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BETWEEN  
GRADES  
**2&3**

# SUMMER EXPRESS™



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 SCHOLASTIC

BETWEEN  
GRADES  
2 & 3

# SUMMER EXPRESS

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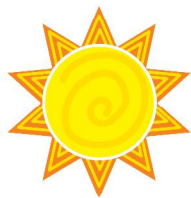


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Dear Parent:



Congratulations! You hold in your hands an exceptional educational tool that will give your child a head start into the coming school year.

Inside this book, you'll find one hundred practice pages that will help your child review and learn reading and writing skills, grammar, addition and subtraction, and so much more! *Summer Express* is divided into 10 weeks, with two practice pages for each day of the week, Monday to Friday. However, feel free to use the pages in any order that your child would like. Here are other features you'll find inside:

- A weekly **incentive chart** and **certificate** to motivate and reward your child for his or her efforts.
- Suggestions for fun, creative **learning activities** you can do with your child each week.
- A **recommended reading list** of age-appropriate books that you and your child can read throughout the summer.
- A **certificate of completion** to celebrate your child's accomplishments.

We hope you and your child will have a lot of fun as you work together to complete this workbook.

Enjoy!  
The editors





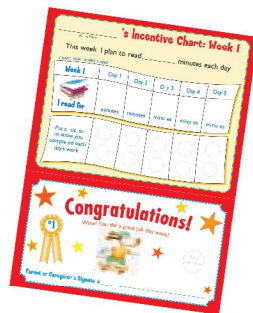
## Terrific Tips for Using This Book

**1** Pick a good time for your child to work on the activities. You may want to do it around mid-morning after play, or early afternoon when your child is not too tired.



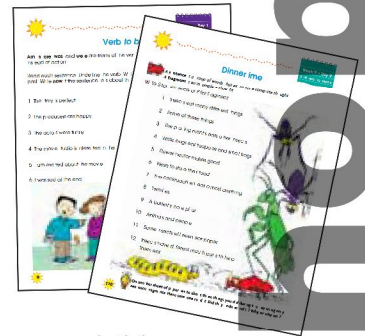
**2** Make sure your child has all the supplies he or she needs, such as pencils and crayons. Set aside a special place for your child to work.

**3** At the beginning of each week, discuss with your child how many minutes a day he or she would like to read. Write the goal at the top of the incentive chart for the week. (We recommend reading 15 to 20 minutes a day with your child who is entering 3rd grade.)



**4** Reward your child's efforts with the small stickers at the end of each day. As an added bonus, let your child affix a large sticker at the bottom of the incentive chart for completing the activities each week.

**5** Encourage your child to complete the worksheet, but don't force the issue. While you may want to ensure that your child succeeds, it's also important that your child maintain a positive and relaxed attitude toward school and learning.



**6** After you've given your child a few minutes to look over the practice pages he or she will be working on, ask your child to tell you his or her plan of action: "Tell me about what we're doing on these pages." Hearing the explanation aloud can provide you with insights into your child's thinking processes. Can he or she complete the work independently? With guidance? If your child needs support, try offering a choice about which family member might help. Giving your child a choice can help boost confidence and help him or her feel more ownership of the work to be done.

**7** When your child has finished the workbook, present him or her with the certificate of completion on page 143. Feel free to frame or laminate the certificate and display it on the wall for everyone to see. Your child will be so proud!







## Skill-Building Activities for Any Time

The following activities are designed to complement the ten weeks of practice pages in this book. These activities don't take more than a few minutes to complete and are just a handful of ways in which you can enrich and enliven your child's learning. Use the activities to take advantage of the time you might ordinarily disregard—for example, standing in line or waiting at a bus stop. You'll be working to practice key skills and have fun together at the same time.

### Finding Real-Life Connections

One of the reasons for schooling is to help children function out in the real world, to empower them with the abilities they'll truly need. So why not put those developing skills into action by enlisting your child's help with creating a grocery list, reading street signs, sorting pocket change, and so on? He or she can apply reading, writing, science, and math skills in important and practical ways, connecting what he or she is learning with everyday tasks.



### An Eye for Patterns

A red-brick sidewalk, a beaded necklace, a Sunday newspaper—all show evidence of structure and organization. You can help your child recognize something's structure or organization by observing and talking about patterns they see. Your child will apply his or her developing ability to spot patterns across all school subject areas, including alphabet letter formation (writing), attributes of shapes and solids (geometry), and characteristics of narrative stories (reading). Being able to notice patterns is a skill shared by effective readers and writers, scientists, and mathematicians.





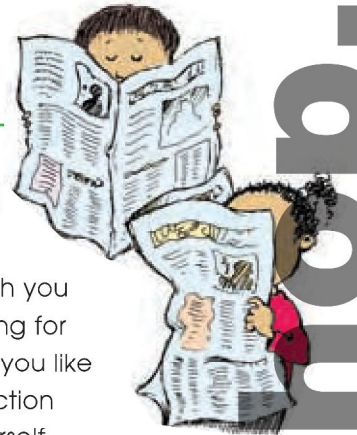
## Journals as Learning Tools

Most of us associate journal writing with reading comprehension, but having your child keep a journal can help you keep up with his or her developing skills in other academic areas as well—from telling time to matching rhymes. To get started, provide your child with several sheets of paper, folded in half, and stapled together. Explain that he or she will be writing and/or drawing in the journal to complement the practice pages completed each week. Encourage your child to draw or write about what he or she found easy, what was difficult, or what was fun. Before moving on to another set of practice pages, take a few minutes to read and discuss that week's journal entries together.



## Promote Reading at Home

- ◆ Let your child catch you in the act of reading for pleasure, whether you like reading science fiction novels or do-it-yourself magazines. Store them someplace that encourages you to read in front of your child and **demonstrate that reading is an activity you enjoy**. For example, locate your reading materials on the coffee table instead of your nightstand.
- ◆ Set aside a family reading time. By designating a reading time each week, your family is assured an opportunity to discuss with each other what you're reading. You can, for example, share a funny quote from an article. Or, your child can tell you his or her favorite part of a story. The key is to **make a family tradition of reading and sharing books** of all kinds together.
- ◆ **Put together collections of reading materials** your child can access easily. Gather them in baskets or bins that you can place in the family room, the car, and your child's bedroom. You can refresh your child's library by borrowing materials from your community's library, buying used books, or swapping books and magazines with friends and neighbors.







# Skills Review and Practice

Educators have established learning standards for math and language arts. Listed below are some of the important skills covered in *Summer Express* that will help your child review and prepare for the coming school year so that he or she is better prepared to meet these learning standards.

## Math

### What Your Child Will Review

- ◆ identifying simple fractions
- ◆ adding and subtracting 1- and 2-digit numbers with regrouping
- ◆ identifying place value
- ◆ telling time
- ◆ identifying coins and their values
- ◆ identifying shapes
- ◆ using simple equations

### What Your Child Will Practice to Prepare for Grade Three

- ◆ matching number words with numerals
- ◆ adding 3-digit numbers with regrouping
- ◆ subtracting 2-digit numbers without regrouping
- ◆ subtracting simple fractions with common denominators
- ◆ multiplying (e.g., addition sentences, arrays)
- ◆ division with remainders
- ◆ measuring weight (e.g., ounces and pounds)
- ◆ identifying geometric solids
- ◆ matching familiar items with geometric solids
- ◆ using a bar graph to record coin values and their equivalents

## Language Arts

### Skills Your Child Will Review

- ◆ using descriptive words to clarify meaning
- ◆ using sentence variety (e.g., statements, exclamations, commands)
- ◆ identifying main idea, sequence of events, main characters, causes and effects
- ◆ making inferences, drawing conclusions, comparing and contrasting
- ◆ reading for supporting details
- ◆ identifying real or fantasy within the context of story

### Skills Your Child Will Practice to Prepare for Grade Three

- ◆ proofreading (e.g., meaning, spelling, sentence variety, and grammar)
- ◆ expanding and combining sentences
- ◆ using parts of speech (e.g., common nouns, proper nouns, plural nouns, pronouns, present- and past-tense verbs, adjectives, prepositions)
- ◆ punctuating (e.g., possessives, quotation marks, contractions)
- ◆ writing in upper- and lowercase cursive letters
- ◆ writing cursive numerals 0–9
- ◆ demonstrating knowledge of level-appropriate reading vocabulary (e.g., homophones, synonyms, antonyms, prefixes [un-], compound words, analogies, word relationships)

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# Helping Your Child Get Ready: Week 1

These are the skills your child will be working on this week.

## Math

- adding 1- and 2-digit numbers with regrouping
- subtracting 2-digit numbers without regrouping

## Reading

- classifying
- sequencing

## Writing

- sentence punctuation
- proofreading

## Vocabulary

- examining similarities
- sight words

## Grammar

- compound nouns

Here are some activities you and your child might enjoy.

**Sizzling Synonyms!** The first time your child says, "It's hot outside," challenge him or her to come up with as many words as possible that mean the same thing as *hot*. You can try this with other weather words such as *rainy* or *cloudy*.

**Summer Goal** Suggest that your child come up with a plan to achieve a goal by the end of the summer. For example, he or she may wish to become an expert on a favorite animal or learn to count in another language. Help him or her map out a way to be successful. Periodically, check to see how your child is progressing.

**Order, Order!** Play a ranking game. Choose three related items and ask your child to put them in order. Ask him or her to explain the choice. For example, if you chose ice cube, snow ball, and frozen lake, your child might say small, medium, and large; or cold, colder, coldest.

**Sun Safety** Talk about sun safety with your child. Ask him or her to write a list of ways to stay safe in the sun. Post it in a prominent place!

Your child might enjoy reading the following books:

*Bringing the Rain to Kapiti Plain*  
by Verna Aardema

*The New Kid on the Block*  
by Jack Prelutsky

*Coming to America:  
The Story of Immigration*  
by Betsy Maestro




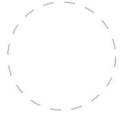











# 's Incentive Chart: Week 1

Name Here \_\_\_\_\_

This week, I plan to read \_\_\_\_\_ minutes each day.

CHART YOUR PROGRESS HERE.

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
					
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

# Congratulations!

Wow! You did a great job this week!



Place  
sticker here.

Parent or Caregiver's Signature \_\_\_\_\_





## Things We Use

People use different tools to do things. Read the list.

Draw a line from each player to the things for that sport.

1. **baseball player**



2. **football player**



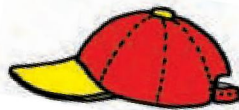
3. **tennis player**



4. **cyclist**



5. **hockey player**



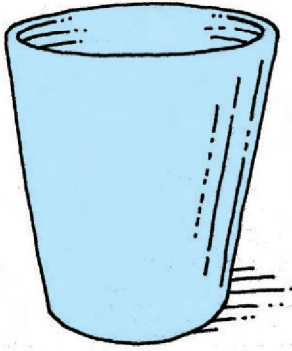
Talk with someone about how each item is used.





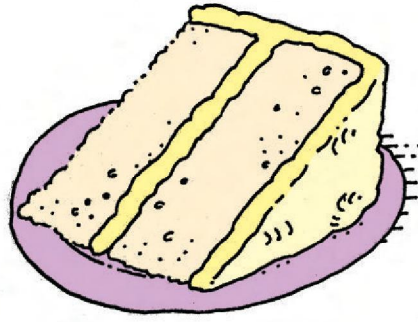
## Adding Words

A **compound noun** is made up of two smaller words put together.



**cup**

+



**cake**

=



**cupcake**

Can you figure out what these compound nouns are?  
Read the clues. Then write the compound noun.

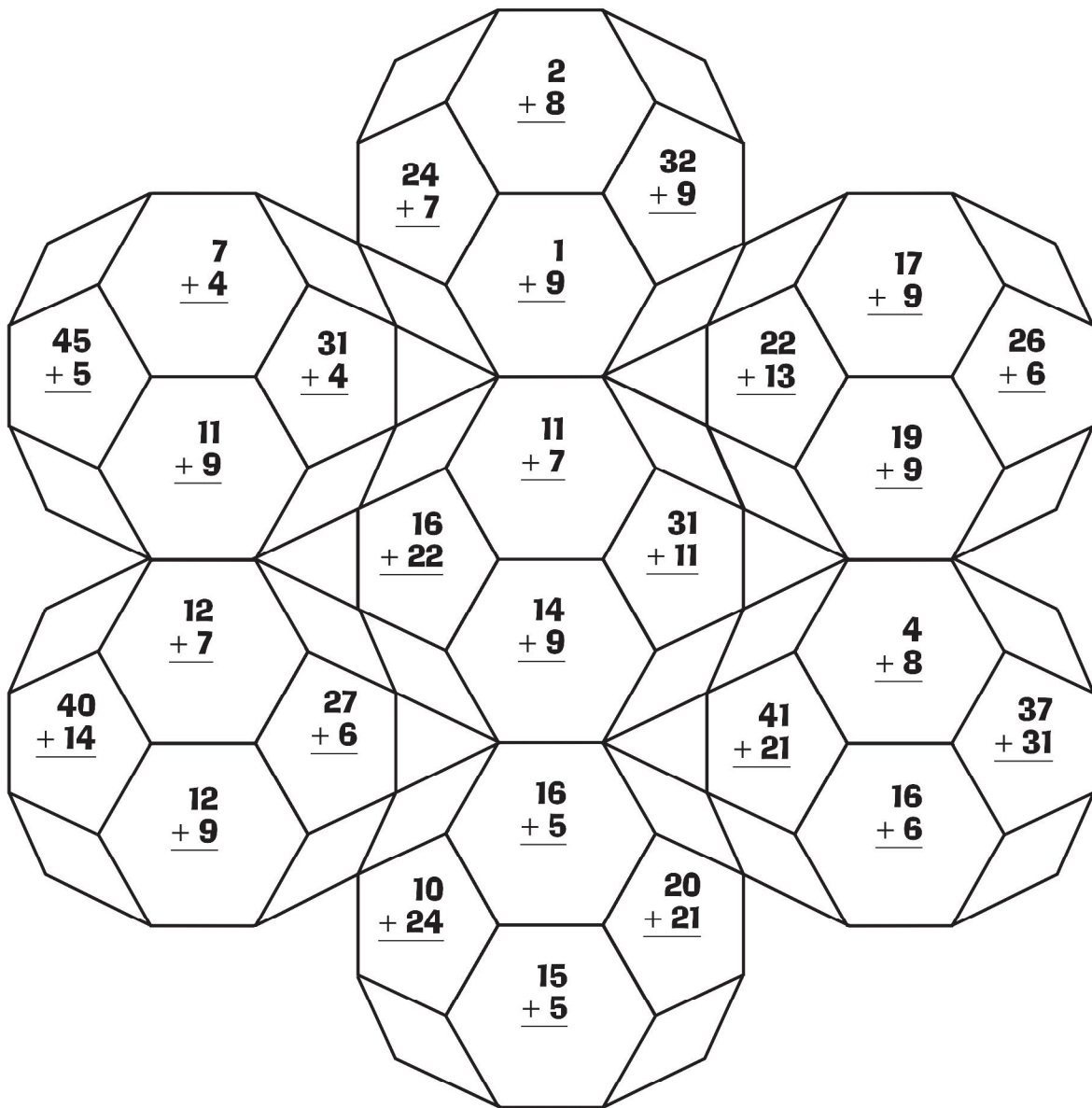
1. A **cloth** that covers a **table** is a \_\_\_\_\_
2. **Corn** that goes **pop** is \_\_\_\_\_
3. A **book** for a **cook** is a \_\_\_\_\_
4. An **apple** made into **sauce** is \_\_\_\_\_
5. A **cake** with **fruit** in it is a \_\_\_\_\_
6. **Meat** made into a **ball** is a \_\_\_\_\_
7. A **melon** with lots of **water** in it is a \_\_\_\_\_
8. A **berry** that is **blue** is a \_\_\_\_\_

Write a menu for a meal you would like. Use some compound nouns in your menu.





# Kaleidoscope



Solve the problems.

If the answer is between 1 and 30, color the shape yellow.

If the answer is between 31 and 99, color the shape gray.

Finish by coloring the other shapes with the colors of your choice.

Extra: Name two numbers that when added together equal 27.





## Sunny Sentences



*Every sentence begins with a capital letter.*

*A **telling sentence** ends with a period (.).*

*An **asking sentence** ends with a question mark (?).*

Rewrite each sentence correctly.



1. the sun is the closest star to Earth

---

2. the sun is not the brightest star

---

3. what is the temperature of the sun

---

4. the sun is a ball of hot gas

---

5. how large is the sun

---

6. will the sun ever burn out

---





## Which One Doesn't Belong?



Look for similarities when grouping items.

Read each list. Cross out the word that doesn't belong. Then choose a word from the kite that belongs with each list and write it in the blank.

1. grouchy    mad    cheerful    fussy    \_\_\_\_\_
2. north    away    east    south    \_\_\_\_\_
3. goat    blue jay    robin    eagle    \_\_\_\_\_
4. juice    milk    tea    mud    \_\_\_\_\_
5. hand    toy    foot    head    \_\_\_\_\_
6. David    Bob    Ronald    Sarah    \_\_\_\_\_
7. spinach    cake    cookies    pie    \_\_\_\_\_
8. glue    bicycle    pencils    scissors    \_\_\_\_\_
9. penny    nickel    quarter    marble    \_\_\_\_\_



Now read these categories. In each box, write the number from the above list that matches the category.

<b>Birds</b>	<b>Desserts</b>	<b>Sour Feelings</b>
<b>Boys' Names</b>	<b>Money</b>	<b>School Supplies</b>
<b>Directions</b>	<b>Body Parts</b>	<b>Drinks</b>



Write a list of five things that go with this category: **Things That Are Hot.**









# A Happy Camper



Complete:  
Every sentence begins with a \_\_\_\_\_.  
A statement ends with a \_\_\_\_\_.  
A question ends with a \_\_\_\_\_.

Uh oh! Dalton was in a hurry when he wrote this letter. Help him find 10 mistakes. Circle them.



Dear Mom and Dad,  
  
camp is so cool? today we went swimming? do  
you know what the best part of camp is. i think  
fishing is my favorite thing to do. did you feed my  
hamster. I really miss you?  
  
Love, Dalton

Now choose two questions and two statements from Dalton’s letter. Rewrite each correctly.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_



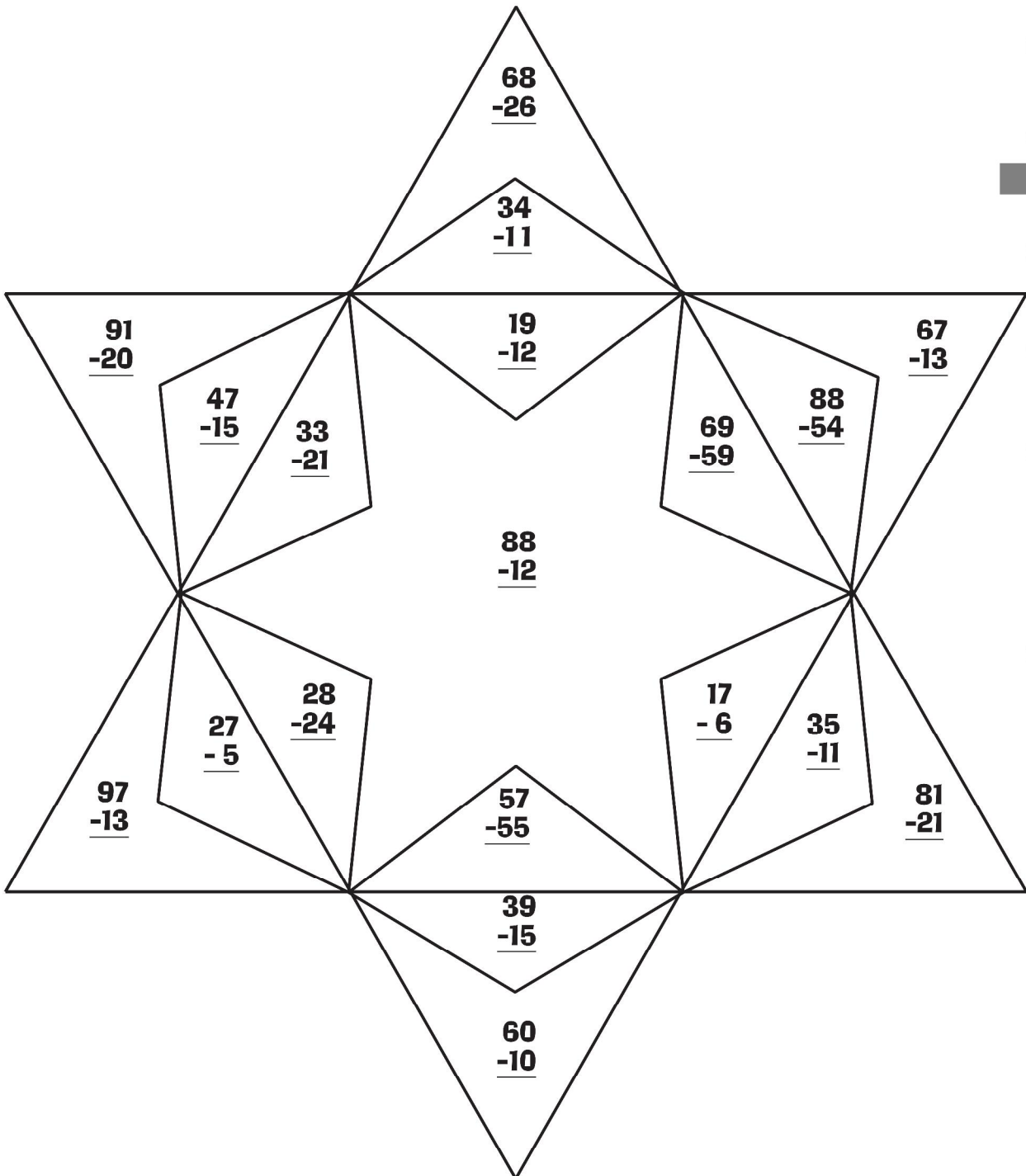
On another sheet of paper, write a letter to a friend or family member. Include two statements and two questions.





# Super Star

Solve the problems. If the answer is between 1 and 20, color the shape yellow. If the answer is between 21 and 40, color the shape white. If the answer is between 41 and 90, color the shape blue.



Write five subtraction problems that have answers between 10 and 20.





## Hello, Island!



About 30 years ago, some fishermen were on their boat near Iceland. Suddenly they saw smoke coming from the sea. Then the top of a volcano rose out of the water. Soon red-hot rock began to pour down its sides. It looked like the sea was on fire. At last the volcano cooled down. It became a new island. People named the island Surtsey.

Read how the island of Surtsey was made. Show the correct order of what happened. Write the numbers from 1–4 on the lines.

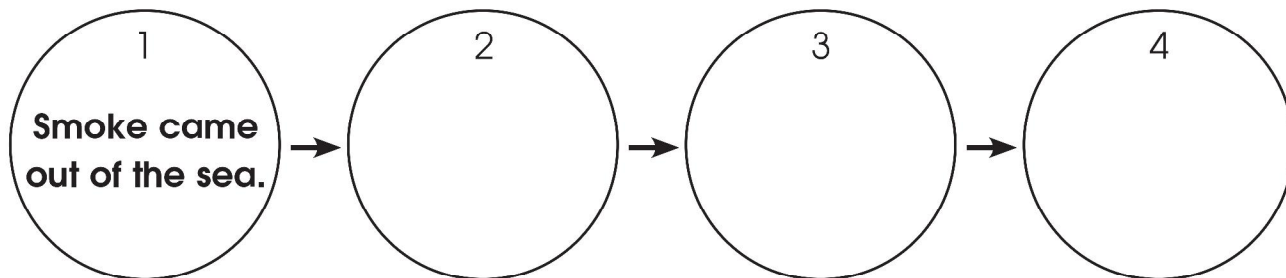
\_\_\_ Red-hot rock poured down its sides.

\_\_\_ Smoke came out of the sea.

\_\_\_ The new island was named Surtsey.

\_\_\_ The volcano cooled down.

Fill in the circles in order. Use the numbers and sentences above to help you. The first one is done for you.



**MORE!**

Tell someone how Surtsey became an island.  
Draw pictures to show what happened.





## Turn on the Lights

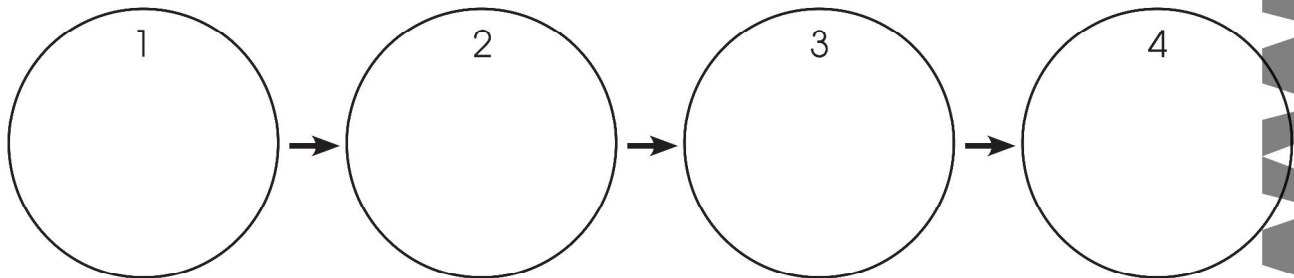
Lighthouses warn ships that are near land. The first lighthouses were fires. People would build the fires on hilltops along the coast. Later people built towers. The light from their candles could be seen from far away. Then oil lamps were used. Today electricity runs a lighthouse's powerful lamps.

Read how lighthouses changed.

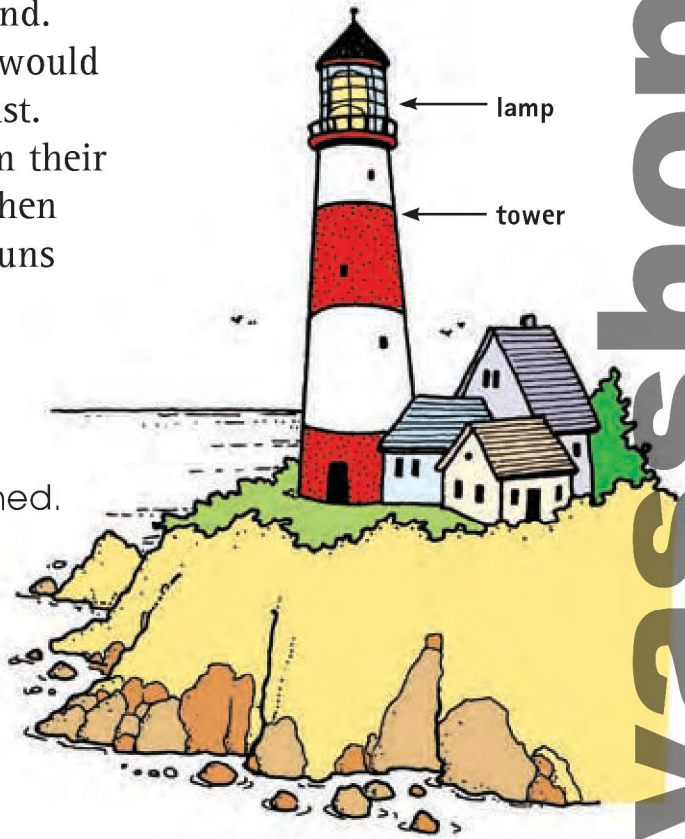
Show the correct order of what happened. Write the numbers from 1-4 on the lines.

- \_\_\_ Oil lamps lit lighthouses.
- \_\_\_ Lighthouses use electric light.
- \_\_\_ Fires were built on hillsides.
- \_\_\_ Candles were used.

Fill in the circles in order. Use the numbers and sentences above to help you.

**MORE!**

Read *The Little Red Lighthouse* and the *Great Gray Bridge* by Hildegarde Swift.







## Find the Word

Complete the sentences below with words from the Word Box. Then find the words in the puzzle. Words may go across, down, or diagonally. We did the first one for you.

1. I chose a pumpkin that had no bumps and was perfectly round.
2. Sarah had a question about her homework, so she picked up the phone to \_\_\_\_\_ Tanisha.
3. After Juan ate the hot fudge sundae, his stomach felt very \_\_\_\_\_.
4. When my mom went \_\_\_\_\_ on a trip, she sent me postcards.
5. Miko's cat likes to sit \_\_\_\_\_ her lap while Miko reads.
6. Sam had to \_\_\_\_\_ on his dog's leash to keep him away from the hornet's nest.

A	R	H	L	U	I
D	W	L	U	P	P
I	A	A	D	O	U
C	E	F	Y	N	L
R	O	U	N	D	L
P	U	F	U	L	L

### Word Box

away	<del>round</del>
pull	full
call	upon





## Helping Your Child Get Ready: Week 2

These are the skills your child will be working on this week.

### Math

- subtracting 2-digit numbers with regrouping
- adding 3-digit numbers with regrouping

### Reading

- making inferences
- comprehension

### Writing

- adjectives
- sentence punctuation

### Vocabulary

- rhyming words
- part/whole analogies

### Grammar

- subject/verb agreement
- present tense

### Handwriting

- uppercase cursive letters

Here are some activities you and your child might enjoy.

**Scrambled Summer** Have your child write the words *summer vacation* on a sheet of paper and cut apart the letters. Encourage your child to use the letters to make new words. For variety, your child might also use the names of animals such as elephant, alligator, or hippopotamus.

**Terrific Timelines** Help your child practice sequencing by creating timelines. For example, he or she can create a timeline of the daily routine. Encourage him or her to write sentences to describe what happens first, next, and so on. Challenge your child to create a timeline that includes the week's events, or one that shows at least one important event that occurred in each year of your child's life.

**Rhyme Relay** Pick a word, such as *cat* or *dog*, to begin a rhyme relay. Take turns with your child saying words that rhyme with it.

**Newspaper Scavenger Hunt** You can use a newspaper for many different scavenger hunts. For example, ask your child to find a certain number of proper nouns, adjectives, quotation marks, or exclamation points. Or, you may wish to challenge your child to find different parts of a newspaper, such as headlines, political cartoons, or captions.



Your child might enjoy reading the following books:

*Black Cat*

by Christopher Meyers

*Dr. De Soto*

by William Steig

*Knots on a Counting Rope*

by John Archambault


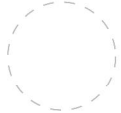











# 's Incentive Chart: Week 2

Name Here \_\_\_\_\_

This week, I plan to read \_\_\_\_\_ minutes each day.

CHART YOUR PROGRESS HERE.

Week 2	Day 1	Day 2	Day 3	Day 4	Day 5
					
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

# Congratulations!

Wow! You did a great job this week!



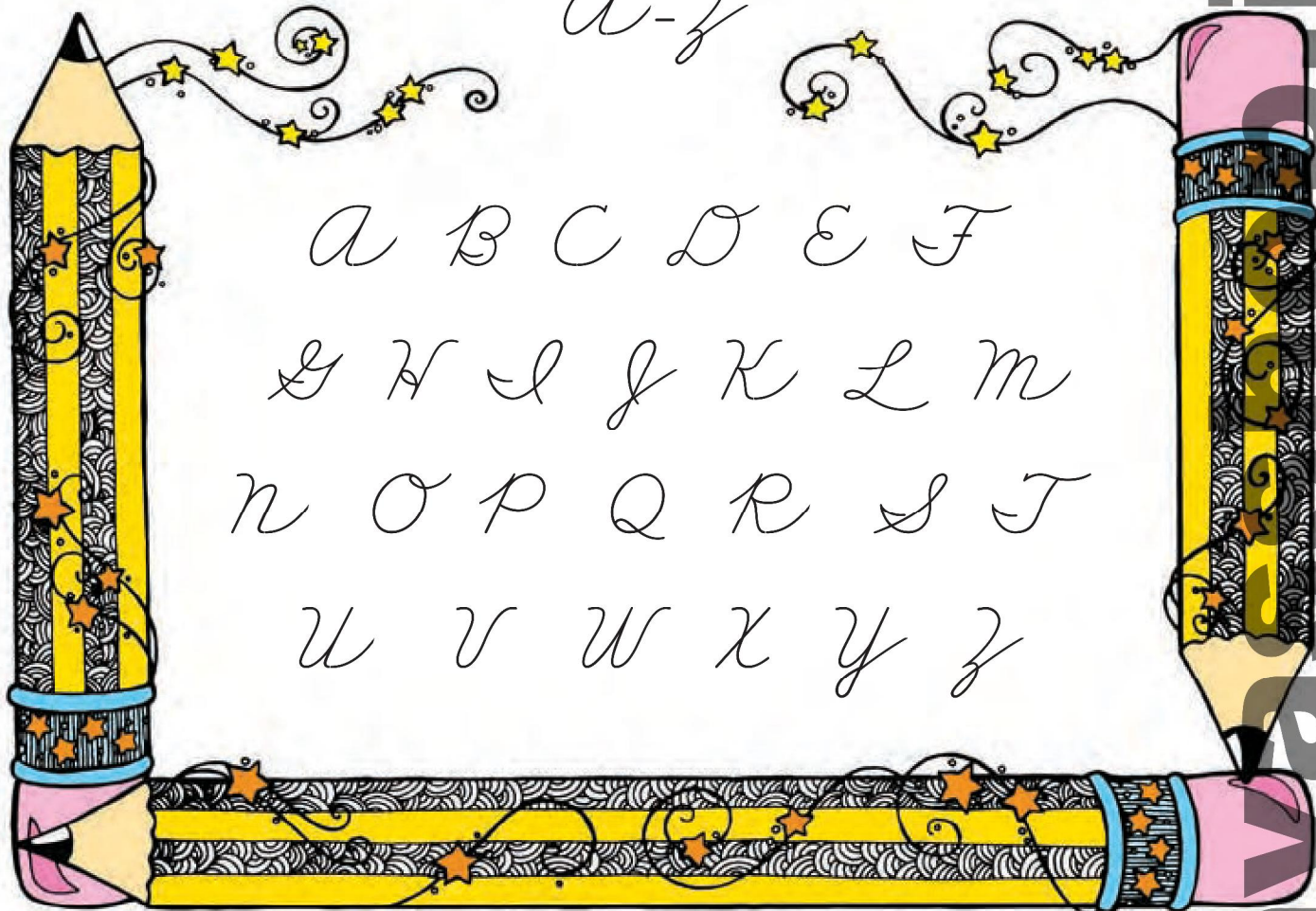
Place  
sticker here.

Parent or Caregiver's Signature \_\_\_\_\_





a-z



Write.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are eight sets of these lines for practice.





# Figure It Out

Read each sentence. Then color the numbered space in the picture that matches the number of the correct answer.

He rode his bike.  
Who rode it?

- 1. a boy
- 2. a girl

Let's throw snowballs!  
What time of year is it?

- 3. summer
- 4. winter

Run, John, run!  
What sport is John in?

- 5. swimming
- 6. track

Please bait my hook.  
What am I doing?

- 7. fishing
- 8. playing baseball

Breakfast is ready!  
What time is it?

- 9. night
- 10. morning

I'm so thirsty.  
What will I do?

- 11. drink something
- 12. eat something

Sorry! I broke it.  
What could it be?

- 13. a stuffed animal
- 14. a crystal vase

He's a professor.  
What is he?

- 15. an adult
- 16. a baby

It won't fit in the car.  
What is it?

- 17. a football
- 18. a swing set

Look at the dark cloud.  
Where should you look?

- 19. down
- 20. up

The lamb lost its mother.  
Who is its mother?

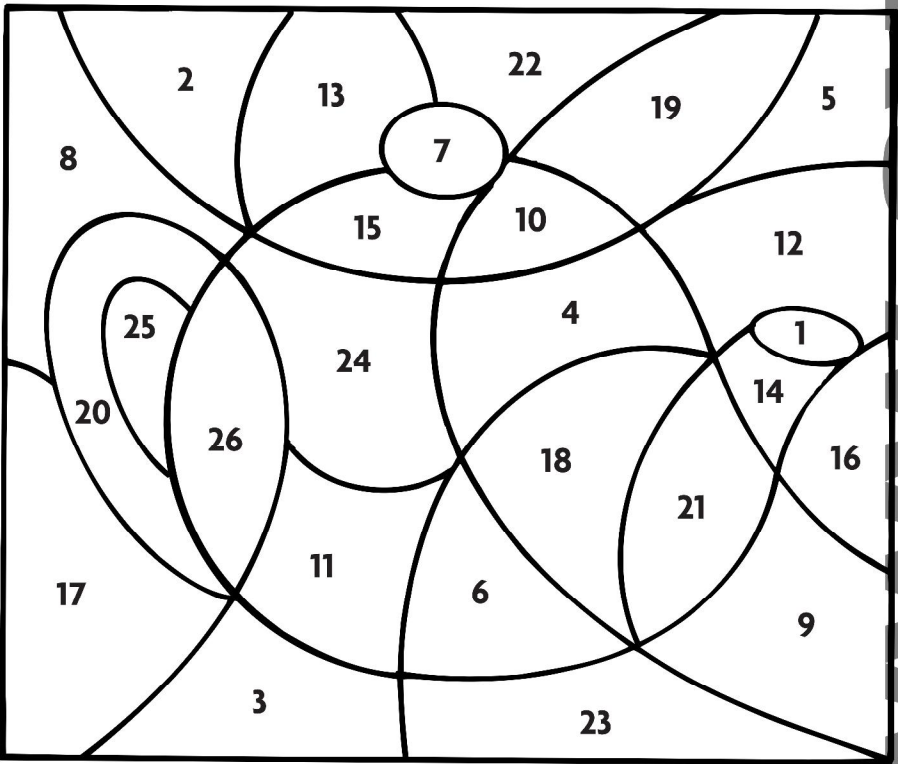
- 21. a sheep
- 22. a horse

She wore a red hat.  
Who wore it?

- 23. a man
- 24. a woman

I see a thousand stars.  
What time is it?

- 25. noon
- 26. night



Riddle: What begins with T, ends with T, and has T in it?  
Find it in the puzzle.





## Up the Elephant's Trunk

The elephant once said to me,  
"Mouse, please climb in my nose  
And go until I say to stop,  
Then scratch there with your toes."

I climbed inside the long, deep trunk,  
The air was damp and gray.  
I walked across some peanut shells  
And grass and bits of hay.

Then halfway up the bumpy trail  
The elephant yelled, "Stop!"  
"Scratch!" he said. "With all your might,  
Just jump and kick and hop."

I scratched and itched and itched and scratched,  
He finally yelled, "Enough!"  
And then he blew me out his trunk  
With lots of other stuff.

The elephant gave one big laugh  
And said, "I thank you much."  
And then he put his trunk on me  
And gave me a warm touch.



### SPECIAL WORDS

nose

long

trunk

damp

bumpy

trail





Use with page 25.

Week 2 • Day 2

Comprehension

## Up the Elephant's Trunk



### Reading Comprehension

Fill in the blanks with the word that best completes the sentence.

- The elephant said, "Mouse, please \_\_\_\_\_ in my nose."  
walk                  jump                  climb                  get
- I walked across some peanut \_\_\_\_\_ .  
crumbs                  shells                  leaves                  butter
- Halfway up the bumpy \_\_\_\_\_ the elephant yelled, "Stop!"  
road                  path                  street                  trail
- "Scratch!" he said. "With all your might, just jump and kick and \_\_\_\_\_."  
hop                  stomp                  step                  fall
- He finally \_\_\_\_\_, "Enough!"  
said                  cried                  yelled                  shouted

### Rhyme Time

Circle the words in each column that rhyme with the word in bold.  
What other words rhyme with that word? Write them on the lines below.

<b>nose</b>	<b>long</b>	<b>trunk</b>	<b>damp</b>	<b>bumpy</b>	<b>trail</b>
not	song	dunk	camp	lumpy	pail
goes	lone	sunk	ramp	humpy	sail
bows	wrong	truck	dump	puppy	tail

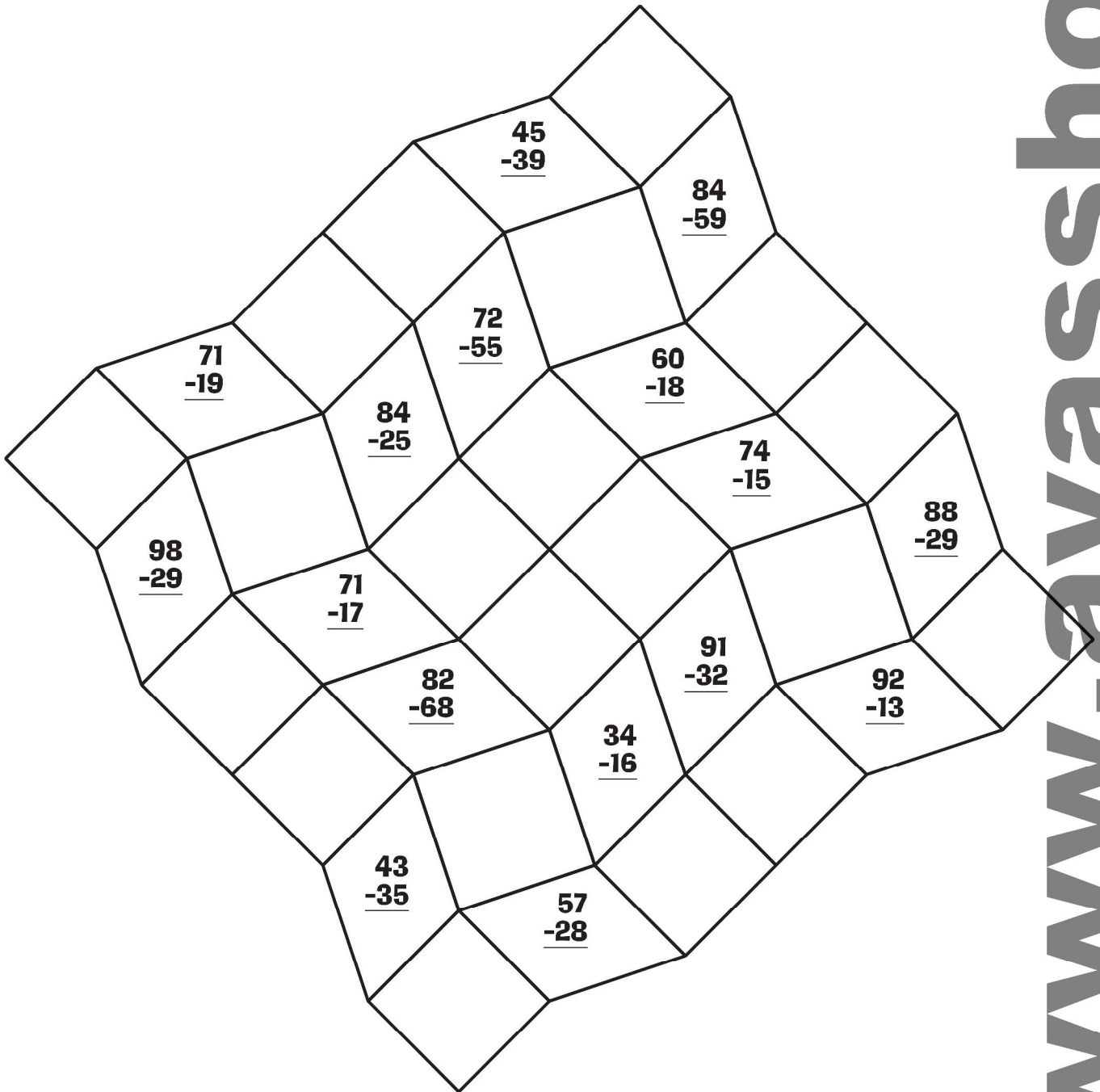
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____





## Grandma's Quilt

Solve the problems. If the answer is between 1 and 50, color the shape pink. If the answer is between 51 and 100, color the shape blue. Finish the design by coloring the other shapes with the colors of your choice.



Amelia bought 30 tickets for rides at the carnival. She used 15 tickets in the first hour. How many tickets did she have left?





## How to Agree

If the naming part of a sentence is a noun or pronoun that names one, the verb ends in **-s**, except for the pronouns **I** and **you**. If the naming part is a noun or pronoun that names more than one, the verb does not end in **-s**.

Read each sentence. Circle the correct verb to complete it.

1. John and his family (camp, camps) in the woods.
2. Alice (like, likes) hiking the best.
3. John (walk, walks) ahead of everyone.
4. Mom and John (build, builds) a campfire.
5. Dad and Alice (cook, cooks) dinner over the fire.
6. Alice and Mom (crawl, crawls) into the tent.

Choose two of the verbs you circled. Write a sentence using each verb.

---

---







## Draw a Picture

**Verbs** tell when action takes place. Present-tense verbs tell about action that is happening now. A verb showing the action of one person ends in **-s**. A verb telling the action of more than one person does not end in **-s**.

The boy sings.

The boys sing.

In the sentences below, underline each action verb. Then draw a picture that shows the action. Be sure to show if it is one person or animal doing the action or more than one person or animal doing the action.

1. **Four birds sit on the fence.**

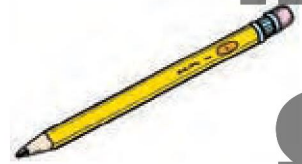
2. **That dog digs.**

3. **A man sells hotdogs.**

4. **The girls run.**

Choose one of the pictures you drew. Write a short story about it.





## Pick a Part

Circle the correct word to complete each sentence.

1. A leg is a part of a table, and a seat is a part of a \_\_\_\_\_.  
A. rug                      B. chair                      C. bed
2. A string is a part of a harp, and a button is a part of a \_\_\_\_\_.  
A. shirt                      B. snap                      C. circle
3. A screen is a part of a TV, and a hand is a part of a \_\_\_\_\_.  
A. broom                      B. clock                      C. knob
4. A yolk is a part of an egg, and a pit is a part of a \_\_\_\_\_.  
A. peach                      B. hen                      C. word
5. A heel is a part of a foot, and an eye is a part of a \_\_\_\_\_.  
A. toe                      B. nose                      C. face
6. A stove is a part of a kitchen, and a couch is a part of a \_\_\_\_\_.  
A. den                      B. sink                      C. floor
7. A wing is a part of a bird, and a sleeve is a part of a \_\_\_\_\_.  
A. nest                      B. sweater                      C. pocket
8. A drawer is a part of a desk, and a pedal is a part of a \_\_\_\_\_.  
A. ladder                      B. step                      C. bike



**Name two things that each of these can be a part of: ear, eye, arm, leg, and neck.**





## Tricky Twins

Sandy and Mandy are having a twin party. There are six sets of twins, but only one set of identical twins. To find the identical twins, solve the addition problems under each person. The identical twins have the same answer.



$$\begin{array}{r} 207 \\ + 434 \\ \hline \end{array}$$



$$\begin{array}{r} 126 \\ + 89 \\ \hline \end{array}$$



$$\begin{array}{r} 328 \\ + 367 \\ \hline \end{array}$$



$$\begin{array}{r} 257 \\ + 568 \\ \hline \end{array}$$



$$\begin{array}{r} 547 \\ + 129 \\ \hline \end{array}$$



$$\begin{array}{r} 624 \\ + 127 \\ \hline \end{array}$$



$$\begin{array}{r} 108 \\ + 107 \\ \hline \end{array}$$



$$\begin{array}{r} 229 \\ + 337 \\ \hline \end{array}$$



$$\begin{array}{r} 258 \\ + 378 \\ \hline \end{array}$$



$$\begin{array}{r} 379 \\ + 336 \\ \hline \end{array}$$



$$\begin{array}{r} 417 \\ + 109 \\ \hline \end{array}$$



$$\begin{array}{r} 153 \\ + 494 \\ \hline \end{array}$$





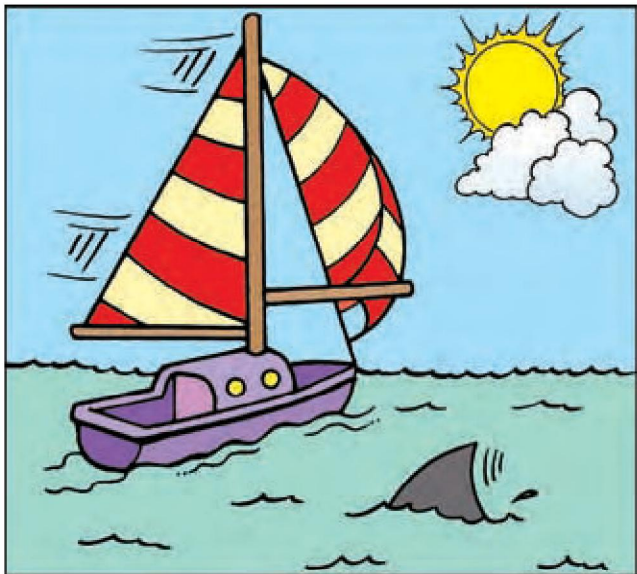
# Seashore Sentences



Complete:

- A \_\_\_\_\_ ends with a period.
- A \_\_\_\_\_ ends with a question mark.
- An \_\_\_\_\_ ends with an exclamation point.

Write a statement (S), a question (Q), and an exclamation (E) about each picture.



S \_\_\_\_\_

Q \_\_\_\_\_

E \_\_\_\_\_

S \_\_\_\_\_

Q \_\_\_\_\_

E \_\_\_\_\_



On another sheet of paper, write a statement, a question, and an exclamation about a cartoon in the newspaper.





## Helping Your Child Get Ready: Week 3

These are the skills your child will be working on this week.

### Math

- simple equations
- adding 3-digit numbers with regrouping

### Reading

- comprehension
- reading for details

### Writing

- writing to a prompt

### Vocabulary

- synonyms
- sight words

### Grammar

- adjectives
- quotation marks

### Handwriting

- lowercase cursive letters

Here are some activities you and your child might enjoy.

**Amusing Attributes** Riddles such as the following are great ways to exercise your child's thinking skills. Read each riddle and ask your child to figure out the common link.

Abby likes books . . . but not reading. She likes swimming . . . but not splashing. Abby likes napping . . . but not dozing. She also enjoys spaghetti . . . but not pasta. (Abby likes things that have double letters.)

Alex likes apples . . . but not fruit. He likes airplanes . . . but not jets. Alex likes August . . . but not summer. He also enjoys astronomy . . . but not stars. (Alex likes things that start with "A".)

**What's Your Estimate?** Ask your child to estimate how many times in 60 seconds he or she can . . .

**a)** say his or her full name      **b)** write the days of the week

Then have him or her try each activity and compare the results with the estimate.

**Imagine That!** Invite your child to close his or her eyes. Ask: *What sounds do you hear?* Can your child name ten?

**Amazing Animals** If your child could be any kind of animal, which one would he or she choose and why? Using lots of detail, have your child describe or draw ten reasons.

**Your child might enjoy reading the following books:**

*Angel Child, Dragon Child*  
by Michele Maria Surat

*Stringbean's Trip to the Shining Sea*  
by Vera B. Williams

*The True Story of the Three Little Pigs*  
by Jon Scieszka




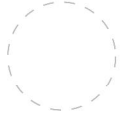











# 's Incentive Chart: Week 3

Name Here \_\_\_\_\_

This week, I plan to read \_\_\_\_\_ minutes each day.

CHART YOUR PROGRESS HERE.

Week 3	Day 1	Day 2	Day 3	Day 4	Day 5
					
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

# Congratulations!

Wow! You did a great job this week!



Place  
sticker here.

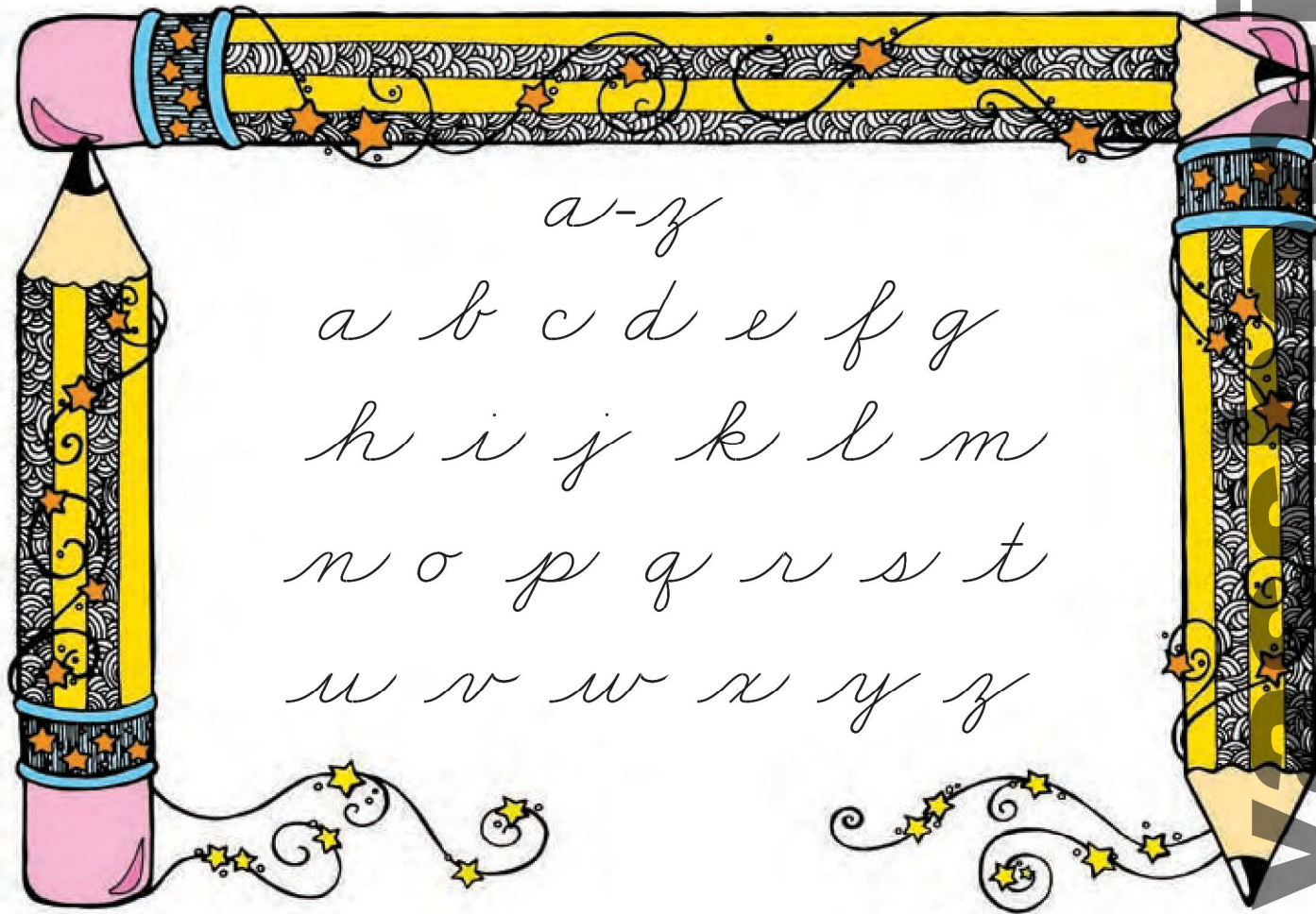
Parent or Caregiver's Signature \_\_\_\_\_





Week 3 • Day 1

Handwriting



Write.

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





# Describe a Noun

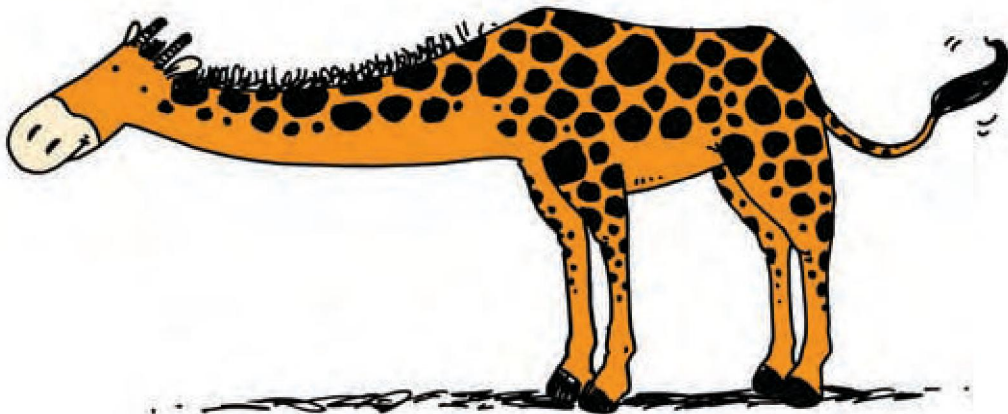
An **adjective** describes a person, place, or thing. Color, size, and number words are adjectives.

Read each sentence. Find the adjective and the noun it describes. Circle the noun. Write the adjective on the line.

1. Peggy and Rosa went to the big zoo. \_\_\_\_\_
2. They looked up at the tall giraffe. \_\_\_\_\_
3. The giraffe looked down at the two girls. \_\_\_\_\_
4. The giraffe had brown spots. \_\_\_\_\_

Write adjectives from the sentences in the chart.

Color Word	Size Words	Number Word
_____	_____	_____
	_____	







## Panda Pair

In 1972, Americans fell in love with two giant pandas named Hsing-Hsing and Ling-Ling. The pandas came to the United States from China. The National Zoo in Washington, D.C., became the pandas' new home. On their first day there, 20,000 people visited the two pandas. The crowds kept coming year after year.

Hsing-Hsing and Ling-Ling were just cubs when they got to the United States. As the years passed, many hoped the pair would have cubs of their own. Ling-Ling gave birth several times. But none of the babies

lived more than a few days. Each time a cub died, people around the world felt sad.

Both pandas lived to an old age. Ling-Ling was 23 when she died in 1992. Hsing-Hsing died in 1999 at the age of 28. But the pandas were not forgotten. At the National Zoo, the glass walls of their home were covered with letters from children. The letters expressed the children's love for the pandas and told how much they were missed.



1. **The author wrote this passage mostly to:**

- A. tell about Hsing-Hsing and Ling-Ling.
- B. explain where giant pandas come from.
- C. describe a giant panda's cubs.
- D. convince people to visit the National Zoo.

2. **According to the author, how did people feel about the pandas?**

3. **If you visited the National Zoo in 2000, what would you have seen at the pandas' home?**





# Number Words

Write each sentence using numbers and symbols.



1. Four plus five is nine.	
2. Eleven minus six is five.	
3. Nine plus seven is sixteen.	
4. Four plus eight is twelve.	
5. Three minus two is one.	
6. Seven plus seven is fourteen.	
7. Fifteen minus ten is five.	
8. Two plus eight is ten.	
9. Five minus two is three.	



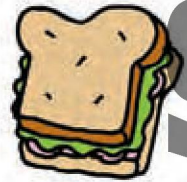
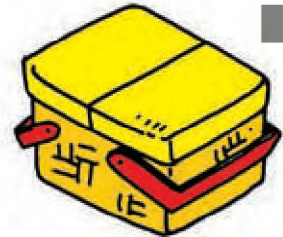


## Who Is Speaking?

**Quotation marks** show the exact words someone says. They go before the speaker's first word. They also go after the speaker's last word and the end punctuation mark.

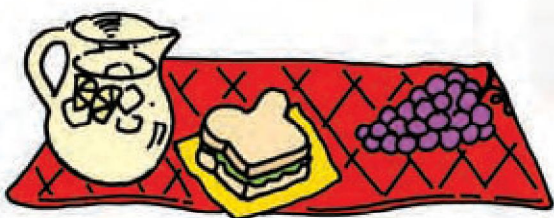
Read each sentence. Underline the exact words the speaker says. Put the words in quotation marks. The first one is done for you.

1. Max said, "Let's go on a picnic."
2. Cori replied, That's a great idea.
3. Andy asked, What should we bring?
4. Max said with a laugh, We should bring food.
5. Cori added, Yes, let's bring lots and lots of food.
6. Andy giggled and said, You're no help at all!



Finish the sentences below by writing what Max, Cori, and Andy might say next. Use quotation marks.

7. Max said, \_\_\_\_\_.
8. Cori asked, \_\_\_\_\_.
9. Andy answered, \_\_\_\_\_.

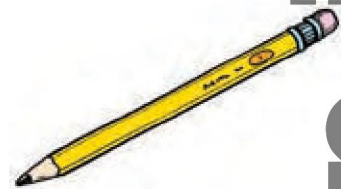






Week 3 • Day 3

Synonyms



## Same As. . .

Circle the correct word to complete each sentence.

1. A stick is like a stake, and a cap is like a \_\_\_\_\_.  
A. sock                      B. hat                      C. twig
2. A runner is like a racer, and a smile is like a \_\_\_\_\_.  
A. frown                      B. face                      C. grin
3. A crowd is like a mob, and a song is like a \_\_\_\_\_.  
A. group                      B. tune                      C. flute
4. A dinner is like a supper, and a pot is like a \_\_\_\_\_.  
A. pan                      B. cook                      C. meal
5. Fur is like fuzz, and wet is like \_\_\_\_\_.  
A. messy                      B. dry                      C. damp
6. Sad is like gloomy, and happy is like \_\_\_\_\_.  
A. glad                      B. mad                      C. nice
7. Misty is like foggy, and fast is like \_\_\_\_\_.  
A. runner                      B. quick                      C. slow
8. Look is like see, and sleep is like \_\_\_\_\_.  
A. nap                      B. wake                      C. find




**Discuss with someone in your family why you did not choose the other words.**








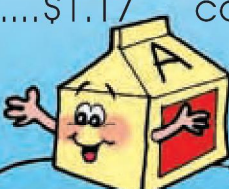


# Sandwich Shop



## Menu

hot dog .....	\$1.53	fruit salad.....	\$1.90
pbj.....	\$1.49	veggies & dip ...	\$1.84
turkey sub.....	\$1.86	chips .....	\$ .50
hamburger.....	\$1.72	fries.....	\$ .65
juice .....	\$ .84	cupcake.....	\$1.07
milk.....	\$ .75	brownie .....	\$1.22
shake .....	\$1.17	cookies .....	\$ .86



Add.

A.

pbj  
chips  
milk  
brownie      +  
\_\_\_\_\_

B.

hamburger  
fries  
shake      +  
\_\_\_\_\_

C.

turkey sub  
veggies & dip  
juice  
cupcake      +  
\_\_\_\_\_

D.

hot dog  
fruit salad  
brownie  
juice      +  
\_\_\_\_\_

E.

turkey sub  
chips  
shake      +  
\_\_\_\_\_

F.

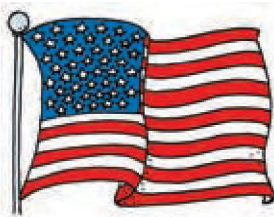
pbj  
cookies  
milk      +  
\_\_\_\_\_





# Celebrating Our Country

Draw a picture of something you do to celebrate the Fourth of July.



## Word Bank

- eat
- play
- swim
- fireworks
- cookout
- picnic
- beach
- park
- country
- history
- family
- free
- proud
- happy

On the Fourth of July, I \_\_\_\_\_

\_\_\_\_\_

I celebrate this holiday with \_\_\_\_\_

\_\_\_\_\_

On the Fourth of July, I also like to \_\_\_\_\_

\_\_\_\_\_

We celebrate this holiday because \_\_\_\_\_

\_\_\_\_\_





## Sort It Out!

Put each word from the Word Box in the circle where it belongs.  
We did the first one for you.

### Action Words

found

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Word Box

<del>found</del>	find	behind
away	upon	pull
call	put	above
below	around	

### Direction Words

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Now try this!

Write a sentence using as many words from the Word Box as you can.

\_\_\_\_\_

\_\_\_\_\_

How many words from the Word Box did you use? \_\_\_\_\_





# Fancy Fireworks

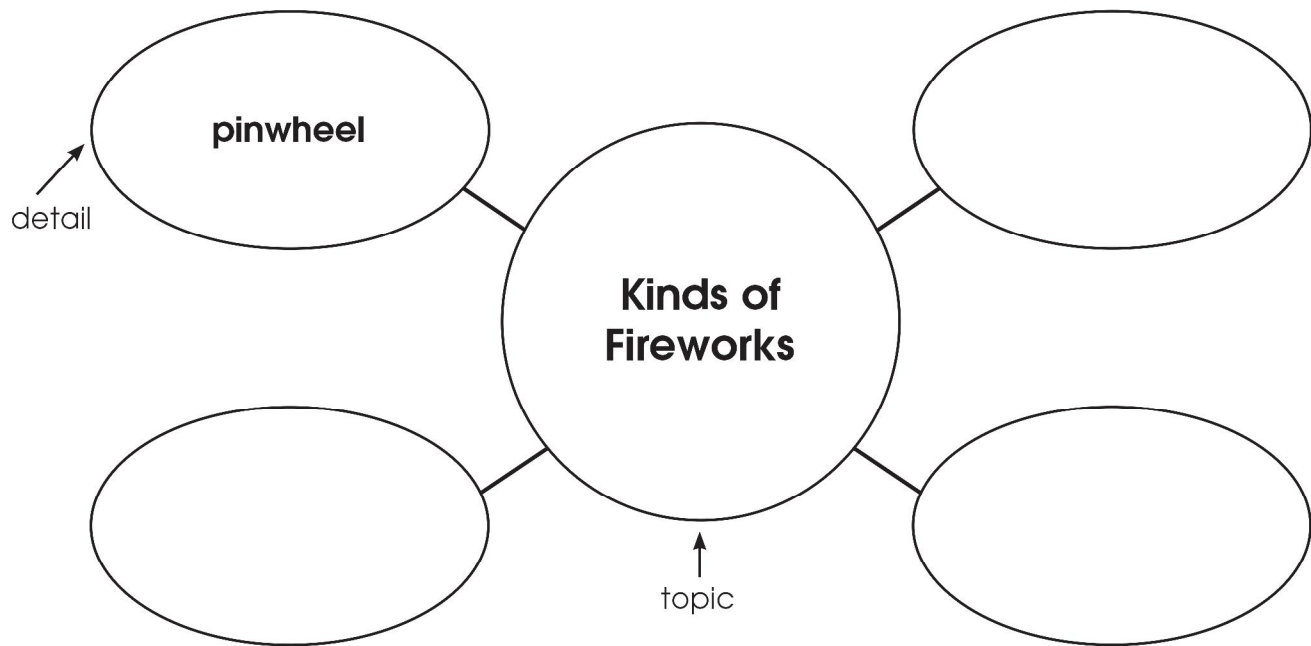


Kaboom! It's the Fourth of July. Fireworks light up the night. Have you ever seen a willow firework? It has long trails of color that float to the ground. The pinwheel and comet are two other popular fireworks. One of the loudest fireworks is called the salute. After a bright flash, you hear a loud BOOM!

Read the paragraph. Then answer the questions.

- 1. Which firework has long trails of color? \_\_\_\_\_
- 2. Which firework makes a loud BOOM? \_\_\_\_\_
- 3. What is a popular firework? \_\_\_\_\_

Add three more details to the web.



**MORE!**

What do you think a pinwheel firework looks like? Draw a picture to show your ideas.





## Helping Your Child Get Ready: Week 4

These are the skills your child will be working on this week.

### Math

- measurement
- multiplication

### Reading

- reading for details
- comprehension

### Writing

- expanding sentences
- adjectives

### Vocabulary

- sight words

### Grammar

- subject/verb agreement
- past tense

Here are some activities you and your child might enjoy.

**Compound Interest** Point out examples of compound words to your child. Then have him or her keep track of the compound words heard during an hour. Try it another time and challenge your child to improve on his or her last “score.”

**Start Collecting** Having a collection is a great way for a child to develop higher-level thinking skills like sorting and analyzing. Encourage your child to start one. Leaves, rocks, stamps, or shells are all easy and fun things to collect. Your child can also practice comparing and contrasting by discussing how the items in his or her collection are similar and different from one another.

**The Case of the Mysterious Sock** Invite your child to find a secret object to put in a sock. Try to guess what it is by feeling the object through the sock. Trade places. Play again.

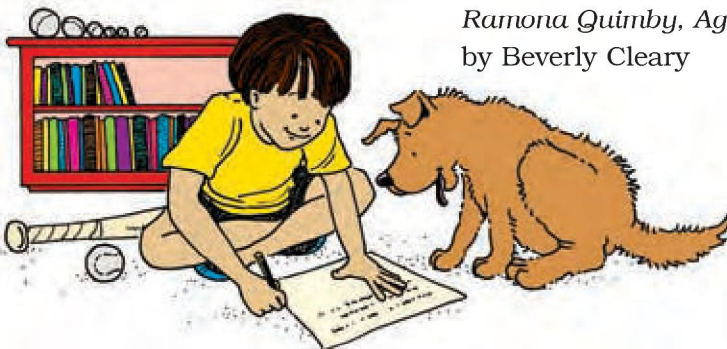
**Pet Autobiography** Suggest that your child write the story of your pet's (or an imaginary pet's) life. The story should be an autobiography—from the pet's point of view!

Your child might enjoy reading the following books:

*Dinner at Aunt Connie's House*  
by Faith Ringgold

*The Family Under the Bridge*  
by Natalie Savage Carlson

*Ramona Quimby, Age 8*  
by Beverly Cleary




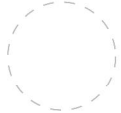











# 's Incentive Chart: Week 4

Name Here \_\_\_\_\_

This week, I plan to read \_\_\_\_\_ minutes each day.

CHART YOUR PROGRESS HERE.

Week 4	Day 1	Day 2	Day 3	Day 4	Day 5
					
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

# Congratulations!

Wow! You did a great job this week!



Place  
sticker here.

Parent or Caregiver's Signature \_\_\_\_\_



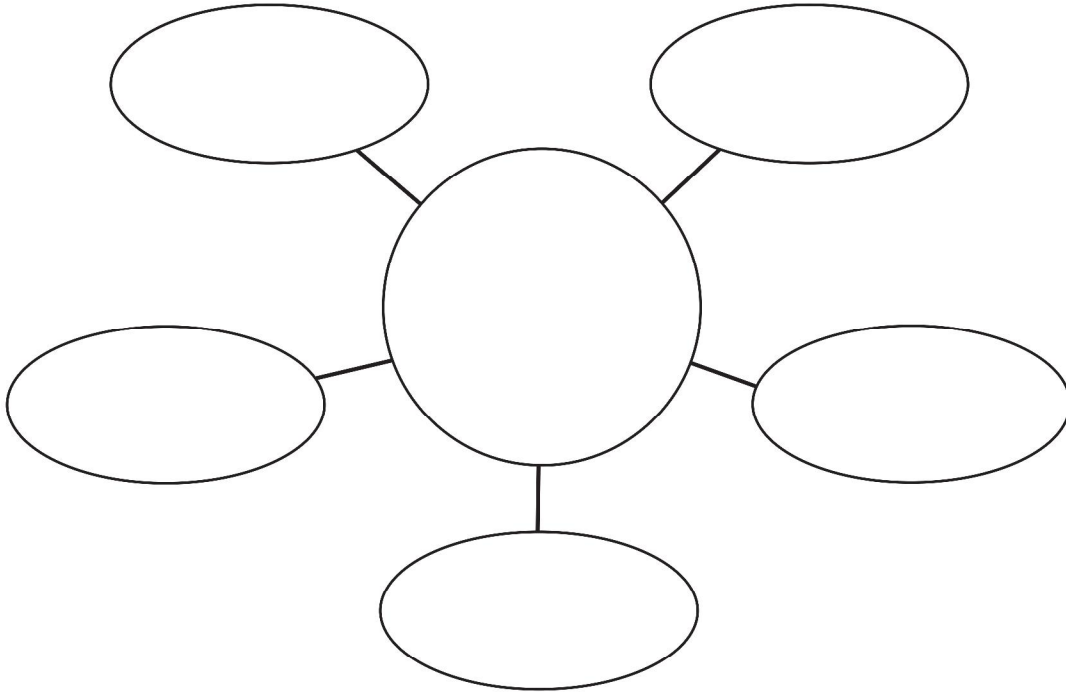


## What's for Lunch?



Have you ever had a string bean sandwich? Most students wouldn't want that for lunch! What is the favorite sandwich in America's school lunches? If you said peanut butter and jelly, you'd be right. Other popular sandwiches are ham and bologna. Cheese is the fourth favorite sandwich. Many students also like turkey sandwiches.

What is the topic of the paragraph?  
Write it in the center circle.  
Find five details that tell about the topic.  
Write them in the web.



**MORE!**

What kinds of sandwiches does your family like the best? Take a survey of your family.

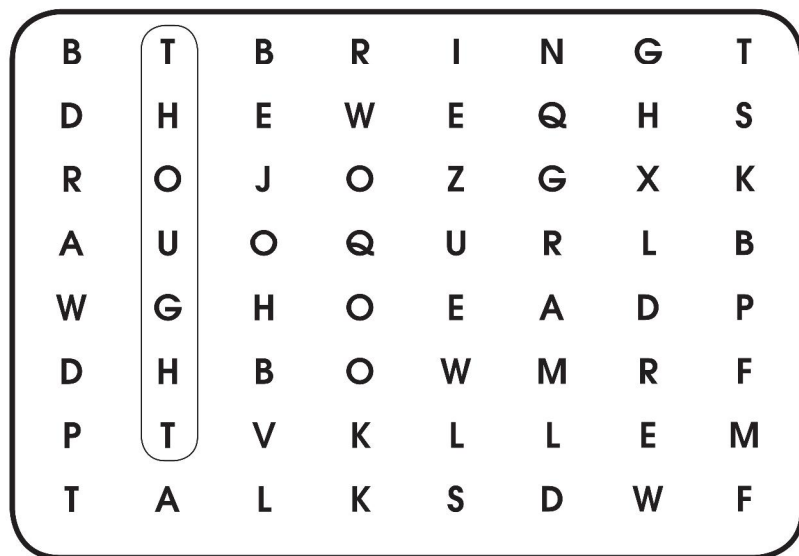




## Find the Word

Complete the sentences below with words from the Word Box. Then find the words in the puzzle. Words may go across, down, or diagonally. We did the first one for you.

1. Have you thought about what you'd like for your birthday?
2. Hannah likes to \_\_\_\_\_ home from school.
3. Last Friday, I \_\_\_\_\_ a new notebook.
4. Today I will \_\_\_\_\_ the notebook to school with me.
5. Ruthie and Carlos like to \_\_\_\_\_ pictures of animals.
6. May I \_\_\_\_\_ your hand if I get scared during the movie?
7. Sometimes we \_\_\_\_\_ too loudly in the library.
8. Tanya used colored pencils when she \_\_\_\_\_ that picture.



### Word Box

bought	drew
bring	draw
<del>thought</del>	walk
hold	talk





## What Happened?

If the naming part of a sentence is a noun or pronoun that names one, the verb ends in **-s**, except for the pronouns **I** and **you**. If the naming part is a noun or pronoun that names more than one, the verb does not end in **-s**.

Choose the correct action word from the box to complete each sentence. Write it on the line. You may use each word once.

play	run	dive	climb	throw
plays	runs	dives	climbs	throws

1. Mia \_\_\_\_\_ ball with her friends.
2. The children like to \_\_\_\_\_ together.
3. Juan \_\_\_\_\_ faster than I do.
4. We \_\_\_\_\_ on a track team.
5. Tom and Kara \_\_\_\_\_ into the pool.
6. Mary \_\_\_\_\_ without her goggles.
7. They \_\_\_\_\_ very tall trees.
8. Liz \_\_\_\_\_ steep mountains.
9. Juan \_\_\_\_\_ our ball to Mia.
10. I \_\_\_\_\_ the ball to Juan.







## Football Frenzy



*A sentence is more interesting when it gives exact information.*

Replace each  word to make the sentence more exact.

1. The  **ball** game starts  **soon**.

The soccer game starts now.

2. We are meeting  **her**  **there**.

We are meeting \_\_\_\_\_.

3. Let's eat  **this** and  **that** before the game.

Let's eat \_\_\_\_\_ and \_\_\_\_\_ before the game.

4. I hope  **they** score  **some** points.

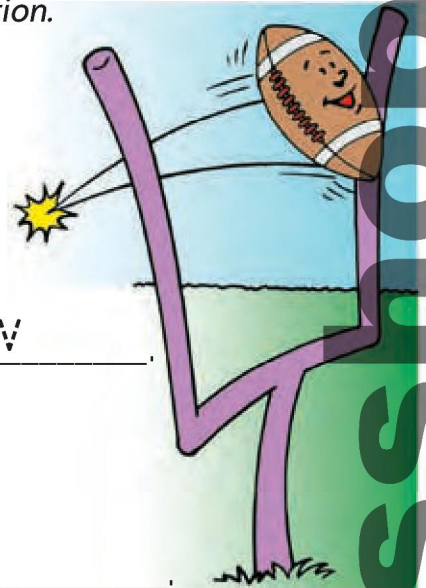
I hope \_\_\_\_\_ score \_\_\_\_\_ points.

5.  **They** were also  **there**.

\_\_\_\_\_ were also \_\_\_\_\_.

6.  **He** played a  **good** game!

\_\_\_\_\_ played a \_\_\_\_\_ game!







## Weight Watcher

Weight can be measured in ounces (oz.) and pounds (lb.).  $16 \text{ oz.} = 1 \text{ lb.}$  Which unit of measure would you use to weigh the items below? Underline the more sensible measure.

1. An apple

**ounces**   **pounds**

2. A skateboard

**ounces**   **pounds**

3. A bar of soap

**ounces**   **pounds**

4. A bicycle

**ounces**   **pounds**

5. A watermelon

**ounces**   **pounds**

6. A baseball player

**ounces**   **pounds**

7. A balloon

**ounces**   **pounds**

8. A jam sandwich

**ounces**   **pounds**

9. A baseball bat

**ounces**   **pounds**

10. A pair of socks

**ounces**   **pounds**

11. A slice of pizza

**ounces**   **pounds**

12. A full backpack

**ounces**   **pounds**

13. A large dog

**ounces**   **pounds**

14. A loaf of bread

**ounces**   **pounds**

15. A paintbrush

**ounces**   **pounds**







## Lost and Found

Read the story. Then fill in the bubble next to the best answer to each question below.

One day Alisha's little brother found **three** dollars. "Look!" he said. "Now I can buy a pony!"

"I think a pony will cost too **much**," Alisha said. "**Shall** I help you **find** something to spend it on?"

"Okay," he said. He **put** the money in his pocket.

"Ice cream might be a good thing to spend it on," said Alisha.

"What **kind** do you want?"

"I **only** like one kind. Chocolate," said her brother.

"I think chocolate is the best kind, **too**," said Alisha.

- 
- When Alisha says a pony will cost too **much**, she means
    - ☐ a. Three dollars is more than enough money to buy a pony.
    - ☐ b. A pony costs a lot more than three dollars.
    - ☐ c. If her brother had found three dollars, he could buy a pony.
  - When Alisha says, "I think chocolate is the best kind, **too**," the word **too** means
    - ☐ a. also.
    - ☐ b. two.
    - ☐ c. not at all.
  - The opposite of **found** is
    - ☐ a. kept.
    - ☐ b. forgot.
    - ☐ c. lost.
  - Which word means the same as **kind** in this story?
    - ☐ a. nice
    - ☐ b. child
    - ☐ c. type
  - In the dictionary, the word **only** appears
    - ☐ a. between the words **lonely** and **quiet**.
    - ☐ b. after the word **totally**.
    - ☐ c. before the word **night**.





## Letter From Vera

April 11

Dear Morey,

I just got your letter with the picture of you riding your bike. From the smile on your face, I can tell how much fun you're having. I still remember when you could hardly ride a tricycle. You've come a long way!

Now here's some advice. I'm sure you're a good rider. But you will fall off that bike now and then. So please get yourself a helmet. Wear it every time you ride. A helmet will help protect you from a head injury. Wearing a helmet when you ride a bike is as important as wearing your seat belt when you ride in a car!

No, I'm not trying to be a bossy know-it-all. I just don't want a bad fall to wipe that smile off your face. When you come to visit this summer, bring your bike and your helmet. We'll take some great rides together!

Your cousin,  
Vera



1. **From this letter, what can you tell about the picture of Morey that he sent to Vera?**

- |                                |                           |
|--------------------------------|---------------------------|
| A. He is riding a tricycle.    | C. He is in his driveway. |
| B. He is not wearing a helmet. | D. He is looking scared.  |

2. **Vera's advice shows that she:**

- |                              |                                |
|------------------------------|--------------------------------|
| F. cares a lot about safety. | H. doesn't like riding bikes.  |
| G. is often bossy and mean.  | J. is learning to drive a car. |

3. **What will Morey do with Vera during the summer?**

---



---



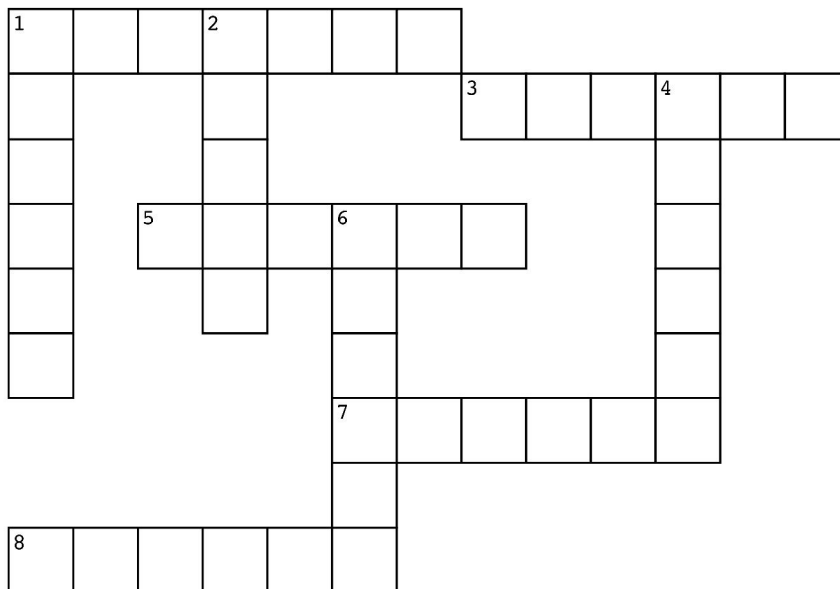


## A Verb Puzzle

**Verbs** tell when action takes place. Past-tense verbs tell about action that happened in the past. Most past-tense verbs end in **-ed**.

Write the past tense of each word in the box. Then use the past tense words to complete the puzzle below.

call _____	mix _____	play _____
yell _____	kick _____	help _____
bark _____	climb _____	walk _____



### Across

1. Mike \_\_\_\_\_ over the wall.
3. The dog \_\_\_\_\_.
5. Our teacher \_\_\_\_\_ us with the math problems.
7. We \_\_\_\_\_ at the team to win.
8. The boys \_\_\_\_\_ home from school.

### Down

1. Sam \_\_\_\_\_ his dad on the phone.
2. Grandma \_\_\_\_\_ the cake batter.
4. The player \_\_\_\_\_ the ball.
6. Marie \_\_\_\_\_ a game with Zack.

Write a sentence using each of the verbs from the puzzle.





## How Many Legs?

Fill in the blanks.

1. How many legs on



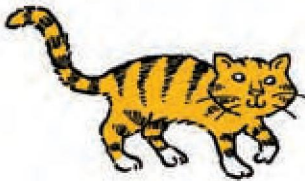
1 turkey \_\_\_\_\_

3 turkeys \_\_\_\_\_

2 turkeys \_\_\_\_\_

4 turkeys \_\_\_\_\_

2. How many legs on



1 cat \_\_\_\_\_

3 cats \_\_\_\_\_

2 cats \_\_\_\_\_

4 cats \_\_\_\_\_

3. How many legs on



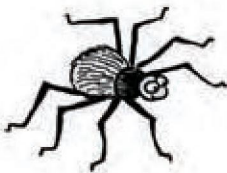
1 ladybug \_\_\_\_\_

3 ladybugs \_\_\_\_\_

2 ladybugs \_\_\_\_\_

4 ladybugs \_\_\_\_\_

4. How many legs on



1 spider \_\_\_\_\_

3 spiders \_\_\_\_\_

2 spiders \_\_\_\_\_

4 spiders \_\_\_\_\_

5. How many legs on



1 squid \_\_\_\_\_

6 squid \_\_\_\_\_

2 squid \_\_\_\_\_

7 squid \_\_\_\_\_

3 squid \_\_\_\_\_

8 squid \_\_\_\_\_

4 squid \_\_\_\_\_

9 squid \_\_\_\_\_

5 squid \_\_\_\_\_

10 squid \_\_\_\_\_



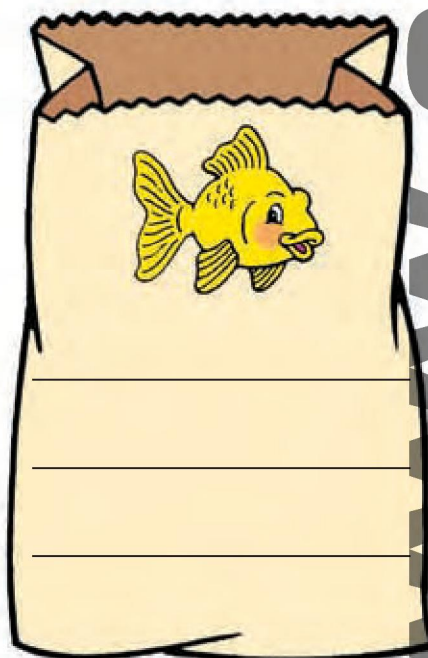
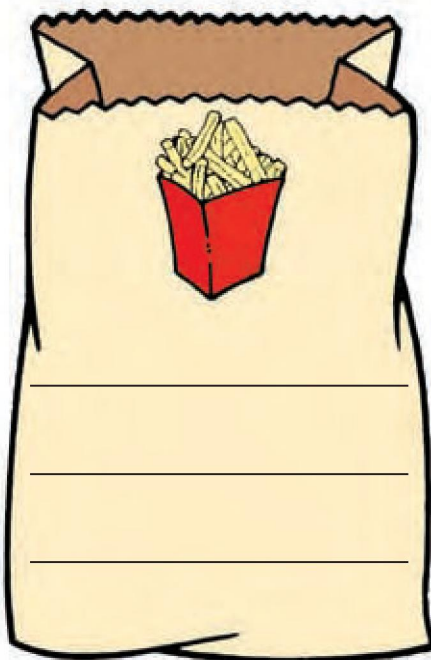
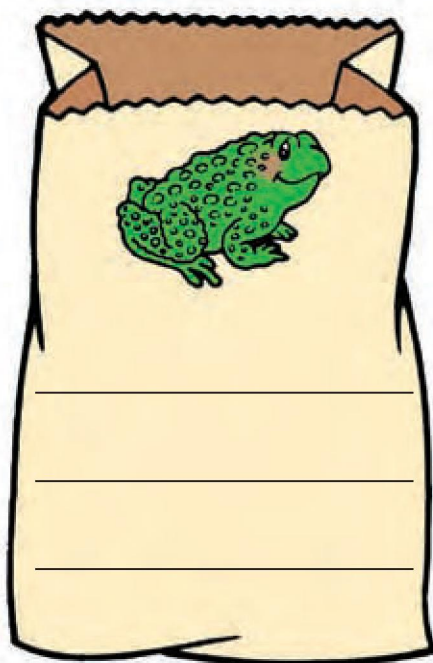
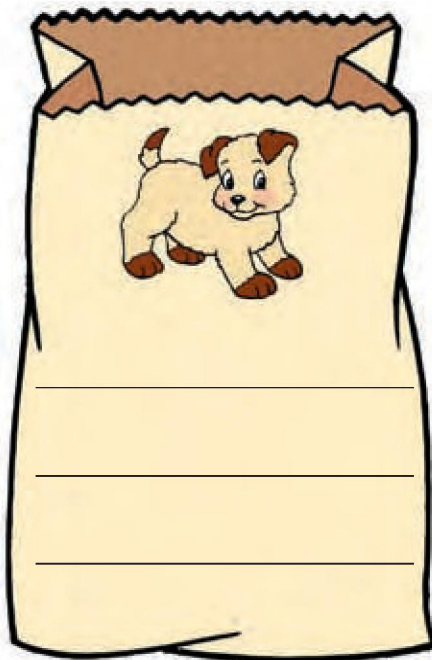
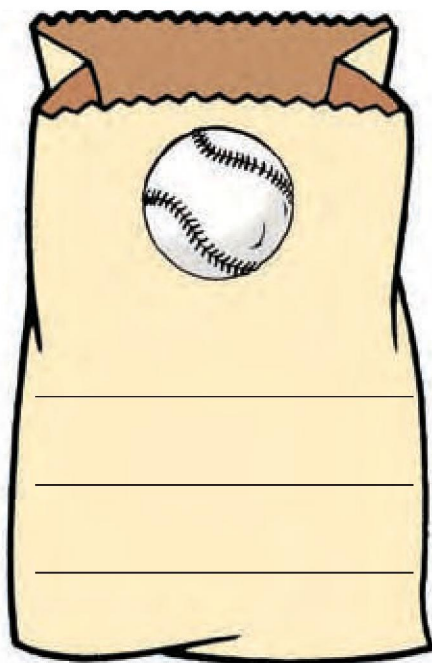


# Mystery Bags



**Adjectives** are words that help you imagine how something looks, feels, smells, sounds, or tastes.

Make a list of words that describe the object in each bag below.



Use a paper sack to make a real mystery bag. Place an object in the bag and give describing clues to someone. Can he or she guess the mystery object?





## Helping Your Child Get Ready: Week 5

These are the skills your child will be working on this week.

### Math

- multiplication
- number words

### Reading

- compare/contrast

### Writing

- combining sentences

### Vocabulary

- homophones
- proofreading/spelling

### Grammar

- verbs
- contractions

### Handwriting

- cursive numbers 0–9

Here are some activities you and your child might enjoy.

**Carrot-Turnip-Pea** Develop your child's listening skills by creating a word chain. In this game, someone says a word, and the next person must say a word that begins with the last letter of the previous player's word. To make this more challenging, try choosing a category such as names or foods.

**Now You See It, Now You Don't** Show your child an interesting picture and ask him or her to look at it for a minute. Then turn the picture over and ask your child to list the objects that he or she can remember on a sheet of paper. If you wish, allow your child to look at the picture for another minute and then add more items to the list. For a twist, use a picture with less detail, but ask your child to list the words in alphabetical order.

**Secret Messages** Suggest that your child come up with a code to write secret messages. Have him or her trade messages with you or another family member.

**Can You Judge a Book by Its Cover?** Give your child a chance to create a new cover for a favorite book. Remind him or her to include the title, as well as the names of the author and any illustrator. Encourage your child to include an image or images that he or she thinks would inspire someone to read the book.

Your child might enjoy reading the following books:

*The Summer My Father Was Ten*  
by Pat Brisson

*This Land Is Your Land*  
by Woody Guthrie

*Falling Up*  
by Shel Silverstein




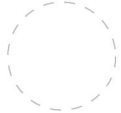











# 's Incentive Chart: Week 5

Name Here \_\_\_\_\_

This week, I plan to read \_\_\_\_\_ minutes each day.

CHART YOUR PROGRESS HERE.

Week 5	Day 1	Day 2	Day 3	Day 4	Day 5
					
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

# Congratulations!

Wow! You did a great job this week!



Place  
sticker here.

Parent or Caregiver's Signature \_\_\_\_\_





## Foreign Flags

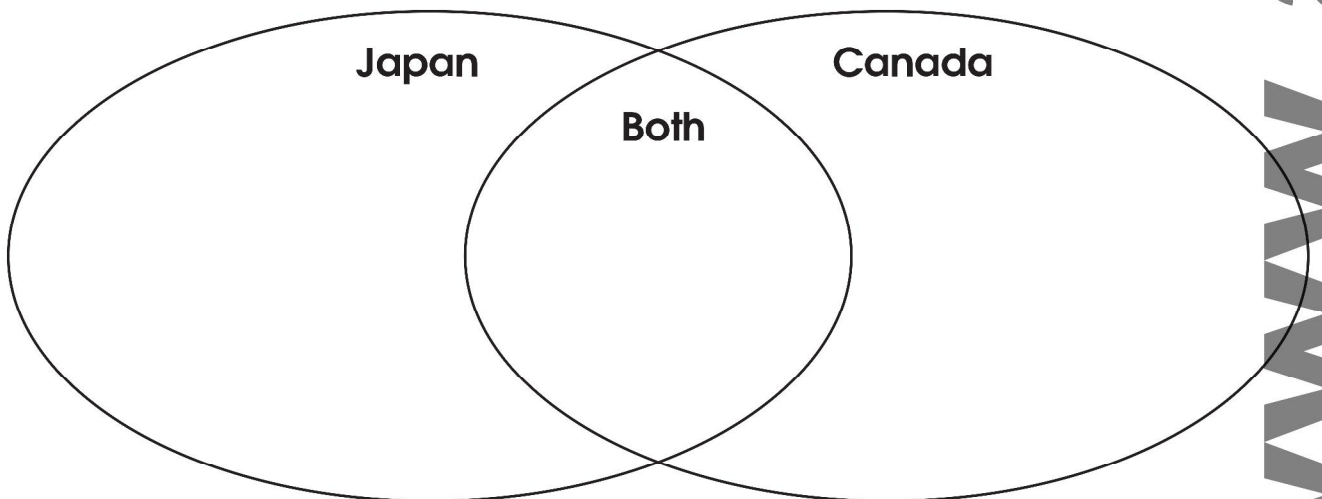


Every country has its own flag. Japan has a white flag with a red circle on it. The red circle stands for the sun. Japan's name means the "land of the rising sun." Canada also has a red and white flag. But its flag has a white background with two wide red stripes. In the center of the flag is a red maple leaf. The maple tree is a symbol of Canada.

Read the paragraph. Then answer the questions.

1. What colors are both flags? \_\_\_\_\_
2. What does Japan's flag have in the center? \_\_\_\_\_
3. What does Canada's flag have in the center? \_\_\_\_\_
4. How are the backgrounds of the two flags different? \_\_\_\_\_

Write your answers in the correct parts of the circles.



**MORE!**

Find Japan and Canada on a world map.





## Verb to be

**Am, is, are, was, and were** are forms of the verb **to be**. These verbs show being instead of action.

Read each sentence. Underline the verb. Write **past** if the sentence tells about the past. Write **now** if the sentence tells about the present.

1. The story is perfect. \_\_\_\_\_
2. The producers are happy. \_\_\_\_\_
3. The actors were funny. \_\_\_\_\_
4. The movie studio is interested in the story. \_\_\_\_\_
5. I am excited about the movie. \_\_\_\_\_
6. I was sad at the end. \_\_\_\_\_







Week 5 • Day 2

Handwriting

# Numbers 0-9

Trace and write.

0 0

1 1

2 2

3 3

4 4

5 5

6 6

7 7

8 8

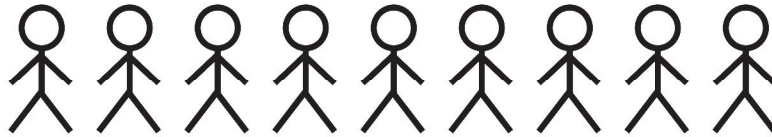
9 9





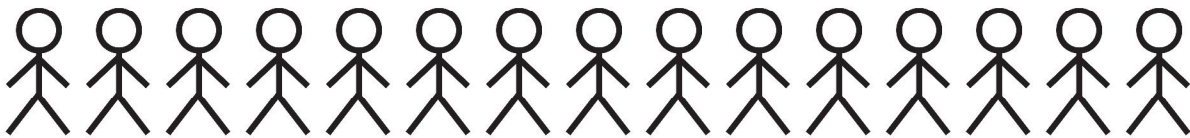
## Field Trip Cars

1. Josie's class is going to the teddy bear factory.  
Three children will ride in each car.  
Draw a circle around the children who will ride in each car.



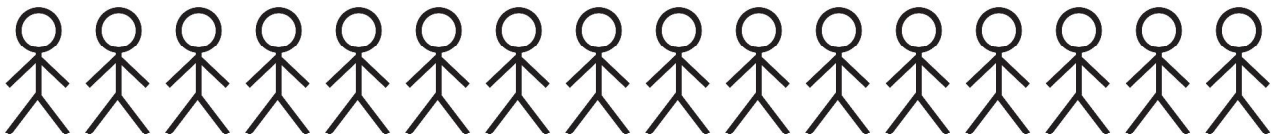
How many cars do they need? \_\_\_\_\_

2. Pete's class is going to see the elephant seals.  
Five children will ride in each van.  
Draw a circle around the children who will ride in each van.



How many vans do they need? \_\_\_\_\_

3. Rosa's class is going to the Space Museum.  
Eight children will ride in each small bus.  
Draw a circle around the children who will ride in each bus.



How many small buses do they need? \_\_\_\_\_

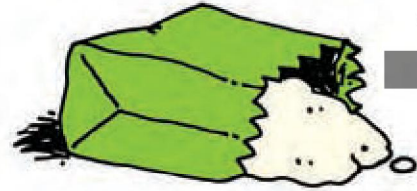
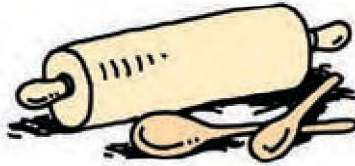




## Contractions With *not*

A **contraction** is two words made into one word. An **apostrophe** takes the place of the missing letter or letters. In a contraction, **not** becomes **n't**.

Read each sentence. Write a contraction for the underlined words.



1. Cindy and Ed could not bake a cake.

\_\_\_\_\_

2. There was not enough flour.

\_\_\_\_\_

3. They are not happy.

\_\_\_\_\_

4. Do not give up!

\_\_\_\_\_

5. They did not give up.  
They made cupcakes!

\_\_\_\_\_

Write a sentence using a contraction you wrote.

\_\_\_\_\_  
\_\_\_\_\_





## Chilly or Chili?



**Homophones** are words that sound the same but are spelled differently and have different meanings.

Write the correct homophone in each blank to complete the sentences.



1. **bored, board**

Some of the \_\_\_\_\_ members seemed quite \_\_\_\_\_ at the last meeting.

2. **bare, bear**

When a \_\_\_\_\_ cub is born, it is \_\_\_\_\_, and its eyes are closed.

3. **chilly, chili**

Nothing tastes better than a bowl of \_\_\_\_\_ on a \_\_\_\_\_ day.

4. **guest, guessed**

Who would have \_\_\_\_\_ that your \_\_\_\_\_ was a thief!

5. **patients, patience**

I wonder if doctors ever lose their \_\_\_\_\_ with difficult \_\_\_\_\_.

On another sheet of paper, rewrite each sentence using the correct homophones.

6. I'll meat you at ate inn the mourning.

7. Would ewe fix me sum tee and a bowl of serial?

8. My ant and uncle lived oversees four too years in Madrid.

9. Alex was sick with the flue and mist a hole weak of school.

10. I want two bye a knew pear of shoes, but I dew knot have a sent left.



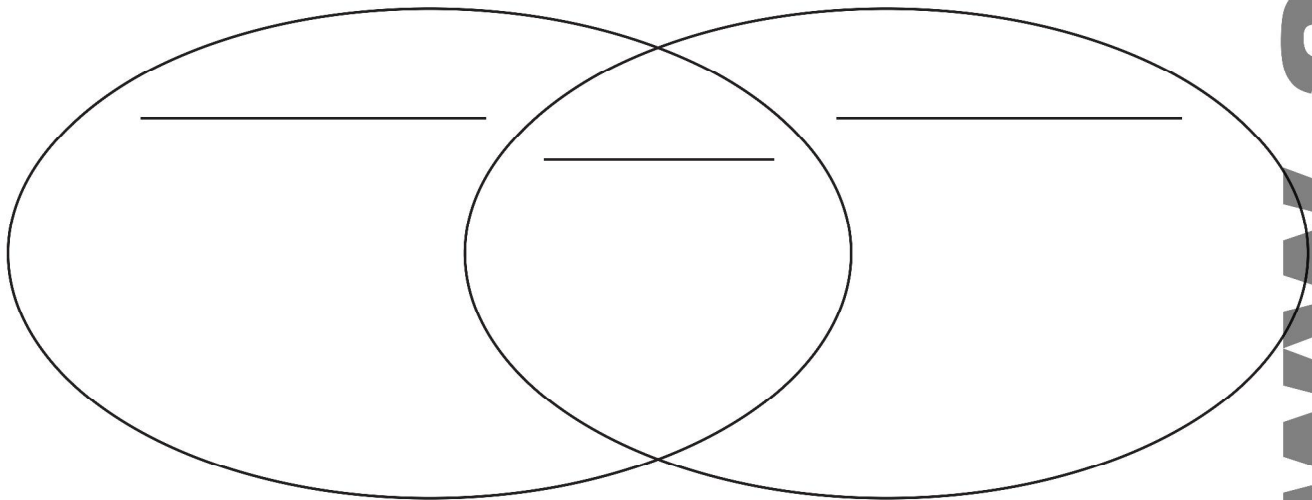


## A State Apart



The state of Michigan has two parts—the Upper Peninsula and the Lower Peninsula. Peninsulas are long arms of land that jut into water. Both of Michigan’s peninsulas are almost surrounded by the Great Lakes. The Upper Peninsula has many big forests. It is also rich in minerals. The Lower Peninsula has more people and large cities. Most of the state’s industry is in the Lower Peninsula. Both peninsulas attract tourists who come to spend vacations in Michigan.

Read the paragraph. Add headings to the Venn diagram. Then write facts in each part of the diagram.



**MORE!**

The Lower Peninsula of Michigan is larger in area than the Upper Peninsula. Add this fact to the diagram.





## Garage Sale

Find and mark the ten spelling errors.

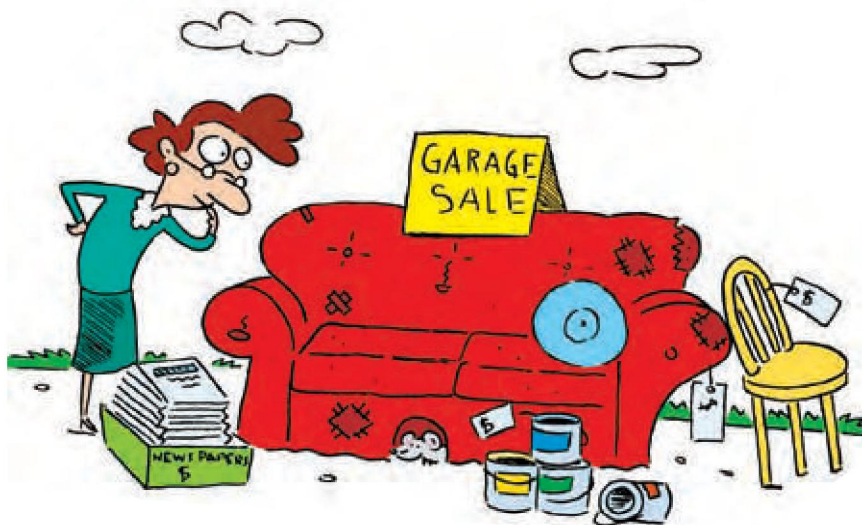
**We have grate stuff and big bargains!**

### Office Supplys

- Big boxes of old newspaper
- Ballpoint pens that are out of ink
- Broken rubber bands
- Empty printer ink containers

### Clothing

- Singel left shoes
- Socks with hoales
- Jackets with broken zippers
- Sleeves that were cut off a shirt



### Household Goods

- Old phon books
- Torn sheets
- Old toothbrushes
- Empty pante cans
- Chipped plates
- A bunch of old pizza boxs

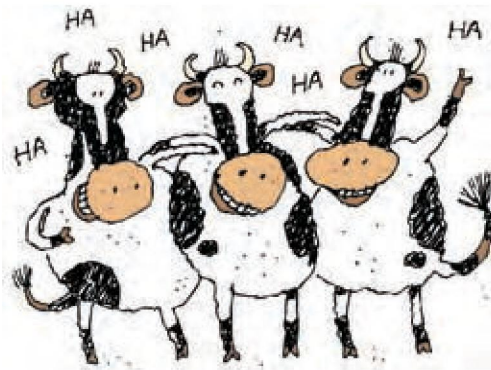
### Ferniture and Hardware

- A big box of bent nails
- A saggy bed
- A sofa with mice living in it
- A chare with only three legs
- A TV with only one channel
- Old dor knobs





## Cow Code



**Riddle: Where do cows go for entertainment?**

### What to Do

Find the corresponding numerals below. Then use the Decoder to solve the riddle by filling in the spaces at the bottom of the page. The first one has been done for you.

1. nine 9
2. twenty-two
3. seventeen
4. forty-five
5. sixty-seven
6. one hundred eight
7. eighty-six
8. one hundred fifty-three
9. three hundred seventy
10. five hundred thirty-four

### Decoder

23	.....	<b>X</b>
17	.....	<b>O</b>
153	.....	<b>E</b>
21	.....	<b>A</b>
370	.....	<b>O</b>
108	.....	<b>S</b>
76	.....	<b>D</b>
9	.....	<b>V</b>
15	.....	<b>F</b>
67	.....	<b>T</b>
22	.....	<b>E</b>
435	.....	<b>P</b>
86	.....	<b>H</b>
88	.....	<b>R</b>
45	.....	<b>I</b>
534	.....	<b>M</b>
118	.....	<b>W</b>
543	.....	<b>N</b>
307	.....	<b>G</b>

**TO**

5
7
2
"
10
3
9
"
v
1
4
8
6





## Cake and Ice Cream



Two sentences that share the same subject can be combined to make one sentence by using the word and.

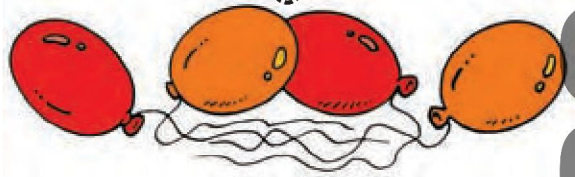
Rewrite the sentences by combining their endings.

1. The party was fun.  
The party was exciting.



The party was fun and exciting.

2. We blew up orange balloons.  
We blew up red balloons.



3. We ate cake.  
We ate ice cream.



4. The cake frosting was green.  
The cake frosting was yellow.



5. We made a bookmark.  
We made a clay pot.



6. We brought games.  
We brought prizes.







## Helping Your Child Get Ready: Week 6

These are the skills your child will be working on this week.

### Math

- place value
- telling time

### Reading

- comprehension
- compare/contrast

### Writing

- building sentences

### Vocabulary

- rhyming words

### Grammar

- verbs
- pronouns
- adjectives

Here are some activities you and your child might enjoy.

**Mapping My World** Invite your child to draw pictures and write labels to make maps of familiar places, such as his or her school, a local park, or a favorite friend's home.

**Word Expert** Boost your child's vocabulary by playing Word Expert. Tell him or her that for each word you say, he or she must give you an antonym and a synonym, as well as an example of the word. For instance, if you say *exciting*, a synonym might be *thrilling*, an antonym might be *boring*, and an example could be *riding a rollercoaster*.

**Nutrition Label Math** Show examples of food labels to your child, ideally those with more than one serving in a package. Talk about what the numbers on the label mean. Then ask your child to determine the nutrition totals for the entire item. For example, if there are 2 servings in a small can of vegetables, your child can double the nutrition label numbers to find the total calories, fat and carbohydrate content, and so on.

**One-Minute Categories** Ask your child to name as many examples as possible of a category in one minute. For example, for animals, he or she might name dog, cat, wolf, tiger, and so on. Make the categories more challenging as his or her skill increases. You can also specify naming animals that starts with a particular letter. For example, for the letter *d*, animals would include dog, duck, and donkey.

Your child might enjoy reading the following books:

*Amber Brown Is Not a Crayon*  
by Paula Danziger

*How to Be Cool in the Third Grade*  
by Betsy Duffey

*Mice and Beans*  
by Pam Muñoz Ryan




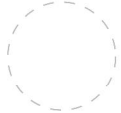











# 's Incentive Chart: Week 6

Name Here \_\_\_\_\_

This week, I plan to read \_\_\_\_\_ minutes each day.

CHART YOUR PROGRESS HERE.

Week 6	Day 1	Day 2	Day 3	Day 4	Day 5
					
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

# Congratulations!

Wow! You did a great job this week!



Place  
sticker here.

Parent or Caregiver's Signature \_\_\_\_\_





## Cleaning the Alligator's Teeth

The alligator asked if I  
Would clean his dirty teeth.  
I climbed inside his jagged jaws  
And brushed up underneath.

I felt his two jaws start to close.  
His sharp teeth touched my skin.  
I yelled, "I'm not a sandwich!  
Open up and give a grin!"

The alligator laughed and made  
His two jaws open wide.  
I said, "The next time you do that  
I'll have to pinch your hide."

He gave another 'gator laugh  
That shook me head to toe.  
I finished brushing all his teeth  
And said, "I've got to go."



### SPECIAL WORDS

clean

jaws

start

grin

wide

stood





# Cleaning the Alligator's Teeth



## Reading Comprehension

Fill in the blanks with the word that best completes the sentence.

- 1. The alligator asked if I would clean his dirty \_\_\_\_\_.  
claws                  teeth                  scales                  tail
- 2. I climbed inside his jagged \_\_\_\_\_.  
nose                  ears                  mouth                  jaws
- 3. I felt his two jaws start to \_\_\_\_\_.  
open                  chew                  lick                  close
- 4. His \_\_\_\_\_ teeth touched my skin.  
many                  white                  sharp                  mean
- 5. I yelled, "I'm not a sandwich! Open up and give a  
\_\_\_\_\_!"  
laugh                  grin                  yell                  bite

## Rhyme Time

Circle the words in each column that rhyme with the word in bold. What other words rhyme with that word? Write them on the lines below.

<b>clean</b>	<b>jaws</b>	<b>start</b>	<b>grin</b>	<b>wide</b>	<b>stood</b>
bean	claws	dart	win	wind	good
mean	jam	star	fin	hide	stop
seen	laws	cart	pin	ride	hood
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____



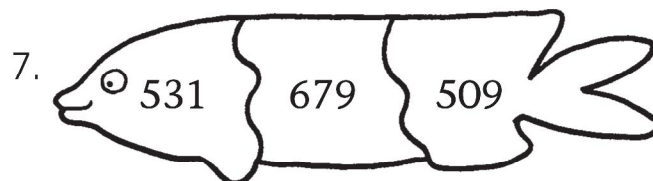
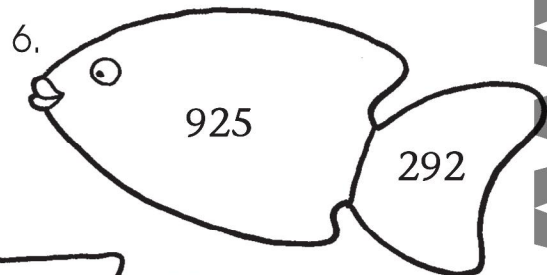
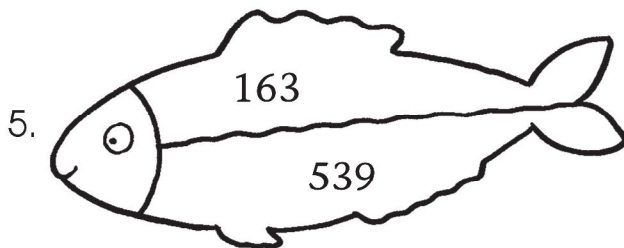
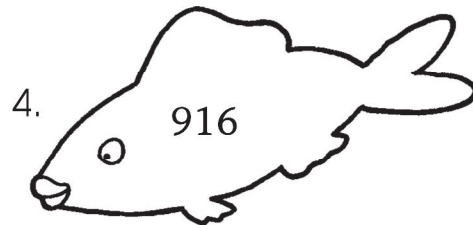
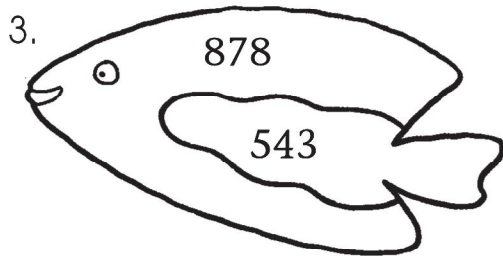
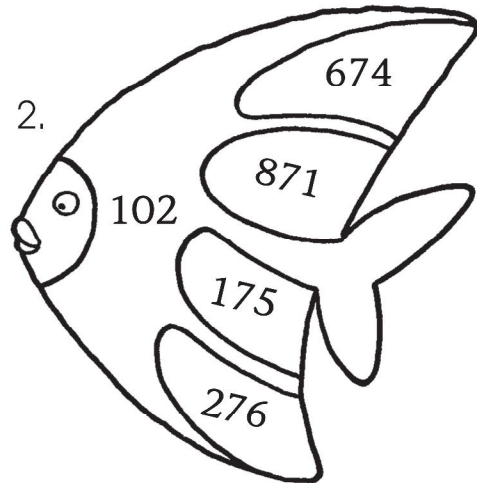
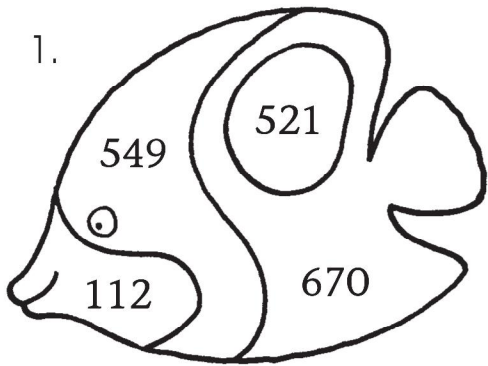


## Colorful Fish

Look at the numbers in the shapes inside the fish.

Use the information in the key at right to color the shapes.

If there is a ...	Color the space ...
6 in the tens place	green
5 in the hundreds place	blue
2 in the ones place	yellow
7 in the tens place	orange
9 in the hundreds place	red







# Verbs *have, had*

The verb **to have** is irregular. Use **have** or **has** to tell about the present. Use **had** to tell about the past.

Choose the correct word from the chart to complete each sentence.

In the Present	In the Past
have, has	had

- 1. Joe \_\_\_\_\_ new running shoes.
- 2. I \_\_\_\_\_ new shoes, too.
- 3. Last week we \_\_\_\_\_ old shoes.
- 4. I \_\_\_\_\_ a green shirt on.
- 5. Joe \_\_\_\_\_ a blue shirt on.
- 6. Yesterday we both \_\_\_\_\_ red shirts on.
- 7. Last year we \_\_\_\_\_ to walk to the park.
- 8. Now, I \_\_\_\_\_ skates.
- 9. Now, Joe \_\_\_\_\_ a bike.



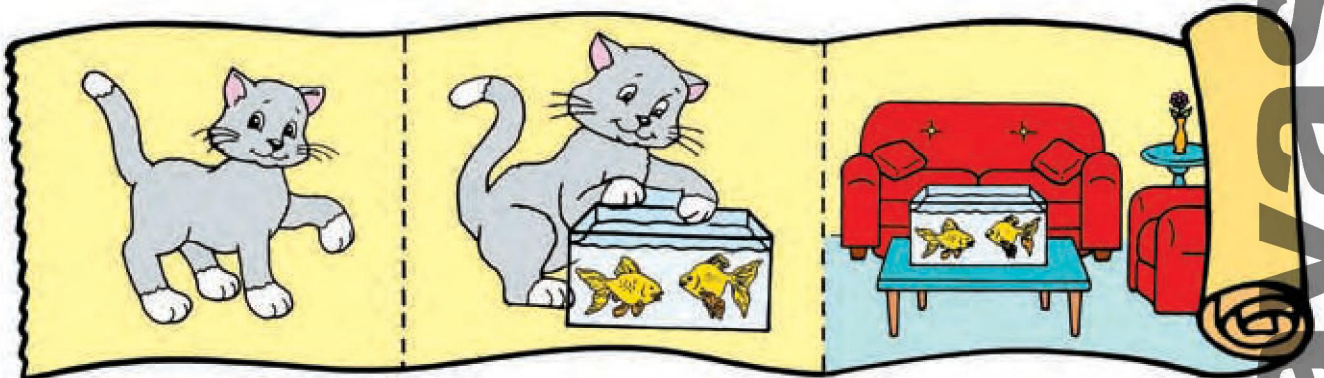


## Get Your Ticket!

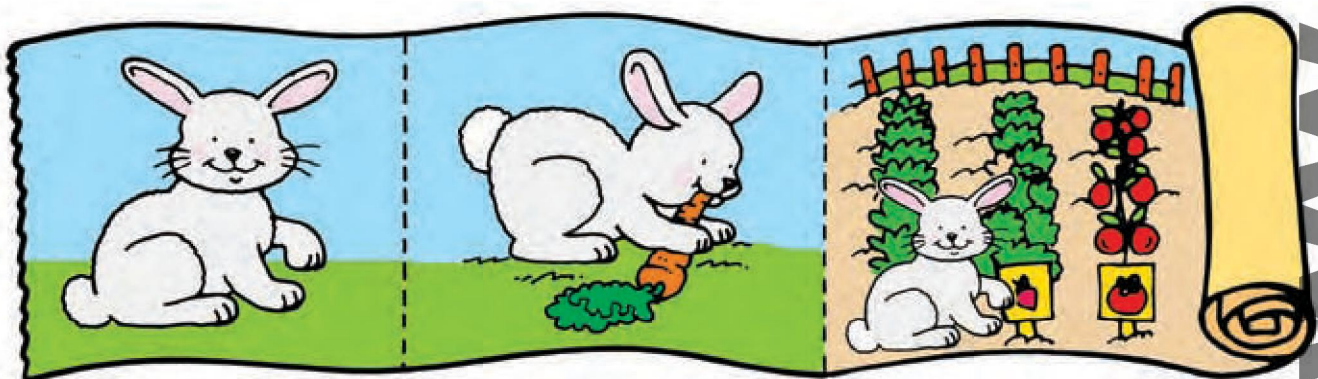
Write a sentence to match each picture. Be sure to include a subject, an action, and a part that tells where or when.



1. A boy climbs a tree in his backyard.



2. \_\_\_\_\_



3. \_\_\_\_\_



Find a cartoon in the newspaper. Use the pictures to write a sentence on another sheet of paper. Be sure to include a subject, an action, and a part that tells where or when.





# Slide Show



A sentence is more interesting when it includes a subject, an action, and a part that tells where or when.

Write three sentences and draw pictures to match.

subject	action	where or when

1. \_\_\_\_\_

subject	action	where or when

2. \_\_\_\_\_

subject	action	where or when

3. \_\_\_\_\_



Switch the sentence parts around to make three silly sentences! Write the sentences on another sheet of paper.





# Play Ball

What’s your favorite ball game? Many people like sports in which they throw a ball. In bowling and basketball, you throw a ball. Other people play games in which they hit a ball. Golf and tennis are two examples. Still another game in which a ball is hit is lacrosse. A third kind of ball game calls for kicking a ball. Players kick balls in soccer, football, rugby, and of course, kickball.



Read the paragraph. Then answer the questions.

- 1. What are four sports where you kick a ball? \_\_\_\_\_
- 2. What are three sports in which you hit a ball? \_\_\_\_\_
- 3. In what games do you throw a ball? \_\_\_\_\_

Use your answers to complete the chart.

Hitting a Ball	Throwing a Ball	Kicking a Ball

**MORE!** What do you do with the ball in baseball? Add baseball to the chart.





# Send In the Subs

A **pronoun** is a word that can take the place of a noun.

The nouns in these sentences need a rest. Pick a pronoun to replace the underlined word(s). Then write the sentence with the pronoun.

Pronoun Subs					
he	you	we	they	it	she



1. Tanya swings the bat.

\_\_\_\_\_

2. Mr. Bartlet and Mr. Jones blow their whistles.

\_\_\_\_\_

3. Matt and I warm up.

\_\_\_\_\_

4. Leo looks for his glove.

\_\_\_\_\_

5. The ball rolls into the field.

\_\_\_\_\_

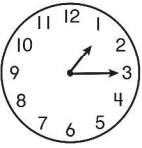
Check your sentences. Did you begin them with a capital letter?





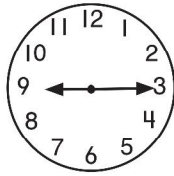
## Prime Timer

Write the time 3 ways.

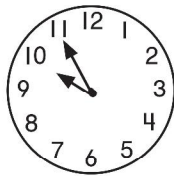
example:  1:15  
15 minutes after 1  
45 minutes to 2



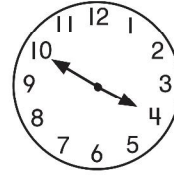
1. \_\_\_\_\_  
\_\_\_\_\_ minutes after \_\_\_\_\_  
\_\_\_\_\_ minutes to \_\_\_\_\_



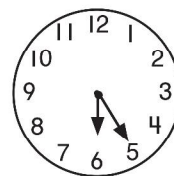
3. \_\_\_\_\_  
\_\_\_\_\_ minutes after \_\_\_\_\_  
\_\_\_\_\_ minutes to \_\_\_\_\_



5. \_\_\_\_\_  
\_\_\_\_\_ minutes after \_\_\_\_\_  
\_\_\_\_\_ minutes to \_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_ minutes after \_\_\_\_\_  
\_\_\_\_\_ minutes to \_\_\_\_\_



4. \_\_\_\_\_  
\_\_\_\_\_ minutes after \_\_\_\_\_  
\_\_\_\_\_ minutes to \_\_\_\_\_



6. \_\_\_\_\_  
\_\_\_\_\_ minutes after \_\_\_\_\_  
\_\_\_\_\_ minutes to \_\_\_\_\_



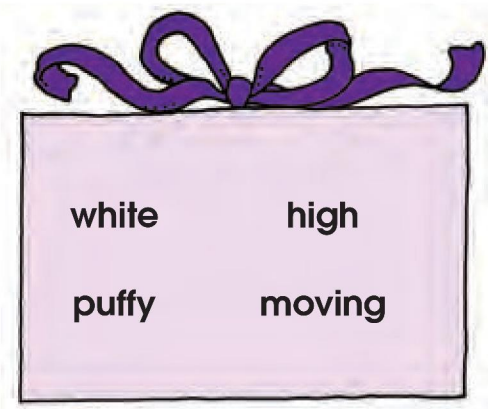


# Describing a Surprise

Use adjectives to describe an object.

Read the words on the box.  
What do they describe?

\_\_\_\_\_



Think of a surprise to hide in each box. Then write four adjectives to describe it.

1.



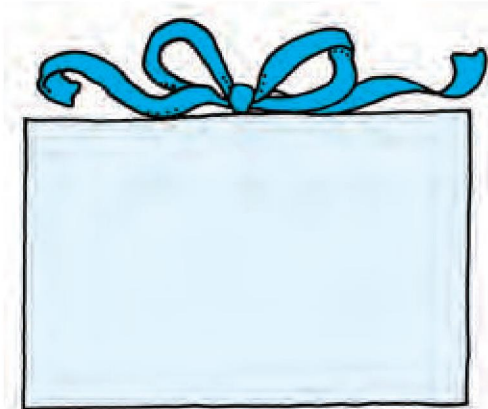
2.



3.



4.



Read your adjectives to a friend. Can your friend guess what the surprise is?  
If not, can you think of better adjectives?





## Helping Your Child Get Ready: Week 7

These are the skills your child will be working on this week.

### Math

- fractions
- using arrays

### Reading

- comprehension
- compare/contrast
- cause and effect

### Writing

- combining sentences
- verb usage

### Vocabulary

- sight words/verbs
- prefixes/un-

### Grammar

- sentence punctuation
- comparative/superlative

Here are some activities you and your child might enjoy.

**Compliment Jar** Create a compliment jar by labeling a clear plastic jar with the word “Compliments”. Invite everyone in your home to write a compliment for another family member on a slip of paper and place it in the jar. Once a week, invite your child to read the compliments aloud to the rest of the family. For a twist, turn it into a guessing game. Your child can read the compliment but leave out the name. Can anyone guess this person’s identity? Your child can provide clues, if necessary.

**List-en Up** Help your child develop good listening and memorization skills. Read a list of five items two times. Then ask your child to repeat the list back to you in order. Here is a list of the Great Lakes (in alphabetical order) to get you started: Lake Erie, Lake Huron, Lake Michigan, Lake Ontario, Lake Superior.

**Character Friends** Ask your child to talk about a character in one of the books he or she has been reading. You can prompt the discussion by asking questions like these: *Which characters would you want to be friends with in real life? What are some of the good qualities this character has? How are you and the character similar or different?*

**Summer Games** Plan a mini “Summer Olympics” with your family. Play classic picnic games such as a water-balloon toss or a three-legged race, or make up fun games of your own. Take turns trying them!

Your child might enjoy reading the following books:

*American Tall Tales*

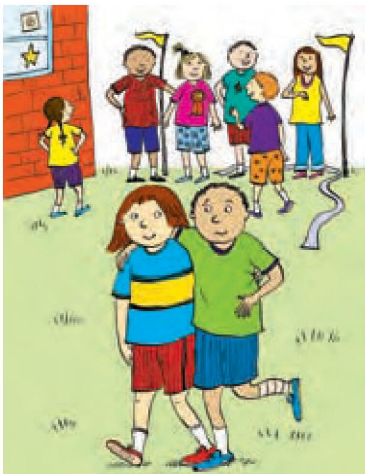
by Mary Pope Osborne

*In the Year of the Boar and Jackie Robinson*

by Betty Bao Lord

*Tiger Math: Learning to Graph From a Baby Tiger*

by Ann Whitehead Nagda




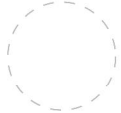











# 's Incentive Chart: Week 7

Name Here \_\_\_\_\_

This week, I plan to read \_\_\_\_\_ minutes each day.

CHART YOUR PROGRESS HERE.

Week 7	Day 1	Day 2	Day 3	Day 4	Day 5
					
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

# Congratulations!

Wow! You did a great job this week!



Place  
sticker here.

Parent or Caregiver's Signature \_\_\_\_\_

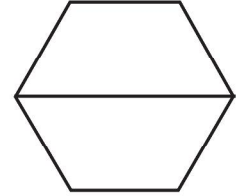
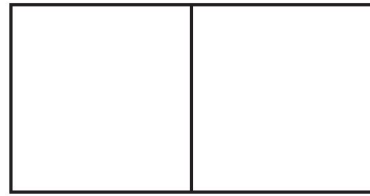




## Fraction Fun

Something that is split in 2 equal parts is divided in “half.”

These two shapes are divided in half.



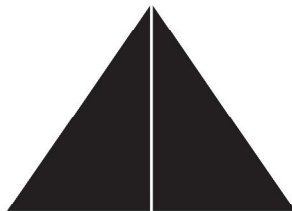
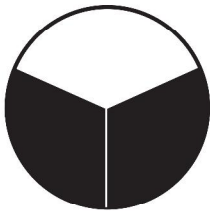
**A fraction has a number on the top: —————→ 1**

**A fraction has a number on the bottom, too: —————→ 2**

**The top number tells the “fraction,” or parts, of the whole.**

**The bottom number tells the number of parts in the whole.**

**A. Draw a line to match the picture with a fraction.**



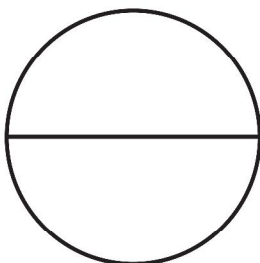
$\frac{2}{2}$

$\frac{2}{12}$

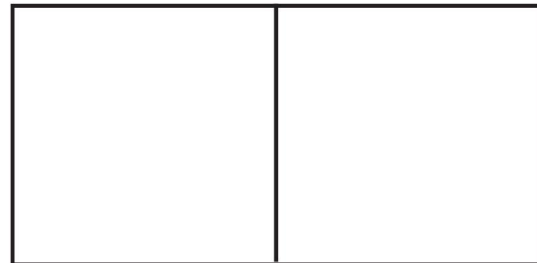
$\frac{2}{3}$

**B. The top number in these fractions tells you how many parts to color. Try it!**

color  $\frac{1}{2}$



color  $\frac{2}{2}$







## Statements and Questions

A **statement** is a sentence that tells something. It ends with a period.

A **question** is a sentence that asks something. It ends with a question mark.

A. Read each sentence. Write Q on the line if the sentence is a question.  
Write S if the sentence is a statement.

1. Where did the ant live? \_\_\_\_\_
2. The ant had many cousins. \_\_\_\_\_
3. She found the crumb under a leaf. \_\_\_\_\_
4. How will she carry it? \_\_\_\_\_
5. Who came along first? \_\_\_\_\_
6. The lizard wouldn't help. \_\_\_\_\_
7. He said he was too cold. \_\_\_\_\_
8. Why did the rooster fly away? \_\_\_\_\_

B. The sentences below do not make sense. Rewrite the words in the correct order.

1. How crumb did carry the ant the?

---

---

2. She herself it carried.

---

---





## Blending In

How are the following words alike: *blue*, *black*, *blink*? If you said they all begin with *bl*, you're right. Some other words that begin with these letters are *blob*, *blanket*, and *blimp*. Letter pairs like *bl* are "blends." Blends are two or more consonants that work together. What blend do the following words begin with: *green*, *gray*, *grumpy*? Two other blends are *tr* and *sm*. Words such as *smoke*, *smile*, *try*, *tray*, *smack*, *trick*, *truck*, and *smell* begin with these blends.



Use the paragraph to write four headings for the chart. Then write examples under each heading.



**MORE!**

Add at least two more words to each group on the chart.





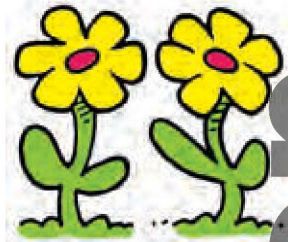
## Great Gardening Tips



*Sentences can also be combined to make them more interesting.  
Key words can help put two sentences together.*

**old:** I will plan my garden. I am waiting for spring.

**new:** I will plan my garden while I am waiting for spring.



Write a new sentence using the key word in each flower.

1. Fill a cup with water. Add some flower seeds.




---

2. This will soften the seeds. They are hard.




---

3. Fill a cup with dirt. The seeds soak in water.




---

4. Bury the seeds in the cup. The dirt covers them.




---

5. Add water to the plant. Do not add too much.




---

6. Set the cup in the sun. The plant will grow.




---





## A-maze-ing Verbs

To complete the maze, pass only through the correct sentences. An incorrect sentence is like a wall in the maze: You cannot pass through it. The correct path takes you through nine boxes.







# Three Nests

You can use **adjectives** to compare things. To compare two things, add -er to the adjective. To compare three or more things, add -est.

Biddie Bird has a friend named Betty. Betty always wants to outdo Biddie. If Biddie has a clean nest, Betty has a cleaner nest. Biddie and Betty have another friend named Birdie. She likes to outdo both Biddie and Betty. So she has the cleanest nest.

Read the sentences. Then fill in the chart so the correct form of each adjective is under each bird’s name.

	Biddie	Betty	Birdie
	clean	cleaner	cleanest
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

- 1. Betty’s nest is newer than Biddie’s.
- 2. Biddie has a small nest.
- 3. Birdie has the warmest nest of all.
- 4. Biddie’s nest is round.
- 5. Birdie built the neatest nest.
- 6. Betty has a softer nest than Biddie.

On another sheet of paper, use the words you wrote on the chart to draw a picture of each bird’s nest.



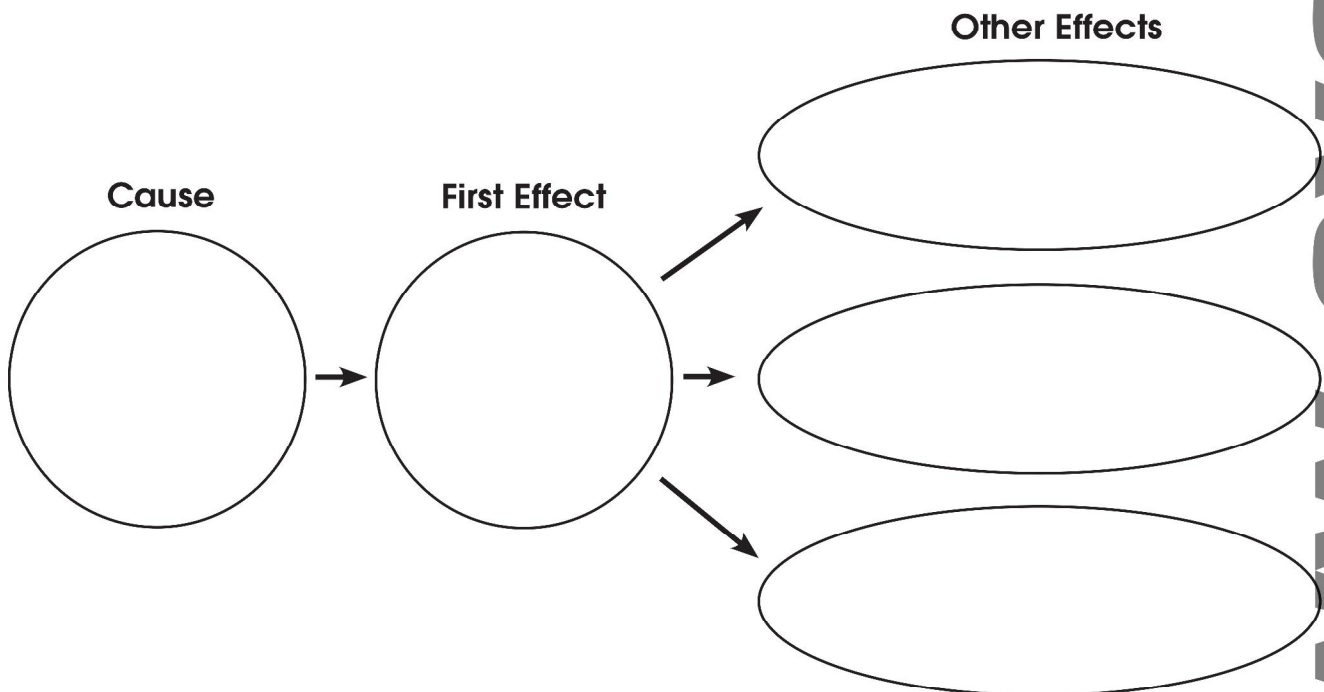


## Fool the Birds

A woman in Virginia had a problem. Birds ate all the seeds she carefully planted. The woman put brown belts along the newly planted rows in her garden. Just as she had hoped, the birds thought the belts were snakes! As a result, the birds stayed out of the garden. The woman's plants grew in peace.



Read the paragraph. Then complete the cause-and-effect map.



**MORE!**

What conclusions can you make about birds and snakes?





# Banana-Rama



Color the word that is missing from each sentence and write it on the line.

1. We \_\_\_\_\_ a spelling test yesterday. taked took
2. There \_\_\_\_\_ frost on the ground. was were
3. Tommy \_\_\_\_\_ the Statue of Liberty. seen saw
4. How \_\_\_\_\_ elephants are at the zoo? much many
5. Carla \_\_\_\_\_ her lizard to school. brought brang
6. Have you \_\_\_\_\_ my dog? seen saw
7. Alyssa \_\_\_\_\_ a new pair of skates. gots has
8. You \_\_\_\_\_ supposed to finish your work. are is
9. We \_\_\_\_\_ standing near a snake! were was
10. They \_\_\_\_\_ a pig in the mud. seen saw
11. We \_\_\_\_\_ our winter boots. wore weared
12. Is she \_\_\_\_\_ to come over? gonna going
13. \_\_\_\_\_ your cat climb trees? Do Does
14. Rosie \_\_\_\_\_ cookies to the bake sale. brang brought





## A Ray of Fun



An **array** demonstrates a multiplication sentence.  
The first **factor** tells how many rows there are.  
The second **factor** tells how many there are in each row.  
The answer of a multiplication sentence is called the **product**.

$$2 \times 4 = 8$$

○ ○ ○ ○    2 rows  
○ ○ ○ ○    4 in each row



Write the multiplication sentence for each array.

A.    ○ ○ ○  
      ○ ○ ○

\_\_\_\_\_

B.    ○ ○ ○  
      ○ ○ ○  
      ○ ○ ○

\_\_\_\_\_

C.    ○ ○  
      ○ ○  
      ○ ○  
      ○ ○  
      ○ ○

\_\_\_\_\_

D.    ○ ○ ○ ○ ○  
      ○ ○ ○ ○ ○  
      ○ ○ ○ ○ ○

\_\_\_\_\_

E.    ○ ○ ○

\_\_\_\_\_

F.    ○ ○ ○  
      ○ ○ ○  
      ○ ○ ○  
      ○ ○ ○  
      ○ ○ ○

\_\_\_\_\_

G.    ○ ○ ○ ○ ○ ○ ○  
      ○ ○ ○ ○ ○ ○ ○

\_\_\_\_\_

H.    ○ ○ ○ ○  
      ○ ○ ○ ○  
      ○ ○ ○ ○  
      ○ ○ ○ ○

\_\_\_\_\_

I.    ○ ○ ○ ○ ○ ○  
      ○ ○ ○ ○ ○ ○  
      ○ ○ ○ ○ ○ ○

\_\_\_\_\_

J.    ○ ○ ○  
      ○ ○ ○  
      ○ ○ ○  
      ○ ○ ○  
      ○ ○ ○  
      ○ ○ ○

\_\_\_\_\_

K.    ○  
      ○  
      ○  
      ○  
      ○  
      ○  
      ○

\_\_\_\_\_

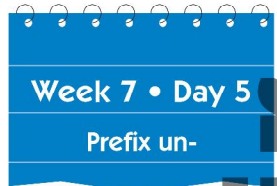
L.    ○ ○  
      ○ ○  
      ○ ○  
      ○ ○  
      ○ ○  
      ○ ○  
      ○ ○  
      ○ ○  
      ○ ○  
      ○ ○

\_\_\_\_\_



It was time for our family photo. The photographer arranged us into four rows. There were six people in each row. How many people in all were in the photo? On another sheet of paper, draw an array to solve this problem.





## How Unusual!

The prefix **un-** means either “not” or “do the opposite of” the base word. Circle each base word in the puzzle. The words go →, ↓, ↗, and ↘. We did the first one for you.

<del>unpack</del>	untie	unload	unlock	unwind	undo
unknown	unfold	unable	unfair	unusual	unwise

R	A	I	L	I	M	A	F	X
N	E	E	O	F	F	O	L	D
I	W	E	A	W	A	X	L	E
A	I	X	D	L	I	I	O	T
T	S	K	N	O	W	N	R	N
R	E	V	O	C	Z	R	D	I
E	P	A	C	K	X	E	A	A
C	A	B	L	E	S	Y	Z	P
D	N	I	K	U	S	U	A	L



Write a word from the list to complete each sentence.

1. It is \_\_\_\_\_ for James to be late for school.
2. It took me ten minutes to \_\_\_\_\_ the knot.
3. You need a key to \_\_\_\_\_ the trunk.
4. We grew more concerned as the story began to \_\_\_\_\_.
5. It is \_\_\_\_\_ to wait until the last minute to do your homework.
6. Bill thought the umpire’s call was \_\_\_\_\_.





## Helping Your Child Get Ready: Week 8

These are the skills your child will be working on this week.

### Math

- fractions
- multiplication

### Reading

- finding the main idea
- reading for details
- comprehension

### Vocabulary

- proofreading/spelling
- sight words

### Writing

- sequencing
- commas

### Grammar

- singular and plural nouns
- sentence types

Here are some activities you and your child might enjoy.

**Spinning Stories** Cut out ten pictures from a magazine. Put them in a bag. Invite your child to take them out two or three at a time and use the pictures to tell a story.

**20 Questions** This favorite game can be used to build thinking skills. First choose a category, such as animals. Then think of one animal. Tell your child that he or she can ask only “yes” or “no” questions to determine the animal you are thinking of. Once he or she gets the hang of it, take turns thinking of an animal while the other asks questions.

**Going Acrostic** Provide opportunities for your child to create “acrostic” poems. To begin an acrostic poem, first write any word vertically (you may wish to start with your child’s name). Then your child uses each letter of the word as the first letter in another word—one that relates to the original word—and writes that word horizontally.

**Food Fractions** Fractions are fun to practice using foods like pizza or various fruits. With your child, define the whole item. Then divide it in half, quarters, eighths, or more. What is the smallest piece you can make?

Your child might enjoy reading the following books:

*Charlotte’s Web*

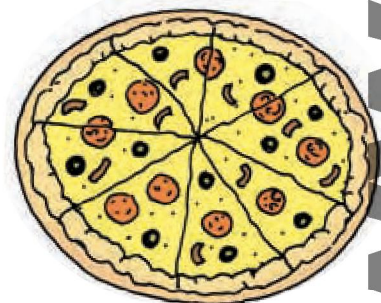
by E.B. White

*The Mouse and the Motorcycle*

by Beverly Cleary

*The Wright Brothers at Kitty Hawk*

by Donald J. Sobol




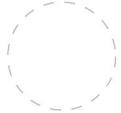











# 's Incentive Chart: Week 8

Name Here \_\_\_\_\_

This week, I plan to read \_\_\_\_\_ minutes each day.

CHART YOUR PROGRESS HERE.

Week 8	Day 1	Day 2	Day 3	Day 4	Day 5
					
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

# Congratulations!

Wow! You did a great job this week!



Place  
sticker here.

Parent or Caregiver's Signature \_\_\_\_\_





## How to “Ride” a Poem

Find and mark the ten spelling errors.

Writeing a poem  
Is like riding a bike  
Once you start riding,  
You ride where you like.

For exampel, I can write  
Any wurd I want here,  
As long as it rhymes  
And soundes good to the ear.

I can write in any style  
I can write in any spede,  
As long as my readrs  
Continue to read.

There’is only one danger,  
One risk that I run,  
When I sense that my readers  
Have stoped having fun.

At this point its’ best  
Not to delay  
Simply kick up your kickstand  
And just ride away.







# One, or More

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing. Add **-s** to form the plural of most nouns.

A. Each sentence has an underlined noun. On the line, write S if it is a singular noun. Write P if it is a plural noun.

1. She has a new baby.  
\_\_\_\_\_
2. It is very cute.  
\_\_\_\_\_
3. She has small fingers.  
\_\_\_\_\_
4. She drinks from a bottle.  
\_\_\_\_\_
5. I can tell my friends all about it.  
\_\_\_\_\_

B. Read each sentence. Underline the singular noun. Circle the plural noun.

1. The baby has two sisters.
2. The nightgown has pockets.
3. Her hand has tiny fingers.
4. My parents have a baby.
5. The father has three girls.

C. Complete the chart. Write the singular or plural of each noun.

Singular	Plural
fence	
	trains
gate	
	cows





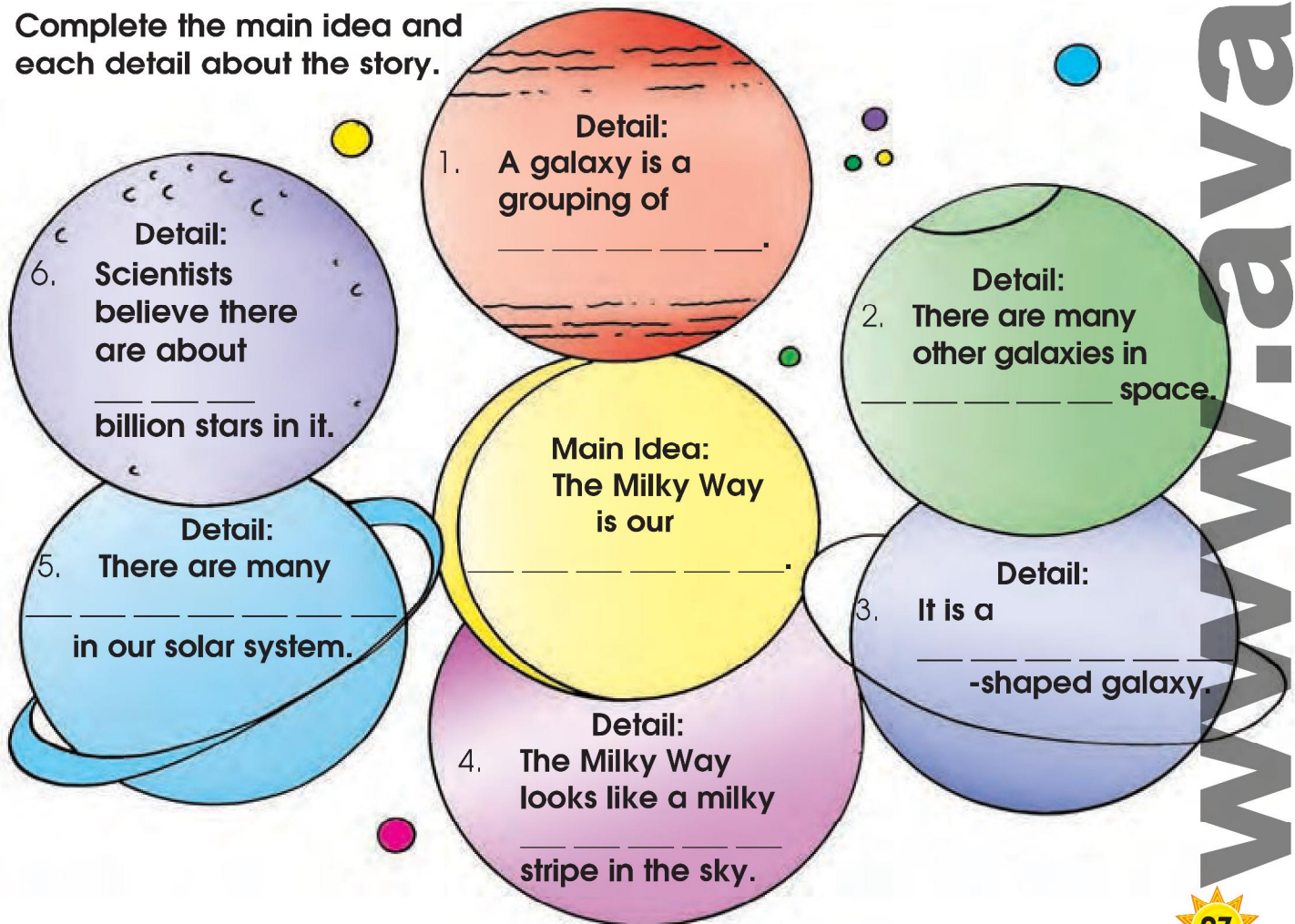
# The Milky Way



**The main idea of a story tells what the story is mostly about. Details in a story tell more information about the main idea.**

What do you think of when you hear the words, "Milky Way?" Do you think of a candy bar? Well, there is another Milky Way, and you live in it! It is our galaxy. A galaxy is a grouping of stars. Scientists have learned that there are many galaxies in outer space. The Milky Way is a spiral-shaped galaxy with swirls of stars spinning out from the center of it. Scientists believe there are about 200 billion stars in the Milky Way. In our solar system, many planets orbit the sun. One of them is Earth. Even from Earth, on a clear night away from city lights, you can see part of the Milky Way. It is called that because so many stars close together look like a milky white stripe across the sky. However, if you looked at it with a telescope, you would see that it is made up of thousands of stars.

**Complete the main idea and each detail about the story.**







# Puzzle It Out!

Use the words in the Word Box to complete the sentences below.  
Then write the words in the correct spaces in the puzzle.

## Across

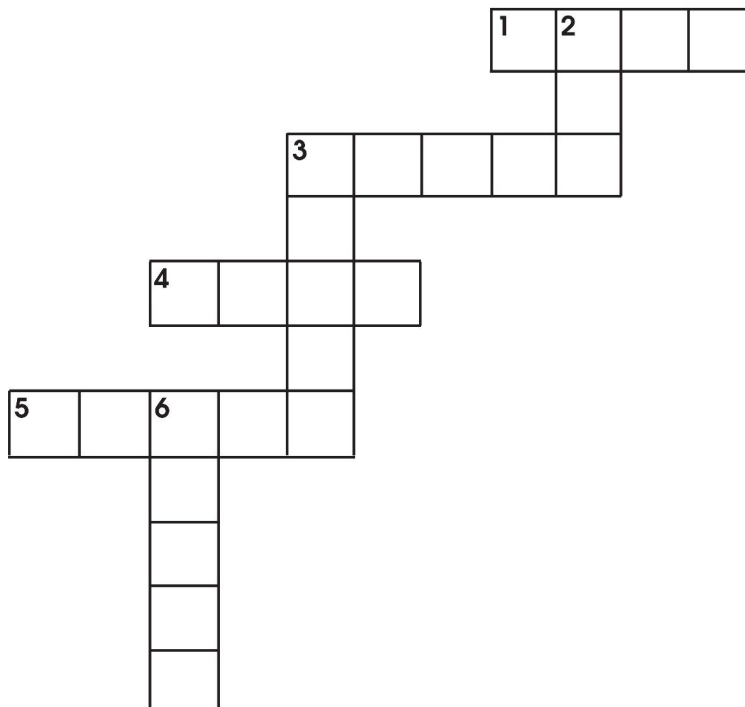
- 1. My name was the first \_\_\_\_\_ that I learned to spell.
- 3. Sam washed the dishes so they were sparkling \_\_\_\_\_.
- 4. The weather today is \_\_\_\_\_ but not hot.
- 5. At the end of second grade, our teacher said we were \_\_\_\_\_ for third.

## Down

- 2. Will you share my popcorn, or do you want your \_\_\_\_\_?
- 3. She has to \_\_\_\_\_ the baby because he's too little to walk.
- 6. We had burgers for dinner last night, and we're having them \_\_\_\_\_ tonight.

## Word Box

carry      warm  
own      clean  
again      word  
ready







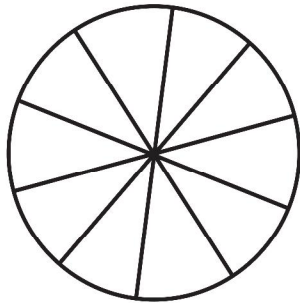
## More Fun With Fractions

A fraction has two numbers. The top number tells the parts of the whole. The bottom number tells how many total parts there are.

A.  $\frac{10}{10}$  is the whole circle.

Color  $\frac{8}{10}$  of the circle.

How much is not colored? \_\_\_\_

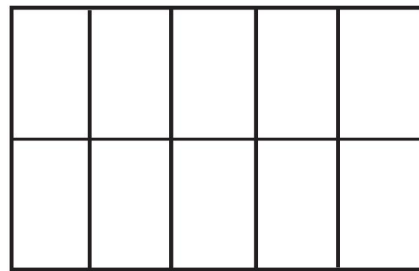


$$\frac{10}{10} - \frac{8}{10} = \text{—}$$

B.  $\frac{10}{10}$  is the whole rectangle.

Color  $\frac{4}{10}$  of the rectangle.

How much is not colored? \_\_\_\_



$$\frac{10}{10} - \frac{4}{10} = \text{—}$$

C. Solve this fraction equation. Cross out the dogs to help you.

$$\frac{10}{10} - \frac{3}{10} = \text{—}$$







## Exclamations and Commands

An **exclamation** is a sentence that shows strong feeling.

A **command** is a sentence that gives an order.

A. Read each sentence. Write E on the line if the sentence is an exclamation.  
Write C if the sentence is a command.

1. They chase buffaloes! \_\_\_\_\_
2. You have to go, too. \_\_\_\_\_
3. Wait at the airport. \_\_\_\_\_
4. It snows all the time! \_\_\_\_\_
5. Alligators live in the sewers! \_\_\_\_\_
6. Look at the horse. \_\_\_\_\_
7. That's a great-looking horse! \_\_\_\_\_
8. Write a letter to Seymour. \_\_\_\_\_

B. Complete each exclamation and command.

1. I feel \_\_\_\_\_!
2. Help your \_\_\_\_\_.
3. That's a \_\_\_\_\_!
4. I lost \_\_\_\_\_!
5. Turn the \_\_\_\_\_.
6. Come watch the \_\_\_\_\_.
7. Please let me \_\_\_\_\_.





## Lulu to the Rescue

VOLUME X

Anyplace, USA

Monday, June 11

JoAnne Altsman always thought her pet pig LuLu was a good companion. Now she also thinks of LuLu as a hero. Why? When JoAnne suffered a heart attack in 1998, LuLu saved her life.

JoAnne was vacationing in her camper when she fell ill. She yelled for help, but no one heard her cries. LuLu knew that JoAnne was in trouble. She pushed through a dog door and ran to the road. She tried to stop pass-

ing cars but had no luck. LuLu hurried back to the camper three times to see how JoAnne was.

At last LuLu did something drivers were sure to notice. She lay down on the road and stuck her feet in the air. Finally, a car stopped. The driver got out and followed LuLu back to the camper. JoAnne heard the man knocking on the door. "There's something wrong with your pig!" he yelled.

"There's something wrong with me!" JoAnne yelled back. "Call 911!"

Before long, help was on its way. Today JoAnne is well, and she's grateful for her pet pig. Without LuLu, she would have died.



- Where was JoAnne when she fell ill?  
A. on vacation                      C. in her home  
B. at school                          D. at work
- Why did LuLu push her way out of the camper and run to the road?  
\_\_\_\_\_
- "LuLu was a good companion." What is a companion?  
F. guard                              H. doctor  
G. nurse                              J. friend
- What probably happened after the man knocked on the door of the camper? Tell two things that probably happened.  
\_\_\_\_\_  
\_\_\_\_\_



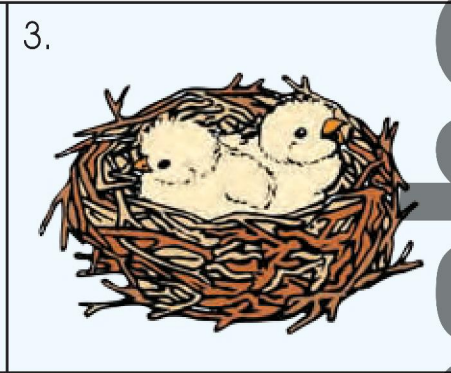
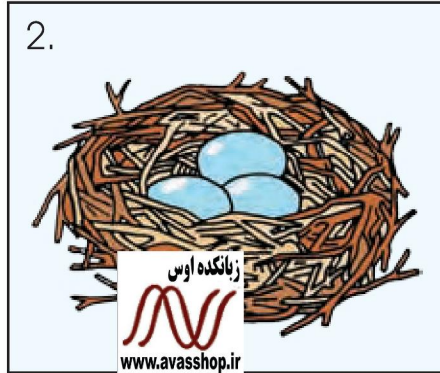


## Stories of Nature



*Sentences should be written in the correct order to tell a story.*

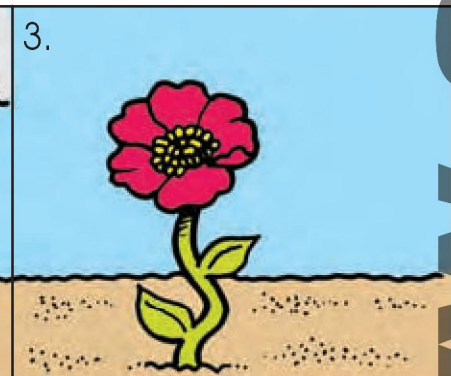
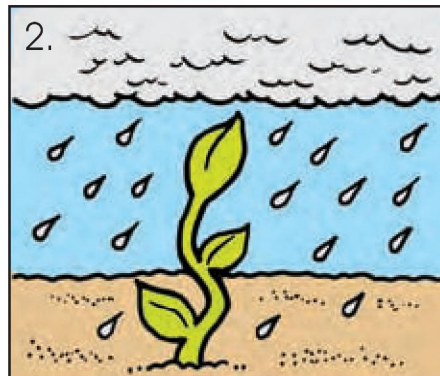
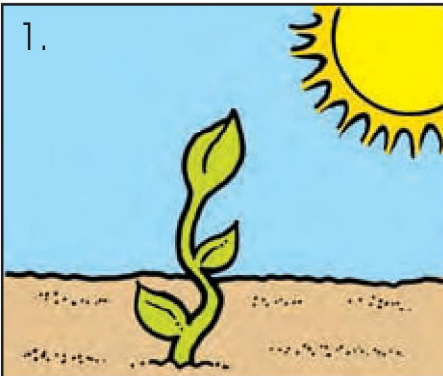
Finish the stories by writing a sentence about each of the last two pictures.



**First:** Two birds build a nest.

**Next:** \_\_\_\_\_

**Last:** \_\_\_\_\_



**First:** A flower bud grows.

**Next:** \_\_\_\_\_

**Last:** \_\_\_\_\_





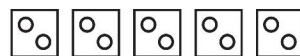
# Time to Group



The multiplication symbol (x) can be thought of as meaning “groups of.”

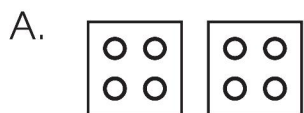


3 “groups of” 4 equals 12  
 $3 \times 4 = 12$



5 “groups of” 2 equals 10.  
 $5 \times 2 = 10$

Write the multiplication sentence for each diagram.



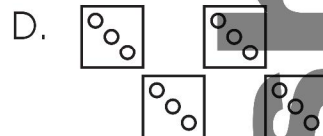
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\_\_\_\_\_



\_\_\_\_\_



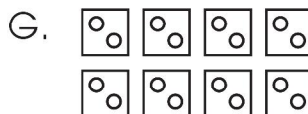
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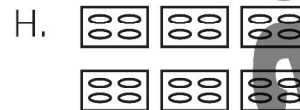
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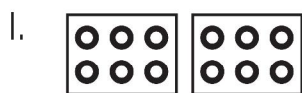
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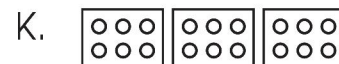
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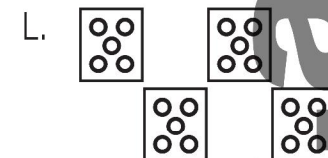
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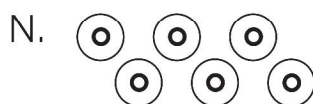
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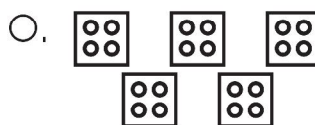
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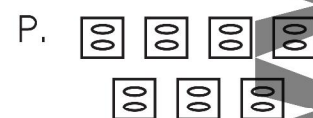
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



William has five bags of hamburgers. There are seven hamburgers in each bag. On another sheet of paper, draw pictures to show the total number of hamburgers.





## The Sky's the Limit



Some sentences include a list. A **comma (,)** is used to separate each item in the list.

*For example:* Mrs. Jones asked the class to work on pages two, three, and four.

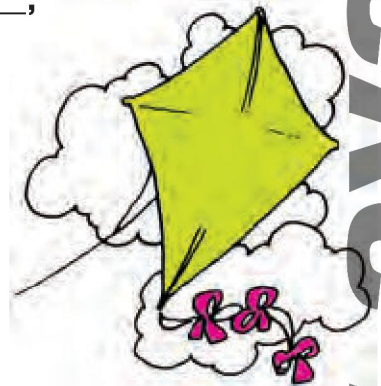
Fill in the blanks to make a list in each sentence. Watch for commas!

1. I ate \_\_\_\_\_,  
and \_\_\_\_\_ for breakfast.



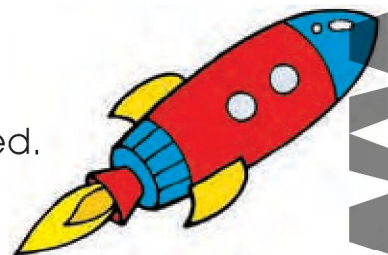
2. We stayed with Grandma on \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_ nights.

3. I found \_\_\_\_\_,  
and \_\_\_\_\_ in my party bag.



4. The boys played \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_  
at summer camp.

5. The \_\_\_\_\_,  
and \_\_\_\_\_ ate the corn we scattered.



6. The pigs built their houses using \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.



**Cut a balloon shape out of paper. On one side, list three objects that fly. On the other side, write a sentence that lists the objects shown on the right side of this page.**





## Helping Your Child Get Ready: Week 9

These are the skills your child will be working on this week.

### Math

- multiplication
- bar graph

### Reading

- sequencing
- following directions

### Writing

- proofreading
- sentence fragments

### Vocabulary

- word relationships
- common phrases

### Grammar

- common and proper nouns
- adjectives

Here are some activities you and your child might enjoy.

**Math in a Menu** When you and your child are looking at a menu, take the opportunity to practice math concepts. Ask questions like these: *Which food item costs the most? How much is it? Which item costs the least? If you bought the most expensive and the least expensive items, how much would you spend altogether?*

**Summer Fun With A-Z** Ask your child to think about what he or she loves about summer. Then challenge him or her to write about these things in sentences that use all 26 letters of the alphabet. Encourage your child to circle each letter the first time it is used.

**Double Meanings** Reinforce the concept of homophones with your child by challenging him or her to find two (or more!) meanings for each of these words: bob, fair, lock, pitcher. Come up with more homophones to challenge your child further.

**How Puzzling!** Invite your child to create a jigsaw puzzle. Provide a large sheet of paper, crayons or colored markers, and scissors. First your child can draw a picture. Then he or she can cut it up into smaller pieces and mix them up. See if you, or another family member can put it back together!



Your child might enjoy reading the following books:

*Charlie and the Chocolate Factory*  
by Roald Dahl

*So You Want to Be President?*  
by Judith St. George

*Tea With Milk*  
by Allen Say




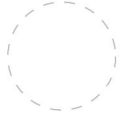











# 's Incentive Chart: Week 9

Name Here \_\_\_\_\_

This week, I plan to read \_\_\_\_\_ minutes each day.

CHART YOUR PROGRESS HERE.

Week 9	Day 1	Day 2	Day 3	Day 4	Day 5
					
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

# Congratulations!

Wow! You did a great job this week!



Place  
sticker here.

Parent or Caregiver's Signature \_\_\_\_\_





## The Father of Our Country



After you finish reading, go back and look for mistakes.

Use the proofreading marks to correct eight mistakes in the letter.

mars = **Make a capital letter.**

? = **Add a question mark.**

! = **Add an exclamation point.**

.

= **Add a period.**

,

= **Add a comma.**

Dear Friend,

my job as the first president of the United States was hard My friends and I had to make new laws new money, and new jobs. the capital was in New York when I became president. then it moved to Philadelphia. Is the capital still there. Who is the president today! I would love to see how the United States has changed over the past two hundred years?

Sincerely,

George Washington



On another sheet of paper, write a letter to today's president.

The White House address is: 1600 Pennsylvania Avenue, Washington, D.C. 20500.





# Adding Quickly



The addition sentence  $4 + 4 + 4 + 4 + 4 = 20$  can be written as a multiplication sentence. Count how many times 4 is being added together. The answer is 5. So,  $4 + 4 + 4 + 4 + 4 = 20$  can be written as  $5 \times 4 = 20$ . Multiplication is a quick way to add.

Write a multiplication sentence for each addition sentence.

A.  $5 + 5 + 5 = 15$

\_\_\_\_\_

B.  $6 + 6 + 6 + 6 = 24$

\_\_\_\_\_

C.  $8 + 8 = 16$

\_\_\_\_\_

D.  $2 + 2 + 2 + 2 = 8$

\_\_\_\_\_

E.  $7 + 7 + 7 = 21$

\_\_\_\_\_

F.  $4 + 4 + 4 + 4 = 16$

\_\_\_\_\_

G.  $9 + 9 + 9 = 27$

\_\_\_\_\_

H.  $5 + 5 + 5 + 5 + 5 = 25$

\_\_\_\_\_

I.  $3 + 3 + 3 + 3 + 3 = 15$

\_\_\_\_\_

J.  $10 + 10 + 10 + 10 = 40$

\_\_\_\_\_

K.  $1 + 1 + 1 + 1 + 1 = 5$

\_\_\_\_\_

L.  $11 + 11 + 11 = 33$

\_\_\_\_\_

M.  $8 + 8 + 8 + 8 = 32$

\_\_\_\_\_

N.  $0 + 0 + 0 + 0 = 0$

\_\_\_\_\_

O.  $12 + 12 + 12 + 12 = 48$

\_\_\_\_\_

P.  $9 + 9 + 9 + 9 = 36$

\_\_\_\_\_



Today, we are going to the beach. Mom packed the picnic basket with six sandwiches, six water bottles, six candy bars, and six apples. How many items did she pack in all?





## Common or Proper?

A **common noun** names any person, place, or thing. A **proper noun** names a particular person, place, or thing. A proper noun begins with a capital letter.

A. Is the underlined word a common noun or a proper noun?  
Write *common* or *proper*.

1. The girl likes to learn. \_\_\_\_\_
2. She goes to two schools. \_\_\_\_\_
3. She lives in America. \_\_\_\_\_

B. Underline the common nouns. Circle the proper nouns.

1. April has a brother and a sister.
2. Their names are Julius and May.
3. Their parents were born in Taiwan.
4. April goes to school on Saturday.
5. She is learning a language called Mandarin.
6. May read a book about the Middle Ages.

C. Underline the common nouns. Circle the proper nouns.  
Then write them on the chart in the correct category.

1. Last August David went to camp.
2. Many children go to a picnic on the Fourth of July.

Common Nouns	Proper Nouns
_____	_____
_____	_____
_____	_____





## Dinnertime



A **sentence** is a group of words that expresses a complete thought.  
 A **fragment** is an incomplete thought.

Write *S* for sentence or *F* for fragment.

- \_\_\_\_\_ 1. Insects eat many different things.
- \_\_\_\_\_ 2. Some of these things.
- \_\_\_\_\_ 3. The praying mantis eats other insects.
- \_\_\_\_\_ 4. Waterbugs eat tadpoles and small frogs.
- \_\_\_\_\_ 5. Flower nectar makes good.
- \_\_\_\_\_ 6. Nests to store their food.
- \_\_\_\_\_ 7. The cockroach will eat almost anything.
- \_\_\_\_\_ 8. Termites.
- \_\_\_\_\_ 9. A butterfly caterpillar.
- \_\_\_\_\_ 10. Animals and people.
- \_\_\_\_\_ 11. Some insects will even eat paper.
- \_\_\_\_\_ 12. Insects have different mouth parts to help them eat.



On another sheet of paper, write about three things you did during the day using only sentence fragments. Have someone read it. Did they understand it? Why or why not?





## Scrambled Eggs



**Sequencing** means putting the events of a story in the order in which they happened.

The sentences below are scrambled. Number them in the correct sequence.

- A. \_\_\_\_ I took a shower.  
 \_\_\_\_ I got out of bed.  
 \_\_\_\_ I got dressed.
- B. \_\_\_\_ She planted the seeds.  
 \_\_\_\_ Big pink flowers bloomed.  
 \_\_\_\_ Tiny green shoots came up.
- C. \_\_\_\_ He ate the sandwich.  
 \_\_\_\_ He spread some jelly on them.  
 \_\_\_\_ He got out two pieces of bread.
- D. \_\_\_\_ He slid down the slide.  
 \_\_\_\_ He climbed up the ladder.  
 \_\_\_\_ He landed on his feet.
- E. \_\_\_\_ We built a snowman.  
 \_\_\_\_ Low gray clouds drifted in.  
 \_\_\_\_ It began to snow hard.
- F. \_\_\_\_ Firefighters put out the fire.  
 \_\_\_\_ Lightning struck the barn.  
 \_\_\_\_ The barn caught on fire.
- G. \_\_\_\_ The pepper spilled out of the jar.  
 \_\_\_\_ I sneezed.  
 \_\_\_\_ My nose began to itch.
- H. \_\_\_\_ "My name is Emma."  
 \_\_\_\_ "Hi, what is your name?"  
 \_\_\_\_ "It's nice to meet you, Emma."
- I. \_\_\_\_ I said, "Okay, do a trick first."  
 \_\_\_\_ Rover whined for a treat.  
 \_\_\_\_ I gave him a dog biscuit.  
 \_\_\_\_ He danced on his hind legs.
- J. \_\_\_\_ She built a nest.  
 \_\_\_\_ Baby birds hatched from the eggs.  
 \_\_\_\_ I saw a robin gathering straw.  
 \_\_\_\_ She laid four blue eggs.







# Adjectives

An **adjective** is a word that describes a person, place, or thing.

A. Read each sentence. Write the adjective that describes the underlined noun on the line.

1. We live near a sparkling brook. \_\_\_\_\_
2. It has clear water. \_\_\_\_\_
3. Large fish swim in the brook. \_\_\_\_\_
4. Busy squirrels play near the brook. \_\_\_\_\_
5. You can enjoy breathing in the fresh air near the brook. \_\_\_\_\_

B. Complete each sentence by adding an adjective.

1. I love \_\_\_\_\_ apples.
2. I see a \_\_\_\_\_ ball.
3. I smell \_\_\_\_\_ flowers.
4. I hear \_\_\_\_\_ music.
5. I like the \_\_\_\_\_ taste of pickles.



Write three sentences that tell about the foods you like the best. Use adjectives in your description.



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## How It Is

Circle the word that best completes each sentence and write it on the line.

1. An ant is black, and a grasshopper is \_\_\_\_\_.

A. blue                      B. fuzzy                      C. green

2. A shirt is cotton, and a jar is \_\_\_\_\_.

A. glass                      B. silk                      C. jam

3. A hill is rolling, and a river is \_\_\_\_\_.

A. winding                      B. rainy                      C. steep

4. A daisy is white, and a rose is \_\_\_\_\_.

A. green                      B. dirty                      C. red

5. A ring is round, and a box is \_\_\_\_\_.

A. wool                      B. square                      C. happy

6. An elephant is large, and a mouse is \_\_\_\_\_.

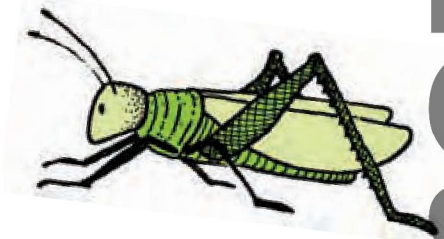
A. small                      B. huge                      C. yellow

7. A puddle is muddy, and a pool is \_\_\_\_\_.

A. sad                      B. clear                      C. shy

8. A hammer is hard, and a pillow is \_\_\_\_\_.

A. sleepy                      B. sharp                      C. soft



**Discuss with someone why you did not choose the other words.**





## "Fun and Games"



Some words like "hammer and nails" and "salt and pepper" just go together.

Choose a word from the box to

sooner	right
chips	sweet
order	lost
sugar	effect
bacon	fun
shine	business
error	easy
name	gentlemen
cup	alive
cents	pots



- |                       |                       |
|-----------------------|-----------------------|
| 1. cause and _____    | 2. _____ and games    |
| 3. _____ and saucer   | 4. cream and _____    |
| 5. _____ and found    | 6. _____ and address  |
| 7. ladies and _____   | 8. law and _____      |
| 9. _____ and sour     | 10. nice and _____    |
| 11. trial and _____   | 12. _____ and pans    |
| 13. fish and _____    | 14. rain or _____     |
| 15. _____ or pleasure | 16. _____ or wrong    |
| 17. dead or _____     | 18. dollars and _____ |
| 19. _____ and eggs    | 20. _____ or later    |



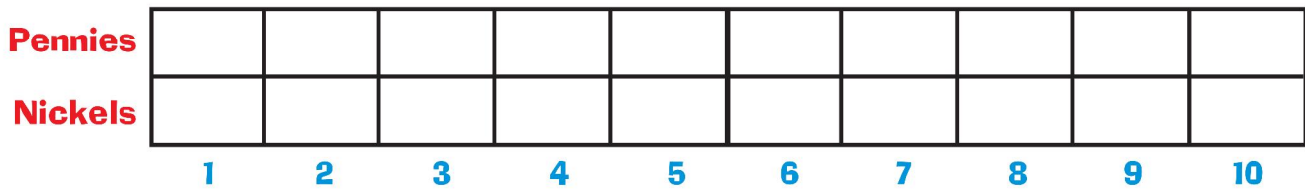
On another sheet of paper, list three other pairs of words that go together.



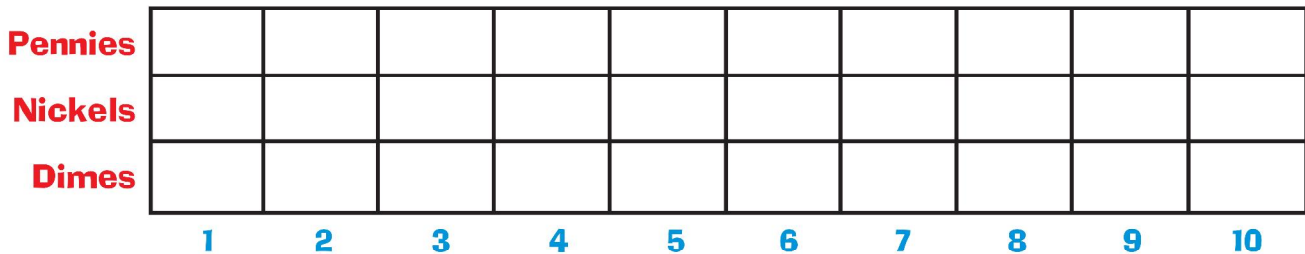


# Great Graphing

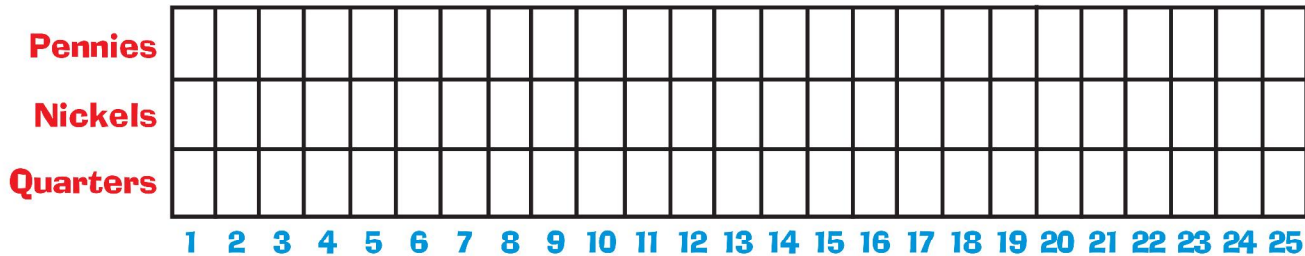
A. How many pennies equal 5¢? How many nickels equal 5¢?  
Color in the boxes on the graph to show your answers.



B. How many pennies equal 10¢? How many nickels equal 10¢? How many dimes equal 10¢? Color in the boxes on the graph to show your answers.



C. How many pennies equal 25¢? How many nickels equal 25¢?  
How many quarters equal 25¢? Color in the boxes on the graph to show your answers.







# Helping Your Child Get Ready: Week 10

These are the skills your child will be working on this week.

## Math

- division
- geometric shapes

## Reading

- cause and effect

## Writing

- punctuating questions

## Vocabulary

- antonyms
- compound words

## Grammar

- adjectives
- possessives
- prepositions

Here are some activities you and your child might enjoy.

**Snappy Summaries** Writing a summary is often hard for children. To help your child sharpen this important skill, have him or her create one-sentence summaries of favorite books, movies, or television shows. To do this, have your child answer this question: *Who did what, when, and why?* This may take a bit of practice!

**Comic Mix-Up** Build up your child's sequencing skills. Cut a comic strip into sections. Ask your child to put the strip in the correct order and to explain his or her thinking.

**Wonderful Window** Invite your child to look out of a window. Then ask: *What do you see that begins with the letter W?* See if your child can name five things. You can try this with other letters as well.

**Travel Brochure** Together, you and your child can create a "travel brochure" for someplace you have been over the summer. For example, the place could be something as local as a neighborhood swimming pool or park, or a distant place that was part of a big vacation. Write about the place (or places) and remember to include pictures, either illustrated, images found in magazines, or if possible, real photographs.

Your child might enjoy reading the following books:

*Rent a Third Grader*  
by B. B. Hiller

*The Scrambled States of America*  
by Laurie Keller

*Ten True Animal Rescues*  
by Jeanne Betancourt



Special Note: The activity for Day 4 of this week is a mini-book. Have your child tear out the page along the perforation and cut along the dotted line. After he or she positions the two sections so the mini-book pages are in sequence, have your child staple and fold to form a book. Then he or she can complete all the puzzles in the mini-book.




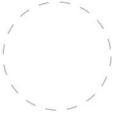
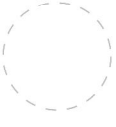
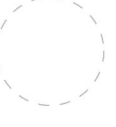
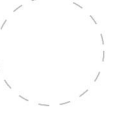

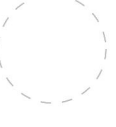
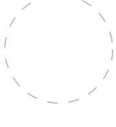
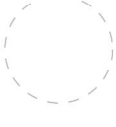


# 's Incentive Chart: Week 10

Name Here \_\_\_\_\_

This week, I plan to read \_\_\_\_\_ minutes each day.

CHART YOUR PROGRESS HERE.

Week 10	Day 1	Day 2	Day 3	Day 4	Day 5
					
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

# Congratulations!

Wow! You did a great job this week!



Place  
sticker here.

Parent or Caregiver's Signature \_\_\_\_\_



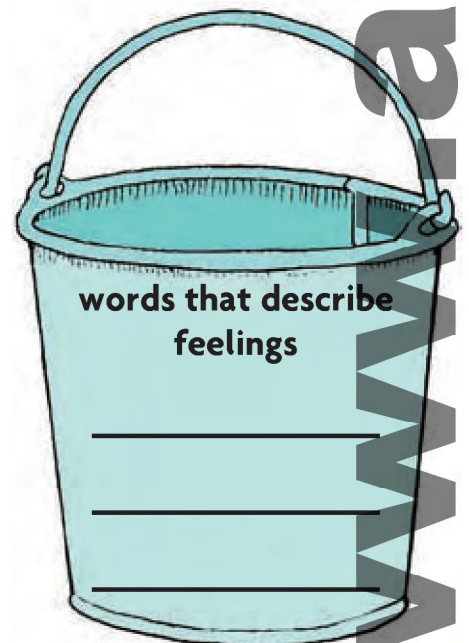
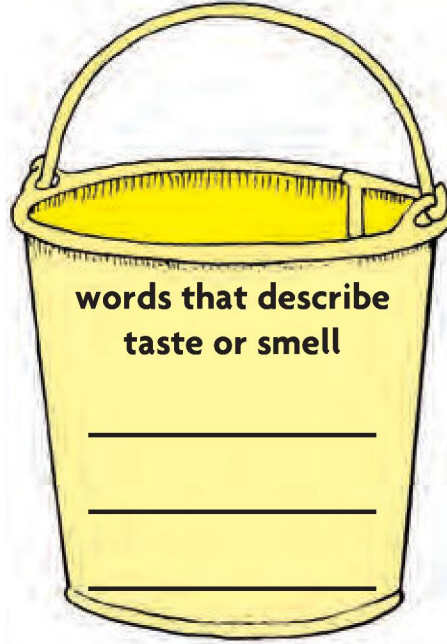


## Buckets of Fun



An **adjective** helps you imagine how something looks, feels, smells, sounds, or tastes.

Write a list of adjectives on each bucket to fit the bucket's category.



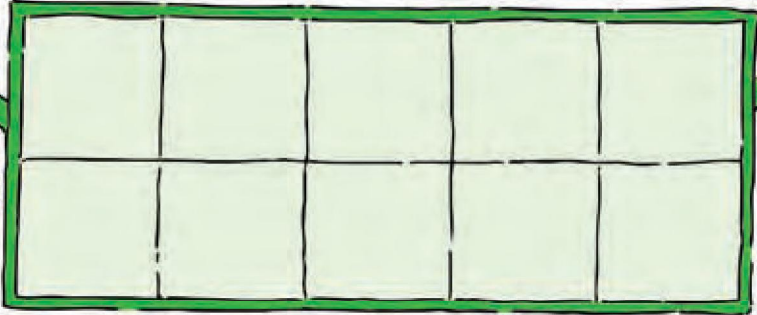
Make a "mystery bag" by putting a secret object inside. Tell someone about the object inside using describing words!



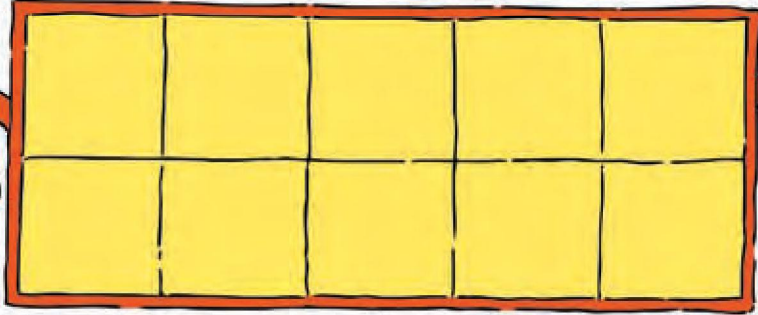


# Candy Boxes

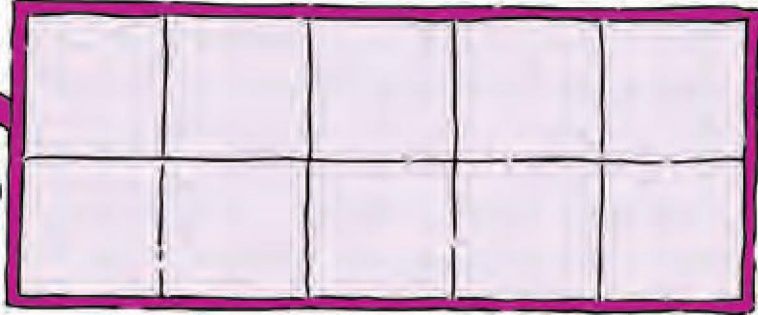
Steve works in a candy store. He puts candy into boxes. Each box has 10 spaces. Steve has 32 candies. Try to draw 32 candies in the boxes below. Write the number of candies in each box on the line. Write the number of any leftover candy at the bottom of the page.




Box 1: \_\_\_\_\_




Box 2: \_\_\_\_\_




Box 3: \_\_\_\_\_

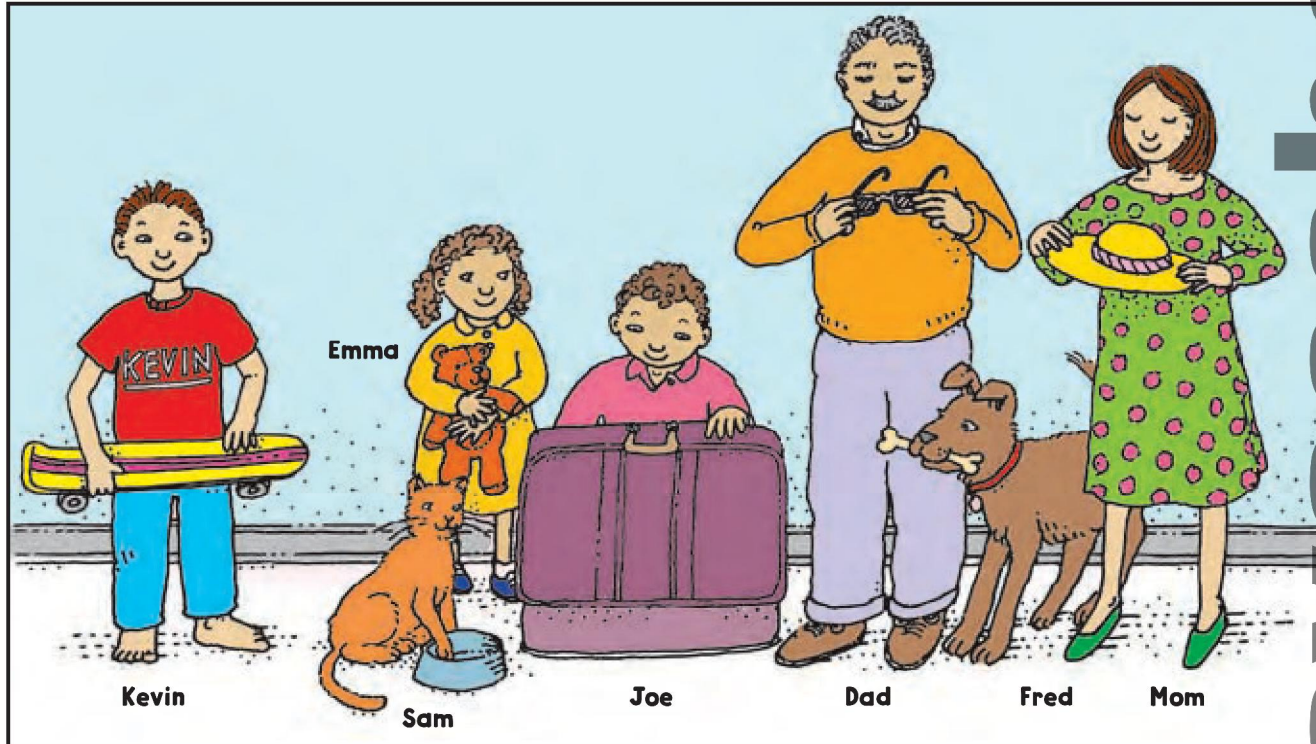




## Whose Is It?

A **noun** can show who owns something. To do this, add an (') and **-s**.

Joe is packing for a trip. He needs to pack everything on the list. Each object belongs to a different family member. Study the picture to learn who owns each thing. Then write it on the suitcase.



skateboard

bowl

hat

sunglasses

bone

teddy bear

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

On another sheet of paper, write a story about Joe's family and their trip.





## The Opposite Of. . .

Circle the correct word to complete each sentence and write it on the line.



1. Rich is the opposite of poor, and weak is the opposite of \_\_\_\_\_.  
A. strong                      B. day                      C. frail
2. Give is the opposite of take, and ask is the opposite of \_\_\_\_\_.  
A. get                      B. answer                      C. teacher
3. Help is the opposite of harm, and work is the opposite of \_\_\_\_\_.  
A. hurt                      B. try                      C. play
4. Good is the opposite of bad, and rough is the opposite of \_\_\_\_\_.  
A. smooth                      B. bumpy                      C. mean
5. Over is the opposite of under, and near is the opposite of \_\_\_\_\_.  
A. middle                      B. far                      C. here
6. Warm is the opposite of cool, and safe is the opposite of \_\_\_\_\_.  
A. afraid                      B. cold                      C. unsafe
7. Cloudy is the opposite of sunny, and early is the opposite of \_\_\_\_\_.  
A. late                      B. day                      C. timely
8. Top is the opposite of bottom, and front is the opposite of \_\_\_\_\_.  
A. whole                      B. back                      C. side



**Discuss with someone why you did not choose the other words.**

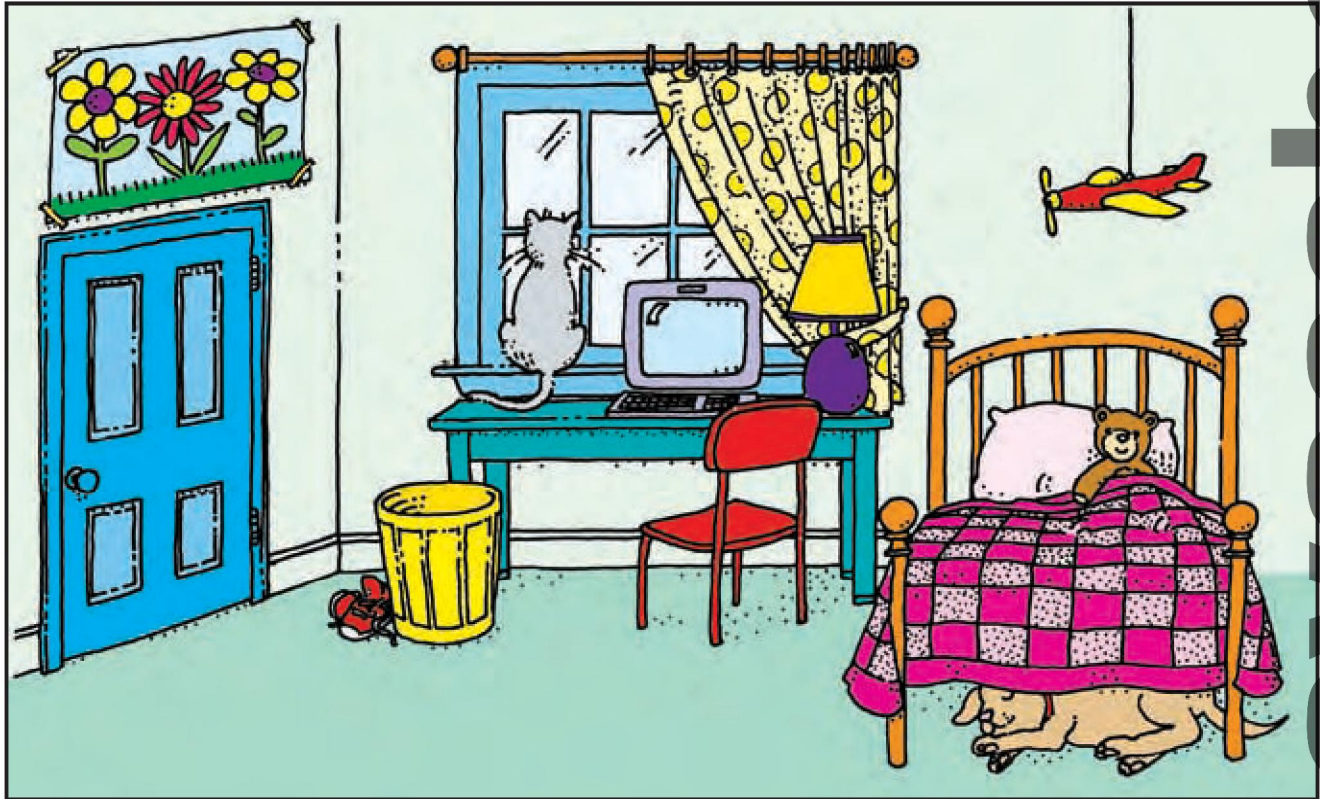




## Where Is It?

A **preposition** often helps tell where something is.

Study the picture. Find each item in the column on the left. Then draw a line to the words that tell where it is. The prepositions are underlined.



### What

1. chair
2. bear
3. shoe
4. plane
5. cat
6. computer
7. dog
8. poster

### Where

- a. above the door
- b. on the desk
- c. under the bed
- d. behind the trash basket
- e. in the bed
- f. at the window
- g. near the desk
- h. over the bed

Pick three objects from the picture and write a complete sentence to tell where each object is.





## Wacky World



An asking sentence is called a **question**. It begins with a capital letter and ends with a question mark (?).

Write each question correctly.



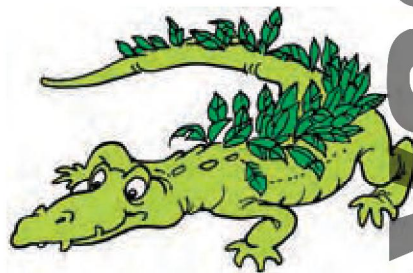
1. why is that car in a tree

---



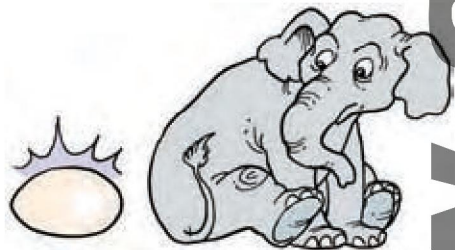
2. should that monkey be driving a bus

---



3. did you see feathers on that crocodile

---



4. can elephants really lay eggs

---



5. is that my mother covered in spots

---



On another sheet of paper, draw your own picture of a wacky world. Write two questions about your picture.



fit	cycle	line	hall	flag	trip
motor	out	air	bell	way	pole
law	cap	side	knob	door	cone
burn	sun	walk	shoe	bone	pine
set	hot	shine	wish	fire	back

pen	play	hog	chair	high	window
stick	ground	wheel	arm	deep	way
yard	back	melon	lid	pit	drive
fall	water	brow	eye	ever	green
up	hot	ball	round	lash	house

# Compound Roundup

Make as many compound words as you can by joining words in boxes that connect vertically, horizontally, or diagonally. Write your answers on a separate sheet of paper. **There are 20 compound words to round up in each puzzle.**



weed	shell	shore	stage	dragon	hole
food	sea	sick	fly	coach	scotch
top	cave	fire	proof	hop	butter
sand	car	man	place	fruit	vine
mail	box	shade	lamp	apple	grape

Name \_\_\_\_\_



# ji-dou-sa-va-m-w-m

pick	paste	ache	line	fore	over
drop	tooth	bird	head	how	moon
gum	cage	brush	some	light	saw
day	red	hair	thing	any	guard
home	dream	cut	body	life	where

4

mill	wind	toe	tail	light	work
lady	bug	pig	pony	print	step
spread	bed	chop	class	mate	foot
tub	robe	room	stick	stool	mare
cold	bath	mush	way	time	night

2

cuffs	shake	wear	every	stand	drop
fog	hand	ship	under	rain	card
kick	horn	pants	bow	board	fold
drum	ache	time	black	cup	bill
ear	stick	lip	cake	spoon	tea

5

skate	pull	quake	worm	pea	pit
board	over	blue	earth	suit	cock
surf	score	due	man	snow	case
bag	end	bench	see	storm	brief
week	bean	work	home	thing	brain

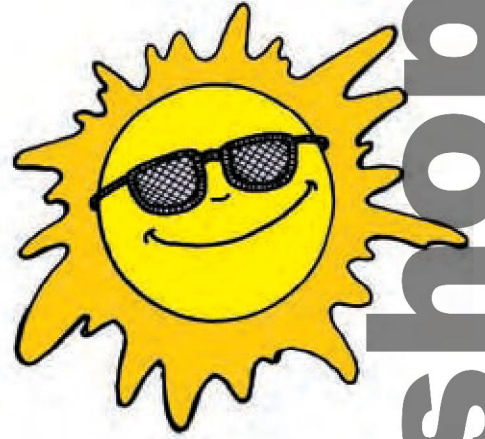
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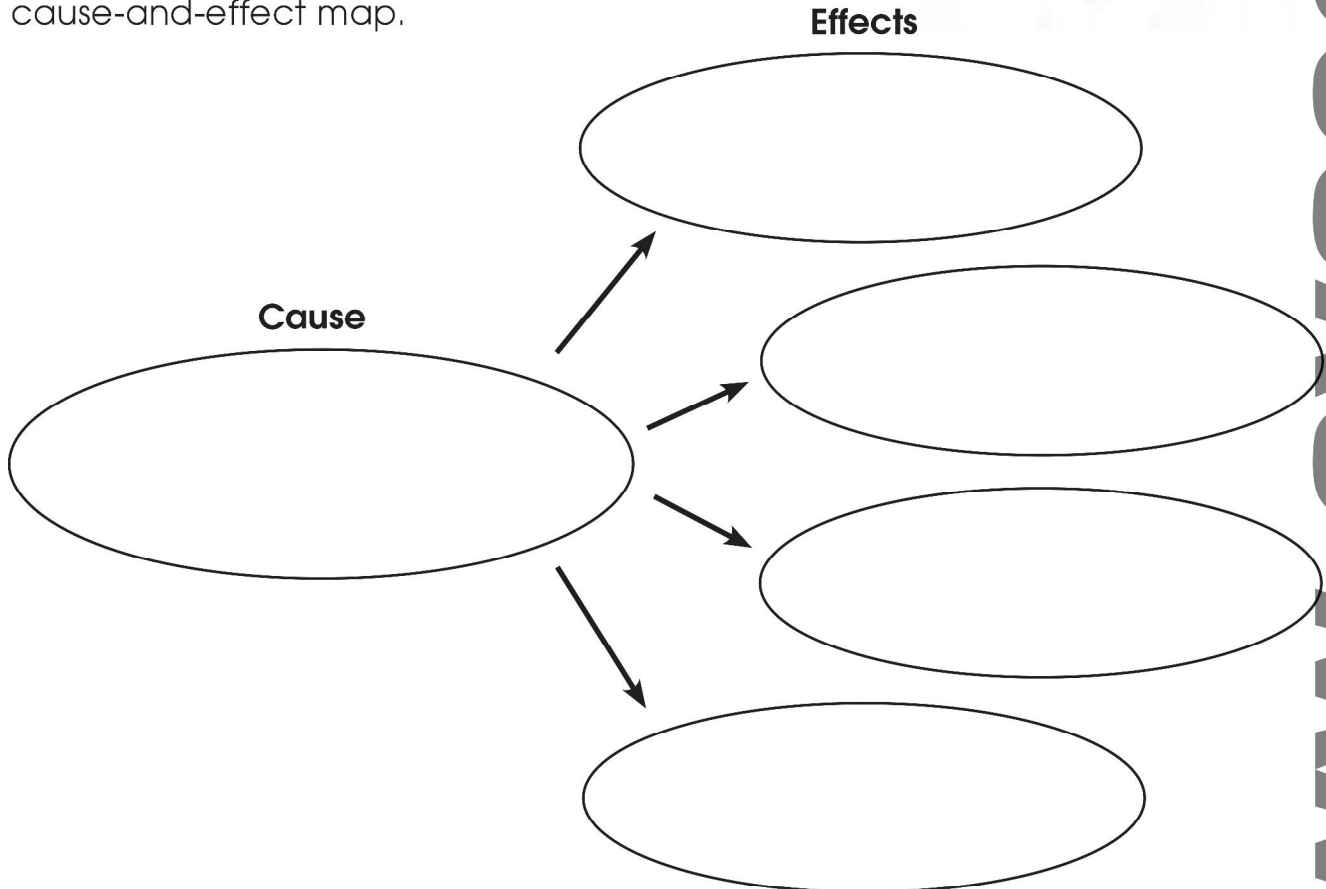


## Where the Sun Shines

Florida is known for its pleasant weather. In fact, it has earned the nickname “Sunshine State.” As a result of its warm, sunny climate, Florida is a good place for growing fruits, such as oranges and grapefruits. Many older people go to live in Florida. They enjoy the good weather. Northerners on vacation also visit Florida for the same reason.



Read the paragraph. Then complete the cause-and-effect map.



**MORE!**

During which season do most people probably go to Florida? Tell why you think so.





## Shape Sleuth

Read the riddle. Then circle the answer.

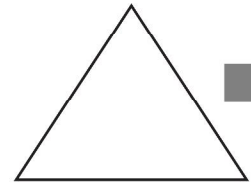
1. I have no corners. I look more like a baseball than a dime.

a. square  
b. circle  
c. sphere



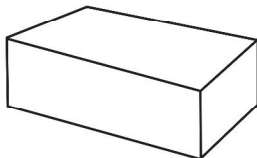
2. I have three corners and three sides. I look like a sail on a small boat.

a. pentagon  
b. cylinder  
c. triangle



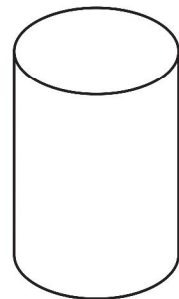
3. I have six sides. I look more like a gift box than a newspaper.

a. pyramid  
b. hexagon  
c. rectangular prism



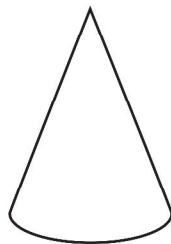
4. Put me on my side and I can roll. I look like a soup can.

a. cylinder  
b. cube  
c. circle



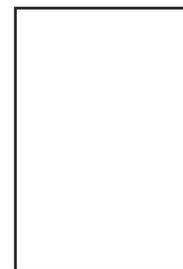
5. I look like a party hat and something that stops traffic.

a. square  
b. cone  
c. sphere



6. I have four sides. I look more like a door than a building.

a. triangle  
b. octagon  
c. rectangle





Week 1 • Day 1  
Exercises 1-10

Things We Use

People use different tools to do things. Read the list.  
Draw a line from each player to the things for that sport.

1 baseball player

2 football player

3 tennis player

4 cyclist

5 hockey player

11

Week 1 • Day 1  
Exercises 1-10

Adding Words

A compound noun is made up of two smaller words put together.

12

Can you figure out what these compound nouns are?  
Read the clues. Then write the compound noun.

1. A cloth that covers a table is a tablecloth.

2. Corn that gives pop is popcorn.

3. A book for a cook is a cookbook.

4. An apple made into juice is apple juice.

5. A cake with fruit in it is a fruitcake.

6. Meat made into a ball is a meatball.

7. Amelon with lots of water in it is a watermelon.

8. A berry that is blue is a blueberry.

Write a menu for a meal you would like. Use some compound nouns in your menu.  
Answers will vary.

13

page 11

page 12

Week 1 • Day 2  
Addition

Kaleidoscope

14

Solve the problems.

If the answer is between 1 and 30, color the shape yellow.

If the answer is between 31 and 99, color the shape gray.

Finish by coloring the other shapes with the colors of your choice.

Extra: Name two numbers that when added together equal 27.

15

Week 1 • Day 2  
Sentence Punctuation

Sunny Sentences

Every sentence begins with a capital letter.  
A telling sentence ends with a period (.).  
An asking sentence ends with a question mark (?).  
Rewrite each sentence correctly.

1. the sun is the closest star to Earth.  
The sun is the closest star to Earth.

2. the sun is not the brightest star.  
The sun is not the brightest star.

3. what is the temperature of the sun?  
What is the temperature of the sun?

4. the sun is a ball of hot gas.  
The sun is a ball of hot gas.

5. how large is the sun?  
How large is the sun?

6. will the sun ever burn out?  
Will the sun ever burn out?

16

Week 1 • Day 3  
Classifying

Which One Doesn't Belong?

Look for similarities when grouping items.

1. grouchy mad cheerful fussy angry

2. north gawdy east south west

3. geod blue jay robin eagle parakeet

4. juice milk tea mud lemonade

5. hand joy foot head arm

6. David Bob Ronald Sarah George

7. spinach cake cookies pie pudding

8. glue bicycle pencils scissors crayons

9. penny nickel quarter marble dime

arm  
dime  
George  
pudding  
parakeet  
lemonade  
crayons  
angry  
west

Now read these categories. In each box, write the number from the above list that matches the category.

Birds 3	Desserts 7	Sour Feelings 1
Boys' Names 6	Money 9	School Supplies 8
Directions 2	Body Parts 5	Drinks 4

Write a list of five things that go with this category: Things That Are Hot.  
Answers will vary.

17

page 13

page 14

page 15

Week 1 • Day 3  
Proofreading

A Happy Camper

Complete:  
Every sentence begins with a capital letter.  
A statement ends with a period.  
A question ends with a question mark.

Uh oh! Dalton was in a hurry when he wrote this letter. I help him find 10 mistakes.  
Circle them.

Dear Mom and Dad,

Camp is so cool today we went swimming. you know what the best part of camp is? I think fishing is my favorite thing to do. Did you feed my hamster? I really miss you.

Love Dalton

Now choose two questions and two statements from Dalton's letter. Rewrite each correctly.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Sentences will vary.

18

On another sheet of paper, write a letter to a friend or family member.  
Include two statements and two questions.

19

Week 1 • Day 4  
Subtraction

Super Star

Solve the problems. If the answer is between 1 and 20, color the shape yellow.  
If the answer is between 21 and 40, color the shape white. If the answer is between 41 and 99, color the shape blue.

20

Write five subtraction problems that have answers between 10 and 30.

21

Week 1 • Day 4  
Sequencing

Hello, Island!

About 30 years ago, some fishermen were on their boat near Iceland. Suddenly they saw smoke coming from the sea. Then the top of a volcano rose out of the water. Soon red-hot rock began to pour down its sides. It looked like the sea was on fire. At last the volcano cooled down. It became a new island. People named the island Surtsey.

Read how the island of Surtsey was made. Show the correct order of what happened. Write the numbers from 1-4 on the lines.

2 Red hot rock poured down its sides

1 Smoke came out of the sea

4 The new island was named Surtsey

3 The volcano cooled down

Fill in the circles in order. Use the numbers and sentences above to help you. The first one is done for you. Check your child's work.

1 Smoke came out of the sea

2

3

4

MORE! Tell someone how Surtsey became an island.  
Draw pictures to show what happened.

22

page 16

page 17

page 18



Week 1 • Day 5  
Sequencing

### Turn on the Lights

Lighthouses warn ships that are near land. The first lighthouses were fires. People would build the fires on hilltops along the coast. Later people built towers. The light from their candles could be seen from far away. Then oil lamps were used. Today electricity runs a lighthouse's powerful lamps.

Read how lighthouses changed.

Show the correct order of what happened. Write the numbers from 1 to 4 on the lines.

- Oil lamps lit lighthouses
- Lighthouses use electric light
- Fires were built on hillsides
- Candles were used

Fill in the circles in order. Use the numbers and sentences above to help you.

Check your child's work.

1 → 2 → 3 → 4

**NOTE!** Read *The Little Red Lighthouse* and *The Great Gray Bridge* by Hildegarde Switt

19

Week 1 • Day 5  
Sight Words

### Find the Word

Complete the sentences below with words from the Word Box. Then find the words in the puzzle. Words may go across, down, or diagonally. We did the first one for you.

- I chose a pumpkin that had no bumps and was perfectly round.
- Sarah had a question about her homework, so she picked up the phone to call Tanisha.
- After Juan ate the hot fudge sundae, his stomach felt very full.
- When my mom went away on a trip, she sent me postcards.
- Miko's cat likes to sit upon her lap while Miko reads.
- Sam had to pull on his dog's leash to keep him away from the horse's nest.

**Word Box**

away	sound
pull	full
call	upon

**Puzzle:**

A	R	H	L	U	I
D	W	L	U	P	P
I	A	A	D	O	U
C	E	F	Y	N	L
R	O	U	N	D	L
P	U	F	U	L	L

20

Week 2 • Day 1  
Handwriting

### Handwriting Practice

Write the letters A through Z in the boxes provided. Use the example letters as a guide.

Check your child's work.

23

Week 2 • Day 1  
Making Inferences

### Figure It Out

Read each sentence. Then color the numbered space in the picture that matches the number of the correct answer.

**He rode his bike.**  
Who rode it?  
1 a boy  
2 a girl

**Let's throw snowballs!**  
What time of year is it?  
3 summer  
4 winter

**Run, John, run!**  
What sport is John in?  
5 swimming  
6 track

**Please bat my book.**  
What am I doing?  
7 fishing  
8 playing baseball

**Breakfast is ready!**  
What time is it?  
9 night  
10 morning

**I'm so thirsty.**  
What will I do?  
11 drink something  
12 eat something

**Sorry! I broke it.**  
What could it be?  
13 a stuffed animal  
14 a crystal vase

**He's a professor.**  
What is he?  
15 an adult  
16 a baby

**It won't fit in the car.**  
What is it?  
17 a football  
18 a swing set

**Look at the dark cloud.**  
Where should you look?  
19 down  
20 up

**The lamb lost its mother.**  
Who is its mother?  
21 a sheep  
22 a horse

**She wore a red hat.**  
Who wore it?  
23 a man  
24 a woman

**I see a thousand stars.**  
What time is it?  
25 noon  
26 night

**Riddle:** What begins with T, ends with T, and has T in it?  
Find it in the puzzle. teapot

24

Week 2 • Day 2  
Comprehension

### Up the Elephant's Trunk

The elephant once said to me "Mouse, please climb in my nose. And go until I say to stop. Then scratch there with your toes."

I climbed inside the long, deep trunk. The air was damp and gray. I walked across some peanut shells. And grass and bits of hay.

Then halfway up the bumpy trail. The elephant yelled "Stop!" "Scratch!" he said. "With all your might. Just jump and kick and hop."

I scratched and itched and itched and scratched. He finally yelled "Enough!" And then he blew me out his trunk. With lots of other stuff.

The elephant gave me a big laugh. And said "I thank you much." And then he put his trunk on me. And gave me a warm touch.

**SPECIAL WORDS**

nose long trunk damp bumpy trail

25

Week 2 • Day 2  
Comprehension

### Up the Elephant's Trunk

Read each sentence. Circle the word that best completes the sentence.

- The elephant said "Mouse, please climb in my nose." walk jump climb get
- I walked across some peanut shells. crumbs shells leaves butter
- Halfway up the bumpy trail, the elephant yelled "Stop!" road path street trail
- "Scratch!" he said. "With all your might. Just jump and kick and hop." hop stomp step fall
- He finally yelled. "Enough!" cried yelled shouted

**Rhyme Time**

Circle the words in each column that rhyme with the word in bold. What other words rhyme with that word? Write them on the lines below.

nose	long	trunk	damp	bumpy	trail
not	song	dunk	camp	dumpy	tail
goes	lone	sunk	ramp	hump	soil
bow	wrong	truck	dump	puppy	toil

Answers will vary.

26

Week 2 • Day 3  
Subtraction

### Grandma's Quilt

Solve the problems. If the answer is between 1 and 50, color the shape pink. If the answer is between 51 and 100, color the shape blue. Finish the design by coloring the other shapes with the colors of your choice.

**Amelia bought 30 tickets for rides at the carnival. She used 15 tickets in the first hour. How many tickets did she have left? She had 15 tickets left.**

27

Week 2 • Day 3  
Verbs

### How to Agree

If the naming part of a sentence is a noun or pronoun that names one, the verb ends in **s**, except for the pronouns **I** and **you**. If the naming part is a noun or pronoun that names more than one, the verb does not end in **s**.

Read each sentence. Circle the correct verb to complete it.

- John and his family camp (camp) in the woods.
- Alice (like likes) hiking the best.
- John (walk walks) ahead of everyone.
- Mom and John build (build) a campfire.
- Dad and Alice cook (cook) dinner over the fire.
- Alice and Mom crawl (crawl) into the tent.

Choose two of the verbs you circled. Write a sentence using each verb.

Sentences will vary.

28

hoppers saves worms



Week 9 • Day 4

Present Tense

Draw a Picture

Verbs tell when action takes place. Present tense verbs tell about action that is happening now. A verb showing the action of one person ends in **s**. A verb telling the action of more than one person does not end in **s**.

The boys sing.                      The boys sing.

In the sentences below, underline each action verb. Then draw a picture that shows the action. Be sure to show if it is one person or animal doing the action or more than one person or animal doing the action.

1 Four birds sit on the fence.

Check your child's work.

2 That dog digs.

Check your child's work.

3 A man sells hotdogs.

Check your child's work.

4 The girls run.

Check your child's work.

Choose one of the pictures you drew. Write a short story about it.

Week 9 • Day 4

Part/Whole Analogies

Pick a Part

Circle the correct word to complete each sentence.

1 A leg is a part of a table, and a seat is a part of a **chair**.  
A rug                      B chair                      C bed

2 A string is a part of a harp, and a button is a part of a **shirt**.  
A shirt                      B snap                      C circle

3 A screen is a part of a TV, and a hand is a part of a **clock**.  
A broom                      B clock                      C knob

4 A yolk is a part of an egg, and a pit is a part of a **peach**.  
A peach                      B hen                      C word

5 A heel is a part of a foot, and an eye is a part of a **face**.  
A toe                      B nose                      C face

6 A stove is a part of a kitchen, and a couch is a part of a **den**.  
A den                      B sink                      C floor

7 A wing is a part of a bird, and a sleeve is a part of a **sweater**.  
A nest                      B sweater                      C pocket

8 A drawer is a part of a desk, and a pedal is a part of a **bike**.  
A ladder                      B step                      C bike

Lightbulb icon

Name two things that each of these can be a part of: ear, eye, arm, leg, and neck.

Answers will vary.

Week 9 • Day 5

Addition

Tricky Twins

Sandy and Mandy are having a twin party. There are six sets of twins, but only one set of identical twins. To find the identical twins, solve the addition problems under each person. The identical twins have the same answer.

207  
+ 434  
641

126  
+ 89  
215

328  
+ 367  
695

257  
+ 568  
825

547  
+ 129  
676

624  
+ 127  
751

108  
+ 107  
215

229  
+ 337  
566

258  
+ 378  
636

379  
+ 336  
715

417  
+ 109  
526

153  
+ 484  
647

Week 9 • Day 5

Sentence Punctuation

Seashore Sentences

Complete:  
A statement ends with a period.  
A question ends with a question mark.  
An exclamation ends with an exclamation point.

Write a statement (S), a question (Q), and an exclamation (E) about each picture.

S  
Q  
E

S  
Q  
E

On another sheet of paper, write a statement, a question, and an exclamation about a cartoon in the newspaper.

Week 3 • Day 1

Handwriting

Handwriting practice sheet with cursive letters a-z and a writing area.

Write

check your child's work.

Week 3 • Day 1

Adjectives

Describe a Noun

An adjective describes a person, place, or thing. Color, size, and number words are adjectives.

Read each sentence. Find the adjective and the noun it describes. Circle the noun. Write the adjective on the line.

1 Peggy and Rosa went to the big zoo.                      big

2 They looked up at the tall giraffe.                      tall

3 The giraffe looked down at the two pink spots.                      two

4 The giraffe had brown spots.                      brown

Write adjectives from the sentences in the chart.

Color Word	Size Words	Number Word
brown	big	two
	tall	

Week 3 • Day 9

Comprehension

Panda Pair

In 1972, Americans fell in love with two giant pandas named Hsing Hsing and Ling Ling. The pandas came to the United States from China. The National Zoo in Washington, D.C., became the pandas' new home. On their first day there, 20,000 people visited the two pandas. The crowds kept coming year after year.

Hsing Hsing and Ling Ling were just cubs when they got to the United States. As the years passed, many hoped the pair would have cubs of their own. Ling Ling gave birth several times. But none of the babies lived more than a few days. Each time a cub died, people around the world felt sad.

Both pandas lived to an old age. Ling Ling was 23 when she died in 1992. Hsing Hsing died in 1999 at the age of 28. But the pandas were not forgotten. At the National Zoo, the glass walls of their home were covered with letters from children. The letters expressed the children's love for the pandas and told how much they were missed.

1 The author wrote this passage mostly to **teach** about Hsing Hsing and Ling Ling.  
A. tell about Hsing Hsing and Ling Ling  
B. explain where giant pandas come from  
C. describe a giant panda's cubs  
D. convince people to visit the National Zoo

2 According to the author, how did people feel about the pandas?  
Answers will vary.

3 If you visited the National Zoo in 2000, what would you have seen at the pandas' home?  
Answers will vary.

Week 3 • Day 2

Simple Equations

Number Words

Write each sentence using numbers and symbols.

1 Four plus five is nine.	4 + 5 = 9
2 Eleven minus six is five.	11 - 6 = 5
3 Nine plus seven is sixteen.	9 + 7 = 16
4 Four plus eight is twelve.	4 + 8 = 12
5 Three minus two is one.	3 - 2 = 1
6 Seven plus seven is fourteen.	7 + 7 = 14
7 Fifteen minus ten is five.	15 - 10 = 5
8 Two plus eight is ten.	2 + 8 = 10
9 Five minus two is three.	5 - 2 = 3



Week 3 • Day 3  
Quotation Marks

### Who Is Speaking?

Quotation marks show the exact words someone says. They go before the speaker's first word. They also go after the speaker's last word and the end punctuation mark.


Read each sentence. Underline the exact words the speaker says. Put the words in quotation marks. The first one is done for you.

- Max said, "Let's go on a picnic."
- Cori replied, "That's a great idea."
- Andy asked, "What should we bring?"
- Max said with a laugh, "We should bring food."
- Cori added, "Yes, let's bring lots and lots of food."
- Andy giggled and said, "You're no help at all!"

Finish the sentences below by writing what Max, Cori, and Andy might say next. Use quotation marks.

- Max said \_\_\_\_\_
- Cori asked \_\_\_\_\_
- Andy answered \_\_\_\_\_

*Sentences will vary.*



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Week 3 • Day 3  
Sight Words

### Same As...

Circle the correct word to complete each sentence.

- A stick is like a stake and a cap is like a  
A sock B hat C twig
- A runner is like a racer and a smile is like a  
A frown B face C grin
- A crowd is like a mob and a song is like a  
A group B tune C flute
- A dinner is like a supper and a pot is like a  
A pan B cook C meal
- Fur is like fuzz and wet is like  
A messy B dry C damp
- Sad is like gloomy and happy is like  
A glad B mad C nice
- Misty is like foggy and fast is like  
A runner B quick C slow
- Look is like see and sleep is like  
A nap B wake C find

*Discuss with someone in your family why you did not choose the other words.*



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Week 3 • Day 4  
Addition

### Sandwich Shop



Menu			
hot dog	\$1.53	fruit salad	\$1.90
pbj	\$1.49	veggies & dip	\$1.84
turkey sub	\$1.86	chips	\$ .50
hamburger	\$1.72	fries	\$ .65
juice	\$ .84	cupcake	\$1.07
milk	\$ .75	brownie	\$1.22
shake	\$1.17	cookies	\$ .86

Add

A	B	C
pbj \$1.49	hamburger \$1.72	turkey sub \$1.86
chips \$.50	fries \$.65	veggies & dip \$1.84
milk \$.75	shake \$1.17	dip \$.84
brownie \$1.22	cupcake \$1.07	juice \$1.07
<b>\$3.96</b>	<b>\$3.54</b>	<b>\$5.61</b>

D

hot dog \$1.53	turkey sub \$1.86	pbj \$1.49
fruit salad \$1.90	chips \$.50	cookies \$.86
brownie \$1.22	shake \$1.17	milk \$.75
juice \$1.07	cupcake \$1.07	
<b>\$5.49</b>	<b>\$3.53</b>	<b>\$3.10</b>




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Week 3 • Day 4  
Writing to a Prompt

### Celebrating Our Country

Draw a picture of something you do to celebrate the Fourth of July.



*Answers will vary.*

On the Fourth of July, I \_\_\_\_\_

I celebrate this holiday with \_\_\_\_\_

*Answers will vary.*

On the Fourth of July, I also like to \_\_\_\_\_

We celebrate this holiday because \_\_\_\_\_

*Answers will vary.*

**Word Bank**

eat  
play  
swim  
fireworks  
cookout  
picnic  
beach  
park  
country  
history  
family  
free  
proud  
happy

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Week 3 • Day 5  
Sight Words

### Sort It Out!

Put each word from the Word Box in the circle where I belong. We did the first one for you.

**Action Words**

found  
call  
find  
put  
pull

**Direction Words**

away  
below  
upon  
around  
behind  
above

**Word Box**

found find behind  
away upon pull  
call put above  
below around

**Now try this!**

Write a sentence using as many words from the Word Box as you can.


*Answers will vary.*

How many words from the Word Box did you use? \_\_\_\_\_

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Week 3 • Day 5  
Reading for Details

### Fancy Fireworks



Kaboom! It's the Fourth of July. Fireworks light up the night. Have you ever seen a willow firework? It has long trails of color that float to the ground. The pinwheel and comet are two other popular fireworks. One of the loudest fireworks is called the salute. After a bright flash, you hear a loud BOOM!

Read the paragraph. Then answer the questions.

- Which firework has long trails of color? **willow**
- Which firework makes a loud BOOM? **salute**
- What is a popular firework? **pinwheel or comet**

Add three more details to the web.

*Answers will vary.*

**Kinds of Fireworks**


pinwheel  
willow  
salute  
comet  
BOOM!

**MORE!** What do you think a pinwheel firework looks like? Draw a picture to show your ideas.

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Week 4 • Day 1  
Reading for Details

### What's for Lunch?



Have you ever had a string bean sandwich? Most students wouldn't want that for lunch! What is the favorite sandwich in America's school lunches? If you said peanut butter and jelly, you'd be right. Other popular sandwiches are ham and bologna. Cheese is the fourth favorite sandwich. Many students also like turkey sandwiches.

What is the topic of the paragraph? Write it in the center circle. Find five details that tell about the topic. Write them in the web.

**Favorite Sandwiches for School Lunches**

peanut butter and jelly  
ham  
bologna  
cheese  
turkey

**MORE!** What kinds of sandwiches does your family like the best? Take a survey of your family.

*Answers will vary.*

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Week 4 • Day 1  
Sight Words

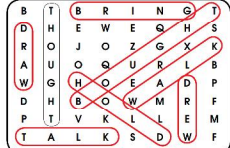
### Find the Word

Complete the sentences below with words from the Word Box. Then find the words in the puzzle. Words may go across, down, or diagonally. We did the first one for you.

- Have you **thought** about what you'd like for your birthday?
- Hannah likes to **walk** home from school.
- Last Friday, I **bought** a new notebook.
- Today I will **bring** the notebook to school with me.
- Ruthie and Carlos like to **draw** pictures of animals.
- May I **hold** your hand if I get scared during the movie?
- Sometimes we **talk** too loudly in the library.
- Tanya used colored pencils when she **drew** that picture.

**Word Box**

bought draw  
bring draw  
thought walk  
hold talk



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Week 4 • Day 2  
Verbs

### What Happened?

If the naming part of a sentence is a noun or pronoun that names one, the verb ends in **s**, except for the pronouns **I** and **you**. If the naming part is a noun or pronoun that names more than one, the verb does not end in **s**.

Choose the correct action word from the box to complete each sentence. Write 1 on the line. You may use each word once.

play	run	dive	climb	throw
plays	runs	dives	climbs	throws

1 Mia plays ball with her friends.  
2 The children like to play together.  
3 Juan runs faster than I do.  
4 We run on a track team.  
5 Tom and Kara dive into the pool.  
6 Mary dives without her goggles.  
7 They climb very tall trees.  
8 Liz climbs steep mountains.  
9 Juan throws our ball to Mia.  
10 I throw the ball to Juan.

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Week 4 • Day 3  
Expanded verb sentences

### Football Frenzy

A sentence is more interesting when it gives exact information.

Replace each word to make the sentence more exact.

1 The ball game starts soon .

the soccer game starts now.

2 We are meeting her there .

We are meeting.

3 Let's eat this and that before the game.

Let's eat and before.

4 I hope they score some points.

I hope score points.

5 They were also there .

They were also.

6 He played a good game!

played a game!

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Week 4 • Day 3  
Measuring weight

### Weight Watcher

Weight can be measured in ounces (oz.) and pounds (lb). 16 oz. = 1 lb.

Which unit of measure would you use to weigh the items below? Underline the more sensible measure.

1 An apple ounces pounds  
2 A skateboard ounces pounds  
3 A bar of soap ounces pounds  
4 A bicycle ounces pounds  
5 A watermelon pounds  
6 A baseball player ounces pounds  
7 A balloon ounces pounds  
8 A jam sandwich ounces pounds  
9 A baseball bat ounces pounds  
10 A pair of socks ounces pounds  
11 A slice of pizza ounces pounds  
12 A full backpack ounces pounds  
13 A large dog ounces pounds  
14 A loaf of bread ounces pounds  
15 A paintbrush ounces pounds

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Week 4 • Day 3  
5 Sight Words

### Lost and Found

Read the story. Then fill in the bubble next to the best answer to each question below.

One day Alisha's little brother found **three** dollars. "Look!" he said. "Now I can buy a pony!"

"I think a pony will cost too **much**," Alisha said. "Shall I help you find something to spend it on?"

"Okay," he said. He **put** the money in his pocket.

"Ice cream might be a good thing to spend it on," said Alisha.

"What kind do you want?"

"**Only** like one kind. Chocolate," said her brother.

"I think chocolate is the best kind **too**," said Alisha.

1 When Alisha says a pony will cost too **much**, she means.

☐ a Three dollars is more than enough money to buy a pony.

☒ b A pony costs a lot more than three dollars.

☐ c Her brother had found three dollars he could buy a pony.

2 When Alisha says "I think chocolate is the best kind **too**," the word **too** means.

☒ a also

☐ b two

☐ c not at all

3 The opposite of **found** is.

☐ a kept

☐ b forgot

☒ c lost

4 Which word means the same as **kind** in this story?

☐ a nice

☐ b child

☒ c type

5 In the dictionary, the word **only** appears.

☒ a between the words **lonely** and **quiet**

☐ b after the word **totally**

☐ c before the word **night**

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Week 4 • Day 4  
Comprehensions

### Letter From Vera

April 11

Dear Morey,

I just got your letter with the picture of you riding your bike. From the smile on your face, I can tell how much fun you're having. I still remember when you could hardly ride a tricycle. You've come a long way!

Now here's some advice. I'm sure you're a good rider. But you will fall off that bike now and then. So please get yourself a helmet. Wear it every time you ride. A helmet will help protect you from a head injury. Wearing a helmet when you ride a bike is as important as wearing your seat belt when you ride in a car!

No, I'm not trying to be a bossy know-it-all. I just don't want a bad fall to wipe that smile off your face. When you come to visit this summer, bring your bike and your helmet. We'll take some great rides together!

Your cousin  
Vera

1 From this letter, what can you tell about the picture of Morey that he sent to Vera?

A He is riding a tricycle. C He is in his driveway.

B He is not wearing a helmet. D He is looking scared.

2 Vera's advice shows that she

F cares a lot about safety. G is often bossy and mean.

H doesn't like riding bikes. J is learning to drive a car.

3 What will Morey do with Vera during the summer?

Answers will vary.

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Week 4 • Day 4  
Past Tense

### A Verb Puzzle

Verbs tell when action takes place. Past tense verbs tell about action that happened in the past. Most past tense verbs end in **ed**.

Write the past tense of each word in the box. Then use the past tense words to complete this puzzle below.

call	<u>called</u>	mix	<u>mixed</u>	play	<u>played</u>
yell	<u>yelled</u>	kick	<u>kicked</u>	help	<u>helped</u>
bark	<u>barked</u>	climb	<u>climbed</u>	walk	<u>walked</u>

Across

1 Mike climbed over the wall.

3 The dog barked.

5 Our teacher helped us with the math problems.

7 We yelled at the team to win.

8 The boys walked home from school.

Down

1 Sam called his dad on the phone.

2 Grandma mixed the cake batter.

4 The player kicked the ball.

6 Marie played a game with Zack.

Write a sentence using each of the verbs from the puzzle.

Answers will vary.

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Week 4 • Day 5  
Multiple choice

### How Many Legs?

Fill in the blanks.

1 How many legs on

1 turkey 2 3 turkeys 6

2 turkeys 4 4 turkeys 8

2 How many legs on

1 cat 4 3 cats 12

2 cats 8 4 cats 16

3 How many legs on

1 ladybug 6 3 ladybugs 18

2 ladybugs 12 4 ladybugs 24

4 How many legs on

1 spider 8 3 spiders 24

2 spiders 16 4 spiders 32

5 How many legs on

1 squid 10 6 squid 60

2 squid 20 7 squid 70

3 squid 30 8 squid 80

4 squid 40 9 squid 90

5 squid 50 10 squid 100

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Week 4 • Day 5  
Adjectives

### Mystery Bags

Adjectives are words that help you imagine how something looks, feels, smells, sounds, or tastes.

Make a list of words that describe the object in each bag below.

1 List of words will vary.

2 List of words will vary.

3 List of words will vary.

4 List of words will vary.

5 List of words will vary.

6 List of words will vary.

Use a paper sack to make a real mystery bag. Place an object in the bag and give describing clues to someone. Can he or she guess the mystery object?

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Week 5 • Day 1  
Compare/Contrast

### Foreign Flags

Every country has its own flag. Japan has a white flag with a red circle on it. The red circle stands for the sun. Japan's name means the "land of the rising sun." Canada also has a red and white flag. But its flag has a white background with two wide red stripes. In the center of the flag is a red maple leaf. The maple tree is a symbol of Canada.

Read the paragraph. Then answer the questions.

- What colors are both flags? **red and white**
- What does Japan's flag have in the center? **red circle for sun**
- What does Canada's flag have in the center? **red maple leaf**
- How are the backgrounds of the two flags different?  
**Japan: white background; Canada: white background with 2 red stripes**

Write your answers in the correct parts of the circles.

Japan

Both

Canada

red circle for sun, white background

red and white

red maple leaf, white background with 2 red stripes

**MORE!** Find Japan and Canada on a world map.

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Week 5 • Day 1  
Verbs

### Verb to be

**Am is are was and were** are forms of the verb **to be**. These verbs show being instead of action.

Read each sentence. Underline the verb. Write **to** if the sentence talks about the past. Write **now** if the sentence is about the present.

- The story is perfect. **now**
- The producers are happy. **now**
- The actors were funny. **past**
- The movie studio is interested in the story. **now**
- I am excited about the movie. **now**
- I was sad at the end. **past**

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Week 5 • Day 1  
Handwriting

### Numbers 0-9

Trace and write.

0 0  
1 1  
2 2  
3 3  
4 4  
5 5  
6 6  
7 7  
8 8  
9 9

*Check your child's writing.*

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Week 5 • Day 2  
Multi of cation

### Field Trip Cars

1. Josie's class is going to the teddy bear factory. Three children will ride in each car. Draw a circle around the children who will ride in each car.

How many cars do they need? **3**

2. Pete's class is going to see the elephant seals. Five children will ride in each van. Draw a circle around the children who will ride in each van.

How many vans do they need? **3**

3. Rosa's class is going to the Space Museum. Eight children will ride in each small bus. Draw a circle around the children who will ride in each bus.

How many small buses do they need? **2**

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Week 5 • Day 3  
Contractions

### Contractions With not

A **contraction** is two words made into one word. An **apostrophe** takes the place of the missing letter or letters. In a contraction, **not** becomes **n't**.

Read each sentence. Write a contraction for the underlined words.

- Cindy and Ed could not bake a cake. **couldn't**
- There was not enough flour. **wasn't**
- They are not happy. **aren't**
- Do not give up! **don't**
- They did not give up. They made cupcakes! **didn't**

Write a sentence using a contraction you wrote.

*Sentences will vary.*

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Week 5 • Day 3  
Homophones

### Chilly or Chill?

**Homophones** are words that sound the same but are spelled differently and have different meanings.

Write the correct homophone in each blank to complete the sentences.

- bored, board**  
Some of the **board** members seemed quite **bored** at the last meeting.
- bare, bear**  
When a **bear** cub is born, it is **bare** and its eyes are closed.
- chilly, chill**  
Nothing tastes better than a bowl of **chili** on a **chilly** day.
- guest, guessed**  
Who would have **guessed** that your **guest** was a thief!
- patients, patience**  
I wonder if doctors ever lose their **patience** with difficult **patients**.

On another sheet of paper, rewrite each sentence using the correct homophones.

- I'll meet you at ate inn the mornning.  
**I'll meet you at eight in the morning.**
- Would ewe fix me sum tee and a bowl of seriel?  
**Would you fix me some tea and a bowl of cereal?**
- My ant and uncle lived overseas four too years in Madrid.  
**My aunt and uncle lived overseas for two years in Madrid.**
- Alex was sick with the flu and mist a hole week of school.  
**Alex was sick with the flu and missed a whole week of school.**
- I want two bye a knew pear of shoes, but I dew knot have a sent left.  
**I want to buy a new pair of shoes, but I do not have a cent left.**

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Week 5 • Day 4  
Compare/Contrast

### A State Apart

The state of Michigan has two parts—the Upper Peninsula and the Lower Peninsula. Peninsulas are long arms of land that jut into water. Both of Michigan's peninsulas are almost surrounded by the Great Lakes. The Upper Peninsula has many big forests. It is also rich in minerals. The Lower Peninsula has more people and large cities. Most of the state's industry is in the Lower Peninsula. Both peninsulas attract tourists who come to spend vacations in Michigan.

Read the paragraph. Add headings to the Venn diagram. Then write facts in each part of the diagram.

Upper Peninsula

Both

Lower Peninsula

big forests, rich in minerals

attract tourists, part of Michigan, surrounded by Great Lakes

more people and large cities, most of industry, larger in area

**MORE!** The Lower Peninsula of Michigan is larger in area than the Upper Peninsula. Add this fact to the diagram.

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Week 5 • Day 4  
Pronouncing Spelling

### Garage Sale

Find and mark the ten spelling errors.

**We have great stuff and big bargains!**

**Office Supplies**

- 8 big boxes of old newspaper
- 8 ballpoint pens that are out of ink
- 8 alien rubber bands
- Empty pen or ink containers

**Clothing**

- Single left shoes
- Socks with holes
- Jackets with 2 broken zippers
- Sleeves that we cut off a shirt

**Household Goods**

- Old photo books
- Tom sheets
- Old toothbrushes
- Empty glassed cans
- Chipped glass
- A bunch of old pizza boxes

**Furniture and Hardware**

- A big box of bent nails
- A saggy bed
- A sofa with mice living in it
- A chair with only one leg
- A TV with only one channel
- Old dog knots

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Week 5 • Day 5  
Number Words

### Cow Code

Riddle: Where do cows go for entertainment?

What to Do

Find the corresponding numerals below. Then use the Decoder to solve the riddle by filling in the spaces at the bottom of the page. The first one has been done for you.

1 nine

2 twenty two

3 seventeen

4 forty five

5 sixty seven

6 one hundred eight

7 eighty six

8 one hundred fifty three

9 three hundred seventy

10 five hundred thirty four

9

22

17

45

67

108

86

153

370

534

TO

t h e m o o v i e s

5 7 2 10 3 9 1 4 8 6

Decoder

23 X

17 O

163 E

21 A

370 O

108 S

76 D

9 V

35 F

67 T

22 E

434 P

86 H

45 R

534 I

118 M

543 W

307 N

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Week 5 • Day 5  
Combining Sentences

### Cake and Ice Cream

Two sentences that share the same subject can be combined to make one sentence by using the word **and**.

Rewrite the sentences by combining their endings.

- The party was fun.  
The party was exciting.  
**The party was fun and exciting.**
- We blew up orange balloons.  
We blew up red balloons.  
**We blew up orange and red balloons.**
- We ate cake.  
We ate ice cream.  
**We ate cake and ice cream.**
- The cake frosting was green.  
The cake frosting was yellow.  
**The cake frosting was green and yellow.**
- We made a bookmark.  
We made a clay pot.  
**We made a bookmark and a clay pot.**
- We brought games.  
We brought prizes.  
**We brought games and prizes.**

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Week 6 • Day 1  
Comprehension

### Cleaning the Alligator's Teeth

The alligator asked f I  
Would clean his dirty teeth  
I climbed inside his jagged jaws  
And brushed up underneath

I felt his two jaws start to close  
His sharp teeth touched my skin  
I yelled "I'm not a sandwich!"  
Open up and give a grin!"

The alligator laughed and made  
His two jaws open wide  
I said "The next time you do that  
I'll have to pinch your hide."

He gave another 'gator laugh  
That shook me head to toe  
I finished brushing all his teeth  
And said "I've got to go."

**SPECIAL WORDS**  
clean jaws start grin wide stood

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Week 6 • Day 1  
Comprehension

### Cleaning the Alligator's Teeth

**Reading Comprehension**  
Fill in the blanks with the word that best completes the sentence.

- The alligator asked if I would clean his dirty \_\_\_\_\_ **teeth**  
claws teeth scales tail
- I climbed inside his jagged \_\_\_\_\_ **jaws**  
nose ears mouth jaws
- I felt his two jaws start to \_\_\_\_\_ **close**  
open chew lick close
- His \_\_\_\_\_ **sharp** teeth touched my skin  
many white sharp mean
- I yelled "I'm not a sandwich! Open up and give a \_\_\_\_\_ **grin**!"  
laugh grin yell bite

**Rhyme Time**  
Circle the words in each column that rhyme with the word in bold. What other words rhyme with that word? Write them on the lines below.

clean	jaws	start	grin	wide	stood
clean	claws	claw	win	wind	good
mean	jam	star	fin	shop	
seen	laws	cart	pin	ride	hood

Answers will vary.

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Week 6 • Day 2  
Place Value

### Colorful Fish

Look at the numbers in the shapes inside the fish.  
Use the information in the key at right to color the shapes.

If there is a ...	Color the space ...
6 in the tens place	green
5 in the hundreds place	blue
2 in the ones place	yellow
7 in the tens place	orange
9 in the hundreds place	red

- 
- 
- 
- 
- 
- 
-

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Week 6 • Day 2  
Verbs

### Verbs have, had

The verb **to have** is irregular. Use **have** or **has** to tell about the present. Use **had** to tell about the past.

Choose the correct word from the chart to complete each sentence.

In the Present	In the Past
have, has	had

- Joe \_\_\_\_\_ **has** new running shoes.
- I \_\_\_\_\_ **have** new shoes too.
- Last week we \_\_\_\_\_ **had** old shoes.
- I \_\_\_\_\_ **have** a green shirt on.
- Joe \_\_\_\_\_ **has** a blue shirt on.
- Yesterday we both \_\_\_\_\_ **had** red shirts on.
- Last year we \_\_\_\_\_ **had** to walk to the park.
- Now I \_\_\_\_\_ **have** skates.
- Now Joe \_\_\_\_\_ **has** a bike.

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Week 6 • Day 3  
Building Sentences

### Get Your Ticket!

Write a sentence to match each picture. Be sure to include a subject, an action, and a part that tells where or when.

- A boy climbs a tree in his backyard.
- Answers will vary.
- Answers will vary.

Find a cartoon in the newspaper. Use the pictures to write a sentence on another sheet of paper. Be sure to include a subject, an action, and a part that tells where or when.

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Week 6 • Day 3  
Building Sentences

### Slide Show

A sentence **s** more interesting when **t** includes a subject, an action, and a part that tells where or when.

Write three sentences and draw pictures to match.

subject	action	where or when
	Answers will vary.	

- | subject | action             | where or when |
|---------|--------------------|---------------|
|         | Answers will vary. |               |
- | subject | action             | where or when |
|---------|--------------------|---------------|
|         | Answers will vary. |               |
- | subject | action             | where or when |
|---------|--------------------|---------------|
|         | Answers will vary. |               |

Switch the sentence parts around to make three silly sentences! Write the sentences on another sheet of paper.

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Week 6 • Day 4  
Comprehension

### Play Ball

What's your favorite ball game? Many people like sports in which they throw a ball. In bowling and basketball, you throw a ball. Other people play games in which they hit a ball. Golf and tennis are two examples. Still another game in which a ball is hit is lacrosse. A third kind of ball game calls for kicking a ball. Players kick balls in soccer, football, rugby, and of course, kickball.

Read the paragraph. Then answer the questions.

- What are four sports where you kick a ball? **soccer, football, rugby, kickball**
- What are three sports in which you hit a ball? **go f, tennis, lacrosse**
- In what games do you throw a ball? **basketball, bowling**

Use your answers to complete the chart.

Hitting a Ball	Throwing a Ball	Kicking a Ball
golf tennis lacrosse baseball	basketball bowling baseball	soccer football rugby kickball

**MORE!** What do you do with the ball in baseball? Add baseball to the chart.

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Week 7 • Day 3  
Comparisons

### Three Nests

You can use **adjectives** to compare things. To compare two things, add **er** to the adjective. To compare three or more things, add **est**.

Biddle Bird has a friend named Betty. Betty always wants to outdo Biddle. If Biddle has a clean nest, Betty has a cleaner nest. Biddle and Betty have another friend named Birdie. She likes to outdo both Biddle and Betty. So she has the cleanest nest.

Read the sentences. Then fill in the chart so the correct form of each adjective is under each bird's name.

	Biddle	Betty	Birdie
1. clean	newer	cleaner	cleanest
2. small	smaller	smaller	smallest
3. warm	warmer	warmer	warmest
4. round	rounder	rounder	roundest
5. neat	neater	neater	neatest
6. soft	softer	softer	softest

1. Betty's nest is **newer** than Biddle's.  
2. Biddle has a **small** nest.  
3. Birdie has the **warmest** nest of all.  
4. Biddle's nest is **round**.  
5. Birdie built the **neatest** nest.  
6. Betty has a **softer** nest than Biddle.

On another sheet of paper, use the words you wrote on the chart to draw a picture of each bird's nest.

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Week 7 • Day 4  
Cause and Effect

### Fool the Birds

A woman in Virginia had a problem. Birds ate all the seeds she carefully planted. The woman put brown belts along the newly planted rows in her garden. Just as she had hoped, the birds thought the belts were snakes. As a result, the birds stayed out of the garden. The woman's plants grew in peace.

Read the paragraph. Then complete the cause and effect map.

```
graph LR
    A(birds eating seeds) -- Cause --> B(put brown belts in garden)
    B -- First Effect --> C(birds thought belts were snakes)
    B -- First Effect --> D(birds stayed away from garden)
    B -- First Effect --> E(plants grew in peace)
```

**Other Effects**

**MORE** What conclusions can you make about birds and snakes?

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Week 7 • Day 4  
Vocabulary

### Banana-Rama

Color the word that is missing from each sentence and write it on the line.

1. We **took** a spelling test yesterday. **took** **took**

2. There **was** frost on the ground. **was** **were**

3. Tommy **saw** the Statue of Liberty. **seen** **saw**

4. How **many** elephants are at the zoo? **much** **many**

5. Carla **brought** her lizard to school. **brought** **bring**

6. I love you **seen** my dog? **seen** **saw**

7. Alyssa **has** a new pair of skates. **gots** **has**

8. You **are** supposed to finish your work. **are** **is**

9. We **were** standing near a snake! **were** **was**

10. They **saw** a pig in the mud. **seen** **saw**

11. We **wore** our winter boots. **wore** **wear**

12. Is she **going** to come over? **going** **gone**

13. **Does** your cat climb trees? **Do** **Does**

14. Rosie **brought** cookies to the bake sale. **bring** **brought**

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Week 7 • Day 5  
Using A Rays

### A Ray of Fun

An **array** demonstrates a multiplication sentence. The first factor tells how many rows there are. The second factor tells how many there are in each row. The answer of a multiplication sentence is called the product.

2 x 4 = 8    2 rows    4 in each row

Write the multiplication sentence for each array.

A. 2 x 3 = 6

B. 3 x 3 = 9

C. 4 x 2 = 8

D. 3 x 5 = 15

E. 1 x 3 = 3

F. 4 x 3 = 12

G. 2 x 6 = 12

H. 3 x 4 = 12

I. 3 x 6 = 18

J. 5 x 3 = 15

K. 5 x 1 = 5

L. 7 x 2 = 14

It was time for our family photo. The photographer arranged us into four rows. There were six people in each row. How many people in all were in the photo? On another sheet of paper, draw an array to solve this problem. **24 people. Check array.**

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Week 7 • Day 5  
Prefixes

### How Unusual!

The prefix **un-** means either "not" or "do the opposite of" the base word. Circle each base word in the puzzle. The words go → ↓ ↘ and ↙.

**unpack**   **untie**   **unload**   **unlock**   **unwind**   **undo**  
**unknown**   **unfold**   **unable**   **unfair**   **unusual**   **unwise**

Write a word from the list to complete each sentence.

1. It is **unusual** for James to be late for school.

2. I took me ten minutes to **untie** the knot.

3. You need a key to **unlock** the trunk.

4. We grew more concerned as the story began to **unfold**.

5. It is **unwise** to wait until the last minute to do your homework.

6. Bill thought the umpire's call was **unfair**.

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Week 8 • Day 1  
Pronouncing Spelling

### How to "Ride" a Poem

Find and mark the ten spelling errors.

Writing a poem  
Is like riding a bike  
Once you start riding  
You ride where you like

For example I can write  
Any way I want here  
As long as it rhymes  
And sounds good to the ear

I can write in any style  
I can write in any speed  
As long as my readers  
Continue to read

There's  
There's a very danger  
One risk that I run  
When I sense that my readers  
Have a good having fun

It's  
At this point I best  
Not to do  
Simply kick up my heels and  
And just ride away

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Week 8 • Day 1  
Singular Plural Nouns

### One, or More

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing. Add **s** to form the plural of most nouns.

A. Each sentence has an underlined noun. On the line, write S if it is a singular noun. Write P if it is a plural noun.

1. She has a new baby.    **S**

2. It is very cute.    **S**

3. She has small fingers.    **P**

4. She drinks from a bottle.    **S**

5. I can tell my friends all about it.    **P**

B. Read each sentence. Underline the singular noun. Circle the plural noun.

1. The baby has two teeth.

2. The nightgown has pockets.

3. Her hand has tiny fingers.

4. My parents have a baby.

5. The father has three girls.

C. Complete the chart. Write the singular or plural of each noun.

Singular	Plural
fence	fences
train	trains
gate	gates
cow	cows

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Week 8 • Day 2  
Main Idea Details

### The Milky Way

The main idea of a story tells what the story is mostly about. Details in a story tell more information about the main idea.

What do you think of when you hear the words "Milky Way"? Do you think of a candy bar? Well, there is another Milky Way, and you live in it! It is our galaxy. A galaxy is a grouping of stars. Scientists have learned that there are many galaxies in outer space. The Milky Way is a spiral shaped galaxy with swirls of stars spinning out from the center of it. Scientists believe there are about 200 billion stars in the Milky Way. In our solar system, many planets orbit the sun. One of them is Earth. Even from Earth, on a clear night away from city lights, you can see part of the Milky Way. It is called that because so many stars close together look like a milky white stripe across the sky. However, if you looked at it with a telescope, you would see that it is made up of thousands of stars.

Complete the main idea and each detail about the story.

Main Idea: The Milky Way is our **galaxy**.

Detail: A galaxy is a grouping of **stars**.

Detail: There are many other galaxies in **outer space**.

Detail: It is a **spiral** shaped galaxy.

Detail: There are many **planets** in our solar system.

Detail: The Milky Way looks like a milky **white** stripe in the sky.

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Week 9 • Day 3  
Months

### Common or Proper?

A **common noun** names any person, place, or thing. A **proper noun** names a particular person, place, or thing. A proper noun begins with a capital letter.

A. Is the underlined word a common noun or a proper noun? Write common or proper.

1 The girl likes to learn. common

2 She goes to two schools. common

3 She lives in America. proper

B. Underline the common nouns. Circle the proper nouns.

1 App has a brother and a sister.

2 Their names are Julia and May.

3 Their parents were born in Taiwan.

4 App goes to school on Saturday.

5 She is learning a language called Mandarin.

6 May read a book about the Middle Ages.

C. Underline the common nouns. Circle the proper nouns. Then write them on the chart in the correct category.

1 Last August, David went to camp.

2 Many children go to a picnic on the Fourth of July.

Common Nouns	Proper Nouns
<u>camp</u>	<u>August</u>
<u>children</u>	<u>David</u>
<u>picnic</u>	<u>Fourth of July</u>

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Week 9 • Day 3  
Sentence Fragments

### Dinnertime

A **sentence** is a group of words that expresses a complete thought. A **fragment** is an incomplete thought.

Write S for sentence or F for fragment.

S 1 Insects eat many different things.

F 2 Some of these things.

S 3 The praying mantis eats other insects.

S 4 Waterbugs eat tadpoles and small frogs.

F 5 Flower nectar makes good.

F 6 Nests to store their food.

S 7 The cockroach will eat almost anything.

F 8 Term tes.

F 9 A butterfly caterpillar.

F 10 Animals and people.

S 11 Some insects will even eat paper.

S 12 Insects have different mouth parts to help them eat.

On another sheet of paper, write about three things you did during the day using only sentence fragments. Have someone read it. Did they understand it? Why or why not?

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Week 9 • Day 3  
Sequencing

### Scrambled Eggs

Sequencing means putting the events of a story in the order in which they happened.

The sentences below are scrambled. Number them in the correct sequence.

A 2 I took a shower.  
1 I got out of bed.  
3 I got dressed.

B 1 She planted the seeds.  
3 Big pink flowers bloomed.  
2 Tiny green shoots came up.

C 3 He ate the sandwich.  
1 He spread some jelly on them.  
2 He got out two pieces of bread.

D 1 He slid down the slide.  
2 He climbed up the ladder.  
3 He landed on his feet.

E 3 We built a snowman.  
1 Low gray clouds drifted in.  
2 It began to snow hard.

F 3 Firefighters put out the fire.  
1 Lightning struck the barn.  
2 The barn caught on fire.

G 1 The pepper spilled out of the jar.  
3 I sneezed.  
2 My nose began to itch.

H 2 "My name is Emma."  
1 "Hi, what is your name?"  
3 "It's nice to meet you, Emma."

I 2 I said "Okay, do a trick first."  
1 Rover whined for a treat.  
4 I gave him a dog biscuit.

J 2 She built a nest.  
1 Baby birds hatched from the eggs.  
3 I saw a robin gathering straw.  
4 She laid four blue eggs.

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Week 9 • Day 3  
Adjectives

An **adjective** is a word that describes a person, place, or thing.

A. Read each sentence. Write the adjective that describes the underlined noun on the line.

1 We live near a sparkling brook. sparkling

2 It has clear water. clear

3 Large fish swim in the brook. Large

4 Busy squirrels play near the brook. Busy

5 You can enjoy breathing in the fresh air near the brook. fresh

B. Complete each sentence by adding an adjective.

1 I love \_\_\_\_\_ apples.

2 I see a \_\_\_\_\_ ball.

3 I smell \_\_\_\_\_ flowers.

4 I hear \_\_\_\_\_ music.

5 I like the \_\_\_\_\_ taste of pickles.

Write three sentences that tell about the foods you like the best. Use adjectives in your description.

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Week 9 • Day 4  
Following Directions

### Sneaky Snakes

Snakes are very good at hiding. Most snakes can **camouflage** themselves into their environment. That means they have different colors and patterns on their bodies that allow them to blend in with the colors and patterns of things around them. Camouflage helps them hide from their enemies and helps them be **sneaky** when they are trying to capture something to eat. For example, the emerald tree boa lives in the **jungle**. Its green skin makes it nearly invisible among the green leaves of the trees. **Rattlesnakes** live in rocky, dry places. The patterns of black, tan, and brown on their backs help them blend in with their rocky environment! The horned viper lives in the desert. Its skin is the same color as **sand** where it burrows underground. It is hard to see unless it is moving. Also, some snakes that are harmless look very similar to **venomous** snakes. The harmless **milk snake** is colored orange, with yellow and black stripes much like the poisonous **coral snake**. The enemies of the milk snake mistake it for a coral snake because they look so much alike.

Find the answers in the story. Write them in the puzzle.

1 Write the word that starts with a v and means "poisonous." venomous

2 Write another word for "tricky." sneaky

3 Write what helps a snake blend in with its surroundings. camouflage

4 Write where emerald tree boas live. jungle

5 Write what snakes live in rocky, dry places and have black, tan, and brown patterned skin. rattlesnakes

6 Write what is the same color as the horned viper. sand

7 Write the name of the snake that looks like a milk snake. coral snake

Write the letters from the numbered squares in the puzzle above to fill in each box.

W A T C H O T F O R S N E A K E S N A K E S!

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Week 9 • Day 4  
Word Relationships

### How It Is

Circle the word that best completes each sentence and write it on the line.

1 An ant is black, and a grasshopper is green.  
A blue B fuzzy C green

2 A shirt is cotton, and a jar is glass.  
A glass B silk C jam

3 A hill is rolling, and a river is winding.  
A winding B rainy C steep

4 A daisy is white, and a rose is red.  
A green B dirty C red

5 A ring is round, and a box is square.  
A wool B square C happy

6 An elephant is large, and a mouse is small.  
A small B huge C yellow

7 A puddle is muddy, and a pool is clear.  
A sad B clear C shy

8 A hammer is hard, and a pillow is soft.  
A sleepy B sharp C soft

Discuss with someone why you did not choose the other words.

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Week 9 • Day 5  
Common Phrases

### "Fun and Games"

Some words like "hammer and nails" and "salt and pepper" just go together.

Choose a word from the box to complete each sentence.

sooner chips right sweat  
order sugar lost effect  
bacon fun business  
shine error easy  
name gentlemen  
cup alive  
cents pots

1 cause and effect 2 fun and games

3 cup and saucer 4 cream and sugar

5 lost and found 6 name and address

7 ladies and gentlemen 8 low and order

9 sweet and sour 10 nice and easy

11 trial and error 12 pots and pans

13 fish and chips 14 rain or shine

15 business or pleasure 16 right or wrong

17 dead or alive 18 dollars and cents

19 bacon and eggs 20 sooner or later

On another sheet of paper, list three other pairs of words that go together.

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Week 9 • Day 5  
Bar Graphs

### Great Graphing

A. How many pennies equal 5¢? How many nickels equal 5¢? Color in the boxes on the graph to show your answers.

Pennies: 1 2 3 4 5 6 7 8 9 10

Nickels: 1 2 3 4 5 6 7 8 9 10

B. How many pennies equal 10¢? How many nickels equal 10¢? How many dimes equal 10¢? Color in the boxes on the graph to show your answers.

Pennies: 1 2 3 4 5 6 7 8 9 10

Nickels: 1 2 3 4 5 6 7 8 9 10

Dimes: 1 2 3 4 5 6 7 8 9 10

C. How many pennies equal 25¢? How many nickels equal 25¢? How many quarters equal 25¢? Color in the boxes on the graph to show your answers.

Pennies: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Nickels: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Quarters: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

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Week 10 • Day 1  
Adjectives

### Buckets of Fun

An **adjective** helps you imagine how something looks, feels, smells, sounds, or tastes.

Write a list of adjectives on each bucket to fit the bucket's category.

words that describe size

words that describe taste or smell

words that describe sounds

words that describe how something feels

words that describe weather

words that describe feelings

Lists of words will vary.

Make a "mystery bag" by putting a secret object inside. Tell someone about the object inside using describing words!

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Week 10 • Day 1

Divina van

Candy Boxes

Steve works in a candy store. He puts candy into boxes. Each box has 10 spaces. Steve has 32 candies. Try to draw 32 candies in the boxes below. Write the number of candies in each box on the line. Write the number of any leftover candy at the bottom of the page.

Box 1: 10

Box 2: 10

Box 3: 10

Extra  
Leftover candies 2

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Week 10 • Day 2

Pasquale

Whose Is It?

A **noun** can show who owns something. To do this, add an **(s)** and **s**. Joe is packing for a trip. He needs to pack everything on the list. Each object belongs to a different family member. Study the picture to learn who owns each thing. Then write it on the suitcase.

skateboard  
hat  
sunglasses  
bone  
teddy bear

Kevin's skateboard  
Sam's bowl  
Emma's teddy bear  
Dad's sunglasses  
Fred's bone  
Mom's hat

On another sheet of paper, write a story about Joe's family and their trip.

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Week 10 • Day 3

Antony

The Opposite Of...

Circle the correct word to complete each sentence and write it on the line.

- Rich is the opposite of poor, and weak is the opposite of **strong**.  
A strong B day C fat
- Give is the opposite of take, and ask is the opposite of **answer**.  
A get B answer C teacher
- Help is the opposite of harm, and work is the opposite of **play**.  
A hurt B try C play
- Good is the opposite of bad, and rough is the opposite of **smooth**.  
A smooth B bumpy C mean
- Over is the opposite of under, and near is the opposite of **far**.  
A middle B far C here
- Warm is the opposite of cool, and safe is the opposite of **unsafe**.  
A afraid B cold C unsafe
- Cloudy is the opposite of sunny, and early is the opposite of **late**.  
A late B day C timely
- Top is the opposite of bottom, and front is the opposite of **back**.  
A whole B back C side

Discuss with someone why you did not choose the other words.

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Week 10 • Day 3

Preposit ons

Where Is It?

A **preposition** often helps tell where something is. Study the picture. Find each item in the column on the left. Then draw a line to the words that tell where it is. The prepositions are underlined.

What

Where

1 chair  
2 bear  
3 shoe  
4 plane  
5 cat  
6 computer  
7 dog  
8 poster

a above the door  
b on the desk  
c under the bed  
d behind the trash basket  
e in the bed  
f at the window  
g next to the desk  
h over the bed

Pick three objects from the picture and write a complete sentence to tell where each object is. **Answers will vary.**

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Week 10 • Day 3

Questions

Wacky World

An asking sentence is called a **question**. It begins with a capital letter and ends with a question mark (?). Write each question correctly.

- why is that car in a tree?  
**Why is that car in a tree?**
- should that monkey be driving a bus?  
**Should that monkey be driving a bus?**
- did you see feathers on that crocodile?  
**Did you see feathers on that crocodile?**
- can elephants rea ly lay eggs?  
**Can elephants really lay eggs?**
- is that my mother covered in spots?  
**Is that my mother covered in spots?**

On another sheet of paper, draw your own picture of a wacky world. Write two questions about your picture.

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Week 10 • Day 3

Compound Roundup

Make as many compound words as you can by joining the words in the boxes. Write your answers on a separate sheet of paper. There are 20 compound words to round up in each puzzle.

Compound Roundup

Compound Roundup

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Week 10 • Day 5

Geomet ic Shapes

Shape Sleuth

Read the riddle. Then circle the answer.

- I have no corners. I look more like a baseball than a dime.  
a square  
b circle  
c sphere
- I have three corners and three sides. I look like a sail on a small boat.  
a pentagon  
b cylinder  
c triangle
- I have six sides. I look more like a gift box than a newspaper.  
a pyramid  
b hexagon  
c rectangular prism
- I look like a party hat and something that stops traffic.  
a square  
b cone  
c sphere
- I have four sides. I look more like a door than a building.  
a triangle  
b octagon  
c rectangle

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Week 10 • Day 5

Cause and Effect

Where the Sun Shines

Florida is known for its pleasant weather. In fact, it has earned the nickname "Sunshine State." As a result of its warm, sunny climate, Florida is a good place for growing fruits, such as oranges and grapefruits. Many older people go to live in Florida. They enjoy the good weather. Northerners on vacation also visit Florida for the same reason.

Read the paragraph. Then complete the cause and effect map.

Cause

Effects

Florida has warm, sunny climate

called "Sunshine State"

good for growing oranges and grapefruit

older people go to live there

vacationers visit there

During which season do most people probably go to Florida? Tell why you think so.

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Week 10 • Day 5

Geomet ic Shapes

Shape Sleuth

Read the riddle. Then circle the answer.

- I have no corners. I look more like a baseball than a dime.  
a square  
b circle  
c sphere
- I have three corners and three sides. I look like a sail on a small boat.  
a pentagon  
b cylinder  
c triangle
- I have six sides. I look more like a gift box than a newspaper.  
a pyramid  
b hexagon  
c rectangular prism
- I look like a party hat and something that stops traffic.  
a square  
b cone  
c sphere
- I have four sides. I look more like a door than a building.  
a triangle  
b octagon  
c rectangle

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**THIS CERTIFIES THAT**

**IS NOW READY  
FOR GRADE \_\_\_\_\_**

**CONGRATULATIONS!**

*I'm proud of you!*

