

Hello There!

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

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

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

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

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

Included in This Workbook:

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

To See More OOTWL Resources Visit

www.jenbengel.com



GOOGLE™ DRIVE INSTRUCTIONS

Instructions for accessing this resource digitally

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

Google Slides™:

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

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

Directions:

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

Daily Literacy Guide for at-Home Work

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

| Reading Comprehension: | Writing: | Language: | Vocabulary: |
|--|---|--|---|
| <ol style="list-style-type: none">1. Read a passage and answer the questions2. Complete a comprehension: “Thinking Deeper” writing page3. Spend 20 minutes reading a book the student chooses. | <ol style="list-style-type: none">1. Spend 20 minutes a day working on writing.2. Use the writing support in this workbook as a start.3. Create an at-home writing notebook, where students can extend their writing ideas. | <ol style="list-style-type: none">1. Review a grammar skill2. Read the grammar passages and complete the activities | <ol style="list-style-type: none">1. Follow the weekly vocabulary format to practice tier 2 vocabulary words. |

Reading Comprehension

Each Day:

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

"The Lost Kitten"

Understand It!

Answer the following questions after reading:

Sara loved kittens. She loved them almost as much as she loved her mom and dad. But there was a problem. Sara could not have her own kitten. Her mom was **allergic** to kittens. Every time her mom was near a kitten she started to sneeze. Her cheeks turned bright red and her eyes got **puffy**. Sara was sad about not being able to have a kitten. But she understood. One day Sara and her mom went to the store. When they got out of the car a kitten came **darting** up to Sara. The kitten purred and purred at Sara. Sara looked at her mom, wanting to ask if they could keep the kitten. Sara's mom told her to **scoop** up the kitten. They would make sure to find it a good home. The next day Sara's **neighbors** decided to keep the kitten. Now Sara can see it any time she wants. It's just like having her own kitten.

1. The main idea was...
 - a. going to the store
 - b. sneezing
 - c. getting Sara a kitten
 - d. puffy eyes
2. I predict Sara's mom would be ___ if the kitten lived with them.
 - a. allergic
 - b. happy
 - c. excited
 - d. healthy
3. Why didn't Sara ask to keep the kitten?
 - a. she was scared of cats
 - b. she didn't like cats
 - c. she thinks cats are mean
 - d. she knew her mom was allergic
4. Which word below best describes Sara's mom?
 - a. selfish
 - b. loving
 - c. mean
 - d. frustrated

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



Contractions



Plurals



Adjectives



Proper Nouns

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

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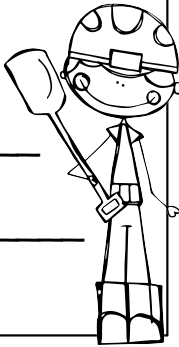
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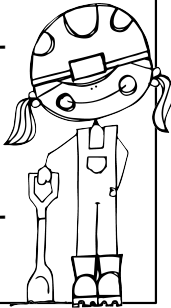
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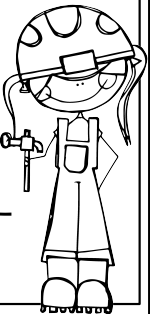
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How would you have acted in the story? Why?



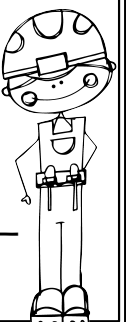
How are you alike and different from the main character?



What big ideas can you infer and use in your own life?



How did the characters change over time?



"Time to RECYCLE"

Understand It!

Answer the following questions after reading:

Jake and his friends were playing football at recess. Jake's friend Sam threw the football so far Jake had to run as fast as he could to catch it. Jake made the catch! As he caught the ball he felt something hard under his foot. Jake looked down and saw a **dozen** different **crushed** soda cans in the grass. He looked some more. He saw plastic bags, papers, and some glass jars too. Jake wondered how all that trash got there. It didn't make sense. Who would throw their trash on the side of the school playground? It made Jake mad. It made Jake want to do something. So, he called all his friends over and they **created** a plan. The boys agreed to clean up the trash at recess the next day. They also **decided** to make recycling posters and put them around the school. Their **goal** was to never see trash on their playground again!

1. The main idea was...
 - a. football
 - b. recycling
 - c. recess
 - d. making posters
2. I predict the narrator would be ___ if he saw more trash in a week.
 - a. happy
 - b. excited
 - c. patient
 - d. sad
3. What was Jake upset about the most?
 - a. That people threw their trash on the playground
 - b. Missing the catch
 - c. Having to pick up trash
 - d. Making posters
4. What trait best describes Jake?
 - a. careless
 - b. funny
 - c. selfish
 - d. caring

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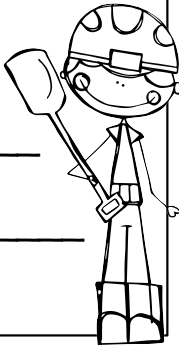
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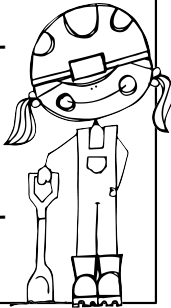
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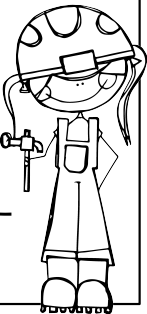
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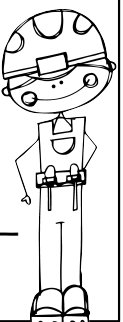
How are you alike and different from the main character?



What big ideas can you infer and use in your own life?



How did the characters change over time?



"A Visit to the Fire Station"

Understand It!

Answer the following questions after reading:

Last week our class took a field trip to the fire station. Our teacher, Mrs. Smith, told us we would learn a lot about fire **safety**. My friends and I thought it was silly. We didn't think we would learn anything new. But we were wrong! We all knew to call 911 if we saw a fire or smoke. But no one in our class ever thought about making a plan at home in case of a fire. None of our families talked about where we would meet if there was a fire. And we never **practiced** a fire **drill** at home! We all got to try on the big, **bulky**, heavy fire jackets. We learned never to hide during a fire, but to find the safest escape. Mrs. Smith was right when she told us to take this field trip **serious**. We did have a lot more to learn about fire safety. My friends and I all promised to go home and make a fire safety plan with our parents.

1. The main idea was...
 - a. class field trips
 - b. fire jackets
 - c. fire safety
 - d. calling 911
2. I predict the narrator will go home and _____.
 - a. forget what he learned
 - b. make a fire safety plan
 - c. think the trip was boring
 - d. forget to make a plan
3. What does the narrator first think of the trip?
 - a. it will be boring
 - b. it will be amazing
 - c. it will be scary
 - d. it will be long
4. What trait best describes the narrator?
 - a. funny
 - b. scared
 - c. angry
 - d. smart

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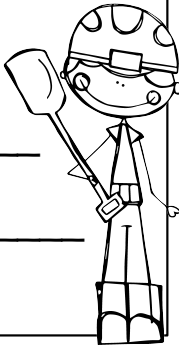
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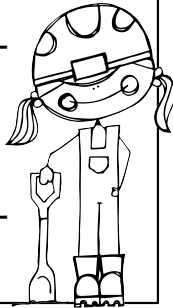
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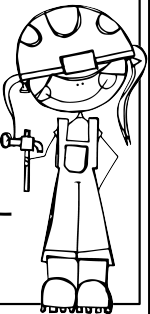
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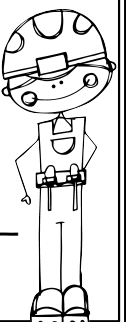
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What big ideas can you infer and use in your own life?



How did the characters change over time?



"Saving Money is Hard!"

Understand It!

Answer the following questions after reading:

Since as long as he can remember Jamal has wanted his very own skateboard. He was tired of **borrowing** from his friends. Jamal's mom told him she couldn't afford a skateboard. She said he should save his money and buy his own. Jamal had been trying to save his money for a long time. But saving money was so hard! Every time Jamal went to a store he was **tempted** to buy candy, gum and toys. Jamal knew he could **afford** these things. But if he bought them, he would have no money saved for a skateboard. Jamal **whined** a lot about wanting something in every store. He felt sad about not getting things. He knew if he **sacrificed** the small things he would soon have enough for the skateboard. Finally, the day came when Jamal could buy his board. All that saving was worth it. He couldn't wait to show off his new board!

1. The main idea was...
 - a. buying candy
 - b. saving for a skateboard
 - c. buying toys
 - d. saving for a bike
2. I know Jamal is frustrated because...
 - a. he was whining
 - b. he liked waiting
 - c. he wasn't tempted
 - d. he liked saving
3. What was Jamal upset about the most?
 - a. buying toys
 - b. borrowing skateboards
 - c. buying a skateboard
 - d. having to wait
4. What trait best describes Jamal in this story?
 - a. frustrated
 - b. patient
 - c. boring
 - d. funny

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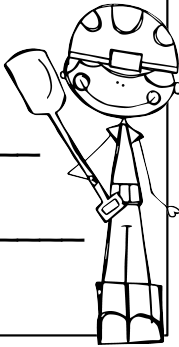
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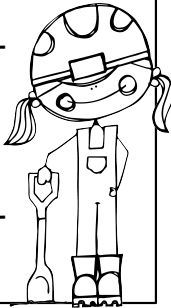
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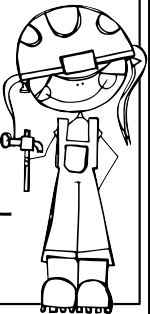
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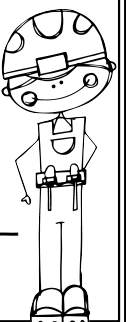
How are you alike and different from the main character?



What big ideas can you infer and use in your own life?



How did the characters change over time?



"BUT I NEED THAT!"

Understand It!

Answer the following questions after reading:

It never **fails** that every time Julia's mom takes her anywhere, Julia **begs** for her mom to buy her something. It doesn't matter where they are. Julia will find something she wants. She **usually** starts off by asking her mom very nicely when she **spots** something she wants. Julia's mom almost always says, 'not today dear.' That's when Julia starts whining. She says, 'but mom...I NEED that!' It doesn't matter if it's a piece of candy or a new shirt. Julia always thinks she 'needs' everything. Julia's mom told her that she didn't 'need' those things, she just wanted them. She told Julia she would make a deal. She would buy all the things Julia 'needed.' Then Julia could do **chores** to save money for the things she 'wanted.' They made a list of chores she could do. Soon Julia was buying things she wanted for herself.

1. The main idea was...
 - a. Julia wants everything
 - b. going shopping
 - c. chores
 - d. buying a new shirt
2. How did Julia feel when her mom said no?
 - a. she handled it fine
 - b. she said okay
 - c. she thought she needed everything
 - d. she didn't care
3. How do you think Julia felt at the end of the story?
 - a. confused
 - b. excited
 - c. sad
 - d. angry
4. What trait best describes Julia's mom?
 - a. mean
 - b. fair
 - c. quiet
 - d. angry

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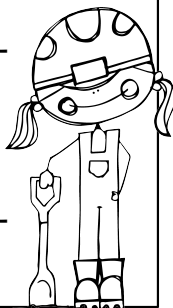
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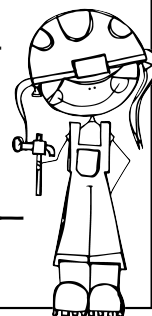
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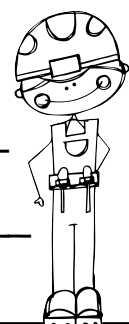
How are you alike and different from the main character?



What big ideas can you infer and use in your own life?



How did the characters change over time?



"A Surprise in the Park"

Understand It!

Answer the following questions after reading:

Trey, Sam, and Matt were playing hide-and-seek in the park after school. They started counting to 100 as Matt and Sam ran off to hide. Sam was great at finding the best hiding places. It always took Trey and Matt forever to find him. But this time was different. Before Trey could count to 100 he heard Sam shout at the top of his lungs. He was **hollering** for Trey and Matt to hurry over. He didn't even pretend to hide. Trey and Matt looked at each other funny before running over. Sam didn't say anything when they got there. He **simply** pointed at the ground. There was a **fossil** in the dirt. It **appeared** to be a dinosaur foot! The boys rushed the fossil to their teacher the next day. Their teacher **confirmed** it was a dinosaur fossil. The boys went back to hunt for more fossils. But they never found another fossil again.

1. The word 'pretend' in the passage means...
 - a. really do something
 - b. hide
 - c. make believe
 - d. be quiet
2. They probably found the fossil because...
 - a. the dirt washed away
 - b. it was hard to see
 - c. it was old
 - d. they were looking for fossils
3. Finding a dinosaur fossil is the same as...
 - a. any other day
 - b. going on vacation
 - c. an unexpected surprise
 - d. following a routine
4. What is the most important event?
 - a. pointing at the fossil
 - b. going to school
 - c. looking for fossils
 - d. finding the fossil

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



Words with suffixes



Words with 2 vowels together



Words that end with a vowel



Conjunctions

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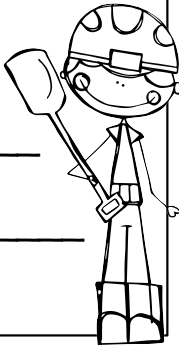
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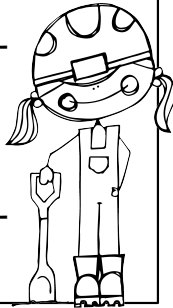
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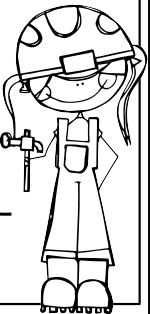
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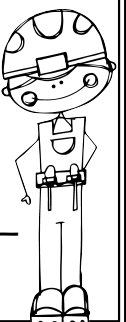
How are you alike and different from the main character?



What big ideas can you infer and use in your own life?



How did the characters change over time?



"Career Week"

Understand It!

Answer the following questions after reading:

It's **career** week at school. All week adults from our **community** have come to visit our class and tell us what they do for a living. There was a banker, a firefighter, a police officer, and a dentist. My favorite was the banker because I loved learning about the **vault** and where all that money goes in the bank! Today was the last day of career day and everyone got to dress up as something they wanted to be when they grow up. I **struggled** with what to dress up as. At first I thought a librarian because I love to read. Then I thought a taxi driver would be fun because I could meet new people every day. I finally decided to dress up as a veterinarian because I love animals so much. I asked my teacher if I could bring my dog and she said no way. I chose to bring my stuffed animal dog **instead**. It was a really fun day!

1. The words 'dress up' in the passage means...
 - a. wear something special
 - b. wear a uniform
 - c. wear a dress or suit
 - d. wear gym clothes
2. Most kids probably _____ career.
 - a. have chosen a
 - b. think a lot about a
 - c. haven't chosen a
 - d. worry about a
3. A Banker's job is...
 - a. fighting fires
 - b. keeping money safe
 - c. organizing books
 - d. protecting animals
4. What is the most important idea?
 - a. careers don't matter
 - b. you must pick a career
 - c. taxi drivers are the best
 - d. there are many types of careers

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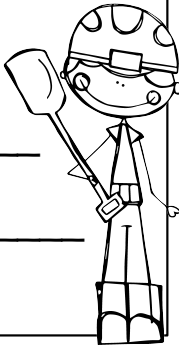
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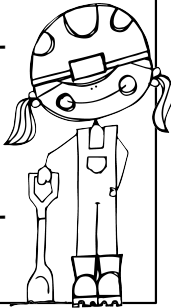
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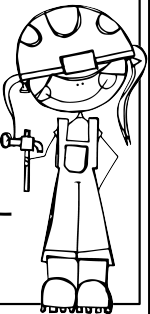
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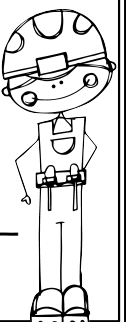
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"The Family Garden"

Understand It!

Answer the following questions after reading:

Greyson and Sophie **pleaded** with their parents to let them start a garden. They have asked for years, but their parents always said it would be too much work. Greyson and Sophie **promised** they would do all the work. They were shocked when this spring their parents finally said yes. Greyson and Sophie got right to work. They did some **research** about what type of dirt to use. They learned how to get the **soil** just right before planting. They worked all weekend getting the ground ready. Soon they were able to plant tomato, peas, corn, cucumber, and peppers. Sophie watered and picked weeds in the mornings. Greyson did the same at night. When summer was ending it was time to **harvest** their garden. Picking the vegetables was their favorite part. They promised to make next year's garden even bigger!

1. The word 'shocked' in the passage means...
 - a. sad
 - b. lazy
 - c. relaxed
 - d. surprised
2. What is one other thing needed to grow a garden?
 - a. wood
 - b. grass
 - c. the sun
 - d. ants
3. Growing a garden is most like...
 - a. taking care of a pet
 - b. watching TV
 - c. playing video games
 - d. riding a bike
4. What is the most important event?
 - a. planting corn
 - b. working every day
 - c. watching the dirt
 - d. asking for help

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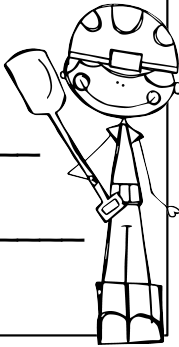
Comprehension: Thinking Deeper About Fiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

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

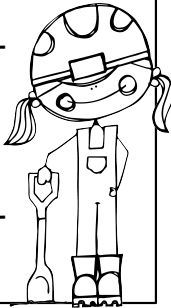
What is your opinion of the story? Why?



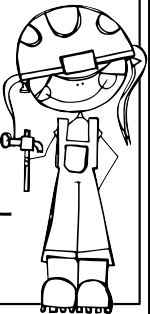
Who is telling the story? How do you know?



How would you have acted in the story? Why?



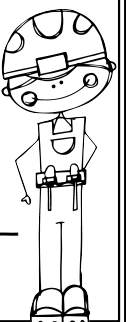
How are you alike and different from the main character?



What big ideas can you infer and use in your own life?



How did the characters change over time?



"The Monday Blues"

Understand It!

Answer the following questions after reading:

No matter how hard she tried, Amanda just never had a good Monday. For **starters**, she could not fall asleep on Sunday nights. She would lay awake just thinking about how early she had to wake up. When she finally did **doze** off to sleep, she always seemed to have bad dreams. Amanda's mom had to drag her out of bed on Monday mornings. Sometimes she even **splashed** water in her face to wake her up! And it never failed that Amanda would forget something. Some days it was her lunch. Other Mondays it was her homework. She almost always got in trouble and missed recess too. It was like Mondays had this **magical** spell of always being awful. By the time Amanda finished her supper she was always so **exhausted**. She would fall into bed and go right to sleep. She couldn't wait to get every Monday over with.

- The word 'drag' in the passage means...
 - to sit down
 - to pull
 - to lay down
 - to walk
- Which of the following statements is true?
 - Amanda loved Mondays
 - her dad dragged her out of bed
 - she got in trouble
 - She never missed recess
- Amanda felt _____ about Mondays.
 - horrible
 - happy
 - excited
 - relaxed
- What did not happen to Amanda on Mondays?
 - She got in trouble
 - She forgot things
 - She woke up happy
 - She woke up tired

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



Words with suffixes



Words with 2 vowels together



Words that end with a vowel



Conjunctions

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

| | | |
|---|-------|-------|
| 1 | _____ | _____ |
| 2 | _____ | _____ |
| 3 | _____ | _____ |
| 4 | _____ | _____ |
| 5 | _____ | _____ |

Comprehension: Thinking Deeper About Fiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

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

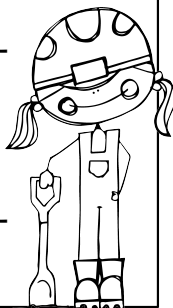
What is your opinion of the story? Why?



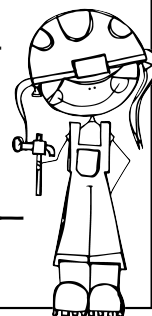
Who is telling the story? How do you know?



How would you have acted in the story? Why?



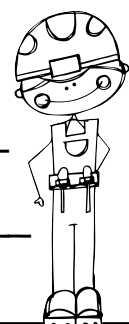
How are you alike and different from the main character?



What big ideas can you infer and use in your own life?



How did the characters change over time?



"Our Family is Adopting"

Understand It!

Answer the following questions after reading:

Hi! My name is Andrew. I am ten years old. I live with my mom, dad, older sister Claire, and younger brother Ben. Just last month my parents sat all the kids down on the couch for a big surprise. They had giant **grins** on their faces as they **announced** the big news. We were **adopting** a little boy named Jonah from Africa! All at once, the whole family started **cheering**. We were so excited to meet our new brother. Mom and dad showed us his picture. He is 6 years old and has been waiting his whole life for a family. I feel so lucky to be his big brother. Mom and dad tell us soon we will all go to Africa to meet Jonah. We will have to go to court and live in Africa a few months before we can all bring Jonah home for good. I am so happy my parents decided to adopt Jonah because it means he gets to be in our family **forever!**

1. The word 'decided' in the passage means...
 - a. ignored
 - b. chose
 - c. said goodbye
 - d. said no
2. What word best describes this family?
 - a. fearful
 - b. selfish
 - c. loving
 - d. upset
3. This family probably believes that adoption is:
 - a. a special gift
 - b. not a good idea
 - c. a scary thing
 - d. not something to do
4. The most important event is:
 - a. Andrew is 10
 - b. Andrew has a big sister
 - c. Andrew lives with his mom and dad
 - d. finding out about Jonah

Word Work

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



Words with suffixes



Words with 2 vowels together



Words that end with a vowel



Conjunctions

Vocabulary

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

| | | |
|---|-------|-------|
| 1 | _____ | _____ |
| 2 | _____ | _____ |
| 3 | _____ | _____ |
| 4 | _____ | _____ |
| 5 | _____ | _____ |

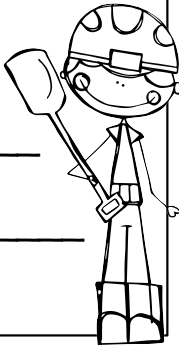
Comprehension: Thinking Deeper About Fiction

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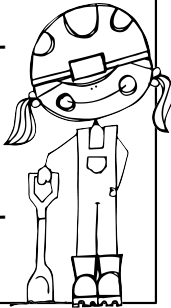
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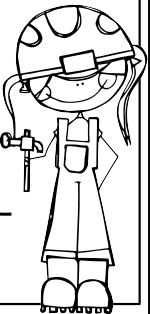
Who is telling the story? How do you know?



How would you have acted in the story? Why?



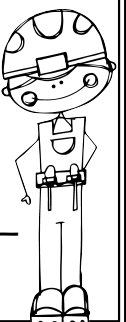
How are you alike and different from the main character?



What big ideas can you infer and use in your own life?



How did the characters change over time?



"North America"

Understand It!

Answer the following questions after reading:

North America is one of seven **continents** in the world. Did you know there are over 20 different countries in North America?

The three biggest countries in North America are The United States, Canada, and Mexico. Greenland is the world's largest **island** and it is part of North America too! **Countless** rivers **flow** through different parts of North America. The biggest rivers most people know about are the Mississippi River, Colorado River, Ohio River, and Hudson River. Almost all of these rivers help divide states. All of them provide important ways for supplies to move from one place to the next. Way back before airplanes or even trains, people **relied** on moving things they needed up and down these mighty rivers. It's important to learn about the world. North America is just one continent we can learn about.

1. Which is an example of descriptive language?
 - a. move from one place
 - b. the biggest rivers are
 - c. mighty rivers
 - d. help divide states
2. The biggest fact from the text is...
 - a. There are rivers
 - b. There are countries
 - c. rivers divide states
 - d. North America is one of seven continents
3. One small fact from the text is...
 - a. Greenland is an island
 - b. rivers aren't needed
 - c. there are few rivers
 - d. there are 3 countries in North America
4. How are rivers helpful?
 - a. they carry diseases
 - b. they dry out
 - c. they flood
 - d. they divide land

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



Descriptive language



Pronouns



Words with 3 or more syllables



Action verbs

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

| | | |
|---|-------|-------|
| 1 | _____ | _____ |
| 2 | _____ | _____ |
| 3 | _____ | _____ |
| 4 | _____ | _____ |
| 5 | _____ | _____ |

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

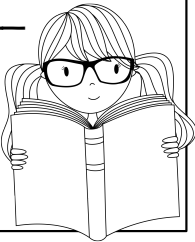
Passage Title: _____ Passage Number: _____

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

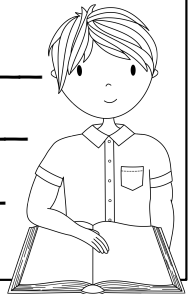
What was the main topic? _____



What were some key facts? _____



What are some new things you learned? _____



Describe the setting. _____



What were some new words you learned? _____



"How to Read a Map"

Understand It!

Answer the following questions after reading:


Maps are drawn from an **overhead** view of an area. Imagine being in a helicopter and looking down. That is what it's like when you look at a map. Most maps have special **features** that they show. For example, some maps show mountains, rivers, and forests. Maps have pictures of different **objects** to explain what is on the map. Somewhere along the side is a **key**. It is a box explaining what each picture on the map means. People who read maps study the key to know what the map is trying to show. A map also has a **compass**. A compass has two lines that look like a plus sign. On the end of each line is a letter. Each letter shows a direction. A compass shows North, South, East, and West. To read a map, look for the key and compass so you can easily understand what the map is trying to say.

- Which is an example of descriptive language?
 - shows a direction
 - along the side
 - maps are drawn
 - looks like a plus sign
- The biggest fact from the text is...
 - Maps have an overhead view
 - The key is a box
 - some maps show rivers
 - some maps show trees
- One small fact from the text is...
 - maps have a compass
 - some maps show rivers
 - maps have a key
 - maps show an overhead view
- What can maps tell you?
 - how an area sounds
 - how an area feels
 - how an area looks
 - how an area smells

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

 red Descriptive language

 blue Pronouns

 green Words with 3 or more syllables

 orange Action verbs

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

| | | |
|---|-------|-------|
| 1 | _____ | _____ |
| 2 | _____ | _____ |
| 3 | _____ | _____ |
| 4 | _____ | _____ |
| 5 | _____ | _____ |

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

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

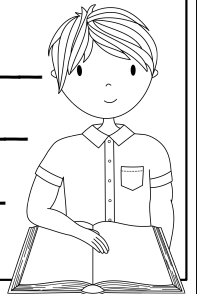
What was the main topic? _____



What were some key facts? _____



What are some new things you learned? _____



Describe the setting. _____



What were some new words you learned? _____



"Our Community Government"

Understand It!

Answer the following questions after reading:

There is a community **government** in big towns, small cities, and out in the country. A government is a group of people who come together to help run the area you live. The leader of the local government is called the mayor. The area you live in is called your **community**. There may be only a few people in your community, or there may be tons of people in your community. The government in your community has three big jobs. The first job is to **protect** the people who live in the community. That's you! The second big job is to **establish** order. That means to keep things in your community working smoothly. And the last big job is to **manage** conflict. That means they help everyone get along. They make sure everyone is following the laws. The mayor and the community government work hard to keep you safe!

- Which is an example of descriptive language?
 - small cities
 - protect the people
 - establish order
 - manage conflict
- The biggest fact from the text is...
 - There are small towns
 - There are big cities
 - The leader is called the mayor
 - everyone has a government
- One small fact from the text is...
 - a government has 4 big jobs
 - we live in communities
 - there are no mayors
 - not everyone has a government
- What is one thing a government does not do?
 - establish order
 - manage conflict
 - manage local stores
 - protect the people

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



Descriptive language



Pronouns



Words with 3 or more syllables



Action verbs

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

| | | |
|---|-------|-------|
| 1 | _____ | _____ |
| 2 | _____ | _____ |
| 3 | _____ | _____ |
| 4 | _____ | _____ |
| 5 | _____ | _____ |

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

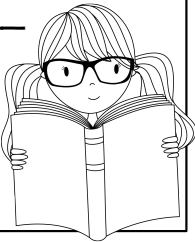
Passage Title: _____ Passage Number: _____

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

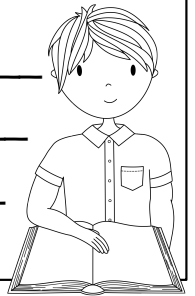
What was the main topic? _____



What were some key facts? _____



What are some new things you learned? _____



Describe the setting. _____



What were some new words you learned? _____



"The Three Levels Of Government"

Understand It!

Answer the following questions after reading:

There are three **levels** of government in the United States. Each level has its own jobs and leaders. The first level is the **local** government. The leader of the local level is called the mayor. One of the main jobs of the government at this level is to protect and serve the local community. That means the people who live very close to you. The second level of government is the state level. The leader of this level is called the governor. There are many **members** of this government. One big job they have is to take care of all the public schools in the state. The last level of government is the federal level. The leader of this level is the president. One of the **major** jobs of the government at this level is to **protect** our country. They manage all the United States military who fight for our freedom every day.

1. Which word from the text is an adjective?
 - a. leaders
 - b. government
 - c. members
 - d. second
2. The biggest fact about government is...
 - a. There are 3 levels
 - b. local is most important
 - c. local manages schools
 - d. state controls military
3. One small fact from the text is...
 - a. they all have the same jobs
 - b. state level has a mayor
 - c. the local leader is the mayor
 - d. not every level has a leader
4. What does the state level control?
 - a. the public schools
 - b. the local community
 - c. the military
 - d. protecting our country

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



Descriptive language



Pronouns



Words with 3 or more syllables



Action verbs

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

| | | |
|---|-------|-------|
| 1 | _____ | _____ |
| 2 | _____ | _____ |
| 3 | _____ | _____ |
| 4 | _____ | _____ |
| 5 | _____ | _____ |

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

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

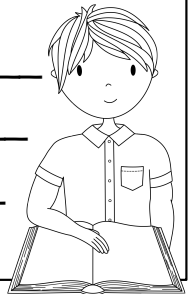
What was the main topic? _____



What were some key facts? _____



What are some new things you learned? _____



Describe the setting. _____



What were some new words you learned? _____



"Community Goods and Services"

Understand It!

Answer the following questions after reading:

Local communities have many **traits** that make them work well together. A few ways communities work well are by providing **goods** and **services**. For example, the local shoe store **offers** shoes for sale. The people in the community can come and buy the shoes. The shoe store **provides** goods for people in the community to buy. Other stores that provide goods are clothing stores, hardware stores, and grocery stores.

Communities also provide services. These are special skills that people can pay others to do. For example, if someone is sick, they will go to the doctor. The doctor will provide a service by checking to see why the person is sick. Other examples of services are dentists, plumbers, and bankers.

Communities work best together when they are using all the goods and services they have to offer.

1. Which word from the text is an adjective?
 - a. communities
 - b. grocery
 - c. doctor
 - d. store
2. The biggest fact from the text is...
 - a. shoe stores
 - b. bankers
 - c. doctors
 - d. goods and services
3. One small fact from the text is...
 - a. shoes are a service
 - b. shoes are goods
 - c. bankers are goods
 - d. doctors are goods
4. Which is an example of a good?
 - a. candy
 - b. cleaners
 - c. cooks
 - d. taxi drivers

Word Work

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



Descriptive language



Pronouns



Words with 3 or more syllables



Action verbs

Vocabulary

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

| | | |
|---|-------|-------|
| 1 | _____ | _____ |
| 2 | _____ | _____ |
| 3 | _____ | _____ |
| 4 | _____ | _____ |
| 5 | _____ | _____ |

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

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

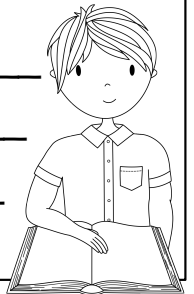
What was the main topic? _____



What were some key facts? _____



What are some new things you learned? _____



Describe the setting. _____



What were some new words you learned? _____



Writing

Each Day:

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

Name: _____ Date: _____

Claudette became soaking wet and crazy angry when...



Today I wrote for
_____ minutes!

Name: _____ Date: _____

Tell the story of what happened to this girl!



Today I wrote for
_____ minutes!

Name: _____ Date: _____

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



Today I wrote for
_____ minutes!

Name: _____ Date: _____

Tell the story of what happened to this girl!

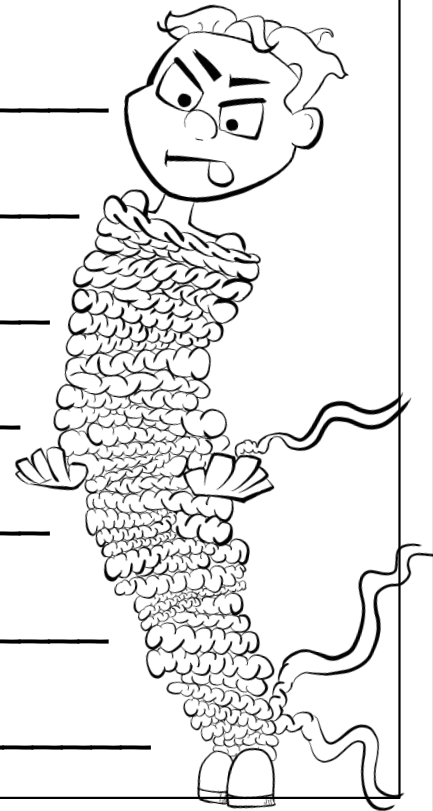


Today I wrote for
_____ minutes!

Name: _____ Date: _____

Marcus found himself all tied up when he...

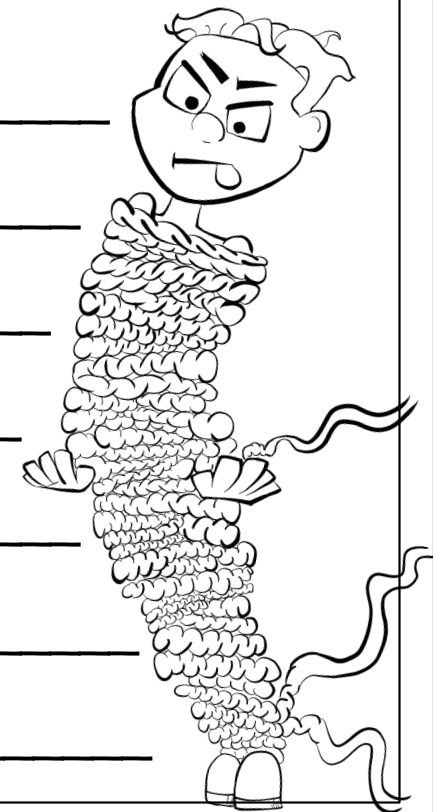
Today I wrote for
_____ minutes!



Name: _____ Date: _____

What happened? And how does he get free?

Today I wrote for
_____ minutes!



Name: _____ Date: _____

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

Today I wrote for
_____ minutes!

☐

☐

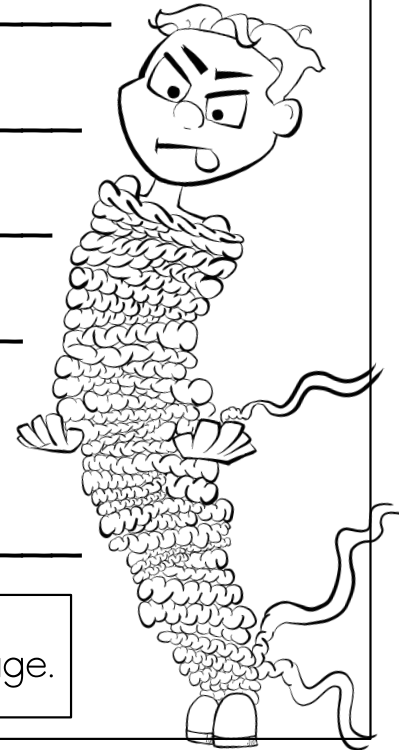
☐

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



Name: _____ Date: _____

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

Today I wrote for
_____ minutes!

☐

☐

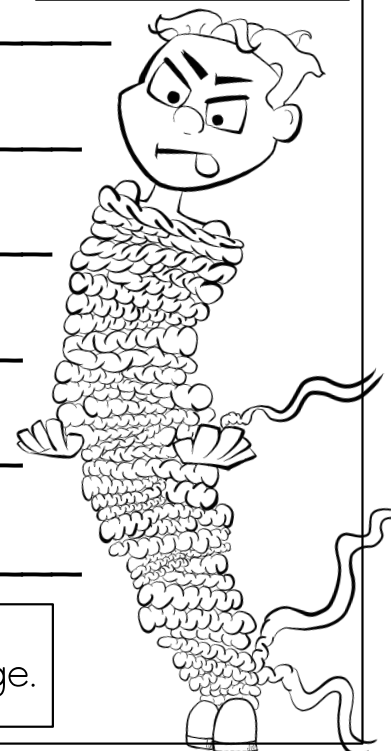
☐

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



Name: _____ Date: _____

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

Today I wrote for
_____ minutes!

☐

☐

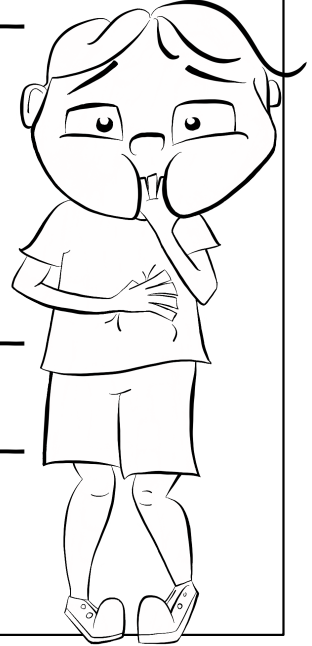
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Circle one idea and write about it on the back of this page.



Name: _____ Date: _____

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

Today I wrote for
_____ minutes!

☐

☐

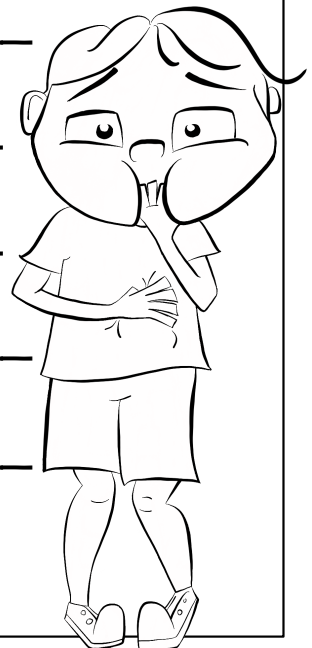
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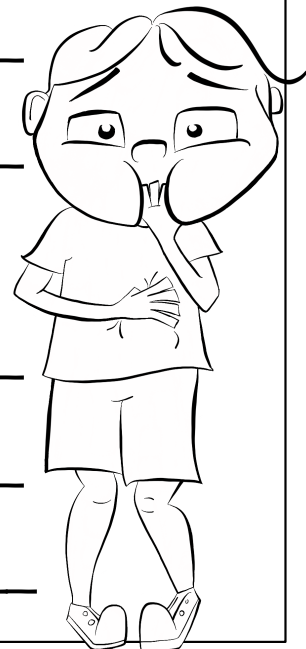
Circle one idea and write about it on the back of this page.



Name: _____ Date: _____

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

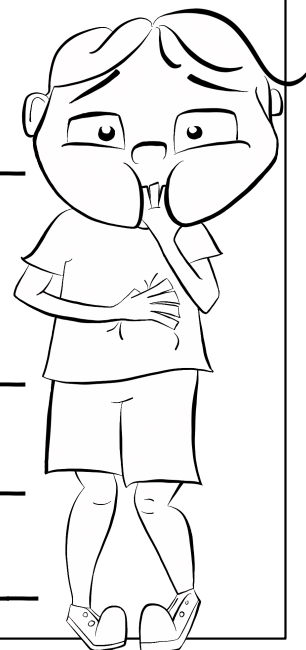
Today I wrote for
_____ minutes!



Name: _____ Date: _____

What happened right before this picture? After?

Today I wrote for
_____ minutes!



Name: _____ Date: _____

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



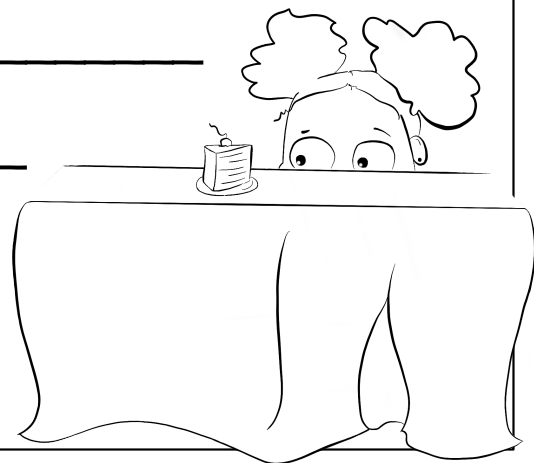
Today I wrote for
_____ minutes!

Name: _____ Date: _____

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

Today I wrote for
_____ minutes!

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____



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

Name: _____ Date: _____

Claudette became soaking wet and crazy angry when...

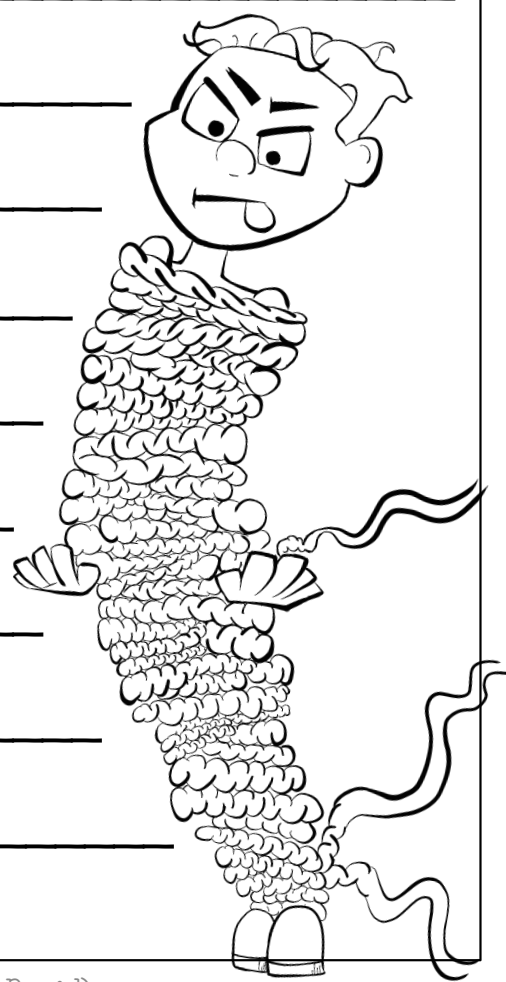


Today I wrote for
_____ minutes!

Marcus found himself all tied up when he...

A cartoon illustration of a boy with a grumpy expression, wearing a long, thick, textured sweater or blanket that covers him from the neck down to his feet. He is standing on a small patch of ground, and a wavy line suggests a path or ground surface extending to the right. The background is white with horizontal ruling lines.

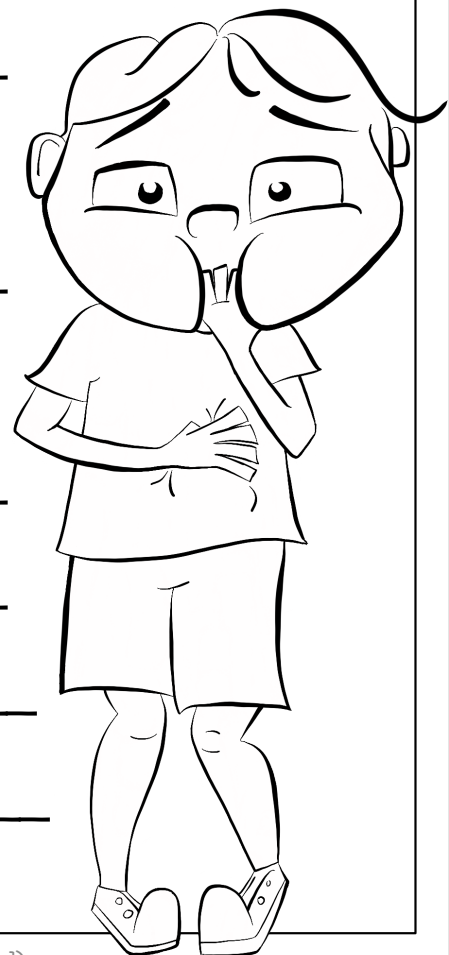
Today I wrote for _____ minutes!



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

A black and white line drawing of a young boy with a worried expression, standing in front of a wall with horizontal lines. He is holding a small object in his hands near his mouth. The boy has short, wavy hair and is wearing a short-sleeved shirt and shorts. The wall behind him consists of many horizontal lines, suggesting a height chart or a wall of paper. The boy's expression is one of concern or anxiety, with wide eyes and a slightly open mouth. He is holding a small, rectangular object in his hands, which he is looking at intently.

Copyright: Out of This World Literacy (Jen Bengel)



Name: _____ Date: _____

Most paragraphs include 3 major parts:

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



The topic sentence

Detail sentence 1

Detail sentence 2

Detail sentence 3

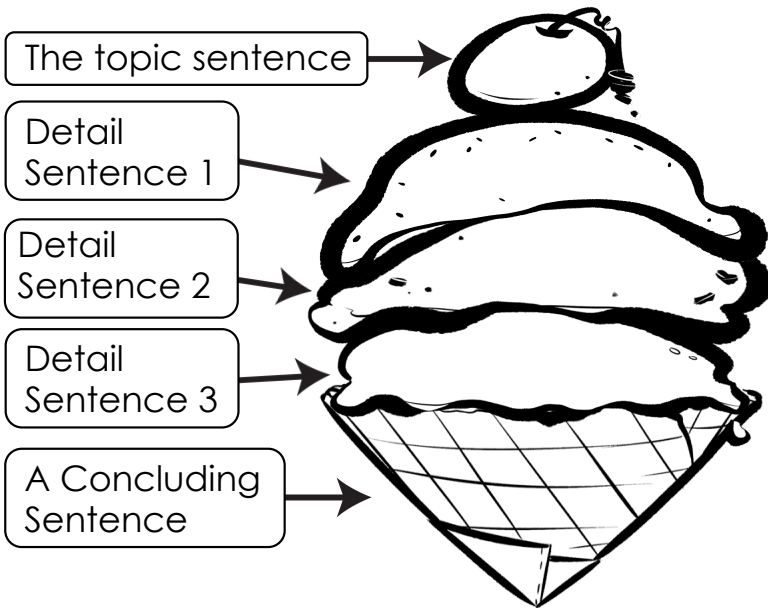
A concluding sentence

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

Name: _____ Date: _____

Most paragraphs include 3 major parts:

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



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

HAVE A LITTLE WRITING FUN AT HOME!

Story Event
Story Theme
Story Mood

Character Wheel:
- year-old boy
- A grandma that lives alone
- mean old neighbor man
- A strict teacher

My Story Card
Name: Malana Date: 7-9-17
Directions:
Write the 7 different story elements from the wheel. Then create your story. Be sure to include all 7 parts. Have fun and use your imagination!

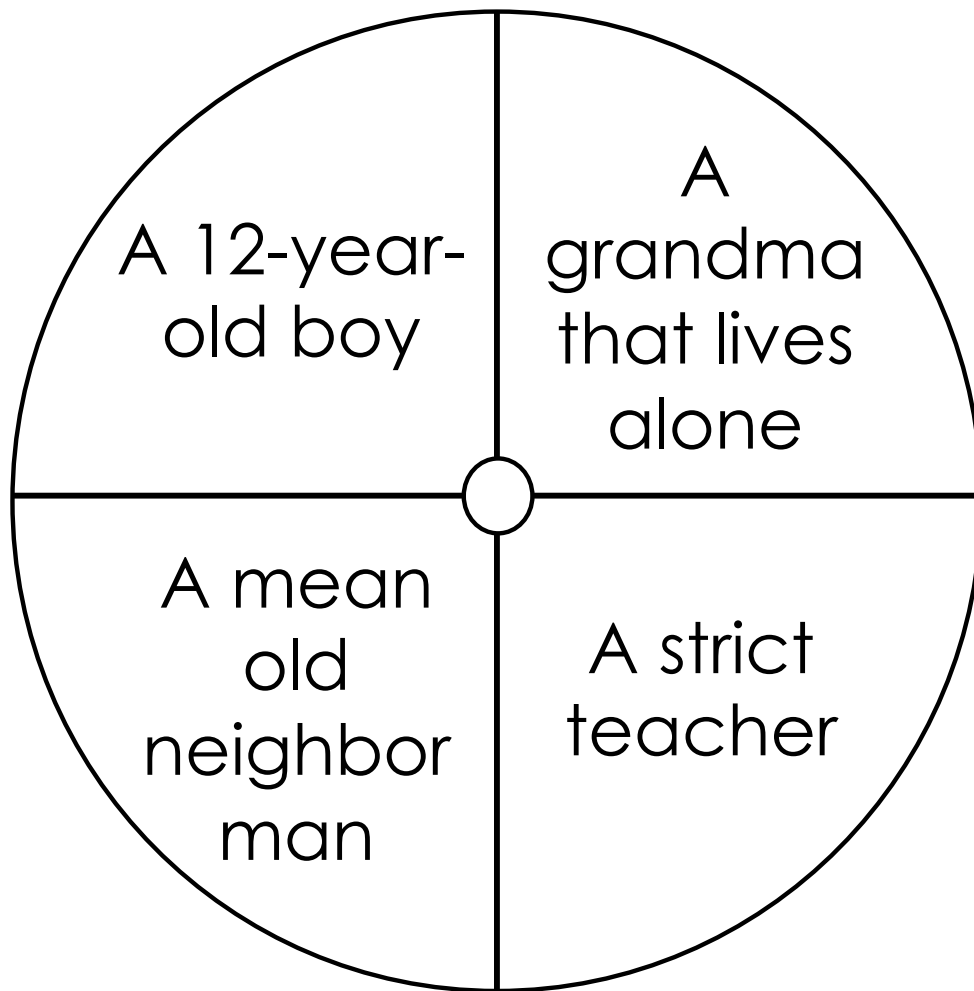
Main Character: a strict teacher **Minor Character:** a baby
Setting: a park w/ muddy slides **Problem:** a character is frustrated
Story Event: waking up early in the morning **Story Theme:** learning something smart
Mood: Friendly

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

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

Main Character is:
Main Character: Set One

Main Character Card 1



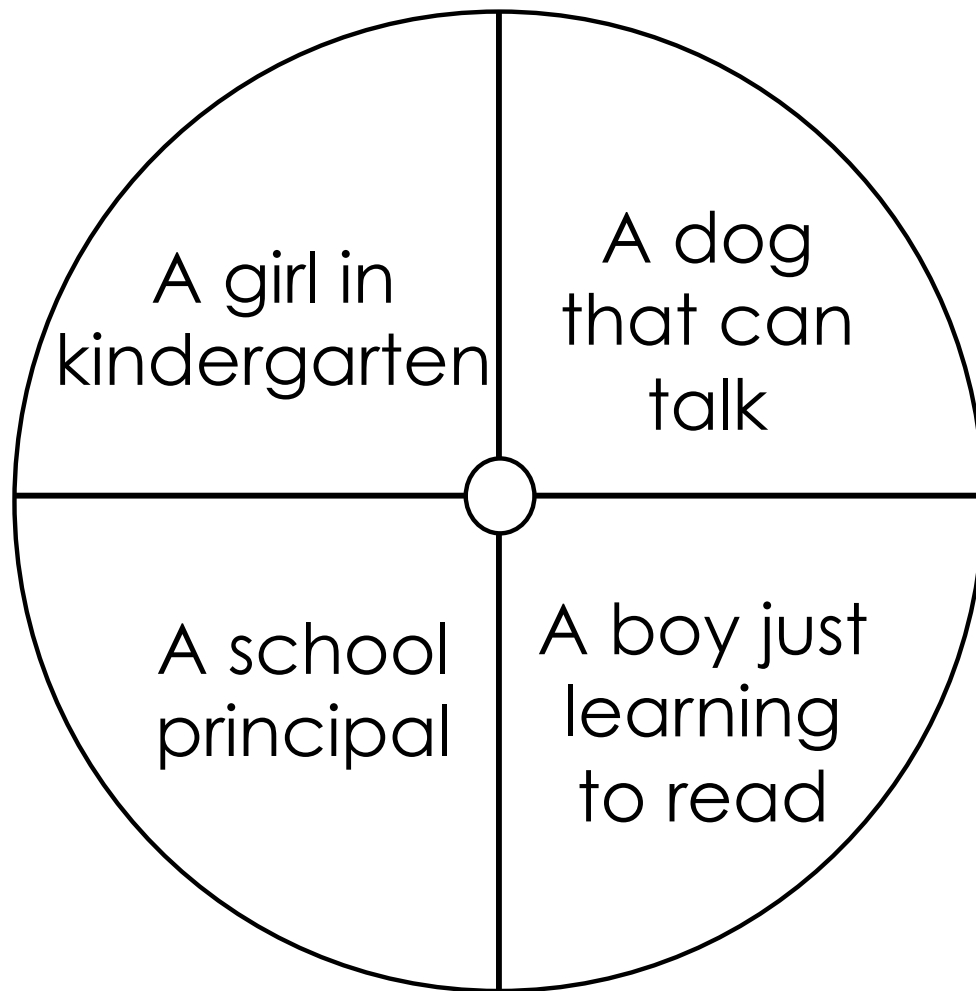
Directions:

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

My Main Character is:

Main Character: Set One

Main Character Card 2



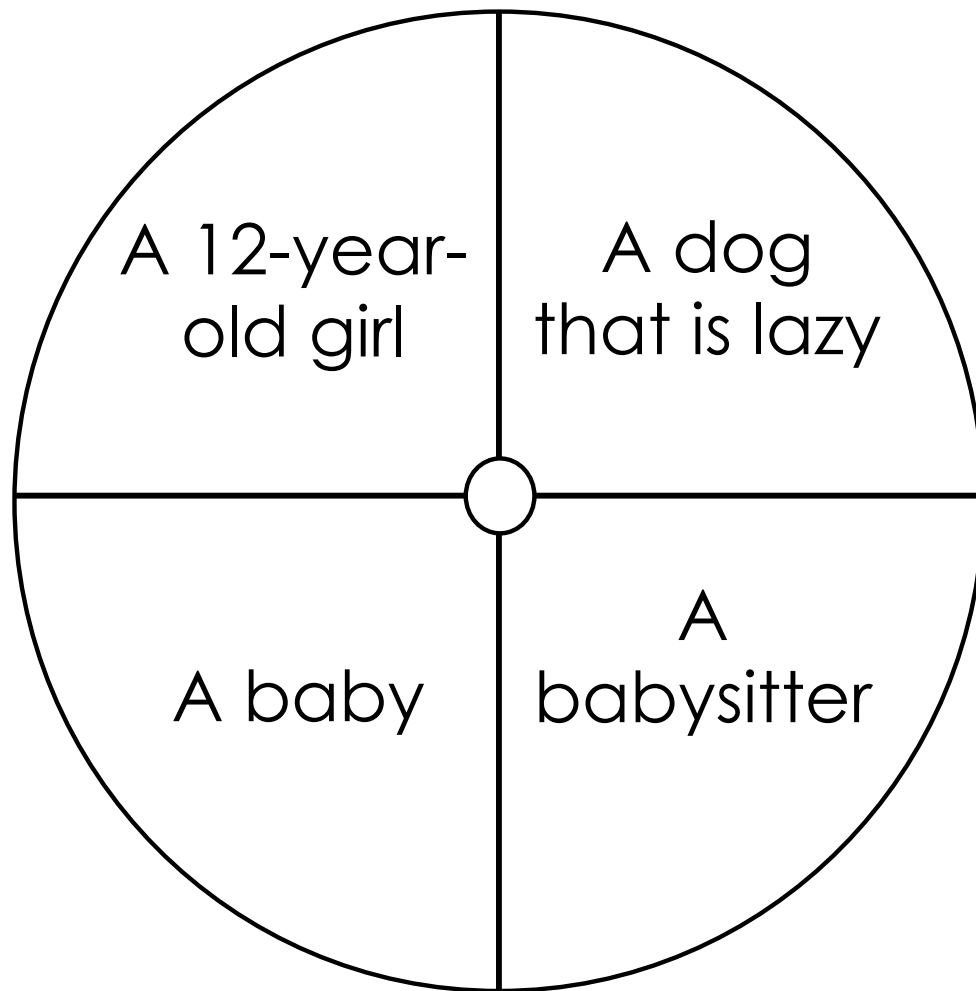
Directions:

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

My Main Character is:

Main Character: Set One

Minor Character Card 1



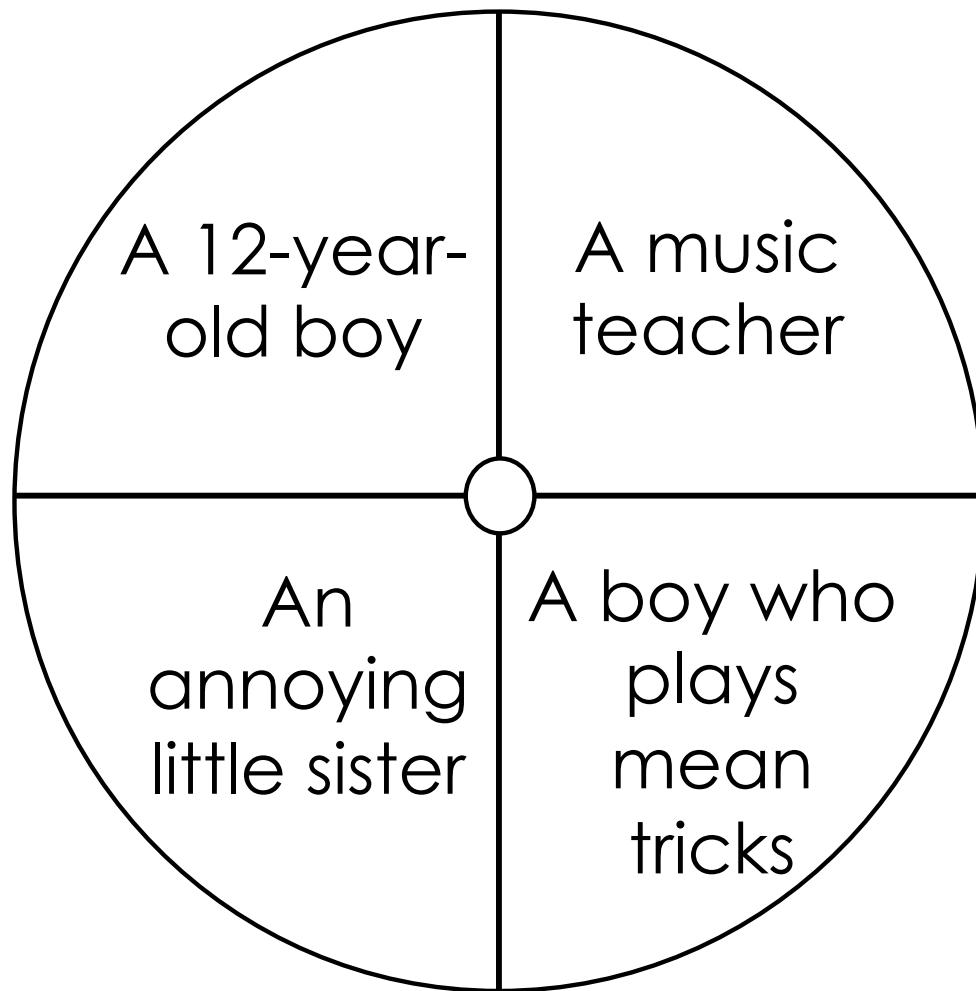
Directions:

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

My Minor Character is:

Minor Character: Set One

Minor Character Card 2



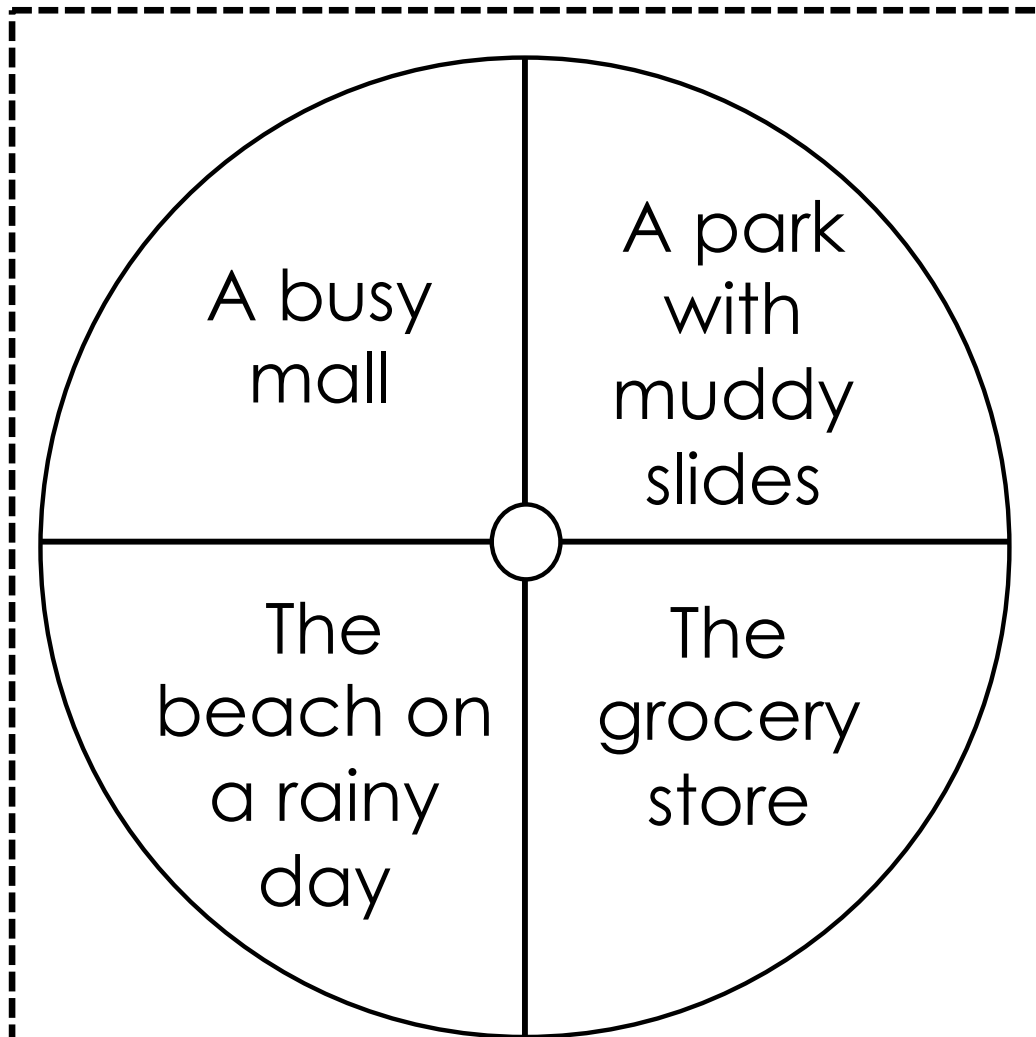
Directions:

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

My Minor Character is:

Minor Character: Set One

Setting Card 1



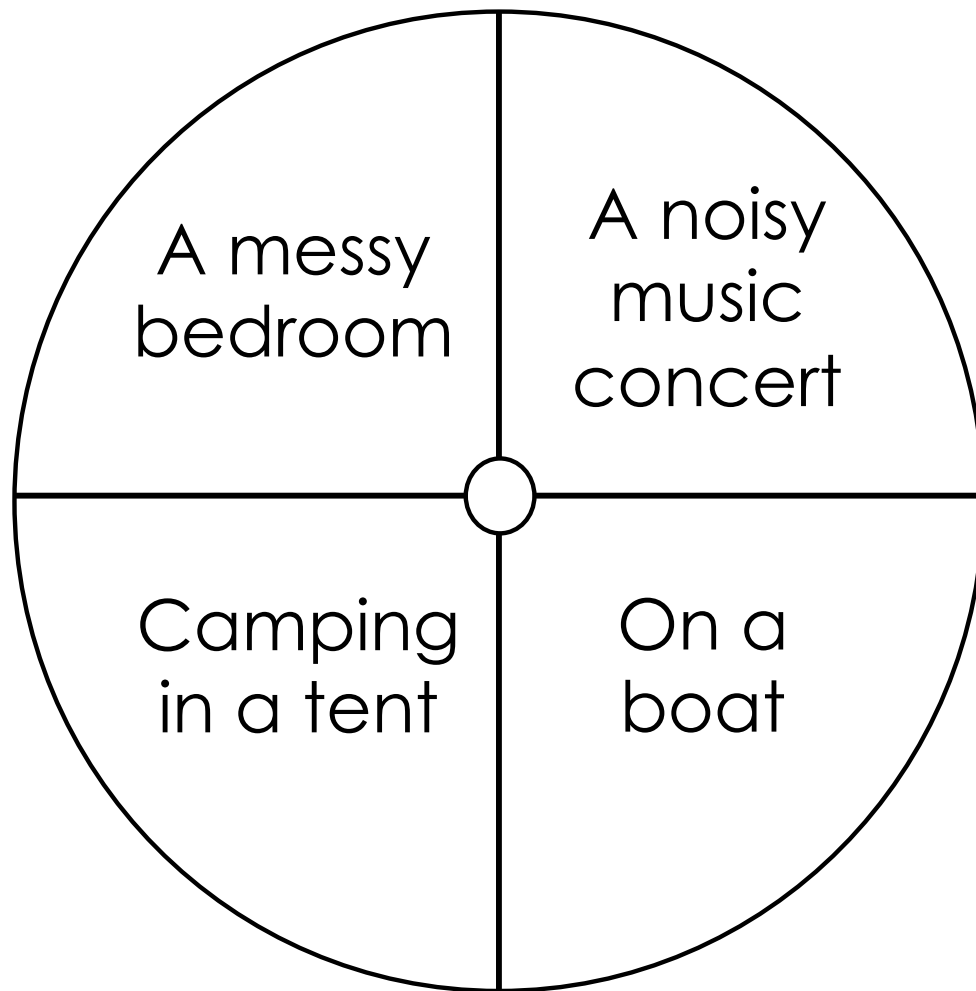
Directions:

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

My Main Setting is:

Setting: Set One

Setting Card 2



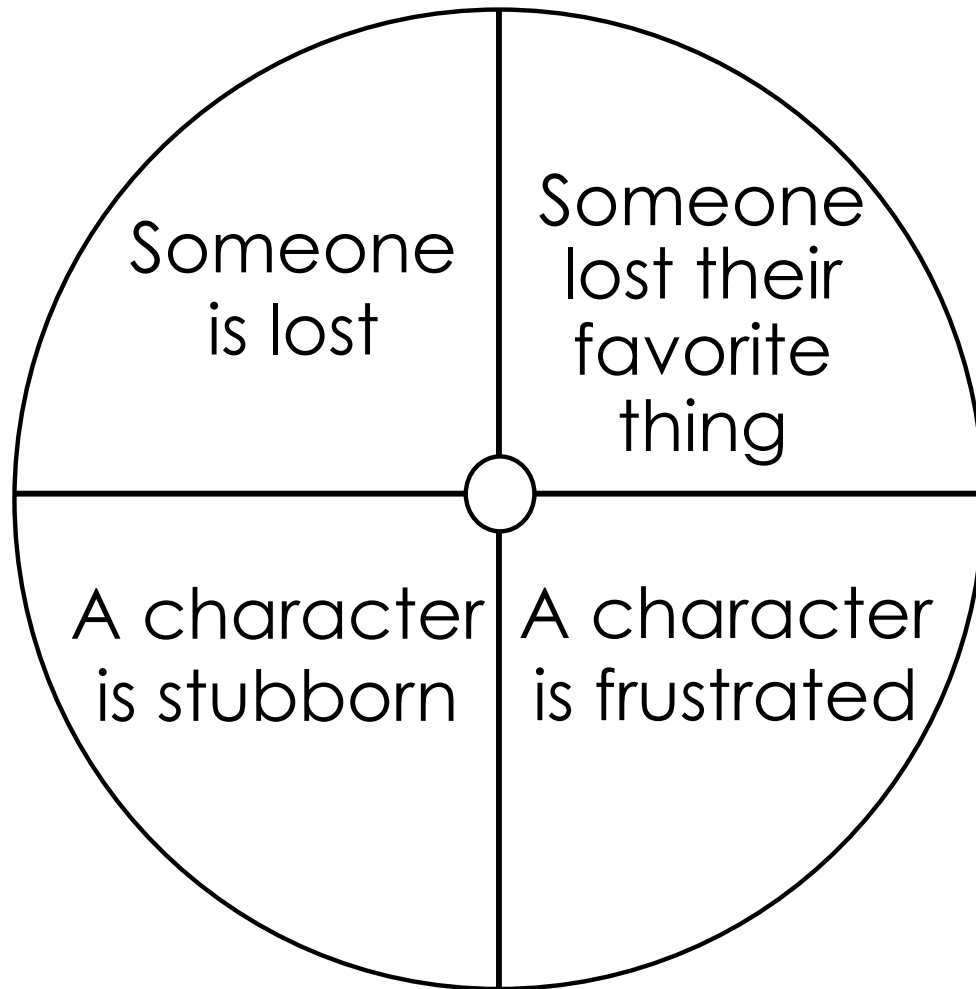
Directions:

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

My Main Setting is:

Setting: Set One

Problem Card 1



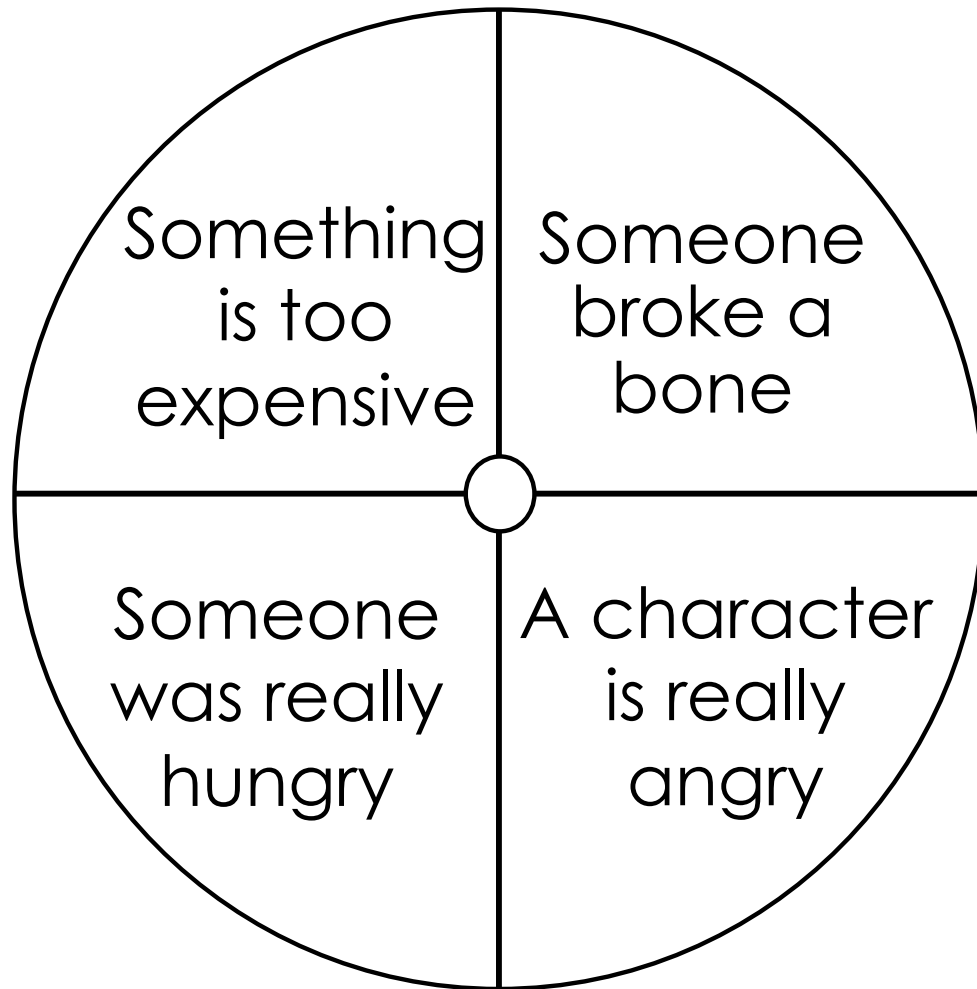
Directions:

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

My Main Problem is:

Main Problem: Set One

Problem Card 2



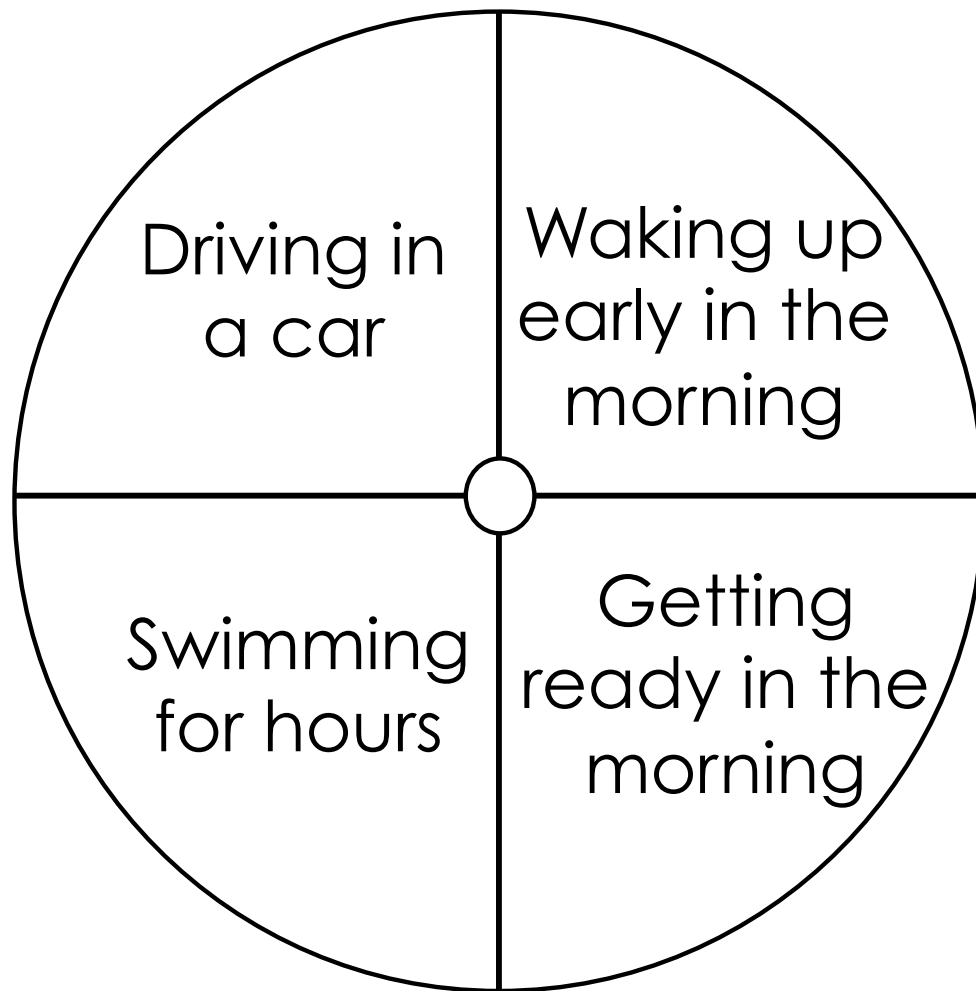
Directions:

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

My Main Problem is:

Main Problem: Set One

Story Event Card 1



Directions:

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

My Story Event is:

Story Event: Set One

Story Event Card 2



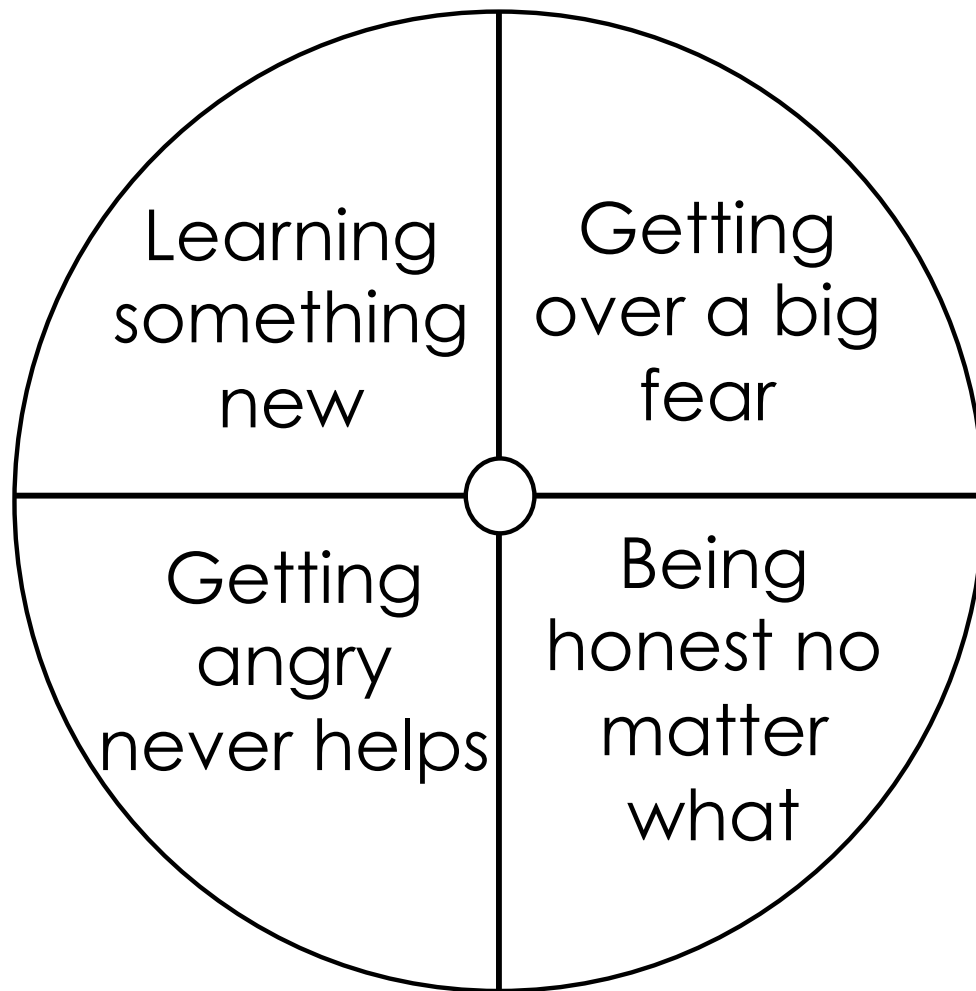
Directions:

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

My Story Event is:

Story Event: Set One

Story Theme Card 1



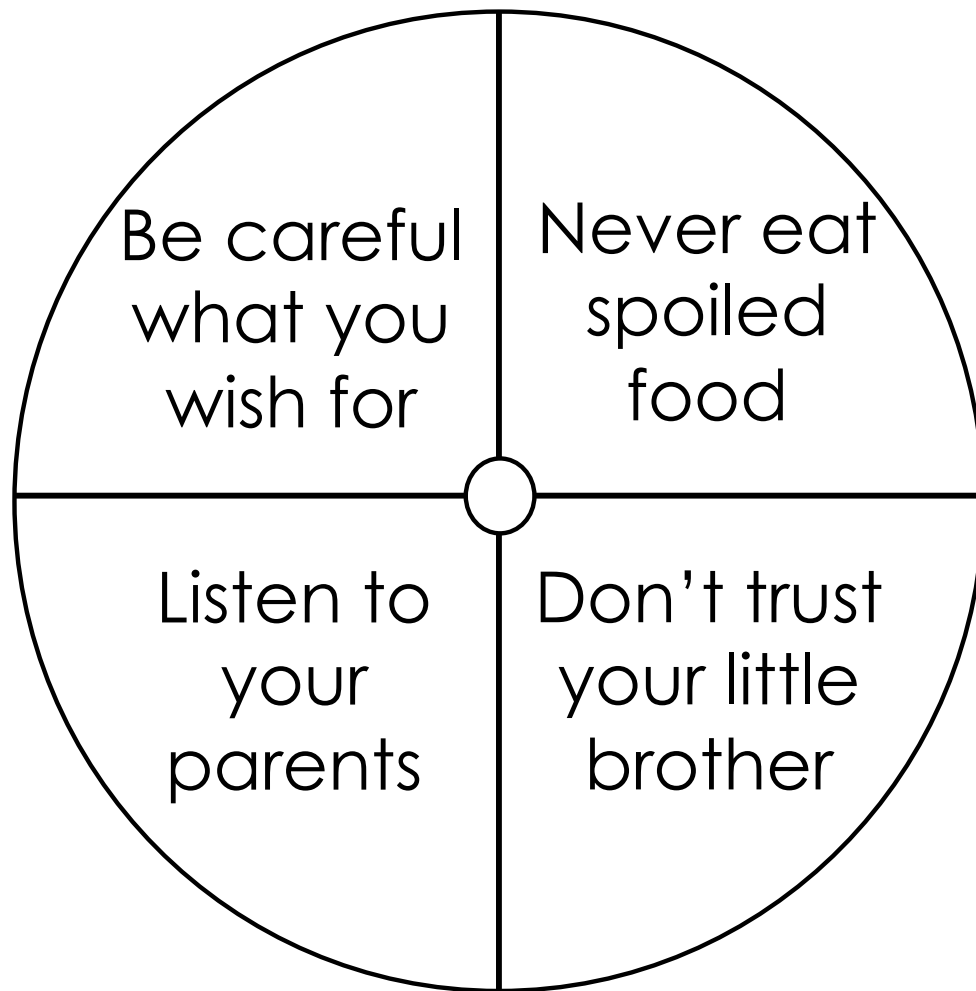
Directions:

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

My Main Theme is:

Main Theme: Set One

Story Theme Card 2



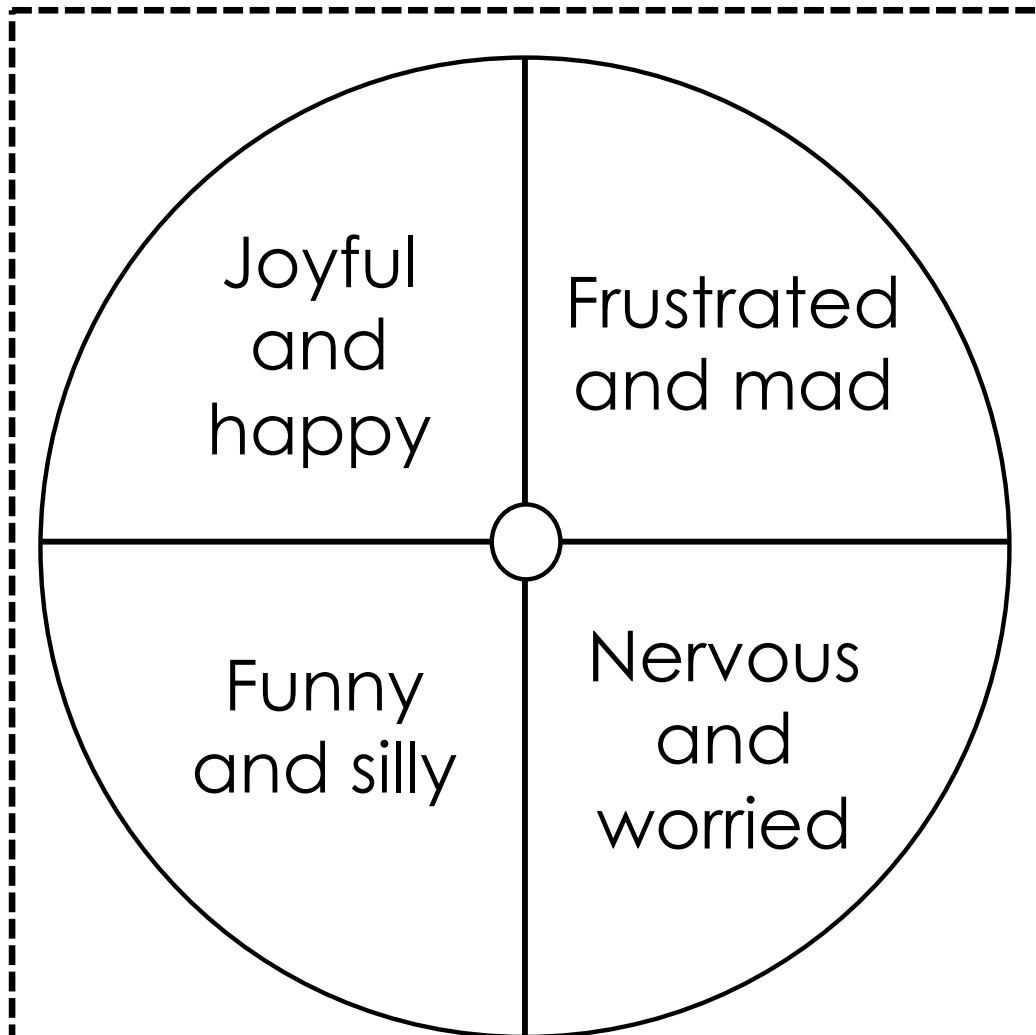
Directions:

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

My Main Theme is:

Main Theme: Set One

Mood Card 1



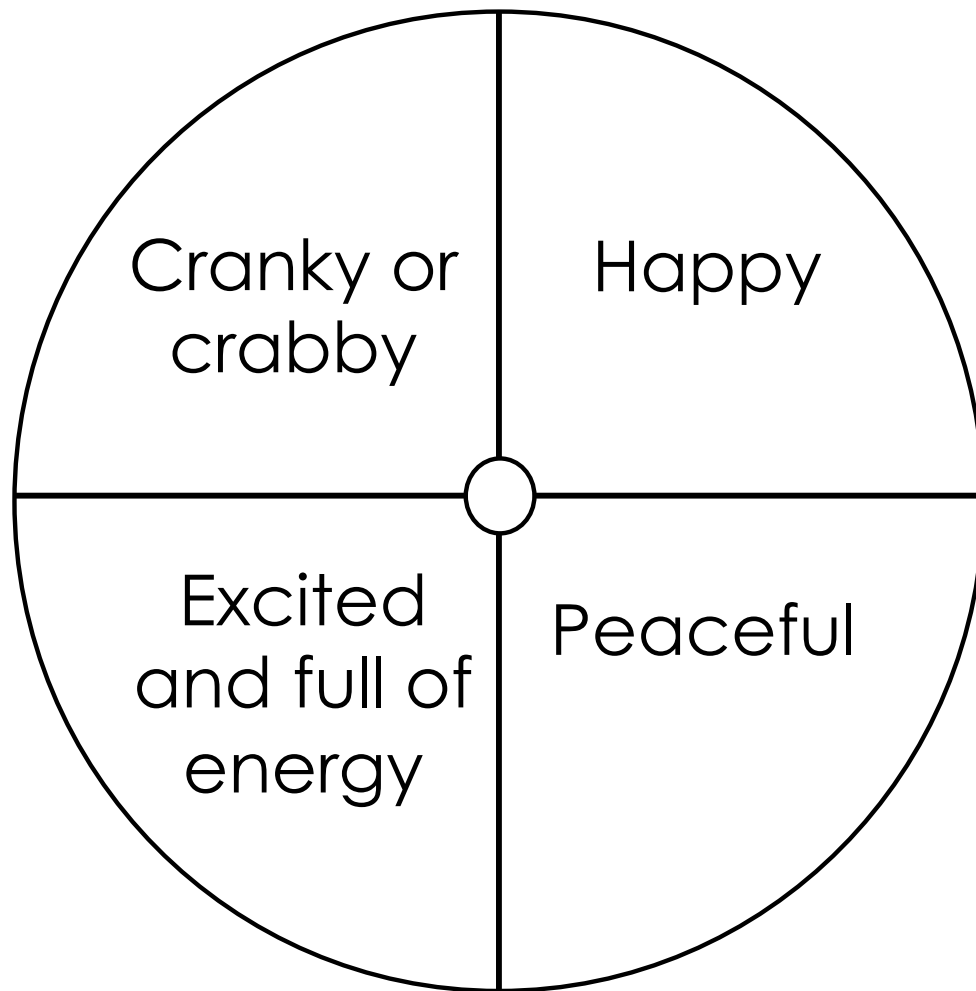
Directions:

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

My Main Mood is:

Main Mood: Set One

Mood Card 2



Directions:

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

My Main Mood is:

Main Mood: Set One

My Story Card

Name: _____ **Date:** _____

Directions:

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

Part 1: _____

Part 2: _____

My Story:

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

My Story Card

Name: _____ Date: _____

Directions:

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

Part 1: _____

Part 2: _____

Part 3: _____

My Story:

My Story Card

Name: _____ Date: _____

Directions:

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

Part 1: _____

Part 2: _____

Part 3: _____

Part 4: _____

My Story:

My Story Card

Name: _____ Date: _____

Directions:

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

Main Character: _____ Minor Character: _____

Setting: _____ Problem: _____

Story Event: _____ Story Theme: _____

Mood: _____

My Story:

My Story Card

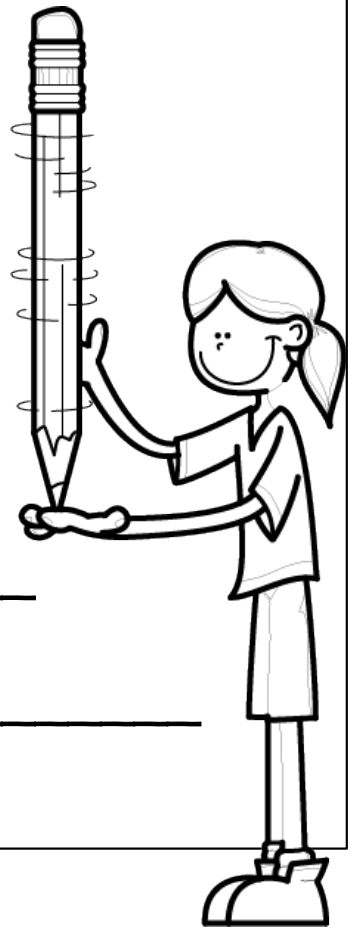
Name: _____ **Date:** _____

Directions:

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

My Story:

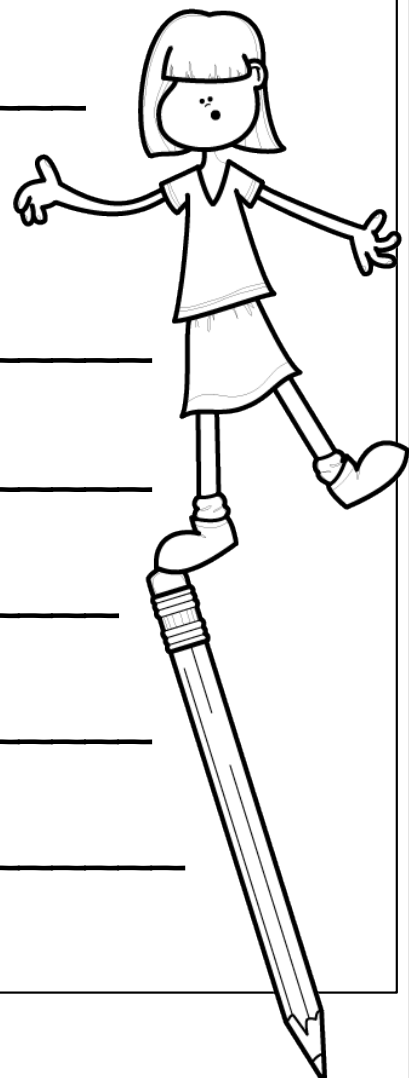
This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



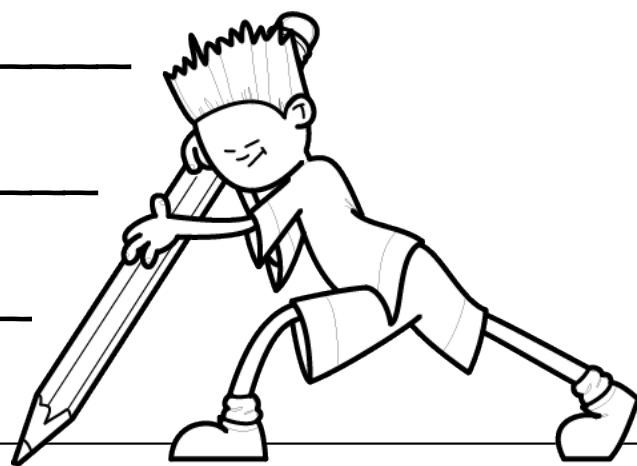
Handwriting practice lines consisting of 15 horizontal lines.



Handwriting practice lines consisting of 15 horizontal lines.



Handwriting practice lines consisting of 18 horizontal lines.



Language

Each Day:

1. Read a grammar passage and complete the activities.

Common and Proper Nouns

Name: _____ Date: _____

Directions: A noun is a person place or thing. Writers use words to describe a person (*boy, girl, teacher*), place (*school, room, house*), or thing (*toy, book, car*). Writers can use common nouns or proper nouns. Read the passage and answer the questions. Then take the challenge!

Uno Rage

“Uno!” Camar shouted. We looked at him nervously and counted our cards. Would we be able to get rid of them in time? It was my turn next. I had to play either a blue card or a nine. My eyes quickly searched my cards. No blues, no nines.

“Come on, Nancy, let’s go!” Gadi whined. I had to draw a card. My hands were sweating. I picked up my new card and it was a blue five! I played it.

“Finally!” Gadi remarked. He eyed Camar. We were probably wondering the same thing. Did Camar have another blue? The answer would make Gadi’s choice easier, but there was no way to know. Gadi finally selected a card from his hand and laid it down quickly. The card made a THWACK as it hit the pile. It was a green five.

“Please don’t have a green. Please don’t have a green,” I whispered. But as soon as I saw Camar’s grin, I knew luck was not on my side. He played his final card—a green seven. Gadi raged.

“Hey, it’s just a game,” I said, trying to calm him.

“You put up a good fight,” Camar added. Gadi seemed to calm down a bit. Then he said,

“Want to go again?!”



Multiple Choice:

Answer the following questions after reading:

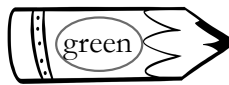
- 1a. Which best describes a common noun?
- (a) a generic name for a person, place, or thing
 - (b) a capitalized word
 - (c) the formal name of a person
 - (d) words that are capitalized
- 1b. What evidence from the text includes a common noun that matches the description in 1a?
- (a) “Camar shouted”
 - (b) “Gadi remarked”
 - (c) “My hands”
 - (d) “Nancy, let’s go!”
- 2a. Which best describes a proper noun?
- (a) a generic name for a person, place, or thing
 - (b) a capitalized word
 - (c) the formal name of a person
 - (d) a specific name of a person, place, or thing
- 2b. What evidence from the text includes a proper noun that matches the description in 2a?
- (a) “good fight”
 - (b) “Gadi raged.”
 - (c) “his final card”
 - (d) “a blue card”
3. Which of the following phrases includes both a common and proper noun?
- (a) “Camar added”
 - (b) “I whispered”
 - (c) “Gadi finally selected a card”
 - (d) “played his final card”

Write About It: In your own words, tell the most important parts of the story. Circle the common nouns in your answer. Underline the proper nouns.

Challenge: Use the codes to identify common and proper nouns in the text.



Common nouns in the text



Proper nouns in the text.

Singular and Plural Nouns

Name: _____ Date: _____

Directions: A noun is a person place or thing. Writers use words to describe a person (*boy, girl, teacher*), place (*school, room, house*), or thing (*toy, book, car*). Writers can use singular nouns or plural nouns. Read the passage and answer the questions. Then take the challenge!

The Snowman

Airyana blinked her blue eyes a few times, then continued to stare at her writing notebook. The straight blue lines made her eyes go out of focus. The white background was blinding. She looked up and stared out the frosted window of her classroom.

“Why is this so hard?” she muttered to herself. She was supposed to be writing a poem, but she had no idea what to write about. She squinted to see what was outside. Maybe something would inspire her. Airyana noticed a snowman on the school yard. Some kids must have made him during recess.

“How cute,” Airyana whispered. The rest of the class was quietly scribbling away in their notebooks. She hoped it wasn’t obvious that she was the only one without a creative idea to write about. Airyana used her sweatshirt sleeve to wipe away some of the frost from the window. She took a better look at the snowman and gasped. Did that stick arm just move? It looked like the snowman had waved at Airyana!

“But that’s not possible,” she said. Then she thought for a minute. “Or is it?” Airyana quickly bent over her notebook, pencil in hand. She finally had an idea she could write about.



Write About It: In your own words, tell the most important parts of the text. Circle the singular nouns in your answer. Underline the plural nouns.

Challenge: Use the codes to identify singular and plural nouns in the text.



Singular nouns in the text



Plural nouns in the text.

Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes a singular noun?
 - (a.) a word that means more than one
 - (b.) any word that means one
 - (c.) a word that represents one person, place, or thing
 - (d.) any word that ends in 's'
- 1b. What evidence from the text includes a singular noun that matches the description in 1a?
 - (a.) “a few times”
 - (b.) “blue lines”
 - (c.) “Some kids”
 - (d.) “a creative idea”
- 2a. Which best describes a plural noun?
 - (a.) any word that ends in 's'
 - (b.) a word that represents more than 1 person, place, or thing
 - (c.) any word that ends in 'es'
 - (d.) a specific name of a person, place, or thing
- 2b. What evidence from the text includes a plural noun that matches the description in 2a?
 - (a.) “the snowman”
 - (b.) “their notebooks”
 - (c.) “for a minute”
 - (d.) “pencil in hand”
3. Which of the following phrases includes both a plural and singular noun?
 - (a.) “sweatshirt sleeve”
 - (b.) “frost from the window”
 - (c.) “the class was scribbling in their notebooks”
 - (d.) “blinked her blue eyes”

Collective and Possessive Nouns

Name: _____ Date: _____

Directions: A noun is a person place or thing. Writers use words to describe a person (*boy, girl, teacher*), place (*school, room, house*), or thing (*toy, book, car*). Writers can use collective nouns or possessive nouns. Read the passage and answer the questions. Then take the challenge!

The Brave Mathematician

The numbers danced across the whiteboard. Mouamong stared at them with a confused look. Why did three times four make twelve? Where did Mrs. Mock get the one and the two from? "This doesn't make any sense," he mumbled to himself. He quickly looked back down at his paper, hoping no one heard him. He didn't want people to know that he was completely lost.

"Are there any questions?" Mrs. Mock asked. Her eyes searched the room, but Mouamong avoided Mrs. Mock's gaze. The seconds started to feel like hours. Mouamong was afraid to ask for help. He didn't want to look dumb.

"Maybe I should ask for help. Maybe Mrs. Mock would re-explain it. I don't want everyone else to be annoyed with me, but how else will I learn it?" Mouamong took a deep breath, swallowed, and raised his hand, "Could you go over that again?" Mouamong's face turned red, then he heard someone across the room,

"Yeah, I think I need to see it again too." It was Chadu. Mouamong was surprised that someone else was also struggling!

"I'd love to!" Mrs. Mock replied. The class breathed a sigh of relief, and Mouamong realized that maybe he was not alone in his confusion.

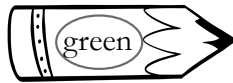


Write About It: In your own words, tell the most important parts of the text. Include at least one collective and one possessive noun in your answer.

Challenge: Use the codes to identify collective and possessive nouns in the text.



Collective nouns
in the text



Possessive nouns
in the text.

Multiple Choice:

Answer the following questions after reading:

1a. Which best describes a collective noun?

- (a.) a word that means more than one
- (b.) any word that means one
- (c.) naming a specific person, place, or thing
- (d.) naming a group of people, places, or things

1b. What evidence from the text includes a collective noun that matches the description in 1a?

- (a.) "The class breathed"
- (b.) "His face turned red"
- (c.) "ask for help"
- (d.) "Mrs. Mock"

2a. Which best describes a possessive noun?

- (a.) any word that ends in 's'
- (b.) shows ownership by adding an apostrophe and -s
- (c.) any word that ends in 'es'
- (d.) a specific name of a person, place, or thing

2b. What evidence from the text includes a possessive noun that matches the description in 2a?

- (a.) "numbers danced"
- (b.) "three times four"
- (c.) "feel like hours"
- (d.) "Mouamong's face"

3. Which of the following phrases includes a possessive noun?

- (a.) "any questions?"
- (b.) "eyes searched the room"
- (c.) "Mrs. Mock's gaze"
- (d.) "not alone in his confusion"

Action Verbs

Name: _____ Date: _____

Directions: A verb is a word used to describe either an action or a state of being. Writers use verbs to describe the action of a character (*jumped, yelled*), or the state of being (*love, doubt*). Read the passage and answer the questions about action verbs. Then take the challenge!

Koalas

Have you ever seen pictures of those cute cuddly looking bears from Australia? The funny thing is they are not bears at all. They are marsupials. Marsupials are mammals that grow up in their mother's pouch. Koalas look fuzzy and have gray or brown fur. Their fur repels water, so they don't get wet when it rains.

Their paws have long sharp claws. Each paw has five digits like our five fingers. They use their paws for gripping and climbing trees. A koala's sense of smell helps them find the right leaves to eat. Their noses are important to them.

Koalas stay awake all night, which makes them nocturnal. Since they are so active at night they tend to sleep or rest for 18-20 hours a day. Nighttime works better for the koalas because it can be very hot during the day. When koalas are awake they are either grooming, eating or interacting with other koalas.

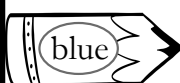
Koalas talk to each other. They do not speak like humans do; instead, they use different sounds that can be heard from far away. Mothers and babies make soft clicking and squeaking sounds. Koalas make a screaming sound when they are scared.

Koalas are cute, interesting creatures that are fun to learn about.

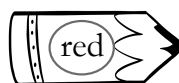


Write About It: In your own words, tell the most important parts of the text. Circle the action verbs in your answer.

Challenge: Use the codes to identify action verbs found in the text.



Action Verbs
in Paragraph 1



Action Verbs
in Paragraph 2



Action Verbs
in Paragraph 3

Multiple Choice:

Answer the following questions after reading:

1a. Which best describes an action verb?

- (a.) a word that tells an action
- (b.) adds a sense of time or possibility
- (c.) appears after an action verb
- (d.) appears after a linking verb

1b. What evidence from the text includes an action verb that matches the description in 1a?

- (a.) "Nighttime works better for the koalas"
- (b.) "Koalas talk to each other"
- (c.) "Their paws have long sharp claws"
- (d.) "Their noses are important to them"

2a. How many action verbs are in paragraph 2?

- (a.) 1
- (b.) 3
- (c.) 4
- (d.) 5

2b. Which phrase from the text includes an action verb and is part of paragraph 2?

- (a.) "They are grooming, eating or interacting"
- (b.) "It can be hot during the day"
- (c.) "Nighttime"
- (d.) "They are nocturnal"

3. Which of the following phrases includes an action verb?

- (a.) Eighteen to twenty hours a day
- (b.) When they are scared
- (c.) Koalas climb trees
- (d.) There are different sounds

Helping Verbs

Name: _____ Date: _____

Directions: A verb phrase is a set of words that work together to tell what is happening in a sentence. A helping verb is part of a verb phrase. It is used before an action verb or a linking verb to add a sense of time, (*was, did*), or possibility (*can, will*). Read the passage and answer the questions about helping verbs. Then take the challenge!

Wildfires

Wildfires can be a scary thing. We have seen them in California and also in Australia. Wildfires are fires that burn out of control in a natural area. They can spread quickly and are hard to control. They will damage anything in their path such as homes and natural resources. They can threaten the safety of firefighters and people who are in the area.

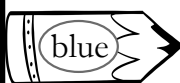
Most wildfires are caused by humans. They can also happen because of natural causes. One way humans can cause wildfires is by not putting out their campfires completely. Another way humans can cause wildfires is by playing with matches or fireworks. Natural causes of wildfires can be because of lightning, dry weather, or volcanic eruptions.

There are several effects of wildfires. The soil in the area can be destroyed along with its nutrients, so things will not grow as well. Another effect is that animals are harmed or can lose their lives. Ash, and smoke that are released into the air can cause air pollution or health issues in humans. Trees and plants are destroyed in wildfires and this hurts humans and animals. Trees provide oxygen and help keep the air clean. Wildfires are very serious. Everyone needs to avoid being the cause of a wildfire.

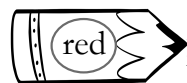


Write About It: In your own words, tell the most important parts of the text. Circle the helping verbs in your answer.

Challenge: Use the codes to identify helping verbs found in the text.



Helping Verbs
in Paragraph 1



Helping Verbs
in Paragraph 2



Helping Verbs
in Paragraph 3

Multiple Choice:

Answer the following questions after reading:

- 1a.** Which best describes a helping verb?
- (a.) a word that tells an action
 - (b.) adds a sense of time or possibility
 - (c.) appears before an action verb
 - (d.) appears after a linking verb
- 1b.** What evidence from the text includes a helping verb that matches the description in 1a?
- (a.) “Ash and smoke in the air”
 - (b.) “Most wildfires are caused by humans.”
 - (c.) “The effects of wildfires”
 - (d.) “playing with matches”
- 2a.** How many helping verbs are in paragraph 1?
- (a.) 2
 - (b.) 4
 - (c.) 3
 - (d.) 5
- 2b.** Which verb phrase from the text includes a helping verb and is part of paragraph 1?
- (a.) “Homes and natural resources”
 - (b.) “Firefighters and people in the area”
 - (c.) “Wildfires are fires that burn out of control”
 - (d.) “They will damage anything in their path”
- 3.** Which of the following verb phrases includes a helping verb?
- (a.) Wildfires are smoky
 - (b.) Wildfires are scary
 - (c.) Wildfires can harm animals
 - (d.) Wildfires are in California

Adverbs

Name: _____ Date: _____

Directions: An adverb is a word used to describe either a verb, adjective, another adverb, or an entire sentence. Most adverbs are used to describe a verb, like the word *quietly* in the sentence, “She jumped quietly.” *Quietly* describes how the subject *jumped*. Read the passage and answer the questions about adverbs. Take the challenge!

Brotherly Love

He carefully shut his locker door and turned to walk to class with his friends. Tyree saw three boys standing near his younger brother’s locker. The boys were laughing and bothering the things inside Jaden’s locker.

“Stop it!” Jaden firmly stated to the boys. “Knock it off!”

“What is this?” one of the boys mockingly asked as he handed a photo from his locker to another boy.

Tyree closely watched the boys as he continued to walk to class with his friends. These boys regularly bothered his brother. He was not going to allow it any longer. Tyree could clearly see the boys taunting his brother as he walked closer. Sometimes he and Jaden would argue at home, but he didn’t want someone else to pick on his brother.

“Give it back,” Jaden shyly ordered.

“He asked for the photo back. Give it to him,” Tyree sternly said to the boys while glaring at them. He stood beside his brother.

“We don’t want any trouble, Tyree,” one of the boys quickly said and handed the photo to Jaden.

“I never want to see you around my brother again,” Tyree sharply directed.

The boys rarely crossed Tyree. He was widely respected in the school. The group angrily turned and walked on.

“You’ll never have to worry about them again,” Tyree proudly said to his brother.



Multiple Choice:

Answer the following questions after reading:

1a. Which best describes an adverb?

- (a) a capitalized word
- (b) a word that describes verbs
- (c) a word used as a subject
- (d) the last word in a sentence.

1b. What evidence from the text includes an adverb that matches the description in 1a?

- (a) “Knock it off!”
- (b) “Jaden firmly stated to the boys.”
- (c) “He was not going to allow it any longer.”
- (d) “We don’t want any trouble.”

2a. How many adverbs are in paragraph 4?

- (a) 2
- (b) 3
- (c) 4
- (d) 5

2b. Which phrase from the text includes an adverb and is part of paragraph 4?

- (a) “He was not going to allow it.”
- (b) “...he continued to walk to class with his friends.”
- (c) “Tyree closely watched the boys.”
- (d) “He did not want someone to pick on his brother.”

3. Which of the following phrases includes an adverb?

- (a) “The boys rarely crossed Tyree.”
- (b) “...and handed the photo to Jaden.”
- (c) “Give it back,”
- (d) “He asked for the photo back.”

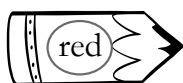
Write About It: List 4 adverbs from the text. For each adverb, write the word or words it is describing.

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Challenge: Use the codes to identify adverbs found in the text.



Adverbs in paragraph 1



Adverbs in Paragraph 4



Adverbs in Paragraph 9

Adverbs of Manner

Name: _____ Date: _____

Directions: An adverb is a word used to describe either a verb, adjective, another adverb, or an entire sentence. Some adverbs are used to describe a manner, or way in which something is done. “She ran carefully.” *Carefully* describes how she *ran*. Read the passage. Answer the questions. Then take the challenge!

Shockingly Successful

Thomas Edison was an incredible inventor of his time. Today, he is widely respected for his knowledge and his inventions that successfully helped improve life for society.

Edison didn’t allow his hearing loss to stand in the way of his success. He created a phonograph which precisely recorded sounds and played it back to listeners.

Thomas Edison carefully worked in his laboratory to develop a light bulb that could be easily used by all. He worked for many long hours on this invention that has given him the most fame.

Edison used his previous invention to create a unique picture. He successfully projected a picture that could move. His invention has influenced movies, videos, and television productions all over the world.

Thomas Edison is also known for his unusual demonstrations. He cruelly used animals to illustrate the dangers of electricity. One public demonstration shockingly claimed the life of a famous circus elephant.

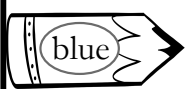
He may be widely known for his successes, but he would tell you about his failures. Thomas Edison has effectively helped society through his inventions.



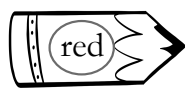
Write About It: List 4 adverbs of manner from the text. For each adverb, write the word or words it is describing.

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Challenge: Use the codes to identify adverbs of frequency found in the text.



Adverbs of
manner in
paragraph 1



Adverbs of
manner in
paragraph 2



Adverbs of
manner in
paragraph 3

Copyright: Out of This World Literacy (Jen Bengel)

Multiple Choice:

Answer the following questions after reading:

1a. What does an adverb of manner describe?

- (a.) where something happens
- (b.) the way something happens
- (c.) why something happens
- (d.) amount of time

1b. What evidence from the text includes an adverb of manner that matches the description in 1a?

- (a.) “Thomas Edison is credited as an incredible inventor of his time.”
- (b.) “Thomas Edison carefully worked in his laboratory...”
- (c.) “He created a phonograph...”
- (d.) “Edison used his previous invention...”

2a. How many adverbs of manner are in paragraph 1?

- (a.) 4
- (b.) 3
- (c.) 2
- (d.) 1

2b. Which phrase from the text includes an adverb of manner and is part of paragraph 1?

- (a.) “...helped improve life for society.
- (b.) “...for his knowledge and his inventions...”
- (c.) “Thomas Edison is an incredible inventor...”
- (d.) “He is widely respected...”

3. Which of the following phrases includes an adverb of manner?

- (a.) “...all over the world.”
- (b.) “One public demonstration...”
- (c.) “...used his previous invention”
- (d.) “...cruelly used animals.”

Conjunctions

Name: _____ Date: _____

Directions: A conjunction is a word that is used to join two words, phrases, or clauses together to help with meaning. Conjunctions are small words that pack a powerful punch. They add so much meaning to the text. Read the passage and answer the questions about conjunctions. Take the challenge!

The Family Next Door

Neither my dad nor my mom agree with me, but I think the family that just moved next door must be from outer space. They cannot possibly be from our planet because everything they do is so strange.

Mom said I should not watch them from the window, but I can't help it. They play games in the backyard that look like a mix of baseball and croquet. Mom said it is a game called Cricket, and it is typically played in Europe. I'm not sure why they can't play the same games I do. I would really like a friend that could play catch outside with me.

Yesterday, they had a couple visitors stop by. They greeted everyone not only with a hug but with a kiss on each cheek. This didn't seem to bother anyone. The only time I am greeted with a kiss on the cheek is when my grandma comes over. She always gives me a huge hug, and then smooches each of my cheeks. Yuck! I can't imagine what kind of people they are.

DING DONG! The door bell rang.

"Julian, can you answer the door?" Mom yelled.

I quickly ran to the door and opened it up. My eyes saw the boy from next door. I smiled, for he was holding a baseball and a glove.



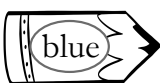
Multiple Choice:

Answer the following questions after reading:

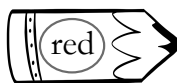
- 1a. Which best describes a conjunction?
- (a) a descriptive word
 - (b) the end of a sentence
 - (c) joining words together
 - (d) the beginning of a sentence
- 1b. What evidence from the text includes a conjunction that matches the description in 1a?
- (a) "I would really like a friend..."
 - (b) "...like a mix of baseball and croquet."
 - (c) "This didn't seem to bother anyone."
 - (d) "The door bell rang."
- 2a. How many conjunctions are in paragraph 2?
- (a) 2
 - (b) 3
 - (c) 4
 - (d) 5
- 2b. Which phrase from the text includes a conjunction and is part of paragraph 2?
- (a) "a game called Cricket, and it is..."
 - (b) "Mom said I should not..."
 - (c) "I would really like a friend."
 - (d) "I'm not sure why..."
3. Which of the following phrases includes a conjunction?
- (a) "My eyes saw the boy..."
 - (b) "The door bell rang."
 - (c) "They had a couple visitors stop by."
 - (d) "I smiled, for he was holding a baseball..."

Write About It: List 2 conjunctions from the text. Describe the words, phrases, or clauses that each conjunction is joining together.

Challenge: Use the codes to identify conjunctions found in the text.



Conjunctions in paragraph 1



Conjunctions in paragraph 2



Conjunctions in paragraph 3

Conjunctions

Name: _____ Date: _____

Directions: A conjunction is a word that is used to join two words, phrases, or clauses together to help with meaning. Conjunctions are small words that pack a powerful punch. They add so much meaning to the text. Read the passage and answer the questions about conjunctions. Take the challenge!

Number 23

One of the most widely recognized names in basketball is Michael Jordan, but he wasn't always the famous NBA basketball player who wore number 23 out on the court.

Michael Jordan grew up wanting to play basketball. He would regularly follow his older brothers to the park, and he would learn from them and their friends. When he was not playing with his brothers, he would practice his skills on his own hoop at home.

MJ, the nickname people called him, didn't have the height he needed to play basketball. His mother convinced Michael that in order to grow he needed to shake a little salt in his shoes, have patience, and a little faith. Michael did exactly what his mother told him because he believed her.

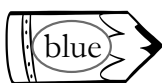
Michael finally had the chance to tryout for his high school basketball team. He had grown quite a bit, but he wasn't as tall as the other boys. He didn't play as well as them either, so the coach cut him. He didn't make the team.

Although these setbacks frustrated him, Michael Jordan continued to work hard. Eventually his efforts paid off because his name and talent are widely recognized in the NBA.

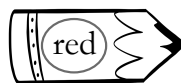


Write About It: List 2 conjunctions from the text. Describe the words, phrases, or clauses that each conjunction is joining together.

Challenge: Use the codes to identify conjunctions found in the text.



Conjunctions
in paragraph 1



Conjunctions
in paragraph 2



Conjunctions
in paragraph 3

Multiple Choice:

Answer the following questions after reading:

1a. Which best describes a conjunction?

- (a) a descriptive word
- (b) the end of a sentence
- (c) joining words together
- (d) the beginning of a sentence

1b. What evidence from the text includes a conjunction that matches the description in 1a?

- (a) "He had grown quite a bit..."
- (b) "Michael did exactly what his mother told him..."
- (c) "...shake a little salt, in his shoes, have patience, and a little faith."
- (d) "Michael Jordan continued to work hard."

2a. How many conjunctions are in paragraph 2?

- (a) 1
- (b) 2
- (c) 3
- (d) 4

2b. Which phrase from the text includes a conjunction and is part of paragraph 2?

- (a) "Michael grew up wanting to play basketball."
- (b) "...brothers to the park, and he would learn..."
- (c) "...he would practice his moves..."
- (d) "...his skills on his own hoop at home."

3. Which of the following phrases includes a conjunction?

- (a) "He didn't make the team."
- (b) "...he wasn't as tall as the other boys."
- (c) "...he wasn't always..."
- (d) "because his name and his talent are..."

Interjections

Name: _____ Date: _____

Directions: An interjection is a word or short phrase that stands alone in a sentence and expresses a strong emotion. There is usually a comma, exclamation mark, or ellipse that follows the interjection. “Wow! You really move quickly.” *Wow!* is an interjection. Read the passage and answer the questions. Take the challenge!

Homework Dilemma

Jackson swung his backpack to the floor. “Phew! That was a long day,” he said to his mom.

“Oh really? Well it isn’t over yet. Where’s your homework?” Jackson’s mom asked, as she shuffled through the day’s mail.

“Aw! I thought you’d forget to ask. I guess I’ll get it out of my bag.” Jackson leaned over to unzip his bag, but as soon as he opened it, he gasped. “Oh no!”

“What’s wrong?” his mom asked.

“I left my reading notebook at school,” Jackson answered, his eyes wide. His mind started racing. What was he going to do? He knew Mr. Richie would not be happy if he showed up tomorrow without his reading homework done. He was supposed to read his chapter book and then write a summary of what he read. After thinking for a minute, Jackson exclaimed, “Aha! I know what to do!”

The next morning, Jackson proudly gave Mr. Richie his reading homework—written on the back of an envelope. “Look! I forgot my notebook, but I still got it done! That’s dedication right?!” Jackson said eagerly.

“Huh! Very resourceful, Jackson!” Mr. Richie smiled.



Multiple Choice:

Answer the following questions after reading:

1a. Which best describes an interjection?

- (a.) a capitalized word
- (b.) a word that describes nouns
- (c.) a word that expresses strong emotion
- (d.) the last word in a sentence.

1b. What evidence from the text includes an interjection that matches the description in 1a?

- (a.) “Where’s your homework?”
- (b.) “he cried”
- (c.) “Jackson proudly gave Mr. Richie his reading homework”
- (d.) “Aw! I thought you’d forget to ask.”

2a. How many interjections are in paragraph 3?

- (a.) 1
- (b.) 2
- (c.) 3
- (d.) 4

2b. Which phrase from the text includes an interjection and is part of paragraph 5?

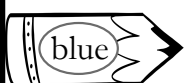
- (a.) “Phew! That was a long day”
- (b.) “homework—written on the back of an envelope”
- (c.) “Aha! I know what to do!”
- (d.) “What was he going to do?”

3. Which of the following phrases includes an interjection?

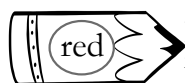
- (a.) “Oh no!”
- (b.) “What was he going to do?”
- (c.) “Jackson exclaimed”
- (d.) “he gasped”

Write About It: List 2 interjections from the text. For each one, describe which type of emotion it helps to express in the story.

Challenge: Use the codes to identify interjections found in the text.



Interjections in paragraph 1



Interjections in paragraph 5



Interjections in paragraph 7

Interjections for Approval or Praise

Name: _____ Date: _____

Directions: An interjection is a word or short phrase that stands alone in a sentence and expresses a strong emotion. Certain interjections express approval or praise. “Bravo! You aced the text.” *Bravo!* is an interjection that expresses praise. Read the passage and answer the questions. Take the challenge!

Randy’s Dream

“Write one page about what you want to be when you grow up.” Randy read the directions for his homework assignment again. It was due on Monday. “Ugh! What am I going to do?” Randy whined.

“Cool! That’s a fun assignment. What do you want to be when you grow up?” his older sister, Raina, asked. Randy didn’t want to answer. The truth was, he knew exactly what he wanted to be when he grew up. He just didn’t know if he wanted to share it with other people.

Randy’s dream was to be a dancer. His parents had taken him to a musical at the theater and Randy had loved watching the dancers leap and twirl. When the show was over, he stood up clapping and yelling, “Bravo!”

He could imagine himself up on a stage, dancing and spinning, and the audience calling out, “Ooh! Aah!” as he braved moves no dancer had tried before. It would be so thrilling!

Randy looked up at his sister. Would she make fun of him? He gulped and said, “I want to be a dancer.” Raina’s face lit up.

“Awesome! You would be an amazing dancer,” she said as she walked away. Phew! Randy thought. He felt relieved and decided he could finally start his homework.



Multiple Choice:

Answer the following questions after reading:

1a. Which of the following is an example of an interjection for approval or praise?

- (a.) Boo!
- (b.) Awesome job!
- (c.) Ugh!
- (d.) Huh?!

1b. What evidence from the text includes an interjection for approval or praise that is similar to the example in 1a?

- (a.) “be so thrilling!”
- (b.) “Phew!”
- (c.) “Ugh!”
- (d.) “Awesome!”

2a. How many interjections for approval or praise are in the story?

- (a.) 7
- (b.) 5
- (c.) 2
- (d.) 8

2b. Which phrase from the text includes an interjection for approval or praise and is part of paragraph 3?

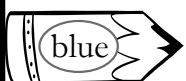
- (a.) “Ooh!”
- (b.) “Bravo!”
- (c.) “Phew!”
- (d.) “Ugh!”

3. Which of the following phrases includes an interjection for approval or praise?

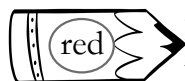
- (a.) “I want to be a dancer.”
- (b.) “Nice work!”
- (c.) “Ew!”
- (d.) “What?!”

Write About It: List 2 interjections for approval or praise from the text. For each one, describe how the injection adds meaning to the story.

Challenge: Use the codes to identify interjections found in the text.



Interjections
in paragraph 1



Interjections
in paragraph 3



Interjections
in paragraph 6

Pronouns

Name: _____ Date: _____

Directions: A pronoun is a word that is used to take the place of a noun. Writers use pronouns to replace nouns that describe a person (*boy, girl, teacher*), place (*school, room, house*), or thing (*toy, book, car*). *He, she, they, it, and we* are all examples of pronouns. Read the passage and answer the questions. Then take the challenge!

Count to Three

Today is an important soccer game for my team. We are playing the best team in the league, the Mountain Lions Team. My team is a great team and we have worked hard this year. My friend Alicia is a fantastic goalie and of course Mr. Gonzalez is the best coach. We are all very excited to play. However, I am a little worried about my friend Jorge. He has a bit of a temper. I am hoping he can keep it together because he is a really awesome player.

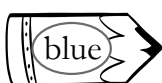
The game began and it was very tough. Our team was playing as hard as we could. That's when it happened. The biggest kid on the Mountain Lions team was about to shoot a goal when Jorge went to block and tripped. The Mountain Lions made the goal. Jorge got up and was so mad I could see his face turning red. He started yelling and screaming. I knew if he didn't stop he was going to get kicked out of the game.

Coach called time out and I went out on the field to try and get Jorge to follow me off the field. I brought him to the sidelines and I told him to count to three. He looked at me and asked me why. I told him if you count to three you can calm down and feel better. He said he would try it. He did it and told me he felt better. I told him next time just stop and count to three.

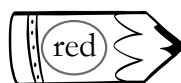


Write About It: In your own words, tell the most important parts of the story. Circle the pronouns in your answer.

Challenge: Use the codes to identify pronouns in the text.



Pronouns in
paragraph 1



Pronouns in
paragraph 2



Pronouns in
paragraph 3

Multiple Choice:

Answer the following questions after reading:

1a. Which best describes a pronoun?

- (a) a word that describes a specific place
- (b) a capitalized word
- (c) the formal name of a person
- (d) a word that takes the place of a noun

1b. What evidence from the text includes a pronoun that matches the description in 1a?

- (a) "The biggest kid on the team"
- (b) "We are all excited to play."
- (c) "Count to three"
- (d) "Coach called time out."

2a. How many pronouns are in paragraph 2?

- (a) 10
- (b) 3
- (c) 8
- (d) 5

2b. Which phrase from the text includes a pronoun and is part of paragraph 2?

- (a) "About to shoot a goal."
- (b) "The biggest kid on the team."
- (c) "Get kicked out of the game."
- (d) "He started yelling and screaming."

3. Which of the following phrases includes both a pronoun and a noun?

- (a) The kids won the game.
- (b) It was a tough game.
- (c) Mom said don't worry.
- (d) The family went on vacation.

Pronouns

Name: _____ Date: _____

Directions: A pronoun is a word that is used to take the place of a noun. Writers use pronouns to replace nouns that describe a person (*boy, girl, teacher*), place (*school, room, house*), or thing (*toy, book, car*). *He, she, they, it, and we* are all examples of pronouns. Read the passage and answer the questions. Then take the challenge!

Margaret Thatcher

Margaret Thatcher was the first woman prime minister of Great Britain. She was often called the “Iron Lady” because she believed in being a strong leader. She was prime minister for 12 years. A prime minister is someone that is the leader of a government.

Margaret Thatcher was born on October 13, 1925 in a small town in eastern England. She had just one sister. Her family worked at a grocery store. They lived above the store in an apartment. When she was ten years old she helped her dad with a town election. He was a member of the town’s council (a group of people who come together to make decisions). He shared his knowledge with Margaret. Her inspiration for becoming prime minister was her dad.

Margaret had always worked hard in her life. She had a job as a chemist, she became a lawyer, and held many jobs in the government. Finally in May of 1979 she was elected prime minister, so her hard work had paid off. She found that her job of prime minister was difficult, but she continued to work hard for her government and her country. She was a strong woman that many people look up to today. She died in April of 2013, and she had a grand funeral that even the Queen of England attended.



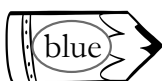
Multiple Choice:

Answer the following questions after reading:

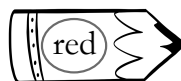
- 1a.** Which best describes a pronoun?
- (a) a word that describes a specific place
 - (b) a capitalized word
 - (c) the formal name of a person
 - (d) a word that takes the place of a noun
- 1b.** What evidence from the text includes a pronoun that matches the description in 1a?
- (a) “She believed in being a strong leader”
 - (b) “A prime minister”
 - (c) “A small town in eastern England”
 - (d) “Margaret always worked hard”
- 2a.** How many pronouns are in paragraph 3?
- (a) 5
 - (b) 9
 - (c) 7
 - (d) 13
- 2b.** Which phrase from the text includes a pronoun and is part of paragraph 3?
- (a) “Many people look up to”
 - (b) “She was a strong woman”
 - (c) “The job of prime minister was difficult”
 - (d) “Even the queen attended”
- 3.** Which of the following phrases includes both a pronoun and a noun?
- (a) She was jogging in the park.
 - (b) The girl was hungry.
 - (c) The kids played sports.
 - (d) The game was over.

Write About It: In your own words, tell the most important parts of the text. Circle the pronouns in your answer.

Challenge: Use the codes to identify pronouns in the text.



Pronouns in paragraph 1



Pronouns in paragraph 2



Pronouns in paragraph 3

Adjectives

Name: _____ Date: _____

Directions: An adjective is a word that describes a noun or a pronoun. Writers use adjectives to add to details to a text. Adjectives are often found right before the word they are describing. There can be more than one adjective in a sentence. Read the passage and answer the questions. Then take the challenge!

Wild Words

I have something important to say. I can feel my words running through my busy mind. My silent words are trapped inside. Those unspoken words want to blurt out loudly, but my teacher expects me to raise my hand.

My teacher is kind and patient, but she insists that I keep by loud words to myself. She swiftly reminds me to quietly raise a silent hand when I speak out loudly without permission. Although she wants to hear what I say, she tells me I have to wait for my turn.

My loud mouth shouts and talks whenever it pleases, and it gets me into big trouble. I try to control my words, but those talkative lips say whatever they wish. The thoughts busily swirl inside my head like a wild tornado fighting to get out. The words quickly creep inside my mouth and thrust themselves out into the class.

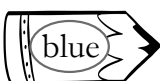
My kind and gentle teacher wants me to think before I speak. After I silently think, I can raise a quiet hand. She wants me to make sure I hold my hand still because sometimes my hand is like my mouth. It is silly and waves wildly while I wait.

I know I can follow the normal expectation. I can tame my noisy mouth and my enthusiastic hand.

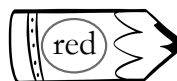


Write About It: In your own words, tell the most important parts of the story. Circle the adjectives in your answer.

Challenge: Use the codes to identify adjectives in the text.



Adjectives in paragraph 1



Adjectives in paragraph 2



Adjectives in paragraph 3

Multiple Choice:

Answer the following questions after reading:

1a. Which best describes an adjective?

- (a.) a word that describes a verb
- (b.) a word that describes a noun or pronoun
- (c.) a word that describes the setting
- (d.) the first word in a sentence

1b. What evidence from the text includes an adjective that matches the description in 1a?

- (a.) "My teacher is kind and patient."
- (b.) "The words quickly creep..."
- (c.) "After I silently think..."
- (d.) "She swiftly reminds me..."

2a. How many adjectives are in paragraph 4?

- (a.) 3 (b.) 4
- (c.) 5 (d.) 6

2b. Which phrase from the text includes an adjective and is part of paragraph 4?

- (a.) "She wants me to make sure I can hold my hand still..."
- (b.) "Sometimes my mouth is like my hand..."
- (c.) "After I silently think, I can raise a quiet hand."
- (d.) "...and waves wildly while I wait."

3. Which of the following phrases includes an adjective?

- (a.) "She swiftly reminds me..."
- (b.) "I can tame my noisy mouth and enthusiastic hand."
- (c.) "...but my teacher expects me to wait for my turn."
- (d.) "...words are trapped inside."

Adjectives

Name: _____ Date: _____

Directions: An adjective is a word that describes a noun or a pronoun. Writers use adjectives to add to details to a text. Adjectives are often found right before the word they are describing. There can be more than one adjective in a sentence. Read the passage and answer the questions. Then take the challenge!

Man's Best Friend

Dogs have been called man's best friend for centuries, but today dogs are more than a friend. They are dependable. Dogs are training and certifying to become service dogs and therapy dogs. Service dogs and therapy dogs help humans in unique situations.

Dogs can have jobs just like humans. Their loving personalities make them perfect working companions. Therapy dogs go with their owners into homes, schools, nursing homes and hospitals. These dogs provide love to sick patients and individuals who need extra attention.

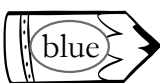
While some may think therapy dogs and service dogs are the same, many will argue that they are not. Service dogs include guide dogs. These animals are working for a blind person as their guide. The service dog tends to the blind person and leads him or her safely through daily routines. Service dogs, like therapy dogs, must train and certify before working with an individual.

Dogs have provided lasting relationships with humans in many cultures for a long time, but they are finding more responsibilities in modern days. Dogs continue to be best friends, close companions, and hard workers.



Write About It: In your own words, tell the most important parts of the text. Circle the adjectives in your answer.

Challenge: Use the codes to identify adjectives in the text.



Adjectives in paragraph 1



Adjectives in paragraph 2



Adjectives in paragraph 3

Multiple Choice:

Answer the following questions after reading:

1a. Which best describes an adjective?

- (a) a word that describes a verb
- (b) a word that describes a noun or pronoun
- (c) a word that describes the setting
- (d) the first word in a sentence

1b. What evidence from the text includes an adjective that matches the description in 1a?

- (a) "...dogs go with their owners..."
- (b) "Dogs can have jobs just like humans."
- (c) "Service dogs include guide dogs."
- (d) "Dogs have provided..."

2a. How many adjectives are in paragraph 4?

- (a) 6
- (b) 7
- (c) 8
- (d) 9

2b. Which phrase from the text includes an adjective and is part of paragraph 4?

- (a) "best friends, close companions, and..."
- (b) "Dogs have provided..."
- (c) "...they are finding..."
- (d) "Dogs continue to be..."

3. Which of the following phrases includes an adjective?

- (a) "...must train and certify before working with an individual."
- (b) "...dogs help humans..."
- (c) "...dogs are more than a friend."
- (d) "These animals are working for a blind person..."

Vocabulary

Each Day:

1. Read a grammar passage and complete the activities.

Vocabulary Words: Week 1

**DIRECTIONS FOR DAY ONE:

1. Introduce the 'Basic Words' and briefly define each one for the class.
2. Pass out student copies of "Ben's Big Problem" and use the teacher page with the passage to read the introduction and the text to the class.
3. Define the 'Context Words' as you read the passage, stopping to say each word and tell it's meaning in your own words. Context words are in blue on the teacher page.
4. After reading (either immediately or the next day) introduce the 'Common Words.'

| BASIC WORDS: Tier 1 | CONTEXT WORDS: Tier 2 | COMMON WORDS: Tier 1 |
|--|--|---|
| <u>typical</u> : common, very normal | <u>procrastinate</u> : to put off doing or saying something until the very last minute | <u>celebrate</u> : to gather and enjoy fun times in honor of something good happening |
| <u>listened</u> : gave attention and heard | <u>anxious</u> : worried or uneasy when unsure of what is happening | <u>sprinted</u> : ran as fast as possible in a short distance |
| <u>complete</u> : to finish, to have all done | <u>deadline</u> : the time when a project needs to be completed by | <u>crammed</u> : stuffed a bunch of things or people into a small area |
| <u>forgot</u> : to not remember, it may slip your mind | <u>permission</u> : the right to do something because someone said it was allowed | <u>crucial</u> : very important, not a small thing |
| | <u>hysterical</u> : so upset that you are crying; having uncontrollable emotions | |
| | <u>ceased</u> : stopped, not caring anymore | |

Defining Words: Week 1

Name: _____ Date: _____

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

| | | | | | | |
|----------|----------|---------------|----------|------------|-----------|---------|
| typical | complete | procrastinate | anxious | permission | celebrate | crammed |
| listened | forgot | hysterical | deadline | ceased | sprinted | crucial |

Ben's Big Problem

Ben was pretty much your typical ten-year-old boy. He tried hard in school, made friends easily, and listened to his parents. The one crucial problem that Ben had was he would always procrastinate. It didn't matter if he had two weeks to complete a project, Ben wouldn't even begin it until the night before. If he needed something for school, he'd tell his mom at the last minute. Ben's procrastination caused his mom to be very anxious, but Ben never seemed bothered. That was until the one time his bad habit caught up to him and he missed an important deadline. Ben forgot to have his mom sign the permission slip for a field trip to a waterpark that the whole school was going to, to celebrate the end of the year. He only discovered his error when he walked into school and saw everyone with their permission slips in their hands. Ben asked to call his mom and sprinted to the school office. But, his mom didn't answer her phone. He called his dad. Still, no answer. Ben became hysterical. He had no choice but to stay behind in the office while all his friends crammed on the busses to the waterpark. That day Ben ceased being a procrastinator. He learned his lesson.

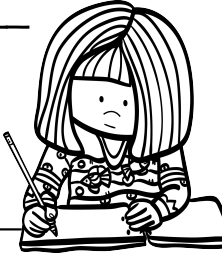
Returning to the Context: Week 1

Name: _____ Date: _____

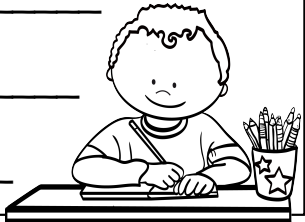
Directions: Think about the passage we read that these vocabulary words were in and answer the questions below. Use your best thinking. Write answers in your own words.

| | | | | | | |
|----------|----------|---------------|----------|------------|-----------|---------|
| typical | complete | procrastinate | anxious | permission | celebrate | crammed |
| listened | forgot | hysterical | deadline | ceased | sprinted | crucial |

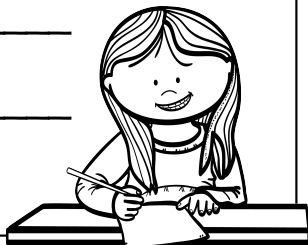
Find examples from the story when characters felt anxious.



Describe a few times you have been hysterical.



What was the deadline in the story that Ben procrastinated about?



Sentence Stems: Week 1

Name: _____ Date: _____

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

| | | | | | | |
|----------|----------|---------------|----------|------------|-----------|---------|
| typical | complete | procrastinate | anxious | permission | celebrate | crammed |
| listened | forgot | hysterical | deadline | ceased | sprinted | crucial |

1. We sat in class and listened about _____.

2. I was in such a hurry I almost forgot _____.

3. It was so typical at dinner when _____.

4. I'm waiting for my dad to complete _____.

5. I can't wait to get permission to _____.

6. Everything ceased when _____.

7. Jane was hysterical about not _____.

8. The deadline was coming up for _____.

9. Bill was feeling anxious about _____.

10. Jake says if you procrastinate then _____.

11. It's time to celebrate _____.

12. We all sprinted towards _____.

13. I crammed the _____ into the _____.

14. It was crucial that my friend _____.

Associating Words: Week 1

Name: _____ Date: _____

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

- | | |
|------------------------|---|
| 1. _____ typical | A. Damien was supposed to clean his room but he didn't remember. |
| 2. _____ listened | B. Jonah's mom told him he could go swimming the other day. |
| 3. _____ complete | C. It was very important that I not forget my jacket for school. |
| 4. _____ forgot | D. After a lot of work, the school project was finished. |
| 5. _____ procrastinate | E. Molly used to chew with her mouth open but she doesn't do that anymore. |
| 6. _____ anxious | F. It was very normal for Max to be late for school. |
| 7. _____ deadline | G. I waited until the very last minute to tell my teacher I forgot my homework. |
| 8. _____ permission | H. The whole class paid attention to the directions. |
| 9. _____ hysterical | I. I stuffed as much as I could into my suitcase. |
| 10. _____ ceased | J. Joy was so upset about her broken toy she couldn't stop crying. |
| 11. _____ celebrate | K. Matt knew he had to finish his work by the end of the week because it was due on Friday. |
| 12. _____ sprinted | L. Grace felt very worried and uneasy about her first trip on a plane. |
| 13. _____ crammed | M. Cole ran as fast as he could to the ice cream truck. |
| 14. _____ crucial | N. My friends all came over for my birthday and we had fun. |

Vocabulary in My Life: Week 1

Name: _____ Date: _____

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

| | | | | | | |
|----------|----------|---------------|----------|------------|-----------|---------|
| typical | complete | procrastinate | anxious | permission | celebrate | crammed |
| listened | forgot | hysterical | deadline | ceased | sprinted | crucial |

1. Describe a typical day after school.

2. Describe the last time you felt very anxious.

3. What might happen if you don't complete a test?

4. How would you like to celebrate your birthday?

5. What are some ways you can meet a deadline?

6. What should you never procrastinate about?

Word Relationships: Week 1

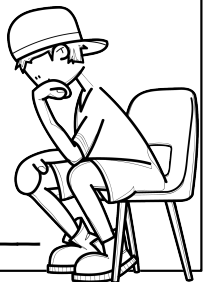
Name: _____ Date: _____

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

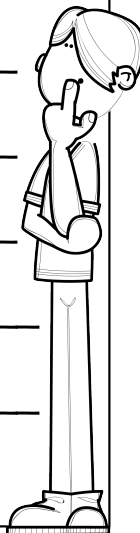
Would you rather your friends forgot to bring back a toy or to show up at your birthday party?



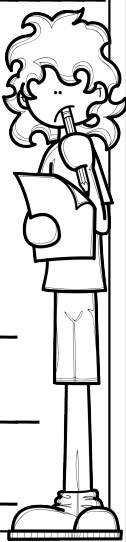
Would you rather have sprinted after an ice cream truck or a kite? Why?



Would you rather feel anxious about taking a hard test or having extra homework? Why?



Would you rather have listened to your favorite song or a funny video? Why?



Vocabulary Assessment: Week 1

Name: _____ Date: _____

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

| | | | | | | |
|----------|----------|---------------|----------|------------|-----------|---------|
| typical | complete | procrastinate | anxious | permission | celebrate | crammed |
| listened | forgot | hysterical | deadline | ceased | sprinted | crucial |

1. Greg would wait until the last minute to clean his room and _____.
2. My mom likes to decorate and _____ every holiday.
3. It is _____ that I take out the trash or the whole house will stink.
4. Barb asked her mom for _____ before walking the dog around the block.
5. It is so _____ of my brother to try and make fun of me.
6. It totally slipped my mind that I _____ to feed the fish this morning.
7. Trent felt awesome when he was able to _____ the big project.
8. Maggie never _____ to her parents and she was always in trouble.
9. Our group knew next Friday was the _____ to finish our work!
10. After lots of guesses I _____ trying to figure out the answer.
11. My sister was _____ when I accidentally broke her favorite toy.
12. I always get worried and _____ about school on Sunday nights.
13. We only had 3 days of fun so we _____ in as much as we could.
14. When the school bell rang on the last day we _____ out the front doors.

Vocabulary Assessment: Week 1

Name: _____ Date: _____

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

- | | |
|------------------------|--|
| 1. _____ typical | A. To gather and enjoy fun times in honor of something good happening. |
| 2. _____ listened | B. Very important to something or someone. |
| 3. _____ complete | C. Ran as fast as possible in a short distance. |
| 4. _____ forgot | D. Stuffed a bunch of things or people into a small area. |
| 5. _____ procrastinate | E. Gave attention and heard. |
| 6. _____ anxious | F. Common, very normal. |
| 7. _____ deadline | G. The right to do something because someone said it was allowed. |
| 8. _____ permission | H. So upset that you are crying; having uncontrollable emotions. |
| 9. _____ hysterical | I. Common, very normal. |
| 10. _____ ceased | J. The time when a project needs to be completed by. |
| 11. _____ celebrate | K. Stopped, not happening anymore. |
| 12. _____ sprinted | L. Worried or uneasy when not sure what is happening. |
| 13. _____ crammed | M. To finish, to have all done. |
| 14. _____ crucial | N. Failed to remember. |

Vocabulary Words: Week 2

| BASIC WORDS: Tier 1 | CONTEXT WORDS: Tier 2 | COMMON WORDS: Tier 1 |
|--|--|--|
| <u>tap</u> : to pat gently with your fingers over and over | <u>repeated</u> : to do or say the same thing over and over again | <u>remarkable</u> : very amazing, it is impressive |
| <u>stranger</u> : someone you have never met before | <u>embarrassed</u> : feeling shy or uncomfortable about something you did or said | <u>overheard</u> : to hear others talking in a conversation that you are not involved in |
| <u>stared</u> : to look at something or someone for a very long time | <u>assume</u> : to think that something is true without having much information at all | <u>whispered</u> : to talk in a soft, low voice, not loud |
| <u>similar</u> : 2 or more things that are very much the same | <u>fantasize</u> : to imagine something in your head, it's made up and not real | <u>immediately</u> : to be done right away without waiting any longer at all |
| | <u>pictured</u> : to get a very clear vision in your mind, to see it clearly | |
| | <u>contagious</u> : something that catches on, it's just natural for others to do the same thing | |

Defining Words: Week 2

Name: _____ Date: _____

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

| | | | | | | |
|----------|-------------|---------|----------|-----------|------------|-----------|
| tap | embarrassed | stared | repeated | fantasize | contagious | overheard |
| stranger | immediately | similar | assume | pictured | remarkable | whispered |

I Have a Twin?

"Hi Grace!" a voice repeated over and over behind me in line at the grocery store.

"Grace?" I felt a tap on my shoulder. I turned to see a stranger who stared at me, embarrassed. "Oh, I'm sorry," she said. "You're not Grace. You have a twin that looks just like you!" "Don't worry," I laughed, "I get that all the time." I'm used to people telling me I have a twin. I live in a small town and people assume they know everyone. In fact, I've been called Grace before. I wonder what this girl named Grace looks like. Did she really look so similar to me? I like to fantasize about what it must be like to have a twin, but I just shrugged and followed my mom to the car. That night I dreamed about Grace and pictured how she looked. In my dream Grace had a contagious laugh, just like me. A few weeks later, something remarkable happened at the park. I overheard a laugh coming from the slide that sounded just like me. When the girl popped her head up, it felt like I was looking in the mirror. "Grace?" I whispered. The girl's head spun around, "yes?" It was *the* Grace! We immediately became best friends, and it felt like from that day forward I really did have a twin!

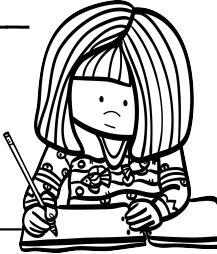
Returning to the Context: Week 2

Name: _____ Date: _____


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

| | | | | | | |
|----------|-------------|---------|----------|-----------|------------|-----------|
| tap | embarrassed | stared | repeated | fantasize | contagious | overheard |
| stranger | immediately | similar | assume | pictured | remarkable | whispered |


Find examples from the story when characters would fantasize.



What did Grace and the main character immediately do when they met?



How were Grace and the main character similar?



Sentence Stems: Week 2

Name: _____ Date: _____

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

| | | | | | | |
|----------|-------------|---------|----------|-----------|------------|-----------|
| tap | embarrassed | stared | repeated | fantasize | contagious | overheard |
| stranger | immediately | similar | assume | pictured | remarkable | whispered |

1. The way she sang was remarkable because _____.
2. Abe overheard his mom tell his dad that _____.
3. Clark whispered because _____.
4. After school I immediately _____.
5. Kate was so embarrassed when she _____.
6. I was wrong to assume that _____.
7. Every day I repeated the same habit of _____.
8. When I first started school I pictured _____.
9. You know a cold is contagious when _____.
10. I fantasize in my head that _____.
11. Oliver would tap his pencil on his desk when _____.
12. When the stranger tried to talk to me I _____.
13. Rick stared for a long time at the _____.
14. The boys were similar because they _____.

Associating Words: Week 2

Name: _____ Date: _____

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

- | | |
|-----------------------|---|
| 1. _____ tap | A. My friend and I wore almost the exact same outfit to school. |
| 2. _____ stranger | B. Keith's face turned red when he danced in front of his class. |
| 3. _____ stared | C. It was amazing how Jessica could kick her legs over her head. |
| 4. _____ similar | D. My mom gave us vitamins because she did not want us to catch a bad cold that was going around. |
| 5. _____ repeated | E. I had a very clear vision in my mind of how the play would end. |
| 6. _____ embarrassed | F. Seth stood and looked at the picture on the wall for a very long time. |
| 7. _____ assume | G. I imagined the park had a slide that was 100 feet tall. |
| 8. _____ fantasize | H. My mom demanded that I wash the dishes right away. |
| 9. _____ pictured | I. Derrick kept patting my shoulder over and over again. |
| 10. _____ contagious | J. I see so many people I don't know when I go to the mall. |
| 11. _____ remarkable | K. Some days my teacher says the same thing so many times. |
| 12. _____ overheard | L. We all thought the new girl was mean, but it wasn't true. |
| 13. _____ whispered | M. I listened to my parents talking in the kitchen. |
| 14. _____ immediately | N. The girls were talking in soft voices so no one could hear. |

Vocabulary in My Life: Week 2

Name: _____ Date: _____

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

| | | | | | | |
|----------|-------------|---------|----------|-----------|------------|-----------|
| tap | embarrassed | stared | repeated | fantasize | contagious | overheard |
| stranger | immediately | similar | assume | pictured | remarkable | whispered |

1. Describe a time you were embarrassed.

2. What is something you often fantasize about? Why?

3. What is something you have stared at for a long time? Why?

4. If you could do something immediately what would it be?

5. What do people assume about you that is not true?

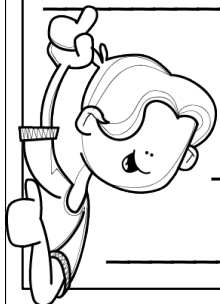
6. Tell how you are similar to your friends.

Word Relationships: Week 2

Name: _____ Date: _____

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

Would you rather have repeated your best or worst day? Why?



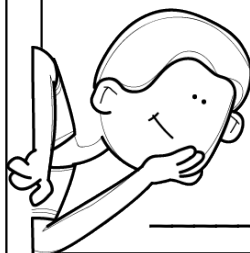
Would you rather have pictured yourself winning a new bike or skateboard? Why?



Would you rather meet a stranger while you are alone or with parents? Why?



Would you rather be embarrassed or remarkable? Why?



Vocabulary Assessment: Week 2

Name: _____ Date: _____

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

| | | | | | | |
|----------|-------------|---------|----------|-----------|------------|-----------|
| tap | embarrassed | stared | repeated | fantasize | contagious | overheard |
| stranger | immediately | similar | assume | pictured | remarkable | whispered |

1. It was so impressive to see the birds dive down in a _____ pattern .
2. The girls' hairstyle was so _____ not many people could tell them apart.
3. I _____ my parents talking about some surprise plans for winter break.
4. My dad said he already _____ the directions five times and I should listen.
5. Tony _____ his question to the teacher in the quiet library.
6. Philip was so _____ when he walked right into the stop sign.
7. My mom shouted, "get in here _____ , it's time for supper right now!"
8. Just because I am tiny do not _____ that I am not strong.
9. Max made funny sounds and the teacher had to _____ him on the shoulder!
10. Every night I _____ about eating the biggest, best tasting desserts.
11. I didn't talk to the lady at the bank because she was a _____ .
12. I _____ the new house way different in my mind than it actually was.
13. Jimmy _____ at his dinner for a very long time before he took a bite.
14. I had to stay home from school because my cold was _____ .

Vocabulary Assessment: Week 2

Name: _____ Date: _____

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

- | | |
|-----------------------|--|
| 1. _____ tap | A. To do or say the same thing over and over again. |
| 2. _____ stranger | B. To hear others talking in a conversation that you are not involved in. |
| 3. _____ stared | C. To be done right away without waiting any longer at all. |
| 4. _____ similar | D. Feeling shy or uncomfortable about something you did or said. |
| 5. _____ repeated | E. To imagine something in your head, it's made up and not real. |
| 6. _____ embarrassed | F. To get a very clear vision in your mind, to see it. |
| 7. _____ assume | G. Something that catches on, it's just natural for others to do the same thing. |
| 8. _____ fantasize | H. To think that something is true without having much information at all. |
| 9. _____ pictured | I. Very amazing, it is impressive. |
| 10. _____ contagious | J. To talk in a soft, low voice, not loud. |
| 11. _____ remarkable | K. To tap gently with your fingers over and over. |
| 12. _____ overheard | L. 2 or more things that are very much the same. |
| 13. _____ whispered | M. To look at something or someone for a very long time. |
| 14. _____ immediately | N. Someone you have never met before. |

Vocabulary Words: Week 3

| BASIC WORDS: Tier 1 | CONTEXT WORDS: Tier 2 | COMMON WORDS: Tier 1 |
|--|---|---|
| <u>perfect</u> : everything is just right, and as good as it can possibly be | <u>overwhelmed</u> : feeling like there are just too many things to do and it's too hard to get it all done | <u>break</u> : to have time off to not do anything and just relax |
| <u>talent</u> : something you are very good at without having to try too hard | <u>expectations</u> : believing that someone will achieve something great | <u>focused</u> : to pay careful attention to and have a clear plan |
| <u>lucky</u> : to have good things happen, to be fortunate | <u>trendy</u> : to be popular and in style with fashion | <u>refusing</u> : not willing to do something, to fail to do something |
| <u>worrying</u> : thinking things are going to go wrong, to be scared something bad might happen | <u>managed</u> : to have everything under control and be in charge | <u>confessed</u> : to tell the truth about something you have kept a secret for a bit |
| | <u>snapped</u> : to lose it, get out of control from normal | |
| | <u>startled</u> : to be surprised or shocked suddenly | |

Defining Words: Week 3

Name: _____ Date: _____

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

| | | | | | | |
|---------|----------|--------------|---------|----------|---------|-----------|
| perfect | lucky | overwhelmed | trendy | managed | break | refusing |
| talent | worrying | expectations | snapped | startled | focused | confessed |

Too Much To Do

Blake was one of those kids that was great at everything. His artwork was always the best in class, he could play the guitar, make friends in a second, score perfect 100's on every test, and was the best basketball player on his team. With all Blake's talent, many people would consider him to be really lucky. But that wasn't the case for Blake. He was completely overwhelmed. His days were full of so many expectations to be perfect. He would wake up worrying about picking the most trendy outfit. Blake would smile through the school day, but he wasn't really happy at all. Right after school he went to basketball practice, then off to music lessons, and a night full of homework. Blake was so overworked he never got a break. He managed this insane schedule until one day he snapped. Blake woke up and something inside of him told him to just quit. He didn't want to get out of bed. He was tired of trying to make everyone happy and being perfect. Blake's mom was startled when he didn't come down for breakfast. She found him still under the covers, refusing to move. Blake confessed to his mom how stressed out he has been and that he couldn't take it anymore. Together they made a plan that focused on helping Blake be truly happy.


Returning to the Context: Week 3

Name: _____ Date: _____


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

| | | | | | | |
|---------|----------|--------------|---------|----------|---------|-----------|
| perfect | lucky | overwhelmed | trendy | managed | break | refusing |
| talent | worrying | expectations | snapped | startled | focused | confessed |

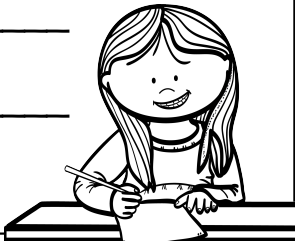
Find examples from the story when Blake felt overwhelmed.



Describe a few things that Blake was talented at in the story.



What was Blake finally refusing to do?



Sentence Stems: Week 3

Name: _____ Date: _____

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

| | | | | | | |
|---------|----------|--------------|---------|----------|---------|-----------|
| perfect | lucky | overwhelmed | trendy | managed | break | refusing |
| talent | worrying | expectations | snapped | startled | focused | confessed |

1. I almost always need a break from _____.
2. I have a hard time staying focused on _____.
3. Jack was startled when he heard _____.
4. Stella snapped when she noticed _____.
5. My teacher is always refusing to _____.
6. I finally confessed that I _____.
7. I quickly became overwhelmed with _____.
8. The expectations of my parents are to _____.
9. I felt really trendy when I _____.
10. My mom somehow managed to _____.
11. It was the perfect day when _____.
12. I wish I had the talent to _____.
13. Johnny was very lucky when _____.
14. I need to stop worrying about _____.

Associating Words: Week 3

Name: _____ Date: _____

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

- | | |
|-----------------------|---|
| 1. _____ break | A. I just know my dad will win the race because he always does. |
| 2. _____ overwhelmed | B. Even though Matt was asked to clean his room, he just won't do it, no matter what. |
| 3. _____ perfect | C. I got a 100 on my test, and made no mistakes at all. |
| 4. _____ focused | D. After lying about losing his homework, Jake finally told the truth that he never finished it at all. |
| 5. _____ refusing | E. Sammy took some time off after a long day. |
| 6. _____ expectations | F. Georgia paid close attention to the directions during class and had a clear plan for work time. |
| 7. _____ trendy | G. My mom was feeling like there was just too much to do and not enough time to get it all done. |
| 8. _____ talent | H. I was shocked when my brother jumped out in front of me. |
| 9. _____ lucky | I. Malaya had a gift for drawing, it was so easy for her. |
| 10. _____ confessed | J. My dad had everything under control on the camping trip. |
| 11. _____ worrying | K. Tony stormed out of the room because he couldn't take it anymore. |
| 12. _____ managed | L. Megan always wore outfits that were in fashion. |
| 13. _____ snapped | M. Rylan was always winning prizes in contests. |
| 14. _____ startled | N. I always think things are going to go wrong at school. |

Vocabulary in My Life: Week 3

Name: _____ Date: _____

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

| | | | | | | |
|---------|----------|--------------|---------|----------|---------|-----------|
| perfect | lucky | overwhelmed | trendy | managed | break | refusing |
| talent | worrying | expectations | snapped | startled | focused | confessed |

1. What are some expectations your teacher has for you?

2. Do you consider yourself lucky? Explain why or why not.

3. What happened the last time you were startled?

4. When was the last time you really focused on something? What happened?

5. Do you consider yourself trendy? Why or why not?

6. Describe a time you felt overwhelmed.

Word Relationships: Week 3

Name: _____ Date: _____

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

Would you rather feel overwhelmed or relaxed? Why?



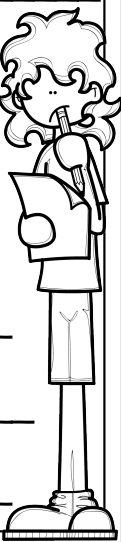
Would you rather have a trendy outfit or the best toy? Why?



Would you rather be refusing to eat broccoli or carrots? Why?



Would you rather have a talent in sports or getting good grades? Why?



Vocabulary Assessment: Week 3

Name: _____ Date: _____

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

| | | | | | | |
|---------|----------|--------------|---------|----------|---------|-----------|
| perfect | lucky | overwhelmed | trendy | managed | break | refusing |
| talent | worrying | expectations | snapped | startled | focused | confessed |

1. William took a _____ from practice because he was out of breath.
2. I know that _____ does no good, but I can't help think bad will happen.
3. Jill stayed _____ on getting the job done so she could go play.
4. I felt really _____ when I was picked first to go on the ride.
5. Max kept _____ to eat his vegetables at dinner last night.
6. There was a ton of kids with acting _____ at the summer auditions.
7. My sister finally _____ that she took my favorite shirt and got it dirty.
8. There wasn't a cloud in the sky and it was a _____ day.
9. I was feeling so _____ with the amount of homework I had last night.
10. My dog always seems so _____ when the doorbell rings.
11. The _____ were high that our team would take first place.
12. My neighbor _____ when we hit the ball through his window.
13. Anna always had the most _____ outfits and all the girls were jealous.
14. I don't know how my mom _____ to be in charge of so many kids.

Vocabulary Assessment: Week 3

Name: _____ Date: _____

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

- | | |
|-----------------------|--|
| 1. _____ break | A. Everything is just right, and as good as it can possibly be. |
| 2. _____ overwhelmed | B. Something you are very good at without having to try too hard. |
| 3. _____ perfect | C. To have good things happen, to be fortunate. |
| 4. _____ focused | D. Thinking things are going to go wrong, to be scared something bad might happen. |
| 5. _____ refusing | E. Feeling like there are just too many things to do and it's too hard to get it all done. |
| 6. _____ expectations | F. Believing that someone will achieve something great. |
| 7. _____ trendy | G. To be popular and in style with fashion. |
| 8. _____ talent | H. To have everything under control and be in charge. |
| 9. _____ lucky | I. To lose it, get out of control from normal. |
| 10. _____ confessed | J. To be surprised or shocked suddenly. |
| 11. _____ worrying | K. To tell the truth about something you have kept a secret for a bit. |
| 12. _____ managed | L. Not willing to do something, to fail to do something. |
| 13. _____ snapped | M. To pay careful attention to and have a clear plan. |
| 14. _____ startled | N. To have time off to not do anything and just relax. |

Answer Keys

"The Lost Kitten"

Understand It!

Answer the following questions after reading:

Sara loved kittens. She loved them almost as much as she loved her mom and dad. But there was a problem. Sara could not have her own kitten. Her mom was **allergic** to kittens. Every time her mom was near a kitten she started to sneeze. Her cheeks turned bright red and her eyes got **puffy**. Sara was sad about not being able to have a kitten. But she understood. One day Sara and her mom went to the store. When they got out of the car a kitten came **darting** up to Sara. The kitten purred and purred at Sara. Sara looked at her mom, wanting to ask if they could keep the kitten. Sara's mom told her to **scoop** up the kitten. They would make sure to find it a good home. The next day Sara's **neighbors** decided to keep the kitten. Now Sara can see it any time she wants. It's just like having her own kitten.

- The main idea was...
 - going to the store
 - sneezing
 - ☒ getting Sara a kitten
 - puffy eyes
- I predict Sara's mom would be ____ if the kitten lived with them.
 - ☒ allergic
 - happy
 - excited
 - healthy
- Why didn't Sara ask to keep the kitten?
 - she was scared of cats
 - she didn't like cats
 - she thinks cats are mean
 - ☒ she knew her mom was allergic
- Which word below best describes Sara's mom?
 - selfish
 - ☒ loving
 - mean
 - frustrated

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



Contractions (1)



Plurals (5)



Adjectives (9)



Proper Nouns (10)

Vocabulary

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

- allergic sneezing, runny nose, itchy
- puffy fat, plump
- darting move quickly
- scoop pick up
- neighbors people who live close

"Time to RECYCLE"

Understand It!

Answer the following questions after reading:

Jake and his friends were playing football at recess. Jake's friend Sam threw the football so far Jake had to run as fast as he could to catch it. Jake made the catch! As he caught the ball he felt something hard under his foot. Jake looked down and saw a **dozen** different **crushed** soda cans in the grass. He looked some more. He saw plastic bags, papers, and some glass jars too. Jake wondered how all that trash got there. It didn't make sense. Who would throw their trash on the side of the school playground? It made Jake mad. It made Jake want to do something. So, he called all his friends over and they **created** a plan. The boys agreed to clean up the trash at recess the next day. They also **decided** to make recycling posters and put them around the school. Their **goal** was to never see trash on their playground again!

- The main idea was...
 - football
 - ☒ recycling
 - recess
 - making posters
- I predict the narrator would be ___ if he saw more trash in a week.
 - happy
 - excited
 - patient
 - ☒ sad
- What was Jake upset about the most?
 - ☒ That people threw their trash on the playground
 - Missing the catch
 - Having to pick up trash
 - Making posters
- What trait best describes Jake?
 - careless
 - funny
 - selfish
 - ☒ caring

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



Contractions (1)



Plurals (8)



Adjectives (10)



Proper Nouns (9)

VOCABULARY

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

1 dozen

twelve

2 crushed

smashed down/flat

3 created

made

4 decided

Solve, determine, settle

5 goal

Something you work toward

"A Visit to the Fire Station"

Last week our class took a field trip to the fire station. Our teacher, Mrs. Smith, told us we would learn a lot about fire safety. My friends and I thought it was silly. We didn't think we would learn anything new. But we were wrong! We all knew to call 911 if we saw a fire or smoke. But no one in our class ever thought about making a plan at home in case of a fire. None of our families talked about where we would meet if there was a fire. And we never practiced a fire drill at home! We all got to try on the big, bulky, heavy fire jackets. We learned never to hide during a fire, but to find the safest escape. Mrs. Smith was right when she told us to take this field trip serious. We did have a lot more to learn about fire safety. My friends and I all promised to go home and make a fire safety plan with our parents.

Understand It!

Answer the following questions after reading:

- The main idea was...
 - class field trips
 - fire jackets
 - ☒ fire safety
 - calling 911
- I predict the narrator will go home and _____.
 - forget what he learned
 - ☒ make a fire safety plan
 - think the trip was boring
 - forget to make a plan
- What does the narrator first think of the trip?
 - ☒ it will be boring
 - it will be amazing
 - it will be scary
 - it will be long
- What trait best describes the narrator?
 - funny
 - scared
 - angry
 - ☒ smart

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



Contractions (1)



Plurals (5)



Adjectives (11)



Proper Nouns (4)

Vocabulary

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

- safety avoiding danger
staying away from danger
- practiced to do over and over
to get good at something
- drill activity that needs
to be practiced
- bulky thick / large in size
- serious very important
matters a lot

"Saving Money is Hard!"

Understand It!

Answer the following questions after reading:

Since as long as he can remember Jamal has wanted his very own skateboard. He was tired of **borrowing** from his friends. Jamal's mom told him she couldn't afford a skateboard. She said he should save his money and buy his own. Jamal had been trying to save his money for a long time. But saving money was so hard! Every time Jamal went to a store he was **tempted** to buy candy, gum and toys. Jamal knew he could **afford** these things. But if he bought them, he would have no money saved for a skateboard. Jamal **whined** a lot about wanting something in every store. He felt sad about not getting things. He knew if he **sacrificed** the small things he would soon have enough for the skateboard. Finally, the day came when Jamal could buy his board. All that saving was worth it. He couldn't wait to show off his new board!

- The main idea was...
 - buying candy
 - ☒ saving for a skateboard
 - buying toys
 - saving for a bike
- I know Jamal is frustrated because...
 - ☒ he was whining
 - he liked waiting
 - he wasn't tempted
 - he liked saving
- What was Jamal upset about the most?
 - buying toys
 - borrowing skateboards
 - buying a skateboard
 - ☒ having to wait
- What trait best describes Jamal in this story?
 - ☒ frustrated
 - patient
 - boring
 - funny

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



Contractions (2)



Plurals (5)



Adjectives (10)



Proper Nouns (7)

Vocabulary

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

- borrowing take something for a short time and then return it
- tempted really want to do
- afford able to pay for
- whined complained/feel sorry for yourself
- sacrificed give something up

"BUT I NEED THAT!"

Understand It!

Answer the following questions after reading:

It never **fails** that every time Julia's mom takes her anywhere, Julia **begs** for her mom to buy her something. It **doesn't** matter where they are. Julia will find something she wants. She **usually** starts off by asking her mom very nicely when she **spots** something she wants. Julia's mom almost always says, 'not today dear.' That's when Julia starts whining. She says, 'but mom...I NEED that!' It **doesn't** matter if it's a piece of candy or a new shirt. Julia always thinks she 'needs' everything. Julia's mom told her that she **didn't** 'need' those things, she just wanted them. She told Julia she would make a deal. She would buy all the things Julia 'needed.' Then Julia could do **chores** to save money for the things she 'wanted.' They made a list of chores she could do. Soon Julia was buying things she wanted for herself.

- The main idea was...
 - ☒ Julia wants everything
 - going shopping
 - chores
 - buying a new shirt
- How did Julia feel when her mom said no?
 - she handled it fine
 - she said okay
 - ☒ she thought she needed everything
 - she didn't care
- How do you think Julia felt at the end of the story?
 - confused
 - ☒ excited
 - sad
 - angry
- What trait best describes Julia's mom?
 - mean
 - ☒ fair
 - quiet
 - angry

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



Contractions (5)



Plurals (6)



Adjectives (2)



Proper Nouns (11)

Vocabulary

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

- fails always happens
- begs ask someone for something
- usually happens often
- spots sees something
- chores work around the house

"A Surprise in the Park"

Trey, Sam, and Matt were playing hide-and-seek in the park after school. They started counting to 100 as Matt and Sam ran off to hide. Sam was great at finding the best hiding places. It always took Trey and Matt forever to find him. But this time was different. Before Trey could count to 100 he heard Sam shout at the top of his lungs. He was **hollering** for Trey and Matt to hurry over. He didn't even pretend to hide. Trey and Matt looked at each other funny before running over. Sam didn't say anything when they got there. He **simply** pointed at the ground. There was a **fossil** in the dirt. It **appeared** to be a dinosaur foot! The boys rushed the fossil to their teacher the next day. Their teacher **confirmed** it was a dinosaur fossil. The boys went back to hunt for more fossils. But they never found another fossil again.

Understand It!

Answer the following questions after reading:

- The word 'pretend' in the passage means...
a. really do something
b. hide
☒ c. make believe
d. be quiet
- They probably found the fossil because...
☒ a. the dirt washed away
b. it was hard to see
c. it was old
d. they were looking for fossils
- Finding a dinosaur fossil is the same as...
a. any other day
b. going on vacation
☒ c. an unexpected surprise
d. following a routine
- What is the most important event?
a. pointing at the fossil
b. going to school
c. looking for fossils
☒ d. finding the fossil

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



Words with suffixes (13)



Words with 2 vowels together (23)



Words that end with a vowel (36)



Conjunctions (7)

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

1 hollering yelling loudly

2 simply plainly

3 fossil remains of an animal or plant

4 appeared seems to be

5 confirmed made certain

"career week"

Understand It!

Answer the following questions after reading:

It's **career** week at school. All week adults from our **community** have come to visit our class and tell us what they do for a living. There was a banker, a firefighter, a police officer, and a dentist. My favorite was the banker because I loved learning about the **vault** and where all that money goes in the bank! Today was the last day of career day and everyone got to dress up as something they wanted to be when they grow up. I **struggled** with what to dress up as. At first I thought a librarian because I love to read. Then I thought a taxi driver would be fun because I could meet new people every day. I finally decided to dress up as a veterinarian because I love animals so much. I asked my teacher if I could bring my dog and she said no way. I chose to bring my stuffed animal dog **instead**. It was a really fun day!

1. The words 'dress up' in the passage means...

- ☒ a. wear something special
- b. wear a uniform
- c. wear a dress or suit
- d. wear gym clothes

2. Most kids probably _____ career.

- a. have chosen a
- b. think a lot about a
- ☒ c. haven't chosen a
- d. worry about a

3. A Banker's job is...

- a. fighting fires
- ☒ b. keeping money safe
- c. organizing books
- d. protecting animals

4. What is the most important idea?

- a. careers don't matter
- b. you must pick a career
- c. taxi drivers are the best
- ☒ d. there are many types of careers

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



Words with suffixes (17)



Words with 2 vowels together (26)



Words that end with a vowel (53)



Conjunctions (5)

Vocabulary

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

1 career a job

2 community people who live around the same place

3 vault a structure where valuable items are kept

4 struggled hard to decide

5 instead substitute or replace

"The Family Garden"

Greyson and Sophie **pleaded** with their parents to let them start a garden. They have asked for years, but their parents always said it would be too much work. Greyson and Sophie **promised** they would do all the work. They were shocked when this spring their parents finally said yes. Greyson and Sophie got right to work. They did some **research** about what type of dirt to use. They learned how to get the **soil** just right before planting. They worked all weekend getting the ground ready. Soon they were able to plant tomato, peas, corn, cucumber, and peppers. Sophie watered and picked weeds in the mornings. Greyson did the same at night. When summer was ending it was time to **harvest** their garden. Picking the vegetables was their favorite part. They promised to make next year's garden even bigger!

Understand It!

Answer the following questions after reading:

- The word 'shocked' in the passage means...
a. sad
b. lazy
c. relaxed
☒ d. surprised
- What is one other thing needed to grow a garden?
a. wood
b. grass
☒ c. the sun
d. ants
- Growing a garden is most like...
☒ a. taking care of a pet
b. watching TV
c. playing video games
d. riding a bike
- What is the most important event?
a. planting corn
☒ b. working every day
c. watching the dirt
d. asking for help

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



Words with suffixes (16)



Words with 2 vowels together (25)



Words that end with a vowel (33)



Conjunctions (5)

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

- | | |
|-------------------|--------------------------------------|
| 1 <u>pleaded</u> | <u>beg for something</u> |
| 2 <u>promised</u> | <u>guarantee/assure</u> |
| 3 <u>research</u> | <u>get information about a topic</u> |
| 4 <u>soil</u> | <u>dirt from the Earth</u> |
| 5 <u>harvest</u> | <u>gathering of crops</u> |

"The Monday Blues"

Understand It!

Answer the following questions after reading:

No matter how hard she tried, Amanda just never had a good Monday. For **starters**, she could not fall asleep on Sunday nights. She would lay awake just thinking about how early she had to wake up. When she finally did **doze** off to sleep, she always seemed to have bad dreams. Amanda's mom had to drag her out of bed on Monday mornings. Sometimes she even **splashed** water in her face to wake her up! And it never failed that Amanda would forget something. Some days it was her lunch. Other Mondays it was her homework. She almost always got in trouble and missed recess too. It was like Mondays had this **magical** spell of always being awful. By the time Amanda finished her supper she was always so **exhausted**. She would fall into bed and go right to sleep. She couldn't wait to get every Monday over with.

- The word 'drag' in the passage means...
 - to sit down
 - ☒ to pull
 - to lay down
 - to walk
- Which of the following statements is true?
 - Amanda loved Mondays
 - her dad dragged her out of bed
 - ☒ she got in trouble
 - She never missed recess
- Amanda felt _____ about Mondays.
 - ☒ horrible
 - happy
 - excited
 - relaxed
- What did not happen to Amanda on Mondays?
 - She got in trouble
 - She forgot things
 - ☒ She woke up happy
 - She woke up tired

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



Words with suffixes (8)



Words with 2 vowels together (19)



Words that end with a vowel (38)



Conjunctions (2)

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

- starters** first of all
- doze** fall asleep
- splashed** to wet with water
- magical** enchanting
- exhausted** very tired

"Our Family is Adopting"

Understand It!

Answer the following questions after reading:

Hi! My name is Andrew. I am ten years old. I live with my mom, dad, older sister Claire, and younger brother Ben. Just last month my parents sat all the kids down on the couch for a big surprise. They had giant **grins** on their faces as they **announced** the big news. We were **adopting** a little boy named Jonah from Africa! All at once, the whole family started **cheering**. We were so excited to meet our new brother. Mom and dad showed us his picture. He is 6 years old and has been waiting his whole life for a family. I feel so lucky to be his big brother. Mom and dad tell us soon we will all go to Africa to meet Jonah. We will have to go to court and live in Africa a few months before we can all bring Jonah home for good. I am so happy my parents decided to adopt Jonah because it means he gets to be in our family **forever**!

- The word 'decided' in the passage means...
 - ignored
 - ☒ chose
 - said goodbye
 - said no
- What word best describes this family?
 - fearful
 - selfish
 - ☒ loving
 - upset
- This family probably believes that adoption is:
 - ☒ a special gift
 - not a good idea
 - a scary thing
 - not something to do
- The most important event is:
 - Andrew is 10
 - Andrew has a big sister
 - Andrew lives with his mom and dad
 - ☒ finding out about Jonah

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



Words with suffixes (10)



Words with 2 vowels together (19)



Words that end with a vowel (55)



Conjunctions (4)

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

- grins smiles
- announced to say out loud
- adopting to bring in a new family member you're not related to
- cheering to shout encouragement
- forever unending

"North America"

Understand It!

Answer the following questions after reading:

North America is one of seven **continents** in the world. Did you know there are over 20 different countries in North America? The three biggest countries in North America are The United States, Canada, and Mexico. Greenland is the world's largest **island** and it is part of North America too! **Countless** rivers **flow** through different parts of North America. The biggest rivers most people know about are the Mississippi River, Colorado River, Ohio River, and Hudson River. Almost all of these rivers help divide states. All of them provide important ways for supplies to move from one place to the next. Way back before airplanes or even trains, people **relied** on moving things they needed up and down these mighty rivers. It's important to learn about the world. North America is just one continent we can learn about.

- Which is an example of descriptive language?
 - move from one place
 - the biggest rivers are
 - ☒ mighty rivers
 - help divide states
- The biggest fact from the text is...
 - There are rivers
 - There are countries
 - rivers divide states
 - ☒ North America is one of seven continents
- One small fact from the text is...
 - ☒ Greenland is an island
 - rivers aren't needed
 - there are few rivers
 - there are 3 countries in North America
- How are rivers helpful?
 - they carry diseases
 - they dry out
 - they flood
 - ☒ they divide land

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



Descriptive language (7)



Pronouns (6)



Words with 3 or more syllables (18)



Action verbs (11)

Vocabulary

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

- continents** large land masses on Earth
- island** land surrounded by water on all sides
- countless** to many to count
- flow** move smoothly
- relied** counted on/ need

"How to Read a Map"

Maps are drawn from an **overhead** view of an area. Imagine being in a helicopter and looking down. That is what it's like when you look at a map. Most maps have special **features** that they show. For example, some maps show mountains, rivers, and forests. Maps have pictures of different **objects** to explain what is on the map. Somewhere along the side is a **key**. It is a box explaining what each picture on the map means. People who read maps study the key to know what the map is trying to show. A map also has a **compass**. A compass has two lines that look like a plus sign. On the end of each line is a letter. Each letter shows a direction. A compass shows North, South, East, and West. To read a map, look for the key and compass so you can easily understand what the map is trying to say.

Understand It!

Answer the following questions after reading:

- Which is an example of descriptive language?
 - shows a direction
 - along the side
 - maps are drawn
 - ☒ looks like a plus sign
- The biggest fact from the text is...
 - ☒ Maps have an overhead view
 - The key is a box
 - some maps show rivers
 - some maps show trees
- One small fact from the text is...
 - ☒ maps have a compass
 - some maps show rivers
 - maps have a key
 - maps show an overhead view
- What can maps tell you?
 - how an area sounds
 - how an area feels
 - ☒ how an area looks
 - how an area smells

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



Descriptive language (3)



Pronouns (4)



Words with 3 or more syllables (10)



Action verbs (21)

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

- overhead from above
- features a special part
- objects anything you can see
- key space for important info
- compass a tool for determining directions

"Our Community Government"

Understand It!

Answer the following questions after reading:

There is a community **government** in big towns, small cities, and out in the country. A government is a group of people who come together to help run the area you live. The leader of the local government is called the mayor. The area you live in is called your **community**. There may be only a few people in your community, or there may be tons of people in your community. The government in your community has three big jobs. The first job is to **protect** the people who live in the community. That's you! The second big job is to **establish** order. That means to keep things in your community working smoothly. And the last big job is to **manage** conflict. That means they help everyone get along. They make sure everyone is following the laws. The mayor and the community government work hard to keep you safe!

- Which is an example of descriptive language?
 - ☒ a. small cities
 - b. protect the people
 - c. establish order
 - d. manage conflict
- The biggest fact from the text is...
 - a. There are small towns
 - b. There are big cities
 - c. The leader is called the mayor
 - ☒ d. everyone has a government
- One small fact from the text is...
 - a. a government has 4 big jobs
 - ☒ b. we live in communities
 - c. there are no mayors
 - d. not everyone has a government
- What is one thing a government does not do?
 - a. establish order
 - b. manage conflict
 - ☒ c. manage local stores
 - d. protect the people

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



Descriptive language

(9)



Pronouns

(12)



Words with 3 or more syllables

(20)



Action verbs

(20)

Vocabulary

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

1 government

People who work together to run a large group of people

2 community

people who live in the same area

3 protect

Keep safe

4 establish

put something into place

5 manage

Control

"The Three Levels of Government"

Understand It!

Answer the following questions after reading:

There are three **levels** of government in the United States. Each level has its own jobs and leaders. The first level is the **local** government. The leader of the local level is called the mayor. One of the main jobs of the government at this level is to protect and serve the local community. That means the people who live very close to you. The second level of government is the state level. The leader of this level is called the governor. There are many **members** of this government. One big job they have is to take care of all the public schools in the state. The last level of government is the federal level. The leader of this level is the president. One of the **major** jobs of the government at this level is to **protect** our country. They manage all the United States military who fight for our freedom every day.

- Which word from the text is an adjective?
 - leaders
 - government
 - members
 - ☒ second
- The biggest fact about government is...
 - ☒ There are 3 levels
 - local is most important
 - local manages schools
 - state controls military
- One small fact from the text is...
 - they all have the same jobs
 - state level has a mayor
 - ☒ the local leader is the mayor
 - not every level has a leader
- What does the state level control?
 - ☒ the public schools
 - the local community
 - the military
 - protecting our country

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



Descriptive language (14)



Pronouns (6)



Words with 3 or more syllables (14)



Action verbs (10)

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

- levels position or rank
- local a particular area
- members people in a group
- major most important
- protect take care of

"Community Goods and Services" Understand It!

Answer the following questions after reading:

Local communities have many **traits** that make them work well together. A few ways communities work well are by providing **goods** and **services**. For example, the local shoe store **offers** shoes for sale. The people in the community can come and buy the shoes. The shoe store **provides** goods for people in the community to buy. Other stores that provide goods are clothing stores, hardware stores, and grocery stores. Communities also provide services. These are special skills that people can pay others to do. For example, if someone is sick, they will go to the doctor. The doctor will provide a service by checking to see why the person is sick. Other examples of services are dentists, plumbers, and bankers. Communities work best together when they are using all the goods and services they have to offer.

- Which word from the text is an adjective?
 - communities
 - ☒ grocery
 - doctor
 - store
- The biggest fact from the text is...
 - shoe stores
 - bankers
 - doctors
 - ☒ goods and services
- One small fact from the text is...
 - shoes are a service
 - ☒ shoes are goods
 - bankers are goods
 - doctors are goods
- Which is an example of a good?
 - ☒ candy
 - cleaners
 - cooks
 - taxi drivers

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



Descriptive language

(9)



Pronouns

(5)



Words with 3 or more syllables

(17)



Action verbs

(19)

Vocabulary

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

- traits a quality/characteristic
- goods products people buy
- services water, electricity, gas, etc.
- offers provides
- provides has available

Adjectives

Name: Answer Key Date: _____

Directions: An adjective is a word that describes a noun or a pronoun. Writers use adjectives to add to details to a text. Adjectives are often found right before the word they are describing. There can be more than one adjective in a sentence. Read the passage and answer the questions. Then take the challenge!

Man's Best Friend

Dogs have been called man's best friend for centuries, but today dogs are more than a friend. They are dependable. Dogs are training and certifying to become service dogs and therapy dogs. Service dogs and therapy dogs help humans in unique situations.

Dogs can have jobs just like humans. Their loving personalities make them perfect working companions. Therapy dogs go with their owners into homes, schools, nursing homes and hospitals. These dogs provide love to sick patients and individuals who need extra attention.

While some may think therapy dogs and service dogs are the same, many will argue that they are not. Service dogs include guide dogs. These animals are working for a blind person as their guide. The service dog tends to the blind person and leads him or her safely through daily routines. Service dogs, like therapy dogs, must train and certify before working with an individual.

Dogs have provided lasting relationships with humans in many cultures for a long time, but they are finding more responsibilities in modern days. Dogs continue to be best friends, close companions, and hard workers.



Write About It: In your own words, tell the most important parts of the text. Circle the adjectives in your answer.

Answer should include:

- 1) Most important parts of story
- 2) Adjectives circled

Challenge: Use the codes to identify adjectives in the text.



Adjectives in
paragraph 1



Adjectives in
paragraph 2



Adjectives in
paragraph 3

Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes an adjective?
☐ a. a word that describes a verb
☒ b. a word that describes a noun or pronoun
☐ c. a word that describes the setting
☐ d. the first word in a sentence
- 1b. What evidence from the text includes an adjective that matches the description in 1a?
☐ a. "...dogs go with their owners..."
☐ b. "Dogs can have jobs just like humans."
☒ c. "Service dogs include guide dogs."
☐ d. "Dogs have provided..."
- 2a. How many adjectives are in paragraph 4?
☐ a. 6 ☐ b. 7
☒ c. 8 ☐ d. 9
- 2b. Which phrase from the text includes an adjective and is part of paragraph 4?
☒ a. "best friends, close companions, and..."
☐ b. "Dogs have provided..."
☐ c. "...they are finding..."
☐ d. "Dogs continue to be..."
3. Which of the following phrases includes an adjective?
☐ a. "...must train and certify before working with an individual."
☐ b. "...dogs help humans..."
☐ c. "...dogs are more than a friend."
☒ d. "These animals are working for a blind person..."

Associating Words: Week 1

Name: _____ Date: _____

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

- | | |
|---------------------------|---|
| 1. <u>F</u> typical | A. Damien was supposed to clean his room but he didn't remember. |
| 2. <u>H</u> listened | B. Jonah's mom told him he could go swimming the other day. |
| 3. <u>D</u> complete | C. It was very important that I not forget my jacket for school. |
| 4. <u>A</u> forgot | D. After a lot of work, the school project was finished. |
| 5. <u>G</u> procrastinate | E. Molly used to chew with her mouth open but she doesn't do that anymore. |
| 6. <u>L</u> anxious | F. It was very normal for Max to be late for school. |
| 7. <u>K</u> deadline | G. I waited until the very last minute to tell my teacher I forgot my homework. |
| 8. <u>B</u> permission | H. The whole class paid attention to the directions. |
| 9. <u>J</u> hysterical | I. I stuffed as much as I could into my suitcase. |
| 10. <u>E</u> ceased | J. Joy was so upset about her broken toy she couldn't stop crying. |
| 11. <u>N</u> celebrate | K. Matt knew he had to finish his work by the end of the week because it was due on Friday. |
| 12. <u>M</u> sprinted | L. Grace felt very worried and uneasy about her first trip on a plane. |
| 13. <u>I</u> crammed | M. Cole ran as fast as he could to the ice cream truck. |
| 14. <u>C</u> crucial | |

Vocabulary Assessment: Week 1

Name: _____ Date: _____

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

| | | | | | | |
|----------|----------|---------------|----------|------------|-----------|---------|
| typical | complete | procrastinate | anxious | permission | celebrate | crammed |
| listened | forgot | hysterical | deadline | ceased | sprinted | crucial |

1. Greg would wait until the last minute to clean his room and procrastinate.
2. My mom likes to decorate and celebrate every holiday.
3. It is crucial that I take out the trash or the whole house will stink.
4. Barb asked her mom for permission before walking the dog around the block.
5. It is so typical of my brother to try and make fun of me.
6. It totally slipped my mind and I forgot to feed the fish this morning.
7. Trent felt awesome when he was able to complete the big project.
8. Maggie never listened to her parents and she was always in trouble.
9. Our group knew next Friday was the deadline to finish our work!
10. After lots of guesses I ceased trying to figure out the answer.
11. My sister was hysterical when I accidentally broke her favorite toy.
12. I always get worried and anxious about school on Sunday nights.
13. We only had 3 days of fun so we crammed in as much as we could.
14. When the school bell rang on the last day we sprinted out the front doors.

Vocabulary Assessment: Week 1

Name: _____ Date: _____

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

- | | |
|---------------------------|--|
| 1. <u>I</u> typical | A. A happy time when people get together and enjoy fun times. |
| 2. <u>E</u> listened | B. Very important, it's not a small thing. |
| 3. <u>M</u> complete | C. To run a short distance as fast as you possibly can. |
| 4. <u>N</u> forgot | D. To stuff a bunch of things or people into something. |
| 5. <u>F</u> procrastinate | E. To hear and pay attention to. |
| 6. <u>L</u> anxious | F. To put off doing or saying something until the very last minute. |
| 7. <u>J</u> deadline | G. To have the right to do something, someone said you could. |
| 8. <u>G</u> permission | H. To be so upset that you are crying and have no idea what to do. |
| 9. <u>H</u> hysterical | I. A common happening, very normal. |
| 10. <u>K</u> ceased | J. The time when a project needs to be completed by. |
| 11. <u>A</u> celebrate | K. To stop, not happening anymore. |
| 12. <u>C</u> sprinted | L. To be worried or feel uneasy when you are not sure what is happening. |
| 13. <u>D</u> crammed | M. To finish, to have all done. |
| 14. <u>B</u> crucial | N. To not remember, it may slip your mind. |

Associating Words: Week 2

Name: _____ Date: _____

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

- | | |
|--------------------------|---|
| 1. <u>I</u> tap | A. My friend and I wore almost the exact same outfit to school. |
| 2. <u>J</u> stranger | B. Keith's face turned red when he danced in front of his class. |
| 3. <u>F</u> stared | C. It was amazing how Jessica could kick her legs over her head. |
| 4. <u>A</u> similar | D. My mom gave us vitamins because she did not want us to catch a bad cold that was going around. |
| 5. <u>K</u> repeated | E. I had a very clear vision in my mind of how the play would end. |
| 6. <u>B</u> embarrassed | F. Seth stood and looked at the picture on the wall for a very long time. |
| 7. <u>L</u> assume | G. I imagined the park had a slide that was 100 feet tall. |
| 8. <u>G</u> fantasize | H. My mom demanded that I wash the dishes right away. |
| 9. <u>E</u> pictured | I. Derrick kept patting my shoulder over and over again. |
| 10. <u>D</u> contagious | J. I see so many people I don't know when I go to the mall. |
| 11. <u>C</u> remarkable | K. Some days my teacher says the same thing so many times. |
| 12. <u>M</u> overheard | L. We all thought the new girl was mean, but it wasn't true. |
| 13. <u>N</u> whispered | M. I listened to my parents talking in the kitchen. |
| 14. <u>H</u> immediately | N. The girls were talking in soft voices so no one could hear. |

Vocabulary Assessment: Week 2

Name: _____ Date: _____

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

| | | | | | | |
|----------|-------------|---------|----------|-----------|------------|-----------|
| tap | embarrassed | stared | repeated | fantasize | contagious | overheard |
| stranger | immediately | similar | assume | pictured | remarkable | whispered |

1. It was so impressive to see the birds dive down in a remarkable pattern .
2. The girls' hairstyle was so similar not many people could tell them apart.
3. I overheard my parents talking about some surprise plans for winter break.
4. My dad said he already repeated the directions five times and I should listen.
5. Tony whispered his question to the teacher in the quiet library.
6. Philip was so embarrassed when he walked right into the stop sign.
7. My mom shouted, "get in here immediately , it's time for supper right now!"
8. Just because I am tiny do not assume that I am not strong.
9. Max made funny sounds and the teacher had to tap him on the shoulder!
10. Every night I fantasize about eating the biggest, best tasting desserts.
11. I didn't talk to the lady at the bank because she was a stranger .
12. I pictured the new house way different in my mind than it actually was.
13. Jimmy stared at his dinner for a very long time before he took a bite.
14. I had to stay home from school because my cold was contagious .

Vocabulary Assessment: Week 2

Name: _____ Date: _____

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

- | | |
|------------------------------|--|
| 1. <u> K </u> tap | A. To do or say the same thing over and over again. |
| 2. <u> N </u> stranger | B. To hear others talking in a conversation that you are not involved in. |
| 3. <u> M </u> stared | C. To be done right away without waiting any longer at all. |
| 4. <u> L </u> similar | D. Feeling shy or uncomfortable about something you did or said. |
| 5. <u> A </u> repeated | E. To imagine something in your head, it's made up and not real. |
| 6. <u> D </u> embarrassed | F. To get a very clear vision in your mind, to see it. |
| 7. <u> H </u> assume | G. Something that catches on, it's just natural for others to do the same thing. |
| 8. <u> E </u> fantasize | H. To think that something is true without having much information at all. |
| 9. <u> F </u> pictured | I. Very amazing, it is impressive. |
| 10. <u> G </u> contagious | J. To talk in a soft, low voice, not loud. |
| 11. <u> I </u> remarkable | K. To tap gently with your fingers over and over. |
| 12. <u> B </u> overheard | L. 2 or more things that are very much the same. |
| 13. <u> J </u> whispered | M. To look at something or someone for a very long time. |
| 14. <u> C </u> immediately | N. Someone you have never met before. |

Associating Words: Week 3

Name: _____ Date: _____

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

- | | |
|--------------------------|---|
| 1. <u>E</u> break | A. I just know my dad will win the race because he always does. |
| 2. <u>G</u> overwhelmed | B. Even though Matt was asked to clean his room, he just won't do it, no matter what. |
| 3. <u>C</u> perfect | C. I got a 100 on my test, and made no mistakes at all. |
| 4. <u>F</u> focused | D. After lying about losing his homework, Jake finally told the truth that he never finished it at all. |
| 5. <u>B</u> refusing | E. Sammy took some time off after a long day. |
| 6. <u>A</u> expectations | F. Georgia paid close attention to the directions during class and had a clear plan for work time. |
| 7. <u>L</u> trendy | G. My mom was feeling like there was just too much to do and not enough time to get it all done. |
| 8. <u>I</u> talent | H. I was shocked when my brother jumped out in front of me. |
| 9. <u>M</u> lucky | I. Malaya had a gift for drawing, it was so easy for her. |
| 10. <u>D</u> confessed | J. My dad had everything under control on the camping trip. |
| 11. <u>N</u> worrying | K. Tony stormed out of the room because he couldn't take it anymore. |
| 12. <u>J</u> managed | L. Megan always wore outfits that were in fashion. |
| 13. <u>K</u> snapped | M. Rylan was always winning prizes in contests. |
| 14. <u>H</u> startled | N. I always think things are going to go wrong at school. |

Vocabulary Assessment: Week 3

Name: _____ Date: _____

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

| | | | | | | |
|---------|----------|--------------|---------|----------|---------|-----------|
| perfect | lucky | overwhelmed | trendy | managed | break | refusing |
| talent | worrying | expectations | snapped | startled | focused | confessed |

1. William took a break from practice because he was out of breath.
2. I know that worrying does no good, but I can't help thinking bad will happen.
3. Jill stayed focused on getting the job done so she could go play.
4. I felt really lucky when I was picked first to go on the ride.
5. Max kept refusing to eat his vegetables at dinner last night.
6. There was a ton of kids with acting talent at the summer auditions.
7. My sister finally confessed that she took my favorite shirt and got it dirty.
8. There wasn't a cloud in the sky and it was a perfect day.
9. I was feeling so overwhelmed with the amount of homework I had last night.
10. My dog always seems so startled when the doorbell rings.
11. The expectations were high that our team would take first place.
12. My neighbor snapped when we hit the ball through his window.
13. Anna always had the most trendy outfits and all the girls were jealous.
14. I don't know how my mom managed to be in charge of so many kids.

Vocabulary Assessment: Week 3

Name: _____ Date: _____

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

- | | |
|--------------------------|--|
| 1. <u>N</u> break | A. Everything is just right, and as good as it can possibly be. |
| 2. <u>E</u> overwhelmed | B. Something you are very good at without having to try too hard. |
| 3. <u>A</u> perfect | C. To have good things happen, to be fortunate. |
| 4. <u>M</u> focused | D. Thinking things are going to go wrong, to be scared something bad might happen. |
| 5. <u>L</u> refusing | E. Feeling like there are just too many things to do and it's too hard to get it all done. |
| 6. <u>F</u> expectations | F. Believing that someone will achieve something great. |
| 7. <u>G</u> trendy | G. To be popular and in style with fashion. |
| 8. <u>B</u> talent | H. To have everything under control and be in charge. |
| 9. <u>C</u> lucky | I. To lose it, get out of control from normal. |
| 10. <u>K</u> confessed | J. To be surprised or shocked suddenly. |
| 11. <u>D</u> worrying | K. To tell the truth about something you have kept a secret for a bit. |
| 12. <u>H</u> managed | L. Not willing to do something, to fail to do something. |
| 13. <u>I</u> snapped | M. To pay careful attention to and have a clear plan. |
| 14. <u>J</u> startled | N. To have time off to not do anything and just relax. |