THINKING KIDS™

DISCOVER

Second Grade

Math & Language Arts

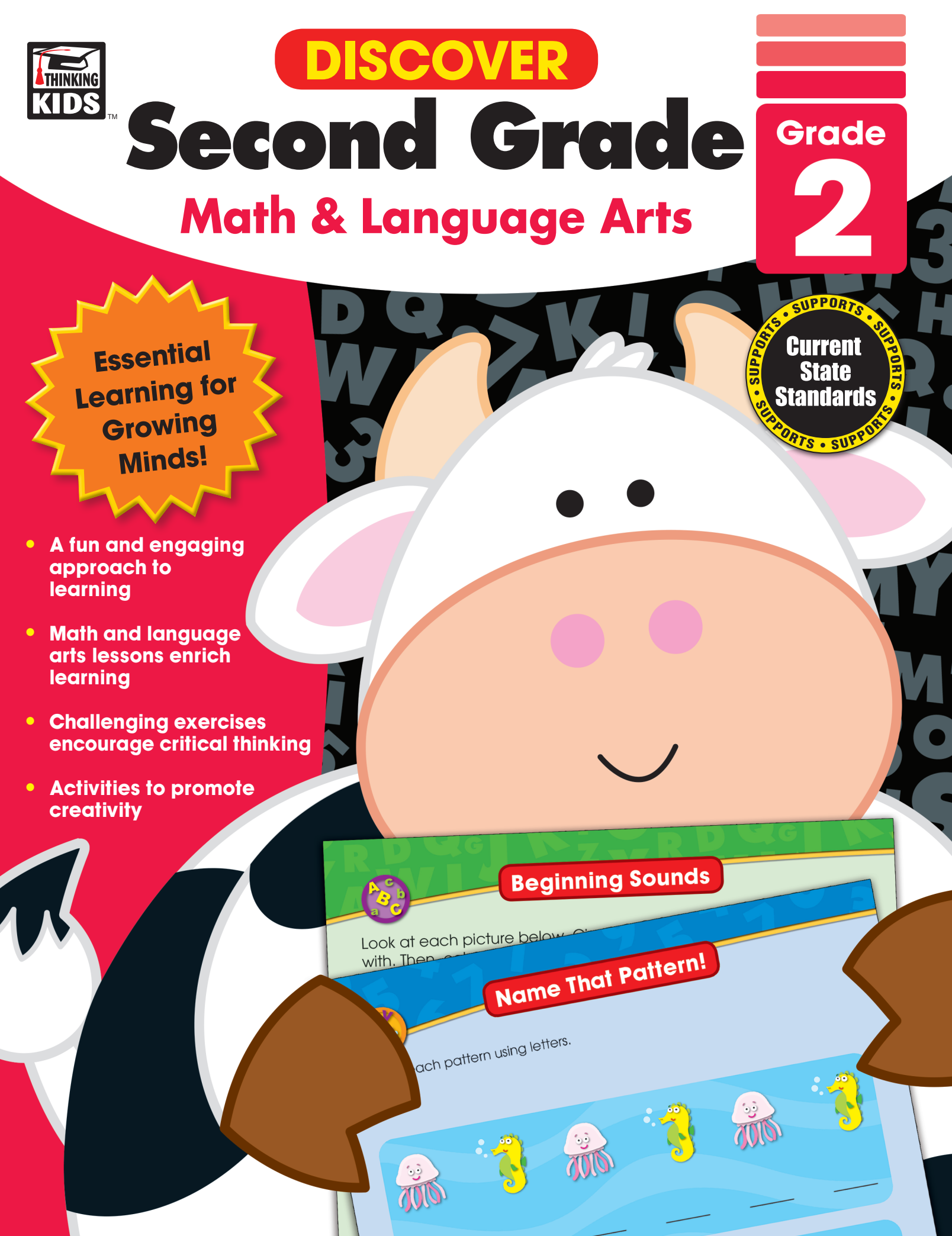
Grade 2

Essential Learning for Growing Minds!

SUPPORTS • SUPPORTS • SUPPORTS • SUPPORTS • SUPPORTS • SUPPORTS

Current State Standards

- A fun and engaging approach to learning
- Math and language arts lessons enrich learning
- Challenging exercises encourage critical thinking
- Activities to promote creativity



DISCOVER

Second Grade

Math & Language Arts

Thinking Kids™
Carson-Dellosa Publishing LLC
Greensboro, North Carolina

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Carson-Dellosa Publishing LLC
P.O. Box 35665
Greensboro, NC 27425 USA

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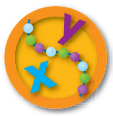
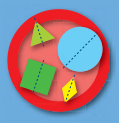
Algebra	64-94	
Geometry	95-120	
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Introduction

Welcome to *Discover Second Grade!* This book contains everything you and your child need for a creative approach to math and language arts practice. It gives you the tools to help fill knowledge gaps and build foundations that will prepare your child for higher-level math and language arts. Your child will learn to think about, know, apply, and reason with math and language arts concepts.

Discover Second Grade is organized into nine sections based on the skills covered. Each activity supports the current state standards and offers a fun and active approach to essential second grade math and language arts skills. Creative and open-ended lessons build a concrete example of math and language arts concepts to help promote understanding.

This book aims to increase critical thinking and problem solving skills with colorful and entertaining activities. Each activity supports early learning standards and encourages children to connect with the essential math and language arts skills they are learning. Activities call for children to draw, use tally marks, pictures, and graphic organizers. The goal is to encourage students to show different ways to answer questions.

Each activity challenges your child's critical thinking and problem solving skills. In *Discover Second Grade,* your child will learn about:

- Numbers and Operations
- Algebra
- Geometry
- Measurement
- Data Analysis and Probability
- Reading
- Reading Comprehension
- English
- Spelling

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Math

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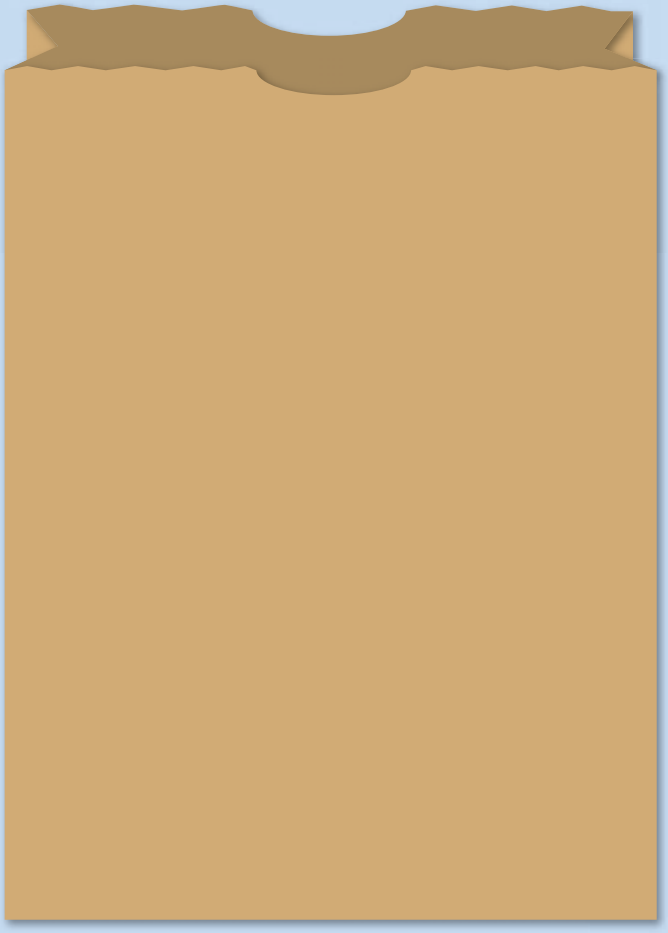
Grab Bag

Estimate the number of buttons you can pick up with one hand. Write your guess on the first line. Grab a handful of buttons and put them into groups of ten. Fill in each blank. Repeat with the next bag.

Estimate: _____

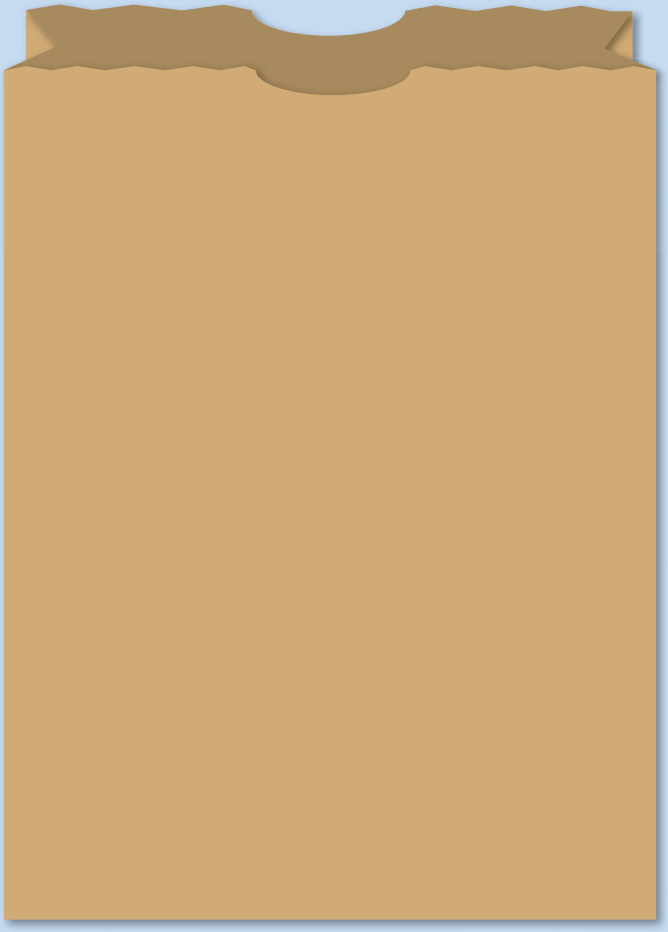


I have _____ groups of

ten and _____ left over.

I have _____ total buttons.

Estimate: _____



I have _____ groups of

ten and _____ left over.

I have _____ total buttons.

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Keeping Score

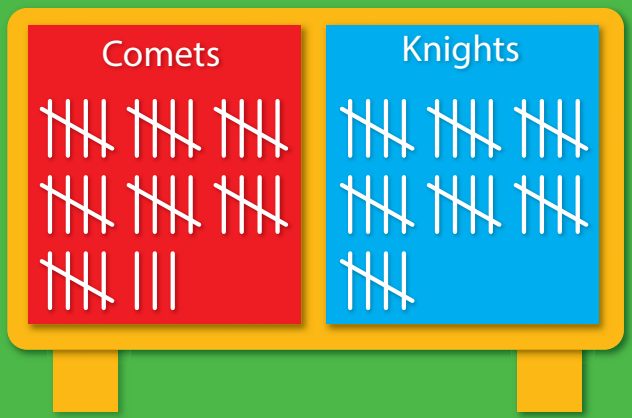
In the first row, count the balls and make tally marks for each team's goals. In the second row, count the tally marks and write scores for each team.

Gators

Gators:

_____

Game One



Comets:

_____

Knights:

_____

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Keeping Score

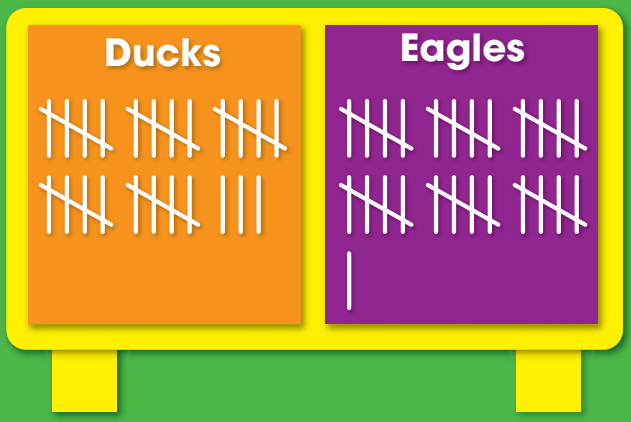
In the first row, count the balls and make tally marks for each team's goals. In the second row, count the tally marks and write scores for each team.

Tigers

Tigers:

_____

Game Two



Ducks:

_____

Eagles:

_____

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A Number of Ways

Draw a picture of base ten blocks to show each number. Then, write the number of tens and ones in the blanks.

tens	ones

_____ tens _____ ones

tens	ones

_____ tens _____ ones

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A Number of Ways

Draw a picture of base ten blocks to show each number. Then, write the number of tens and ones in the blanks.

tens	ones

_____ tens _____ ones

tens	ones

_____ tens _____ ones

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Expanding Numbers

Write each number in expanded form. The first one has been done for you.

534 = 500 + 30 + 4

27 =

301 =

876 =

984 =

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Expanding Numbers

Write each number in expanded form.

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Line Leader

Follow the directions to put the bears in order. Draw and color bears in each box.

- The 1st bear is red.
- The 4th bear is green.
- The 10th bear is blue.
- The 3rd bear is yellow.
- The 2nd and 6th bears are the same color as the 10th bear.
- The 8th and 12th bears are the same color as the 4th bear.
- The 11th and 7th bears are the same color as the 3rd bear.
- The 5th and 9th bears are the same color as the 1st bear.

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Monthly Math

Complete the calendar by writing the missing numbers. The first two numbers have been written for you. Write the important events below on the correct calendar days.

Piano lessons: 2nd and 3rd Saturdays

Test days: the 16th and the 23rd

Tennis practice: 1st and 4th Mondays

Dentist appointment: the 29th

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2			

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Monthly Math

Complete the calendar by writing the missing numbers. The first two numbers have been written for you. Write the important events below on the correct calendar days.

Piano lessons: 1st and 3rd Fridays

Test days: the 7th and the 22nd

Soccer practice: 2nd and 4th Wednesdays

Doctor appointment: the 28th

October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2			

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Money Jars

Look at the amount of money in each jar. Draw three different bill and/or coin combinations for each amount.

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Unlock the Code

Follow the clues to figure out the code number for each lock.

My ones digit is 6. My tens digit is 1 plus my ones digit. My hundreds digit is 1 less than my ones digit. What number am I?

My ones and hundreds digits are the same. My tens digit is 2 less than my ones digit. My ones digit is 4 + 4. What number am I?

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Unlock the Code

Follow the clues to figure out the code number for each lock.

My ones digit is 4. My tens digit is 1 plus my ones digit. My hundreds digit is 1 less than my ones digit. What number am I?

My hundreds digit is 6. My ones digit is half of my hundreds digit. Add my hundreds digit and ones digit together to get my tens digit. What number am I?

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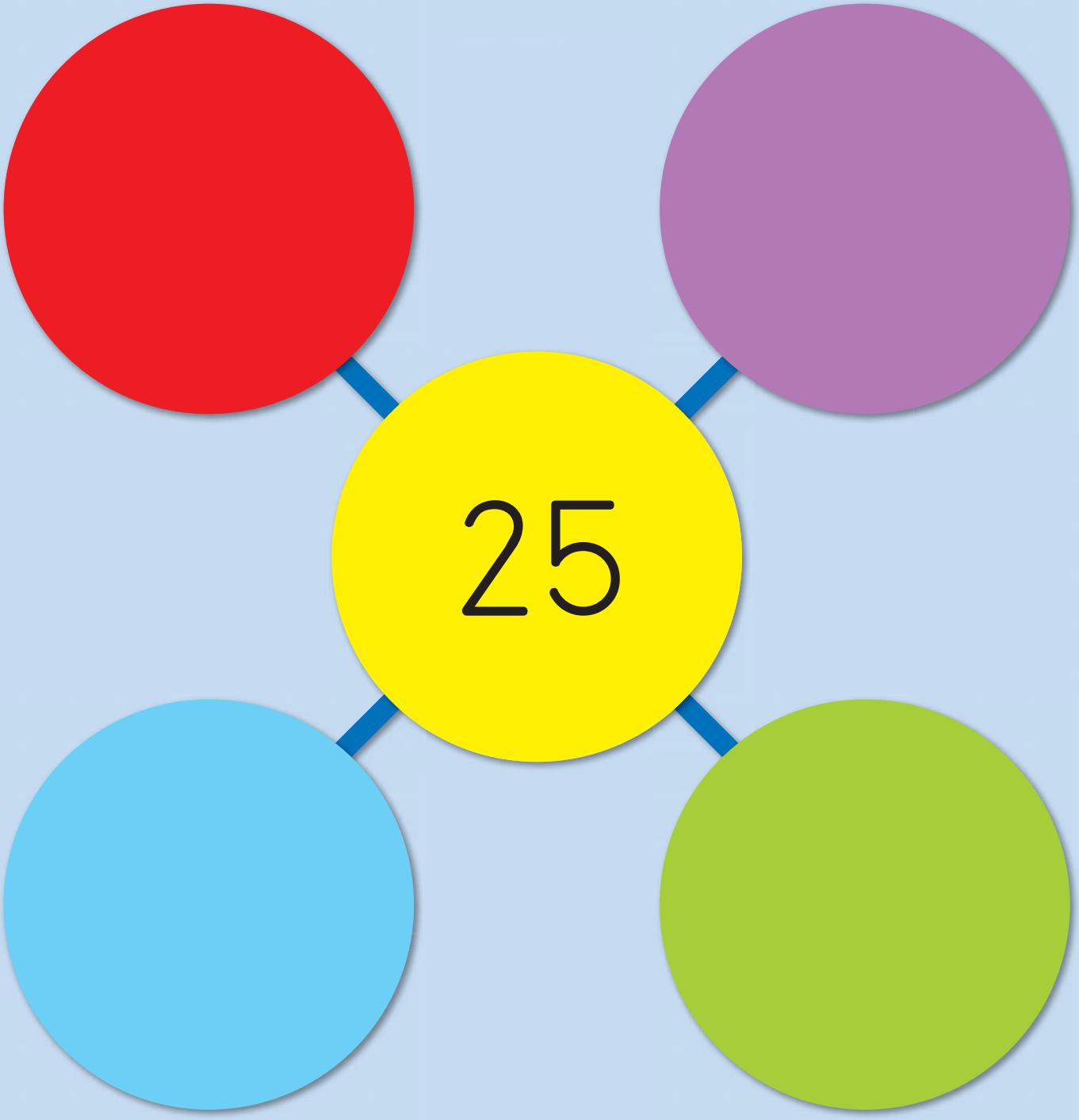
Number Know How

Show the number in four different ways. Use tally marks, number words, or drawings.



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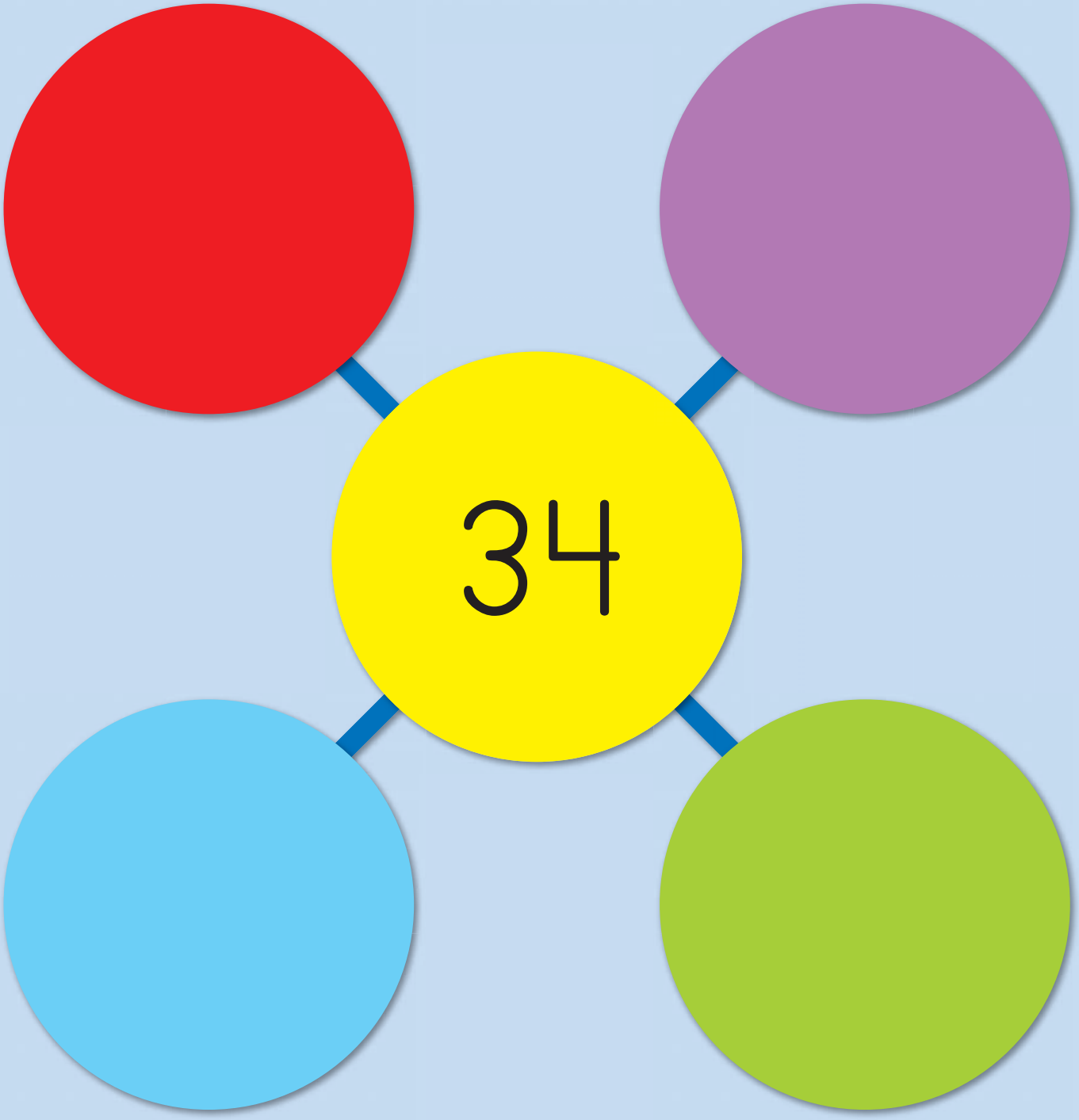
Number Know How

Show the number in four different ways. Use tally marks, number words, or drawings.



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Write Me a Check!

Write the amount of each check in word form on the line.

Bailey Bug
86 Spotted Highway
Insectville, IZ 3X2Q8

1001

Pay to Lady Beetle Café $718.00

_____ 00/100 **dollars**

For: dinner party Bailey Bug

Lucy Love
123 Heart Road
Valentine, LU 2W5Q6

1002

Pay to Heartland Formal Wear $190.00

_____ 00/100 **dollars**

For: wedding dress Lucy Love

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Write Me a Check!

Write the amount of each check in word form on the line.

Bill B. Ball
2 Hoop Street
Court, BB 5V8P2

1003

Pay to Oakland Oak Trees $386.00

_____ 00/100 **dollars**

For: season pass Bill B. Ball

Dora Duck
34 Pond Lane
Watertown, WT 3R4T1

1004

Pay to Goose's Pool Company $441.00

_____ 00/100 **dollars**

For: pool water Dora Duck

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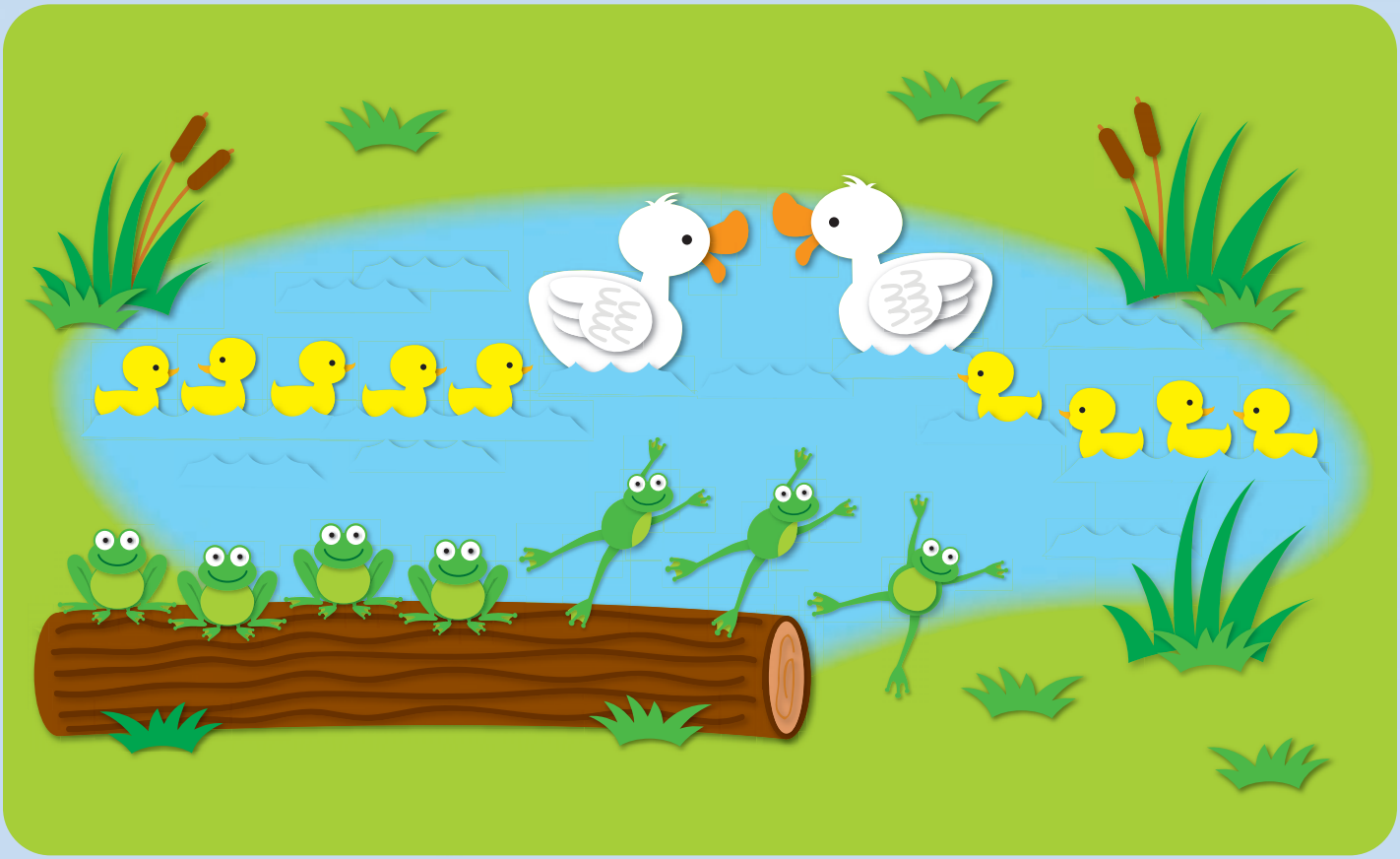
A Day at the Pond

Write two word problems based on the picture. Then, write a number sentence to show how each word problem is solved. Write the correct sign (+ or –) in the box.



_____ _____

_____ _____

_____ _____

_____ _____

_____ ☐ _____ = _____

_____ ☐ _____ = _____

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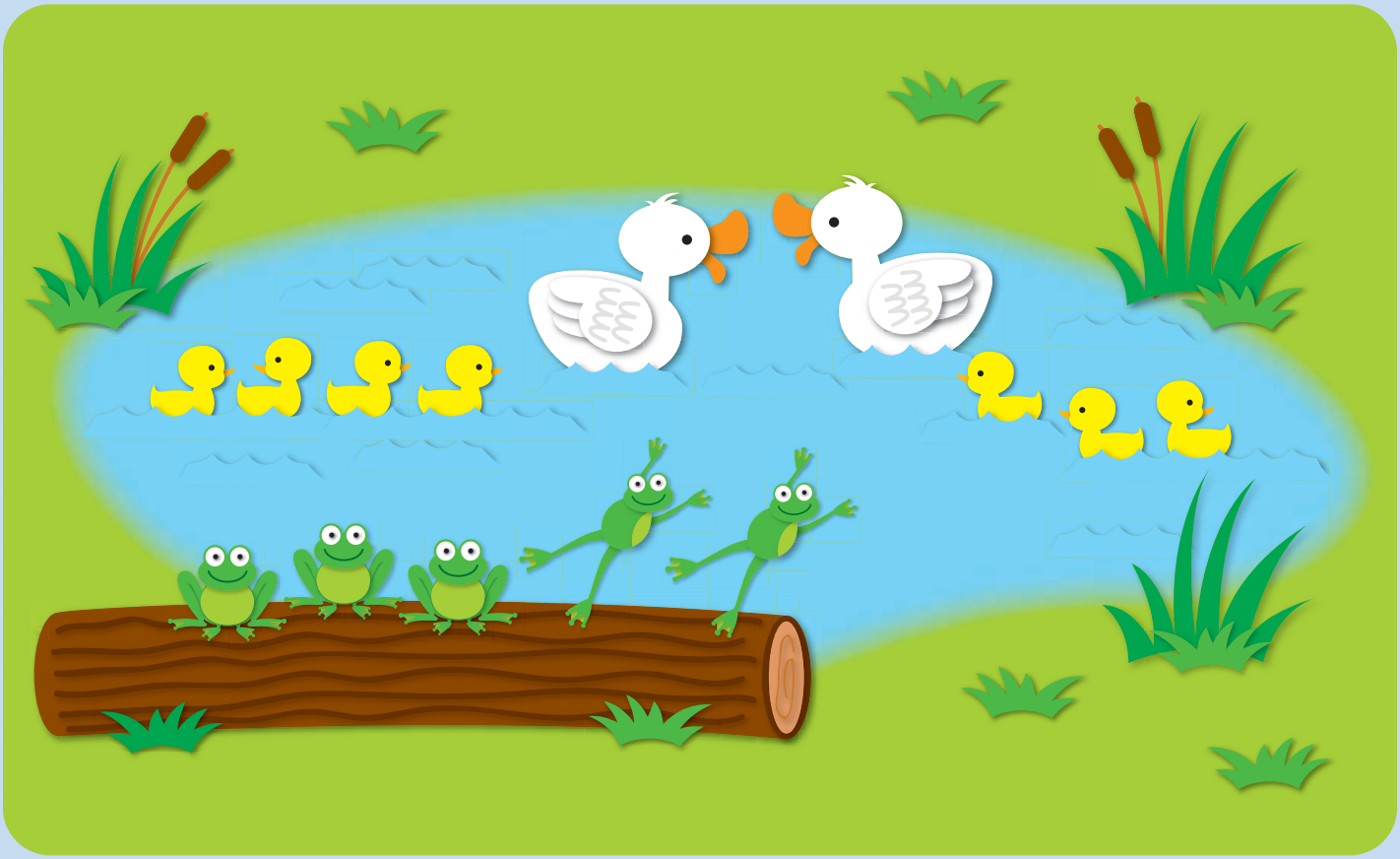
A Day at the Pond

Write two word problems based on the picture. Then, write a number sentence to show how each word problem is solved. Write the correct sign (+ or –) in the box.



_____ _____

_____ _____

_____ _____

_____ _____

_____ ☐ _____ = _____

_____ ☐ _____ = _____

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Fractional Flutter

Draw a picture of each story in the box. Then, answer each question.

Four butterflies are on a bush. One is pink. The others are orange.

Three blue birds are eating at the bird feeder. Two red birds are eating at the bird feeder.

What fraction of the butterflies are pink? _____

What fraction of the birds are blue? _____

What fraction of the butterflies are orange? _____

What fraction of the birds are red? _____

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Fractional Flutter

Draw a picture of each story in the box. Then, answer each question.

Three butterflies are on a bush. One is yellow. The others are red.

Two blue birds are eating at the bird feeder. Three green birds are eating at the bird feeder.

What fraction of the butterflies are yellow? _____

What fraction of the butterflies are red? _____

What fraction of the birds are blue? _____

What fraction of the birds are green? _____

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Pizza Pieces

Draw lines to divide the pizzas into equal slices to serve groups of 2, 3, and 4 people. Then, answer the questions.

A
Serves 2

B
Serves 3

C
Serves 4

Which pizza shows everyone getting $\frac{1}{3}$ of the pizza? _____

If one person ate $\frac{1}{2}$ of pizza A and two people share the other $\frac{1}{2}$ equally, what fraction of the whole pizza do the two people get? _____

If three people each eat 1 slice of pizza C, what fraction of the pizza is left? _____

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Pizza Pieces

Draw lines to divide the pizzas into equal slices to serve groups of 6 and 8 people. Then, answer the questions.

A
Serves 6

B
Serves 8

Which pizza has the largest slices? _____

Which pizza has the smallest slices? _____

What happens to the size of the pizza slices as you cut the pieces to serve more people? _____

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Make 10!

Drop 10 buttons onto the hand. Count how many of each color you see. Write the numbers in the number sentences. Repeat until you make 6 different combinations that equal 10.

_____ + _____ = 10 _____ + _____ = 10

_____ + _____ = 10 _____ + _____ = 10

_____ + _____ = 10 _____ + _____ = 10

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Make 20!

Drop 20 buttons onto the hand. Count how many of each color you see. Write the numbers in the number sentences. Repeat until you make 6 different combinations that equal 20.

_____ + _____ = 20 _____ + _____ = 20

_____ + _____ = 20 _____ + _____ = 20

_____ + _____ = 20 _____ + _____ = 20

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Find the 10s

Circle the two numbers in each row that equal 10. Then, write the third number in the number sentence with 10 and solve for the sum. The first one has been done for you.

12 + (9) + (1) = 10 + 12 = 22

7 + 26 + 3 = 10 + ____ = ____

2 + 90 + 8 = 10 + ____ = ____

5 + 86 + 5 = 10 + ____ = ____

6 + 4 + 31 = 10 + ____ = ____

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Find the 20s

Circle the two numbers in each row that equal 20. Then, write the third number in the number sentence with 20 and solve for the sum. The first one has been done for you.

12 + (18) + (2) = 20 + 12 = 32

13 + 29 + 7 = 20 + ____ = ____

8 + 80 + 12 = 20 + ____ = ____

10 + 67 + 10 = 20 + ____ = ____

14 + 6 + 41 = 20 + ____ = ____

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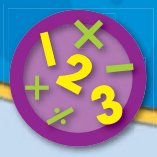
Addition Breakdown



Add each pair of numbers by breaking the second number into tens and ones. Then, add the groups of ten and add the ones. The first two have been started for you.

56 + 23 =

56 + 20 + 3 =

76 + 3 =

_____

28 + 14 =

28 + 10 + 4 =

_____ + _____ =

_____

46 + 39 =

_____ + _____ + _____ =

_____ + _____ =

_____

32 + 17 =

_____ + _____ + _____ =

_____ + _____ =

_____

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Addition Breakdown

Add each pair of numbers by breaking the second number into tens and ones. Then, add the groups of ten and add the ones. The first two have been started for you.

57 + 33 =

57 + 30 + 3 =

87 + 3 =

_____

25 + 13 =

25 + 10 + 3 =

_____ + _____ =

_____

48 + 34 =

_____ + _____ + _____ =

_____ + _____ =

_____

37 + 18 =

_____ + _____ + _____ =

_____ + _____ =

_____

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Mystery Numbers

Use tally marks to help you find the missing number behind each magnifying lens. Write a number sentence to solve for the missing number. Then, write the answer.

77 – = 70

_____ ☐ _____ = _____

= _____

29 – = 17

_____ ☐ _____ = _____

= _____

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Mystery Numbers

Use tally marks to help you find the missing number behind each magnifying lens. Write a number sentence to solve for the missing number. Then, write the answer.

21 – = 10

_____ ☐ _____ = _____

= _____

37 – = 15

_____ ☐ _____ = _____

= _____

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Square Subtraction

Use the hundred board to solve each problem. Circle the first number in the problem on the board. Then, draw a path on the board as you count back to subtract the second number. Draw a triangle around the answer. Write the answer to complete the number sentence.

22 – 11 = _____ 67 – 14 = _____ 36 – 9 = _____

88 – 12 = _____ 94 – 5 = _____ 51 – 12 = _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Square Subtraction

Use the hundred board to solve each problem. Circle the first number in the problem on the board. Then, draw a path on the board as you count back to subtract the second number. Draw a triangle around the answer. Write the answer to complete the number sentence.

31 – 10 = _____ 57 – 13 = _____ 19 – 8 = _____

77 – 12 = _____ 99 – 6 = _____ 88 – 10 = _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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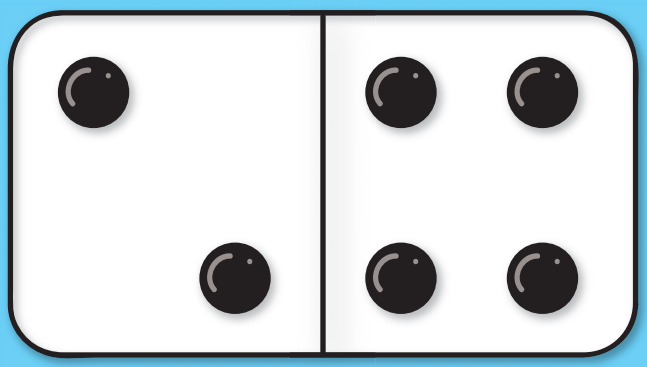
Dip into Dominoes

Count the dots on each side of each domino. Then, write the related facts for each domino.

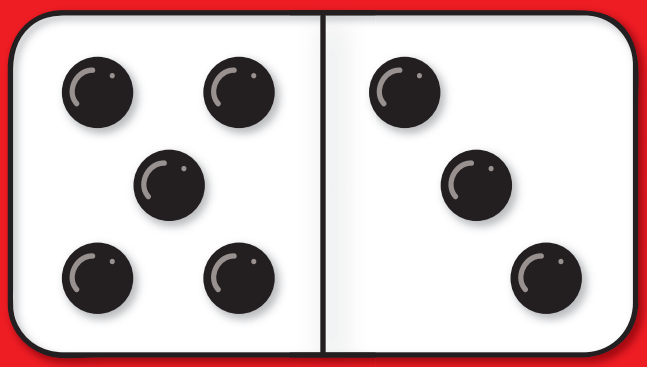


____ + ____ = ____

____ + ____ = ____

____ − ____ = ____

____ − ____ = ____



____ + ____ = ____

____ + ____ = ____

____ − ____ = ____

____ − ____ = ____

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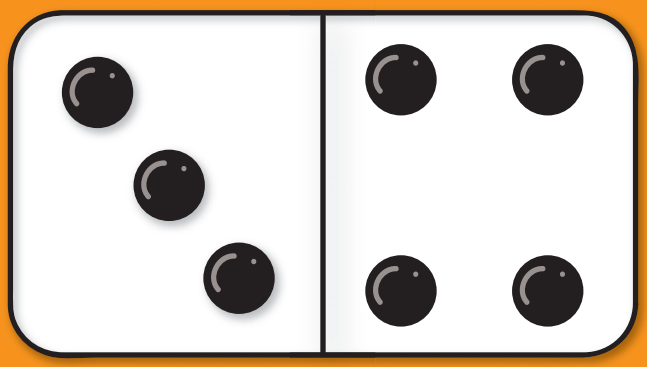
Dip into Dominoes

Count the dots on each side of each domino. Then, write the related facts for each domino.

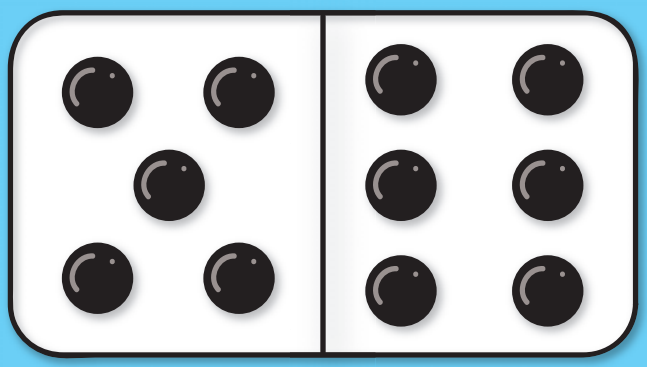


____ + ____ = ____

____ + ____ = ____

____ − ____ = ____

____ − ____ = ____



____ + ____ = ____

____ + ____ = ____

____ − ____ = ____

____ − ____ = ____

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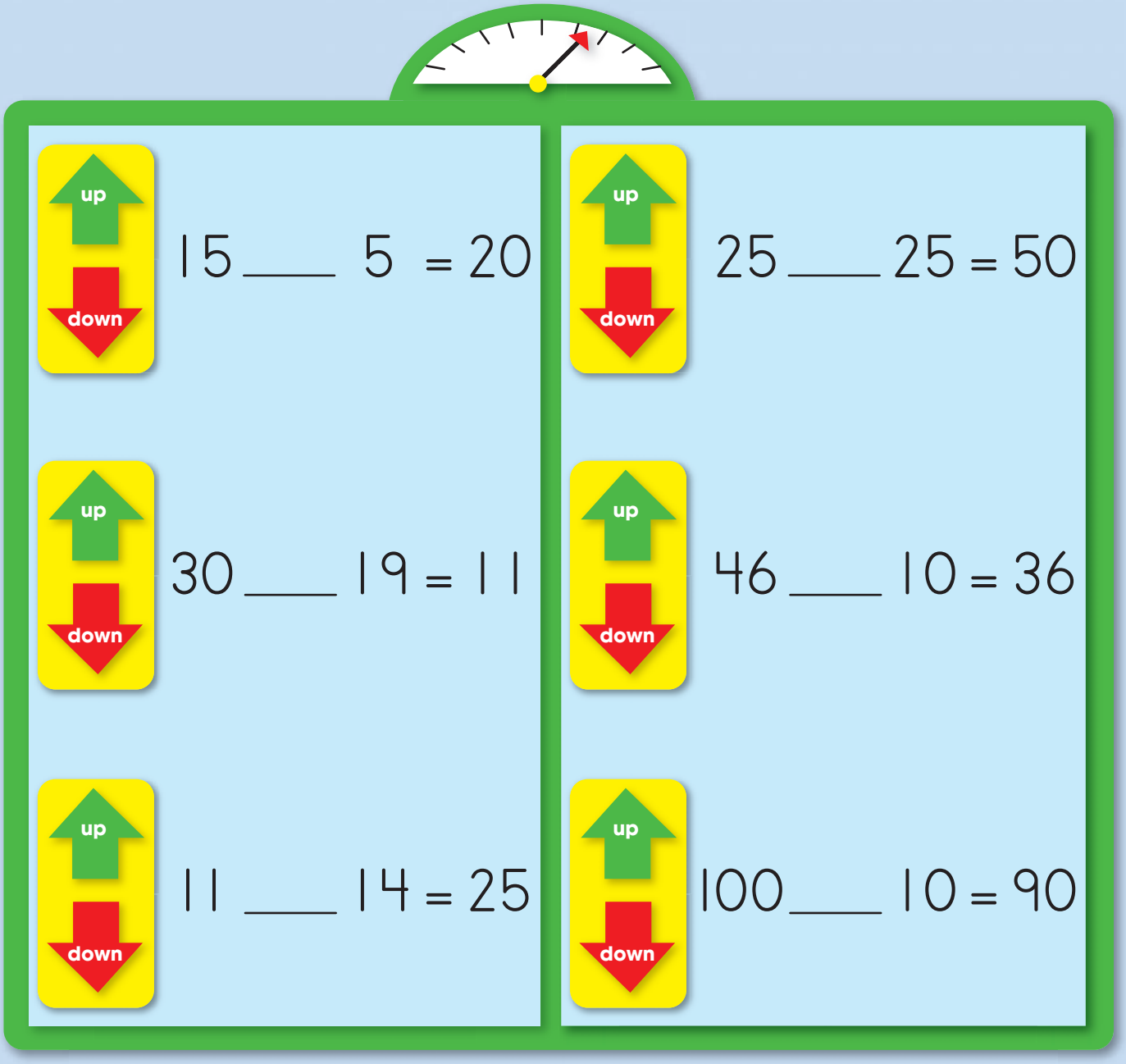
Elevator Operator

Look at the first and last numbers in each number sentence. Did the first number go up or down to become the last number? Circle the correct elevator button beside the number sentence. Write + or – in the blank to make the sentence true.



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Elevator Operator

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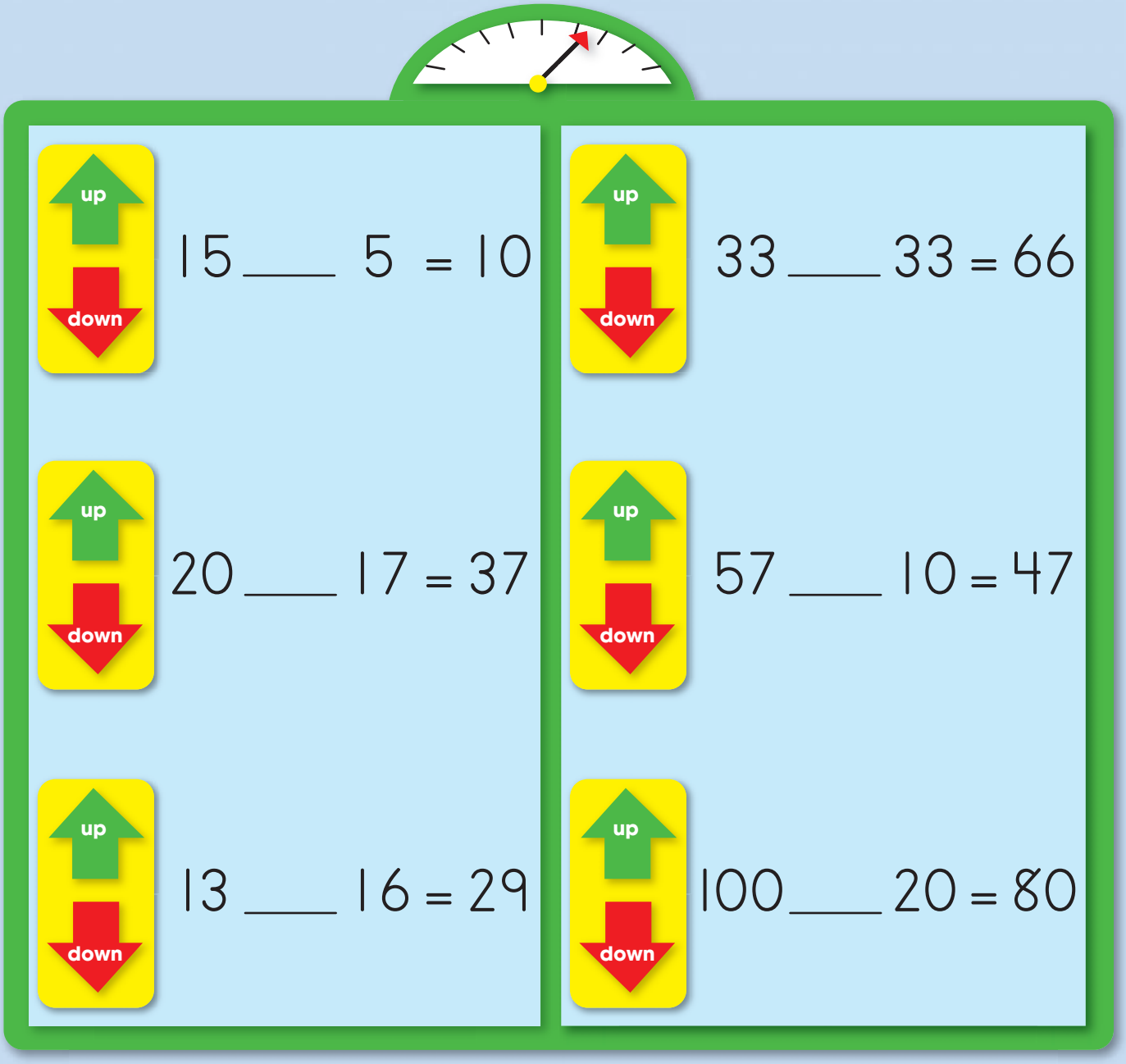

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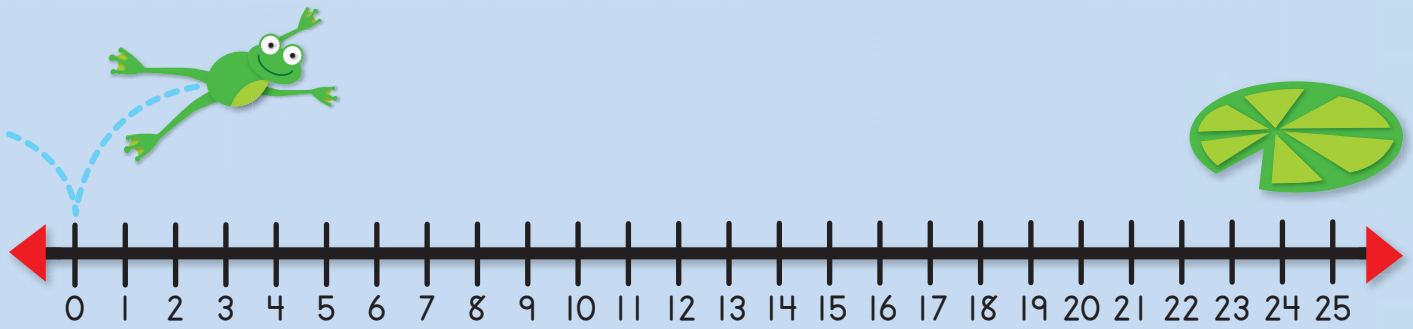
Hopping on a Number Line

Use the number line to help you write multiplication sentences and answer the questions.



If the frog takes 5 hops of 3, where will he land?

5 × 3 = _____

If the frog takes 6 hops of 2, where will he land?

_____ × _____ = _____

If the frog takes 4 hops of 4, where will he land?

_____ × _____ = _____

If the frog takes 3 hops of 7, where will he land?

_____ × _____ = _____

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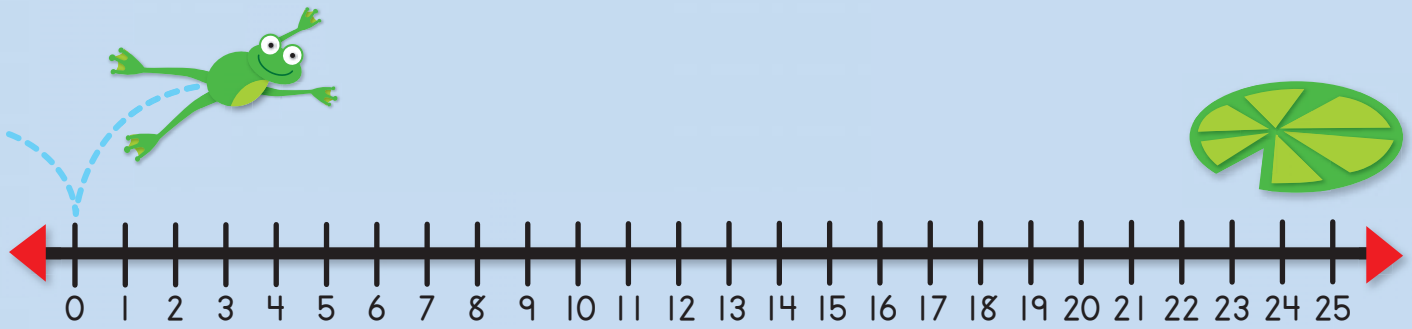
Hopping on a Number Line

Use the number line to help you write multiplication sentences and answer the questions.



If the frog takes 5 hops of 2, where will he land?

5 × 2 = _____

If the frog takes 6 hops of 3, where will he land?

_____ × _____ = _____

If the frog takes 3 hops of 3, where will he land?

_____ × _____ = _____

If the frog takes 4 hops of 6, where will he land?

_____ × _____ = _____

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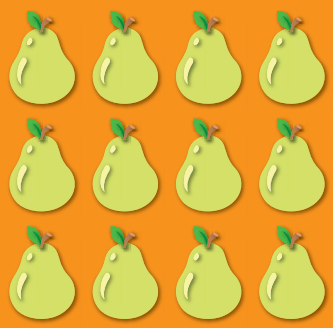
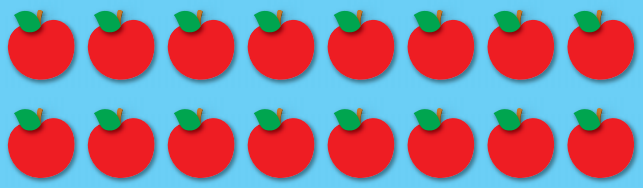
Fruitful Arrays

Count the fruit in each array. Write two number sentences to describe each array. In the last box, draw your own array and write two number sentences to describe it.



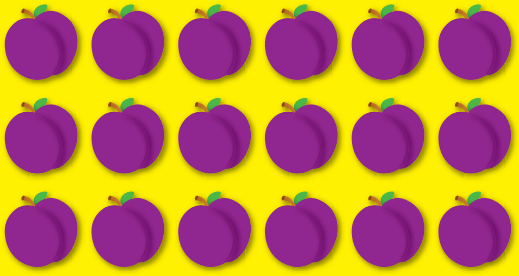
____ + ____ + ____ = ____

____ × ____ = ____



____ + ____ = ____

____ × ____ = ____



____ + ____ + ____ = ____

____ × ____ = ____

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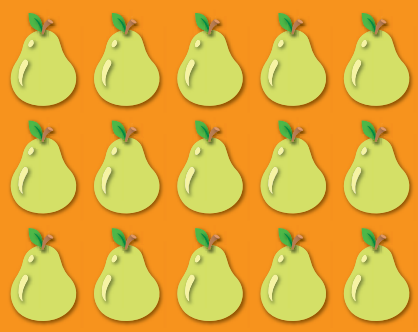
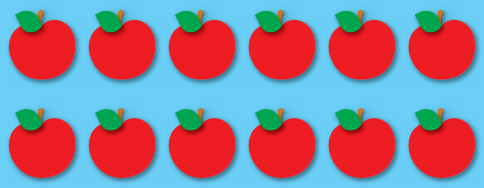
Fruitful Arrays

Count the fruit in each array. Write two number sentences to describe each array. In the last box, draw your own array and write two number sentences to describe it.



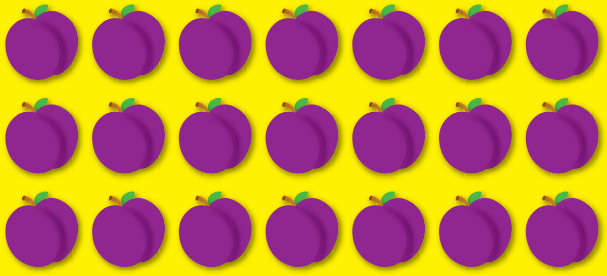
_____ + _____ + _____ = _____

_____ × _____ = _____



_____ + _____ = _____

_____ × _____ = _____



_____ + _____ + _____ = _____

_____ × _____ = _____

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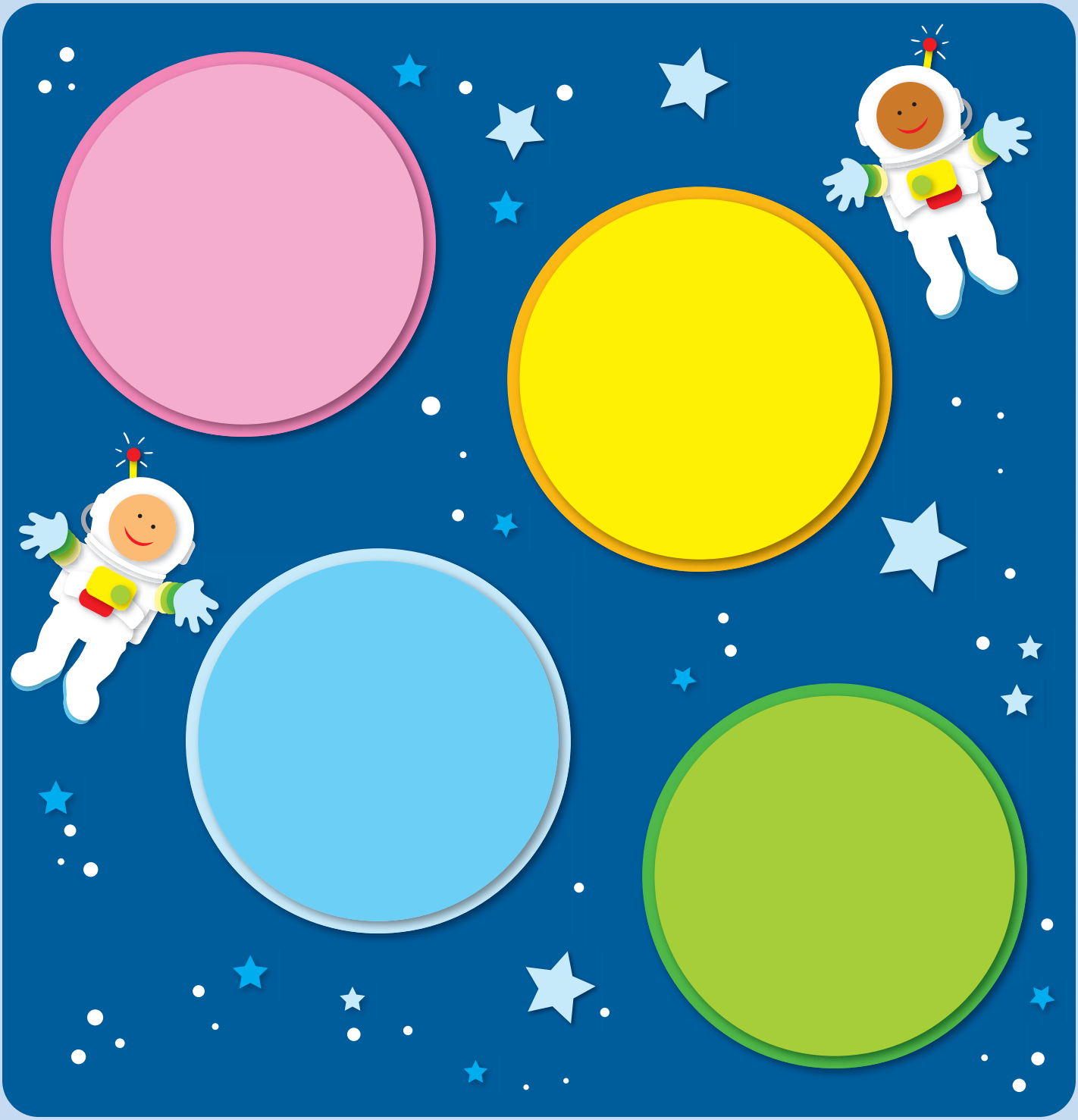
The Great Divide

Show 4 ways that you can divide 20 pennies into equal groups. Draw each way on a planet.



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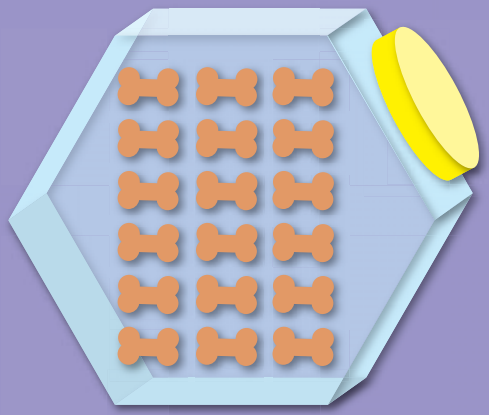
Share and Share Alike

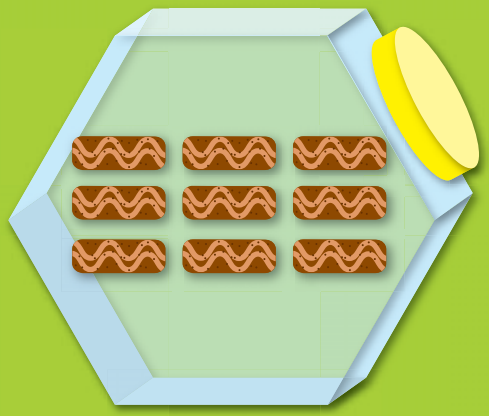
Rachel has treats to share with her 3 dogs. Circle 3 equal groups in each jar. Complete the sentences. Then, write a division number sentence and solve.



Three dogs shared _____ bones.

Each dog ate _____ bones.

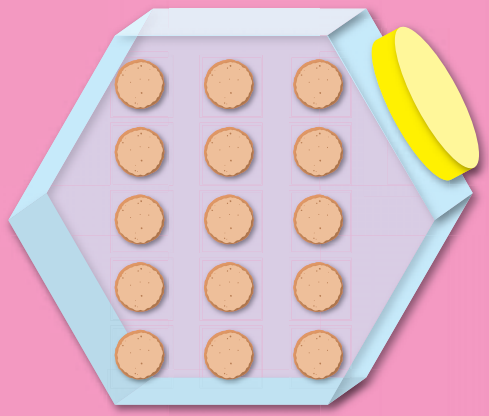
_____ ÷ _____ = _____



Three dogs shared _____ strips.

Each dog ate _____ strips.

_____ ÷ _____ = _____



Three dogs shared _____ cookies.

Each dog ate _____ cookies.

_____ ÷ _____ = _____

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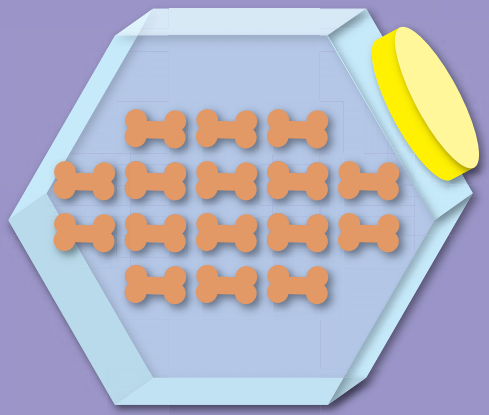
Share and Share Alike

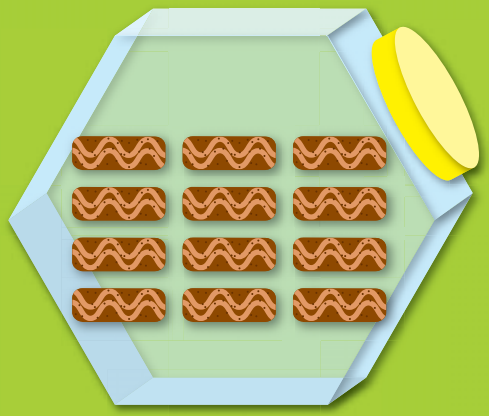
Jim has treats to share with his 4 dogs. Circle 4 equal groups in each jar. Complete the sentences. Then, write a division number sentence and solve.



Four dogs shared _____ bones.

Each dog ate _____ bones.

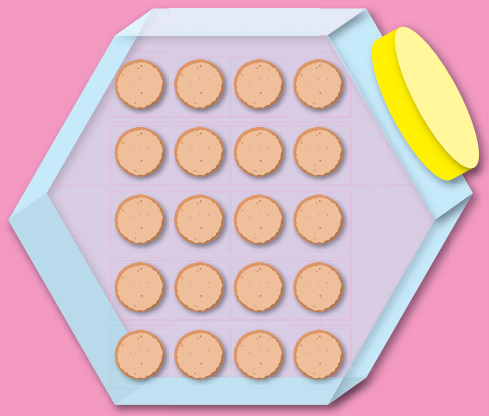
_____ ÷ _____ = _____



Four dogs shared _____ strips.

Each dog ate _____ strips.

_____ ÷ _____ = _____



Four dogs shared _____ cookies.

Each dog ate _____ cookies.

_____ ÷ _____ = _____

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What Should You Do?

Read each word problem. Draw a picture or an array to solve each problem. Write the number sentence.

There are 36 books on 4 shelves. Each shelf has the same number of books on it. How many books are on each shelf?

_____ ☐ _____ = _____ books

There are 8 baskets. Each basket has 5 apples in it. How many apples are there in all?

_____ ☐ _____ = _____ apples

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What Should You Do?

Read each word problem. Draw a picture or an array to solve each problem. Write the number sentence.

Logan is paying for himself and 3 friends to go to the movies. The tickets cost $7 each. How much money does he need?

_____ ☐ _____ = $ _____

A clown at a party has 24 balloons. There are 6 children at the party. How many balloons will each child get?

_____ ☐ _____ = _____ balloons

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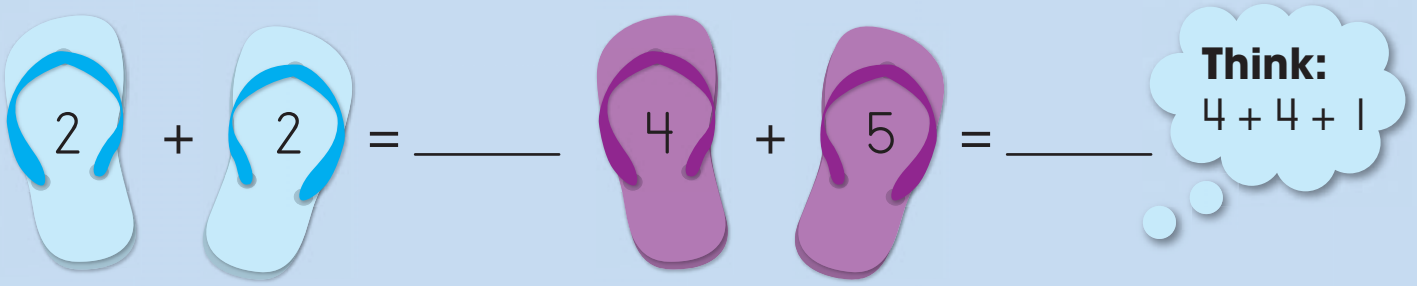
Double Duos

Use doubles addition facts to find each sum.



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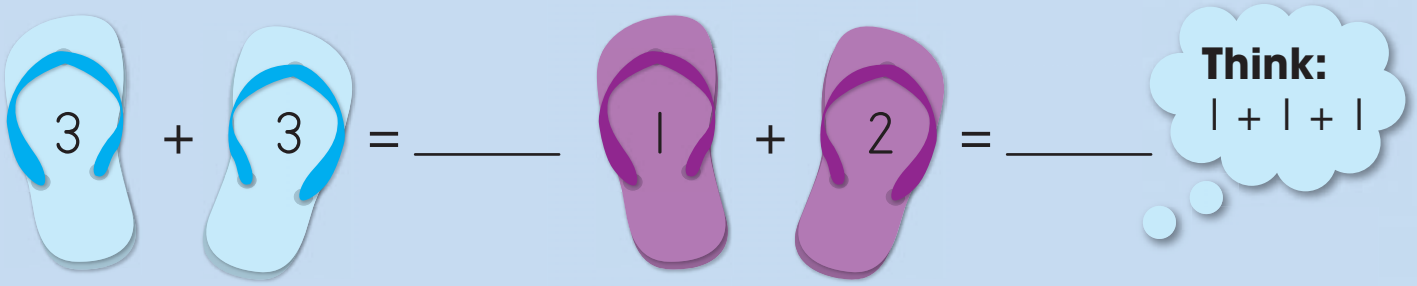
Double Duos

Use doubles addition facts to find each sum.



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Take the Shortcut

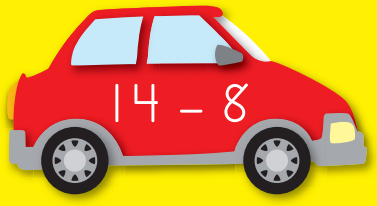
Use the shortcuts to find each difference.

– 8 Shortcut

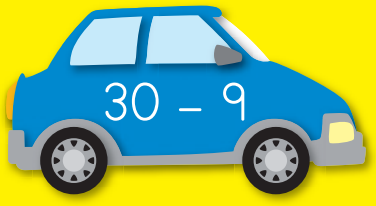
Think: –10, +2

– 9 Shortcut

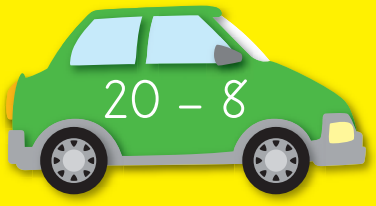
Think: –10, +1



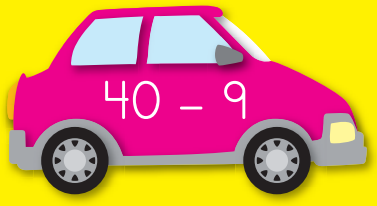
___ – 10 + 2 = ___



___ – 10 + 1 = ___



___ – 10 + ___ = ___



___ – 10 + ___ = ___

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Use the shortcuts to find each difference.

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Think: –10, +2

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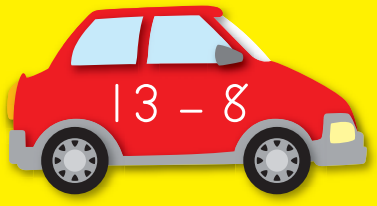
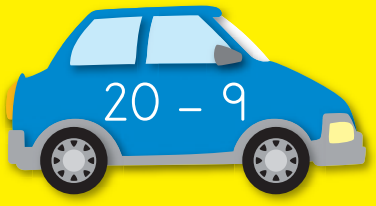
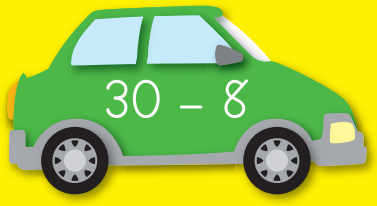


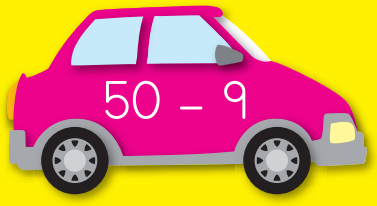
___ – 10 + 2 = ___



___ – 10 + 1 = ___



___ – 10 + ___ = ___



___ – 10 + ___ = ___

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The Estimation Shop

You have $1.00. Estimate to find out if you have enough money to buy the items listed. Use coins to check your answers. Then, circle yes or no.

Do you have enough to buy a yo-yo and a top?

yes **no**

Do you have enough to buy a toy train and a toy sailboat?

yes **no**

Do you have enough to buy a ball and a teddy bear?

yes **no**

Do you have enough to buy a pencil and a toy sailboat?

yes **no**

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The Estimation Shop

You have $1.25. Estimate to find out if you have enough money to buy the items listed. Use coins to check your answers. Then, circle yes or no.

Do you have enough to buy a toy train and a pencil?

yes **no**

Do you have enough to buy a toy train and a yo-yo?

yes **no**

Do you have enough to buy a ball and a toy sailboat?

yes **no**

Do you have enough to buy a pencil and a yo-yo?

yes **no**

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Brain Power

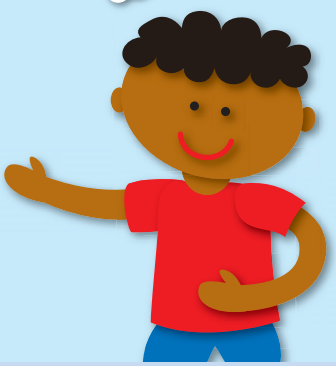
Use mental math to find each sum. (Hint: Make tens or multiples of 10 first.) Then, write in the cloud how you solved each problem.

12 + 5 + 8 + 5 =

31 + 7 + 3 =

7 + 9 + 13 =

80 + 19 + 1 =



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Brain Power

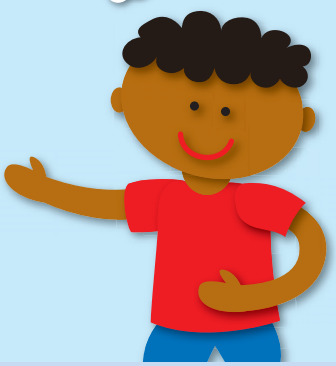
Use mental math to find each sum. (Hint: Make tens or multiples of 10 first.) Then, write in the cloud how you solved each problem.

13 + 4 + 7 + 4 =

41 + 8 + 2 =

8 + 7 + 14 =

70 + 18 + 3 =



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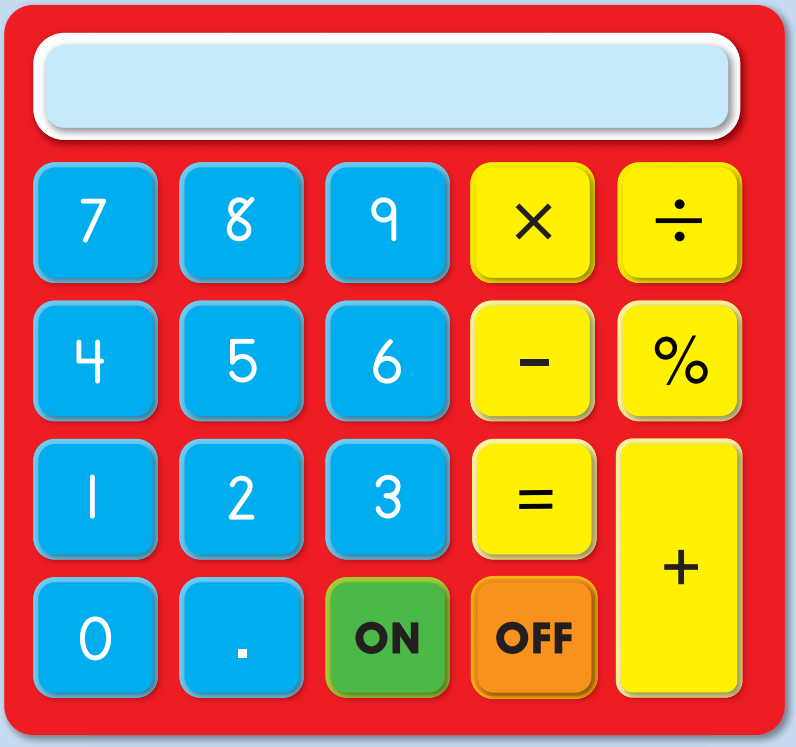
The Speed Machine

Use a calculator to solve each problem.



84 + 56 = _____

93 − 47 = _____

36 + 19 + 55 = _____

703 − 284 = _____

563 + 459 = _____

1,001 − 699 = _____

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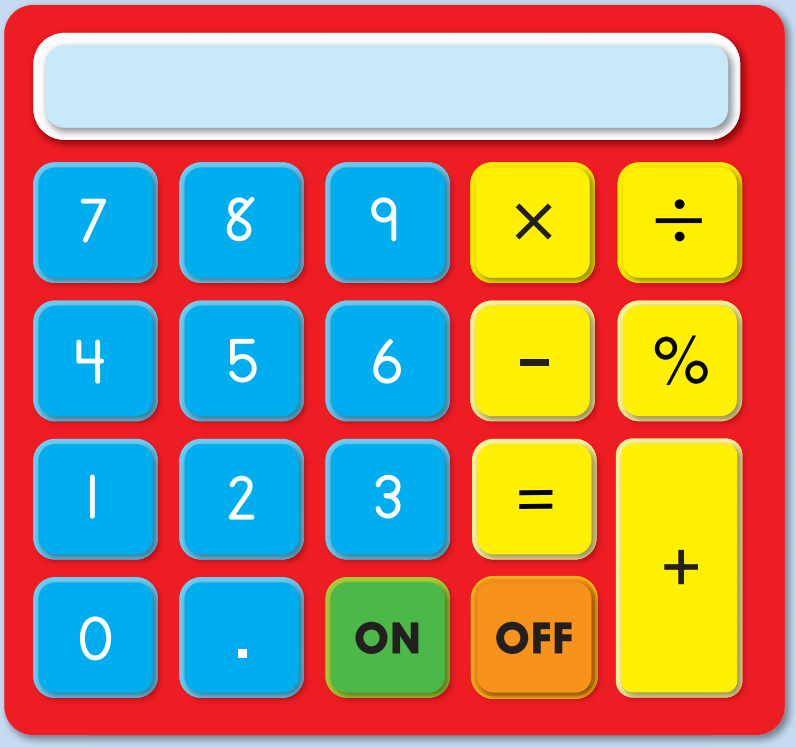
The Speed Machine

Use a calculator to solve each problem.



85 + 66 = _____

92 − 44 = _____

34 + 18 + 56 = _____

707 − 167 = _____

571 + 455 = _____

1,010 − 688 = _____

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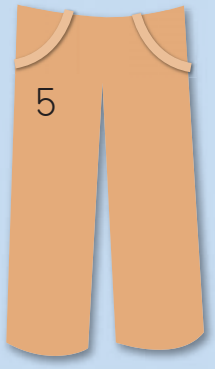
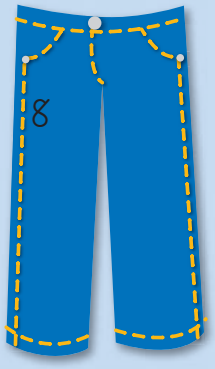
Clothing Sort

Sort and classify the clothing into groups. Then, on a separate sheet of paper, write how you classified each group.





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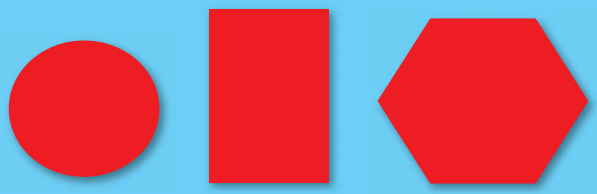
Breaking the Rules

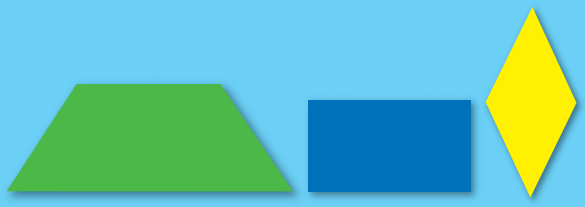
Look at the shapes in each row. Name the sorting rule for each group. Follow the directions to show 3 shape blocks that do not fit the rule. Then, draw the shapes.

Rule: _____ Show 3 blocks that would break the rule.

Rule: _____ Show 3 blocks that would break the rule.



Rule: _____ Show 3 blocks that would break the rule.



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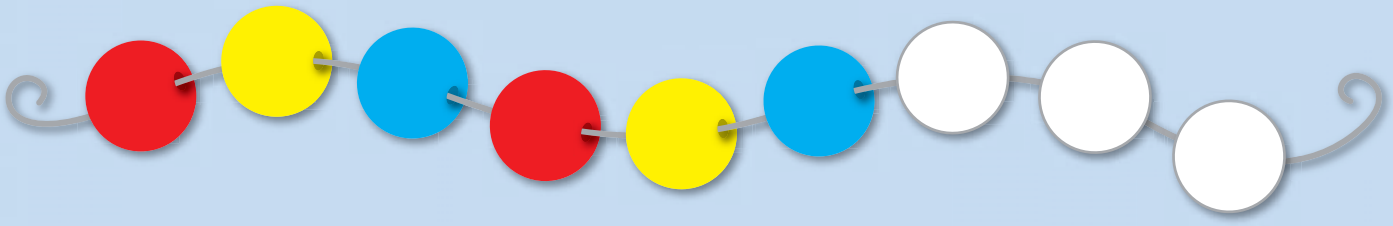
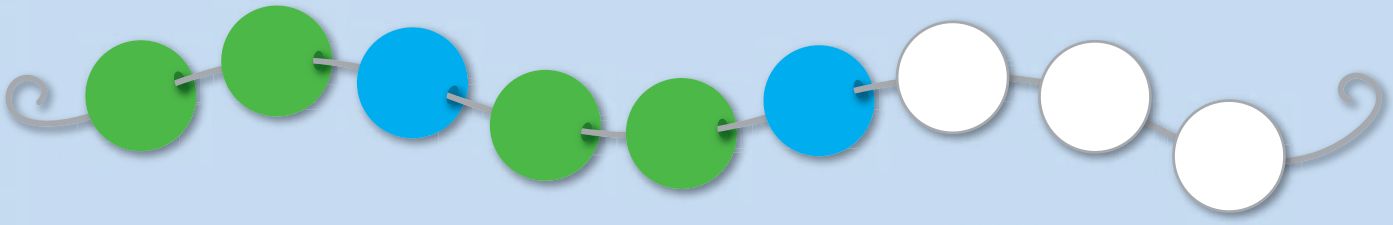
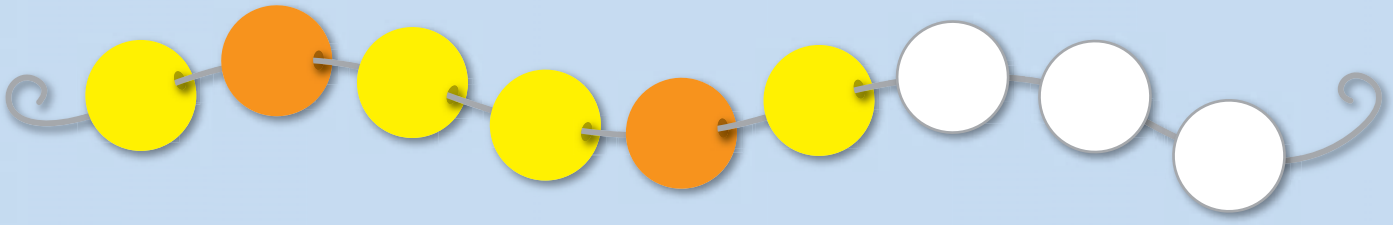
Bead a Pattern

Color the blank beads to continue each pattern.







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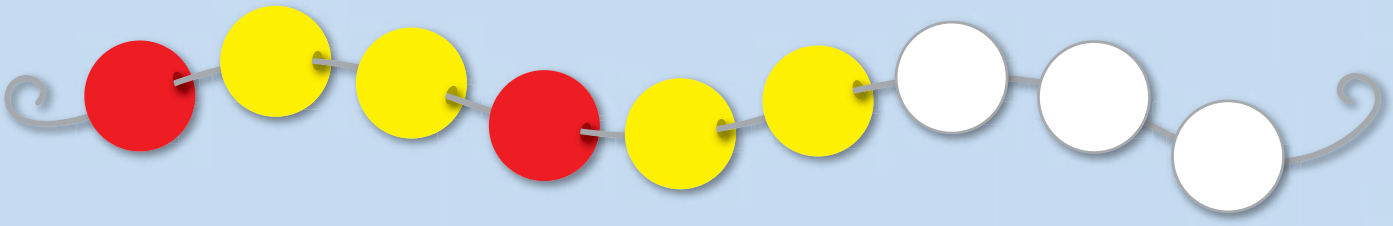

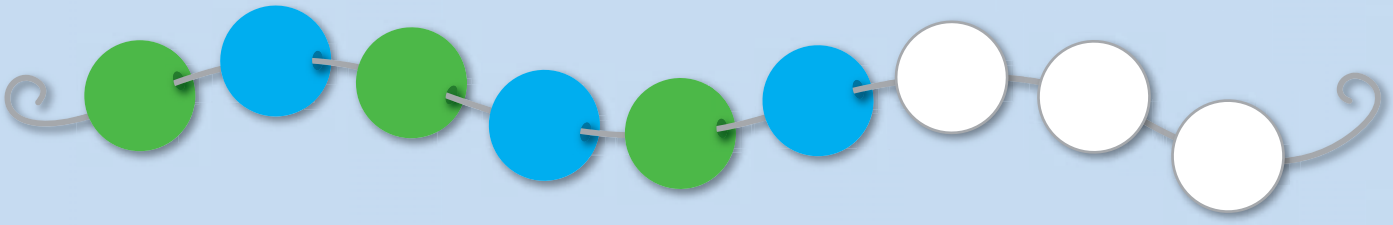

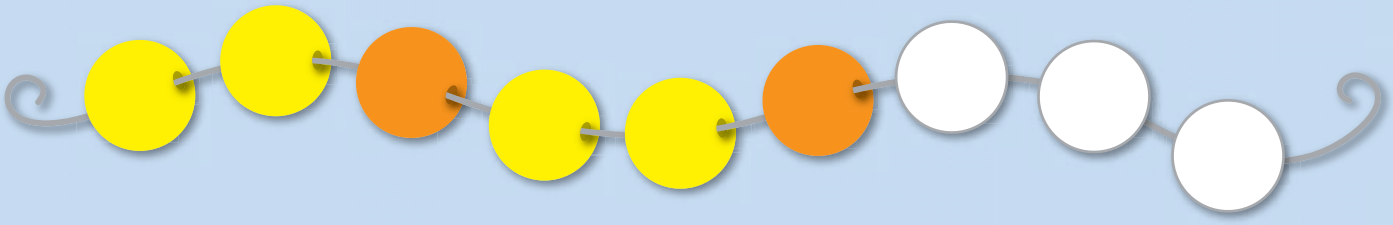

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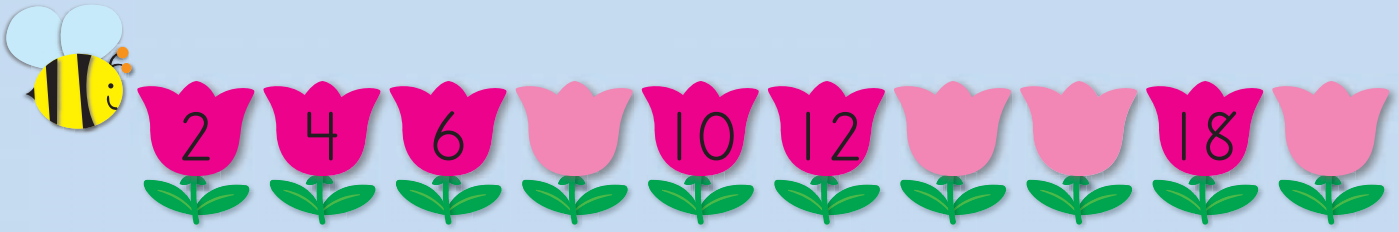
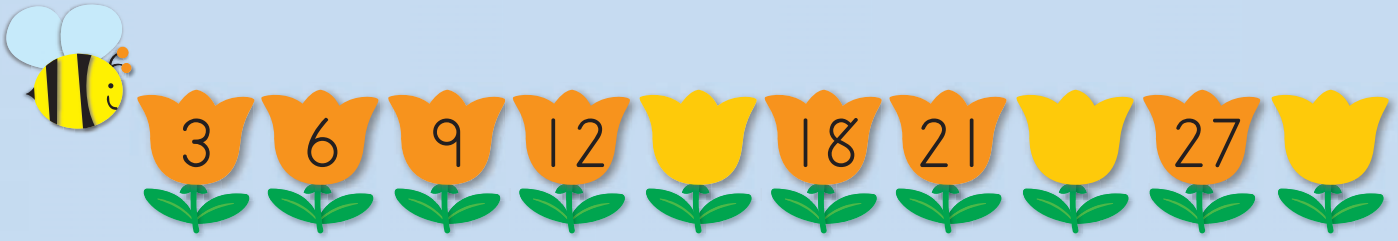
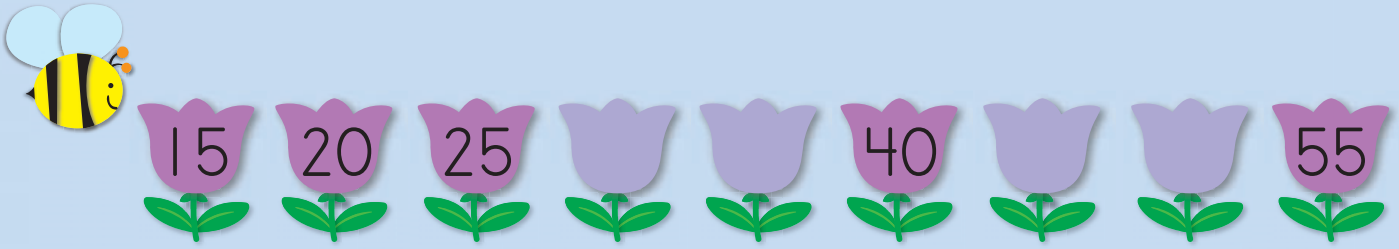
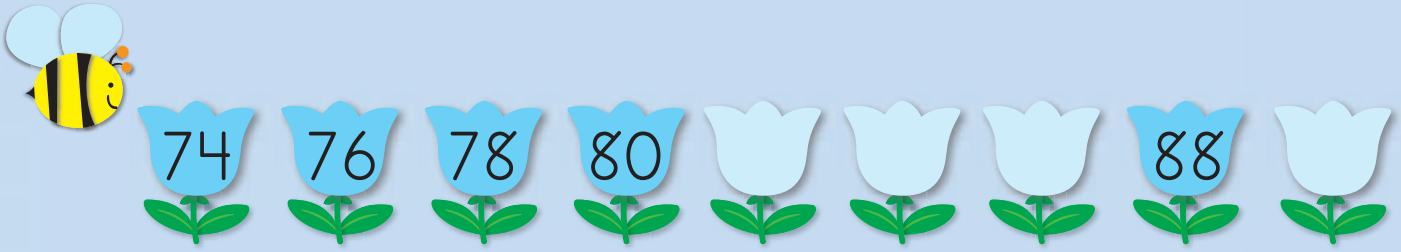
Buzzing Around

Write the missing numbers in each row of flowers.









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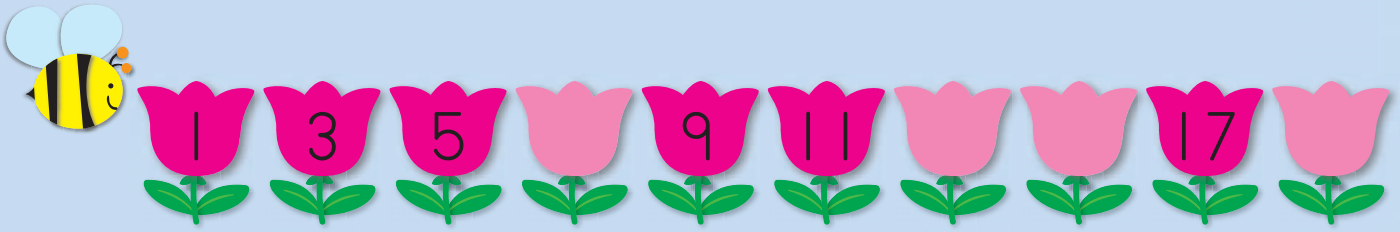

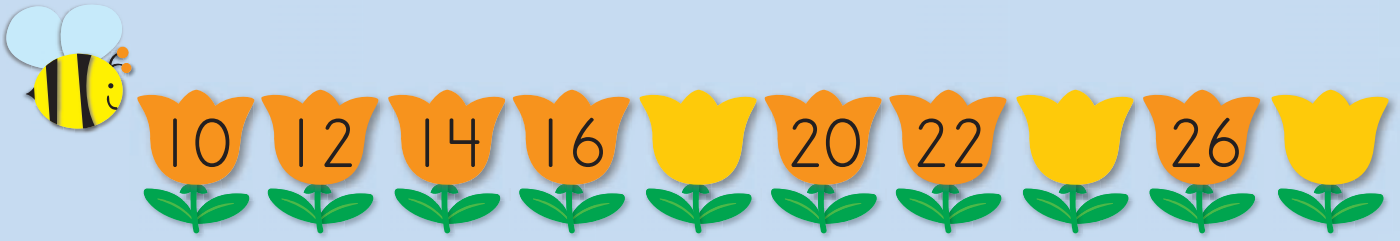

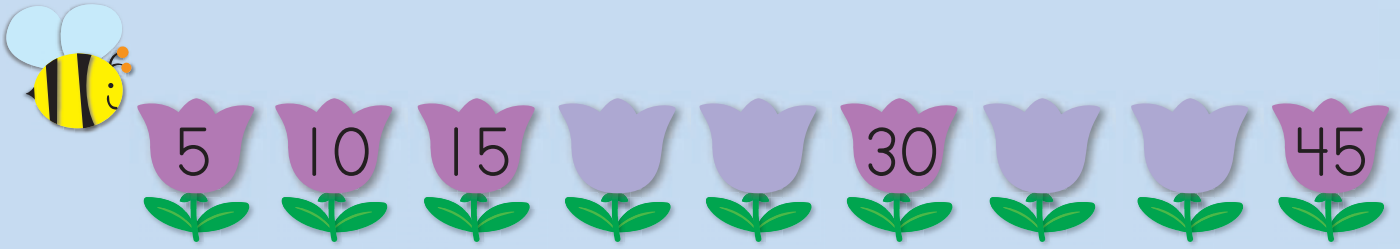

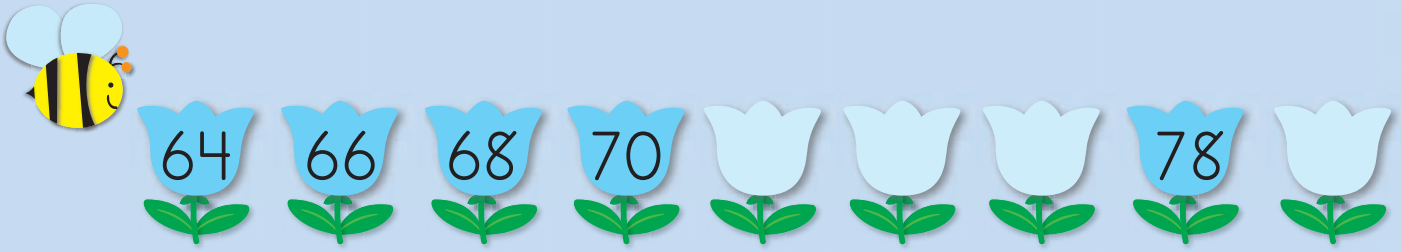

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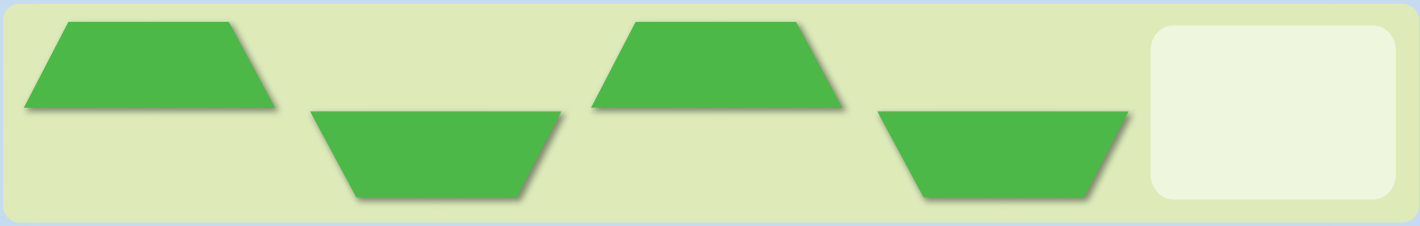
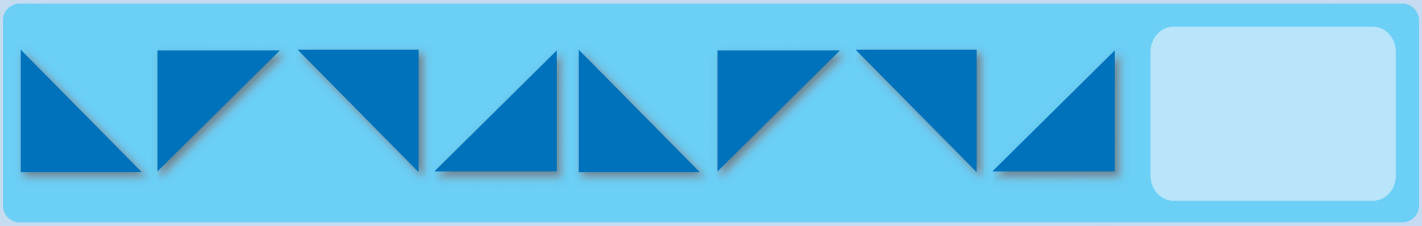
What Comes Next?

Draw the shape that comes next in each pattern. Tell whether the shape was slid, turned, or flipped.





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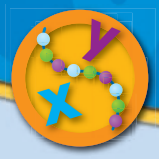
Out of This World Patterns



Look at the rules and number patterns. Write the missing rules and numbers.

Rule: +7 — 14

Rule:____ — 19, 17, 15, 13, 11, 7

Rule: −3 — 22

Rule:____ — 85, 80, 75, 60, 55

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Out of This World Patterns

Look at the rules and number patterns. Write the missing rules and numbers.

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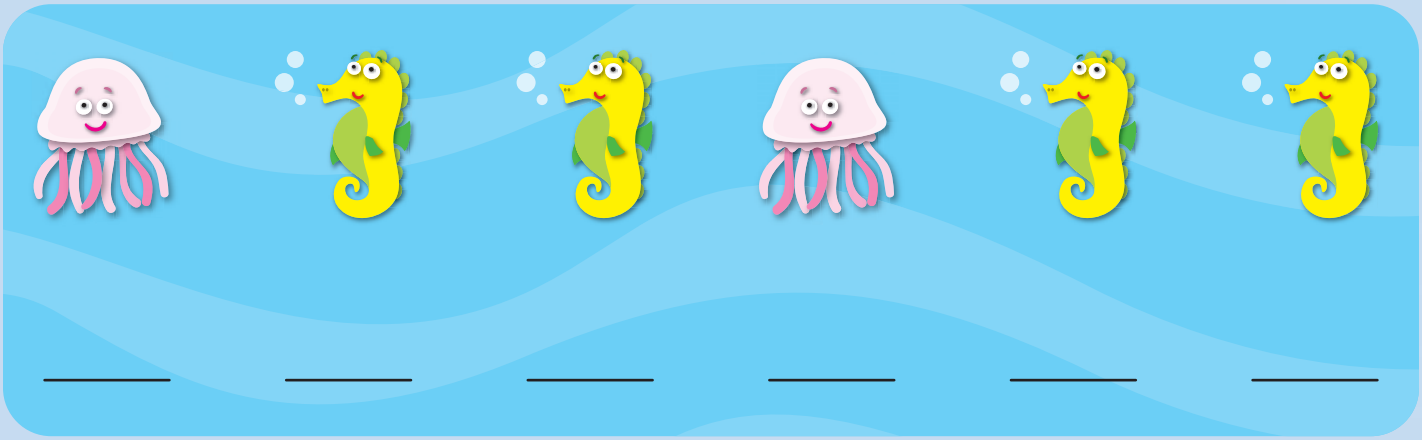
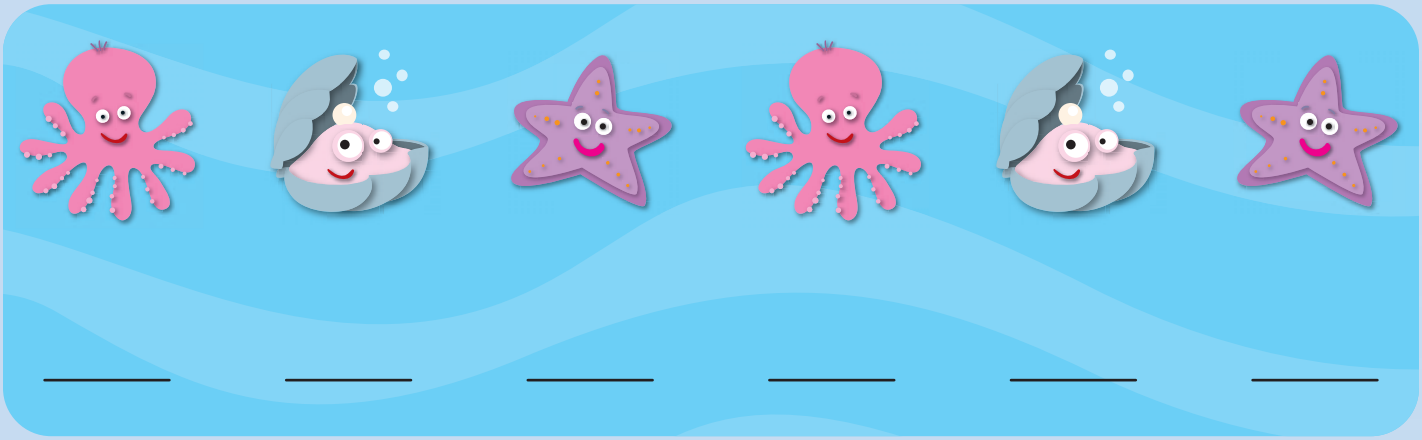
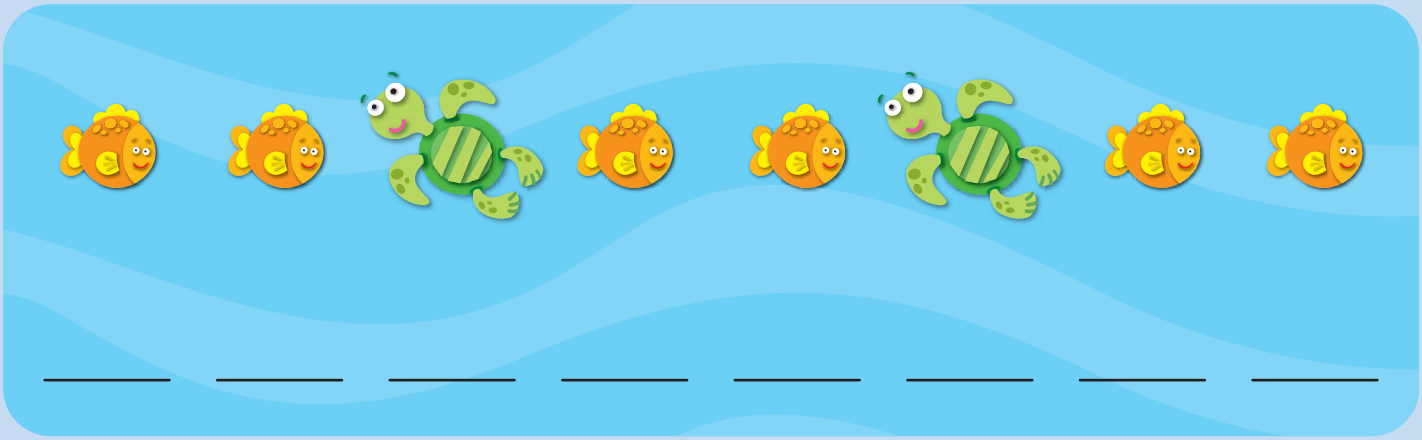
Name That Pattern!

Name each pattern using letters.







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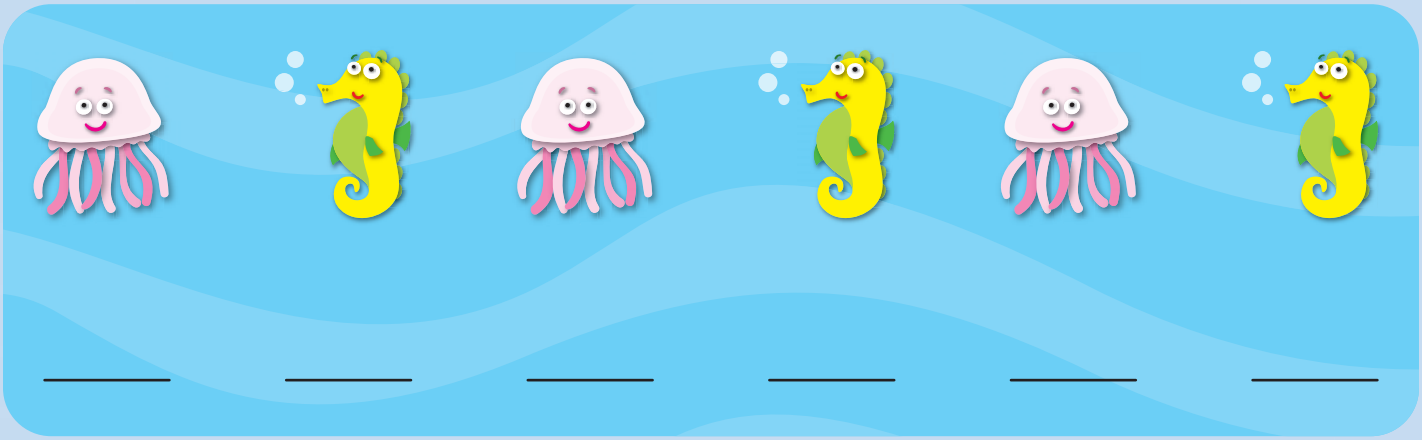
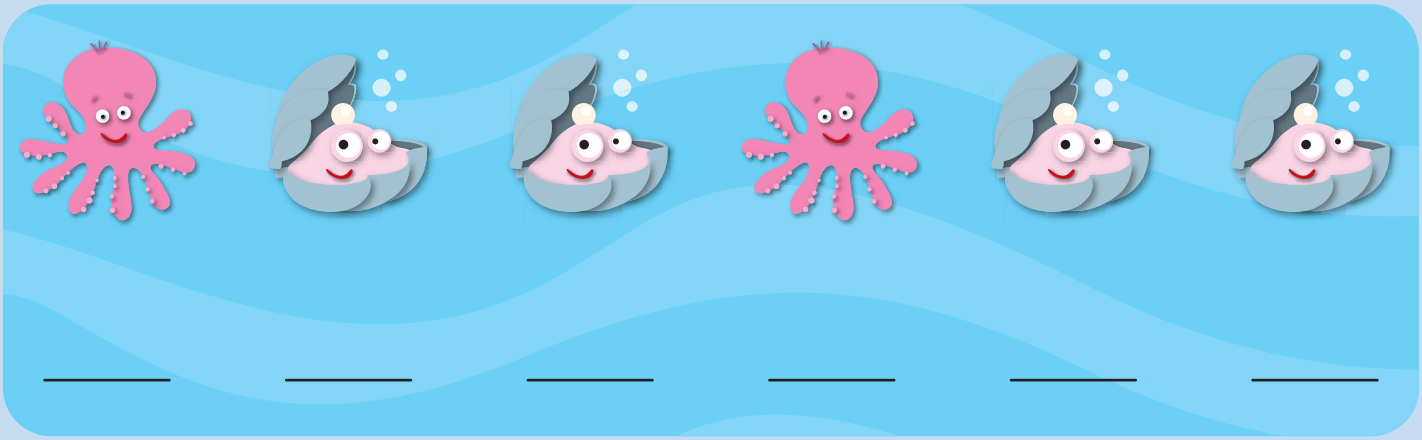
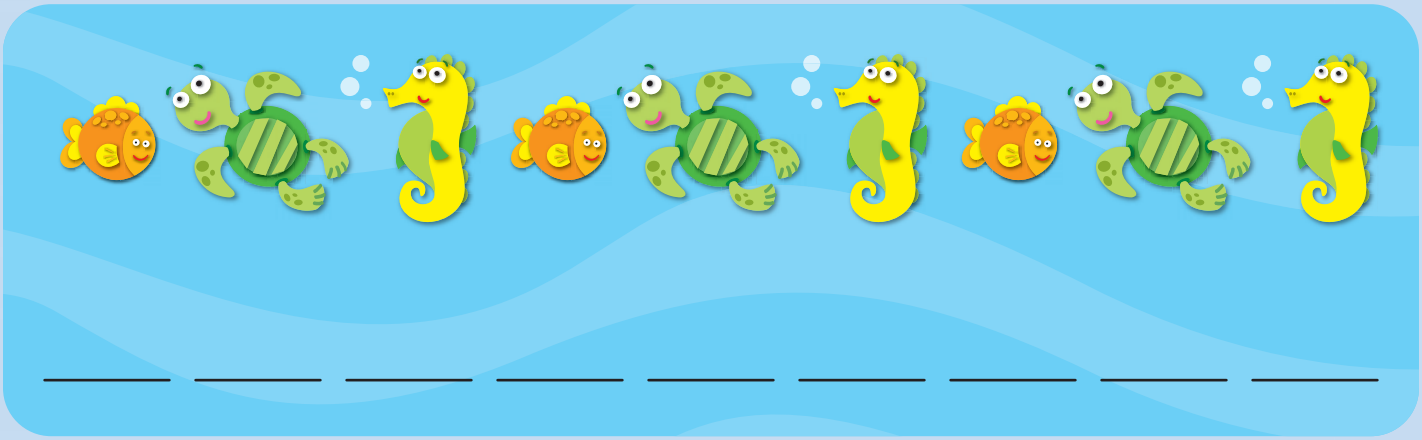
Name That Pattern!

Name each pattern using letters.







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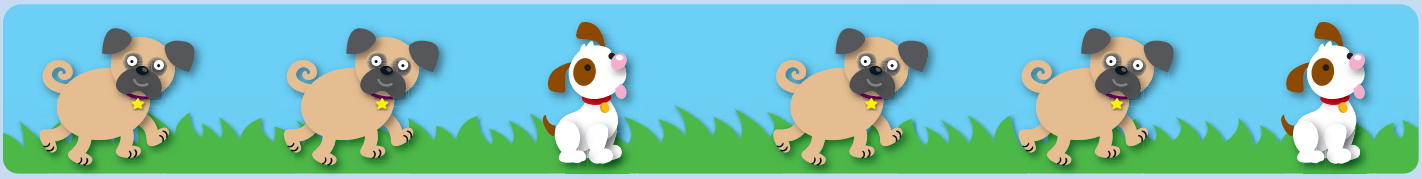
Puppy Patterns

Name each pattern using letters. Then, draw circles and squares to copy the pattern.



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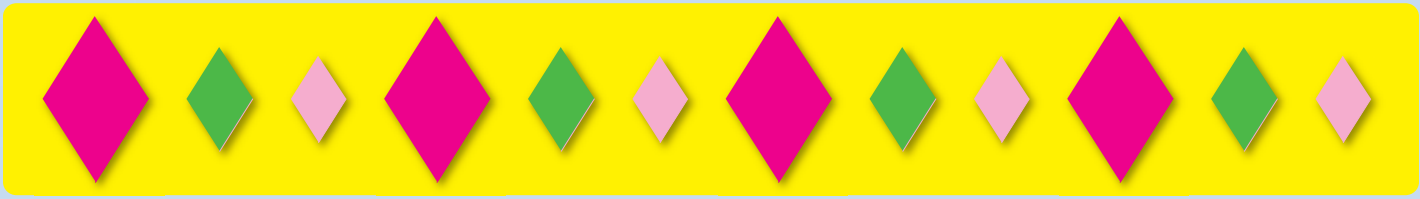
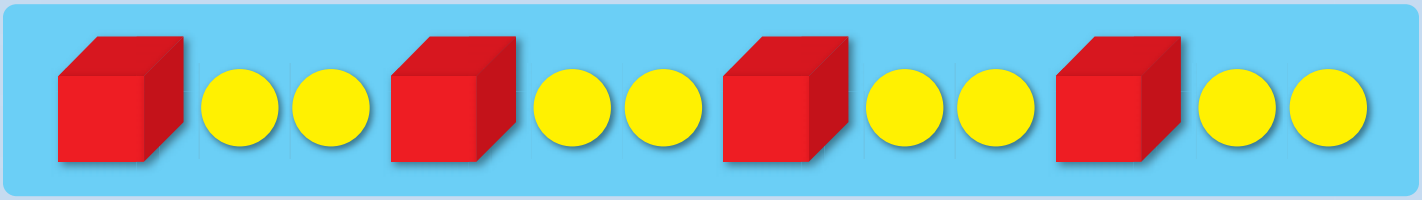
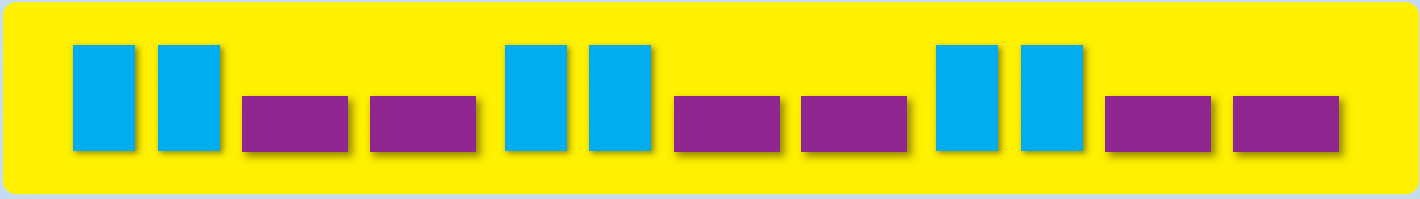
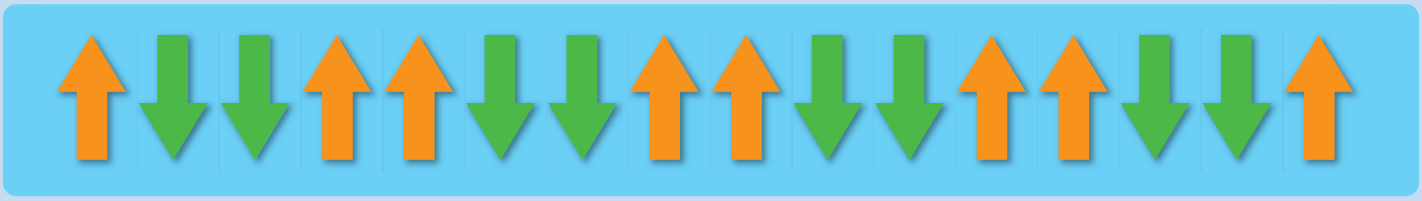
Pattern Performances

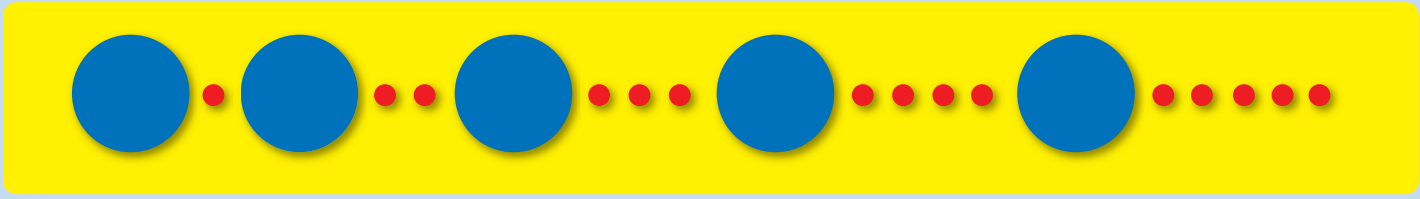
Clap, snap, or tap each pattern.











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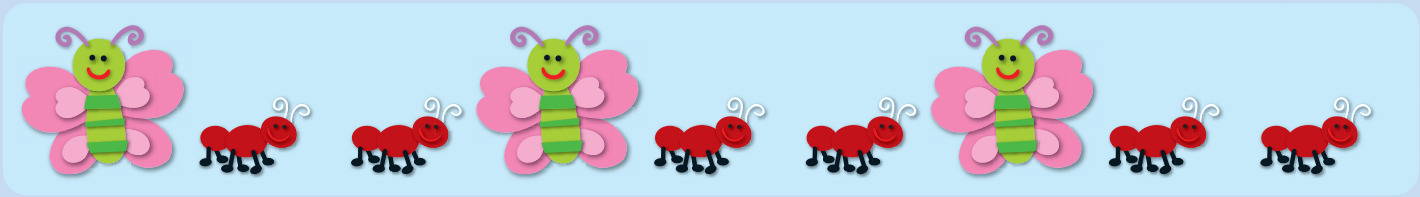
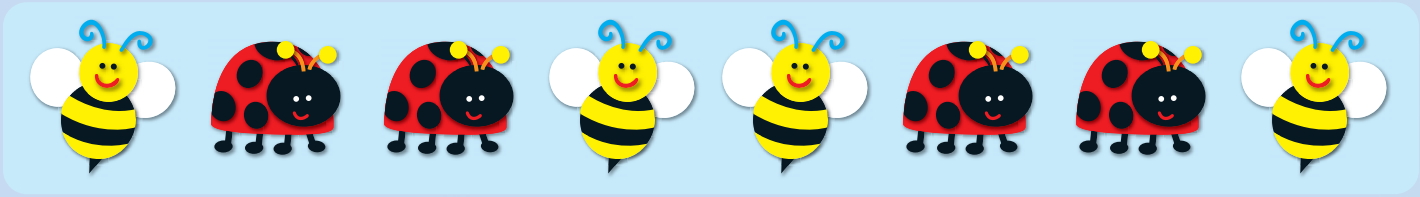
What Repeats?

Name each pattern using letters. Circle the repeating parts in each letter pattern. Then, create a matching pattern by drawing circles and squares.



_____ _____ _____ _____ _____ _____ _____ _____ _____



_____ _____ _____ _____ _____ _____ _____ _____

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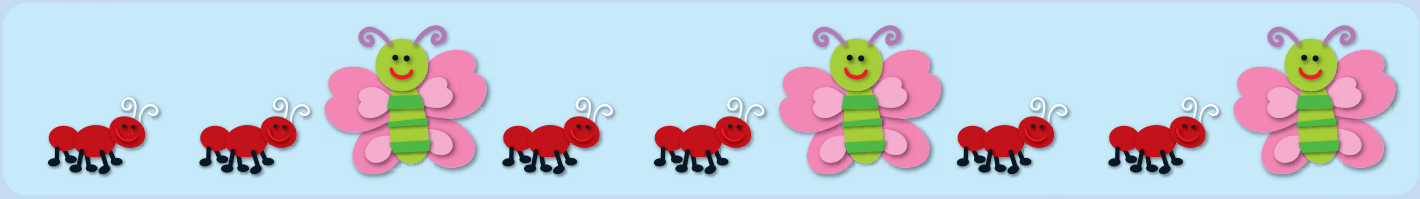
What Repeats?

Name each pattern using letters. Circle the repeating parts in each letter pattern. Then, create a matching pattern by drawing circles and squares.



_____ _____ _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ _____ _____

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Bucket of Buttons

Each child named the button pattern in a different way. Explain each child's rule.

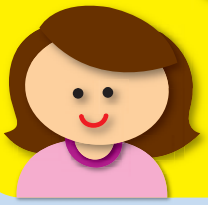
A	B	C	A	B	C	A	B	C

Explain Jayla's rule: _____

A	B	A	A	B	A	A	B	A

Explain Carson's rule: _____

A	A	B	A	A	B	A	A	B



Explain Nina's rule: _____

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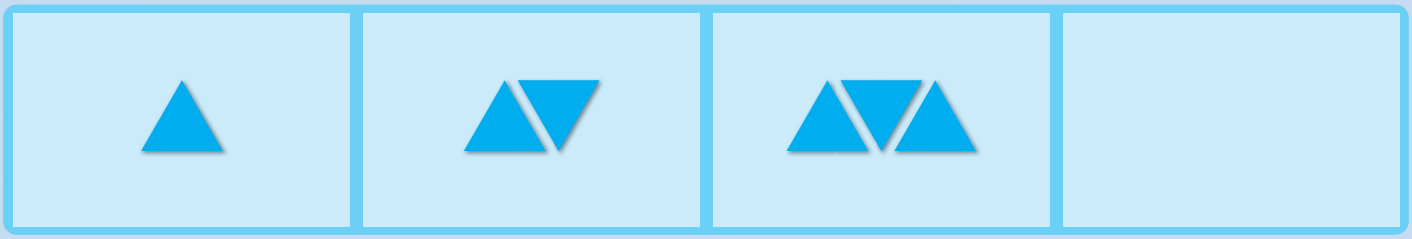
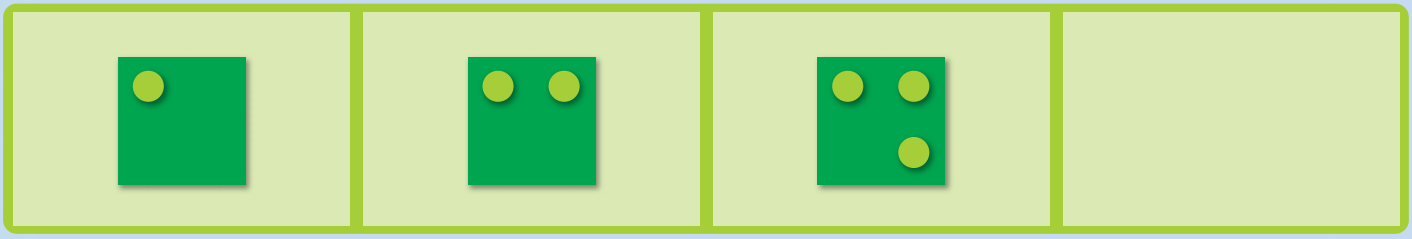
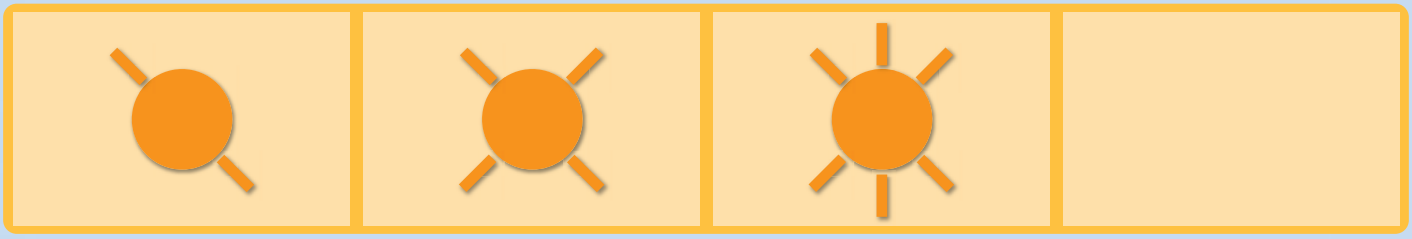
What's the Rule?

Draw what comes next in each pattern.







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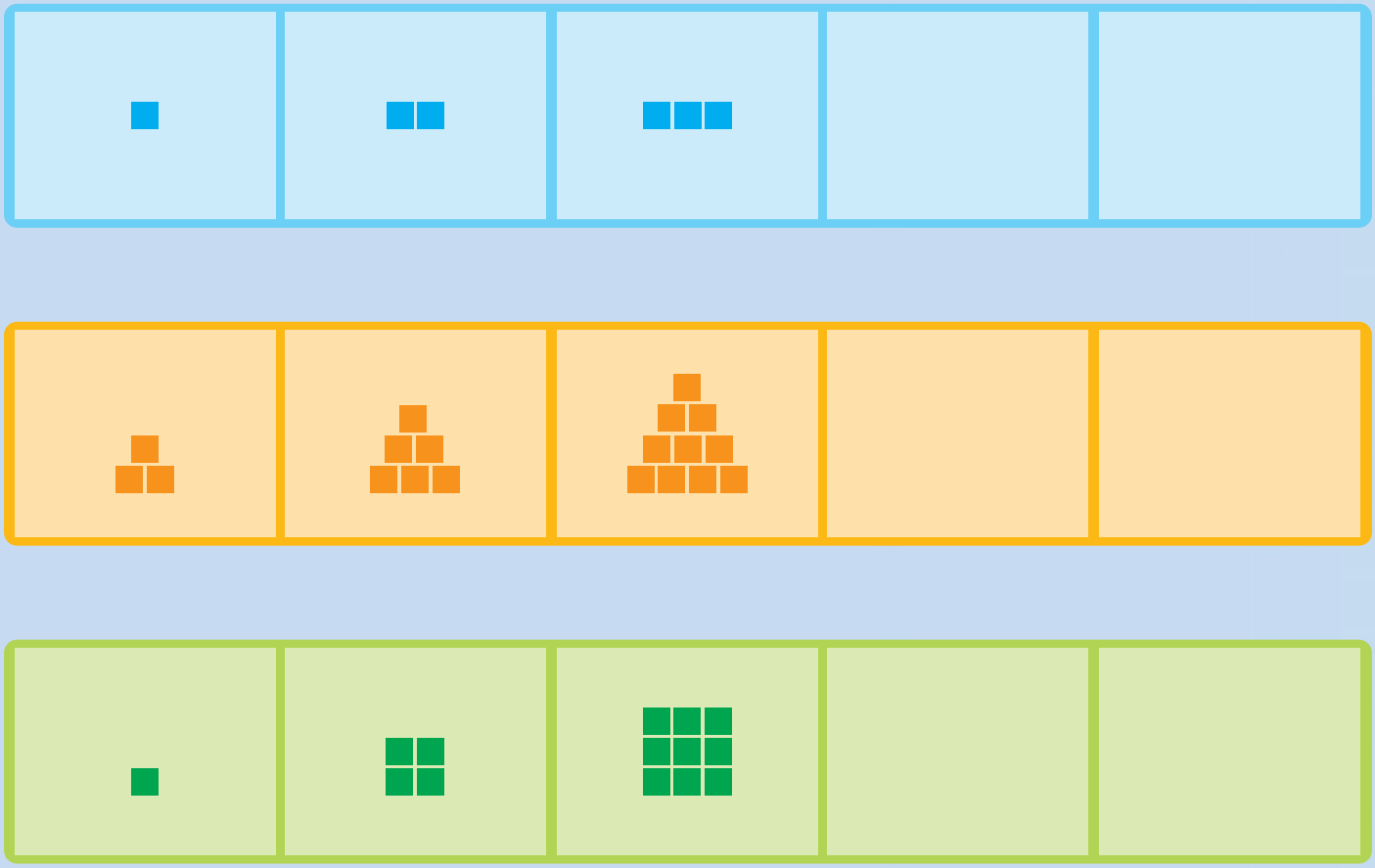
Growing Shapes

Draw what comes next in each pattern.



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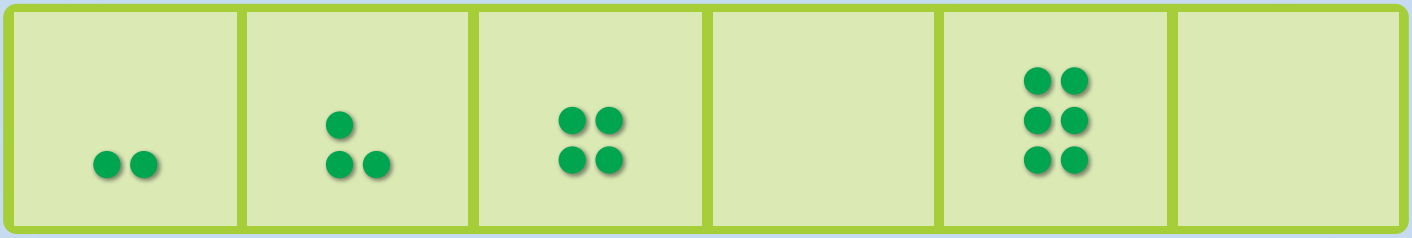
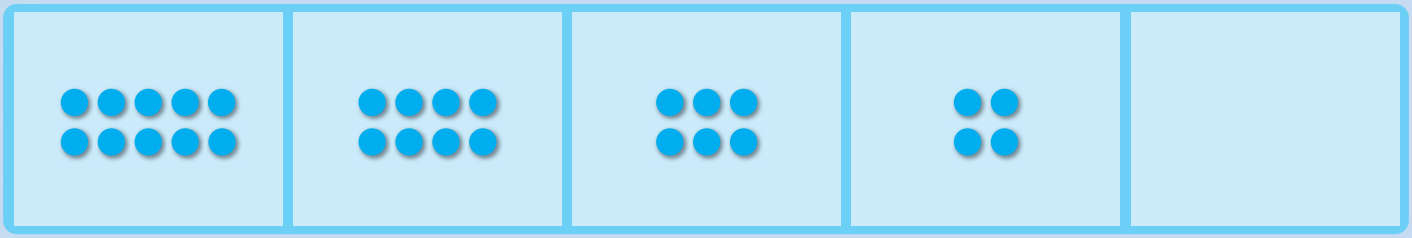
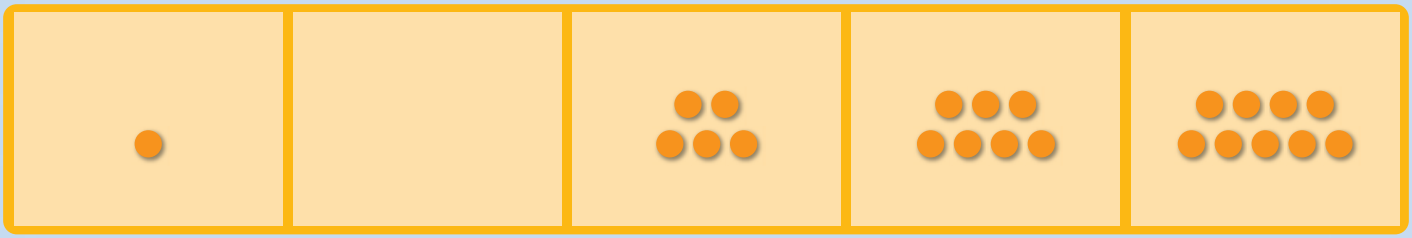
Missing Pieces

Draw the missing sets in each pattern.







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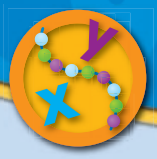
True or False?



Decide if each statement is true or false. Circle T for true or F for false.

If 3 + 4 = 7, then 4 + 3 = 7. T F

If 20 + 0 = 20, then 0 + 20 = 20. T F

If 3 + 4 + 4 + 2 = 13, then
13 = 2 + 4 + 4 + 3. T F

If 12 – 0 = 12, then 0 – 12 = 12. T F

If 23 + 50 = 73, then 73 = 50 + 23. T F

If 18 – 9 = 9, then 9 = 9 – 18. T F

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True or False?

Decide if each statement is true or false. Circle T for true or F for false.

If 3 + 5 = 8, then 5 + 3 = 8. T F

If 30 + 0 = 30, then 0 + 30 = 30. T F

If 2 + 3 + 3 + 5 = 13, then
13 = 5 + 3 + 3 + 2. T F

If 13 – 0 = 13, then 0 – 13 = 13. T F

If 33 + 60 = 93, then 93 = 60 + 33. T F

If 17 – 8 = 9, then 17 – 9 = 8. T F

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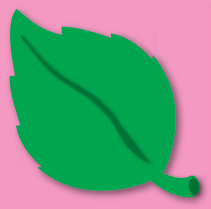
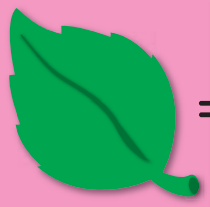
Symbol Substitute

Figure out the missing number behind each picture. Then, write the number.

40 + = 50

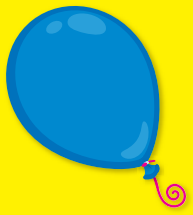
= _____

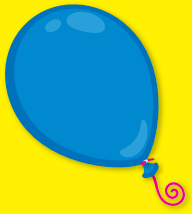
 – 70 = 20

 = _____

10 + = 30

= _____

80 –  = 20

 = _____

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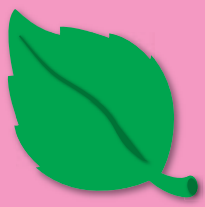
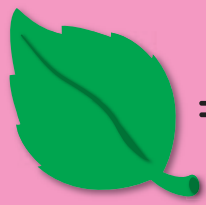
Symbol Substitute

Figure out the missing number behind each picture. Then, write the number.

30 + = 70

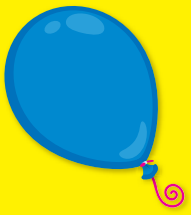
= _____

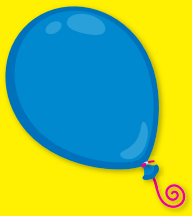
 – 60 = 30

 = _____

20 + = 40

= _____

90 –  = 60

 = _____

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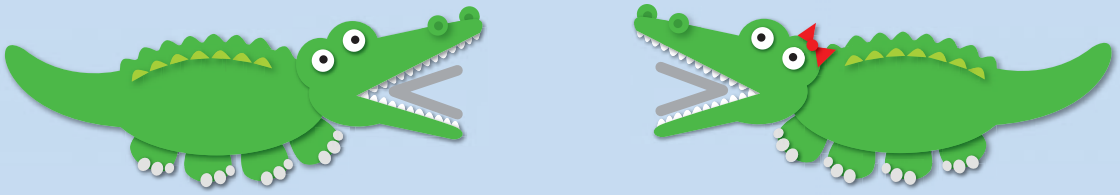
Greater Than, Less Than

Write >, <, or = in each circle to make each statement true.



< less than = equal to > greater than

9 + 2 ◯ 9 + 2	5 + 5 + 5 ◯ 20 + 1 − 1
16 ◯ 8 + 5	30 − 29 ◯ 100 − 99
8 + 0 ◯ 0 + 8	42 − 11 ◯ 52 − 11

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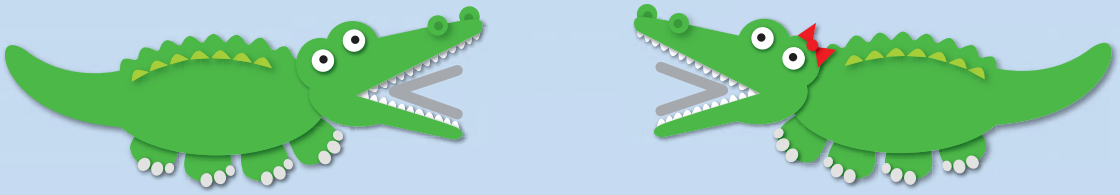
Greater Than, Less Than

Write >, <, or = in each circle to make each statement true.



< less than = equal to > greater than

8 + 1 ◯ 10 + 11

6 + 6 + 6 ◯ 20 – 1 – 1

17 ◯ 8 + 9

60 – 59 ◯ 99 – 98

9 + 0 ◯ 0 + 9

33 – 11 ◯ 44 – 11

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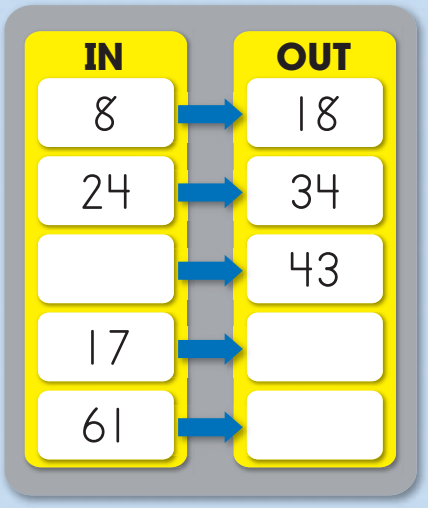
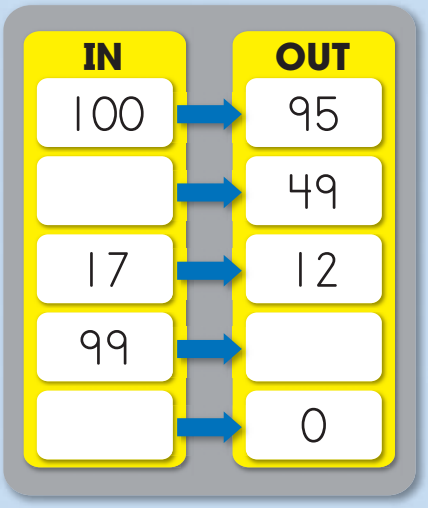
Mystery Machines

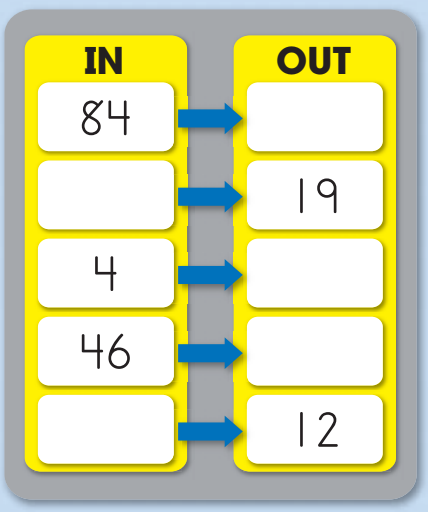
Write the missing numbers and rules for each machine.



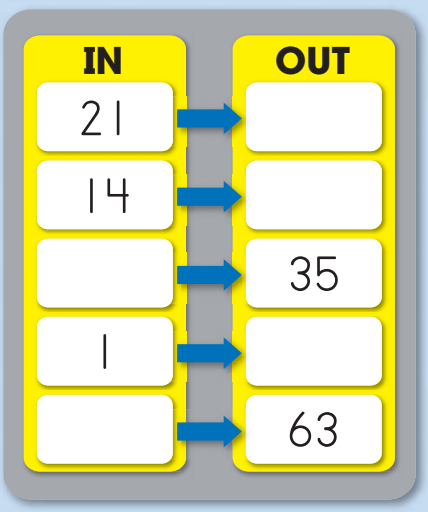
RULE: _____



RULE: _____



RULE: −3



RULE: +7

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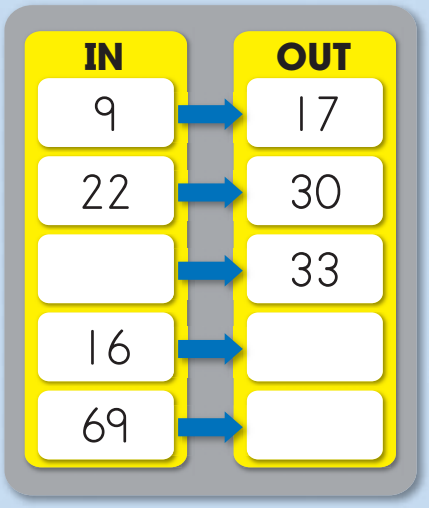
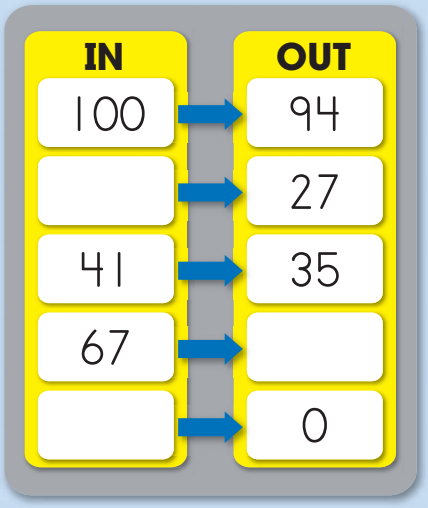
Mystery Machines

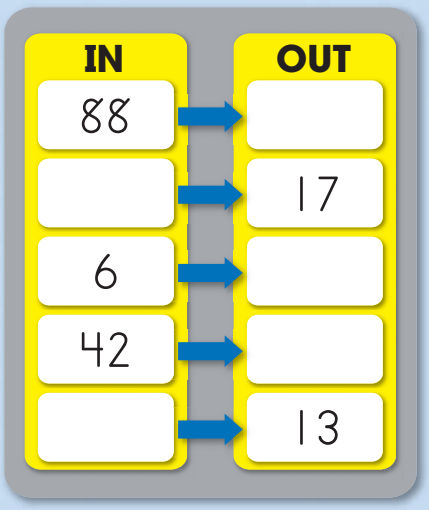
Write the missing numbers and rules for each machine.



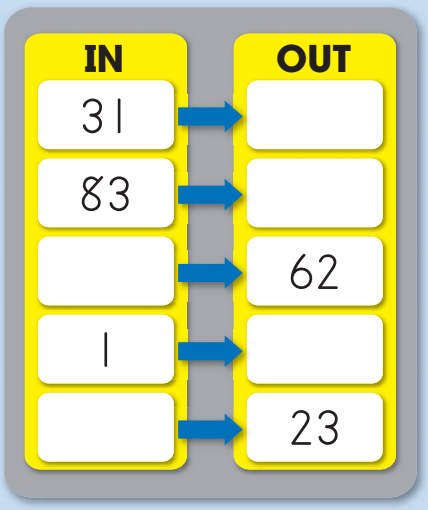
RULE: _____



RULE: _____



RULE: −2



RULE: +5

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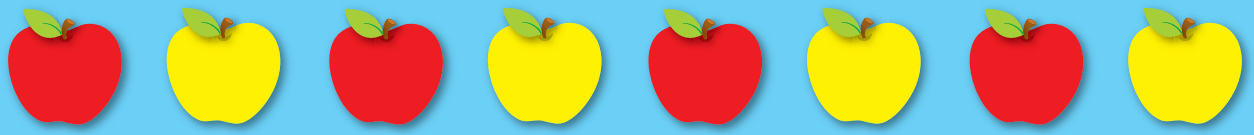
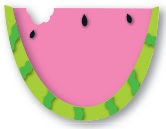
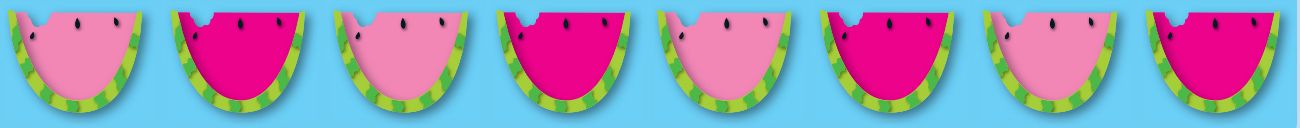
Count Up and Back

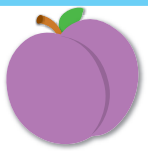
Follow the rules in each box. Write the missing number on each object.

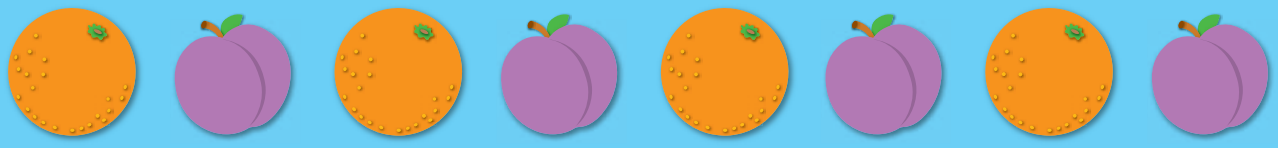
Rules: = + 4 = – 2

12 

Rules:  = + 10 = – 20

100 

Rules: = + 3  = – 1

18 

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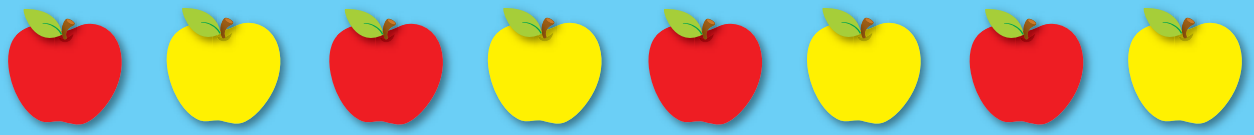
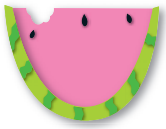
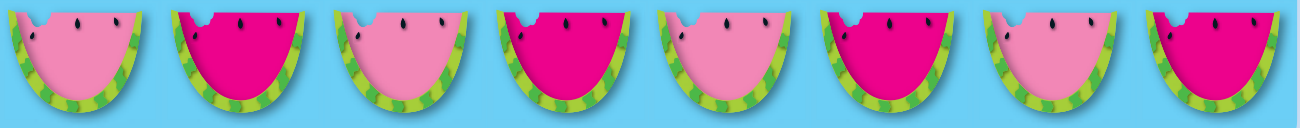
Count Up and Back

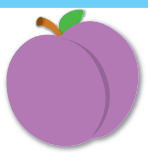
Follow the rules in each box. Write the missing number on each object.

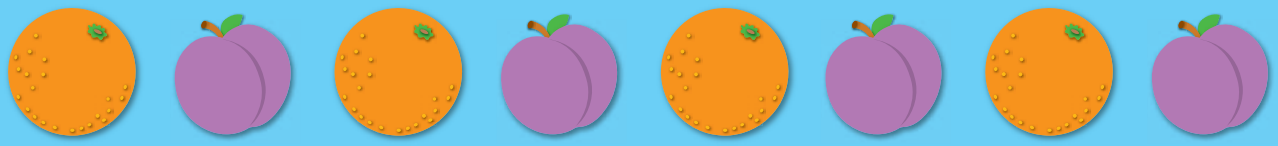
Rules: = + 5 = – 1

12 

Rules:  = +11 = –22

100 

Rules: = + 6  = – 4

18 

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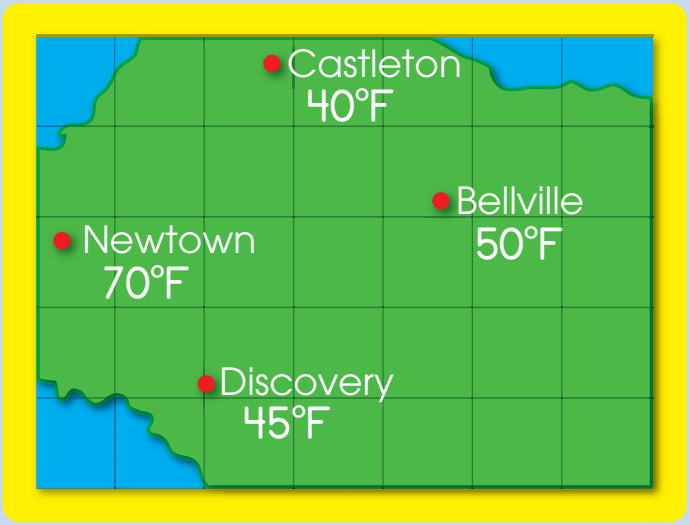
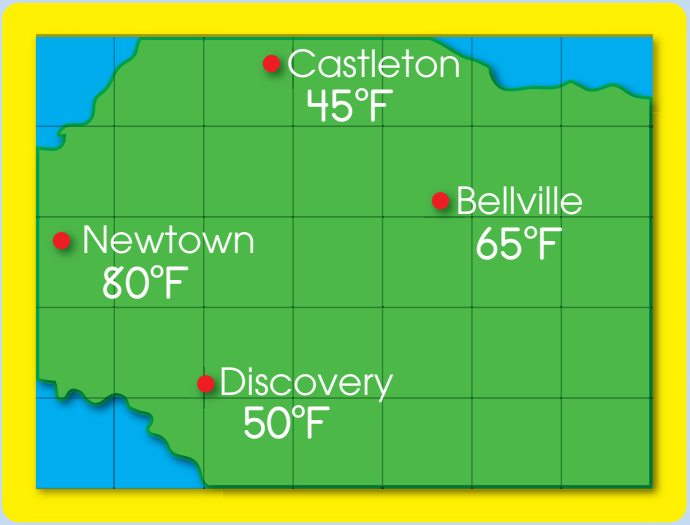
What's the Weather?

Read the temperatures on Monday's weather map. Then, read the temperatures on Tuesday's weather map. Write the temperatures for each city. Then, record the difference in temperature for each city.

Monday



Tuesday



	Monday	Tuesday	Difference
Castleton	_____ °F	_____ °F	_____ °F
Newtown	_____ °F	_____ °F	_____ °F
Bellville	_____ °F	_____ °F	_____ °F
Discovery	_____ °F	_____ °F	_____ °F

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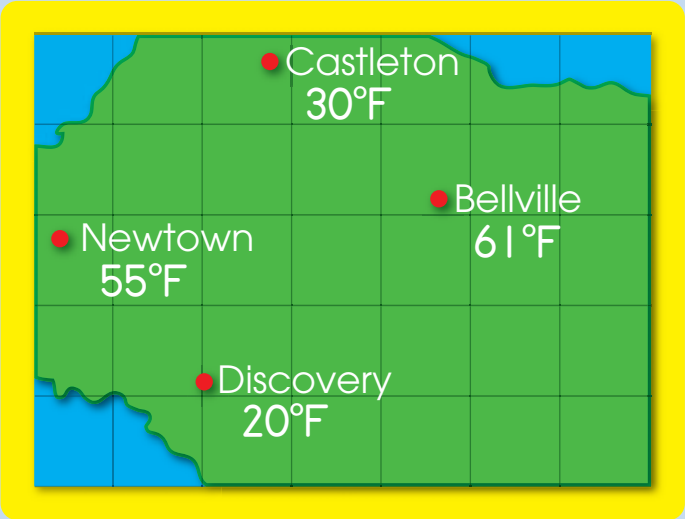
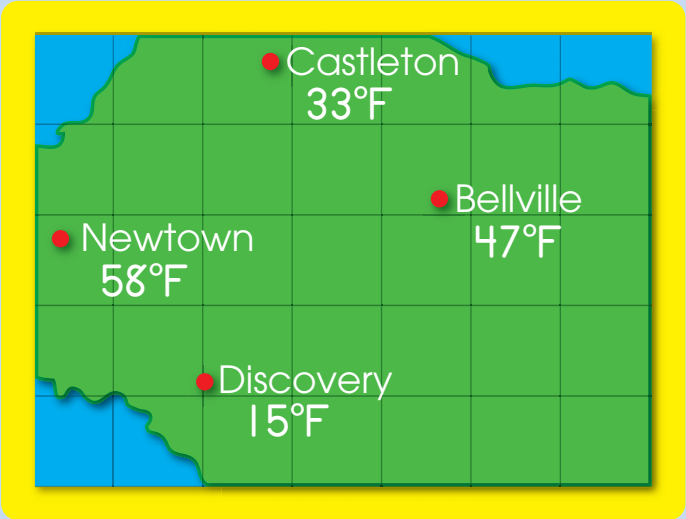
What's the Weather?

Read the temperatures on Friday's weather map. Then, read the temperatures on Saturday's weather map. Write the temperatures for each city. Then, record the difference in temperature for each city.

Friday



Saturday



	Friday	Saturday	Difference
Castleton	_____ °F	_____ °F	_____ °F
Newtown	_____ °F	_____ °F	_____ °F
Bellville	_____ °F	_____ °F	_____ °F
Discovery	_____ °F	_____ °F	_____ °F

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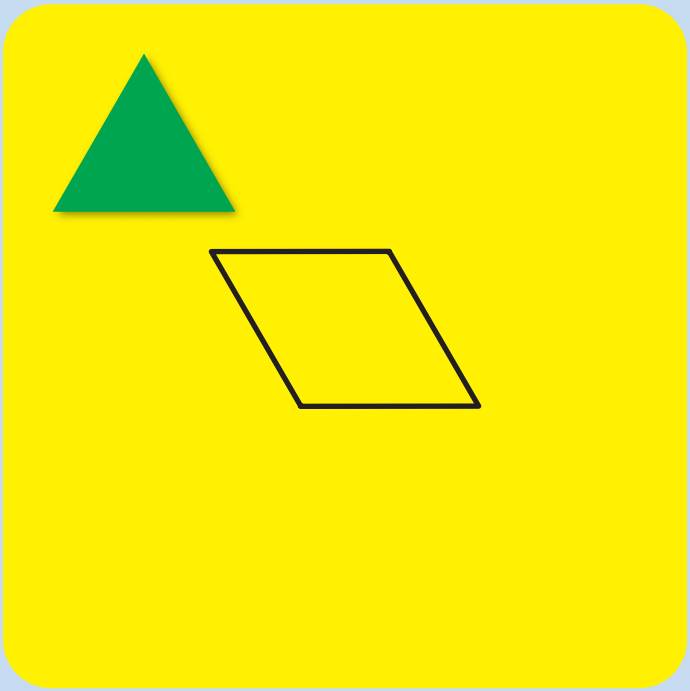
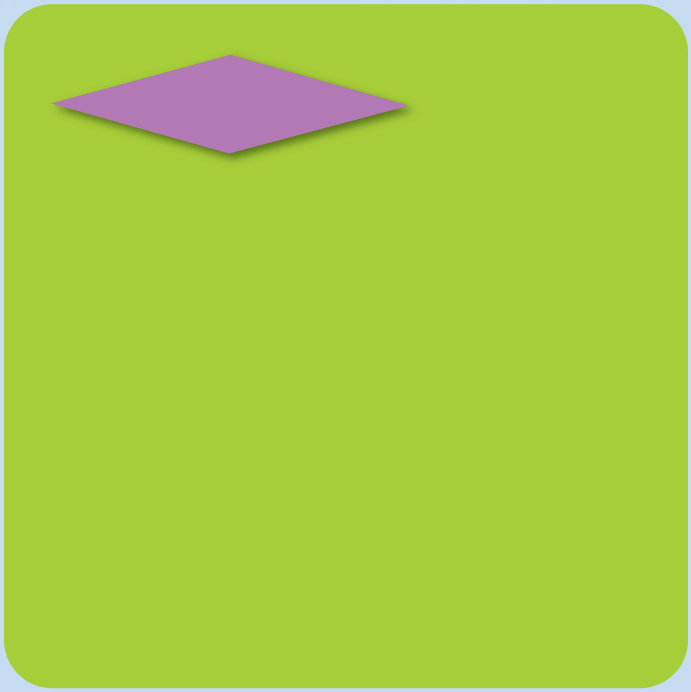
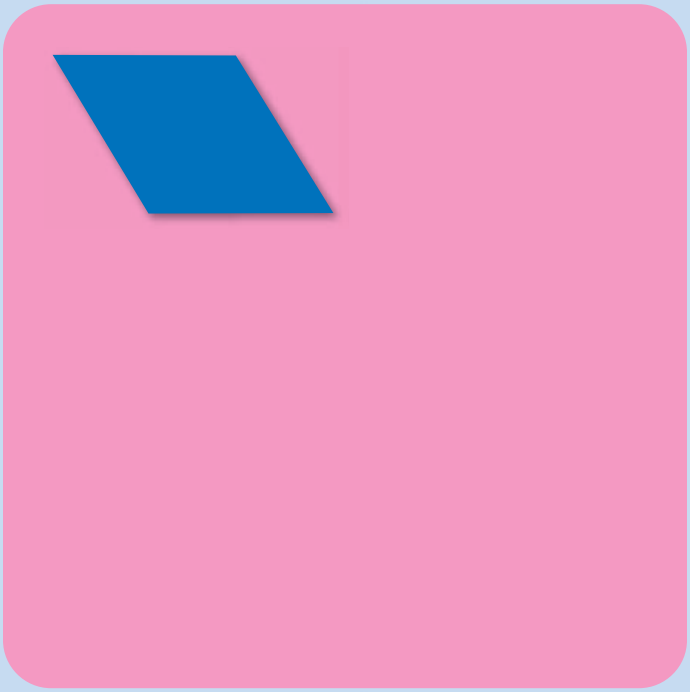
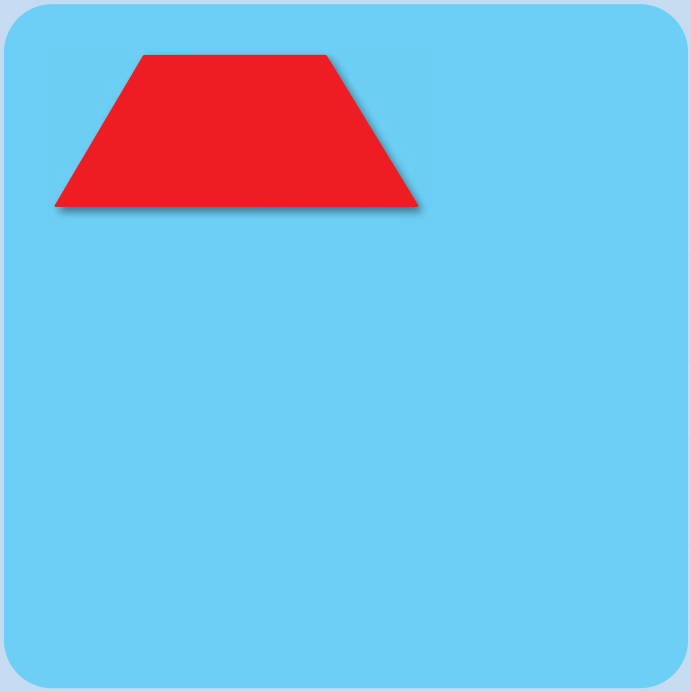
Create a Shape

Use the pattern block of each shape to draw two larger figures. One example has been done for you.









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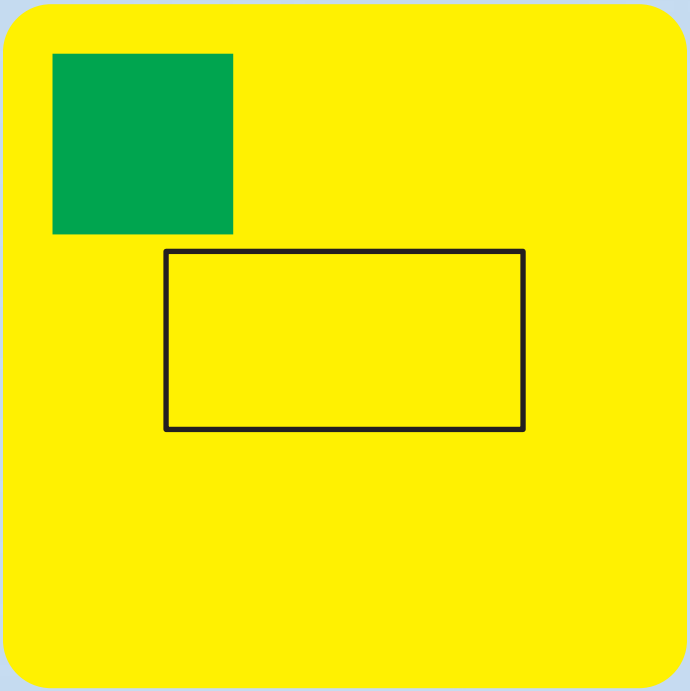
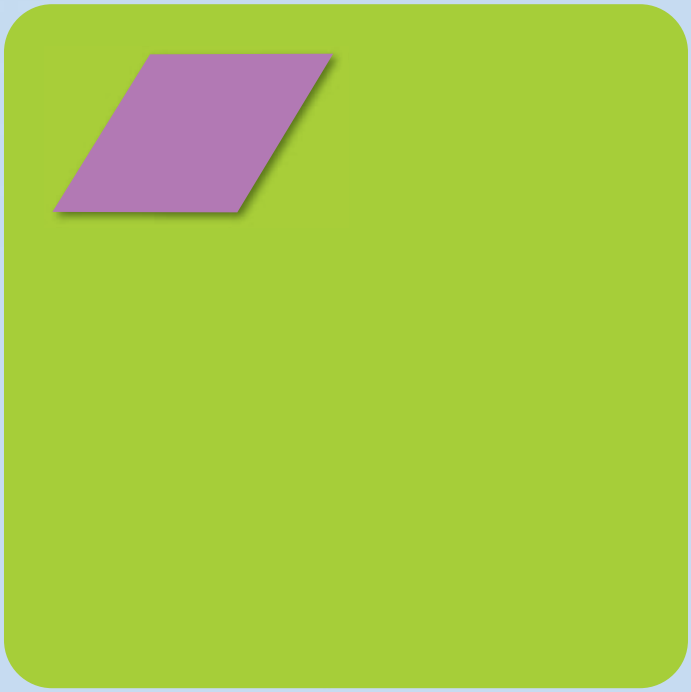
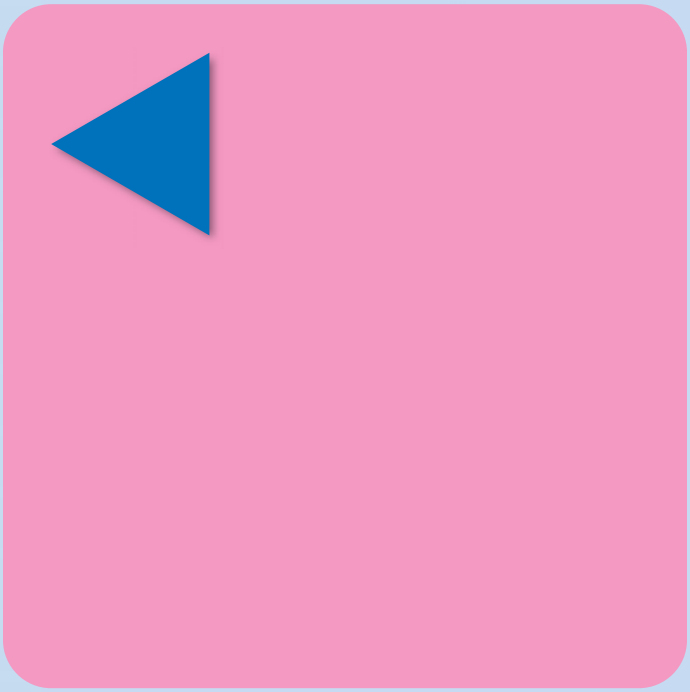
Create a Shape

Use the pattern block of each shape to draw two larger figures. One example has been done for you.







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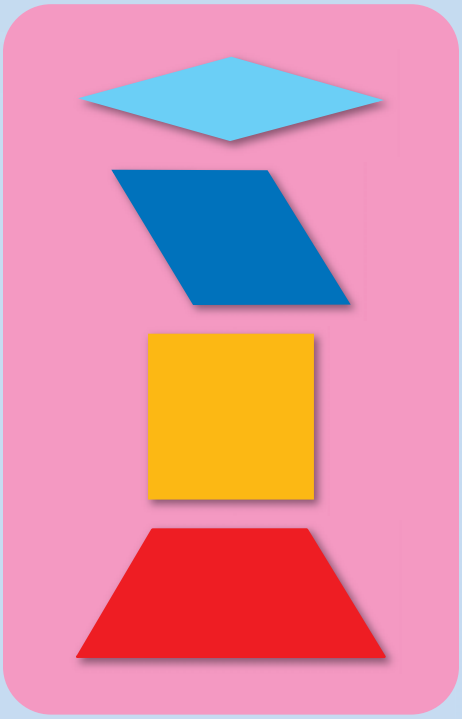
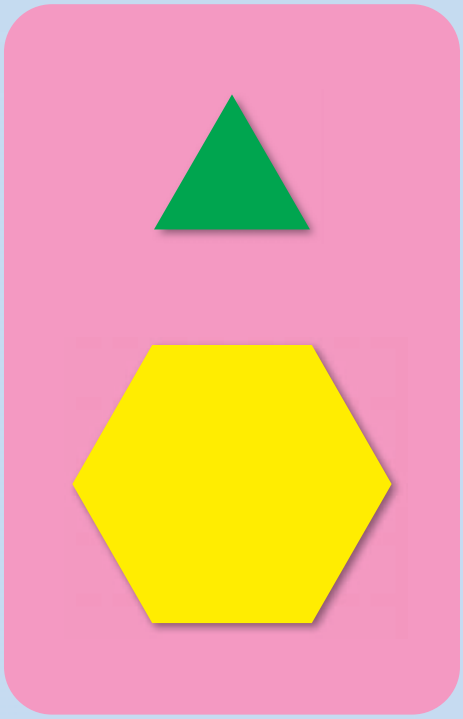
Shape Sorter

Look at each set of shapes. What attributes are the shapes sorted by? Draw blocks to create a new sort. Write the attributes for the new sort and draw the shapes.





Attributes:

_____

_____

_____

_____

_____

Attributes:

_____

_____

_____

_____

_____

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What Am I?

Solve each riddle. Draw and write the name of the two- or three-dimensional figure described. Write your own riddle for the last figure.

I have straight lines. I have four sides that are all equal in length. I have four right angles. What figure am I?

_____

My faces are circles. I can roll and stack. What figure am I?

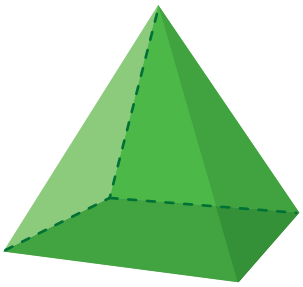
_____

_____

_____

_____

_____



square pyramid

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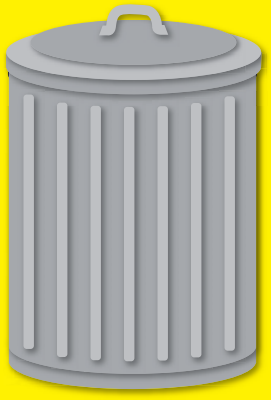
Name That Figure!

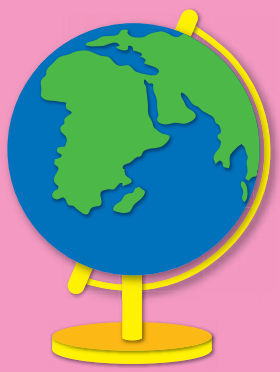
Circle the word that describes each object.



cube

cylinder

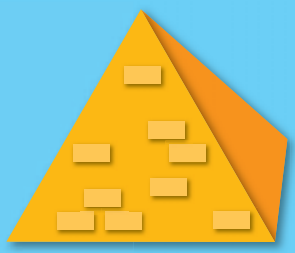
sphere



cone

cylinder

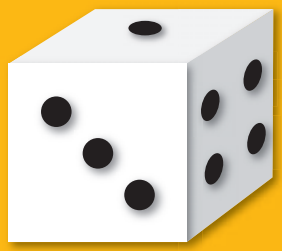
sphere



cone

sphere

pyramid



cube

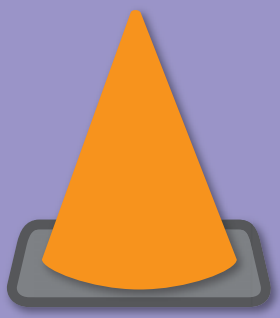
cone

sphere

sphere

cone

rectangular prism



cube

cone

pyramid

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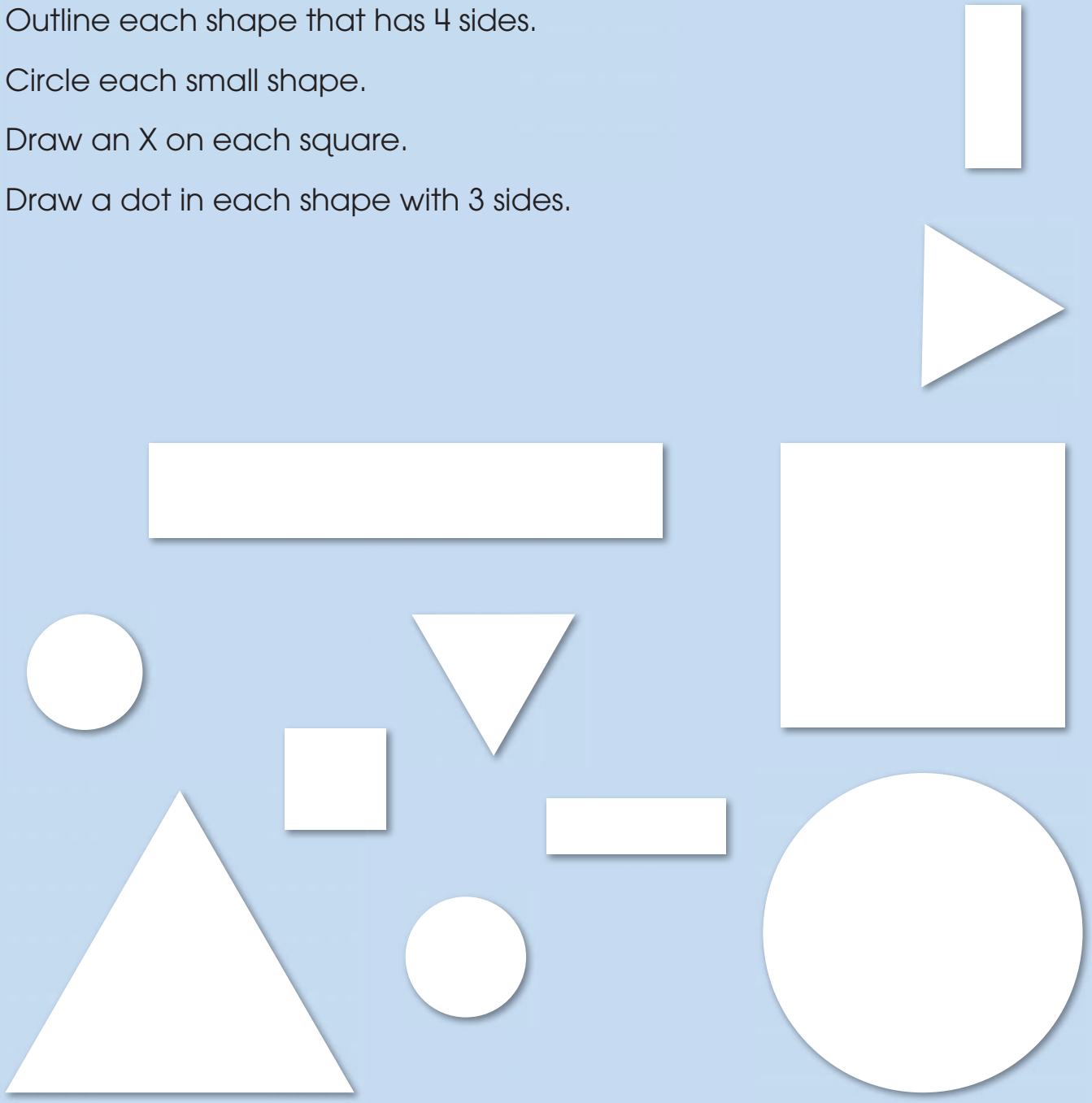
The Great Shape Sort

Follow the directions.

1. Color each circle.
2. Outline each shape that has 4 sides.
3. Circle each small shape.
4. Draw an X on each square.
5. Draw a dot in each shape with 3 sides.



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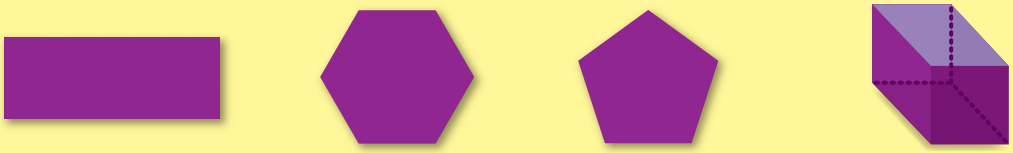
Angles, Faces, and Sides

Read each description. Circle the correct figure. You may circle more than one figure in each row.

six sides

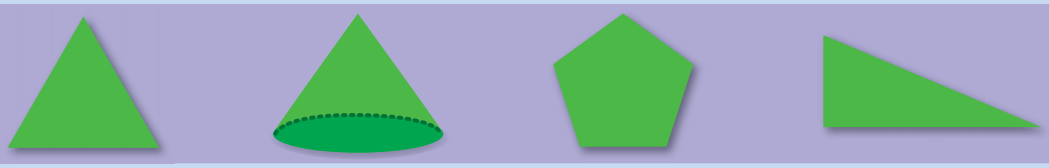


two faces

no angles

six faces

three angles



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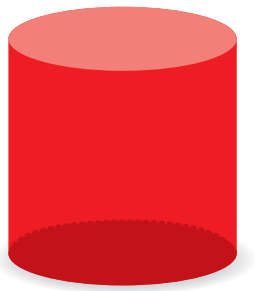
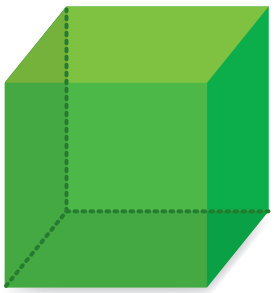
Stack and Roll

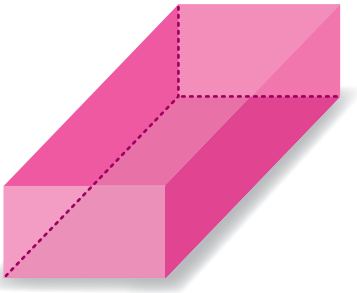
Look at each figure. Decide if it will roll, stack, or do both. Circle the answer(s).



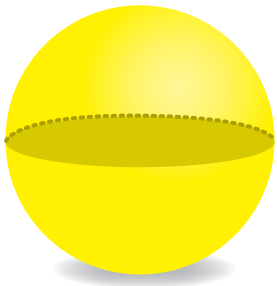
roll stack



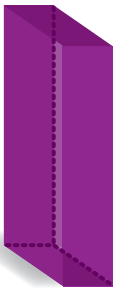
roll stack



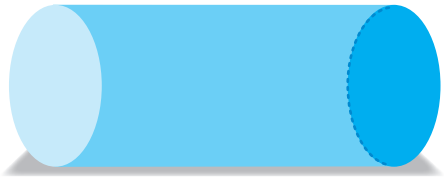
roll stack



roll stack



roll stack



roll stack

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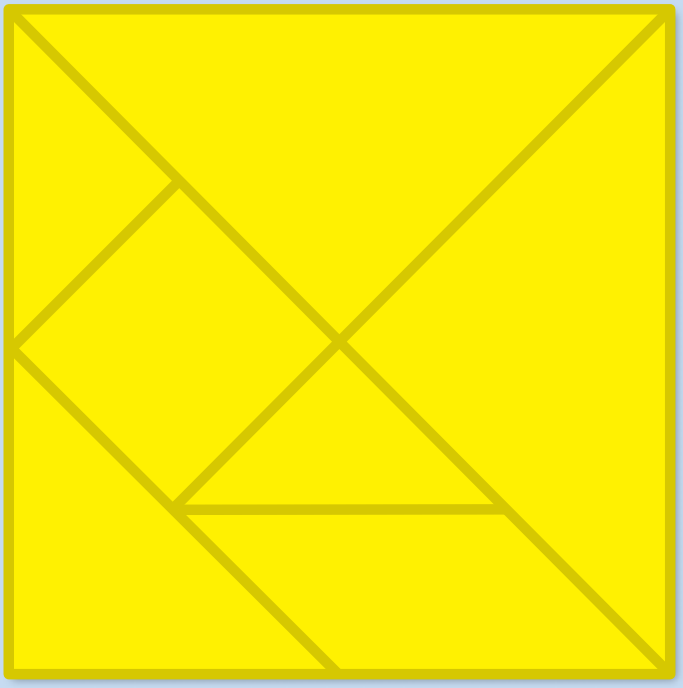
Tangrams

A tangram is a puzzle that has 7 pieces, or tans. Trace the tangram on a separate piece of paper. Cut the tangram you drew into 7 pieces. Match the tans to the shapes in the yellow square. Then, rearrange the tans in the blue box and trace them to make a new picture.

What can you make?



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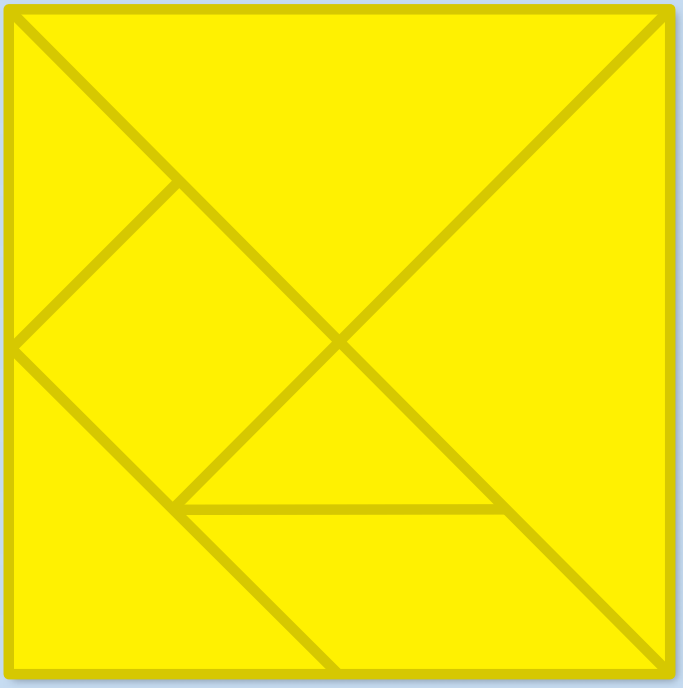
Tangrams

Use the tangram you made on the previous page to answer the questions.

Are any of the shapes congruent? Similar? What other shape can you make by putting together the 2 small triangles?



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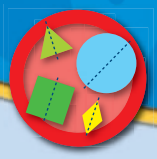
Create a Picture



Draw a picture using 2 hexagons, 6 triangles, 1 trapezoid, 3 squares, and 2 rhombuses.

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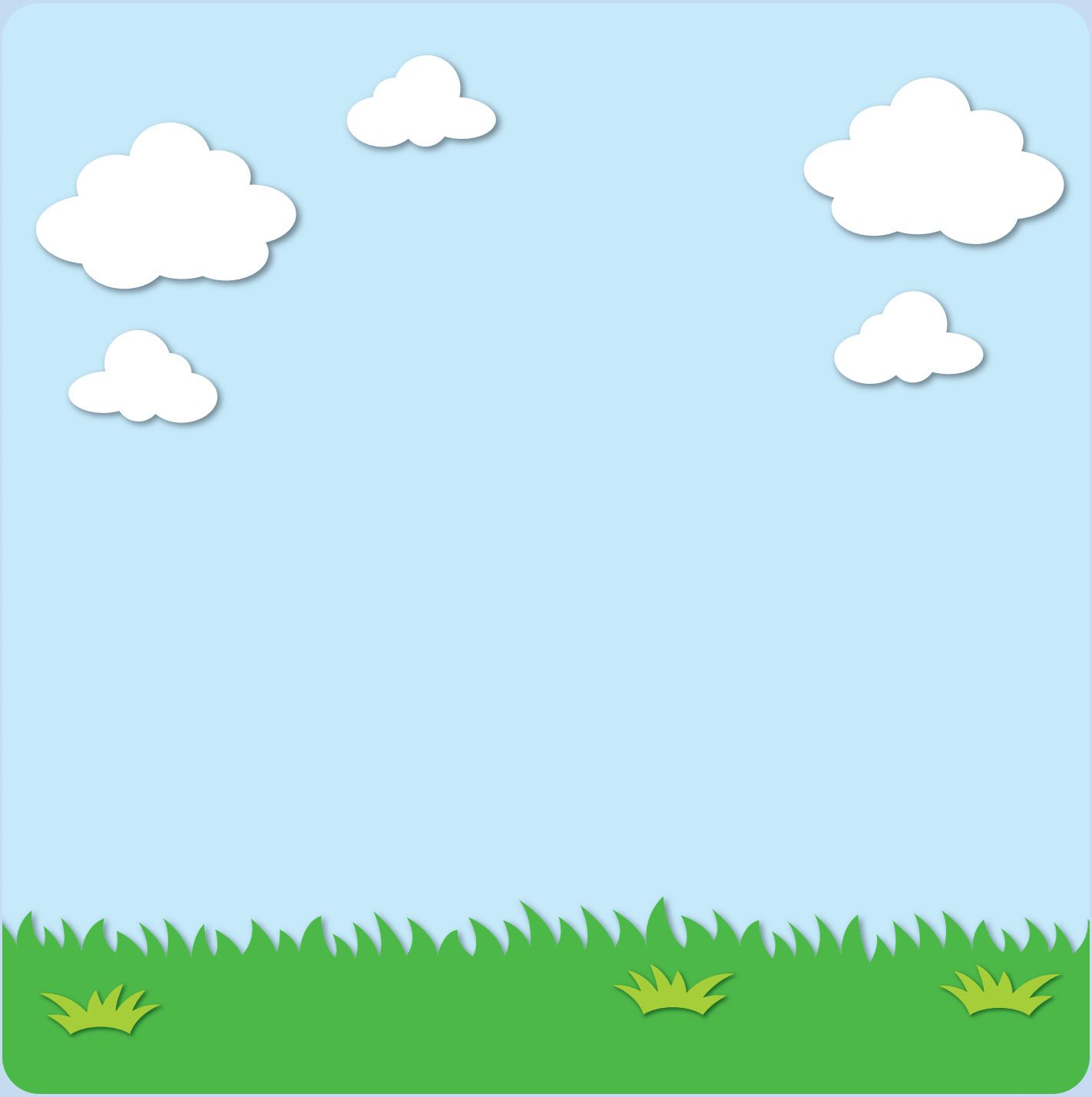
Create a Picture

Look at the picture you drew on the previous page. Where is the trapezoid? What word(s) describe the trapezoid's position? Describe the picture you drew using position words such as above, beside, etc.



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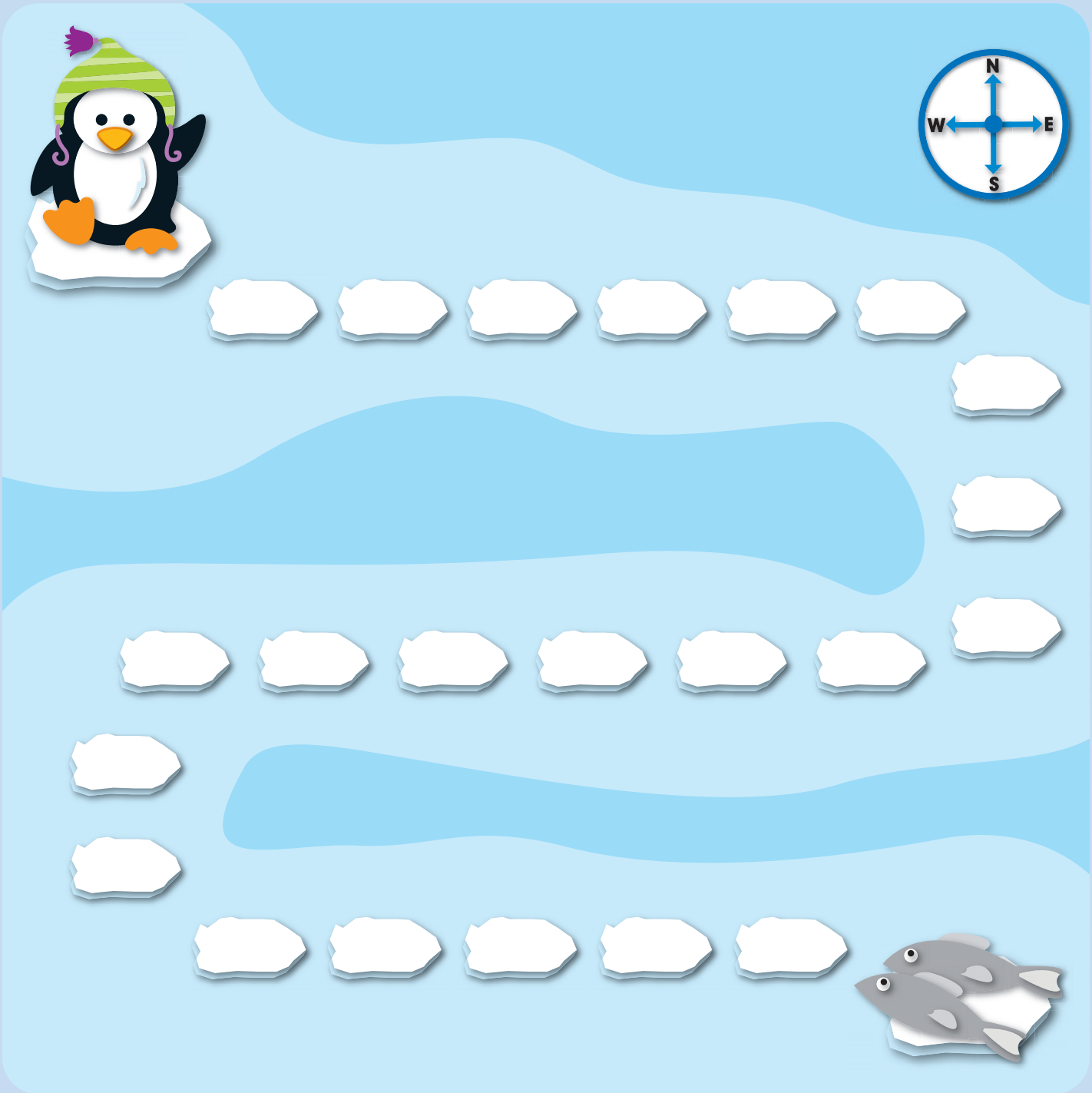
Penguin Path

Help the penguin get to the fish. On a separate sheet of paper, write the number of steps the penguin needs to take and the directions she needs to travel (north, south, east, or west).



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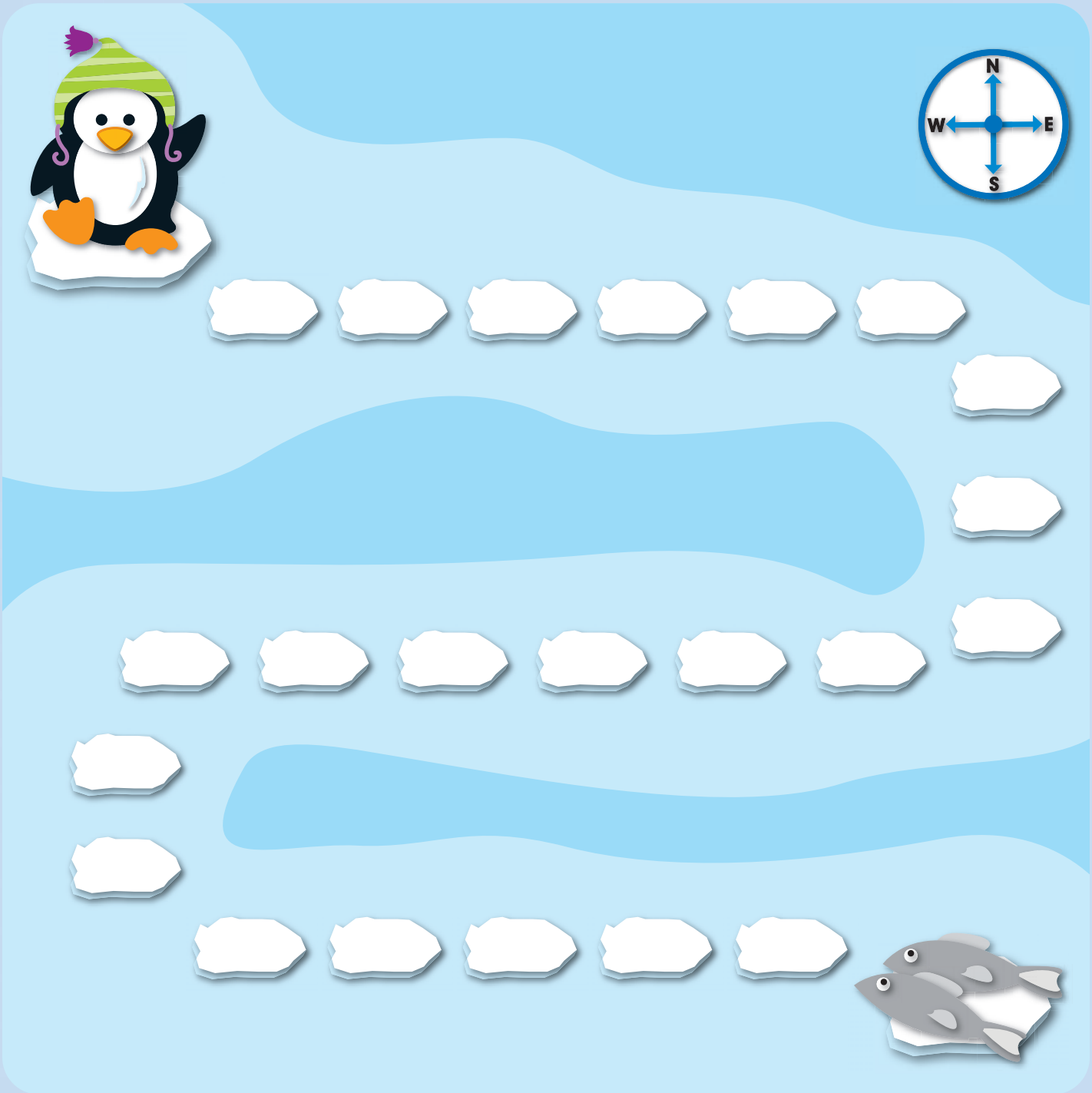
Penguin Path

Use your work from the previous page to answer the questions. How many steps did the penguin take in all? Did the penguin take more steps north or more steps south? If another penguin followed your directions, would it end up in the same place as this penguin?



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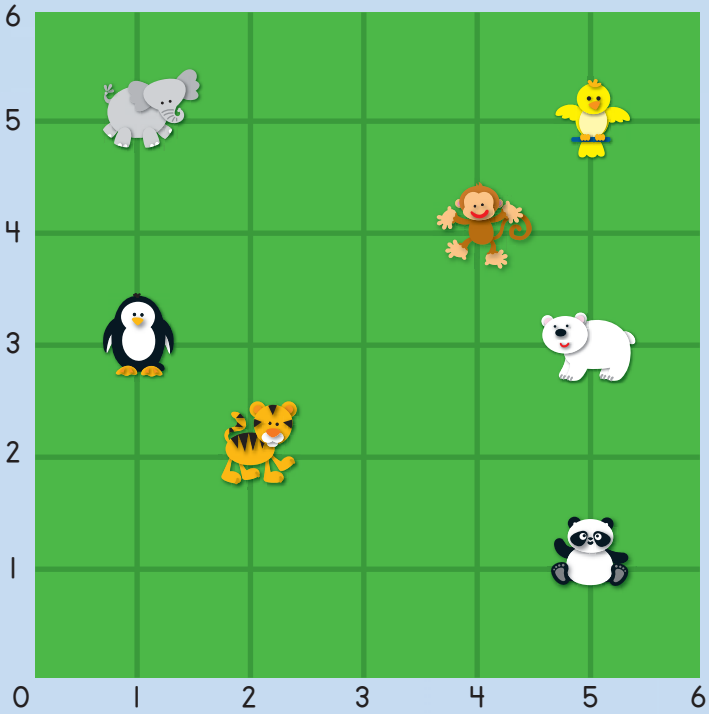
At the Zoo

Use the zoo map to answer each question.



Which animal is near the tigers?

_____

Which animal is farthest from the pandas?

_____

Which animal can be found at (5,3)?

_____

Where are the birds located?

_____

Draw a **Z** at (3,6) to show where the zoo entrance is located.

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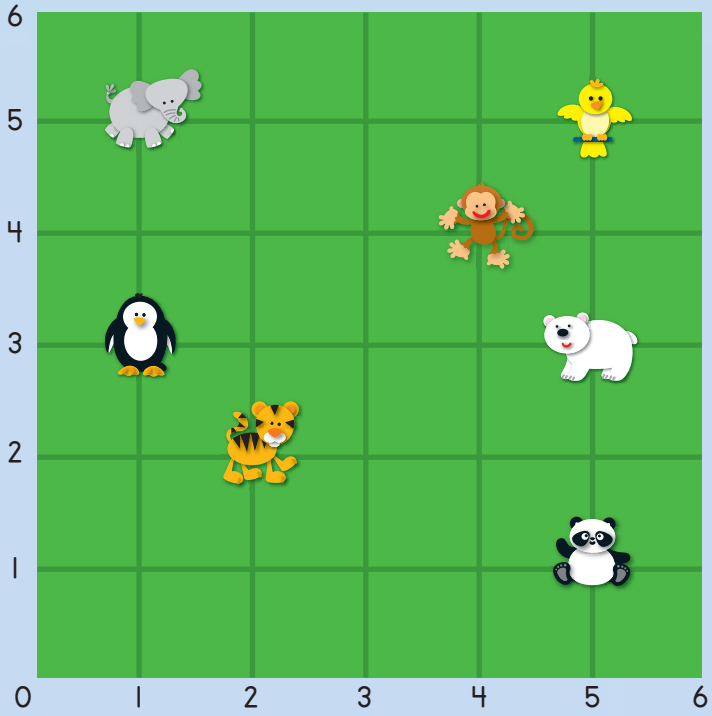
At the Zoo

Use the zoo map to answer each question.



At what coordinates are the monkeys located?

_____

At what coordinates are the pandas located?

_____

Are the tigers and the birds near or far from each other? How do you know?

_____

How many squares down from the birds must you go to get to the polar bears?

_____

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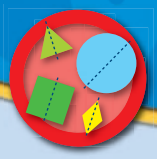
Flipping for Letters



Draw how each letter would look after a slide, a flip, and a turn.

H	slide	flip	turn
P	slide	flip	turn
S	slide	flip	turn
T	slide	flip	turn

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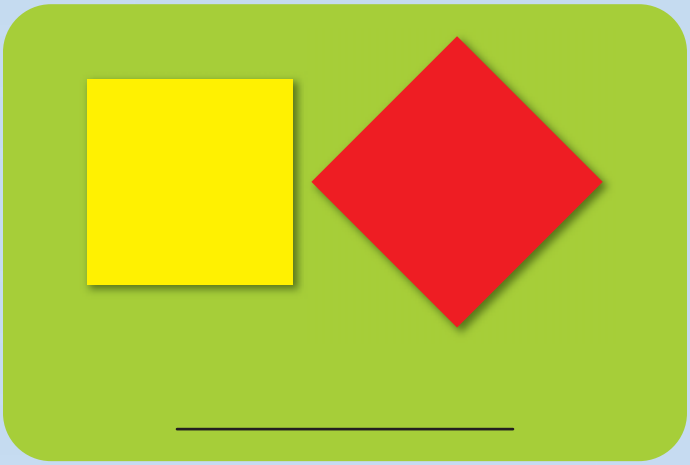
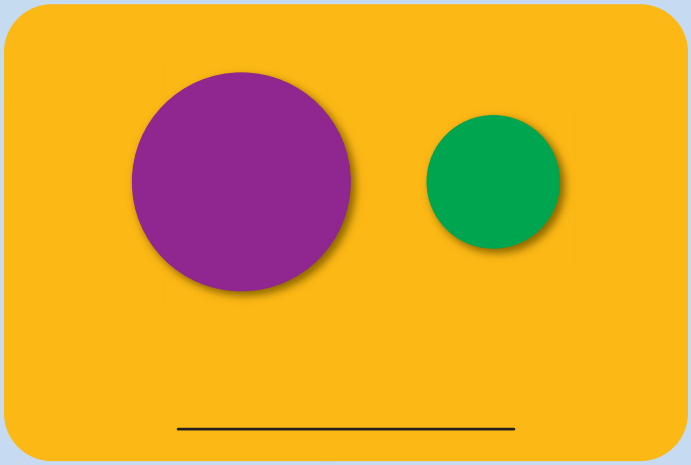
Congruent or Similar?

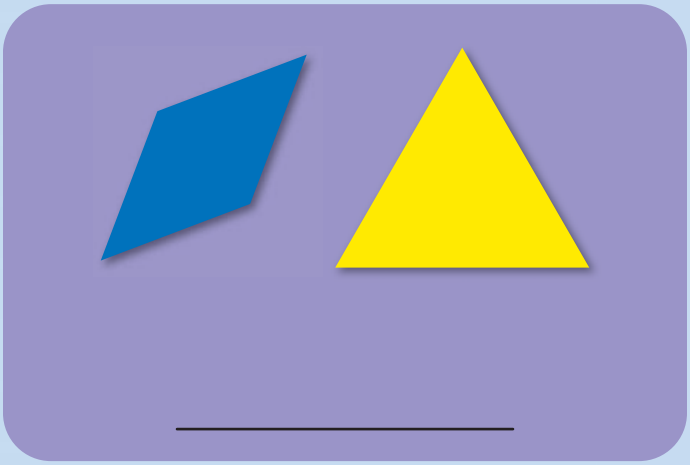
Look at each set of shapes. Write congruent, similar, or neither. Draw examples of congruent and similar shapes in the boxes.



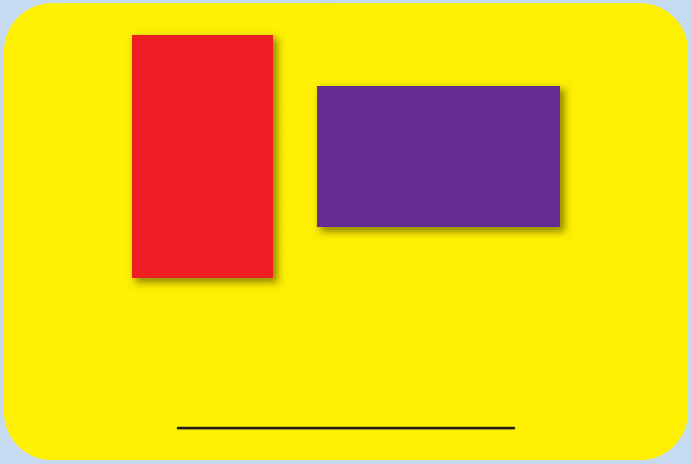
_____



_____



_____



_____

congruent

similar

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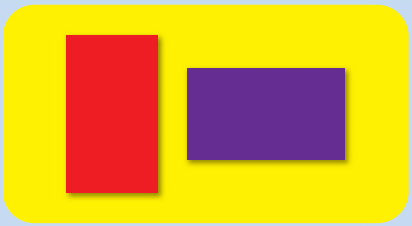
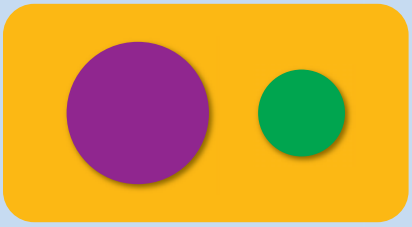
Congruent or Similar?

Look at the shapes and then answer the questions.



What does it mean if two shapes are congruent?

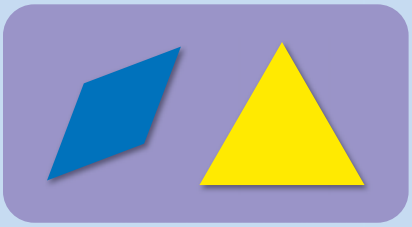
_____



What does it mean if two shapes are similar?

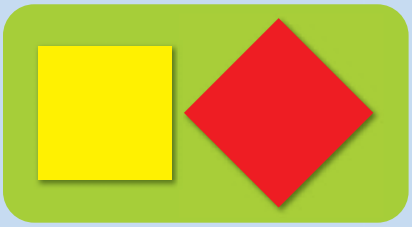
_____

_____



How can two shapes be neither similar nor congruent?

_____



Two circles are sometimes congruent and always similar. Two of what other shapes are sometimes congruent and always similar?

_____

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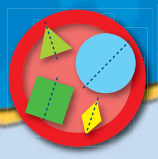

Alphabet Symmetry

Circle each letter of the alphabet that has symmetry. Draw Xs on the letters that do not have symmetry.

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

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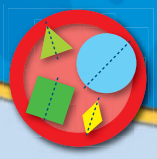
Alphabet Symmetry



Look at the letters of the alphabet and answer the questions.

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

How many uppercase letters of the alphabet are symmetrical?

_____

Can a shape have more than one line of symmetry?

_____

What letter has the most lines of symmetry?

_____

Which uppercase letters are not symmetrical?

_____

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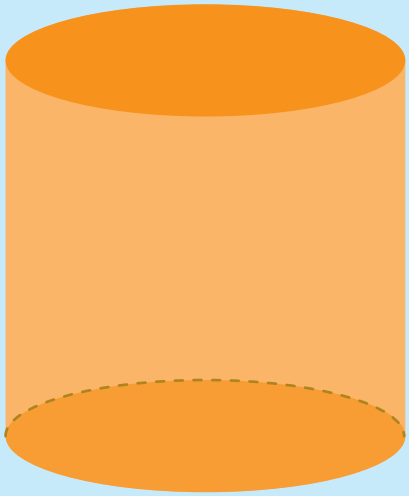
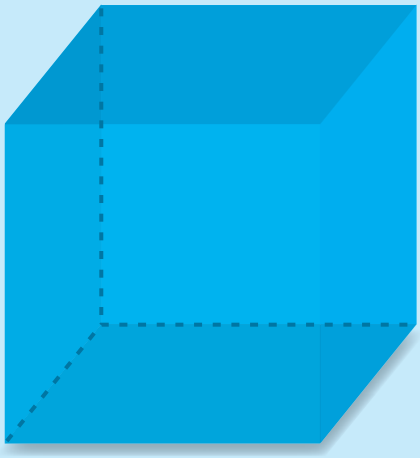
A Bird's Eye View

Complete the chart by drawing the correct face for each three-dimensional figure. Then, write the name of each shape that is a face.

figure	 cylinder	 cube
face	_____	_____

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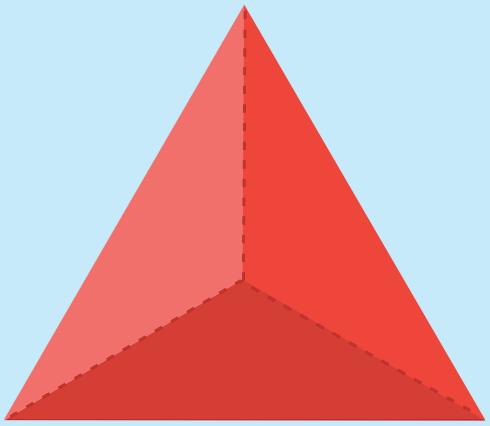
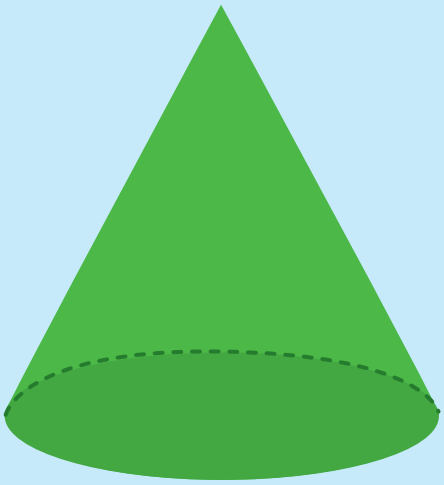
A Bird's Eye View

Complete the chart by drawing the correct face for each three-dimensional figure. Then, write the name of each shape that is a face.

figure	 pyramid	 cone
face	_____	_____

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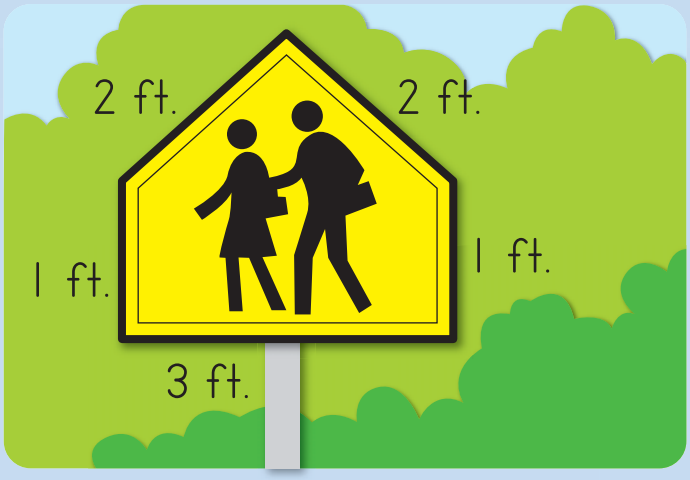
Find the Perimeter

Look at each outlined shape. Use the length of each side to write a number sentence. Then, use the number sentence to find the perimeter.



_____ + _____ + _____ + _____ + _____ = _____

P = _____

_____ + _____ + _____ + _____ = _____

P = _____

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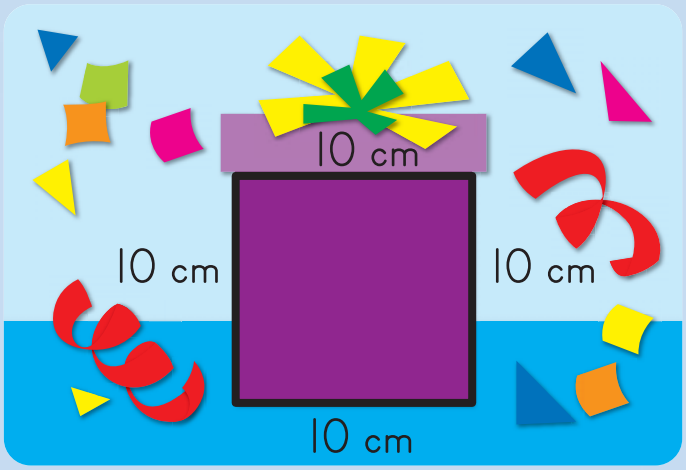
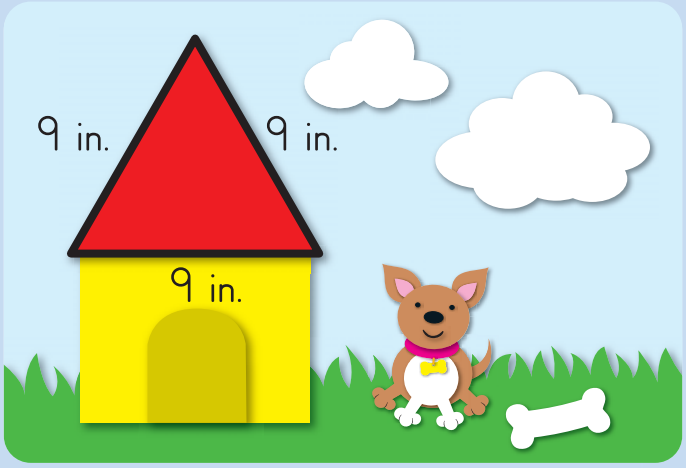
Find the Perimeter

Look at each outlined shape. Use the length of each side to write a number sentence. Then, use the number sentence to find the perimeter.



_____ + _____ + _____ + _____ = _____

P = _____



_____ + _____ + _____ = _____

P = _____

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I Spy Shapes

Look around the room for objects that have shapes like those in the picture below. Find at least two objects that are each type of shape. Circle the shapes below when you find them.

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Time Will Tell

Circle the unit of time you would use to measure each activity. Then, write the order of the units of time from 1 to 6, with 1 being the shortest unit of time.

brush your teeth

minutes hours

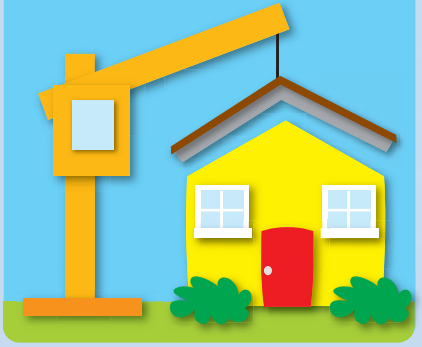
_____

take a vacation

minutes days

_____

build a house



hours months

_____

grow a tree

years days

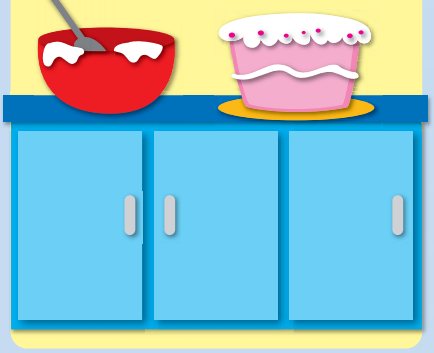
_____

tie your shoes

seconds minutes

_____

bake a cake



hours weeks

_____

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Time and Time Again

Read the times. Draw the hands and write the numbers for each time given.

five o'clock

three thirty

quarter after one

quarter to six

seven o'clock

five minutes after two

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The Hands of Time

Draw the hands to show the time. Repeat for each clock.

12:05

7:10

3:30

10:15

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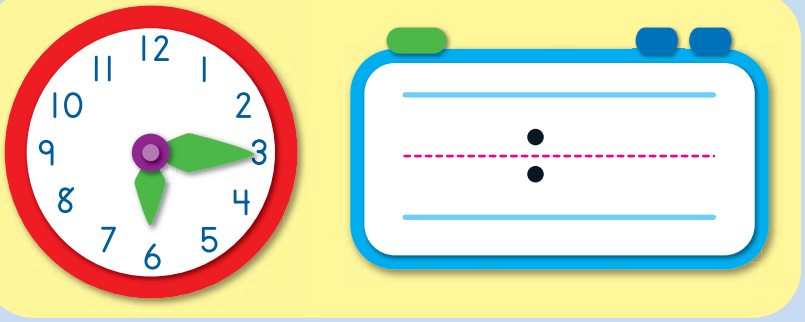
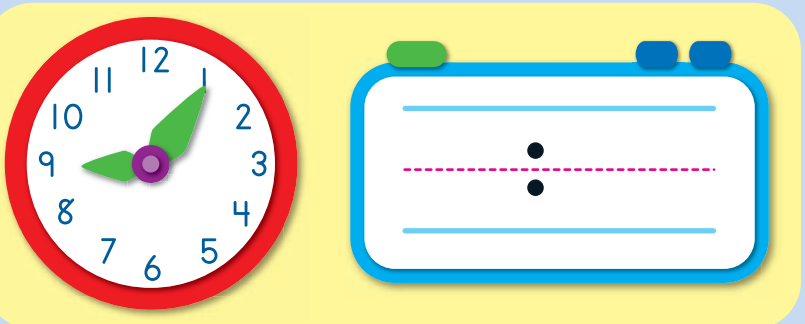
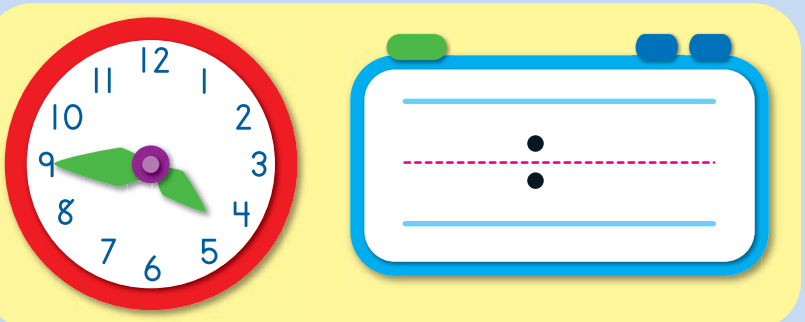
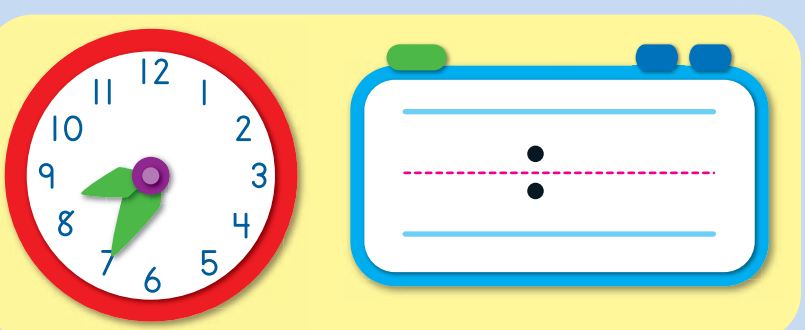
The Hands of Time

Write the numbers to show the time. Repeat for each clock.









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The Hands of Time

Draw the hands to show the time. Repeat for each clock.

1:10

7:55

4:25

2:40

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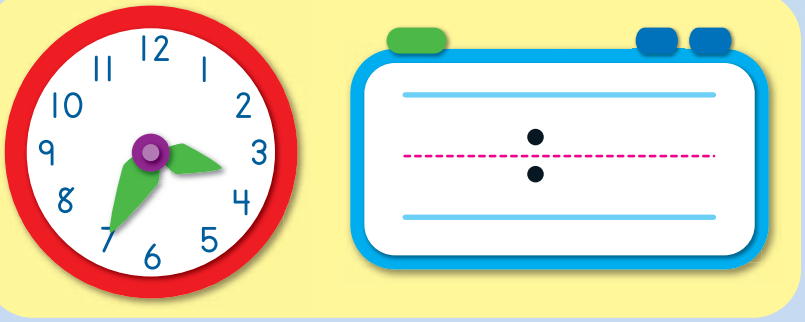
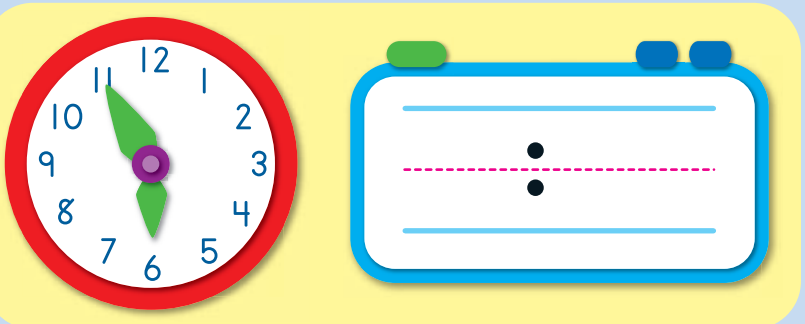
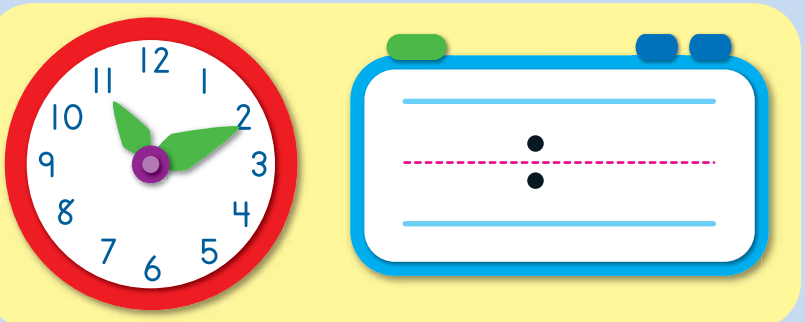
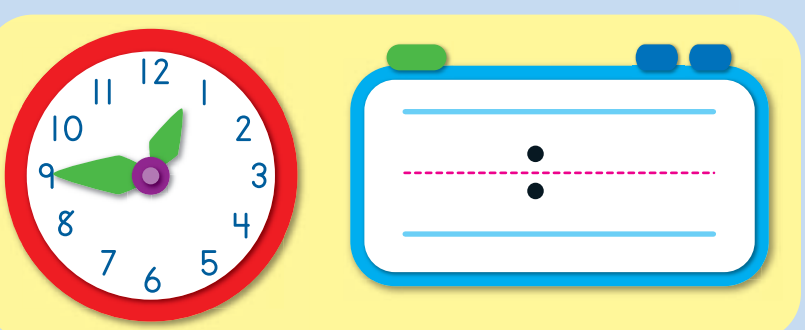
The Hands of Time

Write the numbers to show the time. Repeat for each clock.









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Time and Time Again

Read the times. Draw the hands and write the numbers for each time given.

quarter to five

quarter after two

five minutes after one

eight o'clock

four thirty

nine thirty

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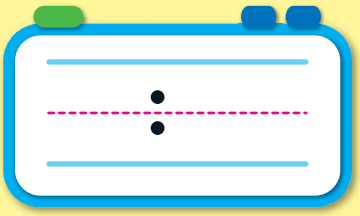
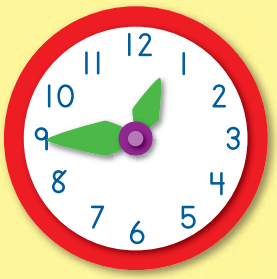
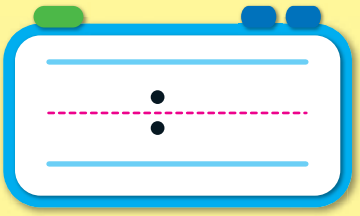
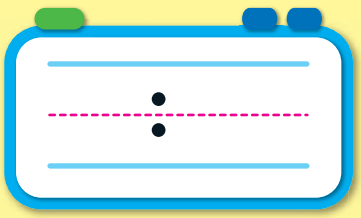
What Time Is It?

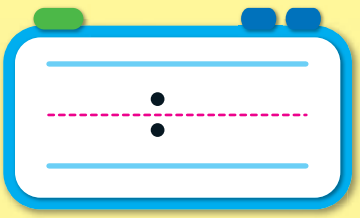
Look at each clock. Write the time.

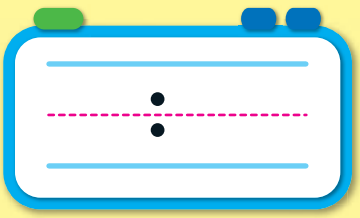












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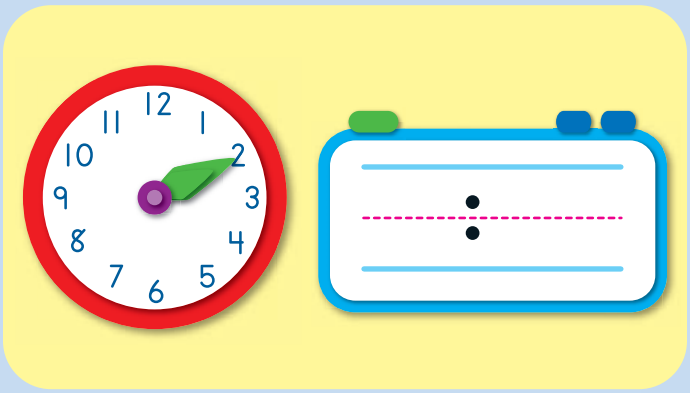
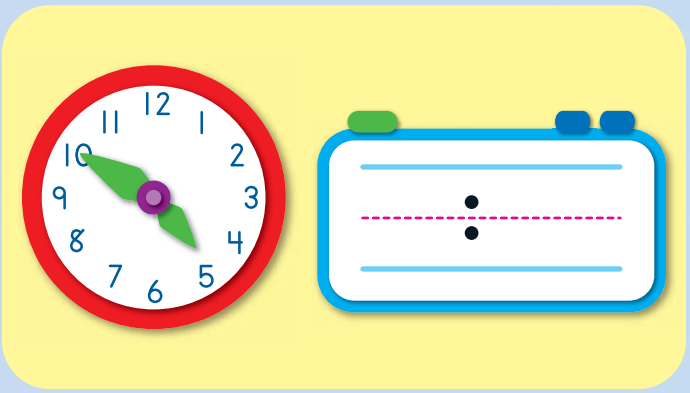
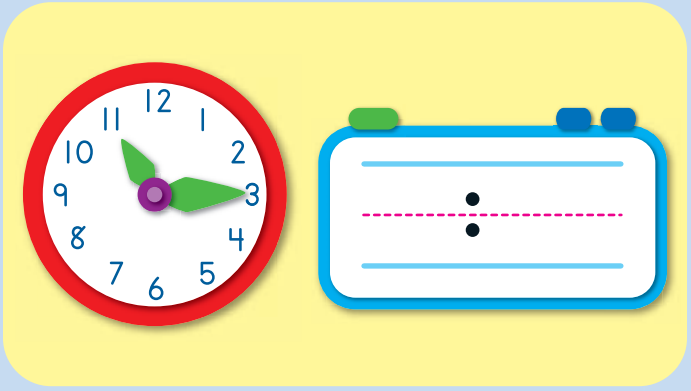
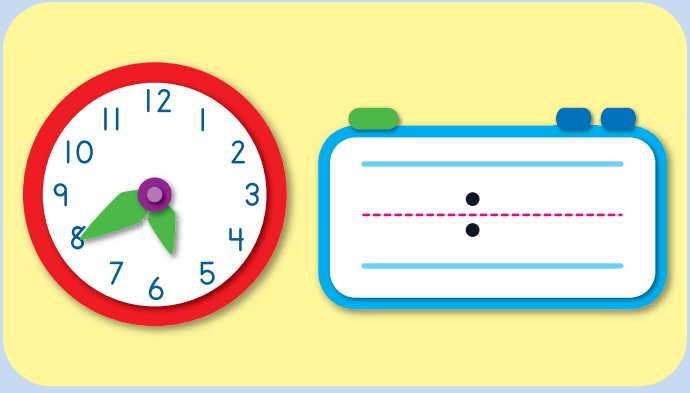
What Time Is It?

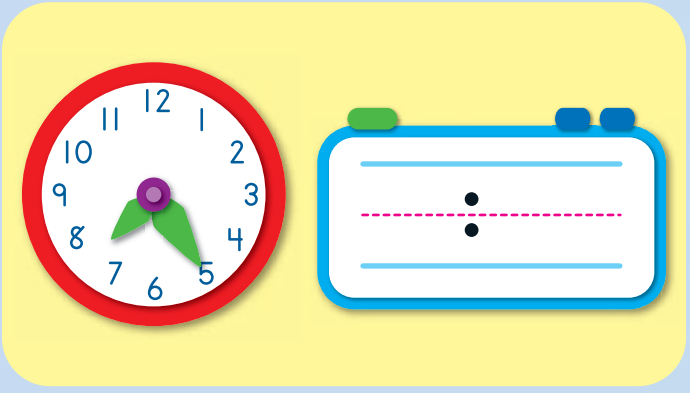
Look at each clock. Write the time.











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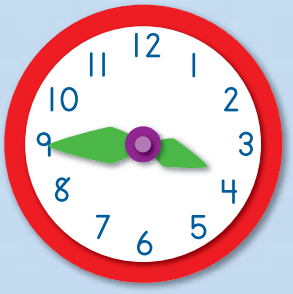
Time Match

Match the time on the clock with the digital time.



5:55

10:25

2:35

3:45

12:10

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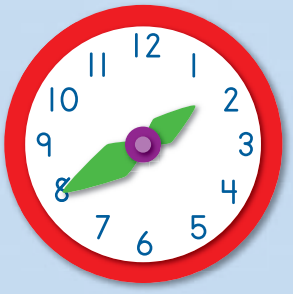
Time Match

Match the time on the clock with the digital time.



6:20

7:30

1:40

4:15

11:05

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Elapsed Laps

Read each word problem. Draw the hands on the first clock to show the start time for the swimmer's laps. Draw the hands on the last clock to show the end time for the laps.

Start

Katie arrived at swim practice at 3:30. She swam her warm-up laps in 30 minutes.
What time did she finish?

End

Start

Brady arrived at swim practice at 4:00. He finished his warm-up laps in 45 minutes.
What time did he finish?

End

Start

Ethan arrived at swim practice at 3:45. He finished his warm-up laps in 20 minutes.
What time did he finish?

End

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Elapsed Laps

Read each word problem. Draw the hands on the first clock to show the start time for the swimmer's laps. Draw the hands on the last clock to show the end time for the laps.

Start

Lisa arrived at swim practice at 2:30. She swam her warm-up laps in 30 minutes.
What time did she finish?

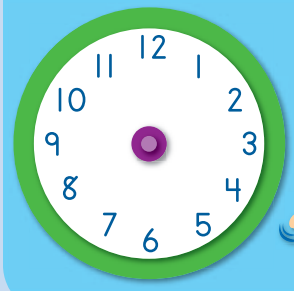
End

Start

Tom arrived at swim practice at 3:00. He finished his warm-up laps in 35 minutes.
What time did he finish?

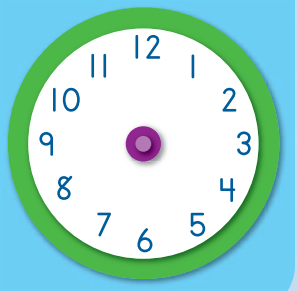
End

Start



Jake arrived at swim practice at 2:45. He finished his warm-up laps in 40 minutes.
What time did he finish?

End



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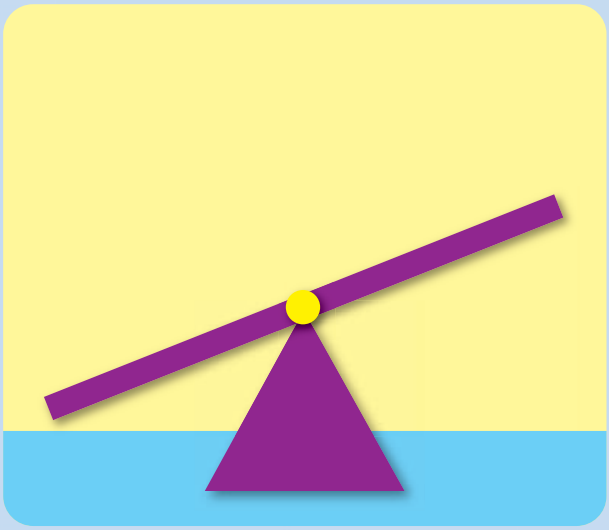
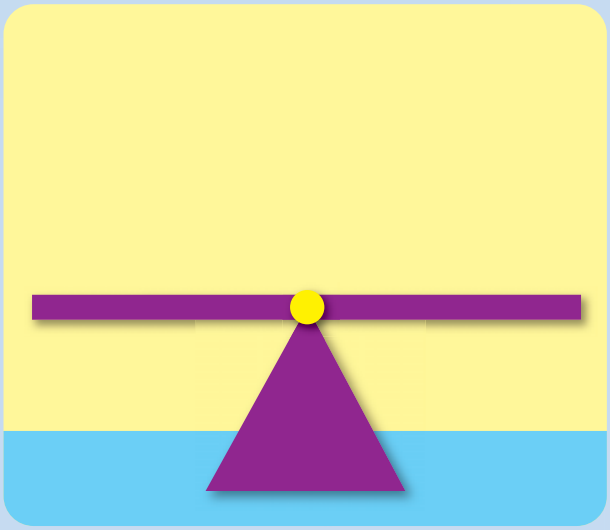
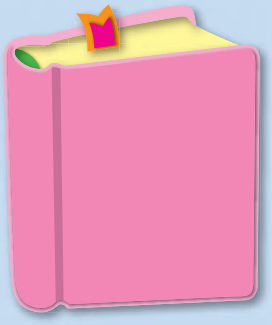
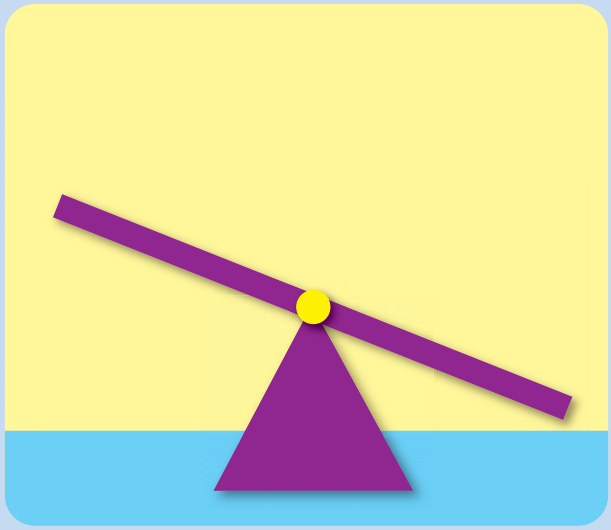
A Balancing Act

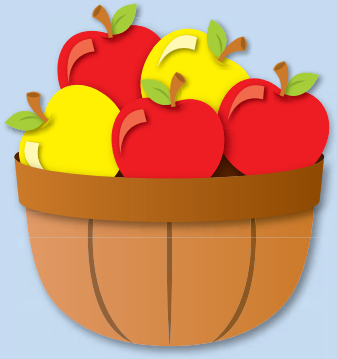
Write the names of two objects or draw two objects on each scale to make the picture true.

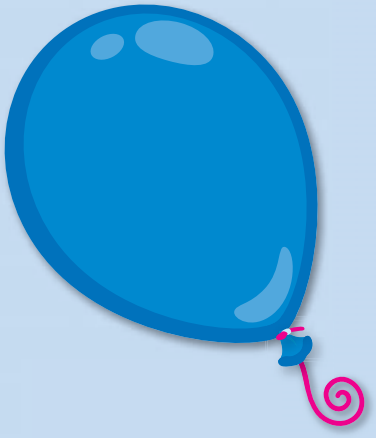


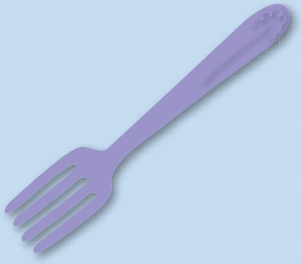


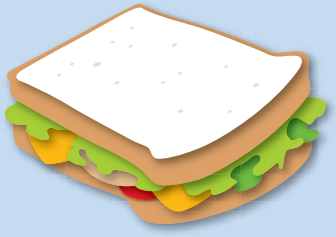












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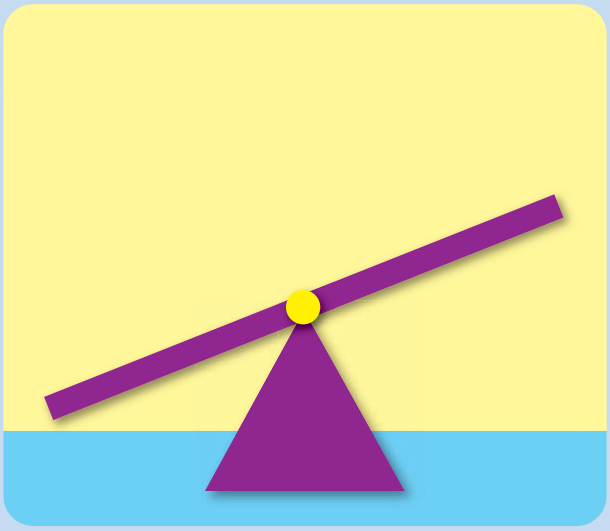
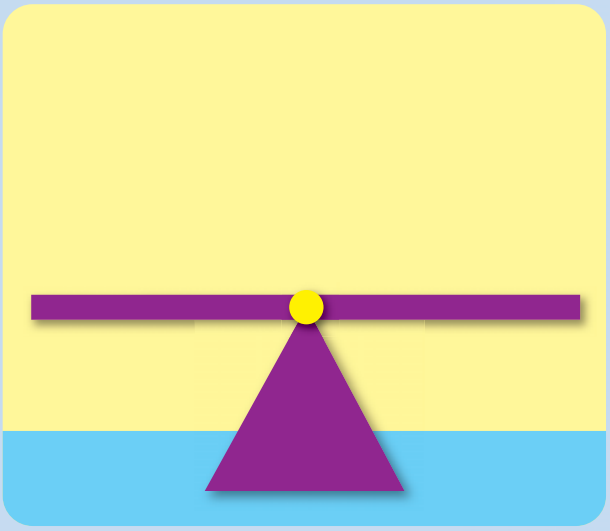
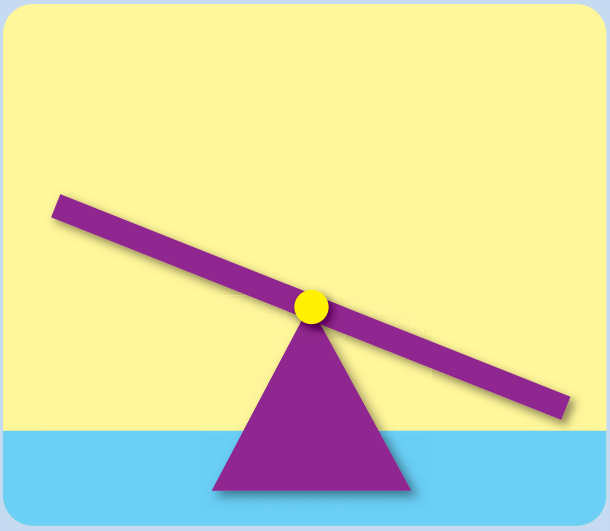
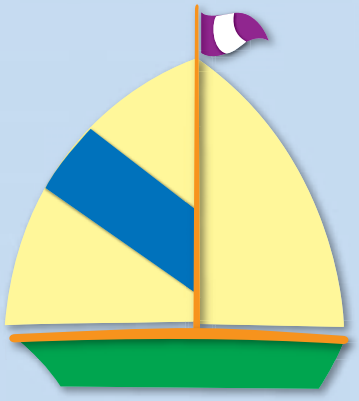
A Balancing Act

Write the names of two objects or draw two objects on each scale to make the picture true.









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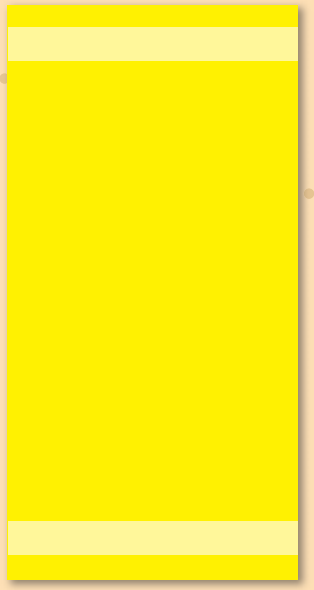
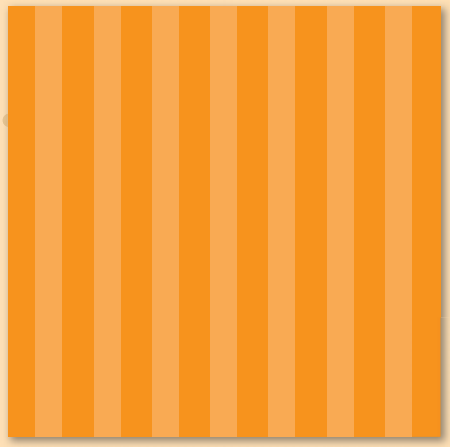
Biggest Blankets

Use buttons to find the area (A) of each blanket.



A = _____ buttons



A = _____ buttons

A = _____ buttons

A = _____ buttons

A = _____ buttons

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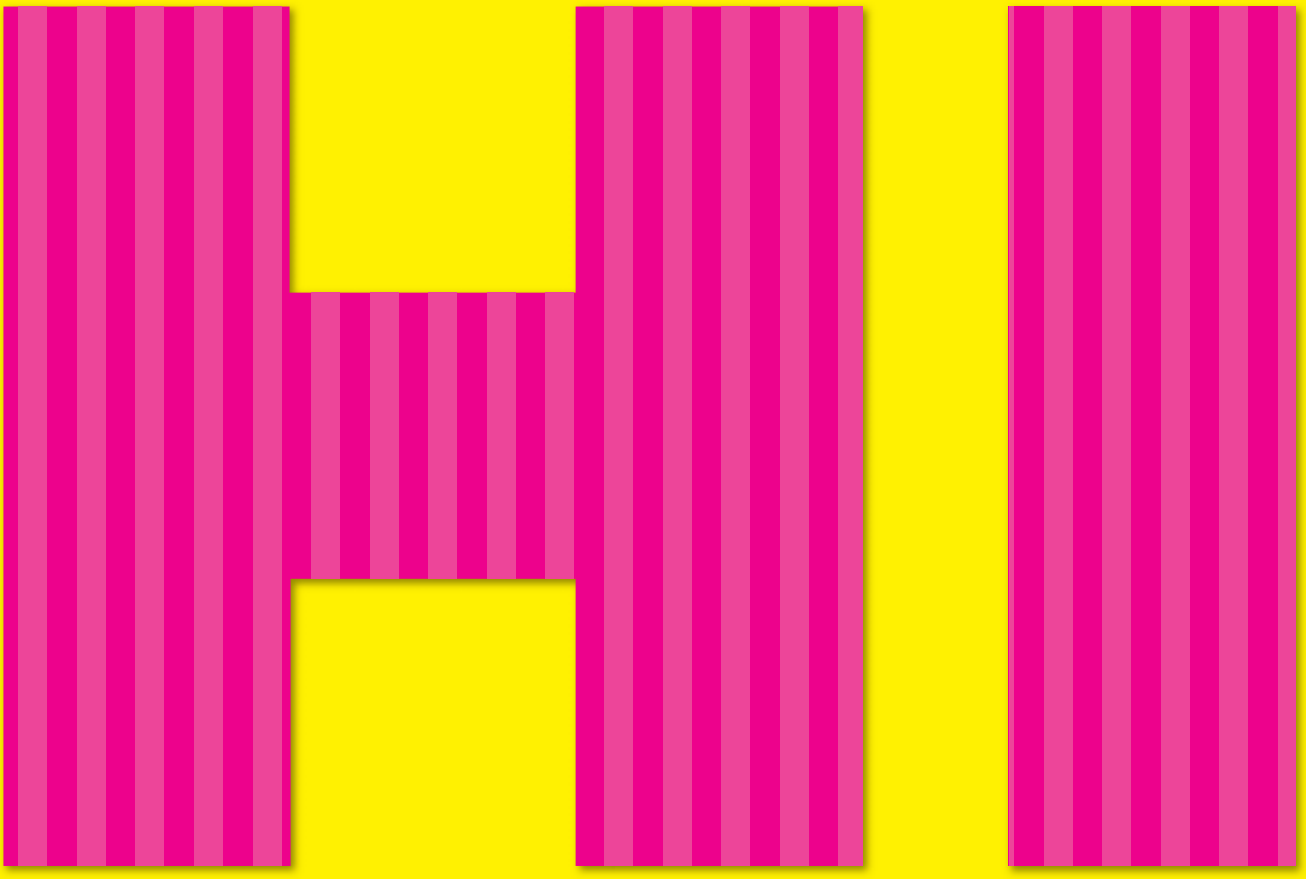
What's Inside?

Use buttons to find the area (A) of each letter.



A = _____ buttons

A = _____ buttons

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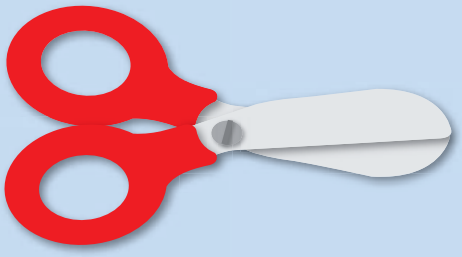
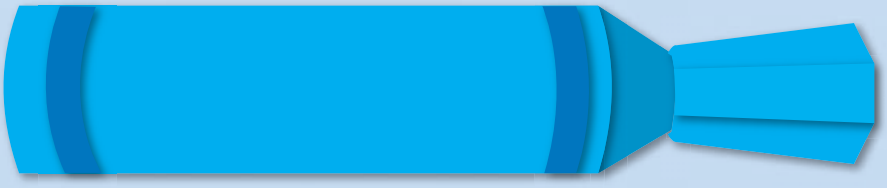
Penny Counts

Measure the length of each object with pennies. Write the measurement on the line.

_____ penny



_____ pennies



_____ pennies

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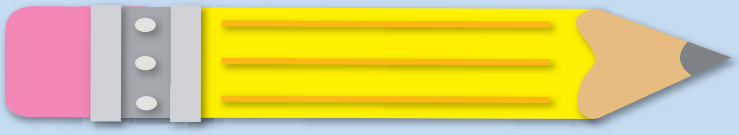
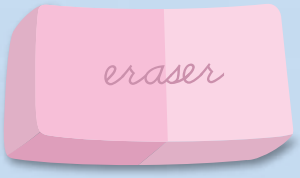
Penny Counts

Measure the length of each object with pennies. Write the measurement on the line.

_____ pennies



_____ pennies



_____ pennies

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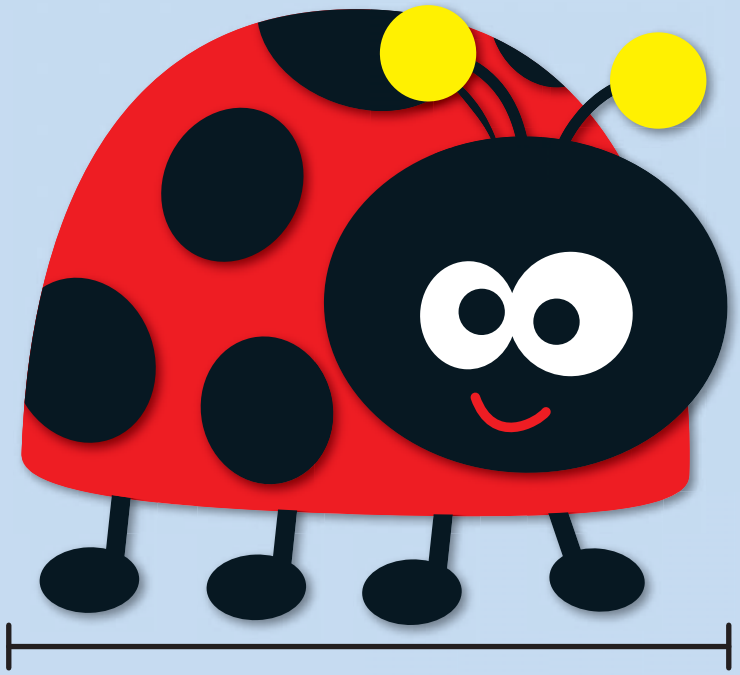
Buggy About Measurement

Measure the length of each bug with paper clips. Write the measurement on the line.



The ladybug is about _____ paper clip(s) long.

The bee is about _____ paper clip(s) long.

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Buggy About Measurement

Measure the length of the butterfly with paper clips. Write the measurement on the line.

The butterfly is about _____ paper clips long.

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Measure Up!

Estimate the length of a desk or a table. Then, measure it with each item.

Estimate: _____ paper clips long

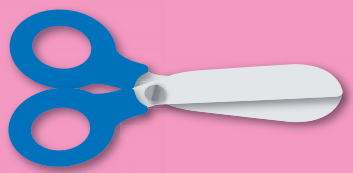
Actual: _____ paper clips long

Estimate: _____ pencils long

Actual: _____ pencils long

Estimate: _____ paintbrushes long

Actual: _____ paintbrushes long



Estimate: _____ scissors long

Actual: _____ scissors long

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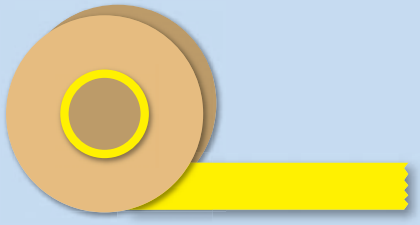
Ribbon Measurement

Use the width of your thumb to measure the length of each ribbon.

_____ thumbs long

_____ thumbs long

_____ thumbs long



_____ thumbs long

_____ thumbs long

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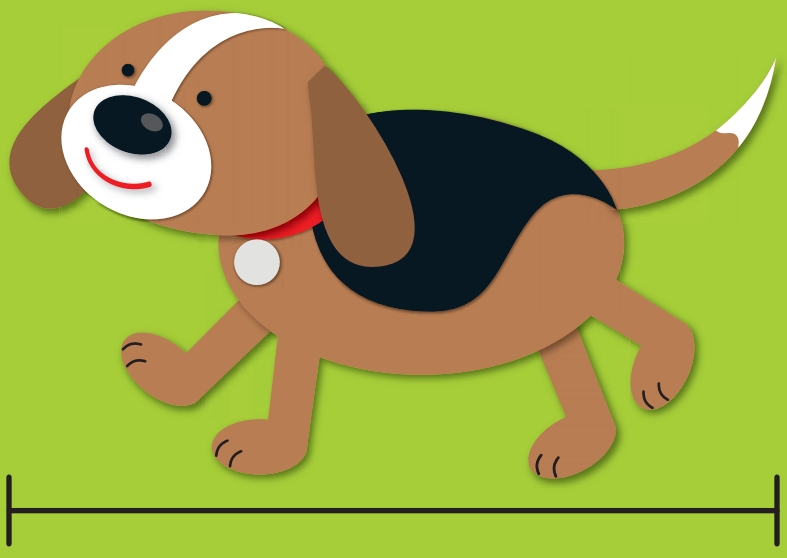
Darling Dogs

Measure each dog with a ruler.

The pug is _____ inch long.



The beagle is _____ inches long.

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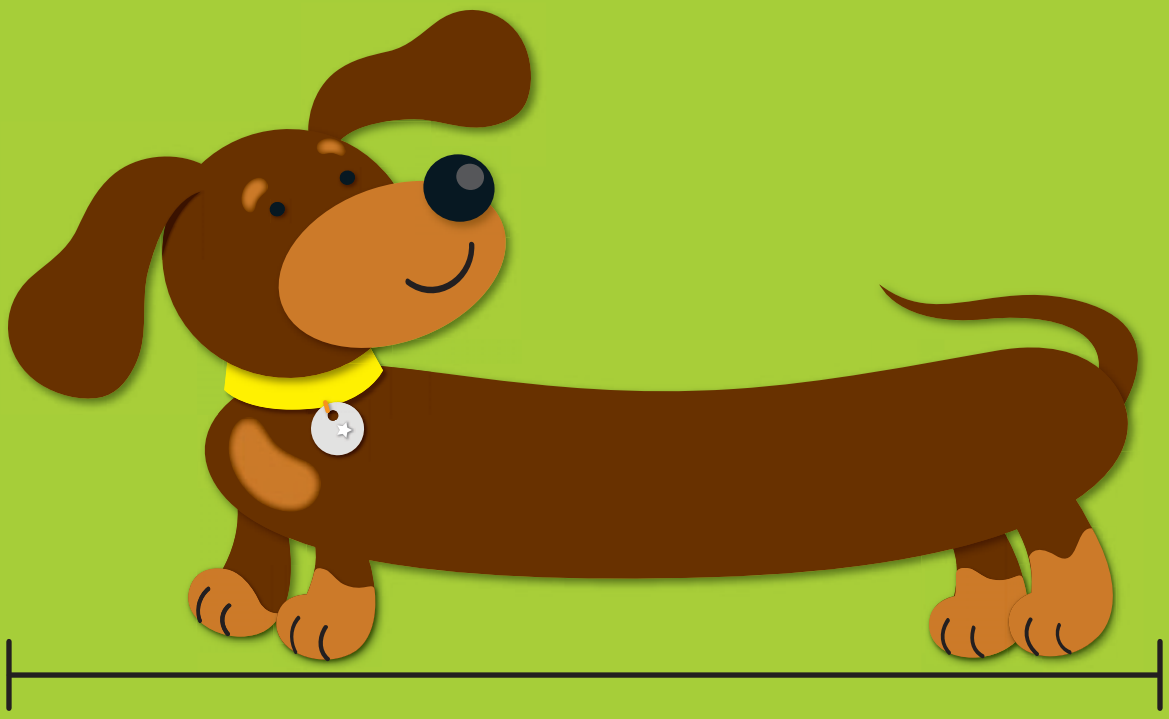
Darling Dogs

Measure each dog with a ruler.

The poodle is _____ inches long.



The dachshund is _____ inches long.

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Collecting Data

Sort a set of buttons by color. Complete the tally chart to show your data. Then, answer the questions.

Color	Number

How many total buttons are there? _____

Which color appears the most? _____

Which color appears the least? _____

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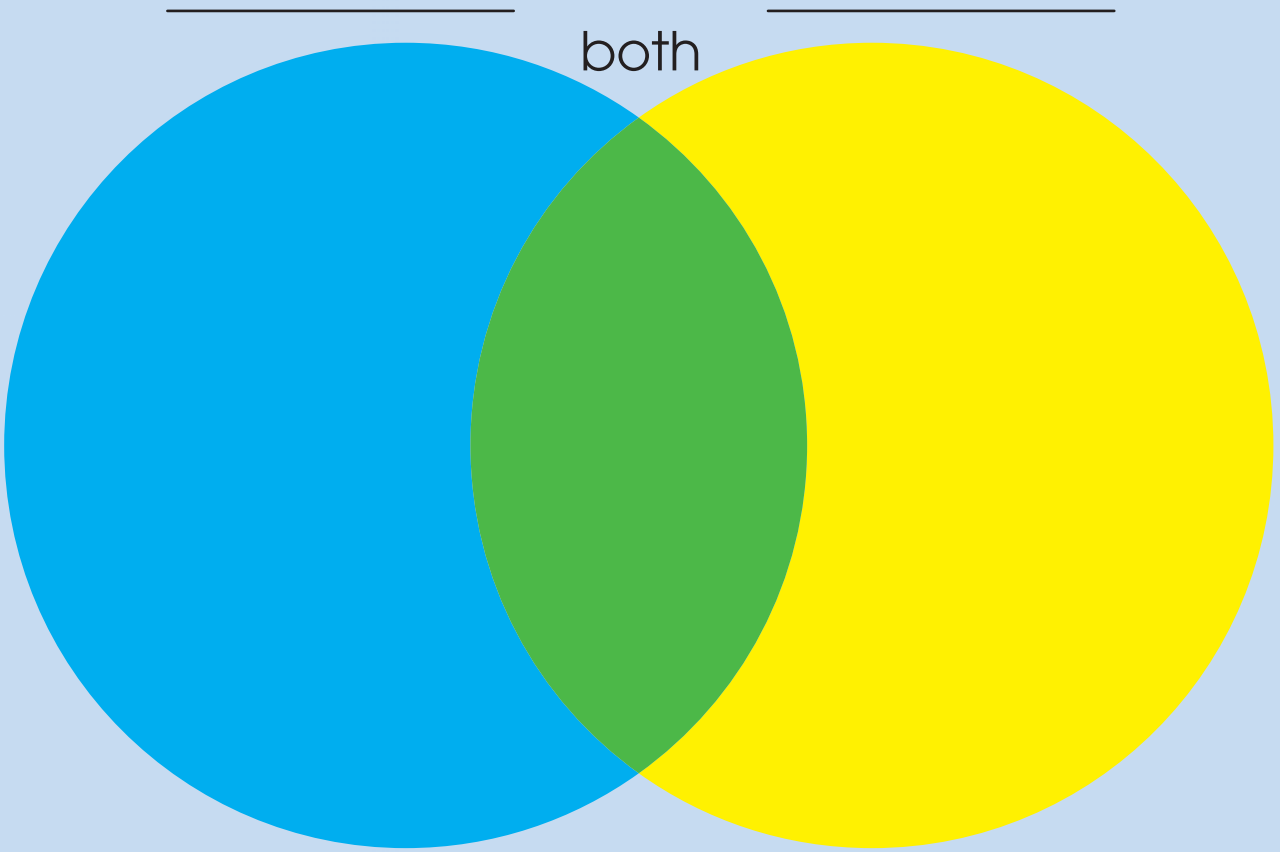
Where Does It Go?

Look at the shirts. How would you sort and classify them into groups? Label each side of the Venn diagram with an attribute. Then, write each shirt number in the correct section.



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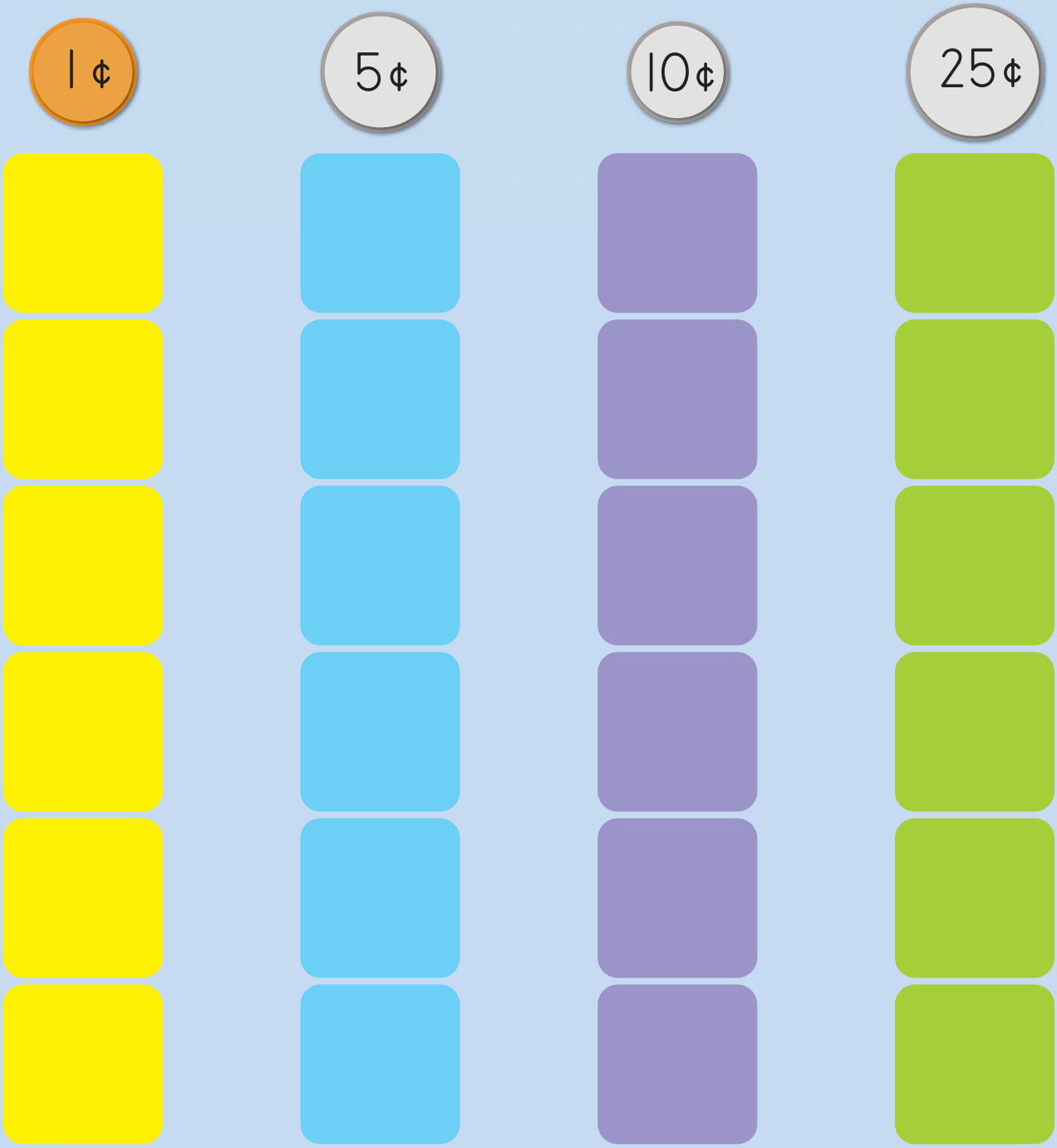
One for the Money

Sort a handful of coins. Arrange the pennies, nickels, dimes, and quarters on the graph to show how many of each coin you have.



Totals: _____ pennies, _____ nickels, _____ dimes, _____ quarters

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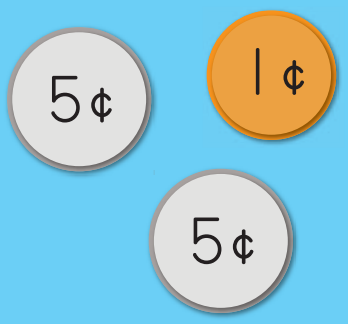
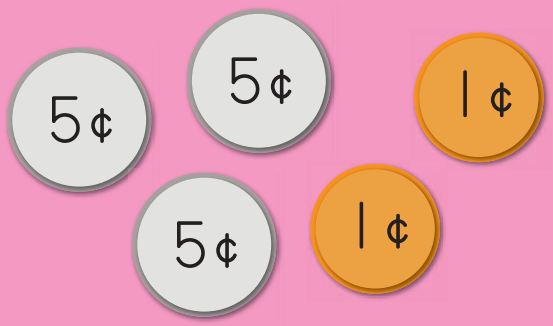
Pennies and Nickels

Count the coins and write the amount.



_____ ¢



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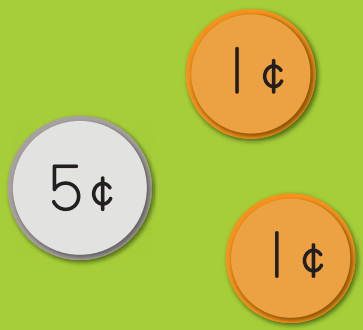
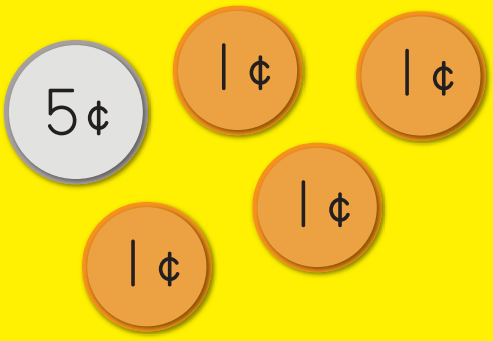


_____ ¢



_____ ¢

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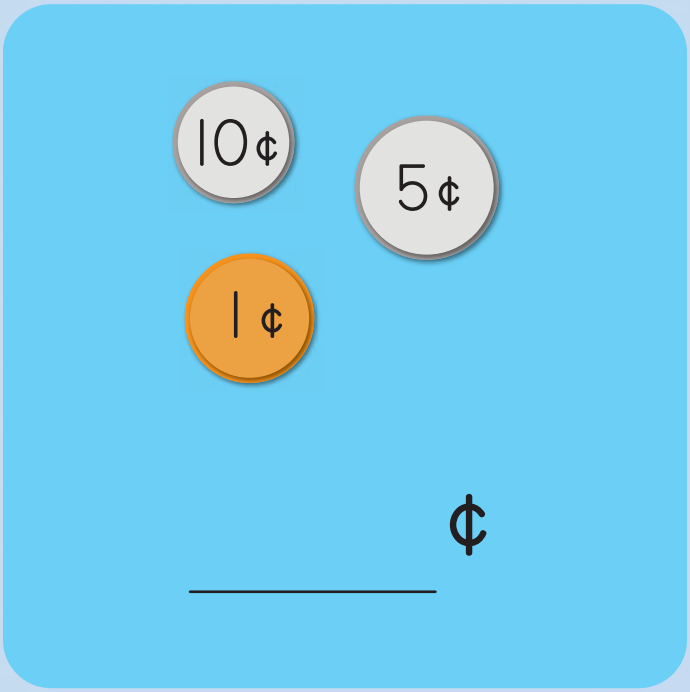
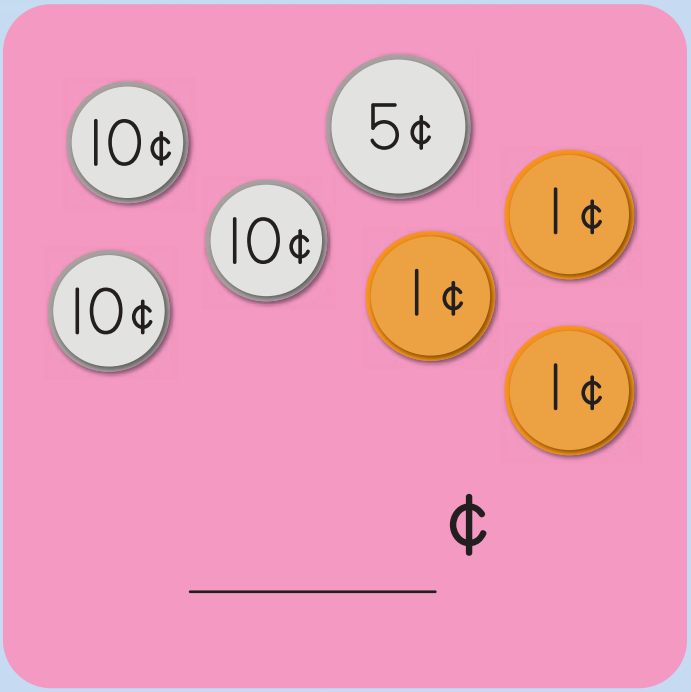
Pennies, Nickles, and Dimes

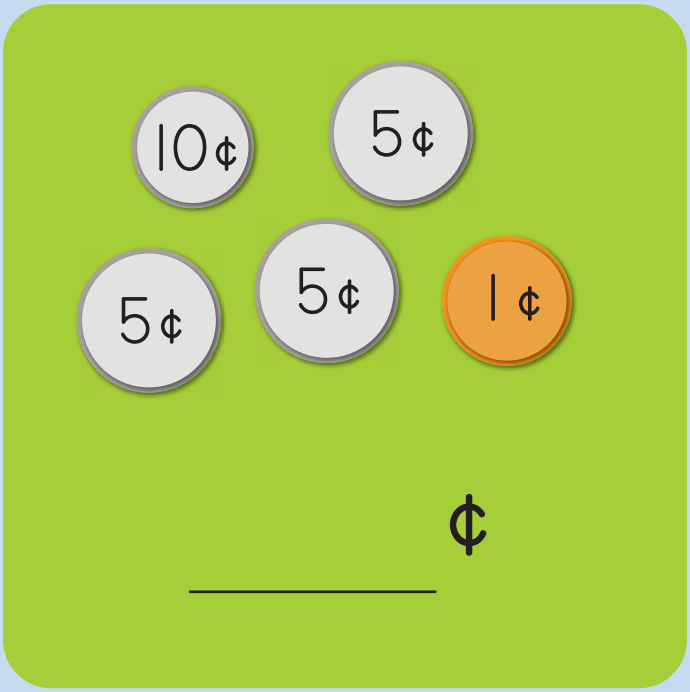
Count the coins and write the amount.



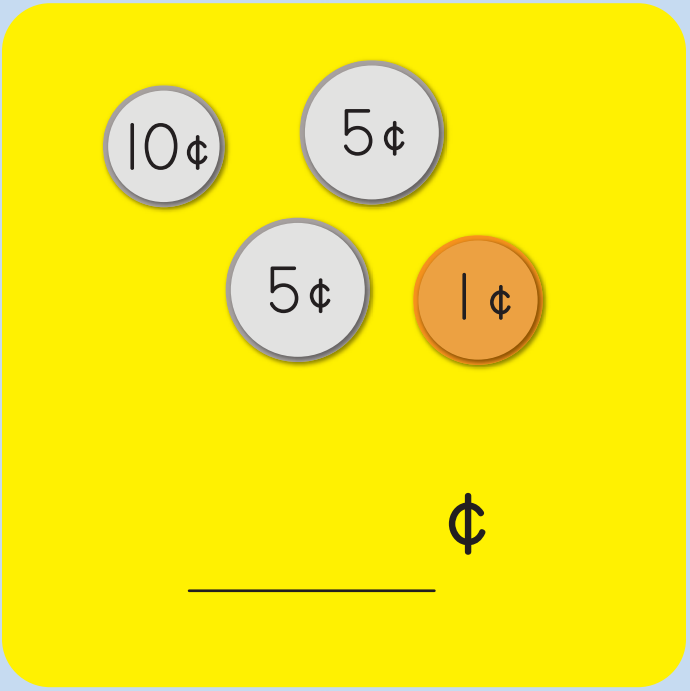
_____ ¢



_____ ¢



_____ ¢



_____ ¢

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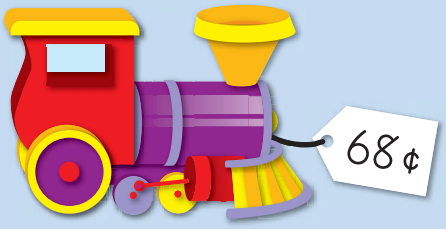
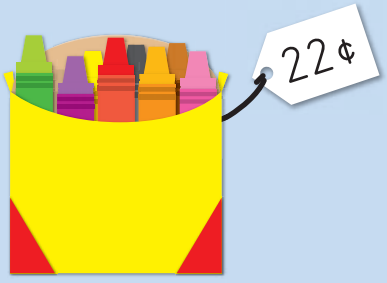
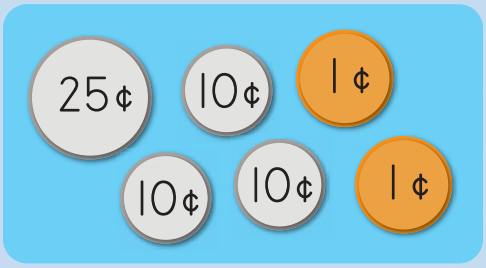
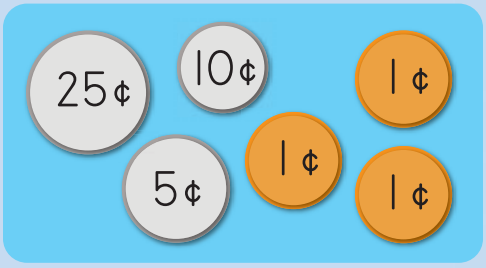
Toy Store

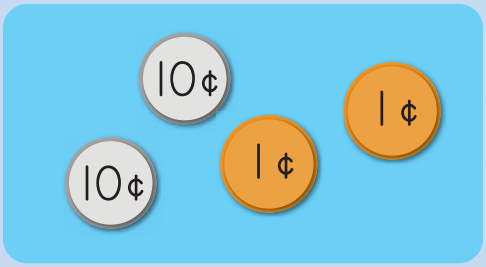
Draw a line from the toy to the amount of money it costs.

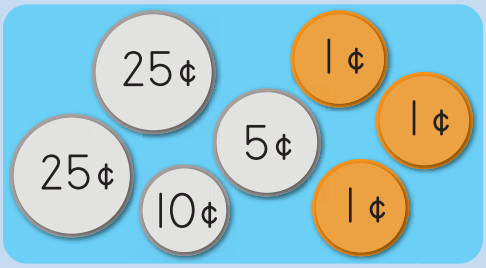


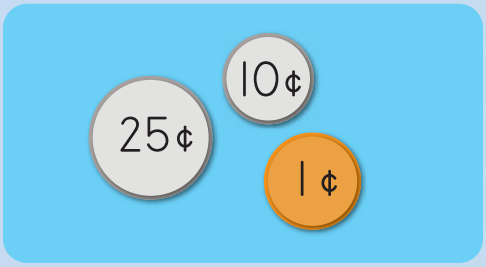












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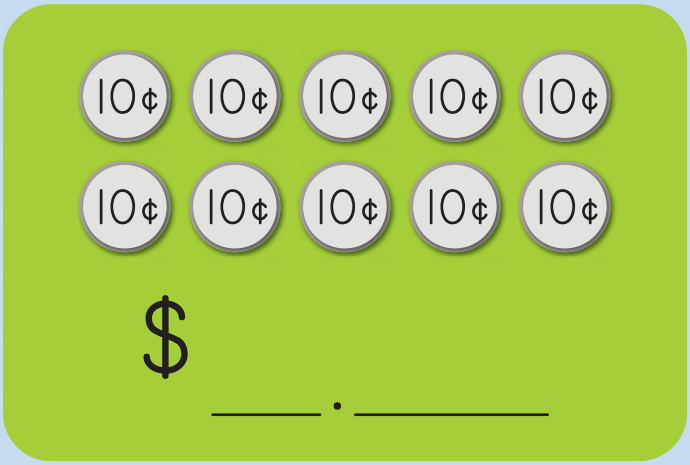
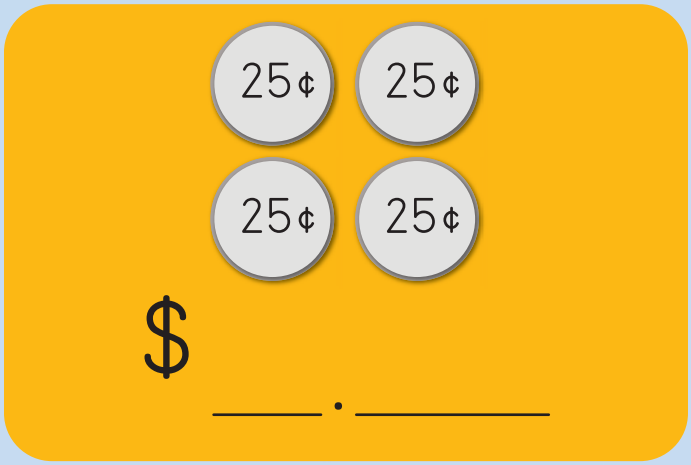
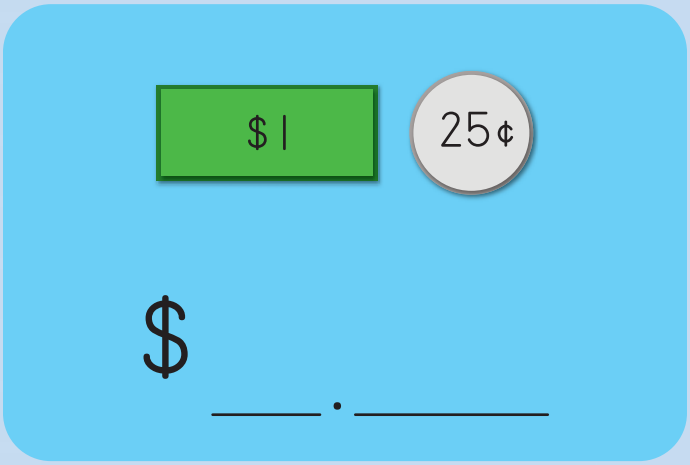
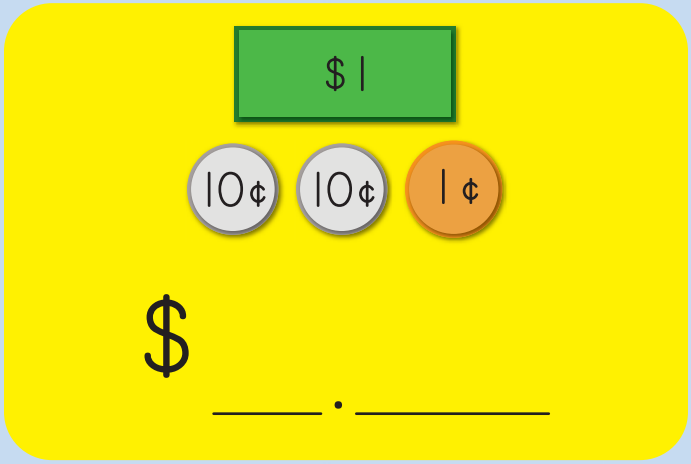
Counting Money

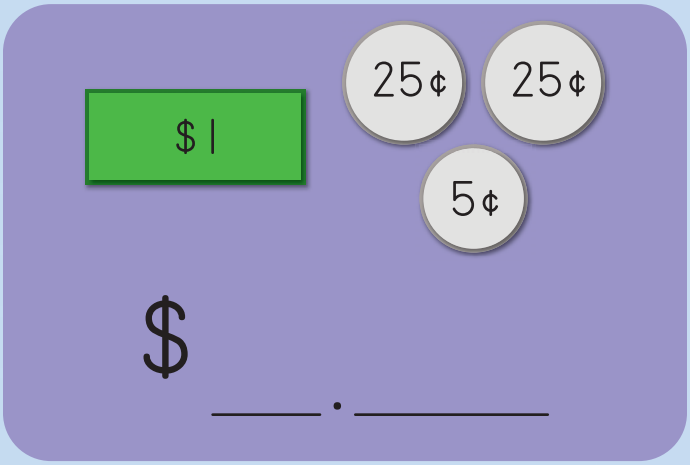
Count the money and write the amounts.

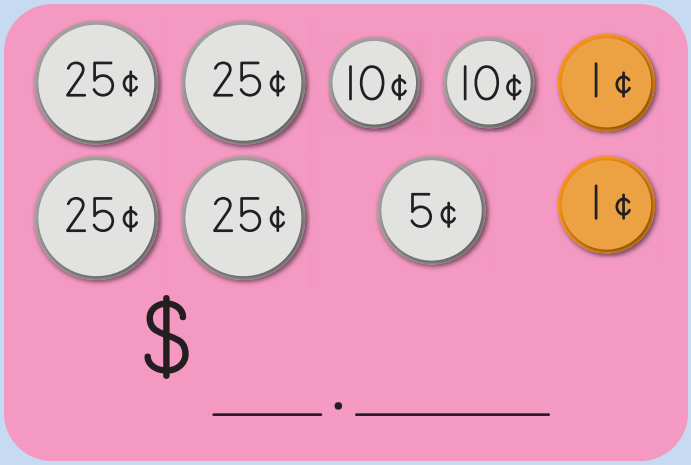












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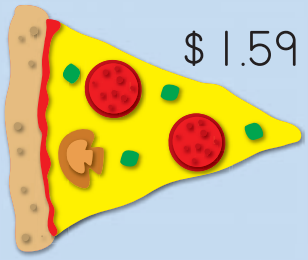
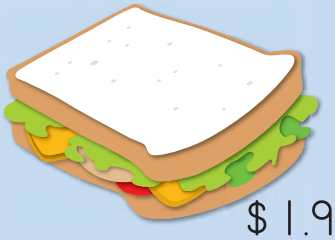
Lunch Time

Draw a line from each food item to the correct amount of money.



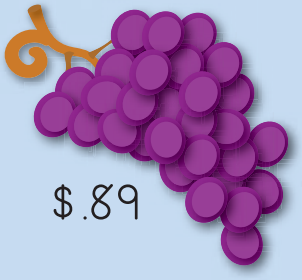
$1.59

$.77

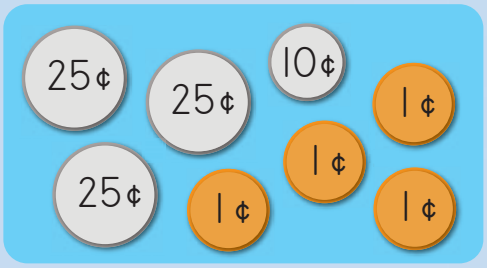


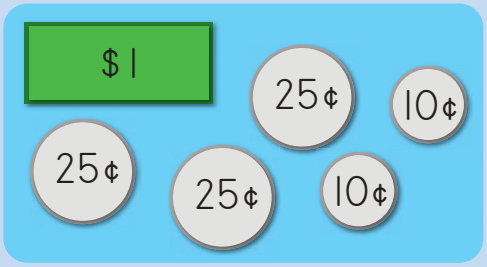
$1.95

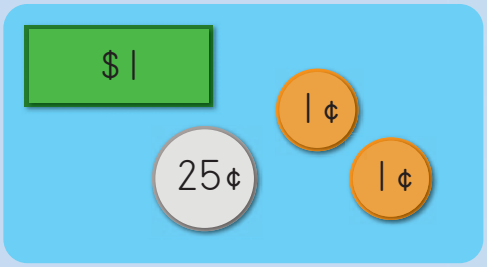
$1.27

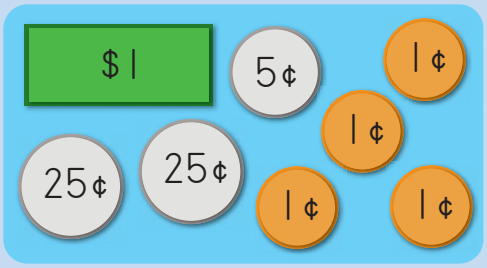


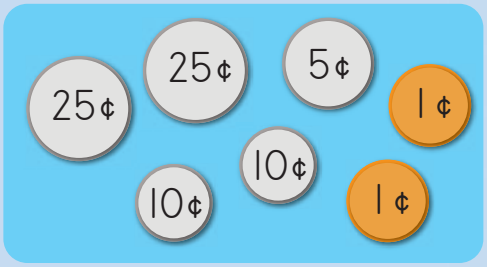
$.89











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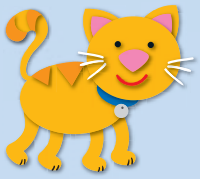
Preferred Pets

Look at the results of a class survey about favorite pets. Draw smiley faces to show the data in a pictograph. Look at the key to see how many votes each smiley face stands for.



= 2 votes

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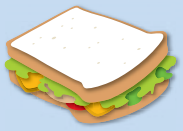
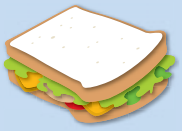
Favorite Foods

Look at the results of a class survey about favorite foods. Draw smiley faces to show the data in a pictograph. Look at the key to see how many votes each smiley face stands for.



𝍸 II	𝍸	III



= 2 votes

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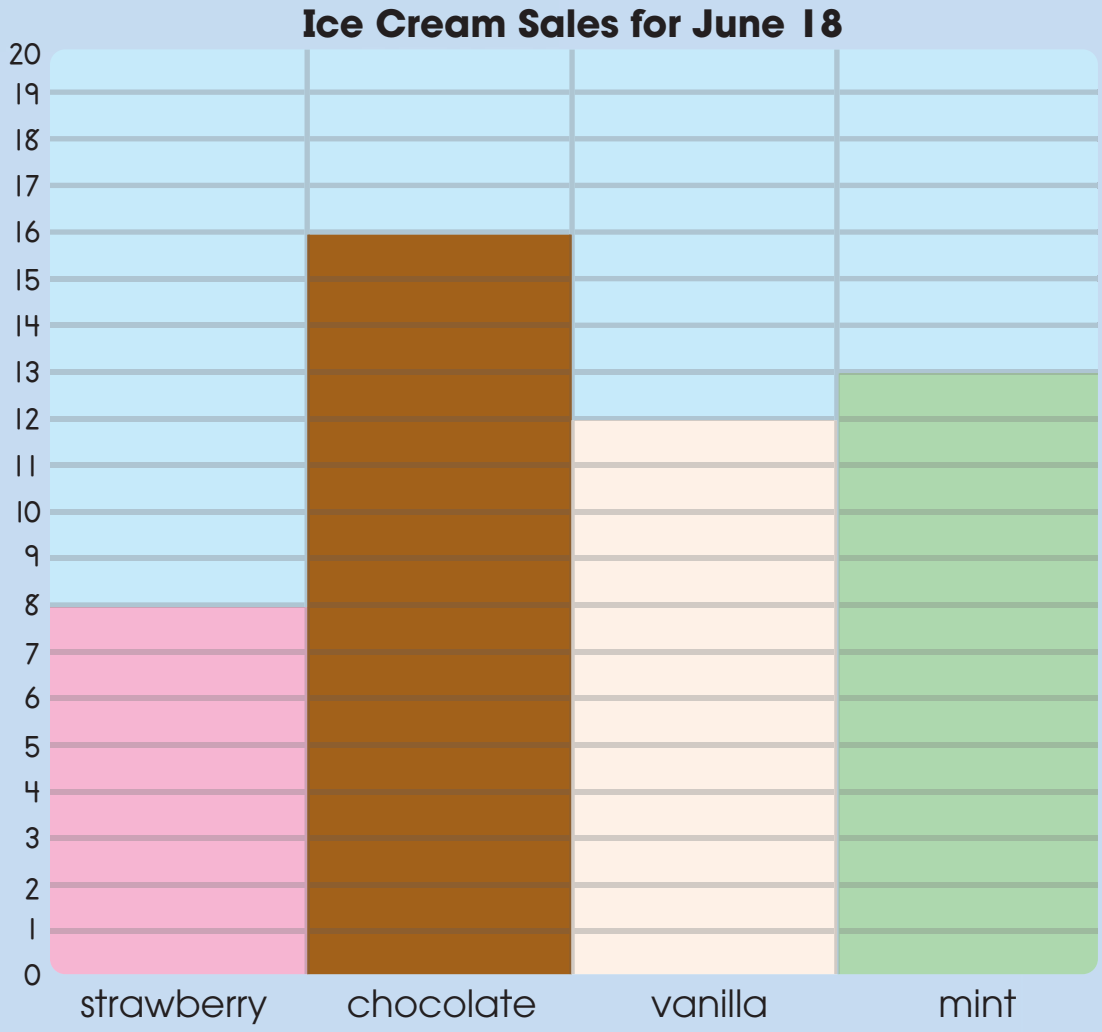
Ice Cream Flavors

Look at the bar graph to see how many scoops of each ice cream flavor a shop sold in one day. Record the data by making tally marks in the matching colored scoops.



© Carson-Dellosa
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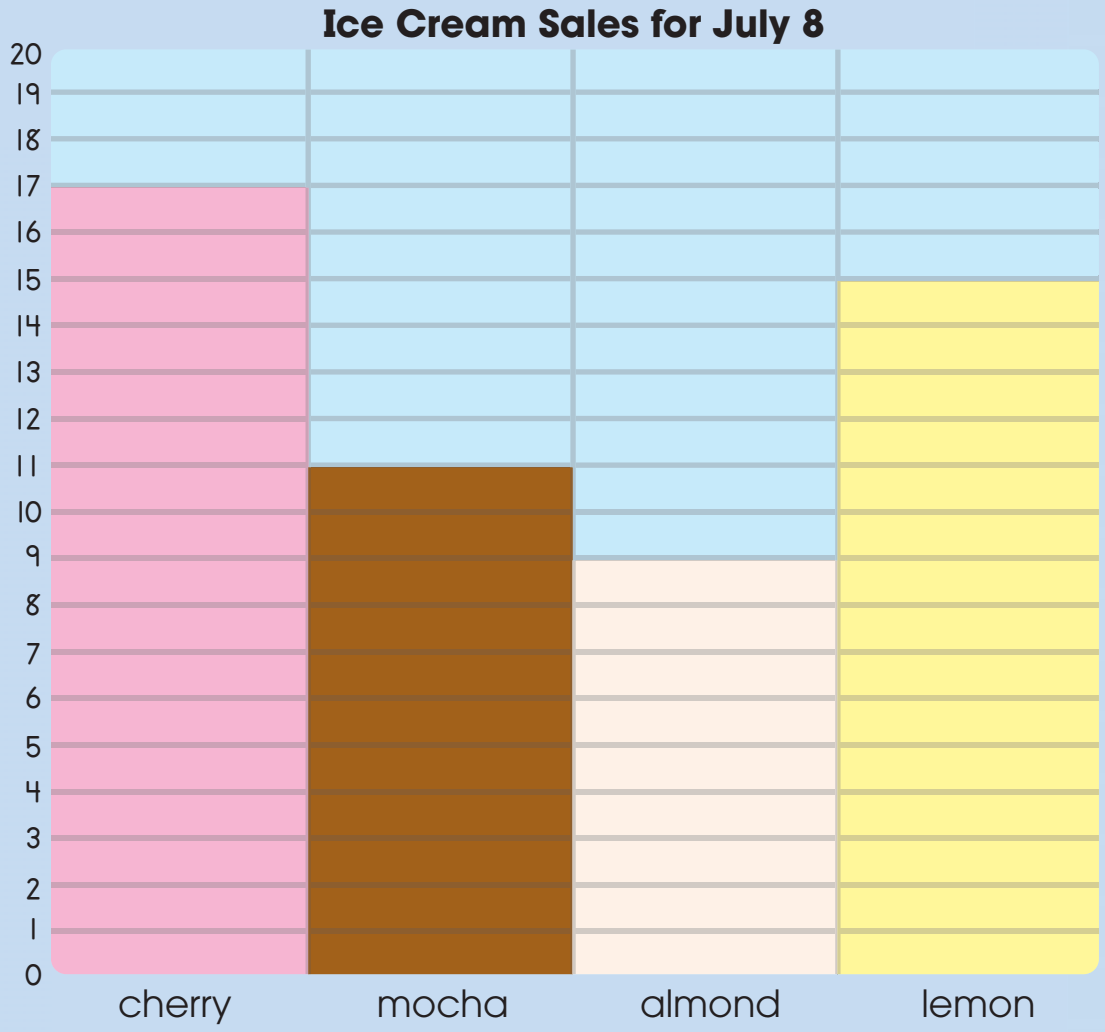
Ice Cream Flavors

Look at the bar graph to see how many scoops of each ice cream flavor a shop sold in one day. Record the data by making tally marks in the matching colored scoops.



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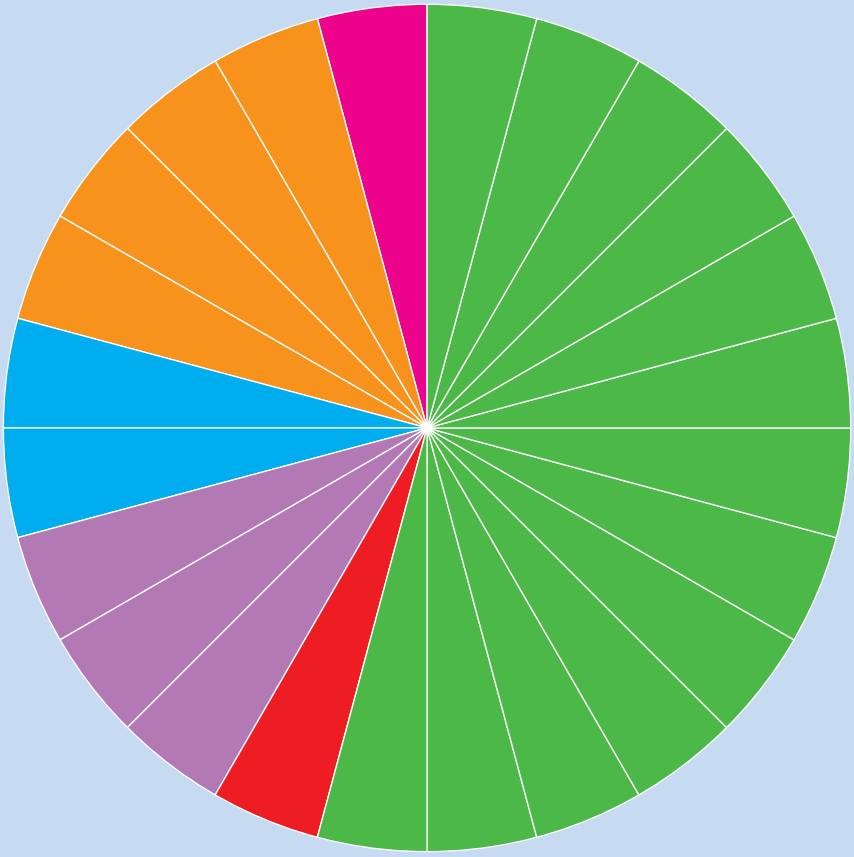
24 Hours a Day

Maria graphed how her pet Fluffy spent each hour for one day. Use the information from the circle graph to write the number of hours Fluffy spent doing each activity.

How Fluffy Spent Her Day

Activity	Hours
Sleeping	
Eating	
Playing	
Digging	
Cuddling	
Scratching	



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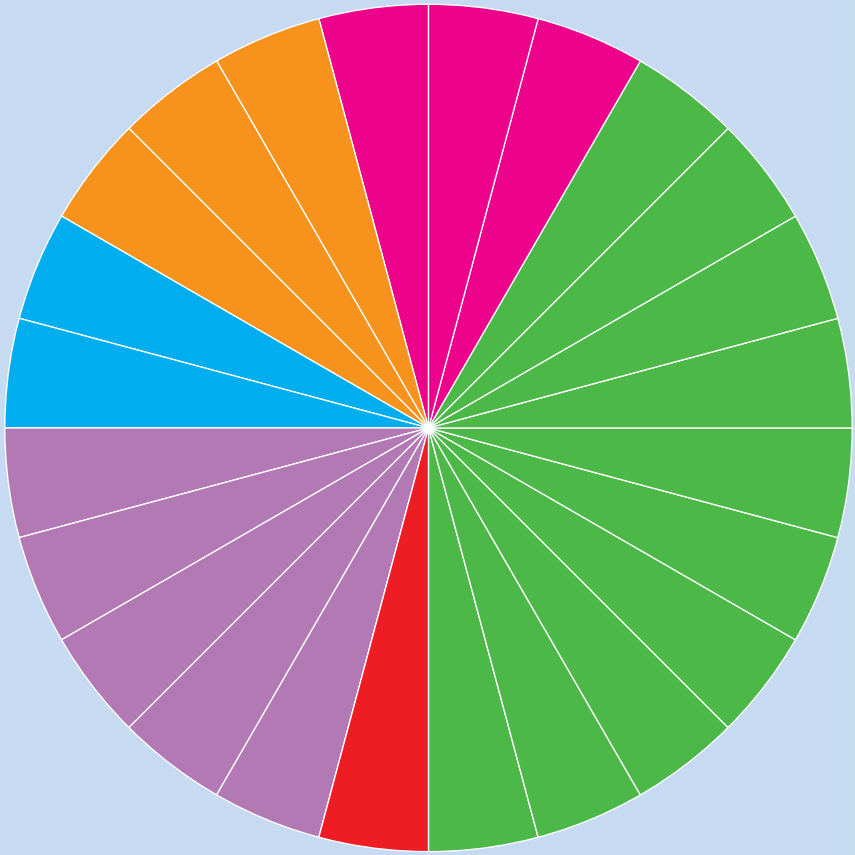
24 Hours a Day

Angela graphed how her pet Spike spent each hour for one day. Use the information from the circle graph to write the number of hours Spike spent doing each activity.

How Spike Spent His Day

Activity	Hours
Sleeping	
Eating	
Playing	
Digging	
Cuddling	
Scratching	



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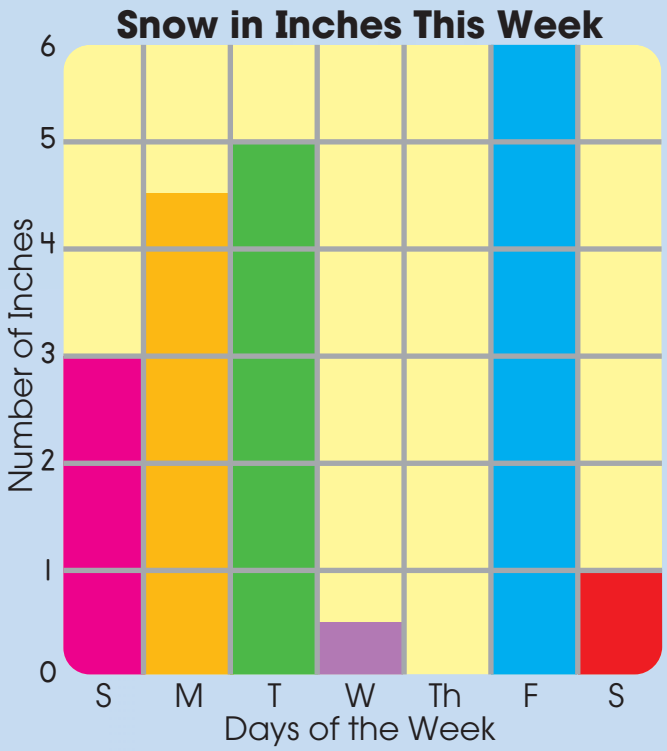
Snow Day!

Use the graph of snowfall amounts to answer each question.



How many total inches of snow fell this week?

_____

How many more inches did it snow on Friday than on Monday?

_____

Which two days together have a snowfall total of 8 inches?

_____

_____

Write a true statement about the snowfall data based on the graph.

_____

_____

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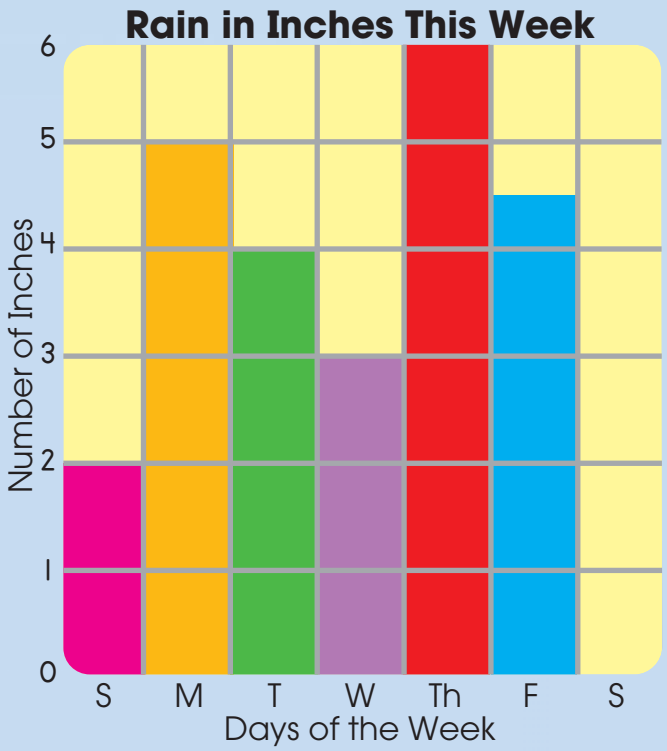
Rainy Day!

Use the graph of rainfall amounts to answer each question.



How many total inches of rain fell this week?

_____

How many more inches did it rain on Monday than on Sunday?

_____

Which two days together have a rainfall total of 11 inches?

_____

_____

Write a true statement about the rainfall data based on the graph.

_____

_____

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Could You?

Think about the probability of each statement. Circle likely, more likely, or less likely after each statement.

With one penny:

You will flip heads.

likely **more likely** **less likely**

You will flip tails.

likely **more likely** **less likely**

You will flip the coin on its edge.

likely **more likely** **less likely**

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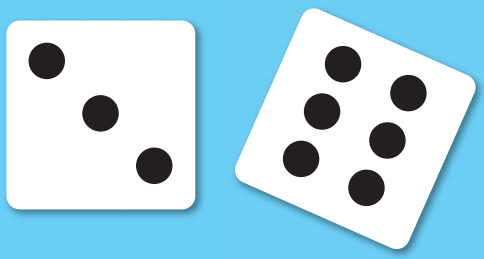
Could You?

Think about the probability of each statement. Circle more likely or less likely after each statement.

With two dice:



You will roll a 6.

more likely **less likely**

You will roll a 12.

more likely **less likely**

You will roll a 7.

more likely **less likely**

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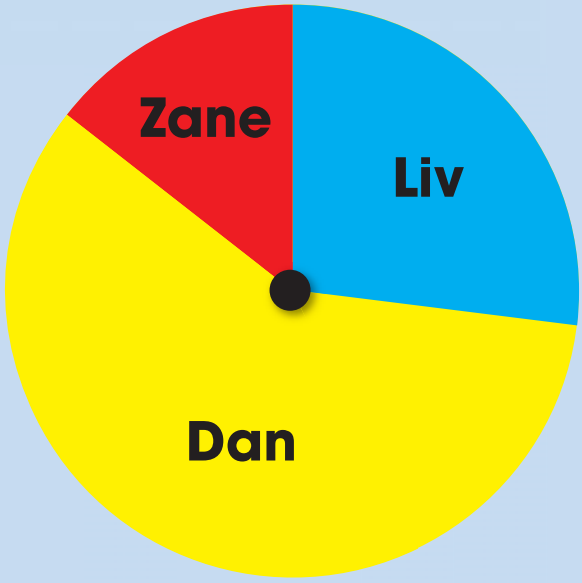
Fair Game

Use a paper clip and a pencil to make a pointer for the spinners below. Spin each spinner 20 times. Write the winner's name for each spin in the correct chart.

Spin	Winner
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Spinner A



Spinner B

Spin	Winner
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

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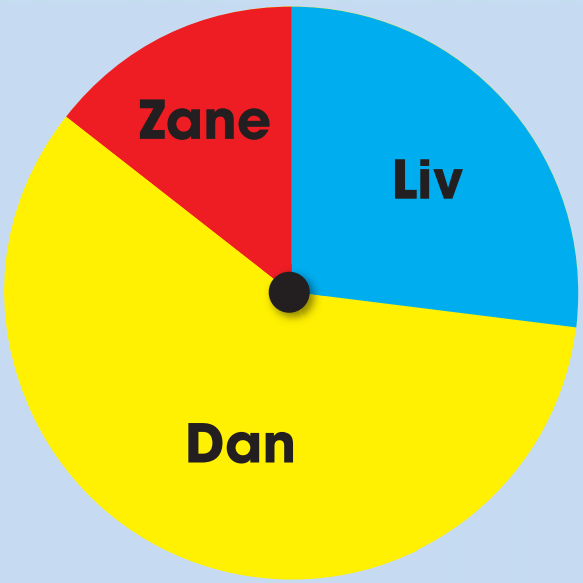
Fair Game

Answer the questions based on the spinners shown below.

Spinner A



Spinner B

What makes a spinner fair? Which spinner is fair?

_____

What color is the first spinner most likely to land on? Why?

_____

Is it likely that Zane will win with Spinner A? Why or why not?

_____

What color are you most likely to land on with Spinner B?

_____

_____

Is it likely that Liv will win with Spinner B? Why or why not?

_____

_____

_____

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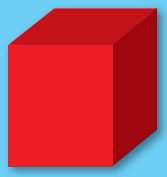
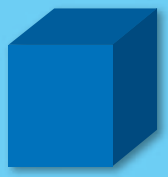
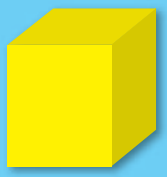
It's in the Bag

Color 2 pieces of paper red, 5 blue, and 1 yellow. Put them in a bag.

Close your eyes and pull a piece of paper out of the bag. Open your eyes and look at the piece of paper. Make a tally mark in the correct column to show which color you pulled. Repeat this 10 times.







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Language Arts

All About Me!

Fill in the blanks to tell all about you!

Name _____
(First) (Last)

Address _____

City _____

State _____

Phone number _____

Age _____

Places I have visited: _____

_____

_____

_____

My favorite vacation: _____

_____

_____

_____

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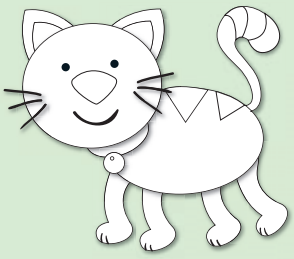
Beginning Consonants: b, c, d, f, g, h, j

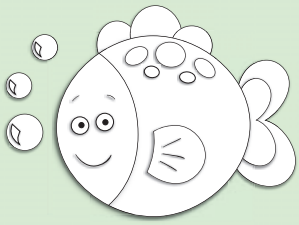
Fill in the beginning consonant for each word. Then, color the pictures.

Example: __c__ at

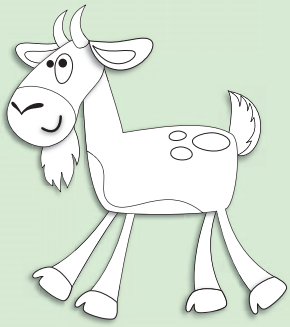


_____ ag

_____ ish

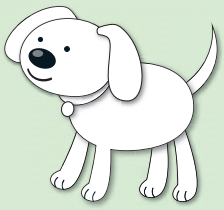


_____ oat

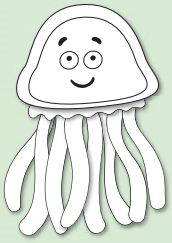


_____ orse

_____ og



_____ ellyfish



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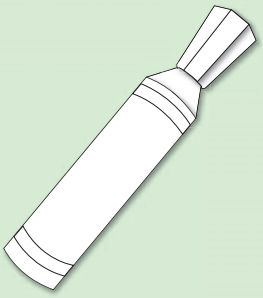
Beginning Consonants: k, l, m, n, p, q, r

Fill in the beginning consonant for each word. Then, color the pictures.

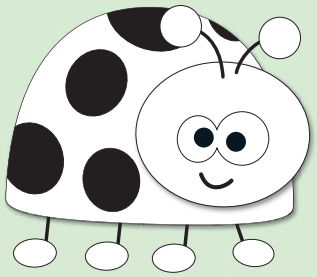
Example: __r__ ibbon

_____ arker

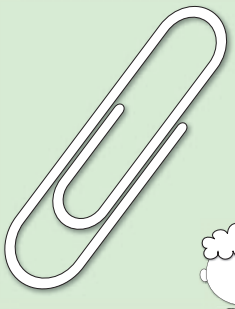


_____ uestion

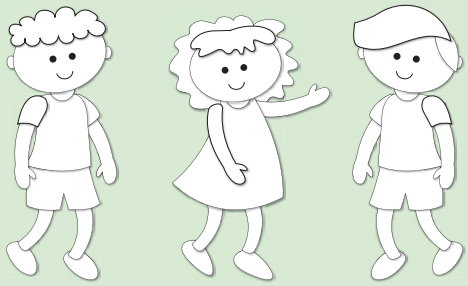
_____ adybug



_____ aper clip



_____ ids



_____ otebook

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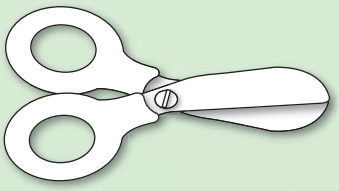
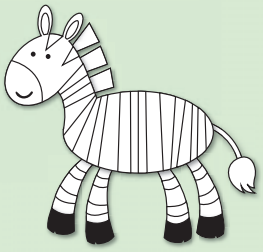
Beginning Consonants: s, t, v, w, y, z

Fill in the beginning consonant for each word. Then, color the pictures.

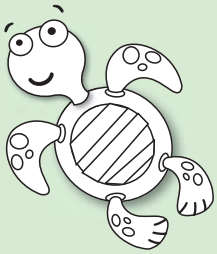
Example: __s__ cissors



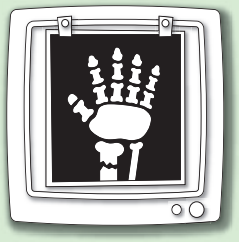
_____ ebra



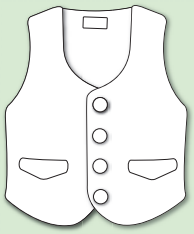
_____ urtle



_____ -ray

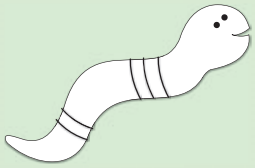


_____ est



_____ o-yo

_____ orm



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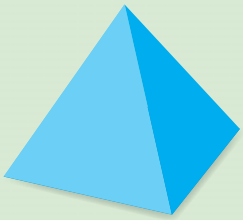
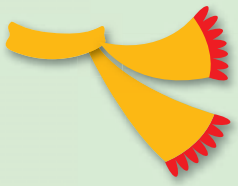
Ending Consonants: b, d, f, g

Fill in the ending consonant for each word. Then, draw and color a picture of something else that ends with **b**, **d**, **f**, or **g**.

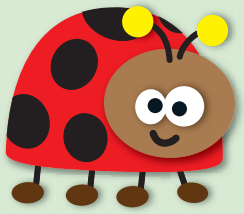
pyrami_____



scar_____

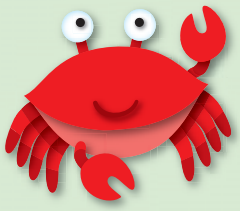


ladybu_____



bir_____

cra_____



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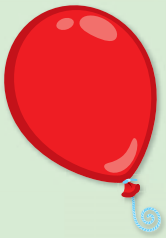
Ending Consonants: k, l, m, n, p, r

Fill in the ending consonant for each word. Then, draw and color a picture of something else that ends with **k**, **l**, **m**, **n**, **p**, or **r**.

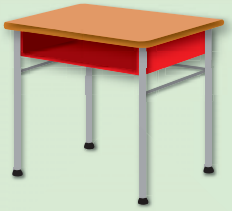
balloo _____



ar _____

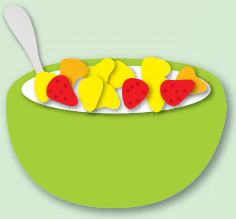
dinne _____

des _____



paper cli _____

cerea _____



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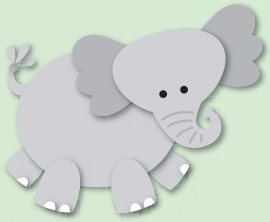
Ending Consonants: s, t, x

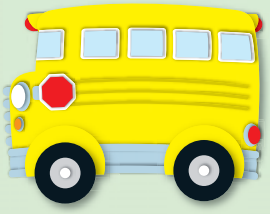
Fill in the ending consonant for each word. Then, draw and color a picture of something else that ends with **s**, **t**, or **x**.

elephan _____



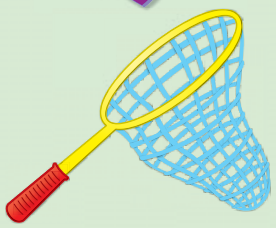
bo _____

bu _____



hear _____

ne _____



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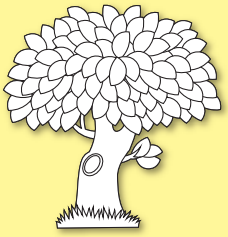
Consonant Blends

Consonant blends are two or three consonant letters in a word whose sounds combine, or blend. **Examples: br, fr, gr, pr, tr**

Look at each picture. Say its name. Write the blend you hear at the beginning of each word. Then, color the pictures.



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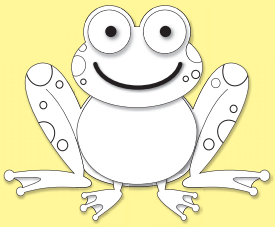
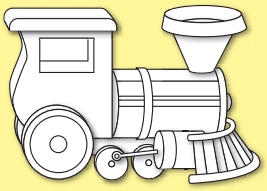


_____



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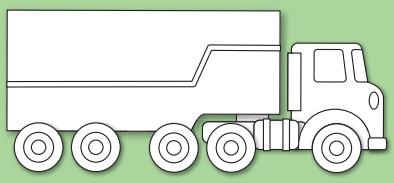

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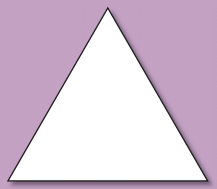

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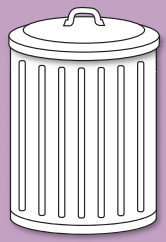

_____

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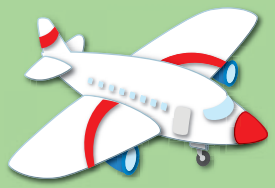
Blends: br, fl, pl, sk, sn

Look at the pictures and say their names. Write the letters for the beginning sound in each word.

_____

_____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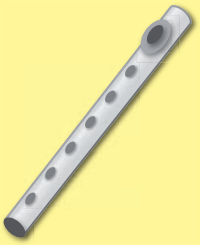
_____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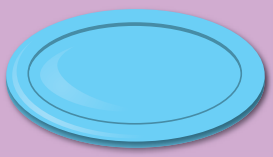
_____

_____

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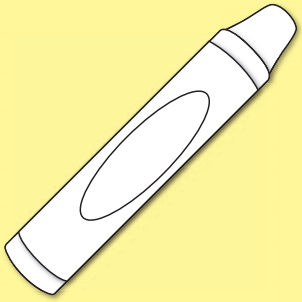
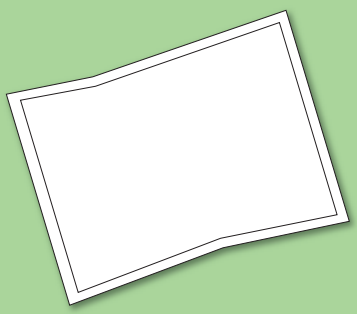
Blends: bl, cl, cr, sl

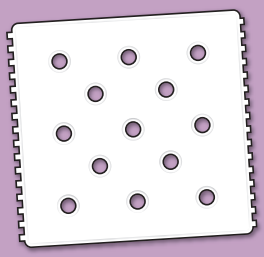
Look at the pictures and say their names. Write the letters for the beginning sound in each word. Then, color the pictures.



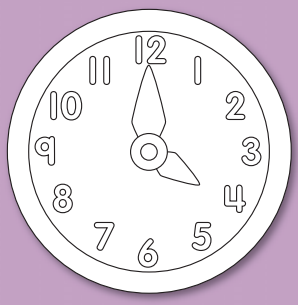
_____ ayon



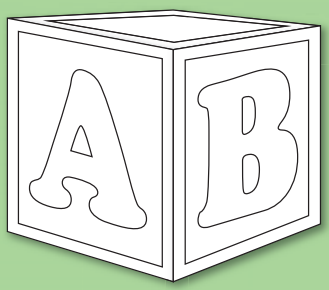
_____ anket



_____ acker



_____ ock



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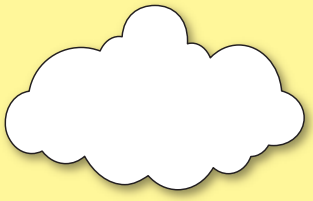

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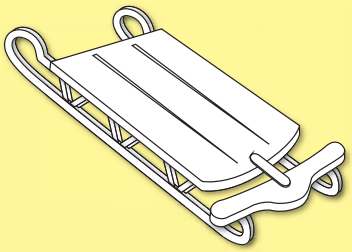

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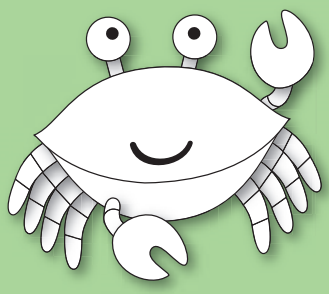
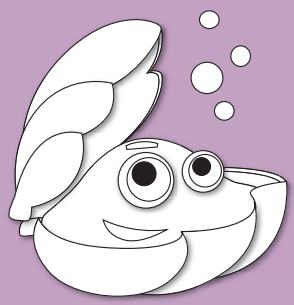


_____ ab



_____ am

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Consonant Blends

Write a word from the word box to answer each riddle.

clock	glass	blow	climb	slipper
sleep	gloves	clap	blocks	flashlight

You need me when the lights go out.
What am I? _____

People use me to tell the time.
What am I? _____

You put me on your hands in the winter
to keep them warm. What am I? _____

Cinderella lost one like me at midnight.
What am I? _____

This is what you do with your hands when
you are pleased. What is it? _____

You can do this with a whistle or with
bubble gum. What is it? _____

These are what you might use to build a castle
when you are playing. What are they? _____

You do this to get to the top of a hill.
What is it? _____

This is what you use to drink water.
What is it? _____

You do this at night with your eyes closed.
What is it? _____

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Consonant Blends

Consonant blends can be made up of three letters whose sounds combine.

Examples: **spl** and **scr**

Read the words in the box. Write a word from the word box to finish each sentence. Circle the consonant blend in each word. **Hint:** There are three letters in each blend.

splash	screen	spray	street	scream
screw	sprain	split	strong	string

Did you _____ your ankle?

I tied a _____ to my tooth to help pull it out.

I have many friends who live on my _____.

We always _____ when we ride the roller coaster.

A _____ helps keep bugs out of the house.

It is fun to _____ in the water.

My father uses an ax to _____ the firewood.

We will need a _____ to fix the chair.

You must be very _____ to lift this heavy box.

The firemen _____ the fire with water.

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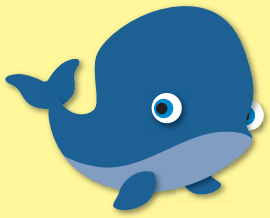
Consonant Teams: sh, ch, wh, th

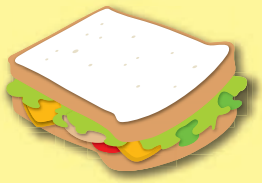
Consonant teams are two or three consonant letters that have a single sound. **Examples: sh** and **tch**

Look at the first picture in each row. Circle the pictures that have the same sound.

wheel

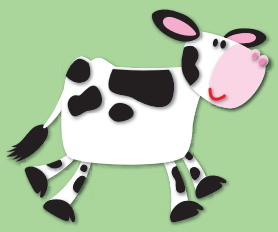
wh

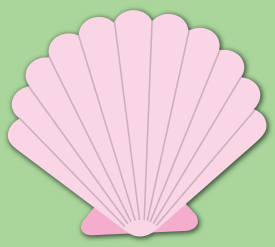




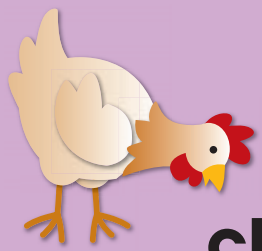
shoe

sh

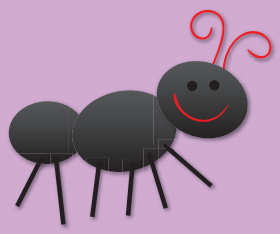




chicken



ch



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Consonant Teams

Circle the consonant teams in each word. Use the word box. Write a word from the word box to finish each sentence. Circle the consonant teams in your words. Remember: Consonant teams form one single sound. They are different from blends.

trash	ship	chair	which	catch
shut	splash	when	chain	patch

My _____ does not rock.

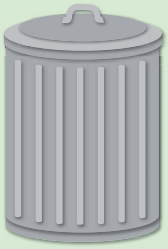
I put a _____ on my bike so nobody can take it.

We watched the big _____ dock and let off its passengers.

It is my job to take out the _____.

I have to wear a _____ over my eye until it is better.

The baby likes to _____ in the bathtub.



Can you _____ the ball with one hand?

Please _____ the windows before it rains.

_____ are we going to leave for school?

I don't know _____ of these books is mine.

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Consonant Blends and Teams

Look at the words in the word box. Write all of the words that end with the **ng** sound in the column under the picture of the **ring**. Write all of the words that end with **nk** sound under the picture of the **junk**. Then, finish the sentences with words from the word box.

strong	rank	bring	bank	honk	hang	thank
long	hunk	song	stung	bunk	sang	junk

ring

junk

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ your horn when you get to my house.

He was _____ by a bee.

We are going to put our money in a _____.

I want to _____ you for the birthday present.

My brother and I sleep in _____ beds.

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Silent Letters

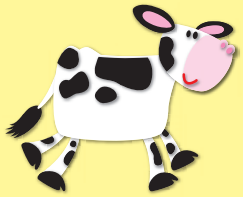
Some words have letters you can't hear at all, such as the **gh** in **night**, the **w** in **wrong**, the **l** in **walk**, the **k** in **knee**, the **b** in **climb**, and the **t** in **listen**.

Look at the words in the word box. Write the word under its picture. Underline the silent letters. Then, draw and color pictures for the other words.

knife	light	calf	wrench	lamb	eight
night	whistle	comb	thumb	knob	knee

_____

_____



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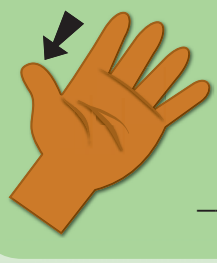
_____



_____

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Hard and Soft c

When **c** is followed by **e**, **i**, or **y**, it usually has a **soft** sound. The **soft c** sounds like **s**. For example, **c**ircle and fen**c**e. When **c** is followed by **a**, **o**, or **u**, it usually has a **hard** sound. The **hard c** sounds like **k**.

Example: **c**up and **c**art

Read the words in the word box. Write the words in the correct lists. One word will be in both. Write a word from the word box to finish each sentence.

pencil	popcorn	tractor	cent	mice
dance	candy	cookie	circus	card

Words with soft c

pencil

_____

_____

_____

_____

Words with hard c

_____

_____

_____

_____

_____

_____

Another word for a penny is a _____.

A cat likes to chase _____.

You will see animals and clowns at the _____.

Will you please sharpen my _____?

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Hard and Soft c and g

When **g** is followed by **e**, **i**, or **y**, it usually has a **soft** sound. The **soft g** sounds like **j**.

Example: chan**g**e and **g**entle When **g** is followed by **a**, **o**, or **u**, it usually has a hard sound, like the **g** in **g**o or **g**ate.

Look at the **c** and **g** words at the bottom of the page. Cut them out and glue them in the correct box below.

Soft sounds	Hard sounds

jug	gem	giant	crayon
grass	goat	grow	age
juice	face	engine	cart

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Hard g and Soft g

Read the words in the word box. Write the words in the correct lists. Then, write a word from the box to finish each sentence.

engine	glove	cage	magic	frog
giant	flag	large	glass	goose

Words with soft g	Words with hard g
engine	

Our bird lives in a _____.

Pulling a rabbit from a hat is a good _____ trick.

A car needs an _____ to run.

A _____ is a huge person.

An elephant is a very _____ animal.

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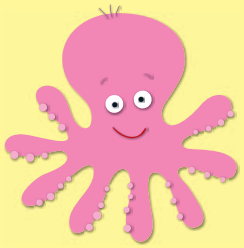
Short Vowels

Vowels can make **short** or **long** sounds. The short **a** sounds like the **a** in c**a**t. The short **e** is like the **e** in l**e**g. The short **i** sounds like the **i** in p**i**g. The short **o** sounds like the **o** in b**o**x. The short **u** sounds like the **u** in c**u**p.

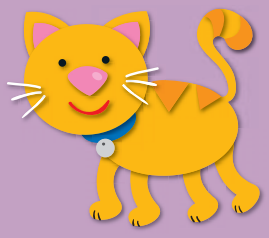
Look at each picture. Write the missing short vowel.



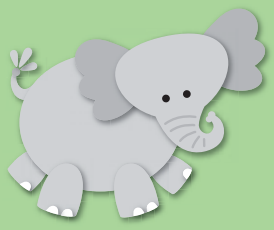
____ctopus

s____n

k____ds



c____t

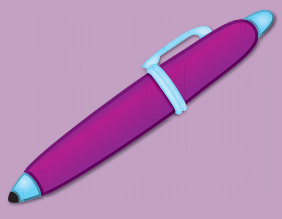


____lephant

d____g

sk____nk

____mbrella



p____n

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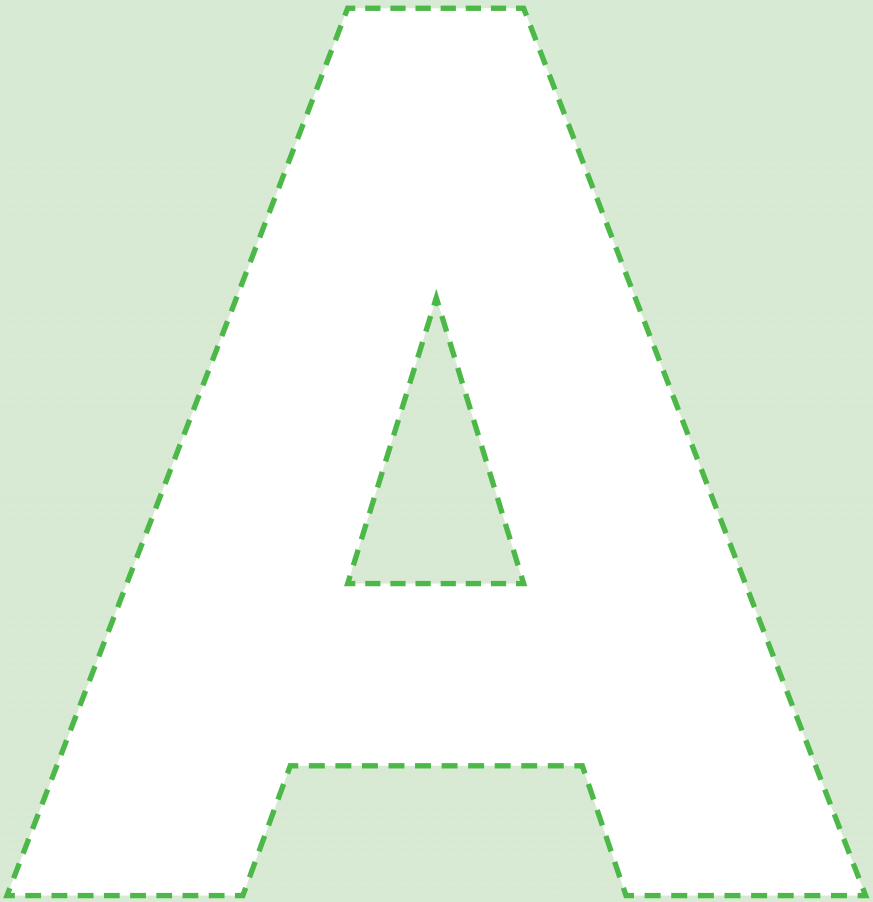
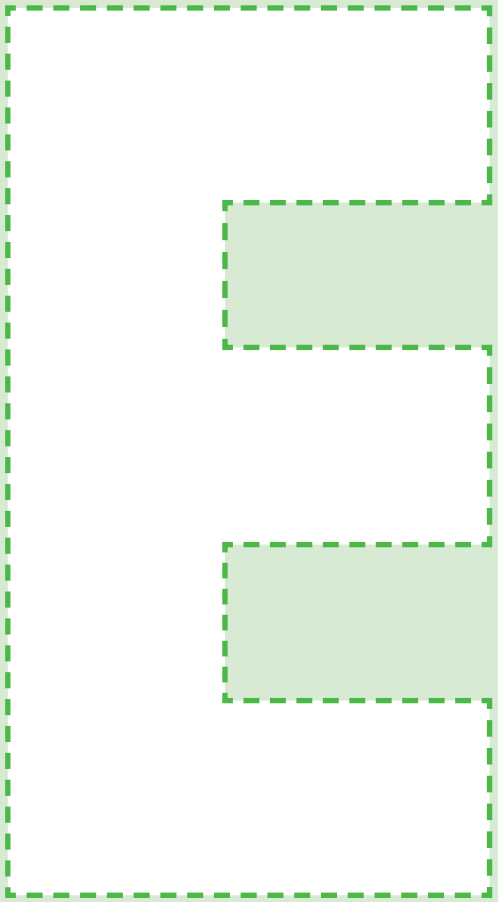
Short Vowels

Cut out the giant vowels. Decorate them with pictures or words that have the short vowel sound.





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Short Vowels

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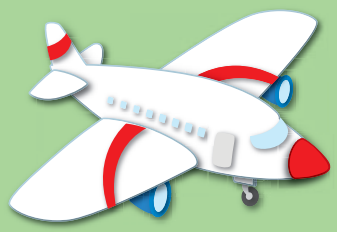
Long Vowels

Long vowels have the same sounds as their names. When a **Super Silent e** comes at the end of a word, you can't hear it, but it changes the short vowel sound to a long vowel sound.

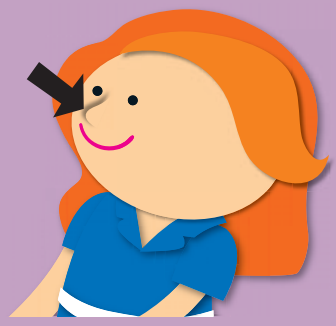
For example: rope, skate, cute, line

Say the name of the pictures. Listen for the long vowel sounds. Write the missing long vowel sound under each picture. Then, draw and color another picture that has a long vowel sound.

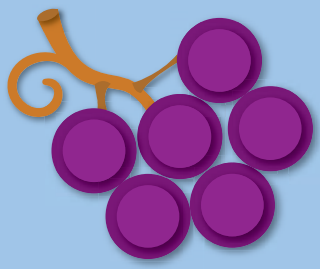
c ____ ke



pl ____ ne



n ____ se



gr ____ pe

k ____ te

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R-Controlled Vowels

When a vowel is followed by the letter **r**, it has a different sound.

For example: **he** and **her**

Write a word from the word box to finish each sentence. Notice the sound of the vowel followed by an **r**.

park	chair	horse	bark	bird
hurt	girl	hair	store	ears

A dog likes to _____.

You buy food at a _____.

Children like to play at the _____.

An animal you can ride is a _____.

You hear with your _____.

A robin is a kind of _____.

If you fall down, you might get _____.

The opposite of a boy is a _____.

You comb and brush your _____.

You sit down on a _____.

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R-Controlled Words

R-controlled vowel words are words in which the **r** that comes after the vowel changes the sound of the vowel.

For example: bird, star, burn

Write the correct word in the sentences below.

horse	jar	dirt	purple	bird	turtle

Jelly comes in one of these. _____

This creature has feathers and can fly. _____

This animal lives in a shell. _____

This animal can pull wagons. _____

If you mix water and this, you will have mud. _____

This color starts with the letter **p**. _____

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R-Controlled Vowels

Answer the riddles below. You will need to complete the words with the correct vowel followed by **r**.

I am something you may use to eat. What am I? f _____ k

My name means the opposite of tall. What am I? sh _____ t

I can be seen high in the sky. I twinkle. What am I? st _____

I am a kind of clothing a girl might wear. What am I? sk _____ t

I am the word for a group of cows. What am I? h _____ d

I am a part of your body. What am I? _____ m

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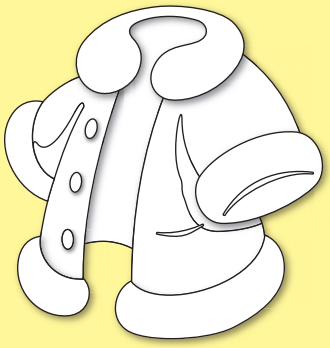
Double Vowel Sounds

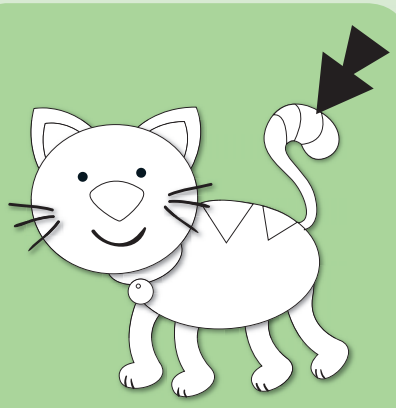
Usually when two vowels appear together, the first one says its name and the second one is silent.

Example: **b<u>e</u>an**

Unscramble the double vowel words below. Write the correct word on the line. Then, draw and color something else that has a double vowel sound, such as seat, tear, goat, or peas.

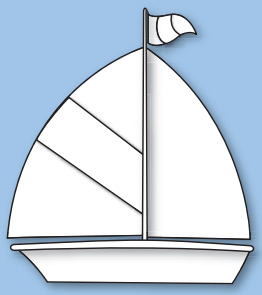


ocat _____

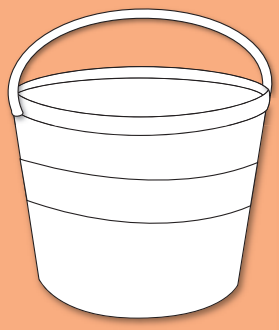


atil _____

eetf _____



otab _____



apil _____

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Vowel Teams

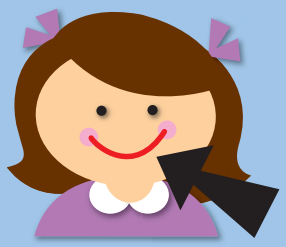
The vowel teams **ou** and **ow** can have the same sound. You can hear it in the words **clown** and **cloud**. The vowel teams **au** and **aw** have the same sound. You hear it in the words **cause** and **law**.

Look at the pictures. Write the correct vowel team to complete each word. The first one is done for you. You may need to use a dictionary to help you with the correct spelling. In the last box, draw and color a picture of a word with a vowel team. Some examples: owl, paw, saw, and clown

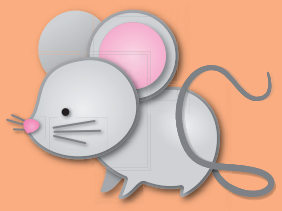
au to

h ____ se

fl ____ er



m ____ th



m ____ se

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Vowel Teams

The vowel team **ea** can have a short **e** sound like in **head** or a long **e** like in **bead**. An **ea** followed by an **r** makes a sound like the one in **ear** or the one in **heard**.

Read the story. Listen for the sound ea makes in the bold words.

Have you ever **read** a book or **heard** a story about a **bear**? You might have **learned** that bears sleep through the winter. Some bears may sleep the whole **season**. Sometimes they look almost **dead**! But they are very much alive. As the cold winter passes and the spring **weather** comes **near**, they wake up. After such a nice rest, they must be **ready** to **eat** a **really** big **meal**!

Words with long ea	Words with short ea	ea followed r
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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Vowel Teams

The vowel team **ie** makes the long **e** sound as in **believe**. The team **ei** also makes the long **e** sound as in **either**. But **ei** can also make a long **a** sound as in **vein**. The teams **eigh** and **ey** also make the long a sound.

Circle the words with the long **a** sound.

neighbor	veil
receive	reindeer
reign	ceiling

Finish the sentences with words from the word box. Some words have the long **a** sound, and some have the long **e** sound.

chief **sleigh** **obey** **weigh** **thief** **field** **ceiling**

Eight reindeer pull Santa's _____.

Rules are for us to _____.

The bird got out of its cage and flew up to the _____.

The leader of an Indian tribe is the _____.

How much do you _____?

They caught the _____ who took my bike.

Corn grows in a _____.

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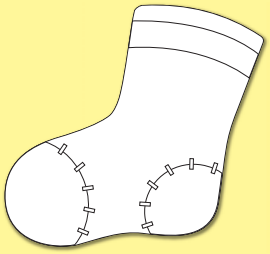
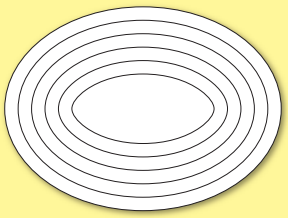
Vowel Teams: oi, oy, ou, and ow

Look at the first picture in each row. Color the pictures that have the same sound. For the last row, draw and color something that has the same **oi** sound (Examples: coin, boil).

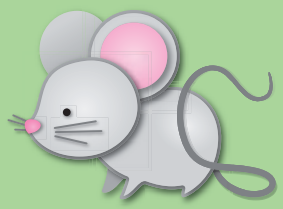
toy

oy

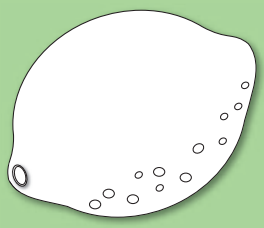


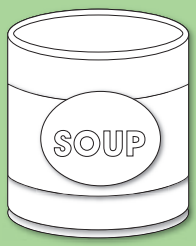


mouse

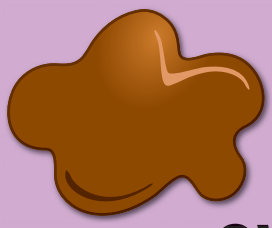


ou

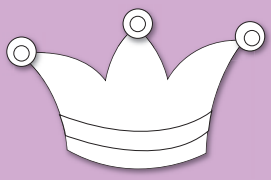


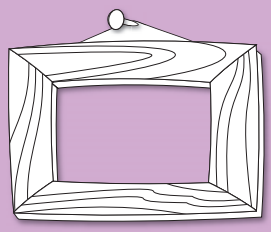


brown



ow





foil

oi

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Vowel Teams: ai, ee

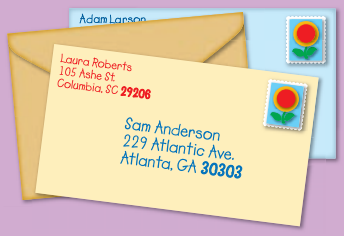
Write the vowel team **ai** or **ee** to complete each word. Then, draw something that has the vowel team **ai** or **ee**.

r ___ ___n

n ___ ___l

b ___ ___

wh ___ ___l



m ___ ___l

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Y as a Vowel

When **y** comes at the end of a word, it is a vowel. When **y** is the only vowel at the end of a one–syllable word, it has the sound of long **i** (as in **my**). When **y** is the only vowel at the end of a word with more than one syllable, it has the sound of long **e** (as in **baby**).

Look at the words in the word box. If the word has the sound of long **i**, write it under the word **my**. If the word has the sound of long e, write it under the word **baby**. Then, write the word from the word box that answers each riddle.

happy	penny	fry	try	sleepy	dry
bunny	why	windy	sky	party	fly

my	baby
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

It takes five of these to make a nickel. _____

This is what you call a baby rabbit. _____

It is often blue, and you can see it if you look up. _____

You might have one of these on your birthday. _____

It is the opposite of wet. _____

You might use this word to ask a question. _____

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Y as a Vowel

Read the rhyming story. Choose the words from the box to fill in the blanks.

Larry	money	honey	Mary	funny	bunny

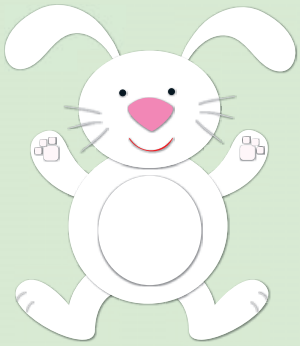
_____ and _____ are friends.

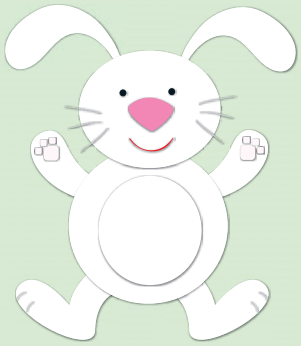
Larry is selling _____. Mary needs _____

to buy the honey. "I want to feed it to my _____," said Mary.

Larry laughed and said, "That is _____. Everyone knows that

bunnies do not eat honey."





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Y as a Vowel

Read the story. Choose the words from the box to fill in the blanks.

try	my	Why	cry	shy	fly

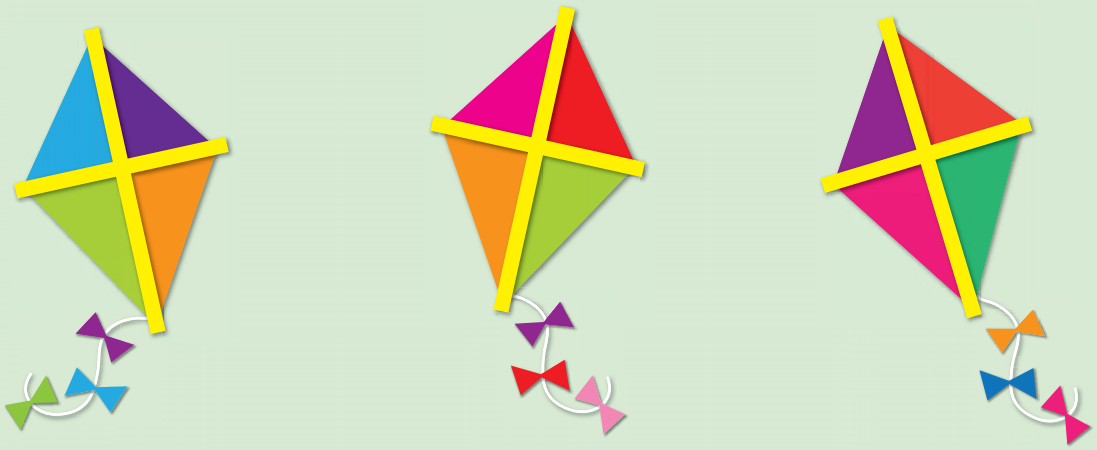
Sam is very _____. Ann asks, "Would you like to

_____ my kite?" Sam starts to _____.

Ann asks, "_____ are you crying?"

Sam says, "I'm afraid to _____."

"Oh, _____! You are a good kite flyer!" cries Ann.



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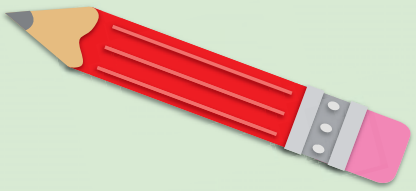
School Words

Fill in the blanks with a word from the word box. Then, draw a picture to show one of the sentences.

pencil	recess	fun	teacher	math	crayons

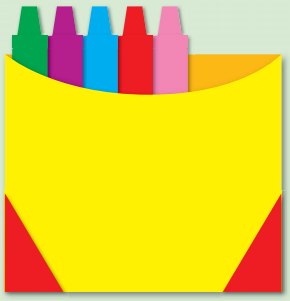
I need to sharpen my _____.



School is _____!

My _____ helps me learn.

I need to color the picture with _____.



I play kickball at _____.

In _____, I can add and subtract.

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Days of the Week

Write the day of the week that answers each question. Then, draw a picture to show your favorite day of the week.

Sunday	Tuesday	Thursday	Saturday
Monday	Wednesday	Friday	

What is the first day of the week? _____

What is the last day of the week? _____

What day comes after Tuesday? _____

What day comes between Wednesday and Friday? _____

What is the third day of the week? _____

What day comes before Saturday? _____

What day comes after Sunday? _____

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Compound Words

Compound words are two words that are put together to make one new word.

Mix words from the first column with words from the second column to make new words. Write your new words on the lines at the bottom of the page.

grand		bowl
snow		light
fish		stairs
down		string
rose		book
shoe		mother
note		ball
moon		bud

_____ _____

_____ _____

_____ _____

_____ _____

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Compound Words

Cut out the words below. Glue them together in the box to make compound words.

Can you think of any more compound words?

Compound Words

sun	air	mail	ball
box	room	water	guard
foot	living	class	flower
plane	room	melon	body

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Compound Words

Read the sentences. Fill in each blank with a compound word from the box.

raincoat	doghouse	mailbox	sunglasses	flowerpot

A pot for flowers is a _____.

Glasses for sun are _____.

A box for mail is a _____.

A coat for the rain is a _____.

A house for a dog is a _____.

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Compound Words

Draw a line under the compound word in each sentence. On the line, write two words that make up each compound word. Then, draw a picture for each compound word.

A firetruck came to help put out the fire.

_____

I will be nine years old on my next birthday.

_____

We built a treehouse in the yard.

_____

Dad put a scarecrow in the garden.

_____

It is fun to make footprints in the snow.

_____

I like to read the comics in the newspaper.

_____

Cowboys ride horses and use lassos.

_____

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Contractions

Contractions are a short way to write two words.

Examples: **it is = it's** **is not = isn't** **I have = I've**

Cut out and glue each of the contractions next to the correct word pair.

Contractions

I am	
it is	
you are	
we are	
they are	
she is	
he is	

she's	they're	we're	he's
I'm	it's	you're	

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Contractions

Cut out the two words and put them together to show which two words make the contraction. Then, glue them over the contraction.

can't

I'll

he's

I'm

won't

we've

I will

can not

he is

we have

I am

will not

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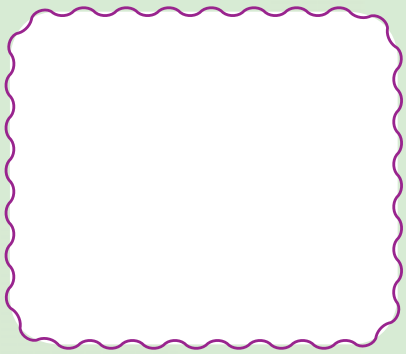
Contractions

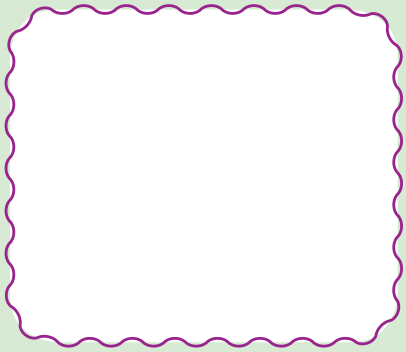
Circle the contraction that would replace the underlined words. Write the contraction. Then, draw and color a picture to show each sentence.

Example: **were not = weren't**

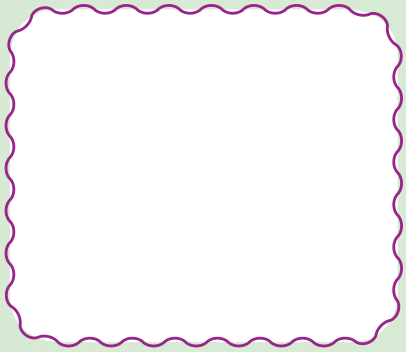
The boy _____ sad.
wasn't weren't



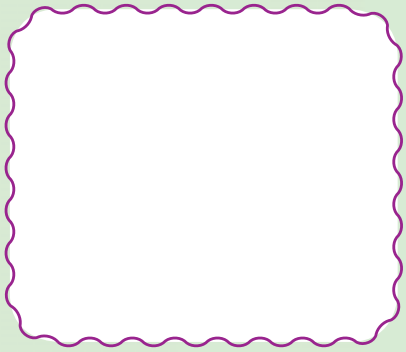
We _____ working.
wasn't weren't



Jen and Caleb _____ eaten lunch yet.
haven't hasn't



The mouse _____ been here.
haven't hasn't



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Syllables

Words are made up of parts called **syllables**. Each syllable has a vowel sound. One way to count the syllables is to clap as you say the word.

Examples:

cat	1 clap	1 syllable
table	2 claps	2 syllables
butterfly	3 claps	3 syllables

"Clap out" the words below. Write how many syllables each word has.

movie _____

dog _____

piano _____

basket _____

tree _____

swimmer _____

bicycle _____

rainbow _____

sun _____

paper _____

cabinet _____

picture _____

football _____

run _____

television _____

enter _____

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Syllables

Dividing a word into syllables can help you read a new word. You also might divide syllables when you are writing if you run out of space on a line.

Many words contain two consonants that are next to each other. A word can usually be divided between the consonants.

Divide each word into two syllables. The first one is done for you.

kitten kit ten

harder _____

lumber _____

dirty _____

batter _____

sister _____

winter _____

little _____

funny _____

dinner _____

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Syllables

One way to help read a word you don't know is to divide it into parts called **syllables**. Every syllable has a vowel sound.

Say the words. Write the number of syllables. Then, draw a picture of one of the words. The first one has been done for you.

bird	1
rabbit	_____
apple	_____
elephant	_____
balloon	_____
family	_____
candy	_____
butterfly	_____
popcorn	_____
puddle	_____
yellow	_____

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Syllables

When a double consonant is used in the middle of a word, the word can usually be divided between the consonants.

Look at the words in the word box. Divide each word into two syllables. Leave space between each syllable. One is done for you.

butter	puppy	kitten	yellow
dinner	chatter	ladder	happy
pillow	letter	mitten	summer

but ter _____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

Many words are divided between two consonants that are not alike.

Look at the words in the word box. Divide each word into two syllables. One is done for you.

window	doctor	number	carpet
mister	winter	pencil	candle
barber	sister	picture	under

win dow _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

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Syllables

Write the number 1 or 2 on the line to tell how many syllables are in each word. If the word has 2 syllables, draw a line between the syllables. Then, draw a picture of one of the words.

Example: sup|per

dog _____	timber _____
bedroom _____	cat _____
slipper _____	street _____
tree _____	chalk _____
batter _____	blanket _____

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Haiku

A **haiku** is a Japanese form of poetry.

first line: 5 syllables
second line: 7 syllables
third line: 5 syllables

Example:

The squirrel is brown.
He lives in a great big tree.
He eats nuts all day.

Write your own haiku. Draw a picture to go with it.

_____

_____

_____

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Suffixes

A **suffix** is a letter or group of letters that is added to the end of a word to change its meaning.

Add the suffixes to the root words to make new words. Use your new words to complete the sentences.

help + ful = _____

care + less = _____

build + er = _____

talk + ed = _____

love + ly = _____

loud + er = _____

My mother _____ to my teacher about my homework.

The radio was _____ than the television.

Sally is always _____ to her mother.

A _____ put a new garage on our house.

The flowers are _____.

It is _____ to cross the street without looking both ways.

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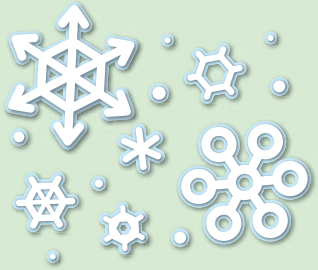
Suffixes

An **ing** at the end of an action word shows that the action is happening now. An **ed** at the end shows the action happened in the past.

Look at the words in the word box. Underline the root word in each one. Write a word to complete each sentence.

snowing	**wished**	**eating**	**doing**
talking	**played**	**looking**	

We like to play. We _____ yesterday.



Is that snow? Yes, it is _____.

Did you wish for a new bike? Yes, I _____ for one.

Who is doing the dishes? I am _____ them.

Did you talk to your friend? Yes, we are _____ now.

Will you look at my book? I am _____ at it now.

I like to eat pizza. We are _____ it for lunch.

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Suffixes

Read the story. Underline the words that end with **est**, **ed**, or **ing**. On the lines below, write the root word for each word you underlined.

The funniest book I ever read was about a girl named Nan. Nan did everything backward. She even spelled her name backward. Nan slept during the day and played at night. She dried her hair before washing it. She turned on the light after she finished her book, which she read from the back to the front! When it rained, Nan waited until she was inside before opening her umbrella. She even walked backward. The silliest part: The only thing Nan did forward was back up!

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____

_____ _____

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Suffixes

Cut out the root words at the bottom of the page and glue them next to the correct word.

coming		rained	
lived		carried	
visited		sitting	
hurried		swimming	
running		racing	

run	live	hurry	swim
visit	carry	come	race
	rain	sit	

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Prefixes: The Three Rs

A **prefix** is a letter or group of letters that is added to the beginning of a word to change its meaning. The prefix **re** means "again."

Read the story. Then, follow the instructions.

Kim wants to find ways she can save the Earth. She studies the "three Rs" —reduce, reuse, and recycle. ***Reduce*** means "to make less." Both ***reuse*** and ***recycle*** mean "to use again."

Add **re** to the beginning of each word below. Use the new words to complete the sentences.

_____ build

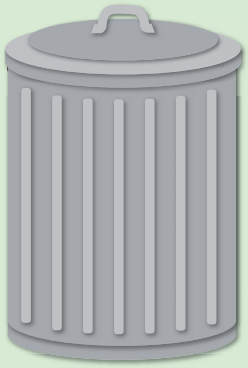
_____ fill

_____ read

_____ tell

_____ write

_____ run



The race was a tie, so Dawn and Kathy had to _____ it.

The block wall fell down, so Simon had to _____ it.

The water bottle was empty, so Luna had to _____ it.

Javier wrote a good story, but he wanted to _____ it to make it better.

The teacher told a story, and students had to _____ it.

Toni didn't understand the directions, so she had to _____ them.

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Prefixes

Read the story. Change **Unlucky Sam** to **Lucky Sam** by removing the **un** prefix from the **bold** words. Write the new words in the new story. Then, draw a picture of Lucky Sam.

Unlucky Sam

Sam was **unhappy** about a lot of things in his life. His parents were **uncaring**. His teacher was **unfair**. His big sister was **unkind**. His neighbors were **unfriendly**. He was **unhealthy**, too! How could one boy be as **unlucky** as Sam?

Lucky Sam

Sam was _____ about a lot of things in his life.

His parents were _____. His teacher was

_____. His big sister was _____. His neighbors

were _____. He was _____ , too! How could

one boy be as _____ as Sam?

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Prefixes

Read the story. Change the story by removing the prefix **re** from the **bold** words. Write the new words in the new story.

Repete is a **rewriter** who has to **redo** every story. He has to **rethink** up the ideas. He has to **rewrite** the sentences. He has to **redraw** the pictures. He even has to **retype** the pages. Who will **repay Repete** for all the work he **redoes**?

_____ is a _____ who has to

_____ every story. He has to _____ up

the ideas. He has to _____ the sentences. He has to

_____ the pictures. He even has to _____

the pages. Who will _____ _____ for all the

work he _____?

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Prefixes

Read each sentence. Look at the words in **bold**. Circle the prefix and write the root word on line. Then, draw a picture to show one of the sentences.

The **preview** of the movie was funny. _____

Please try to keep the cat **inside** the house. _____

We will have to **reschedule** the trip. _____

Are you tired of **reruns** on television? _____

I have **outgrown** my new shoes already. _____

You just have **misplaced** the papers. _____

Police **enforce** the laws of the city. _____

I **disliked** that book. _____

Try to **enjoy** yourself at the party. _____

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Parts of a Book

A book has many parts. The **title** is the name of the book. The **author** is the person who wrote the words. The **illustrator** is the person who drew the pictures. The **table of contents** is located at the beginning to list what is in the book. The **glossary** is a little dictionary in the back to help you with unfamiliar words. Books are often divided into smaller sections of information called **chapters**.

Look at one of your books. Answer the questions about your book.

The title of my book is _____ .

The author is _____ .

The illustrator is _____ .

My book has a table of contents. Yes or No

My book has a glossary. Yes or No

My book is divided into chapters. Yes or No

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Recalling Details: Nikki's Pets

Read about Nikki's pets. Then, answer the questions.

Nikki has two cats, Tiger and Sniffer, and two dogs, Fluffy and Wiggles. Tiger is an orange cat who likes to sleep under a big tree and pretend she is a real tiger. Sniffer is a gray cat who likes to sniff the flowers in Nikki's garden. Fluffy is a gray poodle with fluffy white tufts of fur. Wiggles is a big, furry brown dog who wiggles all over when he is happy.

Which dog is brown and furry? _____

What color is Tiger? _____

What kind of dog is Fluffy? _____

Which cat likes to sniff flowers? _____

Where does Tiger like to sleep? _____

Who wiggles all over when he is happy? _____

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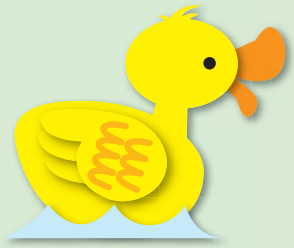
Reading for Details

Read the story about baby animals. Then, answer the questions.

Baby cats are called kittens. They love to play. A baby dog is a puppy. Puppies chew on old shoes. They run and bark. A lamb is a baby sheep. Lambs eat grass. A baby duck is called a duckling. Ducklings swim with their wide, webbed feet. Foals are baby horses. A foal can walk the day it is born! A baby goat is a kid. Some people call children kids, too!



A baby cat is called a _____ .

A baby dog is a _____ .

A _____ is a baby sheep.

_____ swim with their webbed feet.

A _____ can walk the day it is born.

A baby goat is a _____ .

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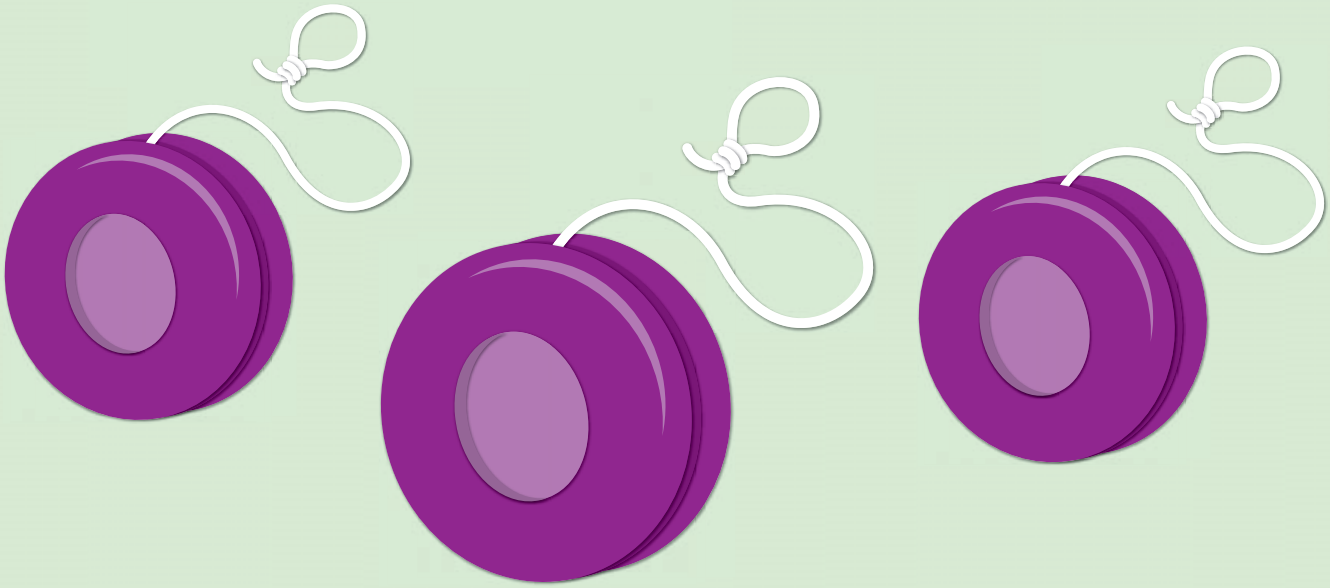
Sequencing: Yo-Yo Trick

Read about the yo-yo trick.

Wind up the yo-yo string. Hold the yo-yo in your hand. Now, hold your palm up. Throw the yo-yo downward on the string. Hold your palm down. Now, swing the yo-yo forward. Make it "walk." This yo-yo trick is called "walk the dog."



Number the directions in order.

_____ Swing the yo-yo forward and make it "walk."

_____ Hold your palm up and drop the yo-yo.

_____ Turn your palm down as the yo-yo reaches the ground.

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Sequencing

Cut out the pictures and glue them in the correct order.

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Sequencing: Baking a Cake

Read about baking a cake. Then, write the missing steps.

Dylan, Dana, and Dad are baking a cake. Dad turns on the oven. Dana opens the cake mix. Dylan adds the eggs. Dad pours in the water. Dana stirs the batter. Dylan pours the batter into the cake pan. Dad puts it in the oven.

1. Turn on the oven.

2. _____

3. Add the eggs.

4. _____

5. Stir the batter.

6. _____

7. _____

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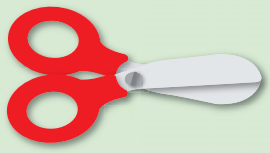
Sequencing: Making a Card

Read about how to make a card. Then, follow the instructions.

You will need scissors, glue, and colored paper. First, look at all your old cards. Then, cut out what you like. Now, fold the colored paper in half. Glue the cut-outs to the front of your card. Write your name inside.



Write the steps in order for making a card.

1. Look at all your old cards.

2. _____

3. _____

4. _____

Write your name inside.

On a separate sheet of paper, draw a picture of a new card you could make.

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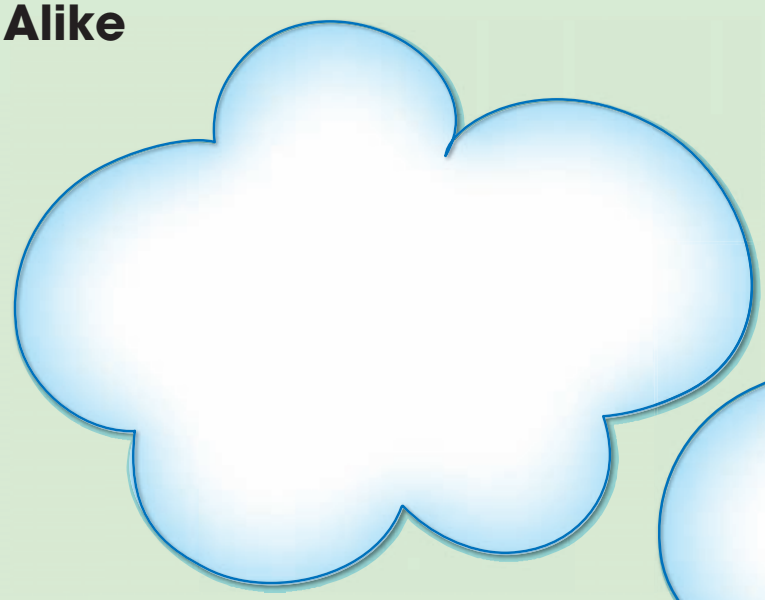
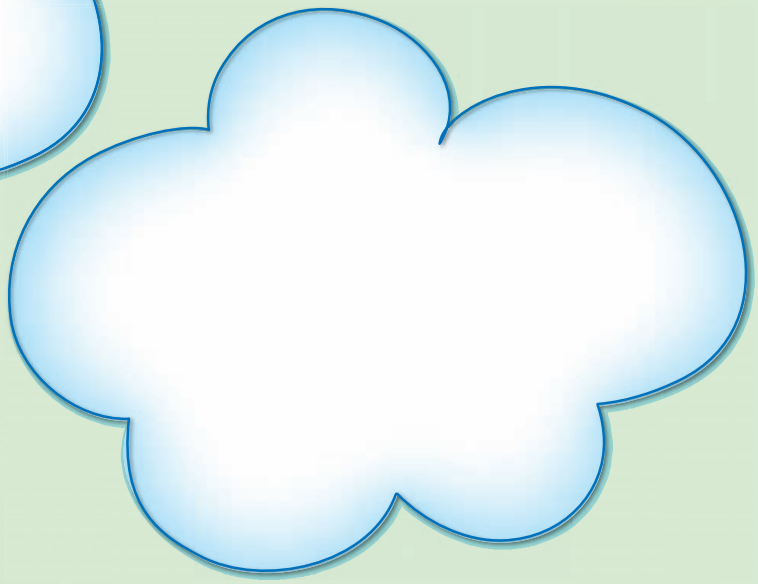
Same/Different: Stuffed Animals

Kate and Olivia like to collect and trade stuffed animals.

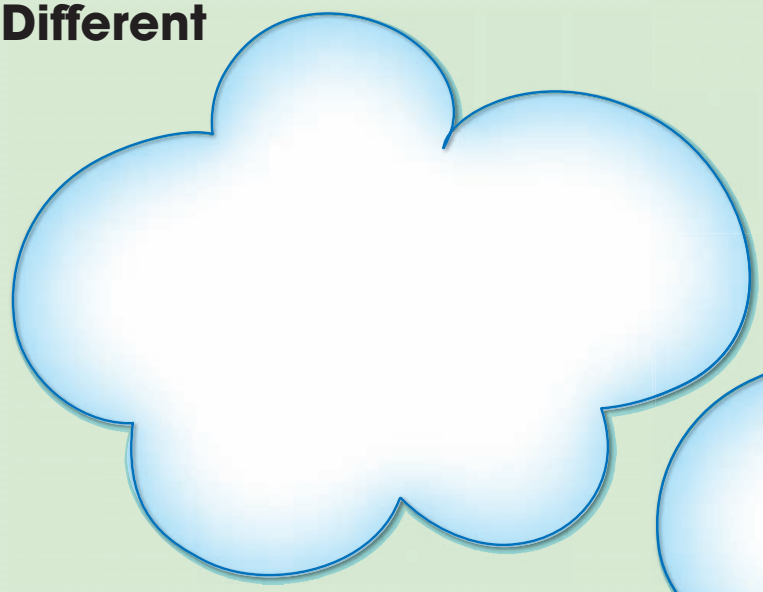
Draw two stuffed animals that are alike and two that are different.

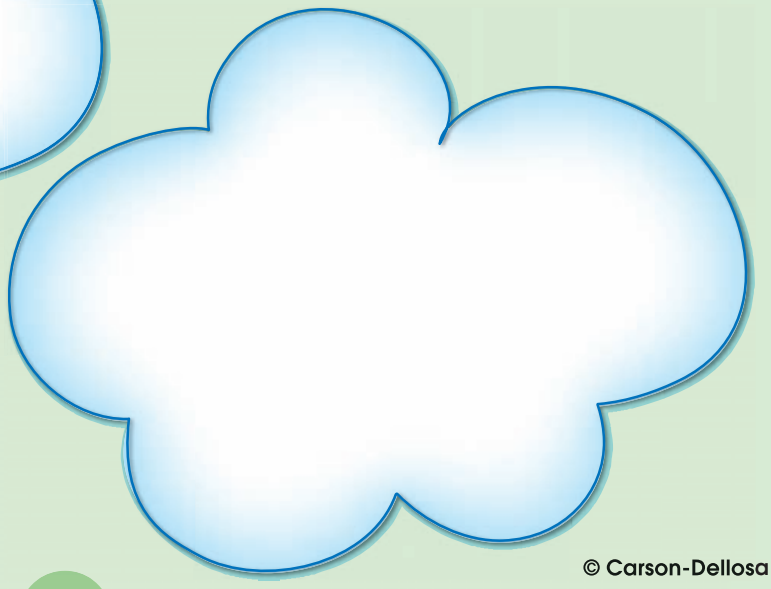
Alike





Different





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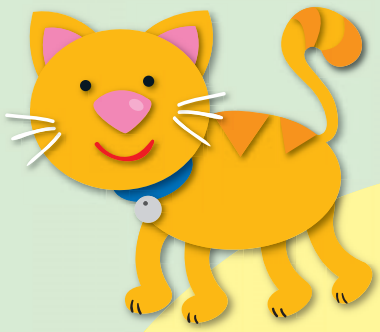
Same/Different: Cats and Tigers

Read about cats and tigers. Then, complete the Venn diagram, telling how they are the same and different.

Tigers are a kind of cat. Pet cats and tigers both have fur. Pet cats are small and tame. Tigers are large and wild.



Pet Cats

Both

Tigers

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Same/Different: Marvin and Mugsy

Read about Marvin and Mugsy. Then, complete the Venn diagram, telling how they are the same and different.

Marcy has two dogs, Marvin and Mugsy. Marvin is a black and white spotted Dalmatian. Marvin likes to run after balls in the backyard. His favorite food is Canine Crunchy Crunch. Marcy likes to take Marvin for walks because dogs need exercise. Marvin loves to sleep in his doghouse. Mugsy is a big, furry brown and white dog who wiggles when she is happy. Since she is big, she needs lots of exercise. So Marcy takes her for walks in the park. Her favorite food is Canine Crunchy Crunch. Mugsy likes to sleep on Marcy's bed.

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Similes

A **simile** is a figure of speech that compares two different things. The words **like** or **as** are used in similes.

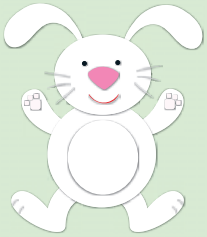
Draw a line to the picture that goes with each set of words.

as happy as a

as hungry as a

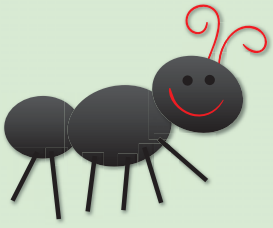
as quiet as a

as quick as a

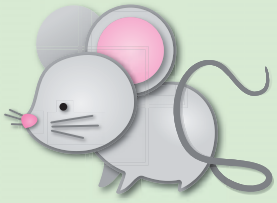


as easy as

as cold as



as tiny as an



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Classifying

Living things need air, food, and water to live. **Non-living** things are not alive.

Cut out the words at the bottom of the page. Glue each word in the correct column.

Living	Non-living

flower	book	boy	dog
chair	bread	tree	camera
car	horse	ant	shoe

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Classifying

Read the sentences. Write the words from the word box where they belong.

bush	rocket	cake	thunder	bicycle	Danger
airplane	wind	candy	rain	car	grass
Stop	truck	Poison	flower	pie	bird

These things taste sweet.

_____ _____ _____

These things come when it storms.

_____ _____ _____

These things have wheels.

_____ _____ _____

These are words you see on signs.

_____ _____ _____

These things can fly.

_____ _____ _____

These things grow in the ground.

_____ _____ _____

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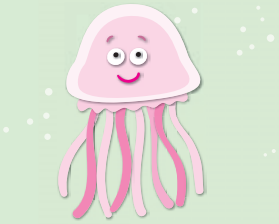
Classifying: Animal Habitats

Read the story. Then, write each animal's name under **Water** or **Land** to tell where it lives.

Animals live in different habitats. A ***habitat*** is the place of an animal's natural home. Many animals live on land and others live in water. Most animals that live in water breathe with gills. Animals that live on land breathe with lungs.

fish	shrimp	giraffe	dog
cat	eel	whale	horse
bear	deer	shark	jellyfish

Water



_____ _____

_____ _____

_____ _____

Land

_____ _____

_____ _____

_____ _____

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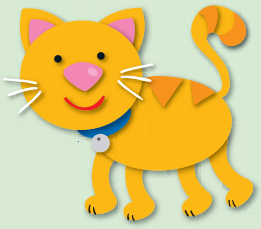
Comprehension: Playful Cats

Read about cats. Then, follow the instructions.

Cats make good pets. They like to play. They like to jump. They like to run. Do you?



Cats make good _____ .

Write three things cats like to do.

_____

_____

_____

Think of a good name for a cat. Write it on the line and then draw a picture of a cat.

_____

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Comprehension: Playing Store

Read about playing store. Then, answer the questions and draw a picture to show the main idea.

Tyson and his friends like to play store. They use boxes and cans. They line them up. Then, they put them in bags.

Circle the main idea.

Tyson and his friends use boxes, cans, and bags to play store.

You need bags to play store.

Who likes to play store? Circle your answer.

all kids some kids

Do you like to play store? _____

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Comprehension: Paper Bag Puppets

Read about paper bag puppets. Then, follow the instructions.

It is easy to make a hand puppet. You need a small paper bag. You need colored paper. You need glue. You need scissors. Are you ready?

Circle the main idea.

You need scissors.

Making a hand puppet is easy.

Write the four objects you need to make a paper bag puppet.

_____

_____

_____

_____

Draw a face on the paper bag puppet.

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Comprehension: A Winter Story

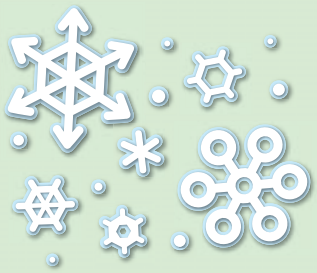
Read about winter. Then, follow the instructions.

It is cold in winter. Most kids like to play outdoors. Some kids make a snowman. Some kids skate. What do you do in winter?

Circle the main idea.

Snow falls in winter.

In winter, there are many things to do outside.



Write two things about winter weather.

_____

_____

Write what you like to do in winter. Then, draw a picture.

_____

_____

_____

_____

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Comprehension: Fish Come in Many Colors

Read about the color of fish. Then, follow the instructions.

All fish live in water. Fish that live at the top are blue, green, or black. Fish that live down deep are silver or red. The colors make it hard to see the fish.

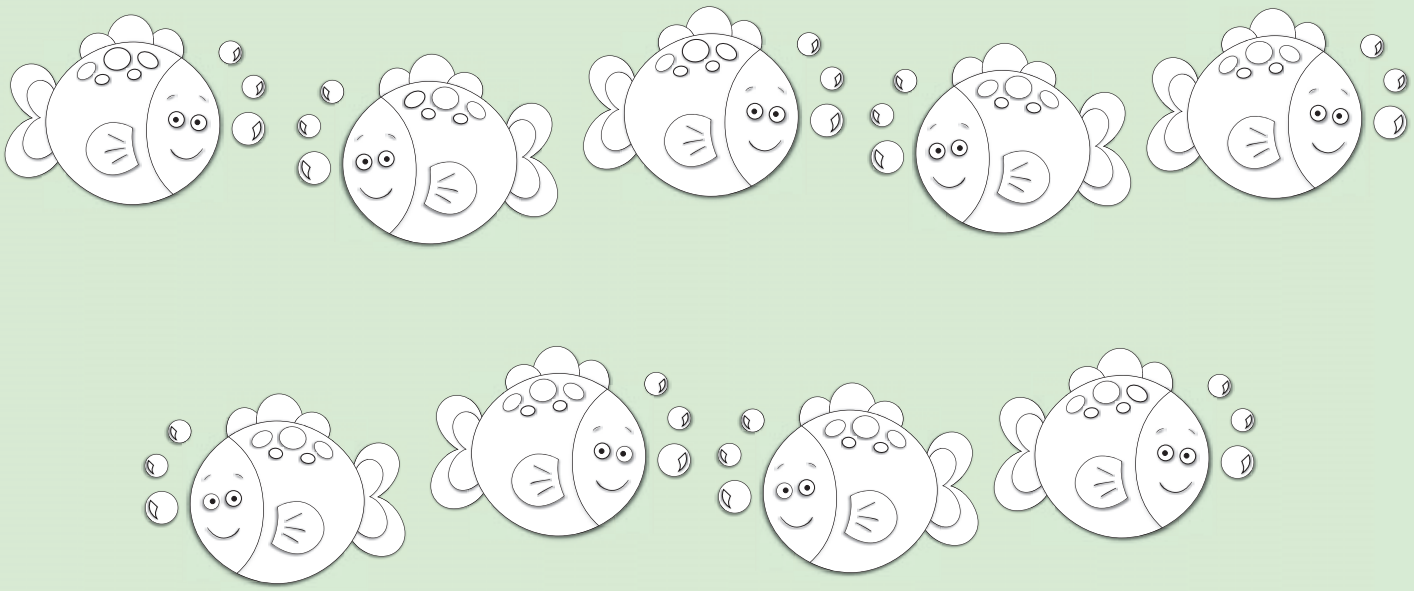
List the colors of fish at the top.

_____ _____ _____

List the two colors of fish that live down deep.

_____ _____

Color the top fish and the bottom fish the correct colors.



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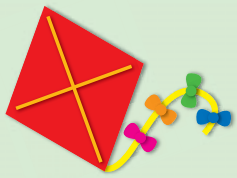
Predicting Outcomes



Complete the story. Then, draw pictures to match the four parts.

Sylvia and Marge are flying a kite.

Beginning

Middle

The kite gets stuck in a tree.

Middle

End

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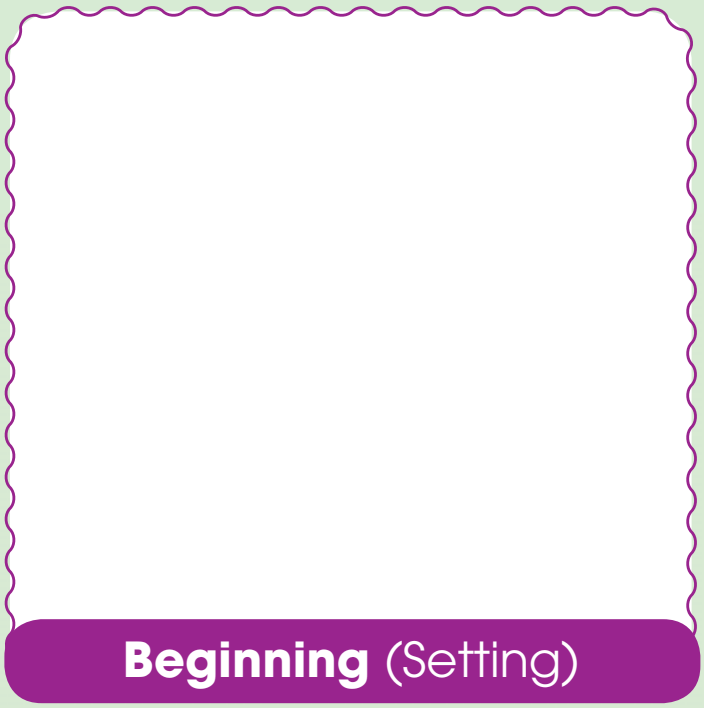
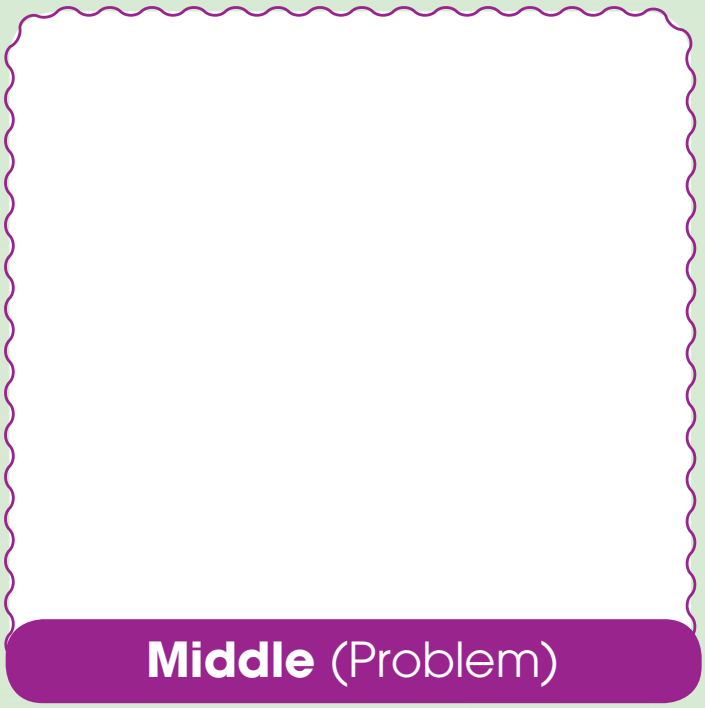
Predicting Outcomes

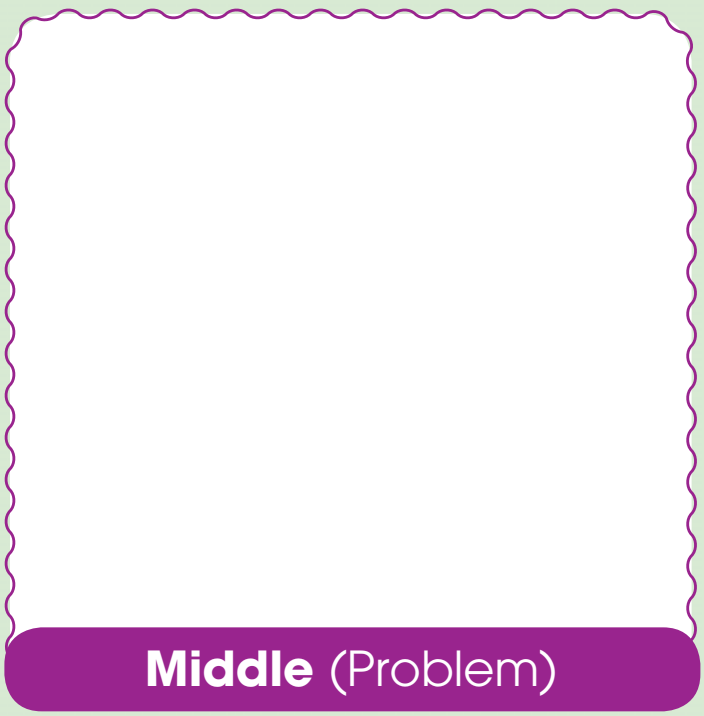
Draw pictures to create your own story in the squares. Show the beginning, middle, and end in the appropriate boxes.



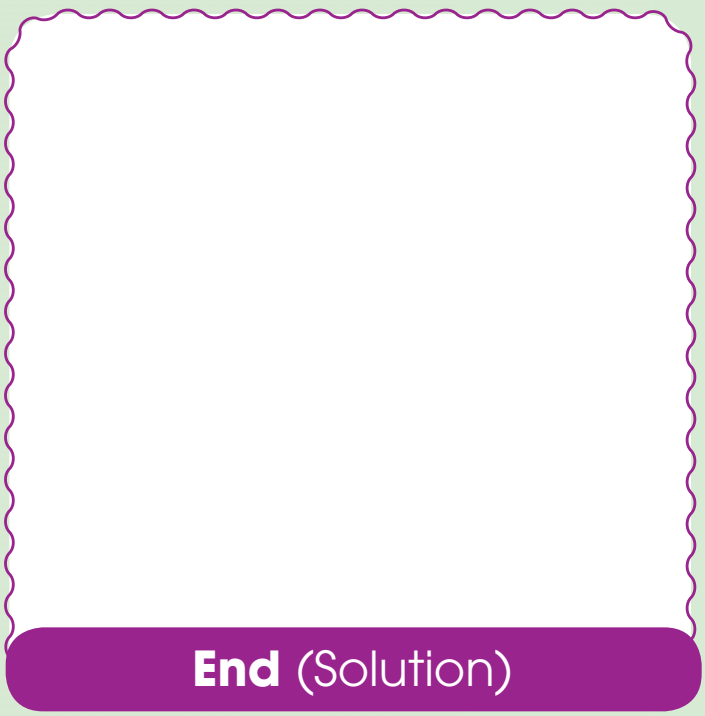
Beginning (Setting)



Middle (Problem)



Middle (Problem)



End (Solution)

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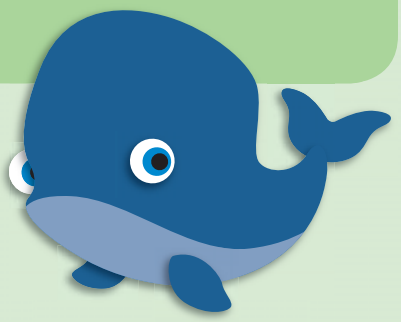
Fact and Opinion: Henrietta the Humpback

Read the story. Then, follow the instructions.

My name is Henrietta, and I am a humpback whale. I live in cold seas in the summer and warm seas in the winter. My long flippers are used to move forward and backward. I like to eat fish. Sometimes, I show off by leaping out of the water. Would you like to be a humpback whale?



Write **F** next to each fact and **O** next to each opinion.

_____ Being a humpback whale is fun.

_____ Humpback whales live in cold seas during the summer.

_____ Whales are fun to watch.

_____ Humpback whales use their flippers to move forward and backward.

_____ Henrietta is a great name for a whale.

_____ Leaping out of the water would be hard.

_____ Humpback whales like to eat fish.

_____ Humpback whales show off by leaping out of the water.

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Making Inferences: Ryan's Globe

Read about Ryan's globe. Then, follow the instructions.

Ryan got a new globe. He wanted to place it where it would be safe. He asked his dad to put it up high. Where can his dad put the globe?

Write where Ryan's dad can put the globe.

_____

_____

Draw a place Ryan's dad can put the globe.

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Making Inferences: Visualizing

Read the story about Melinda. Then, draw pictures that describe each part of the story.

Beginning: It was Halloween. Melinda's costume was a black cat with super-duper-polka-dot sunglasses.

Middle: Her little brown dog, Marco, yelped and ran under a big red chair when he saw her come into the room.

End: Melinda took off her black cat mask and sunglasses. Then, she held out a dog biscuit. She picked Marco up and hugged him. Then, he was happy.

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Making Inferences: Point of View

Juniper has three problems to solve. She needs your help.

Read each problem. Write what you think she should do.

Juniper is watching her favorite TV show when the power goes out.

_____

_____

_____

Juniper is riding her bike to school when the front tire goes flat.

_____

_____

_____

Juniper loses her father while shopping in the supermarket.

_____

_____

_____

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Making Inferences: Sequencing

Draw three pictures to tell a story about each topic.

Feeding a pet

Beginning

Middle

End

Playing with a friend

Beginning

Middle

End

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Making Deductions: Travel

Six children from the same neighborhood travel to school in a different way. Can you find out how each one gets to school?

Read the clues. Draw a dot to show how each child travels to school. Draw **X**s on the remaining boxes.

	Brian	Gina	Lawrence	Luna	Taylor	Marianna
car						
bus						
walk						
bicycle						
truck						
van						

Clues:

Lawrence likes to walk to school.

Taylor hates to walk, so his mother takes him in a car.

Luna lives next door to Lawrence and waves to Gina as Gina goes by in a pickup truck.

Brian joins his friends on the bus.

Gina's friend, who lives next door to Lawrence, rides a bike to school.

Marianna likes to sit on the middle bench while riding to school.

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Nonfiction: Tornado Tips

Fiction is a make-believe story. **Non-fiction** is a true story.

Read about tornadoes. Then, follow the instructions.

A tornado begins over land with strong winds and thunderstorms. The spinning air becomes a funnel. It can cause damage. If you are inside, go to the lowest floor of the building. A basement is a safe place. A bathroom or closet in the middle of a building can be a safe place, too. If you are outside, lie in a ditch. Remember, tornadoes are dangerous.

Write five facts about tornadoes.

_____

_____

_____

_____

_____

_____

_____

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Fiction: Hercules

The setting is where a story takes place. The characters are the people in a story or play.

Read about Hercules and answer the questions. Then, draw a picture to show a part of the story.

Hercules was born in the warm Atlantic Ocean. He was a very small and weak baby. He wanted to be the strongest hurricane in the world. But he had one problem. He couldn't blow 75-mile-per-hour winds. Hercules blew and blew in the ocean, until his sister Hola told him it would be more fun to be a breeze than a hurricane. Hercules agreed. It was a breeze to be a breeze!

What is the setting of the story? _____

Who are the characters? _____

What is the problem? _____

_____

How does Hercules solve his problem?

_____

_____

_____

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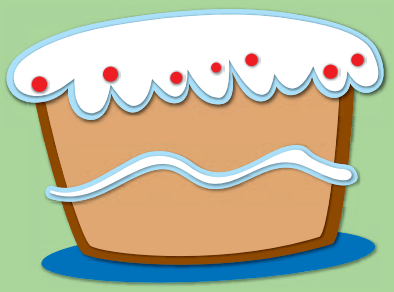
Fiction or Nonfiction

Read each story. Then, write whether it is fiction or nonfiction.

One sunny day in July, a dog named Stan ran away from home. He went up one street and down the other looking for fun, but all the yards were empty. Where was everybody? Stan kept walking until he heard the sound of band music and happy people. Stan walked faster until he got to Central Street. There he saw men, women, children, and dogs getting ready to walk in a parade. It was the Fourth of July!

Fiction or Nonfiction? _____

Americans celebrate the Fourth of July every year because it is the birthday of the United States of America. On July 4, 1776, the United States got its independence from Great Britain. Today, Americans celebrate this holiday with parades, picnics, and fireworks as they proudly wave the red, white, and blue American flag.



Fiction or Nonfiction? _____

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Fiction or Nonfiction: Which Is It?

Read about fiction and nonfiction books. Then, follow the instructions.

There are many kinds of books. Some books have make-believe stories about princesses and dragons. Some books contain poetry and rhymes, like Mother Goose. These are fiction.

Some books contain facts about space and plants. And still other books have stories about famous people in history like Abraham Lincoln.

Write **F** for fiction and **NF** for nonfiction.

_____ nursery rhyme

_____ fairy tale

_____ true life story of a famous athlete

_____ Aesop's fables

_____ dictionary entry about foxes

_____ weather report

_____ story about a talking tree

_____ story about how a tadpole becomes a frog

_____ story about animal habitats

_____ riddles and jokes

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Writing: All About You!

Write a story telling what you like to do. Then, draw a picture to go with your story on another sheet of paper.

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ABC Order

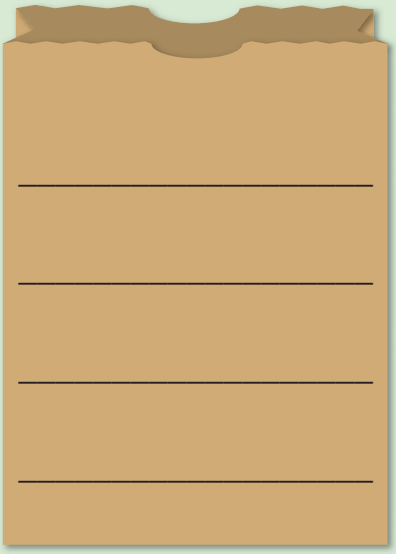
Put the words in ABC order on the bags.

grapes

bread

soup

apples

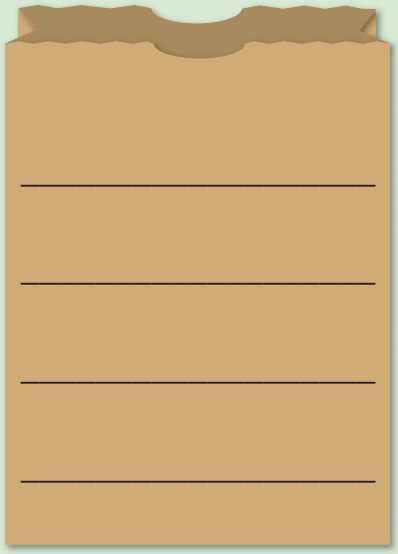


napkins

rolls

ice cream

pizza

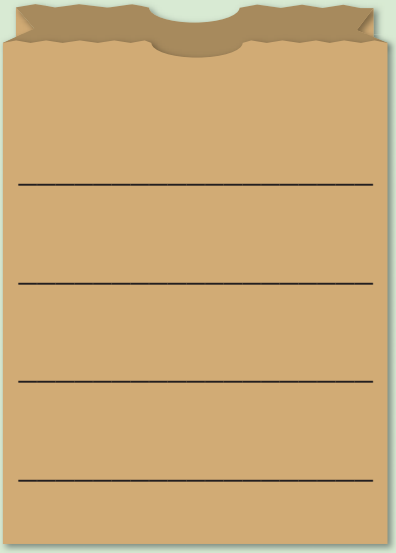


carrots

bananas

treats

potatoes

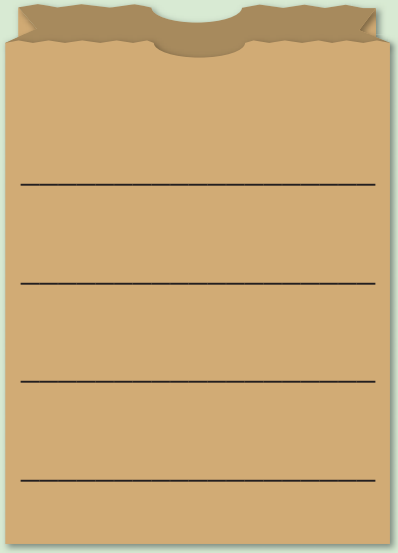


rice

soda

cups

beans



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verb
noun

ABC Order

Write these words in order. If two words start with the same letter, look at the second letter in each word.

Example: **lamb**
light
Lamb comes first because **a** comes before **i** in the alphabet.

tree _____

branch _____

leaf _____

rain _____

umbrella _____

cloud _____

dish _____

dog _____

bone _____

mail _____

stamp _____

slot _____

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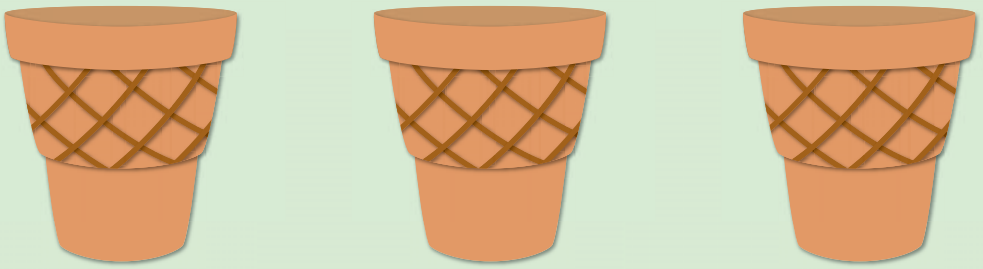
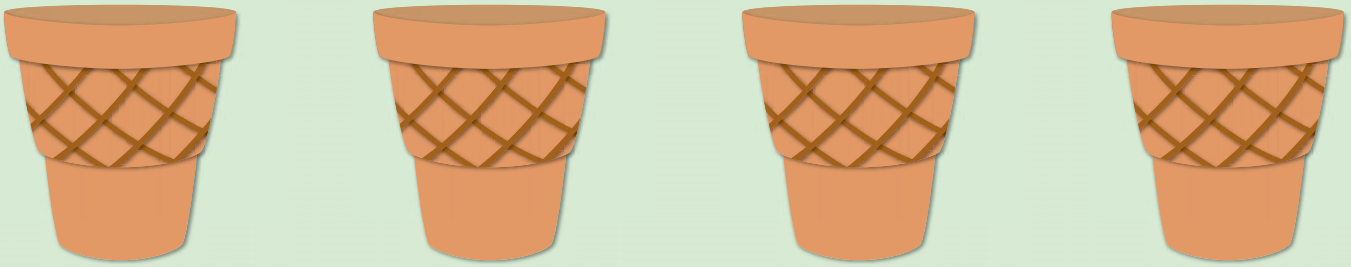
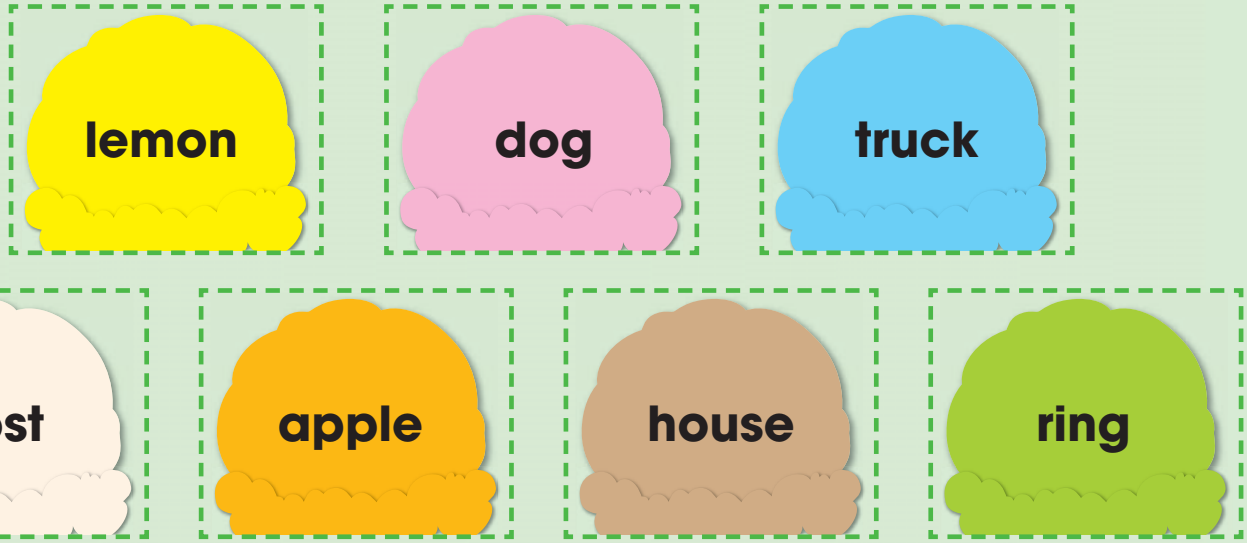
ABC Order

Cut out the scoops of ice cream at the bottom of the page. Place them on the correct cone in alphabetical order.







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This page is blank for the cutting activity on the opposite side.

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Synonyms

verb noun

Words that mean the same or nearly the same thing are called **synonyms**.

Read each sentence. Fill in the blanks with the synonyms.

friend	tired	story	presents	little

I want to go bed because I am very <u>sleepy</u>. _____

On my birthday, I like to open my <u>gifts</u>. _____

My <u>pal</u> and I like to play together. _____

My favorite <u>tale</u> is *Cinderella*. _____

The mouse was so <u>tiny</u> that it was hard to catch him. _____

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Antonyms

Antonyms are words that mean the opposite of another word.

Examples:

hot and **cold**
short and **tall**

Draw a line from each word on the left to its antonym on the right.

sad	**white**
bottom	**stop**
black	**fat**
tall	**top**
thin	**hard**
little	**found**
cold	**short**
lost	**hot**
go	**big**
soft	**happy**

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Antonyms: Words and Pictures

verb
noun

Anna and Luke often like to do opposite things. Help them design their new white shirts using opposites.

Think of a pair of antonyms. Write one on each shirt. Draw pictures on the shirts to match the antonyms.

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Homophones

Homophones are words that sound alike but are spelled differently and have different meanings. Sometimes, homophones can be more than two words.

Examples:

Pear and **pair** are homophones.
To, **too**, and **two** are homophones.

Draw a line from each word on the left to its homophone on the right.

blue	**knight**
night	**too**
beet	**blew**
write	**see**
hi	**meet**
two	**son**
meat	**bee**
sea	**high**
be	**right**
sun	**beat**

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Homophones: Birthday Cake

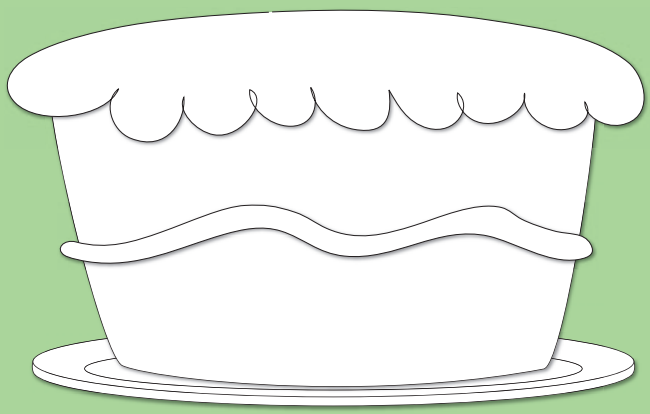
verb
noun

Read the sentences. The bold words are homophones. Then, follow the directions for a birthday cake.

The baker **read** a recipe to bake a cake. Color the plate he put it on **red**.

Draw a **hole** in the middle of the cake. Then, color the **whole** cake yellow.

Look **for** the top of the cake. Draw **four** candles there.



Write a sentence using the words **hole** and **whole**.

_____

Write a sentence using the words **read** and **red**.

_____

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Nouns

A **noun** is the name of a person, place, or thing.

Look through a magazine. Cut out pictures of nouns and glue them below. Write the name of the noun next to each picture.

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Proper Nouns

Proper nouns are the names of specific people, places, and things. Proper nouns begin with a capital letter.

Write the proper nouns on the lines below. Use capital letters at the beginning of each word. Then, draw a picture of a place and label it. Make sure to use a capital letter.

mike smith

_____

lynn cramer

_____

tyler

_____

phantom

_____

raleigh, north carolina

_____

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Proper Nouns

The days of the week and the months of the year are always capitalized.

Circle the words that are written correctly. On the line below, write the words that need capital letters.

sunday	July	Wednesday	may	december
friday	tuesday	june	august	Monday
january	February	March	Thursday	April
September	saturday	October		

Days of the Week

_____

_____

_____

_____

Months of the Year

_____

_____

_____

_____

_____

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Capitalization

The first word and all of the important words in a title begin with a capital letter.

Write the book titles on the lines below. Use capital letters.

dinosaurs

lizards everywhere

the magic cat

all about presidents

the space dog

gerbil care

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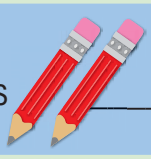
Plurals

Plurals are words that mean more than one. To make a word plural, you add an **s** or **es**. In some words ending in **y**, the **y** changes to an **i** before **es**. For example, **baby** changes to **babies**.

Look at the following lists of plural words. Next to each, write the word that means one. Then, draw a picture to show one of the words.

dresses _____

pencils  _____

bushes _____

candies _____

foxes _____

wishes _____

chairs _____

boxes _____

shoes _____

ladies _____

stories _____

bunnies _____

puppies _____

desks _____

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Pronouns

Pronouns are words that can be used instead of nouns. **She**, **he**, **it**, and **they** are pronouns.

Read the sentence. Then, write the sentence again, using **she**, **he**, **it**, or **they** in the blank. Draw a picture to show one of the sentences.

Dan likes funny jokes. _____ likes funny jokes.

Peg and Sam went to the zoo. _____ went to the zoo.

My mom's car was covered in snow. _____ was covered in snow.

Sara is a very good dancer. _____ is a very good dancer.

Fred and Ted are twins. _____ are twins.

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Subjects

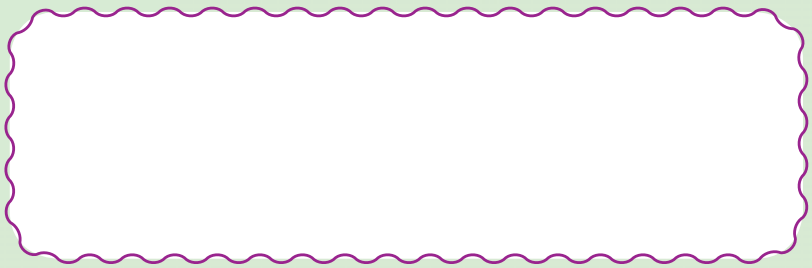
The **subject** of a sentence is the person, place, or thing the sentence is about.

Underline the subject in each sentence. Then, draw pictures to show the sentences.

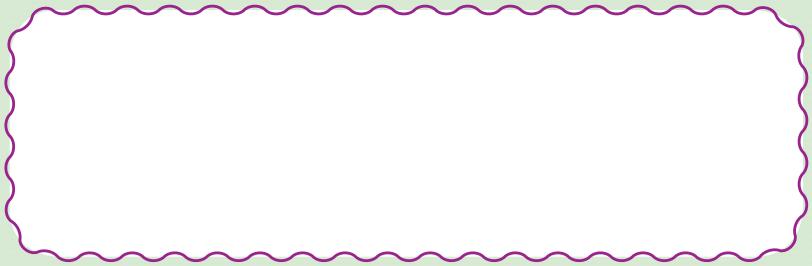
Example: Mom read a book.

(Think: Who is the sentence about? Mom)

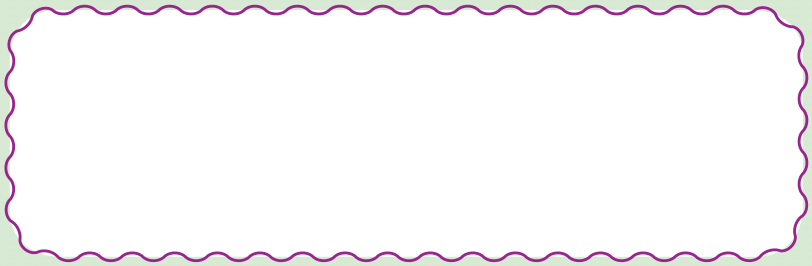
The bird flew away.



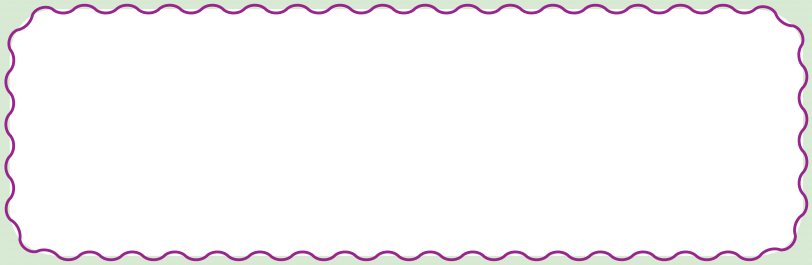
The kite was high in the air.



The children played a game.



The books fell down.



The monkey climbed a tree.

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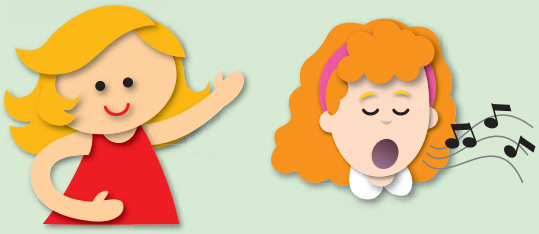
Compound Subjects

Two similar sentences can be joined into one sentence if the predicate is the same. A **compound subject** is made up of two subjects joined together by a conjunction like **and**.

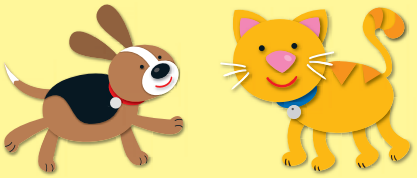
Example:



Jamie can sing.
Sandy can sing.
Jamie **and** Sandy can sing.

Combine the sentences. Write the new sentence on the line.

The cats are my pets.
The dogs are my pets.

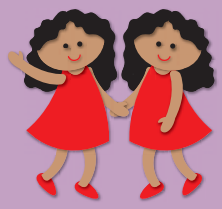


_____

Chairs are in the store.
Tables are in the store.

_____

Jen is wearing a red dress.
Alice is wearing a red dress.



_____

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Verbs

A **verb** is the action word in a sentence. Verbs tell what something does or that something exists.

Example:

Run, **sleep**, and **jump** are verbs.

Circle the verbs in the sentences below. Then, draw a picture to show one of the sentences.

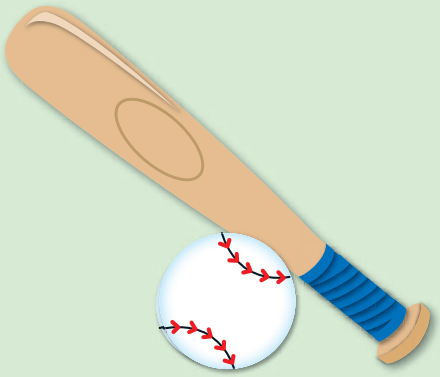
We play baseball every day.

Susan pitches the ball very well.

Mike swings the bat harder than anyone.

Chris slides into home base.

Laura hit a home run.



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Verbs

We use verbs to tell when something happens. Sometimes, we add an **ed** to verbs that tell us if something has already happened.

Example:

Today, we will **play**. Yesterday, we **played**.

Write the correct verb in the blank. Then, draw a picture to show one of the sentences.

Today, I will _____ my dog, Fritz.
wash washed

Last week, Fritz _____ when we said, "Bath time, Fritz!"
cry cried

My sister likes to _____ wash Fritz.
help helped

One time she _____ Fritz by herself.
clean cleaned

Fritz will _____ a lot better after his bath.
look looked

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Predicates

The **predicate** is the part of the sentence that tells about the action.

Circle the predicate in each sentence. Then, draw a picture to show one of the sentences.

Example: The boys (ran) on the playground.

Think: The boys did what?

The woman painted a picture.

The puppy chases his ball.

The students went to school.

Butterflies fly in the air.

The baby wants a drink.

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Compound Predicates

A **compound predicate** is made by joining two sentences that have the same subject. The predicates are usually joined together by the word **and**.

Example:

Tom can jump.
Tom can run.
Tom can run **and** jump.

Combine the sentences. Write the new sentence on the line.

The dog can roll over.
The dog can bark.

_____

Sam is drawing.
Sam is coloring.

_____

Tara is tall
Tara is smart.

_____

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Subjects and Predicates

The **subject** of the sentence is the person, place, or thing the sentence is about. The **predicate** is the part of the sentence that describes the subject or tells what the subject does.

Draw a line between the subject and the predicate. Underline the noun in the subject and circle the verb in the predicate. Then, draw a picture of one of the sentences.

Example: The furry <u>cat</u> | (ate) the food.

Mandy walks to school.

The bus drove the children.

The school bell rang very loudly.

The teacher spoke to the students.

The girls opened their books.

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Compound Subjects and Predicates

The following sentences have either a compound subject or a compound predicate.

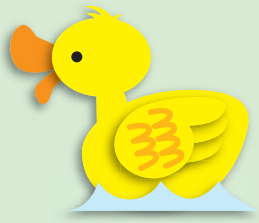
If the sentence has a compound subject (more than one thing doing the action), **underline** the subject. If it has a compound predicate (more than one action), **circle** the predicate.

Examples:

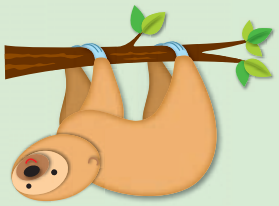
Bats and owls like the night.

The fox slinks and spies.

Ducks swim and quack.

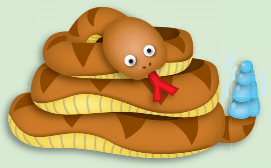


Sloths climb and sleep in trees.



Bees and mosquitos fly.

Snakes slither and hiss.



Frogs and penguins swim.

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Adjectives

Adjectives are words tell more about a person, place, or thing.

Examples: Cold, dark, fuzzy

Circle the adjectives in the sentences. Then, draw a picture to show one of the sentences.

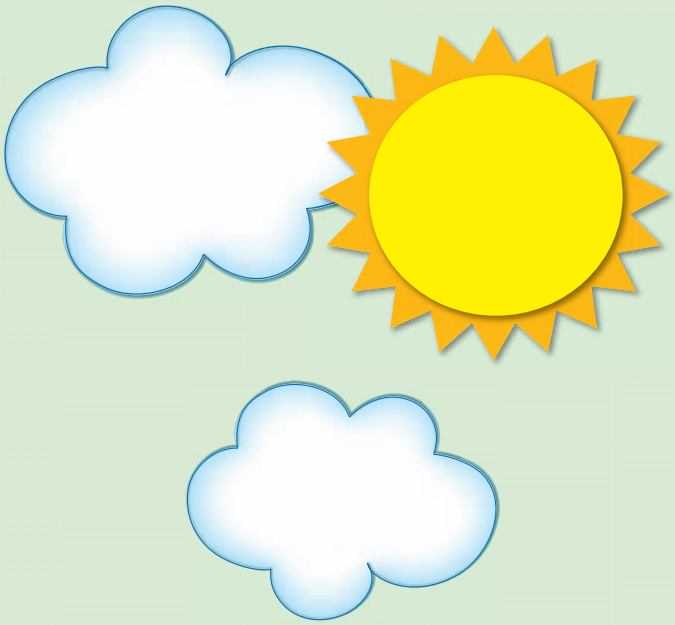
The juicy apple is on the plate.

The furry dog is eating a bone.

It was a sunny day.

The cute kitten jumps on the couch.

The sky was dark.



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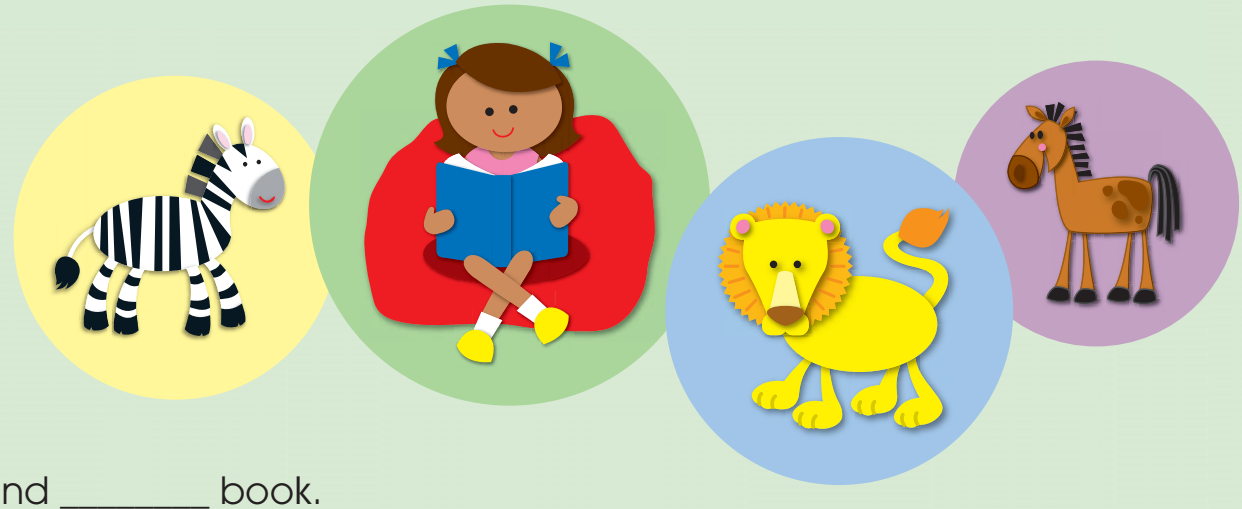
Articles

verb noun

Articles are small words that help us to better understand nouns. **A** and **an** are articles. We use **an** before a word that begins with a vowel. We use **a** before a word that begins with a consonant.

Example: We looked in **a** nest. It had **an** eagle in it.

Read the sentences. Write **a** or **an** in the blank.



I found _____ book.

It had a story about _____ ant in it.

In the story, _____ lion gave three wishes to _____ ant.

The ant's first wish was to ride _____ zebra.

The second wish was to ride _____ horse.

The last wish was _____ wish for three more wishes.

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Sentences and Non-Sentences

A **sentence** tells a complete idea. It has a noun and a verb. It begins with a capital letter and has punctuation at the end.

Circle the group of words if it is a sentence. Then, draw a picture to show one of the sentences.

Grass is a green plant.

Mowing the lawn.

Grass grows in fields and lawns.

Sheep, cows, and horses eat grass.

We like to play in.

A picnic on the grass.

Plant flowers around.

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Statements

Statements are sentences that tell us something. They begin with a capital letter and end with a period.

Write the statements on the lines below. Begin each sentence with a capital letter and end it with a period. Then, draw a picture to show one of the sentences.

we like to ride our bikes

_____

we go down the hill very fast

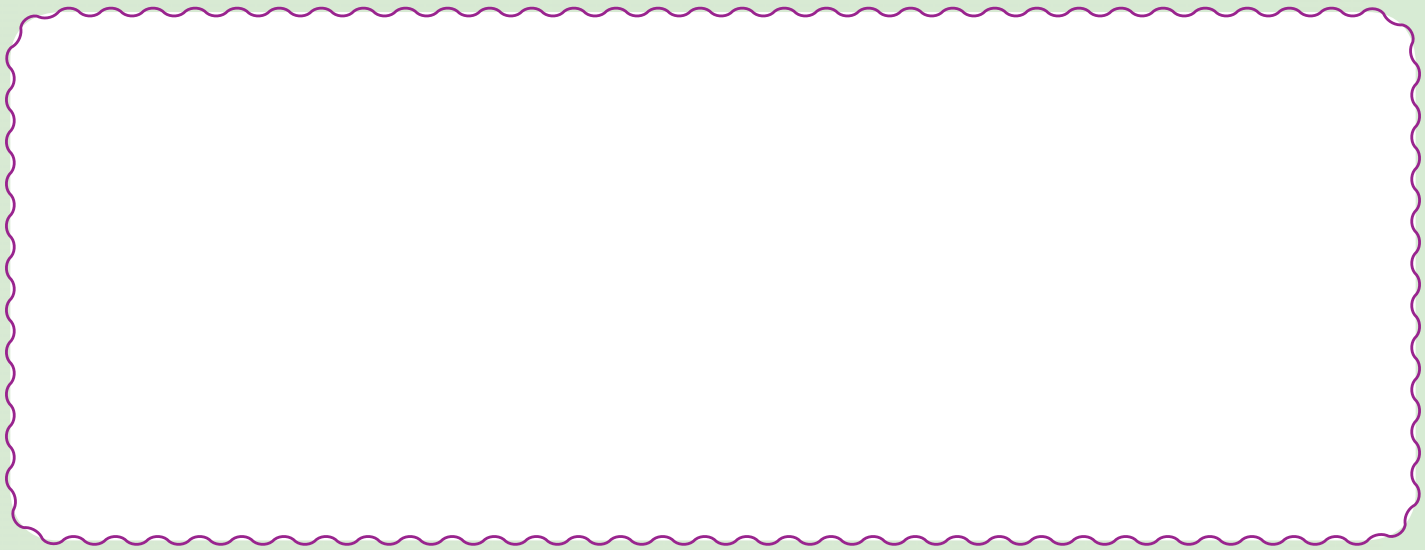
_____

we keep our bikes shiny and clean

_____

we know how to change the tires

_____



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Surprising Sentences

Surprising sentences tell a strong feeling and end with an exclamation point. A surprising sentence may be only one or two words showing fear, surprise, or pain.

Example: Oh, no!

Put a period at the end of the sentences that tell something. Put an exclamation point at the end of the sentences that tell a strong feeling. Put a question mark at the of the sentences that ask a question.

The shark can swim very fast ☐

Wow ☐

Look at that shark go ☐

Can you swim fast ☐

Oh, my ☐

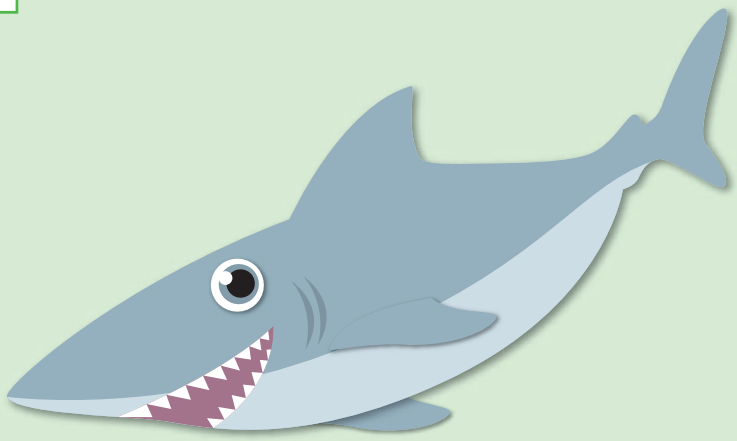
You're faster than I am ☐

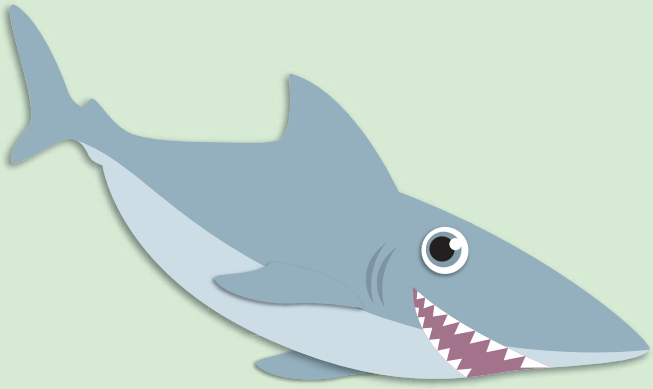
Let's swim together ☐

We can swim as fast as a shark ☐

What fun ☐

Do you think sharks get tired ☐





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Commands

Commands tell someone to do something.

Example: Be careful.

It can also be written as "Be careful!" if it tells a strong feeling.

Put a period at the end of the command sentences. Use an exclamation point if the sentence tells a strong feeling. Write your own commands on the lines below.

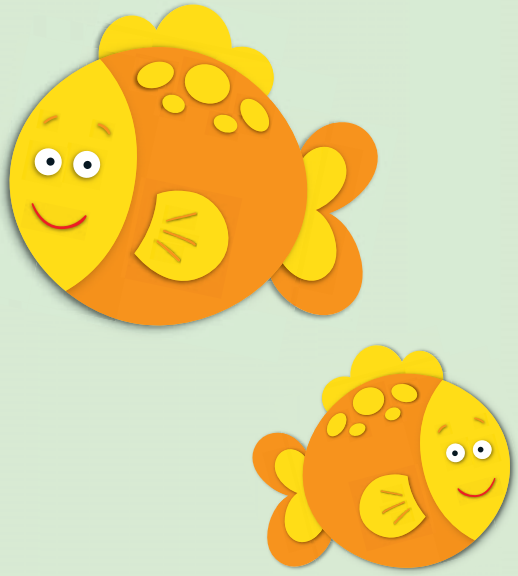
Clean your room ☐

Now ☐

Be careful with your goldfish ☐

Watch out ☐

Be a little more careful ☐



_____

_____

_____

_____

_____

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verb noun

Questions

Questions are sentences that ask something. They begin with a capital letter and end with a question mark.

Write the questions on the lines below. Begin each sentence with a capital letter and end it with a question mark.

will you be my friend

_____

what is your name

_____

are you eight years old

_____

do you like rainbows

_____

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Ownership

verb noun

We add **'s** to nouns (people, places, or things) to tell who or what owns something.

Read the sentences. Fill in the blanks to show ownership.

Example: The doll belongs to **Sara**.

It's **Sara's** doll.

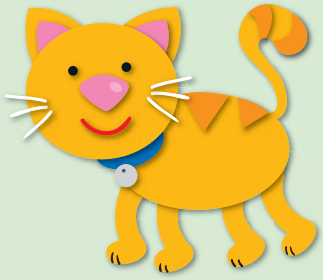
Amy has a red bathing suit.

_____ bathing suit is red.

Jimmy has a white shirt.

_____ shirt is white.

The tail of the cat is short.



The _____ tail is short.

The name of my sister is Lisa.

My _____ name is Lisa.

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Is, Are, and Am

Is, **are**, and **am** are special action words that tell us something is happening now.

Use **am** with I	Example: **I am.**
Use **is** to tell about one person or thing.	Example: **He is.**
Use **are** to tell about more than one.	Example: **We are.**
Use **are** with you.	Example: **You are.**

Write **is**, **are**, or **am** in the sentences below.

My friends _____ helping me build a tree house.

It _____ in my backyard.

We _____ using hammers, wood, and nails.

It _____ a very hard job.

I _____ lucky to have good friends.

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Was and Were

Was and **were** tell us about something that already happened.

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

Example: **I was**, **he was**.

Use **were** to tell about more than one person or thing when using the words you.

Example: **We were**, **you were**.

Write **was** or **were** in each sentence.

Lily _____ eight years old on her birthday.

Tim and Steve _____ happy to be at the party.

Megan _____ too shy to sing "Happy Birthday."

Ben _____ sorry he dropped his cake.

All of the children _____ happy to be invited.

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verb
noun

Go, Going, and Went

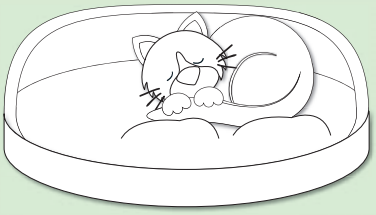
We use **go** or **going** to tell about now or later. Sometimes, we use **going** with the words **am** or **are**. We use **went** to tell about something that already happened.

Write **go**, **going**, or **went** in the sentences below. Then, color the pictures.

Today, I will _____ to the bakery.

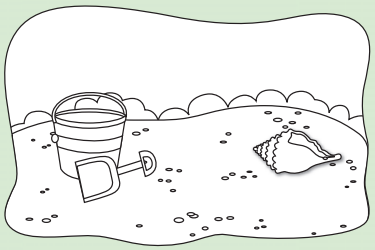
Yesterday, Sally _____ to school.

I am _____ to take Lola to the vet.



Jan and Steve _____ to the party.

We are _____ to the beach.



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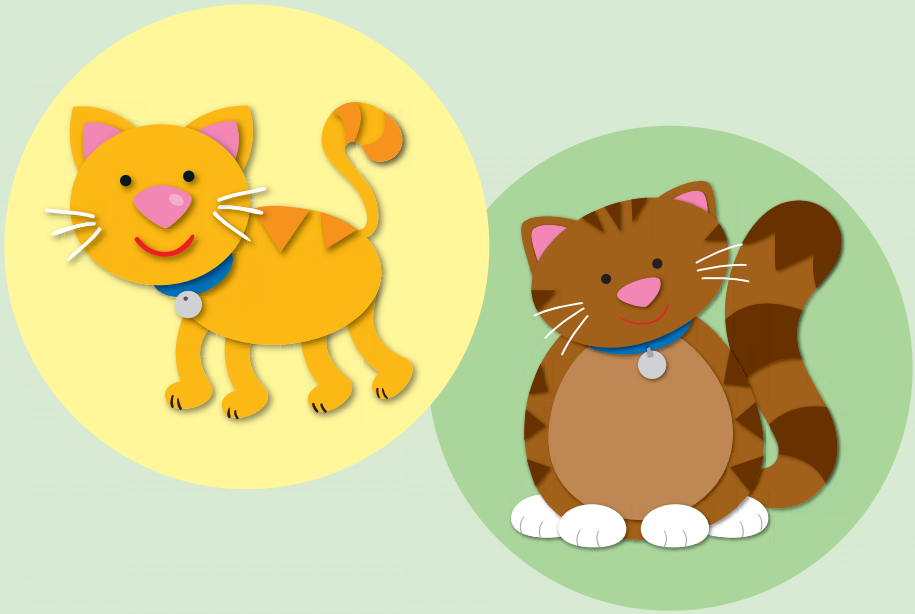
Have, Has, and Had

verb noun

We use **have** and **has** to tell about now. We use **had** to tell about something that already happened.

Write **has**, **have**, or **had** in the sentences below.



We _____ three cats at home.

Chet _____ orange fur.

Jack and Charlie _____ brown fur.

My friend Tom _____ one cat, but he ran away.

Tom _____ a new cat now.

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verb
noun

See, Sees, and Saw

We use **see** or **sees** to tell about now. We use **saw** to tell about something that already happened.

Write **see**, **sees**, or **saw** in the sentences below.

Last night, we _____ the stars.

Joe can _____ the stars from his window.

He _____ them every night.

Last week, he _____ the Big Dipper.

Can you _____ it in the night sky, too?

If you _____ it, you would remember it.

Joe _____ it often now.

How often do you _____ it?

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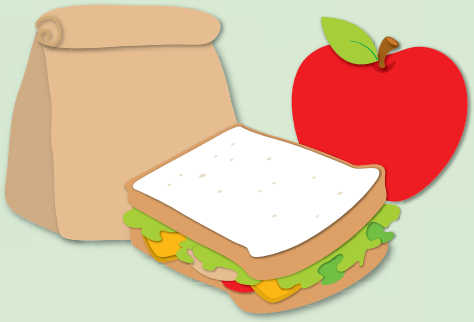
Eat, Eats, and Ate

verb
noun

We use **eat** or **eats** to tell about now. We use **ate** to tell about what already happened.

Write **eat**, **eats**, or **ate** in the sentences below. Then, draw a picture of one of your favorite foods to eat.



We like to _____ in the lunchroom.

Today, my teacher will _____ in a different room.

She _____ with the other teachers.

Yesterday, we _____ pizza, pears, and peas.

Today, we will _____ soup and potatoes.

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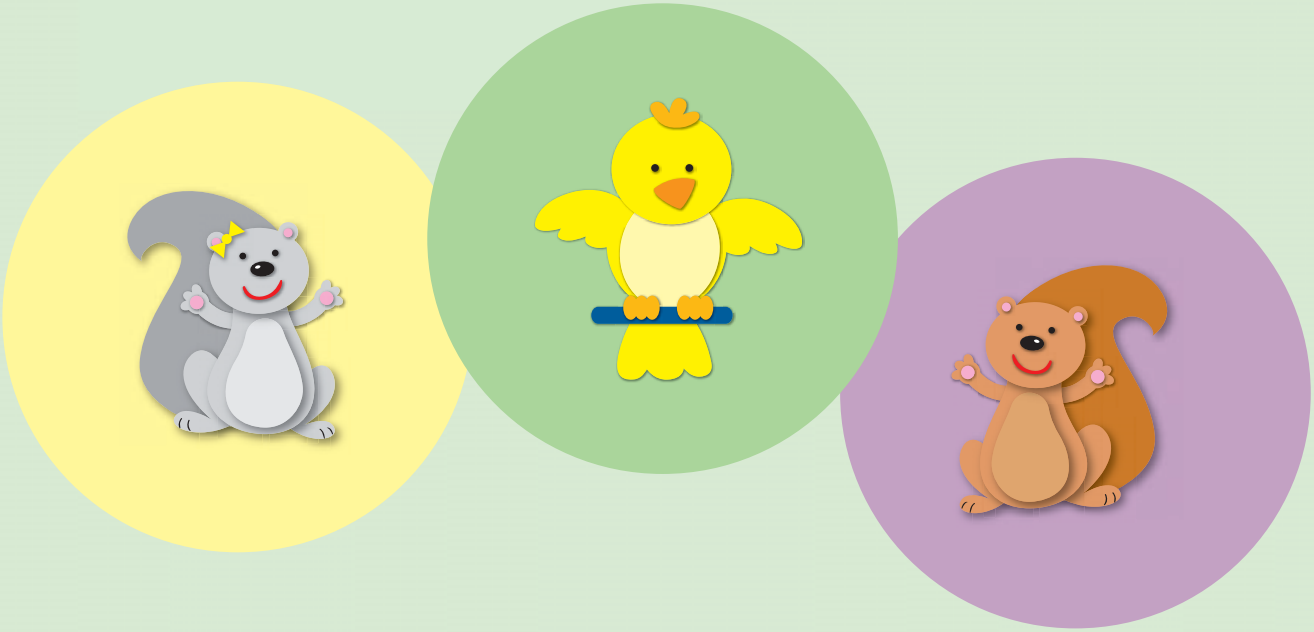
Leave, Leaves, and Left

We use **leave** and **leaves** to tell about now. We use **left** to tell about what already happened.

Write **leave**, **leaves**, or **left** in the sentences below.



Last winter, we _____ seeds in the bird feeder every day.

My mother likes to _____ food out for the squirrels.

When it rains, she _____ bread for the birds.

Yesterday, she _____ popcorn for the birds.

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Learning Dictionary Skills

A dictionary is a book that gives the meanings of words. It also tells how words sound. Words in a dictionary are in ABC order. That makes them easier to find.

Look at this page from a dictionary. Then, answer the questions and color the pictures.

baby
a very young child

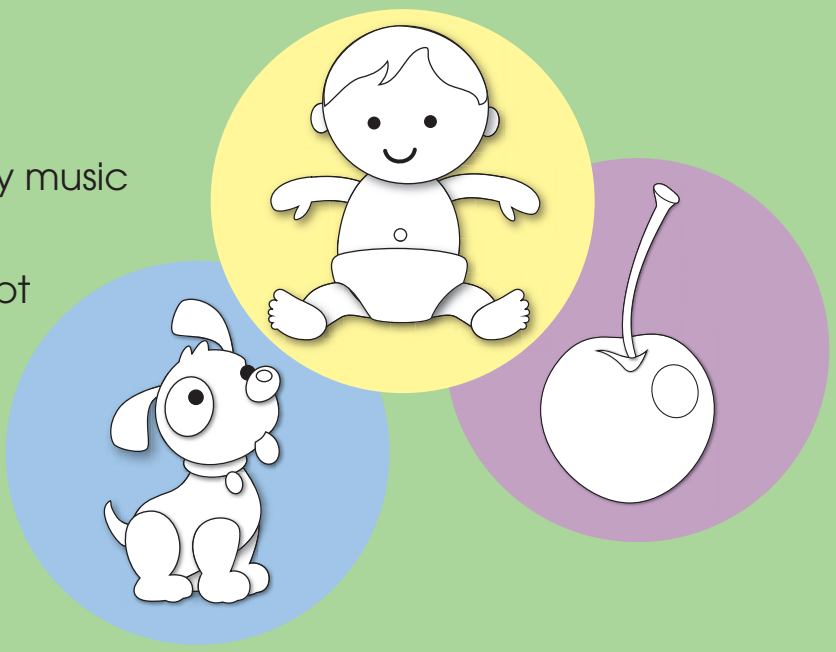
band
a group of people who play music

bank
a place where money is kept

bark
the sound a dog makes

berry
a small, juicy fruit

board
a flat piece of wood



What is a small, juicy fruit? _____

What is a group of people who play music? _____

What is the name of a very young child? _____

What is a flat piece of wood called? _____

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Learning Dictionary Skills

Look at this page from a dictionary. Then, answer the questions and color the pictures.

safe: a metal box

sea: a body of water

seed: the beginning of a plant

sheep: an animal that has wool

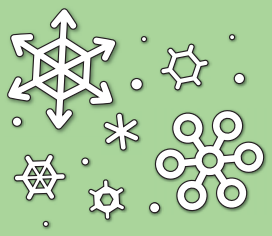
store: a place where items are sold

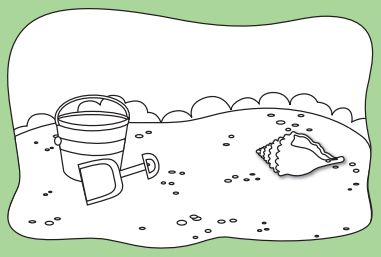
skate: a shoe with wheels or a blade on it

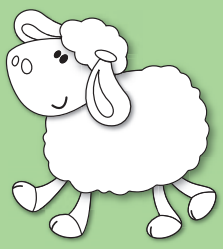
snowstorm: a time when much snow falls

squirrel: a small animal with a bushy tail

stone: a small rock







What kind of animal has wool? _____

What do you call a shoe with wheels on it? _____

When a lot of snow falls, what is it called? _____

What is a small animal with a bushy tail? _____

What is a place where items are sold? _____

When a plant starts, what is it called? _____

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Learning Dictionary Skills

verb
noun

Look at this page from a dictionary. Then, answer the questions and draw something that could come after **tiger** in the dictionary.

table: furniture with legs and a flat top

teacher: a person who teaches lessons

telephone: a device that sends and receives sounds

ticket: a paper slip or card that allows someone to enter an event

tiger: an animal with stripes

Who is a person who teaches lessons? _____

What is the name of an animal with stripes? _____

What is a piece of furniture with legs and a flat top? _____

What is the definition of a ticket?

_____

What is a device that sends and receives sounds?

_____

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Learning Dictionary Skills

The guide words at the top of a page in a dictionary tell you what the first and last words on the page will be. Only words that come in ABC order between those two words will be on that page. Guide words help you find the page you need to look up a word.

Write each word from the box in ABC order between each pair of guide words.

faint fan	far feet	fence farm	feed family	farmer face

face	fence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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Learning Dictionary Skills

Create your own dictionary page. Include guide words at the top. Write the words with their meanings in ABC order. Then, draw and color a picture of one of the words.

_____ guide word

_____ guide word

_____ word

_____

_____

_____

_____ word

_____

_____

_____

_____ word

_____

_____

_____

_____ word

_____

_____

_____

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Short a Words: Rhyming Words

Short a is the sound you hear in the word **math**.

Use the **short a** words in the box to write rhyming words. Then, draw a picture of one of the words.

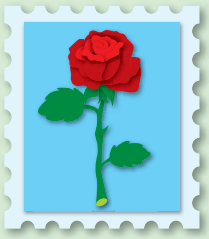
lamp	math	can	bat	fan	Dan
path	fat	stamp	cat	van	sat

Write four words that rhyme with **mat**.

_____ _____ _____ _____

Write two words that rhyme with **bath**.

_____ _____



Write two words that rhyme with **damp**.

_____ _____

Write four words that rhyme with **pan**.

_____

_____

_____

_____

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Long a Words

Long a is a vowel sound that says its own name. **Long a** can be spelled **ai** as in the word **mail**, **ay** as in the word **say**, and **a** with a **silent e** at the end as in the word **same**.

Say each word and listen for the **long a** sound. Then, write each word and underline the letters that make the **long a** vowel sound.

mail	made	play	sale
game	bake	gray	name
paint	day	train	tray

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

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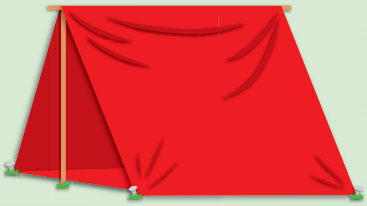
Short e Words

Short e is the vowel sound you hear in the word **pet**.

Say each word and listen for the **short e** sound. Write each word and underline the letter that makes the **short e** sound. Then, draw a picture to show one of the words.

red	pet	test	tent
bed	rest	when	best



_____ _____

_____ _____

_____ _____

_____ _____

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Long e Words: Rhyming Words

Long e is the vowel sound you hear in the word **meet**.

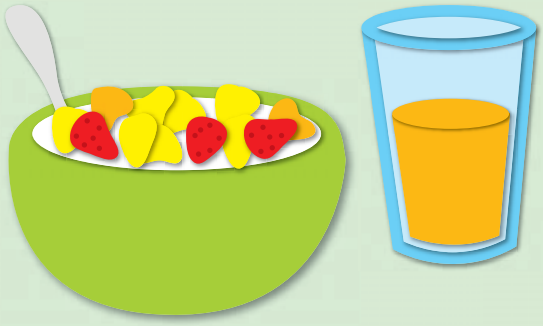
Use the **long e** words in the box to write rhyming words. Then, draw a picture to show one of the words.

street	mean	deal	neat	clean	meal
keep	feet	beast	sleep	treat	feast

Write the words that rhyme with **beat**.

_____ _____ _____ _____

Write the words that rhyme with **deep**.



_____ _____

Write the words that rhyme with **feel**.

_____ _____

Write the words that rhyme with **bean**.

_____ _____

Write the words that rhyme with **least**.

_____ _____

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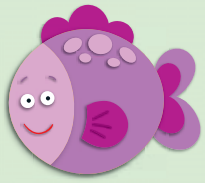
Short i Words: Rhyming Words

Short i is the sound you hear in the word **pin**.

Use the **short i** words in the box to write rhyming words. Then, draw a picture to show one of the words.

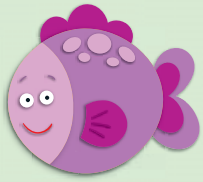
pin	ship	wish	win	dish	kick
pitch	fin	dip	rich	fish	sick

Write the words that rhyme with **spin**.



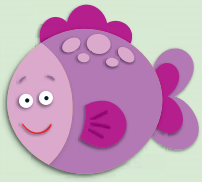
_____ _____ _____

Write the words that rhyme with **squish**.



_____ _____ _____

Write the words that rhyme with **ditch**.



_____ _____

Write the words that rhyme with **rip**.

_____ _____

Write the words that rhyme with **lick**.

_____ _____

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Long i Words: Rhyming Words

Long i is the sound you hear in the word **fight**.

Use the **long i** words in the box to write rhyming words. Then, draw a picture to show one of the words.

hide	sight	nine	line	my
by	ride	fly	high	light

Write the words that rhyme with **sigh**.

_____ _____ _____ _____

Write the words that rhyme with **side**.

_____ _____

Write the words that rhyme with **fine**.

_____ _____

Write the words that rhyme with **fight**.

_____ _____

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Short o Words: Rhyming Words

Short o is the vowel sound you hear in the word **got**.

Use the **short o** words in the box to write rhyming words.

hot	box	sock	lock	clock	mop
stop	rock	mob	fox	cot	Bob

Write the words that rhyme with **dot**.

_____ _____

Write the words that rhyme with **socks**.

_____ _____

Write the words that rhyme with **hop**.

_____ _____

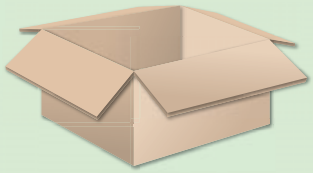
Write the words that rhyme with **dock**.

_____ _____

_____ _____

Write the words that rhyme with **cob**.

_____ _____



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Long o Words

Long o is a vowel sound that says its own name. **Long o** can be spelled **oa** as in the word **float** or **o** with a **silent e** at the end as in the word **cone**.

Say each word and listen for the **long o** sound. Then, write each word and underline the letters that make the **long o** sound.

rope	coat	soap	wrote
note	hope	boat	cone
bone	pole	phone	hole

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

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Short u Words

Short u is the sound you hear in the word **bug**.

Say each word and listen for the **short u** sound. Write each word and underline the letter that makes the **short u** sound. Then, draw a picture to show one of the words.

pump	nut	rug	jump
hug	tub	bug	cub

_____ _____

_____ _____

_____ _____

_____ _____

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Long u Words

Long u is a vowel sound which says its own name. **Long u** is spelled **u** with a **silent e** at the end as in **cute**. The letters **oo** make a sound very much like **long u**. They make the sound you hear in the word **zoo**. The letters **ew** also make the **oo** sound as in the word **grew**.

Say the words and listen for the **u** and **oo** sounds. Write each word and underline the letters that make the **long u** and **oo** sounds. Then, draw a picture to show one of the words.

cube	blew	moon	goose
flew	loose	tooth	fuse

_____ _____

_____ _____

_____ _____

_____ _____

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Family Words

Some words tell how a person looks or feels. These are called **describing words** or **adjectives**.

Help Andy write about the people in his family. Write a sentence that uses both describing words in each box.

Example:

funny
tall

My aunt is tall and funny.

happy
smiling

My grandmother _____.

hot
tired

My uncle _____.

thirsty
hungry

My little brother _____.

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Family Words: Joining Words

Joining words often join two sentences to make one long sentence. Three words help do this:

and: if both sentences are much the same

Example: I took my dog for a walk, **and** I played with my cat.

but: if the second sentence says something different from the first sentence. Sometimes the second sentence tells why you can't do the first sentence.

Example: I want to play outside, **but** it is raining.

or: if each sentence names a different choice

Example: You could eat your cookie, **or** you could give it to me.

Use the word given to join the two short sentences into one longer sentence.

Example:

but

My aunt lives far away.
She calls me often.

My aunt lives far away, but she calls me often.

and

My sister had a birthday.
She got a new bike.

_____

_____

or

We can play outside.
Or we can play inside.

_____

_____

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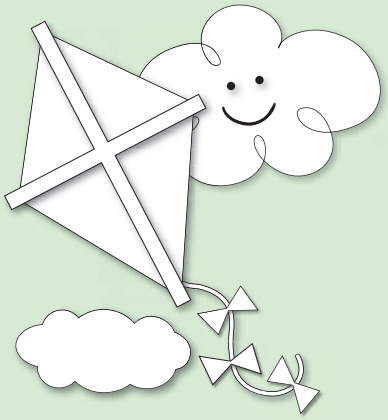
Location Words

Use one of the location words from the box to complete each sentence. Then, color the pictures.

between	around	inside	outside	beside	across

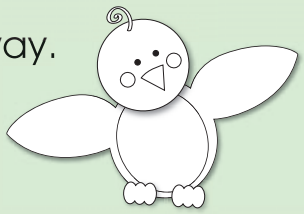
Example:
She will hide _____under_____ the basket.



In the summer, we like to play _____ .

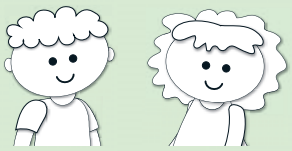
She can swim _____ the pool.

Put the bird _____ its cage so it won't fly away.

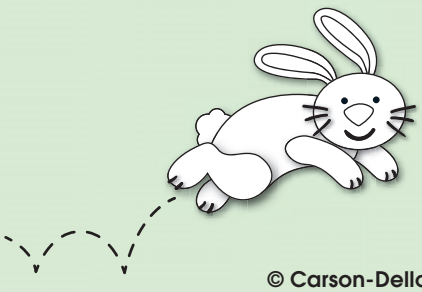


Sit _____ Bill and me so we can all work together.

Your picture is right _____ mine on the wall.



The bunny hopped _____ the park.



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Spelling Concentration Game

Play this game with a friend. Cut out each word card below and on pages 325 and 327. Lay the cards facedown on a flat surface. Take turns turning over two cards at a time. If the cards match, give the pair to your friend. Then, spell the word from memory. If you spelled it correctly, you can keep the pair. If not, put the cards back facedown. When all of the word cards have been matched and spelled correctly, the players count their pairs. Whoever has the most pairs wins.

You can also play this by yourself or with more than one friend!

dust	light	clean
bump	dust	sleep
clean	bump	light
sleep		

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Spelling Concentration Game

note	head	write
soap	made	nine
stop	play	grew
clock	stamp	cute
tent	math	choose

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Spelling Concentration Game

note	head	write
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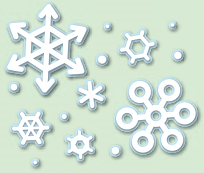
Opposite Words

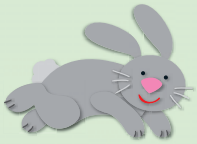
Opposites are words that mean very different things. Use the opposite word from the box to complete these sentences.

hard sad	hot slowly	bottom cold	quickly soft	happy top

Example:
The gray bag is on _____top_____ and the blue bag is on the _____bottom_____.



Snow is _____ , but fire is _____ .



A rabbit runs _____ , but a turtle moves _____ .

A bed is _____ , but a floor is _____ .

I feel _____ when my friends come over and _____ when they leave.

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Time Words

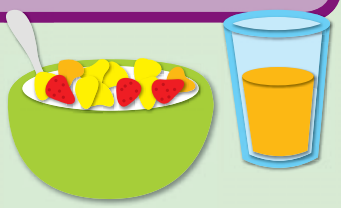
The time between breakfast and lunch is **morning**.

The time between lunch and dinner is **afternoon**.

The time between dinner and bedtime is **evening**.

Write a time word from the box to complete each sentence. Use each word only once.

afternoon	evening	morning	today	tomorrow



What did you eat for breakfast this _____ ?

We came home from school in the _____ .

I help wash the dinner dishes in the _____ .

I feel a little tired _____ .

If I rest tonight, I will feel better _____ .

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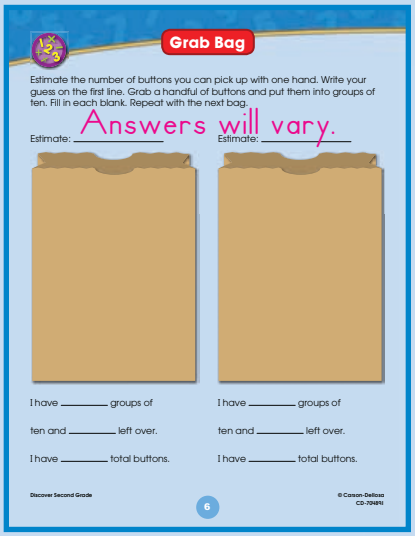
Answer Key



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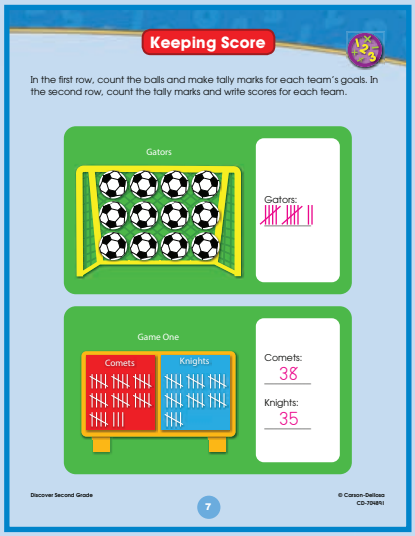

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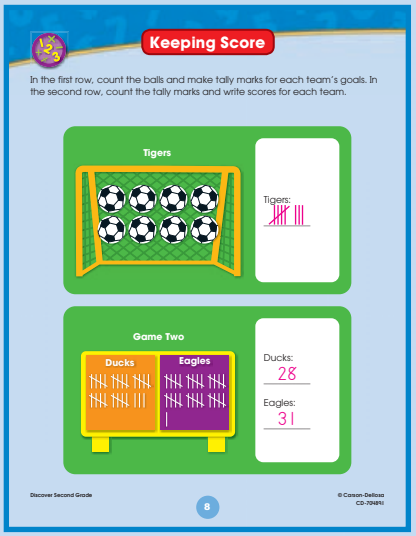

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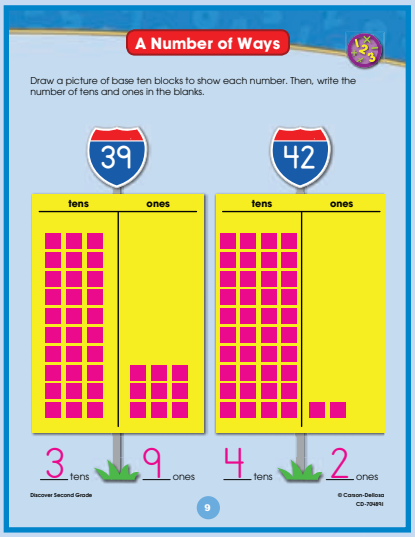

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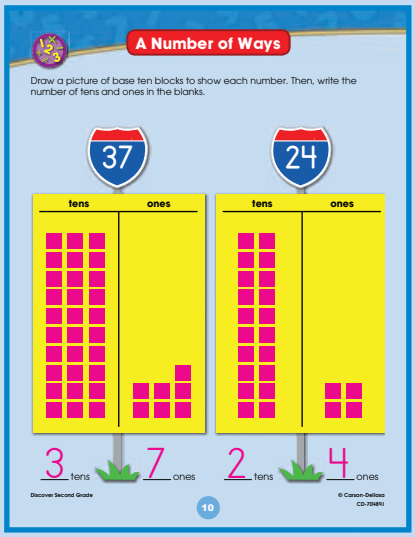

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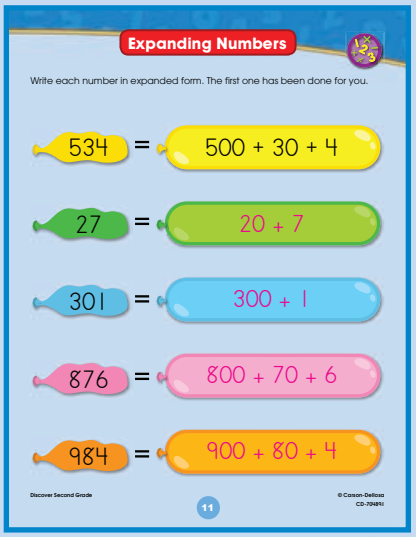

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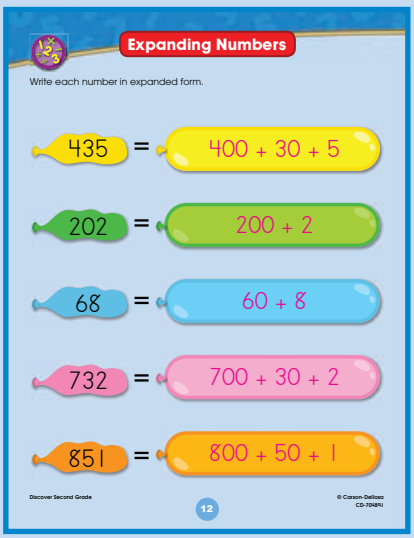
Answer Key



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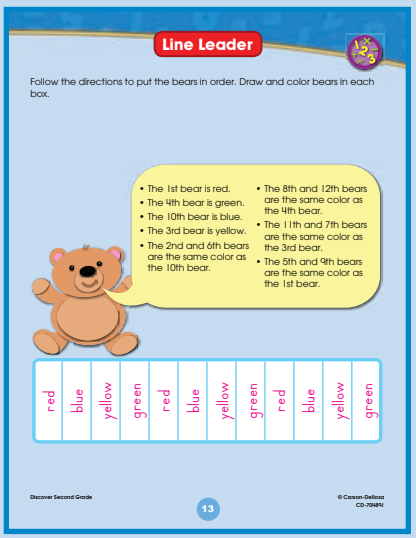

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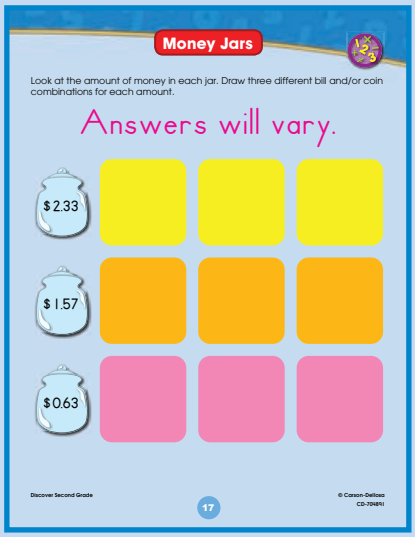

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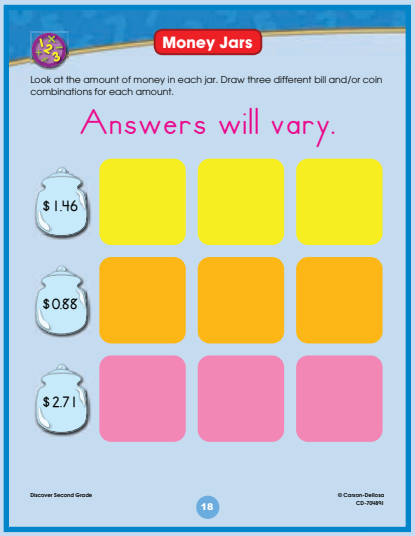
Answer Key



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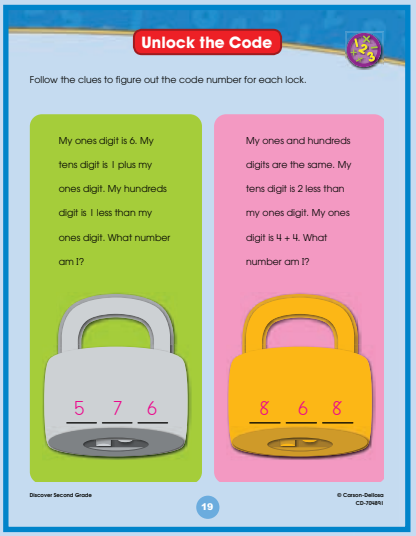

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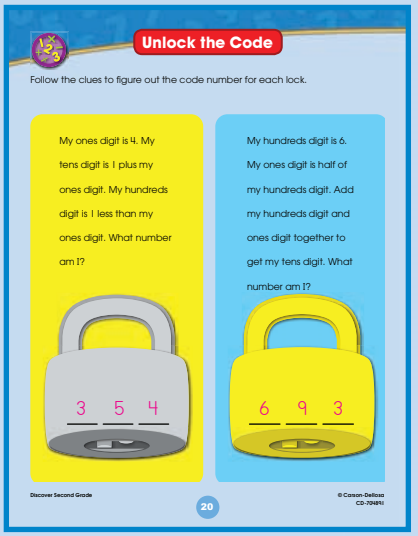

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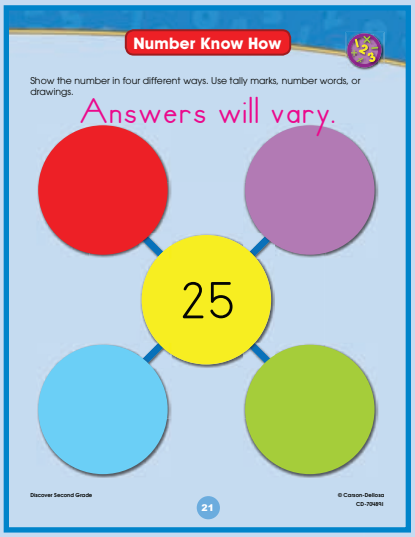

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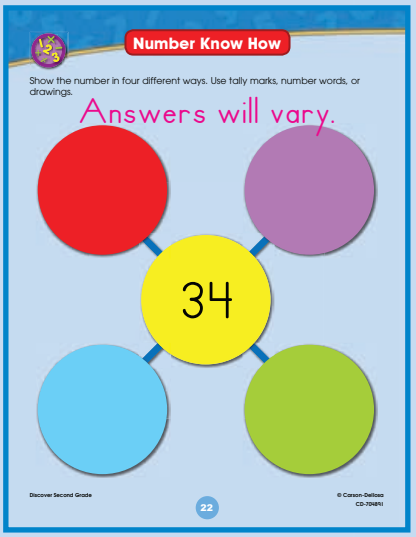

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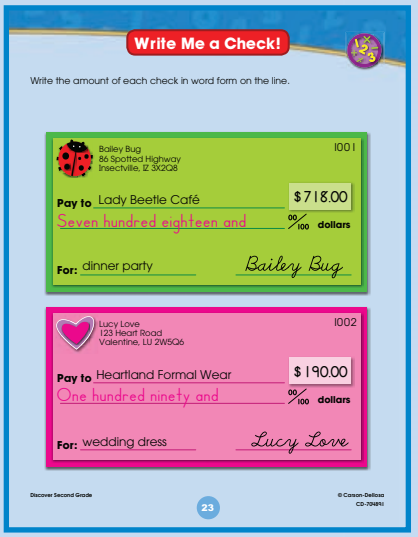

23

Answer Key

Write Me a Check!

Write the amount of each check in word form on the line.

Bill B. Ball
2 Hoop Street
Court, BB 5V8P2
1003

Pay to Oakland Oak Trees $386.00

Three hundred eighty-six and 00/100 dollars

For: season pass Bill B. Ball

Dora Duck
34 Pond Lane
Watertown, WT 3R4T1
1004

Pay to Goose's Pool Company $441.00

Four hundred forty-one and 00/100 dollars

For: pool water Dora Duck

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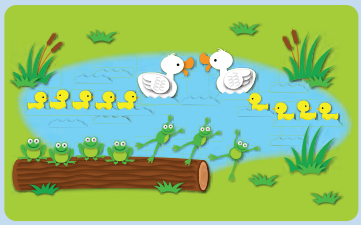
24

A Day at the Pond

Write two word problems based on the picture. Then, write a number sentence to show how each word problem is solved. Write the correct sign (+ or –) in the box.



Answers will vary.

___ □ ___ = ___ ___ □ ___ = ___

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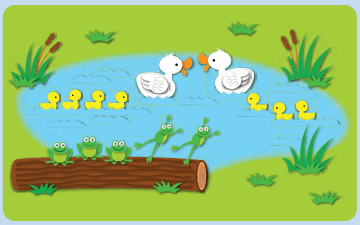
25

A Day at the Pond

Write two word problems based on the picture. Then, write a number sentence to show how each word problem is solved. Write the correct sign (+ or –) in the box.



Answers will vary.

___ □ ___ = ___ ___ □ ___ = ___

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26

Fractional Flutter

Draw a picture of each story in the box. Then, answer each question.

Four butterflies are on a bush. One is pink. The others are orange.

Drawings will vary.

What fraction of the butterflies are pink? $\frac{1}{4}$

What fraction of the butterflies are orange? $\frac{3}{4}$

Three blue birds are eating at the bird feeder. Two red birds are eating at the bird feeder.

Drawings will vary.

What fraction of the birds are blue? $\frac{3}{5}$

What fraction of the birds are red? $\frac{2}{5}$

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27

Fractional Flutter

Draw a picture of each story in the box. Then, answer each question.

Three butterflies are on a bush. One is yellow. The others are red.

Drawings will vary.

What fraction of the butterflies are yellow? $\frac{1}{3}$

What fraction of the butterflies are red? $\frac{2}{3}$

Two blue birds are eating at the bird feeder. Three green birds are eating at the bird feeder.

Drawings will vary.

What fraction of the birds are blue? $\frac{2}{5}$

What fraction of the birds are green? $\frac{3}{5}$

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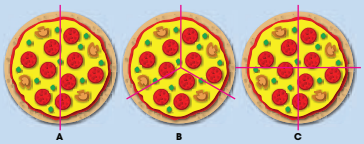
28

Pizza Pieces

Draw lines to divide the pizzas into equal slices to serve groups of 2, 3, and 4 people. Then, answer the questions.



A Serves 2 B Serves 3 C Serves 4

Which pizza shows everyone getting $\frac{1}{3}$ of the pizza? B

If one person ate $\frac{1}{2}$ of pizza A and two people share the other $\frac{1}{2}$ equally, what fraction of the whole pizza do the two people get? $\frac{1}{4}$

If three people each eat 1 slice of pizza C, what fraction of the pizza is left? $\frac{1}{4}$

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29

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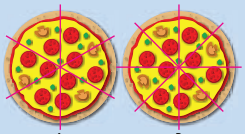
Answer Key

Pizza Pieces

Draw lines to divide the pizzas into equal slices to serve groups of 6 and 8 people. Then, answer the questions.



Which pizza has the largest slices? A

Which pizza has the smallest slices? B

What happens to the size of the pizza slices as you cut the pieces to serve more people? They get smaller.

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30

Make 10!

Drop 10 buttons onto the hand. Count how many of each color you see. Write the numbers in the number sentences. Repeat until you make 6 different combinations that equal 10.

____ + ____ = 10 ____ + ____ = 10

____ + ____ = 10 ____ + ____ = 10

____ + ____ = 10 ____ + ____ = 10

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31

Make 20!

Drop 20 buttons onto the hand. Count how many of each color you see. Write the numbers in the number sentences. Repeat until you make 6 different combinations that equal 20.

____ + ____ = 20 ____ + ____ = 20

____ + ____ = 20 ____ + ____ = 20

____ + ____ = 20 ____ + ____ = 20

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32

Find the 10s

Circle the two numbers in each row that equal 10. Then, write the third number in the number sentence with 10 and solve for the sum. The first one has been done for you.

12 + (9) + (1) = 10 + 12 = 22

(7) + 26 + (3) = 10 + 26 = 36

(2) + 90 + (8) = 10 + 90 = 100

(5) + 86 + (5) = 10 + 86 = 96

(6) + (4) + 31 = 10 + 31 = 41

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33

Find the 20s

Circle the two numbers in each row that equal 20. Then, write the third number in the number sentence with 20 and solve for the sum. The first one has been done for you.

12 + (18) + (2) = 20 + 12 = 32

(13) + 29 + (7) = 20 + 29 = 49

(8) + 80 + (12) = 20 + 80 = 100

(10) + 67 + (10) = 20 + 67 = 87

(14) + (6) + 41 = 20 + 41 = 61

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34

Addition Breakdown

Add each pair of numbers by breaking the second number into tens and ones. Then, add the groups of ten and add the ones. The first two have been started for you.

56 + 23 =
56 + 20 + 3 =
76 + 3 =
79

28 + 14 =
28 + 10 + 4 =
38 + 4 =
42

46 + 39 =
46 + 30 + 9 =
76 + 9 =
85

32 + 17 =
32 + 10 + 7 =
42 + 7 =
49

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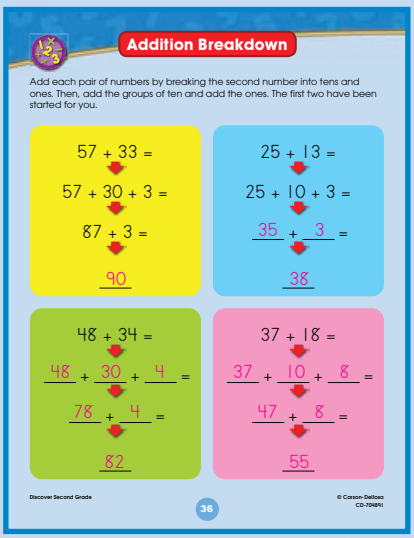
35

Answer Key



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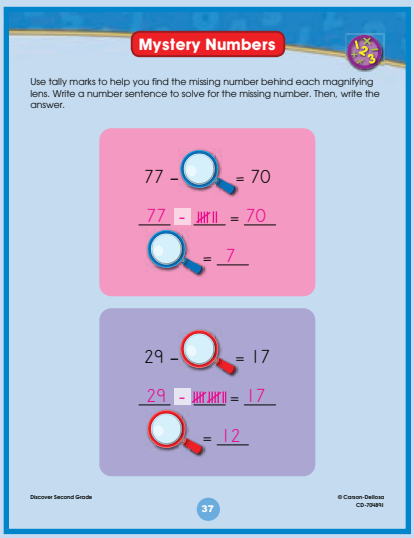

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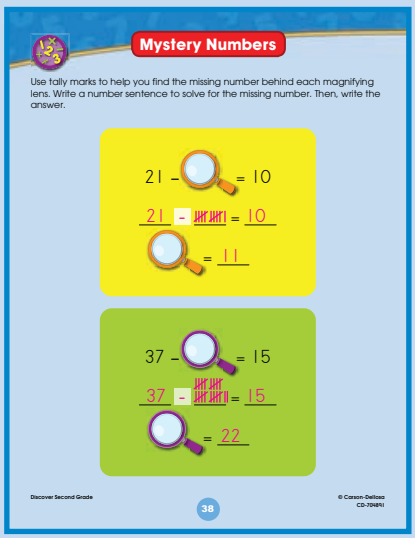

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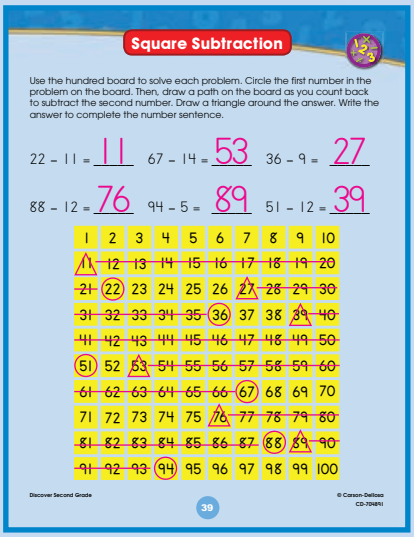

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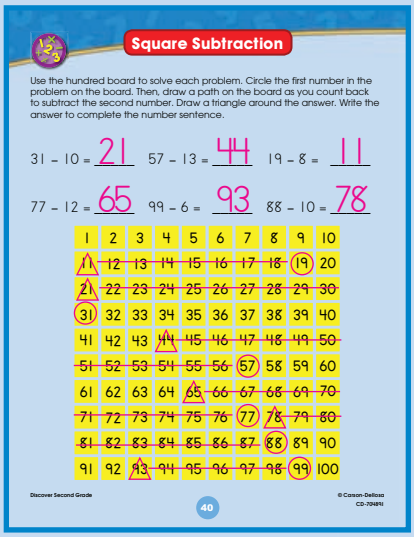

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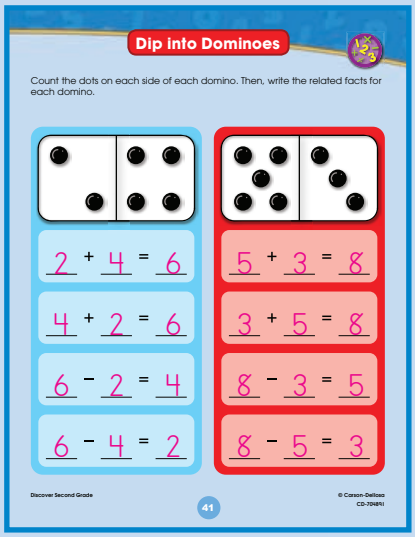

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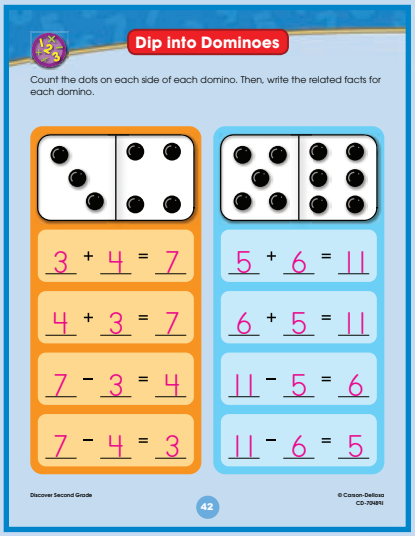
Answer Key



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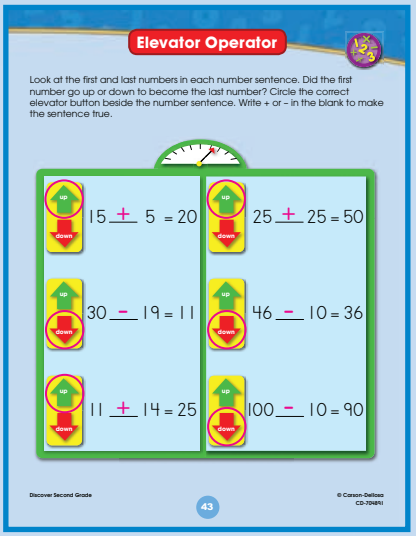

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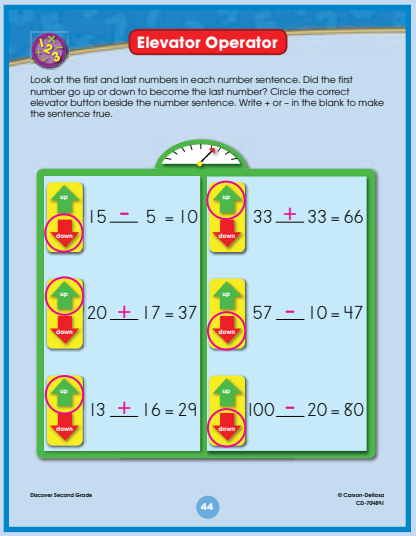

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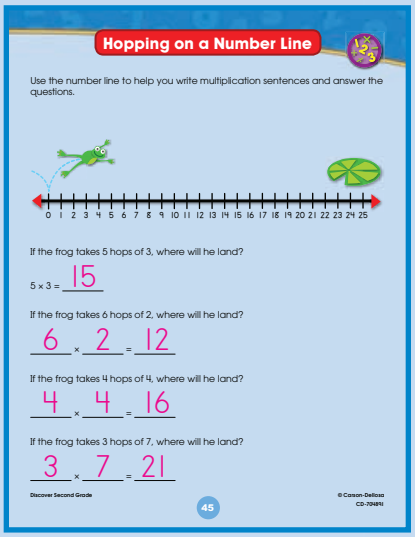

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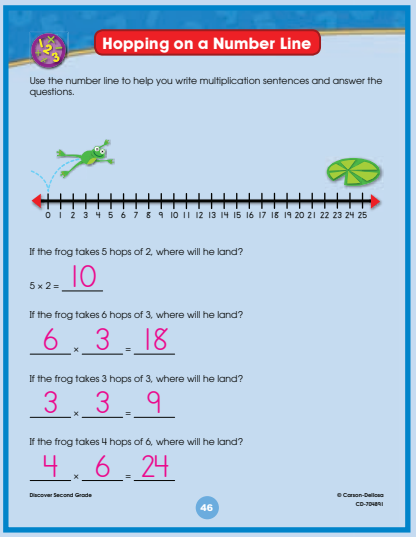

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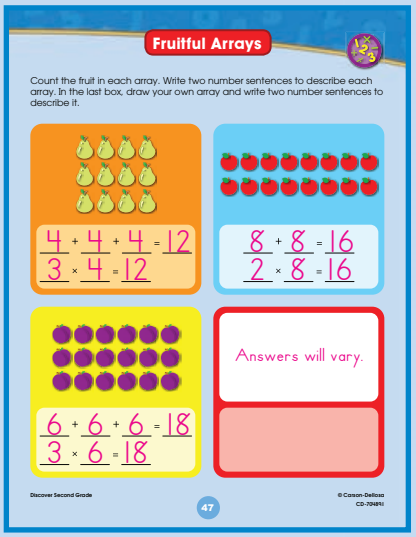

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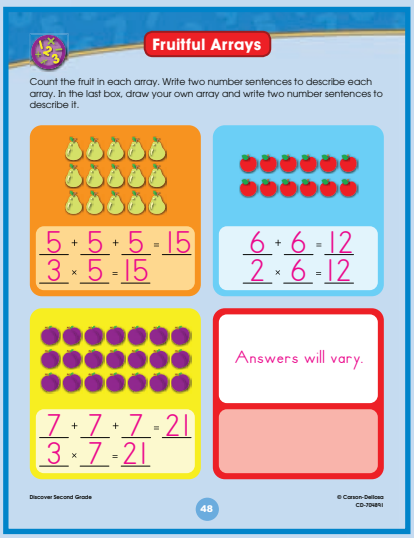
Answer Key



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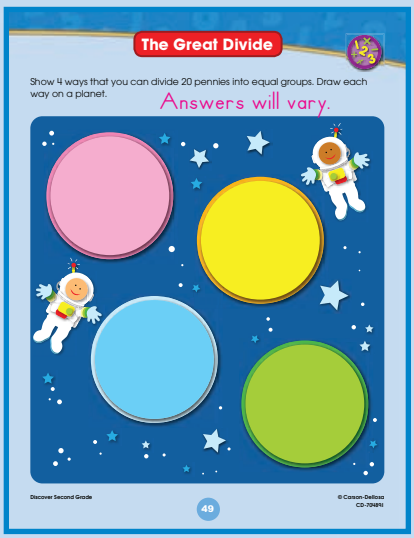

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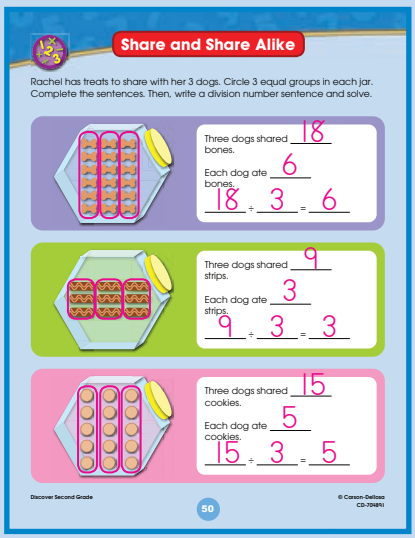

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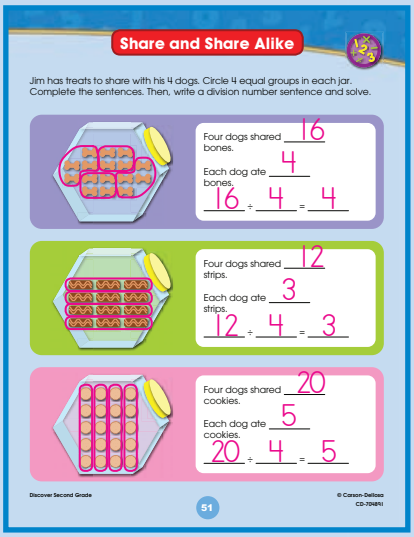

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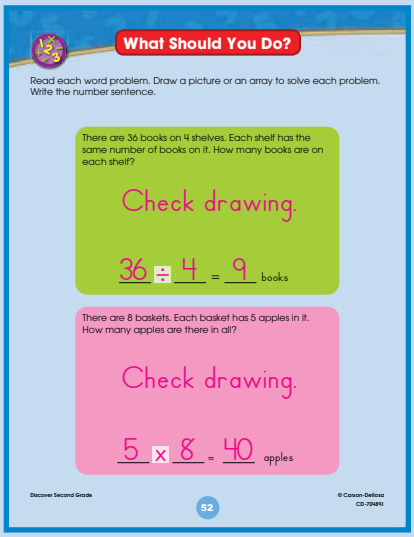

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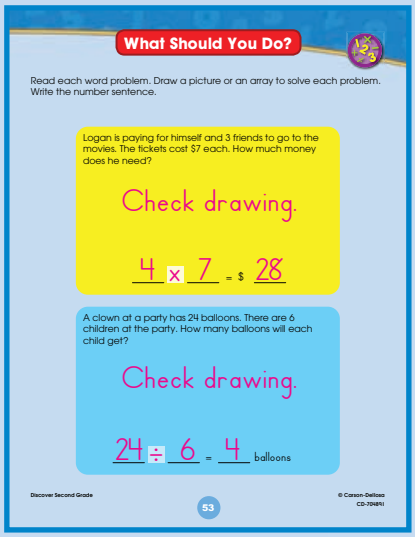

53

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Answer Key

Double Duos

Use doubles addition facts to find each sum.

5 + 5 = 10 | 3 + 4 = 7 | Think: 3 + 3 + 1

9 + 9 = 18 | 6 + 7 = 13 | Think: 6 + 6 + 1

2 + 2 = 4 | 4 + 5 = 9 | Think: 4 + 4 + 1

7 + 7 = 14 | 8 + 9 = 17 | Think: 8 + 8 + 1

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54

Double Duos

Use doubles addition facts to find each sum.

4 + 4 = 8 | 2 + 3 = 5 | Think: 2 + 2 + 1

8 + 8 = 16 | 7 + 8 = 15 | Think: 7 + 7 + 1

3 + 3 = 6 | 1 + 2 = 3 | Think: 1 + 1 + 1

6 + 6 = 12 | 5 + 6 = 11 | Think: 5 + 5 + 1

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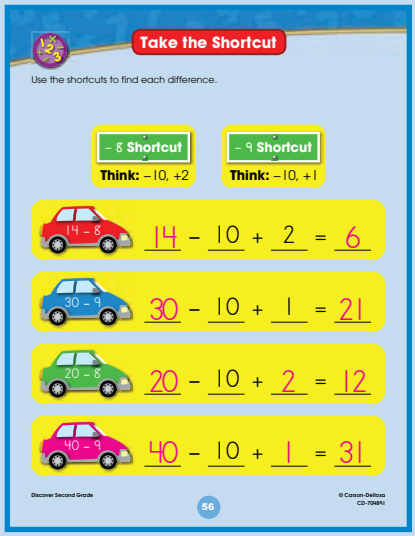
55



Take the Shortcut

Use the shortcuts to find each difference.

– 8 Shortcut Think: – 10, +2

– 9 Shortcut Think: – 10, +1

14 – 8 = 14 – 10 + 2 = 6

30 – 9 = 30 – 10 + 1 = 21

20 – 8 = 20 – 10 + 2 = 12

40 – 9 = 40 – 10 + 1 = 31

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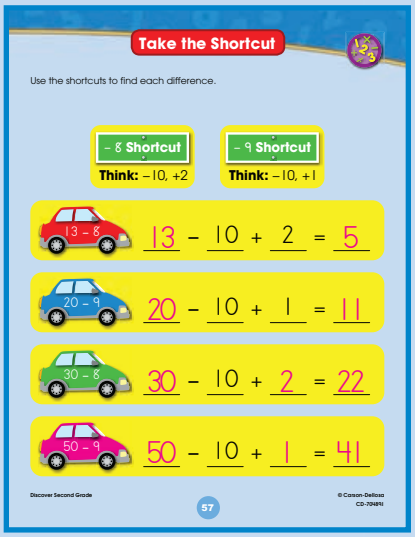
56



Take the Shortcut

Use the shortcuts to find each difference.

– 8 Shortcut Think: – 10, +2

– 9 Shortcut Think: – 10, +1

13 – 8 = 13 – 10 + 2 = 5

20 – 9 = 20 – 10 + 1 = 11

30 – 8 = 30 – 10 + 2 = 22

50 – 9 = 50 – 10 + 1 = 41

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57

The Estimation Shop

You have $1.00. Estimate to find out if you have enough money to buy the items listed. Use coins to check your answers. Then, circle yes or no.

Do you have enough to buy a yo-yo and a top? yes **no**

Do you have enough to buy a toy train and a toy sailboat? **yes** no

Do you have enough to buy a ball and a teddy bear? yes **no**

Do you have enough to buy a pencil and a toy sailboat? **yes** no

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58

The Estimation Shop

You have $1.25. Estimate to find out if you have enough money to buy the items listed. Use coins to check your answers. Then, circle yes or no.

Do you have enough to buy a toy train and a pencil? **yes** no

Do you have enough to buy a toy train and a yo-yo? **yes** no

Do you have enough to buy a ball and a toy sailboat? yes **no**

Do you have enough to buy a pencil and a yo-yo? **yes** no

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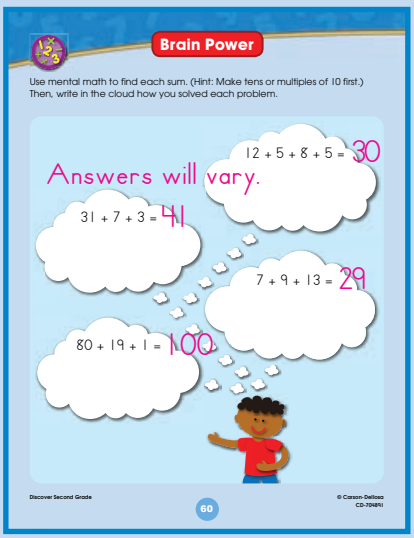
59

Answer Key



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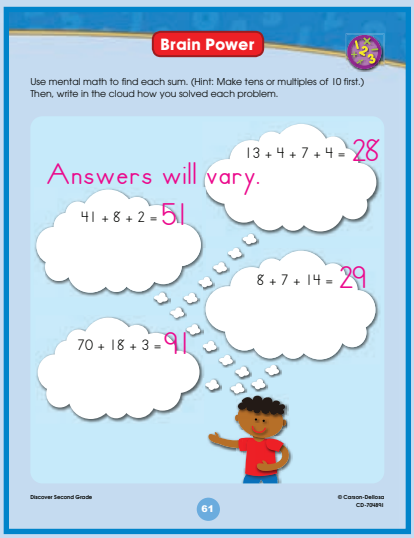

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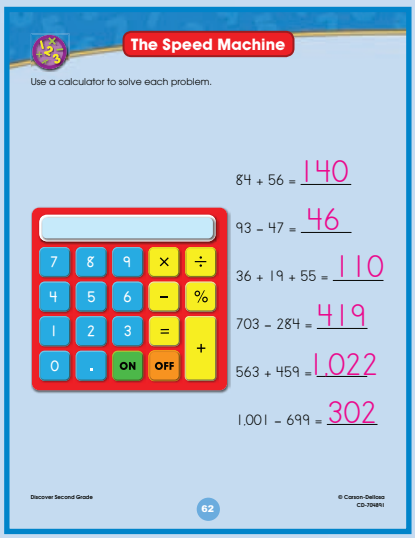

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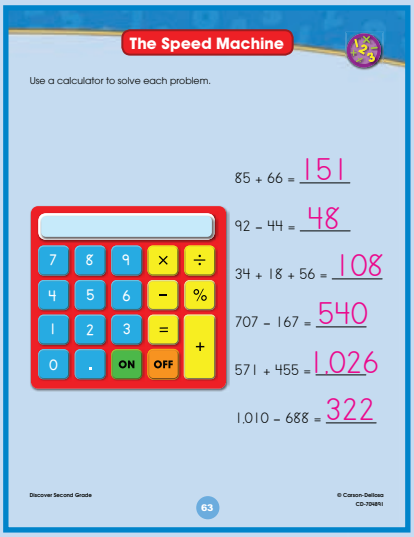

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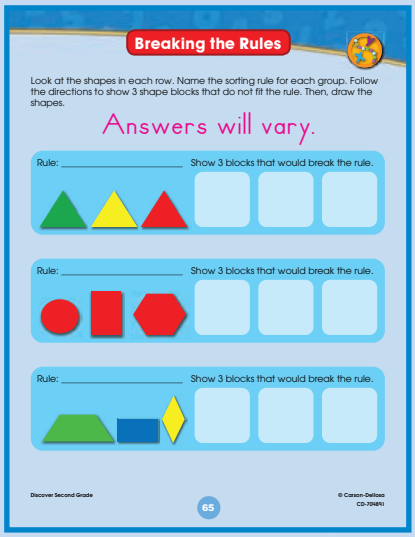

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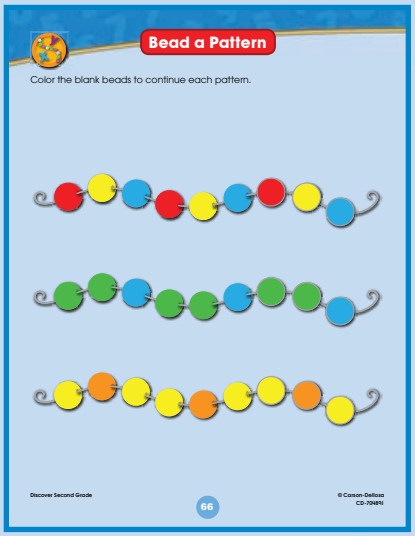
Answer Key



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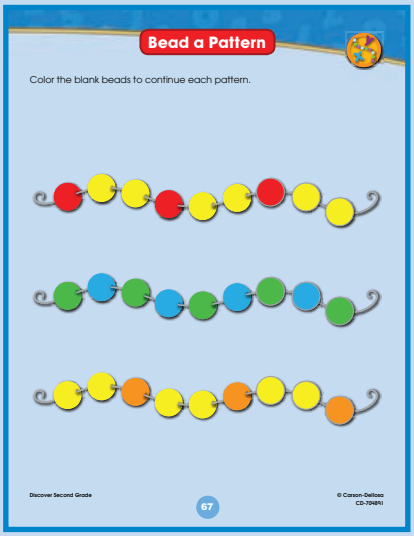

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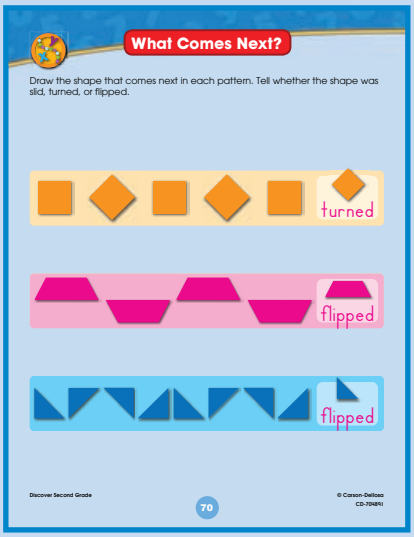

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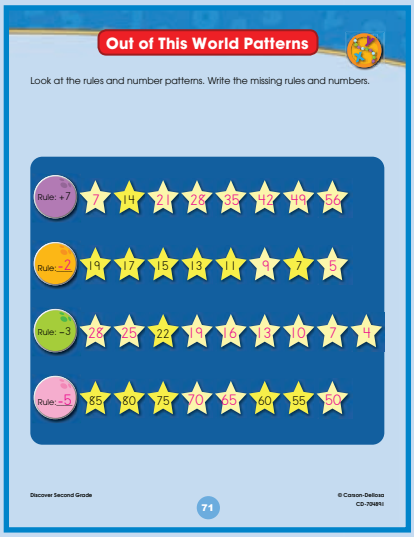

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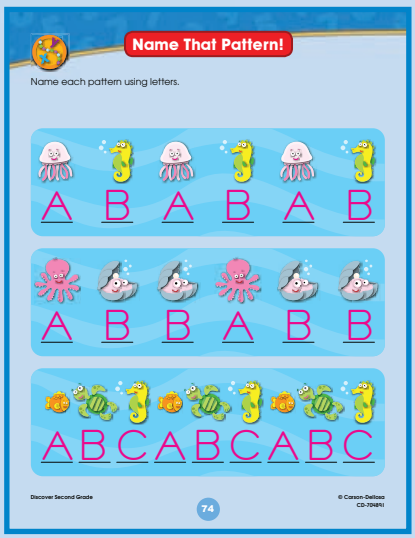
Answer Key

72

73



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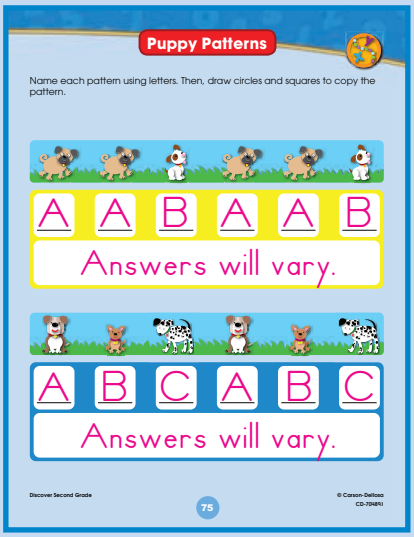

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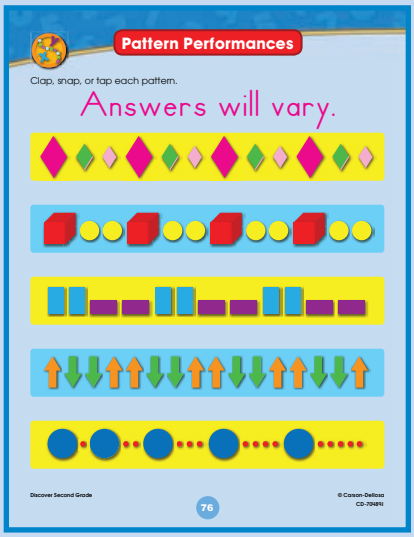

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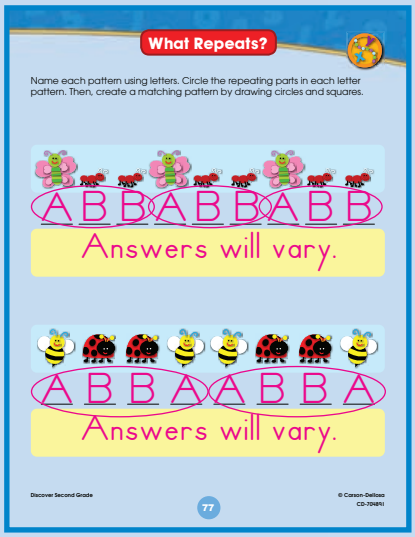

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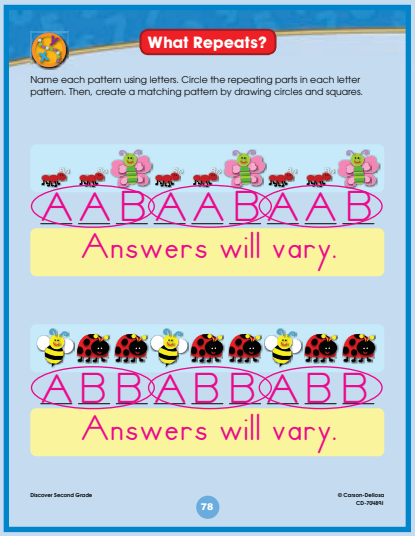
Answer Key



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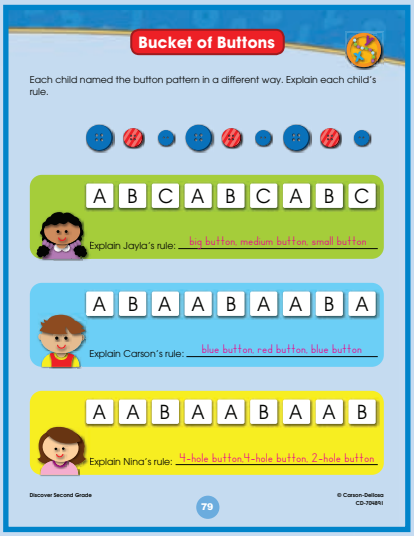

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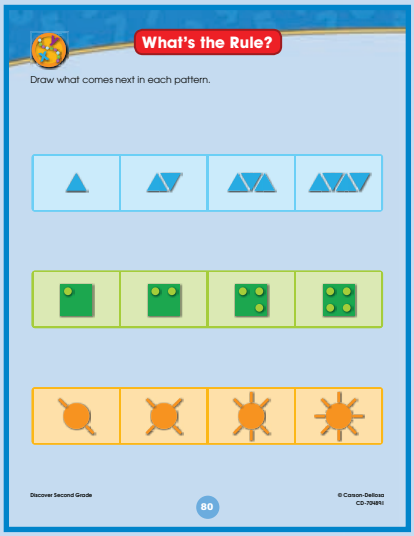

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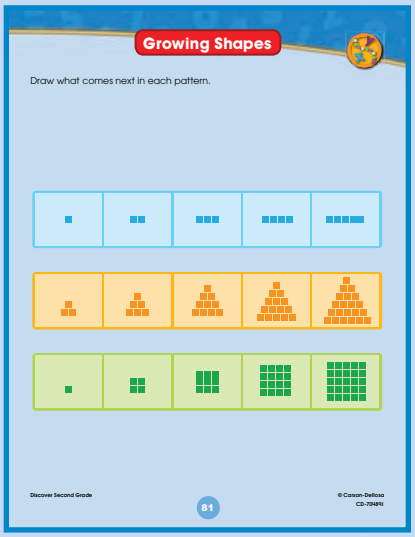

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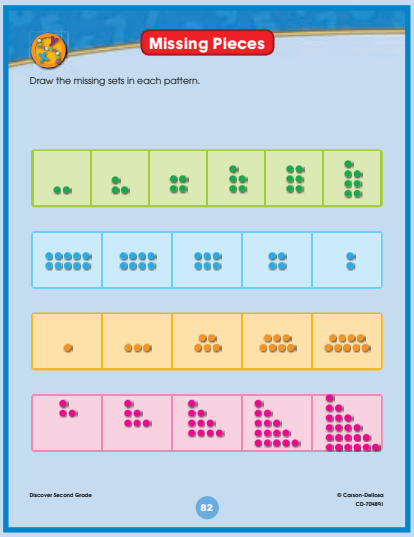

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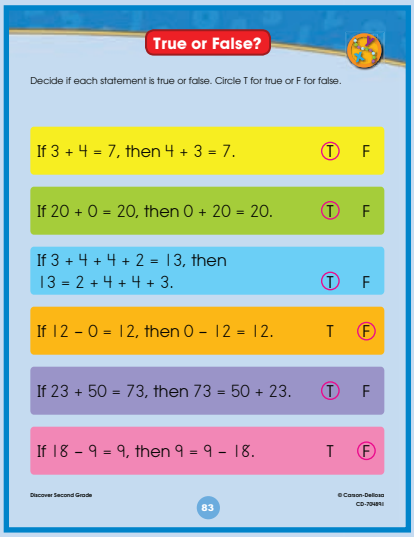

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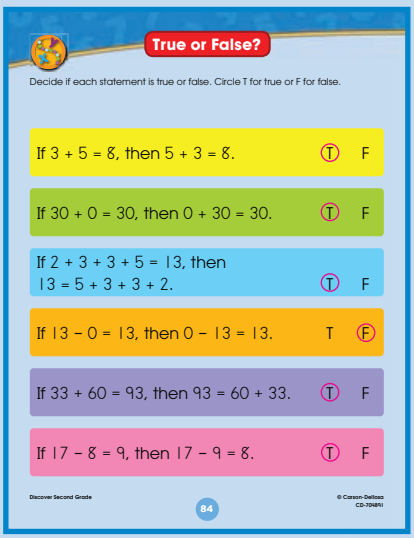
Answer Key



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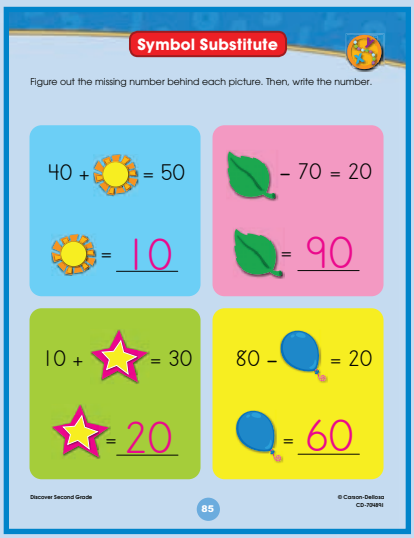

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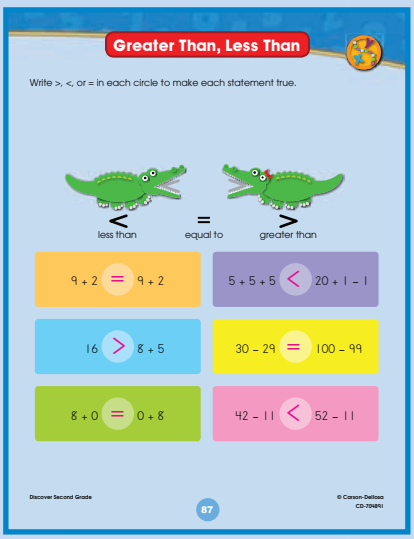

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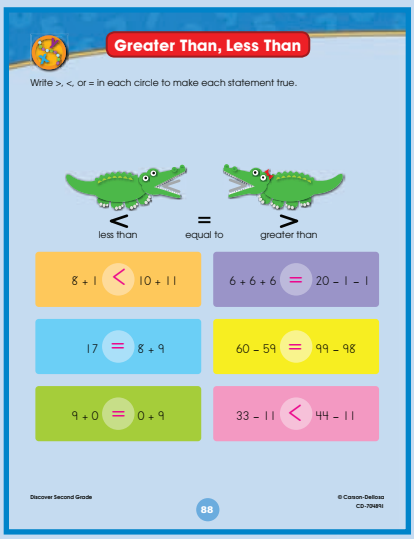

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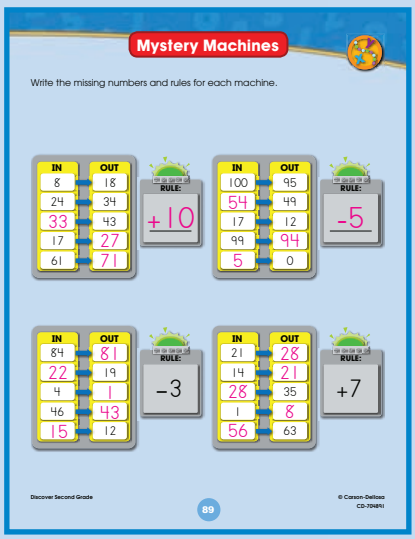

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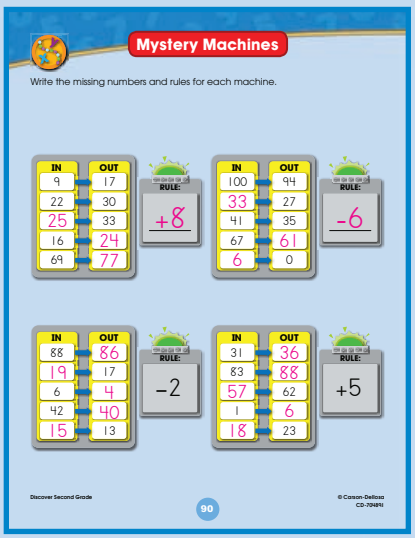
Answer Key



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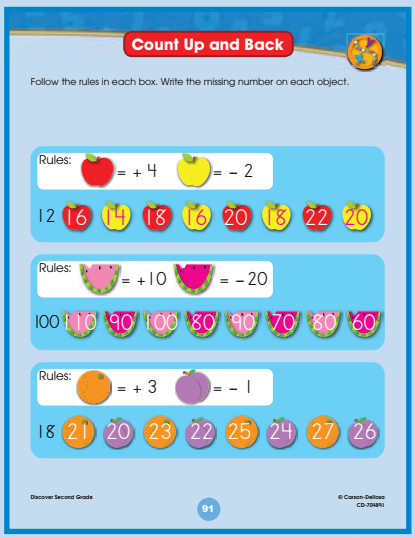

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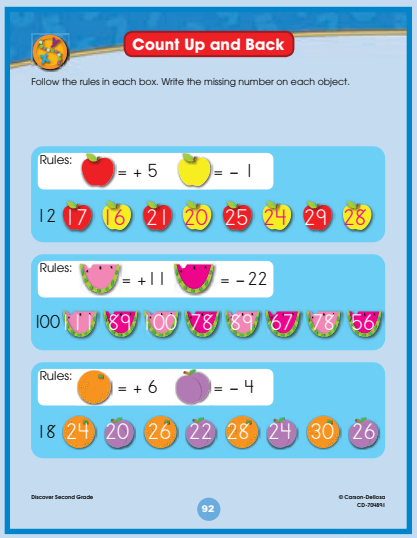

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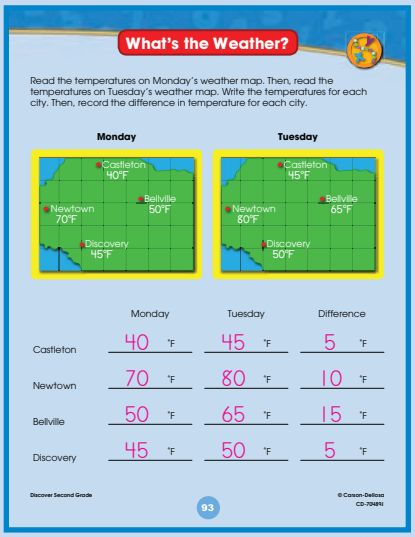

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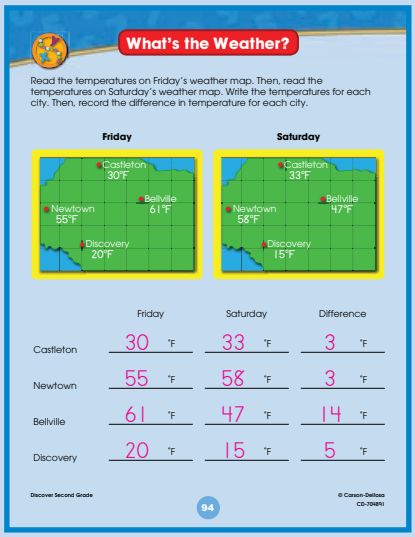

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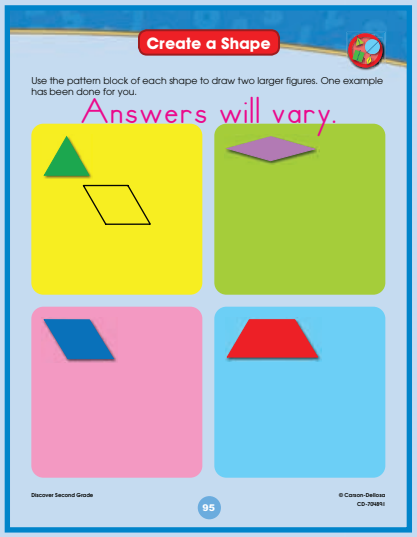

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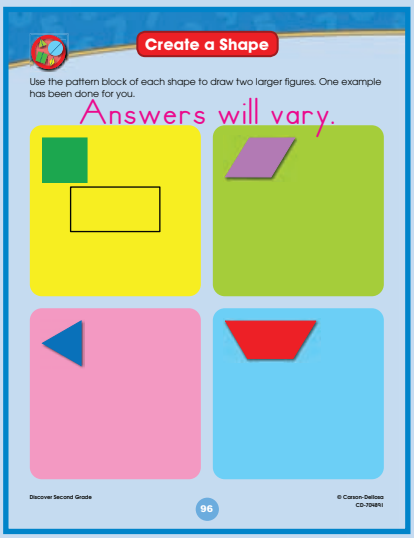

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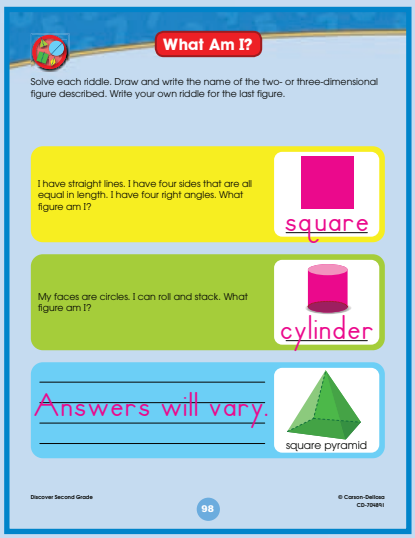

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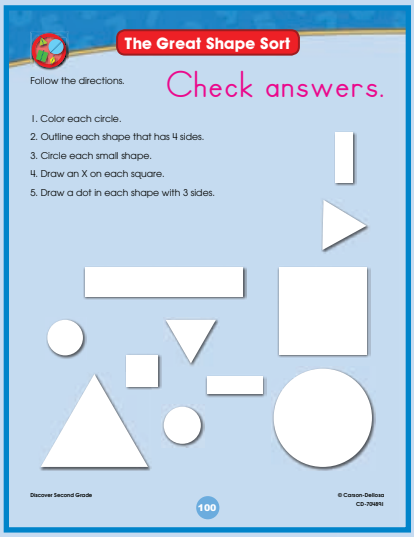

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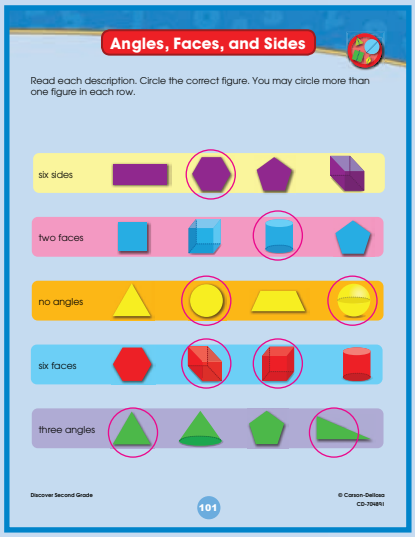

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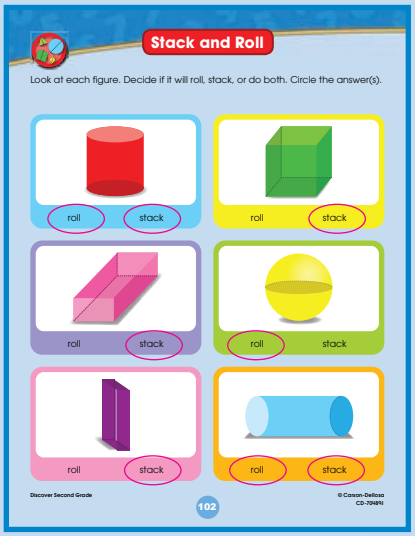
Answer Key



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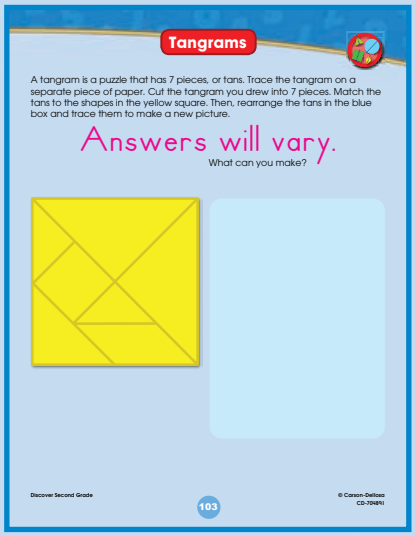

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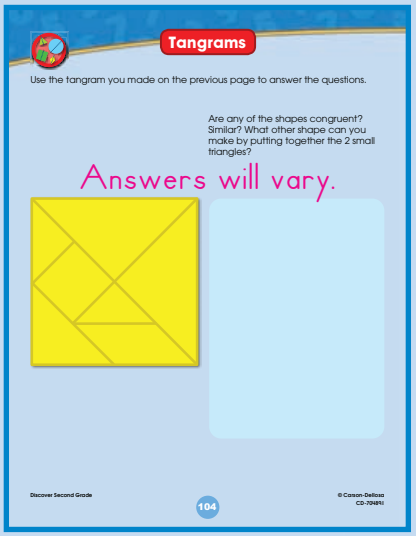

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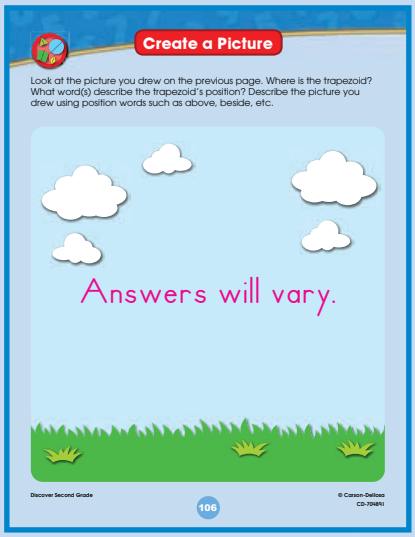

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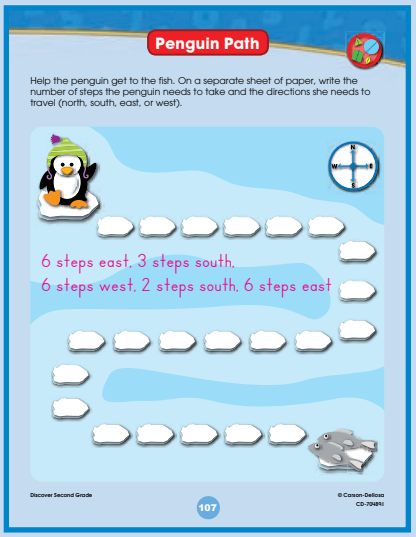

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Answer Key

Penguin Path

Use your work from the previous page to answer the questions. How many steps did the penguin take in all? Did the penguin take more steps north or more steps south? If another penguin followed your directions, would it end up in the same place as this penguin?

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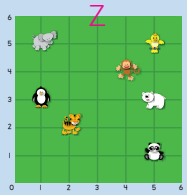
At the Zoo

Use the zoo map to answer each question.



Which animal is near the tigers? penguins

Which animal is farthest from the pandas? elephants

Which animal can be found at (5,3)? polar bears

Where are the birds located? (5,5)

Draw a **Z** at (3,6) to show where the zoo entrance is located.

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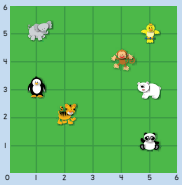
At the Zoo

Use the zoo map to answer each question.



At what coordinates are the monkeys located? (4,4)

At what coordinates are the pandas located? (5,1)

Are the tigers and the birds near or far from each other? How do you know? far

How many squares down from the birds must you go to get to the polar bears? 2

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Flipping for Letters

Draw how each letter would look after a slide, a flip, and a turn.

	slide	flip	turn
H	H	H	H
P	P	P	P
S	S	S	S
T	T	T	T

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111

Congruent or Similar?

Look at each set of shapes. Write congruent, similar, or neither. Draw examples of congruent and similar shapes in the boxes.

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Congruent or Similar?

Look at the shapes and then answer the questions.

What does it mean if two shapes are congruent? They are the same shape and size.

What does it mean if two shapes are similar? They are the same shape, but are different sizes.

How can two shapes be neither similar nor congruent? They are different shapes.

Two circles are sometimes congruent and always similar. Two of what other shapes are sometimes congruent and always similar? Squares

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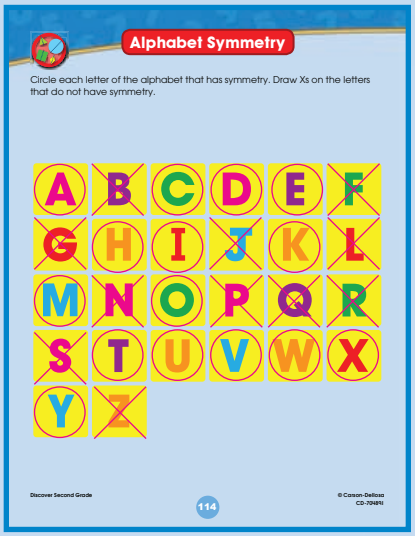
Answer Key



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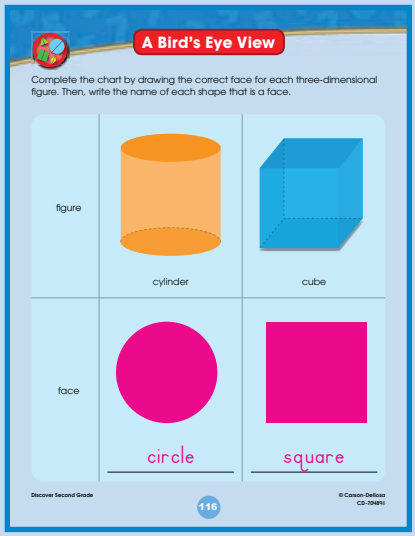

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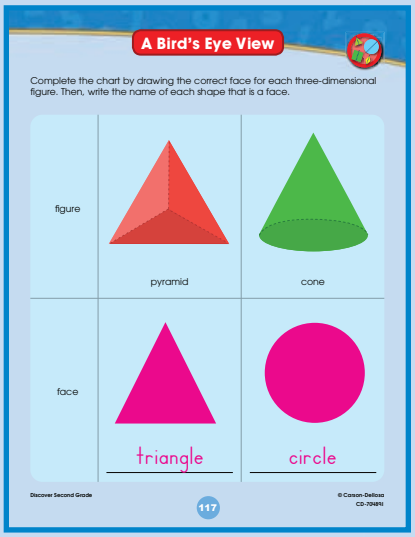

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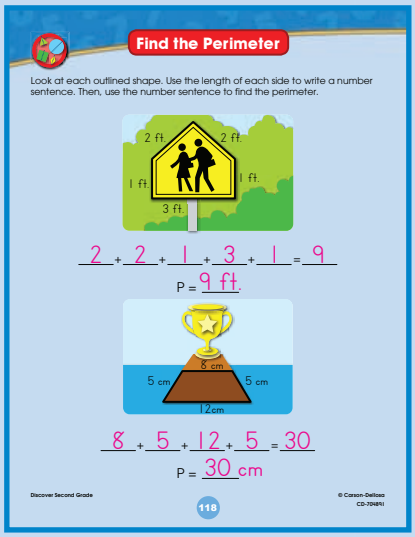

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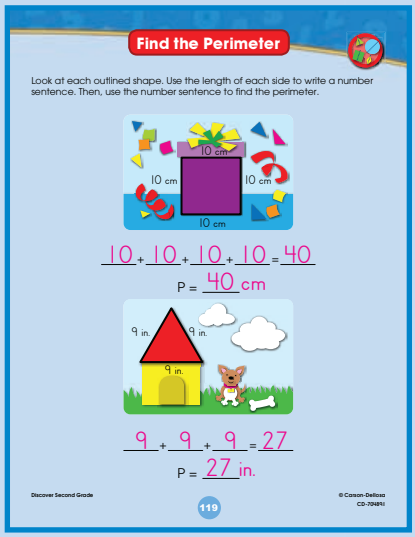

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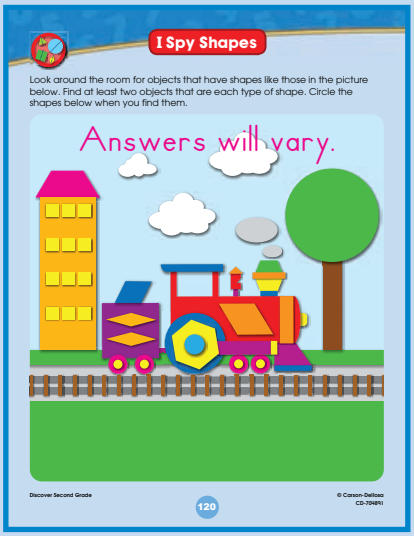

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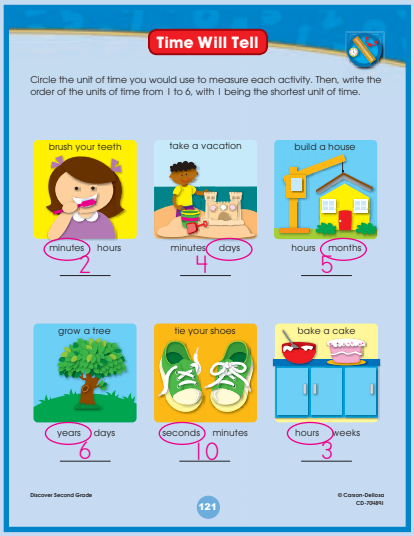

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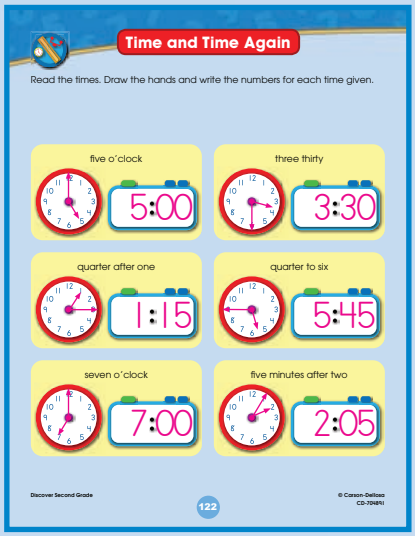

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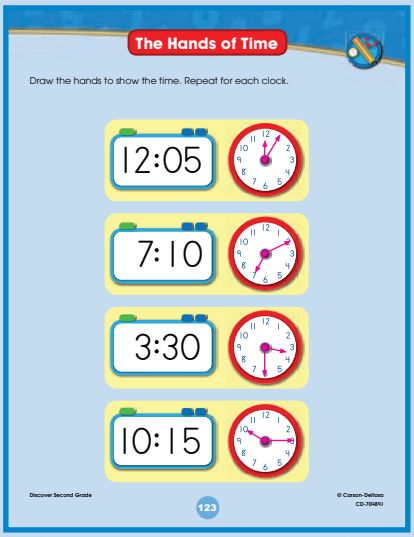

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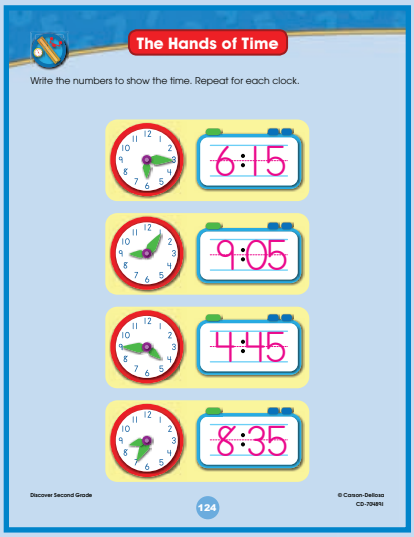

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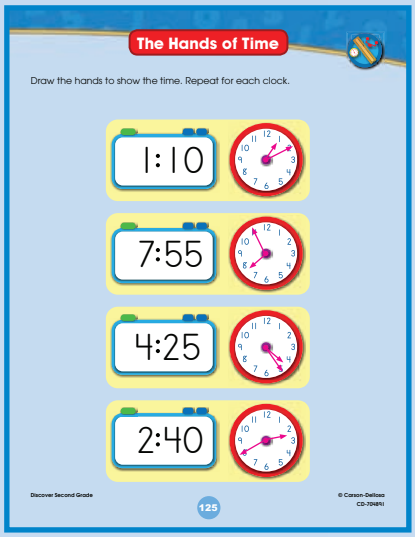

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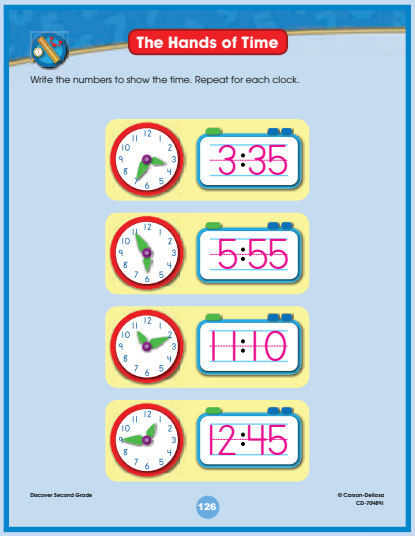
Answer Key



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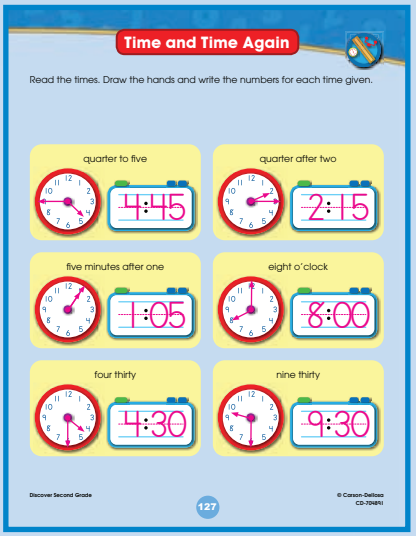

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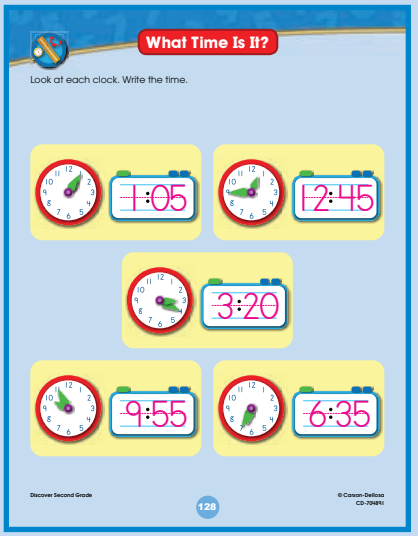

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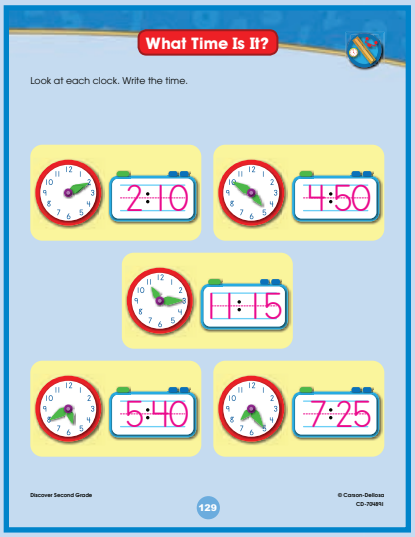

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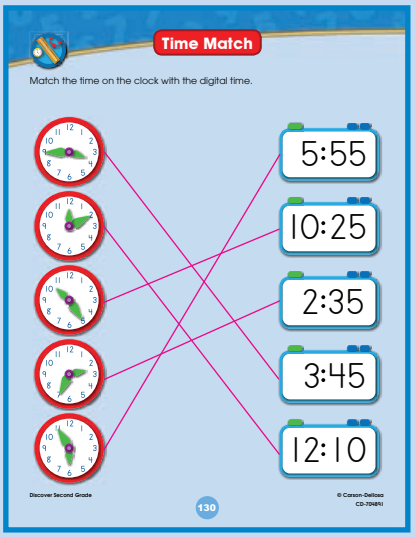

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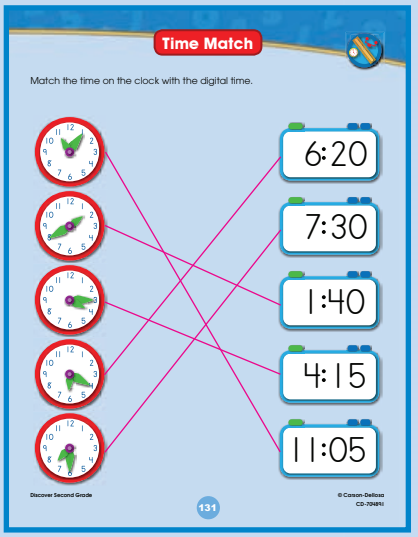

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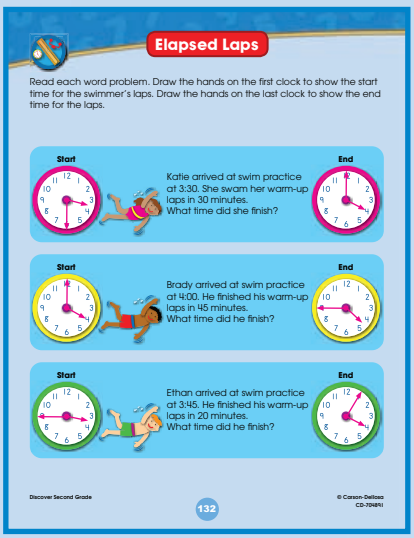
Answer Key



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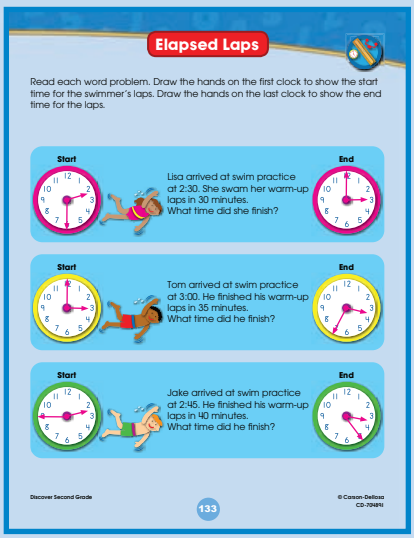

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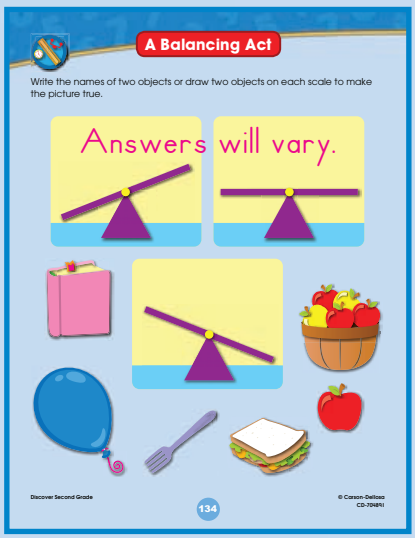

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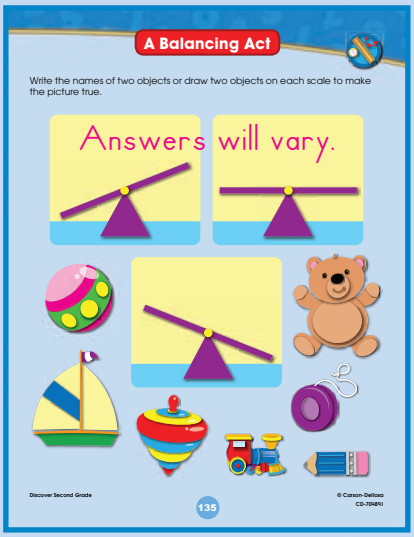

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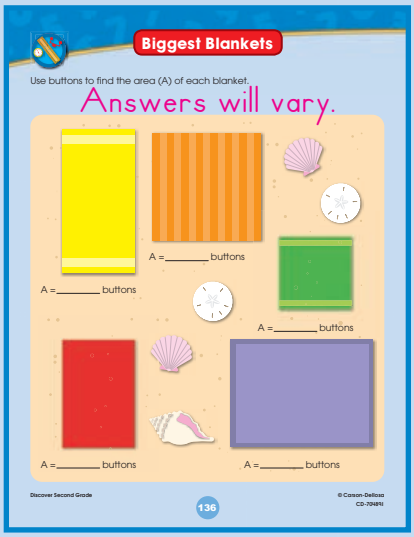

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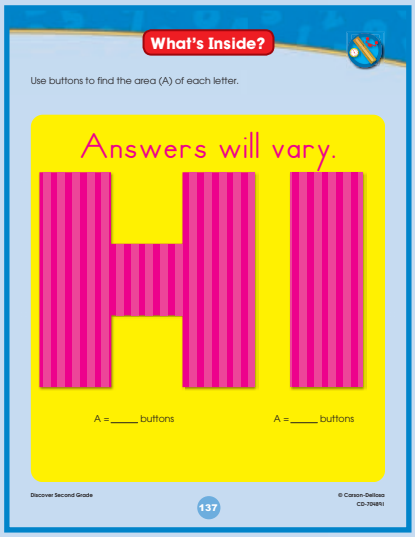

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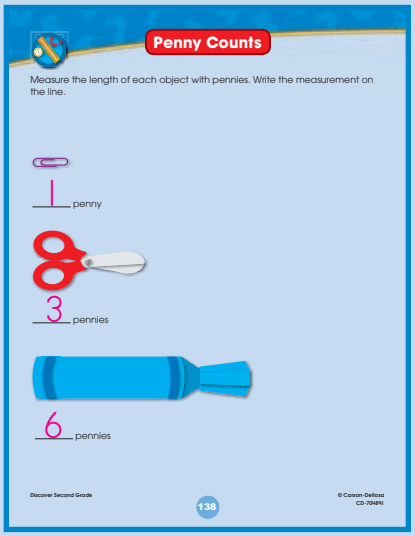
Answer Key



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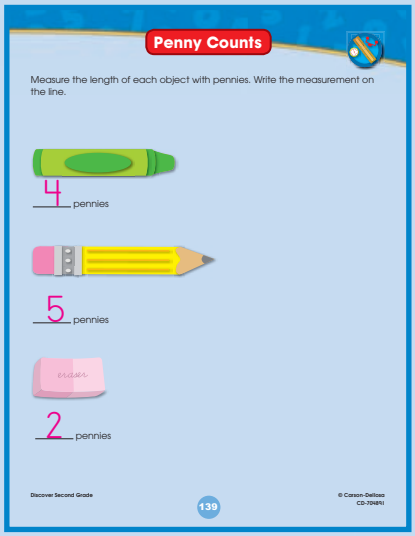

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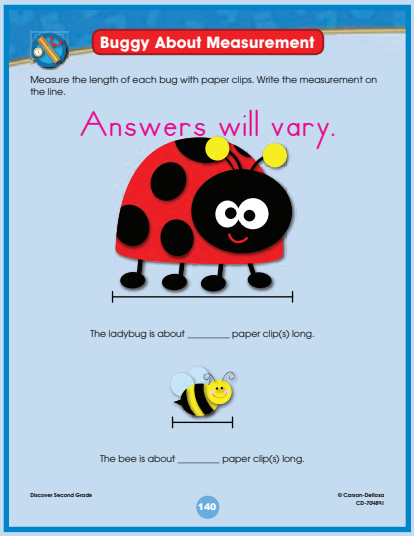

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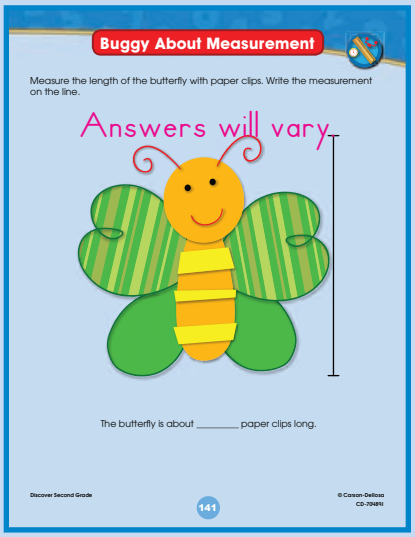

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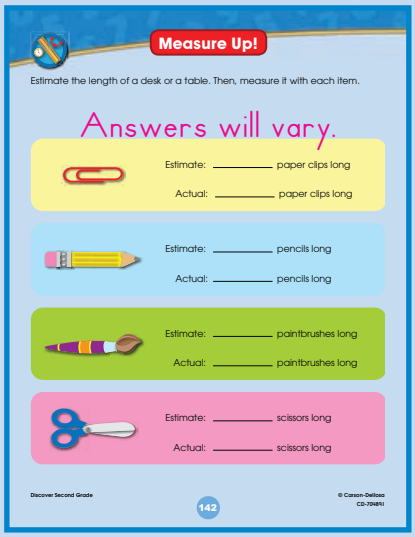

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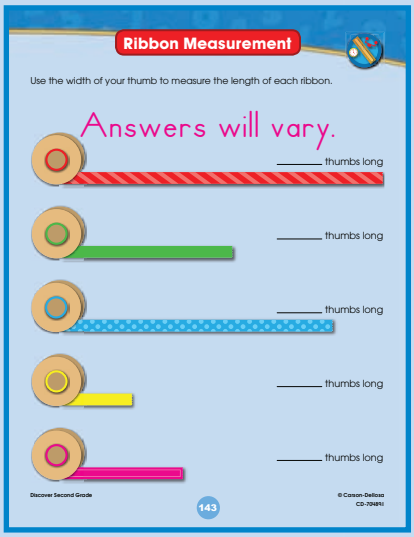

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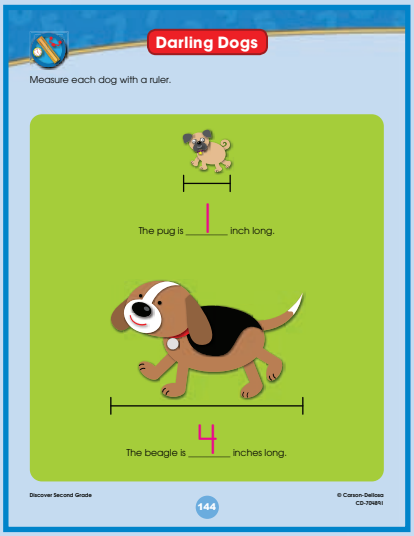
Answer Key



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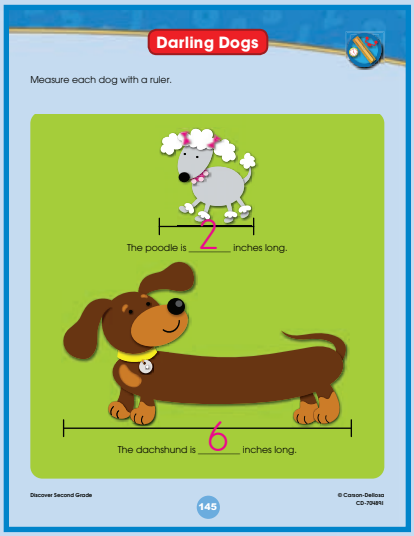

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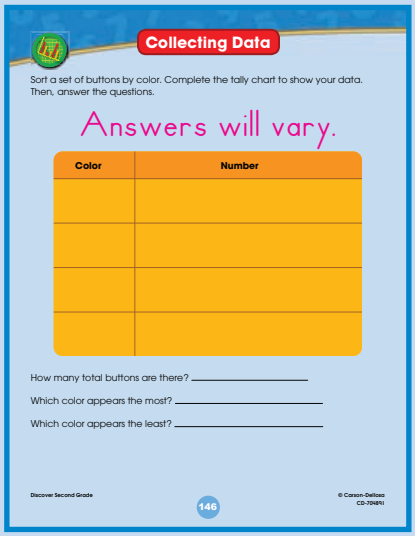

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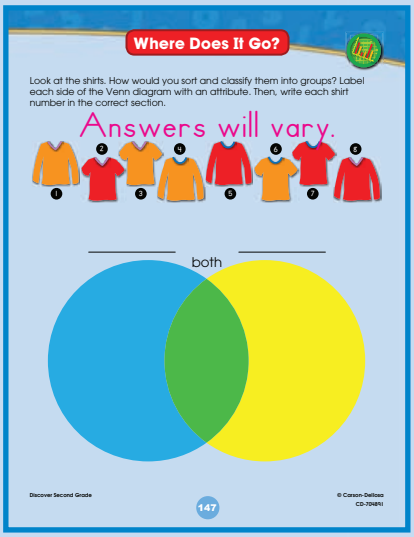

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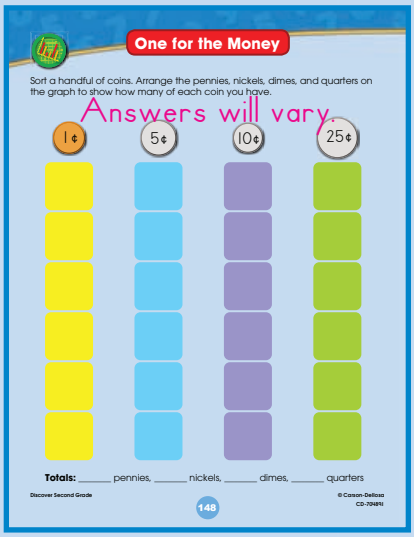

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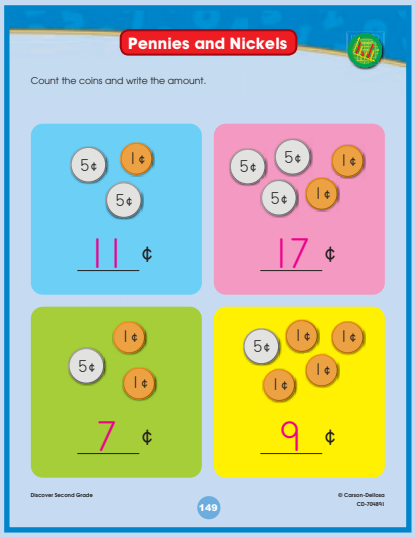

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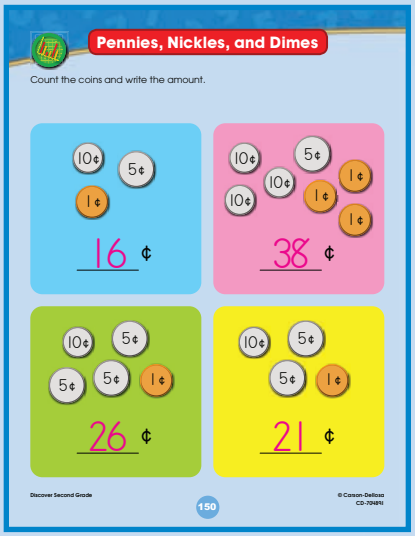
Answer Key



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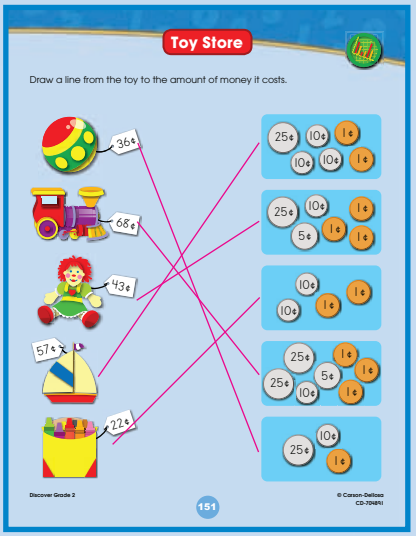

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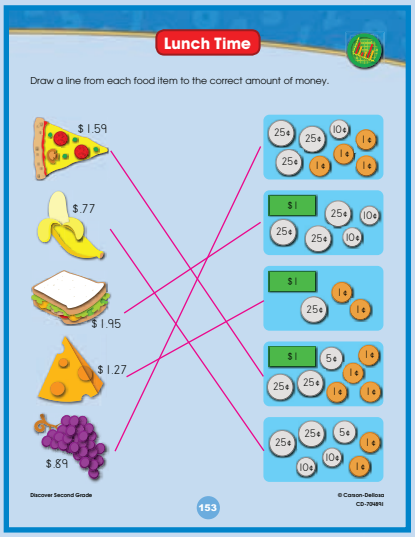

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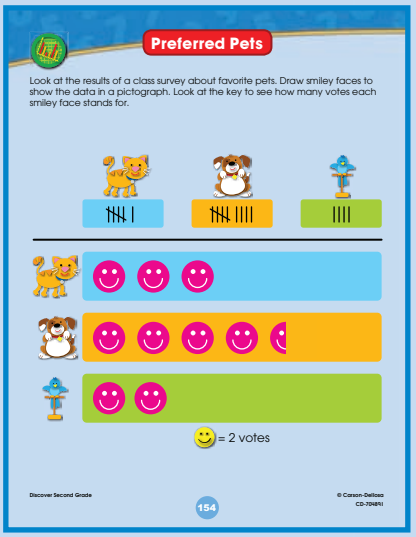

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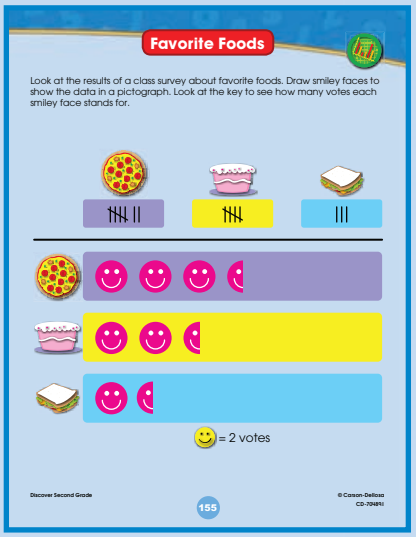

155

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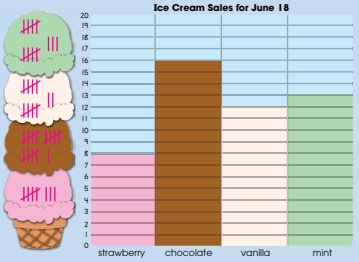
Answer Key

Ice Cream Flavors

Look at the bar graph to see how many scoops of each ice cream flavor a shop sold in one day. Record the data by making tally marks in the matching colored scoops.



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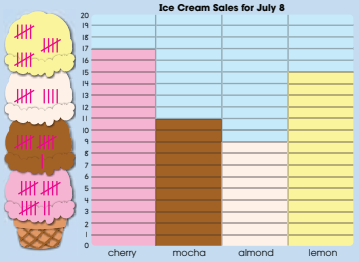
Ice Cream Flavors

Look at the bar graph to see how many scoops of each ice cream flavor a shop sold in one day. Record the data by making tally marks in the matching colored scoops.



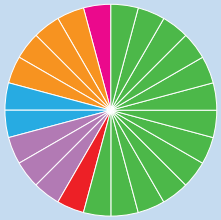
157

24 Hours a Day

Maria graphed how her pet Fluffy spent each hour for one day. Use the information from the circle graph to write the number of hours Fluffy spent doing each activity.

How Fluffy Spent Her Day

Activity	Hours
Sleeping	13
Eating	1
Playing	3
Digging	2
Cuddling	4
Scratching	1



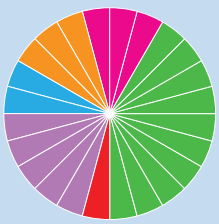
158

24 Hours a Day

Angela graphed how her pet Spike spent each hour for one day. Use the information from the circle graph to write the number of hours Spike spent doing each activity.

How Spike Spent His Day

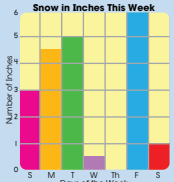
Activity	Hours
Sleeping	10
Eating	3
Playing	5
Digging	2
Cuddling	3
Scratching	1



159

Snow Day!

Use the graph of snowfall amounts to answer each question.



How many total inches of snow fell this week?

20

How many more inches did it snow on Friday than on Monday?

$1\frac{1}{2}$ inches

Which two days together have a snowfall total of 8 inches?

Sunday and Tuesday

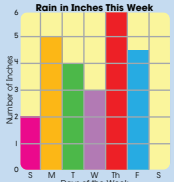
Write a true statement about the snowfall data based on the graph.

Answers will vary

160

Rainy Day!

Use the graph of rainfall amounts to answer each question.



How many total inches of rain fell this week?

$24\frac{1}{2}$ inches

How many more inches did it rain on Monday than on Sunday?

3

Which two days together have a rainfall total of 11 inches?

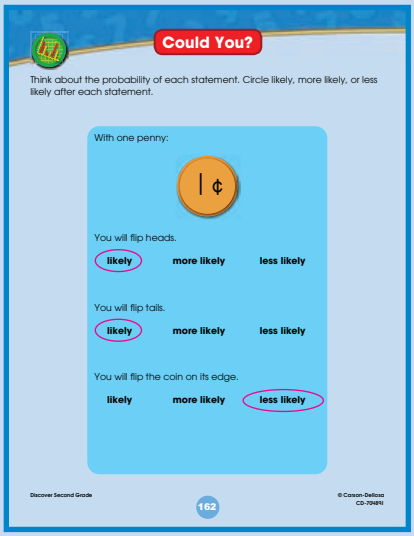
Monday and Thursday

Write a true statement about the rainfall data based on the graph.

Answers will vary.

161

Answer Key



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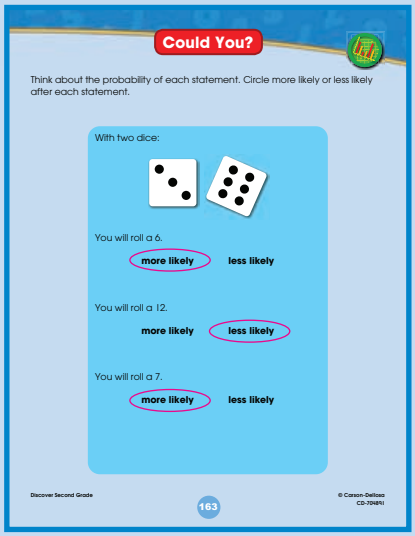

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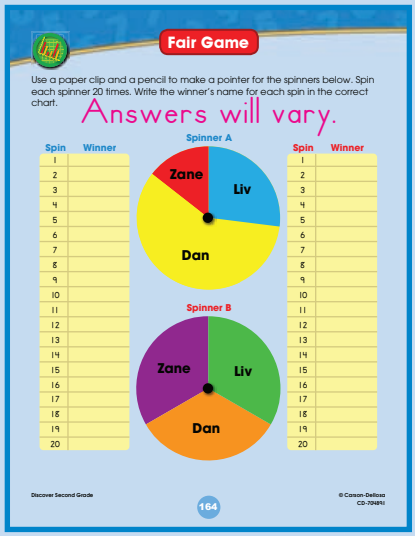

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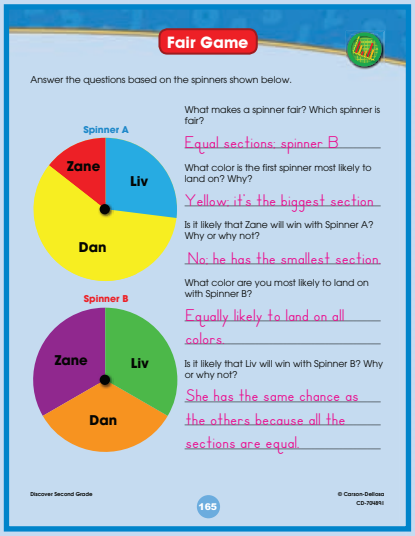

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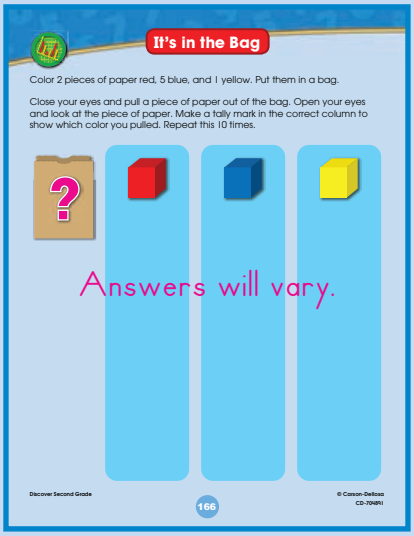

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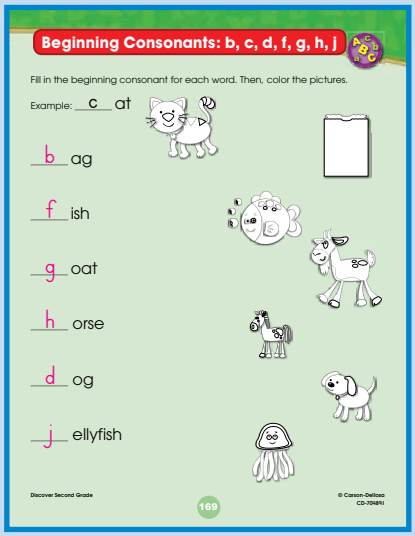
Answer Key

168



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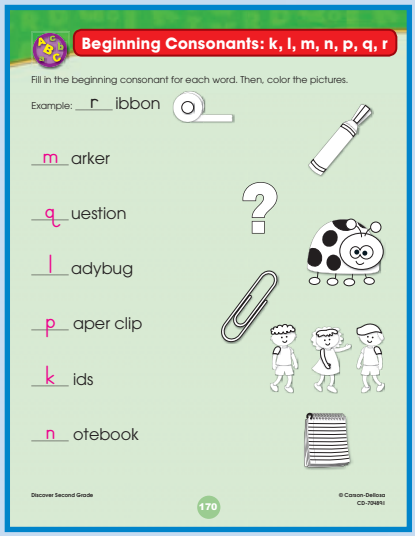

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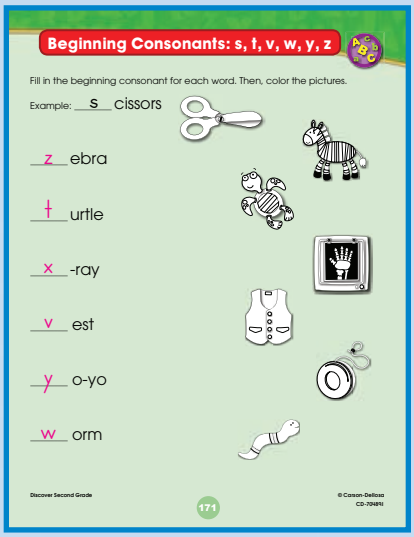

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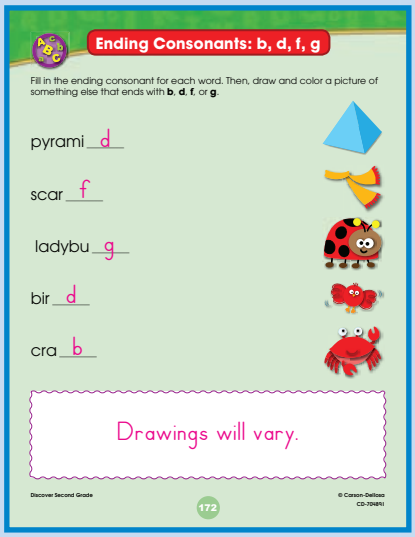

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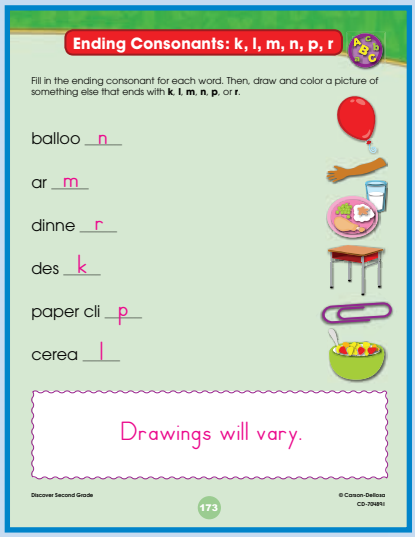

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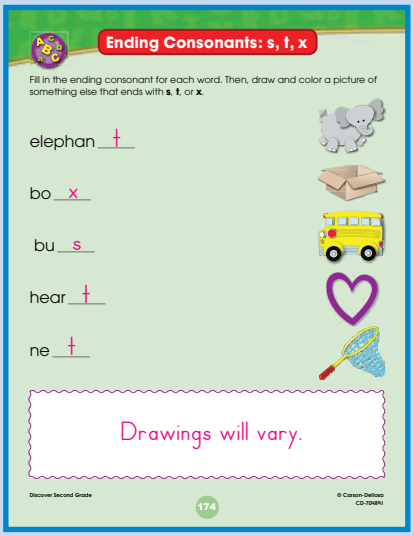
Answer Key



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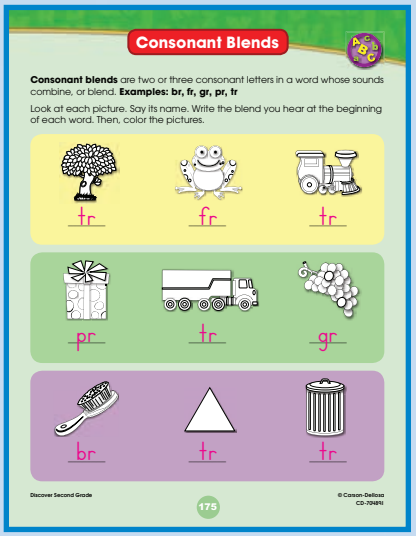

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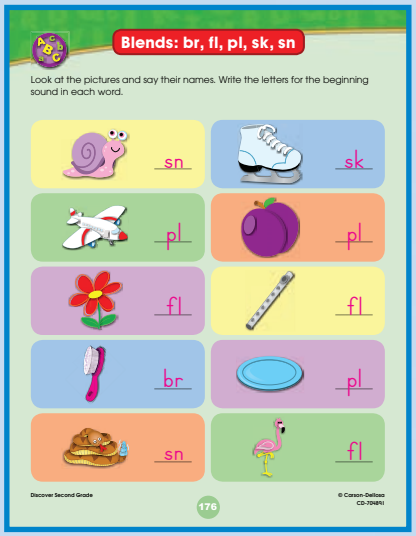

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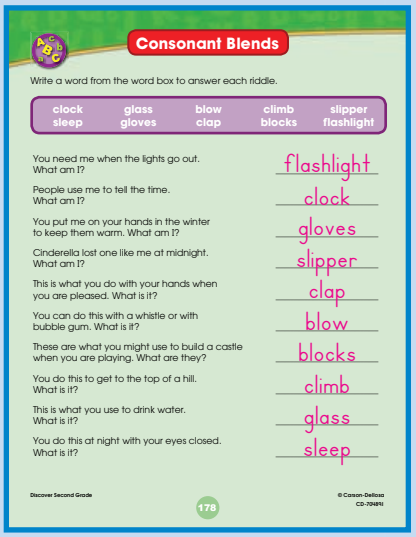

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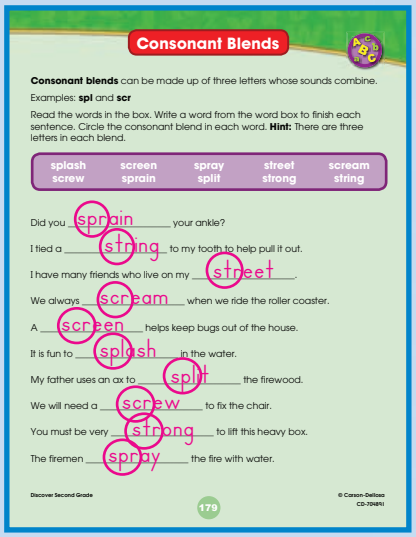

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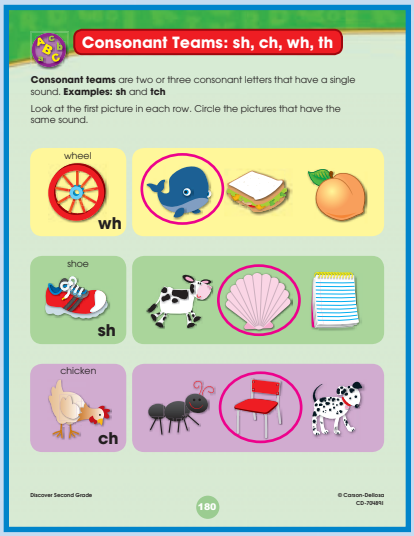

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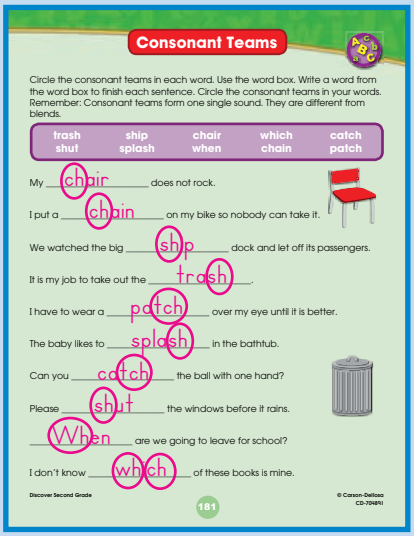

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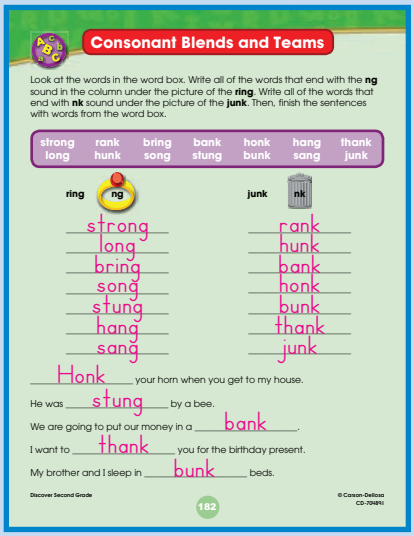

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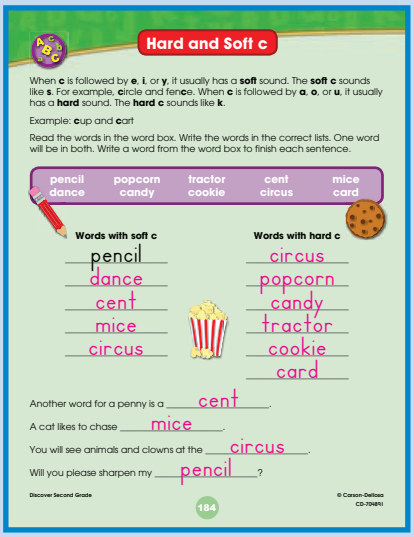

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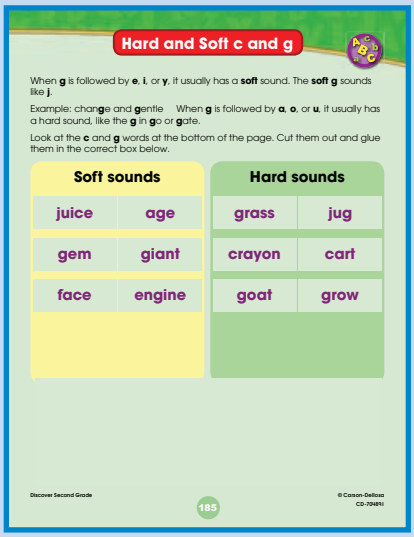

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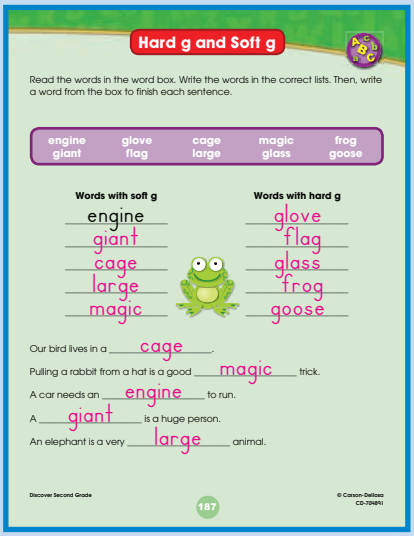
Answer Key



Hard g and Soft g

Read the words in the word box. Write the words in the correct lists. Then, write a word from the box to finish each sentence.

engine	glove	cage	magic	frog
giant	flag	large	glass	goose

Words with soft g

engine
giant
cage
large
magic

Words with hard g

glove
flag
glass
frog
goose

Our bird lives in a cage.

Pulling a rabbit from a hat is a good magic trick.

A car needs an engine to run.

A giant is a huge person.

An elephant is a very large animal.

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Short Vowels

Vowels can make **short** or **long** sounds. The short **a** sounds like the **a** in c**a**t. The short **e** is like the **e** in l**e**g. The short **i** sounds like the **i** in p**i**g. The short **o** sounds like the **o** in b**o**x. The short **u** sounds like the **u** in c**u**p.

Look at each picture. Write the missing short vowel.

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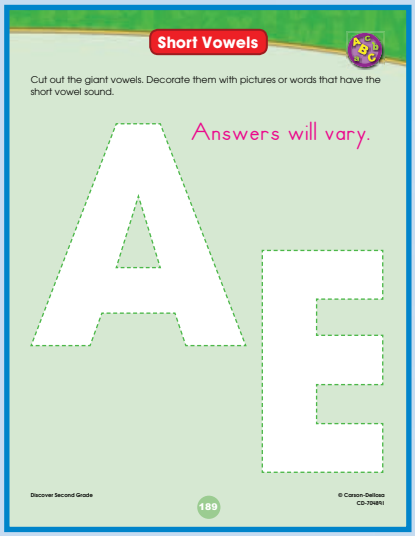

Short Vowels

Cut out the giant vowels. Decorate them with pictures or words that have the short vowel sound.

Answers will vary.

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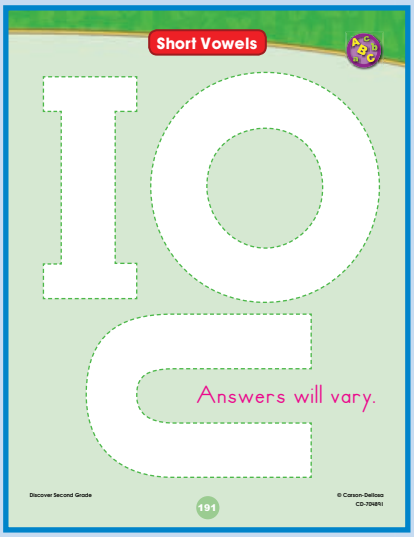

Short Vowels

Answers will vary.

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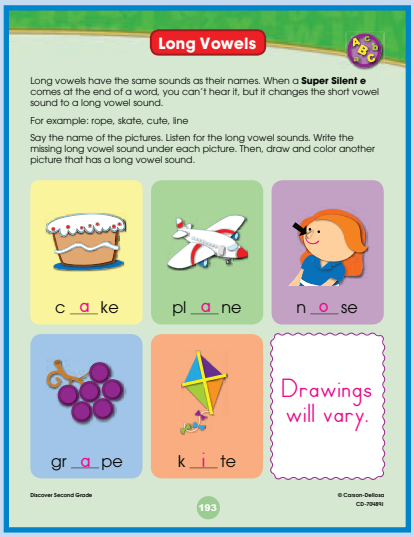

Long Vowels

Long vowels have the same sounds as their names. When a **Super Silent e** comes at the end of a word, you can't hear it, but it changes the short vowel sound to a long vowel sound.

For example: rope, skate, cute, line

Say the name of the pictures. Listen for the long vowel sounds. Write the missing long vowel sound under each picture. Then, draw and color another picture that has a long vowel sound.

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R-Controlled Vowels

When a vowel is followed by the letter **r**, it has a different sound.

For example: **he** and **her**

Write a word from the word box to finish each sentence. Notice the sound of the vowel followed by an **r**.

park	chair	horse	bark	bird
hurt	girl	hair	store	ears

A dog likes to bark.

You buy food at a store.

Children like to play at the park.

An animal you can ride is a horse.

You hear with your ears.

A robin is a kind of bird.

If you fall down, you might get hurt.

The opposite of a boy is a girl.

You comb and brush your hair.

You sit down on a chair.

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Answer Key

R-Controlled Words

R-controlled vowel words are words in which the **r** that comes after the vowel changes the sound of the vowel.

For example: bird, star, burn

Write the correct word in the sentences below.

horse | jar | dirt | purple | bird | turtle

Jelly comes in one of these. jar

This creature has feathers and can fly. bird

This animal lives in a shell. turtle

This animal can pull wagons. horse

If you mix water and this, you will have mud. dirt

This color starts with the letter **p**. purple

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195

R-Controlled Vowels

Answer the riddles below. You will need to complete the words with the correct vowel followed by **r**.

I am something you may use to eat. What am I? f or k

My name means the opposite of tall. What am I? sh or t

I can be seen high in the sky. I twinkle. What am I? st ar

I am a kind of clothing a girl might wear. What am I? sk ir t

I am the word for a group of cows. What am I? h er d

I am a part of your body. What am I? ar m

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Double Vowel Sounds

Usually when two vowels appear together, the first one says its name and the second one is silent.

Example: **b<u>ea</u>n**

Unscramble the double vowel words below. Write the correct word on the line. Then, draw and color something else that has a double vowel sound, such as seat, tear, goat, or peas.

ocat coat

atil tail

eetf feet

otab boat

apil pail

Drawings will vary.

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197

Vowel Teams

The vowel teams **ou** and **ow** can have the same sound. You can hear it in the words **clown** and **cloud**. The vowel teams **au** and **aw** have the same sound. You hear it in the words **cause** and **law**.

Look at the pictures. Write the correct vowel team to complete each word. The first one is done for you. You may need to use a dictionary to help you with the correct spelling. In the last box, draw and color a picture of a word with a vowel team. Some examples: owl, paw, saw, and clown

au to

h ou se

fl ow er

m ou th

m ou se

Drawings will vary.

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198

Vowel Teams

The vowel team **ea** can have a short **e** sound like in **head** or a long **e** like in **bead**. An **ea** followed by an **r** makes a sound like the one in **ear** or the one in **heard**.

Read the story. Listen for the sound ea makes in the bold words.

Have you ever **read** a book or **heard** a story about a **bear**? You might have **learned** that bears sleep through the winter. Some bears may sleep the whole **season**. Sometimes they look almost **dead**! But they are very much alive. As the cold winter passes and the spring **weather** comes **near**, they wake up. After such a nice rest, they must be **ready** to **eat** a **really** big **meal**!

Words with long ea	Words with short ea	ea followed r
season	read	heard
eat	dead	bear
really	weather	learned
meal	ready	hear

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199

Vowel Teams

The vowel team **ie** makes the long **e** sound as in **believe**. The team **ei** also makes the long **e** sound as in **either**. But **ei** can also make a long **a** sound as in **vein**. The teams **eigh** and **ey** also make the long **a** sound.

Circle the words with the long **a** sound.

neighbor receive reign veil reindeer ceiling

Finish the sentences with words from the word box. Some words have the long **a** sound, and some have the long **e** sound.

chief | sleigh | obey | weigh | thief | field | ceiling

Eight reindeer pull Santa's sleigh.

Rules are for us to obey.

The bird got out of its cage and flew up to the ceiling.

The leader of an Indian tribe is the chief.

How much do you weigh?

They caught the thief who took my bike.

Corn grows in a field.

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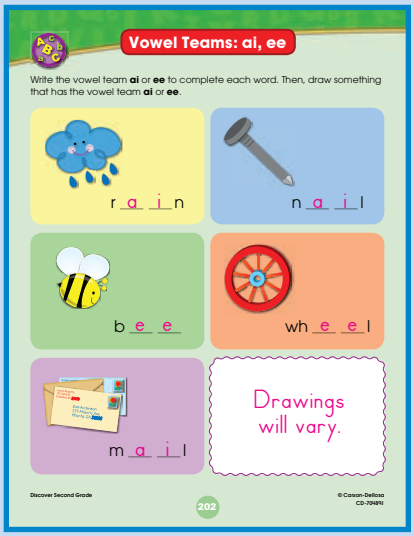
Answer Key

201



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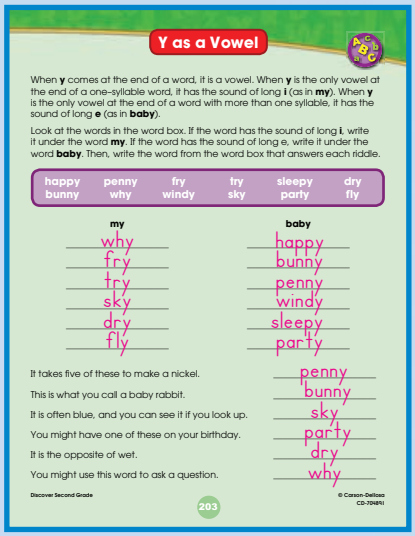

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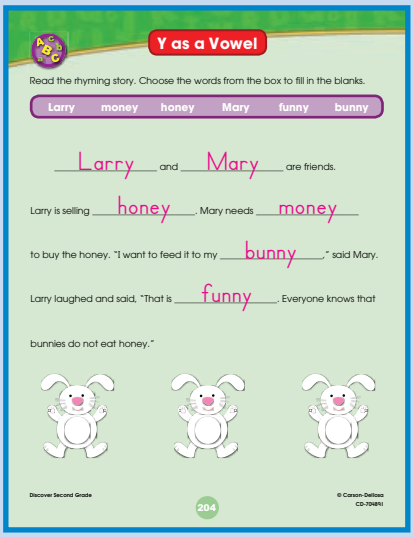

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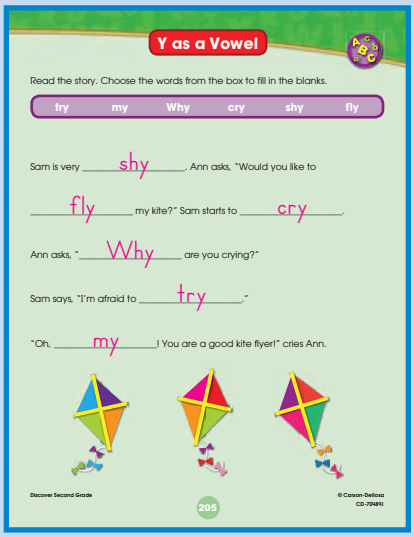

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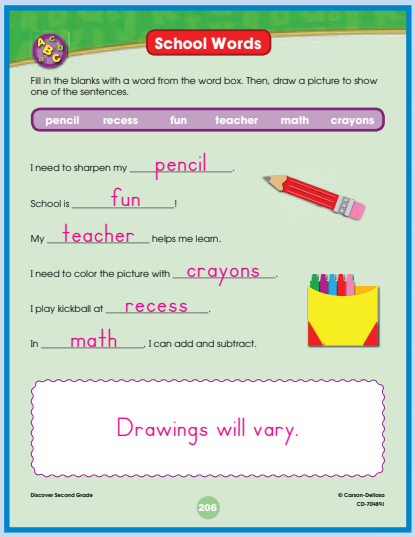

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Answer Key

Days of the Week

Write the day of the week that answers each question. Then, draw a picture to show your favorite day of the week.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

What is the first day of the week? Sunday

What is the last day of the week? Saturday

What day comes after Tuesday? Wednesday

What day comes between Wednesday and Friday? Thursday

What is the third day of the week? Tuesday

What day comes before Saturday? Friday

What day comes after Sunday? Monday

Drawings will vary.

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207

Compound Words

Compound words are two words that are put together to make one new word.

Mix words from the first column with words from the second column to make new words. Write your new words on the lines at the bottom of the page.

grand	bowl
snow	light
fish	stairs
down	string
rose	book
shoe	mother
note	ball
moon	bud

grandmother, snowball, fishbowl, downstairs

rosebud, shoestring, notebook, moonlight

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208

Compound Words

Cut out the words below. Glue them together in the box to make compound words.

Can you think of any more compound words?

Compound Words

sunflower, mailbox, classroom, bedroom

football, watermelon, airplane, bodyguard

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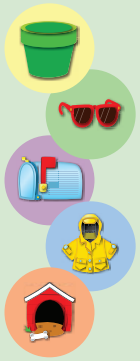
209

Compound Words

Read the sentences. Fill in each blank with a compound word from the box.

raincoat doghouse mailbox sunglasses flowerpot



A pot for flowers is a flowerpot.

Glasses for sun are sunglasses.

A box for mail is a mailbox.

A coat for the rain is a raincoat.

A house for a dog is a doghouse.

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211

Compound Words

Draw a line under the compound word in each sentence. On the line, write two words that make up each compound word. Then, draw a picture for each compound word.

A firetruck came to help put out the fire.
fire truck

I will be nine years old on my next birthday.
birth day

We built a treehouse in the yard.
tree house

Dad put a scarecrow in the garden.
scare crow

It is fun to make footprints in the snow.
foot prints

I like to read the comics in the newspaper.
news paper

Cowboys ride horses and use lassos.
cow boys

Drawings will vary.

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212

Contractions

Contractions are a short way to write two words.

Examples: **it is = it's** **is not = isn't** **I have = I've**

Cut out and glue each of the contractions next to the correct word pair.

Contractions

I am	I'm
it is	it's
you are	you're
we are	we're
they are	they're
she is	she's
he is	he's

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213

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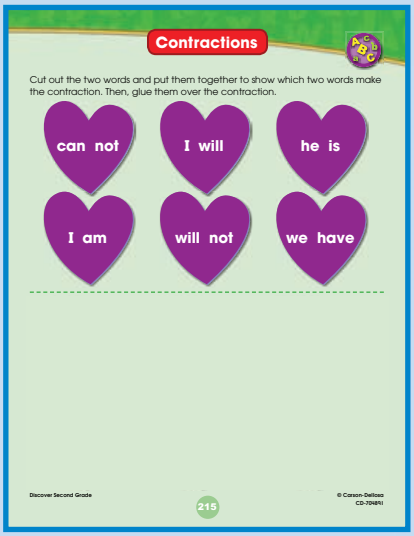
Answer Key



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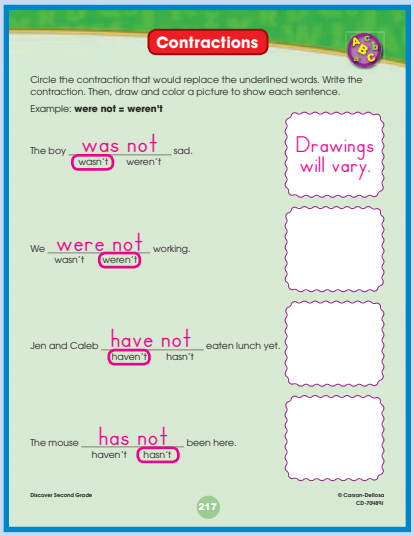

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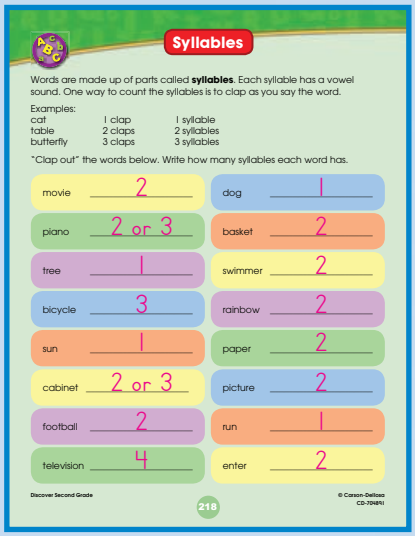

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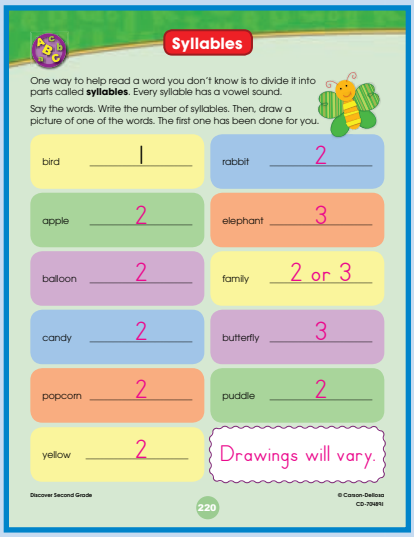

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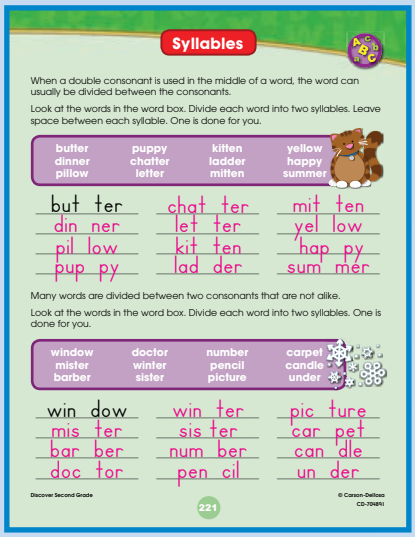

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Answer Key

Syllables

Write the number 1 or 2 on the line to tell how many syllables are in each word. If the word has 2 syllables, draw a line between the syllables. Then, draw a picture of one of the words.

Example: sup|per

dog	1	timber	2
bedroom	2	cat	1
slipper	2	street	1
tree	1	chalk	1
batter	2	blanket	2

Drawings will vary.

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222

Haiku

A **haiku** is a Japanese form of poetry.

first line: 5 syllables
second line: 7 syllables
third line: 5 syllables

Example:

The squirrel is brown.
He lives in a great big tree.
He eats nuts all day.

Write your own haiku. Draw a picture to go with it.

Answers will vary.

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223

Suffixes

A **suffix** is a letter or group of letters that is added to the end of a word to change its meaning.

Add the suffixes to the root words to make new words. Use your new words to complete the sentences.

help + ful =	helpful
care + less =	careless
build + er =	builder
talk + ed =	talked
love + ly =	lovely
loud + er =	louder

My mother talked to my teacher about my homework.
The radio was louder than the television.
Sally is always helpful to her mother.
A builder put a new garage on our house.
The flowers are lovely.
It is careless to cross the street without looking both ways.

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224

Suffixes

An **ing** at the end of an action word shows that the action is happening now. An **ed** at the end shows the action happened in the past.

Look at the words in the word box. Underline the root word in each one. Write a word to complete each sentence.

snowing wished eating doing
talking played looking

We like to play. We played yesterday.
Is that snow? Yes, it is snowing.
Did you wish for a new bike? Yes, I wished for one.
Who is doing the dishes? I am doing them.
Did you talk to your friend? Yes, we are talking now.
Will you look at my book? I am looking at it now.
I like to eat pizza. We are eating it for lunch.

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225

Suffixes

Read the story. Underline the words that end with **est**, **ed**, or **ing**. On the lines below, write the root word for each word you underlined.

The funniest book I ever read was about a girl named Nan. Nan did everything backward. She even spelled her name backward. Nan slept during the day and played at night. She dried her hair before washing it. She turned on the light after she finished her book, which she read from the back to the front! When it rained, Nan waited until she was inside before opening her umbrella. She even walked backward. The silliest part: The only thing Nan did forward was back up!

funny	wash	open
name	turn	walk
spell	finish	silly
play	rain	
dry	wait	

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226

Suffixes

Cut out the root words at the bottom of the page and glue them next to the correct word.

coming	come	rained	rain
lived	live	carried	carry
visited	visit	sitting	sit
hurried	hurry	swimming	swim
running	run	racing	race

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227

Answer Key

Prefixes: The Three Rs

A **prefix** is a letter or group of letters that is added to the beginning of a word to change its meaning. The prefix **re** means "again."

Read the story. Then, follow the instructions.

Kim wants to find ways she can save the Earth. She studies the "three Rs"—reduce, reuse, and recycle. ***Reduce*** means "to make less." Both ***reuse*** and ***recycle*** mean "to use again."

Add **re** to the beginning of each word below. Use the new words to complete the sentences.

re build	re fill
re read	re tell
re write	re run

The race was a tie, so Dawn and Kathy had to rerun it.

The block wall fell down, so Simon had to rebuild it.

The water bottle was empty, so Luna had to refill it.

Javier wrote a good story, but he wanted to rewrite it to make it better.

The teacher told a story, and students had to retell it.

Toni didn't understand the directions, so she had to reread them.

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229

Prefixes

Read the story. Change **Unlucky Sam** to **Lucky Sam** by removing the **un** prefix from the **bold** words. Write the new words in the new story. Then, draw a picture of Lucky Sam.

Unlucky Sam

Sam was **unhappy** about a lot of things in his life. His parents were **uncaring**. His teacher was **unfair**. His big sister was **unkind**. His neighbors were **unfriendly**. He was **unhealthy**, too! How could one boy be as **unlucky** as Sam?

Lucky Sam

Sam was happy about a lot of things in his life. His parents were caring. His teacher was fair. His big sister was kind. His neighbors were friendly. He was healthy, too! How could one boy be as lucky as Sam?

Drawings will vary.

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230

Prefixes

Read the story. Change the story by removing the prefix **re** from the **bold** words. Write the new words in the new story.

Repete is a **rewriter** who has to **redo** every story. He has to **rethink** up the ideas. He has to **rewrite** the sentences. He has to **redraw** the pictures. He even has to **retype** the pages. Who will **repay Repete** for all the work he **redoes**?

Pete is a writer who has to do every story. He has to think up the ideas. He has to write the sentences. He has to draw the pictures. He even has to type the pages. Who will pay Pete for all the work he does?

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231

Prefixes

Read each sentence. Look at the words in **bold**. Circle the prefix and write the root word on line. Then, draw a picture to show one of the sentences.

The **pre**view of the movie was funny.	view
Please try to keep the cat **in**side the house.	side
We will have to **re**schedule the trip.	schedule
Are you tired of **re**runs on television?	run
I have **out**grown my new shoes already.	grow
You just have **mis**placed the papers.	place
Police **en**force the laws of the city.	force
I **dis**liked that book.	like
Try to **en**joy yourself at the party.	joy

Drawings will vary.

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232

Parts of a Book

A book has many parts. The **title** is the name of the book. The **author** is the person who wrote the words. The **illustrator** is the person who drew the pictures. The **table of contents** is located at the beginning to list what is in the book. The **glossary** is a little dictionary in the back to help you with unfamiliar words. Books are often divided into smaller sections of information called **chapters**.

Look at one of your books. Answer the questions about your book.

Answers will vary.

The title of my book is _____.

The author is _____.

The illustrator is _____.

My book has a table of contents. Yes or No

My book has a glossary. Yes or No

My book is divided into chapters. Yes or No

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233

Recalling Details: Nikki's Pets

Read about Nikki's pets. Then, answer the questions.

Nikki has two cats, Tiger and Sniffer, and two dogs, Fluffy and Wiggles. Tiger is an orange cat who likes to sleep under a big tree and pretend she is a real tiger. Sniffer is a gray cat who likes to sniff the flowers in Nikki's garden. Fluffy is a gray poodle with fluffy white tufts of fur. Wiggles is a big, furry brown dog who wiggles all over when he is happy.

Which dog is brown and furry?	Wiggles
What color is Tiger?	orange
What kind of dog is Fluffy?	poodle
Which cat likes to sniff flowers?	Sniffer
Where does Tiger like to sleep?	under a big tree
Who wiggles all over when he is happy?	Wiggles

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234

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Answer Key

Reading for Details

Read the story about baby animals. Then, answer the questions.

Baby cats are called kittens. They love to play. A baby dog is a puppy. Puppies chew on old shoes. They run and bark. A lamb is a baby sheep. Lambs eat grass. A baby duck is called a duckling. Ducklings swim with their wide, webbed feet. Foals are baby horses. A foal can walk the day it is born! A baby goat is a kid. Some people call children kids, too!

A baby cat is called a kitten.

A baby dog is a puppy.

A lamb is a baby sheep.

Ducklings swim with their webbed feet.

A foal can walk the day it is born.

A baby goat is a kid.

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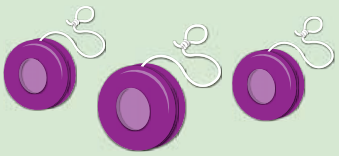
235

Sequencing: Yo-Yo Trick

Read about the yo-yo trick.

Wind up the yo-yo string. Hold the yo-yo in your hand. Now, hold your palm up. Throw the yo-yo downward on the string. Hold your palm down. Now, swing the yo-yo forward. Make it "walk." This yo-yo trick is called "walk the dog."



Number the directions in order.

3 Swing the yo-yo forward and make it "walk."

1 Hold your palm up and drop the yo-yo.

2 Turn your palm down as the yo-yo reaches the ground.

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236

Sequencing

Cut out the pictures and glue them in the correct order.

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237

Sequencing: Baking a Cake

Read about baking a cake. Then, write the missing steps.

Dylan, Dana, and Dad are baking a cake. Dad turns on the oven. Dana opens the cake mix. Dylan adds the eggs. Dad pours in the water. Dana stirs the batter. Dylan pours the batter into the cake pan. Dad puts it in the oven.

1. Turn on the oven.
2. Open the cake mix.
3. Add the eggs.
4. Pour in the water.
5. Stir the batter.
6. Pour the batter into the cake pan.
7. Put the pan in the oven.

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239

Sequencing: Making a Card

Read about how to make a card. Then, follow the instructions.

You will need scissors, glue, and colored paper. First, look at all your old cards. Then, cut out what you like. Now, fold the colored paper in half. Glue the cut-outs to the front of your card. Write your name inside.

Write the steps in order for making a card.

1. Look at all your old cards.
2. Cut out what you like.
3. Fold the colored paper in half.
4. Glue the cut-outs to the front of your card.

Write your name inside.

On a separate sheet of paper, draw a picture of a new card you could make.

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240

Same/Different: Stuffed Animals

Kate and Olivia like to collect and trade stuffed animals.
Draw two stuffed animals that are alike and two that are different.

Alike

Answers will vary.

Different

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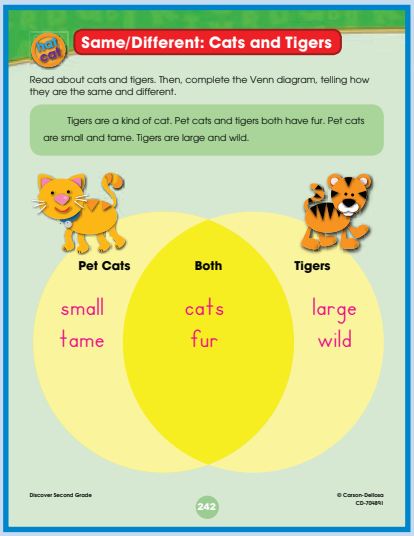
Answer Key



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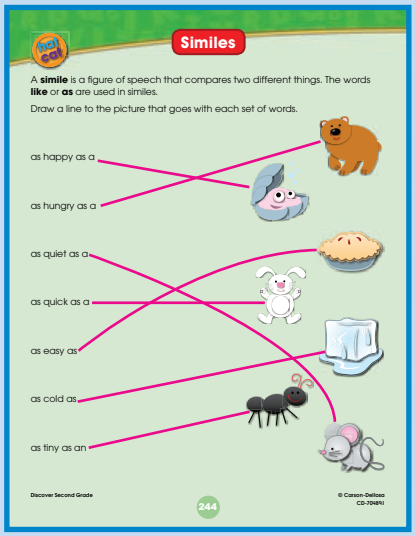

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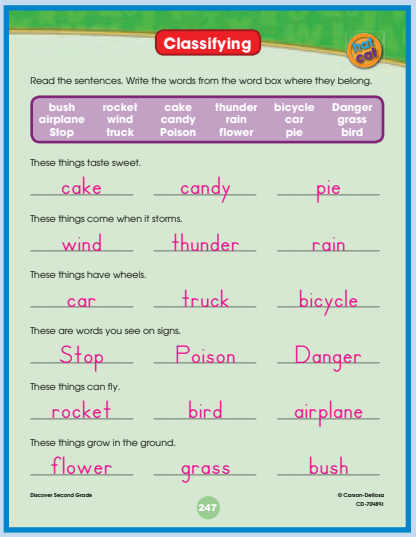

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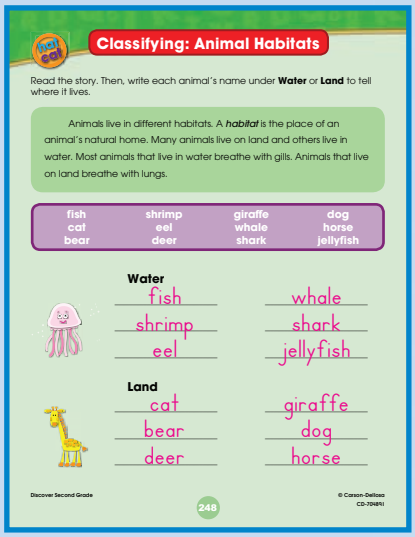

248

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Answer Key

Comprehension: Playful Cats

Read about cats. Then, follow the instructions.

Cats make good pets. They like to play. They like to jump. They like to run. Do you?

Cats make good pets.

Write three things cats like to do.

play
jump
run

Think of a good name for a cat. Write it on the line and then draw a picture of a cat.

Answers will vary.

Drawings will vary.

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249

Comprehension: Playing Store

Read about playing store. Then, answer the questions and draw a picture to show the main idea.

Tyson and his friends like to play store. They use boxes and cans. They line them up. Then, they put them in bags.

Circle the main idea.

Tyson and his friends use boxes, cans, and bags to play store.
You need bags to play store.

Who likes to play store? Circle your answer.

all kids some kids

Do you like to play store? Answers will vary.

Drawings will vary.

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250

Comprehension: Paper Bag Puppets

Read about paper bag puppets. Then, follow the instructions.

It is easy to make a hand puppet. You need a small paper bag. You need colored paper. You need glue. You need scissors. Are you ready?

Circle the main idea.

You need scissors.
Making a hand puppet is easy.

Write the four objects you need to make a paper bag puppet.

small paper bag
colored paper
glue
scissors

Draw a face on the paper bag puppet.

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251

Comprehension: A Winter Story

Read about winter. Then, follow the instructions.

It is cold in winter. Most kids like to play outdoors. Some kids make a snowman. Some kids skate. What do you do in winter?

Circle the main idea.

Snow falls in winter.
In winter, there are many things to do outside.

Write two things about winter weather.

Answers will vary.

Write what you like to do in winter. Then, draw a picture.

Answers will vary.

Drawings will vary.

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252

Comprehension: Fish Come in Many Colors

Read about the color of fish. Then, follow the instructions.

All fish live in water. Fish that live at the top are blue, green, or black. Fish that live down deep are silver or red. The colors make it hard to see the fish.

List the colors of fish at the top.

blue green black

List the two colors of fish that live down deep.

silver red

Color the top fish and the bottom fish the correct colors.

These fish should be blue, green, or black.

These fish should be silver or red.

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253

Predicting Outcomes

Complete the story. Then, draw pictures to match the four parts.

Sylvia and Marge are flying a kite.

Answers will vary.

Drawings will vary.

Beginning

Middle

The kite gets stuck in a tree.

Middle

End

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254

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Answer Key

Predicting Outcomes

Draw pictures to create your own story in the squares. Show the beginning, middle, and end in the appropriate boxes.

Drawings will vary.

Beginning (Setting)

Middle (Problem)

Middle (Problem)

End (Solution)

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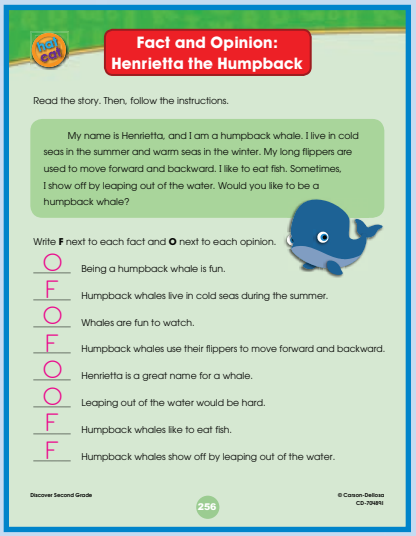
255



Fact and Opinion: Henrietta the Humpback

Read the story. Then, follow the instructions.

My name is Henrietta, and I am a humpback whale. I live in cold seas in the summer and warm seas in the winter. My long flippers are used to move forward and backward. I like to eat fish. Sometimes, I show off by leaping out of the water. Would you like to be a humpback whale?

Write **F** next to each fact and **O** next to each opinion.

O Being a humpback whale is fun.
F Humpback whales live in cold seas during the summer.
O Whales are fun to watch.
F Humpback whales use their flippers to move forward and backward.
O Henrietta is a great name for a whale.
O Leaping out of the water would be hard.
F Humpback whales like to eat fish.
F Humpback whales show off by leaping out of the water.

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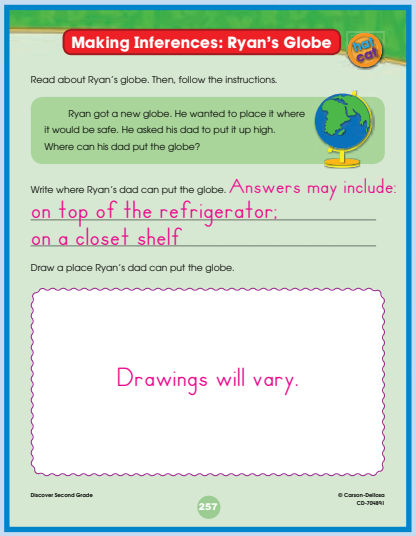
256



Making Inferences: Ryan's Globe

Read about Ryan's globe. Then, follow the instructions.

Ryan got a new globe. He wanted to place it where it would be safe. He asked his dad to put it up high. Where can his dad put the globe?

Write where Ryan's dad can put the globe. Answers may include: on top of the refrigerator; on a closet shelf

Draw a place Ryan's dad can put the globe.

Drawings will vary.

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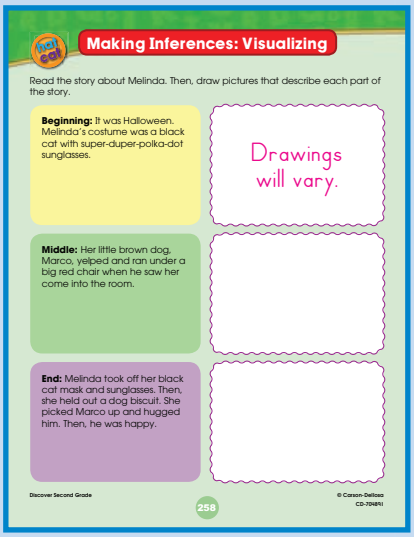
257



Making Inferences: Visualizing

Read the story about Melinda. Then, draw pictures that describe each part of the story.

Beginning: It was Halloween. Melinda's costume was a black cat with super-duper-polka-dot sunglasses.

Drawings will vary.

Middle: Her little brown dog, Marco, yelped and ran under a big red chair when he saw her come into the room.

End: Melinda took off her black cat mask and sunglasses. Then, she held out a dog biscuit. She picked Marco up and hugged him. Then, he was happy.

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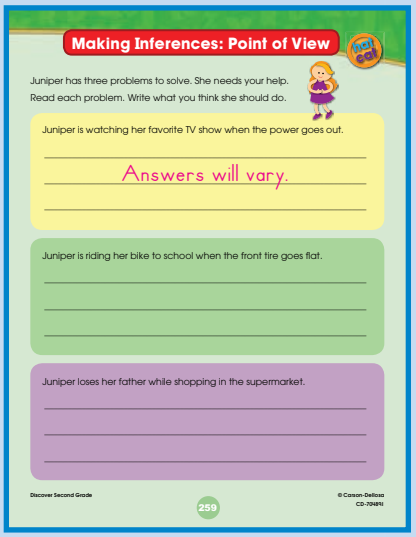
258



Making Inferences: Point of View

Juniper has three problems to solve. She needs your help. Read each problem. Write what you think she should do.

Juniper is watching her favorite TV show when the power goes out.

Answers will vary.

Juniper is riding her bike to school when the front tire goes flat.

Juniper loses her father while shopping in the supermarket.

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259

Making Inferences: Sequencing

Draw three pictures to tell a story about each topic.

Feeding a pet

Drawings will vary.

Beginning

Middle

End

Playing with a friend

Beginning

Middle

End

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260

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Answer Key

Making Deductions: Travel

Six children from the same neighborhood travel to school in a different way. Can you find out how each one gets to school?

Read the clues. Draw a dot to show how each child travels to school. Draw **X**s on the remaining boxes.

	Brian	Gina	Lawrence	Luna	Taylor	Marianna
car	X	X	X	X	•	X
bus	•	X	X	X	X	X
walk	X	X	•	X	X	X
bicycle	X	X	X	•	X	X
truck	X	•	X	X	X	X
van	X	X	X	X	X	•

Clues:

Lawrence likes to walk to school.

Taylor hates to walk, so his mother takes him in a car.

Luna lives next door to Lawrence and waves to Gina as Gina goes by in a pickup truck.

Brian joins his friends on the bus.

Gina's friend, who lives next door to Lawrence, rides a bike to school.

Marianna likes to sit on the middle bench while riding to school.

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261

Nonfiction: Tornado Tips

Fiction is a make-believe story. **Non-fiction** is a true story.

Read about tornadoes. Then, follow the instructions.

A tornado begins over land with strong winds and thunderstorms. The spinning air becomes a funnel. It can cause damage. If you are inside, go to the lowest floor of the building. A basement is a safe place. A bathroom or closet in the middle of a building can be a safe place, too. If you are outside, lie in a ditch. Remember, tornadoes are dangerous.

Write five facts about tornadoes.

A tornado begins over land.
Spinning air becomes a funnel.
Tornadoes can cause damage.
A basement is a safe place to be in a tornado.
If you are outside during a tornado, you should lie in a ditch.

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262

Fiction: Hercules

The setting is where a story takes place. The characters are the people in a story or play.

Read about Hercules and answer the questions. Then, draw a picture to show a part of the story.

Hercules was born in the warm Atlantic Ocean. He was a very small and weak baby. He wanted to be the strongest hurricane in the world. But he had one problem. He couldn't blow 75-mile-per-hour winds. Hercules blew and blew in the ocean, until his sister Hola told him it would be more fun to be a breeze than a hurricane. Hercules agreed. It was a breeze to be a breeze!

What is the setting of the story? Atlantic Ocean

Who are the characters? Hercules, Hola

What is the problem? Hercules couldn't blow 75-mile-per-hour winds.

How does Hercules solve his problem? He decides that it is more fun to be a breeze than a hurricane.

Drawings will vary.

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263

Fiction or Nonfiction

Read each story. Then, write whether it is fiction or nonfiction.

One sunny day in July, a dog named Stan ran away from home. He went up one street and down the other looking for fun, but all the yards were empty. Where was everybody? Stan kept walking until he heard the sound of band music and happy people. Stan walked faster until he got to Central Street. There he saw men, women, children, and dogs getting ready to walk in a parade. It was the Fourth of July!

Fiction or Nonfiction? Fiction

Americans celebrate the Fourth of July every year because it is the birthday of the United States of America. On July 4, 1776, the United States got its independence from Great Britain. Today, Americans celebrate this holiday with parades, picnics, and fireworks as they proudly wave the red, white, and blue American flag.

Fiction or Nonfiction? Nonfiction

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264

Fiction or Nonfiction: Which Is It?

Read about fiction and nonfiction books. Then, follow the instructions.

There are many kinds of books. Some books have make-believe stories about princesses and dragons. Some books contain poetry and rhymes, like Mother Goose. These are fiction.

Some books contain facts about space and plants. And still other books have stories about famous people in history like Abraham Lincoln.

Write **F** for fiction and **NF** for nonfiction.

F nursery rhyme
F fairy tale
NF true life story of a famous athlete
F Aesop's fables
NF dictionary entry about foxes
NF weather report
F story about a talking tree
NF story about how a tadpole becomes a frog
NF story about animal habitats
F riddles and jokes

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265

Writing: All About You!

Write a story telling what you like to do. Then, draw a picture to go with your story on another sheet of paper.

Stories will vary.

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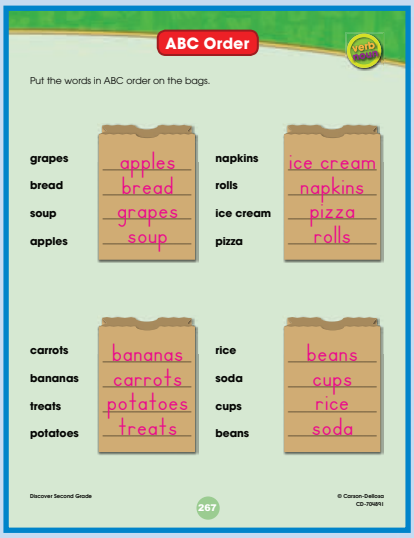
266

Answer Key



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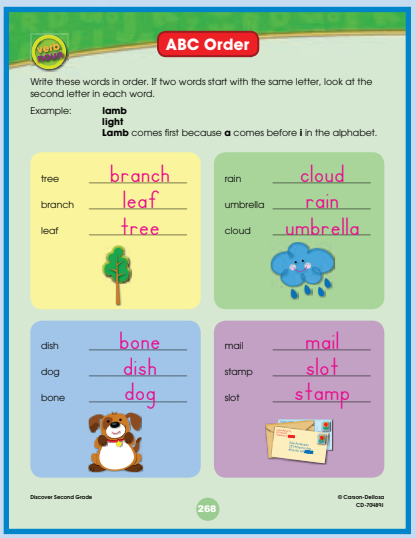

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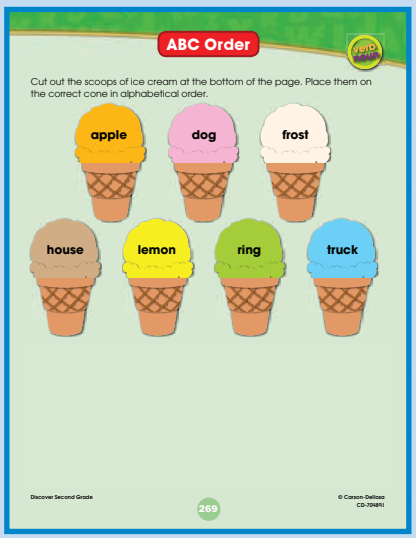

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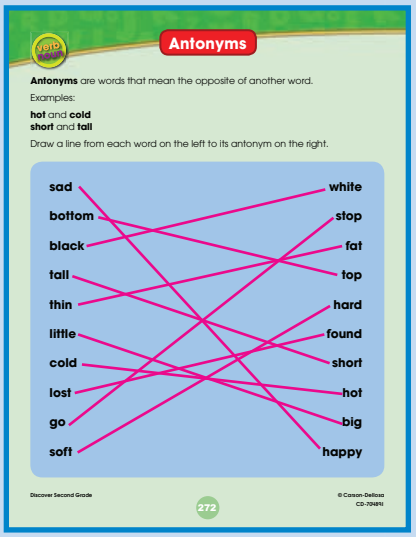

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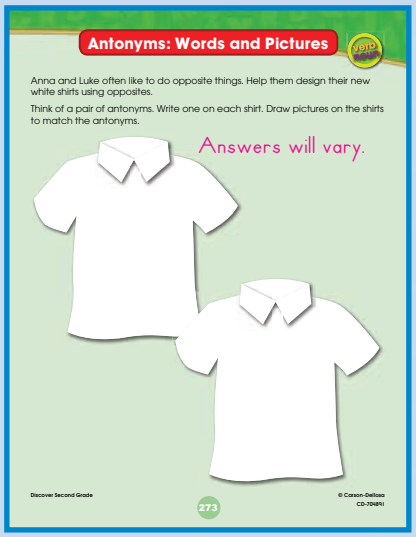

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Answer Key

Homophones

Homophones are words that sound alike but are spelled differently and have different meanings. Sometimes, homophones can be more than two words.

Examples:

Pear and **pair** are homophones.
To, **too**, and **two** are homophones.

Draw a line from each word on the left to its homophone on the right.

blue	knight
night	too
beet	blew
write	see
hi	meet
two	son
meat	bee
sea	high
be	right
sun	beat

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274

Homophones: Birthday Cake

Read the sentences. The bold words are homophones. Then, follow the directions for a birthday cake.

The baker **read** a recipe to bake a cake. Color the plate he put it on **red**.

Draw a **hole** in the middle of the cake. Then, color the **whole** cake yellow.

Look **for** the top of the cake. Draw **four** candles there.

Write a sentence using the words **hole** and **whole**.

Answers will vary.

Write a sentence using the words **read** and **red**.

Answers will vary.

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275

Nouns

A **noun** is the name of a person, place, or thing.

Look through a magazine. Cut out pictures of nouns and glue them below. Write the name of the noun next to each picture.

Answers will vary.

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276

Proper Nouns

Proper nouns are the names of specific people, places, and things. Proper nouns begin with a capital letter.

Write the proper nouns on the lines below. Use capital letters at the beginning of each word. Then, draw a picture of a place and label it. Make sure to use a capital letter.

mike smith
Mike Smith

lynn cramer
Lynn Cramer

tyler
Tyler

phantom
Phantom

raleigh, north carolina
Raleigh, North Carolina

Drawings will vary.

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277

Proper Nouns

The days of the week and the months of the year are always capitalized.

Circle the words that are written correctly. On the line below, write the words that need capital letters.

sunday	July	Wednesday	may	december	
friday	tuesday	june	august	Monday	
january	February	March	Thursday	April	
September	saturday	October			

Days of the Week

Sunday
Friday
Tuesday
Saturday

Months of the Year

January
June
May
August
December

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278

Capitalization

The first word and all of the important words in a title begin with a capital letter.

Write the book titles on the lines below. Use capital letters.

dinosaurs
lizards everywhere
the magic cat
all about presidents
the space dog
gerbil care

Dinosaurs
Lizards Everywhere
The Magic Cat
All About Presidents
The Space Dog
Gerbil Care

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279

Answer Key

Plurals

Plurals are words that mean more than one. To make a word plural, you add an **s** or **es**. In some words ending in **y**, the **y** changes to an **i** before **es**. For example, **baby** changes to **babies**.

Look at the following lists of plural words. Next to each, write the word that means one. Then, draw a picture to show one of the words.

dresses	dress	pencils	pencil
bushes	bush	candies	candy
foxes	fox	wishes	wish
chairs	chair	boxes	box
shoes	shoe	ladies	lady
stories	story	bunnies	bunny
puppies	puppy	desks	desk

Drawings will vary.

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280

Pronouns

Pronouns are words that can be used instead of nouns. **She**, **he**, **it**, and **they** are pronouns.

Read the sentence. Then, write the sentence again, using **she**, **he**, **it**, or **they** in the blank. Draw a picture to show one of the sentences.

Dan likes funny jokes. He likes funny jokes.

Peg and Sam went to the zoo. They went to the zoo.

My mom's car was covered in snow. It was covered in snow.

Sara is a very good dancer. She is a very good dancer.

Fred and Ted are twins. They are twins.

Drawings will vary.

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281

Subjects

The **subject** of a sentence is the person, place, or thing the sentence is about.

Underline the subject in each sentence. Then, draw pictures to show the sentences.

Example: Mom read a book.

(Think: Who is the sentence about? Mom)

The bird flew away.

The kite was high in the air.

The children played a game.

The books fell down.

The monkey climbed a tree.

Drawings will vary.

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282

Compound Subjects

Two similar sentences can be joined into one sentence if the predicate is the same. A **compound subject** is made up of two subjects joined together by a conjunction like **and**.

Example:

Jamie can sing.
Sandy can sing.
Jamie **and** Sandy can sing.

Combine the sentences. Write the new sentence on the line.

The cats are my pets.
The dogs are my pets.
The cats and dogs are my pets.

Chairs are in the store.
Tables are in the store.
Chairs and tables are in the store.

Jen is wearing a red dress.
Alice is wearing a red dress.
Jen and Alice are wearing red dresses.

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283

Verbs

A **verb** is the action word in a sentence. Verbs tell what something does or that something exists.

Example:

Run, **sleep**, and **jump** are verbs.

Circle the verbs in the sentences below. Then, draw a picture to show one of the sentences.

We play baseball every day.

Susan pitches the ball very well.

Mike swings the bat harder than anyone.

Chris slides into home base.

Laura hit a home run.

Drawings will vary.

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284

Verbs

We use verbs to tell when something happens. Sometimes, we add an **ed** to verbs that tell us if something has already happened.

Example:

Today, we will **play**. Yesterday, we **played**.

Write the correct verb in the blank. Then, draw a picture to show one of the sentences.

Today, I will ___wash___ (wash / washed) my dog, Fritz.

Last week, Fritz ___cried___ (cry / cried) when we said, "Bath time, Fritz!"

My sister likes to ___help___ (help / helped) wash Fritz.

One time she ___cleaned___ (clean / cleaned) Fritz by herself.

Fritz will ___look___ (look / looked) a lot better after his bath.

Drawings will vary.

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Answer Key

Predicates

The **predicate** is the part of the sentence that tells about the action.

Circle the predicate in each sentence. Then, draw a picture to show one of the sentences.

Example: The boys (ran) on the playground.

Think: The boys did what?

The woman painted a picture.

The puppy chases his ball.

The students went to school.

Butterflies fly in the air.

The baby wants a drink.

Drawings will vary.

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286

Compound Predicates

A **compound predicate** is made by joining two sentences that have the same subject. The predicates are usually joined together by the word **and**.

Example:

Tom can jump.
Tom can run.
Tom can run **and** jump.

Combine the sentences. Write the new sentence on the line.

The dog can roll over.
The dog can bark.

The dog can roll over and bark.

Sam is drawing.
Sam is coloring.

Sam is drawing and coloring.

Tara is tall
Tara is smart.

Tara is tall and smart.

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Subjects and Predicates

The **subject** of the sentence is the person, place, or thing the sentence is about. The **predicate** is the part of the sentence that describes the subject or tells what the subject does.

Draw a line between the subject and the predicate. Underline the noun in the subject and circle the verb in the predicate. Then, draw a picture of one of the sentences.

Example: The furry cat | (ate) the food.

Mandy | walks to school.

The bus | drove the children.

The school bell | rang very loudly.

The teacher | spoke to the students.

The girls | opened their books.

Drawings will vary.

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288

Compound Subjects and Predicates

The following sentences have either a compound subject or a compound predicate.

If the sentence has a compound subject (more than one thing doing the action), **underline** the subject. If it has a compound predicate (more than one action), **circle** the predicate.

Examples:

Bats and owls like the night.

The fox (slinks and spies).

Ducks (swim and quack).

Sloths (climb and sleep) in trees.

Bees and mosquitos fly.

Snakes (slither and hiss).

Frogs and penguins swim.

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289

Adjectives

Adjectives are words tell more about a person, place, or thing.

Examples: Cold, dark, fuzzy

Circle the adjectives in the sentences. Then, draw a picture to show one of the sentences.

The (juicy) apple is on the plate.

The (furry) dog is eating a bone.

It was a (sunny) day.

The (cute) kitten jumps on the couch.

The sky was (dark).

Drawings will vary.

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290

Articles

Articles are small words that help us to better understand nouns. **A** and **an** are articles. We use **an** before a word that begins with a vowel. We use **a** before a word that begins with a consonant.

Example: We looked in **a** nest. It had **an** eagle in it.

Read the sentences. Write **a** or **an** in the blank.

I found __a__ book.

It had a story about __an__ ant in it.

In the story, __a__ lion gave three wishes to __an__ ant.

The ant's first wish was to ride __a__ zebra.

The second wish was to ride __a__ horse.

The last wish was __a__ wish for three more wishes.

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Answer Key

Sentences and Non-Sentences

A **sentence** tells a complete idea. It has a noun and a verb. It begins with a capital letter and has punctuation at the end.

Circle the group of words if it is a sentence. Then, draw a picture to show one of the sentences.

(Grass is a green plant.)

Mowing the lawn.

(Grass grows in fields and lawns.)

(Sheep, cows, and horses eat grass.)

We like to play in.

A picnic on the grass.

Plant flowers around.

Drawings will vary.

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292

Statements

Statements are sentences that tell us something. They begin with a capital letter and end with a period.

Write the statements on the lines below. Begin each sentence with a capital letter and end it with a period. Then, draw a picture to show one of the sentences.

we like to ride our bikes
We like to ride our bikes.

we go down the hill very fast
We go down the hill very fast.

we keep our bikes shiny and clean
We keep our bikes shiny and clean.

we know how to change the tires
We know how to change the tires.

Drawings will vary.

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293

Surprising Sentences

Surprising sentences tell a strong feeling and end with an exclamation point. A surprising sentence may be only one or two words showing fear, surprise, or pain.

Example: Oh, no!

Put a period at the end of the sentences that tell something. Put an exclamation point at the end of the sentences that tell a strong feeling. Put a question mark at the of the sentences that ask a question.

The shark can swim very fast .

Wow !

Look at that shark go !

Can you swim fast ?

Oh, my !

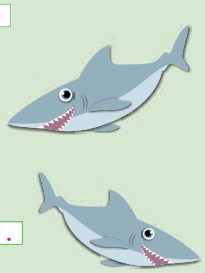
You're faster than I am .

Let's swim together .

We can swim as fast as a shark .

What fun !

Do you think sharks get tired ?



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294

Commands

Commands tell someone to do something.

Example: Be careful.

It can also be written as "Be careful!" if it tells a strong feeling.

Put a period at the end of the command sentences. Use an exclamation point if the sentence tells a strong feeling. Write your own commands on the lines below.

Clean your room .

Now !

Be careful with your goldfish .

Watch out !

Be a little more careful .

Answers will vary.

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295

Questions

Questions are sentences that ask something. They begin with a capital letter and end with a question mark.

Write the questions on the lines below. Begin each sentence with a capital letter and end it with a question mark.

will you be my friend
Will you be my friend?

what is your name
What is your name?

are you eight years old
Are you eight years old?

do you like rainbows
Do you like rainbows?

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296

Ownership

We add **'s** to nouns (people, places, or things) to tell who or what owns something.

Read the sentences. Fill in the blanks to show ownership.

Example: The doll belongs to **Sara**.
It's **Sara's** doll.

Amy has a red bathing suit.

Amy's bathing suit is red.

Jimmy has a white shirt.

Jimmy's shirt is white.

The tail of the cat is short.

The cat's tail is short.

The name of my sister is Lisa.

My sister's name is Lisa.

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297

Answer Key

Is, Are, and Am

Is, **are**, and **am** are special action words that tell us something is happening now.

Use **am** with I — Example: **I am.**

Use **is** to tell about one person or thing. — Example: **He is.**

Use **are** to tell about more than one. — Example: **We are.**

Use **are** with you. — Example: **You are.**

Write **is**, **are**, or **am** in the sentences below.

My friends ___are___ helping me build a tree house.

It ___is___ in my backyard.

We ___are___ using hammers, wood, and nails.

It ___is___ a very hard job.

I ___am___ lucky to have good friends.

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298

Was and Were

Was and **were** tell us about something that already happened.

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

Example: **I was**, **he was**.

Use **were** to tell about more than one person or thing when using the words you.

Example: **We were**, **you were**.

Write **was** or **were** in each sentence.

Lily ___was___ eight years old on her birthday.

Tim and Steve ___were___ happy to be at the party.

Megan ___was___ too shy to sing "Happy Birthday."

Ben ___was___ sorry he dropped his cake.

All of the children ___were___ happy to be invited.

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299

Go, Going, and Went

We use **go** or **going** to tell about now or later. Sometimes, we use **going** with the words **am** or **are**. We use **went** to tell about something that already happened.

Write **go**, **going**, or **went** in the sentences below. Then, color the pictures.

Colors will vary.

Today, I will ___go___ to the bakery.

Yesterday, Sally ___went___ to school.

I am ___going___ to take Lola to the vet.

Jan and Steve ___went___ to the party.

We are ___going___ to the beach.

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300

Have, Has, and Had

We use **have** and **has** to tell about now. We use **had** to tell about something that already happened.

Write **has**, **have**, or **had** in the sentences below.

We ___have___ three cats at home.

Chet ___has___ orange fur.

Jack and Charlie ___have___ brown fur.

My friend Tom ___had___ one cat, but he ran away.

Tom ___has___ a new cat now.

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301

See, Sees, and Saw

We use **see** or **sees** to tell about now. We use **saw** to tell about something that already happened.

Write **see**, **sees**, or **saw** in the sentences below.

Last night, we ___saw___ the stars.

Joe can ___see___ the stars from his window.

He ___sees___ them every night.

Last week, he ___saw___ the Big Dipper.

Can you ___see___ it in the night sky, too?

If you ___saw___ it, you would remember it.

Joe ___sees___ it often now.

How often do you ___see___ it?

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302

Eat, Eats, and Ate

We use **eat** or **eats** to tell about now. We use **ate** to tell about what already happened.

Write **eat**, **eats**, or **ate** in the sentences below. Then, draw a picture of one of your favorite foods to eat.

We like to ___eat___ in the lunchroom.

Today, my teacher will ___eat___ in a different room.

She ___eats___ with the other teachers.

Yesterday, we ___ate___ pizza, pears, and peas.

Today, we will ___eat___ soup and potatoes.

Drawings will vary.

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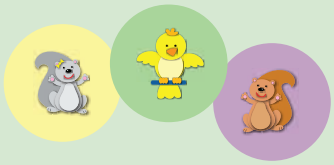
303

Answer Key

Leave, Leaves, and Left

We use **leave** and **leaves** to tell about now. We use **left** to tell about what already happened.

Write **leave**, **leaves**, or **left** in the sentences below.



Last winter, we left seeds in the bird feeder every day.

My mother likes to leave food out for the squirrels.

When it rains, she leaves bread for the birds.

Yesterday, she left popcorn for the birds.

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304

Learning Dictionary Skills

A dictionary is a book that gives the meanings of words. It also tells how words sound. Words in a dictionary are in ABC order. That makes them easier to find.

Look at this page from a dictionary. Then, answer the questions and color the pictures.

baby
a very young child

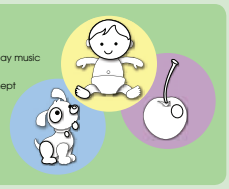
band
a group of people who play music

bank
a place where money is kept

bark
the sound a dog makes

berry
a small, juicy fruit

board
a flat piece of wood



What is a small, juicy fruit? berry

What is a group of people who play music? band

What is the name of a very young child? baby

What is a flat piece of wood called? board

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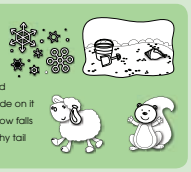
305

Learning Dictionary Skills

Look at this page from a dictionary. Then, answer the questions and color the pictures.

safe: a metal box
sea: a body of water
seed: the beginning of a plant
sheep: an animal that has wool
store: a place where items are sold
skate: a shoe with wheels or a blade on it
snowstorm: a time when much snow falls
squirrel: a small animal with a bushy tail
stone: a small rock



What kind of animal has wool? sheep

What do you call a shoe with wheels on it? skate

When a lot of snow falls, what is it called? snowstorm

What is a small animal with a bushy tail? squirrel

What is a place where items are sold? store

When a plant starts, what is it called? seed

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306

Learning Dictionary Skills

Look at this page from a dictionary. Then, answer the questions and draw something that could come after **tiger** in the dictionary.

table: furniture with legs and a flat top
teacher: a person who teaches lessons
telephone: a device that sends and receives sounds
ticket: a paper slip or card that allows someone to enter an event
tiger: an animal with stripes

Who is a person who teaches lessons? teacher

What is the name of an animal with stripes? tiger

What is a piece of furniture with legs and a flat top? table

What is the definition of a ticket?

a paper slip or card that allows someone to enter an event

What is a device that sends and receives sounds? telephone

Drawings will vary.

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307

Learning Dictionary Skills

The guide words at the top of a page in a dictionary tell you what the first and last words on the page will be. Only words that come in ABC order between those two words will be on that page. Guide words help you find the page you need to look up a word.

Write each word from the box in ABC order between each pair of guide words.

faint fan	far feet	fence farm	feed family	farmer face

face	fence
face	farm
faint	farmer
family	feed
fan	feet
far	fence

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308

Learning Dictionary Skills

Create your own dictionary page. Include guide words at the top. Write the words with their meanings in ABC order. Then, draw and color a picture of one of the words.

Answers will vary.

guide word _____ guide word _____

word

word

word

word

word

Drawings will vary.

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309

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Answer Key

Short a Words: Rhyming Words

Short a is the sound you hear in the word **math**.

Use the **short a** words in the box to write rhyming words. Then, draw a picture of one of the words.

lamp	math	can	bat	fan	Dan
path	fat	stamp	cat	van	sat

Write four words that rhyme with **mat**.

fat bat cat sat

Write two words that rhyme with **bath**.

path math

Write two words that rhyme with **damp**.

lamp stamp

Write four words that rhyme with **pan**.

can
fan
van
Dan

Drawings will vary.

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310

Long a Words

Long a is a vowel sound that says its own name. **Long a** can be spelled **ai** as in the word **mail**, **ay** as in the word **say**, and **a** with a **silent e** at the end as in the word **same**.

Say each word and listen for the **long a** sound. Then, write each word and underline the letters that make the **long a** vowel sound.

mail	made	play	sale		
game	bake	gray	name		
paint	day	train	tray		

mail	play
game	gray
paint	train
made	sale
bake	name
day	tray

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311

Short e Words

Short e is the vowel sound you hear in the word **pet**.

Say each word and listen for the **short e** sound. Write each word and underline the letter that makes the **short e** sound. Then, draw a picture to show one of the words.

red	pet	test	tent		
bed	rest	when	best		

red	test
bed	when
pet	tent
rest	best

Drawings will vary.

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312

Long e Words: Rhyming Words

Long e is the vowel sound you hear in the word **meet**.

Use the **long e** words in the box to write rhyming words. Then, draw a picture to show one of the words.

street	mean	deal	neat	clean	meal
keep	feet	beast	sleep	treat	feast

Write the words that rhyme with **beat**.

street feet neat treat

Write the words that rhyme with **deep**.

keep sleep

Write the words that rhyme with **feel**.

deal meal

Write the words that rhyme with **bean**.

mean clean

Write the words that rhyme with **least**.

beast feast

Drawings will vary.

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313

Short i Words: Rhyming Words

Short i is the sound you hear in the word **pin**.

Use the **short i** words in the box to write rhyming words. Then, draw a picture to show one of the words.

pin	ship	wish	win	dish	kick
pitch	fin	dip	rich	fish	sick

Write the words that rhyme with **spin**.

pin fin win

Write the words that rhyme with **squish**.

wish dish fish

Write the words that rhyme with **ditch**.

pitch rich

Write the words that rhyme with **rip**.

ship dip

Write the words that rhyme with **lick**.

kick sick

Drawings will vary.

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314

Long i Words: Rhyming Words

Long i is the sound you hear in the word **fight**.

Use the **long i** words in the box to write rhyming words. Then, draw a picture to show one of the words.

hide	sight	nine	line	my
by	ride	fly	high	light

Write the words that rhyme with **sigh**.

by fly high my

Write the words that rhyme with **side**.

hide ride

Write the words that rhyme with **fine**.

nine line

Write the words that rhyme with **fight**.

sight light

Drawings will vary.

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Answer Key

Short o Words: Rhyming Words

Short o is the vowel sound you hear in the word **got**.

Use the **short o** words in the box to write rhyming words.

hot	box	sock	lock	clock	mop
stop	rock	mob	fox	cot	Bob

Write the words that rhyme with **dot**.

hot cot

Write the words that rhyme with **socks**.

box fox

Write the words that rhyme with **hop**.

stop mop

Write the words that rhyme with **dock**.

rock sock

lock clock

Write the words that rhyme with **cob**.

mob Bob

Drawings will vary.

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316

Long o Words

Long o is a vowel sound that says its own name. **Long o** can be spelled **oa** as in the word **float** or **o** with a **silent e** at the end as in the word **cone**.

Say each word and listen for the **long o** sound. Then, write each word and underline the letters that make the **long o** sound.

rope	coat	soap	wrote
note	hope	boat	cone
bone	pole	phone	hole

rope	soap
note	boat
bone	phone
coat	wrote
hope	cone
pole	hole

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317

Short u Words

Short u is the sound you hear in the word **bug**.

Say each word and listen for the **short u** sound. Write each word and underline the letter that makes the **short u** sound. Then, draw a picture to show one of the words.

pump	nut	rug	jump
hug	tub	bug	cub

pump	rug
hug	bug
nut	jump
tub	cub

Drawings will vary.

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318

Long u Words

Long u is a vowel sound which says its own name. **Long u** is spelled **u** with a **silent e** at the end as in **cute**. The letters **oo** make a sound very much like **long u**. They make the sound you hear in the word **zoo**. The letters **ew** also make the **oo** sound as in the word **grew**.

Say the words and listen for the **u** and **oo** sounds. Write each word and underline the letters that make the **long u** and **oo** sounds. Then, draw a picture to show one of the words.

cube	blew	moon	goose
flew	loose	tooth	fuse

cube	moon
flew	tooth
blew	goose
loose	fuse

Drawings will vary.

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319

Family Words

Some words tell how a person looks or feels. These are called **describing words** or **adjectives**.

Help Andy write about the people in his family. Write a sentence that uses both describing words in each box.

Example:

funny tall	My aunt is tall and funny.
happy smiling	My grandmother is happy and smiling.
hot tired	My uncle is hot and tired.
thirsty hungry	My little brother is thirsty and hungry.

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Family Words: Joining Words

Joining words often join two sentences to make one long sentence. Three words help do this:

and: if both sentences are much the same

Example: I took my dog for a walk, **and** I played with my cat.

but: if the second sentence says something different from the first sentence. Sometimes the second sentence tells why you can't do the first sentence.

Example: I want to play outside, **but** it is raining.

or: if each sentence names a different choice

Example: You could eat your cookie, **or** you could give it to me.

Use the word given to join the two short sentences into one longer sentence.

Example:

but My aunt lives far away. She calls me often.	My aunt lives far away, but she calls me often.
and My sister had a birthday. She got a new bike.	My sister had a birthday, and she got a new bike.
or We can play outside. Or we can play inside.	We can play outside, or we can play inside.

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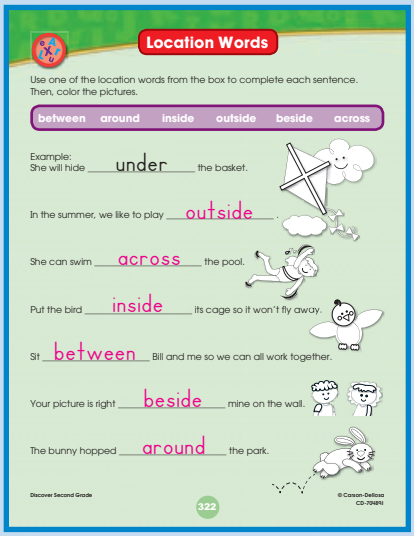
Answer Key



Location Words

Use one of the location words from the box to complete each sentence. Then, color the pictures.

between	around	inside	outside	beside	across

Example: She will hide ___under___ the basket.

In the summer, we like to play ___outside___.

She can swim ___across___ the pool.

Put the bird ___inside___ its cage so it won't fly away.

Sit ___between___ Bill and me so we can all work together.

Your picture is right ___beside___ mine on the wall.

The bunny hopped ___around___ the park.

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Opposite Words

Opposites are words that mean very different things. Use the opposite word from the box to complete these sentences.

hard sad	hot slowly	bottom cold	quickly soft	happy top

Example: The gray bag is on ___top___ and the blue bag is on the ___bottom___.

Snow is ___cold___, but fire is ___hot___.

A rabbit runs ___quickly___, but a turtle moves ___slowly___.

A bed is ___soft___, but a floor is ___hard___.

I feel ___happy___ when my friends come over and ___sad___ when they leave.

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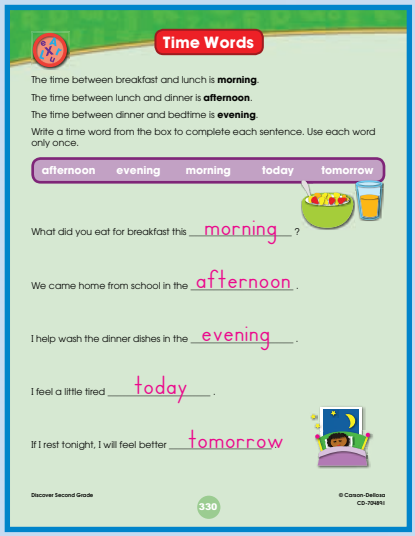

Time Words

The time between breakfast and lunch is **morning**.

The time between lunch and dinner is **afternoon**.

The time between dinner and bedtime is **evening**.

Write a time word from the box to complete each sentence. Use each word only once.

afternoon	evening	morning	today	tomorrow

What did you eat for breakfast this ___morning___?

We came home from school in the ___afternoon___.

I help wash the dinner dishes in the ___evening___.

I feel a little tired ___today___.

If I rest tonight, I will feel better ___tomorrow___.

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Notes

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DISCOVER

Second Grade

Math & Language Arts

Essential learning for growing minds!

The *Discover* series offers creative and open-ended math and language arts opportunities for a fun approach to learning! In this book, your child will be encouraged to increase critical thinking and problem solving skills with colorful and engaging activities. Each activity supports early learning standards and encourages children to connect with the essential math and language arts skills they are learning. Lessons help build a concrete example of math and language arts concepts. Each activity challenges your child's critical thinking and problem solving skills.

In *Discover Second Grade*, your child will learn about numbers and operations, algebra, geometry, measurement, data analysis and probability, reading, reading comprehension, English, and spelling.

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