Unit 3
Workbook
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This Workbook contains worksheets that accompany many of the lessons from
the Teacher Guide for Unit 3. Some of the worksheets in this book do not include
written instructions for the student because the instructions would have contained
nondecodable words. The expectation is that teachers will explain these worksheets
to the students orally, using the guidelines in the Teacher Guide. The Workbook is a
student component, which means that each student should have a Workbook.
Dear Family Member,

The spelling words for this week include “r-controlled vowels.” By itself, the letter ‘r’ is a spelling for a consonant sound, but the sound /r/ can mingle with certain vowel sounds, creating unique vowel sounds like /er/, /ar/, and /or/. Please remember to practice the spelling words for a short time (five to ten minutes) each night.

Today your child is also bringing home a story to read, “A Letter from the Publisher,” and an accompanying worksheet. This is the first story in our Unit 3 Reader, *Kids Excel*. Your child will read about kids excelling at all types of things, such as spelling, jumping rope, and playing soccer. After reading “A Letter from the Publisher,” have your child answer the story questions on the back of the worksheet. Encourage your child to look back at the story to find the answers.

<table>
<thead>
<tr>
<th>‘er’</th>
<th>‘or’</th>
<th>‘ar’</th>
</tr>
</thead>
<tbody>
<tr>
<td>sister</td>
<td>born</td>
<td>mark</td>
</tr>
<tr>
<td>letter</td>
<td>sports</td>
<td>started</td>
</tr>
<tr>
<td>expert</td>
<td>short</td>
<td>backyard</td>
</tr>
</tbody>
</table>

**Tricky Word: some**
A Letter from the Publisher

Kids,

My name is Mark Deeds, and I have a fun job. I visit with kids who *excel* at what they do.

When you *excel* at something, you are good at it.

The kids I visit all excel at different things. Some of them excel at sports like running or jumping rope. Some of them excel at math. Some of them excel at skipping rocks or standing on their hands. All of them are good at something.

I visit with the kids. I chat with them. I ask them how they got started doing what they do and how they got good at it. Sometimes I chat with their moms and dads, too. I jot down notes and take snapshots. Then I write up what they tell me so I can share it with you.
In *Kids Excel* you will meet a lot of kids who excel. I had fun meeting them. I think you will like meeting them, too.

When I meet someone who excels at something, it inspires me to be as good as I can be. I hope the kids in *Kids Excel* have the same effect on you, too!

Mark Deeds

Publisher

*Kids Excel*
A Letter from the Publisher

1. If you excel at something, you are ____________________.
   A. good at it
   B. bad at it
   C. sick of it

2. Mark Deeds ____________________.
   A. hates his job
   B. has the best job
   C. is sick of his job

3. Mark Deeds ____________________.
   A. is a teacher
   B. is an artist
   C. is a publisher

4. Who writes the words that are printed in Kids Excel?
   A. Kids write the words.
   B. Mark Deeds hires men to write the words.
   C. Mark Deeds writes the words.
5. Use the box to draw yourself excelling at something.
Spelling Sort

Directions: Sort the words by their spellings. Write the words with the /æ/ sound spelled ‘ai’ under rain, the words with the /æ/ sound spelled ‘ay’ under day, and the words with the /æ/ sound spelled ‘a_e’ under cake. Then circle the /æ/ spellings in each word.

<table>
<thead>
<tr>
<th>stain</th>
<th>paid</th>
<th>playing</th>
<th>raining</th>
<th>plate</th>
<th>hay</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>strayed</td>
<td>brains</td>
<td>say</td>
<td>rake</td>
<td>daytime</td>
</tr>
<tr>
<td>clay</td>
<td>bait</td>
<td>tray</td>
<td>make</td>
<td>pain</td>
<td>mistake</td>
</tr>
</tbody>
</table>

/æ/ spelled ‘ai’ as in rain

---------------------------------
| stain |

/æ/ spelled ‘ay’ as in day

---------------------------------

/æ/ spelled ‘a_e’ as in cake

---------------------------------
The Spelling Bee

1. What do kids do in a spelling bee?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

2. What sound do kids hear when they spell a word wrong?
   A. They hear the sound *boom*.
   B. They hear the sound *buzz*.
   C. They hear the sound *ding*.

3. How old are the spellers in the bee?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
4. Who was the runner-up in the bee the year before?

_________________________________________________

_________________________________________________

_________________________________________________

5. Who do you think will be the winner of the spelling bee?

_________________________________________________

_________________________________________________

_________________________________________________

6. Write 5 words with the /ae/ sound and 5 words with the /a/ sound that could be used in a spelling bee.

/ae/  /a/

_________________________  __________________________

_________________________  __________________________

_________________________  __________________________

_________________________  __________________________

_________________________  __________________________
## Are the Sounds the Same?

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
<th>Are the sounds the same?</th>
</tr>
</thead>
<tbody>
<tr>
<td>rake</td>
<td>rain</td>
<td>Yes</td>
</tr>
<tr>
<td>main</td>
<td>wayside</td>
<td></td>
</tr>
<tr>
<td>wrist</td>
<td>wet</td>
<td></td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td></td>
</tr>
<tr>
<td>knock</td>
<td>not</td>
<td></td>
</tr>
<tr>
<td>brake</td>
<td>stain</td>
<td></td>
</tr>
<tr>
<td>tail</td>
<td>tale</td>
<td></td>
</tr>
<tr>
<td>clay</td>
<td>clam</td>
<td></td>
</tr>
<tr>
<td>sailor</td>
<td>tray</td>
<td></td>
</tr>
<tr>
<td>bean</td>
<td>bend</td>
<td></td>
</tr>
</tbody>
</table>
Spelling Sort

Sort the words by spelling. Write the words with the /a/ sound spelled ‘a’ under cat, the words with the /ae/ sound spelled ‘a’ under paper, the words with the /ae/ sound spelled ‘a_e’ under cake, the words with the /ae/ sound spelled ‘ai’ under paid, and the words with the /ae/ sound spelled ‘ay’ under tray. Then circle the /ae/ or /a/ spelling in each word.

<table>
<thead>
<tr>
<th>cat</th>
<th>paper</th>
<th>cake</th>
<th>paid</th>
<th>tray</th>
</tr>
</thead>
<tbody>
<tr>
<td>shame</td>
<td>agent</td>
<td>race</td>
<td>acorn</td>
<td>cap</td>
</tr>
<tr>
<td>day</td>
<td>play</td>
<td>strain</td>
<td>radar</td>
<td>late</td>
</tr>
<tr>
<td>crane</td>
<td>faint</td>
<td>pain</td>
<td>snake</td>
<td>pray</td>
</tr>
<tr>
<td>napkin</td>
<td>basic</td>
<td>frame</td>
<td>tablet</td>
<td>David</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>‘a’</th>
<th>‘a’</th>
<th>‘a_e’</th>
<th>‘ai’</th>
<th>‘ay’</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>paper</td>
<td>cake</td>
<td>paid</td>
<td>tray</td>
</tr>
</tbody>
</table>

Name ____________________
And Then There Were Two

1. Which kid misspelled the word *penicillin*?

2. Which kid spelled the word *penicillin* without making a mistake?

3. What did Gail Day win?

4. What place was Gail Day in the spelling bee? What place was Nate Griffin?
The Spelling Bee

This past spring I went to see the state spelling bee.

The state spelling bee is a spelling contest that lasts two days. On Day 1, a bunch of kids sit down to take a written spelling test. On Day 2, the kids who do the best on the written test get up on a stage and spell.

One hundred ten kids took the spelling test last spring. The kids had to spell words like chimpanzee. The 50 who did the best on the written test went on to Day 2 of the spelling bee.

Day 2 is the part of the bee I like best. That’s when the kids get up on stage and spell words out loud.

A man will say a word. Then the speller has to spell the word one letter at a time. If the speller spells the word without a mistake, he or she gets to keep spelling. If the speller makes a mistake, a bell rings.

Ding!

Once the bell rings, that is the end. The speller is out of the bee. He or she
must sit down in a chair and look on while the rest of the spellers stay in the bee and keep spelling.

On Day 2 of the bee I sat and looked on as the bell rang for lots of kids in the bee.

*Airplane.* A-e-r-p-l-a-n-e? *Ding!*

*Graying.* G-r-a-i-n-g? *Ding!*

*Sunday.* S-u-n-n-d-a-y? *Ding!*

The bell went on ringing all day, until there were just three spellers left.

Nate Griffin, age 12, was one of the three. He was the runner-up at the last spelling bee. Two of the experts I spoke with said they expected him to win the bee.

Craig Ping, age 12, was still in the hunt, too. He had finished in fifth place at the last bee. The experts I spoke with said he had a good chance of winning.

Gail Day, age 11, was the dark horse. When I asked the spelling experts who she was, they just shrugged.

Craig Ping was spelling well. Then he got a hard word. He stood thinking. He spelled the word as well as he could. He waited.

*Ding!*

Craig Ping was out of the bee. That left just Gail Day and Nate Griffin.
Fill in the Blanks

salad  habit  acorns  April  bacon
radish  baker  camel  later  label

1. There were many ___________ on the ground next to the tree.

2. I will do that job at a ___________ time.

3. I asked the waitress to put a ___________ in my ___________ for lunch.

4. Did you ever ride a ___________?

5. ___________ showers bring May flowers.

6. Biting your nails is a bad ___________.

7. The ___________ made a cake for us.

8. I like to eat ___________ and eggs in the morning.

9. Please write your name in the space on the ___________.
the Milk

ther wuz a las namd jane
she tuk a bukt of milk to cell
jane fell don
she wuntd to by a dres she wantd to get a pigg
jane wuz sad

the nd
To: Karen  
not-so-good spelling  
The Milk

To: Class

Use the words in the box to fill in the chart. Look back at the book report from Mr. Mowse to help you remember what he wrote.
Spelling Test

1. ___________________________________

2. ___________________________________

3. ___________________________________

4. ___________________________________

5. ___________________________________

6. ___________________________________

7. ___________________________________

8. ___________________________________

9. ___________________________________

10. ___________________________________
## Sound Spellings

This chart lists words with the /ae/ sound spelled four different ways. Use the chart to fill out Worksheet 5.3.

<table>
<thead>
<tr>
<th>‘a_e’</th>
<th>‘a’</th>
<th>‘ai’</th>
<th>‘ay’</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>ape</td>
<td>acorn</td>
<td>aim</td>
</tr>
<tr>
<td>b</td>
<td>brake</td>
<td>bacon</td>
<td>bait</td>
</tr>
<tr>
<td>c</td>
<td>cake</td>
<td>chain</td>
<td>clay</td>
</tr>
<tr>
<td>d</td>
<td>date</td>
<td></td>
<td>day</td>
</tr>
<tr>
<td>f</td>
<td>fake</td>
<td>faint</td>
<td>fray</td>
</tr>
<tr>
<td>g</td>
<td>gaze</td>
<td>gazing</td>
<td>Gail</td>
</tr>
<tr>
<td>h</td>
<td>hate</td>
<td>hating</td>
<td>pain</td>
</tr>
<tr>
<td>j</td>
<td>James</td>
<td>jail</td>
<td>Jay</td>
</tr>
<tr>
<td>l</td>
<td>late</td>
<td>laser</td>
<td>lay</td>
</tr>
<tr>
<td>m</td>
<td>made</td>
<td>making</td>
<td>maid</td>
</tr>
<tr>
<td>n</td>
<td>naked</td>
<td>nail</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>plane</td>
<td>paper</td>
<td>plain</td>
</tr>
<tr>
<td>r</td>
<td>race</td>
<td>ratings</td>
<td>raisin</td>
</tr>
<tr>
<td>s</td>
<td>stake</td>
<td></td>
<td>sail</td>
</tr>
<tr>
<td>t</td>
<td>take</td>
<td>taking</td>
<td>train</td>
</tr>
<tr>
<td>w</td>
<td>wade</td>
<td>waking</td>
<td>wait</td>
</tr>
</tbody>
</table>
Sound Spellings

1. Which word on the chart is one of the days of the week?
   ____________________________

2. Which word on the chart names something you write on?
   ____________________________

3. Which two words on the chart are foods?
   ____________ ____________

4. Can you track down three words that have the suffix –ing?
   ____________ ____________ ____________

5. Can you track down two words that sound the same but are not spelled the same way and have a different meaning?
   ____________ ____________

6. Which word is the name of a nut that falls from a tree?
   ____________________________

7. Which word on the chart is the thing you step on to stop a car?
   ____________________________
8. Can you track down two words that are names?
____________  ____________

9. Which word on the chart is something that you can ride in going down the railroad tracks?
____________

10. Where is the ‘ay’ spelling used in words? ______________

11. Is the ‘ai’ spelling used at the end of words? ______________

12. Write a sentence using a word from the chart.
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

13. Write a sentence using at least two words from the chart.
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Dear Family Member,

The spelling words for this week include words with tricky spellings for the letters ‘c’ and ‘g’. These letters are tricky because they can be sounded out in different ways. To hear the difference, say the words got and gem, cat and cents. Please remember to practice the spelling words for five to ten minutes each night.

Today your child is also bringing home a story to read, “Miss Baker,” and an accompanying worksheet. This is another story in our Unit 3 Reader, Kids Excel. You may remember that Kids Excel is about kids who are outstanding in different ways. Miss Baker is a teacher who helps a young girl become a good speller. After reading “Miss Baker,” have your child answer the story questions on the accompanying worksheet. You should encourage your child to look back at the story to find the answers.

<table>
<thead>
<tr>
<th>‘g’</th>
<th>‘c’</th>
</tr>
</thead>
<tbody>
<tr>
<td>page</td>
<td>space</td>
</tr>
<tr>
<td>germ</td>
<td>face</td>
</tr>
<tr>
<td>digit</td>
<td>cell</td>
</tr>
<tr>
<td>gray</td>
<td>center</td>
</tr>
<tr>
<td></td>
<td>carpet</td>
</tr>
</tbody>
</table>

Tricky Word: are
Miss Baker

I was sitting with spelling champ Gail Day.

I asked her, “How did this Miss Baker make you into a good speller?”

“Well,” said Gail, “Miss Baker had a cool way of explaining English spelling. She made spelling trees.”

“Spelling trees?”

“Yes,” said Gail. “Here, I’ll make one for you.”

Gail got a sheet of paper and made a tree.

She pointed at the trunk of the tree and explained, “The trunk stands for a sound, like the sound /æl/ as in cake. The branches stand for the spellings for that sound. There’s one branch for words that have the ‘a_e’ spelling like flame and stake. There’s one branch for words that have the ‘ay’ spelling like play and stay. There’s one branch for words that have the ‘ai’ spelling like pain and train. And so on. Get it?”
“Got it.”

“So Miss Baker would make a big spelling tree for a sound. Then we kids would add words to it. When we found words with the sound in them we would stick the words on the branches of the tree. We would stick all of the words with the ‘ai’ spelling on this branch. We would stick all of the words with the ‘ay’ spelling on that branch.”

“I see. And this helped you get better at spelling?”

Gail nodded.

“The spelling trees helped us see the patterns and keep track of the spellings. They helped us see which spellings are used a lot and which ones are used less. There were a lot of good spellers in Miss Baker’s class.”

“But not all of them went on to win the state spelling bee,” I said. “Why did you?”

Gail shrugged.

“I was good at spelling. But I did not understand why English spelling was so hard. Once I asked Miss Baker why it was so hard. ‘Miss Baker,’ I said, ‘why are there five or six spellings for some sounds? That makes no sense. Why isn’t there just one spelling for a sound?’”

Miss Baker explained as much as she could. Then she gave me a book on spelling. It was a cool book. It explained how English has taken in lots of spellings from French, Latin, Greek, and Spanish. When I finished that book, Miss Baker gave me a longer book. Then I found the next book by myself. One book sort of led to the next. So that’s how I got started.”
Miss Baker

1. What did the kids in Miss Baker’s class make?
   A. They made spelling bees.
   B. They made spelling trees.
   C. They made spelling lists.

2. What does the trunk of a spelling tree stand for?
   A. The trunk stands for a word.
   B. The trunk stands for a spelling.
   C. The trunk stands for a sound.

3. Leaves with words of the same spelling go on the same _____.
   A. trunk
   B. branch
   C. list
4. Add words to the leaves on the different branches of the Spelling Tree.
Yes or No

1. Can a dog shake its tail? ____________

2. Can a raisin sing? ____________

3. Do airplanes eat hay? ____________

4. Can you braid your hair? ____________

5. Does three make a pair? ____________

6. Are acorns from trees? ____________

7. Do cakes sleep in parks? ____________

8. Can you race a horse? ____________

9. Do you have fingernails? ____________
10. Can you make a sad face?  ________________

11. Can a rake shake a leg?  ________________

12. Do books have pages?  ________________

13. Can a crayon smile?  ________________

14. Is Sunday a day in the weekend?  ________________

15. Can you read a tale?  ________________

16. Can you use a rake to sweep leaves into a pile?  ________________

17. ___________________________________________________________________

18. ___________________________________________________________________
### Same or Different

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
<th>Are the sounds the same?</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>track</td>
<td>No</td>
</tr>
<tr>
<td>cap</td>
<td>cape</td>
<td></td>
</tr>
<tr>
<td>wag</td>
<td>wade</td>
<td></td>
</tr>
<tr>
<td>rate</td>
<td>rain</td>
<td></td>
</tr>
<tr>
<td>stake</td>
<td>wait</td>
<td></td>
</tr>
<tr>
<td>sand</td>
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<td>hate</td>
<td>hat</td>
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<td></td>
</tr>
<tr>
<td>faint</td>
<td>play</td>
<td></td>
</tr>
<tr>
<td>pat</td>
<td>pay</td>
<td></td>
</tr>
</tbody>
</table>

Directions: Have students first circle the spelling for the vowel sound and then read each word. They should write yes if the words have the same vowel sound, and no if they do not.
<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
<th>Are the sounds the same?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. shave</td>
<td>faint</td>
<td></td>
</tr>
<tr>
<td>11. pain</td>
<td>pan</td>
<td></td>
</tr>
<tr>
<td>12. chain</td>
<td>chat</td>
<td></td>
</tr>
<tr>
<td>13. stay</td>
<td>stain</td>
<td></td>
</tr>
<tr>
<td>14. hay</td>
<td>hat</td>
<td></td>
</tr>
<tr>
<td>15. plate</td>
<td>pain</td>
<td></td>
</tr>
<tr>
<td>16. flag</td>
<td>flat</td>
<td></td>
</tr>
<tr>
<td>17. fat</td>
<td>fate</td>
<td></td>
</tr>
<tr>
<td>18. aim</td>
<td>am</td>
<td></td>
</tr>
</tbody>
</table>
Spelling Sort

Sort the words by their spellings. Write the words with the /oe/ sound spelled ‘oa’ under load, the words with the /oe/ sound spelled ‘oe’ under doe, and the words with the /oe/ sound spelled ‘o_e’ under home.

<table>
<thead>
<tr>
<th>toes</th>
<th>choke</th>
<th>boat</th>
<th>goes</th>
<th>coat</th>
</tr>
</thead>
<tbody>
<tr>
<td>hoe</td>
<td>tote</td>
<td>coast</td>
<td>foe</td>
<td>toenail</td>
</tr>
<tr>
<td>tiptoe</td>
<td>Joe</td>
<td>road</td>
<td>vote</td>
<td>coach</td>
</tr>
<tr>
<td>poke</td>
<td>doze</td>
<td>loading</td>
<td>float</td>
<td>hope</td>
</tr>
</tbody>
</table>

/oe/ spelled ‘oa’ as in load

1. 
2. 
3. 

/oe/ spelled ‘oe’ as in doe

toes

1. 
2. 
3. 

/oe/ spelled ‘o_e’ as in home

1. 
2. 
3.

Directions: Have students sort the words by sounds and write three sentences using words from the box. After students write each word, they will circle the /oe/ spelling in each word.
1. The **baker** made a **cake** at his **shop** (3)

2. The boy had a big **book**. (2)

3. The man was **waxing** the car at home. (3)

4. Kids ride bikes to the park. (3)

5. The storm made the tree shake. (2)

<table>
<thead>
<tr>
<th>person</th>
<th>place</th>
<th>thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>baker</td>
<td>shop</td>
<td>cake</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Have students circle the nouns in each sentence. After circling each noun, have students write the word on the lines below before going to the next noun. Note: the number of nouns in each sentence is written at the end of the sentence.
Dear Family Member,

The words shown below contain the /oe/ sound (*road, toes, stroke*) and the /o/ sound (*hot, top*, etc.). Have your child read the words and tally how many times the spelling occurs in the boxes below. If you have time, also ask your child to use each word in a complete sentence.

<table>
<thead>
<tr>
<th>toast</th>
<th>stroke</th>
<th>shopper</th>
<th>goes</th>
<th>coat</th>
</tr>
</thead>
<tbody>
<tr>
<td>road</td>
<td>robber</td>
<td>loan</td>
<td>stone</td>
<td>home</td>
</tr>
<tr>
<td>foal</td>
<td>soap</td>
<td>toes</td>
<td>toad</td>
<td>oats</td>
</tr>
<tr>
<td>boat</td>
<td>shot</td>
<td>cot</td>
<td>coal</td>
<td>chomp</td>
</tr>
<tr>
<td>Rome</td>
<td>Joe</td>
<td>foe</td>
<td>goal</td>
<td>pose</td>
</tr>
</tbody>
</table>

| ‘o_e’ (*hope*) |
| ‘oe’ (*hoe*) |
| ‘oa’ (*boat*) |
| ‘o’ (*hop*) |
Spelling Sort

Sort the words by spelling. Write the words with the /oe/ sound spelled ‘o’ under *go*, the words with the /oe/ sound spelled ‘oa’ under *foal*, the words with the /oe/ sound spelled ‘oe’ under *toe*, and the words with the /oe/ sound spelled ‘o_e’ under *bone*.

<table>
<thead>
<tr>
<th>bone</th>
<th>go</th>
<th>foal</th>
<th>toe</th>
</tr>
</thead>
<tbody>
<tr>
<td>rope</td>
<td>soap</td>
<td>doe</td>
<td>note</td>
</tr>
<tr>
<td>home</td>
<td>hole</td>
<td>choke</td>
<td>Joe</td>
</tr>
<tr>
<td>over</td>
<td>focus</td>
<td>donate</td>
<td>coat</td>
</tr>
<tr>
<td>coal</td>
<td>opened</td>
<td>moment</td>
<td>load</td>
</tr>
<tr>
<td>provide</td>
<td>robot</td>
<td>floating</td>
<td>mole</td>
</tr>
</tbody>
</table>

| ‘o’   | ‘oa’  | ‘oe’  | ‘o_e’ |
| go    | foal  | toe   | bone  |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
Directions: Use the words in the box to fill in the chart.

<table>
<thead>
<tr>
<th></th>
<th>50 Free</th>
<th>500 Free</th>
<th>200 Free</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>faster sprints</td>
<td>faster in long races</td>
<td>100 Free</td>
</tr>
</tbody>
</table>

Kim
Kim and Val
Val
The Swimming Sisters

Kim and Val Castro are swimming sisters.

Kim is sixteen. Val is fifteen. The sisters swim for the Red River Swim Program (RRSP). Both of them are fast. In fact, they are two of the fastest swimmers in the state.

I went to see the two sisters at the pool where they swim. They were training for a big meet.

“So,” I said, “do I dare ask which of you is faster?”

Kim smiled. “I am faster in the sprints,” she said. “But Val is faster in the long races.”

“So what counts as a sprint in swimming?”

“The 50 Free is a sprint,” said Kim.

“50?” I said. “Is that 50 feet?”

“No,” said Kim, “it’s 50 yards.”

“Gosh!” I said. “50 yards? That’s a sprint? It sounds long to me! You see, I am not much of a swimmer.”

“The 50 Free is an all-out sprint,” Kim said. “It’s like the hundred yard dash in track. It’s over in a flash. The 100 Free is a sprint, too.”

“So what counts as a long race in swimming?”

“The 500 Free is a long race,” Kim groaned. “It’s too long for me. I start to get tired after 150 yards or so. But not Val! The longer the race is, the better she is.”
“The 500 Free is my best race!” said Val.

“500 yards?” I said. “What’s that, a hundred laps?”

“Um, no,” Val said. “In a 25-yard pool, it’s up and back ten times.”

I jotted notes in my notebook.

“So let’s see,” I said. “100 yards counts as a short race. Kim is good at the short races. 500 yards is a long race. Val is good at the long races. Is there a race that is longer than 100 yards and shorter than 500?”

“Yes, there is,” said Kim. “The 200 Free.”

“So which of you speedsters wins that race?” I asked.

Kim looked at Val. She had a smile on her face. It was a sister-to-sister smile, and there was something else in it. There was a sort of challenge in the look.

Val smiled back. She had the same look on her face.

I waited.

At last Kim spoke. “It’s hard to say who is faster in the 200 Free. Sometimes Val wins and sometimes I win.”

“I see,” I said. “It sounds like the 200 Free is the race to see. When will that race take place?”

“It will be on Sunday,” said Val, “the last day of the state meet.”

I got out my pen and wrote: “Sunday the 25th. 200 Free. Castro versus Castro!”
The Swimming Sisters

1. In what sport do Kim and Val Castro excel?
   A. They excel at spelling.
   B. They excel at swimming.
   C. They excel at running.

2. Which sister is faster in sprint races, Kim or Val?
   A. Kim is faster than Val.
   B. Val is faster than Kim.

3. How old is Kim? ________________________________

4. How old is Val? ________________________________

Directions: Have your child answer the questions after reading the story. Remind him/her to look back at the story to find the answers, and write in complete sentences.
5. Which sister do you think will win the 200 Free in the big meet? Why?

_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________


_________________________          __________________________
_________________________          __________________________
_________________________          __________________________

Directions: Have students combine two of the three syllables to create a word that completes the sentence and write the word on the line provided.

Making Words

1. king po smo
   a) One thing that is bad for your lungs is ______________.
   b) Beth was reading until Sam started ______________ her.

2. ver o kay
   a) The airplane zoomed ______________ our house.
   b) I was sick yesterday, but this morning I feel ______________.

3. ro dents bot
   a) The ______________ made beeping noises.
   b) Rats, mice, and voles are all ______________.

4. tect gram pro
   a) The TV ______________ begins at six o’clock.
   b) The firemen will ______________ us from the fire.

5. sol id rap
   a) The ice was frozen ______________.
   b) A plane is faster and more ______________ than a bike.
Directions: Have students circle the word in each sentence that shows the correct pronunciation according to the manner in which it is divided in syllables.

6. My teacher is Polish.
   Pol ish.

7. My mom asked me to polish the desk.
   po lish pol ish

8. Dan likes to collect model cars
   mo del mod el

9. Mr. Chang is the grocer at the corner store.
   gro c er groc er

10. The chairs were made of solid oak wood.
    so lid sol id
Spelling Test

1. ___________________________________
2. ___________________________________
3. ___________________________________
4. ___________________________________
5. ___________________________________
6. ___________________________________
7. ___________________________________
8. ___________________________________
9. ___________________________________
10. ___________________________________
Sound Spellings

This chart lists words with the /oe/ sound spelled four different ways. Use the chart to fill out Worksheet 10.3.

<table>
<thead>
<tr>
<th>‘o_e’</th>
<th>‘o’</th>
<th>‘oa’</th>
<th>‘oe’</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>bone</td>
<td>bonus</td>
<td>boast</td>
</tr>
<tr>
<td>c</td>
<td>close</td>
<td>cola</td>
<td>coach</td>
</tr>
<tr>
<td>d</td>
<td>dope</td>
<td>donate</td>
<td>doe</td>
</tr>
<tr>
<td>f</td>
<td>frozen</td>
<td>foam</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>going</td>
<td>groan</td>
<td>goes</td>
</tr>
<tr>
<td>h</td>
<td>home</td>
<td>halo</td>
<td>hoe</td>
</tr>
<tr>
<td>j</td>
<td>joke</td>
<td>jumbo</td>
<td>Joe</td>
</tr>
<tr>
<td>l</td>
<td>lone</td>
<td>locate</td>
<td>loaf</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>loan</td>
</tr>
<tr>
<td>m</td>
<td>mope</td>
<td>moment</td>
<td>moan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>mangoes</td>
</tr>
<tr>
<td>n</td>
<td>note</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>open</td>
<td>oatmeal</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>rode</td>
<td>robot</td>
<td>road</td>
</tr>
<tr>
<td>s</td>
<td>slope</td>
<td>solo</td>
<td>soap</td>
</tr>
<tr>
<td>t</td>
<td>tone</td>
<td>toad</td>
<td>toes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>toast</td>
</tr>
<tr>
<td>w</td>
<td>wrote</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use the chart on Worksheet 10.2 to fill in the blanks.

1. Which word means the same thing as a “deer?” __________

2. Which word on the chart is stuff you use to get clean when you take a shower? __________

3. Write three foods listed on the chart.  
   __________   __________   __________

4. Which words sound the same, but are not spelled the same?  
   __________   __________

5. Which word means extra large? __________

6. Which word on the chart names things that are on your feet?  
   __________

7. Which word on the chart names something that is a lot like a frog? __________

8. Which word on the chart is a man’s name? __________

9. Which word on the chart names a tool farmers use to dig up the ground? __________
BONUS:

1. Count the words on the chart having the sound /oe/ spelled ‘o_e’ and write the number here. ______________

2. Count the words on the chart having the sound /oe/ spelled ‘o’ and write the number here. ______________

3. Count the words on the chart having the sound /oe/ spelled ‘oa’ and write the number here. ______________

4. Count the words on the chart having the sound /oe/ spelled ‘oe’ and write the number here. ______________
Dear Family Member,

The spelling words for this week include the spelling alternatives ‘kn’, ‘wr’, ‘wh’, ‘qu’ at the beginning of the words and the suffixes –ing and –ed. These words are challenging because students may try to spell them with more common spellings. For example, they might want to spell "whipped" as "wipped", or "knotted" as "notted". Please remember to practice the spelling words for five to ten minutes each night.

<table>
<thead>
<tr>
<th>‘kn’</th>
<th>‘wr’</th>
<th>‘wh’</th>
<th>‘qu’</th>
</tr>
</thead>
<tbody>
<tr>
<td>knotted</td>
<td>wringing</td>
<td>whipped</td>
<td>quitting</td>
</tr>
<tr>
<td>knitting</td>
<td>wronged</td>
<td>whined</td>
<td>quacked</td>
</tr>
<tr>
<td>knocked</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tricky Word: all
Fill in the Blank

angel  explain  solar  cockroach  entire  panel
yesterday  halo  explode  invite  umpire

1. The ________________ said the batter was out!

2. I asked the teacher to ________________ the math problem.

3. If today is Sunday, what day was it ________________?

4. Let’s ________________ Ted and Carl to dinner.

5. A ________________ is an insect.

6. Mister Smith drank so much cola, he said he felt as if he would ________________.

7. The ________________ ________________ on the roof heats the house.

8. There is a ________________ over the head of the ________________.

9. Sam ate the ________________ cake.
Fill in the Blank

Directions: Have students complete the sentence with one of the words from the box.

friended  reptiles  umpire  lie  siren  tie
cried  spider  exercise  pie  pilot  decide

1. The airplane ____________ said we were going to take off.
2. At the game, the ____________ said the player was out.
3. Please ____________ a strong knot in the string on the kite.
4. A ____________ has 8 legs and can weave a web.
5. I like to eat ____________ after dinner.
6. My Grandpa is scared of ____________ like snakes.
7. I cannot tell a ____________!
8. He fell and ____________.
9. Did you ____________ what to wear today?
10. We had ____________ chicken for dinner.
11. My dad likes to jog in the morning for ____________.
12. A fire truck has a loud ____________.

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Number the events in the order in which they happened.

1. The swimmers shot off.
2. Val was the winner!
3. A man’s booming voice filled the air.
4. Mark got to the pool in time for the 200 Free.
5. Kim was starting to look tired.
6. The man started listing the swimmers.
Grammar

1. the man has a shop on pike street (4)
   The man has a shop on Pike Street.

2. will jan help mom make cupcakes sunday (4)

3. kim will be nine in may (2)

4. gail got the mail on fern street (4)
5. josh took bait on his fishing trip
to drake lake (5)

_________________________________________________

_________________________________________________

6. did trish let her pal ride on her bike (3)

_________________________________________________

_________________________________________________
# Sound Spellings

This chart lists the words with the /ie/ sound spelled three different ways. Use this chart to fill out Worksheet 13.2.

<table>
<thead>
<tr>
<th></th>
<th>‘i_e’</th>
<th>‘ie’</th>
<th>‘i’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>b</strong></td>
<td>bike</td>
<td></td>
<td>bicep</td>
</tr>
<tr>
<td><strong>c</strong></td>
<td>crime</td>
<td></td>
<td>cider</td>
</tr>
<tr>
<td><strong>d</strong></td>
<td>dine</td>
<td>die</td>
<td>diner</td>
</tr>
<tr>
<td><strong>f</strong></td>
<td>fine</td>
<td></td>
<td>finest</td>
</tr>
<tr>
<td><strong>h</strong></td>
<td>hide</td>
<td></td>
<td>hijack</td>
</tr>
<tr>
<td><strong>i</strong></td>
<td>ice</td>
<td></td>
<td>iris</td>
</tr>
<tr>
<td><strong>k</strong></td>
<td>knife</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>l</strong></td>
<td>like</td>
<td>lie</td>
<td>lilac</td>
</tr>
<tr>
<td><strong>m</strong></td>
<td>mice</td>
<td></td>
<td>mining</td>
</tr>
<tr>
<td><strong>p</strong></td>
<td>prize</td>
<td>pie</td>
<td></td>
</tr>
<tr>
<td><strong>q</strong></td>
<td>quite</td>
<td></td>
<td>quiet</td>
</tr>
<tr>
<td><strong>r</strong></td>
<td>ride</td>
<td></td>
<td>riding</td>
</tr>
<tr>
<td><strong>s</strong></td>
<td>side</td>
<td>silent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>smile</td>
<td></td>
<td>spider</td>
</tr>
<tr>
<td><strong>t</strong></td>
<td>time</td>
<td>tie</td>
<td>tiger</td>
</tr>
<tr>
<td><strong>v</strong></td>
<td>vine</td>
<td></td>
<td>Viking</td>
</tr>
<tr>
<td><strong>w</strong></td>
<td>write</td>
<td></td>
<td>writing</td>
</tr>
</tbody>
</table>
Sound Spellings

1. Which word on the chart is something you do when you are glad? ________________

2. Which two words on the chart mean there is no sound? ________________ ________________

3. Which word on the chart is something that you place in a drink to make it cooler? ________________

4. Which word on the chart has two wheels? ________________

5. Which word on the chart is a plant that has grapes? ________________

6. Which word on the chart is an animal that growls? ________________

7. Which word on the chart is the name of a place you could go to eat lunch or dinner? ________________

8. Can you track down three words that end with /ie/? ________________ ________________ ________________
9. Count the words on the chart having the sound /ie/ spelled ‘i_e’ and write the number here.
___________________

10. Count the words on the chart having the sound /ie/ spelled ‘ie’ and write the number here.
___________________

11. Count the words on the chart having the sound /ie/ spelled ‘i’ and write the number here.
___________________
Racing with Kim and Val!

Who will win? Have students race with their classmates to see who will win.

Teacher Directions:

1. Have each student group tear out one copy of Worksheet 13.3.

2. Each student should write his or her name at the top of a column or “swim lane.”

3. Have all students tear out the worksheet that targets the spellings you wish to review: Worksheet 13.4 reviews /ie/, Worksheet 13.5 reviews ‘a’, and Worksheet 13.6 reviews ‘o’. All students in the group will read words on the same page.

4. Have a student pick any word on the page and read it aloud. After the student reads the word, everyone should place an X on that word. Alternately, you could have students cut out the cards. Then students could take turns drawing a card.

5. If the student reads the word correctly, he or she may place a checkmark in one of the squares of his or her “swimming lane.” If a student does not read the word correctly, he may not check a square.

6. Each student gets only one chance to read a word during his or her turn. Regardless of whether the student reads his or her word correctly, play then moves to the next student.

7. The first person to reach the end of the pool wins!
### Game Cards: Focus Spelling ‘i’

<table>
<thead>
<tr>
<th>life</th>
<th>price</th>
<th>visit</th>
<th>spider</th>
</tr>
</thead>
<tbody>
<tr>
<td>dining</td>
<td>quiet</td>
<td>timeline</td>
<td>siren</td>
</tr>
<tr>
<td>river</td>
<td>lifetime</td>
<td>limestone</td>
<td>igloo</td>
</tr>
<tr>
<td>bridesmaid</td>
<td>limit</td>
<td>pinecone</td>
<td>hippo</td>
</tr>
<tr>
<td>spine</td>
<td>minus</td>
<td>bidding</td>
<td>sliding</td>
</tr>
<tr>
<td>wisecrack</td>
<td>singing</td>
<td>linebacker</td>
<td>lining</td>
</tr>
<tr>
<td>Viking</td>
<td>tide</td>
<td>grapevine</td>
<td>pie</td>
</tr>
<tr>
<td>lipstick</td>
<td>sideline</td>
<td>bitesize</td>
<td>ping-pong</td>
</tr>
<tr>
<td>hi</td>
<td>sister</td>
<td>die</td>
<td>bedtime</td>
</tr>
<tr>
<td>item</td>
<td>silent</td>
<td>winter</td>
<td>wishbone</td>
</tr>
<tr>
<td>lie</td>
<td>slime</td>
<td>milestone</td>
<td>pipeline</td>
</tr>
</tbody>
</table>
### Game Cards: Focus Spelling ‘a’

<table>
<thead>
<tr>
<th>mermaid</th>
<th>at</th>
<th>may</th>
<th>cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper</td>
<td>fat</td>
<td>danish</td>
<td>pain</td>
</tr>
<tr>
<td>cake</td>
<td>rainstorm</td>
<td>taper</td>
<td>naptime</td>
</tr>
<tr>
<td>ray</td>
<td>wager</td>
<td>crab</td>
<td>rapping</td>
</tr>
<tr>
<td>train</td>
<td>caper</td>
<td>painter</td>
<td>stay</td>
</tr>
<tr>
<td>acorn</td>
<td>ape</td>
<td>lapping</td>
<td>mail</td>
</tr>
<tr>
<td>pray</td>
<td>batboy</td>
<td>daytime</td>
<td>basic</td>
</tr>
<tr>
<td>faking</td>
<td>subway</td>
<td>baking</td>
<td>batting</td>
</tr>
<tr>
<td>snail</td>
<td>grade</td>
<td>wait</td>
<td>hayride</td>
</tr>
<tr>
<td>waving</td>
<td>hag</td>
<td>play</td>
<td>mapping</td>
</tr>
<tr>
<td>snapped</td>
<td>yesterday</td>
<td>grab</td>
<td>payment</td>
</tr>
</tbody>
</table>
# Game Cards: Focus Spelling ‘o’

<table>
<thead>
<tr>
<th>frozen</th>
<th>possum</th>
<th>omit</th>
<th>robber</th>
</tr>
</thead>
<tbody>
<tr>
<td>poker</td>
<td>soon</td>
<td>robot</td>
<td>bonus</td>
</tr>
<tr>
<td>tadpole</td>
<td>oatmeal</td>
<td>woeful</td>
<td>comment</td>
</tr>
<tr>
<td>explode</td>
<td>sailboat</td>
<td>spoon</td>
<td>halo</td>
</tr>
<tr>
<td>omit</td>
<td>oboe</td>
<td>over</td>
<td>locate</td>
</tr>
<tr>
<td>hippo</td>
<td>raccoon</td>
<td>moment</td>
<td>hotel</td>
</tr>
<tr>
<td>slope</td>
<td>raincoat</td>
<td>goat</td>
<td>copper</td>
</tr>
<tr>
<td>rope</td>
<td>polo</td>
<td>open</td>
<td>hoedown</td>
</tr>
<tr>
<td>spoke</td>
<td>stone</td>
<td>poem</td>
<td>soap</td>
</tr>
<tr>
<td>rosebud</td>
<td>roadway</td>
<td>bathrobe</td>
<td>stepmom</td>
</tr>
<tr>
<td>without</td>
<td>toes</td>
<td>lobster</td>
<td>comet</td>
</tr>
</tbody>
</table>
The Big Race

I got to the pool in time for the 200 Free. I sat in the stands with Grover and Joan Castro, Kim and Val’s parents.

“I am so proud of Kim and Val,” said Grover Castro. “But I have a bad case of nerves. I hate it when the two of them swim in the same race. They have both been training so hard. They would both like to win this race. But they can’t both win. I don’t like to think that one of them may be upset.”

A man’s booming voice filled the air. “It’s time for the last race of the meet!” the man said.

“Let’s meet our swimmers!” The man started listing the swimmers in the race.

“In Lane 2,” he said, “from Red River Swim Program, we have the winner of the 500 Free, Val Castro.” Cheers rose up from the RRSP swimmers on the deck and from fans in the stands.

“In Lane 3,” the man said, “from Red River Swim Program, the winner of the 50 and 100 Free, Kim Castro.” There were shouts and cheers for Kim, as well.

The swimmers got up on the starting blocks.

A man in a white coat said, “Swimmers, take your marks.” The swimmers bent down and grabbed the starting blocks.

Then there was a beep. The swimmers shot off. Kim’s start was perfect. She did her kick. Then she popped up and started swimming. Her arms went so fast. She seemed to be coasting.
Kim was the fastest swimmer for a hundred yards. She made a big wave. The rest of the swimmers were trailing her. They seemed to be bouncing and sloshing in Kim’s waves.

I was starting to think it would not be such a close race after all. But just as I was thinking this, Grover Castro said, “Wait for it!”

“Wait for what?” I said.

“You’ll see!” said Grover.

I looked back at the pool. Kim was still winning. But Val was closing in on her. The gap was five feet. Then it was three.

The swimmers flipped one last time. Kim was starting to look a bit tired. The gap was down to two feet. Then it was one foot. Then the two sisters were swimming side by side. As they came to the finish line it was too close to pick a winner. Kim and Val smacked the side of the pool at what looked to be the same moment.

A hundred parents in the stands looked up at the clock. A hundred swimmers on the deck looked up as well.

This is what the clock said:

Val Castro    Lane 2    1:45
Kim Castro    Lane 3    1:46

Val was the winner!
The Big Race

1. Who are Grover and Joan Castro?
   A. Grover and Joan Castro are fast swimmers.
   B. Grover and Joan Castro are pals of Mark Deeds.
   C. Grover and Joan Castro are Kim and Val’s parents.

2. What makes Grover Castro have a bad case of nerves?
   A. He doesn’t like to go to swim meets.
   B. He ate something that made him sick.
   C. He doesn’t like it when Kim and Val are in the same race.

3. Which swimmer was in Lane 3?
   A. Kim was in Lane 3.
   B. Val was in Lane 3.

4. Which swimmer had a perfect start?
   A. Kim had a perfect start.
   B. Val had a perfect start.

5. Which sister was the fastest swimmer for a hundred yards?
   A. Kim was the fastest swimmer for a hundred yards.
   B. Val was the fastest swimmer for a hundred yards.

Directions: Have your child answer the questions after reading the story. Remind them to look back at the story to find the answers, and to write in complete sentences.
6. Which sister was the winner at the end of the race?
   A. Kim was the winner.
   B. Val was the winner.

7. Who did you think would win the race? Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Grammar

1. beth and i had to switch places for the game

2. i am making a paper plane, said david

3. jean said, i hope i am not late for snacks

4. today is monday august 22, 2010

5. would you like to go to jones park

Directions: Have students rewrite the sentences with correct punctuation and capitalization. They should box the common nouns and circle the proper nouns.
boy

beth

1. jane
2. shop
3. main street
4. game
5. sam
6. desk
7. day
8. mike
9. coach
10. sunday
11. october
12. park

Directions: Have students label the word as a common or proper noun. If the noun is proper, write the noun on the line using the correct capitalization.
Part I

1. man
2. street
3. teacher
4. town
5. state
6. day
7. boy
8. shop

Part II

common noun (thing)  common noun (place)  common noun (person)

fork  kitchen  man
Part III

Example: ____________________________ Tyler

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________
Spelling Test

1. ___________________________________
2. ___________________________________
3. ___________________________________
4. ___________________________________
5. ___________________________________
6. ___________________________________
7. ___________________________________
8. ___________________________________
9. ___________________________________
10. ___________________________________
Plurals

Look at each picture. Write the name of each picture correctly on the line.

Directions: Have students look at each picture and write the word correctly on the line.
Directions: Ask students to circle the word pronounced by the teacher.

1. playground  playtime  plaything  placemat
2. translate  transfer  lake  later
3. magic  matter  magnet  maintain
4. lard  late  lap  lapping
5. plan  pain  painter  plain
6. tiptoe  toenail  tipping  tipped
7. joshing  jeering  joking  jerking
8. diner  dined  dimmer  dinner
9. swimming  smelling  smiling  smiled
10. slim  slimmer  slime  lime
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>mayday</td>
<td>mayhem</td>
<td>maybe</td>
<td>may</td>
</tr>
<tr>
<td>12.</td>
<td>remit</td>
<td>remote</td>
<td>remain</td>
<td>remake</td>
</tr>
<tr>
<td>13.</td>
<td>silver</td>
<td>sail</td>
<td>slime</td>
<td>silent</td>
</tr>
<tr>
<td>14.</td>
<td>raise</td>
<td>raisin</td>
<td>rays</td>
<td>razor</td>
</tr>
<tr>
<td>15.</td>
<td>roach</td>
<td>reach</td>
<td>wrote</td>
<td>road</td>
</tr>
<tr>
<td>16.</td>
<td>doe</td>
<td>do</td>
<td>dine</td>
<td>dope</td>
</tr>
<tr>
<td>17.</td>
<td>quilt</td>
<td>quoted</td>
<td>quill</td>
<td>quiet</td>
</tr>
<tr>
<td>18.</td>
<td>team</td>
<td>tired</td>
<td>tied</td>
<td>timed</td>
</tr>
<tr>
<td>19.</td>
<td>gripping</td>
<td>griped</td>
<td>grip</td>
<td>gripe</td>
</tr>
<tr>
<td>20.</td>
<td>Friday</td>
<td>fine</td>
<td>finish</td>
<td>farmer</td>
</tr>
</tbody>
</table>
Dear Family Member,

Our spelling words this week are antonyms and synonyms. Antonyms are words that mean the opposite. For example, cold is an antonym of hot. Synonyms are words that have almost the same meaning. Cool is a synonym for cold. You can practice with your child in this way: say the italicized word and ask your child to think of the word that is a synonym or antonym for that word and write it down. For example:

You say, “Write the antonym for over.” Then your child should say and then write the word under on his/her paper. Remember, in addition to practicing spelling words, it is a great benefit for students to read at least 20 minutes every night.

<table>
<thead>
<tr>
<th>Spelling Word</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>under</td>
<td>over</td>
</tr>
<tr>
<td>noise</td>
<td>silence</td>
</tr>
<tr>
<td>open</td>
<td>close</td>
</tr>
<tr>
<td>brave</td>
<td>scared</td>
</tr>
<tr>
<td>cute</td>
<td>ugly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling Word</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>minus</td>
<td>subtract</td>
</tr>
<tr>
<td>last</td>
<td>final</td>
</tr>
<tr>
<td>foe</td>
<td>rival</td>
</tr>
<tr>
<td>robber</td>
<td>bandit</td>
</tr>
<tr>
<td>road</td>
<td>street</td>
</tr>
</tbody>
</table>

No Tricky Word this week
Fill In The Blank

Fill in the blank with a word from the box.

cute    huge    confused    refused
fumes    compute    accused    mute

1. There is too much noise. Please put the TV on ________________.

2. If there is a gas leak, you will smell ________________.

3. In math class, we learn how to ________________.

4. The power went off in the ________________ storm.

5. I asked to stay up later, but my mom ________________ and said it was time for bed.

6. I still felt ________________ even after the teacher explained how to do the worksheet.

7. Pam said my dress was ________________.

8. The robber was ________________ of stealing cash from the bank.
Write an antonym on the line.

1. open ___________________
2. add ___________________
3. up ___________________
4. sad ___________________
5. sour ___________________

Write a synonym on the line.

1. enjoy ___________________
2. large ___________________
3. lawn ___________________
4. quick ___________________
5. moist ___________________
Fill in the Blank

Fill in the blank with a word from the box.

barbecued  unicorn  argue  argument  using
fuel  menu  unit  United

1. A _______________ has a horn between its ears.

2. We will be _______________ pens today.

3. Our _______________ in math is on adding two numbers.

4. I had an _______________ with my mom about what I would wear today.

5. I don’t like to _______________ with my mom.

6. What is on the _______________ for lunch today?

7. We are in the _______________ States of America.

8. Dad stopped to get _______________ for the car.

9. I like to eat _______________ chicken.
Directions: For numbers 1–4, have students circle the nouns in each sentence. Above each noun, write an “S” if the noun is singular or write a “P” if the noun is plural. For numbers 5–9, write the plural form for each word. Remind students to be sure to look at the ending of each word carefully.

1. That S man drives those P cars fast. (2 nouns)

2. The boats race at the lake. (2 nouns)

3. My pal got two cute dresses. (2 nouns)

4. Did Beth write the notes? (2 nouns)

5. wish __________________

6. boat __________________

7. box __________________

8. sandwich __________________

9. boss __________________
## Plurals

<table>
<thead>
<tr>
<th>glass</th>
<th>patch</th>
<th>trip</th>
<th>rash</th>
<th>box</th>
<th>sock</th>
<th>mess</th>
</tr>
</thead>
</table>

**Add –s**

<table>
<thead>
<tr>
<th>Add –es</th>
</tr>
</thead>
<tbody>
<tr>
<td>glasses</td>
</tr>
</tbody>
</table>

Directions: Have students read each word in the box. Write the word in its plural form under the correct column.
Sound Spellings

This chart shows spellings for the /ue/ sound. Use the chart to fill in Worksheet 18.2.

<table>
<thead>
<tr>
<th></th>
<th>‘u_e’</th>
<th>‘u’</th>
<th>‘ue’</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>argument</td>
<td></td>
<td>argue</td>
</tr>
<tr>
<td>b</td>
<td>barbecue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>confuse</td>
<td>cue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cube</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>cute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>fumes</td>
<td>fuel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>humid</td>
<td>hue</td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>mule</td>
<td>menu</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mute</td>
<td>music</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>pure</td>
<td>pupil</td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>refuse</td>
<td>refusing</td>
<td>rescue</td>
</tr>
<tr>
<td>t</td>
<td>tulip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>u</td>
<td>use</td>
<td>using</td>
<td>unicorn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>uniform</td>
</tr>
<tr>
<td>v</td>
<td></td>
<td></td>
<td>value</td>
</tr>
</tbody>
</table>
Sound Spellings

Use the chart on Worksheet 18.1 to fill in the blanks.

1. Which spelling for /ue/ is the least common?
   __________

2. Where does the spelling ‘ue’ tend to be found in a word?
   __________

3. Which word in the chart is the name of a flower?
   __________

4. What word in the chart is a shape that looks like a box or square?
   __________

5. What word in the chart is the name of something you would use at a diner to order lunch?
   __________
6. What word on the chart means to cook on a grill outside?

__________

7. Pick a word from the chart that can be used as a verb. Write a sentence that uses that verb.

__________________________________________

__________________________________________

8. Pick a word from the chart that can be used as a noun. Write a sentence using that noun.

__________________________________________

__________________________________________
Sunshine the Mule
Help Farmer Chester Get Sunshine the Mule Back to the Barn!

Farmer Chester is in a fix. Sunshine the Mule has escaped from the barn again! Help Farmer Chester get Sunshine to the barn.

Teacher Directions:

1. Group students in pairs or small groups to play. Each player should tear out a game sheet (Worksheet 18.3).

2. Tell students to turn to Worksheets 18.4 and 18.5.

3. Explain that the first student should choose and read any “card” on the page. After the student reads the card, all players should cross out the card on their own page.

4. If the student reads the card correctly, he or she may place a checkmark on one space of his or her own game board. If the student can also answer the question correctly, he or she may place another checkmark on another space on the game board.

5. After the first student finishes his or her turn, the other player(s) should take a turn.

6. The first player to lead Sunshine back to the barn wins.
Help Farmer Chester Get Sunshine the Mule Back to the Barn!

<table>
<thead>
<tr>
<th>Would you kiss a mule?</th>
<th>Do you add in a math unit?</th>
<th>Can corn on the cob rescue you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a unicorn real?</td>
<td>Are we in the United States?</td>
<td>Should you argue with your mom?</td>
</tr>
<tr>
<td>Is the moon red?</td>
<td>Does a unicorn have 3 horns?</td>
<td>Do mules wear uniforms?</td>
</tr>
<tr>
<td>Can a mule sing a song?</td>
<td>Can a boy be named Sue?</td>
<td>Do you eat bacon in the bathtub?</td>
</tr>
<tr>
<td>Can you place mail in a mailbox?</td>
<td>Can you read a menu at a diner?</td>
<td>If you are seen in public, are you hiding?</td>
</tr>
<tr>
<td>Can a cucumber play a song?</td>
<td>Is a tulip a sort of food?</td>
<td>Can it be humid on a hot summer day?</td>
</tr>
<tr>
<td>Can a cute cat pat a dog?</td>
<td>Can a unicorn use a crayon?</td>
<td>Can you argue with a spider?</td>
</tr>
<tr>
<td>Can you write with a pencil on paper?</td>
<td>Are you using your brain?</td>
<td>Can you eat corn on a cob?</td>
</tr>
<tr>
<td>Question</td>
<td>Question</td>
<td>Question</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Would you use a stick to cut a slice of cake?</td>
<td>Can a mule point to a book?</td>
<td>Could a powerful king wear a crown?</td>
</tr>
<tr>
<td>Can you cook an ice cube?</td>
<td>Can a cow be rescued by an ant?</td>
<td>Can you play music with an ice cube?</td>
</tr>
<tr>
<td>Can a mouse count out loud?</td>
<td>Could a huge eggplant be in a garden?</td>
<td>Could you hear the TV if it is on mute?</td>
</tr>
<tr>
<td>Can a TV dance in a garden?</td>
<td>Can you eat a cube of fudge?</td>
<td>Would an ice cube start a fire?</td>
</tr>
<tr>
<td>Can you eat a raisin?</td>
<td>Would a dog rescue a shark?</td>
<td>Would a cube of ice be a good snack?</td>
</tr>
<tr>
<td>If your book is overdue, do you have to pay a fine?</td>
<td>Can you act sad?</td>
<td>Can a mule dance a jig?</td>
</tr>
<tr>
<td>Are you a cube?</td>
<td>Have you patted a unicorn?</td>
<td>Can you knit a set of books?</td>
</tr>
<tr>
<td>Can you dance to the music?</td>
<td>Can beans have three wheels?</td>
<td>Are you a duck?</td>
</tr>
</tbody>
</table>

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Write at least 5 adjectives describing the jumper of your choice.

Jumper

1. 

2. 

3. 

4. 

5. 
Antonyms

1. up ________________________
2. over ________________________
3. inside ________________________
4. open ________________________
5. ask ________________________
6. whisper ________________________
7. start ________________________
8. yes ________________________
9. on ________________________
10. bad ________________________

Directions: Have your child write an antonym beside each word.
Synonyms

1. finish ________________________
2. child ________________________
3. hope ________________________
4. jump ________________________
5. shout ________________________
6. moist ________________________
7. silent ________________________
8. toad ________________________
9. sweet ________________________
10. up _________________________

Directions: Have your child write a synonym beside each word.
Use the words for the crossword puzzle.

<table>
<thead>
<tr>
<th>paw</th>
<th>claw</th>
<th>August</th>
<th>author</th>
<th>faucet</th>
</tr>
</thead>
<tbody>
<tr>
<td>saucepan</td>
<td>Claus</td>
<td>pause</td>
<td>lawn</td>
<td>Autumn</td>
</tr>
</tbody>
</table>

**Side-to-side**

2. Summer, __________, Winter, Spring

4. This is at the sink.

7. The cat’s __________ is cut.

9. You cook in this.

**Down**

1. __________, September, October

3. The tiger’s __________ is sharp.

5. Santa __________

6. You cut the grass on the __________.


10. This is a short break.
Jump!

1. What is the setting of “Jump!”?
   A. The setting is on a lawn.
   B. The setting is on a playground.
   C. The setting is in a graveyard.

2. What is the name of the jump rope team?
   A. The name of the team is the Jumping Beans.
   B. The name of the team is the Joking Stars.
   C. The name of the team is the Jumping Stars.

3. What makes jumping rope a sport?
   A. The team performs jokes.
   B. The team performs plays.
   C. The team performs tricks.

4. How fast is the jump rope spinning?
   A. The rope does not spin too fast so the team can do tricks.
   B. The rope spins so fast you can hardly see it.
   C. The rope spins as fast as a tree falling.
5. What is the name of the new trick that Jo made up?
   A. The trick is named the flip.
   B. The trick is named the jump.
   C. The trick is named the hop.
   Page _____

6. How did the team finish last time?

   _____________________________
   _____________________________
   _____________________________
   Page _____

7. What does the word *nail* mean in this sentence, “We need to get to the point where we *nail* it nine times out of ten.”
   A. In this sentence, *nail* means to get it perfect.
   B. In this sentence, *nail* means to hammer it.
   C. In this sentence, *nail* means to hit it hard.
   Page _____
Name

Spelling Test

1. ___________________________________

2. ___________________________________

3. ___________________________________

4. ___________________________________

5. ___________________________________

6. ___________________________________

7. ___________________________________

8. ___________________________________

9. ___________________________________

10. ___________________________________
Write at least 5 sentences for the profile of the jumper of your choice.

**Jumper**

1. 

2. 

3. 

4. 

5. 
Yes or No?

1. Can you applaud after a play? ________

2. Does an author draw the different parts of a book? ________

3. Can a dump truck haul rocks? ________

4. Could a fisherman tell a tale about a fish he caught? ________

5. Could you help a dog with a thorn in his paw? ________

6. Has your teacher taught you how to write? ________

7. Does the exhaust from a bus smell like peaches? ________

8. Can you launch a pumpkin? ________

Directions: Have students write yes or no to answer each question.
9. Do ice cubes make drinks cool? ________

10. Could there be a tiger on your lawn? ________

11. Can a faucet drip? ________

12. Could you pause to look at the sunset? ________

13. Is it good to get in an argument with your sister? ________

14. Would a mule drink from a straw? ________

15. Could a shark bite with the teeth in his jaws? ________
The Big Storm

Last winter, we got stuck in a big ice storm. The sleet started to come down at noon. When Mom and Dad picked me up at three, sleet was on the ground and on the roads.

We started to drive home. That was when things got exciting. The sleet started coming down harder and harder. It got deeper and deeper. The car started slipping and sliding. I was scared. Dad had to creep along and so did lots of other cars. Then, the cars stopped and there was a big traffic jam. Mom got out and looked down the road to see if cars were moving at all. No one was moving!

We had just passed the road to my granddad’s house. Mom called my granddad and asked if we could come and visit. He said we could. So Dad drove to my granddad’s house. It took us a long time to get there. There was so much ice that we couldn’t see the road! We ended up sleeping at my granddad’s house and waiting until the state trucks came and plowed the roads. We had fun being iced in!
Cupcakes with Mom

Last week, I made cupcakes with Mom. We went to the shop to pick up the items we needed for the cupcakes. We got frosting and cake mix. We got cooking oil and eggs.

When we got home, we unpacked our bags and switched on the oven. Mom got out a mixing dish and a spoon. I dumped the cake mix in the dish. Mom let me add the oil and two eggs. I mixed everything together. Mom added paper liners to the cupcake pan. Then I got a spoon and scooped the batter into the cupcake liners. Mom set the timer for the cupcakes to bake in the oven.

Waiting for the cupcakes to cook was the hardest part. It took so long! I kept checking on the cupcakes. At last, the timer started beeping. I jumped up and down and shouted, “Cupcakes! Cupcakes!” Mom got mitts and pulled out the hot pan. The sweet smell of fresh baked cupcakes filled the kitchen. Mom and I put sweet, pink frosting on the cupcakes. I got frosting on my fingers and licked it off. Then Mom and I each chose a cupcake to eat. Yum, yum! Those were the best cupcakes!
Dear Family Member,

This week we will be writing personal narratives. Students will go through the entire writing process, from planning to editing. We will begin with writing a class narrative and then the students will write their own narrative with a partner.

We will finish our current reading unit this Friday and will have several assessments to make sure students have learned the skills in this unit.

For this reason, your child will not have spelling words or a test this week. Students will have homework each night to prepare them for the unit assessments. As this is review work, they should be able to complete the homework independently. Please assist your child in completing the homework only if necessary.

Continue to read with your child each night. You will be surprised by how fast your child will progress if he or she reads aloud to you 20 minutes every night. Be aware that this reading does not have to be a book; it can be labels of cans that you have in the cupboard or cereal boxes or comics! Nor does the reading have to take place at home; it can take place in the car or standing in line at the grocery store.

As always, if you have questions, feel free to contact me. When home and school work together as a team, your child wins!
Fill in the Blank

Write a word from the box in the sentence.

<table>
<thead>
<tr>
<th>globe</th>
<th>coach</th>
<th>goal</th>
<th>chose</th>
<th>cone</th>
</tr>
</thead>
<tbody>
<tr>
<td>grade</td>
<td>train</td>
<td>name</td>
<td>may</td>
<td>mail</td>
</tr>
</tbody>
</table>

1. My sister’s _________________ is Jane.
2. We have a _________________ in our classroom.
3. I am in first ________________.
4. Mom’s shaved ice ________________ has melted.
5. I _________________ the dress I wanted to wear today before going to bed.
6. _________________ I have a snack?
7. Place the letter in the _________________ box.
8. Our team needs a ________________.
9. The soccer player made a ________________.
10. What time will the ________________ get here?
Grammar

1. The cars will crash. (1)

2. The desk broke. (1)

3. The firemen wear coats like raincoats. (3)

4. Dad drives us to the playground. (2)

5. Five foxes ran by the road. (2)

6. James shouts for help. (2)

7. Kim skipped down the hill. (2)

8. The class played soccer. (2)

9. The boys drank cola. (2)

10. Sam ate mangoes. (2)

11. The kids jumped rope. (2)

Directions: Have students draw a circle around all of the nouns and draw a squiggly line under the verb in each sentence. The number in parentheses indicates the number of nouns in each sentence.
Dear Family Member,

Our class has been working on writing personal narratives at school. Your child has read personal narratives, and we have drafted a personal narrative as a class. Now, each student will have an opportunity to write his or her own personal narrative describing something that happened to him or her. As homework, please work with your child to brainstorm ideas that he or she might write about in a personal narrative. Remind your child that the personal narrative is nonfiction; it should tell about something that really happened to him or her. Here are some ideas for topics your child might be interested in writing about:

• a special holiday or birthday
• a special present they received
• something a friend or sibling did for them
• a special visit or a trip to an interesting place
• a “first” or significant personal achievement
• a weather-related event

Have your child jot down ideas on the back of this page.
Personal Narrative Ideas

* 

* 

* 

* 

*
### Verbs

1. street  foxes  pinches  lake
2. blanket  runs  swimmer  road
3. leaf  whale  cleans  number
4. Spain  picnic  digs  unicorn
5. raced  house  artist  bathtub

Write a sentence using a noun and verb from the list.

1. _____________________________________
2. _____________________________________
3. _____________________________________
4. _____________________________________
5. _____________________________________

Directions: Have students read the words in each row. Draw a squiggly line under the word in each row that is an action verb.
Writing Sentences

Directions: Have your child read all the words in the box and use any five of the words from the box to write five sentences.

rice  tie  silent  cider  tiger
use  unit  mule  rescue  cute

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
### Editing Checklist

Ask yourself these questions as you edit your draft.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do I have a title?</td>
</tr>
<tr>
<td>2.</td>
<td>Have I described the setting at the start?</td>
</tr>
<tr>
<td>3.</td>
<td>Have I named and described the characters?</td>
</tr>
<tr>
<td>4.</td>
<td>Do I have a plot with • a beginning? • a middle? • an end?</td>
</tr>
<tr>
<td>5.</td>
<td>Do all of my sentences start with uppercase letters?</td>
</tr>
<tr>
<td>6.</td>
<td>Do all of my sentences end with a final mark? (., ? or !)</td>
</tr>
<tr>
<td>7.</td>
<td>Have I spelled all of my words correctly?</td>
</tr>
<tr>
<td>8.</td>
<td>Have I added “sense” words that describe how things look, feel, taste, sound, or smell?</td>
</tr>
</tbody>
</table>
Writing Sentences

Use any five of the words from the box to write five sentences.

<table>
<thead>
<tr>
<th>August</th>
<th>thaw</th>
<th>paws</th>
<th>daughter</th>
<th>taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>draw</td>
<td>saw</td>
<td>fault</td>
<td>law</td>
<td>applaud</td>
</tr>
</tbody>
</table>

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________
<table>
<thead>
<tr>
<th></th>
<th>goes</th>
<th>gaze</th>
<th>go</th>
<th>Gus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>bake</td>
<td>brook</td>
<td>beach</td>
<td>beat</td>
</tr>
<tr>
<td>3.</td>
<td>sell</td>
<td>sauce</td>
<td>shawl</td>
<td>saw</td>
</tr>
<tr>
<td>4.</td>
<td>caught</td>
<td>cup</td>
<td>cue</td>
<td>cute</td>
</tr>
<tr>
<td>5.</td>
<td>taught</td>
<td>coat</td>
<td>caught</td>
<td>daughter</td>
</tr>
<tr>
<td>6.</td>
<td>wait</td>
<td>white</td>
<td>wade</td>
<td>way</td>
</tr>
<tr>
<td>7.</td>
<td>best</td>
<td>boast</td>
<td>boat</td>
<td>bones</td>
</tr>
<tr>
<td>8.</td>
<td>fraud</td>
<td>freed</td>
<td>fray</td>
<td>frame</td>
</tr>
<tr>
<td>9.</td>
<td>fail</td>
<td>fray</td>
<td>frail</td>
<td>fame</td>
</tr>
<tr>
<td>10.</td>
<td>hail</td>
<td>hill</td>
<td>hay</td>
<td>heat</td>
</tr>
<tr>
<td>11.</td>
<td>thaw</td>
<td>than</td>
<td>teach</td>
<td>taught</td>
</tr>
<tr>
<td>12.</td>
<td>pale</td>
<td>pile</td>
<td>pilot</td>
<td>pills</td>
</tr>
<tr>
<td>13.</td>
<td>music</td>
<td>muse</td>
<td>mute</td>
<td>mud</td>
</tr>
<tr>
<td>14.</td>
<td>place</td>
<td>pup</td>
<td>puppet</td>
<td>pupil</td>
</tr>
</tbody>
</table>
The Splash Artist

1. Why is Jethro Otter called *The Splash Artist*?
   A. He can make a big splash.
   B. He can paint splashes.
   C. He can target his splashes.

2. Who named Jethro *The Splash Artist*?
   A. Jethro’s mom named him *The Splash Artist*.
   B. Jethro’s sisters named him *The Splash Artist*.
   C. Jethro’s dad named him *The Splash Artist*.

3. What did Jethro’s dad do while Jethro was getting on his swim trunks?
   A. Dad pointed out the pool to Mark Deeds.
   B. Dad pointed out the house to Mark Deeds.
   C. Dad pointed out the garden and yard to Mark Deeds.

4. Why were the green peppers wilted?
   A. The green peppers were wilted because it had been hot.
   B. The green peppers were wilted because it had been cool.
   C. The green peppers were wilted because it was winter.
5. What advice did Jethro’s dad give Mark Deeds?
   A. “We had better jump in the pool.”
   B. “We had better go to the garden.”
   C. “We had better step back a bit.”

6. Who else was in the pool?
   A. Jethro’s mom was in the pool.
   B. Jethro’s dad was in the pool.
   C. Jethro’s sisters were in the pool.

7. What were Jethro’s sisters doing?
   A. Jethro’s sisters were sunbathing.
   B. Jethro’s sisters were floating on pool rafts.
   C. Jethro’s sisters were weeding the garden.

8. Which garden bed did Jethro hit?
   A. Jethro hit the bed with the corn.
   B. Jethro hit the bed with the green peppers.
   C. Jethro hit the bed with the lettuce.

9. What is the setting of “The Splash Artist?”
   A. The setting is Jethro’s backyard.
   B. The setting is the inside of Jethro’s house.
   C. The setting is Jethro’s bedroom.
Grammar

cat   boy

teacher   street

state   classmate

Write “noun” or “verb” on the blank:

desks   eats

hotel   chair

pinches   knocked

1. gift   caught   coat   park
2. branch   street   runs   Jane
3. smelled   kids   wrist   road
4. goat   south   lifted   beach
5. sailboat   coat   folded   lamps
1. Beth cleaned three ____________ at the park.
   benchez  benches  benches

2. Mom said, “Did you like the two red ____________ I got?”
   dresss  dress  dresses

3. We packed our games in lots of ____________.
   box  boxes  boxs

4. “Did you clean all the ____________ after eating?” asked Tim.
   dishes  dishs  dish

5. We had lots of ____________ at home.
   giftes  gift  gifts

   boxes  ____________  day  ____________  bench  ____________  cows  ____________  raincoat  ____________  cats  ____________

Directions: Have students circle the correct plural noun for each sentence. Have students write “S” for singular beside each noun that tells about one person, place or thing and write “P” for plural beside each noun that tells about more than one person, place or thing.
Mark the Vowel Spelling

If a square has a word with the letter ‘a’ sounded /a/, make it red. If a square has a word with the letter ‘a’ sounded /ae/, make it green.

<table>
<thead>
<tr>
<th>hayride</th>
<th>after</th>
<th>happen</th>
<th>cape</th>
<th>mermaid</th>
</tr>
</thead>
<tbody>
<tr>
<td>yesterday</td>
<td>later</td>
<td>stamp</td>
<td>basic</td>
<td>subway</td>
</tr>
<tr>
<td>payment</td>
<td>acorn</td>
<td>parents</td>
<td>major</td>
<td>fragment</td>
</tr>
<tr>
<td>places</td>
<td>pad</td>
<td>snail</td>
<td>mattress</td>
<td>math</td>
</tr>
<tr>
<td>caper</td>
<td>rainstorm</td>
<td>packing</td>
<td>making</td>
<td>painted</td>
</tr>
</tbody>
</table>
1. Last May my dad took me on a trip to Spain.

2. We went on a big airplane.

3. We rode on trains.

4. We saw a jail with chains nailed on the sides.

5. We saw lots of paintings and stained glass.

6. We saw the home of a saint.

7. We went on a hike and got caught in the rain.

8. The cupcakes that we had for a snack were awesome!

Directions: Have students circle all of the spellings for the /ae/ sound.
Scramble Sentence Match

1. her getting painted. Kay is face

   _____________________________________

2. danger! in mouse grave The is

   _____________________________________

3. playing train. his with is James

   _____________________________________
Illustrate the Words

Directions: Have students illustrate any /æ/ word from the Spelling Tree. Write the word on the line below the picture.
# Mark the Vowel Spellings

If a square has a word with letter ‘o’ sounded /o/, make it red. If a square has a word with the letter ‘o’ sounded /oe/, make it green.

<table>
<thead>
<tr>
<th>hotel</th>
<th>pole</th>
<th>open</th>
<th>shop</th>
<th>soak</th>
</tr>
</thead>
<tbody>
<tr>
<td>oboe</td>
<td>comment</td>
<td>moment</td>
<td>drop</td>
<td>omit</td>
</tr>
<tr>
<td>bonus</td>
<td>poster</td>
<td>problem</td>
<td>lot</td>
<td>program</td>
</tr>
<tr>
<td>opal</td>
<td>chop</td>
<td>hippo</td>
<td>socks</td>
<td>polo</td>
</tr>
<tr>
<td>block</td>
<td>clock</td>
<td>oak</td>
<td>halo</td>
<td>oath</td>
</tr>
</tbody>
</table>
Sound Quest /oe/

Jo, the Inuit, has a home not so far from the North Pole. While her dad hunts, her home is an igloo. It is made from solid ice blocks. You may not think it, but her home is snug inside. Jo’s dad keeps a fire going inside the ice home. There is a hole in the roof to let the smoke from the fire escape.

It is freezing at the North Pole. There are lots of frozen slabs of ice. The wind tosses things around as it swoops down from the Pole. If you go to visit Jo, take lots of thick clothing. Take an overcoat and a scarf. Take boots, too. If you don’t, you could end up with frozen toes.

Directions: Have students read the story and circle all the spellings for /oe/. Then have them sort the circled words in the chart at the bottom of the page.
Crossword Puzzle

Use the clues to fill in the crossword.

<table>
<thead>
<tr>
<th>coat</th>
<th>broke</th>
<th>home</th>
<th>over</th>
<th>open</th>
</tr>
</thead>
<tbody>
<tr>
<td>coach</td>
<td>hole</td>
<td>moaned</td>
<td>smoke</td>
<td>soap</td>
</tr>
</tbody>
</table>

Side-to-side

2. When winter is ____________, it is spring.

3. There is ____________ from the fire.

7. I need some ____________ to clean my hands.

8. Is the gate ____________?

9. There is a ____________ in my pocket.

Down

1. I ____________ mom’s vase when I dropped it.

4. I ____________ because my leg hurt.

5. The soccer ____________ is Mr. Dave.

6. I would like to go ____________ after class.
Yes or No?

Write “yes” or “no.”

1. Can a pig ride a bike? ____________

2. Do fish stay in a beehive? ____________

3. Is green slime good on a sandwich? ____________

4. Can you hit a tent stake into the soil? ____________

5. Will a pine tree have pine cones? ____________

6. Do you like to win a prize when you play a game? ____________

7. Can a snake smile? ____________

8. Can a dog tell time? ____________

9. Would a tiger tie a string to a kite? ____________

Sound Quest /ie/

Last Friday, Mike and his dad visited the zoo in Ohio. Mike was excited at the idea of seeing the tigers, but as soon as he saw them, he became scared. (Mike is only five.) His dad tried to tell Mike that it would be fine, but Mike started weeping. He was scared of the tigers! At last, Mike’s dad asked Mike if he’d like to see the hippos instead. Mike nodded and his sobs went away. He was quiet as he and his dad tried to find the hippos. Once they found them, Mike started smiling and chatting with his dad.

Directions: Have students read the story and circle all the spellings for /ie/. Then have them sort the circled words on the chart at the bottom of the page.

<table>
<thead>
<tr>
<th>‘i_e’</th>
<th>‘i’</th>
<th>‘ie’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Sound Quest /ue/

Last week, my sister and I argued about whether or not unicorns exist. I tried to tell my sister that unicorns are not real, but she did not listen to me. She said that they are just as real as humans. She said that she’s seen one. If you ask me, I think she has confused a horse or a mule with a unicorn. We continued our dispute, but then I realized that arguing with her is useless. I will never be able to get her to understand that unicorns don’t exist. Besides, it’s sort of cute that she thinks unicorns are real.

Directions: Have students read the story and circle all the spellings for /ue/. Then have them sort the circled words on the chart at the bottom of the page.

<table>
<thead>
<tr>
<th>‘u_e’</th>
<th>‘u’</th>
<th>‘ue’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>
Fill in the Blank

Directions: Have students complete the sentence with one of the words from the box.

paw  taught  awful  lawn  caught

daughter  hawk  faucet  saw  yawn

1. Miss Smith _______________ us to add and subtract numbers.

2. I baited the hook, cast the rod, and _______________ a fish.

3. Karen is her parents’ _______________.

4. That was an _______________ storm.

5. Can you cut the grass on the _______________?

6. The sink _______________ in the kitchen is dripping.

7. I saw you _______________, and then I yawned, too.

8. Did you see the _______________ chase the mouse?

9. The dog cut his _______________.

10. Dad used a _______________ to cut the wood.
Crossword Puzzle

<table>
<thead>
<tr>
<th>paw</th>
<th>taught</th>
<th>dawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>lawn</td>
<td>caught</td>
<td>yawn</td>
</tr>
</tbody>
</table>

Side-to-side

2. Grass

4. She _____ me to ride a bike.

6. You do this with your mouth when you are tired.

Down

1. I _____ a fish.

3. This is when the sun rises.

5. An animal’s foot
Fill in the Blank

<table>
<thead>
<tr>
<th>taught</th>
<th>caught</th>
<th>daughter</th>
<th>applaud</th>
</tr>
</thead>
<tbody>
<tr>
<td>sauce</td>
<td>argument</td>
<td>auto</td>
<td>bacon</td>
</tr>
</tbody>
</table>

1. My sister and my mom had an _________________ over her messed-up room.
2. My sister is my mom’s _________________.
3. I like to eat _________________ and eggs.
4. We picked tomatoes and made _________________.
5. My dad _________________ me how to tie my laces.
6. We will _________________ when the singers finish.
7. I got _________________ taking cake from the cake plate.
8. Another word for a car is an _________________.

Directions: Have students select the best word from the box to complete each sentence.
Yes or No?

Write “yes” or “no.”

1. Can a fire make ice cubes? ______
2. Can rain spill from the clouds? ______
3. Is a coat for your legs? ______
4. Is a lamp a parent? ______
5. Is red a number? ______
6. Is ten less than five? ______
7. Can a stump think? ______
8. Do boats float? ______
9. Do cats have six paws? ______
10. Can a fish sing? ______
11. Are boys green? ______
12. Can a mouse add and subtract? ______
13. Can an airplane go fast? ______
14. Are you in fifth grade? ______
Match the Picture

- owl
- volcano
- railroad
- playground
- clothing
- daughter

Mom

daughter
toad  tornado  hoe
airplane  bathrobe  mailman
Circle the Spellings

Mark the spellings that make up the names of the things that you see. Write the names on the lines.

- **nail**
  - nail

- **swan**
  - swan

- **rocket**
  - rocket

- **soap**
  - soap

- **mailbox**
  - mailbox
b l ai ng
p r au n

j ai l
ch ai m

g ai t
b oa d

p l l
o c ay

ch au m
sh ai n
Match the Words

saucer

hoe

brain

goat
Spelling Follow-Up
Lessons 1–5

Write a word from the box on the line in the sentence.

sister
letter
expert
born
sports
short
mark
started
backyard

1. I like to play in my ________________.

2. My ________________, Sue, is in fifth grade.

3. Do you like to look at ________________ on TV?

4. I got a ________________ in the mail!

5. I can’t wait to get ________________ on my book.

6. Are you an ________________ on cars?

7. On your ________________; get set; go!

8. I was ________________ on August 3.

9. He is too ________________ to reach the book on the top shelf.
Spelling Follow-Up
Lessons 6–10

Write a word from the box on the line in the sentence.

<table>
<thead>
<tr>
<th>page</th>
<th>germs</th>
<th>digits</th>
<th>gray</th>
<th>space</th>
</tr>
</thead>
<tbody>
<tr>
<td>chance</td>
<td>center</td>
<td>carpet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. What _______________ in the book is the start of “The Spelling Bee”?

2. My cat is _______________ and white.

3. We spilled grape drink on the white _______________.

4. Use soap to kill _______________.

5. Miss Smith will teach us to add with two _______________.

6. The sun is in outer _______________.

7. Is there a _______________ that you could help me?

8. The _______________ of the ham is not cooked.
Spelling Follow-Up
Lessons 11–15

Write a word from the box on the line in each sentence.

<table>
<thead>
<tr>
<th>knotted</th>
<th>knitting</th>
<th>knocked</th>
<th>whipped</th>
</tr>
</thead>
<tbody>
<tr>
<td>whined</td>
<td>quitting</td>
<td>quacked</td>
<td>wringing</td>
</tr>
</tbody>
</table>

1. The duck _______________ as he went to the lake.
2. My sneaker laces are so _______________ that even Mom can’t fix them!
3. He _______________ on the closed gate.
4. Mom used the mixer as she _______________ the icing for the cake.
5. My mom is _______________ a scarf for me.
6. I am not _______________ the team just because I made a mistake.
7. My sister _______________ all the way home because she did not get a toy.
8. We are _______________ out the wet clothes.
Spelling Follow-Up
Lessons 16–20

Write a word from the box on the line in each sentence.

<table>
<thead>
<tr>
<th>under</th>
<th>road</th>
<th>open</th>
<th>brave</th>
</tr>
</thead>
<tbody>
<tr>
<td>minus</td>
<td>last</td>
<td>toe</td>
<td>robber</td>
</tr>
</tbody>
</table>

1. Three _______________ one is two.
2. The _______________ was closed due to the wreck.
3. The stream runs _______________ the bridge.
4. The _______________ took all of the cash.
5. At _______________ , we can start.
6. I have a _______________ dog named Princess.
7. Is the shop _______________ yet?
8. I bumped my foot and stubbed my _______________ .
Circle the Nouns

1. The waiter set down the plates.
2. The coat is draped over the chair.
3. The cat is sitting in the road.
4. A letter is in the mailbox.
5. The cup is on the saucer.
6. The team ran three miles.
7. Eggs and milk can be used to make pancakes.
8. The acorn fell from the tree and hit the car.
Change Common Nouns to Proper Nouns

1. Let’s go to the store.
   Let’s go to Sam’s Shop.

2. The boy went to the zoo.

3. Kim would like to see a program on TV.

Change Common Nouns to Proper Nouns

1. The kid went to bed.
   Jim went to bed.

2. The man will drive to a state.

3. Let’s have a picnic at a park.

4. The boys are going to a shop.
Find And Fix

David

David and Moe are going to Red Oak Park on Sunday with their dog, Buster. The park is on Jones Street. At the park, they will have a picnic with Mister Sparks. They will have hot dogs and root beer. After that, the kids will toss a stick for Buster to fetch. Then David and Moe will hop on their bikes and ride back to their home on Raven Street.

Directions: Have students correct the capitalization errors.
Sort the Nouns

<table>
<thead>
<tr>
<th>Common Noun</th>
<th>Proper Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Directions: Have students write the common and proper nouns from the previous page on this chart.
Identify Common and Proper Nouns

1. **Jeff** is reading a **book**.

2. I want to get a book named *Where the Red Fern Grows*.

3. Alex likes that **cartoon**.

4. The class is going to see **Batman**.

5. Kate is having dinner at a **diner**.

6. The men are having subs at *Stan's Snack Shop*.

7. My best bud is June Lee.

8. Mom, can Max and Bob visit the Bronx Zoo with us?

9. Dad slipped and fell on his knees.

10. Fern made a **robot** in the basement.
Make the Plurals

1. road __________ roads

2. braid __________

3. folder __________

4. couch __________

5. dish __________

6. six __________

7. cake __________

8. hawk __________

9. magnet __________

10. soap __________

Directions: Have students write the plural form of each word.
Make the Plurals

1. The fox sat on the ground.
   The foxes sat on the ground.

2. Their boss went to the store.

3. When did they get the dress?

4. The men are in the trench.

5. We broke the dish.

6. Mop up your mess.

Directions: Have students rewrite each sentence to make the underlined word plural.
Make the Plurals

1. lake _______ lakes
2. tray __________
3. bus __________
4. torch __________
5. dish __________
6. box __________
7. match __________
8. plate __________
9. teapot __________
10. wish __________

Directions: Have students write the plural form of each word.
### Synonyms

<table>
<thead>
<tr>
<th>chant</th>
<th>awesome</th>
<th>flames</th>
<th>costume</th>
<th>fresh</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>dirt</td>
<td>leap</td>
<td>street</td>
<td>nut</td>
</tr>
</tbody>
</table>

1. grand __________________
2. outfit __________________
3. enjoy __________________
4. sing __________________
5. acorn __________________
6. a fire __________________
7. jump __________________
8. road __________________
9. clean __________________
10. soil __________________

Directions: Have students write the synonym from the box on the line beside the word.
Synonyms

<table>
<thead>
<tr>
<th>auto</th>
<th>carpet</th>
<th>huge</th>
<th>stretch</th>
<th>bandit</th>
</tr>
</thead>
<tbody>
<tr>
<td>torn</td>
<td>blend</td>
<td>silent</td>
<td>hero</td>
<td>minus</td>
</tr>
</tbody>
</table>

1. car __________________
2. subtract _________________
3. big __________________
4. reach _________________
5. rug __________________
6. outlaw _________________
7. ripped _________________
8. mix _________________
9. a brave man _________________
10. quiet _________________

Directions: Have students write the synonym from the box on the line beside the word.
Antonyms

<table>
<thead>
<tr>
<th>cool</th>
<th>broken</th>
<th>over</th>
<th>stop</th>
<th>close</th>
</tr>
</thead>
<tbody>
<tr>
<td>near</td>
<td>shrink</td>
<td>short</td>
<td>white</td>
<td>glad</td>
</tr>
</tbody>
</table>

1. under __________________
2. far __________________
3. sad __________________
4. tall __________________
5. fixed __________________
6. stretch __________________
7. black __________________
8. go __________________
9. open __________________
10. hot __________________

Directions: Have students write the antonym from the box on the line beside the correct word.
## Antonyms

<table>
<thead>
<tr>
<th>attic</th>
<th>under</th>
<th>thin</th>
<th>start</th>
</tr>
</thead>
<tbody>
<tr>
<td>add</td>
<td>after</td>
<td>her</td>
<td>moon</td>
</tr>
</tbody>
</table>

1. before ______________________
2. basement ______________________
3. subtract ______________________
4. end __________________________
5. his __________________________
6. thick _________________________
7. over __________________________
8. sun ___________________________
Action Verbs

1. I run to the playground.
2. Rabbits hop in their pens.
3. Frogs croak at dark.
4. The sun shines all day.
5. Snakes slither over rocks.
6. The wind sweeps over the plains.
7. I ate cake.
8. Trees bend under the ice.
9. We sing in the morning.
10. Farmer Jim milks the cows.

Directions: Have students draw a wavy line under the action verb in each sentence.
## Nouns and Verbs

Circle the nouns. Underline the verbs.

<table>
<thead>
<tr>
<th>sister</th>
<th>begged</th>
<th>hay</th>
</tr>
</thead>
<tbody>
<tr>
<td>sees</td>
<td>pitching</td>
<td>mom</td>
</tr>
<tr>
<td>smelled</td>
<td>dog</td>
<td>eat</td>
</tr>
<tr>
<td>skipping</td>
<td>house</td>
<td>running</td>
</tr>
<tr>
<td>mouse</td>
<td>shiver</td>
<td>groan</td>
</tr>
<tr>
<td>taught</td>
<td>teacher</td>
<td>zipper</td>
</tr>
<tr>
<td>zipping</td>
<td>shining</td>
<td>sneaker</td>
</tr>
<tr>
<td>geese</td>
<td>boy</td>
<td>chimp</td>
</tr>
<tr>
<td>tasted</td>
<td>dad</td>
<td>bed</td>
</tr>
</tbody>
</table>
## Grammar

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural 1</th>
<th>Plural 2</th>
<th>Plural 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>cats</td>
<td>bench</td>
<td>benches</td>
</tr>
<tr>
<td>fox</td>
<td></td>
<td>chain</td>
<td></td>
</tr>
<tr>
<td>class</td>
<td></td>
<td>hand</td>
<td></td>
</tr>
<tr>
<td>dish</td>
<td></td>
<td>boat</td>
<td></td>
</tr>
</tbody>
</table>

1. which park will you visit on sunday
   ____________________________
   ____________________________

2. i like camping in the tent at lake lee, said tim
   ____________________________
   ____________________________

3. can sam and i go with her to see miss harper? asked jack
   ____________________________
   ____________________________

4. the trip to the farm was awesome for the class
   ____________________________
   ____________________________

Directions: Have students make plural nouns out of the singular nouns. Write the sentences correctly using correct capitalization, end marks, and quotation marks, if needed.
Adding \textit{–ed} and \textit{–ing}

Add \textit{–ed} or \textit{–ing} to each word and write it in the blank.

1. Spiders are good at \underline{______________} insects in their webs. \textit{(catch)}

2. Insects stick to a spider’s web. But when the spider is \underline{______________} the web, it does not stick to it. \textit{(spin)}

3. Spiders use their spinnerets when \underline{______________} a new web. \textit{(spin)}

4. When the insects escaped, they \underline{______________} the web. \textit{(destroy)}

5. The spider \underline{______________} a meal because the insects got away. \textit{(miss)}

6. The spider didn’t wait and will have the web \underline{______________} in no time. \textit{(fix)}

7. As soon as the web is \underline{______________}, the spider waits to catch more bugs. \textit{(fix)}

8. Spiders are good helpers for gardeners. They spend their days \underline{______________} pests. \textit{(catch)}
Interview

1. The name of my person is

______________________________________________________________________

______________________________________________________________________

2. I chose this person because

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

3. What is interesting about my person is

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

4. One more thing I think is interesting is

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Directions: Have students pretend they are the writer of a magazine similar to Kids Excel. Tell them to pretend to interview a person and to use this sheet to help plan their story.
/ue/

Directions: Have students write a story using at least 5 words from the /ue/ Spelling Tree.
Directions: Have students write a story using at least 5 words from the /oel/ Spelling Tree.
Directions: Have students write a story using at least 5 words from the /æl/ Spelling Tree.
Letting the Ducks Out

1. What do they call rock skipping in the United Kingdom?

________________________________________________________________________
________________________________________________________________________

2. What do they call it in Spain?

________________________________________________________________________
________________________________________________________________________

3. What is the biggest number of skips ever seen?

________________________________________________________________________
________________________________________________________________________

4. How did Moe do when he skipped rocks in the United Kingdom?

________________________________________________________________________
________________________________________________________________________

5. What is Moe’s goal for the next trip?

________________________________________________________________________
________________________________________________________________________

6. Do you have goals? What are they?

________________________________________________________________________
________________________________________________________________________

Directions: Have students answer the questions using complete sentences.
How to Skip a Rock

1. Moe Keller excels at _______.
   A. spelling
   B. skipping rocks
   C. swimming

2. What is a good skipping rock?
   A. A good skipping rock is jagged.
   B. A good skipping rock is huge and sharp.
   C. A good skipping rock is smooth and flat.

3. If you want to skip a rock, why do you have to snap your wrist when you let the rock go?
   A. You have to snap your wrist to get the rock to spin.
   B. You have to snap your wrist to make the rock hot.
   C. You have to snap your wrist to get the rock to stop spinning.

4. What is a plonk?
   A. A plonk is a rock that skips ten times.
   B. A plonk is a rock that sinks without skipping.
   C. A plonk is a kid who skips rocks.

Directions: Have students reread the story and answer the questions.
5. Have you ever skipped a rock? Are you good at it? Write a story using the “W” questions.

Who?_____________________________________________________

What?_____________________________________________________

When?_____________________________________________________

Where?_____________________________________________________

Why?______________________________________________________
The Math Contest

1. Did Mark Deeds solve Problem 1?

__________________________________________

__________________________________________

__________________________________________

2. How long did it take him?

__________________________________________

__________________________________________

__________________________________________

3. What happened when Mark Deeds looked at Problem 2?

__________________________________________

__________________________________________

__________________________________________
4. Who is Dr. Chang?

__________________________________________
__________________________________________
__________________________________________
__________________________________________

5. What did Dr. Chang do to make Mark Deeds feel better?

__________________________________________
__________________________________________
__________________________________________
__________________________________________

6. Do you like math? Why or why not?

__________________________________________
__________________________________________
__________________________________________
__________________________________________
The Winner

1. Who ended up winning the math contest?

2. Where is Hans from?

3. How well did Hans do on the math test?
4. How did Hans excel at math?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

5. Can you explain why Hans likes math so much?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Too Much Mail

1. Why was Hans in the paper?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Who is sending Hans mail?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Why are they sending Hans mail?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Directions: Have students reread the story and answer the questions using complete sentences.
4. List some colleges that sent Hans mail.

__________________________________________

__________________________________________

__________________________________________

5. Why is getting too much mail a good problem to have?

__________________________________________

__________________________________________

__________________________________________

6. Do you want to go to college one day? Why or why not?

__________________________________________

__________________________________________

__________________________________________
The Art of the Splash

1. How long did it take Jethro to get good at splashing?
   A. It took him five jumps.
   B. It took him five weeks.
   C. It took him five summers.

2. Which contest did Jethro win?
   A. He won a spelling bee.
   B. He won a math contest.
   C. He won a splash contest.

3. What was his prize?
   A. His prize was one hundred bucks.
   B. His prize was ten bucks.
   C. His prize was five hundred bucks.
4. Match the kids with the skill at which they excel. (Feel free to look back at the book if you need to.)

   Hans Brucker       swimming
   Jethro Otter       math
   Kim Castro         splashing
   Kit Winter         jumping rope
   Moe Keller         spelling
   Gail Day           skipping rocks

5. What is a skill at which you excel?

   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

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