Unit 4
Workbook
Unit 4
Workbook
Skills Strand
GRADE 2

Core Knowledge Language Arts®
New York Edition
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This Workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 4. Some of the worksheets in this book do not include written instructions for the student because the instructions would have contained nondecodable words. The expectation is that teachers will explain these worksheets to the students orally, using the guidelines in the Teacher Guide. The Workbook is a student component, which means that each student should have a Workbook.
Dear Family Member,

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 child daily. We encourage you to take advantage of the public library so your child 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 child to occasionally choose books that may be too hard for her/him to read independently. For example, if your child is interested in horses, she may select a book with many interesting photographs of horses, but it may be too difficult to read alone. Encourage your child 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 child 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 child during the week, call out the words in random order to make sure he/she has really learned each word.

<table>
<thead>
<tr>
<th>hawk</th>
<th>vault</th>
<th>oil</th>
<th>cowboy</th>
<th>moon</th>
</tr>
</thead>
<tbody>
<tr>
<td>yawn</td>
<td>haunted</td>
<td>spoiled</td>
<td>enjoy</td>
<td>spool</td>
</tr>
<tr>
<td>crawl</td>
<td>causes</td>
<td>coin</td>
<td>destroy</td>
<td>cartoon</td>
</tr>
</tbody>
</table>
Yes or No?

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 girl 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?
Yes (Same) or No (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

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.
14. Burt – Bert
15. perk – park
16. fir – fur
17. curve – churn
18. fern – curb
19. stir – turn
20. thorn – bore
Mixed Review R-Controlled Vowels

Dear Family Member,

Ask your child to read each sentence and the two word choices. Your child 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 to help _______________ her hair.  
   (churn 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)
Yes (Same) or No (Different)?

Part I: 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 II: Do these words have the same vowel sound?

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

Directions: In Part I, 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. Then, have students circle the vowel sound in each word. In Part II, 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 sound is the same and no if different.
Fill in the Blank

Write the best word from the box in the blank 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 ____________.
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.”


Kim was not sure what to say. 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.”
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.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I think that makes me part kid and part grownup.”</td>
<td>Kurt, Lynn, Kim, Sheryl</td>
</tr>
<tr>
<td>“You should get a job at the Bronx Zoo!”</td>
<td>Kurt, Lynn, Kim, Sheryl</td>
</tr>
<tr>
<td>“Hi, big man! Would you like to come with us?”</td>
<td>Kurt, Lynn, Kim, Sheryl</td>
</tr>
</tbody>
</table>
Fill in the Blank

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 farmer will ____________ the wheat into flour.
7. Don’t tell Kim what I got for her birthday. I want to ____________ her.
8. The teacher said we had to ____________ the math problems before we could go outside.
9. Do you ____________ if I sit next to you?
10. Bill ate the ____________ pie and then felt sick!

Directions: Have students write the best word from the box to complete each sentence.
Write 5 sentences telling why “Drummer’s Grove” is a good title for this story.
Spelling Test

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

__________________________

__________________________
Synonyms and Antonyms

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

sigh  night  frighten  high
right  light  fight

1. A synonym of “scare” is “______________.”
   A witch could ______________ 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 “puff” 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 on the line to finish each sentence.

<table>
<thead>
<tr>
<th>highway</th>
<th>tight</th>
<th>flight</th>
</tr>
</thead>
<tbody>
<tr>
<td>upright</td>
<td>bright</td>
<td>might</td>
</tr>
</tbody>
</table>

8. A synonym for “may” is “____________.”
   I ______________ not go to soccer today because I feel sick.

9. An antonym of “dim” is “____________.”
   I needed sunglasses because it was so ___________ outside.

10. A synonym for a “plane trip” is “____________.”
    My ______________ was late, so I did not get there on time.

11. An antonym of “loose” is “____________.”
    My pants are too ____________.

12. A synonym of “road” is “____________.”
    We will take the ______________ to drive to the store.

13. A synonym of “standing” is “____________.”
    The chair on the deck tipped over during the storm, so I
    turned it back ____________.
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.

2. Why is Dwight’s Lights so bright?
   A. The shop has a lot of sun.
   B. The shop has hundreds of lights and lamps, all of which are on.
   C. The shop is on fire.

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 mad at Kim and Kurt.
   C. There is a lot of noise in the shop.

Directions: Have students reread the story and answer the questions.
4. Why is it that Dwight’s face falls when Kim says that she has no need for a light?

   A. Dwight had hoped to make a sale and get some cash.
   
   B. Dwight is feeling ill.
   
   C. Dwight would like to spend some more time with Kim and Kurt.

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

   ____________________________________________________
   
   ____________________________________________________
   
   ____________________________________________________
   
   ____________________________________________________
   
   ____________________________________________________
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.

<table>
<thead>
<tr>
<th></th>
<th>/ar/</th>
<th>/or/</th>
<th>/er/</th>
<th>/ir/</th>
<th>/ur/</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘ar’</td>
<td>car</td>
<td>store</td>
<td>nerve</td>
<td>stir</td>
<td>fur</td>
</tr>
<tr>
<td>‘or’</td>
<td>chore</td>
<td>serve</td>
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<td></td>
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<tr>
<td>‘er’</td>
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<tr>
<td>‘ir’</td>
<td>girl</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>‘ur’</td>
<td>bird</td>
<td></td>
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</tbody>
</table>

Tricky Word: all
Fill in the Blank

Part I

1. one dragonfly, three _________________________________

2. one butterfly, three _________________________________

3. one firefly, three _________________________________

4. one spy, three _________________________________

Part II

1. cry ______________________________________________

2. fly ______________________________________________

3. dry ______________________________________________

4. try ______________________________________________

5. multiply __________________________________________

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

1. A _________ is 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)

Directions: Have students write the correct singular or plural word in each sentence.
Part I:

1. The _______went fishing at the lake.
   A. mans  
   B. men  
   C. mens

2. The _______enjoyed playing checkers.
   A. childs  
   B. children  
   C. childrens

3. Bart went home to get some boots when it started to rain so his _______would stay dry.
   A. foots  
   B. feets  
   C. feet

Directions: Part I: Have students circle the letter of the best answer for each sentence.
4. The dentist cleaned my ____________________.
   A. teeth
   B. teeths
   C. toothes

   plural of “tooth”

5. I saw _______________ flying up in the sky.
   A. gooses
   B. geeses
   C. geese

   plural of “goose”

6. The cat was chasing three ________________.
   A. mouses
   B. mice
   C. mices

   plural of “mouse”

Part II:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>man</td>
<td>S</td>
<td>children</td>
</tr>
<tr>
<td>teeth</td>
<td>P</td>
<td>fireflies</td>
</tr>
<tr>
<td>tooth</td>
<td></td>
<td>mice</td>
</tr>
<tr>
<td>geese</td>
<td></td>
<td>pencil</td>
</tr>
<tr>
<td>dishes</td>
<td></td>
<td>feet</td>
</tr>
</tbody>
</table>

Part II: Have students read the noun on each line. Write “S” if the noun is just one of something (singular). Write “P” if the noun is more than one (plural).
Fill in the Blank

1. He _____________ to bake a cake.
   (tribe  tries)

2. Can you tell if she _____________ at sad tales?
   (cries  tribes)

3. The _____________ at the gate.
   (shies  shy)

4. The _____________ are in jail for stealing secrets.
   (shies  spies)

5. I like french _____________ with my burger.
   (spies  fries)

6. Blue _____________ with white clouds means a nice day.
   (flies  skies)

7. We must get _____________ for our camping trip.
   (fireflies  supplies)

8. The teacher _____________ large numbers with ease.
   (satisfies  multiplies)

9. Just one hamburger _____________ my hunger.
   (satisfies  requires)

10. You can see _____________ in the dark when they
    light up on a summer’s night.
    (butterflies  fireflies)

Directions: Have students write the correct word in each blank.
HELP WANTED: Greeting Clerk
Need one person to help at local gym. Must be able to work 9 to 5 each day. Weekends off. Should be a good writer and speller. Must be nice and cheerful. Must like to work with people.

1. What and where is this job?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

2. How many people are needed for this job?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

3. What time would you have to start this job each day?
   ___________________________________________________
   ___________________________________________________

4. Will you have to be at the job on Saturday?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
5. If you get this job, how should you act?

_________________________________________________
_________________________________________________
_________________________________________________

6. What skills do you need to get this job?

_________________________________________________
_________________________________________________
_________________________________________________

7. Why do you think a greeting clerk should be good at spelling and writing?

_________________________________________________
_________________________________________________
_________________________________________________

8. Do you think a greeting clerk needs to know how to use the gym equipment?

_________________________________________________
_________________________________________________
_________________________________________________

9. If you get this job, will you smile or frown? Why?

_________________________________________________
_________________________________________________
_________________________________________________
Fill in the 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)

Directions: Have students write the correct word in each blank.
Write a summary of what Kurt learned about diners in this story.
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 have ever met.”
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?

_________________________________________________

_________________________________________________

_________________________________________________

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

<table>
<thead>
<tr>
<th>blow</th>
<th>fowl</th>
<th>owl</th>
<th>glow</th>
<th>row</th>
</tr>
</thead>
<tbody>
<tr>
<td>show</td>
<td>howl</td>
<td>slow</td>
<td>prowl</td>
<td>snow</td>
</tr>
<tr>
<td>tow</td>
<td>crown</td>
<td>grow</td>
<td>frown</td>
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<tr>
<td>clown</td>
<td>throw</td>
<td>growl</td>
<td>scowl</td>
<td>town</td>
</tr>
</tbody>
</table>

/oe/ like snow

/ow/ like now
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.
Spelling Test

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

____________________________________

____________________________________

____________________________________
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.

<table>
<thead>
<tr>
<th>Singular Nouns (one)</th>
<th>Plural Nouns (more than one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>child</td>
<td></td>
</tr>
<tr>
<td>butterfly</td>
<td></td>
</tr>
<tr>
<td>man</td>
<td></td>
</tr>
<tr>
<td>tooth</td>
<td></td>
</tr>
<tr>
<td>class</td>
<td></td>
</tr>
<tr>
<td>foot</td>
<td></td>
</tr>
<tr>
<td>woman</td>
<td></td>
</tr>
<tr>
<td>mouse</td>
<td></td>
</tr>
</tbody>
</table>

1. _________________________________________________
   _________________________________________________
   _________________________________________________

2. _________________________________________________
   _________________________________________________
   _________________________________________________
Singular and Plural Nouns

Part I

1. wife ___________________

2. loaf ___________________

3. elf ___________________

4. hoof ___________________

5. shelf ___________________

6. half ___________________

Part II

1. _______________________________________________

   _______________________________________________

   _______________________________________________


2. _______________________________________________

   _______________________________________________

   _______________________________________________

Directions: In Part I, have students write the plural form for each word. In Part II, 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.
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. ________________ help Santa each year.

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 ________________.
The Subway

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 word “sub”?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

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

5. What happens at the Wall Street stop?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

Directions: Have students reread the story and answer the questions in complete sentences.
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. _________________________________________________
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 child. It is called “I Am Thinking of a Word.” You will provide clues to describe something about which you are thinking; your child should guess the correct word and write it as the answer. Your child may enjoy playing this game as a different way to practice these spelling words.

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

<table>
<thead>
<tr>
<th>below</th>
<th>yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>elbow</td>
<td>rainbow</td>
</tr>
<tr>
<td>snow</td>
<td>sorrow</td>
</tr>
<tr>
<td>arrow</td>
<td>plow</td>
</tr>
<tr>
<td>flowers</td>
<td>growling</td>
</tr>
<tr>
<td>powder</td>
<td>shower</td>
</tr>
<tr>
<td>meow</td>
<td>chow</td>
</tr>
</tbody>
</table>

**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)
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 ___________.

Family Member Directions: Have your child 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

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.
More Proper Nouns

Part I:

mr halter _________________ miss burks _________________

ms parker _________________ mrs binns _________________

miss jacks _________________ mr hunt _________________

mrs tripp _________________ ms. sims _________________

Part II:

girl _________________ street _________________

teacher _________________ state _________________

day _________________ boy _________________

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

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________
Persuasive Writing Plan

Kind of persuasive writing: _______________________________ 

1. Opening Sentence:


2. Reason:


3. Reason:


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

_________________________________________________

_________________________________________________

_________________________________________________

5. Closing Sentence:

_________________________________________________

_________________________________________________

_________________________________________________
Persuasive Letter

(School Street Address)

(City, State, Zip Code)

(Date)

Dear ____________,

(Principal’s name)

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Sincerely,

______________________

Directions: Have students use this template to draft a persuasive letter.
## Editing Checklist for Friendly Letter

Fill out this chart as you edit the draft.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>4.</td>
<td>Do I have a closing?</td>
</tr>
<tr>
<td>5.</td>
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<tr>
<td>7.</td>
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</tr>
<tr>
<td>8.</td>
<td>Have I spelled all of my words correctly?</td>
</tr>
</tbody>
</table>
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.
A Snow Day!

A cold nose
Snowflakes on a window
A rainbow
A clown downstairs
A tow truck towing a car
Flying pink birds
Make a snowman
Three blind mice
A butterfly
A zebra running down the road
A frozen lake
Blowing snow

Bright lights glowing at night
Snowplows clearing the roads
A green fern
“Let’s sit by the fire burning in a fireplace.”
Boys surfing the waves
Gold coins
A rabbit hiding
A hurt tiger
Cold feet
A winter jacket
Clouds and snow
A boy swimming

Family Member Directions: Have your child read each phrase and then circle the phrases you might see, hear, say, do, or feel on a cold, snowy day.
Part I:

1. Miss Tucker took our class to the fair; the fair was on Saturday, May 2, 2013.

2. Beth’s 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 II:

1. Mr. Bob Parker

2. Mrs. Jane Jones

3. Ms. Tammy Binns

4. Miss Becky Willis

Directions: Part I: Have students read and edit the sentences. Part II: Have students rewrite the names correctly.
Part III:

1. Kurt plays goalie for his soccer team, the Tigers, on Fridays
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

2. In May Jan runs track with her team, the Roadrunners, which is coached by Mrs. Turner
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

3. Fran played at Bill’s house on Saturday morning
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

Directions: Part III: 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.
Persuasive Writing Plan

Kind of persuasive writing: 

1. Opening Sentence:
   
   
   

2. Reason:
   
   
   

3. Reason:
   
   
   

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

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

5. Closing Sentence:

_________________________________________________________________

_________________________________________________________________

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

Dear _____________,


Sincerely,
Editing Checklist for Friendly Letter

Fill out this chart as you edit the draft.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<td>4.</td>
<td>Do I have a closing?</td>
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<tr>
<td>5.</td>
<td>Have I added my signature at the end?</td>
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<tr>
<td>6.</td>
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</tr>
<tr>
<td>8.</td>
<td>Have I spelled all of my words correctly?</td>
</tr>
</tbody>
</table>
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? Do you think he is a spy or a secret agent?”

“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.
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.
More Verbs

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

Part I:

1. I ________ you _________ he _________.
2. she ________ we _________ they _________.

Part II:

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.
Part III:

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 IV:

1. am

2. is

3. are
Persuasive Writing Plan

Kind of persuasive writing:  

1. Opening Sentence:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Reason:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Reason:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Sincerely,
____________________
**Editing Checklist for Persuasive Letter**

Fill out this chart as you edit the draft.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td>Do I have a closing?</td>
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<tr>
<td>5.</td>
<td>Have I added my signature at the end?</td>
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<tr>
<td>6.</td>
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<tr>
<td>7.</td>
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</tr>
<tr>
<td>8.</td>
<td>Have I spelled all of my words correctly?</td>
</tr>
</tbody>
</table>
Spelling Test

1. __________________ 2. __________________ 3. __________________ 4. __________________ 5. __________________ 6. __________________ 7. __________________ 8. __________________


__________________________________________________________
Describe the plot of this story in four or five sentences.
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 child. You may also suggest your child review the words independently by asking your child to write the words a few times every evening. You will be surprised how much your child can learn in just 10–15 minutes of practice each night.

Continue to have your child read every night. At this point in the year, your child may be ready to begin reading silently. As children start to read silently, they often subvocalize or “whisper read” to themselves. As your child 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 child 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 child choose whatever way he or she feels most at ease in reading.

<table>
<thead>
<tr>
<th>‘e_e’</th>
<th>‘ee’</th>
<th>‘e’</th>
<th>‘ea’</th>
</tr>
</thead>
<tbody>
<tr>
<td>eve</td>
<td>creek</td>
<td>she</td>
<td>seal</td>
</tr>
<tr>
<td>complete</td>
<td>week</td>
<td>we</td>
<td>meal</td>
</tr>
<tr>
<td>meeting</td>
<td>zero</td>
<td>wheat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fever</td>
<td>squeak</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pretend</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tricky Word: people**
Circle the spellings for each sound.

<table>
<thead>
<tr>
<th>/ee/</th>
<th>/i/</th>
<th>/ie/</th>
</tr>
</thead>
<tbody>
<tr>
<td>treat</td>
<td>gym</td>
<td>stripe</td>
</tr>
<tr>
<td>even</td>
<td>hint</td>
<td>wild</td>
</tr>
<tr>
<td>Pete</td>
<td>amethyst</td>
<td>night</td>
</tr>
<tr>
<td>centipede</td>
<td>kissed</td>
<td>pie</td>
</tr>
<tr>
<td>meter</td>
<td>Brooklyn</td>
<td>cry</td>
</tr>
<tr>
<td>wheat</td>
<td>myth</td>
<td>find</td>
</tr>
<tr>
<td>complete</td>
<td>bitter</td>
<td>try</td>
</tr>
<tr>
<td>relax</td>
<td>system</td>
<td>sigh</td>
</tr>
<tr>
<td>steep</td>
<td>hiccup</td>
<td>tie</td>
</tr>
</tbody>
</table>
This chart shows spellings for the /ie/ sound. Use the chart to fill in Worksheet 16.4.

<table>
<thead>
<tr>
<th></th>
<th>‘i_e’</th>
<th>‘i’</th>
<th>‘y’</th>
<th>‘ie’</th>
<th>‘igh’</th>
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<tbody>
<tr>
<td>b</td>
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<td>biker</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>c</td>
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<td>light</td>
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<td>mind</td>
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<td>s</td>
<td>shine</td>
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<td>satisfy</td>
<td>spies</td>
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<td></td>
<td>slime</td>
<td>silent</td>
<td>shy</td>
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<td>w</td>
<td>write</td>
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<td>Wyoming</td>
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<td></td>
<td></td>
<td>writing</td>
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</tr>
</tbody>
</table>
Use the chart on Worksheet 16.3 to fill in the blanks.

1. Count the words on the chart that have the sound /ie/ spelled ‘i_e’ and write the number here.
   ___________________________________________________

2. Count the words on the chart that have the sound /ie/ spelled ‘i’ and write the number here.
   ___________________________________________________

3. Count the words on the chart that have the sound /ie/ spelled ‘y’ and write the number here.
   ___________________________________________________

4. Count the words on the chart that have the sound /ie/ spelled ‘ie’ and write the number here.
   ___________________________________________________

5. Count the words on the chart that have the sound /ie/ spelled ‘igh’ and write the number here.
   ___________________________________________________

6. Which spelling for /ie/ has the most words?
   ___________________________________________________

7. Where does the spelling ‘igh’ tend to be found in a word—at the beginning, in the center, or at the end?
   ___________________________________________________
8. Where does the spelling ‘y’ as /ie/ tend to be found in a word—at the beginning, in the center, or at the end?

9. Which words on the chart are proper nouns?

10. Which word on the chart is an antonym of low?

11. There are two bugs on the chart. What are they?

12. Which word on the chart names something that a lot of kids like to ride?

13. Which word on the chart is a synonym of nice?

14. Which word on the chart is a synonym of huge?

15. There is one compound word on the chart. What is it?

16. Write a sentence that has some words from the chart. Use a lot of words from the chart if you can!
Let’s Do the Bunny Hop!

Here’s How to Play:

1. Assist your child in cutting out the cards on Worksheet 16.7.

2. Shuffle the cards and lay them face down.

3. Each person should write his/her name on one of the bunny hop paths.

4. Draw a card. Read the word on the card. Write the word on the correct space on the bunny path.

5. Put the card back on the bottom of the stack.

6. First person to fill up the bunny path wins!
Name ________________

Unit 4

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16.6

/er/
/oe/
/ie/
/i/
/er/
/oe/
/ie/
/i/

FINISH

FINISH
# Bunny Hop Cards

<table>
<thead>
<tr>
<th>servant</th>
<th>find</th>
<th>curb</th>
<th>gym</th>
<th>post</th>
<th>multiply</th>
</tr>
</thead>
<tbody>
<tr>
<td>stirrup</td>
<td>dryer</td>
<td>gold</td>
<td>spider</td>
<td>fellow</td>
<td>nearby</td>
</tr>
<tr>
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<td>supply</td>
<td>surrender</td>
<td>silent</td>
<td>elbow</td>
<td>mold</td>
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<td>bright</td>
<td>tiger</td>
<td>owners</td>
<td>disturb</td>
</tr>
<tr>
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<td>cold</td>
<td>swirl</td>
<td>dryer</td>
<td>toll</td>
<td>snow</td>
</tr>
<tr>
<td>symbol</td>
<td>below</td>
<td>squirrel</td>
<td>cry</td>
<td>high</td>
<td>blow</td>
</tr>
<tr>
<td>bind</td>
<td>yellow</td>
<td>disturb</td>
<td>fry</td>
<td>lies</td>
<td>show</td>
</tr>
<tr>
<td>blind</td>
<td>window</td>
<td>myth</td>
<td>most</td>
<td>oxygen</td>
<td>third</td>
</tr>
</tbody>
</table>
Fill in the Blank

Write the best word from the box on the line 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 on the line 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 _____________.
With your partner, make a list of all the foods Kurt has eaten so far during the job hunt.

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

<table>
<thead>
<tr>
<th>‘y’ &gt; /y/ (yarn)</th>
<th>‘y’ &gt; /ie/ (my)</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘y’ &gt; /i/ (myth)</td>
<td>‘y’ &gt; /ee/ (funny)</td>
</tr>
</tbody>
</table>
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)
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!”
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.

Family Member Directions: Have your child reread the story and answer the questions.
5. Describe a daydream you have had.

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

**was**  
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**  
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.
Part II:

1. We are at the park today.

Yesterday _________________________________________
________________________________________________.

2. He is at the party today.

Last week _________________________________________
________________________________________________.

Directions: Part II: 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.
Spelling Test

1. __________________  9. __________________
2. __________________ 10. __________________
3. __________________ 11. __________________
4. __________________ 12. __________________
5. __________________ 13. __________________
6. __________________ 14. __________________
7. __________________ 15. __________________
8. __________________
Part I:

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 II:

1. witch, 5 ________________ 1 child, 2 ________________
2. puppy, 2 ________________ 1 mouse, 3 ________________
3. towel, 6 ________________ 1 firefly, 4 ________________
4. squirrel, 9 _______________ 1 elf, 8 ________________

Part III:

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

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 V:

<table>
<thead>
<tr>
<th>am</th>
<th>are</th>
<th>is</th>
</tr>
</thead>
</table>
1. He __________ very sleepy.
2. You __________ a really good pal.
3. I __________ not really hungry right now.
4. She __________ smart.

Part VI:

<table>
<thead>
<tr>
<th>was</th>
<th>were</th>
</tr>
</thead>
</table>
1. We __________ at the park.
2. I __________ so mad yesterday!
3. They __________ satisfied with their gift.
Dear Friends,

i wud like to ask u to let me sit wit u when u do your reading skills lessons

i think the lesons sound vere interesting i wud lik to learn how 2 write betr.

I lik 2 write it helps mee think abut things i wud lik 2 reed some uv your story bookz I like the story abut kim and kurt. Do u think i coud git a job

Please ask your teacher if i can come 2 your class i promise 2 b gud and not 2 skare anee1

Sincerely,

mr mowse
Fill in the Blank

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.

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

**Down**
1. baby dog
2. not clean
3. a kind of flower
4. sweet treat
5. toast and ________
6. a boy's name

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

**Clues**
- Billy
daddy
cavity
puppy
dirty
daisy
easy
chilly
jelly
candy
Dear Family Member,

Please ask your child 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

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 could have a job at the store.
   C. He told Kim to add the sales tax.
6. Why did Mr. Fremont hand Kim twenty bucks?
   A. He wanted her to place the twenty bucks 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 on her first 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.
Which is Right?

Part I

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

2.  ○ Ms Pam Foster
    ○ Ms. pam Foster
    ○ Ms. Pam Foster

3.  ○ Mrs Jan Hunter
    ○ Mrs jan hunter.
    ○ Mrs. Jan Hunter

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

Part II

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 III

1.  i hope we go to oak park on saturday

   __________________________________________________
   __________________________________________________

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

   __________________________________________________
   __________________________________________________

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

shelf__________________ child ______________
dress __________________ pen ________________
church ________________ wife ________________
elf ___________________ box ________________
mouse ________________ man ________________
wish __________________ foot ________________

Part V

<table>
<thead>
<tr>
<th>am</th>
<th>are</th>
<th>is</th>
</tr>
</thead>
</table>
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 VI

<table>
<thead>
<tr>
<th>was</th>
<th>were</th>
</tr>
</thead>
</table>
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.
The Visit

Kim was happy that she had found 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. “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.
Name ____________________________________________

(Insert total words read) _______ – (Errors) = _______ WCPM (Words Correct Per Minute)

Record student’s words per minute ________________

WCPM divided by Words Read = _______% accuracy

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 did the family celebrate? (The family celebrated with a picnic in the park.)

/5 total questions correct

5 questions correct – 100%
4 questions correct – 80%
3 questions correct – 60%
2 questions correct – 40%
1 question correct – 20%
Multi-Dimensional Fluency Scale
The Three P’s

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

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

Adapted from scale by Zutell & Rasinski, 1991.

(Teacher: You will record this information on the Oral Reading Fluency Assessment Results Chart located in the Teacher Guide in Lesson 23.)
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>fern</td>
<td>first</td>
<td>find</td>
</tr>
<tr>
<td>2.</td>
<td>burnt</td>
<td>bend</td>
<td>burn</td>
</tr>
<tr>
<td>3.</td>
<td>fist</td>
<td>first</td>
<td>find</td>
</tr>
<tr>
<td>4.</td>
<td>mist</td>
<td>math</td>
<td>miss</td>
</tr>
<tr>
<td>5.</td>
<td>find</td>
<td>kite</td>
<td>kin</td>
</tr>
<tr>
<td>6.</td>
<td>neat</td>
<td>nice</td>
<td>night</td>
</tr>
<tr>
<td>7.</td>
<td>spit</td>
<td>spy</td>
<td>sky</td>
</tr>
<tr>
<td>8.</td>
<td>sowing</td>
<td>now</td>
<td>snow</td>
</tr>
<tr>
<td>9.</td>
<td>ever</td>
<td>ease</td>
<td>even</td>
</tr>
<tr>
<td>10.</td>
<td>luck</td>
<td>ducky</td>
<td>lucky</td>
</tr>
</tbody>
</table>

Directions: Have students circle the word called by the teacher.
| 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 |
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 myth part shriek

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

<table>
<thead>
<tr>
<th>long</th>
<th>beginning</th>
<th>erase</th>
<th>soggy</th>
<th>quickly</th>
</tr>
</thead>
<tbody>
<tr>
<td>quiet</td>
<td>kind</td>
<td>hard</td>
<td>smooth</td>
<td>dark</td>
</tr>
</tbody>
</table>

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

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

1. pepper ______________________________
2. under ______________________________
3. finger ______________________________
4. wild  ______________________________
5. neck  ______________________________
6. butter ______________________________
7. flash  ______________________________
8. every ______________________________
9. week  ______________________________
10. whirl ______________________________
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 spy is hiding behind the trees. (2)
7. Venus is a planet. (2)

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

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

Directions: Have students write the plural nouns for the words.
1. mice ________________________________
2. man ________________________________
3. men ________________________________
4. geese ________________________________
5. teeth ________________________________
6. children ________________________________
7. foot ________________________________
8. child ________________________________
9. tooth ________________________________

Directions: Have students write whether the noun means “one” or “more than one” on the blank beside the word.
Irregular Plural Nouns

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

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.

Directions: Have students select the word from the box that best fits the sentence.
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.
Titles and Proper Nouns

Part I:

1. ms tyler _________________________

2. miss smith _________________________

3. mr winters _________________________

4. mrs landers _________________________

Part II:

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
More Titles, Proper Nouns, and Verbs

Part I:

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 II:

1. The leaves fall from the trees in the fall. (3 nouns and 1 verb)

2. The children played outside 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:

_________________________________________________
_________________________________________________
_________________________________________________
Verbs

Part I:

run          runs

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

Part II:

am          is          are

1. I  _______________
2. You _______________
3. He  _______________

Directions: Part I. Have students fill in each blank with run or runs. Part II. Have students fill in each blank with am, is, or are.
Directions: Part III: Have students write three sentences using am, is, and are.

<table>
<thead>
<tr>
<th>am</th>
<th>is</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. She</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. It</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. We</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. They</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part III:

1. am______________________________________________
   ________________________________________________
   ________________________________________________

2. is______________________________________________
   ________________________________________________
   ________________________________________________

3. are______________________________________________
   ________________________________________________
   ________________________________________________
Present Tense *to be*

Example: I am running.

<table>
<thead>
<tr>
<th>I</th>
<th>We</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>They</td>
</tr>
<tr>
<td>He</td>
<td></td>
</tr>
</tbody>
</table>

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

Down
1. The sun, the _____, and the stars are in the sky.
2. You do this when you are sleepy.
3. You might be this if you always get your way.
4. What _____ a cold?
5. I would _____ some ice cream.
6. A word for jump
7. A comic strip
8. You fry food in this.
9. A baby will do this before walking.
10. Do not _____ my vase.
11. A _____ of kite string
12. A _____ if there are ghosts.

Spelling Worksheets Lessons 1–5

hawk yawn crawl vault haunted causes oil spoiled coin cowboy enjoy destroy moon cartoon spool
Spelling Worksheets 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.
Spelling Worksheets 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.
Spelling Worksheets Lessons 16–20

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

<table>
<thead>
<tr>
<th>eve</th>
<th>creek</th>
<th>week</th>
<th>meeting</th>
<th>she</th>
<th>we</th>
<th>fever</th>
</tr>
</thead>
<tbody>
<tr>
<td>zero</td>
<td>pretend</td>
<td>squeak</td>
<td>meal</td>
<td>wheat</td>
<td>seal</td>
<td>people</td>
</tr>
<tr>
<td>complete</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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!
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 _________________.

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‘er’, ‘ir’, ‘ur’ as /er/

Choose the best word from the box to fill in each sentence.

<table>
<thead>
<tr>
<th>hurt</th>
<th>circus</th>
<th>skirts</th>
</tr>
</thead>
<tbody>
<tr>
<td>burned</td>
<td>birthday</td>
<td>birds</td>
</tr>
<tr>
<td>surprise</td>
<td>Saturday</td>
<td>clerks</td>
</tr>
<tr>
<td>thirsty</td>
<td>dirty</td>
<td></td>
</tr>
</tbody>
</table>

10. The fire ________________ all night.

11. The store ________________ were very helpful.
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? _________________
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)
Part I:

<table>
<thead>
<tr>
<th>curly</th>
<th>lever</th>
<th>thirty</th>
</tr>
</thead>
<tbody>
<tr>
<td>baker</td>
<td>maker</td>
<td>mother</td>
</tr>
<tr>
<td>hurry</td>
<td>birch</td>
<td>western</td>
</tr>
<tr>
<td>turning</td>
<td>thirsty</td>
<td>person</td>
</tr>
<tr>
<td>dirty</td>
<td>interest</td>
<td>sunburn</td>
</tr>
<tr>
<td>bird</td>
<td>squirrel</td>
<td>hurt</td>
</tr>
<tr>
<td>curb</td>
<td>faster</td>
<td>over</td>
</tr>
</tbody>
</table>

Part II:

<table>
<thead>
<tr>
<th>circus</th>
<th>serve</th>
<th>harm</th>
<th>whirl</th>
</tr>
</thead>
<tbody>
<tr>
<td>turn</td>
<td>fork</td>
<td>purr</td>
<td>pattern</td>
</tr>
<tr>
<td>fur</td>
<td>cold</td>
<td>bird</td>
<td>nerve</td>
</tr>
<tr>
<td>curb</td>
<td>dare</td>
<td>further</td>
<td>dirt</td>
</tr>
<tr>
<td>perch</td>
<td>lever</td>
<td>first</td>
<td>best</td>
</tr>
<tr>
<td>surrender</td>
<td>starve</td>
<td>stirrup</td>
<td>sir</td>
</tr>
<tr>
<td>bird</td>
<td>arch</td>
<td>perfect</td>
<td>disturb</td>
</tr>
</tbody>
</table>
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.

kicking, gym, giving, hill, myth, lip

syrup, milk, antonym, synonym, acting, did

‘i’ like skin

kicking, skin,

‘y’ like system

kicking, skin, system,
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.
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 ____________.
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.

- firefly
- yes
- yellow
- shy
- cry
- yum
- sky
- butterfly
- supply
- multiply
- yogurt
- flying
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.
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!

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.

/oe/ like snow

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

/ou/ like cow

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
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? ___________
Directions: Have students sort the words by sound. Write the words with the tricky spelling ‘ow’ sounded /oe/ under snow.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>/oe/ like snow</th>
<th>/ou/ like now</th>
</tr>
</thead>
<tbody>
<tr>
<td>snow</td>
<td>now</td>
<td>low</td>
<td>wow</td>
</tr>
<tr>
<td>row</td>
<td>cow</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The king is wearing a **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 starving tiger **growled**.
- Jake looked at the sky and saw a **rainbow**.
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.

<table>
<thead>
<tr>
<th>crown</th>
<th>now</th>
<th>know</th>
<th>owl</th>
<th>own</th>
</tr>
</thead>
<tbody>
<tr>
<td>show</td>
<td>grow</td>
<td>power</td>
<td>follow</td>
<td>below</td>
</tr>
<tr>
<td>crowded</td>
<td>slowly</td>
<td>window</td>
<td>town</td>
<td>snow</td>
</tr>
<tr>
<td>yellow</td>
<td>drown</td>
<td>narrow</td>
<td>flow</td>
<td>brown</td>
</tr>
<tr>
<td>cow</td>
<td>throw</td>
<td>flower</td>
<td>blow</td>
<td>bowl</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>seven</th>
<th>them</th>
<th>then</th>
<th>being</th>
<th>western</th>
</tr>
</thead>
<tbody>
<tr>
<td>below</td>
<td>get</td>
<td>result</td>
<td>went</td>
<td>maybe</td>
</tr>
<tr>
<td>because</td>
<td>never</td>
<td>decide</td>
<td>men</td>
<td>require</td>
</tr>
<tr>
<td>best</td>
<td>tell</td>
<td>reply</td>
<td>next</td>
<td>seed</td>
</tr>
<tr>
<td>end</td>
<td>bellow</td>
<td>zero</td>
<td>better</td>
<td>destroy</td>
</tr>
</tbody>
</table>
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.
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 write the words with the tricky spelling 'e' sounded /e/ under pet and the words with the tricky spelling 'e' sounded /ee/ under me.

<table>
<thead>
<tr>
<th>/el/ like pet</th>
<th>/eel/ like me</th>
</tr>
</thead>
<tbody>
<tr>
<td>I find sweets hard to resist.</td>
<td>resist</td>
</tr>
<tr>
<td>Should we go east or west?</td>
<td></td>
</tr>
<tr>
<td>The horse jumped the fence.</td>
<td></td>
</tr>
<tr>
<td>I saw a cow at the rodeo.</td>
<td></td>
</tr>
<tr>
<td>If you make a mistake, erase it.</td>
<td></td>
</tr>
<tr>
<td>Who came in second place?</td>
<td></td>
</tr>
<tr>
<td>Is it on the right or the left?</td>
<td></td>
</tr>
<tr>
<td>Batman is my hero.</td>
<td></td>
</tr>
<tr>
<td>I will write a report for homework.</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>/e/ like pet</th>
<th>/ee/ like me</th>
</tr>
</thead>
<tbody>
<tr>
<td>fever</td>
<td></td>
</tr>
<tr>
<td>zebra</td>
<td>maybe</td>
</tr>
<tr>
<td>eleven</td>
<td>went</td>
</tr>
<tr>
<td></td>
<td>behind</td>
</tr>
<tr>
<td></td>
<td>tense</td>
</tr>
<tr>
<td></td>
<td>seven</td>
</tr>
<tr>
<td>fever</td>
<td></td>
</tr>
</tbody>
</table>
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.

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.
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.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>funny</td>
<td>myth</td>
<td>try</td>
<td>yes</td>
</tr>
<tr>
<td>empty</td>
<td>very</td>
<td>satisfy</td>
<td>system</td>
</tr>
<tr>
<td>yawn</td>
<td>energy</td>
<td>really</td>
<td>multiply</td>
</tr>
<tr>
<td>story</td>
<td>gym</td>
<td>study</td>
<td>yuck</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>try</th>
<th>system</th>
<th>year</th>
<th>dry</th>
<th>simply</th>
</tr>
</thead>
<tbody>
<tr>
<td>gym</td>
<td>sky</td>
<td>likely</td>
<td>plenty</td>
<td>funny</td>
</tr>
<tr>
<td>yet</td>
<td>gingerly</td>
<td>Brooklyn</td>
<td>yes</td>
<td>supply</td>
</tr>
<tr>
<td>flying</td>
<td>beyond</td>
<td>myth</td>
<td>easy</td>
<td>copy</td>
</tr>
<tr>
<td>happy</td>
<td>daddy</td>
<td>satisfy</td>
<td>lynx</td>
<td>yelled</td>
</tr>
</tbody>
</table>
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? ____________
Mixed Practice

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

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

play
puppy
toy
pony
army
city
berry

Use two of the words in a sentence.

1. __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
The Visit

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 getting a job?

_________________________________________________

_________________________________________________

_________________________________________________

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

_________________________________________________

_________________________________________________

_________________________________________________
Battery Park

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?

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

Directions: Using the story of “The Visit” on the next Worksheet (PP45), have students circle the clue that proves each statement. In the margin or above the circle students should write the number of the clue.
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 getting a 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.
Good Job! You got a big tree for the beavers. Move ahead one space.

You Win!
Oops! You fell in the pond. Dry off and wait one turn.
**Frisky Beavers**

/ee/

Directions: Have students throw the die to move a game piece. Students will read the word in the space, then write the word in the correct column on this sheet. See Pausing Point in the Teacher Guide for alternate ways to play and win.

<table>
<thead>
<tr>
<th>‘e_e’</th>
<th>‘ea’</th>
<th>‘ee’</th>
<th>‘y’</th>
</tr>
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