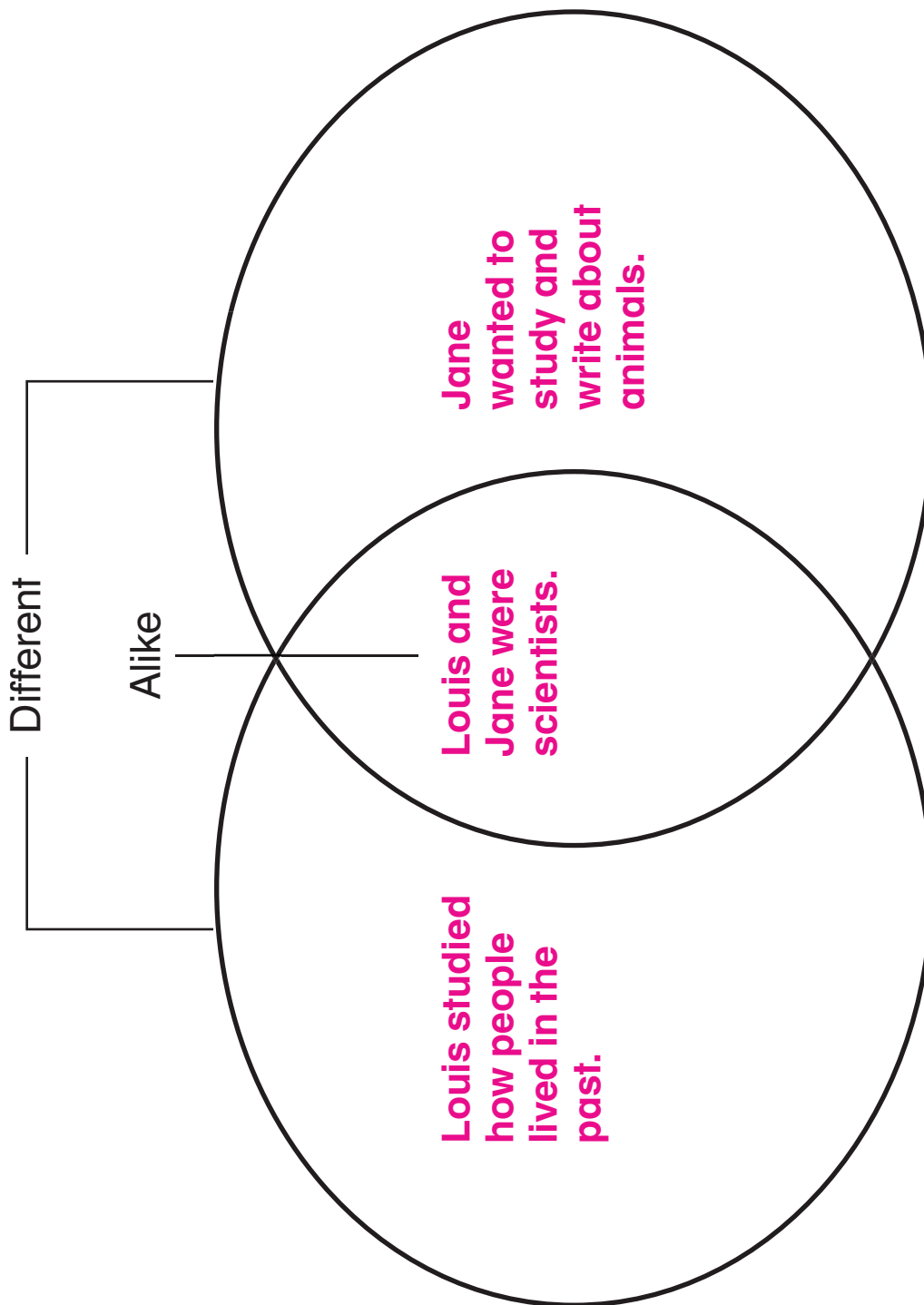
stopped

- Jack was **pulling my leg** when he said there was no school today.

teasing me**pull****to pull up** to stop**to pull through** to survive or live through a difficult time**to pull someone's leg** to tease or trick someone

Name _____

As you read “Jane Goodall,” fill in the Venn Diagram.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Wild Sheep and Wild Goats

Information on wild sheep and wild goats show that they are alike in a lot of ways. Both live in steep habitats, such as tall mountains. Both can walk on a skinny ledge. Sheep and goats' useful toes help them climb in any direction.

Wild goats and sheep are different in a few ways. Male goats, or bucks, grow whiskers on their chins. Bucks have straight horns. Male sheep, or rams, have curled horns and do not grow whiskers. A female goat is called a doe and a baby is a kid. A female sheep is called a ewe and a baby is a lamb. Baby goats and sheep are cute.

1. Underline words that have the long vowels sounds *e*, *o*, and *u*.
2. Circle multisyllable words that end in *-tion*.
3. How are wild sheep and goats alike?

They live in steep habitats, can walk on skinny ledges, and can climb in any direction.

4. How are male sheep and goats different?

Male goats have whiskers and straight horns.

Male sheep have no whiskers and curled horns.

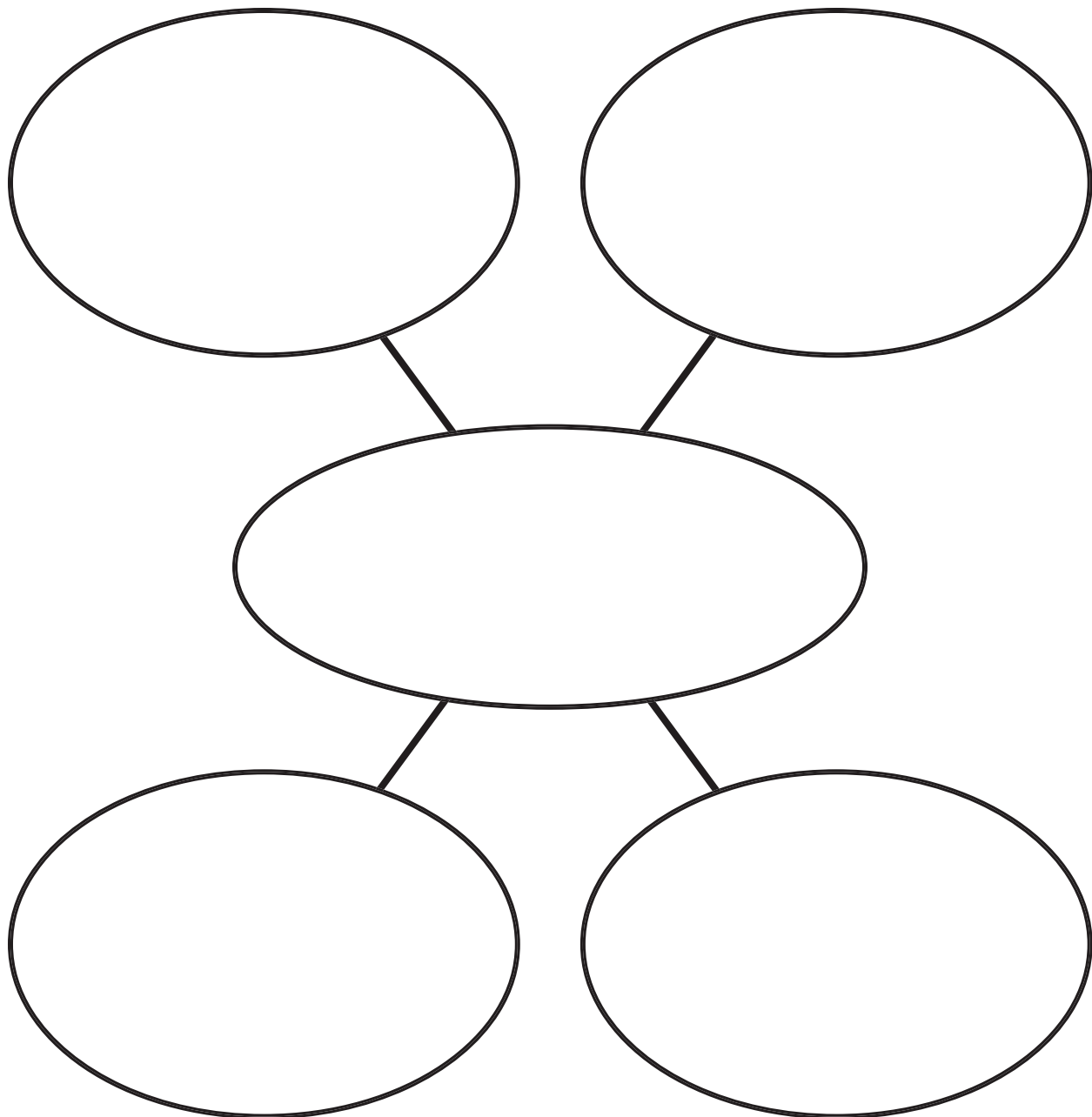
5. **Information** means facts about something.

Directions Habitats Information



Name _____

To help you plan your writing, fill out an organizing web.



Name _____

Some letters have the /ü/ sound, spelled *oo*, as in *cool* and *ew*, as in *few*. Some letters have the /û/ sound, spelled *oo*, as in *book* and *ou*, as in *could*. Some letters have the /ô/ sound, spelled *au*, as in *sauce* and *aw*, as in *crawl*. Some letters have the /ôl/ sound, spelled *all* as in *fall*. The /ü/, /û/ and /ô/ sounds are called **variant vowels**.

A. Underline the letters that stand for the variant vowel sounds /ü/, /û/, or /ô/ in each word.

cook new applaud should pool
jaw ball would stall brook

B. Use the words from above to answer the questions.

1. Which words have the vowel sound in *cool*?

new, pool

2. Which words have the vowel sound in *book*?

cook, brook, should, would

3. Which words have the vowel sound in *law* and *wall*?

applaud, jaw, ball, stall

C. Underline the word that has the /ü/, /û/, or /ô/ sound in each sentence. Circle the letters that make the variant vowel sounds.

1. Grandma will cook my favorite dish for dinner.

2. Jake has a new red bike.

3. I would like to go to the show with him.

Name _____

A. Use this passage for a choral reading or Readers Theater.*Meet the Froglets*

- 3 **Group 1:** *Meet the Froglets* is a new cartoon movie about four
10 froglets.
- 11 **Group 2:** Their names are Frankie, Freddie, Flip, and Frannie.
- 19 **Group 1:** They live in a brook.
- 24 **Group 2:** The story is very simple. The froglets try to make Tubby
35 the Toad jump.
- 38 **Group 1:** Tubby says crawling is cooler. In the end they all swim
49 and sing a song.
- 53 **Group 2:** The froglets are all different colors, and the adults have
63 tails.
- 64 **Group 1:** They also sing and dance really badly. 71

B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).

1. If tadpoles swim and frogs jump,/ what do froglets do?//
They dance and sing!//
2. This movie's bad!// No,/ it is good!// I'd see it ten times if I
could!//
3. Frankie is black,/ and Freddie is red.// Frannie has a green
wig on her head!//
4. Lily went shopping to look for a shawl.// All she could find was
a pink straw hat!//
5. Rick feeds his dog crackers and cheese.// He doesn't just
beg,/ he sits up and says,/ "Please!"//



Name _____

Some words have **vowel team syllables**. A vowel team has two vowels that work together to make one vowel sound, such as *ea* in *teacher*. A vowel team can also be a consonant and a vowel that work together to make one sound, such as *ow* in *elbow* or *oy* in *boy*.

A. Underline the vowel team in the words below.

raiload apple leaving music sooaking napkin
nooisy window displaiy broken cartoon hallway

B. Circle the words with vowel team syllables in the sentences below. Write the words on the line. Underline the letters that make the vowel team in your answers.

- Marta wore a yellow dress to the party. yellow
- Peg rode a donkey to the kite shop. donkey
- Fred sat in the dugout in the first inning. dugout
- I wanted to explain the tale's theme to my class. explain
- Will you repeat that? repeat
- We lit sixteen candles on the cake. sixteen
- Do not point at me! point
- August is my favorite month. August

Name _____

nearby special owned customers demanded survive

A. Vocabulary Words Write the word that best completes each sentence.

1. A lot of customers came to the yard sale.
2. The unhappy baby demanded her rattle.
3. We cooked Mom a special meal for her birthday.
4. The pizza place is on a nearby street.
5. Dad owned a red bike when he was a boy.
6. Plants and animals need water to survive.

B. Vocabulary Strategy: Unknown Words Use the dictionary entry below to answer the questions.

1. What are the guide words on this page?

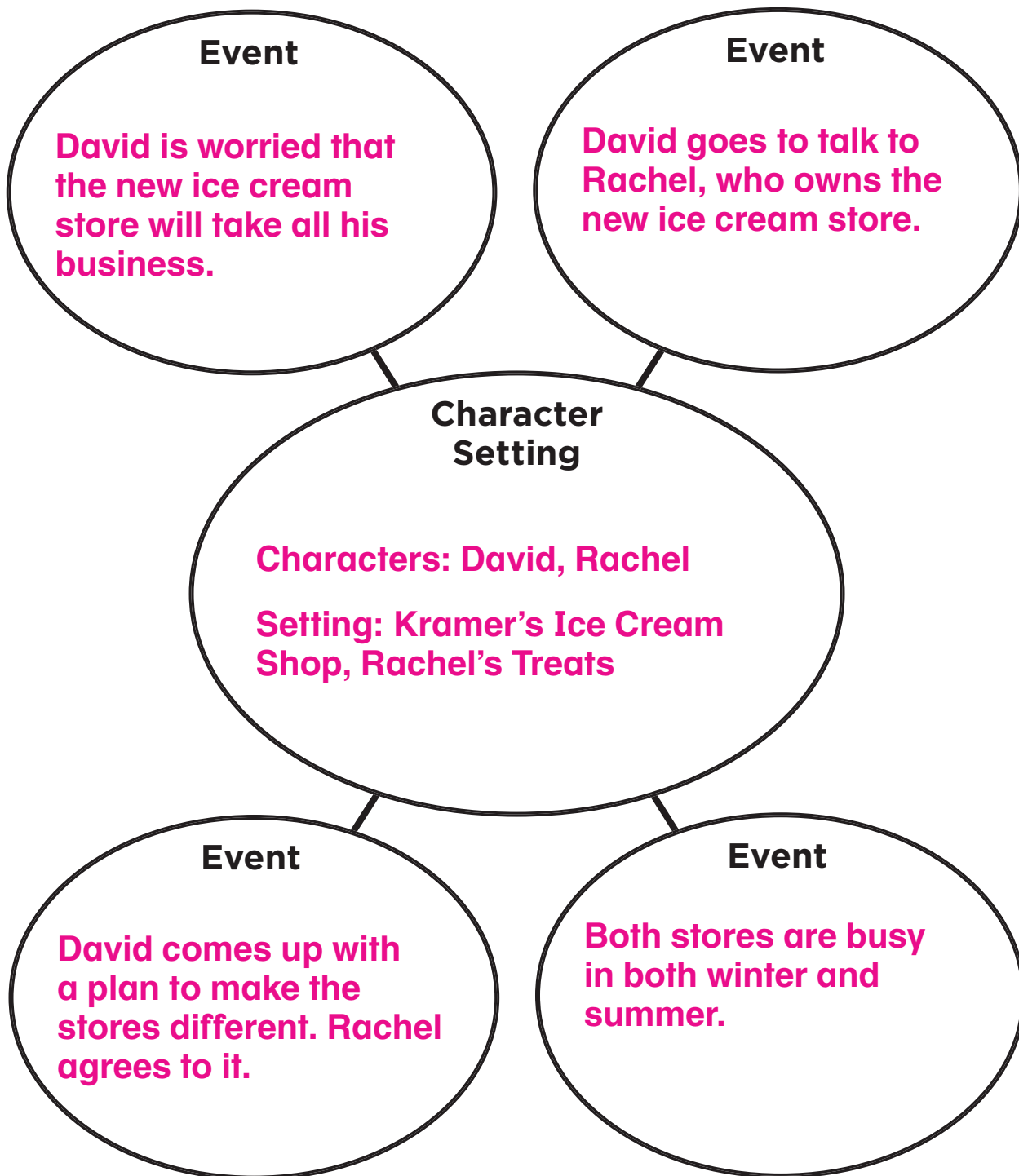
special/speech

2. Write the number of the meaning for *specialty* as it is used in each sentence.

1 The doctor's specialty is treating people's hearts.2 My dad's specialty is apple pie.**special/speech****specialty** **1.** a special thing that a person knows a lot about **2.** a special product, such as a type of food

Name _____

As you read “The Great Ice Cream Shop Turn Around,” fill in the Story Web.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Paul's Big Problem

Paul Brown felt awful. He had been scooping his special homemade ice cream for a long time. Paul's sweet shop was the best in town. Then a new store, Joy's Cookie Nook, opened up in a small mall nearby. Now Joy was stealing all of Paul's customers. His shop had fewer customers each day.

Paul went to talk to Joy. "I am not getting any customers," he complained.

Joy beamed. "I think I can help you out. Why don't we join your ice cream with my cookies. Your shop is roomy and can hold two businesses. Customers will buy your ice cream, my cookies, and ice cream sandwiches from both of us. Paul frowned. Then he grinned. "We have found the perfect solution!"

1. Underline the words with the vowel sounds in *soon*, *draw*, *book*, *toy*, and *out*.
2. Circle two-syllable words that have vowel-team syllables *ai*, *aw*, *ea*, *ew*, and *oo*.
3. What is Paul's problem?

A new sweet shop is stealing all of Paul's customers.

4. How does Joy solve Paul's problem?

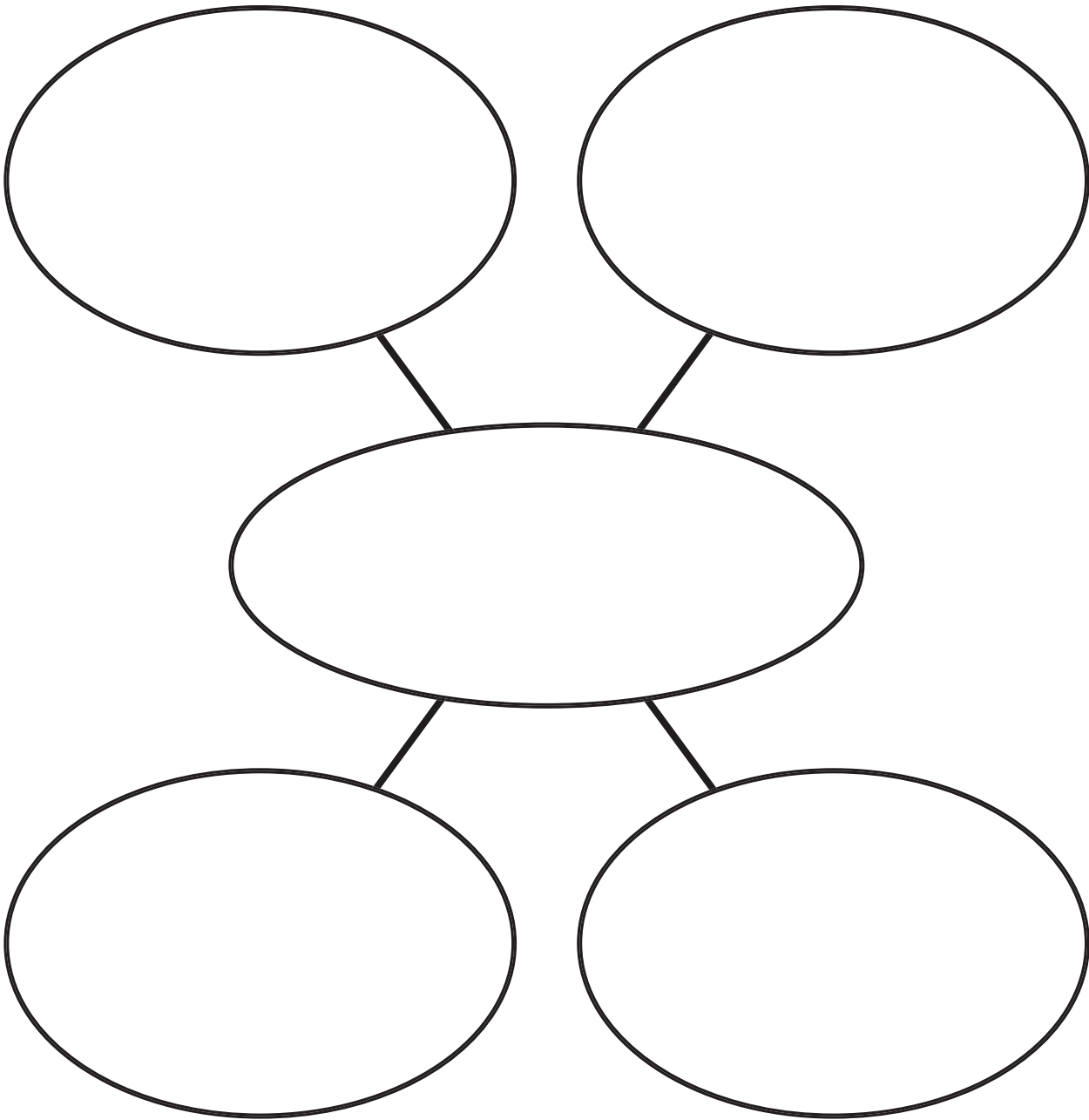
She suggests they combine their businesses.

5. People who come into a shop or a store are customers.
eaters customers cops



Name _____

To help you plan your writing, fill out an organizing web.



Name _____

Read the passage. Then complete the questions.**Two Astronauts**

Mae Jemison and Ellen Ochoa were **female astronauts**. They were **alike** in a lot of ways. **Both** grew up at a time when few women had jobs as scientists. **Both** had other jobs before they became astronauts, and **both** were artists.

Mae and Ellen were **different**, as well. Mae was the first African American woman in space. She was a doctor before she became an astronaut. She was a dancer, too. As a child, Mae dreamed of traveling in space.

Ellen was the first Mexican American woman astronaut. She invented objects with robots before she traveled in space. Ellen played the flute. She did not think about being an astronaut until she grew up. Then she found out that women, as well as men, could be astronauts.

1. Draw a line under these words: **alike, both, different**.
2. Draw boxes around details that tell how Mae and Ellen were alike.
3. List three ways Mae and Ellen were different.

Mae was the first African American woman astronaut, and Ellen was the first Mexican American woman astronaut. Mae was a doctor and dancer and Ellen was an inventor and played the flute.

Name _____

Read the passage. Then complete the questions.

Bobcats and House Cats

Bobcats and house cats may look **alike**, but these two kinds of cats are quite **different**. Bobcats live alone in the wild. They hunt at night and stay away from humans. A bobcat eats mostly rabbits. Bobcats have short tails and are twice as big as house cats.

House cats live with people. Some house cats like to be alone, but a lot of cats like to sit with their owners and be petted. House cats hunt mice and birds. They use their long tails to help with balance.

Both bobcats and house cats are skilled hunters. They pounce on the animals they hunt. **Both** cats are good at running and leaping and climbing trees.

1. Draw a box around these words: **alike**, **different**, **both**.
2. How are bobcats and house cats alike?

Both are skilled hunters. Both pounce on animals they

hunt. Both are good at running and climbing trees.

3. How do bobcats and house cats act differently around humans?

Bobcats stay away from humans. House cats

live with people and may sit with people and

want to be petted.

Name _____

Read the passage. Then complete the questions.

David's New Ice Cream

David needed customers in his ice cream shop, so he decided to make a new flavor of ice cream. David mixed different toppings with ice cream. He tried apples and nuts, fudge and grapes, and carrots. No flavor was right.

Then David went home to eat. He saw peanut butter and jelly on the shelf. "That's it!" he cried. He mixed peanut butter, grape jelly, and ice cream together. It was perfect.

The next day David gave away free samples of the new ice cream. After that, huge crowds came to David's shop.



1. What was David's problem?

He needed customers in his ice cream shop.

2. What did David decide to do to try to solve his problem?

He decided to make a new flavor of ice cream.

3. How did David solve his problem?

He made peanut butter and jelly ice cream and gave away free samples. Huge crowds came to David's shop.

Name _____

A. Circle the two words with the same vowel sound as the bold word. Underline the words that have the consonants *spl*, *scr*, *spr*, *thr*.

1. **rake** ray scram pain
2. **theme** three hen beat
3. **like** spin bright kind
4. **bone** yellow spot coat
5. **saw** sprawl wall splash
6. **book** took moon shook
7. **cow** sound how toe
8. **soon** stew soy food

B. Complete each section.

1. Fill in the missing parts to make each word.

un + help + ful = unhelpful

dog + s = dogs

hurry - y + i + es = hurries

patch + es = patches

kind + ness = kindness

cloud + y = cloudy

2. Read each word. Draw a line between the syllables. Circle the vowel teams. Underline syllables with *tion*.

action nation window contain bookcase