

Name _____ Date _____

Common Final Syllables

**The Foot Race
Across America**
Phonics: Common Final
Syllables *-tion, -sion, -ture*

Choose a word from the box to complete each sentence.
Read the completed sentence.

Word Bank				
action	attention	confusion	discussion	furniture
future	motion	nature	picture	protection

1. Give me the camera and I will take your _____ .
2. No one knew what to do, so there was a lot of _____ .
3. If you push the toy car, you set it in _____ .
4. This is important news, so pay _____ .
5. Yesterday is the past, and tomorrow is the _____ .
6. An umbrella gives you _____ from the rain.
7. Let's have a _____ to talk about our plans.
8. Tables, chairs, and sofas are kinds of _____ .
9. I like that pirate movie because it has lots of _____ .
10. Trees, animals, and clouds are all parts of _____ .



**The Foot Race
Across America**
Independent Reading

The Foot Race Across America

Write a Speech

Andy Payne is receiving an award after the race, but first he must give a speech. Note important details from the text before you write the speech.



Read page 7. What were the specific details of the race that Andy saw in the newspaper?

Why did Andy want to run in the race?

Read pages 8–9. What was the first part of the race like?

Read page 10. What troubles did Andy and the runners face?

Read pages 12–14. What happened at the end of the race?

Name _____ Date _____

Words with the VCCV Pattern

**The Foot Race
Across America**
Spelling: Words with VCCV
Pattern

Basic: Write the Basic Word that best fits each clue.

Spelling Words

Basic

1. person
2. helmet
3. until
4. carpet
5. Monday
6. enjoy
7. forget
8. problem
9. Sunday
10. garden
11. order
12. mistake
13. umpire
14. herself

Challenge

expect
wisdom

1. get pleasure from
2. an error
3. a human being
4. where flowers grow
5. opposite of *remember*
6. a baseball official
7. a command
8. protects your head
9. opposite of *solution*
10. soft floor covering

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

Challenge: Write two sentences about how you might help a friend reach a goal. Use both of the Challenge Words.

Name _____ Date _____

Word Sort

**The Foot Race
Across America**
Spelling: Words with VCCV
Pattern

Write each Basic Word next to the correct heading.

Vowel <i>a</i> in first syllable	
Vowel <i>e</i> in first syllable	
Vowel <i>i</i> in first syllable	
Vowel <i>o</i> in first syllable	
Vowel <i>u</i> in first syllable	

Spelling Words

Basic

1. person
2. helmet
3. until
4. carpet
5. Monday
6. enjoy
7. forget
8. problem
9. Sunday
10. garden
11. order
12. mistake
13. umpire
14. herself

Challenge

expect
wisdom

Challenge: Add the Challenge Words to your Word Sort.

Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the numbered lines below.

Some Really Super Softball!

Last Sundy, the Braden Bobcats' fans got a big thrill when the Bobcats beat the Pinehill Pumas.

The game was tied 1–1 in the last inning. The Bobcat batters came up in ordor. First came Polly Peters, who looked ready to win that game all by herrself. The Puma pitcher, though, couldn't find the plate, and the umpeire called four balls in a row. Polly walked to first base.

The next persen up to bat was Miko Myata. This time, the Puma pitcher's problem was wild pitches. When one pitch hit Miko's helmit, Miko strolled to first base and Polly moved to second.

The pitcher made one last mistake when he threw a perfect pitch. Shayla Smith swung mightily. CRACK! That ball was out of the park, and it probably didn't land untill Munday. The Bobcats won it, 4–1!

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Spelling Words

Basic

1. person
2. helmet
3. until
4. carpet
5. Monday
6. enjoy
7. forget
8. problem
9. Sunday
10. garden
11. order
12. mistake
13. umpire
14. herself

Name _____ Date _____

Abbreviations for Days and Months

**The Foot Race
Across America**
Grammar
Abbreviations

- An **abbreviation** is a shortened form of a word. Most abbreviations begin with a capital letter and end with a period.

Monday; Mon.

August; Aug.

Thinking Question

Is the word a day of the week or a month of the year?

Write the correct abbreviation for each day and month.

1. Sunday _____
2. December _____
3. Tuesday _____
4. Thursday _____
5. Saturday _____
6. November _____
7. Wednesday _____
8. September _____
9. Friday _____
10. February _____

Name _____ Date _____

Abbreviations for Places

The Foot Race Across America

Grammar:
Abbreviations

- An **abbreviation** is a shortened form of a word.
- Places with names that can be abbreviated include roads, streets, lanes, avenues, and boulevards. Examples include *Harrison Rd.*, *Maple St.*, *Elmira Ln.*, *Plainville Ave.*, and *Broad Blvd.*

Thinking Question

Is the word the name
of a place?

Write each place name correctly. Use capital letters and abbreviations.

1. King Boulevard _____
2. Jefferson Street _____
3. Western Avenue _____
4. Oak Road _____
5. Chestnut Lane _____
6. Ocean Boulevard _____
7. Washington Street _____
8. Smith Lane _____
9. Vermont Avenue _____
10. Lincoln Street _____

Name _____ Date _____

Writing Abbreviations

**The Foot Race
Across America**

Grammar:
Abbreviations

1–5. Write the correct abbreviation for each day and month.

1. Tuesday _____

2. January _____

3. Friday _____

4. October _____

5. Saturday _____

6–10. Abbreviate each place name correctly.

6. Myer Lane _____

7. Hudson Street _____

8. Prospect Road _____

9. Lynn Boulevard _____

10. North Avenue _____

Name _____ Date _____

Possessive Nouns

**The Foot Race
Across America**
Grammar: Spiral Review

- A **possessive noun** shows that a person, an animal, or a thing owns or has something.
- To show that **one** person, animal, or thing has possession, add an **apostrophe** and **-s ('s)**.
- To show that **more than one** person, animal, or thing has possession, add an **-s** and an **apostrophe (s')**.

Noun	Singular Possessive Noun	Plural Possessive Noun
teacher	teacher's	teachers'
book	book's	books'

Activity: Write the word in parentheses as a possessive noun to complete the sentence.

1. _____ home is in Oklahoma. (Andy)
2. He runs in his _____ neighborhood. (cousin)
3. Andy likes to run with the _____ children. (neighbors)
4. He times his running with his _____ stopwatch. (sister)
5. The _____ prize is a huge trophy. (winner)
6. The _____ families all watched the race. (runners)
7. Allen could hear the _____ chirps as he ran. (bird)
8. Each _____ shirt had a number. (contestant)
9. Every runner could hear the _____ cheers. (fans)
10. The _____ statue of Andy shows him running. (town)

Name _____ Date _____

Conventions: Proofreading

**The Foot Race
Across America**
Grammar
Connect to Writing

Proofreading your work for correctly spelled **abbreviations** will make your writing stronger.

Incorrect Abbreviation	Correct Abbreviation
tues; mar	Tues.; Mar.
av; rd	Ave.; Rd.

Use proofreading marks to write abbreviations correctly in this informal note.

Sun, Oct 3

Liam,

We stopped by Pleasant Str on fri and met your uncle's family. He is a wonderful man, and his kids and wife are great, too. We met Pat Smith, who is very nice. He lives in Miami. He has a house on Beach Blvd, near the ocean. We are going to meet him and Cindy Birch next Tues for a clambake.

Lucy

Proofreading Marks
↵ Indent
^ Add
↶ Delete
≡ Capital letter
/ Small letter

Name _____ Date _____

Focus Trait: Organization

**The Foot Race
Across America**
Writing: Organization

**Read each sentence that gives a comparing or contrasting detail.
Write whether it compares or contrasts.**

_____ Andy Payne and Peter Gavuzzi both
competed in the International Trans-
Continental Foot Race.

_____ Both men were called “Bunioneers.”

_____ Andy was from Oklahoma, while Peter
was from England.

_____ Andy won in 1928, but Peter won
in 1929.

**Think of a topic sentence for a paragraph that compares Andy
and Peter. Write the sentence. Then write a topic sentence for a
paragraph that contrasts Andy and Peter.**

Comparing paragraph:

Contrasting paragraph:

Name _____ Date _____

Double Consonants

The Power of Magnets

Phonics: Double Consonants

Choose a syllable from the left box and a syllable from the right box to make a word that completes each sentence. Write the word on the line and read the completed sentence.

Hint: Each word you make will have a double consonant.

First Syllables					Second Syllables				
at	but	dol	fun	hap	den	der	lar	low	nel
lad	sud	tun	yel	zip	ny	pen	per	ter	tract

1. A magnet will _____ a needle.
2. What do you think will _____ next in that story?
3. Bonnie needs a _____ marker to color the sun.
4. I spread _____ on warm toast.
5. All of a _____, it started to rain.
6. I can't close my jacket because the _____ is broken.
7. Climb up the _____ carefully.
8. That joke was so _____ that I hurt myself laughing.
9. Jake has one _____ to buy a treat.
10. A mole will dig a _____ under the ground.

Name _____

Date _____



The Power of Magnets
Independent Reading

The Power of Magnets



Your Magnet Invention

Now is your chance to design a magnet to make your life easier! First, answer the questions below to make sure you understand how magnets work. Then, create your own design.

Read pages 20–21. What causes some objects to be attracted to a magnet?

Read page 22. What happens if you sprinkle iron filings around a magnet?

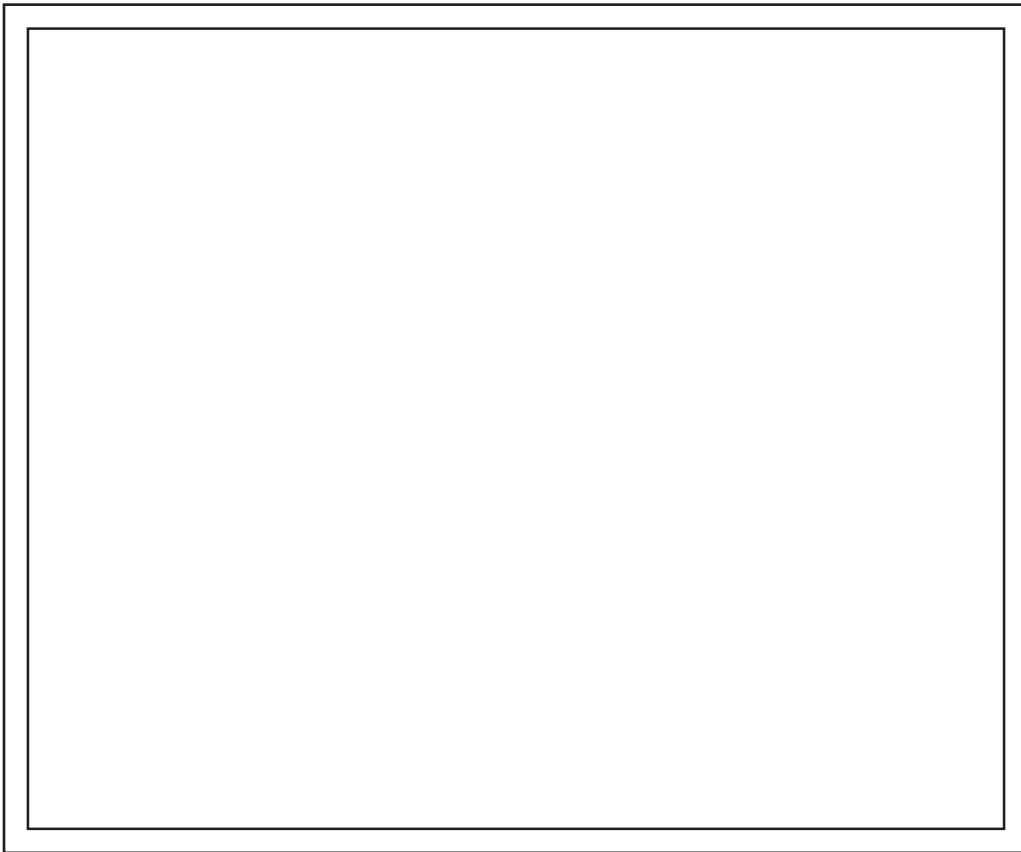
Read page 23. What is important about electromagnets?

Read pages 24–25. How can you create a magnetic field in your own home?

Name _____ Date _____

The Power of Magnets
Independent Reading

Now think of a way that you can use a magnet to improve your life. Will you use the magnet in your home or outside? Will you use it at school? Will you use a regular magnet or an electromagnet? Draw a picture of your magnet and write an explanation of how it works. Be sure that you include details from the text in your design.



Name _____ Date _____

Double Consonants

The Power of Magnets

Spelling: Words with
Double Consonants

Basic: Write the Basic Word that best completes each group.

1. sheet, blanket, _____
2. chapter, unit, _____
3. dime, quarter, _____
4. jam, preserves, _____
5. fox, raccoon, _____
6. top, side, _____
7. postcard, note, _____
8. peach, plum, _____
9. milk, cheese, _____
10. zipper, snap, _____

Spelling Words

Basic

1. jelly
2. bottom
3. pillow
4. happen
5. butter
6. lesson
7. cherry
8. sudden
9. arrow
10. dollar
11. hello
12. rabbit
13. letter
14. button

Challenge

stubborn
mirror

Challenge: Use one of the Challenge Words to write a sentence.

Name _____ Date _____

Word Sort

The Power of Magnets

Spelling: Words with
Double Consonants

Write each Basic Word next to the correct heading.

Spelling Words

Words with three letters in both syllables	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
Words with two letters in one of the two syllables	_____	_____
	_____	_____
	_____	_____
Words with four letters in both syllables	_____	_____
	_____	_____

Basic

1. jelly
2. bottom
3. pillow
4. happen
5. butter
6. lesson
7. cherry
8. sudden
9. arrow
10. dollar
11. hello
12. rabbit
13. letter
14. button

Challenge

stubborn
mirror

Challenge: Add the Challenge Words to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

The Power of Magnets

Spelling: Words with
Double Consonants

Find the misspelled words and circle them. Write them correctly on the lines below.

Dear Jamal,

Can you believe you're getting a letter from me, at last? I think of you a lot, especially when I see a jar of that cherry jellie you love so much. Mom bought some the other day, and all of a sudden, I find that I love it, too!

One of my front teeth fell out last week. I put the tooth under my pillow. The next morning, a dollar showed up there. Maybe that's enough to buy a treat for my pet rabbit.

Hey, you're a science buff, right? Do you happen to know much about magnets? We had a really neat lesson on them in science class last week, and I'd love to talk to you about them.

Well, say hello to your family for me. Please write back if you can. I miss you!

Your friend,

Curtis

Spelling Words

1. jelly
2. bottom
3. pillow
4. happen
5. butter
6. lesson
7. cherry
8. sudden
9. arrow
10. dollar
11. hello
12. rabbit
13. letter
14. button

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | |
| 4. _____ | 8. _____ | |

Name _____ Date _____

Contractions with *not*

The Power of Magnets
Grammar
Contractions

You can put together two words and make a **contraction**. An apostrophe (') takes the place of any letter or letters that are left out. Many contractions combine a verb with *not*. The contraction *won't* is special. You form it from the words *will not* and change the spelling.

*It **is not** always easy to invent something.*

*It **isn't** always easy to invent something.*

*Michael Faraday **was not** afraid to try something new.*

*Michael Faraday **wasn't** afraid to try something new.*

Thinking Questions

Which verb am I putting together with the word not? Which letter should I leave out and replace with an apostrophe?

Write the contraction for the words in parentheses. Use an apostrophe in place of the underlined letter or letters.

1. Electromagnets _____ work unless they are turned on. (do not)
2. The magnet in the poem _____ get used anymore. (does not)
3. A computer's hard drive _____ work correctly without an electromagnet. (will not)
4. We _____ aware that doorbells use electromagnets. (were not)
5. A blow dryer also _____ work without an electromagnet. (would not)
6. The poem's speaker _____ been allowed to make her brother disappear. (has not)
7. I _____ see a magnetic field, but I know it exists. (cannot)
8. I _____ believe all the things magnets do! (could not)

Name _____ Date _____

Contractions with Pronouns

The Power of Magnets

Grammar:
Contractions

You can put a pronoun and a verb together to make a contraction. An apostrophe replaces the letter or letters that are left out.

*She says that **she is** working on a project.*

*She says that **she's** working on a project.*

*We **will** see if it turns out.*

We'll see if it turns out.

Thinking Question

When I join a pronoun with a verb, which letters should I leave out and replace with an apostrophe to make a contraction?

Write the contraction for the words in parentheses. Use an apostrophe in place of the underlined letter or letters.

1. _____ be exciting to find out if the experiment works. (It will)
2. _____ read a lot about experiments with magnets. (We have)
3. Make sure _____ ready for the science fair. (you are)
4. _____ going to enter the science fair, too. (I am)
5. _____ judge whose project is the best. (They will)
6. _____ going to be competitive. (It is)
7. _____ almost finished our project. (We have)
8. She says _____ enter the science fair next year. (she will)

Name _____ Date _____

Contractions

The Power of Magnets

Grammar:
Contractions

1–5. Write the contraction for the words in parentheses. Use an apostrophe in place of the underlined letter or letters.

1. We _____ gone to the science fair before. (have not)
2. My family _____ know how much fun it would be. (did not)
3. My sister _____ stop playing with the projects. (would not)
4. My brother _____ wait to enter the science fair himself. (cannot not)
5. We _____ mind competing against each other. (will not)

6–10. Write the contraction for the words in parentheses. Use an apostrophe in place of the underlined letter or letters.

6. _____ going to love the science fair. (You are)
7. My teacher says _____ won a prize. (I have)
8. _____ give it to me later. (She will)
9. _____ hang in my bedroom. (It will)
10. _____ the best prize I ever won. (It is)

Name _____ Date _____

Writing Proper Nouns

The Power of Magnets
Grammar: Spiral Review

- A **proper noun** always begins with a capital letter.
- Days, months, holidays, historical periods, and special events are proper nouns.
- The first, last, and important words in a book title are capitalized. Book titles are underlined.

Proper Nouns	
day	Wednesday
month	March
holiday	Thanksgiving
book title	<u>The Giver</u>

Activity: Write all proper nouns and book titles from each sentence correctly.

1. The electricity went off last friday. _____
2. I read my favorite book, the dark forest, with a flashlight.

3. We saved a lot of electricity in april. _____
4. My book report on Michael Faraday is due after memorial day. _____
5. I would rather learn about world war II than about electricity. _____
6. My sister is writing a book called when the lights go out.

Name _____ Date _____

Conventions: Proofreading

The Power of Magnets

Grammar:
Connect to Writing

Sentences Without Correct Contractions	Sentences with Correct Contractions
Shes making her project.	She's making her project.
The project is'nt too difficult.	The project isn't too difficult.
We have't decided what we'll make.	We haven't decided what we'll make.

Proofread the paragraphs. Find and underline five mistakes in the spelling of contractions. Write the correct sentences on the lines below.

Theyr'e starting to organize this year's science fair. I can't miss it this time! Last year I was'nt able to get a project done in time. This year I'm going to make sure I do.

Iv'e heard the fairs are a lot of fun. You get to see all the projects other people have worked on. I would'nt want to miss that.

1. _____
2. _____
3. _____
4. _____
5. _____

Name _____ Date _____

Focus Trait: Ideas

The Power of Magnets

Writing: Ideas

Read each problem and solution. Add details to elaborate. Explain how the problem was solved and how the solution works. Use information from "The Power of Magnets."

1. **Problem:** Kaylie dropped a box of pins.
Solution: She used a magnet.

Details:

2. **Problem:** The remote control car does not work.
Solution: We put a battery in it.

Details:

3. **Problem:** A junkyard owner needs to move a car.
Solution: He flips a switch.

Details:

4. **Problem:** Michael Faraday wanted to produce electricity.
Solution: He moved a magnet through a coil of wire.

Details:

Name _____ Date _____

**Becoming Anything
He Wants to Be**

Phonics: Words with
ough and *augh*

Words with *ough*, *augh*

Read each word in the box. Say the sound that *ough* or *augh* stands for. Then write the word in the chart under the correct category.

Word Bank					
bought	caught	fought	naughty	rough	taught
brought	daughter	laugh	ought	sought	thought

<i>ough</i> rhymes with <i>paw</i>	<i>ough</i> rhymes with <i>puff</i>	<i>augh</i> rhymes with <i>paw</i>	<i>augh</i> rhymes with <i>staff</i>



**Becoming Anything
He Wants to Be**
Independent Reading

Becoming Anything He Wants to Be

Create a Captioned Illustration

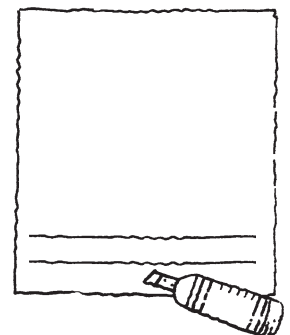
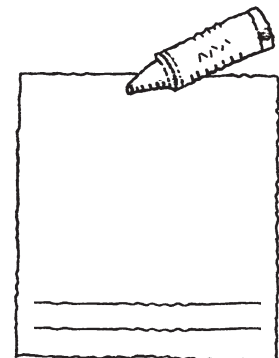
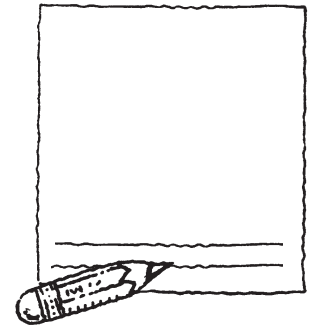
This story of Erik Weihenmayer is told with photographs that have captions. The photographs help us see what Erik can do, and the captions help us understand the photographs. Let's take a closer look.

Look at page 35. What does the caption let you know about the photograph on this page?

Look at page 37. What does the caption tell you about the photograph on this page?

Look at page 38. In the first photograph, which of the bike riders is Erik? How do you know?

The caption for the second paragraph tells us why this story is important for everybody. Why is it important?



Name _____ Date _____

**Becoming Anything He
Wants to Be**
Independent Reading

Erik Weihenmayer achieved amazing things. How have his achievements inspired you? What is one thing you would like to do but think you cannot do? Draw an illustration of yourself doing this difficult thing. Write a caption that explains what you are doing.

A large rectangular frame with a thick grey border. Inside this frame is a smaller white rectangle with a thin black border, intended for drawing. Below the drawing area, within the same grey frame, are four horizontal lines for writing a caption.

Name _____ Date _____

Words with *ough* and *augh*

Becoming Anything He Wants to Be

Spelling: Words with
ough and *augh*

Basic: Write the Basic Word that completes each sentence.

1. A mother and her _____ had a problem.
2. The little girl had _____ a bad cold.
3. Every day, the child's _____ grew worse.
4. Her sore throat made her voice _____ and scratchy.
5. The girl couldn't sleep _____ the night.
6. The mother knew she _____ to take the girl to a doctor.
7. They didn't have _____ money, though, to pay the bill.
8. Then the mother _____ of something.
9. Some of her neighbors had _____ to have a free clinic set up nearby.
10. She picked up her daughter and _____ her to the clinic.

Spelling Words

Basic

1. taught
2. thought
3. rough
4. laugh
5. bought
6. cough
7. ought
8. caught
9. fought
10. daughter
11. tough
12. through
13. enough
14. brought

Challenge

sought
naughty

Challenge: Write a sentence about a problem you had and how you solved it. Use both Challenge Words.

Word Sort

Becoming Anything He Wants to Be

Spelling: Words with *ough* and *ugh*

Write each Basic Word beside the correct heading.

Spelling Words

Basic

1. taught
2. thought
3. rough
4. laugh
5. bought
6. cough
7. ought
8. caught
9. fought
10. daughter
11. tough
12. through
13. enough
14. brought

Challenge

sought
naughty

<p>Words in which the letters <i>gh</i> are not pronounced</p>	
<p>Words in which the letters <i>gh</i> are pronounced /f/</p>	

Challenge: Add the Challenge Words to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

Becoming Anything He Wants to Be

Spelling: Words with *ough* and *ugh*

Find the misspelled words and circle them. Write them correctly on the lines below.

Spelling Words

1. taught
2. thought
3. rough
4. laugh
5. bought
6. cough
7. ought
8. caught
9. fought
10. daughter
11. tough
12. through
13. enough
14. brought

Not long ago, our old dog, Bella, stopped coming when we called her. At first, we thouht she just wanted to show us who was boss. After all the training she'd had, though, she aught to know better.

Then the vet found Bella's problem: she had lost her hearing. We worried that Bella would have a tuff time in a silent world. That sweet girl has tawght us a thing or two!

First, we baught a book about living with a deaf dog. We read through it carefully. We learned to talk to Bella with body signals, not our voices. In a few days, using an arm to beckon her brout her to us right away. When it was time for a walk, we held up a leash for her to see. That was ennough to get her racing to the door!

Today, we luagh to think we ever worried about Bella. She fought to overcome her problem, and she's an even more amazing dog now.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 8. _____ |
| 2. _____ | 6. _____ | 9. _____ |
| 3. _____ | 7. _____ | 10. _____ |
| 4. _____ | | |

Name _____ Date _____

Commas in a Series

Becoming Anything He Wants to Be

Grammar: Commas in Sentences

- A **series** is a list of three or more words together in a sentence.
- Use a **comma** to separate the words in a series.

It was cold, wet, and windy when he climbed the mountain.

Thinking Question

Is there a list of three or more words in the sentence?

Activity: Rewrite each sentence correctly. Add commas where they are needed.

1. He had a big breakfast of eggs toast and orange juice.

2. She packed up the tent backpack and sleeping bag.

3. The weather was cold windy and sunny.

4. They wore sunglasses hats and gloves.

5. Along the path they saw deer raccoons and a fox.

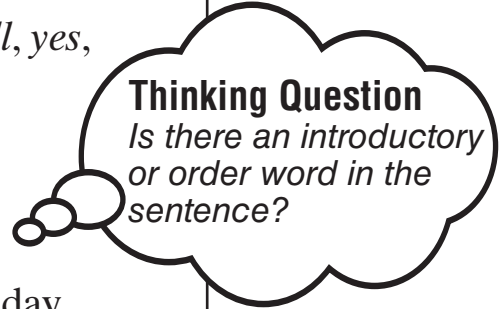
6. They would tell their story to Anna Julio and Wade.

Commas with Introductory Words

Becoming Anything He Wants to Be
Grammar: Commas in Sentences

- Use a **comma** after the introductory words *well*, *yes*, and *no*.
- Use a comma after order words such as *first*, *second*, *next*, and *finally*.
- Do not use a comma after *then*.

Yes, I might want to try climbing one day.



Rewrite these sentences correctly. Add commas where they are needed.

1. First let's have some lunch.

2. Yes that is a very good idea.

3. No I did not remember to fill the water bottles.

4. Well we will have to look for a water fountain.

5. Yes I can show you how to pack away the blanket.

6. First fold it neatly in half and then in half again.

7. Next smooth out any wrinkles.

8. Finally roll the blanket carefully, starting at one of the short ends.

Name _____ Date _____

Commas in Sentences

**Becoming Anything
He Wants to Be**
Grammar: Commas in Sentences

Read each pair of sentences. Fill in the circle next to the sentence that uses correct punctuation.

1. (A) Climbers can be tall, short, young, or old.
(B) Climbers can be tall short, young or, old.

2. (A) Yes, climbing is one of my hobbies.
(B) Yes climbing is one of my hobbies.

3. (A) Well reaching, a goal takes lots of hard work.
(B) Well, reaching a goal takes lots of hard work.

4. (A) She used paper, markers, and scissors to draw her plan.
(B) She used paper, markers, and scissors, to draw her plan.

5. (A) First, you have to decide if you are willing to do the work.
(B) First you have to decide if you are willing to do the work.

Writing Abbreviations

- An **abbreviation** is a short way to write a word. Most abbreviations begin with a capital letter and end with a period.

Abbreviations	
Sunday	Sun.
Monday	Mon.
September	Sept.
title for any woman	Ms.
title for married woman	Mrs.
street	St.
avenue	Ave.

1–10 Write each abbreviation correctly.

1. October _____
2. avenue _____
3. Tuesday _____
4. doctor Smith _____
5. Thursday _____
6. mister Hill _____
7. December _____
8. April _____
9. mister Adams _____
10. street _____

Name _____ Date _____

**Becoming Anything
He Wants to Be**
Grammar: Connect to Writing

Sentence Fluency:

Combining Words to Form a Series

Choppy Sentences	Combined Nouns to Make a Series
He needs rope for climbing. He also needs gloves for climbing. He needs boots for climbing.	He needs rope, gloves, and boots for climbing.

Choppy Sentences	Combined Predicates to Make a Series
He wrestles. He scuba dives. He rides a bike.	He wrestles, scuba dives, and rides a bike.

Activity: Combine each group of sentences by forming a series of nouns, verbs, or phrases. Write the new sentence on the lines. Add commas where necessary.

1. Erik climbs walls. He climbs mountains. He also climbs hills.

2. Jose wants to share his success with his parents. He wants to share it with his friends. He wants to share his success with his neighbors.

3. Anika never gave up. She never complained. She never made excuses.

4. Fong practiced in the morning. He practiced at night. He practiced on the weekend. _____

Focus Trait: Word Choice

Read each step of the instructions for starting a rock collection.
Rewrite the step with exact words and details to give more information.

1. Step: Get a box.

With Exact Words and Details:

2. Step: Dig up some rocks.

With Exact Words and Details:

3. Step: Clean the rocks.

With Exact Words and Details:

4. Step: Put them away.

With Exact Words and Details:

5. Step: Read about the rocks.

With Exact Words and Details:

Name _____ Date _____

Words Ending in *-er* or *-le*

A New Team of Heroes

Phonics: Words Ending in
-er or *-le*

Read the words in the box. Then choose the word that best matches each clue.

Word Bank				
apple	better	farmer	little	member
middle	rattle	struggle	summer	supper

1. a red fruit that is sweet to eat	_____
2. someone who belongs to a group	_____
3. a meal you eat late in the day	_____
4. not big; small	_____
5. a person who grows food crops	_____
6. a toy that a baby shakes	_____
7. in between the first and the last	_____
8. the opposite of <i>worse</i>	_____
9. the opposite of <i>winter</i>	_____
10. a fight or something difficult	_____

Name _____

Date _____

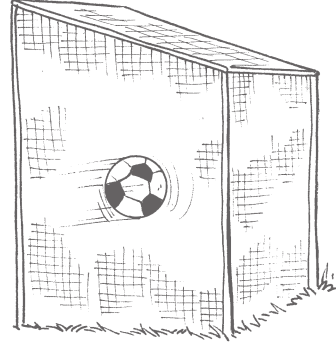


A New Team of Heroes
Independent Reading

A New Team of Heroes

The Story of the Game

Choose a character to tell about the soccer game in his or her own words. First, review the play to remember important details.



Read pages 48–50. What can we tell about Carla so far?

What do we learn about Lauren?

How does Hiro feel about Carla?

How does Gayle feel about Carla?

Read pages 51–52. What can we tell about Manny?

Words Ending with *-er* or *-le*

A New Team of Heroes

Spelling: Words Ending with
-er or *-le*

Basic: Write the Basic Word that answers each clue.

1. The goal of someone who is making funny faces at you is to make you do this. _____
2. If your aunt is married, her husband is this.

3. Your goal is to make this color when you mix red and blue. _____
4. An archer's goal is to hit this part of a target.

5. A goal you plan to reach tomorrow is one you'll reach at this time. _____
6. Eating one of these a day can help you reach your goal of keeping the doctor away. _____
7. If a rooftop is your goal, this tool can help you.

8. Cooking a turkey dinner is the goal of many people in this month. _____
9. People often have a goal of building a snowman during this season. _____
10. A common goal during this season is to stay cool.

Spelling Words

Basic

1. apple
2. river
3. little
4. October
5. ladder
6. summer
7. purple
8. later
9. November
10. giggle
11. uncle
12. winter
13. center
14. double

Challenge

whistle
character

Challenge: Write two sentences telling how someone might reach a goal. Use both Challenge Words.

Name _____ Date _____

Word Sort

A New Team of Heroes

Spelling: Words Ending with
-er or -le

Write each Basic Word next to the correct heading.

<p>Words that name seasons</p>	
<p>Words that name months of the year</p>	
<p>Words that name objects you can pick up</p>	
<p>Other words</p>	

Spelling Words

Basic

1. apple
2. river
3. little
4. October
5. ladder
6. summer
7. purple
8. later
9. November
10. giggle
11. uncle
12. winter
13. center
14. double

Challenge

whistle
character

Challenge: Add the Challenge Words to your Word Sort.

Proofreading for Spelling

A New Team of Heroes

Spelling: Words Ending with
-er or -le

Find the misspelled words and circle them. Write them correctly on the lines below.

Spelling Words

1. apple
2. river
3. little
4. October
5. ladder
6. summer
7. purple
8. later
9. November
10. giggle
11. uncle
12. winter
13. center
14. double

Try Out for the Basketball Team

Welcome back to school! We hope your summer vacation was super.

As you all know, winter is the season for basketball. This year, tryouts for our team will be held the last Monday in October. Practices will begin early in November. In January, we'll travel across the river to play our first game against the Dunkers.

We urge all interested students, new or old, big or little, to try out for the basketball team. You won't have to make a basket from the center of the court. You must, though, be willing to double your efforts when it's needed.

So if you'd like to see yourself in our team's purple uniform, just try out. That way, you won't be sorry later that you didn't.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 8. _____ |
| 2. _____ | 6. _____ | 9. _____ |
| 3. _____ | 7. _____ | 10. _____ |
| 4. _____ | | |

What Is a Preposition?

**A New Team
of Heroes**
Grammar:
What Is a Preposition?

Common Prepositions

about	around	beside	for	near	outside	under
above	at	by	from	of	over	until
across	before	down	in	off	past	up
after	behind	during	inside	on	through	with
along	below	except	into	out	to	without

Underline the preposition in each sentence.

1. Some people like to hike the trails around a lake.
2. Hiking over the hills is good exercise.
3. In summer, flowers cover the hills.
4. Some people like the mountains in winter.
5. They ski or snowboard down the steep slopes.
6. A high mountain is a challenge for climbers.
7. Reaching the top of a mountain is a climber's goal.
8. Climbers usually hike with a guide.
9. Guides know the safest way to the top.
10. Which mountains in our country do you know about?

Name _____ Date _____

Prepositional Phrases

A New Team of Heroes

Grammar:
What Is a Preposition?

1–5. Underline the prepositional phrase in each sentence.

1. Those people in the distance are taking a hike.
2. I wonder how far they will hike before lunch?
3. We can follow the hikers up the hill.
4. My friend from the city likes hiking, too.
5. Let's hike to that tall pine tree.

6–10. Underline two prepositional phrases in each sentence. Write the prepositional phrase that tells *when*.

6. On Friday, our class took a hike in the woods.

7. I didn't think we were going on the hike until next week.

8. We rested beside a creek at noon.

9. During our rest, we looked at a distant mountain.

10. By the afternoon, we were all very tired from the long hike.

Name _____ Date _____

Prepositional Phrases

**A New Team
of Heroes**
Grammar:
What Is a Preposition?

1–5. Underline the prepositional phrase in each sentence.

1. We use mountains for many things.
2. Rock climbers like to climb up mountain cliffs.
3. Miners search the rock for metals.
4. Trees growing on mountains supply logs for houses.
5. Cows and sheep can graze around a mountain's base.

6–10. Underline the prepositional phrases in each sentence. Write the prepositional phrase that tells *where*.

6. The weather on a mountain can change in a few minutes.

7. It is very cold at the top of a mountain.

8. At great heights, there is little oxygen for breathing.

9. Many of the world's highest mountains are in Asia.

10. Very few people live on these high mountains.

Name _____ Date _____

Kinds of Adverbs

A New Team of Heroes
Grammar: Spiral Review

- An **adverb** is a word that describes a verb.
- **Adverbs** can come before or after the verb they are describing.
- Adverbs tell *how*, *when*, and *where* an action happens.

Adverb That Tells How	Adverb That Tells When	Adverb That Tells Where
Manny quickly passed the ball.	We have to practice often .	We practice here at the park.

1–4. Write the adverb and what it tells about each underlined verb.

1. Gayle cheered loudly for Manny. _____
2. They ran away from the fire. _____
3. The game always begins at 4:00. _____
4. Our team shook hands happily with the other team.

5–8. Rewrite the sentences below into one sentence.

5. The team played another game. They played the game later.

6. The goalie blocked the ball. He did it easily.

7. We stop for water breaks. We stop often.

8. Manny scores a goal. He always scores a goal.

Name _____ Date _____

Sentence Fluency

A New Team of Heroes

Grammar:
Connect to Writing

Short, choppy sentences can be combined to make your writing smoother. You can combine two sentences by **moving a prepositional phrase**.

Two Sentences	Combined Sentence
We watched the film about mountains. We watched the film on Tuesday.	We watched the film about mountains on Tuesday.

Combine two short choppy sentences by moving a prepositional phrase to combine two sentences. Write the new sentence on the line.

- The map is on the wall.
The map is behind Mrs. Brown's desk.

- We can see the mountains in Asia.
We can see the mountains on the map.

- Please show me the mountains of Africa.
Please show me the mountains on the map.

- We will learn more about mountains.
We will learn more after lunch.

- Have you ever hiked in the mountains?
Have you ever hiked in our state?

Name _____ Date _____

Focus Trait: Ideas

A New Team of Heroes

Writing: Ideas

Read each pair of sentences. Underline the fact. Draw a line through the opinion. Then write a fact to replace the opinion.

1. In football, a touchdown scores 6 points. It is easy to score points.

Fact: _____

2. Golf is the hardest sport. Golfers use clubs to hit the ball.

Fact: _____

3. Swimmers should wear red suits. Many swimmers begin at a young age.

Fact: _____

4. A baseball catcher wears a mask. Everyone should have a turn to catch.

Fact: _____

5. All schools should have sports teams. Many children play sports.

Fact: _____

Name _____ Date _____

Sort the Words

Saving Buster
Phonics: Schwa Sound

Read each word in the box. Find the vowel that makes the schwa sound. Then write the word in the chart under the spelling of the schwa sound.

Word Bank					
about	actor	alive	cactus	camel	circus
engine	kennel	pencil	pilot	salad	wagon

schwa spelled <i>a</i>	schwa spelled <i>e</i>	schwa spelled <i>i</i>
schwa spelled <i>o</i>	schwa spelled <i>u</i>	

Name _____

Date _____



Saving Buster

Pet Reporter

You are a reporter. You are going to write a newspaper article about Buster's accident and how the neighbors helped. Newspaper reporters ask questions to find facts for their stories. Use the questions below to find facts. Then write the newspaper article.

Read pages 66–67. What happened to Buster?

Read page 68. What is the problem that Donovan wants to help solve?

Read pages 70–71. What was Donovan's idea for solving the problem?

Read pages 72–73. Did Donovan's solution raise the \$2,000 needed to pay for Buster's care?

Words that Begin with *a* or *be*

Basic: Write the Basic Word that completes each sentence.

Saving Buster
Spelling: Words that Begin with *a* or *be*

Spelling Words

Basic

1. below
2. about
3. belong
4. around
5. again
6. alone
7. because
8. above
9. between
10. alive
11. behind
12. begin
13. along
14. before

Challenge

awhile
beyond

1. I was walking _____ my street when I spotted a kitten.
2. When it ran _____ my legs, I fell over!
3. Dad guessed the kitten is _____ two months old.
4. Dad said I could bring the kitten inside _____ it was cold out.
5. Then the kitten hid in a dark place _____ the couch.
6. _____ I could get it out, I had to move furniture.
7. The kitten jumped up on a shelf _____ the fireplace.
8. It followed a toy _____ in a circle.
9. The kitten made me laugh over and over _____ .
10. Dad and I agree that the kitten and I _____ together.

Challenge 11–12: Write two sentences about animals. Use both Challenge Words.

Word Sort

Saving Buster

Spelling: Words that begin with *a* or *be*

Write each Basic Word next to the correct heading.

<p>Second syllable has three letters</p>	
<p>Second syllable has four letters</p>	
<p>Second syllable has five letters</p>	

Spelling Words

Basic

1. below
2. about
3. belong
4. around
5. again
6. alone
7. because
8. above
9. between
10. alive
11. behind
12. begin
13. along
14. before

Challenge

awhile
beyond

Challenge: Add the Challenge Words to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Saving Buster
Spelling: Words that Begin with
a or be

Spelling Words

1. below
2. about
3. belong
4. around
5. again
6. alone
7. because
8. above
9. between
10. alive
11. behind
12. begin
13. along
14. before

Monday, July 9

This past weekend, our family took part in a barn raising. I'd never heard about these events before. In a barn raising, a lot of people who belong to a community get together to build a barn. No community member has to face the huge job of building a barn alone.

At first, I just walked around the barnyard. I didn't know where to begin to help. Soon, a man called from a beam above me. "Son, could you please bring me some nails?" he asked. I leaped into action because I wanted to be part of the group. I set up a ladder below the man and handed him the nails.

After that I worked hard all weekend, and that barn is done. It's a beauty! I would sure love to be part of a barn raising again.

1. _____ 5. _____ 8. _____

2. _____ 6. _____ 9. _____

3. _____ 7. _____ 10. _____

4. _____

Name _____ Date _____

Using *I* and *Me*

Saving Buster
Grammar: Correct Pronouns

- Use the pronoun *I* only as the subject of a sentence. Always capitalize the word *I*.

I am going to school.

- Use the pronoun *me* only as an object pronoun. When you talk about another person and yourself, it is polite to list yourself last.

Julie handed the books to Lucy and **me**.

Thinking Question

Is the pronoun the subject or the object of the sentence?

Activity: Write the pronoun *I* or *me* to complete each sentence.

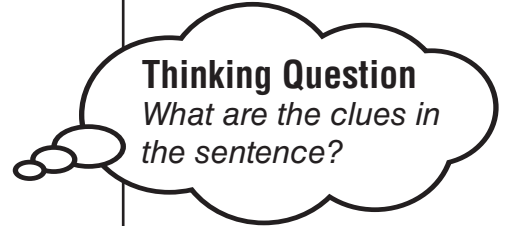
1. _____ watched my dog chase the ball.
2. Dad and _____ entered a dish in the potluck contest.
3. Amy went to the vet with my dog Sparky and _____.
4. My service dog helps _____ cross the street.
5. Can _____ help you plan the contest?
6. _____ liked the pasta salad the best.
7. The judge couldn't decide, so she gave the first prize to both Andy and _____.
8. _____ own a black dog named Ruby.
9. Ruby has been with my sister and _____ since I was five years old.
10. Someday _____ would like to train puppies to be service dogs.

Name _____ Date _____

Pronouns and Homophones

Saving Buster
Grammar: Correct Pronouns

Homophones are words that sound alike but have different spellings and different meanings. Be sure to choose the correct homophone. Using the wrong homophone changes the meaning of the sentence.



Homophone	Meaning	Example
its	belonging to it	The dog wagged its tail.
it's	it is	It's very cold outside.
your	belonging to you	I like your watch.
you're	you are	You're going to be late!
there	at or in that place	The book is over there .
their	belonging to them	Their dog can do tricks.
they're	they are	They're going to the store.

Activity: Read the sentences. Circle the correct homophones.

1. Dog training can be a fun activity for both you and **your you're** dog.
2. **Its It's** important to work with your dog every day.
3. Dogs perform best when **their they're** praised for good behavior.
4. If **your you're** patient with your dog, you can teach him or her to roll over.
5. **It's Its** important to train a puppy.
6. You can buy a leash at a pet supply store. Ask a clerk to help you when you get **there they're**.
7. The best time to train **your you're** dog is when he or she is young.
8. Dogs can still be trained when **there they're** older, too.

Name _____ Date _____

Correct Pronouns

Read each pair of sentences. Fill in the circle next to the sentence that uses the correct pronoun.

Saving Buster
Grammar: Correct Pronouns

1. (A) Mom and I will make dinner.
(B) Mom and me will make dinner.

2. (A) The dog brought the ball to Marisa and I.
(B) The dog brought the ball to Marisa and me.

3. (A) They're dog was trained to be a service dog.
(B) Their dog was trained to be a service dog.

4. (A) It's fun to teach a dog to do tricks.
(B) Its fun to teach a dog to do tricks.

5. (A) I saw your mom at the store.
(B) I saw you're mom at the store.

Making Comparisons

Saving Buster
Grammar: Spiral Review

- **Adjectives** describe nouns. They can also show how people, places, and things are alike and different.

Comparing with Adjectives		
compare two	add <i>-er</i>	taller
compare three or more	add <i>-est</i>	tallest

- **Adverbs** describe verbs. For adverbs that end in *-ly*, add **more** to compare two actions. Add **most** to compare three or more actions.

1–4. Write the correct form of the adjective in parentheses to complete each sentence.

1. Molly was the _____ of all the service dogs. (small)
2. The Smiths were _____ than our other neighbors were.
(friendly)
3. Of all of her classmates, Liz's voice is the _____. (strong)
4. Doug was the _____ member of the class. (young)

5–6. Rewrite the sentences, combining each pair of sentences.

5. Ralph is smarter than the cat. He is quicker too. _____

6. Of all the dogs in the park, Benny has the biggest feet.
He also has the longest tail. _____

Name _____ Date _____

Conventions

Saving Buster
Grammar: Connect to Writing

Sentence with incorrect use of <i>I</i> and <i>me</i>	Corrected sentence
Me and my mom did everything we could to help out.	<u>My mom and I</u> did everything we could to help out.

Sentence with incorrect homophone	Corrected sentence
Their cooking wonderful food for the dinner tonight.	<u>They're</u> cooking wonderful food for the dinner tonight.

Proofread each sentence. Check for the correct use of the pronouns *I* and *me* and the correct use of homophones. Write the corrected sentence on the line.

- David and me think the cooking contest will be fun.

- They gave they're food to me and my mom.

- The dog left the bone over their.

- Its amazing how much money was raised.

- Me and my friends think it's important to help you're neighbors.

- Its good when people help each other.

- You can help them by watching there dog.

- They're dog loves to play.

Name _____ Date _____

Focus Trait: Organization

Saving Buster
Writing: Organization

Read each paragraph. Cross out the detail that does not tell about the main idea. Then add a fact or a detail sentence that supports the main idea.

1. Other animals pull vehicles. Oxen pulled pioneers' wagons in the 1800s. Locomotive trains can pull many cars. Some kinds of horses pull sleighs and carriages.

2. Several types of animals carry people. For hundreds of years, people have ridden horses. Donkeys can carry people through rough terrain. Lots of kids ride bicycles to school. Some people also ride camels.

3. In a beehive, different bees have different jobs. The queen lays eggs. Worker bees do a few jobs. They help make wax. They also feed other bees and help protect the hive. Some people are allergic to bees.

4. Dogs do different kinds of work. ~~Chihuahuas are a tiny kind of dog.~~ There are herding dogs and police dogs. Some dogs are even actors!

JOURNEYS

COMMON CORE

Reader's Notebook

Grade 3 • Volume 2



HOUGHTON MIFFLIN HARCOURT

1502802-LV 3