

# 1-2

Grade 3

**Skills 1-2** | Activity Book

Grade 3

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**Activity Book**

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Grade 3

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# **Skills 1**

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**Activity Book**



# Skills 1

## Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 1 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Compound Words

Read each of the compound words below. Then draw a slash to separate each compound word into two words. Write each new word on the lines below. Read the new words.

1. c u p c a k e

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2. p i g p e n

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3. f o o t p r i n t

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4. d o o r b e l l

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5. starfish

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6. sunlight

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7. popcorn

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8. snowball

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NAME: \_\_\_\_\_

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## Verbs with *-s* and *-es*

Read each word and sentence. Add the suffix *-s* or *-es* to the verb to complete the sentence. Change the word's spelling as needed. Read the new sentence.

Example: watch. Joanna watches.

1. eat

She \_\_\_\_\_ oatmeal every day.

2. mix

Jon \_\_\_\_\_ green and then yellow paint to make blue.

3. draw

Emma \_\_\_\_\_ a rainbow in art class.

4. reach

Allison \_\_\_\_\_ for the top shelf.

5. flap; take

The bird \_\_\_\_\_ its wings once and \_\_\_\_\_ off.

6. jump

Becky \_\_\_\_\_ higher than her brothers.

7. wish

Luke \_\_\_\_\_ for a bike.

8. fish

He \_\_\_\_\_ for trout every year with his grandpa.

9. smile

The baby \_\_\_\_\_ at his mother.

10. catch; throw

The baseball player \_\_\_\_\_ the ball and \_\_\_\_\_ it to the pitcher.

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with consonant blends.
- Circle words with the endings *-s* and *-es*.
- Highlight one-syllable words with closed syllables.

## Pat's Bike

Pat loves to ride her bike. It is one of her favorite hobbies. She likes to feel the wind on her skin as she zips past backyards, ballparks, and bookstores. Her bike is her most loved item. It is red with a cute bell and a big basket.

One afternoon, Pat decides to take a sunset ride to the lake with her classmate Felix. She grabs her backpack and packs a mat and cupcakes to snack on. They strap on their helmets, hop on their bikes, and begin to pedal.

Not long into the ride, Pat's bike begins to shake. She hits the brakes to stop and scans the bike. "Oh, no! The tire is flat, and the rim is bent," says Pat.

Pat twists, pulls, and pushes on the bike. She cannot fix it. Sad and upset, Pat sits by a sandbox and wishes she knew how to fix the bike herself.

Felix asks Pat if she needs help. "Yes, my bike is in bad shape," says Pat. "Can you help?"

Felix studies the bike. "Yes, I can help. I will be back in no time," he says. Soon, Felix is back with a pump and a toolbox. He inflates the tire and sets the rim back into place with a tool.

“Thank you!” Pat says and hops back on her bike. They ride to the lake and set out the mat and snacks. Pat gazes at the sunset and decides that she wants to learn to fix bikes. She also thanks her kind classmate, Felix. She decides to be more like him—someone who likes to help.

NAME: \_\_\_\_\_

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## Unit 1 Dictation Pretest

Write each word that your teacher dictates.

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

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

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

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

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

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

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

8. \_\_\_\_\_

9. \_\_\_\_\_

Write the entire sentence that your teacher dictates.

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

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

Choose a word from the list above and use it to write your own sentence.

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

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## Short Vowel Sounds

Read each word. Circle the words that have short vowel sounds.

1. let
2. feet
3. glad
4. rot
5. plate
6. cute
7. hope
8. cup
9. snap
10. tape
11. trip
12. kite





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Plural Nouns with *-s* and *-es*

Read each word. Make each word plural by adding a suffix. Change the word's spelling as needed. Read the new word.

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

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

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

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

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

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

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

8. cake \_\_\_\_\_

9. story \_\_\_\_\_

10. dog \_\_\_\_\_



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DATE: \_\_\_\_\_

## Closed Two-Syllable Words

Read each of the words below. Circle the words that have two short vowel sounds.

1. summit
2. puppet
3. mistake
4. plastic
5. tablet
6. pony
7. sunset
8. tennis
9. mascot
10. pancake



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Root Words and Inflectional Endings: *-ed*, *-ing*

### Word Bank

<b>relax</b>	<b>call</b>	<b>paint</b>	<b>sail</b>
<b>play</b>	<b>land</b>	<b>stuff</b>	<b>wait</b>

### Part I

Read each word in the word bank. Add the suffix *-ed* to make a verb that shows that the action happened in the past. Read the new word.

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

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

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

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

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

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

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

8. \_\_\_\_\_

## Part II

Read each word in the word bank. Add the suffix *-ing* to make a verb that shows that the action is happening now. Read the new word.

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

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

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

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

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

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

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

8. \_\_\_\_\_

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with double consonants.
- Circle words with the endings *-ed* and *-ing*.
- Highlight multisyllable words with closed syllables.

## Jazz Music

Have you ever listened to jazz music? Let's discuss the subject. Jazz is a fun kind of music that buzzes with life. In jazz, the trumpet, piano, and drums often play big roles. These instruments can mix together to make stunning music that is smooth like velvet.

One fun fact about jazz is that the musicians often make up parts of the songs on the spot. It's all about being playful and expressing yourself in the moment. Jazz has also helped shape many other types of music, like rock and roll and pop.

Jazz began in the 1900s in New Orleans, Louisiana. Black Americans, like Louis Armstrong, helped give life to this lively style of music. Jazz music was one of the ways Black communities were able to share their experiences and tell their stories. Like a magnet, jazz music connected music lovers from all over the world. Starting in the 1920s, the jazz sound filled music halls and attracted the public with its dizzying beats. No one wanted to miss the buzz!

Today, jazz music is still going strong. Jazz artists are finding ways to adapt the sound and make it even better. They want to keep pushing the limits on what jazz can be. They want to keep jazz music going.



In a nutshell, jazz has had a lasting impact. It has shifted the way people all over the world listen to and think about music. So the next time you want to listen to music, try some jazz! Sit back, press play, and relax. You may just find yourself tapping your feet, nodding your head, and moving to the beat.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Jazz Music” Comprehension Questions

1. What are two words or phrases that the passage uses to describe jazz music?

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2. What are some musical instruments that are important in jazz?

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3. How did jazz influence the Black community?

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4. Why do you think music lovers all over the world are connected by jazz music? Use evidence from the text in your answer.

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5. What are jazz artists today trying to do?

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6. Does this passage make you more interested or less interested in listening to jazz? Explain why by using a detail from the text.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Words with Double Letters and *-ed*, *-ing*

### Part I

Read each of the words with suffixes below. Underline each root word.

1. grinned
2. dropping
3. batting
4. clipping
5. hugged
6. plugging
7. flapped
8. patted
9. rubbed
10. trapped

## Part II

Read each word in the table. Sort these words that show that something happened in the past into categories based on whether the suffix makes the /ed/, /d/, or /t/ sound. Read the words you sorted.

<b>pinned</b>	<b>batted</b>	<b>blocked</b>
<b>skipped</b>	<b>grilled</b>	<b>melted</b>
<b>asked</b>	<b>landed</b>	<b>saved</b>

<b>/ed/</b>	<b>/d/</b>	<b>/t/</b>

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Root Words and Inflectional Endings: *-ed*, *-ing*

### Word Bank

<b>grabbed</b>	<b>admitted</b>	<b>stopping</b>	<b>hugged</b>	<b>dripped</b>
<b>stopped</b>	<b>dripping</b>	<b>admitting</b>	<b>grabbing</b>	<b>hugging</b>

### Part I

Read each word in the word bank. Write each word from the word bank that shows the action is happening now. Read each word again.

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

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

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

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

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

## Part II

Read each word in the word bank. Write each word from the word bank that shows the action happened in the past. Read each word again.

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

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

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

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

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

## Part III

Read each word. Add the suffixes *-ed* and *-ing* to each of the following words. Double the final consonants if needed. Read the new words.

	<i>-ed</i>	<i>-ing</i>
slip		
happen		
regret		
blink		

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.1

ACTIVITY PAGE

## Shop for Spellings Word Cards

Directions: Cut out the Word Cards. Spread them out between you and your partner.

logged

gagged



digging

legging

swipe

lobbing

swim

bibbed

yelling

called





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**5.1**  
CONTINUED

ACTIVITY PAGE

Directions: Cut out the Word Cards. Spread them out on the floor or table between you and your partner.

spilled

missed

blob

falling

blue

swift

blame

kissed

sweet

dressing



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Shop for Spellings

Directions:

1. If you haven't already, cut out the Word Cards on Activity Page 5.1. Spread out the Word Cards between you and your partner.
2. Close your eyes and toss a penny onto the game board on the following page.
3. The penny will land on a spelling. That is the spelling you must shop for.
4. To buy a spelling, you must find a Word Card that has your spelling and correctly read the word on the card.
5. Take turns with your partner to shop for spellings. The winner is the person with the most cards.
6. If there is a tie, you and your partner will have a syllable race. Each of you will need a pencil. On the count of three, go through all your spellings and mark the syllable divide on each card. The first person to finish wins the game.

## Shop for Spellings Game Board

**bl**

**ll**

**sw**

**ss**

**bb**

**gg**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Inflectional Ending Review

Read each word. Add **-s** or **-es** to make each word plural. Change the word's spelling as needed. Read the new word.

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

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

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

Read each word. Add **-ed** to each word to show that the action happened in the past. Change the word's spelling as needed. Read the new word.

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

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

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

Read each word. Add **-ing** to each word to show that the action is happening now. Change the word's spelling as needed. Read the new word.

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

8. miss \_\_\_\_\_

9. chop \_\_\_\_\_

Read the sentences. Circle the correct word to correctly complete each sentence. Read the new sentences.

10. Lee is (walking/walked) her dog.

11. Last night, I (called/call) him.

12. The rain (gushs/gushes) down the street.

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with double consonants.
- Draw a box around compound words.
- Circle words with the endings *-ed* and *-ing*.
- Highlight one-syllable words with closed syllables.

## Baking Cupcakes

Baking is a fun task that anyone can do. You can bake all kinds of pastries, like cakes, cupcakes, and muffins. Plus, it fills your home with a yummy smell. Let's bake some homemade cupcakes!

Step 1: Ask an adult to assist you.

Set the oven to 350°.

Step 2: Grab all the ingredients.

You will need 1 cup of flour,  $\frac{3}{4}$  cup of sugar,  $\frac{1}{4}$  cup of butter, 2 eggs,  $\frac{1}{2}$  cup of milk, 2 teaspoons of vanilla extract, 1 teaspoon of baking powder, and a bit of salt. Make sure to also grab frosting, a whisk, a spatula, baking cups, a cupcake pan, and a cooling rack.

Step 3: Make the batter.

As the oven gets hot, mix the flour, sugar, butter, eggs, milk, vanilla, baking powder, and salt. Mix them well with the whisk until you have made a batter that is soft and fluffy, like velvet.



Step 4: Line the cupcake pan with baking cups.

Fill the baking cups with the batter. Make sure the cups are not filled to the rim. A little more than halfway full is fine.

Step 5: Bake the cupcakes.

With the help of an adult, put the pan in the hot oven, and let the cupcakes bake for 15 to 20 minutes. When the tops have browned, do a test to see if they are ready. Slide a toothpick in and out of the cupcake. If the toothpick comes out with no batter on it, your cupcakes have fully baked and are now done.

With the help of an adult, take the cupcakes out of the oven. Remove the cupcakes from the pan, and let them chill on a cooling rack for a bit.

Step 6: Add frosting.

When your cupcakes have chilled, add frosting to the tops of the cupcakes with the spatula. Make them fun! You can frost each cupcake however you like! You can even add snazzy toppings, like sprinkles.

Step 7: Taste your cupcakes.

Now it's time to dig in and taste the cupcakes you created! Share your cupcakes with others. The cupcakes are sure to make them smile.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## **“Baking Cupcakes” Comprehension Questions**

1. Why do you think turning on the oven is the first step?

\_\_\_\_\_

2. What are three ingredients in the batter?

\_\_\_\_\_

\_\_\_\_\_

3. Why should you not fill the baking cups to the rim?

\_\_\_\_\_

4. How do you test if the cupcakes are ready to come out of the oven?

\_\_\_\_\_

\_\_\_\_\_

5. What tool should you use to put frosting on the tops of the cupcakes?

\_\_\_\_\_

6. Which step of baking cupcakes do you think you would enjoy the most?  
Why?

\_\_\_\_\_



NAME: \_\_\_\_\_

6.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Review Silent Letter Combinations: 'wr' > /r/, 'kn' > /n/

Read each sentence. Complete each sentence by circling the letters that spell the missing word. Read each sentence with the correct word.

1. She used an iron to get the \_\_\_\_\_ out of her shirt.

wrin	kles
rin	

2. The students put their books in a \_\_\_\_\_.

nap	sack
knap	

3. Someone is \_\_\_\_\_ at the door.

nock	ing
knock	

4. The worm \_\_\_\_\_ on the ground.

wrig	gles
rig	

5. I hope your weekend was \_\_\_\_\_.

wrest	ful
rest	

6. My hands have \_\_\_\_\_.

nuck	les
knuck	

7. \_\_\_\_\_ how to spell is an important skill.

Now	ing
Know	

8. What \_\_\_\_\_ are you taking?

no	tes
kno	

9. Skateboarders should wear \_\_\_\_\_.

knee	pads
nee	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Root Words and Inflectional Endings: *-ed*, *-ing*

Read each word. Write the root word next to each word with an *-ed* or *-ing* ending. Read each root word.

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

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

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

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

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

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

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

8. jumped \_\_\_\_\_

9. trimmed \_\_\_\_\_

10. wrinkling \_\_\_\_\_



Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with ‘mb’ and ‘bt’ spellings.
- Circle words with the endings *-ed* and *-ing*.
- Highlight words with closed syllables.

## Knoll the Knight

Knoll was known as the bravest and most trusted knight in the kingdom.

One day, the king wrote to Knoll, “I need your help finding a rare gem. It is hidden in a tomb deep in the enchanted forest.”

Knoll read the note and nodded, feeling a mix of excitement and doubt. He had never gone on such an adventure before. He packed his bag and map, grabbed his knife, and set off on his horse.

The ride into the enchanted forest was not easy. Knoll had to climb steep hills and cross flowing rivers. His knees became sore and his legs went numb from riding. His wrists and thumbs hurt from holding on to the horse’s reins. Knoll was a wreck. But he kept going, set on completing his task.

After days of traveling, Knoll finally arrived at the tomb. There, Knoll found a huge dragon protecting the entrance. Letting go of his fear and doubt, Knoll grabbed his knife and prepared to take on the dragon. He swung the knife, almost hitting the dragon. Then, the dragon pulled back and ran away.



With the dragon gone, Knoll entered the tomb. There, glowing in the dim light, was the gem. It was dazzling! Knoll wrapped the gem in a cloth, tucked it safely in his bag, and returned to the kingdom.

He had found the gem, and the king was thrilled! “I am in debt to you for your hard work,” the king said to Knoll. The kingdom celebrated Knoll by singing and dancing in his honor. Knoll felt pride growing in his chest. As he looked at the sparkling gem, he grinned. He was ready for his next adventure.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**7.1**

ACTIVITY PAGE

## Read Closed Multisyllabic Words

Read each word. Underline the closed syllable or syllables in each word.

Circle the words that have at least two closed syllables. Read each word again.

1. wristband

2. hotdog

3. kneepad

4. numbed

5. puppet

6. lesson

7. rodent

8. radio

9. debtfree

10. suffix



## Root Words and Inflectional Endings: *-ed*, *-ing*

### Word Bank

<b>compare</b>	<b>refuse</b>	<b>decide</b>	<b>admire</b>
<b>invite</b>	<b>deglaze</b>	<b>compete</b>	<b>accuse</b>

### Part I

Read each word in the word bank. Add the suffix *-ed* to each word in the word bank to show that the action happened in the past. Change the word's spelling as needed. Read the new word.

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

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

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

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

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

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

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

8. \_\_\_\_\_

## Part II

Read each word in the word bank. Add the suffix *-ing* to each word in the word bank to show that the action is happening now. Change the word's spelling as needed. Read the new word.

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

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

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

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

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

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

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

8. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Read Closed Multisyllabic Words

Read each word. Underline the closed syllable or syllables in each word. Read each word again.

1. wit•ness
2. sketch•y
3. back•lash
4. ech•o
5. sun•fish
6. jam•packed
7. hop•scotch
8. watch•ful
9. sun•tan
10. fan•tas•tic



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Inflectional Endings *-ed* and *-ing*

<b>fan</b>	<b>swap</b>	<b>inspire</b>	<b>charge</b>	<b>pat</b>
<b>zip</b>	<b>plan</b>	<b>hike</b>	<b>chime</b>	<b>joke</b>

### Part I

Read each word in the word bank. Sort the words in the word bank according to whether they double their final consonant or drop the final 'e' when adding the suffix *-ed* or *-ing*.

Double Final Consonant	Drop e



## Part II

Read the root words. Add *-ed* and *-ing* to each root word to create a new word. Change the spelling of the word as needed. Read the new words.

Root Word	<i>-ed</i>	<i>-ing</i>
fan		
swap		
inspire		
charge		
pat		
zip		
plan		
hike		
chime		
joke		

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with ‘sh’ and ‘qu’.
- Circle words with the endings *-ed* and *-ing*.
- Highlight words with one open syllable.

## Lake Day

The Jones family was all set for an exciting day at the lake. They sat on the porch, chatting about what they should bring. “We need an umbrella for shade, a big quilt to sit on, and a bunch of snacks for lunch,” said Mom. Dad added, “And let’s not forget the fishing equipment. I want to catch a big fish!”

The next day, they woke up, packed their bags, and drove off. The sun was shining as they reached the lake. They snagged a nice spot by the water and laid out their quilt and umbrella. The kids, Shane and Rachel, rushed to the water, splashing and giggling. Mom and Dad watched from the quilt, taking in the fresh air.

A bit later, Shane spotted a shell along the shore. This shell was quite unique. It was a shiny conch shell. He picked it up and put it in his backpack. He planned to stash it with his other shells at home.

Dad left the quilt and shade to go fish for a bit. But he did not have much luck, as a few catfish escaped. He gave up just in time for lunch.

After lunch, Rachel and Mom played a quick game of catch. Mom pitched the ball and Rachel did her best to catch it. The ball often landed in the sand, but they just kept grinning, joking, and having the best time.

As the sun was setting, they began to pack up. They had so much fun at the lake. Driving home, the family chatted about the best parts of the day. The lake trip was a success. The Jones family could not wait for their next lake day.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Lake Day” Comprehension Questions

1. What did the Jones family talk about when they were on the porch?

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---

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2. What did the family members lay out by the lake?

---

---

---

3. How many fish did Dad catch?

---

---

---

4. What would you do if you went with the Jones family to the lake? Choose one of their activities, and explain why you chose it.

---

---

---

5. What did Rachel and her mom play?

---

---

---

6. Why do you think the Jones family's trip to the lake is called "a success"?

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Review Digraphs: 'sh,' 'qu'

Read each word. Circle the 'sh' or 'qu' digraph in each of the following words.  
Read each word again.

1. freshen
2. quaint
3. quitting
4. refresh
5. quicken
6. shiny
7. squished
8. sunshine
9. dishes



NAME: \_\_\_\_\_

9.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Root Words and Inflectional Endings: *-ed*, *-ing*

Read the story. Then, complete the story by adding the inflectional ending *-ed* or *-ing* to the root word to fill in each blank. Read the story again.

Mo and his family are (plan) \_\_\_\_\_ a party. Many people are (come) \_\_\_\_\_, and the family has to get ready. Yesterday, Mo trim \_\_\_\_\_ the lawn. He (notice) \_\_\_\_\_ the steps were dirty, so Mo (brush) \_\_\_\_\_ them off. Mo's sister is in charge of (put) \_\_\_\_\_ balloons by the door. Mo's brother is (write) \_\_\_\_\_ the invitations. Earlier this morning, Mo (swap) \_\_\_\_\_ out the decorations. He (pin) \_\_\_\_\_ streamers to the ceiling. It is (take) \_\_\_\_\_ the whole day to prepare! Suddenly, Mo realizes that he is (forget) \_\_\_\_\_ something. "Papa," he asks, "what is this party for?"





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Sort Words by Digraph

Read each word in the word bank. Write each word on the chart below to show which digraph is in the word. Read the words in each column.

### Word Bank

<b>shy</b>	<b>shock</b>	<b>catch</b>
<b>brunch</b>	<b>ache</b>	<b>quick</b>
<b>quite</b>	<b>quiet</b>	<b>ship</b>

<b>'sh'</b>	<b>'qu'</b>	<b>'ch'</b>



**Review: Root Words and Inflectional Endings: *-ed*, *-ing***

Read each sentence. Complete the sentences by adding the inflectional ending *-ed* or *-ing* to the root word to fill in each blank. Read each sentence again.

1. I \_\_\_\_\_ (invite) Kai to my house.
2. The dog is \_\_\_\_\_ (chase) the cat out of the yard.
3. She \_\_\_\_\_ (zip) her bag and \_\_\_\_\_ (slip) on her shoes.
4. He is \_\_\_\_\_ (hum) a sad song.
5. Mom and Dad are \_\_\_\_\_ (joke) and \_\_\_\_\_ (smile).
6. I \_\_\_\_\_ (swap) books with Celia.
7. Who is \_\_\_\_\_ (win) the game?
8. She \_\_\_\_\_ (save) the bug by \_\_\_\_\_ (put) it outside.



Read “Fall Colors” once. Then reread the passage and mark up the text as follows:

- Underline words with ‘ch’, ‘sh’, ‘qu’, ‘mb’, and ‘bt’.
- Circle words that have a double consonant before the ending *-ed* or *-ing*.
- Highlight at least three words with open syllables in yellow.
- Highlight at least three words with closed syllables in blue.

## Fall Colors

Each fall we watch the leaves switch from lush, green colors to rich shades of red, orange, and yellow. This color switch makes the fall season equally unique and charming! Observing the colors change from one color to another is, without a doubt, a beautiful sight. Have you ever questioned why the change in colors happens? Although not all places experience a fall season in which the leaves change colors, the science is fascinating. I’ll teach you all about it! Listen up. There might be a quiz at the end.

This color switch happens because of what’s inside the leaves. It’s quite interesting! Plants catch sunlight and turn it into energy. This energy gives leaves their lush, green shade. During the fall, the days get shorter. This means there is less sunlight for the leaves to catch. As they succumb to this change, the leaves quit making their green color. The other colors, or pigments, hidden inside the leaves quickly start to show.

The colors we see in the fall depend on the pigments inside the leaves. Some leaves switch to a golden yellow shade, while others turn cherry red or burnt orange. The temperature can also impact the leaves’ colors. Chilly nights and sunny days can make sharper red and orange shades.

As fall ends, the trees begin to prepare for the winter. They do this by quietly dropping, or shedding, their leaves. The fallen leaves break down and help the ground become better for growing other plants.

So the next time you see leaves switching color in the fall, think about all that is happening on the inside. Also think about stopping to sketch or climb a tree, jumping into a pile of crunchy leaves, or just taking in the charming colors and chilly breeze. It's an opportunity to appreciate the subtle beauty of nature.

Now here's the quiz question: What's your favorite fall color?

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Fall Colors” Comprehension Questions

1. With less sunlight, what do leaves stop doing?

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2. What do the colors we see in the fall depend on?

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3. How does the temperature impact the leaves' colors?

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4. How do trees prepare for winter?

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5. How does the writer likely feel about the fall season? How do you know?

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6. Describe one interesting thing you learned from the passage.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Open Two-Syllable Words

Read each word. Underline the open syllable of each word. If both syllables are open, underline the entire word. Read each word again.

1. broken

2. cargo

3. human

4. humid

5. zebra

6. total

7. lazy

8. bonus

9. hero

10. ivy



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Verbs with Inflectional Endings

Read each sentence. Underline the correct verb to complete each sentence.  
Read each sentence again.

1. Max (flies/flys) the kite.
2. Serena (washes/washes) the car.
3. Last night, I (joke/joked) with Mom.
4. Today, David (helps/help) his dad.
5. Yesterday, he (tried/tries) to do his work.
6. She (flashes/flash) the light.
7. He (works/workes) until noon.
8. The bird (sings/singes).



Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with ‘ph’ and ‘gh’.
- Circle words with the endings *-es* and *-s*.
- Highlight words with open syllables and draw a box around the open syllable.

## Topher Sings

Topher loves to sing. He takes singing classes with voice coaches. Topher has a habit of singing while doing just about anything. He belts his high-pitched songs, filling his home with music all day long. There is never a quiet moment around Topher.

A few days ago, Topher woke up with a fever and a rough cough. His throat also throbbed. He tried to sing, but not even a tiny hum came out. He sat there silent for the first time in a long time.

He tried everything to help his rough cough and throbbing throat. He sipped warm broth, gargled salt water, and tried to relax. But nothing helped. He missed singing his songs. He couldn’t even laugh off the sadness.

But this morning, Topher has had enough of his rough cough and throbbing throat. Plus, his home has become too quiet. He misses the way his songs ring out.

“That’s it! Today I will see the doctor!” he cries out.

Topher’s nephew Phillip rushes Topher to the health clinic.

The doctor on duty dashes in and checks his throat and lungs. “You need to rest your vocal cords,” she advises. “No singing or talking for three more days. And go get some cough drops from the pharmacy.”

“That’s too long!” Topher cries. “This is going to be so tough.”

Finally, Topher agrees to follow the doctor’s orders. He takes his medicine and tries to rest his vocal cords. He eats his lunches in silence and washes the dishes. He spends the next three days doing silent activities, like reading in libraries and taking photos of nature. He also spends time catching butterflies and picking strawberries.

On the third day, with his vocal cords restored, Topher is able to sing again. He can now sing as he wishes! He opens his mouth and sings. His voice rings out stronger than ever. Music and songs fill his home once more.

Topher values his health and voice more than ever. From this day forth, he promises to take better care of himself and not strain his voice by singing too much.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Sort 'ph' and 'gh' Words

Read each word in the word bank. Write each word on the chart below to show which digraph is in the word. Read the words in each column.

#### Word Bank

<b>orphan</b>	<b>tough</b>	<b>elephant</b>	<b>laugh</b>
<b>cough</b>	<b>enough</b>	<b>alphabet</b>	<b>graph</b>

<b>'ph'</b>	<b>'gh'</b>





## Review Inflectional Endings

Read each word. Complete the charts below by adding an inflectional ending to each noun or verb. Change the spelling of the word as needed. Read the new words.

### Nouns with Inflectional Endings

Singular	Plural
class	
city	
story	
wish	

### Verbs with Inflectional Endings

	Present tense (-s/-es)	Present tense (-ing with <i>is</i> )	Past tense (-ed)
buzz			
erase			
reply			
tap			



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Complete Words

Add 'gh', 'wh', or 'ck' to complete the following words. Read each completed word.

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

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

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

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

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

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

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

8. \_\_\_\_\_ iz



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Comparative and Superlative Adjectives

Read each sentence. Circle the correct adjective in each sentence. Read each new sentence.

1. In the group, Anne is the (louder/loudest) singer.
2. The black rock is (smoother/smoothest) than the white one.
3. He is the (shorter/shortest) kid in the third grade.
4. The (colder/coldest) day of the year was the first of December.
5. In the fairy tale, the witch is (wiser/wisest) than the troll.
6. The forest is (quieter/quietest) at night than at dawn.
7. Emi is the (faster/fastest) player on the team.
8. Mr. Chang is the (older/oldest) teacher at the school.



Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with ‘thr’, ‘str’, ‘spl’, and ‘shr’.
- Circle words with the endings *-er* and *-est*.
- Highlight words with two syllables in which both syllables are open.

## Serena Williams

Serena Williams is a Black American woman and tennis player. She is one of the strongest and best athletes of our time. With a whopping number of wins, she is truly a major leader in her sport. She has one of the quickest serves and the strongest backhands. Serena is also a role model. Many young players strive to be like her.

Serena has an older sister, Venus, who is also a top tennis player. Serena and Venus’ father split his time training both of them. While he trained them, he helped both Venus and Serena to become stronger and better players. In order to be the best, Serena began to push herself to work harder every day. She never quit, even when she was hurt or stressed.

Serena has had an impressive career because of her talent and drive. Her first big win was at the 1999 U.S. Open. At just 17 years old, she was the youngest player to ever win this title. This vital win is where her success began. With more strong whacks of the tennis ball, Serena went on to win many more matches and titles. She almost made it look easy!



Serena is not just a talented solo player, she is also a strong doubles player. She and Venus make an amazing team and unit. Together, they have whacked the tennis ball to victory in 22 matches!

Even though Serena is faster and stronger than most players on the tennis court, she is no stranger to defeat. When she has lost, she never lets it get her down for too long. She shrugs off the disappointment and grows from her mistakes.

Off the tennis court, Serena is a mother and wife. Serena also has other interests. She is a lover of fashion and gives back to help those in need.

No one can deny that watching Serena Williams play is a splendid and thrilling experience! Many tennis fans watch her with admiration while letting out shrieks of excitement. She is surely one of the greatest tennis players of all time and a very interesting human being.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Serena Williams” Comprehension Questions

1. Who is Serena Williams?

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2. Who was her first coach?

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3. Why was winning the 1999 U.S. Open a special achievement?

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4. What are Serena Williams's personal interests?

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5. Based on the information in the passage, what type of person is Serena Williams?

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6. What is special about her career as a doubles player?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Words with Open Syllables

Read each word. Divide each word into syllables. Circle the words with at least one open syllable. For each word with an open syllable, underline the open syllable or syllables. Read each word again.

1. r a n d o m

2. h o r i z o n

3. m i n u s

4. s p l a s h y

5. w e t t e s t

6. t i n y

7. c a n d l e

8. o l d e r

9. s o f a

10. a c o r n



NAME: \_\_\_\_\_

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### Words that end in *-er* and *-est*

Read each word. Underline the words that are adjectives. Then put a “C” by the comparative adjectives and an “S” by the superlative adjectives. Read each of the adjectives again.

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

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

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

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

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

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

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

8. healthiest \_\_\_\_\_

9. cozier \_\_\_\_\_

10. spookiest \_\_\_\_\_



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## Complete Words

Read each sentence. Add 'wh', 'ck', 'thr', or 'shr' to complete the words so that the sentence makes sense. Read each sentence again.

1. I wear boots \_\_\_\_\_ en it rains.
2. Please cli \_\_\_\_\_ this button.
3. \_\_\_\_\_ ere are the cups?
4. I love to eat \_\_\_\_\_ imp.
5. That shirt will \_\_\_\_\_ ink if it gets wet.
6. The ro \_\_\_\_\_ is smooth and flat.
7. Bea tied the \_\_\_\_\_ ee ribbons.
8. Let's go \_\_\_\_\_ ough the tunnel.





## Use Superlative Adjectives to Complete Sentences

Read each sentence. Complete the sentences with a superlative adjective.  
Read each sentence again.

1. Tuesday was hotter than Monday and Sunday. It was the \_\_\_\_\_ day of the week.
2. The green dress is fancier than the blue one and the white one. It is the \_\_\_\_\_ dress in the store.
3. Blake's backpack is larger than Ronen's backpack and Cybil's backpack. It is the \_\_\_\_\_ backpack in the class.
4. The cactus is healthier than the fern and the fig tree. It is the \_\_\_\_\_ plant in the yard.
5. The black bunny is fuzzier than the white bunny and the brown bunny. It is the \_\_\_\_\_ bunny in the cage.
6. The red bird is louder than the black bird and the blue bird. It is the \_\_\_\_\_ bird in the garden.
7. The gray blanket is softer than the brown blanket and the blue blanket. It is the \_\_\_\_\_ blanket in the pile.
8. The green sauce is spicier than the red sauce and the brown sauce. It is the \_\_\_\_\_ sauce on the table.



Read “Whopping Elephants vs. Tiny Tigers” once. Reread the passage and mark up the text as follows:

- Underline words with ‘ph’, ‘th’, ‘ck’, and ‘wh’.
- Draw a box around words with ‘shr’, ‘thr’, ‘str’, and ‘spl’.
- Circle comparative and superlative adjectives.
- Highlight words with one or more open syllables.

## Whopping Elephants vs. Tiny Tigers

Shri loved to play kickball with her team, the Whopping Elephants. She was the fastest runner on her team and had one of the strongest kicks.

The Whopping Elephants had made it to the final playoff game of the season. “I’m so thrilled about our last game against the Tiny Tigers on Saturday!” Shri said to her teammates Whitney and Seng.

“We are for sure winning that trophy!” Whitney responded.

“I hope so,” said Seng. “The Tiny Tigers are a tough team to beat. They won’t make it easy.” Shri and Whitney agreed. But they shrugged off any doubt.

On the day of the game, the players and coaches were buzzing and eager to begin. This game was going to be the climax of their kickball season. Which team would win it all?

The game began, and Shri’s team was doing well. The Whopping Elephants were in the lead and running faster, kicking harder, and playing better than they had all season. But the Tiny Tigers quickly started to catch

up. Theo, the Tiny Tigers's toughest player, seemed unstoppable. He played a bit too rough. He was also a braver and smarter player than anyone had expected.

As they watched the Tiny Tigers score time after time, Shri, Whitney, and Seng went silent. Whitney became as pale as a ghost. Had they made a ghastly mistake about how well the Tiny Tigers could play? The Whopping Elephants began to feel a bit of stress. Their confidence was shrinking.

It was the last inning, and the score was tied six to six. It was Shri's last chance to kick. "This is it. We have no more tries left," she whispered to herself. She walked behind home plate and got ready to kick. She took three deep breaths and ran up to the ball. Whoosh! With her strongest kick ever, she sent the ball flying past all the shrubs and bushes!

Shri whizzed past all three bases as fast as she could. It was the fastest she had ever run. She made it back to home plate just in time. The final score was now seven to six. The Whopping Elephants had won the game! What a splendid triumph! The team let out cries of happiness. "We won!" shrieked a thrilled Whitney.

Theo and the Tiny Tigers accepted the loss. "You guys were the hardest team we've played in a while! Keep it up," Seng said.

The Whopping Elephants named Shri their kickball hero and handed her the playoff trophy. The Whopping Elephants celebrated their win over spaghetti and french fries! What a great day!

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### “Whopping Elephants vs. Tiny Tigers” Comprehension Questions

1. What team do Shri, Whitney, and Seng play for?

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2. How do the Tiny Tigers feel at the beginning of the game?

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3. Who is Theo?

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4. Does the game unfold as the Whopping Elephants expect it to?

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5. What happens in the last inning?

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6. How does the winning team celebrate?

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## Abbreviations: Titles with Names

### Word Bank

<b>Mr.</b>	<b>Jr.</b>	<b>Mrs.</b>
<b>Miss</b>	<b>Dr.</b>	<b>Sr.</b>

Read each abbreviation and title in the word bank. Then, read each sentence. Complete each sentence by adding the correct word or abbreviation for the title in parentheses. Remember, not all titles with names are abbreviated. Read each sentence again.

1. \_\_\_\_\_ Diaz helped the students. (Miss)
2. \_\_\_\_\_ Brown put a cast on the patient's broken arm.  
(Doctor)
3. My favorite baseball player is Jackson Smith, \_\_\_\_\_  
(Junior)
4. The new principal is \_\_\_\_\_ Johnson. (Missus)
5. Sam Davis, \_\_\_\_\_, wrote the article. (Senior)
6. \_\_\_\_\_ Wilson made sandwiches for the class. (Mister)





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Root Words and Derivational Endings: -y

Read each word. Make each of these nouns into an adjective by adding the ending -y. Remember to change the root word's spelling as needed, such as by dropping the final 'e' or doubling the final consonant, before adding the ending. Read the new words.

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

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

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

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

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

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

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

8. dust \_\_\_\_\_

9. gloom \_\_\_\_\_

10. fun \_\_\_\_\_



Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline abbreviated words.
- Circle words with the ending -y.
- Highlight words with at least one open syllable.

## A Letter for Mr. and Mrs. Lopez

Carlos Lopez Sr. and his wife had been waiting for a letter from their son, Carlos Lopez Jr. Mr. and Mrs. Lopez were excited to read his funny stories.

The mailman, Mr. Jacobs, was a goofy and sometimes clumsy human. He had a bad habit of mixing up the mail. Last week on a sunny day, Mr. Jacobs delivered the mail with his usual cheery attitude. He picked up the letter meant for Mr. and Mrs. Lopez and read the address written on the envelope. It was addressed to “456 Pine St.” But, since Mr. Jacobs was in a bit of a hurry, he carelessly placed it in the mailbox labeled “654 Pine Ln.” That was Dr. Davis’s house.

Dr. Davis, who was a busy lady, did not see the mix-up right away. She placed the letter from Carlos Lopez Jr. on her dusty table and went on with her day.

A few days later, Mr. and Mrs. Lopez began to worry. Why had the letter from Carlos Lopez Jr. not arrived? They gave Mr. Jacobs a call. Mr. Jacobs wondered if he had placed it in Dr. Davis’s mailbox. He always struggled with the addresses that are similar. “This is a tricky mess. I will fix this right away,” said Mr. Jacobs.

Mr. Jacobs went to see Dr. Davis and told her the story over some tasty tea. Dr. Davis, who was known to be a bit cranky, was not fussy at all. She said, “I am sorry. I did not see the mix-up. Here is the letter.” Mr. Jacobs felt sorry when he realized he had made a mistake.

“Thank you, Dr. Davis,” Mr. Jacobs said as he took the letter and made a speedy exit.

Then, Mr. Jacobs went back and handed the letter to Mr. and Mrs. Lopez. They were so happy. “Thank you, Mr. Jacobs! We know it was a mistake,” they told the mailman.

“I will try to be more careful. I do not want to make anyone else worry again,” he swore.

With that, Mr. Jacobs went on his way. Mr. and Mrs. Lopez sat down to read their letter. They read the funny stories from their son. It was a happy end to a bumpy day.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Abbreviations: Streets in Addresses and States

### Word Bank

<b>Ln.</b>	<b>TX</b>	<b>U.S.</b>	<b>St.</b>	<b>CA</b>
<b>Ave.</b>	<b>Rd.</b>	<b>FL</b>	<b>U.K.</b>	<b>NY</b>

Read each abbreviation in the word bank. Then read each word in the list below. Use the word bank to match each term with its abbreviation. Read each word and its abbreviation again.

1. Avenue \_\_\_\_\_
2. Texas \_\_\_\_\_
3. United States \_\_\_\_\_
4. New York \_\_\_\_\_
5. California \_\_\_\_\_
6. Street \_\_\_\_\_
7. Lane \_\_\_\_\_
8. United Kingdom \_\_\_\_\_



## Root Words and Derivational Endings: -y

Read each sentence. Circle the **bold** words that are nouns and underline the **bold** words that are adjectives. Read the sentences again.

1. Mari found a piece of **fuzz**. It came off the **fuzzy** teddy bear.
2. The chef used a lot of **spices**. The pasta tastes **spicy**.
3. Ice covered the **frosty** window. Then the sun melted the **frost**.
4. Lee bit into a **juicy** apple. **Juice** got on his hands.
5. The bookshelf was **dusty**. The librarian wiped the **dust** off with a rag.
6. A **leak** dripped into a bucket. A plumber came to fix the **leaky** pipe.
7. Roses are a **thorny** flower. The florist trimmed the **thorns**.
8. Sam added extra **cheese** to the pizza. She likes **cheesy** pizza.
9. Stepping on leaves makes a loud **crunch**. Paul loves stepping on **crunchy** leaves.
10. It is **noisy** in the gym. The basketball players make a lot of **noise** when they practice.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Abbreviations: Days of the Week and Months

### Word Bank

<b>Wed.</b>	<b>Aug.</b>	<b>Sat.</b>	<b>Nov.</b>	<b>Fri.</b>
<b>Jan.</b>	<b>Sun.</b>	<b>Tues.</b>	<b>Oct.</b>	<b>Mar.</b>

Read each abbreviation in the word bank. Then, read each word below. Use the word bank to match each term with its abbreviation. Read each word and its abbreviation.

1. Friday \_\_\_\_\_
2. January \_\_\_\_\_
3. November \_\_\_\_\_
4. Wednesday \_\_\_\_\_
5. March \_\_\_\_\_
6. Sunday \_\_\_\_\_
7. Saturday \_\_\_\_\_
8. August \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Creating Nouns and Adjectives with the Ending *-er*

Read each word. Add *-er* to each root word and write the new word on the first line. Change the word's spelling as needed. Then identify the part of speech of the new word by writing *N* for *noun* or *A* for adjective on the second line. Read each new word.

### Inflectional and Derivational Ending *-er*

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

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

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

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

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

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

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

8. kind \_\_\_\_\_

9. ride \_\_\_\_\_

10. wide \_\_\_\_\_

11. make \_\_\_\_\_

12. young \_\_\_\_\_

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline abbreviated words.
- Circle words with the ending *-less*.
- Highlight words that have both closed and open syllables.

## Scientists

Scientists are critical thinkers and problem solvers who work to learn more about the world. They are like detectives. They make discoveries by asking countless questions, observing, and testing. A scientist's week is full of limitless work. Here is a typical weekly schedule that a scientist might make for themselves:

Week of Jan.15:	
Mon.	Think of a question. Ask "Why is the sky blue?" or "How can we protect people from new germs?"
Tues.	Come up with an idea, or hypothesis, to answer this question. Plan a way to test it.
Wed.	Try not to feel helpless if the test does not go as planned. Keep at it!
Thurs.	Find a new way to solve the problem and test a new hypothesis.
Fri.	Hopefully see some progress.
Sat. and Sun.	Rest to start fresh on Mon.

In their work, scientists use a lot of words to describe size. When taking notes, they often use abbreviations. For example, they may use “5 ft.” or “10 in.” to record how many feet or inches a plant has grown. They may use “20 oz.” or “15 lb.” to record how many ounces or pounds their artifacts or samples weigh. They also use “5 min.” or “2 hr.” to record how many minutes or hours a test takes.

Scientists become smarter and wiser with each test they conduct. They are tireless in their attempts to learn more in order to solve a problem. At times, they may feel puzzled or even hopeless. But they are fearless. They are not quitters and do not give up. They keep trying until they find the answer.

The work of a scientist never stops as they work to make discoveries. These discoveries are often priceless because they can improve our world. The list of things to learn and improve is endless.

So, if you are an explorer who likes to ask “why” or “how”, think about being a scientist. You can be part of the tireless and selfless group of thinkers who work to make the world a bit better every day.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Scientists” Comprehension Questions

1. What are two words or phrases that the passage uses to describe scientists?

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2. What kind of information might a scientist record?

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3. How might scientists feel if their tests do not go as planned?

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4. How does conducting tests help scientists?

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5. Why don't scientists give up?

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6. Based on the passage, what do you think is the most important trait scientists have? Explain your choice using a detail from the text.

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NAME: \_\_\_\_\_

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ACTIVITY PAGE

DATE: \_\_\_\_\_

## Abbreviations: Measurements

### Word Bank

<b>hr.</b>	<b>lb.</b>	<b>in.</b>
<b>ounce</b>	<b>foot</b>	<b>minute</b>

Read each abbreviation in the word bank. Use the word bank to complete the chart below. Read each full word and its abbreviation.

<b>Full Word</b>	<b>Abbreviation</b>
	ft.
inch	
	min.
hour	
	oz.
pound	



## Adjectives with the Ending *-less*

### Word Bank

<b>flawless</b>	<b>hopeless</b>	<b>soundless</b>
<b>weightless</b>	<b>tireless</b>	<b>endless</b>

Read each word in the word bank. Then, read the paragraph below. Use words from the word bank to complete the paragraph. Read the paragraph again.

It was the bottom of the ninth inning. Alex's baseball team was losing by two runs. The players felt \_\_\_\_\_. They had two outs already. It was Alex's turn to bat. The pitcher threw a \_\_\_\_\_ fastball right down the middle. Alex swung with all his might. A loud crack echoed across the \_\_\_\_\_ ballfield. The baseball soared like it was \_\_\_\_\_. The ball flew over the fence for a home run. The \_\_\_\_\_ runners sprinted around the bases. Alex's foot hit home plate for the winning run. The team broke into \_\_\_\_\_ cheers.



NAME: \_\_\_\_\_

**20.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Review Abbreviations

Read the party invitation below. Revise the party invitation by replacing words with abbreviations. Write the abbreviations below the words that could be shortened. Read the party invitation again.

What: Lisa Garcia's 8th Birthday

When: Saturday , September 15, 12:00 p.m.

Where: The Community Aquatic Center

204 Maple Street

Dallas, Texas 75001

Note: We can use the pool for 90 minutes.

Reply to: Missus Garcia (123) 456-7890



NAME: \_\_\_\_\_

**20.2**

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Review Suffixes *-er, -est, -y, and -less*

Read the paragraph below. Complete the paragraph by adding the suffixes *-er, -est, -y, or -less* to the words in parentheses. Change the word's spelling if needed. Read the completed paragraph.

Ben needed new shoes. He grew a bit (tall) \_\_\_\_\_ over the summer. His feet grew (big) \_\_\_\_\_ than they were last year. He wanted some (flash) \_\_\_\_\_ boots. A character on a (trend) \_\_\_\_\_ TV show wore them. Instead, his mom bought him a (plain) \_\_\_\_\_ pair of sneakers. They were much (cheap) \_\_\_\_\_. Plus, she was a (plan) \_\_\_\_\_. She said that a (time) \_\_\_\_\_ style would be better in the long run. The TV show was canceled the next week. Now, everyone thought the boots were (taste) \_\_\_\_\_. Ben was glad he listened to his mom. He thought she was the (smart) \_\_\_\_\_ adult he knew.





Read “Blanket Detective” once. Read the passage again and mark up the text as follows:

- Underline abbreviated words.
- Circle words with the endings *-er* and *-less*.
- Draw a box around words that end in *-y*.
- Highlight multisyllabic words that only have closed syllables.

## Blanket Detective

Mr. Chen is a funny man and a good listener. He is also a detective and a writer. One windy and foggy morning, he was busy in his cozy home when he got a call from Dr. Jackson. Her tone was shaky. “I lost the priceless blanket that my grandmother made for me when I was a kid,” she said with a helpless cry. “Can you please help me?”

“Sure, can you please describe the missing blanket?” asked the fearless detective.

“It’s fluffy and red. It’s about 6 ft. long and 4 ft. wide. It probably weighs about 2 lb,” responded Dr. Jackson.

“Don’t worry, Dr. Jackson. I will find your lovely blanket,” said Mr. Chen after taking lengthy notes.

The next day, Mr. Chen began his hunt for the red, fluffy blanket. He went to Dr. Jackson’s home and checked under the bed, behind the sofa, and even in the shadowy attic. But he was unlucky. He did not find it anywhere.

The next day was a sunny day, so Mr. Chen hung up posters for the missing blanket all over town. The poster read:

“MISSING BLANKET. FLUFFY AND RED.

6 FT. LONG AND 4 FT. WIDE.

WEIGHS 2 LB.

LAST SEEN ON TUES. OCT. 27TH, NEAR 43 WALNUT ST.”

He left his phone number on the poster and waited for someone to call or text. Just as Mr. Chen was starting to feel hopeless, his phone buzzed with a text. The text read:

“Hi, I’m Mrs. Sanchez, a laundromat worker on Franklin Ave. I found a red, fluffy blanket last Fri. in a washer. It matches the blanket from the poster.”

“I’ll be right there,” Mr. Chen responded. The missing blanket had been left behind as a harmless mistake.

Mr. Chen picked up the blanket from Mrs. Sanchez at the laundromat. He returned to Dr. Jackson’s home and gave her the blanket. She was speechless. Her most loved blanket was back! She gave Mr. Chen endless thanks. Mr. Chen left feeling tired but happy. He knew he was not just a detective, but also a selfless helper.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Blanket Detective” Comprehension Questions

1. What did Dr. Jackson lose?

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---

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2. Why does Dr. Jackson call Mr. Chen for help?

---

---

---

3. Where does Mr. Chen look first?

---

---

---

4. How does Mr. Chen find the missing item?

---

---

---

5. How did Dr. Jackson lose her item?

---

---

---

6. Would you like to be a detective? Use a detail from the story to explain why or why not?

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Unit 1 Dictation Posttest

Write each word that your teacher dictates.

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

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

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

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

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

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

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

8. \_\_\_\_\_

9. \_\_\_\_\_

Write the entire sentence that your teacher dictates.

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

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

Choose a word from the list above and use it to write your own sentence.

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

Grade 3

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# **Skills 2**

---

**Activity Book**





# Skills 2

## Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 2 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Words with /ae/ > 'a\_e'

Read each word in the word bank. Then, read each sentence. Write the correct word from the word bank to complete each sentence. Each word has the spelling pattern /ae/ > 'a\_e'. Read each completed sentence.

#### Word Bank

gave	plane	late
cape	pale	vane

1. The superhero always wears a \_\_\_\_\_.
2. Her face went \_\_\_\_\_ when she saw how tall the roller coaster was.
3. The \_\_\_\_\_ went faster and faster until it took off into the air.
4. My grandmother's barn has a weather \_\_\_\_\_ on the roof.
5. She arrived \_\_\_\_\_ to the party after getting stuck in traffic.
6. Jack \_\_\_\_\_ the teddy bear to Emma.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Words with *-or*

Read each verb and definition in the chart. Make each verb into a noun that matches the definition by adding the suffix *-or*. Change the word's spelling as needed. The first one has been done for you.

Verb	Definition	Noun
sculpt	someone who sculpts	sculptor
decorate	someone who decorates	
conduct	someone who conducts	
direct	someone who directs	
instruct	someone who instructs	
act	someone who acts	
invent	someone who invents	
visit	someone who visits	



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with ‘i\_e’.
- Circle words that end in *-ful*.

## Fame on Stage

Mike was a skillful actor. He had big plans to make a name for himself on stage, so he signed up for many auditions. Every night, he wished for fame and a fan base.

One day, Mike got a call from a play director, Mrs. Tate.

“We would like for you to audition for a part in our next play,” Mrs. Tate said to Mike.

What an exciting offer! He was flattered and grateful but also quite nervous. Mike ran to tell his advisor, a successful actor named Jade. Jade was a wonderful guide and always gave Mike respectful and helpful advice.

“Be brave and be yourself,” Jade told Mike.

Mike was careful in preparing for his audition. He spent all of his free time going over his lines. He wanted to give the performance of a lifetime. If he impressed the director, he would surely land the part!

When audition day came, Mike felt both hopeful and fearful. This was his shot. He took a breath and went to the side of the stage. He remembered Jade’s advice and walked onto the stage with confidence. He gave a powerful performance. He made each line come to life!



When Mike finished his audition, the room full of visitors and spectators was silent. With a watchful gaze from the side, the director stood up, smiled, and began to clap.

“Bravo, Mike! That was wonderful,” said Mrs. Tate.

Mike felt a wave of happiness wash over him. He had impressed the director! He was on cloud nine.

A few days later, Mike got another call from Mrs. Tate.

“Congrats, Mike. We would like to cast you as an actor in our play,” she said.

He had gotten the part! He was both joyful and thankful. His dream of fame and growing his fan base would soon become a reality. Mike knew he had a long ride ahead of him, but he was ready for it.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Unit 2 Dictation Pretest

Write each word that your teacher dictates.

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

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

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

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

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

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

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

8. \_\_\_\_\_

9. \_\_\_\_\_

Write the entire sentence that your teacher dictates.

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

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

Choose a word from the list above and use it to write your own sentence.

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**2.1**

ACTIVITY PAGE

## Words with /ie/ > 'i\_e'

Read each word. Circle the words with /ie/ > 'i\_e'.

slime

rip

quit

time

strip

pin

glide

pine

slip

kite

ripe

fit

twine

grip

wide



## Words with *-ful*

Read the text “Pup” below. Read again and circle the words with the suffix *-ful*. Then, fill in the chart. Write the word you circled in the left column. Write the meaning of the root word and suffix in the middle column, and write the meaning in your own words in the right column. The first one has been done for you.

### Pup

Pup is Sam’s dog. She is playful. She loves to run. But Pup is also powerful. When Sam plays with Pup, he is careful. Pup runs fast. She can knock things over. Sam is thoughtful. He does not want Pup to break something when they play. He is respectful.

Word with <i>-ful</i>	Meaning with <i>-ful</i>	In your own words. . .
playful	full of play	loving to play



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Words with /oe/ > 'o\_e'

Complete the following words with the letters 'o' and 'e'. Each word has the spelling pattern /oe/ > 'o\_e'. Read the words with a partner.

1. postp\_\_\_\_\_n\_\_\_\_\_

2. ringt\_\_\_\_\_n\_\_\_\_\_

3. sm\_\_\_\_\_k\_\_\_\_\_stack

4. sl\_\_\_\_\_p\_\_\_\_\_

5. tromb\_\_\_\_\_n\_\_\_\_\_

6. m\_\_\_\_\_p\_\_\_\_\_

7. j\_\_\_\_\_k\_\_\_\_\_

8. gl\_\_\_\_\_b\_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Words with *un-* and *-ful*

Read each root word. Create new words by adding the prefix *un-* to each root word. Then, read the new word. If the new word also contains a suffix, underline the suffix.

1. \_\_\_\_\_ true
2. \_\_\_\_\_ wind
3. \_\_\_\_\_ fruitful
4. \_\_\_\_\_ opened
5. \_\_\_\_\_ harmful
6. \_\_\_\_\_ helpful
7. \_\_\_\_\_ truthful
8. \_\_\_\_\_ lock
9. \_\_\_\_\_ happy



Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with ‘u\_e’.
- Circle words with the prefix *re-*.

## The Role of Code

Have you ever wanted to know how your phone or computer works? Let’s decode some of this puzzle.

Do you know how people and computers communicate with each other? They use the language of code. Code is how computers understand human language. When you use a computer and tell it to do something, the computer receives that information in the form of code.

Code has a huge role in our world. There is no debate or dispute about that. Code is used in so many ways. When you play a game on your phone or game console, it is code that tells the game what steps to execute or do. When you type a text to a friend, a code helps send it. Want a new ringtone? Open your phone settings and code will help with that.

With code, we can rethink, revisit, and solve daily problems. For example, through code we can unlock a door without a key. We can lower the volume on or even mute a device without touching any of its buttons. We can be reminded to feed our cute pets. We can even have a device feed them for us! Code can also help us explore our huge globe from our own home! Code is so useful. The amount of things we can accomplish through code almost feels unreal.

Who writes the code for computers? Coders do! Coders are computer programmers who compose and write code. Sometimes, they write a code that is unable to do what the coders want it to do. Time to rethink it! They may need to rewrite it many times. Coders refuse to give up until the code is useful.

Learning to code can feel unfamiliar at first, but it can also be fun! You can create your own games or program your own apps. The number of things you can do is unbelievable! When trying to write code, you may feel confused at first. If a code you compose has a mistake, you can undo it. You can reset it or reopen it later and retry. If you are still unsure, save the code and reuse it for a different task. If you rewrite your codes and refuse to give up, you will get the hang of it.

So, the next time you use your phone or computer, think about the codes that make it work. Who knows? Maybe one day, you'll be an unstoppable coder too!

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## **“The Role of Code” Comprehension Questions**

1. What is code?

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---

---

2. What types of technologies use code?

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---

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3. How does code improve people’s everyday lives? Give examples from the text.

---

---

---

4. Why do coders sometimes need to rewrite code?

---

---

---

5. Why does the author say that code has a “huge role” in our world?

---

---

---

6. Do you think you would enjoy learning to write code? Why or why not?

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**4.1**

ACTIVITY PAGE

## Two-Syllable VCe Words

Read each word. Circle two-syllable words with a VCe syllable pattern. Read each word that you circled.

lifelike

excuse

milestone

escape

sunshine

smokestack

planned

perfume

mute

useful

trapping

slop

conductor

undo

upgrade





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Words with *re-*

Read each clue and base word. Write the base word with the prefix *re-*. Then write the meaning of the new word. The first one has been done for you.

Clue	Base Word	Word with prefix <i>re-</i>	New Word Meaning
to cause to happen	do	redo	to do again
to reflect on	think		
to look at and make meaning from text, or printed words	read		
to make an effort at	try		
to put a thought into printed words	write		
to look at	view		



NAME: \_\_\_\_\_


5.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Word Cards

Cut out the word cards. Separate the prefixes and suffixes from the base words. Then add prefixes or suffixes to the base words to create new words.

re-	un-	-ful	
-or	govern	act	
hope	play	lock	
well	fresh	fill	



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Words with Prefixes and Suffixes

Think about the words you created using the word cards on Activity Page 5.1. Use five of the words you created in sentences below. Read your completed sentences.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_



Read “Hope the Sculptor” once. Then reread the passage and mark up the text as follows:

- Underline words with VCe spellings.
- Circle words with the prefixes *un-* and *re-*.
- Draw a box around words with the suffixes *-ful* and *-or*.

## Hope the Sculptor

Hope was a skillful sculptor and creator. She was known for carving works of art into stone. She could take a single, lone stone and make it into a masterful work of art. For months now, Hope had been tirelessly working on a midsize floating limestone cube for her hometown art show. She had put quite a bit of time into this sculpture, which was not unusual for her.

Just five days before her hometown art show, Hope made a huge mistake on the cube. She sliced off an uneven corner chunk by accident.

“Oh, this must be a joke! This is just pitiful,” she whined. “How can I be so unlucky! This is unfit for the show!”

Her anger made her want to explode. There was no way she could postpone the show. She felt unwell knowing she had to quickly redo almost all of it.

In a stressful haze of panic, she picked up her chisel and mallet and got to work. She stayed up way past her bedtime trying to reshape and resize the limestone cube. She didn’t take a break until sunrise.



The next day, Hope got a visitor. It was her advisor James, another talented sculptor, who came to check on her progress. He greeted her with a handshake. Her advisor was careful as he inspected the huge limestone cube that Hope had begun to redo.

“What do you think?” Hope asked in a dreadful tone. “Is it ruined?”

After a few moments, her advisor responded, “Let me provide you with a bit of helpful advice, Hope. It is unwise to be so unkind to and unsure of yourself. Be grateful for your mistakes as a creator. Mistakes can be beautiful too.”

Hope thought about her advisor’s words for awhile. As a smile began to grow on her face, she no longer felt unhappy. She was thankful for his advice. She decided there and then that her limestone cube was complete and wonderful, mistakes and all.

By the time her hometown art show arrived, Hope felt peaceful. She was proud of her limestone cube. People lined up to see it. They loved it, just like she did. Hope felt grateful for James’s helpful advice. She hoped to get the chance to return the favor one day.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Hope the Sculptor” Comprehension Questions

1. What kind of sculpture was Hope making?

---

---

---

2. Why was Hope angry when the sculpture broke?

---

---

---

3. Why did Hope stay up until sunrise?

---

---

---

4. Who is James?

---

---

---

5. Based on his actions, what are some of James's traits?

---

---

---

6. How did people react to seeing Hope's sculpture?

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Words with Hard and Soft 'c'

Read the words in the word bank. Sort the words in the word bank according to whether they have a hard 'c' or soft 'c'. Read your list of hard 'c' words and then read your list of soft 'c' words.

#### Word Bank

cup	cent	castle	cease	decide
place	coconut	pencil	cobweb	camper

Hard 'c'	Soft 'c'



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Root Words and Prefixes: *un-*, *re-*

Read the words. Circle the prefix or prefixes, and underline the root words. If the word also has a suffix, be sure to underline just the root word. Read the root words.

1. unfold
2. redo
3. refill
4. unimportant
5. rename
6. unreviewed
7. unusual
8. rethink
9. unreturned
10. unlucky



Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words that have a hard 'g'.
- Draw a box around words that have a soft 'g'.
- Circle words that use the prefix *dis-*.
- Highlight multisyllabic words that have VCe syllables.

## How to Sketch a Giraffe

Sketching is an exciting activity. You don't need to be a master artist to do it! Here's how to sketch a gentle giant, a giraffe.

1. Prepare your things. Grab a pencil, an eraser, and a piece of paper.
2. Make sure you have a tidy surface to work on. Be aware that working in an unclean space is unwise because you might get distracted by the mess. But if you prefer it messy, that's OK too!
3. Preplan your image before you start to sketch. Preview photos of giraffes, and plan out the shape and size of your giraffe. This way you can make sure you'll have enough space on your paper to draw it.
4. At the top of your page, make a circle for the giraffe's head. Be gentle with how you use your pencil. This will prevent unwanted harsh lines and make it easier to erase when necessary. You can retrace your lines later to make them more defined.



5. Add two small circles for the eyes and a curved, uneven line for the mouth. You can also include two short lines on top of the giraffe's head for its hornlike bones. These are called ossicones.
6. In the middle of your page, sketch a large oval for the body. Connect the giraffe's head to its body with a line for the giraffe's neck. Add four lines from the body for the legs. Give the giraffe a tail.
7. Spruce up and refine your sketch with some details. Make small circles inside the giraffe's body for its spots. Add a landscape to your sketch to show where the giraffe might live. Maybe you can include a nice sunrise too.
8. Review your work for any mistakes. Don't be disappointed if you made some! You don't have to discard your sketch. You can gently undo mistakes with your eraser. You can even redraw certain parts if you dislike them.
9. Your giraffe sketch is now complete. Time to admire your work.
10. Tidy up and rearrange your work surface. Dispose of unused paper and garbage.

You sketched such a nice image. The more you practice, the better you'll get. So keep your pencil close by, and don't distrust your skills. Maybe next time you can sketch a cupcake, baseball, flagpole, or even a reptile!

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Multisyllabic VCe Words

Read each of the words below. Then draw a slash to separate each word into syllables.

1. p a n c a k e

2. c a m p s i t e

3. e n e r g i z e

4. g r a v e s i t e

5. d e c i d e

6. e n t i c e

7. c i t y w i d e

8. c e n t i p e d e



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Root Words and Prefixes: *un-* and *dis-*

Read each sentence and root word. Fill in each blank by adding either *un-* or *dis-* to the root word. Read each sentence with the new word.

1. The \_\_\_\_\_ boy told a lie.  
(honest)
2. Sara felt \_\_\_\_\_ when she lost her glove.  
(happy)
3. Sometimes friends \_\_\_\_\_ with each other.  
(agree)
4. Carla's frown showed her \_\_\_\_\_ with the idea.  
(comfort)
5. The dog was \_\_\_\_\_ to reach the ball under the couch.  
(able)
6. Please \_\_\_\_\_ your napkin and put it on your lap.  
(fold)
7. The school has rules against being \_\_\_\_\_.  
(kind)
8. Jack felt \_\_\_\_\_ when he realized he lost his homework.  
(belief)



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## VCE Words That End in /v/ or /j/

Read each sentence. Then, use 'ive', 'age', or 'ave' to complete each VCe word. Each word will end in /v/ or /j/. Read the completed sentence.

1. The band performed onst\_\_\_\_\_.
2. Children need to beh\_\_\_\_\_ in school.
3. Photos help readers eng\_\_\_\_\_ with the story.
4. The city needs to rep\_\_\_\_\_ Main Street.
5. Please do not unc\_\_\_\_\_ the wild skunk!
6. The man asked the jeweler to engr\_\_\_\_\_ the ring.
7. Trees cannot talk or move, but they are al\_\_\_\_\_.
8. Fresh paint can really rev\_\_\_\_\_ a room.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Root Words and Prefixes: *pre-*

Read each word in the word bank, and then read each sentence. Choose the correct word from the word bank to match each word with its definition.

#### Word Bank

preselect	prehistory	preteen	predawn
prejudge	preheat	premake	preseason

1. to warm something up before using \_\_\_\_\_.
2. the time before sunrise \_\_\_\_\_
3. to choose earlier \_\_\_\_\_
4. the time before written records \_\_\_\_\_
5. the time before a season starts \_\_\_\_\_
6. to form an idea before getting information \_\_\_\_\_
7. the time before adolescence \_\_\_\_\_
8. to make before \_\_\_\_\_





Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Draw a box around words with syllables that have the vowel team 'ai'.
- Underline words with syllables that have the vowel team 'ay'.
- Circle words with the prefixes *dis-* and *pre-*.

## Dinosaurs

Many years ago, amazing beasts claimed our earth as their home. These beasts were known as dinosaurs. Let me give you more details about these creatures. You won't leave disappointed. I predict you will want to know more.

These prehistoric creatures came in a wide range of shapes and sizes. Some were as large as the cars on a train. Some were as small as a hummingbird. They could move in different ways, too. Some ran at runaway speeds. Others moved slowly. Some could sail high in the sky past a mountain ridge. Others could dive deeply into the bays and lakes.

Some dinosaurs were herbivores. They always ate plants. Herbivores munched mainly on an array of trees and grasses on the plains. Others were carnivores and ate meat. These carnivores would have to hunt to survive. Other dinosaurs were afraid of them.

Over time, the dinosaurs became extinct and disappeared. Scientists have had many debates about how this happened. Although some might disagree, most of them maintain that the dinosaurs' disappearance happened after a huge asteroid fell from the sky. They say that when it hit the earth, it caused

a massive change in the environment, and the dinosaurs could not survive what we now call the Ice Age.

Even though dinosaurs are no longer alive, what remains of their decayed bodies are bones. These are called fossils. Today, scientists work to find and preserve these fossils. The fossils help explain what happened to the dinosaurs and provide answers to questions like “How did dinosaurs live and move?” and “Why did they disappear?”

Today, we can visit museums to see dinosaur fossils on display. Prepare and do some prework before you head to the museum. Take a dive into books to preview some facts! This will train your brain to look for details before your visit. There is so much left to discover about the incredible age of dinosaurs!

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Dinosaurs” Comprehension Questions

1. What did dinosaurs look like?

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2. What did herbivores eat?

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3. Why were some dinosaurs afraid of other dinosaurs who were carnivores?

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4. What do scientists think caused dinosaurs to become extinct?

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5. How do people study dinosaurs today?

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6. Did reading this passage make you want to learn more about dinosaurs?  
Why or why not?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Long Vowel Teams: 'ai' and 'ay'

Read each sentence. Complete each word by choosing the correct vowel team 'ai' or 'ay'. Read each completed sentence.

1. We st\_\_\_\_\_ inside when it is cold.
2. The ch\_\_\_\_\_n on my necklace broke.
3. Trains rarely der\_\_\_\_\_, or fall off the track.
4. The football game is on Sund\_\_\_\_\_.
5. What is the m\_\_\_\_\_n idea of the text?
6. You wear a belt around your w\_\_\_\_\_st.
7. The store put up a new displ\_\_\_\_\_.
8. Please do not compl\_\_\_\_\_n about the heat.
9. The fans watched the repl\_\_\_\_\_ on the scoreboard.
10. The gr\_\_\_\_\_ socks are the warmest.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Root Words and Prefixes: *dis-*, *pre-*

Read each root word and definition. Then make a new word to match the definition by adding the prefix *dis-* or *pre-* to the given root word.

1. **root:** qualify **definition:** to have early approval \_\_\_\_\_
2. **root:** taste **definition:** to have an early sample \_\_\_\_\_
3. **root:** place **definition:** to choose a location earlier \_\_\_\_\_
4. **root:** taste **definition:** to not enjoy \_\_\_\_\_
5. **root:** connect **definition:** to remove a link between two things  
\_\_\_\_\_
6. **root:** qualify **definition:** to rule that someone is unfit to compete  
\_\_\_\_\_
7. **root:** connect **definition:** to link together before \_\_\_\_\_





**Review Prefixes: *un-*, *re-*, *dis-*, *pre-***

Read each sentence and root. Fill in each blank by adding *un-*, *re-*, *dis-*, or *pre-* to the root word. Read each completed sentence.

1. Lana needed to \_\_\_\_\_ the dough so it would fit in the pan.  
(shape)
2. The new tablet came \_\_\_\_\_ with games.  
(loaded)
3. Paul started to \_\_\_\_\_ Steve after he cheated in tennis.  
(trust)
4. Lea was \_\_\_\_\_ about which friends to invite to the party.  
(certain)
5. Wearing shorts on a snowy day is an \_\_\_\_\_ choice.  
(usual)
6. Daisy was excited to attend a special \_\_\_\_\_ of the new movie.  
(view)
7. Kayla \_\_\_\_\_ the game so they could play again.  
(set)
8. Ray really \_\_\_\_\_ broccoli.  
(liked)



Read “Eve’s Race” once. Then reread the passage and mark up the text as follows:

- Underline words with soft ‘c’ or ‘g’.
- Put a box around words that end in /v/ or /j/.
- Circle words with prefixes.
- Highlight words with vowel team syllables.

## Eve’s Race

Eve loved running. Her aim was to gain a spot in this year’s famed City Circuit race. Everyone told her it was a huge challenge. That never discouraged Eve. She knew that if she managed her time well and trained daily, she could someday compete in that giant race.

Eve decided that she had to prepare and follow a preset training plan. Every day, she would run down the streets of New York City. She ran places instead of using the subway. She would dodge traffic and brave the hot sun and cold rain without complaint. There were days when Eve felt unfit and was displeased with her speed. Despite it all, Eve returned to her training plan daily. She made a game of running circles around the park. She would sometimes find a trail mate to run with and help her train.

On race day, Eve felt giddy and excited waiting at the starting line. She wished she could predict the outcome. Eve reminded herself that she was prepared. Then she strained to hear the starting whistle. Once she did, she took off without delay.

Eve held a steady pace for a long distance. She felt unstoppable as she ran past the large crowds. The city was her stage. But just a few yards from the finish line, Eve began to feel an uncomfortable pain in her knee. The pain became so strong that Eve fell. As she sat up, a nurse on the sidelines rushed to gently check Eve's knee.

“Your knee is in bad shape. This is an unlucky incident, but it is not uncommon,” said the nurse. “You will be unable to run the rest of the race today. But you should be able to walk.”

Eve sat there in disbelief, plainly upset about her knee. But she did not complain. Her faith in herself was unshaken. She reentered the race and slowly limped to the finish line. Eve did not win the race, but she was not totally disappointed. She felt pride in how hard she had trained and prepared. That feeling was priceless. Her injury had been unfortunate but unavoidable. She could not have prevented it.

That night, Eve recommitted herself to running. “I have to try again because I really love running,” she thought to herself. She vowed that once her knee had recovered and she regained her strength, she would train and try again for next year's race without delay. She couldn't wait to relive the unbelievable feeling of racing toward her dreams.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Eve’s Race Comprehension Questions

1. What event does Eve want to compete in?

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2. What does Eve do to prepare for the event?

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3. How does Eve feel on the day of the event?

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4. What happens during the event?

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5. Why doesn't Eve quit?

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6. What are some words or phrases you would use to describe Eve based on the events of the story?

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NAME: \_\_\_\_\_

**11.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Two-Syllable Words with Vowel Team Syllables

Read each word in the list. Divide each two-syllable word into syllables by placing a slash between the syllables. Then circle the vowel team. Read each word again to check your work.

1. l e a d e r

2. c r e e k s i d e

3. i n d e e d

4. s e a s i d e

5. p l e a s i n g

6. b e l i e f

7. p r o c e e d

8. r e t r i e v e

9. d e f e a t

10. i n c r e a s e





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Root Words and Prefixes: *non-*

Read the words in the word bank and the definitions below. Use the word bank to match each word with its definition.

#### Word Bank

unhappy	nonfiction	nondairy	unfair
nonstop	disagree	disbelieve	nonliving

1. to have different opinions \_\_\_\_\_
2. not alive \_\_\_\_\_
3. without a pause or break \_\_\_\_\_
4. containing no milk \_\_\_\_\_
5. not honest or just \_\_\_\_\_
6. not cheerful, sad \_\_\_\_\_
7. stories that are true \_\_\_\_\_
8. to think something is not true \_\_\_\_\_



Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Put a box around words with vowel team syllables ‘igh’ or ‘ie’ that make the /ie/ sound.
- Circle words with the prefix *mis-*.

## Kailanie’s Bees

Kailanie is a beekeeper. Make no mistake! Keeping bees is hard work. Kailanie sometimes works nonstop to keep her bees safe and happy. She oversees them in their creekside hives with care. The bees love the freedom of their open hives, and Kailanie feels at peace when she is with her honeybees.

Kailanie wakes from her nightly dreams with high hopes for another delightful day with her bees. She speeds across the field to the hives, always eager to greet her bees!

On one of her first fall mornings as a beekeeper, Kailanie cried out her daily greeting to the bees. “Hello, my sweet bees,” she said. “It is daylight and time to take flight.”

But the bees did not react to the sunlight or to Kailanie. They were not speeding around the hives. Most remained flightless. Kailanie felt defeat and grief. It was her job to shield the bees from harm. She cleaned and dried the hives. She checked the extra food supplies. She tried everything to achieve the right match for their needs, but nothing seemed to work.

“What else can I do? I need to seek help right away,” she sighed.

Kailanie read nonfiction books about beekeeping. She learned more about flowers as bee food.

“I think I need to make sure my bees have flowers in every season. But I believe I should seek out an expert,” she thought. “I want to make sure I did not misread or misunderstand.”

“You did not misunderstand at all, Kailanie. Flowers that bloom in all seasons will increase your supplies of all of the right foods,” agreed the expert.

Kailanie was pleased that she had been right. She planted all kinds of flowers in mismatched pots to give her honeybees nonstop nectar. No more mistakes!

“Here you go, sweet bees,” said Kailanie. “I believe you will feel better now.”

In a brief time, Kailanie’s bees did feel better. They took flight around the hives and filled the skies over the creek.

“I am so relieved!” Kailanie cried with delight. “My bees are happy and are making honey again. I can’t wait to taste that sweet treat.”

## Two-Syllable Words with Vowel Team Syllables

Read along as your teacher reads the syllables in the syllable bank. Then, read the sentences. Combine the syllables in the syllable bank to form two-syllable words that complete the sentences below. Read the completed sentences.

### Syllable Bank

First Syllables		Second Syllables	
high	ap	way	light
might	day	y	fried
up	bright	hood	plied
re	knight	en	right

- The clown \_\_\_\_\_ pink makeup to her cheeks.
- There is an accident on the \_\_\_\_\_.
- The new lamp will \_\_\_\_\_ the room.
- The tiger released a \_\_\_\_\_ roar.
- In the snow, the \_\_\_\_\_ can be blinding.
- Please hold the wood \_\_\_\_\_ so I can apply the glue.

7. Dani stirred the \_\_\_\_\_ beans.
8. In the story, the prince achieved \_\_\_\_\_.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Root Words and Prefixes: *mis-*

Read each word below. Determine whether each word uses the prefix *mis-*. Circle *yes* if it does, or *no* if it does not.

1. miss                      Yes/No

2. misspoke              Yes/No

3. mistrust                Yes/No

4. mismatched          Yes/No

5. mission                Yes/No

6. mister                  Yes/No

7. misuse                 Yes/No

8. miserable              Yes/No

Write the definitions of the words that use the prefix *mis-*.

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NAME: \_\_\_\_\_

13.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Review Common Long Vowel Teams: /oe/ > 'oa', 'oe', 'ow', 'ough'

Complete the following words using the vowel teams in the vowel team bank.  
Read the words.

### Vowel Team Bank

oa	oe	ow	ough
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1. h\_\_\_\_\_
2. th\_\_\_\_\_
3. steamb\_\_\_\_\_t
4. unl\_\_\_\_\_d
5. fell\_\_\_\_\_
6. f\_\_\_\_\_
7. wind\_\_\_\_\_less
8. tipt\_\_\_\_\_
9. f\_\_\_\_\_m
10. pill\_\_\_\_\_



## Root Words and Prefixes: *im-*, *in-*

The passage below uses the prefixes *im-* and *in-* incorrectly. Read the passage and circle the words that use the *im-* and *in-* prefixes incorrectly. Write the correct spelling of the words.

Incorrect uses of language can make a text impossible to read. Readers become impatient with their inability to understand the words. It takes incredible effort to finish the reading. Many readers leave the activity incomplete. What an inpolite thing for a writer to do! Then again, everyone is imperfect. We can all be imprecise, or make mistakes.

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

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

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

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

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

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

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

8. \_\_\_\_\_

9. \_\_\_\_\_



Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with the vowel team 'ue'.
- Draw a box around words with the vowel team 'ew'.
- Circle words with the suffix *-ness*.

## Boat Races: Fun on the Water

Some people live near a river, an ocean, or a lake. These are a few of the incredible venues for boat races. Some people watch these races from the coastline or the roadside. Or they might view these races on their TV from their sofa. Boat racing is an interesting, growing sport.

Boat races can bring joy and happiness to boat lovers! Boats speed across the water as they follow an invisible road to the finish line. Echoes of the cheers from the crowd fill the air.

Boat crews are needed for many of these races. Each crew member undergoes training and has an independent job to do. But the crew values each other's roles. To meet their goals, they work together and do not argue. They watch for cues from each other to make the fewest mistakes.

Crews must work with alertness and readiness. Inflexible crew members can slow a boat's progress. Everyone must be able to adapt and make changes as needed. And crew members continue to help and coach each other as they approach and cross the finish line. Nothing is impossible if they face their boat racing foes, the other teams, with boldness and teamwork.

But it is not all about winning. It is also about fairness to the other boats. Safety and helpfulness is so important for boats on the water. Sometimes crews are even the heroes who slow down to rescue another boat crew that is in trouble. Good crew members are never impolite or impatient. They do not boast when they win.

Many people watch the races to see the boats! Some boats cost a lot of money, and few are inexpensive. Some races have speedboats. Those boats move with quickness and spew, or throw out, foamy water behind them. Some races have tall sailboats. Those boats cast long shadows as they seem to float along the top of the water.

In some races, steamboats chug and groan their way along the water. A steamboat is moved by a big wheel that turns. It throws out water behind it as it goes along. In one popular type of race, long, skinny rowboats of different hues, or colors, speed by. Their crews row their oars with exactness. Imperfect strokes will slow them down. But this is true of most boats. All types of boats must move carefully and with quickness, straight as an arrow to the finish line.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Boat Races: Fun on the Water” Comprehension Questions

1. Where do boat races typically take place?

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2. How do crew members of a boat team avoid making mistakes?

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3. How do boat crews sometimes help each other during a race?

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4. Based on the text, what do you think the phrase “straight as an arrow” means?

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5. What types of boats are mentioned in the text?

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6. Which type of boat would you enjoy sailing on? Why?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Review Common Long Vowel Teams: /ue/ > 'ew', 'ue'

Read the words. Sort the words in the word bank according to whether /ue/ is spelled 'u', 'u\_e', 'ew', or 'ue'.

### Word Bank

perfume	curfew	unit	fewest
music	venue	rescue	accuse
volume	argue	review	menu

'u'	'u_e'	'ew'	'ue'



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Root Words and Suffixes: *-ness*

### Part I

Not all words that end with the letters 'ess' have the suffix *-ness*. Read each word. Circle only the words with the suffix *-ness*. Then read the root word.

1. unless
2. bitterness
3. fondness
4. recess
5. greatness
6. imagines
7. illness
8. politeness
9. readiness
10. success

## Part II

Read the words in the word bank. Then read the sentences in the chart below it. Use the words in the word bank to show the quality described in each sentence. The first one has been done for you.

### Word Bank

loneliness	thickness	sweetness
kindness	emptiness	laziness

The girl wants to nap instead of working.	laziness
The cookies taste sugary.	
The class gives food to people in need.	
The dog spends its time alone.	
There is nothing in the room.	
The coat has many warm layers.	

NAME: \_\_\_\_\_

**15.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Review Long Vowel Teams

Read each word in the word bank. Sort the words according to the vowel sound on the table below. Read each column.

### Word Bank

grain	boastful	beneath	shield	continue
tiptoe	review	bayside	untie	mighty

<i>/ee/</i>	<i>/ie/</i>	<i>/oe/</i>	<i>/ue/</i>	<i>/ae/</i>



**Review Prefixes and Suffixes: *non-*, *mis-*, *im-*, *in-*, *-ness***

Read each word in the word bank. Then read each sentence. Complete each sentence with the correct word from the word bank. Read each completed sentence.

**Word Bank**

nonstick	seriousness	impatient	fairness	incorrectness
mistrust	nondairy	misspoke	imbalance	readiness

1. If someone lies to you, does it make you \_\_\_\_\_ them?
2. A \_\_\_\_\_ pan is easy to clean.
3. In an emergency, \_\_\_\_\_ is key.
4. Oat milk does not come from cows, so it is \_\_\_\_\_.
5. I \_\_\_\_\_ when I called Annie by the wrong name.
6. The line is moving slowly, and I am \_\_\_\_\_.
7. In a game, \_\_\_\_\_ is important.
8. The opposite of \_\_\_\_\_ is silliness.
9. The \_\_\_\_\_ of the news story was a problem.
10. Is there an \_\_\_\_\_ between her screen time and sports time?





Read “Snow Day” once. Then reread the passage and mark up the text as follows:

- Underline words with vowel teams that make the /ee/ or /ie/ sounds.
- Put a box around words with vowel teams that make the /oe/ or /ue/ sounds.
- Circle words with the prefixes *non-*, *mis-*, *im-*, *in-*, or *-ness*.

## Snow Day

Tahoe and Jaylee woke up right at daylight one morning. The brother and sister tiptoed to the window and saw that snow was falling nonstop.

“It’s a snow day!” they both screamed.

They knew going to school that day would be impossible, and they were eager and delighted to spend the day playing indoors.

As they were eating their eggs, Jaylee passed a piece of toast to her brother.

“We get so few snow days to do things on our own. What should we do?” she asked.

“I believe we should play board games,” Tahoe responded.

Jaylee agreed with him, “Yes, let’s do that!”

They selected a board game and set it up. Jaylee reviewed the rules and tried to explain them to Tahoe. But the rules seemed like nonsense to him. Tahoe made a few mistakes, like moving his boat piece to the incorrect place on the board. Jaylee, feeling a bit impatient, snapped at him.

“That’s not right, Tahoe! You’re mishandling the pieces!” she groaned at him.

Her words made Tahoe feel such sadness. He cried because he didn't like being treated harshly, and the two began to argue.

Seeing what had happened, Dad came to the rescue.

"Let's not fight over a board game," he said. "Jaylee, we need to show kindness. We are all imperfect in some way. And Tahoe, it's okay to make mistakes. That's how you get better."

Jaylee realized she had misunderstood the rules and had misspoken when she explained them to Tahoe. No wonder he was incredibly confused! She had been impolite and inconsiderate of his feelings.

"I'm sorry, Tahoe. Are you okay?" she asked.

Tahoe dried his tears.

"I'm okay. We are not enemies or foes. Let's continue to play," said Tahoe with forgiveness.

They both felt their moods lighten.

As the snow piled higher outside, the siblings continued to play with no missteps or misunderstandings. Tahoe played his oboe. He loved his new instrument. And Jaylee painted her toenails. They read nonfiction stories to each other and even had a sweet tea party. They giggled, smiled, and forgot the unhappy part of their day. The cold snow was blowing outside, but inside, it was bright and warm with happiness.

That night, they felt a sense of togetherness. They looked out the window at the street below that was still piled with snow. Tahoe and Jaylee knew they would remember this day, not for the snow, but for the fun they shared.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Snow Day” Comprehension Questions

1. Why can't Tahoe and Jaylee go to school?

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2. What is the first thing Tahoe and Jaylee decide to do on their snow day?

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3. Why does Jaylee feel impatient with Tahoe?

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4. What are other activities did Tahoe and Jaylee do?

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5. Why do Tahoe and Jaylee feel a sense of togetherness at the end of the day?

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6. Think about all the activities Tahoe and Jaylee did on their snow day. Which activity would you most enjoy doing on a day off of school? Use details from the story to explain your choice.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Read Words with /aw/ > 'au', 'aw', and 'al'

Read the words. Sort the words in the word bank according to whether /aw/ is spelled 'au', 'aw', or 'al'. Read each column.

### Word Bank

withdrawn	chalk	gnaw	squawk
smaller	haunted	audience	walker
applause	ballgame	because	awkward

'au'	'aw'	'al'



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Root Words and Prefixes: *sub-*

Read each root word in the word bank. Then read each sentence. Fill in each blank in the sentences below by adding the prefix *sub-* to a root word from the word bank. Read each completed sentence.

#### Word Bank

title	plot	way
marine	group	zero

1. The \_\_\_\_\_ dives below the surface of the sea.
2. A group of kids is cleaning the classroom. A \_\_\_\_\_ of kids is cleaning the reading corner.
3. People should wear heavy coats in \_\_\_\_\_ temperatures.
4. Today the \_\_\_\_\_ is very crowded.
5. The title of the book is *Dogs*. The \_\_\_\_\_ is *Loyal Pets*.
6. The plot of the book is about two kids in the woods. There is also a \_\_\_\_\_ about a fox.





Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Draw a box around words with the vowel teams 'ough' or 'augh'.
- Circle words with the suffix *-ly*.

## Chalk Art

Chalk can make really awesome art. Some artists skillfully use chalk to make interesting art. Many of them are self-taught! They are an incredible subgroup of artists.

These artists can be quite sought-after. Chalk artists can cleverly change a wall, chalkboard, or walkway with chalk. They are often brought in to create displays in diners, grocery stores, and coffee shops.

There are so many things chalk artists can draw. They can draw a lovely portrait of a mother and daughter. They can draw a submarine or a seesaw. They can also draw a tall beanstalk or an autumn scene. Chalk artists can draw it all! They can take any thought or idea and bring it to life with chalk.

A chalk artist must thoughtfully and carefully pick the right spot for their art. If they want to draw in the subway or on a sidewalk, they must be cautious. They need to make sure that they are allowed to actually draw in that spot.

Chalk artists may also want to pick a spot with an audience. This can be a park, under an awning, or along a busy walkway. With the right spot, people can walk by and see the art. They can pause and gawk at the flawless and freshly drawn art.

Some cities hold lively chalk art festivals. The city rapidly becomes like a huge art canvas. Artists may subdivide a wall to share space. City streets and blank walls of buildings are suddenly pieces of art. Jaw-dropping murals dot the landscape. Some make awesome optical illusion chalk murals. It's clearly amazing!

Sadly, chalk art does not last forever. Rain and foot traffic can quickly wear away the chalk. The sun can eventually make it fade too. It's awfully sad when the chalk art is gone, but it does not make the art any less awesome. Chalk art is truly incredible!

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Review Words with /aw/

Read the words. Circle the correct spelling of each word.

1. daughter      doughter

2. launch      lawnch

3. cawt      caught

4. small      smawl

5. tought      taught

6. bawlgame      ballgame

7. raw      raugh

8. squawk      squauk

9. brought      braut

10. cawtion      caution



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Root Words and Suffixes: *-ly*

Read each sentence and put a triangle around each adverb and a wiggly line under the word it describes. Then, draw an arrow from the adverb to the word it describes.

1. Joe made the bed neatly.
2. Miriam carefully wrapped the gift.
3. The car raced rapidly around the track.
4. Ryan selfishly ate all the snacks.
5. The dog excitedly wagged its tail.
6. The building was extremely tall.
7. The mouse silently slipped through the crack.
8. The cat suddenly jumped onto the bed.
9. George waited patiently for his turn.
10. The plan went terribly wrong.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Read /oo/ > 'oo', 'ue', 'u\_e', and 'ough'

Read the words in the word bank. Sort the words according to whether /oo/ is spelled 'oo', 'ue', 'u\_e', or 'ough'. Read the words you placed in each column.

### Word Bank

glued	bloom	dude	scooped
roomy	Luke	throughout	bluer
through	clue	breakthrough	exclude

'oo'	'ue'	'u_e'	'ough'





## Prefixes and Suffixes: *sub-*, *-ly*

Read the root words in the word bank. Then read each sentence. Fill in each blank in the sentences by adding either the prefix *sub-* or the suffix *-ly* to a root word from the word bank. Make sure to change the spelling as needed.

### Word Bank

gentle	marine	impatient	way
set	extreme	brave	rapid

1. The canoe moved \_\_\_\_\_ down the river.
2. Hannah took the \_\_\_\_\_ into New York City.
3. Jameson \_\_\_\_\_ auditioned for the play.
4. Eric loves roller coasters that go \_\_\_\_\_ fast.
5. A shark swam alongside the \_\_\_\_\_.
6. Vowels are a \_\_\_\_\_ of letters within the alphabet.
7. Gia waited \_\_\_\_\_ for the concert to begin.
8. Jen nudged her grandfather \_\_\_\_\_ to wake him up.



Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Draw a box around words with the vowel team 'oo'.
- Circle words with the affixes *sub-* and *-ly*.

## Brooklyn and the Baby Baboon

Brooklyn loved to read in her blue bedroom in the suburbs. She would borrow books from the library to satisfy her curiosity about different subjects. But she'd often kept them past their due date.

Brooklyn read about subways, football, and submarines. She even liked cookbooks! But Brooklyn's favorite books were about animals, especially books about baboons. She would stay up reading by the moonlight, wishing to see a baboon in real life.

Her wish would come true sooner than expected.

"We are going on a school trip to the zoo next week," said her teacher, Mr. Woodrow.

"It is almost June. A cool school trip is way overdue! Do you think we will see baboons?" Brooklyn asked her schoolmate, Ooma, in the lunchroom.

"I would assume so," Ooma responded.

They both became extremely excited.

The next week, the class took the subway to Sixth Avenue. They got to the zoo around noon. Mr. Woodrow took Brooklyn and her schoolmates

through the giraffe, elephant, and kangaroo exhibits. They talked about the subtypes of different animal groups.

Finally, they got to the baboons! Brooklyn was so excited that she could hardly contain herself. She jumped up and almost lost her footing! She didn't care if she looked a bit foolish.

“Did you know that baboons are a subgroup of primates?” she asked Mr. Woodrow brightly.

Suddenly, she saw a baby baboon named Sue. She looked truly scared. Brooklyn scooted closer to get a better look. Sue's foot was stuck under a branch. She couldn't get to her mother. Brooklyn wanted to help. She quickly pursued a zookeeper.

“Excuse me. The baby baboon needs help!” Brooklyn rapidly explained to the zookeeper.

He took one look and promptly called for help.

Brooklyn watched with relief as the zookeepers quickly responded to the issue. They used a long hook to remove the branch gently. Then Sue was reunited with her mother.

The zookeeper thanked Brooklyn.

“You have the true spirit of a zookeeper,” he said.

Brooklyn smiled and said goodbye to Sue. She promised to visit again soon.

Back in her bedroom, Brooklyn wrote about her day in her notebook. She added a doodle of Sue. Then, Brooklyn had a breakthrough moment. She realized that she loved not only reading about animals but also helping them!

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Brooklyn and the Baby Baboon” Comprehension Questions

1. What are Brooklyn’s favorite books about?

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2. Where does Brooklyn’s class go on their field trip?

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3. What does Brooklyn discover about Sue? What does Brooklyn do?

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4. What does the zookeeper mean when he says that Brooklyn has “the true spirit of a zookeeper”?

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5. What does Brooklyn do when she gets home from the zoo?

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6. What does it mean to have a breakthrough moment?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Words with /oo/ and /oo/

Read the words in the word bank. Sort the words according to whether the spelling 'oo' makes the /oo/ sound (as in *book*) or the /oo/ sound (as in *moon*). Read the words you placed in each column.

#### Word Bank

spoon	spooky	hooked	broom	trooper
stood	goodness	toothache	woolly	hoof

/oo/	/ <u>oo</u> /





NAME: \_\_\_\_\_

**19.2**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Compound Words with Vowel Team Syllables

Read each word. Draw a line to break each compound word into smaller words. Then write the smaller words on the lines, and circle the vowel team(s) that makes the /oo/ sound in each word.

1. b o o k m a r k \_\_\_\_\_

2. g o o d b y e \_\_\_\_\_

3. c o o k b o o k \_\_\_\_\_

4. f i s h h o o k \_\_\_\_\_

5. w o o d p i l e \_\_\_\_\_



## Root Words, Prefixes, and the Suffix *-ly*

Read each word in the word bank. Then read the definitions and sentences. Complete each sentence with a word from the word bank that matches the given definition. Read each completed sentence.

### Word Bank

reactively	mistakenly	unclearly
nonsensically	unselfishly	disorderly

### In a way that:

1. ...is based on an error or a mistake.

Some people \_\_\_\_\_ think that all dogs shed their fur, but some do not.

2. ...is a response to someone or something.

When the ball came toward me, I \_\_\_\_\_ covered my head with my hands.

3. ...does not make sense.

The children were speaking \_\_\_\_\_ with words they made up.

4. ...is not about putting yourself first.

She \_\_\_\_\_ gave her jacket to her friend who forgot his.

5. ...is messy or out of order.

Ken's desk was in a \_\_\_\_\_ state, with piles of books and candy wrappers.

6. ...is confusing or unclear.

The pool rules were \_\_\_\_\_ presented, so we weren't sure if toys were allowed in the pool.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Review /aw/, /oo/, and /oo/

Read the words in the word bank. Sort the words according to whether the vowel team makes the /aw/, /oo/ (as in *moon*), or /oo/ (as in *book*) sound.

Read the words you placed in each column.

### Word Bank

chalk	woolly	roomy	breakthrough
goodness	caught	hooked	stood
awkward	scooped	haunted	clue

/aw/	/oo/	/oo/



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Review Closed, Open, VCe, and Vowel Team Syllable Words

Read the words. Draw a line to divide each word into syllables. Then identify each syllable type by writing *closed*, *open*, *VCe*, or *vowel team*.

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

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

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

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

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

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

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

8. hallway \_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Review Prefixes and Suffixes: *sub-*, *-ly*

Read the words in the root word bank. Sort the root words according to whether you can create a new word by adding the prefix *sub-* or the suffix *-ly*. Write the new word. Make sure to change the spelling as needed. Read the words you created in each column.

### Root Word Bank

divide	title	sudden	urban	marine
emotional	mighty	loud	extreme	soil

Adding <i>sub-</i>	Adding <i>-ly</i>



Read “To the Moon” once. Then reread the passage and mark up the text as follows:

- Underline the words with the vowel teams that make the /aw/ sound.
- Put a box around the words with the vowel teams that make the /oo/ sound (as in *moon*).
- Circle the words with the affixes *sub-* and *-ly*.
- Highlight the words with the vowel team syllables that make the /oo/ sound (as in *book*).

## To the Moon

In the small suburban town of Sunnybrook, a special subgroup of astronauts had been selected to launch into space and explore the moon. They had waited patiently since last August to pursue this overdue mission. It was now June.

The astronauts intensely prepared for the trip. They trained tirelessly to survive awful conditions. A mission like this could be fraught with, or full of, risks! They spent time submerged in pools to prepare for being in zero gravity. They worked in subzero temperatures. They were taught to keep cool in stressful situations, even if they felt distraught. They did not hesitate or balk. They took on every daunting task. This mission was for skilled astronauts, not rookies!

Launch day dawned fairly quickly. The astronauts felt fully prepared and whistled a happy tune. They gently hugged their sons, daughters, and other family members goodbye. Then, they caught up with each other and headed toward the walkway. The astronaut crew walked through a long tube to the

spacecraft. They excitedly crawled inside. Each crew member took a nook and safely stored the personal items they had brought with them.

Next, the crew made sure everything was working properly. They slowly and cautiously checked the control system for flaws. They made sure not to overlook any system issues.

The countdown finally began.

“10, 9, 8, 7, 6, 5, 4, 3, 2, 1... Lift off!”

The spacecraft launched rapidly into the blue sky with a boom. The astronauts felt a powerful force as they zoomed into the sky. They looked through the window and gawked at the town of Sunnybrook. It got smaller and smaller as they gained altitude.

The astronauts skillfully traveled through subfreezing outer space. They took caution to travel along their route. Finally reaching the moon, the astronauts stepped onto the moon’s soil. The crew jointly paused and took in the sight. It filled them with awe.

The astronauts carefully scooped up soil samples. They made sure not to cause any undue harm to the moon. They left only their footprints on the moon.

“We ought to head back,” one of them said. Their time to go home came way too soon.

The spacecraft returned steadily and safely to Earth. Large audiences lined the sidewalks of the viewing locations. They applauded the awesome astronauts. What a truly exciting mission! The crew eagerly looked forward to the next one.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “To the Moon” Comprehension Questions

1. At the beginning of the story, what have the astronauts been chosen to do?

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2. How do the astronauts train for the mission?

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3. Why do astronauts train to stay calm in stressful situations?

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4. How do the astronauts feel on launch day?

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5. What do the astronauts do on their mission?

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6. Would you like to be an astronaut? Use details from the story to explain why or why not.

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NAME: \_\_\_\_\_

**21.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Words with 'oi' and 'oy'

Read each sentence. Complete each word with 'oi' or 'oy'. Read each complete sentence.

1. The b\_\_\_\_\_ played outside.
2. "Don't ann\_\_\_\_\_ your sister," Mom said.
3. Please use a quiet v\_\_\_\_\_ce.
4. The party is n\_\_\_\_\_sy.
5. After the light rain, the s\_\_\_\_\_l is m\_\_\_\_\_st.
6. They went on a v\_\_\_\_\_age across the sea.





NAME: \_\_\_\_\_

**21.2**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Words with *-ous*

Read the words in the “Noun” column. Create adjectives by adding the suffix *-ous* to each of the nouns in the chart. Then write the meaning of each adjective. Read the words you created in the “Adjective” column.

<b>Noun</b>	<b>Adjective</b>	<b>Meaning of Adjective</b>
mountain		
danger		
joy		
poison		
marvel		



Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'ou', 'ow', and 'ough'.
- Circle words that end in *-ous*.
- Highlight words that have more than one syllable type.

## Coins

Coins are small but wondrous pieces of metal. Coins are used as currency or money. Many people are curious about these round objects because the world of coins is astounding!

Money doesn't grow on trees, branches, or boughs. And coins don't sprout from the soil! They are made in a noisy factory called a mint. Most coins are made from a mixture of metals known as alloys. Loud and sometimes dangerous machines heat the mounds of alloy and press them into coins. They are made to last and be hard to destroy.

Coins are worth various amounts. In the United States, coins can be worth dollars or cents. In the United Kingdom, they can be worth pounds or pence.

Coins come in numerous shapes and sizes. Coins can be bronze, a type of brown metal. They can also be silver or gold. Most coins are round. But some coins can be square or have lots of edges.

Coins often have famous faces on them. These famous faces can be former presidents or other courageous public figures. Coins can have other interesting designs on them too. These can include towering buildings,

majestic animals, or mountainous views. They also have symbols on them, like glamorous crowns that symbolize power and royalty.

Cashiers typically employ, or use, numerous coins to provide change when people pay in cash. Coins are useful when paying at parking meters and vending machines. Some people are cautious to avoid spending their coins and make the choice to save them in a piggy bank instead. The sound of shaking a full piggy bank makes them rejoice.

Adventurous people enjoy traveling to many places and towns to collect coins. They like to find coins with cool details. They also like finding rare coins that were produced during a coin shortage or “drought.” These people enjoy looking for special coins to add to their wondrous collections.

Coins are much more than just round metal objects. They should be appreciated and not just tossed around.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Words with 'ou', 'ow', and 'ough'

Read the words in the word bank. Complete the chart with words from the word bank. Read the words in each column.

#### Word Bank

bough	house	growl	town
mound	shout	plow	meow
clown	drought	power	mouth

Words with 'ou'	Words with 'ow'	Words with 'ough'



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Sort Words with Closed, Open, VCe, and Vowel Team Syllables

Read the words in the word bank. Complete the chart with words from the word bank. If a word has more than one syllable type, write it in the correct columns. Read the words in each column.

### Word Bank

spaceship	bathrobe
clownlike	downtown
pancake	revive

Closed	Open	VCe	Vowel Team





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Create Words with *-ous*

Read the words in the “Noun” column. Create adjectives by adding the suffix *-ous* to each of the nouns in the chart. Remember to change the spelling as needed. Then use your own words to write the meaning of each adjective. Read the words you created in the “Adjective” column.

#### Word Bank

Noun	Adjective	Meaning of Adjective
fury		
pore		
nerve		
virtue		
space		



NAME: \_\_\_\_\_

**23.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

**Words with /ae/**

Read the words in the word bank. Complete the chart with words from the word bank. Read the words in each column.

**Word Bank**

face	playground	aimless
weightless	fray	eighth
stray	freight	shame
basecamp	painter	drain

<b>'a_e'</b>	<b>'ai'</b>	<b>'ay'</b>	<b>'eigh'</b>



NAME: \_\_\_\_\_


DATE: \_\_\_\_\_

## Sort Closed, Open, VCe, and Vowel Team Syllable Words

Cut out the syllable type cards and the word cards. Place each syllable type card on the table. Then sort the word cards by closed, open, VCe, and vowel team syllable categories.

### Syllable Type Cards

Closed	Open
Vowel Team	VCe





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**23.2**

ACTIVITY PAGE

CONTINUED

### Word Cards

mouth

eight



side

pane

time

cloud

napkin

problem





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**23.2**

ACTIVITY PAGE

CONTINUED

ten

elbow



zero

gravy

zone



## Define Words with *-ous*

Read each word in the word bank. Then read the sentences below that contain definitions for the words. Complete each definition with one of the words from the word bank. Then write your own sentences using two of the words.

### Word Bank

anxious	jealous	fabulous
outrageous	delicious	victorious

1. If something is \_\_\_\_\_, it tastes very good.
2. If someone is \_\_\_\_\_, they are very worried.
3. If someone is \_\_\_\_\_, they want something someone else has.
4. If something is \_\_\_\_\_, it is wonderful.
5. If something is \_\_\_\_\_, it is shocking.
6. If someone is \_\_\_\_\_, they have won.

My sentence:

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My sentence:

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Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline three words with the /oi/ sound.
- Draw a box around three words with the /ou/ sound.
- Put a star by three words with the /ae/ sound spelled 'eigh'.
- Circle three words that end in *-ous*.

## Zoila's Sleigh

Zoila had just turned eight years old. She lived in a marvelous town with polite and courteous neighbors. Zoila's love for winter outweighed her love for any other season! She enjoyed spending time in the cold air. She loved being joined outside by her loyal hound dogs, Troy and Scout.

One winter day, after a long drought with no rain or snow, enough snow fell to cover the ground in Zoila's downtown neighborhood. All of a sudden, Zoila had a spontaneous idea. She wanted her hounds to pull her around in her fabulous, brown sleigh. Troy and Scout were powerful hounds. As a unit, they were able to jointly pull a serious amount of weight.

Zoila began working on getting the sleigh ready. Then, she used a snowplow to clear a tidy path on the ground. The hounds ran around behind her. Zoila's neighbors, LeRoy and Leighton, watched with curious stares from inside their home. She looked silly, but they wanted to take part in the fun.

Zoila saw her neighbors and waved. "Do you want to join me?" she shouted. LeRoy and Leighton nodded with joy. They ran out of their house and over to Zoila, their loud voices ringing through the air.

Zoila greeted her neighbors with a handshake. She hoisted them onto her sleigh. Then she tied one rope end to the sleigh and the other to Troy and Scout's harnesses. The hounds howled joyously. They were ready to power the sleigh around the town.

"Ready?" Zoila asked. The adventurous Leighton gave her a boisterous "Yes!" LeRoy just responded with an anxious thumbs-up. He was more cautious than Leighton. Zoila gave Troy and Scout a command to begin. The hounds started to pull the precious freight. They effortlessly handled the sleigh's weight. LeRoy and Leighton laughed and shouted with joy. Zoila ran behind them. The sound of their laughter was so loud it was heard all over town. They rode for more than eighteen minutes.

The neighbors hopped off the sleigh and thanked Troy and Scout with tasty treats. Zoila let the hounds rest and enjoy their treats. It was her turn next!

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Zoila’s Sleigh” Comprehension Questions

1. What is Zoila’s favorite season?

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2. What pulls Zoila’s sleigh?

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3. Why are Troy and Scout able to pull a sleigh with two boys in it?

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4. Whom does Zoila invite to have a sleigh ride?

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5. Where does the sleigh take the neighbors?

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---

---

6. Do you think Zoila is wise to put her neighbors in the sled?

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---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Sort Words by Number of Syllables

Read the words in the word bank. Complete the chart with words from the word bank. Read the words in each column.

### Word Bank

joyful	mountainside	downloaded
oily	noiselessly	sleigh
heavyweight	spoiler	ounce
moisten	avoid	rainfall
cloudiness	voice	foul
housekeeping	plow	loud

One Syllable	Two Syllables	Three Syllables



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Words with *-ous*

### Part I

Add *-ous* to each of the words. Change the spelling if necessary. Write the new word on the line.

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

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

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

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

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

### Part II

Complete each sentence with an *-ous* word from Part I. Read each completed sentence.

1. If someone is \_\_\_\_\_, a lot of people know them.

2. If someone is \_\_\_\_\_, they are very angry.

3. Something \_\_\_\_\_ has a lot of room.

4. Something \_\_\_\_\_ is unknown, or full of mystery.

5. Something \_\_\_\_\_ is beautiful or wonderful, or full of glory.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Sort Closed, Open, VCe, and Vowel Team Syllable Words

Read each word. Complete the chart by writing the syllables of each word. Then color in the syllable types using the key below.

### Syllable Type Key

Closed – blue      Open – red

VCe – green      Vowel Team – yellow

### Word Bank

Word	First Syllable	Second Syllable	Third Syllable
cloudiness			
cookbook			
continue			
driveway			
refried			
fifteen			



## Review Prefixes and Suffixes

Read each base word. Then, read each definition. Add a prefix, a suffix, or both to one of the base words to form a word to match each definition below.

Base Words	Prefixes	Suffixes
view	mis-	-or
make	im-	-ful
direct	in-	-ness
harm	sub-	-ly
fear	un-	-ous
stop	re-	
polite	dis-	
secure	pre-	
	non-	

1. To make again \_\_\_\_\_
2. Not secure \_\_\_\_\_
3. To view before \_\_\_\_\_
4. Full of harm \_\_\_\_\_



5. Without stopping \_\_\_\_\_
6. Not full of fear; not afraid \_\_\_\_\_
7. Someone who directs \_\_\_\_\_
8. Not polite \_\_\_\_\_

Read “Giovanni’s Safety Lesson” once. Then reread the passage and mark up the text as follows:

- Underline words with vowel teams.
- Circle words with the prefixes or suffixes.

Finally, read the passage one more time. Use the lines below to identify and write one word for each of the following types of syllables: closed, open, VCe, and vowel team.

## Giovanni’s Safety Lesson

Giovanni woke up one Tuesday morning and dressed in his preplanned outfit. He looked out his window and saw the sun emerge from behind the mountainous terrain. He noticed how the sun rose high above the mountain range and into the clouds. It was a glorious sight that filled him with awe. “What an unusually delightful day. I might take my skateboard out for a joyride later,” he thought. He walked to his shed and eagerly grabbed his skateboard. A generous neighbor had gifted him a teal and brown skateboard last year. It was his favorite toy. Giovanni decorated his skateboard with stickers of joyous puppies and yellow submarines. “Make sure you wear your helmet, elbow pads, and kneepads!” his mom said with thoughtfulness.

“Sure...,” he responded impatiently and somewhat impolitely. He grabbed his helmet and prepacked bag with ginger ale and a few snacks. But Giovanni was unsuccessful at remembering to grab the rest of his safety gear. He took off on his skateboard without his knee and elbow pads. He had unintentionally disobeyed his mom. This would later prove to be a misstep.

Giovanni skated through his neighborhood subdivision. He noticed the skillfully drawn chalk art on the street and sidewalk. It certainly caught his eye. “Whoever drew that is incredibly talented,” he thought to himself. He felt a lot of fondness for the art. He tried not to gawk.

He continued to skate farther down the road. He skated nonstop out of his suburban neighborhood. He skated past a marvelous oak tree. Its leaves were bright and lush green. He saw a delicately placed nest on a large branch called a bough. Feeling curious, Giovanni paused to get a closer look.

Then, Giovanni quickly returned to his skateboard. He decided it was time to go back home. Just as he was retreating, the sunshine faded. The sky filled with darkness. And suddenly, he was hit with an unexpected rainstorm. “How unlucky!” Giovanni groaned. Moist raindrops coated the sidewalk beneath Giovanni’s skateboard.

The slippery sidewalk caused Giovanni to lose his balance. Before he could react to his imbalance, Giovanni’s skateboard slipped out from under his feet. He hit the ground with a loud thud. His unprotected knee scraped against the pavement. He felt pain shoot up through his leg. He winced at the discomfort but remained brave and courageous.

Slowly, he shook off the pain. He grabbed his skateboard and very carefully walked home. His mom saw his knee and quickly gave him a bandage. “Please be more careful next time,” she said with her voice full of concern. “I’m just so thankful your injuries aren’t worse. You could have broken a bone!” Giovanni didn’t like disappointing his mom. He felt sadness and woe.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Once the pain and discomfort disappeared, Giovanni gave his unfortunate accident some thought. He had certainly made a mistake by forgetting some of his safety gear. Despite his misadventure, Giovanni was not discouraged. He now understood the importance of taking safety precautions. It was the logical thing to do. His inattention and bad attitude toward safety were replaced with newfound seriousness. The idea of not being safe when skateboarding now just seemed like nonsense. The day had been imperfect, and he had made a mistake but also learned an important lesson.

**Open Syllable Word:** \_\_\_\_\_

\_\_\_\_\_

**Closed Syllable Word:** \_\_\_\_\_

\_\_\_\_\_

**VCe Syllable Word:** \_\_\_\_\_

\_\_\_\_\_

**Vowel Team Syllable Word:** \_\_\_\_\_

\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Giovanni’s Safety Lesson” 15” Comprehension Questions

1. What does Giovanni do after he leaves his house?

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2. What gift did Giovanni receive from his neighbor?

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3. What safety gear does Giovanni forget to take?

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4. What surprises Giovanni?

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5. What part of Giovanni's body gets hurt?

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---

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6. Do you think Giovanni will remember the lesson he learned?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Unit 2 Dictation Post-Test

Write each word that your teacher dictates.

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

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

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

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

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

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

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

8. \_\_\_\_\_

9. \_\_\_\_\_



Write the entire sentence that your teacher dictates.

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

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

Choose a word from the list above and use it to write your own sentence.

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

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