

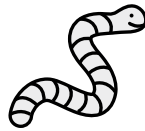
Name \_\_\_\_\_

The end sound you hear in fur can be spelled er as in her, ir as in dirt, ur as in turn, and or as in word.

**A. Read the words. Listen for the sound at the end of fur. Circle the word that names the picture.**

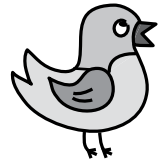
1. wide

worm



2. bed

bird



3. shirt

show



4. sun

surf



**B. Use a word from the box to complete each sentence.**

her

nurse

skirt

work

5. There is a \_\_\_\_\_ at my school.

\_\_\_\_\_  
-----

6. \_\_\_\_\_ hat is green.

\_\_\_\_\_  
-----

7. I have a pretty blue \_\_\_\_\_.

Name \_\_\_\_\_

Draw a line to match the sentence to the picture it describes.

1. Can I have **another** cup of water?

a.



2. My bag is **full** of food.

b.



3. The boy will **climb** up the tree.

c.



4. We walk **through** the door at school.

d.



5. The **poor** girl is sick.

e.



6. That kite is **great**.

f.



Name \_\_\_\_\_

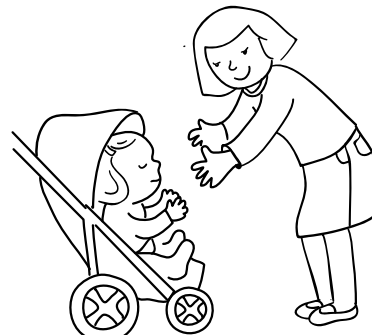
**Leaped** means to have jumped far.

**Stretched** means to have extended a body part.

**A. Use a word from the box to finish each sentence.**

leaped

stretched



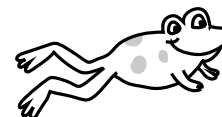
\_\_\_\_\_

-----

1. Millie \_\_\_\_\_ her arms to her mom.

\_\_\_\_\_

-----



2. The frog \_\_\_\_\_ across the pond.

**B. Write a sentence using a word from the box.**

**Draw a picture to go with your sentence.**

3.

\_\_\_\_\_

-----

\_\_\_\_\_

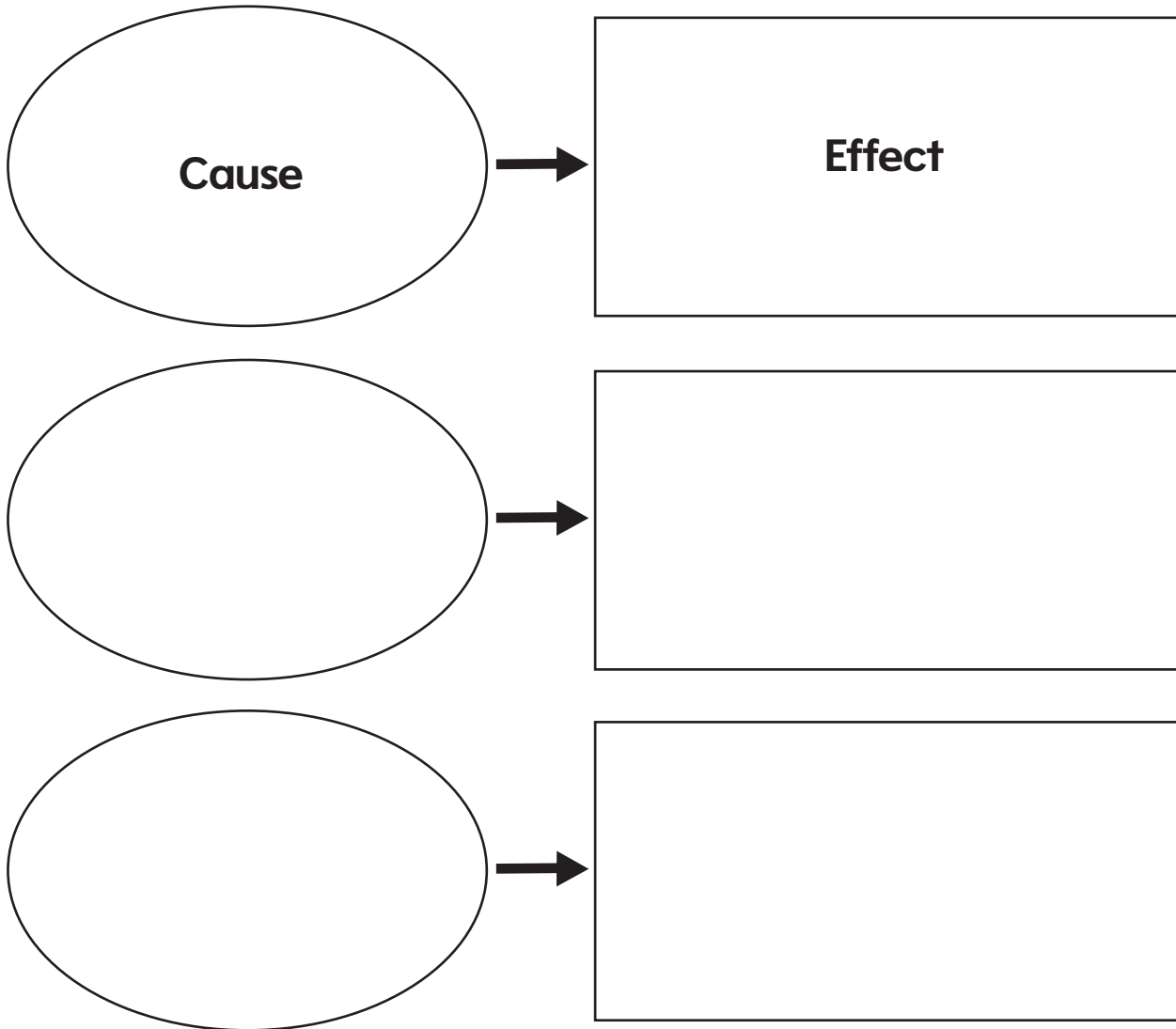
-----

\_\_\_\_\_

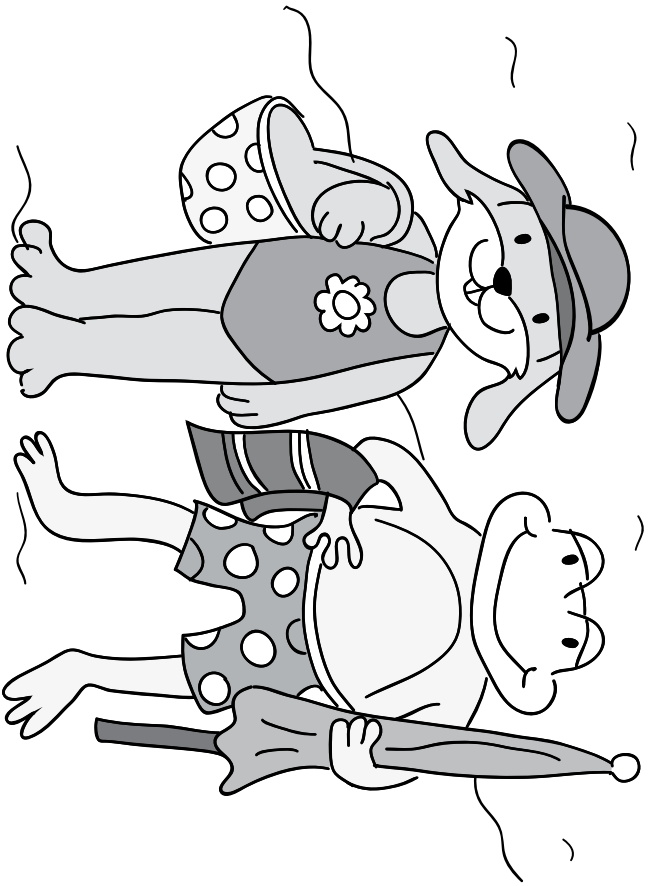


Name \_\_\_\_\_

Fill in the Cause and Effect Chart. Use events from the story.

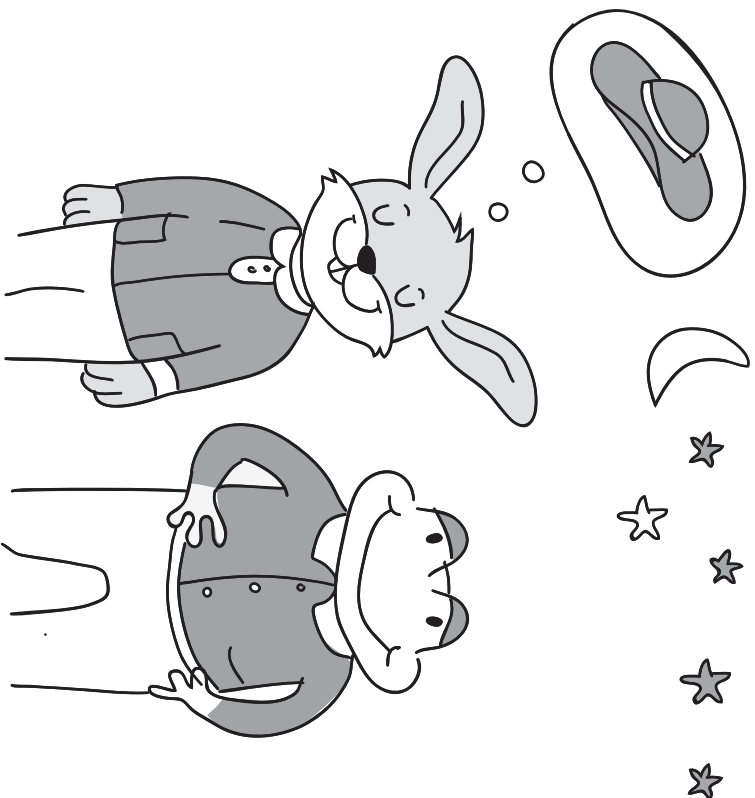


# A Bunny Wish



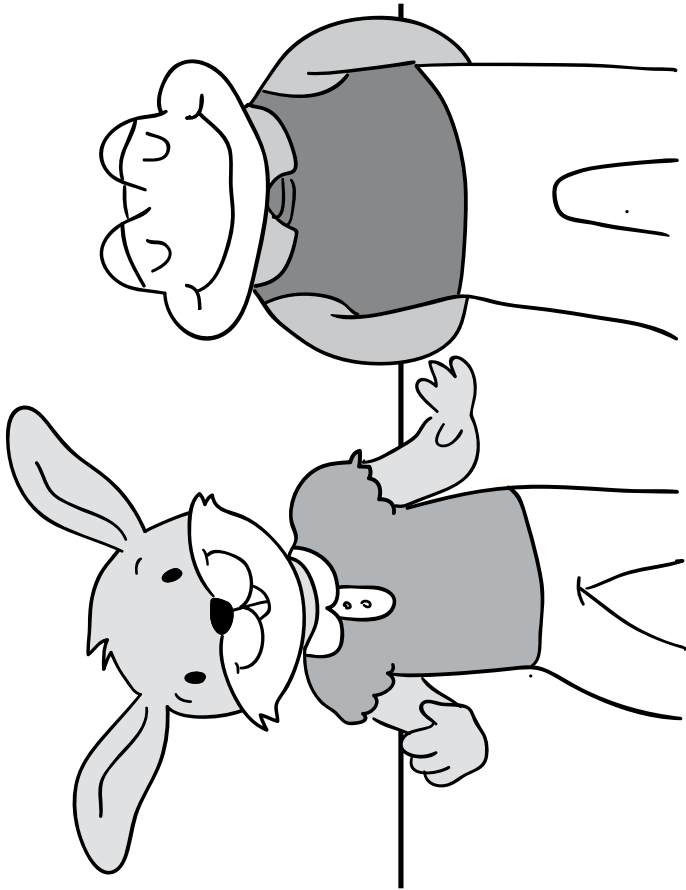
“That wishing star worked,”  
said Betty. She put on her hat.  
“It’s my turn next,” said Freddy.  
“Good!” said Betty.

④



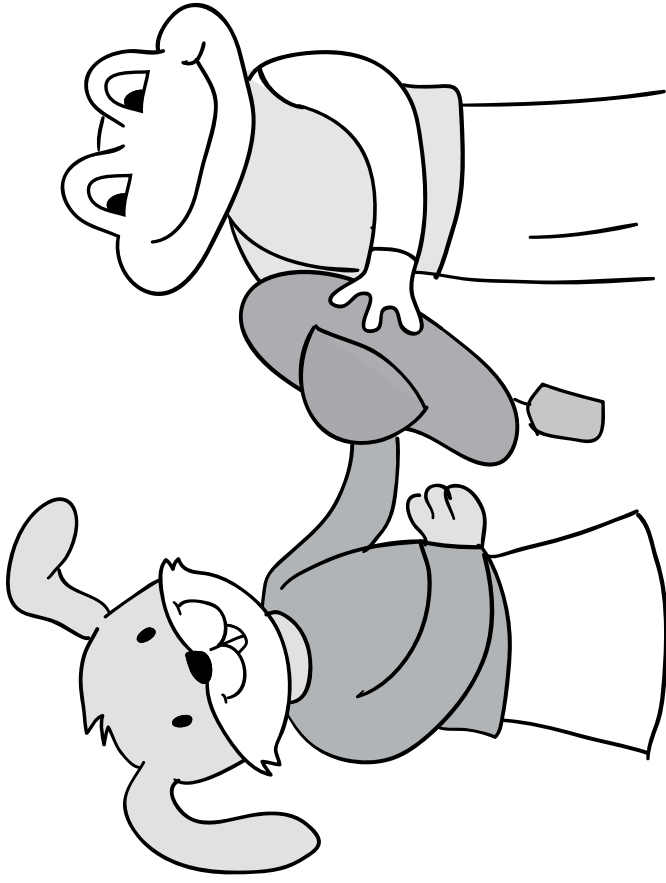
“There’s a wishing star!” Betty  
Bunny said to Freddy Frog. “I  
wish for a sunhat!”  
They were going to the beach  
the next day.

①



“I think you will get your wish,”  
said Freddy Frog.  
“I think I will, too,” said Bethy.

②



The next day Freddy brought  
Bethy a sun hat.  
“Oh, my wish came true!”  
exclaimed Bethy.

③

Name \_\_\_\_\_

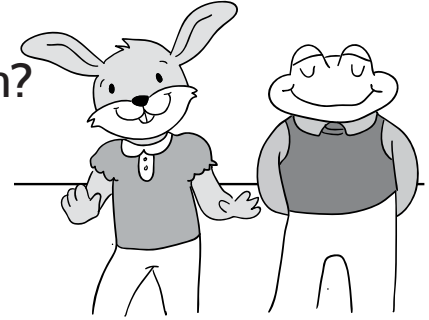
**A. Reread "A Bunny Wish." Follow the directions.**

1. What causes Bethy to make a wish?

\_\_\_\_\_

-----

\_\_\_\_\_



2. Write the word that tells you what Bethy wishes for.

\_\_\_\_\_

-----

\_\_\_\_\_

3. What effect does Bethy's wish have?

\_\_\_\_\_

-----

\_\_\_\_\_

4. What causes Bethy to want a sunhat?

\_\_\_\_\_

-----

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name \_\_\_\_\_

**Shades of meaning** are small differences in meaning between similar words.

Read the sentences. Then choose the best word in bold to answer the question.

1. Max is very wet. Is Max **soaked** or **damp**?



\_\_\_\_\_

-----

\_\_\_\_\_

2. Tess is giving the dog some food. Is Tess **pouring** or **spilling** the food?

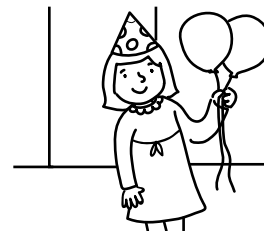


\_\_\_\_\_

-----

\_\_\_\_\_

3. Kate thinks the party is great. Does Kate think the party is **good** or **wonderful**?



\_\_\_\_\_

-----

\_\_\_\_\_



Name \_\_\_\_\_

**Circle the word that completes the sentence.  
Then write the word.**

\_\_\_\_\_

-----

1. The \_\_\_\_\_ is in the nest.

bag      bird

\_\_\_\_\_

-----

2. The bird will eat the \_\_\_\_\_.

wave      worm

\_\_\_\_\_

-----

3. Nan \_\_\_\_\_ her foot.

hut      hurt

\_\_\_\_\_

-----

4. I won \_\_\_\_\_ place!

first      fish

\_\_\_\_\_

-----

5. He gave a gift to \_\_\_\_\_.

her      harp

Name \_\_\_\_\_

Adding -er to an action word changes the word to a naming word.

teach + er = teacher

a person who teaches

work + er = worker

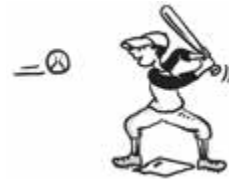
a person who works

**A. Add -er to the action word to make a naming word. Write the new word.**

1. play + er = \_\_\_\_\_

\_\_\_\_\_

-----



2. help + er = \_\_\_\_\_

\_\_\_\_\_

-----



3. paint + er = \_\_\_\_\_

\_\_\_\_\_

-----



4. surf + er = \_\_\_\_\_

\_\_\_\_\_

-----



**B. Write your own sentence. Use a naming word you wrote above.**

\_\_\_\_\_

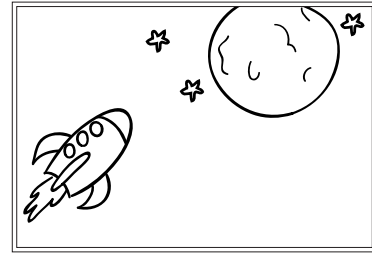
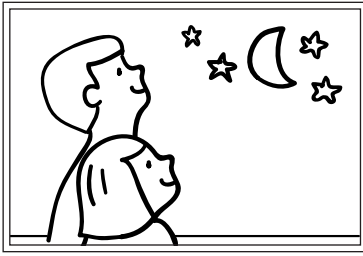
-----

5. \_\_\_\_\_

Name \_\_\_\_\_

**Captions** are short descriptions that tell more about a photograph or picture.

**Circle the caption that tells about the picture.**

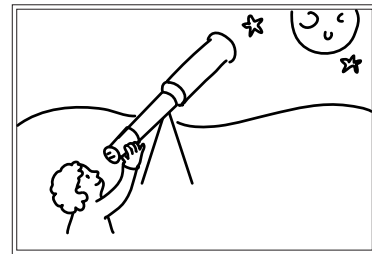
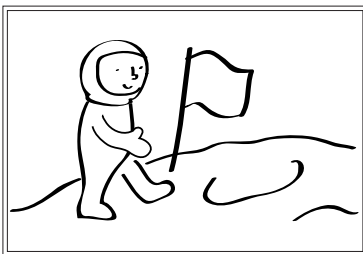


1. Dad and Jess look at the moon.

2. The spaceship is near the moon.

Dad and Jess read about the moon.

The spaceship landed.

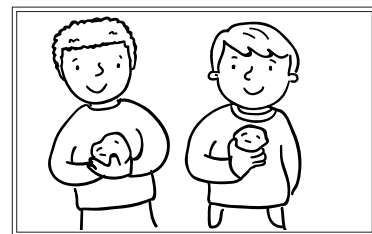
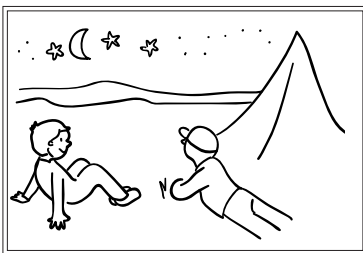


3. He is on the spaceship.

4. Dan looks at the moon.

He is on the moon.

Dan looks at a map.



5. They like to read.

6. They have moon rocks.

They gaze at the stars.

They look up at the moon.

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you add describing words.**

**Draft Model**

I like to look at the night sky with my dad. There is a lot to see in the sky. There are stars in the sky.

1. What is the topic of the writing?
2. What describing word is used in the writing?
3. What describing words could you add to the writing?

**B. Now revise the draft by adding describing words to tell about the night sky.**

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

The letters or, ore, and oar make the sounds you hear in for, more, and board.

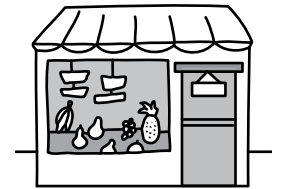
Circle the word that answers the riddle. Then underline the letters that spell the or sounds as in for, more, or board.

1. You need to buy things.

Where do you go?

store

star



2. I put on my hat.

What did I do?

give

wore



3. There is rain and wind!

What is it?

storm

steam



4. We go out and see new things.

What do we do?

explore

bore

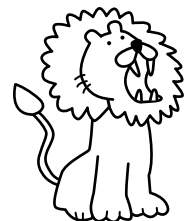


5. Leo spoke!

What did Leo do?

fetch

roar



Name \_\_\_\_\_

Use a word from the box to complete each sentence.

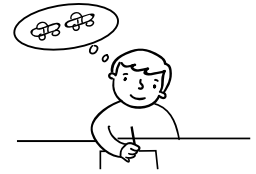
began    better    guess    learn    right    sure

- \_\_\_\_\_
- 
1. Can you \_\_\_\_\_ what is in the box?
- \_\_\_\_\_
- 
2. I am \_\_\_\_\_ I will do well on my test.
- \_\_\_\_\_
- 
3. Mom \_\_\_\_\_ to cut the cake.
- \_\_\_\_\_
- 
4. We will \_\_\_\_\_ how to plant a tree.
- \_\_\_\_\_
- 
5. I like this book \_\_\_\_\_ than that one.
- \_\_\_\_\_
- 
6. This is the \_\_\_\_\_ way to ride a bike.

Name \_\_\_\_\_

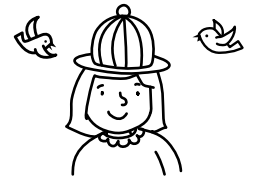
An **idea** is a picture you see in your head.

I have a good idea for a story.



Something that is **unusual** is not common.

What an unusual hat you have!



Write idea or unusual to complete each sentence.

\_\_\_\_\_

-----



1. Dan has an \_\_\_\_\_ for fixing the vase.

\_\_\_\_\_

-----

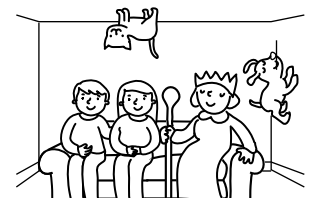
2. That is an \_\_\_\_\_ house.



\_\_\_\_\_

-----

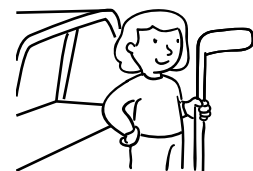
3. It was a very \_\_\_\_\_ day.



\_\_\_\_\_

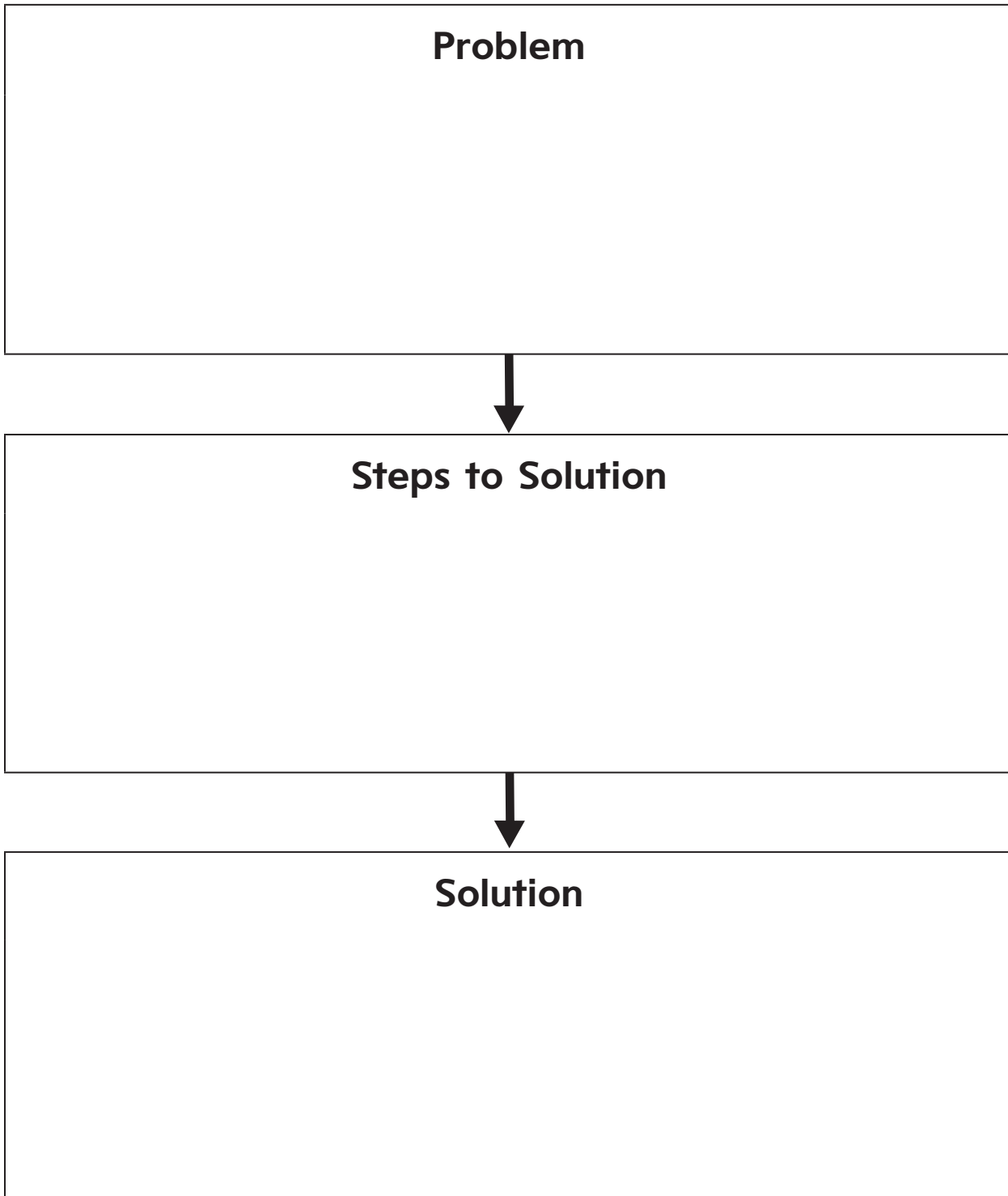
-----

4. I have an \_\_\_\_\_ for a game we can play.



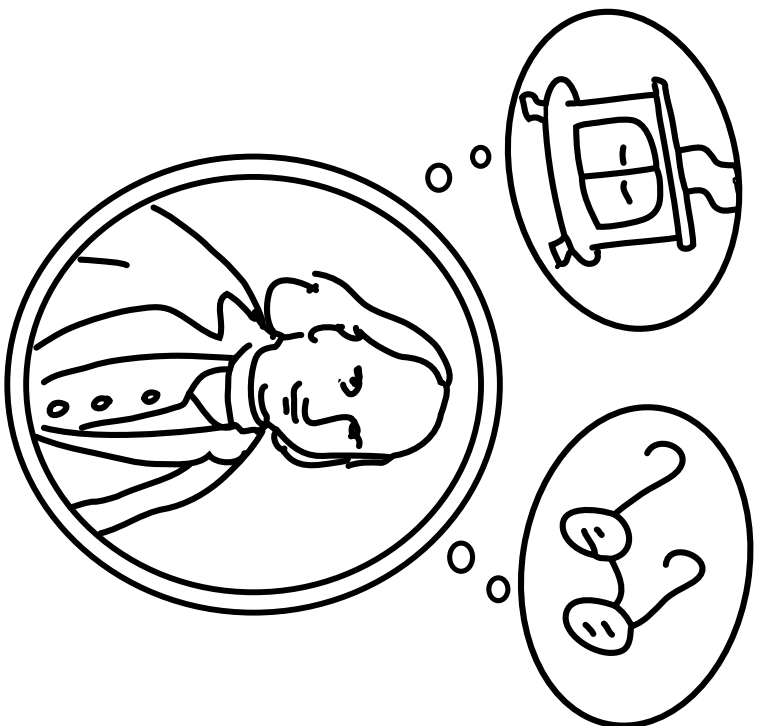
Name \_\_\_\_\_

**Fill in the Problem and Solution Chart. Use words from the story.**



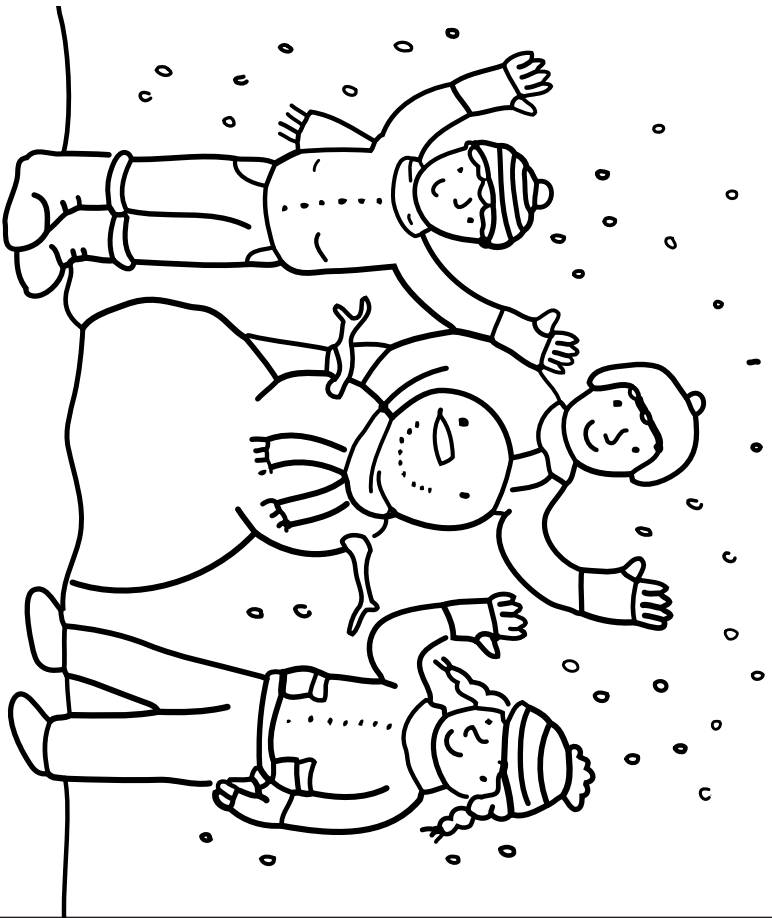


# Good Ideas



Anyone can invent! Ben Franklin invented a stove and glasses. But even kids can invent. Here is one true story.

①



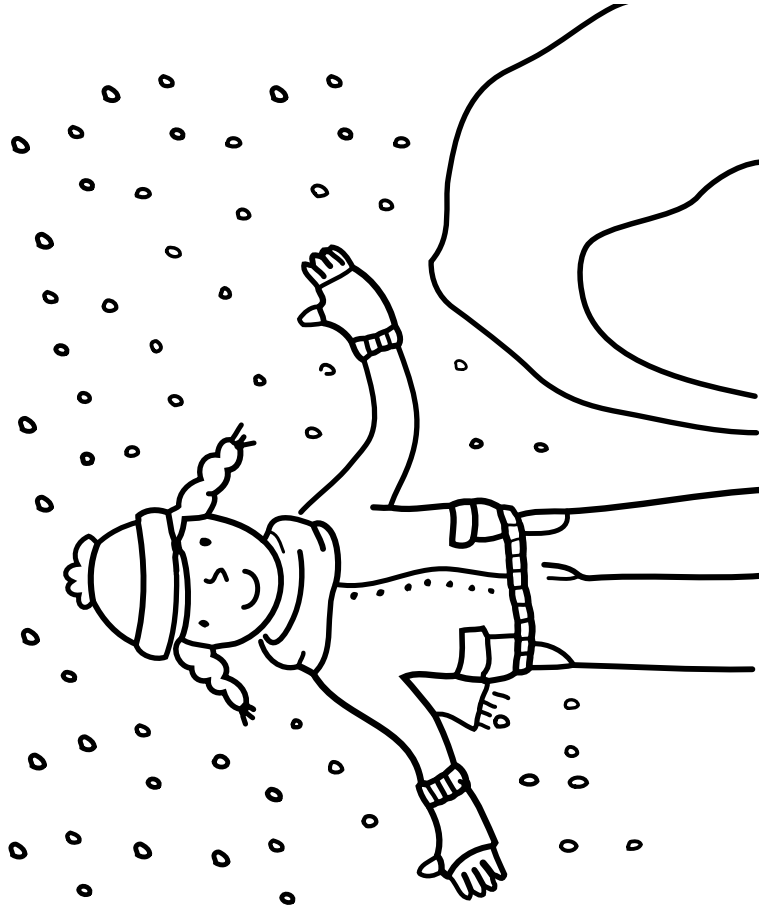
KK made some changes. The cuff worked much better than before. Soon lots of people wore her cuff. KK's idea was a hit!

④



KK liked winter. She liked to play outside. But her hands got so cold in the snow. She wanted to spend more time in the snow.

②



KK had a good idea. She made a fleece cuff. But it did not work too well. It still let snow in.

③

Name \_\_\_\_\_

**Reread "Good Ideas." Then write "problem" or "solution" next to each sentence.**

1. KK's hands get cold in the winter.

\_\_\_\_\_

-----

\_\_\_\_\_

2. KK made a cuff.

\_\_\_\_\_

-----

\_\_\_\_\_



3. The cuff did not work well.

\_\_\_\_\_

-----

\_\_\_\_\_

4. KK made a better cuff.

\_\_\_\_\_

-----

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to appropriate phrasing. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name \_\_\_\_\_

A **prefix** is a word part added to the beginning of a word. A prefix changes the meaning of the word.

The prefix **re-** means "again": **re** + **read** = **reread**

**Reread** means "to read again."

The prefix **un-** means "not": **un** + **real** = **unreal**

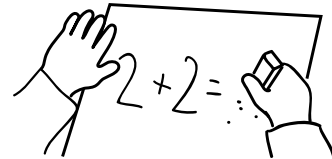
**Unreal** means "not real."

**A. Add the prefix to the word. Write the new word on the line. Then match the new word to a picture.**

1. **re** + **write** = \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



2. **un** + **tied** = \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**B. Add re- or un- to a word in the box to make a new word. Write a sentence for each new word.**

sure                      send

3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

Use the words in the box to complete the sentences.

chore

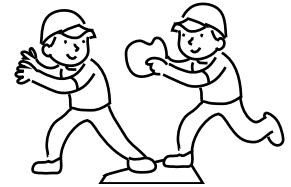
porch

sport

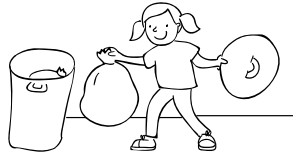
roar

adore

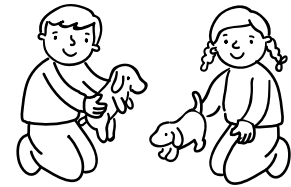
1. Baseball is a fun \_\_\_\_\_.



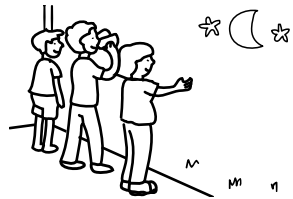
2. Taking out the trash is my \_\_\_\_\_.



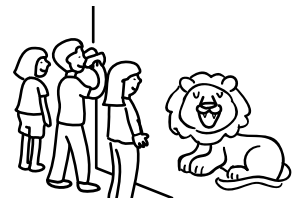
3. Max and Bev \_\_\_\_\_ puppies.



4. We meet on the \_\_\_\_\_ every night.



5. Did you hear the lion \_\_\_\_\_?



Name \_\_\_\_\_

An **abbreviation** is a short way of writing a word.  
Most abbreviations end with a period.

Saturday → Sat.

September → Sept.

**Write the abbreviation for each word. Remember to use a period.**

- |             |       |             |       |
|-------------|-------|-------------|-------|
| 1. Monday   | _____ | 2. February | _____ |
|             | ----- |             | ----- |
|             | _____ |             | _____ |
|             | ----- |             | ----- |
| 3. August   | _____ | 4. Road     | _____ |
|             | ----- |             | ----- |
|             | _____ |             | _____ |
|             | ----- |             | ----- |
| 5. Thursday | _____ | 6. March    | _____ |
|             | ----- |             | ----- |
|             | _____ |             | _____ |
|             | ----- |             | ----- |
| 7. November | _____ | 8. October  | _____ |
|             | ----- |             | ----- |
|             | _____ |             | _____ |
|             | ----- |             | ----- |
| 9. Doctor   | _____ | 10. January | _____ |
|             | ----- |             | ----- |

Name \_\_\_\_\_

In poems, some words that are close together all start with the same sound. This is called **alliteration**.

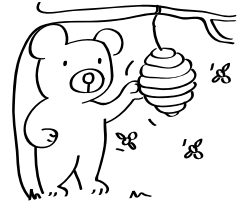
Sailor Sally sails across the sea.

Sometimes the words sound like what they tell about.

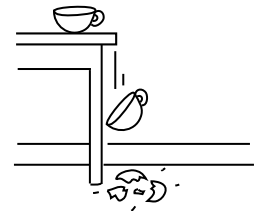
The whishing wind wheezed and whistled.

**A. Read the sentences out loud. Circle words that begin with the same sound.**

1. The bees buzz at the big brown bear.



2. Clang! Clatter! Cups crash and shatter.



**B. Say the words. Circle words that start with the same sound. Then use them to make a sentence.**

3. cats      dot      can      back      catch

---



---



---

4. hid      dogs      dig      good      down

---



---



---

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you add more time-order words.**

### Draft Model

First, trains were invented and people could travel faster than horses. Cars were invented and people could go where they wanted faster, too. Planes were invented and people could travel across the ocean in just a few hours.

1. What is the topic of the writing?
2. What time-order word is used in the writing?
3. What other time-order words could be added to the writing?

**B. Now revise the draft by adding time-order words to tell the order in which the events happened.**

---



---



---



---



---



---



---



---




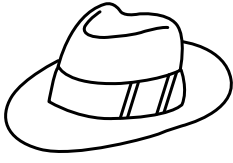

---



Name \_\_\_\_\_

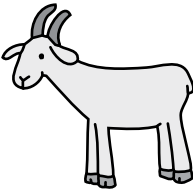


The letters **ou** and **ow** stand for the sounds you hear in the middle of **mouth** and **town**.


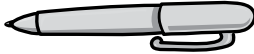

Circle the picture whose name has the same sounds you hear in the middle of **town**. Write **ou** or **ow** to complete the word that names the picture.

1.    \_\_\_\_\_  
 \_\_\_\_\_  
 h \_\_\_\_\_ se

2.    \_\_\_\_\_  
 \_\_\_\_\_  
 cr \_\_\_\_\_ n

3.     \_\_\_\_\_  
 \_\_\_\_\_  
 br \_\_\_\_\_

4.    \_\_\_\_\_  
 \_\_\_\_\_  
 m \_\_\_\_\_ se

5.    \_\_\_\_\_  
 \_\_\_\_\_  
 cl \_\_\_\_\_ n

Name \_\_\_\_\_

## Match each sentence to a picture.

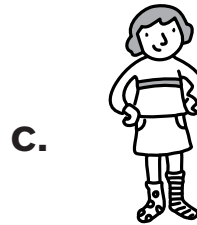
1. Her socks are not the same **color**.



2. There is **nothing** left to eat.



3. It is too **early** to wake up.



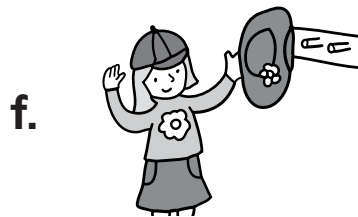
4. He **thought** it might rain.



5. **Oh, no!** The dog is digging up the garden!



6. I want this hat **instead**.




Name \_\_\_\_\_

**A. Write a sentence that uses the word scrambled.  
Then draw a picture to go with your sentence.**

---

---

---



**B. Write a sentence that uses the word suddenly.  
Then draw a picture to go with your sentence.**

---

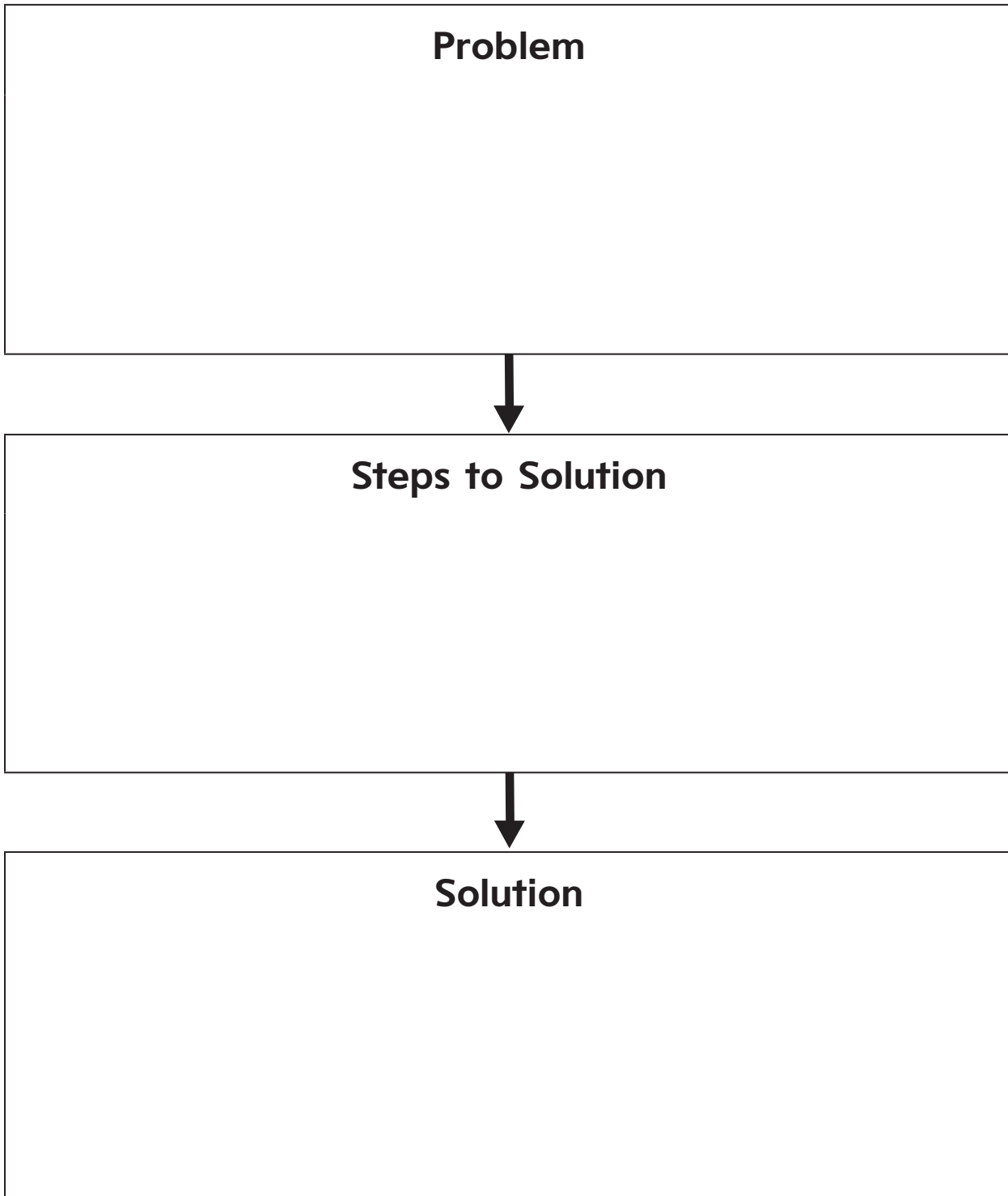
---

---



Name \_\_\_\_\_

**Fill in the Problem and Solution Chart. Use words from the story.**

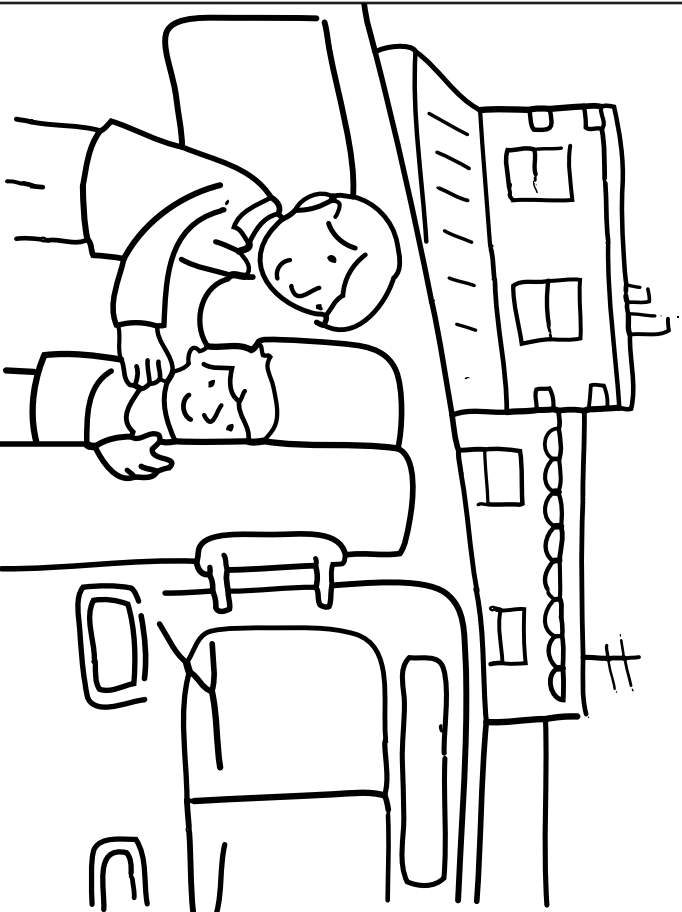


# Dad's Game



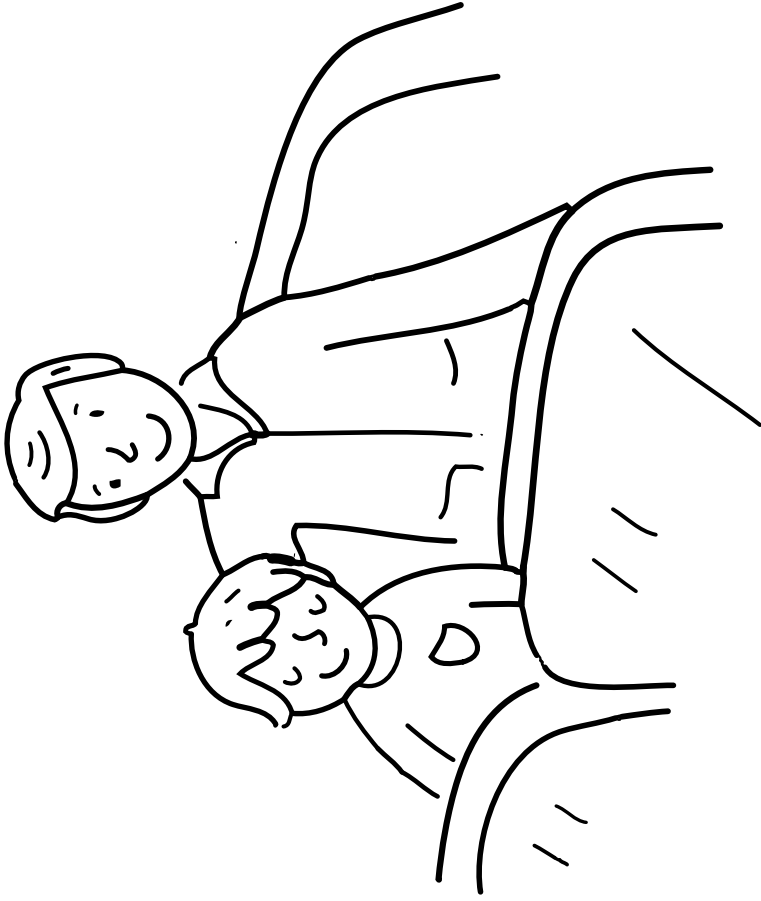
They played some more.  
Then Dad said, "You can look now.  
We are back at our brown house."  
"That wasn't boring at all!" said  
Howie.

④



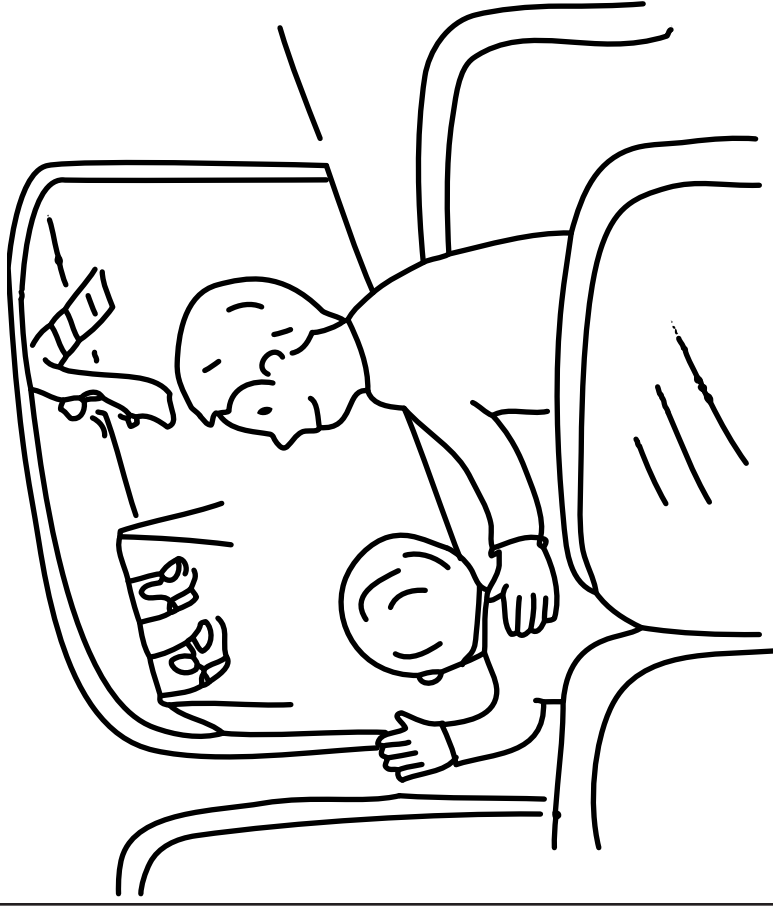
Howie and Dad have a long  
ride home.  
"I do not like the bus ride," said  
Howie.  
"It is so boring."

①



“We can play a game,” Dad said. “Don’t look and guess where we are. I will give clues.” Howie didn’t look.

②



“I see swings and a slide,” said Dad. “Where are we now?” “It’s the town park. Wow!” shouted Howie.

③

Name \_\_\_\_\_

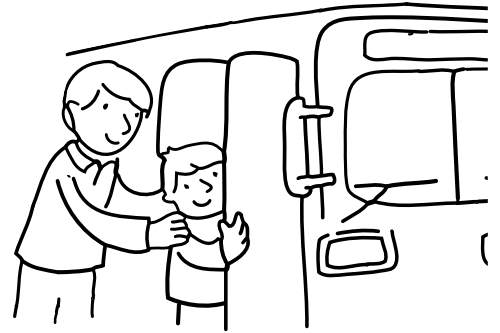
**A. Reread “Dad’s Game.” Then write “problem,” “step to a solution,” or “solution” below each sentence.**

1. Howie and Dad have a long ride home.

\_\_\_\_\_

-----

\_\_\_\_\_



2. Dad says, “We can play a game.”

\_\_\_\_\_

-----

\_\_\_\_\_

3. “We are back at our brown house,” said Dad.

\_\_\_\_\_

-----

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name \_\_\_\_\_

A **suffix** is a word part added to the end of a word to make a new word.

The suffix **-or** means “a person who.”

The suffix **-ful** means “full of.”

The suffix **-less** means “without.”

The suffix **-ly** means “in a way that is.”

Read each sentence. Use the meaning of **-or**, **-full**, **-less**, or **-ly** as a clue to the meaning of the bold word. Match the sentence with the word’s meaning.

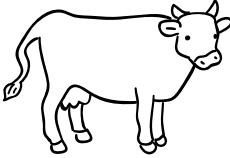
- |   |                      |
|---|----------------------|
| 1. The new puppy is <b>playful</b> .        | in a way that’s bold |
| 2. Dad is a good <b>sailor</b> .            | a person who visits  |
| 3. The glass of water is <b>colorless</b> . | full of play         |
| 4. Please be <b>careful</b> on the slide.   | a person who sails   |
| 5. The hero sang <b>boldly</b> .            | without color        |
| 6. There is a <b>visitor</b> at the door.   | full of care         |




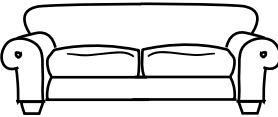
Name \_\_\_\_\_


**Write the name of each picture. Then write a word from the box that rhymes with it.**


growl    grouch    mouse    plow    south    frown


1.  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2.  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3.  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4.  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5.  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6.  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

Use the ending **-er** to compare two things:

I am a **fast** runner. Min is **faster** than I am.

Use the ending **-est** to compare three or more things:

I am a **fast** runner. Min is **faster** than I am.

Pam is the **fastest** runner of all.

Add the ending **-er** or **-est** to the word in parentheses to complete the sentence.

\_\_\_\_\_

-----

1. This box is \_\_\_\_\_ than that one. (light)

\_\_\_\_\_

-----

2. Sam has the \_\_\_\_\_ desk in all of the class. (neat)

\_\_\_\_\_

-----

3. I am the \_\_\_\_\_ girl in my family. (old)

\_\_\_\_\_

-----

4. My dad is \_\_\_\_\_ than my mom. (short)

\_\_\_\_\_

-----

5. The sun is much \_\_\_\_\_ than the moon. (bright)

Name \_\_\_\_\_

**Directions** tell you how to make or do something. A set of directions has two parts. The first part is a list of the materials you need. The second part tells the steps you need to follow.

**A. Circle two materials that you need to make what is shown in each picture.**

1. bread

nails

jam



2. stove

brushes

paints



3. sticks

snow

milk



**B. The steps to make toast are not in the right order. Number the steps to put them in order.**

\_\_\_\_\_

-----

\_\_\_\_\_ Spread the toast with jam or butter.

\_\_\_\_\_

-----

\_\_\_\_\_ Get two slices of bread.

\_\_\_\_\_

-----

\_\_\_\_\_ Put the bread in the toaster.

\_\_\_\_\_

-----

\_\_\_\_\_ Wait for the bread to get brown.

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you correct the incomplete sentences.**

### Draft Model

A lot of different sounds at school! The bell rings when school starts and when school ends, and when it's time for lunch. Children at recess and in the halls, too.

1. What is the topic of the writing?
2. Which sentence is complete?
3. Which sentences are incomplete?

**B. Now revise the draft by correcting the incomplete sentences.**

---



---



---



---



---



---



---



---



---

Name \_\_\_\_\_

The letters **oi** and **oy** can stand for the sound you hear in the middle of **noise** and at the end of **joy**.

Use the words in the box to complete each sentence. Write the word on the line.

enjoys      boil      Roy      toy      point      coin

1. My name is \_\_\_\_\_



2. This \_\_\_\_\_ is a dime.



3. She \_\_\_\_\_ painting.



4. This is the baby's \_\_\_\_\_



5. The water will \_\_\_\_\_



6. That \_\_\_\_\_ is sharp!



Name \_\_\_\_\_

Write the word that completes each sentence.

above    build    fall    knew    money    toward

1. They are walking \_\_\_\_\_ the bus.



2. I save my \_\_\_\_\_ in a bank.



3. The rain is going to \_\_\_\_\_!



4. We \_\_\_\_\_ how to fix it.



5. They will \_\_\_\_\_ something.



6. I see stars \_\_\_\_\_ me.



Name \_\_\_\_\_

**balance:** A thing can balance if it can stay in one place without falling.

**section:** A section is a small part of something bigger.

Write a vocabulary word from the box to finish each sentence.

balance      section

\_\_\_\_\_

-----

1. That \_\_\_\_\_ of the sky has too many stars to count!



\_\_\_\_\_

-----

2. Can Mike \_\_\_\_\_ all those books?



\_\_\_\_\_

-----

3. Kate can \_\_\_\_\_ on the tree branch.



\_\_\_\_\_

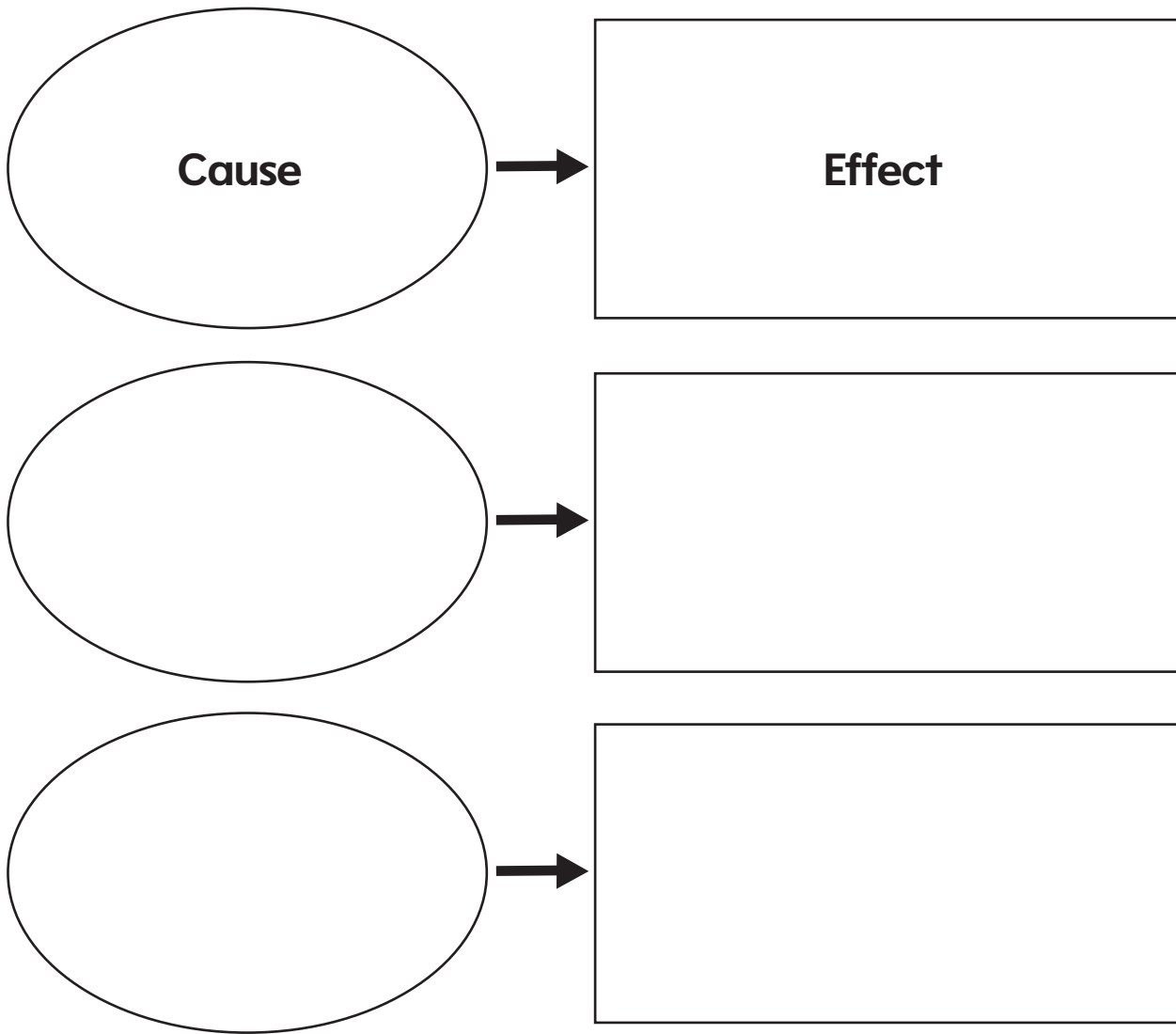
-----

4. Let's dig in just this one \_\_\_\_\_ of the beach.



Name \_\_\_\_\_

Fill in the Cause and Effect Chart. Use words from the story.

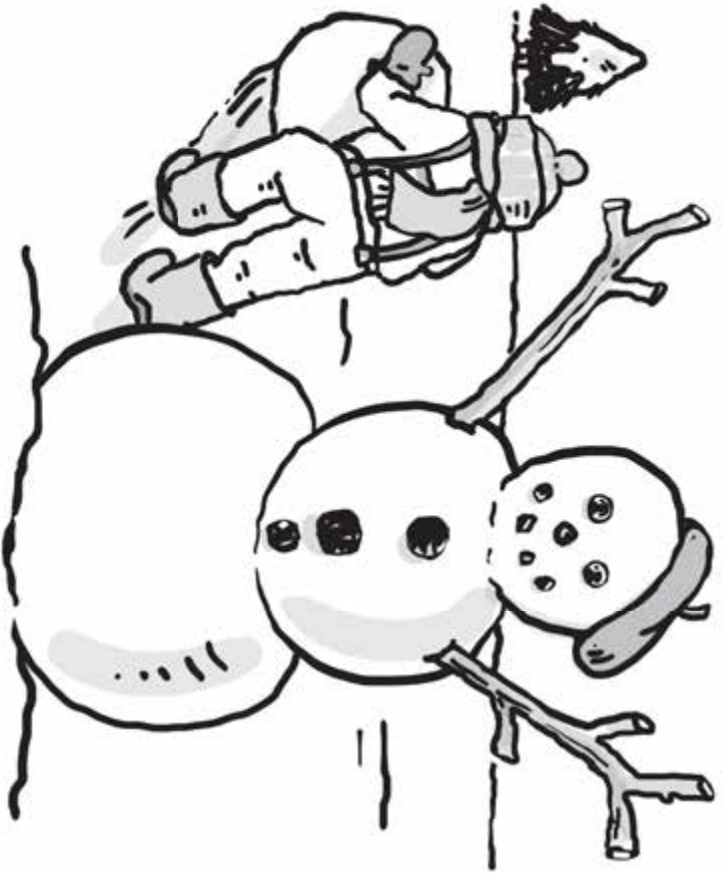




# How to Build a Snowman



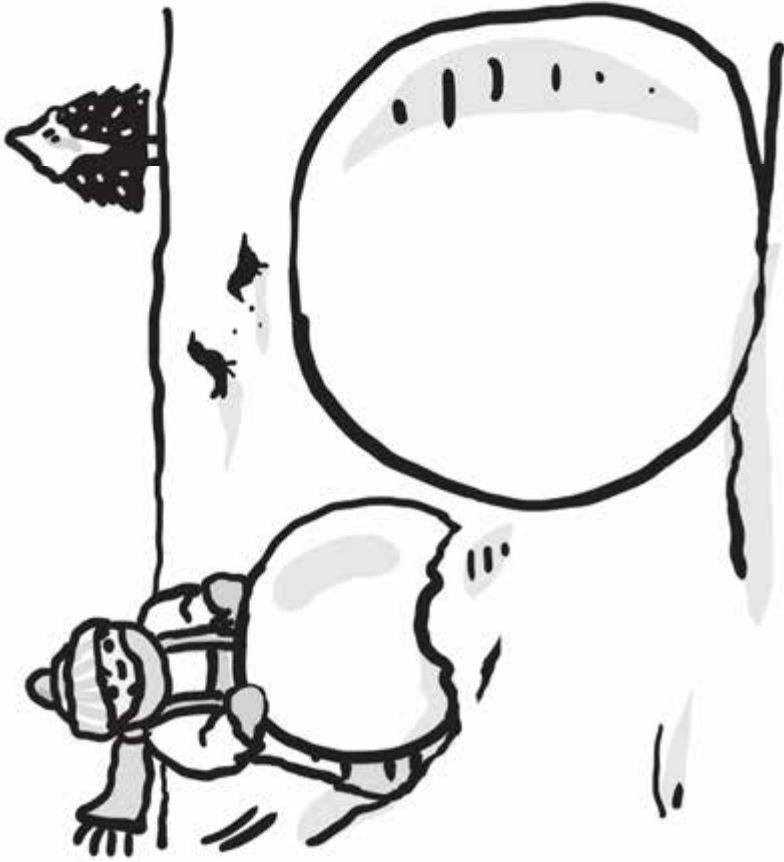
Look! Do you see wet, heavy snow fall from above? That means fun. You can build a snowman!



Next, make a head. Use stones or coins to make a face. Stick in branches for arms. Give him a hat and a pointy nose. Enjoy!

④

①



First, roll some snow into a ball.  
It will get big and round. Next,  
roll a smaller snowball.

②



It is wet and heavy. What do  
you do next? Hoist it on top.  
Now, your snowman has a  
body.

③

Name \_\_\_\_\_

**A. Reread “How to Build a Snowman.” Then read each cause. Choose the sentence below the cause that tells the effect. Circle it.**

**1. The snow falls.**

Branches can be the arms.

You can build a snowman.

**2. Roll some snow in a ball.**

Snow falls from above.

It will get big and round.



**3. Use stones or coins.**

You can make arms.

You can make a face.

**B. Work with a partner. Read the passage aloud. Pay attention to intonation and phrasing. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name \_\_\_\_\_

An action word with the ending -ed means the action happened in the past.

An action word with the ending -ing means the action is happening now.

If you see a new word, look for the ending -ed or -ing and a root word. Use the meanings of the word parts to figure out the meaning of the new word.

**A. Underline the ending. Circle the root word.**

1. jumping



2. packed



3. pointing



4. cleaned



**B. Write a sentence using a word above.**

\_\_\_\_\_

-----

5. \_\_\_\_\_


\_\_\_\_\_


-----


\_\_\_\_\_


Name \_\_\_\_\_


Write oi or oy to complete each word. Then write the word.


1.  \_\_\_\_\_  
 \_\_\_\_\_  
 c o w b \_\_\_\_\_

2.  \_\_\_\_\_  
 \_\_\_\_\_  
 p \_\_\_\_\_ n t \_\_\_\_\_

3.  \_\_\_\_\_  
 \_\_\_\_\_  
 b \_\_\_\_\_ l \_\_\_\_\_

4.  \_\_\_\_\_  
 \_\_\_\_\_  
 j \_\_\_\_\_

5.  \_\_\_\_\_  
 \_\_\_\_\_  
 c \_\_\_\_\_ n \_\_\_\_\_

6.  \_\_\_\_\_  
 \_\_\_\_\_  
 t \_\_\_\_\_ s \_\_\_\_\_

Name \_\_\_\_\_

Many two-syllable words end with a **consonant + le**.  
The consonant + le always stay together in the last syllable.

tum/**ble** = tumble      sim/**ple** = simple  
puz/**zle** = puzzle

Read the word. Draw a line between the syllables  
in each word. Write the two syllables.

1. handle \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. crumble \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. title \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. bubble \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. turtle \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. sample \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Captions** give readers more information about a photo or picture.

**Circle the caption that tells about the picture.**

1.



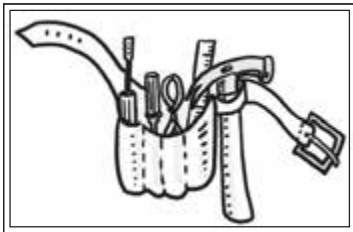
This is Newtown Bridge.  
This is Newtown School.

2.



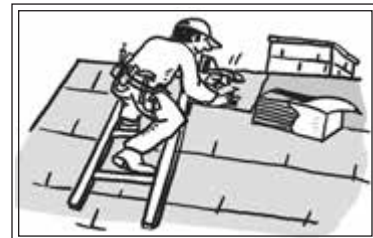
They are building a house.  
They are building a park.

3.



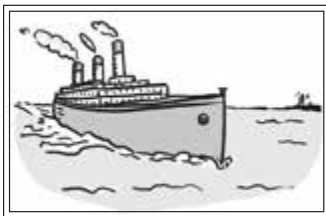
This hard hat keeps them safe.  
This tool belt helps them carry tools.

4.



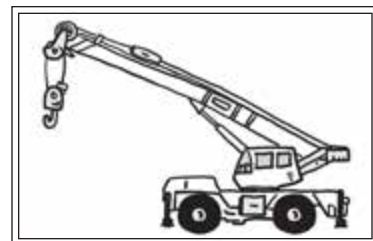
He is building a porch.  
He is putting on a roof.

5.



The ship will travel far.  
The bus takes you home.

6.



This small car goes fast.  
This tall crane lifts things.

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you add a topic to the writing.**

**Draft Model**

The outside can be made of bricks, wood or mud. Wood can be used to make floors, doors, and a roof, too. Glass is used for windows and sometimes even for the walls.

1. Does the writing tell what the topic is?
2. What do the sentences tell about?
3. What sentence could you add to tell what the topic is?

**B. Now revise the draft by adding a sentence about the topic.**

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_



Name \_\_\_\_\_

The letters oo can stand for the sound you hear in the middle of moon.

The underlined letters in the words below show some other ways to spell the same sound.

truth      blue      new      tube      fruit      yo

Read the first word. Then circle another word in the row with the same ending sounds.

1. spoon                  sock                  noon                  both

2. grew                  peg                  goat                  flew

3. clue                  glue                  call                  nice

4. Ruth                  scarf                  pail                  truth

5. group                  game                  soup                  walk

Name \_\_\_\_\_

Complete each sentence. Use one of the words in the box.

answer brought busy door enough eyes

- \_\_\_\_\_
- 
1. Dad said, "Please \_\_\_\_\_ me now."
- \_\_\_\_\_
- 
2. We use our \_\_\_\_\_ to see.
- \_\_\_\_\_
- 
3. Gram \_\_\_\_\_ me a gift today.
- \_\_\_\_\_
- 
4. Mom is too \_\_\_\_\_ to go to the park today.
- \_\_\_\_\_
- 
5. Do we have \_\_\_\_\_ eggs to make the cupcakes?
- \_\_\_\_\_
- 
6. Please close the \_\_\_\_\_ when you come in.

Name \_\_\_\_\_

**demand:** If you demand that someone do something, you ask forcefully or strongly.

**emergency:** An emergency is something unexpected that you need to take care of right away.

**A. Match each sentence to the picture that it tells about.**

1. The coaches demand that their team works hard. **a.**



2. We learned what to do in case of an emergency. **b.**



**B. Complete each sentence. Use a word from the box.**

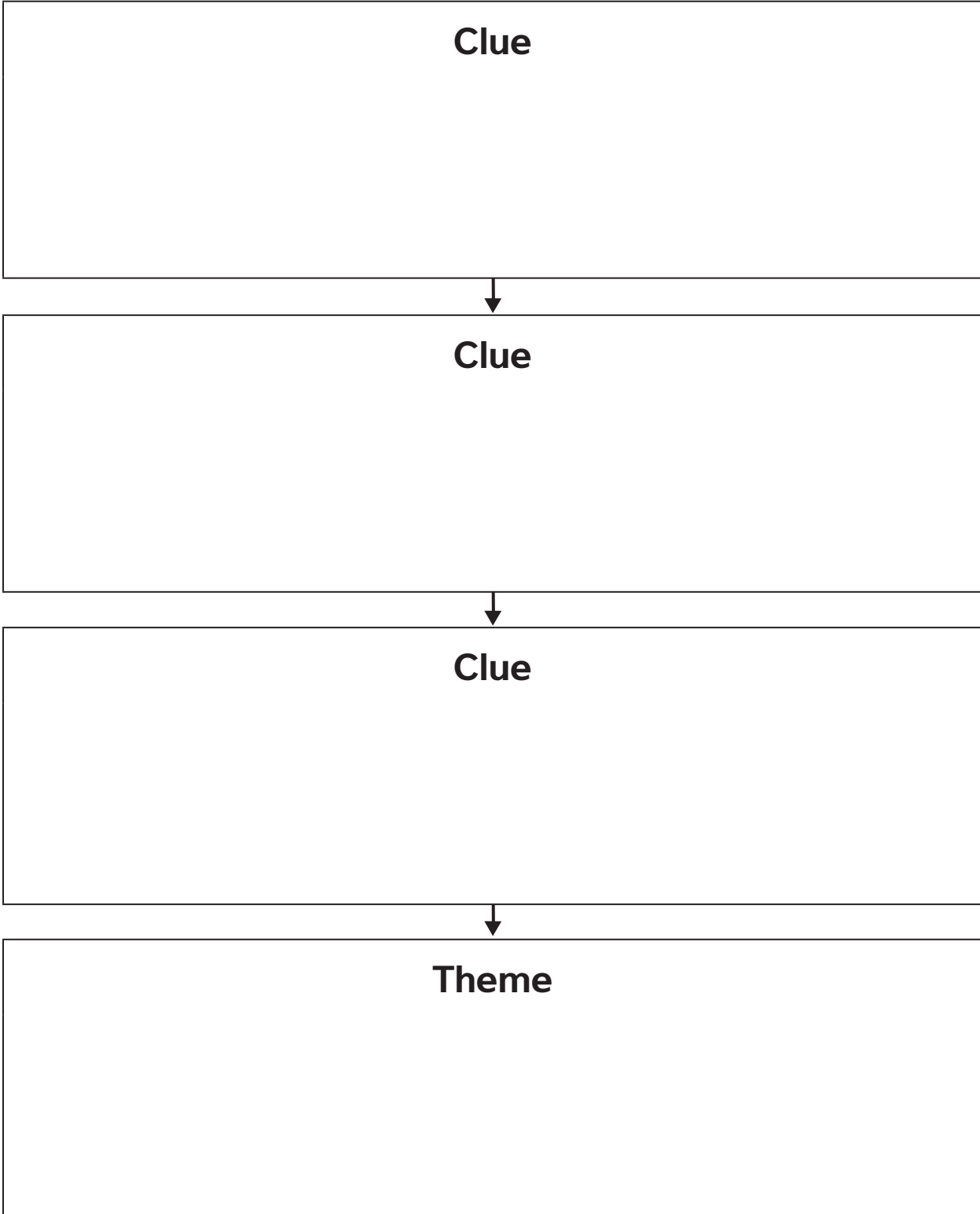
demand      emergency

3. I \_\_\_\_\_ that you listen to me!

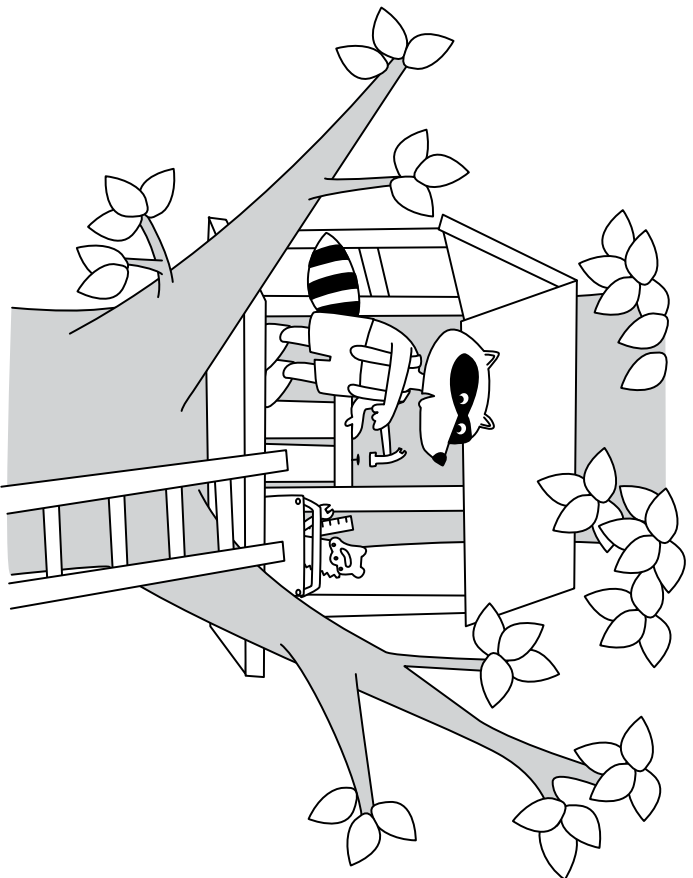
4. You can use a flashlight in an \_\_\_\_\_.

Name \_\_\_\_\_

**Fill in the Theme Chart. Use words from the story.**

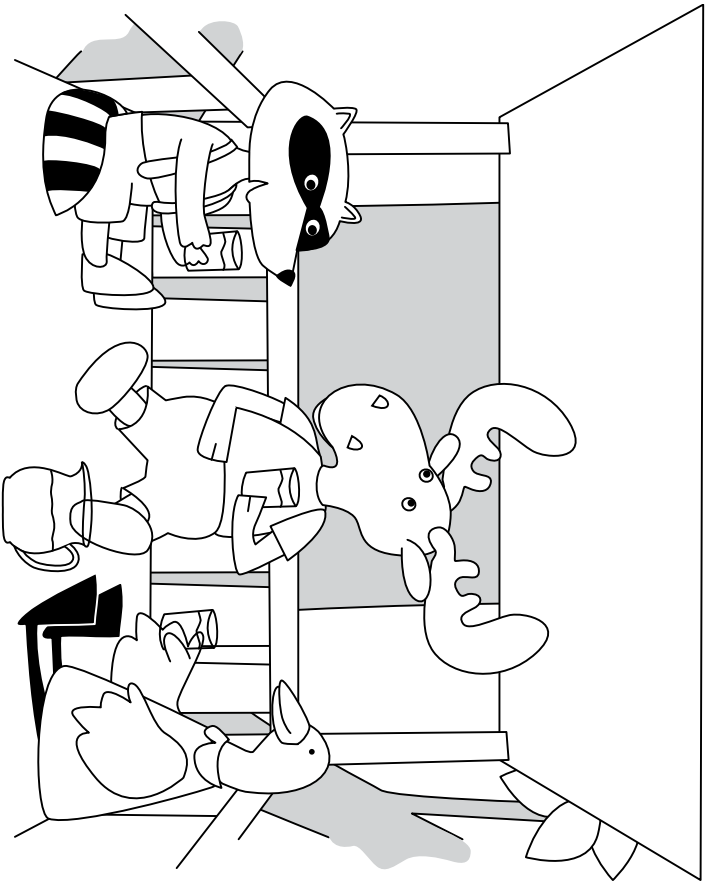


# Working Together



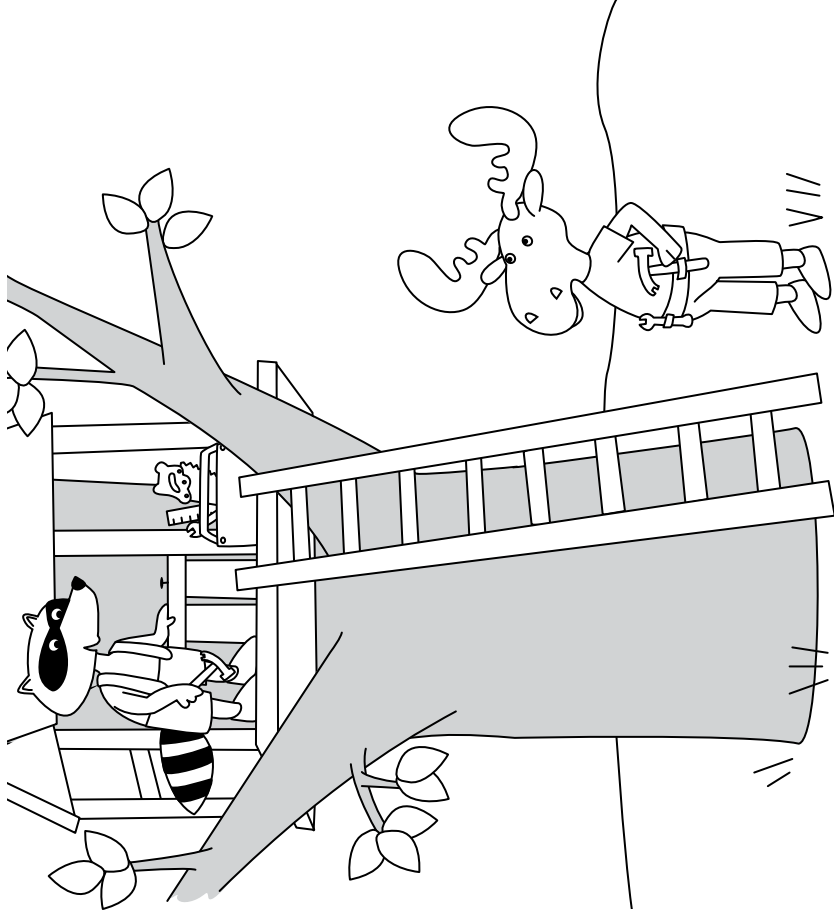
Raccoon was building a tree house.  
“This is the best tree house ever,”  
he said. “But it’s a lot of work. It  
is hard to do alone.”

①



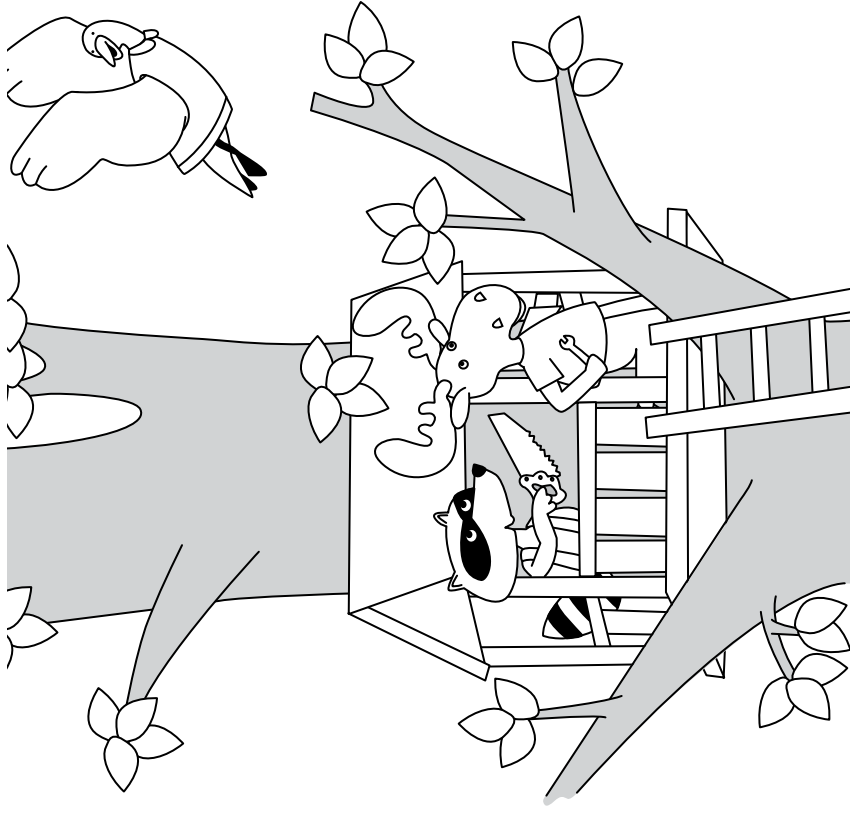
The pals drank cool water.  
Soon, the tree house was done.  
“I couldn’t have done it without  
my new pals!” said Raccoon.

④



Just then, Moose came by. "I can help you," he said. "I even have my tools. We can work together."

②



Next, Goose flew by. "What a great tree house!" she said. "I can help. I will get cool water for you to drink."

③

Name \_\_\_\_\_

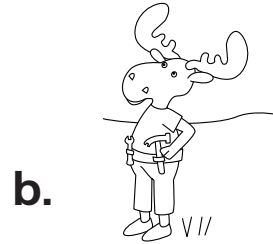
**A. Reread “Working Together.”**

**Match each clue to the picture it tells about.**

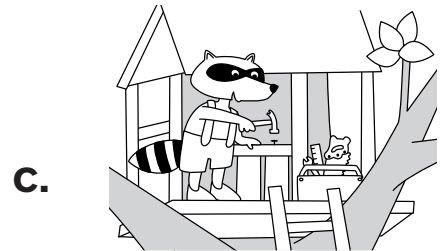
1. Raccoon needs help.



2. Moose has tools.



3. Goose will get cool water.



4. What is the theme of the story? Use the clues to help you.

\_\_\_\_\_

-----

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name \_\_\_\_\_

**Synonyms** are words with the same or almost the same meaning.

Some synonyms for **happy** are **glad** and **joyful**.

**A. Circle the two words that have the same or almost the same meaning.**

1. sparkle                  glow                  funny

2. shout                  found                  yell

3. busy                  build                  make

4. angry                  happy                  mad

5. none                  cold                  chilly

6. twirl                  spin                  grab

**B. Write a sentence using a word you circled above.**

\_\_\_\_\_

-----

7. \_\_\_\_\_



Name \_\_\_\_\_

Read the word. Circle the letters that make the sound you hear at the end of too.

Then circle the picture that the word names.

1. roof



2. flute



3. screw



4. fruit



5. soup



Name \_\_\_\_\_

A **suffix** is a word part you can add to the end of a word to change its meaning.

The suffix **-ful** means **full** or **full of**.

The word **helpful** means **full of help**.

The suffix **-less** means **without**.

The word **helpless** means **without help**.



**Circle the suffix in each word.**

1. useless

2. joyful

3. fearless

4. painless

5. hopeful

6. useful

7. senseless

8. fearful

9. painful

10. pointless

Name \_\_\_\_\_

A caption tells more about a photograph or picture.

**A. Look at the picture. Read the caption. Answer the questions.**



The Bakers clean up Green Park.

1. Who are the people in the picture? \_\_\_\_\_  
 \_\_\_\_\_

2. Where are the people? \_\_\_\_\_  
 \_\_\_\_\_

**B. Look at the picture. Read the caption. Answer the questions.**



Jane Tate told the class about taking care of trees.

3. Who is the woman in the picture? \_\_\_\_\_  
 \_\_\_\_\_

4. What is she doing? \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you vary the length of the sentences.**

**Draft Model**

We help the earth. We recycle bottles. We pick up trash.

1. What is the topic of the writing?
2. Are there some long and some short sentences?
3. How can you make the lengths of some sentences different?

**B. Now revise the draft by varying the length of the sentences.**

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

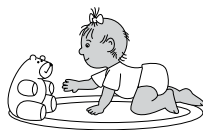
Name \_\_\_\_\_

Say paw. The same vowel sound can be spelled with a as in mall, au as in fault, ough as in taught, and al as in talk.

Write the words from the box that have the same sound-spelling as the name of the picture.

stalk	taught	fall	haul	claw
small	chalk	cause	paw	naughty

1. crawl



_____	_____
-----	-----
_____	_____

2. call



_____	_____
-----	-----
_____	_____

3. sauce



_____	_____
-----	-----
_____	_____

4. caught



_____	_____
-----	-----
_____	_____

5. walk



_____	_____
-----	-----
_____	_____

Name \_\_\_\_\_

**A. Complete each sentence. Use one of the words in the box.**

brother father friend love mother picture

1. My \_\_\_\_\_ Liz goes to my school.



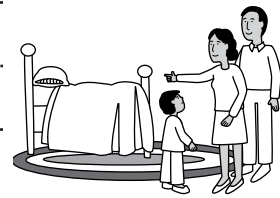
2. I \_\_\_\_\_ to run around the park.



3. I smiled for my class \_\_\_\_\_.



4. My \_\_\_\_\_ and \_\_\_\_\_ tell me to go to bed.



5. Paul's \_\_\_\_\_ is the same age as I am.



**B. Write your own sentence using a word from the box.**

6. \_\_\_\_\_

Name \_\_\_\_\_

When you **accept** something, you take it or agree to it.  
If you do something **often**, you do it a lot.

**A. Use a vocabulary word from the box to finish each sentence.**

accept      often

1. Chris visits the park \_\_\_\_\_ to ride his bike.

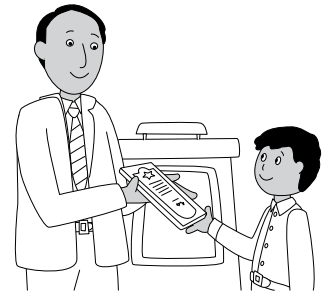
\_\_\_\_\_

-----

\_\_\_\_\_

-----

2. Kyle was ready to \_\_\_\_\_  
the award from the mayor.



**B. Choose one of the vocabulary words from the box above. Write a sentence of your own. Then draw a picture to go with your sentence.**

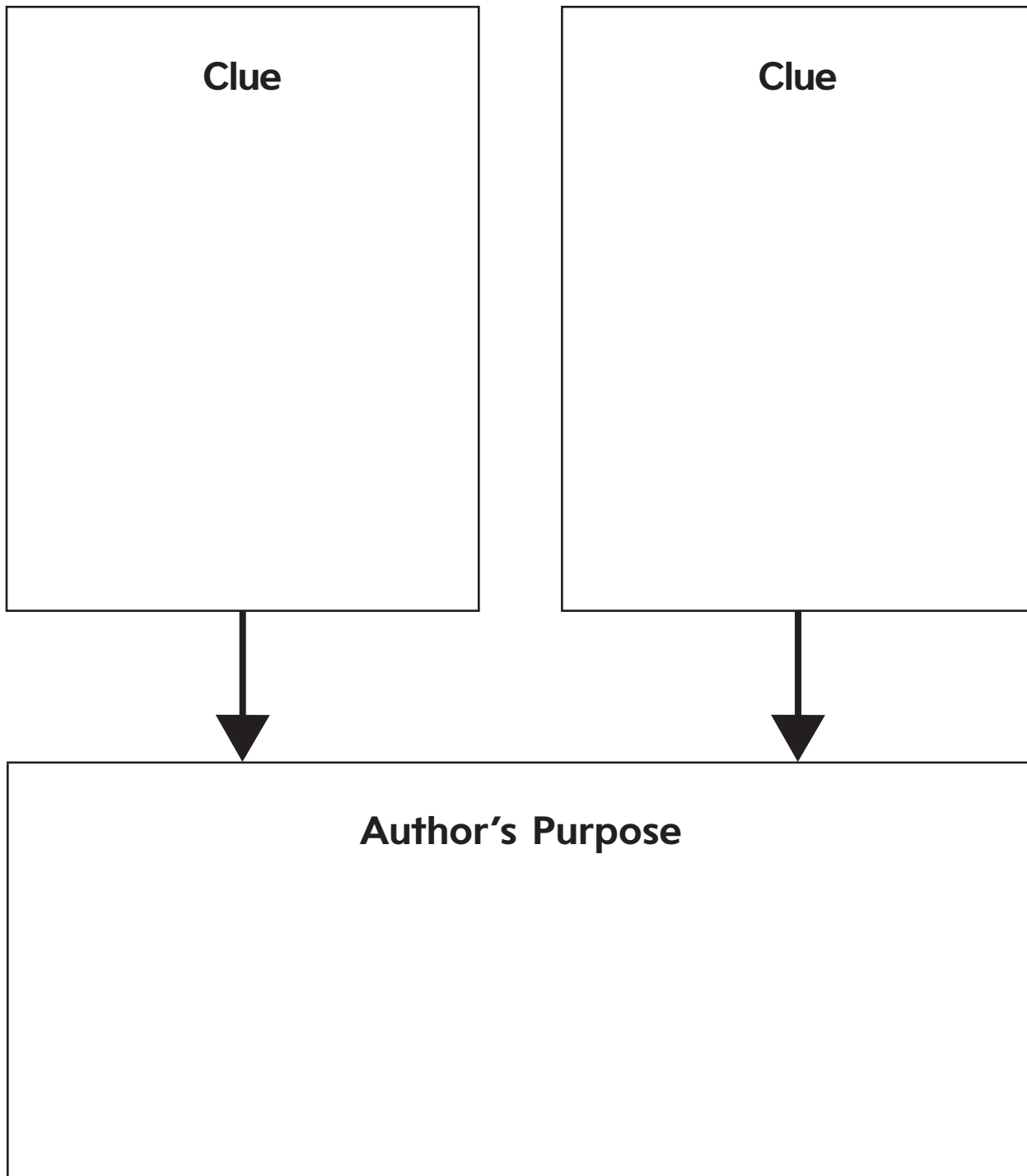
\_\_\_\_\_

-----

3. \_\_\_\_\_

Name \_\_\_\_\_

Fill in the Author's Purpose Chart. Use details from the story.





# Coaches



BananaStock/Alamy

Coaches help us learn to play a sport. First, they teach the rules of the sport. That way the players know the game.

①



Ariel Skelley/Blend Images LLC

Coaches love to play, teach, and talk about their sport. They help us love it, too!

④



BananaStock/Alamy

Coaches help players in lots of ways. They show players how to throw and hit the ball. They train players to run fast.

②



Comstock Images/Getty Images

Coaches also help the players work together. They teach players to all get along and to share. That's because this helps make a good team.

③

Name \_\_\_\_\_

**A. Read the story and follow the directions.**

1. Why did the author write "Coaches"? Choose the best answer.

- (a) to tell what coaches do
- (b) to tell about sports
- (c) to tell about how to play soccer

2. Write words from the story that tell you what coaches show players.


3. What makes a good team? Choose the best answer.

- (a) They do not work hard.
- (b) They like to lose.
- (c) They work together.

**B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name \_\_\_\_\_

Words with opposite meanings are called **antonyms**.

Read each sentence. Circle the word that has the opposite meaning of the bold word.

1. The **tiny** mouse ran away.

small                  cute                  huge

2. Jimmy felt **better** after a day in bed.

worse                  happy                  best



3. Melissa told us the show was **great**.

long                  awful                  good

4. The ride was very **loud**.

wild                  noisy                  quiet



5. Paul **always** plays baseball on Fridays.

faster                  often                  never

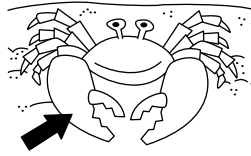
6. Dad can climb the **tall** ladder.

short                  safe                  big

Name \_\_\_\_\_

Use the letters a, aw, au, augh, or al to complete each word. Write the letters on the line.

1. c l \_\_\_\_\_



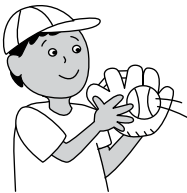
2. t \_\_\_\_\_ t



3. b \_\_\_\_\_ ll



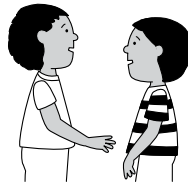
4. c \_\_\_\_\_ t



5. h \_\_\_\_\_ l



6. t \_\_\_\_\_ k



7. y \_\_\_\_\_ n



Name \_\_\_\_\_

**Vowel teams** are formed by two letters in a word that stand for one vowel sound. The underlined letters in these words are examples of vowel teams.

heat    ood    stay    out    boy    saw

Vowel teams stay together in the same syllable.

oat/meal

row/ing

**Underline the vowel teams in each word. Draw a line between the syllables.**

1. drawing

2. neatest

3. playground

4. mailbox

5. peeling

6. growing

7. raincoat

8. cowboy

9. bookcase

10. sixteen

Name \_\_\_\_\_

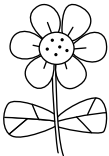
Sensory words tell what something looks, smells, feels, tastes, or sounds like.

The **fluffy white** clouds float in the sky.



Circle the sensory word a writer could use to tell about each picture.

1.  sleepy      loud      tiny

2.  fast      sweet      noisy

3.  wet      dry      pink

4.  sunny      stormy      quiet

5.  dark      hot      icy

6.  yummy      hairy      cold

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you use your own voice in the writing.**

**Draft Model**

Mom helps me and takes care of me. She reads me books every night. She makes my lunch every day.

1. What is the topic of the writing?
2. Does the writer use his or her own voice to tell how they feel?
3. How can you add your own voice to the writing?

**B. Now revise the draft by telling how you feel about the topic.**

---



---



---



---



---



---



---



---



---



Name \_\_\_\_\_

When you see wr, kn, gn at the beginning of a word or syllable, the first letter is silent.

wrap      knit      gnaw

**A. Circle the word that names each picture.**

1.



right      write

2.



knot      not

3.



rats      gnats

4.



need      knead

**B. Use words from the box to complete each sentence. Write the word on the line.**

knew

wrap

knock

wring

5. I will \_\_\_\_\_ on the door.

6. Can you \_\_\_\_\_ out the wet shirt?

Name \_\_\_\_\_

**Complete each sentence. Use the words from the word box.**

been   children   month   question   their   year

1. Raise your hand if you want to ask a \_\_\_\_\_.

\_\_\_\_\_

-----

2. The \_\_\_\_\_ are making a fort.

\_\_\_\_\_

-----

3. We have \_\_\_\_\_ playing all day.

\_\_\_\_\_

-----

4. June is the name of a \_\_\_\_\_.

\_\_\_\_\_

-----

5. All the kids have \_\_\_\_\_ books.

\_\_\_\_\_

-----

6. Last \_\_\_\_\_, we were in kindergarten.

Name \_\_\_\_\_

A **country** is a land where a group of people live.



We live in a country called the United States.

When a person **gathers** things, the things are put in the same place.



Sam gathers the mugs.

Write country or gathers to complete each sentence.

1. Spain is a \_\_\_\_\_



2. Mr. Jones \_\_\_\_\_ our papers.



3. We went to a \_\_\_\_\_ called France.

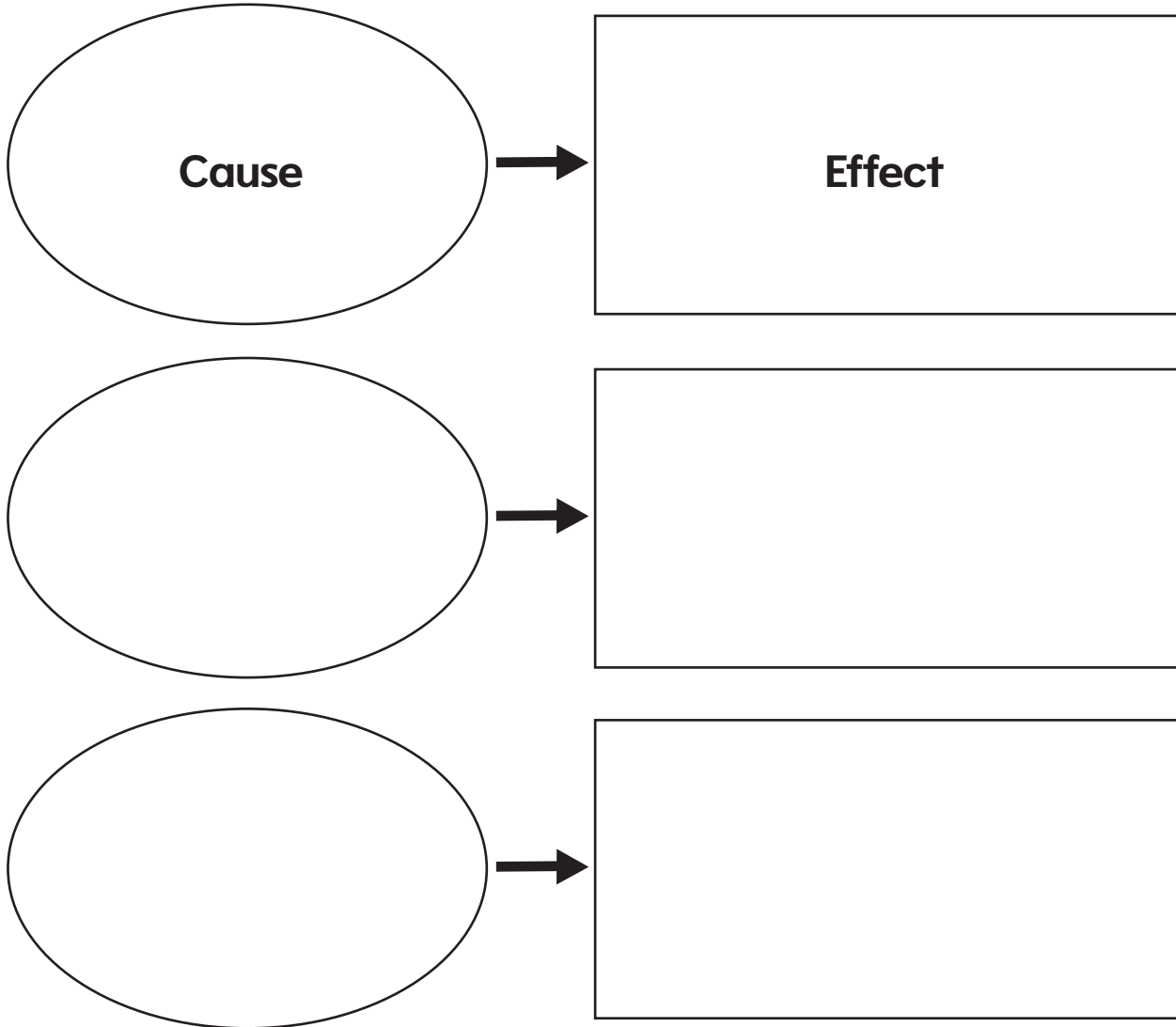


4. Ana \_\_\_\_\_ wood for a fire.

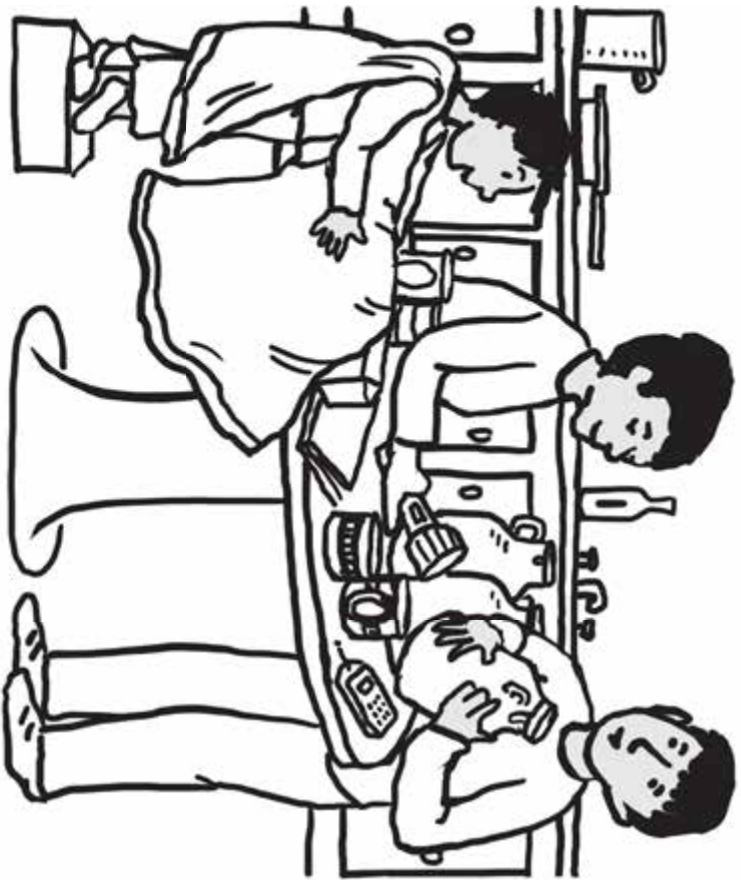


Name \_\_\_\_\_

**Fill in the Cause and Effect Chart. Use details from the story.**

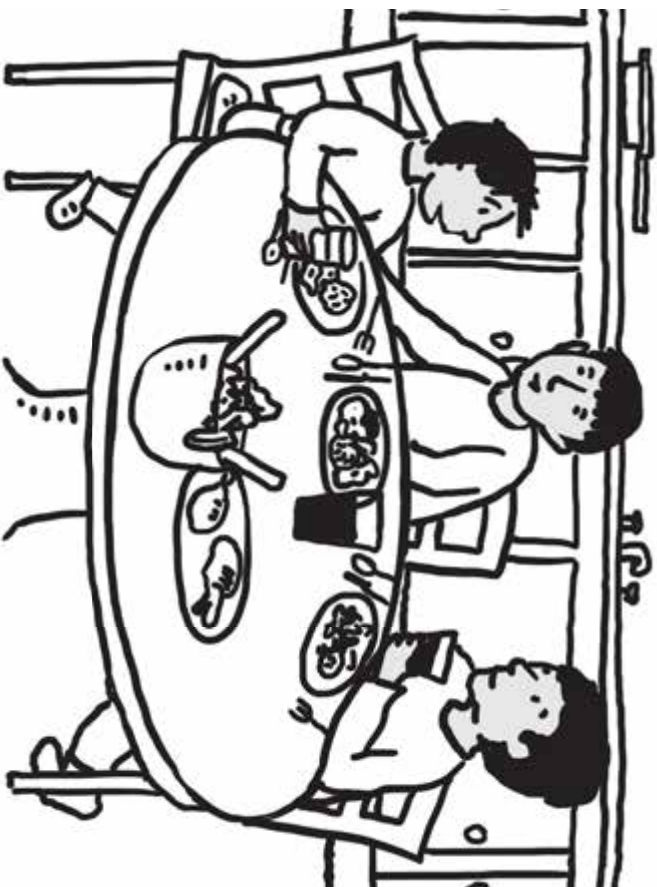


# Storm Watch



Paul wanted his blanket. He said,  
“We will need to stay warm.”  
Dad got a phone. “I know we’ll  
be ready,” said Dad.

④



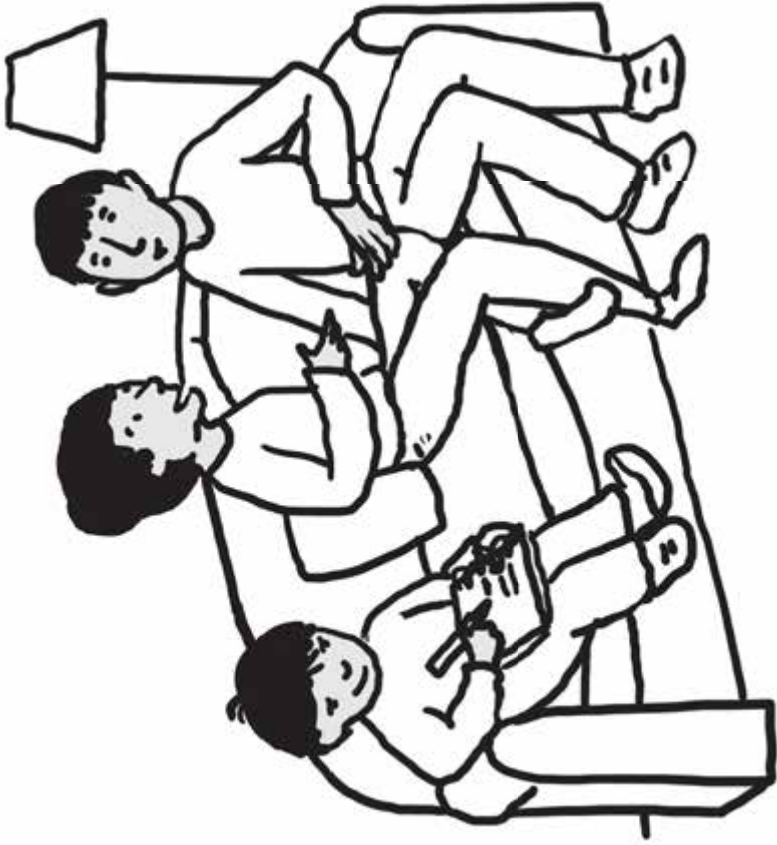
“A big storm is coming,” Mom  
said. “We need to get ready.”  
Paul was worried. He did not like  
storms. They can wreck things.

①



“There is time to plan,” said Dad.  
“We have to find all the things  
we may need. We will need to  
stay inside.”

②



“I will write a list,” said Paul.  
Paul wrote the word “flashlight.”  
“We will need light,” said Paul.  
“In a storm, power can go out.”

③

Name \_\_\_\_\_

**A. Reread "Storm Watch." Then write "cause" or "effect" next to each sentence.**

1. A big storm is coming. \_\_\_\_\_  
 \_\_\_\_\_

2. Paul, his mom, and his dad make a plan. \_\_\_\_\_  
 \_\_\_\_\_

3. The house may get cold. \_\_\_\_\_  
 \_\_\_\_\_

4. Paul wants his blanket. \_\_\_\_\_  
 \_\_\_\_\_



5. Paul and his parents gather the things they will need.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name \_\_\_\_\_

Writers can use **similes** to help readers picture details. A simile compares one thing to another using the words like or as.

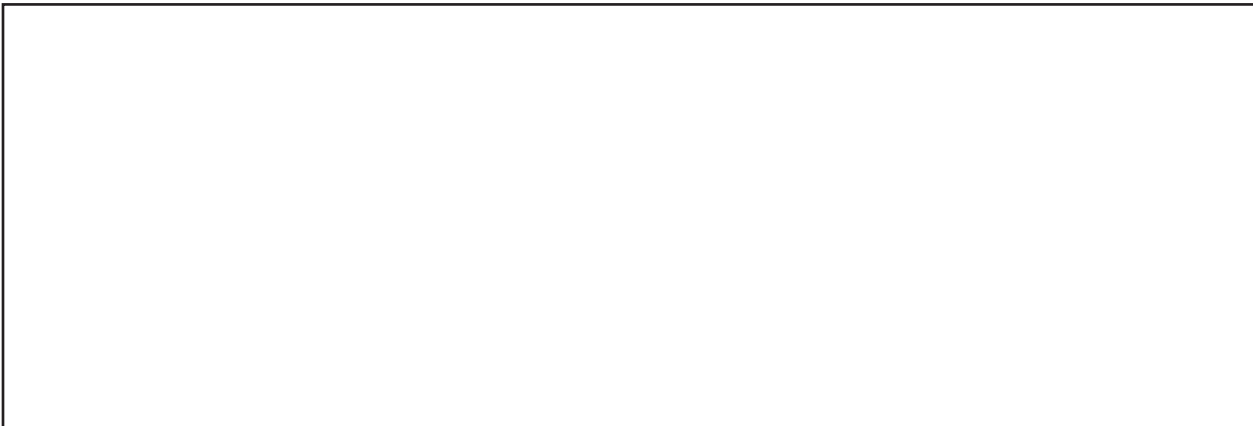
The puddle is as big as a lake.

The wind felt like an ice cube.

**A. Read each sentence. Underline the words like or as. Circle the two things that are compared.**

1. The storm was like a roller coaster.
2. The house is as dark as a cave.
3. The flashlight is like the sun.
4. The blanket is as warm as a bath.
5. Paul's list is as long as a book.

**B. Choose a sentence above. Draw a picture of it.**





Name \_\_\_\_\_

Write the word that completes each sentence. Use the words from the word box.

gnat

wring

kneel

knew

wrap



1. Dad \_\_\_\_\_ I wanted new shoes.



2. Nate does not like the \_\_\_\_\_



3. Mom likes to \_\_\_\_\_ presents.



4. I will \_\_\_\_\_ the wet sheets.



5. We \_\_\_\_\_ on the floor.

Name \_\_\_\_\_

A **compound word** is a word made up of two smaller words.

ant + hill = anthill

**A. Read each compound word. Write the two smaller words you see in each word.**

1. raindrop


2. rowboat


3. afternoon


4. outside


**B. Write a sentence using one or two compound words above.**

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

A reading selection can have many sections.  
**Headings** tell what each section is about.

**A. Read the selection about hot weather.**

**Beat the Heat!**



Many people like hot weather. You can have fun on a hot day. But you must be careful.

**The Sun on Your Skin**

The sun can harm you. Wear a hat and put on sunscreen. Put on more sunscreen after you swim.

**The Sun and Your Body**

Make sure you drink lots of water. You need more water on a hot day.

**B. Answer the questions about the selection.**

1. What is one tip from the section with the heading "The Sun on Your Skin"?

wear a hat

drink lots of water

2. What is the last section about?

The Sun on Your Skin

The Sun and Your Body

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you add a main idea to the writing.**

### Draft Model

We like to work together and build a snowman. We have fun when we throw snow balls. We have even more fun when we go sledding down the big hill!

1. What is the topic of the writing?
2. What is the main idea? Is the main idea stated in the writing?
3. What sentence could you add to tell the main idea of the writing?

**B. Now revise the draft by adding a sentence to tell the main idea.**

---



---



---



---



---



---



---



---



---

Name \_\_\_\_\_

Sometimes three consonants form a **blend**.scrap   splash   spray   street   three   shrub

Read the first word. Then circle another word in the line with the same three-letter blend.

1. **street**   straw   tree   sharp2. **shrub**   shred   should   both3. **scrap**   cry   scratch   school4. **three**   thing   threw   tree5. **spray**   spot   soap   spring6. **splash**   seat   play   split

Name \_\_\_\_\_

Complete each sentence. Use one of the words in the box.

before front heard push tomorrow your

- \_\_\_\_\_
- 
1. Let's wash up \_\_\_\_\_ we eat lunch.  
 \_\_\_\_\_  
 -----
  2. Is this \_\_\_\_\_ book or mine?  
 \_\_\_\_\_  
 -----
  3. I helped Mom paint the \_\_\_\_\_ door.  
 \_\_\_\_\_  
 -----
  4. We \_\_\_\_\_ the thunder.  
 \_\_\_\_\_  
 -----
  5. Will you \_\_\_\_\_ me on the swing?  
 \_\_\_\_\_  
 -----
  6. I have art class today and soccer \_\_\_\_\_.

Name \_\_\_\_\_

**difficult:** Something that is difficult is not easy.**nobody:** Nobody means "no person."

Complete each sentence with a word from the word box. You will use each word two times.

difficult

nobody

1. Riding a bike can be \_\_\_\_\_ for some  
and easy for others.

2. I heard a knock at the door, but \_\_\_\_\_  
was there.

3. Do you think it is more \_\_\_\_\_ to make  
a kite or to fly it?

4. Mrs. Lu asked if anyone lost a notebook,  
\_\_\_\_\_  
but \_\_\_\_\_ spoke up.

Name \_\_\_\_\_

Fill in the Theme Chart. Use words from the story.

**Clue**



**Clue**



**Clue**



**Theme**

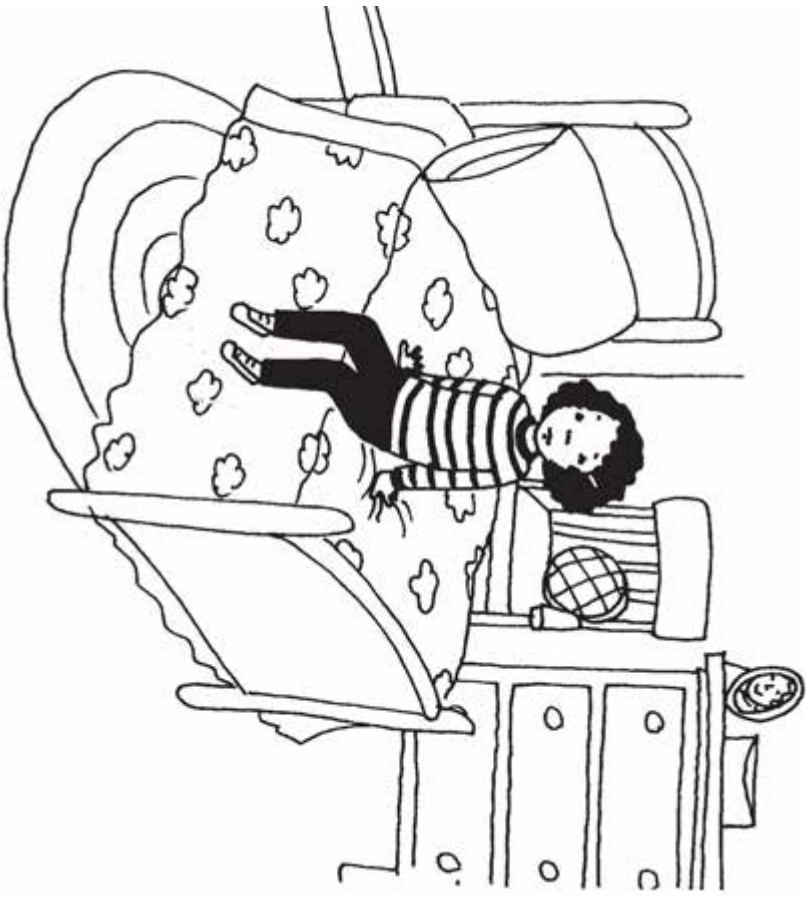
Copyright © McGraw-Hill Education



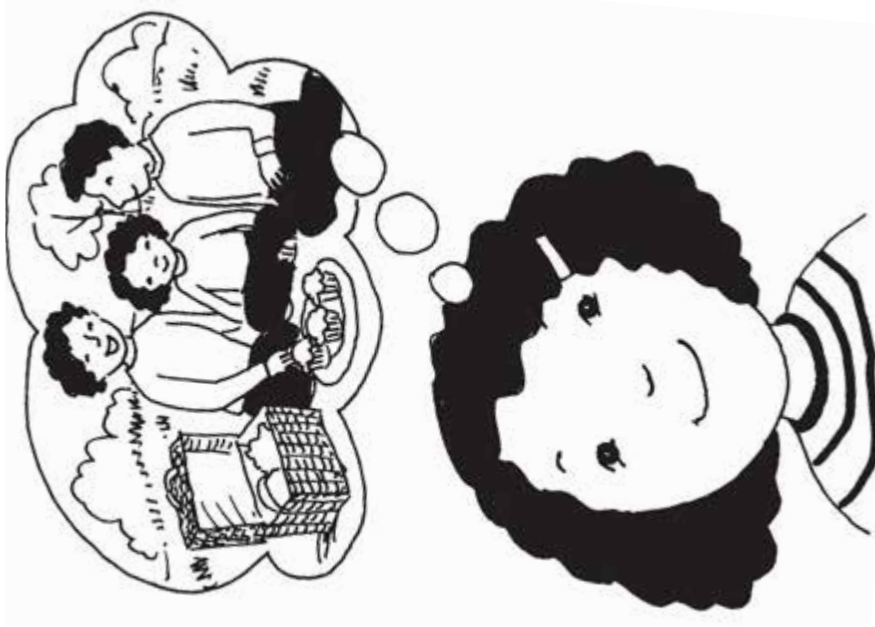
# Sue's Surprise



- “We will start with strawberry cake,” said Aunt Jane. “Then we will have pasta.”
- Sue smiled. This would be a good birthday!
- ④

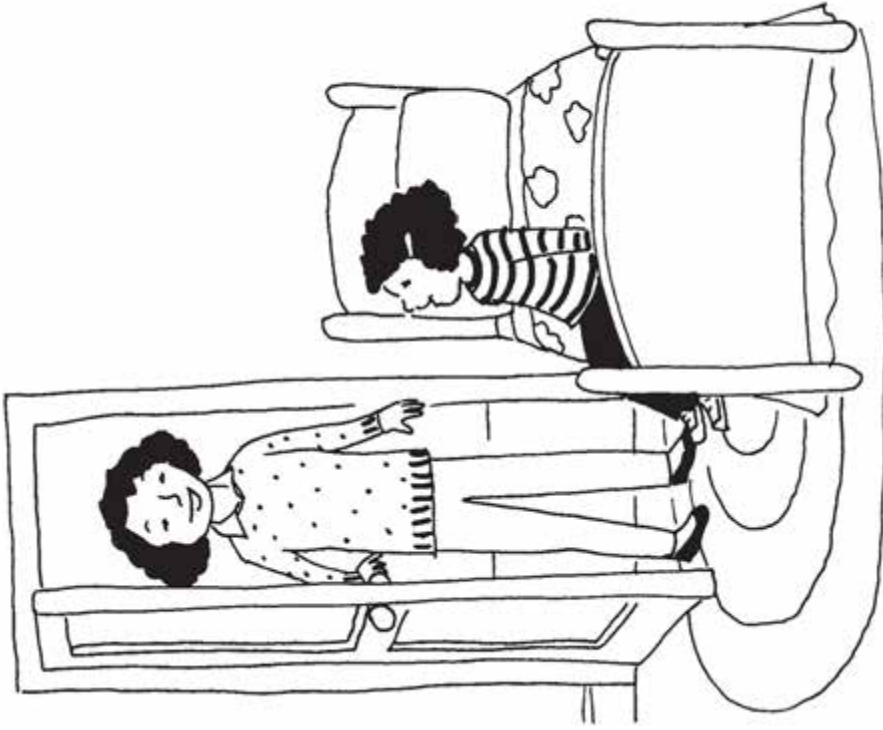


- It was Sue's birthday. But her mom and dad were away. She was staying at Aunt Jane's. She felt sad. Her birthday hopes shrank.
- ①



Sue always had a birthday picnic with Mom and Dad. The three of them had fun. But what would she do with Aunt Jane?

②



“Time for our Silly Supper,” said Aunt Jane. “On birthdays, I like to eat out of order.”

③

Name \_\_\_\_\_

**A. Reread "Sue's Surprise." Match each story clue to the picture it tells about.**

1. Sue was sad that her mom and dad were away.

a.



2. Sue always had a picnic with Mom and Dad.

b.



3. "Time for our Silly Supper," said Aunt Jane.

c.



4. What is the theme of the story? Use the clues to help you.

\_\_\_\_\_

-----

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name \_\_\_\_\_

A **compound word** is a longer word made up of two smaller words.

The word **birdhouse** is a compound word.

bird + house = birdhouse

A **birdhouse** is a house for birds to live in.

**A. Draw a line between the two smaller words in each compound word. Use the two words to help you match the compound word to its meaning.**

- |               |                        |
|---------------|------------------------|
| 1. toolbox    | a bag to carry books   |
| 2. snowball   | a box to carry tools   |
| 3. toothbrush | a ball made of snow    |
| 4. bookbag    | a brush to clean teeth |

**B. Write a sentence using a compound word above.**

\_\_\_\_\_

-----

5. \_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

Write the word on the line. Draw a line from the word to the picture it names.

1. thr + ee =

\_\_\_\_\_  
-----  
\_\_\_\_\_

a.



2. str + ing =

\_\_\_\_\_  
-----  
\_\_\_\_\_

b.



3. scr + atch =

\_\_\_\_\_  
-----  
\_\_\_\_\_

c.



4. spr + ay =

\_\_\_\_\_  
-----  
\_\_\_\_\_

d.



5. spl + it =

\_\_\_\_\_  
-----  
\_\_\_\_\_

e.



Name \_\_\_\_\_

Add -ed to an action word to tell what happened in the past.

Add -ing to tell what is happening now.

Change some words before adding -ed or -ing.

race - e + ed = raced      try - y + i + ed = tried

drop + p + ing = dropping

**Complete each sentence. Add -ed or -ing to the word in parentheses. Write the new word.**

\_\_\_\_\_

-----

1. I \_\_\_\_\_ the dog after his bath. (dry)

\_\_\_\_\_

-----

2. Who is \_\_\_\_\_ at the door now? (knock)

\_\_\_\_\_

-----

3. My cat \_\_\_\_\_ me yesterday. (scratch)

\_\_\_\_\_

-----

4. The bus \_\_\_\_\_ here last week. (stop)

\_\_\_\_\_

-----

5. Mom is \_\_\_\_\_ a letter. (write)

Name \_\_\_\_\_

**Directions** are a list of steps that tell how to make or do something.

**Read the directions. Answer the questions.**

**What You Need:** an empty milk jug      scissors  
 colored paper      glue stick

**Make a Pretty Watering Can:**

1. Rinse out the milk jug.



2. Cut paper in fun shapes.



3. Glue the shapes on the milk jug.



4. Fill the jug with water. Water your plants!



1. What do the steps tell you to make? Circle the answer.  
 a plant      a watering can

\_\_\_\_\_

-----

2. What do you do first? \_\_\_\_\_

3. What do you do after you glue the shapes on the jug?

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you use different types of sentences.**

### Draft Model

We eat cake and ice cream on my birthday. Then I open presents and play games with my friends. Presents are great, but I like the party best of all.

1. What is the topic of the writing?
2. What type of sentence is used in the writing?
3. Can you add a question or exclamation so there are different types of sentences in the writing?

**B. Now revise the draft by adding different types of sentences.**

---



---



---



---



---



---



---



---

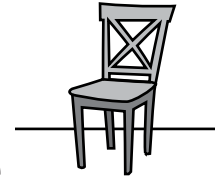


---



Name \_\_\_\_\_

The letters air together can make the sound you hear at the end of chair.



The letters are and ear can also make the same sound, as in share and pear.

**Circle the word that completes the sentence.  
Then write the word.**

1. My room is at the top of the \_\_\_\_\_.

\_\_\_\_\_

-----

stairs      stars

2. Ruth has long \_\_\_\_\_.

\_\_\_\_\_

-----

heat      hair

3. The noise might \_\_\_\_\_ you.

\_\_\_\_\_

-----

scarf      scare

4. I think I will \_\_\_\_\_ a big coat today.

\_\_\_\_\_

-----

wrote      wear

Name \_\_\_\_\_

**Complete each sentence. Use one of the words in the box.**

favorite   few   gone   surprise   wonder   young

1. I like grapes, but pears are my \_\_\_\_\_ food.  
 \_\_\_\_\_  
 \_\_\_\_\_

2. Spot is a very \_\_\_\_\_ puppy.  
 \_\_\_\_\_  
 \_\_\_\_\_

3. It will be fun to \_\_\_\_\_ Mom when she comes home.  
 \_\_\_\_\_  
 \_\_\_\_\_

4. There are only a \_\_\_\_\_ books on my shelf.  
 \_\_\_\_\_  
 \_\_\_\_\_

5. I \_\_\_\_\_ what time Dad's plane will land.  
 \_\_\_\_\_  
 \_\_\_\_\_

6. Mom made cupcakes, but now they are all \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Copyright © McGraw-Hill Education

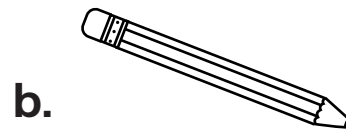
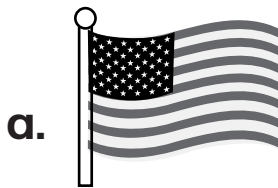
Name \_\_\_\_\_

**nation:** A nation is a group of people living in one country.

**unite:** To unite is to join together.

**A. Write unite or nation to finish each sentence. Circle the picture that best matches the sentence.**

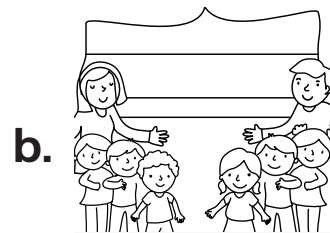
1. This is the flag for our \_\_\_\_\_.



\_\_\_\_\_

-----

2. Our class will \_\_\_\_\_ with Mr. Tate's class to see the play.



**B. Match the word to its meaning.**

3. unite

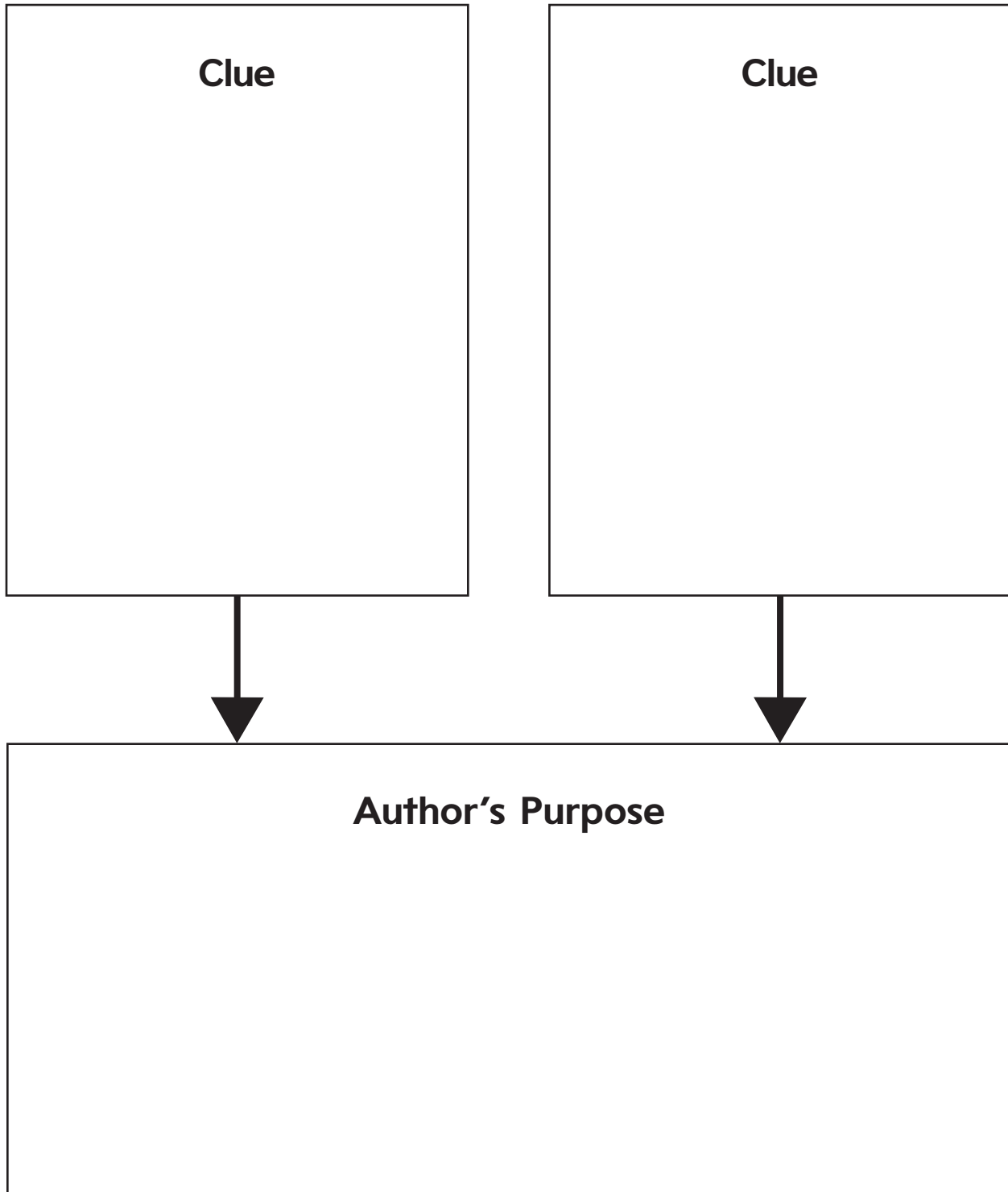
a. a group of people living in one country

4. nation

b. to join together

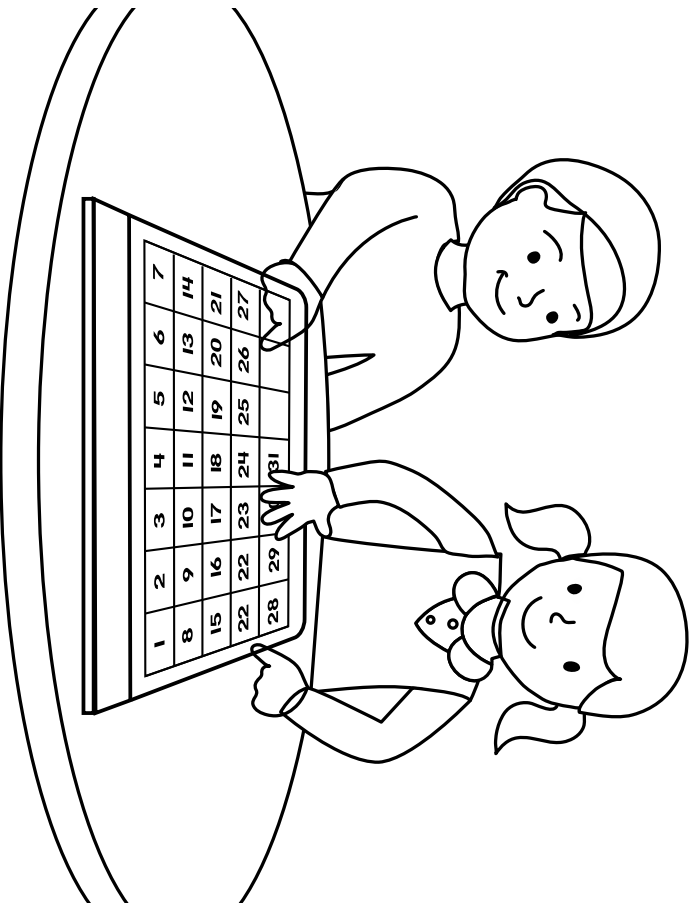
Name \_\_\_\_\_

Fill in the Author's Purpose Chart. Use words from the story.



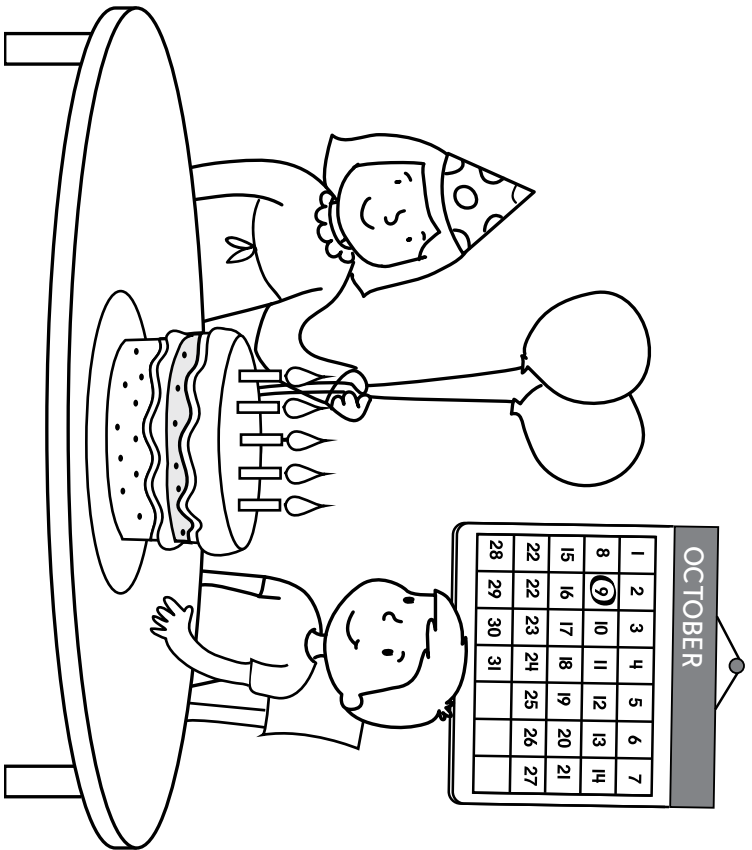
Copyright © McGraw-Hill Education

# Favorite Days



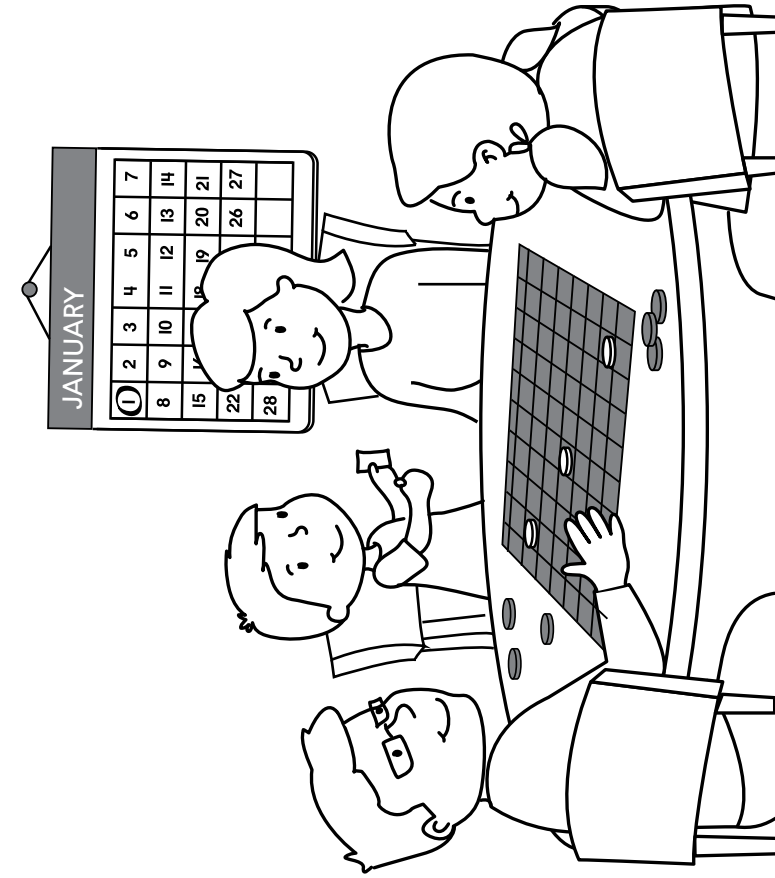
Do you have a favorite day of the year? There are many special days. We celebrate each in special ways.

①



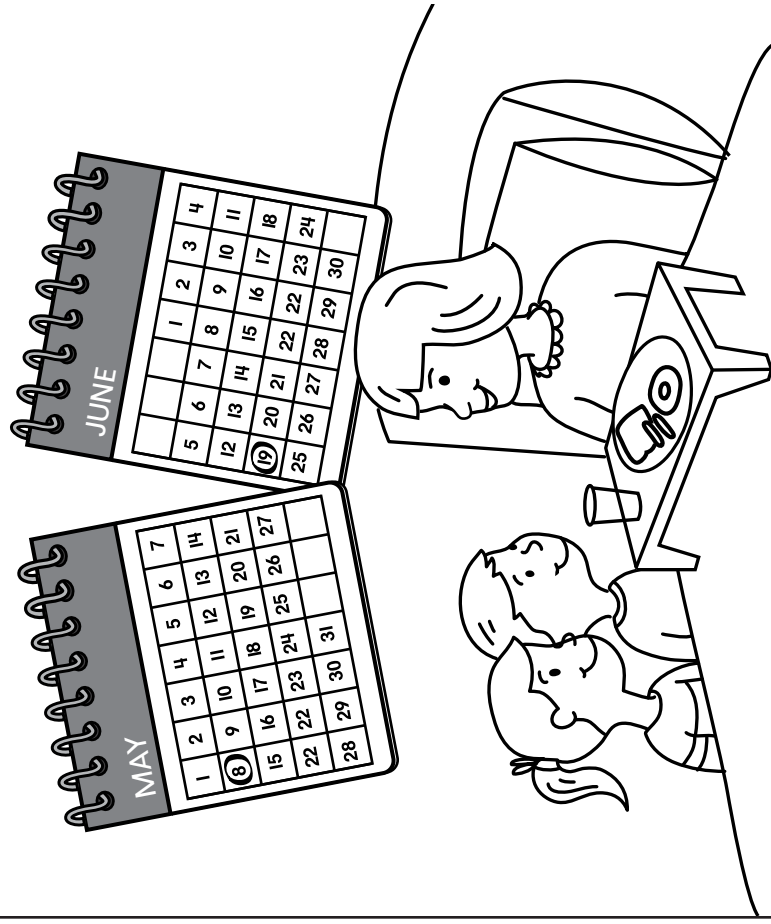
Birthdays are favorite days to share, too. Many young children have parties and wear a hat. What is your favorite day?

④



New Year's Day is the first day of the year. Some families stay home and play games together. They wonder what the new year will be like.

2



Mother's Day is in May. Father's Day is in June. Children take care to do something special for their moms and dads.

3

Name \_\_\_\_\_

**A. Read the sentences from "Favorite Days."  
Fill in the circle next to the correct answer.**

1. New Year's Day is the first day of the year.  
The author's purpose is to
- tell how children love to play games.
- tell about New Year's Day.
2. Father's Day is in June. The author's purpose is to
- tell about Father's Day.
- tell how to make a Father's Day card.

**B. Why did the author write "Favorite Days"? Write a sentence.**

\_\_\_\_\_

-----

3. \_\_\_\_\_

**C. Work with a partner. Read the passage aloud.  
Pay attention to phrasing. Stop after one minute.  
Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name \_\_\_\_\_

Writers can use **metaphors** to help readers picture details. A metaphor compares one thing to another.

The snow is a big white blanket.

Unlike a simile, a metaphor does not use like or as.

**A. Read each sentence. Look at the underlined words. Then circle the sentence that tells how the two things are alike.**

1. The rainbow is a box of crayons spilled from the clouds.

Both have lots of colors.      Both are in a box.

2. The cloud is cotton candy floating by.

Both are in the sky.      Both are fluffy.

3. The oven is a dragon that breathes fire.

Both have heat inside.      Both are very soft.

**B. Circle the word that best completes the sentence. Write the word on the line.**

\_\_\_\_\_

-----

4. Thunder is a \_\_\_\_\_.

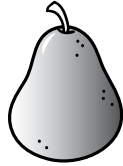
bell      whistle      drum



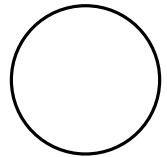
Name \_\_\_\_\_

Read the word. Circle the letters that make the sound you hear at the end of chair. Circle the picture that the word names.

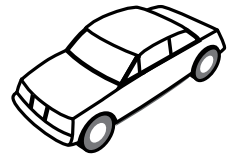
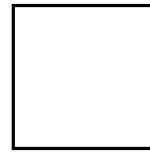
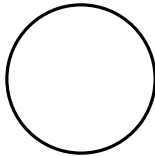
1. pear



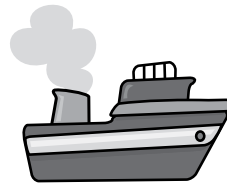
2. hair



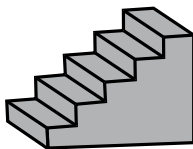
3. square



4. bear



5. stairs



Name \_\_\_\_\_

Some words have more than one syllable.

When a word has a vowel followed by r,  
the vowel and r stay in the same syllable.

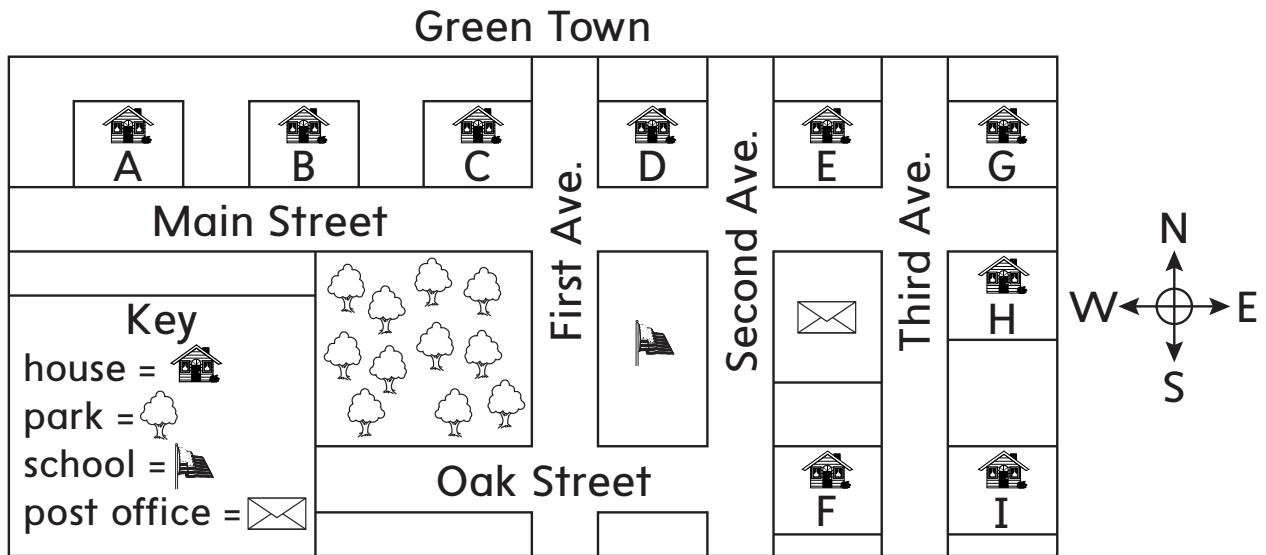
turtle = tur / tle      circus = cir / cus  
target = tar / get      story = stor / y

Read the words. Make a check mark ✓ next to  
the word that has a vowel followed by r.

Draw a line between the syllables in that word.

- |                   |              |
|-------------------|--------------|
| _____             | _____        |
| -----             | -----        |
| 1. _____ turkey   | _____ rocky  |
| _____             | _____        |
| -----             | -----        |
| 2. _____ rabbit   | _____ market |
| _____             | _____        |
| -----             | -----        |
| 3. _____ perfect  | _____ pencil |
| _____             | _____        |
| -----             | -----        |
| 4. _____ frozen   | _____ forty  |
| _____             | _____        |
| -----             | -----        |
| 5. _____ thirteen | _____ ticket |

Name \_\_\_\_\_

**Look at the map. Then answer the questions.**

1. How many houses are in Green Town? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. How many schools are in Green Town? \_\_\_\_\_
3. If you lived in house A, what street would you walk on to get to the park?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. If you lived in house H, what street would you cross to get to the post office?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you add the author's voice to the writing.**

### Draft Model

Every year, we have a picnic on the Fourth of July. The whole family comes and a lot of the neighbors do, too. After the picnic, we go to the park to watch fireworks.

1. What is the topic of the writing?
2. Does the writer use his or her own voice to tell about the picnic?
3. How can you add the writer's voice to the writing?

**B. Now revise the draft by telling how the writer might feel about the topic.**

---



---



---



---



---



---



---



---



---