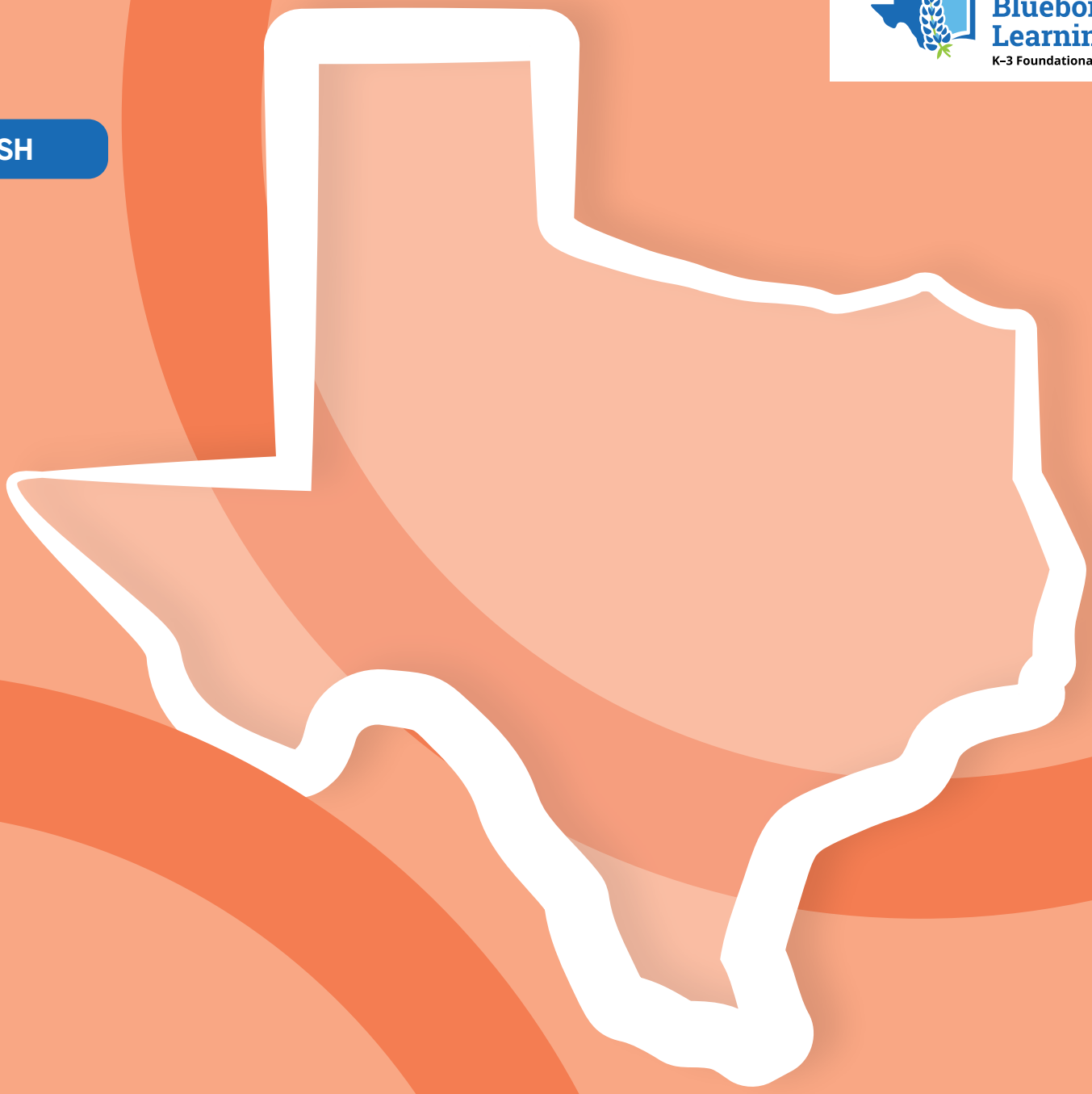
Bluebonnet Learning
K–3 Foundational Skills

ENGLISH



GRADE 2 FOUNDATIONAL SKILLS UNIT 4

Activity Book

EDITION 1

Grade 2

Foundational Skills 4

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email **openeducationresources@tea.texas.gov.**

Foundational Skills 4

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 4. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity 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,

We will start a new unit this week. The Reader for this unit is *The Job Hunt*. In this book, Kim, a college student, hunts for a job. Her younger brother, Kurt, follows along as she goes from place to place in her search. Kim and Kurt will visit many places in New York City as they ride the subway and walk to each location.

Please continue to try to find time to read with your student daily. We encourage you to take advantage of the public library so your student can select books of interest. The librarian should be able to direct you to books appropriate for most second graders. It is fine for your student to occasionally choose books that may be too hard for her or him to read independently. For example, if your student is interested in horses, he or she may select a book with many interesting photographs of horses, but it may be too difficult to read alone. Encourage your student to talk to you about the illustrations and to try to read whatever he or she can, while you assist with more difficult words.

The following are the spelling words for this week. We have already learned how to read words with these sounds in other lessons earlier this year. For example, your student has learned the /aw/ sound may be spelled either 'aw' or 'au', the /oi/ sound may be spelled either as 'oi' or 'oy', and the /oo/ sound, as in *moon*, can be spelled several different ways.

Remember when you practice with your student during the week, call out the words in random order to make sure he or she has really learned each word.

hawk	vault	oil	cowboy	moon
yawn	haunted	spoiled	enjoy	spool
crawl	causes	coin	destroy	cartoon

NAME: _____

DATE: _____

Yes or No?

Directions: Have students read each question and then write yes or no in response.

1. Can a dog chirp with joy? _____
2. Can yogurt sing as you eat it? _____
3. Can birds perch on a tree branch? _____
4. Do squirrels have gray fur? _____
5. Do you like to stir dirt into your milk? _____
6. Would your mom be pleased if you burped out loud at dinner? _____
7. Could a nurse place a thermometer in your mouth? _____
8. Can you draw a pattern on your paper? _____
9. Can a clown be part of a circus? _____
10. If you use sunblock, could you still get a sunburn? _____
11. Could your purse eat popcorn? _____

12. Would a glass of sawdust take away your thirst? _____

13. Can a waitress serve us lunch after she takes our order? _____

14. Is Thursday a day in the weekend? _____

15. Could you surf in the desert? _____

16. Can you cook hamburgers on a grill? _____

17. Can you make a cake in a whirlpool? _____

18. Can a girl turn and turn to make her skirt twirl? _____

19. Can a boy with short hair have curls? _____

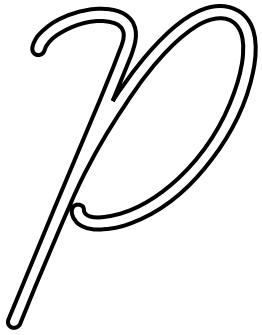
20. Can you jump feet first into a pool? _____

21. Can a curb be at the side of the road? _____

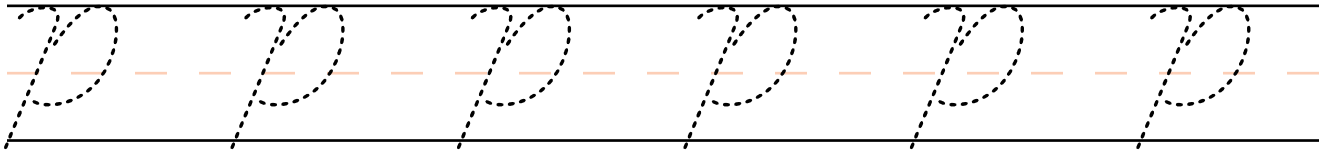
NAME: _____

DATE: _____

1.3 Activity Page



1. Trace the dotted letters.



2. Copy the letters and sentences onto the blank lines.

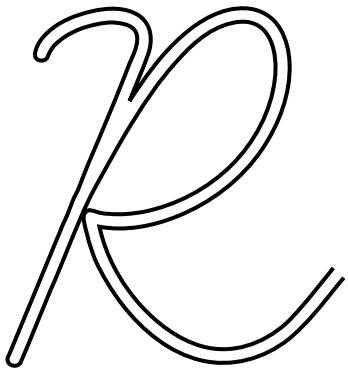


Pete pestered Pia for more platters of potato pancakes and pepperoni pizzas.

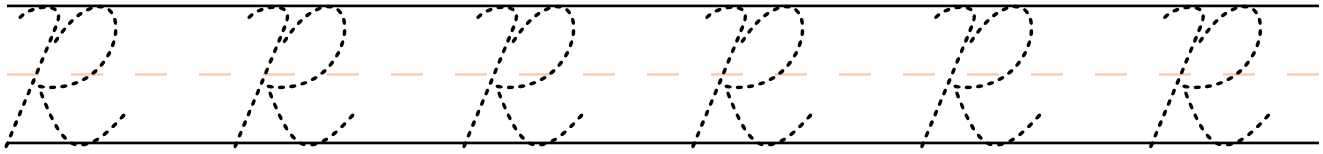
NAME: _____

DATE: _____

1.3 **Activity Page**



1. Trace the dotted letters.



2. Copy the letters and sentences onto the blank lines.



Roxie the raccoon raced to Richmond.

Ralphie remembered to rest in Raleigh.

NAME: _____

DATE: _____

Yes (Same) or No (Different)?

Directions: Have students read each pair of words and decide if the vowel sounds are the same. Have students write yes if the sounds are the same or no if the sounds are different.

1. third – thorn _____
2. nurse – clerk _____
3. bird – burn _____
4. chirp – church _____
5. skirt – shirt _____
6. fur – far _____
7. surf – sir _____
8. burst – barn _____
9. prize – purse _____
10. Carl – curl _____
11. hurt – girl _____
12. skirt – dirt _____

13. verb – herd _____

14. Burt – Bert _____

15. perk – park _____

16. fir – fur _____

17. curve – churn _____

18. fern – curb _____

19. stir – turn _____

20. thorn – bore _____

NAME: _____

DATE: _____

2.2

Take-Home

Mixed Review R-Controlled Vowels

Dear Family Member,

Ask your student to read each sentence and the two word choices. Your student should write the best choice for each sentence in the blank.

1. _____ and Kim are job hunting.
   (Kurt Corn)

2. Jill would like to get three more _____.
   (skirts swirls)

3. A bird will _____ to its mom for food.
   (curb chirp)

4. Did you _____ a log in the fireplace?
   (burn burst)

5. A _____ can help you when you are hurt.
   (purse nurse)

6. Did you see the boy as he _____ the huge waves?
   (surfed barked)

7. Beth asked her mom if she could take her bike for a _____.
   (whirl curl)

8. Would you rather put on a red or a green _____?
   (shirt fork)

9. Who was your teacher in _____ grade?
   (fire first)

10. The _____ dug holes next to the tree to hide acorns.
(sunburn squirrel)

11. The _____ is herding the sheep.
(artist shepherd)

12. Did you _____ that today is my birthday?
(target forget)

NAME: _____

DATE: _____

Yes or No?

Directions: In Part 1, have students circle the letter 'y' in each word. As a class, read the word pairs aloud, and decide if the sound 'y' is the same or different in each word pair. In Part 2, first ask students to circle the vowel sound in each word. Then have students read the word pairs aloud. After reading each pair, ask students if the vowel sounds are the same or different and write yes if the same and no if different.

Part 1: Does the letter 'y' have the same sound in each word pair?

1. yelp – myth _____
2. gym – myth _____
3. Lynn – yarn _____
4. yikes – lynx _____
5. Syd – gym _____

Part 2: Do these words have the same vowel sound?

1. join – gym _____
2. miss – myth _____
3. gym – jam _____
4. myth – math _____
5. quill – lynx _____

Fill in the Blank

Write the best word from the box to finish each sentence.

cymbals	synonyms	oxygen	gym
~~cylinder~~	myths	symbol	antonym

1. A can is cylinder shaped.
2. I exercise at the _____.
3. When the boy in the band clapped the _____ together, they made a loud sound like a gong.
4. An _____ of the word *yes* is the word *no*.
5. In math problems, a "+" is the _____ telling you to add the numbers.
6. *Smile* and *grin* have the same meaning and are _____.
7. The teacher read the class some Greek _____.
8. Humans breathe _____.

NAME: _____

DATE: _____

3.2 **Activity Page**

1. Copy the names onto the blank lines.

Ben Hernandez

Penny Klackenback

2. Think of a first and last name that begin with a 'B', 'H', 'K', 'P', or 'R'. Write the names in cursive.

3. Copy the sentences onto the blank lines.

Helen decided to take a vacation in Pecan Hill.

NAME: _____

DATE: _____

3.2 Activity Page

Kim said that Big Ben is a tall clock tower.

NAME: _____

DATE: _____

3.3

Take-Home

Brooklyn

Kim took Kurt by the hand and the two of them set off so that Kim could look for a job.

It was a summer morning in Brooklyn. There were lots of cars on the streets. There were people walking here and there. A man was sweeping the street outside his shop.

Kim and Kurt walked until they got to Prospect Park.

Kurt looked into the park as they went past. He saw people playing frisbee. He saw people on bikes. He saw a man playing fetch with his dog. He saw soccer players on their way to a game. He saw runners on their way to the gym.

"Can we stop and play?" asked Kurt.

"No," Kim said. "I have to get a job."

Kurt slumped a bit to let Kim see that he was sad, but he kept walking.

"Kim," he said after a bit, "will having a job make you a grownup?"

"Well, sort of," said Kim. "I'm in college. I think that makes me part kid and part grownup."

"Will you still have time to play with me?"

"Yes!" Kim said, rubbing Kurt's arm. "We will have lots of time to play. I'll get a part-time job, one that is not too hard. That way, I will not be too tired when I get home. Then we can play."





"You should get a job at the Bronx Zoo!" Kurt said. "Then you can play with the snakes and tigers."

Kim said. "I don't think so. I don't like snakes. But we can visit the zoo later this summer. After I get a job, I will have cash to do fun things like that."

Just then Kim saw two old pals waving at her.

"Lynn!" she yelled. "Sheryl! What's up?"

Lynn and Sheryl crossed the street. "Hi, Kim!" said Lynn. "Are you home from college for the summer?"

"Yes," said Kim. "It's good to be back here in Brooklyn!"

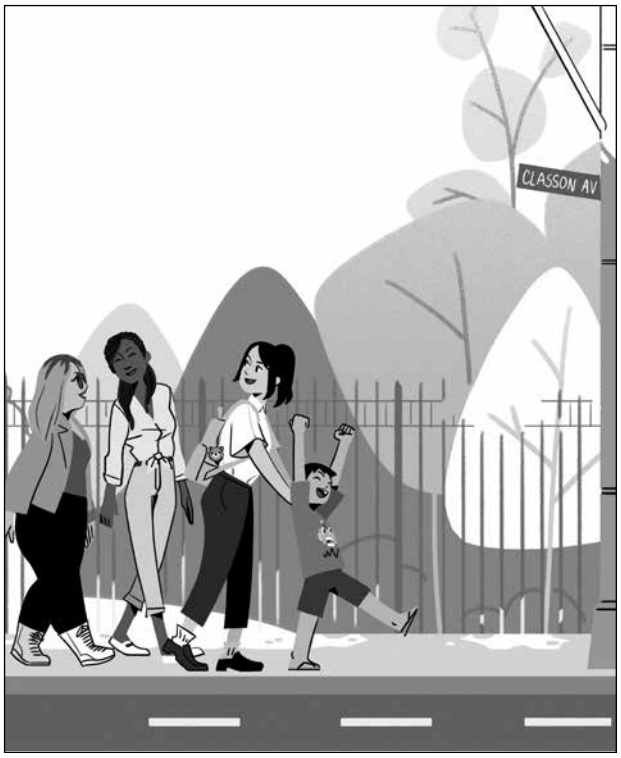
Kim slapped hands with her pals. Then she said, "You two have met Kurt, haven't you?"

Lynn and Sheryl nodded. Lynn stooped down to look at Kurt and said, "Hi, big man! Would you like to come with us? We are going over to Drummer's Grove to see the drummers."

"Drummer's Grove?" Kurt said. "Can we go, Kim? Can we? Can we? Can we?"

Kim hesitated. She needed to get started on her job hunt. But she wanted Kurt to have fun, too. If she dragged him off without seeing the drummers, there was a chance he would get mad and fuss all day. That would not be much fun.

"Okay," she said at last. "But just for a bit. I need to get started with my job hunt."



NAME: _____

DATE: _____

3.4

Take-Home

Family Member Directions: Ask your student to reread the story and circle the answers to the questions.

Brooklyn

1. Where are Kim and Kurt?
   Kim and Kurt are in _____.

   A. Manhattan

   B. Brooklyn

   C. Bronx

   D. Queens

2. When Kim and Kurt get to Prospect Park, what does Kurt want to do?
   Kurt wants to _____.

   A. eat ice cream

   B. go to the gym

   C. look for a job

   D. stop and play

3. Why is Kurt sad?
   Kurt is sad because _____.

   A. Kim says he cannot get ice cream

   B. Kim says Kurt must look for a job

   C. Kim says that they cannot stop and play

   D. Kim says Kurt must go home

4. Why is Kim looking for a part-time job?
Kim wants to have time to _____.

   A. read books for college
   B. play and do fun things with Kurt
   C. sleep late each morning
   D. exercise at the gym

5. Where do Lynn and Sheryl invite Kim and Kurt to go?
They invite Kim and Kurt to go with them to _____.

   A. the Bronx Zoo
   B. Brooklyn
   C. Queens
   D. Drummer's Grove

Circle the name of the character who made the statement.

Sentence	Character
"I think that makes me part kid and part grownup."	Kurt Lynn Kim Sheryl
"You should get a job at the Bronx Zoo!"	Kurt Lynn Kim Sheryl
"Hi, big man! Would you like to come with us?"	Kurt Lynn Kim Sheryl

NAME: _____

DATE: _____

Fill in the Blank

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

kind	entire	mile	pilot	find
child	mind	surprise	grind	wild

1. A cat is tame and can be a pet, but a tiger is _____.
2. What _____ of ice cream do you like the best?
3. Lynn hid my notebook and now I cannot _____ it.
4. The _____ landed the plane on time.
5. A _____ cannot drive a car.
6. The miller will _____ the wheat into flour.
7. Don't tell Kim what I got for her birthday. I want to _____ her.
8. The school is about a _____ away.
9. Do you _____ if I sit next to you?
10. Bill ate the _____ pie and then felt sick!

NAME: _____

DATE: _____

4.2 **Activity Page**

Write five sentences telling why "Drummer's Grove" is a good title for this story.

NAME: _____

DATE: _____

Spelling Test

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____



_____

_____

_____



NAME: _____

DATE: _____

5.2 **Activity Page**

The Umbrella Tops

c e a



1. Trace the dotted letters.

c c c c e e e e

a a a a

2. Copy the letters onto the blank line.

c c c c e e e e

a a a a

3. Copy the sentences onto the blank lines.

Emma Allen is the mayor of Caro.

Chris joined the Emu Riders Association.

NAME: _____

DATE: _____

5.3 Activity Page

Synonyms and Antonyms

Write the best word from the box to finish each sentence.

sigh	night	~~frighten~~	high
right	light	fight	

1. A synonym of *scare* is frighten.

   A large dog could frighten a child.

2. An antonym of *day* is _____.

   We sleep during the _____.

3. An antonym of *wrong* is _____.

   Bill got all of his spelling words _____ on the test.

4. An antonym of *dark* is _____.

   Please turn on the _____ so I can read.

5. A synonym of *argue* is _____.

   When my sister and I do not agree, we _____.

6. A synonym for *breathe out* is _____.

   Bart let out a _____ when his dad said to turn off the TV.

7. A synonym for *tall* is _____.

   I cannot reach the box because it is on a _____ shelf.

Synonyms and Antonyms

Write the best word from the box to finish each sentence.

highway	tight	flight
upright	bright	might

1. A synonym for *may* is _____.

   I _____ not go to soccer today because I feel sick.

2. An antonym of *dim* is _____.

   I needed sunglasses because it was so _____ outside.

3. A synonym for a *plane trip* is _____.

   My _____ was late, so I did not get there on time.

4. An antonym of *loose* is _____.

   My pants are too _____.

5. A synonym of *road* is _____.

   We will take the _____ to drive to the store.

6. A synonym of *standing* is _____.

   The chair on the deck tipped over during the storm, so I turned it back _____.

NAME: _____

DATE: _____

Dwight's Lights

1. What is printed on the poster in Dwight's Lights?

   A. "Sale!" is printed on the poster.

   B. "Open!" is printed on the poster.

   C. "Dwight is hiring!" is printed on the poster.

   Page _____

2. Why is Dwight's Lights so bright?

   A. The shop has a lot of sun.

   B. The shop's lights and lamps are all turned on.

   C. The shop is on fire.

   Page _____

3. Dwight is very loud with Kim and Kurt. Why?

   A. Dwight would like to sell a light or lamp to Kim and Kurt.

   B. Dwight is angry with Kim and Kurt.

   C. There is a lot of noise in the shop.

   Page _____

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

4. Why does Dwight's face fall when Kim says that she has no need for a light?

   A. Dwight had hoped to make a sale.

   B. Dwight is feeling ill.

   C. Dwight wanted to talk more with Kim and Kurt.

   Page _____

5. Do you think that you would like Dwight? Why or why not?

NAME: _____

DATE: _____

6.1 **Activity Page**

1. Copy the names onto the blank lines.

Cassandra Elsinore

Artie Huang

2. Think of a first and last name that begin with a 'C', 'E', or 'A'. Write the names in cursive.

3. Copy the sentences onto the blank lines.

Amber from Honolulu planned on visiting Ethan in Cape Coral.

NAME: _____

DATE: _____

Can Carl come to Al's party on Elm Avenue?

NAME: _____

DATE: _____

Directions: Have students practice changing 'y' to 'i' and adding –es to each word. Refer to the Teacher Guide, Lesson 6 for detailed directions.

Fill in the Blank

Part 1: Nouns

1. one dragonfly, three _____
2. one butterfly, three _____
3. one firefly, three _____
4. one spy, three _____

Part 2: Verbs

1. cry _____
2. fly _____
3. dry _____
4. try _____
5. multiply _____

Directions: Have students write the correct form and spelling of each word in each sentence.

Part 3: Nouns and Verbs

1. _____ are fast.
   (dragonfly)

2. I caught a jar of _____.
   (firefly)

3. There were lots of _____ in the tree.
   (butterfly)

4. The dress _____ as it hangs in the sun.
   (dry)

5. When I haven't had something to eat for a while, a hamburger _____ my hunger.
   (satisfy)

NAME: _____

DATE: _____

6.3

Take-Home

Dear Family Member,

This week all of the spelling words contain r-controlled vowels. You may also notice the number of spelling words each week has increased. We are beginning to step up the rigor of our program as students become more adept at reading and spelling words.

In addition to reading every night for at least 20 minutes, students should practice spelling words.

As always, if you have questions or concerns, please do not hesitate to contact me.

'ar'>/ar/	'or'>/or/	'er'>/er/	'ir'>/er/	'ur'>/er/
car	store	nerve	stir	fur
bar	chore	serve	shirt	hurt
			girl	turn
			bird	purse

Tricky Word: all

NAME: _____

DATE: _____

Directions: Part 1: Have students circle the letter of the best answer for each sentence.

Part 1:

1. The _____ went fishing at the lake.
   (plural of *man*)
   A. mans
   B. men
   C. mens

2. The _____ enjoyed playing checkers.
   (plural of *child*)
   A. childs
   B. children
   C. childrens

3. Bart went home to get some boots when it started to rain so his _____ would stay dry.
   (plural of *foot*)
   A. foots
   B. feets
   C. feet

Directions: Part 2: Have students read the noun on each line. Have them write 'S' if the noun is just one of something (singular). Have them write 'P' if the noun is more than one (plural).

4. The dentist cleaned my _____.
   plural of *tooth*

   A. teeth

   B. teeths

   C. toothes

5. I saw _____ flying in the sky.
   plural of *goose*

   A. gooses

   B. geeses

   C. geese

6. The cat was chasing three _____.
   plural of *mouse*

   A. mouses

   B. mice

   C. mices

Part 2:

man S	children _____
teeth P	fireflies _____
tooth _____	mice _____
geese _____	pencil _____
dishes _____	feet _____

NAME: _____

DATE: _____

7.2 Activity Page

Make a Phrase

Directions: Have students write a word from column 1 with a word from column 2 and add –'s after the word from column 1 to indicate possession. On the back, ask students to choose three phrases to expand into complete sentences.

1—Names	2—Things
Dawn	food
Paul	toy
Jane	book
Pete	ferret
Kurt	hamster
Lynn	shorts

Dawn's shorts

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Dawn's shorts are pink.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

NAME: _____

DATE: _____

8.1 Activity Page

Fill in the Blank

Directions: Have students write the correct word in each blank.

1. My sister is one year _____ today.
   (told old)

2. A _____ of lightning hit the tree.
   (toll bolt)

3. We had to pay a _____ to drive on the highway.
   (told toll)

4. Would you like a dinner _____ with your meat?
   (scroll roll)

5. Who has the _____ eggs in a basket?
   (told most)

6. I have a stuffed up nose and a bad _____.
   (cold gold)

7. Dad will _____ us if we don't do our jobs.
   (sold scold)

8. Can you help me _____ the fence post while I fix it?
   (sold hold)

9. Would you like to go for a _____ outside to get some exercise?
   (colt stroll)

10. Will you help me _____ the clean shirts?
    (fold sold)

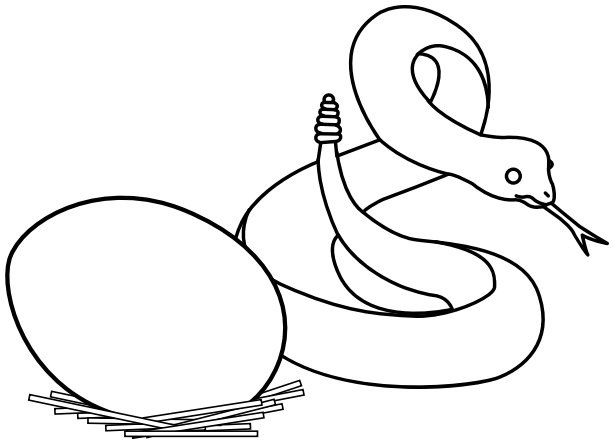
NAME: _____

DATE: _____

8.2 **Activity Page**

The Egg and the Snake Tops

O F T



1. Trace the dotted letters.

O O O O F F F F

T T T T

2. Copy the letters onto the blank line.

O O O O F F F F

T T T T

1. In the blank below, write the name of a real or imaginary city that begins with an 'O', 'F', or 'T'. Then copy the sentence onto the blank lines.

Olivia preferred

Fort Worth over

_____.

NAME: _____

DATE: _____

8.3 **Activity Page**

Write a summary of what Kurt learned about diners in this story.

NAME: _____

DATE: _____

8.4 Take-Home

The Gym

After leaving Dwight's Lights, Kim stopped for a moment to think about where she should try next to find a job.

"Mom's pals, Tom and Beth, run a gym that is nearby. I might have a chance getting a job at their gym, so let's go!"

On the way to the gym, Kim explained to Kurt that a gym is a place where people go to exercise and get in shape. She explained that people pay to be members of a gym.

Kurt had never visited a gym. The gym seemed odd to him. He stood staring at a man who was jogging in place.

"He keeps running," said Kurt, "but he is still in the same place!"

"It's kind of like the wheel that rat of yours likes to run on," said Kim. "It lets him run in place."

"He's not a rat," said Kurt. "He's a hamster!"

Kurt kept on looking at the man jogging in place.

"Why not just run in the park?" he asked.

"Some people think the gym is fun, just like you think the park is fun," Kim said.

"All the people here are working hard," Kurt said. "Why do they pay to work so hard?"

"It makes them feel good and strong after they have finished," Kim said.

Just then Tom and Beth came over to see them.

"Hi, Kim! Hi, Kurt!" said Beth. "It's good to see you. What brings you here?"

Kim said, "I'm looking for a summer job. I stopped to see if you need help. Are you hiring?"

"We just hired someone for a job in the snack bar," Beth said, pointing over to the counter. "People like to have a cool drink and a snack when they finish in the gym."

"That looks like a good job," said Kim. "I wish I had gotten here sooner."

"Bad timing," said Beth. "We don't need more help right now. But you will find a job somewhere else."

Tom took Kurt and Kim to see the rest of the gym.

Kurt pointed at a man who was doing curls.

"What's he doing?" Kurt asked.

"He's doing curls," Tom explained. "Would you like to do some curls?"

Kurt nodded.

"Here," Tom said.

"Use this one. Lift it up. That will strengthen your biceps—the tops of your arms. Then let it down. That will strengthen your triceps—the backs of your arms."

Kurt did five or six curls. Then he clenched his arm and yelled, "I am the man of steel!"

Kim just smiled at Kurt.

Kim spoke to Beth and Tom. "Well, I suppose we should go," she said. "Thank you for meeting with me."

"No problem," said Tom.

"Good luck with the job hunt," said Beth. "We will send word to you if we need help here."

"Why don't you go see Alberto at the corner market?" added Tom. "He may have a job for you. Plus, he's one of the nicest men I ever met."

NAME: _____

DATE: _____

8.5

Take-Home

Family Member Directions: Have your student reread the story and answer the questions in complete sentences.

The Gym

1. What is a gym?

_____

_____

_____

_____

2. Why do people pay to join a gym?

_____

_____

_____

_____

3. Who are Tom and Beth?

_____

_____

_____

4. Why don't Tom and Beth hire Kim?

_____

_____

_____

5. What advice does Tom give Kim?

_____

_____

_____

6. What do you do to exercise?

_____

_____

_____

_____

7. Would you rather run outside or run inside a gym? Why?

_____

_____

_____

_____

NAME: _____

DATE: _____

9.1 Activity Page

Directions: Have students read the words in the box aloud, circle the tricky spelling 'ow,' and then sort the words into correct columns.

blow	fowl	owl	glow	row
show	howl	slow	prowl	snow
tow	crown	grow	frown	gown
clown	throw	growl	scowl	town

/oe/ like *snow*

/ou/ like *now*

Directions: Have students read all the words in the box aloud. Have students write the best word from the box to complete each sentence.

glow	snow	throw	gown	cloud
pound	sound	howl	town	crown

1. We have a house in a small _____.
2. Did you hear the _____ of the crickets?
3. Can you _____ a ball?
4. Fireflies can _____ in the dark at night.
5. Did you hear the dog _____ at the moon?
6. Sometimes when it is cold, _____ will fall and make the ground white.
7. Is there a _____ in the sky?
8. The queen has a _____.
9. The clerk at the market sold me a _____ of beans.
10. I like my pink _____ the most.

NAME: _____

DATE: _____

Spelling Test

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

_____



_____



_____

NAME: _____

DATE: _____

10.2 Activity Page

Singular and Plural Nouns

Directions: Have students write the plural form of each noun on the corresponding line. Then have students make up two sentences using at least one of the plural nouns from the exercise in each sentence.

Singular Nouns (one)	Plural Nouns (more than one)
child	
butterfly	
man	
tooth	
class	
foot	
woman	
mouse	

1. _____

_____

_____

2. _____

_____

_____

NAME: _____

DATE: _____

10.3 Activity Page

Singular and Plural Nouns

Directions: In Part 1, have students write the plural form for each word. In Part 2, have students write two sentences using one of the nouns: use the singular form of the noun in one sentence and the plural form in the other sentence. Circle the noun selected in each sentence.

Part 1

1. wife _____
2. loaf _____
3. elf _____
4. hoof _____
5. shelf _____
6. half _____

Part 2

1. _____

   _____

   _____

2. _____

   _____

   _____

Directions: Have students use the words in the box to complete the sentences. Then have students circle all of the common nouns, draw a box around the proper nouns, and draw a wiggly line under each verb in the sentences.

calves	scarf	loaves	leaf
leaves	halves	hoof	elves

1. When it is cold, Sheryl wears her red _____ wrapped around her neck.

2. The _____ on the trees turn red and yellow in the fall.

3. Mom cut the muffin into two _____ so that Bart and Jill each could have a part to eat.

4. Pam mixed flour, eggs, and milk to make three _____.

5. Dad read a fairy tale about how _____ make shoes.

6. I slipped on a wet _____ on the steps outside.

7. The _____ are in the barn with the cows.

8. The horse started to limp; so we looked and found a thorn in its _____.

NAME: _____

DATE: _____

10.4 Activity Page

The Subway

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

1. Where do Kim and Kurt need to go on the subway?

_____

_____

_____

2. Will Kim and Kurt get to see the East River? Why or why not?

_____

_____

_____

3. What is the meaning of the prefix *sub*?

_____

_____

_____

4. Why does Kurt want to get off the train?

_____

_____

_____

5. What happens at the Wall Street stop?

_____

_____

_____

6. Have you ever taken a subway? If so, what was it like? If not, would you like to? Why or why not?

_____

_____

_____

First, number the sentences in the proper order. Then rewrite the sentences in the right order.

Kurt and Kim got seats on the train. _____

Kurt and Kim waited on the platform. _____

Kurt and Kim left the diner. _____

Kim grabbed a strap, and Kurt grabbed Kim's leg. _____

Kurt and Kim looked at the subway map. _____

1. _____

2. _____

3. _____

4. _____

5. _____

NAME: _____

DATE: _____

10.5

Activity Page

1. Copy the names onto the blank lines.

Olivera T. Fenwick

Frank Frankenstein

2. Think of a first and last name that begin with an 'O', 'F', or 'T'. Write the names in cursive.

3. Copy the sentences onto the blank lines.

Today Ted Tortoise travels to Tacoma.

The King of France called Oslo a fun city.

NAME: _____

DATE: _____

10.5 Activity Page

Bring King Otis to Fort Collins, Colorado.

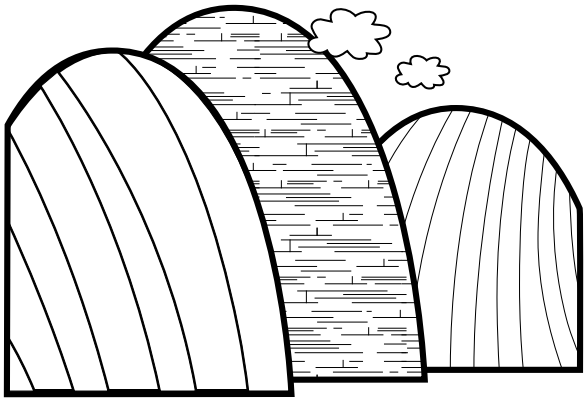
4. Use the lines below to practice any letters, words, or sentences from this Activity Page.

NAME: _____

DATE: _____

11.1 Activity Page

The High Hills



1. Trace the dotted letters and words.

M M M Mecca

N N N Norman

2. Copy the letters, words, and sentences onto the blank lines.

M M M Mexico

N N N New Mexico

Nadia taught us that Mercury is closer to the sun than Neptune.

NAME: _____

DATE: _____

11.2

Take-Home

Dear Family Member,

This week's spelling words focus on the spelling 'ow', which can stand for two sounds as in *glow* or *now*. On the back of this letter is a variation of the "I Spy" game you may have played with your student. It is called "I Am Thinking of a Word." You will provide clues to describe something about which you are thinking; your student should guess the correct word and write it as the answer. Your student may enjoy playing this game as a different way to practice these spelling words.

First, ask your student to read the entire list of spelling words. Then say each clue, asking your student to think of which spelling word you are describing and write the word.

below	yellow
elbow	rainbow
snow	sorrow
arrow	plow
flowers	growling
powder	shower
meow	chow

Tricky Word: your

Clues for "I Am Thinking of a Word" Game

1. I am thinking of a word that means the same thing as under. *(below)*
2. I am thinking of a word for a color. *(yellow)*
3. I am thinking of a word for a part of your arm. *(elbow)*
4. I am thinking of a word for something that may appear in the sky after it rains. *(rainbow)*
5. I am thinking of a word for something that is white and falls from the sky. *(snow)*
6. I am thinking of a synonym for sadness. *(sorrow)*
7. I am thinking of a word for something you shoot with a bow. *(arrow)*
8. I am thinking of a word for a tool a farmer might use to prepare the soil for planting a garden. *(plow)*
9. I am thinking of another word for blossom. *(flowers)*
10. I am thinking of a word for a sound a dog may make. *(growling)*
11. I am thinking of a word that is something you might put on a baby. *(powder)*
12. I am thinking of a word that describes a way you might get clean instead of taking a bath. *(shower)*
13. I am thinking of a word for a sound that a cat makes. *(meow)*
14. I am thinking of a word that is something a puppy might eat. *(chow)*
15. I am thinking of a word that means something belongs just to you. *(your)*

NAME: _____

DATE: _____

11.3

Take-Home

Family Member Directions: Have your student first read all the words in the box and then choose the best word from the box to complete each sentence.

Fill in the Blank

athlete	beach	zebra	expect	fever	replied
else	second	became	pretend	create	decide

1. He is a good _____, and plays football for a pro team.
2. Sometimes my sister likes to wear a crown and a long dress and _____ that she is a princess.
3. When I asked my mom if I could stay up until midnight, she firmly _____, "No way!"
4. A _____ looks like a horse with black and white stripes.
5. He _____ a third grader at the beginning of the year.
6. On a summer day, I like to spend the day at the _____, relaxing and swimming.
7. Mark has a _____ and does not feel well.
8. Lynn came in first place in the race, and Sheryl came in _____.

Fill in the Blank

athlete	beach	zebra	expect	fever	replied
else	second	became	pretend	create	decide

9. Kurt had a hard time trying to _____ what kind of ice cream to order because he liked them all.

10. What time do you _____ your aunt to get here?

11. The artist will _____ a new painting to be displayed in the art show.

12. I have looked everywhere for my lost purse and don't know where _____ to search.

NAME: _____

DATE: _____

12.1 Activity Page

Proper Nouns

Directions: Have students rewrite the names correctly in Part 1. Then have students write a name for each common noun in Part 2.

Part 1:

mr halter _____ miss burks _____

ms parker _____ mrs binns _____

miss jacks _____ mr hunt _____

mrs tripp _____ ms sims _____

Part 2:

girl _____ street _____

teacher _____ state _____

day _____ boy _____

Directions: Have students rewrite these sentences correctly. Then have students draw a circle around the common nouns, a box around the proper nouns, and a wiggly line under the verbs.

1. do you know if bill sold the old truck to mr tucker last sunday

2. mrs fine tripped on the curb thursday at miss smith's house

NAME: _____

DATE: _____

12.2 Activity Page

Persuasive Writing Plan

Kind of persuasive writing: Letter

1. Opening Sentence:

_____

_____

_____

2. Reason:

_____

_____

_____

3. Reason:

_____

_____

_____

Directions: Have students use this template to plan a persuasive letter.

4. Reason:

_____

_____

_____

5. Closing Sentence:

_____

_____

_____

NAME: _____

DATE: _____

12.3 **Activity Page**

Persuasive Letter

Directions: Have students use this template to draft a persuasive letter.

_____
(School Street Address)

_____
(City, State, Zip Code)

_____
(Date)

Dear _____,
(Principal's name)

_____

_____

_____

_____

_____

_____

_____

_____

Sincerely,

_____

NAME: _____

DATE: _____

12.4 Activity Page

Editing Checklist for Friendly Letter

Fill out this chart as you edit the draft.

1. Do I have a heading?	
2. Do I have a greeting?	
3. Do I have a body?	
4. Do I have a closing?	
5. Have I added my signature at the end?	
6. Do all of my sentences start with uppercase letters?	
7. Do all of my sentences end with a final mark? (. ? or !)	
8. Have I spelled all of my words correctly?	

NAME: _____

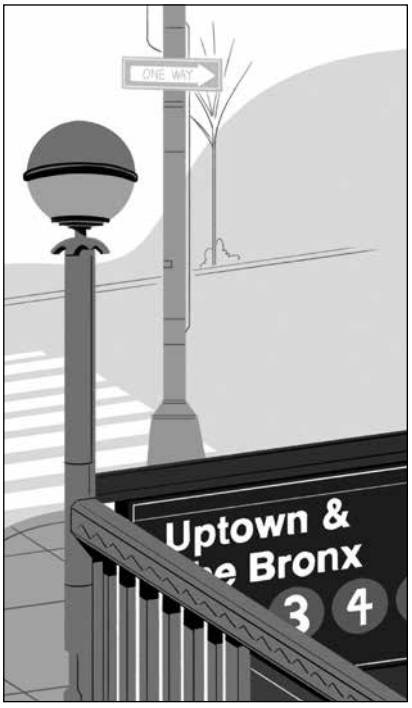
DATE: _____

12.5

Take-Home

The Subway

When Kim and Kurt were finished eating, Kim paid for the meal and left a tip for the waitress. Then they went out of the diner.



"We need to get on the subway and go into Manhattan," she said.

"Manhattan?" Kurt said with a loud sigh. "This job hunt will take all day!"

"It won't take that long. I'm just having no luck here in Brooklyn. Maybe I can find a job in Manhattan."

They walked to the subway stop.

Kim got out the fare card her mom had given her.



"Which train will we take?" Kurt asked.

"The Number 3 train."

Kim pointed to a map on the wall. She showed Kurt a red line on the map. "We will ride from here in Brooklyn over to Manhattan and all the way up to Times Square."

Kurt pointed at the spot on the map that marked the East River.

"Will we get to see the river?"

"No," said Kim. "The subway goes under the river. That's why it's named a subway. *Sub* means under. A subway is a train that goes under things like rivers and roads. It travels underground."

Kurt and Kim waited on the platform for the subway train. Soon, Kurt could hear the sound of the train as it got closer. There was a gust of air. The train rolled up to the platform and stopped.

The people inside the subway train were packed in tight. There were no seats, so Kim reached up and grabbed a strap. Kurt held on tight to Kim's leg.

The train started off with a jerk. All the people swayed from side to side. Kurt could hear the train squeaking and creaking.

Soon, the train slowed down. A voice came over the speaker, "This is Clark Street. Next stop is Wall Street."

"Where are we?" Kurt asked Kim.

"This is the last stop in Brooklyn," Kim explained. "Next, the subway crosses over to Manhattan."

"Then can we get off? I'm so squashed I'm having a hard time breathing."

"Hang in there," Kim said. "Some people will get off as soon as we get to Manhattan."

Kim was right. The next stop was Wall Street. Lots of people got off the train.

At last, Kurt and Kim got seats on the train.

"This is much better!" Kurt said.



NAME: _____

DATE: _____

13.1 Activity Page

Directions: Part 1: Have students read and edit the sentences. Part 2: Have students rewrite the names correctly.

Part 1:

1. miss tucker took our class to the fair the fair was on saturday, may 2, 2013

2. beths dad, mr bonner, went with us the fair was on main street we went to eat at burger barn after the fair mrs harper made cupcakes for our lunch

Part 2:

1. mr bob parker _____
2. mrs jane jones _____
3. ms tammy binns _____
4. miss becky willis _____

Directions: Part 3: Have students rewrite the sentences correctly. Draw a circle around the common nouns, a box around the proper nouns, and a wiggly line under the verb, and a straight line under possessives.

Part 3:

1. kurt plays goalie for his soccer team, the tigers, on fridays

2. jans track team, the roadrunners, is coached by mrs turner

3. fran played at bills house on saturday morning

NAME: _____

DATE: _____

13.2 Activity Page

Persuasive Writing Plan

Kind of persuasive writing: Letter

1. Opening Sentence:

_____

_____

_____

2. Reason:

_____

_____

_____

3. Reason:

_____

_____

_____

Directions: Have students use this template to plan a persuasive letter.

4. Reason:

_____

_____

_____

5. Closing Sentence:

_____

_____

_____

NAME: _____

DATE: _____

13.3

Activity Page

Directions: Have students use this template to draft a persuasive letter.

_____

_____

_____

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sincerely,

_____

NAME: _____

DATE: _____

13.4 Activity Page

Editing Checklist for Friendly Letter

Fill out this chart as you edit the draft.

1. Do I have a heading?	
2. Do I have a greeting?	
3. Do I have a body?	
4. Do I have a closing?	
5. Have I added my signature at the end?	
6. Do all of my sentences start with uppercase letters?	
7. Do all of my sentences end with a final mark? (. ? or !)	
8. Have I spelled all of my words correctly?	

NAME: _____

DATE: _____

13.5 **Activity Page**

1. Copy the names onto the blank lines.

Melvin Nguyen

Nellie Marshall

2. Think of a first and last name that begin with an 'M' or 'N'. Write the names in cursive.

3. Copy the sentences onto the blank lines.

Mount Everest is located in Nepal.

North of Montana sits Canada.

NAME: _____

DATE: _____

13.5 Activity Page

The moon over Miami reminded Natalie of her trip to Naples.

NAME: _____

DATE: _____

13.6

Take-Home

Wall Street



At the Wall Street stop a man got on the train. He had on black pants, a black jacket, a crisp white shirt, and a red necktie. He was holding a black case. He looked sharp.

Kurt jabbed Kim with his elbow and whispered, "What do you think his job is?

"I don't know," Kim said. "He might be a banker who has a job in a bank on Wall Street."

"What's a bank?"

"A bank is a place where you can keep your cash so it is safe. The bank keeps your cash until you need it and they pay you a bit for saving your cash with them. Since not everyone needs their cash at the same time, the bank has extra cash that they can use to make loans to people who need cash."

"What's a loan?"

"When you get a loan from a bank, the bank lets you borrow some of the cash that it has, and you make a deal to pay the cash back later, plus some fees that the bank adds in."

"You mean you have to pay back more cash than the cash you borrow?"

"That's right."

"Why not just use the cash you've got?" Kurt asked.

"Well, if you have a lot of cash, you might not need to get a loan. But let's say you plan to open your own store. You would need a lot of cash before you even opened the store! You might not have all of this cash on your own, so you might need a loan to get started."

Kurt dreamed of a store he might like to open and of a banker handing him a big bag of cash. Then he dreamed that he might even like to be a banker himself.



"Do bankers get paid a lot?" Kurt asked.

"Some of them do."

"So why don't you get a job at a bank?"

"Most banks won't hire you unless you have finished two or three years of college. I have just finished one year."

"So it's a hard job to get?"

Kim nodded.

NAME: _____

DATE: _____

13.7

Take-Home

Family Member Directions: Ask your student to mark the circle by the best answer to each question.

1. How did the man who got on the train look?

   ○ The man looked like a mess.

   ○ The man looked sharp.

   ○ The man was singing.

2. What is a bank?

   ○ A bank is a place where you get free food.

   ○ A bank is a place where you take your food to keep it safe.

   ○ A bank is a place where you take your cash to keep it safe.

3. What is a loan?

   ○ A loan is cash that you have to pay back.

   ○ A loan is free cash that you don't have to pay back.

   ○ A loan is a free car that you get to pick out.

4. What is one reason that you would need a loan?

   ○ You might need a loan because you have too much cash.

   ○ You might need a loan because you want to open your own shop.

   ○ You might need a loan because you want to sing a song.

5. Why can't Kim get a job at a bank?

- ○ Kim doesn't want a job at a bank.
- ○ Kim doesn't have sharp clothes.
- ○ Kim hasn't completed two or three years of college.

NAME: _____

DATE: _____

14.1 Activity Page

Verb *to be*

am	is	are

Directions: Part 1: Have students fill in blanks with a form of the verb to be. (am, is, are) Part 2: Have students read the sentences and draw a wiggly line under the verb to be in each sentence.

Part 1:

1. I _____ you _____ he _____.

2. she _____ we _____ they _____.

Part 2:

1. I am at home today.

2. They are mad.

3. He is a good athlete.

4. We are fast runners.

5. You are my best pal.

6. She is fun to play with.

7. You are a girl.

8. I am from the United States.

Directions: Part 3: Have students complete the sentences by writing a form of the verb to be in the blank. Students may use words more than once. Part 4: Have students write three sentences using the form of the verb to be.

Part 3:

am	is	are

1. She _____ a good runner.
2. They _____ members of my soccer team.
3. We _____ good readers.
4. I _____ the class helper today.
5. You _____ in the right line.
6. He _____ glad to be in our class.

Part 4:

1. am _____

   _____

2. is _____

   _____

3. are _____

   _____

NAME: _____

DATE: _____

14.2 Activity Page

Persuasive Writing Plan

Kind of persuasive writing: Letter

1. Opening Sentence:

_____

_____

_____

2. Reason:

_____

_____

_____

3. Reason:

_____

_____

_____

Directions: Have students use this template to plan a persuasive letter.

4. Reason:

_____

_____

_____

5. Closing Sentence:

_____

_____

_____

NAME: _____

DATE: _____

14.3

Activity Page

Directions: Have students use this template to draft a persuasive letter.

_____

_____

_____

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sincerely,

_____

NAME: _____

DATE: _____

14.4 Activity Page

Editing Checklist for Persuasive Letter

Fill out this chart as you edit the draft.

1. Do I have a heading?	
2. Do I have a greeting?	
3. Do I have a body?	
4. Do I have a closing?	
5. Have I added my signature at the end?	
6. Do all of my sentences start with uppercase letters?	
7. Do all of my sentences end with a final mark? (. ? or !)	
8. Have I spelled all of my words correctly?	

NAME: _____

DATE: _____

14.5

Take-Home

Dear Family Member,

These are noun pairs for your student to use to practice writing possessives. Your student has been learning about both common and proper nouns, and the apostrophe–'s' at the end of nouns meaning that the noun possesses something. We've been pairing proper noun (e.g., Mike) and common nouns (e.g., book) and pairing them to form possessive pairs (e.g., Mike's book.) Have your student write a word from the left column and a word from the right column and add after the word from the left to indicate possession. Afterwards, ask your student to use the word pair in complete sentences (e.g., Kim's drum is loud.).

Sheryl	drum
Lynn	bike
Kim	mom
Kurt	pants
Albert	dad
Paul	job
Dad	car
Mom	

NAME: _____

DATE: _____

15.1 **Assessment**

Spelling Test

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____



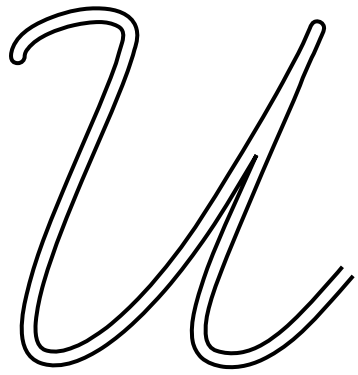


NAME: _____

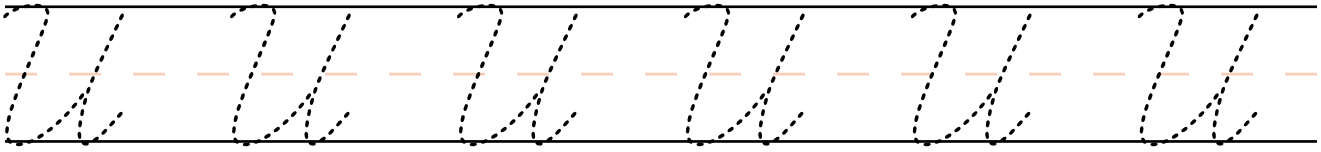
DATE: _____

15.2

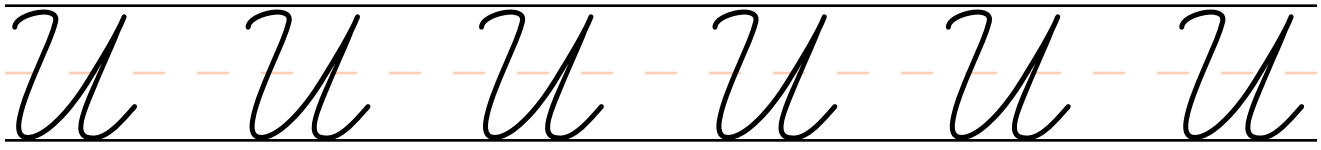
Activity Page



1. Trace the dotted letters.



2. Copy the letters and sentences onto the blank lines.



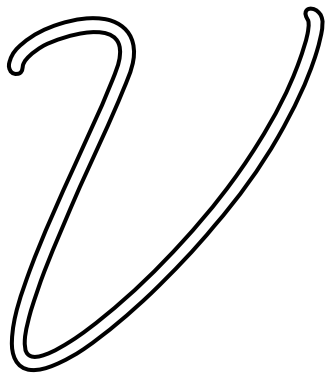
Uncle Umar urged the unicorns to undertake playing the ukulele.

NAME: _____

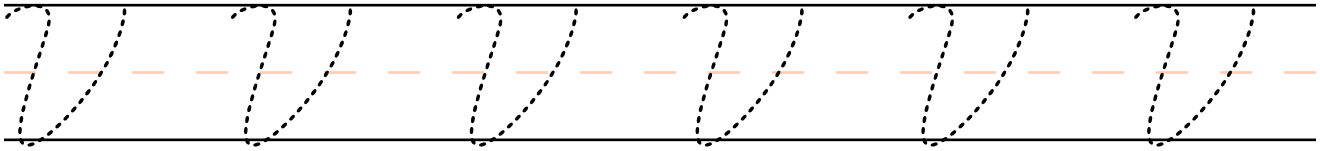
DATE: _____

15.2

Activity Page



1. Trace the dotted letters.



2. Copy the letters and sentences onto the blank lines.



Vinny and Vera voted to visit Venezuela on their vacation.

NAME: _____

DATE: _____

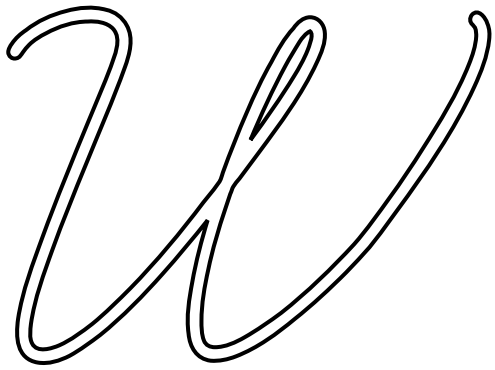
15.3 **Activity Page**

Describe the plot of this story in four or five sentences.

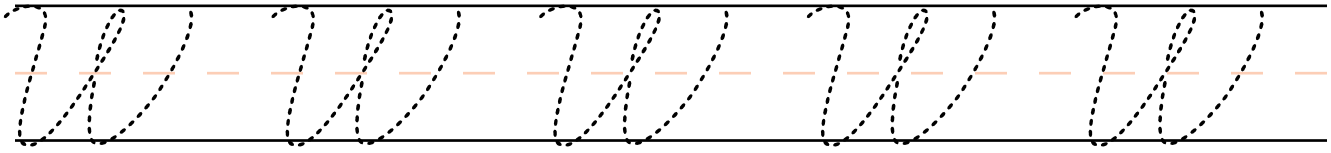
NAME: _____

DATE: _____

16.1 Activity Page



1. Trace the dotted letters.



2. Copy the letters and sentences onto the blank lines.



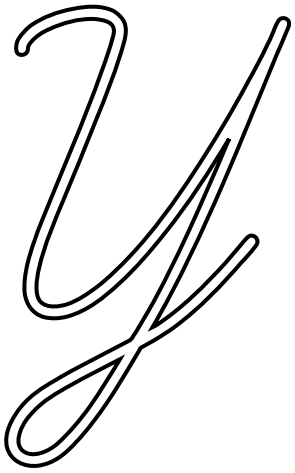
Wendell waited for a whistling warthog.

"Don't wake the wolf," whispered William.

NAME: _____

DATE: _____

16.1 Activity Page



1. Trace the dotted letters.

2. Copy the letters and sentences onto the blank lines.

"Yippee! yelled Yaakov
"We're in Yonkers!

Yesterday Yetta saw a
Yeti in Yellowstone.

NAME: _____

DATE: _____

16.2

Take-Home

Dear Family Member,

The spelling words this week review the four different ways we have learned to spell the sound */ee/* ('e_e' as in *Pete*; 'ee' as in *creek*; 'e' as in *he*; 'ea' as in *meal*).

If at all possible, review the words each evening with your student. You may also suggest your student review the words independently by asking your student to write the words a few times every evening. You will be surprised how much your student can learn in just 10–15 minutes of practice each night.

Continue to have your student read every night. At this point in the year, your student may be ready to begin reading silently. As students start to read silently, they often subvocalize or "whisper read" to themselves. As your student continues to practice reading, he or she may start just moving their lips with no sound; with more practice, he or she will finally feel comfortable reading silently. You can suggest that your student alternate reading a page of a story aloud to you with reading a page silently to himself/herself to encourage the development of silent reading. However, let your student choose whatever way he or she feels most at ease in reading.

'e_e'	'ee'	'e'	'ea'
eve	creek	she	seal
complete	week	we	meal
	meeting	zero	wheat
		fever	squeak
		pretend	

Tricky Word: people

NAME: _____

DATE: _____

17.1 Activity Page

Directions: Have students read the words in the box aloud. Then have students read and follow directions.

Fill in the Blank

Write the best word from the box to finish each sentence.

key	bunny	story	city	baby	shy
myth	chimney	yard	funny	study	donkey

1. A _____ looks a lot like a horse.
2. The grass in the back _____ needs to be mowed.
3. The _____ was crying because he was hungry.
4. Kurt asked his sister to read him a silly _____.
5. Do you have your house _____ so you can unlock the door?
6. I saw a fluffy, white _____ burrow into its hole.
7. There was smoke blowing from the _____ because we had a fire in the fireplace.
8. The Greek _____ we are reading is about gods and goddesses.

Fill in the Blank

Write the best word from the box to finish each sentence.

key	bunny	story	city	baby	shy
myth	chimney	yard	funny	study	donkey

9. What a _____ joke!

10. Don't forget to _____ your spelling words for the test on Friday!

11. Jenny is _____ with people that she does not know well.

12. I do not like the noise of the traffic in the _____.

NAME: _____

DATE: _____

17.2 **Activity Page**

With your partner, make a list of all the foods Kurt has eaten so far during the job hunt.

NAME: _____

DATE: _____

17.3

Take-Home

Family Member Directions: Have your student write the best word from the box to complete each sentence.

nurse	easy	light	butterfly	twenty
squirrel	furry	really	angry	body

1. I stayed outside all day and got a sunburn over my entire _____.
2. The _____ told me I had a fever.
3. My sister is _____ years old.
4. Math is an _____ subject for me.
5. The _____ ate the corn from the feeder.
6. I did not eat lunch, so I am _____ hungry!
7. Can you turn on the _____?
8. A soft, _____ bunny hopped past the lawn.
9. My mom was _____ when she saw the hole in my pants.
10. The _____ flitted from flower to flower.

NAME: _____

DATE: _____

18.1

Activity Page

yellow	tricky	butterfly	baby	gym	antonym
story	dry	study	supply	crazy	fairy

'y' > /y/ (*yarn*)	**'y' > /ie/ (*my*)**
'y' > /i/ (*myth*)	**'y' > /ee/ (*funny*)**

Directions: Have students write each word in the correct box.

NAME: _____

DATE: _____

18.2

Activity Page

1. Copy the names onto the blank lines.

Yasmin Undergrass

Viktor Von Wurst

2. Think of a first and last name that begin with a 'U', 'V', 'W', or 'Y'. Write the names in cursive.

3. Copy the sentences onto the blank lines.

After learning chess, Ursula joined the Yucca Valley Chess Club.

NAME: _____

DATE: _____

18.2 **Activity Page**

When did Vin move from Wellington, Utah to Victoria, Texas?

NAME: _____

DATE: _____

18.3 Activity Page

Directions: Have students read each sentence and then read the word below the blank as it is presently written. For sentences 1–5, students should change the singular noun to a plural noun. For sentences 6–10, students should change the verb to the appropriate present-tense form.

Plural Nouns

1. Big _____ have subway trains.
   (city)
2. We went to a lot of _____.
   (party)
3. There are six _____!
   (puppy)
4. We picked a bucket of _____.
   (cherry)
5. Cindy likes to hear _____ about elves and _____.
   (story) (fairy)

Verbs

6. He _____ for his test each night.
   (study)
7. The man _____ to his home.
   (hurry)
8. Jane _____ her green peas in the gravy.
   (bury)
9. The squirrel _____ nuts in his cheeks.
   (carry)
10. Mark _____ Jane next week.
    (marry)

NAME: _____

DATE: _____

18.4

Take-Home

The Daydream

The subway train went on past Wall Street, going north.

Kim looked at the Job Opening ads in the paper.

Kurt looked up at the posters that were hanging on the walls of the train. One of them was a poster of two star baseball players. The players seemed to smile down at Kurt, as if to say, "This is the life, man!"



Kurt stared at the poster and daydreamed. He could hear a man speaking. The man was calling out the play-by-play for a baseball game.

"Two out in the ninth inning," the man said. "The home team is down by two runs. So, Mark, it looks like it's all up to Kurt Gunter at this point."

"Well, James," said a different voice, "Kurt Gunter has had such a good year. As you know, the former spaceship pilot and race car driver is leading the team in hits, home runs, and runs batted in. He has hit the ball so well this year that most fans I've spoken with think he's the bee's knees! In fact, I had a caller on my show, Sports Yap, last week who told me he thinks Gunter should make twice what they pay him."



"So Gunter steps up to the plate. Here's the pitch. It's a strike. The fans are mad. They don't like the call. They think it was a ball. But Gunter himself seems not to mind. He steps back into the box. Here's the pitch. Gunter swings."

Smack!

"Look out, Mark! He got a bit of that one! It's a long fly ball to the left. It's going, it's going. It's out of here! Kurt Gunter has hit a home run! Home run by Gunter! We win! We win!"

"James, I'm telling you, that's why Kurt Gunter is a rich man!"

"Gunter is rounding the bases. He tips his hat to the fans. The fans are going wild! They are shouting, 'Kurt! Kurt! Kurt!'"

Just then Kurt looked up. Kim was shaking him and saying, "Kurt, Kurt, Kurt! This is our stop!"



NAME: _____

DATE: _____

18.5

Take-Home

Family Member Directions: Have your student reread the story and answer the questions.

The Daydream

1. What is on the poster that is hanging on the wall of the subway train?

   A. Basketball players are on the poster.

   B. Baseball players are on the poster.

   C. Football players are on the poster.

2. In Kurt's daydream, why is Kurt a rich man?

   A. Kurt is a race car driver.

   B. Kurt is a banker.

   C. Kurt is a baseball player.

3. In Kurt's daydream, who shouts, "Kurt! Kurt! Kurt!"?

   A. Kurt's fans shout it.

   B. Kim shouts it.

   C. Kurt's mom shouts it.

4. In real life, who shouts, "Kurt, Kurt, Kurt!"?

   A. Kurt's fans shout it.

   B. Kim shouts it.

   C. Kurt's mom shouts it.

5. Describe a daydream you have had.

NAME: _____

DATE: _____

19.1

Activity Page

Directions: Part 1: Have students choose a verb from the box and fill in the blank in each sentence. Students will use the words more than once.

Part 1:

was	were

1. Jack _____ at her house last night.
2. They _____ happy to win last night.
3. Mom _____ at my game yesterday.
4. We _____ glad we saw a show last Saturday.
5. I _____ in first grade last year.
6. They _____ yelling at the party last week.

is	am	are

1. She _____ cold without her jacket.
2. We _____ good pals.
3. They _____ in the parking lot.
4. He _____ on the football team.
5. I _____ happy today.
6. You _____ in the right place.

Directions: Part 2: Have students draw a wiggly line under the present tense of the verb to be. *Then have students write the sentence in the past tense. Lastly, have students draw a wiggly line under the past tense* to be *verbs.*

Part 2:

1. We are at the park today.

   Yesterday _____

   _____

2. He is at the party today.

   Last week _____

   _____

NAME: _____

DATE: _____

20.1

Assessment

Spelling Test

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

_____



_____



_____

NAME: _____

DATE: _____

20.2

Activity Page

Directions: Part 1: Have students draw circles around the common nouns, boxes around the proper nouns, and wiggly lines under the verbs. Part 2: Have students make each singular noun into a plural noun. Part 3: Have students fill in the bubble beside the correct answer.

Part 1:

1. I was on the subway until Wall Street.
2. Mr. Fremont is a jolly man.
3. We were really hungry.
4. The player hit the baseball out of the park.
5. Her mom's name is Mrs. Gunter.

Part 2:

1 switch, 5 _____ 1 child, 2 _____

1 puppy, 2 _____ 1 mouse, 3 _____

1 towel, 6 _____ 1 firefly, 4 _____

1 squirrel, 9 _____ 1 elf, 8 _____

Part 3:

1. ○ ms Ginger Marks
   ○ Ms Ginger Marks
   ○ Ms. Ginger Marks

2. ○ Mr Jim Burton
   ○ Mr. Jim Burton
   ○ mr. Jim Burton

3. ○ Mrs Lynn west
   ○ mrs. lynn west
   ○ Mrs. Lynn West

4. ○ miss sheryl parker
   ○ Miss Sheryl Parker
   ○ Miss. Sheryl Parker

Directions: Part 4: Have students correct the sentences. Part 5: Have students fill in the blanks. Part 6: Have students fill in the blanks.

Part 4:

1. is mrs wiggins a teacher at western high
2. a mouse ran past the door and startled mr smith
3. my birthday is on monday, march 7th
4. i am going to eat at the burger king that is on oak street
5. can you help miss winters find the state of maine on the map

Part 5:

am	are	is

1. He _____ very sleepy.
2. You _____ a really good pal.
3. I _____ not really hungry right now.
4. She _____ smart.

Part 6:

was	were

1. We _____ at the park.
2. I _____ so mad yesterday!
3. They _____ satisfied with their gift.

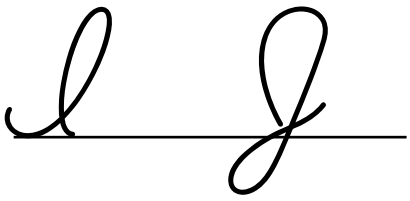
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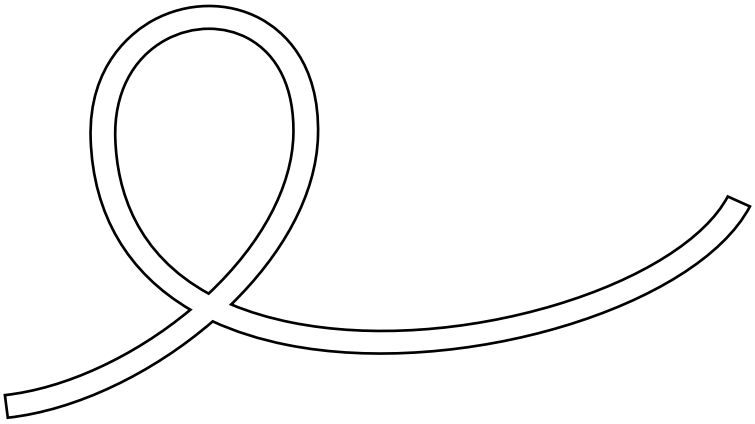
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20.3

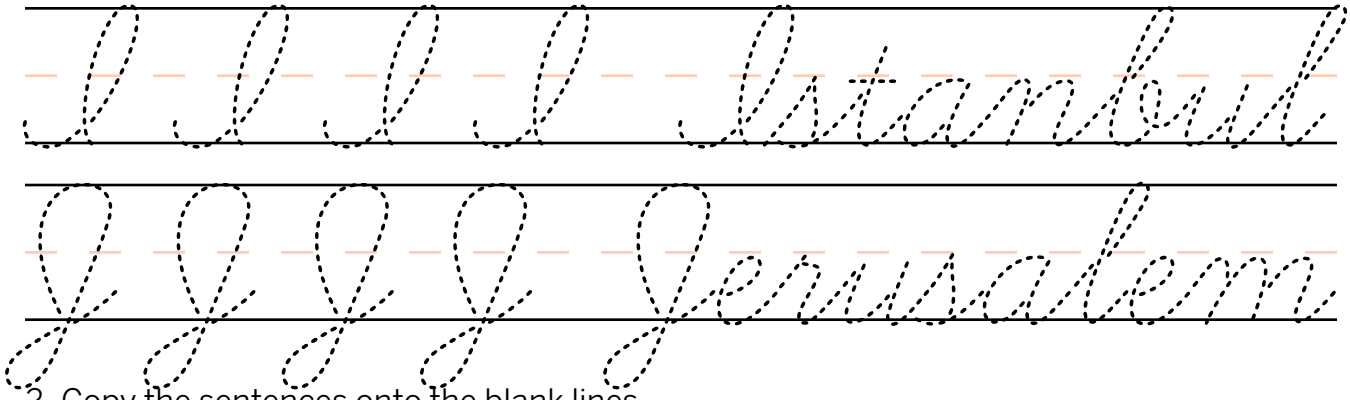
Activity Page

The Big Loop Group





1. Trace the dotted letters and words.



2. Copy the sentences onto the blank lines.

I've been to Japan and Indiana.

In the winter,
I will join the
Jiminy Junior High
gymnastics team.

NAME: _____

DATE: _____

21.1 Activity Page

Fill in the Blank

Directions: Have students read the words in the box aloud. Have students write the best word from the box to complete each sentence.

salty	caught	dawn	wallpaper
false	always	almanac	walrus

1. The sun rises in the east at _____.
2. My sister is _____ last to wake up at our house.
3. I went to the store with my mom to pick out _____ to decorate my bedroom walls.
4. The _____ says that the first snowfall this year will be in December.
5. The test will be a true or _____ test.
6. There was a sudden thunderstorm and we got _____ in the rain.
7. I got very thirsty because the peanuts were _____.
8. A _____ has whiskers and long white tusks.

NAME: _____

DATE: _____

21.2 **Activity Page**

1. Copy the names onto the blank lines.

Isadore Jibbers

Javier Itzkowitz

2. Think of a first and last name that begin with an 'I' or 'J'. Write the names in cursive.

3. Copy the sentences onto the blank lines.

Jules and I split up in Joliet, Illinois.

I stay in Indonesia to learn Javanese.

NAME: _____

DATE: _____

21.2

Activity Page

I forgot the date of the Fourth of July.

4. Use the lines below to practice any letters, words, or sentences from this Activity Page.

NAME: _____

DATE: _____

21.3

Take-Home

Directions: Have studnets use the clues to complete the crossword puzzle.

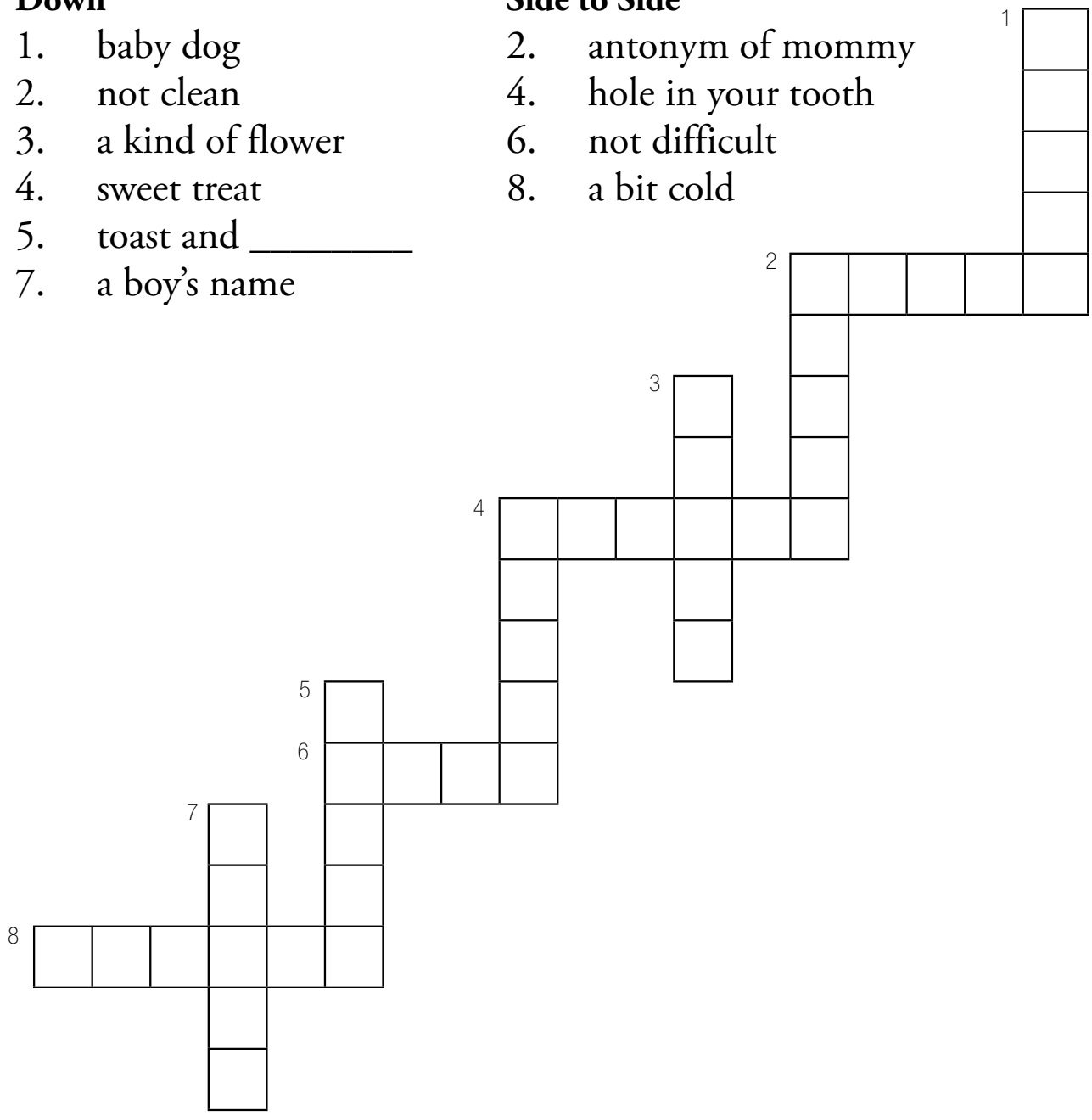
Billy	daddy	cavity	puppy	dirty
daisy	easy	chilly	jelly	candy

Down

1. baby dog
2. not clean
3. a kind of flower
4. sweet treat
5. toast and _____
7. a boy's name

Side to Side

2. antonym of mommy
4. hole in your tooth
6. not difficult
8. a bit cold



NAME: _____

DATE: _____

21.4

Take-Home

Dear Family Member,

Please ask your student to read each sentence carefully. In some sentences the word below the blank will fit in the blank as it is. In other sentences, the word will need to be changed into its plural form.

1. I have three _____. (cavity)

2. Is the _____ wet? (baby)

3. How many _____ does the farmer have? (pony)

4. Did you have a _____? (penny)

5. Is he in the _____ or navy? (army)

6. All of my _____ will be at the party. (buddy)

7. How many _____ did you pick? (daisy)

8. We all had fat _____. (tummy)

9. How many _____ did you eat? (cherry)

10. What is your _____? (hobby)

The Tally

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

1. Who is Mr. Fremont?
   - A. Mr. Fremont is a clerk at the store.
   - B. Mr. Fremont is the store owner.
   - C. Mr. Fremont is a shopper in the store.
2. What did Mr. Fremont ask Kim to do?
   - A. He asked her to add up the cost of some food.
   - B. He asked her to use the front door.
   - C. He asked her to place items on the shelves.
3. Why did Mr. Fremont tell Kim not to use the cash register?
   - A. The cash register was broken.
   - B. He wanted to see if Kim could add up the cost herself.
   - C. He thinks Kim does not know how to use the cash register.
4. How did Kim complete the tally?
   - A. She used a calculator to enter the prices.
   - B. She checked the prices on the shelves.
   - C. She wrote the prices on paper and then added them.
5. How did Mr. Fremont show he was pleased with Kim?
   - A. He clapped his hands.
   - B. He told Kim that she saved the store.
   - C. He told Kim to add the sales tax.

6. Why did Mr. Fremont hand Kim twenty dollars?

   A. He wanted her to place the twenty dollars in the cash register.

   B. He wanted to pay her for taking inventory and doing the tally.

   C. He wanted to help her pay for her subway ride.

7. How did Kim feel at the end of the story?

   A. She was sad she did not get a job.

   B. She was mad after doing the inventory.

   C. She was excited because she found a job.

8. When did Mr. Fremont tell Kim she could start her job?

   A. He told her she could start today.

   B. He told her she could start next week.

   C. He told her she could start next year.

9. If Kim showed up at her job at 9:00 the next day, she would

   A. be late.

   B. be right on time.

   C. be there at the wrong time.

10. Who did Kim call?

   A. Kim called Kurt.

   B. Kim called Mr. Fremont.

   C. Kim called her mom.

Directions: Part 1: Have students fill in the bubble next to the correct answer. Part 2: Have students draw a circle around the common nouns, a box around the proper nouns, and a wiggly line under the verbs. Part 3: Have students rewrite the sentence correctly.

Which is Right?

Part 1

1. ○ Mr Tom White
   ○ Mr. Tom White
   ○ Mr. tom White

2. ○ Kims job
   ○ Kim's job
   ○ kim's job

3. ○ beths gym
   ○ Beths gym
   ○ Beth's gym

4. ○ Miss. Gail Smith
   ○ Miss Gail Smith
   ○ Miss Gail smith

Part 2

1. Grasshoppers hop high off the ground. (2 nouns and 1 verb)

2. Sally was really happy last Friday. (2 nouns and 1 verb)

3. I am at home. (1 noun and 1 verb)

Part 3

1. i hope we go to oak park on saturday

   _____

   _____

2. is mr jones invited to the party on march 1, 2011

   _____

   _____

Directions: Part 4: Have students rewrite each word as a plural. Parts 5 and 6: Have students fill in the blank with the correct word.

Part 4

shelf_____	child _____
dress _____	pen _____
church _____	wife _____
elf _____	box _____
mouse _____	man _____
wish _____	foot _____

Part 5

am	are	is

1. He _____ happy at the party today.
2. I _____ in second grade this year.
3. We _____ not going outside today.
4. They _____ having pie for a snack.
5. You _____ always on time.
6. She _____ in her room playing.

Part 6

was	were

1. She _____ happy when she rode the bus yesterday.
2. We _____ all really tired last night.
3. They _____ thrilled to have a party last week.
4. I _____ glad my pal came over yesterday.
5. He _____ my partner in the game last Friday.
6. You _____ the last one to finish the race.

NAME: _____

DATE: _____

The Visit

Kim was happy that she had found herself a summer job.

"Let's go and visit Mom," she said. "She will be finished teaching by the time we get there."

Kim held up a hand to hail a cab. A yellow cab screeched to a stop on the side of the street. "Where to?" asked the driver. Kim told him the address.

They made it safely. Kim paid the driver. She and Kurt went in to see their mom. Mrs. Gunter gave Kim a big hug. Kurt snuck in between them so he could be part of the hug, too. Then Kim told her mom how they had spent the day. She told her mom how she had used math to help her get the job at the grocery. By the end of the story, Mrs. Gunter was beaming. "You see," she said. "I told you math would help you out one day."

"I never dreamed I would have a job in a grocery," added Kim, "but I think it's going to be a good job for me."

"It may not be the job of your dreams," said her mom. "But it's a job. If you study hard in college, you will have a chance to get the job of your dreams some day. Until then, just do a good job and save as much of your paycheck as you can."

Mom said, "Let's celebrate Kim's new job by going down to Battery Park for a picnic. Are you two hungry for dinner?"

"You bet!" said Kurt. They went to a sub shop nearby. Mrs. Gunter ordered a sub for each of them, plus some snacks and drinks. Then Mrs. Gunter hailed a cab. The cab took them down the West Side Highway. It dropped them off in Battery Park.

Kim was happy that she had found herself a summer job. 11

"Let's go and visit Mom," she said. "She will be finished 22

teaching by the time we get there." Kim held up a hand to 34

hail a cab. A yellow cab screeched to a stop on the side of 48

the street. "Where to?" asked the driver. Kim told him the 59

address. They made it safely. Kim paid the driver. She and 70

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hug. Kurt snuck in between them so he could be part of the 94

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NAME: _____

DATE: _____

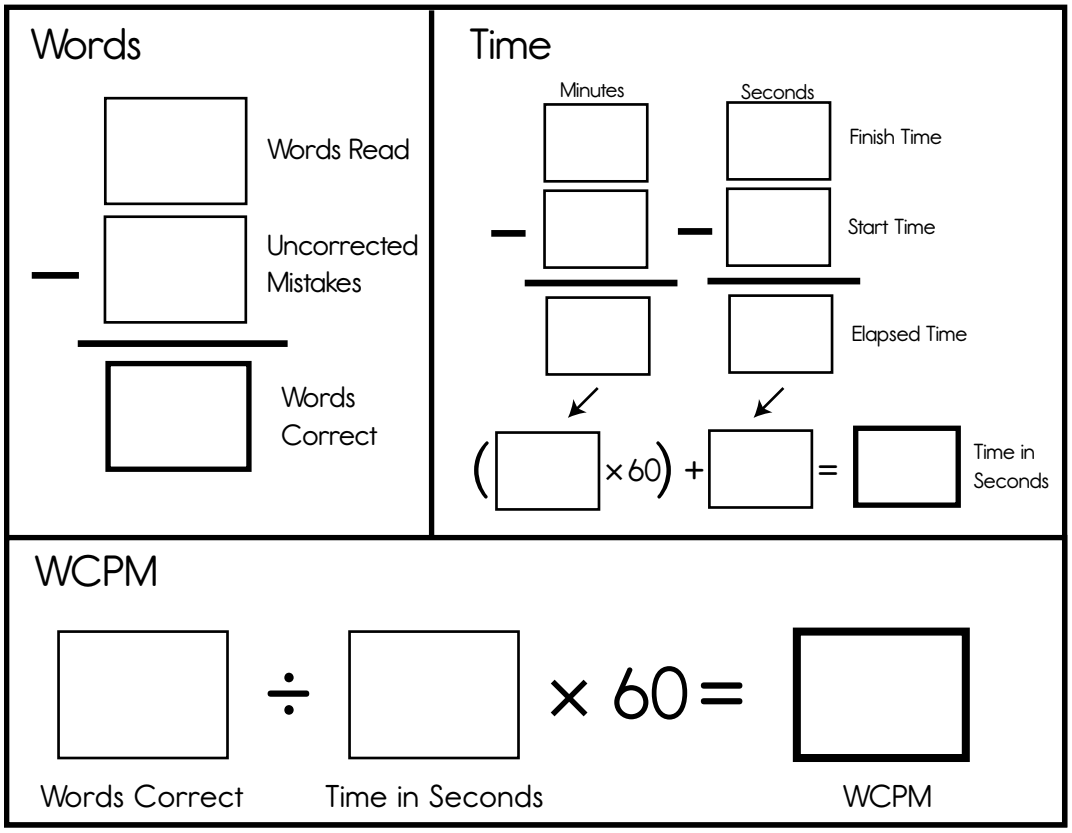
23.3

Assessment

W.C.P.M. Calculation Activity Page

Story: *The Visit*

Total words in story (including title): 301



Compare the student's W.C.P.M score to national norms for Winter of Grade 2 (Hasbrouck and Tindal, 2006).

W.C.P.M	National Percentiles for Winter, Grade 2
125	90th
100	75th
72	50th
42	25th
18	10th

Please place a check mark in front of each question answered correctly.

_____ 1. What is Mrs. Gunter's job? *(She is a teacher.)*

_____ 2. Where will Kim work for the summer? *(Kim will work at a grocery store.)*

_____ 3. What skill did Kim use to help her get her job? *(Kim used her math skills.)*

_____ 4. What 2 things did Mrs. Gunter tell Kim to do at her summer job?
(Mrs. Gunter told Kim to do a good job and save as much of her money as she could.)

_____ 5. How will the family celebrate?
(The family will celebrate with a picnic in the park.)

Oral Comprehension Score _____/5

NAME: _____

DATE: _____

23.4

Multidimensional Fluency Scale

The Three P's

Circle one score for the student's reading. Comments may be made in the appropriate section.

Descriptions			Circle One	
Phrasing	**Prosody**	**Pace**	**Score**	**Comments**
Mostly reads word-by-word	Many long pauses, rereads, and multiple attempts	Very slow and laborious	**Labored**	
Attempts to make text meaningful but still struggles with decoding words	Attempts phrases, may still have word-by-word reading for some of passage	Still hesitant and not fluid; very choppy	**Improving**	
May stumble occasionally over words	May read too fast and/or too slow without regard to textual signals	Generally appropriate expression and rate	**Mostly Fluent**	
Good expression and engagement with text	Observation of functional text signals and meaningful expression	Smooth, appropriate pace for the text	**Fluent**	

Adapted from scale by Zutell & Rasinski, 1991.

(Teacher: You will record this information on the Fluency Assessment Record Sheet located in the Teacher Resources section of the Teacher Guide.)

NAME: _____

DATE: _____

23.5

Assessment

Directions: Have students circle the word called by the teacher.

1.	fern	first	find	furl
2.	burnt	bend	burn	bunt
3.	fist	first	find	furl
4.	mist	math	miss	myth
5.	find	kite	kin	kind
6.	neat	nice	night	might
7.	spit	spy	sky	sight
8.	sowing	now	snow	sow
9.	ever	ease	even	easy
10.	luck	ducky	lucky	leaky

11.	clerk	cent	can't	cart
12.	born	burst	barn	fun
13.	thirst	thin	thick	then
14.	germ	ginger	gym	gap
15.	mend	mid	made	mind
16.	sight	sitter	singer	sap
17.	seal	sky	seek	sail
18.	blow	yelling	yells	howl
19.	bent	met	see	mending
20.	fume	furl	fern	funny

NAME: _____

DATE: _____

23.6

Assessment

1. Copy the sentences onto the blank lines.

Please ask Kit to move from Boling to Reno City.

Becca lives in Paris.

2. Copy the names onto the blank lines.

Cassandra Elsinore

Artie Huang

3. Think of a first and last name that begin with a 'C', 'E', or 'A'. Write the names in cursive.

NAME: _____

DATE: _____

23.6

Assessment

Tell me whether Orlando, Florida is warm.

4. In the blank below, write the name of a real or imaginary city that begins with an 'M' or 'N'. Then copy the sentence onto the blank lines.

Nobody but Marc lived at 6 Maple Road in _____.

NAME: _____

DATE: _____

23.6

Assessment

When did Vin move from Wellington, Utah to Victoria, Texas?

5. Copy the names onto the blank lines.

Isadore Jibbers

Javier Itzkowitz

6. Think of a first and last name that begin with an 'I' or 'J'. Write the names in cursive.

NAME: _____

DATE: _____

25.1

Assessment

1. Copy the names onto the blank lines.

Cappy the Chihuahua concluded that cuddling with a cactus causes cuts.

Fernando forgot that the Fall Fig Festival fell on the first Friday of February.

NAME: _____

DATE: _____

25.1

Assessment

In Illinois, Isabel investigated the inside of Irwin's icy igloo.

Juliet joined Jenn for juice and jam.

Judge Julia wanted justice for Jessica.

NAME: _____

DATE: _____

25.1

Assessment

Wendell waited for a whistling warthog.

"Don't wake the wolf," whispered William.

"Yippee! yelled Yaakov

"We're in Yonkers!

Yesterday Yetta saw a Yeti in Yellowstone.

NAME: _____

DATE: _____

PP.1 Activity Page

Synonyms

Directions: Have students use the words from the box to write a synonym on the line next to each word.

fix	fib	silent	silly	pony
speak	cry	simple	part	yell

1. funny _____
2. easy _____
3. quiet _____
4. lie _____
5. sob _____
6. piece _____
7. horse _____
8. repair _____
9. scream _____
10. talk _____

Antonyms

Directions: Have students use the words from the box to write an antonym on the line next to each word.

long	beginning	erase	soggy	quickly
quiet	kind	hard	smooth	dark

1. easy _____
2. slowly _____
3. ending _____
4. brief _____
5. mean _____
6. light _____
7. bumpy _____
8. loud _____
9. dry _____
10. write _____

NAME: _____

DATE: _____

PP.2 Activity Page

Compound Words

Directions: Have students add a word from the box to the end of each numbered word to create a compound word. Write the new compound word on the line.

body	fly	shirt	light	end
tie	print	mint	life	pool

1. pepper _____
2. under _____
3. finger _____
4. wild _____
5. neck _____
6. butter _____
7. flash _____
8. every _____
9. week _____
10. whirl _____

NAME: _____

DATE: _____

Directions: Have students circle the nouns in the sentences. The number of nouns in a sentence is written at the end of the sentence.

Nouns

Wear your yellow skirt. (1)

1. Kitties and puppies are cute. (2)

2. The pie has blackberries and cherries. (3)

3. The pond reflected the moonlight. (2)

4. The athlete is holding a football. (2)

5. These lyrics are really good! (1)

6. The bunny is hiding behind the tree. (2)

7. Venus is a planet. (2)

NAME: _____

DATE: _____

Mixed Plural Nouns

Directions: Have students write the plural nouns for the words.

cow	_____	chip	_____
girl	_____	foot	_____
tooth	_____	wish	_____
desk	_____	goose	_____
mouse	_____	child	_____

Directions: Have students write whether the noun means "one" or "more than one" on the blank beside the word.

1. mice _____
2. man _____
3. men _____
4. geese _____
5. teeth _____
6. children _____
7. foot _____
8. child _____
9. tooth _____

NAME: _____

DATE: _____

PP.5 Activity Page

Irregular Plural Nouns

wolf	leaves	loaf	loaves
elf	wolves	leaf	scarf
half	scarves	halves	elves

Directions: Have students select the word from the box that best fits the sentence.

1. Many _____ fell from the trees.
2. Santa has many _____.
3. I saw a bright red _____ from a tree on the ground.
4. Mrs. Barton baked three _____, one for each of my teachers.
5. Mom has a new green _____ to wear.
6. We cut the paper into two _____.
7. Can you give me _____ of your muffin?
8. There can be _____ in the woods.

wolf	leaves	loaf	loaves
elf	wolves	leaf	scarf
half	scarves	halves	elves

9. There was only one _____ left on the store shelf.

10. There is a big, bad _____ in the tale "The Three Little Pigs."

11. There were nice _____ at the store.

12. In the magic tale, an _____ found gold at the end of the rainbow.

NAME: _____

DATE: _____

PP.6 Activity Page

Directions: Part 1: Have students write the titles correctly. Part 2: Have students write the sentences correctly.

Titles and Proper Nouns

Part 1:

1. ms tyler _____
2. miss smith _____
3. mr winters _____
4. mrs landers _____

Part 2:

1. mom baked a cake for mr woods on saturday

   _____

   _____

   _____

2. can miss rogers help us with our meeting in september

   _____

   _____

   _____

3. it is fun to go to burns park on main street each friday

   _____

   _____

   _____

4. mr parker will be our teacher this thursday at parks school

_____

_____

_____

5. is mrs green's house on spring street or main street

_____

_____

_____

NAME: _____

DATE: _____

Directions: Part 1: Have students fill in the bubble next to the one written correctly. Part 2: Circle the nouns and draw a wiggly line under the verb in each sentence.

Titles, Proper Nouns, and Verbs

Part 1:

1. ○ ms gail butler
   ○ Ms Gail Butler
   ○ Ms. Gail Butler

2. ○ Mrs Jane ball
   ○ mrs. jane ball
   ○ Mrs. Jane Ball

3. ○ mr jeff tucker
   ○ Mr Jeff Tucker
   ○ Mr. Jeff Tucker

4. ○ miss beth parker
   ○ Miss. Beth Parker
   ○ Miss Beth Parker

Part 2:

1. The leaves fall from the trees in the fall. (3 nouns and 1 verb)
2. The children played all day. (2 nouns and 1 verb)
3. Horses eat hay and oats each day. (4 nouns and 1 verb)
4. The man ran after the cart. (2 nouns and 1 verb)
5. The teacher plays with the children. (2 nouns and 1 verb)
6. Write your own sentence using nouns and verbs:

_____

_____

_____

NAME: _____

DATE: _____

Verbs

Directions: Part 1: Have students fill in each blank with run *or* runs. *Part 2: Have students fill in each blank with* am, is, *or* are.

Part 1:

run	runs

1. I _____
2. You _____
3. He _____
4. She _____
5. It _____
6. We _____
7. They _____

Part 2:

am	is	are

1. I _____
2. You _____
3. He _____

am	is	are

4. She _____

5. It _____

6. We _____

7. They _____

Part 3:

1. am _____

_____

_____

2. is _____

_____

_____

3. are _____

_____

_____

Directions: Part 3: Have students write three sentences using am, is, *and* are.

NAME: _____

DATE: _____

PP.9 **Activity Page**

Present Tense *to be*

Directions: Have students cut out the boxes on the next two pages. On another piece of paper, glue the matching words side by side and then write an ending to each sentence.

Example: I am running.

I	**We**
You	
She	**They**
He	

NAME: _____

DATE: _____

PP.10

Activity Page

Directions: Have students cut out the boxes on this page. On another piece of paper, glue the matching words side by side and then write an ending to each sentence.

are	**is**
are	**is**
are	**am**

NAME: _____

DATE: _____

Past Tense *to be*

Fill in each blank with *was* or *were*.

1. I _____
2. You _____
3. She _____
4. We _____
5. They _____
6. It _____
7. He _____

Write two sentences using the word *was*.

1. _____

_____

_____

2. _____

_____

_____

Write two sentences using the word *were*.

1. _____

_____

_____

2. _____

_____

_____

NAME: _____

DATE: _____

Spelling Activity Page for Lessons 1–5

hawk	yawn	crawl	vault	haunted
causes	oil	spoiled	coin	cowboy
enjoy	destroy	moon	cartoon	spool

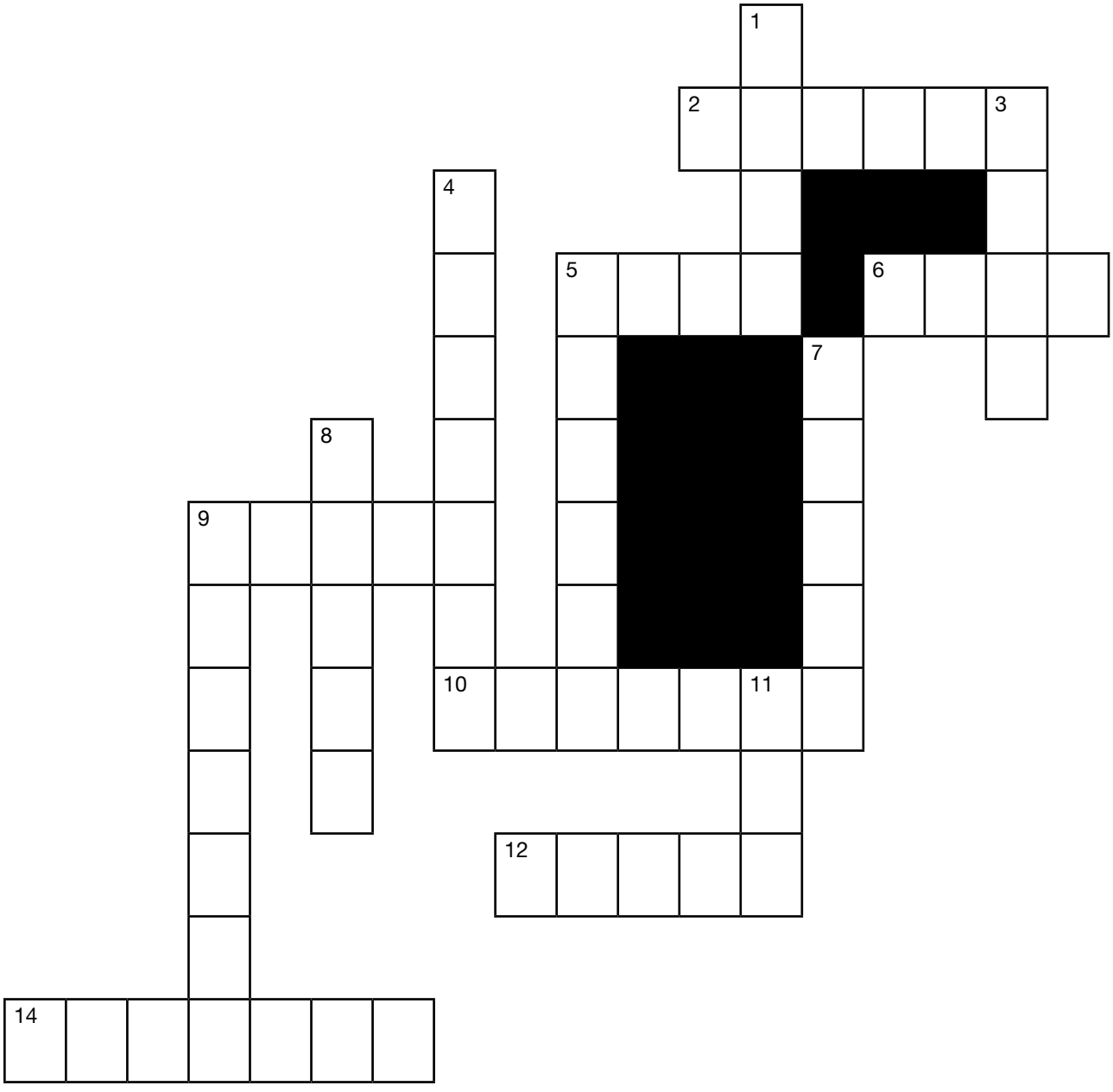
Use the words in the word box to complete the puzzle.

Down

1. The sun, the _____, and the stars are in the sky.
3. You do this when you are sleepy.
4. You might be this if you always get your way.
5. What _____ a cold?
7. I would _____ some ice cream.
8. A word for *jump*
9. A comic strip
11. You fry food in this.

Side to Side

2. He rides the plains with cows.
5. A penny or a dime
6. Large bird that eats chickens
9. A baby will do this before walking.
10. Do not _____ my vase.
12. A _____ of kite string
14. A house might be _____ if there are ghosts.


1
2
3
4
5
6
7
8
9
10
11
12
14

NAME: _____

DATE: _____

Spelling Activity Page for Lessons 6–10

Use the words in the word box to complete the puzzle.

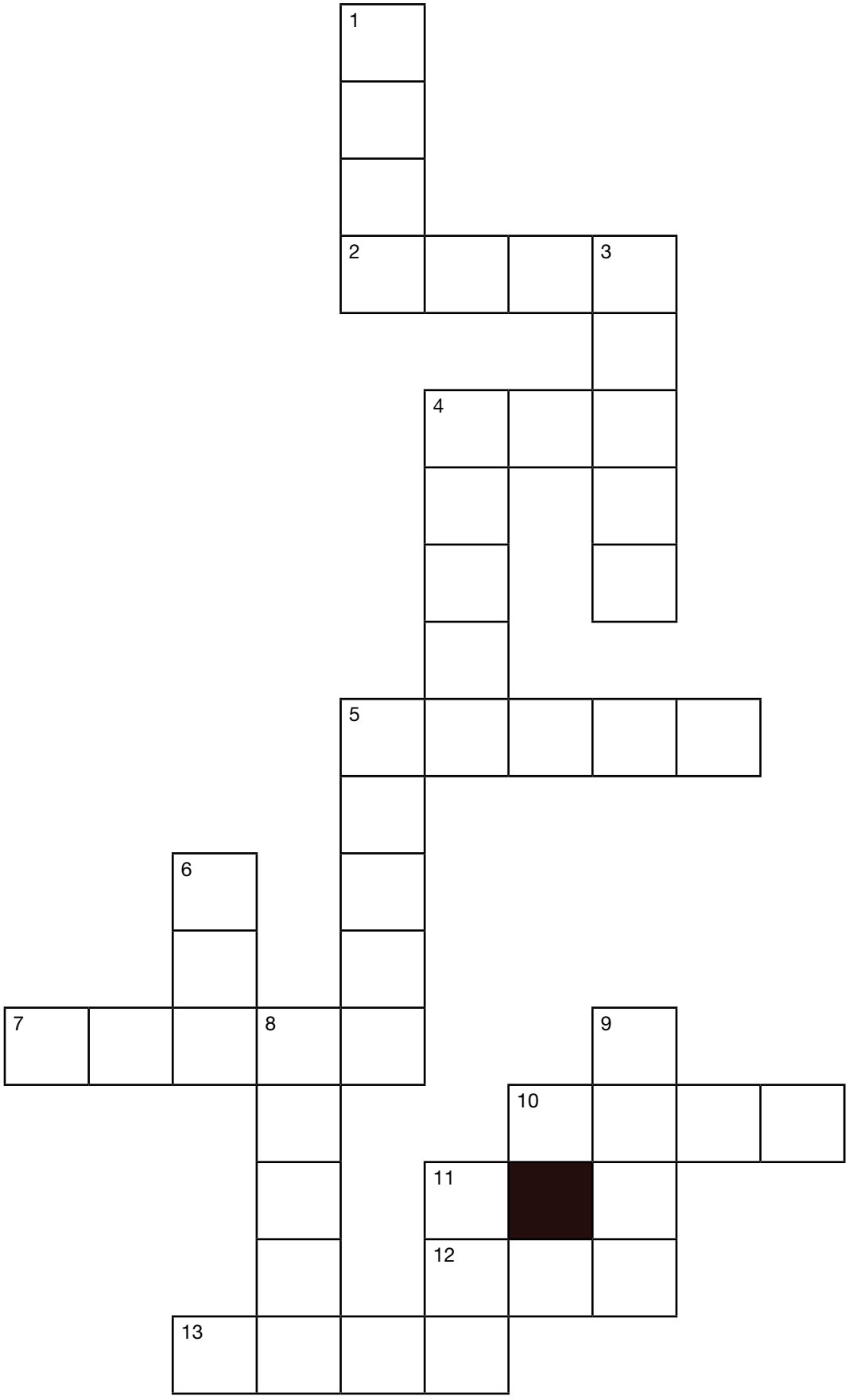
car	bar	store	chore	nerve
serve	stir	girl	bird	fur
hurt	turn	purse	all	shirt

Down

1. I _____ my knee when I fell.
3. Your mom might say you are getting on her last _____.
4. A job you do at home
5. You go here to get milk.
6. My cat is shedding her _____.
8. I have a stain on my _____.
9. Not a boy but a _____
11. I added a _____ to the fence.

Side to Side

2. Can you _____ on the light?
4. You ride in this.
5. A waiter will _____ you dinner.
7. My mom has a big _____.
10. A crow is one of these.
12. Can _____ of us go with you?
13. Please _____ the cake batter.


1
2
3
4
5
6
7
8
9
10
11
12
13

NAME: _____

DATE: _____

Spelling Activity Page for Lessons 11–15

Use the words in the word box to complete the puzzle.

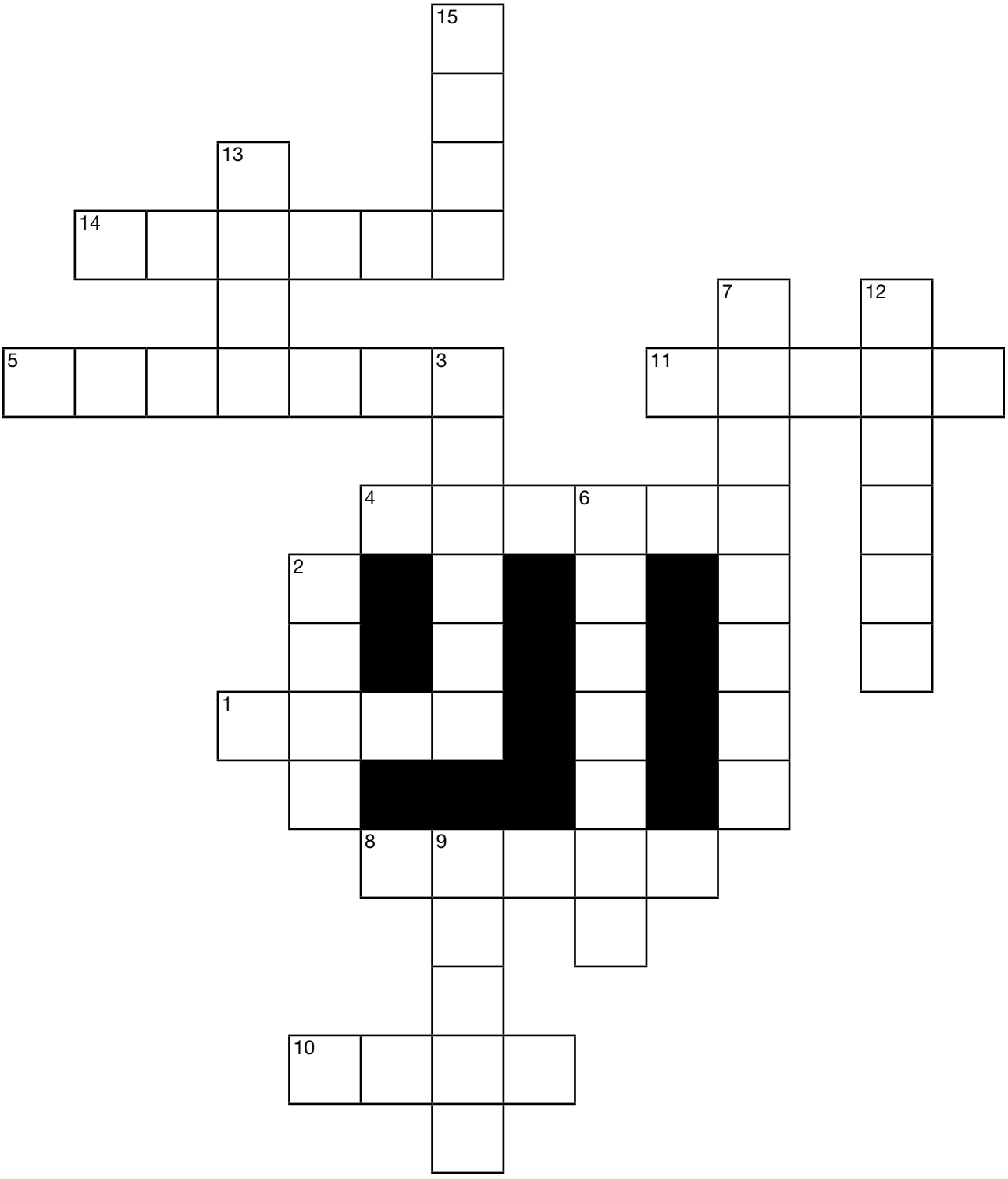
elbow	yellow	below	rainbow	snow
sorrow	arrow	plow	flowers	your
powder	shower	meow	chow	growling

Down

2. to eat
3. You might take this to get clean.
6. many colors in an arch in the sky
7. a sound a dog might make
9. the bend of your arm
12. You might put this on a baby.
13. A farmer might do this to the soil.
15. A cat makes this sound.

Side to Side

1. This is _____ scarf.
4. sadness
5. plants that bloom
8. not on top
10. White flakes that fall from the sky in winter.
11. bow and _____
14. A buttercup flower is this color.


15
13
14
7
12
5
3
11
4
6
2
1
8
9
10

NAME: _____

DATE: _____

Spelling Activity Page for Lessons 16–20

Use the words in the word box to complete the puzzle.

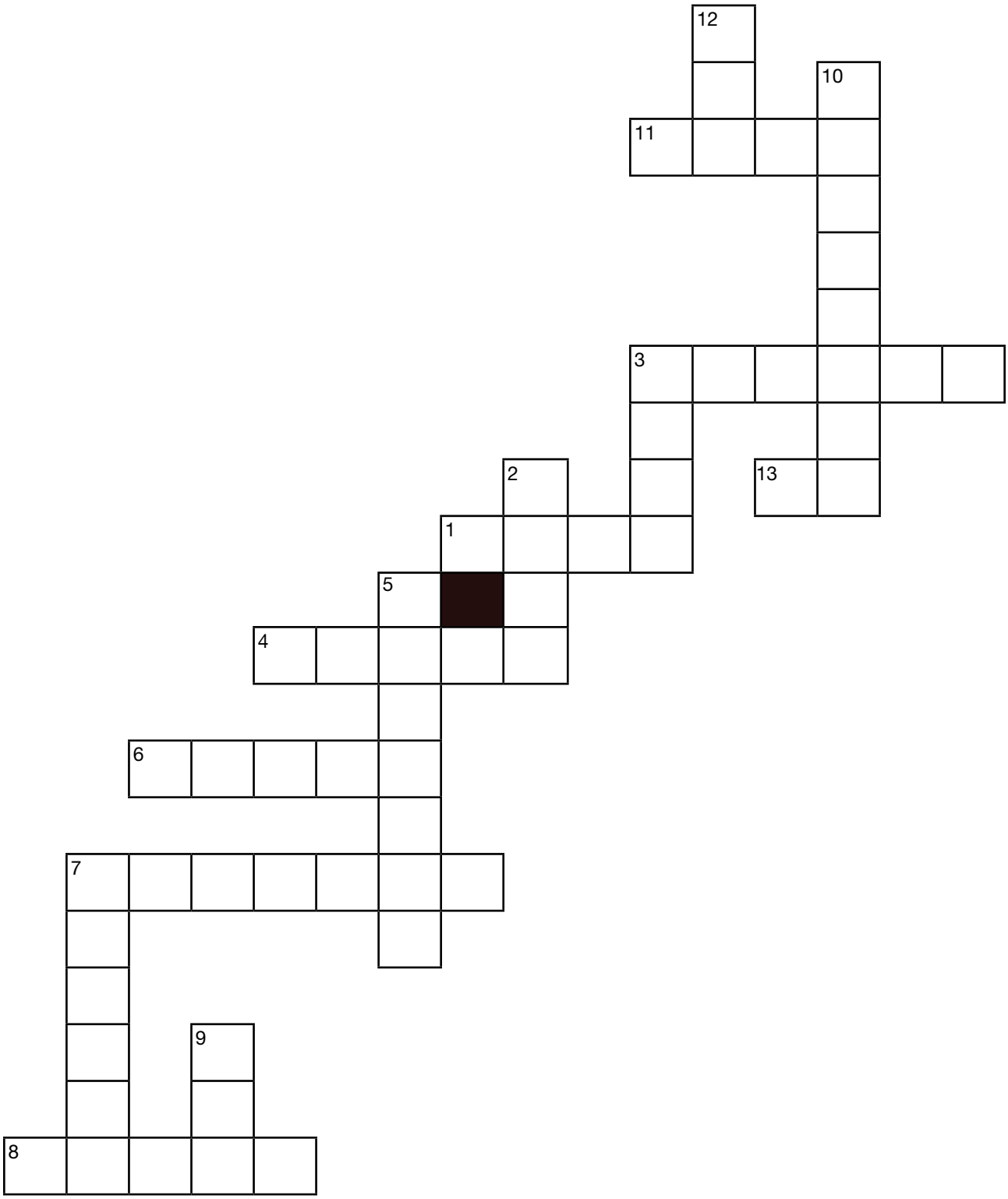
eve	creek	week	meeting	she
we	fever	zero	pretend	squeak
meal	wheat	seal	people	complete

Down

2. seven days long
3. I saw a _____ swimming at the zoo.
5. I will see you at the _____.
7. There were lots of _____ in the crowd.
9. the night before
10. to finish
12. He is not going, so _____ is not going.

Side to Side

1. Dinner is a _____.
3. A toy for dogs might make this sound.
4. smaller than a river
6. Flour is made from this grain.
7. not real
8. If you are sick, you may have a _____.
11. a number less than 1
13. _____ are happy!


12
10
11
3
2
13
1
5
4
6
7
9
8

NAME: _____

DATE: _____

PP.16

Activity Page

Choose the best word from the box to complete each sentence.

hurt	circus	skirts
burned	birthday	birds
surprise	Saturday	clerks
thirsty	dirty	

1. I like pants better than _____.
2. Be careful near the edge! I don't want you to get _____.
3. Is the party on Friday or _____?
4. In the nest sat three baby _____.
5. Shirley saw clowns at the _____.
6. Is the party a _____?
7. Abby got lots of gifts for her _____.
8. Can I have something to drink? I am so _____.
9. My mom makes me shower when I am _____.

Choose the best word from the box to complete each sentence.

hurt	circus	skirts
burned	birthday	birds
surprise	Saturday	clerks
thirsty	dirty	

10. The fire _____ all night.

11. The store _____ were very helpful.

NAME: _____

DATE: _____

PP.17

Activity Page

Fill in *yes* or *no* on each blank.

1. Can a bird swim in a birdbath? _____
2. Is today Thursday? _____
3. Do fish have fur? _____
4. Can tigers run fast? _____
5. Does a dime have corners? _____
6. Is a goose a bird? _____
7. Does a nurse use a thermometer? _____
8. Does a shepherd take care of squirrels? _____
9. Is Saturn a planet? _____
10. Do you have to go to class on Saturday? _____

NAME: _____

DATE: _____

PP.18 Activity Page

Directions: Have students write the best word to complete each sentence.

1. The _____ will make a nest in the spring.
   (bard bird)

2. Her hair has lots of _____.
   (church curls)

3. My mom's _____ has lots of stuff in it.
   (nurse purse)

4. Can you ask that _____ to skip rope with me?
   (grill girl)

5. The _____ gave me a shot in the arm.
   (purse nurse)

6. If you can ride the waves in the sea, then you can _____.
   (sure surf)

7. Last year I was in _____ grade.
   (fist first)

8. I like the _____ ice cream cones at the shop.
   (swirl sell)

9. To make butter, you have to _____ cream.
   (churn curl)

10. My _____ is green and red for the holidays.
    (skirt skit)

11. Dad lets me _____ the pancake batter on Saturday mornings.
    (skirt stir)

12. The cat's _____ is so soft.
    (fur first)

NAME: _____

DATE: _____

PP.19

Activity Page

Directions: Part 1: Have students circle the spelling in each word that stands for the /er/ sound. Part 2: Have students cross out the word in each row that DOES NOT contain the /er/ sound.

Part 1:

curly	lever	thirty
baker	maker	mother
hurry	birch	western
turning	thirsty	person
dirty	interest	sunburn
bird	squirrel	hurt
curb	faster	over

Part 2:

circus	serve	harm	whirl
turn	fork	purr	pattern
fur	cold	bird	nerve
curb	dare	further	dirt
perch	lever	first	best
surrender	starve	stirrup	sir
bird	arch	perfect	disturb

NAME: _____

DATE: _____

PP.20

Activity Page

Sound Sorting

Directions: Have students read the words in the box aloud. Then have students circle the letter for the /i/ sound in each word. Then write the words with the /i/ sound spelled 'i' under skin and the words with the /i/ sound spelled 'y' under system.

kick	gym	gift	hill	myth	lip
syllable	milk	antonym	synonym	acting	did

'i' like *skin*	'y' like *system*
kick	

NAME: _____

DATE: _____

PP.21

Activity Page

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

Last Friday, Mike and his dad visited the wildlife park in Ohio. Mike was most excited to see the tigers, but as soon as he spied them, he became frightened. (Mike is just five.) His dad tried to quiet him, but Mike started crying and would not stop. He was terrified of the tigers! At last, Mike's dad asked Mike if he'd like to see the pythons. Mike nodded and his sobs subsided. He was quiet as he and his dad tried to find the pythons, but once they found them, Mike started smiling and chatting up a storm.

NAME: _____

DATE: _____

PP.22

Activity Page

Use the words from the word box to fill in the puzzle.

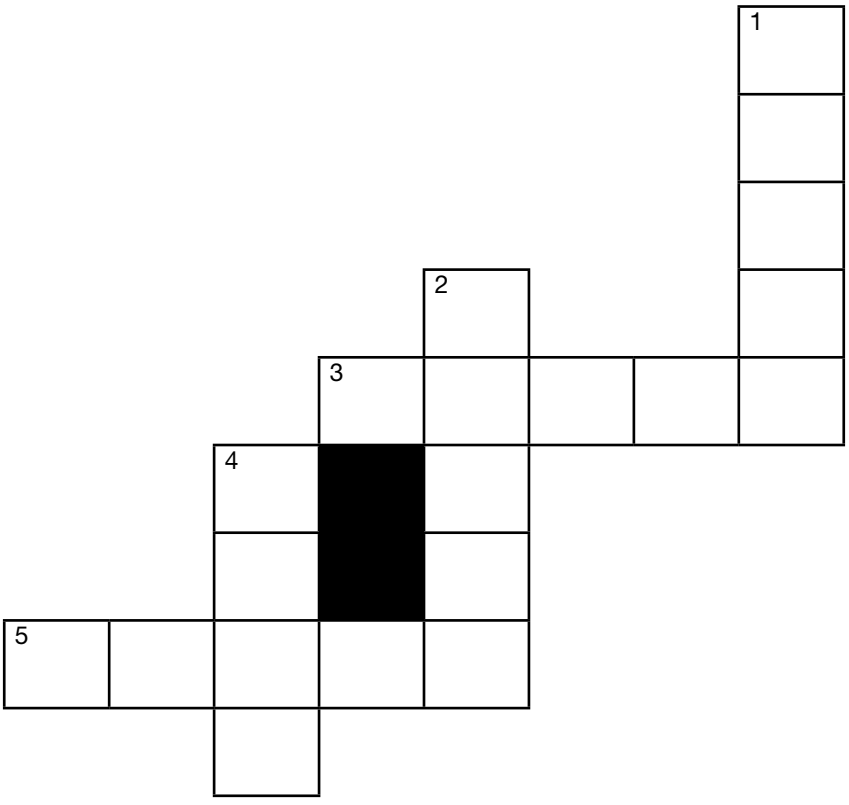
light	might	night	right	high

Down

1. I _____ like an ice pop.
2. We can see the stars at _____.
4. Put the book on the _____ shelf.

Side to Side

3. Turn _____ at the corner.
5. Please turn on the _____.



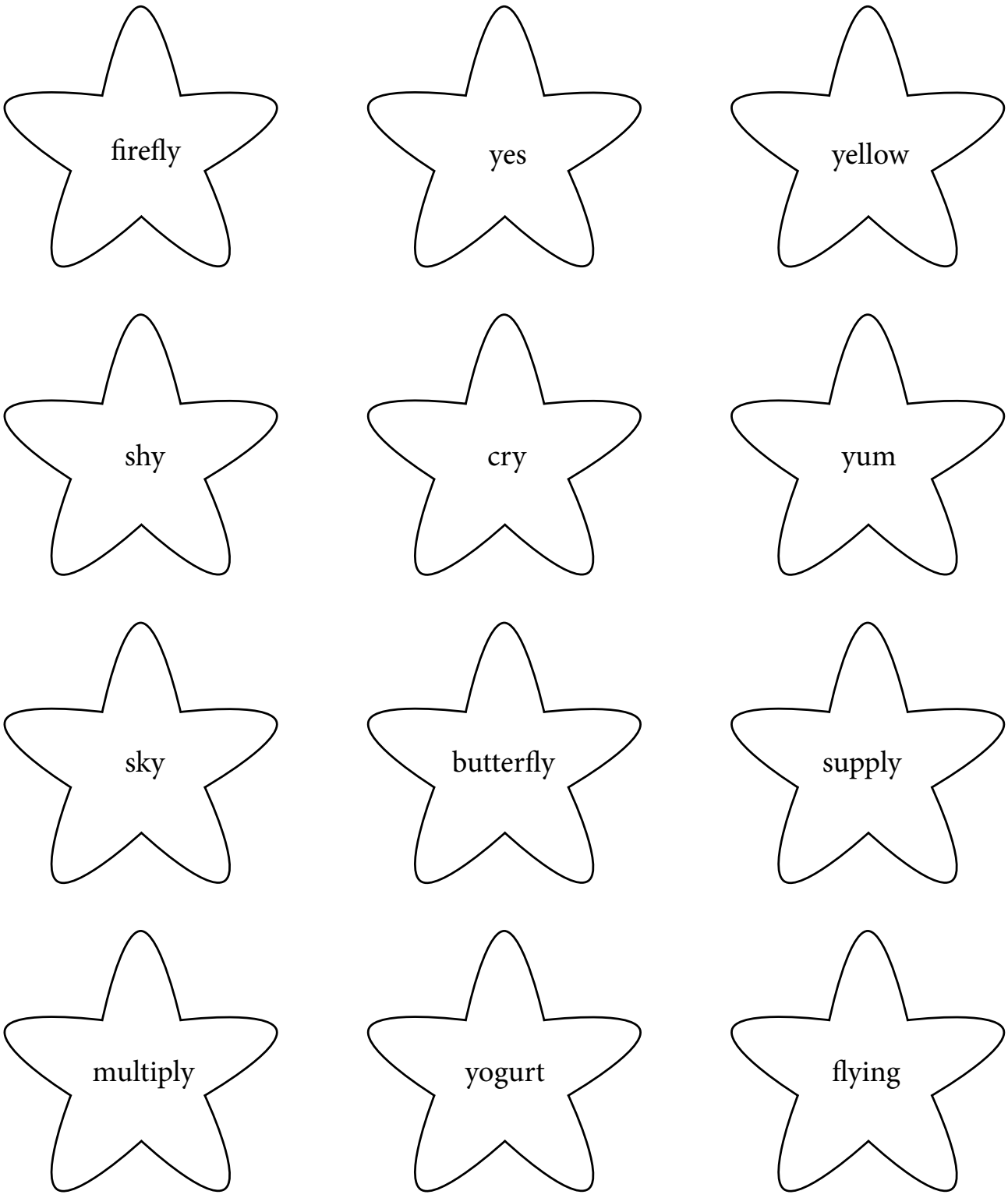
NAME: _____

DATE: _____

PP.23

Activity Page

Directions: If the word on the star has the /ie/ sound, color it blue. If the word on the star has the /y/ sound, color it yellow.



NAME: _____

DATE: _____

Fill in the Blank

Directions: Have students read the words in the box aloud. Have students write the best word from the box to complete each sentence.

cold	yodel	scold	solo	cola
mold	hold	banjo	moment	open

1. Will you _____ the door?
2. A _____ is a kind of shout or call.
3. Please wait one _____ and then we will all go to the store.
4. To sing by yourself means to sing a _____.
5. Would you like a _____ to drink?
6. There was green _____ on my sandwich, so I didn't eat it.
7. Can you _____ my mittens?
8. My mom might _____ me if I am not home on time.
9. My sister can play the _____.
10. I am so _____, I think I will just freeze.

NAME: _____

DATE: _____

PP.25

Activity Page

Directions: The spelling 'ow' is tricky. It can stand for /oe/ as in snow or /ou/ as in cow. Sort the words with an underlined 'ow' by sound. Write the words with 'ow' sounded /oe/ under snow. Write the words with 'ow' sounded /ou/ under cow.

This morning, my mom gave me a yellow pot filled with brown soil. She told me that the soil had a flower seed in it. I set the pot on my windowsill and waited, but the flower did not grow. I put the pot in the shower to water the seed, but the flower did not grow. I placed the pot where the sun would shine on it, but the flower did not grow. I placed the pot in a shadow, but the flower still did not grow. I frowned and was just about to throw it out. At last, my mom said to me, "Don't you know that flowers grow slowly?" Well, now I know!

/oe/ like *snow*	/ou/ like *cow*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NAME: _____

DATE: _____

PP.26

Activity Page

Fill in the blank with *yes* or *no*.

1. Can flowers frown? _____
2. Have you ever seen a show? _____
3. Is clam chowder something to eat? _____
4. Are you a snowman? _____
5. Can a man blow a horn in a car? _____
6. Is your elbow part of your arm? _____
7. Do you use a towel to dry off after a shower? _____
8. Can you look out a window? _____
9. Can a cow bow? _____
10. Can a pig grow wings? _____
11. Is the grass yellow? _____
12. Can a firefly glow at night? _____
13. Is *up* the antonym of *down*? _____
14. Can a spider growl? _____
15. Do you like clowns? _____

NAME: _____

DATE: _____

PP.27

Activity Page

Directions: Have students sort the words by sound. Write the words with the tricky spelling 'ow' sounded /oe/ under snow. Write the words with the tricky spelling 'ow' sounded /ou/ under now.

snow
low
row

1 ← **'ow'** → 2

now
wow
cow

	/oe/ like *snow*	/ou/ like *now*
The king is wearing a crown.		crown
That boy needs to take a shower.		
Troy has some food in his bowl.		
The baby pool is very shallow.		
On Hugo's bed, there are two pillows.		
The hungry tiger growled.		
Jake looked at the sky and saw a rainbow.		

NAME: _____

DATE: _____

PP.28

Activity Page

If a square has a word with the spelling 'ow' sounded /oe/, make it yellow.
If a square has a word with the spelling 'ow' sounded /ou/, make it brown.

crown	now	know	owl	own
show	grow	power	follow	below
crowded	slowly	window	town	snow
yellow	drown	narrow	flow	brown
cow	throw	flower	blow	bowl

NAME: _____

DATE: _____

PP.29

Activity Page

If a square has a word with the spelling 'e' sounded /ee/, make it green. If a square has a word with the spelling 'e' sounded /e/, make it yellow.

seven	them	then	being	western
below	get	result	went	maybe
because	never	decide	men	require
best	tell	reply	next	seed
end	bellow	zero	better	destroy

NAME: _____

DATE: _____

Use the words from the word box to fill in the puzzle.

lady	baby	crazy	gravy	tasty
shaky	tummy	bunny	sunny	wavy

Down

1. I get _____ when I am cold.

2. My hair is curly and _____.

4. I like _____ and rolls.

6. _____ and the Tramp is the name of a film.

8. It is a hot and _____ day.

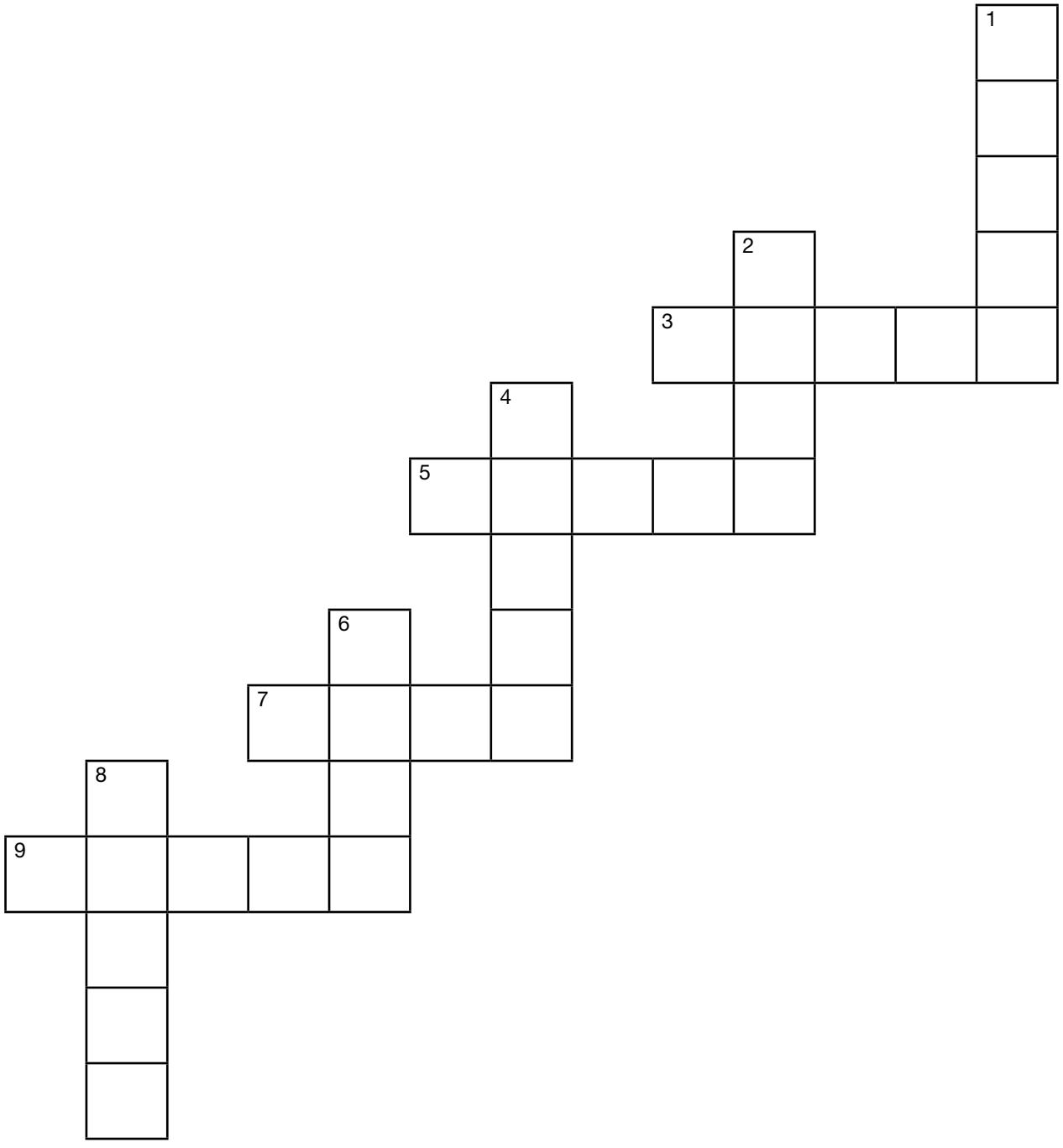
Side to Side

3. Ice cream is _____.

5. Are you _____?

7. A _____ can crawl.

9. My _____ is filled with good food.


1
2
3
4
5
6
7
8
9

NAME: _____

DATE: _____

PP.31

Activity Page

Katie and Molly and their mom took a cab from their hotel to the beach. At the beach, all three smeared sunblock all over their skin. It was hot so they got in the sea for a bit. Then they looked for seashells. After that, Katie and Molly played volleyball with some teenagers. Katie made some really sweet plays. (She's quite the athlete.) In fact, a small group formed to look at her play. After the game, Katie and Molly and their mom started to feel like they could use some food. They left the beach to find something to eat. What a good day!

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

NAME: _____

DATE: _____

PP.32

Activity Page

Directions: Have students write the words with the tricky spelling 'e' sounded /e/ under pet *and the words with the tricky spelling 'e' sounded /ee/ under* me.

pet	1	‘e’	2	me
went				began
shell	←		→	below

	/e/ like *pet*	/ee/ like *me*
I find sweets hard to r<u>e</u>sist.		resist
Should w<u>e</u> go east or west?		
The horse jumped the f<u>e</u>nce.		
I saw a cow at the rod<u>e</u>o.		
If you make a mistake, <u>e</u>rase it.		
Who came in s<u>e</u>cond place?		
Is it on the right or the l<u>e</u>ft?		
Batman is my h<u>e</u>ro.		
I will write a r<u>e</u>port for homework.		

NAME: _____

DATE: _____

Sound Sorting

Directions: Have students write the words with the tricky spelling 'e' sounded /e/ under pet *and the words with the tricky spelling 'e' sounded /ee/ under* me.

~~fever~~	bench	behind
zebra	maybe	tense
eleven	went	seven

/e/ like *pet*	/ee/ like *me*
	fever

NAME: _____

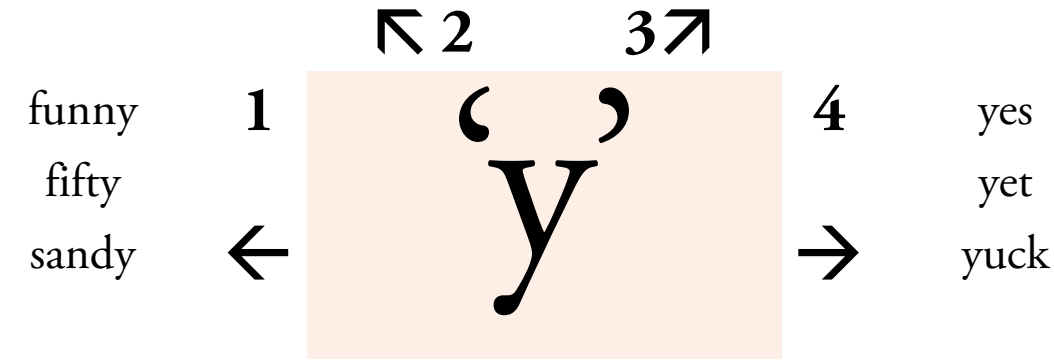
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PP.34

Activity Page

Directions: Have students write the words with the tricky spelling 'y' sounded /ee/ under funny, the words with the tricky spelling 'y' sounded /i/ under myth, the words with the tricky spelling 'y' sounded /ie/ under try, and the words with the tricky spelling 'y' sounded /y/ under yes.

myth system cylinder try by fly



	funny	*myth*	*try*	*yes*
The grass in our yard is green.				
We watched the Olympics on TV.				
We are visiting Brooklyn this week.				
Do not swat that fly!				
I have not seen her in a year.				
A baby cat is called a kitty.				
She is soft-spoken and shy.				

NAME: _____

DATE: _____

PP.35

Activity Page

Sound Sorting

Directions: Have students write the words with the tricky spelling 'y' sounded /ee/ under funny, the words with the tricky spelling 'y' sounded /i/ under myth, the words with the tricky spelling 'y' sounded /ie/ under try, and the words with the tricky spelling 'y' sounded /y/ under yes.

empty	very	satisfy	system
yawn	energy	really	multiply
story	gym	study	yuck

funny	myth	try	yes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

NAME: _____

DATE: _____

PP.36

Activity Page

If a square has a word with the letter 'y' sounded /ee/, make it green. If a square has a word with the letter 'y' sounded /i/, make it yellow. If a square has a word with the letter 'y' sounded /ie/, make it red. If a square has a word with the letter 'y' sounded /y/, make it brown.

try	system	year	dry	simply
gym	sky	likely	plenty	funny
yet	gingerly	Brooklyn	yes	supply
flying	beyond	myth	easy	copy
happy	daddy	satisfy	lynx	yelled

NAME: _____

DATE: _____

Mixed Practice

Fill in the blank with *yes* or *no*

1. Do ducks have feet? _____
2. Is a synonym the same as an antonym? _____
3. Is a spider bigger than a tiger? _____
4. Are pies made with a cherry filling? _____
5. Can a butterfly cry? _____
6. Do ponies frighten you? _____
7. Is a centipede a person? _____
8. Are you ten years old? _____
9. Can flies speak? _____
10. Is a baby lighter than a house? _____
11. Is surfing a sport? _____

12. Is a pie the same as a cake? _____

13. Can you drink cookies? _____

14. Can a key unlock a house? _____

15. Do you play the horn? _____

16. Can a spider drive a car? _____

17. Can a pony fly? _____

18. Does a necktie go on your leg? _____

19. Is a hippo light? _____

20. Can a pig read a book? _____

NAME: _____

DATE: _____

Mixed Practice

Directions: Have students circle anything that has something to do or is associated with an animal.

toads croak	goats eat
gray seal	wren nest
ringing bell	birds fly
running donkey	tiger growls
groaning mule	coast waves
mound of dirt	beaver cheek
steam dryer	pig squeal
mean well	sleek cat
goat herd	black coal
tiger's den	bird nest

swell time	crawling snake
robe of gold	red fox
wet nose	slow goat
fur coat	fast horse
queen's crown	sheep bleating
dog chow	broken rope
raccoon mask	wise owl
lean steel	soccer coach
fell swoop	spelling bee
hen's pen	splash artist
flying dove	math whiz

NAME: _____

DATE: _____

Tricky Spelling ‘y’

Add ‘s’ or ‘es’ to each of the following words. Be careful! Don’t get tricked! Sometimes you need to change the ‘y’ to ‘i’ and sometimes you don’t!

1. play _____
2. try _____
3. tray _____
4. fly _____
5. pay _____
6. hurry _____
7. joy _____
8. study _____
9. puppy _____
10. toy _____
11. kitty _____

12. enjoy _____

13. story _____

14. boy _____

15. butterfly _____

16. day _____

17. dragonfly _____

18. lady _____

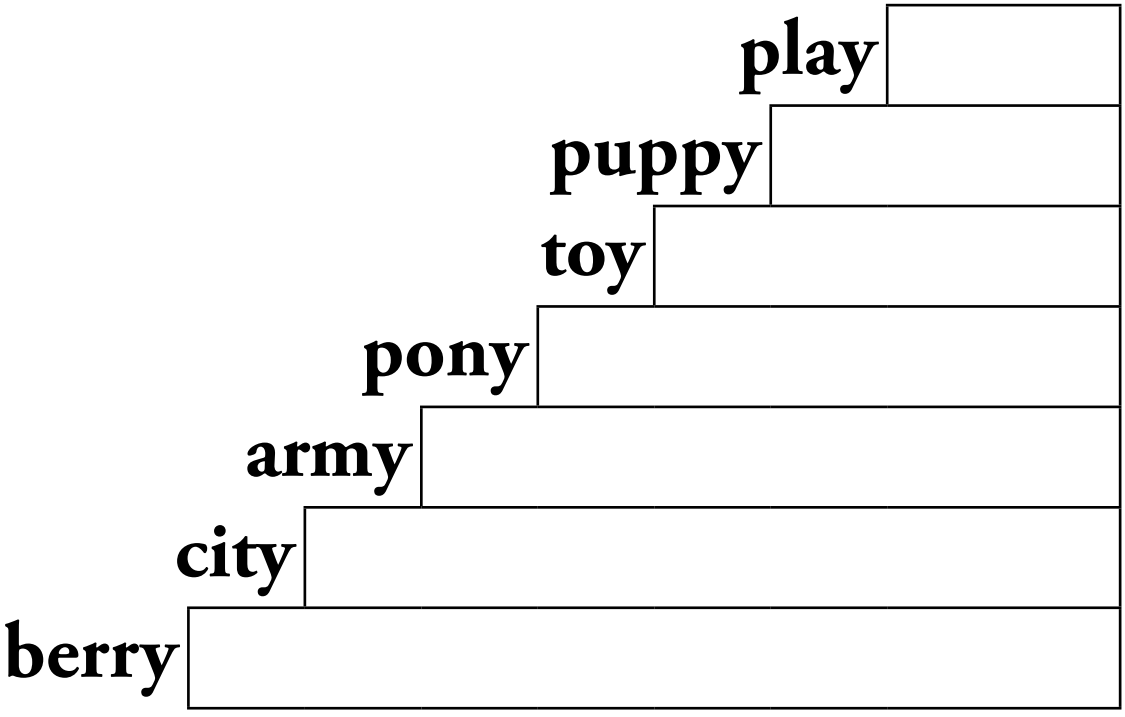
NAME: _____

DATE: _____

PP.40

Activity Page

Add ‘s’ or ‘es’ to each word. Don’t fall down the steps by changing a ‘y’ to ‘i’ when you don’t need to do so!



Use two of the words in a sentence.

NAME: _____

DATE: _____

The Visit

Directions: Have students read the story "The Visit" and answer the questions in complete sentences.

1. What is Mrs. Gunter's job?

_____

_____

_____

2. Kim hails a cab. What is a synonym for *cab*?

_____

_____

_____

3. What does riding fast in the cab make Kurt think of?

_____

_____

_____

4. What are some risks of driving too fast?

_____

_____

_____

5. What do you think a paycheck is?

_____

_____

_____

6. What are the Gunters going to do to celebrate Kim's new job?

_____

_____

_____

7. When Kim tells Mrs. Gunter that Kurt ate a lot, what does Mrs. Gunter say?

_____

_____

_____

NAME: _____

DATE: _____

Battery Park

Directions: Have students read the story and answer the questions in complete sentences.

1. Where are the Gunters picnicking?

_____

_____

_____

2. What does Kurt think the Statue of Liberty is holding in her hand?

_____

_____

_____

3. What is the Statue of Liberty really holding?

_____

_____

_____

4. Who gave the Statue of Liberty to the people of the United States?

_____

_____

_____

5. What is the largest present you've ever gotten?

_____

_____

_____

6. What does *liberty* mean?

_____

_____

_____

NAME: _____

DATE: _____

PP.43

Activity Page

Directions: Using the story "The Visit" on Activity Page PP.45, have students underline the answer to each question and write the question number in the margin beside the text.

1. How did Kim feel after she got her job?

2. What was Mrs. Gunter's job?

3. What color was the cab?

4. How did the driver know where to go?

5. How did the cab man drive?

6. Did the cab driver have a license?

7. What did Mrs. Gunter do when she saw Kim?

8. What places did Kim list?

9. What did Kim use to help her get her job?

10. What impressed Mr. Fremont?

NAME: _____

DATE: _____

Directions: Using the story of "The Visit" on Activity Page PP.45, have students circle the clue that proves each statement. In the margin or above the circle students should write the number of the clue.

1. Kurt and Kim took a cab to see Mrs. Gunter.

2. Kurt is scared during the cab ride.

3. The Gunter family members like to give hugs.

4. Mrs. Gunter was proud of Kim.

5. Kim was surprised at the kind of job that she got.

The Visit

Kim was happy that she had found herself a summer job.

"Let's go and visit Mom," she said. "She will be finished teaching by the time we get there."

Mrs. Gunter was a math teacher. She taught at a college in lower Manhattan.

Kim held up a hand to hail a cab.

A yellow cab screeched to a stop on the side of the street. Kurt and Kim hopped in.

"Where to?" asked the driver.

Kim told him the address.

The cab went shooting off. Wind came rushing in the windows as the cab sped past stores on both sides.

Kurt hung on tight. It was a crazy ride. The cab man was weaving in and out of traffic. Kurt thought they might crash. Part of him was frightened. But part of him found driving at that speed exciting. It was like riding in a race car.

"Do you have a license to drive?" Kurt called to the driver.

"Yes. All cab drivers must have a license," the driver said.

"And they teach you to drive like this?"

"No, no," said the driver. "It takes years and years of driving to become an expert like me!"

They made it safely. Kim paid the driver and gave him a tip. She and Kurt went in to see their mom.

Mrs. Gunter gave Kim a big hug. Kurt snuck in between them so he could be part of the hug, too. Then Kim told her mom how they had spent the day.

Kim listed the places they had visited. She explained what had happened with Tom and Beth, with Alberto at the corner market, with Dwight, the

Man of Light, with Hester the florist, and, at last, with Mr. Fremont. She told her mom how she had used math to help her get the job at the grocery.

By the end of the story, Mrs. Gunter was beaming. "You see," she said. "I told you math would help you out one day. You thought I was crazy."

"You were right," said Kim. "Mr. Fremont was really impressed that I could add up the tally without the cash register and also add in the sales tax."

"Good for you!" said her mom. "I'm so proud of you!"

"I never dreamed I would have a job in a grocery," added Kim, "but I think it's going to be a good job for me."

"It may not be the job of your dreams," said her mom. "But it's a job. The next job you get can be better. And the next one can be even better. If you study hard in college, you will have a chance to get the job of your dreams some day. Until then, just do a good job and save as much of your paycheck as you can."

"I will," said Kim.

"Let's do something fun!" said Kurt.

"I know!" said their mom. "Let's celebrate Kim's new job by getting some subs and snacks and going down to Battery Park for a picnic. Are you two hungry for dinner?"

"You bet!" said Kurt.

"This is crazy!" Kim said. "Mom, all day, Kurt ate and ate. Each time I got him a snack, I said, that's the end of that. But he was still hungry."

"Well, he's a strong, growing child," said Mrs. Gunter. "And he was busy all day."

"That's right!" said Kurt.

They went to a sub shop nearby. Mrs. Gunter ordered a sub for each of them, plus some snacks and drinks.

Then Mrs. Gunter hailed a cab. The three of them got in. The cab took them down the West Side Highway. It dropped them off in Battery Park, on the south end of Manhattan.

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