

Name _____

amused

cooperate

describe

entertained

imagination

interact

patient

peaceful

Choose the word that makes sense in each blank. Then write the word on the line.

1. The book club members talk and _____ with each other when they meet.
2. The singers _____ the people at the show.
3. My friend _____ us with his funny jokes.
4. The firefighters work together, or _____, to put out the fire.
5. When there is a long line at lunch, you must be _____.
6. It is easy to relax in a _____ place.
7. Can you _____ the drawing you made?
8. You can write a good story when you use your _____.

Name _____

Two letters blended together can stand for one vowel sound. The letters **oy** and **oi** can stand for the vowel sound in **boy** and **foil**.

A. Read each sentence. Circle the word with the vowel sound you hear in *boy*. Write the word on the line and circle the letters that spell the vowel sound.

1. The girl plays with a toy truck. _____
2. We'll plant seeds in the soil and watch them grow. _____
3. Dad will boil eggs in a pot on the stove. _____
4. The baby giggles with joy when she is tickled. _____

When a word ends in **-le**, the consonant before it plus the letters **le** form the last syllable. This sound in an end syllable can also be spelled **-al** or **-el**.

B. Read each word. Draw a line between the syllables. Write each syllable on the line.

1. needle _____ _____
2. bagel _____ _____
3. local _____ _____
4. puzzle _____ _____

Name _____

Read the passage. Use the summarize strategy to tell the important events in your own words.

The Class Play

00 Mr. Webb's class was going to put on a play for the
12 school. They chose to act out *Henny Penny*.

20 "There are six actors in this play," said Mr. Webb.
30 "We'll need painters for the sets. We'll need helpers with
40 the lights and music. There will be a job for everyone."

51 The next day, the class read the play together. Luz
61 said, "I'm going to play the part of Henny Penny. That's
72 the most important part."

76 "No, I want to play that part," said Jade.

85 "I think I would be the best Henny Penny," chimed in
96 Stacy.

97 Before the talk could get out of hand, Mr. Webb spoke
108 up. "We have to be fair. We will have a try-out and I
122 will be the judge."

Name _____



126 Mr. Webb explained that children who wanted to act
135 in the play should practice the lines. Then Mr. Webb
145 would decide who was best for each part.

153 The class agreed that this was fair. They knew if they
164 all pulled together, they could put on a great play.

174 Luz made up her mind that she wanted to play Henny
185 Penny. She practiced her lines over and over. She knew
195 the lines by heart.

199 At the try-out, three children read the part of Henny
210 Penny. Other children tried out for the rest of the parts.
221 Mr. Webb clapped for each child. Then he said, "Luz,
231 you will play Henny Penny. Here is a list of the other
243 parts and jobs for all."

248 The class worked hard on their play. Everyone at
257 school said it was a big hit!

Name _____

A. Reread the passage and answer the questions.

1. What is Luz's point of view about who should play the part of Henny Penny?

2. What is Stacy's point of view about who should play the part of Henny Penny?

3. What is Mr. Webb's point of view about who should play the part of Henny Penny?

B. Work with a partner. Read the passage aloud.**Pay attention to how you use your voice to show feelings.****Stop after one minute. Fill out the chart.**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Read the selection.**Complete the Point of View chart.**

Character	Clue	Point of View

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using sentences of different lengths.

Draft Model

Jake had to do a project. It was for science. He and his friends worked together. It made the work go faster. They built a toy rocket ship. Soon they were done.

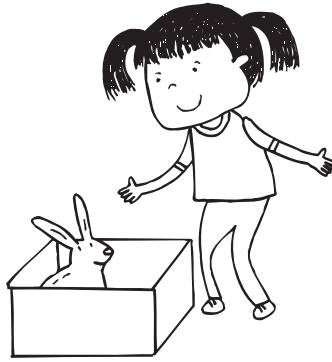
1. Which sentences could you make longer?
2. Which sentences could you combine?
3. How can you make the sentences flow from one to the next?

B. Now revise the draft by writing sentences of different lengths.

Name _____

Sharing the Class Pet

Marta's class has a pet rabbit. On Friday, everyone wants to take the rabbit home. Mrs. Jones writes the children's names on papers and mixes them up. She will pick a name to see who takes the rabbit home today.



Answer the questions about the text.

1. How do you know that this text is fiction?

2. What is the problem?

3. What is the solution?

Name _____

An **idiom** is a word or a phrase that has a different meaning than the real meaning of the words.

**Read each sentence. Look at the idiom in bold print.
Write the meaning of the idiom.**

1. Before the talk could **get out of hand**, Mr. Webb spoke up.

2. They knew if they all **pulled together**, they could put on a great play.

3. Luz **made up her mind** that she wanted to play Henny Penny.

4. She **knew the lines by heart**.

5. Everyone at school said **it was a big hit!**

Name _____

Reread “The Class Play.” Write about how the author used point of view. Use the words and picture to help you complete the sentences below.

1. At the beginning of the story, Luz’s point of view is that _____

_____.

2. One clue that the author gives is that Luz said, _____

_____.

3. Toward the end of the story, Luz’s point of view is that _____

_____.

4. One clue that the author gives is _____

_____.

5. Understanding Luz’s point of view helps me _____

_____.