

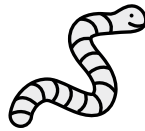
Name _____

The end sound you hear in **fur** can be spelled **er** as in **her**, **ir** as in **dirt**, **ur** as in **turn**, and **or** as in **word**.

A. Read the words. Listen for the sound at the end of fur. Circle the word that names the picture.

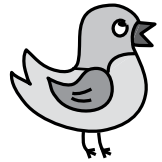
1. wide

worm



2. bed

bird



3. shirt

show



4. sun

surf



B. Use a word from the box to complete each sentence.

her

nurse

skirt

work

5. There is a _____ at my school.

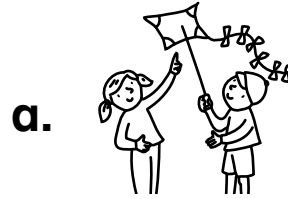
6. _____ hat is green.

7. I have a pretty blue _____.

Name _____

Draw a line to match the sentence to the picture it describes.

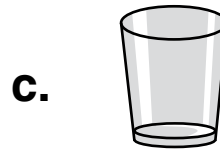
1. Can I have **another** cup of water?



2. My bag is **full** of food.



3. The boy will **climb** up the tree.



4. We walk **through** the door at school.



5. The **poor** girl is sick.



6. That kite is **great**.

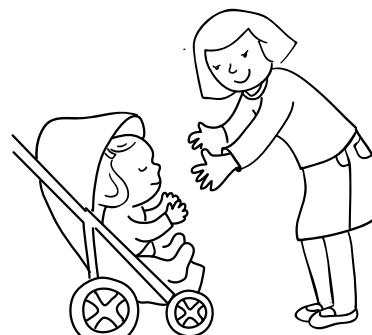


Name _____

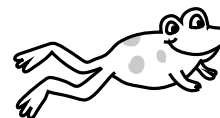
Leaped means to have jumped far.**Stretched** means to have extended a body part.**A. Use a word from the box to finish each sentence.**

leaped

stretched



1. Millie _____ her arms to her mom.



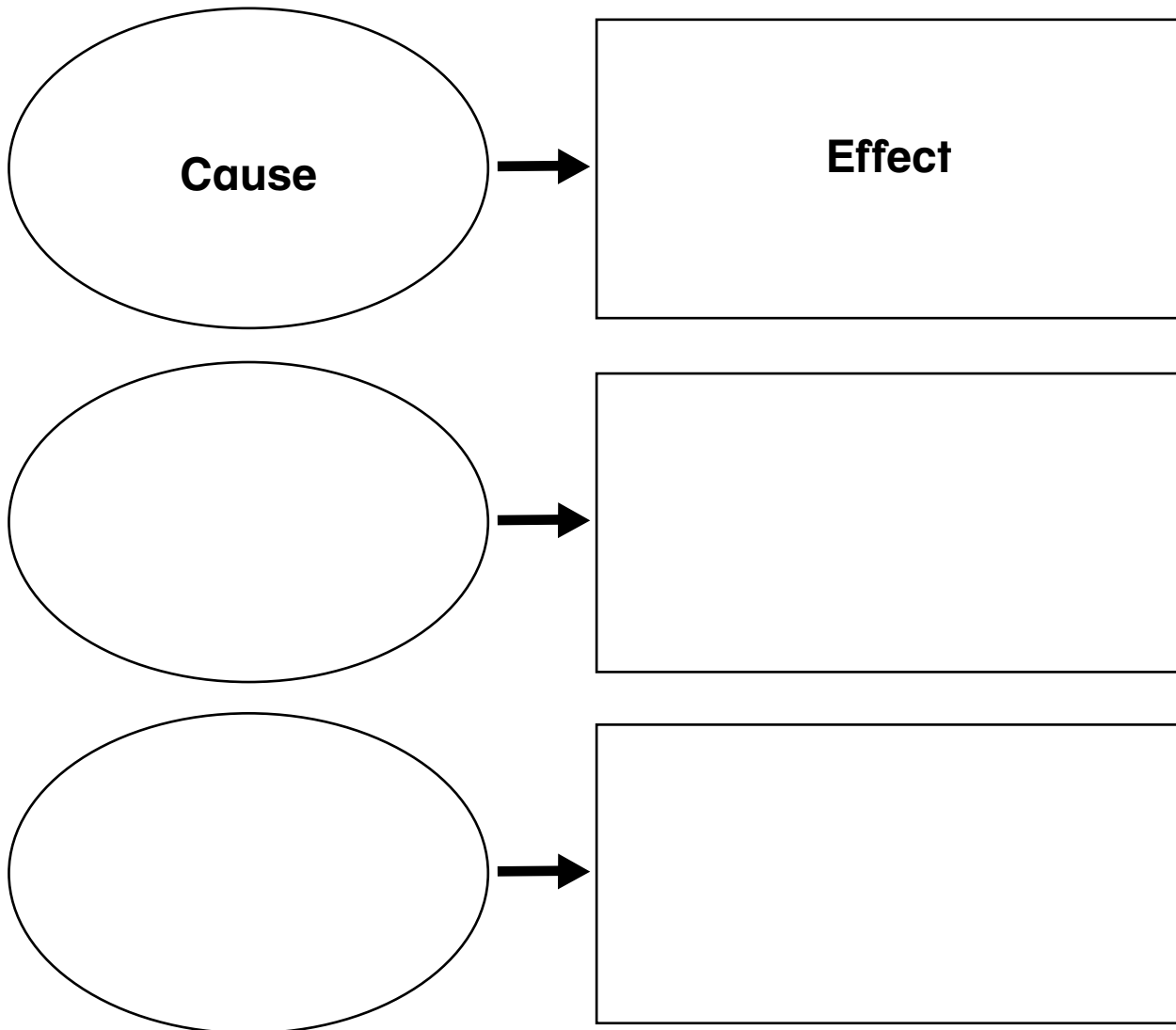
2. The frog _____ across the pond.

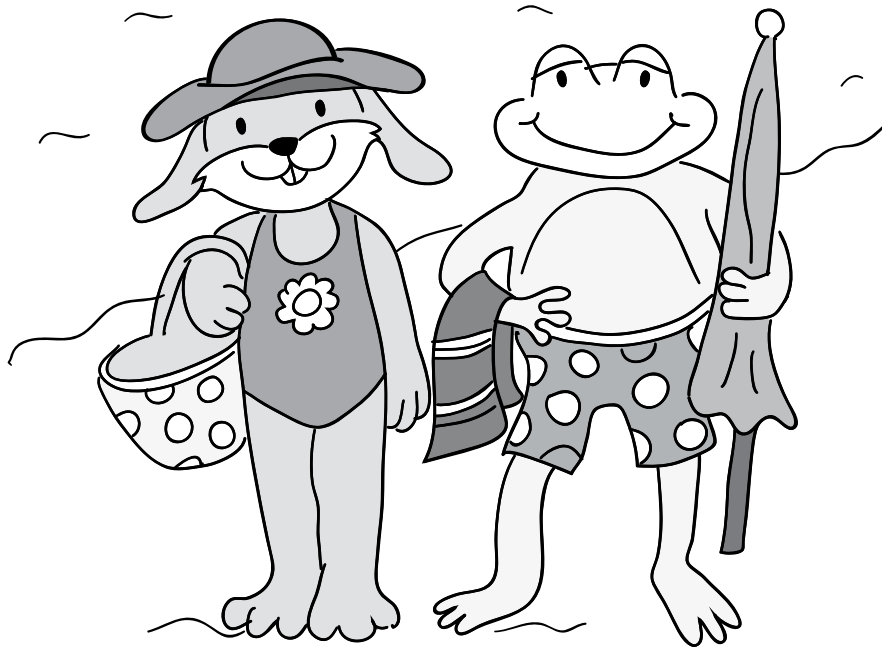
B. Write a sentence using a word from the box.**Draw a picture to go with your sentence.**

3.

Name _____

Fill in the Cause and Effect Chart. Use events from the story.

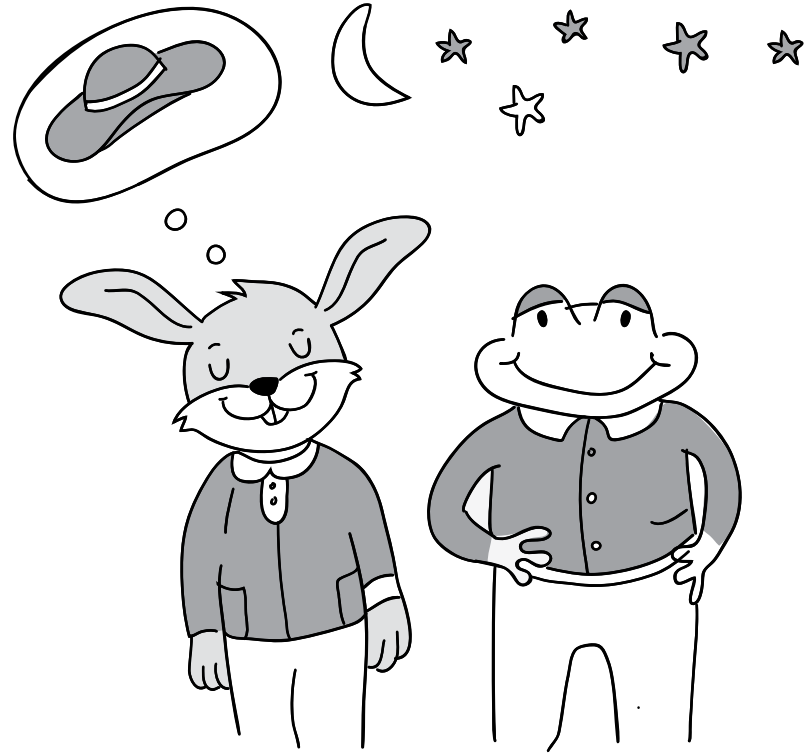




"That wishing star worked,"
said Bethy. She put on her hat.
"It's my turn next," said Freddy.
"Good!" said Bethy.

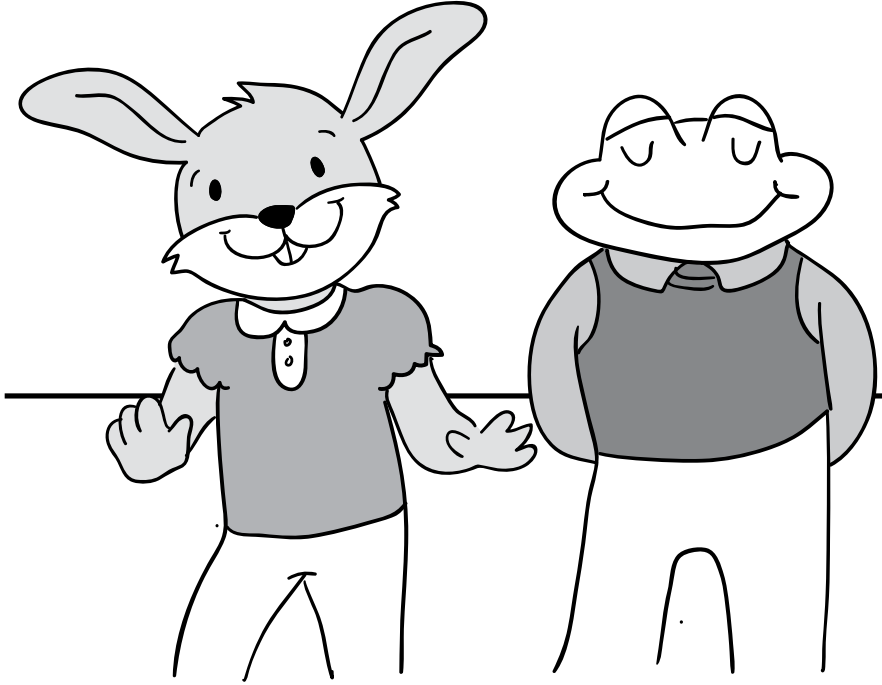
④

A Bunny Wish



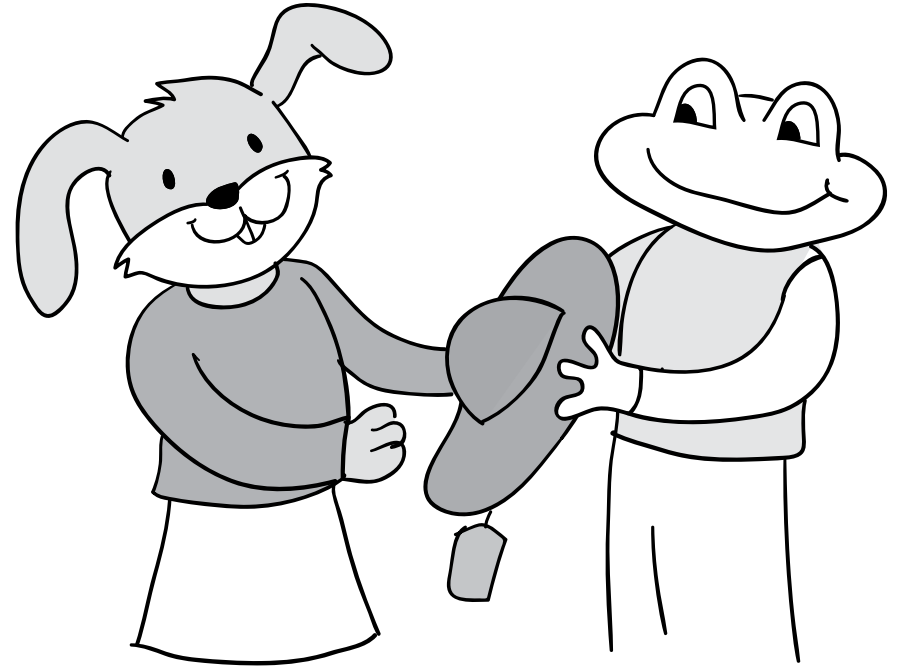
"There's a wishing star!" Bethy
Bunny said to Freddy Frog. "I
wish for a sunhat!"
They were going to the beach
the next day.

①



"I think you will get your wish,"
said Freddy Frog.
"I think I will, too," said Bethy.

②



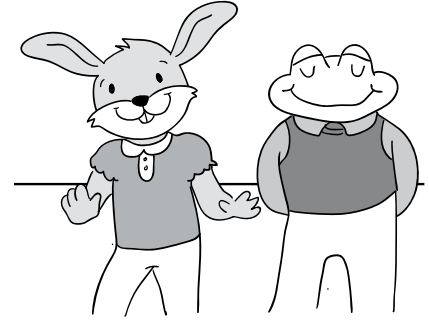
The next day Freddy brought
Bethy a sun hat.
"Oh, my wish came true!"
exclaimed Bethy.

③

Name _____

A. Reread “A Bunny Wish.” Follow the directions.

1. What causes Bethy to make a wish?



2. Write the word that tells you what Bethy wishes for.

3. What effect does Bethy’s wish have?

4. What causes Bethy to want a sunhat?

**B. Work with a partner. Read the passage aloud.
 Pay attention to intonation. Stop after one minute.
 Fill out the chart.**

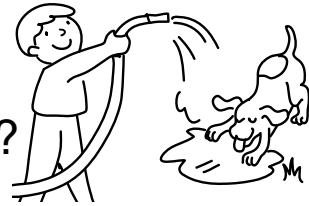
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Shades of meaning are small differences in meaning between similar words.

Read the sentences. Then choose the best word in bold to answer the question.

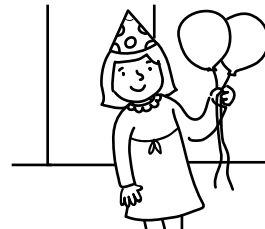
1. Max is very wet. Is Max **soaked** or **damp**?



2. Tess is giving the dog some food.
Is Tess **pouring** or **spilling** the food?



3. Kate thinks the party is great.
Does Kate think the party is **good** or **wonderful**?



Name _____

Circle the word that completes the sentence.
Then write the word.

1. The _____ is in the nest.

bag bird

2. The bird will eat the _____.

wave worm

3. Nan _____ her foot.

hut hurt

4. I won _____ place!

first fish

5. He gave a gift to _____.

her harp

Name _____

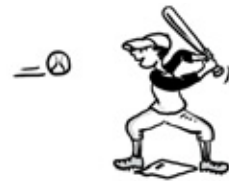
Adding **-er** to an action word changes the word to a naming word.

teach + **er** = **teacher**
a person who teaches

work + **er** = **worker**
a person who works

A. Add -er to the action word to make a naming word. Write the new word.

1. play + er = _____



2. help + er = _____



3. paint + er = _____



4. surf + er = _____



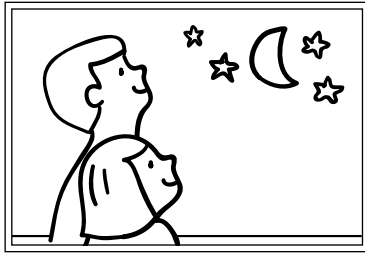
B. Write your own sentence. Use a naming word you wrote above.

5. _____

Name _____

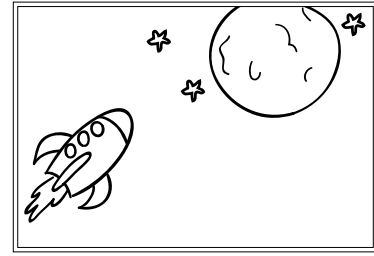
Captions are short descriptions that tell more about a photograph or picture.

Circle the caption that tells about the picture.



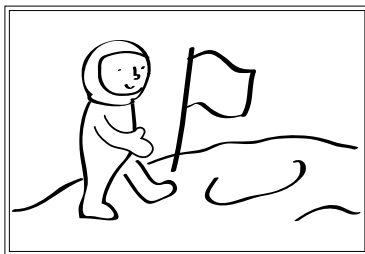
1. Dad and Jess look at the moon.

Dad and Jess read about the moon.



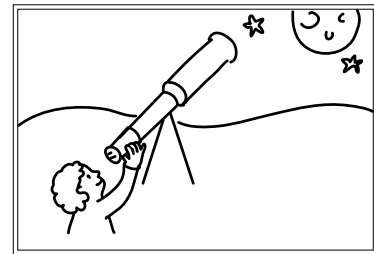
2. The spaceship is near the moon.

The spaceship landed.



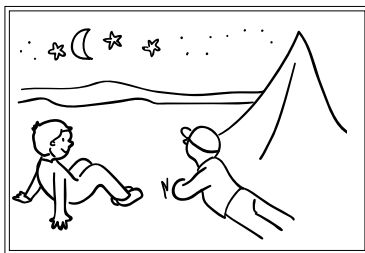
3. He is on the spaceship.

He is on the moon.



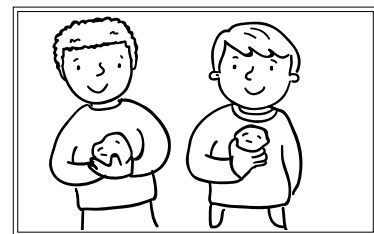
4. Dan looks at the moon.

Dan looks at a map.



5. They like to read.

They gaze at the stars.



6. They have moon rocks.

They look up at the moon.

Name _____

A **cause** is what makes something happen in a story.
An **effect** is the event that happens.

Reread “A Bunny Wish.” Think about how the author used cause and effect. Use the words and the pictures to answer the questions.

1. What causes Bunny to make a wish?

2. What causes Bunny to wish for a sunhat?

3. What is the effect of Bunny’s wishing for a sunhat?

Name _____

The letters or, ore, and oar make the sounds you hear in for, more, and board.

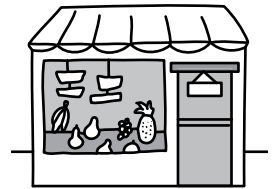
Circle the word that answers the riddle. Then underline the letters that spell the or sounds as in for, more, or board.

1. You need to buy things.

Where do you go?

store

star

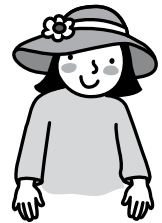


2. I put on my hat.

What did I do?

give

wore



3. There is rain and wind!

What is it?

storm

steam



4. We go out and see new things.

What do we do?

explore

bore

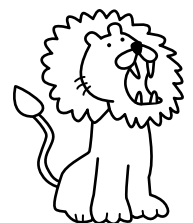


5. Leo spoke!

What did Leo do?

fetch

roar



Name _____

Use a word from the box to complete each sentence.

began better guess learn right sure

1. Can you _____ what is in the box?

2. I am _____ I will do well on my test.

3. Mom _____ to cut the cake.

4. We will _____ how to plant a tree.

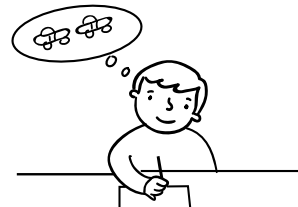
5. I like this book _____ than that one.

6. This is the _____ way to ride a bike.

Name _____

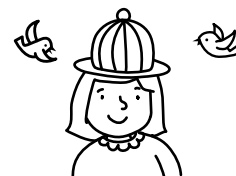
An **idea** is a picture you see in your head.

I have a good idea for a story.



Something that is **unusual** is not common.

What an unusual hat you have!



Write idea or unusual to complete each sentence.

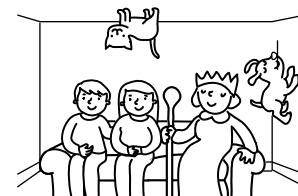


1. Dan has an _____ for fixing the vase.

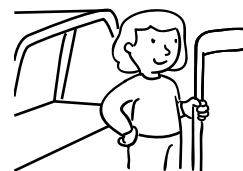
2. That is an _____ house.



3. It was a very _____ day.



4. I have an _____ for a
game we can play.



Name _____

Fill in the Problem and Solution Chart. Use words from the story.

Problem

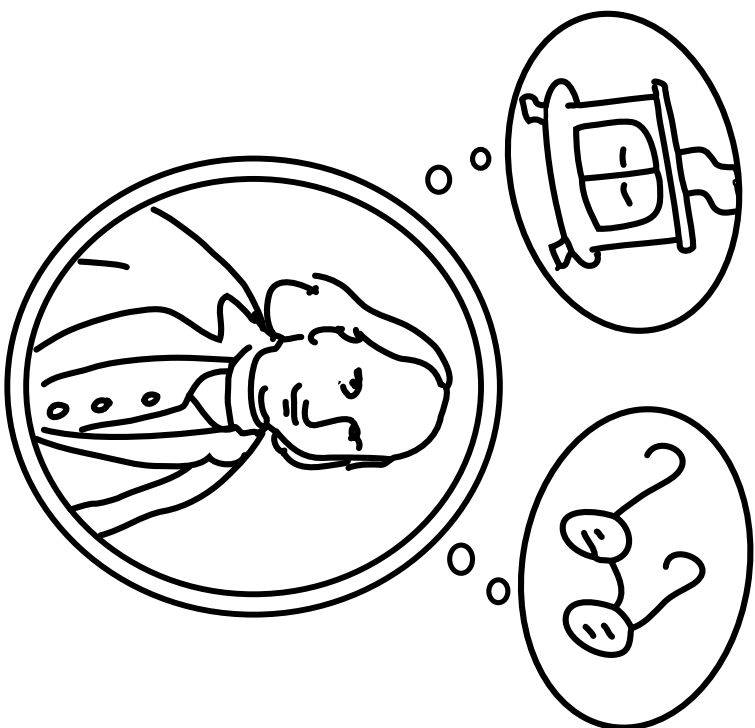


Steps to Solution



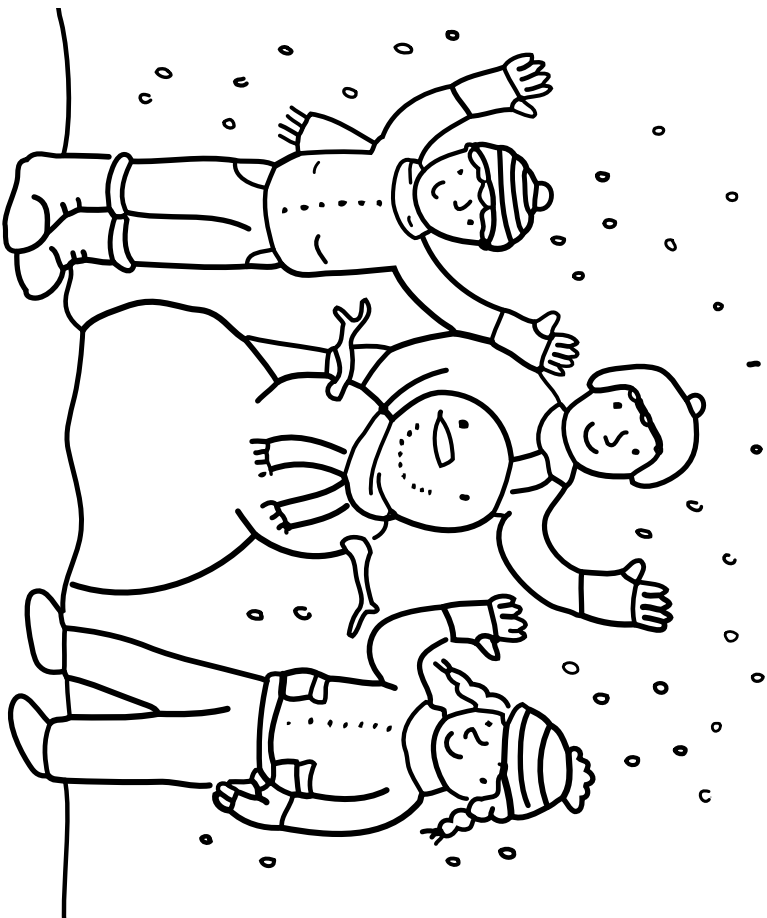
Solution

Good Ideas



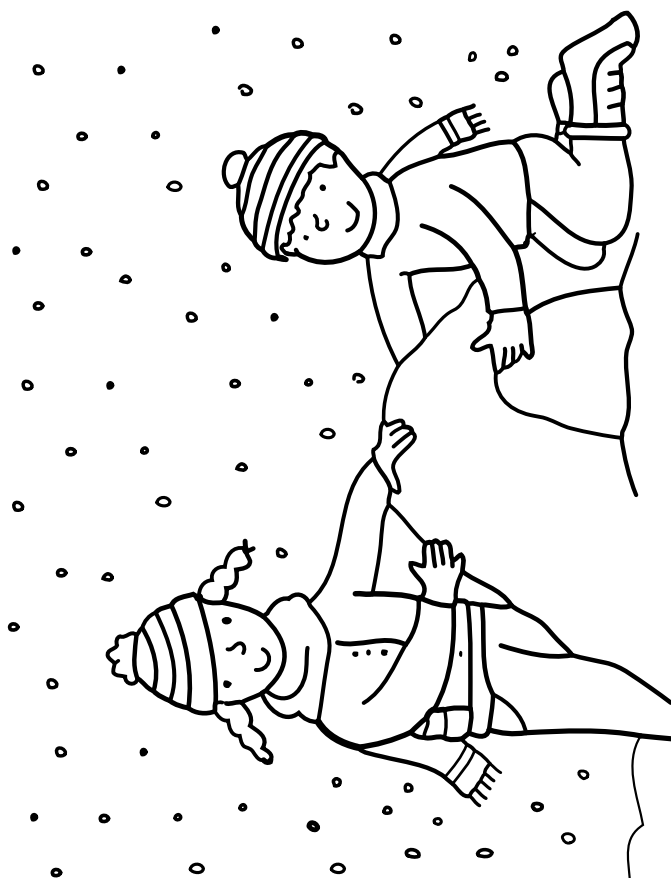
Anyone can invent! Ben Franklin invented a stove and glasses. But even kids can invent. Here is one true story.

①



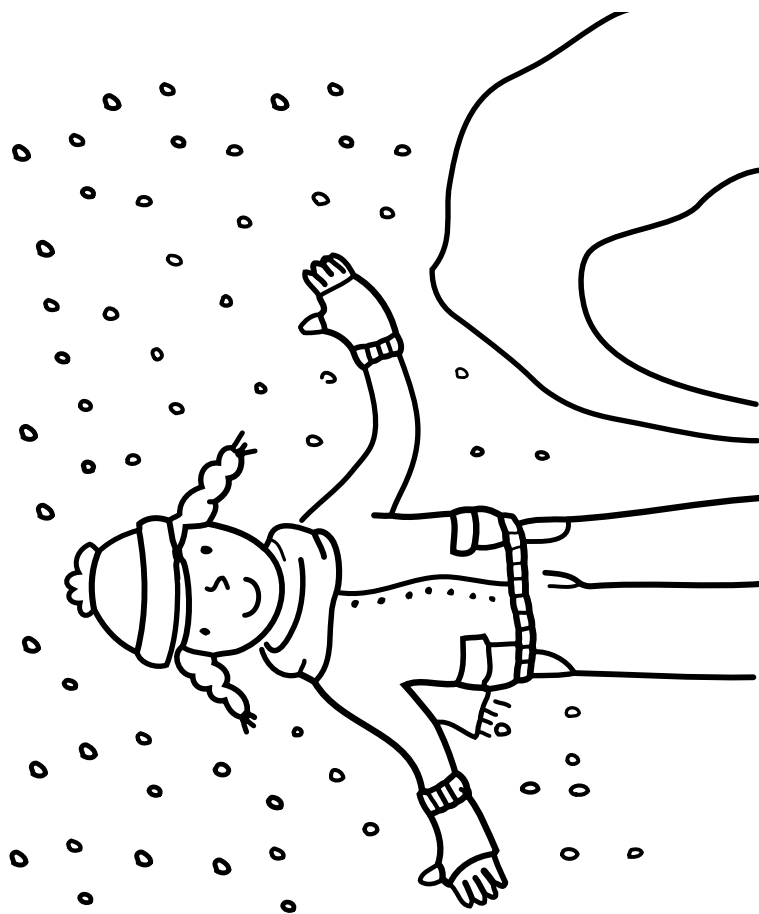
KK made some changes. The cuff worked much better than before. Soon lots of people wore her cuff. KK's idea was a hit!

④



KK liked winter. She liked to play outside. But her hands got so cold in the snow. She wanted to spend more time in the snow.

②



KK had a good idea. She made a fleece cuff. But it did not work too well. It still let snow in.

③

Name _____

Reread “Good Ideas.” Then write “problem” or “solution” next to each sentence.

1. KK’s hands get cold in the winter.

2. KK made a cuff.



3. The cuff did not work well.

4. KK made a better cuff.

B. Work with a partner. Read the passage aloud. Pay attention to appropriate phrasing. Stop after one minute. Fill out the chart.

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

Name _____

A **prefix** is a word part added to the beginning of a word. A prefix changes the meaning of the word.

The prefix **re-** means “again”: **re** + read = **reread**

Reread means “to read again.”

The prefix **un-** means “not”: **un** + real = **unreal**

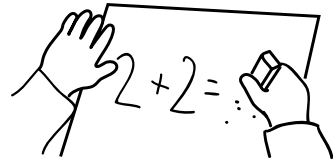
Unreal means “not real.”

A. Add the prefix to the word. Write the new word on the line. Then match the new word to a picture.

1. re + write = _____



2. un + tied = _____



B. Add re- or un- to a word in the box to make a new word. Write a sentence for each new word.

sure

send

3. _____

4. _____

Name _____

Use the words in the box to complete the sentences.

chore

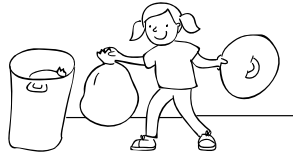
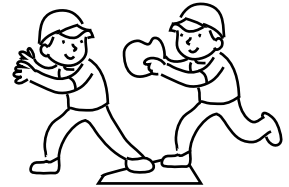
porch

sport

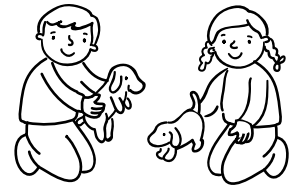
roar

adore

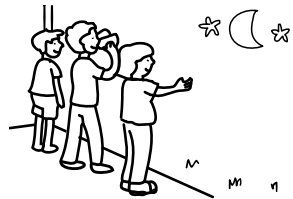
1. Baseball is a fun _____.



2. Taking out the trash is my _____.

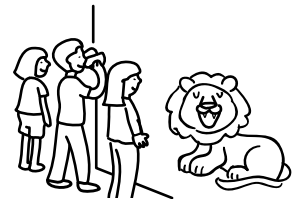


3. Max and Bev _____ puppies.



4. We meet on the _____ every night.

5. Did you hear the lion _____?



Name _____

An **abbreviation** is a short way of writing a word.
Most abbreviations end with a period.

Saturday → Sat.

September → Sept.

Write the abbreviation for each word. Remember to use a period.

1. Monday

2. February

3. August

4. Road

5. Thursday

6. March

7. November

8. October

9. Doctor

10. January

Name _____

In poems, some words that are close together all start with the same sound. This is called **alliteration**.

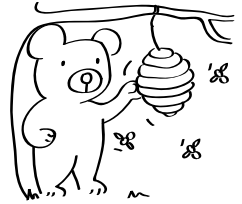
Sailor Sally sails across the sea.

Sometimes the words sound like what they tell about.

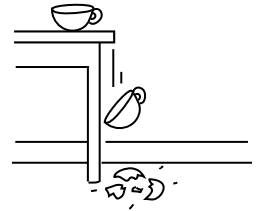
The whishing wind wheezed and whistled.

A. Read the sentences out loud. Circle words that begin with the same sound.

1. The bees buzz at the big brown bear.



2. Clang! Clatter! Cups crash and shatter.



B. Say the words. Circle words that start with the same sound. Then use them to make a sentence.

3. cats dot can back catch

4. hid dogs dig good down

Name _____

A. Reread “Good Ideas.” Think about how the author used Problem and Solution. Write “problem” or “solution” to complete the sentence.

1. On page 2, the author tells about a

KK has.



2. On page 3 , the author tells us about KK’s



B. Complete each sentence with details from the story.


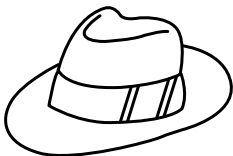

3. KK’s problem is that

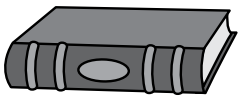


4. KK solved her problem by


Name _____

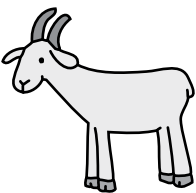


The letters **ou** and **ow** stand for the sounds you hear in the middle of **mouth** and **town**.


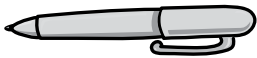

Circle the picture whose name has the same sounds you hear in the middle of town. Write ou or ow to complete the word that names the picture.

1.    h _____ se

2.    cr _____ n

3.     br _____

4.    m _____ se

5.    cl _____ n

Name _____

Match each sentence to a picture.

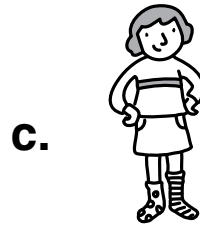
1. Her socks are not the same **color**.



2. There is **nothing** left to eat.



3. It is too **early** to wake up.



4. He **thought** it might rain.



5. **Oh**, no! The dog is digging up the garden!

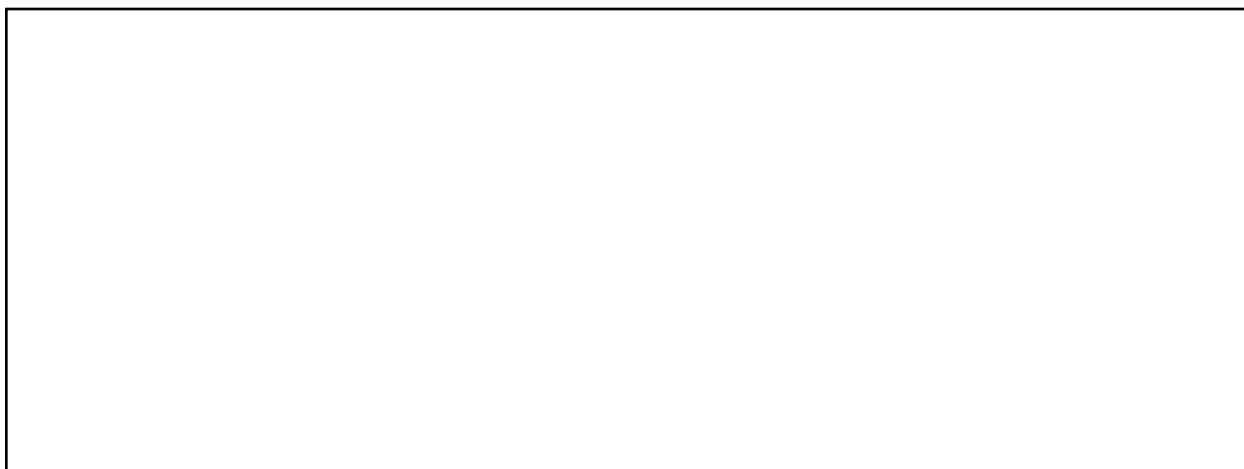


6. I want this hat **instead**.



Name _____

**A. Write a sentence that uses the word scrambled.
Then draw a picture to go with your sentence.**



**B. Write a sentence that uses the word suddenly.
Then draw a picture to go with your sentence.**



Name _____

Fill in the Problem and Solution Chart. Use words from the story.

Problem



Steps to Solution



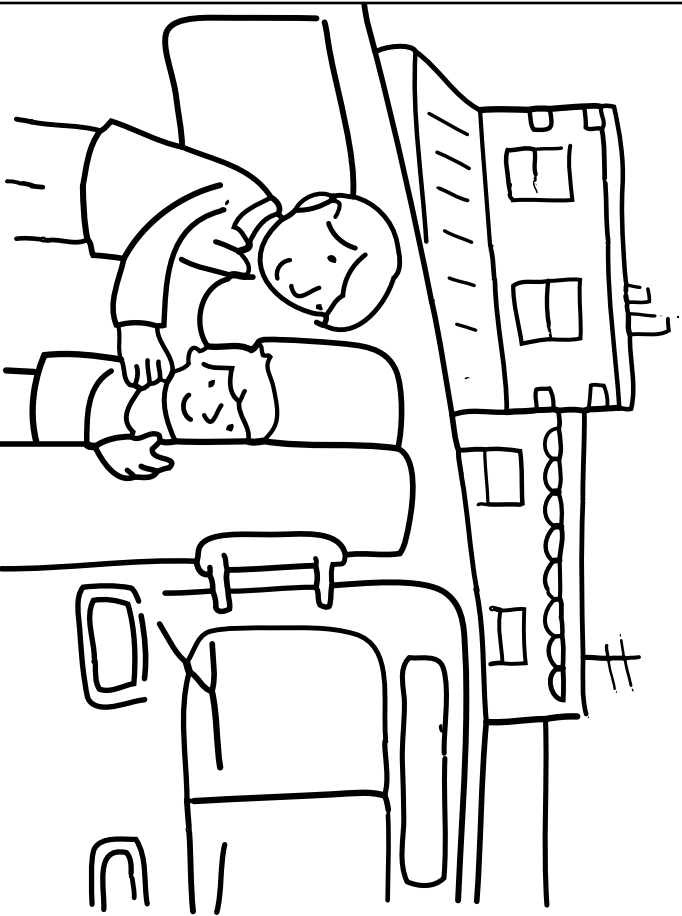
Solution

Dad's Game



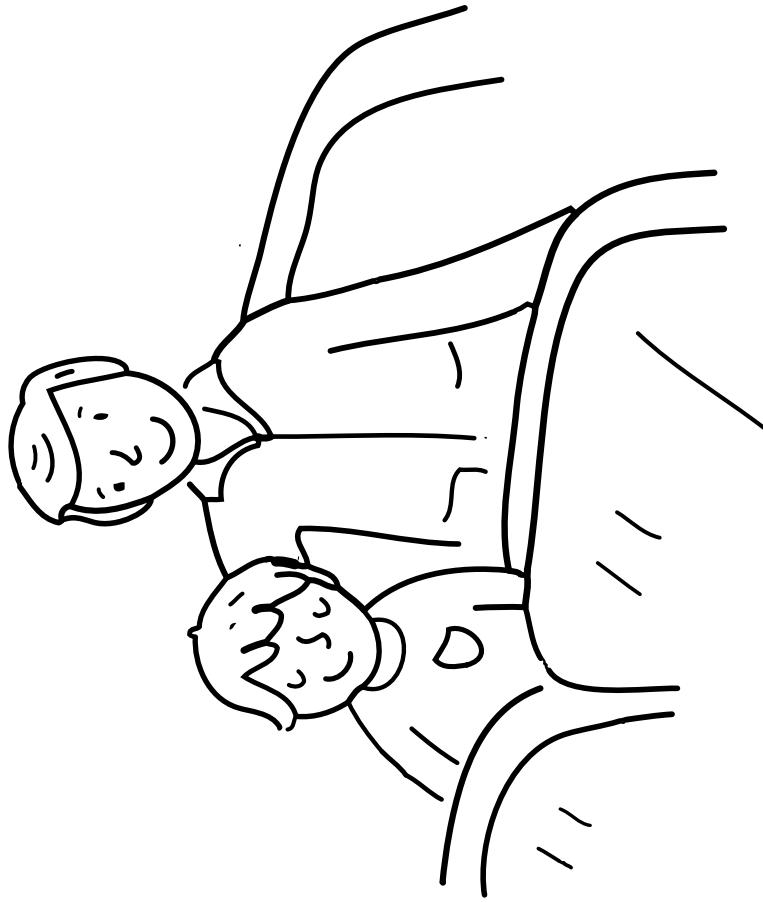
They played some more.
Then Dad said, "You can look now.
We are back at our brown house."
"That wasn't boring at all!" said
Howie.

④



Howie and Dad have a long
ride home.
"I do not like the bus ride," said
Howie.
"It is so boring."

①



“We can play a game,” Dad said. “Don’t look and guess where we are. I will give clues.” Howie didn’t look.

②



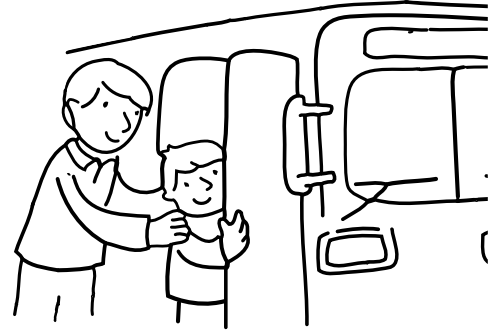
“I see swings and a slide,” said Dad. “Where are we now?” “It’s the town park. Wow!” shouted Howie.

③

Name _____

A. Reread “Dad’s Game.” Then write “problem,” “step to a solution,” or “solution” below each sentence.

1. Howie and Dad have a long ride home.



2. Dad says, “We can play a game.”

3. “We are back at our brown house,” said Dad.

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

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

Name _____

A **suffix** is a word part added to the end of a word to make a new word.

The suffix **-or** means “a person who.”

The suffix **-ful** means “full of.”

The suffix **-less** means “without.”

The suffix **-ly** means “in a way that is.”

Read each sentence. Use the meaning of -or, -full, -less, or -ly as a clue to the meaning of the bold word. Match the sentence with the word’s meaning.

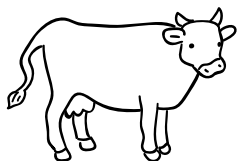
- | | |
|---|-------------------------|
| 1. The new puppy is playful . | in a way
that’s bold |
| 2. Dad is a good sailor . | a person
who visits |
| 3. The glass of water is colorless . | full of play |
| 4. Please be careful on the slide. | a person
who sails |
| 5. The hero sang boldly . | without color |
| 6. There is a visitor at the door. | full of care |

Name _____

Write the name of each picture. Then write a word from the box that rhymes with it.

growl grouch mouse plow south frown

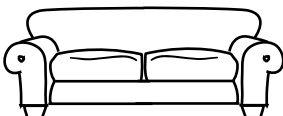
1.



2.



3.



4.



5.



6.



Name _____

Use the ending **-er** to compare two things:I am a **fast** runner. Min is **faster** than I am.Use the ending **-est** to compare three or more things:I am a **fast** runner. Min is **faster** than I am.Pam is the **fastest** runner of all.**Add the ending -er or -est to the word in parentheses to complete the sentence.**_____

1. This box is _____ than that one. (light)

2. Sam has the _____ desk in all of the class. (neat)

3. I am the _____ girl in my family. (old)

4. My dad is _____ than my mom. (short)

-----5. The sun is much _____
than the moon. (bright)

Name _____

Directions tell you how to make or do something. A set of directions has two parts. The first part is a list of the materials you need. The second part tells the steps you need to follow.

A. Circle two materials that you need to make what is shown in each picture.

1. bread

nails

jam



2. stove

brushes

paints



3. sticks

snow

milk



B. The steps to make toast are not in the right order. Number the steps to put them in order.

Spread the toast with jam or butter.

Get two slices of bread.

Put the bread in the toaster.

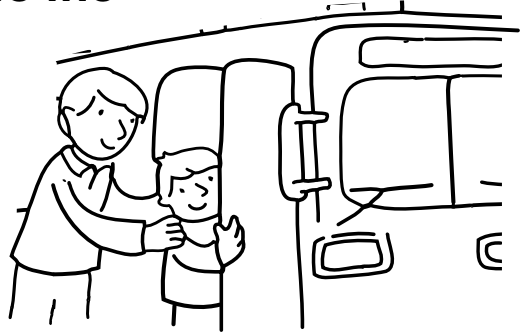
Wait for the bread to get brown.

Name _____

A. Reread “Dad’s Game.” Think about how the author used Problem and Solution. Use the word “problem” or “solution” to complete the sentence.

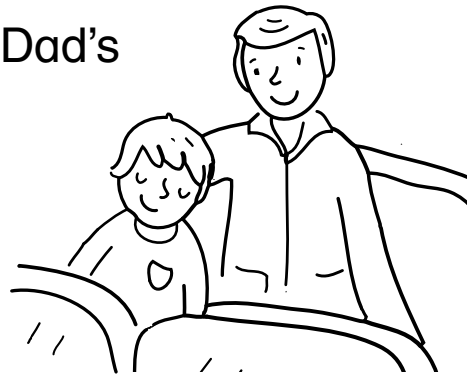
1. On page 1, the author tells about a

 _____ Howie has.



2. On page 2, the author tells us about Dad’s

 _____.



B. Use clues the author gives to answer the questions.

3. What is Howie’s problem?

4. How is Howie’s problem solved?

5. How does the solution help?

Name _____

The letters **oi** and **oy** can stand for the sound you hear in the middle of **noise** and at the end of **joy**.

Use the words in the box to complete each sentence. Write the word on the line.

enjoys boil Roy toy point coin

1. My name is _____.



2. This _____ is a dime.



3. She _____ painting.



4. This is the baby's _____.



5. The water will _____.



6. That _____ is sharp!



Name _____

Write the word that completes each sentence.

above build fall knew money toward

1. They are walking _____ the bus.



2. I save my _____ in a bank.



3. The rain is going to _____!



4. We _____ how to fix it.



5. They will _____ something.



6. I see stars _____ me.



Name _____

balance: A thing can **balance** if it can stay in one place without falling.

section: A **section** is a small part of something bigger.

Write a vocabulary word from the box to finish each sentence.

balance

section

1. That _____ of the sky
has too many stars to count!



2. Can Mike _____ all
those books?



3. Kate can _____ on
the tree branch.

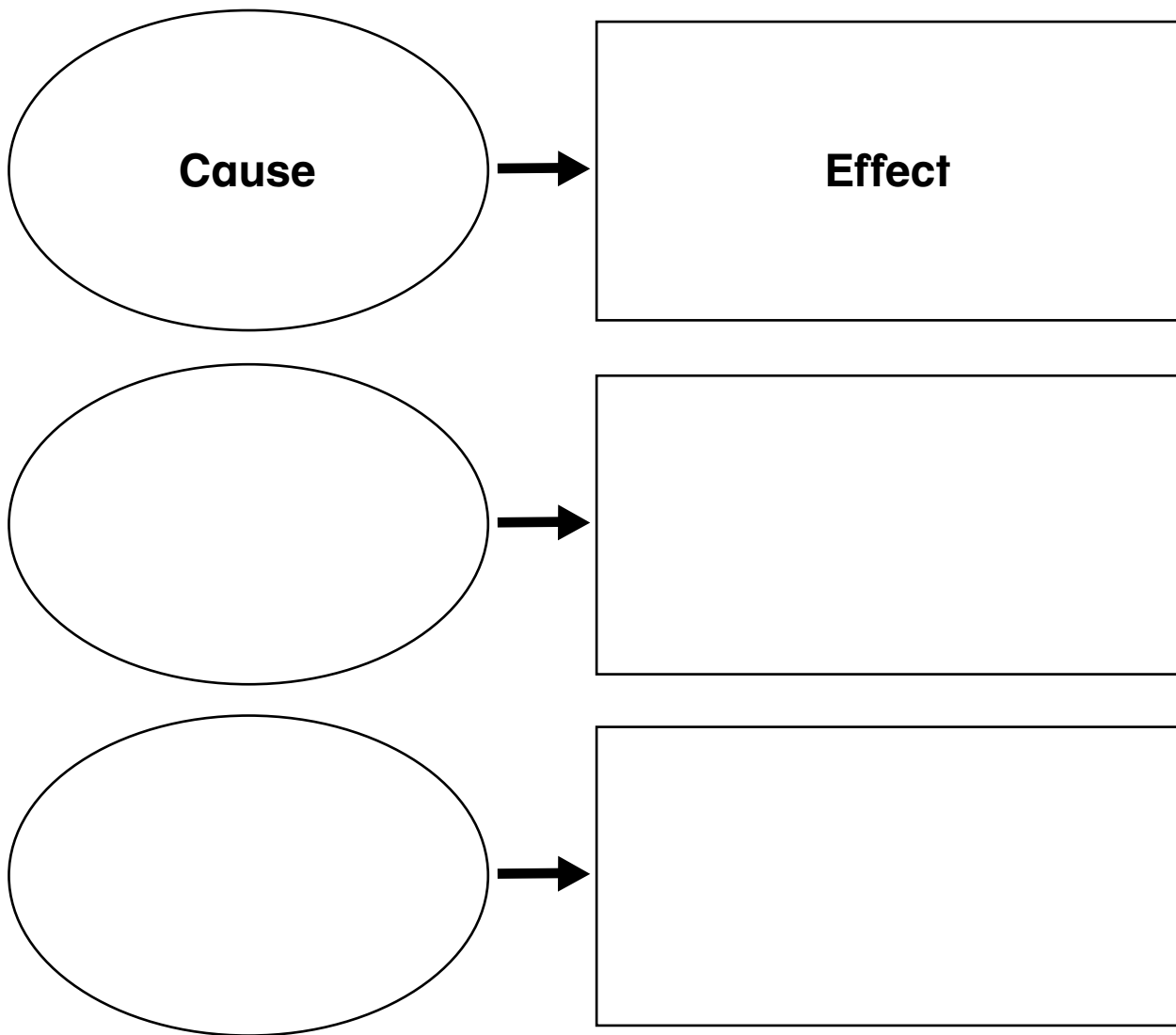


4. Let's dig in just this one _____
of the beach.



Name _____

Fill in the Cause and Effect Chart. Use words from the story.

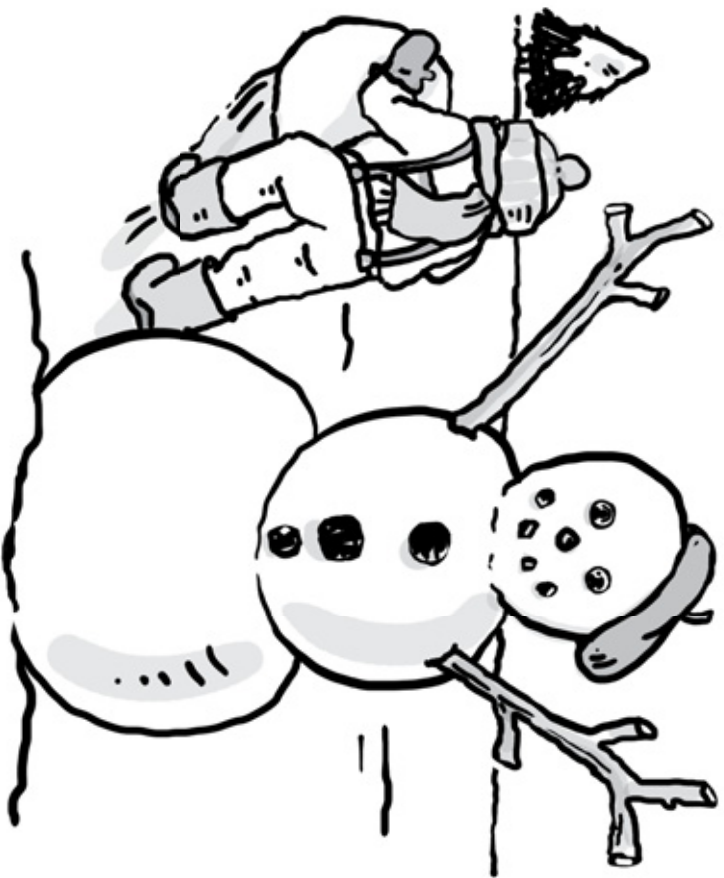


How to Build a Snowman



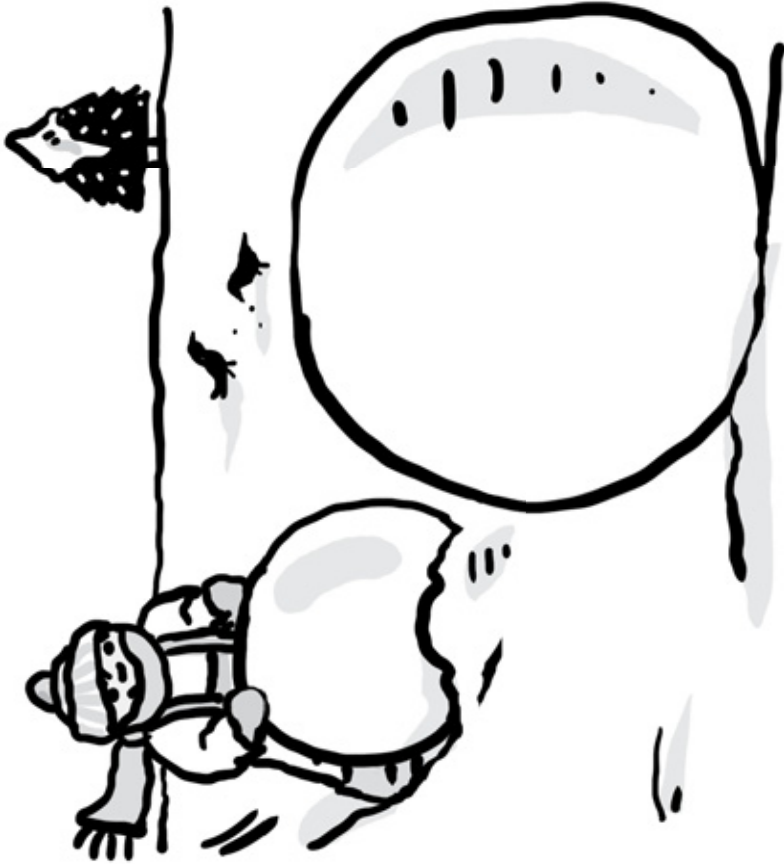
Look! Do you see wet, heavy snow fall from above? That means fun. You can build a snowman!

①



Next, make a head. Use stones or coins to make a face. Stick in branches for arms. Give him a hat and a pointy nose. Enjoy!

④



First, roll some snow into a ball.
It will get big and round. Next,
roll a smaller snowball.

②



It is wet and heavy. What do
you do next? Hoist it on top.
Now, your snowman has a
body.

③

Name _____

A. Reread “How to Build a Snowman.” Then read each cause. Choose the sentence below the cause that tells the effect. Circle it.

1. The snow falls.

Branches can be the arms.

You can build a snowman.

2. Roll some snow in a ball.

Snow falls from above.

It will get big and round.



3. Use stones or coins.

You can make arms.

You can make a face.

B. Work with a partner. Read the passage aloud. Pay attention to intonation and phrasing. Stop after one minute. Fill out the chart.

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

Name _____

An action word with the ending **-ed** means the action happened in the past.

An action word with the ending **-ing** means the action is happening now.

If you see a new word, look for the ending **-ed** or **-ing** and a root word. Use the meanings of the word parts to figure out the meaning of the new word.

A. Underline the ending. Circle the root word.

1. jumping



2. packed



3. pointing



4. cleaned





B. Write a sentence using a word above.


5. _____


Name _____


Write oi or oy to complete each word. Then write the word.

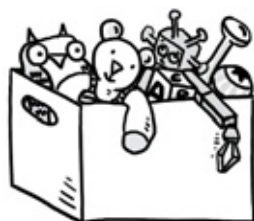
1.  c o w b _____

2.  p _____ n t _____

3.  b _____ l _____

4.  j _____

5.  c _____ n _____

6.  t _____ s _____

Name _____

Many two-syllable words end with a **consonant + le**.
 The consonant + le always stay together in the last syllable.

tum/**ble** = tumble sim/**ple** = simple
 puz/**zle** = puzzle

**Read the word. Draw a line between the syllables
 in each word. Write the two syllables.**

- _____
-
1. handle _____
- _____
-
2. crumble _____
- _____
-
3. title _____
- _____
-
4. bubble _____
- _____
-
5. turtle _____
- _____
-
6. sample _____
- _____
-

Name _____

Captions give readers more information about a photo or picture.

Circle the caption that tells about the picture.

1.



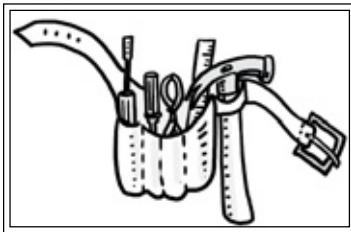
This is Newtown Bridge.
This is Newtown School.

2.



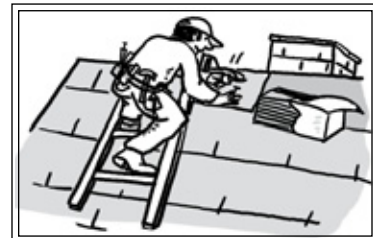
They are building a house.
They are building a park.

3.



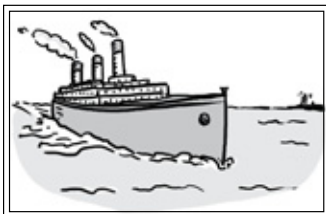
This hard hat keeps them safe.
This tool belt helps them carry tools.

4.



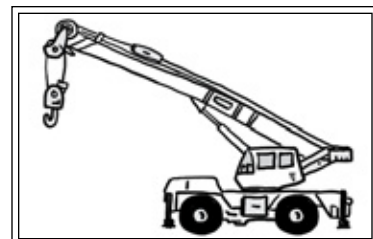
He is building a porch.
He is putting on a roof.

5.



The ship will travel far.
The bus takes you home.

6.



This small car goes fast.
This tall crane lifts things.

Name _____

Reread “How to Build a Snowman.” Think about how the author uses cause and effect to explain the information.

1. To make a snowman, the snow needs to be

2. What causes the snow to get big and round?

3. What is the effect of hoisting the snowball on top?

4. What is the effect of using stones or coins?
