

# aeiou

## Blending Words with Super E

### Directions:

Read the pairs of words as quickly as you can. As you read, think about the Super E pattern.

|       |       |
|-------|-------|
| hop   | hope  |
| pan   | pane  |
| dim   | dime  |
| rid   | ride  |
| fade  | fad   |
| vane  | van   |
| hug   | huge  |
| hid   | hide  |
| slide | slid  |
| plane | plan  |
| twin  | twine |
| grade | grad  |
| shine | shin  |

|       |       |
|-------|-------|
| kite  | kit   |
| pin   | pine  |
| ripe  | rip   |
| rode  | rod   |
| made  | mad   |
| not   | note  |
| tube  | tub   |
| slat  | slate |
| quit  | quite |
| spin  | spine |
| tap   | tape  |
| spite | spit  |
| cut   | cute  |

**Directions:** Put a check next to each sentence that is true.

### How Did I Do?

\_\_\_\_\_ I did **look** at the whole word.

\_\_\_\_\_ I did **think** about the pattern.

\_\_\_\_\_ I did **say** the words quickly.

\_\_\_\_\_ I did my very best!



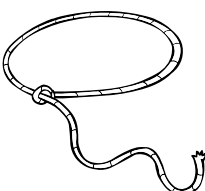
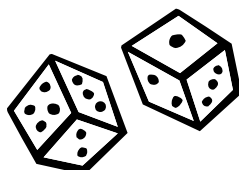
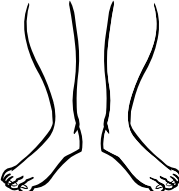


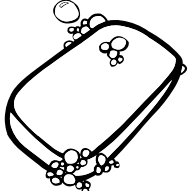
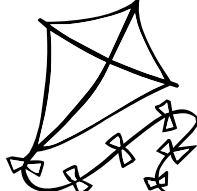


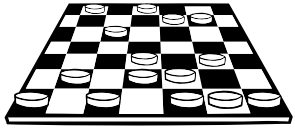
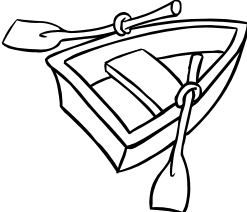
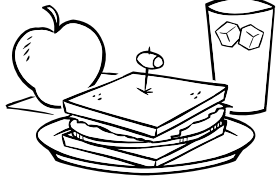


# aeiou

## Blending Vowel Digraphs

### Directions:

Use the letters in the box to make words. The first one has been done for you. Each letter may be used more than once.

a e i o u

|  |  |   |  |
|--|--|---|--|
|  <p>c <u>a</u> v <u>e</u></p> |  <p>s _ _ l</p>     |  <p>r _ _ p _</p>   |  <p>d _ _ c _</p>     |
|  <p>f _ _ t</p>             |  <p>f _ _ v _</p> |  <p>r _ _ _ n</p> |  <p>s _ _ _ p</p>   |
|  <p>k _ _ t _</p>           |  <p>n _ _ s _</p> |  <p>l _ _ _ f</p> |  <p>g _ _ m _</p>   |
|  <p>b _ _ _ t</p>           |  <p>m _ _ _ l</p> |  <p>n _ _ n _</p> |  <p>q _ _ _ _ n</p> |



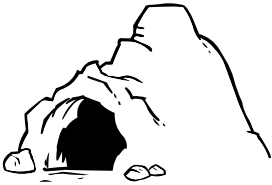
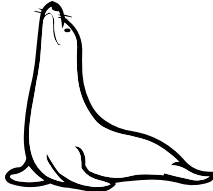
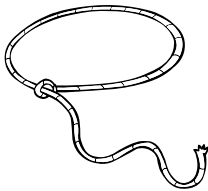
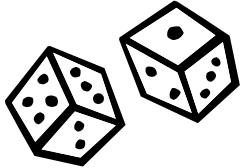
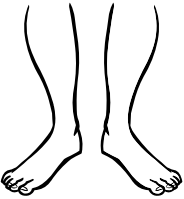

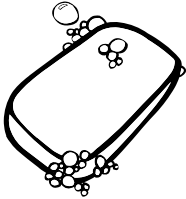
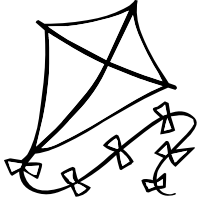


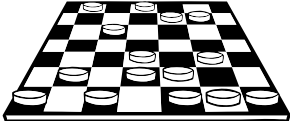
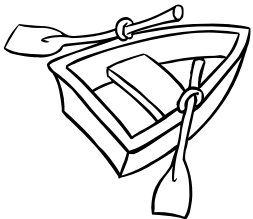
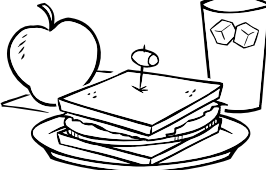

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|   |   |  |   |
|---|---|--|---|
|  <p>c <u>a</u> <u>v</u> <u>e</u></p>   |  <p>s <u>e</u> <u>a</u> l</p>          |  <p>r <u>o</u> <u>p</u> <u>e</u></p> |  <p>d <u>i</u> <u>c</u> <u>e</u></p>     |
|  <p>f <u>e</u> <u>e</u> t</p>        | <p>5</p> <p>f <u>i</u> <u>v</u> <u>e</u></p>  |  <p>r <u>a</u> <u>i</u> n</p>      |  <p>s <u>o</u> <u>a</u> p</p>          |
|  <p>k <u>i</u> <u>t</u> <u>e</u></p> |  <p>n <u>o</u> <u>s</u> <u>e</u></p> |  <p>l <u>e</u> <u>a</u> f</p>      |  <p>g <u>a</u> <u>m</u> <u>e</u></p>   |
|  <p>b <u>o</u> <u>a</u> t</p>        |  <p>m <u>e</u> <u>a</u> l</p>        | <p>9</p> <p>n <u>i</u> <u>n</u> <u>e</u></p>   |  <p>q <u>u</u> <u>e</u> <u>e</u> n</p> |

# h j k m

## Using Initial Consonant Digraphs

### Directions:

Use the digraphs *sh*, *ch*, *wh*, *th*, and *ph* to fill in the blanks.

#### Example:

The whale is by  
the ship.

Mama hen said, “ \_\_\_\_\_ eep,  
\_\_\_\_\_ eep,” as she read to  
her \_\_\_\_\_ icks.

The \_\_\_\_\_ eep were looking  
for the \_\_\_\_\_ ed.

How do the farmers  
\_\_\_\_\_ op the \_\_\_\_\_ eat?

Lift your feet \_\_\_\_\_ en  
you do a \_\_\_\_\_ in-up.

The clock made a \_\_\_\_\_ ime  
\_\_\_\_\_ ile I waited to go  
home.

She handed the \_\_\_\_\_ one  
to the \_\_\_\_\_ ild.

I ate a very \_\_\_\_\_ ick  
sandwich made with  
\_\_\_\_\_ eat bread.

## h j k m

### Using Initial Consonant Digraphs

**Directions:**

Use the digraphs *sh*, *ch*, *wh*, *th*, and *ph* to fill in the blanks.

|  |   |
|--|---|
| <p><b>Example:</b><br/>The <u>wh</u>ale is by<br/>the <u>sh</u>ip.</p> | <p>Mama hen said, “<u>ch</u>eep,<br/><u>ch</u>eep,” as she read to<br/>her <u>ch</u>icks.</p> |
| <p>The <u>sh</u>eep were looking<br/>for the <u>sh</u>ed.</p>          | <p>How do the farmers<br/><u>ch</u>op the <u>w</u>heat?</p>                                   |
| <p>Lift your feet <u>w</u>hen<br/>you do a <u>ch</u>in-up.</p>         | <p>The clock made a <u>ch</u>ime<br/><u>w</u>hile I waited to go<br/>home.</p>                |
| <p>She handed the <u>ph</u>one<br/>to the <u>ch</u>ild.</p>            | <p>I ate a very <u>th</u>ick<br/>sandwich made with<br/><u>w</u>heat bread.</p>               |

# h j k m

## Using Final Consonant Digraphs

**Directions:**

Write a sentence using each word.

1. (sing) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. (bath) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. (brush) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. (rich) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# h j k m

## Using Final Consonant Digraphs

**Directions:**

Write a sentence using each word.

**Answers will vary.**

1. (sing) I sing songs to my sister.

---

---

2. (bath) I take a warm bath every night.

---

---

3. (brush) The dentist says I must brush my teeth after I eat.

---

---

4. (rich) You do not always need money to be rich.

---

---

# aeiou

## Decoding Irregular Long Vowel

### Combinations

#### Directions:

Read the poems. Then draw pictures showing what you read.

#### **Five Flying Lions**

Five lions in a pride  
Tried to fly way up high,  
High, high in the sky.  
In the bright white light,  
The pride strived for flight.  
But try as they might,  
It wasn't quite right.  
Oh, my!  
Who knows why?  
Lions can't fly.

#### **Baby Peep**

In a deep sleep,  
Baby did peep.  
Cheep, cheep,  
As his chest beat.  
Baby pecked with his beak.  
Oh, what a feat!  
And a tiny peek,  
Baby did sneak.  
With the sun to greet,  
Baby was free.  
He flapped with glee!  
Peep, peep, peep!

**aeiou****Decoding Irregular Long Vowel  
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Baby was free.  
He flapped with glee!  
Peep, peep, peep!

**Answers will vary.**

**aeiou****Mixed Skills: Identifying Consonant****Digraphs****Directions:**

Read the question. Then circle the correct answer.

1. Which word has the same long vowel sound as **cane**?  
A. bait                      B. can                      C. neck
2. Which word has the same long vowel sound as **meet**?  
A. met                      B. neat                      C. tame
3. Which word has the same long vowel sound as **joke**?  
A. jack                      B. cage                      C. coach
4. Which word has the same middle sound as **boot**?  
A. boat                      B. new                      C. tub
5. Which word has the same long vowel sound as **cute**?  
A. mule                      B. cut                      C. Kate
6. Which word has the same long vowel sound as **slow**?  
A. tone                      B. slop                      C. slam
7. Which word has the same long vowel sound as **light**?  
A. fly                      B. lit                      C. leg
8. Which word has the same long vowel sound as **key**?  
A. pen                      B. try                      C. treat



9. Which word has the same long vowel sound as **tube**?

A. fruit

B. tub

C. but

10. Which word has the same long vowel sound as **glue**?

A. gem

B. blew

C. glum

**Directions:** Write the digraph that correctly completes the word in each sentence.

wh   ph   sh   ch   th   ng

1. I called my mom on the \_\_\_ one.

2. I love you so mu\_\_\_.

3. Friends \_\_\_ are their toys.

4. I am so good at ma\_\_\_.

5. \_\_\_ en are we going home?

6. You si\_\_\_ in a pretty voice.

**aeiou**

## Mixed Skills: Identifying Consonant

## Digraphs

**Directions:**

Read the question. Then circle the correct answer.

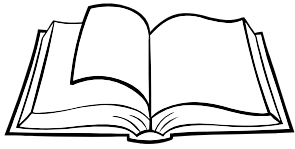
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A. pen                      B. try                      C. **treat**

9. Which word has the same long vowel sound as **tube**?  
A. **fruit**                      B. tub                      C. but
10. Which word has the same long vowel sound as **glue**?  
A. gem                      B. **blew**                      C. glum

**Directions:** Write the digraph that correctly completes the word in each sentence.

wh    ph    sh    ch    th    ng

1. I called my mom on the phone.
2. I love you so much.
3. Friends share their toys.
4. I am so good at math.
5. When are we going home?
6. You sing in a pretty voice.



## Identifying Everyday Print Materials

### Directions:

Look at the signs below. The pictures tell you what the sign means. Match the words from the Word Bank with the signs. Then write a sentence to tell what the sign means.

### Word Bank

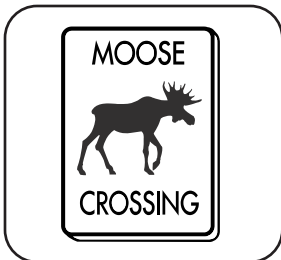
Don't Walk      Handicapped  
No Fires      Animal Crossing



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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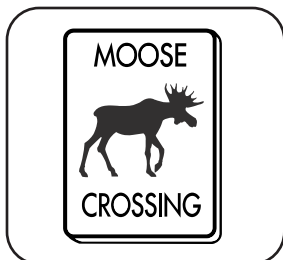
Don't Walk      Handicapped  
No Fires      Animal Crossing

Answers will vary.



**Handicapped** \_\_\_\_\_

This sign means drivers should save the parking space for someone who has a handicap.



**Animal Crossing** \_\_\_\_\_

This sign means people should drive carefully because animals might cross the road.



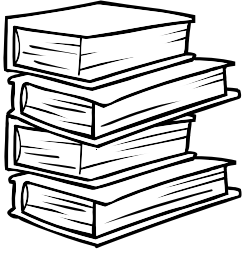
**No Fire** \_\_\_\_\_

This sign means people should not build fires.



**Don't Walk** \_\_\_\_\_

This sign means walkers should not cross the street.



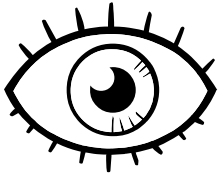
## Answering Literal Questions

### Directions:

Complete each sentence. Circle the word that belongs in the sentence. Look closely at the word endings.

### Read and Think

Does it look right?



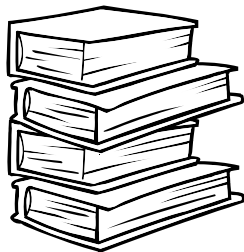
Does it sound right?



Does it make sense?



1. Earlier this morning, Joe \_\_\_ his little sister.  
 A. helps                      B. helped                      C. helping
  
2. Father is \_\_\_ the dirty dishes.  
 A. washed                      B. washing                      C. washes
  
3. Mother \_\_\_ late last night.  
 A. working                      B. works                      C. worked
  
4. Grandma still \_\_\_ us every Saturday.  
 A. visits                      B. visited                      C. visiting
  
5. Yin Sue is \_\_\_ a picture with bright colors.  
 A. painted                      B. paints                      C. painting



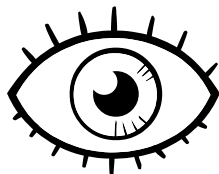
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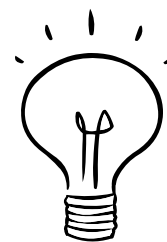
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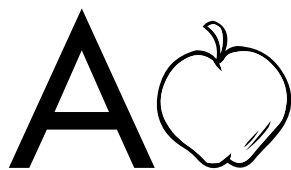
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5. Yin Sue is \_\_\_ a picture with bright colors.  
 A. painted                      B. paints                      **C. painting**



## Classifying Words into Sets and Groups

### Directions:

Draw a line to match the compound word to the correct meaning. The first one has been done for you.

### Compound Word

### Meaning

sunrise

It is a large tub where you take a bath.

treetop

It is a coat you wear in the rain.

backseat

It is the time when the sun rises.

bathtub

It is a seat in the back of a car.

raincoat

It is the place at the top of a tree.

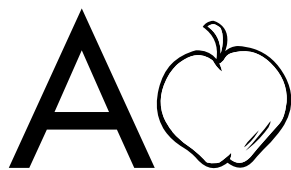
**Directions:** Use the compound words in the Word Bank to complete the sentences.

### Word Bank

backpack    countdown    doorbell  
homework    rainbow    sunburn    underwater

1. I could see the colors red, yellow, and blue in the \_\_\_\_\_.
2. My dog always barks when she hears the \_\_\_\_\_.
3. I left my math \_\_\_\_\_ in my notebook.
4. There are lots of \_\_\_\_\_ animals in the ocean.
5. We can \_\_\_\_\_ the days until spring break.
6. My dad got a \_\_\_\_\_ when he cut the grass.





## Classifying Words into Sets and Groups

### Directions:

Draw a line to match the compound word to the correct meaning. The first one has been done for you.

### Compound Word

### Meaning

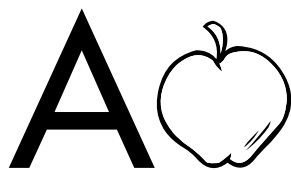
|          |                  |  |
|----------|------------------|--|
| sunrise  | <del>_____</del> | It is a large tub where you take a bath. |
| treetop  | <del>_____</del> | It is a coat you wear in the rain.       |
| backseat | <del>_____</del> | It is the time when the sun rises.       |
| bathtub  | <del>_____</del> | It is a seat in the back of a car.       |
| raincoat | <del>_____</del> | It is the place at the top of a tree.    |

**Directions:** Use the compound words in the Word Bank to complete the sentences.

### Word Bank

backpack    countdown    doorbell  
homework    rainbow    sunburn    underwater

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- My dog always barks when she hears the doorbell.
- I left my math homework in my notebook.
- There are lots of underwater animals in the ocean.
- We can countdown the days until spring break.
- My dad got a sunburn when he cut the grass.



## Reading Multisyllabic Words

### Directions:

Read the words in the Word Bank. Write each word under the correct heading below the Word Bank.

### Word Bank

~~zoo~~   ~~teacher~~   ~~yesterday~~   lady   boy  
animals   books   library   open   jumping  
shelf   friend   bubble   monkey   zebra  
tomorrow   Saturday   tiger   lion   dens

### One Syllable

zoo

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Two Syllables

teacher

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Three Syllables

yesterday

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

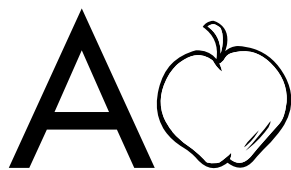
\_\_\_\_\_

\_\_\_\_\_

**Directions:** Make up your own story. Use words from the table to fill in the blanks. You will not use all of the words.

1. Yesterday my class went to the \_\_\_\_\_. We saw a lot of \_\_\_\_\_.

- 
2. The \_\_\_\_\_ and \_\_\_\_\_ were running in their \_\_\_\_\_.
  3. There was a \_\_\_\_\_ with black and white stripes.
  4. A nice \_\_\_\_\_ was talking to my \_\_\_\_\_.
  5. I saw a \_\_\_\_\_ jumping rope. My friend saw a \_\_\_\_\_ swinging from a tree. It was so funny!
  6. I want to go back on \_\_\_\_\_.



## Reading Multisyllabic Words

### Directions:

Read the words in the Word Bank. Write each word under the correct heading below the Word Bank.

### Word Bank

~~zoo~~    ~~teacher~~    ~~yesterday~~    lady    boy  
 animals    books    library    open    jumping  
 shelf    friend    bubble    monkey    zebra  
 tomorrow    Saturday    tiger    lion    dens

### One Syllable

**zoo** \_\_\_\_\_  
**dens** \_\_\_\_\_  
**books** \_\_\_\_\_  
**shelf** \_\_\_\_\_  
**friend** \_\_\_\_\_  
**boy** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Two Syllables

**teacher** \_\_\_\_\_  
**lion** \_\_\_\_\_  
**lady** \_\_\_\_\_  
**open** \_\_\_\_\_  
**bubble** \_\_\_\_\_  
**tiger** \_\_\_\_\_  
**zebra** \_\_\_\_\_  
**jumping** \_\_\_\_\_  
**monkey** \_\_\_\_\_

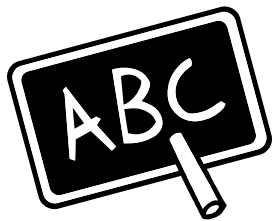
### Three Syllables

**yesterday** \_\_\_\_\_  
**animals** \_\_\_\_\_  
**library** \_\_\_\_\_  
**Saturday** \_\_\_\_\_  
**tomorrow** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Directions:** Make up your own story. Use words from the table to fill in the blanks. You will not use all of the words. **Answers will vary.**

1. Yesterday my class went to the zoo. We saw a lot of animals.

2. The lion and tiger were running in their dens.
3. There was a zebra with black and white stripes.
4. A nice lady was talking to my teacher.
5. I saw a boy jumping rope. My friend saw a monkey swinging from a tree. It was so funny!
6. I want to go back on Saturday.



## Identifying Consonant Blends

### Directions:

Use the blends from the Word Bank to complete the words in the sentences.

### Word Bank

cl dr sp sk sm br gr pr tw sl gl pl fr

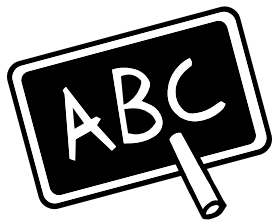
1. Go down the \_\_\_ide.
2. \_\_\_ive the car slowly.
3. Let's go \_\_\_ate in the park.
4. The glass \_\_\_oke.
5. \_\_\_ose the door.
6. \_\_\_ease help us.
7. \_\_\_ice means two times.
8. The water \_\_\_oze into ice.
9. I love to eat \_\_\_ape jelly.
10. The store put a \_\_\_ice tag on the toy.
11. Sam found his country on a \_\_\_obe of Earth.
12. The fire made \_\_\_oke.
13. He \_\_\_oke very softly.

**Directions:** Make up your own story. Use words from the table to fill in the blanks. You will not use all of the words.

## Word Bank

spl spr twi shr str squ thr

1. I love to \_\_\_\_\_ash in the pool.
2. Do not \_\_\_\_\_eeze the toothpaste too hard.
3. \_\_\_\_\_ow the ball to me!
4. \_\_\_\_\_ing is a pretty season of the year.
5. You have to \_\_\_\_\_st the lid off the jar.
6. His bike has a white \_\_\_\_\_ipe on it.
7. \_\_\_\_\_ed the paper into small strips.



## Identifying Consonant Blends

### Directions:

Use the blends from the Word Bank to complete the words in the sentences.

### Word Bank

cl dr sp sk sm br gr pr tw sl gl pl fr

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2. D rive the car slowly.
3. Let's go s kate in the park.
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5. C lose the door.
6. P lease help us.
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8. The water f roze into ice.
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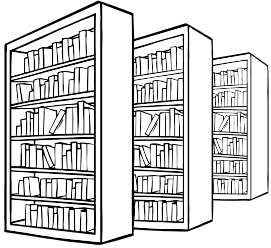


**Directions:** Make up your own story. Use words from the table to fill in the blanks. You will not use all of the words.

**Word Bank**

spl spr twi shr str squ thr

1. I love to s p lash in the pool.
2. Do not s q ueeze the toothpaste too hard.
3. T h row the ball to me!
4. S p ring is a pretty season of the year.
5. You have to t w ist the lid off the jar.
6. His bike has a white s t ripe on it.
7. S h red the paper into small strips.



## Mixed Skills: Classifying Words into Sets and Groups

### Directions:

Read the paragraph. Then answer the questions that follow.

It was Monday, and this was the big day. Lea would run at school. Lea felt a little scared. She did not think that she could win the race. The race began, and Lea took the lead. Lea was a strong runner. Lea ran faster than the other children. She ran so fast that she won the race.



1. Who ran the race? Lea ran the race.
2. Where was the race? The race was at school.
3. When was the race? The race was on Monday.
4. What happened at the end of the race? Lea won the race.
5. At the end of the race, Lea must have felt \_\_\_\_\_.  
 A. sick                      B. proud                      C. sad

**Directions:** Sort these words by their word family.

### Word Bank

around    bunch    lunch    found    crunch    ground

**-ound**

**-unch**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

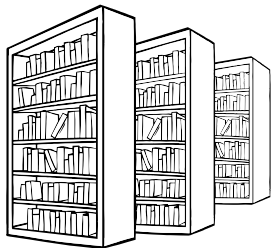
\_\_\_\_\_

**Directions:** Use these words to fill in the blanks.

**Word Bank**

eating picnic table apple

We had a \_\_\_\_\_ in the park. Mom set up our lunch on the \_\_\_\_\_. We were \_\_\_\_\_ our lunch in the shade. I could not wait to eat the \_\_\_\_\_ pie.



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**Directions:** Sort these words by their word family.

### Word Bank

around    bunch    lunch    found    crunch    ground

**-ound**

**-unch**

around

bunch

found

lunch

ground

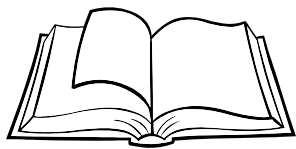
crunch

**Directions:** Use these words to fill in the blanks.

**Word Bank**

eating picnic table apple

We had a picnic in the park. Mom set up our lunch on the table. We were eating our lunch in the shade. I could not wait to eat the apple pie.



## Retelling the Main Idea

### Directions:

Read the passage. Then answer the questions that follow.

### Beth's Plan

Beth had wanted a dog for a long time. She asked her parents for a puppy. Each time they would say, "You are too young to have a dog. They are too much work. You need to wait until you are older." Beth thought about all of the work. A dog would need to go on walks. It would need food every day. She would have to give it a bath when it got dirty.

Beth made a plan. She wanted to show her parents that she was ready for a dog. She would work around the house. First she helped her little brother clean his room. Then she put away the dishes. She did not give up. Each day, Beth found something new to do for her family.

One afternoon Beth heard the car door close. Her dad was home from work. Beth ran to meet him just like she did every day. Beth's dad had his coat over one arm. The coat wiggled. She heard a noise coming from under the coat. That was when she knew that her plan had worked. Now she would have more work to do. Beth and her parents knew that she was ready.

1. Who is the passage mostly about? \_\_\_\_\_
2. Where does the passage take place? \_\_\_\_\_

3. What is Beth's problem? \_\_\_\_\_

\_\_\_\_\_

4. What is Beth's plan? \_\_\_\_\_

\_\_\_\_\_

5. How does the passage end? \_\_\_\_\_

Retell the story in your own words.

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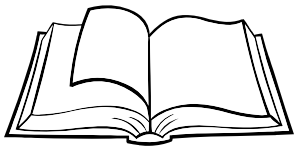
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1. Who is the passage mostly about? Beth
2. Where does the passage take place? Beth's house



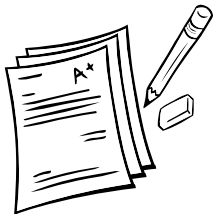
3. What is Beth's problem? **Answers will vary. Beth's parents don't think she is ready for a dog.**

4. What is Beth's plan? **She will show her parents that she is ready for a dog.**

5. How does the passage end? **Beth gets a dog.**

Retell the story in your own words.

**Answers will vary.**



## Answering Literal Questions

### Directions:

Read this letter from José Gila Monster. Then answer the questions below.

Hi,

My name is José Gila Monster. I am one of the largest lizards in the United States. I am a clever dresser. I have beadlike scales. My scales are yellow, orange, pink, white, and black.

I tell other animals not to mess with me when I make a hissing sound.

My legs are short so I do not dig. I just find holes to live in. These holes keep me out of the desert heat. I find food at night when the desert is cool. I like plants and some insects.

I think I should get going now.

Remember to stay out of the heat.

Yours truly,  
José

1. Who wrote the letter? \_\_\_\_\_

2. What does José look like? \_\_\_\_\_

3. Where does José live? \_\_\_\_\_

4. When does José find his food? \_\_\_\_\_

\_\_\_\_\_

Did you ever write or receive a letter? Write about it.

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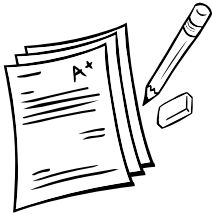
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I think I should get going now.

Remember to stay out of the heat.

Yours truly,  
José

1. Who wrote the letter? José Gila Monster
2. What does José look like? José is yellow, orange, pink, white, and black and has beadlike scales.

3. Where does José live? José lives in the desert.

4. When does José find his food? José looks for food at night when it is cool.

Did you ever write or receive a letter? Write about it.

Answers will vary.

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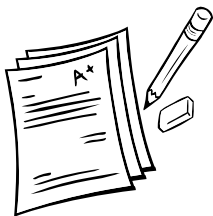
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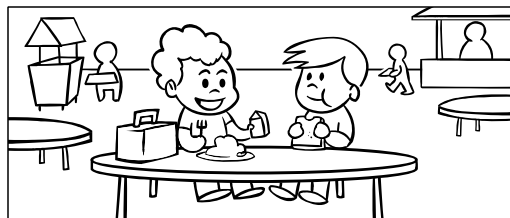
## Making Predictions

**Directions:** Read the paragraph and choose the prediction that makes the most sense.

### Example:

The children ate lunch. After recess, the bell rang. What happened next?

- A. They ate breakfast.
- B. They lined up for class.**
- C. They played outside.



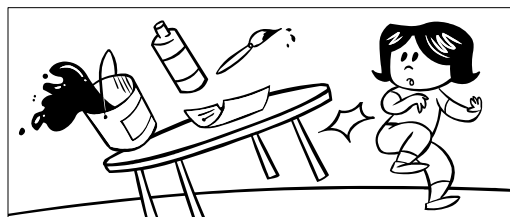
1. The children played baseball. Ramón hit the ball. What happened next?

- A. Ramón sat on the bench.
- B. Ramón caught the ball.
- C. Ramón ran around the bases.



2. The children were painting. Lei bumped into the table. What happened next?

- A. The children's paint spilled.
- B. The children hung their paintings.
- C. The children sang songs.



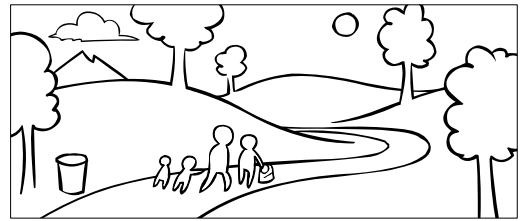
3. The girls went to a movie. They bought popcorn and water. What happened next?

- A. They went home.
- B. They watched the movie.
- C. They went for a walk.



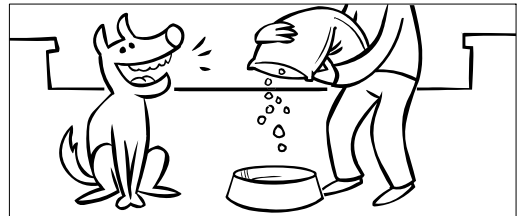
4. Miguel's family bought chicken, carrots, and milk. Then they went to the park. What happened next?

- A. They had a picnic.
- B. They went to the zoo.
- C. They had a dance.



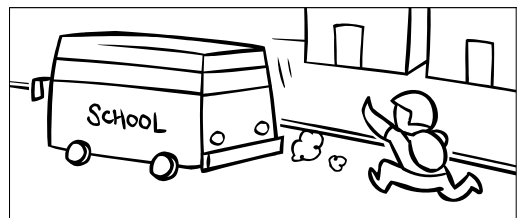
5. Dad took out the dog food. Then he put it in a bowl. What happened next?

- A. Dad walked the dog.
- B. Dad fed the dog.
- C. Dad petted the dog.



6. I woke up late. I ran to the bus stop. What happened next?

- A. I slept all morning.
- B. I missed the bus.
- C. I went to school early.



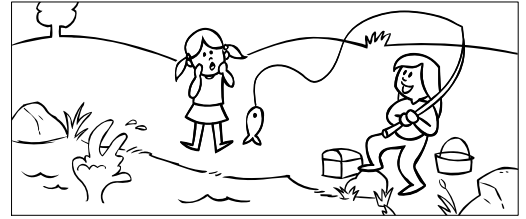
7. Two boys had money to buy a game. They looked at store ads in the newspaper. What happened next?

- A. They went to the park.
- B. They went to school.
- C. They went to the store.



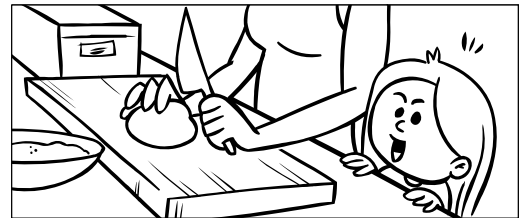
8. The girls went to the river. They took their fishing poles and bait. What happened next?

- A. They went fishing.
- B. They went rock hunting.
- C. They went for a hike.



9. Mom was baking. She cut some apples. What happened next?

- A. She made cheese pizza.
- B. She made a green salad.
- C. She made an apple pie.

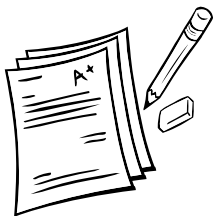


10. Jen went outside. She rolled a big snowball. What happened next?

- A. She made a rocket.
- B. She made a snowman.
- C. She made a sandcastle.







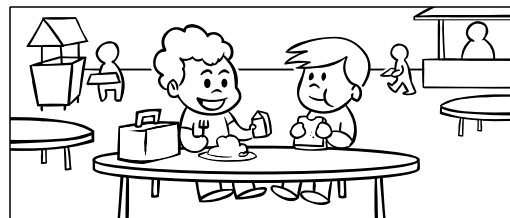
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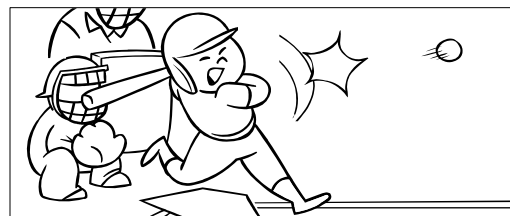
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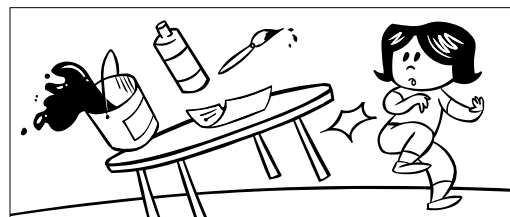
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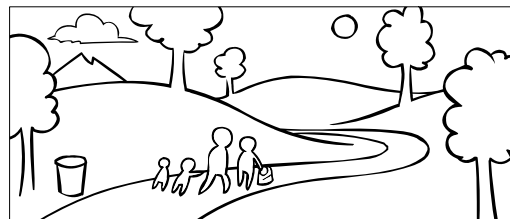
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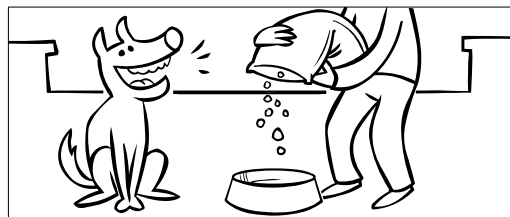
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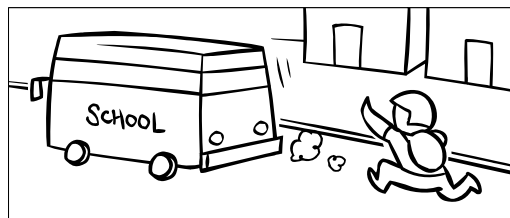
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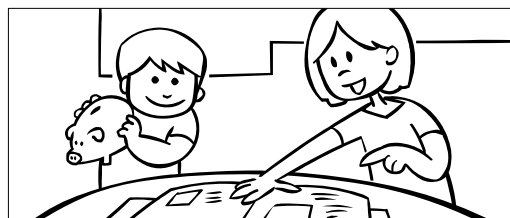
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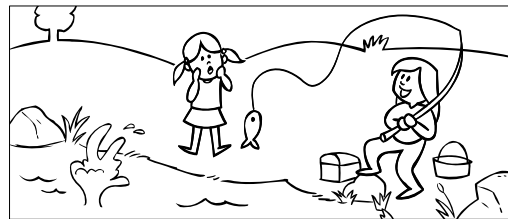
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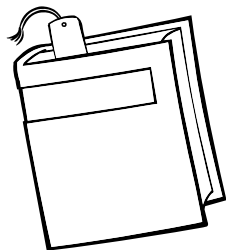
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## Summarizing

### Directions:

Read a story from your classroom or library. Then complete the activities below.

### Main Idea

Write one sentence telling what the story is mostly about.

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Draw a picture that summarizes the story.

Write a summary of the story.

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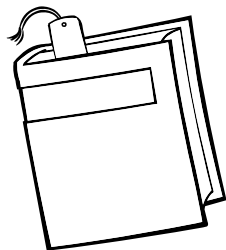
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## Summarizing

### Directions:

Read a story from your classroom or library. Then complete the activities below.

### Main Idea

Write one sentence telling what the story is mostly about.

**Answers will vary.**

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Draw a picture that summarizes the story.

**Answers will vary.**

Write a summary of the story.

**Answers will vary.**

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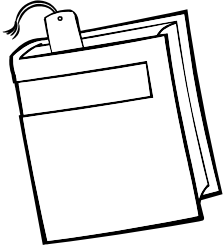
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## Mixed Skills: Recognizing Elements of Plot and More

**Directions:** Read the story. Then read each question and circle the correct answer.

### Summer Storms

Summer storms can be fun. First, the clouds grow thick and dark in the afternoon sky. Thin bolts of lightning flash. Then loud thunder makes everything shake. The wind whistles through the leaves.

Everyone waits for the rain. A child feels a raindrop on her cheek. The other children also feel raindrops on their faces. It rains and rains.

Soon, sheets of rain pour from the sky. Where will all the water go? The car wheels splash in the puddle. The ground is no longer dry.

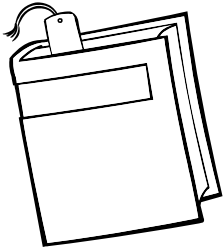
Then the rain stops. The clouds go away. The sun shines.

Boys and girls chase each other outside. They run and jump in the puddles of water.

1. What is the main idea of the passage?
  - A. Summer storms can be fun.
  - B. Summer storms can be boring.
  - C. Summer storms can be dry.

2. What happens at the beginning of the passage?
  - A. The rain falls from the sky.
  - B. The sky clears up, and the sun comes out.
  - C. The clouds grow thick and dark in the afternoon sky.
  
3. What happens at the end of the passage?
  - A. The boys and girls run and jump in the puddles of water.
  - B. The boys and girls watch the rain fall from the dark sky.
  - C. The boys and girls read to each other as rain falls in the street.
  
4. What do you think happens after the boys and girls run and jump into the puddles?
  - A. The children stay dry.
  - B. The children get all wet.
  - C. The children read a book.
  
5. Which of the following best summarizes the passage?
  - A. The children wait for the sun to come out, so they can go inside and play.
  - B. First, the clouds grow dark. The children chase each other. Soon sheets of rain pour from the sky.
  - C. Summer storms can be fun. They bring a lot of rain and leave puddles for children to play in.





## Mixed Skills: Recognizing Elements of Plot and More

**Directions:** Read the story. Then read each question and circle the correct answer.

### Summer Storms

Summer storms can be fun. First, the clouds grow thick and dark in the afternoon sky. Thin bolts of lightning flash. Then loud thunder makes everything shake. The wind whistles through the leaves.

Everyone waits for the rain. A child feels a raindrop on her cheek. The other children also feel raindrops on their faces. It rains and rains.

Soon, sheets of rain pour from the sky. Where will all the water go? The car wheels splash in the puddle. The ground is no longer dry.

Then the rain stops. The clouds go away. The sun shines.

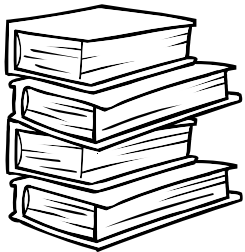
Boys and girls chase each other outside. They run and jump in the puddles of water.

1. What is the main idea of the passage?
  - A. Summer storms can be fun.
  - B. Summer storms can be boring.
  - C. Summer storms can be dry.



2. What happens at the beginning of the passage?
- A. The rain falls from the sky.
  - B. The sky clears up, and the sun comes out.
  - C. The clouds grow thick and dark in the afternoon sky.**
3. What happens at the end of the passage?
- A. The boys and girls run and jump in the puddles of water.**
  - B. The boys and girls watch the rain fall from the dark sky.
  - C. The boys and girls read to each other as rain falls in the street.
4. What do you think happens after the boys and girls run and jump into the puddles?
- A. The children stay dry.
  - B. The children get all wet.**
  - C. The children read a book.
5. Which of the following best summarizes the passage?
- A. The children wait for the sun to come out, so they can go inside and play.
  - B. First, the clouds grow dark. The children chase each other. Soon sheets of rain pour from the sky.
  - C. Summer storms can be fun. They bring a lot of rain and leave puddles for children to play in.**





## Using Titles, Table of Contents, and Chapter Headings

### Directions:

Use the parts of the book below to answer the questions.

### Desert Plants and Wildlife of the Southwest

Written by A. Siver  
Illustrated by Olive Smith

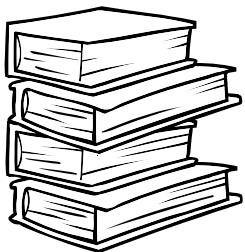
### Table of Contents

|                        |       |
|------------------------|-------|
| <b>Cacti</b>           | p. 1  |
| <b>Flowering Cacti</b> | p. 4  |
| <b>Trees</b>           | p. 8  |
| <b>Care</b>            | p. 12 |
| <b>Birds</b>           | p. 17 |
| <b>Mammals</b>         | p. 20 |
| <b>Reptiles</b>        | p. 23 |
| <b>Glossary</b>        | p. 25 |

1. Who is the illustrator of this book?
  - A. Olive Smith
  - B. A. Siver
  - C. Desert Plants
  
2. Which chapter begins on page 12?
  - A. "Mammals"
  - B. "Birds"
  - C. "Care"

3. What is the title of the chapter that begins on page 20?
  - A. “Mammals”
  - B. “Reptiles”
  - C. “Care”
  
4. What is the title of this book?
  - A. *Birds, Mammals, and Reptiles*
  - B. *Desert Plants and Wildlife of the Southwest*
  - C. *Flowering Cacti and Trees*
  
5. On what page would you begin reading about types of cacti?
  - A. page 12
  - B. page 8
  - C. page 1
  
6. Who is the author of this book?
  - A. Olive Smith
  - B. A. Siver
  - C. Desert Plants
  
7. Where would you find the meaning of the word **desert**?
  - A. title page
  - B. table of contents
  - C. glossary

8. In which chapter would you find facts about a bird called a **roadrunner**?
- A. “Birds”
  - B. “Reptiles”
  - C. “Trees”
9. What is the last page of the chapter called “Trees”?
- A. page 11
  - B. page 8
  - C. page 4
10. Under which chapter heading would you find information about rattlesnakes?
- A. “Flowering Cacti”
  - B. “Mammals”
  - C. “Reptiles”



## Using Titles, Table of Contents, and Chapter Headings

### Directions:

Use the parts of the book below to answer the questions.

### Desert Plants and Wildlife of the Southwest

Written by A. Siver  
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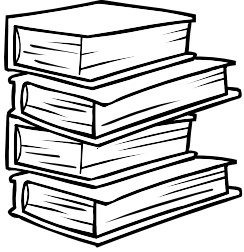
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| <b>Mammals</b>         | p. 20 |
| <b>Reptiles</b>        | p. 23 |
| <b>Glossary</b>        | p. 25 |

- Who is the illustrator of this book?
  - Olive Smith**
  - A. Siver
  - Desert Plants
  
- Which chapter begins on page 12?
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  - “Care”**

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- A. “Mammals”
  - B. “Reptiles”
  - C. “Care”
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  - B. ***Desert Plants and Wildlife of the Southwest***
  - C. *Flowering Cacti and Trees*
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- A. “Flowering Cacti”
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  - C. **“Reptiles”**



## Retelling the Main Idea

### Directions:

Read each paragraph. Then use complete sentences to retell the main idea.

### What You Need to Know

What is the main idea of a text?

The main idea is what the text is mostly about.

#### The Fat Sand Rat

The desert is a very hot place. The sun shines many hours in a desert. Big trees do not grow there. Shade is hard to find. There might be some caves to hide in. Some big rocks might give some shade. Food is hard to find sometimes too.

Retell the main idea.

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It is hard for people to live in a desert. They need water. They need food. They need a place to hide from the sun. It is hard for animals to live in the desert too. Animals need water and food. They need shade too.

Retell the main idea.

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Some desert animals are special. They do not need to drink water. One of these animals is the fat sand rat. This animal gets water from the plants it eats. The fat sand rat lives under the ground. It makes tunnels. Its home is dark and cool.

Retell the main idea.

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During the day, the fat sand rat looks for food. It finds seeds on the ground. It finds plants. The fat sand rat takes the food back to its home. The rat eats a lot of food. It gets a layer of fat. The rat lives off the fat when it cannot find food.

It is not easy for people to live in the desert. But the fat sand rat can live there just fine.

Retell the main idea.

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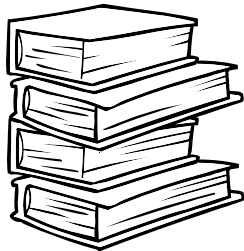
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### What You Need to Know

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#### The Fat Sand Rat

The desert is a very hot place. The sun shines many hours in a desert. Big trees do not grow there. Shade is hard to find. There might be some caves to hide in. Some big rocks might give some shade. Food is hard to find sometimes too.

Retell the main idea.

**The desert is a dry place. It is hard to find water, food, and shade.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

It is hard for people to live in a desert. They need water. They need food. They need a place to hide from the sun. It is hard for animals to live in the desert too. Animals need water and food. They need shade too.

Retell the main idea.

**It is hard for people and animals to live in the desert.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Some desert animals are special. They do not need to drink water. One of these animals is the fat sand rat. This animal gets water from the plants it eats. The fat sand rat lives under the ground. It makes tunnels. Its home is dark and cool.

Retell the main idea.

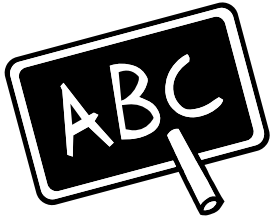
**The fat sand rat does not**  
**drink water. It gets water**  
**from the plants it eats. The**  
**rat lives under the ground.**

During the day, the fat sand rat looks for food. It finds seeds on the ground. It finds plants. The fat sand rat takes the food back to its home. The rat eats a lot of food. It gets a layer of fat. The rat lives off the fat when it cannot find food.

Retell the main idea.

**The rat comes out during**  
**the day to find food. It eats**  
**lots of food and gets fat.**  
**The fat helps the rat when**  
**there is no food.**

It is not easy for people to live in the desert. But the fat sand rat can live there just fine.



## Summarizing to Recall, Inform, and Organize

### Directions:

Use the words below to complete the sentences about the water cycle.

### Word Bank

sun

cycle

rain

drops

puddle

cloud

1. When the raindrops fall from the sky, they may form a \_\_\_\_\_.
2. When the \_\_\_\_\_ comes out, it heats the water.
3. Tiny \_\_\_\_\_ of water may turn into water vapor.
4. The water vapor forms a \_\_\_\_\_ in the sky.
5. When the cloud gets heavy, it causes the \_\_\_\_\_ to fall.
6. Then the steps begin again. This is called the water \_\_\_\_\_.

**Directions:** Write a short paragraph telling why you think the water cycle is important.

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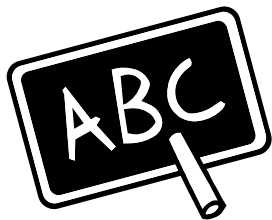
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## Summarizing to Recall, Inform, and Organize

### Directions:

Use the words below to complete the sentences about the water cycle.

### Word Bank

sun      cycle      rain      drops      puddle      cloud

1. When the raindrops fall from the sky, they may form a  
     \_\_\_\_\_ **puddle** \_\_\_\_\_.
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5. When the cloud gets heavy, it causes the \_\_\_\_\_ **rain** \_\_\_\_\_  
     to fall.
6. Then the steps begin again. This is called the water  
     \_\_\_\_\_ **cycle** \_\_\_\_\_.

**Directions:** Write a short paragraph telling why you think the water cycle is important.

**Answers will vary.**

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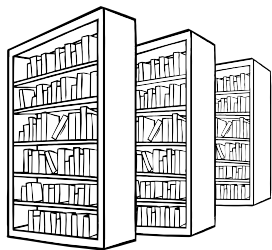
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## Mixed Skills: Using Titles, Table of Contents, and Chapter Headings

### Directions:

Read the story. Then read each question and circle the correct answer.

### Unusual Weather

By Susan Motter Johnson

### Table of Contents

|             |       |
|-------------|-------|
| Earthquakes | p. 2  |
| Hurricanes  | p. 5  |
| Monsoons    | p. 7  |
| Tornadoes   | p. 10 |

### A Monsoon

A monsoon is a special kind of storm. Monsoons usually happen in the summer. They show up in the southwestern part of the United States. Monsoons happen when very strong winds change direction. They also happen when the land is either hotter or colder than the air. The air has a lot of water droplets in it. When the air begins to cool, it lets out the water droplets. These water droplets are what we know as rain. Monsoons cause a lot of rain to fall.

- Where would you find information on hurricanes?
  - page 2
  - page 10
  - page 5

2. What is the title of the book?
  - A. *A Monsoon*
  - B. *Unusual Weather*
  - C. *Scary Weather*
  
3. What is the chapter heading on page 10?
  - A. "Tornadoes"
  - B. "Monsoons"
  - C. "Earthquakes"
  
4. What is the main idea of the passage?
  - A. The air has a lot of water droplets in it.
  - B. A monsoon is a special kind of storm.
  - C. Monsoons usually happen in the summer.

Retell the story in your own words. Use complete sentences.

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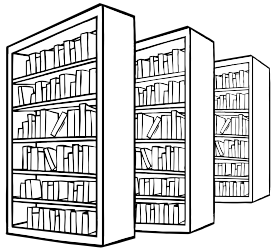
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## Mixed Skills: Using Titles, Table of Contents, and Chapter Headings

### Directions:

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Retell the story in your own words. Use complete sentences.

**Answers will vary.**

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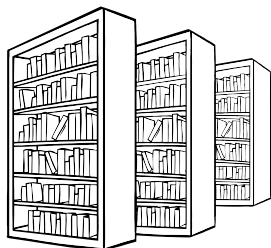
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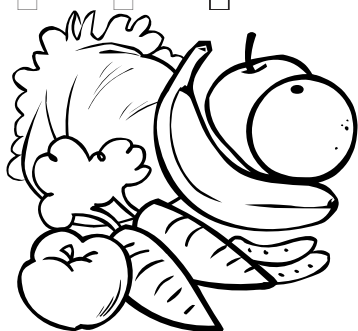
## Classifying and Categorizing

### Directions:

Read the passage. Then write the names of the fruits and vegetables under the group to which they belong.

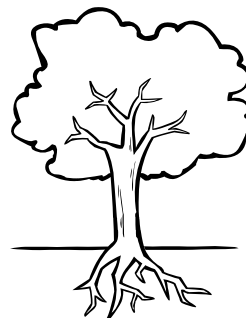
### Where Do Fruits and Vegetables Grow?

Fruits and vegetables grow in many different ways. Some grow on

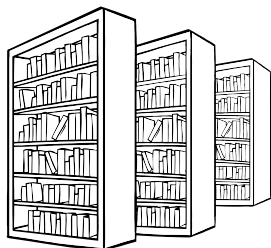


trees. Apples, pears, and oranges grow on trees. They are fruits. Some fruits grow on bushes. Blackberries and gooseberries grow on bushes. Some fruits grow on vines. Watermelons and grapes grow on vines.

Some vegetables also grow on vines. For example, beans and pumpkins grow on vines. Some vegetables grow below the ground. Potatoes and carrots are root vegetables. They grow below the ground. As you can see, there are many types of fruits and vegetables. And they grow in many different places!



| Trees | Vines | Bushes | Roots |
|-------|-------|--------|-------|
|       |       |        |       |



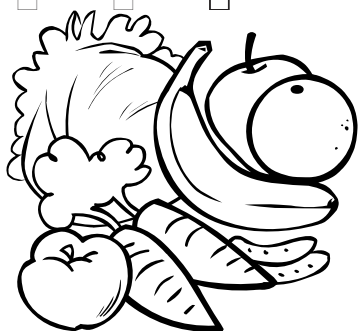
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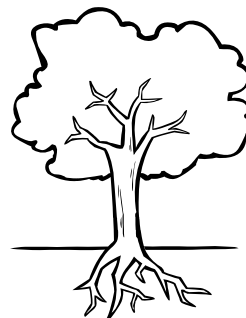
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| Trees   | Vines       | Bushes       | Roots    |
|---------|-------------|--------------|----------|
| apples  | watermelons | blackberries | potatoes |
| pears   | grapes      | gooseberries | carrots  |
| oranges | beans       |              |          |
|         | pumpkins    |              |          |



## Using Tables

### Directions:

Read the passage and table. Then answer the questions that follow.

A carnival is coming to town. The carnival will be held at a school. Look at the table below. It shows the events, times, and places. Use the table to find out about the carnival.

| Carnival           |            |              |
|--------------------|------------|--------------|
| Event              | Start Time | Place        |
| Clown show         | 9:00 A.M.  | Room 1       |
| Relay races        | 10:00 A.M. | Field        |
| Tabletop games     | 11:00 A.M. | Room 2       |
| Picnic lunch       | 12:00 P.M. | Lunch tables |
| Water balloon toss | 1:00 P.M.  | Field        |

1. At what time does the water balloon toss start? \_\_\_\_\_
2. What is the first event of the day? \_\_\_\_\_
3. Where will the tabletop games take place? \_\_\_\_\_
4. When are the relay races? \_\_\_\_\_

**Directions:** Plan your own carnival. What fun games and events will you plan? Make your own table. Fill in each event, start time, and place.

| Carnival |            |       |
|----------|------------|-------|
| Event    | Start Time | Place |
|          |            |       |



## Using Tables

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- At what time does the water balloon toss start? 1:00 P.M.
- What is the first event of the day? Clown show
- Where will the tabletop games take place? Room 2
- When are the relay races? 10:00 A.M.

**Directions:** Plan your own carnival. What fun games and events will you plan? Make your own table. Fill in each event, start time, and place.

| Carnival                  |            |       |
|---------------------------|------------|-------|
| Event                     | Start Time | Place |
| <b>Answers will vary.</b> |            |       |



## Sequencing Events

### Directions:

Read the passage. Then identify the correct sequence of events in the story.

### Paolo Makes Pizza

Paolo is making pizza. There are four steps. First, he rolls out the dough. Next, he spreads the sauce. Then, he puts cheese on top. Finally, he bakes the pizza for 20 minutes. The pizza is now ready to cut and eat.

**Directions:** Help Paolo make his pizza. Put the steps in the right order. Write the steps on the lines below.

1. First, \_\_\_\_\_
2. Next, \_\_\_\_\_
3. Then, \_\_\_\_\_
4. Finally, \_\_\_\_\_

**Directions:** Think of something you know how to make. What are all the steps? Put the steps in the right order. Write the steps on the lines below.

1. First, \_\_\_\_\_
2. Next, \_\_\_\_\_
3. Then, \_\_\_\_\_
4. Finally, \_\_\_\_\_



## Sequencing Events

### Directions:

Read the passage. Then identify the correct sequence of events in the story.

### Paolo Makes Pizza

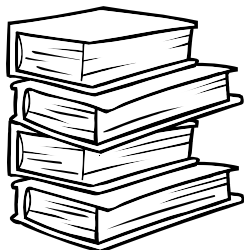
Paolo is making pizza. There are four steps. First, he rolls out the dough. Next, he spreads the sauce. Then, he puts cheese on top. Finally, he bakes the pizza for 20 minutes. The pizza is now ready to cut and eat.

**Directions:** Help Paolo make his pizza. Put the steps in the right order. Write the steps on the lines below.

1. First, roll out the dough.
2. Next, spread the sauce.
3. Then, put the cheese on top.
4. Finally, bake for 20 minutes.

**Directions:** Think of something you know how to make. What are all the steps? Put the steps in the right order. Write the steps on the lines below.

1. First, Answers will vary.
2. Next, \_\_\_\_\_
3. Then, \_\_\_\_\_
4. Finally, \_\_\_\_\_



## Retelling the Main Idea and Summarizing

### Directions:

Read each passage. Underline the words that tell the main idea. Then retell the main idea in your own words.

What is the main idea?

It is the **most important** idea in a passage!



### Stated Main Idea

The main idea is written clearly. You can put your finger on it!

### Implied Main Idea

The main idea is **not** written clearly. You have to figure it out!



### Why Do Birds Sing?

Birds sing for many reasons. Male birds often sing to attract other birds. Some birds sing to greet each other. Songbirds learn how to sing from their parents. Some sparrows only sing one song. Wrens can sing more than 100 songs!

**My retelling:** \_\_\_\_\_



## Rain

Rain is water that falls from clouds. It falls in little drops. The small drops join to make bigger drops. Sometimes rain feels cold. At other times, it feels warm. Rain is always wet!

**My retelling:** \_\_\_\_\_

## Flying High

Kites are fun to fly. Some kites are easy to fly. Some kites are hard to fly. You hold the kite on a string. Then you run fast to get the kite up in the sky. Most kites fly better with a tail. A short tail works well when the wind is light. A long tail is better when the wind is strong. Flying a kite takes some practice. It is always fun to fly a kite!

**My retelling:** \_\_\_\_\_

## Pearly Whites

Brushing your teeth is important. Brushing keeps your teeth clean. Pay close attention to your molars. Molars are the big teeth in the back of your mouth. You should brush twice a day. Flossing is important too. It helps get into spots your toothbrush cannot reach. Floss once a day. You always should floss before bedtime.

**My retelling:** \_\_\_\_\_



## Retelling the Main Idea and Summarizing

### Directions:

Read each passage. Underline the words that tell the main idea. Then retell the main idea in your own words.

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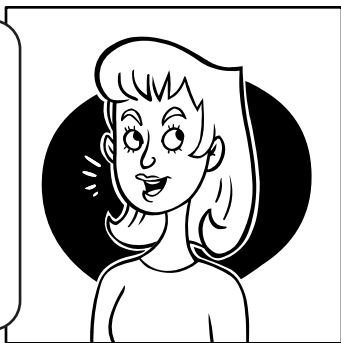


### Stated Main Idea

The main idea is written clearly. You can put your finger on it!

### Implied Main Idea

The main idea is **not** written clearly. You have to figure it out!



### Why Do Birds Sing?

Birds sing for many reasons. Male birds often sing to attract other birds. Some birds sing to greet each other. Songbirds learn how to sing from their parents. Some sparrows only sing one song. Wrens can sing more than 100 songs!

My retelling: Birds sing for many different reasons.

**Rain**

Rain is water that falls from clouds. It falls in little drops. The small drops join to make bigger drops. Sometimes rain feels cold. At other times, it feels warm. Rain is always wet!

**My retelling:** Rain falls from clouds.

**Flying High**

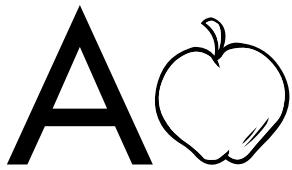
Kites are fun to fly. Some kites are easy to fly. Some kites are hard to fly. You hold the kite on a string. Then you run fast to get the kite up in the sky. Most kites fly better with a tail. A short tail works well when the wind is light. A long tail is better when the wind is strong. Flying a kite takes some practice. It is always fun to fly a kite!

**My retelling:** Flying a kite is fun, but it takes practice.

**Pearly Whites**

Brushing your teeth is important. Brushing keeps your teeth clean. Pay close attention to your molars. Molars are the big teeth in the back of your mouth. You should brush twice a day. Flossing is important too. It helps get into spots your toothbrush cannot reach. Floss once a day. You always should floss before bedtime.

**My retelling:** Brushing and flossing keep your teeth healthy.



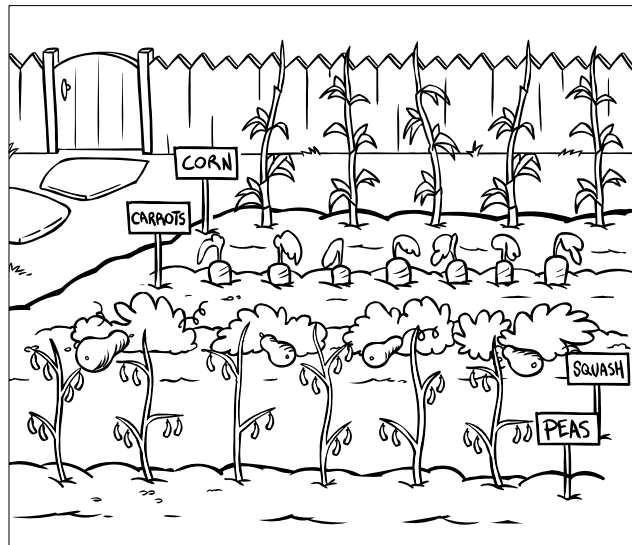
## Mixed Skills: Using Tables, Maps, Charts, and Sequence of Events

**Directions:** Read the passage. Then read each question and circle the correct answer.

### How to Plant a Garden

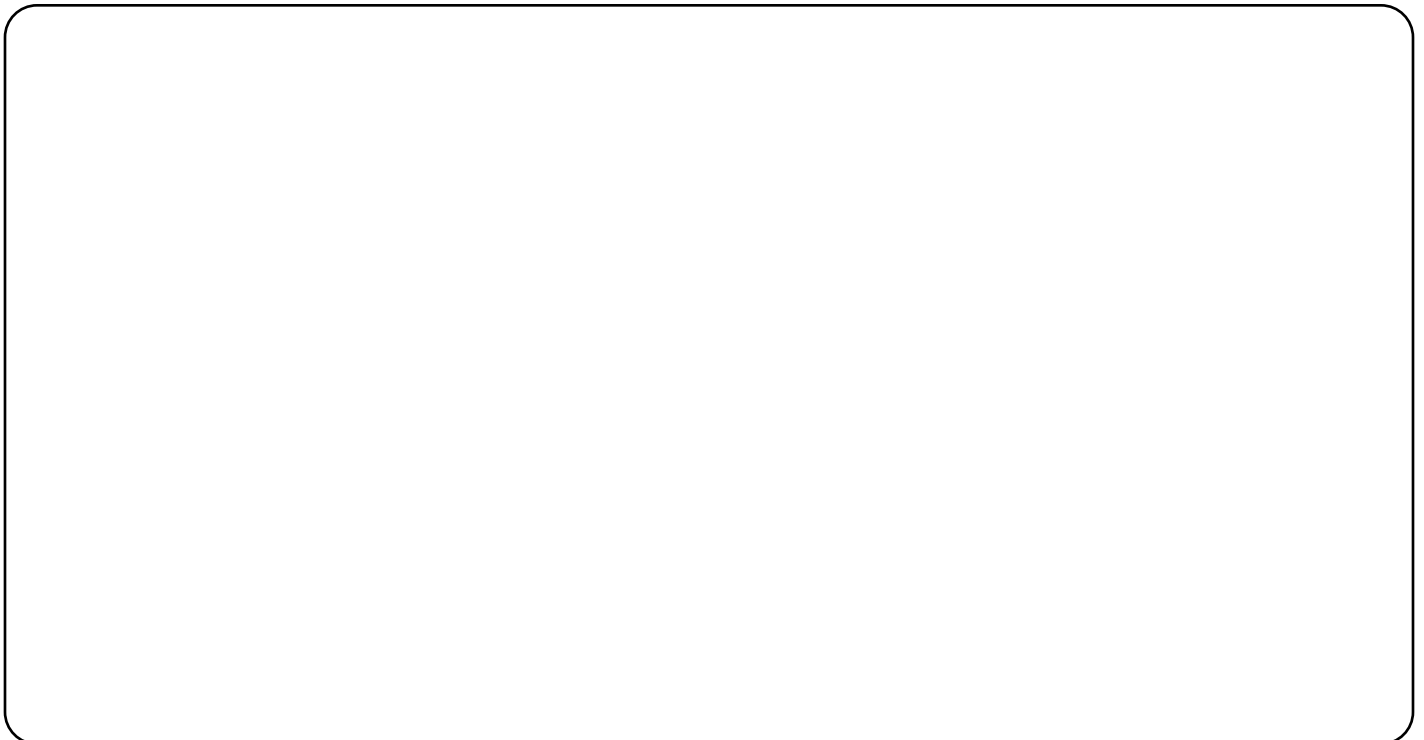
Planting a vegetable garden is fun. Plant your garden in early spring. Then you can enjoy it all summer long! It is easy to plant a vegetable garden. Just follow these six simple steps:

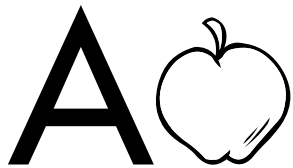
1. Find a shovel and a watering can.
2. Draw a map of your garden.
3. Dig holes for the seeds.
4. Put the seeds in the holes and cover them with soil.
5. Pour water over the seeds with the watering can.
6. Water the seeds when the soil looks dry.



It takes a few weeks for the seeds to grow into plants. First, you will see tiny green plants. In time, the tiny green plants will poke out of the soil. Then they will get bigger. Your plants will grow and grow. It is fun to watch the plants grow. Soon you will have vegetables to eat!

1. Which objects do you use to plant a vegetable garden?
  - A. fruit, seeds, shovel
  - B. watering can, shovel, seeds
  - C. birds, seeds, birdhouse
  - D. shovel, hat, tree
2. What is the third step you must do to plant a garden?
  - A. Draw a map.
  - B. Pour water.
  - C. Find a shovel.
  - D. Dig holes.
3. Look at the map. Which seeds are planted in front of the corn?
  - A. carrots
  - B. peas
  - C. squash
  - D. beans
4. What is the main idea of the passage?
  - A. enjoying a park
  - B. drawing a map
  - C. planting a garden
  - D. digging a hole
5. Draw a map of a flower garden.





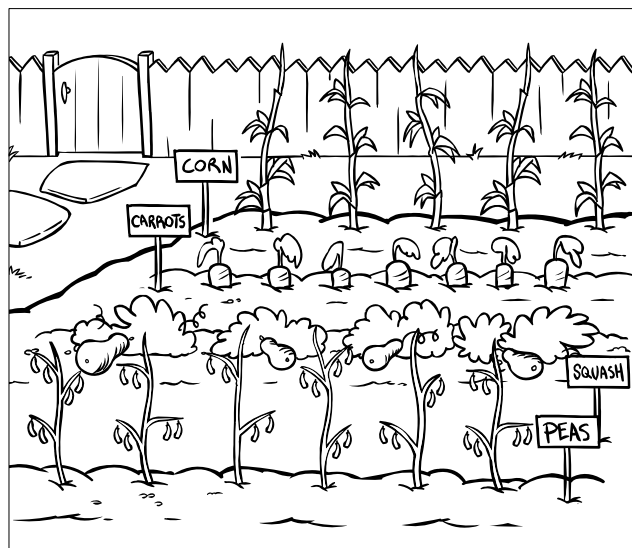
## Mixed Skills: Using Tables, Maps, Charts, and Sequence of Events

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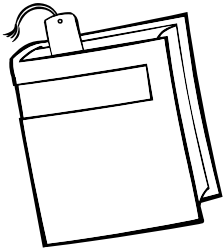
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  - B. drawing a map
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5. Draw a map of a flower garden.

**Answers will vary.**



## Distinguishing Fiction/Nonfiction

### Directions:

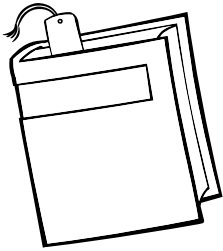
Read each sentence. If the sentence is fiction, write an F in the space before the sentence. If it is a nonfiction sentence, write an N in the space. The first one has been done for you.

**F = Fiction**

**N = Nonfiction**

1.  The frog ate the bear.
2.  Baby Bear asked Mama Bear for some cheese.
3.  Ice cream is cold.
4.  Ants are little.
5.  The kangaroo baked a cake.
6.  A dog and a cat played.
7.  The boy flew to the planet Zake.
8.  Grass is always purple.
9.  The cat wore a red dress and sang a song.
10.  The square was blue.





## Distinguishing Fiction/Nonfiction

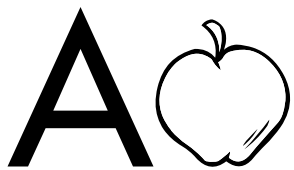
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10.   **N**   The square was blue.



## Drawing Conclusions and Summarizing

### Directions:

Read the passage. Then answer the questions that follow.

### Ashton and Chewy

Ashton heard a loud noise outside. He rushed to the window. The sky was dark with clouds. He saw huge raindrops splashing on the sidewalk. Flashes of light shot across the sky.

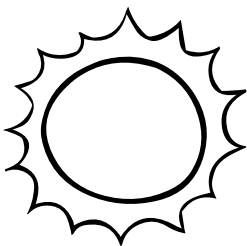
Ashton jumped up and down and clapped his hands.

Ashton's dog, Chewy, was whining. Chewy hid under the bed when the thunder sounded. The dog shook hard. He would not come out from his hiding place.

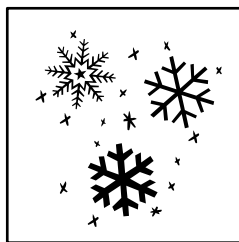
Ashton talked softly to Chewy. Ashton bent down on his hands and knees. He reached under the bed to pet Chewy.

“Come on, boy,” said Ashton. “You will be OK.”

1. Look at the pictures below. Circle the one that best shows what Ashton saw outside the window.



A. sun



B. snow



C. storm

2. Color the picture that best shows how Ashton feels about the weather.



A. excited



B. afraid

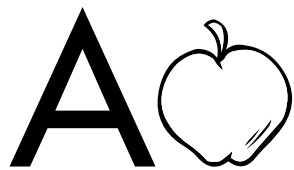


C. angry

3. How does Chewy, the dog, feel about the weather in this story? Draw a cartoon of Chewy. Then write a sentence telling how you think Chewy feels about the storm.

---

---



## Drawing Conclusions and Summarizing

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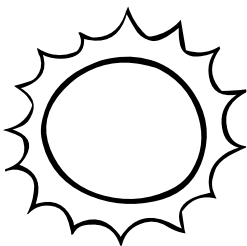
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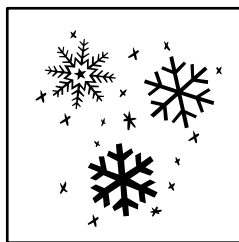
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**A. excited**



**B. afraid**



**C. angry**

3. How does Chewy, the dog, feel about the weather in this story? Draw a cartoon of Chewy. Then write a sentence telling how you think Chewy feels about the storm.

**Answers will vary.**



## Mixed Skills: Distinguishing Fiction from Nonfiction and Drawing Conclusions

### Directions:

Read the passage. Then read each question and circle the correct answer.

### Lunch with Aggie

Martin's family lives on a spaceship. One day, Mama said to Martin, "Here is Aggie's lunch. Try to get her to eat everything. If she eats it all, I will give you a treat. You can take the space cycle to the Star Frozen Yogurt store."

"Frozen yogurt sounds yummy!" said Martin.

Martin looked over the plate. He saw blue beans and yellow corn. The plate also had purple cheese and crackers. Mama put Aggie in her high chair. Martin sat in front of her, as always. Aggie reached for the crackers right away. Martin showed her how to place cheese on the crackers. Aggie ate them all. Then Martin scooped up some corn. He held it up to Aggie's mouth. She turned her head. Next, he tried giving her the blue beans. Aggie ate one bean. She did not take the next bite on the spoon.

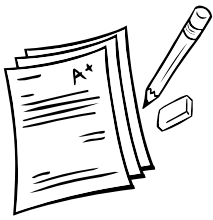
Martin pretended to eat the vegetables. Aggie watched him. Martin kept saying, "Oh, this is so good." Aggie reached for the spoon. She took a bite and smiled.

Later, Martin had a cup of chocolate frozen yogurt.

1. How do you know this is a fiction story?
  - A. It tells about a family.
  - B. A little girl eats corn.
  - C. The family has two children.
  - D. Martin lives on a spaceship.
  
2. What detail about the food in the story tells us that this is fiction?
  - A. The beans are blue.
  - B. The corn is yellow.
  - C. Martin pretends to eat.
  - D. Martin likes frozen yogurt.
  
3. From the story, you know that Aggie \_\_\_\_
  - A. likes purple cheese and crackers.
  - B. wants to ride on the space cycle.
  - C. always eats all of her lunch.
  - D. would like to sit at the table with Martin.
  
4. What does the last sentence tell the reader?
  - A. Aggie finishes eating only her crackers.
  - B. Martin gets Aggie to eat all of her lunch.
  - C. Aggie thinks vegetables are the best treats.
  - D. Martin gives up trying to get Aggie to finish her lunch.
  
5. Which sentence in the story lets you know that Martin likes frozen yogurt? Write your answer on the lines below.  

---

---



## Mixed Skills: Distinguishing Fiction from Nonfiction and Drawing Conclusions

### Directions:

Read the passage. Then read each question and circle the correct answer.

### Lunch with Aggie

Martin's family lives on a spaceship. One day, Mama said to Martin, "Here is Aggie's lunch. Try to get her to eat everything. If she eats it all, I will give you a treat. You can take the space cycle to the Star Frozen Yogurt store."

"Frozen yogurt sounds yummy!" said Martin.

Martin looked over the plate. He saw blue beans and yellow corn. The plate also had purple cheese and crackers. Mama put Aggie in her high chair. Martin sat in front of her, as always. Aggie reached for the crackers right away. Martin showed her how to place cheese on the crackers. Aggie ate them all. Then Martin scooped up some corn. He held it up to Aggie's mouth. She turned her head. Next, he tried giving her the blue beans. Aggie ate one bean. She did not take the next bite on the spoon.

Martin pretended to eat the vegetables. Aggie watched him. Martin kept saying, "Oh, this is so good." Aggie reached for the spoon. She took a bite and smiled.

Later, Martin had a cup of chocolate frozen yogurt.



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5. Which sentence in the story lets you know that Martin likes frozen yogurt? Write your answer on the lines below.

**“Frozen yogurt sounds yummy,” said Martin.**

---

**Answers will vary.**

---

# h j k m

## Understanding Plurals

**Directions:** Write the plural word next to the singular word that it matches. Use words from the Word Bank to help you.

### What You Need to Know

Most of the time, you can make a word plural by adding -s or -es to the end of the word. Sometimes you have to change the spelling of the word to show that it is plural.

### Word Bank

|        |         |       |         |        |        |
|--------|---------|-------|---------|--------|--------|
| babies | benches | bugs  | bushes  | copies | resses |
| ducks  | feet    | flies | glasses | keys   | knives |
| leaves | plays   | shoes | teeth   | wives  | wolves |

duck \_\_\_\_\_

baby \_\_\_\_\_

foot \_\_\_\_\_

wife \_\_\_\_\_

fly \_\_\_\_\_

knife \_\_\_\_\_

leaf \_\_\_\_\_

shoe \_\_\_\_\_

bush \_\_\_\_\_

bug \_\_\_\_\_

bench \_\_\_\_\_

glass \_\_\_\_\_

wolf \_\_\_\_\_

copy \_\_\_\_\_

play \_\_\_\_\_

tooth \_\_\_\_\_

key \_\_\_\_\_

dress \_\_\_\_\_

# h j k m

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### What You Need to Know

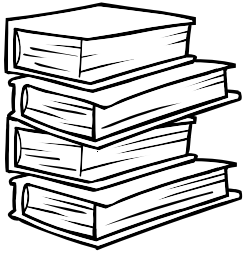
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| ducks  | feet    | flies | glasses | keys   | knives   |
| leaves | plays   | shoes | teeth   | wives  | wolves   |

|       |               |
|-------|---------------|
| duck  | <b>ducks</b>  |
| baby  | <b>babies</b> |
| foot  | <b>feet</b>   |
| wife  | <b>wives</b>  |
| fly   | <b>flies</b>  |
| knife | <b>knives</b> |
| leaf  | <b>leaves</b> |
| shoe  | <b>shoes</b>  |
| bush  | <b>bushes</b> |

|       |                 |
|-------|-----------------|
| bug   | <b>bugs</b>     |
| bench | <b>benches</b>  |
| glass | <b>glasses</b>  |
| wolf  | <b>wolves</b>   |
| copy  | <b>copies</b>   |
| play  | <b>plays</b>    |
| tooth | <b>teeth</b>    |
| key   | <b>keys</b>     |
| dress | <b>dressses</b> |



## Answering Questions

### Directions:

Read each question. Then write your answers in the blank spaces.

1. What would happen if you never fell asleep? \_\_\_\_\_

\_\_\_\_\_

2. Why do babies cry? \_\_\_\_\_

\_\_\_\_\_

3. How do you get to school? \_\_\_\_\_

\_\_\_\_\_

**Directions:** Write three *why*, *how*, and *what if* questions.

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

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

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

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

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

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

1. What will happen if \_\_\_\_\_

2. What will happen if \_\_\_\_\_

3. What will happen if \_\_\_\_\_

**Directions:** Read the sentence below. Then read each question. Write your answers in the blank spaces.

The girl ran quickly into the store to buy milk.

1. Why did the girl run into the store?

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2. How did the girl run into the store?

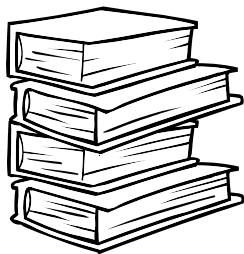
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3. What would have happened if the girl had not gone into the store?

---

---



## Answering Questions

### Directions:

Read each question. Then write your answers in the blank spaces. **Answers will vary.**

1. What would happen if you never fell asleep? **You would be very tired or you might fall asleep at school.**
2. Why do babies cry? **They are hungry, tired, or need their diapers changed.**
3. How do you get to school? **I ride my bike, walk, ride the bus, or ride in a car.**

**Directions:** Write three *why*, *how*, and *what if* questions. **Answers will vary.**

1. Why **is your dog barking?**
  2. Why **did Mama wash the car?**
  3. Why **is my friend sad?**
- 
1. How **old are you?**
  2. How **do you draw a horse?**
  3. How **do you make a fruit salad?**
- 
1. What will happen if **it rains on Saturday?**
  2. What will happen if **I forget my homework?**
  3. What will happen if **we are late for school.**

**Directions:** Read the sentence below. Then read each question. Write your answers in the blank spaces.

The girl ran quickly into the store to buy milk.

1. Why did the girl run into the store?

**She ran in to buy milk.**

---

---

2. How did the girl run into the store?

**She ran quickly.**

---

---

3. What would have happened if the girl had not gone into the store?

**She would not have milk.**

---

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## Drawing Conclusions

### Directions:

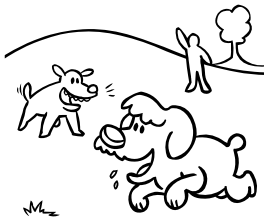
Look at the pictures. Then circle the answer that best tells about the pictures.

1.



- A. The child is going to the park.
- B. The child is going fishing at the lake.
- C. The child is getting ready to go to school.
- D. The child is getting ready for a day at the beach.

2.



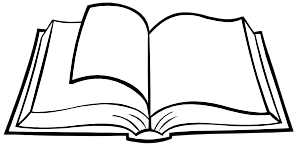
- A. The dog is going to get a bath.
- B. The dog is going to the doctor.
- C. The dog is going for a walk.
- D. The dog is going to bed.



### The Special Box

Vanessa searched in her grandmother's closet. She found the special box and opened it. She took out a needle, thread, and a white button. Vanessa also placed a thimble on her thumb. She sat down with her favorite shirt in her lap. She poked the thread in the eye of the needle and began her task.

1. Vanessa is \_\_\_\_
- A. sewing a new button on her shirt.
  - B. getting ready to watch television.
  - C. going to paint a picture on her sleeve.
  - D. cutting the old buttons off her favorite shirt.



## Drawing Conclusions

### Directions:

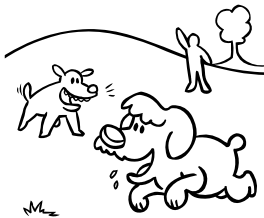
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## Mixed Skills: Recognizing Setting, Answering Questions, and Drawing Conclusions

**Directions:** Read the story. Then read each question and circle the correct answer.

### The Big Day

Joe woke up early. He was excited. It was the first day of school. He was beginning third grade. Joe was happy because he was in the same homeroom as his friends. His older brother had told him that the teacher was nice. Joe hoped that the teacher would let him sit next to his friends. He could not wait to go to school. Joe quickly got ready.

1. Where does this story take place?

- A. hospital
- B. school
- C. house
- D. park

2. When does this story take place?

- A. in the morning
- B. at lunch
- C. after school
- D. before bedtime

3. Why did Joe wake up early?

- A. His stomach hurt.
- B. He was excited about school.
- C. He heard a loud noise.
- D. His brother woke him up.

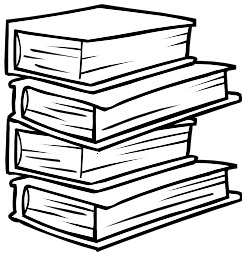
4. How would Joe feel if he was not in the same homeroom as his friends?

- A. happy
- B. angry
- C. excited
- D. sad

5. Will Joe enjoy his first day of school? Explain your answer.

---

---



## Mixed Skills: Recognizing Setting, Answering Questions, and Drawing Conclusions

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**Answers will vary.**

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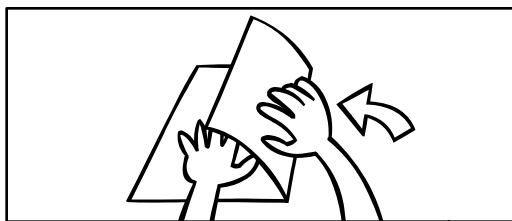


## Following Written Instructions

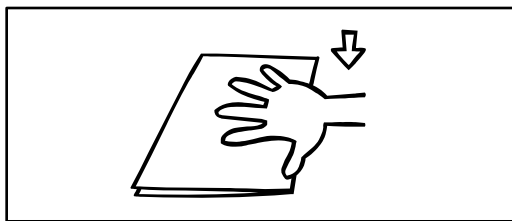
### Directions:

Use a piece of black paper to make a creepy, crawly critter!

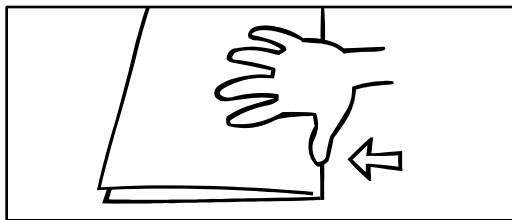
1. Fold the black paper in half.



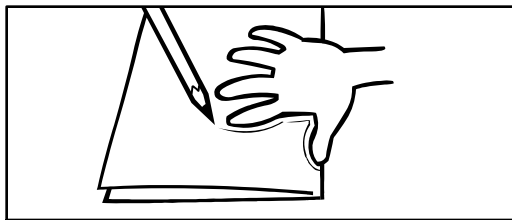
2. Place your hand on the paper.



3. Line up your thumb along the fold.

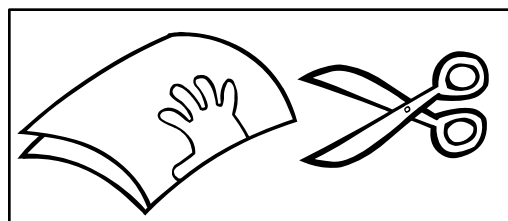


4. Use a pencil to trace your hand.

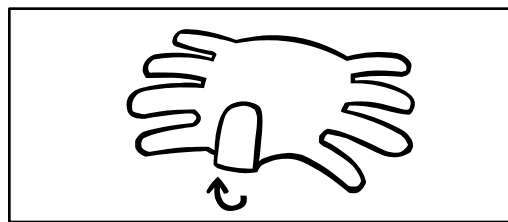


5. Cut out your handprint and unfold.

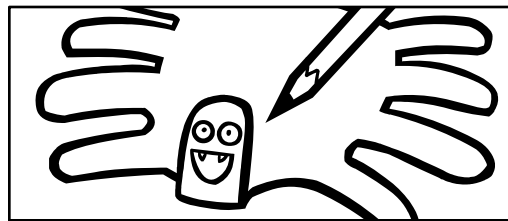
(Ask an adult for help with this step.)



6. Fold back the paper thumbs.



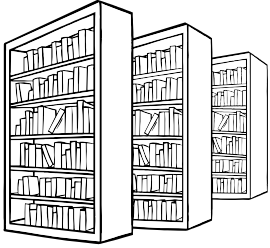
7. Draw two eyes.



**Riddle:** What is black and has two eyes and eight legs?

**Answer:** Your creepy, crawly critter!





## Organizing Text: Making a List

### Directions:

Pretend you are going on a trip to a snowy place. You have to pack. Look in the trip box. Pick things from the box that you want to take with you. Then write your list in the backpack.

### Trip Box

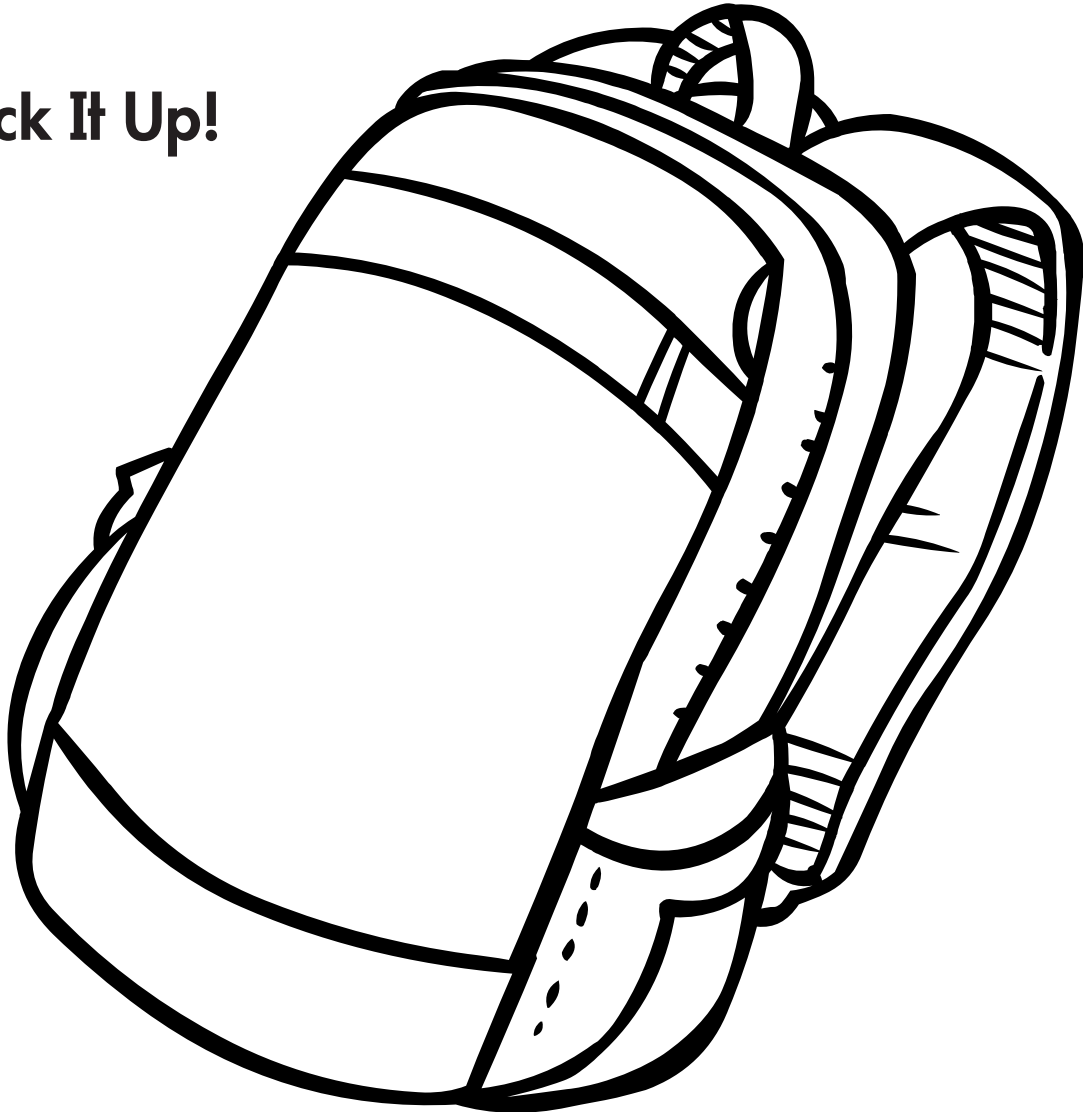
fishing pole  
raincoat  
yarn

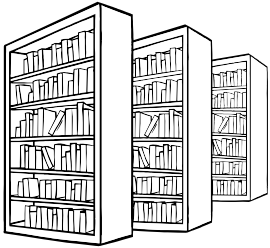
camera  
ski jacket  
boots

scarf  
swimsuit  
umbrella

mittens  
sled  
paper

### Pack It Up!





## Organizing Text: Making a List

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Pretend you are going on a trip to a snowy place. You have to pack. Look in the trip box. Pick things from the box that you want to take with you. Then write your list in the backpack.

### Trip Box

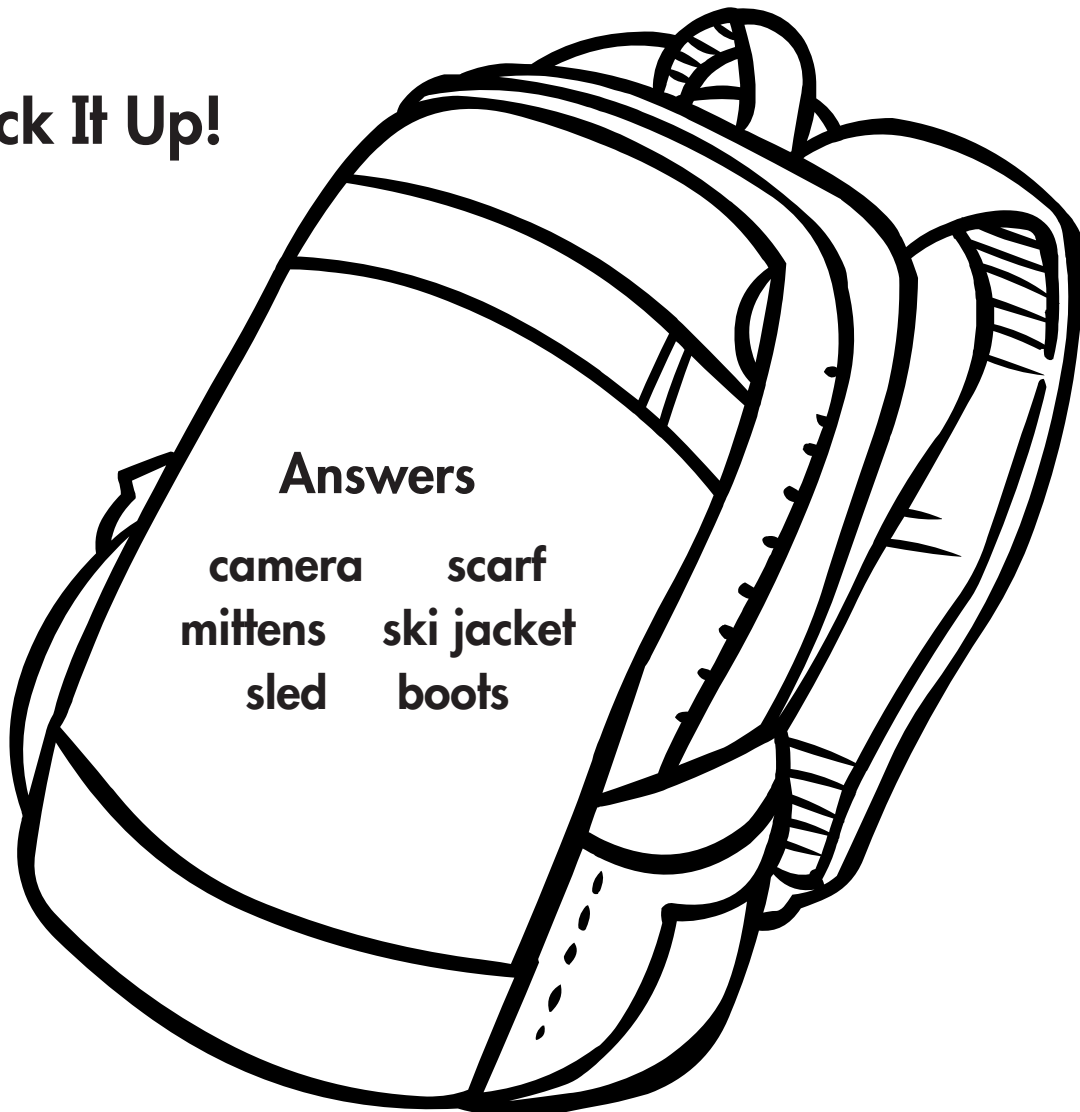
fishing pole  
raincoat  
yarn

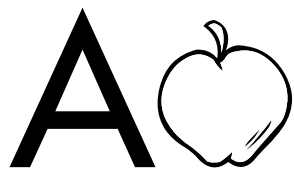
camera  
ski jacket  
boots

scarf  
swimsuit  
umbrella

mittens  
sled  
paper

### Pack It Up!



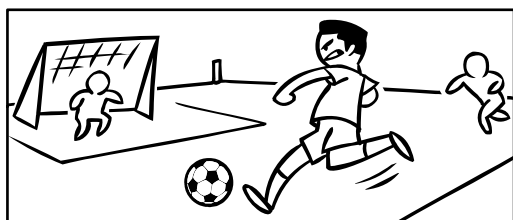
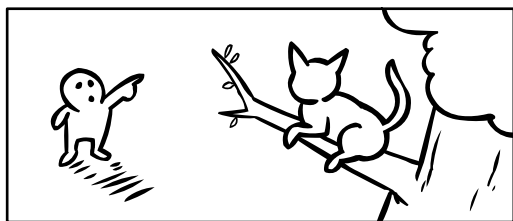
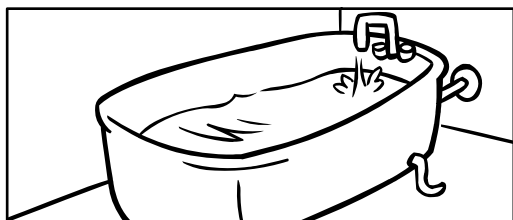
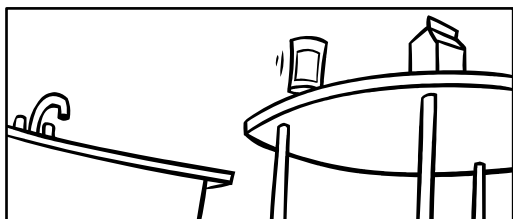


## Exploring Cause and Effect

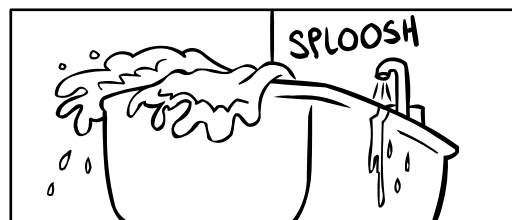
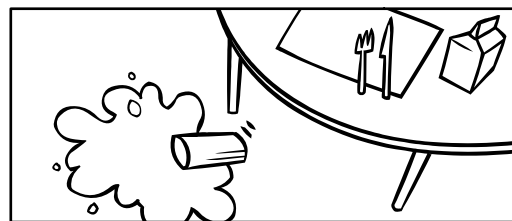
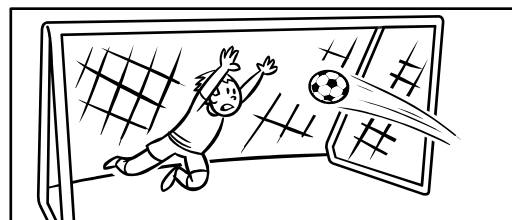
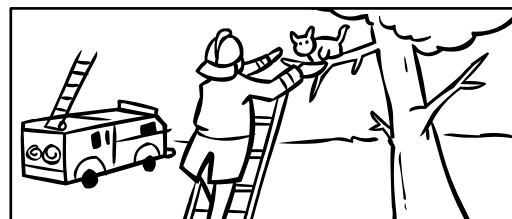
### Directions:

Draw a line to match each cause with its effect.

### Cause



### Effect



**Directions:** These pictures show cause and effect. Write a sentence for each pair. Use *because*, *so*, or *then* to tell what is happening in each picture.

**Example:** The glass spilled *because* the dog bumped it.

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

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

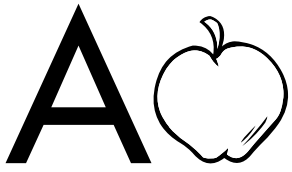
\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_



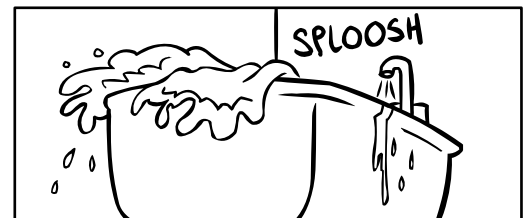
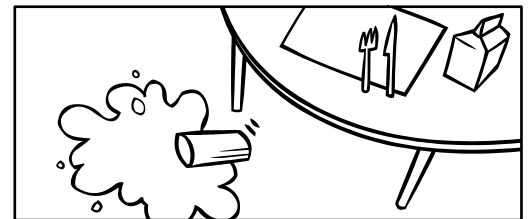
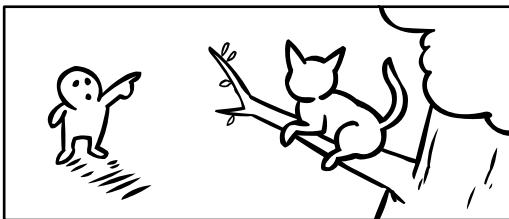
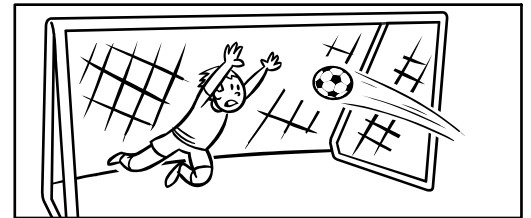
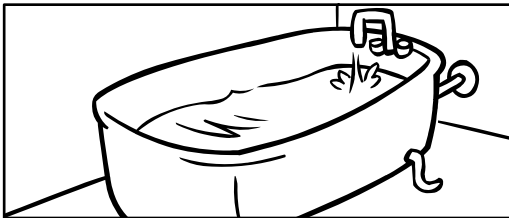
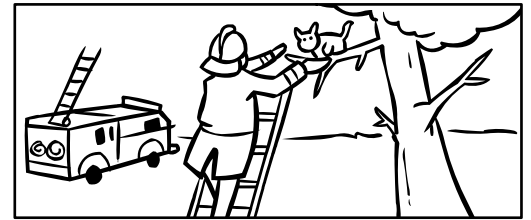
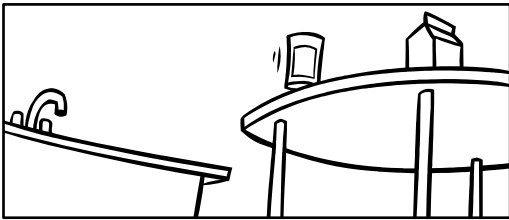
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### Cause

### Effect



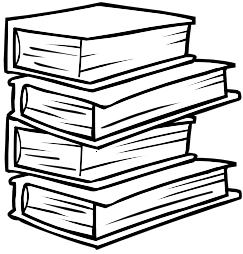
**Directions:** These pictures show cause and effect. Write a sentence for each pair. Use *because*, *so*, or *then* to tell what is happening in each picture.

**Example:** The glass spilled *because* the dog bumped it.

**Answers will vary.**

1. The cup of milk was too close to the edge of the counter, so the milk spilled on the floor.

2. The bathtub water was running. **Then** the bathtub overflowed.  
\_\_\_\_\_
  
3. The firefighter climbed the ladder to get to the cat **because** the cat was stuck in a tree.  
\_\_\_\_\_
  
4. The boy kicked the soccer ball. **Then** the soccer ball went past the goalie into the goal.  
\_\_\_\_\_



## Mixed Skills: Following Instructions, Listing, and Identifying Cause and Effect

**Directions:** Read the passage. Then read each question and circle the correct answer.

### Making Muffins

Muffins are great snacks. They are also easy to bake. Here is a list of things you need: a box of muffin mix, one egg, cooking oil, and a muffin pan. First, pour the muffin mix into a bowl. Then, add the egg. Next, add one teaspoon of cooking oil. Mix it all together. Finally, pour the batter into the pan. Ask an adult to put the pan in the oven. Bake for 30 minutes. Enjoy!

1. Why make muffins?
  - A. They are a great snack.
  - B. They are hard to make.
  - C. They do not need to cook.
  - D. They use plenty of water.
2. What do you need to make muffins?
  - A. muffin mix, water, and eggs
  - B. muffin mix, sugar, and eggs
  - C. muffin mix, oil, and one egg
  - D. muffin mix, salt, and one egg

3. What is the last thing you do before baking the muffins?

- A. Pour the muffin mix into a bowl.
- B. Add one teaspoon of cooking oil.
- C. Mix one egg with the oil.
- D. Pour the batter into a pan.

4. Which steps are in the right order?

- A. Pour mix, add egg and oil, and bake.
- B. Pour mix, add oil, and frost.
- C. Pour mix, add egg, and cool.
- D. Pour mix, add sugar, and bake.

5. What happens if you skip a step?

---

---





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5. What happens if you skip a step?

**Answers will vary.**

---

---

# h j k m

## Recognizing R-Controlled Words

### Directions:

Read each sentence. Circle the words that have r-controlled vowels. Then cut out the picture and paste it below the matching sentence.

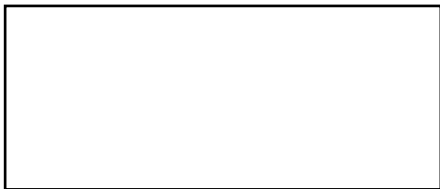
1. The birds look for worms in the dirt.



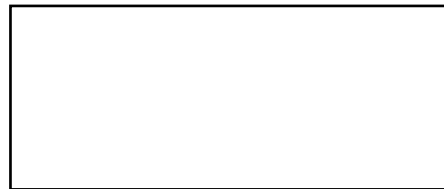
4. The cows ate corn from a cart.



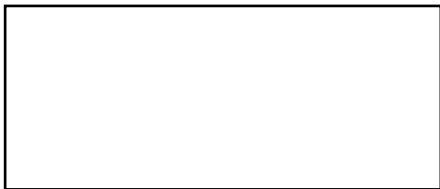
2. The girl took water to the horse in the barn.



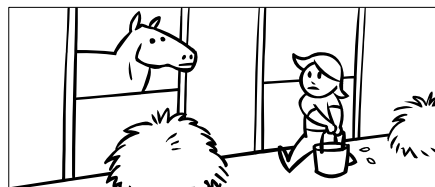
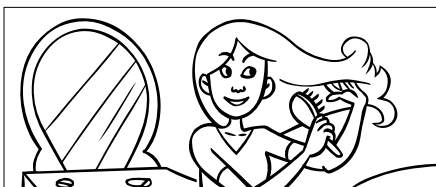
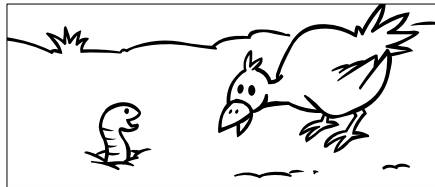
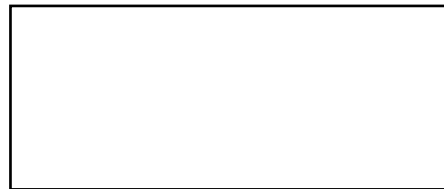
5. The bears sit in a circle in the forest.



3. The farmer works in his garden.



6. Mary curls her hair with a brush.



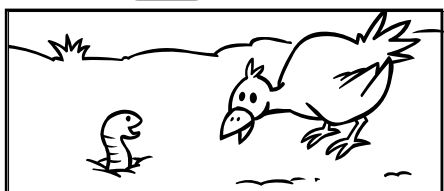
## Recognizing R-Controlled Words

# h j k m

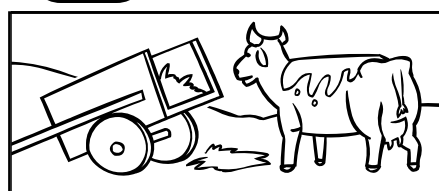
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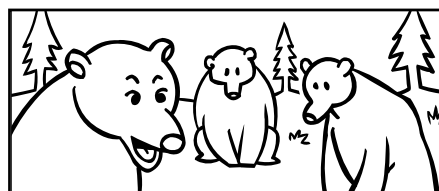
4. The **cows** ate corn from a **cart**.



2. The **girl** took **water** to the **horse** in the **barn**.



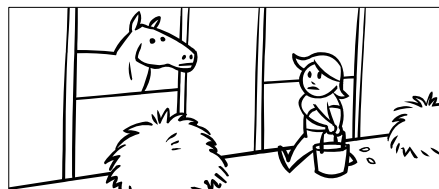
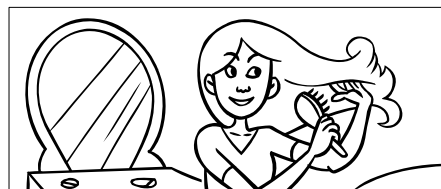
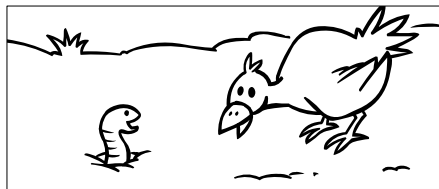
5. The **bears** sit in a **circle** in the **forest**.

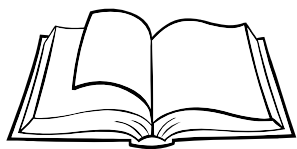


3. The **farmer** works in his **garden**.



6. **Mary** curls her **hair** with a brush.





## Identifying Genre: *Mystery*

**Directions:** Read the story. Then write a sentence or draw a picture to answer each question.

### Cindy the Seal

Cindy the seal was famous. She did all kinds of tricks. Every day she was in a show at the zoo. She would bounce a ball on her nose. She would honk a row of horns. She would catch fish in her mouth. Sometimes she would even splash the people in the front row. She made them wet, but they always laughed.

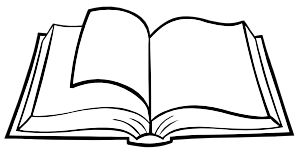
One day, the fans fed popcorn to Cindy. They did not know that popcorn is not good for seals. The next day, Cindy did not perform. She did not want to splash water. She did not want to honk the horns or bounce the balls. Cindy just wanted to rest. That day, the zookeeper put a sign on the fence. It said, "Please do not feed the seals."

Why do you think Cindy did not want to perform?

1. What is the problem in the story?

2. What are the clues that tell about the problem?

3. How was the problem solved?



## Identifying Genre: Mystery

**Directions:** Read the story. Then write a sentence or draw a picture to answer each question. **Answers will vary.**

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Why do you think Cindy did not want to perform?

1. What is the problem in the story?

**The picture may include a seal looking sick or people feeding popcorn to the seal.**

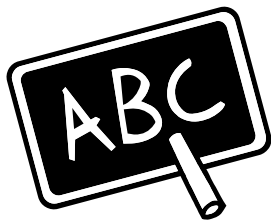
2. What are the clues that tell about the problem?

**The picture may include a seal looking sick, a seal not playing with the horns and balls, or people feeding popcorn to the seal.**

3. How was the problem solved?

**The picture may include a sign saying “Please do not feed the seals.”**





## Recognizing Dialogue and Narration

### Directions:

Read the passage. Circle the sentences in which characters talk to each other.

### In a Rush

Carter was getting ready for school. “Where are my cleats, Mom?” he yelled. “I need them for soccer!”

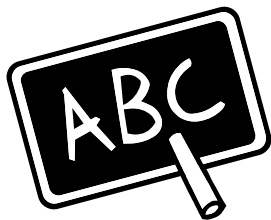
He looked under his bed and in the closet. “Never mind,” he said. Carter had found them under a pile of dirty clothes. He ran down the stairs and slid into his chair at the table.

“Here is your breakfast,” said his mother. “You need to eat something before you go to school.” Carter ate his pancakes and drank his milk.

“The bus is coming,” said his mother. Carter jumped from his chair. He grabbed his backpack.

“Have a good day,” called his mother. “I will,” said Carter as he ran out the door.





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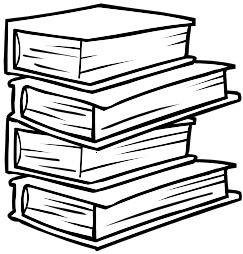
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## Mixed Skills: Recognizing Dialogue and Narration and Identifying Characteristics of *Mystery*

**Directions:** Read the story. Then answer the questions that follow.

### The Lost Scarf

Jordan the giraffe was sad. He had lost his new scarf. It was a present from his grandmother. Jordan's mom asked, "What's wrong?"

"I lost my new scarf," Jordan cried.

"Where did you last have it?" his mother asked.

"On my neck, when I was in the backyard," said Jordan. "I was eating leaves from the tree and looking at the stars. Perry the parrot was there too. We saw two shooting stars and a full moon. But we got tired. Perry flew back to his nest, and I came home."

Jordan put his head down. His mother walked over to him. She gave him a hug.

"I think I know where to look for your scarf," she said softly.

Jordan looked up. "Where?"

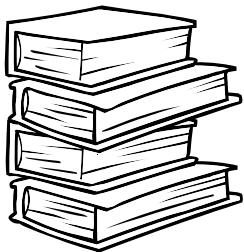
His mother simply smiled and looked toward the backyard.

1. Which of the following sentences is dialogue from the story?
  - A. Jordan put his head down.
  - B. His mother walked over to him.
  - C. “On my neck, when I was in the backyard.”
  - D. It was a present from his grandmother.
  
2. Which of the following is an r-controlled word?
  - A. cried
  - B. stars
  - C. tree
  - D. present
  
3. What makes this story a mystery?
  - A. Something is missing.
  - B. There is a main character.
  - C. It takes place at night.
  - D. It is about a mother and her child.
  
4. Which of the following sentences is an example of narration?
  - A. “I think I know where to look for your scarf.”
  - B. Jordan the giraffe was sad.
  - C. “Where did you last have it?”
  - D. “Perry the parrot was there too.”
  
5. Where do you think the scarf is? Write your answer in a complete sentence.  

---

---



## Mixed Skills: Recognizing Dialogue and Narration and Identifying Characteristics of *Mystery*

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  - C. tree
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5. Where do you think the scarf is? Write your answer in a complete sentence.

**Answers will vary.**

---

**Possible response: I think the scarf is probably in the tree.**

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## Using Text Features

### Directions:

Read the poster. Then answer the questions that follow.  
Answer in complete sentences.



### *Visit the Butterfly House*



Visit the Butterfly House and learn about butterflies. We have 25 different kinds of butterflies, all in the same house! We even have monarch butterflies. These orange and black spotted butterflies travel miles and miles to get away from winter weather. Come and see them soon!

| <b>Prices</b>   | <b>Time</b>  |
|---|--|
| <p>\$5.00 for adults</p> <p>\$3.00 for children</p> <p>\$1.00 for a butterfly picture book</p> <p>\$1.00 for an umbrella</p> <p>50¢ for water</p> | <p>The Butterfly House is open from February to May. We are here all day, from 8 A.M. until 5 P.M.</p> |




1. What is the main idea of the poster?

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2. Where can you find out how much it costs to visit the Butterfly House?

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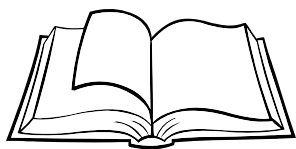
3. Would you want to visit the Butterfly House? Explain your answer.

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## Using Text Features

### Directions:

Read the poster. Then answer the questions that follow.  
Answer in complete sentences.



### *Visit the Butterfly House*



Visit the Butterfly House and learn about butterflies. We have 25 different kinds of butterflies, all in the same house! We even have monarch butterflies. These orange and black spotted butterflies travel miles and miles to get away from winter weather. Come and see them soon!

| <b>Prices</b>                       | <b>Time</b>   |
|-------------------------------------|---|
| \$5.00 for adults                   | The Butterfly House is open from February to May. We are here all day, from 8 A.M. until 5 P.M. |
| \$3.00 for children                 |   |
| \$1.00 for a butterfly picture book |   |
| \$1.00 for an umbrella              |   |
| 50¢ for water                       |   |




1. What is the main idea of the poster?

You should visit the Butterfly House to learn about butterflies.

2. Where can you find out how much it costs to visit the Butterfly House?

**Look under the section called "Prices."**

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3. Would you want to visit the Butterfly House? Explain your answer.

**Answers will vary.**

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## Reading Signs and Warning Labels

### Directions:

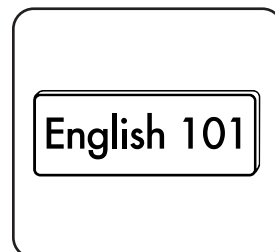
Read the three passages. Draw a line from the passage to the sign or label that José saw.

### What Signs Did José See?

1. José was looking for something in the kitchen. He looked under the sink. There were many bottles and boxes. He picked up one bottle and read the label. It said that people should not drink what was inside. José said, “Yuck! I’m not going to drink that!” He put the bottle back. Then he closed the door under the sink.

2. One morning, José walked to the bus stop. Along the way, he came to Berry Lane. José looked up and saw a “Don’t Walk!” sign. José waited on the corner. Soon, the sign changed to “Walk.” It was safe, so José crossed the street to the bus stop.

3. José is visiting your school. He is coming to your classroom. As he walks down the hall, he sees different signs on the classroom doors. Finally, he sees a sign on your classroom door.





## Reading Signs and Warning Labels

### Directions:

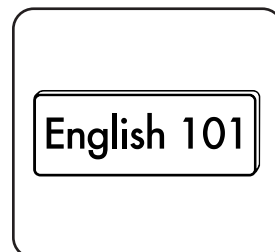
Read the three passages. Draw a line from the passage to the sign or label that José saw.

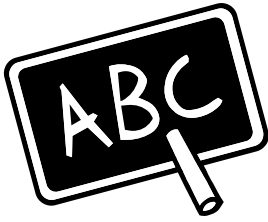
### What Signs Did José See?

1. José was looking for something in the kitchen. He looked under the sink. There were many bottles and boxes. He picked up one bottle and read the label. It said that people should not drink what was inside. José said, “Yuck! I’m not going to drink that!” He put the bottle back. Then he closed the door under the sink.

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3. José is visiting your school. He is coming to your classroom. As he walks down the hall, he sees different signs on the classroom doors. Finally, he sees a sign on your classroom door.





## Comparing and Contrasting

### Directions:

Read the passage. Complete the Venn diagram by listing how apples and raisins are alike and different.

### Apples and Raisins

People love to eat apples and raisins. Apples and raisins are alike in some ways and different in other ways.

#### Alike

Apples and raisins are both sweet. They are both fruits. People like to eat them as snacks after dinner.

#### Different

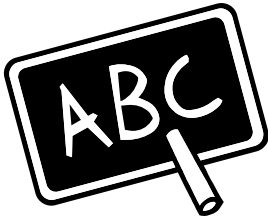
Apples fall from trees. They are juicy. Apples can be red, green, or yellow. You can make apple juice from apples.

Raisins are made from grapes. Raisins are small and dry. First, grapes grow on a vine. Then they are dried in the sun. When all the juice inside the grape is gone, you have a raisin!

**Apples**

**Raisins**

**Both**



## Comparing and Contrasting

### Directions:

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## Apples

1. Apples fall from trees.
2. They are juicy.
3. People make apple juice from apples.

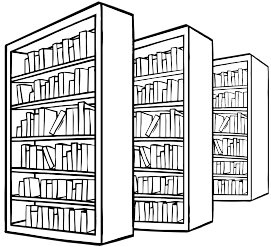
## Both

1. They are sweet.
2. They are fruit.
3. People eat them after dinner.

## Raisins

1. Raisins come from grapes.
2. They are small and dry.
3. They grow on vines.





## Mixed Skills: Comparing and Contrasting and Using Text Features

### Directions:

Read the story. Then answer the questions that follow.

### Wasps and Bees

#### Yellow and Black

Wasps and bees look alike. They both have yellow and black stripes. But wasps are bigger than bees.

#### Favorite Flower Foods

Both bees and wasps like sweet-smelling flowers. That is because flowers give them food. Bees and wasps both eat *nectar*. Nectar is a sweet juice that flowers make. Bees like to gather *pollen*. Pollen is also made by flowers. Bees feed nectar and pollen to their young. Some wasps feed small bugs to their young.

#### Buzzing Houses

Both wasps and bees make their own houses. A wasp's house is called a *nest*. A bee's house is called a *hive*. Both wasps and bees will protect their houses from danger. They will use their stingers to protect their homes. Ouch!

#### Busy Bees

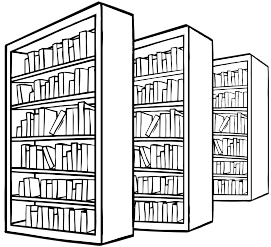
First, bees zip from flower to flower, gathering nectar. Then, bees buzz back to the hive and put the nectar into honeycombs. Last, the nectar turns into honey. It becomes thick and sticky. Bees are always making honey. Wasps do not make honey.

1. How are bees and wasps different?
  - A. Bees make honey.
  - B. Wasps are black and yellow.
  - C. Wasps like to eat nectar.
  - D. Bees like flowers.
  
2. What might you read about after seeing the words “Favorite Flower Foods”?
  - A. the color of bees and wasps
  - B. the size of bees and wasps
  - C. the things wasps and bees like to eat
  - D. the kinds of honey that bees like to make
  
3. After reading “Busy Bees,” what can you guess about bees?
  - A. Bees worry about wasps.
  - B. Bees eat a lot of honey.
  - C. Bees work hard.
  - D. Bees are lazy.
  
4. Why are the words *pollen* and *nectar* in italics?
  - A. They are well-known words.
  - B. They are new words.
  - C. They are not important words.
  - D. They are harder to see.
  
5. In your own words, tell how bees make honey.

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## Mixed Skills: Comparing and Contrasting and Using Text Features

### Directions:

Read the story. Then answer the questions that follow.

### Wasps and Bees

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#### Buzzing Houses

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#### Busy Bees

First, bees zip from flower to flower, gathering nectar. Then, bees buzz back to the hive and put the nectar into honeycombs. Last, the nectar turns into honey. It becomes thick and sticky. Bees are always making honey. Wasps do not make honey.

1. How are bees and wasps different?
  - A. **Bees make honey.**
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  - C. Wasps like to eat nectar.
  - D. Bees like flowers.
  
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  - A. the color of bees and wasps
  - B. the size of bees and wasps
  - C. **the things wasps and bees like to eat**
  - D. the kinds of honey that bees like to make
  
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  - C. They are not important words.
  - D. They are harder to see.
  
5. In your own words, tell how bees make honey.

**Answers will vary.**

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**Possible response: First, bees collect nectar from flowers. Then, they put it in the hive. Last, it becomes sweet and sticky honey.**



## Finding a Solution

### Directions:

Draw a line from the problem on the left to its correct solution on the right.

### Problem

Anthony lost his shoe.

Sonya couldn't sleep.

Tyler did not understand his homework.

Rachel was hungry.

Matt felt sick at school.

### Solution

She ate an apple.

He asked for help with his math problem.

He found it in his closet.

He went to the nurse.

She read until she was tired.

**Directions:** Read the problem and write a solution.

1. Max lost his lunch money.

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2. Leah's new shoes were dirty.

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3. Miguel could invite only one of his friends to sleep at his house.

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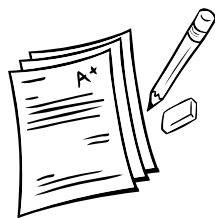
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4. Samantha had soccer practice at the same time as her friend's party.

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## Finding a Solution

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### Problem

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Matt felt sick at school.

### Solution

She ate an apple.

He asked for help with his math problem.

He found it in his closet.

He went to the nurse.

She read until she was tired.

**Directions:** Read the problem and write a solution. **Answers will vary.**

1. Max lost his lunch money.

**Possible responses: Max borrowed money from his friends.**

**Max shared lunch with his friends.**

2. Leah's new shoes were dirty.

**Possible response: Leah washed her shoes.**

3. Miguel could invite only one of his friends to sleep at his house.

**Possible responses: Miguel asked one friend to sleep over.**

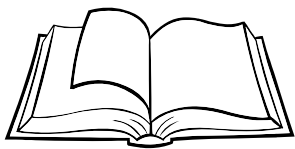
**Miguel and his friend had a good time.**

4. Samantha had soccer practice at the same time as her friend's party. **Possible responses:**

**Samantha went to her soccer game and then to her friend's party. Samantha went to her soccer game and skipped the party.**

**Samantha went to the party and skipped the soccer game.**





## Connecting Themes

### Directions:

Read each passage. Then look in the box to find a theme that goes with the story. Write the theme on the line.

### Themes

Be happy with what you have.

If you work hard, you will do well.

Be nice to others.

Never give up.

1. Tomás traded his favorite baseball card for two other cards. He found out the new cards were not very good. Tomás was sad.  
\_\_\_\_\_
2. Suki worked all summer. She was saving money to buy a video. Sometimes, she did not want to work. But after Suki bought her video, she was happy.  
\_\_\_\_\_
3. Frank saw a new boy eating alone. Frank asked the boy to eat with him and his friends. The new boy said yes.  
\_\_\_\_\_
4. Tia did her homework every night. She also listened to her teacher in class. Tia was proud when she did well on her test.  
\_\_\_\_\_

**Directions:** Look for the words in the puzzle. Circle the words when you find them.

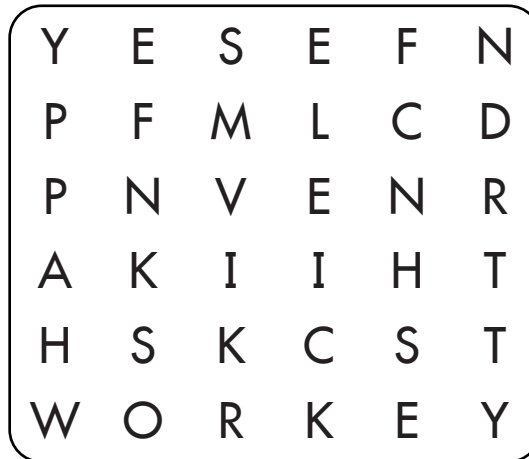
HAPPY

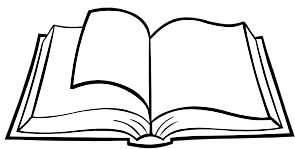
KIND

NICE

THEME

WORK





## Connecting Themes

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### Themes

Be happy with what you have.

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1. Tomás traded his favorite baseball card for two other cards. He found out the new cards were not very good. Tomás was sad.

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**Never give up.**

3. Frank saw a new boy eating alone. Frank asked the boy to eat with him and his friends. The new boy said yes.

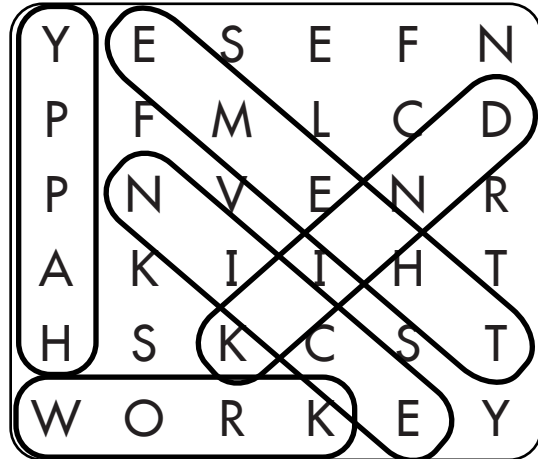
**Be nice to others.**

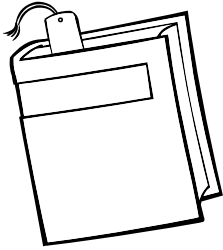
4. Tia did her homework every night. She also listened to her teacher in class. Tia was proud when she did well on her test.

**If you work hard, you will do well.**

**Directions:** Look for the words in the puzzle. Circle the words when you find them.

HAPPY  
KIND  
NICE  
THEME  
WORK





## Comparing and Contrasting

### Directions:

Look at the words in the box. Place each word under the correct heading. Use each word only once.

### Alike and Different

long    sweet    juicy    vegetable    fruit    crunchy

**Carrot**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Orange**

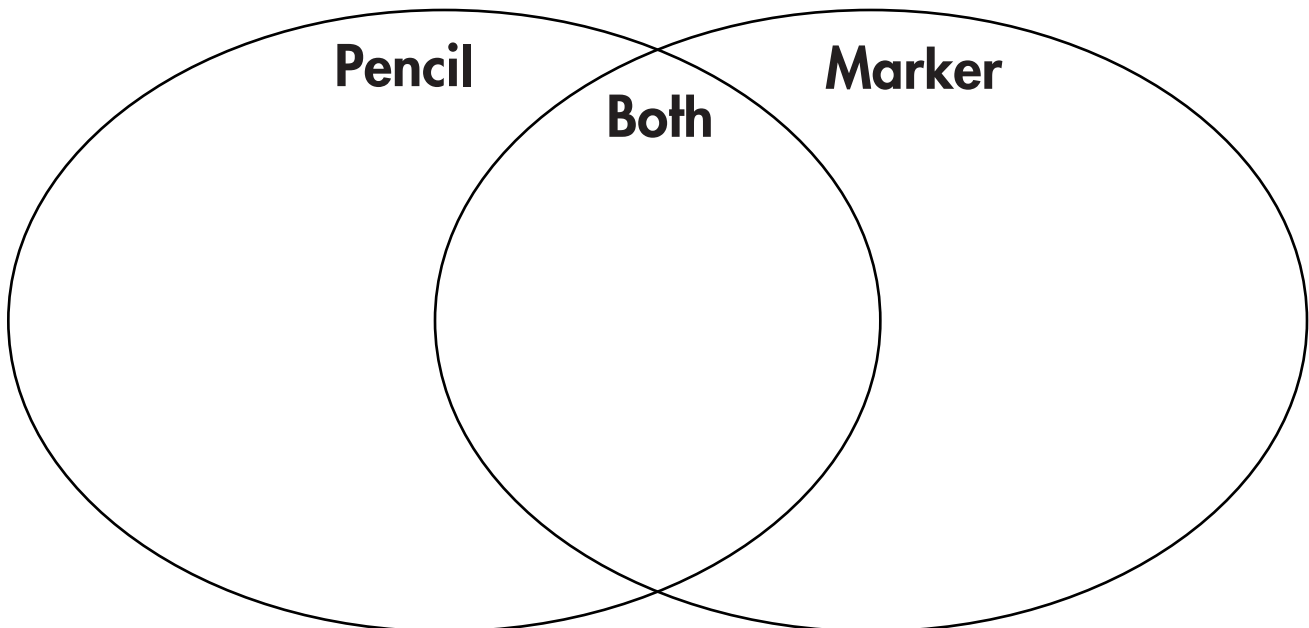
\_\_\_\_\_

\_\_\_\_\_

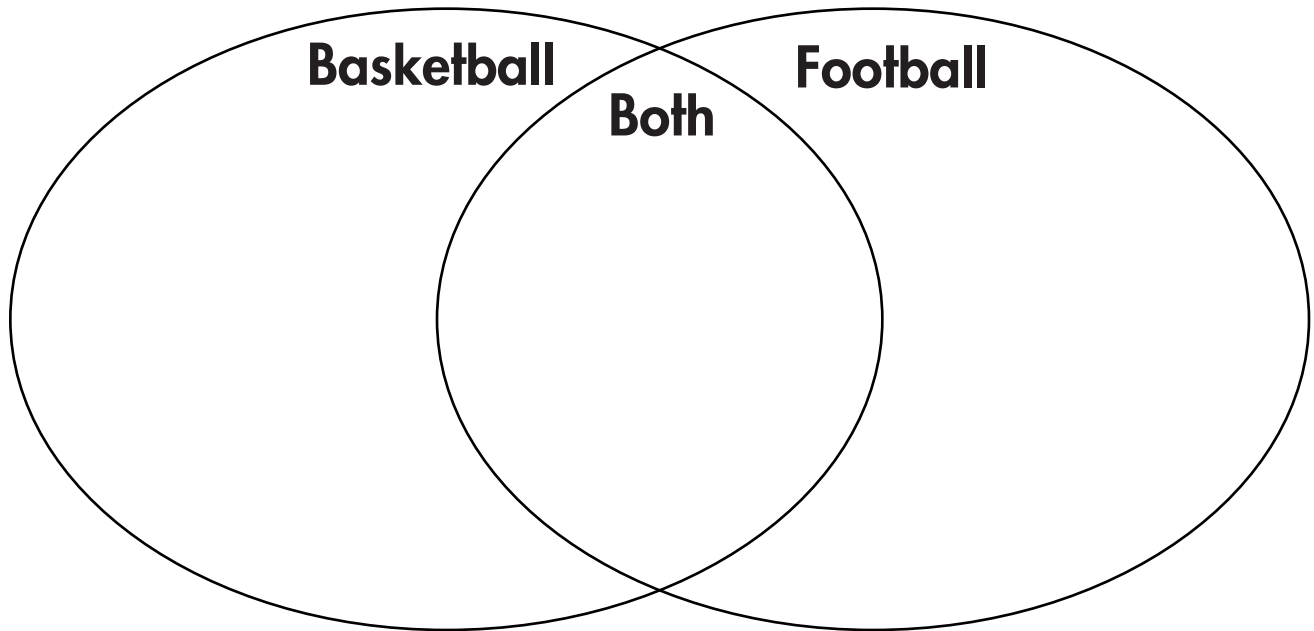
\_\_\_\_\_

**Directions:** Complete the Venn diagrams. Write how the objects and sports are alike and different. The first one has been done for you.

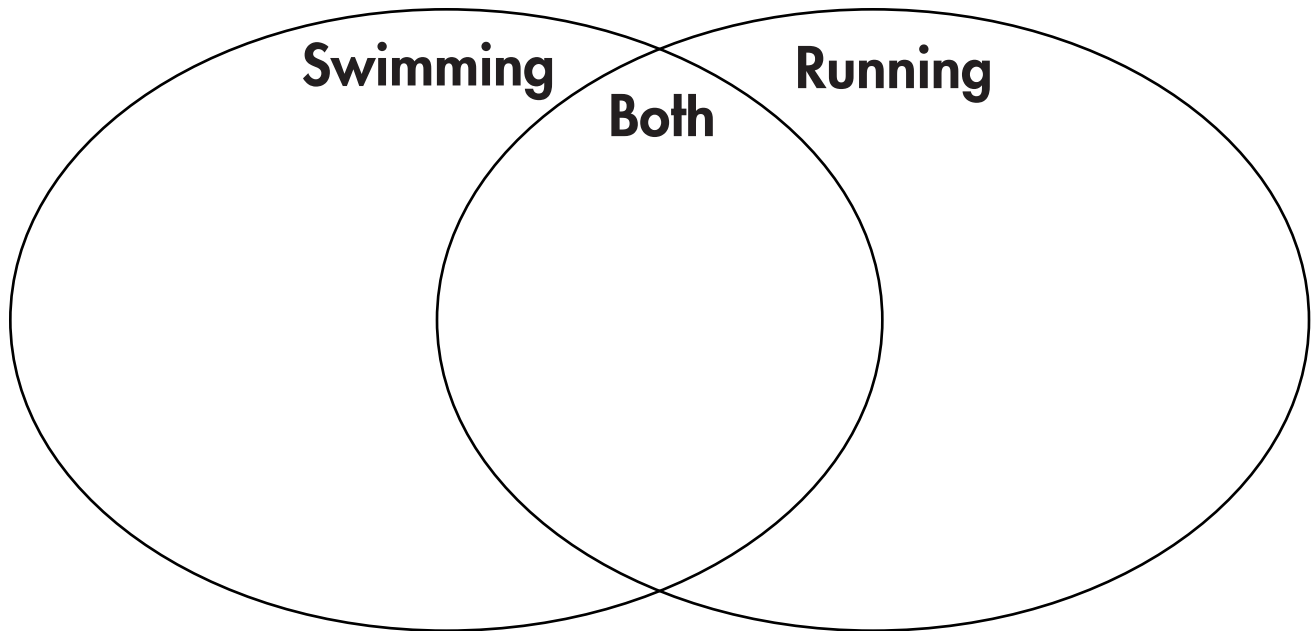
1. a pencil and a marker

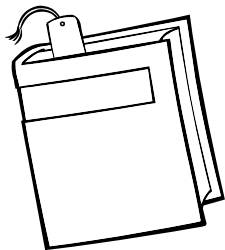


2. a basketball and a football



3. swimming and running





## Comparing and Contrasting

### Directions:

Look at the words in the box. Place each word under the correct heading. Use each word only once.

### Alike and Different

long    sweet    juicy    vegetable    fruit    crunchy

#### Carrot

long  
vegetable  
crunchy

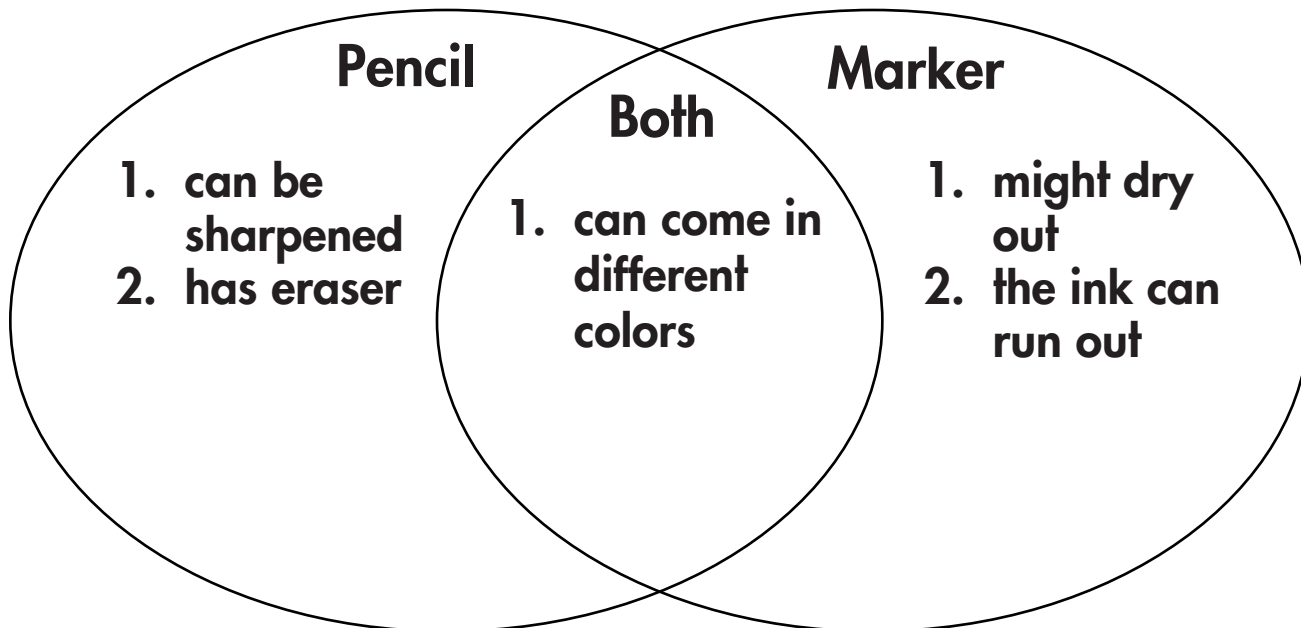
#### Orange

sweet  
fruit  
juicy

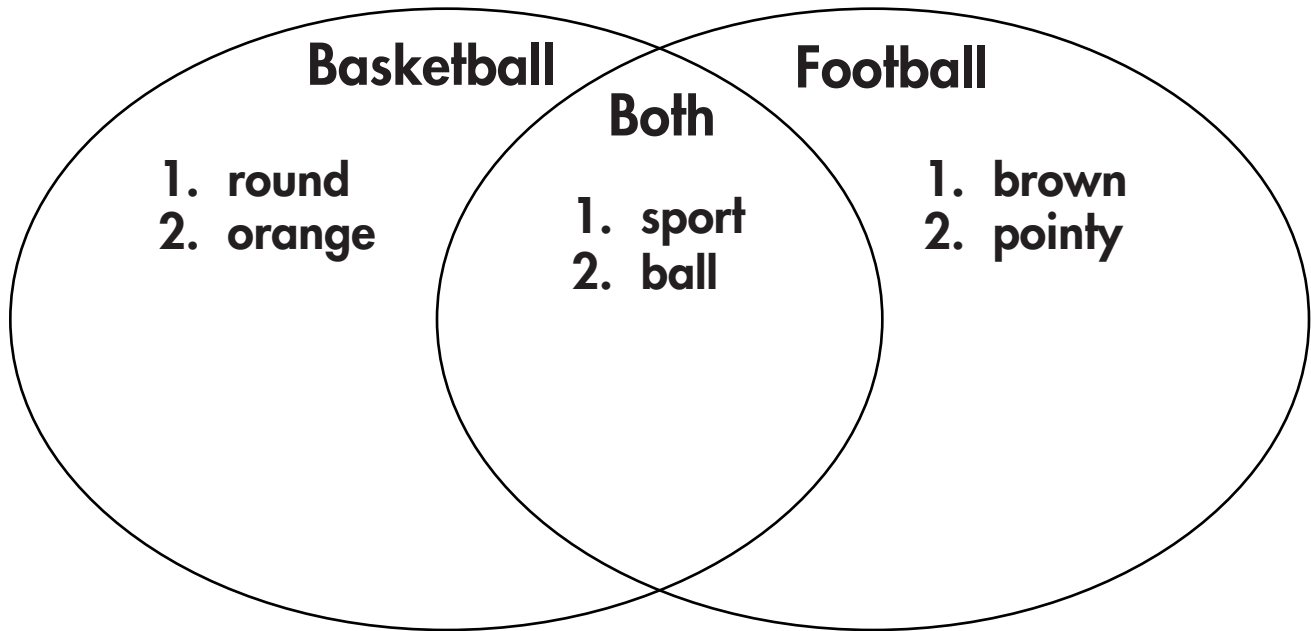
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**Answers will vary.**

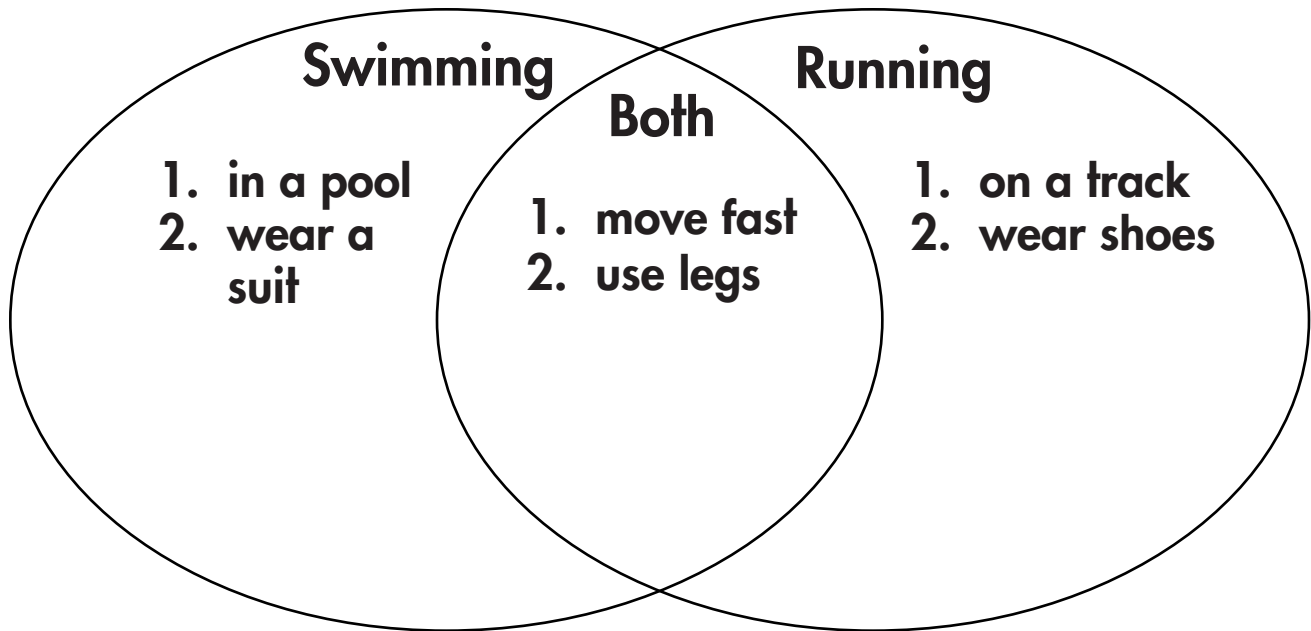
1. a pencil and a marker



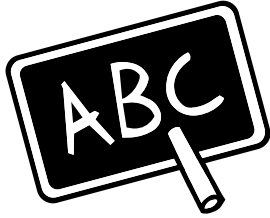
2. a basketball and a football **Answers will vary.**



3. swimming and running **Answers will vary.**







## Comparing and Contrasting and Connecting Themes

**Directions:** Read the passage. Then answer the questions.

### Summer Vacation

Maria was happy. It was the first day of summer. She and her family gathered around the kitchen table. They wanted to decide on their vacation trip. Maria's family liked the beach, but they were thinking about going to the mountains.

First, they talked about the mountains. "There is a lake where we can water-ski," said Maria.

"We can also bike and hike through the mountains," said her mother.

Next, they talked about the things they could do at the beach. "We can make sandcastles," said her little sister.

"We can ride our bikes on the paths by the ocean," her father said.

The family agreed that both the beach and the mountains can be fun. They both have water for swimming and paths for bike riding. It was a hard decision to make.

Maria's parents were glad they had talked about the two places. In the end, they had a great time in the mountains.

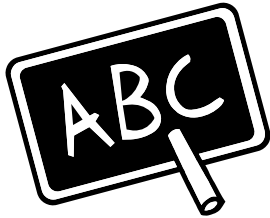
1. The theme of this story is \_\_\_\_
  - A. always be nice to other people.
  - B. think before making decisions.
  - C. forgive other people.
  - D. always do your best.
  
2. The story compares and contrasts \_\_\_\_
  - A. Maria and her sister.
  - B. Maria's mother and father.
  - C. sand and water.
  - D. the beach and the mountains.
  
3. To compare and contrast means to look for things that are \_\_\_\_
  - A. the same and different.
  - B. very big and very small.
  - C. right and wrong.
  - D. hard and easy.
  
4. How does Maria's family find a solution?
  - A. They let her sister decide.
  - B. They compare and contrast.
  - C. They change their minds.
  - D. They choose both places.
  
5. List the things you need when you go to the beach and to the mountains. Circle the ones that are the same.

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## Comparing and Contrasting and Connecting Themes

**Directions:** Read the passage. Then answer the questions.

### Summer Vacation

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  - D. They choose both places.
  
5. List the things you need when you go to the beach and to the mountains. Circle the ones that are the same. **Answers will vary.**

**Possible response:** Items for the beach include sunglasses, towels, swimming suit, a hat, and sandals. Items for the mountains include sunglasses, walking stick, pants and shirts, a hat, and hiking boots.

## h j k m

### Reading Silent Consonants

**Directions:** Draw a line through the silent consonant in each word below. The first one has been done for you.

~~g~~naw

wrong

lamb

sign

write

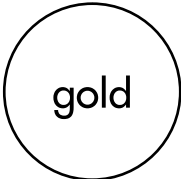
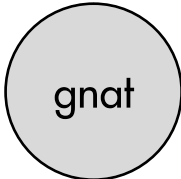
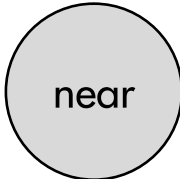
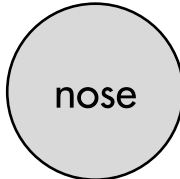
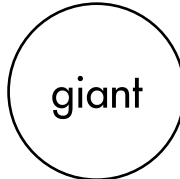
comb

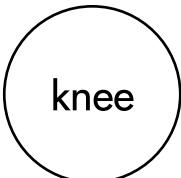
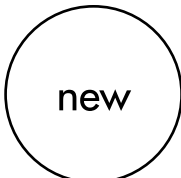
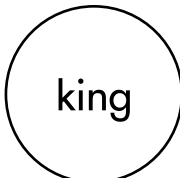
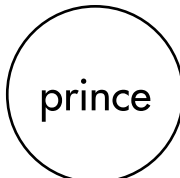

knight

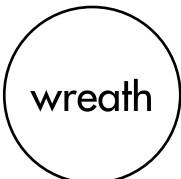
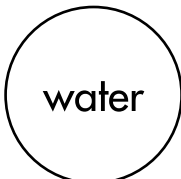
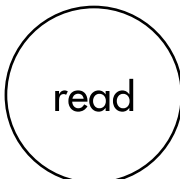

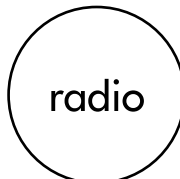
wrap

wrinkles

**Directions:** In each row, color the circles around words that begin with the same sound. The first one has been done for you.

Row 1:       gold       gnat       near       nose       giant

Row 2:       knee       new       king       prince       neighbor

Row 3:       wreath       water       read       winter       radio

**Directions:** In each row, draw a circle around words that end with the same sound. The first one has been done for you.

Row 1:      lamb      cub      storm      club      dream

Row 2:      cob      comb      climb      Bob      drum

Row 3:      thumb      maybe      from      second      room

**Directions:** Read the story. Underline all the words that have silent consonants.

My aunt knits hats. I asked her to make one for my dog, Wrinkles. I wanted to wrap his ears on cold days. Auntie worked hard on the hat. Wrinkles did not like it. I struggled with the dog to get the hat on him. Then my silly pet gnawed a hole in it. Who knew the dog would try to eat the hat? I guess it was not such a good idea after all.

## h j k m

### Reading Silent Consonants

**Directions:** Draw a line through the silent consonant in each word below. The first one has been done for you.

~~g~~naw

~~w~~rong

lam~~b~~

si~~g~~n

~~w~~rite

com~~b~~

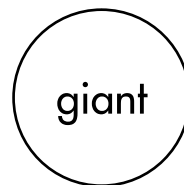
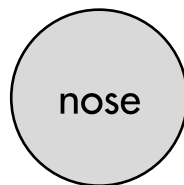
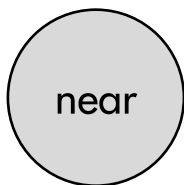
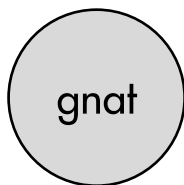
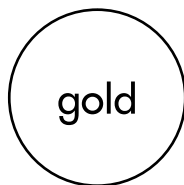
~~k~~night

~~w~~rap

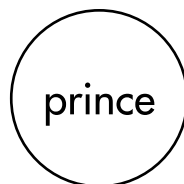
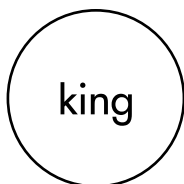
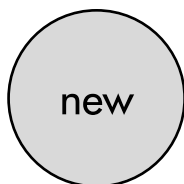
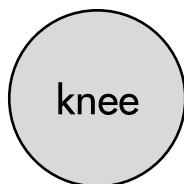
~~w~~rinkles

**Directions:** In each row, color the circles around words that begin with the same sound. The first one has been done for you.

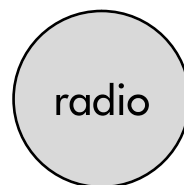
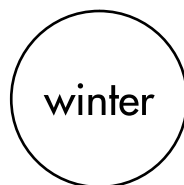
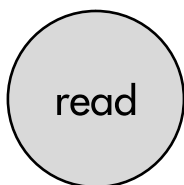
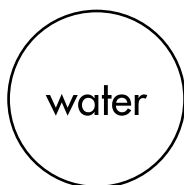
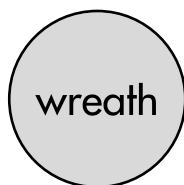
Row 1:



Row 2:



Row 3:



**Directions:** In each row, draw a circle around words that end with the same sound. The first one has been done for you.

Row 1:      (lamb)      cub      (storm)      club      (dream)

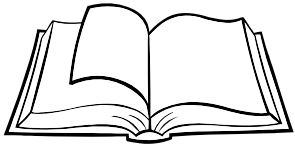
Row 2:      cob      (comb)      (climb)      Bob      (drum)

Row 3:      (thumb)      maybe      (from)      second      (room)

**Directions:** Read the story. Underline all the words that have silent consonants.

My aunt knits hats. I asked her to make one for my dog, Wrinkles. I wanted to wrap his ears on cold days. Auntie worked hard on the hat. Wrinkles did not like it. I struggled with the dog to get the hat on him. Then my silly pet gnawed a hole in it. Who knew the dog would try to eat the hat? I guess it was not such a good idea after all.





## Working with Final Digraphs: tch, dge

**Directions:** Say each word in the boxes below. Color the boxes that have words ending with a /j/ sound.

|        |       |        |      |
|--------|-------|--------|------|
| edge   | tooth | badge  | joke |
| stand  | dodge | bridge |      |
| smudge |       | branch |      |

**Directions:** Say each word in the lists below. In each list, circle one word that ends with a /ch/ sound.

| List A | List B | List C | List D |
|--------|--------|--------|--------|
| leave  | block  | catch  | drip   |
| build  | itch   | above  | pitch  |
| front  | lucky  | large  | page   |
| watch  | king   | count  | juice  |

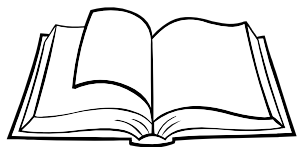
**Directions:** Read the words in the Word Box. Write the words that have the same ending sound in the boxes below.

**Word Box**

stretch    patch    wedge    scratch    hitch    lodge

Words that end with /j/ sound

Words that end with /ch/ sound



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| build  | itch   | above  | pitch  |
| front  | lucky  | large  | page   |
| watch  | king   | count  | juice  |

**Directions:** Read the words in the Word Box. Write the words that have the same ending sound in the boxes below.

### Word Box

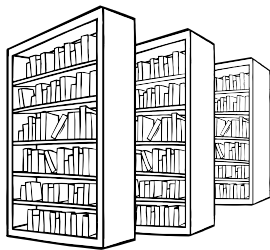
stretch   patch   wedge   scratch   hitch   lodge

Words that end with /j/ sound

wedge  
lodge

Words that end with /ch/ sound

stretch   patch  
scratch   hitch



## Creating Contractions

### Directions:

Draw a line to the word pair that makes the contraction.  
The first one has been done for you.

can't

here is

couldn't

let us

should've

could not

they're

they are

let's

will not

here's

can not

won't

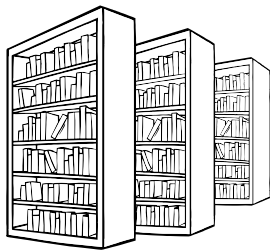
should have

**Directions:** Read the story. Write the contraction on the line after each word pair.

Joela does not ( \_\_\_\_\_ ) want to miss her baseball game. She has so many chores today. Joela is not ( \_\_\_\_\_ ) sure she can finish in time for the game. She is ( \_\_\_\_\_ ) going to try, though. She has not ( \_\_\_\_\_ ) missed one game this season.

**Directions:** Read each pair of words. Write the contraction on the line.

1. do not \_\_\_\_\_
2. have not \_\_\_\_\_
3. there is \_\_\_\_\_
4. were not \_\_\_\_\_
5. would have \_\_\_\_\_



## Creating Contractions

### Directions:

Draw a line to the word pair that makes the contraction.  
The first one has been done for you.

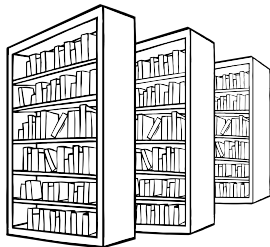
|           |             |
|-----------|-------------|
| can't     | here is     |
| couldn't  | let us      |
| should've | could not   |
| they're   | they are    |
| let's     | will not    |
| here's    | can not     |
| won't     | should have |

**Directions:** Read the story. Write the contraction on the line after each word pair.

Joela does not (           **doesn't**           ) want to miss her baseball game. She has so many chores today. Joela is not (           **isn't**           ) sure she can finish in time for the game. She is (           **She's**           ) going to try, though. She has not (           **hasn't**           ) missed one game this season.

**Directions:** Read each pair of words. Write the contraction on the line.

1. do not   **don't**
2. have not   **haven't**
3. there is   **there's**
4. were not   **weren't**
5. would have   **would've**



## Recognizing Compound Words

**Directions:** Match the words from List A with the words from List B to make 12 compound words. Then write the compound words on the lines below. The first three have been done for you.

### List A

any    every    some

### List B

body    where    thing    one

anybody

everybody

somebody

**Directions:** Draw a line under the compound word in each sentence. Then write the two words that make up the compound word.

**Example:** My little sister, Lucy likes to dress herself.    her + self

1. He saved the money by himself.

\_\_\_\_\_ + \_\_\_\_\_

2. Mama and Daddy talked to the teacher themselves.

\_\_\_\_\_ + \_\_\_\_\_

3. We painted the house ourselves.

\_\_\_\_\_ + \_\_\_\_\_

4. Doing work yourself feels great.

\_\_\_\_\_ + \_\_\_\_\_

5. I like giving myself a treat.

\_\_\_\_\_ + \_\_\_\_\_

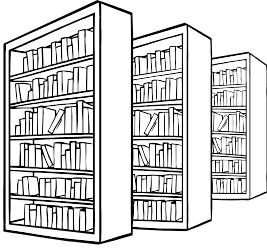
6. Nobody helped us bake the cake.

\_\_\_\_\_ + \_\_\_\_\_

7. Someday I will own a horse.

\_\_\_\_\_ + \_\_\_\_\_





## Recognizing Compound Words

**Directions:** Match the words from List A with the words from List B to make 12 compound words. Then write the compound words on the lines below. The first three have been done for you.

### List A

any    every    some

### List B

body    where    thing    one

anybody

everybody

somebody

anywhere

everywhere

somewhere

anything

everything

something

anyone

everyone

someone

**Directions:** Draw a line under the compound word in each sentence. Then write the two words that make up the compound word.

**Example:** My little sister, Lucy likes to dress herself.    her + self

1. He saved the money by himself.

him + self

2. Mama and Daddy talked to the teacher themselves.

them + selves

3. We painted the house ourselves.

our + selves

4. Doing work yourself feels great.

your + self

5. I like giving myself a treat.

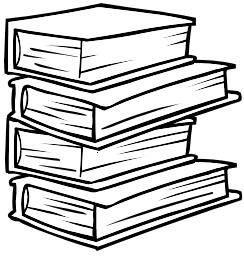
my + self

6. Nobody helped us bake the cake.

no + body

7. Someday I will own a horse.

some + day



## Mixed Skills: Using Silent Consonant, Final Digraphs, Contractions, and Compound Words

**Directions:** Read the passage. Then answer the questions

### Vinnie's New Toy

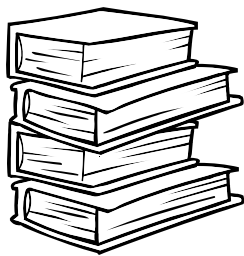
Vinnie bought a toy truck with the money in his piggy bank. It was the biggest truck in the toy section. Everyone in his class had one. The truck could climb over small dirt hills. It also came with a little toy bridge. Vinnie opened the toy truck as soon as he got home. He could not wait to play with it. First, the front wheel fell off. Then the bridge broke in the middle. Vinnie should have waited to buy a different toy.

- In which of the following words is the silent letter underlined correctly?
  - climb
  - climb
  - climbb
  - climb
- Which of the following words ends with a /j/ sound?
  - bridge
  - fright
  - enough
  - anything
- Which word is the contraction of the two words **should have**?
  - shouldof
  - shouldve'
  - shouldv'e
  - should've
- Which two words make up the word **everyone**?
  - ever one
  - every one
  - every ones
  - ever yone

5. Read the following sentence. Write the contraction for the words in bold print on the line below.

**You will** be home on Saturday.

\_\_\_\_\_



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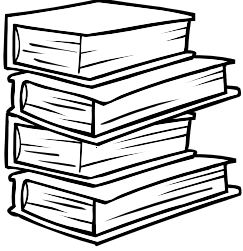
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**You'll**



## Understanding Suffixes

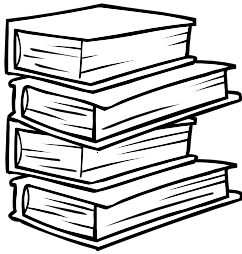
### Directions:

Read each sentence. Choose a word from the Word Bank that best completes the sentence. Write the word on the line.

### Word Bank

|            |            |         |
|------------|------------|---------|
| speechless | weightless | faster  |
| kindness   | happiness  | quickly |
| shortest   | heaviest   | evenly  |

1. December 21 is the \_\_\_\_\_ day of the year.
2. My grandma treats people with \_\_\_\_\_.
3. I was \_\_\_\_\_ when they told me I won the award.
4. I ran \_\_\_\_\_ than Tom and won the race!
5. To share the apple, we need to cut it \_\_\_\_\_.
6. Carry the \_\_\_\_\_ box for me.
7. The fire alarm went off, and the students lined up  
\_\_\_\_\_.
8. The astronaut is \_\_\_\_\_ in space.
9. We could see the \_\_\_\_\_ on her face when she smiled.



## Understanding Suffixes

### Directions:

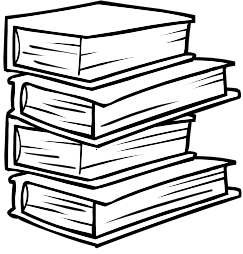
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|            |            |         |
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| speechless | weightless | faster  |
| kindness   | happiness  | quickly |
| shortest   | heaviest   | evenly  |

1. December 21 is the shortest day of the year.
2. My grandma treats people with kindness.
3. I was speechless when they told me I won the award.
4. I ran faster than Tom and won the race!
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6. Carry the heaviest box for me.
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9. We could see the happiness on her face when she smiled.





## Identifying Elements of Character

**Directions:** Read the passage. Then read each question and circle the correct answer.

### The Puppy

One chilly day, a little girl named Sara was walking home from school. She walked by a building. There were lots of old boxes and trash around the building. Sara stayed away from the building. Then something caught Sara's eye. One of the small boxes was moving. She stopped and looked at the box. Sara wondered what was inside.

Slowly she walked toward the box, and she stepped carefully over the other boxes and trash. When she looked inside, Sara was quite surprised to see a little black puppy at the bottom of the box. He was alone and looked very hungry.

When the puppy saw Sara, he began to cry. "He must be lost," Sara said to herself. Slowly, Sara reached into the box. "Nice puppy," she said, "I will not hurt you."

She took the puppy out of the box and put him inside her warm coat. He was thin, cold, and shaking. Sara could not leave him out in the cold weather. He must be hungry, she thought. Quickly, Sara headed for home.

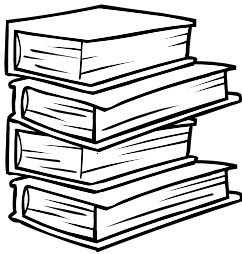
Sara ran through the door of her house and went right to the kitchen. She looked in the cupboard, but they did not have any

dog food for the puppy. Her grandpa told her that the children next door had a new puppy. Maybe they would share some dog food with Sara.

Sara and her grandpa walked next door. The children were glad to help. Sara set the puppy down and fed him some of the dog food. He ate it all up. He was very hungry. "I'll name you Boxer because I found you in a box," said Sara as she watched him eat. Everyone laughed.

1. Why did Sara stop at the building?
  - A. She saw one of the boxes moving.
  - B. She wanted to clean up the trash.
  - C. She saw a friend from school.
  - D. She wanted to eat her lunch.
2. How did the puppy feel when Sara found him?
  - A. playful and shaking
  - B. happy and excited
  - C. cold and hungry
  - D. warm and cozy
3. Why did Sara name the dog Boxer?
  - A. Dogs love to play with boxes.
  - B. She found him in a box.
  - C. Boxer was her favorite name.
  - D. The puppy was thin and shaking.

4. Sara said, “Nice puppy. I will not hurt you.”  
Why did Sara say this?
- A. She wanted to make the dog feel safe.
  - B. She knew that dog had been hurt before.
  - C. She was very afraid of the dog.
  - D. She wanted to keep the dog.
5. How would you describe Sara?
- A. shy and quiet
  - B. kind and caring
  - C. selfish and mean
  - D. sad and lonely



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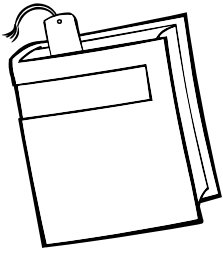
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- B. **kind and caring**
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## Mixed Skills: Using Affixes and Base Words and Identifying Themes and Character Traits

**Directions:** Read the passage. Then answer the questions.

### Tim's Hidden Talent

Once there was a boy named Tim. He had two brothers, Tom and Tad. Tim wanted to do something better than his brothers. Both of his brothers were older than he, and they were always making their parents happy. Sometimes Tim felt completely useless. Tom was really good at sports. Tad was really good at schoolwork. What could Tim do to make his mom and dad happy?

“You are the youngest,” their mom would say to Tim. “Some day you will be just as smart. You’ll shoot baskets just as well. Just wait and see.”

It was hard to wait. Tim kept trying to do his best. Tom would win a race. So Tim tried running home faster from school. Tad would do well on a test. Tim worked harder in school.

One day Tim came home from school. His mom, Tom, and Tad were looking under the porch. Their new kitten had chased a ball under the porch, and now she would not come out. Tom and Tad were too big to go after the kitten.

Tim said, “I will get Fuzzy.” He wiggled through the little hole to get under the porch. He crawled to Fuzzy and gently picked her up. Then he crawled back to his brothers and his mother.

With a big smile Tim said, “Guess what? I am best at being the littlest.” His mom took Fuzzy and gave Tim a big smile. Her face shined with happiness.

1. The theme of the story is \_\_\_\_
  - A. young people are not good at anything.
  - B. you have to wait to be good at something.
  - C. every person is good at something.
  - D. making your parents happy is important.
  
2. You can tell from the story that \_\_\_\_
  - A. Tim is a boy who gives up easily.
  - B. Tim is a boy who tries hard.
  - C. Tim is not good at anything.
  - D. Tim is good at everything.
  
3. You know that Tim is kind because he \_\_\_\_
  - A. picks up the kitten gently.
  - B. tried to make his parents happy.
  - C. tries so hard in school.
  - D. runs fast home from school.

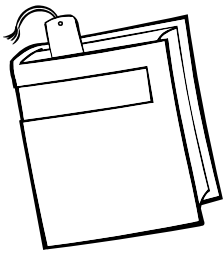


4. Which word means the same as **happiness**?

- A. anger
- B. hope
- C. fear
- D. joy

5. Which word means the same as **useless**?

- A. hopeless
- B. unhelpful
- C. unhappy
- D. brave



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### Tim's Hidden Talent

Once there was a boy named Tim. He had two brothers, Tom and Tad. Tim wanted to do something better than his brothers. Both of his brothers were older than he, and they were always making their parents happy. Sometimes Tim felt completely useless. Tom was really good at sports. Tad was really good at schoolwork. What could Tim do to make his mom and dad happy?

“You are the youngest,” their mom would say to Tim. “Some day you will be just as smart. You’ll shoot baskets just as well. Just wait and see.”

It was hard to wait. Tim kept trying to do his best. Tom would win a race. So Tim tried running home faster from school. Tad would do well on a test. Tim worked harder in school.

One day Tim came home from school. His mom, Tom, and Tad were looking under the porch. Their new kitten had chased a ball under the porch, and now she would not come out. Tom and Tad were too big to go after the kitten.

Tim said, “I will get Fuzzy.” He wiggled through the little hole to get under the porch. He crawled to Fuzzy and gently picked her up. Then he crawled back to his brothers and his mother.

With a big smile Tim said, “Guess what? I am best at being the littlest.” His mom took Fuzzy and gave Tim a big smile. Her face shined with happiness.

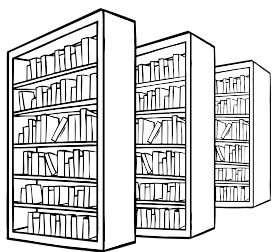
1. The theme of the story is \_\_\_\_
  - A. young people are not good at anything.
  - B. you have to wait to be good at something.
  - C. every person is good at something.**
  - D. making your parents happy is important.
  
2. You can tell from the story that \_\_\_\_
  - A. Tim is a boy who gives up easily.
  - B. Tim is a boy who tries hard.**
  - C. Tim is not good at anything.
  - D. Tim is good at everything.
  
3. You know that Tim is kind because he \_\_\_\_
  - A. picks up the kitten gently.**
  - B. tried to make his parents happy.
  - C. tries so hard in school.
  - D. runs fast home from school.

4. Which word means the same as **happiness**?

- A. anger
- B. hope
- C. fear
- D. joy**

5. Which word means the same as **useless**?

- A. hopeless
- B. unhelpful**
- C. unhappy
- D. brave



## Recognizing Patterns of Text with Compare and Contrast

### Directions:

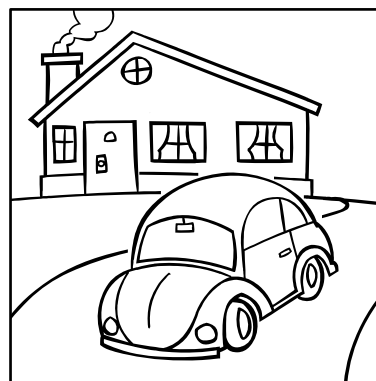
Read the sentences about the pictures. Then answer the questions that follow.

A bunny can hop by itself.  
The slippers cannot hop by themselves.  
They are both soft and furry.



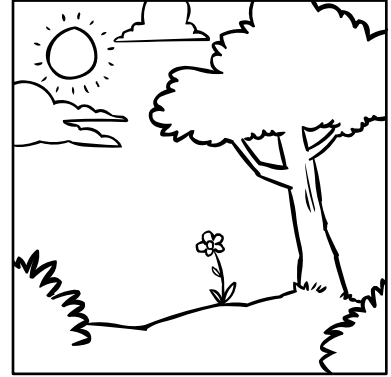
1. Write the sentence that tells how the objects are the same.  
\_\_\_\_\_
2. Which word in the sentence tells you the objects are the same?  
\_\_\_\_\_

You can sit in a house and a car.  
They both have doors and windows.  
A car can be driven, but a house cannot.



3. Write the sentence that tells how the objects are different.  
\_\_\_\_\_
4. Which word in the sentence tells you the objects are different?  
\_\_\_\_\_

The tall tree is larger than the small flower.  
A tree has a trunk, while a flower has petals.  
But they both have leaves.  
They both need sun, water, and air to grow.



5. Write one sentence that tells how the objects are different.

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6. Which word in the sentence tells you the objects are different?

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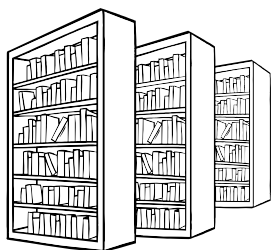
7. Write one sentence that tells how the objects are the same.

---

---

8. Which word in the sentence tells you the objects are the same?

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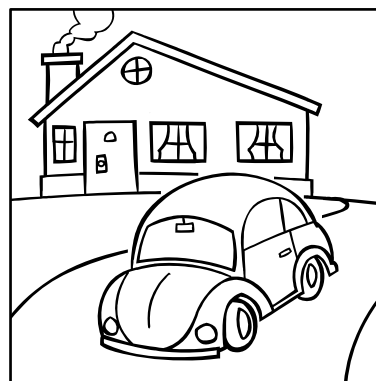
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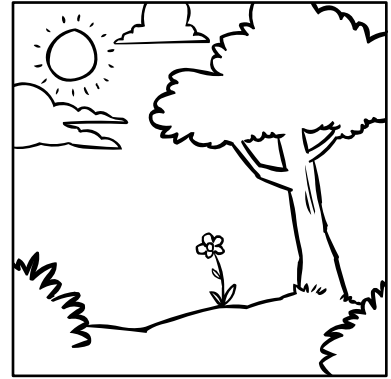
3. Write the sentence that tells how the objects are different.

**A car can move, but a house does not move.**

4. Which word in the sentence tells you the objects are different?

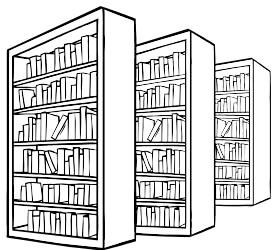
**but**

The tall tree is larger than the small flower.  
A tree has a trunk, while a flower has petals.  
But they both have leaves.  
They both need sun, water, and air to grow.



5. Write one sentence that tells how the objects are different.  
**Answers will vary. Possible responses: A tree has a trunk, while a flower has petals. The tall tree is larger than the small flower.**
6. Which word in the sentence tells you the objects are different?  
**Answers will vary. Possible responses: while, than**
7. Write one sentence that tells how the objects are the same.  
**Answers will vary. Possible responses: They both need sun, water, and air to grow. But they both have leaves.**
8. Which word in the sentence tells you the objects are the same?  
**both**





## Distinguishing Realistic Fiction and Fantasy

### Directions:

Read the sentences. Write an *R* on the line if the sentence shows realistic fiction. Write an *F* on the line if the sentence shows fantasy.

## What You Need to Know

### What is *realistic fiction*?

Realistic fiction is a story about something that could really happen.

A cat played with the toy mouse.

### What is *fantasy*?

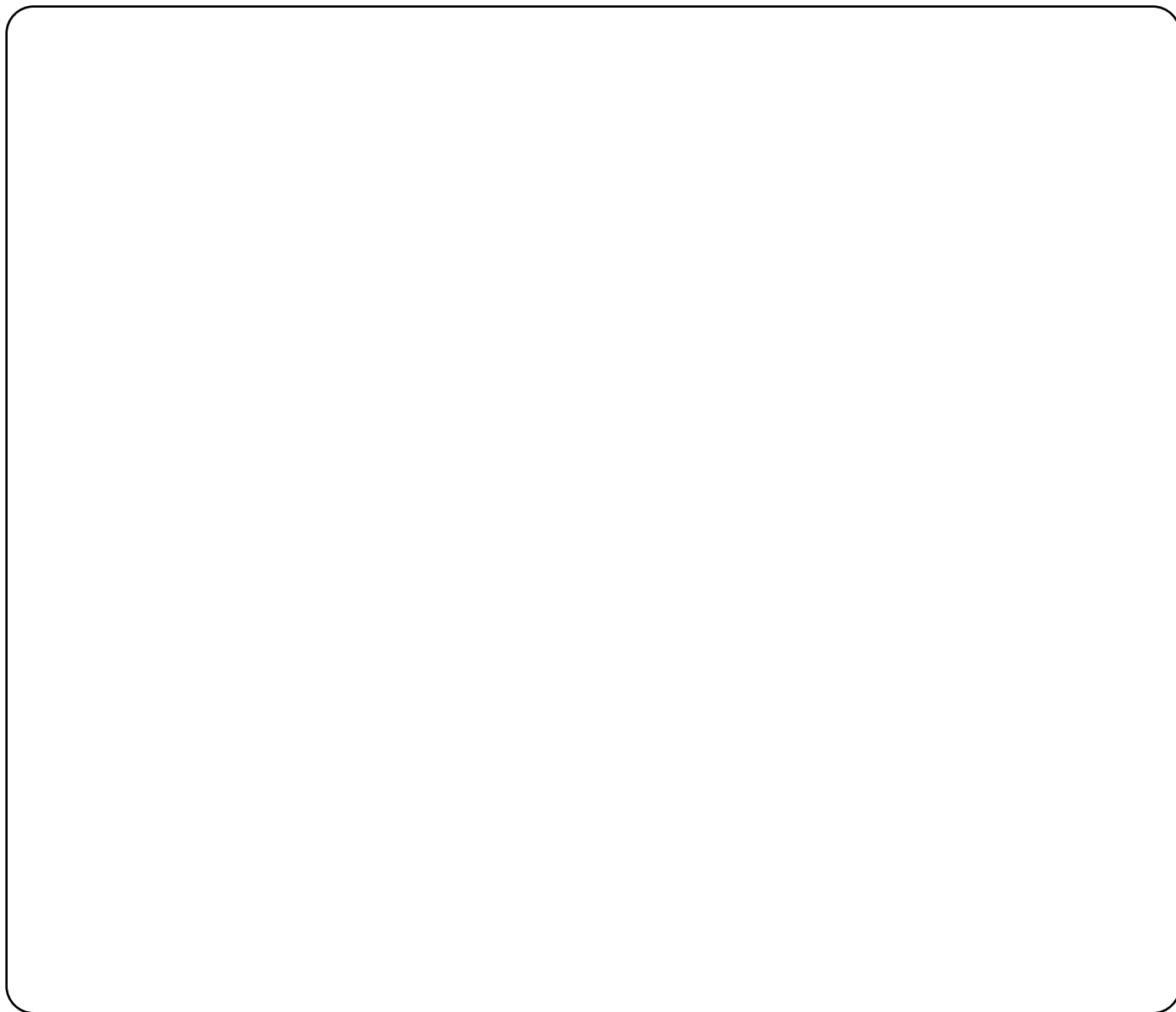
Fantasy is something that could not really happen.

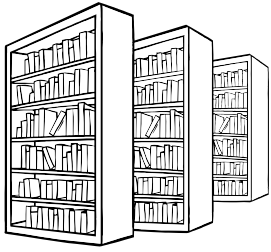
The cat sang a song and the mouse danced along.

1. \_\_\_ George the dog drove his new car down the street.
2. \_\_\_ Big raindrops fell on the running children.
3. \_\_\_ The bright flowers in the garden were red and blue.
4. \_\_\_ Patty Pig bought her favorite book from the store.
5. \_\_\_ The wind blew the orange leaves off the tree.
6. \_\_\_ The frog king put a gold crown on his green head.
7. \_\_\_ Luisa was afraid to look into the dark hole in the ground.

8. \_\_\_\_ Tom's toothbrush was sad because Tom forgot to brush his teeth.
9. \_\_\_\_ The strong little ant threw the football high into the air.

**Directions:** Pick a sentence that shows **fantasy**. Draw a picture of it in the box.





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Read the sentences. Write an *R* on the line if the sentence shows realistic fiction. Write an *F* on the line if the sentence shows fantasy.

## What You Need to Know

### What is *realistic fiction*?

Realistic fiction is a story about something that could really happen.

A cat played with the toy mouse.

### What is *fantasy*?

Fantasy is something that could not really happen.

The cat sang a song and the mouse danced along.

1.   F   George the dog drove his new car down the street.
2.   R   Big raindrops fell on the running children.
3.   R   The bright flowers in the garden were red and blue.
4.   F   Patty Pig bought her favorite book from the store.
5.   R   The wind blew the orange leaves off the tree.
6.   F   The frog king put a gold crown on his green head.
7.   R   Luisa was afraid to look into the dark hole in the ground.

8. F Tom's toothbrush was sad because Tom forgot to brush his teeth.
9. F The strong little ant threw the football high into the air.

**Directions:** Pick a sentence that shows **fantasy**. Draw a picture of it in the box.

**Answers will vary.**



## Recognizing Cause and Effect

### Directions:

Write the cause and effect for each sentence.

### What You Need to Know

Asking questions can help you find the cause and effect.  
Read the sentence.

Skippy hid under the bed because he was afraid of the loud fireworks.

Ask *what* questions to find the *effect*.

What happened to Skippy?  
Skippy hid under the bed.

Ask *why* questions to find the *cause*.

Why did Skippy hide?  
The fireworks were loud.



These words can help you find the cause and effect:

**if      then      because      so      since**

1. We will eat dinner early since the movie starts soon.

Effect (What?) \_\_\_\_\_

Cause (Why?) \_\_\_\_\_

2. Spot is lonely because Joe went to school.

Effect (What?) \_\_\_\_\_

Cause (Why?) \_\_\_\_\_

3. She can't play since she didn't finish her homework.

Effect (What?) \_\_\_\_\_

Cause (Why?) \_\_\_\_\_

4. The bridge was blocked, so the cars had to turn around.

Effect (What?) \_\_\_\_\_

Cause (Why?) \_\_\_\_\_

5. If it is too hot outside, then we will play games inside.

Effect (What?) \_\_\_\_\_

Cause (Why?) \_\_\_\_\_



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Effect (What?) **We will eat dinner early.**

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Effect (What?) **Spot is lonely.**

Cause (Why?) **Joe went to school.**

3. She can't play since she didn't finish her homework.

Effect (What?) **She can't play.**

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4. The bridge was blocked, so the cars had to turn around.

Effect (What?) **The cars had to turn around.**

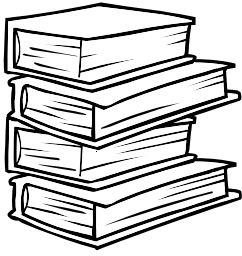
Cause (Why?) **The bridge is blocked.**

5. If it is too hot outside, then we will play games inside.

Effect (What?) **We will play games inside.**

Cause (Why?) **It is too hot outside.**





## Mixed Skills: Distinguishing Fantasy and Realism and Recognizing Patterns of Text

**Directions:** Read the passage. Then answer the questions that follow.

### A Day at the Park

One crisp autumn day, Bunny hopped to the park. He passed the squirrels and raccoons playing football. He settled under a golden tree. He opened the book he was reading for school. Bunny couldn't wait to finish it.

Suddenly, there were loud noises behind him. He covered his ears. He peeked around the tree and saw Bear pounding on a set of drums.

Bunny sighed and tried to keep reading. But it was no use. He hopped over to Bear.

“Please, Bear,” said Bunny, “Could you stop playing your drums?”

Bear replied, “But I must practice. We are marching in a parade tomorrow.”

“I'm reading a book for school,” said Bunny. “You're making too much noise.”

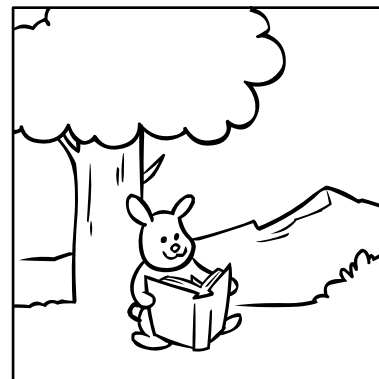
Bear thought about that. He liked Bunny. Bear didn't want to bother him. Then Bear said, “I have an idea. I will be right back.”

Bear came back with something in his paws. It was a pair of earmuffs. Bunny smiled. “Thanks, Bear. I know just what to do with those,” said Bunny.

Bunny placed them over his ears. The earmuffs made it very quiet. Bear returned to beating his drums. Bunny sat in the shade and read peacefully.

1. What makes this story a fantasy?
  - A. The bunny is reading a book.
  - B. The bunny is in the park.
  - C. The bunny and the bear are both animals.
  - D. There are two animals in the story.

2. Why does Bear give Bunny earmuffs?
  - A. It is fall and the weather is cold.
  - B. Bunny has big, floppy ears.
  - C. They would make it quiet for Bunny.
  - D. Bear needed them for his own ears.

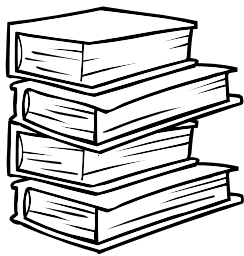


3. How are Bunny and Bear alike?
  - A. They both like to read books for school.
  - B. They are both happy at the end of the story.
  - C. They both like to play football in the park.
  - D. They are both scared of drums.

4. Why did Bear need to practice the drums?
- A. His mother wanted him to play outside.
  - B. He liked playing the drums more than reading books.
  - C. He was marching in a parade the next day.
  - D. He was playing the drums for a school play.

5. Write three ways Bear and Bunny are different.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_



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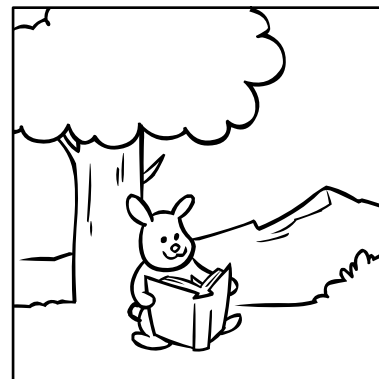
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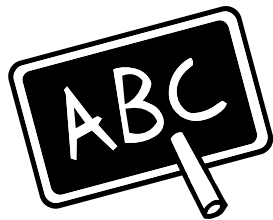
D. He was playing the drums for a school play.

5. Write three ways Bear and Bunny are different. **Answers will vary.**

1. **Possible responses: Bear likes to play the drums.** \_\_\_\_\_

2. **Bunny likes to read books.** \_\_\_\_\_

3. **Bear brought Bunny earmuffs.** \_\_\_\_\_



## Identifying Similes and Metaphors

### Directions:

Read the poems. Circle the similes and underline the metaphors.

## What You Need to Know

### Similes

Similes are comparisons using the words *like* or *as*.

The waves were as loud as a roaring lion.

### Metaphors

Metaphors are comparisons without using the words *like* or *as*.

The waves roared when they crashed on the rocks.

**Directions:** Read the poems. Circle the similes and underline the metaphors.

### Golden Friends

A good friend is gold  
That's what we're told.  
But to be a friend  
Is as nice as a warm wind.

### Sweet Nights

The night was sweet as chocolate candy.  
The moon was a shining pearl.  
Stars like sugar sparkling - dandy!  
All for a sleepy boy and girl.

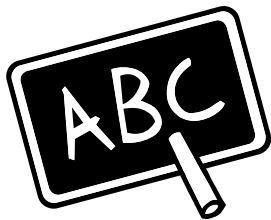
**Directions:** Finish each sentence with a simile.

1. The sun is like \_\_\_\_\_.
2. The lion is like \_\_\_\_\_.
3. The shark is like \_\_\_\_\_.

**Directions:** Finish each sentence with a metaphor.

4. A mouse is \_\_\_\_\_.
5. A teddy bear is \_\_\_\_\_.
6. The dog is \_\_\_\_\_.





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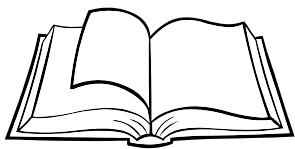
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## Recognizing Idioms

### Directions:

Read the passage. Then underline three idioms.

### What You Need to Know

#### Idiom

An idiom is a special set of words. Together, the words have meaning. If you read the words one at a time, they usually do not make sense. Read the sentence.

It's raining cats and dogs today.

The sentence doesn't mean it is really raining cats and dogs. It means it is raining very hard.

### Salty the Grouch

One day Salty had a flat tire on his wagon, but he had no tools to fix it. The flat tire made his bad mood even worse. Salty was a grouch.

The grouch thought and thought about what to do. He never liked asking for help. Salty asked a passing owl what he thought.

“Well,” said the owl, “you catch more flies with honey than salt.”

“What does that mean?” Salty asked.

Owl sighed, “It means you should try being as sweet as honey. Then people will not mind helping you. Try smiling.”

“Oh,” said Salty. “I’ll have to think about that.”

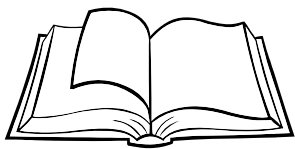
Salty really wanted that tire fixed. He tried smiling in the mirror. Again, he went out to find help. He smiled at Rainy Raccoon. Rainy was a jack-of-all-trades. She could fix anything. The raccoon surprised Salty and said she would help fix the wagon.

“Hmm,” thought the grouch, “that was easy as pie.”

After that, the grouch smiled a lot more.

**Directions:** Write the letter *I* if the sentence has an idiom. Write the letter *X* if the sentence does not have an idiom.

1. \_\_\_ Omar was smart and wise as an old owl.
2. \_\_\_ The blankets made her snug as a bug in a rug.
3. \_\_\_ My class read more books than the other class.
4. \_\_\_ The teacher called us the cream of the crop.
5. \_\_\_ Where do you keep the honey?



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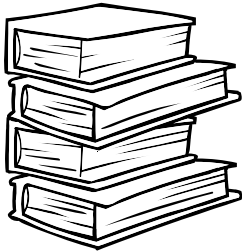
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5. X Where do you keep the honey?



## Recognizing Homophones and Homographs

### Directions:

Circle the correct word to complete the sentence. The first one has been done for you.

## What You Need to Know

### Homophones

Homophones are words that sound the same, but have different meanings and different spellings.

|   |  |
|---|--|
| <p><b>hare</b><br/>an animal similiar<br/>to a rabbit</p> | <p><b>hair</b><br/>thin strands that grow on<br/>the skin of mammals</p> |
|---|--|

### Homographs

Homographs are words that are spelled the same and sound the same. But they have different meanings.

|   |  |
|---|--|
| <p><b>bat</b><br/>a wooden stick used<br/>to hit a ball</p> | <p><b>bat</b><br/>an animal with wings<br/>that is active at night</p> |
|---|--|

**Directions:** Circle the correct word to complete the sentence. The first one has been done for you.

1. Luis lived here for eight / ate years.
2. They eight / ate supper with us.

3. Ariana blue / blew out the candle.
4. The blue / blew sky had no clouds.
5. She got a pair / pear of ice skates she wanted.
6. The baby's favorite fruit is pairs / pears.

**Directions:** Complete each sentence. Use a word from the Word Bank. Each word will be used twice.

**Word Bank**

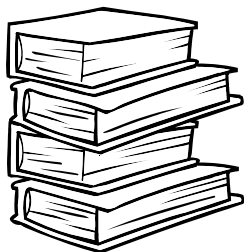
story

punch

bank

1. Grandpa read us a \_\_\_\_\_ about ducks.
2. Marni will go to the \_\_\_\_\_ to get money.
3. Trina put on boxing gloves to \_\_\_\_\_ the bag.
4. The river \_\_\_\_\_ was blooming with flowers.
5. I had a glass of \_\_\_\_\_ at the dance.
6. She lived on the third \_\_\_\_\_ of her building.





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- Luis lived here for eight / ate years.
- They eight / ate supper with us.

3. Ariana blue / **blew** out the candle.
4. The **blue** / blew sky had no clouds.
5. She got a **pair** / pear of ice skates she wanted.
6. The baby's favorite fruit is pairs / **pears**.

**Directions:** Complete each sentence. Use a word from the Word Bank. Each word will be used twice.

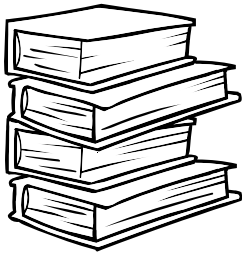
**Word Bank**

story

punch

bank

1. Grandpa read us a \_\_\_\_\_ **story** \_\_\_\_\_ about ducks.
2. Marni will go to the \_\_\_\_\_ **bank** \_\_\_\_\_ to get money.
3. Trina put on boxing gloves to \_\_\_\_\_ **punch** \_\_\_\_\_ the bag.
4. The river \_\_\_\_\_ **bank** \_\_\_\_\_ was blooming with flowers.
5. I had a glass of \_\_\_\_\_ **punch** \_\_\_\_\_ at the dance.
6. She lived on the third \_\_\_\_\_ **story** \_\_\_\_\_ of her building.



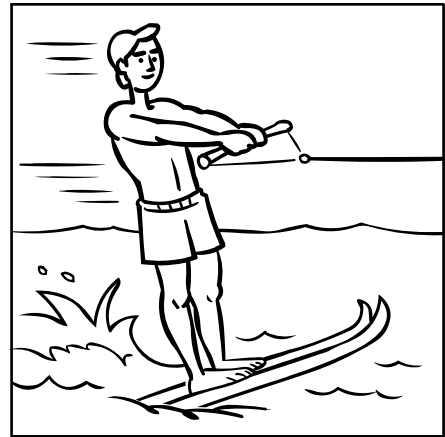
## Mixed Skills: Recognizing Similes, Metaphors, Idioms, and Alliteration

**Directions:** Read the passage. Then answer the questions that follow.

### A Visit to the Red Sea

<sup>1</sup>Mr. Lopez planned his vacation. <sup>2</sup>He wanted to visit the Red Sea. <sup>3</sup>He read all about this beautiful body of water. <sup>4</sup>The book said the water was like glass. <sup>5</sup>It also said that people enjoy doing water sports in the sea. <sup>6</sup>He could swim, sail, and ski in the water. <sup>7</sup>Mr. Lopez was very excited about the trip.

<sup>8</sup>He asked his neighbor to watch his pet rabbit for him. <sup>9</sup>He packed his clothes. <sup>10</sup>Mr. Lopez left in the blink of an eye.



1. Which sentence has an idiom?
  - A. sentence 2
  - B. sentence 3
  - C. sentence 9
  - D. sentence 10
  
2. Which sentence uses alliteration?
  - A. sentence 6
  - B. sentence 7
  - C. sentence 8
  - D. sentence 9

**Directions:** Read the sentences. Then answer the questions.

**Mr. Lopez asked his neighbor to watch his pet rabbit for him.**

3. What does the word **watch** mean in the sentence?
- A. to clean something
  - B. to look at or care for
  - C. an object that tells time
  - D. a lock on the front door

**The book said the water was like glass.**

4. This is an example of \_\_\_\_\_
- A. an idiom.
  - B. a simile.
  - C. a metaphor.
  - D. a homonym.

**Directions:** Underline three homophones in the sentence.

He wanted to visit the Red Sea.



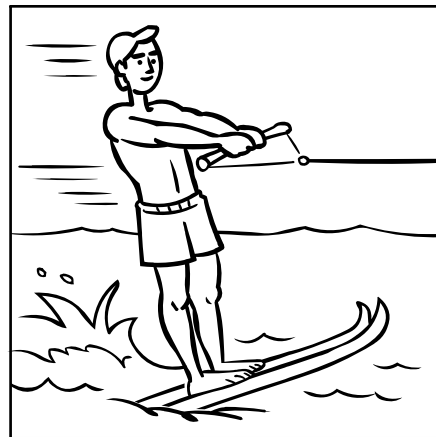
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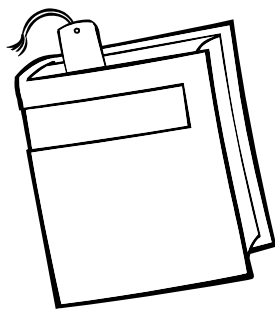
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## Summarizing Ideas from Different Texts and Media

**Directions:** Read the poster and the news story. Then write a letter to your principal. Tell why your class should see the Animal Queen. Use information from both the poster and the news story.

### Come see the *Animal Queen* in person!

March 10, 2007 9:00 A.M.-11:00 A.M.

The Animal Queen is showing her reptiles at the City Park—even King Croc! She is the star of the TV show *The Animal Queen*.



Learn all about crocodiles.

Learn what they eat, how big they get, and what they like to do. Discover how they live in the wild. Find out how the Animal Queen met King Croc.

Call for tickets now. They will go quickly.

## The City Times

### A New Animal Show on TV

By Angela Davidson

The newest show on TV is *The Animal Queen*, and it is great.

On the show, you meet the Animal Queen. She used to be an animal doctor. She became famous for saving King Croc, a very large crocodile. He is 19 feet long.

The Animal Queen travels all over the world. She teaches about all kinds of animals, but she really likes reptiles. She also tells how animals live together.

This TV show is great for teachers and learners. It is fun for parents to watch with their children. You can watch *The Animal Queen* on Mondays at 7 P.M.



Dear Principal \_\_\_\_\_ ,

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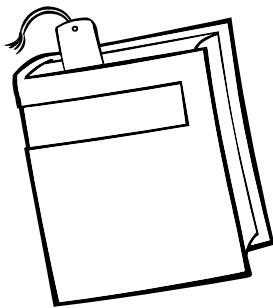
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Sincerely,

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**Answers will vary.**

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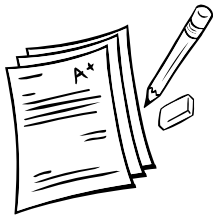
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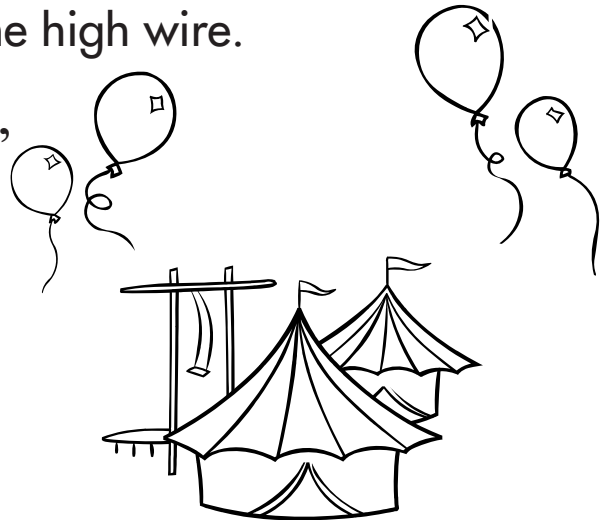
## Using Question-Answer Relationships (Right There and Think and Search)

**Directions:** Read the poster. Then answer the questions that follow.

### Family Fun Circus

The Family Fun Circus is in town! Come see our lions jump through hoops. Watch our tigers dance the tango. Meet our wonderful clowns. They know lots of fun magic tricks. Watch people walk on the high wire.

While you are watching the show, enjoy one of our yummy treats. We have tasty sandwiches. We have creamy yogurt. You can buy fresh lemonade. For a smaller snack, try our apples or carrot sticks.



**Prices:**

\$2.00 per adult

\$1.00 per child

**Hours:**

10:00 A.M.-10:00 P.M.

**Food:**

|            |               |
|------------|---------------|
| Lemonade   | Carrot Sticks |
| Sandwiches | Yogurt Apples |

After the show, check out the fun rides. Ride in circles on the merry-go-round. See the city from up high on the Ferris wheel. All are meant to delight!

We are open all weekend long. Then we will be traveling to the next town.

**Don't miss out on this exciting show!**

1. What kinds of animals does the circus have?

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2. What kinds of rides does the circus have?

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3. Why would someone enjoy going to the Family Fun Circus?  
List three reasons.

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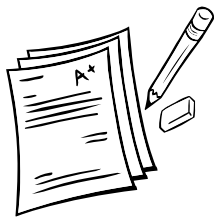
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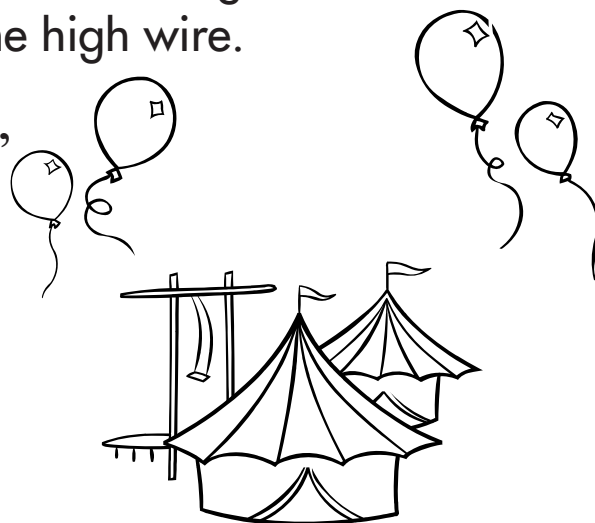
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1. What kinds of animals does the circus have?

**The circus has lions and tigers.**

---

2. What kinds of rides does the circus have?

**The circus has a merry-go-round and a Ferris wheel.**

---

3. Why would someone enjoy going to the Family Fun Circus?  
List three reasons.

**Answers will vary.**

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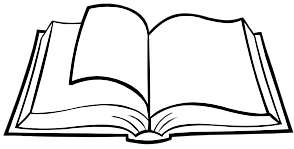
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## Using Question-Answer Relationships (Author and You and On My Own)

**Directions:** Read the passage. Then answer the questions.

### Camping

Have you ever been camping? When you camp, you spend a lot of time outside. For a little while, you get to live under the stars. The trees stand above you and keep you company. The rocks become places to sit. The campfire is the place to keep warm. Camping is a great way to spend time with your family.

#### Things to Do

When you camp, there are a lot of things you can do. You can hike in the mountains. You can swim in a nearby lake. You can catch butterflies, or you can read a book too.

#### Around the Campfire

The campfire is an important part of camping. Many people like to make S'mores. S'mores are yummy treats. To make them, you need graham crackers, marshmallows, and chocolate. They are fun to make and eat around a campfire.

People also like to tell stories around the campfire. Sometimes the stories are scary. When it is dark outside, the stories seem scarier. Sometimes the stories are funny. They make people laugh. People take turns telling stories.

## Bedtime

Bedtime is the best part of camping. You get to sleep in a sleeping bag, and you may even sleep inside a tent. At night, you can look up. Above you are lots of stars that travel across the sky. If you live in the city, you may see a few stars. But when you camp, you may see more stars than you can count.

1. Why are some stories scary when it is nighttime?

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2. What would you like to do if you went camping?

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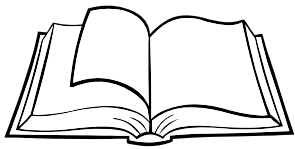
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3. Do you think you would like sleeping in a tent? Why or why not?

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## Using Question-Answer Relationships (Author and You and On My Own)

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1. Why are some stories scary when it is nighttime?

**Answers will vary.**

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---

2. What would you like to do if you went camping?

**Answers will vary.**

---

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3. Do you think you would like sleeping in a tent? Why or why not?

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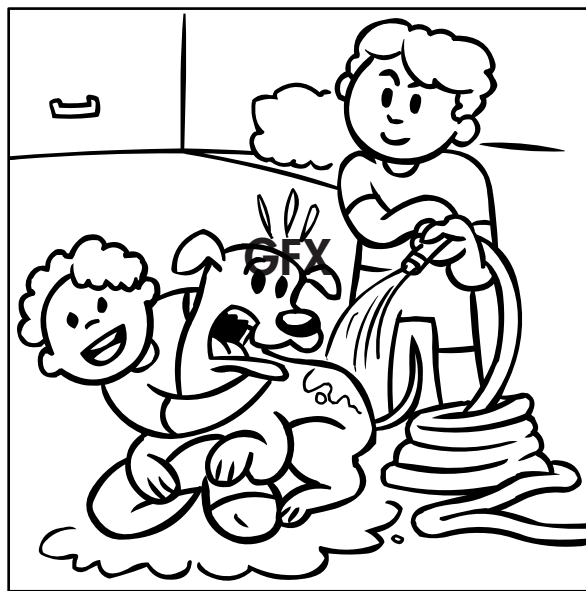
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## Recognizing Alliteration

### Directions:

Read the poem. Then write the words that show alliteration on each line. The first one has been done for you.



On a beautiful breezy day last May, beautiful, breezy  
 We washed Winston, our doggy. \_\_\_\_\_  
 He wiggled wildly to get away, \_\_\_\_\_  
 But ended up smelly and soggy. \_\_\_\_\_

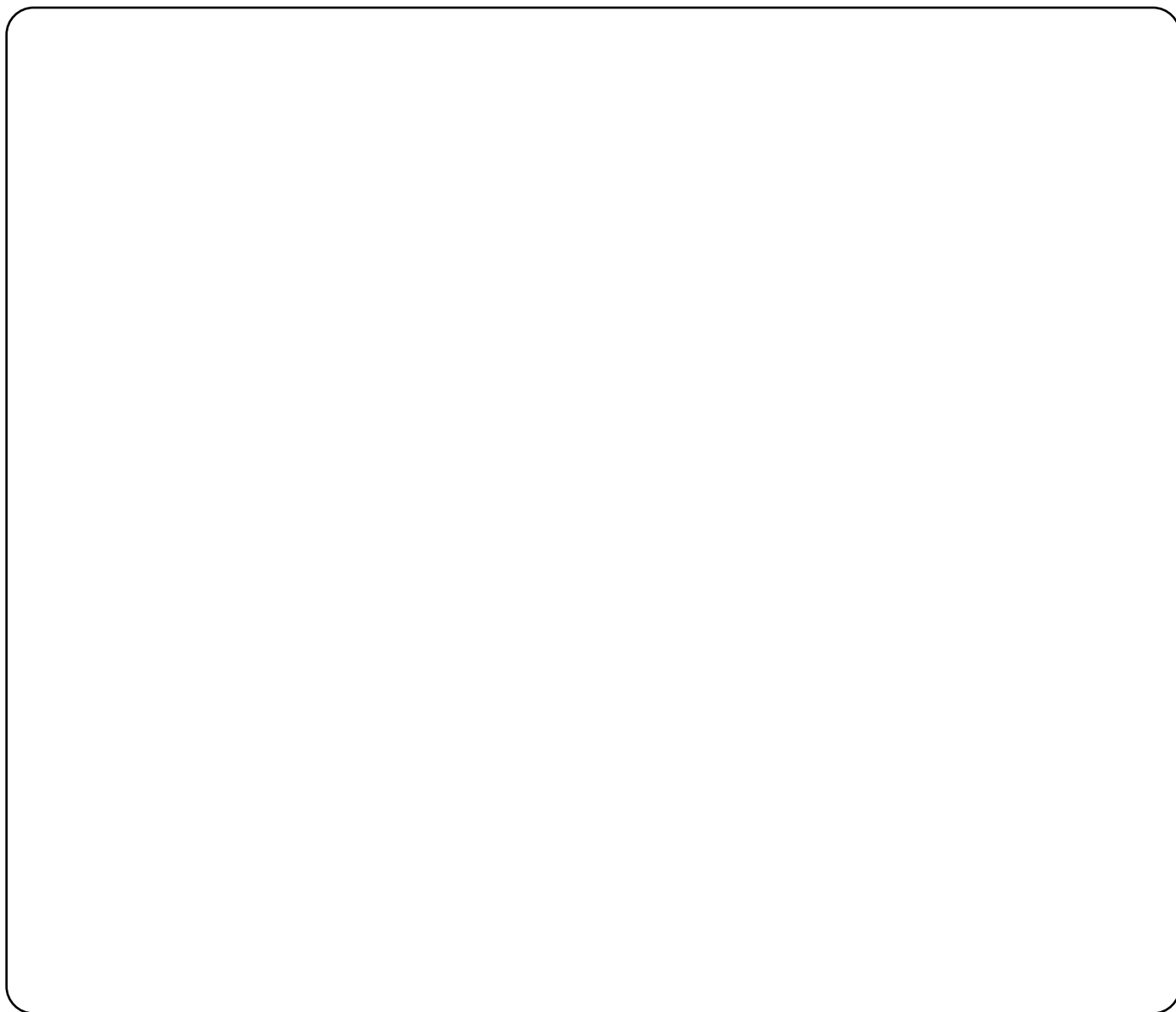
**Directions:** Complete the sentences below. Choose words that show alliteration. The first one has been done for you.

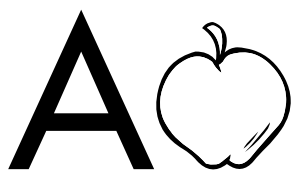
- Ronnie Raccoon rides rockets,  
race cars, and railroads.
- Maria Mouse makes \_\_\_\_\_,  
 \_\_\_\_\_, and \_\_\_\_\_.

3. The policeman found pennies, \_\_\_\_\_ and \_\_\_\_\_ in the park.

4. Sandra found a \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ in the snow.

**Directions:** Choose one of the sentences. Draw a picture to show your words.

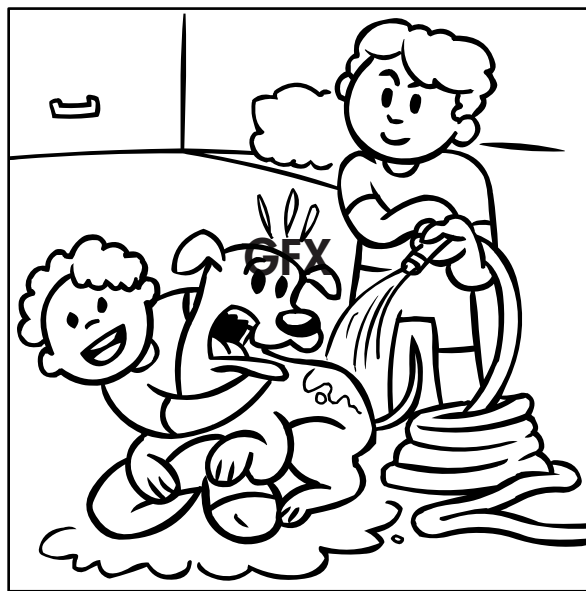




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|                                     |                            |
|-------------------------------------|----------------------------|
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| We washed Winston, our doggy.       | <u>We, washed, Winston</u> |
| He wiggled wildly to get away,      | <u>wiggled, wildly</u>     |
| But ended up smelly and soggy.      | <u>smelly, soggy</u>       |

**Directions:** Complete the sentences below. Choose words that show alliteration. The first one has been done for you. **Answers will vary.**

- Ronnie Raccoon rides rockets,  
race cars, and railroads.
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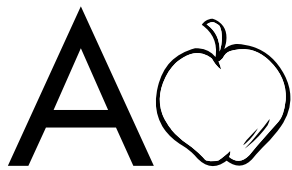
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**Directions:** Choose one of the sentences. Draw a picture to show your words.

**Answers will vary.**





## Comparing and Contrasting Themes

**Directions:** Read the two passages. Then answer the questions.

### Lenny Lizard Learns a Lesson

Lenny was a lizard. He liked to sun on a rock. He liked to hide in small places. And he really liked to scare people. He would jump in front of people to hear them scream and run away.

One day he climbed over a wall and jumped into a tree. He walked along a limb and looked around. He saw a girl resting under the tree. He started to run down the tree. He wanted to scare her, but he went too fast. Lenny slipped and fell.

He looked up and saw a cat with its mouth open. Lenny was so afraid that his legs wouldn't run. Suddenly, a large cup scooped him up, and he was taken away from the hungry cat. The cup slowly tipped, and he slid out. He hurried back to his rock, slid under it, and closed his eyes. He knew the girl had saved him. Lenny never tried to scare people anymore.

### Sarah Saves a Lizard

Sarah liked to be outside. She liked the trees and flowers. She liked the little bugs and birds overhead, but she did not like lizards. She ran away whenever she saw one.

One day she felt like sitting under her favorite tree. She settled against the trunk with her cat by her side. Her mother brought her a glass of lemonade. It tasted so good that she drank it all. Then she started to feel sleepy.

Suddenly, her cat jumped up. Sarah let out a scream. A lizard was about to become her cat's lunch. She grabbed her cup and scooped up the lizard. She did not want it to be in danger, so she carried it far away from her cat and let it go.

Sarah told her mother about the lizard. Her mother gave her a big hug. Her mother said, "It is good to be kind to all animals."

1. What is the theme of *Lenny Lizard Learns a Lesson*?

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2. What is the theme of *Sarah Saves a Lizard*?

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3. Describe how the two passages are the same or different. Include details about the characters, events, and themes.

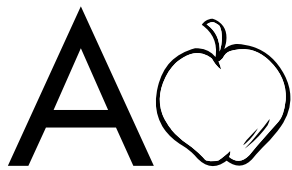
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**Answers will vary.**

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## Mixed Skills: Summarizing Ideas and Question-Answer Relationships

**Directions:** Read the letter. Then answer the questions.

Dear Mr. Riley,

You asked us to think about a class pet. I think our class pet should be a turtle. We could even name it Speedy. Isn't that funny?

Why is a turtle a good choice? Turtles are not very fast. We wouldn't have to worry about it escaping from the room.

Turtles eat lettuce and bugs. They like to drink clean water too. So, the turtle wouldn't want to eat our sandwiches.

Turtles like to move around, just like we do. We could build it a pen in class. The turtle can walk around in the pen while we work on our math or reading.

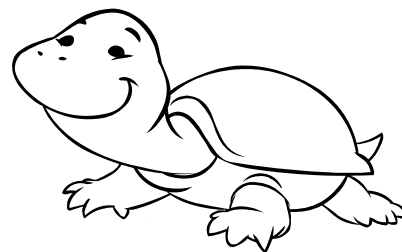
Plus, turtles do not have fur like cats or dogs. It will not make some of us sick. We won't sneeze with a turtle.

Please think about getting a turtle for our class pet.

From,  
Kim

PS: The Pet Place pet shop is having a sale!

1. What kind of pet does Kim want?
  - A. cat
  - B. dog
  - C. turtle
  - D. bird
  
2. What does Kim say turtles eat and drink?
  - A. lettuce, bugs, and water
  - B. water and cabbage
  - C. crackers, nuts, and bugs
  - D. sandwiches and water
  
3. Why is Speedy a funny name for a turtle?
  - A. Turtles are old.
  - B. Turtles are fast.
  - C. Turtles are slow.
  - D. Turtles are green.
  
4. Why is a pet turtle a good idea for the classroom?
  - A. A turtle won't make students sick.
  - B. Kim thinks it is a good idea.
  - C. Turtles don't have to be fed.
  - D. A turtle eats a lot of food.
  
5. Do you think a turtle is a good pet for the classroom? Tell why in your own words.

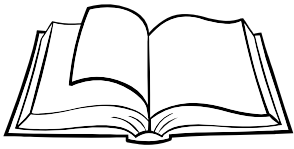


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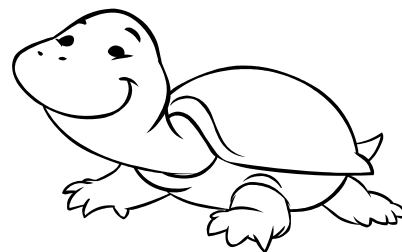
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**Answers will vary.**

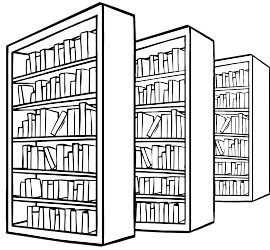
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## Assessment for Grade 2, Benchmark 1: Summarizing Text

**Directions:** Read the passage. Then answer the questions that follow.

### The Sound of Sand

- 1 Sand cannot really sing. But it can make strange sounds. Sometimes the sounds can be heard for miles.
- 2 A dune is a hill of sand. The sand in some dunes is noisy. Some dunes squeak or hum. Some roar or make a loud boom.
- 3 Wind blows the sand. The sand rolls down the side of a dune. The bits of sand rub together. The rubbing makes a sound.
- 4 Only some sand dunes make sounds. The sand has to be hot. It also has to be very dry. The bits of sand have to be round. When the sand is just right, it makes sounds.

1. What should you include when writing a summary?
  - A. everything that happens
  - B. the important facts
  - C. the unimportant facts

2. What is paragraph 3 mostly about?

- A. how sand makes noise
- B. what sand is made of
- C. why the wind blows

3. Which is the best summary of paragraph 2?

- A. A sand dune is a small mountain of sand.
- B. A sand dune really can sing after all.
- C. A sand dune makes different noises.

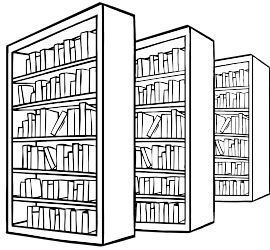
4. Write a summary of “The Sound of Sand.”

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1. What should you include when writing a summary?
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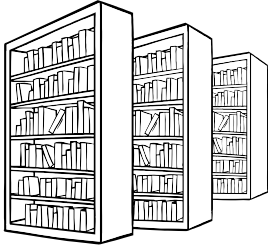
A. A sand dune is a small mountain of sand.

B. A sand dune really can sing after all.

**C. A sand dune makes different noises.**

4. Write a summary of “The Sound of Sand.”

**Possible response: Sand can make strange sounds. It can boom or roar. Sometimes it sounds like it is singing. Bits of sand rub together to make the sounds. The sand has to be hot, dry, and round.**



## Assessment for Grade 2, Benchmark 2: Drawing Conclusions

**Directions:** Read the passage. Then answer the questions that follow.

### Icebergs

The Arctic is always cold. There is a lot of ice. The ice is thick.

It is dark in the Arctic during the winter. The sun does not shine. The ice stays frozen.

In the summer, the sun shines all the time. It even shines at night! Some of the ice melts. If a big piece of ice melts a lot, it breaks off. When it breaks off, it falls into the ocean.

The pieces of ice that fall into the ocean are called *icebergs*. An iceberg can be as big as a car. It can even be as big as a tall building. It is hard to see the size of an iceberg. Most of an iceberg is under the water.

Ships in the water need to be careful. They do not want to run into an iceberg. An iceberg can destroy a ship. There are people on the ships who watch for the icebergs. This helps keep the ships safe.

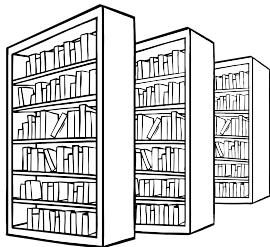
1. Why is it difficult to see the true size of an iceberg?
  - A. They are mostly under the water.
  - B. They are frozen.
  - C. The ships hide them.
  
2. Why do icebergs form in the summer?
  - A. The sun makes the ice thick.
  - B. The sun freezes the water.
  - C. The sun melts the ice.
  
3. Why do ships stay away from icebergs?
  - A. A ship can break an iceberg apart.
  - B. An iceberg can destroy a ship.
  - C. A ship is bigger than an iceberg.
  
4. In your own words tell how more icebergs could form in the Arctic. Use facts from the passage to support your answer.

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## Assessment for Grade 2, Benchmark 2: Drawing Conclusions

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4. In your own words tell how more icebergs could form in the Arctic. Use facts from the passage to support your answer.

**Possible response: If the sun was out longer, more ice would melt. That would form more icebergs.**

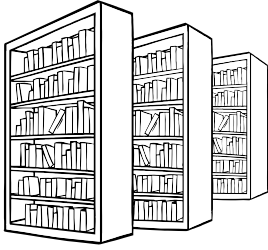
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## Assessment for Grade 2, Benchmark 3: Identifying Compound Words

**Directions:** Read the passage. Then answer the questions that follow.

### Sit, Rover, Sit

Dogs do not learn to behave on their own. Someone must teach them.

Maybe your bulldog jumps on your friends. Maybe your bloodhound eats your shoes. You can teach your dog to behave. It's easy. It just takes time and patience.

First, teach your dog to sit. A dog that is sitting cannot jump. A dog that is sitting won't run to your shoes. It is good to teach a dog to sit.

### Getting Ready

Before you begin, get a reward for your dog. A reward is something your dog likes. Some dogs like to chew on rawhide bones. Others like chasing baseballs. Be sure to have some snacks too.

You can train your dog inside or outside the house. All you need is a quiet place to practice.

### Teaching the Dog

1. Make sure your dog is looking at you.
2. Hold the reward in front of your dog. Say "Sit."

3. Move your hand with the reward over your dog's head. Your dog will follow with its nose.
4. Say "Sit." You may have to say it a couple of times before your dog understands.
5. Give your dog the reward after it sits.

Tomorrow you can work on other commands. Your dog will enjoy spending time with you. You will love having a dog that listens to you.

1. Which word is a compound word?
  - A. behave
  - B. spending
  - C. baseball
  
2. Which word is **not** a compound word?
  - A. rawhide
  - B. follow
  - C. bulldog
  
3. Which two words could you put together to make a compound word?
  - A. some and one
  - B. will and not
  - C. a and lot

4. There are many compound words in the passage. See how many of them you can use in a paragraph. Underline the compound words.

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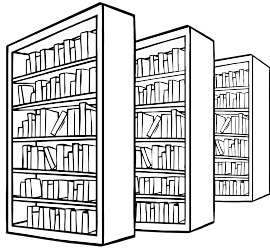
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## Assessment for Grade 2, Benchmark 3: Identifying Compound Words

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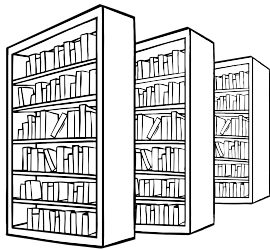
**Possible response: I need someplace to play with my bloodhound. Maybe I'll bring along rawhide treats or something else to eat.**

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## Assessment for Grade 2, Benchmark 4: Recognizing Cause and Effect

**Directions:** Read the passage. Then answer the questions that follow.

### Staying Safe

Staying safe is very important to an animal. Animals have special ways to keep from being harmed. Some animals are good at hiding. Other animals use tricks to scare away their enemies.

Many creatures blend in with things around them. The walking stick is a perfect example. It is an insect. It is very good at blending in. The walking stick looks a lot like a twig. It often sits on a branch. This makes it very difficult to find. A creature that is hard to find is also hard to catch.

Some animals blend in by changing colors. They change colors to match things around them. The arctic fox is brown during the summer. Its color matches the dark dirt. In the winter, its fur turns white. This helps it blend in with the snow.

Not all animals stay safe by blending in. Some animals try to look scary. They use their shapes and colors to scare away other animals. The owl moth has big spots on its wings. The spots scare away some birds. They look like the eyes of a snake.

Some animals use their colors to warn others away. The monarch butterfly is bright orange and black. Birds learn to stay

away from the orange and black. They learn that it means the butterfly doesn't taste very good.

Each animal has its own way to stay safe. Blending in and changing colors are two ways to do this.

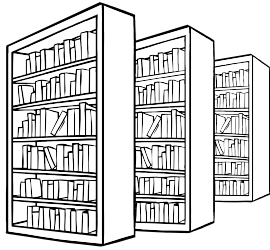
1. How does blending in help an animal?
  - A. It helps the animal to taste better.
  - B. It makes an animal hard to see and catch.
  - C. It puts animals out into plain sight.
  
2. Why does an arctic fox turn white in the winter?
  - A. to stand out against the snow
  - B. to look like a scary snake
  - C. to stay safe from its enemies
  
3. Why is the walking stick able to blend in?
  - A. It looks like something else in nature.
  - B. Its colors make it stand out on a branch.
  - C. It moves quickly and is hard to catch.
  
4. Choose one animal that lives in the woods. Explain how it might blend in or scare away other animals.

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## Assessment for Grade 2, Benchmark 4: Recognizing Cause and Effect

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  - C. It moves quickly and is hard to catch.
4. Choose one animal that lives in the woods. Explain how it might blend in or scare away other animals.

**Possible response: A frog lives in the woods. It may be brown like a log. Then other animals would not see it. It may have bumps on its skin so it could look like a piece of wood.**