

3

Grade 2

Skills 3 | Activity Book

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Activity Book

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Skills 3

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 3. 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. Some of the activity pages in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

1.1

Take-Home

Dear Family Member,

The spelling words for this week include “r-controlled vowels.” By itself, the letter ‘r’ is a spelling for a consonant sound, but the sound /r/ can pair with certain vowel sounds, creating unique vowel sounds like /er/, /ar/, and /or/. Please remember to practice the spelling words for a short time (five to ten minutes) each night.

Today your student is also bringing home a story to read, “A Letter from the Publisher,” and an accompanying activity page. This is the first story in the Unit 3 Reader, *Kids Excel*. Your student will read about kids excelling at all types of things, such as spelling, jumping rope, and playing soccer. After reading “A Letter from the Publisher,” have your student answer the story questions on the back of the activity page. Encourage your student to look back at the story to find the answers.

‘er’	‘or’	‘ar’
sister	born	mark
letter	sports	started
expert	short	backyard

Tricky Word: some

NAME: _____

DATE: _____

1.2

Take-Home

A Letter from the Publisher



Kids,

My name is Mark Deeds, and I have a fun job. I visit with kids who *excel* at what they do.

When you *excel* at something, you are good at it.

The kids I visit all excel at different things. Some of them excel at sports like

running or jumping rope.

Some of them excel at math. Some of them excel at skipping rocks or standing on their hands. All of them are good at something.

I visit with the kids. I chat with them. I ask them how they got started doing what they do and how they got good at it. Sometimes I chat with their moms and dads, too. I jot down notes and take snapshots. Then I write up what they tell me so I can share it with you.

In *Kids Excel* you will meet a lot of kids who excel. I had fun meeting them. I think you will like meeting them, too.

When I meet someone who excels at something, it inspires me to be as good as I can be. I hope the kids in *Kids Excel* have the same effect on you, too!

A handwritten signature in black ink that reads "Mark Deeds". The signature is fluid and cursive, with a long horizontal stroke at the end.

Mark Deeds

Publisher
Kids Excel



NAME: _____

DATE: _____

1.3

Take-Home

A Letter from the Publisher

Directions: Have your student answer the questions. On the back, have them draw a picture doing something at which they excel and write a sentence about it.

1. If you *excel* at something, you are _____.

A. good at it

B. bad at it

C. sick of it

Page _____

2. Mark Deeds _____.

A. hates his job

B. has a fun job

C. is sick of his job

Page _____

3. Mark Deeds _____.

A. is a teacher

B. is an artist

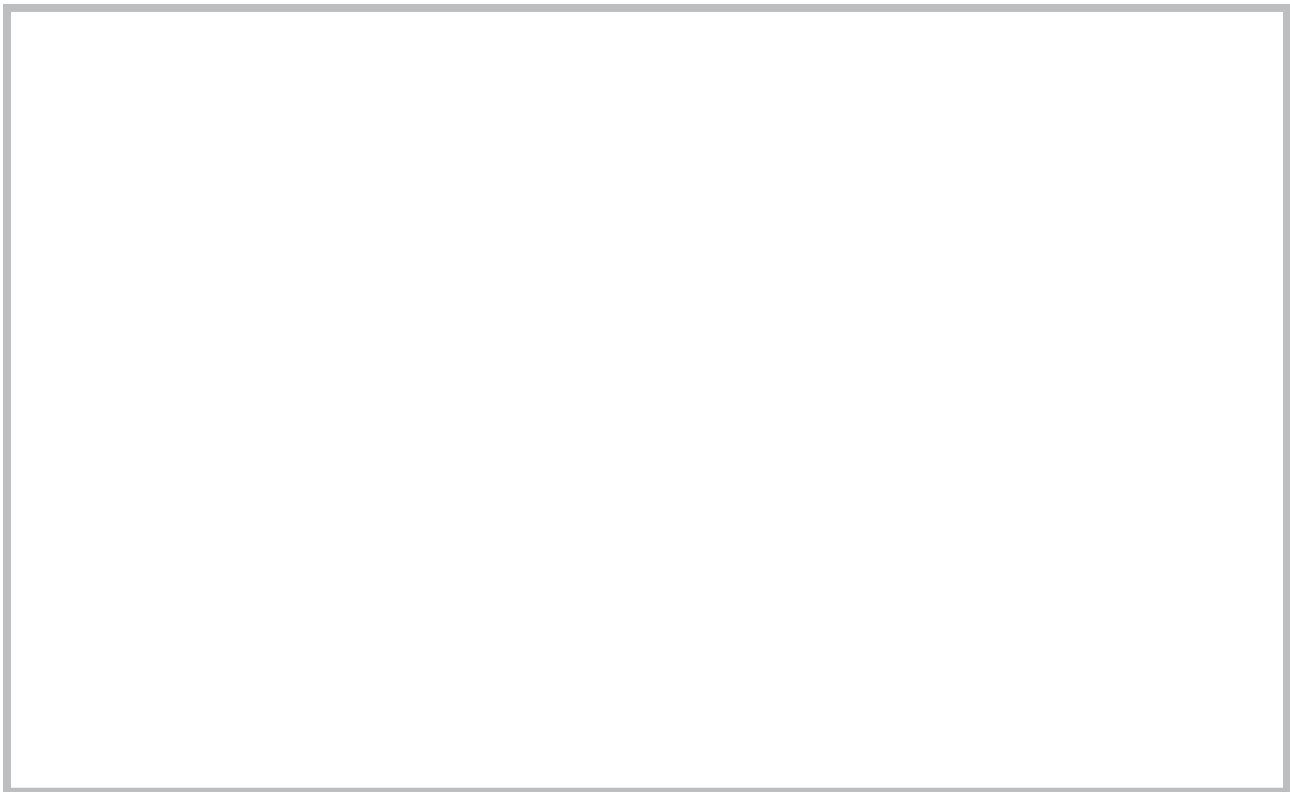
C. is a publisher

Page _____

4. Who writes the words that are printed in *Kids Excel*?
- A. Kids write the words.
 - B. Mark Deeds hires writers to write the words.
 - C. Mark Deeds writes the words.

Page _____

5. Use the box to draw yourself doing something you excel at.
Write a caption for the picture.



NAME: _____

DATE: _____

2.1

Word Sort

Sort the words by their spellings. Write the words with the /ae/ sound spelled 'ai' under *rain*, the words with the /ae/ sound spelled 'ay' under *day*, and the words with the /ae/ sound spelled 'a_e' under *cake*. Then circle the /ae/ spellings in each word.

stain	paid	playing	raining	plate	hay
train	strayed	brains	say	rake	daytime
clay	bait	tray	make	pain	mistake

/ae/ spelled 'ai'
as in *rain*

/ae/ spelled 'ay'
as in *day*

/ae/ spelled 'a_e'
as in *cake*

stain

NAME: _____

DATE: _____

2.2

The Spelling Bee

1. What do kids do in a spelling bee?

Page _____

2. What sound do kids hear when they misspell a word?

- A. They hear a loud *boom*.
- B. They hear a buzzer *buzz*.
- C. They hear a bell *ding*.

Page _____

3. How old are the spellers in the bee?

Page _____

4. Who was the runner-up in the last spelling bee?

Page _____

5. Who do you think will be the winner of the spelling bee? Why?

6. Write three words from Day 2 of the spelling bee.

NAME: _____

DATE: _____

2.3

Take-Home

Are the Sounds the Same?

Directions: Have your student read the pair of words. He or she should write yes if the underlined letters stand for the same sound and no if they do not.

Word 1	Word 2	Are the sounds the same? Yes or No
r <u>a</u> k <u>e</u>	r <u>a</u> in	Yes
m <u>a</u> in	w <u>a</u> yside	
<u>w</u> rist	<u>w</u> et	
s <u>a</u> y	s <u>a</u> id	
<u>k</u> nock	<u>n</u> ot	
br <u>a</u> k <u>e</u>	st <u>a</u> in	
t <u>a</u> il	t <u>a</u> le	
cl <u>a</u> y	cl <u>a</u> m	
s <u>a</u> ilor	tr <u>a</u> y	
b <u>e</u> an	b <u>e</u> nd	

NAME: _____

DATE: _____

3.1

Activity Page

Word Sort

Sort the words by spelling. Write the words with the /a/ sound spelled 'a' under *cat*, the words with the /æ/ sound spelled 'a' under *paper*, the words with the /æ/ sound spelled 'a_e' under *cake*, the words with the /ae/ sound spelled 'ai' under *paid*, and the words with the /ae/ sound spelled 'ay' under *tray*. Then circle the /æ/ or /a/ spelling in each word.

cat	paper	cake	paid	tray
shame	agent	race	acorn	cap
day	play	strain	radar	late
crane	faint	pain	snake	pray
napkin	basic	frame	tablet	David

'a'

cat

'a'

paper

'a_e'

cake

'ai'

paid

'ay'

tray

NAME: _____

DATE: _____

3.2

And Then There Were Two

1. Which kid misspelled the word *penicillin*?

Page _____

2. Which kid spelled the word *penicillin* without making a mistake?

Page _____

3. What word did Gail Day spell to win the bee?

Page _____

4. What place was Gail Day in the spelling bee? What place was Carlos Lopez?

Page _____

Directions: Have students answer the questions in complete sentences.

NAME: _____

DATE: _____

3.3

Take-Home

The Spelling Bee

This past spring I went to see the state spelling bee.

The state spelling bee is a spelling contest that lasts two days. On Day 1, a bunch of kids sit down to take a written spelling test. On Day 2, the kids who do the best on the written test get up on a stage and spell.

One hundred ten kids took the spelling test last spring. The kids had to spell words like *chimpanzee*. The 50 who did the best on the written test went on to Day 2 of the spelling bee.

Day 2 is the part of the bee I like best. That's when the kids get up on stage and spell words out loud.

A person will say a word. Then the speller has to spell the word one letter at a time. If the speller spells the word without a mistake, they get to keep spelling. If the speller makes a mistake, a bell rings.

Ding!



Directions: Have your student read the story with a family member and discuss the story afterwards.

Once the bell rings, that is the end. The speller is out of the bee. He or she must sit down in a chair and look on while the rest of the spellers stay in the bee and keep spelling.

On Day 2 of the bee I sat and looked on as the bell rang for lots of kids in the bee.

Airplane. A-e-r-p-l-a-n-e? Ding!

Graying. G-r-a-i-n-g? Ding!

Sunday. S-u-n-n-d-a-y? Ding!

The bell went on ringing all day, until there were just three spellers left.

Carlos Lopez, age 12, was one of the three. He was the runner-up at the last spelling bee. Two of the experts I spoke with said they expected him to win the bee.

Amber Hunter, age 12, was still in the game, too. She had finished in fifth place at the last bee. The experts I spoke with said she had a good chance of winning.

Gail Day, age 11, was the dark horse. When I asked the spelling experts who she was, they just shrugged.

Amber Hunter was spelling well. Then she got a hard word. She stood thinking. She spelled the word as well as she could. She waited.

Ding!

Amber Hunter was out of the bee. That left just Gail Day and Carlos Lopez.

NAME: _____

DATE: _____

4.1

Activity Page

Fill in the Blank

salad	habit	acorns	April	bacon
radish	baker	camel	later	label

1. There were many _____ on the ground next to the tree.
2. I will do that job at a _____ time.
3. I asked the waitress to put a _____ in my _____ for lunch.
4. Did you ever ride a _____ at the zoo?
5. _____ showers bring May flowers.
6. Biting your nails is a bad _____.
7. The _____ made a cake for us.
8. I like to eat _____ and eggs in the morning.
9. Please write your name on the _____.

Directions: Have students choose the best word to complete the sentence.

NAME: _____

DATE: _____

4.2

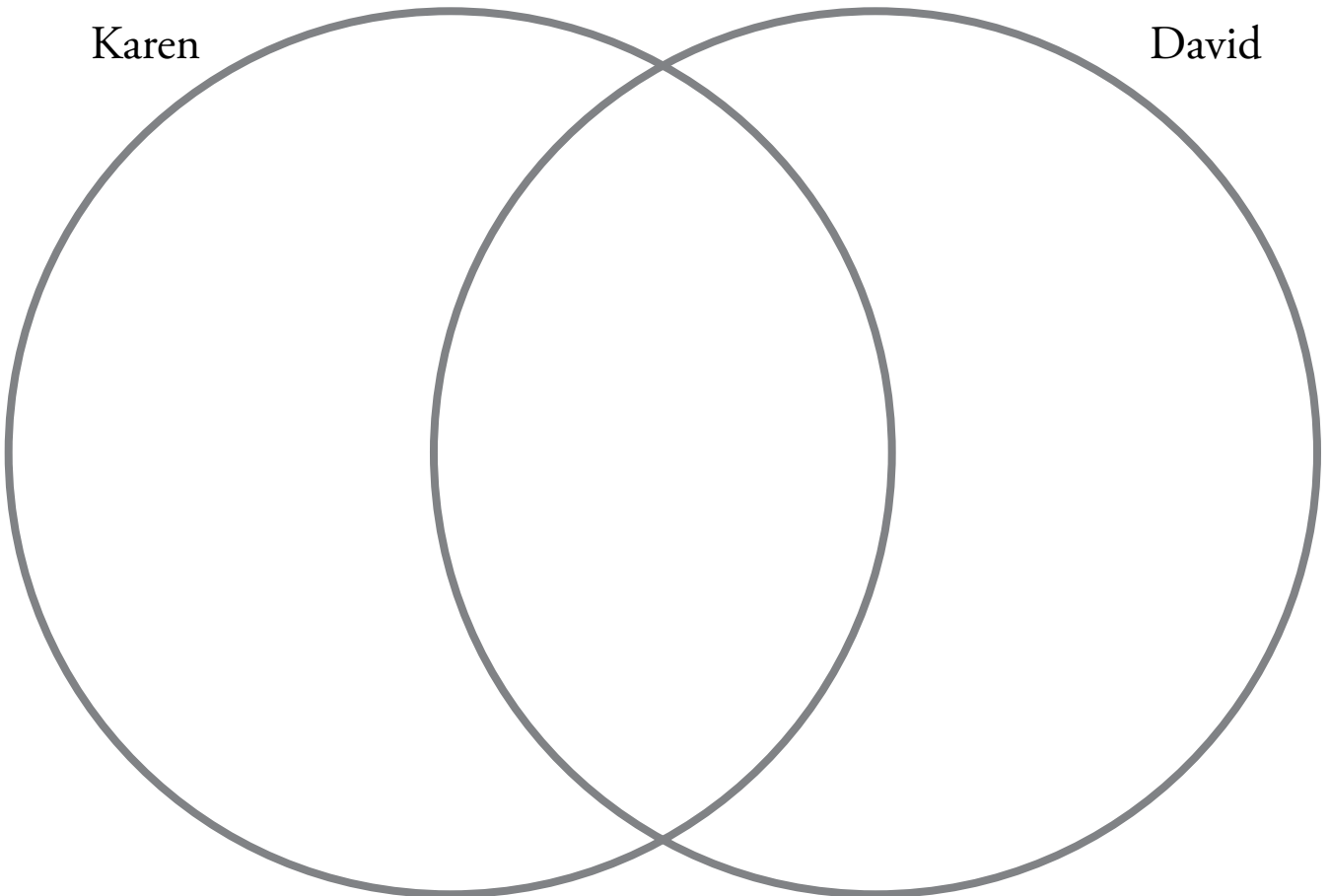
Karen	artist	not spelling champs
David	drives a truck	



Karen and David

Karen

David



Directions: Have students use the words in the box to fill in the chart.

NAME: _____

DATE: _____

5.1

Activity Page

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



NAME: _____

DATE: _____

5.2

Activity Page

Sound/Spellings

This chart lists words with the /ae/ sound spelled four different ways. Use the chart to fill out Activity Page 5.3.

	'a_e'	'a'	'ai'	'ay'
a	ape	acorn	aim	
b	brake	bacon	bait	bay
c	cake		chain	clay
d	date			day
f	fake		faint	fray
g	gaze	gazing	Gail	gray
h	hate	hating	pain	hay
j	James		jail	Jay
l	late	laser		lay
m	made	making	maid	May
n		naked	nail	
p	plane	paper	plain	pray
r	race	ratings	raisin	ray
s	stake		sail	Sunday
t	take	taking	train	tray
w	wade	waking	wait	way

NAME: _____

DATE: _____

5.3

Activity Page

Sound/Spellings

1. Which word on the chart is one of the days of the week?

2. Which word on the chart names something you write on?

3. Which two words on the chart are foods?
_____ _____
4. Can you track down three words that have the suffix *-ing*?
_____ _____ _____
5. Can you track down two words that sound the same but are not spelled the same way and have a different meaning?
_____ _____
6. Which word is the name of a nut that falls from a tree?

7. Which word on the chart is the thing you step on to stop a car?

Directions: Have students use the chart on Activity Page 5.2 to answer the questions.

8. Can you track down two words that are names?

9. Which word on the chart is something that you can ride in going down the railroad tracks?

10. Where is the 'ay' spelling used in words? _____

11. Is the 'ai' spelling used at the end of words? _____

12. Write a sentence using a word from the chart.

13. Write a sentence using at least two words from the chart.

NAME: _____

DATE: _____

6.1

Activity Page

Yes or No?

Directions: Have students answer yes or no to the questions. On the last two lines, have students create their own questions.

1. Can a dog shake its tail? _____

2. Can a raisin sing? _____

3. Do airplanes eat hay? _____

4. Can you braid your hair? _____

5. Does three make a pair? _____

6. Are acorns from trees? _____

7. Do cakes sleep in parks? _____

8. Can you race a horse? _____

9. Do you have fingernails? _____

10. Can you make a sad face? _____

11. Can a rake shake a leg? _____

12. Do books have pages? _____

13. Can a crayon smile? _____

14. Is Sunday a day in the weekend? _____

15. Can you read a tale? _____

16. Can you use a rake to sweep
leaves into a pile? _____

17. _____

18. _____

NAME: _____

DATE: _____

6.2

Same or Different?

Directions: Have students first circle the spelling for the vowel sound and then read each word. They should write yes if the words have the same vowel sound, and no if they do not.

Word 1	Word 2	Are the sounds the same?
train	track	No
cap	cape	
wag	wade	
rate	rain	
stake	wait	
sand	sad	
hate	hat	
paid	paper	
faint	play	
pat	pay	

Word 1	Word 2	Are the sounds the same?
shave	faint	
pain	pan	
chain	chat	
stay	stain	
hay	hat	
plate	pain	
flag	flat	
fat	fate	
aim	am	

NAME: _____

DATE: _____

6.3

Take-Home

Dear Family Member,

The spelling words for this week include words with the tricky spellings ‘c’ and ‘g’. These letters are tricky because they can be sounded out in different ways. To hear the difference, say the words *got* and *gem*, *cat* and *cents*. Please remember to practice the spelling words for five to ten minutes each night.

Today your student is also bringing home a story to read, “Miss Baker,” and an accompanying activity page. This is another story in our Unit 3 Reader, *Kids Excel*. You may remember that *Kids Excel* is about kids who are outstanding in different ways. Miss Baker is a teacher who helps a young girl become a good speller. After reading “Miss Baker,” have your student answer the story questions on the accompanying activity page. You should encourage your student to look back at the story to find the answers.

‘g’	‘c’
page	space
germ	face
digit	cell
gray	center
	carpet

Tricky Word: are

NAME: _____

DATE: _____

6.4

Take-Home

Miss Baker

I was sitting with spelling champ Gail Day.

I asked her, “How did this Miss Baker make you into a good speller?”

“Well,” said Gail, “Miss Baker had a cool way of explaining English spelling. She made spelling trees.”

“Spelling trees?”

“Yes,” said Gail. “Here, I’ll make one for you.”

Gail got a sheet of paper and made a tree.

She pointed at the trunk of the tree and explained, “The trunk stands for a sound, like the sound /aē/ as in *cake*. The branches stand for the spellings for that sound. There’s one branch for words that have the ‘a_e’ spelling like *flame* and *stake*. There’s one branch for words that have the ‘ay’ spelling like *play* and *stay*. There’s one branch for words that have the ‘ai’ spelling like *pain* and *train*. And so on. Get it?”

“Got it.”



“So Miss Baker would make a big spelling tree for a sound. Then we kids would add words to it. When we found words with the sound in them we would stick the words on the branches of the tree. We would stick all of the words with the ‘ai’ spelling on this branch. We would stick all of the words with the ‘ay’ spelling on that branch.”

“I see. And this helped you get better at spelling?”

Gail nodded.

“The spelling trees helped us see the patterns and keep track of the spellings. They helped us see which spellings are used a lot and which ones are used less. There were a lot of good spellers in Miss Baker’s class.”

“But not all of them went on to win the state spelling bee,” I said. “Why did you?”

Gail shrugged.

“I was good at spelling. But I did not understand why English spelling was so hard. Once I asked Miss Baker why it was so hard. ‘Miss Baker,’ I said, ‘why are there five or six spellings for some sounds? That makes no sense. Why isn’t there just one spelling for a sound?’”

Miss Baker explained as much as she could. Then she gave me a book on spelling. It was a cool book. It explained how English has taken in lots of spellings from French, Latin, Greek, and Spanish. When I finished that book, Miss Baker gave me a longer book. Then I found the next book by myself. One book sort of led to the next. So that’s how I got started.”

NAME: _____

DATE: _____

6.5

Take-Home

Miss Baker

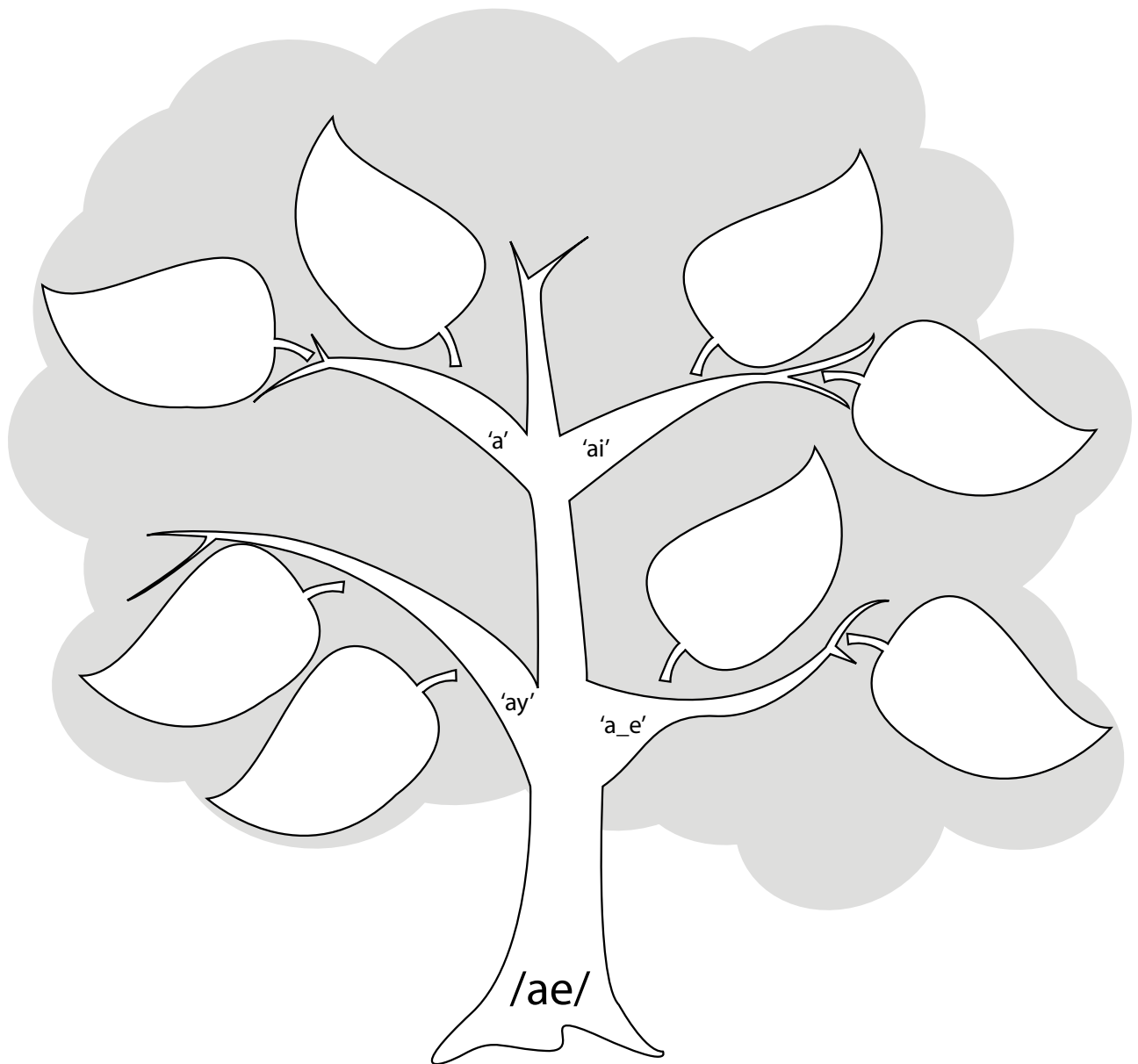
Directions: Have your student answer the questions, looking back to the story if necessary. Then have your student complete the Spelling Tree on the back of this activity page.

1. What did the kids in Miss Baker's class make?
 - A. They made spelling bees.
 - B. They made spelling trees.
 - C. They made spelling lists.

2. What does the trunk of a spelling tree stand for?
 - A. The trunk stands for a word.
 - B. The trunk stands for a spelling.
 - C. The trunk stands for a sound.

3. Leaves with words of the same spelling go on the same _____.
 - A. trunk
 - B. branch
 - C. list

4. Add words to the leaves on the different branches of the Spelling Tree.



Directions: Have your student complete the Spelling Tree.

NAME: _____

DATE: _____

7.1

Word Sort

Sort the words by their spellings. Write the words with the /oe/ sound spelled 'oa' under *load*, the words with the /oe/ sound spelled 'oe' under *doe*, and the words with the /oe/ sound spelled 'o_e' under *home*.

toes	choke	boat	goes	coat
hoe	tote	coast	foe	toenail
tiptoe	Joe	road	vote	coach
poke	doze	loading	float	hope

/oe/ spelled 'oa'
as in *load*

/oe/ spelled 'oe'
as in *doe*

/oe/ spelled 'o_e'
as in *home*

toes

1. _____
2. _____
3. _____

Directions: Have students sort the words by sounds and write three sentences using words from the box. After students write each word, they will circle the /oe/ spelling in each word.

NAME: _____

DATE: _____

7.2

Directions: Have students circle the nouns in each sentence. After circling each noun, have students write the word on the lines below going to the next noun. Note: the number of nouns in each sentence is written at the end of the sentence.

1. The **baker** made a **cake** at his **shop**. (3)
2. The boy had a big book. (2)
3. The man was waxing the car at home. (3)
4. Kids ride bikes to the park. (3)
5. The storm made the tree shake. (2)

person	place	thing
<u>baker</u>	<u>shop</u>	<u>cake</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

NAME: _____

DATE: _____

7.3

Take-Home

Dear Family Member,

The words shown below contain the /oe/ sound (*road, toes, stroke*) and the /o/ sound (*hot, top, etc.*). Have your student read the words and tally how many times each spelling occurs in the boxes below. If you have time, also ask your student to use each word in a complete sentence.

toast	stroke	shopper	goes	coat
road	robber	loan	stone	home
foal	soap	toes	toad	oats
boat	shot	cot	coal	chomp
Rome	Joe	foe	goal	pose

'o_e' (<i>hope</i>)	
'oe' (<i>hoe</i>)	
'oa' (<i>boat</i>)	
'o' (<i>hop</i>)	

NAME: _____

DATE: _____

8.1

Activity Page

Word Sort

Sort the words by spelling. Write the words with the /oe/ sound spelled 'o' under *go*, the words with the /oe/ sound spelled 'oa' under *foal*, the words with the /oe/ sound spelled 'oe' under *toe*, and the words with the /oe/ sound spelled 'o_e' under *bone*.

bone	go	foal	toe
rope	soap	doe	note
home	hole	choke	Joe
over	focus	donate	coat
coal	opened	moment	load
bonus	robot	floating	mole

'o'	'oa'	'oe'	'o_e'
<u>go</u>	<u>foal</u>	<u>toe</u>	<u>bone</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

NAME: _____

DATE: _____

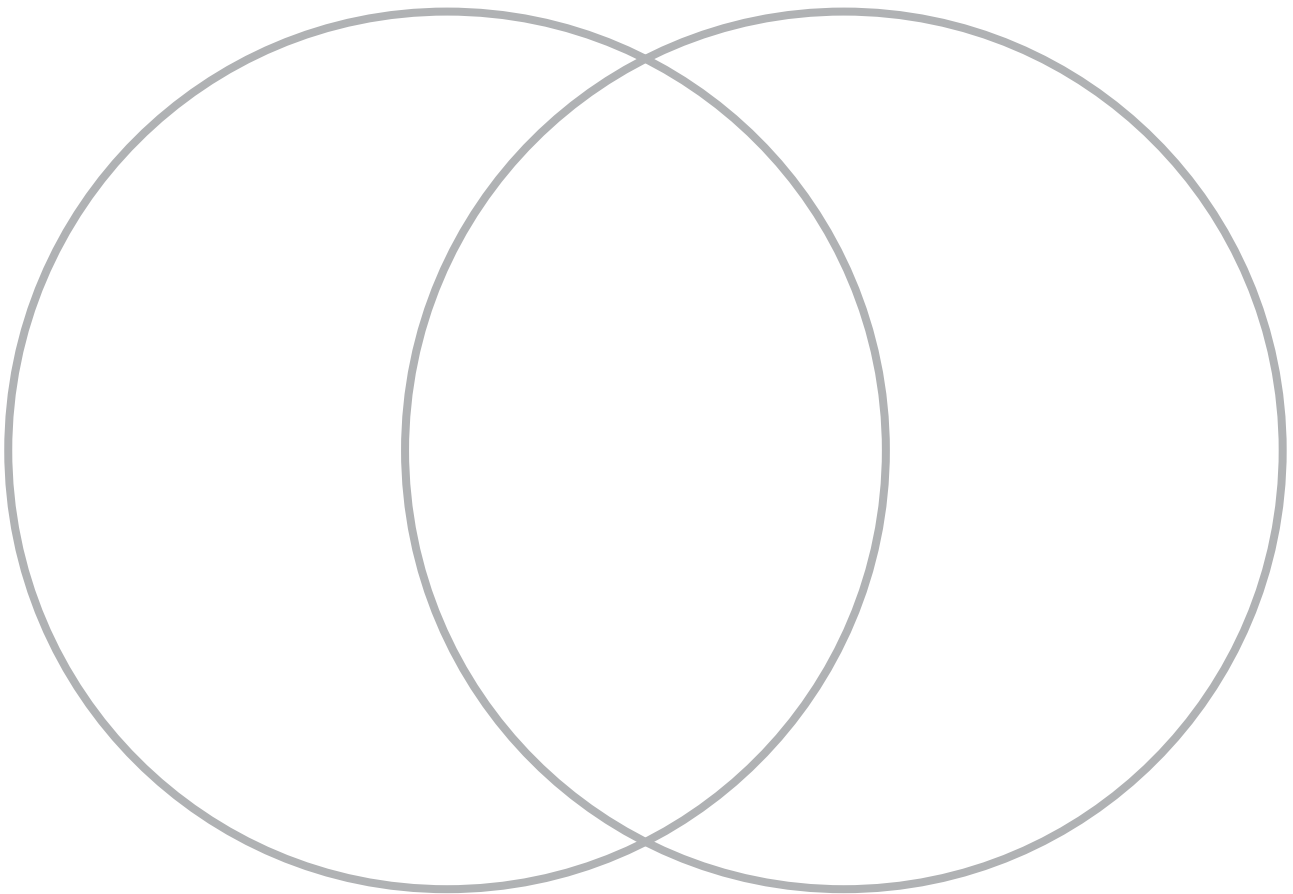
8.2

50 Free	500 Free	200 Free
faster in sprints	faster in long races	100 Free

Kim

Kim and Val

Val



Directions: Have students use the words in the box to fill in the chart.

NAME: _____

DATE: _____

8.3

Take-Home

The Swimming Sisters

Kim and Val Castro are swimming sisters.

Kim is sixteen. Val is fifteen. The sisters swim for the Red River Swim Program (RRSP). Both of them are fast. In fact, they are two of the fastest swimmers in the state.

I went to see the two sisters at the pool where they swim. They were training for a big meet.

“So,” I said, “do I dare ask which of you is faster?”

Kim smiled. “I am faster in the sprints,” she said. “But Val is faster in the long races.”

“So what counts as a sprint in swimming?”

“The 50 Free is a sprint,” said Kim.

“50?” I said. “Is that 50 feet?”

“No,” said Kim, “it’s 50 yards.”

“Gosh!” I said. “50 yards? That’s a sprint? It sounds long to me! You see, I am not much of a swimmer.”

“The 50 Free is an all-out sprint,” Kim said. “It’s like the hundred yard dash in track. It’s over in a flash. The 100 Free is a sprint, too.”

“So what counts as a long race in swimming?”

“The 500 Free is a long race,” Kim groaned. “It’s too long for me. I start to get tired after 150 yards or so. But not Val! The longer the race is, the better she is.”

“The 500 Free is my best race!” said Val.

“500 yards?” I said. “What’s that, a hundred laps?”

“Um, no,” Val said. “In a 25-yard pool, it’s up and back ten times.”

I jotted notes in my notebook.

“So let’s see,” I said. “100 yards counts as a short race. Kim is good at the short races. 500 yards is a long race. Val is good at the long races. Is there a race that is longer than 100 yards and shorter than 500?”

“Yes, there is,” said Kim. “The 200 Free.”

“So which of you speedsters wins that race?” I asked.

Kim looked at Val. She had a smile on her face. It was a sister-to-sister smile, and there was something else in it. There was a sort of challenge in the look.

Val smiled back. She had the same look on her face.

I waited.

At last Kim spoke. “It’s hard to say who is faster in the 200 Free. Sometimes Val wins and sometimes I win.”

“I see,” I said. “It sounds like the 200 Free is the race to see. When will that race take place?”

“It will be on Sunday,” said Val, “the last day of the state meet.”

I got out my pen and wrote: “Sunday the 25th. 200 Free. Castro versus Castro!”

NAME: _____

DATE: _____

8.4

Take-Home

The Swimming Sisters

Directions: Have your student answer the questions after reading the story. Remind him/her to look back at the story to find the answers and to write in complete sentences.

1. In what sport do Kim and Val Castro excel?
 - A. They excel at spelling.
 - B. They excel at swimming.
 - C. They excel at running.

Page _____

2. Which sister is faster in sprint races, Kim or Val?
 - A. Kim is faster than Val.
 - B. Val is faster than Kim.

Page _____

3. How old is Kim? _____

Page _____

4. How old is Val? _____

Page _____

5. Which sister do you think will win the 200 Free in the big meet?
Why?

Page _____

6. List six nouns used in “The Swimming Sisters.”

_____	_____
_____	_____
_____	_____

NAME: _____

DATE: _____

9.1

Activity Page

Make Words

1. king po smo

a) One thing that is bad for your lungs is _____.

b) Beth was reading until Sam started _____ her.

2. ver o kay

a) The airplane zoomed _____ our house.

b) I was sick yesterday, but this morning I feel _____.

3. ro dents bot

a) The _____ made beeping noises.

b) Rats, mice, and voles are all _____.

4. tect gram pro

a) The TV _____ begins at six o'clock.

b) The firemen will _____ us from the fire.

5. sol id rap

a) The ice was frozen _____.

b) A plane is faster and more _____ than a bike.

Directions: Have students combine two of the three syllables to create a word that completes the sentence and write the word on the line provided.

Directions: Have students circle the word in each sentence that shows the correct pronunciation according to the manner in which it is divided in syllables.

6. My teacher is Po lish.
Pol ish.

7. My mom asked me to po lish
pol ish the desk.

8. Dan likes to collect mo del
mod el cars.

9. Mr. Chang is the gro cer
groc er at the corner store.

10. The chairs were made of so lid
sol id oak wood.

NAME: _____

DATE: _____

10.1

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____





NAME: _____

DATE: _____

10.2

Activity Page

Sound/Spellings

This chart lists words with the /oe/ sound spelled four different ways. Use the chart to fill out Activity Page 10.3.

	'o_e'	'o'	'oa'	'oe'
b	bone	bonus	boast	
c	close	cola	coach	
d	dope	donate		doe
f		frozen	foam	
g			groan	goes
h	home	halo		hoe
j	joke	jumbo		Joe
l	lone	locate	loaf loan	
m	mope	moment	moan	mangoes
n	note			
o		open	oatmeal	
p		program		
r	rode	robot	road	
s	slope	solo	soap	
t	tone		toad toast	toes
w	wrote			

NAME: _____

DATE: _____

10.3

Sound/Spellings

1. Which word means the same thing as a deer? _____
2. Which word on the chart is stuff you use to get clean when you take a shower? _____
3. Write three foods listed on the chart.

4. Which words sound the same, but are not spelled the same?

5. Which word means extra large? _____
6. Which word on the chart names things that are on your feet?

7. Which word on the chart names something that is a lot like a frog? _____
8. Which word on the chart is a man's name? _____
9. Which word on the chart names a tool farmers use to dig up the ground? _____

Directions: Have students use the chart from Activity Page 10.2 to answer the questions.

BONUS:

1. Count the words on the chart having the sound /oe/ spelled 'o_e' and write the number here. _____
2. Count the words on the chart having the sound /oe/ spelled 'o' and write the number here. _____
3. Count the words on the chart having the sound /oe/ spelled 'oa' and write the number here. _____
4. Count the words on the chart having the sound /oe/ spelled 'oe' and write the number here. _____

NAME: _____

DATE: _____

11.1

Activity Page

Fill in the Blank

angel	explain	solar	cockroach	entire	panel
yesterday	halo	explode	invite	umpire	

1. The _____ said the batter was out!
2. I asked the teacher to _____ the math problem.
3. If today is Sunday, what day was it _____?
4. Let's _____ Ted and Carl to dinner.
5. A _____ is an insect.
6. Mister Smith drank so much cola, he said he felt as if he would _____.
7. The _____ _____ on the roof heats the house.
8. There is a _____ over the head of the _____.
9. Sam ate the _____ cake.

Directions: Have students complete each sentence with one of the words from the box.

NAME: _____

DATE: _____

11.2

Activity Page

Fill in the Blank

fried	reptiles	umpire	lie	siren	tie
cried	spider	exercise	pie	pilot	decide

1. The airplane _____ said we were going to take off.
2. At the game, the _____ said the player was out.
3. Please _____ a strong knot in the string on the kite.
4. A _____ has 8 legs and can weave a web.
5. I like to eat _____ after dinner.
6. My grandpa is scared of _____ like snakes.
7. I cannot tell a _____!
8. He fell and _____.
9. Did you _____ what to wear today?
10. We had _____ chicken for dinner.
11. My dad likes to jog in the morning for _____.
12. A fire truck has a loud _____.

Directions: Have students complete each sentence with one of the words from the box.

NAME: _____

DATE: _____

11.3

The Big Race

Number the events in the order in which they happened.

_____ The swimmers shot off.

_____ Val was the winner!

_____ A man's booming voice filled the air.

_____ Mark got to the pool in time for the 200 Free.

_____ Kim was starting to look tired.

_____ The man started listing the swimmers.

NAME: _____

DATE: _____

11.4

Take-Home

Dear Family Member,

The spelling words for this week include the spelling alternatives 'kn', 'wr', 'wh', 'qu' at the beginning of the words and the suffixes *-ing* and *-ed*. These words are challenging because students may try to spell them with more common spellings. For example, they might want to spell *whipped* as *wipped*, or *knotted* as *notted*. Please remember to practice the spelling words for five to ten minutes each night.

'kn'	'wr'	'wh'	'qu'
knotted	wringing	whipped	quitting
knitting	wronged	whined	quacked
knocked			

Tricky Word: all

NAME: _____

DATE: _____

12.1

Grammar

Directions: Have students rewrite the sentences correctly. Students should draw a box around all common nouns and circle the proper nouns. They should also add the correct punctuation at the end of each sentence and capitalize the appropriate words.

1. the man has a shop on pike street (3)

The man has a shop on Pike Street.

2. will jan help mom make cupcakes sunday (4)

3. kim will be nine in may (2)

4. gail got the mail on fern street (3)

5. josh took bait on his fishing trip

to drake lake (4)

6. did trish let her pal ride on her bike (3)

NAME: _____

DATE: _____

13.1

Activity Page

Sound/Spellings

This chart lists the words with the /ie/ sound spelled three different ways. Use this chart to fill out Activity Page 13.2.

	'i_e'	'ie'	'i'
b	bike		bicep
c	crime		cider
d	dine	die	diner
f	fine		finest
h	hide		hijack
i	ice		iris
k	knife		
l	like	lie	lilac
m	mice		mining
p	prize	pie	
q	quite		quiet
r	ride		riding
s	side smile		silent spider
t	time	tie	tiger
v	vine		Viking
w	write		writing

NAME: _____

DATE: _____

13.2

Sound/Spellings

1. Which word on the chart is something you do when you are glad? _____
2. Which two words on the chart means there is no sound?

3. Which word on the chart is something that you place in a drink to make it cooler? _____
4. Which word on the chart has two wheels?

5. Which word on the chart is a plant that has grapes?

6. Which word on the chart is an animal that growls?

7. Which word on the chart is the name of a place you could go to eat lunch or dinner?

8. Can you track down three words that end with /ie/?

Directions: Have students use the chart on Activity Page 13.1 to answer the questions.

Bonus:

1. Count the words on the chart having the sound /ie/ spelled 'i_e' and write the number here.

2. Count the words on the chart having the sound /ie/ spelled 'ie' and write the number here.

3. Count the words on the chart having the sound /ie/ spelled 'i' and write the number here.

The Big Race

1. Who are Grover and Joan Castro?
 - A. Grover and Joan Castro are fast swimmers.
 - B. Grover and Joan Castro are pals of Mark Deeds.
 - C. Grover and Joan Castro are Kim and Val's parents.Page _____

2. What makes Grover Castro have a "bad case of nerves?"
 - A. He doesn't like to go to swim meets.
 - B. He ate something that made him sick.
 - C. He doesn't like it when Kim and Val are in the same race.Page _____

3. Which swimmer was in Lane 3?
 - A. Kim was in Lane 3.
 - B. Val was in Lane 3.Page _____

4. Which swimmer had a perfect start?
 - A. Kim had a perfect start.
 - B. Val had a perfect start.Page _____

Directions: Have students answer the questions after reading the story. Remind them to look back at the story to find the answers and to write in complete sentences.

5. Which sister was the fastest swimmer for a hundred yards?
- A. Kim was the fastest swimmer for a hundred yards.
 - B. Val was the fastest swimmer for a hundred yards.

Page _____

6. Which sister was the winner at the end of the race?
- A. Kim was the winner.
 - B. Val was the winner.

Page _____

7. Who did you expect to win the race? Why?

The Big Race

I got to the pool in time for the 200 Free. I sat in the stands with Grover and Joan Castro, Kim and Val's parents.

"I am so proud of Kim and Val," said Grover Castro. "But I have a bad case of nerves. I hate it when the two of them swim in the same race. They have both been training so hard. They would both like to win this race. But they can't both win. I don't like to think that one of them may be upset."

A man's booming voice filled the air. "It's time for the last race of the meet!" the man said.

"Let's meet our swimmers!" The man started listing the swimmers in the race.

"In Lane 2," he said, "from Red River Swim Program, we have the winner of the 500 Free, Val Castro." Cheers rose up from the RRSP swimmers on the deck and from fans in the stands.

"In Lane 3," the man said, "from Red River Swim Program, the winner of the 50 and 100 Free, Kim Castro." There were shouts and cheers for Kim, as well.

The swimmers got up on the starting blocks.

A man in a white coat said, "Swimmers, take your marks." The swimmers bent down and grabbed the starting blocks.

Then there was a beep. The swimmers shot off. Kim's start was perfect. She did her kick. Then she popped up and started

swimming. Her arms went so fast. She seemed to be coasting.

Kim was the fastest swimmer for a hundred yards. She made a big wave. The rest of the swimmers were trailing her. They seemed to be bouncing and sloshing in Kim's waves.

I was starting to think it would not be such a close race after all. But just as I was thinking this, Grover Castro said, "Wait for it!"

"Wait for what?" I said.

"You'll see!" said Grover.

I looked back at the pool. Kim was still winning. But Val was closing in on her. The gap was five feet. Then it was three.

The swimmers flipped one last time. Kim was starting to look a bit tired. The gap was down to two feet. Then it was one foot. Then the two sisters were swimming side by side. As they came to the finish line it was too close to pick a winner. Kim and Val smacked the side of the pool at what looked to be the same moment.

A hundred parents in the stands looked up at the clock. A hundred swimmers on the deck looked up as well.

This is what the clock said:

Val Castro	Lane 2	1:45
Kim Castro	Lane 3	1:46

Val was the winner!



NAME: _____

DATE: _____

14.1

Grammar

Directions: Have students rewrite the sentences with correct punctuation and capitalization. They should box the common nouns and circle the proper nouns.

1. beth and i had to switch places for the game

2. i am making a plane, said david

3. jean said, i hope i am not late for snacks

4. today is sunday august 23, 2015

5. would you like to go to jones park

Directions: Have students label the word as a common or proper noun. If the noun is proper, write the noun on the line using the correct capitalization.

boy

common noun

beth

Beth

1. jane

2. shop

3. main street

4. game

5. sam

6. desk

7. day

8. mike

9. coach

10. sunday

11. october

12. park

NAME: _____

DATE: _____

14.2

Directions: Part 1: Ask your student to write one proper noun for each common noun. Part 2: Ask your student to look around at home and find one noun for each of the three categories. Part 3: Tell your student to look around at home and find a total of five objects or people that are proper nouns.

Part 1

1. man

Dan

2. street

3. teacher

4. town

5. state

6. day

7. boy

8. shop

Part 2

common noun
(thing)

fork

common noun
(place)

kitchen

common noun
(person)

man

Part 3

Example: _____ **Tyler** _____

1. _____

2. _____

3. _____

4. _____

5. _____

NAME: _____

DATE: _____

15.1

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____





NAME: _____

DATE: _____

15.2

Plurals

Look at each picture. Write the name of each picture correctly on the line.



dishes



Directions: Have students look at each picture and write the word correctly on the line.

NAME: _____

DATE: _____

15.3

Assessment

Directions: Ask students to circle the word pronounced by the teacher.

- | | | | | |
|-----|------------|----------|-----------|----------|
| 1. | playground | playtime | plaything | placemat |
| 2. | translate | transfer | lake | later |
| 3. | magic | matter | magnet | maintain |
| 4. | lard | late | lap | lapping |
| 5. | plan | pain | painter | plain |
| 6. | tiptoe | toenail | tipping | tipped |
| 7. | joshing | jeering | joking | jerking |
| 8. | diner | dined | dimmer | dinner |
| 9. | swimming | smelling | smiling | smiled |
| 10. | slim | slimmer | slime | lime |

11. mayday mayhem maybe may
12. remit remote remain remake
13. silver sail slime silent
14. raise raisin rays razor
15. roach reach wrote road
16. doe do dine dope
17. quilt quoted quill quiet
18. team tired tied timed
19. gripping griped grip gripe
20. Friday fine finish farmer

NAME: _____

DATE: _____

16.1

Activity Page

Fill in the Blank

Fill in the blank with a word from the box.

cute	huge	confused	refused
fumes	compute	accused	mute

1. There is too much noise. Please put the TV on _____.
2. If there is a gas leak, you will smell _____.
3. In math class, we learn how to _____.
4. The power went off in the _____ storm.
5. I asked to stay up later, but my mom _____ and said it was time for bed.
6. I still felt _____ even after the teacher explained how to do the activity page.
7. Pam said my dress was _____.
8. The robber was _____ of stealing cash from the bank.

NAME: _____

DATE: _____

Dear Family Member,

Our spelling words this week are antonyms and synonyms. Antonyms are words that mean the opposite. For example, *cold* is an antonym of *hot*. Synonyms are words that have almost the same meaning. *Cool* is a synonym for *cold*. You can practice with your student in this way: say the italicized word and ask your student to think of the word that is a synonym or antonym for that word and write it down. For example:

You say, "Write the antonym for *over*." Then your student should say and then write the word *under* on paper. Remember, in addition to practicing spelling words, it is a great benefit for students to read at least 20 minutes every night.

Spelling Word	Antonym
under	<i>over</i>
noise	<i>silence</i>
open	<i>close</i>
brave	<i>scared</i>
cute	<i>ugly</i>

Spelling Word	Synonym
minus	<i>subtract</i>
last	<i>final</i>
foe	<i>rival</i>
robber	<i>bandit</i>
road	<i>street</i>

No Tricky Word this week

NAME: _____

DATE: _____

16.3

Directions: Have your student write an antonym on the line for the first five. Have your student write a synonym on the line for the next five.

1. open _____

2. add _____

3. up _____

4. sad _____

5. sour _____

1. enjoy _____

2. large _____

3. lawn _____

4. quick _____

5. moist _____

NAME: _____

DATE: _____

17.1

Activity Page

Fill in the Blank

Fill in the blank with a word from the box.

barbecued	unicorn	argue	argument	using
fuel	menu	unit	United	

1. A _____ has a horn between its ears.
2. We will be _____ pens today.
3. Our _____ in math is on adding two numbers.
4. I had an _____ with my mom about what I would wear today.
5. I don't like to _____ with my mom.
6. What is on the _____ for lunch today?
7. We are in the _____ States of America.
8. Dad stopped to get _____ for the car.
9. I like to eat _____ chicken.

NAME: _____

DATE: _____

17.2

Directions: For numbers 1–4, have students circle the nouns in each sentence. Above each noun, have them write an “S” if the noun is singular or write a “P” if the noun is plural. For numbers 5–9, have them write the plural form for each word. Remind students to be sure to look at the ending of each word carefully.

1. That ^Sman drives those ^Pcars fast. (2 nouns)
2. The boats race at the lake. (2 nouns)
3. My pal got two cute dresses. (2 nouns)
4. Did Beth write the notes? (2 nouns)
5. wish _____
6. boat _____
7. box _____
8. sandwich _____
9. boss _____

NAME: _____

DATE: _____

17.3

Plurals

~~glass~~ patch trip rash box sock mess

Directions: Have students read each word in the box. Write the word in its plural form under the correct column.

Add <i>-s</i>	Add <i>-es</i>
	glasses

NAME: _____

DATE: _____

18.1

Activity Page

Sound/Spellings

This chart shows spellings for the /ue/ sound. Use the chart to fill in Activity Page 18.2.

	'u_e'	'u'	'ue'
a		argument	argue
b			barbecue
c	confuse cube cute		cue
f	fumes fuse		fuel
h		humid	hue
j	June		
m	mule mute	menu music	
p	pure	pupil	
r	refuse	refusing	rescue
t		tulip	
u	use	using unicorn uniform	
v			value

NAME: _____

DATE: _____

18.2

Sound/Spellings

1. Which spelling for /ue/ is the least common?

2. Where does the spelling 'ue' tend to be found in a word?

3. Which word in the chart looks like a horse with a horn?

4. What word in the chart is a shape that looks like a box or square?

5. What word in the chart is the name of something you would use at a diner to order lunch?

Directions: Have students use the chart on Activity Page 18.1 to answer the questions.

6. What word on the chart means to cook on a grill outside?

7. Pick a word from the chart that can be used as a verb. Write a sentence that uses that verb.

8. Pick a word from the chart that can be used as a noun. Write a sentence using that noun.

Jump!

1. What is the setting of “Jump!”?
 - A. The setting is on a lawn.
 - B. The setting is on a playground.
 - C. The setting is in a graveyard.Page _____

2. What is the name of the jump rope team?
 - A. The name of the team is the Jumping Beans.
 - B. The name of the team is the Joking Stars.
 - C. The name of the team is the Jumping Stars.Page _____

3. What makes jumping rope a sport?
 - A. The team performs jokes.
 - B. The team performs plays.
 - C. The team performs tricks.Page _____

4. How fast is the jump rope spinning?
 - A. The rope does not spin too fast so the team can do tricks.
 - B. The rope spins so fast it is hard to see it.
 - C. The rope spins as fast as a tree falling.Page _____

Directions: Have students answer the questions.

5. What is the name of the new trick that Jo made up?

- A. The trick is named the flip.
- B. The trick is named the jump.
- C. The trick is named the hop.

Page _____

6. How did the team finish last time?

Page _____

7. What does the word *nail* mean in this sentence, “We need to get to the point where we *nail* it nine times out of ten.”

- A. In this sentence, *nail* means to get it perfect.
- B. In this sentence, *nail* means to hammer it.
- C. In this sentence, *nail* means to hit it hard.

Page _____

NAME: _____

DATE: _____

18.4

Antonyms

1. up _____

2. over _____

3. inside _____

4. open _____

5. ask _____

6. whisper _____

7. start _____

8. yes _____

9. on _____

10. bad _____

Directions: Have your student write an antonym beside each word. Continue on the back.

Synonyms

1. finish _____

2. child _____

3. hope _____

4. jump _____

5. shout _____

6. moist _____

7. silent _____

8. toad _____

9. sweet _____

10. up _____

Directions: Have your student write a synonym beside each word.

NAME: _____

DATE: _____

19.1

Activity Page

Use the words for the crossword puzzle.

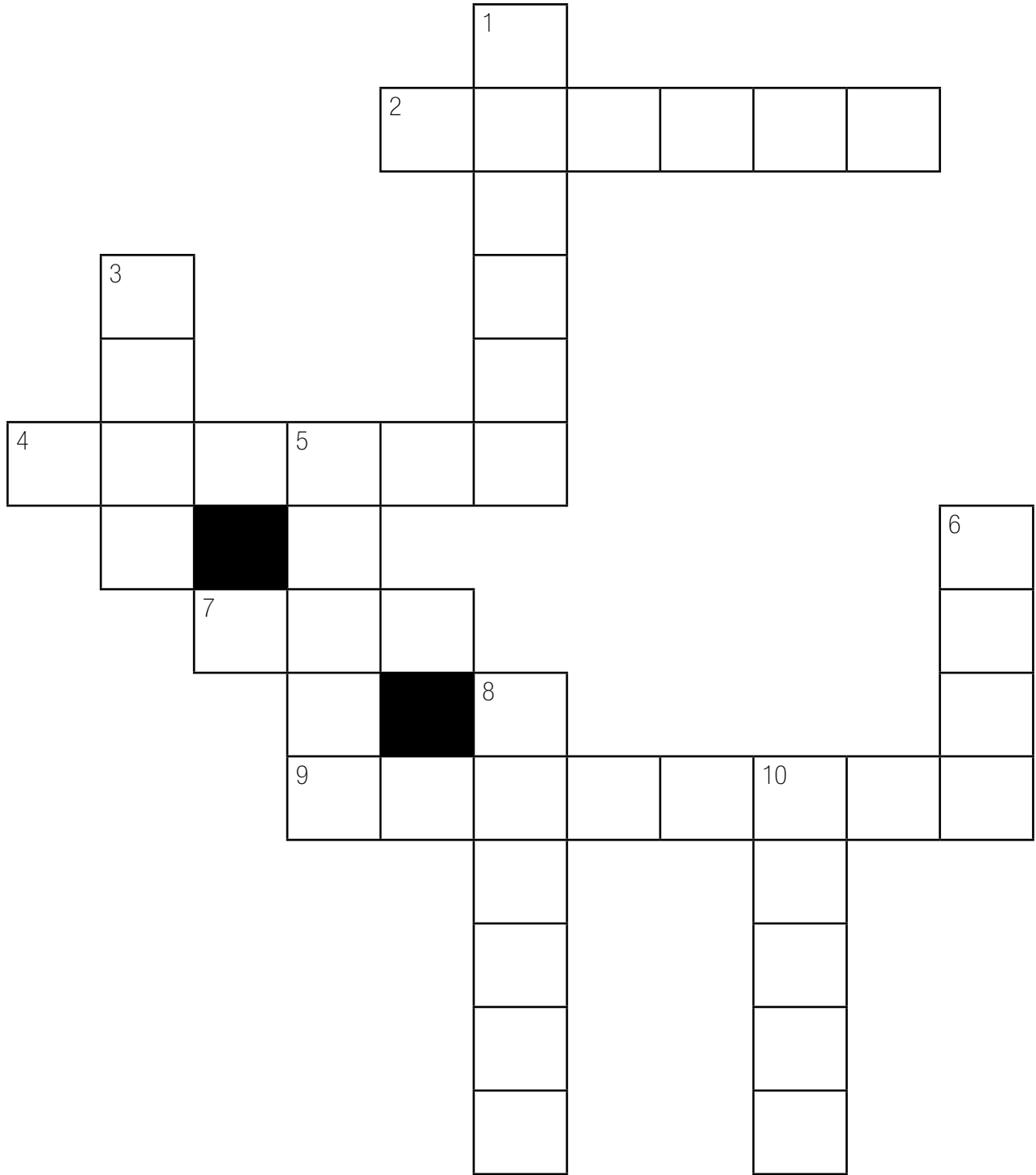
paw	claw	August	author	faucet
saucepan	Claus	pause	lawn	autumn

Side-to-side

- summer, _____, winter, spring
- This is at the sink.
- The cat's _____ is cut.
- You cook in this.

Down

- _____, September, October
- The tiger's _____ is sharp.
- Santa _____
- You cut the grass on the _____.
- An _____ writes a book.
- This is a short break.



NAME: _____

DATE: _____

19.3

Jumper _____

1.

2.

3.

4.

5.

Directions: Have students write at least five adjectives describing the jumper of their choice.

NAME: _____

DATE: _____

20.1

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____





NAME: _____

DATE: _____

20.2

Write at least five sentences for the profile of the jumper of your choice.

Jumper _____

1. _____

2. _____

3. _____

4. _____

5. _____

NAME: _____

DATE: _____

21.1

Activity Page

Yes or No?

1. Can you applaud after a play? _____
2. Does an author draw the different parts of a book? _____
3. Can a dump truck haul rocks? _____
4. Could a fisherman tell a tale about a fish he caught? _____
5. Could you help a dog with a thorn in his paw? _____
6. Has your teacher taught you how to write? _____
7. Does the exhaust from a bus smell like peaches? _____
8. Can you launch a pumpkin? _____

Directions: Have students write yes or no to answer each question.

9. Do ice cubes make drinks cool? _____
10. Could there be a tiger on your lawn? _____
11. Can a faucet drip? _____
12. Could you pause to look at the sunset? _____
13. Is it good to get in an argument with your sister? _____
14. Would a mule drink from a straw? _____
15. Could a shark bite with the teeth in his jaws? _____

The Big Storm

Last winter, we got stuck in a big ice storm. The sleet started to come down at noon. When Mom and Dad picked me up at three, sleet was on the ground and on the roads.

We started to drive home. That was when things got exciting. The sleet started coming down harder and harder. It got deeper and deeper. The car started slipping and sliding. I was scared. Dad had to creep along and so did lots of other cars. Then, the cars stopped and there was a big traffic jam. Mom got out and looked down the road to see if cars were moving at all. No one was moving!

We had just passed the road to my granddad's house. Mom called my granddad and asked if we could come and visit. He said we could. So Dad drove to my granddad's house. It took us a long time to get there. There was so much ice that we couldn't see the road! We ended up sleeping at my granddad's house and waiting until the state trucks came and plowed the roads. We had fun being iced in!

Cupcakes with Mom

Last week, I made cupcakes with Mom. We went to the shop to pick up the items we needed for the cupcakes. We got frosting and cake mix. We got cooking oil and eggs.

When we got home, we unpacked our bags and switched on the oven. Mom got out a mixing dish and a spoon. I dumped the cake mix in the dish. Mom let me add the oil and two eggs. I mixed everything together. Mom added paper liners to the cupcake pan. Then I got a spoon and scooped the batter into the cupcake liners. Mom set the timer for the cupcakes to bake in the oven.

Waiting for the cupcakes to cook was the hardest part. It took so long! I kept checking on the cupcakes. At last, the timer started beeping. I jumped up and down and shouted, “Cupcakes! Cupcakes!” Mom got mitts and pulled out the hot pan. The sweet smell of fresh baked cupcakes filled the kitchen. Mom and I put sweet, pink frosting on the cupcakes. I got frosting on my fingers and licked it off. Then Mom and I each chose a cupcake to eat. Yum, yum! Those were the best cupcakes!

NAME: _____

DATE: _____

21.4

Title:	
Characters	Setting
Plot	
Beginning	
Middle	
End	

NAME: _____

DATE: _____

21.5

Take-Home

Dear Family Member,

This week we will be writing personal narratives. Students will go through the entire writing process, from planning to editing. We will begin with writing a class narrative and then the students will write their own narrative with a partner.

We will finish our current reading unit this Friday and will have several assessments to make sure students have learned the skills in this unit.

For this reason, your student will not have spelling words or a test this week. Students will have homework each night to prepare them for the unit assessments. As this is review work, they should be able to complete the homework independently. Please assist your student in completing the homework only if necessary.

Continue to read with your student each night. You will be surprised by how fast your student will progress if he or she reads aloud to you 20 minutes every night. Be aware that this reading does not have to be a book; it can be labels of cans that you have in the cupboard or cereal boxes or comics! Nor does the reading have to take place at home; it can take place in the car or standing in line at the grocery store.

As always, if you have questions, feel free to contact me. When home and school work together as a team, your student wins!

NAME: _____

DATE: _____

21.6

Activity Page

Fill in the Blank

Write a word from the box in the sentence.

globe	coach	goal	chose	cone
grade	train	name	may	mail

1. My sister's _____ is Jane.
2. We have a _____ in our classroom.
3. I am in first _____.
4. Mom's shaved ice _____ has melted.
5. I _____ the dress I wanted to wear today before going to bed.
6. _____ I have a snack?
7. Place the letter in the _____ box.
8. The soccer player made a _____.
9. Our team needs a _____.
10. What time will the _____ get here?

NAME: _____

DATE: _____

22.1

Activity Page

Nouns and Verbs

1. The cars will crash. (1)
2. The desk broke. (1)
3. The firemen wear coats like raincoats. (3)
4. Dad drives us to the playground. (3)
5. Five foxes ran by the road. (2)
6. James shouts for help. (2)
7. Kim skipped down the hill. (2)
8. The class played soccer. (2)
9. The boys drank cola. (2)
10. Sam ate mangoes. (2)
11. The kids jumped rope. (2)

Directions: Have students draw a circle around all of the nouns and draw a squiggly line under the verb in each sentence. The number in parentheses indicates the number of nouns in each sentence.

NAME: _____

DATE: _____

22.2

Title:	
Characters	Setting
Plot	
Beginning	
Middle	
End	

NAME: _____

DATE: _____

22.3

Take-Home

Dear Family Member,

Our class has been working on writing personal narratives at school. Your student has read personal narratives, and we have drafted a personal narrative as a class. Now, each student will have an opportunity to write his or her own personal narrative describing something that happened to him or her. As homework, please work with your student to brainstorm ideas that he or she might write about in a personal narrative. Remind your student that the personal narrative is nonfiction; it should tell about something that really happened to him or her. Here are some ideas for topics your student might be interested in writing about:

- a special holiday or birthday
- a special present they received
- something a friend or sibling did for them
- a special visit or a trip to an interesting place
- a “first” or significant personal achievement
- a weather-related event

Have your student jot down ideas on the back of this page and bring it back to school for the next Writing lesson.

Personal Narrative Ideas

*

*

*

*

*

NAME: _____

DATE: _____

23.1

Verbs

- | | | | | |
|----|---------|--------|---------|---------|
| 1. | street | foxes | pinches | lake |
| 2. | blanket | runs | swimmer | road |
| 3. | leaf | whale | cleans | number |
| 4. | Spain | picnic | digs | unicorn |
| 5. | raced | house | artist | bathtub |

Write five sentences. In each sentence, use a noun and a verb from the list.

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

Directions: Have students read the words in each row. Draw a squiggly line under the word in each row that is an action verb.

NAME: _____

DATE: _____

23.2

Title:	
Characters	Setting
Plot	
Beginning	
Middle	
End	

NAME: _____

DATE: _____

23.3

Write Sentences

rice	tie	silent	cider	tiger
use	unit	mule	rescue	cute

Directions: Have your student read all the words in the box and use any five of the words from the box to write five sentences.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

NAME: _____

DATE: _____

24.1

Editing Checklist

Ask yourself these questions as you edit your draft.

1. Do I have a title?	
2. Have I described the setting at the start?	
3. Have I named and described the characters?	
4. Do I have a plot with <ul style="list-style-type: none">• a beginning?• a middle?• an end?	
5. Do all of my sentences start with uppercase letters?	
6. Do all of my sentences end with a final mark? (. ? or !)	
7. Have I spelled all of my words correctly?	
8. Have I correctly used pronoun cases?	
9. Have I added “sense” words that describe how things look, feel, taste, sound, or smell?	

NAME: _____

DATE: _____

24.2

Write Sentences

August

thaw

paws

daughter

taught

draw

saw

fault

law

applaud

1.

2.

3.

4.

5.

Directions: Have your student read all the words in the box and use any five of the words from the box to write five sentences.

NAME: _____

DATE: _____

25.1

Assessment

- | | | | | |
|-----|--------|-------|--------|----------|
| 1. | goes | gaze | go | Gus |
| 2. | bake | brook | beach | beat |
| 3. | sell | sauce | shawl | saw |
| 4. | caught | cup | cue | cute |
| 5. | taught | coat | caught | daughter |
| 6. | wait | white | wade | way |
| 7. | best | boast | boat | bones |
| 8. | fraud | freed | fray | frame |
| 9. | fail | fray | frail | fame |
| 10. | hail | hill | hay | heat |
| 11. | thaw | than | teach | taught |
| 12. | pale | pile | pilot | pills |
| 13. | music | muse | mute | mud |
| 14. | place | pup | puppet | pupil |

The Splash Artist

1. Who named Jethro The Splash Artist?
 - A. Jethro's mom named him The Splash Artist.
 - B. Jethro's sisters named him The Splash Artist.
 - C. Jethro's dad named him The Splash Artist.

2. Why is Jethro Otter called The Splash Artist instead of The Splash King?
 - A. He is not good at making a big splash.
 - B. He can make a big splash.
 - C. He can target his splashes.

3. What did Jethro's dad do while Jethro was getting on his swim trunks?
 - A. Dad pointed out the pool to Mark Deeds.
 - B. Dad pointed out the house to Mark Deeds.
 - C. Dad pointed out the garden and yard to Mark Deeds.

4. Why were the green peppers wilted?
 - A. The green peppers were wilted because it had been hot.
 - B. The green peppers were wilted because it had been cool.
 - C. The green peppers were wilted because it was winter.

Directions: Read the story and answer the questions.

5. What advice did Jethro's dad give Mark Deeds?
- A. "We had better jump in the pool."
 - B. "We had better go to the garden."
 - C. "We had better step back a bit."
6. Who else was in the pool?
- A. Jethro's mom was in the pool.
 - B. Jethro's dad was in the pool.
 - C. Jethro's sisters were in the pool.
7. What were Jethro's sisters doing?
- A. Jethro's sisters were sunbathing.
 - B. Jethro's sisters were floating on pool rafts.
 - C. Jethro's sisters were weeding the garden.
8. How do Jethro's sisters feel about Jethro's splashing?
- A. They love to get splashed by Jethro.
 - B. They do not like to get splashed by Jethro.
 - C. They are proud of Jethro's splashing.

9. Which garden bed did Jethro hit?
- A. Jethro hit the bed with the corn.
 - B. Jethro hit the bed with the green peppers.
 - C. Jethro hit the bed with the lettuce.
10. What is the setting of “The Splash Artist”?
- A. The setting is Jethro’s backyard.
 - B. The setting is the inside of Jethro’s house.
 - C. The setting is Jethro’s bedroom.

NAME: _____

DATE: _____

25.3

Grammar

Part 1: Write a proper noun for each common noun.

- | | | | |
|------------|-------|--------------|-------|
| 1. cat | _____ | 4. boy | _____ |
| 2. teacher | _____ | 5. street | _____ |
| 3. state | _____ | 6. classmate | _____ |

Part 2: Write *noun* or *verb* on the blank.

- | | | | |
|------------|-------|------------|-------|
| 1. desks | _____ | 4. eats | _____ |
| 2. hotel | _____ | 5. chair | _____ |
| 3. pinched | _____ | 6. knocked | _____ |

Part 3: Underline the verbs.

- | | | | | |
|----|----------|--------|--------|-------|
| 1. | gift | caught | coat | fork |
| 2. | branch | street | runs | Jane |
| 3. | smelled | kids | wrist | road |
| 4. | goat | south | lifted | beach |
| 5. | sailboat | coat | folded | lamps |

Directions: Have students write a proper noun for each common noun. Remind students that proper nouns begin with a capital letter. Then have students read the words in each row and label as a noun or verb. Finally, have students draw a squiggly line under the word that is an action verb.

Directions: Have students circle the correct plural noun for each sentence. Have students write 'S' for singular beside each noun that tells about one person, place or thing and write 'P' for plural beside each noun that tells about more than one person, place, or thing.

Part 4: Circle the noun with the correct spelling.

- Beth cleaned three _____ at the park.
benchez benches benches
- Mom said, "Did you like the two red _____ I got?"
dresss dress dresses
- We packed our games in lots of _____.
box boxes boxs
- "Did you clean all the _____ after eating?" asked Tim.
dishes dishs dish
- We had lots of _____ at home.
giftes gift gifts

Part 5: Write 'S' or 'P'.

- | | | | |
|-------------|-------|---------|-------|
| 1. boxes | _____ | 4. day | _____ |
| 2. bench | _____ | 5. cows | _____ |
| 3. raincoat | _____ | 6. cats | _____ |

NAME: _____

DATE: _____

PP.1

Activity Page

Mark the Vowel Spelling

If a square has a word with the letter 'a' sounded /a/, make it red. If a square has a word with 'a', 'ay', 'ai', or 'a_e' sounded /ae/, make it green.

hayride	after	happen	cape	mermaid
yesterday	later	stamp	basic	subway
payment	acorn	padded	major	fragment
places	pad	snail	mattress	math
caper	rainstorm	packing	making	painted

NAME: _____

DATE: _____

PP.2

Activity Page

Sound Quest

1. Last May my dad took me on a trip to Spain.
2. We went on a big airplane.
3. We rode on trains.
4. We saw a jail with chains nailed on the sides.
5. We saw lots of paintings and stained glass.
6. We saw the home of a saint.
7. We went on a hike and got caught in the rain.
8. The cupcakes that we had for a snack were awesome!

Directions: Have students circle all of the spellings for the /ae/ sound.

NAME: _____

DATE: _____

PP.3

Activity Page

Scramble Sentence Match



1. her getting painted. Kay is face
-



2. danger! in mouse The is
-



3. playing train. his with is James
-

Directions: Have students unscramble the words to make a sentence matching the picture.

NAME: _____

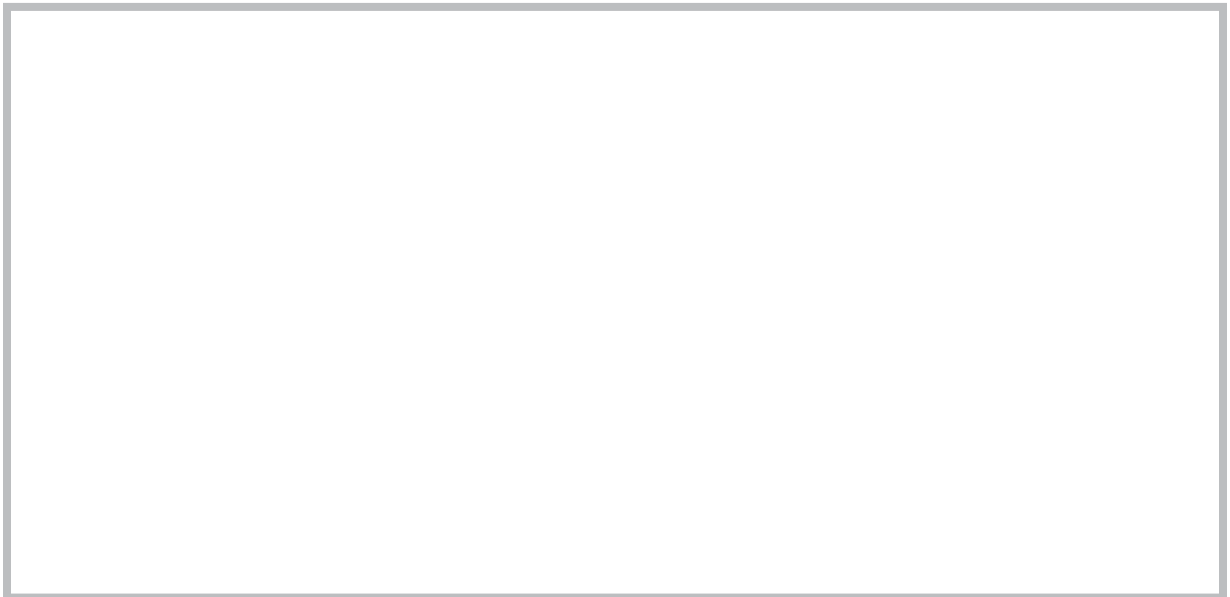
DATE: _____

PP.4

Activity Page

Illustrate the Words

Directions: Have students illustrate any /ae/ word from the Spelling Tree. Write the word on the line below the picture.



NAME: _____

DATE: _____

PP.5

Activity Page

Mark the Vowel Spellings

If a square has a word with letter 'o' sounded /o/, make it red. If a square has a word with 'o', 'o_e', 'oa', or 'oe' sounded /oe/, make it green.

hotel	pole	open	shop	soak
oboe	comment	moment	drop	omit
bonus	poster	problem	lot	program
opal	chop	hippo	socks	polo
block	clock	oak	halo	oath

NAME: _____

DATE: _____

Sound Quest /oe/

Jo, of the Inuit, has a home not so far from the North Pole. While her dad hunts, her home is an igloo. It is made from solid ice blocks. You may not think it, but her home is snug inside. Jo's dad keeps a fire going inside the ice home. There is a hole in the roof to let the smoke from the fire escape.

It is freezing at the North Pole. There are lots of frozen slabs of ice. The wind tosses things around as it swoops down from the Pole. If you go to visit Jo, take lots of thick clothing. Take an overcoat and a scarf. Take boots, too. If you don't, you could end up with frozen toes.

'o_e'	'o'	'oa'	'oe'

Directions: Have students read the story and circle all the spellings for /oe/. Then have them sort the circled words in the chart at the bottom of the page.

Crossword Puzzle

Use the clues to fill in the crossword.

coat	broke	home	over	open
coach	hole	moaned	smoke	soap

Side-to-side

2. When winter is _____, it is spring.
3. There is _____ from the fire.
7. I need some _____ to clean my hands.
8. Is the gate _____?
9. There is a _____ in my pocket.

Down

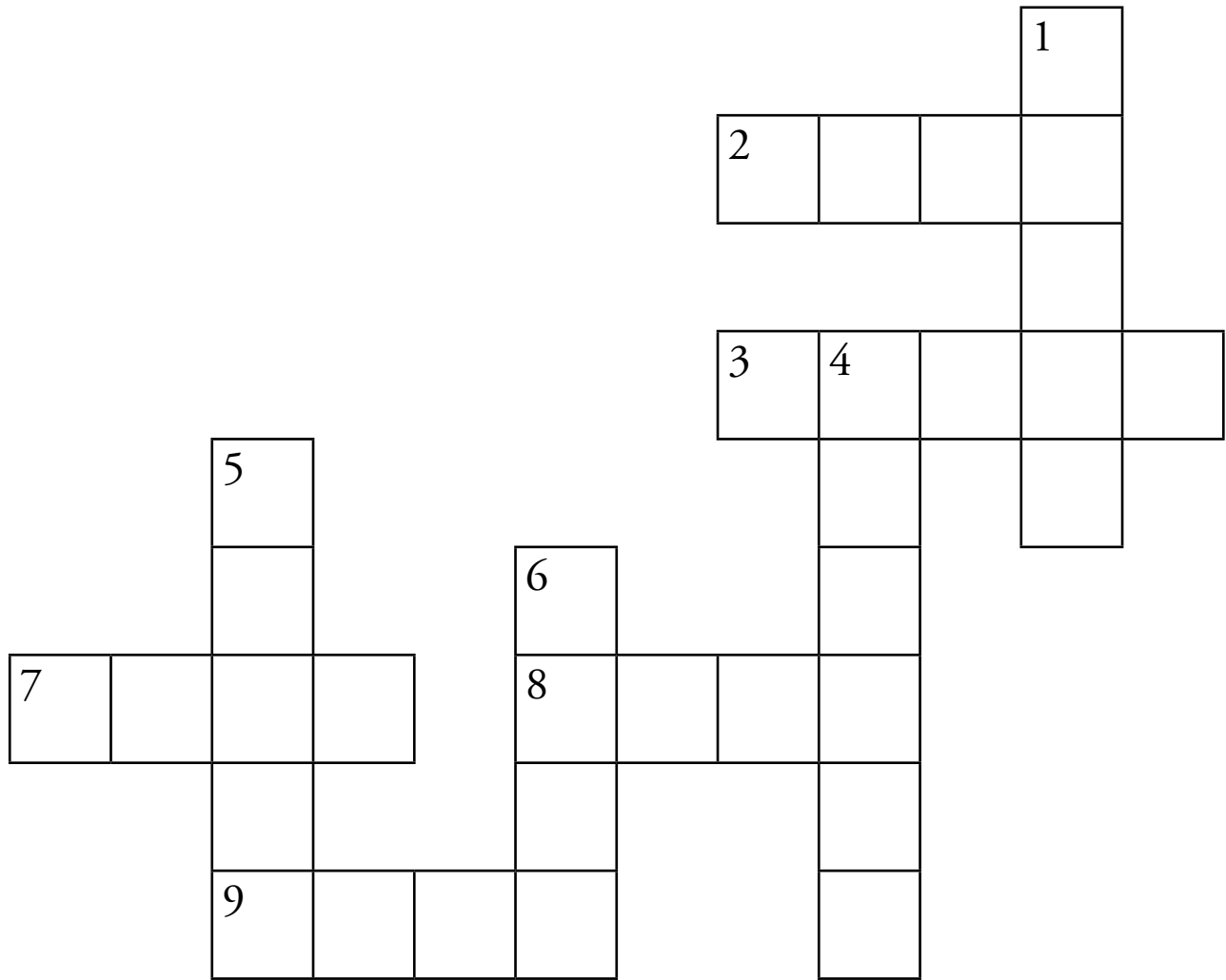
1. I _____ my mom's vase when I dropped it.
4. I _____ because my leg hurt.
5. The soccer _____ is Mister Dave.
6. I would like to go _____ after class.

NAME: _____

DATE: _____

PP.8

Activity Page



NAME: _____

DATE: _____

PP.9

Activity Page

Yes or No?

Write *yes* or *no*.

1. Can a pig ride a bike? _____
2. Do fish stay in a beehive? _____
3. Is green slime good on a sandwich? _____
4. Can you hit a tent stake into the soil? _____
5. Will a pine tree have pine cones? _____
6. Do you like to win a prize when you play a game?

7. Can a snake smile? _____
8. Can a dog tell time? _____
9. Would a tiger tie a string to a kite? _____
10. Can you read a book inside your classroom?

NAME: _____

DATE: _____

PP.10

Sound Quest /ie/

Last Friday, Mike and his dad visited the zoo in Ohio. Mike was excited at the idea of seeing the tigers, but as soon as he saw them, he became scared. (Mike is only five.) His dad tried to tell Mike that it would be fine, but Mike started weeping. He was scared of the tigers! At last, Mike's dad asked Mike if he'd like to see the hippos instead. Mike nodded and his sobs went away. He was quiet as he and his dad tried to find the hippos. Once they found them, Mike started smiling and chatting with his dad.

Directions: Have students read the story and circle all the spellings for /ie/. Then have them sort the circled words on the chart at the bottom of the page.

'i_e'	'i'	'ie'

NAME: _____

DATE: _____

PP.11

Sound Quest /ue/

Last week, my sister and I argued about whether or not unicorns exist. I tried to tell my sister that unicorns are not real, but she did not listen to me. She said that they are just as real as humans. She said that she's seen one. If you ask me, I think she has confused a horse or a mule with a unicorn. We continued our dispute, but then I realized that arguing with her is useless. I will never be able to get her to understand that unicorns don't exist. Besides, it's sort of cute that she thinks unicorns are real.

Directions: Have students read the story and circle all the spellings for /ue/. Then have them sort the circled words on the chart at the bottom of the page.

'u_e'	'u'	'ue'

NAME: _____

DATE: _____

PP.12

Activity Page

Fill in the Blank

paw	taught	awful	lawn	caught
daughter	hawk	faucet	saw	yawn

1. Miss Smith _____ us to add and subtract numbers.
2. I baited the hook, cast the rod, and _____ a fish.
3. Karen is her parents' _____.
4. That was an _____ storm.
5. Can you cut the grass on the _____?
6. The sink _____ in the kitchen is dripping.
7. I saw you _____, and then I yawned, too.
8. Did you see the _____ chase the mouse?
9. The dog cut his _____.
10. Dad used a _____ to cut the wood.

Directions: Have students complete the sentence with one of the words from the box.

Crossword Puzzle

paw	taught	dawn
lawn	caught	yawn

Side-to-side

2. Grass
4. She _____ me to ride a bike.
6. You do this with your mouth when you are tired.

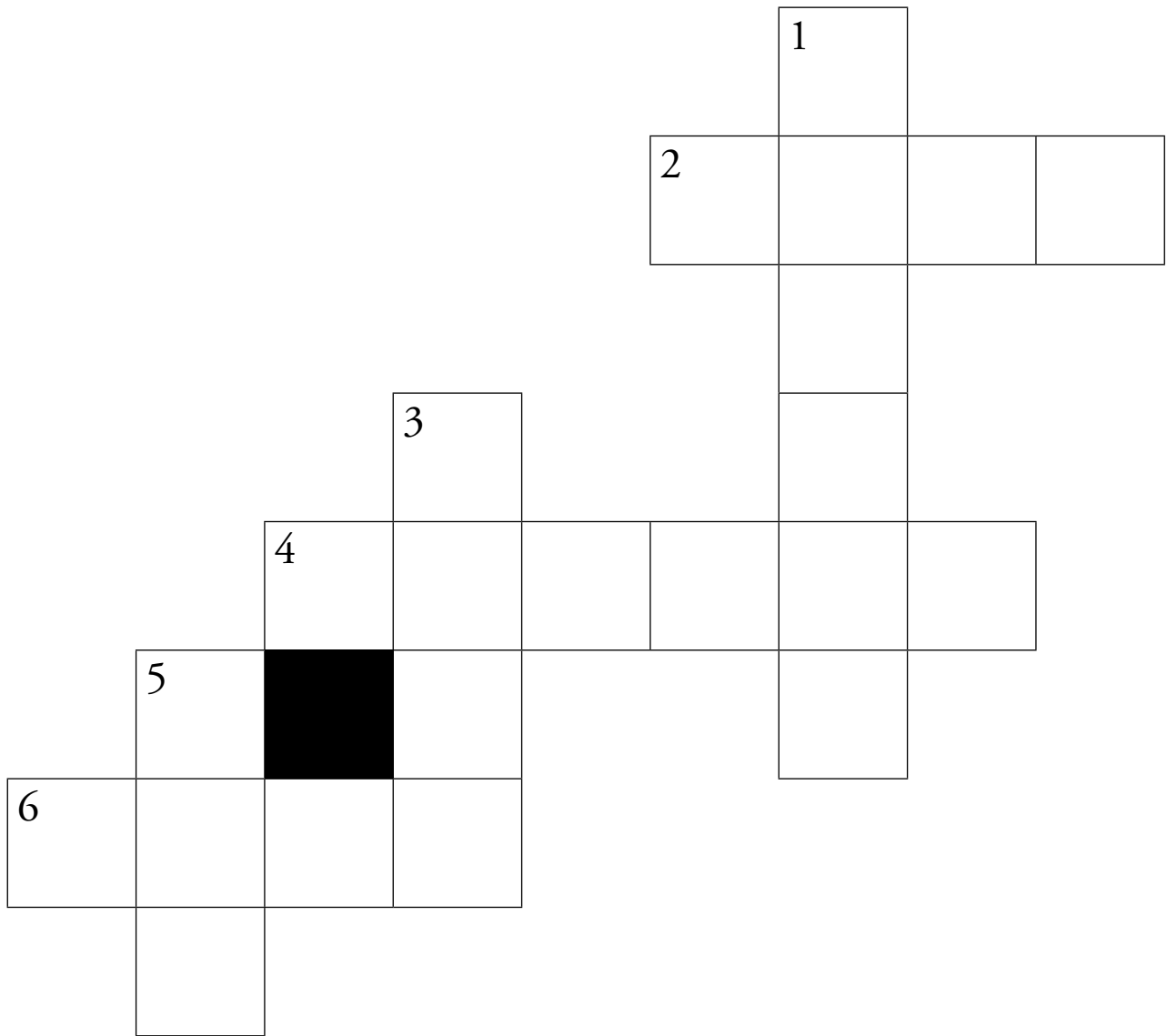
Down

1. I _____ a fish.
3. This is when the sun rises.
5. An animal's foot

NAME: _____

DATE: _____

PP.14



NAME: _____

DATE: _____

PP.15

Activity Page

Fill in the Blank

taught

caught

daughter

applaud

sauce

argument

auto

bacon

1. My sister and my mom had an _____ over her messed-up room.
2. My sister is my mom's _____.
3. I like to eat _____ and eggs.
4. We picked tomatoes and made _____.
5. My dad _____ me how to tie my laces.
6. We will _____ when the singers finish.
7. I got _____ taking cake from the cake plate.
8. Another word for a car is an _____.

Directions: Have students select the best word from the box to complete each sentence.

NAME: _____

DATE: _____

PP.16

Activity Page

Yes or No?

Write *yes* or *no*.

1. Can a fire make ice cubes? _____
2. Can rain spill from the clouds? _____
3. Is a coat for your legs? _____
4. Is a lamp a parent? _____
5. Is red a number? _____
6. Is ten less than five? _____
7. Can a stump think? _____
8. Do boats float? _____
9. Do cats have six paws? _____
10. Can a fish sing? _____
11. Are boys green? _____
12. Can a mouse add and subtract? _____
13. Can an airplane go fast? _____
14. Are you in fifth grade? _____

NAME: _____

DATE: _____

PP.17

Activity Page

Match the Picture

owl	railroad	clothing
volcano	playground	daughter



daughter



toad
airplane

tornado
bathrobe

hoe
mailman




NAME: _____


DATE: _____


Circle the Spellings


Mark the spellings that make up the names of the things that you see.
Write the names on the lines.


	<input checked="" type="radio"/> n m	oa <input checked="" type="radio"/> ai	<input checked="" type="radio"/> l t
---	---	---	---


_____ nail _____


	s z	w r	i a	ng n
--	--------	--------	--------	---------


	ch l	u au	m n	ch p
---	---------	---------	--------	---------


	r s	au oa	p d
---	--------	----------	--------


	n m	oa ai	l t
---	--------	----------	--------

	b	l	ai	ng
	p	r	au	n

	j	ai	l
	ch	oa	m

	g	ai	t
	b	oa	d

	p	l	l
	c	oa	ay

	ch	au	m
	sh	ai	n

NAME: _____

DATE: _____

Match the Words

saucer



hoe



brain



goat



NAME: _____

DATE: _____

PP.20

Activity Page

Spelling Follow-Up Lessons 1–5

Write a word from the box on the line in the sentence.

sister	letter	expert	born	sports
short	mark	started	backyard	

1. I like to play in my _____.
2. My _____, Sue, is in fifth grade.
3. Do you like to see _____ on TV?
4. I got a _____ in the mail!
5. I can't wait to get _____ on my book.
6. Are you an _____ on cars?
7. On your _____; get set; go!
8. I was _____ on August 3.
9. He is too _____ to reach the book on the top shelf.

NAME: _____

DATE: _____

PP.21

Activity Page

Spelling Follow-Up Lessons 6–10

Write the correct word from the box on the line in the sentence.

page	germ	digit	space
cell	center	carpet	gray

1. What _____ in the book is the start of “The Spelling Bee”?
2. My cat is _____ and white.
3. We spilled grape drink on the white _____.
4. Use soap to keep things _____-free.
5. I missed the answer to the math problem by one _____.
6. The sun is in outer _____.
7. The room was so small, it seemed like a _____.
8. The _____ of the ham is not cooked.

Spelling Follow-Up

Lessons 11–15

Write a word from the box on the line in each sentence.

knotted

knitting

knocked

whipped

whined

quitting

quacked

wringing

1. The duck _____ as he went to the lake.
2. My sneaker laces are so _____ that even Mom can't fix them!
3. He _____ on the closed gate.
4. Mom used the mixer as she _____ the icing for the cake.
5. My mom is _____ a scarf for me.
6. I am not _____ the team just because I made a mistake.
7. My sister _____ all the way home because she did not get a toy.
8. We are _____ out the wet clothes.

NAME: _____

DATE: _____

PP.23

Activity Page

Spelling Follow-Up Lessons 16–20

Write a word from the box on the line in each sentence.

under	road	open	brave
minus	last	foe	robber

1. Three _____ one is two.
2. The _____ was closed due to the wreck.
3. The stream runs _____ the bridge.
4. The _____ took all of the cash.
5. At _____, we can start.
6. I have a _____ dog named Princess.
7. Is the shop _____ yet?
8. The fox is the rabbit's _____ .

NAME: _____

DATE: _____

PP.24

Activity Page

Nouns

1. The waiter set down the plates.
2. The coat is draped over the chair.
3. The cat is sitting in the road.
4. A letter is in the mailbox.
5. The cup is on the saucer.
6. The team ran three miles.
7. Eggs and milk can be used to make pancakes.
8. The acorn fell from the tree and hit the car.

Directions: Have students circle the nouns in the sentences.

Change Common Nouns to Proper Nouns

1. Let's go to the store.

Let's go to Sam's Shop.

2. The boy went to the zoo.

3. Kim would like to see a program on TV.

4. The man got a book.

Directions: Have students rewrite the sentences, changing the underlined words to proper nouns.

Change Common Nouns to Proper Nouns

1. The kid went to bed.

Jim went to bed.

2. The man will drive to a state.

3. Let's have a picnic at a park.

4. The boys are going to a shop.

Directions: Have students rewrite the sentences, changing the underlined words to proper nouns.

Find and Fix

David

~~David~~ and moe are going to red oak park on sunday

with their dog, buster. The park is on jones street. At the

park, they will have a picnic with mister sparks. They

will have hot dogs and root beer. After that, the kids will

toss a stick for buster to fetch. Then david and moe will

hop on their bikes and ride back to their home on raven

street.

Directions: Have students correct the capitalization errors.

NAME: _____

DATE: _____

Sort the Nouns

Common Noun	Proper Noun

Directions: Have students write the common and proper nouns from the previous page on this chart.

NAME: _____

DATE: _____

PP.29

Activity Page

Common and Proper Nouns

1. Jeff is reading a book.
2. I want to get a book named *Where the Red Fern Grows*.
3. Alex likes that cartoon.
4. The class is going to see *Frozen*.
5. Kate is having dinner at a diner.
6. The men are having subs at Stan's Snack Shop.
7. My best bud is June Lee.
8. Mom, can Max and Bob visit the Forth Worth Zoo with us?
9. Dad slipped and fell on his knees.
10. Fern made a robot in the basement.

Directions: Have students circle the common nouns and draw a box around the proper nouns in each sentence.

NAME: _____

DATE: _____

Add *-s* or *-es* to the noun.

1. road **roads**

2. braid _____

3. folder _____

4. couch _____

5. dish _____

6. six _____

7. cake _____

8. hawk _____

9. magnet _____

10. soap _____

Directions: Have students write the plural form of each word.

NAME: _____

DATE: _____

Add *-s* or *-es* to the noun.

1. The fox sat on the ground.

The foxes sat on the ground.

2. Their boss went to the store.

3. When did they get the dress?

4. The men are in the trench.

5. We broke the dish.

6. Mop up your mess.

Directions: Have students rewrite each sentence to make the underlined word plural.

NAME: _____

DATE: _____

Add *-s* or *-es* to the noun.

1. lake **lakes**

2. tray _____

3. bus _____

4. torch _____

5. dish _____

6. box _____

7. match _____

8. plate _____

9. teapot _____

10. wish _____

Directions: Have students write the plural form of each word.

NAME: _____

DATE: _____

chant	awesome	flames	costume	fresh
like	dirt	leap	street	nut

Directions: Have students write the synonym from the box on the line beside the word.

- 1. grand _____
- 2. outfit _____
- 3. enjoy _____
- 4. sing _____
- 5. acorn _____
- 6. a fire _____
- 7. jump _____
- 8. road _____
- 9. clean _____
- 10. soil _____

NAME: _____

DATE: _____

auto	carpet	huge	stretch	bandit
torn	blend	silent	hero	minus

Directions: Have students write the synonym from the box on the line beside the word.

1. car _____
2. subtract _____
3. big _____
4. reach _____
5. rug _____
6. outlaw _____
7. ripped _____
8. mix _____
9. a brave human _____
10. quiet _____

NAME: _____

DATE: _____

cool	broken	over	stop	close
near	shrink	short	white	glad

Directions: Have students write the antonym from the box on the line beside the correct word.

- 1. under _____
- 2. far _____
- 3. sad _____
- 4. tall _____
- 5. fixed _____
- 6. stretch _____
- 7. black _____
- 8. go _____
- 9. open _____
- 10. hot _____

NAME: _____

DATE: _____

attic	under	thin	start
add	after	her	moon

Directions: Have students write the antonym from the box on the line beside the correct word.

1. before _____
2. basement _____
3. subtract _____
4. end _____
5. him _____
6. thick _____
7. over _____
8. sun _____

NAME: _____

DATE: _____

PP.37

Activity Page

Verbs

1. I run to the playground.
2. Rabbits hop in their pens.
3. Frogs croak at dark.
4. The sun shines all day.
5. Snakes slither over rocks.
6. The wind sweeps over the plains.
7. I ate cake.
8. Trees bend under the ice.
9. We sing in the morning.
10. Farmer Jim milks the cows.

Directions: Have students draw a wavy line under the action verb in each sentence.

NAME: _____

DATE: _____

Nouns and Verbs

sister	begged	hay
sees	pitching	mom
smelled	dog	eat
skipping	house	running
mouse	shiver	groan
taught	teacher	zipper
zipping	shining	sneaker
geese	boy	chimp
tasted	dad	bed

Directions: Have students circle the nouns and underline the verbs

NAME: _____

DATE: _____

Grammar

cat

cats

bench

benches

fox

chain

class

hand

dish

boat

1. which park will you visit on sunday

2. i like camping in the tent at lake lee, said tim

3. may sam and i go with her to see miss harper? asked jack

4. the trip to the farm was awesome for the class

Directions: Have students make plural nouns out of the singular nouns. Write the sentences correctly using correct capitalization, end marks, and quotation marks, if needed.

Adding *-ed* and *-ing*

Add *-ed* or *-ing* to each word and write it in the blank.

1. Spiders are good at _____ insects in their webs.
(catch)
2. Insects stick to a spider's web. But when the spider is _____ the web, it does not stick to it.
(spin)
3. Spiders use their spinnerets when _____ a new web.
(spin)
4. When the insects escaped, they _____ the web.
(destroy)
5. The spider _____ a meal because the insects got away.
(miss)
6. The spider didn't wait and will have the web _____ in no time.
(fix)
7. As soon as the web is _____, the spider waits to catch more bugs.
(fix)
8. Spiders are good helpers for gardeners. They spend their days _____ pests.
(catch)

NAME: _____

DATE: _____

Directions: Have students pretend they are the writer of a magazine similar to Kids Excel. Tell them to pretend to interview a person and to use this sheet to help plan their story.

1. The name of my person is . . .

2. I chose this person because . . .

3. What is interesting about my person is . . .

4. One more thing I think is interesting is . . .

NAME: _____

DATE: _____

PP.42

/ue/

Directions: Have students write a story using at least five words from the /ue/ Spelling Tree.

Handwriting practice lines consisting of 20 horizontal lines for writing a story.

NAME: _____

DATE: _____

/oe/

Directions: Have students write a story using at least five words from the /oe/ Spelling Tree.

Blank writing lines for student response.

NAME: _____

DATE: _____

PP.44

/ae/

Directions: Have students write a story using at least five words from the /ae/ Spelling Tree.

A series of horizontal lines for writing a story.

The Art of the Splash

1. How long did it take Jethro to get good at splashing?
 - A. It took him five jumps.
 - B. It took him five weeks.
 - C. It took him five summers.

Page _____

2. Which contest did Jethro win?
 - A. He won a spelling bee.
 - B. He won a math contest.
 - C. He won a splash contest.

Page _____

3. What was his prize?
 - A. His prize was one hundred bucks.
 - B. His prize was ten bucks.
 - C. His prize was five hundred bucks.

Page _____

Directions: Have students reread the story and answer the questions.

4. Match the kids with the skill at which they excel. (Feel free to look back at the book if you need to.)

Jethro Otter

swimming

Kim Castro

spelling

Kit Winter

splashing

Gail Day

jumping rope

5. What is a skill at which you excel?

NAME: _____

DATE: _____

PP.46

The Math Contest

1. Did Mark Deeds solve Problem 1?

Page _____

2. How long did it take him?

Page _____

3. What happened when Mark Deeds looked at Problem 2?

Page _____

Directions: Have students reread the story and answer the questions using complete sentences.

4. Who is Dr. Chang?

Page _____

5. What did Dr. Chang do to make Mark Deeds feel better?

Page _____

6. Do you like math? Why or why not?

NAME: _____

DATE: _____

PP.47

The Winner

1. Who ended up winning the math contest?

Page _____

2. Where is Denzel from?

Page _____

3. How well did Denzel do on the math test?

Page _____

Directions: Have students reread the story and answer the questions using complete sentences.

4. How did Denzel excel at math?

Page _____

5. Can you explain why Denzel likes math so much?

Page _____

NAME: _____

DATE: _____

Too Much Mail

1. Why was Denzel in the paper?

Page _____

2. Who is sending Denzel mail?

Page _____

3. Why are they sending Denzel mail?

Page _____

Directions: Have students reread the story and answer the questions using complete sentences.

4. List some colleges that sent Denzel mail.

Page _____

5. Why is getting too much mail a good problem to have?

Page _____

6. Do you want to go to college one day? Why or why not?

How to Skip a Rock

1. Moe Keller excels at _____ .

- A. spelling
- B. skipping rocks
- C. swimming

Page _____

2. What is a good skipping rock?

- A. A good skipping rock is jagged.
- B. A good skipping rock is huge and sharp.
- C. A good skipping rock is smooth and flat.

Page _____

3. If you want to skip a rock, why do you snap your wrist when you let the rock go?

- A. You snap your wrist to get the rock to spin.
- B. You snap your wrist to make the rock hot.
- C. You snap your wrist to get the rock to stop spinning.

Page _____

4. What is a plonk?

- A. A plonk is when a rock skips ten times.
- B. A plonk is when a rock sinks without skipping.
- C. A plonk is a kid who skips rocks.

Page _____

Directions: Have students reread the story and answer the questions.

5. Have you ever skipped a rock? Are you good at it? Write a story using the “W” questions.

Who? _____

What? _____

When? _____

Where? _____

Why? _____

NAME: _____

DATE: _____

PP.50

Letting the Ducks Out

1. What do they call rock skipping in the United Kingdom?

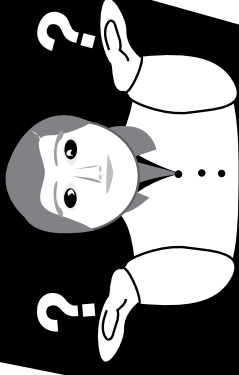
2. What do they call it in Spain?

3. What is the biggest number of skips ever seen?

4. How did Moe do when he skipped rocks in the United Kingdom?

5. What is Moe's goal for the next trip?

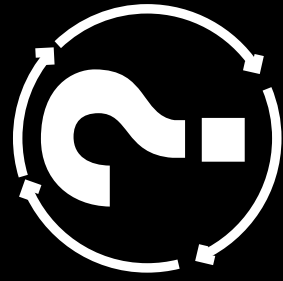
Directions: Have students answer the questions using complete sentences.



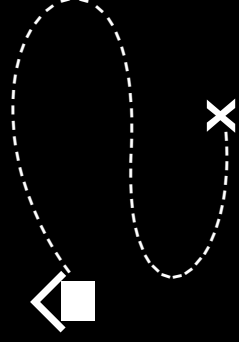
Who?



When?



What?



Where?

Why?

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