

# Hello There!

I hope you find this literacy workbook helpful in this time where every public and private school student has been thrust into the homeschool world!

As a Literacy Collaborative Coordinator and a homeschool mom of 6 years, I know both worlds very well.

I've put together some of my best literacy writing work that is most suitable for a homeschool setting.

Use the daily guide as a *guide*. It's okay if your routine looks a bit different. \*\*\*Remember, the big goal in the next few weeks is to help students maintain their literacy skills, not necessarily to try and teach them a ton of new things.

If some of the work is too difficult for the student to complete independently, it is okay to sit down together and work through the page. We want students to feel successful and not frustrated.

## Included in This Workbook:

1. 3 weeks of reading comprehension and writing work.
2. Writing activities to maintain writing stamina at home
3. 3 weeks of phonics practice
4. 3 weeks of direct vocabulary practice
5. A daily scheduling guide for at-home learning
6. Answer Keys
7. Google Classroom Digital Version

To See More OOTWL Resources Visit

[www.jenbengel.com](http://www.jenbengel.com)



# GOOGLE™ DRIVE INSTRUCTIONS

## Instructions for accessing this resource digitally

All student activities are available in digital format compatible with Google classroom. They are available in the Google Slides format.

### Google Slides™:

All student and teacher pages are available through Google Slides. Students can simply add text boxes to any area they wish to type in. To access the Google Slides for this resource, copy and paste the link below into your browser.

**\*NOTE:** You'll need to make a copy of the files inside the folder before you can use them and make edits.

### Directions:

1. Create a FREE Google Account if you do not already have one.
  - [Click Here](#) to create an account.
2. [CLICK THIS LINK to download the resource to your Google drive.](#)
3. Open the file in your Google drive and click **File > make copy**.  
\* It's VERY important that you do this so that students are not changing your original copy.
4. Open the copy version and click **share link**. Make sure to choose **can view** from the drop down. Share the link with your students.
5. Once they receive the link, students need to click **File > Make a copy** in order to complete the work.
6. After completing the work, students click **share link** and share the work back with you.

# Daily Literacy Guide for at-Home Work

Use the following as a *guide* to help your child practice and maintain their literacy skills each day.

Reading Comprehension:	Writing:	Language:	Vocabulary:
<ol style="list-style-type: none"><li>1. Read a passage and answer the questions</li><li>2. Complete a comprehension: "Thinking Deeper" writing page</li><li>3. Spend 20 minutes reading a book the student chooses.</li></ol>	<ol style="list-style-type: none"><li>1. Spend 20 minutes a day working on writing.</li><li>2. Use the writing support in this workbook as a start.</li><li>3. Create an at-home writing notebook, where students can extend their writing ideas.</li></ol>	<ol style="list-style-type: none"><li>1. Review a phonics skill</li><li>2. Read the phonics passages and complete the activities</li></ol>	<ol style="list-style-type: none"><li>1. Follow the weekly vocabulary format to practice tier 2 vocabulary words.</li></ol>

# Reading Comprehension

## Each Day:

1. Read a passage and answer the questions.
2. Complete a Comprehension: "Thinking Deeper" writing page.
3. Spend 20 minutes read a book the student chooses.



# "Sam Loves School"

## Understand It!

Answer the following questions after reading:

1. What was the problem?
  - a. Sam did not like school
  - b. Sam was sick
  - c. Sam had a bad dream
  - d. Sam was happy
2. How did Sam feel about missing school?
  - a. happy
  - b. mad
  - c. scared
  - d. sad
3. What was the main idea in the story?
  - a. Sleeping
  - b. dreams
  - c. missing school
  - d. math
4. What food was Sam going to miss at school?
  - a. ice cream
  - b. cookies
  - c. cake
  - d. pizza

Sam loves school. He can't wait to go to school every day. One day Sam woke up with a **tickle** in his mouth. He coughed. The tickle did not go away. He **coughed** again. The tickle was still there. Sam went **downstairs** to tell his mom. His mom felt Sam's head. She told him he was sick and he should go back to bed. Sam was sad. He did not want to miss school. Today his teacher was **bringing** ice cream to school. Sam's mom said he could have ice cream at home. That made Sam feel a little better. The next day his tickle was gone. Sam was **happy** to go back to school.

**Word Work** Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

## **Vocabulary**

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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

# Comprehension: Retelling Fiction

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think carefully about the passage to answer the questions below.

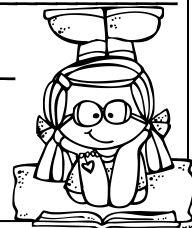
What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



# "MY Little Sister Drools"

## Understand It!

Answer the following questions after reading:

1. What was the problem?
  - a. Bella giggled
  - b. Bella drooled
  - c. Bella cried all the time
  - d. Bella did not nap
2. What did most people do when Bella drooled?
  - a. got mad
  - b. think she was cute
  - c. put her to bed
  - d. they did nothing
3. What was the main idea in the story?
  - a. baby giggles
  - b. new shirts
  - c. drooling
  - d. shopping
4. Why did the narrator start to cry?
  - a. drool was on the shirt
  - b. mom laughed
  - c. she was happy
  - d. she got hurt

My little sister **drools**. She just turned one. She drools all over her shirt. She drools all over my mom. She drools all over the floor. I do not like holding her because she drools so much.

Everyone thinks she is so **cute**, but not me. I think she is **sloppy**. One day we were at a store and she drooled all over me. I screamed, "Bella, no!" She just **giggled**. I was so mad. I handed Bella to mom, and started to cry. I had baby **slime** on my brand new shirt. Mom did not laugh at me. She felt so bad that she bought me a new shirt. I can not wait for Bella to stop drooling!

**Word Work** Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

## **Vocabulary**

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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

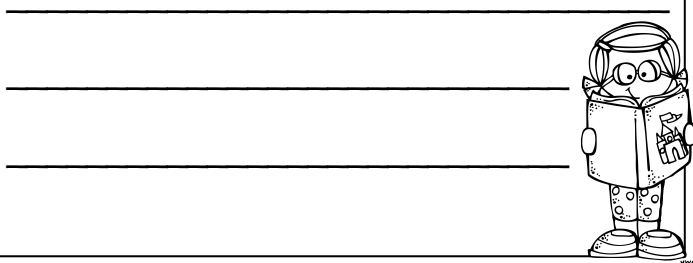
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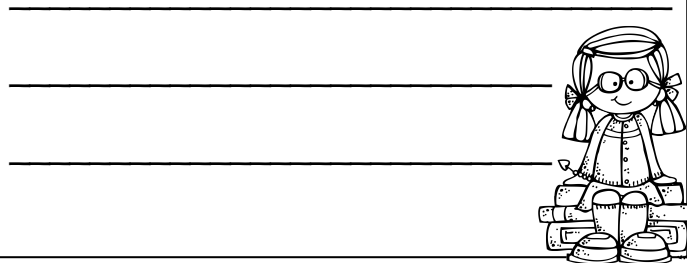
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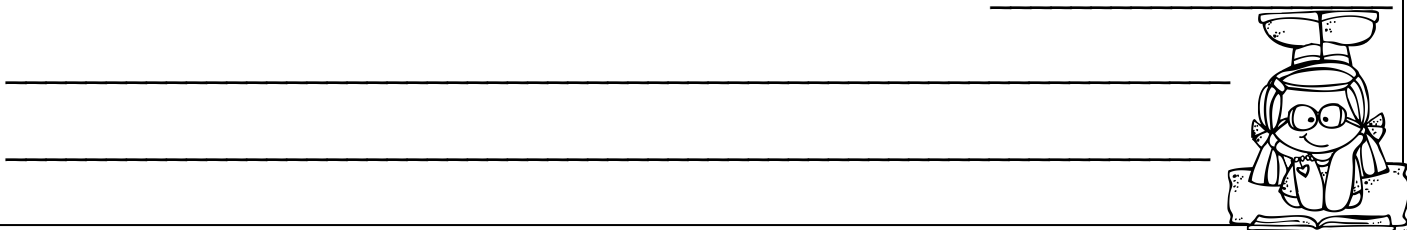
What was the main idea?



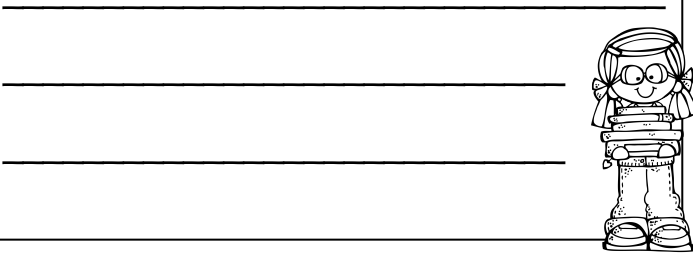
What were the key details?



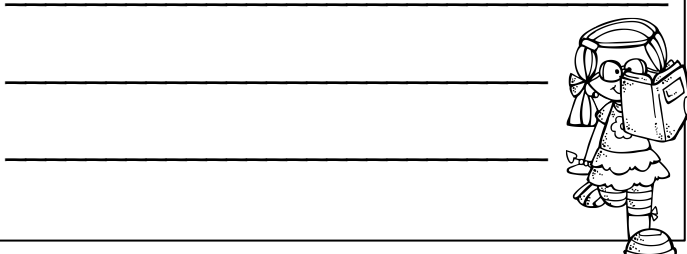
How would you describe the main character? Why?



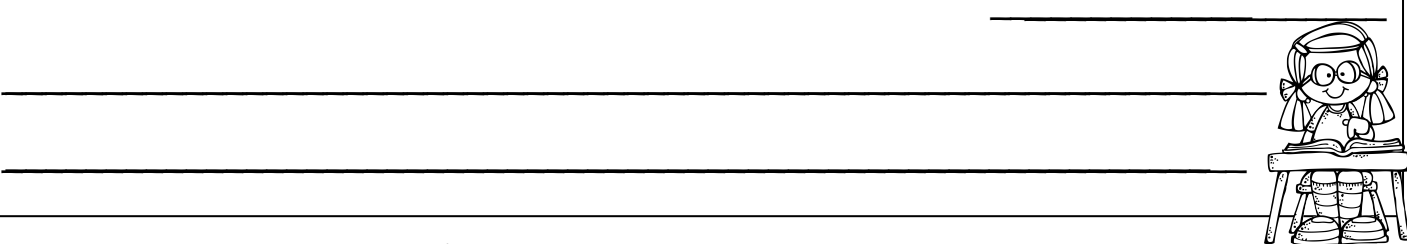
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



# "MY MESSY ROOM"

## Understand It!

Answer the following questions after reading:

1. What was the problem?
  - a. his room was clean
  - b. his mom was happy
  - c. his room was messy
  - d. Jackson was happy
2. How did Jackson feel about cleaning?
  - a. happy
  - b. mad
  - c. stubborn
  - d. excited
3. What was the main idea in the story?
  - a. he would not clean
  - b. his mom cleaned
  - c. Jackson ate candy
  - d. toys on the floor
4. What was one thing messy in Jackson's room?
  - a. food on the floor
  - b. shoes in the bed
  - c. toys on the floor
  - d. clothes in the bed

My name is Jackson. I have a **messy** room. My toys are all over the floor. My books are falling off my **bookshelf**. My clothes are piled on the floor. I like my messy room, but my mom does not. She says I am living like a pig. My mom is always asking me to **clean** my room. I never want to. I tell her I know where everything is. Sometimes she gets mad at me. But I am **stubborn**. I still will not clean my room. Mom says my room smells bad, but I like the smell. One day she **bribed** me. She promised me candy if I cleaned. So I did. The candy was great! Everyone was happy.

**Word Work** Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

## **Vocabulary**

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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

# Comprehension: Retelling Fiction

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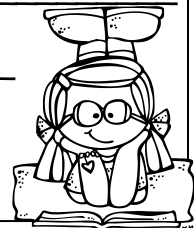
What was the main idea?



What were the key details?



How would you describe the main character? Why?



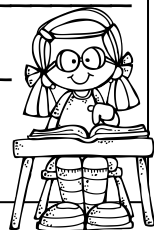
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



# "It's Good to Share"

## Understand It!

Answer the following questions after reading:

Jonah loved to share. Adam did not like to share. Jonah and Adam were in first grade **together**. They were **friends**. Every day Jonah gave Adam a sticker, just because. Jonah liked how **sharing** made him feel. Adam **forgot** his lunch one day. Jonah gave Adam almost all his food. Jonah was very hungry. But sharing with Adam made him happy. One day Jonah forgot his lunch. Adam did not share his food with Jonah. Jonah was sad. The teacher saw Jonah sad. She gave him all her food. Adam felt bad then. He said he was sorry. He **promised** to share better.

1. What was the problem?
  - a. Jonah did not share
  - b. Jonah shared
  - c. Adam shared
  - d. Adam did not share
2. How did Jonah feel about sharing?
  - a. it made him happy
  - b. it made him mad
  - c. it made him sad
  - d. it made him tired
3. What was the main idea in the story?
  - a. school
  - b. snack time
  - c. sharing
  - d. stickers
4. What were some things Jonah shared?
  - a. stickers
  - b. markers
  - c. crayons
  - d. candy

**Word Work** Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

## **Vocabulary**

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
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4	_____	_____
5	_____	_____

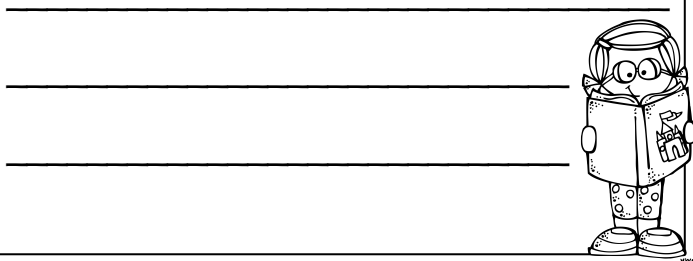
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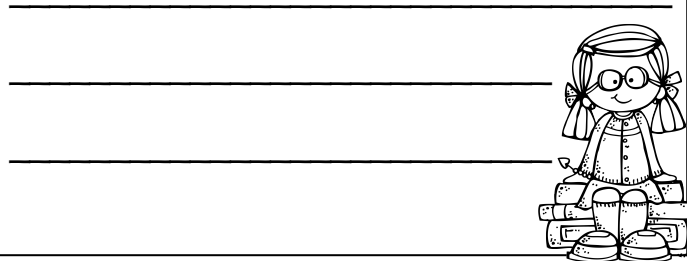
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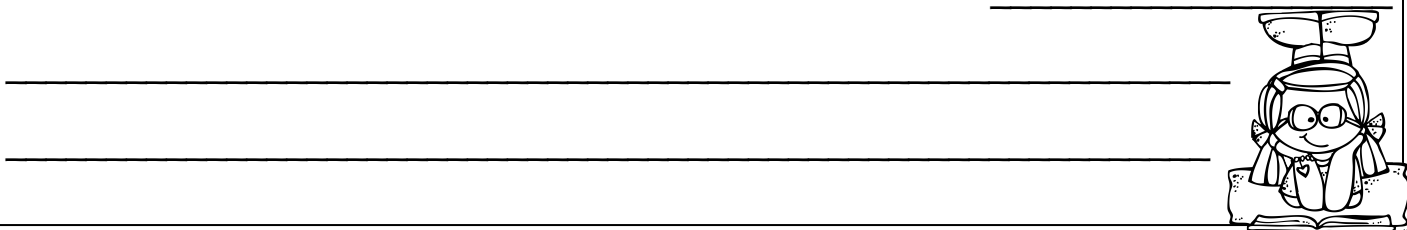
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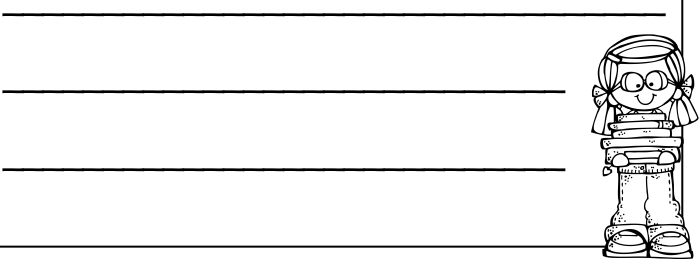
What were the key details?



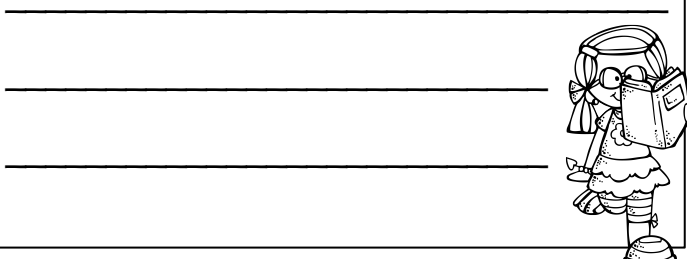
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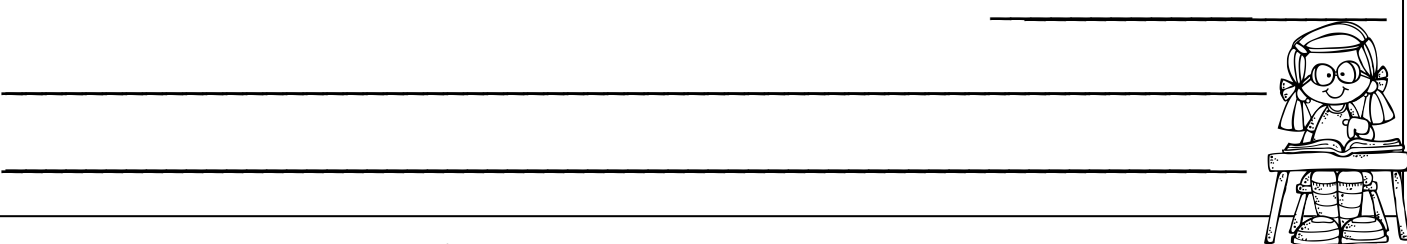
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?





# "YOU ARE NOT MY BOSS!"

## Understand It!

Answer the following questions after reading:

1. What was the problem?
  - a. Matilda is bossy
  - b. Ethan is bossy
  - c. Matilda lost her pencil
  - d. Matilda was nice
2. How did Ethan feel about Matilda?
  - a. she was nice
  - b. she was fun
  - c. she was bossy
  - d. she was kind
3. What was the main idea in the story?
  - a. playing at school
  - b. Matilda being bossy
  - c. Ethan being bossy
  - d. Ethan was a bully
4. What did Matilda want Ethan to do?
  - a. pick up her pencil
  - b. do her homework
  - c. pick up her marker
  - d. pick up her paper

Matilda is **bossy**. She tells everyone in school what to do. One day she told me to pick up her paper. "You are not my boss," I said. She **stared** at me with a mean look on her face. Matilda was a **bully** too. She was mean until she got her way. But I was not going to let her tell me what to do. She told me again to pick up her paper. I still said no. She said, "Ethan, if you do not pick up my paper, I will **scream**." I was not scared. I still said no. Matilda's face turned red, but she did not scream. It felt good to stand up to the bossy Matilda. She never told me what to do **again**.

**Word Work** Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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

# Comprehension: Retelling Fiction

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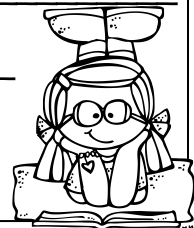
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What were the key details?



How would you describe the main character? Why?



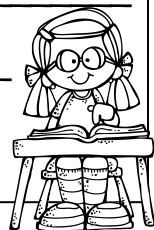
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



# "MY Cat Can Talk"

## Understand It!

Answer the following questions after reading:

My cat is named Zoe. She is a very **special** cat because she can talk! I did not even know Zoe could talk until one day when I was in the kitchen. I went to grab a pan on the stove. I did not know it was very hot. Zoe yelled, "STOP, do NOT touch that!" I was **shocked**. I turned around to look at my cat. She just smiled with her **whiskers** up in the air. "Zoe, you can talk?" I asked. Zoe looked **shy**. Then she said, "Yes, but I was too scared to tell you." I told her that I was so **excited** she could talk. After that day Zoe never stopped talking. Now she is my best friend!

1. Which event from the story can not happen in real life?
  - a. having a cat
  - b. burning your hand
  - c. a cat talking
  - d. a cat with whiskers
2. What do most kids think about a cat who talks?
  - a. it is not cool
  - b. it is bad
  - c. it is very cool
  - d. they would not like it
3. What happened before Zoe yelled, "STOP"?
  - a. she did not know the pan was hot
  - b. Zoe smiled
  - c. Zoe looked shy
  - d. Zoe was not scared
4. What does yelled mean?
  - a. to whisper
  - b. to talk quiet
  - c. to laugh
  - d. to scream

**Word Work** Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

## Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

# Comprehension: Retelling Fiction

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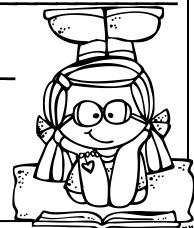
What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



# "The Magic Rock"

## Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
  - a. finding a rock
  - b. eating pizza
  - c. a rain storm
  - d. a magic rock
2. What do most kids think about having a magic rock?
  - a. it is not cool
  - b. it is scary
  - c. it is very cool
  - d. they would not like it
3. What happened right before the rain came?
  - a. the clouds came
  - b. Katie ate pizza
  - c. Katie picked up a rock
  - d. Katie wished for pizza
4. What does smooth mean?
  - a. big
  - b. soft
  - c. bumpy
  - d. hard

One day Katie was walking to school when she saw a purple rock. The rock was smooth and it looked special. Katie picked it up and put it in her pocket. At lunch she rubbed the rock. She **wished** for pizza. All of a **sudden** there was hot pizza on her plate! Katie was **surprised**. At **recess** she rubbed the rock again. This time she wished for a big rain storm to come. Right away the clouds came. The rain started **pouring** down on Katie and her friends. Katie knew she had a magic rock. She spent the rest of the day thinking of what she would wish for next. She was so excited!

**Word Work** Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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

# Comprehension: Retelling Fiction

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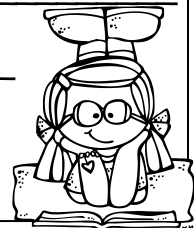
What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



# "Caden's Lucky Snack"

## Understand It!

Answer the following questions after reading:

- Which event from the story can not happen in real life?
  - peanuts make you run fast
  - running fast
  - eating peanuts
  - running slow
- What do most kids think about having a lucky snack?
  - it would be awesome
  - it would not be good
  - it would be bad
  - it would be scary
- What happened right before Caden was sad?
  - he ran fast
  - he ate peanuts
  - his friends teased him
  - he was the fastest
- What does slowest mean?
  - just a little slow
  - slower than everyone
  - fast
  - faster than everyone

Caden can run really fast. He is much faster than all the kids in his school. He runs as fast as a cheetah. But Caden does not always run that fast. He has a **secret** that makes him go fast. He eats a **handful** of lucky peanuts to make him run fast. The peanuts have special powers. Only Caden and his mom know about his lucky peanuts. One day Caden **forgot** to eat his lucky peanuts before school. He was not the **fastest** runner that day. He was the slowest. His friends **teased** him. Caden was sad. He never forgot to eat a handful of lucky peanuts ever again!

**Word Work** Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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

# Comprehension: Retelling Fiction

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Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think carefully about the passage to answer the questions below.

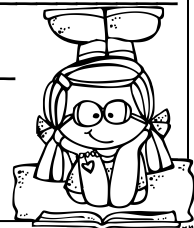
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What were the key details?



How would you describe the main character? Why?



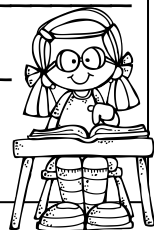
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?





# "A Secret Present"

## Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
  - a. getting presents
  - b. singing chipmunks
  - c. ripping open a present
  - d. a cat with whiskers
2. What do most kids think about singing chipmunks?
  - a. they are real
  - b. they are not funny
  - c. they are not real
  - d. they would not like it
3. What happened before Sadie heard something squeaking?
  - a. the box was moving
  - b. she laughed
  - c. she saw chipmunks
  - d. chipmunks were singing
4. What does best mean?
  - a. not that good
  - b. to not like something
  - c. something really good
  - d. to be scared

Today is Sadie's birthday. She is seven years old. Her grandma lives far away. Every year she sends a special **package** for Sadie's birthday. Sadie could not wait to open her present from grandma. Just as she was about to open it, she **noticed** the box was moving. Then she heard some **squeaking** inside the box. Sadie laughed. What could be inside? She **ripped** the box open. Inside were two chipmunks. One had a **guitar**. When the box opened, the chipmunks started singing and dancing. They sang happy birthday to Sadie. Everyone laughed. It was the best present!

**Word Work** Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

## Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1

2

3

4

5

# Comprehension: Retelling Fiction

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think carefully about the passage to answer the questions below.

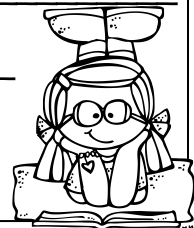
What was the main idea?



What were the key details?



How would you describe the main character? Why?



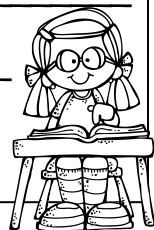
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



# "MY Three Wishes"

## Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
  - a. getting a puppy
  - b. swimming in a pool
  - c. having a fairy grandma
  - d. playing video games
2. What do most kids think about the fairy grandma?
  - a. she is real
  - b. she would be scary
  - c. she would be mean
  - d. she would be the best
3. What happened before the fairy grandma waved her magic wand?
  - a. she named the puppy
  - b. she came to visit
  - c. she got a pool
  - d. she went swimming
4. What does giant mean?
  - a. really big
  - b. short
  - c. really small
  - d. tiny

I have a fairy grandma named Rose. Every year she comes to **visit** me in the summer. She **grants** me three wishes each year. I can wish for whatever I want. She is the nicest fairy grandma ever! Last year I wished for a puppy, a new bike, and a giant box of candy. She **waved** her magic wand and **poof!** I had all three things. I named my puppy Max. This year I am going to wish for another puppy. I love puppies. I am also going to wish for more video games. My last wish is going to be for a pool in our **backyard**. I cannot wait to teach my puppies how to swim!

**Word Work** Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

## **Vocabulary**

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

# Comprehension: Retelling Fiction

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think carefully about the passage to answer the questions below.

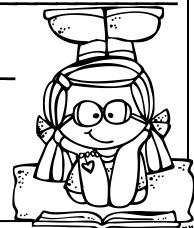
What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



# "How to Catch a Frog"

## Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
  - a. they live in ponds
  - b. get a tall bucket
  - c. frogs will not jump
  - d. use a pole to catch frogs
2. What does sneak mean?
  - a. to be loud
  - b. to run
  - c. to move quietly
  - d. to jump
3. What place does the text describe?
  - a. a river
  - b. a pond or swamp
  - c. a lake
  - d. the ocean
4. What does this text teach us?
  - a. how to catch fish
  - b. how to swim
  - c. how to jump
  - d. how to catch frogs

Some people love to **catch** frogs. The first thing you need to do is find frogs. They live in ponds or **swamps**. You can find frogs in muddy spots by logs. They may be sitting in the sun. Use a net to catch a frog. Once you see a frog, be very **quiet** and sneak up to it. Get your net ready. When you are close, **quickly** cover the frog with the net. You have to be fast or the frog will jump away! Move the frog from the net into a **bucket**. Make sure the bucket is tall enough so the frog does not jump out. If you keep the frog, be sure to take good care of it at home!

**Word Work** Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

## **Vocabulary**

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1

2

3

4

5

# Comprehension: Retelling Nonfiction

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think carefully about the passage to answer the questions below.

What was the main topic?



What were some key facts?



What are some new things you learned?



Describe the setting.



What were some new words you learned?



# "What Will You See at the Zoo?"

## Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
  - a. you will see mammals
  - b. all mammals have fur
  - c. you will see reptiles
  - d. you will see giraffes
2. What do mammals have?
  - a. fur or hair
  - b. teeth
  - c. scales
  - d. four legs
3. What place does the text describe?
  - a. a forest
  - b. a zoo
  - c. a jungle
  - d. a river
4. What does this text teach us?
  - a. how old animals are
  - b. where to find a zoo
  - c. what animals are in a zoo
  - d. how big animals are

What animals will you see at the zoo? You will see many different kinds of animals. You will see reptiles. Reptiles have scales on their skin. Some reptiles you will see are snakes and alligators. You will **probably** see many different types of fish. They will be swimming in **giant** tanks. Many kinds of birds will be there too. The **biggest** animals you will see are mammals. All mammals have hair or **fur**. Lions, tigers, bears, and giraffes are all mammals you will see at the zoo. You should **carry** a notebook. Make a list of all the animals you see. Have fun at the zoo!

**Word Work** Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

## **Vocabulary**

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

# Comprehension: Retelling Nonfiction

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think carefully about the passage to answer the questions below.

What was the main topic?



What were some key facts?



What are some new things you learned?



Describe the setting.



What were some new words you learned?





# "Save the Sea Turtles"

## Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
  - a. baby turtles hatch
  - b. they bury eggs
  - c. people save turtles
  - d. they live in oceans
2. What does survive mean?
  - a. to live
  - b. to crawl
  - c. to swim
  - d. to be extinct
3. What place does the text describe?
  - a. a river
  - b. a pond or swamp
  - c. a lake
  - d. the ocean
4. What does this text teach us?
  - a. how to catch turtles
  - b. turtles could be extinct
  - c. where to swim
  - d. how to pet turtles

Sea turtles live in oceans all over the world. They have been on Earth for millions of years. But now some sea turtles are at **risk** of being extinct. Extinct means that there would no longer be any sea turtles on Earth. Sea turtles crawl onto sandy beaches to lay their eggs. They **bury** the eggs in the sand. Once the eggs **hatch**, they **travel** back to the ocean. Many baby sea turtles do not survive this trip. People are trying to save the sea turtles. They **block** parts of the beach where eggs are found. They help keep the eggs safe. It is good to try and save the sea turtles!

**Word Work** Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

## **Vocabulary**

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1

2

3

4

5

# Comprehension: Retelling Nonfiction

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think carefully about the passage to answer the questions below.

What was the main topic?



What were some key facts?



What are some new things you learned?



Describe the setting.



What were some new words you learned?



# "Why Do Lions Roar?"

## Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
  - a. mama lions roar loud
  - b. every lion roars
  - c. lions roar to talk
  - d. not every lion roars
2. What does voice mean?
  - a. how we talk
  - b. to not talk
  - c. to run
  - d. to jump
3. What place does the text describe?
  - a. in the day
  - b. in the morning
  - c. at night
  - d. at lunch
4. What does this text teach us?
  - a. why lions roar
  - b. how to catch a lion
  - c. how to feed a lion
  - d. how big lions are

Every lion **roars**. Most of the time they roar at night. That is because the air is thin and the roar can be heard from far away. There are two reasons why lions roar. They roar to **protect** their land and family. Male lions roar loud at night. They are telling other lions and animals to stay away. Lions roar to talk to one another. Every lion has a different roar **sound**, just like every human has a different voice. Mama lions have a **gentle** roar when they are with their cubs. Male lions use a **softer** roar when they are playing with cubs. Listening to a lion roar is amazing!

**Word Work** Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

## **Vocabulary**

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

# Comprehension: Retelling Nonfiction

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think carefully about the passage to answer the questions below.

What was the main topic?



What were some key facts?



What are some new things you learned?



Describe the setting.



What were some new words you learned?



# "FACTS ABOUT DOLPHINS"

## Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
  - a. dolphins surf waves
  - b. dolphins chirp
  - c. dolphins can see well
  - d. dolphins are playful
2. What does whistle mean?
  - a. to cry
  - b. to make a noise
  - c. to jump
  - d. to surf
3. What place does the text describe?
  - a. a forest
  - b. a lake
  - c. an ocean
  - d. a pool
4. What does this text teach us?
  - a. how long dolphins live
  - b. all about oceans
  - c. all about dolphins
  - d. all about fish

Dolphins are very **playful** animals. Most of them live in oceans, but they are not fish. They are mammals because they have lungs. They cannot **breathe** water like fish. They come above the water to breathe air. Dolphins are very **friendly**. They travel together in groups. These **groups** are called pods. Dolphins eat mostly small fish. They talk to each other by **chirping**. They even whistle! Dolphins are very smart. They like to jump and play. They can even surf waves. Dolphins can see and hear really well. This makes it easy for them to find food.

**Word Work** Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

## **Vocabulary**

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

# Comprehension: Retelling Nonfiction

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think carefully about the passage to answer the questions below.

What was the main topic?



What were some key facts?



What are some new things you learned?



Describe the setting.



What were some new words you learned?



# Writing

## Each Day:

1. Continue building writing stamina by spending at least 20 minutes a day writing.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Claudette became soaking wet and crazy angry when...



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Today I wrote for  
\_\_\_\_\_ minutes!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Tell the story of what happened to this girl!



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Today I wrote for  
\_\_\_\_\_ minutes!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

When Destiny fell off the...she ended up...

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Today I wrote for  
\_\_\_\_\_ minutes!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Tell the story of what happened to this girl!

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Today I wrote for  
\_\_\_\_\_ minutes!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Marcus found himself all tied up when he...

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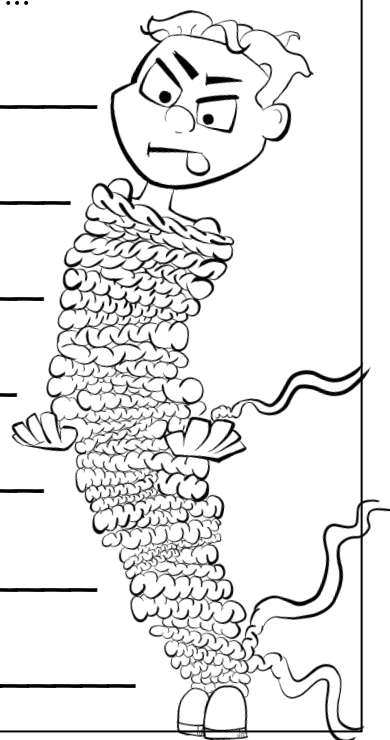
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Today I wrote for  
\_\_\_\_\_ minutes!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

What happened? And how does he get free?

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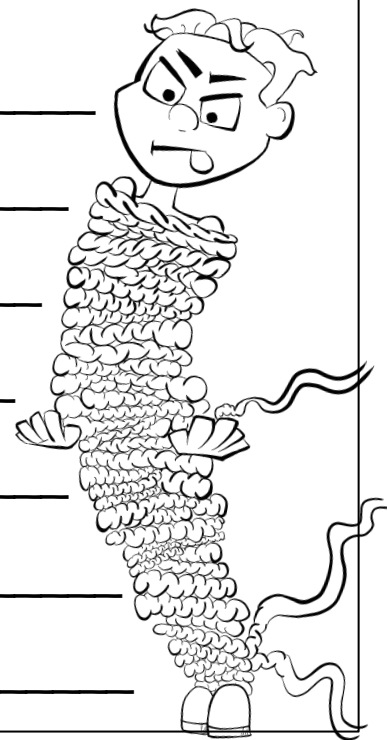
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Today I wrote for  
\_\_\_\_\_ minutes!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make a list of all the ways he ended up this way:

Today I wrote for  
\_\_\_\_\_ minutes!

☐

\_\_\_\_\_

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\_\_\_\_\_

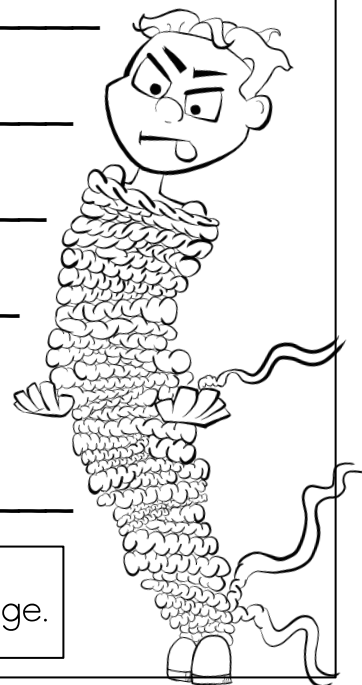
☐

\_\_\_\_\_

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\_\_\_\_\_

Circle one idea and write about it on the back of this page.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make a list of all the ways he could get free:

Today I wrote for  
\_\_\_\_\_ minutes!

☐

\_\_\_\_\_

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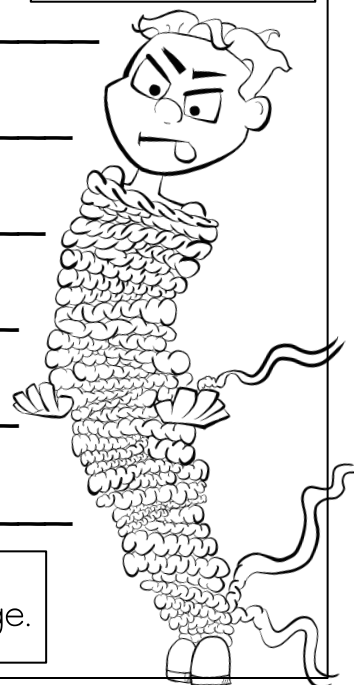
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Circle one idea and write about it on the back of this page.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make a list of all the foods that make you feel this way:

Today I wrote for  
\_\_\_\_\_ minutes!

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\_\_\_\_\_

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\_\_\_\_\_

○

\_\_\_\_\_

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\_\_\_\_\_

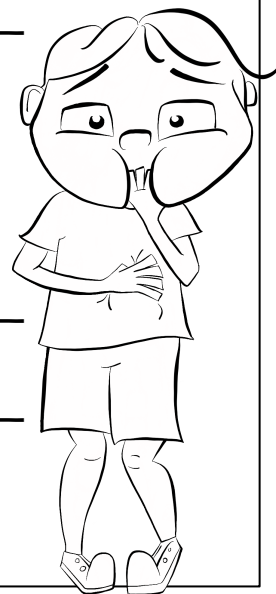
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\_\_\_\_\_

○

\_\_\_\_\_

Circle one idea and write about it on the back of this page.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make a list of all the times you've felt this way:

Today I wrote for  
\_\_\_\_\_ minutes!

○

\_\_\_\_\_

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\_\_\_\_\_

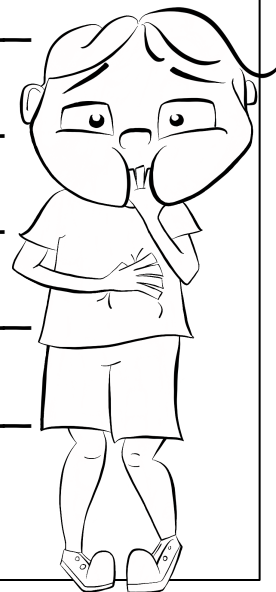
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Circle one idea and write about it on the back of this page.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Sebastian suddenly didn't feel so well after he...

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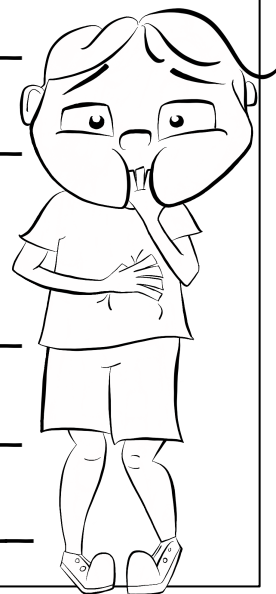
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Today I wrote for  
\_\_\_\_\_ minutes!

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

What happened right before this picture? After?

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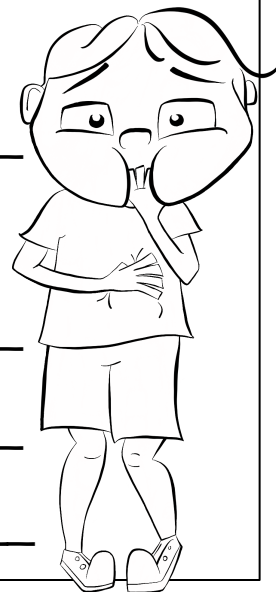
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Today I wrote for  
\_\_\_\_\_ minutes!

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Juliet knew she was not supposed to touch the cake but...

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Today I wrote for  
\_\_\_\_\_ minutes!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make a list of all the things that may happen in this story:

Today I wrote for  
\_\_\_\_\_ minutes!

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



Use as many things on your list to make write a  
story on the back of this page!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Claudette became soaking wet and crazy angry when...

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Today I wrote for  
\_\_\_\_\_ minutes!

Marcus found himself all tied up when he...

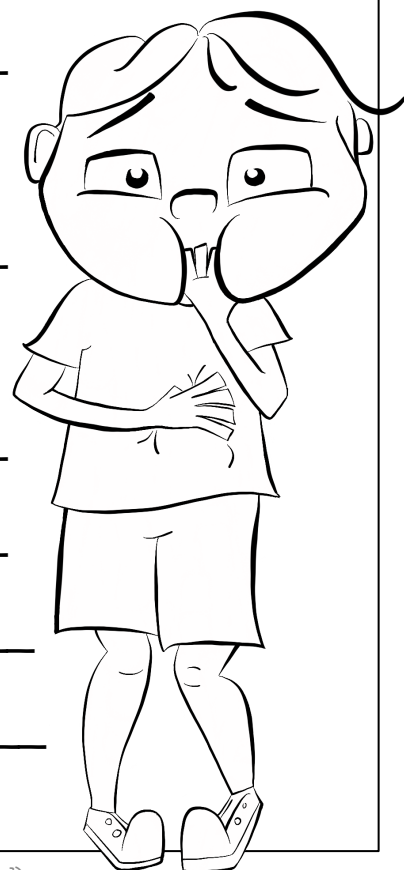
A cartoon illustration of a boy with a grumpy expression, wearing a long, thick, textured scarf. He is standing on a wavy line representing water. The background consists of horizontal lines, suggesting a page for writing or drawing.



Sebastian suddenly didn't feel so well after he...

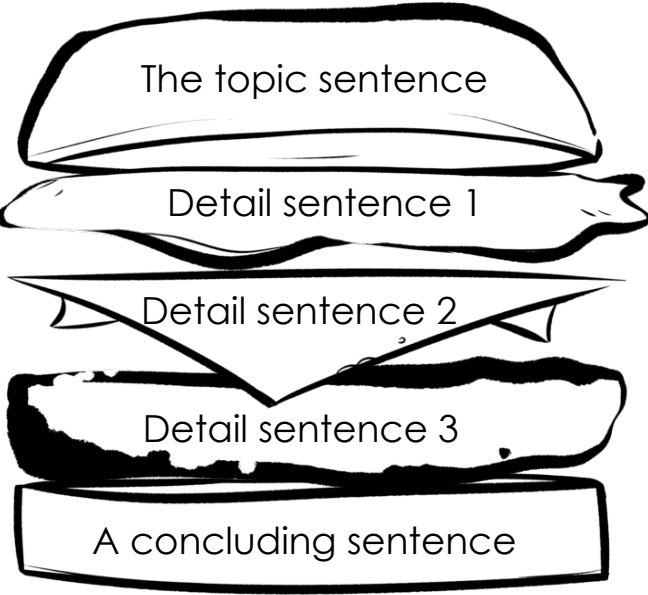
A black and white line drawing of a young boy with a worried expression, covering his mouth with his hands. He is standing next to a vertical ruler marked with horizontal lines. The ruler is on the left, and the boy is on the right, looking at the ruler. The background is white.

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Most paragraphs include 3 major parts:

- 1. **The topic sentence**...the main idea of the paragraph where a hook can be used.
- 2. **Detail sentences**...Parts that add details to the main idea, including examples or evidence that support the topic. Transition words help the sentences flow.
- 3. **A concluding sentence**...wrap up the main idea and lead into the next paragraph.



**Directions:** Think about something that has happened in your life today that feels like a main idea or event. Create a topic sentence for that event. Add 3 sentences that support your main event. Try to include evidence, examples, or feelings you have. End your paragraph with a concluding sentence that wraps up your thinking and leaves readers feeling like your paragraph has ended. Don't forget to indent!

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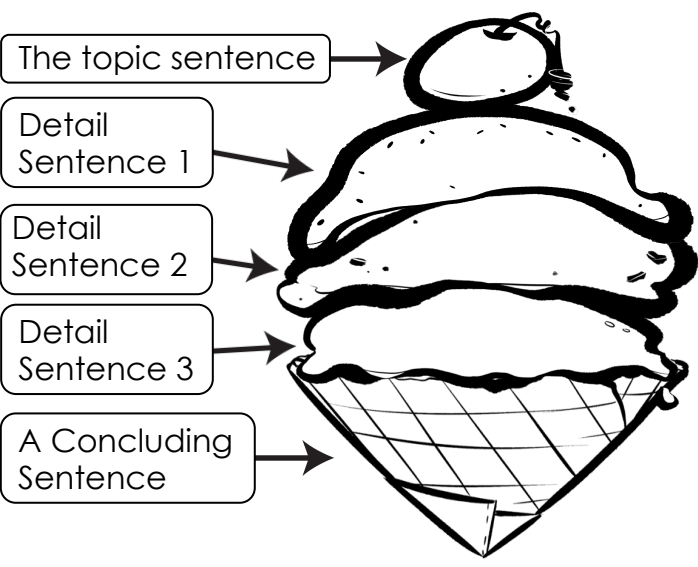
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Most paragraphs include 3 major parts:

- 1. **The topic sentence**...the main idea of the paragraph where a hook can be used.
- 2. **Detail sentences**...Parts that add details to the main idea, including examples or evidence that support the topic. Transition words help the sentences flow.
- 3. **A concluding sentence**...wrap up the main idea and lead into the next paragraph.



**Directions:** Think about a nonfiction topic you know a lot about. What is the main idea of that topic? Create a topic sentence stating the main idea. Add 3 sentences that support the main idea. Include evidence or examples that best match your main idea. End your paragraph with a concluding sentence that wraps up or summarizing the facts about your main idea. Don't forget to indent!

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# HAVE A LITTLE WRITING FUN AT HOME!

**STORY EVENT**  
**STORY THEME**  
**STORY MOOD**

**My Story Card**

Name: Malama Date: 7-9-17

**Directions:**  
Write the 7 different story elements from the spinner. Then create your story. Be sure to include all 7 parts. Have fun and use your imagination!

Main Character: a strict teacher Minor Character: a baby

Setting: a park w/ muddy slides Problem: a character is frustrated

Story Event: waking up early in the morning Story Theme: learning something smart

Mood: Friendly

**My Story:**

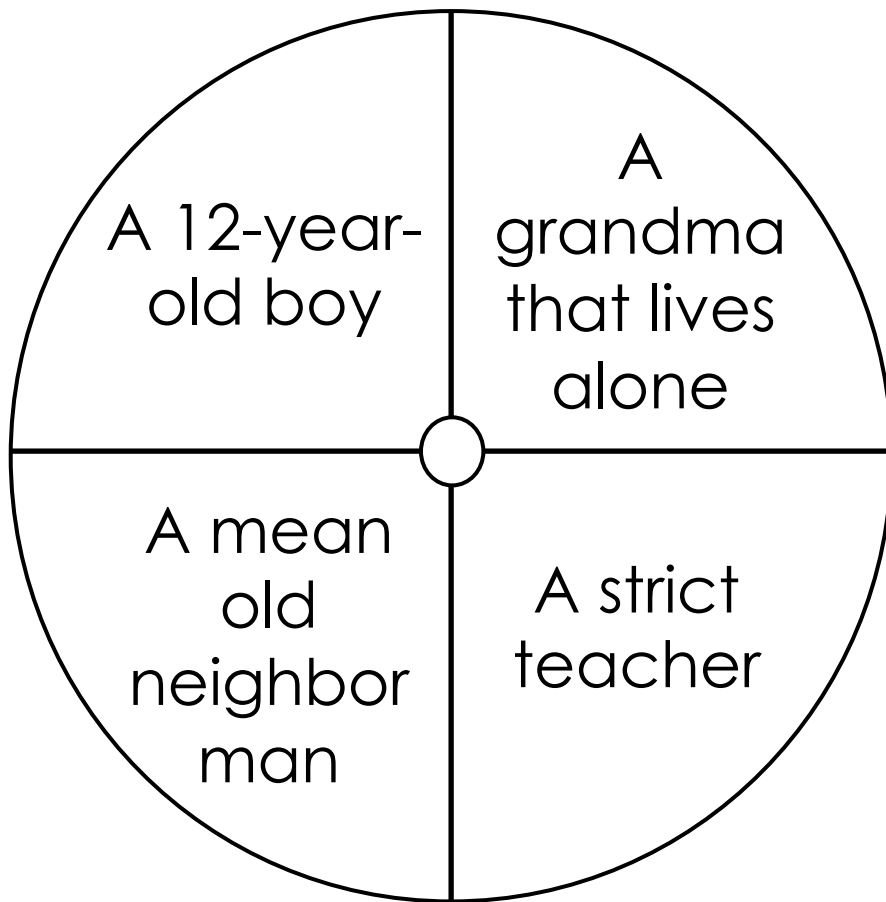
"Aahh!" Mrs. Holmes screamed in frustration, "why, did I, get assigned to take an entire class of babies to the park?" Just then Samantha, a 6 month old baby, fell down one of the many muddy slides in this park. Samantha, instead of crying, looked up & started laughing at Mrs. Holmes.

**Spinner:**  
A grandma that lives alone  
A strict teacher  
mean old neighbor man  
year-boy

**Instructions:**  
Spin the clip to find out your main character.  
Spin the clip again.  
The first person your clip lands on is your main character!

**Main Character is:**  
Main Character: Set One

# Main Character Card 1



## **Directions:**

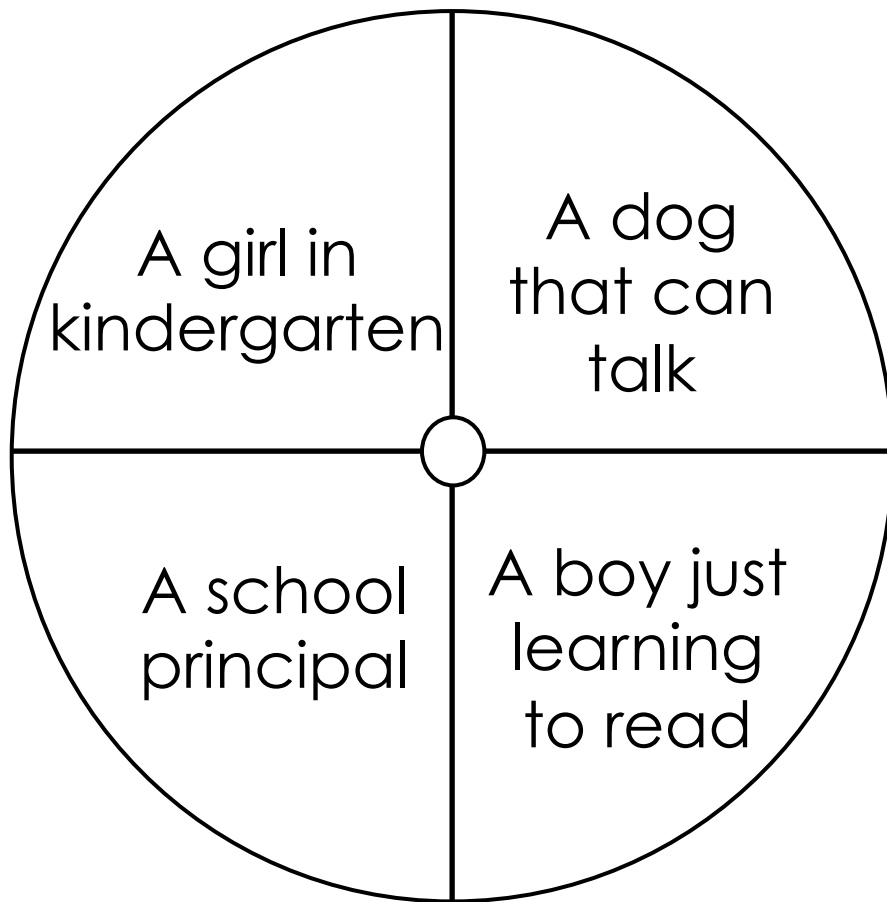
1. Spin the clip to find out your main character.
2. If the clip lands on a line spin again.
3. The first person your clip lands on is your main character!

## **My Main Character is:**

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Main Character: Set One

# Main Character Card 2



## **Directions:**

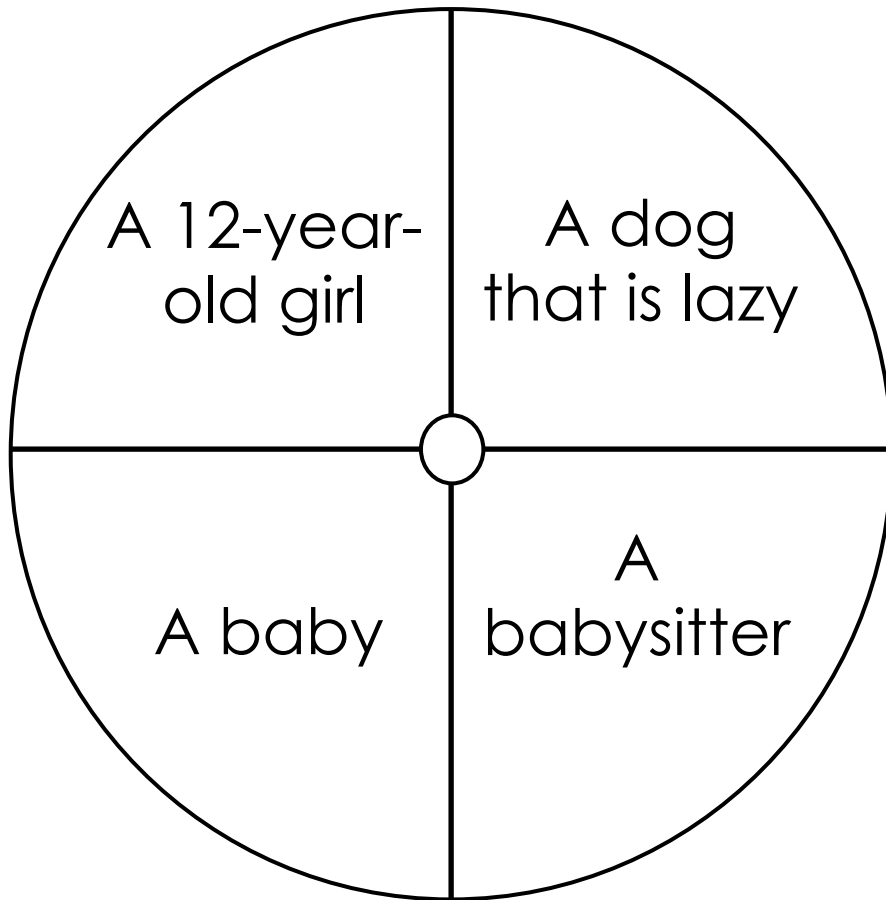
1. Spin the clip to find out your main character.
2. If the clip lands on a line spin again.
3. The first person your clip lands on is your main character!

## **My Main Character is:**

---

Main Character: Set One

# Minor Character Card 1



## **Directions:**

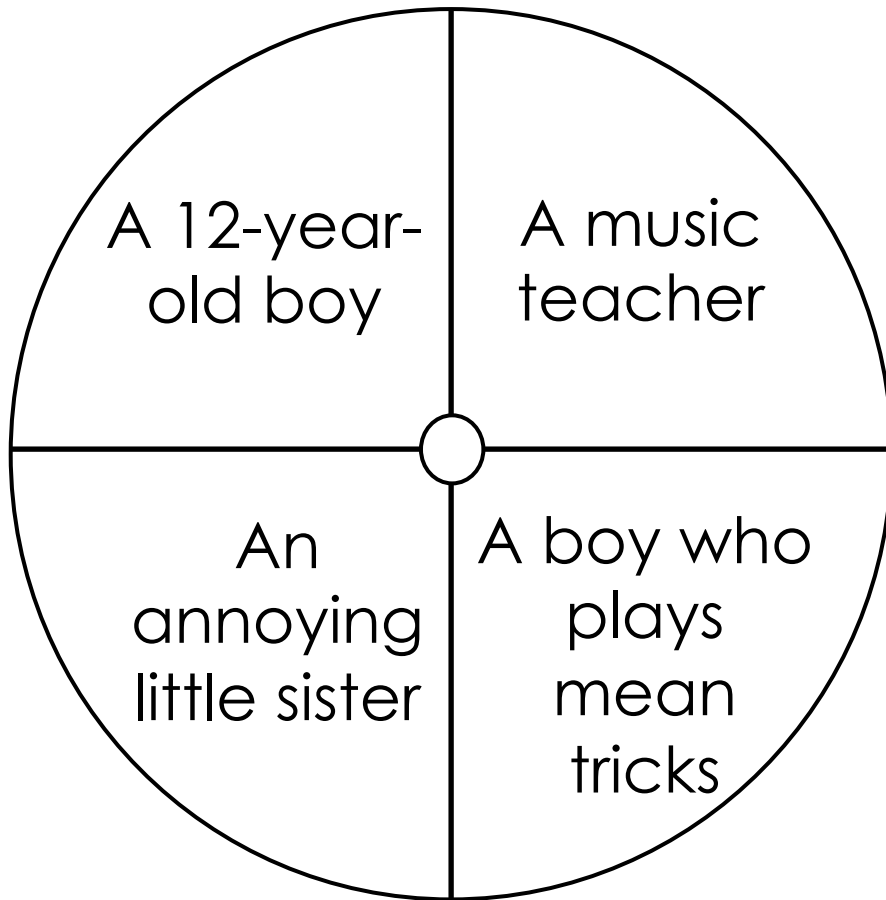
1. Spin the clip to find out your minor character.
2. If the clip lands on a line spin again.
3. The first person your clip lands on is your minor character!

## **My Minor Character is:**

---

Minor Character: Set One

# Minor Character Card 2



## **Directions:**

1. Spin the clip to find out your minor character.
2. If the clip lands on a line spin again.
3. The first person your clip lands on is your minor character!

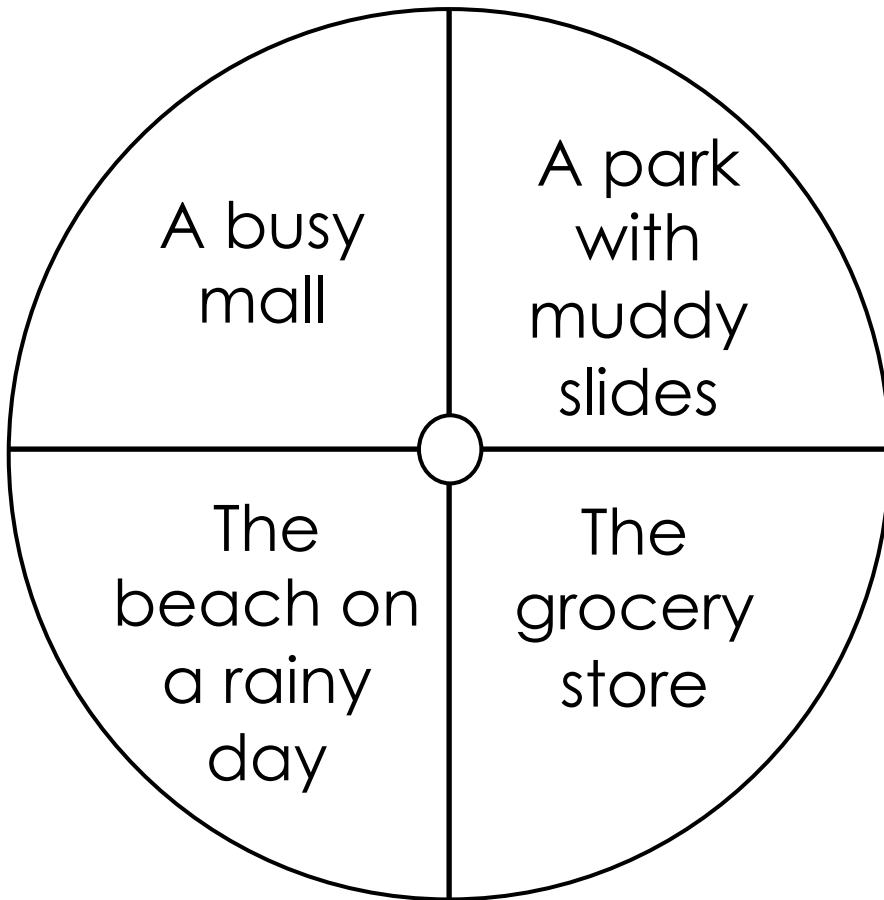
## **My Minor Character is:**

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Minor Character: Set One



# Setting Card 1



## **Directions:**

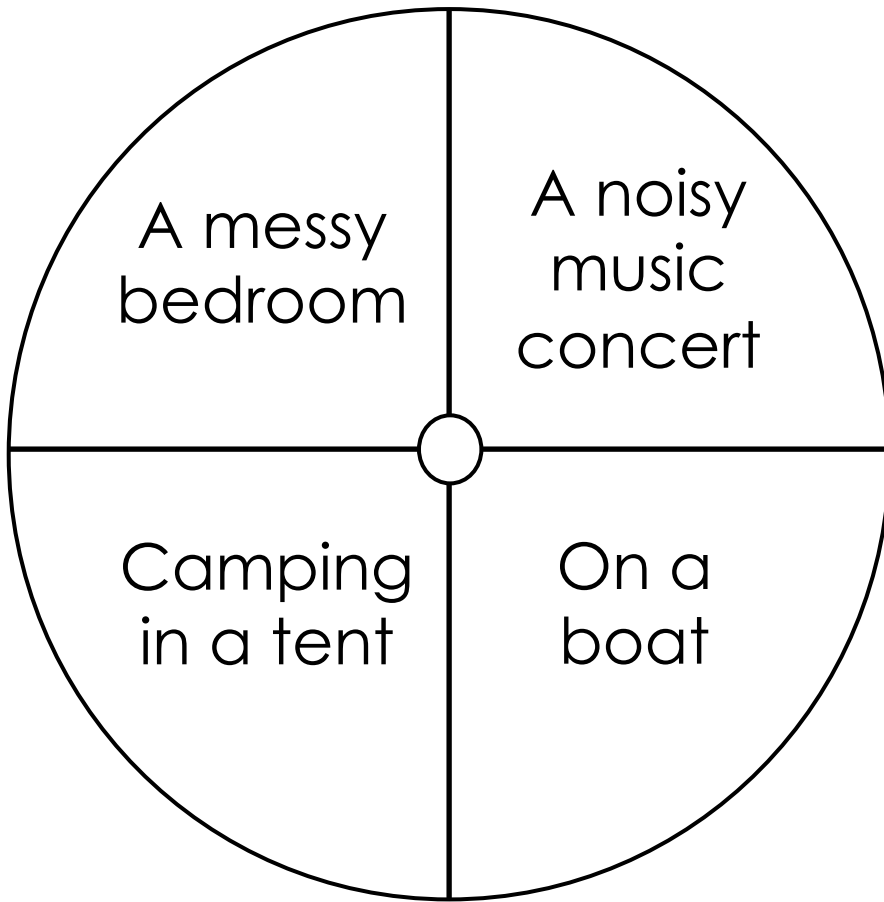
1. Spin the clip to find out your setting.
2. If the clip lands on a line spin again.
3. The first setting your clip lands on is your main setting!

## **My Main Setting is:**

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**Setting: Set One**

# Setting Card 2



## **Directions:**

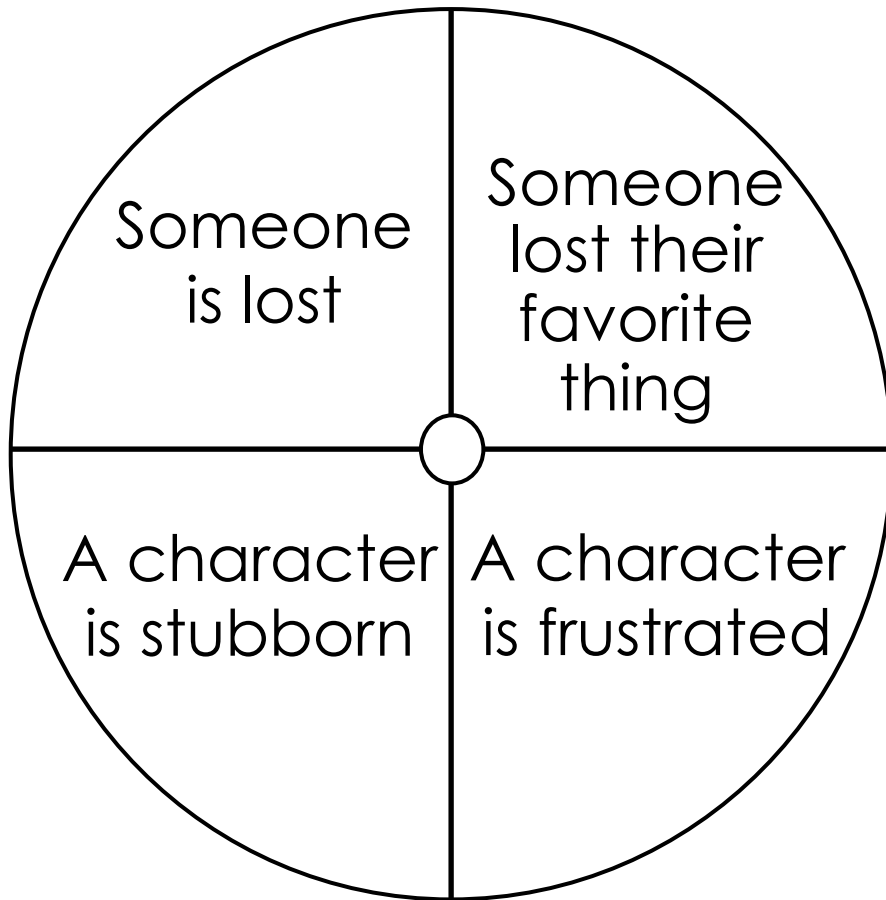
1. Spin the clip to find out your setting.
2. If the clip lands on a line spin again.
3. The first setting your clip lands on is your main setting!

## **My Main Setting is:**

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**Setting: Set One**

# Problem Card 1



## **Directions:**

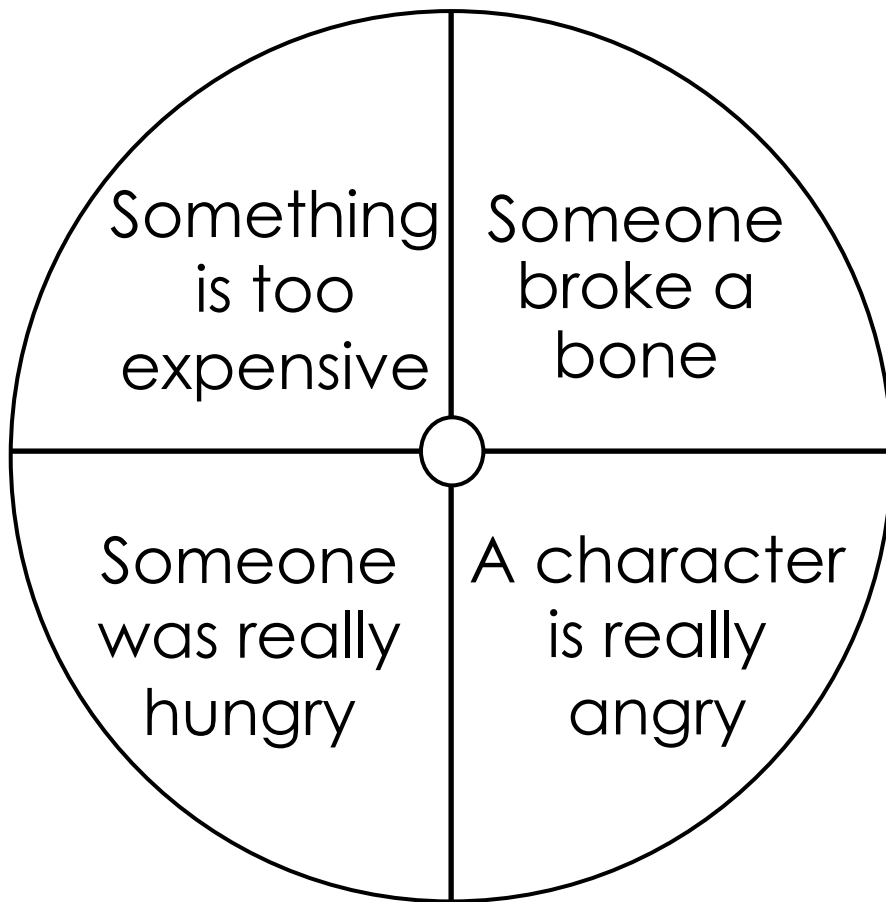
1. Spin the clip to find out your problem.
2. If the clip lands on a line spin again.
3. The first problem your clip lands on is the problem in your story!

## **My Main Problem is:**

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Main Problem: Set One

# Problem Card 2



## **Directions:**

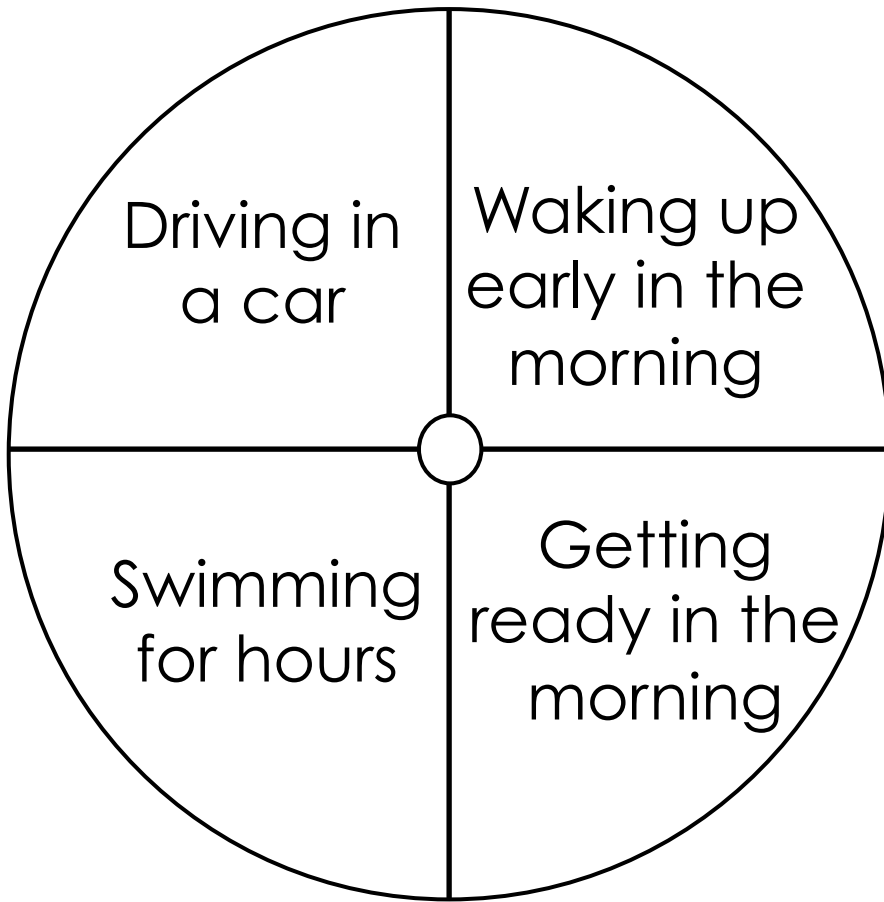
1. Spin the clip to find out your problem.
2. If the clip lands on a line spin again.
3. The first problem your clip lands on is the problem in your story!

## **My Main Problem is:**

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Main Problem: Set One

# Story Event Card 1



## **Directions:**

1. Spin the clip to find out your event.
2. If the clip lands on a line spin again.
3. The first event your clip lands on will be an event in your story!

## **My Story Event is:**

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Story Event: Set One

# Story Event Card 2



## **Directions:**

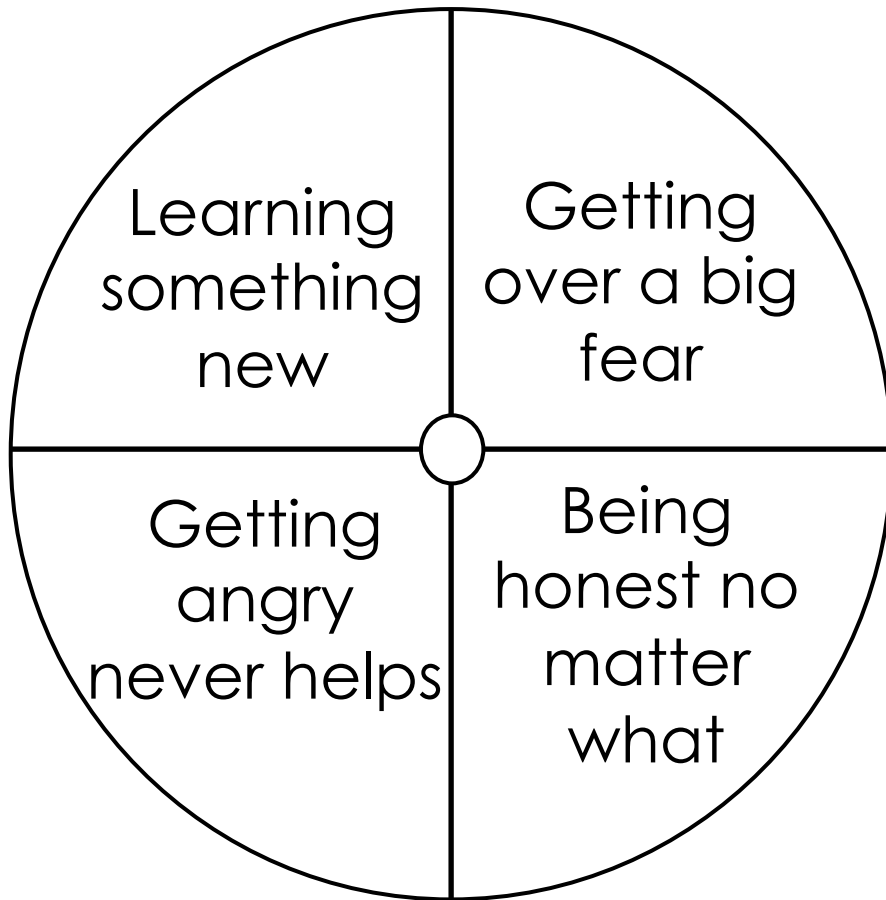
1. Spin the clip to find out your event.
2. If the clip lands on a line spin again.
3. The first event your clip lands on will be an event in your story!

## **My Story Event is:**

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Story Event: Set One

# Story Theme Card 1



## **Directions:**

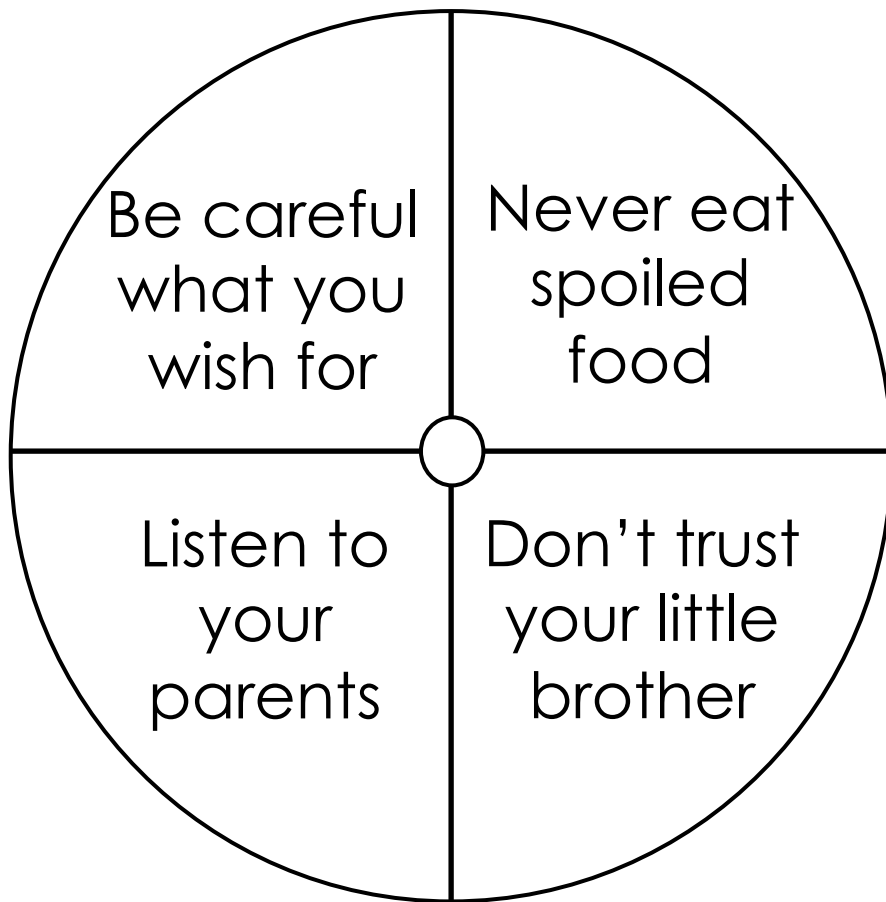
1. Spin the clip to find out your main story theme.
2. If the clip lands on a line spin again.
3. The first theme your clip lands on is your main theme as you write!

## **My Main Theme is:**

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**Main Theme: Set One**

# Story Theme Card 2



## **Directions:**

1. Spin the clip to find out your main story theme.
2. If the clip lands on a line spin again.
3. The first theme your clip lands on is your main theme as you write!

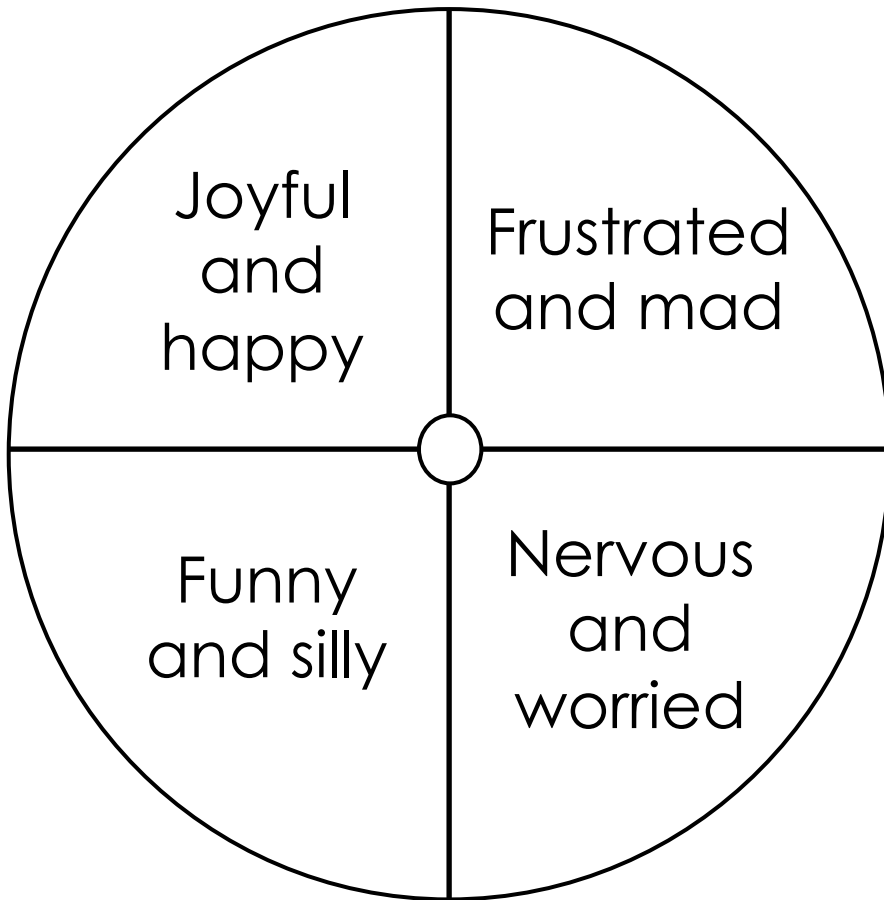
## **My Main Theme is:**

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Main Theme: Set One



# Mood Card 1



## **Directions:**

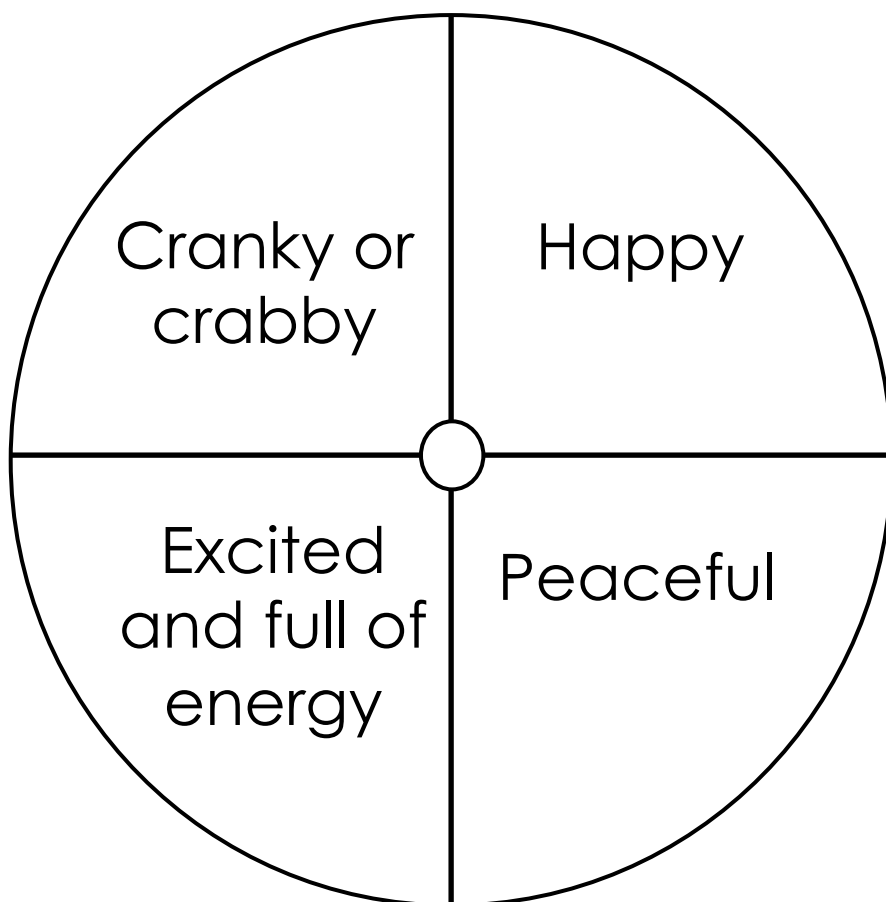
1. Spin the clip to find out your main character.
2. If the clip lands on a line spin again.
3. The first mood your clip lands on is the type of mood the story will have!

## **My Main Mood is:**

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**Main Mood: Set One**

# Mood Card 2



## **Directions:**

1. Spin the clip to find out your main character.
2. If the clip lands on a line spin again.
3. The first mood your clip lands on is the type of mood the story will have!

## **My Main Mood is:**

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**Main Mood: Set One**

# My Story Card

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Directions:**

Write the 2 different story elements from your spins. Then create your story.  
Be sure to include all 2 parts. Have fun and use your imagination!

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Part 1: \_\_\_\_\_

Part 2: \_\_\_\_\_

## My Story:

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# My Story Card

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Directions:**

Write the 3 different story elements from your spins. Then create your story.  
Be sure to include all 3 parts. Have fun and use your imagination!

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Part 1: \_\_\_\_\_

Part 2: \_\_\_\_\_

Part 3: \_\_\_\_\_

## My Story:

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# My Story Card

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Directions:**

Write the 4 different story elements from your spins. Then create your story.  
Be sure to include all 4 parts. Have fun and use your imagination!

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Part 1: \_\_\_\_\_

Part 2: \_\_\_\_\_

Part 3: \_\_\_\_\_

Part 4: \_\_\_\_\_

## My Story:

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# My Story Card

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Directions:**

Write the 7 different story elements from your spins. Then create your story.  
Be sure to include all 7 parts. Have fun and use your imagination!

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**Main Character:** \_\_\_\_\_ **Minor Character:** \_\_\_\_\_

**Setting:** \_\_\_\_\_ **Problem:** \_\_\_\_\_

**Story Event:** \_\_\_\_\_ **Story Theme:** \_\_\_\_\_

**Mood:** \_\_\_\_\_

## My Story:

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# My Story Card

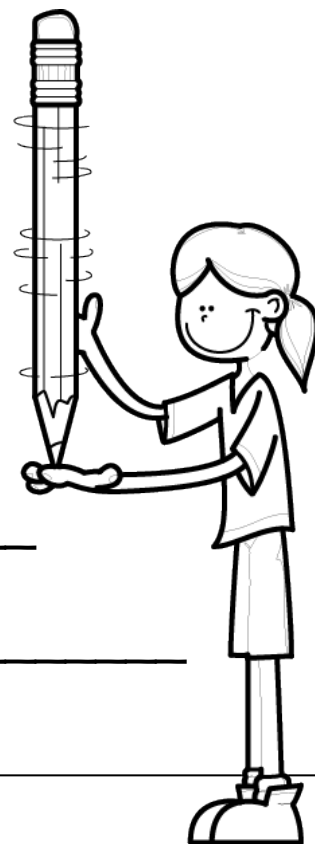
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**

Use the 7 different story elements from your spins to create your story. Be sure to include all 7 parts. Have fun and use your imagination!

## My Story:

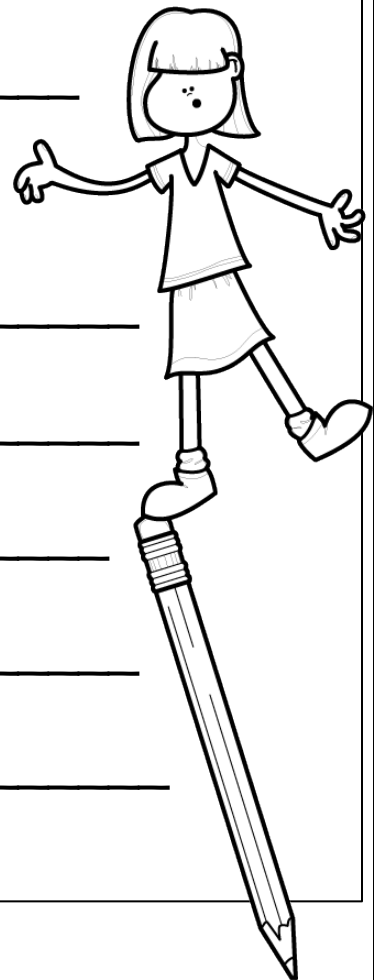
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.



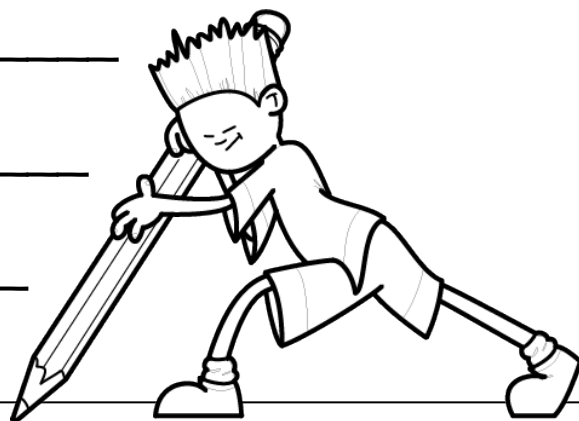


Handwriting practice lines consisting of 15 horizontal lines.





Handwriting practice lines consisting of 15 horizontal lines.



# Language

## Each Day:

1. Read a phonics passage and complete the activities for each of the 4 days.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Study the big rule and read the words in the box.  
Read the story. Complete the activities below.

**The BIG Rule:**

When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.

make	late	came	lame
take	hate	name	game

**I Missed the Bus**

I missed the bus. I was late. I hate to be late. My dad yelled my name. I came when he yelled my name. He did not make me run after the bus. I was too late for that. He said I had to walk. Walking to school is lame. I hate walking to school. I have to **navigate** and plan my way past a busy road. It's lame to walk alone.

I begged my dad to take me to school. He said he was not playing my game. I had to walk. I said he was lame.

Maybe I should fake being sick? I tried to **stall** and not go. "Dad, I think I am sick," I said. "I hate to miss school, but I don't think I can go."

"You are not sick!" my dad yelled. "Stop stalling and go."

I had no choice. I was too late. I walked to school, but I was not happy.




**Hunt the Words!**

**Directions:** Use the code to mark each word in the story.

Red- make

Yellow- late

Blue- came

Brown- lame

Orange- take

Green- hate

Purple- name

Pink- game

**Vocabulary Master!**

**Directions:** Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. \_\_\_\_\_  
(Vocabulary Word)

\_\_\_\_\_ (What the Word Means)

2. \_\_\_\_\_  
(Vocabulary Word)

\_\_\_\_\_ (What the Word Means)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the story. Answer the questions below.

## I Missed the Bus

I missed the bus. I was late. I hate to be late. My dad yelled my name. I came when he yelled my name. He did not make me run after the bus. I was too late for that. He said I had to walk. Walking to school is lame. I hate walking to school. I have to **navigate** and plan my way past a busy road. It's lame to walk alone.

I begged my dad to take me to school. He said he was not playing my game. I had to walk. I said he was lame.

Maybe I should fake being sick? I tried to **stall** and not go.

"Dad, I think I am sick," I said. "I hate to miss school, but I can't go."

"You are not sick!" my dad yelled. "Stop stalling and go."

I had no choice. I was too late. I walked to school, but I was not happy.



1. What was the biggest problem in the story?

- ☐ (a) the dad yelled
- ☐ (b) she missed the bus
- ☐ (c) school was lame
- ☐ (d) she was sick

3. Which word begins with the same sound as *lame*?

- ☐ (a) came                      ☐ (c) late
- ☐ (b) stop                      ☐ (d) fake

2. How does the girl get to school?

- ☐ (a) her dad drives her to school
- ☐ (b) she takes the bus
- ☐ (c) she walks with a friend
- ☐ (d) she walks alone

4. What does the word *stall* mean?

- ☐ (a) to go fast
- ☐ (b) to stop and not go
- ☐ (c) to walk
- ☐ (d) to run

5. Make a list of reasons why she could have been late for the bus?

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**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Complete each sentence with a word from the word bank.

<p><b>The BIG Rule:</b> When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.</p>	<div>make</div> <div>take</div>	<div>late</div> <div>hate</div>	<div>came</div> <div>name</div>	<div>lame</div> <div>game</div>
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- I wanted to \_\_\_\_\_ my own lunch to school today.
- Pete thinks it is so \_\_\_\_\_ to clean his room all day long.
- I was so glad that my dad \_\_\_\_\_ to my big game last week.
- Hope said she would \_\_\_\_\_ to be stuck eating peas for lunch.
- Miss Jones was \_\_\_\_\_ for class because she had a meeting.
- Jade did not want to \_\_\_\_\_ a big deal out of getting sick.
- Mike did not like it when the big kids called him a bad \_\_\_\_\_ .
- Our team has a big \_\_\_\_\_ that we hope to win today.

**Directions:** Choose 3 words from the word bank. Write a sentence with each word.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** add an -ing and -s suffix to each word.**Adding -ing rule**

When adding the suffix -ing to a word that ends in the vowel -e, drop the -e and add -ing

**Adding -s rule**

When adding the suffix -s to a word that ends in the vowel -e, keep the -e and add -s to make the word plural

Word	-ing	-s
make		
take		
hate		
name		
game		

**Directions:** Change the words from present tense to past tense. For some words, the suffix -ed will make the word past tense. Other words do not follow that rule.

Present Tense (Now I...)	Past Tense (Yesterday I...)
make	
take	
hate	
name	
game	



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Study the big rule and read the words in the box.  
Read the story. Complete the activities below.

**The BIG Rule:**

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

nice	dime	fine	hide
nine	time	like	line

**Math is Hard for Mike**

Math is hard for Mike. He does not pick up on new math skills fast. His teacher, Mrs. Wills is nice. She says he will be fine. Mike does not think he will be fine. Mike thinks math should be a **crime**. He tries to hide from math. He can not tell time. He mixes up a penny and a dime. The number six always looks like a nine.

One day Mike was adding his math. The numbers looked like they were jumping off the page. "Mrs. Wills, I just cannot do math," Mike said with a **whine** and a cry. This time he sunk in his desk.

Mrs. Wills came to help. "I see what you did. I can help," she said. She drew a line so that the numbers stuck on the page. "When the numbers are in line, you can add them up!"

Now the numbers stopped jumping. Mike could see them just fine. He finished his work on time. Now Mike was fine.



**Hunt the Words!**

**Directions:** Use the code to mark each word in the story.

Red- nice

Yellow- dime

Blue- fine

Brown- hide

Orange- nine

Green- time

Purple- like

Pink- line

**Vocabulary Master!**

**Directions:** Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. \_\_\_\_\_  
(Vocabulary Word)

\_\_\_\_\_ (What the Word Means)

2. \_\_\_\_\_  
(Vocabulary Word)

\_\_\_\_\_ (What the Word Means)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the story. Answer the questions below.

## Math is Hard for Mike

Math is hard for Mike. He does not pick up on new math skills fast. His teacher, Mrs. Wills is nice. She says he will be fine. Mike does not think he will be fine. Mike thinks math should be a **crime**. He tries to hide from math. He can not tell time. He mixes up a penny and a dime. The number six always looks like a nine.

One day Mike was adding his math. The numbers looked like they were jumping off the page. "Mrs. Wills, I just cannot do math," Mike said with a **whine** and a cry. This time he sunk in his desk.

Mrs. Wills came to help. "I see what you did. I can help," she said. She drew a line so that the numbers stuck on the page. "When the numbers are in line, you can add them up!"

Now the numbers stopped jumping. Mike could see them just fine. He finished his work on time. Now Mike was fine.



1. What is hard for Mike?

- ☐ (a) he cannot tell time
- ☐ (b) he mixes the number 6 with a 9
- ☐ (c) he thinks a penny is a dime
- ☐ (d) all of the above

3. Which word ends with the same sound as *nice*?

- ☐ (a) face                      ☐ (c) fact
- ☐ (b) number                ☐ (d) time

2. How does Mrs. Wills help Mike?

- ☐ (a) she tells him the answer
- ☐ (b) she draws lines on his page
- ☐ (c) she asks another student to help
- ☐ (d) she gives him more time

4. What does the word *whine* mean?

- ☐ (a) to talk in a loud voice
- ☐ (b) to yell
- ☐ (c) to complain
- ☐ (d) to whisper

5. How else can Mrs. Wills help Mike with his math?

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Complete each sentence with a word from the word bank.

<p><b>The BIG Rule:</b> When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.</p>	<div><div></div><div></div><div></div><div></div></div> <table><tr><td>nice</td><td>dime</td><td>fine</td><td>hide</td></tr><tr><td>nine</td><td>time</td><td>like</td><td>line</td></tr></table>	nice	dime	fine	hide	nine	time	like	line
nice	dime	fine	hide						
nine	time	like	line						

- Miles was so excited to turn \_\_\_\_\_ years old tomorrow.
- Ivy could never keep a good track of the \_\_\_\_\_.
- Theo tried to \_\_\_\_\_ under his desk when his mom called.
- Our class could never stand in a straight and perfect \_\_\_\_\_.
- Miss Bine was a very \_\_\_\_\_ teacher because she liked to help.
- I found a \_\_\_\_\_ and a four quarters under my bed.
- When I woke up this morning I did not feel \_\_\_\_\_ at all.
- I do not \_\_\_\_\_ to eat ham or bacon on my pizza.

- Directions:** Choose 3 words from the word bank. Write a sentence with each word.
- \_\_\_\_\_

\_\_\_\_\_
  - \_\_\_\_\_

\_\_\_\_\_
  - \_\_\_\_\_

\_\_\_\_\_

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** add an -ing and -s suffix to each word.

**Adding -ing rule**

When adding the suffix -ing to a word that ends in the vowel -e, drop the -e and add -ing

**Adding -s rule**

When adding the suffix -s to a word that ends in the vowel -e, keep the -e and add -s to make the word plural

Word	-ing	-s
time		
like		
hide		
line		
dine		

**Directions:** Change the words from present tense to past tense. For some words, the suffix -ed will make the word past tense. Other words do not follow that rule.

Present Tense (Now I...)	Past Tense (Yesterday I...)
like	
hide	
line	
dine	
ride	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Study the big rule and read the words in the box.  
Read the story. Complete the activities below.

**The BIG Rule:**

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

alone	cone	cope	pole
tone	bone	nope	mope

**Malone has a Temper**

Malone has a temper. He gets mad very fast. He does not cope with new things well. The **tone** of his voice gets mad. He yells “NOPE!” again and again.

We all try to be nice to Malone. We give him **grace** and let things go. We try not to upset him. Sometimes we have to leave him alone to mope.

I saw Malone by the pole at recess. I walked by the red cone to check on him.

“Are you okay?” I asked Malone.

“NOPE!” he yelled. “I have a bone to pick with Hunter.

He took the only good ball. Now I have nothing to do.”

“Well, did you ask if you can play with him?” I said.

“NOPE! He will not let me. I just know it,” Malone said.

“You never know until you ask,” I said as I walked away.

Malone went to ask. Soon I saw him playing with Hunter.




**Hunt the Words!**

**Directions:** Use the code to mark each word in the story.

**Red-** alone

**Yellow-** cone

**Blue-** cope

**Brown-** pole

**Orange-** tone

**Green-** bone

**Purple-** nope

**Pink-** mope

**Vocabulary Master!**

**Directions:** Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. \_\_\_\_\_  
(Vocabulary Word)

\_\_\_\_\_ (What the Word Means)

2. \_\_\_\_\_  
(Vocabulary Word)

\_\_\_\_\_ (What the Word Means)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the story. Answer the questions below.

## Malone has a Temper

Malone has a temper. He gets mad very fast. He does not cope with new things well. The **tone** of his voice gets mad. He yells “NOPE!” again and again.

We all try to be nice to Malone. We give him **grace** and let things go. We try not to upset him. Sometimes we have to leave him alone to mope.

I saw Malone by the pole at recess. I walked by the red cone to check on him.

“Are you okay?” I asked Malone.

“NOPE!” he yelled. “I have a bone to pick with Hunter. He took the only good ball. Now I have nothing to do.”

“Well, did you ask if you can play with him?” I said.

“NOPE! He will not let me. I just know it,” Malone said.

“You never know until you ask,” I said as I walked away.

Malone went to ask. Soon I saw him playing with Hunter.



1. What does Malone yell when he gets mad?

- ☐ (a) NOPE
- ☐ (b) NO
- ☐ (c) NOT NOW
- ☐ (d) I AM MAD

3. The word *temper* has two syllables: *tem-per*. Which word has two syllables?

- ☐ (a) check
- ☐ (b) things
- ☐ (c) never
- ☐ (d) went

2. Why is Malone mad at Hunter?

- ☐ (a) he called him a bad name
- ☐ (b) he took the only good ball
- ☐ (c) he yelled at Malone
- ☐ (d) he would not let Malone play

4. What does the word *tone* mean?

- ☐ (a) having a bad temper
- ☐ (b) to ask for help
- ☐ (c) the way a person sounds when talking
- ☐ (d) to play together

5. What do you think happened when Malone went to talk to Hunter?

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**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Complete each sentence with a word from the word bank.

**The BIG Rule:**

When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.

alone	cone	cope	pole
tone	bone	nope	mope

1. Jones was scared to be left \_\_\_\_\_ in a room.
2. Our school raised the flag on the big \_\_\_\_\_ every morning.
3. My dog loved to chew on his \_\_\_\_\_ and then hide it in the yard.
4. My dad told me I better watch my \_\_\_\_\_ when I talk to him.
5. It was hard for Ava to \_\_\_\_\_ with missing her grandma.
6. When we went to the mall I got 3 scoops in my ice cream \_\_\_\_\_.
7. The only words my little sister can say are mom, dad, no, and \_\_\_\_\_.
8. Fannie liked to \_\_\_\_\_ any time her team lost a game.

**Directions:** Choose 3 words from the word bank. Write a sentence with each word.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** add an -ing and -s suffix to each word.

**Adding -ing rule**

When adding the suffix -ing to a word that ends in the vowel -e, drop the -e and add -ing

**Adding -s rule**

When adding the suffix -s to a word that ends in the vowel -e, keep the -e and add -s to make the word plural

Word	-ing	-s
tone		
cone		
cope		
mope		
hone		

**Directions:** Change the words from present tense to past tense. For some words, the suffix -ed will make the word past tense. Other words do not follow that rule.

Present Tense	Past Tense
tone	
cope	
mope	
hone	
cone	



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Study the big rule and read the words in the box.  
Read the story. Complete the activities below.

**The BIG Rule:**

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

cute	fuse	dupe	mule
fume	mute	huge	rude

**The Picky Eater**

Duke has a short fuse when it comes to food. He is so picky. He is also as stubborn as a mule. He just will not try new food. He only eats ham and chips.

My dad is a great cook, but Duke will not try any new foods. He acts very rude when dad tries to get him to eat. Duke will go mute and shut his lips.

"Come on Duke," my dad said one night in his cute and nice tone. "Just try one little pea. It is very good."

Duke sat there with a huge frown on his face. He was mute.

Dad started to **fume**. "FINE! Then don't eat," he yelled.

The next night dad thought of a way to **dupe** Duke into eating peas. He stuck the peas inside Duke's chunk of ham. Duke took a bite. He froze when the pea popped in his mouth.

Duke got a huge smile. "I LIKE peas!" he yelled.




**Hunt the Words!**

**Directions:** Use the code to mark each word in the story.

Red- cute

Yellow- fuse

Blue- dupe

Brown- mule

Orange- fume

Green- mute

Purple- huge

Pink- rude

**Vocabulary Master!**

**Directions:** Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. \_\_\_\_\_  
(Vocabulary Word)

\_\_\_\_\_ (What the Word Means)

2. \_\_\_\_\_  
(Vocabulary Word)

\_\_\_\_\_ (What the Word Means)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the story. Answer the questions below.

## The Picky Eater

Duke has a short fuse when it comes to food. He is so picky. He is also as stubborn as a mule. He just will not try new food. He only eats ham and chips.

My dad is a great cook, but Duke will not try any new foods. He acts very rude when dad tries to get him to eat. Duke will go mute and shut his lips.

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Duke sat there with a huge frown on his face. He was mute.

Dad started to **fume**. “FINE! Then don’t eat,” he yelled.

The next night dad thought of a way to **dupe** Duke into eating peas. He stuck the peas inside Duke’s chunk of ham. Duke took a bite. He froze when the pea popped in his mouth.

Duke got a huge smile. “I LIKE peas!” he yelled.



1. What does Duke like to eat?

- ☐ (a) ham and peas
- ☐ (b) only ham
- ☐ (c) ham and chips
- ☐ (d) Duke will eat anything

3. Which word begins with the same sound as *dupe*?

- ☐ (a) pea
- ☐ (b) bite
- ☐ (c) Duke
- ☐ (d) stuck

2. Duke will \_\_\_\_\_ when his dad gives him food.

- ☐ (a) go mute
- ☐ (b) act very rude
- ☐ (c) shut his lips
- ☐ (d) all of the above

4. If a girl starts to *fume*, how is she feeling?

- ☐ (a) happy
- ☐ (b) mad
- ☐ (c) silly
- ☐ (d) bored

5. How are you the same as Duke? How are you different?

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**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Complete each sentence with a word from the word bank.

**The BIG Rule:**

When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.

cute	fuse	dupe	mule
fume	mute	huge	rude

1. My new puppy is so \_\_\_\_\_ I could sit and stare at him forever.
2. My dad says I am as stubborn as a \_\_\_\_\_ .
3. I jumped when I saw the \_\_\_\_\_ fly enter the classroom.
4. We tried to \_\_\_\_\_ our teacher by moving the clock ahead.
5. Mr. Edwards wanted us to be \_\_\_\_\_ when he was talking.
6. Saying mean things about how someone looks is just so \_\_\_\_\_.
7. My mom starts to \_\_\_\_\_ when she gets mad at us.
8. The \_\_\_\_\_ on the firework was long enough to keep us safe.

**Directions:** Choose 3 words from the word bank. Write a sentence with each word.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** add an -ing and -s suffix to each word.

**Adding -ing rule**

When adding the suffix -ing to a word that ends in the vowel -e, drop the -e and add -ing

**Adding -s rule**

When adding the suffix -s to a word that ends in the vowel -e, keep the -e and add -s to make the word plural

Word	-ing	-s
fume		
fuse		
mute		
dupe		
lute		

**Directions:** Change the words from present tense to past tense. For some words, the suffix -ed will make the word past tense. Other words do not follow that rule.

Present Tense	Past Tense
dupe	
mute	
fume	
fuse	
lute	

# Vocabulary

## Each Day:

1. Read a grammar passage and complete the activities.

# Vocabulary Words: Week 1

BASIC WORDS: Tier 1	CONTEXT WORDS: Tier 2	COMMON WORDS: Tier 1
<u>crash</u> : to run into something	<u>instant</u> : to do something right away without waiting	<u>quickly</u> : to move fast
<u>allow</u> : to have permission to do something	<u>widened</u> : something that opens really big. When our eyes widen they get really huge.	<u>messy</u> : not clean. Stuff is all over the place.
<u>promise</u> : to say you are going to do something. You give your word	<u>rushed</u> : to work or move at a fast pace because you are in a hurry. Usually we rush when there is an emergency.	<u>empty</u> : there is nothing left at all. Everything is gone.
<u>handful</u> : to grab just enough of something so that it fits into your hands when you hold them open.	<u>crouched</u> : to bend over at the knees. When we step on something that hurts we usually bend over and crouch in pain.	<u>bottom</u> : to be underneath everything else. The lowest point.
	<u>begged</u> : to not stop asking for something. Kids sometimes beg for things they want and it can sound like whining.	
	<u>helpless</u> : to feel like you have no control or say in something. You just have to do whatever others tell you.	

# Defining Words: Week 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the passage to yourself. Highlight all the vocabulary words listed below. Circle 5 of the vocabulary words from the passage and tell what each one means on the back of this page.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

## The Last Straw

"Ouch!! Ethan, get in here this instant!" Ethan's eyes widened as he heard a crash coming from his room, followed by his mother's scream. He quickly put down his video game and rushed into his room. As he turned the corner to his room he saw his mom crouched down picking Legos from out of the bottom of her foot. "This is the last straw Ethan," she said. "I am not going to allow you to keep your room this messy anymore!" And with those words she walked into the kitchen, grabbed a handful of garbage bags, and began packing up all his toys. "Mom, please no don't take all my toys. I promise I will keep my room clean," Ethan begged. But it was too little, too late. Ethan was helpless. His mom continued packing all his things until the room was basically empty. She told him that he could earn one toy back each day. But, that if his room started getting messy again, she would take them all back for good. Ethan could tell from the tone of his mom's voice that she was very serious. He promised to keep his room spotless from now on. It took a while for Ethan to earn all his toys back, but he did. And he made sure each night from then on his room was clean.

# Returning to the Context: Week 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think about the passage we read that these vocabulary words were in and answer the questions below. Use your best thinking. Write answers in your own words.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

Find examples from the story when characters felt helpless.

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Describe a few things you would promise your mom to keep your toys.

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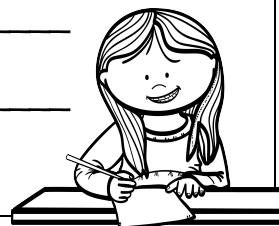
What does your mom or dad allow that is different from the mom in the story?

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# Sentence Stems: Week 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Use what you know about each vocabulary word to finish these sentences.  
Use each vocabulary word one time as you complete each sentence.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

1. The sound of a crash came from \_\_\_\_\_.

2. In an instant the students were \_\_\_\_\_.

3. My mom will never allow me to \_\_\_\_\_.

4. My eyes widened when I saw \_\_\_\_\_.

5. Max ran quickly when he realized \_\_\_\_\_.

6. You know a room is messy when \_\_\_\_\_.

7. Just last week I begged for a \_\_\_\_\_.

8. My dad felt helpless when \_\_\_\_\_.

9. Sophie grabbed a handful of \_\_\_\_\_ because she wanted to \_\_\_\_\_.

10. I made my mom promise me \_\_\_\_\_.

11. We rushed away from \_\_\_\_\_.

12. I realized the jar was empty when \_\_\_\_\_.

13. I crouched behind the \_\_\_\_\_.

14. I saw a \_\_\_\_\_ at the bottom of the \_\_\_\_\_.

# Associating Words: Week 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

- |                    |   |
|--------------------|---|
| 1. _____ quickly   | A. The backyard was full of toys, firewood, and leaves.                 |
| 2. _____ widened   | B. Jake had to use his speed to run to second base.                     |
| 3. _____ crash     | C. Jamie asked for a pizza over and over and over again.                |
| 4. _____ helpless  | D. I swore that I would never forget my homework again.                 |
| 5. _____ allow     | E. There was no time to stop the two trains from hitting.               |
| 6. _____ messy     | F. It felt like I blinked my eyes and the day was over just like that.  |
| 7. _____ begged    | G. Sadie woke up late for school and had to move fast to catch the bus. |
| 8. _____ instant   | H. Jonah ducked down to tie his shoe.                                   |
| 9. _____ bottom    | I. Max could only watch as his sister ate the last cookie.              |
| 10. _____ handful  | J. Maddie's mom said yes to letting her sleep over at Claire's house.   |
| 11. _____ promise  | K. The donuts were buried underneath all the healthy food.              |
| 12. _____ rushed   | L. Greyson grabbed the cereal box but there was nothing inside.         |
| 13. _____ crouched | M. Sam picked just enough flowers to carry inside.                      |
| 14. _____ empty    | N. The workers changed the road from one lane to two lanes.             |

# Vocabulary in My Life: Week 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think about all the questions below. Use your own words to answer each one.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

1. Describe a promise you made to someone.

2. Describe things in your life that are often messy.

3. When was the last time you felt rushed?

4. What is one thing you really would beg for?

5. What do you wish your school would allow?

6. If you could have a handful of anything what would it be? Why?

# Word Relationships: Week 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think about the different events in the statements below. Answer each one in your own words. Be sure to give all the reasons you have for each answer.

Would you rather crash your bike into a garbage can or a mailbox? Why?

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Would you rather eat a handful of raisins or grapes? Why?

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Would you rather have your bedroom or your backyard widened? Why?

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Would you rather feel rushed in the mornings or at nighttime? Why?

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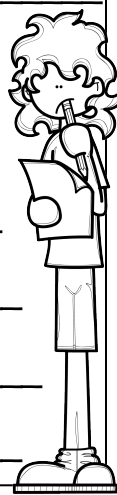
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# Vocabulary Assessment: Week 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Write a vocabulary word in each blank that best completes the sentence.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

1. The workers \_\_\_\_\_ the road so more cars could travel safely.
2. Parker's mom will not \_\_\_\_\_ him to ride his bike after dark.
3. One of Blake's jobs at home was to \_\_\_\_\_ the trash.
4. Becky \_\_\_\_\_ behind the bush to hide from her dad.
5. It is important to keep a \_\_\_\_\_ you make with a friend.
6. If I really wanted my mom to buy me something I just \_\_\_\_\_ for it.
7. When the dump truck drove by my house I heard a loud \_\_\_\_\_.
8. My mom \_\_\_\_\_ outside when she heard my little sister screaming.
9. I swam all the way to the \_\_\_\_\_ of the pool for the first time ever!
10. Babysitters feel \_\_\_\_\_ when they can't stop a baby from crying.
11. Dad says if I take more than a \_\_\_\_\_ of candy my stomach will hurt.
12. When I play in the yard right after it rains I sometimes get a bit \_\_\_\_\_.
13. Rylan learned how to run \_\_\_\_\_ when he started playing baseball.
14. The \_\_\_\_\_ Julie left school she felt the cold air hit her face.

# Vocabulary Assessment: Week I

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each definition next to the word it describes.

- |                    |  |
|--------------------|--|
| 1. _____ quickly   | A. To say you are going to do something. You give your word.   |
| 2. _____ widened   | B. To do something right away without waiting.   |
| 3. _____ crash     | C. To work or move at a fast pace because you are in a hurry.  |
| 4. _____ helpless  | D. Not clean. Stuff is all over the place.   |
| 5. _____ allow     | E. To be underneath everything else. The lowest point.   |
| 6. _____ messy     | F. Something that opens really big.  |
| 7. _____ begged    | G. There is nothing left at all. Everything is gone.   |
| 8. _____ instant   | H. To run into something.  |
| 9. _____ bottom    | I. To bend over at the knees. When we step on something that hurts we usually bend over in pain.       |
| 10. _____ handful  | J. To move fast.   |
| 11. _____ promise  | K. To have permission to do something.   |
| 12. _____ rushed   | L. To grab just enough of something so that it fits into your hands when you hold them open.           |
| 13. _____ crouched | M. To not stop asking for something in a whiney voice.   |
| 14. _____ empty    | N. To feel like you have no control or say in something. You just have to do whatever others tell you. |

# Vocabulary Words: Week 2

BASIC WORDS: Tier 1	CONTEXT WORDS: Tier 2	COMMON WORDS: Tier 1
<u>tossing</u> : to flip things up and down	<u>exception</u> : something that happens out of the normal routine. It's different than normal.	<u>spotted</u> : to see something
<u>gigantic</u> : something that is very big	<u>disappointed</u> : not being happy about something that you thought would turn out better	<u>suspicious</u> : to wonder about or not trust something or someone
<u>bored</u> : having not much to do and feeling like time is going by very slowly	<u>aimlessly</u> : to not have a clear plan, like walking around with nowhere really to go.	<u>continued</u> : to go on and not stop
<u>excitement</u> : looking forward to something happening or being really happy in the moment	<u>screeched</u> : to scream loud and at a high pitch	<u>created</u> : to make something or come up with an idea on your own
	<u>pondered</u> : to think very carefully about something to help make a tough decision	
	<u>deed</u> : something you do. An action you take.	

# Defining Words: Week 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the passage to yourself. Highlight all the vocabulary words listed below. Circle 5 of the vocabulary words from the passage and tell what each one means on the back of this page.

tossing	disappointed	bored	exception	aimlessly	spotted	continued
gigantic	excitement	deed	pondered	screeched	suspicious	created

## The Big Find

Most days Parker and George spent recess time tossing a football back and forth, but today was an exception. When they got outside all the footballs were taken.

Disappointed, they walked aimlessly around the playground, kicking up leaves that had fallen from the gigantic oak tree. Just when they thought they couldn't be more bored, George spotted something suspicious in the leaves. He bent down to get a closer look and screeched with excitement, it was a \$100 bill! For a second both boys just stood there, with George holding more money than he had ever seen before.

"Keep it!" Parker shouted. "Put it in your pocket! Hurry before someone else sees," Parker continued. George put it in his pocket, but something didn't feel right inside. It must be someone's money, he pondered. How would I feel if I lost \$100, his mind continued. Without telling Parker, George created a plan. He would turn the money in to the school secretary. It was a tough decision, but George knew it was the right thing to do. After recess he walked to the school office and turned in the money. The secretary was grateful and gave George a huge candy bar for his kind deed.



# Returning to the Context: Week 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think about the passage we read that these vocabulary words were in and answer the questions below. Use your best thinking. Write answers in your own words.

tossing	disappointed	bored	exception	aimlessly	spotted	continued
gigantic	excitement	deed	pondered	screeched	suspicious	created

Find examples from the story when characters felt suspicious.

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Describe a few things you would have pondered if you spotted a \$100 bill.

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How would the story be different if Parker had spotted the money instead of George?

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# Sentence Stems: Week 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Use what you know about each vocabulary word to finish these sentences.  
Use each vocabulary word one time as you complete each sentence.

tossing	disappointed	bored	exception	aimlessly	spotted	continued
gigantic	excitement	deed	pondered	screeched	suspicious	created

1. I looked outside and saw my friend tossing \_\_\_\_\_.
2. My dad was disappointed when I \_\_\_\_\_.
3. The best deed I've ever done is \_\_\_\_\_.
4. I looked up and spotted the \_\_\_\_\_.
5. Dan was never more bored than when \_\_\_\_\_.
6. The room was full of excitement when \_\_\_\_\_.
7. I've never seen a more gigantic \_\_\_\_\_ than when \_\_\_\_\_.
8. My friend walked aimlessly because she \_\_\_\_\_.
9. Jill screeched when \_\_\_\_\_.
10. My teacher made an exception when she \_\_\_\_\_.
11. Jack was suspicious when he saw \_\_\_\_\_.
12. Mazie continued to \_\_\_\_\_ because she \_\_\_\_\_.
13. My mom pondered why I always \_\_\_\_\_.
14. In art I created \_\_\_\_\_.

# Associating Words: Week 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

- |                       |  |
|-----------------------|--|
| 1. _____ exception    | A. Andy thought long and hard about riding his bike in the dark.                       |
| 2. _____ spotted      | B. Faith was so bummed that the party was cancelled.                                   |
| 3. _____ tossing      | C. Karen wanted to quit but she did not stop. She kept going.                          |
| 4. _____ disappointed | D. Returning a shirt to a friend when you really wanted to keep it instead.            |
| 5. _____ gigantic     | E. Sophie had nothing to do. It felt like the day would never end.                     |
| 6. _____ suspicious   | F. Kevin just threw all his things into a bag without thinking much.                   |
| 7. _____ aimlessly    | G. Sam noticed something when he looked carefully in his desk.                         |
| 8. _____ screeched    | H. Curt yelled so loud when he saw the spider in his room.                             |
| 9. _____ bored        | I. Amelia could hardly stand waiting for the big birthday party.                       |
| 10. _____ continued   | J. The tree in our yard was growing so big it blocked the sun.                         |
| 11. _____ pondered    | K. My mom had no plan and was just driving around.                                     |
| 12. _____ excitement  | L. My teacher never lets us leave the room during reading, but today she said I could. |
| 13. _____ created     | M. I didn't trust that I would like what my mom was making for dinner.                 |
| 14. _____ deed        | N. The kids took all the junk and made an awesome new toy.                             |

# Vocabulary in My Life: Week 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think about all the questions below. Use your own words to answer each one.

tossing	disappointed	bored	exception	aimlessly	spotted	continued
gigantic	excitement	deed	pondered	screeched	suspicious	created

1. Describe a time you screeched.

2. Describe things in your life that you are often bored with.

3. When was the last time you felt suspicious?

4. What is one thing you felt disappointed about?

5. What are some things you feel a lot of excitement about?

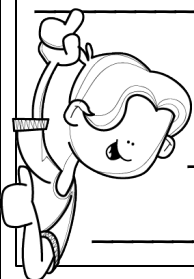
6. What is something you wish was always continued?

# Word Relationships: Week 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think about the different events in the statements below. Answer each one in your own words. Be sure to give all the reasons you have for each answer.

Would you rather do a good deed or have someone do a good deed for you?



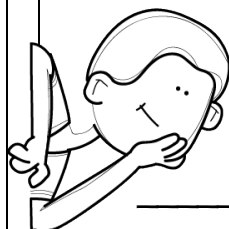
Would you rather have a gigantic dog or a collection of video games? Why?



Would you rather have more excitement about a pool or a boat? Why?



Would you rather be disappointed or suspicious? Why?



# Vocabulary Assessment: Week 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Write a vocabulary word in each blank that best completes the sentence.

tossing	disappointed	bored	exception	aimlessly	spotted	continued
gigantic	excitement	deed	pondered	screeched	suspicious	created

1. My mom always makes me eat my vegetables, but tonight she made an \_\_\_\_\_.
2. The car tires \_\_\_\_\_ when my dad slammed on the brakes.
3. John stood in his yard \_\_\_\_\_ the football into the air over and over again.
4. Claire \_\_\_\_\_ a beautiful owl sitting quietly up in the tall tree.
5. The boys became \_\_\_\_\_ when they saw a car drive slowly down the road.
6. Jamal \_\_\_\_\_ for a long time if he should do the right thing and tell the truth.
7. My dad always said, "no good \_\_\_\_\_ goes unnoticed."
8. My mom \_\_\_\_\_ a schedule so that we could all get our work done on time.
9. At first I didn't like the play, but as it \_\_\_\_\_ I thought it was really good!
10. All my dad has to say to make me feel bad is that he is \_\_\_\_\_ in me.
11. I had no plans so I spent the whole day walking \_\_\_\_\_ around the house.
12. It rained so much last week that the roses are now \_\_\_\_\_.
13. I was so \_\_\_\_\_ in school today that I almost fell asleep during math!
14. There was so much \_\_\_\_\_ when our class had a pizza party.

# Vocabulary Assessment: Week 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each definition next to the word it describes.

- |                       |  |
|-----------------------|--|
| 1. _____ exception    | A. To not have a clear plan, like walking around with nowhere really to go.      |
| 2. _____ spotted      | B. Having not much to do and feeling like time is going by very slowly.          |
| 3. _____ tossing      | C. To scream loud and at a high pitch.   |
| 4. _____ disappointed | D. Looking forward to something happening or being really happy in the moment.   |
| 5. _____ gigantic     | E. Not being happy about something that you thought would turn out better.       |
| 6. _____ suspicious   | F. To think very carefully about something to help make a tough decision.        |
| 7. _____ aimlessly    | G. To flip things up and down.   |
| 8. _____ screeched    | H. Something you do. An action you take.   |
| 9. _____ bored        | I. To see something.   |
| 10. _____ continued   | J. To wonder about or not trust something or someone.                            |
| 11. _____ pondered    | K. To go on and not stop.  |
| 12. _____ excitement  | L. Something that is very big.   |
| 13. _____ created     | M. Something that happens out of the normal routine. It's different than normal. |
| 14. _____ deed        | N. To make something up or come up with an idea on your own.                     |

# Vocabulary Words: Week 3

BASIC WORDS: Tier 1	CONTEXT WORDS: Tier 2	COMMON WORDS: Tier 1
<u>habits</u> : things that people do over and over again	<u>mischief</u> : getting into trouble or causing problems	<u>midnight</u> : very late at night and the start of a new day
<u>except</u> : something that is not included with many other things	<u>content</u> : being relaxed and satisfied with what you have or where you are	<u>effort</u> : how much you try to do something
<u>never</u> : at no time in the past, present, or future. It will not happen.	<u>outgrown</u> : to become too big for something	<u>problem</u> : a time when something goes wrong and it needs to be fixed
<u>idea</u> : something that pops into your brain that sounds like a good plan	<u>cranky</u> : to be super crabby and in a bad mood	<u>concerned</u> : to be worried and feeling unsure
	<u>despite</u> : not to be affected by something that may seem like a big deal	
	<u>ecstatic</u> : to be very very excited and happy	



# Defining Words: Week 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the passage to yourself. Highlight all the vocabulary words listed below. Circle 5 of the vocabulary words from the passage and tell what each one means on the back of this page.

habits	never	mischief	outgrown	despite	midnight	problem
except	idea	content	cranky	ecstatic	effort	concerned

## The Night Owl

Braden loved to hear stories about when he was a toddler and all the mischief he would create. Anything he could get his hands on would end up in his mouth, whether it was food or not! If he was allowed to roll in the dirt all day he would be a content little guy. By ten years old, Braden had outgrown almost all of his bad habits, except one. Braden was a night owl. He never fell asleep before midnight, which made him a pretty cranky morning person. Braden's parents tried everything to get him to sleep earlier. They used soft music, read him stories, sang lullabies, and laid in bed with him. Despite their effort, Braden was wide-eyed until very late every night. It wasn't until the start of fourth grade that Braden's night owl habits became a major problem. He started falling behind in school and his parents were concerned. They met with his teacher. She told them all about how Braden falls asleep every morning when he is reading. This news gave his parents an idea. Maybe if they made him read a book in bed he would drift off to sleep? That night Braden read his book at bedtime and fell asleep within 10 minutes! His parents found him snoring with the book on the floor. They were ecstatic to have finally broke Braden's last bad habit.

# Returning to the Context: Week 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think about the passage we read that these vocabulary words were in and answer the questions below. Use your best thinking. Write answers in your own words.

habits	never	mischievous	outgrown	despite	midnight	problem
except	idea	content	cranky	ecstatic	effort	concerned

Find examples from the story when characters felt concerned.

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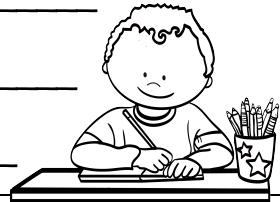
Describe a few things Braden had outgrown in the story.

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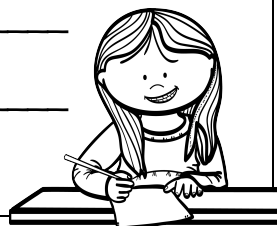
How are your sleeping habits the same or different from Braden's?

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# Sentence Stems: Week 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Use what you know about each vocabulary word to finish these sentences.  
Use each vocabulary word one time as you complete each sentence.

habits	never	mischief	outgrown	despite	midnight	problem
except	idea	content	cranky	ecstatic	effort	concerned

1. You should never develop the habit of \_\_\_\_\_.
2. I promise I will never \_\_\_\_\_.
3. The boys got into mischief when they \_\_\_\_\_.
4. I feel most content when I am \_\_\_\_\_.
5. I was up until midnight once when \_\_\_\_\_.
6. When I give my best effort then \_\_\_\_\_.
7. The best idea Meg had was to \_\_\_\_\_.
8. My sister has outgrown her \_\_\_\_\_.
9. Gabby was cranky when she \_\_\_\_\_.
10. I made my mom ecstatic when I \_\_\_\_\_.
11. Despite being tired, I still \_\_\_\_\_.
12. Everyone except James was \_\_\_\_\_.
13. My biggest problem was \_\_\_\_\_.
14. My dad was concerned when he saw me \_\_\_\_\_.

# Associating Words: Week 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

- |                     |  |
|---------------------|--|
| 1. _____ habits     | A. My parents found out I didn't do my homework.   |
| 2. _____ mischief   | B. The outfit was way too small on me and it used to fit.                                  |
| 3. _____ midnight   | C. Beth cried and cried and cried all day long.  |
| 4. _____ content    | D. Even though the team lost, they were still happy.                                       |
| 5. _____ except     | E. Jill suddenly thought of something she really wanted to try.                            |
| 6. _____ outgrown   | F. The stars were shining bright and the moon was full.                                    |
| 7. _____ effort     | G. Andy relaxed in his room, took deep breaths, and enjoyed the moment.                    |
| 8. _____ never      | H. Dylan worried if his mom would forget to pick him up.                                   |
| 9. _____ cranky     | I. Ruby could barely control her excitement about going to Disney World.                   |
| 10. _____ problem   | J. Remy doesn't want to ice skate. She has no desire to.                                   |
| 11. _____ idea      | K. Seth always washed his hands with the same soap before he ate lunch.                    |
| 12. _____ despite   | L. Grace invited almost everyone to her party and left out only one person from her class. |
| 13. _____ concerned | M. Matt and Drake snuck out of their house at night.                                       |
| 14. _____ ecstatic  | N. Kate tried her very best in the basketball game.  |

# Vocabulary in My Life: Week 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think about all the questions below. Use your own words to answer each one.

habits	never	mischievous	outgrown	despite	midnight	problem
except	idea	content	cranky	ecstatic	effort	concerned

1. Describe a time you gave your best effort.

2. What is the last thing you were concerned about? Why?

3. Describe all you would do if you stayed up until midnight?

4. What is something that you will never do? Why?

5. What is something you want to do, despite the fact that your parents would say no?

6. Describe a problem you had this week and how you solved it.

# Word Relationships: Week 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think about the different events in the statements below. Answer each one in your own words. Be sure to give all the reasons you have for each answer.

Would you rather give your best effort in school or on a sports team? Why?

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Would you rather have a great idea or cause mischief? Why?

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Would you rather have cranky parents or a cranky teacher? Why?

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Would you rather never go to the beach or never go to a pool? Why?

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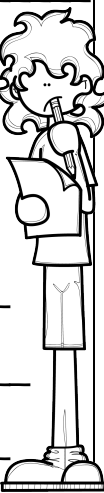
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# Vocabulary Assessment: Week 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Write a vocabulary word in each blank that best completes the sentence.

habits	never	mischief	outgrown	despite	midnight	problem
except	idea	content	cranky	ecstatic	effort	concerned

1. Andy had a great \_\_\_\_\_ to help the class learn to share at recess.
2. \_\_\_\_\_ how hot it was outside, the kids still had a blast playing in the yard.
3. It was after \_\_\_\_\_ when my dad finally got home from his long trip.
4. My mom is always \_\_\_\_\_ when we don't come home on time.
5. Jake got a bad grade because he really didn't give much of an \_\_\_\_\_.
6. The whole class was happy \_\_\_\_\_ for Sarah, who was having a bad day.
7. My sister missed her nap this afternoon and now she is very \_\_\_\_\_.
8. The only \_\_\_\_\_ I had with today was that it rained all day long.
9. We were \_\_\_\_\_ when we found out we were going on vacation!
10. My little brother gets in trouble and is always getting into \_\_\_\_\_.
11. If I could play video games all day every day I would be relaxed and \_\_\_\_\_.
12. Greyson does not want to admit that he has \_\_\_\_\_ his favorite shirt.
13. Gina has developed several bad \_\_\_\_\_ since becoming friends with Jess.
14. Karen swore she would \_\_\_\_\_ lie to her parents.

# Vocabulary Assessment: Week 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each definition next to the word it describes.

- |                     |  |
|---------------------|--|
| 1. _____ habits     | A. To be worried and feeling unsure.                                 |
| 2. _____ mischief   | B. To be super crabby and in a bad mood.                             |
| 3. _____ midnight   | C. At no time in the past, present, or future. It will not happen.   |
| 4. _____ content    | D. How much you try to do something.                                 |
| 5. _____ except     | E. Being relaxed and satisfied with what you have or where you are.  |
| 6. _____ outgrown   | F. Not to be affected by something that may seem like a big deal.    |
| 7. _____ effort     | G. Something that pops into your brain that sounds like a good plan. |
| 8. _____ never      | H. Something that is not included with many other things.            |
| 9. _____ cranky     | I. Things that people do over and over again.                        |
| 10. _____ problem   | J. Getting into trouble or causing problems.                         |
| 11. _____ idea      | K. To be very very excited and happy.                                |
| 12. _____ despite   | L. Very late at night and the start of a new day.                    |
| 13. _____ concerned | M. A time when something goes wrong and it needs to be fixed.        |
| 14. _____ ecstatic  | N. To become too big for something.                                  |



# Answer Keys

# "Sam Loves School"

Sam loves school. He can't wait to go to school every day. One day Sam woke up with a tickle in his mouth. He coughed. The tickle did not go away. He coughed again. The tickle was still there. Sam went downstairs to tell his mom. His mom felt Sam's head. She told him he was sick and he should go back to bed. Sam was sad. He did not want to miss school. Today his teacher was bringing ice cream to school. Sam's mom said he could have ice cream at home. That made Sam feel a little better. The next day his tickle was gone. Sam was happy to go back to school.

## Understand It!

Answer the following questions after reading:

- What was the problem?
  - Sam did not like school
  - ☒ Sam was sick
  - Sam had a bad dream
  - Sam was happy
- How did Sam feel about missing school?
  - happy
  - mad
  - scared
  - ☒ sad
- What was the main idea in the story?
  - Sleeping
  - dreams
  - ☒ missing school
  - math
- What food was Sam going to miss at school?
  - ☒ ice cream
  - cookies
  - cake
  - pizza

**Word Work** Color the words in the passage that match each category below:



Words that start with a vowel **12**



Words with 2 letters **22**



Words with the short /a/ sound **15**



Words that start with /h/ **17**

**Vocabulary** Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- tickle** tingling or itching
- coughed** expel air from lungs suddenly with harsh noise
- downstairs** lower level
- bringing** to come with
- happy** delighted; glad

# "MY Little Sister Drools"

My little sister **drools**. She just turned one. She drools all over her shirt. She drools all over my mom. She drools all over the floor. I do not like holding her because she drools so much. Everyone thinks she is so **cute**, but not me. I think she is **sloppy**. One day we were at a store and she drooled all over me. I screamed, "Bella, no!" She just **giggled**. I was so mad. I handed Bella to mom, and started to cry. I had baby **slime** on my brand new shirt. Mom did not laugh at me. She felt so bad that she bought me a new shirt. I can not wait for Bella to stop drooling!

## Understand It!

Answer the following questions after reading:

- What was the problem?
  - Bella giggled
  - ☒ Bella drooled
  - Bella cried all the time
  - Bella did not nap
- What did most people do when Bella drooled?
  - got mad
  - ☒ think she was cute
  - put her to bed
  - they did nothing
- What was the main idea in the story?
  - baby giggles
  - new shirts
  - ☒ drooling
  - shopping
- Why did the narrator start to cry?
  - ☒ drool was on the shirt
  - mom laughed
  - she was happy
  - she got hurt

### Word Work

Color the words in the passage that match each category below:



Words that start with a vowel **27**



Words with 2 letters **22**



Words with the short /a/ sound **11**



Words that start with /h/ **5**

### Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- drools** saliva running down from one's mouth
- cute** pleasingly pretty
- sloppy** untidy
- giggled** laugh in a silly, high-pitched way
- slime** ropy or viscous liquid matter



# "MY MESSY ROOM"

My name is Jackson. I have a messy room. My toys are all over the floor. My books are falling off my bookshelf. My clothes are piled on the floor. I like my messy room, but my mom does not. She says I am living like a pig. My mom is always asking me to clean my room. I never want to. I tell her I know where everything is. Sometimes she gets mad at me. But I am stubborn. I still will not clean my room. Mom says my room smells bad, but I like the smell. One day she bribed me. She promised me candy if I cleaned. So I did. The candy was great! Everyone was happy.

## Understand It!

Answer the following questions after reading:

- What was the problem?
  - his room was clean
  - his mom was happy
  - ☒ his room was messy
  - Jackson was happy
- How did Jackson feel about cleaning?
  - happy
  - mad
  - ☒ stubborn
  - excited
- What was the main idea in the story?
  - ☒ he would not clean
  - his mom cleaned
  - Jackson ate candy
  - toys on the floor
- What was one thing messy in Jackson's room?
  - food on the floor
  - shoes in the bed
  - ☒ toys on the floor
  - clothes in the bed

### Word Work

Color the words in the passage that match each category below:



Words that start with a vowel **31**



Words with 2 letters **26**



Words with the short /a/ sound **9**



Words that start with /h/ **3**

### Vocabulary

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- messy** dirty; untidy; disordered condition
- bookshelf** shelf or holding books
- clean** free from dirt; unsoiled
- stubborn** unreasonably obstinate
- bribed** anything given to persuade

# "It's Good to Share"

## Understand It!

Answer the following questions after reading:

Jonah loved to share. Adam did not like to share. Jonah and Adam were in first grade together. They were friends. Every day Jonah gave Adam a sticker, just because. Jonah liked how sharing made him feel. Adam forgot his lunch one day. Jonah gave Adam almost all his food. Jonah was very hungry. But sharing with Adam made him happy. One day Jonah forgot his lunch. Adam did not share his food with Jonah. Jonah was sad. The teacher saw Jonah sad. She gave him all her food. Adam felt bad then. He said he was sorry. He promised to share better.

1. What was the problem?

- a. Jonah did not share
- b. Jonah shared
- c. Adam shared
- ☒ d. Adam did not share

2. How did Jonah feel about sharing?

- ☒ a. it made him happy
- b. it made him mad
- c. it made him sad
- d. it made him tired

3. What was the main idea in the story?

- a. school
- b. snack time
- ☒ c. sharing
- d. stickers

4. What were some things Jonah shared?

- ☒ a. stickers
- b. markers
- c. crayons
- d. candy

**Word Work** Color the words in the passage that match each category below:



Words that start with a vowel **15**



Words with 2 letters **7**



Words with the short /a/ sound **5**



Words that start with /h/ **14**

**Vocabulary** Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- 1 **together** in one gathering person attached to
- 2 **friends** another by affection
- 3 **sharing** divide and distribute in shares
- 4 **forgot** fail to remember
- 5 **promised** declaration something will or will not be done



# "YOU ARE NOT MY BOSS!"

Matilda is **bossy**. She tells everyone in school what to do. One day she told me to pick up her paper. "You are not my boss," I said. She **stared** at me with a mean look on her face. Matilda was a **bully** too. She was mean until she got her way. But I was not going to let her tell me what to do. She told me again to pick up her paper. I still said no. She said, "Ethan, if you do not pick up my paper, I will **scream**." I was not scared. I still said no. Matilda's face turned red, but she did not scream. I felt good to stand up to the bossy Matilda. She never told me what to do **again**.

## Understand It!

Answer the following questions after reading:

1. What was the problem?  
☒ a. Matilda is bossy  
 b. Ethan is bossy  
 c. Matilda lost her pencil  
 d. Matilda was nice
2. How did Ethan feel about Matilda?  
 a. she was nice  
 b. she was fun  
☒ c. she was bossy  
 d. she was kind
3. What was the main idea in the story?  
 a. playing at school  
☒ b. Matilda being bossy  
 c. Ethan being bossy  
 d. Ethan was a bully
4. What did Matilda want Ethan to do?  
 a. pick up her pencil  
 b. do her homework  
 c. pick up her marker  
☒ d. pick up her paper

## Word Work

Color the words in the passage that match each category below:



Words that start with a vowel **24**



Words with 2 letters **29**



Words with the short /a/ sound **1**



Words that start with /h/ **4**

## Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- 1 **bossy** ordering people about
- 2 **stared** to gaze fixedly and intently
- 3 **bully** domineer; intimidate
- 4 **scream** utter a loud, sharp, piercing cry
- 5 **again** once more

# "MY CAT CAN TALK"

My cat is named Zoe. She is a very **special** cat because she can talk! I did not even know Zoe could talk until one day when I was in the kitchen. I went to grab a pan on the stove. I did not know it was very hot. Zoe yelled, "STOP, do NOT touch that!" I was **shocked**. I turned around to look at my cat. She just smiled with her **whiskers** up in the air. "Zoe, you can talk?" I asked. Zoe looked **shy**. Then she said, "yes, but I was too scared to tell you." I told her that I was so **excited** she could talk. After that day Zoe never stopped talking. Now she is my best friend!

## Understand It!

Answer the following questions after reading:

- Which event from the story can not happen in real life?
  - having a cat
  - burning your hand
  - ☒ a cat talking
  - a cat with whiskers
- What do most kids think about a cat who talks?
  - it is not cool
  - it is bad
  - ☒ it is very cool
  - they would not like it
- What happened before Zoe yelled, "STOP"?
  - ☒ she did not know the pan was hot
  - Zoe smiled
  - Zoe looked shy
  - Zoe was not scared
- What does yelled mean?
  - to whisper
  - to talk quiet
  - to laugh
  - ☒ to scream

**Word Work** Color the words in the passage that match each category below:



Words that end with a vowel **45**



Words with 3 letters **45**



Words with the short /e/ sound **11**



Words that start with /w/ **9**

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- special** extraordinary
- shocked** surprise
- whiskers** long, stiff, bristly hair around animal mouth
- shy** bashful
- excited** stirred emotionally



# "The Magic Rock"

## Understand It!

Answer the following questions after reading:

One day Katie was walking to school when she saw a purple rock. The rock was smooth and it looked special. Katie picked it up and put it in her pocket. At lunch she rubbed the rock. She **wished** for pizza. All of a **sudden** there was hot pizza on her plate! Katie was **surprised**. At **recess** she rubbed the rock again. This time she wished for a big rain storm to come. Right away the clouds came. The rain started **pouring** down on Katie and her friends. Katie knew she had a magic rock. She spent the rest of the day thinking of what she would wish for next. She was so excited!

- Which event from the story can not happen in real life?
  - finding a rock
  - eating pizza
  - a rain storm
  - ☒ a magic rock
- What do most kids think about having a magic rock?
  - it is not cool
  - it is scary
  - ☒ it is very cool
  - they would not like it
- What happened right before the rain came?
  - ☒ the clouds came
  - Katie ate pizza
  - Katie picked up a rock
  - Katie wished for pizza
- What does smooth mean?
  - big
  - ☒ soft
  - bumpy
  - hard

## Word Work

Color the words in the passage that match each category below:



Words that end with a vowel **38**



Words with 3 letters **38**



Words with the short /e/ sound **10**



Words that start with /w/ **12**

## Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 **wished**

**request**

2 **sudden**

**happening quickly without warning**

3 **surprised**

**come upon unexpectedly**

4 **recess**

**period of play at school**

5 **pouring**

**to send flowing**



# "Caden's LUCKY SNACK"

Caden can run really fast. He is much faster than all the kids in his school. He runs as fast as a cheetah. But Caden does not always run that fast. He has a **secret** that makes him go fast. He eats a **handful** of lucky peanuts to make him run fast. The peanuts have special powers. Only Caden and his mom know about his lucky peanuts. One day Caden **forgot** to eat his lucky peanuts before school. He was not the **fastest** runner that day. He was the slowest. His friends **teased** him. Caden was sad. He never forgot to eat a handful of lucky peanuts ever again!

## Understand It!

Answer the following questions after reading:

- Which event from the story can not happen in real life?
  - ☒ peanuts make you run fast
  - running fast
  - eating peanuts
  - running slow
- What do most kids think about having a lucky snack?
  - ☒ it would be awesome
  - it would not be good
  - it would be bad
  - it would be scary
- What happened right before Caden was sad?
  - he ran fast
  - he ate peanuts
  - ☒ his friends teased him
  - he was the fastest
- What does slowest mean?
  - just a little slow
  - ☒ slower than everyone
  - fast
  - faster than everyone

## Word Work

Color the words in the passage that match each category below:



Words that end with a vowel **29**



Words with 3 letters **31**



Words with the short /e/ sound **3**



Words that start with /w/ **3**

## Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 **secret**

Keep knowledge hidden from others

2 **handful**

small amount

3 **forgot**

fail to remember moving quicker than everyone else

4 **fastest**

5 **teased**

to make fun of

# "A Secret Present"

Today is Sadie's birthday. She is seven years old. Her grandma lives far away. Every year she sends a special **package** for Sadie's birthday. Sadie could not wait to open her present from grandma. Just as she was about to open it, she **noticed** the box was moving. Then she heard some **squeaking** inside the box. Sadie laughed. What could be inside? She **ripped** the box open. Inside were two chipmunks. One had a **guitar**. When the box opened, the chipmunks started singing and dancing. They sang happy birthday to Sadie. Everyone laughed. It was the best present!

## Understand It!

Answer the following questions after reading:

- Which event from the story can not happen in real life?
  - getting presents
  - ☒ singing chipmunks
  - ripping open a present
  - a cat with whiskers
- What do most kids think about singing chipmunks?
  - they are real
  - they are not funny
  - ☒ they are not real
  - they would not like it
- What happened before Sadie heard something squeaking?
  - ☒ the box was moving
  - she laughed
  - she saw chipmunks
  - chipmunks were singing
- What does best mean?
  - not that good
  - to not like something
  - ☒ something really good
  - to be scared

## Word Work

Color the words in the passage that match each category below:



Words that end with a vowel **39**



Words with 3 letters **29**



Words with the short /e/ sound **11**



Words that start with /w/ **7**

## Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- package** bundle of something
- noticed** observe something
- squeaking** sharp, high-pitch sound
- ripped** tear a part
- guitar** string instrument strummed with fingers



# "MY Three Wishes"

I have a fairy grandma named Rose. Every year she comes to **visit** me in the summer. She **grants** me three wishes each year. I can wish for whatever I want. She is the nicest fairy grandma ever! Last year I wished for a puppy, a new bike, and a giant box of candy. She **waved** her magic wand and **poof!** I had all three things. I named my puppy Max. This year I am going to wish for another puppy. I love puppies. I am also going to wish for more video games. My last wish is going to be for a pool in our **backyard**. I cannot wait to teach my puppies how to swim!

## Understand It!

Answer the following questions after reading:

- Which event from the story can not happen in real life?
  - getting a puppy
  - swimming in a pool
  - ☒ having a fairy grandma
  - playing video games
- What do most kids think about the fairy grandma?
  - she is real
  - she would be scary
  - she would be mean
  - ☒ she would be the best
- What happened before the fairy grandma waved her magic wand?
  - she named the puppy
  - ☒ she came to visit
  - she got a pool
  - she went swimming
- What does giant mean?
  - ☒ really big
  - short
  - really small
  - tiny

**Word Work** Color the words in the passage that match each category below:



Words that end with a vowel **5**



Words with 3 letters **22**



Words with the short /e/ sound **2**



Words that start with /w/ **1**

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- visit** to come or go to
- grants** bestow  
to give a signal by
- waved** flapping something  
indicate a sudden appearance
- poof**
- backyard** site behind a house

# "How to Catch a Frog"

Some people love to **catch** frogs. The first thing you need to do is find frogs. They live in ponds or **swamps**. You can find frogs in muddy spots by logs. They may be sitting in the sun. Use a net to catch a frog. Once you see a frog, be very **quiet** and sneak up to it. Get your net ready. When you are close, **quickly** cover the frog with the net. You have to be fast or the frog will jump away! Move the frog from the net into a **bucket**. Make sure the bucket is tall enough so the frog does not jump out. If you keep the frog, be sure to take good care of it at home!

## Understand It!

Answer the following questions after reading:

- What was a fact in the beginning of the text?
  - ☒ they live in ponds
  - get a tall bucket
  - frogs will not jump
  - use a pole to catch frogs
- What does sneak mean?
  - to be loud
  - to run
  - ☒ to move quietly
  - to jump
- What place does the text describe?
  - a river
  - ☒ a pond or swamp
  - a lake
  - the ocean
- What does this text teach us?
  - how to catch fish
  - how to swim
  - how to jump
  - ☒ how to catch frogs

**Word Work** Color the words in the passage that match each category below:



Words that start with /t/ **19**



Words that end with /y/ **8**



Words with the short /i/ sound **15**



Words with 2 syllables **12**

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- catch** trap or capture
- swamps** wet, spongy land
- quiet** make no noise or sound
- quickly** with speed
- bucket** deep, cylindrical vessel used for collecting

# "What Will You See at the Zoo?"

## Understand It!

Answer the following questions after reading:

What animals will you see at the zoo? You will see many different kinds of animals. You will see reptiles. Reptiles have scales on their skin. Some reptiles you will see are snakes and alligators. You will **probably** see many different types of fish. They will be swimming in **giant** tanks. Many kinds of birds will be there too. The **biggest** animals you will see are mammals. All mammals have hair or **fur**. Lions, tigers, bears, and giraffes are all mammals you will see at the zoo. You should **carry** a notebook. Make a list of all the animals you see. Have fun at the zoo!

- What was a fact in the beginning of the text?
  - you will see mammals
  - all mammals have fur
  - ☒ you will see reptiles
  - you will see giraffes
- What do mammals have?
  - ☒ fur or hair
  - teeth
  - scales
  - four legs
- What place does the text describe?
  - a forest
  - ☒ a zoo
  - a jungle
  - a river
- What does this text teach us?
  - how old animals are
  - where to find a zoo
  - ☒ what animals are in a zoo
  - how big animals are

### Word Work

Color the words in the passage that match each category below:



Words that start with /t/ **12**



Words that end with /y/ **6**



Words with the short /i/ sound **19**



Words with 2 syllables **17**

### Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- probably** very likely
- giant** unusually large
- biggest** largest
- fur** fine, soft, thick, hairy coat of the skin
- carry** transport



# "Save the Sea Turtles"

Sea turtles live in oceans all over the world. They have been on Earth for millions of years. But now some sea turtles are at **risk** of being **extinct**.

**Extinct** means that there would no longer be any sea turtles on Earth. Sea turtles crawl onto sandy beaches to lay their eggs. They **bury** the eggs in the sand. Once the eggs **hatch**, they **travel** back to the ocean. Many baby sea turtles do not survive this trip. People are trying to save the sea turtles. They **block** parts of the beach where eggs are found. They help keep the eggs safe. It is good to try and save the sea turtles!

## Understand It!

Answer the following questions after reading:

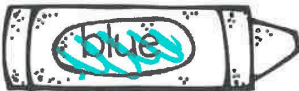
1. What was a fact in the beginning of the text?  
a. baby turtles hatch  
b. they bury eggs  
c. people save turtles  
☒ d. they live in oceans
2. What does survive mean?  
☒ a. to live  
b. to crawl  
c. to swim  
d. to be extinct
3. What place does the text describe?  
a. a river  
b. a pond or swamp  
c. a lake  
☒ d. the ocean
4. What does this text teach us?  
a. how to catch turtles  
☒ b. turtles could be extinct  
c. where to swim  
d. how to pet turtles

## Word Work

Color the words in the passage that match each category below:



Words that start with /t/ **32**



Words that end with /y/ **12**



Words with the short /i/ sound **11**



Words with 2 syllables **25**

## Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 **risk**

**hazard or dangerous**

2 **bury**

**chance**  
**put in the ground and cover with earth**

3 **hatch**

**bring forth from egg**  
**to go from one**

4 **travel**

**place to another**  
**condition of being obstructed**

5 **block**

# "WHY DO LIONS ROAR?"

## Understand It!

Answer the following questions after reading:

Every lion **roars**. Most of the time they roar at night. That is because the air is thin and the roar can be heard from far away. There are two reasons why lions roar. They roar to **protect** their land and family. Male lions roar loud at night. They are telling other lions and animals to stay away. Lions roar to talk to one another. Every lion has a different roar **sound**, just like every human has a different voice. Mama lions have a **gentle** roar when they are with their cubs. Male lions use a **softer** roar when they are playing with cubs. Listening to a lion roar is amazing!

- What was a fact in the beginning of the text?
  - mama lions roar loud
  - ☒ every lion roars
  - lions roar to talk
  - not every lion roars
- What does voice mean?
  - ☒ how we talk
  - to not talk
  - to run
  - to jump
- What place does the text describe?
  - in the day
  - in the morning
  - ☒ at night
  - at lunch
- What does this text teach us?
  - ☒ why lions roar
  - how to catch a lion
  - how to feed a lion
  - how big lions are

**Word Work** Color the words in the passage that match each category below:



Words that start with /r/ **21**



Words that end with /y/ **13**



Words with the short /i/ sound **8**



Words with 2 syllables **23**

## Vocabulary

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1 **roars**

utter a loud, deep cry or howl

2 **protect**

defend or guard from attack

3 **sound**

a noise, vocal utterance, musical tone, etc.

4 **gentle**

kindly, amiable, smoother and

5 **softer**

agreeable to the touch



# "FACTS ABOUT DOLPHINS"

Dolphins are very **playful** animals. Most of them live in oceans, but they are not fish. They are mammals because they have lungs. They cannot **breathe** water like fish. They come above the water to breathe air. Dolphins are very **friendly**. They travel together in groups. These **groups** are called pods. Dolphins eat mostly small fish. They talk to each other by **chirping**. They even whistle! Dolphins are very smart. They like to jump and play. They can even surf waves. Dolphins can see and hear really well. This makes it easy for them to find food.

## Understand It!

Answer the following questions after reading:

- What was a fact in the beginning of the text?
  - dolphins surf waves
  - dolphins chirp
  - dolphins can see well
  - ☒ dolphins are playful
- What does whistle mean?
  - to cry
  - ☒ to make a noise
  - to jump
  - to surf
- What place does the text describe?
  - a forest
  - a lake
  - ☒ an ocean
  - a pool
- What does this text teach us?
  - how long dolphins live
  - all about oceans
  - ☒ all about dolphins
  - all about fish

**Word Work** Color the words in the passage that match each category below:



Words that start with /t/ **21**



Words that end with /y/ **17**



Words with the short /i/ sound **14**



Words with 2 syllables **22**

## Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 **playful**

full of fun

2 **breathe**

to take air into the lungs and expel it

3 **friendly**

amicable

4 **groups**

collection of persons or things

5 **chirping**

to make short, sharp sounds, like a bird



# Phonics Answer Keys

Story 1: I Missed the Bus		Story 7: Math is Hard for Mike	
Day 2: 1. <b>B</b> 2. <b>D</b> 3. <b>C</b> 4. <b>B</b>	Day 3: 1. <b>take</b> 5. <b>late</b> 2. <b>lame</b> 6. <b>make</b> 3. <b>came</b> 7. <b>name</b> 4. <b>hate</b> 8. <b>game</b>	Day 2: 1. <b>D</b> 2. <b>B</b> 3. <b>A</b> 4. <b>C</b>	Day 3: 1. <b>nine</b> <b>nice</b> 2. <b>time</b> <b>dime</b> 3. <b>hide</b> <b>fine</b> 4. <b>line</b> <b>like</b>
Story 12: Malone Has a Temper		Story 17: The Picky Eater	
Day 2: 1. <b>A</b> 2. <b>B</b> 3. <b>C</b> 4. <b>C</b>	Day 3: 1. <b>alone</b> 5. <b>cope</b> 2. <b>pole</b> 6. <b>cone</b> 3. <b>bone</b> 7. <b>nope</b> 4. <b>tone</b> 8. <b>mope</b>	Day 2: 1. <b>C</b> 2. <b>D</b> 3. <b>C</b> 4. <b>B</b>	Day 3: 1. <b>cute</b> 5. <b>mute</b> 2. <b>mule</b> 6. <b>rude</b> 3. <b>huge</b> 7. <b>fume</b> 4. <b>dupe</b> 8. <b>fuse</b>

# Associating Words: Week 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

- |                       |   |
|-----------------------|---|
| 1. <u>B</u> quickly   | A. The backyard was full of toys, firewood, and leaves.                 |
| 2. <u>N</u> widened   | B. Jake had to use his speed to run to second base.                     |
| 3. <u>E</u> crash     | C. Jamie asked for a pizza over and over and over again.                |
| 4. <u>I</u> helpless  | D. I swore that I would never forget my homework again.                 |
| 5. <u>J</u> allow     | E. There was no time to stop the two trains from hitting.               |
| 6. <u>A</u> messy     | F. It felt like I blinked my eyes and the day was over just like that.  |
| 7. <u>C</u> begged    | G. Sadie woke up late for school and had to move fast to catch the bus. |
| 8. <u>F</u> instant   | H. Jonah ducked down to tie his shoe.                                   |
| 9. <u>K</u> bottom    | I. Max could only watch as his sister ate the last cookie.              |
| 10. <u>M</u> handful  | J. Maddie's mom said yes to letting her sleep over at Claire's house.   |
| 11. <u>D</u> promise  | K. The donuts were buried underneath all the healthy food.              |
| 12. <u>G</u> rushed   | L. Greyson grabbed the cereal box but there was nothing inside.         |
| 13. <u>H</u> crouched | M. Sam picked just enough flowers to carry inside.                      |
| 14. <u>L</u> empty    | N. The workers changed the road from one lane to two lanes.             |

# Vocabulary Assessment: Week 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Write a vocabulary word in each blank that best completes the sentence.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

1. The workers \_\_\_\_\_ **widened** \_\_\_\_\_ the road so more cars could travel safely.
2. Parker's mom will not \_\_\_\_\_ **allow** \_\_\_\_\_ him to ride his bike after dark.
3. One of Blake's jobs at home was to \_\_\_\_\_ **empty** \_\_\_\_\_ the trash.
4. Becky \_\_\_\_\_ **crouched** \_\_\_\_\_ behind the bush to hide from her dad.
5. It is important to keep a \_\_\_\_\_ **promise** \_\_\_\_\_ you make with a friend.
6. If I really wanted my mom to buy me something I just \_\_\_\_\_ **begged** \_\_\_\_\_ for it.
7. When the dump truck drove by my house I heard a loud \_\_\_\_\_ **crash** \_\_\_\_\_.
8. My mom \_\_\_\_\_ **rushed** \_\_\_\_\_ outside when she heard my little sister screaming.
9. I swam all the way to the \_\_\_\_\_ **bottom** \_\_\_\_\_ of the pool for the first time ever!
10. Babysitters feel \_\_\_\_\_ **helpless** \_\_\_\_\_ when they can't stop a baby from crying.
11. Dad says if I take more than a \_\_\_\_\_ **handful** \_\_\_\_\_ of candy my stomach will hurt.
12. When I play in the yard right after it rains I sometimes get a bit \_\_\_\_\_ **messy** \_\_\_\_\_.
13. Rylan learned how to run \_\_\_\_\_ **quickly** \_\_\_\_\_ when he started playing baseball.
14. The \_\_\_\_\_ **instant** \_\_\_\_\_ Julie left school she felt the cold air hit her face.

# Vocabulary Assessment: Week I

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

- |                       |   |
|-----------------------|---|
| 1. <u>J</u> quickly   | A. The backyard was full of toys, firewood, and leaves.                 |
| 2. <u>F</u> widened   | B. Jake had to use his speed to run to second base.                     |
| 3. <u>H</u> crash     | C. Jamie asked for a pizza over and over and over again.                |
| 4. <u>N</u> helpless  | D. I swore that I would never forget my homework again.                 |
| 5. <u>K</u> allow     | E. There was no time to stop the two trains from hitting.               |
| 6. <u>D</u> messy     | F. It felt like I blinked my eyes and the day was over just like that.  |
| 7. <u>M</u> begged    | G. Sadie woke up late for school and had to move fast to catch the bus. |
| 8. <u>B</u> instant   | H. Jonah ducked down to tie his shoe.                                   |
| 9. <u>E</u> bottom    | I. Max could only watch as his sister ate the last cookie.              |
| 10. <u>L</u> handful  | J. Maddie's mom said yes to letting her sleep over at Claire's house.   |
| 11. <u>A</u> promise  | K. The donuts were buried underneath all the healthy food.              |
| 12. <u>C</u> rushed   | L. Greyson grabbed the cereal box but there was nothing inside.         |
| 13. <u>I</u> crouched | M. Sam picked just enough flowers to carry inside.                      |
| 14. <u>G</u> empty    | N. The workers changed the road from one lane to two lanes.             |

# Associating Words: Week 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

1. L exception

A. Andy thought long and hard about riding his bike in the dark.

2. G spotted

B. Faith was so bummed that the party was cancelled.

3. F tossing

C. Karen wanted to quit but she did not stop. She kept going.

4. B disappointed

D. Returning a shirt to a friend when you really wanted to keep it instead.

5. J gigantic

E. Sophie had nothing to do. It felt like the day would never end.

6. M suspicious

F. Kevin just threw all his things into a bag without thinking much.

7. K aimlessly

G. Sam noticed something when he looked carefully in his desk.

8. H screeched

H. Curt yelled so loud when he saw the spider in his room.

9. E bored

I. Amelia could hardly stand waiting for the big birthday party.

10. C continued

J. The tree in our yard was growing so big it blocked the sun.

11. A pondered

K. My mom had no plan and was just driving around.

12. I excitement

L. My teacher never lets us leave the room during reading, but today she said I could.

13. N created

M. I didn't trust that I would like what my mom was making for dinner.

14. D deed

N. The kids took all the junk and made an awesome new toy.

# Vocabulary Assessment: Week 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Write a vocabulary word in each blank that best completes the sentence.

tossing	disappointed	bored	exception	aimlessly	spotted	continued
gigantic	excitement	deed	pondered	screeched	suspicious	created

1. My mom always makes me eat my vegetables, but tonight she made an exception.
2. The car tires screeched when my dad slammed on the brakes.
3. John stood in his yard tossing the football into the air over and over again.
4. Claire spotted a beautiful owl sitting quietly up in the tall tree.
5. The boys became suspicious when they saw a car drive slowly down the road.
6. Jamal pondered for a long time if he should do the right thing and tell the truth.
7. My dad always said, "no good deed goes unnoticed."
8. My mom created a schedule so that we could all get our work done on time.
9. At first I didn't like the play, but as it continued I thought it was really good!
10. All my dad has to say to make me feel bad is that he is disappointed in me.
11. I had no plans so I spent the whole day walking aimlessly around the house.
12. It rained so much last week that the roses are now gigantic.
13. I was so bored in school today that I almost fell asleep during math!
14. There was so much excitement when our class had a pizza party.

# Vocabulary Assessment: Week 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

- |                          |  |
|--------------------------|--|
| 1. <u>M</u> exception    | A. To not have a clear plan, like walking around with nowhere really to go.      |
| 2. <u>I</u> spotted      | B. Having not much to do and feeling like time is going by very slowly.          |
| 3. <u>G</u> tossing      | C. To scream loud and at a high pitch.   |
| 4. <u>E</u> disappointed | D. Looking forward to something happening or being really happy in the moment.   |
| 5. <u>L</u> gigantic     | E. Not being happy about something that you thought would turn out better.       |
| 6. <u>J</u> suspicious   | F. To think very carefully about something to help make a tough decision.        |
| 7. <u>A</u> aimlessly    | G. To flip things up and down.   |
| 8. <u>C</u> screeched    | H. Something you do. An action you take.   |
| 9. <u>B</u> bored        | I. To see something.   |
| 10. <u>K</u> continued   | J. To wonder about or not trust something or someone.                            |
| 11. <u>F</u> pondered    | K. To go on and not stop.  |
| 12. <u>D</u> excitement  | L. Something that is very big.   |
| 13. <u>N</u> created     | M. Something that happens out of the normal routine. It's different than normal. |
| 14. <u>H</u> deed        | N. To make something or come up with an idea on your own.                        |

# Associating Words: Week 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

- |                            |  |
|----------------------------|--|
| 1. <u>  K  </u> habits     | A. My parents found out I didn't do my homework.   |
| 2. <u>  M  </u> mischief   | B. The outfit was way too small on me and it used to fit.                                  |
| 3. <u>  F  </u> midnight   | C. Beth cried and cried and cried all day long.  |
| 4. <u>  G  </u> content    | D. Even though the team lost, they were still happy.                                       |
| 5. <u>  L  </u> except     | E. Jill suddenly thought of something she really wanted to try.                            |
| 6. <u>  B  </u> outgrown   | F. The stars were shining bright and the moon was full.                                    |
| 7. <u>  N  </u> effort     | G. Andy relaxed in his room, took deep breaths, and enjoyed the moment.                    |
| 8. <u>  J  </u> never      | H. Dylan worried if his mom would forget to pick him up.                                   |
| 9. <u>  C  </u> cranky     | I. Ruby could barely control her excitement about going to Disney World.                   |
| 10. <u>  A  </u> problem   | J. Remy doesn't want to ice skate. She has no desire to.                                   |
| 11. <u>  E  </u> idea      | K. Seth always washed his hands with the same soap before he ate lunch.                    |
| 12. <u>  D  </u> despite   | L. Grace invited almost everyone to her party and left out only one person from her class. |
| 13. <u>  H  </u> concerned | M. Matt and Drake snuck out of their house at night.                                       |
| 14. <u>  I  </u> ecstatic  | N. Kate tried her very best in the basketball game.  |



# Vocabulary Assessment: Week 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Write a vocabulary word in each blank that best completes the sentence.

habits	never	mischievous	outgrown	despite	midnight	problem
except	idea	content	cranky	ecstatic	effort	concerned

1. Andy had a great idea to help the class learn to share at recess.
2. Despite how hot it was outside, the kids still had a blast playing in the yard.
3. It was after midnight when my dad finally got home from his long trip.
4. My mom is always concerned when we don't come home on time.
5. Jake got a bad grade because he really didn't give much of an effort.
6. The whole class was happy except for Sarah, who was having a bad day.
7. My sister missed her nap this afternoon and now she is very cranky.
8. The only problem I had with today was that it rained all day long.
9. We were ecstatic when we found out we were going on vacation!
10. My little brother gets in trouble and is always getting into mischievous.
11. If I could play video games all day every day I would be relaxed and content.
12. Greyson does not want to admit that he has outgrown his favorite shirt.
13. Gina has developed several bad habits since becoming friends with Jess.
14. Karen swore she would never lie to her parents.

# Vocabulary Assessment: Week 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

- |                        |  |
|------------------------|--|
| 1. <u>I</u> habits     | A. To be worried and feeling unsure.                                 |
| 2. <u>J</u> mischief   | B. To be super crabby and in a bad mood.                             |
| 3. <u>L</u> midnight   | C. At no time in the past, present, or future. It will not happen.   |
| 4. <u>E</u> content    | D. How much you try to do something.                                 |
| 5. <u>H</u> except     | E. Being relaxed and satisfied with what you have or where you are.  |
| 6. <u>N</u> outgrown   | F. not to be affected by something that may seem like a big deal.    |
| 7. <u>D</u> effort     | G. something that pops into your brain that sounds like a good plan. |
| 8. <u>C</u> never      | H. Something that is not included with many other things.            |
| 9. <u>B</u> cranky     | I. Things that people do over and over again.                        |
| 10. <u>M</u> problem   | J. Getting into trouble or causing problems.                         |
| 11. <u>G</u> idea      | K. To be very very excited and happy.                                |
| 12. <u>F</u> despite   | L. Very late at night and the start of a new day.                    |
| 13. <u>A</u> concerned | M. A time when something goes wrong and it needs to be fixed.        |
| 14. <u>K</u> ecstatic  | N. To become too big for something.                                  |