

AMERICAN EDUCATION PUBLISHING™

GRADE

1



TOTAL READING

Step-by-Step Instructions

Letters and Sounds

Reading Comprehension

Grammar Skills

Test Practice

Answer Key

INCLUDES

Stickers, Book-Making
Activity, and Poster

O

U

E

I

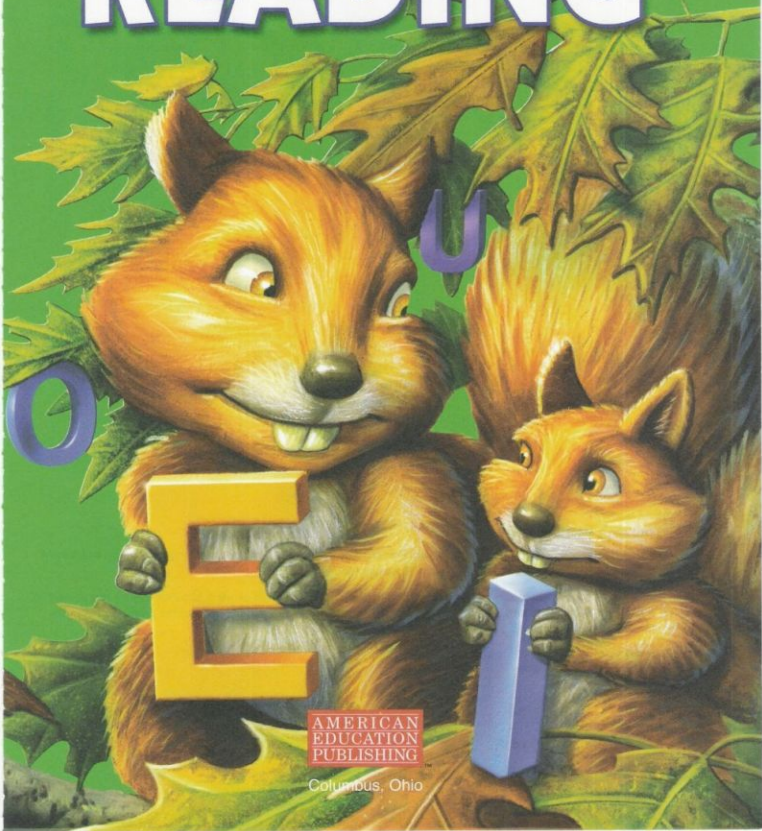
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GRADE

1

TOTAL READING



AMERICAN
EDUCATION
PUBLISHING

Columbus, Ohio

READING



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Table of Contents

Letters and Sounds

Writing the Alphabet5
Consonant Sounds8
Vowel Sounds .....	.54
Consonant Blends .....	.93

Reading Comprehension

Picture Clues .....	.108
Following Directions .....	.112
Classifying .....	.120
Same and Different .....	.131
Sequencing .....	.135
Comprehension .....	.142
Predicting .....	.150
Making Inferences .....	.154
Critical Thinking .....	.159
Main Idea .....	.163
Context Clues .....	.168
Cause and Effect .....	.172
Reality or Fantasy .....	.175



Fact or Opinion	179
-----------------------	-----

Grammar Skills

Nouns	182
Verbs	188
Review	192
Words That Describe	195
Synonyms	200
Antonyms	203
Multiple Meanings	206
Homonyms	209
Compound Words	213
Plurals	222
Sentences	229
Questions	240
Exclamations	245
Word Order	247

Dictionary Skills

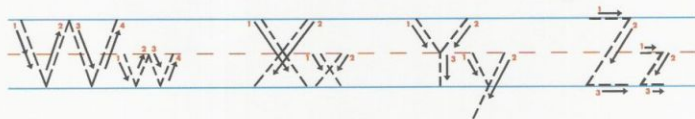
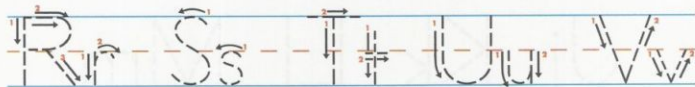
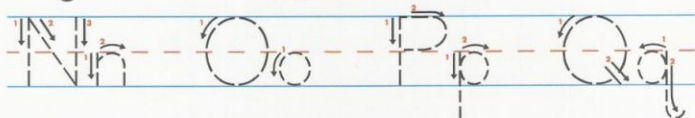
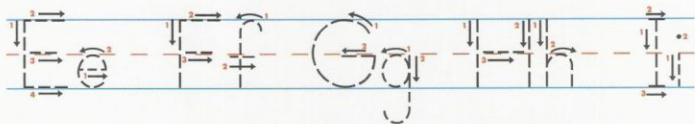
ABC Order	251
Test Practice	253
Answer Key	311



Name _____

Writing the Alphabet

Directions: Trace the alphabet. Use the numbers on the arrows as you trace.





Name _____

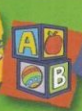
Writing the Alphabet

Directions: Trace the letters **Aa-Mm**. Then, practice writing them on the lines below.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm



Name _____

Writing the Alphabet

Directions: Trace the letters **Nn-Zz**. Then, practice writing them on the lines below.

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz



Name _____

Write and Hear Mm

M and m are letter partners.

Map begins with the sound of Mm.

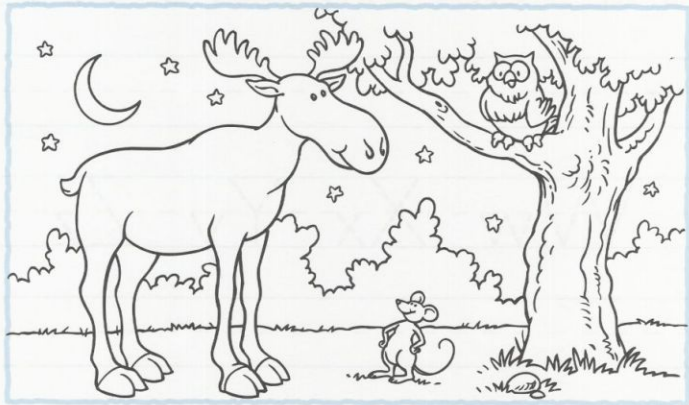


Directions: Trace the letter. Write it on the line.

M

m

Directions: Color the pictures whose names begin with the sound of m.





Name _____

Write and Hear Ss

S and s are letter partners.

Sock begins with the sound of Ss.



Directions: Trace the letter. Write it on the line.

S

s

Directions: Circle the socks with pictures whose names begin with the sound of s.





Name _____

Write and Hear Tt

T and t are letter partners.

Tiger begins with the sound of Tt.



Directions: Trace the letter. Write it on the line.



Directions: Color the pictures whose names begin with the sound of t.





Name _____

Write and Hear Hh

H and h are letter partners.

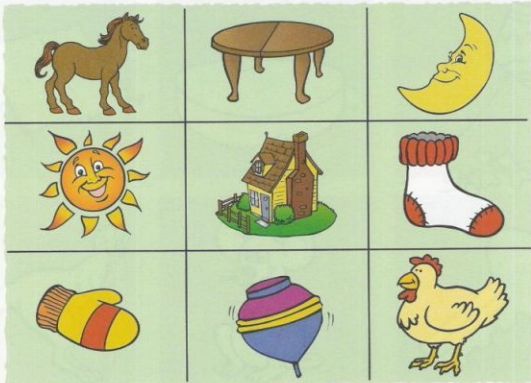
Hat begins with the sound of Hh.



Directions: Trace the letter. Write it on the line.



Directions: Play Tic-Tac-Toe. Find three pictures in a row whose names begin with the sound of **h**. Draw a line through them.





Name _____

Write and Hear Kk

K and k are letter partners.

Kitten begins with the sound of Kk.

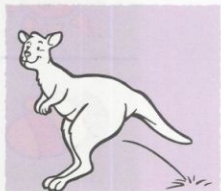
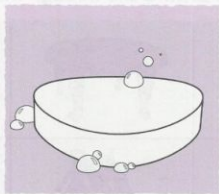


Directions: Trace the letter. Write it on the line.

K

k

Directions: Color the pictures whose names begin with the sound of k.





Name _____

Write and Hear Bb

B and **b** are letter partners.

Ball begins with the sound of **Bb**.



Directions: Trace the letter. Write it on the line.

B

b

Directions: Color the bow if the name of the picture on the box begins with the sound of **b**.





Name _____

Write and Hear Ff

F and f are letter partners.

Fox begins with the sound of Ff.

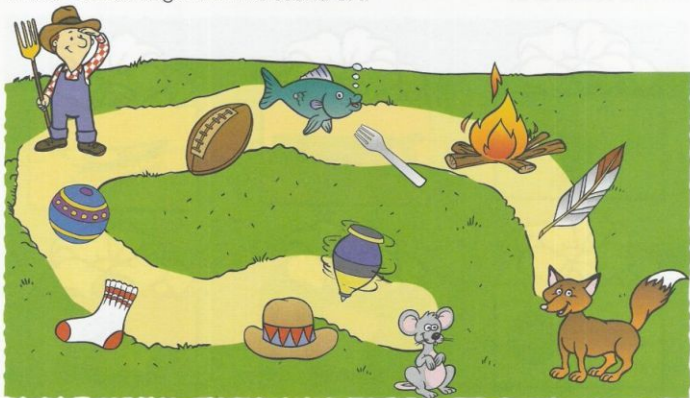


Directions: Trace the letter. Write it on the line.

F

f

Directions: Help the farmer find the fox. Draw a line through the pictures whose names begin with the sound of f.



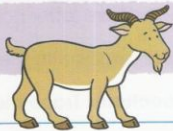


Name _____

Write and Hear Gg

G and **g** are letter partners.

Goat begins with the sound of **Gg**.

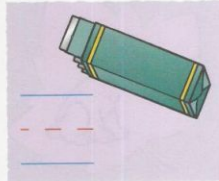
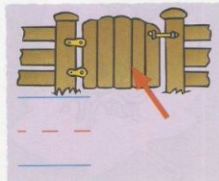
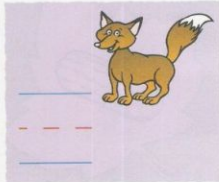
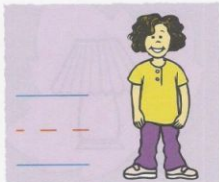


Directions: Trace the letter. Write it on the line.

G

g

Directions: Write **g** if the name of the picture begins with the sound of **g**.





Name _____

Write and Hear LI

L and I are letter partners.

Leaf begins with the sound of LI.

Directions: Trace the letter. Write it on the line.



Directions: Color the leaves with pictures whose names begin with the sound of I.





Name _____

Write and Hear Nn

N and **n** are letter partners.

Nest begins with the sound of **Nn**.

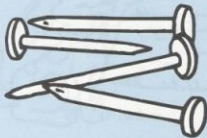


Directions: Trace the letter. Write it on the line.

N

n

Directions: Color the pictures whose names begin with the sound of **n**.





Name _____

Write and Hear Dd

D and d are letter partners.

Desk begins with the sound of Dd.

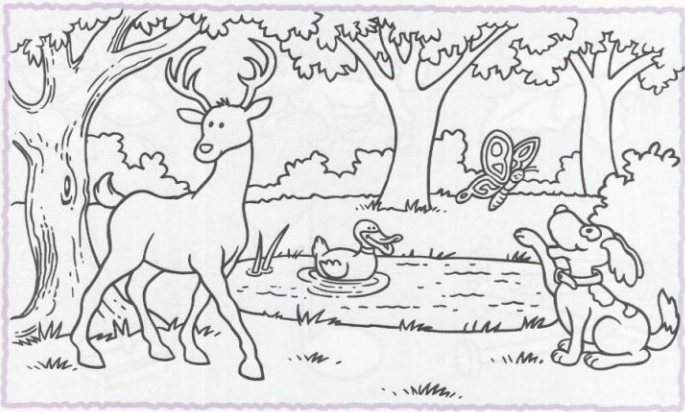


Directions: Trace the letter. Write it on the line.

D

d

Directions: Color the pictures whose names begin with the sound of d.





Name _____

Write and Hear Ww

W and w are letter partners.

Window begins with the sound of Ww.

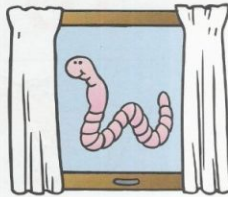
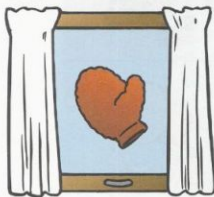
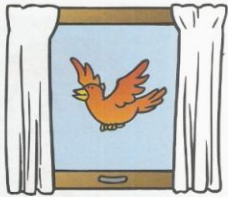
Directions: Trace the letter. Write it on the line.



W

w

Directions: Color the curtains if the name of the picture begins with the sound of w.





Name _____

Write and Hear Cc

C and c are letter partners.

Cap begins with the sound of Cc.

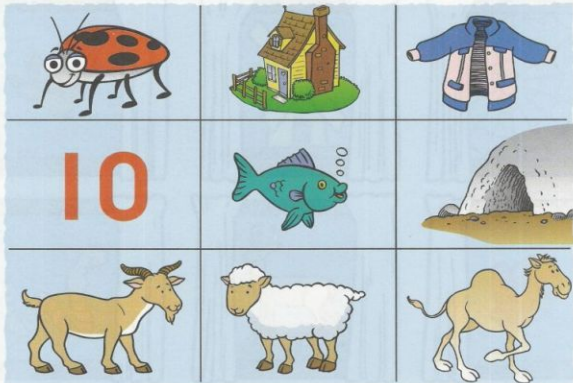


Directions: Trace the letter. Write it on the line.

C

C

Directions: Play Tic-Tac-Toe. Find three pictures in a row whose names begin with the sound of c. Draw a line through them.





Name _____

Write and Hear Jj

J and j are letter partners.

Jacket begins with the sound of Jj.



Directions: Trace the letter. Write it on the line.

J

j

Directions: Color the jack-in-the-box if the name of its picture begins with the sound of j.





Write and Hear Rr

R and r are letter partners.

Ring begins with the sound of Rr.

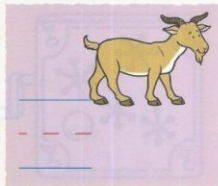
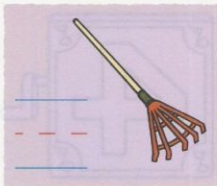
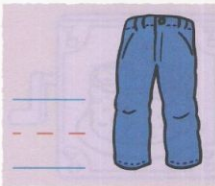
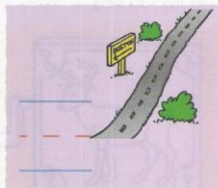
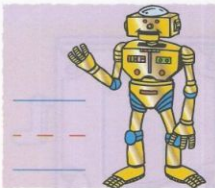


Directions: Trace the letter. Write it on the line.

R

r

Directions: Write r on the line if the name of the picture begins with the sound of r.





Name _____

Write and Hear Pp

P and p are letter partners.

Pen begins with the sound of Pp.

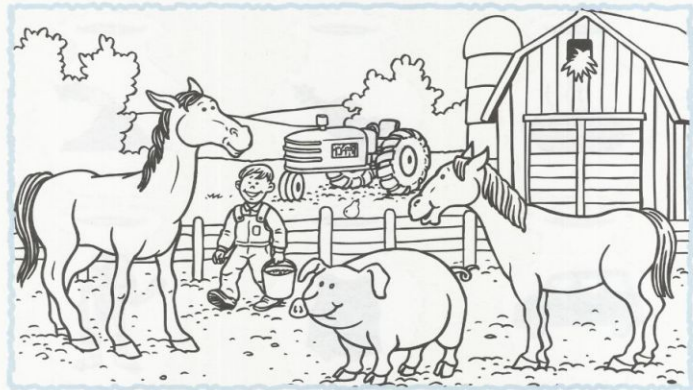


Directions: Trace the letter. Write it on the line.

P

p

Directions: Color the pictures whose names begin with the sound of p.





Name _____

Write and Hear Vv

V and v are letter partners.

Vase begins with the sound of Vv.

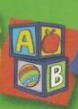


Directions: Trace the letter. Write it on the line.



Directions: Trace the vases with pictures whose names begin with the sound of v. Use a crayon.





Name _____

Write and Hear Yy

Y and y are letter partners.

Yellow begins with the sound of Yy.

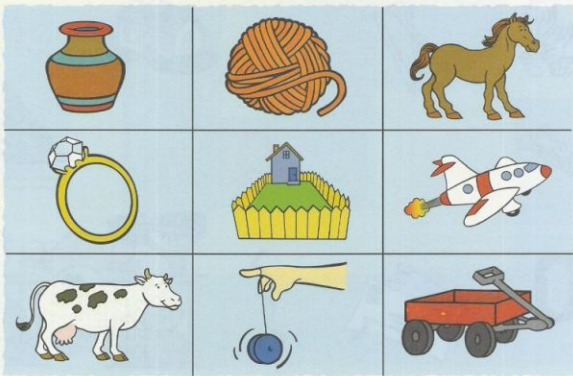


Directions: Trace the letter. Write it on the line.

Y

y

Directions: Play Tic-Tac-Toe. Find three pictures in a row whose names begin with the sound of y. Draw a line through them.





Write and Hear Zz

Z and z are letter partners.

Zero begins with the sound of Zz.

0

zero



Directions: Trace the letter. Write it on the line.

Z

z

Directions: Help the zebra find the zoo. Connect all the pictures whose names begin with the sound of z from the zebra to the zoo.



2



0





Name _____

Write and Hear Qq

Q and q are letter partners.

Queen begins with the sound of Qq.

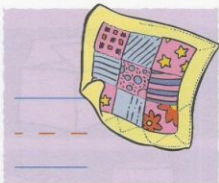
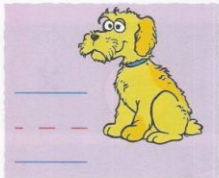


Directions: Trace the letter. Write it on the line.

Q

q

Directions: Write q on the line if the name in the picture begins with the sound of q.





Write and Hear Xx

X and x are letter partners.

Box ends with the sound of Xx.

Directions: Trace the letter. Write it on the line.

box



X

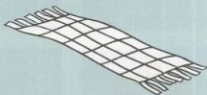
x

Directions: Look at the letter at the end of the row. Then, color the pictures whose names end with the sound of that letter. Circle the pictures whose names **end** with **x**.



6

x



s



t



Name _____

Beginning Consonants: Bb, Cc, Dd, Ff

Beginning consonants are the sounds that come at the beginning of words. Consonants are the letters **b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z.**

Directions: Say the name of each letter. Say the sound each letter makes. Circle the letters that make the beginning sound for each picture.



Bb



Cc



Dd



Ff



Bb Dd



Ff Cc



Cc Dd



Ff Bb



Bb Dd



Ff Cc



Cc Dd



Ff Bb



Beginning Consonants: Bb, Cc, Dd, Ff

Directions: Say the name of each letter. Say the sound each letter makes. Draw a line from each letter to the picture which begins with that sound.

Ff

Dd

Cc

Bb



Dd

Ff

Cc

Bb





Beginning Consonants: Gg, Hh, Jj, Kk

Directions: Say the name of each letter. Say the sound each letter makes. Trace the letter pair that makes the beginning sound in each picture.



Gg



Hh



Jj



Kk



Kk

Hh



Gg

Kk



Gg

Hh



Jj

Gg



Beginning Consonants: Gg, Hh, Jj, Kk

Directions: Say the name of each letter. Say the sound each letter makes. Draw a line from each letter pair to the picture which begins with that sound.

Gg

Kk

Hh

Jj



Kk

Hh

Jj

Gg





Name _____

Beginning Consonants: Ll, Mm, Nn, Pp

Directions: Say the name of each letter. Say the sound each letter makes. Trace the letters. Then, draw a line from each letter pair to the picture which begins with that sound.



Ll



Mm



Nn



Pp

Ll



Mm



Nn



Pp





Beginning Consonants: Ll, Mm, Nn, Pp

Directions: Say the name of each letter. Say the sound each letter makes. Trace the letter pair that makes the beginning sound in each picture.



Ll



Mm



Nn



Pp



Mm Ll



Mm Pp



Ll Nn



Pp Mm



Name _____

Beginning Consonants: Qq, Rr, Ss, Tt

Directions: Say the name of each letter. Say the sound each letter makes. Trace the letter pair in the boxes. Then, color the picture which begins with that sound.



Qq



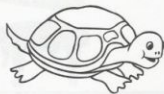
Rr



Ss



Tt



Tt



Qq



Rr



Ss





Name _____

Beginning Consonants: Qq, Rr, Ss, Tt

Directions: Say the name of each letter. Say the sound each letter makes. Draw a line from each letter pair to the picture which begins with that sound.

Qq

Ss

Rr

Tt



Tt

Ss

Rr

Qq





Name _____

Beginning Consonants: Vv, Ww, Xx, Yy, Zz

Directions: Say the name of each letter. Say the sound each letter makes. Trace the letters. Then, draw a line from each letter pair to the picture which begins with that sound.



Vv



Ww



Xx



Yy



Zz

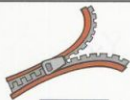
V v

W w

X x

Y y

Z z





Name _____

Beginning Consonants: Vv, Ww, Xx, Yy, Zz

Directions: Say the name of each letter. Say the sound each letter makes. Then, draw a line from each letter pair to the picture which begins with that sound.

Vv

Zz

Xx

Yy

Ww



Vv

Zz

Yy

Ww

Xx

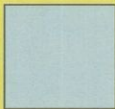
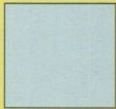
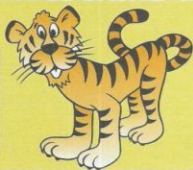




Name _____

Match Letters and Sounds

Directions: Cut out each letter at the bottom of the page. Find the picture whose name begins with the sound of that letter. Glue the letter in the box beside the picture.



z

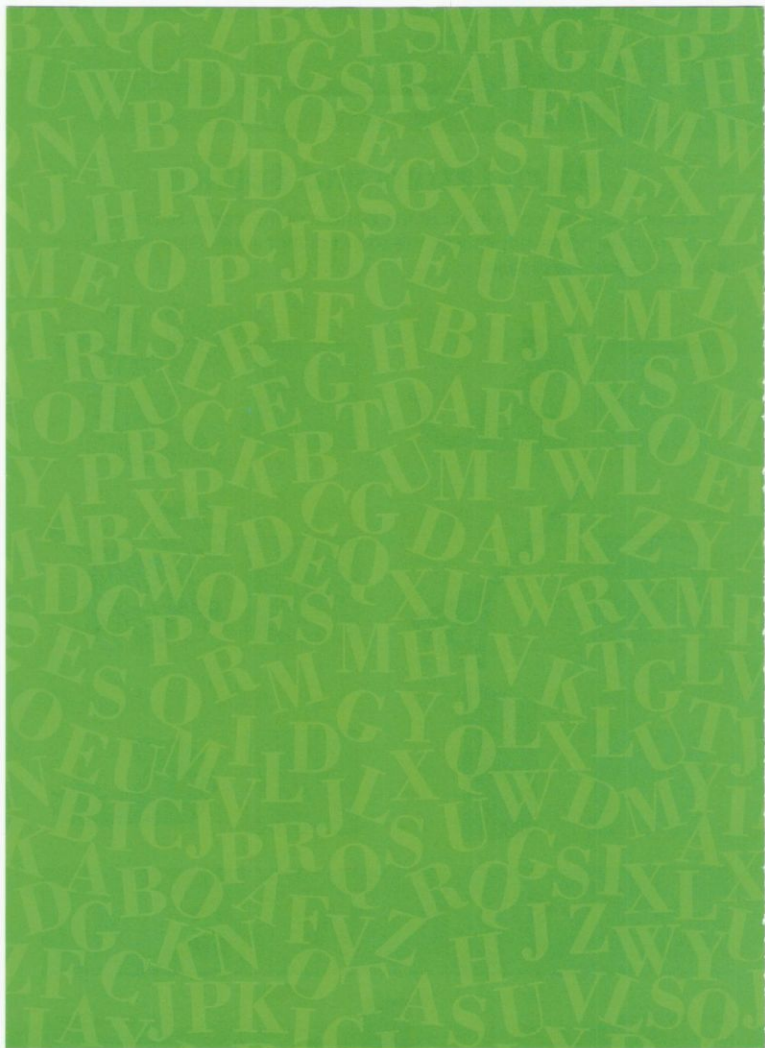
d

t

w

c

r

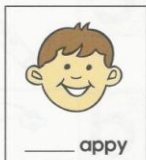
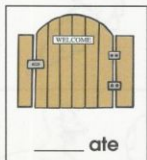
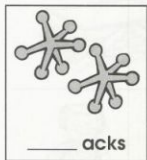
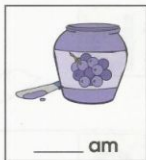
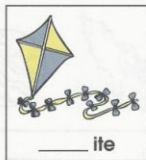
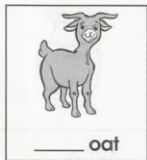
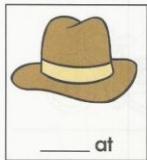




Name _____

How Do I Begin?

Directions: Say the name of each picture. Write the beginning sound for each picture.



Directions: Write each word next to its beginning sound.

g

g

h

h

j

j

k

k



Name _____

How Do I Begin Again?

Directions: Say each letter sound. Color the pictures in each row that begin with that sound.

b**c****d****f**

Directions: Say the name of each picture. Write the beginning sound for each picture.



_____ed

_____og

_____eet

_____up



Name _____

Review: Beginning Consonants

Directions: Say each picture name. Circle the letter that stands for the beginning sound.



p m n



v t s



f g p



s c p



m g v



g p n



m p n



t g p



s l c



g l c



p b f



v l t



Review: Beginning Consonants

Directions: Look at the letters in the boxes. Then, say each picture name. Draw a line from the letter to the picture whose name begins with that sound.

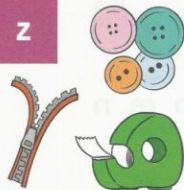
qu



r



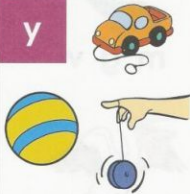
z



k



y



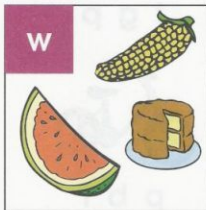
j



d



w



h



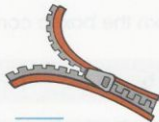


Name _____

Review

Directions: Write the letter that makes the beginning sound for each picture.

 ____ar



 ____ipper



 ____ite



 ____etter



 ____oat



 ____ose



 ____un



 ____ouse



 ____urtle



 ____lasses



 ____ar



 ____og



Name _____

How Does It End?

Ending consonants are the sounds that come at the end of words.

Directions: Write a letter from the box to complete each word.



m k b n p r l d g



dru _ _ _



sta _ _ _



be _ _ _



tai _ _ _



bi _ _ _



lo _ _ _



fa _ _ _



mo _ _ _



boo _ _ _



Name _____

And Finally...

Directions: Say each picture name. Write the ending sound for each picture.



tu ____



pai ____



pa ____



lo ____



hoo ____



mu ____



boo ____



ha ____



shel ____



lea ____



cra ____



li ____



gir ____



bea ____















broo ____



Name _____

Ending Consonants: b, d, f

Directions: Say the name of each picture. Then, write the letter that makes the ending sound for each picture.

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____



Name _____

Ending Consonants: g, m, n

Directions: Say the name of each picture. Draw a line from each letter to the pictures which end with that sound.



g



m



n



g



m



n





Name _____

Ending Consonants: k, l, p

Directions: Trace the letters in each row. Say the name of each picture. Then, color the pictures in each row which end with that sound.

k



l



p





Name _____

Ending Consonants: r, s, t, x

Directions: Say the name of each picture. Then, circle the ending sound for each picture.



r s t x



r s t x



r s t x



r s t x



r s t x



r s t x



r s t x



r s t x



Consonant Review

Directions: One letter is missing in each word. Write the missing letter on the line.



og



bo



un



he



tu ip



op



lo



lea



wa on



Consonant Review

Directions: Write all the missing consonants. *as he is to break off with*



a



o



i



e



a



a e



oa



a



a



Name _____

Meet Short a

Listen for the sound of short **a** in **van**.

Directions: Trace the letter. Write it on the line.

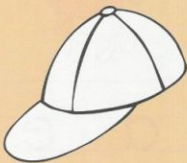


van

A

a

Directions: Color the pictures whose names have the short **a** sound.

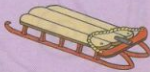




Name _____

Short a Maze

Directions: Help the cat get to the bag. Connect all the pictures whose names have the short **a** sound from the cat to the bag.

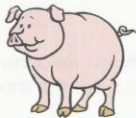




Name _____

Meet Short i

Listen for the sound of short i in pig.



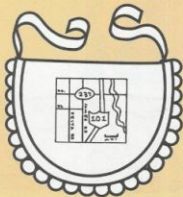
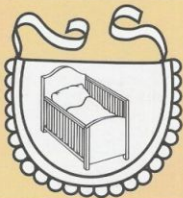
pig

Directions: Trace the letter. Write it on the line.

I

i

Directions: Say the name of each picture. Color the trim on the bib if the name has the short i sound.





Name _____

Read and Color Short i

Directions: Say the name of each picture. Color the pictures whose names have the short i sound. The words in the box will give you hints.



milk

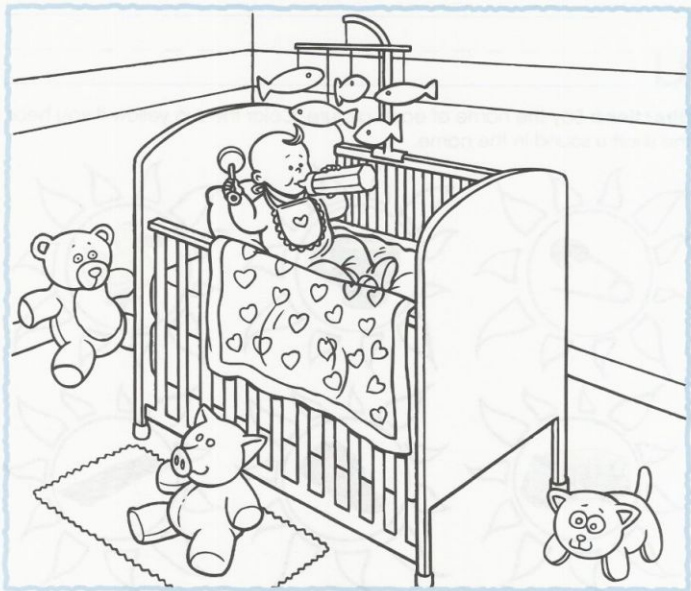
crib

bib

pig

kitten

fish





Name _____

Meet Short u

Listen for the sound of short **u** in **bug**.

Directions: Trace the letter. Write it on the line.

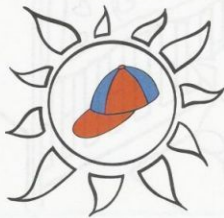


bug

U

u

Directions: Say the name of each picture. Color the sun yellow if you hear the short **u** sound in the name.

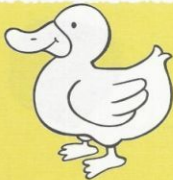
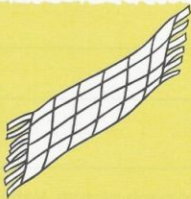
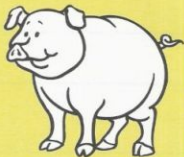




Name _____

Short u Tic-Tac-Toe

Directions: Color the pictures whose names have the short **u** sound. Then, play Tic-Tac-Toe. Draw a line through three colored pictures in a row.





Name _____

Meet Short o

Listen for the sound of short **o** in **fox**.

Directions: Trace the letter. Write it on the line.



fox



Directions: Say the name of each picture. Write **o** under the picture if the name has the short **o** sound.















Name _____

Find Short o Words

Directions: Draw a line under each picture whose name has the short o sound.



Directions: The words that match the underlined pictures above are hidden in this puzzle. Circle the words. They may go **across** or **down**.



I	T	L	J	B	Z
M	O	O	C	O	T
O	P	G	U	X	U
P	D	O	G	L	P



Name _____

Meet Short e

Listen for the sound of short **e** in **hen**.



hen

Directions: Trace the letter. Write it on the line.

E

e

Directions: Color the pictures whose names have the short **e** sound.





Name _____

A Matching Game

Directions: Draw a line to connect each picture with its matching short e word.

10



men

jet

hen

web

ten

bed



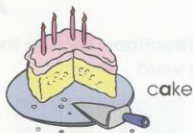


Name _____

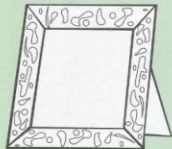
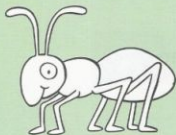
Meet Long a

Listen for the sound of long **a** in **cake**.

Directions: Color the pictures whose names have the long **a** sound.



cake





Name _____

Write Long a

The letters **a**__**e** usually stand for the long **a** sound.



lake

Directions: Write the missing vowels.



cave



g m



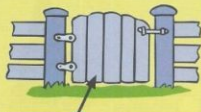
v s



c g



c p



g t



r k



c n



w v



Meet Long i

Listen for the sound of long i in **bike**. Look for i e.

Directions: Fill in the circle beside the name of the picture.



bike



- ☐ dim
☐ date
☐ dime

5

- ☐ five
☐ fix
☐ fame



- ☐ kite
☐ cat
☐ kit



- ☐ pane
☐ pin
☐ pine



- ☐ tin
☐ tire
☐ tale



- ☐ red
☐ ride
☐ rid



- ☐ hive
☐ hid
☐ had

9

- ☐ nip
☐ name
☐ nine



- ☐ fame
☐ fire
☐ fin



Name _____

Meet Long u

Listen for the sound of long **u** in **mule**. The letters **u**__**e** and **ue** usually stand for the long **u** sound.



mule

Directions: Circle the pictures whose names have the long **u** sound.



June												
		1	2	3	4	5						
6	7	8	9	10	11	12						
13	14	15	16	17	18	19						
20	21	22	23	24	25	26						
27	28	28	30									





Name _____

Search and Color

Directions: Each word in the box has the sound of long **u**. Color the picture that matches each word in the box.

mule

glue

cubes

flute





Name _____

Meet Long o

Listen for the sound of long o in **rose**.

Directions: Say the name of each picture. Decide whether the vowel sound you hear is long o or short o. Fill in the circle beside long o or short o.



rose


☐ Long o ☐ Short o

☐ Long o ☐ Short o

☐ Long o ☐ Short o

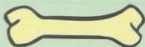
☐ Long o ☐ Short o

☐ Long o ☐ Short o

☐ Long o ☐ Short o

☐ Long o ☐ Short o

☐ Long o ☐ Short o

☐ Long o ☐ Short o

☐ Long o ☐ Short o

☐ Long o ☐ Short o

☐ Long o ☐ Short o



Name _____

Meet Long e

Listen for the sound of long e in **bee**. The letters **ee** and **ea** usually stand for the long e sound.



bee

Directions: Write the name of the picture on the correct line.



seal

10

ten



beet



jeep



leaf



bed



red



seat



feet

ee

ea

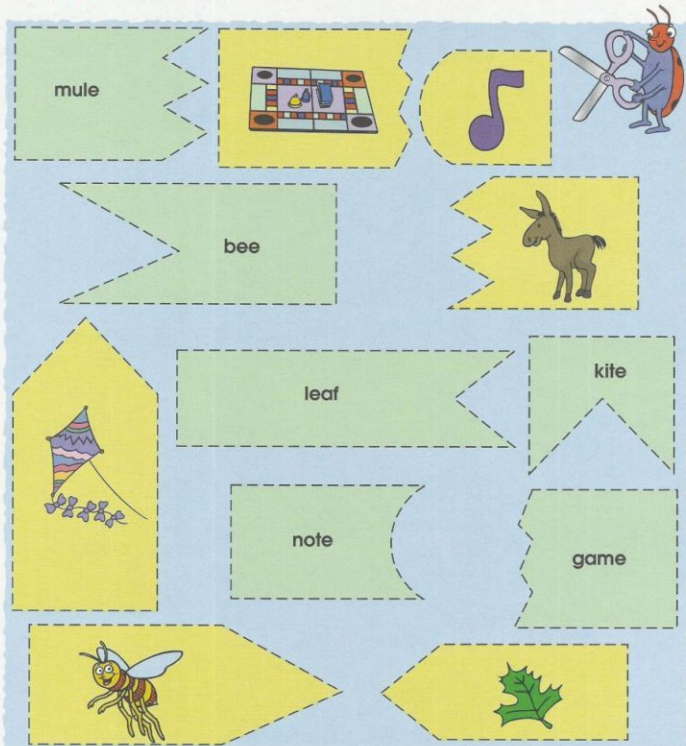
Short Vowel e

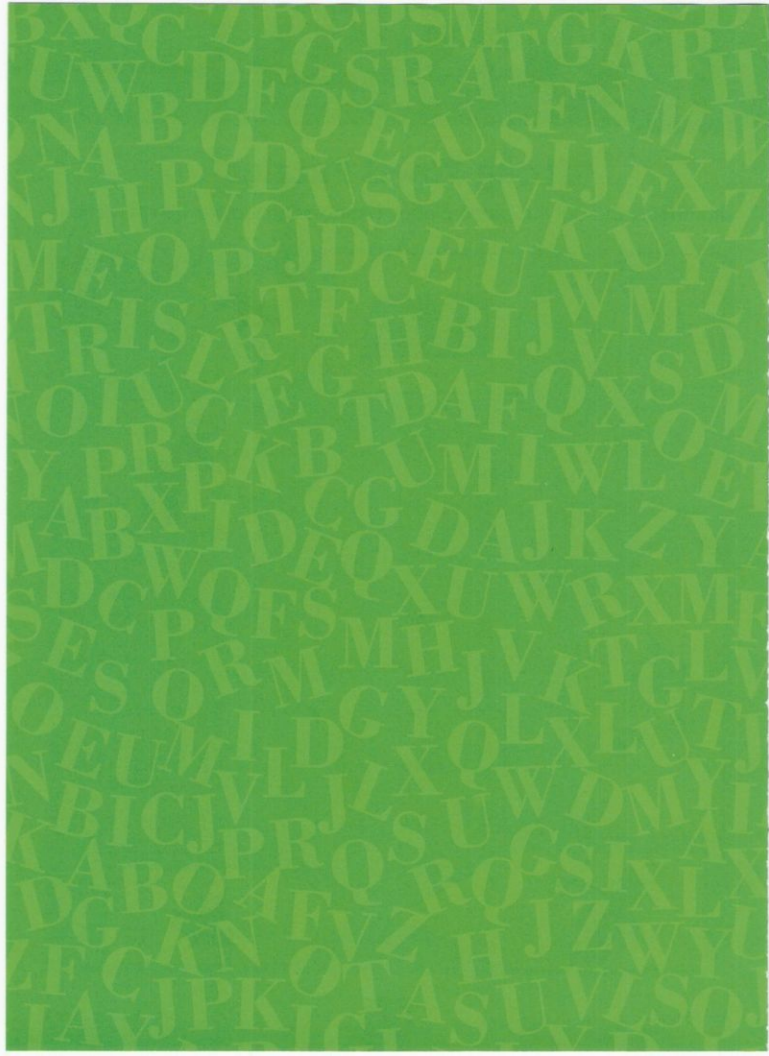


Name _____

Long Vowel Puzzles

Directions: Cut out the puzzle pieces. Match each picture with its name.







Name _____

Long Vowel Crossword

Directions: Fill in the puzzle with the correct words.

Across

1.



Down

1.



4.



2.



5.



3.



1.		2.	
			3.
		4.	
		5.	



Long Vowels

Vowels are the letters **a**, **e**, **i**, **o**, and **u**. Long vowel sounds say their own names. Long **a** is the sound you hear in **hay**. Long **e** is the sound you hear in **me**. Long **i** is the sound you hear in **pie**. Long **o** is the sound you hear in **no**. Long **u** is the sound you hear in **cute**.

Directions: Say the long vowel sound at the beginning of each row. Say the name of each picture. Color the pictures in each row that have the same long vowel sound as that letter.

a



e



i



o



u





Name _____

Long Vowel Sounds

Directions: Write **a, e, i, o, or u** in each blank to finish the word. Draw a line from the word to the picture.

c _____ ke

r _____ se

k _____ te

f _____ t

m _____ le





Super Silent e

When you add an **e** to the end of some words, the vowel changes from a short vowel sound to a long vowel sound. The **e** is silent.

Example: rip + e = ripe.



Directions: Say the word under the first picture in each pair. Then, add an **e** to the word under the next picture. Say the new word.



can





tub





man





kit





pin





cap





Name _____

The Super Silent e



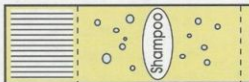
cap + e = cape



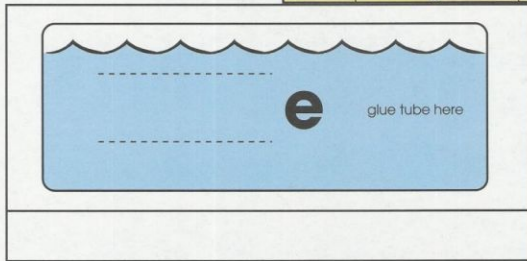
Adding **e** to the end of the **short vowel** word **cap** changes it to the **long vowel** word **cape**.

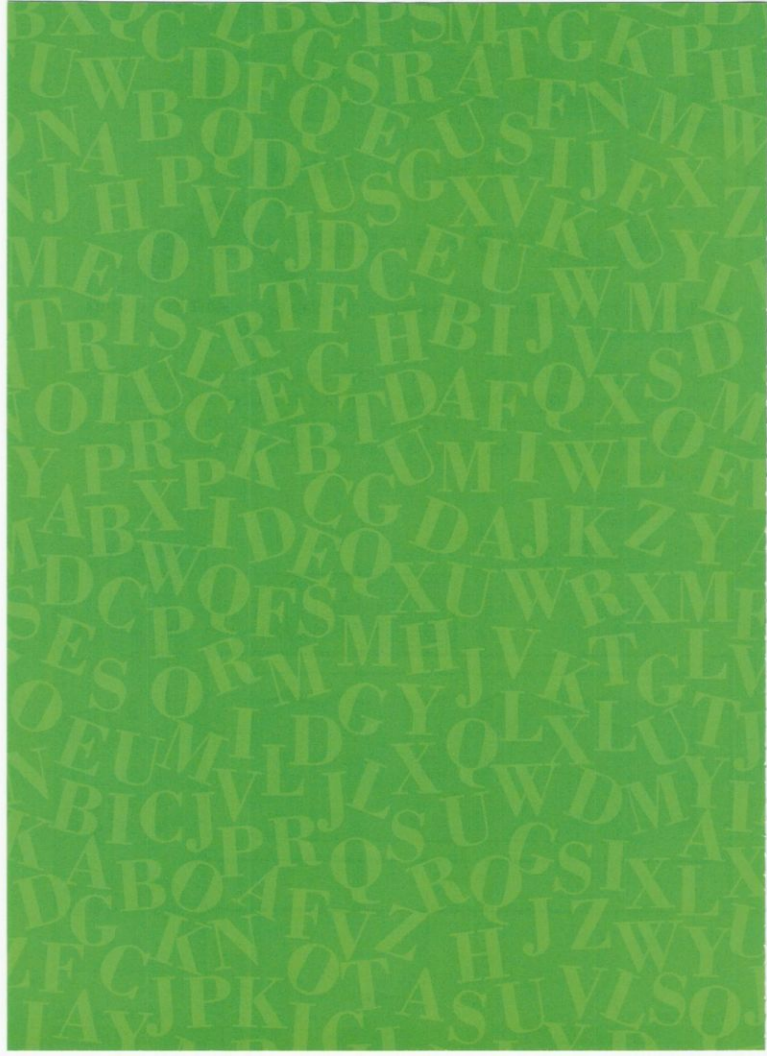
Directions: Cut out the tub. Cut on the dotted lines to make slits. Slip the water through the slits in the tub. Next, cut out the tube. Glue the tube in the tub, but don't glue the cap down. When the cap is on the tube, read the short vowel word. Then, fold the cap back to show the **e**. Read the long vowel word.

Example:



can
hop
kit
tap
cub







Name _____

Words With Silent e

When a silent **e** appears at the end of a word, you can't hear it, but it makes the other vowel have a **long** sound. For example, **tub** has a **short** vowel sound, and **tube** has a **long** vowel sound.

Directions: Look at the pictures below. Decide if the word has a short or long vowel sound. Circle the correct word. Watch for the silent **e**!



can cane tub tube



rob robe



rat rate



pin pine



cap cape



not note



pan pane



slid slide



dim dime



tap tape



cub cube



Final y as a Vowel



You know that **y** is a consonant. When **y** is at the beginning of a word, it makes the sound at the beginning of **yard**.

Y can also be a vowel.

Sometimes **y** can have the long **e** sound you hear at the end of **puppy**. **Y** has this sound when it is at the end of a word with more than one syllable or part.

Sometimes **y** can have the long **i** sound you hear at the end of **dry**. **Y** has this sound when it is at the end of a one-syllable word.

Directions: Say each picture name. Circle the word that names the picture. If **y** makes the long **e** sound, color the picture brown. If **y** makes the long **i** sound, color the picture orange.



bail
bay
baby



crazy
cry
crate



bunt
bunny
buy



fry
frosty
frog



pay
pry
pony



fly
feed
fussy



Final y as a Vowel

Y at the end of a word is a vowel. When **y** is at the end of a one-syllable word, it has the sound of a long **i** (as in **my**). When **y** is at the end of a word with more than one syllable, it has the sound of a long **e** (as in **baby**).

Directions: Look at the words in the box. If the word has the sound of a long **i**, write it under the word **my**. If the word has the sound of a long **e**, write it under the word **baby**. Write the word from the box that answers each riddle.

happy

penny

try

sleepy

dry

bunny

why

sky

party

fly

my

baby

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1. It takes five of these to make a nickel.
2. This is what you call a baby rabbit.
3. It is often blue and you can see it if you look up.
4. You might have one of these on your birthday.
5. It is the opposite of wet.
6. You might use this word to ask a question.
7. This is what birds and airplanes can do.



Name _____

The Sounds of y

A **y** at the end of a word can have the long i sound or the long e sound. Listen for the long i sound in **fly**. Listen for the long e sound in **pony**.



fly



pony

Directions: Say the name of each picture. Listen for the sound of **y** at the end of the word. Circle either long i or long e.



sky

Long i Long e



baby

Long i Long e



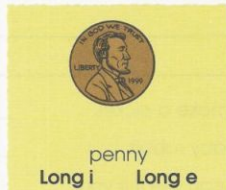
bunny

Long i Long e



cry

Long i Long e



penny

Long i Long e



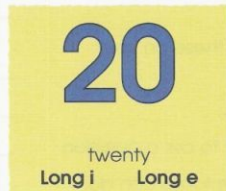
muddy

Long i Long e



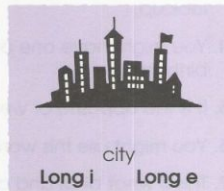
dry

Long i Long e



twenty

Long i Long e



city

Long i Long e



Which Sound of y?

Directions: Say the name of each picture. If the final **y** stands for the long **e** sound, color the picture green. If the **y** stands for the long **i** sound, color the picture yellow.



pony



fly

50

fifty



candy



dry



penny



cherry



sky



bunny



Name _____

Finish-the-Word Puzzles

Directions: Write a vowel in the middle of each puzzle that will make a word across and down.

	w	
p		t
	b	



	m	
d		g
	p	

	f	
m		p
	n	



	w	
p		g
	n	

	h	
b		x
	t	



	b	
s		n
	s	



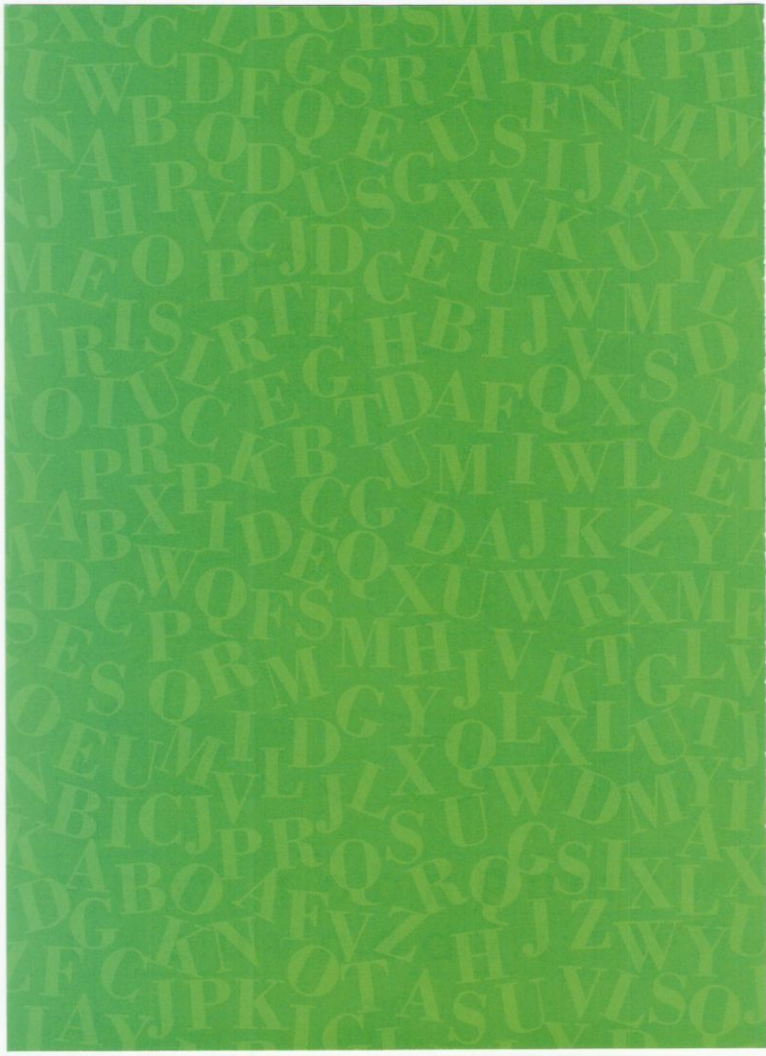
Name _____

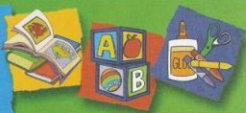
Letter Lift

Directions: Cut out the letters below. Glue each letter on the correct balloon.



w	s	m	a	q	h	d	o	r	j	x	p	y
f	g	t	i	l	b	e	n	v	u	c	k	z





Name _____


Short and Long Vowel Sounds

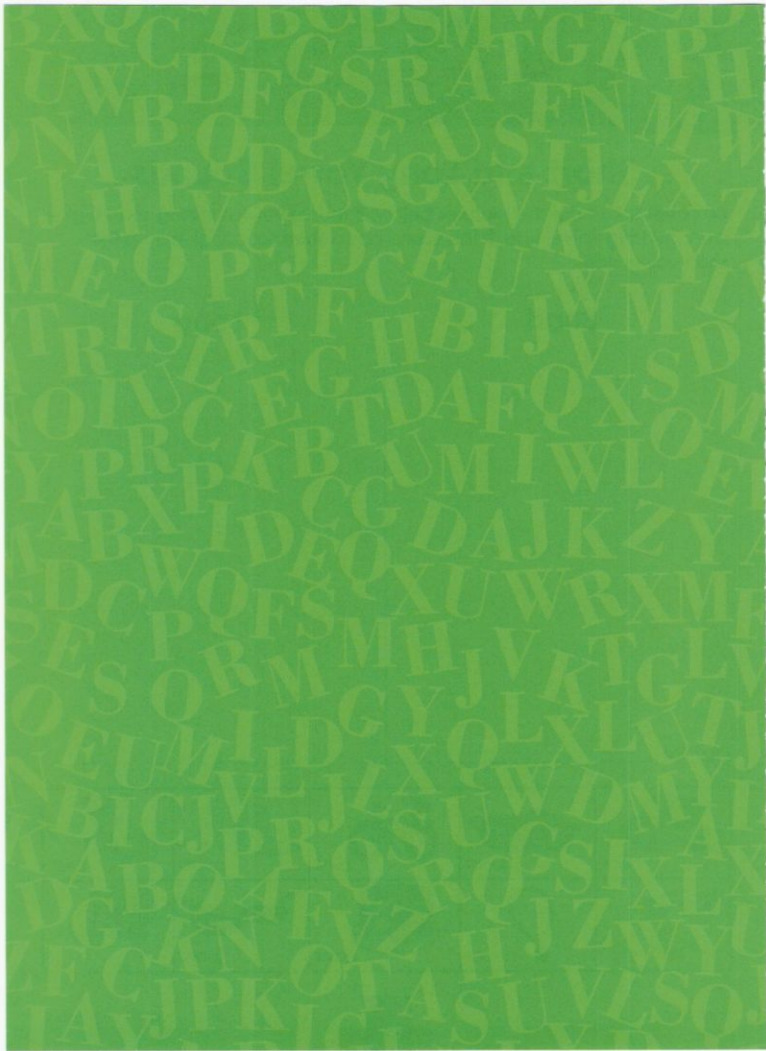
Directions: Cut out the pictures below. If the vowel has a **long** sound, glue it on the **long** vowel side. If the vowel has a **short** sound, glue it on the **short** vowel side.

Short

Long

cut ✂

				
hat	boat	bike	cube	bed
				
pig	beads	cake	pots	truck





Name _____

Review

Directions: Color all of the vowels black to discover something hidden in the puzzle.

j	e	j	g	w	d	q	n	j	c	g	c	u	b
k	g	u	m	b	j	h	c	h	w	l	o	d	s
r	c	z	i	l	p	q	s	b	k	i	n	z	f
g	k	w	x	e	d	a	e	f	e	l	x	q	k
v	r	f	j	p	i	o	u	a	g	n	f	s	b
d	n	v	m	a	e	e	i	u	u	h	b	s	f
u	a	e	i	e	u	a	i	u	e	a	e	i	u
l	z	k	i	u	u	a	a	e	e	i	m	w	z
q	h	r	a	e	u	e	i	a	e	e	c	c	b
i	u	u	e	o	a	o	u	o	i	i	o	o	u
t	x	b	h	a	i	e	o	u	a	d	v	r	l
c	h	f	s	j	e	i	e	i	f	f	k	j	v
n	m	d	t	e	g	a	o	t	i	j	m	x	h
t	p	g	i	c	v	h	n	g	d	o	p	r	l
l	h	o	k	q	f	r	p	s	j	t	u	g	v

What was hidden?





Name _____

Review

Directions: Circle the word if it has a long vowel sound.

Remember: A long vowel says its name.



feet



snake



cup



hose



tie



hat



dog



rake



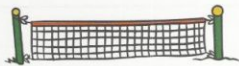
bug



bone



bib



net



Name _____

Review

Directions: Write a vowel on each line to complete each word.

a

e

i

o

u



c__t

b__k__



sm__k__

tr__



c__b

p__n



m__m

b__b



d__d

d__ck





Name _____

Short and Long Vowels

Directions: Say the name of each picture. Write the vowel on each line that completes the word. Color the short vowel pictures. Circle the long vowel pictures.

a e i o u



j _____ g



t _____ pe



l _____ af



p _____ n



l _____ ck



c _____ t



c _____ be



b _____ ll



k _____ te



r _____ pe



Name _____

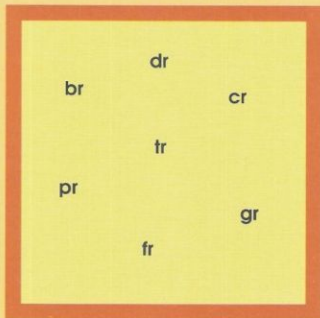
Consonant Blends With r

Sometimes two consonants at the beginning of a word blend together. Listen for the **dr** blend in **dragon**. Gr, fr, cr, tr, br, and pr are also r blends.

dragon



Directions: Draw a line from each consonant blend to the picture whose name begins with the same sound.





Name _____

Fill the Tray

Directions: Read the menu. Circle the words that have r blends. On the tray, draw pictures of the foods whose names you circled.

bread

pretzel

meat

butter

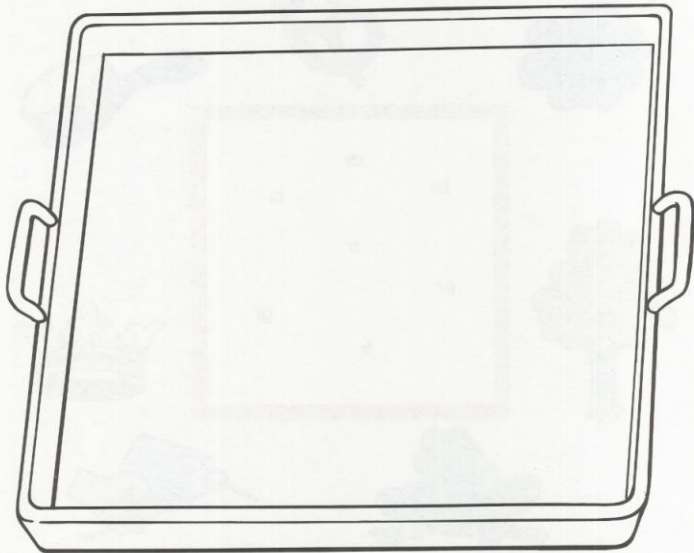
milk

grapes

salad

french fries

ice cream





Name _____

Consonant Blends With I

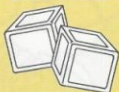
Listen for the **cl** blend in **clown**. **Gl**, **pl**, **fl**, and **bl** are also **I** blends.



clown

Directions: Look at the **I** blend at the beginning of each row. Color the picture whose name begins with that sound.

bl



cl



fl



gl



pl

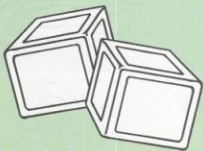
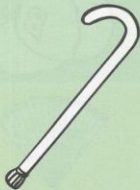
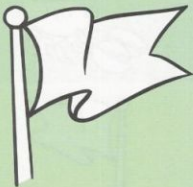
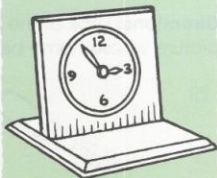
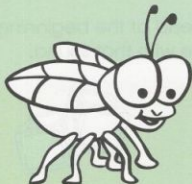


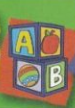


Name _____

Tic-Tac-Toe With I Blends

Directions: Color the pictures whose names begin with I blends. Draw a line through three colored pictures in a row to score a Tic-Tac-Toe.





Name _____

Consonant Blends With s

Listen for the **sk** blend in **skunk**. **Sm**, **st**, **sp**, **sw**, **sc**, **squ**, **sl**, and **sn** are also **s** blends.



skunk

Directions: Say the name of each picture. Circle the **s** blend you hear at the beginning of the name.



sn
sp
st



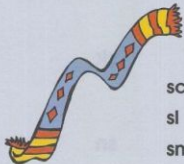
sw
squ
sl



squ
st
sp



st
sp
sk



sc
sl
sm



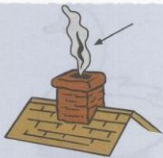
squ
sc
st



sw
sl
sm



sm
sk
sl



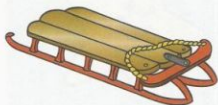
squ
sn
sm



Name _____

Match Pictures and Blends

Directions: Draw a line from each **s** blend to the picture whose name begins with that sound.



squ

sp

sw

sl

sk

sn

st

sm





Name _____

Blends at the Ends

Some consonant blends come at the ends of words.
Listen for the **nd** blend at the end of the word **round**.
Mp, ng, nt, sk, nk, and st can also be ending blends.

round



Directions: Say the name of each picture. Circle the blend you hear at the end of the name.



nd
st
sk



nt
nk
ng



nt
st
nd



nd
ng
mp



ng
nt
nd



nd
nk
st



st
nt
nd



nd
nk
ng



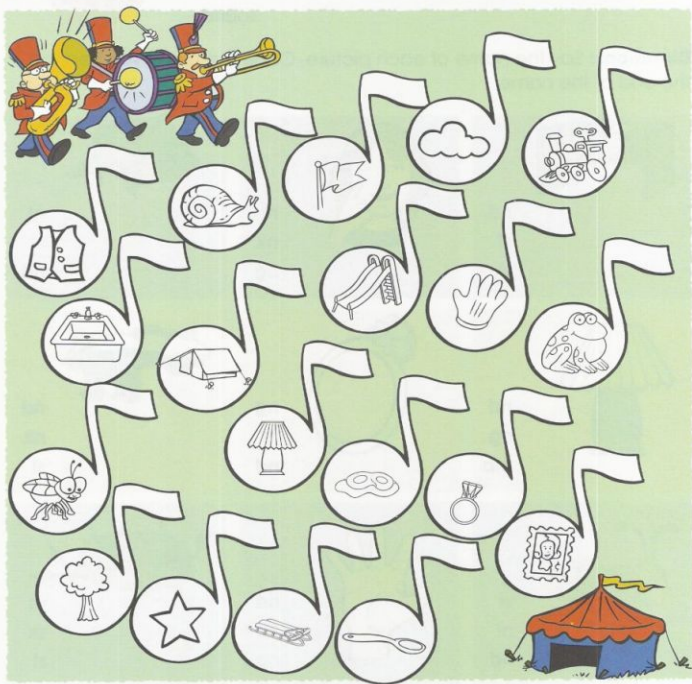
nt
sk
st



Name _____

Follow the Final Blends

Directions: Find the notes with pictures whose names end with consonant blends. Color them yellow. Draw a line through the yellow notes from the band to the tent.





Name _____

Ending Consonant Blends

Directions: Write **lt** or **ft** to complete the words.

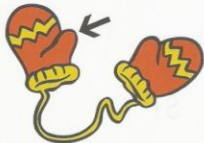
be

ra

sa

qui

le





Name _____

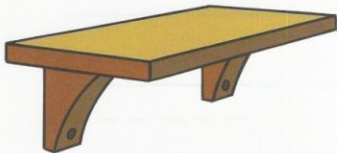
Ending Consonant Blends

Directions: Draw a line from the picture to the blend that ends the word.

lf



lk



sk



st

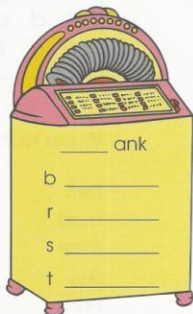
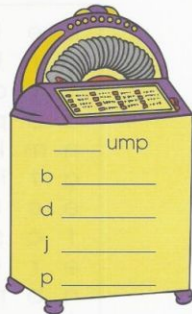
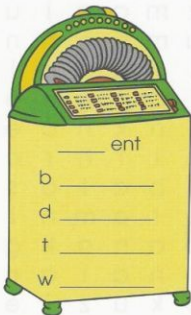
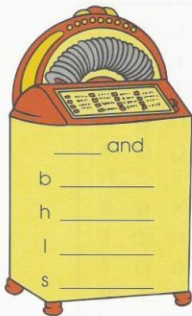




Name _____

Ending Consonant Blends

Directions: Every jukebox has a word ending and a list of letters. Add each of the letters to the word ending to make rhyming words.





Name _____

Ending Consonant Blends

Directions: Say the blend for each word as you search for it. Circle the letters that make each word.



Words to find:

belt

raft

milk

shelf

mask

clasp

nest

band

think

went

lump

crank

ring

blank

shrink

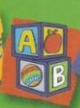
land

bring

tent

dump

sing



Name _____

Review

Directions: Complete each sentence with a word from the word box.

sting

shelf

drank

plant

stamp



1. Tom _____ his milk.

2. A bee can _____ you.



3. I put a _____ on my letter.



4. The _____ is green.

5. The book is on the _____.














Name _____

Missing Blends










Directions: Fill in the circle beside the missing blend in each word.

__ain  <input type="radio"/> sk <input type="radio"/> tr <input type="radio"/> pr	__an  <input type="radio"/> sl <input type="radio"/> sm <input type="radio"/> sw	te__  <input type="radio"/> sk <input type="radio"/> nt <input type="radio"/> ng
__ate  <input type="radio"/> sk <input type="radio"/> sm <input type="radio"/> cr	__ate  <input type="radio"/> pl <input type="radio"/> pr <input type="radio"/> sp	__ide  <input type="radio"/> sk <input type="radio"/> cl <input type="radio"/> sl
__ail  <input type="radio"/> ng <input type="radio"/> sn <input type="radio"/> st	__ess  <input type="radio"/> pr <input type="radio"/> dr <input type="radio"/> nd	de__  <input type="radio"/> st <input type="radio"/> nd <input type="radio"/> sk



More Missing Blends

Directions: Fill in the circle beside the missing blend in each word.

ri__  <input type="radio"/> nt <input type="radio"/> st <input type="radio"/> ng	__y  <input type="radio"/> sl <input type="radio"/> fl <input type="radio"/> pl	__apes  <input type="radio"/> gr <input type="radio"/> cl <input type="radio"/> sk
__obe  <input type="radio"/> sl <input type="radio"/> gl <input type="radio"/> gr	ha__  <input type="radio"/> nd <input type="radio"/> ng <input type="radio"/> sk	__og  <input type="radio"/> gr <input type="radio"/> tr <input type="radio"/> fr
__y  <input type="radio"/> sk <input type="radio"/> sm <input type="radio"/> nt	__ider  <input type="radio"/> pr <input type="radio"/> sl <input type="radio"/> sp	la__  <input type="radio"/> st <input type="radio"/> mp <input type="radio"/> ng



Name _____

Picture Clues

Directions: Read the sentence. Circle the word that makes sense. Use the picture clues to help you. Then, write the word.

I ride on a
bike hike



I ride on a
train tree



I ride in a
car can



I ride on a
bus bug

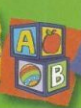


I ride in a
jar jet



I ride in a
took truck





Name _____

Picture Clues

Directions: Cut out the pictures below. Glue them next to the sentences that tell about them.


The sun is yellow.

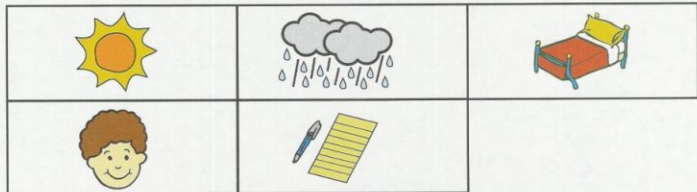
It is raining.

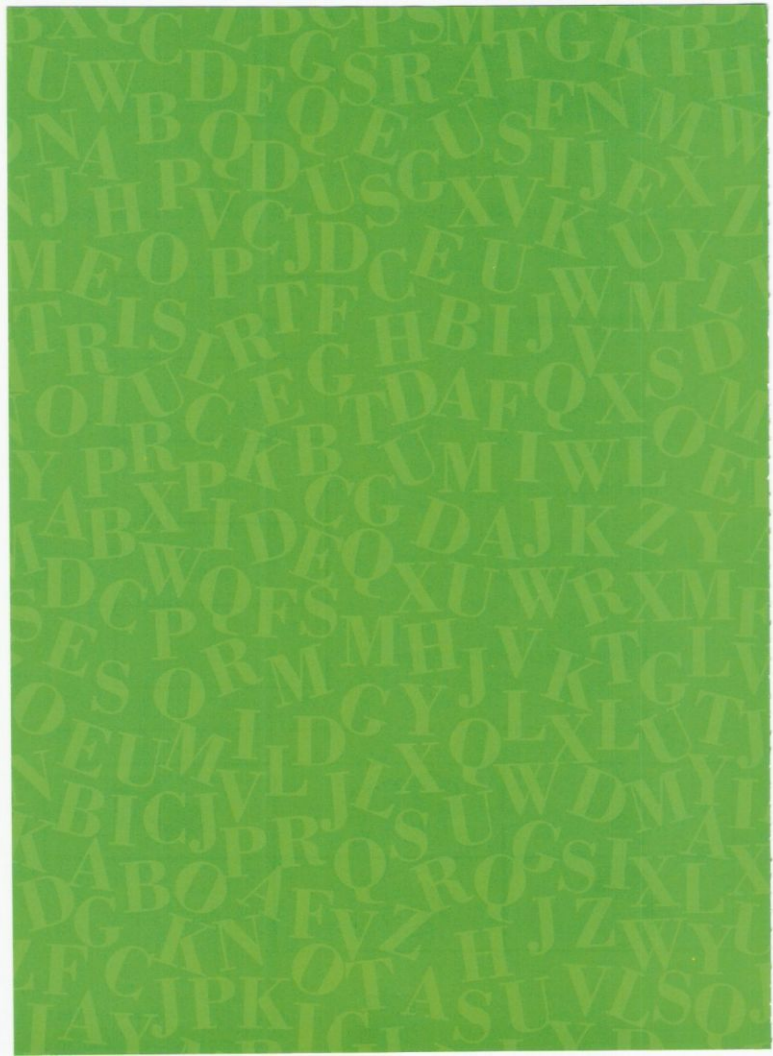
The boy can grin.

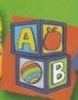
The bed is broken.

My pen and paper are here.

Cut  -----







Name _____

Picture Clues

Directions: Read the sentence. Circle the word that makes sense. Use the picture clues to help you. Then, write the word.

I see the
bird book

I see the
fish fork

I see the
dogs dig

I see the
cats coat

I see the
snake snow

I see the
rat rake





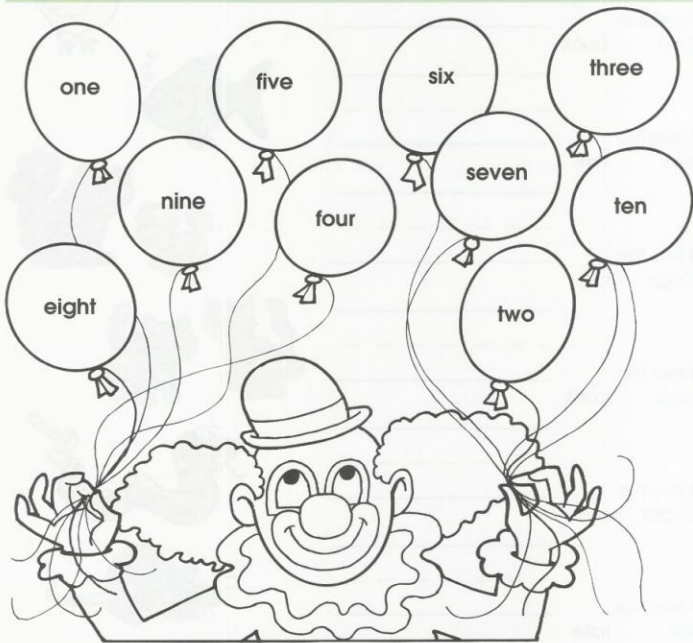
Name _____

Fun With Directions

Directions: Follow the number code to color the balloons.
Color the clown, too.



- | | | | | |
|-----------|------------|------------|-----------|------------|
| 1 — blue | 2 — orange | 3 — yellow | 4 — green | 5 — purple |
| 6 — brown | 7 — red | 8 — black | 9 — blue | 10 — pink |



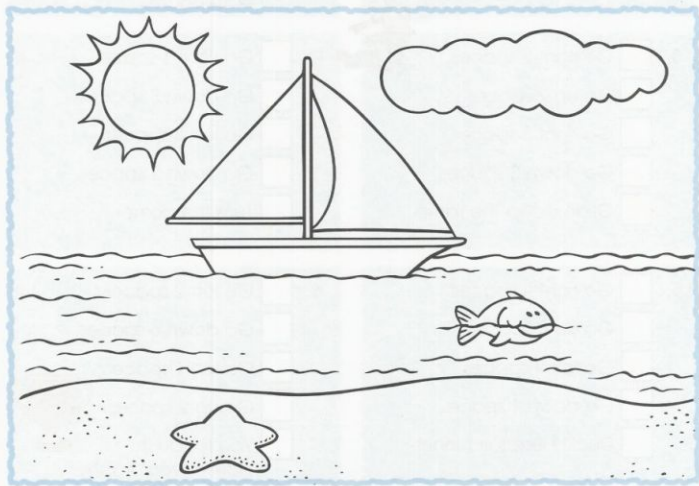


Name _____

Draw With Directions

Directions: Follow the directions to complete the picture.

1. Draw a smiling yellow face on the sun.
2. Color the fish blue. Draw 2 more blue fish in the water.
3. Draw a brown bird under the cloud. Draw blue raindrops under the cloud.
4. Color the boat purple. Color one sail orange. Color the other sail green.
5. Color the starfish yellow. Draw 2 more yellow starfish.





Name _____

Follow the Course

Directions: Tear out page 115. Place a penny in the top left corner. Then, follow the directions below to win the trophy. Check off the directions as you follow them.

1. ☐ Go right 7 spaces.
- ☐ Go down 5 spaces.
- ☐ Go left 6 spaces.
- ☐ Go down 4 spaces.
- ☐ Leap through the hoop.



2. ☐ Go right 3 spaces.
- ☐ Go up 5 spaces.
- ☐ Go left 4 spaces.
- ☐ Go up 1 space.
- ☐ Do a handstand on your skateboard.

3. ☐ Go right 2 spaces.
- ☐ Go up 2 spaces.
- ☐ Go right 3 spaces.
- ☐ Go down 3 spaces.
- ☐ Glide down the ramp.

4. ☐ Go right 1 space.
- ☐ Go down 3 spaces.
- ☐ Go left 3 spaces.
- ☐ Go down 2 spaces.
- ☐ Turn the corner.

5. ☐ Go right 4 spaces.
- ☐ Go up 8 spaces.
- ☐ Go left 4 spaces.
- ☐ Go down 1 space.
- ☐ Duck! Here's a tunnel.

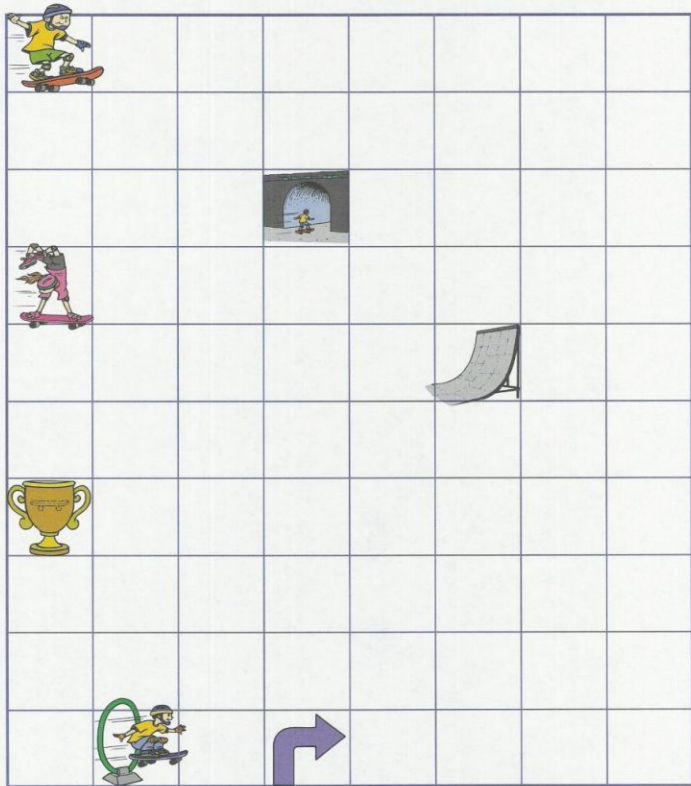
6. ☐ Go left 2 spaces.
- ☐ Go down 6 spaces.
- ☐ Go left 1 space.
- ☐ Go up 2 spaces.
- ☐ You made it!
Collect your trophy.

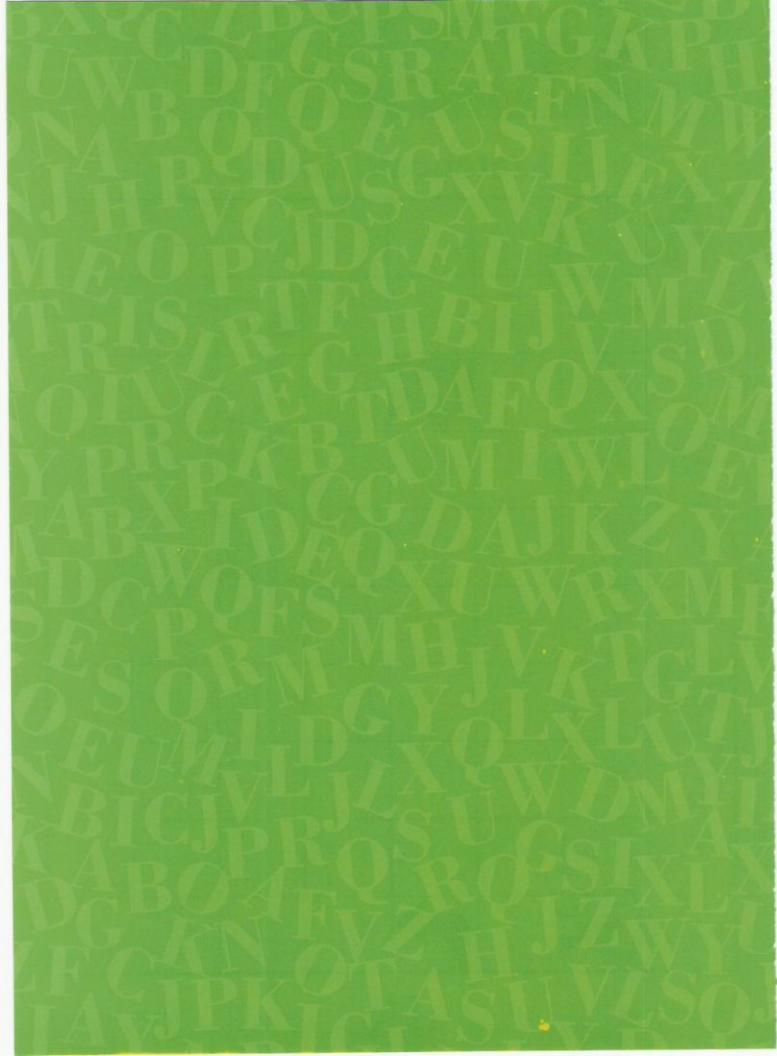




Name _____

Skateboard Course

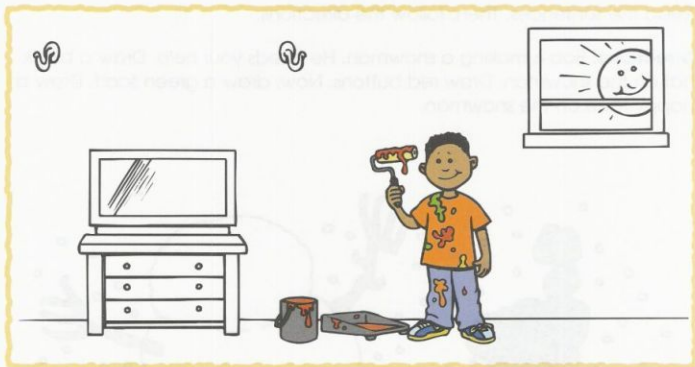






Name _____

Directions for Decorating



Directions: Follow the directions to decorate the bedroom.

Draw a red



between the two



Draw a



under the window. Color it green.

Draw three big



on the wall. Color them orange.

Draw a picture of something you would like to have in your bedroom.





Name _____

Following Directions

Read the sentences. Then, follow the directions.

Directions: Bob is making a snowman. He needs your help. Draw a black hat on the snowman. Draw red buttons. Now, draw a green scarf. Draw a happy face on the snowman.





Name _____

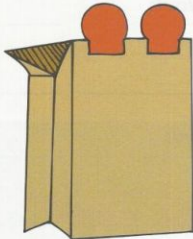
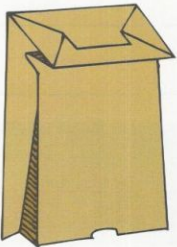
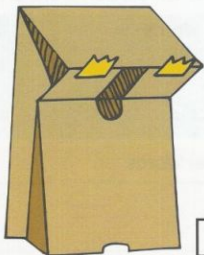
Following Directions

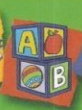
Follow the directions to make a paper sack puppet.



Directions: Find a small sack that fits your hand. Cut out teeth from colored paper. Glue them on the sack. Cut out ears. Glue them on the sack. Cut out eyes, a nose, and a tongue. Glue them all on.

Number the pictures 1, 2, 3, and 4 to show the correct order.





Name _____

Color Code Classifying

Directions: Underline **name words** in **blue**.

Underline **number words** in **red**.

Underline **animal words** in **yellow**.

Underline **color words** in **green**.



pig

Kim

dog

blue

red

green

ten

five

Jack

two

cow

Lee

Directions: Write each word on the correct line.

Name Words

Number Words

Animal Words

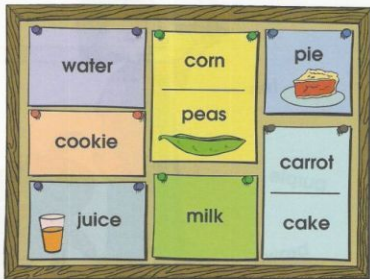
Color Words



Name _____

Menu Mix-Up

Directions: Circle names of drinks in red.
 Circle names of vegetables in green.
 Circle names of desserts in pink.



Directions: Write each food word on the correct line.

Drinks

Vegetables

Desserts



Name _____

Word Sort

Directions: Circle words that name **colors** in red.

Circle words that name **shapes** in yellow.

Circle words that name **numbers** in green.

five blue
square circle
nine
triangle
ten
purple
brown



Directions: Write each word on the correct line.

Colors

Shapes

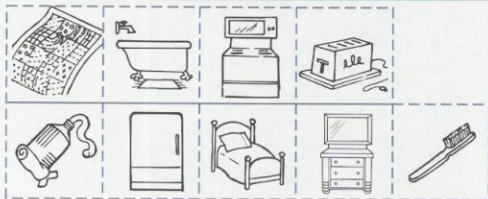
Numbers

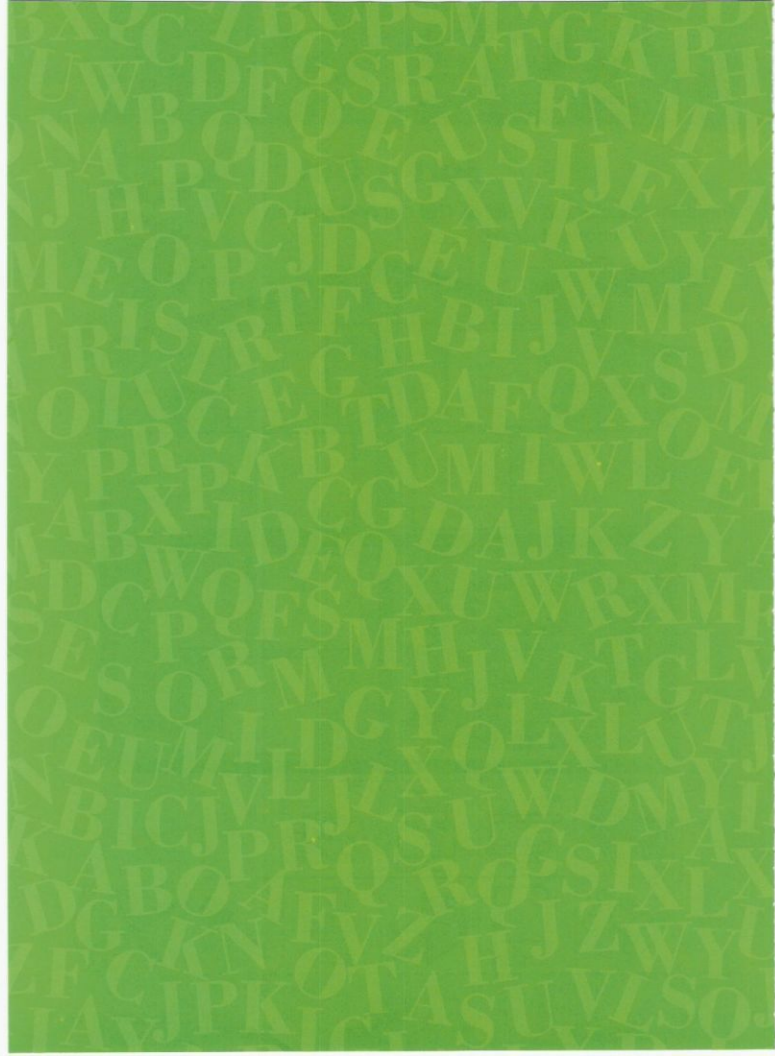


Name _____

Sort It Out

Directions: Color the pictures. Cut out and glue each picture in the correct room.







Name _____

Where Does It Belong?

Directions: Read the words.

Draw a **circle** around the **sky** words.

Draw a **line** under the **land** words.

Draw a **box** around the **sea** words.



city

rabbit

planet

cloud

forest

whale

shark

moon

shell

Directions: Write each word on the correct line.

Sky Words



Land Words



Sea Words





Name _____

Classification

Directions: Draw an **X** on the picture that does **not** belong in each group.

Fruit



apple



peach



corn



watermelon

Wild Animals



bear



kitten



gorilla



lion

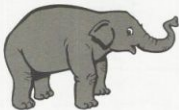
Pets



cat



goldfish



elephant



dog

Flowers



grass



rose



daisy



tulip



Classification

Directions: Dapper Dog is going on a camping trip. Draw an X on the word in each row that does **not** belong.






- | | | | | |
|----|------------|---------|-------|-------|
| 1. | flashlight | candle | radio | fire |
| 2. | shirt | pants | coat | bat |
| 3. | cow | car | bus | train |
| 4. | beans | hot dog | ball | bread |
| 5. | gloves | hat | book | boots |
| 6. | fork | butter | cup | plate |
| 7. | book | ball | bat | milk |
| 8. | dogs | bees | flies | ants |



Name _____

Classification

Directions: The words in each box form a group. Choose the word from the box that describes each group and write it on the line.

clothes	family	colors	flowers
fruits	animals	coins	toys
rose buttercup tulip daisy 	crash bang ring pop	mother father sister brother	
puzzle wagon blocks doll	green purple blue red	 grapes orange apple plum	
shirt socks dress coat	dime penny nickel quarter 	dog horse elephant moose	



Name _____

Things That Go Together

Directions: Draw a line to connect the things that go together.



toothpaste



pencil



salt



shoe



soap



pillow



washcloth



sock



toothbrush



pepper



paper



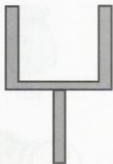
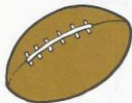
bed



Name _____

More Things That Go Together

Directions: Draw a line to connect the things that go together.





Same and Different

Reading to find out how things are alike or different can help you picture and remember what you read. Things that are alike are called **similarities**. Things that are not alike are called **differences**.

Similarity: Beth and Michelle are both girls.

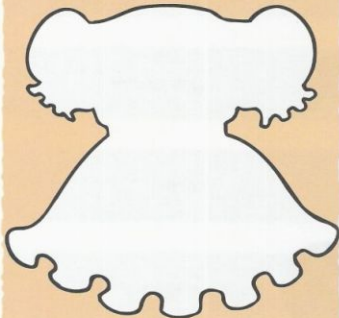
Difference: Beth has short hair, but Michelle has long hair.

Directions: Read the story.

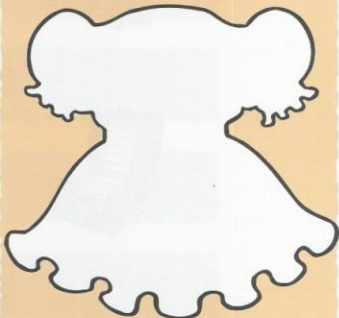
Michelle and Beth are wearing new dresses. Both dresses are striped and have four shiny buttons. Each dress has a belt and a pocket. Beth's dress is blue and white, while Michelle's is yellow and white. The stripes on Beth's dress go up and down. Stripes on Michelle's dress go from side to side. Beth's pocket is bigger with room for a kitten.

Directions: Add the details. Color the dresses. Show how the dresses are alike and how they are different.

Beth's Dress



Michelle's Dress





Name _____

Comparing Cars

Directions: Read the story.

Sarah built a car for a race. Sarah's car has wheels, a steering wheel, and a place to sit just like the family car. It doesn't have a motor, a key, or a gas pedal. Sarah came in second in last year's race. This year, she hopes to win the race.



Directions: Write **S** beside the things Sarah's car has that are like things the family car has. Write **D** beside the things that are different.



steering wheel



motor



gas pedal



seat



wheels



Alike and Different

A Cut-and-Fold Book

Directions: The pages of your Cut-and-Fold Book are on the back of this sheet. First, follow the directions below to make the book. Then, read your book to a family member or friend. Think of other things that are alike and different.

1. Tear the page out of the book.



2. Fold page along Line A so that the top meets the bottom. Make sure Line A is on the outside of the fold.



3. Fold along Line B to make the book.



3

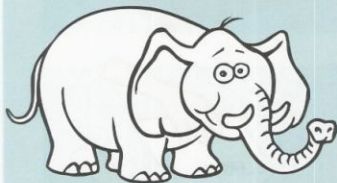


He is sad.



He is happy.

Line A



The elephant is big.



The mouse is little.

4

2

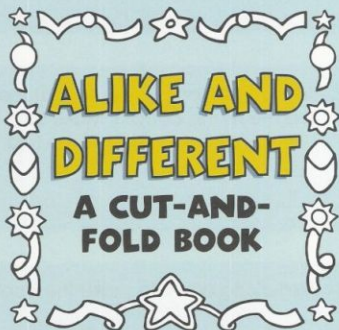


She is short.



She is tall.

Line B



ALIKE AND DIFFERENT

A CUT-AND- FOLD BOOK

1



Sequencing Pictures

Directions: Put the pictures in each column in order. Write **1**, **2**, or **3** next to each picture.















Name _____

Sequencing Patterns

Directions: Look for a pattern of shapes inside each pencil. Choose a shape from the picture bank and draw what comes next on each pencil. Then, write the name of the shape on the line.

Picture Bank



circle



triangle



square



rectangle













Name _____

Sequencing Riddles

Directions: To solve the riddles below, look at the letter underneath each line. Next, write the letter that comes **before** each letter.

How do you catch a squirrel?



_____ D M J N C V Q B U S F F

_____ B O E B D U M J L F B O V U

What has four wheels and flies?

_____ B H B S C B H F

_____ U S V D L



Why did the boy run around his bed?

_____ U P D B U D I V Q P O

_____ I J T T M F F Q





Name _____

Story Time

Directions: Write each group of sentences in the correct order.

My cat was full and went to sleep. My cat was hungry.
I filled a bowl with cat food.

1. _____
2. _____
3. _____



I got a gold star. I studied for my spelling test.
My teacher gave us a list of spelling words.

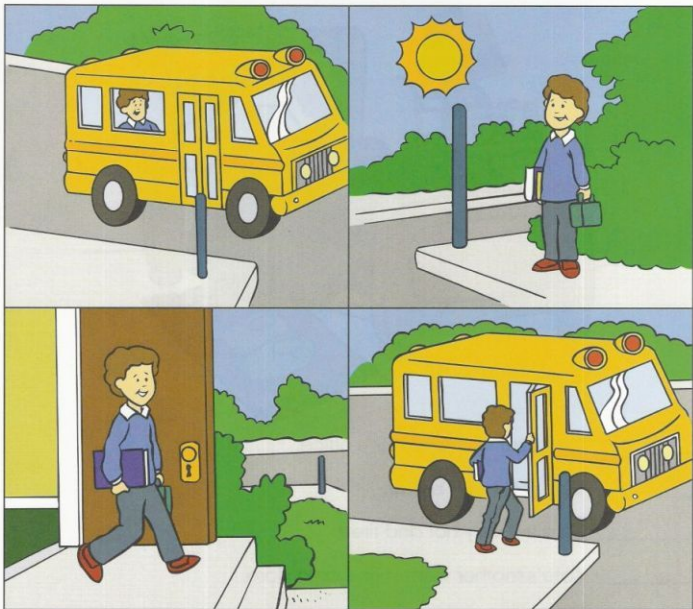
1. _____
2. _____
3. _____



Name _____

Sequencing

Directions: Look at the picture story. Read the sentences. Then, write 1, 2, 3, or 4 by each sentence to show the order of the story.



Ben rides the bus. _____

Ben leaves his house. _____

Ben is at the bus stop. _____

Ben gets on the bus. _____



Name _____

Comprehension: Sequencing

Directions: Kate is sick. What do you think happened? Put numbers beside each sentence to tell the story.



- _____ She went to the doctor's office.
- _____ Kate felt much better.
- _____ Kate felt very hot and tired.
- _____ Kate's mother went to the drug store.
- _____ The doctor looked in Kate's ears.
- _____ Kate took a pill.
- _____ The doctor gave Kate's mother a piece of paper.



Name _____

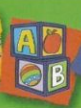
Sequencing

Tom and Tess are making a snack. They are fixing nacho chips and cheese.

Directions: Look at the picture. Then, look at the steps that Tom and Tess use. Put numbers beside each sentence to tell the correct order.



- _____ Tom and Tess cook the chips in the microwave oven for 2 minutes.
- _____ They get out a plate to cook on.
- _____ Tom and Tess get out the nacho chips and cheese.
- _____ Tom and Tess eat the food.
- _____ They put the chips on a plate.
- _____ They put cheese on the chips.

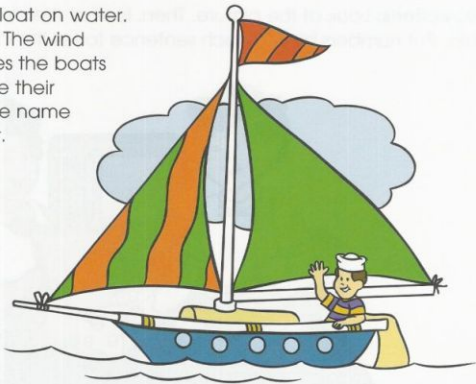


Name _____

Boats

Directions: Read about boats. Then, answer the questions.

See the boats! They float on water. Some boats have sails. The wind moves the sails. It makes the boats go. Many people name their sailboats. They paint the name on the side of the boat.



1. What makes sailboats move?

2. Where do sailboats float?

3. What would you name a sailboat?



Name _____

Tigers

Directions: Read about tigers. Then, answer the questions.

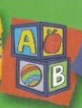
Tigers sleep during the day. They hunt at night. Tigers eat meat. They hunt deer. They like to eat wild pigs. If they cannot find meat on land, tigers will eat fish.



1. When do tigers sleep? _____ night _____ day

2. Name two things tigers eat.

3. When do tigers hunt? _____ day _____ night



Name _____

Where Flowers Grow

Directions: Read about flowers. Then, answer the questions.

Some flowers grow in pots. Many flowers grow in flower beds. Others grow beside the road. Some flowers begin from seeds. They grow into small buds. Then, they open wide and bloom. Flowers are pretty!



1. Name two places flowers grow.

2. Some flowers begin from _____.

3. Then, flowers grow into small _____.

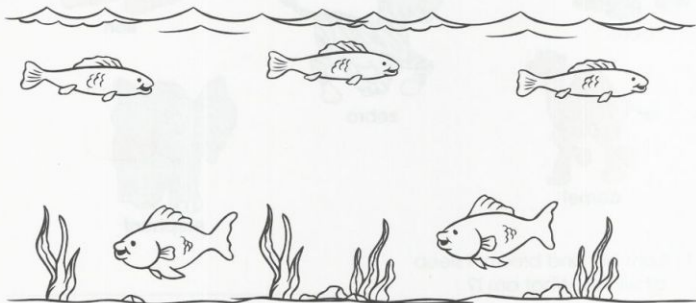
4. Flowers then open wide and _____.



Fish Come in Many Colors

Directions: Read about the color of fish. Then, tell the colors and color the fish.

All fish live in water. Fish that live at the top are blue, green, or black. Fish that live down deep are silver or red. The colors make it hard to see the fish.



1. Name three colors of fish that live at the top.

2. Name two colors of fish that live down deep.

3. Color the top fish and the bottom fish the correct colors.



Name _____

Zoo Animal Riddles

Directions: Write the name of the animal that answers each riddle.



bear



zebra



lion



camel



elephant

1. I am big and brown. I sleep all winter. What am I? _____
2. I look like a horse with black and white stripes. What am I? _____
3. I have one or two humps on my back. Sometimes people ride on me. What am I? _____
4. I am a very big animal. I have a long nose called a trunk. What am I? _____
5. I have sharp claws and teeth. I am a great big cat. What am I? _____



Important Signs to Know

Directions: Draw a line from the sign to the sentence that tells about it.

1. If you see this sign, watch out for trains.
2. When cars or bikes come to this sign, they must stop.
3. When this sign is on, do not cross the street.
4. This sign tells you to stay out of the yard.
5. If you see this sign, do not eat or drink what is inside!
6. This sign warns you that it is not safe. Stay away!
7. This sign says you are not allowed to come in.





Name _____

Comprehension

Directions: Read the story. Write the words from the story that complete each sentence.

Jane and Bill like to play in the rain. They take off their shoes and socks. They splash in the puddles. It feels cold! It is fun to splash!



Jane and Bill like to _____.

They take off their _____.

They splash in _____.

Do you like to splash in puddles?

Yes

No



Name _____

Comprehension

Directions: Read the story. Write the words from the story that complete each sentence.

Ben and Sue have a bug.
It is red with black spots. They
call it Spot. Spot likes to eat
green leaves and grass. The
children keep Spot in a box.



Ben and Sue have a _____.

It is _____ with black spots.

The bug's name is _____.

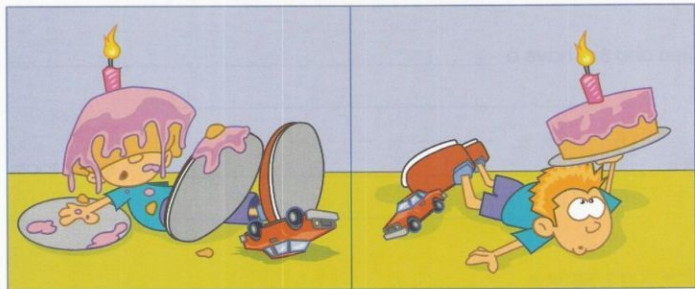
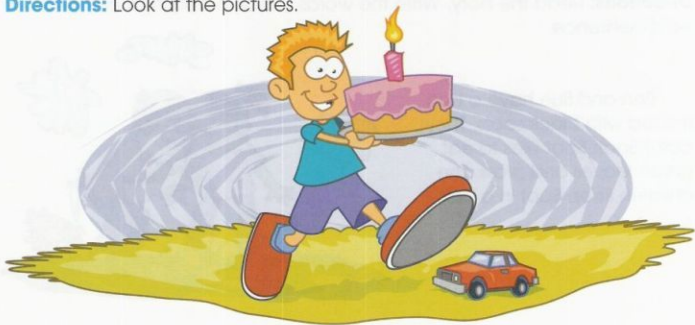
The bug eats _____.



Name _____

What Will Happen Next?

Directions: Look at the pictures.



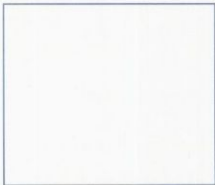
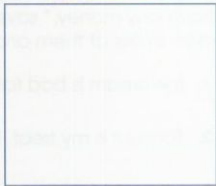
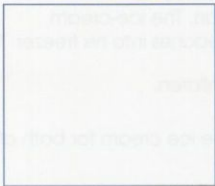
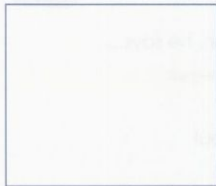
Directions: Write what you think will happen next.



Name _____

What's Next?

Directions: Draw a picture of what you think will happen next in the boxes below.





Name _____

What Happens Next?

Directions: Read the story. Predict what will happen and circle your answer choice.

David and Fran go the park. The friendly ice-cream man is there selling ice-cream cones. "Hi kids, would you two like an ice-cream cone?" he asks.

Fran and David reach into their pockets, which are empty. "We don't have any money," says Fran. The ice-cream man smiles at them and reaches into his freezer. Then, he says...



1. Ice cream is bad for children.
2. Today it is my treat. Free ice cream for both of you!
3. I am sorry, maybe next time.

Directions: Draw a picture of what you think will happen.





Name _____

What Comes Next?

It's fun to try to guess what will happen next as you read. Guessing what will happen is called **predicting outcomes**.

What you read: Liz drops the glass vase.

What you can predict: The glass vase will break.

Directions: Read the story. Then, follow the directions below.

Every Saturday, Grace cleans her room. One Saturday, Grace forgot to clean it because she was busy playing with her cat, Tiger. Mom looked in and saw that Grace's room was still messy.



1. Complete the sentence to make a prediction.

Now, Grace will probably _____

2. Color the things Grace will probably hang in her closet.

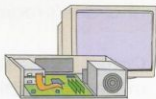




Name _____

Inside Out!

Directions: Can you match the outsides with the insides? Draw a line from each picture on the left to its inside picture on the right.

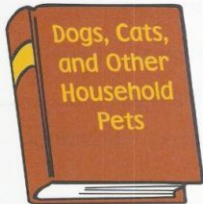
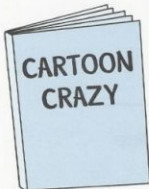
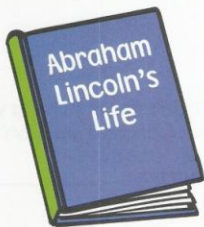
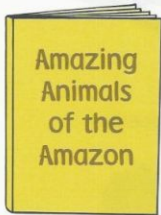
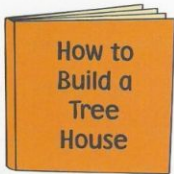
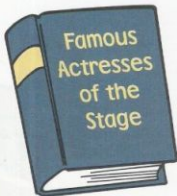




Books for Gabby!

Gabby loves to read books about many different topics. She loves to read about exotic animals. She loves stories about famous people. Gabby is also interested in becoming a doctor or an actress one day.

Directions: Look at the books below. Circle only the books that Gabby would like to read.





Name _____

Use Your Head!

Directions: Read each sentence below. Then, read each statement that follows it. Using the information in the first sentence, decide which word best completes each statement. Then, write that word on the line.

"Please put on your heavy winter coat before you go sledding," said my mom.

My mom wanted me to keep

_____. cool warm

I put on my coat _____

I went sledding. before after



"Don't forget to bring your glasses, Tom! It will be hard to see the chalkboard if you don't wear them," reminded his dad.

Tom has _____ eyesight.

good poor

Tom is _____.

forgetful aware

Tom is going to _____.

school basketball practice





Name _____

Where Do I Go?

Directions: Read the sentences below. Then, select words from the word list to write on the lines.

Word List

hospital

bookstore

bakery

park

My mom loves doughnuts. Dad and I wanted to surprise her with some. We stopped at the _____.



I love to read books! My mom said she would buy me a book at the _____.



I hurt my ankle at my basketball game. My coach took me to the _____.



It was a warm summer day, and my family went to the _____.





Name _____

Help Hattie!

Help Hattie pick out birthday presents!

Directions: Read the sentences about her friends. Then, write words from the word list on the lines. Draw a picture of each present inside the boxes.

Word List

music

airplane

goggles

crayons

journal



Nancy loves to color pictures.



Ray wants to be a pilot.



Kristin loves to write.



Jared swims every week.



Chelsea is a great piano player.





Critical Thinking

Directions: Use your reading skills to answer each riddle. Unscramble the word to check your answer. Write the correct word on the line.

I am a ruler, but I have two feet,
not one.

I am a _____,
(nglk)

I am very bright, but that doesn't
make me smart.

I am the _____,
(uns)

You can turn me around, but
I won't get dizzy.

I am a _____,
(eky)

I can rattle, but I am not a baby's
toy.

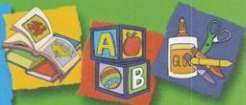
I am a _____,
(nekas)

I will give you milk, but not in a
bottle.

I am a _____,
(ocw)

I smell, but I have no nose.

I am a _____,
(oerflw)

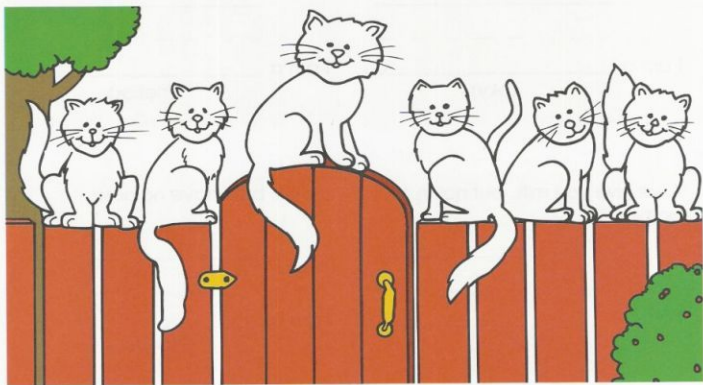


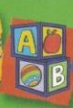
Name _____

Clues About Cats

Directions: Read the clues carefully. Then, number the cats. When you are sure you are correct, color the cats.

1. A gray cat sits on the gate.
2. A cat with orange-and-black spots sits near the tree.
3. A brown cat sits near the bush.
4. A white cat sits between the orange-and-black spotted cat and the gray cat.
5. A black cat sits next to the brown cat.
6. An orange cat sits between the gray cat and the black cat.





Name _____

Hidden Meanings

Directions: Cut out the cards. Use your thinking skills to match the picture words with their meanings.

T
O
U
C
H

he } art

WALKING

R U N
G the block
N I N

R O O R
A
S D S

walking tall

broken
heart

TIRE

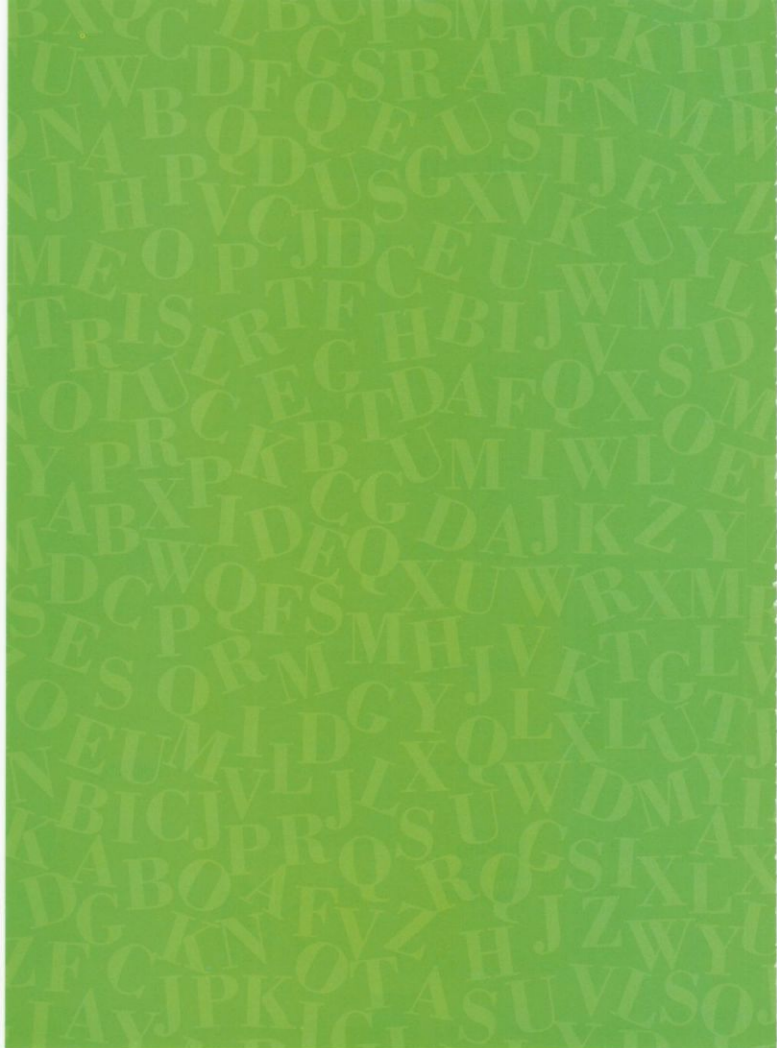
flat tire

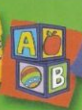
running
around
the block

touchdown

crossroads







Name _____

Hey! What's the Big Idea?



Directions: Circle the words that are shown in the picture above.

bowl	spatula	bed	dog	ink
oven	pan	jar	pot	phone
mixer	napkins	scooter	girl	sneakers
mitt	paper	car	socks	cupcake
spoon	towels	cat	milk	tin

Directions: Circle and write the best title for the picture.

Baking With Dad Chocolate Attack! Eating Food

Tell why the other two titles are not as good.



Picture This!

Directions: Look at the picture. Circle and write the best title on the lines below.

B-r-r-r, It's Cold!

Bears and Birds

Asleep for the Winter

Bears Go Shopping



Fishing

Our New Fish

The Pet Store

Fish and Chips



Spring Cleaning

My New Toy

Saturday Fun

New Shoes

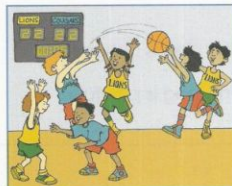




Name _____

Picture This!

Directions: Write a title beside each picture below. Your title should tell what each picture is about in just a few words.





Name _____

What's the Main Idea?

The **main idea** tells about the **whole picture**.

Directions: Does the sentence tell the main idea of the picture? Circle **yes** or **no**. Then, write the sentence that best states the main idea for each picture.

The cat wants to play. yes no

The cat takes a nap. yes no



The brothers play together. yes no

The brothers are smart. yes no



The dog is hungry. yes no

The dog is playful. yes no





Name _____

Story Time

The **main idea** tells about the **whole story**.

Read the story below.

"Mom, can we build a fort in the dining room?" John asked.

"Sure, honey," said John's mom. Then, John's mom covered the dining room table with a giant sheet. "Do you want to eat lunch in our fort?" asked John's mom.



"Yes!" said John. Then, John's mom brought two peanut butter sandwiches on paper plates and sat under the table, too!

"Mom, making a fort with you is so much fun!" said John, smiling.

Directions: Does the sentence tell the main idea? Write **yes** or **no**.

1. Then, John's mom covered the dining room table with a giant sheet. _____
2. "Do you want to eat lunch in our fort?" asked John's mom.

3. "Mom, making a fort with you is so much fun!" _____
4. Write a sentence that tells the main idea: _____



Caitlin Uses Context Clues

When you read, it is important to know about context clues. **Context clues** can help you figure out the meaning of a word or a missing word just by looking at the **other words** in the sentence.

Directions: Read each sentence below. Circle the context clues, or other words in the sentence that give you hints about the meaning. Choose the answer that fits in each blank. Write it on the line. The first one is done for you.



It was so hot outside that I decided I would go to the beach and swim.



play laugh shovel swim

"Swim" is the correct answer because of the context clues "hot" and "beach." Now you try.

1. Last night I went to bed very late and now I feel _____.

happy hungry tired yawn

2. When I broke my mom's favorite vase she was _____.

worried nice magic angry



3. The clown looked very _____ wearing a tiny pink tutu!

silly smart orange light





Name _____

Caitlin Uses More Context Clues

When you read, it is important to know about context clues. **Context clues** can help you figure out the missing word in a sentence, just by looking at the **other words** in the sentence.

Directions: Read each sentence below. Circle the context clues. Choose the answer that fits in each blank. Write it on the line.

1. The cold wind and lack of heat made me wish

I had an extra _____.

umbrella toy shovel jacket



2. A whale is a very _____ mammal. Sailors often thought whales were actually small islands!

small graceful large blue

3. Eating fruit is important for _____ health. Fruit is full of many important vitamins.

bad good okay cat



4. The bus was very large and had a lot of seats. It could carry _____ people.

few hungry many tired





Carlo's Context Clues

Context clues can help you figure out the meaning of a word just by looking at the **other words** in the sentence.

Directions: Read each sentence below. Circle the context clues. Choose a word from the word list to replace each word in **bold**. Write it on the line.

Word List

stop

shined

tease

smart

lively

yummy



1. This prize-winning chocolate cream pie is **delicious**. _____
2. Please do not **taunt** your younger brother. Mean words hurt his feelings. _____
3. The police officer told us to **halt** when we came to the red traffic light. _____
4. The bouncy, happy puppy was very **energetic**. _____
5. The silver bowl really **gleamed** after you polished it. _____
6. The **intelligent** girl always got 100's on her spelling tests. _____





Name _____

Carlo's Context Clues Continued

Context clues can help you figure out the meaning of a word just by looking at the **other words** in the sentence.

Directions: Read each sentence below. Circle the context clues. Choose a word from the word list to replace each word in **bold**. Write it on the line.



Word List

petted

understand

tell

little

yelled

1. "Don't **reveal** the secret! We want the party to be a surprise!" said Mary. _____
2. I can't **grasp** that hard math problem! It is too difficult. _____
3. The baby bird was so **tiny** that we could hardly see it. _____
4. We **stroked** the soft kitten and heard it purr. _____
5. The crowd **hollered** when the player was called out. _____





What Is Cause and Effect?

Cause: An action or act that makes something happen.

Effect: Something that happens because of an action or cause.

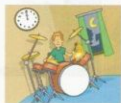
Look at the following example of cause and effect.

Kyle has a spelling test and studies hard.

Kyle's hard work helps him do a super job!



Directions: Now, draw a line connecting each cause on the left side of the page to its effect on the right side of the page.





Name _____

More Cause and Effect!

Cause: An action or act that makes something happen.

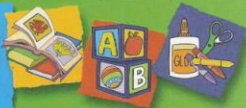
Effect: Something that happens because of an action or cause.

Look at the following example of cause and effect.



Directions: Now, draw a line connecting each cause on the left side of the page to its effect on the right side of the page.





Name _____

We Go Together!

Directions: Draw a line connecting the pictures that go together. Then, figure out which picture is the cause and which is the effect. Write **C** for **cause** or **E** for **effect** under each picture.





Name _____

Realistic Story or Fantasy?

Many stories are made-up stories. A made-up story about things that could really happen is a **realistic story**. Some made-up stories, such as fairy tales, tell about things that could never really happen. Those stories are **fantasies**.

Realistic story: A girl hits a home run and wins the game for her team.

Fantasy: A girl hits the ball. It sprouts wings and flies away on an adventure.

Directions: Read the book reviews. Fill in the circle to show whether each story is a realistic story or a fantasy.

The Flying Hippo is about a hippo that flies through the sky. He lands at a busy airport and wanders through New York City.

☐ Realistic story

☐ Fantasy

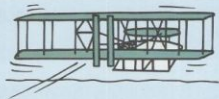

A Goose Learns to Fly is about a family who saves an injured baby goose. Later, they teach it to fly on its own.

☐ Realistic story

☐ Fantasy

The First Airplane is about the Wright Brothers and the airplane they invented.

☐ Realistic story

☐ Fantasy


The Magic Airplane is about a toy airplane that flies to the planet Mars.

☐ Realistic story

☐ Fantasy



Fantasy Tales

If even one thing in a story could not really happen, the whole story is a fantasy.

Directions: Read the stories. Underline the sentence that makes each story a fantasy.

Michelle got a kitten for her birthday. It was soft and cuddly. It liked to chase fuzzy toys. After playing, it napped in Michelle's lap. One day, the kitten said to Michelle, "Would you like me to tell you a story?"



The team lined up. The kicker kicked the football. Up, up it soared. It went up so high that it went into orbit around the Earth. The game was over. The Aardvarks had won.



"This is a great car," the salesperson said. "It can go very fast. It can cook your breakfast. It always starts, even on the coldest day. You really should buy this car."



Chris studied about healthy food in school. He learned that milk could make him grow. Chris drank a glass of milk just before he went to bed. When he got up in the morning, he was so tall, his head went right through the ceiling.





Name _____

Write About Reality

Directions: Write a journal entry. Write about a special day. You can make up the story, but make sure everything you write is something that could really happen.



Handwriting practice lines consisting of solid blue top and bottom lines with a dashed red middle line. There are eight sets of these lines for writing.



Name _____

Write a Fantasy

Directions: Write a new journal entry. Write about the same special day you wrote about on page 177. This time, add details to make your story a fantasy.



Handwriting practice lines consisting of solid blue top and bottom lines and a dashed orange middle line. There are eight sets of these lines for writing.



Name _____

Penguins

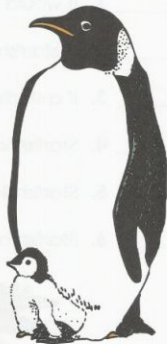
A penguin is a bird that cannot fly. Its wings look and act like flippers. Penguins are very good swimmers and spend a lot of time in the water. White belly feathers and short black feathers on their backs make it hard to spot them in the water. They waddle when they walk. Most wild penguins live in the

southern part of the world.

Female penguins lay one to three eggs. The male carries the eggs on his feet and covers them with rolls of body fat to keep them warm. A baby penguin is called a *chick* when it is hatched. Most penguins can live for almost twenty years.

Directions: After reading about penguins, decide if each statement is a fact or an opinion. Write **F** for fact and **O** for opinion.

- _____ 1. A penguin is a beautiful bird.
- _____ 2. A penguin is a bird that cannot fly.
- _____ 3. Penguins are good swimmers.
- _____ 4. Baby penguins are called *chicks*.
- _____ 5. Female penguins are good nest builders.
- _____ 6. It is fun to watch penguins swimming.
- _____ 7. Bird watchers like to watch penguins.
- _____ 8. A penguin may live for twenty years.





Starfish

A starfish is not really a fish. It is an animal. It belongs to a group of animals that have skin that is tough and covered with sharp bumps called *spines*.

Starfish live in the ocean.

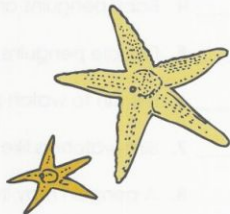
Most starfish have five "arms" going out from the main body. This makes them look like stars. The mouth of a

starfish is on the underside of its body. A starfish can eat in two different ways. It can take food in through its mouth and eat it. It can also eat by pushing its stomach out of its mouth and wrapping it around the food.

If an arm breaks off the starfish, it can grow a new one.

Directions: Read the statements. Decide if each is a fact or an opinion. Write **F** for fact and **O** for opinion.

- _____ 1. It would be fun to feel a starfish.
- _____ 2. A starfish would be a good pet.
- _____ 3. If a starfish "arm" breaks off, it can grow a new one.
- _____ 4. Starfish look pretty.
- _____ 5. Starfish live in the ocean.
- _____ 6. Starfish have tough skin with spines.





Figs

Fig is the name of a fruit and of the plant the fruit grows on. The plant can look like a bush or like a tree. Fig plants grow where it is warm all year long.

The fig fruit grows in bunches on the stems of fig plants. Some figs can be picked two times each year.

They can be picked from old branches in June or July. They can be picked from new branches in August or September.

Many people like to eat figs. They can be eaten in fig cookies or in fig bars. They can be canned or eaten fresh. Sometimes figs are dried.

Directions: Color the fig **red** if the sentence is a **fact**. Color the fig **blue** if the sentence is an **opinion**.



1. A fig is a plant and a fruit.



2. The fig tree is very pretty.



3. Fig plants do not grow where it is very cold.



4. Figs grow in a bunch.



5. You can pick figs two times each year.



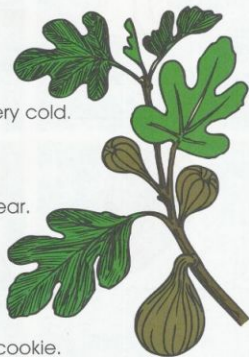
6. Figs taste very good.



7. You can eat figs in many ways.



8. The best way to eat a fig is in a fig cookie.





Name _____

What's My Name?

Different words have different jobs. A **naming word** names a person, place, or thing. Naming words are also called **nouns**.

Example: person — nurse
place — store
thing — drum

Directions: In the word box below, circle only the words that name a person, place, or thing. Then, use the nouns you circled to name each picture.

teacher

up

dog

the

library

runs

is

cowhand

cap

zoo





Name _____

Person, Place, or Thing?

Directions: Write each noun in the correct box below.

girl

park

truck

vase

artist

tree

doctor

zoo

school

store

ball

baby



Person



Place



Thing



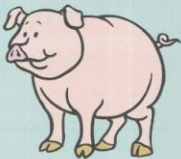


Name _____

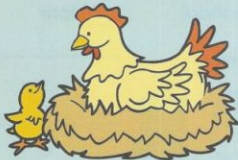
Finding Nouns

A **noun** names a person, place, or thing.

Directions: Circle two nouns in each sentence below. The first one is done for you.



The pig has a curly tail.



The hen is sitting on her nest.



A horse is in the barn.



The goat has horns.



The cow has a calf.



The farmer is painting the fence.



Name _____

Nouns at Play

Directions: Complete each sentence with the correct noun from the word box. Write the noun on the line.

ducks

sun

tree

dog

boys

bird



1. A big _____ grows in the park.

2. The _____ is in the sky.

3. A _____ digs a hole.

4. Three _____ swim in the water.

5. A _____ sits on its nest.

6. Two _____ fly a kite.



Name _____

Nouns

Directions: Complete each sentence with a noun.

1. The _____ is fat.



2. My _____ is blue.



3. The _____ has apples.



4. The _____ is hot.





Name _____

Nouns

Directions: Write these naming words in the correct box.

store
cat

zoo
park

child
gym

baby
woman

teacher
sock

table
horse



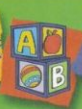
Person



Place



Thing



Name _____

Verbs

Directions: Look at the picture and read the words. Write an action word in each sentence below.



1. The two boys like to _____ together.
2. The children _____ the soccer ball.
3. Some children like to _____ on the swing.
4. The girl can _____ very fast.
5. The teacher _____ the bell.



Name _____

Ready, Set, Go!

An **action word** tells what a person or thing can do.

Example: Fred **kicks** the ball.

Directions: Read the words below. Circle words that tell what the children are doing.



jump
boy



sleep
bed



hello
talk

skate
mittens



hop
sidewalk



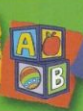
sing
song



swim
deep

story
read





Name _____

Action Words

Directions: Underline the action word in each sentence. Then, draw a line to match each sentence with the correct picture. The first one is done for you.

The dog barks.



The birds fly.



A fish swims.



A monkey swings.



A turtle crawls.



A boy talks.





Name _____

What Is a Verb?

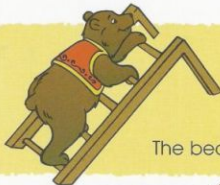
A **verb** is an action word. A verb tells what a person or thing does.

Example: Jane **reads** a book.

Directions: Circle the verb in each sentence below.



Two tiny dogs dance.



The bear climbs a ladder.

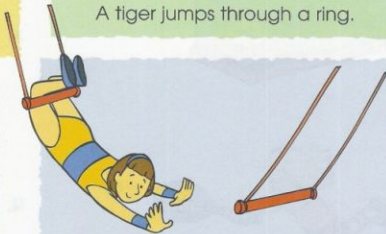


The clown falls down.

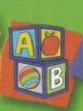


A tiger jumps through a ring.

A boy eats popcorn.



A woman swings on a trapeze.



Name _____

Review

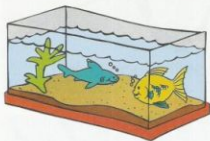
Directions: Read the sentences below. Draw a **red** circle around the **nouns**.
Draw a **blue** line under the **verbs**.



1. The boy runs fast.



2. The turtle eats leaves.



3. The fish swim in the tank.



4. The girl hits the ball.



Name _____

Review

Directions: Cut out the words below. Glue naming words in the **Nouns** box. Glue action words in the **Verbs** box.

Nouns

Verbs

cut



boy



jump



cat



sit



throw



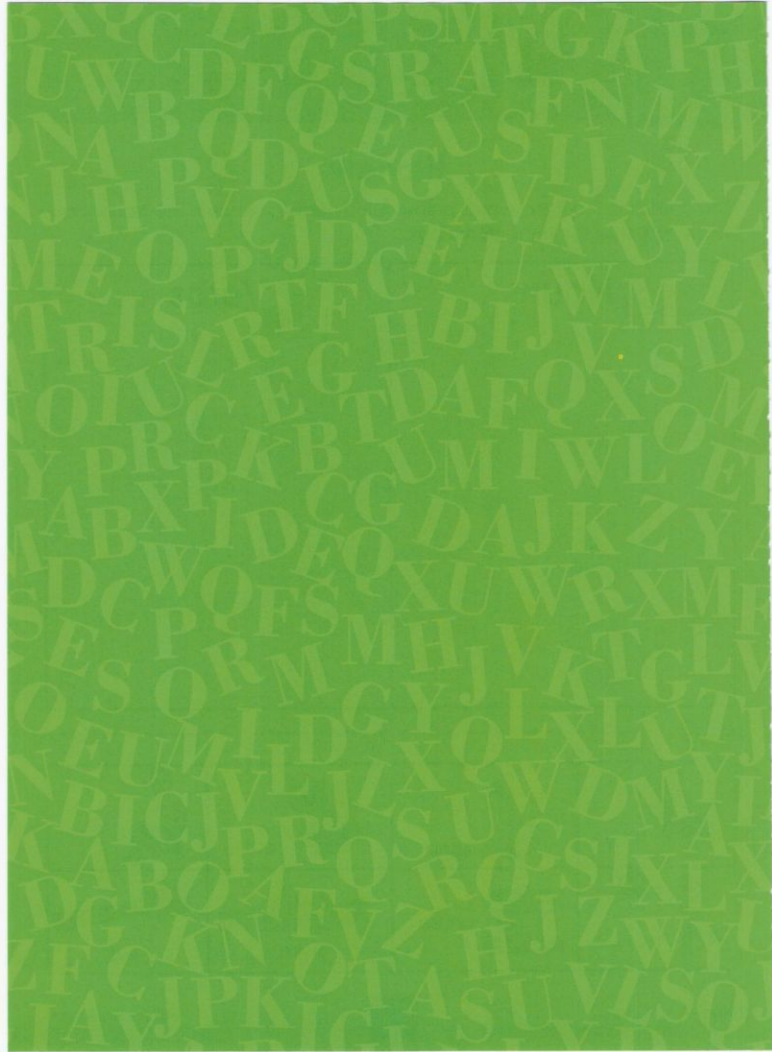
house



swim



fork





Name _____

Words That Describe

Directions: Read the words in the box. Choose the word that describes, or tells about, the picture. Write it next to the picture.

wet

round

funny

soft

sad

tall



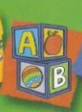












Name _____

Words That Describe

Directions: Circle the describing word in each sentence. Draw a line from the sentence to the picture.

1. The hungry dog is eating.



2. The tiny bird is flying.



3. Horses have long legs.



4. She is a fast runner.



5. The little boy was lost.



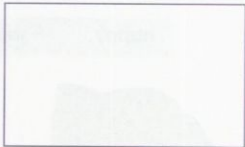


Words That Describe: Colors and Numbers

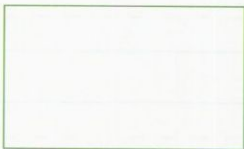
Colors and numbers can describe nouns.

Directions: Underline the describing word in each sentence. Draw a picture to go with each sentence.

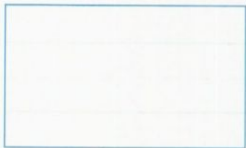
A yellow moon was in the sky.



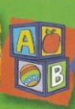
Two worms are on the road.



The tree had red apples.



The girl wore a blue dress.



Name _____

Words That Describe

Describing words tell us more about a person, place, or thing.

Directions: Read the words in the box. Choose a word that describes the picture. Write it next to the picture.

happy

round

sick

cold

long













Adjectives

Describing words are also called **adjectives**.

Directions: Circle the describing words in the sentences.



1. The juicy apple is on the plate.



2. The furry dog is eating a bone.



3. It was a sunny day.



4. The kitten drinks warm milk.



5. The baby has a loud cry.



Name _____

We're the Same!

Words that mean the **same** thing, or close to the same thing, are called **synonyms**.

Directions: Write a word from the word list that has the same meaning as each word below.

Word List

bright

hop

dad

fast

pretty

plate

silly

center

sunny
_____beautiful
_____middle
_____dish
_____quick
_____jump
_____goofy
_____father



Name _____

Synonym Squares!

Directions: Circle the **synonym** in each square that has the same meaning or close to the same meaning as the word in **bold** print. The first one is done for you.

end **start**

begin

stop

scream **shout**

brother

talk

cat **sick**

bath

ill

Directions: Think of a synonym for each of the three listed words. Then, write a sentence using **both** words in your sentence.

smart/ _____

bad/ _____

little/ _____



Name _____

Take My Place

Directions: Choose the word from the word list below that could take the place of the underlined word in each sentence. Write it on the line.

Word List

pick

tired

cut

porch

pull

bag

1. I was so sleepy! I couldn't wait to go to bed! _____



2. Please put all your books in this sack.



3. Please choose a present you would like to open. _____



4. Are you strong enough to drag this heavy crate? _____



5. "It is important to trim the extra fabric on your art project," said my art teacher.



6. We sipped lemonade on the deck.



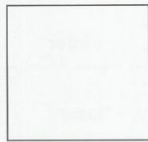
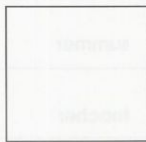
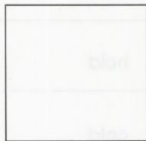
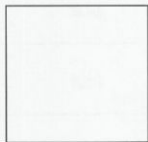


Name _____

Antonym Artists!

Antonyms are words that have **opposite** meanings. Abby and Abe are Antonym Artists! They like to draw opposite pictures.

Directions: Help Abe draw the opposite of Abby's pictures.





Name _____

Oops! It's Opposite Day!

Oppie woke up early one morning to discover it was Opposite Day! Everything was opposite! Oppie got dressed, and all his clothes went on backwards!

Directions: Help Oppie by circling the word in each row that has the **opposite** meaning of the first word.



pull	push	pillow	grab
fast	burger	danger	slow
thin	fat	tall	skinny
break	fix	hold	glue
harm	ham	cold	help
winter	February	summer	fall
loser	bad	teacher	winner



Name _____

Antonyms Are Opposites!

Words with **opposite** meanings are called **antonyms**.

Directions: Circle an antonym for the underlined word in each sentence.



- | | | | |
|---|---------|----------|-----------|
| 1. The sky was very <u>dark</u> . | purple | old | light |
| 2. Turn <u>left</u> at the light. | right | sideways | yellow |
| 3. The shelf was very <u>high</u> . | pretty | low | loud |
| 4. The turtle walked <u>slowly</u> . | silly | quickly | nicely |
| 5. I <u>whispered</u> at the circus. | laughed | coughed | shouted |
| 6. Bobby is an <u>adult</u> . | child | fan | principal |
| 7. The clown was very <u>strong</u> . | weak | silly | hungry |
| 8. The library is a <u>quiet</u> place. | fun | messy | noisy |



Name _____

Batty Bats!

Some words have more than one meaning.

The word **bat** has more than one meaning.

Directions: Look at the words and their meanings below. Next to each picture, write the number that has the correct meaning.



Hi, I'm a bat!

Hey, wait a minute. I'm a bat!



- can:**
1. a metal container
 2. to know how



- band:**
1. a group of musicians
 2. a strip of material



- cap:**
1. a soft hat with a visor
 2. lid or cover



- crow:**
1. a large black bird
 2. the loud cry of a rooster





Name _____

Match That Meaning!

Some words have more than one meaning. Look at the list of words.

Directions: Match the word's correct meaning to the pictures below.

cross: 1. to draw a line through

2. angry

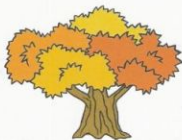
fall: 3. the season between summer and winter

4. to trip or stumble

land: 5. to bring to a stop or rest

6. the ground







Name _____

Match That Meaning!

The word **may** has more than one meaning.

- May** or **may:**
1. the fifth month of the year
 2. to be permitted or allowed to do something

MAY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May I please have a drink of water?



Directions: Write the letter of the correct meaning in each blank.

1. My dad's birthday is in _____.
2. _____ I please go to the gym?
3. Many flowers bloom in _____.
4. Mother, _____ I go to the swimming party?
5. My brother will come home from college in _____.





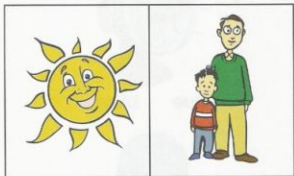
Name _____

Homonyms

Homonyms are words that sound the same, but are spelled differently and have different meanings. For example, **sun** and **son** are homonyms.

Directions: Look at the word. Circle the picture that goes with the word.

1. sun



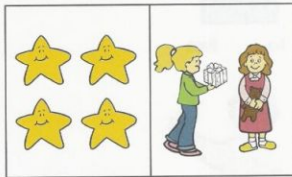
2. hi



3. ate



4. four



5. buy



6. hear





Name _____

Homonyms

Directions: Look at each picture. Circle the homonym that is spelled the correct way.



deer dear

2

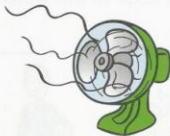
to two



by bye

8

ate eight



blue blew



hi high



new knew



red read



Name _____

Homonyms

Directions: Write the word from the box that has the same sound but a different meaning next to each picture.

ball

see

blew

pear



bawl



pair



sea



blue

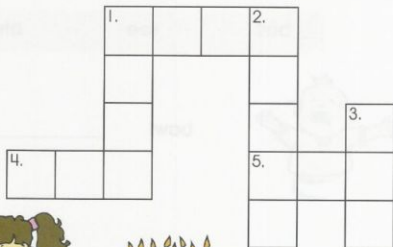


Name _____

Homonyms

Directions: Jane is having a birthday party. Complete each sentence with a homonym from the box. Then, write the word in the puzzle.

blew	son
blue	two
too	to
sun	write
right	bee
be	knew
new	



Across:

- Jane _____ out the candles.
- Two days ago, she was stung by a _____.
- But after _____ days, she felt better.

Down:

- She has on a _____ dress for her party.
- She will _____ a letter to her grandma.
- Jane is a girl, so she is not a _____.



Name _____

Make Compound Words

Some short words can be put together to make one new word. The new word is called a **compound word**.

cow + hand = cowhand

Directions: Look at each pair of pictures and words below. Join the two words to make a compound word. Write it on the line.



rain + coat = _____



door + bell = _____



dog + house = _____



pan + cake = _____



horse + shoe = _____



Name _____

Two Words in One

Directions: Write the two words that make up each compound word below.

snowball



raincoat



airplane



watermelon



haircut



football



sunshine





Name _____

Compound Word Riddles

Directions: Underline the two words in each sentence that can make a compound word. Write the compound word on the line to complete the sentence.



A kind of bird that is black is a _____



A horse that can race is a _____



A cloth that covers a table is a _____



A room with a bed is a _____



A book with a story is a _____



A bowl that holds fish is a _____



Name _____

Compound Words

Directions: Look at the pictures and the two words that are next to each other. Put the words together to make a new word. Write the new word.

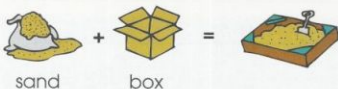
Example:



houseboat











Name _____

Compound Words

Directions: Cut out the pictures and words at the bottom of the page. Put two words together to make a compound word. Write the new word.

+

=

+

=

+

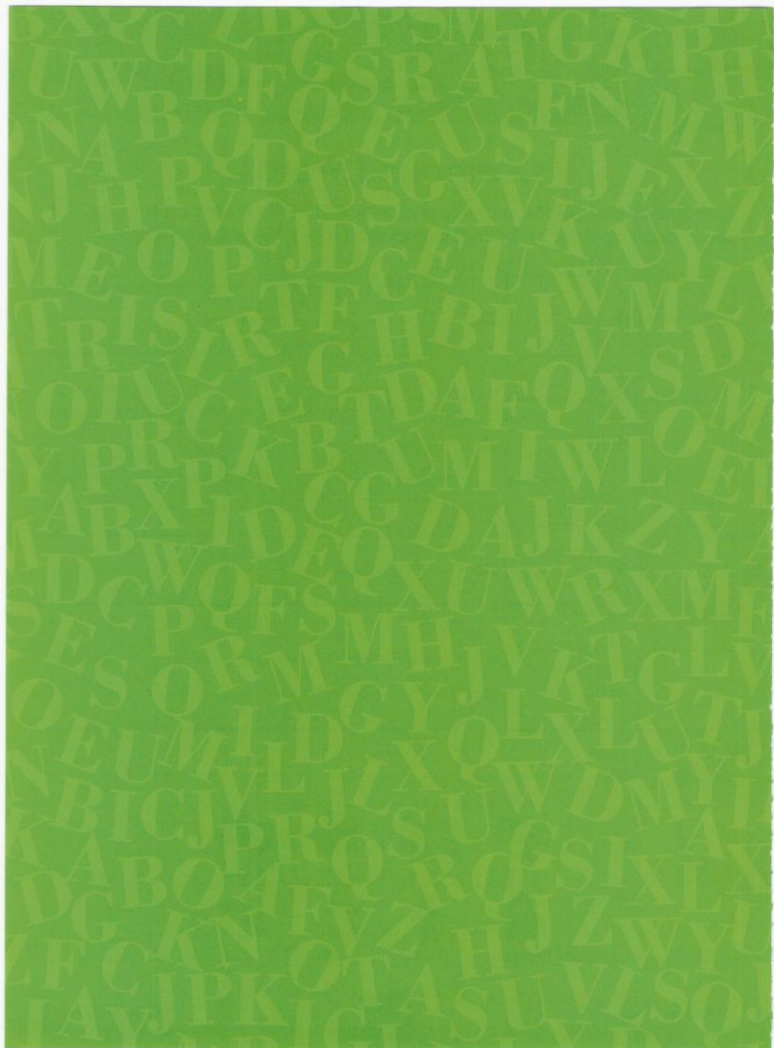
=

+

=

cut







Name _____

Compound Words

Directions: Circle the compound word that completes each sentence. Write each word on the lines.

1. The _____ brings us letters.

mailman

snowman



2. A _____ grows tall.

sunlight

sunflower

3. The snow falls _____.

outside

inside



4. A _____ fell on my head.

raindrop

rainbow

5. I put the letter in a _____.

mailbox

shoebox





Name _____

Compound Words

Directions: Draw lines to make compound words. Write the new words on the lines.

Example: song + bird = songbird.

dog

room

foot

box

bed

house

mail

light

some

ball

moon

thing





Name _____

Compound Words

Directions: Read the sentences. Fill in the blank with a compound word from the word box.

raincoat

bedroom

lunchbox

hallway

sandbox



1. A box with sand is a



2. The way through a hall is a



3. A box for lunch is a



4. A coat for the rain is a



5. A room with a bed is a



Name _____

One or More Than One?

Directions: Circle the correct word under each picture. The first one is done for you.



hat

hats



car

cars



frog

frogs



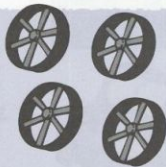
shirt

shirts



cloud

clouds



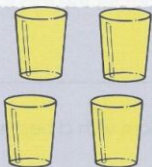
wheel

wheels



dish

dishes



glass

glasses



fox

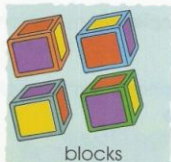
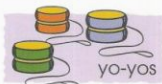
foxes



Name _____

How Many Toys?

Directions: Read the nouns under the pictures. Write each noun under **One** or **More Than One**.



One

Handwriting practice lines for the 'One' category, consisting of multiple sets of solid top and bottom lines with a dashed middle line.

More Than One

Handwriting practice lines for the 'More Than One' category, consisting of multiple sets of solid top and bottom lines with a dashed middle line.





Name _____

Making Nouns Plural

A **plural noun** means more than one. Add **s** to most nouns to make plural nouns.

Example: Penny has one **dog**.
Jerry has two **dogs**.

Directions: Write the plural form of the nouns below.



flower



girl



squirrel



toy



wagon



turtle



Name _____

More Than One

Some nouns name more than one person, place, or thing.

Directions: Add **s** to make the words tell about the picture.



frog _____



pan _____



boy _____



egg _____



horn _____



girl _____



Name _____

More Than One

An **s** at the end of a word often means there is more than one. Words that mean more than one are also called **plurals**.

Directions: Look at each picture and circle the correct word. Write the word on the line.



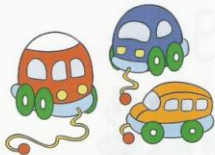
two
dog dogs



four
flower flowers



one
bikes bike



three
toy toy



a
lamb lambs



two
cat cats



Name _____

One Is Not Enough!

A plural noun means more than one. To make nouns that end in **x**, **s**, **ss**, **sh**, or **ch** plural, add **es**.

Example: Barry filled one **box** with sand.
Barry filled four **boxes** with sand.



Directions: Write the plural form of each noun below.

peach



brush



fox



dress



bus



watch





Name _____

Use the Clues

Directions: Write each word from the word box in the correct place. Remember that plural forms usually end in **s**.

kites

star

chick

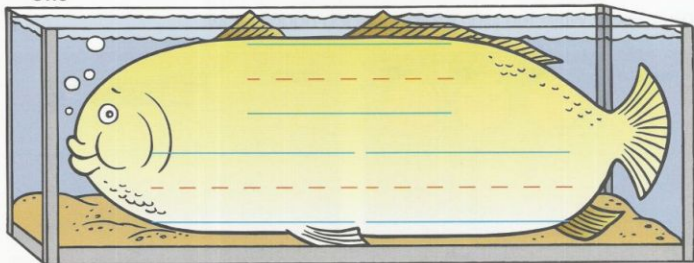
foxes

matches

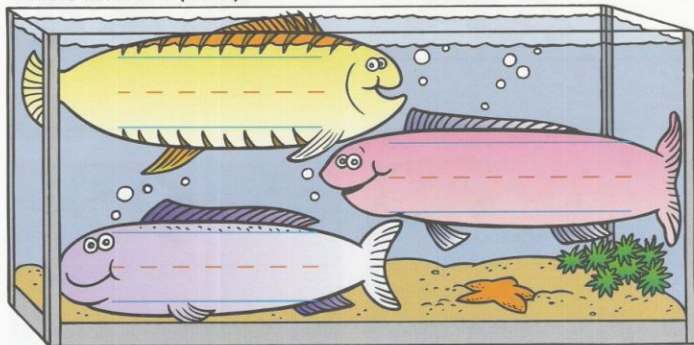
lunch



One



More Than One (Plural)



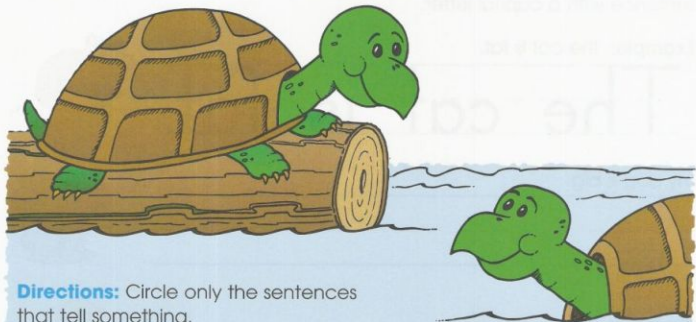


Name _____

Sentences That Tell

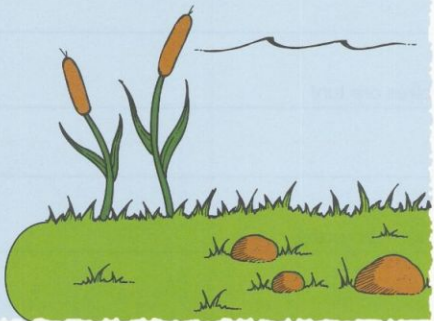
Some sentences tell something. Every **telling sentence** ends with a **period**.

Example: The bird sings.



Directions: Circle only the sentences that tell something.

1. Two turtles sat on a log.
2. One turtle fell off.
3. Did you see her?
4. She swam away.
5. The water is cold.
6. Can you swim?





Name _____

Sentences

Sentences begin with capital letters.

Directions: Read the sentences and write them below. Begin each sentence with a capital letter.

Example: the cat is fat.

The cat is fat.



my dog is big.



the boy is sad.



bikes are fun!



dad can bake.

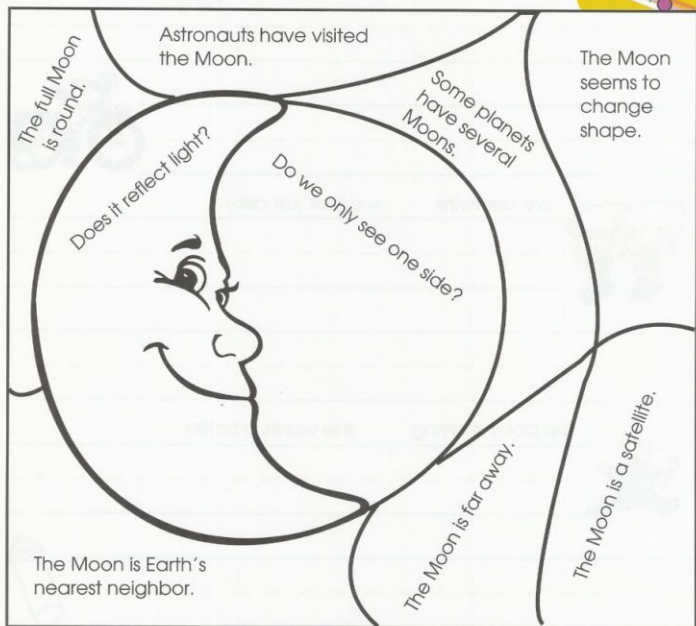




Statements

A **statement** is a sentence that tells something. It begins with a capital letter and ends with a period. **Example:** The Moon orbits the Earth.

Directions: If the sentence is a statement, color the space black. If it is not, color the space yellow.





Name _____

Writing Sentences

A **sentence** begins with a capital letter and ends with a period.

Directions: Read the two sentences on each line. Draw a line between the two sentences. Then, write each sentence correctly.

I have a new bike it is red



we are twins we look just alike



the baby is crying she wants a bottle





Making Sentences

A **sentence** tells a whole idea.

Directions: Cut out and glue each picture and group of words together to make a sentence.



Six candles



The rabbit



The apple



A little spider



has four carrots.



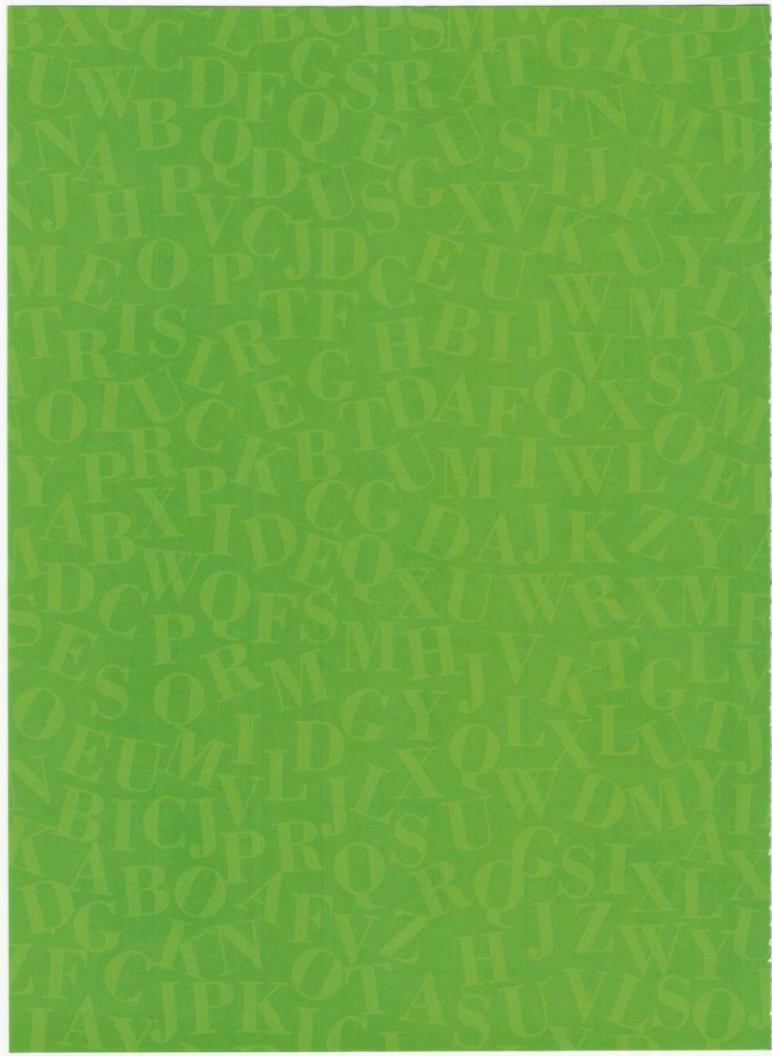
makes a web.



are on the cake.



is on a dish.





Name _____

Sentence Building

Sentences can tell a story.

Directions: Read each sentence. Cut out and glue the sentence that tells what happened next. Write a sentence that tells what could happen after that.



Mary went to bed and quickly fell asleep.



Brad saw something shiny in the grass.



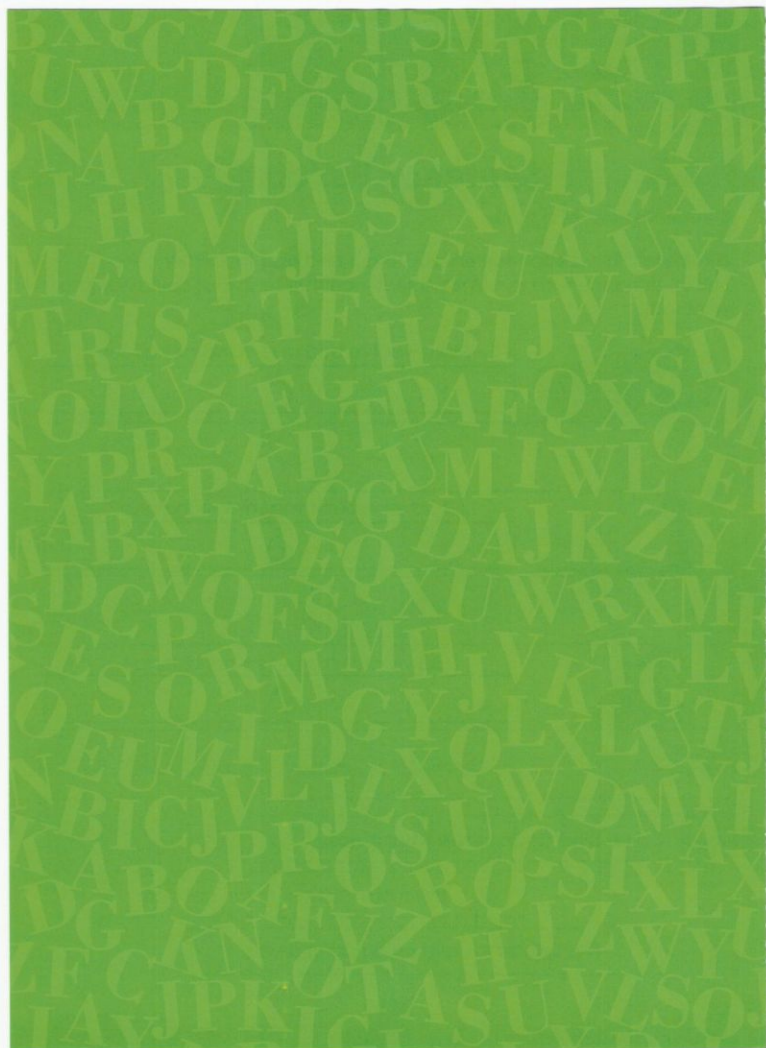
Sally wanted a pet for her birthday.



He bent down to see what it was.

Her mom took her to the pet store.

She began to have an amazing dream.





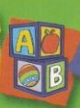
Completing Sentences

A **sentence** must make sense.

Directions: Match each sentence with an ending which makes sense. Circle the correct ending.

- Today is _____
the first day of school.
_____ on the window.
- I like to _____
around the corner.
walk to school with my friend.
- We eat lunch _____
at noon every day.
_____ on the roof.
- My class _____
under the old tree.
is learning to read.
- I put my _____
pencil on my desk.
_____ in the small box.
- Our classroom _____
three more times.
has a map on the wall.





Name _____

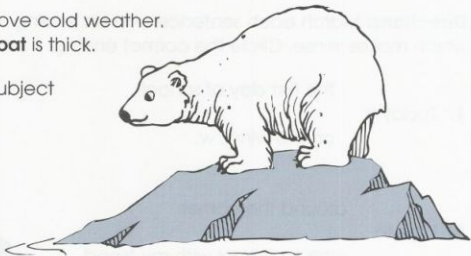
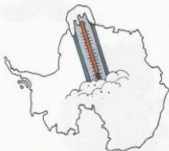
Subjects of Sentences

The **subject** of a sentence tells who or what does something.

Examples: Polar bears love cold weather.

The bear's coat is thick.

Directions: Circle the subject of each sentence.



1. Polar bears live in the Arctic.
2. The Arctic is very cold.
3. The polar bear's coat is white.
4. The fur coat keeps the bear warm.
5. The bear has a layer of fat under its skin.
6. The fat is called *blubber*.
7. Blubber keeps the bear warm, too.
8. Polar bears eat seals.
9. A polar bear can sneak up on a seal.
10. The bear's white coat makes it hard to see.



Predicates of Sentences

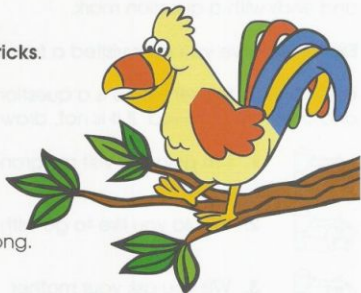
The **predicate** of a sentence tells what the subject is or does.

Examples: Parrots **are not all alike**.

Some parrots **can learn tricks**.

Directions: Circle the predicate of each sentence.

1. Parrots live in hot places.
2. Some macaws are three-feet long.
3. Macaws live in rainforests.
4. Other parrots build nests in desert cactuses.
5. Most parrots have long beaks.
6. They use their beaks for cracking nuts.
7. Some parrots cannot crack nuts.
8. They eat seeds and fruits instead.
9. Parrots are colorful birds.
10. These birds have loud voices.





Name _____

Questions

A **question** is a sentence that asks something. It begins with a capital letter and ends with a question mark.

Example: Have you ever visited a farm? What animals lived on the farm?

Directions: If the sentence is a question, put a **question mark** at the end and color the barn red. If it is not, draw an **X** on the barn.



1. I'm going to visit my grandma



2. Would you like to go with me



3. Will you ask your mother



4. Did she say you could go



5. What would you like to do first



6. Do you want to see the ducks



7. There are four of them on the pond



8. We'll see the baby chicks next

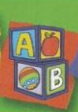


9. Are you glad you came with me



10. Maybe you can come again





Name _____

More Questions

Directions: A **question** begins with a capital letter and ends with a question mark. Look at each picture of Panda. Ask Panda a question to go with each picture.





Changing Sentences

The order of words can change a sentence.

Directions: Read each telling sentence. Change the order of the words to make an asking sentence. **Example:**



The clown is happy.

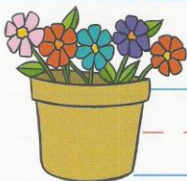
Is the clown happy?

The boy can swim.



The bell will ring.

The popcorn is hot.



The flowers are lovely.

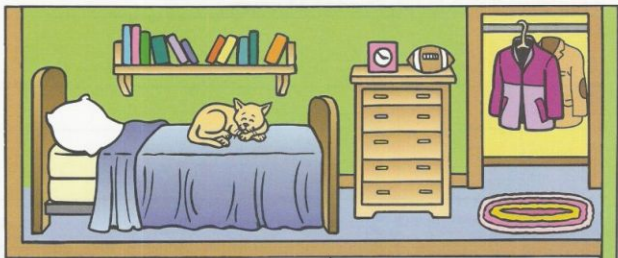


Name _____

Sentences That Ask

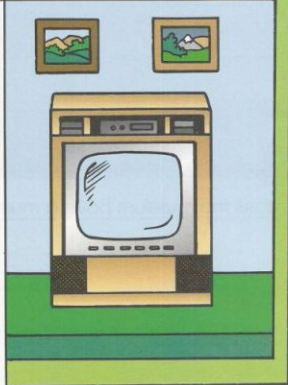
Some sentences ask something. An **asking sentence** is called a **question**. A question ends with a **question mark**.

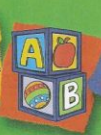
Example: What is your name?



Directions: Circle only the questions.

1. Is that your house?
2. There are two pictures on the wall.
3. Where do you sleep?
4. Do you watch TV in that room?
5. Which coat is yours?
6. The kitten is asleep.





Name _____

Questions, Questions

A **question** begins with a capital letter and ends with a question mark.



Directions: Write each question correctly on the line.

is our class going to the Science Museum

will we see dinosaur bones

does the museum have a mummy



Name _____

I'm So Excited!

The end mark ! shows that you are excited.
Use it to end a sentence that shows strong feelings.

Example: What a beautiful day this is!

Directions: Read these sentences. Write ? or ! after each sentence.



1. What a great day this is for a race

2. Who is running in this race

3. How fast they run

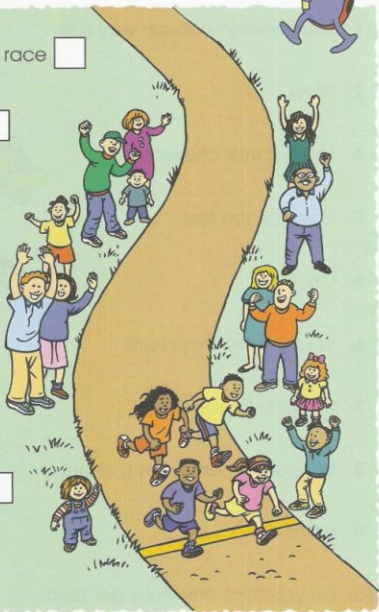
4. Who will finish first

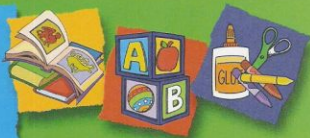
5. The runners are off

6. Run faster

7. Can you see the finish line

8. I won the race



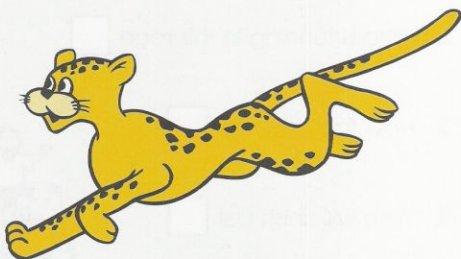


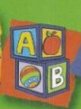
Surprising Sequence

Some sentences show a strong feeling and end with an **exclamation mark (!)**. A surprising sentence may be only one or two words showing fear, surprise, or pain, such as "Oh, no!"

Directions: Put a **period** at the end of the sentences that tell something. Put an **exclamation mark** at the end of the sentences that show a strong feeling. Put a **question mark** at the end of the sentences that ask a question.

1. The cheetah can run very fast
2. Wow
3. Look at that cheetah go
4. Can you run fast
5. Oh, my
6. You're faster than I am
7. Let's run together
8. We can run as fast as a cheetah
9. What fun
10. Do you think cheetahs get tired





Name _____

Sentence Sequence

The words in a sentence must be in the correct order.

Directions: Cut out and glue the words in the correct order to tell about each picture.

1.



--	--	--

2.



--	--	--

3.



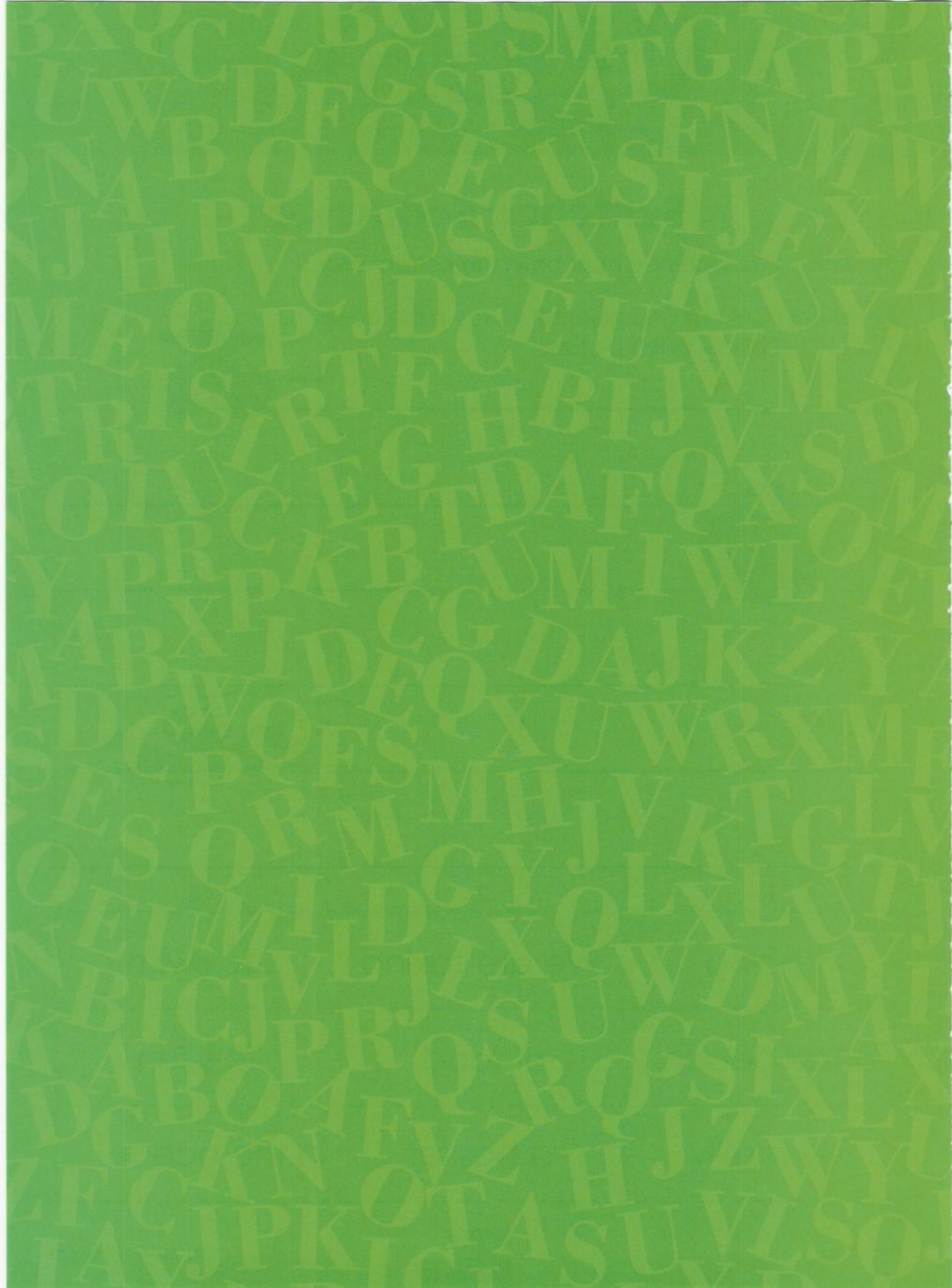
--	--	--

1.

2.

3.

is going	We are taking	to swim
to the beach.	of food.	It's fun
My family	a basket	in the ocean.





Name _____

Word Order

Word order is the order of words in a sentence which makes sense.

Directions: Cut out the words and put them in the correct order. Glue each sentence on another sheet of paper.

I	like	bike.	to	ride	my
---	------	-------	----	------	----

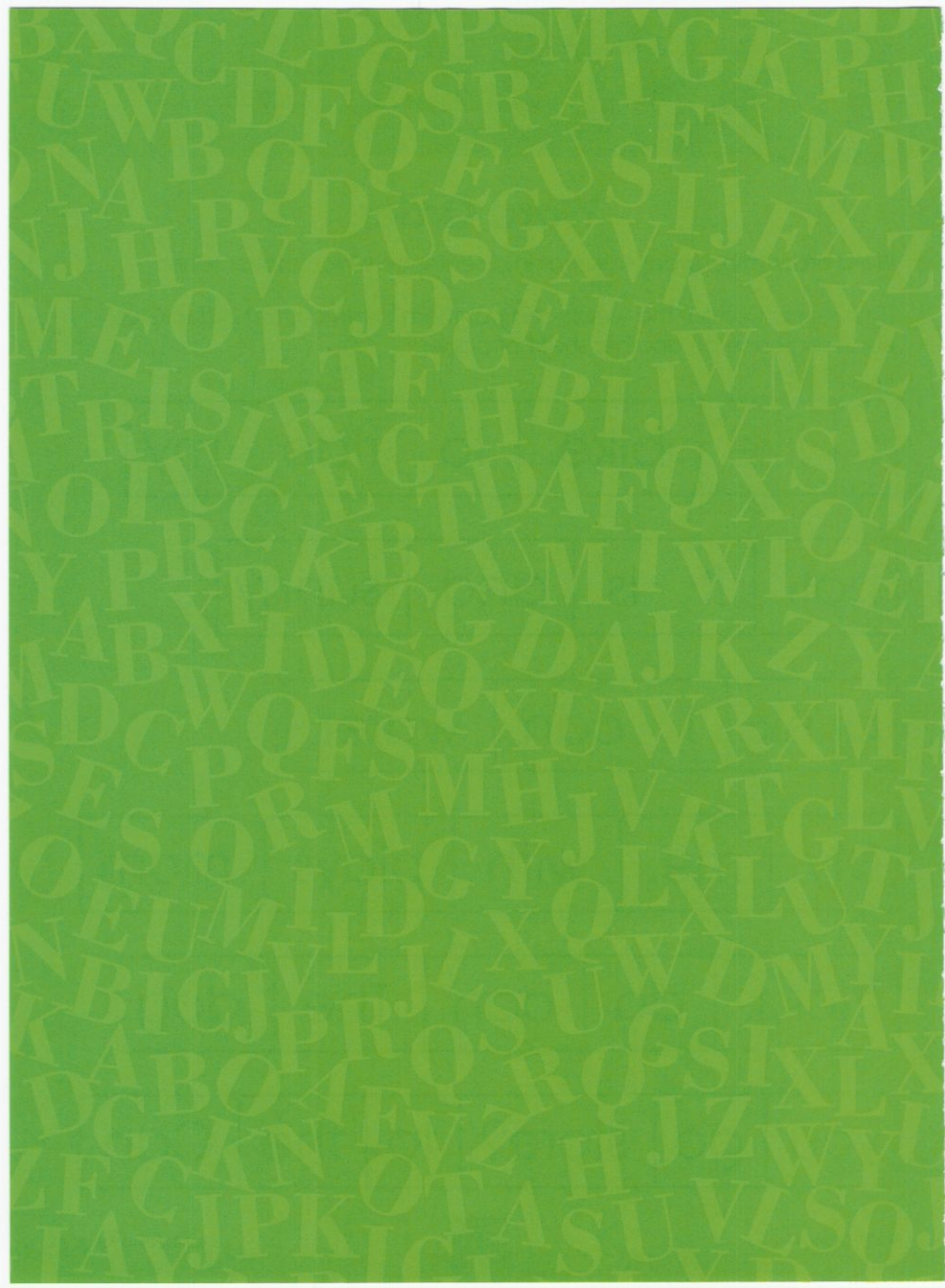
hot.	It	is	and	sunny
------	----	----	-----	-------

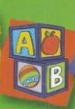
drink	I	can	water.
-------	---	-----	--------

My	me.	with	plays	mom
----	-----	------	-------	-----

tricks.	do	can	The	dog
---------	----	-----	-----	-----

you	go	store?	to	the	Can
-----	----	--------	----	-----	-----





Name _____

ABC Order

Sometimes, words are put in **ABC order**. That means that if a word starts with **a**, it comes first. If it starts with **b**, it comes next, and so on in the order of the alphabet.

Directions: Circle the first letter of each word below. Then, put the words in ABC order. The first one is done for you.



car



bird



moon

2

two



nest



fan

bird

car



card



dog



pig



bike



sun



pie



Name _____

ABC Order

Directions: Put each row of words in ABC order. If the first letters of two words are the same, look at the second or third letters.

Example:

1. 1 candy 2 carrot 3 duck 4 dance

2. _____ cold _____ hot _____ carry _____ hit

3. _____ flash _____ fan _____ fun _____ garden

4. _____ seat _____ sun _____ saw _____ sit

5. _____ row _____ ring _____ rock _____ run

6. _____ truck _____ turn _____ twin _____ talk

7. _____ seven _____ shoe _____ soap _____ smell

8. _____ pay _____ penny _____ pocket _____ plant



Test Practice Table of Contents

Just for Parents

About the Tests	254
How to Help Your Child Prepare for Standardized Testing	258

For All Students

Taking Standardized Tests	260
---------------------------	-----

Reading: Word Analysis

Lesson 1: Letter Recognition	262
Lesson 2: Beginning Sounds	263
Lesson 3: Ending Sounds	264
Lesson 4: Rhyming Words	265
Lesson 5: Word Recognition	266
Lesson 6: Vowel Sounds and Sight Words	267
Lesson 7: Word Study	268
Sample Test	269

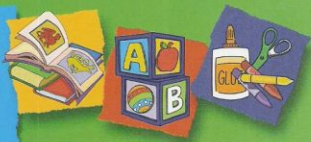
Reading: Vocabulary

Lesson 8: Picture Vocabulary	272
Lesson 9: Word Reading	273
Lesson 10: Word Meaning	274
Lesson 11: Synonyms	275
Lesson 12: Antonyms	276
Lesson 13: Words in Context	277
Sample Test	278

Reading: Reading Comprehension

Lesson 14: Listening Comprehension	282
Lesson 15: Picture Comprehension	283
Lesson 16: Sentence Comprehension	284
Lesson 17: Fiction	285
Lesson 18: Fiction	286
Lesson 19: Nonfiction	287
Lesson 20: Nonfiction	288
Sample Test	289

Answer Sheet	292
Reading Practice Test	293
Test Practice Answer Key	308



About the Tests

What Are Standardized Achievement Tests?

Achievement tests measure what children know in particular subject areas such as reading, language arts, and mathematics. They do not measure your child's intelligence or ability to learn.

When tests are standardized, or *normed*, children's test results are compared with those of a specific group who have taken the test, usually at the same age or grade.

Standardized achievement tests measure what children around the country are learning. The test makers survey popular textbook series, as well as state curriculum frameworks and other professional sources, to determine what content is covered widely.

Because of variations in state frameworks and textbook series, as well as grade ranges on some test levels, the tests may cover some material that children have not yet learned. This is especially true if the test is offered early in the school year.

However, test scores are compared to those of other children who take the test at the same time of year, so your child will not be at a disadvantage if his or her class has not covered specific material yet.

Different School Districts, Different Tests

There are many flexible options for districts when offering standardized tests. Many school districts choose not to give the full test battery, but select certain content and scoring options. For example, many schools may test only in the areas of reading and mathematics. Similarly, a state or district may use one test for certain grades and another test for other grades. These decisions are often based on

the amount of time and money a district wishes to spend on test administration. Some states choose to develop their own statewide assessment tests.

On pages 255–257 you will find information about these five widely used standardized achievement tests:

- California Achievement Test (CAT)
- Terra Nova/CTBS
- Iowa Test of Basic Skills (ITBS)
- Stanford Achievement Test (SAT9)
- Metropolitan Achievement Test (MAT)

However, this book contains strategies and practice questions for use with a variety of tests. Even if your state does not give one of the five tests listed above, your child will benefit from doing the practice questions in this book. If you're unsure about which test your child takes, contact your local school district to find out which tests are given.

Types of Test Questions

Traditionally, standardized achievement tests have used only multiple-choice questions. Today, many tests may include constructed response (short answer) and extended response (essay) questions as well.

In addition, many tests include questions that tap students' higher-order thinking skills. Instead of simple recall questions, such as identifying a date in history, questions may require students to make comparisons and contrasts or analyze results, among other skills.

What the Tests Measure

These tests do not measure your child's level of intelligence, but they do show how well your child knows material that he or she has learned and that is



also covered on the tests. It's important to remember that some tests cover content that is not taught in your child's school or grade. In other instances, depending on when in the year the test is given, your child may not yet have covered the material.

If the test reports you receive show that your child needs improvement in one or more skill areas, you may want to seek help from your child's teacher and find out how you can work with your child to improve his or her skills.

California Achievement Test (CAT/5)

What Is the California Achievement Test?

The *California Achievement Test* is a standardized achievement test battery that is widely used with elementary through high school students.

Parts of the Test

The CAT includes tests in the following content areas:

Reading

- Word Analysis
- Vocabulary
- Comprehension

Spelling

Language Arts

- Language Mechanics
- Language Usage

Mathematics

Science

Social Studies

Your child may take some or all of these subtests if your district uses the *California Achievement Test*.

Terra Nova/CTBS (Comprehensive Tests of Basic Skills)

What Is the Terra Nova/CTBS?

The *Terra Nova/Comprehensive Tests of Basic Skills* is a standardized achievement test battery used in elementary through high school grades.

While many of the test questions on the Terra Nova are in the traditional multiple choice form, your child may take parts of the Terra Nova that include some open-ended questions (constructed-response items).

Parts of the Test

Your child may take some or all of the following subtests if your district uses the *Terra Nova/CTBS*:

Reading/Language Arts

Mathematics

Science

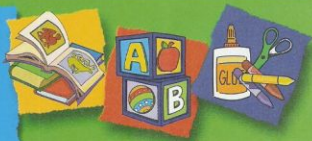
Social Studies

Supplementary tests include:

- Word Analysis
- Vocabulary
- Language Mechanics
- Spelling
- Mathematics Computation

Critical thinking skills may also be tested.





Iowa Test of Basic Skills (ITBS)

What Is the ITBS?

The *Iowa Test of Basic Skills* is a standardized achievement test battery used in elementary through high school grades.

Parts of the Test

Your child may take some or all of these subtests if your district uses the *ITBS*, also known as the *Iowa*:

Reading

- Vocabulary
- Reading Comprehension

Language Arts

- Spelling
- Capitalization
- Punctuation
- Usage and Expression

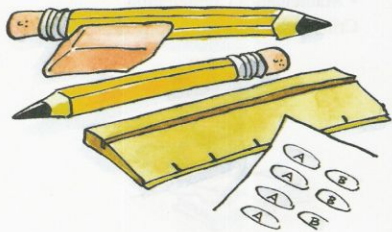
Math

- Concepts/Estimate
- Problems/Data Interpretation

Social Studies

Science

Sources of Information



Stanford Achievement Test (SAT9)

What Is the Stanford Achievement Test?

The *Stanford Achievement Test, Ninth Edition* (SAT9) is a standardized achievement test battery used in elementary through high school grades.

Note that the *Stanford Achievement Test* (SAT9) is a different test from the *SAT* used by high school students for college admissions.

While many of the test questions on the SAT9 are in traditional multiple choice form, your child may take parts of the SAT9 that include some open-ended questions (constructed-response items).

Parts of the Test

Your child may take some or all of these subtests if your district uses the *Stanford Achievement Test*:

Reading

- Vocabulary
- Reading Comprehension

Mathematics

- Problem Solving
- Procedures

Language Arts

Spelling

Study Skills

Listening

Critical thinking skills may also be tested.



Metropolitan Achievement Test (MAT7 and MAT8)

What Is the Metropolitan Achievement Test?

The *Metropolitan Achievement Test* is a standardized achievement test battery used in elementary through high school grades.

Parts of the Test

Your child may take some or all of these subtests if your district uses the *Metropolitan Achievement Test*:

Reading

- Vocabulary
- Reading Comprehension

Math

- Concepts and Problem Solving
- Computation

Language Arts

- Pre-writing
- Composing
- Editing

Science

Social Studies

Research Skills

Thinking Skills

Spelling



Statewide Assessments

Today, the majority of states give statewide assessments. In some cases, these tests are known as *high-stakes assessments*. This means that students must score at a certain level in order to be promoted. Some states use minimum competency or proficiency tests. Often, these tests measure more basic skills than other types of statewide assessments.

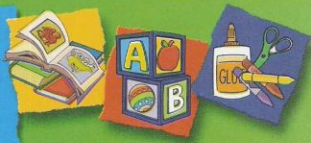
Statewide assessments are generally linked to state curriculum frameworks. Frameworks provide a blueprint, or outline, to ensure that teachers are covering the same curriculum topics as other teachers in the same grade level in the state. In some states, standardized achievement tests (such as the five described in this book) are used in connection with statewide assessments.

When Statewide Assessments Are Given

Statewide assessments may not be given at every grade level. Generally, they are offered at one or more grades in elementary school, middle school, and high school. Many states test at grades 4, 8, and 10.

State-by-State Information

You can find information about statewide assessments and curriculum frameworks at your state Department of Education Web site. To find the address for your individual state, go to www.ed.gov, click on Topics A–Z, and then click on State Departments of Education. You will find a list of all the state departments of education, mailing addresses, and Web sites.



How to Help Your Child Prepare for Standardized Testing

Preparing All Year Round

Perhaps the most valuable way you can help your child prepare for standardized achievement tests is by providing enriching experiences. Keep in mind also that test results for younger children are not as reliable as for older students. If a child is hungry, tired, or upset, this may result in a poor test score. Here are some tips on how you can help your child do his or her best on standardized tests.

Read aloud with your child. Reading aloud helps develop vocabulary and fosters a positive attitude toward reading. Reading together is one of the most effective ways you can help your child succeed in school.

Share experiences. Baking cookies together, planting a garden, or making a map of your neighborhood are examples of activities that help build skills that are measured on the tests, such as sequencing and following directions.

Become informed about your state's testing procedures. Ask about or watch for announcements of meetings that explain about standardized tests and statewide assessments in your school district. Talk to your child's teacher about your child's individual performance on these state tests during a parent-teacher conference.

Help your child know what to expect. Read and discuss with your child the test-taking tips in this book. Your child can prepare by working through a couple of strategies a day so that no practice session takes too long.

Help your child with his or her regular school assignments. Set up a quiet study area for homework. Supply this area with pencils, paper, markers, a calculator, a ruler, a dictionary, scissors, glue, and so on. Check your child's homework and offer to help if he or she gets stuck. But remember, it's your child's homework, not yours. If you help too much, your child will not benefit from the activity.

Keep in regular contact with your child's teacher. Attend parent-teacher conferences, school functions, PTA or PTO meetings, and school board meetings. This will help you get to know the educators in your district and the families of your child's classmates.

Learn to use computers as an educational resource. If you do not have a computer and Internet access at home, try your local library.

Remember—simply getting your child comfortable with testing procedures and helping him or her know what to expect can improve test scores!





Getting Ready for the Big Day

There are lots of things you can do on or immediately before test day to improve your child's chances of testing success. What's more, these strategies will help your child prepare him- or herself for school tests, too, and promote general study skills that can last a lifetime.



Provide a good breakfast on test day.

Instead of sugar cereal, which provides immediate but not long-term energy, have your child eat a breakfast with protein or complex carbohydrates, such as an egg, whole grain cereal or toast, or a banana-yogurt shake.



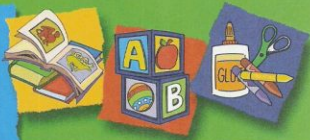
Promote a good night's sleep. A good night's sleep before the test is essential. Try not to overstress the importance of the test. This may cause your child to lose sleep because of anxiety. Doing some exercise after school and having a quiet evening routine will help your child sleep well the night before the test.



Assure your child that he or she is not expected to know all of the answers on the test. Explain that other children in higher grades may take the same test, and that the test may measure things your child has not yet learned in school. Help your child understand that you expect him or her to put forth a good effort—and that this is enough. Your child should not try to cram for these tests. Also avoid threats or bribes; these put undue pressure on children and may interfere with their best performance.



Keep the mood light and offer encouragement. To provide a break on test days, do something fun and special after school—take a walk around the neighborhood, play a game, read a favorite book, or prepare a special snack together. These activities keep your child's mood light—even if the testing sessions have been difficult—and show how much you appreciate your child's effort.



Taking Standardized Tests

What You Need to Know About Taking Tests

You can get better at taking tests. Here are some tips.

Do your schoolwork. Study in school. Do your homework all the time. These things will help you in school and on any tests you take. Learn new things a little at a time. Then, you will remember them better when you see them on a test.



Feel your best. One way you can do your best on tests and in school is to make sure your body is ready. Get a good night's sleep. Eat a healthy breakfast.

One more thing: Wear comfortable clothes. You can also wear your lucky shirt or your favorite color on test day. It can't hurt. It may even make you feel better about the test.

Be ready for the test. Do practice questions. Learn about the different kinds of questions. Books like this one will help you.

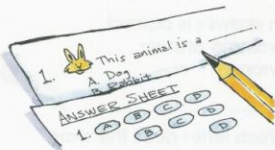
Follow the test directions. Listen carefully to the directions your teacher gives. Read all instructions carefully. Watch out for words such as *not*, *none*, *never*, *all*, and *always*. These words can change the meaning of the directions. You may want to circle words like these. This will help you keep them in mind as you answer the questions.

Look carefully at each page before you start. Do reading tests in a special order. First, read the directions. Read the questions next. This way you will know what to look for as you read. Then, read the story. Last, read the story again quickly. Skim it to find the best answer.

On math tests, look at the labels on graphs and charts. Think about what the graph or chart shows. You will often need to draw conclusions about the information to answer some questions.



Use your time wisely. Many tests have time limits. Look at the clock when the test starts. Figure out when you need to stop. When you begin, look over the whole thing. Do the easy parts first. Go back and do the hard parts last. Make sure you do not spend too much time on any one part. This way, if you run out of time, you still have completed much of the test.



Fill in the answer circles the right way. Fill in the whole circle. Make your pencil mark dark, but not so dark that it goes through the paper! Be sure you pick just one answer for each question. If you pick two answers, both will be marked as wrong.

Use context clues to figure out hard questions. You may come across a word or an idea you don't understand. First, try to say it in your own words. Then use context clues—

the words in the sentences nearby—to help you figure out its meaning.

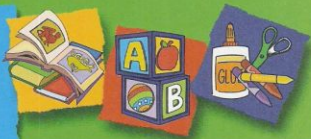
Sometimes it's good to guess.

Here's what to do. Each question may have four or five answer choices. You may know that two answers are wrong, but you are not sure about the rest.

Then make your best guess. If you are not sure about any of the answers, skip it. Do not guess. Tests like these take away extra points for wrong answers. So it is better to leave them blank.

Check your work. You may finish the test before the time is up. Then, you can go back and check your answers. Make sure you answered each question you could. Also, make sure that you filled in only one answer circle for each question. Erase any extra marks on the page.

Finally—stay calm! Take time to relax before the test. One good way to relax is to get some exercise. Stretch, shake out your fingers, and wiggle your toes. Take a few slow, deep breaths. Then picture yourself doing a great job!



Name _____

READING: WORD ANALYSIS

● Lesson 1: Letter Recognition

Directions: Look at the word your teacher reads. Mark the letter the word begins with. Example A is done for you. Practice with example B.

Examples

- A. Which letter does the word **sand** begin with?

(A) b
(B) l
(C) s
(D) c

- B. Which letter does the word **large** begin with?

(F) p
(G) q
(H) m
(J) l



If you are not sure which answer is correct, take your best guess. Eliminate answer choices you know are wrong.



● Practice

1. Which letter does the word **park** begin with?

(A) v
(B) w
(C) b
(D) p

2. Which letter does the word **dog** begin with?

(F) d
(G) b
(H) y
(J) o

3. Which letter does the word **nice** begin with?

(A) s
(B) n
(C) u
(D) k

4. Which letter does the word **talk** begin with?

(F) j
(G) f
(H) t
(J) l





Name _____

READING: WORD ANALYSIS

● Lesson 2: Beginning Sounds

Directions: Look at the picture. Listen to your teacher read the word. Listen to your teacher read the words to the right of the picture. Mark the word with the same beginning sound as the picture. Practice with example A.

Example

A. desk



- (A) chair
(B) den
(C) bat
(D) man



Say the name of the picture to yourself. Listen closely to the word choices.



● Practice

1. rabbit



- (A) man
(B) bike
(C) paper
(D) ring

2. mop



- (F) miss
(G) hill
(H) clock
(J) win

3. bag



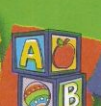
- (A) vase
(B) top
(C) bell
(D) fish

4. tie



- (F) tag
(G) girl
(H) shell
(J) pin





Name _____

READING: WORD ANALYSIS

Lesson 3: Ending Sounds

Directions: Listen to your teacher read all the words. Mark the word with the same ending sound as the first word. Practice with examples A and B.

Examples

A. make

- (A) cat
- (B) rock
- (C) worm
- (D) pen

B. hive

- (F) web
- (G) fun
- (H) glove
- (J) tip



Listen carefully to the ending sound of each word.

Practice



1. star

- (A) mop
- (B) leaf
- (C) jar
- (D) five

2. leg

- (F) rug
- (G) gone
- (H) rich
- (J) grab

3. stew

- (A) net
- (B) wheel
- (C) barn
- (D) now

4. hit

- (F) dish
- (G) win
- (H) not
- (J) hear

5. bell

- (A) rest
- (B) hill
- (C) boat
- (D) cab





Name _____

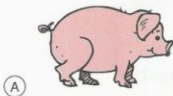
READING: WORD ANALYSIS

● Lesson 4: Rhyming Words

Directions: Listen to your teacher read the word. Choose the picture that rhymes with the word. Practice with example A.

Example

A. mop



(A)



(B)



(C)



Look at the pictures. Say the words to yourself.
Listen for the ending sound.

● Practice



1. dog



(A)



(B)



(C)

2. hat



(F)



(G)



(H)

3. rock



(A)

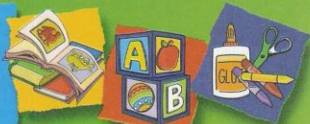


(B)



(C)





READING: WORD ANALYSIS

● Lesson 5: Word Recognition

Directions: Listen to your teacher read the word. Notice the underlined part. Then, listen as your teacher reads the word choices. Listen for the word with the same sound as the underlined part and mark it. Practice with examples A and B.

Examples

A. mud

- (A) but
- (B) sock
- (C) shell
- (D) cat

B. pound

- (F) snow
- (G) spent
- (H) loud
- (J) rider



Do numbers 1–4 the same way. You may ask your teacher to repeat an item after all of the word choices have been read one time.



● Practice

1. rose

- (A) rule
- (B) bake
- (C) pony
- (D) nine

2. spoon

- (F) here
- (G) smooth
- (H) after
- (J) chip

3. peach

- (A) quiet
- (B) push
- (C) last
- (D) need

4. ride

- (F) miss
- (G) line
- (H) street
- (J) horse





Name _____

READING: WORD ANALYSIS

● Lesson 6: Vowel Sounds and Sight Words

Directions: Listen as your teacher reads the question and says the name of the picture. Then, listen as your teacher reads the word choices. Choose the best answer. Example A is done for you. Practice with example B.

Examples

A. What word has the same vowel sound as the picture?

- (A) pen
- (B) spoon
- (C) kite
- (D) chip



B. What word rhymes with **shell**?

- (F) smell
- (G) dog
- (H) rode
- (J) mile



Listen to all choices before you mark your answer.



● Practice

1. What word has the same vowel sound as the picture?

- (A) mouse
- (B) long
- (C) tick
- (D) spoon



2. What word has the same vowel sound as the picture?

- (F) bead
- (G) hive
- (H) quilt
- (J) apple



3. What word has the same vowel sound as **might**?

- (A) pin
- (B) time
- (C) from
- (D) soul

4. What word rhymes with **tough**?

- (F) crow
- (G) pool
- (H) puff
- (J) ton





Name _____

READING: WORD ANALYSIS

● Lesson 7: Word Study

Directions: Listen as your teacher reads the word choices. Mark the word that is a compound word. Practice with example A.

Directions: Listen as your teacher reads the sentence and the word choices. One will fill in the blank. Mark your choice. Practice with example B.

Examples

A.

- (A) airplane
- (B) ringer
- (C) tune

B. The dog _____ its food.

- (F) eat
- (G) ate
- (H) eating



Listen carefully each time your teacher reads directions. The directions may change.



● Practice

1.

- (A) toolbox
- (B) kitchen
- (C) gate

2.

- (F) warning
- (G) flowerpot
- (H) glasses

3.

- (A) teacup
- (B) pencil
- (C) jumping

4. I am _____ than you.

- (F) big
- (G) bigger
- (H) biggest

5. I _____ books.

- (A) readed
- (B) reads
- (C) read

6. He _____ hot.

- (F) weren't
- (G) wasn't
- (H) won't





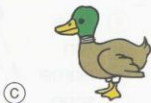
READING: WORD ANALYSIS

SAMPLE TEST

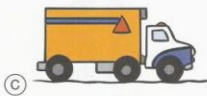
- **Directions:** Listen as your teacher reads the problems and answer choices. Mark the best answer. Practice with example A.

Example

- A. What picture begins with the same sound as **nut**?



1. What picture begins with the same sound as **cat**?



2. What word begins with the same sound as the picture?

- (F) bat
(G) pig
(H) kite
(J) sun



3. What letters show the beginning sound of the picture?

- (A) gl
(B) tr
(C) gr
(D) sl

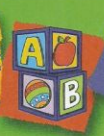


4. What word ends with the same sound as **get**?

- (F) tip
(G) sat
(H) run
(J) girl

5. What word ends with the same sound as **rash**?

- (A) with
(B) luck
(C) push
(D) itch



Name _____

READING: WORD ANALYSIS

SAMPLE TEST (cont.)

- **Directions:** Listen as your teacher reads the words and answer choices. Look at the underlined part. Which word has the same sound as the underlined part? Practice with examples B and C.

Examples

B. rain

- (F) time
(G) tan
(H) name
(J) spun



C. pie

- (A) bake
(B) pin
(C) cup
(D) ride



6. pin

- (F) tip
(G) had
(H) shut
(J) peel

9. spoon

- (A) touch
(B) pool
(C) tot
(D) pad

7. mail

- (A) cat
(B) trade
(C) kit
(D) push

10. meet

- (F) tick
(G) piece
(H) bun
(J) stem

8. sat

- (F) miss
(G) pit
(H) ban
(J) same

11. haunt

- (A) paw
(B) hat
(C) hunt
(D) stir



Name _____

READING: WORD ANALYSIS

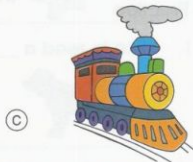
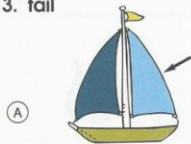
SAMPLE TEST (cont.)

- **Directions:** Listen as your teacher reads the words. Take away the first letter sound. Replace it with another sound. Mark the picture of the new word it makes.

12. bun



13. tail



- **Directions:** Choose the beginning sound that will make the word shown next to the picture.

14. __ill



- (F) m
(G) h
(H) p

15. __ell



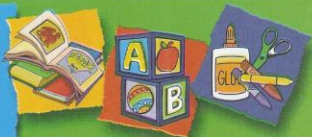
- (A) ch
(B) th
(C) sh

16. __ant



- (F) pl
(G) st
(H) pr





Name _____

READING: VOCABULARY

● Lesson 8: Picture Vocabulary

Directions: Listen to your teacher read the sentence. Choose the picture that finishes the sentence. Practice with example A.

Example

A. Bill drinks _____ .

(A)



(B)



(C)



Listen carefully. Think about what you hear while you look at each picture.



● Practice

1. I like to read a _____ .

(A)



(B)

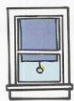


(C)



2. The _____ ran fast.

(F)



(G)



(H)



3. The baby _____ in her bed.

(A)



(B)



(C)



4. The _____ rings.

(F)



(G)



(H)





READING: VOCABULARY

Lesson 9: Word Reading

Directions: Look at the picture. Listen as your teacher reads the word choices. Mark the word that matches the picture. Practice with examples A and B.

Examples



A.

- (A) cat
- (B) flower
- (C) bird

B.

- (F) sing
- (G) bark
- (H) read



Listen to all answer choices before you choose.



Practice

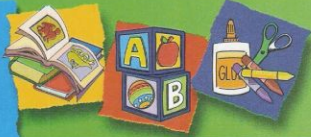


1.
 - (A) mom
 - (B) dog
 - (C) book
2.
 - (F) hug
 - (G) cry
 - (H) run
3.
 - (A) sit
 - (B) love
 - (C) eat



4.
 - (F) land
 - (G) shelf
 - (H) water
5.
 - (A) run
 - (B) skip
 - (C) swim
6.
 - (F) skin
 - (G) scales
 - (H) cloth





READING: VOCABULARY

● Lesson 10: Word Meaning

Directions: Listen to your teacher read each phrase and the word choices. Mark the word that matches the phrase. Practice with examples A and B.

Examples

A. to move fast...

- (A) crawl
- (B) run
- (C) walk
- (D) sit

B. a cold thing...

- (F) ice
- (G) fire
- (H) sun
- (J) stove



Be sure about your answer.

● Practice



1. a thing that flies...

- (A) pen
- (B) book
- (C) bird
- (D) cup

2. a thing that sings...

- (F) chair
- (G) girl
- (H) nest
- (J) paper

3. to drink a little...

- (A) spill
- (B) tip
- (C) sip
- (D) toss



4. to stay on top of water...

- (F) float
- (G) sink
- (H) pin
- (J) zip

5. noise a dog makes...

- (A) bark
- (B) purr
- (C) cut
- (D) land



6. a food...

- (F) wood
- (G) cart
- (H) apple
- (J) bed





Name _____

READING: VOCABULARY

● Lesson 11: Synonyms

Directions: Listen to your teacher read the sentence and word choices. Look at the underlined part. Mark the word that means about the same. Practice with examples A and B.

Examples

A. I was sleepy.

- (A) tired
- (B) running
- (C) tall
- (D) purple

B. Jill was in the center.

- (F) bowl
- (G) middle
- (H) end
- (J) side



Think about what the sentence means.



● Practice

1. The car was speedy.

- (A) better
- (B) heavy
- (C) fast
- (D) able

2. She is lovely.

- (F) pretty
- (G) sharp
- (H) sad
- (J) near

3. The soup is steaming.

- (A) soft
- (B) spilling
- (C) hot
- (D) cold

4. Kida washes dishes.

- (F) hides
- (G) cuts
- (H) sleeps
- (J) cleans

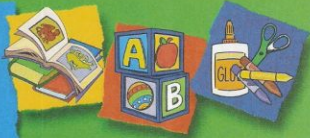
5. It is a small city.

- (A) house
- (B) bus
- (C) town
- (D) road

6. We took a boat ride.

- (F) car
- (G) balloon
- (H) ship
- (J) bike





READING: VOCABULARY

● Lesson 12: Antonyms

Directions: Listen to your teacher read the sentence and word choices. Look at the underlined part. Mark the word that means the opposite. Practice with examples A and B.

Examples

A. This is wet.

- (A) big
- (B) brown
- (C) dry
- (D) soaked

B. The rock is heavy.

- (F) cold
- (G) hard
- (H) dirty
- (J) light



Remember, the correct answer is the opposite of the underlined part.



● Practice

1. The bear is tame.

- (A) black
- (B) wild
- (C) hungry
- (D) big

2. Susie whispered the secret.

- (F) yelled
- (G) tapped
- (H) cried
- (J) wrote

3. Why is it so little?

- (A) loud
- (B) bad
- (C) big
- (D) short

4. I run very fast.

- (F) slow
- (G) quick
- (H) around
- (J) loud

5. This is easy.

- (A) less
- (B) home
- (C) simple
- (D) hard

6. Jordan was sick.

- (F) ill
- (G) happy
- (H) well
- (J) tiny





Name _____

READING: VOCABULARY

● Lesson 13: Words in Context

Directions: Listen to your teacher read the sentence and word choices. Choose the word that completes the sentence. Practice with examples A and B.

Examples

A. The _____ was green. It hopped far.

- (A) dog
- (B) rabbit
- (C) frog
- (D) boy

B. The _____ was long. It had 13 cars.

- (F) string
- (G) train
- (H) paper
- (J) hair



When you think you hear the correct answer, put your finger next to it. Listen to all of the choices.



● Practice

1. Sam sat on the _____. He soon fell asleep.

- (A) ice
- (B) chair
- (C) hammer
- (D) nail

3. There are four _____ on the shelf. Tuti read them all.

- (A) cats
- (B) animals
- (C) suns
- (D) books

2. The bee flew to its _____. It went inside.

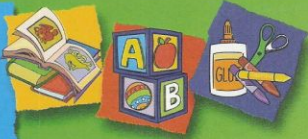
- (F) corner
- (G) cup
- (H) hive
- (J) honey



4. The joke was _____. We all smiled.

- (F) funny
- (G) sad
- (H) blue
- (J) bread





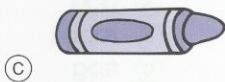
Name _____

READING: VOCABULARY

SAMPLE TEST

- **Directions:** Listen to your teacher read the phrase. Choose the picture that shows what the words mean. Practice with example A.

A. A red fruit



Do numbers 1–4 the same way.

1. A good pet



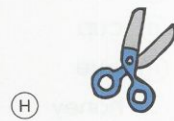
2. Summer fun



3. A happy boy



4. Something soft



GO ON



Name _____

READING: VOCABULARY

SAMPLE TEST (cont.)

- **Directions:** Look at the picture. Listen as your teacher reads the word choices. Mark the word that goes with the picture. Practice with examples B and C.

Example

B.



- (F) head
(G) arm
(H) hand

C.

- (A) eat
(B) walk
(C) wear

Do numbers 5–10 the same way.



5. (A) frog
(B) turtle
(C) kitten
6. (F) throw
(G) read
(H) hold
7. (A) girl
(B) bear
(C) Santa



8. (F) read
(G) eat
(H) paint
9. (A) bag
(B) cup
(C) bowl
10. (F) snack
(G) ice cream
(H) mud

GO ON 

**READING: VOCABULARY**
SAMPLE TEST (cont.)

●**Directions:** Listen to your teacher read the sentence and word choices. Look at the underlined part. Mark the word that means about the same.

11. Brenda was chilly.

- (A) large
- (B) cold
- (C) small
- (D) done

12. Bees are insects.

- (F) bugs
- (G) dish
- (H) hat
- (J) tire

13. Levi made a noise.

- (A) flower
- (B) shell
- (C) sound
- (D) stone

Directions: Listen to your teacher read the sentence and word choices. Look at the underlined part. Mark the word that is the opposite.

14. Jetta enjoys music.

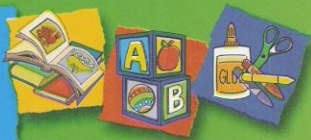
- (F) hates
- (G) likes
- (H) turns
- (J) eats

15. The lion was huge.

- (A) hungry
- (B) sitting
- (C) small
- (D) fish

16. A turtle is slow.

- (F) lazy
- (G) fun
- (H) tired
- (J) quick



Name _____

READING: VOCABULARY SAMPLE TEST (cont.)

Directions: Listen to your teacher read the phrases and word choices. Mark the word that matches the phrase.

17. a thing we eat...

- (A) rope
- (B) orange
- (C) pail
- (D) wheel

18. a wild animal...

- (F) tiger
- (G) butterfly
- (H) fly
- (J) pen

19. a heavy thing...

- (A) feather
- (B) sock
- (C) truck
- (D) balloon

Directions: Listen to your teacher read the sentences and word choices. Mark the word that completes the sentence.

20. The show was great so we _____.

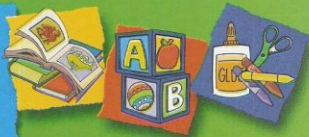
- (F) clapped
- (G) swam
- (H) chewed
- (J) blinked

21. I ate the juicy _____. It dripped.

- (A) bread
- (B) stone
- (C) peach
- (D) book

22. Some _____ fly south in the winter. It is warm.

- (F) bears
- (G) girls
- (H) trucks
- (J) birds



Name _____

READING: COMPREHENSION

● Lesson 14: Listening Comprehension

Directions: Listen to your teacher read each story. Choose the best answer for each question. Practice with example A.

Example

- A. Henry Turtle was in a jam. He had been taking his walk when suddenly an owl landed on his head. What a surprise! What was on Henry's head?



Listen to each story. Think about what you hear, then mark your choice.



● Practice

1. Carol was going to ride her bike. She would go to the park. She asked Ray to go. His bike had a flat tire. What was wrong with Ray's bike?

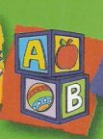


2. Carol and Ray walked to the park. They walked by the pond. They slid on the slide. They sat on the bench. On what did the children sit to rest?



3. It started to rain. Carol and Ray ran home. They played with Carol's cat. They went to Ray's house. They fed his hamster. What did they play with at Carol's house?





Name _____

READING: COMPREHENSION

● Lesson 15: Picture Comprehension

Directions: Look at the picture. Listen to your teacher read the words next to the picture. Mark the choice that best describes the picture. Practice with example A.

Example

A.



- (A) Butterflies have wings.
- (B) I saw five butterflies.
- (C) The plane was huge.



The correct answer says the most about the picture.

● Practice



1.



- (A) He reads books here.
- (B) Three toys are by the chair.
- (C) It was dark.

2.



- (F) Tiger got a bath.
- (G) It was muddy.
- (H) I hate to take baths.

3.



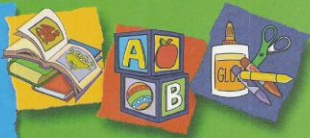
- (A) Tina has a cat.
- (B) Buster chased the kitten.
- (C) The cat is hungry.

4.



- (F) I gave Mom a hug.
- (G) He was sitting.
- (H) Gifts are fun to get.





READING: COMPREHENSION

● Lesson 16: Sentence Comprehension

Directions: Listen to your teacher read the sentence. Mark the picture that completes or matches the sentence. Practice with examples A and B.

Examples

A. This is made of wood. You can write with it.

(A)



(B)



(C)



B. I ate a _____.



(F)

book

(G)

cookie

(H)

mop



Listen to the sentence. Think before you make your choice.

● Practice



1. This is hot. It helps things grow.

(A)



(B)



(C)



2. You smell with this. It is on your face.

(F)



(G)



(H)



3. This is my _____.



(A)

dog

(B)

school

(C)

lake

4. There is a _____ in front of school.



(F)

bike

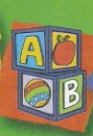
(G)

frog

(H)

flag





Name _____

READING: COMPREHENSION

● Lesson 17: Fiction

Directions: Listen to your teacher read the story. Choose the best answers for the questions about the story. Practice with example A.

Example

The boy ran fast. He did not want to be late. Mom was making chicken. It was his favorite food.

A. What was Mom making?

- (A) shoes
- (B) chicken
- (C) puddles



Listen carefully to the whole story.

● Practice



Steve and his sister were playing. They were in the yard. A bird landed on the fence.

They watched the bird fly to the ground. It picked up some grass. Then, it flew to a tree. Steve said the bird was making a nest.



1. Who was with Steve?

- (A) Steve's mother
- (B) Steve's sister
- (C) Steve's dog

2. Where did the bird land?

- (F) on the fence
- (G) on the roof
- (H) under the tree





READING: COMPREHENSION

● Lesson 18: Fiction

Directions: Listen to your teacher read the story. Mark the best answers to the questions.

Get Warm

Brenda Butterfly was cold. She did not like it. She liked the sunny, warm weather. But it was autumn. "What can I do to get warm?"

Her friend Buddy knew what to do. "I think you should follow the birds. They fly to warm places in winter."

Brenda liked the idea. "That sounds great! Will you come with me, Buddy?"

They followed a flock of birds. It was a long trip. But it was so warm and sunny! Brenda and Buddy smiled. What a good idea!

There were many butterflies in this place. The flowers were colorful. Maybe Brenda and Buddy would stay.



1. Brenda did not like _____.
 - (A) sunny weather
 - (B) being cold
 - (C) her friend Buddy
2. What did Buddy think Brenda should do?
 - (F) follow the birds
 - (G) light a fire
 - (H) get new coats
3. Why should she follow the birds?
 - (A) to find water
 - (B) to see snow
 - (C) to get to a warm place
4. Two things Brenda and Buddy liked now were _____.
 - (F) their bird friends and fish
 - (G) colorful flowers and being warm
 - (H) flying far and the moon



Name _____

READING: COMPREHENSION**● Lesson 19: Nonfiction**

Directions: Listen to your teacher read the story. Choose the best answers to the questions about the story.

Spiders

Spiders are animals. The special name for their animal family is "arachnid." One spider is the tarantula. Another is the wolf spider. All spiders have eight legs. Most spiders spin webs of silk. The webs help the spider catch food. They eat mostly insects. Some spiders are big. There is one as big as a man's hand. Some spiders are very small. One spider is as small as the tip of a pin. This animal is helpful to people. Spiders eat harmful or pesky insects. They eat flies and mosquitoes.



1. Spiders are _____.

- (A) insects
- (B) animals
- (C) plants

2. Spider webs are made of _____.

- (F) silk
- (G) rope
- (H) wire

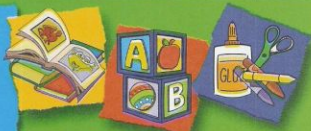
3. Why are spiders helpful?

- (A) Spiders are big and small.
- (B) A tarantula is a kind of spider.
- (C) Spiders eat harmful insects.

4. Why was this story written?

- (F) to tell about spiders
- (G) to tell about mosquitoes
- (H) to scare you





READING: COMPREHENSION

● Lesson 20: Nonfiction

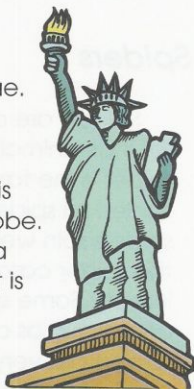
Directions: Listen to your teacher read the story. Choose the best answers to the questions.

Statue of Liberty

The Statue of Liberty is in New York. It is a famous statue. People in France gave the United States the statue. This happened in 1884. They wanted to show their friendship.

It is one of the biggest statues ever made. The statue is made from copper. It shows a lady. She is dressed in a robe. She is wearing a crown. The lady is holding a torch and a tablet. A poet wrote a famous poem about the statue. It is on a bronze plaque. People read it when they visit.

Long ago, millions of immigrants, people coming to live in the United States, saw the statue. They felt like she welcomed them. It seemed like her torch was lighting the way to their new home. Millions of other people, called tourists, have also visited. They can climb up to the crown. They can see New York City. Many people around the world know about this great statue.



1. Who gave the Statue of Liberty to the United States?

- (A) the people of France
- (B) many immigrants
- (C) the queen

2. Why did they give the statue to the United States?

- (F) to make money
- (G) so the United States would give them one
- (H) to show friendship

3. The statue is made from copper because _____.

- (A) copper is ugly
- (B) it is strong
- (C) it smells nice

4. Immigrants felt like the statue _____.

- (F) worked like a flashlight
- (G) welcomed them
- (H) was too tall





Name _____

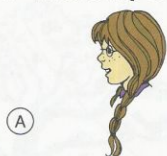
READING: COMPREHENSION

SAMPLE TEST

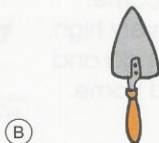
- **Directions:** Listen to your teacher read the sentences. Mark the picture that best matches the sentences. Practice with example A. Do numbers 1-3 the same way.

Example

- A. This is my brother. He has glasses.



1. Mother grew pretty flowers.

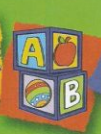


2. It is fun at the park. We love to play.



3. Kenny loves bears. They are his favorite animal.



**READING: COMPREHENSION**
SAMPLE TEST (cont.)

- **Directions:** Listen to your teacher read the story and the questions.
Choose the best answer for each question.

Kite Trouble

The wind was blowing. Inga wanted to fly a kite. It was sunny and warm. She went to the park. Jesse went with her. They ran all the way to the park.

Inga and Jesse got ready. Inga held the kite. Then, she held the string. A big wind blew the kite high. Inga ran. Jesse wanted to try. When she stopped running, he asked Inga. Inga gave him the string. A big wind came. The string slipped. The kite went very high. The kite was caught in the tree. Inga and Jesse started to cry. They walked home. Maybe Daddy could help.

**4. What did Inga want to do?**

- (F) run with Jesse
(G) fly a kite
(H) play in the sun

6. How did the kite get caught in the tree?

- (F) Daddy put it there.
(G) Inga ran into the tree.
(H) A big wind blew it there.

5. What kind of weather was it?

- (A) sunny and warm
(B) cold and windy
(C) snowing

7. Why did Inga and Jesse cry?

- (A) The kite was in the tree.
(B) It started to rain.
(C) Jesse broke the kite string.

GO ON



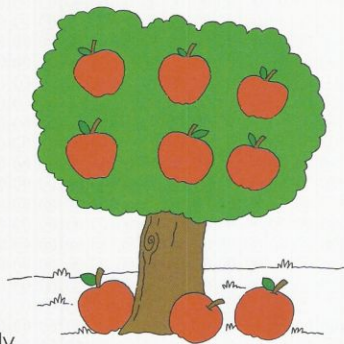
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READING: COMPREHENSION
SAMPLE TEST

- **Directions:** Listen to your teacher read the story and questions. Mark the best answer for the questions.

Apples

Apples grow best where there are four seasons in the year. In the spring, apple trees will have white flowers and small green leaves in their branches. Then, the flowers drop off. Tiny green apples start to grow as the weather gets warm. In the summer, the tree branches fill with small apples that grow and grow. In the fall, the big apples are ready to be picked. Leaves start to drop off the branches. In the winter, the apple tree will rest. It does not grow any leaves or apples. It is getting ready to grow blossoms and apples again in the spring.



8. What grows on the apple tree branches first?

(F) apples
(G) bee hives
(H) flowers and leaves

9. In what season do the apples grow and grow?

(A) fall
(B) summer
(C) winter

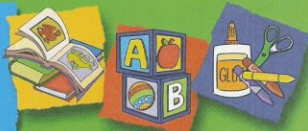
10. What happens to apple trees in the winter?

(F) They rest.
(G) They grow very tall.
(H) Farmers cut them down.

11. Why was this story written?

(A) to tell about winter
(B) to tell about farming
(C) to tell about apples





Name _____

ANSWER SHEET

STUDENT'S NAME																										SCHOOL			
LAST													FIRST													MI	TEACHER		
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Part 1: WORD ANALYSIS

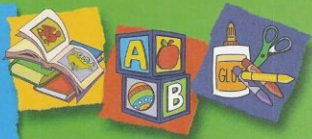
1 A A B C D	5 A B C D	8 F G H	12 F G H	E A B C	18 F G H
2 A B C D	B F G H	9 A B C	13 A B C	F F G H	19 A B C
3 F G H J	C A B C	D F G H	14 F G H	16 F G H	
4 A B C D	6 F G H	10 F G H	15 A B C	17 A B C	
7 F G H J		11 A B C			

Part 2: VOCABULARY

1 A B C	B F G H	8 F G H	D A B C D	17 A B C D	22 F G H J
2 A B C	C A B C	9 A B C	13 A B C D	18 F G H J	
3 F G H	5 A B C	10 F G H	14 F G H J	19 A B C D	
4 A B C	6 F G H	11 A B C	15 A B C D	20 F G H J	
7 F G H		12 F G H	16 F G H J	21 A B C D	

Part 3: READING COMPREHENSION

A A B C	4 F G H	8 F G H	12 F G H	17 A B C	22 F G H
1 A B C	5 A B C	9 A B C	13 A B C	18 F G H	23 A B C
2 F G H	6 F G H	10 F G H	14 F G H	19 A B C	24 F G H
B F G H	C A B C	D F G H	15 A B C	20 F G H	25 A B C
3 A B C	7 A B C	11 A B C	16 F G H	21 A B C	26 F G H



Name _____

READING PRACTICE TEST

Part I: Word Analysis

Directions: Listen to your teacher read each question and the answer choices. Choose the best answer. Practice with example A. Do numbers 1–5 the same way.

Example

- A. Which letter does the word **water** begin with?

(A) t
(B) v
(C) m
(D) w

1. Which letter does the word **heart** begin with?

(A) p
(B) b
(C) d
(D) h

2. Which letter does the word **take** begin with?

(F) t
(G) b
(H) a
(J) e

3. Which letter does the word **sunny** begin with?

(A) c
(B) s
(C) y
(D) l

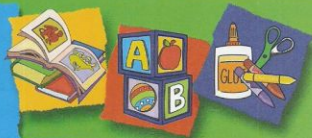
4. Which letter does the word **bottle** begin with?

(F) d
(G) h
(H) b
(J) p

5. Which letter does the word **money** begin with?

(A) m
(B) n
(C) w
(D) j





READING PRACTICE TEST

● Part 1: Word Analysis (cont.)

Directions: Listen closely as your teacher reads each question and the answer choices. Choose the word with the same beginning or ending sound. Practice with examples B and C. Do the same for numbers 6–9.

Examples

B. Which picture has the same beginning sound as **beet**?

(F)



(G)



(H)



C. Which word has the same ending sound as **slip**?

(A) truck

(B) sash

(C) map

6. Which picture has the same beginning sound as **cup**?

(F)



(G)



(H)



7. Which picture has the same ending sound as **Mike**?

(A)



(B)



(C)



8. Which word has the same beginning sound as **table**?

(F) cash

(G) shoot

(H) try

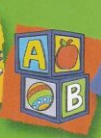
9. Which word has the same ending sound as **frog**?

(A) gray

(B) tag

(C) begin





Name _____

READING PRACTICE TEST

● Part I: Word Analysis (cont.)

Directions: Listen to your teacher say the words. Notice the underlined part. Listen as your teacher reads the word choices. Listen for the word with the same sound as the underlined part and mark it. Practice with example D. Do the same for numbers 10–15.

Example

D. wig

- (F) time
(G) swam
(H) tip

10. pat

- (F) from
(G) mad
(H) goes

11. mine

- (A) dime
(B) into
(C) hurt

12. pump

- (F) child
(G) cutting
(H) shark

13. shout

- (A) loud
(B) crow
(C) pill

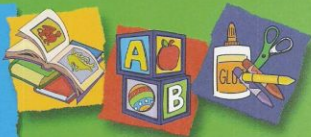
14. made

- (F) bake
(G) puddle
(H) line

15. beg

- (A) mass
(B) kelp
(C) broke





READING PRACTICE TEST

● Part I: Word Analysis (cont.)

Directions: Listen to your teacher read the words. Choose the picture that rhymes with the word. Practice with examples E and F. Do the same for numbers 16–19.

Examples

E. Which picture rhymes with **barn**?

(A)



(B)



(C)



F. Which word rhymes with **tool**?

(F) pool

(G) book

(H) lamp

16. Which picture rhymes with **dish**?

(F)



(G)



(H)



17. Which picture rhymes with **car**?

(A)



(B)



(C)



18. Which word rhymes with **chance**?

(F) dance

(G) make

(H) patch

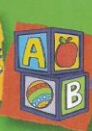
19. Which word rhymes with **how**?

(A) show

(B) now

(C) zoom

STOP



Name _____

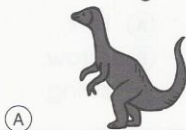
READING PRACTICE TEST

● Part 2: Vocabulary

Directions: Listen to your teacher read the group of words and answer choices. Choose the picture that matches the words. Practice with example A. Do the same for 1–4.

Example

A. Something to eat



(A)



(B)



(C)

1. Something that rings



(A)



(B)



(C)

2. Something to ride in



(F)



(G)



(H)

3. To get taller

(A) shrink

(B) grow

(C) empty

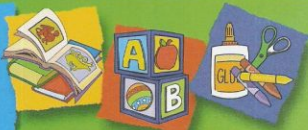
4. A place for clothes

(F) closet

(G) desk

(H) doghouse





READING PRACTICE TEST

● Part 2: Vocabulary (cont.)

Directions: Look at the picture. Listen as your teacher reads the word choices. Mark the word that goes with the picture. Practice with examples B and C. Do the same for numbers 5–12.

Example

B.



- (F) cap
(G) box
(H) jacket

C.

- (A) kick
(B) throw
(C) swing

5.

- (A) dance
(B) run
(C) sleep



7.

- (A) one
(B) two
(C) three



6.

- (F) blanket
(G) coat
(H) hat

8.

- (F) dog
(G) girl
(H) boy

9.

- (A) sledding
(B) camping
(C) shopping



11.

- (A) hot
(B) snowing
(C) raining



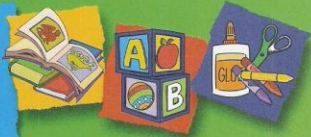
10.

- (F) tent
(G) car
(H) van

12.

- (F) sandcastle
(G) toothpicks
(H) jelly





Name _____

READING PRACTICE TEST

● Part 2: Vocabulary (cont.)

Directions: Listen closely as your teacher reads the sentences and word choices. Choose the word that completes the sentence. Practice with example D. Do the same for numbers 13–16.

Example

D. Camila _____ the phone.



- (A) ringing
- (B) answered
- (C) went
- (D) shouted

13. My mother drinks _____ .

- (A) tea
- (B) nails
- (C) watermelon
- (D) sandwiches

14. The _____ on the radio was loud.

- (F) sun
- (G) water
- (H) music
- (J) computer

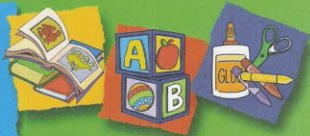
15. Lucy walked all the way to the _____ .

- (A) over
- (B) cut
- (C) jar
- (D) park

16. Maisie sat on the _____ .

- (F) touch
- (G) something
- (H) bench
- (J) large





Name _____

READING PRACTICE TEST

● Part 2: Vocabulary (cont.)

Directions: Listen closely as your teacher reads the sentences and word choices. Choose the answer that means the same or about the same as the underlined word for numbers 17–19.

17. Do you like watermelon?

- (A) make
- (B) enjoy
- (C) hate
- (D) pat



18. His ideas are always great!

- (F) wonderful
- (G) crazy
- (H) boring
- (J) bunny

19. Listen to the story.

- (A) taste
- (B) hear
- (C) look
- (D) sit

Directions: Listen closely as your teacher reads the sentences and word choices. Choose the answer that means the opposite of the underlined word for numbers 20–22.

20. I am wet.

- (F) soaked
- (G) dry
- (H) yellow
- (J) quiet

21. Sammy is a tiny mouse.

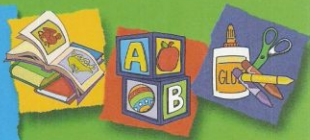
- (A) large
- (B) small
- (C) friendly
- (D) brown



22. The glass is full.

- (F) mine
- (G) Teri's
- (H) empty
- (J) broken





Name _____

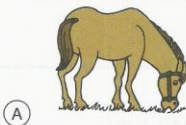
READING PRACTICE TEST

Part 3: Reading Comprehension

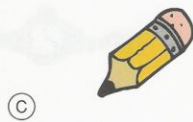
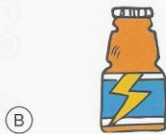
Directions: Listen to your teacher read each story. Choose the best answer for the question. Practice with example A. Do the same for numbers 1 and 2.

Example

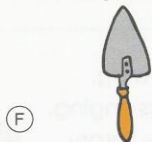
- A. Grandfather has a farm. He has many animals. He has pigs, chicks, and horses. He loves pigs the most. Which animal does Grandfather love the most?

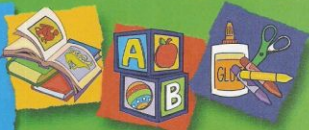


1. Katie packed her backpack. She took things to eat. She took things to drink. Which item wouldn't she put in her bag?



2. Lilo was planting a garden. She had many tools. The tools helped her plant. Which picture shows something that Lilo didn't need when planting?





READING PRACTICE TEST

● Part 3: Reading Comprehension (cont.)

Directions: Listen to your teacher read the sentences. Look at the pictures. Choose the sentence that matches the picture. Practice with example B. Do 3–6 the same way.

Example

B.



- (F) Todd ate cereal.
- (G) I love my horse.
- (H) The weather is nice.

3.



- (A) The boat sunk.
- (B) My pen does not work.
- (C) Tanika swims everyday.

4.



- (F) Lee gave him a car.
- (G) My dad has a new watch.
- (H) I see the clock.

5.



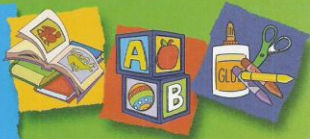
- (A) We read together.
- (B) I ran away from my brother.
- (C) He plays the flute.

6.



- (F) It was snowing.
- (G) Parker was singing.
- (H) I go to the library.





Name _____

READING PRACTICE TEST

● Part 3: Reading Comprehension (cont.)

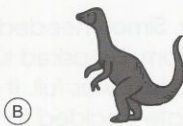
Directions: Listen to your teacher read the sentences. Match a picture to the sentences. Practice with example C. Do the same for numbers 7–10.

Example

C. This floats high. Some people ride them.



7. It was very cold. Mother said to wear these.



8. It was time. We had to get there fast!



9. One boy is _____.

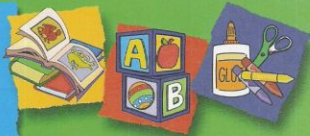


- (A) whispering
- (B) jumping
- (C) eating

10. One boy is _____.

- (F) listening
- (G) awake
- (H) sleeping





READING PRACTICE TEST

● Part 3: Reading Comprehension (cont.)

Directions: Listen to your teacher read the story and the questions. Choose the best answer to the questions. Practice with example D. Do the same for numbers 11–14.

Example

Kida's party started at 2 o'clock. It was a pool party. People brought towels. They brought sunscreen.



D. What kind of party did Kida have?

- (F) birthday party
- (G) pool party
- (H) sunscreen party



The box was heavy. Simon needed help to move it. He asked Tom. He asked Kate. They went to help. The box was full. It had books in it. Tom and Kate decided to read. Simon sat down to read too. The box stayed.



11. What was in the box?

- (A) Simon
- (B) books
- (C) boxes

12. How many people came to help Simon?

- (F) 1
- (G) 2
- (H) 3

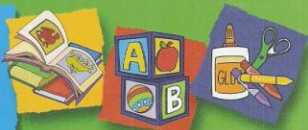
13. What did Tom and Kate do?

- (A) read books
- (B) moved the box
- (C) ran away

14. Why didn't they move the box?

- (F) It was purple.
- (G) They wanted to read.
- (H) Kate went home.





READING PRACTICE TEST

● Part 3: Reading Comprehension (cont.)

Directions: Listen to your teacher read the story and the questions.
Choose the best answer to the questions.

Riley's Racer

"I want to make a car," Riley said to his father. "Will you help?"

"Yes! We can make a car. We need a plan. We need the tools. Then, we will buy the things we need to make it."

Riley and his father drew a plan for the car. They decided on the size and color. Riley was so happy! It would be big! He could sit in it. It would roll down the hill in the yard. He would wear a helmet.

It took two weeks to make. They had fun. Mom took pictures. She even helped paint the car red. It was a fun family project.



15. What did Riley want to make?

- (A) tools
- (B) a car
- (C) pictures

16. What did they do first?

- (F) made a plan
- (G) painted
- (H) wore a helmet

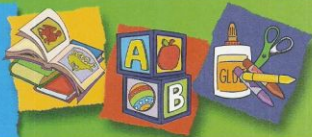
17. Why would Riley wear a helmet when riding in the car?

- (A) to be safe
- (B) to hide his hair
- (C) to show his friend

18. How did the family feel?

- (F) sad
- (G) happy
- (H) angry





READING PRACTICE TEST

● Part 3: Reading Comprehension (cont.)

Directions: Listen to your teacher read the story and the questions.
Choose the best answer to the questions.

Ship Shape

A ship is a very large boat. It can travel in the ocean. Some take trips across the whole ocean. Ships carry people and things from one place to another. They have people to work on them. These workers are called the crew.

A ship has many parts. The stern is the back of the ship. The bow is the front. On some ships masts hold the sails. The sails are like big sheets. They catch the wind and help ships go fast. Up on the mast might be a crow's nest. A sailor can sit there. He can watch the ocean.

Another important part is the helm. This is the ship's steering wheel. It can turn the ship to the left and right.



19. What is a ship?

- (A) a train
- (B) a very large boat
- (C) a raft

20. Where do many ships travel?

- (F) across the ocean
- (G) in rivers
- (H) to dark places

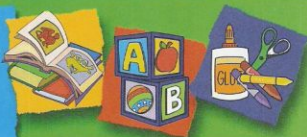
21. What do sails do?

- (A) carry people
- (B) cover people
- (C) help the ship go

22. Why did the author write this story?

- (F) to tell about sailors
- (G) to tell about ships
- (H) so people would buy boats





READING PRACTICE TEST

● Part 3: Reading Comprehension (cont.)

Directions: Listen to your teacher read the story and the questions.
Choose the best answer to the questions.

What About Rabbits?

Rabbits are small animals. They have short, fluffy tails. Some have long ears that can hear very well. These ears can be floppy. Some also stick right up!

Rabbits eat all kinds of plants. They eat in fields. They eat in gardens. Some farmers do not like rabbits. They eat the vegetables farmers grow. Sometimes the rabbits eat young trees.

When a mother rabbit is having babies, she digs a hole. She puts in soft grass. She adds her own fur. This will keep the babies warm. She may have two to ten babies. Baby rabbits are called kits.

Some people have pet rabbits. They keep them in pens or cages. They might enter them in contests. Some pet rabbits can be trained to do tricks. Grains, vegetables, and grass are good foods for them.

**23. What is this story mostly about?**

- (A) rabbits
- (B) plants rabbits eat
- (C) farming

24. Why do some farmers not like rabbits?

- (F) They run on the grass.
- (G) They eat their trees and vegetables.
- (H) They make too much noise.

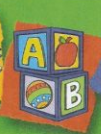
25. Where might pet rabbits sleep?

- (A) in a field
- (B) a pen or cage
- (C) under the blanket

26. What are good foods for pet rabbits?

- (F) vegetables and grass
- (G) hot dogs and candy
- (H) vegetables and meat





ANSWER KEY

READING: WORD

ANALYSIS

Lesson 1: Letter Recognition

• Page 262

- A. C
- B. J
- I. D
2. F
3. B
4. H

READING: WORD ANALYSIS

Lesson 2: Beginning Sounds

• Page 263

- A. B
- I. D
2. F
3. C
4. F

READING: WORD ANALYSIS

Lesson 3: Ending Sounds

• Page 264

- A. B
- B. H
- I. C
2. F
3. D
4. H
5. B

READING: WORD ANALYSIS

Lesson 4: Rhyming Words

• Page 265

- A. C
- I. B
2. H
3. A

READING: WORD

ANALYSIS

Lesson 5: Word Recognition

• Page 266

- A. A
- B. H
- I. C
2. G
3. D
4. G

READING: WORD ANALYSIS

Lesson 6: Vowel Sounds and Sight Words

• Page 267

- A. A
- B. F
- I. D
2. F
3. B
4. H

READING: WORD ANALYSIS

Lesson 7: Word Study

• Page 268

- A. A
- B. G
- I. A
2. G
3. A
4. G
5. C
6. G

READING: WORD ANALYSIS

Sample Test

• Pages 269–271

- A. B
- I. A
2. G
3. C
4. G
5. C
- B. H
- C. D
6. F

7. B

8. H

9. B

10. G

11. A

12. G

13. A

14. G

15. C

16. F

READING: VOCABULARY

Lesson 8: Picture Vocabulary

• Page 272

- A. B
- I. B
2. H
3. C
4. F

READING: VOCABULARY

Lesson 9: Word Reading

• Page 273

- A. C
- B. F
- I. A
2. F
3. B
4. H
5. C
6. G

READING: VOCABULARY

Lesson 10: Word Meaning

• Pages 274

- A. B
- B. F
- I. C
2. G
3. C
4. F
5. A
6. H

READING: VOCABULARY

Lesson 11: Synonyms

• Page 275

- A. A
- B. G
- I. C
2. F
3. C
4. J
5. C
6. H

READING: VOCABULARY

Lesson 12: Antonyms

• Page 276

- A. C
- B. J
- I. B
2. F
3. C
4. F
5. D
6. H

READING: VOCABULARY

Lesson 13: Words in Context

• Page 277

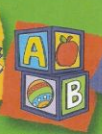
- A. C
- B. G
- I. B
2. H
3. D
4. F

READING: VOCABULARY

Sample Test

• Pages 278–281

- A. B
- I. C
2. F
3. A
4. F
- B. F
- C. C
5. B



ANSWER KEY

6. H
7. A
8. G
9. C
10. F
11. B
12. F
13. C
14. F
15. C
16. J
17. B
18. F
19. C
20. F
21. C
22. J

READING: READING COMPREHENSION

Lesson 14: Listening Comprehension

• Page 282

- A. B
1. C
2. H
3. C

READING: READING COMPREHENSION

Lesson 15: Picture Comprehension

• Page 283

- A. A
1. B
2. F
3. B
4. H

READING: READING COMPREHENSION

Lesson 16: Sentence Comprehension

• Page 284

- A. A
- B. G
1. A
2. H
3. B
4. H

READING: READING COMPREHENSION

Lesson 17: Fiction

• Page 285

- A. B
1. B
2. F

READING: READING COMPREHENSION

Lesson 18: Fiction

• Page 286

1. B
2. F
3. C
4. G

READING: READING COMPREHENSION

Lesson 19: Nonfiction

• Page 287

1. B
2. F
3. C
4. F

READING: READING COMPREHENSION

Lesson 20: Nonfiction

• Page 288

1. A
2. H
3. B
4. G

READING: READING COMPREHENSION

Sample Test

• Pages 289-291

- A. B
1. A
2. H
3. B
4. G
5. A
6. H
7. A
8. H
9. B
10. F
11. C

READING PRACTICE TEST

• Pages 293-307

Part 1: Word Analysis

- A. D
1. D
2. F
3. B
4. H
5. A
- B. F
- C. C
6. G
7. A
8. H
9. B
- D. H
10. G
11. A
12. G
13. A
14. F
15. B
- E. A
- F. F
16. G
17. A
18. F
19. B

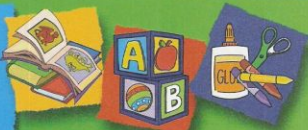
Part 2: Vocabulary

- A. B
1. C
2. F
3. B
4. F
- B. F
- C. B
5. C
6. F
7. A
8. G
9. B
10. F
11. A
12. F
- D. B
13. A
14. H
15. D

16. H
17. B
18. F
19. B
20. G
21. A
22. H

Part 3: Reading Comprehension

- A. C
1. C
2. H
- B. F
3. C
4. G
5. A
6. G
- C. B
7. C
8. F
9. A
10. F
- D. G
11. B
12. G
13. A
14. G
15. B
16. F
17. A
18. G
19. B
20. F
21. C
22. G
23. A
24. G
25. B
26. F



Answer Key

Write and Hear Mm

M and m are letter partners.
Map begins with the sound of Mm.

Directions: Trace the letter. Write it on the line.

M M M M M

m m m m m m

Directions: Color the pictures whose names begin with the sound of m.

8

Write and Hear Ss

S and s are letter partners.
Sock begins with the sound of Ss.

Directions: Trace the letter. Write it on the line.

S S S S S S S S

s s s s s s s s

Directions: Circle the socks with pictures whose names begin with the sound of s.

9

Write and Hear Tt

T and t are letter partners.
Tiger begins with the sound of Tt.

Directions: Trace the letter. Write it on the line.

T T T T T T T T

t t t t t t t t

Directions: Color the pictures whose names begin with the sound of t.

10

Write and Hear Hh

H and h are letter partners.
Hat begins with the sound of Hh.

Directions: Trace the letter. Write it on the line.

H H H H H H H H

h h h h h h h h

Directions: Play Tic-Tac-Toe. Find three pictures in a row whose names begin with the sound of h. Draw a line through them.

11

Write and Hear Kk

K and k are letter partners.
Kitten begins with the sound of Kk.

Directions: Trace the letter. Write it on the line.

K K K K K K K K

k k k k k k k k

Directions: Color the pictures whose names begin with the sound of k.

12

Write and Hear Bb

B and b are letter partners.
Ball begins with the sound of Bb.

Directions: Trace the letter. Write it on the line.

B B B B B B B B

b b b b b b b b

Directions: Color the box if the name of the picture on the box begins with the sound of b.

13



Write and Hear Ff

F and f are letter partners.

Fox begins with the sound of Ff.

Directions: Trace the letter. Write it on the line.

F F F F F F F F

f f f f f f f f

Directions: Help the farmer find the fox. Draw a line through the pictures whose names begin with the sound of f.



14

Write and Hear Gg

G and g are letter partners.

Goat begins with the sound of Gg.

Directions: Trace the letter. Write it on the line.

G G G G G G G G

g g g g g g g g

Directions: Write g if the name of the picture begins with the sound of g.



15

Write and Hear Ll

L and l are letter partners.

Leaf begins with the sound of Ll.

Directions: Trace the letter. Write it on the line.

L L L L L L L L

Directions: Color the leaves with pictures whose names begin with the sound of l.



16

Write and Hear Nn

N and n are letter partners.

Need begins with the sound of Nn.

Directions: Trace the letter. Write it on the line.

N N N N N N N N

n n n n n n n n

Directions: Color the pictures whose names begin with the sound of n.



17

Write and Hear Dd

D and d are letter partners.

Deer begins with the sound of Dd.

Directions: Trace the letter. Write it on the line.

D D D D D D D D

d d d d d d d d

Directions: Color the pictures whose names begin with the sound of d.



18

Write and Hear Ww

W and w are letter partners.

Window begins with the sound of Ww.

Directions: Trace the letter. Write it on the line.

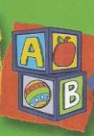
W W W W W W W W

w w w w w w w w

Directions: Color the curtains if the name of the picture begins with the sound of w.



19



Write and Hear Cc

C and c are letter partners.

Cap begins with the sound of Cc.

Directions: Trace the letter. Write it on the line.

C C C C C C C C

c c c c c c c c

Directions: Play Tic-Tac-Toe. Find three pictures in a row whose names begin with the sound of c. Draw a line through them.



20

Write and Hear Jj

J and j are letter partners.

Jackel begins with the sound of Jj.

Directions: Trace the letter. Write it on the line.

J J J J J J J J

j j j j j j j j

Directions: Color the jack-in-the box if its picture begins with the sound of j.



21

Write and Hear Rr

R and r are letter partners.

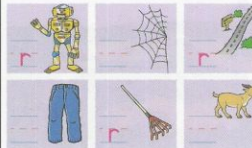
Ring begins with the sound of Rr.

Directions: Trace the letter. Write it on the line.

R R R R R R R R

r r r r r r r r

Directions: Write r on the line if the name of the picture begins with the sound of r.



22

Write and Hear Pp

P and p are letter partners.

Pen begins with the sound of Pp.

Directions: Trace the letter. Write it on the line.

P P P P P P P P

p p p p p p p p

Directions: Color the pictures whose names begin with the sound of p.



23

Write and Hear Vv

V and v are letter partners.

Vase begins with the sound of Vv.

Directions: Trace the letter. Write it on the line.

V V V V V V V V

v v v v v v v v

Directions: Trace the vases with pictures whose names begin with the sound of v. Use a crayon.



24

Write and Hear Yy

Y and y are letter partners.

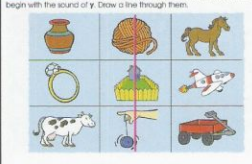
Yellow begins with the sound of Yy.

Directions: Trace the letter. Write it on the line.

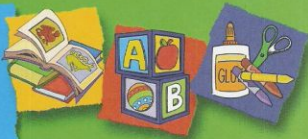
Y Y Y Y Y Y Y Y

y y y y y y y y

Directions: Play Tic-Tac-Toe. Find three pictures in a row whose names begin with the sound of y. Draw a line through them.



25



Write and Hear Zz

Z and z are letter partners.

Zero begins with the sound of Zz.

0 zero

Directions: Trace the letter. Write it on the line.

Z Z Z Z Z Z Z Z

Z Z Z Z Z Z Z Z

Directions: Help the zebra find the zoo. Connect all the pictures whose names begin with the sound of z from the zebra to the zoo.



26

Write and Hear Qq

Q and q are letter partners.

Queen begins with the sound of Qq.

Q queen

Directions: Trace the letter. Write it on the line.

Q Q Q Q Q Q Q Q

q q q q q q q q

Directions: Write q on the line if the name in the picture begins with the sound of q.



27

Write and Hear Xx

X and x are letter partners.

Box ends with the sound of Xx.

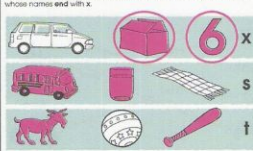
X box

Directions: Trace the letter. Write it on the line.

X X X X X X X X

x x x x x x x x

Directions: Look at the letter at the end of the row. Then, color the pictures whose names end with the sound of that letter. Circle the pictures whose names end with x.



28

Beginning Consonants: Bb, Cc, Dd, Ff

Beginning consonants are the sounds that come at the beginning of words. Consonants are the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z.

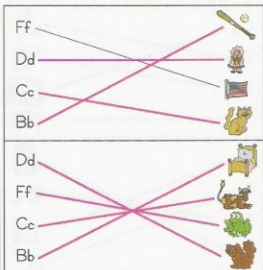
Directions: Say the name of each letter. Say the sound each letter makes. Circle the letters that make the beginning sound for each picture.



29

Beginning Consonants: Bb, Cc, Dd, Ff

Directions: Say the name of each letter. Say the sound each letter makes. Draw a line from each letter to the picture which begins with that sound.



30

Beginning Consonants: Gg, Hh, Jj, Kk

Directions: Say the name of each letter. Say the sound each letter makes. Trace the letter pair that makes the beginning sound in each picture.











31



Beginning Consonants: Gg, Hh, Jj, Kk









Directions: Say the name of each letter. Say the sound each letter makes. Draw a line from each letter pair to the picture which begins with that sound.

Gg	
Kk	
Hh	
Jj	
Kk	
Hh	
Jj	
Gg	

32

Beginning Consonants: Ll, Mm, Nn, Pp









Directions: Say the name of each letter. Say the sound each letter makes. Trace the letters. Then, draw a line from each letter pair to the picture which begins with that sound.

Ll	
Mm	
Nn	
Pp	
Ll	
Mm	
Nn	
Pp	

33

Beginning Consonants: Ll, Mm, Nn, Pp









Directions: Say the name of each letter. Say the sound each letter makes. Trace the letter pair that makes the beginning sound in each picture.

Ll	
Mm	
Nn	
Pp	
Mm Ll	
Mm Pp	
Ll Nn	
Pp Mm	

34

Beginning Consonants: Qq, Rr, Ss, Tt









Directions: Say the name of each letter. Say the sound each letter makes. Trace the letter pair in the boxes. Then, color the picture which begins with that sound.

Qq	
Rr	
Ss	
Tt	
Tt	
Qq	
Rr	
Ss	

35

Beginning Consonants: Qq, Rr, Ss, Tt











Directions: Say the name of each letter. Say the sound each letter makes. Draw a line from each letter pair to the picture which begins with that sound.

Qq	
Ss	
Rr	
Tt	
Tt	
Ss	
Rr	
Qq	

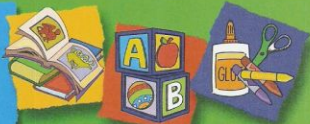
36

Beginning Consonants: Vv, Ww, Xx, Yy, Zz

Directions: Say the name of each letter. Say the sound each letter makes. Trace the letters. Then, draw a line from each letter pair to the picture which begins with that sound.

Vv	
Ww	
Xx	
Yy	
Zz	
Vv	
Ww	
Xx	
Yy	
Zz	

37



Beginning Consonants: Vv, Ww, Xx, Yy, Zz

Directions: Say the name of each letter. Say the sound each letter makes. Then, draw a line from each letter pair to the picture which begins with that sound.

Vv	
Zz	
Xx	
Yy	
Ww	

Vv	
Zz	
Yy	
Ww	
Xx	

38

Match Letters and Sounds

Directions: Cut out each letter at the bottom of the page. Find the picture whose name begins with the sound of that letter. Glue the letter in the box beside the picture.

c		t	
r		z	
d		w	

39

How Do I Begin?

Directions: Say the name of each picture. Write the beginning sound for each picture.

h. at	g. oat	k. ite	j. am
j. ack	g. ate	k. ey	h. appy

Directions: Write each word next to its beginning sound.

g	goat	g	gate
h	hat	h	happy
j	jam	j	jacks
k	kite	k	key

41

How Do I Begin Again?

Directions: Say each letter sound. Color the pictures in each row that begin with that sound.

b				
c				
d				
f				

Directions: Say the name of each picture. Write the beginning sound for each picture.

b	ed	d	og	f	ee	c	up
---	----	---	----	---	----	---	----

42

Review: Beginning Consonants

Directions: Say each picture name. Circle the letter that stands for the beginning sound.

p(m)n	v(s)	t(g)p
c(p)	m(g)v	s(p)n
m(p)n	t(g)p	l(c)
g(l)c	p(b)f	v(f)

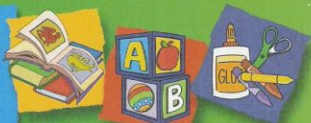
43

Review: Beginning Consonants

Directions: Look at the letters in the boxes. Then, say each picture name. Draw a line from the letter to the picture whose name begins with that sound.

qu		r		z	
k		y		j	
d		w		h	

44



Review










Directions: Write the letter that makes the beginning sound for each picture.

 c ar	 z ipper	 k ite
 l etter	 b oat	 r ose
 s un	 h ouse	 t urtle
 g lasses	 j ar	 d og

45

How Does It End?

Directions: Write a letter from the box to complete each word.

 drum	 star	 bed
 tail	 bib	 log
 fan	 mop	 book

46

And Finally...








Directions: Say each picture name. Write the ending sound for each picture.

 bathtub	 pot	 pad
 log	 hook	 mug
 book	 tomato	 shovel
 leaf	 ant	 lid
 girl	 beak	 broom

47

Ending Consonants: b, d, f










Directions: Say the name of each picture. Then, write the letter that makes the ending sound for each picture.

 b	 f	 d
 b	 d	 f
 f	 d	 f
 b	 d	 b

48

Ending Consonants: g, m, n

Directions: Say the name of each picture. Draw a line from each letter to the picture which ends with that sound.

 g	 m	 n
 g	 m	 n
 n	 m	 g

49

Ending Consonants: k, l, p

Directions: Trace the letters in each row. Say the name of each picture. Then, color the pictures in each row which end with that sound.

k				
l				
p				

50



Ending Consonants: t, s, l, x

Directions: Say the name of each picture. Then, circle the ending sound for each picture.



t s t x



r o t x



t s t x



r s t x



r s t x



r o t x



r s t x



r s t x

51

Consonant Review

Directions: One letter is missing in each word. Write the missing letter on the line.



dog



box



sun



hen



tulip



top



log



leaf



wagon

52

Consonant Review

Directions: Write all the missing consonants.



man



fox



pig



bed



jar



camel



goat



car



cap

53

Meet Short a

Listen for the sound of short a in van.



Directions: Trace the letter. Write it on the line.

A A A A A A

a a a a a a

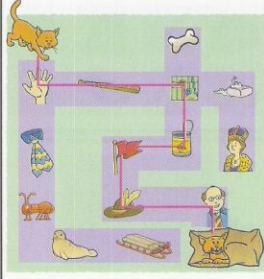
Directions: Color the pictures whose names have the short a sound.



54

Short a Maze

Directions: Help the cat get to the bag. Connect all the pictures whose names have the short a sound from the cat to the bag.



55

Meet Short i

Listen for the sound of short i in pig.



Directions: Trace the letter. Write it on the line.

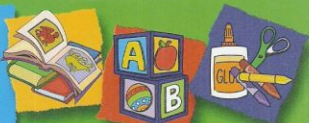
i i i i i i

i i i i i i

Directions: Say the name of each picture. Color the firm on the tab if the name has the short i sound.

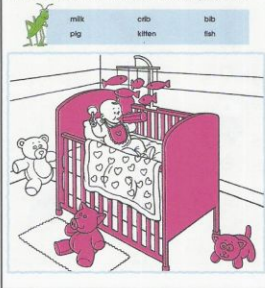


56



Read and Color Short i

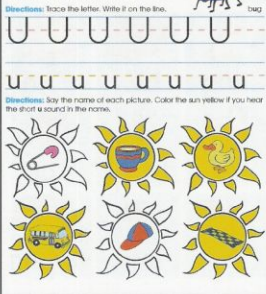
Directions: Say the name of each picture. Color the pictures whose names have the short i sound. The words in the box will give you hints.



57

Meet Short u

Listen for the sound of short u in the.



58

Short u Tic-Tac-Toe

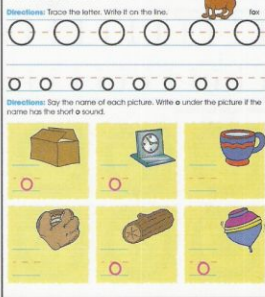
Directions: Color the pictures whose names have the short u sound. Then, play Tic-Tac-Toe. Draw a line through three colored pictures in a row.



59

Meet Short o

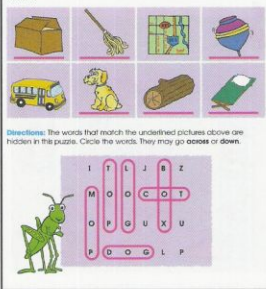
Listen for the sound of short o in fox.



60

Find Short o Words

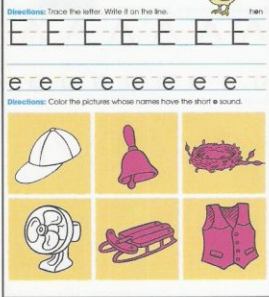
Directions: Draw a line under each picture whose name has the short o sound.



61

Meet Short e

Listen for the sound of short e in hen.



62



A Matching Game

Directions: Draw a line to connect each picture with its matching short a word.

10	man
	jet
	hen
	web
	ten
	bed

63

Meet Long a

Listen for the sound of long a in cake.

Directions: Color the pictures whose names have the long a sound.

64

Write Long a

The letters a_e usually stand for the long a sound.

Directions: Write the missing vowels.

cave	game	vase
cage	cape	gate
rake	cane	wave

65

Meet Long i

Listen for the sound of long i in bike. Look for i_e.

Directions: Fill in the circle beside the name of the picture.

	5	
<input type="radio"/> dim	<input type="radio"/> five	<input type="radio"/> kite
<input type="radio"/> date	<input type="radio"/> fix	<input type="radio"/> soil
<input type="radio"/> dime	<input type="radio"/> fone	<input type="radio"/> sit
<input type="radio"/> pane	<input type="radio"/> tin	<input type="radio"/> ride
<input type="radio"/> pin	<input type="radio"/> tie	<input type="radio"/> tid
<input type="radio"/> pine		
	9	
<input type="radio"/> nine	<input type="radio"/> nip	<input type="radio"/> home
<input type="radio"/> rid	<input type="radio"/> name	<input type="radio"/> tire
<input type="radio"/> road	<input type="radio"/> nine	<input type="radio"/> tin

66

Meet Long u

Listen for the sound of long u in mud. The letters u_e usually stand for the long u sound.

Directions: Circle the pictures whose names have the long u sound.

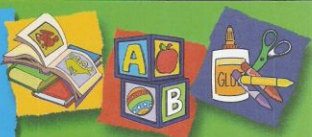
67

Search and Color

Directions: Each word in the box has the sound of long u. Color the picture that matches each word in the box.

male	glue	cubes	rule
------	------	-------	------













68



Meet Long o

Listen for the sound of long o in rose.

Directions: Say the name of each picture. Decide whether the vowel sound you hear is long o or short o. Fill in the circle beside long o or short o.










		
Long o <input type="radio"/> Short o <input type="radio"/>	Long o <input type="radio"/> Short o <input type="radio"/>	Long o <input type="radio"/> Short o <input type="radio"/>
		
Long o <input type="radio"/> Short o <input type="radio"/>	Long o <input type="radio"/> Short o <input type="radio"/>	Long o <input type="radio"/> Short o <input type="radio"/>
		
Long o <input type="radio"/> Short o <input type="radio"/>	Long o <input type="radio"/> Short o <input type="radio"/>	Long o <input type="radio"/> Short o <input type="radio"/>
		
Long o <input type="radio"/> Short o <input type="radio"/>	Long o <input type="radio"/> Short o <input type="radio"/>	Long o <input type="radio"/> Short o <input type="radio"/>

69

Meet Long e

Listen for the sound of long e in bee. The letters ee and ea usually stand for the long e sound.

Directions: Write the name of the picture on the correct line.

				
Long e <input type="radio"/> Short e <input type="radio"/>	Long e <input type="radio"/> Short e <input type="radio"/>	Long e <input type="radio"/> Short e <input type="radio"/>	Long e <input type="radio"/> Short e <input type="radio"/>	Long e <input type="radio"/> Short e <input type="radio"/>
				
Long e <input type="radio"/> Short e <input type="radio"/>	Long e <input type="radio"/> Short e <input type="radio"/>	Long e <input type="radio"/> Short e <input type="radio"/>	Long e <input type="radio"/> Short e <input type="radio"/>	







ee ea Short Vowel e

beet	seat	ten
jeep	leaf	bed
feet	seat	red

70

Long Vowel Puzzles







Directions: Cut out the puzzle pieces. Match each picture with its name.

71

Long Vowel Crossword

Directions: Fill in the puzzle with the correct words.





















Across	1. 	Down	1. 
4. 	2. 		3. 
5. 			
1. CAKE	2. SE		
3. ON	4. IRE		
5. E	6. E		
	7. MULE		

73

Long Vowels

Vowels are the letters a, e, i, o, and u. Long vowel sounds say their own names. Long a is the sound you hear in *lake*. Long e is the sound you hear in *net*. Long i is the sound you hear in *pie*. Long o is the sound you hear in *go*. Long u is the sound you hear in *cube*.






Directions: Say the long vowel sound at the beginning of each row. Say the name of each picture. Color the pictures in each row that have the same long vowel sound as that letter.

a				
e				
i				
o				
u				

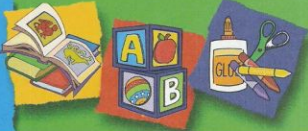
74

Long Vowel Sounds

Directions: Write a, e, i, o, or u in each blank to finish the word. Draw a line from the word to the picture.

c _ a _ ke	
r _ o _ se	
k _ i _ te	
f _ e _ t	
m _ u _ le	

75



Super Silent E

When you add an **e** to the end of some words, the vowel changes from a short vowel sound to a long vowel sound. The **e** is silent.

Example: **ip** + **e** = **ipe**

Directions: Say the word under the first picture in each pair. Then, add on **e** to the word under the next picture. Say the new word.















 can	 <u>cane</u>	 tub	 <u>tube</u>
 man	 <u>mane</u>	 kit	 <u>kite</u>
 pin	 <u>pine</u>	 cap	 <u>cape</u>

76

Words With Silent E

When a silent **e** appears at the end of a word, you can't hear it, but it makes the other vowel have a long sound. For example, **tub** has a short vowel sound, and **tube** has a long vowel sound.

Directions: Look at the pictures below. Decide if the word has a short or long vowel sound. Circle the correct word. Watch for the silent **e**!



















 can	 <u>can</u>	 tub	 <u>tub</u>
 rob	 <u>robe</u>	 rat	 <u>rate</u>
 pin	 <u>pin</u>	 cap	 <u>cape</u>
 not	 <u>note</u>	 pan	 <u>pane</u>
 slid	 <u>slide</u>	 dim	 <u>dime</u>
 tap	 <u>tape</u>	 cub	 <u>cube</u>

79

Final y as a Vowel

You know that **y** is a consonant. When **y** is at the beginning of a word, it makes the sound of the beginning of **yes**.
Y can also be a vowel.
Sometimes **y** can have the long **e** sound you hear at the end of **puppy**. **Y** has this sound when it is at the end of a word with more than one syllable or part.
Sometimes **y** can have the long **i** sound you hear at the end of **dry**. **Y** has this sound when it is at the end of a one-syllable word.

Directions: Say each picture name. Circle the word that names the picture. If **y** makes the long **e** sound, color the picture brown. If **y** makes the long **i** sound, color the picture orange.

 ball	 boy	 baby	 crazy	 cry	 crate
 bunt	 bunny	 buy	 pay	 py	 pony
 flag	 fussy	 fry	 fry	 fry	 fry

80

Y as a Vowel

Y at the end of a word is a vowel. When **y** is at the end of a one-syllable word, it has the sound of a long **i** as in **my**. When **y** is at the end of a word with more than one syllable, it has the sound of a long **e** (as in **happy**).

Directions: Look at the words in the box. If the word has the sound of a long **i**, write **i** under the word **my**. If the word has the sound of a long **e**, write **e** under the word **happy**. Write the word from the box that answers each riddle.

happy	penny	try	sleepy	dry
bunny	why	sky	party	fly

my	happy
why	bunny
try	penny
sky	sleepy
dry	party
fly	penny
	bunny
	sky
	party
	dry
	why
	fly

- It takes five of these to make a nickel.
- This is what you call a baby rabbit.
- It is often blue and you can see it if you look up.
- You might have one of these on your birthday.
- It is the opposite of wet.
- You might use this word to ask a question.
- This is what birds and airplanes can do.

81

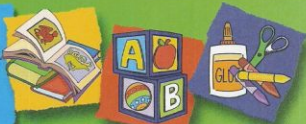
The Sounds of y

Y at the end of a word can have the long **i** sound or the long **e** sound. Listen for the long **i** sound in **fly**. Listen for the long **e** sound in **penny**.

Directions: Say the name of each picture. Listen for the sound of **y** at the end of the word. Circle either long **i** or long **e**.









 sky	 baby	 bunny
Long i	Long e	Long e
 cry	 penny	 mushy
Long i	Long e	Long e
 dry	 city	 city
Long i	Long e	Long e

82



Which Sound of Y?

Directions: Say the name of each picture. If the first y stands for the long e sound, color the picture green. If the y stands for the long i sound, color the picture yellow.

 pony	 fly	50 fifty
 candy	 dry	 penny
 cherry	 sky	 bunny

83

Finish-the-Word Puzzles

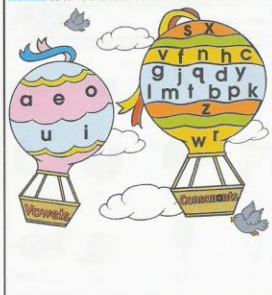
Directions: Write a vowel in the middle of each puzzle that will make a word across and down.

w		m
p	e	d
b		p
f		w
m	a	p
n		n
h		b
b	o	x
t		i

84

Letter Lift









Directions: Cut out the letters below. Glue each letter on the correct balloon.




85

Short and Long Vowel Sounds

Directions: Cut out the pictures below. If the vowel has a long sound, glue it on the long vowel side. If the vowel has a short sound, glue it on the short vowel side.

Short	Long
	
	
	
	

cut 

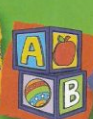
87

Review

Directions: Color all of the vowels black to discover something hidden in the cube.

What was hidden?
a spider

89



Review

Directions: Circle the word if it has a long vowel sound.

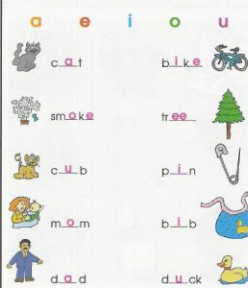
Remember: A long vowel says its name.



90

Review

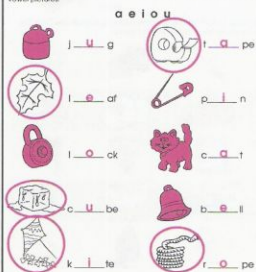
Directions: Write a vowel on each line to complete each word.



91

Short and Long Vowels

Directions: Say the name of each picture. Write the vowel on each line that completes the word. Color the short vowel pictures. Circle the long vowel pictures.

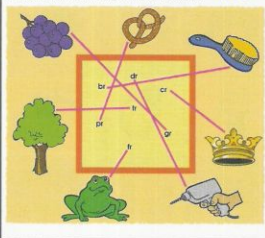


92

Consonant Blends With r

Sometimes two consonants at the beginning of a word blend together. Listen for the dr blend in dragon. Gr, fr, br, and pr are also r blends.

Directions: Draw a line from each consonant blend to the picture whose name begins with the same sound.

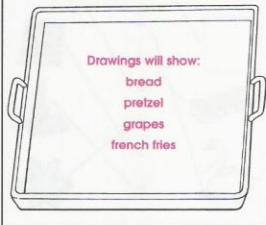


93

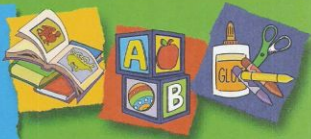
Fill the Tray

Directions: Read the menu. Circle the words that have r blends. On the tray, draw pictures of the foods whose names you circled.

bread	pretzel	meat
burger	milk	grapes
salad	french fries	ice cream



94



Consonant Blends With l

Listen for the **al** blend in **clown**. **cl**, **pl**, **fl**, and **bl** are also **l** blends.

clown

Directions: Look at the **l** blend at the beginning of each row. Color the picture whose name begins with that sound.

bl			
cl			
fl			
pl			

95

l Blend Tic-Tac-Toe

Directions: Color the pictures whose names begin with **l** blends. Draw a line through three colored pictures in a row to score a Tic-Tac-Toe.

96

Consonant Blends With s

Listen for the **sk** blend in **skunk**. **sm**, **st**, **sw**, **sc**, **sq**, **sl**, and **sn** are also **s** blends.

skunk

Directions: Say the name of each picture. Circle the **s** blend you hear at the beginning of the name.

sn	sk	sq
sp	si	st
sw	sk	sn

97

Match Pictures and Blends

Directions: Draw a line from each **s** blend to the picture whose name begins with that sound.

	sq	
	sk	
	st	
	sn	

98

Blends at the Ends

Some consonant blends come at the ends of words. Listen for the **nd** blend at the end of the word **round**. **mp**, **ng**, **st**, **sk**, **nk**, and **st** can also be ending blends.

round

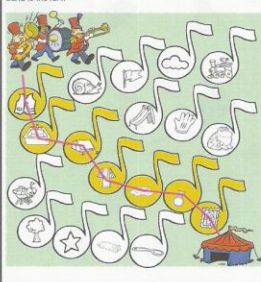
Directions: Say the name of each picture. Circle the blend you hear at the end of the name.

nd	ng	nd
mp	ng	nd
mp	nd	nd

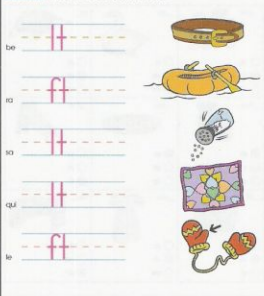
99



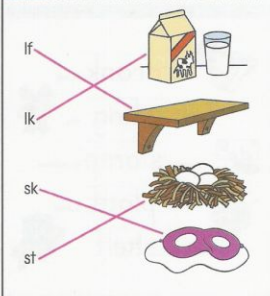
Directions: Find the notes with pictures whose names end with consonant blends. Color them yellow. Draw a line through the yellow notes from the band to the tent.



Directions: Write **l** or **ll** to complete the words.



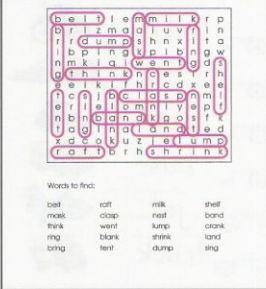
Directions: Draw a line from the picture to the blend that ends the word.



Directions: Every jukebox has a word ending and a list of letters. Add each of the letters to the word ending to make rhyming words.



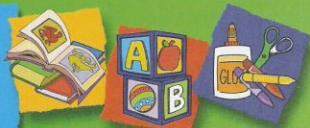
Directions: Say the blend for each word as you search for it. Circle the letters that make each word.



Words to find:

bat	raft	milk	shell
mask	clap	nest	band
think	went	lump	crane
ring	blank	shrink	land
bring	tent	dump	sing

shell
band
crane
land
sing



Review

Directions: Complete each sentence with a word from the word box.

sting shirt drank plant stamp



1. Tom drank his milk.



2. A bee can sting you.



3. I put a stamp on my letter.



4. The plant is green.

5. The book is on the shelf.



105

Missing Blends

Directions: Fill in the circle beside the missing blend in each word.

<p>__ch </p> <p><input type="radio"/> sk <input type="radio"/> tr <input type="radio"/> pr</p>	<p>__ch </p> <p><input type="radio"/> st <input type="radio"/> sm <input type="radio"/> sw</p>	<p>to__ </p> <p><input type="radio"/> sk <input type="radio"/> st <input type="radio"/> ng</p>
<p>__che </p> <p><input type="radio"/> sk <input type="radio"/> sm <input type="radio"/> cr</p>	<p>__che </p> <p><input type="radio"/> pl <input type="radio"/> gr <input type="radio"/> sp</p>	<p>__che </p> <p><input type="radio"/> sk <input type="radio"/> st <input type="radio"/> ng</p>
<p>__ch </p> <p><input type="radio"/> ng <input type="radio"/> gr <input type="radio"/> st</p>	<p>__ch </p> <p><input type="radio"/> st <input type="radio"/> nd <input type="radio"/> sk</p>	<p>dis__ </p> <p><input type="radio"/> sk <input type="radio"/> st <input type="radio"/> ng</p>

106

More Missing Blends

Directions: Fill in the circle beside the missing blend in each word.

<p>fl__ </p> <p><input type="radio"/> st <input type="radio"/> st <input type="radio"/> ng</p>	<p>__y </p> <p><input type="radio"/> st <input type="radio"/> st <input type="radio"/> ng</p>	<p>__ape </p> <p><input type="radio"/> gr <input type="radio"/> st <input type="radio"/> sk</p>
<p>__ous </p> <p><input type="radio"/> st <input type="radio"/> st <input type="radio"/> gr</p>	<p>nd__ </p> <p><input type="radio"/> nd <input type="radio"/> ng <input type="radio"/> sk</p>	<p>__ng </p> <p><input type="radio"/> gr <input type="radio"/> tr <input type="radio"/> st</p>
<p>__y </p> <p><input type="radio"/> sk <input type="radio"/> sm <input type="radio"/> st</p>	<p>__ker </p> <p><input type="radio"/> pr <input type="radio"/> st <input type="radio"/> ng</p>	<p>to__ </p> <p><input type="radio"/> st <input type="radio"/> mp <input type="radio"/> ng</p>

107

Picture Clues

Directions: Read the sentence. Circle the word that makes sense. Use the picture clues to help you. Then, write the word.

<p>I ride on a <u>bike</u> like </p>
<p>I ride on a <u>train</u> like </p>
<p>I ride on a <u>car</u> like </p>
<p>I ride on a <u>bus</u> like </p>
<p>I ride in a <u>jet</u> like </p>
<p>I ride in a <u>truck</u> like </p>

108

Picture Clues

Directions: Cut out the pictures below. Glue them next to the sentences that tell about them.

The sun is yellow.

It is raining.

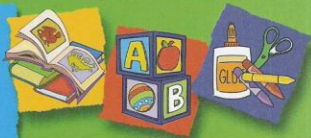
The boy can grin.

The bed is broken.

My pen and paper are here.







Cut

109



Picture Clues

Directions: Read the sentence. Circle the word that makes sense. Use the picture clues to help you. Then, write the word.

Use the bird book.	bird	
Use the fish fish.	fish	
Use the dog dog.	dogs	
Use the cat cat.	cats	
Use the snake snake.	snake	
Use the rat rat.	rat	

111

Fun With Directions

Directions: Follow the number code to color the balloons. Color the clown, too.

1 — blue	2 — orange	3 — yellow	4 — green	5 — purple
6 — brown	7 — red	8 — black	9 — blue	10 — pink

one five six three
nine four seven ten

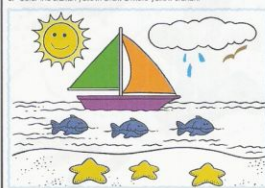
Coloring will vary.

112

Draw With Directions

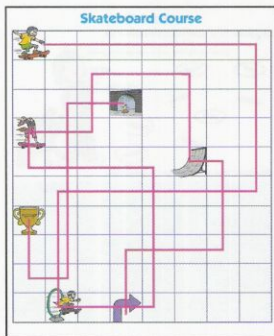
Directions: Follow the directions to complete the picture.

1. Draw a smiling yellow face on the sun.
2. Color the fish blue. Draw 2 more blue fish in the water.
3. Draw a brown bed under the cloud. Draw blue raindrops under the cloud.
4. Color the boat purple. Color one sail orange. Color the other sail green.
5. Color the starfish yellow. Draw 2 more yellow starfish.



113



Skateboard Course





115

Directions for Decorating

Directions: Follow the directions to decorate the bedroom.

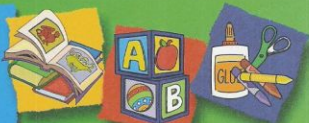
Draw a red  between the two .

Draw a  under the window. Color it green.

Draw three big  on the wall. Color them orange.

Draw a picture of something you would like to have in your bedroom.

117



Following Directions

Read the sentences. Then, follow the directions.

Directions: Bob is making a snowman. He needs your help. Draw a black hat on the snowman. Draw red buttons. Now, draw a green scarf. Draw a happy face on the snowman.



118

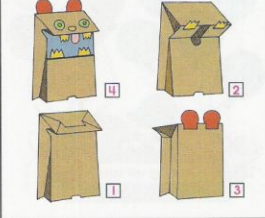
Following Directions

Follow the directions to make a paper sock puppet.



Directions: Find a small sock that fits your hand. Cut out teeth from colored paper. Glue them on the sock. Cut out ears. Glue them on the sock. Cut out eyes, a nose, and a tongue. Glue them all on.

Number the pictures 1, 2, 3, and 4 to show the correct order.



119

Color Code Classifying

Directions: Underline name words in blue. Underline number words in red. Underline animal words in green. Underline color words in green.

pig	Kim	dog	blue
red	green	ten	five
Jack	two	cow	Lee

Directions: Write each word on the correct line.

Name Words	Kim	Jack	Lee
Number Words	two	ten	five
Animal Words	dog	pig	cow
Color Words	green	blue	red

120

Menu Mix-Up

Directions: Circle names of drinks in red. Circle names of vegetables in green. Circle names of desserts in pink.



Directions: Write each food word on the correct line.

Drinks	Vegetables	Desserts
milk	corn	pie
water	carrot	cookie
juice	peas	cake

121

Word Sort

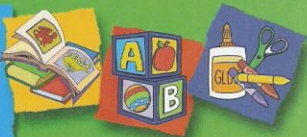
Directions: Circle words that name colors in red. Circle words that name shapes in yellow. Circle words that name numbers in green.



Directions: Write each word on the correct line.

Colors	Shapes	Numbers
blue	triangle	five
purple	square	ten
brown	circle	nine

122



Sort It Out

Directions: Color the pictures. Cut out and glue each picture in the correct room.

Coloring will vary.

123

Where Does It Belong?

Directions: Read the words. Draw a circle around the sky words. Draw a line under the land words. Draw a box around the sea words.

Directions: Write each word on the correct line.

Sky Words	Land Words	Sea Words
cloud moon planet	forest city rabbit	whale shark shell

125

Classification

Directions: Draw an X on the picture that does not belong in each group.

Fruit

apple peach corn watermelon

Wild Animals

bear kitten gorilla lion

Pets

cat goldfish elephant dog

Flowers

grass rose daisy tulip

126

Classification

Directions: Dapper Dog is going on a camping trip. Draw an X on the word in each row that does not belong.

1. flashlight	candle	fire
2. shirt	pants	coat
3. X	car	bus
4. beans	hot dog	bread
5. gloves	hat	boots
6. fork	tray	plate
7. book	ball	bat
8. X	bees	flies

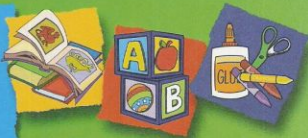
127

Classification

Directions: The words in each box form a group. Choose the word from the box that describes each group and write it on the line.

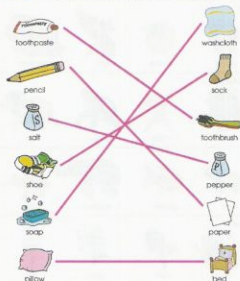
clothes	family	colors	toys	flowers	animals
shirt socks dress coat	mother father sister brother	crash bang ring pop	grass purple blue red	apple orange plum	dog horse elephant mouse
flowers	noises	family	toys	colors	fruits
coins	animals				

128



Things That Go Together

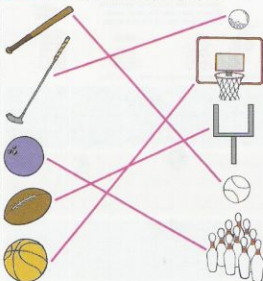
Directions: Draw a line to connect the things that go together.



129

More Things That Go Together

Directions: Draw a line to connect the things that go together.



130

Same and Different

Reading to find out how things are alike or different can help you picture and remember what you read. Things that are alike are called **similarities**. Things that are not alike are called **differences**.

Similarity: Beth and Michelle are both girls.
Difference: Beth has short hair, but Michelle has long hair.

Directions: Read the story.

Michelle and Beth are wearing new dresses. Both dresses are striped and have four shiny buttons. Each dress has a belt and a pocket. Beth's dress is blue and white, while Michelle's is yellow and white. The stripes on Beth's dress go up and down. Stripes on Michelle's dress go from side to side. Beth's pocket is bigger with room for a letter.

Directions: Add the details. Color the dresses. Show how the dresses are alike and how they are different.



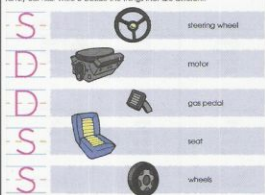
131

Comparing Cars

Directions: Read the story.

Sarah built a car for a race. Sarah's car has wheels, a steering wheel, and a place to sit. It's just like the family car. It doesn't have a motor, a key, or a gas pedal. Sarah came in second in last year's race. This year she hopes to win the race.

Directions: Write S beside the things Sarah's car has that are like things the family car has. Write D beside the things that are different.



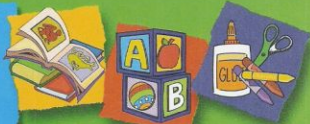
132

Sequencing Pictures

Directions: Put the pictures in each column in order. Write 1, 2, or 3 next to each picture.

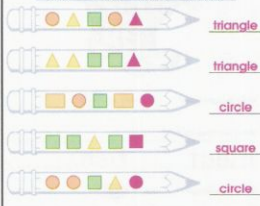


135



Sequencing Patterns

Directions: Look for a pattern of shapes inside each pencil. Choose a shape from the picture bank and draw what comes next on each pencil. Then, write the name of the shape on the line.



136

Sequencing Riddles

Directions: To solve the riddle below, look at the letter underneath each line. Next, write the letter that comes **before** each letter.

How do you catch a squirrel?

CLIMB UP A TREE
DM J N C V Q B U S F F
AND ACT LIKE A NUT
B O E B D U M J L F B O V U

What has four wheels and flies?

A GARBAGE
B H B S C B H F
TRUCK
U S V D L

Why did the boy run around his bed?

TO CATCH UP ON
UP O B U D I V Q P O
HIS SLEEP
I J T T M F F O



137

Story Time

Directions: Write each group of sentences in the correct order.

My cat was full and went to sleep. My cat was hungry.
I filled a bowl with cat food. I filled a bowl with cat food.

- My cat was hungry.
- I filled a bowl with cat food.
- My cat was full and went to sleep.

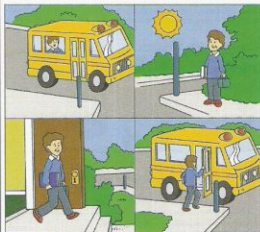


- I got a gold star. I studied for my spelling test.
- My teacher gave us a list of spelling words. I studied for my spelling test.
- My teacher gave us a list of spelling words.
 - I studied for my spelling test.
 - I got a gold star.

138

Sequencing

Directions: Look at the picture story. Read the sentences. Then, write 1, 2, 3, or 4 by each sentence to show the order of the story.



- Ben rides the bus. 4 Ben leaves his house. 1
Ben is off the bus stop. 2 Ben gets on the bus. 3

139

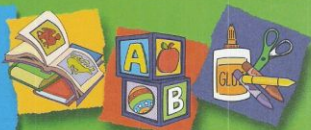
Comprehension: Sequencing

Directions: Kate is sick. What do you think happened? Put numbers beside each sentence to tell the story.



- She went to the doctor's office.
- Kate felt much better.
- Kate felt very hot and tired.
- Kate's mother went to the drug store.
- The doctor looked in Kate's ears.
- Kate took a pill.
- The doctor gave Kate's mother a piece of paper.

140



Sequencing

Tom and Tess are making a snack. They are using nacho chips and cheese.

Directions: Look at the picture. Then, look at the steps that Tom and Tess use. Put numbers beside each sentence to tell the correct order.



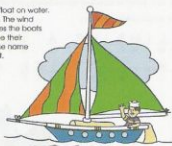
- 5 Tom and Tess cook the chips in the microwave oven for 2 minutes.
- 2 They get out a plate to cook on.
- 1 Tom and Tess get out the nacho chips and cheese.
- 6 Tom and Tess eat the food.
- 3 They put the chips on a plate.
- 4 They put cheese on the chips.

141

Boats

Directions: Read about boats. Then, answer the questions.

See the boat! They float on water. Some boats have sails. The wind moves the sails. It moves the boats too. Many people name their sailboats. They paint the name on the side of the boat.



1. What makes sailboats move? wind
2. Where do sailboats float? water
3. What would you name a sailboat? Answers will vary.

142

Tigers

Directions: Read about tigers. Then, answer the questions.

Tigers sleep during the day. They hunt at night. Tigers eat meat. They hunt deer. They like to eat wild pigs. If they cannot find meat on land, tigers will eat fish.



1. When do tigers sleep? night day
2. Name two things tigers eat. meat fish
3. When do tigers hunt? day night

143

Where Flowers Grow

Directions: Read about flowers. Then, answer the questions.

Some flowers grow in pots. Many flowers grow in flower beds. Others grow beside the road. Some flowers begin from seeds. They grow into small buds. Then, they open wide and bloom. Flowers are pretty!



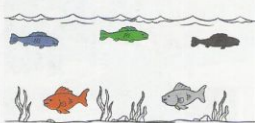
1. Name two places flowers grow. pots flower beds
2. Some flowers begin from seeds
3. Then, flowers grow into small buds
4. Flowers then open wide and bloom

144

Fish Come in Many Colors

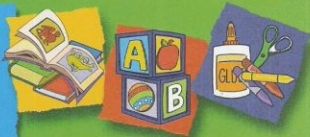
Directions: Read about the color of fish. Then, tell the colors and color the fish.

All fish live in water. Fish that live at the top are blue, green, or black. Fish that live down deep are silver or red. The colors make it hard to see the fish.



1. Name three colors of fish that live at the top. blue green black
2. Name two colors of fish that live down deep. red silver
3. Color the top fish and the bottom fish the correct colors.

145



Zoo Animal Riddles

Directions: Write the name of the animal that answers each riddle.



- I am big and brown. I sleep all winter. What am I?
- I look like a horse with black and white stripes. What am I?
- I have one or two humps on my back. Sometimes people ride on me. What am I?
- I am a very big animal. I have a long nose called a trunk. What am I?
- I have sharp claws and teeth. I am a great big cat. What am I?

bear

zebra

camel

elephant

lion

146

Important Signs to Know

Directions: Draw a line from the sign to the sentence that tells about it.

- If you see this sign, watch out for trains.
- When cars or bikes come to this sign, they must stop.
- When this sign is on, do not cross the street.
- This sign tells you to stay out of the yard.
- If you see this sign, do not eat or drink what is inside.
- This sign warns you that it is not safe to stay away.
- This sign says you are not allowed to come in.



147

Comprehension

Directions: Read the story. Write the words from the story that complete each sentence.

Jane and Bill like to play in the rain. They take off their shoes and socks. They splash in the puddles. It feels cold! It is fun to splash!



Jane and Bill like to play in the rain
They take off their shoes and socks
They splash in the puddles
Do you like to splash in puddles? ☒ Yes ☐ No

148

Comprehension

Directions: Read the story. Write the words from the story that complete each sentence.

Ben and Sue have a bug. It is red with black spots. They call it Spot. Spot likes to eat green leaves and grass. The children keep Spot in a box.



Ben and Sue have a bug
It is red with black spots.
The bug's name is Spot
The bug eats green leaves and grass

149

What Will Happen Next?

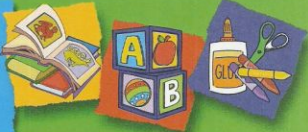
Directions: Look at the pictures.



Directions: Write what you think will happen next.

Answers will vary.

150



What's Next?

Directions: Draw a picture of what you think will happen next in the boxes below.

Pictures will vary but should make sense given the first picture.

151

What Happens Next?

Directions: Read the story. Predict what will happen and circle your answer choice.

David and Fran go the park. The friendly ice-cream man is there selling ice-cream cones. "Hi kids, would you two like an ice-cream cone?" he asks.

Fran and David reach into their pockets, which are empty. "We don't have any money," says Fran. The ice-cream man smiles at them and reaches into his freezer. Then, he says...

1. Ice cream is bad for children.
2. Today it is my treat. Free ice cream for both of you!
3. I am sorry, maybe next time.

Directions: Draw a picture of what you think will happen.

Pictures will vary.

152

What Comes Next?

It's fun to try to guess what will happen next as you read. Guessing what will happen is called **predicting outcomes**.

What you read: Lo drops the glass vase.

Directions: Read the story. Then, follow the directions below.

Every Saturday, Grace cleans her room. One Saturday, Grace forgot to clean it because she was busy playing with her cat. When Mom looked in and saw that Grace's room was all messy...

1. Complete the sentence to make a prediction.

Now, Grace will probably get busy and clean her room.

2. Color the things Grace will probably hang in her closet.

153

Inside Out!

Directions: Can you match the outside with the inside? Draw a line from each picture on the left to its inside picture on the right.

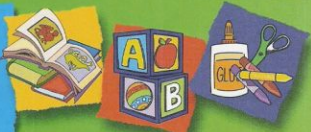
154

Books for Gabby!

Gabby loves to read books about many different topics. She loves to read about wild animals. She loves stories about famous people. Gabby is also interested in becoming a doctor or an actress one day.

Directions: Look at the books below. Circle only the books that Gabby would like to read.

155



Use Your Head!

Directions: Read each sentence below. Then, read each statement that follows it. Using the information in the first sentence, decide which word best completes each statement. Then, write that word on the line.

"Please put on your heavy winter coat before you go sledding," said my mom.

My mom wanted me to keep

warm cool warm

I put on my coat before

I went sledding. before after



"Don't forget to bring your glasses, Tom! It will be hard to see the chalkboard if you don't wear them," reminded his dad.

Tom has poor eyesight.

good poor

Tom is forgetful

forgetful aware

Tom is going to school

school basketball practice



Where Do I Go?

Directions: Read the sentences below. Then, select words from the Word List to write on the lines.

Word List

hospital bookstore bakery park

My mom loves doughnuts. Dad and I wanted to surprise her with some. We stopped at the bakery



I love to read books! My mom said she would buy me a book at the bookstore



I hurt my ankle at my basketball game. My coach took me to the hospital



It was a warm summer day, and my family went to the park



Help Hattie!

Help Hattie pick out birthday presents!

Directions: Read the sentences about her friends. Then, write words from the Word List on the lines. Draw a picture of each present inside the boxes.

Word List

music crayons options journal goggles

Hancy loves to color pictures. crayons

crayons

Ray wants to be a pilot. airplane

airplane

Kristin loves to write. journal

journal

Jared swims every week. goggles

goggles

Chelena is a great piano player. music

music



Critical Thinking

Directions: Use your reading skills to answer each riddle. Unscramble the word to check your answer. Write the correct word on the line.

I am a ruler, but I have two feet, not one.

I am a king
(nigk)

I am very bright, but that doesn't make me smart.

I am the sun
(nys)

You can turn me around, but I won't get dizzy.

I am a key
(eyk)

I can rattle, but I am not a baby's toy.

I am a snake
(naks)

I will give you milk, but not in a bottle.

I am a cow
(ocw)

I smell, but I have no nose.

I am a flower
(erfw)

Clues About Cats

Directions: Read the clues carefully. Then, number the cats. When you are sure you are correct, color the cats.

- A gray cat sits on the gate.
- A cat with orange-and-black spots sits near the tree.
- A brown cat sits near the bush.
- A white cat sits between the orange-and-black spotted cat and the gray cat.
- A black cat sits next to the brown cat.
- An orange cat sits between the gray cat and the black cat.



156

157

158

159

160



Hidden Meanings

Directions: Cut out the cards. Use your thinking skills to match the picture words with their meanings.

TOUCH	he{x}art	WALKING	RUNNING
touchdown	broken heart	walking tall	running around the block
ROADS	TIRE		
crossroads	flat tire		



161

Hey! What's the Big Idea?



Directions: Circle the words that are shown in the picture above.

- | | | | | |
|-------|---------|----------|-------|----------|
| cow | picture | bed | dog | ink |
| oven | pan | jar | pot | phone |
| river | napkins | scissors | get | crackers |
| net | napkins | car | books | cupcake |
| moon | towels | cat | mail | ML |

Directions: Circle and write the best title for the picture.

Baking With Dad Chocolate Attack! Eating Food

Chocolate Attack!

Tell why the other two titles are not as good.

They aren't as clever or as interesting.

163

Picture This!

Directions: Look at the picture. Circle and write the best title on the line below.

It's Cold! Beans and Birds
 Sleep for the Winter Beans Go Shopping
Asleep for the Winter



Fishing Our New Fish
 The Pet Store Fish and Chips
Our New Fish



Spring Cleaning My New Toy
 Saturday Fun New Shoes
Spring Cleaning



164

Picture This!

Directions: Write a title beside each picture below. Your title should tell what each picture is about in just a few words.



Titles will vary.



165

What's the Main Idea?

The main idea tells about the whole picture.

Directions: Does the sentence tell the main idea of the picture? Circle yes or no. Then, write the sentence that best states the main idea for each picture.

The cat wants to play. yes no
 The cat takes a nap. yes no



Sentences will vary.

The brothers play together. yes no
 The brothers are smart. yes no



The dog is hungry. yes no
 The dog is playful. yes no



166



Story Time

The main idea tells about the whole story.

Read the story below.

"Mom, can we build a fort in the dining room?" John asked.

"Sure, honey," said John's mom. Then, John's mom covered the dining room table with a giant sheet. "Do you want to eat lunch in our fort?" asked John's mom.

"Yes!" said John. Then, John's mom brought two peanut butter sandwiches on paper plates and sat under the table, too!

"Mom, making a fort with you is so much fun!" said John, smiling.

Directions: Does the sentence tell the main idea? Write yes or no.

1. Then, John's mom covered the dining room table with a giant sheet. no

2. "Mom, making a fort with you is so much fun!" said John's mom. no

3. "Mom, making a fort with you is so much fun!" no

4. Write a sentence that tells the main idea: John and his mother made a fort.

167

Caitlin Uses Context Clues

When you read, it is important to know about context clues. **Context clues** can help you figure out the meaning of a word or a missing word just by looking at the **other words** in the sentence.

Directions: Read each sentence below. Circle the context clues, or other words in the sentence that give you hints about the meaning. Choose the answer that fits in each blank. Write it on the line. The first one is done for you.

It was so hot outside that I decided I would go to the beach and swim.

play laugh shovel swim

"Swim" is the correct answer because of the context clues "hot" and "beach". Now you try.

1. Last night I went to bed very tired and now I feel tired.

happy hungry feed yawn

2. When he saw my mom's favorite vase she was angry.

worried nice magic angry

3. The clown looked very stupid wearing a tiny hat.

silly smart orange light



168

Caitlin Uses More Context Clues

When you read, it is important to know about context clues. **Context clues** can help you figure out the meaning of a word or a missing word just by looking at the **other words** in the sentence.

Directions: Read each sentence below. Circle the context clues. Choose the answer that fits in each blank. Write it on the line.

1. The wind and lack of rain made me wish I had an umbrella.

umbrella toy shovel jacket

2. A whale is a very large animal. Large whales were actually small sharks.

small graceful large blue

3. Eating fruit is important for good health. Fruit is full of many important vitamins.

bad good okay cut

4. The bus was very large and had a lot of seats. It could carry many people.

few hungry many tired



169

Carlo's Context Clues

Context clues can help you figure out the meaning of a word just by looking at the **other words** in the sentence.

Directions: Read each sentence below. Circle the context clues. Choose a word from the word list to replace each word in bold. Write it on the line.

stop smart shined lively tease yummy

1. This prize-winning chocolate cream pie is delicious. yummy

2. Please do not tease your younger brother. Mean words hurt his feelings. tease

3. The police officer told us to halt when we came to the red traffic light. stop

4. The bouncy, happy puppy was very energetic. lively

5. The silver bowl really glowed after you polished it. shined

6. The intelligent girl always got 100's on her spelling tests. smart



170

Carlo's Context Clues Continued

Context clues can help you figure out the meaning of a word just by looking at the **other words** in the sentence.

Directions: Read each sentence below. Circle the context clues. Choose a word from the word list to replace each word in bold. Write it on the line.

petted understand yell

1. "Don't reveal the secret! We want the party to be a surprise!" said Mary. toil

2. I can't grasp that hard math problem! It is too difficult. understand

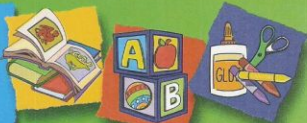
3. The baby bird was so tiny that we could hardly see it. little

4. We stroked the soft kitten and heard it purr. petted

5. The crowd hollered when the player was called out. yelled



171



What Is Cause and Effect?

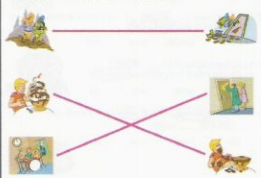
Cause: An action or act that makes something happen.
Effect: Something that happens because of an action or cause.

Look at the following example of cause and effect.

Kyle has a spelling test and studies hard.
Kyle's hard work helps him do a super job!



Directions: Now, draw a line connecting each cause on the left side of the page to its effect on the right side of the page.



172

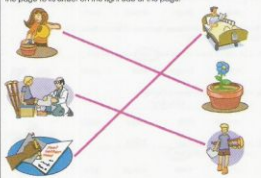
More Cause and Effect!

Cause: An action or act that makes something happen.
Effect: Something that happens because of an action or cause.

Look at the following examples of cause and effect.



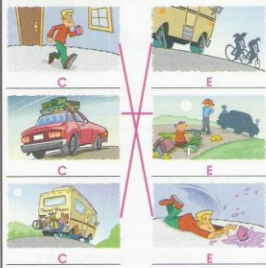
Directions: Now, draw a line connecting each cause on the left side of the page to its effect on the right side of the page.



173

We Go Together!

Directions: Draw a line connecting the pictures that go together. Then, figure out which picture is the cause and which is the effect. Write C for cause or E for effect under each picture.



174

Realistic Story or Fantasy?

Many stories are made-up stories. A made-up story about things that could really happen is a **realistic** story. Some made-up stories, such as fairy tales, tell about things that could never really happen. Those stories are **fantasy**.

Realistic story: A girl hits a home run and wins the game for her team.

Fantasy: A girl hits the ball. It sprouts wings and flies away on an adventure.

Directions: Read the book reviews. Fill in the circle to show whether each story is a realistic story or a fantasy.

The flying hippo is about a hippo that flies through the sky. He lands at a busy airport and wanders through New York City.

☐ Realistic story ☒ Fantasy

A Grosse Legume to Fly is about a family who saves an injured baby goose. Later, they teach it to fly on its own.

☒ Realistic story ☐ Fantasy

The Fast Alplane is about the Wright Brothers and the airplane they invented.

☒ Realistic story ☐ Fantasy

The Magic Alplane is about a toy airplane that flies to the planet Mars.

☐ Realistic story ☒ Fantasy

Fantasy Tales

If even one thing in a story could not really happen, the whole story is a fantasy.

Directions: Read the stories. Underline the sentence that makes each story a fantasy.

Michelle got a kitten for her birthday. It was soft and cuddly. It liked to chase fuzzy toys. After playing, it napped in Michelle's lap. One day, the kitten said to Michelle, "Would you like me to tell you a story?"



The team lined up. The kicker kicked the football. Up, up it soared. It arched so high that it went into orbit around the goal. The game was over. The Archvols had won.



"This is a great car," the salesperson said. "It can go very fast. It can climb your breakfast. It always starts, even on the coldest day. You really should buy this car."

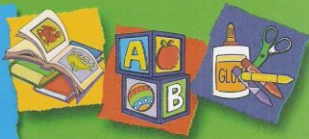


Chris studied about healthy food in school. He learned that milk could make him grow. Chris drank a glass of milk just before he went to bed. When he got up in the morning, he was so tall, his head went right through the ceiling.



175

176



Write About Reality

Directions: Write a paragraph. Write about a real person. You can make it up. Write something.

Sample answer:

Yesterday our class went on a field trip. We rode a school bus to the zoo. We saw lions, bears, and elephants. My favorite animals were the chimpanzees. They made faces at us. They did funny tricks, too. We had fun at the zoo.

177

Write a Fantasy

Directions: Write the same story. This time, add a fantasy.

Sample answer:

Yesterday our class went on a field trip. We rode a school bus to the zoo. In the afternoon, it got very hot. I took off my hat and my jacket. Then I watched the chimpanzees. One chimpanzee seemed to be looking at me. It did everything I did. I must have left my hat and jacket by the chimpanzee's cage. The next thing I knew, the chimpanzee was wearing my clothes. Nobody noticed when he climbed onto the school bus behind me. Now he is a regular member of the class. He is the class clown.

178

Penguins

A penguin is a bird that cannot fly. Its wings look and act like flippers. Penguins are very good swimmers and spend a lot of time in the water. While baby penguins are still back feathers on their backs make it hard to spot them in the water. They waddle when they walk. Most wild penguins live in the

southern part of the world. Female penguins lay one to three eggs. The male carries the eggs on his feet and covers them with soil or body fat to keep them warm. A baby penguin is called a chick when it is hatched. Most penguins can live for almost twenty years.

Directions: After reading about penguins, decide if each statement is a fact or an opinion. Write F for fact and O for opinion.

- O 1. A penguin is a beautiful bird.
- F 2. A penguin is a bird that cannot fly.
- F 3. Penguins are good swimmers.
- F 4. Baby penguins are called chicks.
- O 5. Female penguins are good nest builders.
- O 6. It is fun to watch penguins swimming.
- O 7. Bird watchers like to watch penguins.
- F 8. A penguin may live for twenty years.



179

Starfish

A starfish is not really a fish. It is an animal. It belongs to a group of animals that have skin that is tough and covered with sharp bumpy-colored spines. Starfish live in the ocean. Most starfish have five "arms" going out from the main body. This makes them look like stars. The mouth of a starfish is on the underside of its body. A starfish can eat in two different ways. It can take food in through its mouth and eat it. It can also eat by putting its stomach out of its mouth and wrapping it around the food. If an arm breaks off the starfish, it can grow a new one.

Directions: Read the statements. Decide if each is a fact or an opinion. Write F for fact and O for opinion.

- O 1. It would be fun to feel a starfish.
- O 2. A starfish would be a good pet.
- F 3. If a starfish "arm" breaks off, it can grow a new one.
- O 4. Starfish look pretty.
- F 5. Starfish live in the ocean.
- F 6. Starfish have tough skin with spines.



180

Figs

Fig is the name of a fruit and of the plant the fruit grows on. The plant can look like a bush or like a tree. Fig plants grow where it is warm all year long. They can be picked from old branches in June or July. They can be picked from new branches in August or September. Many people like to eat figs. They can be eaten in fig cookies or in fig bars. They can be canned or eaten fresh. Sometimes figs are dried.

Directions: Color the fig red if the sentence is a fact. Color the fig blue if the sentence is an opinion.

1. A fig is a plant and a fruit.
2. The fig tree is very pretty.
3. Fig plants do not grow where it is very cold.
4. Figs grow in a bunch.
5. You can pick figs two times each year.
6. Figs taste very good.
7. You can eat figs in many ways.
8. The best way to eat a fig is in a fig cookie.



181






What's My Name?

Different words have different jobs. A naming word names a person, place, or thing. Naming words are also called nouns.




Example: person — nurse
place — store
thing — drum

Directions: In the word box below, circle only the words that name a person, place, or thing. Then, use the nouns you circled to name each picture.

teacher	up	dog	the	library
nurse	is	cowboy	cap	zoo

dog library teacher

cap cowboy zoo

182

Person, Place, or Thing?

Directions: Write each noun in the correct box below.

	park	truck	vase
girl	artist	doctor	zoo
school	store	ball	baby

Person

girl artist doctor baby

Place

park zoo school store

Thing







truck vase tree ball

183

Finding Nouns

A noun names a person, place, or thing.

Directions: Circle two nouns in each sentence below. The first one is done for you.

 The pig has a curly tail.	 The hen is sitting on the nest.
 A horse is in the stall.	 The goat eats grass.
 The cow has a coat.	 The cat is painting the fence.

184

Nouns at Play

Directions: Complete each sentence with the correct noun from the word box. Write the noun on the line.

ducks	sun	tree
dog	boys	bird



1. A tree grows in the park.

2. The sun is in the sky.

3. A dog digs a hole.

4. These ducks swim in the water.

5. A bird sits on its nest.

6. Two boys fly a kite.

185

Nouns

Directions: Complete each sentence with a noun.

1. The cat is fat.

2. My house is blue.

3. The tree has apples.

4. The sun is hot.









186



Nouns

Directions: Write these naming words in the correct box.

store zoo child baby teacher table
cat park gym woman sock horse

 Person	child	woman
	baby	teacher
 Place	store	park
	zoo	gym
 Thing	sock	horse
	table	cat

187

Verbs

Directions: Look at the picture and read the words. Write an action word in each sentence below.



- The two boys like to talk together.
- The children kick the soccer ball.
- Some children like to swing on the swing.
- The girl can run very fast.
- The teacher rings the bell.

188

Ready, Set, Go!

An action word tells what a person or thing can do.

Example: Fred kicks the ball.







Directions: Read the words below. Circle words that tell what the children are doing.

 jump boy	 sleep bed
 talk talk	 skip skaters
 hop sidewalk	 sing song
 swim deep	 story book

189

Action Words

Directions: Underline the action word in each sentence. Then, draw a line to match each sentence with the correct picture. The first one is done for you.

The dog <u>boots</u> .	
The birds fly.	
A fish swims.	
A monkey swings.	
A turtle crawls.	
A boy talks.	







190

What Is a Verb?

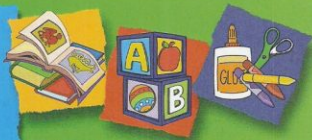
A verb is an action word. A verb tells what a person or thing does.

Example: Jane makes a book.

Directions: Circle the verb in each sentence below.

 Two tiny dogs <u>play</u> .	 The bear <u>climbs</u> the ladder.
 The clown <u>juggles</u> .	 A tiger <u>jumps</u> through a ring.
 A boy <u>reads</u> his poem.	 A woman <u>swings</u> on a trapeze.

191



Review

Directions: Read the sentences below. Draw a red circle around the nouns. Draw a blue line under the verbs.



1. The boy runs fast.



2. The turtle crawls slowly.



3. The fish swims in the tank.



4. The girl hits the ball.

192

Review

Directions: Cut out the words below. Glue naming words in the Nouns box. Glue action words in the Verbs box.

Nouns



boy



fork



jump



sit



cat



house



throw







swim

cup

193

Words That Describe

Directions: Read the words in the box. Choose the word that describes, or tells about, the picture. Write it next to the picture.

wet	round	funny	soft	sad	tall
			soft		
		funny		sad	
	round				

195

Words That Describe

Directions: Circle the describing word in each sentence. Draw a line from the sentence to the picture.

- The hungry dog is eating.
- The tiny bird is flying.
- Horses have long legs.
- She is a fast runner.
- The little boy was lost.



196

Words That Describe: Colors and Numbers

Colors and numbers can describe nouns.

Directions: Underline the describing word in each sentence. Draw a picture to go with each sentence.

A yellow moon was in the sky.

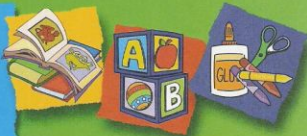
Two worms are on the road.

Pictures will vary.

Three fast red apples.

The girl wore a blue dress.

197



Words That Describe

Describing words tell us more about a person, place, or thing.

Directions: Read the words in the box. Choose a word that describes the picture. Write it next to the picture.

happy round sick cold long



long



happy



sick



round



cold

198

Adjectives

Describing words are also called **adjectives**.

Directions: Circle the describing words in the sentences.



1. The red apple is on the plate.



2. The dog is eating a bone.



3. It was sunny day.



4. The kitten drank warm milk.



5. The boy had short hair.

199

We're the Same!

Words that mean the **same** thing, or close to the same thing, are called **synonyms**.

Directions: Write a word from the word list that has the same meaning as each word below.

Word List
bright hop dad fast
pretty plate silly center



sunny
bright



beautiful
pretty



middle
center



dish
plate



quick
fast



jump
hop



goofy
silly



father
dad

200

Synonym Squares!

Directions: Circle the **synonym** in each square that has the same meaning or close to the same meaning as the word in **bold** print. The first one is done for you.

and	start	<u>known</u>	should	cat	sick
though		brother		room	
stop		talk		<u>a</u>	

Directions: Think of a synonym for each of the three listed words. Then, write a sentence using **both** words in your sentence.

smart/ _____

Synonyms and sentences will vary.

load/ _____

title/ _____

201

Take My Place

Directions: Choose the word from the word list that could take the place of the underlined word in each sentence. Write it on the line.

Word List
pick tired cut
porch pull bag

1. I was so tired! I couldn't wait to go to bed.
tired

2. Please put all your books in this bag.
bag

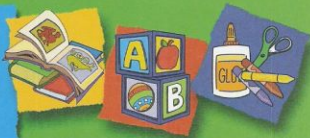
3. Please choose a present you would like to open.
pick

4. Are you strong enough to pull this heavy crate?
pull

5. "It is important to cut the extra fabric on your art project," said my art teacher.
cut

6. We slipped lemonade on the porch.
porch

202



Antonym Artists!

Antonyms are words that have opposite meanings. Abby and Abe are Antonym Artists! They like to draw opposite pictures.

Directions: Help Abe draw the opposite of Abby's pictures.

Pictures will vary but should portray the opposite of the first picture.

203

Cops! It's Opposite Day!

Oppie woke up early one morning to discover it was Opposite Day! Everything was opposite! Oppie got dressed, and all his clothes went on backwards!

Directions: Help Oppie by circling the word in each row that has the opposite meaning of the first word.

pull	push	pillow	grab
fast	burger	danger	slow
thin	fat	tall	skinny
break	fix	held	glue
learn	learn	cold	help
winter	february	summer	fall
baker	bad	teacher	winner



204

Antonyms Are Opposites!

Words with opposite meanings are called antonyms.

Directions: Circle an antonym for the underlined word in each sentence.

- The sky was very dark. purple old light
- Run fast or the light. right sidewalk yellow
- The shelf was very high. pretty low loud
- The turtle walked slowly. silly quickly nicely
- I slipped of the circus. laughed coughed thought
- Bobby is an adult. crad fan principal
- The clown was very stupid. weak silly hungry
- The library is a quiet place. fun messy noby

205

Batty Bats!

Some words have more than one meaning.

The word bat has more than one meaning.

Directions: Look at the words and their meanings below. Next to each picture, write the number that has the correct meaning.

bat: 1. a metal container 2. to know how

band: 1. a group of musicians 2. a strip of material

cap: 1. a soft hat with a visor 2. lid or cover

crow: 1. a large black bird 2. the loud cry of a rooster

206

Match That Meaning!

Some words have more than one meaning. Look at the list of words.

Directions: Match the word's correct meaning to the pictures below.

- crane: 1. to draw a line through 2. angry
- fall: 3. the season between summer and winter 4. to trip or stumble
- land: 5. to bring to a stop or rest 6. the ground

4 5 1

6 2 3

207



Match That Meaning!

The word **may** has more than one meaning.

- May** or **may** 1. the fifth month of the year
may 2. to be permitted or allowed to do something

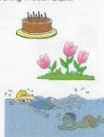


May I please have a drink of water?



Directions: Write the letter of the correct meaning in each blank.

1. My dad's birthday is in 1
2. 2 I please go to the gym?
3. Many flowers bloom in 1
4. Mother 2 I go to the swimming party?
5. My brother will come home from college in 1



208

Homonyms

Homonyms are words that sound the same, but are spelled differently and have different meanings. For example, **sun** and **see** are homonyms.

Directions: Look at the word. Circle the picture that goes with the word.

1. sun 	2. see 
3. ate 	4. four 
5. buy 	6. hear 

209

Homonyms





Directions: Look at each picture. Circle the homonym that is spelled the correct way.

 deer dear	 blue blew
 2 two	 hi high
 by bye	 new knew
 8 eight	 red read

210

Homonyms

Directions: Write the word from the box that has the same sound but a different meaning next to each picture.

	bat	see	blew	pear
	bat		ball	
	pair		pear	
	sea		see	
	blue		blew	

211

Homonyms

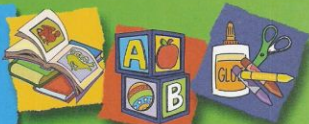
Directions: Jane is having a birthday party. Complete each sentence with a homonym from the box. Then, write the word in the puzzle.

blew sun blue two too to sun write right base see knew new		<table border="1"> <tr><td>B</td><td>L</td><td>E</td><td>W</td></tr> <tr><td>L</td><td>U</td><td>R</td><td></td></tr> <tr><td>B</td><td>E</td><td>E</td><td></td></tr> <tr><td></td><td>U</td><td>I</td><td></td></tr> <tr><td></td><td>T</td><td>W</td><td></td></tr> <tr><td></td><td>E</td><td>N</td><td></td></tr> </table>	B	L	E	W	L	U	R		B	E	E			U	I			T	W			E	N	
B	L	E	W																							
L	U	R																								
B	E	E																								
	U	I																								
	T	W																								
	E	N																								

Across:
 1. Jane _____ out the candles.
 2. Two days ago, she was _____ by a letter to her grandma.
 3. Jane is a girl, so she is not a _____.

Down:
 1. She has on a _____ dress for her party.
 2. She will _____ a letter to her grandma.
 3. But after _____, she felt better.

212













Make Compound Words

Some short words can be put together to make one new word. The new word is called a **compound word**.

cow + hand = cowhand

Directions: Look at each pair of pictures and words below. Join the two words to make a compound word. Write it on the line.

 + 	raincoat
 + 	doorbell
 + 	doghouse
 + 	pancake
 + 	horseshoe

213

Two Words in One

Directions: Write the two words that make up each compound word below.

snowball	 snow	 ball
raincoat	 rain	 coat
airplane	 air	 plane
watermelon	 water	 melon
haircut	 hair	 cut
football	 foot	 ball
sunshine	 sun	 shine

214

Compound Word Riddles



Directions: Underline the two words in each sentence that can make a compound word. Write the compound word on the line to complete the sentence.



A bird of the night is a	<u>black</u> <u>bird</u>
A horse that can race is a	<u>race</u> <u>horse</u>
A cloth that covers a table is a	<u>table</u> <u>cloth</u>
A room with a bed is a	<u>bed</u> <u>room</u>
A book with a story is a	<u>story</u> <u>book</u>
A bowl that holds fish is a	<u>fish</u> <u>bowl</u>



215



Compound Words



Directions: Look at the pictures and the two words that are next to each other. Put the words together to make a new word. Write the new word.

Example:
 +  = houseboat

 +  = sidewalk

 +  = lipstick



 +  = sandbox



 +  = lunchbox



216



Compound Words


Directions: Cut out the pictures and words at the bottom of the page. Put two words together to make a compound word. Write the new word.

 +  = mailbox

 +  = rainbow

 +  = snowman

 +  = basketball

cut 

217



Compound Words

Directions: Circle the compound word that completes each sentence. Write each word on the lines.

1. The mailman brings us letters.
mailman snowman

2. A sunflower grows tall.
sunlight sunflower

3. The snow falls outside.
outside inside

4. A raindrop fell on my head.
raindrop raindrop

5. I put the letter in a mailbox.
mailbox mailbox

219

Compound Words

Directions: Draw lines to make compound words. Write the new words on the lines.

Example: song + bird = songbird.

dog room
 foot box
 bed house
 mail light
 some ball
 moon ring



doghouse mailbox
football something
bedroom moonlight

220

Compound Words

Directions: Read the sentences. Fill in the blank with a compound word from the word box.

raincoat	bedroom	lunchbox	hallway	sandbox
	1. A box with sand is a <u>sandbox</u> .			
	2. The way through a hall is a <u>hallway</u> .			
	3. A box for lunch is a <u>lunchbox</u> .			
	4. A coat for the rain is a <u>raincoat</u> .			
	5. A room with a bed is a <u>bedroom</u> .			

221

One or More Than One?

Directions: Circle the correct word under each picture. The first one is done for you.

hat <u>hats</u>	car <u>cars</u>	frog <u>frogs</u>
shirt <u>shirts</u>	cloud <u>clouds</u>	wheel <u>wheels</u>
dish <u>dishes</u>	glass <u>glasses</u>	fox <u>foxes</u>

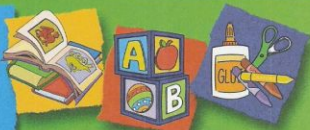
222

How Many Toys?

Directions: Read the nouns under the pictures. Write each noun under One or More Than One.

One	More Than One
boat	yo-yos
jet	cars
doll	blocks
drum	balls

223



Making Nouns Plural

A plural noun means more than one. Add s to most nouns to make plural nouns.

Example: Penny has one dog.
Jerry has two dogs.

Directions: Write the plural form of the nouns below.

flower	girl
flowers	girls
squirrel	toy
squirrels	toys
wagon	turtle
wagons	turtles

224

More Than One

Some nouns name more than one person, place, or thing.

Directions: Add s to make the words tell about the picture.

frog	pan
frogs	pans
boy	egg
boys	eggs
horn	girl
horns	girls

225

More Than One

At the end of a word often means there is more than one. Words that mean more than one are also called **plural**.

Directions: Look at each picture and circle the correct word. Write the word on the line.

dog	flower	bike
dogs	flowers	bikes
toy	lamb	cat
toys	lamb	cats

226

One Is Not Enough!

A plural noun means more than one. To make nouns that end in **s, x, sh, th, or ch** plural, add **es**.

Example: Barry filled one box with sand.
Barry filled four boxes with sand.

Directions: Write the plural form of each noun below.

peach	brush
peaches	brushes
fox	dress
foxes	dresses
bus	watch
buses	watches

227

Use the Clues

Directions: Write each word from the word box in the correct place. Remember that plural nouns usually end in **s**.

One	kites	star	chick	foxes	matches	lunch
More Than One (Plural)	kites	foxes	matches	lunch		

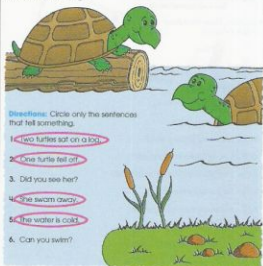
228



Sentences That Tell

Some sentences tell something. Every **telling sentence** ends with a period.

Example: The bird sings.



229

Sentences

Sentences begin with capital letters.

Directions: Read the sentences and write them below. Begin each sentence with a capital letter.

Example: the cat is fat.

The cat is fat.

my dog is big.

My dog is big.

the boy is sad.

The boy is sad.

bikes are fun!

Bikes are fun!

dad can bake.

Dad can bake.

230

Statements

A **statement** is a sentence that tells something. It begins with a capital letter and ends with a period. **Example:** The Moon orbits the Earth.

Directions: If the sentence is a statement, color the space black. If it is not, color the space yellow.



231

Writing Sentences

A sentence begins with a capital letter and ends with a period.

Directions: Read the two sentences on each line. Draw a line between the two sentences. Then, write each sentence correctly.

I have a new bike. It is red.

I have a new bike. It is red.

We are twins. We look just alike.

We are twins. We look just alike.

We look just alike. The baby is crying.

We look just alike. The baby is crying.

The baby is crying. She wants a bottle.

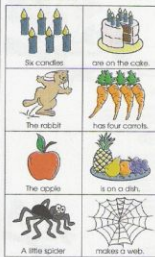
The baby is crying. She wants a bottle.

232

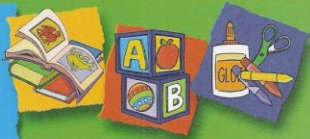
Making Sentences

A sentence tells a whole idea.

Directions: Cut out and glue each picture and group of words together to make a sentence.



233



Sentence Building

Sentences can tell a story.

Directions: Read each sentence. Cut out and glue the sentence that tells what happened next. Write a sentence that tells what could happen after that.



Many went to bed and quickly fell asleep.
She began to have an amazing dream.



Brad saw something shiny in the grass.
He bent down to see what it was.



Sally wanted a pet for her birthday.
Her mom took her to the pet store.

Completing Sentences

A sentence must make sense.

Directions: Match each sentence with an ending which makes sense. Circle the correct ending.

- Today is _____
on the window.
- I like to _____
around the corner.
- We eat lunch _____
on the roof.
- My class _____
under the old tree.
- I put my _____
in the snail box.
- Our classroom _____
three more times.



Subjects of Sentences

The subject of a sentence tells who or what does something.

Example: Polar bears love cold weather.
The bear's coat is thick.

Directions: Circle the subject of each sentence.



- Polar bears live in the Arctic.
- The Arctic is very cold.
- The polar bear's coat is white.
- The fur coat keeps the bear warm.
- The bear has a layer of fat under its skin.
- The bear called out loud.
- Bears love the bear worm, too.
- Polar bears eat seals.
- A polar bear can snort up on a seal.
- The bear's white coat makes it hard to see.

235

237

238

Predicates of Sentences

The predicate of a sentence tells what the subject is or does.

Examples: Parrots are not all alike.
Some parrots can learn tricks.

Directions: Circle the predicate of each sentence.

- Parrots live in hot places.
- Some macaws are three-feet long.
- Macaws live in rainforests.
- Other parrots build nests in desert cactuses.
- Most parrots have long beaks.
- The parrot fell back for cracking nuts.
- Some parrots cannot crack nuts.
- The parrot pecks and flits nimbly.
- Parrots have colorful beaks.
- These birds have loud voices.



Questions

A question is a sentence that asks something. It begins with a capital letter and ends with a question mark.

Example: Have you ever visited a farm? What animals lived on the farm?

Directions: If the sentence is a question, put a question mark on the end and color the barn red. If it is not, draw an X on the barn.

- I'm going to visit my grandma.
- Would you like to go with me?
- Will you ask your mother?
- Did the lady you could go?
- What would you like to do first?
- Do you want to see the ducks?
- There are four of them on the pond.
- We'll see the baby chicks meet.
- Are you glad you came with me?
- Maybe you can come again.



239

240



More Questions

Directions: A question begins with a capital letter and ends with a question mark. Look at each picture of Panda. Ask Panda a question to go with each picture.

Sample questions:

Is it Panda's birthday?



What kind of cookies did he bake?



What is the name of the book?



Did Panda make a snowman?

241

Changing Sentences

The order of words can change a sentence.

Directions: Read each telling sentence. Change the order of the words to make an asking sentence. **Example:**

The clown is happy.
Is the clown happy?

The boy can swim.

Can the boy swim?



The popcorn is hot.

Is the popcorn hot?



The flowers are lovely.

Are the flowers lovely?

242

Sentences That Ask

Some sentences ask something. An asking sentence is called a question. A question ends with a question mark.

Example: What is your name?

Directions: Circle only the questions.

- Is that your house?
- There are two pictures on the wall.
- Where do you sleep?
- Do you watch TV in that room?
- Which coat is yours?
- The kitchen is asleep.

243

Questions, Questions

A question begins with a capital letter and ends with a question mark.

Directions: Write each question correctly on the line.

Is our class going to the Science Museum?

Will we see dinosaur bones?

Does the museum have a mummy?

Does the museum have a mummy?

244

I'm So Excited!

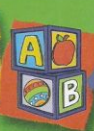
The end mark shows that you are excited. Use it to end a sentence that shows strong feelings.

Example: What a beautiful day this is!

Directions: Read these sentences. Write ? or ! after each sentence.

- What a great day this is for a race !
- Who is running in this race ?
- How fast they run !
- Who will finish first ?
- The runners are on !
- Run faster !
- Can you see the finish line ?
- I won the race !

245



Surprising Sequence

Some sentences show a strong feeling and end with an exclamation mark. A surprising sentence may be only one or two words showing fear, surprise, or pain, such as "Oh, no!"

Directions: Put a period at the end of the sentences that tell something. Put an exclamation mark at the end of the sentences that show a strong feeling. Put a question mark at the end of the sentences that ask a question.

1. The cheetah can run very fast.
2. Wow!
3. Look at that cheetah go!
4. Can you run fast?
5. Oh, my!
6. You're faster than I am.
7. Let's run together.
8. We can run as fast as a cheetah.
9. What fun!
10. Do you think cheetahs get tired?



246

Sentence Sequence

The words in a sentence must be in the correct order.

Directions: Cut out and glue the words in the correct order to tell about each picture.

1.	My family	is going	to the beach.
2.	We are taking	a basket	of food.
3.	It's fun	to swim	in the ocean.



247

Word Order

Word order is the order of words in a sentence which makes sense.

Directions: Cut out the words and put them in the correct order. Glue each sentence on another sheet of paper.

I like to ride my bike.
It is hot and sunny.
I can drink water.
My mom plays with me.
The dog do can tricks.
Can you go to the store?

249

ABC Order

Sometimes, words are put in ABC order, that means that if a word starts with a, it comes first. If it starts with b, it comes next, and so on in the order of the alphabet.

Directions: Circle the first letter of each word below. Then, put the words in ABC order. The first one is done for you.

car	bird	moon	fan
card	two	nest	
dog	bike	pie	
sun	sun	sun	

251

ABC Order

Directions: Put each row of words in ABC order. If the first letters of two words are the same, look at the second or third letters.

1. <u>c</u> andy	2. <u>c</u> arrot	4. <u>d</u> uck	3. <u>d</u> ance
2. <u>c</u> old	4. <u>h</u> ot	1. <u>c</u> opy	3. <u>h</u> it
3. <u>t</u> eam	1. <u>r</u> un	3. <u>r</u> un	4. <u>g</u> arden
4. <u>t</u> eat	4. <u>r</u> un	1. <u>s</u> low	3. <u>s</u> it
3. <u>s</u> low	1. <u>m</u> ing	2. <u>r</u> ock	4. <u>r</u> un
4. <u>t</u> ruck	3. <u>t</u> urn	4. <u>t</u> hird	1. <u>t</u> alk
7. <u>s</u> even	2. <u>s</u> hoe	4. <u>s</u> oap	3. <u>s</u> mall
8. <u>p</u> lay	2. <u>p</u> enny	4. <u>p</u> ocket	3. <u>p</u> lant

252

Make your own book called "Introducing..." with the cardboard pages attached to the back of this workbook. Have fun drawing and coloring the pictures!



bl
blocks

BLENDS



tw
twins



cl
clock



fl
flower



sl
sled



pl
plane



gl
globe



br
brush



cr
crayons



tr
tricycle



fr
frog



gr
grapes



pr
present



dr
drum



sc
scooter



sk
skate



sm
smile



sp
spoon



sn
snake



st
starfish



sw
swan



GREAT JOB!



COOL!



Fantastic!



WOW!



WAY TO GO!