



# Unit 3

## Workbook







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## Workbook

Skills Strand

**GRADE 2**

Core Knowledge Language Arts®  
New York Edition



Core Knowledge®

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# Unit 3

## Workbook

This Workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 3. Some of the worksheets in this book do not include written instructions for the student because the instructions would have contained nondecodable words. The expectation is that teachers will explain these worksheets to the students orally, using the guidelines in the Teacher Guide. The Workbook is a student component, which means that each student should have a Workbook.



**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 mingle 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 child is also bringing home a story to read, “A Letter from the Publisher,” and an accompanying worksheet. This is the first story in our Unit 3 Reader, *Kids Excel*. Your child 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 child answer the story questions on the back of the worksheet. Encourage your child 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**







## 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.

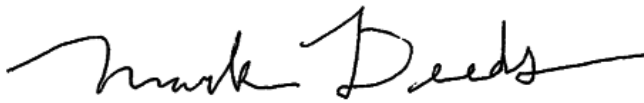
I visit with the kids. I chat with them. I ask them how they got started doing what they do and how they got good at it. Sometimes I chat with their moms and dads, too. I jot down notes and take snapshots. Then I write up what they tell me so I can share it with you.



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!

Mark Deeds

A handwritten signature in black ink that reads "Mark Deeds". The signature is written in a cursive style with a long horizontal line extending from the end of the name.

Publisher  
*Kids Excel*

## A Letter from the Publisher



Directions: Have your child 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
2. Mark Deeds \_\_\_\_\_.
  - A. hates his job
  - B. has the best job
  - C. is sick of his job
3. Mark Deeds \_\_\_\_\_.
  - A. is a teacher
  - B. is an artist
  - C. is a publisher
4. Who writes the words that are printed in *Kids Excel*?
  - A. Kids write the words.
  - B. Mark Deeds hires men to write the words.
  - C. Mark Deeds writes the words.

5. Use the box to draw yourself excelling at something.



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## Spelling Sort

Directions: 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

\_\_\_\_\_

\_\_\_\_\_

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## The Spelling Bee

1. What do kids do in a spelling bee?

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Page \_\_\_\_\_

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

A. They hear the sound *boom*.

B. They hear the sound *buzz*.

C. They hear the sound *ding*.

Page \_\_\_\_\_

3. How old are the spellers in the bee?

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Page \_\_\_\_\_

4. Who was the runner-up in the bee the year before?

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Page \_\_\_\_\_

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

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Page \_\_\_\_\_

6. Write 5 words with the /ae/ sound and 5 words with the /a/ sound that could be used in a spelling bee.

/ae/

/a/

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Name \_\_\_\_\_

2.3

## Are the Sounds the Same?



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	
w <u>r</u> ist	w <u>e</u> t	
s <u>a</u> y	s <u>a</u> id	
k <u>n</u> ock	n <u>o</u> t	
b <u>r</u> a <u>k</u> e	s <u>t</u> ain	
t <u>a</u> il	t <u>a</u> l <u>e</u>	
c <u>l</u> ay	c <u>l</u> am	
s <u>a</u> ilor	t <u>r</u> ay	
b <u>e</u> an	b <u>e</u> nd	

Family Member Directions: Have your child 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.



# Spelling Sort

Sort the words by spelling. Write the words with the /a/ sound spelled 'a' under *cat*, the words with the /ae/ sound spelled 'a' under *paper*, the words with the /ae/ 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 /ae/ 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'	'a'	'a_e'	'ai'	'ay'
cat	paper	cake	paid	tray
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



## And Then There Were Two

1. Which kid misspelled the word *penicillin*?

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Page \_\_\_\_\_

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

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Page \_\_\_\_\_

3. What did Gail Day win?

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4. What place was Gail Day in the spelling bee? What place was Nate Griffin?

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Pages \_\_\_\_\_

Directions: Have students answer the questions in complete sentences.



## 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 man 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, he or she gets to keep spelling. If the speller makes a mistake, a bell rings.

*Ding!*

Once the bell rings, that is the end. The speller is out of the bee. He or she



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

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.

Nate Griffin, 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.

Craig Ping, age 12, was still in the hunt, too. He had finished in fifth place at the last bee. The experts I spoke with said he 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.

Craig Ping was spelling well. Then he got a hard word. He stood thinking. He spelled the word as well as he could. He waited.

*Ding!*

Craig Ping was out of the bee. That left just Gail Day and Nate Griffin.



## Fill in the Blanks

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 \_\_\_\_\_?
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 in the space on the \_\_\_\_\_.

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



## the Milk

ther wuz a las namd jane

she tuk a bukt of milk to cell

jane fell don

she wunt'd to by a dres she want'd to get  
a pigg

jane wuz sad

## the nd

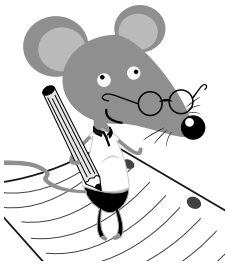
To: Karen

not-so-good spelling

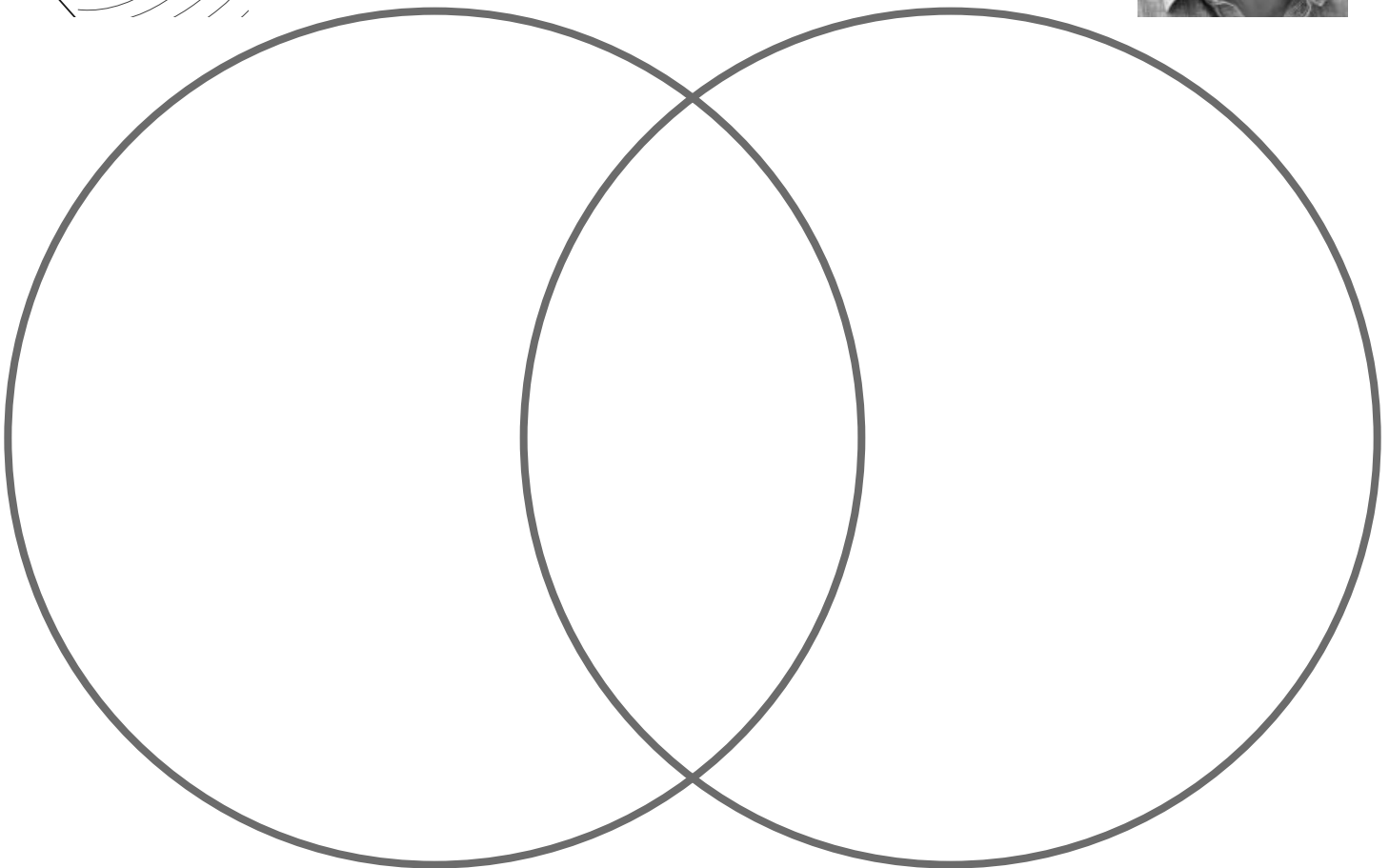
The Milk

To: Class

Use the words in the box to fill in the chart. Look back at the book report from Mr. Mowse to help you remember what he wrote.



Both



Name \_\_\_\_\_

**5.1**

## Spelling Test

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

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

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

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

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

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

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

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

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

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



\_\_\_\_\_



\_\_\_\_\_



## Sound Spellings

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

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





## 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 from Worksheet 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.

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

**Dear Family Member,**

The spelling words for this week include words with tricky spellings for the letters ‘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 child is also bringing home a story to read, “Miss Baker,” and an accompanying worksheet. 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 child answer the story questions on the accompanying worksheet. You should encourage your child to look back at the story to find the answers.

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

**Tricky Word: are**



## 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 /æ/ 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.”

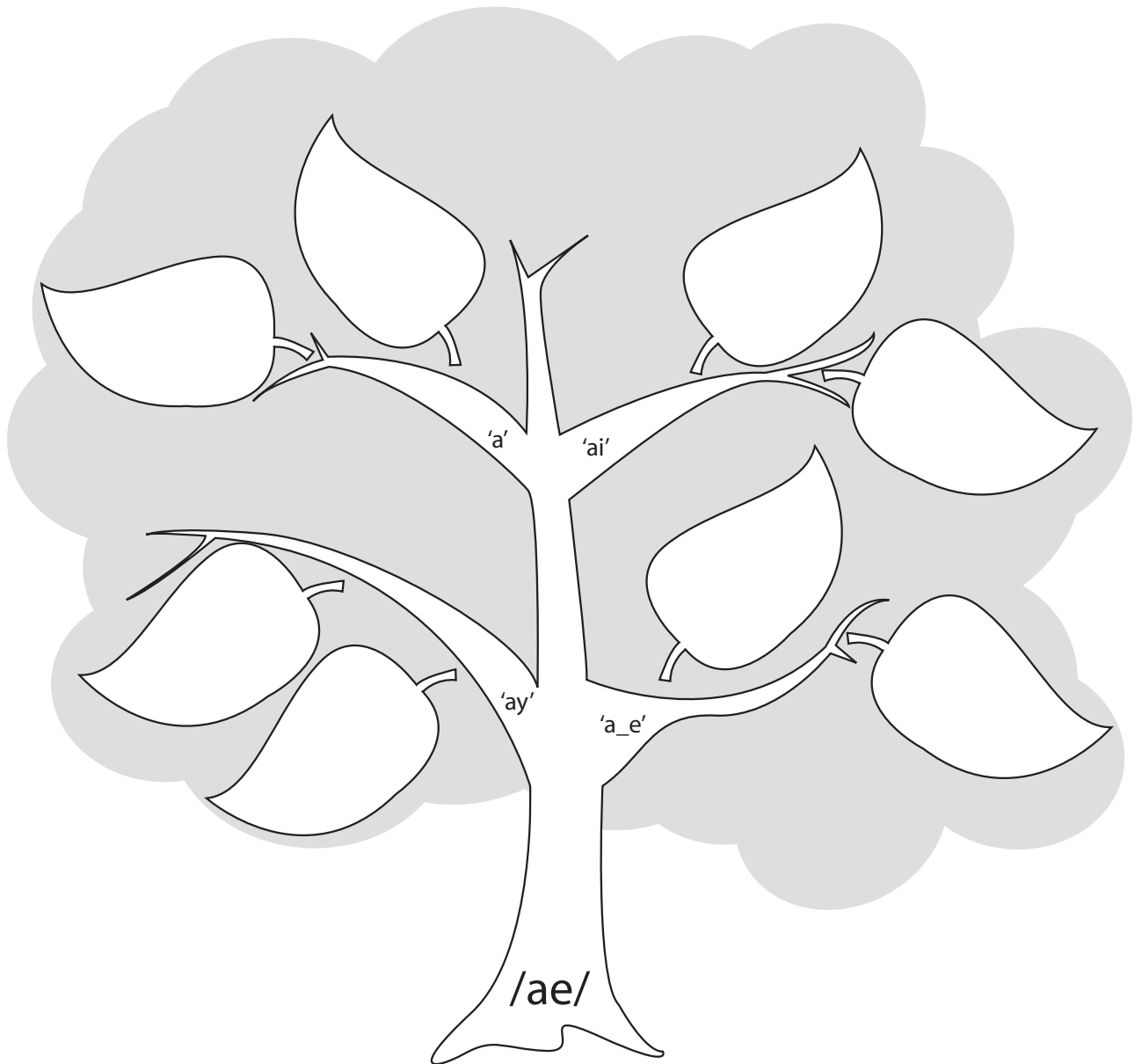
## Miss Baker



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

*Directions: Have your child answer the questions, looking back to the story if necessary. Then have your child complete the Spelling Tree on the back of this worksheet.*

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



*Directions: Have your child complete the Spelling Tree.*



**Yes or No**

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? \_\_\_\_\_

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

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. \_\_\_\_\_

## Same or Different

Word 1	Word 2	Are the sounds the same?
train	track	No
1. cap	cape	
2. wag	wade	
3. rate	rain	
4. stake	wait	
5. sand	sad	
6. hate	hat	
7. paid	paper	
8. faint	play	
9. pat	pay	

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?
10. shave	faint	
11. pain	pan	
12. chain	chat	
13. stay	stain	
14. hay	hat	
15. plate	pain	
16. flag	flat	
17. fat	fate	
18. aim	am	

## Spelling 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*

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

toes

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/oe/ spelled 'o\_e'  
as in *home*

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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.



*Directions: Have students circle the nouns in each sentence. After circling each noun, have students write the word on the lines below before 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 \_\_\_\_\_

**7.3**

Dear Family Member,

The words shown below contain the /oe/ sound (*road, toes, stroke*) and the /o/ sound (*hot, top, etc.*). Have your child read the words and tally how many times the spelling occurs in the boxes below. If you have time, also ask your child 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> )	



## Spelling 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
provide	robot	floating	mole

'o'

go

'oa'

foal

'oe'

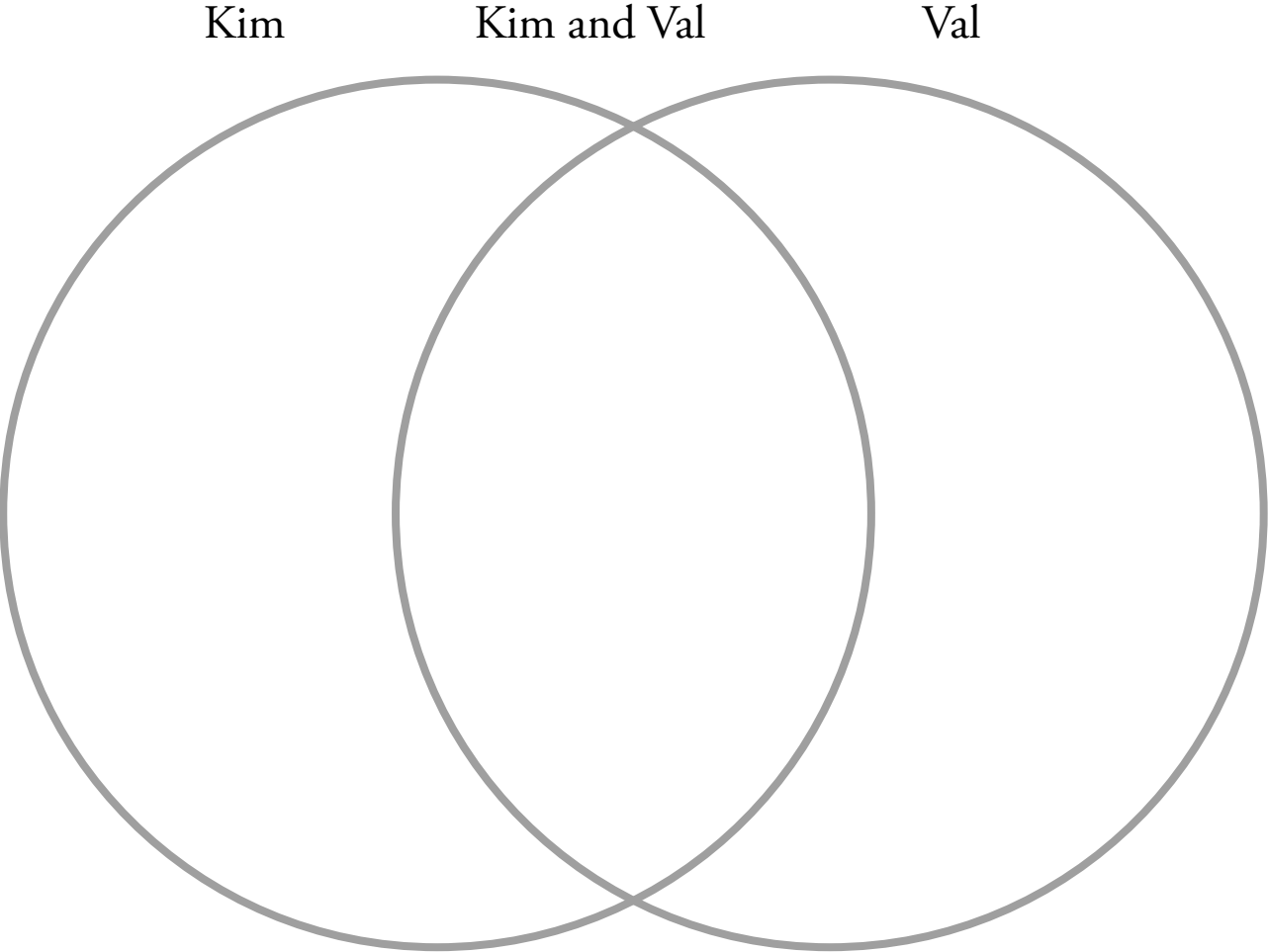
toe

'o\_e'

bone



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



Directions: Use the words in the box to fill in the chart.



## 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 25<sup>th</sup>. 200 Free. Castro versus Castro!”



## The Swimming Sisters



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.
2. Which sister is faster in sprint races, Kim or Val?
  - A. Kim is faster than Val.
  - B. Val is faster than Kim.
3. How old is Kim? \_\_\_\_\_
4. How old is Val? \_\_\_\_\_

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

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

---

---

---

---

---

---

---

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

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

## Making 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 <sup>Po lish.</sup>  
Pol ish.
7. My mom asked me to <sup>po lish</sup>  
pol ish the desk.
8. Dan likes to collect <sup>mo del</sup>  
mod el cars
9. Mr. Chang is the <sup>gro cer</sup>  
groc er at the corner store.
10. The chairs were made of <sup>so lid</sup>  
sol id oak wood.

Name \_\_\_\_\_

**10.1**

## Spelling Test

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_





## Sound Spellings

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

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





Use the chart on Worksheet 10.2 to fill in the blanks.

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? \_\_\_\_\_

## 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. \_\_\_\_\_

**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**



**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 the sentence with one of the words from the box.



**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 the sentence with one of the words from the box.*





Name \_\_\_\_\_

**11.4**

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.



## 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 (4)

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 (4)

---

---

5. josh took bait on his fishing trip  
to drake lake (5)

---

---

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

---

---

## Sound Spellings

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

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



## 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 Worksheet 13.1 to answer the questions.

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

---

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

---

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

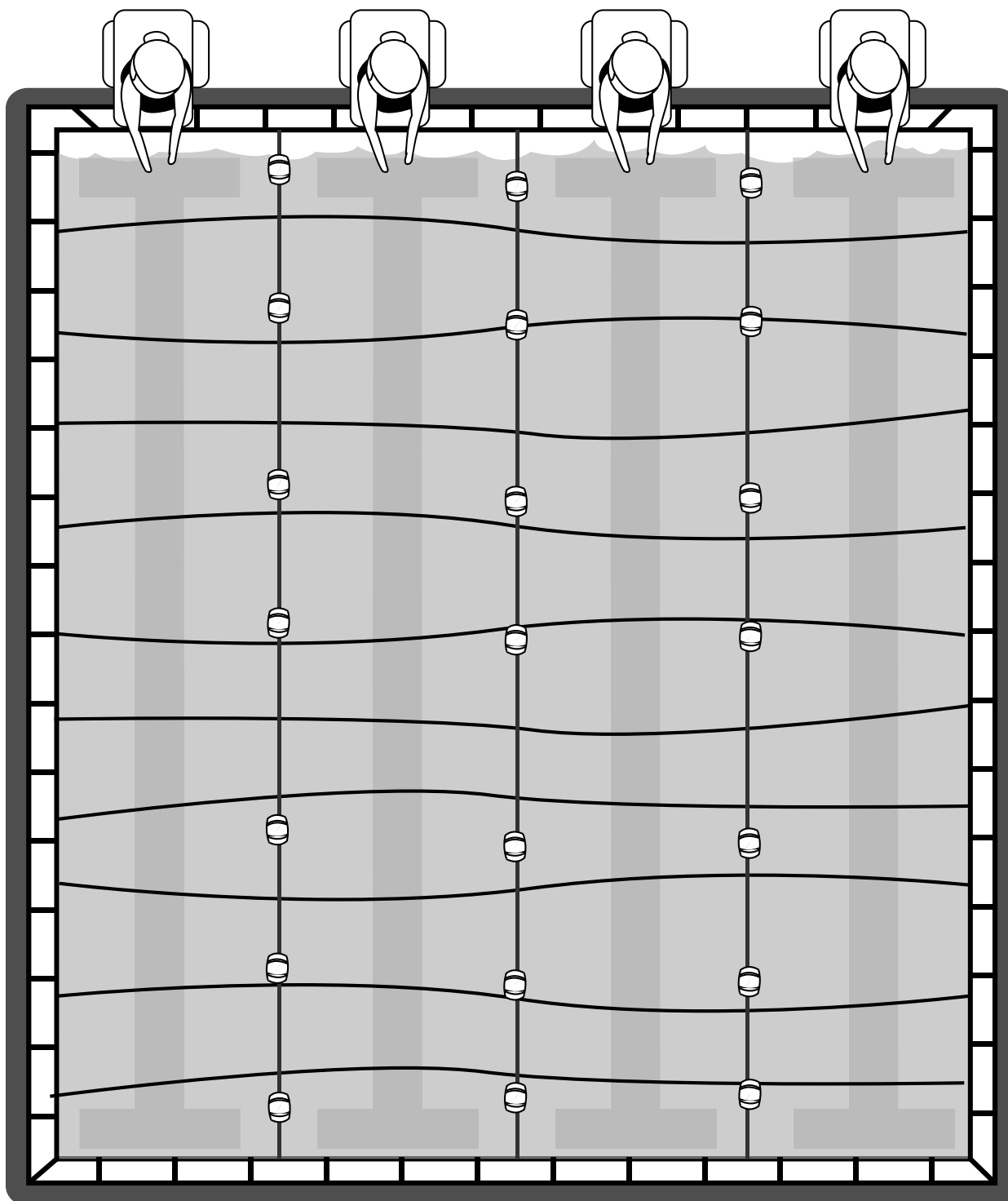
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Name \_\_\_\_\_

13.3

**S T A R T**



**F I N I S H**

## Racing with Kim and Val!

Who will win? Have students race with their classmates to see who will win.

Teacher Directions:

1. Have each student group tear out one copy of Worksheet 13.3.
2. Each student should write his or her name at the top of a column or “swim lane.”
3. Have all students tear out the worksheet that targets the spellings you wish to review: Worksheet 13.4 reviews /ie/, Worksheet 13.5 reviews ‘a’, and Worksheet 13.6 reviews ‘o’. All students in the group will read words on the same page.
4. Have a student pick any word on the page and read it aloud. After the student reads the word, everyone should place an X on that word. Alternately, you could have students cut out the cards. Then students could take turns drawing a card.
5. If the student reads the word correctly, he or she may place a checkmark in one of the squares of his or her “swimming lane.” If a student does not read the word correctly, he may not check a square.
6. Each student gets only one chance to read a word during his or her turn. Regardless of whether the student reads his or her word correctly, play then moves to the next student.
7. The first person to reach the end of the pool wins!

## Game Cards: Focus Spelling 'i'

life	price	visit	spider
dining	quiet	timeline	siren
river	lifetime	limestone	igloo
bridesmaid	limit	pinecone	hippo
spine	minus	bidding	sliding
wisecrack	singing	linebacker	lining
Viking	tide	grapevine	pie
lipstick	sideline	bitesize	ping-pong
hi	sister	die	bedtime
item	silent	winter	wishbone
lie	slime	milestone	pipeline



**Game Cards: Focus Spelling 'a'**

mermaid	at	may	cap
paper	fat	danish	pain
cake	rainstorm	taper	naptime
ray	wager	crab	rapping
train	caper	painter	stay
acorn	ape	lapping	mail
pray	batboy	daytime	basic
faking	subway	baking	batting
snail	grade	wait	hayride
waving	hag	play	mapping
snapped	yesterday	grab	payment



**Game Cards: Focus Spelling 'o'**

frozen	possum	omit	robber
poker	soon	robot	bonus
tadpole	oatmeal	woeful	comment
explode	sailboat	spoon	halo
omit	oboe	over	locate
hippo	raccoon	moment	hotel
slope	raincoat	goat	copper
rope	polo	open	hoedown
spoke	stone	poem	soap
rosebud	roadway	bathrobe	stepmom
without	toes	lobster	comet





## 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.

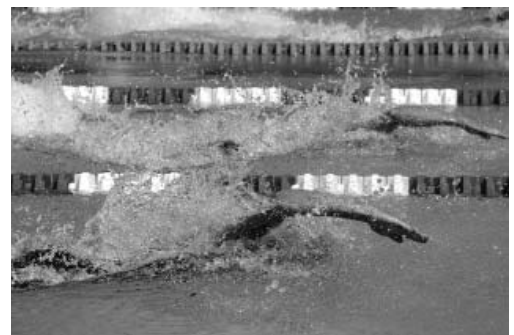
The swimmers flipped one last time. Kim was starting to look a bit tired. The gap was down to two feet. Then it was one foot. Then the two sisters were swimming side by side. As they came to the finish line it was too close to pick a winner. Kim and Val smacked the side of the pool at what looked to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



## 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.
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.
3. Which swimmer was in Lane 3?
  - A. Kim was in Lane 3.
  - B. Val was in Lane 3.
4. Which swimmer had a perfect start?
  - A. Kim had a perfect start.
  - B. Val had a perfect start.
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.

Directions: Have your child 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.

6. Which sister was the winner at the end of the race?

A. Kim was the winner.

B. Val was the winner.

7. Who did you think would win the race? Why?

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---

---

## 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 paper plane, said david

---

---

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

---

---

4. today is monday august 22, 2010

---

---

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

*Directions: Part I: Ask your child to write one proper noun for each common noun. Part II: Ask your child to look around at home and find one noun for each of the three categories. Part III: Tell your child to look around at home and find a total of five objects or people that are proper nouns.*

## Part I

1. man

**Dan**



2. street

3. teacher

4. town

5. state

6. day

7. boy

8. shop

## Part II

common noun  
(thing)

**fork**

common noun  
(place)

**kitchen**

common noun  
(person)

**man**

## Part III

Example: \_\_\_\_\_ **Tyler** \_\_\_\_\_

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

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

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

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

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



Name \_\_\_\_\_

**15.1**

## Spelling Test

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



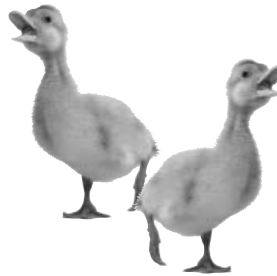


## Plurals

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.



- |     |            |          |           |          |
|-----|------------|----------|-----------|----------|
| 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     |

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

- |     |          |        |        |        |
|-----|----------|--------|--------|--------|
| 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 |

**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 child in this way: say the italicized word and ask your child 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 child should say and then write the word *under* on his/her 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**





## 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 worksheet.
7. Pam said my dress was \_\_\_\_\_.
8. The robber was \_\_\_\_\_ of stealing cash from the bank.



Write an antonym on the line.

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

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

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

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

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



Write a synonym on the line.

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

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

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

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

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



## 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.



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

1. That <sup>S</sup>man drives those <sup>P</sup>cars 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 \_\_\_\_\_





Plurals

<del>glass</del>	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



## Sound Spellings

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

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



## Sound Spellings

Use the chart on Worksheet 18.1 to fill in the blanks.

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 is the name of a flower?  
\_\_\_\_\_
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?  
\_\_\_\_\_

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.

---

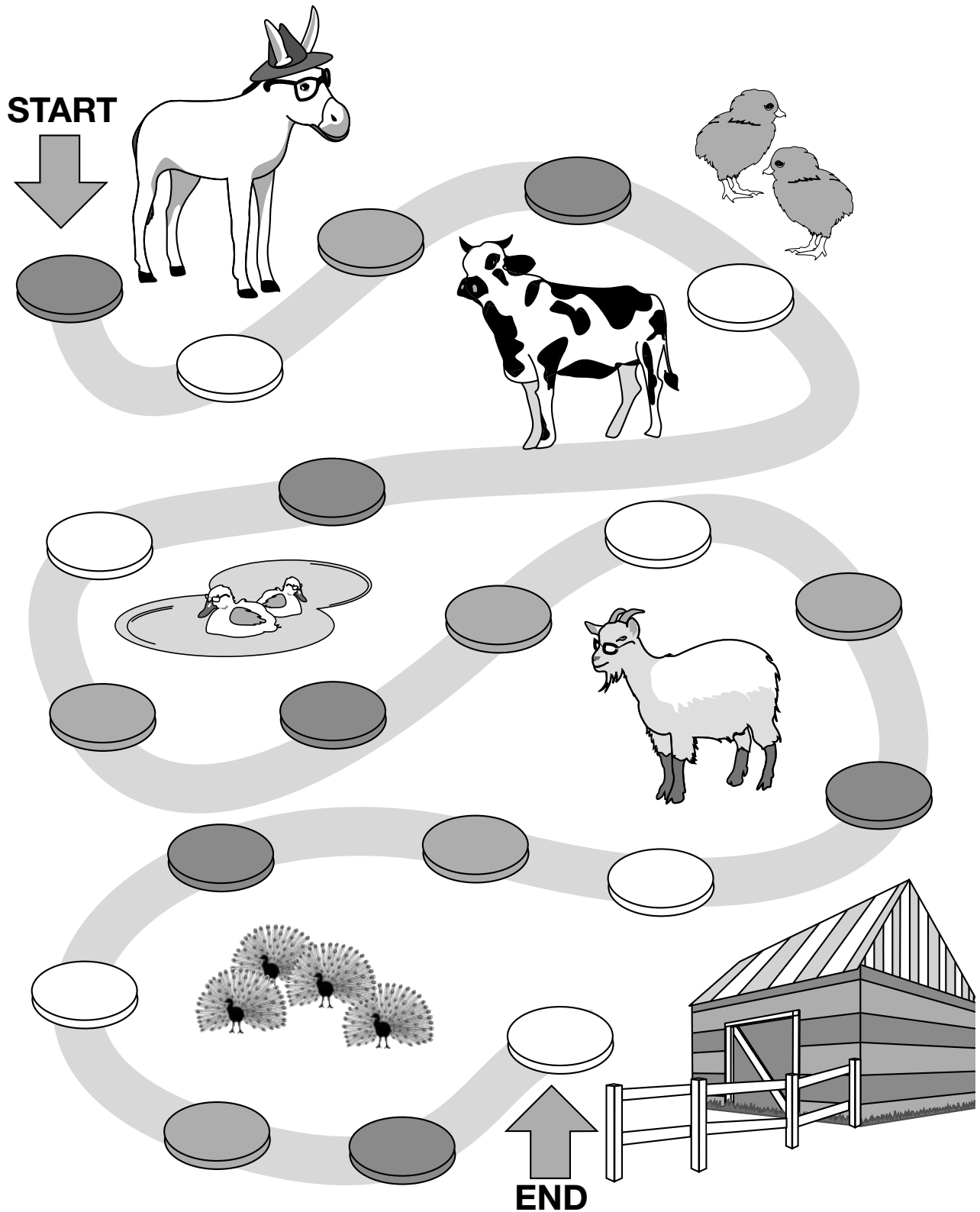
---

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

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# Sunshine the Mule



# **Help Farmer Chester Get Sunshine the Mule Back to the Barn!**

Farmer Chester is in a fix. Sunshine the Mule has escaped from the barn again! Help Farmer Chester get Sunshine to the barn.

## **Teacher Directions:**

1. Group students in pairs or small groups to play. Each player should tear out a game sheet (Worksheet 18.3).
2. Tell students to turn to Worksheets 18.4 and 18.5.
3. Explain that the first student should choose and read any “card” on the page. After the student reads the card, all players should cross out the card on their own page.
4. If the student reads the card correctly, he or she may place a checkmark on one space of his or her own game board. If the student can also answer the question correctly, he or she may place another checkmark on another space on the game board.
5. After the first student finishes his or her turn, the other player(s) should take a turn.
6. The first player to lead Sunshine back to the barn wins.



## Help Farmer Chester Get Sunshine the Mule Back to the Barn!

Would you kiss a mule?	Do you add in a math unit?	Can corn on the cob rescue you?
Is a unicorn real?	Are we in the United States?	Should you argue with your mom?
Is the moon red?	Does a unicorn have 3 horns?	Do mules wear uniforms?
Can a mule sing a song?	Can a boy be named Sue?	Do you eat bacon in the bathtub?
Can you place mail in a mailbox?	Can you read a menu at a diner?	If you are seen in public, are you hiding?
Can a cucumber play a song?	Is a tulip a sort of food?	Can it be humid on a hot summer day?
Can a cute cat pat a dog?	Can a unicorn use a crayon?	Can you argue with a spider?
Can you write with a pencil on paper?	Are you using your brain?	Can you eat corn on a cob?



Would you use a stick to cut a slice of cake?	Can a mule point to a book?	Could a powerful king wear a crown?
Can you cook an ice cube?	Can a cow be rescued by an ant?	Can you play music with an ice cube?
Can a mouse count out loud?	Could a huge eggplant be in a garden?	Could you hear the TV if it is on mute?
Can a TV dance in a garden?	Can you eat a cube of fudge?	Would an ice cube start a fire?
Can you eat a raisin?	Would a dog rescue a shark?	Would a cube of ice be a good snack?
If your book is overdue, do you have to pay a fine?	Can you act sad?	Can a mule dance a jig?
Are you a cube?	Have you patted a unicorn?	Can you knit a set of books?
Can you dance to the music?	Can beans have three wheels?	Are you a duck?



Name \_\_\_\_\_

**18.6**

Write at least 5 adjectives describing the jumper of your choice.

**Jumper** \_\_\_\_\_

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

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

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

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

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



## Antonyms



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

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

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

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

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

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

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

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

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

10. bad \_\_\_\_\_

Directions: Have your child write an antonym beside each word.

# Synonyms

1. finish \_\_\_\_\_
2. child \_\_\_\_\_
3. hope \_\_\_\_\_
4. jump \_\_\_\_\_
5. shout \_\_\_\_\_
6. moist \_\_\_\_\_
7. silent \_\_\_\_\_
8. toad \_\_\_\_\_
9. sweet \_\_\_\_\_
10. up \_\_\_\_\_

*Directions: Have your child write a synonym beside each word.*





Use the words for the crossword puzzle.

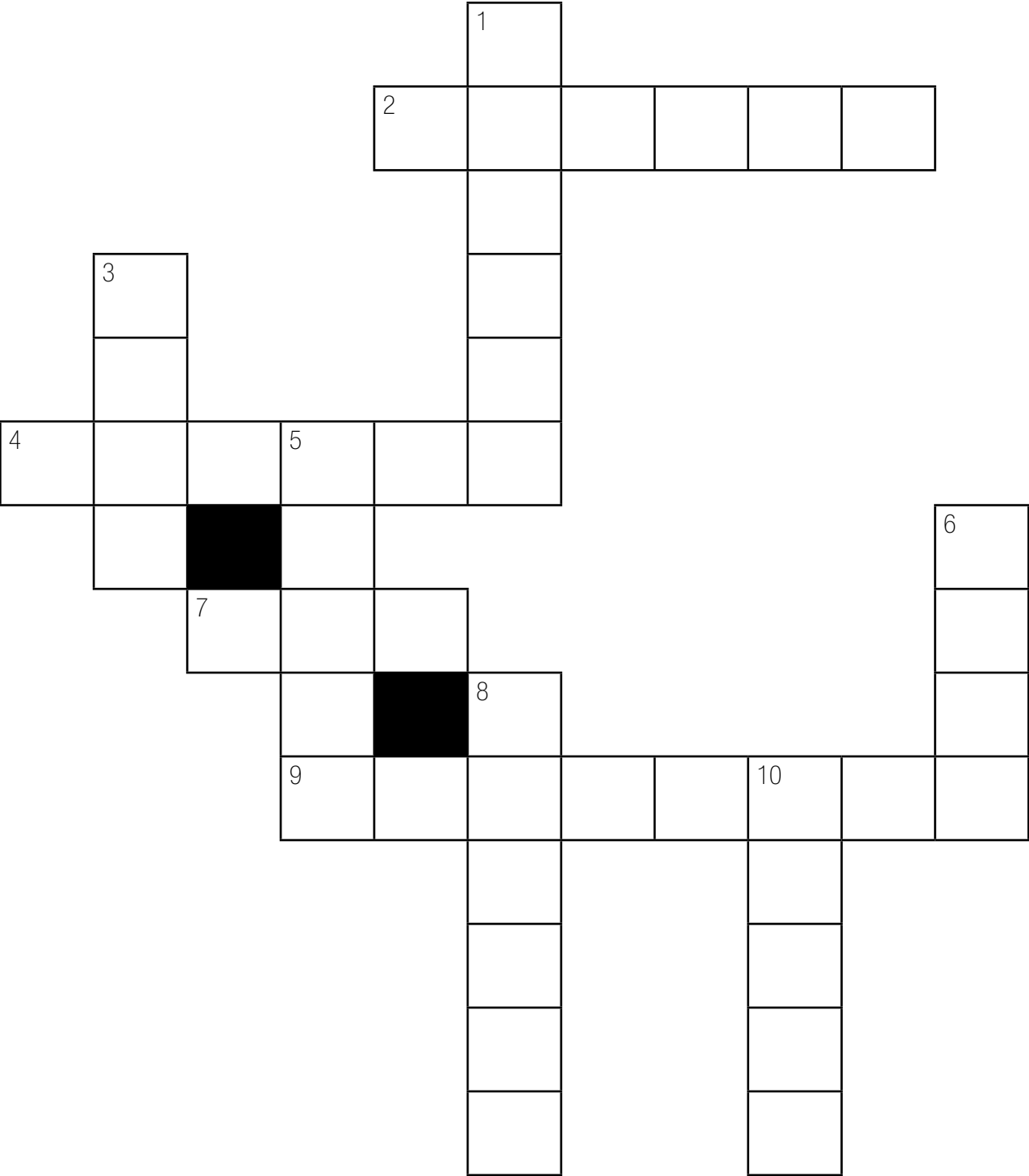
paw	claw	August	author	faucet
saucepan	Claus	pause	lawn	Autumn

## Side-to-side

2. Summer, \_\_\_\_\_, Winter, Spring
4. This is at the sink.
7. The cat's \_\_\_\_\_ is cut.
9. You cook in this.

## Down

1. \_\_\_\_\_, September, October
3. The tiger's \_\_\_\_\_ is sharp.
5. Santa \_\_\_\_\_
6. You cut the grass on the \_\_\_\_\_.
8. An \_\_\_\_\_ writes a book.
10. This is a short break.





## 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 you can hardly 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 \_\_\_\_\_

**20.1**

## Spelling Test

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

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

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

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

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

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

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

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

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

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



\_\_\_\_\_



\_\_\_\_\_





Name \_\_\_\_\_

**20.2**

Write at least 5 sentences for the profile of the jumper of your choice.

**Jumper** \_\_\_\_\_

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

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

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

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

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



## 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!





Title:	
Characters	Setting
Plot	Beginning
	Middle
	End



**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 child 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 child in completing the homework only if necessary.

Continue to read with your child each night. You will be surprised by how fast your child 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 child wins!





## 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. Our team needs a \_\_\_\_\_.
9. The soccer player made a \_\_\_\_\_.
10. What time will the \_\_\_\_\_ get here?



## Grammar

*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.*

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. (2)
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)





Title:	
Characters	Setting
Plot	Beginning
	Middle
	End



**Dear Family Member,**

Our class has been working on writing personal narratives at school. Your child 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 child to brainstorm ideas that he or she might write about in a personal narrative. Remind your child 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 child 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 child jot down ideas on the back of this page.

## Personal Narrative Ideas

\*

\*

\*

\*

\*

**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 a sentence using a noun and 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.*



Title:	
Characters	Setting
Plot	Beginning
	Middle
	End





## Writing Sentences



rice

tie

silent

cider

tiger

use

unit

mule

rescue

cute

1.

---

---

2.

---

---

3.

---

---

4.

---

---

5.

---

---

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



## 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"><li>• a beginning?</li><li>• a middle?</li><li>• an end?</li></ul>	
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 added “sense” words that describe how things look, feel, taste, sound, or smell?	



## Writing Sentences

Use any five of the words from the box to write five sentences.



August	thaw	paws	daughter	taught
draw	saw	fault	law	applaud

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

**25.1**

- |     |        |       |        |          |
|-----|--------|-------|--------|----------|
| 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. Why is Jethro Otter called *The Splash Artist*?
  - A. He can make a big splash.
  - B. He can paint splashes.
  - C. He can target his splashes.
2. 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*.
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. 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.
9. 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.

## Grammar

cat \_\_\_\_\_ boy \_\_\_\_\_

teacher \_\_\_\_\_ street \_\_\_\_\_

state \_\_\_\_\_ classmate \_\_\_\_\_

Write “noun” or “verb” on the blank:

desks \_\_\_\_\_ eats \_\_\_\_\_

hotel \_\_\_\_\_ chair \_\_\_\_\_

pinches \_\_\_\_\_ knocked \_\_\_\_\_

1. gift caught coat park

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.*

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

boxes	_____	day	_____
bench	_____	cows	_____
raincoat	_____	cats	_____

## 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 the letter 'a' sounded /æ/, make it green.

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



## 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.*





## Scramble Sentence Match



1. her getting painted. Kay is face



2. danger! in mouse grave The is



3. playing train. his with is James

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

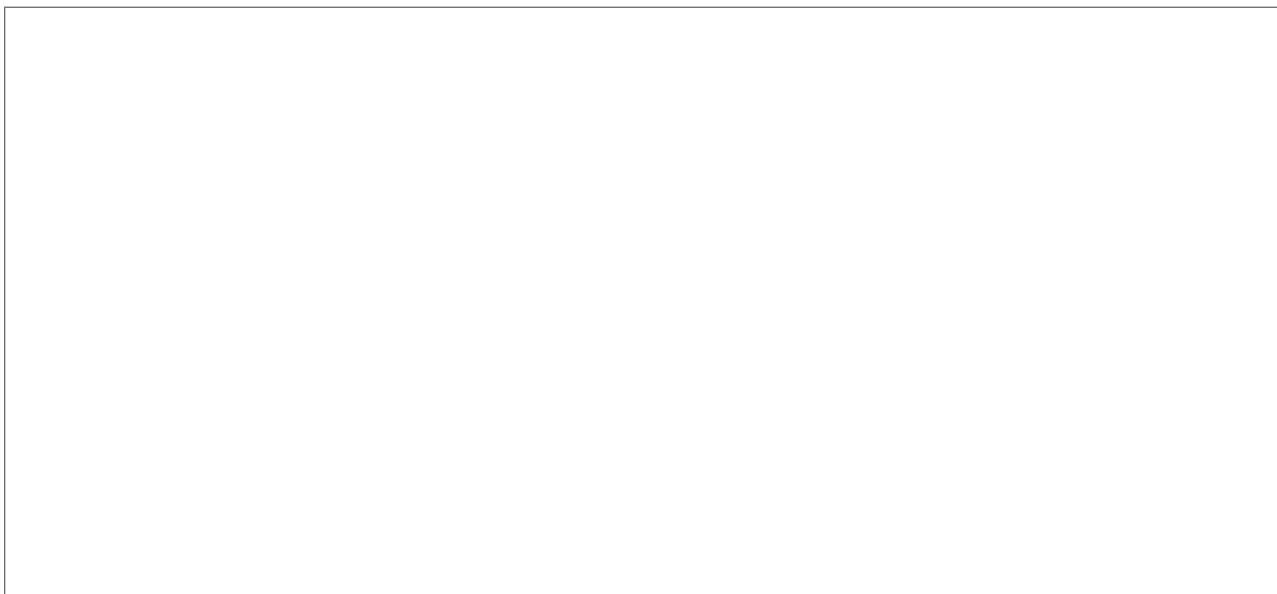


Name \_\_\_\_\_

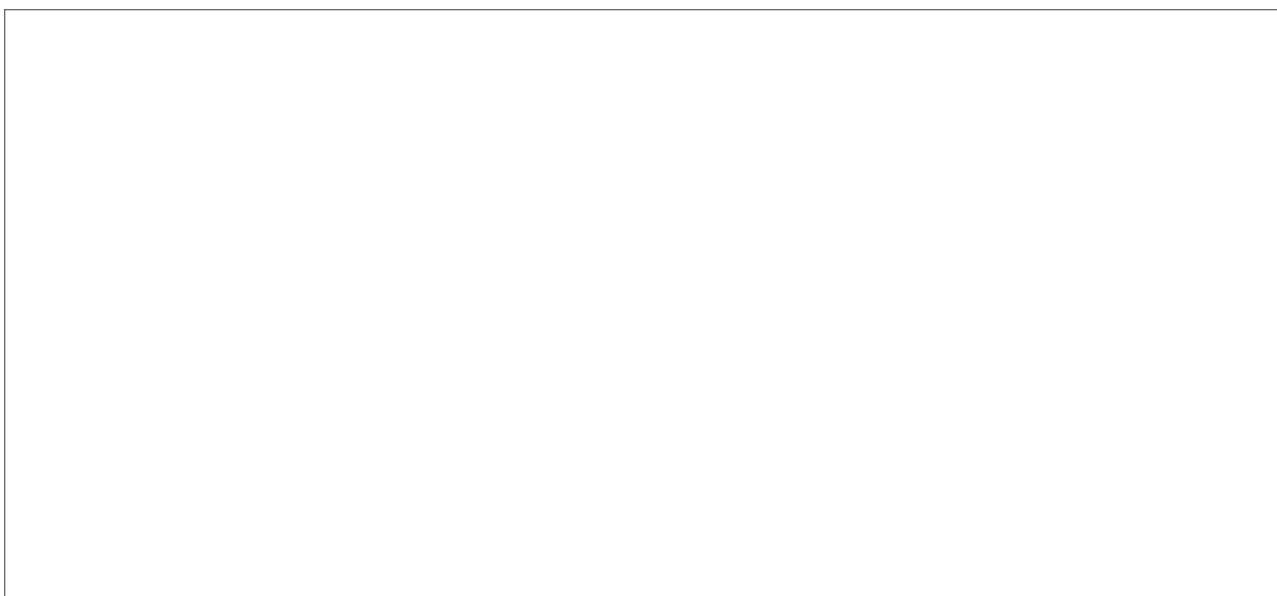
**PP4**

## Illustrate the Words

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



\_\_\_\_\_



\_\_\_\_\_



## 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 the letter 'o' 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



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.

**Sound Quest /oe/**

Jo, 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’







## Crossword Puzzle

Use the clues to fill in the crossword.

coat	broke	home	over	open
coach	hole	moaned	smoke	soap

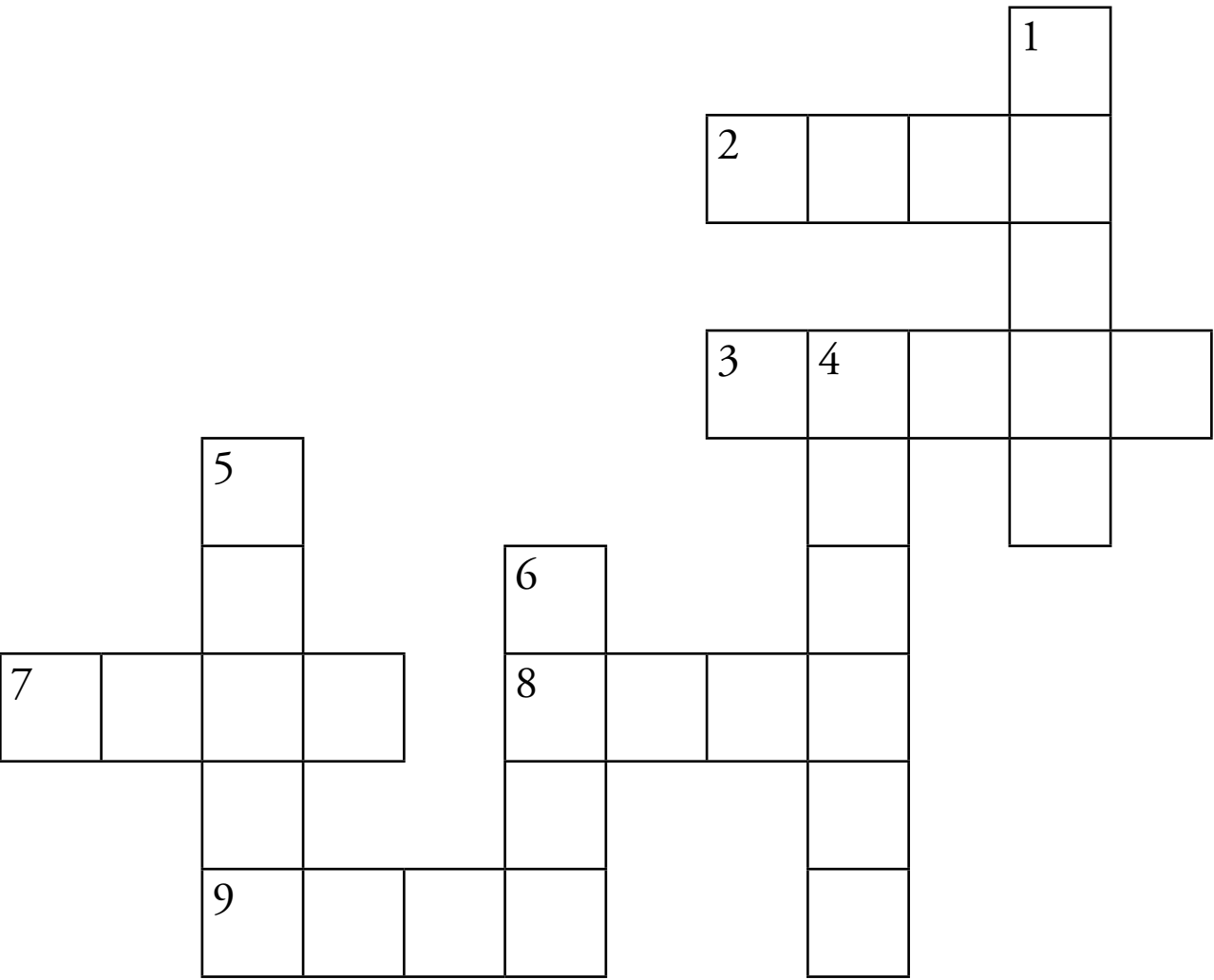
### Side-to-side

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

Name \_\_\_\_\_





## 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?  
\_\_\_\_\_



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.

**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.

'i_e'	'i'	'ie'





**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'



## 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

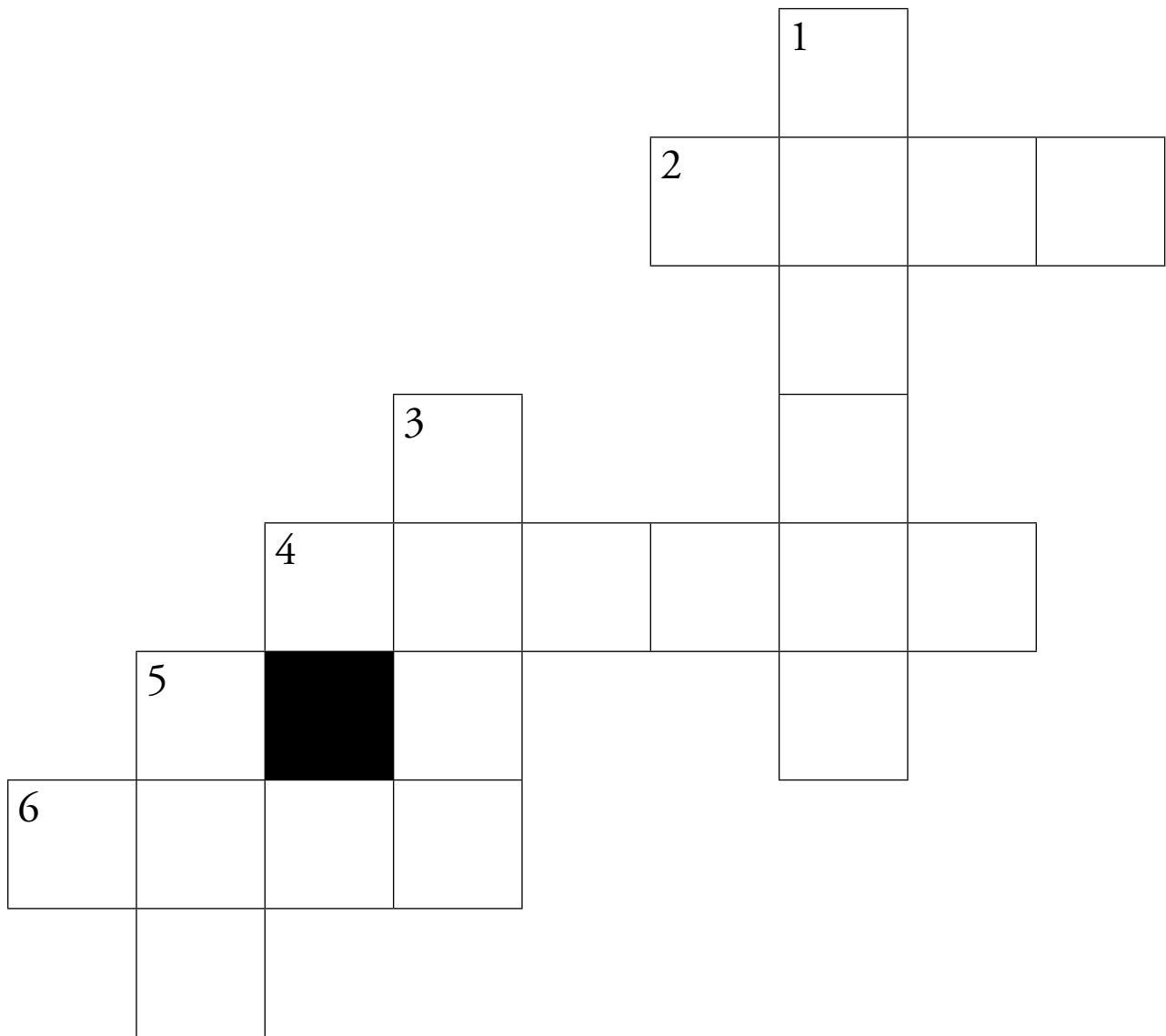
### Side-to-side

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 \_\_\_\_\_







## 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.



## 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? \_\_\_\_\_



# Match the Picture

owl	railroad	clothing
volcano	playground	daughter



daughter



toad  
airplane


tornado  
bathrobe


hoe  
mailman





## Circle the Spellings


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


	<div>Ⓝ</div> <div>m</div>	<div>oa</div> <div>ⓐi</div>	<div>Ⓛ</div> <div>t</div>	<u>      <b>nail</b>      </u>
---	---------------------------	-----------------------------	---------------------------	--------------------------------

	<div>s</div> <div>z</div>	<div>w</div> <div>r</div>	<div>i</div> <div>a</div>	<div>ng</div> <div>n</div>	<u>                    </u>
---	---------------------------	---------------------------	---------------------------	----------------------------	-----------------------------

	<div>ch</div> <div>l</div>	<div>u</div> <div>au</div>	<div>m</div> <div>n</div>	<div>ch</div> <div>p</div>	<u>                    </u>
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	<div>r</div> <div>s</div>	<div>au</div> <div>oa</div>	<div>p</div> <div>d</div>	<u>                    </u>
---	---------------------------	-----------------------------	---------------------------	-----------------------------


	<div>n</div> <div>m</div>	<div>oa</div> <div>ai</div>	<div>l</div> <div>t</div>	<u>                    </u>
---	---------------------------	-----------------------------	---------------------------	-----------------------------

	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

---



**Match the Words**

saucer



hoe



brain



goat





## 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 look at \_\_\_\_\_ 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.



## Spelling Follow-Up

### Lessons 6–10

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

page	germs	digits	gray	space
chance	center	carpet		

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 kill \_\_\_\_\_.
5. Miss Smith will teach us to add with two \_\_\_\_\_.
6. The sun is in outer \_\_\_\_\_.
7. Is there a \_\_\_\_\_ that you could help me?
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.





## Spelling Follow-Up

### Lessons 16–20

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

under	road	open	brave
minus	last	toe	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. I bumped my foot and stubbed my \_\_\_\_\_ .



## Circle the 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.*

**Sort the Nouns**

Common Noun	Proper Noun

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



## Identify 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 *Batman*.
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 Bronx 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.



## Make the Plurals

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.*





## Make the Plurals

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.*



## Make the Plurals

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.*



## Synonyms

chant	awesome	flames	costume	fresh
like	dirt	leap	street	nut

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

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



## Synonyms

auto	carpet	huge	stretch	bandit
torn	blend	silent	hero	minus

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

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





## Antonyms

cool	broken	over	stop	close
near	shrink	short	white	glad

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

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

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

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

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

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

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

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

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

10. hot \_\_\_\_\_

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



## Antonyms

attic	under	thin	start
add	after	her	moon

1. before \_\_\_\_\_
2. basement \_\_\_\_\_
3. subtract \_\_\_\_\_
4. end \_\_\_\_\_
5. his \_\_\_\_\_
6. thick \_\_\_\_\_
7. over \_\_\_\_\_
8. sun \_\_\_\_\_

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



## Action 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.*



## Nouns and Verbs

Circle the nouns. Underline the 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





Name \_\_\_\_\_

Grammar

cat	<b>cats</b>	bench	<b>benches</b>
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.

can 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)



## Interview

1. The name of my person is

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2. I chose this person because

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3. What is interesting about my person is

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4. One more thing I think is interesting is

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*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.*



**PP42**

[illegible]Unit 3 **249**  
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Name \_\_\_\_\_

**/oe/**

*Directions: Have students write a story using at least 5 words from the /oe/ Spelling Tree.*

Handwriting practice lines for the /oe/ spelling tree activity.



**PP44**

[illegible]Unit 3 **253**  
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## Letting the Ducks Out

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

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2. What do they call it in Spain?

---

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

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

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

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---

6. Do you have goals? What are they?

---

---

*Directions: Have students answer the questions using complete sentences.*



## How to Skip a Rock

1. Moe Keller excels at \_\_\_\_\_.
  - A. spelling
  - B. skipping rocks
  - C. swimming
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.
3. If you want to skip a rock, why do you have to snap your wrist when you let the rock go?
  - A. You have to snap your wrist to get the rock to spin.
  - B. You have to snap your wrist to make the rock hot.
  - C. You have to snap your wrist to get the rock to stop spinning.
4. What is a plonk?
  - A. A plonk is a rock that skips ten times.
  - B. A plonk is a rock that sinks without skipping.
  - C. A plonk is a kid who skips rocks.

*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? \_\_\_\_\_

\_\_\_\_\_



## The Math Contest

1. Did Mark Deeds solve Problem 1?

---

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---

2. How long did it take him?

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

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---

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

4. Who is Dr. Chang?

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

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---

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

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**The Winner**

1. Who ended up winning the math contest?

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2. Where is Hans from?

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

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

4. How did Hans excel at math?

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

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# Too Much Mail

1. Why was Hans in the paper?

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2. Who is sending Hans mail?

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3. Why are they sending Hans mail?

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

4. List some colleges that sent Hans mail.

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

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

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

*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.)

Hans Brucker	swimming
Jethro Otter	math
Kim Castro	splashing
Kit Winter	jumping rope
Moe Keller	spelling
Gail Day	skipping rocks

5. What is a skill at which you excel?

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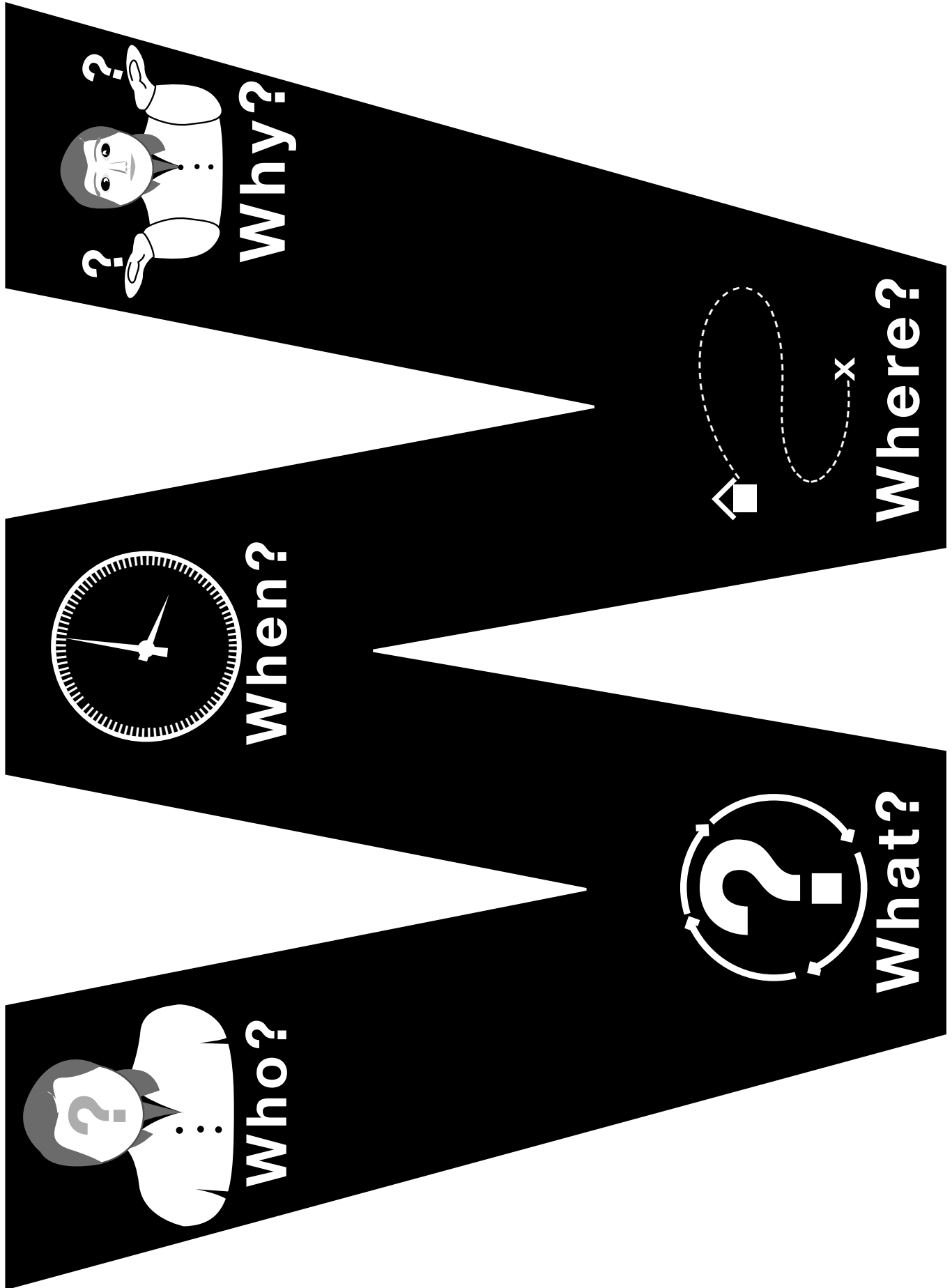
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# Unit 3

## Workbook

Skills Strand  
**GRADE 2**