

JOURNEYS

Reader's Notebook

Volume 2

Grade 2



HOUGHTON MIFFLIN HARCOURT
School Publishers

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Reading and Writing Glossary	G1
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Name _____ Date _____

Base Words and Endings

-ed, -ing

Mr. Tanen's Tie Trouble

Phonics: Base Words and
Endings *-ed, -ing*

Add *-ing* or *-ed* to each base word to make a new word.
Double the final consonant if you need to. Say the word.
Then write the number of syllables you hear.

1. bag + ing = _____

2. help + ed = _____

3. swim + ing = _____

4. rub + ed = _____

5. trot + ed = _____

Read the sentence. Underline the word that ends with *-ing*
or *-ed*. Then write the base word on the line.

6. Maria played baseball with her pals. _____

7. She batted last on her team. _____

8. She was fast at running the bases. _____

9. Sometimes she missed the ball. _____

10. Maria wanted to be a good player. _____

Name _____ Date _____

Naming with Pronouns

Mr. Tanen's Tie Trouble
Grammar: Pronouns

The subject of a sentence names the person or thing that does the action of the verb. A **pronoun** can take the place of this noun.

Greg is sick at home. **Subject** Greg

He is sick at home. **Pronoun** He

Thinking Question

Which pronoun can take the place of the noun or nouns in the subject?



Write the pronoun that can take the place of the underlined subject. Use the words in the box to help you.

He She It They

1. Lisa has an idea.

2. The students make a card.

3. Ben puts the card in the mailbox.

4. The card makes Greg smile.

5. Greg puts his card on his desk.

Name _____ Date _____

Base Words and Endings

-ed, -ing

Mr. Tanen's Tie Trouble

Phonics: Base Words and
Endings *-ed, -ing*

Underline each base word. Then write each word in the correct column.

Word Bank

fanning flipped dotted dropping
wagged pumping jumped planned
rented begging patted melted

<i>-ed</i> words 1 syllable	<i>-ed</i> words 2 syllables	<i>-ing</i> words 2 syllables
1. _____	5. _____	9. _____
2. _____	6. _____	10. _____
3. _____	7. _____	11. _____
4. _____	8. _____	12. _____

Choose two words from above. Change the ending from *-ed* to *-ing* or from *-ing* to *-ed*. Write a sentence for each word.

13. _____

14. _____

Name _____ Date _____

Base Words with Endings *-ed, -ing*

Mr. Tanen's Tie Trouble

Spelling: Words with Endings
-ed, -ing

Spelling Words

Basic Words

1. running
2. clapped
3. stopped
4. hopping
5. batted
6. selling
7. pinned
8. cutting
9. sitting
10. rubbed
11. missed
12. grabbed

Review Words

13. mixed
14. going

Sort the Spelling Words that end in *-ed* and *-ing*.

Words that end in *-ed*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Words that end in *-ing*

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Write four Basic Words in which you double the final consonant when adding *-ed* or *-ing*.

15. _____
16. _____
17. _____
18. _____

Name _____ Date _____

Mr. Tanen's Tie Trouble
Grammar: Pronouns

Using Pronouns

- Use a **pronoun** to replace a noun that comes after a verb.
- Use these pronouns: *me, him, her, it, us, and them.*

Nouns

Bob rides a bike.

I saw Bob in the park.

He saw my friends.

He talked to Tanya and me.

Pronouns

Bob rides **it**.

I saw **him** in the park.

He saw **them**.

He talked to **us**.

Thinking Question

Which pronoun can take the place of the noun or nouns after the verb?



Draw a line under the pronoun in () that should take the place of the underlined noun. Write the new sentence.

1. The artist talks to his customers. (them, me)

2. A customer gives Anthony money. (her, him)

3. The artist sells a painting. (it, us)

4. Trisha laughs at Gina and me. (her, us)

Name _____ Date _____

Lesson 16
READER'S NOTEBOOK

Mr. Tanen's Tie Trouble
Writing: Narrative Writing

Focus Trait: Elaboration Details

Without Details	With Details
He looked at the people.	He looked out the window at the crowd of people shouting and waving .

**A. Read these sentences about *Mr. Tanen's Tie Trouble*.
Add details to help readers see what is happening.**

Without Details	With Details
1. Mr. Tanen was upset.	Mr. Tanen was upset _____ _____
2. Everyone came.	Everyone came _____ _____

**B. Read each sentence. Look at the picture on pages 24–25 of
Mr. Tanen's Tie Trouble. Add your own details to make each
sentence more interesting. Write your new sentences.**

Without Details	With Details
3. Mr. Tanen held up a tie.	
4. The dentist bought a tie.	
5. The ties were nice.	

Name _____ Date _____

Cumulative Review

Mr. Tanen's Tie Trouble
Phonics: Cumulative Review

Complete each sentence with a long *o* word from the box.

Word Bank

float boat blow slow
cold go soaked

1. Sam sailed his _____ on the pond.
2. A strong wind can _____ a sailboat across the lake.
3. Turtles are _____ animals.
4. The rocks did not _____ in the water.
5. We got _____ on a rainy day.
6. We felt _____ after playing outside in the snow.
7. Cars _____ when the light turns green.

Now use one of the long *o* words in a sentence.

8. _____

Name _____

Date _____



Mr. Tanen's Tie Trouble
Independent Reading

Mr. Tanen's Tie Trouble



Draw a Tie

Hi. I'm Mr. Tanen. I love ties, but I learned that I love something else even more. Use details from the story to show what I learned.

Read page 16. What does Mr. Tanen love?

Read pages 18–19. What makes Mr. Tanen so happy?

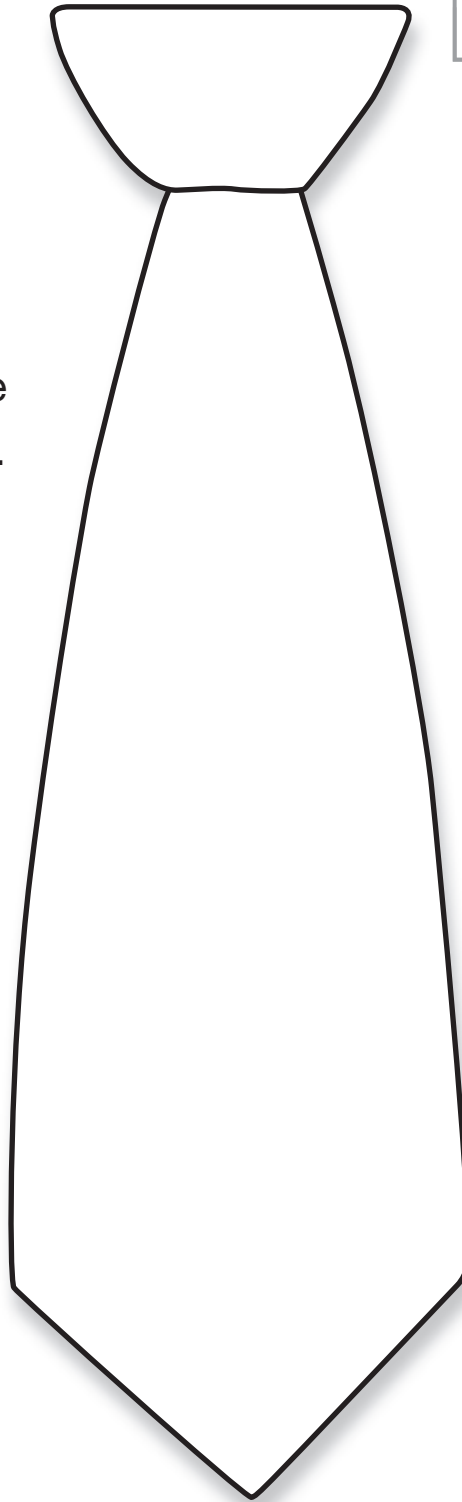
Read pages 26–27. Why can't Mr. Tanen sell his Blue Ribbon tie?

Read pages 30–32. How does Mr. Tanen feel about the playground?

Name _____ Date _____

Mr. Tanen's Tie Trouble
Independent Reading

Mr. Tanen wants to have a tie made to remember the special day when the playground opened. Use details from the story to create the tie. Write a sentence to tell about the tie you made for Mr. Tanen.



Name _____ Date _____

Base Words with Endings *-ed, -ing*

Mr. Tanen's Tie Trouble

Spelling: Base Words with
Endings *-ed, -ing*

Spelling Words

**Basic
Words**

1. running
2. clapped
3. stopped
4. hopping
5. batted
6. selling
7. pinned
8. cutting
9. sitting
10. rubbed
11. missed
12. grabbed

**Review
Words**

13. mixed
14. going

Write the base word of each Spelling Word.

- | | |
|-----------------|-----------------|
| 1. pinned _____ | 4. batted _____ |
| 2. rubbed _____ | 5. mixed _____ |
| 3. missed _____ | 6. going _____ |

Write the Basic Word that belongs with each pair of words.

7. jogging, skipping _____
8. buying, paying _____
9. took, pulled _____
10. cheered, applauded _____
11. ripping, trimming _____
12. jumping, leaping _____
13. halted, ended _____
14. resting, sleeping _____

Name _____

Date _____

Naming Yourself Last

Mr. Tanen's Tie Trouble
Grammar: Pronouns



Rewrite each sentence correctly.

1. I and Ann had a picnic by myself.

2. When do she and i need to come in?

3. Yesterday, i played at home by ourselves.



Underline the pronoun that can take the place of the underlined noun or nouns. Then write the new sentence.

4. The team captain picked Caitlin and Eric. (them, we)

5. The coach helped Molly. (she, her)

6. The tall kid hit the ball. (them, it)

Name _____ Date _____

Homographs

Mr. Tanen's Tie Trouble
Vocabulary Strategies:
Homographs

Look for words in the sentence that show the meaning of the underlined word. Circle one or more clue words in each sentence. Then circle the correct meaning below the sentence.

1. I gave my mom a present for her birthday.

gift not absent

2. Does your baby brother ever rest?

what is left go to sleep

3. Are you a pupil in my class?

student part of the eye

4. Make a ring around your answer.

circle sound of a bell jewelry for a finger

5. Please take this slip to the office.

small piece of paper slide easily

6. Please wait a second and I will answer your question.

right after the first part of a minute

Name _____ Date _____

Proofread for Spelling

Proofread the paragraph. Circle the eight misspelled words. Then write the correct spellings on the lines below.



When my sister went away to school, her cat mised her. Kitty stoped eating. She started runing in circles. I didn't know what to do. I claped my hands and called her name. I tried hoping around. I bated balls to her. Nothing made her feel better! Finally, I had an idea. I grabed some of my sister's clothes and put them in Kitty's bed. Kitty rubed against the clothes. Then she curled up and started purring!

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

Spelling Words

Basic Words

1. running
2. clapped
3. stopped
4. hopping
5. batted
6. selling
7. pinned
8. cutting
9. sitting
10. rubbed
11. missed
12. grabbed

Put the parts of each word in order. Then write the Spelling Word correctly.

9. nedpin _____
10. lingsel _____
11. ttuingc _____
12. tingsit _____

Name _____ Date _____

Kinds of Sentences



Write whether the sentence is a statement, command, or question. Write the sentence correctly on the line.

1. where is the bake sale _____

2. hang this sign _____

3. the money helps the school _____

4. do you like cookies _____

5. share with your sister. _____

6. I like cookies with green icing _____

Name _____ Date _____

Connect to Writing

Mr. Tanen's Tie Trouble
Grammar: Connect to Writing

Sentences with Repeated Subjects	Better Sentences
Tony walks to the store. <u>Tony</u> buys milk and eggs.	Tony walks to the store. He buys milk and eggs.

Sentences with Repeated Subjects	Better Sentences
Mr. Shay and Mrs. Shay need help shopping. <u>Mr. Shay and Mrs. Shay</u> cannot go to the store.	Mr. Shay and Mrs. Shay need help shopping. They cannot go the store.



Use a pronoun to replace the subject in the underlined sentence. Write the new sentence.

1. Tony likes to help the Shays. Tony goes to their house each day.

2. Mrs. Shay likes Tony. Mrs. Shay makes lunch for Tony.

3. Tony and Mr. Shay sit on the porch. Tony and Mr. Shay play chess.

4. Tony goes to the store. The store sells good food.

Name _____ Date _____

Long *i* (*i*, *igh*, *ie*, *y*)

Luke Goes to Bat
Phonics: Long *i* (*i*, *igh*, *ie*, *y*)

Write a word from the box to complete each sentence.

Word Bank

might	pie	kind
find	night	My

1. Do you like _____ made with fruit?
2. What _____ of pie do you like best?
3. _____ mom will go to the store to get fresh peaches.
4. I _____ go with her.
5. We will _____ the best peaches together.
6. At _____ we will eat peach pie.



Name _____ Date _____

Subjects and Verbs

Luke Goes to Bat
Grammar: Subject-Verb
Agreement

- In a sentence that tells about now, singular subjects use a verb that ends in *-s*.

The teacher **(sits)** in the bleachers.

- In a sentence that tells about now, plural subjects use a verb without the *-s*.

The teachers **(sit)** in the bleachers.

Thinking Question

When should I add -s to the end of a verb that tells about now?



Circle the correct verb to go with the subject. Then rewrite the sentence.

1. The coaches (ride, rides) the bus to the game.

2. My friend (hand, hands) the man a ticket.

3. Mom and Dad (cheer, cheers) at the game.

4. The players (look, looks) at the goalie.

5. The kicker (kick, kicks) the ball.

Name _____ Date _____

Long *i* (*i*, *igh*, *ie*, *y*)

Luke Goes to Bat
Phonics: Long *i* (*i*, *igh*, *ie*, *y*)

In each row, circle the words that have the long *i* sound.

1. by light win pie pick

2. ply swim mild fin slight

3. milk child why gift thigh

4. bright pink tie bind dry

Write a word from the box that fits each clue.

Word Bank

right fly tie
cry kind

5. This is what a jet does. _____

6. You do this with laces. _____

7. A nice pal is this. _____

8. If you don't go left, you might go this way.

9. A child might do this when he or she is sad.

Name _____ Date _____

Long *i* (*i*, *igh*, *y*)

Luke Goes to Bat
Spelling: Long *i* (*i*, *igh*, *y*)

Sort the Spelling Words. Put words with the long *i* sound spelled *i*, *igh*, and *y* under the correct baseball glove.



i



igh



y

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 10. _____ |
| 2. _____ | 6. _____ | 11. _____ |
| 3. _____ | 7. _____ | 12. _____ |
| 4. _____ | 8. _____ | 13. _____ |
| | 9. _____ | 14. _____ |

Circle the letter or letters in each word that spell the long *i* sound.

Spelling Words

Basic Words

1. night
2. kind
3. spy
4. child
5. light
6. find
7. right
8. high
9. wild
10. July
11. fry
12. sigh

Review Words

13. by
14. why

Name _____ Date _____

Subjects and More Verbs

Luke Goes to Bat
Grammar: Subject-Verb Agreement

In a sentence that tells about now, add *-es* to a verb that ends in *s*, *sh*, *ch*, *tch*, *z*, or *x* to match a singular subject.

Thinking Question

When should I add *-es* to the end of a verb that tells about now?

The trains pass the rink. The train passes the rink.

The girls watch the skaters. The girl watches the skaters.

The chefs mix hot soup. The chef mixes hot soup.

The boys reach for a ball. The boy reaches for a ball.



Draw a line under each correct sentence.

1. The coach fix the skates.
The coach fixes the skates.
2. The kids dash around the rink.
The kids dashes around the rink.
3. The teacher teaches them a trick.
The teacher teach them a trick.
4. Dad misses a turn.
Dad miss a turn.
5. Mom watch from the stands.
Mom watches from the stands.

Name _____ Date _____

Focus Trait: Development Using Dialogue

Luke Goes to Bat
Writing: Narrative Writing

Without Dialogue	With Dialogue
Dani wanted to go to the baseball game.	Dani begged, "Mom, please let me go to the baseball game. Please!"

A. Rewrite each sentence. Use dialogue.

Without Dialogue	With Dialogue
1. Dani asked Mom about the score.	" _____?" Dani asked Mom.
2. Mom told her it was tied.	" _____," Mom said.

B. Rewrite each sentence. Use dialogue.

Sentence	Dialogue
3. Tad told Dani she couldn't play.	
4. Dani wanted to know why.	
5. Tad said she was too young.	

Name _____ Date _____

Cumulative Review

Luke Goes to Bat
Phonics: Cumulative Review

Combine a word from the box with a word below. Write the word on the line, and read the whole compound word.

Word Bank

be	box	hive
cake	boat	ball
end	light	

- | | |
|---------------|---------------|
| 1. pan _____ | 5. may _____ |
| 2. sun _____ | 6. week _____ |
| 3. bee _____ | 7. sand _____ |
| 4. base _____ | 8. sail _____ |

Circle two compound words in each sentence. Draw a line between the two words that make up each compound word.

9. We like to look for pinecones in the sunshine.
10. She put on her raincoat and went outside.



Name _____ Date _____



Luke Goes to Bat
Independent Reading

Luke Goes to Bat

Luke's Game-Day Journal

A journal lets you tell what happens in your day and share your feelings. Finish Luke's journal, using ideas from the text.



Read pages 54–55. Imagine you are Luke. Write in Luke's journal about this day.

A large rectangular area with a torn, textured border, containing three horizontal lines for writing.

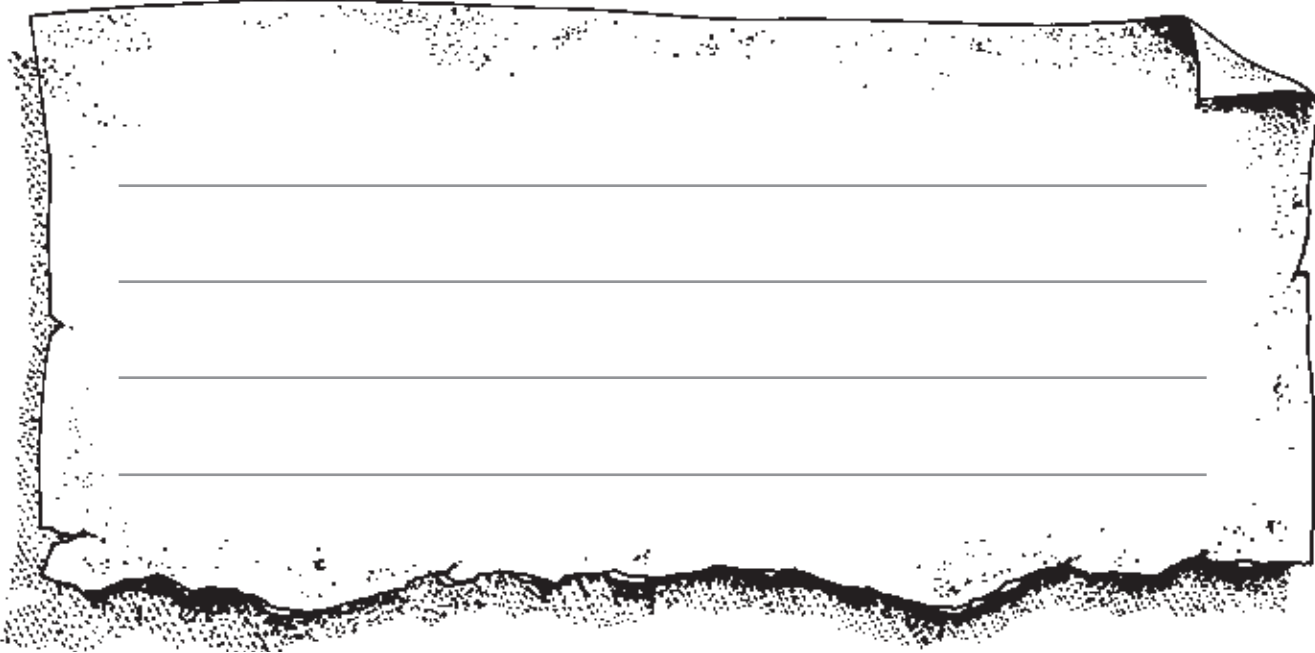
Read pages 58–60. Imagine you are Luke. Write in Luke's journal about this day.

A second large rectangular area with a torn, textured border, containing three horizontal lines for writing.

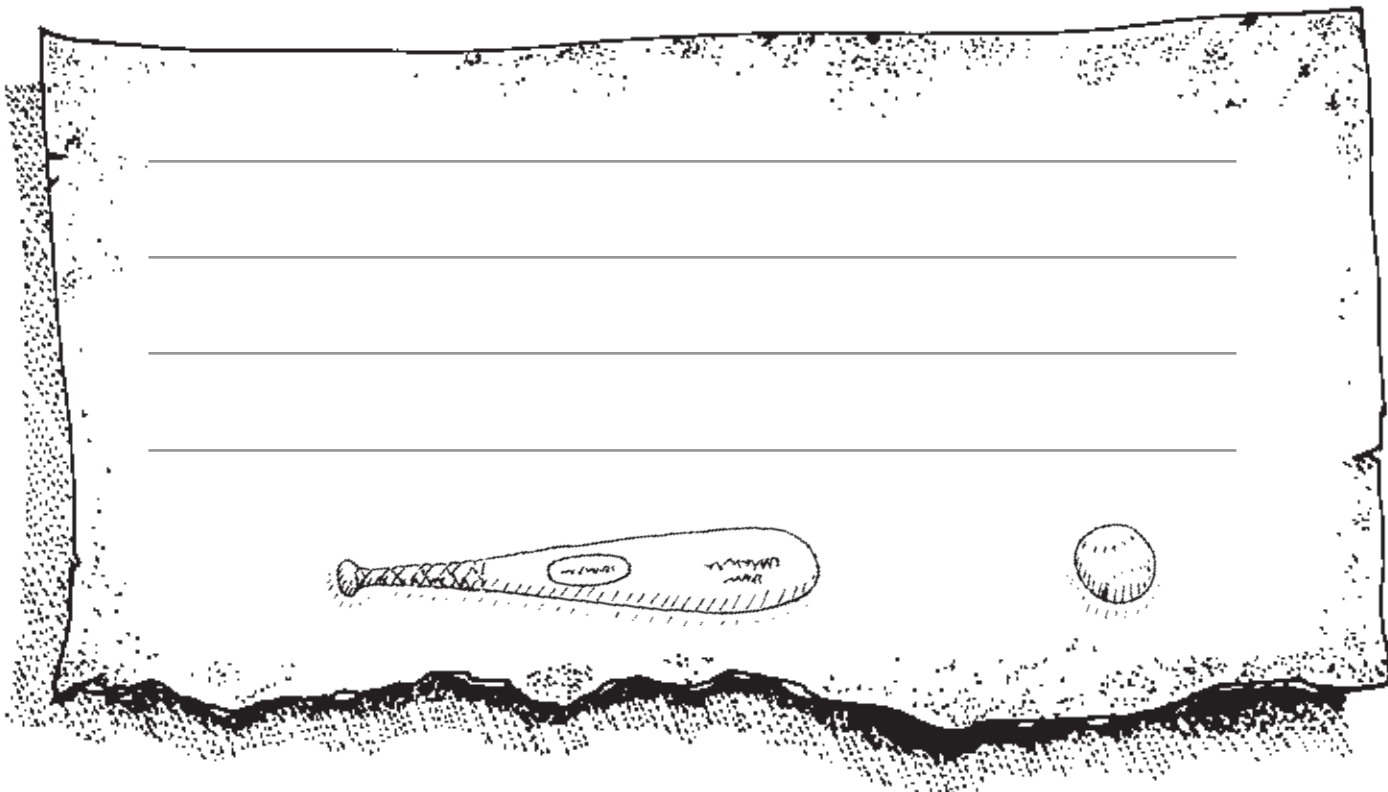
Name _____ Date _____

**Read pages 63–65. What is important about this day?
Write two or three sentences in Luke's journal.**

Luke Goes to Bat
Independent Reading



Read pages 72–73. What will Luke say about today? Write two or three sentences in his journal.



Name _____ Date _____

Long *i* (*i, igh, y*)

Luke Goes to Bat
Spelling: Long *i* (*i, igh, y*)

Write a Spelling Word for each clue.

1. This is a month of the year. _____
2. You can cook food this way. _____
3. This also means *correct*. _____
4. The opposite of *tame* _____
5. A young person _____
6. A word that asks a question _____
7. When the sky is dark _____
8. A word that can mean *next to* _____

Spelling Words

Basic Words

1. night
2. kind
3. spy
4. child
5. light
6. find
7. right
8. high
9. wild
10. July
11. fry
12. sigh

Review

13. by
14. why

Add and subtract letters from the words below to write Spelling Words.

9. (spray - ra) = _____
10. (bright - br) + l = _____
11. (signal - nal) + h = _____
12. (fight - ght) + nd = _____

Name _____ Date _____

Pronouns and Verbs

Luke Goes to Bat
Grammar: Subject-Verb Agreement

- If the pronoun *he, she, or it* is the subject of a sentence that tells about now, add *-s* or *-es* to the verb.

He throws the ball. She catches the ball.

- If the pronoun *I, you, we, or they* is the subject of a sentence that tells about now, do not add *-s* or *-es* to the verb.

They watch the game. We cheer very loudly.



Circle the correct verb to match the subject. Then write the sentence.

1. We (climb, climbs) to our seats.

2. She (hand, hands) programs to people.

3. I (reach, reaches) for one.

4. You (look, looks) cold.

5. He (fix, fixes) a snack.

Name _____ Date _____

Antonyms

Luke Goes to Bat
Vocabulary Strategies:
Antonyms

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

find	whispered
below	above
yelled	lose
final	beginning

Read each sentence. Think of a word that has the opposite meaning of the underlined word and write it on the line.

1. Emily had to find her library book.

2. After the game, the final score was six to three.

3. We yelled when the parade came down the street.

4. You can't ride if your head is below the line.

Name _____ Date _____

Proofread for Spelling

Luke Goes to Bat
Spelling: Long *i*, (*i*, *igh*, *y*)

Proofread the journal entry. Circle the misspelled words. Then write the correct spellings on the lines below.

Last night, I was so afraid. I heard a wilde scream from somewhere outside. I tried to turn on the lite, but it was up too hi. It was so cold. It seemed more like January than Juli. I didn't know what to do. I let out a sye and went to sleep.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Spelling Words

Basic Words

1. night
2. kind
3. spy
4. child
5. light
6. find
7. right
8. high
9. wild
10. July
11. fry
12. sigh

Find and circle six Spelling Words with long *i*. The words can read across or down.

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



Name _____ Date _____

Kinds of Sentences



Read each sentence. Tell whether it is a statement, an exclamation, a command, or a question. Then write the sentence correctly on the line.

1. did you hit that ball _____

2. you did a great job _____

3. try that again _____

4. Hanna pitches the ball _____

5. her dad hits the ball _____

6. how far did he hit it _____

Name _____ Date _____

Connect to Writing

Luke Goes to Bat
Grammar: Connect to Writing

Subject and Verb Don't Match	Subject and Verb Match
Jared <u>pitch</u> the ball.	Jared <u>itches</u> the ball.
She <u>swing</u> the bat.	She <u>swings</u> the bat.



Proofread the paragraphs. Find five places where the subject and verb do not match. Write the corrected sentences on the lines below.

Mike play baseball with me. He pitches the ball.
I hit the ball. It get dark out. Mom call me. She yells,
“Dinner!”

I wave at Mike. He wave back. He rush home, too.

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

Name _____ Date _____

Long *e* Sound for *y*

My Name Is Gabriela
Phonics: Long *e* Sound for *y*

Circle the word that tells about each picture. Then use the words to complete the sentences below.



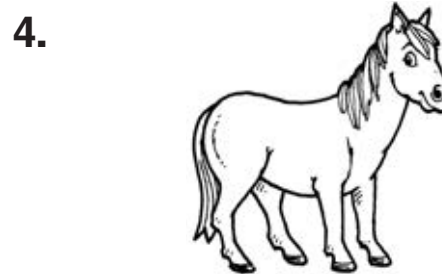
bath baby brick



furry funny find



pretty pretzel kitty



pond penny pony



slippery slope sloppy



penny pencil painted

7. We slid on the _____ sidewalk.

8. I gave my mom a _____ rose.

9. The _____ story made me smile.

10. The _____ lives at the farm.

Name _____ Date _____

Using *am*, *is*, and *are*

My Name Is Gabriela
Grammar: The Verb *be*

The verb *be* takes different forms. *Is*, *are*, and *am* tell about something happening now. Make sure the form of *be* agrees with the subject.

Use <u>is</u> with one.	The day is starting.
Use <u>are</u> with more than one.	The farmers are in the fields.
Use <u>am</u> with I.	I am there.

Thinking Question

Does the subject tell about one or more than one, or is the subject I?



Underline the correct sentence.

1. The sun is out.
The sun am out.
2. The corn plants is high.
The corn plants are high.
3. The workers is cutting them down.
The workers are cutting them down.
4. I is watching them.
I am watching them.

Name _____ Date _____

Long *e* Sound for *y*

My Name Is Gabriela
Phonics: Long *e* Sound for *y*

Choose a word from the box to complete each sentence.
Write it on the line.

Word Bank

funny tiny lady many
sunny muddy puppy happy

1. Today is a hot, _____ day.
2. My baby sister is _____.
3. Wipe your _____ feet before you come in.
4. Do you want to hear a _____ joke?
5. A _____ in the store helped me find a gift for Mom.
6. How _____ children are in our class?
7. I always feel _____ when I sing.
8. My _____ likes to bark at the moon.

Name _____ Date _____

Long *e* Spelled *y*

My Name Is Gabriela
Spelling: Long *e* Spelled *y*

Write the Basic Words with double consonants in one list.

Write the words with single consonants in another list.

Double Consonants

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Single Consonants

8. _____
9. _____
10. _____
11. _____
12. _____

Spelling Words

Basic Words

1. happy
2. pretty
3. baby
4. very
5. puppy
6. funny
7. carry
8. lucky
9. only
10. sunny
11. penny
12. city

Review Words

13. tiny
14. many

Name _____ Date _____

My Name Is Gabriela
Grammar: The Verb *be*

Using *was* and *were*

The verb **be** takes different forms. **Was** and **were** tell about something that happened in the past. Make sure the form of **be** agrees with the subject.

Use <u>was</u> with one.	The market was busy.
Use <u>were</u> with more than one.	Papa and Emelina were shopping.

Thinking Question

Does the subject tell about one or more than one, or is the subject I?



Write each sentence correctly.

1. Mama (was, were) cooking.

2. The beans (was, were) boiling.

3. The rice (was, were) done.

4. We (was, were) hungry.

Name _____ Date _____

Lesson 18
READER'S NOTEBOOK

My Name Is Gabriela
Writing: Narrative Writing

Focus Trait: Elaboration Using Sense Words

Without Sense Words	With Sense Words
I took off my glove and touched the snow.	I took off my glove and touched the <u>cold</u> , <u>white</u> snow.

Read each description. Use sense words to fill in the blanks.

Without Sense Words	With Sense Words
1. I drank some juice.	I drank some juice that tasted like _____.
2. The barn was filled with pigs.	The barn was filled with _____ pigs.

Pair/Share Work with a partner to add sense words.

Without Sense Words	With Sense Words
3. I saw a field.	
4. She laughed.	
5. I ate a pickle.	

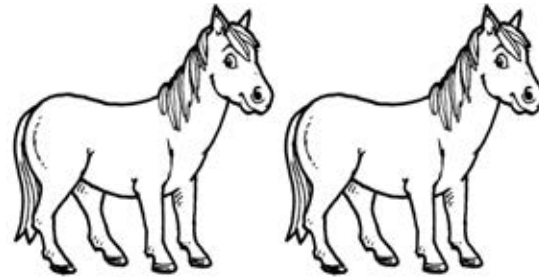
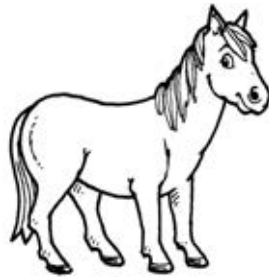
Name _____ Date _____

Changing *y* to *i*

My Name Is Gabriela
Phonics: Changing *y* to *i*

Read the word. Then change *y* to *i* and add *es* to make the word mean more than one. Write the new word.

1.



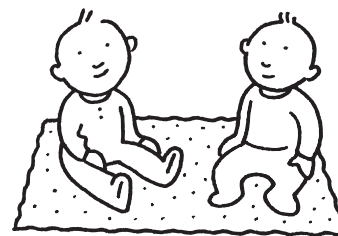
pony

2.



puppy

3.



baby

Write two sentences with the words that you wrote.

4. _____

5. _____

Name _____

Date _____



My Name Is Gabriela



Make an Invitation

Gabriela Mistral is a famous writer who won an award for her writing. Gather some details about her life.

Read pages 92–95. Does Gabriela Mistral have a good imagination? How can you tell?

Read pages 100–101. Gabriela Mistral liked to play school. Do you think she was a good pretend teacher? How can you tell?

Read pages 103 and 107. Did Gabriela Mistral still have a good imagination after she grew up? How can you tell?

Name _____ Date _____

My Name Is Gabriela
Independent Reading

Imagine you are having a party for Gabriela Mistral. Use what you learned about Gabriela's life to finish the invitation. Make an illustration showing something from Gabriela's imagination.

Who: *Gabriela Mistral*

What: *A Celebration of Gabriela's Nobel Prize*

Where: *Gabriela's family home in Elqui Valley*

When: *Saturday at 2:00*

Read pages 104–106. Say what you think Gabriela will tell her friends about her life.

Gabriela will give a short talk. She will tell us about

Think about what you learned about Gabriela Mistral. What would she want for the schools?

Instead of a gift for Gabriela, please bring a gift for the local school. Bring: _____

Draw a picture from Gabriela's imagination.



Name _____ Date _____

Long *e* Spelled *y*

My Name Is Gabriela
Spelling: Long *e* Spelled *y*

Write a Basic Word that has the same or almost the same meaning for each word.

1. beautiful _____

2. dog



3. hold _____

4. infant _____

5. silly _____

6. coin



Spelling Words

Basic Words

1. happy
2. pretty
3. baby
4. very
5. puppy
6. funny
7. carry
8. lucky
9. only
10. sunny
11. penny
12. city

Review Words

13. tiny
14. many

Write a Basic Word to complete each sentence.

7. In the summer, the sky is often _____.

8. When I smile, it is because I am _____.

9. I think I am _____ because I often win.

10. I would like to live in a big _____.

11. Ms. Carter was _____ pleased with our reports.

12. My little sister has _____ one front tooth.

Name _____

Date _____

Using *Being* Verbs



Underline the correct sentence.

1. The rodeo is here.
The rodeo are here.
The rodeo am here.
2. The crowds is clapping.
The crowds are clapping.
The crowds am clapping.



Write each sentence correctly.

3. Gabriela (was, were) a teacher.

4. She (was, were) speaking.

5. Her students (was, were) listening.

6. They (was, were) learning a lot.

Name _____ Date _____

Suffixes *-y* and *-ful*

My Name Is Gabriela
Vocabulary Strategies:
Suffixes *-y* and *-ful*

Read each sentence. Add the suffix *-y* or *-ful* to complete the underlined word.

1. The garden smells flower + _____.
2. Joel's smile showed he was joy + _____.
3. The play + _____ kitten
knocked over a vase.

Circle the word that correctly completes each sentence.

4. I always look both ways before crossing the street.

I am very _____.

careful **carefully**

5. The weather was bad today.

It was very _____.

rainful **rainy**

6. My lemonade was _____ after
the ice in it melted.

watery **waterful**

Name _____ Date _____

Proofread for Spelling

My Name Is Gabriela
Spelling: Long e Spelled y

Proofread Tony's letter. Circle six misspelled words. Then write each misspelled word correctly.

Dear Grandma and Grandpa,

Last Friday, I got a new puppe. I was veray surprised! Dad and Mom let me carey her home. She was the onlee one I really liked. I'm going to name her Peny. Don't you think that's a prettie name?

Love,
Tony

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Spelling Words

Basic Words

1. happy
2. pretty
3. baby
4. very
5. puppy
6. funny
7. carry
8. lucky
9. only
10. sunny
11. penny
12. city

Write the Basic Word that answers each question.

7. I am very young. What am I? _____.
8. When I feel like this, I laugh. How do I feel? _____.
9. It is warm outside. How is the weather? _____.
10. Where do you see big buildings? _____.

Name _____

Date _____

Writing Quotations



Underline the correct sentence.

1. Dad said, "It snowed."

Dad said "it snowed."

2. I asked, may I play outside?

I asked, "May I play outside?"

3. Mom said "have fun!"

Mom said, "Have fun!"



Read each paragraph. Then write each paragraph correctly. Fix five mistakes in capitalization and punctuation.

The cook said "i will make corn. He put corn in the bag.

Mama said "I will cook rice. She put rice in the bag.

Name _____ Date _____

Connect to Writing

My Name Is Gabriela
Grammar: Connect to Writing

Sentences with Repeated Subjects	Sentences with Combined Subjects
The weather is rainy. The weather is cool.	The weather is rainy and cool.

Sentences with Repeated Subjects	Sentences with Combined Subjects
The students are reading. The students are learning.	The students are reading and learning.



Combine the sentences with repeating subjects.

Write the new sentence on the line.

1. The animals are eating. The animals are sleeping.

2. They were running. They were playing.

3. Sasha was reading. Sasha was writing.

4. The country is growing. The country is changing.

5. I am chatting. I am laughing.

Name _____ Date _____

Words with *ar*

**The Signmaker's
Assistant**

Phonics: Words with *ar*

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

1. Dee saw a bright _____ in the sky.

state **star** **sat**

2. The dog in the yard started to _____.

bark **dark** **bank**

3. The children played baseball at the _____.

part **paint** **park**

4. Mom put milk in her shopping _____.

charm **chair** **cart**

5. The cows go into the _____ at night.

barn **bean** **brain**

6. Max is a _____ boy.

smack **smart** **start**

Write two sentences. Use words spelled with *ar*.

7. _____

8. _____

Name _____ Date _____

Commas in Dates

The Signmaker's Assistant
Grammar: Commas in Dates and Places

A **date** tells the month, the number of the day, and the year. Use a **comma (,)** between the day and the year in a date.

The pet store opened on June 1, 2002.

Thinking Question

Which number shows the day, and which number shows the year?



Write the date in each sentence. Put a comma in the correct place.

1. Sally got her dog on February 12 2011.

2. Josh's cat was born on April 30 2010.

3. Mrs. Kane bought more fish food on January 1 2012.

4. Mr. Kane went on vacation on July 12 2011.

5. Carrie worked in the store until August 27 2012.

Name _____ Date _____

Words with *ar*

**The Signmaker's
Assistant**

Phonics: Words with *ar*

Choose a word from the box to complete each sentence.

Write it on the line.

Word Bank

harm shark part farm
artist art stars park

1. Every Monday we have _____ class.
2. This is the _____ of the week
I like best.
3. I feel like a real _____ when I draw.
4. I painted a picture of trees in the _____.
5. Mark painted animals on a _____.
6. Darla painted many _____ in the
night sky.

Write two sentences. Use at least two words from the box.

7. _____
8. _____

Name _____ Date _____

Words with *ar*

The Signmaker's
Assistant

Spelling: Words with *ar*

Sort the Spelling Words by the number of letters in each word.

3

4

5

- | | | |
|----------|-----------|-----------|
| 1. _____ | 5. _____ | 12. _____ |
| 2. _____ | 6. _____ | 13. _____ |
| 3. _____ | 7. _____ | 14. _____ |
| 4. _____ | 8. _____ | |
| | 9. _____ | |
| | 10. _____ | |
| | 11. _____ | |

Spelling Words

Basic Words

1. car
2. dark
3. arm
4. star
5. park
6. yard
7. party
8. hard
9. farm
10. start
11. part
12. spark

Review Words

13. art
14. jar

Now, add to your lists. Add two *ar* words you know to each column.

- | | | |
|-----------|-----------|-----------|
| 15. _____ | 17. _____ | 19. _____ |
| 16. _____ | 18. _____ | 20. _____ |

Name _____ Date _____

Commas with Place Names

The Signmaker's Assistant

Grammar: Commas in Dates and Places

Use a **comma (,)** between the name of a city or town and the name of a state.

The gas station is in Dallas, Texas.

Thinking Question

Which word is the name of the city or town, and which word is the name of the state?



Write the city and state named in each sentence.

Put a comma in the correct place.

1. The car breaks down after we leave Austin Texas.

2. A truck tows the car to San Antonio Texas.

3. A repairman calls a shop in Miami Florida.

4. The shop sends car parts from Atlanta Georgia.

5. Then we drive to Oakland California.

Name _____ Date _____

Focus Trait: Organization

Beginning, Middle, End

The Signmaker's Assistant
Writing: Narrative Writing

Read the story below. Think about the beginning, middle, and end. Then write what each part tells you.

<p style="text-align: center;">Beginning</p> <p>Characters _____</p> <p>_____</p> <p>_____</p> <p>Setting _____</p> <p>_____</p>	<p>→ Rex was the biggest police dog in the world. He was also the strongest. One sunny day, Rex and Officer Jones were driving in their police car. They saw a giant red dump truck stuck in a muddy ditch.</p>
<p style="text-align: center;">Middle</p> <p>Problem _____</p> <p>_____</p> <p>_____</p>	<p>→ “Can you pull my truck out?” asked the driver.</p> <p>→ “We can’t help,” said Officer Jones. “That truck is too big.” But Rex knew that he could help.</p>
<p style="text-align: center;">End</p> <p>How was the problem solved?</p> <p>_____</p> <p>_____</p>	<p>→ He grabbed onto the truck’s bumper with his sharp, strong teeth. Rex pulled hard. Whoosh! The big dump truck rolled out of the mud. Rex had saved the day!</p>

Name _____ Date _____

Cumulative Review

The Signmaker's Assistant
Phonics: Cumulative Review

Circle the word that goes with each picture. Underline the letters that spell the long *i* or long *e* sound.

1.



light

late

2.



pie

pig

3.



shine

shy

4.



part

party

Write words you know with long *i* spelled *y*. Write words you know with long *e* spelled *y*.

Long *i*

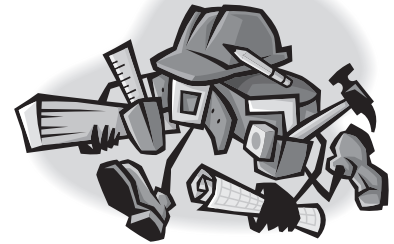
Long *e*

Name _____ Date _____



The Signmaker's Assistant

Make a Sign



Hi. I'm Norman. I made a big mistake in this story. I also learned some lessons. Look for the lessons I learned.

Read page 128. Why was the signmaker important to the town?

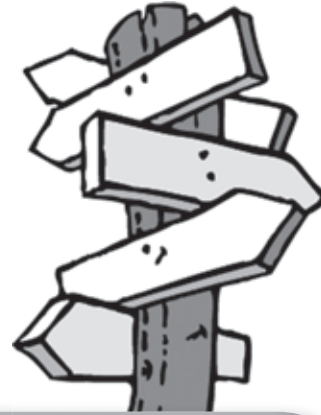
Read page 129. What made people follow the directions on the signmaker's signs?

Read page 141. Why were the signs important?

Read page 149. What did the signmaker say after I apologized?

Name _____ Date _____

Now the sign shop is mine, and I need an assistant. Think about the work I did when I was the assistant. Use details and pictures from the story to see what a good signmaker assistant does.



Help Wanted

Signmaker's Assistant

The assistant will do these things:

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

If you are interested, contact Norman at the Sign Shop.

Name _____ Date _____

Words with *ar*

The Signmaker's
Assistant

Spelling: Words with *ar*

Write the Spelling Word that goes with each picture.



1. _____



3. _____



5. _____



2. _____



4. _____



6. _____

Write the Spelling Word that matches each clue.

7. To begin _____

8. Where pigs and cows live _____

9. Not bright _____

10. The opposite of soft _____

11. Where grass grows _____

12. Not whole _____

13. A flash of light _____

14. A painting _____

Spelling Words

Basic Words

1. car
2. dark
3. arm
4. star
5. park
6. yard
7. party
8. hard
9. farm
10. start
11. part
12. spark

Review Words

13. art
14. jar

Name _____ Date _____

Commas in Parts of Letters



Read this letter. It needs five commas. Write each comma where it belongs in this letter.

Dear Jia

On May 2 2012, I visited Miami Florida. We had fun. I think you will like Tampa Florida, too.

Your friend

Ben



Write the city and state named in each sentence. Put a comma in the correct place.

1. The flower shop is in Portland Maine.

2. Mrs. Longman calls from Los Angeles California.

3. Frank Richards visits Seattle Washington.

Name _____ Date _____

Shades of Meaning

The Signmaker's Assistant

Vocabulary Strategies:
Shades of Meaning

Choose the best word from the Word Bank to complete each sentence. Use every word.

Word Bank

tumble slide slip

1. The wall of mud began to _____ slowly down the hill.
2. Be careful not to _____ on the slimy seaweed!
3. Turning over and over, the child began to _____ down the grassy hill.

Word Bank

cool cold frozen

4. A _____ breeze is welcome after the day's heat.
5. You should wear a hat on a _____ and snowy day.
6. When the pond is _____, we can skate on it.

Name _____ Date _____

Proofread for Spelling

The Signmaker's
Assistant
Spelling: Words with *ar*

Proofread the invitation. Circle the six misspelled words.
Then write the correct spellings on the lines below.

Dear Kara,

You are invited to my paury.
It will be in the parke on Center
Street. It is not heard to find.
We will startt from my house
at 12:00. My mother will
drive us in her kar. We
will be home before dirk.



Your friend,
Angie

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Spelling Words

Basic Words

1. car
2. dark
3. arm
4. star
5. park
6. yard
7. party
8. hard
9. farm
10. start
11. part
12. spark

Write these other Spelling Words in ABC order: *part, star, yard, farm, arm, spark.*

- | | |
|----------|-----------|
| 7. _____ | 10. _____ |
| 8. _____ | 11. _____ |
| 9. _____ | 12. _____ |

Name _____ Date _____

Writing Proper Nouns

**The Signmaker's
Assistant**

Grammar: Spiral Review



Write the name of each underlined word correctly.

1. The store is closed on thursday.

2. That day is thanksgiving.

3. They put up a sign early in november.



Read the paragraphs. Write words from the box to tell when.

My mom loves _____.

The holiday is _____. She wants flowers. Dad buys them at Lou's Flower Shop.

Mom's birthday is in _____.

Dad loves _____. He wants to sleep late. Mom says he gets to sleep late

_____!

Word Box

July
every Saturday
next Sunday
Mother's Day
Father's Day

Name _____ Date _____

Connect to Writing

The Signmaker's Assistant

Grammar: Connect to Writing

Not Correct	Correct
The sports shop opened on May 8 1998.	The sports shop opened on <u>May 8, 1998.</u>

Not Correct	Correct
The soccer ball was made in Detroit Michigan.	The soccer ball was made in <u>Detroit, Michigan.</u>



Proofread the sentences for missing commas. Rewrite each sentence correctly.

1. The sports store opened on March 15 2015.

2. It is in Charleston South Carolina.

3. Mr. Thomas sold ice skates on December 1 2016.

4. He sold beach balls on June 5 2015.

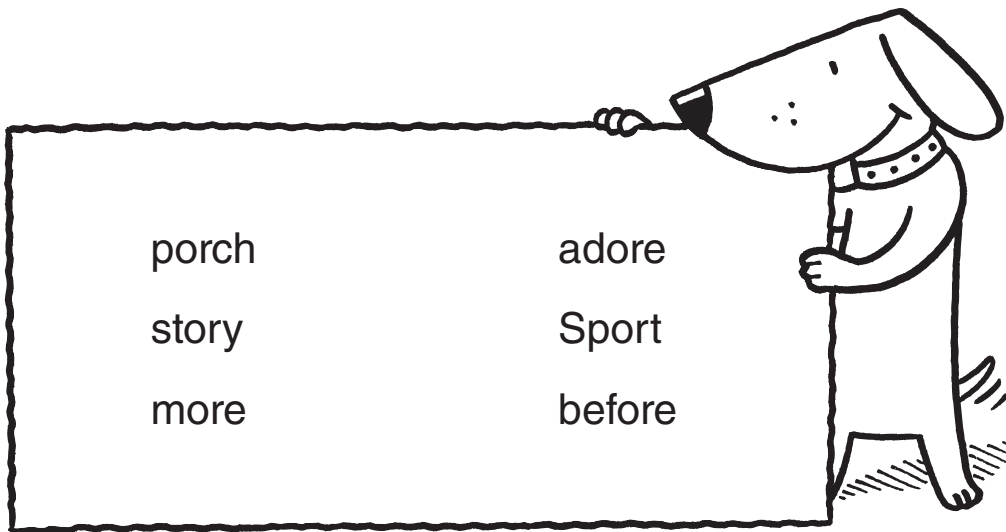
5. He sold shells from Daytona Beach Florida.

Name _____ Date _____

Words with *or, ore*

Dex: The Heart of a Hero
Phonics: Words with *or, ore*

Write words to complete the sentences. Use words from the box.



1. This is a _____ about my dog.
2. His name is _____.
3. He sleeps on the _____.
4. We play _____ I go to school.
5. After school, we play some _____.
6. I _____ my dog!

Name _____ Date _____

Commas in a Series of Nouns

Dex: The Heart of a Hero
Grammar: Commas in a Series

- A **series of nouns** is three or more nouns that appear together in a sentence.
- Use a comma after each noun in the series except for the last noun.

Sparky, Spike, Rover, and Leo are dogs.

Thinking Question

Are there three or more nouns being listed in a series?



Find the correct sentences. Circle the commas in each correct sentence.

1. Mom Dad, and Kim care for the dogs.
Mom, Dad, and Kim care for the dogs.
Mom, Dad, and, Kim, care for the dogs.
2. Dogs, cats, and birds are great pets.
Dogs cats and birds are great pets.
Dogs, cats, and, birds are great pets.
3. Max, Harry, and, Grace are puppies.
Max, Harry, and Grace are puppies.
Max, Harry, and Grace, are puppies.
4. Puppies need food, water, and, love.
Puppies need food water and, love.
Puppies need food, water, and love.

Name _____ Date _____

Words with *or, ore*

Dex: The Heart of a Hero
Phonics: Words with *or, ore*

Write a word from the box to answer each riddle.



Word Bank

wore
short
chore
corn
snore
stork

1. a sound made when sleeping _____
2. a farm plant _____
3. a kind of bird _____
4. not tall _____
5. put on a coat _____
6. a small job _____

Write two sentences. Use two words from the box.

7. _____

8. _____

Name _____ Date _____

Words with *or*, *ore*

Dex: The Heart of a Hero
Spelling: Words with *or*, *ore*

Sort the Basic Words.

or Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

ore Words

9. _____
10. _____
11. _____
12. _____



Spelling Words

Basic Words

1. horn
2. story
3. fork
4. score
5. store
6. corn
7. morning
8. shore
9. short
10. born
11. tore
12. forget

Review Words

13. for
14. more

Write one more *or* word you know. Then write one more *ore* word.

or Word

13. _____

ore Word

14. _____

Name _____ Date _____

Commas in a Series of Verbs

Dex: *The Heart of a Hero*
Grammar: Commas in a Series

- A **series of verbs** is three or more verbs that appear together in a sentence.
- Use a comma after each verb in a series except the last verb.

Hamster runs, leaps, and waves.

Thinking Question

Are there three or more verbs listed in a series?



Look at the underlined verbs in each sentence. Write each sentence correctly. Put commas in the correct places.

1. Chipmunk slips falls and cries.

2. Hamster dashes jumps and helps.

3. Chipmunk smiles skips and dances.

4. The animals wave cheer and shout.

5. Hamster laughs bows and leaves.

Name _____ Date _____

Focus Trait: Organization

Interesting Beginnings

Dex: The Heart of a Hero
Writing: Narrative Writing

Uninteresting Beginning	Interesting Beginning
Once there was a cat named Freddy.	Freddy was a fluffy black cat. He was so smart that he solved mysteries for his friends.

Write two different beginnings for a story about a deep-sea diving dog. Make each beginning interesting. Check the one you like better.

1. _____

2. _____

Name _____

Date _____

Cumulative Review

Dex: The Heart of a Hero
Phonics: Cumulative Review

Read the clue. Circle the word that matches.



1. A dog will do this. **store** **bark** **shark**
2. It means **begin**. **start** **dart** **north**
3. It is part of the body. **farm** **more** **arm**
4. You play here. **star** **park** **pork**
5. It means **big**. **large** **porch** **spark**
6. You ride in this. **art** **car** **born**

Name _____ Date _____



Dex: The Heart of a Hero

Write a Newspaper Article

The newspaper wants to write an article about the new superhero in town. Use details and illustrations from the text to find information for the article about Dex.



Read pages 171–173. How did Dex prepare for being a superhero?

Read pages 174–175. How did Dex know he was ready to be a superhero?

Read pages 178–179. What were some ways Dex helped?

Read pages 184–185. How did Dex get Clevis as a partner?

Name _____ Date _____

Words with *or, ore*

Dex: The Heart of a Hero
Spelling: Words with *or, ore*

Write a Basic Word for each meaning.

1. A place where you buy things _____
2. The opposite of *tall* _____
3. Early hours of the day _____
4. A food _____
5. Something you blow _____
6. Land near water _____



Spelling Words

Basic Words

1. horn
2. story
3. fork
4. score
5. store
6. corn
7. morning
8. shore
9. short
10. born
11. tore
12. forget

Review Words

13. for
14. more

Complete each sentence with a Basic Word.

7. Do not _____ your homework!
8. I was _____ on the 4th of July.
9. Please read me a _____.
10. I always use a _____ to eat.
11. Alan _____ his jacket when he fell.
12. We won by a _____ of 3 to 2.



Name _____ Date _____

Commas in a Series

Dex: The Heart of a Hero
Grammar: Commas in a Series



Draw a line under each correct sentence.

1. Super Cat visits the park, school, and, playground.
Super Cat visits the park, school, and playground.
Super Cat, visits the, park, school and playground.
2. She saves a butterfly, worm, and ladybug.
She saves a, butterfly, worm, and ladybug.
She saves a butterfly, worm and ladybug.
3. Mama Papa, and Baby Cat, are happy!
Mama, Papa and Baby, Cat are happy!
Mama, Papa, and Baby Cat are happy!



Write each sentence. Use commas correctly.

4. The penguins waddle jump and slide.

5. They dive splash and swim.

6. People watch point and smile.

Name _____ Date _____

Prefix *over-*

Dex: The Heart of a Hero
Vocabulary Strategies:
Prefix *over-*

Read each sentence. Fill in the blank with one of the words in the box.

Word Box

overlooked	overcrowded	overboard
overeas	overdue	overflowed

1. I don't want to _____ at dinner. I want to save room for dessert!
2. Too many people came to the party, so the room was _____.
3. Tom can't find his book on the shelf. Maybe he _____ it.
4. I poured too much milk in my cup, and it _____.
5. The movies we rented are _____.
We should have returned them last week.
6. I went on a boat ride last week, and my sunglasses fell _____!

Name _____ Date _____

Proofread for Spelling

Proofread the ad. Cross out the five misspelled words. Then write the correct spellings in the margin.



Come to our grocery stour!
Big sale on korn!
The sale begins at 8:00 in the mourning.
Sale items are in shart supply.
They won't last long!
Don't furget!

Unscramble the letters to spell a Basic Word.

Write the word on the line.

1. rnbo _____
2. orkf _____
3. soreh _____
4. hnor _____
5. erot _____
6. styor _____
7. crose _____

Dex: The Heart of a Hero
Spelling: Words with
or, ore

Spelling Words

Basic Words

1. horn
2. story
3. fork
4. score
5. store
6. corn
7. morning
8. shore
9. short
10. born
11. tore
12. forget

Name _____ Date _____

Writing Book Titles

Dex: The Heart of a Hero
Grammar: Spiral Review



Rewrite each sentence. Write the book titles correctly.

Remember to use capital letters when needed.

1. My favorite book is the cat in the hat.

2. Did Dr. Rames write the book taking care of pets?



Fix the mistakes in the paragraph. Write the paragraph correctly.

Mr. Grady owns a book store. Today, Lynn buys the book caring for dogs. Mr. Grady also sells her another book. This one is called how to keep a bird.

Name _____ Date _____

Connect to Writing

Dex: The Heart of a Hero
Grammar: Connect to Writing

Short, Chippy Sentences	Smoother Sentence with Commas
Sam read the story. Izzy read the story. Mario read the story.	Sam, Izzy, and Mario read the story.

Short, Chippy Sentences	Smoother Sentence with Commas
The monkeys had bananas. The monkeys had apples. The monkeys had carrots.	The monkeys had bananas, apples, and carrots.



Read each group of sentences. Combine the three sentences. Use commas correctly.

1. The monkeys climbed trees.
The monkeys climbed vines.
The monkeys climbed ropes.
-

2. Owl watched the monkeys.
Ant watched the monkeys.
Tiger watched the monkeys.
-

3. The monkeys jumped on the rocks.
The monkeys climbed on the rocks.
The monkeys ate on the rocks.
-

Name _____ Date _____



Where Do Polar Bears Live?

Polar Bear Research Log

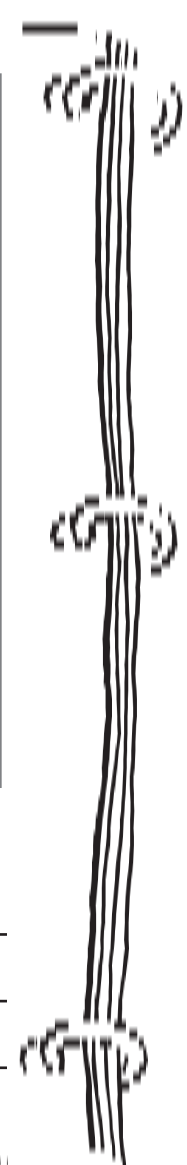
Read pages 8–19. Imagine you are a scientist who studies polar bears. Complete the pages of your research log. Take notes and make sketches.



Age: Newborn

What does it look like?

What does it do?



Name _____ Date _____

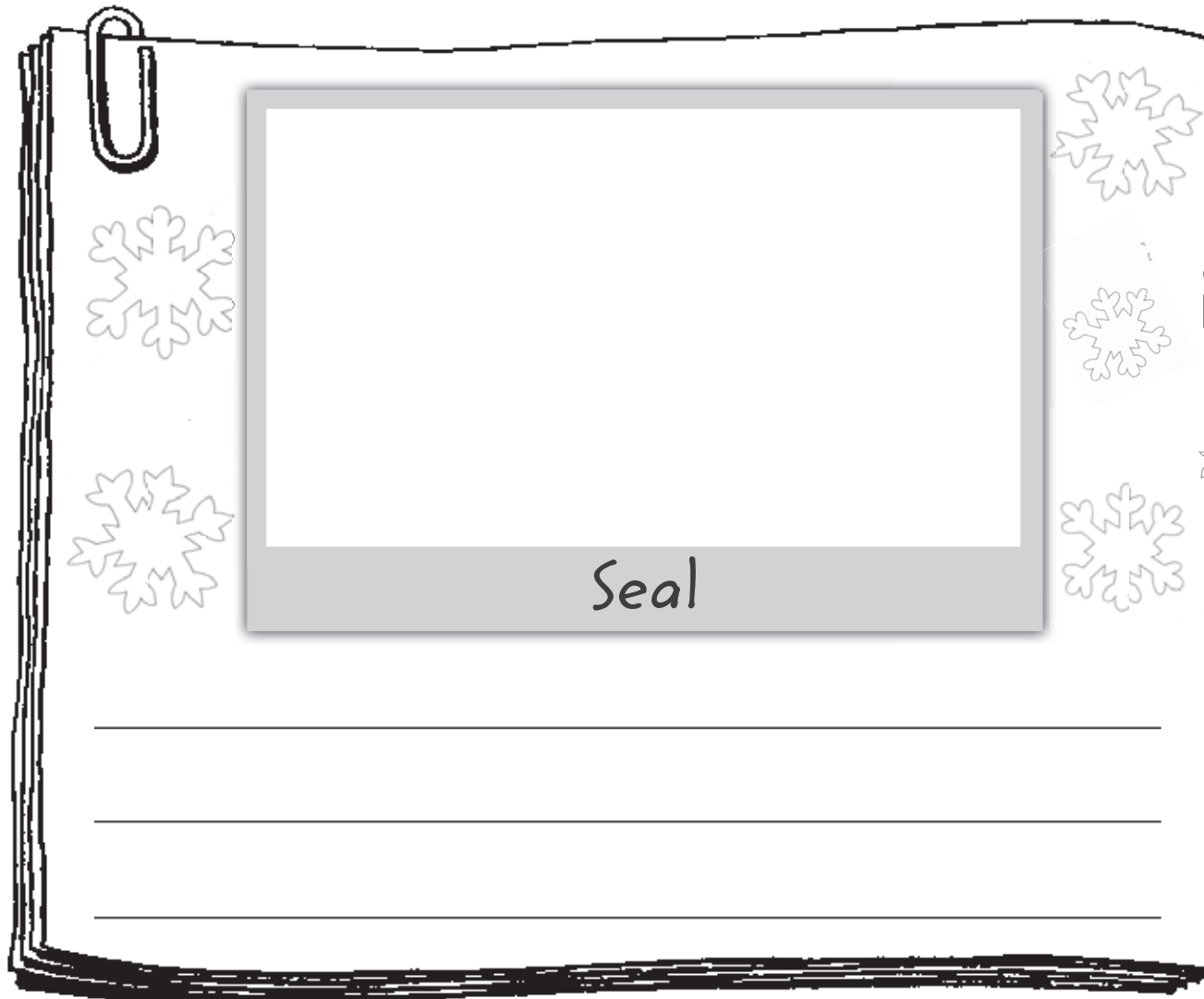


Where Do Polar Bears Live?

Arctic Scrapbook



Read pages 20–28. You took an Arctic tour!
When you came home, you had a lot of photographs.
Now you are going to make a scrapbook with a page
for each arctic animal. Draw a picture of each animal.
Then write what the animal looks like and what it does.



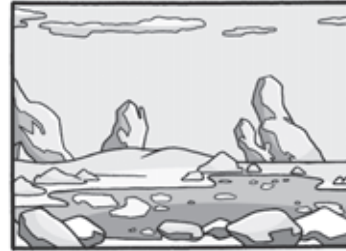
Name _____ Date _____



Name _____ Date _____



Where Do Polar Bears Live?



Help Save the Polar Bears!

Read pages 29–35. Each year, the Arctic ice melts and freezes. However, less ice freezes every year. Write reasons why this is a problem for polar bears.

The Arctic ice is shrinking, and this hurts polar bears.

Four large rounded rectangular boxes with horizontal lines for writing, arranged around the central text box.

Name _____ Date _____

The author provides interesting facts about polar bears. Use pages 29–35 to create an animal fact card about polar bears. Draw a picture and write facts.

Polar Bears

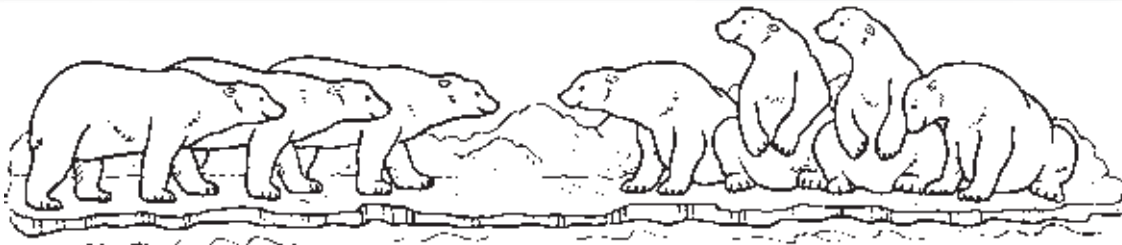
Did you know?

- _____

- _____

- _____

- _____



Name _____ Date _____

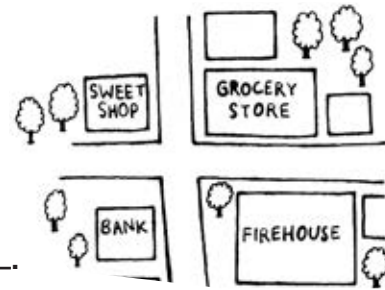
Words with *er*

Penguin Chick
Phonics: Words with *er*

Circle the word that fits in each sentence.
Underline the letters that stand for the *er* sound.
Then write the word to complete the sentence.

1. store tree corn

The bank is on the _____.



2. wat hose watch

The plants need _____.



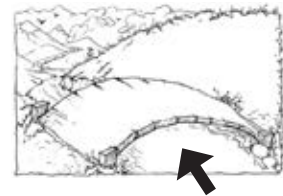
3. pencil notebook pap

Get your pen and a sheet of _____.



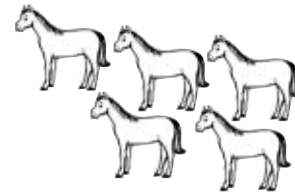
4. road riv hill

We can catch fish in the _____.



5. head h d horses

A group of horses is called a _____.



Name _____ Date _____

How Things Look

Penguin Chick
Grammar: What Is an Adjective?

An **adjective** is a word that tells how something looks.

Adjectives can tell size, color, shape, or how many.

Penguins look short.

Thinking Question

Which word tells more about how something looks?



Write the adjective from the box that best fits each sentence. Use the clues in ().

round small four black

1. I see _____ penguins on the ice.
(tell how many)
2. The penguins stand in a _____ circle.
(tell shape)
3. They are _____ and white. (tell color)
4. The baby penguin is _____. (tell size)

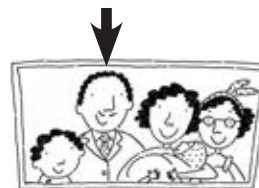
Name _____ Date _____

Words with *er*

Penguin Chick
Phonics: Words with *er*

Put the letters together to write a word with *er*.

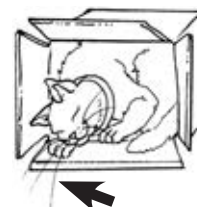
1. f + a + t + h + er = _____



2. c + o + m + p + u + t + er = _____



3. w + h + i + s + k + er + s = _____



4. t + o + a + s + t + er = _____



5. b + a + k + er = _____



Now use the *er* words you wrote to complete the sentences below.

6. I put my bread in the _____.

7. My cat has long _____ on her face.

8. The _____ sells cookies and pies.

9. I eat dinner with my mother and _____.

10. I play games on the _____.

Name _____ Date _____

Words with *er*

Penguin Chick
Spelling: Words with *er*

Sort the Spelling Words.



Words that end in *er*

Words with *er* in middle

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

11. _____
12. _____
13. _____
14. _____

Spelling Words

Basic Words

1. father
2. over
3. under
4. herd
5. water
6. verb
7. paper
8. cracker
9. offer
10. cover
11. germ
12. master

Review Words

13. fern
14. ever

Underline the letter or letters that make the *er* sound in each word.

Name _____ Date _____

How Things Taste and Smell

Penguin Chick
Grammar: What Is an Adjective?

Adjectives can tell how something tastes.
Adjectives can also tell how something smells.
The ocean smells fishy.
The water tastes salty.

Thinking Question

Which word tells more about how something tastes or smells?



Find the adjective in each sentence. The adjective tells more about the underlined word. Write the adjective.

1. The penguins eat the tasty fish.

2. They drink the salty water.

3. The penguins like smelly seafood.

4. They smell the fresh air.

5. They love the taste of sweet squid.

Name _____ Date _____

Focus Trait: Elaboration Using Exact Words

Penguin Chick
Writing: Informative Writing

Without Exact Words	With Exact Words
In Antarctica there is <u>nothing</u> to build a nest with.	In Antarctica there are no twigs, leaves, grass, or mud to build a nest with.

A. Read each sentence. Replace each underlined word with more exact words.

Without Exact Words	With Exact Words
1. The egg stays <u>comfortable</u> in the brood patch.	The egg stays _____ in the brood patch.
2. The penguin fathers <u>are</u> together in a group.	The penguin fathers _____ together in a group.

B. Pair/Share Work with a partner to brainstorm exact words to replace the underlined words in the sentence.

Without Exact Words	With Exact Words
3. With his <u>mouth</u> , the penguin father <u>puts</u> the egg onto his <u>feet</u> .	
4. After the chick <u>comes out of the egg</u> , its wet feathers <u>change</u> .	

Name _____ Date _____

Words with *ir, ur*

Penguin Chick
Phonics: Words with *ir, ur*

1. Write **X** on the bigger **bird**.

Write **bird**.



2. Draw stripes on the **shirt**.

Write **shirt**.



3. Color the one we can **burn** to

make light. Write **burn**.



4. Circle the **birthday** cake.

Write **birthday**.



5. Write **X** on **Thursday**.

Write **Thursday**.

October				
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10

Name _____ Date _____



Penguin Chick
Independent Reading

Penguin Chick



Make a Scrapbook

Make a scrapbook for the baby penguin. Draw and write about what happens as the chick grows.

Read pages 214–217. Draw and write about what happened today.



_____ ○

Read page 218. Draw and write about what happened today.



_____ ○

_____ ○

Name _____ Date _____

Penguin Chick
Independent Reading

Read page 220. Draw and write about what happened today.



Four horizontal lines for writing.

Read page 222. Draw and write about what happened today.



Four horizontal lines for writing.

Read page 224. Draw and write about what happened today.

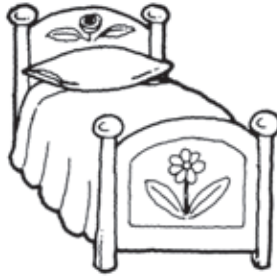


Four horizontal lines for writing.

Name _____ Date _____

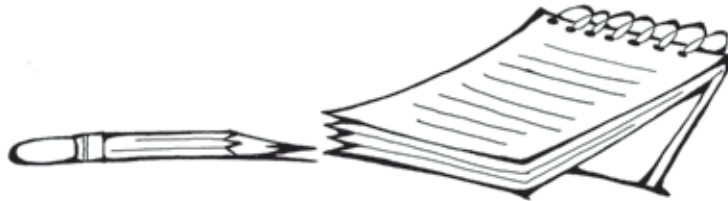
Words with *er*

Write the Spelling Word that means almost the same as each word.



- | | |
|------------------|----------------|
| 1. blanket _____ | 4. below _____ |
| 2. above _____ | 5. group _____ |
| 3. share _____ | 6. dad _____ |

Write the Spelling Word that rhymes with each word.



- | | |
|-------------------|-------------------|
| 7. worm _____ | 10. curb _____ |
| 8. turn _____ | 11. clever _____ |
| 9. daughter _____ | 12. plaster _____ |

Spelling Words

Basic Words

1. father
2. over
3. under
4. herd
5. water
6. verb
7. paper
8. cracker
9. offer
10. cover
11. germ
12. master

Review Words

13. fern
14. ever

Name _____ Date _____

How Things Feel and Sound

Penguin Chick
Grammar: What Is an Adjective?



Write the adjective from the box that best fits each sentence. Use the clues in ().

howling icy loud slippery

1. Penguins stand in the _____ wind. (sound)
2. The father penguin has a _____ voice. (sound)
3. Penguins swim in _____ oceans. (feel)
4. They catch _____ fish with their beaks. (feel)



Find the adjective in each sentence. Write the word that tells more about the underlined word.

5. The penguins hear splashing water.

6. They step on the pointy rocks.

7. Penguin chicks have fluffy feathers.

8. The penguins make whistling sounds.

Name _____ Date _____

Dictionary Entry

Penguin Chick
Vocabulary Strategies:
Dictionary Entry

Read each sentence. Use the dictionary entries to help you decide what the word means. Write the definition on the line.

- creature** 1. an animal 2. a strange or imaginary living thing
- shuffle** 1. to walk without picking up your feet 2. to mix cards or papers so they are in a different order
- swallow**¹ to make food or drink go down your throat
- swallow**² a small bird with pointed wings and a tail with two points
- webbed** 1. having skin that connects the toes or fingers 2. made of something that looks or feels like a web: *My purse has a webbed strap.*

1. Kim had to swallow her food before she could talk.

2. I will shuffle the cards before we start the game.

3. We saw a silly blue creature on TV.

4. Frogs have webbed feet to help them swim and hop.

Name _____ Date _____

Proofread for Spelling

Penguin Chick
Spelling: Words with *er*

Circle the misspelled words in the items below. Then write the correct spellings on the lines.

Make a Good Snack

1. Wash your hands with soap and wotter. You do not want to get a jerm on your snack.

2. Cuver a craker with peanut butter. Place another one on top.

3. Put a payper napkin undr your snack. Pour a glass of milk.

4. You are now the mayster of snacks! Why not ofer one to your mother or fathr?



Spelling Words

Basic Words

1. father
2. over
3. under
4. herd
5. water
6. verb
7. paper
8. cracker
9. offer
10. cover
11. germ
12. master

Unscramble the letters to spell a Basic Word.

5. berv _____ 7. dher _____

6. ervo _____

Name _____ Date _____

Reflexive Pronouns



Circle the correct pronoun to complete each sentence.

Then write the sentence.

1. I bought (ourselves, myself) a book about the South Pole.

2. My partner and I wrote a report by (ourselves, myself).

3. We taught (ourselves, myself) a lot about penguins.

4. I surprised (ourselves, myself) by how much I learned.

5. The teacher said we should be very pleased with
(ourselves, myself).

Name _____ Date _____

Connect to Writing

Penguin Chick
Grammar: Connect to Writing

Short, Choppy Sentences	Longer, Smooth Sentence
The penguins were hungry. The penguins were tired.	The penguins were hungry and tired.



Read each pair of sentences. Join the sentences using and between the two adjectives. Write the new sentence.

1. The penguin was cold.
The penguin was wet.

2. The rain was heavy.
The rain was pounding.

3. The egg was warm.
The egg was covered.

4. The sky was cloudy.
The sky was dark.

Name _____ Date _____

Homophones

Gloria Who Might Be
My Best Friend

Phonics: Homophones

Read the two homophones in each box. Then choose the word that goes on each line. Read the completed sentences.

1. I _____ my bike on
a bumpy _____.



rode
road

2. Let's _____ at the
store to buy _____.



meat
meet

3. Sam read a _____ about
a dog wagging its _____.



tale
tail

4. I can _____ the waves of the
_____ crashing on the shore.



sea
see

5. Jason is _____ from
being sick all _____.



weak
week

Name _____ Date _____

Adjectives

**Gloria Who Might Be
My Best Friend**
Grammar: Using Adjectives

- An **adjective** is a word that tells more about another word.
- Numbers are special adjectives that tell how many.

Julian made one kite.

Gloria tied two wishes to her kite.

Thinking Question
Which word tells how many?



Draw a line under each adjective that tells how many.

Write the noun it tells about.

1. Gloria had two pigtails. _____
2. Julian tied five wishes to his kite. _____
3. Gloria and Julian walked six blocks. _____
4. Julian counted twelve rocks from his collection.

5. They found one nest. _____

Name _____ Date _____

Homophones

**Gloria Who Might Be
My Best Friend**
Phonics: Homophones

Choose a word from the box to complete each sentence.

Write the word on the line. Read each completed sentence.

Word Bank

be blew rode weak two
bee main road sea too
blue mane week see

1. The wind _____ the door open.
2. Please save _____ seats at lunch.
3. This flower has a _____ on it!
4. Tim _____ his dad's bike.
5. There are seven days in one _____.
6. I like to swim in the salty _____.
7. What is the _____ idea on that page?
8. There is _____ much noise.
9. My favorite color is _____.
10. It is too dark to _____.

Name _____ Date _____

Homophones

**Gloria Who Might Be
My Best Friend**
Spelling: Homophones

Write the Spelling Word that sounds the same as the given word.

- | | |
|---------------|---------------|
| 1. sea _____ | 5. meet _____ |
| 2. bee _____ | 6. tail _____ |
| 3. week _____ | 7. mane _____ |
| 4. two _____ | |

Now sort the Spelling Words by vowel sounds. The first one is done for you.

Long e	Long a	oo sound
sea _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Spelling Words

Basic Words

1. meet
2. meat
3. week
4. weak
5. mane
6. main
7. tail
8. tale
9. be
10. bee
11. too
12. two

Review Words

13. sea
14. see

Name _____ Date _____

Adjectives with *-er* and *-est*

**Gloria Who Might Be
My Best Friend**

Grammar: Using Adjectives

- Add -er to adjectives to compare **two** people, animals, places, or things.
- Add -est to compare **more than two** people, animals, places, or things.

Jan is tall.

Beth is taller than Jan.

Nina is the tallest friend of all.

Thinking Question

How many people, animals, places, or things are being compared?



Write the correct word for each sentence.

1. Beth is _____ than Nina.
(quieter quietest)
2. Jan is the _____ person of all.
(quieter quietest)
3. Nina has _____ hair than Jan.
(shorter shortest)
4. Jan has the _____ hair in the class.
(longer longest)
5. Jan has a _____ dog than Nina.
(smaller smallest)

Name _____

Date _____

Lesson 22
READER'S NOTEBOOK

**Gloria Who Might Be
My Best Friend**
Writing: Informative Writing

Focus Trait: Evidence Details

A. Read each paragraph. Cross out the detail that does not support the main idea. Circle the connecting words.

1. Gloria and Julian are different in some ways.

They both know how to fly a kite.

Gloria is a fast runner, but Julian runs slowly.

Gloria can turn a cartwheel, but Julian can't.

2. Gloria and Julian are alike in some ways.

Julian knows the best way to make wishes, but Gloria doesn't.

They like playing outside.

They go to the same school.

B. Read each main idea. Give a detail that supports the main idea.

Pair/Share Work with a partner to brainstorm possible details for each main idea.

Main Idea	Detail
3. Doctors and nurses are alike in many ways.	
4. Cats and dogs are alike in some ways.	

Name _____ Date _____

Base Words and Endings *-er, -est*

**Gloria Who Might Be
My Best Friend**

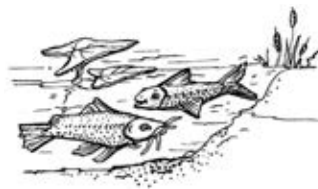
Phonics: Base Words and
Endings *-er, -est*

Follow the direction for each question.

1. Who is **oldest**? Circle her.



2. Circle the **biggest** fish.



3. Circle the animal with the **lightest** color fur.



4. Who is **younger**? Circle him.



5. Circle the **taller** animal.



Write the correct word in the sentence.

6. **longer** **longest** Anna's skirt is

_____ than Amy's skirt.

7. **faster** **fastest** That is the

_____ car I have ever seen.

8. **thinner** **thinnest** Eric is

_____ than his dad.

Name _____

Date _____



Gloria Who Might Be My Best Friend

Gloria Retells the Story

Now Gloria is going to tell the story of meeting Julian. What will she say? Use the text to help Gloria tell and illustrate the story.

Read pages 248–249. How would Gloria tell this part of the story?



Read pages 250–251. How would Gloria tell this part of the story?



Name _____ Date _____

**Gloria Who Might Be
My Best Friend**
Independent Reading

Read pages 254–255. Think about what Gloria might wish for. Draw and write about her two wishes.



Read pages 257–261. How would Gloria tell this part of the story?



Name _____ Date _____

Homophones

**Gloria Who Might Be
My Best Friend**

Spelling: Homophones

Circle the correct Spelling Word to complete each sentence.

Write the Spelling Word on the line.

1. A horse has a (mane, main). _____

2. Our town has one (mane, main) street. _____

3. I like to eat (meat, meet). _____

4. It is fun to (meat, meet) a new friend. _____

5. Seven days make a (week, weak). _____

6. A (week, weak) person is not strong. _____

7. I read a (tail, tale) about a cat with a long (tail, tale).

8. Who will (bee, be) afraid of a (bee, be)?

9. You can (sea, see) the (sea, see) at the beach.

10. (Too, Two) hippos are (too, two) big for the pond.

Spelling Words

Basic

Words

1. meet
2. meat
3. week
4. weak
5. mane
6. main
7. tail
8. tale
9. be
10. bee
11. too
12. two

Review

Words

13. sea
14. see

Name _____ Date _____

Using Adjectives



Draw a line under the word in () that correctly completes each sentence.

1. Luis is (a, an) pal.
2. He goes on (a, an) airplane to visit George.
3. George cleans (a, an) attic upstairs.
4. Luis stays for (a, an) week.
5. The boys play in (an, the) park.



Write the correct word for each sentence.

6. The pond is _____ than the pool.
(deeper deepest)
7. Luis is the _____ swimmer of all.
(faster fastest)
8. Monday was _____ than Sunday.
(warmer warmest)
9. January was the _____ month of the year.
(colder coldest)
10. George is _____ than Luis.
(older oldest)

Name _____ Date _____

Idioms

**Gloria Who Might Be
My Best Friend**
Vocabulary Strategies: Idioms

Read each sentence. Choose the meaning from the box that could replace the underlined words. Write the meaning on the line.

Meanings

stay cheerful
does her best

very special to him
tight and uncomfortable

understands what to do

1. Kim's grandpa is proud of her. She is the apple of his eye.

2. Sally has been at her job for a long time, so she knows the ropes.

3. Jen had a good day at school. She always puts her best foot forward.

4. Jay is sad, so Mel told him to keep his chin up.

5. I am so nervous! My stomach is tied in knots.

Name _____ Date _____

Proofread for Spelling

**Gloria Who Might Be
My Best Friend**

Spelling: Homophones

Proofread the letter. Circle the misspelled words. Then write the correct spellings on the lines below.

Dear Jen,

We moved into our new house. It is on Mane Street. We have too trees in the yard. I wanted to climb one, but Mom said it was two week.

Lucky likes our new yard. He runs around and wags his tale. That silly dog bit at a be. I wonder if he thought it was meet to eat.

This weak I start my new school. I hope I'll meat someone who wants to bee friends. I know we will have story time, and I think my new teacher is going to read a tail every day. Remember the story about the lion that lost his main?

I miss you a lot. I hope you can come see me soon.

Your Friend,
Max

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Spelling Words

Basic Words

1. meet
2. meat
3. week
4. weak
5. mane
6. main
7. tail
8. tale
9. be
10. bee
11. too
12. two

Review Words

13. sea
14. see



Name _____ Date _____

Subject-Verb Agreement



Circle the correct verb to go with each subject.

1. She (play, plays) with me.
2. He (wish, wishes) for good luck.
3. We (throw, throws) a penny in the fountain.
4. They (hope, hopes) her wish comes true.



Proofread the paragraph. Circle the four verbs with the wrong endings. Then write each sentence correctly on the lines below.

Julia is my best friend. She laugh at my jokes.

We watches baseball games. She give me sandwiches.

We shares our toys, too.

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

Name _____ Date _____

Evidence

**Gloria Who Might Be
My Best Friend**
Grammar: Connect to Writing

My friend has a new dog.
His dog is smaller than my dog.
His dog is the smallest of all the dogs.



Rewrite the paragraph. Replace each underlined adjective with words from the box that compare.

the fastest of all longer than my arm
stronger today than yesterday the highest of all the kites

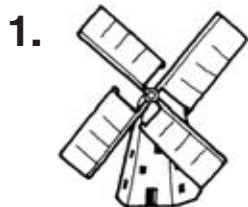
My friend Bob makes a kite. The tail is long. His kite looks like a bird. Bob takes the bird kite to the park. The wind is strong. Many people are flying their kites. The bird kite is fast. It flies high.

Name _____ Date _____

Suffixes *-y, -ly, -ful*

The Goat in the Rug
Phonics: Suffixes *-y, -ly, -ful*

Circle the word that matches each picture. Write the word and underline the suffix.



wonder windy _____



helpful hopping _____



snoring snowy _____



safely softer _____



careful hurting _____

Name _____ Date _____

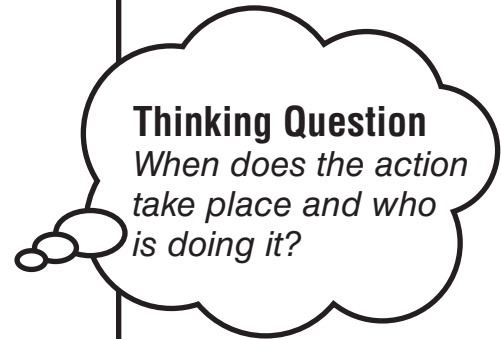
The Goat in the Rug
Grammar: Irregular Verbs

Have, Has, and Had

- *Have, has, and had* are **irregular verbs**.
- Use *have* and *has* to tell about present time.
- Use *had* to tell about something that happened in the past.

Subject	Present	Past
We	have	had
Glenda	has	had
He, She, It	has	had
Ken and Marti	have	had
They	have	had

Jean **has** a new rug now.
Dee and Ben **have** a red rug now.
We **had** a blue rug years ago.



Circle the word that correctly completes each sentence.

1. Carrie (have, has) two rugs.
2. Last week she (had, have) three rugs.
3. Now Gus and Lee (had, have) her old rug.
4. Carrie (had, have) no room for her rug.
5. Gus and Lee (has, had) room.
6. They (has, have) a big attic.

Name _____ Date _____

Suffixes *-y, -ly, -ful*

The Goat in the Rug
Phonics: Suffixes *-y, -ly, -ful*

Choose a word from the box to complete each sentence.
Then read each sentence aloud with a partner.

Word Bank

-y
rusty
windy

-ly
quickly
sadly
safely

-ful
careful
helpful
painful



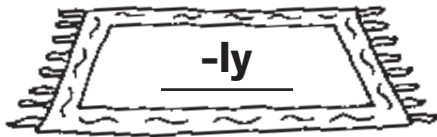
1. Be _____ when you cross the street.
2. _____ put the leash on Rover.
3. The old metal gate is all _____.
4. The boy looked _____ at his broken toy.
5. The splinter in my finger was _____.
6. Put the money _____ in your pocket.
7. Thank you for being so _____.
8. It's so _____ that my hat blew away.

Name _____ Date _____

Suffixes *-ly, -ful*

The Goat in the Rug
Spelling: Suffixes *-ly, -ful*

Sort the Basic Words by the suffixes *-ly* and *-ful*.



Word + *ly*

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

Word + *ful*

6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Spelling Words

Basic Words

1. helpful
2. sadly
3. hopeful
4. thankful
5. slowly
6. wishful
7. kindly
8. useful
9. safely
10. painful
11. mouthful
12. weakly

Underline the suffix in each Basic Word.

Name _____ Date _____

Do, Does, and Did

The Goat in the Rug
Grammar: Irregular Verbs

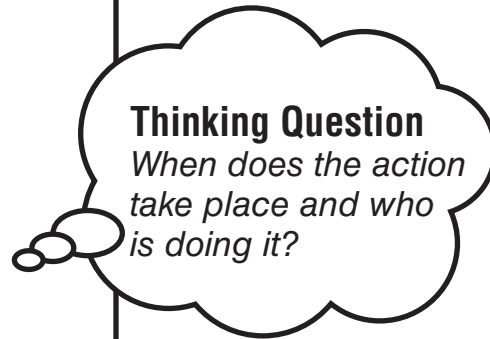
- *Do, does, and did* are **irregular verbs**.
- Use *do* and *does* to tell about present time.
- Use *did* to tell about something that happened in the past.

Subject	Present	Past
We	do	did
Janet	does	did
He, She, It	does	did
Pedro and Sam	do	did
They	do	did

They **did** their best work with Jake.

He **does** square patterns.

We **do** striped patterns together.



Circle the correct word for each sentence.

1. Last week they (do, did) some patterns with Jake.
2. Jake (do, does) great patterns.
3. Yesterday, he (do, did) squares and triangles.
4. Now we (do, does) circles together.
5. He (do, does) his own pattern.

Name _____ Date _____

Focus Trait: Elaboration

Synonyms

The Goat in the Rug
Writing: Informative/Explanatory
Writing

Writer's Words	Students' Own Words with Synonyms
You can <u>make</u> wool <u>beautiful</u> colors by <u>soaking</u> it in <u>dye</u> .	You can <u>turn</u> wool <u>pretty</u> colors by <u>dipping</u> it in <u>coloring</u> .

Read the words a writer wrote. Then rewrite the sentence in your own words, using synonyms.

Writer's Words	Your Own Words with Synonyms
1. You can <u>spin</u> wool into <u>threads</u> of yarn.	You can _____ wool into _____ of yarn.
2. A loom can be <u>built</u> using four <u>poles</u> .	A loom can be _____ using four _____.
3. You <u>start</u> weaving at the <u>bottom</u> of the loom.	You _____ weaving at the _____ of the loom.

Name _____ Date _____

Syllables *-tion, -ture*

The Goat in the Rug
Phonics: Syllables *-tion, -ture*

Read the two words in each item below. Think about how the two words are alike. Then write the missing *-tion* or *-ture* word from the Word Bank that fits with each pair of words.

Word Bank

-tion

lotion
vacation
fraction
nation

-ture

creature
picture
capture
nature

1. trip, travel, _____
2. animal, beast, _____
3. piece, part of, _____
4. grab, catch, _____
5. a drawing, a painting, a _____
6. weather, plants, _____
7. city, state, _____
8. sunblock, hand cream, _____

Name _____

Date _____



The Goat in the Rug
Independent Reading

The Goat in the Rug

Draw and Label a Picture



This story tells how a Navajo woman uses her goat's wool to weave a beautiful rug. Read and answer the questions about the story.

Read pages 281–282. What does Glenmae do first?

Read page 284. What does Glenmae do in this part of the story?

Read page 285. What does Glenmae do with Geraldine's wool now?



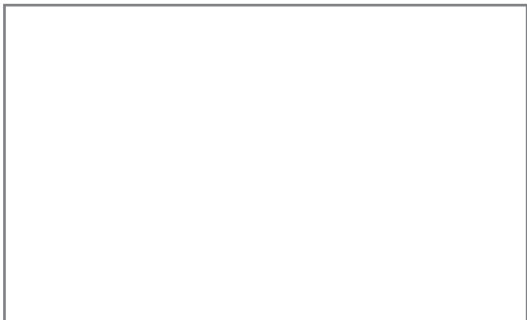
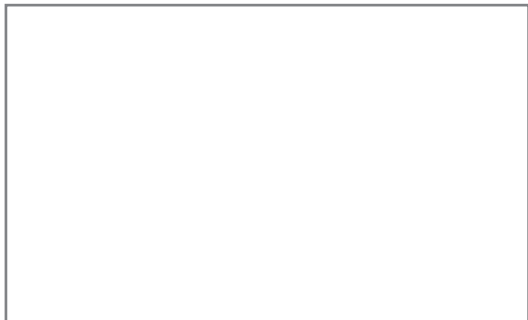
Read pages 286–289. What else does Glenmae do?

Read pages 292–294. What does Glenmae do last?

Name _____ Date _____

The Goat in the Rug
Independent Reading

In this story, Glenmae uses many tools. Find four tools in the story. Write and draw them in the order they are used. Write a sentence telling what Glenmae does with each tool.

	
The tool Glenmae uses first is the _____ She uses the scissors to _____ _____	The tool Glenmae uses second is the _____ She uses the tub to _____ _____
	
The tool Glenmae uses third is the _____ She uses the comb to _____ _____	The tool Glenmae uses fourth is the _____ She uses the spindle to _____ _____

Name _____ Date _____

Suffixes *-ly, -ful*

The Goat in the Rug
Spelling: Suffixes *-ly, -ful*

Write the Spelling Word that matches each meaning.

1. In a slow way _____
2. Wishing for something _____
3. In a way with no energy _____
4. Having hope _____
5. In a sad way _____
6. Giving help _____
7. Being kind _____
8. Being put to use _____
9. In a way that won't hurt you _____
10. A lot of food in your mouth _____
11. Full of thanks _____
12. Full of pain _____

Spelling Words

Basic Words

1. helpful
2. sadly
3. hopeful
4. thankful
5. slowly
6. wishful
7. kindly
8. useful
9. safely
10. painful
11. mouthful
12. weakly



Name _____ Date _____

Irregular Verbs

The Goat in the Rug
Grammar: Irregular Verbs



Circle the verb that correctly completes each sentence.

1. Last week the goat and lamb (have, had) long hair.
2. Yesterday they (have, had) a hair cut.
3. The lamb (has, have) short hair now.
4. The goat (has, have) short hair, too.
5. Now we (have, had) wool to make a rug.



Write the correct verb to finish each sentence.

6. Gerry _____ something fun.
(do does)
7. Tonya and Raj _____ a dance on the rug.
(do does)
8. They _____ their favorite dance yesterday.
(do did)
9. Gerry _____ his best when he jumped.
(did do)
10. He _____ his best right now.
(do does)

Name _____ Date _____

Compound Words

The Goat in the Rug
Vocabulary Strategies:
Compound Words

Draw a line between the words that make up each compound word in the Word Bank. Use what you know about the shorter words to predict the compound word's meaning. Complete each sentence by writing the compound word whose meaning fits the best.

Word Bank

doormat rosebush backyard doorbell
mailbox sandbox sidewalk trashcan

1. The children sat in the _____ and filled the pails with sand.
2. "Let's go to the _____," said Robert. "I want to climb the oak tree."
3. Mr. Hendricks wiped his feet on the _____ before going into the house.
4. We thought we heard the _____ ring, but nobody was there.
5. Larry found two letters in his _____.
6. The _____ is full. I better empty it.
7. "Ouch," said Theresa. "This _____ has a lot of thorns."
8. Sometimes Steve skateboards on the _____.

Name _____ Date _____

Proofread for Spelling

The Goat in the Rug
Spelling: Suffixes *-ly, -ful*

Proofread Bert's story. Circle the eight misspelled words. Then write the correct spellings on the lines below.

Last week we went to visit my Grandpa's farm. I couldn't wait, but my dad kept driving slowlee! When we finally arrived, Grandpa took me to the barn.

In the corner of a pen, I saw a goat breathing weakly. Saddly, Grandpa said it was sick. The vet gave the goat some pills. The goat ate them with a mothful of corn. Grandpa was hopful that the goat would get well. I stayed safly out of the pen. It would be paynful if the goat kicked me.

After dinner, Grandpa and I went to check on the goat. It was running around in its pen! Grandpa and I were happy and tankful that the goat was feeling better.

Spelling Words

Basic Words

1. helpful
2. sadly
3. hopeful
4. thankful
5. slowly
6. wishful
7. kindly
8. useful
9. safely
10. painful
11. mouthful
12. weakly

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |



Name _____

Date _____

Forms of the Verb *be*



Circle the correct form of the verb *be*. Then rewrite the sentence on the line below.

1. The women (are, is) weavers.

2. The wool (is, were) soft.

3. The rugs (were, was) pretty.

4. We (are, is) interested in rugs.

5. I (am, is) in a rug store.

6. It (is, are) a new rug.

7. That (are, is) the one I want.

8. The other rugs (was, were) too large.

Name _____ Date _____

Connect to Writing

The Goat in the Rug
Grammar: Connect to Writing

Wrong	Right
We <u>has</u> a new rug.	We <u>have</u> a new rug.



Read the paragraphs. Find six verb mistakes. Then rewrite each sentence. Make sure each verb matches the subject in the sentence.

Sue Makes Rugs

Sue have a loom now. She likes to weave rugs. We has a rug from her now. I watch Sue work. She do a lot to get ready to weave.

Last week, Sue needed wool. Yesterday, Sue do a trade with the owner of the wool store. Now the owner have a rug, too. Now Sue have enough wool for many rugs!

Name _____ Date _____

Prefixes

Half-Chicken

Phonics: Prefixes *re-*, *un-*, *over-*,
pre-, *mis-*

Make words with prefixes. Read the base word.
Then add the prefix at the top of the column and
write the new word.

un-

re-

- | | | |
|---------|-------|-------|
| 1. lock | _____ | _____ |
| 2. tie | _____ | _____ |
| 3. pin | _____ | _____ |
| 4. fold | _____ | _____ |
| 5. pack | _____ | _____ |

Complete each sentence. Add a prefix from the box to the base
word at the end of the sentence. Write the new word on the line.

over-

pre-

mis-

6. Set an alarm clock so you do not
_____. **sleep**
7. Before the real test, we will have a
_____. **test**
8. Be careful not to _____
any words. **spell**

Name _____ Date _____

Irregular Action Verbs

Half-Chicken
Grammar: Irregular Action Verbs

- *Run, come, sit, hide, and tell* are **irregular verbs**. You do not add an *-ed* ending to these verbs to tell about the past.

Thinking Question
Is the action happening now or did it happen in the past?

Happening Now	Happened in the Past
The ducks come to the pond.	The ducks came to the pond.
The chipmunks run away.	The chipmunks ran away.
The pigs sit in the mud.	The pigs sat in the mud.
The children hide in the field.	The children hid in the field.
The parents tell a story.	The parents told a story.



Read and circle the word that tells when the action happens. Write each sentence using the correct verb.

1. The cows (come, came) from the fields. **now**

2. The children (run, ran) down the path. **now**

3. They (sit, sat) in the field. **past**

4. They all (hide, hid) in the dark. **past**

Name _____

Date _____

Prefixes

Half-Chicken

Phonics: Prefixes *re-*, *un-*, *over-*,
pre-, *mis-*

Read each word. Then write the prefix and base word on the lines.

1. unsafe _____ _____
2. recheck _____ _____
3. retell _____ _____
4. overeat _____ _____
5. unwise _____ _____
6. repaint _____ _____

Add the prefix *re-*, *mis-*, or *pre-* to the base word at the end of each sentence. Write the new word on the line to complete the sentence.

7. I _____ the oven before

I bake. **heat**

8. I listen carefully so I won't

_____. **understand**

9. I will study again and _____

the test. **take**

Name _____ Date _____

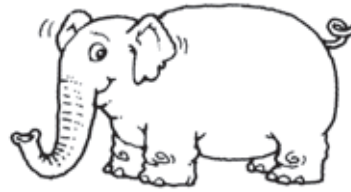
Prefixes *re-* and *un-*

Half-Chicken
Spelling: Prefixes *re-* and *un-*

Sort the Basic Words by the prefixes *re-* and *un-*.
Underline the prefix in each word.



re-



un-

***re-* + word**

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

***un-* + word**

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Spelling Words

Basic Words

1. unhappy
2. retell
3. untangle
4. unkind
5. repaint
6. refill
7. unlike
8. remake
9. unpack
10. reread
11. unlock
12. replay

Name _____ Date _____

See, Saw and Go, Went

Half-Chicken
Grammar: Irregular Action Verbs

- *See* and *go* are **irregular verbs**. Do not add an *-ed* ending to these verbs to tell about the past.
- *See* tells about an action happening now.
Saw tells about an action in the past.
- *Go* tells about an action happening now.
Went tells about an action in the past.

Thinking Question

Is the action happening now or did it happen in the past?

Happening Now	Happened in the Past
The squirrels go up a tree.	The squirrels went up a tree.
The squirrels see their food.	The squirrels saw their food.



Read the word that tells when the action happens. Write each sentence using the correct verb.

1. The chicks (see, saw) their mother. **now**

2. The chicks (go, went) with their mother. **now**

3. All of the chickens (see, saw) the chicks. **past**

4. The chickens (go, went) quickly to their nests. **past**

Name _____ Date _____

Lesson 24
READER'S NOTEBOOK

Half-Chicken
Writing: Informative Writing

Focus Trait: Evidence

Exact Details

Sentence	Sentence with Exact Details
Animals live on this ranch.	Horses, pigs, chickens, and cows live on this ranch.

A. Read each sentence. Add exact details to make each sentence clearer and more interesting.

Sentence	Sentence with Exact Details
1. The hen ate.	The _____ hen _____
2. The chicks gathered around their mother.	The _____ chicks gathered around their mother _____ _____

B. Read each sentence. Look at the picture on pages 320–321 of *Half-Chicken*. Add exact details to make each sentence clearer.

Sentence	Sentence with Exact Details
3. Everyone came to see.	
4. Plants grew in the field.	

Name _____ Date _____

Silent Consonants

Half-Chicken
Phonics: Silent Consonants

Write a word from the sentence to answer the question.



1. Would you **kneel** or **knit** a hat? _____
2. Would you **crumb** or **climb** a hill? _____
3. Would you **knob** or **knock** on a door? _____
4. Could you bend a **wrong** or a **wrist**? _____
5. Would you tie a **knot** or a **knife**? _____
6. Is a **gnat** or a **gnu** very small? _____
7. Would a **comb** or a **lamb** eat grass? _____
8. Would you **wrench** or **wrap** a gift? _____

Use words from above to write two new sentences.

9. _____
10. _____



Name _____ Date _____



Half-Chicken



Draw and Label a Picture

This story tells about a very special chicken and his trip to Mexico City. Reread pages from the story and write what happened at each part of the trip.

Read page 321. Why does Half-Chicken decide to go on a trip?

Read pages 323–324. Who does he help along the way?

Read pages 327–329. What happens in the viceroy's court?

Read pages 330–331. Where does Half-Chicken end up staying?

Name _____

Date _____

Prefixes *re-* and *un-*

Write the Basic Word that matches each meaning.



1. fill again _____
2. tell again _____
3. read again _____
4. play again _____
5. make again _____
6. paint again _____
7. not happy _____
8. not like _____
9. not kind _____
10. undo a lock _____

Spelling Words

Basic Words

1. unhappy
2. retell
3. untangle
4. unkind
5. repaint
6. refill
7. unlike
8. remake
9. unpack
10. reread
11. unlock
12. replay

Name _____ Date _____

Irregular Action Verbs



**Read the word that tells when the action happens.
Then write each sentence using the correct verb.**

1. The horses (hide, hid) with their babies. **now**

2. The colts (come, came) to the water. **now**

3. The animals (run, ran) for a drink. **past**

4. The boys (see, saw) the horses. **past**

5. The girls (go, went) to the barn. **past**

6. The dogs (sit, sat) with the girls. **now**

7. The girls (tell, told) the boys where to go. **past**

Name _____ Date _____

Antonyms

Half-Chicken
Vocabulary Strategies:
Antonyms

Circle the two words that are antonyms in each sentence.

1. James put his wet shirt in the sun so it would get dry.
2. Cindy put the soft pillow on the hard chair.
3. Nathan filled a tall glass with water and sat down to do his short paper.
4. Amy used her strong arms to pull down the weak and broken branches of the tree.

Circle the two words in each group that are antonyms.

5. swift steady slow
6. high full empty
7. cold hot cloudy
8. sunny hilly cloudy
9. before over under
10. smooth bumpy brush

Name _____ Date _____

Proofread for Spelling

Half-Chicken
Spelling: Prefixes *re-* and *un-*

Proofread the newspaper article. Circle the eight misspelled words. Then write the correct spellings on the lines below.

Spelling Words

Basic Words

1. unhappy
2. retell
3. untangle
4. unkind
5. repaint
6. refill
7. unlike
8. remake
9. unpack
10. reread
11. unlock
12. replay

New at the Ranch

The Wild Bill Ranch is getting a new prize bull named Ollie.

This morning, ranch hands arrived to unpak a huge crate. Out came a very unhapi bull.

“It might seem unkind to put Ollie in a crate,” said the rancher. “But it was the best way to keep him safe. Once we unlok the crate and untanglel Ollie from his blanket, he will soon forget about it. Ollie’s new space is unlik the small pen he once called home.”

Watch tonight’s news to see a repla of Ollie’s arrival. You can buy the book that reteels Ollie’s story.

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

Name _____ Date _____

Commas in Dates and Places

Half-Chicken
Grammar: Spiral Review



Read each sentence. Rewrite each date or place. Put the comma in the correct place.

1. We visited Mexico on June 17 2011.

2. I came from Atlanta Georgia.

3. We saw horses on June 20 2011.

4. Later, I visited Chicago Illinois.

5. The baby elephant was born on April, 2 2012.

6. I heard the story in Miami Florida.

7. I took a plane to Los Angeles California.

8. I saw ten chicks on May 1 2012.

Name _____ Date _____

Connect to Writing Using Exact Verbs

Half-Chicken
Grammar: Connect to Writing

Without Exact Verb	With Exact Verb
The lions <u>move</u> quickly	The lions <u>dash</u> quickly.



Replace each underlined word with an exact word from the box. Write the new sentences. Underline the exact words.

race hurt watched hid squawks

1. Yesterday, I saw a fox.

2. I saw the fox move past our barn.

3. The chickens made many noises.

4. Finally, they sat in their nests.

5. They thought the fox would bother them.

Name _____ Date _____

Words with *au, aw, al, o, a*

From Seed to Plant
Phonics: Words with *au, aw, al, o, a*

Complete the puzzle with words that have the vowel sound you hear in *saw*.

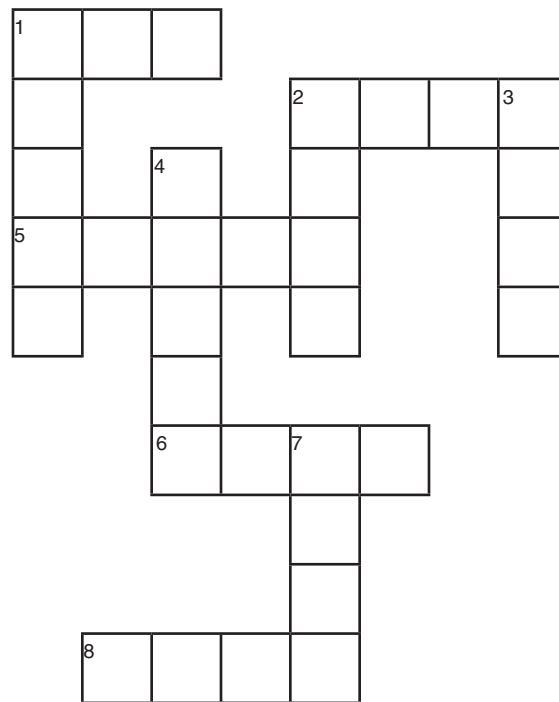
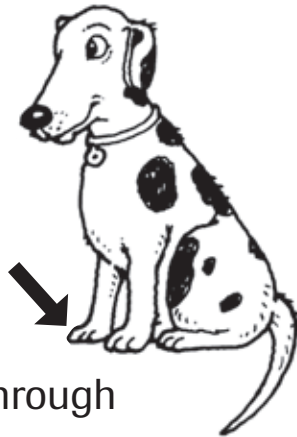
Read each clue. Then choose a word from the box.

Word Bank

toss straw tall paw salt
frost pause lost soft lawn

ACROSS

1. a dog's foot
2. cannot find
5. something to sip through
6. throw
8. gives food flavor



DOWN

- | | |
|-----------------|----------------|
| 1. a quick stop | 4. icy coating |
| 2. grass | 7. not hard |
| 3. not short | |

Name _____ Date _____


Say, Said and Eat, Ate

From Seed to Plant
Grammar: More Irregular
Action Verbs

- The verbs *say* and *eat* are **irregular verbs**.
- *Say* tells about an action happening now.
Said tells about an action in the past.
- *Eat* tells about an action happening now.
Ate tells about an action in the past.

Happening Now	Happened in the Past
The rabbits say they are hungry now.	Then the rabbits said they were hungry.
Today, the rabbits eat lunch.	The rabbits ate lunch yesterday.

Thinking Question
Is the action happening now or did it happen in the past?

 **Read each sentence. Underline the correct verb. Then rewrite each sentence using the correct verb.**

1. Yesterday, the rabbits (eat, ate) carrots. **past**

2. They (say, said) that they were still hungry. **past**

3. Today, they (eat, ate) tomatoes. **now**

4. Now the rabbits (say, said) they are still hungry. **now**

Name _____ Date _____

Words with *au, aw, al, o, a*

From Seed to Plant
Phonics: Words with *au, aw, al, o, a*

In each row, circle the words that have the /aw/ sound as in *saw*.

1. flaw hog some ball soft

2. talk cold drawn hang launch

3. smoke salt small faucet off

4. toss awful cane pale water

5. mall chalk jaw autumn yawn

Circle the word that completes the sentence and write it on the line.

6. Paul and I went for a _____.
frost walk

7. A _____ sat on a high branch.
haul hawk

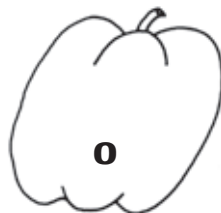
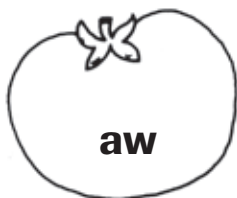
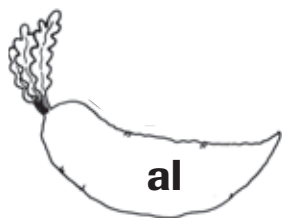
8. I saw its sharp _____.
claws clogs

Name _____ Date _____

Words with *aw, al, o*

From Seed to Plant
Spelling: Words with *aw, al, o*

Sort the Spelling Words by the /aw/ sound spelled
al, aw, and o.



***al* words**

***aw* words**

***o* words**

- | | | |
|----------|-----------|-----------|
| 1. _____ | 8. _____ | 12. _____ |
| 2. _____ | 9. _____ | 13. _____ |
| 3. _____ | 10. _____ | 14. _____ |
| 4. _____ | 11. _____ | |
| 5. _____ | | |
| 6. _____ | | |
| 7. _____ | | |

Spelling Words

Basic Words

1. tall
2. saw
3. dog
4. draw
5. call
6. fall
7. soft
8. paw
9. ball
10. yawn
11. log
12. small

Review Words

13. all
14. walk

Give, Gave and Take, Took

From Seed to Plant
Grammar: More Irregular
Action Verbs

- The verbs *give* and *take* are **irregular verbs**.
- *Give* tells about an action happening now.
Gave tells about an action in the past.
- *Take* tells about an action happening now.
Took tells about an action in the past.

Happening Now	Happened in the Past
They give the gardener seeds now.	Last fall they gave the gardener seeds.
They take the vegetables home now.	They took the vegetables home yesterday.

Thinking Question

Is the action happening now or did it happen in the past?



Read each sentence. Underline the correct verb. Then rewrite each sentence using the correct verb.

1. Last year, the children (give, gave) me seeds. **past**

2. I (take, took) the seeds to my garden last spring. **past**

3. All that summer, I (give, gave) the plants water. **past**

4. Now I (take, took) vegetables from my garden. **now**

Name _____ Date _____

Focus Trait: Elaboration Using Your Own Words

From Seed to Plant
Writing: Informative Writing

Original Sentences	Writer's Own Words
Plants such as pumpkins, zucchini, yellow squash, and sunflowers grow very big. Their seeds need to be planted far apart to give them room to grow.	Some plants are very big. They need extra room to grow. Be careful not to plant their seeds close together.

Read each original sentence or set of sentences. Paraphrase each by using different words to give the same information.

Original Sentences	Your Own Words
1. Sometimes it is hard to find potatoes in a garden because they grow underground.	
2. Rabbits eat only plants. They use their long ears to listen for animals that might eat them.	
3. Bees and butterflies carry pollen from flower to flower.	
4. Some scientists believe the tomato first came from Mexico.	
5. Thousands of types of apples exist.	

Name _____ Date _____

Cumulative Review

From Seed to Plant
Phonics: Cumulative Review

Read each question. Make a word that answers each question by choosing a word from the box and adding the suffix *-y*, *-ly*, or *-ful* to it.

Word Bank

hand	rock	neat
skill	bump	

Which word describes . . .

1. a place with rocks? _____
2. someone with a skill? _____
3. working in a neat way? _____
4. an amount held in a hand? _____
5. a road with bumps? _____

Add *-y*, *-ly*, or *-ful* to the word in bold print so that the sentence makes sense.

6. The kitten is very **play**. _____
7. She walks **soft** across the tile. _____
8. She gets **sleep** in the daytime. _____



Name _____ Date _____

Lesson 25
READER'S NOTEBOOK

From Seed to Plant
Independent Reading

Read pages 354–356.

Describe what happens.

Read pages 359–360.

Describe what happens.

Name _____ Date _____

Words with *aw, al, o*

Write the Spelling Word that belongs in each group.



1. wood, tree, _____
2. foot, hoof, _____
3. cat, bird, _____
4. heard, touched, _____
5. paint, sketch, _____
6. bat, glove, _____
7. summer, winter, _____
8. shout, yell, _____
9. sleep, snore, _____

Spelling Words

Basic Words

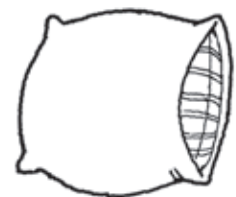
1. tall
2. saw
3. dog
4. draw
5. call
6. fall
7. soft
8. paw
9. ball
10. yawn
11. log
12. small

Review Words

13. all
14. walk

Write the Spelling Word that is the opposite of the given word.

10. hard _____
11. short _____
12. none _____
13. run _____
14. large _____



Name _____ Date _____

More Irregular Action Verbs



Read each sentence. Use the clue and underline the correct verb. Then rewrite each sentence using the correct verb that tells about now or the past.

1. The farmers (say, said) they planted corn. **past**

2. Today, the children (eat, ate) a lot of corn. **now**

3. The farmers (say, said) they can bring more corn. **now**

4. We (give, gave) vegetables to our friends. **past**

5. They (give, gave) us fruit from their trees. **now**

6. We (take, took) two apples from the basket. **now**

Name _____ Date _____

Using Context

From Seed to Plant
Vocabulary Strategies:
Using Context

Use clues in the sentence to find the meaning of the underlined word. Then find the word's meaning in the box. Write the definition on the line.

Word Bank

something that helps plants grow

move quickly

take small bites

speak with anger

someone who lives nearby

lucky

1. I like to nibble the carrot. I eat it like a bunny.

2. Lisa is very late. She has to rush to catch the school

bus. _____

3. Please don't scold me. I did not mean to drop the

cup. _____

4. Jake is our neighbor. He walks to my house to play.

5. Dad uses fertilizer in the garden. He wants the plants

to be healthy. _____

6. My sister has the flu. I feel very fortunate that I

didn't catch it. _____

Name _____ Date _____

Proofread for Spelling

From Seed to Plant
Spelling: Words with *aw, al, o*

Proofread this journal entry. Circle the eight misspelled words. Then write the correct spellings on the lines below.

April 10, 2010

I think spring is here. Today I sow a robin. I have not seen one since last fal. I like spring because I spend more time outside.

I like to plant seeds in the sawft mud of Mom's flower garden. Then I drow pictures of the flowers on smoll cards and place the signs at the head of each row.

My dog Max likes to help, but just one paw can smash my plants. Mom will call him away to chase his ball. Sometimes Max will just sit near me and yown in the sun.

Soon my plants will grow toll. Then I will sit on a lawg and smell my flowers.

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

Spelling Words

Basic Words

1. tall
2. saw
3. dog
4. draw
5. call
6. fall
7. soft
8. paw
9. ball
10. yawn
11. log
12. small



Name _____

Date _____

Commas in a Series

From Seed to Plant
Grammar: Spiral Review

Draw a line under each correct sentence.

1. Mom's garden has tomatoes, peppers and squash.
Mom's garden has tomatoes, peppers, and squash.
2. She planted on Sunday, Monday, and Tuesday.
She planted, on Sunday Monday and Tuesday.
3. We helped her dig plant, and water.
We helped her dig, plant, and water.
4. I planted the carrots celery and eggplant.
I planted the carrots, celery, and eggplant.
5. We saw, bees, birds and butterflies on the plants.
We saw bees, birds, and butterflies on the plants.
6. We will have vegetables in June, July, and August.
We will have vegetables in, June July and, August.

Name _____ Date _____

Connect to Writing

From Seed to Plant
Grammar: Connect to Writing

Incorrect
Last week she **gives** me a bag of carrots.
I **taked** the carrots home.

Correct
Last week she **gave** me a bag of carrots.
I **took** the carrots home.



Read this story about last summer. Write the paragraph correctly. Change each underlined verb to tell about the past.

My Summer Garden

Last year, I grew a garden. I take seeds and put them in the ground. I gived them water. Mom and Dad say we could pick the vegetables when they grew. Soon, the garden grew. I give eggplant to Mom. I take carrots for myself. We eat it all. Yum!

Name _____ Date _____

Words with *oo, ew, ue, ou*

The Mysterious Tadpole

Phonics: Words with *oo, ew, ue, ou*

Put these letters together to write words with the vowel sound you hear in *zoo*.

1. m + oo + n _____
2. s + ou + p _____
3. c + h + ew _____
4. b + l + ue _____
5. p + oo + l _____



Now use the words you wrote above to complete the sentences below.

6. Did you see the _____ and the stars last night?
7. We swim in the _____.
8. I ate a bowl of hot _____.
9. The sun is shining in the _____ sky.
10. Our puppy likes to _____ on socks.

Name _____ Date _____

Contractions with *not*

The Mysterious Tadpole
Grammar: Contractions

- A **contraction** is a short way of writing two words.
- An **apostrophe (')** shows where letters were left out.

Two Words	Contraction
do not	don't
does not	doesn't
is not	isn't
cannot	can't

Thinking Question

Which two words are being put together to make a contraction?



Write contractions for the underlined words.

1. I do not believe my eyes! _____
2. Your pet is not friendly. _____
3. I cannot believe your pig can fly. _____
4. Your pig does not have wings. _____
5. I do not know how it can fly! _____
6. Our art teacher does not come on Tuesdays.

Name _____ Date _____

Words with *oo, ew, ue, ou*

The Mysterious Tadpole

Phonics: Words with *oo, ew, ue, ou*

Answer each pair of clues using the words below the clues.

1. Something that helps solve a mystery _____

The people who work on a ship _____

crew

clue

2. To move quickly _____

A place to see animals _____

zoom

zoo

3. Many people together _____

Got bigger _____

group

grew

4. Lift or push someone from below _____

In a little while _____

soon

boost

5. Moved by using wings _____

Not many _____

flew

few

Name _____ Date _____

Words with *oo* (*ew, oo, ou*)

The Mysterious Tadpole

Spelling: Words with *oo*
(*ew, oo, ou*)

Sort the words by the spelling for the vowel sound in *moon*.

With *oo*

With *ew*

With *ou*

- | | | |
|----------|-----------|-----------|
| 1. _____ | 9. _____ | 14. _____ |
| 2. _____ | 10. _____ | |
| 3. _____ | 11. _____ | |
| 4. _____ | 12. _____ | |
| 5. _____ | 13. _____ | |
| 6. _____ | | |
| 7. _____ | | |
| 8. _____ | | |

Spelling Words

Basic Words

1. root
2. crew
3. spoon
4. few
5. bloom
6. grew
7. room
8. you
9. stew
10. boost
11. scoop
12. flew

Review Words

13. zoo
14. noon

Underline the letters in each word that make the vowel sound in *moon*.



Name _____ Date _____

Contractions with Pronouns

The Mysterious Tadpole
Grammar: Contractions

- A **contraction** is a word made by putting two words together.
- An **apostrophe** replaces the letter or letters that were left out.
- Many contractions are made by joining a **pronoun** and a **verb**.

Two Words	Contraction
I am	I'm
You will	You'll
She will	She'll
We are	We're
They are	They're
She is	She's
It is	It's

Thinking Question

Which two words are being put together to make a contraction?



Write contractions for the underlined words.

1. I am surprised to see a pink tadpole. _____
2. They are supposed to be brown. _____
3. It is a funny looking creature. _____
4. We are not sure why it is so big. _____
5. You will wonder about this strange pet. _____

Name _____ Date _____

Lesson 26
READER'S NOTEBOOK

The Mysterious Tadpole
Writing: Opinion Writing

Focus Trait: Elaboration

Sense Words and Details

Without Sense Words and Details	With Sense Words and Details
Louis saw a tadpole.	Louis saw a huge spotted tadpole.

A. Complete each sentence, using sense words and details.

Use the hint in () to help you.

Without Sense Words and Details	With Sense Words and Details
1. Louis touched Alphonse's skin. (touch)	Louis touched Alphonse's _____ skin.
2. Louis smelled the water. (smell)	Louis smelled the _____ water.

B. Read each weak sentence. Rewrite each sentence.

Add sense words and details.

Pair/Share Work with a partner to brainstorm powerful words.

Weak Language	Powerful Language
3. Alphonse ate a snack.	
4. Louis heard a sound.	

Name _____ Date _____

Cumulative Review

The Mysterious Tadpole
Phonics: Cumulative Review

Add the suffix *-y*, *-ly*, or *-ful* to each word. Write the word on the line and read each completed sentence.

- rain:** I painted my bedroom one _____ day.
- slow:** I painted _____.
- care:** I was _____ not to spill.
- hope:** Mom was _____ that I would finish by noon.
- quick:** I tried painting _____.
- mess:** It was _____.

Add the prefix to each base word. Then write the new word on the line.

- re + paint = _____
- un + cover = _____
- over + look = _____
- pre + mix = _____
- mis + match = _____

Name _____ Date _____



The Mysterious Tadpole
Independent Reading

The Mysterious Tadpole

Write a Letter

Hi. I'm Louis. My uncle gave me a pet. Use the text and illustrations to help me write letters about my amazing pet!

Read pages 386–387. Then write a letter from Louis to Uncle McAllister.

Dear Uncle McAllister,

Love, Louis



Read pages 388 and 391. Then write another letter to Uncle McAllister. What happened since your last letter?

Dear Uncle McAllister,

Love, Louis

Name _____ Date _____

The Mysterious Tadpole
Independent Reading

Read pages 397–399. Write another letter from Louis to Uncle McAllister. Let him know what happened on these pages.

Dear Uncle McAllister,

Love, Louis

Read pages 400–402. What happens in this part of the story? Use what you read to write another letter from Louis to Uncle McAllister.

Dear Uncle McAllister,

Love, Louis

Name _____ Date _____

Words with *oo* (*ew, oo, ou*)

The Mysterious Tadpole

Spelling: Words with *oo*
(*ew, oo, ou*)

Write the Spelling Word that matches each meaning.

- | | |
|----------------------|------------------|
| 1. not many _____ | 4. raise _____ |
| 2. got bigger _____ | 5. midday _____ |
| 3. animal park _____ | 6. pick up _____ |

Write the Basic Word that belongs in each group.



- | | |
|---------------------|-------|
| 7. glided, floated, | _____ |
| 8. team, helpers, | _____ |
| 9. knife, fork, | _____ |
| 10. chowder, chili, | _____ |
| 11. kitchen, den, | _____ |
| 12. flower, open, | _____ |
| 13. tree, trunk, | _____ |
| 14. me, us, | _____ |

Spelling Words

Basic Words

1. root
2. crew
3. spoon
4. few
5. bloom
6. grew
7. room
8. you
9. stew
10. boost
11. scoop
12. flew

Review Words

13. zoo
14. noon



Name _____ Date _____

Contractions

The Mysterious Tadpole
Grammar: Contractions



Write the contraction for each underlined word or words.

1. Tina knows that cats do not talk. _____

2. She is not sure why her cat can sing. _____

3. Tina cannot tell people about the cat. _____

4. She does not think anyone will believe her.



Write each sentence. Write a contraction in place of the underlined words.

5. We are tadpoles in a pond.

6. They are afraid of us.

7. You will see that I am small.

8. But I am going to be ten feet tall!

Name _____ Date _____

Multiple-Meaning Words

The Mysterious Tadpole
Vocabulary Strategies:
Multiple-Meaning Words

Read the words and their definitions. Decide which meaning fits the underlined word in each sentence below. Write the correct definition on the line.

- | | |
|--------------|--|
| fly | 1. a small insect with wings |
| | 2. to move through the air like a bird or insect |
| line | 1. a number of people or things in a row |
| | 2. a long piece of string or wire used for fishing |
| upset | 1. unhappy or disappointed about something |
| | 2. to turn, tip, or knock something over |

1. Ed used a worm as bait on his fishing line.

2. Sasha got upset when she heard the bad news.

3. The kids waited in line to get a drink of water.

4. An eagle can fly for many miles.

5. The fly was buzzing around the picnic table.

Name _____ Date _____

Proofread for Spelling

The Mysterious Tadpole

Spelling: Words with *oo*
(*ew, oo, ou*)

Proofread the paragraphs. Circle the eight misspelled words. Then write the correct spellings on the lines below.

Do yoo have a plant? When I groo up, I had a plant in my ruem. It was a pretty little tree. It grew inside a pot. Its rewts were deep.

I fed the plant every month. I gave it a fou scups of plant food. In the summer, I would bewst it up to the window so it could get more sun. Once a year, it grew beautiful red bloums.

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

Spelling Words

1. root
2. crew
3. spoon
4. few
5. bloom
6. grew
7. room
8. you
9. stew
10. boost
11. scoop
12. flew

Write these other Spelling Words in ABC order: *crew, spoon, stew, flew*.

- | | |
|-----------|-----------|
| 9. _____ | 11. _____ |
| 10. _____ | 12. _____ |

Name _____ Date _____

Kinds of Adjectives

The Mysterious Tadpole
Grammar: Spiral Review



Circle the adjective that best completes the sentence.

Use the clue at the end of the sentence.

1. The tadpoles are (big, brown). (color)
2. There are (forty, long) of them. (how many)
3. They are (tall, slippery). (feel)
4. They are (tiny, angry). (size)



Read each pair of sentences. Join the sentences using and between the two adjectives. Write the new sentence.

5. The ocean water was deep.
The ocean water was cold.

6. The fish were happy.
The fish were surprised.

Name _____ Date _____

The Mysterious Tadpole
Grammar: Connect to Writing

Connect to Writing

Incorrect	Correct
The mysterious horse <u>is'nt</u> growing.	The mysterious horse <u>isn't</u> growing.
<u>H'es</u> getting smaller!	<u>He's</u> getting smaller!

 **Read the paragraph. Circle five mistakes with contractions. Copy the story and write the contractions correctly.**

The Mysterious Horse

Im' going to tell you a story. I once knew a pony named Lou. He was'nt a big pony. And he did'nt get any bigger, either. One day he started to shrink. H'es still getting smaller today. I think one day hel'l be the smallest horse in the world!

Name _____ Date _____

Words with *oo* as in *book*

**The Dog That Dug for
Dinosaurs**

Phonics: Words with *oo*
(*book*)

Word Bank

cookbook
good

cook
cookies

took
looking

Write a word from the box to complete each sentence. Then read each completed sentence.

1. My father and I like to _____.
2. Last Saturday I was _____
for something to do.
3. "Let's bake oatmeal _____,"
said Dad.
4. We followed all the steps in the _____.
5. Mom _____ one of our treats.
6. She agreed that they tasted _____.

Write two rhyming words for each word below.

cook

good

Name _____ Date _____

Adverbs That Tell How

**The Dog That Dug for
Dinosaurs**

Grammar: What Is an Adverb?

- An **adverb** describes a verb.
- **Adverbs** can tell about how something is done.

We lined up quickly.

We got off the bus slowly.

Thinking Questions

*Which word tells
how the action
was done?*



Read each sentence. Think about the action. Then underline the adverb that tells how the action was done.

1. The bus driver spoke loudly.
2. He carefully called each name.
3. She raised her hand shyly.
4. He nicely helped her climb the steps.
5. They got to the museum quickly.
6. Quietly, the children asked questions.
7. They looked at the dinosaurs together.
8. Then they talked softly.

Name _____ Date _____

Words with *oo* as in *book*

**The Dog That Dug for
Dinosaurs**

Phonics: Words with *oo*
(*book*)

Word Bank

brook hoof hook good football
look wood foot woof cookies

Read the words below. Think about how the words in each group are alike. Then choose an *oo* word from the box that goes with each group. Write the word on the line.

1. hand, eye, _____
2. kickball, baseball, _____
3. nice, fine, _____
4. mane, tail, _____
5. moo, chirp, _____
6. creek, stream, _____
7. pies, cakes, _____
8. see, peek, _____
9. brick, glass, _____
10. bait, pole, _____

Name _____ Date _____

Words with *oo* as in *book*

The Dog That Dug for Dinosaurs

Spelling: Words with *oo*
(*book*)

Sort the Spelling Words by final consonants.



Final *k*



Final *d*



Final *t or f*

- | | | |
|----------|-----------|-----------|
| 1. _____ | 9. _____ | 13. _____ |
| 2. _____ | 10. _____ | 14. _____ |
| 3. _____ | 11. _____ | |
| 4. _____ | 12. _____ | |
| 5. _____ | | |
| 6. _____ | | |
| 7. _____ | | |
| 8. _____ | | |

Spelling Words

Basic Words

1. took
2. books
3. foot
4. hoof
5. cook
6. nook
7. hood
8. wood
9. stood
10. shook
11. crook
12. cookbook

Review Words

13. look
14. good

Name _____ Date _____

Adverbs That Tell When

**The Dog That Dug for
Dinosaurs**

Grammar: What Is an Adverb?

- An **adverb** describes a verb.
- An **adverb** can tell when something happens.

Yesterday, we went to the museum.

First, we took a bus there.

We wrote a thank-you letter today.

Thinking Question

*Which word tells
when the action
happens?*



Read each sentence. Think about the action. Then underline the adverb that tells when the action was done.

1. Yesterday, we read about dinosaurs.
2. Today, we took a bus to the museum.
3. First, we got in line.
4. Then, we saw the fossils.
5. We will be writing a report soon.
6. Next, the children asked questions.
7. They looked at the dinosaurs later.
8. Then, they talked on the bus.

Name _____ Date _____

**The Dog That Dug for
Dinosaurs**

Writing: Opinion Writing

Focus Trait: Organization

Introduction and Conclusion

The **introduction sentence** of a book report tells about the book and gives an opinion about the book.

Sentences that give **reasons** tell facts to support the opinion.

The **conclusion sentence** sums up the information and tells the opinion in a different way.

Label the introduction sentence, the sentences that give reasons, and the conclusion sentence.

→ *Training Chester* is a very useful
→ book about how to train a dog.

→ The book is very helpful because it
gives lots of tips on how to make your
dog behave. It also tells how to teach
→ your dog tricks such as how to jump

through a hoop. Anyone who wants
→ to learn about training a dog should
→ read this book.

Name _____ Date _____

Possessive Nouns

The Dog That Dug for Dinosaurs

Phonics: Possessive Nouns

Read the sentences. Draw a circle around each word that shows who or what owns something.

1. The bike's tire is flat.
2. We laughed at the seals' tricks.
3. The ladies' club has a meeting today.
4. The little rabbit's tail is white and fluffy.
5. The book's pages are torn.
6. The girls' team has a game on Thursday.

Now write each word you circled under the right heading.

One

More Than One

_____	_____
_____	_____
_____	_____

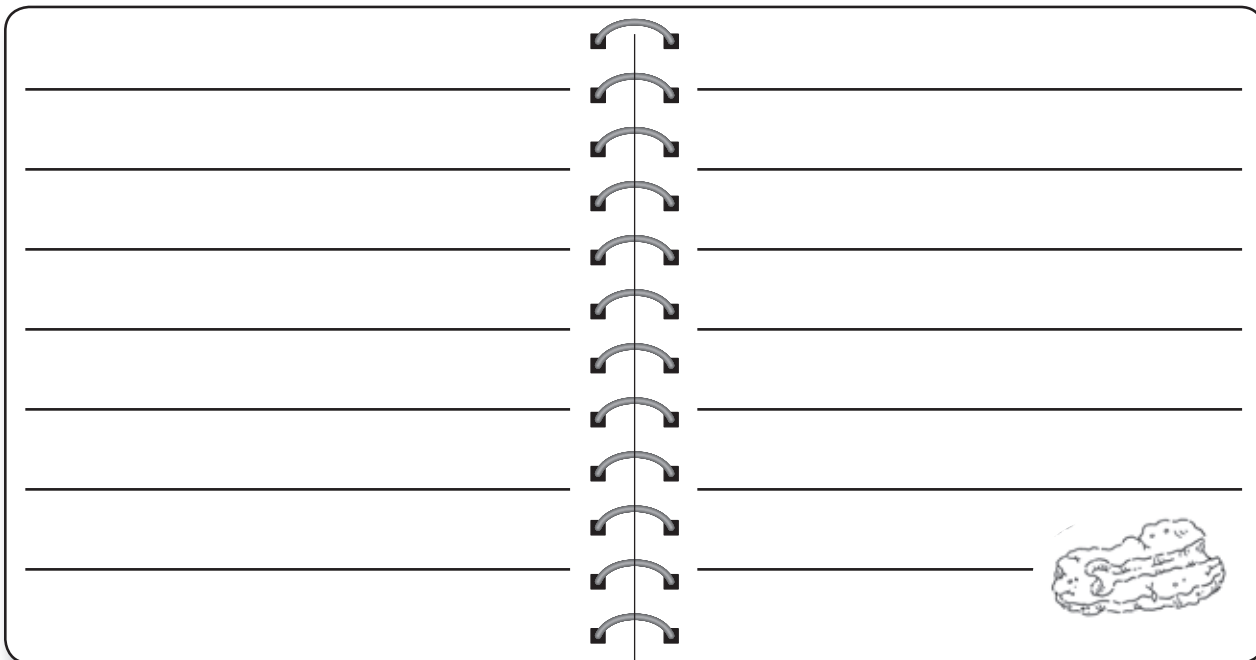
Name _____ Date _____

**The Dog That Dug
for Dinosaurs**
Independent Reading

Read pages 434–435. Keep writing your fossil hunting guide. Tell your readers about some of the dangers of fossil hunting.



**Read page 436. What kinds of fossils will people find?
Let readers of the fossil hunting guide know what to expect.**



Name _____ Date _____

Words with *oo* as in *book*

**The Dog That Dug for
Dinosaurs**

Spelling: Words with *oo*
(*book*)

Write the Basic Word that matches each clue.

1. Opposite of gave _____

2. To make food _____

3. Part of a coat that covers your head

4. Things you read _____

5. A cow stands on this, but you don't.

6. A small place to sit _____

7. Got up from sitting _____

8. You put a shoe over this.

9. A book used to make food

10. It comes from trees. _____

11. A person who steals _____

12. Wiggled all over _____

Spelling Words

Basic Words

1. took
2. books
3. foot
4. hoof
5. cook
6. nook
7. hood
8. wood
9. stood
10. shook
11. crook
12. cookbook

Name _____ Date _____

Adverbs and Adjectives

The Dog That Dug for Dinosaurs

Grammar: What Is an Adverb?



Draw a line under the adverb that tells how or when.

1. Yesterday, we saw a show about dinosaurs.
2. We went there together.
3. We listened carefully to all the facts.
4. We took notes quietly.
5. Today, we are talking about the show.
6. Our teacher quickly lists the facts.
7. Tomorrow, we will write our papers.
8. Then, we will share our reports.
9. We will speak clearly.
10. The others will listen politely.



Choose the adverb or adjective that best completes each sentence. Underline it.

11. We watched the dog run (quickly, quick) to the dirt area.
12. He was (careful, carefully) while digging for the old bones.

Name _____ Date _____

Shades of Meaning

The Dog That Dug for Dinosaurs

Vocabulary Strategies:
Shades of Meaning

Read the story. Complete each sentence by writing the word that fits better.

Tina and Larry went on a hike. They stopped at a creek to _____ their lunch. Tina took her boots off.
(eat gobble)

She put her feet in the creek. "This feels good," she said. "The water is _____."
(freezing cool)

"Look at that _____ animal," said
(tiny small)

Larry. "It's the size of a mouse. I think it's a chipmunk." He _____ a peanut and tossed it to the chipmunk.
(broke smashed)

From the top of a hill, the children _____ another hiker. "Hey," said Tina, "that's Rob. He likes to hike too." She _____ to get Rob's attention. Soon
(screamed yelled)

the three friends were hiking together.

"We should turn around," said Lawrence. "I'm _____ we might not get home in time for dinner.
(worried scared)

I'm starving. I want to eat a _____ hamburger."
(large giant)

Name _____ Date _____

Proofread for Spelling

The Dog That Dug for Dinosaurs

Spelling: Words with *oo*
(book)

Proofread the story. Circle the eight misspelled words. Then write the correct spellings on the lines below.

I had a funny dream. I dreamed I was sitting in a nook next to an old fireplace. I could smell the wud fire. Near the door, stud a huge cook. I knew because he wore an apron and held a cookbuck.

He came over and shok my hand. Then he pulled a hood over his head and started cooking breakfast. It smelled gud. I saw that his right foat was not in a shoe, but was a huf! He smiled at me. He looked like a character from one of my story boaks!

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

Spelling Words

1. took
2. books
3. foot
4. hoof
5. cook
6. nook
7. hood
8. wood
9. stood
10. shook
11. crook
12. cookbook

Review Words

13. look
14. good

Write these other Spelling Words in ABC order: *took, cook, nook, hood, look, crook.*

- | | |
|-----------|-----------|
| 9. _____ | 12. _____ |
| 10. _____ | 13. _____ |
| 11. _____ | 14. _____ |

Name _____ Date _____

Using Adjectives

**The Dog That Dug for
Dinosaurs**

Grammar: Spiral Review



Circle the word that correctly completes the sentence.

1. I found (a, an) fossil today.
2. It is the (bigger, biggest) fossil I have ever seen.
3. It may be (a, an) leg bone of a dinosaur.
4. The other bone I found was (shorter, shortest).



Rewrite the paragraph. Add -er or -est to each underlined adjective. Write the new paragraph on the lines below.

I have the great dog in the world. His name is Chester. Chester digs in the park with his dog friends. Chester is small than his friend Chelsie, but he is the fast of all the dogs. He and his friend Luke find bones. The bone Chester finds is long than the others.

Name _____ Date _____

Connect to Writing

The Dog That Dug for Dinosaurs
Grammar: Connect to Writing

You can combine sentences that describe the same action. Use *and* to join the adverbs.

The tourists walked quickly. The tourists walked quietly.	The tourists walked quickly <u>and</u> quietly.
They are digging today. They are digging tomorrow.	They are digging today <u>and</u> tomorrow.



Read each pair of sentences. Use *and* to join the adverbs and write the new sentence.

1. We read about dinosaurs yesterday.
We read about dinosaurs today.

2. I wrote my notes neatly.
I wrote my notes carefully.

3. I'm going to study today.
I'm going to study tomorrow.

4. I will answer the test questions slowly.
I will answer the test questions correctly.

Name _____ Date _____

Words with *ow*, *ou*

Yeh-Shen
Phonics:
Vowel Diphthongs *ow*, *ou*

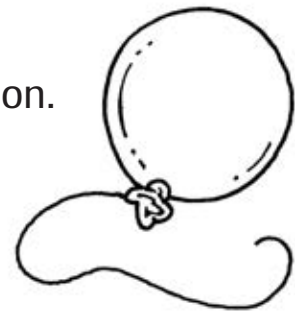
Put these letters together to write words with *ow* and *ou*.
Then read each word aloud.

1. b + ow _____
2. c + l + ow + n _____
3. f + r + ow + n _____
4. l + ou + d _____
5. r + ou + n + d _____



Now use the words you wrote above to complete the sentences below.

6. Bubbles the _____ came out on the stage.
7. He blew up a big _____ balloon.
8. The balloon popped with a _____ bang.
9. Bubbles had a big _____ on his face.
10. Then Bubbles took a _____ while the crowd clapped.



Name _____ Date _____

Nouns Ending with 's

Yeh-Shen
Grammar: Possessive Nouns

- A **possessive noun** shows that a person, animal, or thing owns or has something.
- When a noun names one person or thing, add an **apostrophe (')** and an **s** to that noun to show ownership. This makes the noun a possessive noun.

The fish's scales were shiny.

Thinking Question

Who or what in the sentence owns or has something?



Read each sentence. Underline the sentence that shows that a person owns or has something.

1. Yeh-Shen's mother and father had died.
Yeh-Shens mother and father had died.
2. Her stepmother's cave was cold.
Her stepmothers cave was cold.
3. The old mans advice was helpful.
The old man's advice was helpful.
4. Her friends tail was beautiful.
Her friend's tail was beautiful.
5. The kings men built a hut.
The king's men built a hut.

Name _____ Date _____

Words with *ow, ou*

Yeh-Shen
Phonics: Vowel Diphthongs *ow, ou*

Word Bank

couch crowd crown found frown
howl mouth ouch round shout

Write a word from the box that matches each clue.

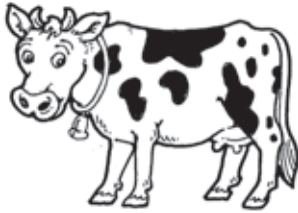
1. A part of your face _____
2. A sound a dog might make _____
3. A large group of people _____
4. A long seat for sitting _____
5. To yell loudly _____
6. Something a queen has _____
7. The shape of a ball _____
8. The face a grouch makes _____
9. What you say when you get hurt _____
10. Got something you were looking for _____

Name _____ Date _____

Words with *ow, ou*

Yeh-Shen
Spelling: Words with *ow, ou*

Sort the Spelling Words by the spellings *ow* and *ou*.



***ow* Words**

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



***ou* Words**

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Spelling Words

Basic Words

1. cow
2. house
3. town
4. shout
5. down
6. mouse
7. found
8. loud
9. brown
10. ground
11. pound
12. flower

Review Words

13. out
14. now

Write the Spelling Words that rhyme with each given word.

15. how, _____, _____

16. blouse, _____, _____

17. clown, _____, _____, _____

18. bound, _____, _____, _____

Name _____

Date _____

Nouns Ending with s'

Yeh-Shen
Grammar: Possessive Nouns

- A **possessive noun** shows that a person, animal, or thing owns or has something.
- When a noun names more than one and ends in **s**, add just an **apostrophe (')** after the **s** to show ownership.

The musicians' show was great.

Thinking Question

Who or what in the sentence owns something?



Read each pair of sentences. Underline the sentence that uses a possessive noun correctly.

1. Her parents death made Yeh-Shen an orphan.
Her parents' death made Yeh-Shen an orphan.
2. The dancers' costumes were colorful.
The dancers costumes were colorful.
3. The girls' dresses were beautiful.
The girls dresses were beautiful.
4. Her admirers praise made her happy.
Her admirers' praise made her happy.
5. The villagers' excitement grew.
The villagers excitement grew.

Name _____ Date _____

Lesson 28
READER'S NOTEBOOK

Yeh-Shen
Writing: Opinion Writing

Focus Trait: Evidence Details That Don't Belong

Opinion: Yeh-Shen was lonely.

Details:

1. She has no time to play with other children.
2. Her one special friend was a fish.
3. Yeh-Shen lost her slipper.

Detail 3 does not belong. It does not support the opinion.



Read each opinion and the details that follow. Cross out the detail that does not support the opinion.

1. Opinion: Jin should not have cooked Yeh-Shen's fish friend.

Details: The fish meant a lot to Yeh-Shen.

Jin went to the pond and caught the fish.

Yeh-Shen's friendship with the fish did not keep her from doing her work.

2. Opinion: It was good that Yeh-Shen followed the old man's advice.

Details: A traveler found Yeh-Shen's slipper.

Yeh-Shen's wish was granted.

The bones of the fish had special powers.

3. Opinion: The king's treatment of Jin and Jun-Li was too harsh.

Details: Jin and Jun-Li could never come to the castle.

Jin and Jun-Li had to stay in their cave.

Jin and Jun-Li went to the festival.

Name _____ Date _____

Cumulative Review

Yeh-Shen
Phonics: Cumulative Review

Fill in the blanks.

1. It rhymes with **moss**.
It begins like **took**. _____
2. It rhymes with **moo**.
It begins like **cross**. _____
3. It rhymes with **book**.
It begins like **show**. _____
4. It rhymes with **room**.
It begins like **blue**. _____
5. It rhymes with **fawn**.
It begins like **yes**. _____

Word Bank

bloom
crew
toss
yawn
shook

Now use words you wrote above to complete the sentences below.

6. Many flowers _____ in the spring.
7. A good _____ makes a ship
run smoothly.
8. When it got late, Tony started to _____.

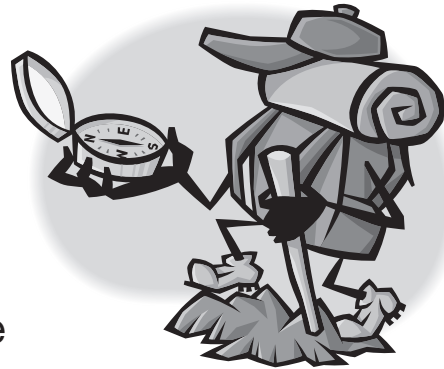
Name _____ Date _____



Yeh-Shen

Write a Travel Brochure

Travelers want to take a tour and visit each place in Yeh-Shen's story. Tell why each place is important and draw a picture.



Read page 458.

The first stop on our tour is

Read pages 459–460.

The second stop on our tour is

Name _____ Date _____

Yeh-Shen
Independent Reading

Read page 462–463.

The next stop on our tour is

Read page 464.

The last stop on our tour is

Think about the whole story.

After this tour, many visitors say they have learned an important lesson:

Name _____ Date _____

Words with *ow, ou*

Yeh-Shen
Spelling: Words with *ow, ou*

Write the Spelling Word that matches each clue.



1. You can watch it bloom in the spring.

2. When you call loudly, you

_____.

3. A _____ is smaller than a city.

4. The opposite of *lost* is _____.

5. You may live in one of these.

6. A noise that hurts your ears is _____.

7. This tiny animal is afraid of cats. _____

8. The opposite of *in* is _____.

9. You get milk from a _____.

10. The opposite of *up* is _____.

Spelling Words

Basic Words

1. cow
2. house
3. town
4. shout
5. down
6. mouse
7. found
8. loud
9. brown
10. ground
11. pound
12. flower

Review Words

13. out
14. now

Name _____ Date _____

Possessive Nouns

Yeh-Shen
Grammar: Possessive Nouns



Underline the sentence that uses a possessive noun correctly for nouns that name one.

1. Her stepmother's demands were hard on Yeh-Shen.
Her stepmothers demands were hard on Yeh-Shen.
2. Yeh-Shen listened to the old mans advice.
Yeh-Shen listened to the old man's advice.
3. The girls wish came true.
The girl's wish came true.
4. The king's voice was full of kindness.
The kings voice was full of kindness.



Underline the sentence that uses a possessive noun correctly for nouns that name more than one.

5. The slippers' size was very small.
The slippers size was very small.
6. The other girls' feet were too big.
The other girls feet were too big.
7. The soldiers job was hard.
The soldiers' job was hard.
8. The dancers movements were graceful.
The dancers' movements were graceful.

Name _____ Date _____

Classify and Categorize

Yeh-Shen
Vocabulary Strategies:
Classify and Categorize

Word Bank

prince fairy godmother stepsister
fish friend king girl
wise old man traveler

Read each word above. Write each word in the best category.

Characters in Fairy Tales	

Characters in Real Life	

Name _____ Date _____

Proofread for Spelling

Yeh-Shen
Spelling: Words with *ow, ou*

Proofread the sentences. Circle the misspelled word. Then write the word correctly on the line.

1. When you see your present, you'll showt with joy!

2. Is that a stuffed mowse? _____

3. I have never seen a flouwer shop like that one!

4. That restaurant has the best waffles in toun.

5. I have never seen her howse. _____

6. All of his clothes are broun. _____

7. It takes a good caw to make good milk.

8. Come on doun to the kitchen for dinner!

9. I fownd the book that I lost. _____

10. She dropped her sandwich on the grownd.

Spelling Words

1. cow
2. house
3. town
4. shout
5. down
6. mouse
7. found
8. loud
9. brown
10. ground
11. pound
12. flower

Name _____ Date _____

Irregular Verbs

Yeh-Shen
Grammar: Spiral Review



Circle the word that correctly completes the sentence.

1. Yeh-Shen (have, had) lots of chores.
2. She (do, did) her work well.
3. Yen-Shen (had, have) no help.
4. Jin and Jun-li (did, does) no work.



Read the paragraph. Underline the six mistakes.

Then rewrite the paragraph. Make sure each verb matches the subject in the sentence.

Long ago, Yeh-Shen have a hard life. Jin do mean things to her. Yeh-Shen have only rags to wear. She do chores all day. Then, Yeh-Shen have a wish. Her wish came true and at last she do a happy life.

Name _____ Date _____

Connect to Writing

Yeh-Shen
Grammar: Connect to Writing

Weak	Strong
The slippers belonging to Yeh-Shen were silk.	Yeh-Shen's slippers were silk.
The advice of the old man was good.	The old man's advice was good.



Rewrite each sentence. Use a possessive noun to rewrite each underlined group of words. Write the new sentences on the line.

1. The eyes belonging to the fish were golden.

2. The stepmother of Yeh-Shen was angry.

3. Yeh-Shen followed the directions of the old man.

4. The men of the king caught Yeh-Shen.

Name _____ Date _____

Reading Longer Words: Long Vowels *a* and *i*

Two of Everything
Phonics: Reading Longer Words:
Long Vowels *a* and *i*

Write a word from the box to complete each sentence.

Word Bank

frightened	pasted	kindly
racecar	higher	explained

1. The _____ woman likes to help her neighbors.
2. Dale's _____ was speeding around the track.
3. Dad _____ the problem in a way I could understand.
4. Were you _____ by the strange sounds in the middle of the night?
5. We watched the hot air balloon rise _____ in the sky.
6. Gina _____ the photos into her scrapbook.

Name _____ Date _____

Pronouns and Ownership

Two of Everything
Grammar: Possessive Pronouns

- A **possessive pronoun** shows that a person or animal owns or has something.
- *My, your, his, and her* come before a noun to show that someone has or owns something.

My mom gets two gifts.

Thinking Question
What noun goes with the pronoun?



Underline the possessive pronoun in each sentence.

Circle the noun that goes with it.

1. His presents are on the table.
2. Mom also sees gifts from her children.
3. Her daughter gives two books.
4. Her son gives two flowers.
5. Mom opens your gifts, too.
6. My mom has a good birthday.
7. Her sister called this morning.
8. My dad will take her out to dinner tomorrow.

Name _____ Date _____

Reading Longer Words: Long Vowels *a* and *i*

Two of Everything
Phonics: Reading Longer Words:
Long Vowels *a* and *i*

Read each clue. Choose the answer from the word pair below.

1. Doing something to have fun _____

Water coming down from the sky _____

raining **playing**

2. Talk about things that trouble you _____

Tell what something means _____

explain **complain**

3. Flashes of light during a storm _____

Above something else _____

lightning **higher**

4. A track that trains run on _____

A thing that plays music _____

railway **radio**

5. Bright and glowing _____

Moving through the sky with wings _____

flying **shining**

Name _____ Date _____

Words with *ai, ay, igh, y*

Two of Everything

Spelling: Words with
ai, ay, igh, y

Sort the Spelling Words by the spelling patterns.

Long *a* Sound

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Long *i* Sound

10. _____
11. _____
12. _____
13. _____
14. _____

Spelling Words

Basic Words

1. aim
2. snail
3. bay
4. braid
5. ray
6. always
7. gain
8. sly
9. chain
10. shy
11. bright
12. fright

Review Words

13. tray
14. try

Underline the letters in each word that stand for the long *a* or long *i* sound.

Name _____ Date _____

More Pronouns and Ownership

Two of Everything
Grammar: Possessive Pronouns

- Some **possessive pronouns** stand alone. They are usually at the end of a sentence.
- *Mine, yours, his, and hers* are possessive pronouns.

Which coins are **yours**?

Thinking Question

Which word shows that someone has or owns something?



Underline the possessive pronoun. Circle the noun that shows what is owned.

1. The pennies are mine.
2. The dimes are hers.
3. The quarters are his.
4. The nickels are yours.
5. The money is mine.
6. Which bank is yours?
7. That wallet is his.
8. The purse is hers.
9. The dollar is mine.
10. The coins are yours.

Name _____

Date _____

Focus Trait: Evidence Supporting Reasons

Two of Everything
Writing: Opinion Writing

Good writers tell their opinions in responses to literature. They give reasons for their opinions. They support their reasons with examples from the story.

Read the opinion. Then read each reason that supports the opinion. Find an example from *Two of Everything* that supports each reason.

Opinion: The pot makes the Haktaks happy.

Reason	Example
1. The pot makes them rich.	
2. The pot helps them get a lot of things they did not have before.	
3. The pot makes them new friends.	
4. The pot helps them make other things they need.	

Name _____ Date _____

Words with *oi, oy*

Two of Everything
Phonics: Vowel Diphthongs *oi, oy*

Write the missing *oi* or *oy* word that will complete each sentence.

Word Bank

joined	voice	cowboy
noise	enjoyed	spoiled

1. The _____ sat by the campfire.
2. He had a very nice _____ for singing.
3. He _____ singing to pass the time.
4. Sometimes the cows _____ in.
5. Their mooing _____ his songs.
6. The lovely singing became frightful _____.

Read each word you wrote above. Write each one in the correct column below, under the word that has the same vowel spelling.

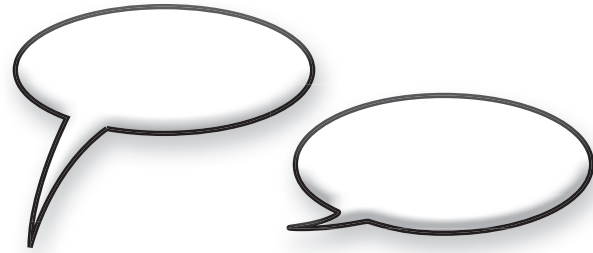
point	toy
_____	_____
_____	_____
_____	_____
_____	_____

Name _____ Date _____



Two of Everything

Make a Cartoon



Make a cartoon to tell the story of Mr. and Mrs. Haktak.
Draw characters and write what they say.

Read pages 488–489.

--	--

Read pages 490–492.

--	--

Name _____

Date _____

Read pages 496–497.

--	--

Read pages 501–502.

--	--

Name _____ Date _____

Words with *ai, ay, igh, y*

Write the Spelling Word that means the same as the given word.



- | | |
|------------------|-----------------|
| 1. get _____ | 4. sneaky _____ |
| 2. forever _____ | 5. point _____ |
| 3. a scare _____ | 6. shiny _____ |

Write the Spelling Word that belongs in each group.



- | | |
|-----------------------------|----------------------------|
| 7. plate, platter, _____ | 11. beam, light, _____ |
| 8. slug, worm, _____ | 12. attempt, effort, _____ |
| 9. pigtail, ponytail, _____ | 13. rope, leash, _____ |
| 10. quiet, timid, _____ | 14. sea, harbor, _____ |

Two of Everything
Spelling: Words with
ai, ay, igh, y

Spelling Words

Basic Words

1. aim
2. snail
3. bay
4. braid
5. ray
6. always
7. gain
8. sly
9. chain
10. shy
11. bright
12. fright

Review Words

13. tray
14. try

Name _____

Date _____

Possessive Pronouns



Underline the possessive pronoun in each sentence.

Circle the noun that goes with it.

1. Dana and Dan are my pals.
2. The twins help you with your homework.
3. Her help is with math.
4. His help is with reading.
5. My friends like to help people.



Underline the possessive pronoun in each sentence.

Circle the noun that goes with it.

6. The skates are mine.
7. The hats are yours.
8. The bats are his.
9. The balls are hers.
10. The tickets are mine.

Name _____ Date _____

Antonyms

Two of Everything
Vocabulary Strategies:
Antonyms

Circle the antonyms in each sentence. Then write what each antonym means.

1. She put one purse into the pot and pulled out two.

2. They worked late filling and emptying the pot.

3. The branch swung high and low in the wind.

4. The tiny mouse wanted to be as huge as a horse.

5. The chair was heavy, but the pillows were light.

6. Mike was glad to have a rest, but Patty was unhappy.

7. Her dress was colorful, but her coat was faded.

Name _____ Date _____

Proofread for Spelling

Two of Everything

Spelling: Words with
ai, ay, igh, y

Proofread the paragraph. Circle the six misspelled words. Then write the correct spellings on the lines below.

I am alwas late getting ready for school. My mother says I am the only girl who actually does move as slowly as a snayl. I take a long time to brade my hair, and I brush my teeth over and over until they are brite. Each day, I aym to move more quickly, but it never quite works out. When I get to school, I have to explain why I am late to my teacher. That is hard for me because I am shi.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Spelling Words

Basic Words

1. aim
2. snail
3. bay
4. braid
5. ray
6. always
7. gain
8. sly
9. chain
10. shy
11. bright
12. fright

Unscramble the letters to write a Spelling Word.

7. yar _____
8. lys _____
9. nachi _____
10. inag _____
11. bya _____
12. firght _____

Name _____ Date _____

Irregular Verbs



Write each sentence. Use the past-tense verb.

1. Yesterday, dogs (run, ran) through the park.

2. Two birds (come, came) after them.

3. They (go, went) to the lake.

4. They (see, saw) a giant rainbow.



Replace each underlined word with a word from the box. Write the new sentences.

came	went	saw	ran
-------------	-------------	------------	------------

5. The boys watched two movies.

6. They walked to two games.

7. They dashed around the field.

8. Then they traveled to my house.

Name _____ Date _____

Connect to Writing

Two of Everything
Grammar: Connect to Writing

Weak	Strong
The teacher gave tests to the teacher's class.	The teacher gave tests to her class.
The student studied for the student's tests.	The student studied for his tests.



Rewrite each paragraph. Replace the underlined words with the possessive pronoun *mine, his, your, or her.*

Miss Lee gave two tests today. Miss Lee got papers from Miss Lee's drawer.

Miss Lee said to the students, "Take out the students' pencils."

Dave took out Dave's green pencil. Annette picked up my blue pencil. I said, "That is the one that belongs to me."

Name _____ Date _____

Reading Longer Words: Long *o* and *e*

Now & Ben
Phonics: Reading Longer Words:
Long *o* and *e*

Read the sentences. Draw a circle around each word that has the long *o* sound spelled *o*, *oa*, or *ow*, or the long *e* sound spelled *ee* or *ea*.

1. Rosa looked out the window on the coldest day of winter.
2. She noticed snowflakes floating down.
3. Slowly, the snow got deeper.
4. The snowplow went by on the street.
5. This might be the biggest snowstorm of the season.

Now write each word you circled under the word that has the same spelling for the same vowel sound.

folding

blowing

freezing

coasting

meaning

Name _____ Date _____

Adjectives and Adverbs

Now & Ben

Grammar: Adjectives and
Adverbs

- **Adjectives** are words that tell more about nouns.

Ben Franklin had many remarkable talents.

- **Adverbs** are words that tell more about verbs.

He played the harmonica beautifully.

Thinking Question

What word does the
adjective or adverb
tell more about?



Write whether the underlined word in each sentence is an adjective or an adverb. Circle the word it tells more about.

1. Ben thought creatively. _____

2. Ben played an important role in developing America's Constitution.

3. He had many wonderful achievements. _____

4. His inventions greatly affect our lives today.

5. We definitely owe him our thanks. _____

Name _____ Date _____

Reading Longer Words: Long Vowels *o* and *e*

Now & Ben
Phonics: Reading Longer Words:
Long Vowels *o* and *e*

Fill in the blank.

1. We hiked up the hill on the _____ trail.
2. Tracey hit a _____ to win the game.
3. Do you have a good _____ for being late?
4. Make a list of things we need on the _____.
5. Cupcakes are _____ than popcorn.

Word Bank

reason
steepest
sweeter
homerun
notepad



Read the words below. Think how the words in each group are alike. Write the missing word that will fit in each group.

6. morning, afternoon, _____
7. packing, filling, _____
8. door, wall, _____
9. moving away, going, _____
10. foam, bubbles, _____

Word Bank

loading
soapsuds
window
evening
leaving

Name _____ Date _____

Words with *oa*, *ow*, *ee*, *ea*

Now & Ben

Spelling: Words with
oa, *ow*, *ee*, *ea*

Sort the Spelling Words by the long *e* and long *o* vowel sounds.

Long *e* Sound

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Long *o* Sound

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Spelling Words

Basic Words

1. seated
2. keeps
3. speed
4. seen
5. means
6. clean
7. groan
8. roast
9. bowls
10. crow
11. owe
12. grown

Review Words

13. green
14. snow

Now sort the words by how the vowel sound is spelled.

Long *e* Spelled

ee *ea*

15. _____ 19. _____
16. _____ 20. _____
17. _____ 21. _____
18. _____

Long *o* Spelled

oa *ow*

22. _____ 24. _____
23. _____ 25. _____
26. _____
27. _____
28. _____



Name _____ Date _____

Adjectives and Adverbs

Now & Ben
Grammar: Adjectives and
Adverbs

- **Adjectives** tell more about nouns.

Ben Franklin's (quick, quickly) thinking
solved the problem. noun

- **Adverbs** tell more about verbs.

Ben's fame spread (quick, quickly). verb

Thinking Question

*Is the word I want
to tell more about a
noun or a verb?*

Write *noun* or *verb* to tell about the underlined word. Then circle the adjective or adverb in () to correctly complete the sentence.

1. Ben (strong, strongly) promoted the eating of citrus fruit.

2. He believed eating fruit would prevent an (awful, awfully) disease.

3. Ben created (beautiful, beautifully) music.

4. His music (deep, deeply) moved many composers.

5. Many people (great, greatly) appreciated Ben's achievements.

Name _____ Date _____

Lesson 30
READER'S NOTEBOOK

Now & Ben
Writing: Opinion Writing

Focus Trait: Elaboration

Opinion Words and Phrases

Opinion	With Opinion Words
Ben Franklin was an important man.	I think Ben Franklin was one of the most important men in history.

Read each opinion. Add opinion words or phrases to make it stronger.

Opinion	With Opinion Words
1. Ben Franklin was the greatest inventor.	
2. Ben Franklin's hospital made his city better.	
3. The documents that Ben Franklin helped to write were very important.	
4. Ben Franklin's work in the past is important for our future.	

Name _____ Date _____

Final Stable Syllable *-le*

Now & Ben
Phonics: Final Stable Syllable *-le*

Read the clues. Then write one of the two words below each clue in the blank.

1. A kind of dog _____

A horn for making music _____

beagle **bugle**

2. A sweet, crunchy fruit _____

To eat in small bites _____

nibble **apple**

3. Used for mending clothes _____

A soft food in some soups _____

noodle **needle**

4. Easy to do _____

Peaceful or kind _____

gentle **simple**

5. Burned to give light _____

A small pool of rainwater _____

candle **puddle**

Name _____ Date _____



Now and Ben
Independent Reading

Now and Ben

Make a Drawing and Label It

Imagine that Ben Franklin made a time machine and traveled into our time. Make a sketch of some of his inventions that we still use. Write a sentence explaining to him how each invention has changed.

Read pages 528–529. Suppose Ben saw a swimmer practicing with flippers and fins.



Read pages 532. Suppose Ben saw a school with a desk and chair.



Name _____ Date _____

Now and Ben
Independent Reading

Read page 534. Suppose Ben saw an odometer on a car.

Read page 535. Suppose Ben saw a library.

Name _____ Date _____

Words with *oa, ow, ee, ea*

Now & Ben

Spelling: Words with
oa, ow, ee, ea

Write the Basic Word that matches each clue.

1. in a chair _____
2. large black bird _____
3. how fast you move _____
4. to cook in an oven _____
5. not dirty _____
6. a croaking or unhappy sound



Spelling Words

Basic Words

1. seated
2. keeps
3. speed
4. seen
5. means
6. clean
7. groan
8. roast
9. bowls
10. crow
11. owe
12. grown

Review Words

13. green
14. snow

Write the Basic Word that completes each sentence.

7. Milk spilled when the cereal _____
fell off the table.
8. I _____ my brother 25 cents.
9. When I am _____, I will be much
taller.
10. I have never _____ an eagle.

Name _____ Date _____

Adjectives and Adverbs

Now & Ben
Grammar: Adjectives and
Adverbs

- **Adjectives** are words that tell about nouns.
- **Adverbs** are words that tell about verbs.

Ben was a (careful, carefully) swimmer.

Ben put on the flippers (careful, carefully).

Write *noun* or *verb* to tell about the underlined word.
Then circle the adjective or adverb to correctly complete
each sentence.

1. Many people admired Ben (great, greatly).

2. Ben solved problems (quick, quickly).

3. Ben created (useful, usefully) inventions.

4. Some of Ben's work was (dangerous, dangerously).

5. Ben shared his inventions (eager, eagerly).

Name _____ Date _____

Root Words

Now & Ben
Vocabulary Strategies:
Root Words

Underline the root word in each word. Use what you know about the root word to figure out the word's meaning.

Complete each sentence by writing the word whose meaning fits best.

Vocabulary

western toaster reheat strongest
undone writer stinky unearth

1. I tripped because my shoelaces were _____.
2. "That dog is _____," said Ms. Petersen. "She needs a bath."
3. Jose saw a beautiful rainbow in the _____ sky.
4. A _____ told the class how she gets ideas for her stories.
5. If we dig here, I bet we'll _____ a treasure.
6. "Please put my bread in the _____," said Sophie's father.
7. Hank is the _____ batter on the team. He hit six homeruns.
8. The soup is cold, so we must _____ it.

Name _____ Date _____

Proofread for Spelling

Now & Ben
Spelling: Words with
oa, ow, ee, ea

Proofread the postcard. Circle the six misspelled words. Then write the correct spellings on the lines below.

Dear Tomas,

You would not believe the things we have seen on our trip. We went to a place where potters make clay bowls big enough to sit in! Can you imagine being seated in a pot? Each pattern means something different. If a crow is painted, it is for good luck. I hope the town keeps making the pottery so you can see it someday.

Manny

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Spelling Words

Basic Words

1. seated
2. keeps
3. speed
4. seen
5. means
6. clean
7. groan
8. roast
9. bowls
10. crow
11. owe
12. grown

Review Words

13. green
14. snow

Unscramble the letters to write a Spelling Word.

7. angro _____
8. weo _____
9. despe _____
10. leanc _____
11. stoar _____
12. rowng _____

Name _____ Date _____

Irregular Verbs



Underline the correct verb to finish each sentence.

Use the clue that tells when the action happens.

- | | |
|--|-------------|
| 1. We (give, gave) reports today. | Now |
| 2. I (take, took) the topic of Ben Franklin. | Past |
| 3. Sara and I (eat, ate) lunch. | Past |
| 4. The teacher (say, said) I could give my report first. | Past |



Read this story about something that happened last week. Write the underlined words correctly. Use verbs that tell about the past.

I eat lunch with my sister. She give me a library book. It was about Ben Franklin. She say she liked it. I take the book to my room. It was a good book. Ben Franklin give the world many things. It take me just a little while to read the book.

Name _____ Date _____

Connect to Writing

Now & Ben
Grammar: Connect to Writing

- **Adjectives** tell more about nouns.
He heard the loud thunder.
- **Adverbs** tell more about verbs.
He prepared his equipment carefully.

**Write *noun* or *verb* to tell about the underlined word.
Then circle the adjective or adverb in () to correctly
complete the sentence.**

1. It rained (heavy, heavily).

2. (Bright, Brightly) lightning lit up the sky.

3. Ben Franklin had a (bold, boldly) idea.

4. His plan was (dangerous, dangerously).

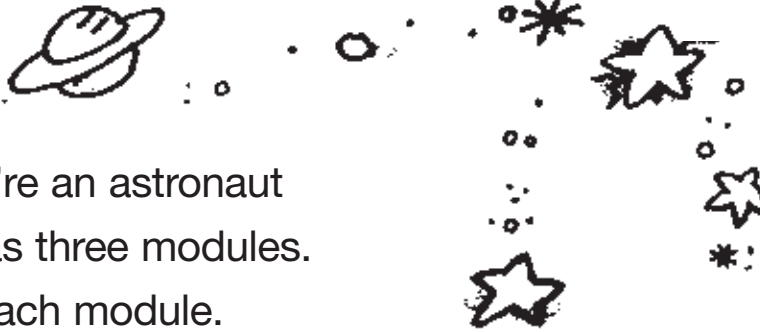
5. His experiment worked (perfect, perfectly).

Name _____ Date _____



Exploring Space Travel

Be an Astronaut!



Read page 12. Imagine you're an astronaut on the Soyuz. The Soyuz has three modules. Write notes that tell about each module.

Module 1

Module 2

Module 3

Name _____ Date _____

Exploring Space Travel
Segment 1
Independent Reading

Use the picture on page 12 to help you draw a diagram of the Soyuz spacecraft. Then write the module numbers and use your notes to tell how the astronauts use each module. After you write, draw a line connecting the writing to each module.



Module _____

Module _____

Module _____

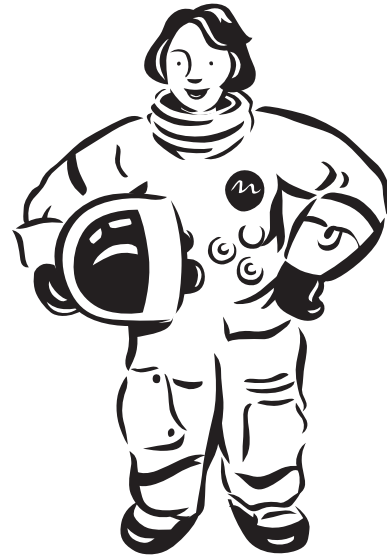
Name _____ Date _____



Exploring Space Travel

Make Checklists

Wow! Astronauts have a lot to remember. Complete the table to help the astronauts remember when to wear their special suits and clothes. Use the text, photos, and captions in Chapters 3 and 4 to help you.



When	What to Wear
During takeoff and landing	
On spacewalks	
In the spacecraft when working	

Name _____ Date _____

There is no gravity in the spacecraft. Objects and people are weightless. Make a checklist to remind astronauts how to stay safe without gravity. Add details to tell them why.

When	What to Do
Eating	
Sleeping	
Working	

Name _____

Date _____



Exploring Space Travel

Become an Astronaut!



Read pages 29–37. Think about what people have to do so they can become astronauts. Make a web that shows four things a person must do to become an astronaut.



Name _____ Date _____

Exploring Space Travel
Segment 3
Independent Reading

Look back at your web. Use those facts to make an ad that will tell people how to become an astronaut. Remember that an ad should be exciting to get people's attention.

Become an Astronaut!

Reading and Writing Glossary

Use this glossary to help you remember and use words that you are learning about reading and writing.

A

.....

abbreviation A short way to write a word by taking out some of the letters and adding a period at the end.

adjective A word that describes a noun. An adjective may tell how something looks, tastes, smells, sounds, or feels.

adverb A word that describes a verb. An adverb may tell how, where, when, or how much something is. An adverb may end in *-ly*.

alphabetical order When words are listed in the same order as the letters of the alphabet.

analyze To look at or study something carefully.

antonym A word that has the opposite, or nearly the opposite, meaning as another word.

apostrophe A punctuation mark (‘) that takes the place of missing letters in a word.

author’s purpose The reason an author has for writing a text.

B

.....

bar graph A drawing that uses bars to compare numbers.

base word A word to which endings, prefixes, and suffixes can be added. A base word is also called a root word.

biography A story that tells about the real events that make up a person's life.

boldface print Dark print that stands out from the rest of a text.

C

.....

caption Text that gives more information about a photograph.

categorize To name a group of similar objects.

cause The reason why something happens.

characters The people and animals in a story.

chart A drawing that lists information in a clear way.

classify To group similar objects.

command A type of sentence that gives an order. A command may end with a period (.) or an exclamation mark (!).

compare To tell how things are alike.

compound sentence A sentence made up of two shorter sentences. A compound sentence is connected by words such as *and*, *but*, and *or*.

compound word A longer word made up of two shorter words.

conclusion An idea or opinion reached after thinking about several facts.

connect To link things that are similar.

context The words and sentences around a word that give readers clues to its meaning.

contraction A short way of writing two words using an apostrophe (').

contrast To tell how things are different.

D

.....

detail A fact or example that tells more about a main idea.

diagram A drawing that shows how something works.

dialogue A conversation between two or more characters in a story.

dictionary entry A book part that lists a word with its correct pronunciation, part of speech, and meaning.

directions Step-by-step instructions for how to do or make something.

E

.....

effect Something that happens as a result of something else.

electronic menu A feature of a website that lists the information that can be found on the website.

ending A word part attached to the end of a base word (or root word) that can change the meaning of the base word.

evaluate To form an opinion or make a judgment about something.

exclamation A sentence that shows a strong feeling. An exclamation begins with a capital letter and ends with an exclamation point (!).

F

.....

fable A short story in which a character learns a lesson.

fact Something that can be proved true.

fairy tale A make-believe story that has been told for many years.

fantasy A story that could not happen in real life.

folktale A type of traditional tale.

formal language The kind of words and sentences that should be used when writing or speaking in school or with someone you do not know well.

future tense The form of a verb that tells about an action that will happen in the future.

G

.....

glossary A list of unfamiliar or specialized words with their definitions, usually found at the back of a book.

graphic features Photographs or drawings, including maps and charts, that stand for ideas or add details to the text.

H

.....

heading The title of part of a text.

homograph A word that has the same spelling as another word but has a different meaning and may be pronounced differently.

homophone A word that sounds the same as another word but is spelled differently and has a different meaning.

humorous fiction A story that includes characters who do or say funny things. Humorous fiction may also include events that would not happen in real life.

I

.....
icon A symbol or picture on a website.

idiom A saying or expression that cannot be understood from the individual meanings of the words that make it up or by its literal meaning.

illustration A drawing that shows important details to help the reader understand more about the story.

informal language A casual way of using words and sentences when writing or speaking to friends or family members.

informational text Text that gives facts about real events and people.

informative writing Writing that gives facts about a topic.

interview A conversation in which a person asks another person questions and records his or her answers.

L

.....
label Text that points out an important part of a diagram or other picture.

M

main idea The most important idea about the topic.

map A drawing of a town, state, or other place.

moral The lesson a character learns in a story.

multiple-meaning word A word that has more than one meaning.

N

narrative nonfiction Text that tells a true story about a topic.

narrative writing Writing that tells a story. A narrative tells about something that happened to a person or a character.

noun A word that names a person, an animal, a place, or a thing.

O

opinion What someone thinks, believes, or feels.

opinion writing Writing that tells what the writer believes and gives reasons.

P

past tense The form of a verb that tells about an action that happened in the past.

photograph A real-life image, taken with a camera, that can help to show ideas in a text.

play A story that people act out.

plot The order of story events, including the problem and how it is solved.

plural noun A noun that names more than one person, animal, place, or thing.

poetry Text that is written in a special way to use rhythm and the sound of the words to show ideas and feelings.

point of view The way a character or person thinks about an event.

possessive noun A noun that shows a person or animal owns or has something.

possessive pronoun A pronoun that shows ownership, such as *my, your, mine, yours, his,* and *hers*.

predicate The part of the sentence where the verb is

found. The predicate tells what the subject did or does.

prefix A word part attached at the beginning of a base word (or root word) that changes the meaning of the word.

present tense The form of a verb that tells about an action happening now, in present time.

pronoun A word that can take the place of a noun, such as *I, he, she, it, we,* or *they*.

proper noun A special name of a person, animal, place, or thing. A proper noun begins with a capital letter.

Q

.....

question A type of sentence that asks something and ends with a question mark (?).

quotation marks Punctuation marks that show what someone says. Quotation marks (“ ”) are placed at the beginning and end of a speaker’s exact words.

R

.....

realistic fiction A story that could happen in real life.

reflexive pronoun A special pronoun, such as *myself*, *himself*, *herself*, *themselves*, and *ourselves*, that is used after a verb.

repetition A pattern of writing in which the same words are used more than once.

research report Writing that tells what a writer learned from doing research about a topic.

rhythm A pattern of beats. The musical notes, words, and

phrases in a song make up its rhythm.

root word A simple word that is part of another word. It is also known as a base word. Adding a prefix or suffix to a root word changes its meaning.

S

.....

sequence of events The order in which things happen.

setting When and where a story takes place.

simile A comparison that uses *like* or *as*.

simple sentence A short sentence with a subject and predicate. Two simple sentences joined by a comma and a word such as *and*, *but*, or *or* make up a compound sentence.

singular noun A noun that names one person, animal, place, or thing.

song Words and music that are sung together.

statement A type of sentence that tells something and ends with a period (.).

story structure The way characters, a setting, and a plot are put together in a story.

subheading A short title that gives more information about a selection. A subheading comes after a selection's heading.

subject The naming part of a sentence, which tells who or what did or does something.

suffix A word part attached to the end of a base word that changes the meaning of the word.

synonym A word that has the same, or almost the same, meaning as another word.

T

.....

text and graphic

features Photographs, labels, headings, captions, illustrations, dark print, and other special features that add information to a selection.

text evidence Clues in the words and pictures that help you figure things out.

text features Parts of the text, such as headings or boldface print, that help readers recognize important information.

time line A drawing that shows the order in which events happened.

topic What a text is mainly about.

traditional tale A story that has been told for many years.

traits Ways of speaking and acting that show what someone is like.

V

.....

verb A word that names an action that someone or something does or did. A verb can also tell what someone or something is.

W

.....

website An online collection of pages about a topic.

word choice The words and phrases an author uses to make his or her writing interesting and clear.