

SCHOLASTIC

BETWEEN
GRADES
2&3

SUMMER EXPRESS™



VOCABULARY • AR • WRITING • READING • MATH

 SCHOLASTIC

BETWEEN
GRADES
2 & 3

SUMMER EXPRESS

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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.



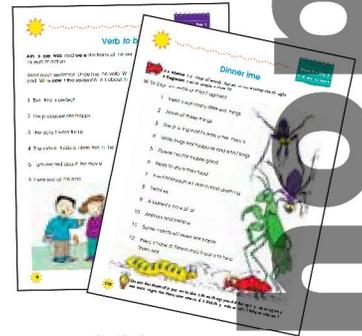
2 Make sure your child has all the supplies he or she needs, such as pencils and crayons. Set aside a special place for your child to work.

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.



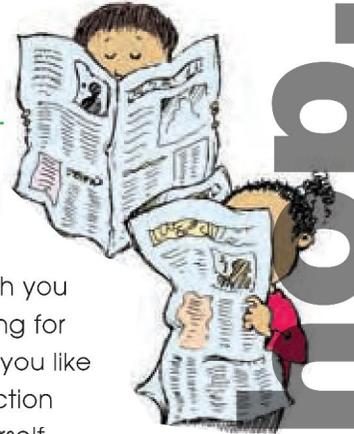
Journals as Learning Tools

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)



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.

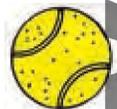
1. **baseball player**



2. **football player**



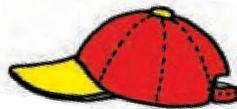
3. **tennis player**



4. **cyclist**



5. **hockey player**

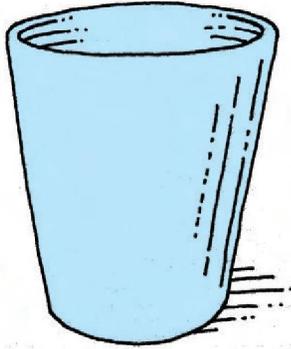


Talk with someone about how each item is used.



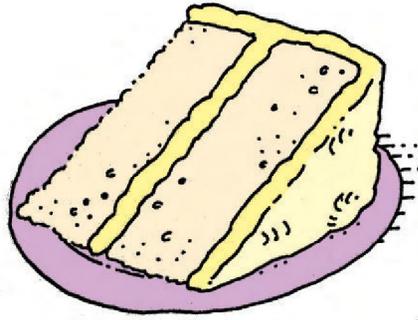
Adding Words

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

2
+ 8

32
+ 9

24
+ 7

1
+ 9

7
+ 4

17
+ 9

45
+ 5

31
+ 4

22
+ 13

26
+ 6

11
+ 9

11
+ 7

19
+ 9

16
+ 22

31
+ 11

12
+ 7

14
+ 9

40
+ 14

27
+ 6

41
+ 21

4
+ 8

37
+ 31

12
+ 9

16
+ 5

16
+ 6

10
+ 24

20
+ 21

15
+ 5

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.

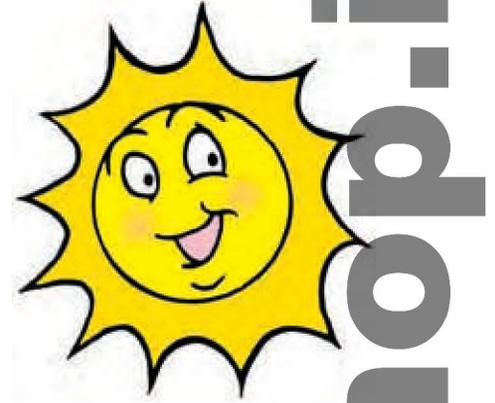
Extra: Name two numbers that when added together equal 27.



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.

Birds	Desserts	Sour Feelings
Boys' Names	Money	School Supplies
Directions	Body Parts	Drinks



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.

$$\begin{array}{r} 68 \\ -26 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ -11 \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ -20 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ -12 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ -13 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ -15 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ -21 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ -59 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ -54 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ -12 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ -24 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ -11 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ -13 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ -55 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ -21 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ -15 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ -10 \\ \hline \end{array}$$

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



Hello, Island!

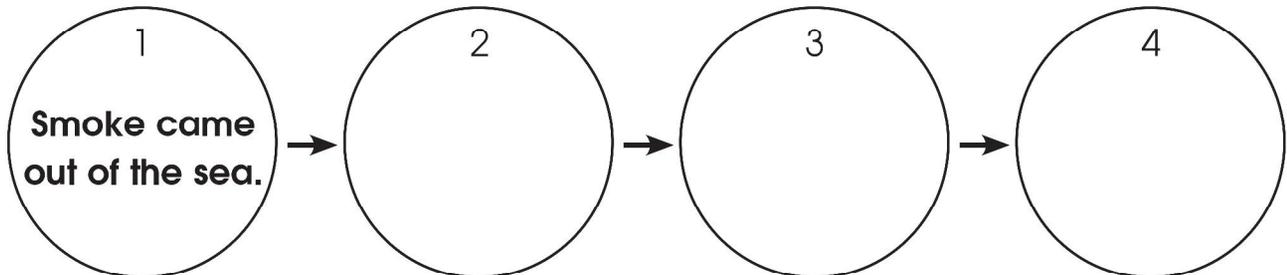


About 30 years ago, some fishermen were on their boat near Iceland. Suddenly they saw smoke coming from the sea. Then the top of a volcano rose out of the water. Soon red-hot rock began to pour down its sides. It looked like the sea was on fire. At last the volcano cooled down. It became a new island.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

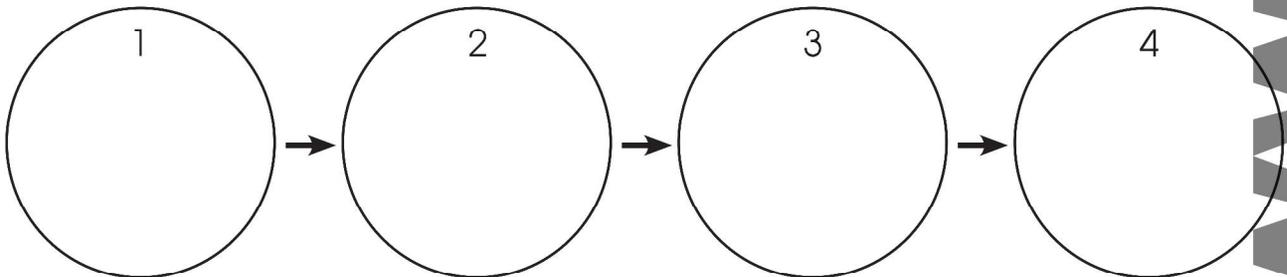
Lighthouses warn ships that are near land. The first lighthouses were fires. People would build the fires on hilltops along the coast. Later people built towers. The light from their candles could be seen from far away. Then oil lamps were used. Today electricity runs a lighthouse's powerful lamps.

Read how lighthouses changed.

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

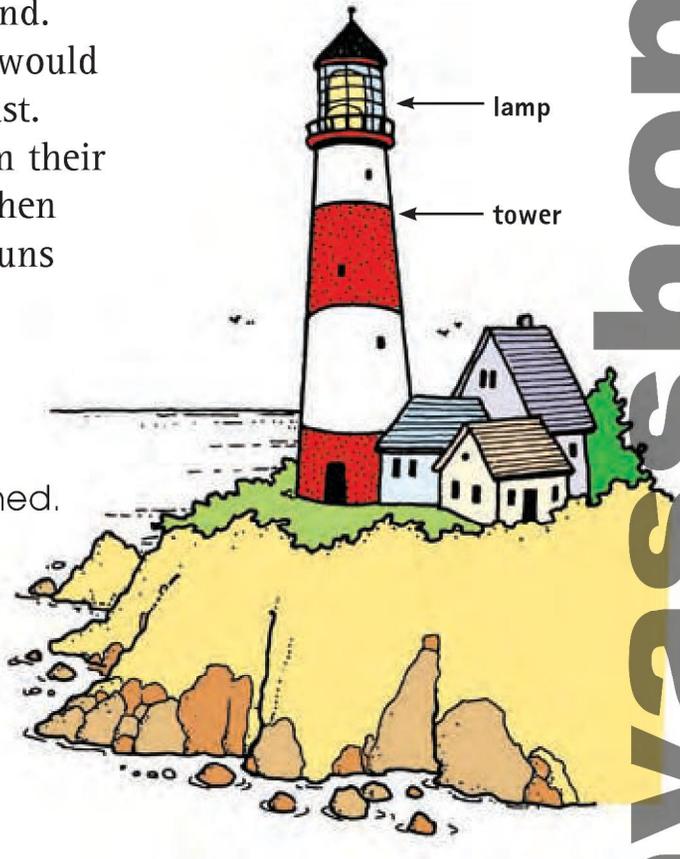
- ___ Oil lamps lit lighthouses.
- ___ Lighthouses use electric light.
- ___ Fires were built on hillsides.
- ___ Candles were used.

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 Hildegard 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.

- 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 _____ Tanisha.
- After Juan ate the hot fudge sundae, his stomach felt very _____.
- When my mom went _____ on a trip, she sent me postcards.
- Miko's cat likes to sit _____ her lap while Miko reads.
- 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	round
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 _____

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a-z



Write.

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

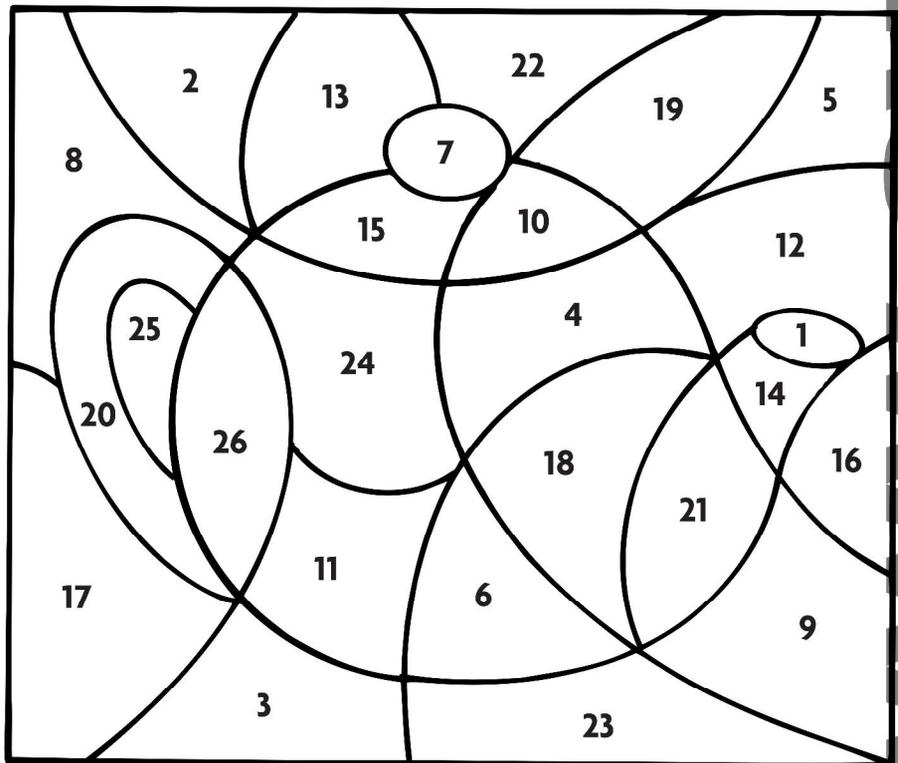
21. a sheep
22. a horse

**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





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.

nose	long	trunk	damp	bumpy	trail
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.

$$\begin{array}{r} 45 \\ -39 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ -59 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ -55 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ -18 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ -19 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ -25 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ -15 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ -29 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ -29 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ -17 \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ -32 \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ -13 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ -68 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ -16 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ -35 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ -28 \\ \hline \end{array}$$



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



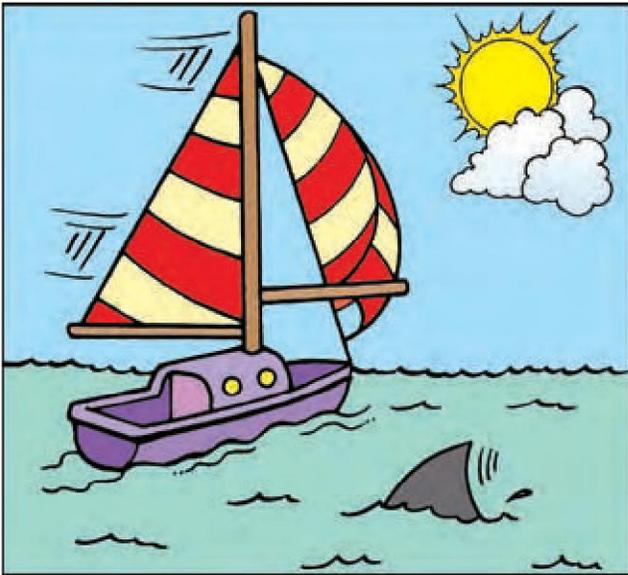
Complete:

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 _____

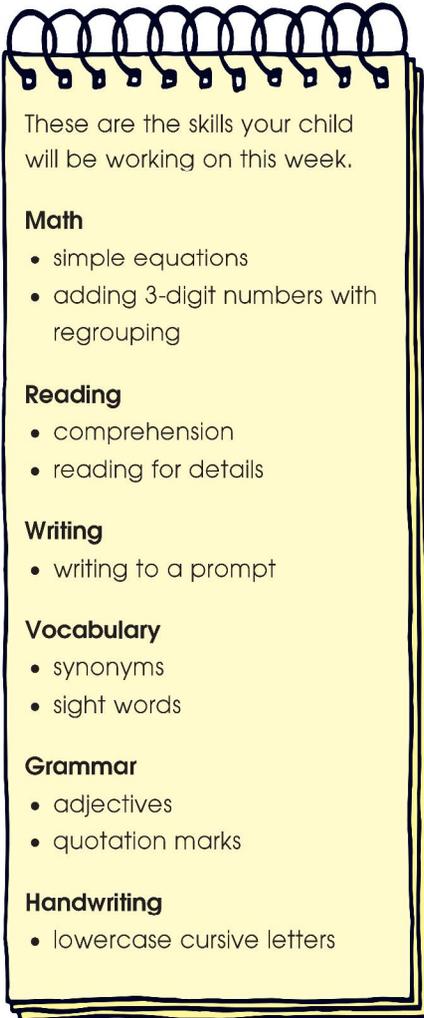
E _____



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



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!

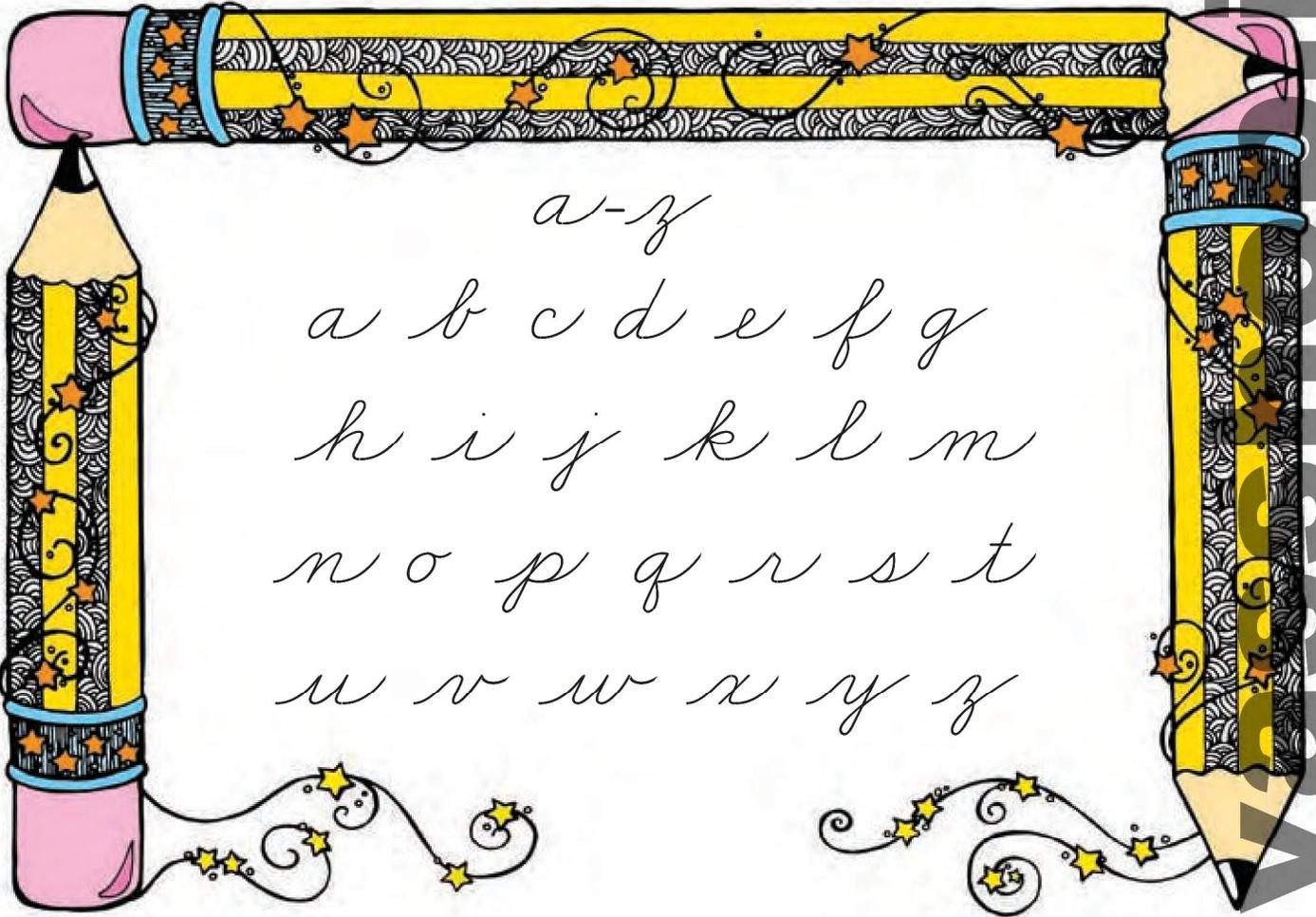


Place sticker here.

Parent or Caregiver's Signature _____

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Write.

Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

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Describe a Noun

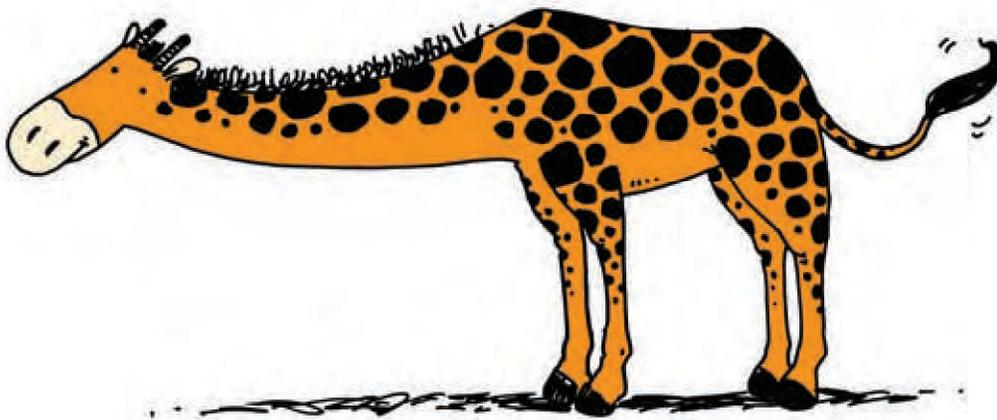
An **adjective** describes a person, place, or thing. Color, size, and number words are adjectives.

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.

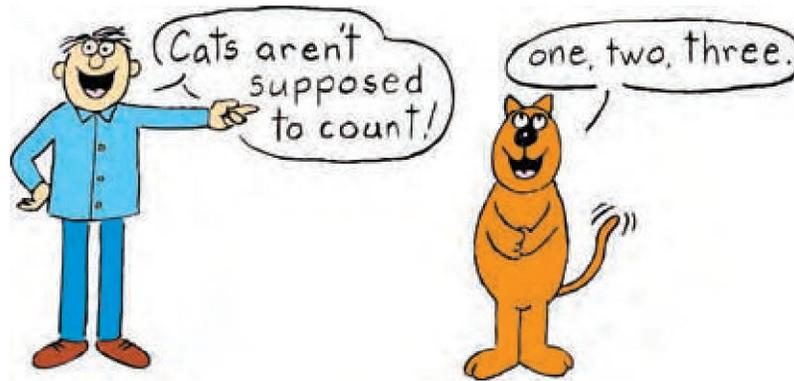
2. **According to the author, how did people feel about the pandas?**

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.	

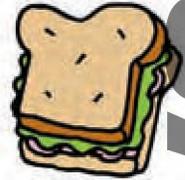
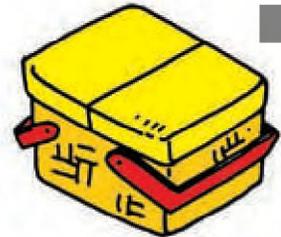


Who Is Speaking?

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!



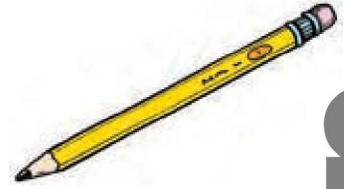
Finish the sentences below by writing what Max, Cori, and Andy might say next. Use quotation marks.

7. Max said, _____.
8. Cori asked, _____.
9. Andy answered, _____.





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.



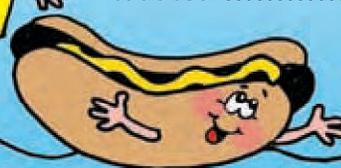
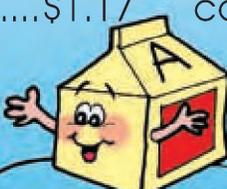
Sandwich Shop



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.

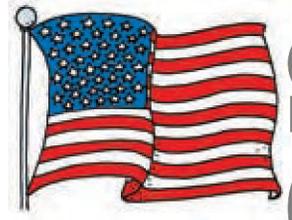
pbj	
cookies	
milk	+



Week 3 • Day 4
Writing to a Prompt

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 _____

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Sort It Out!

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

Word Box

found	find	behind
away	upon	pull
call	put	above
below	around	

Action Words

found

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? _____

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Fancy Fireworks

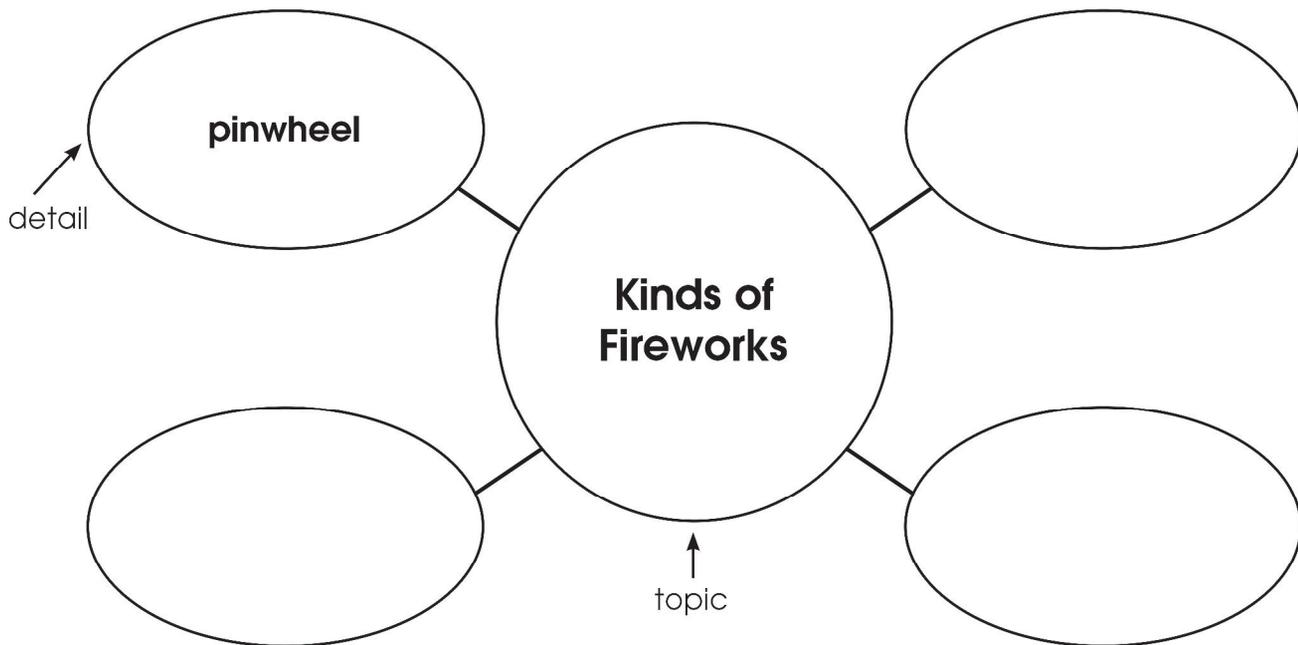


Kaboom! It's the Fourth of July. Fireworks light up the night. Have you ever seen a willow firework? It has long trails of color that float to the ground. The pinwheel and comet are two other popular fireworks. One of the loudest fireworks is called the salute. After a bright flash, you hear a loud BOOM!

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

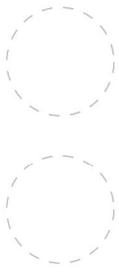


's Incentive Chart: Week 4

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	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 _____

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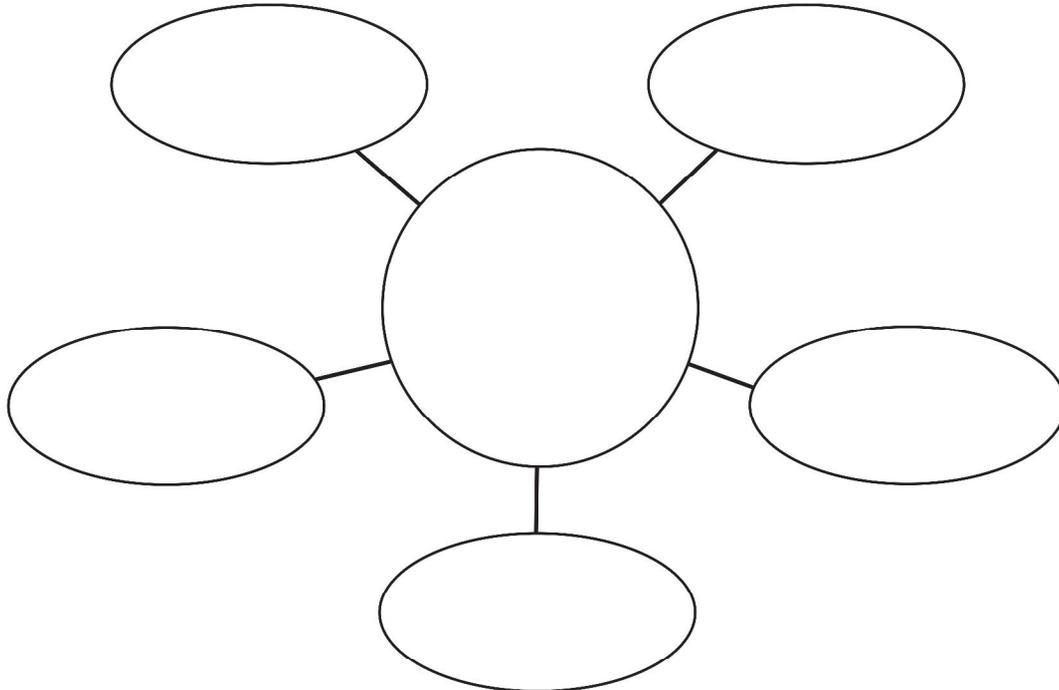


What's for Lunch?



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.

B	T	B	R	I	N	G	T
D	H	E	W	E	Q	H	S
R	O	J	O	Z	G	X	K
A	U	O	Q	U	R	L	B
W	G	H	O	E	A	D	P
D	H	B	O	W	M	R	F
P	T	V	K	L	L	E	M
T	A	L	K	S	D	W	F

Word Box

bought	drew
bring	draw
thought	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

- Mia _____ ball with her friends.
- The children like to _____ together.
- Juan _____ faster than I do.
- We _____ on a track team.
- Tom and Kara _____ into the pool.
- Mary _____ without her goggles.
- They _____ very tall trees.
- Liz _____ steep mountains.
- Juan _____ our ball to Mia.
- I _____ the ball to Juan.



She hops.



They hop.

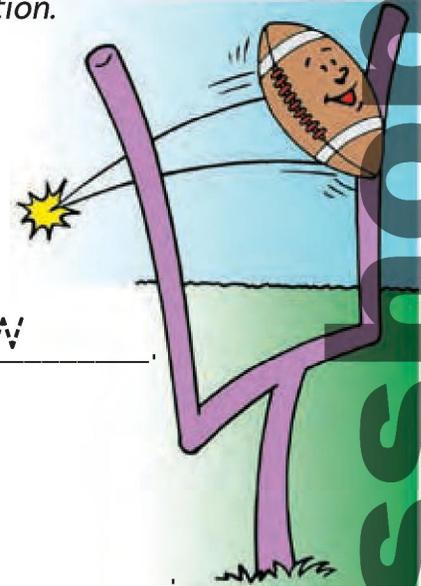


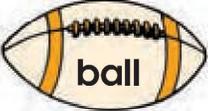
Football Frenzy



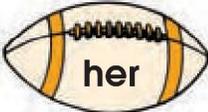
A sentence is more interesting when it gives exact information.

Replace each  word to make the sentence more exact.

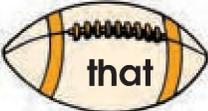


1. The  **ball** game starts  **soon**.

The soccer game starts now.

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

We are meeting _____.

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

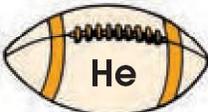
Let's eat _____ and _____ before the game.

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



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

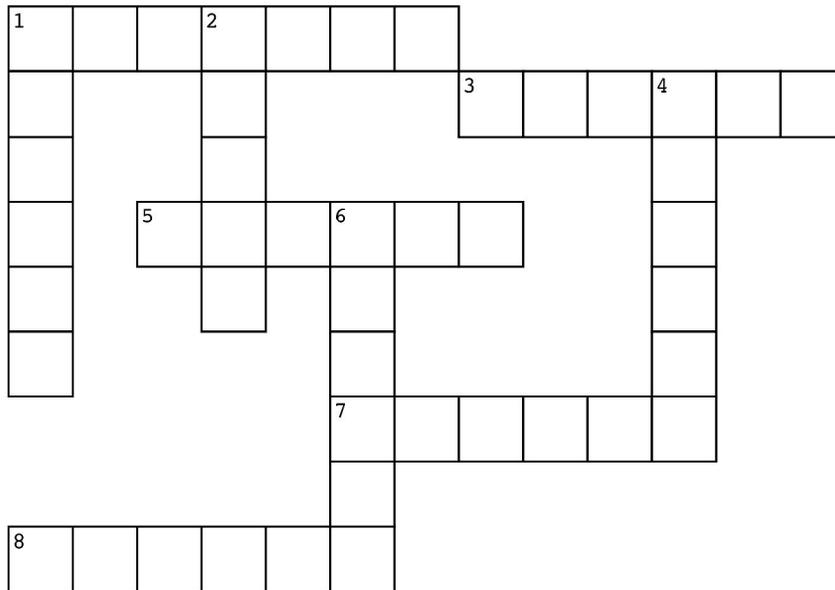


A Verb Puzzle

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



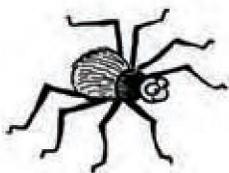
1 ladybug _____

3 ladybugs _____

2 ladybugs _____

4 ladybugs _____

4. How many legs on



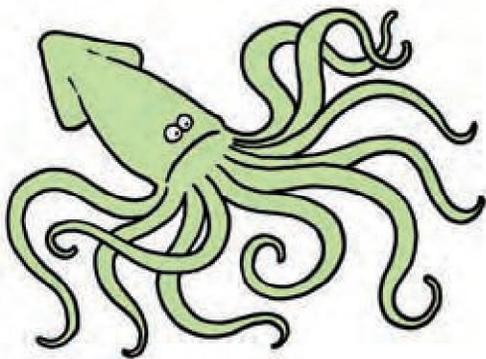
1 spider _____

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 _____

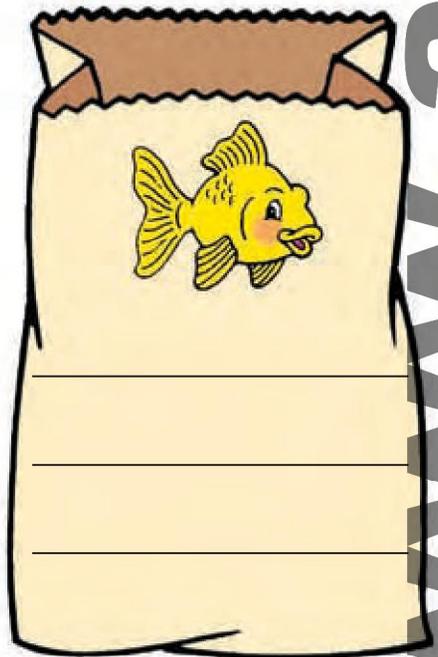
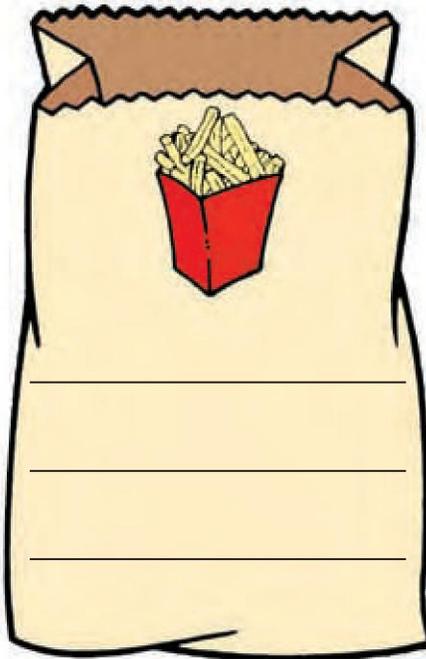
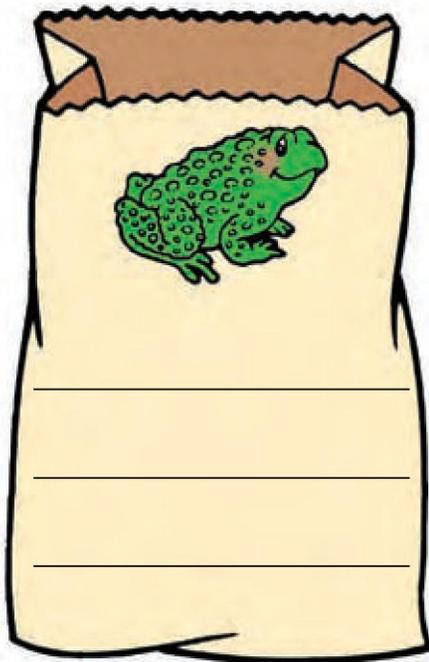
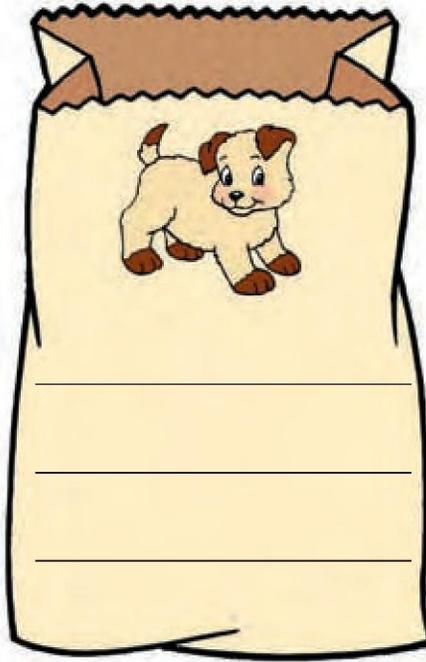
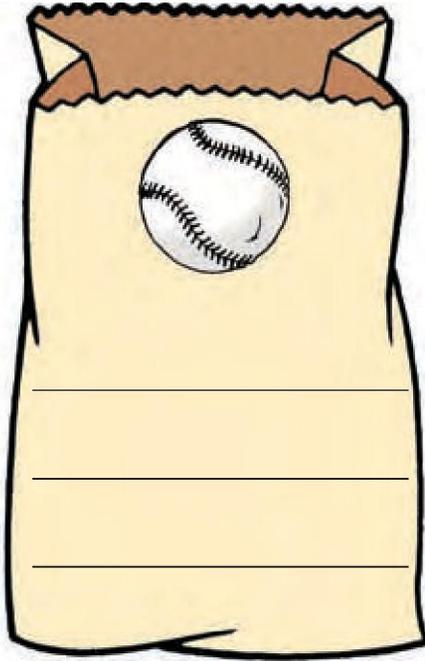


Mystery Bags



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?

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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 _____

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Foreign Flags

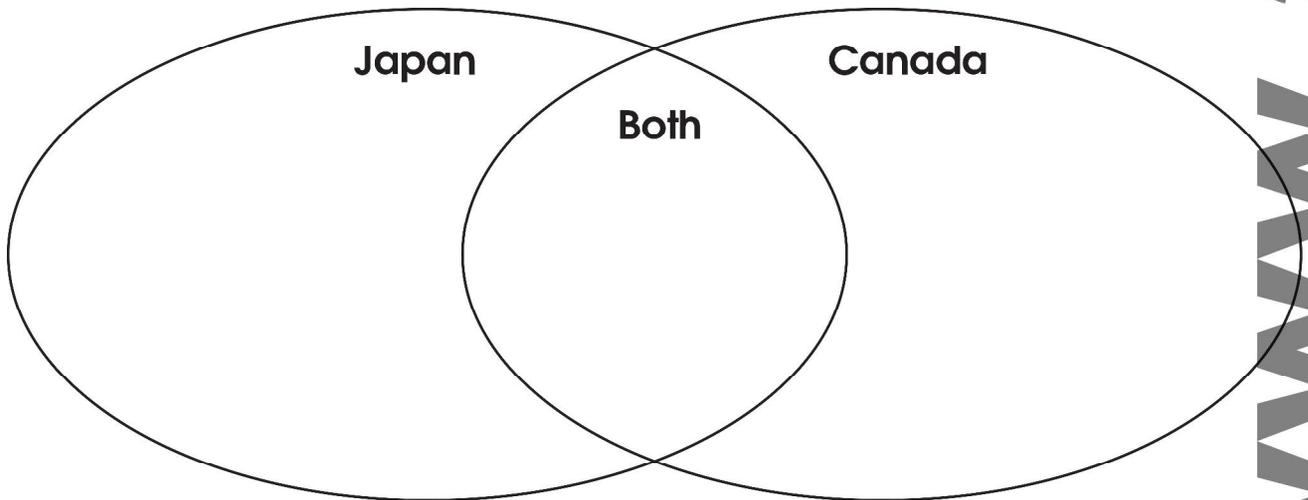


Every country has its own flag. Japan has a white flag with a red circle on it. The red circle stands for the sun. Japan’s name means the “land of the rising sun.” Canada also has a red and white flag. But its flag has a white background with two wide red stripes. In the center of the flag is a red maple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





Numbers 0-9

Trace and write.

0 0

1 1

2 2

3 3

4 4

5 5

6 6

7 7

8 8

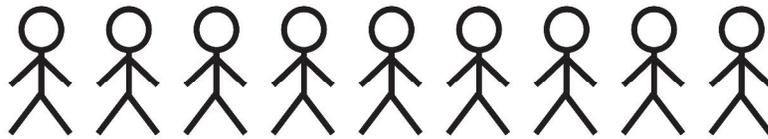
9 9

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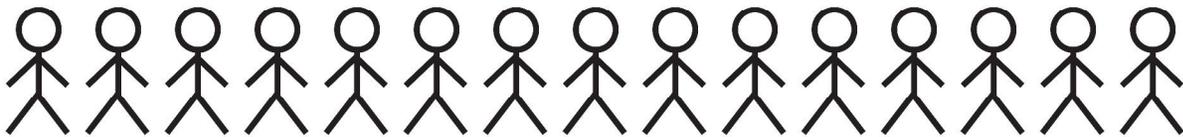
Field Trip Cars

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.



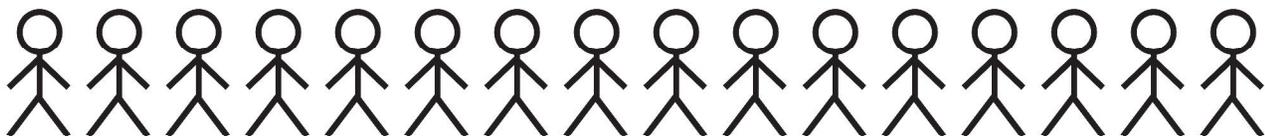
How many cars do they need? _____

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.



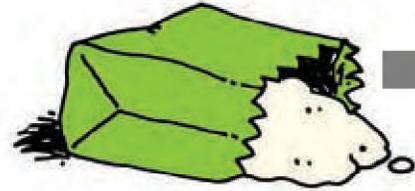
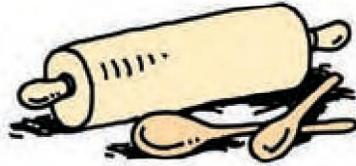
How many small buses do they need? _____



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.

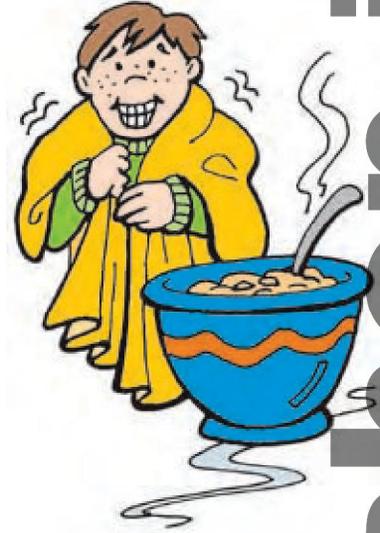


Chilly or Chili?



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.

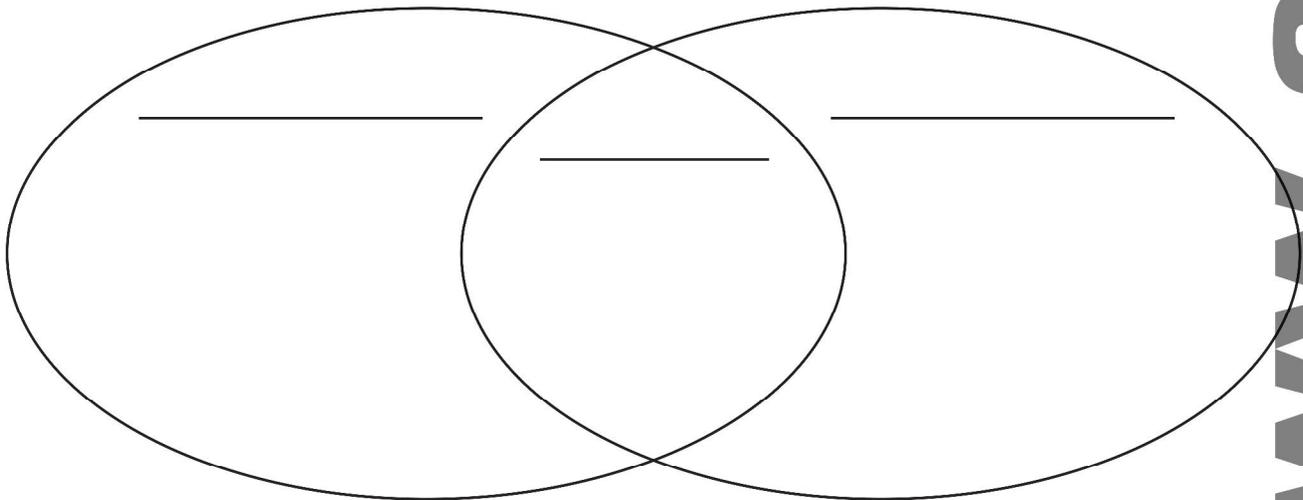


A State Apart



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.

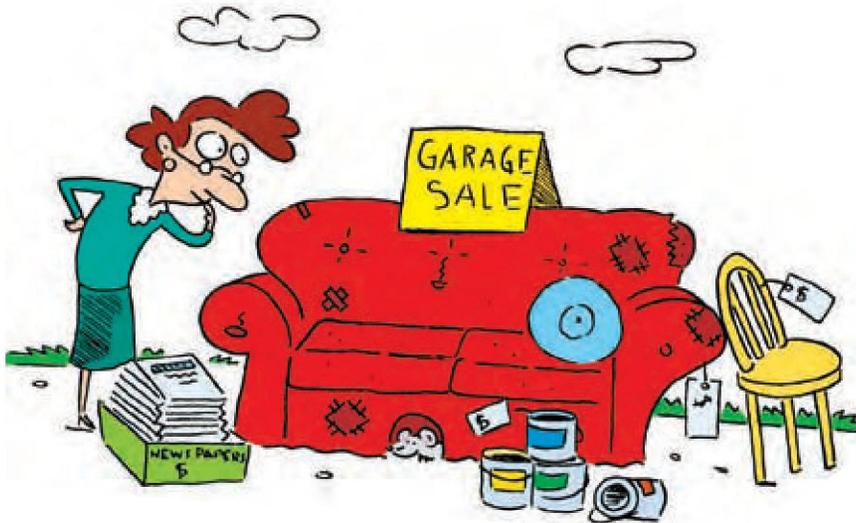
We have grate stuff and big bargains!

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

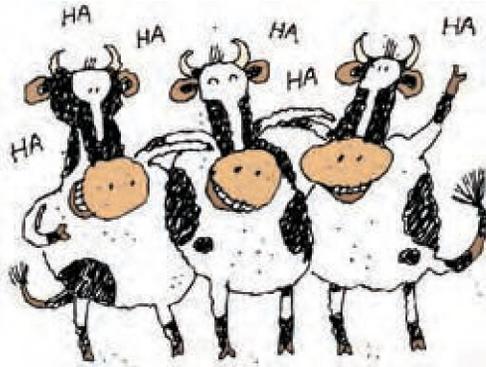
- Old phon books
- Torn sheets
- Old toothbrushes
- Empty pante cans
- Chipped plates
- A bunch of old pizza boxs

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

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.

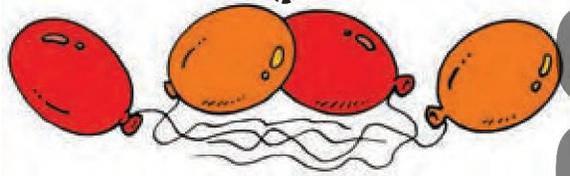
Rewrite the sentences by combining their endings.

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.



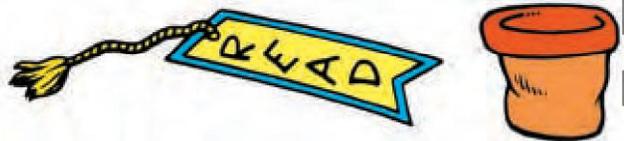
3. We ate cake.
We ate ice cream.



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

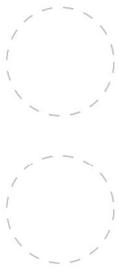


's Incentive Chart: Week 6

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 _____

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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.

- The alligator asked if I would clean his dirty _____ .
claws teeth scales tail
- I climbed inside his jagged _____ .
nose ears mouth jaws
- I felt his two jaws start to _____ .
open chew lick close
- His _____ teeth touched my skin.
many white sharp mean
- 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.

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

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

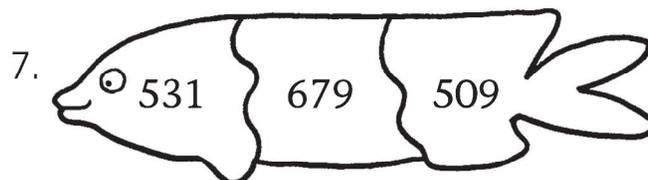
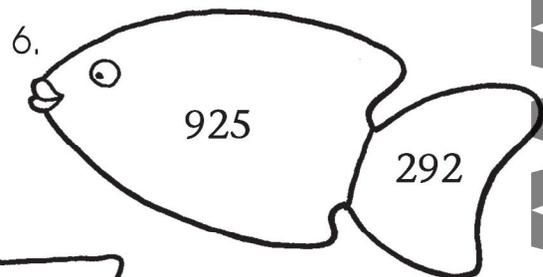
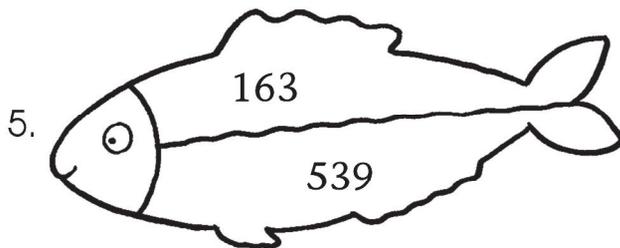
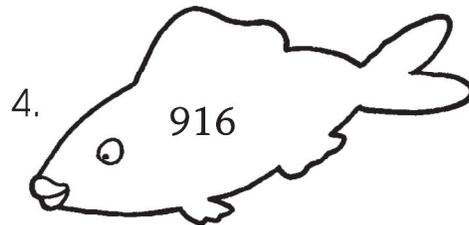
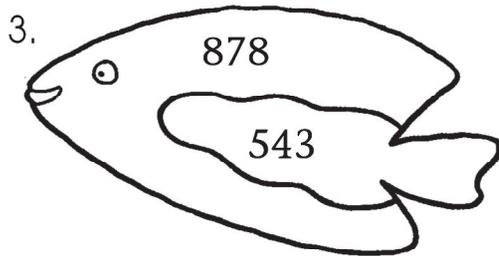
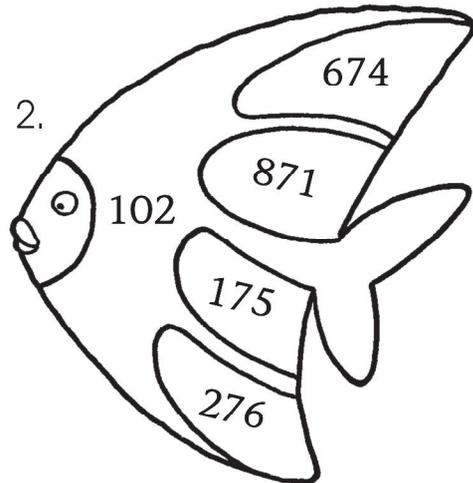
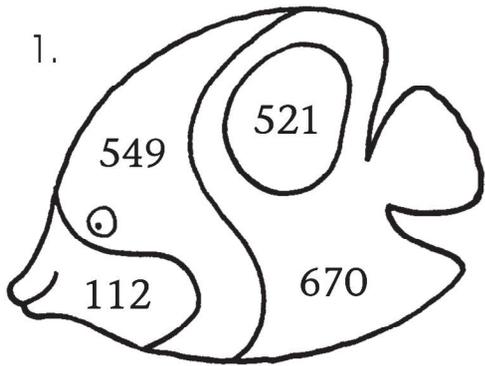


Colorful Fish

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.

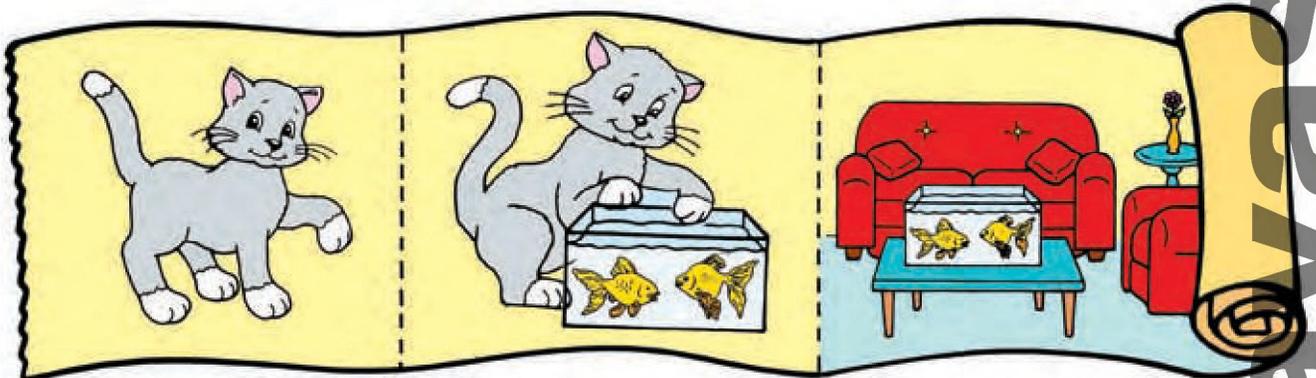


Get Your Ticket!

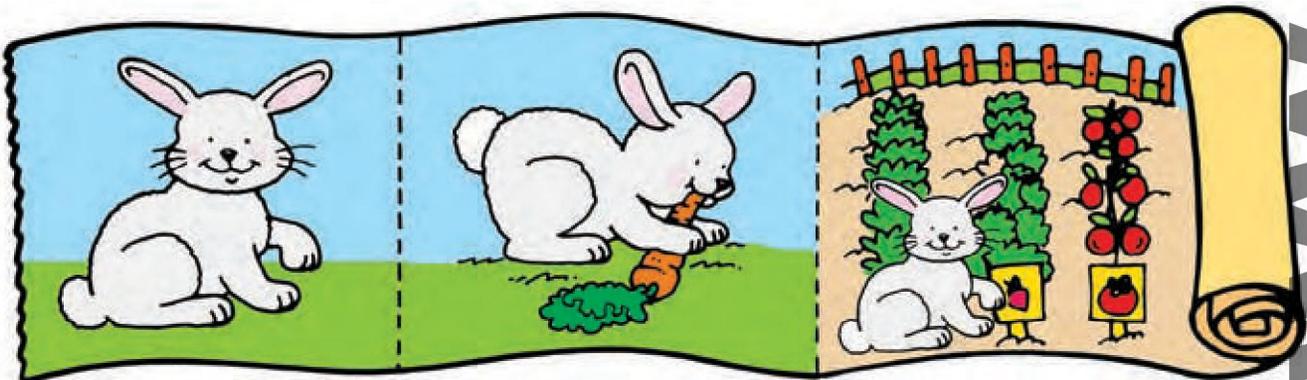
Write a sentence to match each picture. Be sure to include a subject, an action, and a part that tells where or when.



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.

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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.

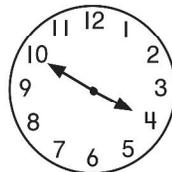
Check your sentences. Did you begin them with a capital letter?



Prime Timer

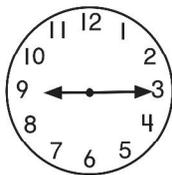
Write the time 3 ways.

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



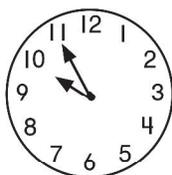
1. _____
_____ minutes after _____
_____ minutes to _____

2. _____
_____ minutes after _____
_____ minutes to _____



3. _____
_____ minutes after _____
_____ minutes to _____

4. _____
_____ minutes after _____
_____ minutes to _____



5. _____
_____ minutes after _____
_____ minutes to _____

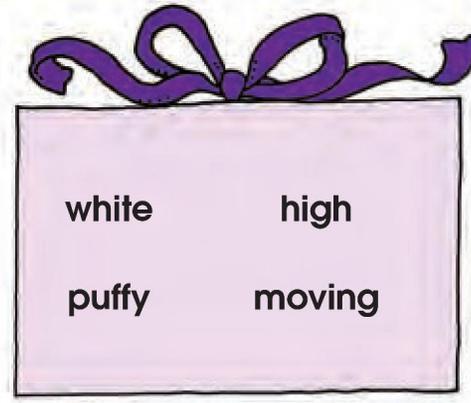
6. _____
_____ minutes after _____
_____ minutes to _____



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.



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?*

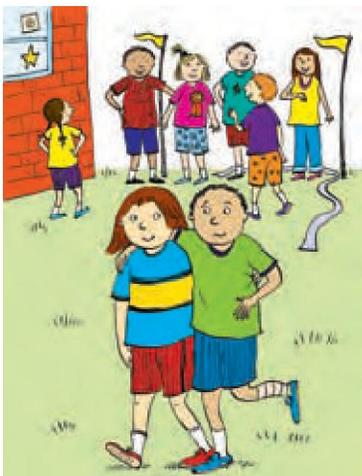
Summer Games Plan a mini “Summer Olympics” with your family. Play classic picnic games such as a water-balloon toss or a three-legged race, or make up fun games of your own. Take turns trying them!

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

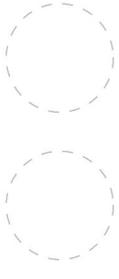
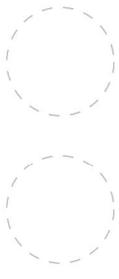


's Incentive Chart: Week 7

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 _____

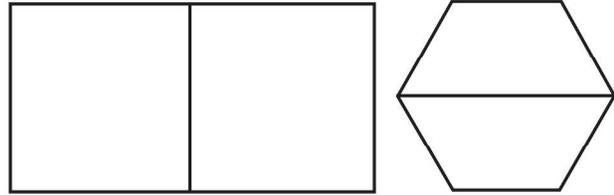
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Fraction Fun

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

These two shapes are divided in half.



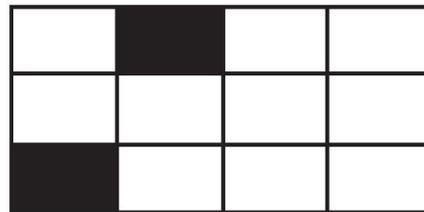
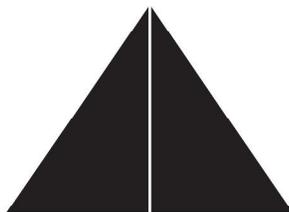
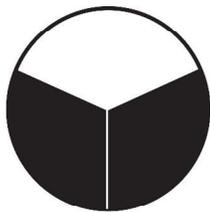
A fraction has a number on the top: $\frac{\quad}{\quad}$ \longrightarrow 1

A fraction has a number on the bottom, too: $\frac{\quad}{\quad}$ \longrightarrow 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.**



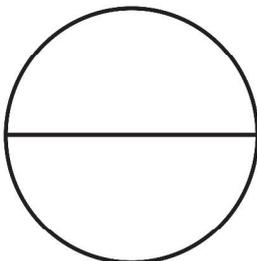
$\frac{2}{2}$

$\frac{2}{12}$

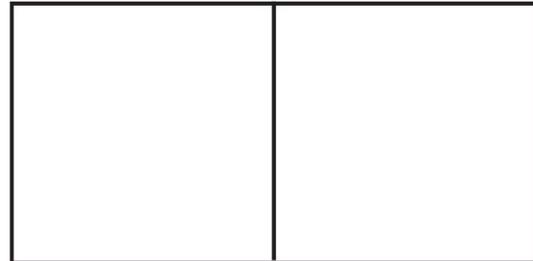
$\frac{2}{3}$

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.



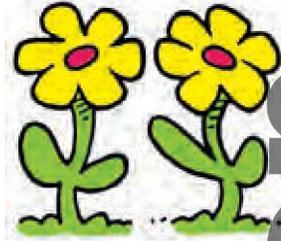
Great Gardening Tips



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.

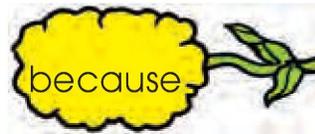


Write a new sentence using the key word in each flower.

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



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



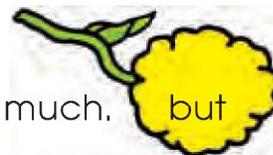
3. Fill a cup with dirt. The seeds soak in water.



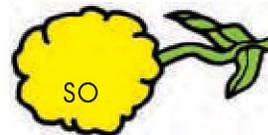
4. Bury the seeds in the cup. The dirt covers them.



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.

s t a r t

The maze contains the following sentences in its boxes:

- Lilly **drew** a picture.
- I **talks** a lot.
- Sam **held** his nose.
- Lilly **draw** a picture.
- Jake and Sam **buys** candy.
- Jake and Sam **writes** stories.
- Lilly **thought** Sam was nice.
- Jake **bought** some candy.
- Lilly **brought** Pete to school.
- Jake **thought** hard.
- Sam **wrote** a letter.
- Yesterday, Lilly **bring** Pete to school.
- Jake **laughed** at Sam's joke.
- Lilly and Pete **walked** home.
- Sam **hurted** his toe.
- My head **hurts**.

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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.	_____	_____	_____

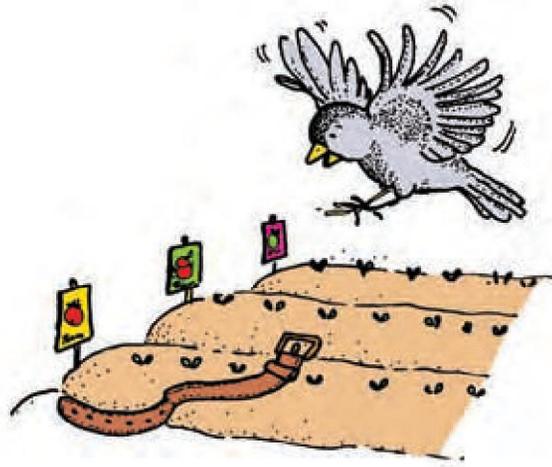
- Betty's nest is newer than Biddie's.
- Biddie has a small nest.
- Birdie has the warmest nest of all.
- Biddie's nest is round.
- Birdie built the neatest nest.
- Betty has a softer nest than Biddie.

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

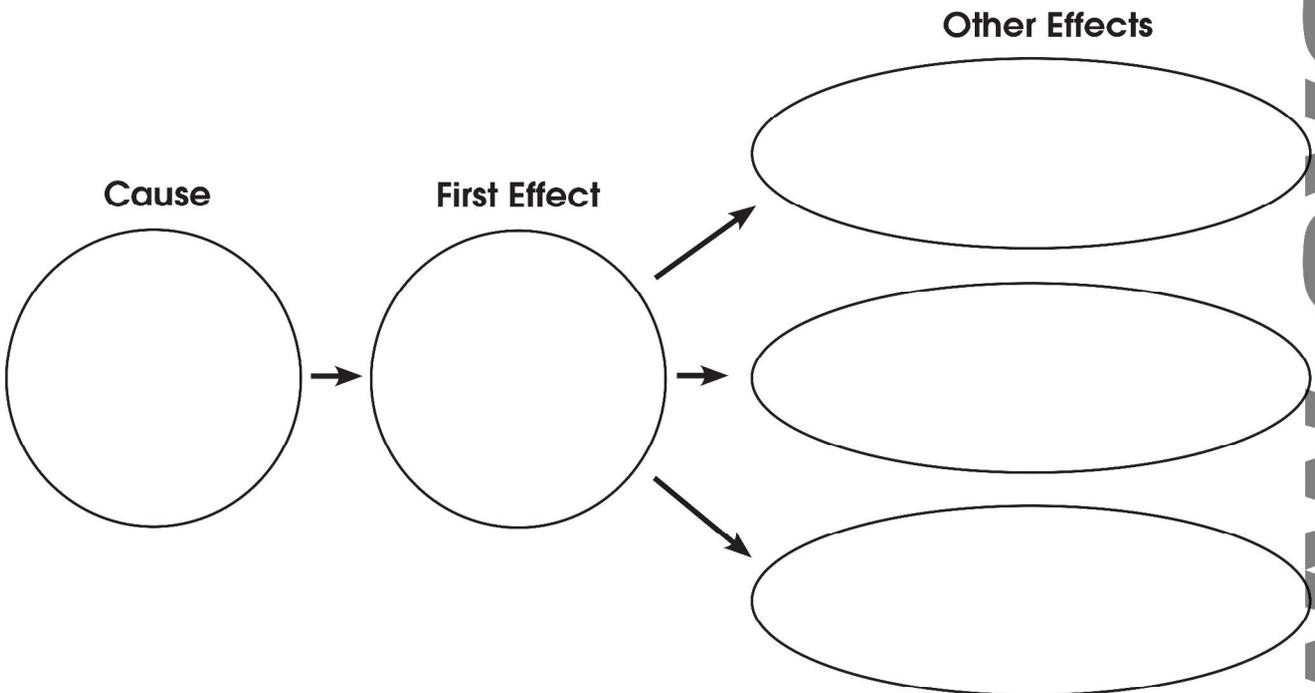


Fool the Birds

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.

- We _____ a spelling test yesterday. taked took
- There _____ frost on the ground. was were
- Tommy _____ the Statue of Liberty. seen saw
- How _____ elephants are at the zoo? much many
- Carla _____ her lizard to school. brought brang
- Have you _____ my dog? seen saw
- Alyssa _____ a new pair of skates. gots has
- You _____ supposed to finish your work. are is
- We _____ standing near a snake! were was
- They _____ a pig in the mud. seen saw
- We _____ our winter boots. wore wearred
- Is she _____ to come over? gonna going
- _____ your cat climb trees? Do Does
- 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.

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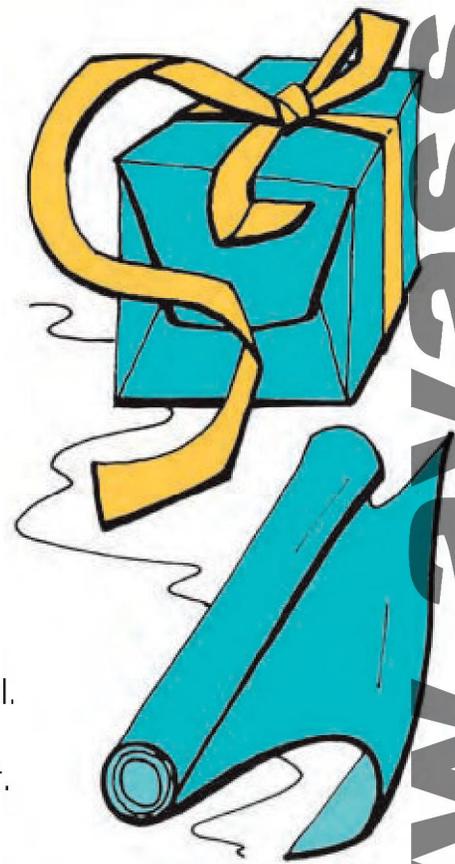


How Unusual!

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.

unpack	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

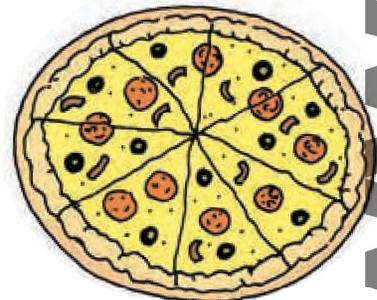
by E.B. White

The Mouse and the Motorcycle

by Beverly Cleary

The Wright Brothers at Kitty Hawk

by Donald J. Sobol

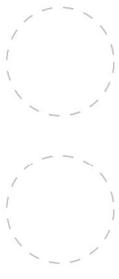


's Incentive Chart: Week 8

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 _____

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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 speede,
 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



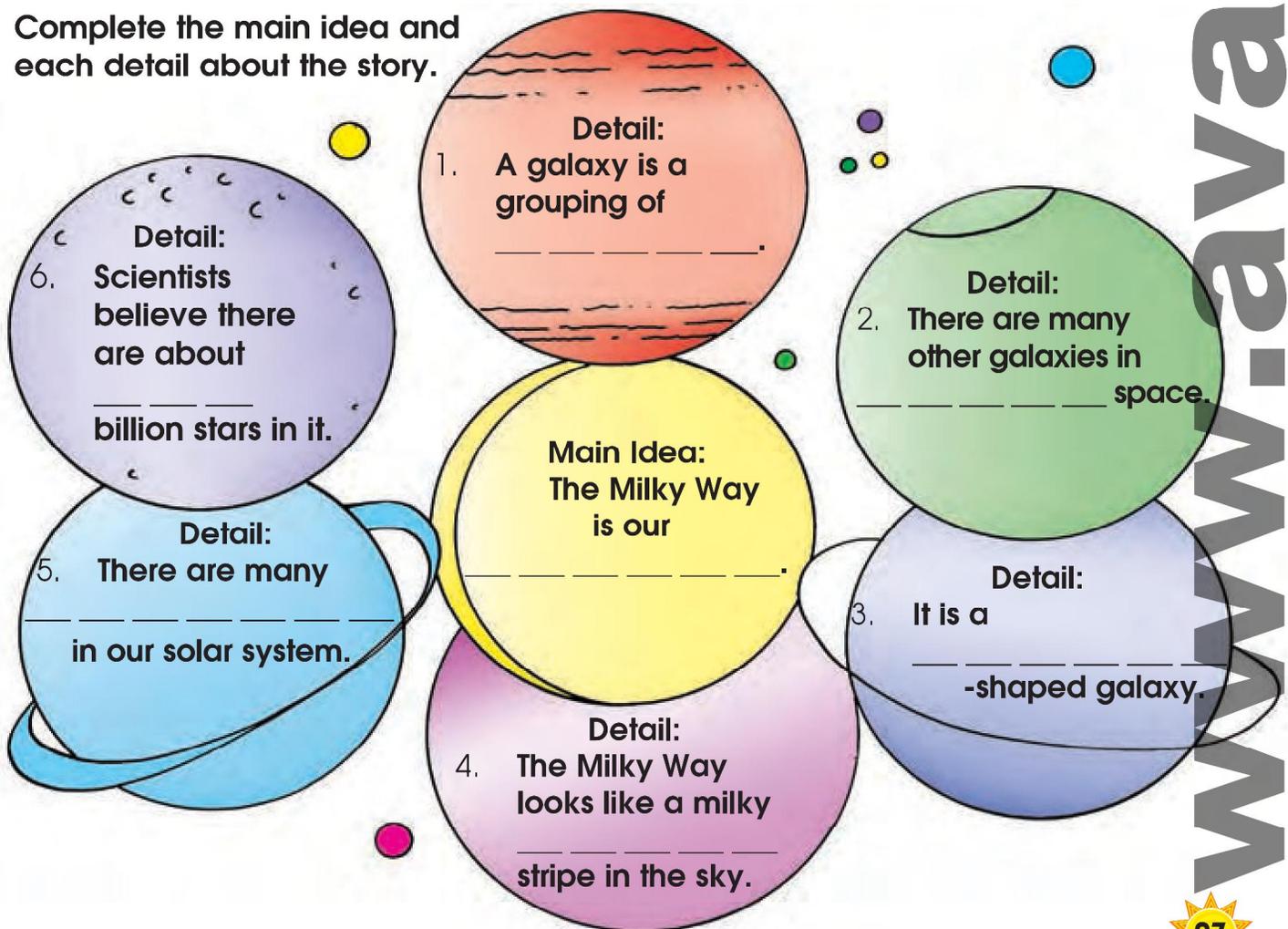
The Milky Way



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

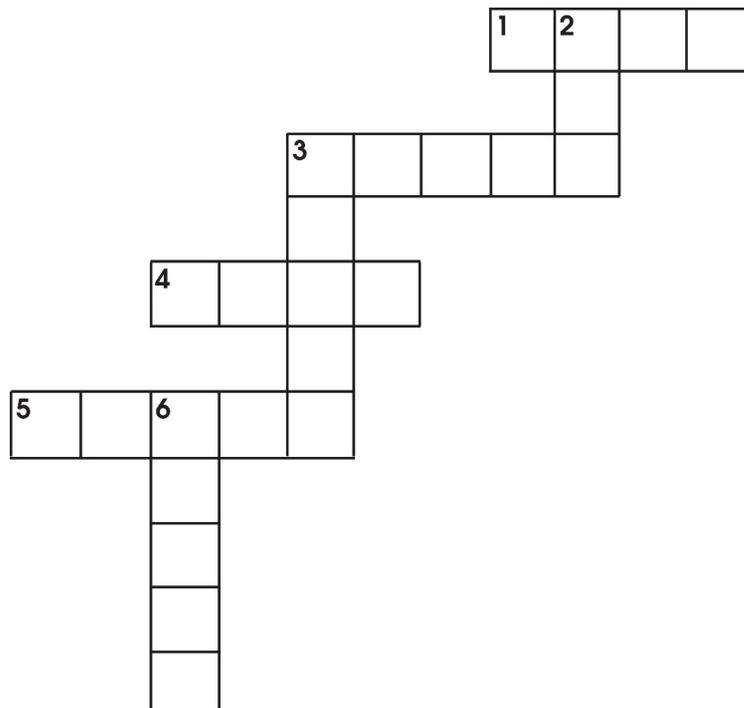
1. My name was the first _____ that I learned to spell.
3. Sam washed the dishes so they were sparkling _____.
4. The weather today is _____ but not hot.
5. At the end of second grade, our teacher said we were _____ for third.

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 | |





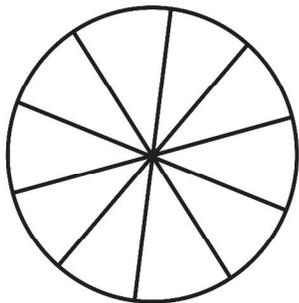
More Fun With Fractions

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? _____

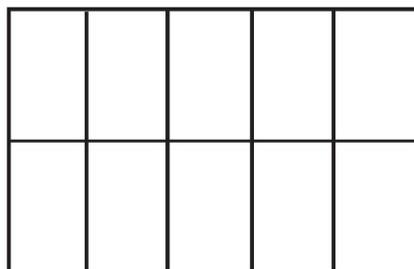


$$\frac{10}{10} - \frac{8}{10} = \text{---}$$

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

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

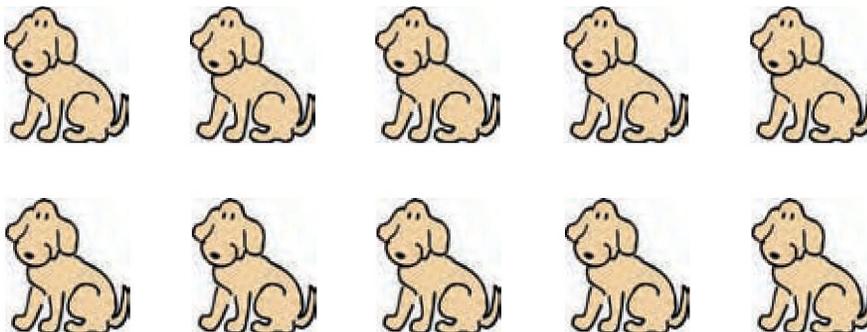
How much is not colored? _____



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

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.

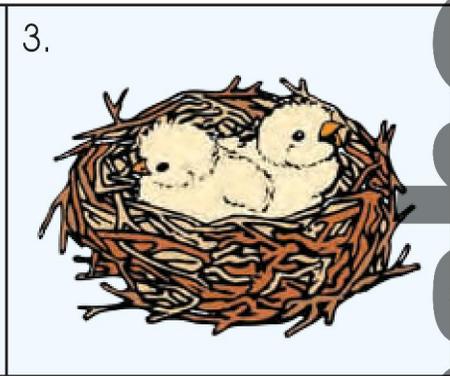
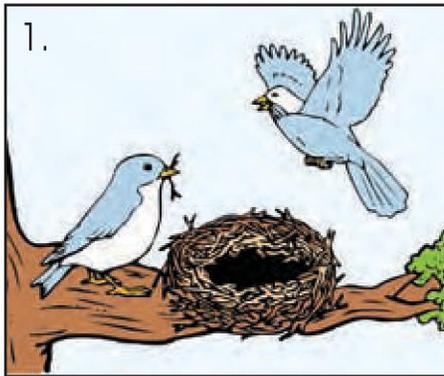


Stories of Nature



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

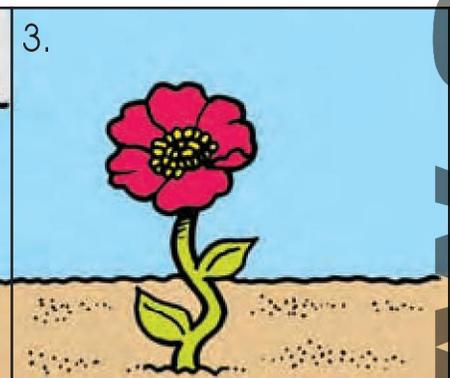
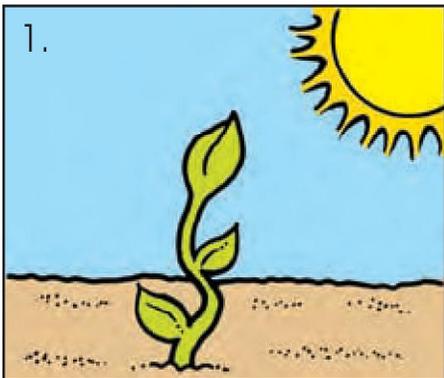
Finish the stories by writing a sentence about each of the last two pictures.



First: Two birds build a nest.

Next: _____

Last: _____



First: A flower bud grows.

Next: _____

Last: _____



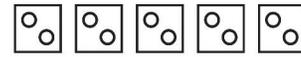
Time to Group



The multiplication symbol (\times) can be thought of as meaning "groups of."

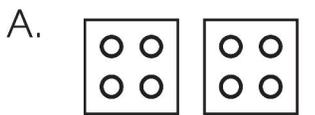


3 "groups of" 4 equals 12
 $3 \times 4 = 12$

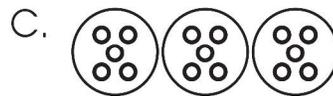


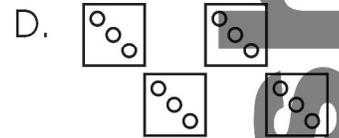
5 "groups of" 2 equals 10.
 $5 \times 2 = 10$

Write the multiplication sentence for each diagram.

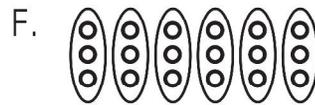


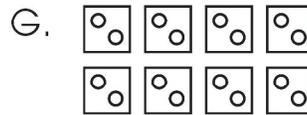


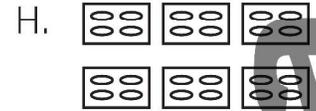


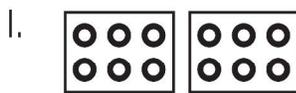


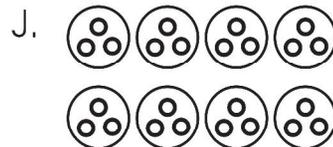


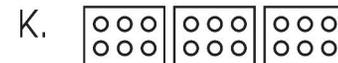


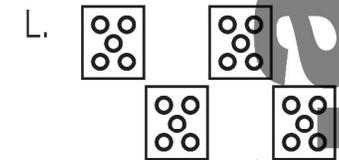




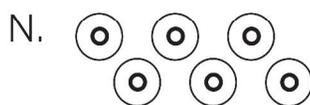


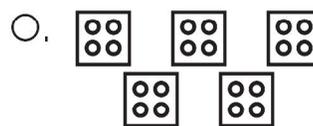


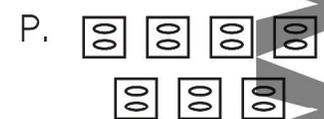














William has five bags of hamburgers. There are seven hamburgers in each bag. On another sheet of paper, draw pictures to show the total number of hamburgers.



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!

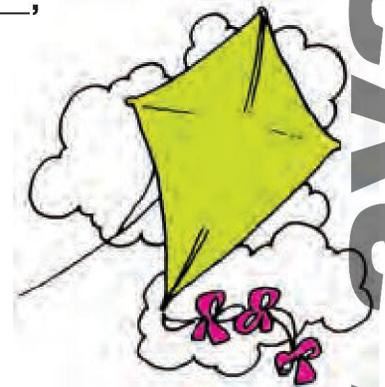
1. I ate _____,
and _____ for breakfast.



2. We stayed with Grandma on _____,
_____, and _____ nights.

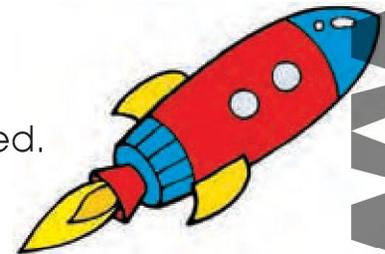


3. I found _____,
and _____ in my party bag.



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

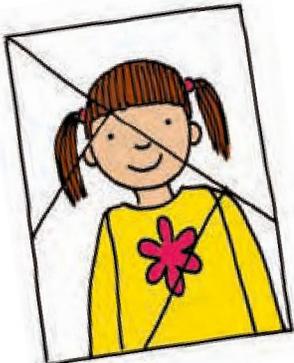
Here are some activities you and your child might enjoy.

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 _____

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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
_____	_____
_____	_____
_____	_____



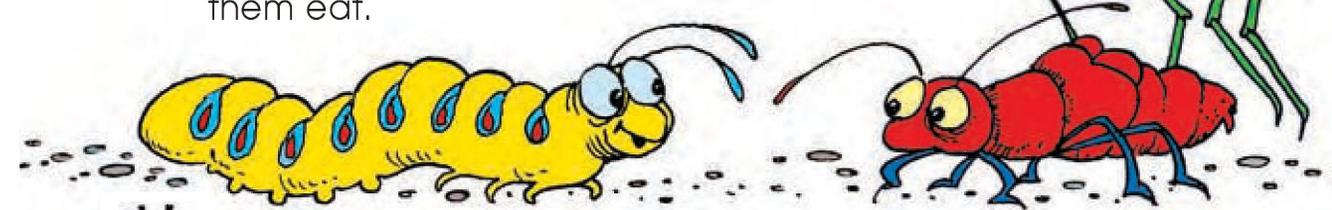
Dinnertime



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.



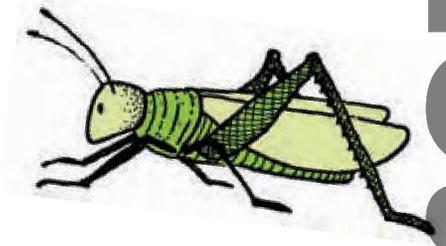
Write three sentences that tell about the foods you like the best. Use adjectives in your description.



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 |

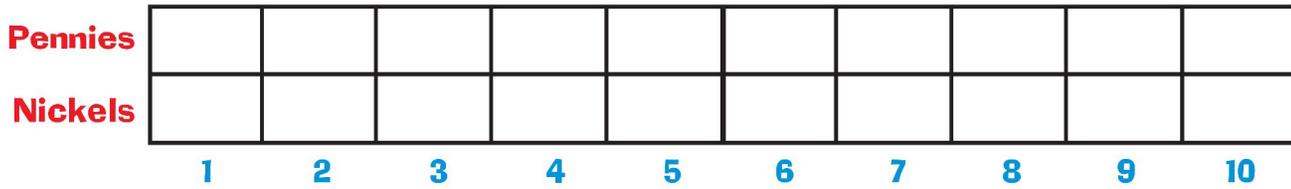


On another sheet of paper, list three other pairs of words that go together.

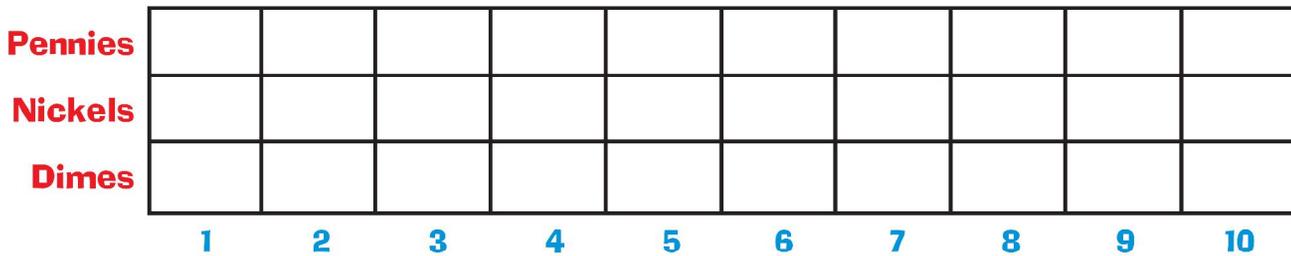


Great Graphing

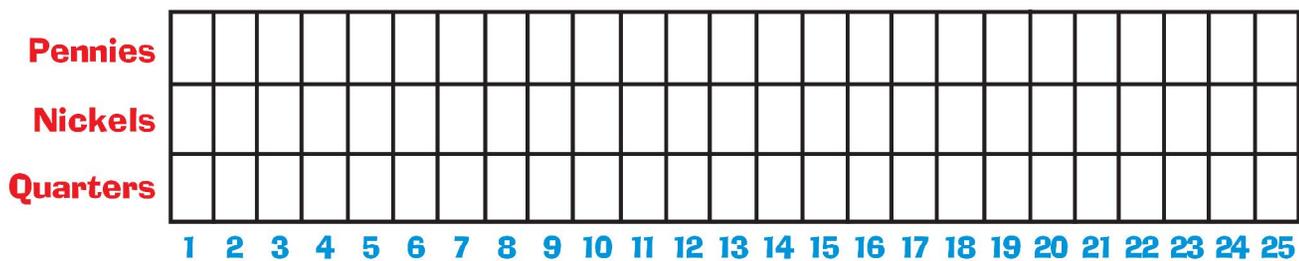
A. How many pennies equal 5¢? How many nickels equal 5¢?
Color in the boxes on the graph to show your answers.



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



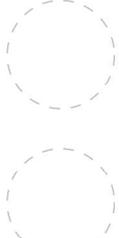
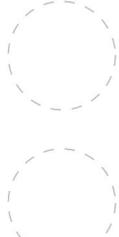
Special Note: The activity for Day 4 of this week is a mini-book. Have your child tear out the page along the perforation and cut along the dotted line. After he or she positions the two sections so the mini-book pages are in sequence, have your child staple and fold to form a book. Then he or she can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

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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!

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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: _____

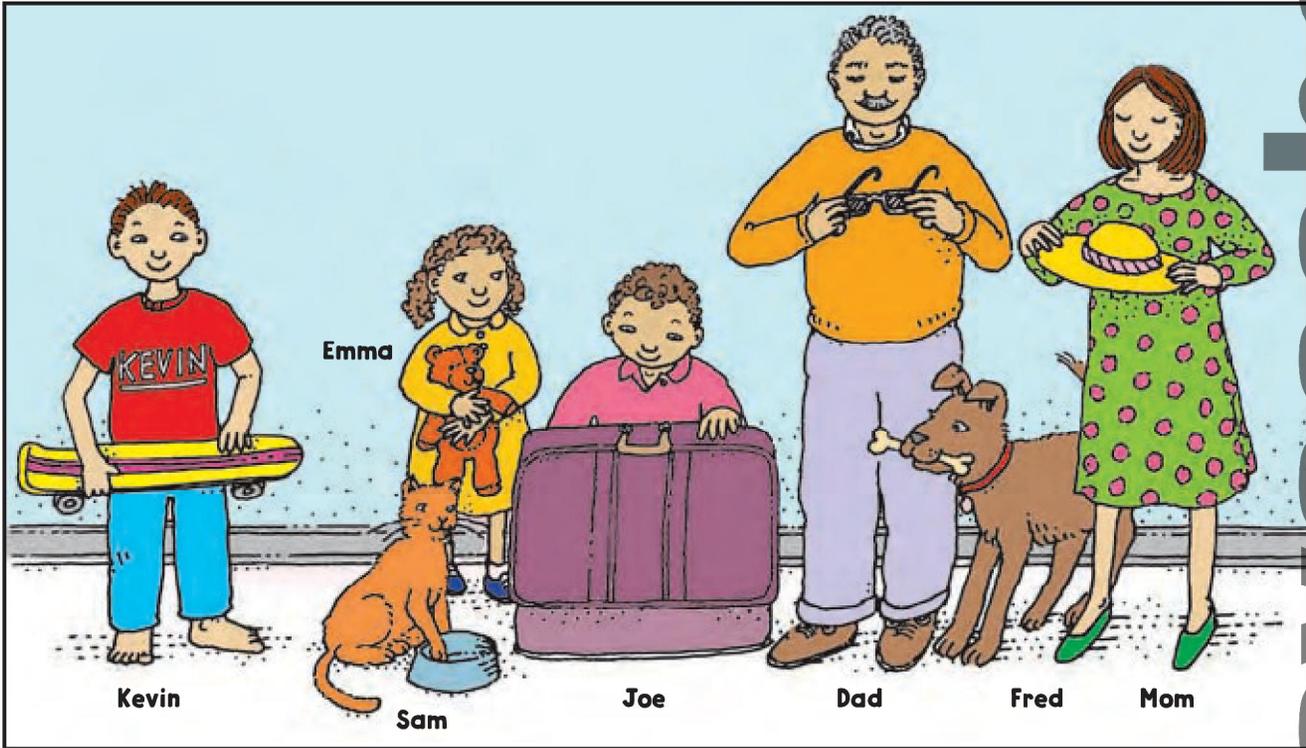
Box 3: _____



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. _____

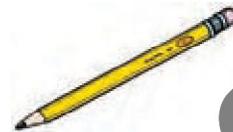
On another sheet of paper, write a story about Joe's family and their trip.

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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



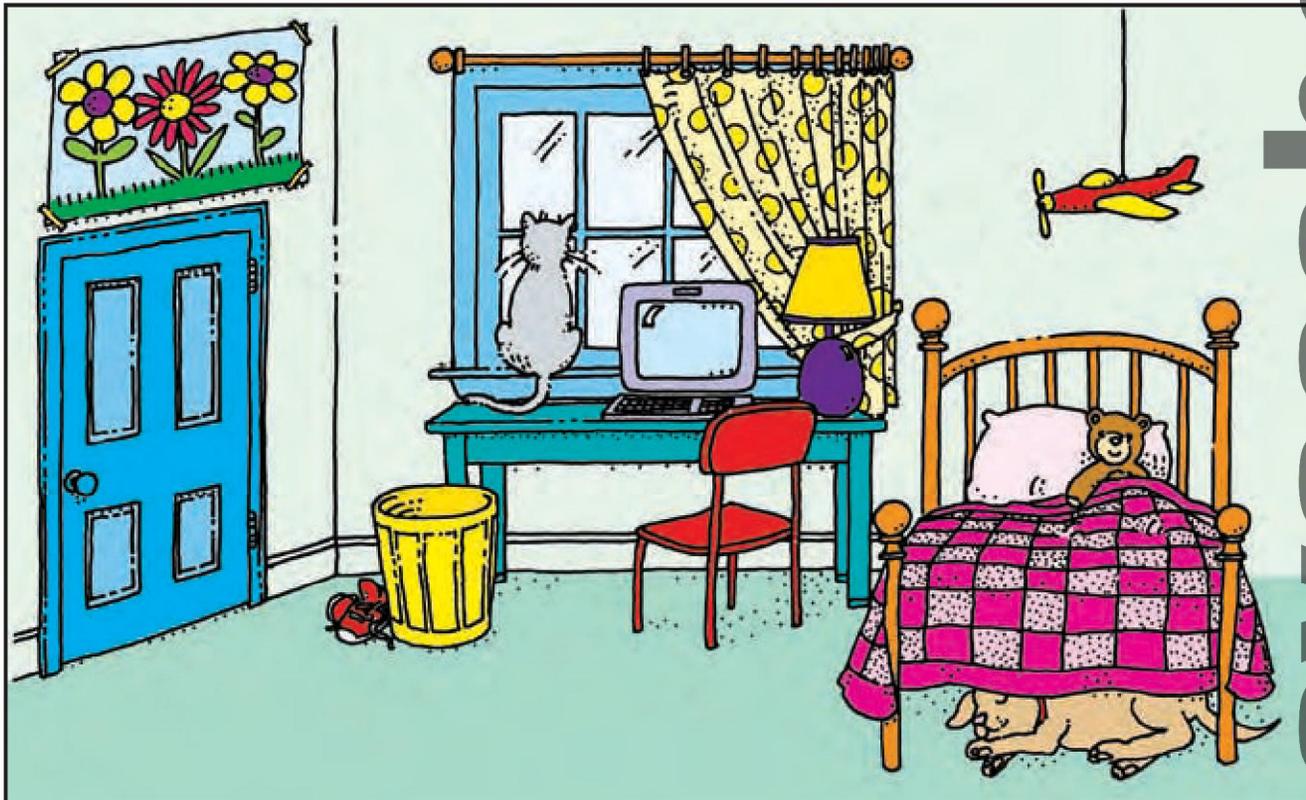
Discuss with someone why you did not choose the other words.



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.

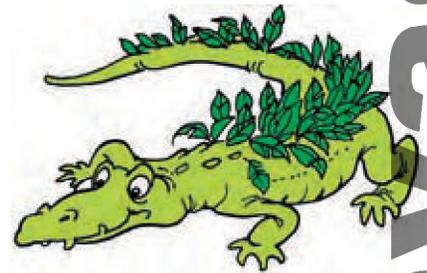
1. **why is that car in a tree**



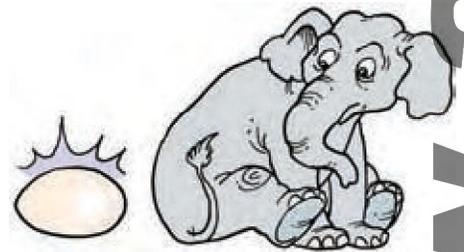
2. **should that monkey be driving a bus**



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.

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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

6

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

3

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

8

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.**



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Name _____

ji-dou-ss-ava-sshop-ir-ww-ww-ww

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

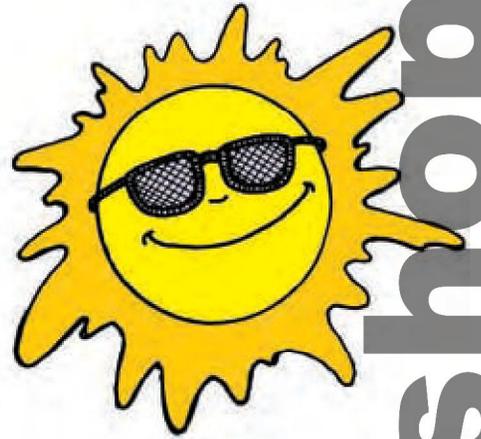
skate	pull	quake	worm	pea	pit
board	over	blue	earth	suit	cock
surf	score	due	man	snow	case
bag	end	bench	see	storm	brief
week	bean	work	home	thing	brain

7

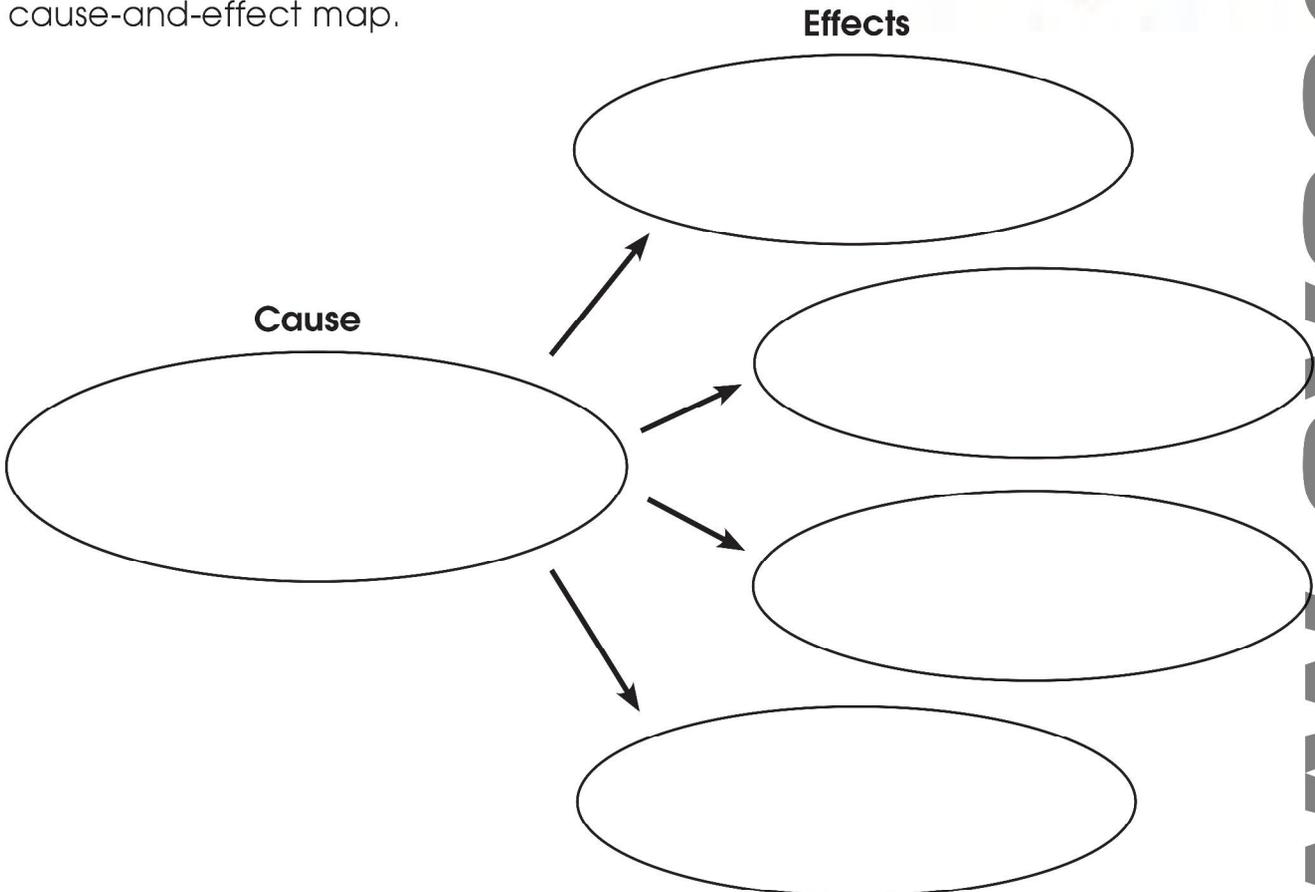


Where the Sun Shines

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.

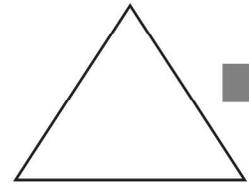
1. I have no corners. I look more like a baseball than a dime.

- a. square
- b. circle
- c. sphere



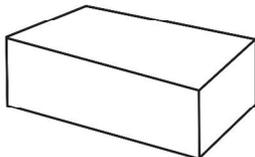
2. I have three corners and three sides. I look like a sail on a small boat.

- a. pentagon
- b. cylinder
- c. triangle



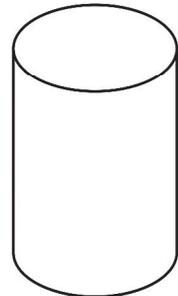
3. I have six sides. I look more like a gift box than a newspaper.

- a. pyramid
- b. hexagon
- c. rectangular prism



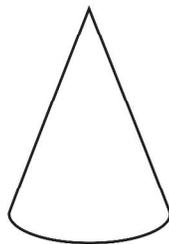
4. Put me on my side and I can roll. I look like a soup can.

- a. cylinder
- b. cube
- c. circle



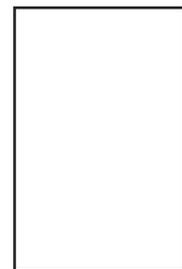
5. I look like a party hat and something that stops traffic.

- 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



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

page 11

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.

- A cloth that covers a table is a tablecloth.
- One that gives pop is popcorn.
- A book for a book is a lookbook.
- An apple made into sauce is apple sauce.
- A cookie with fruit in it is a fruit cookie.
- Meat made into a ball is a meatball.
- A meal with lots of water in it is a watermelon.
- A berry that is blue is a blueberry.

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

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Kaleidoscope

Week 1 • Day 2
Addition

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.

13

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Sunny Sentences

Week 1 • Day 3
Sentence Punctuation

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.

- The sun is the closest star to Earth.
The sun is the closest star to Earth.
- The sun is not the brightest star.
The sun is not the brightest star.
- What is the temperature of the sun?
What is the temperature of the sun?
- The sun is a ball of hot gas.
The sun is a ball of hot gas.
- How large is the sun?
How large is the sun?
- Will the sun ever burn out?
Will the sun ever burn out?

14

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Which One Doesn't Belong?

Week 1 • Day 3
Classifying

Look for similarities when grouping items.

Read each list. Cross out the word that doesn't belong. Then choose a word from the list that belongs with each list and write 1 in the blank.

- grouchy mad ~~cheerful~~ fussy **angry**
- north ~~guy~~ east south **west**
- ~~geed~~ blue jay robin eagle **parakeet**
- juice milk tea ~~meat~~ **lemonade**
- hand ~~Joy~~ foot head **arm**
- David Bob Ronald ~~Sarah~~ **George**
- ~~spinach~~ cake cookies pie **pudding**
- glue ~~bicycle~~ pencils scissors **crayons**
- penny nickel quarter ~~marble~~ **dime**

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.

15

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A Happy Camper

Week 1 • Day 3
Proofreading

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? think fishing is my favorite thing to do. you feed my hamster! really miss you.
Love Dalton

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

- _____
- _____
- _____
- _____

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

16

page 16

Super Star

Week 1 • Day 4
Subtraction

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 30.

17

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Hello, Island!

Week 1 • Day 4
Sequencing

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. Check your child's work.

1 Smoke came out of the sea → 2 → 3 → 4

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

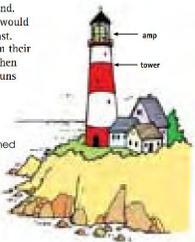
18

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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 1-4 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

MORE! Read *The Little Red Lighthouse* and *The Great Gray Bridge* by Hildegard Swit

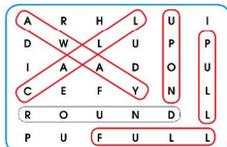
page 19

Week 1 • Day 5
3 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 hornet's nest.



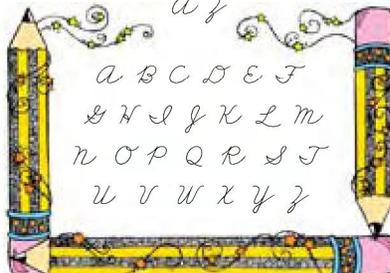
Word Box

away	sound
pull	full
call	upon

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Week 2 • Day 1
Handwriting

Handwriting Practice



Write

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

Check your child's work.

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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 hook. What am I doing?
7 fishing
8 playing baseball

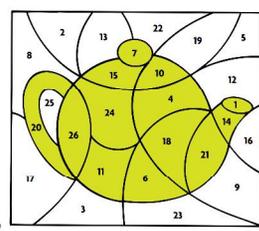
Breakfast is ready! What time is it?
9 night
10 morning

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

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



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

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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 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

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Week 2 • Day 2
Comprehension

Up the Elephant's Trunk

Fill in the blanks with 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	lumpy	pail
goes	lone	sunk	ramp	hump	soil
bow	wrong	truck	dump	puppy	tail

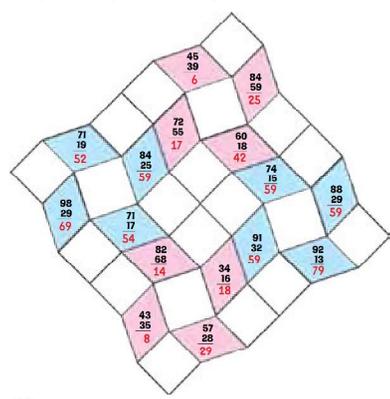
Answers will vary.

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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.



Riddle: 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.

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

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

Sentences will vary.



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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 draw. Write a short story about it.

Week 9 • Day 4
Part/Whole Analogies

Pick a Part

Circle the correct word to complete each sentence.

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

Lightbulb: 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 + 494 --- 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

Sentences will vary.

S
Q
E

Sentences will vary.

Lightbulb: On another sheet of paper, write a statement, a question, and an exclamation about a cartoon in the newspaper. **Sentences will vary.**

Week 3 • Day 1
Handwriting

Handwriting Practice

Write the letters a-z in cursive.

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.

- Peggy and Rosa went to the big zoo. **big** _____
- They looked up at the tall giraffe. **tall** _____
- The giraffe looked down at the two spots. **two** _____
- 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.

- The author wrote this passage mostly to **A. tell about Hsing Hsing and Ling Ling.**
- According to the author, how did people feel about the pandas?
Answers will vary.
- If you visited the National Zoo in 2000, what would you have seen at the pandas' home?
Answers will vary.

Week 3 • Day 9
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.

Week 3 • Day 3
Synonyms

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.

Week 3 • Day 4
Addition

Sandwich Shop

Menu			
hot dog	\$1.53	fruit salad	\$1.90
pjb	\$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
pjb \$1.49	hamburger \$1.72	turkey sub \$1.86
chips \$.50	fries \$.65	veggies & dip \$1.84
milk \$.75	shake \$1.17	juice \$.84
brownie \$1.22	cupcake \$3.54	cupcake \$1.07
		cookies \$3.61

D	E	F
hot dog \$1.53	turkey sub \$1.86	pjb \$1.49
fruit salad \$1.90	chips \$.50	cookies \$.86
brownie \$1.22	shake \$1.17	milk \$.75
juice \$.84	cupcake \$3.53	cookies \$1.20

Week 3 • Day 4
Writing to a Prompt

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

Answers will vary.

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 _____

Answers will vary.

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.

Word Box

found find behind
away upon pull
call put above
below around

Action Words

found
call
find
put
pull

Direction Words

away
below
upon
around
behind
above

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?

Answers will vary.

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.

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

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.

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

Answers will vary.

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

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

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

50

Week 4 • Day 3
Expanded adjectives

Football Frenzy

A sentence is more interesting when it gives exact information.

Replace each **one** word to make the sentence more exact.

- The **ball** game starts **soon**.
the **soccer** game starts **now**.
- We are meeting **her** **there**.
We are meeting _____ **Sentences will vary.**
- Let's eat **this** and **that** before the game.
Let's eat _____ and _____ before the game. **Sentences will vary.**
- I hope **they** score **some** points.
I hope _____ score _____ points. **Sentences will vary.**
- They** were also **there**.
_____ were also _____.
- He** played a **good** game!
_____ played a _____ game!

51

Week 4 • Day 3
Measure amount

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.

- An apple ounces pounds
- A skateboard ounces pounds
- A bar of soap ounces pounds
- A bicycle ounces pounds
- A watermelon ounces pounds
- A baseball player ounces pounds
- A balloon ounces pounds
- A jam sandwich ounces pounds
- A baseball bat ounces pounds
- A pair of socks ounces pounds
- A slice of pizza ounces pounds
- A full backpack ounces pounds
- A large dog ounces pounds
- A loaf of bread ounces pounds
- A paintbrush ounces pounds

51

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?"

"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. 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** means.
 - a. between the words **lonely** and **quiet**
 - b. after the word **totally**
 - c. before the word **night**

52

Week 4 • Day 4
Comprehension

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

- From this letter, what can you tell about the picture of Morey that he sent to Vera?
 - A. He is riding a tricycle.
 - B. He is not wearing a helmet.
 - C. He is in his driveway.
 - D. He is looking scared.
- 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.
- What will Morey do with Vera during the summer?

Answers will vary.

53

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 the puzzle below.

call	called	mix	mixed	play	played
yell	yelled	kick	kicked	help	helped
bark	barked	climb	climbed	work	walked

Across

- Mike **climbed** over the wall.
- The dog **barked**.
- Our teacher **helped** us with the math problems.
- We **yelled** at the team to win.
- The boys **walked** home from school.

Down

- Sam **called** his dad on the phone.
- Grandma **mixed** the cake batter.
- The player **kicked** the ball.
- Marie **played** a game with Zack.

Write a sentence using each of the verbs from the puzzle. Answers will vary.

54

Week 4 • Day 5
Multiplcation

How Many Legs?

Fill in the blanks.

1 turkey	2	3 turkeys	6
2 turkeys	4	4 turkeys	8
1 cat	4	3 cats	12
2 cats	8	4 cats	16
1 ladybug	6	3 ladybugs	18
2 ladybugs	12	4 ladybugs	24
1 spider	8	3 spiders	24
2 spiders	16	4 spiders	32
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

55

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.

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

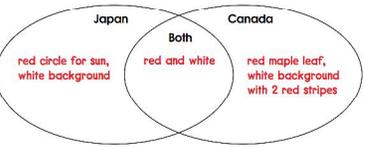


Every country has its own flag. Japan has a white flag with a red circle on it. The red circle stands for the sun. Japan's name means the "land of the rising sun." Canada also has a red and white flag. But its flag has a white background with two wide red stripes. In the center of the flag is a red maple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

Read the paragraph. Then answer the questions.

- 1 What colors are both flags? **red and white**
- 2 What does Japan's flag have in the center? **red circle for sun**
- 3 What does Canada's flag have in the center? **red maple leaf**
- 4 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.



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 verbs. Write **past** if the sentence talks about the past. Write **now** if the sentence is about the present.

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



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Week 5 • Day 2
Handwriting

Numbers 09

Trace and write

00
11
22
33
44
55
66
77
88
99

Check your child's writing.

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Week 5 • Day 2
Multi-plication

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.



- 1 Cindy and Ed could not bake a cake. **couldn't**
- 2 There was not enough flour. **wasn't**
- 3 They are not happy. **aren't**
- 4 Do not give up! **don't**
- 5 They did not give up. They made cupcakes! **didn't**

Write a sentence using a contraction you wrote.

Sentences will vary.

page 63

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.

- 1 **bored, board**
Some of the **board** members seemed quite **bored** at the last meeting.
- 2 **bare, bear**
When a **bear** cub is born, it is **bare** and its eyes are closed.
- 3 **chilly, chill**
Nothing tastes better than a bowl of **chill** on a **chilly** day.
- 4 **guest, guessed**
Who would have **guessed** that your **guest** was a thief!
- 5 **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.

- 6 I'll meet you at ate inn in the morning. **I'll meet you at eight in the morning.**
- 7 Would ewe fix me sum tee and a bowl of serial? **Would you fix me some tea and a bowl of cereal?**
- 8 My aunt and uncle lived overseas four too years in Madrid. **My aunt and uncle lived overseas for two years in Madrid.**
- 9 Alex was sick with the flu and mist a hole weak of school. **Alex was sick with the flu and missed a whole week of school.**
- 10 I want two bye a knew pair 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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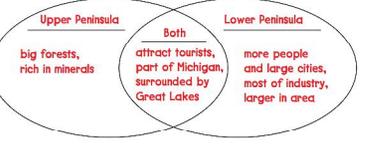
Week 5 • Day 4
Compare/Contrast

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.



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

page 65

Week 5 • Day 4
Pronouncing Spelling

Garage Sale

Find and mark the ten spelling errors.

great
We have **grate** stuff and big **bagains!**

Supplies

- Big boxes of old newspaper
- Ballpoint pens that are out of ink
- 8 open rubber bands
- Empty pen or ink containers

Clothing

- Single left shoes
- Socks with holes
- Jackets with 1 broken zipper
- Sleeves that we cut off a shirt



Household Goods

- Old short books
- Tom sheets
- Old toothbrushes
- Empty cereal cans
- Chipped pizza sets
- 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 1m leg
- A TV with only one channel
- Old sock knits

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Week 5 • Day 5
Number Words

Cow Code



Riddle: Where do cows go for entertainment?

Decoder

23	X
17	E
163	O
21	A
370	O
108	S
76	D
9	V
35	F
67	T
22	E
45	S
436	P
86	H
88	R
108	I
534	M
118	W
643	N
307	G

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 **22**
- 3 seventeen **17**
- 4 forty five **45**
- 5 sixty seven **67**
- 6 one hundred eight **108**
- 7 eighty six **86**
- 8 one hundred fifty three **153**
- 9 three hundred seventy **370**
- 10 five hundred thirty four **534**

TO t h e m o o v i e s
5 7 2 10 3 9 1 4 8 6

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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

71

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	start	win	wide	stood
mean	jam	start	win	wide	stood
green	laws	start	win	wide	stood

Answers will vary.

72

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

73

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 and 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.

76

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.

77

Week 6 • Day 4
Pronouns

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



- Tanya swings the bat.
She swings the bat.
- Mr. Bartlett and Mr. Jones blow their whistles.
They blow their whistles.
- Matt and I warm up.
We warm up.
- Leo looks for his glove.
He looks for his glove.
- The ball rolls into the field.
It rolls into the field.

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

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Week 6 • Day 5
Telling Time

Prime Timer

Write the time 3 ways.

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

-  7:35
35 minutes after 7
25 minutes to 8
-  3:50
50 minutes after 3
10 minutes to 4
-  9:15
15 minutes after 9
45 minutes to 10
-  6:25
25 minutes after 6
35 minutes to 7
-  9:55
55 minutes after 9
5 minutes to 10
-  2:05
5 minutes after 2
55 minutes to 3

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Week 6 • Day 6
Adjectives

Describing a Surprise

Use adjectives to describe an object.
Read the words on the box. What do they describe?

clouds

white	high
puffy	moving

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

-  Answers will vary.
-  Answers will vary.
-  Answers will vary.
-  Answers will vary.

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

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Week 7 • Day 1
Fractions

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: $\frac{\quad}{\quad}$ 1
A fraction has a number on the bottom, too: $\frac{\quad}{\quad}$ 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.



1/3, 2/3, 2/9, 2/3

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

color $\frac{1}{2}$  color $\frac{2}{2}$ 

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Week 7 • Day 1
Sentence Punctuation

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.

- Where did the ant live? Q
- The ant had many cousins. S
- She found the crumb under a leaf. S
- How will she carry it? Q
- Who came along first? Q
- The lizard wouldn't help. S
- He said he was too cold. S
- Why did the roaster fly away? Q

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

- How crumb did carry the ant the?
How did the ant carry the crumb?
- She herself it carried.
She carried it herself.

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Week 7 • Day 2
Comprehension

Blending In

How are the following words alike: *blue, bla k, 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 blends 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.

BL	GR	TR	SM
blue	green	try	smoke
black	gray	tray	smile
blink	grumpy	trick	smack
blob		truck	smell
blanket			
blimp			

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

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Week 7 • Day 2
Combining Sentences

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.

- Fill a cup with water. Add some flower seeds. **and**
Fill a cup with water and add some flower seeds.
- This will soften the seeds. They are hard. **because**
This will soften the seeds because they are hard.
- Fill a cup with dirt. The seeds soak in water. **while**
Fill a cup with dirt while the seeds soak in water.
- Bury the seeds in the cup. The dirt covers them. **until**
Bury the seeds in the cup until the dirt covers them.
- Add water to the plant. Do not add too much. **but**
Add water to the plant but do not add too much.
- Set the cup in the sun. The plant will grow. **so**
Set the cup in the sun so the plant will grow.

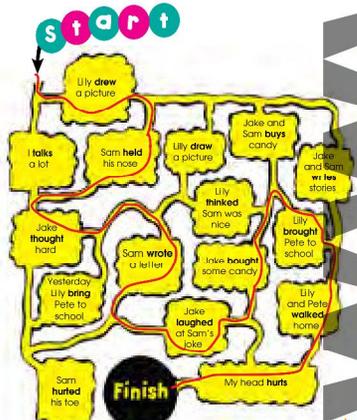
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Week 7 • Day 3
Sight Words

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.



Start

Finish

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Week 7 • Day 3

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
1.	new	newer	newest
2.	small	smaller	smallest
3.	warm	warmer	warmest
4.	round	rounder	roundest
5.	neat	neater	neatest
6.	soft	softer	softest

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.

Week 7 • Day 4

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.

```

    Cause: birds eating seeds
    First Effect: put brown belts in garden
    Other Effects:
    - birds thought belts were snakes
    - birds stayed away from garden
    - plants grew in peace
    
```

NOTE: What conclusions can you make about birds and snakes?

Week 7 • Day 4

Banana-Rama

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

- We **took** a spelling test yesterday. (took, took)
- There **was** frost on the ground. (was, were)
- Tommy **saw** the Statue of Liberty. (seen, saw)
- How **many** elephants are at the zoo? (much, many)
- Carla **brought** her lizard to school. (brought, bring)
- I love you **seen** my dog? (seen, saw)
- Alyssa **has** a new pair of skates. (gots, has)
- You **are** supposed to finish your work. (are, is)
- We **were** standing near a snake! (were, was)
- They **saw** a pig in the mud. (seen, saw)
- We **wore** our winter boots. (wore, wear)
- Is she **going** to come over? (going, go)
- 12 is she **Does** your cat climb trees? (Do, Does)
- Rosie **brought** cookies to the bake sale. (bring, brought)

Week 7 • Day 5

A Ray of Fun

An **array** demonstrates a multiplication on a 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.

Write the multiplication sentence for each array.

A: $2 \times 4 = 8$ (2 rows, 4 in each row)
 B: $3 \times 3 = 9$
 C: $4 \times 2 = 8$
 D: $3 \times 5 = 15$

E: $1 \times 3 = 3$
 F: $4 \times 3 = 12$
 G: $2 \times 6 = 12$
 H: $3 \times 4 = 12$

I: $3 \times 6 = 18$
 J: $5 \times 3 = 15$
 K: $5 \times 1 = 5$
 L: $7 \times 2 = 14$

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.**

Week 7 • Day 5

How Unusual!

The prefix **un-** means a) "not" or b) "do the opposite of" the base word. Circle each base word in the puzzle. The words go → ↓ ↘ and ↙.

upset, untie, unload, unlock, unwind, undo
 unknown, unfold, unable, unfair, unusual, unwise

Write a word from the list to complete each sentence.

- It is **unusual** for James to be late for school.
- It took me ten minutes to **untie** the knot.
- You need a key to **unlock** the trunk.
- We grew more concerned as the story began to **unfold**.
- It is **unwise** to wait until the last minute to do your homework.
- Bill thought the umpire's call was **unfair**.

Week 8 • Day 1

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 reads
 Continue to read

There's there's a very dangerous
 One risk that I run
 When I sense that my eadles
 Have a aged having fun

it's
 At its point I beed
 Not to do ay
 Smpy kick up your kicketand
 And just ride away

Week 8 • Day 1

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.

- She has a new baby. S
- It is very cute. S
- She has small fingers. P
- She drinks from a bottle. S
- I can tell my friends all about it. P

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

- The baby has two teeth.
- The nightgown has sockets.
- Her hand has tiny fingers.
- My parents have a baby.
- 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

Week 8 • Day 2

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.

Details:

- A galaxy is a grouping of stars.
- There are many other galaxies in outer space.
- There are many planets in our solar system.
- The Milky Way looks like a milky white stripe in the sky.
- It is a spiral shaped galaxy.

Week 8 • Day 2
3 Skills Words

Puzzle It Out!

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

Across
1 My name was the first _____ **word** that I learned to spell.
3 Sam washed the dishes so they were sparkling _____ **clean**.
4 The weather today is _____ **warm**.
5 At the end of second grade, our teacher said we were _____ **ready** for third.

Down
2 Will you share my popcorn or do you want your _____ **own**?
3 She has to _____ **carry** the baby because he's too little to walk.
6 We had burgers for dinner last night and we're having them _____ **again** tonight.

Word Box

carry warm
own clean
again word
ready

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Week 8 • Day 3
Fractions

More Fun With Fractions

A fraction has two numbers. The top number is 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? $\frac{2}{10}$

B. $\frac{10}{10}$ is the whole rectangle. Color $\frac{4}{10}$ of the rectangle. How much is not colored? $\frac{6}{10}$

$\frac{10}{10} - \frac{8}{10} = \frac{2}{10}$ $\frac{10}{10} - \frac{4}{10} = \frac{6}{10}$

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

$\frac{10}{10} - \frac{5}{10} = \frac{5}{10}$

99

Week 8 • Day 4
Sentence Types

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.

- They chase buffaloes! **E**
- You have to go too. **C**
- Wait at the airport. **C**
- It snows all the time! **E**
- Alligators live in the sewers! **E**
- Look at the horse. **C**
- That's a great looking horse! **E**
- Write a letter to Seymour. **C**

B. Complete each exclamation and command.

- I feel _____!
- Help your _____!
- That's a _____!
- I lost _____!
- Turn the _____!
- Come watch the _____!
- Please let me _____!

Answers will vary.

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Week 8 • Day 4
Comprehension

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 passing 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 told 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?
To get help for JoAnne.
- "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.
Answers will vary.

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Week 8 • Day 4
Sequencing

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: _____
Answers will vary.
- First: A flower bud grows.**
Next: _____
Last: _____
Answers will vary.

102

Week 8 • Day 5
Multiplication

Time to Group

The multiplicity on a 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.

A. $2 \times 4 = 8$	B. $3 \times 3 = 9$	C. $3 \times 5 = 15$	D. $4 \times 3 = 12$
E. $4 \times 1 = 4$	F. $6 \times 3 = 18$	G. $8 \times 2 = 16$	H. $6 \times 4 = 24$
I. $2 \times 6 = 12$	J. $8 \times 3 = 24$	K. $3 \times 6 = 18$	L. $4 \times 5 = 20$
M. $2 \times 2 = 4$	N. $6 \times 1 = 6$	O. $5 \times 4 = 20$	P. $7 \times 2 = 14$

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.
Check diagram. 35 hamburgers.

103

Week 8 • Day 5
Commas

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!

- I ate _____ and _____ for breakfast.
- We stayed with Grandma on _____, _____, and _____ nights.
- I found _____ in my party bag. *Sentences will vary.*
- The boys played _____ and _____ at summer camp.
- The _____ and _____ ate the corn she scattered.
- The pigs built their houses using _____, _____, and _____.

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

104

Week 9 • Day 1
Proofreading

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.

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.

107

Week 9 • Day 1
Multiplication

Adding Quickly

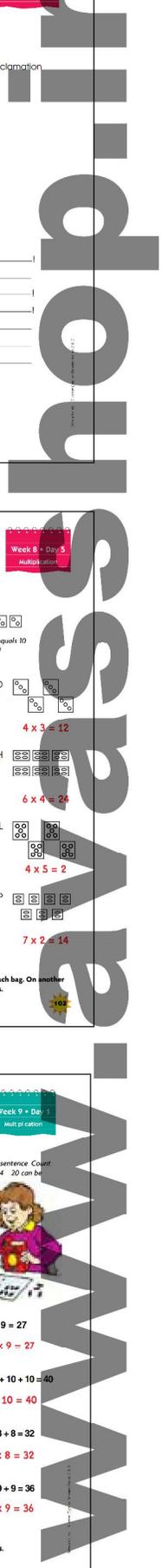
The addition sentence $4 + 4 + 4 + 4 = 20$ can be written as a multiplication sentence. Copy how many times 4 is being added together. The answer is 5. So, $4 \times 4 = 20$ can be written as $5 \times 4 = 20$. Multiplication is a quick way to add.

Write a multiplication sentence for each addition sentence.

A. $5 + 5 = 15$	B. $6 + 6 + 6 + 6 = 24$
$3 \times 5 = 15$	$4 \times 6 = 24$
C. $8 + 8 = 16$	D. $2 + 2 + 2 + 2 = 8$
$2 \times 8 = 16$	$4 \times 2 = 8$
E. $7 + 7 + 7 = 21$	F. $4 + 4 + 4 + 4 + 4 = 16$
$3 \times 7 = 21$	$4 \times 4 = 16$
	$3 \times 9 = 27$
H. $5 + 5 + 5 + 5 + 5 = 25$	I. $3 + 3 + 3 + 3 + 3 = 15$
$5 \times 5 = 25$	$5 \times 3 = 15$
	$4 \times 10 = 40$
K. $1 + 1 + 1 + 1 + 1 = 5$	L. $11 + 11 + 11 = 33$
$5 \times 1 = 5$	$3 \times 11 = 33$
	$4 \times 8 = 32$
N. $0 + 0 + 0 + 0 = 0$	O. $12 + 12 + 12 + 12 = 48$
$4 \times 0 = 0$	$4 \times 12 = 48$
	$4 \times 9 = 36$

Today, we are going to the beach. Mom packed the picnic basket with 1 sandwich, six water bottles, six candy bars, and six apples. How many items did the pack in all? **24 items.**

108



Common or Proper?

Week 9 • Day 3
Nouns

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.

- The girl likes to learn. **common**
- She goes to two schools. **common**
- She lives in America. **proper**

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

- Ann has a brother and a sister.
- Their names are Julia and May.
- Their parents were born in Taiwan.
- Ann goes to school on Saturday.
- She is learning a language called Mandarin.
- 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.

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

Common Nouns	Proper Nouns
camp	August
children	David
picnic	Fourth of July

Dinnertime

Week 9 • Day 2
Sentence Fragments

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.

- Insects eat many different things. **S**
- Some of these things. **F**
- The praying mantis eats other insects. **S**
- Waterbugs eat tadpoles and small frogs. **S**
- Flower nectar makes good. **F**
- Nests store their food. **F**
- The cockroach will eat almost anything. **S**
- Termite. **F**
- A butterfly caterpillar. **F**
- Animals and people. **F**
- Some insects will even eat paper. **S**
- Insects have different mouth parts to help them eat. **S**

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

Week 9 • Day 3
Sequencing

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 cut 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

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.

- We live near a sparkling brook. **sparkling**
- It has clear water. **clear**
- Large fish swim in the brook. **Large**
- Busy squirrels play near the brook. **Busy**
- You can enjoy breathing in the fresh air near the brook. **fresh**

B. Complete each sentence by adding an adjective.

- I love _____ apples.
- I see a _____ ball.
- I smell _____ flowers. **Answers will vary.**
- I hear _____ music.
- I like the _____ taste of pickles.

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

Sneaky Snakes

Week 9 • Day 4
Following Directions

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.

- Write the word that starts with a v and means "poisonous." **venomous**
- Write another word for "tricky." **sneaky**
- Write what helps a snake blend in with its surroundings. **camouflage**
- Write where emerald tree boas live. **jungle**
- Write what snakes live in rocky places and have black, tan, and brown patterned skin. **rattlesnakes**
- Write what is the same color as the horned viper. **orange**
- 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 U T F O R S N E A K Y S N A K E S !

How It Is

Week 9 • Day 4
Word Relationships

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

- An ant is black, and a grasshopper is **green**.
A blue B fuzzy **C green**
- A shirt is cotton, and a jar is **glass**.
A glass B silk C jam
- A hill is rolling, and a river is **winding**.
A winding B rainy C steep
- A daisy is white, and a rose is **red**.
A green B dirty **C red**
- A ring is round, and a box is **square**.
A wool **B square** C happy
- An elephant is large, and a mouse is **small**.
A small B huge C yellow
- A puddle is muddy, and a pool is **clear**.
A sad **B clear** C shy
- 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.

"Fun and Games"

Week 9 • Day 5
Common Phrases

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

Choose a word from the box to complete the phrases.

sooner	right	order	sweet
chips	salt	sugar	lost
effect	bacon	fun	business
error	name	gentlemen	alive
cup	and saucer	cream and	sugar
lost	and found	name	and address
ladies and	gentlemen	low and	order
sweet	and sour	nice and	easy
trial and	error	12	pots and pans
fish and	chips	14	rain or shine
business	or pleasure	16	right or wrong
dead or	alive	18	dollars and cents
bacon	and eggs	20	sooner or later

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

Great Graphing

Week 9 • Day 5
Bar Graphs

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

Buckets of Fun

Week 10 • Day 1
Adjectives

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

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

THIS CERTIFIES THAT



IS NOW READY



FOR GRADE _____



CONGRATULATIONS!



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