

3-4

Grade 3

Skills 3-4 | Activity Book

Grade 3

Skills 3–4

Activity Book

© 2026 Amplify Education, Inc. and its licensors
www.amplify.com

© 2015 The Core Knowledge Foundation and its licensors
www.coreknowledge.org

ISBN 979-8-89180-866-9

This work is licensed under a Creative Commons
Attribution-NonCommercial-ShareAlike
4.0 International License.

You are free:
to Share—to copy, distribute, and transmit the work
to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:
This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Noncommercial—You may not use this work for commercial purposes. Contact help@amplify.com for questions and permissions.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one by including the attribution language above.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 XXX 2024

Grade 3

Skills 3

Activity Book

Skills 3

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 3 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: _____

Sentences with 'ar' Words

Read the words in the word bank. Then read each sentence. Complete the sentences with 'ar' words from the word bank. Read each completed sentence.

Word Bank

car	far	yarn	park
bark	jar	dark	part

1. Mom's _____ has a flat tire.
2. When there is no moon, it is very _____ outside.
3. How _____ is the store from here?
4. The dog has a loud _____.
5. Please help me open this _____.
6. Let's meet at the _____.
7. I like to _____ my hair to the side.
8. When you knit, you use _____.

NAME: _____

DATE: _____

Suffixes: *-hood, -ment, -en*

Read the words. Underline the suffix in each word.

1. basement
2. childhood
3. lengthen
4. amazement
5. knighthood
6. lessen
7. lighten
8. amusement
9. sisterhood
10. soften

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 ‘ar’, ‘er’, ‘ir’, and ‘ur’.
- Circle words with the suffixes *-hood*, *-ment*, and *-en*.
- Highlight words with r-controlled closed syllables.

Neighborhood Garden

Fernanda Garcia liked to be called Fern. She was a smart and hardworking third-grader. She loved her neighborhood garden. After school, Fern would often dart past the park and church to visit the garden. Her heart would flutter with excitement. The rich colors of the flowers always seemed to brighten her day.

One day, however, Fern noticed something alarming. The garden had been left unattended for weeks. Plus, a recent hailstorm had harmed the garden. The once bright garden had turned dark. The plants and flowers had started to weaken. The perky plants now seemed lifeless. Fern felt a pang of sadness in her heart. She had to embark on a mission to save the neighborhood garden.

Determined, Fern thought of starting a neighborhood movement to save the garden. She hung a large poster on the garden’s fence. The statement read, “Help our neighborhood garden survive and thrive! Join me on Thursday, March 5th, for ‘Operation Garden Survival.’” Then she nervously waited for Thursday to arrive. She certainly hoped for a good turnout. The likelihood was high, considering everyone in the neighborhood cared about the garden.

Wednesday turned to Thursday, and “Operation Garden Survival” arrived. Fern saw her childhood friends gathered by the garden curb. Seeing Mark, Kurt, and Harper made Fern’s mood lighten. “Are you guys ready to help?” she asked. They all nodded in agreement. Kurt even brought his dog, Sir, to help dig. Sir greeted Fern with a sweet bark.

The friends started on the hard work right away. With enjoyment, they took turns watering the plants to moisten the soil. They also removed the weeds and tossed junk in the garbage. Together, they began to restore the garden’s former charming beauty.

The next day, Mark, Kurt, Harper, and Fern decided to start a fundraiser, to earn some money to support the garden. The money raised would help buy new equipment and seeds for the garden. More neighbors came together to serve their community and cheer on Fern’s movement. Everyone offered help and encouragement. “Operation Garden Survival” was going perfectly.

By the third day, the garden started to show huge signs of improvement. The plants started to brighten and strengthen. Fern could have burst with pride. She felt a sense of achievement and fulfillment because she had accomplished a big goal. The garden was no longer just a garden. It represented community, family, and togetherness. It was now a place of sisterhood and brotherhood. Fern had managed to save the garden and bring her neighborhood closer than ever.

NAME: _____

DATE: _____

Unit 3 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 write a sentence of your own.

NAME: _____

DATE: _____

Sort /ar/ and /er/ Words

Read each word. Circle the words with the /ar/ sound. Underline the words with the /er/ sound. Read aloud all of the words with the /ar/ sound to yourself or a partner. Then, read aloud all of the words with the /er/ sound to yourself or a partner.

1. slurp
2. car
3. splurge
4. fern
5. far
6. verb
7. bar
8. girl
9. shirt
10. scar

Words with Suffixes: *-hood, -ment, -en*

Read each root word below.

- Then read each sentence.
- Underline the root word's part of speech.
- Complete the sentences by adding the correct suffix to each root word: *-hood, -ment, or -en*.
- Write the new word and its part of speech. Read the new sentence.

1. Root word: **sharp** Root word's part of speech: adjective or verb

Sentence: I need to _____ my dull pencil.

New word: New word's part of speech:

2. Root word: **place** Root word's part of speech: adjective or verb

Sentence: The _____ of the sign is a little off.

New word: New word's part of speech:

3. Root word: **ship** Root word's part of speech: verb or adjective

Sentence: The _____ will arrive on Tuesday.

New word: New word's part of speech:

4. Root word: **deep** Root word's part of speech: adjective or noun

Sentence: You can _____ the hole by
continuing to dig.

New word: New word's part of speech:

5. Root word: **state** Root word's part of speech: noun or adjective

Sentence: Hawaii achieved _____ in 1959.

New word: New word's part of speech:

6. Root word: **child** Root word's part of speech: verb or noun

Sentence: I spent my _____ in Puerto Rico.

New word: New word's part of speech:

NAME: _____

DATE: _____

Identify Words with the /er/ Sound

Read each word in the chart. Color only the boxes that have words with the /er/ sound. Read the words with the /er/ sound.

scholar	hurt	carp	world	sugar
walk	worm	polar	germ	arch
error	charge	bent	factor	arm

NAME: _____

DATE: _____

Sort Words with Suffixes

Read each word. Color the words with *-en* red. Color the words with *-hood* blue. Color the words with *-ment* yellow.

madden	argument	worriment	livelihood
likelihood	flatten	loosen	awaken

Choose two words from the boxes above. Write a sentence with each word. Then write the root word.

1. Word with Suffix: _____

Sentence: _____

Root Word: _____

2. Word with Suffix: _____

Sentence: _____

Root Word: _____

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 ‘ear’, ‘urr’, or ‘our’.
- Circle words with suffixes *-hood*, *-ment*, or *-en*.
- Highlight two-syllable words with r-controlled vowels.

Exploring Different Jobs and Professions

Livelihood can be another word for work. Someone’s livelihood is what they do in adulthood to earn money for things they need or want. When it comes to jobs or professions, there’s a world overflowing with interesting employment options. There are many jobs out there! The possibilities should not be underestimated. Each job is unique, and finding the right job can be a fun process.

Actors perform in plays, movies, or television shows. Actors practice and rehearse their lines and act out the actions and emotions of the characters they play. Sometimes, they need to act out states of worryment or excitement on the spot.

Doctors help sick people. They work in hospitals and clinics. They can have long and overextended workdays. They hurriedly scurry from patient to patient while making important judgments on their health. They identify illnesses and recommend treatments.

Scholars learn and run research projects. They work in schools and universities. Scholars can be professors or researchers. They must like reading and writing. They enjoy reading articles in journals about their interests!

Vendors sell things. They sell food, clothes, or other items. They sell things in markets or online. They try not to undervalue or overprice their items.

Tailors fix and alter clothes. They can help tighten or shorten a pair of pants. Tailors work in workshops or stores. They work with sewing machines and need to be good at measuring.

Tutors give lessons to students and help deepen their knowledge. They might help students with their math or grammar homework. Tutors need to be good at explaining things.

Security guards watch over places like malls or offices. They keep places safe from threats like burglars who try to break into them. They need to be able to spot unusual activity and react in a hurry.

Chefs prepare healthy and nourishing meals. They can make tasty sandwiches or flavorful curry dishes. They work in restaurants and neighborhood cafés. Chefs need to be creative and careful. They try to avoid overcooking their food. They also avoid underseasoning their food by using the right amount of salt and spices.

Contractors work on construction sites. They oversee teams of builders, plumbers, electricians, and more. These workers build and fix things. They know how to install light fixtures, fix leaky pipes, or remodel cellars. They might use mortar, a type of glue that holds bricks together. They might use hammers, wrenches, and other tools. They must be good problem solvers to get the job done.

These are just a few of the many professions out there. Each job requires a different set of skills and interests. People are encouraged to take the time to find the right profession for themselves.

NAME: _____

DATE: _____

“Exploring Different Jobs and Professions” Comprehension Questions

1. How do actors prepare for their performances?

2. Why do you think doctors’ workdays can be long?

3. What is something that scholars might like to read?

4. What skill or quality helps someone be a good tutor?

5. Where do contractors work?

6. Which of the jobs described in the text seems most difficult? Why?

NAME: _____

DATE: _____

Words with r-Controlled Syllables

Underline the r-controlled syllables. Then read each word.

1. jour•ney
2. your•self
3. re•hearse
4. ear•nest
5. re•learn
6. search•light
7. ear•ly
8. earth•en

NAME: _____

DATE: _____

Add Prefixes

Read each root word. Add either *under-* or *over-* to create a new word that matches the definition. Read the new word.

Root Word	Definition	New Word with Prefix
sleep	to sleep too much or too long	
line	to draw a line under a word	
use	to use too much or too often	
work	to work too much	
water	below the water	
cook	cook too little or not long enough	

NAME: _____

DATE: _____

Words with /er/ and /ar/

Read each word in the chart. Color the boxes of words using the key below:

- /er/ - red
- /ar/ - blue

scholar	lark	discourage	purr	savor	park	twirl
charge	worm	heard	cellar	girl	pearl	harm
burst	scurry	herd	barn	dollar	thirty	person

NAME: _____

DATE: _____

Words with *-hood*, *-ment*, *-en*, *under-*, and *over-*

Part I

Read each root word. Match each root word with an affix to make a new word. Write the new words below.

Root Word	Affix
fright	<i>-hood</i>
grown	<i>-ment</i>
amaze	<i>-en</i>
child	<i>under-</i>
cook	<i>over-</i>

1. _____

2. _____

3. _____

4. _____

5. _____

Part II

Write sentences using the words you created in Part I.

1. _____

2. _____

3. _____

4. _____

5. _____

Read the passage once. Then reread it and mark up the text as follows:

- Underline words with r-controlled vowels.
- Circle words with *-hood*, *-ment*, *-en*, *under-*, and *over-*.

A Sweet Story

In both childhood and adulthood, most people like to enjoy a sweet treat from time to time. The likelihood that someone enjoys and savors the taste of candy or frozen yogurt is high. Sugar's popularity should not be underestimated. Through an interesting journey of discovery, sugar is now a major part of our world's history.

It all started with a plant called sugarcane. Sugarcane is one of the most farmed crops on earth.

Many centuries ago, early farmers learned they could harvest this plant to produce sugar. People heard it was delicious, and they wanted more of it. So farmers in India worked to master the art of producing sugar. These early farmers paved the way for us to have the sugar we use today.

As sugar's popularity began to widen, farmers and sugar producers advanced their methods. These new methods involve a flurry of activity happening at the same time. Farmers first cut the sugarcane stalks and make sure to leave the roots underground. Then the farmers send the sugarcane stalks to a factory. Factory workers oversee the next stage. Using special equipment, they flatten the stalks to squeeze out the juice. The juice is boiled until it thickens into a syrup. The factory workers must take care not to undercook or overcook the syrup. When they're done, the syrup cools and hardens into sugar crystals.

With this advancement, sugar became even more popular. It started to spread from India to the rest of the world. Soon sugar was made and sold everywhere. It became a major part of people's livelihoods. Now almost anyone can go to the grocery store and buy a bag of sugar.

Sweet treats made with sugar can be quite tasty. Upon seeing candy, many children's eyes light up with excitement and wonder! While overeating sweets can lead to health problems, having sugar once in a while can provide enjoyment for many people.

NAME: _____

DATE: _____

“A Sweet Story” Comprehension Questions

1. What plant does sugar come from?

2. Who mastered the art of making sugar?

3. In paragraph 4, the text says that farmers leave the sugarcane roots underground. Why might farmers leave the roots in the ground when cutting sugarcane?

4. How do factory workers get juice out of sugarcane?

5. What happened once factories began to produce sugar?

6. What are some health problems that can result from overeating sugar?

NAME: _____

DATE: _____

Words with /ar/ and /or/

Read the words in the word bank. Sort the words according to their r-controlled vowel sound. Read the words in each column to check your work.

Word Bank

star	support	recharge	card	fork
sort	army	thorn	garden	border

<i>/ar/</i>	<i>/or/</i>

NAME: _____

6.2

ACTIVITY PAGE

DATE: _____

Root Words and Prefixes: *under-*, *over-*

Read each sentence. Fill in each blank by adding either *under-* or *over-* to the root word. Read the completed sentences.

1. Water can _____ the riverbank during times of heavy rainfall.
(flow)
2. Paula could not vote in the election because she was _____.
(age)
3. The lost _____ was in the dryer.
(wear)
4. The note from the library said the book was _____.
(due)
5. The _____ roots started to break through the sidewalk.
(ground)
6. Veer's shirt was _____ because it belonged to his big brother.
(sized)
7. Let's watch the sunrise from the _____ point by the lake.
(look)
8. Liam damaged the _____ of his suitcase by dragging it on the ground.
(side)
9. Our teacher asked us to _____ the vowels in each word.
(line)
10. Bakers can _____ their dough by mixing it too much.
(work)

Follow along as your teacher reads the passage.

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

- Underline words with ‘are’ and ‘air’.
- Circle words with the suffixes *over-* and *under-*.
- Highlight two-syllable words with r-controlled vowels.

Jordan Scores

Jordan is a huge sports fan and a talented athlete. He loves playing wheelchair basketball with his team, the Ultrasonic Underdogs. It makes him feel powerful.

Claire is his best friend. She is a stylish girl with orange-colored hair. She supports Jordan and attends every one of his games. He always hears her cheering him on from the stands.

Jordan was preparing for the biggest game of the season. He spent hours shooting the ball into the air and watching it go through the net. He and the Ultrasonic Underdogs could not afford to be underprepared.

As the game got closer, worry began to overwhelm Jordan. Sometimes the stress made him have nightmares. He knew the Ultrasonic Underdogs were up against an impressive and formidable team. The Northshore Scarecrows were known for their bold plays. But Claire was always there to provide moral support and encouragement. “Never underestimate yourself, Jordan,” she said. “Don’t think less of yourself. Don’t forget how powerful you feel on that court. The Northshore Scarecrows know they are good, but don’t let their overconfidence scare you.”

Game day quickly arrived. It was a dark and overcast day, but the gym was bright and noisy. Jordan absorbed the energy. He rolled his wheelchair onto the court. He could see Claire in the crowd. Her orange-colored hair made her stand out.

Soon the game was underway. The Northshore Scarecrows were tough, but the Ultrasonic Underdogs were tougher. Jordan and his teammates darted across the court in their wheelchairs. Time after time, they shot and scored!

Just seconds before the final buzzer blared, Jordan shot the ball high in the air and scored the winning point. The Northshore Scarecrows were shocked. Their overconfidence was replaced with defeat and despair. They had surely underestimated Jordan and the Ultrasonic Underdogs. Jordan's team shook hands with the Northshore Scarecrows and congratulated them on a game well played. Meanwhile, the overexcited crowd cheered loudly. Some folks even had small plastic horns that blared. Claire was overjoyed. Her cheer was the loudest in the crowd. The Ultrasonic Underdogs had won! "I love this sport," Jordan thought as he said farewell and went home. "Not much compares to this feeling."

NAME: _____

DATE: _____

Words with /air/

Read each word. Underline the spelling that makes the /air/ sound in each of the words. Then write your own sentences with two of the words on the lines below.

1. share

6. wheelchair

2. fairness

7. compare

3. hairy

8. upstairs

4. carefree

9. barefoot

5. scare

10. airplane

NAME: _____

DATE: _____

Root Words and Prefixes: *under-*, *over-*

Read each sentence. Write your own definition of the underlined word. Use a dictionary to check your definition.

1. Emmett agreed to undertake the task of washing the car.

My definition: _____

2. When the boat hit a rough wave, my fishing pole fell overboard.

My definition: _____

3. Marni likes to stay inside and read on overcast days.

My definition: _____

4. The football coach did not want to understate the importance of safety gear.

My definition: _____

5. Ana needed to overcome her fear of public speaking to audition for the play.

My definition: _____

NAME: _____

DATE: _____

Words with 'our' and 'ore'

Read each word with 'our' or 'ore'. Divide the words into syllables. Put a box around one-syllable words. Underline two-syllable words. Circle three-syllable words.

1. p o u r i n g

2. s c o r e b o a r d

3. b e f o r e

4. s o u r c e

5. t h e r e f o r e

6. m o u r n f u l l y

7. d o w n p o u r

8. f o u r t h

9. s h o r e

10. a n y m o r e

NAME: _____

DATE: _____

Root Words and Prefixes: *tele-*, *super-*

Read each word. Complete the chart by breaking each word into its prefix and root.

Word	Prefix	Root
telegraph		
telescope		
superhero		
superfine		
telecommute		
supermarket		
television		
telegram		
superhuman		
supermodel		

Follow along as your teacher reads the passage.

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

- Underline words with ‘ear’, ‘eer’, or ‘ure’.
- Circle words with suffixes *tele-* and *super-*.
- Highlight multisyllabic words with r-controlled vowels.

Tele-Ameer the Superhero

At the edge of the Shorewood Forest lived a herd of four deer. They were a cheerful bunch and adored their home. However, nearly a year ago, the foursome’s cheer turned to fear. They began to hear loud and eerie noises. These noises weren’t from other forest creatures. They were coming from a machine that tore down trees. This machine was clearing the land to make space to build a new golf course. It was destroying the deer’s home. They felt sheer panic like never before. They needed help!

Ameer lived across the country. He was just your average and usual fourteen-year-old. Except for one thing... He had superpowers. Ameer had the power of teleportation. He could disappear from one place and reappear in another instantly. He also had the power of telepathy. He could talk to people and animals with his mind.

Ameer knew that he could really help others with these powers. So, he volunteered to become a superhero. He wanted his superhero name to be “Tele-Ameer.”

Ameer read about the land clearing in the newspaper. He worried about the animals that lived there. He slipped into his superhero suit and teleported to the Shorewood Forest.

When he arrived, Ameer saw what was happening. He used his telepathy to talk to the deer and let them know that he would help save and restore their home.

Ameer wanted to talk to the machine operator, but she didn't notice him. She couldn't hear anything over the machine's noise. Again, Ameer decided to use his telepathy to talk to the machine operator. He figured that this form of communication would surely cut through the noise. "Excuse me," he said in a calm and purely respectful mental voice. The operator was stunned that she could hear his voice so clearly in her mind. "Could you please stop clearing the trees? A herd of deer lives here. They love it here and don't want to find a new home."

With such a polite request, the operator couldn't ignore Ameer's plea. "I'm not sure I can make that decision on my own, but I'll speak with my boss and supervisors," said the operator.

She used her telephone to make the call. After explaining the situation, she hung up the telephone and returned to Ameer. "They agreed to pause clearing the trees for now." The deer were overjoyed. Ameer would keep working to find a permanent solution one day.

The news of Ameer's heroic act spread near and far. Everyone wanted to hear the story of Tele-Ameer. Before long, a television crew arrived at Ameer's front door. They wanted to feature him on their popular show "Television's Bravest Heroes." This show celebrated fearless superheroes and other brave pioneers. Ameer cheerfully accepted. He couldn't wait to appear on the show.

NAME: _____

DATE: _____

“Tele-Ameer the Superhero” Comprehension Questions

1. What is the problem in the story?

2. Why did Ameer choose the superhero name Tele-Ameer?

3. How did Ameer hear about the forest?

4. What does Ameer do to save the forest?

5. What do you think will happen next?

NAME: _____

DATE: _____

Sentences with 'ear', 'eer', and 'ure' words

Read the words in the word bank, and then read each sentence. Complete the sentences with 'ear', 'eer', or 'ure' words from the word bank. Read the completed sentences.

Word Bank

clearance	pleasure	yearly	furniture
sculpture	volunteer	engineer	reindeer

1. The clothing store is having a _____ sale.
2. The dog is not allowed to sit on the _____.
3. My _____ appointment to see the doctor is in January.
4. I want to be a train _____ when I grow up.
5. It was a _____ to meet new friends at the park.
6. The _____ at the art museum is carved from stone.
7. I like to _____ to help with animals.
8. Let's go see the herd of _____ at the zoo.

NAME: _____

DATE: _____

Root Words and Prefixes: *tele-*, *super-*

Match each word in the word bank with its definition.

Word Bank

telegraph	supervise	telephone	telescope
supersize	televise	superstore	superstar

1. to make something bigger than average _____
2. a device that sends written messages across distances _____
3. to oversee or manage other workers _____
4. a device that allows people to talk across distances _____
5. a person who is very talented or famous _____
6. a place that sells a wide variety of items _____
7. a device used to see objects that are far away _____
8. to show an image or program on television _____

NAME: _____

DATE: _____

Words with /or/, /air/, and /ee/ /er/

Read each word in the word bank. Sort the words according to their r-controlled vowel sound. Read the words in each column to check your work.

Word Bank

cheer	fork	reappear	dairy	courtyard	eerie
share	airplane	torch	resource	nearby	upstairs

/or/	/air/	/ee/ /er/

NAME: _____

DATE: _____

Review Prefixes: *under-*, *over-*, *tele-*, *super-*

Part I

Read each prefix in the prefix bank. Then read each prefix meaning. Complete the chart by matching each prefix in the word bank with its meaning.

Prefix Bank

<i>under-</i>	<i>over-</i>	<i>tele-</i>	<i>super-</i>
---------------	--------------	--------------	---------------

Meaning	Prefix
“too much” or “above”	
“beyond” or “above”	
“distant” or “far”	
“too little” or “beneath”	

Part II

Read each sentence. Fill in each blank by adding either *under-*, *over-*, *tele-*, or *super-* to the root word. Read the completed sentence.

1. No one has mowed the _____ lawn in a long time.
(grown)
2. The dog's _____ was wet after playing in the snow.
(side)
3. Mom asked to _____ instead of going to the office every day.
(commute)
4. Dad used _____ to fix the broken vase.
(glue)
5. Don't leave food in the oven too long or it will _____.
(cook)
6. The president uses a _____ when giving a speech.
(prompter)
7. Sometimes detectives go _____ to solve a case.
(cover)
8. _____ movies are my favorite kind to watch.
(hero)

Read the “Read-Life Superheroes” once. Then reread it and mark up the text as follows:

- Underline words with ‘or’, ‘our’, or ‘ore’.
- Draw a box around words with ‘are’ and ‘air’.
- Circle words with affixes *under-*, *over-*, *tele-*, and *super-*.
- Highlight words with r-controlled vowel teams.

Real-Life Superheroes

Superheroes exist in comic books and on television shows. Superheroes use superhuman powers to overcome villains and restore peace and order. Their adventures are entertaining. But the stories are just fictional.

First responders, however, come close to being real-life superheroes, except with no superpowers. As real-life superheroes, first responders care for their communities and help to ensure public safety. They show up to help in emergencies before anyone else. And they help people feel more secure by helping them overcome the fear and stress they might feel in these situations.

First responders are important community resources. A couple of these first responders are firefighters and paramedics. People with these careers share one important trait: bravery. It should not be underestimated! First responders often help in many unexpected and unforeseen situations. They rarely have a boring day on the job!

Firefighters fearlessly find the source of a fire and work to control it. They rescue people in dangerous situations too. They undergo a ton of training, which helps them run up flights of stairs and carry heavy

equipment. They help outdoors and also inside of homes. They can help in stores, supermarkets, and airports. In fact, firefighters help anywhere they are needed.

Paramedics are also like real-life superheroes in their communities. These superstars care for the health and welfare of others. They appear when someone feels extremely sick or has been seriously hurt. Paramedics help people in medical emergencies by performing life-saving procedures. Paramedics take people to the hospital quickly, but they cannot arrive instantly by teleporting. Instead, they carefully steer through traffic. Their importance cannot be overstated. They collaborate closely with doctors to ensure that people receive the best care.

Clearly, these real-life superheroes don't wear capes. And, of course, they don't fly through the air. They wear service uniforms and never ignore a call for help. They undertake a lot of responsibility to keep people safe. Their contributions should not be overlooked. People don't have to peer into comic books or television shows to hear about their fearless adventures. If people ever find themselves in a true emergency, they can dial 911 on their telephone. A first responder will surely help.

NAME: _____

DATE: _____

“Real-Life Superheroes” Comprehension Questions

1. What is a first responder?

2. How are first responders different from superheroes?

3. What are some things firefighters do?

4. What are some things paramedics do?

5. Why do you think people become first responders?

NAME: _____

DATE: _____

Review Syllable Types

Identify the syllable type for each syllable in the words below. Write the syllable types on the line next to each word.

Syllables Types

VCe	vowel team	closed	open	r-controlled
-----	------------	--------	------	--------------

1. blue•bird _____

2. re•lax _____

3. arch•way _____

4. hap•pen _____

5. dis•pute _____

6. be•ware _____

7. e•go _____

8. stor•y _____

9. place•ment _____

10. un•sure _____

Root Words and Prefixes: *tele-*, *super-*

Read the words in the word bank. Then read each sentence below. Complete the sentences with the words from the word bank. Read the completed sentences.

Word Bank

television	telephone	superpowers	superheroes
supermarket	superstar	telescope	superhuman

1. The actor hoped to become a _____.
2. Millions of people watched the football game on _____.
3. _____ work hard to make the world safe.
4. We are shopping for food at the _____.
5. I viewed the stars through a _____.
6. Mei's grandmother called her on the _____.
7. Elephants have _____ strength.
8. The comic book is about a kid with _____.

Follow along as your teacher reads the passage.

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

- Underline ten words with the schwa /ə/ sound; include at least one word with the sound spelled with each of the letters ‘a’, ‘e’, ‘i’, and ‘o’.
- Circle words with the prefixes *super-*, *tele-*, *trans-*, or *uni-*.
- Highlight words with r-controlled syllables.

A Trans-Galactic Dash

Magnet University wasn't a normal school. It was a unique school in a faraway galaxy. Aliens, talking animals, and humans all went to learn there. Mr. Sharma was the university's chancellor or leader. As its leader, he wanted to transform the school into the best in the universe.

But the students had trouble getting along because they were all so different from each other. This was an alarming problem. Mr. Sharma didn't approve of the constant disagreements and debates. As a man of great wisdom, he quickly devised a plan. The chancellor decided to hold a fun space race. He hoped it would encourage unity among the students.

In this race, teams would travel from one galaxy to another and would race to complete assigned tasks. Mr. Sharma named this event the "Trans-Galaxy Dash." This formal event would be telecast across the universe. Thousands of television viewers from different galaxies wanted to witness this event.

Many students signed up to race. They were randomly split into teams of seven. Each team would be made up of students from all parts of the universe. They would need to work together as teammates to succeed.

The participants dressed in their race uniforms. They wore metallic space suits with blue buttons and custom helmets. The Magnet University teachers set up a command post with telescopes to supervise the event. They prepared telephone-like devices to transmit, or send, guidance to the teams.

Each team selected a pilot. Then, the Trans-Galaxy Dash began! The teams sped off in their supersonic transport vehicles. It was as if they had been shot into space by a cannon. They quickly completed many tasks. The teams rode unicycles through alien supermarkets. They rounded up several comets. They traveled past exploding stars called supernovas. The race tested each team's ability to think quickly and adapt to changing environments. It tested their ability to respect one another and work together. The teams became united in their common purpose.

After many hours, the trans-galactic adventure ended. The first team to finish earned a first-place ribbon. They also received a basket of special items.

Even the participants who didn't win felt like superstars. Everyone rose above and transcended the race's challenges. They did this by working in unison. The students learned an important lesson. They learned that they could get along despite their differences. The Trans-Galaxy Dash transformed the students' attitudes toward one another. It had also unified them as one big team.

The school celebrated with a grand feast. The students enjoyed rare treats from across the universe. The stardust salad, comet soda, and lunar lemon pops were a huge hit. Magnet University's students could not wait for next year's race to happen. The chancellor was absolutely delighted!

NAME: _____

DATE: _____

Read Words with /ə/ > 'i' and 'o'

Read the words in the word bank. Sort the words from the word bank by the spelling of the schwa sound and complete the chart below.

Word Bank

fossil	pilot	cousin	cannon	promise
blossom	wisdom	peril	ribbon	council

/ə/ > 'i'	/ə/ > 'o'

NAME: _____


DATE: _____

Review Syllable Types

- 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, vowel team syllable, and r-controlled categories. Some words may fit into more than one category. If this happens, choose one category to place the word card.
- After you have created piles for each syllable type, go over your answers with your partner or small group.

Syllable-Type Cards

closed	open
vowel team	VCe
r-controlled	



NAME: _____

DATE: _____

12.2

ACTIVITY PAGE

CONTINUED

Word Cards

limp

lesson



no

pony

broke

precise

because

brief

story

perfect

Root Words and Prefixes: *uni-*, *trans-*

Read the sentences. Underline the words with *uni-* and *trans-*. Then add the words to the chart below.

1. A helmet is part of a football player's uniform.
2. Riding a unicycle requires balance.
3. While shopping for gifts, Shangyang made transactions at many stores.
4. I made a transatlantic phone call from New York to Paris, France.
5. We dressed our horse up as a unicorn by putting a plastic horn on her head.
6. The teacher transplants the flowers from the classroom to the school garden.

<i>uni-</i>	<i>trans-</i>

NAME: _____

13.1

ACTIVITY PAGE

DATE: _____

Read Multisyllabic Words with Final Stable Syllable 'le'

Divide each word into its syllables. Underline the syllables that have a final stable syllable spelled with a consonant and 'le'. Read the words.

1. r e s a l e
2. a n k l e
3. m u m b l e
4. p r o b l e m
5. e x h a l e
6. u n c l e
7. t u r t l e
8. o b s t a c l e
9. c u t l e t
10. e m a i l
11. c r a d l e

NAME: _____

DATE: _____

Words with *uni-* and *trans-*

Read each question with an underlined word. Then answer the questions.

1. If an author translates her story from English to Spanish, what does she do?

2. What might you enjoy seeing on a transcontinental train trip across the United States?

3. What might a company use to transport crates of fruit?

4. What is a job that requires you to wear a uniform?

5. What are two ways you can take a transatlantic trip?

6. Why might learning to ride a unicycle be difficult?

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 schwa (/ə/) + /l/ = le.
- Circle words with the prefixes *uni-* and *trans-*.

On the Move: How Transportation Unites Our World

Transportation enables people to move from one place to another. It's universal! Whether it's a trip to the store or across the world, transportation makes it all possible. And there are so many incredible modes, or kinds, of transportation.

Walking is the simplest mode of transportation. When people walk, their legs, knees, and ankles work together in unison to take steps forward. Walking is one of the best ways to get through the hustle and bustle of a busy city.

Bicycling is another form of transportation. Bicycles are human-powered vehicles with two wheels. Some have only one wheel. Those unique vehicles are called unicycles! And the ones for little kids with three wheels? Those are tricycles!

Cars are engine-powered vehicles that can take people across town or beyond. There are many different types of cars. There are even cars that some say look like beetles!

Buses and trains are also examples of vehicles. Buses and trains help transport bigger groups of people to their homes, universities, or offices.

They are a part of a city's transit system. A transit system organizes how these and other vehicles move through a city. It's like figuring out a big puzzle.

Boats are vehicles too. Some boats can also be human-powered through the use of a paddle. Other boats, like ferries, have engines that power propellers. Propellers are large, flat blades that move in a circle. These propellers help push a boat through the water.

On very far trips, airplanes are the most sensible choice because they are faster. People often take airplanes to travel from one country to another. This is called transnational or international travel. What about travel from one continent to another? That's called transcontinental travel! Airplanes help unite people all over the world.

Safety is universally important in any form of transportation. Whether the vehicle seems as slow as a turtle or as fast as an eagle, if a seat belt is available, buckle up.

But transportation isn't only about moving people. Goods can be transported too! Goods are things people or companies buy. Large ships, trains, and trucks can transfer goods from one place to another. When someone orders an inflatable unicorn toy online, it gets transported on one of these vehicles!

No matter where people and goods need to go, transportation makes it all possible. It's incredible how transportation has transformed the way people live. Whether on foot, bicycle, or airplane, the world is united through transportation systems.

NAME: _____

DATE: _____

“On the Move: How Transportation Unites Our World” Comprehension Questions

1. What does transportation help people to do?

2. What is the simplest mode of transportation?

3. What is the difference between a unicycle and a tricycle?

4. Why does the author say that a transit system is like a big puzzle?

5. What do transportation vehicles move in addition to people?

6. What is your favorite kind of transportation vehicle? Explain why.

NAME: _____

DATE: _____

Read Words That End in /ə/ + /l/ > 'le'

Read each sentence. Circle the words with final stable syllables spelled 'le' in the sentences. Then, read all of the circled words.

1. Our farm grows a special kind of apple.
2. The article is only one page long.
3. People are excited about going to the festival.
4. The blue candle only costs a nickel.
5. It's possible that we'll see a whale.
6. Water plays an incredible role in our lives.
7. The pebble is round and brown.
8. The castle sits on a hill far away.

NAME: _____

DATE: _____

Root Words and Prefixes: *uni-*, *trans-*

Part I

Read the words in the word bank. Then, read each meaning and part of speech in the chart below. Complete the chart by matching each word in the word bank with its meaning and part of speech.

Word Bank

universal	transcribe	transfer	unify
translucent	unity	transplant	university

Meaning	Part of Speech	Word
to dig up and replant in another place	verb	
a school you attend after high school	noun	
to bring together or come together	verb	
clear enough to let light through	adjective	
including everything or everyone	adjective	
oneness or togetherness	noun	
to copy something in writing	verb	
to move from one place to another	verb	

Part II

Fill in each blank by adding words from the word bank.

1. The nurse received his degree at a _____.
2. The coach wanted the players to _____ as one team before the game.
3. I used a shovel to _____ the tree from the forest to my garden.
4. It can be useful to have a friend _____ notes when you miss school.
5. Please _____ the files from your computer to mine so I can read them.
6. Stained glass is _____ and allows the light to shine through and show its pretty colors.
7. Team members show their _____ by helping one another and working together.
8. Water is a _____ need shared by all people.

NAME: _____

DATE: _____

Read Words with /ə/

Read the sentences below with your partner. As you are reading the sentences, mark up the text as follows:

- Circle at least two words with /ə/ > 'a', 'e'.
- Underline at least words with /ə/ > 'i', 'o'.
- Draw a box around words with final stable syllables spelled with a consonant and 'le'.

1. Calling all writers with a love for animals!
2. Do you like to write articles about the animal kingdom?
3. Our next issue promises to take the reader around the natural world.
4. No creature is too little to be considered.
5. Why are turtles so slow?
6. How do pelicans fly?
7. What do fossils tell us about ancient life?
8. Send an example of your writing and you may be the star of our next issue.

NAME: _____

DATE: _____

Review Prefixes and Suffixes: *-hood, -ment, -en, under-, over-, tele-, super-, uni-, trans-*

- Read each affix in the chart.
 - Then read each sentence below about the teachers at Powers Elementary.
 - Underline each word that has an affix in the chart. A sentence may have more than one word.
 - Complete the chart with words from the sentences.
1. All the teachers at Powers Elementary have superpowers!
 2. The science teacher can lengthen her arms to reach the board from the back of the classroom.
 3. The history teacher can transport his class through time.
 4. The swim coach can breathe underwater.
 5. The bus driver can instantly teleport anywhere in the universe.
 6. Luckily, the teachers all use their powers for the betterment of their students.

Affix	Example
<i>-en</i>	
<i>-ment</i>	
<i>under-</i>	
<i>tele-</i>	
<i>super-</i>	
<i>uni-</i>	
<i>trans-</i>	

Read “Maple Talent Show.” Then reread the passage and mark up the text as follows:

- Underline five words with schwa (/ə/).
- Circle words with the prefixes *uni-*, *trans-*, *tele-*, and *super-*.
- Highlight words with final stable syllable *-le*.

Maple Talent Show

One day, the pupils of Maple Elementary heard an interesting announcement.

“Our school will hold a talent show! It will occur in a couple of weeks. You’ll be able to showcase your unique talents. We’ll televise the show so that all families can see it. Please sign up by the cafeteria bulletin board,” said Principal Noble.

The news sparked universal interest at Maple Elementary. Several pupils mingled and chatted during their transition between classes.

“I have superior musical talent. I’ll play a catchy jingle on my trumpet!” April said.

“Reyna and I will dazzle the crowd with a hip-hop routine! Dancing is our superpower,” added Fatima.

“You could ride your unicycle,” suggested Reyna.

“I could do that,” confirmed Ayden. “I consider myself a natural.”

“Ready to sign up?” Reyna asked.

The children silently nodded in agreement.

“This is going to be fun!” They all giggled in unison.

They practiced their talents every day after school over the next couple of weeks. Some teachers stayed after school to supervise them. The sound of April’s trumpet rang through the halls. Reyna and Fatima unified their dance moves. They rehearsed their routine from top to bottom about a thousand times. Ayden practiced balancing on his custom unicycle.

On show day, the auditorium was full of excitement.

Backstage, Fatima said, “We’re going to be on television, just like real superstars! I’m glad the telecast will be transnational. My cousin and uncle in Mexico will be able to watch.”

Viewers tuned in on their televisions to watch the show. They were transported from their sofas to the Maple Elementary auditorium.

The little kindergarten class sang the alphabet song. They stressed each vowel with their adorable voices.

Mitchell went second. He was a transfer student from another school. He was able to juggle seven beanbags.

Luca displayed his amazing math wisdom. He solved several math problems at an almost superhuman speed.

Dillon transformed a simple piece of paper with only a pencil. He made stunning doodles of gorillas, parrots, and pelicans.

NAME: _____

DATE: _____

15.3

CONTINUED

ACTIVITY PAGE

April played her trumpet jingle perfectly. Reyna and Fatima danced a flawless routine. And finally, Ayden balanced on his unicycle without a single bobble or wobble.

The talent show ended, and the pupils were met with united applause. They all received a ribbon.

“That was incredible!” said Principal Noble. “Each act was a spectacle. And we had triple the number of attendees we had expected.”

The talent show became one of the most memorable events in Maple Elementary’s history.

NAME: _____

DATE: _____

“Maple Talent Show” Comprehension Questions

1. Where do students sign up for the talent show?

2. What kind of dancing will Reyna and Fatima do?

3. How do teachers help with the talent show?

4. The author says that viewers were transported from their sofas to the school auditorium. What does the author mean?

5. What does the principal think of the show?

6. Which of the acts at the Maple Talent show would you be most interested in seeing? Explain why.

NAME: _____

DATE: _____

Words with /ə/ + /l/ > 'al'

Read each word in the table. Write *yes* if the letters 'al' in the word include a schwa sound. Write *no* if they do not.

Word	Is there a schwa (ə) sound in 'al'? (yes/no)
pal	
goal	
pedal	
alley	
coral	
mammal	
charcoal	
natural	
personal	
educational	

NAME: _____

DATE: _____

Words with *micro-* or *-ist*

Read the words in the word bank. Sort the words according to whether they have the prefix *micro-* or the suffix *-ist*. If a word does not contain either prefix or suffix, write it in the column labeled “Neither.” Read the words in each column to check your work.

Word Bank

novelist	consist	microwave
microphone	motorist	resist
exist	microscope	stylist

Prefix <i>micro-</i>	Suffix <i>-ist</i>	Neither

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 final stable syllable 'el'.
- Circle words with *micro-* or *-ist*.

Special Report: Coral Reefs

Global, December 14, 2023 — Channel 3 News travels underwater to deliver an important message on the critical condition of coral reefs.

A coral reef is an underwater structure. It may look like a group of colorful rocks. But it's actually a living colony of creatures called coral. A healthy coral reef is usually beautiful.

Scientists classify coral reefs as ecosystems. They provide food and shelter for diverse sea life. Mackerel, cuttlefish, and many other sea animals call them home. Gentle sea turtles and stingrays often live on the reef. Hard-shelled mussels usually live there too. Sea mammals sometimes visit. It's possible to see a couple of bottlenose dolphins swimming nearby.

Coral reefs are also home to multiple microorganisms, like algae. Individual algae cells can be seen only by using a microscope. Algae provides the coral with its remarkable color.

Coral reefs are found in tropical oceans around the world. Australia's Great Barrier Reef is the most notable. It's colossal! It's so large that it's even visible from a space vessel.

The incredible Florida Reef is in the United States. Global tourists from many countries travel there. They snorkel below the water and marvel at the coral's exceptional beauty.

Globally, coral reefs are in trouble. They face serious obstacles, like pollution and unsuitable sea temperatures. When the water is too warm, the microscopic algae leaves the coral. With no algae, the fragile coral turns white. This process is known as "bleaching." Bleaching can be fatal. Some coral reefs do not survive it.

This news is quite terrible, but the harm is possibly reversible. Several experts are working to unravel the mysteries that will save the coral reefs. This panel of experts includes biologists, ecologists, and microbiologists.

Environmentalists and conservationists are also joining in to help. They want to bring awareness to the reefs' critical condition and counsel people on how to get involved. They encourage individuals to help by reducing pollution.

For Channel 3 News, December 14, 2023

NAME: _____

17.1

ACTIVITY PAGE

DATE: _____

Word Search

Read the words in the word bank that have the schwa + /l/ spelled 'el'. Then, circle the words in the word search.

Word Bank

level	mislabeled	novel	weasel
cancel	camel	tinsel	bagel

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

NAME: _____

DATE: _____

Words with *micro-* or *-ist*

Read the sentences. Fill in the blanks by adding either *micro-* or *-ist* to the root in each sentence. Change the spelling as needed. Read each completed sentence to check your work.

1. Kara was a _____ in the baking contest.
(final)
2. Scientists may use a _____ to study germs.
(scope)
3. A careful _____ always wears a helmet when on the road.
(cycle)
4. We clapped when the _____ finished her song.
(vocal)
5. The _____ inside the tablet holds a lot of information.
(chip)
6. People use their smartphones as a kind of _____.
(computer)
7. Sam got his driver's license, so he is now a _____.
(motor)
8. Jaquim loves animation and wants to be a _____ someday.
(cartoon)
9. The librarian found the old picture on _____.
(film)
10. A _____ dresses film stars for big events.
(style)

NAME: _____

DATE: _____

18.1

ACTIVITY PAGE

Words with /ə/ + /l/ > 'il'

Each word below contains the letters 'il'. Read each word. Circle only the words with /ə/ + /l/ spelled 'il'. Read all of the words that you circled to check your work.

council

still

detail

pupil

tonsil

civil

uncoil

pencil

mailbox

gerbil

fossil

stencil

sail

retail

spoil

NAME: _____

DATE: _____

Words with *micro-* or *-ist*

Read the words in the word bank. Then read the paragraph. Use the words from the word bank to complete the paragraph. Remember to capitalize the words at the beginning of sentences. Read the completed paragraph to check your work.

Word Bank

microcomputer	vocalists	tourists	microchips	microscopes
microfilm	cartoonists	scientists	microphones	novelists

People use technology in many ways. Some _____ study things we cannot see without tools. They use _____ to see very small things. _____ are singers. They can perform for large crowds. _____ make their voices louder so the audience can hear them. Some _____ draw images by hand. Others use a _____ to create their art. Maps are stored in _____ in cell phones and GPS devices. _____ use this technology to find new places. Sometimes _____ write books that are set in the past. They do research to find out what life was like back then. They might read articles on _____ at their local library.

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 /ə/ + /l/ > 'ul'.
- Circle all instances of these words with *pro-* or *fore-*.

Life Cycle of a Wild Gerbil

A gerbil is a small but incredible creature. It belongs to the rodent family. Zoologists and animal specialists claim that most of them live for a little over two years. Some may live for three years. Although specialists forecast they will have a short lifespan, a wild gerbil's life cycle is very interesting.

Stage	Age	Description
Birth	Birth to twenty-one days old	Baby gerbils are called "pups." They are born quite small. A baby gerbil is about the size of a half-inch pebble. They are born unable to see or hear until their eyes and ears open. These micro-sized rodents start their life drinking the milk their mother provides for them.
Weaning	One month old	Gerbils start to nibble on solid food. They like seeds and apples. They progress in age and become more active and curious. They are playful creatures and sometimes wrestle with their littermates. They are not quite yet the length of a popsicle.

Adulthood	Three months to two years old	<p>Gerbils quickly settle into adulthood. Animal behaviorists claim that by three months old, gerbils proceed to care for themselves. They also reach full size. They can be as long as a pencil or an eating utensil, like a fork or a spoon. They are measured from their nostrils to the end of their tails.</p> <p>Adult gerbils skillfully create their homes from simple materials like sand and soil. These burrows are like tiny, cozy, stable microcastles. Adult gerbils think ahead and prepare for the future. They proactively find a mate and produce offspring. Adult gerbils protect and are mindful of their micro-sized babies.</p>
Old age	Two to three years old	<p>Gerbils reach old age at about two to three years old. Their health begins to weaken. They become less capable of protecting themselves against danger. They struggle to survive the perils of hunger and injuries. Like all living creatures, gerbils are not invincible. They eventually pass away.</p>

As a pet, a gerbil lives a life that looks a bit different. Zoologists and animal specialists claim they can live up to four years. Many people love having one or more gerbils as pets. Caring for them is fairly easy and joyful. They make peaceful and tranquil companions. Optimists predict that pet gerbils will likely stay popular for the foreseeable future. Either in the wild or as pets, gerbils are fascinating creatures.

NAME: _____

DATE: _____

“Life Cycle of a Wild Gerbil” Comprehension Questions

1. What is a gerbil?

2. How long do gerbils usually live?

3. How long does it take for a gerbil to reach full size?

4. Where do gerbils live?

5. Why are gerbils popular pets?

6. Why might gerbils live longer as pets than in the wild?

NAME: _____

DATE: _____

Words with /ə/ + /l/

Read each word. Identify each /ə/ + /l/ word ending from the bank. Write the word ending next to each word.

Word Ending Bank

-al	-el	-il	-ul
-----	-----	-----	-----

1. bagel _____
2. pencil _____
3. petal _____
4. cheerful _____
5. tidal _____
6. skillful _____
7. channel _____
8. final _____
9. fossil _____
10. playful _____

NAME: _____

DATE: _____

Words with *fore-* or *pro-*

Read each sentence. Then, read each root word. Complete each sentence by circling the prefix that completes the missing word. Read the completed sentence to check your work.

1. The weather _____ says it should be sunny next week.

fore	cast
pro	

2. The game could _____ once all the players arrived on the field.

fore	ceed
pro	

3. I would like to _____ a solution to your problem.

fore	pose
pro	

4. Tim had some soap on his _____ after cleaning the car.

fore	head
pro	

5. The team is making _____ on their goal.

fore	gress
pro	

6. A robin is in the _____ of the picture of the forest.

fore	ground
pro	

7. The bandage will _____ the cut on her hand so it can heal.

fore	tect
pro	

NAME: _____

DATE: _____

Sort Words by Syllables

Read the words in the word bank. Sort the words from the word bank according to how many syllables they have. After you have finished, check your work by reading the words in each column.

Word Bank

skull	unravel	cymbal	capital
graceful	pencil	stall	utensil
beautiful	fill	gravel	well

One Syllable	Two Syllables	Three Syllables

Words with *micro-*, *-ist*, *fore-*, and *pro-*

Read each sentence and root. Fill in the blank by adding *micro-*, *-ist*, *fore-*, or *pro-* to the root. Change the spelling as needed. Read the completed sentence to check your work.

1. The _____ painted a landscape.
(art)
2. We do not _____ any problems with our project plan.
(see)
3. The speaker used a _____ during her presentation.
(phone)
4. Remember to wash your muddy hands and _____ with soap.
(arms)
5. This helmet will _____ your head from injury.
(tect)
6. The _____ watched out for cracks in the road.
(cycle)
7. You can use the _____ to make popcorn.
(wave)
8. The wave will _____ the surfer across the water.
(pel)
9. The _____ is studying how the brain processes color.
(science)
10. The spelling test is at the _____ of our concerns.
(front)

Read “Nigel’s Magical Pencil” once. Then reread the passage and mark up the text as follows:

- Underline words with /ə/ + /l/ > ‘al’ endings.
- Draw a box around words with /ə/ + /l/ > ‘el’ endings.
- Highlight words with /ə/ + /l/ > ‘ul’ endings.
- Circle words with affixes *micro-*, *-ist*, *fore-*, or *pro-*.

Nigel’s Magical Pencil

Nigel was a third-grade pupil and skillful artist. Many people marveled at his impressive drawings. He dreamed of becoming a cartoonist in the foreseeable future.

Nigel traveled to visit his uncle. Nigel saw a small pencil box sitting on his living room mantel. The box had no label. So, Nigel opened the box. Inside, he found an interesting and novel-looking pencil. The pencil had a crystal-clear tip and an artful design etched onto it.

Nigel took the pencil to the next room and found a sheet of paper. He placed the paper on an easel and proceeded to draw. He soon realized this was not a normal pencil. This was a magical pencil! Everything he drew came to life.

He drew colorful flower petals in the paper’s foreground. They instantly appeared before him.

He sketched a microphone. It emerged in his hand. Nigel sang into it like a talented vocalist. He drew a playful gerbil. It immediately jumped off the page and into the room.

Nigel used the pencil to draw an almost microscopic beetle, a squirrel, and a graceful eagle. He even drew a kennel full of puppies. The once tranquil room quickly became a lively arena filled with Nigel's magical creations. It was an exceptional sight!

Nigel got hungry and drew a bowl of spaghetti. It appeared and looked ready to eat. He didn't even need a microwave to heat it up. He drew tons of caramel treats and turned the room into a plentiful candy store.

However, while trying to create a pet turtle, Nigel mistakenly sketched a sharp-clawed monster. The monster began causing trouble. It destroyed the room with its claws and bothered the other delightful creatures. Nigel did not foresee this disaster. Nigel, although scared, remembered he needed to stay calm and hopeful. He took a deep breath. He came up with a plan to face the danger of this perilous monster.

With a shaky hand, Nigel drew a rope with the powerful pencil. He could use this rope as a lasso. This rope appeared in his hand, and he used it to catch and hold the monster. He quickly erased the sketch, and the monster disappeared. He was glad the chaos did not progress further.

This stressful event made Nigel realize that the pencil was not a simple drawing utensil. The magical pencil had to be used in a careful and responsible way. He returned it to the box. Then, Nigel asked his uncle to protect the pencil and to forewarn others of its magical power.

NAME: _____

DATE: _____

“Nigel’s Magical Pencil” Comprehension Questions

1. Where did Nigel find the pencil?

2. What was magical about the pencil?

3. What kinds of things did Nigel draw?

4. How did Nigel stop the monster?

5. What did Nigel do with the pencil?

6. What did Nigel learn from the experience?

NAME: _____

DATE: _____

Sort Words with /h/ and /w/

Read the words in the word bank. Then sort the words in the chart. Read the words in each column to check your work.

Word Bank

who'll	whether	what	whale
whose	whole	wholly	which

/h/	/w/

NAME: _____

DATE: _____

Words with *fore-* and *pro-*

Read each question with an underlined word. Then answer the questions.

1. If you are working on a project about zoos, what might it contain?

2. What might a mother bear protect?

3. What might a king proclaim?

4. What might you learn in a weather forecast?

5. Look out a nearby window. What is in the foreground?

6. What do you foresee will happen in your future?

Follow along as your teacher reads the passage.

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

- Underline at least three words with tricky spellings of /s/ as 'sc', 'st', 'ce', or 'se'.
- Circle at least three words with the prefix *fore-*, *pro-*, *intra-*, or *inter-*.
- Highlight words that end with schwa (/ə/) + /l/ syllables, such as 'le', 'al', and 'el'.

Visit France: A Travel Brochure

France is known for its fascinating culture and lovely scenery. It's a wholly unique and amazing international destination.

Explore the bustling city of Paris. Do this first and foremost. You'll get the chance to see the Eiffel Tower. Ascend its stairs and catch a glimpse of the whole city. The climb is an intermediate physical challenge. Once you hustle up to the top, you will wholeheartedly love the scene before you. An elevator is also available to ensure no one misses this memorable experience.

Ready for a tasty treat? France is known for providing delicious dining experiences. Be forewarned, you won't find anything like it elsewhere! Let your taste buds discover how unique French flavors wonderfully intermingle. Savor a tasty croissant. It's a buttery and flaky crescent-shaped pastry. Enjoy the variety of cheeses. And devour a delicate pancake-like crepe.

Satisfy your love for art at the Louvre. This museum houses countless masterpieces. View the portrait of Mona Lisa, whose mysterious smile captivates whoever lays their eyes on it. The smile on her face has puzzled people and historians for centuries. No one is quite sure if Mona Lisa is beginning to smile or stopping the smile.

Catch a show at the world-famous opera house, the Palais Garnier. Make sure to grab a tasty French snack during the intermission. As the performance progresses, your appreciation of French culture will surely deepen.

Sports enthusiasts must check out the Tour de France bike race. It happens every year, no matter the weather forecast. Watch as world-class athletes race for first place. You'll be fascinated by the intrateam cheering and encouragement during the race.

Embark on an intracountry adventure. Spend some time exploring the diverse natural beauty France has to offer. Wander through the countryside and see castles nestled in dense greenery. Visit the local parks and enjoy the stunning beaches.

France is a place where beauty and culture intertwine. Don't just admire it from afar. Chart your course for France! Plan ahead and proactively book your trip today.

NAME: _____

22.1

ACTIVITY PAGE

DATE: _____

Create Words with Syllables

Put together syllables from the syllable bank to create words. Read the words you create to check your work.

Syllable Bank

round	neath	le	con
un	uni	cloud	ue

Two Syllables	Three Syllables
____sure	____iness
be_____	____tin____
a_____	____cyc____

NAME: _____

DATE: _____

Identify Prefixes

Read the words below. Underline *inter-* or *intra-* in the words.

1. intergroup
2. interchange
3. intrashop
4. interfere
5. intraoffice
6. interlock
7. internet
8. intrastate
9. intradistrict
10. interview

NAME: _____

DATE: _____

Sort Words

Read each word. Then complete the chart with words from the word bank.
Read each column of words to check your work.

Word Bank

chick	sip	send
chef	sugar	chomp
song	chip	sure

/s/	/ch/	/sh/

NAME: _____

DATE: _____

Create Words

Cut the syllable cards. Arrange them to form words with three syllables. Use cards labeled with the number 1 to start words.

de	ful	pow
law	er	un
ten	u	ful

The activity page contains a grid of syllable cards. Each card is a square with dashed lines. The cards are arranged in three rows and three columns. The top row contains 'de', 'ful', and 'pow'. The middle row contains 'law', 'er', and 'un'. The bottom row contains 'ten', 'u', and 'ful'. A small number '1' is printed in the top right corner of the first card in each row. A scissors icon is located on the right edge of the top row, indicating where to cut.


NAME: _____

DATE: _____

23.2

ACTIVITY PAGE

CONTINUED

i	hos	sil	
tal	an	pi	
mal	ful	light	

NAME: _____

DATE: _____

Prefixes: *intra-*, *inter-*

Read each sentence. Complete each sentence by adding *intra-* or *inter-* to form a word with the root word. Read each completed sentence.

1. An _____ state highway joins Oregon and Washington.
2. An _____ school group is writing a song for our school to sing together each morning.
3. Mexico, Canada, and the United States made an _____ national deal.
4. The workers have an _____ office rule to clean up their own trash.
5. I am going to _____ view the principal for my story.
6. The scientist studies the _____ action between honeybees and flowers.

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 two examples of each tricky spelling of /sh/: 'ss', 's', and 'ch'.
- Circle words with the prefix *intra-* or *inter-*.
- Highlight words with r-controlled vowels.

A Quiche Creation

Welcome, young chefs! Let's parachute into another cooking adventure. Being a chef involves much more than just preparing food. It involves delicate interactions with ingredients, tools, and machines. It also involves self-discovery and intrapersonal growth. When cooking, you learn patience and creativity as you tackle obstacles and issues. And you discover new tastes. So, put on your aprons, and let's launch into this delicious mission.

In today's session, you will learn how to make a vegetable quiche. This is a popular international breakfast dish. Let's begin!

Ingredients and Materials:

- 1 pre-rolled frozen pie crust and 1 pie dish
- Bowl
- Whisk
- 4 eggs
- 1 cup milk
- 1 cup grated cheese
- 1 cup chopped vegetables, like spinach and bell peppers

- Salt and pepper
- A pinch of sugar (optional)
- Toothpick
- Knife

Instructions:

Step 1: Ensure an adult chaperone is nearby and ready to assist.

An adult chaperone can provide support, guidance, and safety. They can oversee the cooking process and intervene if any issues arise. The adult chaperone should handle the oven.

Step 2: Prepare the ingredients and materials.

Gather and measure all of the ingredients. Ensure that the oven is empty and working. Preheat the oven to 375°F.

Step 3: Prepare the pie crust.

Place the pie crust into a pie dish. Press it into the bottom and sides. Make sure not to apply too much pressure or you might tear the crust.

Step 4: Prepare the filling.

While the oven preheats, prepare the quiche filling. Beat the eggs in a bowl, add the milk, and whisk together. Then, add the cheese, chopped vegetables, salt, and pepper. Whisk again, ensuring that all the ingredients have intermingled. If preferred, add a tiny bit of sugar to balance the flavors.

NAME: _____

DATE: _____

Step 5: Add the filling.

Fill the pie crust with the vegetable, cheese, and egg mixture. Make sure to spread it evenly.

Step 6: Bake the quiche.

The adult chaperone should carefully place the quiche into the hot oven. Let it bake for 30–35 minutes or until the filling is firm and lightly browned.

Step 7: Check the quiche and let it cool.

The adult chaperone should ensure the quiche is done by inserting a toothpick into the center. If it comes out clean, the quiche is ready. They should carefully remove the quiche from the oven. Let it cool for a few minutes.

Step 8: Serve the quiche.

Cut the quiche into slices and serve to others. Enjoy interacting with your taste testers as you gather feedback.

Step 9: Clean up the kitchen.

After enjoying this mouthwatering international dish, it's time for cleaning duties. Wash the dishes and clean your cooking area.

Congratulations, chefs! You've completed the mission and prepared a delicious quiche. Keep discovering and exploring your cooking talents as you continue your intrapersonal journey of becoming a better chef. And remember to take proper safety measures with any cooking adventure.

NAME: _____

23.5

ACTIVITY PAGE

DATE: _____

“A Quiche Creation” Comprehension Questions

1. What can a young chef learn from cooking?

2. What is a quiche?

3. How many eggs are needed for this recipe?

4. Why should you have an adult chaperone help you make a quiche?

5. After you have made the filling, where do you put it?

6. What ingredient might you add to the quiche? Explain your choice.

Prefixes: *fore-*, *pro-*, *intra-*, *inter-***Part I**

Read each prefix. Then read each root word. Draw a line between each prefix and a root word to form a new word. Read the new word out loud.

Prefix**Root Word***intra-*

claim (to state or assert)

inter-

cast (to put out or plan)

pro-

view (to see)

fore-

office (a place people work)

Part II

Use the words you created in Part I to complete the sentences.

1. A snowstorm is in the _____ for Friday.
2. During the _____ for the school newspaper, the coach talked about changes to the team.
3. In his speech, the school president will _____ that sports programs need more funding.
4. What _____ project are you working on to improve teamwork within this group?

Review Unit 3 Phonics

- Read the words in the word bank. The words include sound spellings you studied in this unit.

Word Bank

1. star	10. birth	18. legal
2. total	11. whole	19. paddle
3. tissue	12. farm	20. nickel
4. maple	13. curl	21. number
5. serve	14. bounce	22. art
6. travel	15. pencil	23. playful
7. who	16. morning	24. scenery
8. apple	17. dense	25. chef
9. fasten		

- Sort the words from the word bank into the correct columns in the chart below. Read the words in each column to check your work.

Words with r-Controlled Vowel Sounds	Words with /ə/ + /l/	Words with Tricky Spellings of /h/, /s/, and /sh/

NAME: _____

25.2

ACTIVITY PAGE

DATE: _____

Sort Words by Syllable Type

Read each word in the chart. 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

r-Controlled: purple

VCe: green

Vowel Team: yellow

Final Stable Syllable: orange

Word	First Syllable	Second Syllable
tur•tle		
po•lar		
per•son		
ea•sel		
sur•vive		
glo•bal		
use•ful		

NAME: _____

DATE: _____

Review Prefixes and Suffixes

Part I

Read the words in the word bank. Choose the word from the word bank that correctly completes the sentences in the paragraph.

Word Bank

telephone	biologist
microscope	statement

The _____ looked again into his _____ with delight. He was looking at a cell. It was behaving in a new and exciting way. He wrote a _____ explaining what he had discovered. Then he picked up the _____ to call his boss and share the news.

Part II

Read the words in the word bank. Choose the word from the word bank that correctly completes the sentences in the paragraph.

Word Bank

enjoyment	telescope
undergo	scientist

The _____ was working at night. She was using a _____ to see faraway things in the night sky. She was filled with _____ as she studied Jupiter and Saturn. She wanted to see if the planets would _____ any changes as they lined up with Earth.

Read “Charlotte’s Art” once. Then reread the passage and mark the text as follows:

- Underline three words with:
 - /ə/ > ‘a’, ‘e’, ‘i’, or ‘o’; and
 - /ə/ + /l/ > ‘le’, ‘al’, ‘el’, ‘il’, or ‘ul’.
- Circle five words with one of these prefixes: *tele-*, *super-*, *under-*, *over-*, *micro-*, *uni-*, or *trans-*.
- Highlight five words with one of these suffixes: *-hood*, *-ment*, *-en*, or *-ist*.

Charlotte’s Art

Charlotte lived in a farm town near a wonderful park. Her older brother, Kurt, worked as a machinery operator at a nearby factory. Their farmhouse had a large arched entrance. They owned a tiny barnyard filled with charming farm animals and treasured pets. Charlotte’s favorite was a cheerful parrot named Pearl.

Charlotte was an artist. She loved painting and drew inspiration from her surroundings. Once, while exploring the park, the artist stumbled upon many piles of small, colorful pebbles. These micro-sized rocks were scattered throughout the park and hidden by the overgrown grass. Pearl, perched on Charlotte’s forearm, cawed with excitement as Charlotte picked up a handful of the pebbles.

Charlotte carefully examined the pebbles in her hand. They looked very different from any pebbles she had seen before. They were oddly shaped. Their surfaces were rough and uneven. Yet, the artist felt inspired by the unusual rocks. She decided to paint them red, blue, and yellow. Using Pearl

as her model, Charlotte arranged the pebbles to resemble the parrot. She placed the arrangement on a tray outside her farmhouse. She transformed the unique rocks into an appealing, artful display.

One day, an expert geologist named Dr. Blair Irwin stopped by the farmhouse during a fieldwork session. Dr. Irwin noticed the art display and asked to inspect the pebbles. Charlotte gave her approval. Dr. Irwin inspected the pebbles with her microscope and other equipment.

The geologist identified the pebbles as meteorite parts or fallen objects from space. She shared this discovery with Charlotte. The artist was wholeheartedly shocked! She had not foreseen this discovery. Charlotte had not just been painting pebbles. She had been painting meteorites the whole time!

Charlotte called her family and childhood friends on the telephone to tell them about her meteorite art. She also shared pictures. Soon, the word about this meteorite art spread across town. People started coming by to check it out. The townspeople all admired Charlotte's artwork. They encouraged her to make more of it. They proposed that she set up a workshop to create and showcase more of her unique art.

This idea was certainly thought-provoking for the artist. Feeling self-assured, Charlotte and Kurt set up an art workshop near the park. Dr. Irwin also set up a laboratory to study more of the remaining meteorites scattered throughout the park.

Charlotte began learning more from Dr. Irwin. The two formed a sisterhood of learning. They shared their knowledge of the universe, rocks,

NAME: _____

DATE: _____

25.4

ACTIVITY PAGE

CONTINUED

and art. Charlotte began to intertwine this knowledge into her artwork. She painted more meteorites and arranged them to look like planets and galaxies. Now, Charlotte's creations blended and unified science and art.

The fascinating news of the meteorite art continued to travel fast. It was televised across several intrastate television channels. Little by little, the workshop began to grow and blossom. Tourists, artists, and scientists started pouring into Charlotte's workshop. Pearl cheerfully greeted every visitor.

Charlotte had underestimated her art's popularity. She was overjoyed and felt like a superstar! Kurt was surely proud of Charlotte's hard work and creativity.

NAME: _____

DATE: _____

“Charlotte’s Art” Comprehension Questions

1. What does Charlotte find at the park?

2. What does Charlotte’s first work of art resemble?

3. What does Dr. Blair tell Charlotte after she examines Charlotte’s art?

4. How did the pebbles get to the park?

5. What did Charlotte's second work of art look like?

6. Do you think it was a good idea for Charlotte to turn meteorites into art?
Why or why not?

NAME: _____

DATE: _____

Unit 3 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

Skills 4

Activity Book

Skills 4

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 4 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: _____

VC/CV Words

For each of the words below, circle the vowels. Underline the consonants. Then, mark the VC/CV pattern under each word. Divide the syllables between the consonants and write the divided word on the line. Then read the word.

1. f r i c t i o n

6. e x c e p t

2. r a n d o m

7. m e n t i o n

3. t r a c t o r

8. f a b r i c

4. o p t i o n

5. v e l v e t

Root Words and Suffixes: *-tion*

Part I

Read the information in the chart. Complete the chart with the correct verb or noun.

Root Word (verb)	Definition	Word with <i>-tion</i> (noun)	Definition
infect	to spread an illness, disease, or condition to someone or something		<i>the state of being infected with a disease or condition</i>
add	to increase		<i>the act of adding something</i>
devote	to give time or resources to a person, cause, or activity		the act of devoting time or resources to a person, cause, or activity
	to create or design something new	invention	the act of inventing something
	to force out lava, steam, or fire	eruption	the act of erupting

Part II

Read the sentences below. Use a word ending in *-tion* from Part 1 to complete each sentence. Then, read each completed sentence.

1. The _____ of the volcano spilled lava across the island.
2. He used _____ to add up how much money his groceries would cost.
3. She shows her _____ to literature by reading for hours in the library.
4. Washing your hands is a good way to prevent the spread of germs that can cause _____.
5. The _____ of the telephone allowed people from across the world to communicate.

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 'tion'
- highlight two-syllable words with the VC/CV syllable pattern

Below the passage, write two words from the text that are synonyms.

Volcanic Eruptions

Volcanoes have played an important role in the earth's formation and evolution over time. And they continue to influence and shape our planet.

What is a volcano?

A volcano is a hill or mountain with a crater, or hole, at the top. Lava, gas, and vapor erupt from the crater.

Why do volcanoes erupt?

The earth's crust includes underground rock slabs. These rock slabs fit together like puzzle pieces. These slabs are called plates. Sometimes these plates move and crash into each other. These collisions cause a disruption to the earth's crust and can form a volcano.

A volcanic eruption can happen slowly or as a big explosion. Certain conditions, like pressure buildup, cause volcanic eruptions. Melted rock, or magma, erupts out of the volcano's opening. The boiling hot magma released from a volcano is called lava. Lava is so incredibly hot that it can reach 2,000 degrees! The lava cools and leads to the formation of rock.

What happens after a volcano erupts?

Volcanic eruptions can cause a lot of damage and destruction. But they also lead to many new land formations. These land formations cover a big part of the earth's landscape. Over time, these eruptions form new islands or extend existing land. The Hawaiian Islands are an example. They were entirely formed by the action of volcanic eruptions.

Volcanic eruptions release water vapor and other gases into the air. The earth's atmosphere is mostly the collection of these gases. The atmosphere is the layer of gas surrounding the planet. This layer protects the earth and traps in heat.

In addition, volcanoes have also helped with the formation of the earth's oceans. The extreme heat from the volcanic eruptions caused huge amounts of condensation. This process of water vapor turning into liquid eventually led to the formation of oceans. Today, oceans cover nearly three-quarters of the earth.

Volcanoes have long been a source of fascination and wonder. They do more than cause damage and destruction. They also help form and shape our planet and its atmosphere. Learning this kind of information about volcanoes helps people understand our planet's growth and development.

Synonyms: _____

NAME: _____

DATE: _____

Unit 4 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

Identify Words with /shən/

Underline each word with the /shən/ sound spelled 'tion'. Then divide all the words into their syllables. Read the underlined words.

1. a c t i o n

7. s h o w

2. s h o u t

8. s h o p p e r

3. f r a c t i o n

9. n a t i o n

4. f i s s u r e

10. p o r t i o n

5. m e n t i o n

11. s u g a r

6. l o t i o n

12. o p t i o n

NAME: _____

2.2

ACTIVITY PAGE

DATE: _____

Complete Sentences

Complete each sentence with one of the words provided. Read the completed sentence.

1. The doctor told Sam that he had an ear _____. (infection/eruption)
2. The two new players were a good _____ to the team. (adoption/addition)
3. A siren signaled the volcano's _____. (invention/eruption)
4. The internet is an _____ that changed the world. (emotion/invention)
5. The _____ of its wheels helps a car move forward and backward. (rotation/emotion)
6. The new parents signed the _____ papers. (adoption/rotation)

NAME: _____

DATE: _____

3.1

ACTIVITY PAGE

Identify Words with 'sion'

Underline each words with the /shən/ or /zhən/ sound spelled 'sion'. Then divide the underlined words into their syllables. Read the underlined words.

1. m i s s i o n

6. i n v a s i o n

2. s h a w l

7. p u s h i n g

3. v i s i o n

8. e x p a n s i o n

4. s h o r t

9. p r e s s u r e

5. v e r s i o n

10. d i v i s i o n

NAME: _____

DATE: _____

Words with the Suffix *-sion*

Read each verb. Add the suffix *-sion* to the following verbs to form nouns. Remember to change the spelling of the root word as needed before adding the suffix. Read the new words.

1. decide _____

2. expand _____

3. erode _____

4. invade _____

5. invert _____

6. impress _____

7. progress _____

8. obsess _____

Choose two of the nouns you wrote above. Write your own definition of the noun and check it against the definition in a dictionary.

1. Noun _____

My definition:

Dictionary definition:

2. Noun _____

My definition:

Dictionary definition:

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 'sion'.
- Circle words with the prefixes *mid-* and *post-*.
- Highlight words with the VC/CV syllable pattern.

Below the passage, write two words from the text that are antonyms.

Soccer History Club

Quincy and Emmett attended a midsized middle school named Precision Academy. The two boys had been best friends since kindergarten. Quincy and Emmett shared many similar interests. They did everything together.

However, midway through the school year, Quincy and Emmett started to feel tension, or stress, in their friendship. They each started to love different things. Their bond began to weaken as they each pursued their individual passions.

Quincy loved soccer. He played the midfield position for their school's soccer team. Quincy often said, "There's something special about watching a soccer ball as it soars through midair."

On the other hand, Emmett loved learning about history and important historical figures. He was always reading biographies and various historical accounts.

Quincy started to spend his afternoons on the soccer field. Meanwhile, Emmett started to spend all his time in the library. Slowly, they stopped

hanging out. They were once inseparable. But now there was a division between them.

During a postseason practice, Quincy realized he missed their shared jokes. He missed their post-school walks home. Feeling lonely in the library, Emmett realized he missed their friendly debates on whether soccer or books were superior.

One midweek afternoon, Quincy decided to have a discussion with Emmett. “I miss hanging out with you. We have different interests. But maybe we can find a way to pursue them while we work to strengthen our friendship.”

“You’re right, Quincy. I miss you too. Maybe we can figure out how to combine our separate passions.” replied Quincy.

“Let’s do it!” they both exclaimed.

They began working together to envision, or brainstorm, an activity combining their interests. They quickly came up with a shared vision.

During their midday lunch, the duo played a one-on-one soccer match on the field. Quincy taught Emmett how to kick the soccer ball. They followed it up with a postgame reading session on the bleachers. The boys each read biographies about the greatest soccer players of all time. This fusion of interests was a success! Quincy and Emmett remembered how much they enjoyed spending time together.

Soon, many of their Precision Academy classmates joined Quincy and Emmett during their midday soccer and reading sessions. Their creative idea to combine their interests inspired the first “Soccer History Club” at Precision Academy.

NAME: _____

DATE: _____

Quincy and Emmett had almost lost their friendship at one point. But together, they worked to regain it and make it stronger. They also gained respect for each other's passions. The Soccer History Club also inspired the students of Precision Academy to learn and try new interests.

Antonyms: _____

NAME: _____

DATE: _____

“Soccer History Club” Comprehension Questions

1. What is Precision Academy?

2. What does Quincy like and what does Emmett like?

3. What kind of books does Emmett like?

4. Why does the author use antonyms instead of synonyms to show the friendship between Quincy and Emmett?

5. What is the name of the group that Quincy and Emmett start?

6. Do you think the two boys came up with a good solution to their problem? Why?

NAME: _____

DATE: _____

Create Words with Syllables

Join syllables from the syllable banks to create words. Each word has two syllables. Read the list of complete words.

First Syllable Bank

mis	ver	doc	flag	chap
blan	mag	hot	mis	den

Second Syllable Bank

sion	dog	net	ter	pole
take	sion	tor	tist	ket

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NAME: _____

DATE: _____

Complete Sentences

Add either the prefix *mid-* or the prefix *post-* to each root word to complete the sentence. Then read each completed sentence. Remember, *mid-* often means “middle” and *post-* often means “after or following.”

1. Lunch is a _____ (day) meal.
2. The _____ (game) party is at Coach Lee’s house.
3. After we returned from our trip, we had a _____ (holiday) talk about the fun we had.
4. Please take a short rest break _____ (way) through the test.
5. It’s _____ (winter), and the ground is covered with snow.
6. Who caught the ball in the _____ (field)?
7. Ana’s _____ (college) plan is to get a job in Portland after graduation.
8. Ms. Stein had _____ (test) meetings to tell students how they did.

NAME: _____

DATE: _____

5.1

ACTIVITY PAGE

Divide VC/CV Words by Syllables

Mark the VC/CV pattern on each word. Read each word. Then cut the word into syllables.

uphill

tinsel 

signal

reptile

section

sandal

sunset

submit

version

NAME: _____

DATE: _____

Identify and Define Words with *mid-* and *post-*

Read the following paragraphs. Underline words with *mid-* or *post-*. Then choose two of the words you underlined to define in your own words. Write the words and definitions on the lines below.

It was a midsummer day at the ballpark. Karl was an outfielder. So far, Karl's game had not been great. He had missed two fly balls. But then things changed. The batter hit the ball. Karl saw it in midair. It was coming toward him. He caught it!

At the postgame talk, Coach Beth said, "I'm proud of Karl! Midway through the game, he had a great catch. Soon, we will play in the big postseason game. When we do, I'll expect great catches just like Karl's!"

Word: _____ **Definition:** _____

Word: _____ **Definition:** _____

NAME: _____

DATE: _____

Read “Postgame Report” once. Reread the passage and mark up the text as follows:

- Underline words with ‘tion’ and ‘sion’.
- Circle words with the prefixes *mid-* and *post-*.
- Highlight at least ten words with the VC/CV syllable pattern.

Below the passage, write two words from the text that are synonyms and two words that are antonyms.

Postgame Report

Gabriela was doing a midweek clean-up when she found an old newspaper. She turned to the sports page and began reading.

Women’s World Cup Final

July 5, 2015

Vancouver, Canada – The Women’s World Cup final match was both intense and emotional! Spectators observed lots of action, especially from midfielder Carli Lloyd #10. Carli performed her role to perfection. She led the US Women’s Soccer Team to an impressive victory over Japan. This postgame report will provide valuable insights and reflections on Carli’s performance.

The game had a midday start. Known as one of the greatest midfielders in the history of women’s soccer, Carli looked ready to win. She took her position at the field midpoint. Her mission was clear. She was set on

helping her team accomplish their shared vision. Their goal was to win the international World Cup title. They would not accept defeat.

The stadium atmosphere felt tense with nervous energy. Even under such tension, Carli showed her calm and focused attitude. Her training, dedication, and intense passion were obvious with every move she made. The rival team could tell she had taken her practice sessions very seriously.

The highlight of the midfielder's amazing performance came when she scored a hat trick. A hat trick is a situation in which a player makes three goals in one game. She did this before the midway point of the match!

Her two first goals came in the first five minutes! She scored the third goal from the midfield at sixteen minutes. This action sparked an eruption of joyful clapping and shouting in the stadium. It was sure to earn recognition as one of the best goals in World Cup history!

In addition to her impressive goals, the midfielder displayed quick thinking on many occasions. Carli made smart game-time decisions. These added strength to the team. The US Women's Soccer Team won the game and the World Cup Title. The final score was 5–2.

At the end of the game Carli participated in a post-match interview. She humbly claimed that the whole team's effort led to the win. She now plans to get some rest in the postseason. She looks forward to preparing for the next mission.”

NAME: _____

DATE: _____

5.3

CONTINUED

ACTIVITY PAGE

Gabriela finished reading and set the newspaper down. She felt a great sense of motivation and inspiration. Gabriela grabbed her soccer ball and ran outside.

1. Synonyms: _____

2. Antonyms: _____

NAME: _____

DATE: _____

“Postgame Report” Comprehension Questions

1. What event is the text about and when did it take place?

2. What special achievement did Carli Lloyd have during the event?

3. Which country did the United States women play against during the event?

4. Which two synonyms show that the author believes that Lloyd is a very talented soccer player?

5. How did Gabriela feel after reading about Carli Lloyd?

6. Do you think soccer is an exciting sport? Why?

NAME: _____

DATE: _____

6.1

ACTIVITY PAGE

Read Words with /shən/ > 'tian', 'cian'

Divide the words into syllables. Read each word. Circle words that make the /shən/ sound. Read the circled words.

1. D a l m a t i a n

6. p e d i a t r i c i a n

2. p h y s i c i a n

7. m a t h e m a t i c i a n

3. c a p t a i n

8. t o u c a n

4. M a r t i a n

9. E g y p t i a n

5. e l e c t r i c i a n

10. p o l i t i c i a n

Root Words and Affixes: *-scope, spect, meter/metr*

Read each word part and meaning. Then form a word by combining the word parts. Write a definition of the word based on the word parts. Use a dictionary to confirm your definition as needed.

1.	Word Parts	<i>tele-</i>	<i>-scope</i>	
	Meaning	distant, far	an instrument to observe	

2.	Word Parts	<i>in-</i>	<i>spect</i>	
	Meaning	within, into	to see, watch, or observe	

3.	Word Parts	<i>peri-</i>	<i>-scope</i>	
	Meaning	around	an instrument to observe	

4.	Word Parts	<i>dia-</i>	<i>meter</i>	
	Meaning	across, through	related to measuring	

5.	Word Parts	<i>peri-</i>	<i>meter</i>	
	Meaning	around	related to measuring	

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 with /shəl/ > 'tia', 'cial'.
- Circle words with *-scope, spect, meter/metr*.
- Highlight words with *-tian* and *-cian*.
- Write one idiom and its meaning.

Dr. Dalmatian

Dr. Dalmatian was a pediatrician, a doctor who specializes in children's health. Almost like a magician, Dr. Dalmatian had a spectacular way of making his patients feel better. He played an essential role in his community.

Dr. Dalmatian was given his silly nickname because he wore a fuzzy white coat with black spots. As an owner of three adorable Dalmatian dogs, he loved this fun nickname. He carried a red paw-shaped stethoscope around his neck. He had his initials, D. D., printed on it.

Every morning, the friendly pediatrician rode his bike to the office. It was only a kilometer away, slightly more than half a mile. Before he left home, he checked his barometer, which helped to predict sudden changes in the weather. This was an important and crucial step in his routine. He didn't want to get caught in a storm and potentially ruin his coat.

At the office, he had many special medical tools. His thermometer was shaped like a bone. He used it to take temperatures. His paw-shaped stethoscope helped him examine hearts and lungs. His fun tools and gentle

tone made doctor's appointments less scary for his patients. He was detailed and helpful. He never cut corners when it came to taking care of others.

One day, a child named Sebastian came to Dr. Dalmatian's office. The child felt under the weather. He had a serious and substantial fever. He also had a rough cough. Sebastian's parents felt a spectrum of emotions, especially stress and worry. But the friendly pediatrician was ready to help!

Dr. Dalmatian carefully inspected the patient using his special stethoscope and thermometer. He had a special technician perform a chest X-ray on the child. This was to check for any serious lung illnesses.

The pediatrician adjusted his reading spectacles and began charting Sebastian's symptoms. Dr. Dalmatian determined that Sebastian had a bad cold. He assured the worried parents that the child was in good hands. He suggested that Sebastian take some medicine for the next few days. Dr. Dalmatian carefully described what to expect as Sebastian got better. The pediatrician also explained any potential reactions to the medication. Finally, Dr. Dalmatian gave Sebastian a sticker with a Dalmatian puppy on it for being such a brave patient.

At 5:00 p.m., Dr. Dalmatian called it a day. He reflected on all that had happened as he pedaled his bike toward home. He was glad he was able to help Sebastian and his other patients. His positive perspective was one of the reasons he was such a great doctor! Exhausted, he hit the sack early and prepared to do it again the next day.

NAME: _____

DATE: _____

6.3

CONTINUED

ACTIVITY PAGE

Idiom: _____

Meaning: _____

NAME: _____

DATE: _____

Read Words with V/CV and VC/V Patterns

Divide the following words into their syllables. Use a slash mark to divide each word either before or after the consonant. Read each word, syllable by syllable, to make sure you put the slash in the right spot. Color words with the V/CV pattern red. Color words with the VC/V pattern blue.

legal	river	robin	spider	pilot
broken	dragon	bonus	legend	topic
melon	flavor	recess	planet	human

Root Words and Affixes: *-scope, spect, meter/metr*

Read each sentence and word part(s). Fill in each blank by adding *-scope*, *spect*, or *meter/metr* to form the complete word. Read the sentence with the new word.

1. The _____ showed that the boy has a fever.
(*thermo-*)
2. Kim used a _____ to look at the stars.
(*tele-*)
3. The fireworks show was a _____ sight.
(*-acular*)
4. A health _____ makes sure restaurants are clean and safe.
(*in-, -or*)
5. The doctor used a _____ to listen to my heart.
(*stetho-*)
6. We put up a fence around the _____ of our yard.
(*peri-*)
7. In _____, or now that I think about it, having ice cream for breakfast was a bad idea because now I have a stomach ache.
(*retro-*)
8. Jamie needed to _____ his backpack when could not find his book.
(*re-, in-*)
9. In science class, we examined leaves with a _____.
(*micro-*)
10. The _____ shows how fast a car is moving.
(*speedo-*)

NAME: _____

DATE: _____

Read Words with /ə/ > 'o_e'

Part I

Read each word aloud. Circle the words that have the /ə/ sound. Remember to say each word with the /ə/ sound and then say it again with the /oe/ sound to check your answers.

1. glove
2. none
3. broke
4. robe
5. cover
6. nose
7. dozen
8. globe
9. notepad
10. welcome

Part II

Choose two of the circled words and use them in your own sentences.

NAME: _____

DATE: _____

Root Words and Prefixes: *semi-*, *anti-*

Part I

Read each sentence and circle the word with *semi-* or *anti-*.

1. The chess club has semiweekly training sessions.
2. My mom's new car has an antitheft alarm system.
3. The winners of the spelling bee stood in a semicircle to receive their trophies.
4. A new food for senior cats claims to have antiaging ingredients.
5. Cohin's water bottle has an antileak top.
6. Never try to walk across a lake surface when it is semisolid.
7. Jaden's glasses have antifog lenses.
8. The dress code for the school dance is semiformal.

Part II

Complete the chart by matching each word in the word bank with its meaning.

Word Bank

antiaging	semicircle	semisolid	antifog
antileak	antitheft	semiformal	semiweekly

Meaning	Word
not too formal	
half a circle	
used to prevent the effects of aging	
preventing the buildup of water drops and vapor	
happening twice a week	
used to prevent theft	
aiming to prevent leaks	
being part solid and part liquid	

Follow along as your teacher reads the passage “Bacteria Fighters!”

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

- Underline words with /oo/ > ‘ove’.
- Circle words with the prefixes *semi-* or *anti-*.
- Highlight multisyllabic words with V/CV patterns.
- Write one idiom and its meaning.

Bacteria Fighters!

Bacteria are tiny living organisms. They can be found almost anywhere! Trillions of bacteria can be found in and on the human body. That’s a huge number! Some bacteria can be beneficial and help keep people healthy. For example, some helpful gut bacteria assist with food digestion. But other bacteria are unwelcome guests that can make people feel sick and out of sorts. These types of illnesses are called bacterial infections.

The best way to keep bacterial infections at bay is to prevent them from happening. Scientists have proven that proper hygiene can be quite effective. Hygiene is what people do to keep themselves clean. It must be practiced often, not just once in a blue moon. Good hygiene habits include frequent hand washing. People can remove bacteria by washing their hands with soap and warm water for at least twenty seconds. This helps get rid of bacteria before they enter the body.

If bacterial infections occur, human bodies have natural defenses that help get rid of them. These defenses are called antibodies. Antibodies fight and remove unwelcome bacteria. They try to make sure none remain.

Antibodies do their best to keep people healthy. But sometimes they are only semi-effective and may not fully work.

Scientists thought they had struck gold when they discovered antibiotics. Antibiotics are antidotes or medicines that fight bacterial infections more effectively. This awesome discovery has greatly improved the way doctors cure once fearsome illnesses. Antibiotics have become a popular treatment for bacterial infections. Doctors carefully prescribe antibiotics for only certain illnesses, like strep throat.

Antibodies and antibiotics help humans fight off troublesome bacteria. While these are powerful tools, good hygiene is also very helpful as a way to prevent bacterial infections. Good hygiene practices and semiannual health check-ups can help people stay fit as fiddles.

Idiom: _____

Meaning: _____

NAME: _____

DATE: _____

“Bacteria Fighters!” Comprehension Questions

1. What are bacteria?

2. Are all bacteria harmful? Explain your answer.

3. Hand-washing is one healthy hygiene habit. What is a healthy hygiene habit you practice?

4. What are antibiotics used for?

5. What does the idiom “fit as a fiddle” mean?

NAME: _____

DATE: _____

Construct Words with V/CV and VC/V Patterns

Part I

Read each first syllable listed below the syllable bank. Choose an ending syllable from the bank to make a two-syllable word with a V/CV pattern. Then write the complete word. Read the completed word to check your work.

Ending-Syllable Bank

ken	side	cate	man	nus
-----	------	------	-----	-----

1. hu • _____
2. be • _____
3. bo • _____
4. lo • _____
5. ta • _____

Part II

Read each first syllable listed below the syllable bank. Choose an ending syllable from the bank to make a two-syllable word with a VC/V pattern. Then write the complete word. Read the completed word to check your work.

Ending-Syllable Bank

et	id	im	en	ic
----	----	----	----	----

1. lin • _____
2. den • _____
3. sol • _____
4. clos • _____
5. clin • _____

NAME: _____

DATE: _____

Root Words and Prefixes: *semi-*, *anti-*

Read each sentence and root. Fill in each blank by adding *semi-* or *anti-* to form the complete word. Read the sentence with the new word.

1. We can use a _____ to combine two sentences.
(colon)
2. Our school puts _____ mats near the doors when it rains.
(slip)
3. The plane's windshield is made of _____ glass.
(fog)
4. Some people bought tickets to see the _____ band in concert.
(popular)
5. The car's _____ brakes keep its wheels from locking, which helps us drive safely in snow.
(lock)
6. People sat in a _____ to watch the puppet show.
(circle)
7. The school's newsletter is published _____.
(monthly)
8. Pasta sauce is sold in an _____ package so that it won't make a mess.
(leak)
9. The clerk removed the _____ device when we paid for the jacket.
(theft)
10. The recipe calls for _____ chocolate.
(sweet)

NAME: _____

DATE: _____

Read Words with V/CV and VC/V Patterns

Read each word in the word bank. Then, sort the words in the word bank according to whether they have a V/CV pattern or VC/V pattern. Read each column of words to check your work.

Word Bank

comet	bonus	seven	open	visit
locate	pilot	pedal	planet	humor

V/CV	VC/V

Root Words and Affixes: *-scope, spect, meter/metr, semi-, anti-*

Read the words in the word bank and each sentence. Then, complete the sentences with words from the word bank. Read each completed sentence.

Word Bank

antifreeze	semiannual	speedometer	spectacular	telescope
microscope	inspect	antivirus	thermometer	semiformal

1. The detective will _____ the scene for clues.
2. Let's use our _____ to look at the moon.
3. My favorite store has a _____ sale twice a year.
4. The scientist uses a _____ to look at plant cells.
5. The _____ shows that the temperature outside is below freezing.
6. We need to install _____ software on the computer to protect it from harmful programs.
7. The invitation says the dress code for the party is _____, so I will wear my nice shoes.

8. The driver looks at the _____ to make sure he is not driving too fast.
9. I was so glad I had the mechanic refill my car's _____ before it snowed.
10. The goalie made a _____ save at the buzzer.

Read “Tools of the Trade.” Then reread the passage and mark up the text as follows:

- Underline words with with /shən/ > ‘tian,’ ‘cian’ or /shəl/ > ‘tial,’ ‘cial’.
- Put a box around words with /ə/ > ‘o_e’ or /oo/ > ‘o_e’.
- Circle words with the roots and affixes *-scope*, *spect*, *meter/metr*, *semi-*, *anti-*.
- Highlight multisyllabic words with the VC/V pattern.
- Write one idiom and its meaning.

Tools of the Trade

What tools might a famous musician need to make their next hit song? They’d likely need an instrument like a guitar or a piano. They might need a microphone and a spectacular voice. A metronome might also keep their song’s beat steady and computer software can arrange their melody into a masterpiece!

Like musicians, other professionals also use special tools. They each have different purposes. They are used to complete different aspects, or parts, of each job. These tools are real game changers because they help get the job done. Let’s get the rundown on the tools used in some professions.

Electricians use tools to run inspections and fix troublesome issues. Their work requires precision and accuracy. Electricians use tools like multimeters to test the electricity in residential and commercial buildings. They also use important and crucial safety gear during each inspection. For example, their nonconductive gloves protect them from the risk of electric shocks.

Beauticians use products and tools to make clients feel like a million bucks. A beautician might use a curling iron and an anti-frizz treatment to prepare someone's hair for a semi-fancy event. They may use special creams as part of a facial treatment. They might also use nail products, like files and polish, to give clients a lovely manicure.

Physicians or doctors use tools to monitor and improve their patients' health. These tools help them identify potential illnesses. Physicians use stethoscopes to check on hearts and lungs. They use thermometers to measure body temperatures. They also sometimes use medicines like antibiotics to treat infections.

Teachers use tools to help students learn fun and exciting things. They might use books to teach reading or semicircle-shaped protractors to teach geometry! They might use rulers marked with centimeters and millimeters to teach students how to measure objects. Teachers may also use digital tools for virtual learning settings.

Professionals have different tools that are essential to their work. This is only a partial list! There's a whole heap more to discover.

Idiom: _____

Meaning: _____

NAME: _____

DATE: _____

“Tools of the Trade” Comprehension Questions

1. Which professionals use microphones and metronomes?

2. What are multimeters used for?

3. What idea does the author express with the idiom “like a million bucks” in the fourth paragraph?

4. What word means the same thing as the word *physician*?

5. Which teacher tools are mentioned in the text?

6. Choose a profession that you think is especially important to society.
Why do you think it is important?

NAME: _____

11.1

ACTIVITY PAGE

DATE: _____

Divide and Read Words with CV/VC Pattern

Divide the following words into their syllables. Read each syllable. Then read each word.

1. fluent _____

2. realize _____

3. diagram _____

4. client _____

5. trial _____

6. scientist _____

7. diary _____

8. chaos _____

9. violin _____

10. reliant _____

NAME: _____

DATE: _____

Root Words: *port, mot/mov*

Read each definition and word choice. Circle the word that matches the definition.

1. someone who travels in a motor vehicle

transport motorist

2. a story told through moving images

motion movie

3. not moving

report motionless

4. the action of carrying something from one place to another

motorist transportation

5. to travel great distances in an instant

transport teleport

6. a person who carries something from one place to another

transporter moving

7. to get rid of

remove

motion

8. to carry a message

report

remove

9. a hotel for motorists

movie

motel

10. to carry away; to send to another country

export

report

Follow along as your teacher reads the passage.

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

- underline contractions;
- circle words with the roots *port*, *mot/mov*, and *form*;
- highlight words with the CV/VC syllable pattern; and
- write one unfamiliar word that you can define with context clues.

Violet's Poems

Violet was a poet. She'd spend hours writing poems in her diary. She had a talent for using words to describe emotions. But she'd never shared them with anyone except her best friend, Marius.

One day, a flyer caught Violet's attention. The paper announced a poetry showcase at the local theater. Here, people would have a formal space to read their poems to an audience.

"Maybe you could share your poems and promote yourself as a writer," said Marius. "You'd be great! Your poems are so creative! They transport people to amazing imaginary places."

"I don't know, Marius. Sharing my poems with an audience feels intimidating and scary. But I'll think about it," Violet replied.

"You're so talented," Marius said, trying to motivate her. "Writing is your art form. They're going to love your poems."

Violet thought about the poetry showcase. She decided that she wanted to share her poems with the world. So, she'd have to let go of her fears and be courageous. "Okay," she thought. "I'll do it."

On the big day, Violet felt her pulse racing. The audience watched as she approached the platform that would be her stage. They'd quickly gone silent. Violet gripped the poem in her shaking hand. She stood nervous and motionless, wishing she could teleport away.

After a few moments, she took a deep breath and began to read her poem out loud. At first, her voice was only a whisper. But it gradually grew stronger and more confident. Her voice sounded clear and steady through the portable microphone. She read:

“Exciting World

We'll color the sky purple and blue.

A formula of joy for me and you.

We'll report our dreams, both big and small.

Life is a riddle to be solved, after all.

On a paper boat, we'll take a sail.

Stories will form, just like fairy tales.

With a violin, we'll create a tune,

Beneath the free-form stars and moon.

Life's a dance, so we'll keep on moving,

In this exciting world that's always blooming.”

Joyful commotion filled the room when she'd finished reading. Violet's face beamed with pride. She'd done it. She'd shared a poem with the members of the audience, and they loved it. She felt as triumphant as a champion.

NAME: _____

DATE: _____

“That was awesome. I knew you’d be incredible!” said Marius with genuine praise and congratulations.

The once shy poet had transformed into a confident poet. She’d continue to read and share her creative poems at the theater. Her poems sparked Violet’s courage to write and perform even more. They’d also motivated others to explore writing as an art form.

Unfamiliar word: _____

Context Clues: _____

Meaning of word: _____

NAME: _____

DATE: _____

Read Contractions with *Will* and *Are*

Part I

Combine the words to form contractions. Read the contractions.

1. they are _____

2. they had _____

3. they will _____

4. it would _____

5. you are _____

6. I will _____

7. I had _____

8. I would _____

9. we are _____

10. you will _____

Part II

Choose two contractions from Part 1. Use them to write your own sentences.

NAME: _____

DATE: _____

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

Word Bank

landforms	uniform	formless	reforming
form	formation	transforms	informal

1. A prince _____ into a frog in the fairytale.
2. All the team's players wear the same _____.
3. The candle melted into a _____ puddle.
4. Please _____ a line and wait to enter the theater.
5. Mountains, valleys, and other shapes on Earth's surface are _____.
6. The eruption of a volcano caused the _____ of islands that appeared in the sea.
7. Once a snowball has melted, _____ its shape is difficult.
8. A formal event is shaped by rules, but an _____ event is not.

NAME: _____

DATE: _____

Read Contractions with *Have, Has, and Not*

Part I

Read the contractions in the word bank. Sort the contractions in the word bank according to which words they shorten. Read the words in each column.

Word Bank

could've	we've	weren't	he's	they've	it's
couldn't	Khadija's	I've	won't	she's	isn't

have	has	not

Part II

Choose two contractions from the word bank above and use them to write your own sentences.

NAME: _____

DATE: _____

Root Words: *phon/phone*

Part I

Underline the root *phon* or *phone* in the words below. Then read each word and meaning.

Word	Meaning
telephone	a device that sends sounds over distances
smartphone	a cell phone that can use the Internet
saxophone	a musical instrument
symphony	a musical piece played by many musicians at once
homophones	words that sound the same but are spelled differently
phonics	the study of sounds made by letters
phoned	called on the telephone
megaphone	a device that makes a person's voice louder

Part II

Choose three words with the root *phon* or *phone* and use them to write your own sentences.

Follow along as your teacher reads the passage.

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

- Underline possessives.
- Circle words with the suffixes *-ible/-able*.
- Highlight words with the CV/VC syllable pattern.
- Write one unfamiliar word that you can define with context clues.

The Queen of Soul: A Musical Biography

Aretha Franklin was a notable Black American soul music artist. Soul music is characterized by lively beats and powerful, emotional vocals.

Franklin's work in the music business made many valuable contributions to the industry. Her remarkable voice earned her the title "Queen of Soul." She's one of the world's best-selling musical artists ever.

The famed artist's life began on March 25, 1942, in Memphis. Her family moved to Detroit when she was five. Franklin had a genuine talent. She probably hadn't realized yet how much it would change her life.

Franklin's father was a minister in a Detroit church. There, she'd join the church's choir and learn to sing. As a young girl, her voice's power could fill a room and touch every listener's heart, even without a microphone.

At just 14 years old, Franklin recorded her first album. Two years later, in 1958, Franklin went on tour, traveling and performing in different parts of the country. By the age of 18, she'd made the same journey as so many other notable and hopeful artists had. She moved to the New York City area. There, she continued her pursuit of becoming a famous singer.

Franklin didn't achieve great fame right away. Her career grew gradually. It wasn't until 1967 that she recorded and released the song "Respect." This mighty tune has since become many of her fans' all-time favorites. Like great poetry, its lyrics express moving and relatable emotions. The song's inspiring message is about believing in yourself and asking to be treated fairly.

During the 1970s, "the Queen of Soul's" music was everywhere. People loved listening and dancing to Franklin's enjoyable melodies. Her songs were played daily through countless music lovers' radios.

By the 1980s, she'd won many music awards. Franklin became the first woman to be given a spot in the Rock & Roll Hall of Fame. This is a huge honor, one that is considered a triumph in the music industry. The fame and awards didn't prevent Franklin from staying dedicated to her craft. It seems that she had a sensible and down-to-earth approach to her career.

Franklin continued to release a variety of popular hit songs until the early 2000s. In 2009, Franklin sang at Barack Obama's presidential inauguration. She sang for a sizable crowd, a huge group of more than one million people.

Aretha Franklin died in Detroit on August 16, 2018. Her incredible legacy and lasting influence continue to live on. Many people still put on their headphones and listen to her timeless music today. Some orchestras play symphonies to remember and celebrate her music. They use saxophones, horns, trumpets, and other instruments to recreate her songs.

Aretha Franklin's life tells the story of a capable and hardworking musical artist. Her story inspires many and demonstrates that achieving your dreams isn't impossible.

NAME: _____

DATE: _____

Unfamiliar word: _____

Context Clues: _____

Meaning of word: _____

NAME: _____

DATE: _____

“The Queen of Soul: A Musical Biography” Comprehension Questions

1. Based on its use in the text, what do you think the word *industry* means?

2. What kind of music was Aretha Franklin famous for?

3. How is soul music different from other kinds of music?

4. Which of Franklin's songs is a favorite of many of her fans?

5. Why is Franklin's spot in the Rock & Roll Hall of Fame an especially big honor?

6. What is an important lesson we can learn from Franklin's biography?

NAME: _____

14.1

ACTIVITY PAGE

DATE: _____

Construct and Read Words with CV/VC Pattern

Create words by drawing lines to connect first syllables from the first column with second syllables from the middle column. Each word has two syllables. Then write the new word in the last column. Read the new words.

Syllable Bank

First Syllables	Second Syllables	New Word
qui	em	
po	et	
ru	ence	
tri	id	
flu	umph	
du	in	
pli	al	
di	os	
sci	ers	
cha	al	

NAME: _____

DATE: _____

Root Words and Suffixes: *-able/-ible*

Part I

Read each sentence and circle the word with *-able* or *-ible*.

1. The Garcias' puppies are adorable.
2. I cannot come to school because I have a horrible cold.
3. Do you think cats are likable animals?
4. Anything is possible in a fairytale.
5. As long as it is not too hot, I find summer enjoyable.
6. Weather is influenced by invisible forces.
7. Lunch is available for students in the cafeteria.
8. Removing the battery disables a smartphone.

Part II

Read the words in the word bank. Complete the chart by matching each word in the word bank with its meaning.

Word Bank

portable	impossible	measurable	unable
movable	flexible	visible	usable

Meaning	Word
can be measured	
can be flexed, or bent	
can be used	
can be carried	
not able	
can be seen	
cannot be or happen	
can be moved	

NAME: _____

DATE: _____

Divide and Read Words with Syllable Patterns

Read the passage below. Then sort the bold words according to their syllable patterns. Divide the word into its syllables in the chart.

How do you **define** your **creative talents**? If you have a **passion** for **fiction**, you might **devote** yourself to a **novel**. If you are a **poet**, you might **edit** and **recite** your words. Those interested in **music** could learn the **violin**. The **magic** of the **theater** allows **actors** to bring joy to audience **members**.

VC/CV	V/CV	VC/V	CV/VC

NAME: _____

DATE: _____

Review Root Words and Affixes: *port, mot/mov, form, phone/phone, -able/-ible*

Read each definition. Circle the word that matches the definition.

1. can be carried

porter portable

2. the act or process of moving

motion movie

3. to carry away; to send to another country

export reform

4. to change from one thing to another

transform platform

5. can be shaped

movable formable

6. to make better by reshaping or reorganizing

reform formless

7. someone who carries a message or the news

transporter reporter

8. powered by a motor

motivate motorized

9. cannot be seen

invisible motionless

10. a musical piece played by many musicians at once

megaphone symphony

Read “Adaptable Animals.” Then reread the passage and mark up the text as follows:

- underline contractions
- draw a box around words with *port*, *mot/mov*, *form*, or *phone/phon*
- circle words with *-ible* and *-able*
- highlight multisyllabic words with the CV/VC pattern
- write one unfamiliar word that you can define with context clues

Adaptable Animals

To: Florence Fong

From: Ninette Ramos

Subject: My Recent Zoology Expeditions

Hi, Florence.

I hope you're doing well! I'm typing this email from my smartphone. I'm happy to report that I've been having a blast on my zoology expeditions. I've been researching animals wherever they live. I'd like to share some of what I've learned.

I've found that many animal groups are able to change over time to adapt to challenges in their environments. They've slowly changed things like how they move, eat, rest, and protect themselves in order to survive. Let's take an imaginary journey and discuss some amazing, adaptable animals. I think they're just so fascinating!

Let's start our journey in the freezing Arctic. Have you noticed that polar bears don't seem cold in their environment? If we humans were there, we'd be freezing cold! That's because polar bears have a thick layer of blubber or fat under their skin. This blubber works as an insulator for the polar bears' body heat. Like a portable electric blanket, their blubber keeps them toasty and comfortable. They've got their warmth moving with them!

Now, let's teleport to the remote and isolated Arabian desert. Imagine you're a camel moving through this very hot landscape. You'd probably think, "I can't survive in these hot temperatures without food and water!" But guess what? Camels have a built-in solution for that! They have humps on their backs that store nutrients. Nutrients help bodies stay healthy and function properly. When food and water become scarce or hard to find, a camel's body transforms these stored nutrients into energy and water. They can go a couple of weeks without eating or drinking! Aren't camels incredible?

Let's move on to the mountains of Mexico. What if you were a bat navigating the dark caves in these mountains? Without light, it'd be hard to see and move in the right direction. Nothing would be visible! Well, bats solve this problem with echolocation. Echolocation is when bats use sound waves to find their way in the dark. Bats' noses, mouths, and ears make sounds that bounce off nearby objects. This echo tells the bat how far away something is! If you think about it, they're like living navigation systems.

Lastly, let's end our adventure in the rainforests of Madagascar, home to colorful chameleons. A chameleon's skin is like a transforming uniform. Its skin can change color to match its surroundings. Chameleons are able to become practically invisible within their environments. This camouflage

NAME: _____

DATE: _____

is a valuable survival tool that helps them escape predators and catch prey. They're the masters of disguise!

Now we've finished our journey. It's remarkable how these animals have adapted in such creative ways.

I can't wait to share more about my zoology expeditions. What've you been up to? Maybe we'll catch up and talk on the phone soon.

Take care,

Ninette

Unfamiliar word: _____

Context Clues: _____

Meaning of word: _____

NAME: _____

DATE: _____

“Adaptable Animals” Comprehension Questions

1. Based on its use in the fourth paragraph, what do you think the word *scarce* means?

2. What does Ninette study?

3. How many animals does Ninette mention in her email?

4. How can camels go many days without eating or drinking?

5. How do chameleons protect themselves?

6. Which animal adaptation is most interesting to you? Explain why.

NAME: _____

DATE: _____

Read Homophones

Read the homophones in the word bank. Then, complete the sentences by choosing the correct homophone from the word bank. Read each completed sentence.

Word Bank

rode	heard	bare	herd	flower
meet	bear	flour	road	meat

1. Tulips are my favorite kind of _____.
2. The _____ of cattle grazed in the field.
3. This cookie recipe calls for one cup of _____.
4. Have you _____ the new song by your favorite band?
5. It was fun to _____ our new neighbors at the block party.
6. A _____ uses its paws to scoop up fish from the river.
7. We _____ the roller coaster four times!

8. Mom prefers chili with _____ in it.
9. The city crew fixes the potholes in the _____.
10. I forgot to put on socks, so my _____ feet are cold!

NAME: _____

DATE: _____

Root Words and Prefixes: *dict*, *multi*–

Read the following paragraph. Circle words with the root *dict*. Underline words with the prefix *multi*–.

Many people think of libraries as quiet places to read and do research. Libraries have dictionaries, encyclopedias, and reference books on multiple topics. Some people may be surprised to learn that libraries are multifunctional spaces. Libraries have multimedia materials, such as movies and video games. Some libraries have collections of board games, cookware, and tools. Libraries also have multipurpose rooms. They host multicultural events and other gatherings. Some celebrations have music and dancing. This contradicts the idea that you always have to be quiet in the library. You can never predict what you will find at a library!

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 are homophones.
- Circle words that have the prefix *multi-* or the root *dict*.
- Highlight multisyllabic words with the VCC/CV and VC/CCV patterns.

Riddle Game

Eight-year-olds Astrid, Westley, and Andrea were looking for something fun to do together. Alfredo, Andrea’s uncle, was visiting that day. Uncle Alfredo spoke English, Spanish, and French! As a multilingual person, he loved exploring words and solving problems. So, he decided to entertain the children with an exciting word game.

After the group ate lunch, Uncle Alfredo explained, “The dictionary defines homophones as ‘words that sound alike but have different spellings and meanings.’ There’s a ton of them in the English language! Let’s try to solve multiple homophone riddles. Whoever solves the most riddles wins. Ready?”

The children nodded in agreement. Uncle Alfredo grabbed a handful of multicolored notecards. He picked up a card and wrote a riddle on it. He read out loud, “I am what you use your eyes to do. I am also a large and salty body of water. What two words am I?”

The children tried to solve the riddle. Astrid considered a multitude of answers. “I’ve got it! The answer is see and sea,” she said.

“Correct!” Uncle Alfredo responded. “You use your eyes to see. And the sea is a large, salty body of water. How do you spell the two words?”

“S-E-E and S-E-A,” Astrid dictated as Uncle Alfredo wrote the words on the card.

“Yes, you won this round,” Uncle Alfredo added. “Let’s try a more complex one. I wonder if you can predict the next two words. I am the opposite of left. I am also what you would do with a pen on paper.”

Westley instantly giggled, “That’s easy! It’s right and write! R-I-G-H-T and W-R-I-T-E.”

“Yes! That’s exactly it.” Uncle Alfredo said.

The children’s excitement multiplied as they listened to the third riddle. “I am another word for also. But I am also more than one but less than three.”

The children concentrated. After a moment, Andrea exclaimed, “It’s too and two! T-O-O and T-W-O.”

“Good job!” Uncle Alfredo said.

They continued playing and solving riddles for a long time. When they finished, Westley indicated that he was interested in the scores written on the cards. He asked, “What’s the verdict? Who won the game?”

“I know you all did your best. But there is no winner. It’s a three-way tie!” Uncle Alfredo explained.

Together, Astrid, Westley, and Andrea exploded with laughter.

“That’s fine,” Astrid said. “That was so much fun!”

The children thanked Uncle Alfredo for the fantastic game. They asked if they could play it again the next time he visited.

NAME: _____

17.1

ACTIVITY PAGE

DATE: _____

Read Homophones

Read the words in the word bank. Then, complete the chart by matching each homophone in the word bank with its meaning.

Word Bank

deer	minor	no	know
sale	sail	miner	dear

Meaning	Word
to travel by ship	
a four-legged mammal with brown fur	
a negative response	
a person who works in a mine	
valued, special, or important	
exchanging goods for money	
someone who is younger than 18	
to be aware of something	

Root Words and Prefixes: *dict*, *multi-*

Read each word part and meaning. Form a word by combining the word parts. Then write a definition of the word based on the word parts. Use a dictionary to confirm your definition.

1.

Word Parts	<i>contra-</i>	<i>dict</i>	
Meaning	against	say, tell, or speak	

2.

Word Parts	<i>ver</i>	<i>dict</i>	
Meaning	true	say, tell, or speak	

3.

Word Parts	<i>multi-</i>	<i>lingua</i>	<i>-al</i>	
Meaning	many or much	tongue	relating to	

4.

Word Parts	<i>pre-</i>	<i>dict</i>	<i>-tion</i>	
Meaning	before	say, tell, or speak	action or process	

5.

Word Parts	<i>multi-</i>	<i>nation</i>	<i>-al</i>	
Meaning	many or much	a political state or country	relating to	

6.

Word Parts	<i>multi-</i>	<i>direct</i>	<i>-tion</i>	<i>-al</i>	
Meaning	many or much	straight	action or process	relating to	

Construct Words with the VC/CCV and VCC/CV Patterns

Part I

Read each first syllable. Choose an ending syllable from the syllable bank to make a two-syllable word with a VC/CCV or VCC/CV pattern. Then write the complete word and identify whether the word follows the VC/CCV or VCC/CV pattern.

Syllable Bank

tract	back	ground	ful	spect
-------	------	--------	-----	-------

1. fair • _____

2. hump • _____

3. in • _____

4. sub • _____

5. wish • _____

Part II

Read each second syllable. Choose a beginning syllable from the syllable bank to make a two-syllable word with a VC/CCV or VCC/CV pattern. Then write the complete word and identify whether the word follows the VC/CCV or VCC/CV pattern.

Syllable Bank

ex	sand	pil	hun	half
----	------	-----	-----	------

1. _____ • treme _____
2. _____ • wich _____
3. _____ • dred _____
4. _____ • way _____
5. _____ • grim _____

NAME: _____

DATE: _____

Root Words: *graph, scrib/script*

Read the following paragraph. Circle words with the root *graph*. Underline words with the root *scrib/script*. Then choose two words to define in your own words. Write your definitions on the lines below. Use a dictionary to confirm your definitions.

My third grade class decided to publish a newsletter. We began by scribbling down all our ideas. Then we chose assignments and got to work. Tam wrote a biography about our teacher. Jayden described his team's last soccer game. Mila drafted a paragraph about the school play. Carter included a transcript of the principal's weekly announcements. Then we added images to our manuscript. Leilani shared photographs she took at the school dance. Sanjay designed graphics to create a logo. We shared our newsletter with the school. Many students asked if they could subscribe. Our readers cannot wait for our next issue!

Word: _____

Definition: _____

Word: _____

Definition: _____

Follow along as your teacher reads the passage.

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

- Underline homographs.
- Circle words with the suffix *-ly*.
- Highlight words with the syllable patterns VC/CCV and VCC/CV.

Photography and Cameras

Photography is the art of taking and producing photographs.

Photographers use cameras to take photographs of all kinds of things. They capture photos of nature and earthly landscapes from various geographical locations. They snap photos of cuddly pets and large flocks of birds, such as whooping cranes. They might take photos of friendly people and kind faces. Photographers may even capture images of city skylines and construction cranes.

While writers type or sometimes scribble descriptive words onto paper to tell a story, photographers use cameras to capture graphic moments with exciting images. So, how do cameras work? And how do photographers use them?

Cameras come in all types of sizes and shapes. Some cameras are big and heavy. Some are small and light. Some cameras can even fit in a pocket! Regardless of size, all cameras record images by using a lens, or a special piece of glass, to capture light.

Photographers use a small part of the camera called the viewfinder to take photos. They look into the viewfinder to preview the subject they want

to capture. Then, they press a button to capture a photo. Afterward, they process the image using various techniques to prepare it for printing or sharing.

All cameras also have special controls. These features help photographers capture images with a variety of artistic visual effects. One feature is the shutter. The shutter controls the amount of light that enters the camera. A photographer can adjust the shutter to make an image clearer or blurrier. Another feature is the type of lens. A zoom lens can make objects appear closer than they would with a normal lens. A macro lens captures details on a close-up object.

Many photographers use cameras with film to capture images. Film is a thin, clear material that changes when light enters through the lens. The light creates an image on the film. Someone must carefully remove the film from the camera. Then, they must treat it with special chemicals and lights to create prints. This process is called developing. If a photographer wants more than one copy of the image, they can make duplicate prints using the same process.

Photographers also use digital cameras and smartphones to take photographs. These cameras do not use film. They capture light from the lens and turn it into a digital image, which is stored on a microchip. Photographers sometimes load these digital images onto a computer or device where they can share them electronically. Then, they may use a printer to print and duplicate images.

Photographers use cameras in various ways to transform the scenes they see into captivating images. Whether it's silly faces, lovely landscapes, or daily life, cameras help describe a moment with the perfect image.

NAME: _____

DATE: _____

“Photography and Cameras” Comprehension Questions

1. What is photography?

2. What is the meaning of the word *type* in the second paragraph? How do you know?

3. How does a camera record an image?

4. What is the purpose of a camera shutter?

5. Where does a smartphone camera store an image?

6. If you could take a picture of something at school, what would you take a picture of? Explain why.

NAME: _____

DATE: _____

Write Sentences with Homographs

Read each sentence below aloud. The bolded word is a homograph with another word. Think about a homograph for the bolded word. Write a sentence with that word.

1. Kelly puts a **bow** in her hair.

2. Please **close** the windows in the bedroom.

3. The **dove** has soft, white wings.

4. The **wind** blew over the trash can.

5. I will **present** my report today.

6. Dr. Lee looked at Max's **wound**.

NAME: _____

DATE: _____

Adjectives with *-ly*

Read the words in the word bank. Work with your partner to complete each sentence with an adjective from the word bank. Write the word on the blank in both partners' Activity Book. Read the completed sentences.

Word Bank

kindly	costly	lovely
friendly	hourly	daily

1. Dad said that we should save our money to attend the show because the tickets are _____.
2. _____ Mrs. Appleton offered to watch our cat when we are away.
3. The _____ new student says hello to everyone.
4. What is the _____ rate for renting a bike?
5. These _____ flowers brighten the room!
6. We read the _____ newspaper every morning.

NAME: _____

20.1


ACTIVITY PAGE

DATE: _____

Homophone Matchmaker

Cut out the Word Cards. Use them to play the game with a partner.

fair	fur	no	witch
which	rode	our	fare
fir	hour	know	road



Part II: Write 3-5 sentences using words you choose from the word bank. Each sentence should include at least one word from the word bank.

predict	scribble	midday	telephone	microscope
transport	available	thermometer	decision	inspect

Read “How to Grow a Sunflower.” Then reread the passage and write words on the lines below as directed.

How to Grow a Sunflower

Growing a sunflower can be an enjoyable and rewarding activity. A sunflower starts as a small seed, but with the right care, it'll grow tall and strong. Here's a descriptive guide filled with step-by-step instructions. Whether you're someone who's known for having a green thumb or not, it'll prepare you for what to expect throughout the process. If you carefully follow these steps with precision, I predict you'll be able to grow and care for a lovely sunflower all on your own. Let's begin.

Materials:

- One or two sunflower seeds
- Midsize or large pot
- Hand shovel (trowel)
- Potting soil
- Watering can
- Sunlight or a plant light
- Thermometer

Procedure:

Choose the pot:

1. Kick off this process by choosing the right pot. Select a midsize or large pot, depending on the expected size of your sunflower. Make sure that the pot is at least 12 inches in diameter and depth. Choose an easily transportable pot because you will need to move it later. It is especially important that the pot's base has multiple holes for water drainage.

Fill the pot:

2. Using your hands or a hand shovel, fill the pot with potting soil until it's semi-full. You want to leave some room at the top.

Plant the sunflower seeds:

3. Place a sunflower seed at the midpoint, or center, of the pot. Press the seed about an inch into the soil. Limit to one to two seeds per pot. Cover the seed with soil and pat gently.

Water the soil:

4. Use a watering can to carefully hydrate your plant. Don't overwater it. It's very possible that too much water will harm your plant. Aim to make the soil resemble a semi-wet sponge, not a muddy puddle.

Monitor the sunflower:

5. Wait for the sunflower to sprout tiny leaves before transporting the pot to a sunny spot outside. Sunflowers prefer a warm environment. Use a thermometer to inspect the surrounding temperature frequently.
6. Water your sunflower weekly to keep it looking lively.

NAME: _____

DATE: _____

7. Keep an eye on your sunflower's development. If your sunflower starts looking unsightly, it might need help. If its leaves are wilting or turning partially yellow, it might need more water or less direct sunlight.
8. Repeat steps 6 and 7 as you watch it grow. Take photographs of your sunflower to record its growth.
9. After some time, you might notice the back of the sunflower looks brown or feels dry. This is an indication or sign that your sunflower is ready to be harvested! That means removing the flower head and leaving a few centimeters of the stem. The seeds can then be roasted or used for planting another sunflower.

You don't need to be a magician to grow a sunflower! You can experience the fun and amazing process by following this simple formula. It involves careful watering, monitoring, and harvesting. Hopefully, these instructions motivate you to try growing a sunflower yourself.

1. a pair of homophones _____
2. a pair of homographs _____
3. a contraction _____
4. a possessive _____
5. a word with 'tion' _____
6. a word with 'sion' _____

7. a word with 'cian' _____

8. a word with 'cial' _____

9. a word with tial' _____

10. a word with the prefix *mid-*, *semi-*, or *multi-* _____

11. a word with the suffix *-ible*, *-able*, or *-ly* _____

12. a word with the root *meter/metr*, *port*, *mot/mov*, *spect*, *form*, *dict*, *graph*,
or *scrib/script* _____

NAME: _____

DATE: _____

“How to Grow a Sunflower” Comprehension Questions

1. How does the author describe a sunflower that has finished growing?

2. How do the procedure numbers provide you with a context clue for the meaning of the idiom *kick off*?

3. Which item in the materials list is used for digging?

4. Where should the sunflower seed be planted?

5. What should you do if the leaves start to turn yellow?

6. Do you think it would be easy to grow a sunflower? Why?

NAME: _____

DATE: _____

Unit 4 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.



 **Amplify** ELAR
TEXAS

Grade 3 | Skills 3–4 | Activity Book

ISBN 9798891808669



9 798891 808669