

# Unit 4

## Workbook



Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 2





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## Workbook

Skills Strand

GRADE 2

Core Knowledge Language Arts®



Core Knowledge®

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# Unit 4

## Workbook

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.

hawk

vault

oil

cowboy

moon

yawn

haunted

spoiled

enjoy

spool

crawl

causes

coin

destroy

cartoon





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

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

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)?**

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

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

14. Burt – Bert \_\_\_\_\_

15. perk – park \_\_\_\_\_

16. fir – fur \_\_\_\_\_

17. curve – churn \_\_\_\_\_

18. fern – curb \_\_\_\_\_

19. stir – turn \_\_\_\_\_

20. thorn – bore \_\_\_\_\_

## 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. 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 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!”

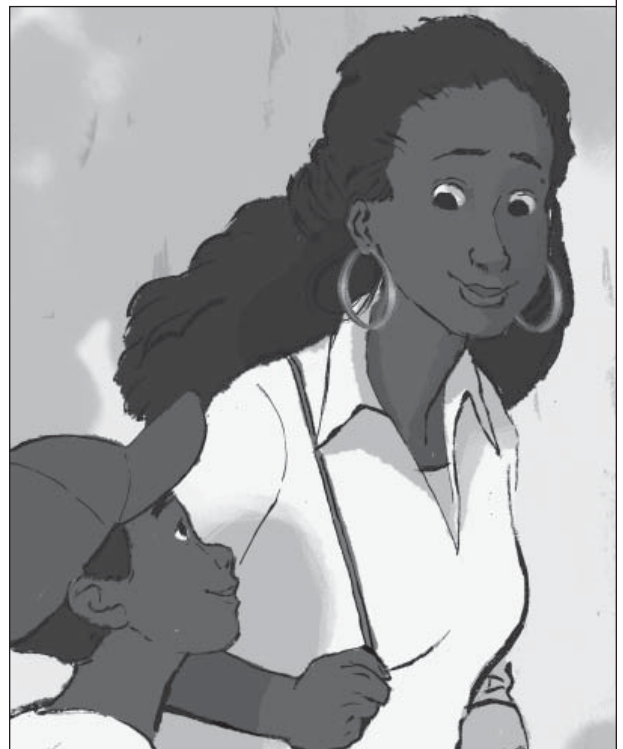
Kim slapped hands with her pals. Then she said, “You two have met Kurt, haven’t you?”

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.”

“Drummer’s Grove?” Kurt said. “Can we go, Kim? Can we? Can we? Can we?”

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.**

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

## Fill in the Blank

kind	entire	finish	pilot	find
child	mind	surprise	grind	wild

1. A cat is tame and can be a pet, but a tiger is \_\_\_\_\_.
2. What \_\_\_\_\_ of ice cream do you like the best?
3. Lynn hid my notebook and now I cannot \_\_\_\_\_ it.
4. The \_\_\_\_\_ landed the plane on time.
5. A \_\_\_\_\_ cannot drive a car.
6. The 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.*









Name \_\_\_\_\_

# 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 “frighten.”  
A witch could frighten a child.
2. An antonym of “day” is “\_\_\_\_\_.”  
We sleep during the \_\_\_\_\_.
3. An antonym of “wrong” is “\_\_\_\_\_.”  
Bill got all of his spelling words \_\_\_\_\_ on the test.
4. An antonym of “dark” is “\_\_\_\_\_.”  
Please turn on the \_\_\_\_\_ so I can read.
5. A synonym of “argue” is “\_\_\_\_\_.”  
When my sister and I do not agree, we \_\_\_\_\_.
6. A synonym for “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.

highway	tight	flight
upright	bright	might

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.

Page \_\_\_\_\_

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.

Page \_\_\_\_\_

3. Dwight is very loud with Kim and Kurt. Why?
  - A. Dwight would like to sell a light or lamp to Kim and Kurt.
  - B. Dwight is mad at Kim and Kurt.
  - C. There is a lot of noise in the shop.

Page \_\_\_\_\_

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

4. Why 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.

Page \_\_\_\_\_

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

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**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.

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

**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 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).*

4. The dentist cleaned my \_\_\_\_\_.  
plural of "tooth"
- A. teeth
  - B. teeths
  - C. toothes
5. I saw \_\_\_\_\_ flying up in the sky.  
plural of "goose"
- A. geoses
  - B. geeeses
  - C. geese
6. The cat was chasing three \_\_\_\_\_.  
plural of "mouse"
- A. mouses
  - B. mice
  - C. mices

**Part II:**

man \_\_\_\_\_ S \_\_\_\_\_

children \_\_\_\_\_

teeth \_\_\_\_\_ P \_\_\_\_\_

fireflies \_\_\_\_\_

tooth \_\_\_\_\_

mice \_\_\_\_\_

geese \_\_\_\_\_

pencil \_\_\_\_\_

dishes \_\_\_\_\_

feet \_\_\_\_\_

## 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 horse \_\_\_\_\_ 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****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?

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2. How many people are needed for this job?

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

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4. Will you have to be at the job on Saturday?

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

5. If you get this job, how should you act?

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

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

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

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

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## 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.









## 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?

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2. Why do people pay to join a gym?

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3. Who are Tom and Beth?

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

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

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5. What advice does Tom give Kim?

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6. What do you do to exercise?

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

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

glow	snow	throw	gown	cloud
pound	sound	howl	town	crown

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

Name \_\_\_\_\_

# 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.*

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

1.

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2.

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## 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?

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

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3. What is the meaning of the word “sub”?

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

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---

5. What happens at the Wall Street stop?

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*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?

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---

**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.

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

**Tricky Word: your**

## Clues for “I Am Thinking of a Word” Game

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

## 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.

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

## 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 these sentences correctly. Then have students draw a circle around the common nouns, a box around the proper nouns, and a wiggly line under the verbs.*

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

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

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## Persuasive Writing Plan

Kind of persuasive writing: \_\_\_\_\_ Letter \_\_\_\_\_

1. Opening Sentence:

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2. Reason:

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---

3. Reason:

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---

---

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

4. Reason:

---

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---

5. Closing Sentence:

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## Editing Checklist for Friendly Letter

Fill out this chart as you edit the draft.

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





## 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

Bright lights glowing at night

Snowflakes on a window

Snowplows clearing the roads

A rainbow

A green fern

A clown downstairs

“Let’s sit by the fire burning in a fireplace.”

A tow truck towing a car

Boys surfing the waves

Flying pink birds

Gold coins

Make a snowman

A rabbit hiding

Three blind mice

A hurt tiger

A butterfly

Cold feet

A zebra running down the road

A winter jacket

A frozen lake

Clouds and snow

Blowing 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.*

*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.*

**Part III:**

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

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2. in may jan runs track with her team, the roadrunners, which is coached by mrs turner

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3. fran played at bill's house on saturday morning

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## Persuasive Writing Plan

Kind of persuasive writing: \_\_\_\_\_ Letter \_\_\_\_\_

1. Opening Sentence:

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2. Reason:

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3. Reason:

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---

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

4. Reason:

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5. Closing Sentence:

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## Editing Checklist for Friendly Letter

Fill out this chart as you edit the draft.

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





## 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.

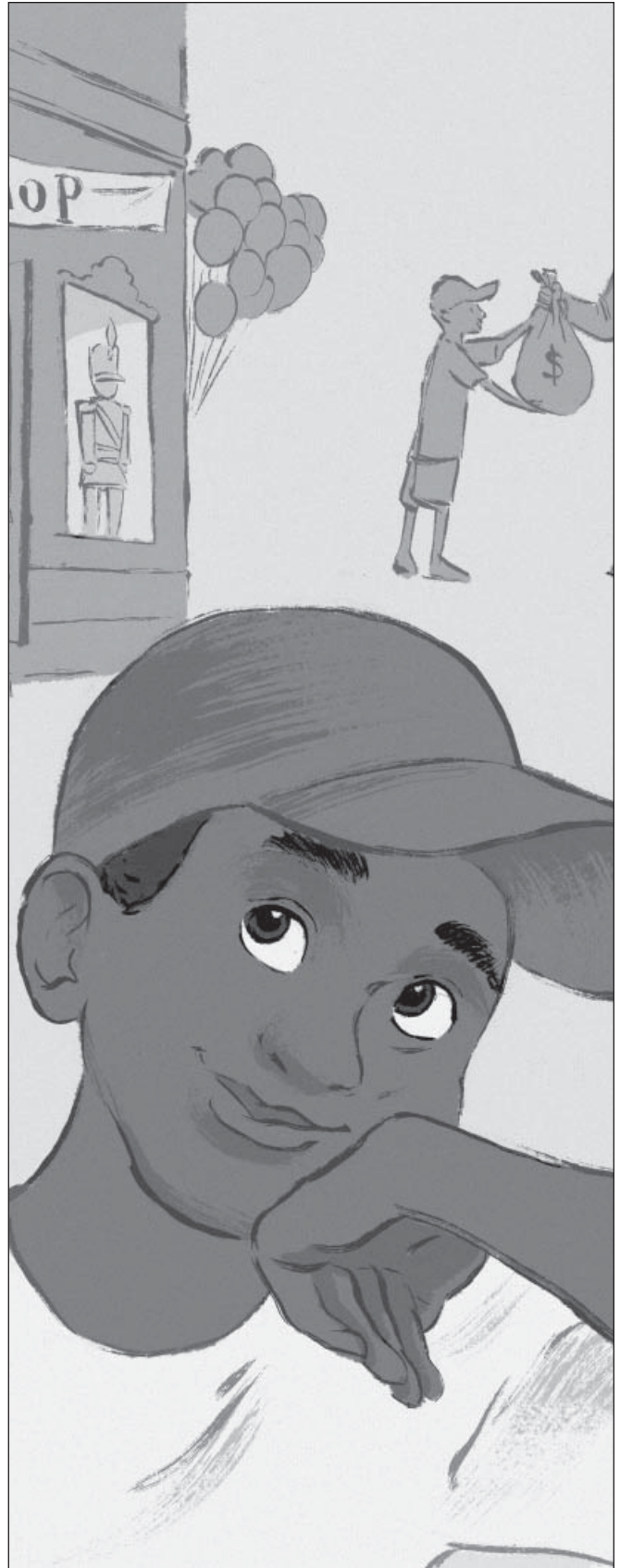
“Some of them do.”

“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.

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

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

am

is

are

**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.

*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 III:**

am	is	are
----	----	-----

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

**Part IV:**

1. am \_\_\_\_\_  
\_\_\_\_\_
2. is \_\_\_\_\_  
\_\_\_\_\_
3. are \_\_\_\_\_  
\_\_\_\_\_

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



Name \_\_\_\_\_

# Persuasive Writing Plan

Kind of persuasive writing: \_\_\_\_\_ Letter \_\_\_\_\_

1. Opening Sentence:

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2. Reason:

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3. Reason:

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---

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

4. Reason:

---

---

---

5. Closing Sentence:

---

---

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## Editing Checklist for Persuasive Letter

Fill out this chart as you edit the draft.

1. Do I have a heading?	
2. Do I have a greeting?	
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6. Do all of my sentences start with uppercase letters?	
7. Do all of my sentences end with a final mark? (. ? or !)	
8. Have I spelled all of my words correctly?	



Name \_\_\_\_\_

# Spelling Test

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

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

3. \_\_\_\_\_ 11. \_\_\_\_\_

4. \_\_\_\_\_ 12. \_\_\_\_\_

5. \_\_\_\_\_ 13. \_\_\_\_\_

6. \_\_\_\_\_ 14. \_\_\_\_\_

7. \_\_\_\_\_ 15. \_\_\_\_\_

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

\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_











### 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.

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

### Tricky Word: people



Circle the spellings for each sound.

<i>/ee/</i>	<i>/i/</i>	<i>/ie/</i>
treat	gym	stripe
even	hint	wild
Pete	amethyst	night
centipede	kissed	pie
meter	Brooklyn	cry
wheat	myth	find
complete	bitter	try
repeat	system	sigh
relax	skip	shine
steep	hiccup	tie



This chart shows spellings for the /ie/ sound. Use the chart to fill in Worksheet 16.4.

	'i_e'	'i'	'y'	'ie'	'igh'
<b>b</b>	bike	biker			bright
<b>c</b>	campfire	child	cry	cries	
<b>d</b>	drive	diet driver	dry	dried	
<b>e</b>	excite	excited			
<b>f</b>		find	fly		
<b>g</b>		gigantic			
<b>h</b>	hike	hiking			high
<b>k</b>	kite	kind			
<b>l</b>	life				light
<b>m</b>		mind			might
<b>n</b>	nine	ninth			night
<b>o</b>		Ohio			
<b>p</b>	pride				
<b>q</b>	quite	quiet			
<b>r</b>	rise				right
<b>s</b>	shine slime smile	shining silent smiling spider	satisfy shy sky spy supply	spies	
<b>t</b>	time tired	tiger	try	tried	
<b>w</b>	write	wild writing	Wyoming		





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.

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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?

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16. Write a sentence that has some words from the chart. Use a lot of words from the chart if you can!

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## 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 \_\_\_\_\_

16.6



1 2 3 4

/er/

/oe/

/ie/

/i/

/er/

/oe/

/ie/

/i/

FINISH FINISH



Name \_\_\_\_\_

16.7

## Bunny Hop Cards



servant	find	curb	gym	post	multiply
stirrup	dryer	gold	spider	fellow	nearby
pattern	supply	surrender	silent	elbow	mold
system	old	bright	tiger	owners	disturb
cymbal	cold	swirl	dryer	toll	snow
symbol	below	squirrel	cry	high	blow
bind	yellow	disturb	fry	lies	show
blind	window	myth	most	oxygen	third





## 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.

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

## Fill in the Blank

Write the best word from the box 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 \_\_\_\_\_.

Name \_\_\_\_\_

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

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Name \_\_\_\_\_

17.3

nurse	easy	light	butterfly	twenty
squirrel	furry	really	angry	body



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

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



Name \_\_\_\_\_

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

<b>'y' &gt; /y/ (yarn)</b>	<b>'y' &gt; /ie/ (my)</b>
<b>'y' &gt; /i/ (myth)</b>	<b>'y' &gt; /ee/ (funny)</b>

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





## 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)

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





## 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.

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**Part I:**

was

were

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

is

am

are

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

*Directions: Part 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.*

*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.*

**Part II:**

1. We are at the park today.

Yesterday \_\_\_\_\_  
\_\_\_\_\_.

2. He is at the party today.

Last week \_\_\_\_\_  
\_\_\_\_\_.



Name \_\_\_\_\_

# Spelling Test

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

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

3. \_\_\_\_\_ 11. \_\_\_\_\_

4. \_\_\_\_\_ 12. \_\_\_\_\_

5. \_\_\_\_\_ 13. \_\_\_\_\_

6. \_\_\_\_\_ 14. \_\_\_\_\_

7. \_\_\_\_\_ 15. \_\_\_\_\_

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

\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



*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 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 _____   |
| 1 puppy, 2 _____    | 1 mouse, 3 _____   |
| 1 towel, 6 _____    | 1 firefly, 4 _____ |
| 1 squirrel, 9 _____ | 1 elf, 8 _____     |

**Part III:**

- |                                          |                                             |
|------------------------------------------|---------------------------------------------|
| 1. <input type="radio"/> ms Ginger Marks | 3. <input type="radio"/> Mrs Lynn west      |
| <input type="radio"/> Ms Ginger Marks    | <input type="radio"/> mrs. lynn west        |
| <input type="radio"/> Ms. Ginger Marks   | <input type="radio"/> Mrs. Lynn West        |
| 2. <input type="radio"/> Mr Jim Burton   | 4. <input type="radio"/> miss sheryl parker |
| <input type="radio"/> Mr. Jim Burton     | <input type="radio"/> Miss Sheryl Parker    |
| <input type="radio"/> mr. Jim Burton     | <input type="radio"/> Miss. Sheryl Parker   |

Directions: Part IV: Have students correct the sentences. Part V: Have students fill in the blanks. Part VI: Have students fill in the blanks.

**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:**

am	are	is
----	-----	----

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

**Part VI:**

was	were
-----	------

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

Name \_\_\_\_\_

20.3

The Mowse Hole  
Your Classroom Wall  
Mowse Land, U.S.A.  
january 15, 2014

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 aneel

Sincerely,

mr mowse

*Directions: Have students edit the letter from Mr. Mowse as individuals, partners, small groups, or as an entire class.*



## 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.





Name \_\_\_\_\_



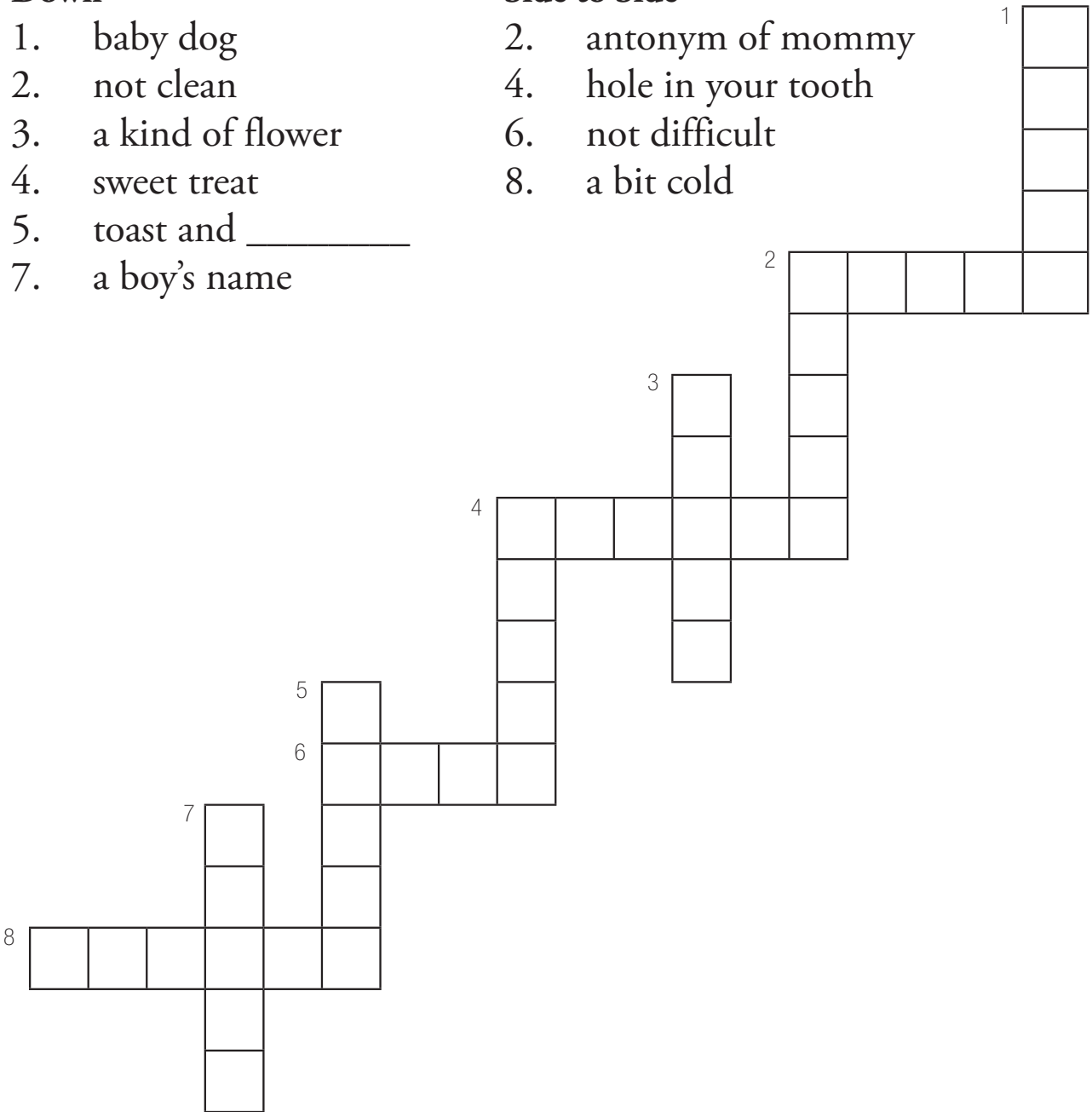
Billy	daddy	cavity	puppy	dirty
daisy	easy	chilly	jelly	candy

**Down**

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

**Side to Side**

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



Directions: Use the clues to complete the crossword puzzle.



**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.

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

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. <input type="radio"/> Mr Tom White   | 2. <input type="radio"/> Ms Pam Foster    |
| <input type="radio"/> Mr. Tom White     | <input type="radio"/> Ms. pam Foster      |
| <input type="radio"/> Mr. tom White     | <input type="radio"/> Ms. Pam Foster      |
| 3. <input type="radio"/> Mrs Jan Hunter | 4. <input type="radio"/> Miss. Gail Smith |
| <input type="radio"/> Mrs jan hunter.   | <input type="radio"/> Miss Gail Smith     |
| <input type="radio"/> Mrs. Jan Hunter   | <input type="radio"/> Miss Gail smith     |

### Part II

- Grasshoppers hop high off the ground. (2 nouns and 1 verb)
- Sally was really happy last Friday. (2 nouns and 1 verb)
- I am at home. (1 noun and 1 verb)

### Part III

- i hope we go to oak park on saturday

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

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*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.*

Directions: Part IV: Have students rewrite each word as a plural. Parts V and VI: Have students fill in the blank with the correct word.

## Part IV

shelf \_\_\_\_\_

child \_\_\_\_\_

dress \_\_\_\_\_

pen \_\_\_\_\_

church \_\_\_\_\_

wife \_\_\_\_\_

elf \_\_\_\_\_

box \_\_\_\_\_

mouse \_\_\_\_\_

man \_\_\_\_\_

wish \_\_\_\_\_

foot \_\_\_\_\_

## Part V

am	are	is
----	-----	----

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

## Part VI

was	were
-----	------

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



## 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. 11  
“Let’s go and visit Mom,” she said. “She will be finished 22  
teaching by the time we get there.” Kim held up a hand 34  
to hail a cab. A yellow cab screeched to a stop on the side 48  
of the street. “Where to?” asked the driver. Kim told him 59  
the address. They made it safely. Kim paid the driver. She 70  
and Kurt went in to see their mom. Mrs. Gunter gave Kim 82  
a big hug. Kurt snuck in between them so he could be 94  
part of the hug, too. Then Kim told her mom how they 106  
had spent the day. She told her mom how she had used 118  
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plus some snacks and drinks. Then Mrs. Gunter hailed a 282  
cab. The cab took them down the West Side Highway. It 293  
dropped them off in Battery Park. 299



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.

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

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.)**





1. fern first find furl

2. burnt bend burn bunt

3. fist first find furl

4. mist math miss myth

5. find kite kin kind

6. neat nice night might

7. spit spy sky sight

8. sowing now snow sow

9. ever ease even easy

10. luck ducky lucky leaky

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

fix	fib	silent	silly	pony
speak	cry	myth	part	shriek

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

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

# Antonyms

long	beginning	erase	soggy	quickly
quiet	kind	hard	smooth	dark

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

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

## Compound Words

body	fly	shirt	light	end
tie	print	mint	life	pool

*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.*





Name \_\_\_\_\_

## Mixed Plural Nouns

cow \_\_\_\_\_ chip \_\_\_\_\_

girl \_\_\_\_\_ foot \_\_\_\_\_

tooth \_\_\_\_\_ wish \_\_\_\_\_

desk \_\_\_\_\_ goose \_\_\_\_\_

mouse \_\_\_\_\_ child \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

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

## 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.*

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

9. There was only one \_\_\_\_\_ left on the store shelf.
10. There is a big, bad \_\_\_\_\_ in the tale “The Three Little Pigs.”
11. There were nice \_\_\_\_\_ at the store.
12. In the magic tale, an \_\_\_\_\_ found gold at the end of the rainbow.

# 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  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Directions: Part I: Have students write the titles correctly. Part II: Have students write the sentences correctly.*

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

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

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## More Titles, Proper Nouns, and Verbs

### Part I:

- |    |                       |                 |    |                       |                   |
|----|-----------------------|-----------------|----|-----------------------|-------------------|
| 1. | <input type="radio"/> | ms gail butler  | 2. | <input type="radio"/> | Mrs Jane ball     |
|    | <input type="radio"/> | Ms Gail Butler  |    | <input type="radio"/> | mrs. jane ball    |
|    | <input type="radio"/> | Ms. Gail Butler |    | <input type="radio"/> | Mrs. Jane Ball    |
| 3. | <input type="radio"/> | mr jeff tucker  | 4. | <input type="radio"/> | miss beth parker  |
|    | <input type="radio"/> | Mr Jeff Tucker  |    | <input type="radio"/> | Miss. Beth Parker |
|    | <input type="radio"/> | Mr. Jeff Tucker |    | <input type="radio"/> | Miss Beth Parker  |

### Part II:

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

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





# Verbs

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.

**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 \_\_\_\_\_

am	is	are
----	----	-----

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

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

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

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

**Part III:**

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

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

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

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

## Present Tense *to be*

**Example:** I am running.

I	We
You	
She	They
He	

*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.*



Name \_\_\_\_\_

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

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



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





## Spelling Worksheets Lessons 1–5

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

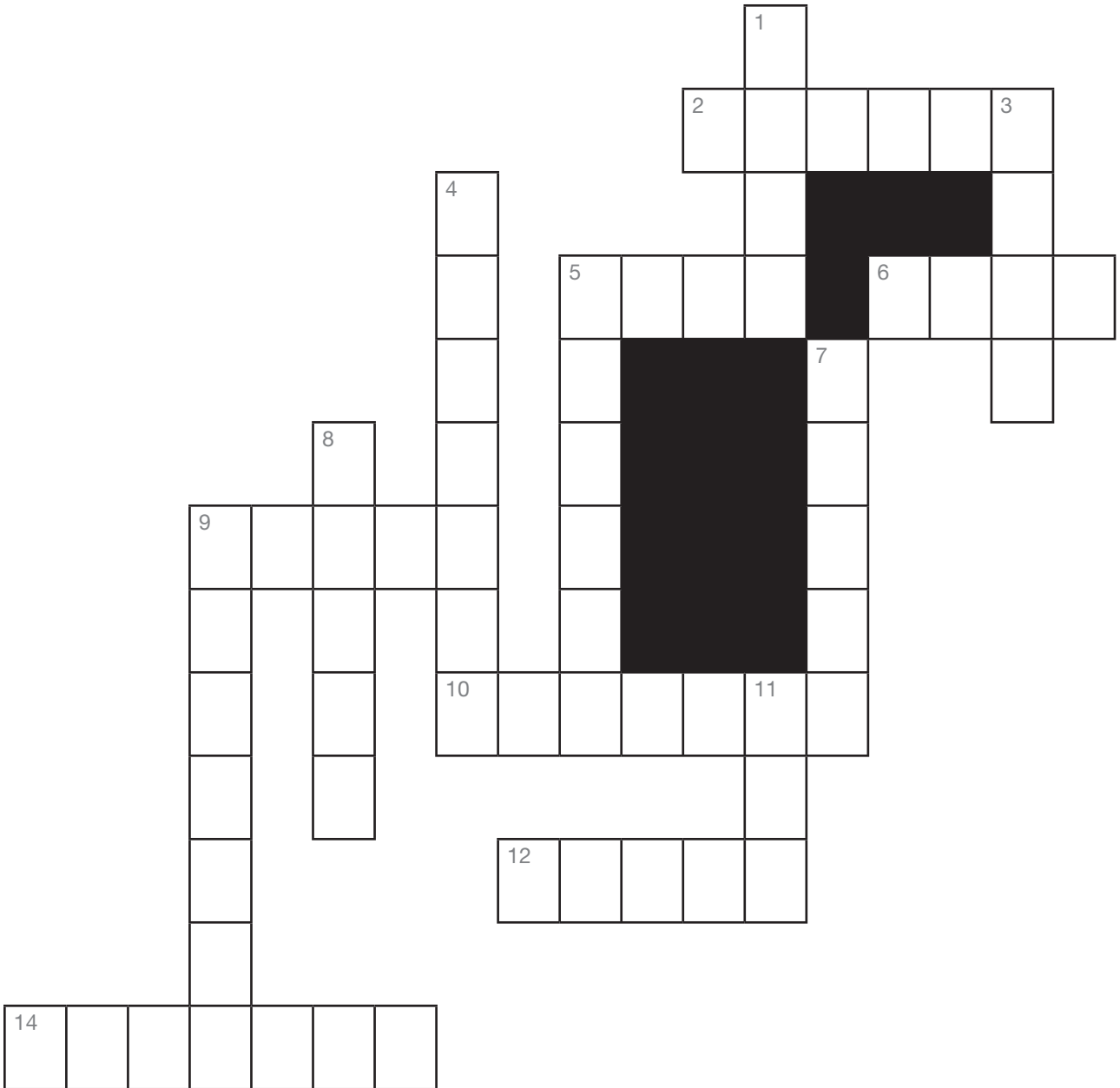
Use the words in the word box to complete the puzzle.

### Down

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

### Side to Side

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



## Spelling Worksheets Lessons 6–10

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

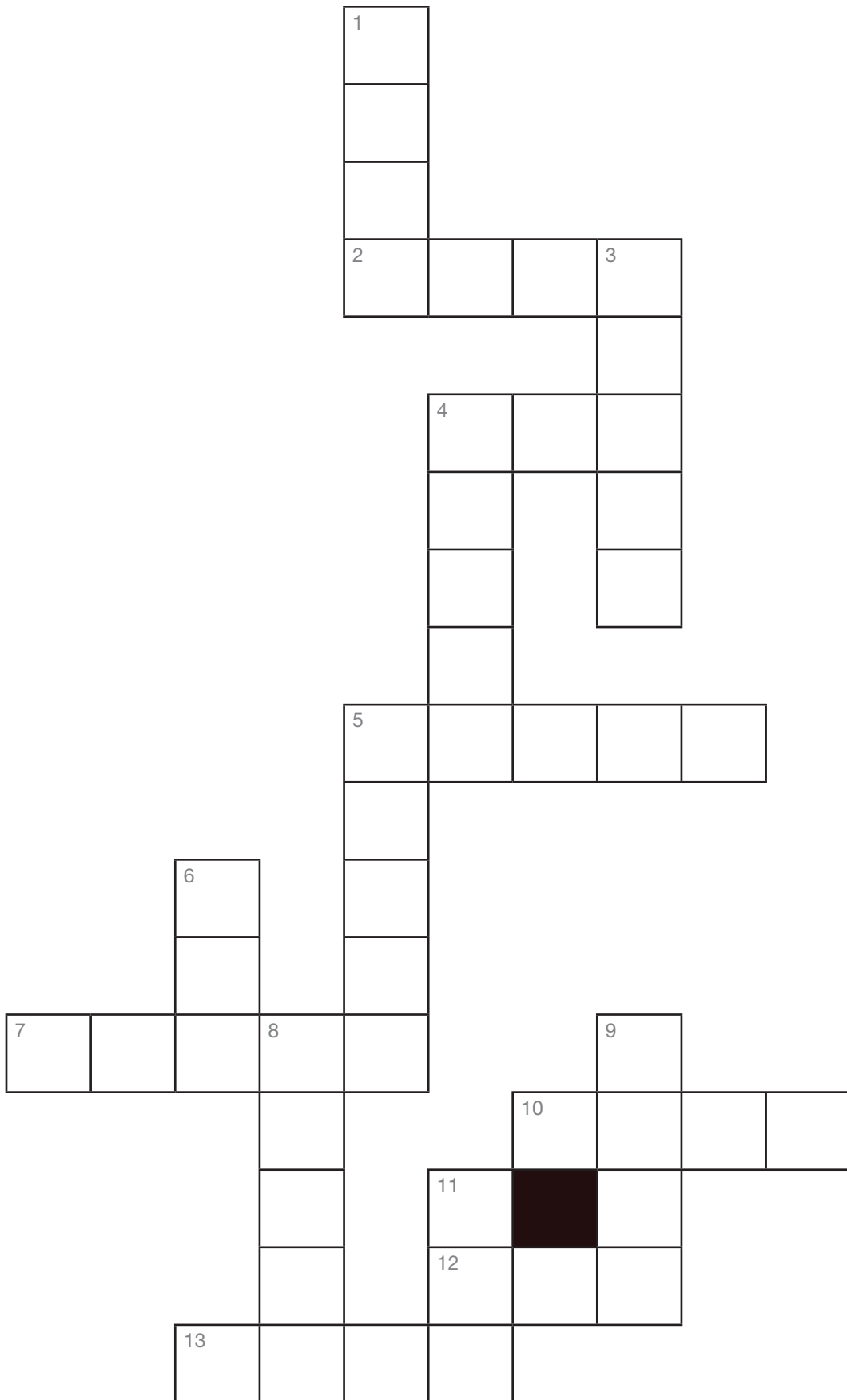
car	bar	store	chore	nerve	serve	stir
girl	bird	fur	hurt	turn	purse	all
			shirt			

### 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.

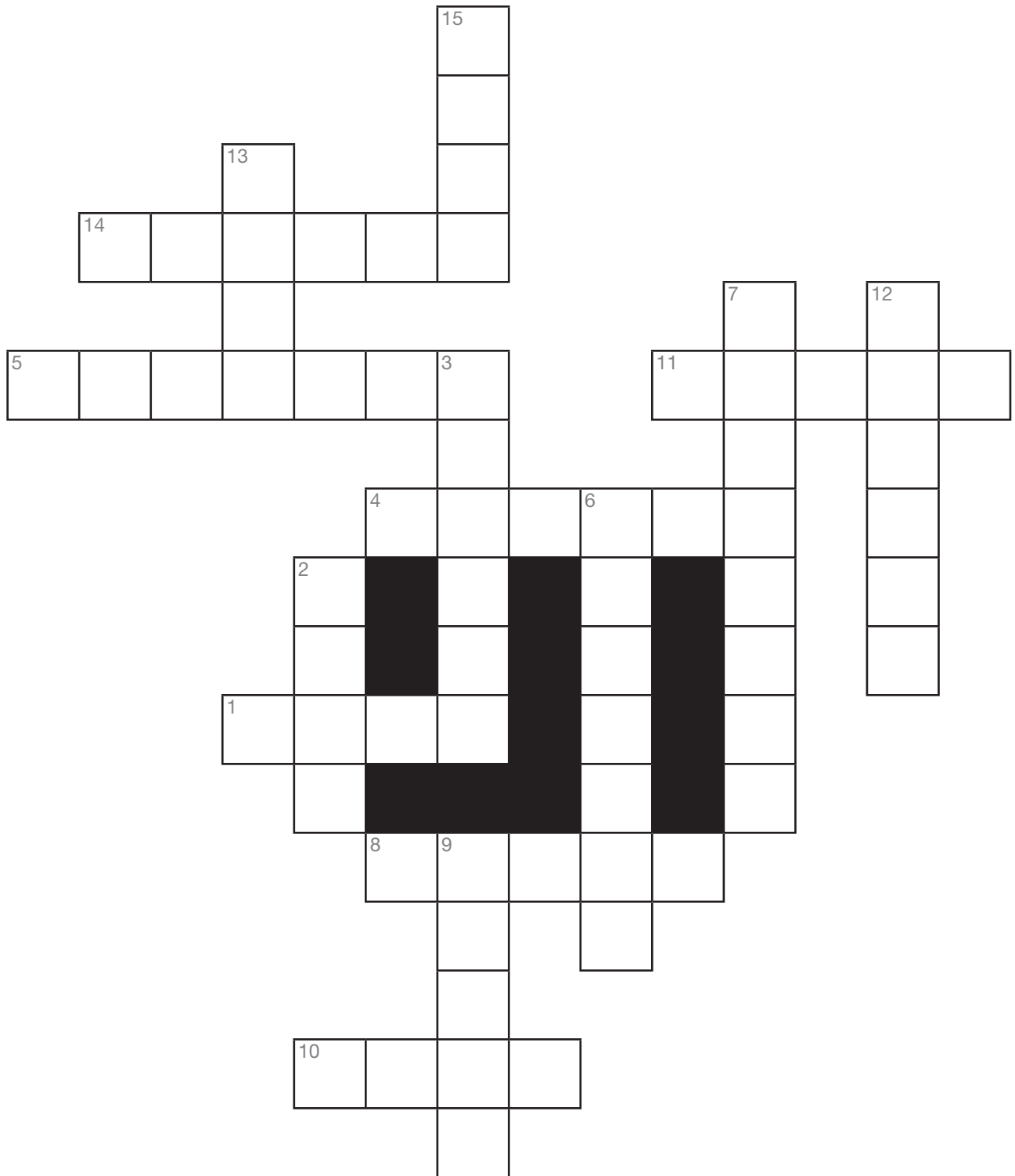
elbow	yellow	below	rainbow	snow	sorrow	arrow
plow	flowers	your	powder	shower	meow	chow
			growling			

### 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.

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

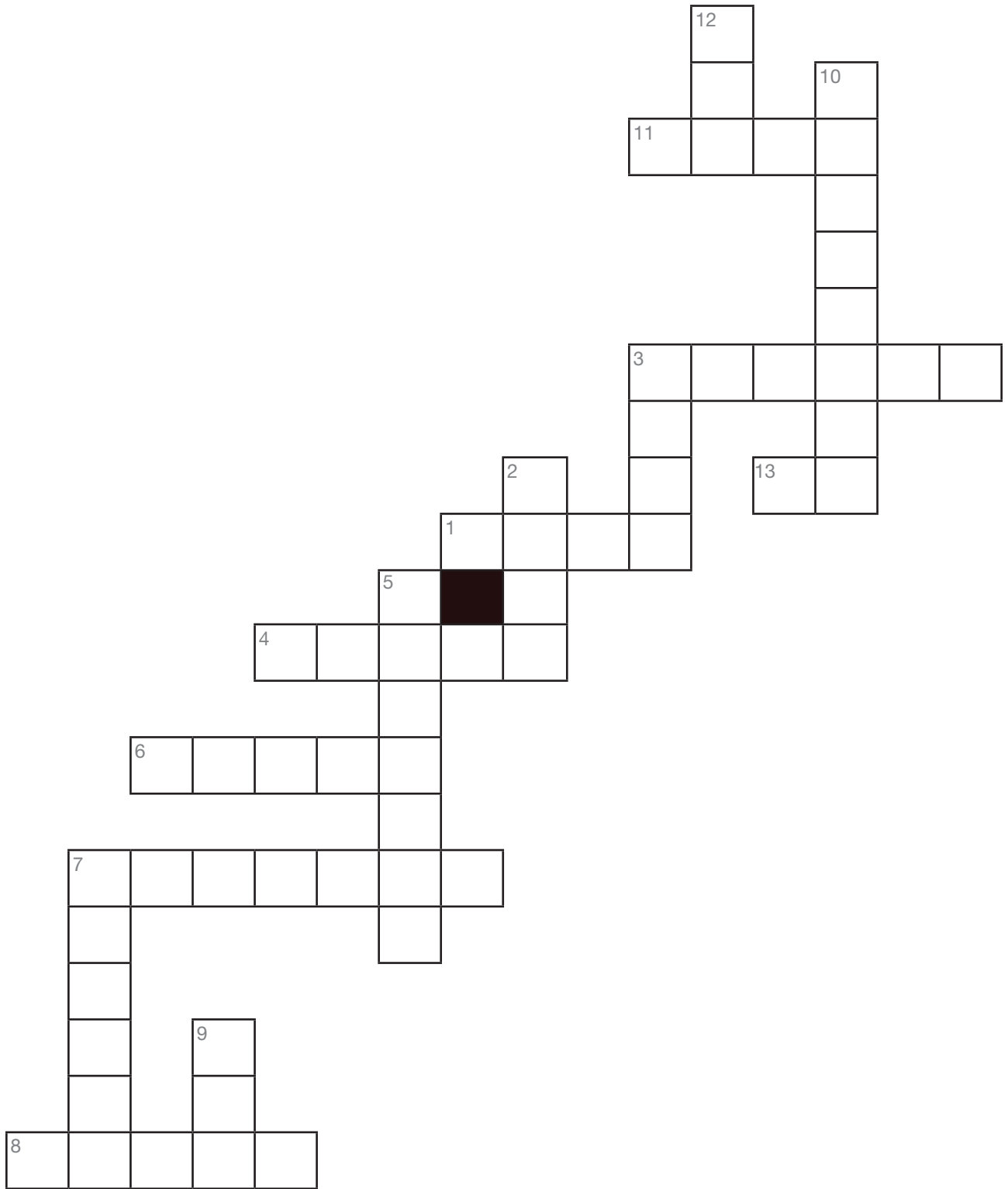
### Down

- seven days long
- I saw a \_\_\_\_\_ swimming at the zoo.
- I will see you at the \_\_\_\_\_.
- There were lots of \_\_\_\_\_ in the crowd.
- the night before
- to finish
- He is not going, so \_\_\_\_\_ is not going.

### Side to Side

- Dinner is a \_\_\_\_\_.
- A toy for dogs might make this sound.
- smaller than a river
- Flour is made from this grain.
- not real
- If you are sick, you may have a \_\_\_\_\_.
- a number less than 1
- \_\_\_\_\_ are happy!







**'er', 'ir', 'ur' as /er/**

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 \_\_\_\_\_.

## 'er', 'ir', 'ur' as /er/

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

hurt	circus	skirts
burned	birthday	birds
surprise	Saturday	clerks
thirsty	dirty	

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? \_\_\_\_\_



Name \_\_\_\_\_

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)

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





Name \_\_\_\_\_

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

**Part I:**

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

**Part II:**

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



Name \_\_\_\_\_

# Sound Sorting

<del>kick</del>	gym	gift	hill	myth	lip
syllable	milk	antonym	synonym	acting	did

*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.*

'i' like *skin*

kick

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'y' like *system*

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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.

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



Name \_\_\_\_\_

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

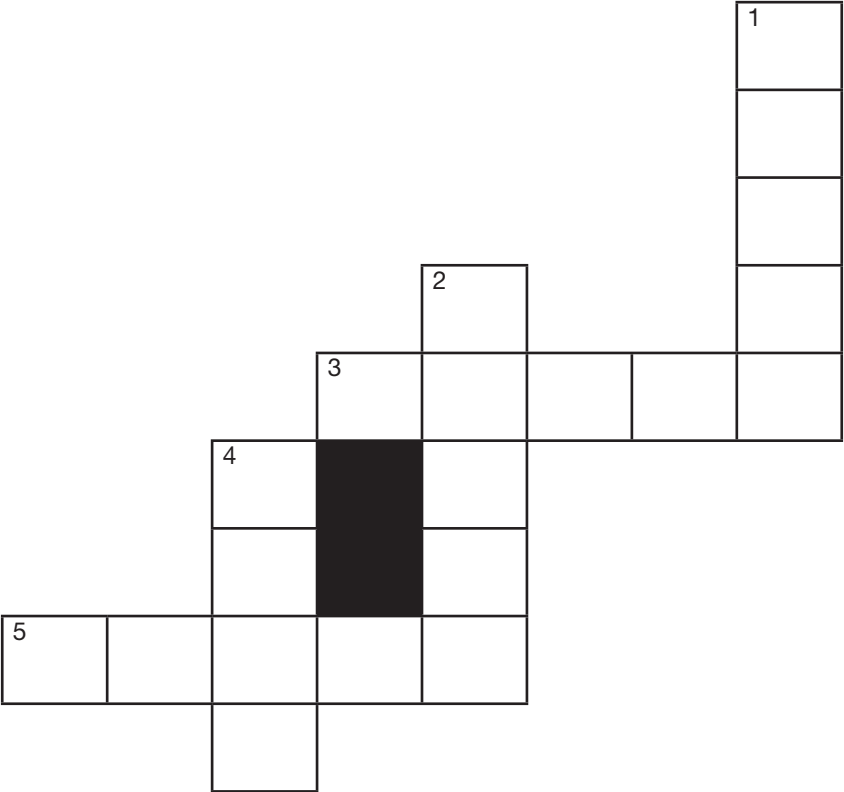
light	might	night	right	high
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**Down**

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

**Side to Side**

- 3. Turn \_\_\_\_\_ at the corner.
- 5. Please turn on the \_\_\_\_\_.







Name \_\_\_\_\_

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





Name \_\_\_\_\_

### Fill in the Blank

cold	yodel	scold	solo	cola
mold	hold	banjo	moment	open

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

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.

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

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

/oe/ like *snow*

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/ou/ like *cow*

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

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





Name \_\_\_\_\_

snow

low

row



now

wow

cow

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

	/oe/ like snow	/ou/ like now
The king is wearing a <u>crow</u> n.		crown
That boy needs to take a <u>shower</u> .		
Troy has some food in his <u>bow</u> l.		
The baby pool is very <u>shallow</u> .		
On Hugo's bed, there are two <u>pillow</u> s.		
The starving tiger <u>grow</u> led.		
Jake looked at the sky and saw a <u>rainbow</u> .		



Name \_\_\_\_\_

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

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



Name \_\_\_\_\_

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

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





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

lady	baby	crazy	gravy	tasty
shaky	tummy	bunny	sunny	wavy

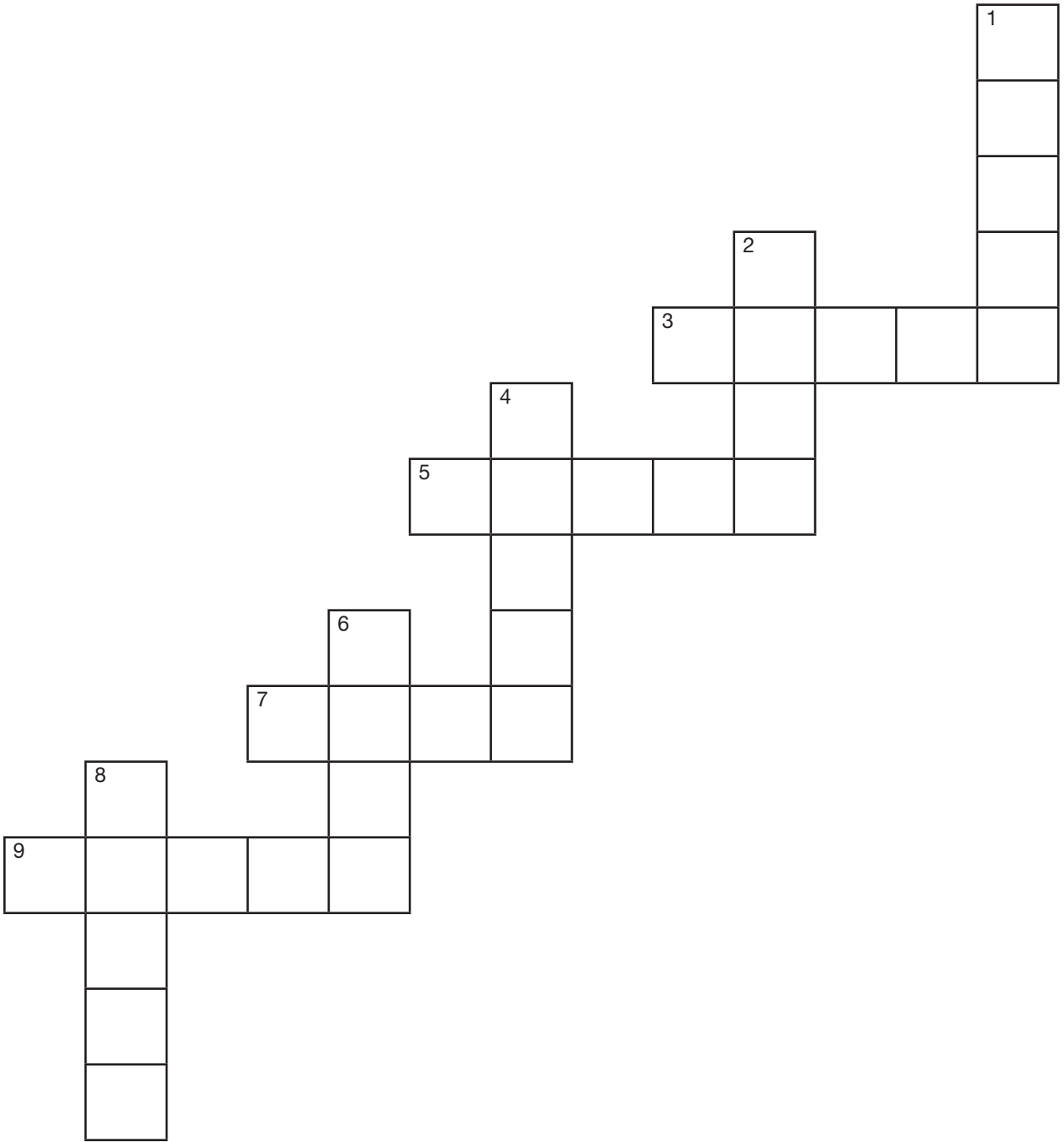
### Down

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.







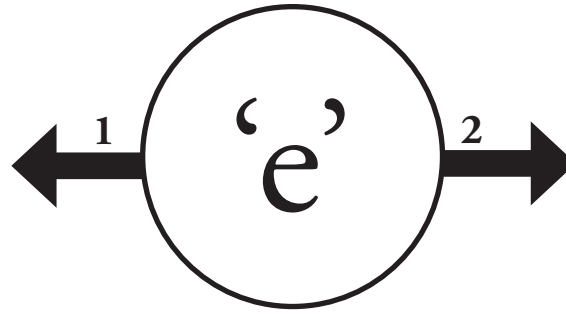
Katie and Molly and their mom took a cab from their hotel to the beach. At the beach, all three smeared sunblock all over their skin. It was hot so they got in the sea for a bit. Then they looked for seashells. After that, Katie and Molly played volleyball with some teenagers. Katie made some really 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 circle all of the spellings for the /eel sound.*



Name \_\_\_\_\_

pet  
went  
shell



me  
began  
below

*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.*

	<i>/e/</i> like <i>pet</i>	<i>/ee/</i> like <i>me</i>
I find sweets hard to <u>resist</u> .		resist
Should <u>w</u> e go east or west?		
The horse jumped the <u>f</u> ence.		
I saw a cow at the rode <u>o</u> .		
If you make a mistake, <u>e</u> rase it.		
Who came in <u>s</u> econd place?		
Is it on the right or the <u>l</u> eft?		
Batman is my <u>h</u> ero.		
I will write a <u>r</u> eport for homework.		



Name \_\_\_\_\_

# Sound Sorting

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

fever	bench	behind
zebra	maybe	tense
eleven	went	seven

<i>/e/ like pet</i>	<i>/ee/ like me</i>
	fever



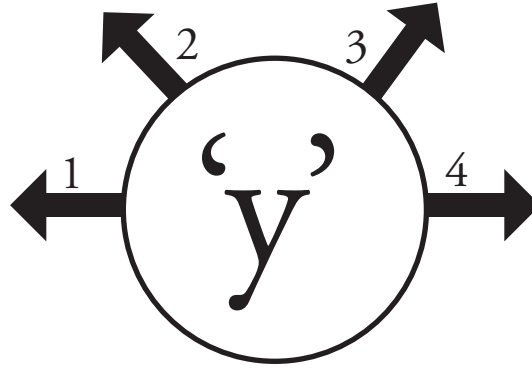


Name \_\_\_\_\_

myth  
system  
cylinder

try  
by  
fly

funny  
fifty  
sandy



yes  
yet  
yuck

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

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



Name \_\_\_\_\_

# Sound Sorting

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

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

**funny**

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**myth**

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---

---

---

---

---

---

**try**

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**yes**

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

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



## 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 \_\_\_\_\_

Name \_\_\_\_\_

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!

					<b>play</b>	
					<b>puppy</b>	
					<b>toy</b>	
					<b>pony</b>	
					<b>army</b>	
					<b>city</b>	
					<b>berry</b>	

Use two of the words in a sentence.

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



# The Visit

1. What is Mrs. Gunter's job?

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

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

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4. What are some risks of driving too fast?

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

5. What do you think a paycheck is?

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

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

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## Battery Park

1. Where are the Gunters picnicking?

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

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3. What is the Statue of Liberty really holding?

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*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?

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

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6. What does liberty mean?

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*Directions: Using the story "The Visit" on Worksheet PP45, have students underline the answer to each question and write the question number in the margin beside the text.*

1. How did Kim feel after she got her job?
2. What was Mrs. Gunter's job?
3. What color was the cab?
4. How did the driver know where to go?
5. How did the cab man drive?
6. Did the cab driver have a license?
7. What did Mrs. Gunter do when she saw Kim?
8. What places did Kim list?
9. What did Kim use to help her get her job?
10. What impressed Mr. Fremont?



*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.*

1. Kurt and Kim took a cab to see Mrs. Gunter.
2. Kurt is scared during the cab ride.
3. The Gunter family members like to give hugs.
4. Mrs. Gunter was proud of Kim.
5. Kim was surprised at the kind of job that she got.



## The Visit

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

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

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

Kim held up a hand to hail a cab.

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

“Where to?” asked the driver.

Kim told him the address.

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

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

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

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

“And they teach you to drive like this?”

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

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

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

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

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

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

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

“Good for you!” said her mom. “I’m so proud of you!”

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

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

“I will,” said Kim.

“Let’s do something fun!” said Kurt.

“I know!” said their mom. “Let’s celebrate Kim’s 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.





**scream**

**dream**

**weed**

Good Job! You  
got a big tree  
for the beavers.  
Move ahead  
one space.

**sleep**

**eve**

**lucky**

**beet**

**puppy**

**wheat**



# Frisky Beavers

Oh no! The tree  
fell on the den.  
Wait 1 turn.

**steep**

**compete**

**queen**

**seam**

athlete	steamy	eat	glee	<b>START</b>
		streak		greedy
tree	jelly	stream		Oops! You fell in the pond. Dry off and wait one turn.
		happy		deed
		teeth		Pete
		mean		beam
creek	silly	green	team	cheap



Name \_\_\_\_\_

# 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.*

'e_e'	'ea'	'ee'	'y'



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# Unit 4

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