BRIGHTER CHILD®

YOUR TOTAL SOLUTION FOR READING

GRADE 1

Practice Activities for Reading Success!

SUPPORTS • SUPPORTS • SUPPORTS • SUPPORTS • SUPPORTS • SUPPORTS

Common Core State Standards

- Letters and Sounds
- ABC Order
- Grammar Skills
- Reading Comprehension
- Practice for Standardized Tests



CONSONANT SOUNDS

Name _____

Ending Consonants: g, m, n

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







YOUR TOTAL SOLUTION FOR READING

GRADE 1



BRIGHTER CHILD®

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Name _____

Writing the Alphabet

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

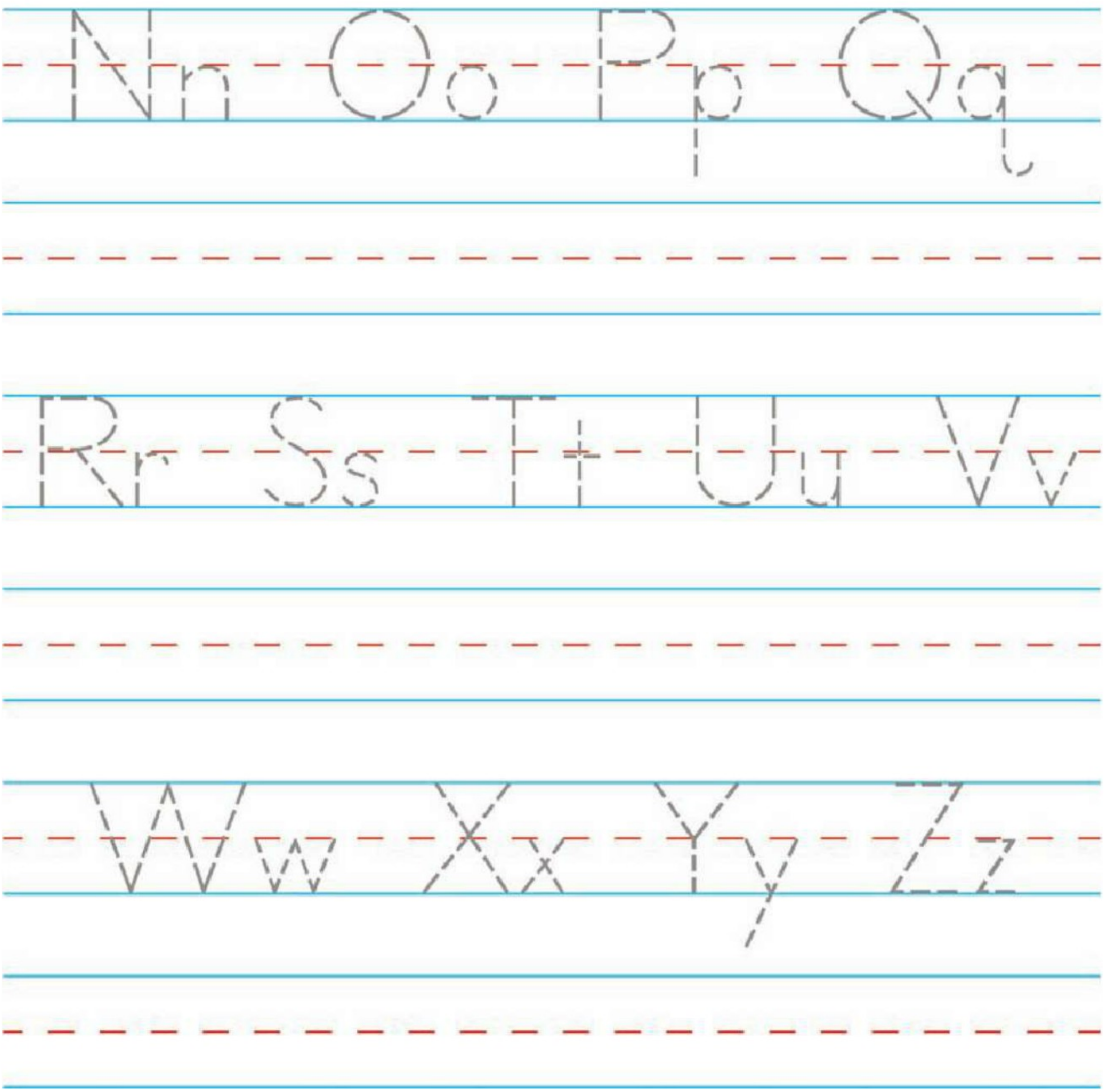


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Name _____

Writing the Alphabet

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



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Name _____

Write and Hear Mm



M and **m** are letter partners.

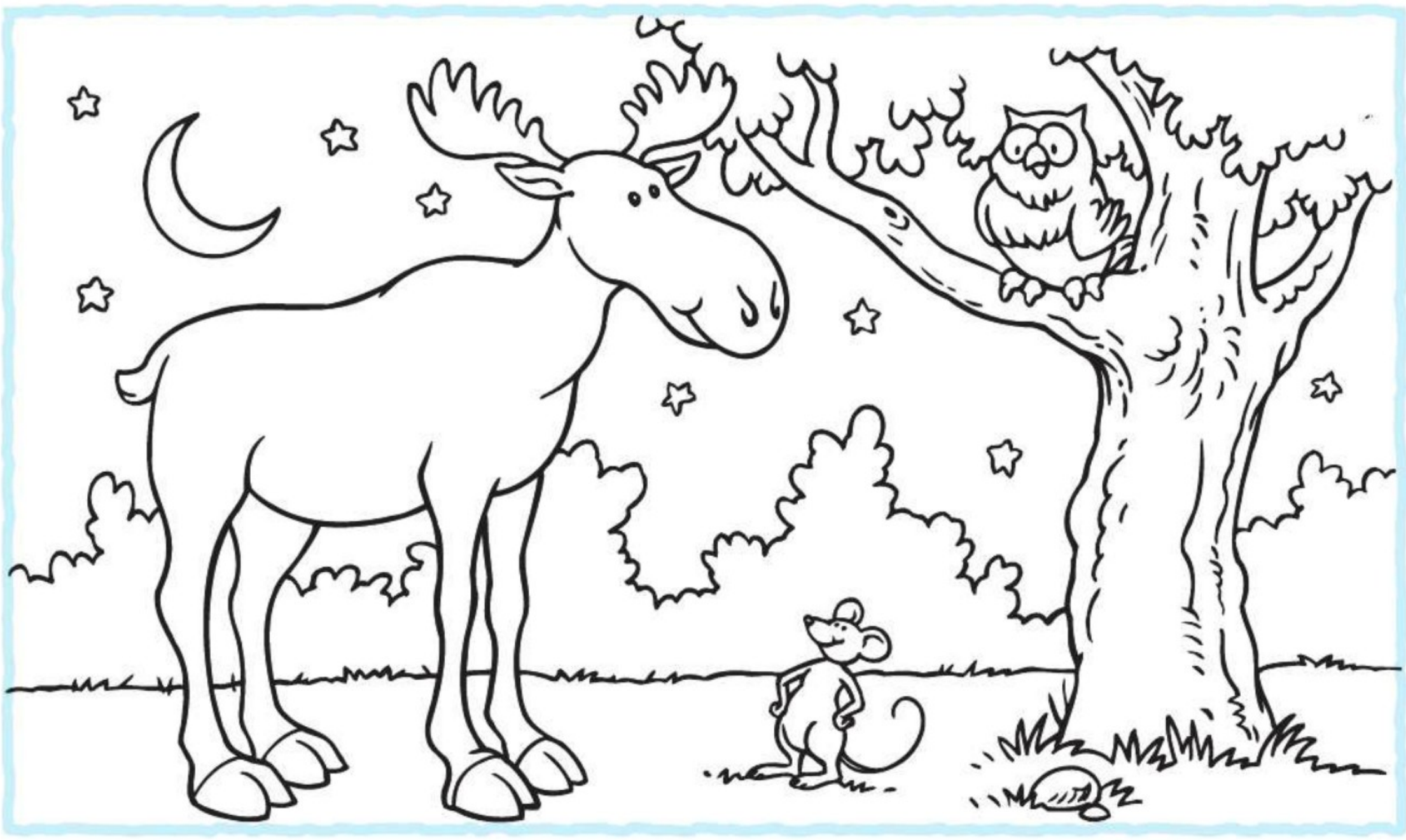
Map begins with the sound of **Mm**.

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

M

m

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



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Name _____

Write and Hear Ss



S and **s** are letter partners.

Sock begins with the sound of **Ss**.

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

S

s

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



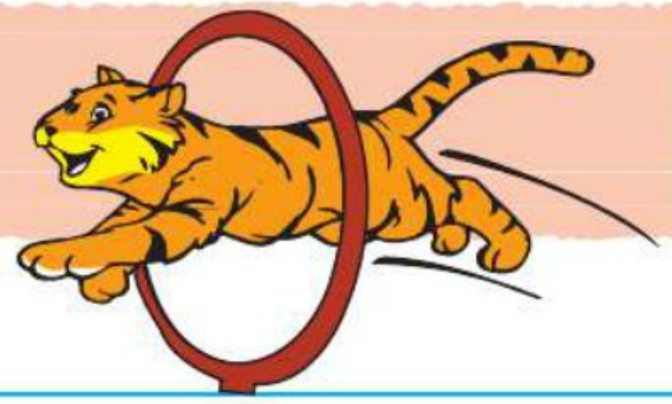
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Name _____

Write and Hear Tt

T and **t** are letter partners.

Tiger begins with the sound of **Tt**.



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

T

t

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



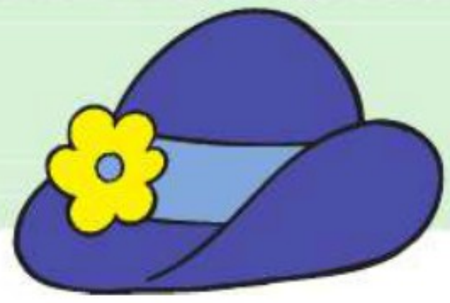
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Name _____

Write and Hear Hh

H and **h** are letter partners.

Hat begins with the sound of **Hh**.

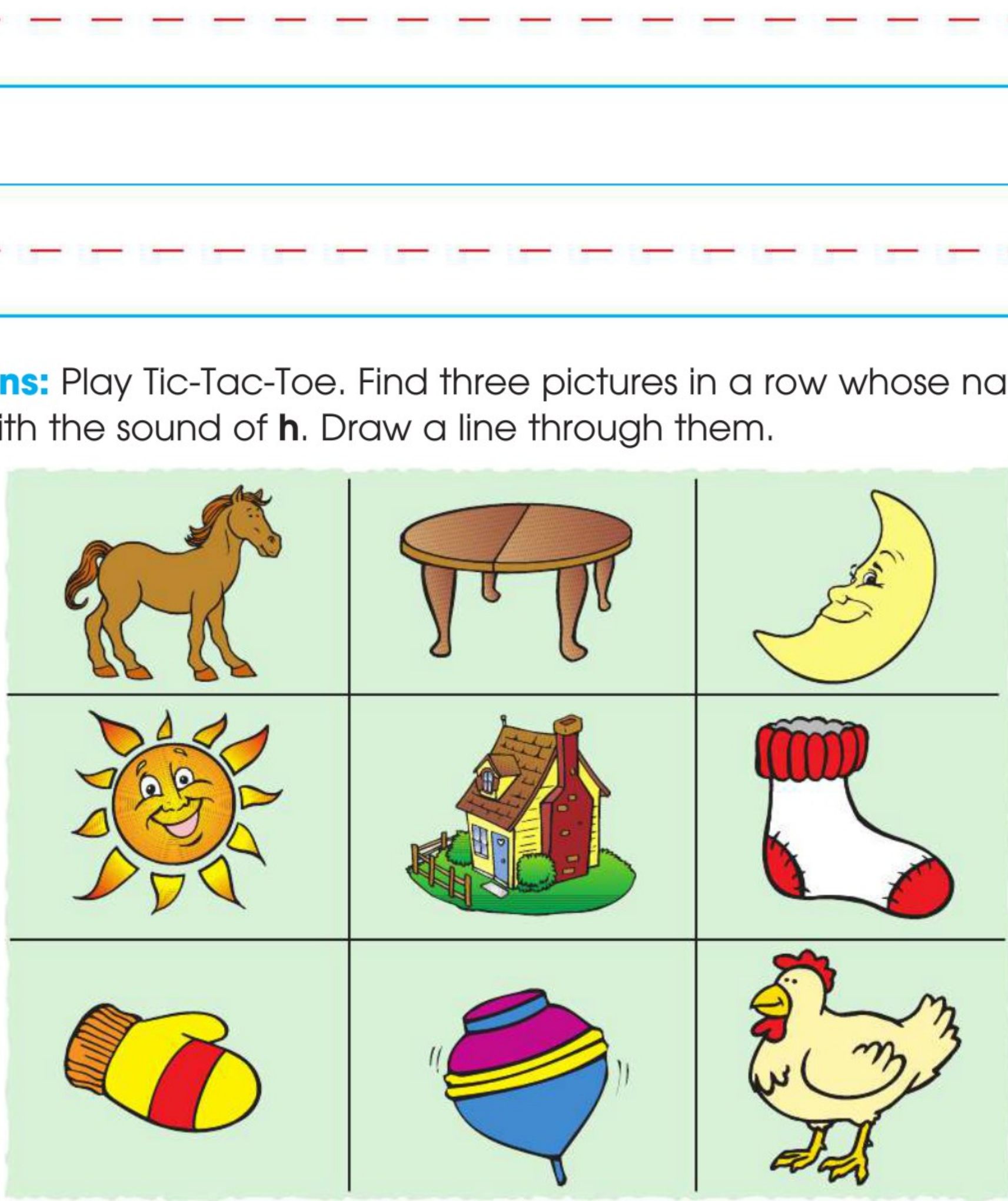


Directions: Trace the letter. Write it on the line.

H

h

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



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Name _____

Write and Hear Kk

K and **k** are letter partners.

Kitten begins with the sound of **Kk**.



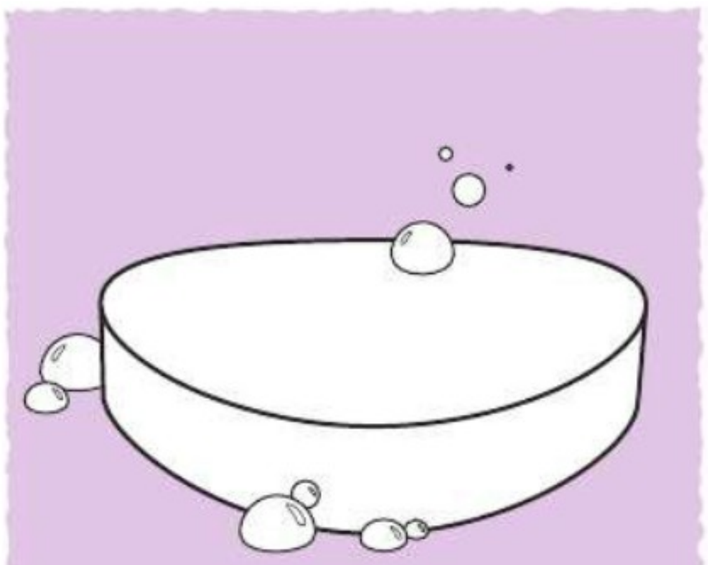
Directions: Trace the letter. Write it on the line.

K

k

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

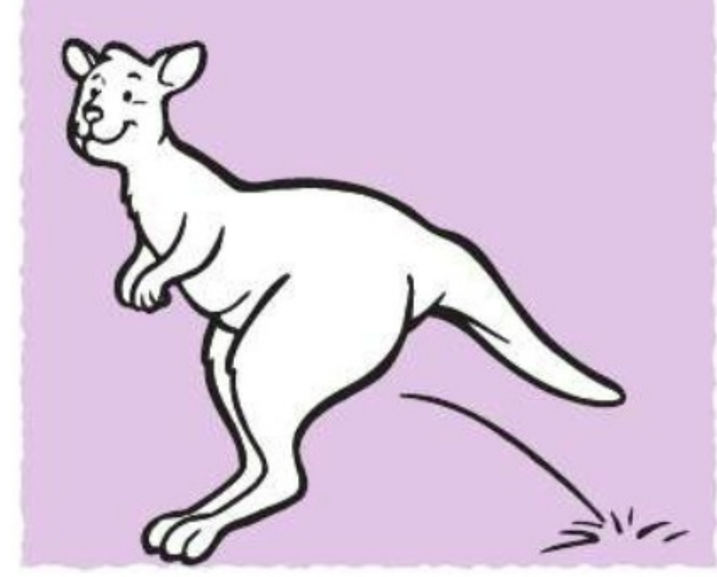












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Name _____

Write and Hear Bb

B and **b** are letter partners.

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

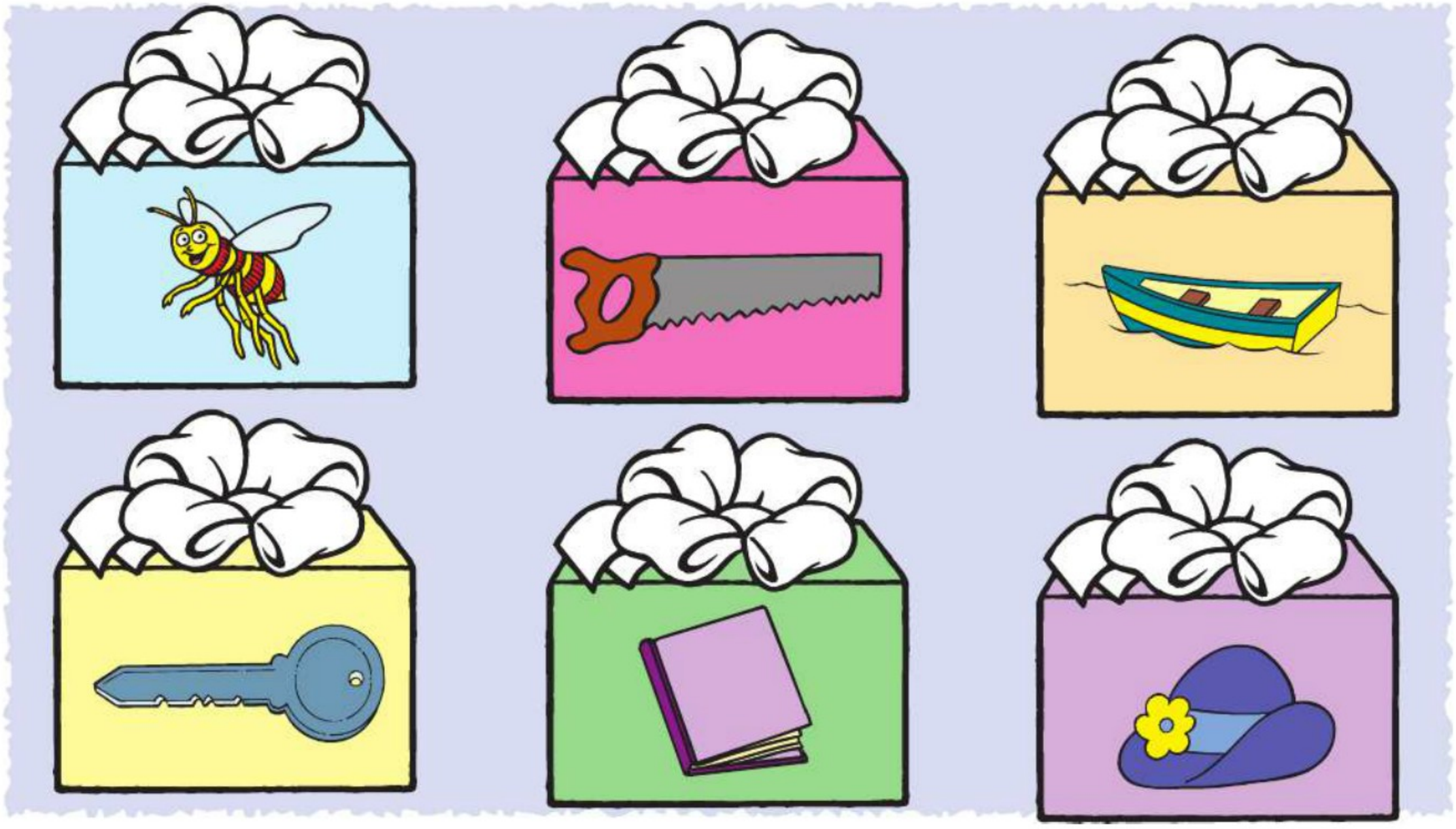


Directions: Trace the letter. Write it on the line.

B

b

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



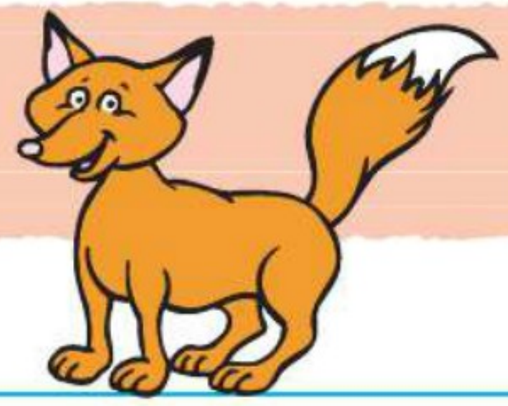
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Name _____

Write and Hear Ff

F and **f** are letter partners.

Fox begins with the sound of **Ff**.

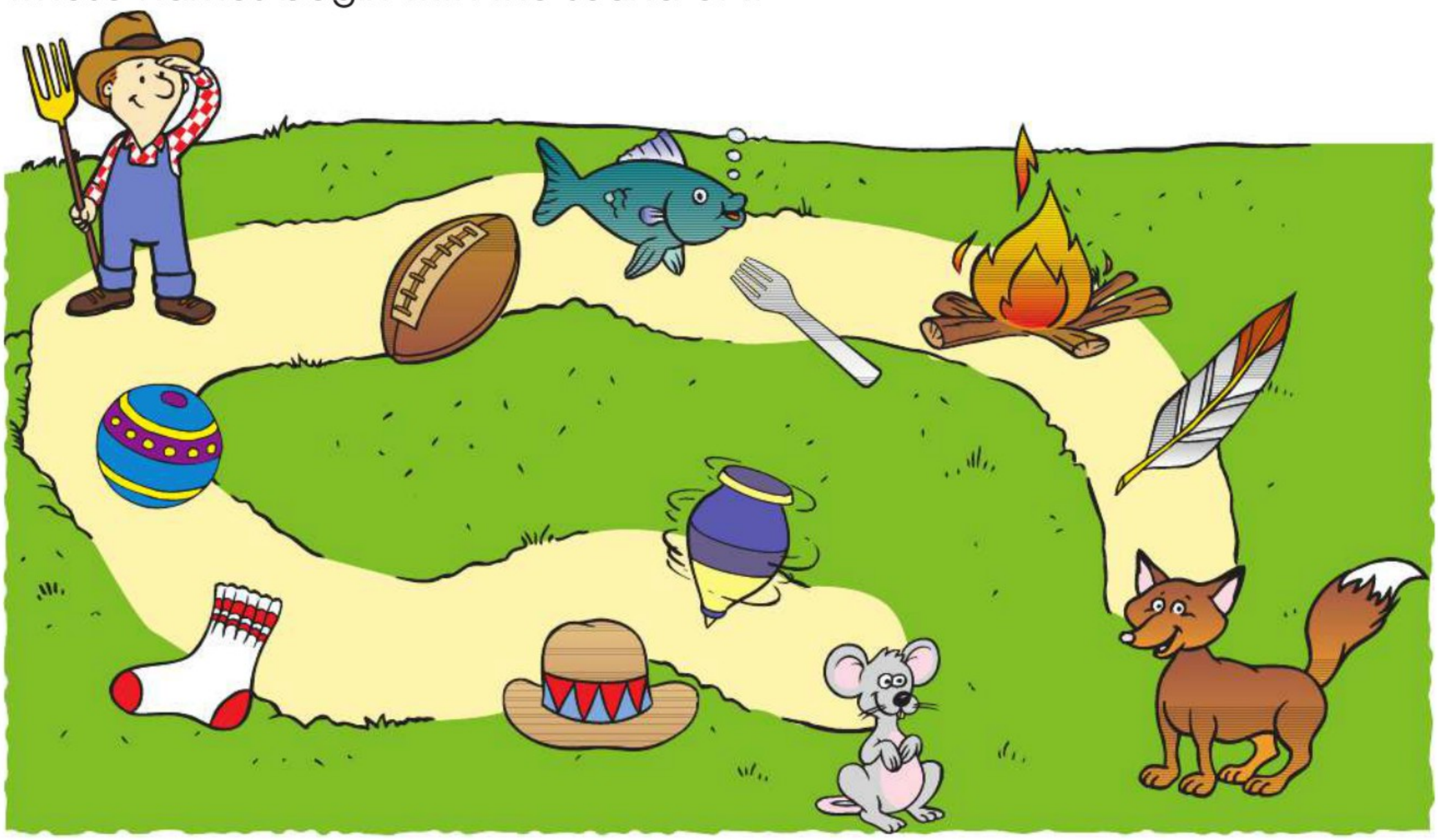


Directions: Trace the letter. Write it on the line.

F

f

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



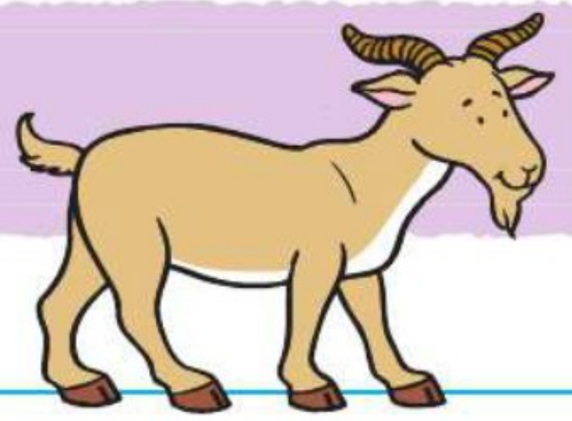
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Name _____

Write and Hear Gg

G and **g** are letter partners.

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



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

G

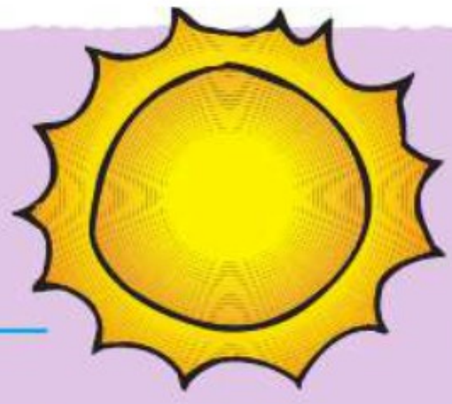
g

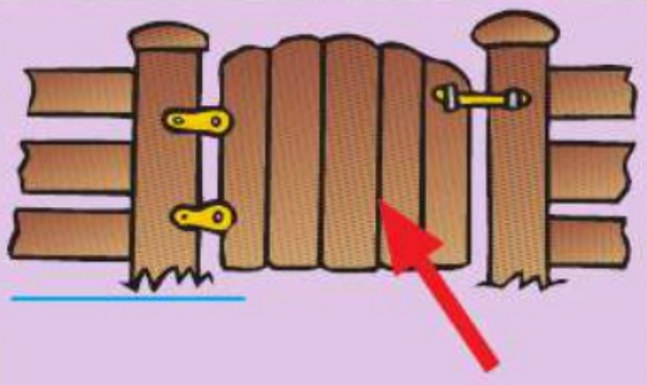
Directions: Write **g** if the name of the picture begins with the sound of **g**.

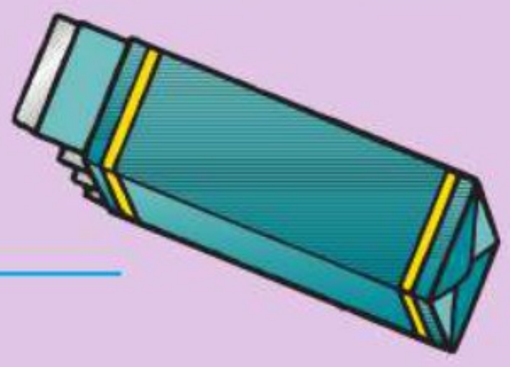












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Name _____

Write and Hear Ll

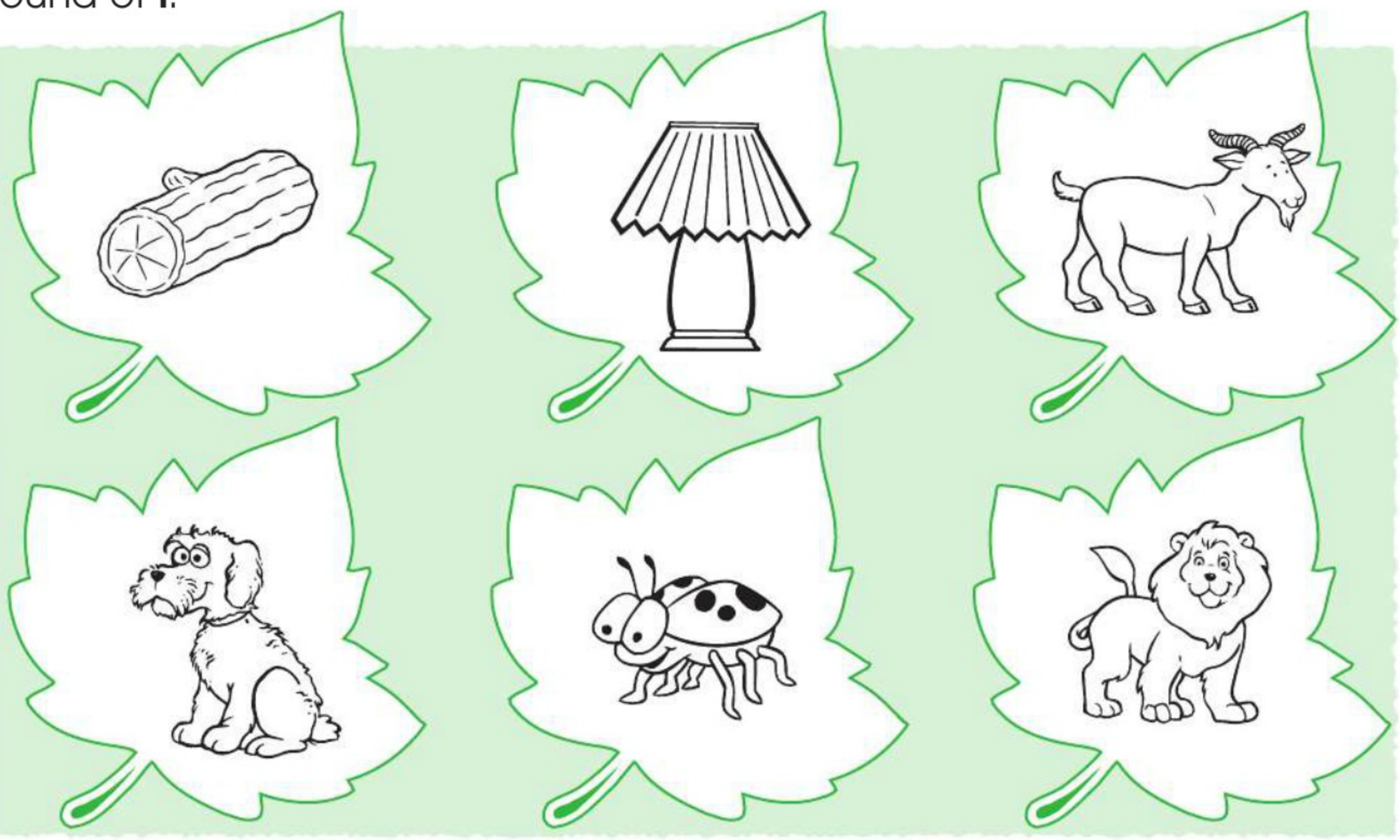
L and **l** are letter partners.

Leaf begins with the sound of **Ll**.



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

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



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Name _____

Write and Hear Nn

N and **n** are letter partners.

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

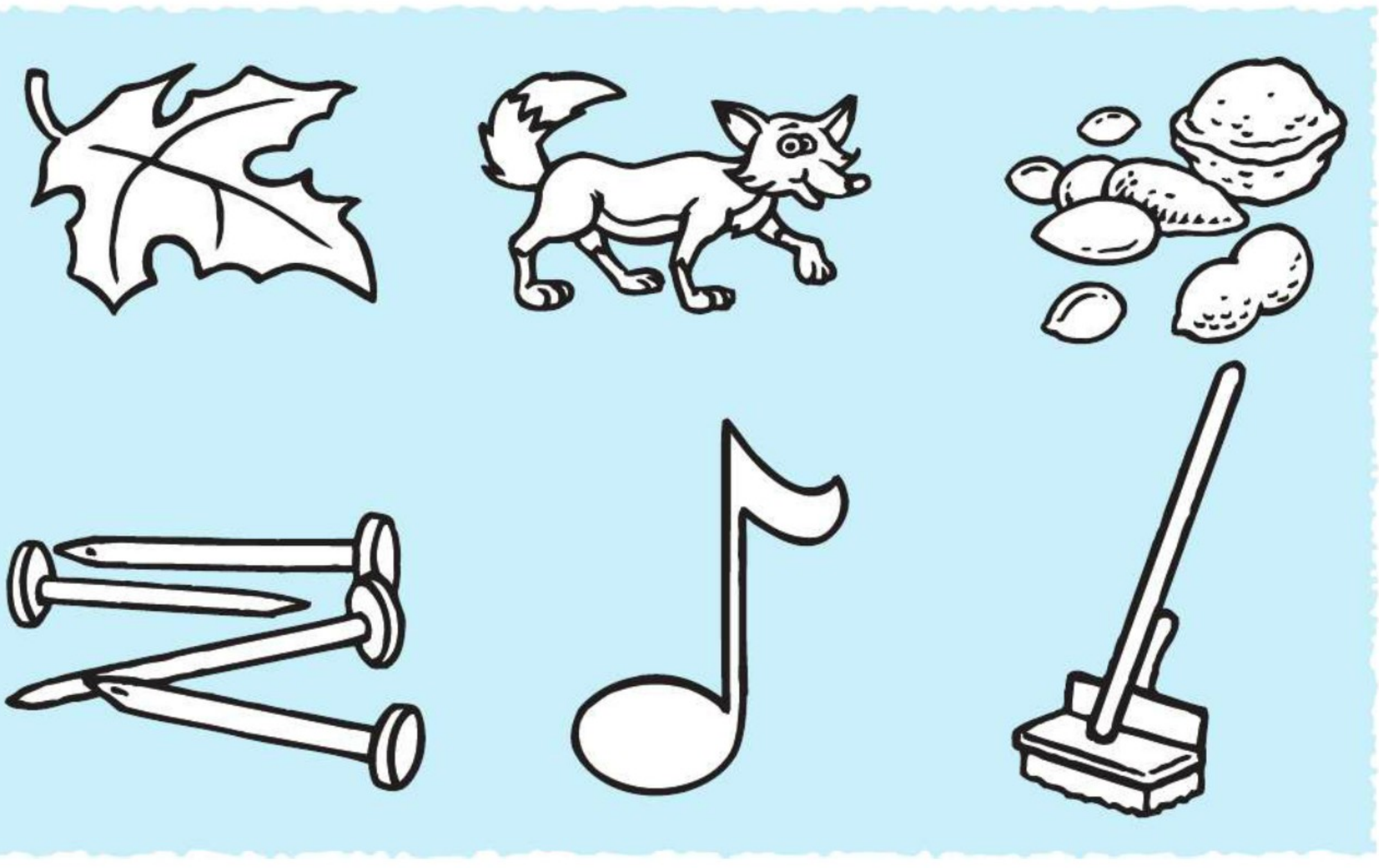


Directions: Trace the letter. Write it on the line.

N

n

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



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Name _____

Write and Hear Dd

D and **d** are letter partners.

Desk begins with the sound of **Dd**.

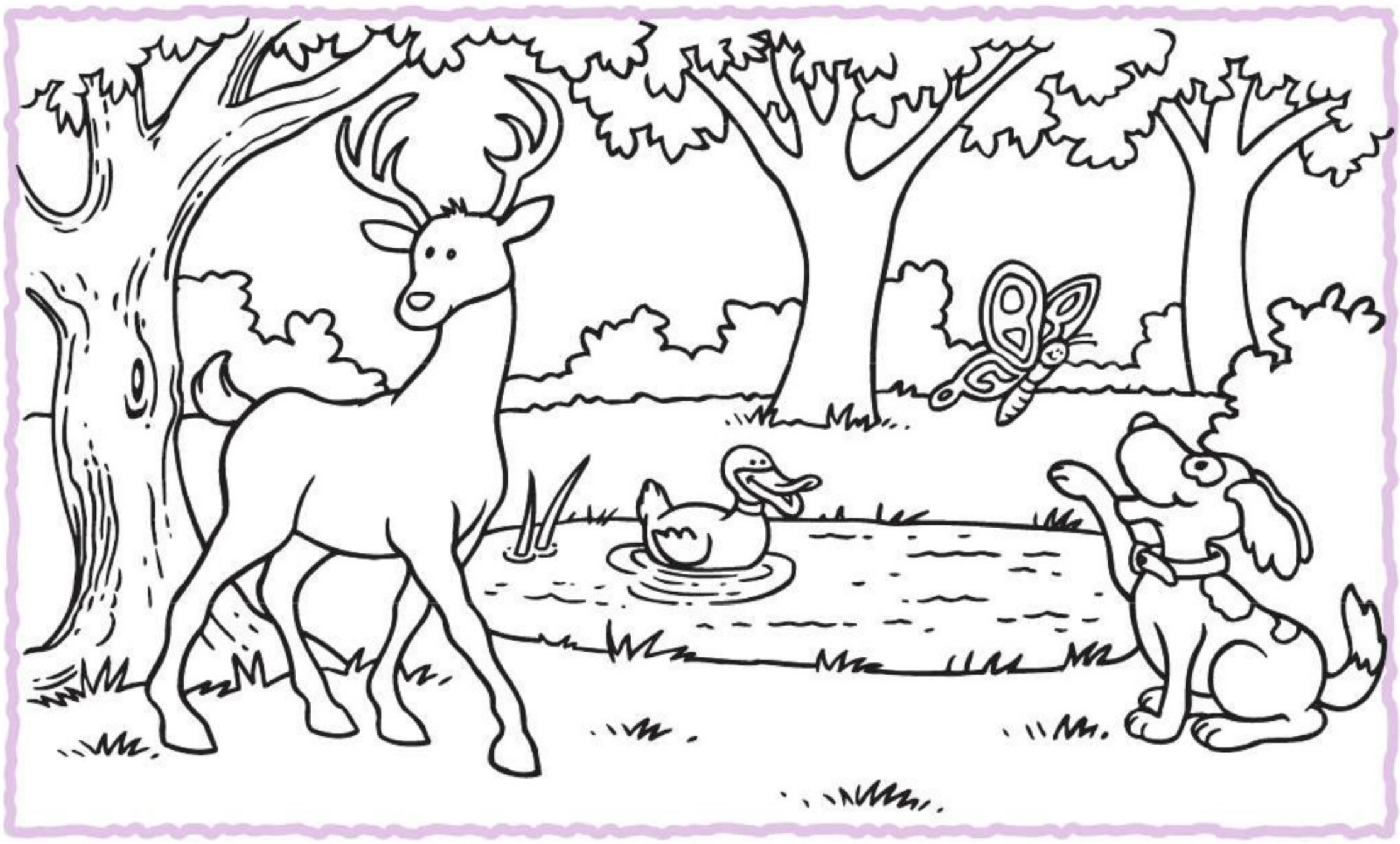


Directions: Trace the letter. Write it on the line.

D

d

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



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Name _____

Write and Hear Ww

W and **w** are letter partners.

Window begins with the sound of **Ww**.

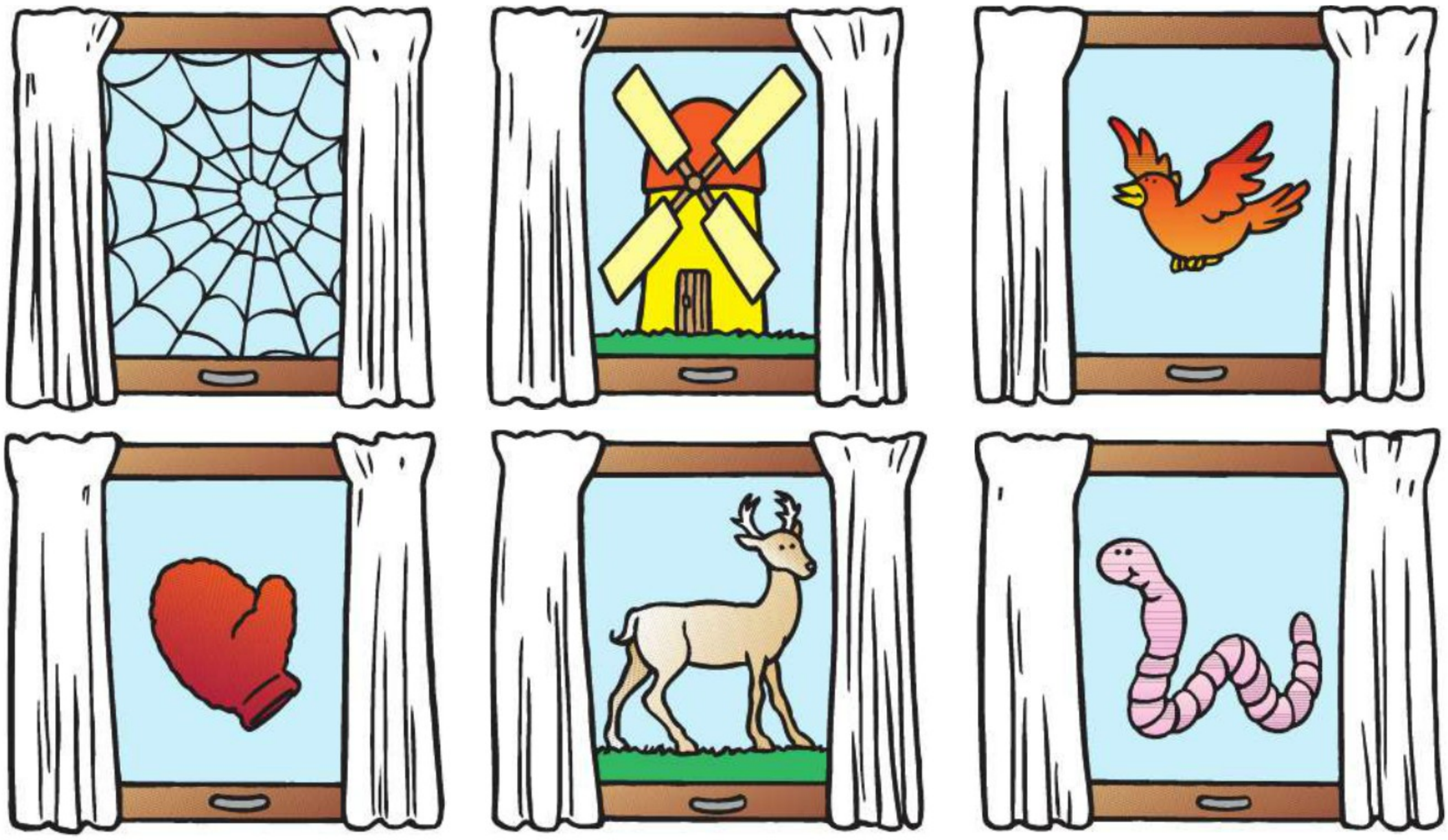


Directions: Trace the letter. Write it on the line.

W

w

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



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Name _____

Write and Hear Cc

C and **c** are letter partners.

Cap begins with the sound of **Cc**.

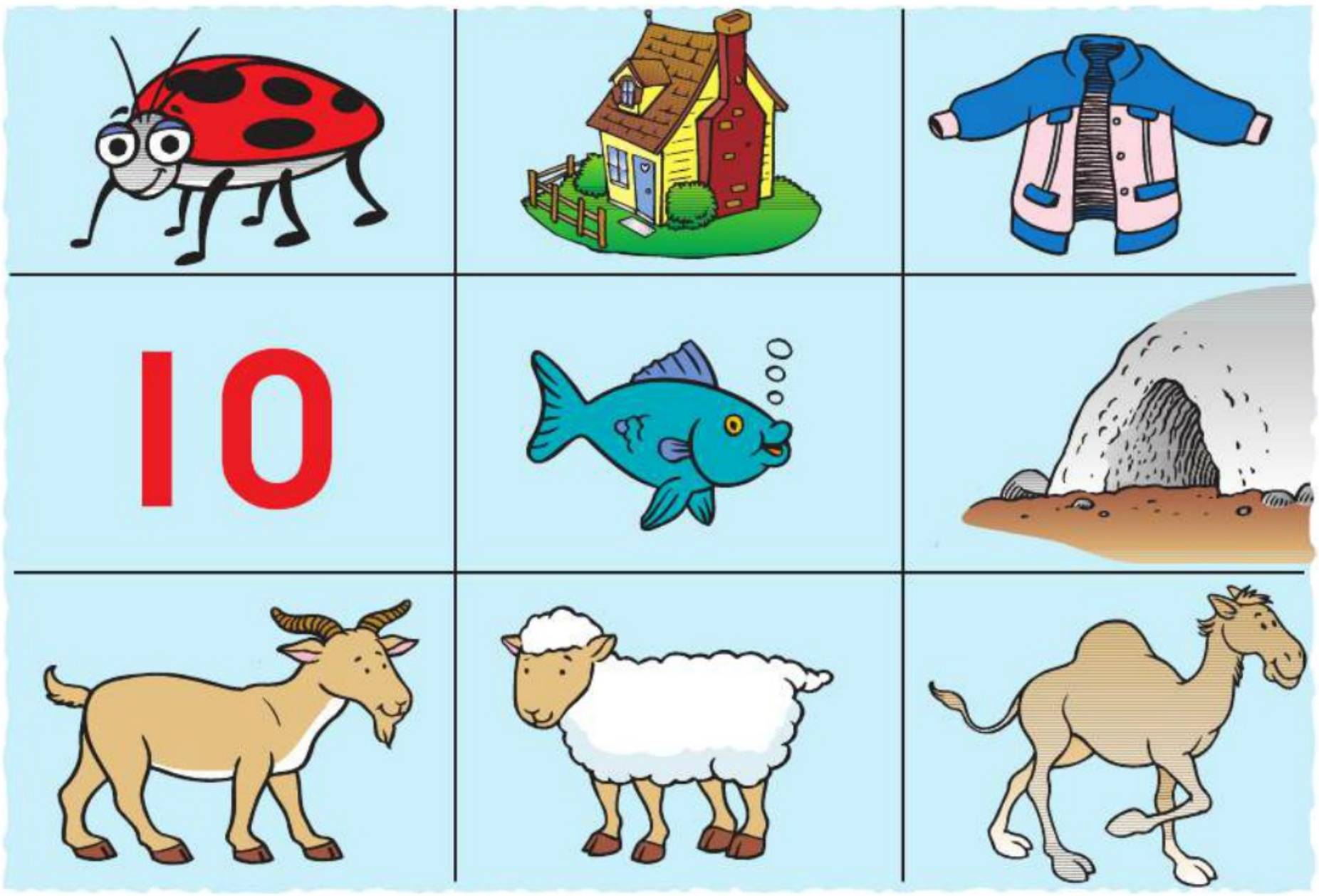


Directions: Trace the letter. Write it on the line.

C

c

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



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Name _____

Write and Hear Jj

J and **j** are letter partners.

Jacket begins with the sound of **Jj**.

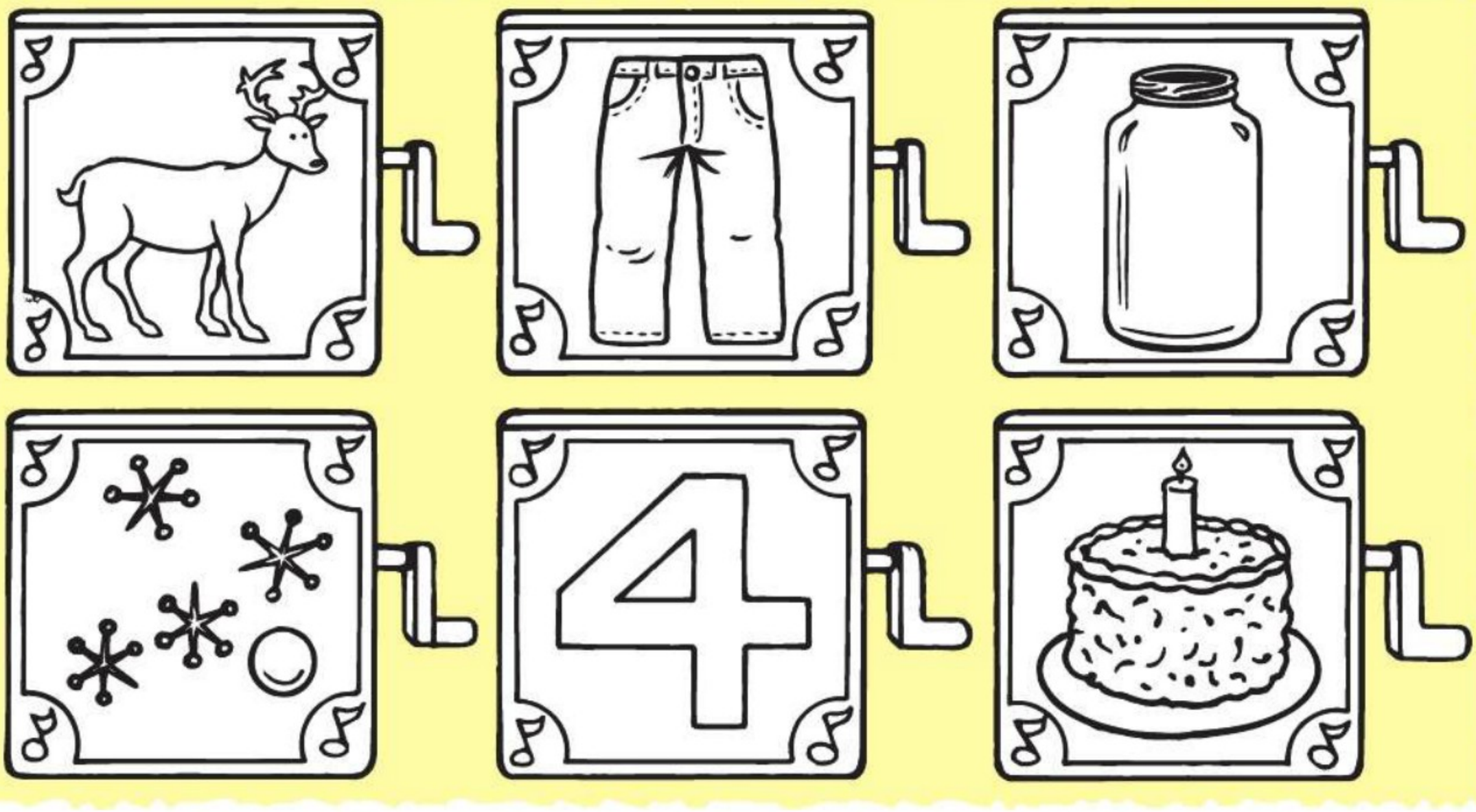


Directions: Trace the letter. Write it on the line.

J

j

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



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Name _____

Write and Hear Rr

R and **r** are letter partners.

Ring begins with the sound of **Rr**.

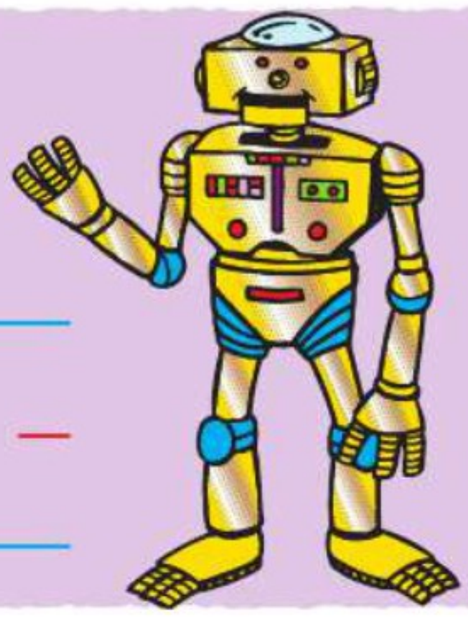


Directions: Trace the letter. Write it on the line.

R

r

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

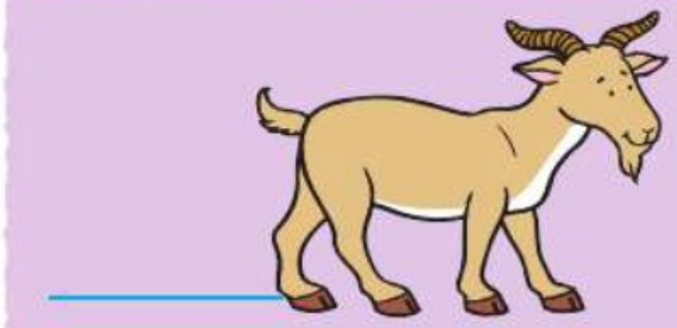












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Name _____

Write and Hear Pp

P and **p** are letter partners.

Pen begins with the sound of **Pp**.

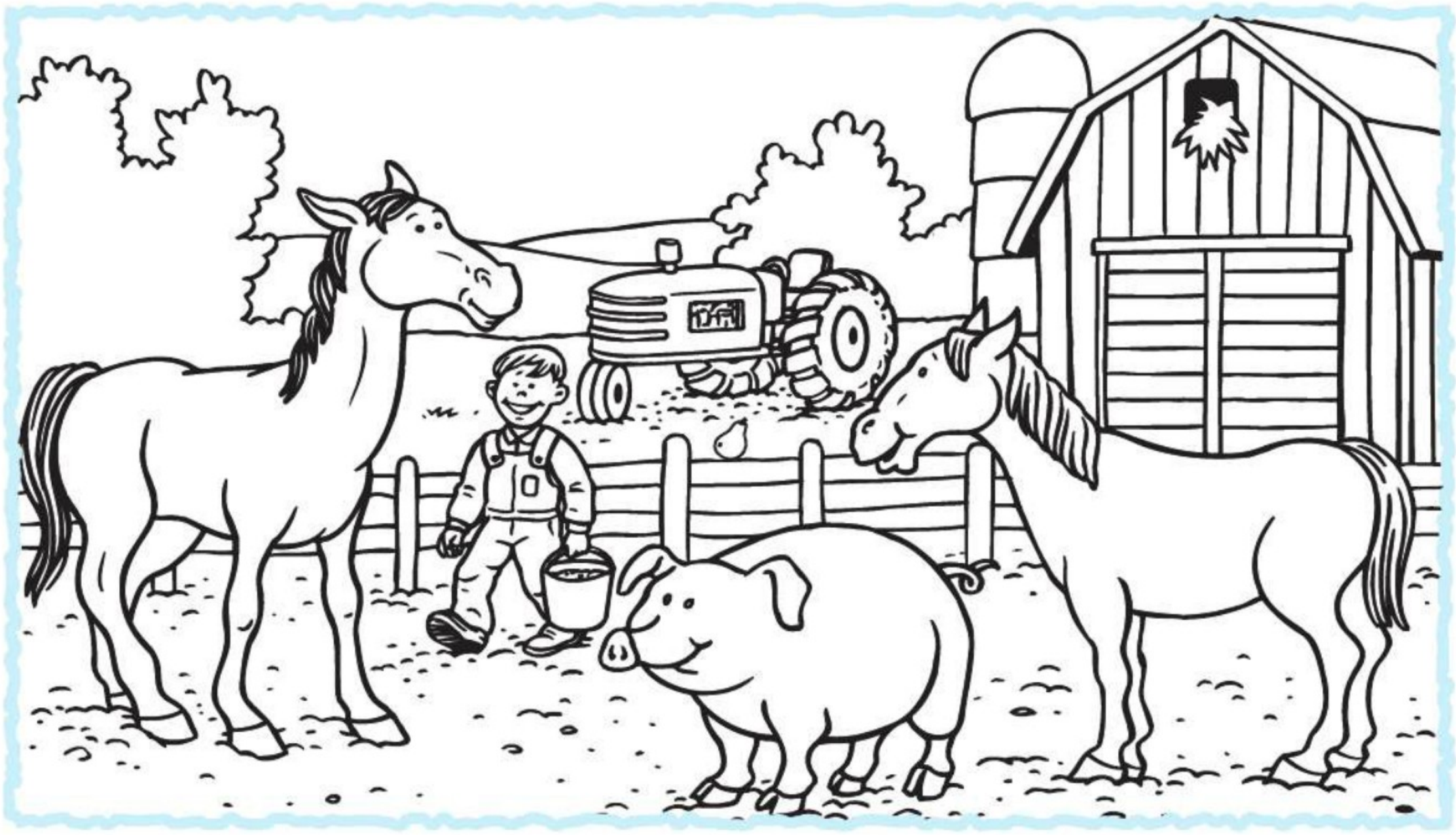


Directions: Trace the letter. Write it on the line.

P

p

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



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Name _____

Write and Hear Vv

V and **v** are letter partners.

Vase begins with the sound of **Vv**.

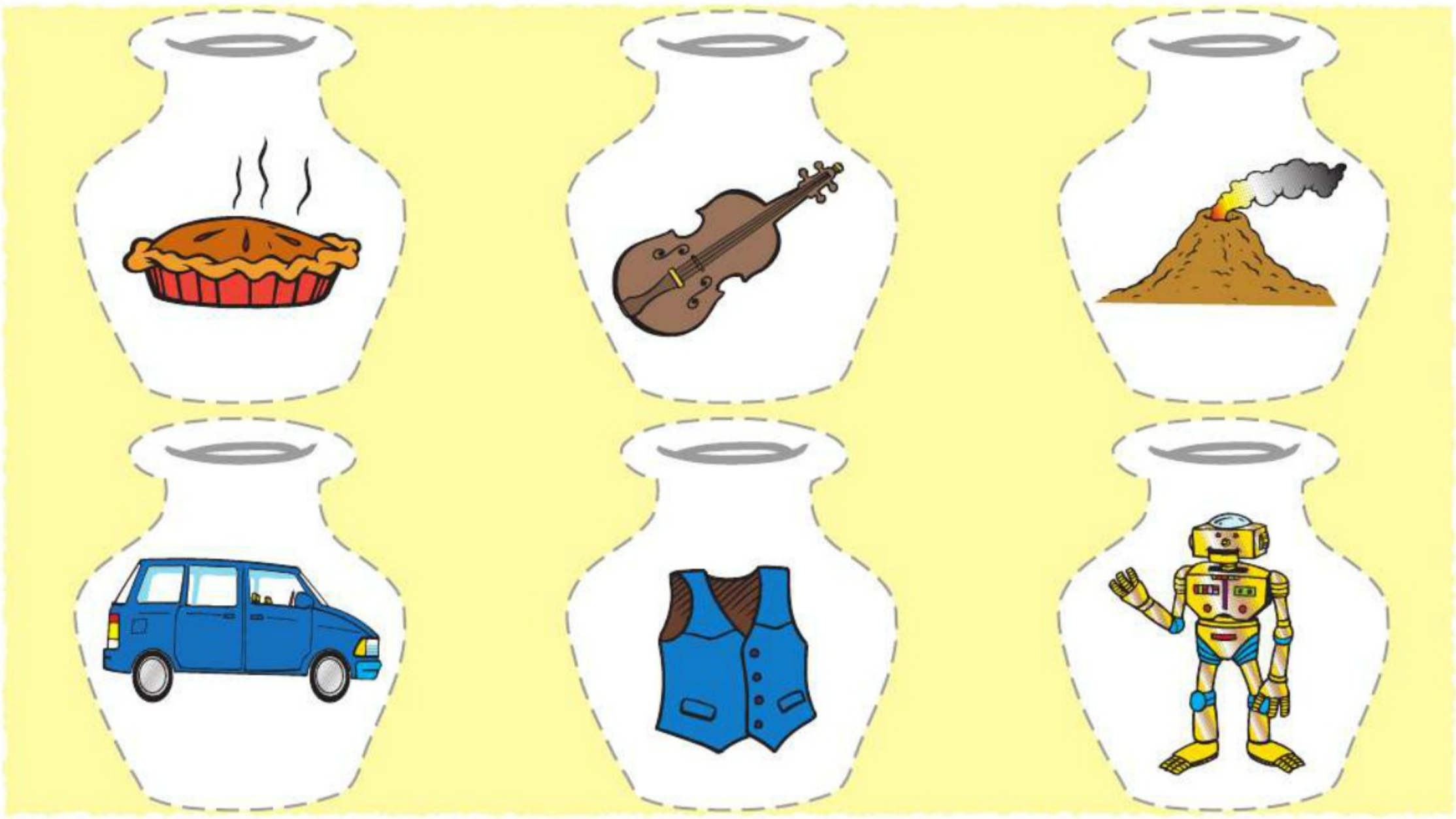


Directions: Trace the letter. Write it on the line.

V

v

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



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Name _____

Write and Hear Yy

Y and **y** are letter partners.

Yellow begins with the sound of **Yy**.

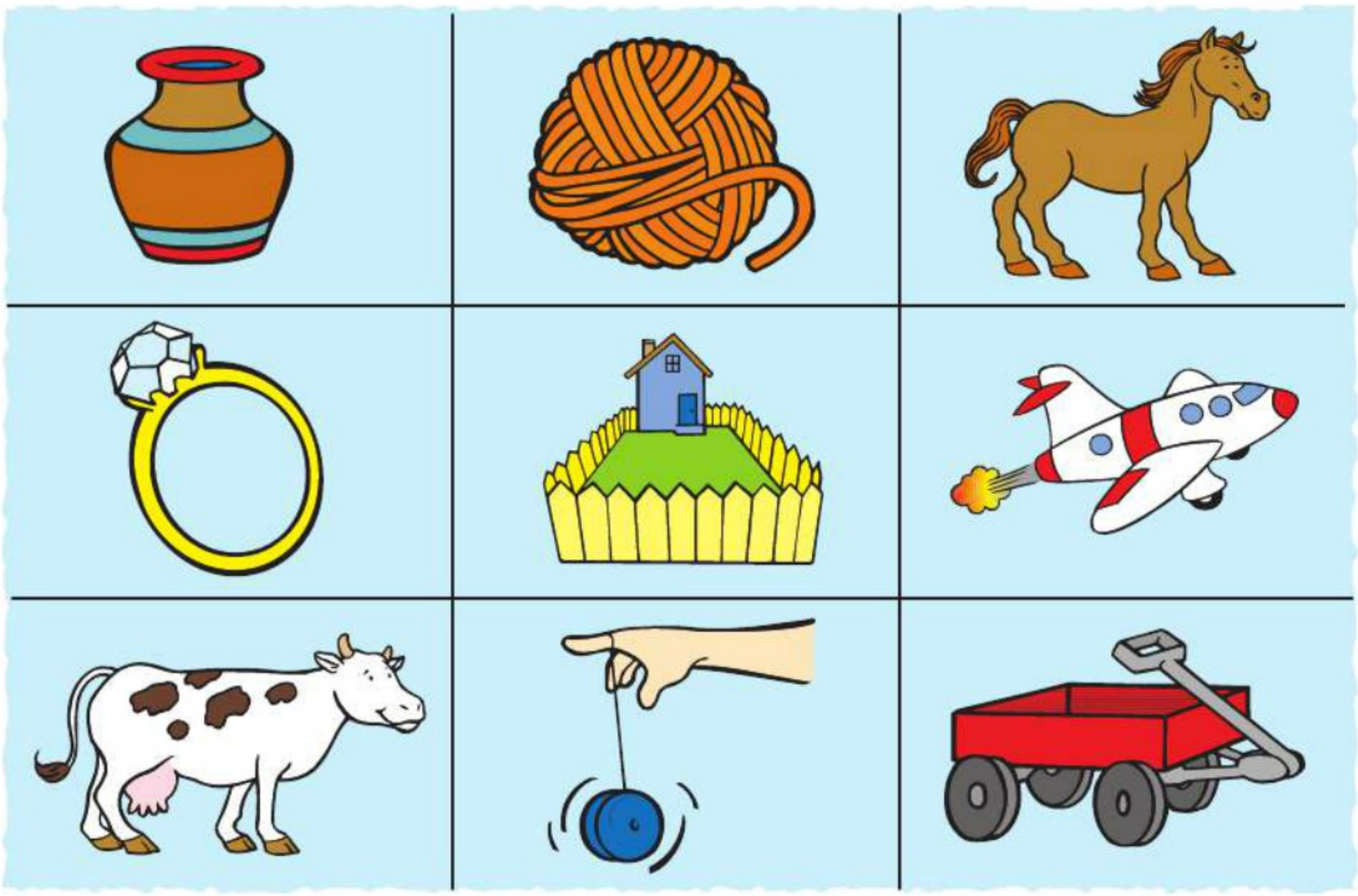


Directions: Trace the letter. Write it on the line.

Y

y

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



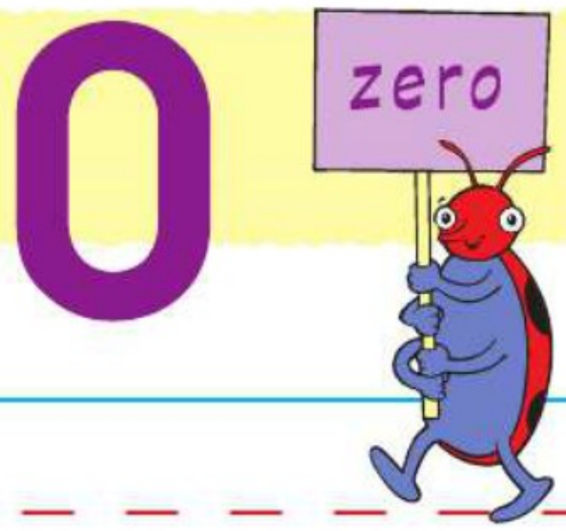
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Name _____

Write and Hear Zz

Z and **z** are letter partners.

Zero begins with the sound of **Zz**.

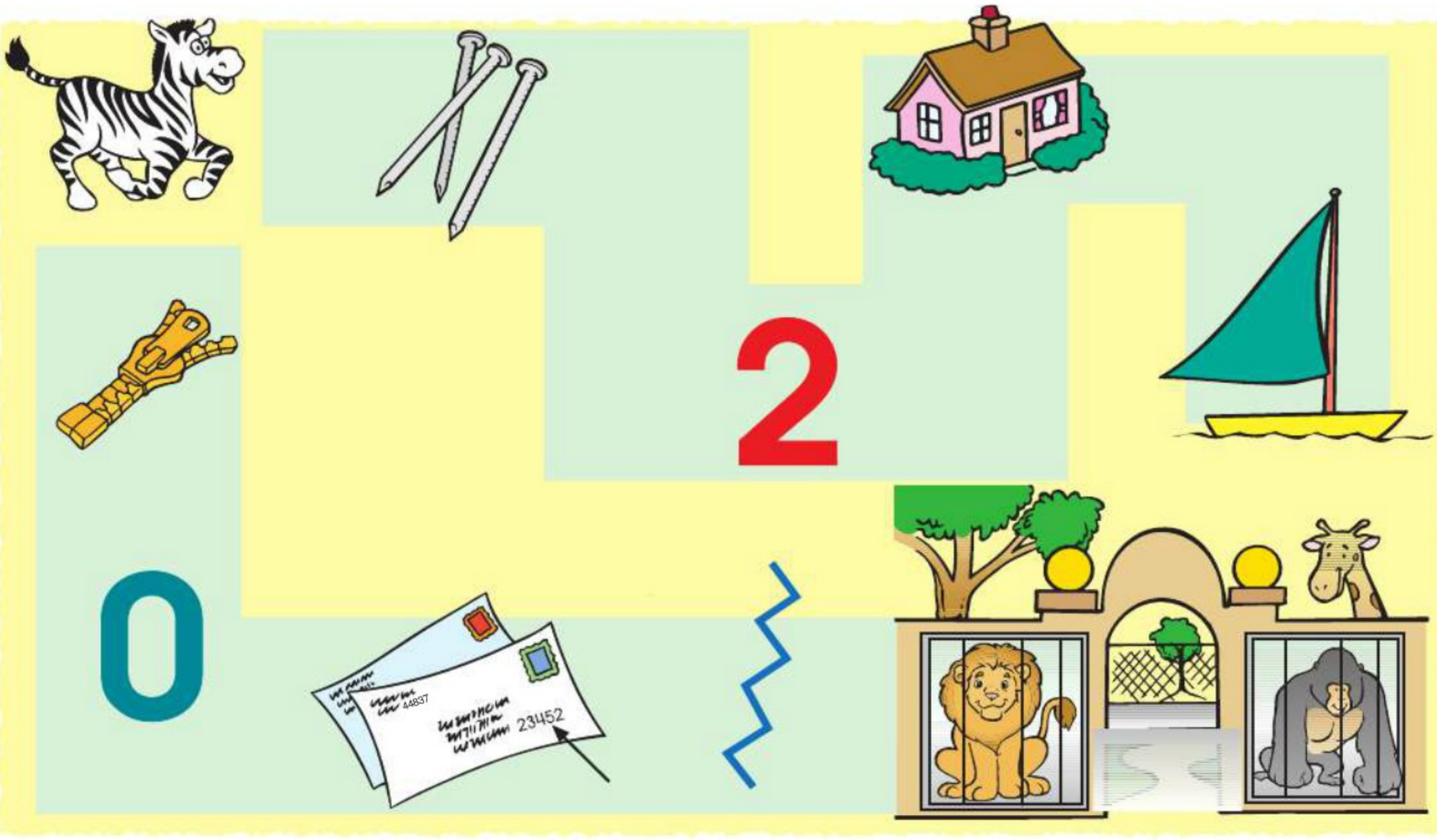


Directions: Trace the letter. Write it on the line.

Z

z

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



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Name _____

Write and Hear Qq

Q and **q** are letter partners.

Queen begins with the sound of **Qq**.



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

Q

q

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













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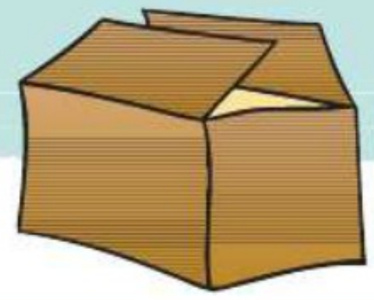
Name _____

Write and Hear Xx

X and **x** are letter partners.

Box ends with the sound of **Xx**.

bo**x**

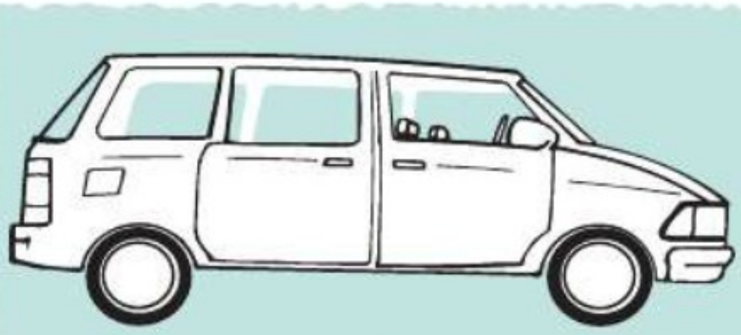


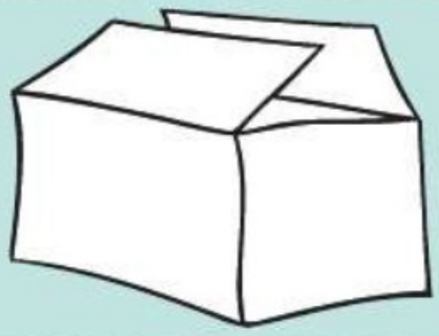
Directions: Trace the letter. Write it on the line.

X

X

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

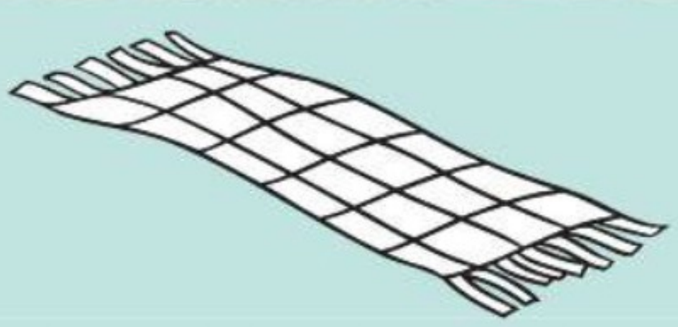




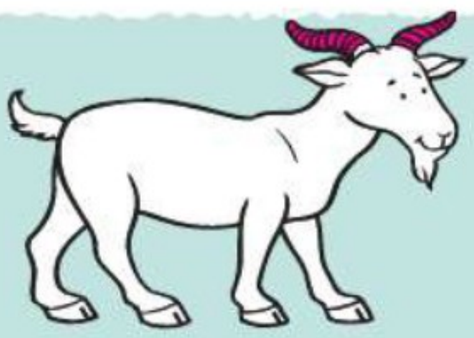
6 x



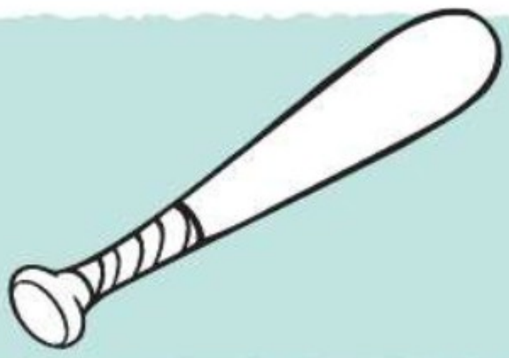




s







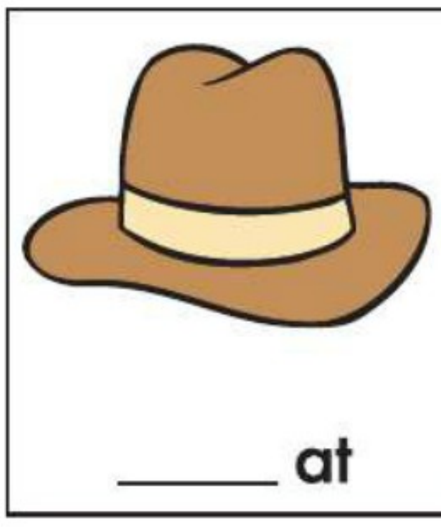
t

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Name _____

How Do I Begin?

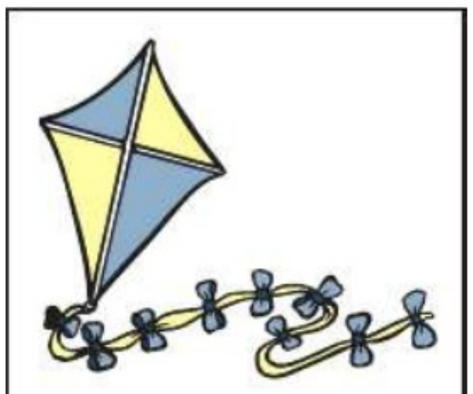
Directions: Say the name of each picture. Write the beginning sound for each picture.



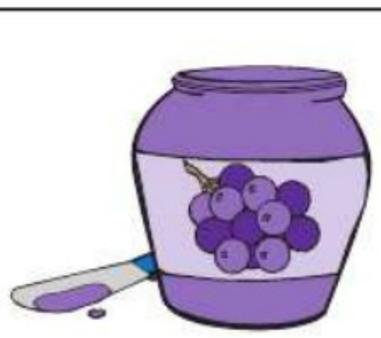
_____ at



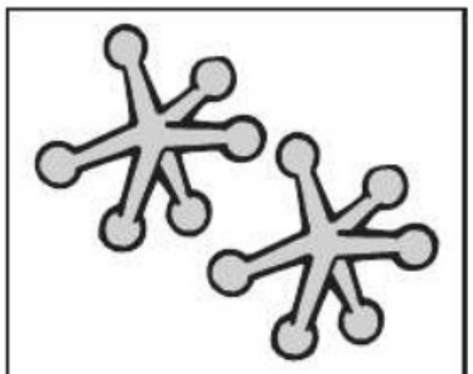
_____ oat



_____ ite



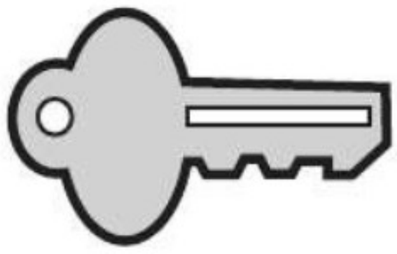
_____ am



_____ acks



_____ ate



_____ ey



_____ appy

Directions: Write each word next to its beginning sound.

g _ _ _ _ _ _ _ _ _

g _ _ _ _ _ _ _ _ _

h _ _ _ _ _ _ _ _ _

h _ _ _ _ _ _ _ _ _

j _ _ _ _ _ _ _ _ _

j _ _ _ _ _ _ _ _ _

k _ _ _ _ _ _ _ _ _

k _ _ _ _ _ _ _ _ _

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Name _____

Beginning Consonants: Bb, Cc, Dd, Ff

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

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



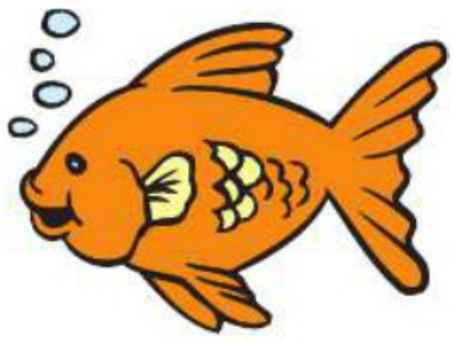
Bb



Cc



Dd



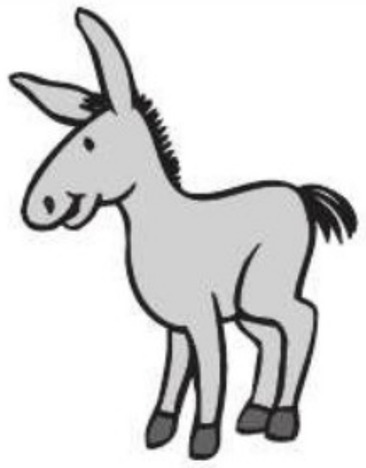
Ff



Bb Dd



Ff Cc



Cc Dd



Ff Bb



Bb Dd



Ff Cc



Cc Dd



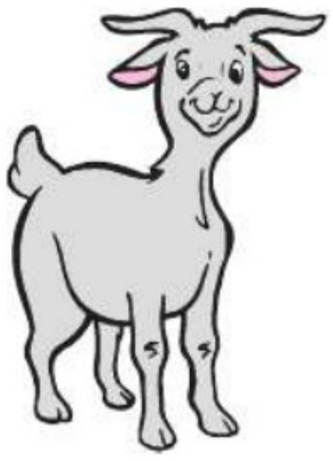
Ff Bb

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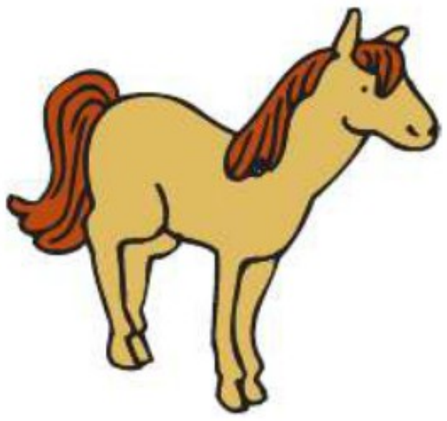
Name _____

Beginning Consonants: Gg, Hh, Jj, Kk

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



Gg



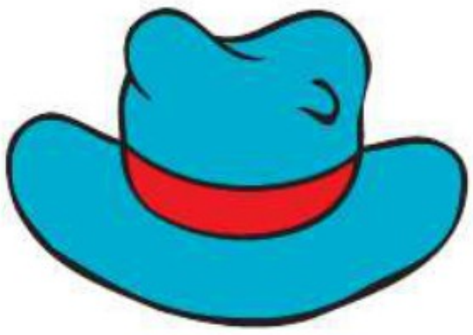
Hh



Jj



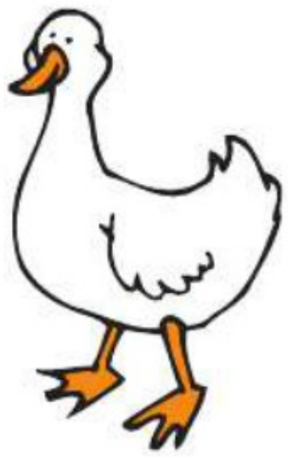
Kk



Kk Hh



Gg Kk



Gg Hh



Jj Gg

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Name _____

Beginning Consonants: Ll, Mm, Nn, Pp

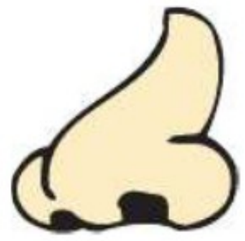
Directions: Say the name of each letter. Say the sound each letter makes. Trace the letters. Then, draw a line from each letter pair to the picture which begins with that sound.



Ll



Mm



Nn



Pp

Ll

Mm

Nn

Pp









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Name _____

Beginning Consonants: Qq, Rr, Ss, Tt

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



Qq



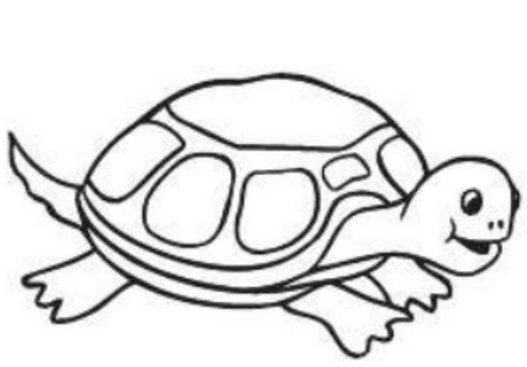
Rr

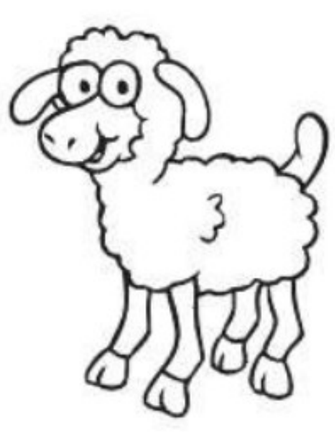


Ss

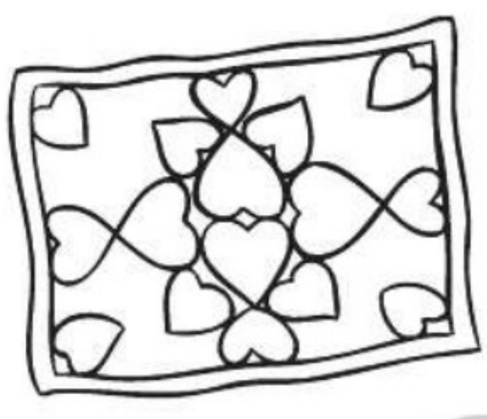


Tt





Tt





Qq





Rr



Ss

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Name _____

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

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



Vv



Ww



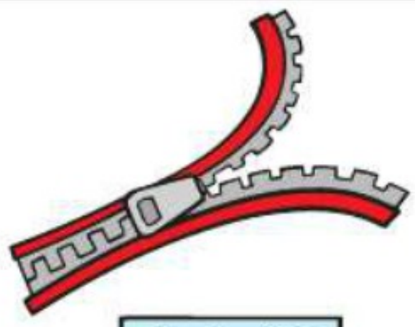
Xx



Yy

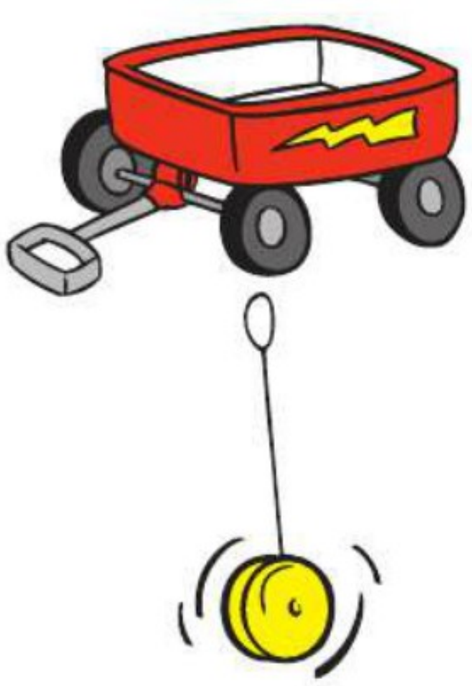


Zz









V v

W w

X x

Y y

Z z

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Name _____

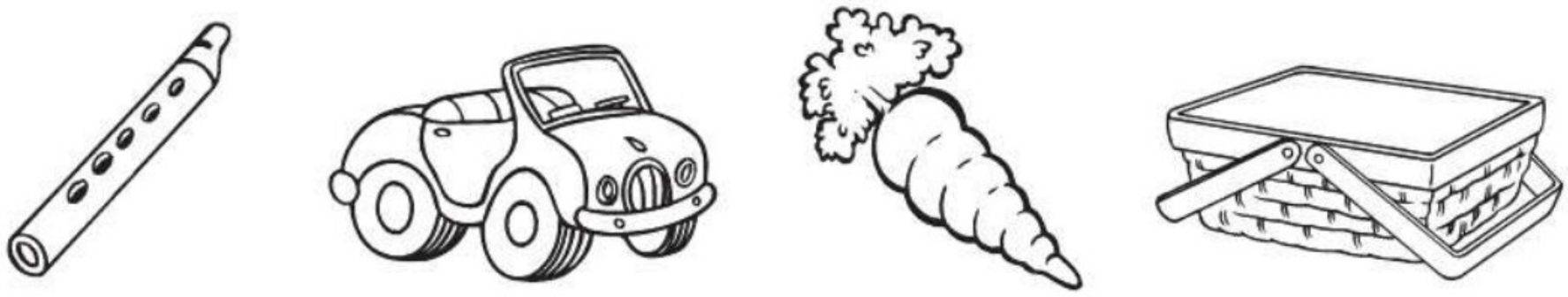
How Do I Begin Again?

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

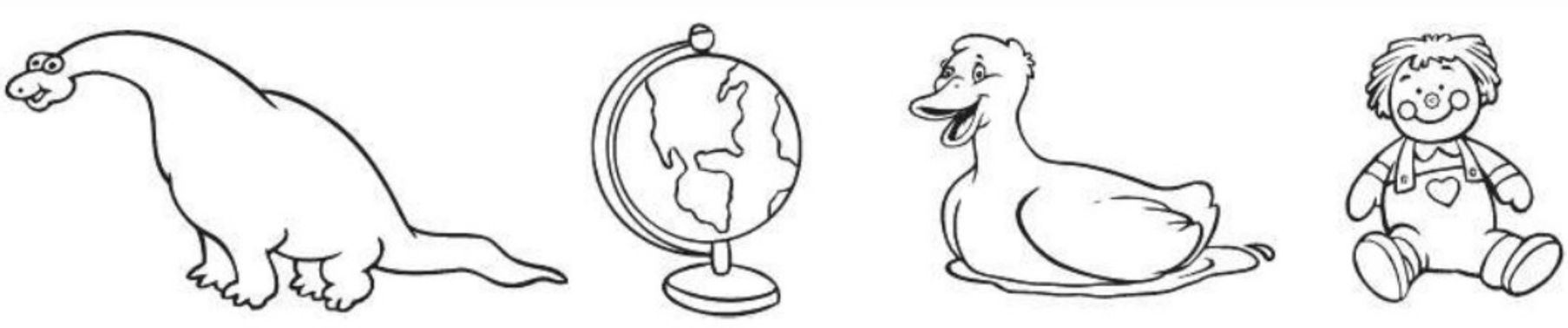
b



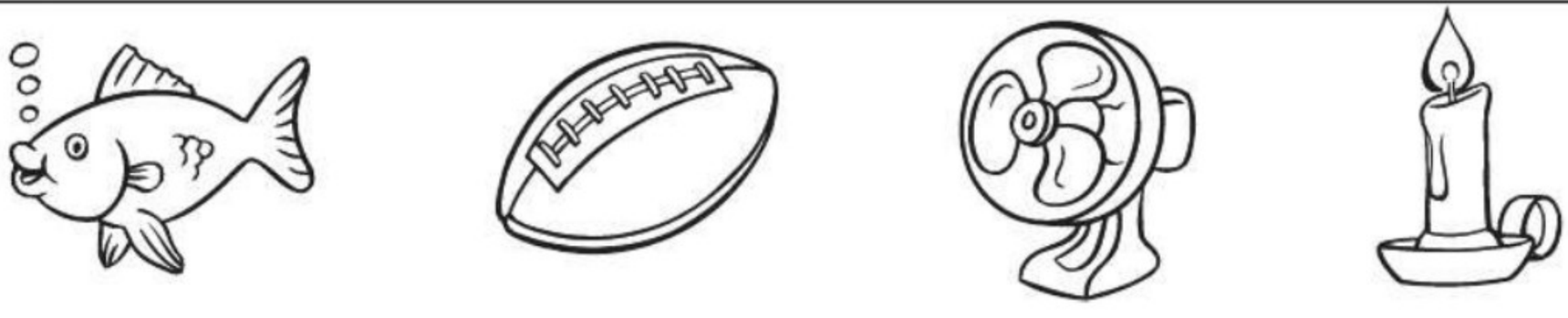
c



d



f



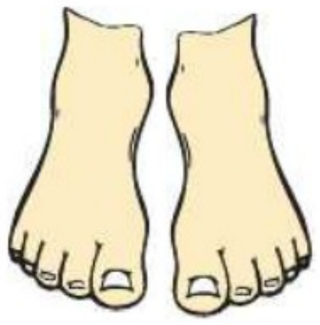
Directions: Say the name of each picture. Write the beginning sound for each picture.



_____ ed



_____ og



_____ eet



_____ up

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Name _____

Review: Beginning Consonants

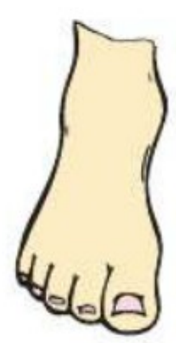
Directions: Say each picture name. Circle the letter that stands for the beginning sound.



p m n



v t s



f g p



s c p



m g v



g p n



m p n



t g p



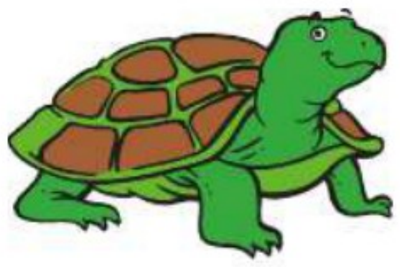
s l c



g l c



p b f



v l t

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Name _____

Review

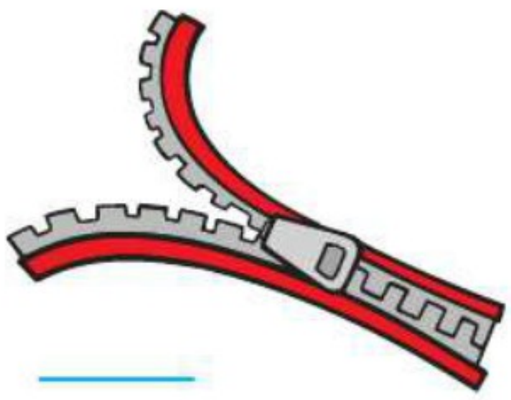
Directions: Write the letter that makes the beginning sound for each picture.



_____

_ _

_____ ar



_____

_ _

_____ ipper



_____

_ _

_____ ite



_____

_ _

_____ etter



_____

_ _

_____ oat



_____

_ _

_____ ose



_____

_ _

_____ un



_____

_ _

_____ ouse



_____

_ _

_____ urtle



_____

_ _

_____ lasses



_____

_ _

_____ ar



_____

_ _

_____ og

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Name _____

Ending Consonants: b, d, f

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


_____


_____


_____


_____


_____


_____

_____

_____

_____

_____

_____

_____

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Name _____

Ending Consonants: g, m, n

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



g



m



n



g



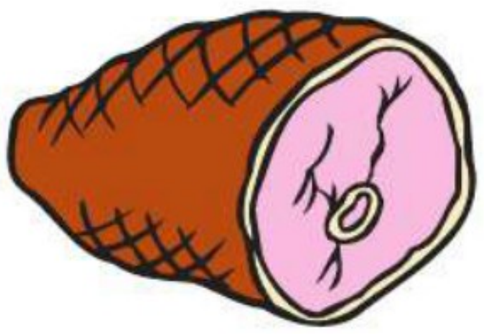


m





n



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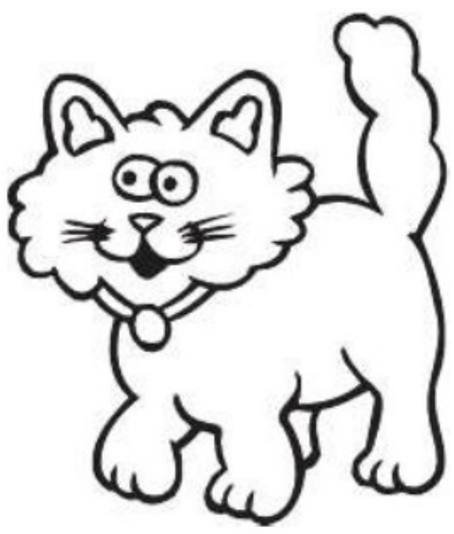
Name _____

Ending Consonants: k, l, p

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

k









l



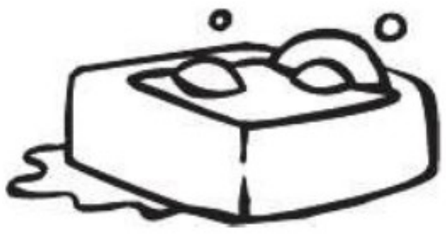






p









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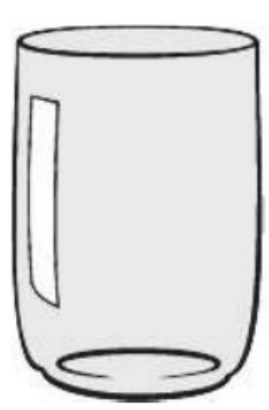
Name _____

Ending Consonants: r, s, t, x

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



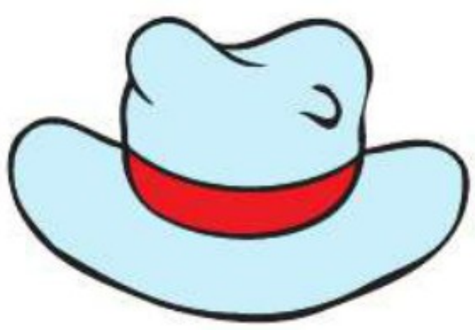
r s t x



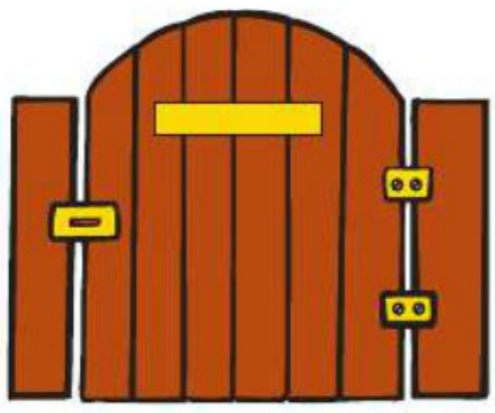
r s t x



r s t x



r s t x



r s t x



r s t x



r s t x



r s t x

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Name _____

How Does It End?

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

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



m k b n p r l d g



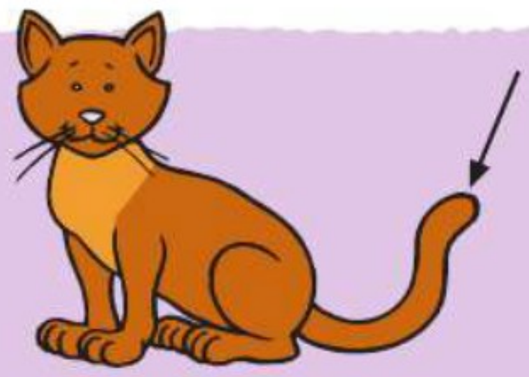
dru _ _ _ _



sta _ _ _ _



be _ _ _ _



tai _ _ _



bi _ _ _



lo _ _ _



fa _ _ _ _



mo _ _ _ _

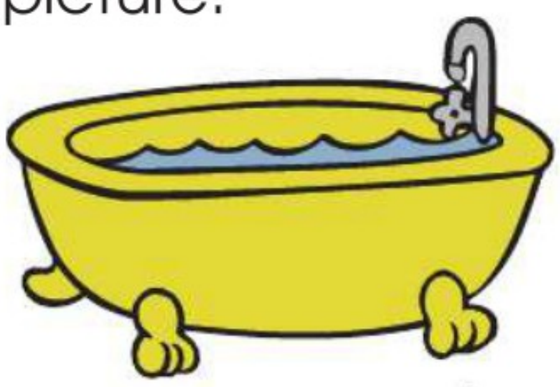


boo _ _ _

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And Finally...

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



tu ___



pai ___



pa ___



lo ___



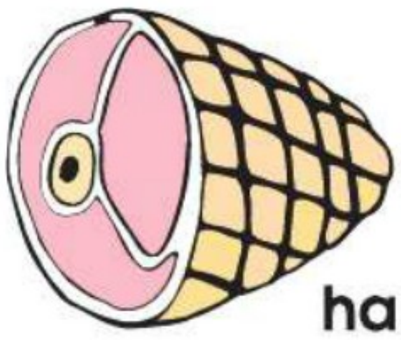
hoo ___



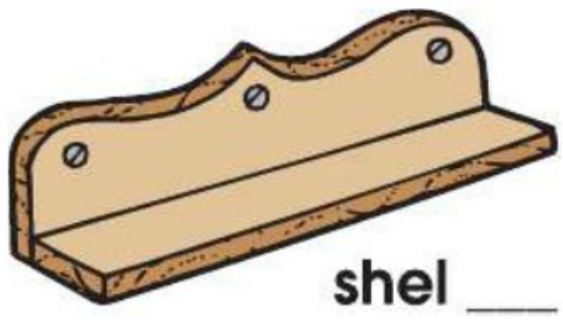
mu ___



boo ___



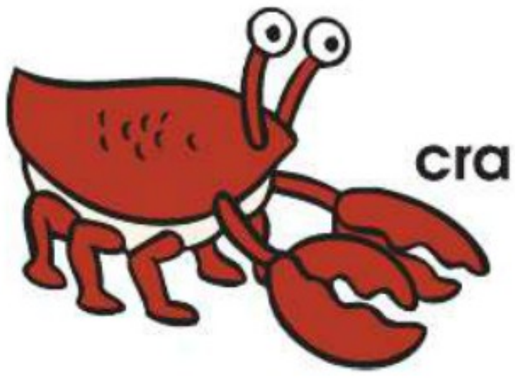
ha ___



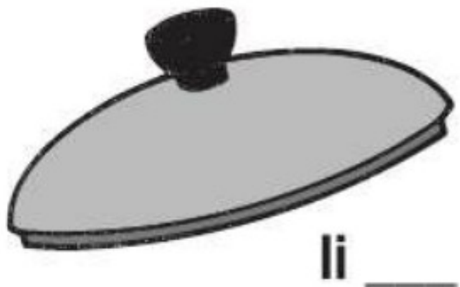
shel ___



lea ___



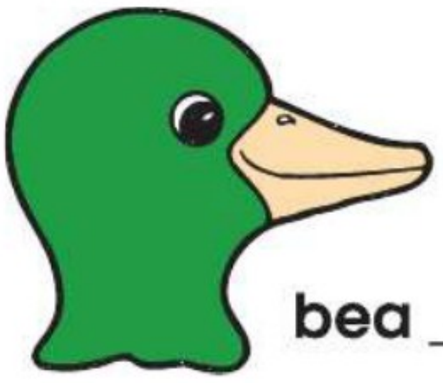
cra ___



li ___



gir ___



bea ___



broo ___

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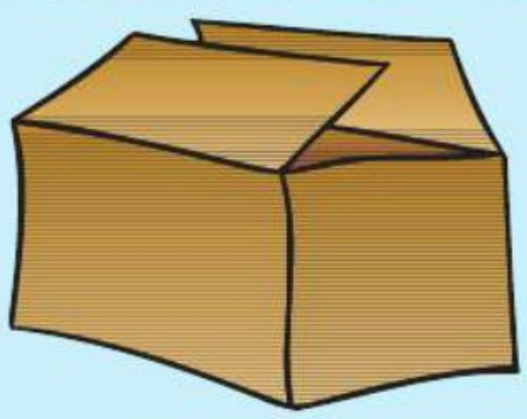
Name _____

Consonant Review

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



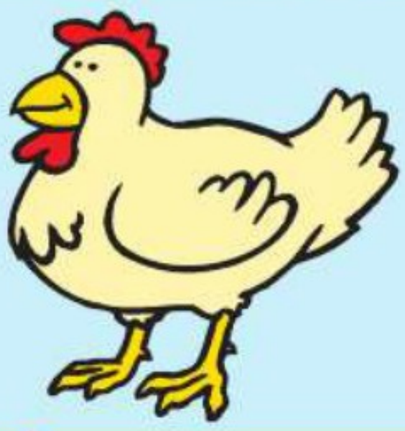
_ _ og



_ _ bo



_ _ un



_ _ he



_ _ tu _ ip



_ _ op



_ _ lo



_ _ lea



_ _ wa _ on

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Name _____

Consonant Review

Directions: Write all the missing consonants.



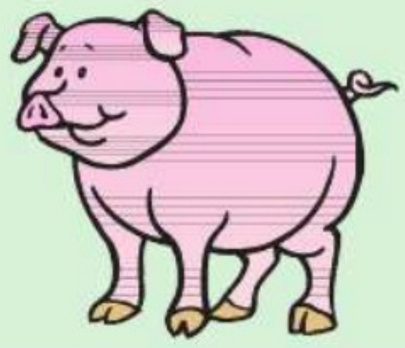
_ _ _ _ _ _

a



_ _ _ _ _ _

o



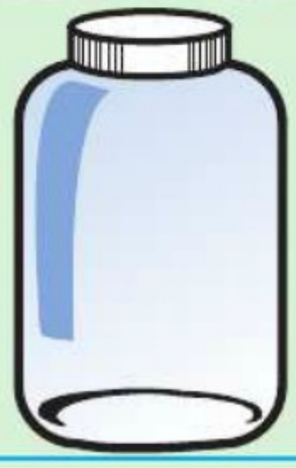
_ _ _ _ _ _

i



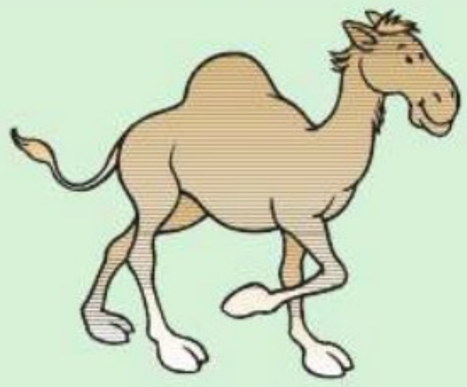
_ _ _ _ _ _

e



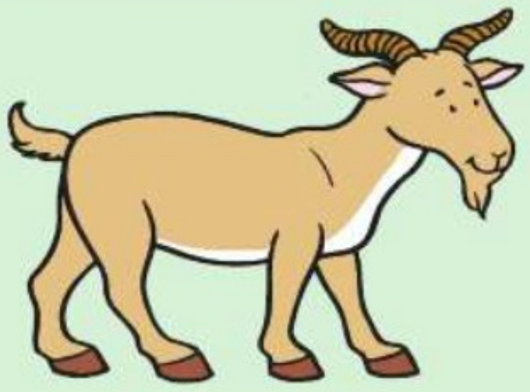
_ _ _ _ _ _

a



_ _ _ _ _ _

a e



_ _ _ _ _ _

oa



_ _ _ _ _ _

a



_ _ _ _ _ _

a

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Name _____

Meet Short a

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



van

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

A

a

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



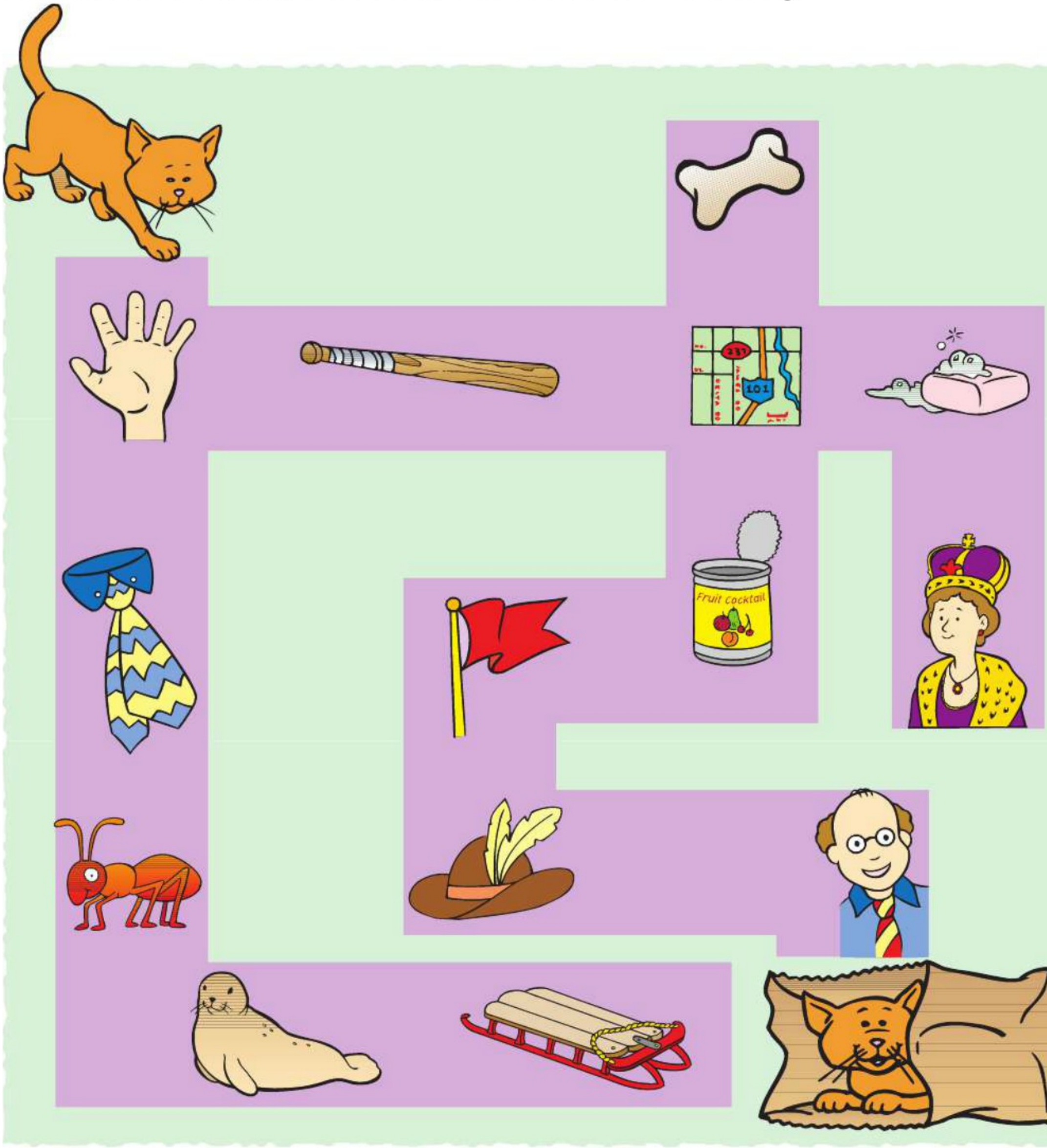


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Name _____

Short a Maze

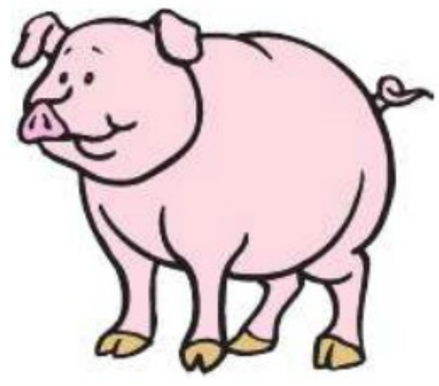
Directions: Help the cat get to the bag. Connect all the pictures whose names have the short **a** sound from the cat to the bag.



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Name _____

Meet Short i



pig

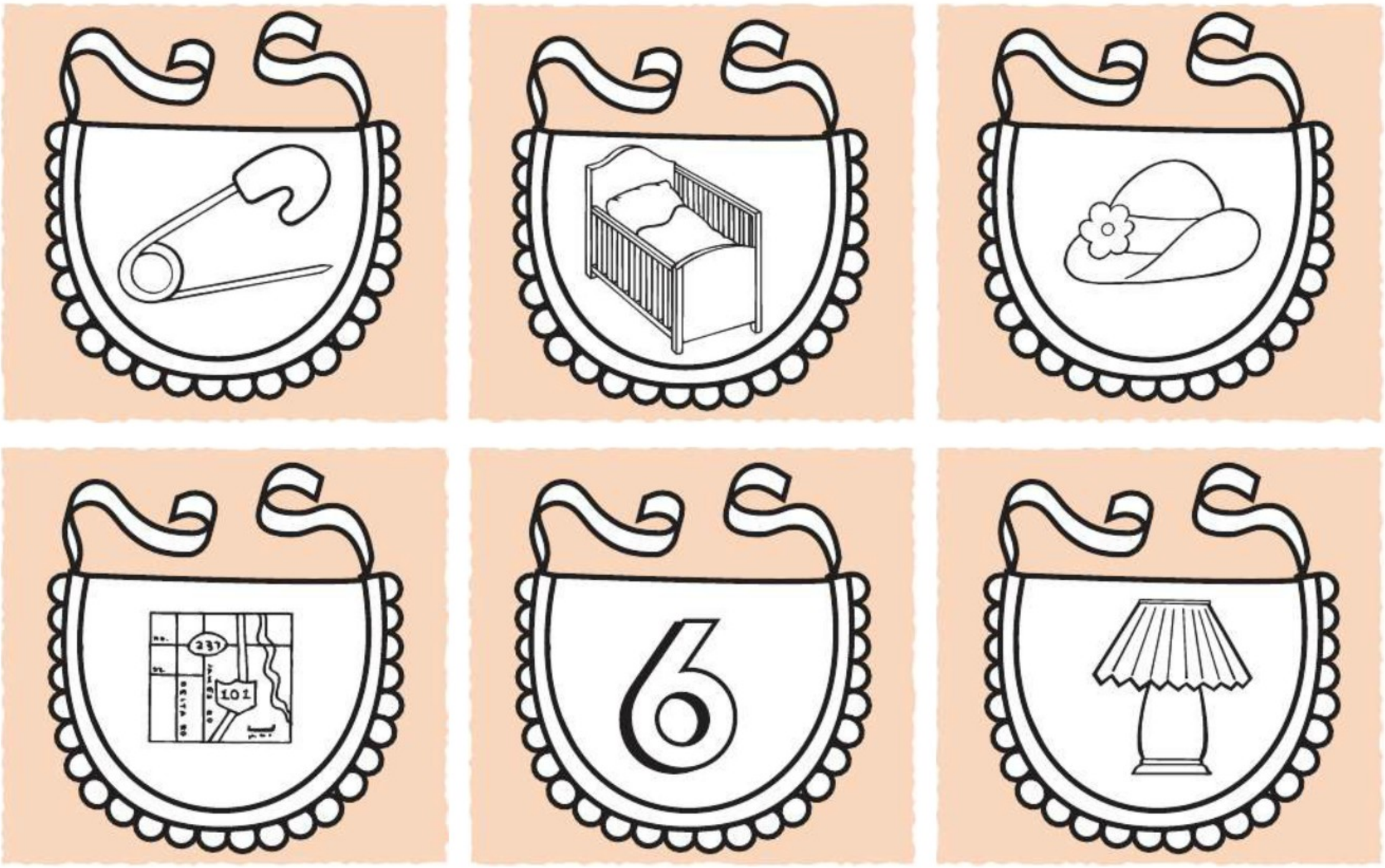
Listen for the sound of short **i** in **pig**.

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

I

i

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



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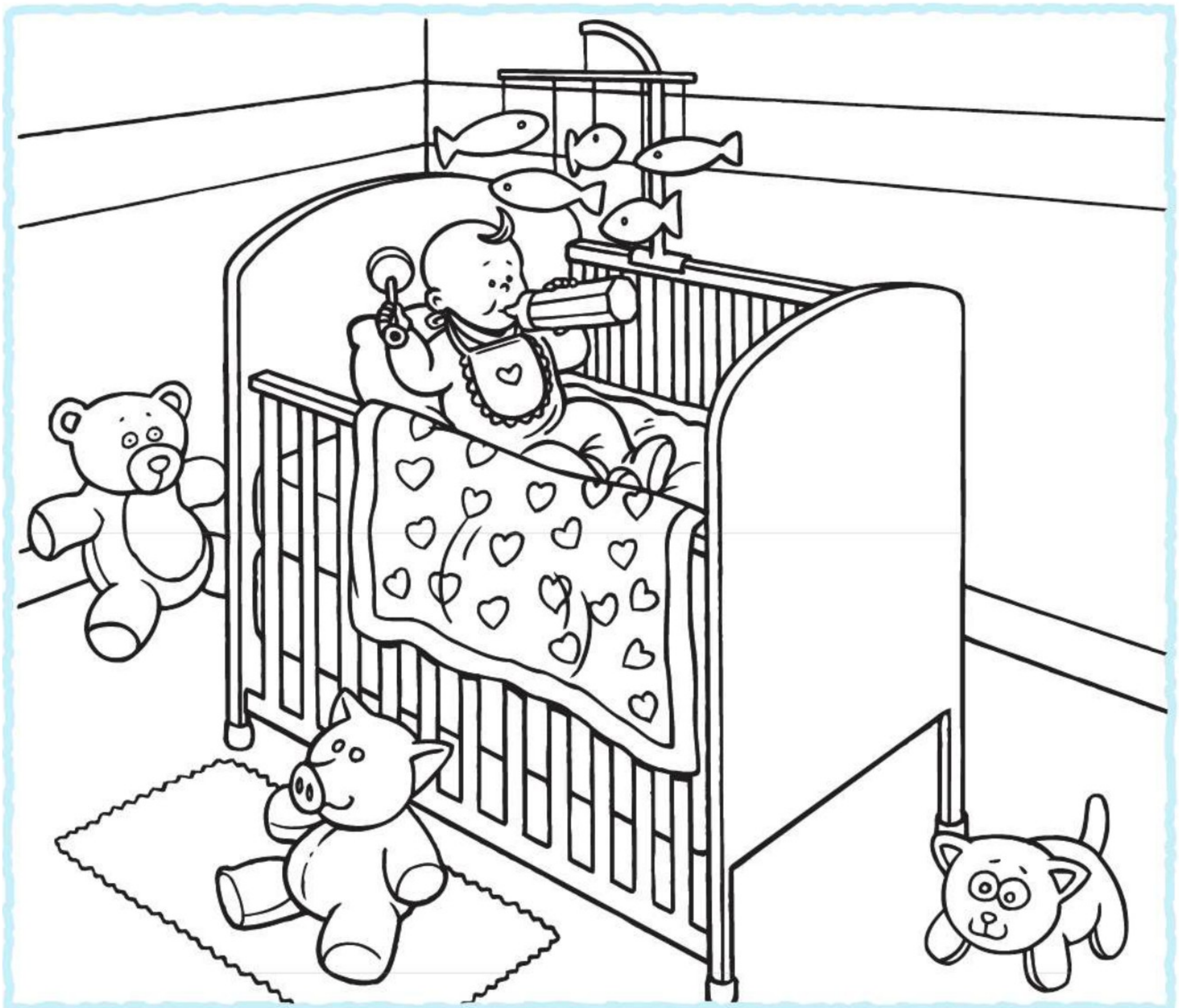
Name _____

Read and Color Short i

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



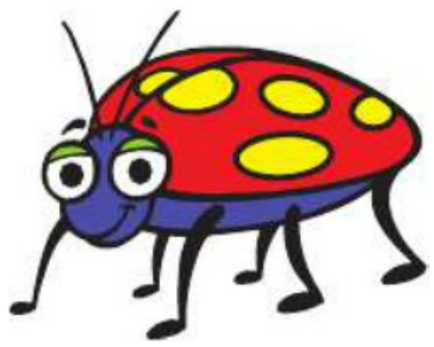
milk	crib	bib
pig	kitten	fish



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Name _____

Meet Short u



bug

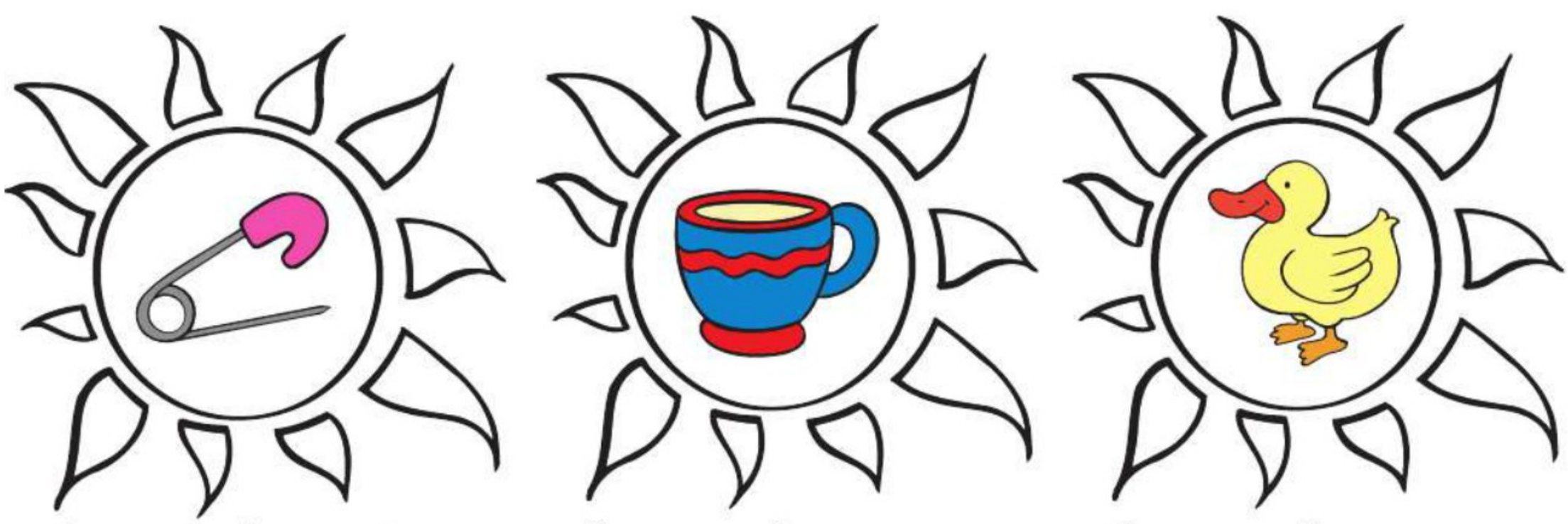
Listen for the sound of short **u** in **bug**.

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

U

u

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



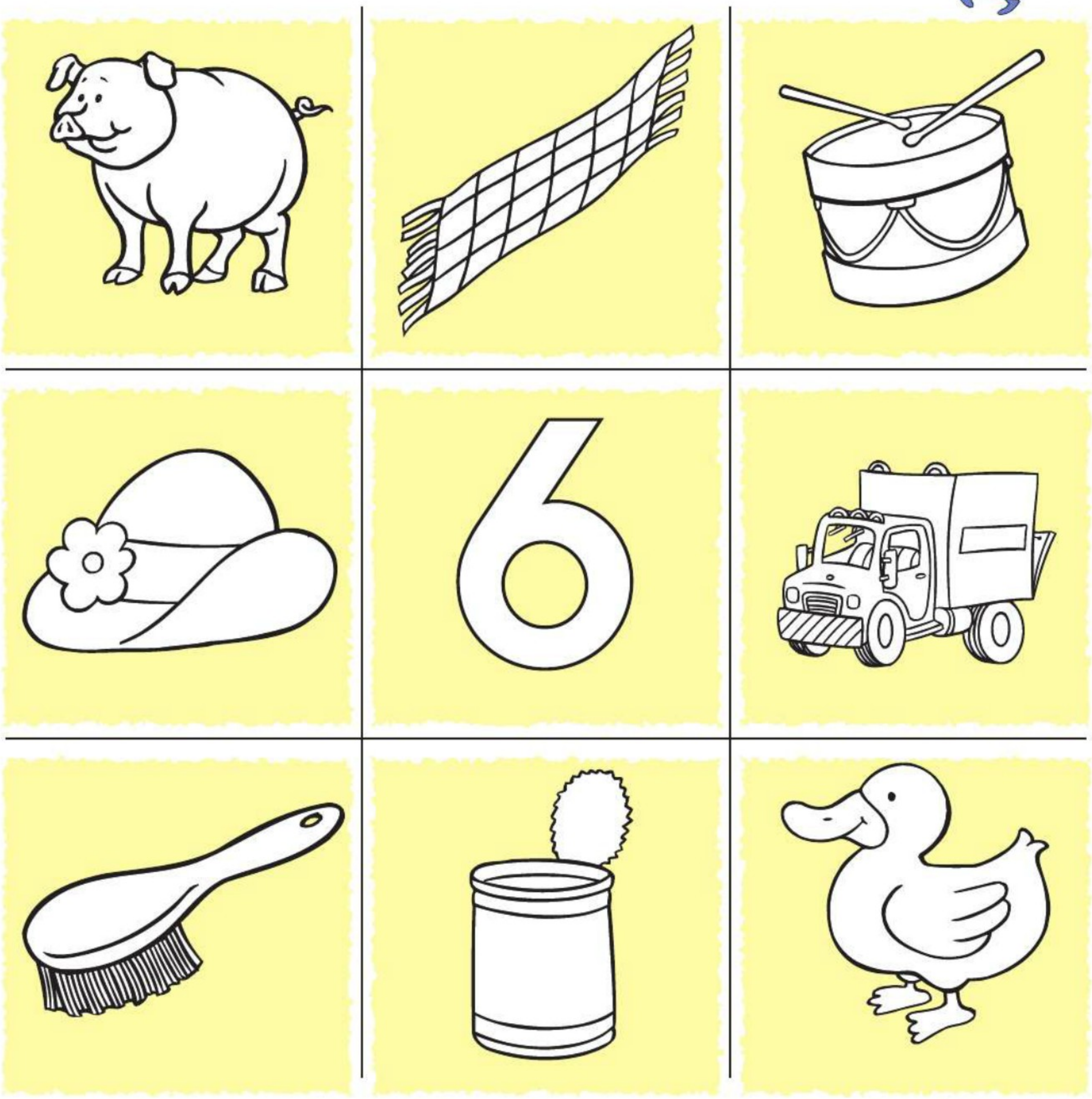
© Carson-Dellosa • CD-704558

Name _____

Short u Tic-Tac-Toe

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

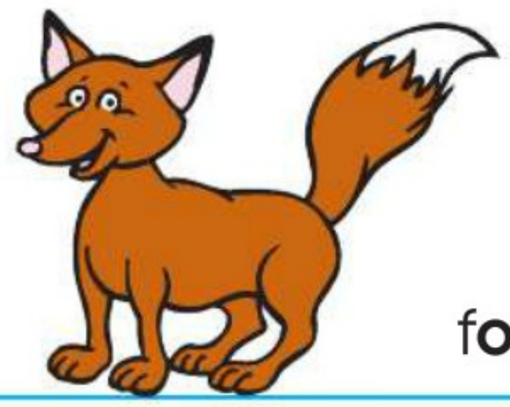




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Name _____

Meet Short o



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

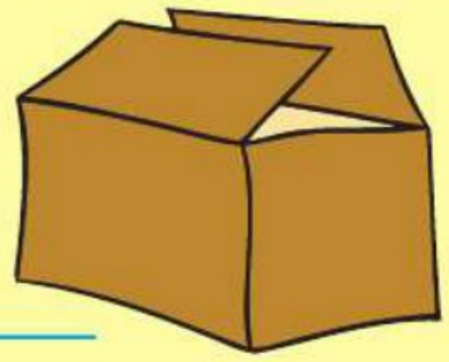
Directions: Trace the letter. Write it on the line.

fox

o

o

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













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Name _____

Find Short o Words

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



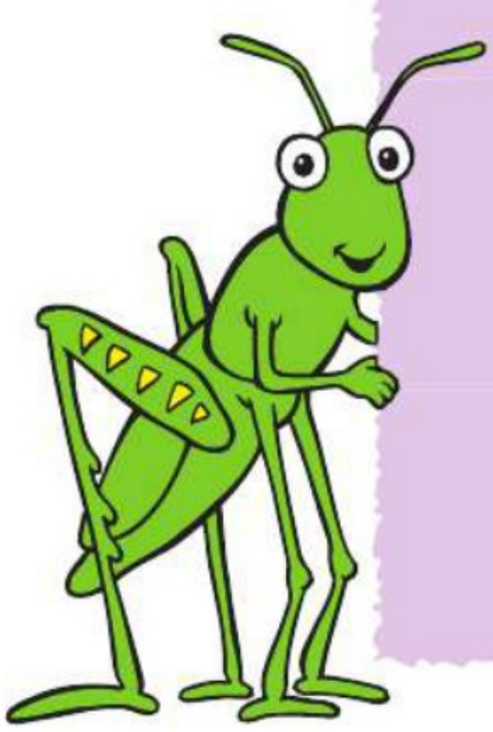








Directions: The words that match the underlined pictures above are hidden in this puzzle. Circle the words. They may go **across** or **down**.

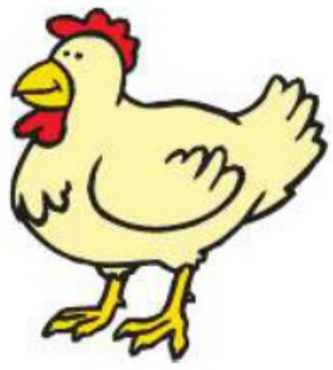


I	T	L	J	B	Z
M	O	O	C	O	T
O	P	G	U	X	U
P	D	O	G	L	P

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Name _____

Meet Short e



hen

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

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

E

e

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



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Name _____

A Matching Game

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

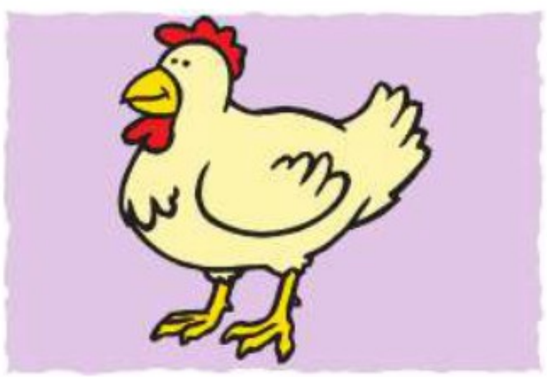












men

jet

hen

web

ten

bed



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Name _____

Meet Long a

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



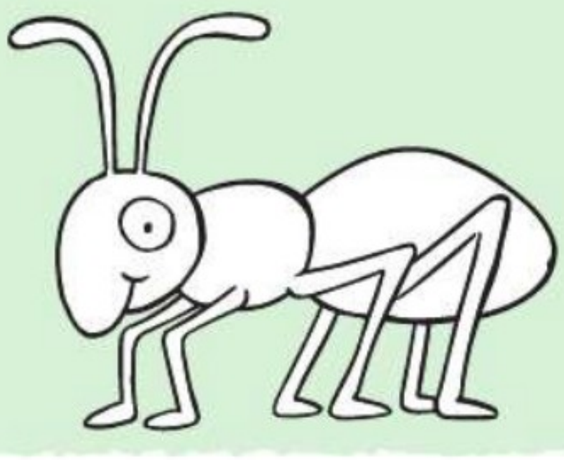
c**a**k**e**

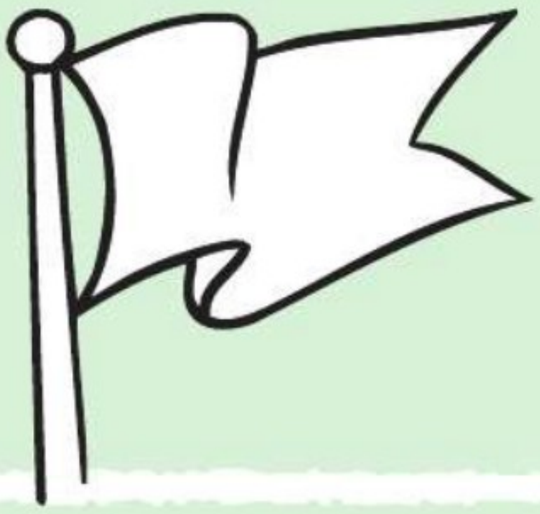
Directions: Color the pictures whose names have the long **a** sound.

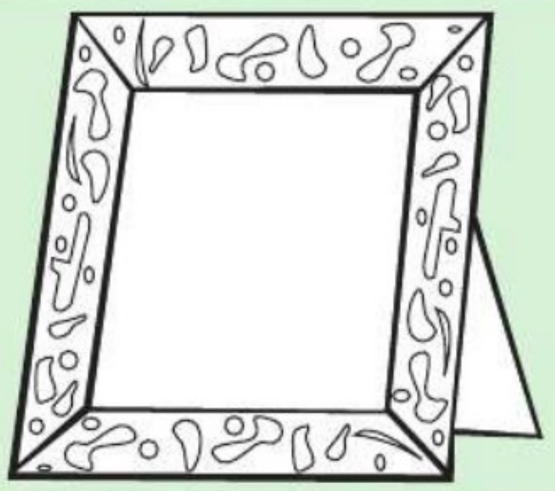




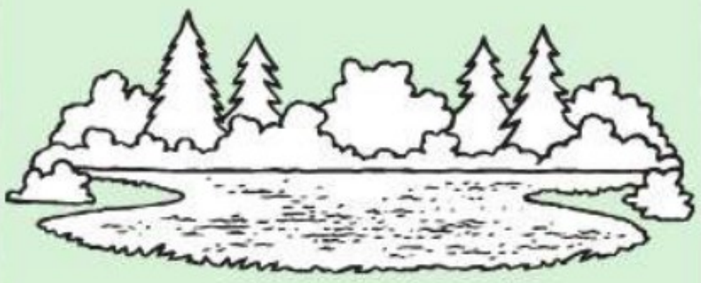


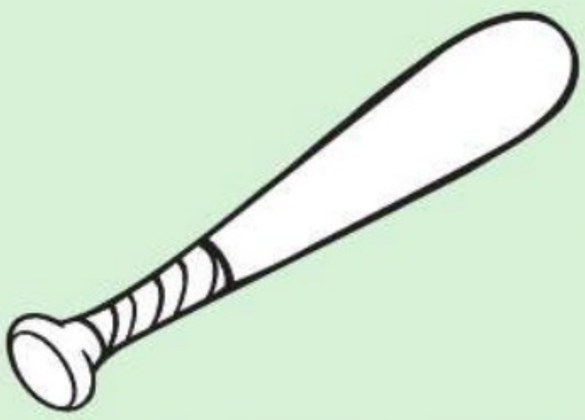


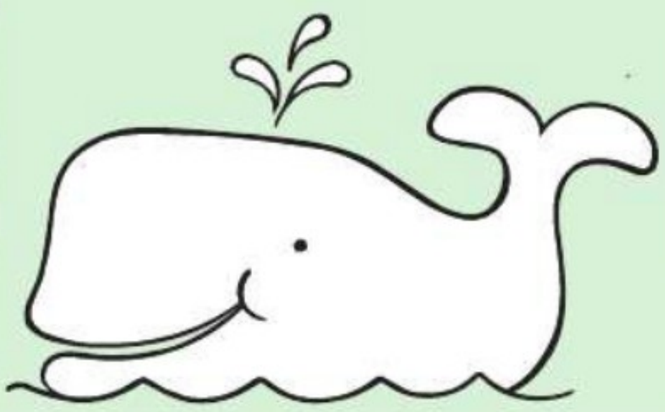




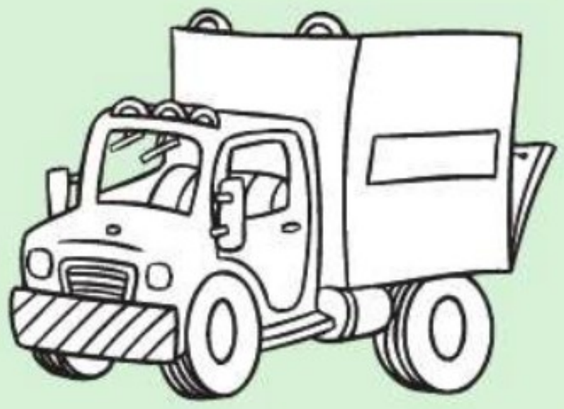












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Name _____

Meet Long i

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



bik**e**

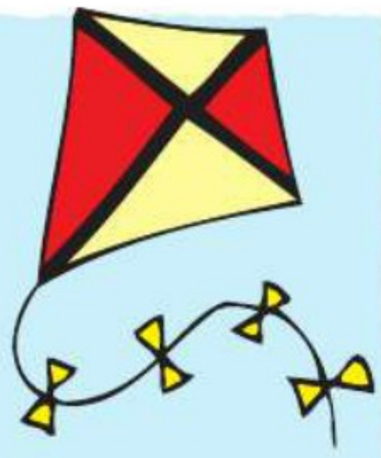
Directions: Fill in the circle beside the name of the picture.



- ○ dim
- ○ date
- ○ dime

5

- ○ five
- ○ fix
- ○ fame



- ○ kite
- ○ cat
- ○ kit



- ○ pane
- ○ pin
- ○ pine



- ○ tin
- ○ tire
- ○ tale



- ○ red
- ○ ride
- ○ rid



- ○ hive
- ○ hid
- ○ had

9

- ○ nip
- ○ name
- ○ nine



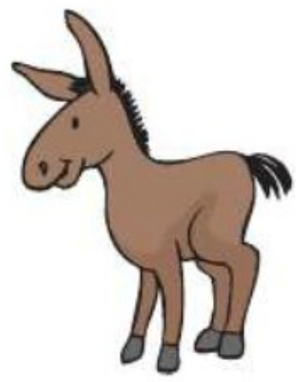
- ○ fame
- ○ fire
- ○ fin

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Name _____

Meet Long u

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



m**ule**

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









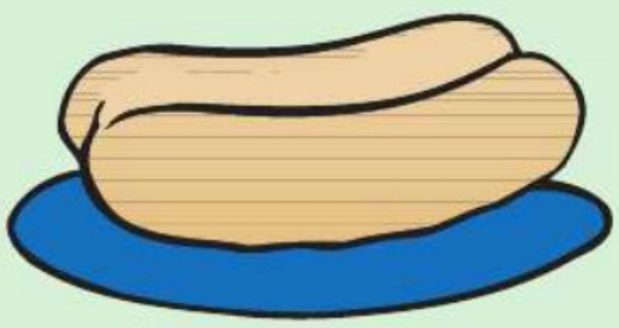




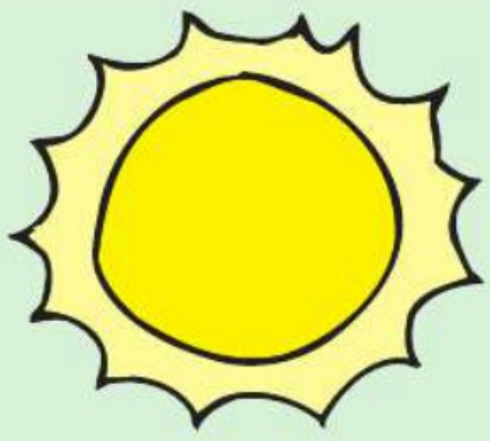








June						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	28	30			

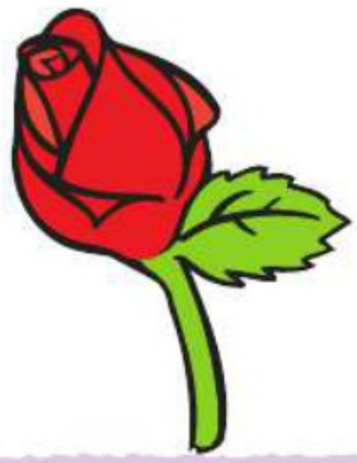


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Name _____

Meet Long o

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



rose

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



○ Long o ○ Short o



○ Long o ○ Short o



○ Long o ○ Short o



○ Long o ○ Short o



○ Long o ○ Short o



○ Long o ○ Short o



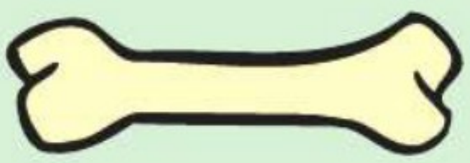
○ Long o ○ Short o



○ Long o ○ Short o



○ Long o ○ Short o



○ Long o ○ Short o



○ Long o ○ Short o

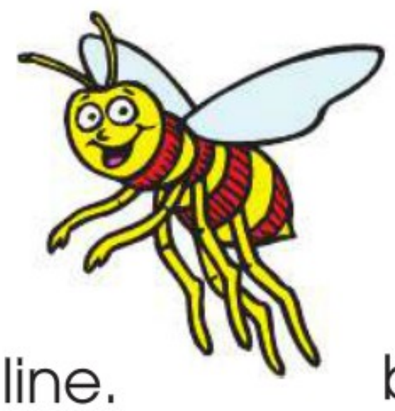


○ Long o ○ Short o

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Name _____

Meet Long e



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

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

b**ee**



seal



ten



beet



jeep



leaf



bed



red



seat



feet

ee	ea	Short Vowel e

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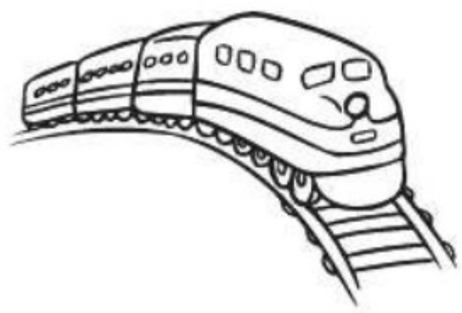
Name _____

Long Vowels

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

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

ā



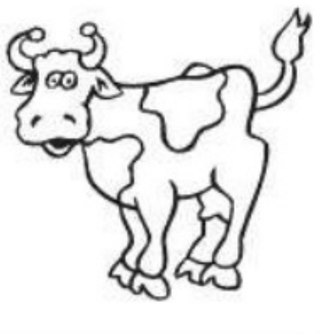
ē






ī



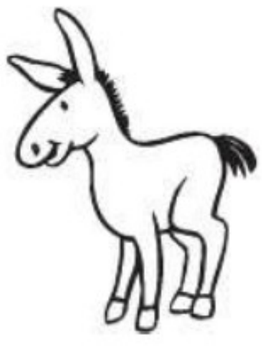



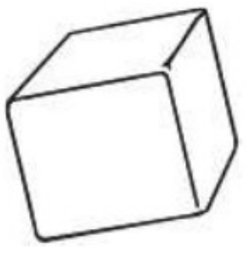
ō






ū






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Name _____

Super Silent e

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



Example: rip + **e** = ripe

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



can



_____



tub



_____



man



_____



kit



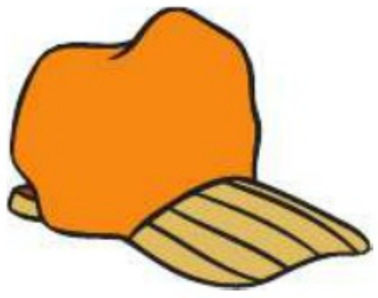
_____



pin



_____



cap



_____

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Name _____

Words with Silent e

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

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



can **cane**



tub **tube**



rob **robe**



rat **rate**



pin **pine**



cap **cape**



not **note**



pan **pane**



slid **slide**



dim **dime**



tap **tape**



cub **cube**

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Name _____

Final y as a Vowel



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

Y can also be a vowel.

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

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

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



bail
bay
baby



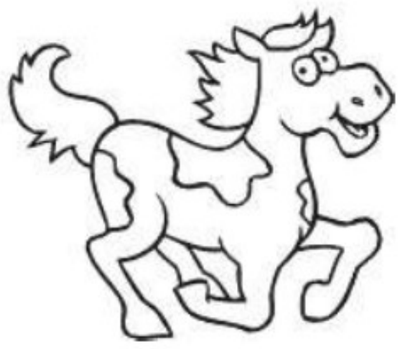
crazy
cry
crate



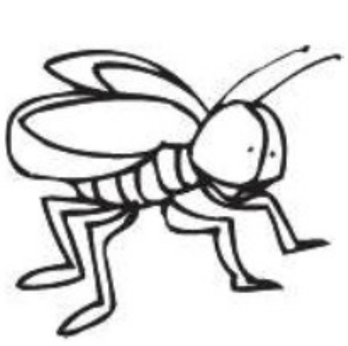
bunt
bunny
buy



fry
frosty
frog



pay
pry
pony



fly
feed
fussy

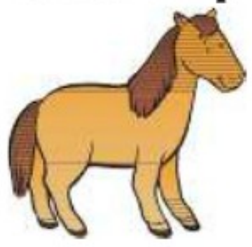
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Name _____

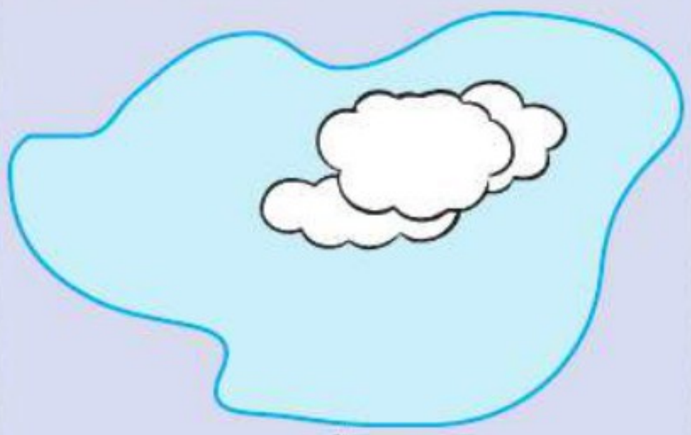
The Sounds of y

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

fl**y** 

pon**y** 

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



sky

Long i **Long e**



baby

Long i **Long e**



bunny

Long i **Long e**



cry

Long i **Long e**



penny

Long i **Long e**



muddy

Long i **Long e**



dry

Long i **Long e**

20

twenty

Long i **Long e**



city

Long i **Long e**

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Name _____

Finish-the-Word Puzzles

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

	w	
p		t
	b	



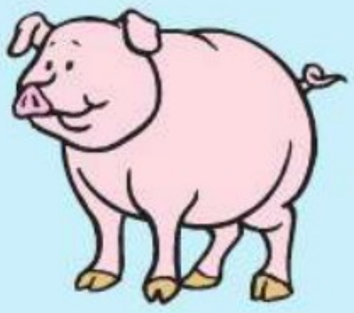
	m	
d		g
	p	



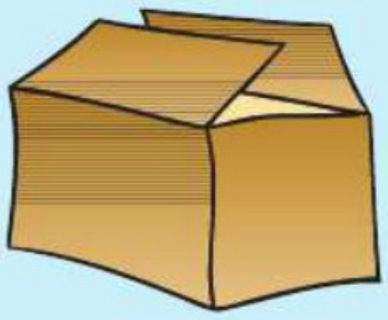
	f	
m		p
	n	



	w	
p		g
	n	



	h	
b		x
	t	



	b	
s		n
	s	



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Name _____

Review

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

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

What was hidden?

_____



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Name _____

Review

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

a e i o u



c___t

b___k___





sm___k___

tr_____





c___b

p___n





m___m

b___b





d___d

d___ck



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Name _____

Short and Long Vowels

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

a e i o u



j _____ g



t _____ pe



l _____ af



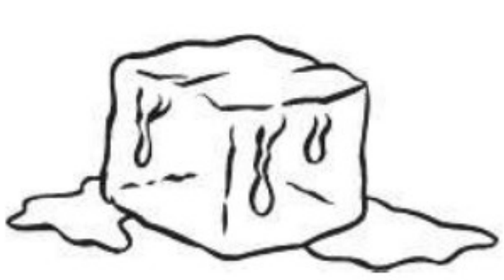
p_____ n



l _____ ck



c _____ t



c _____ be



b _____ ll



k _____ te



r _____ pe

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Name _____

Consonant Blends with r

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



dragon

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







dr

br

cr

tr

pr

gr

fr









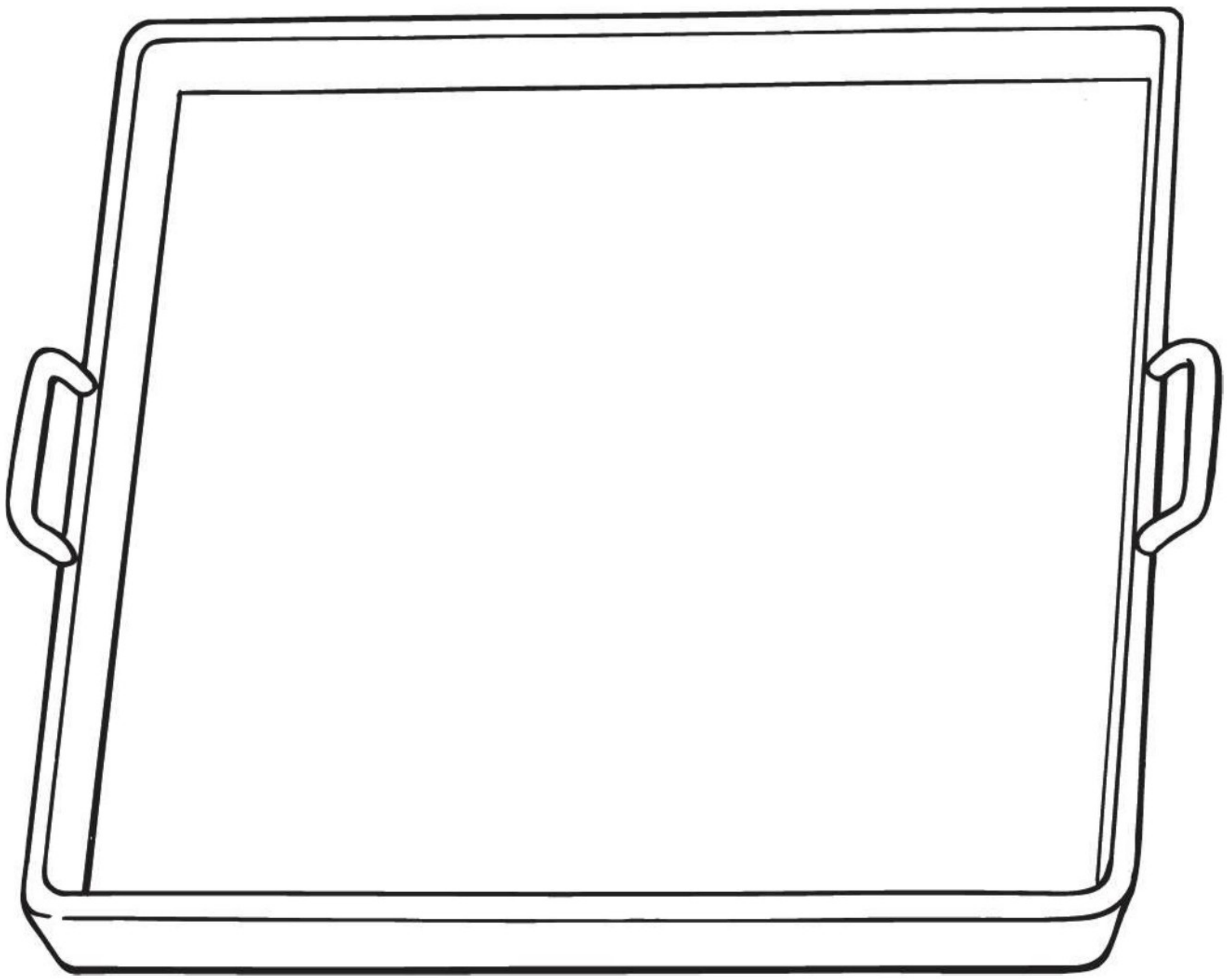
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Name _____

Fill the Tray

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

bread	pretzel	meat
butter	milk	grapes
salad	french fries	ice cream



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Name _____

Consonant Blends with l

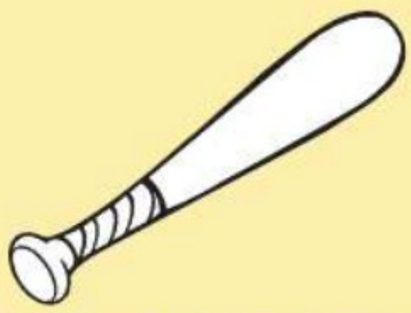
Listen for the **cl** blend in **clown**. **Gl**, **pl**, **fl**, and **bl** are also **l** blends.

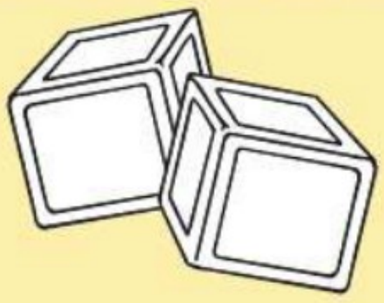


clown

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

bl



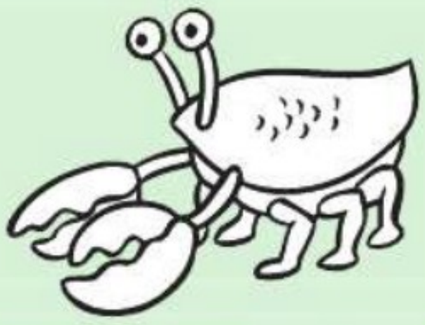




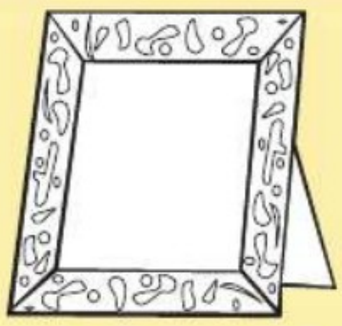
cl







fl

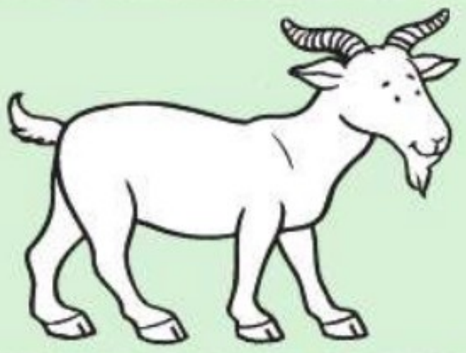






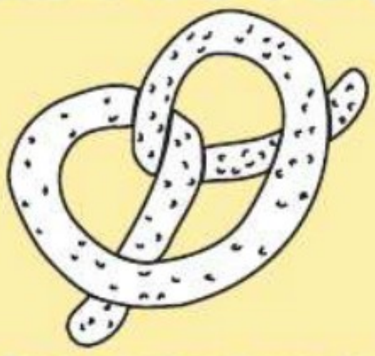
gl

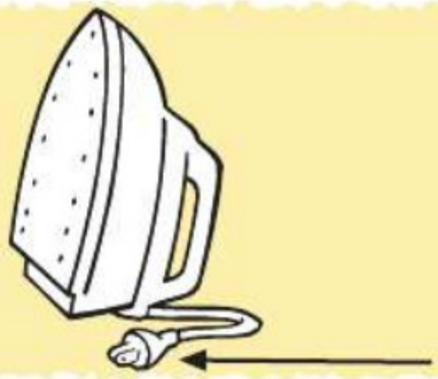






pl





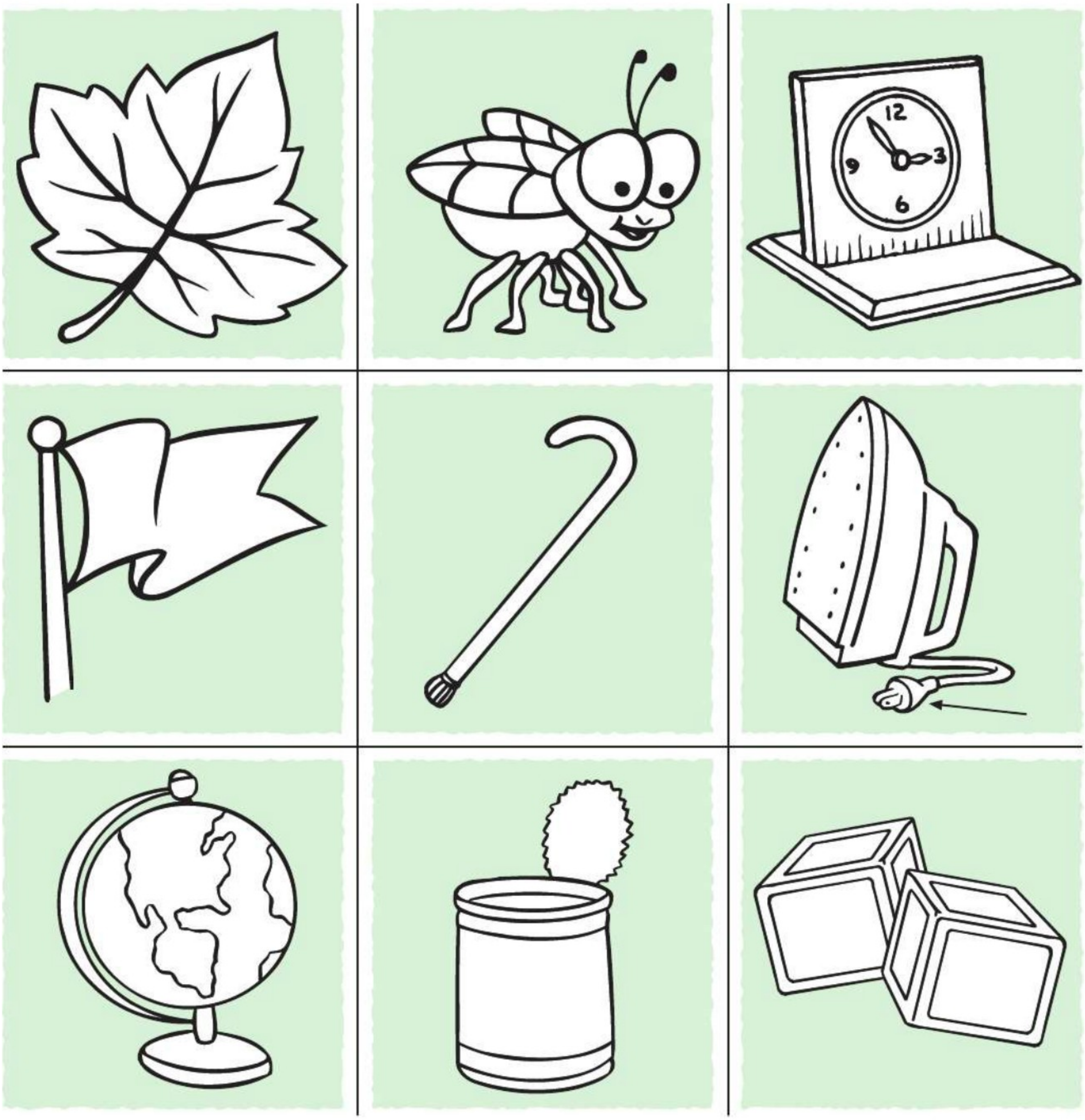


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Name _____

Tic-Tac-Toe with l Blends

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



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Name _____

Consonant Blends with s

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

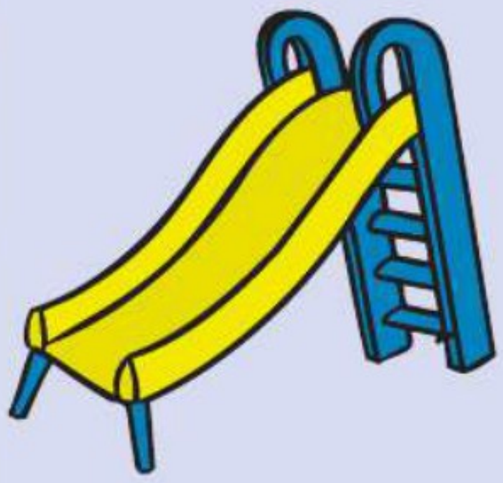


skunk

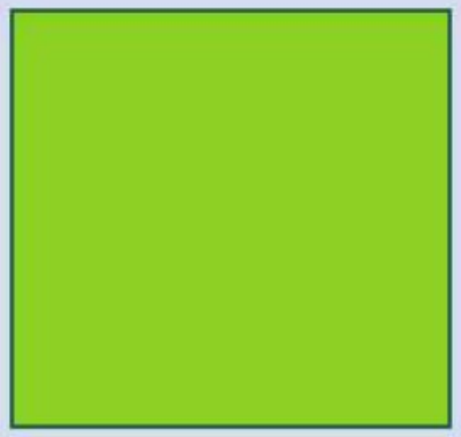
Directions: Say the name of each picture. Circle the **s** blend you hear at the beginning of the name.



sn
sp
st



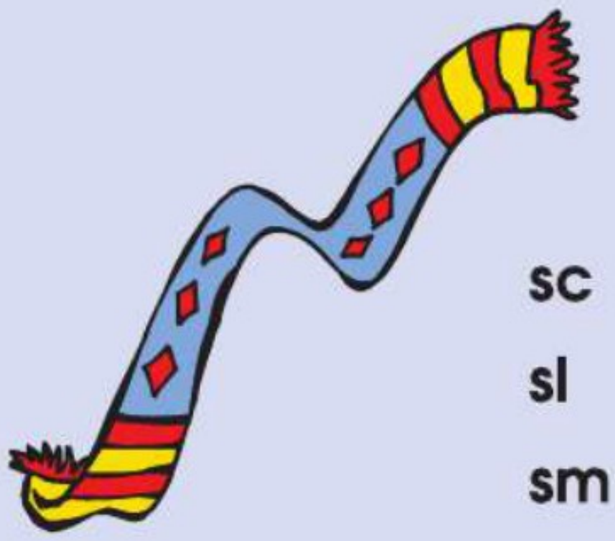
sw
squ
sl



squ
st
sp



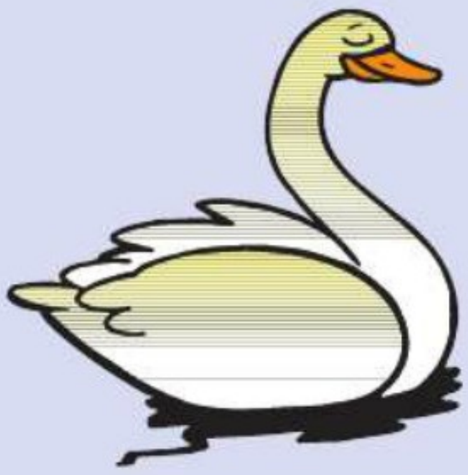
st
sp
sk



sc
sl
sm



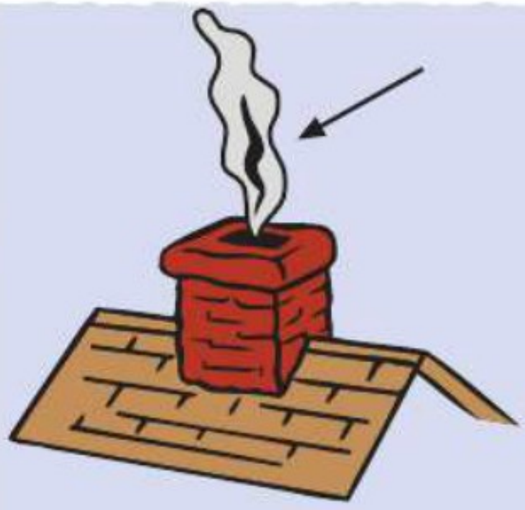
squ
sc
st



sw
sl
sm



sm
sk
sl



squ
sn
sm

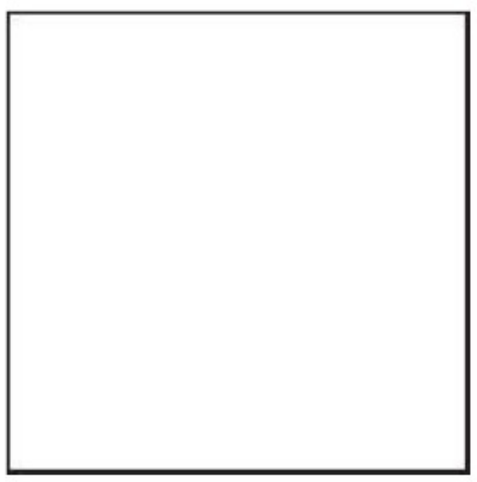
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Name _____

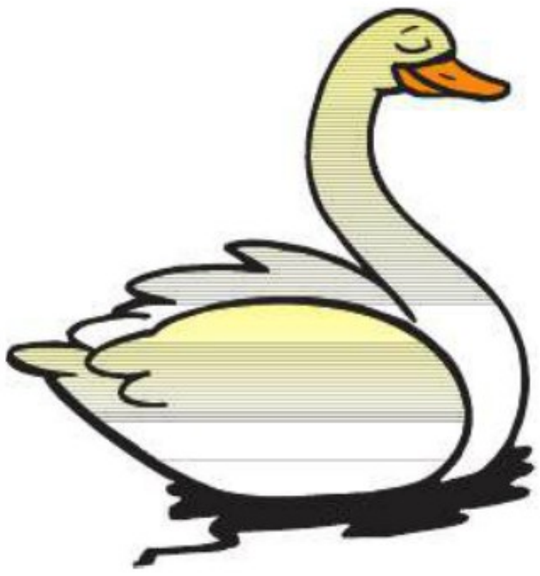
Match Pictures and Blends

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









squ

sp

sw

sl

sk

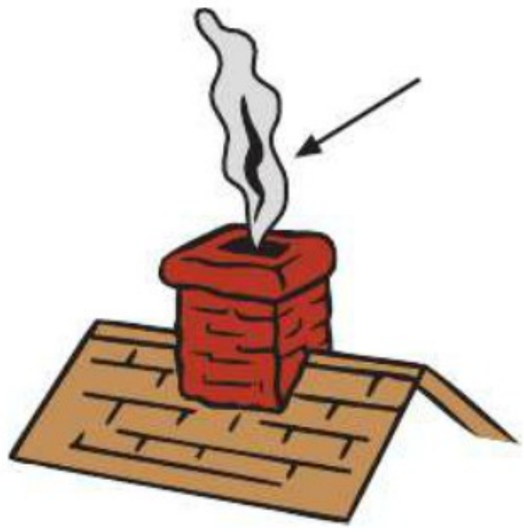
sn

st

sm







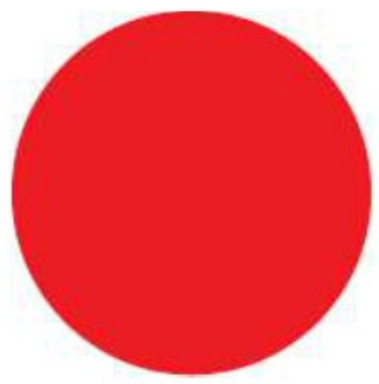


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Name _____

Blends at the Ends

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



rou**nd**

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



nd
st
sk



nt
nk
ng



nt
st
nd



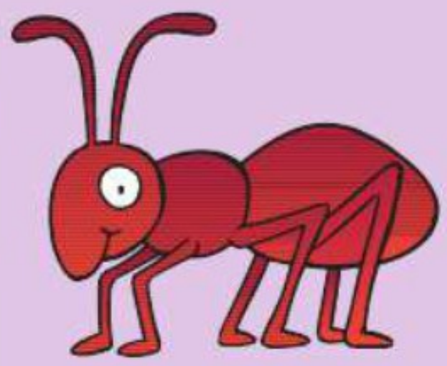
nd
ng
mp



ng
nt
nd



nd
nk
st



st
nt
nd



nd
nk
ng



nt
sk
st

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Name _____

Ending Consonant Blends

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

lf



lk



sk



st

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Name _____

Missing Blends

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

__ain



- ◯ **sk**
- ◯ **tr**
- ◯ **pr**

__an



- ◯ **sl**
- ◯ **sm**
- ◯ **sw**

te__



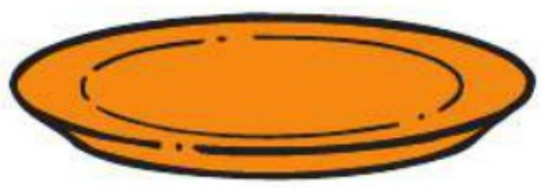
- ◯ **sk**
- ◯ **nt**
- ◯ **ng**

__ate



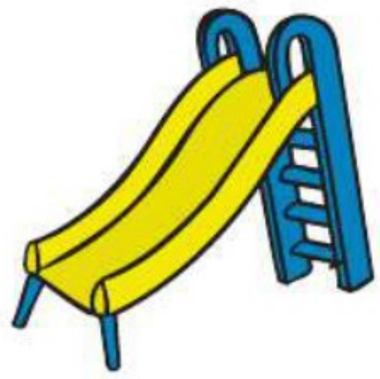
- ◯ **sk**
- ◯ **sm**
- ◯ **cr**

__ate



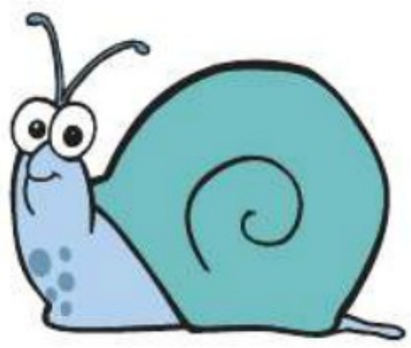
- ◯ **pl**
- ◯ **pr**
- ◯ **sp**

__ide



- ◯ **sk**
- ◯ **cl**
- ◯ **sl**

__ail



- ◯ **ng**
- ◯ **sn**
- ◯ **st**

__ess



- ◯ **pr**
- ◯ **dr**
- ◯ **nd**

de__



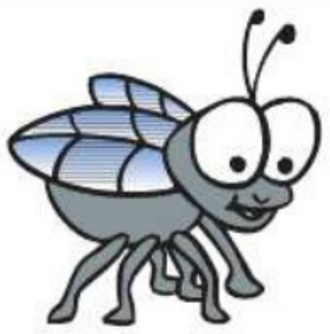
- ◯ **st**
- ◯ **nd**
- ◯ **sk**

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Name _____

More Missing Blends

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

ri__  ○ **nt** ○ **st** ○ **ng**	__y  ○ **sl** ○ **fl** ○ **pl**	__apes  ○ **gr** ○ **cl** ○ **sk**
__obe  ○ **sl** ○ **gl** ○ **gr**	ha__  ○ **nd** ○ **ng** ○ **sk**	__og  ○ **gr** ○ **tr** ○ **fr**
__y  ○ **sk** ○ **sm** ○ **nt**	__ider  ○ **pr** ○ **sl** ○ **sp**	la__  ○ **st** ○ **mp** ○ **ng**

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Name _____

Picture Clues

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

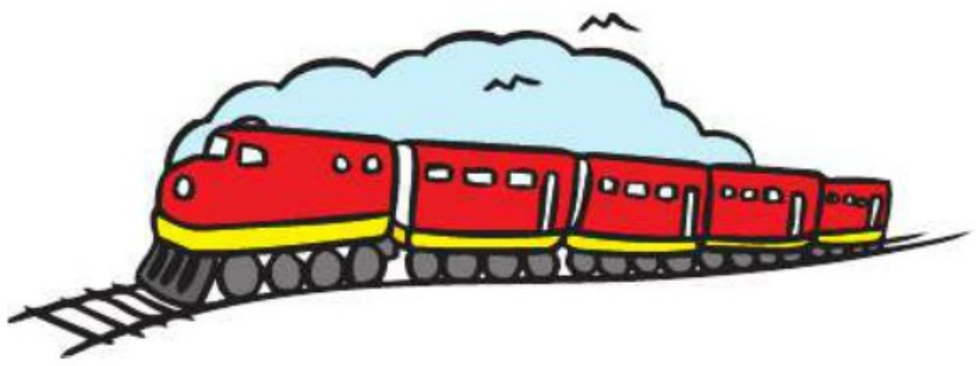
I ride on a _____.

bike hike



I ride on a _____.

train tree



I ride in a _____.

car can



I ride on a _____.

bus bug



I ride in a _____.

jar jet



I ride in a _____.

took truck



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Name _____

Picture Clues

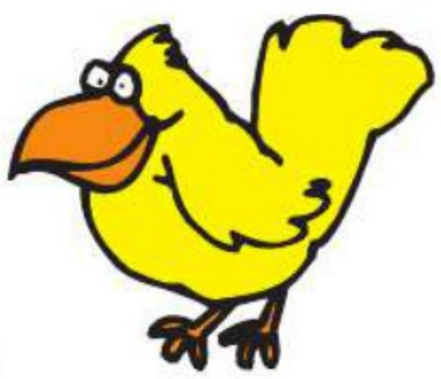
Directions: Read the sentence. Circle the word that makes sense. Use the picture clues to help you. Then, write the word.

I see the
bird book

_____

_ _ _ _ _ _ _

_____.

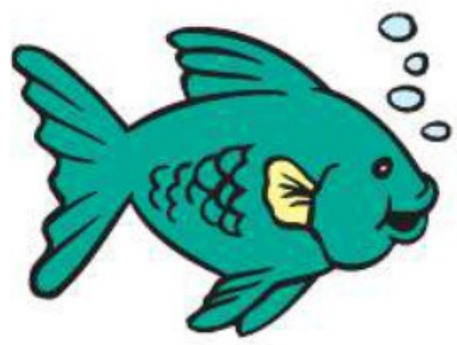


I see the
fish fork

_____

_ _ _ _ _ _ _

_____.



I see the
dogs dig

_____

_ _ _ _ _ _ _

_____.

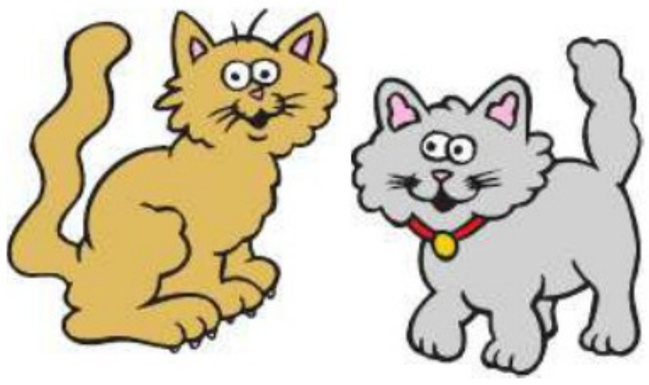


I see the
cats coat

_____

_ _ _ _ _ _ _

_____.



I see the
snake snow

_____

_ _ _ _ _ _ _

_____.

I see the
rat rake

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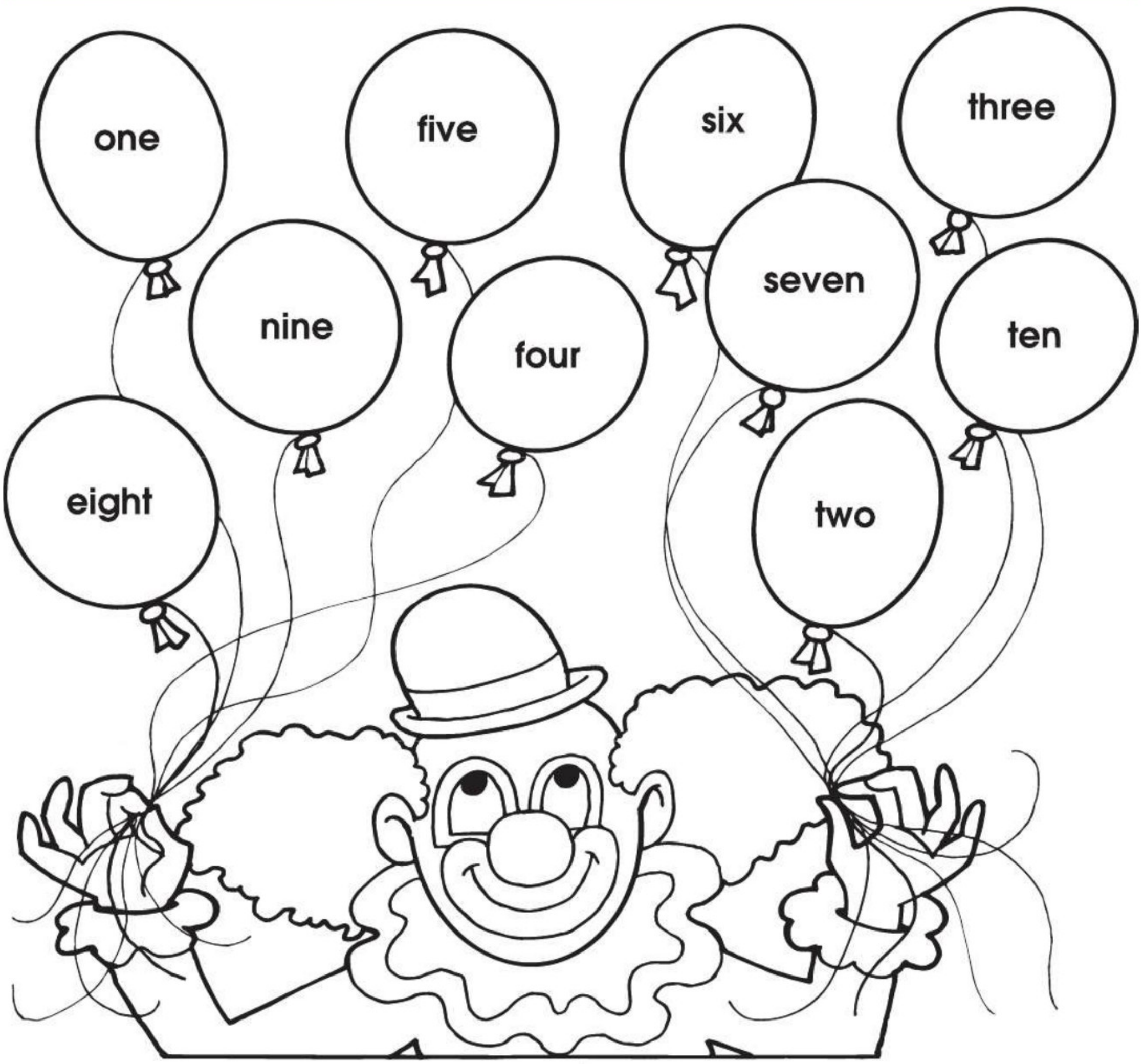
Name _____

Fun with Directions

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



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



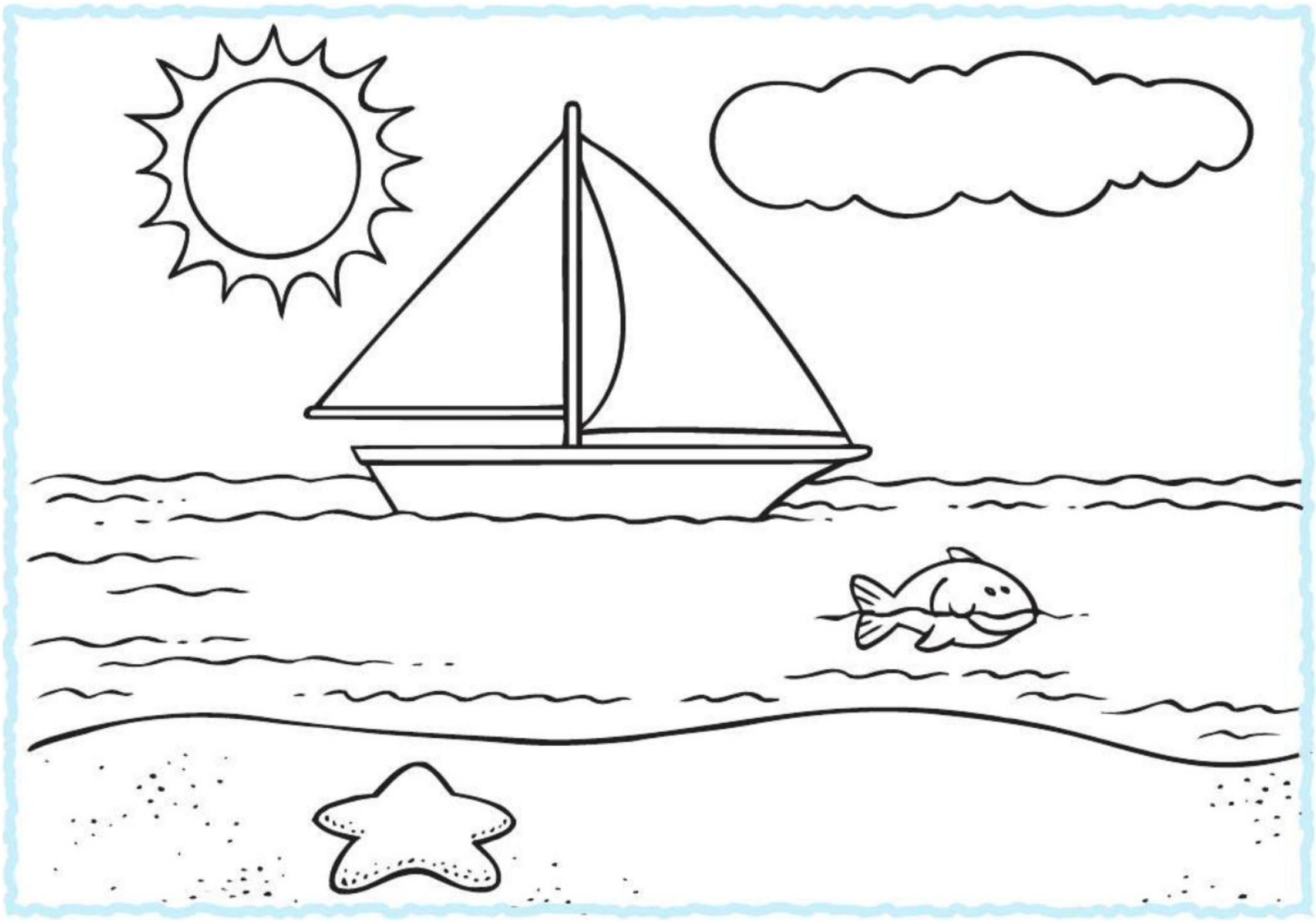
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Name _____

Draw with Directions

Directions: Follow the directions to complete the picture.

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



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Name _____

Follow the Course

Directions: Place a penny in the top left corner on page 83. Then, follow the directions below to win the trophy. Check off the directions as you follow them.

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

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



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

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

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

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



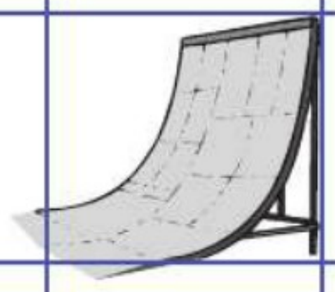
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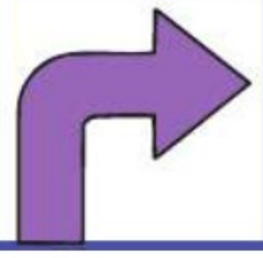
Name _____

FOLLOWING DIRECTIONS

Skateboard Course



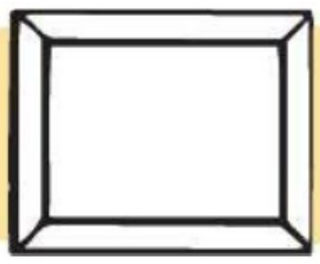
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Name _____

Directions for Decorating



Directions: Follow the directions to decorate the bedroom.

Draw a red  between the two  .

Draw a  under the window. Color it green.

Draw three big  on the wall. Color them orange.

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



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Following Directions

Read the sentences. Then, follow the directions.

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

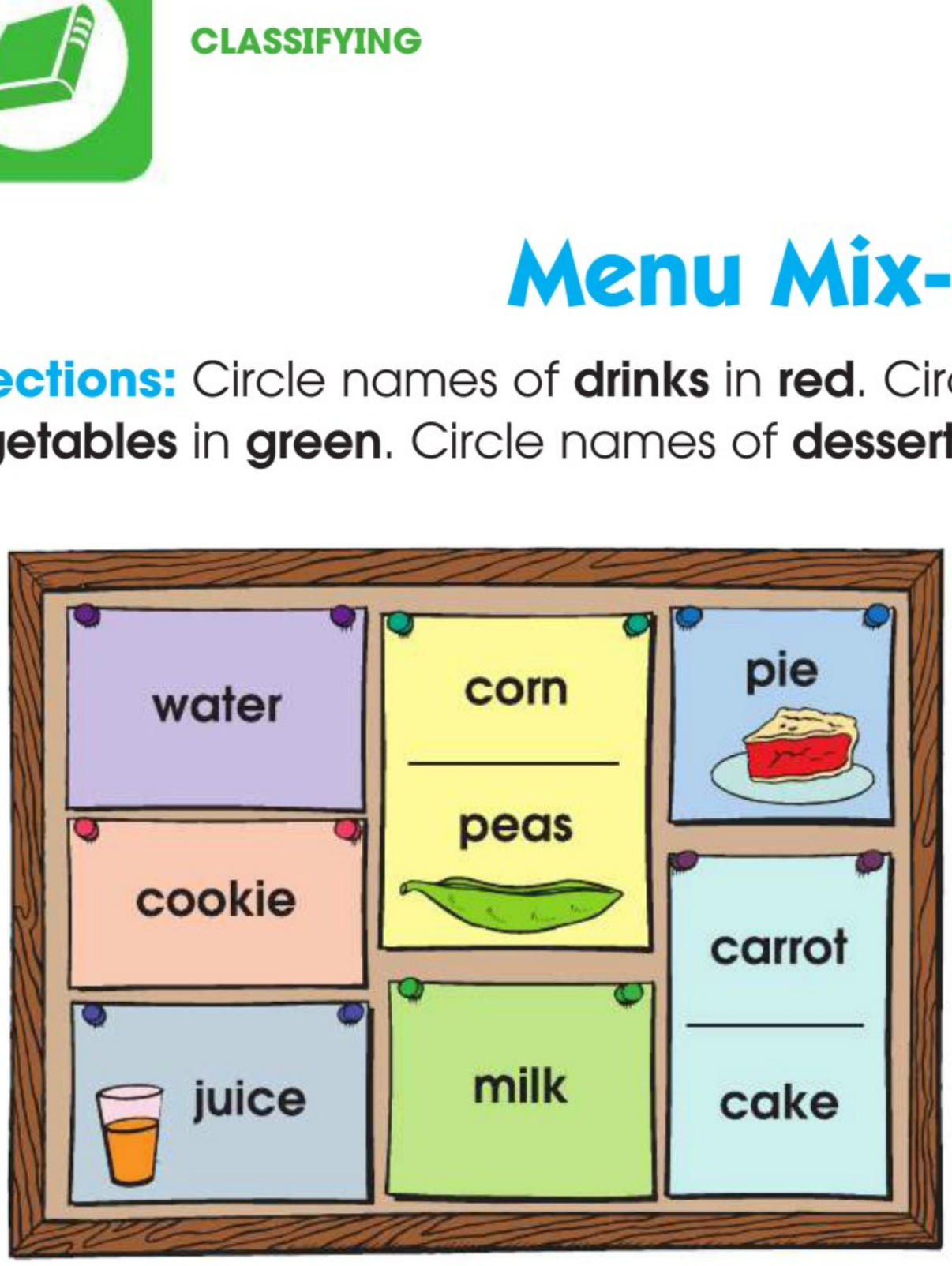


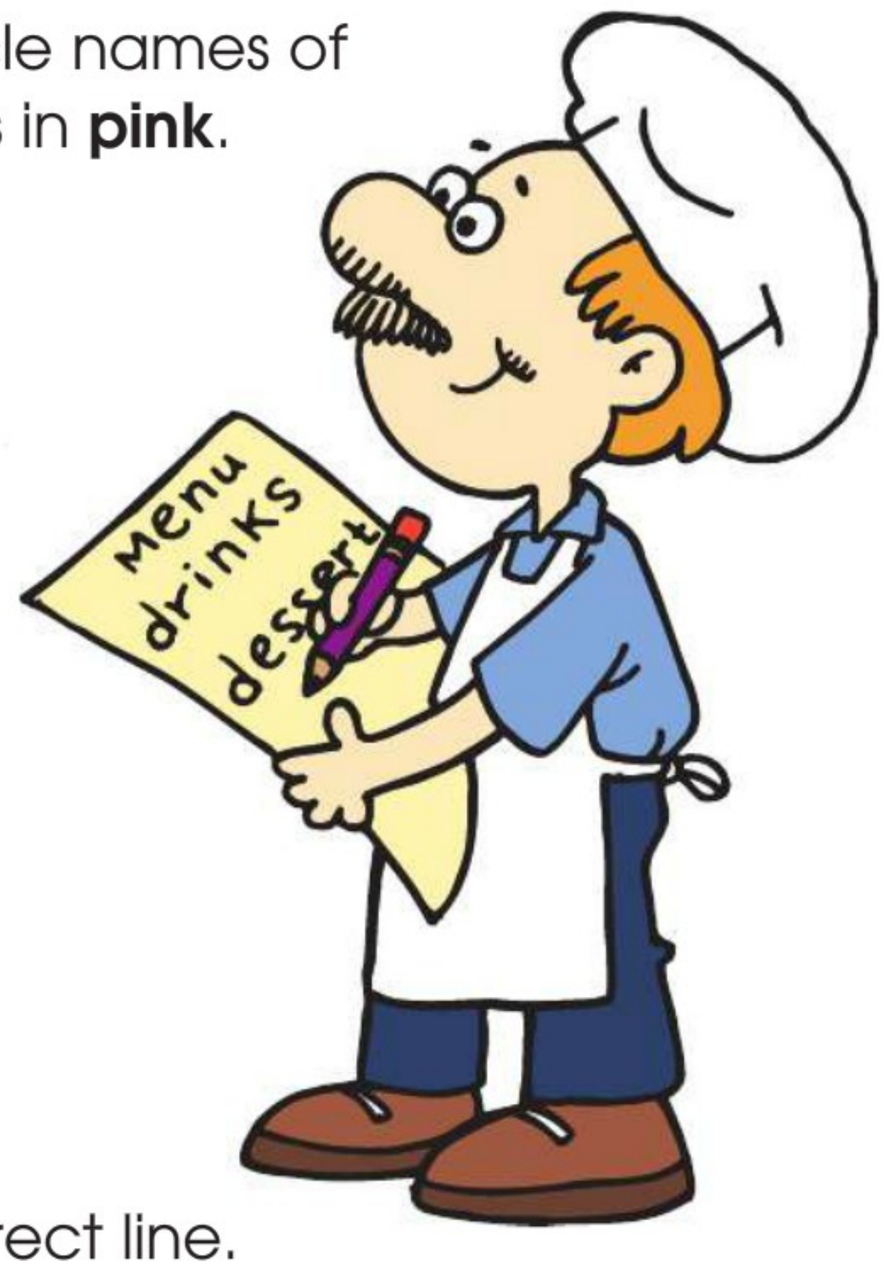
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Name _____

Menu Mix-Up

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





Directions: Write each food word on the correct line.

Drinks	Vegetables	Desserts

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Name _____

Word Sort

Directions: Circle words that name **colors** in **red**.
Circle words that name **shapes** in **yellow**.
Circle words that name **numbers** in **green**.

five blue ten

square circle

nine purple

triangle brown



Directions: Write each word on the correct line.

Colors	Shapes	Numbers

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Name _____

Classification

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

Fruit



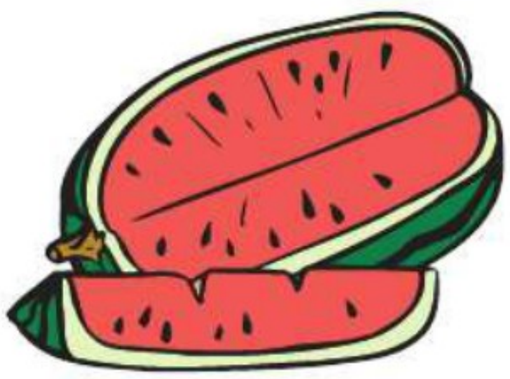
apple



peach



corn



watermelon

Wild Animals



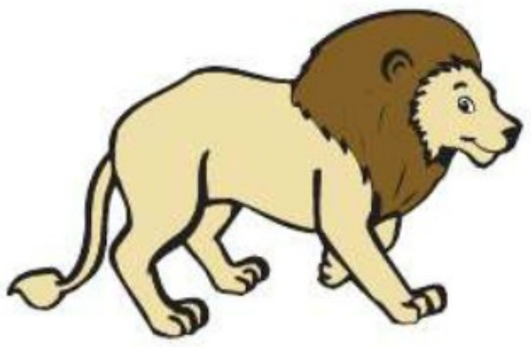
bear



kitten



gorilla

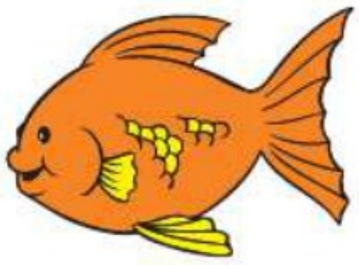


lion

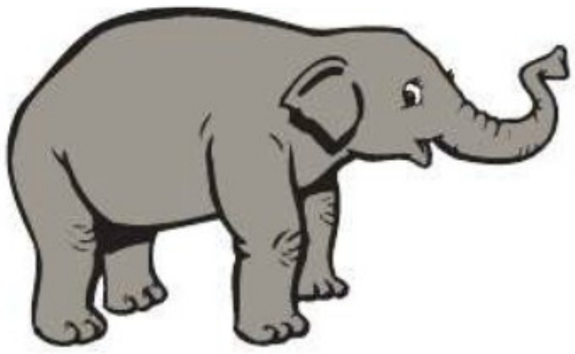
Pets



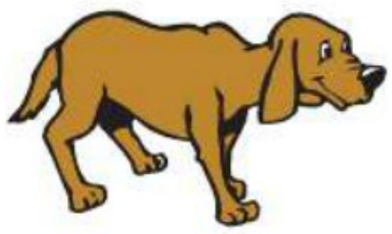
cat



goldfish



elephant



dog

Flowers



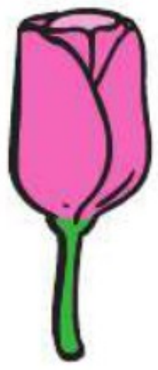
grass



rose



daisy



tulip

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Name _____

Classification

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



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

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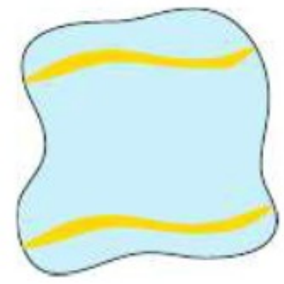
Name _____

Things That Go Together

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



toothpaste



washcloth



pencil



sock



salt



toothbrush



shoe



pepper



soap



paper



pillow



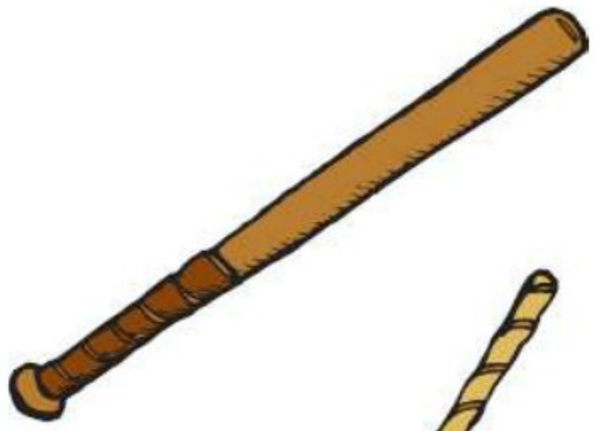
bed

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Name _____

More Things That Go Together

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

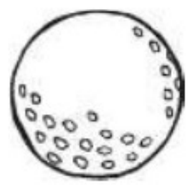


















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Name _____

Same and Different

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

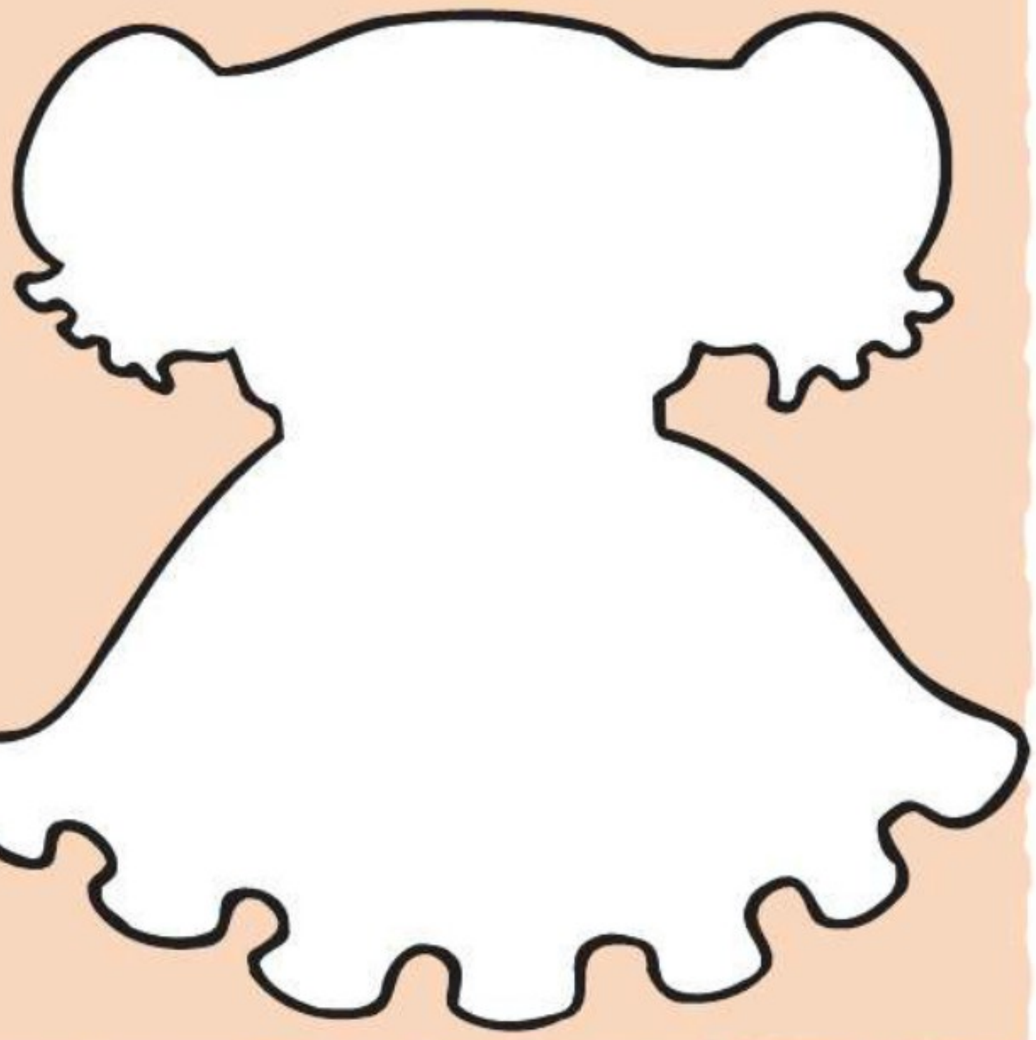
Similarity: Beth and Michelle are both girls.
Difference: Beth has short hair, but Michelle has long hair.

Directions: Read the story.

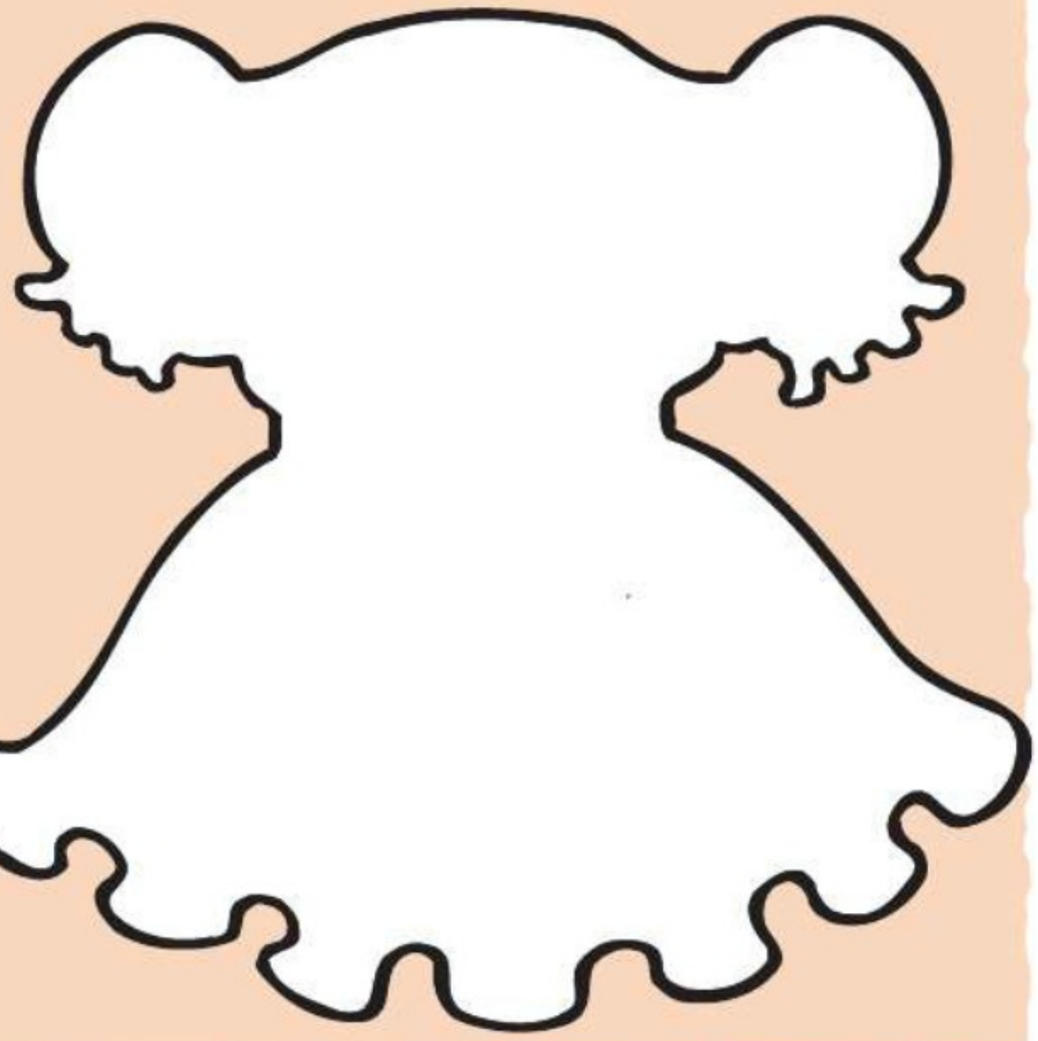
Michelle and Beth are wearing new dresses. Both dresses are striped and have four shiny buttons. Each dress has a belt and a pocket. Beth's dress is blue and white, while Michelle's is yellow and white. The stripes on Beth's dress go up and down. Stripes on Michelle's dress go from side to side. Beth's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

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

Beth's Dress



Michelle's Dress



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Name _____

Comparing Cars

Directions: Read the story.

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



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

_____ steering wheel



_____ motor



_____ gas pedal



_____ seat



_____ wheels



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Name _____

Sequencing Pictures

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



_____



_____



_____



_____



_____



_____

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Name _____

Sequencing Riddles

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

How do you catch a squirrel?



| ___ | ___ | ___ |

Name _____

Story Time

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

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

1. _____
2. _____
3. _____





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

1. _____
2. _____
3. _____

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Name _____

Sequencing

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

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



_____ Tom and Tess cook the chips in the microwave oven for 2 minutes.

_____ They get out a plate to cook on.

_____ Tom and Tess get out the nacho chips and cheese.

_____ Tom and Tess eat the food.

_____ They put the chips on a plate.

_____ They put cheese on the chips.

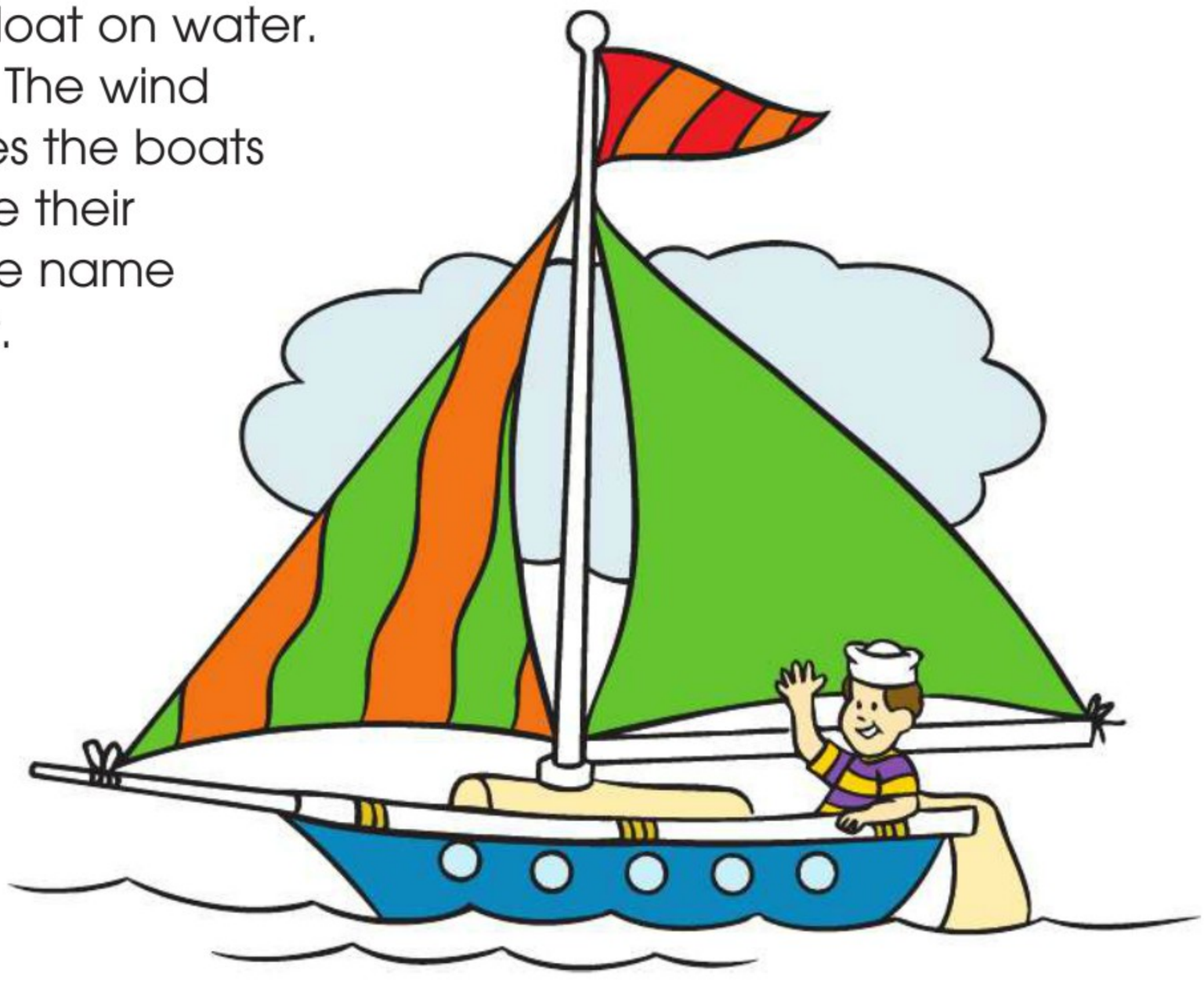
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Name _____

Boats

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

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



1. What makes sailboats move?

2. Where do sailboats float?

3. What would you name a sailboat?

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Name _____

COMPREHENSION

Where Flowers Grow

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

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







1. Name two places flowers grow.

_____ _____

_____ _____

2. Some flowers begin from _____.

_____

3. Then, flowers grow into small _____.

_____

4. Flowers then open wide and _____.

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Name _____

Important Signs to Know

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

1. If you see this sign, watch out for trains.

2. When cars or bikes come to this sign, they must stop.

3. When this sign is on, do not cross the street.

4. This sign tells you to stay out of the yard.

5. If you see this sign, do not eat or drink what is inside!

6. This sign warns you that it is not safe. Stay away!

7. This sign says you are not allowed to come in.















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Name _____

Comprehension

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

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



Ben and Sue have a _____.

It is _____ with black spots.

The bug's name is _____.

The bug eats _____.

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Name _____

What's Next?

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











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Name _____

What Happens Next?

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



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

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

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

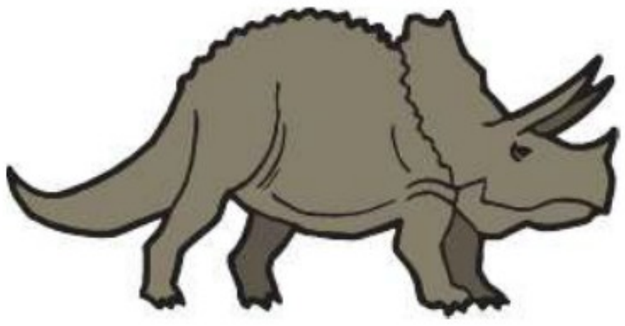
Directions: Draw a picture of what you think will happen.

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Name _____

Inside Out!

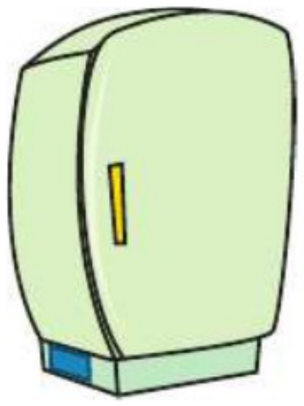
Directions: Can you match the outsides with the insides? Draw a line from each picture on the left to its inside picture on the right.

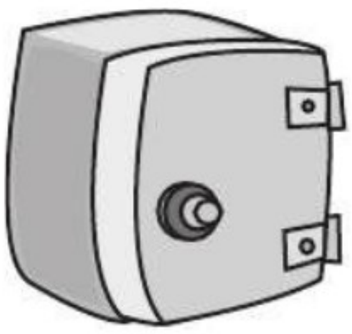






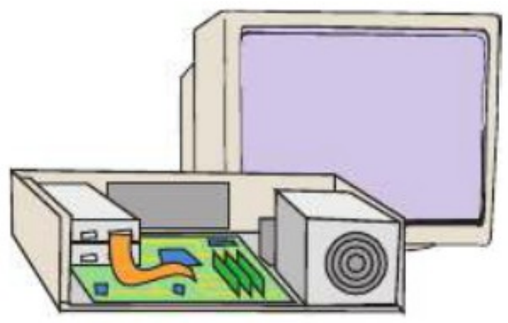


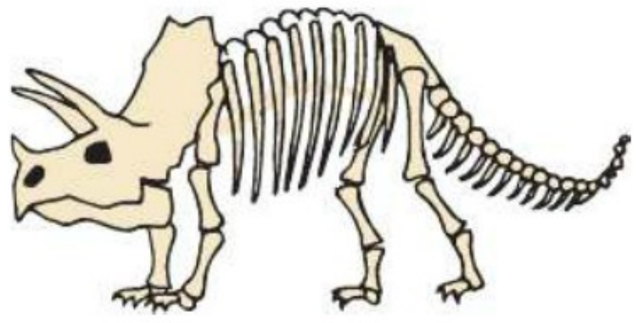
















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Name _____

Books for Gabby!

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

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



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Name _____

Use Your Head!

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

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

My mom wanted me to keep

_____. cool warm

I put on my coat _____

I went sledding. before after



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

Tom has _____ eyesight.

good poor

Tom is _____.

forgetful aware

Tom is going to _____.

school basketball practice



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Name _____

Help Hattie!

Help Hattie pick out birthday presents!

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

Word List

music	airplane	goggles
crayons	journal	



Nancy loves to color pictures.

_____



Ray wants to be a pilot.

_____



Kristin loves to write.

_____



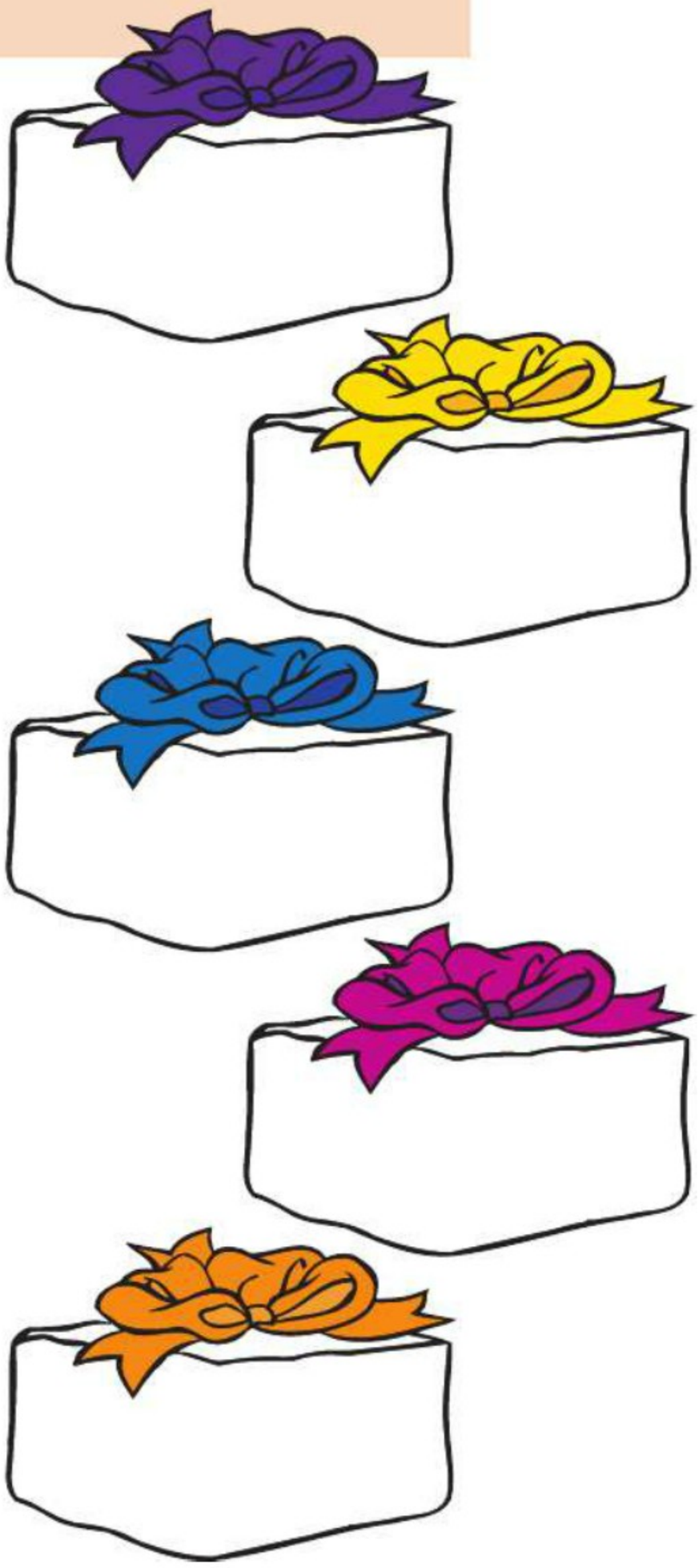
Jared swims every week.

_____



Chelsea is a great piano player.

_____



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Name _____

Critical Thinking

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

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

_____

_ _ _ _ _ _ _ _

I am a _____.

(ngik)

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

_____

_ _ _ _ _ _ _ .

I am the _____.

(uns)

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

_____

_ _ _ _ _ _ _ _

I am a _____.

(eky)

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

_____

_ _ _ _ _ _ _ _

I am a _____.

(nekas)

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

_____

_ _ _ _ _ _ _ _

I am a _____.

(ocw)

I smell, but I have no nose.

_____

_ _ _ _ _ _ _ _

I am a _____.

(oerflw)

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Name _____

Clues About Cats

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

1. A gray cat sits on the gate.

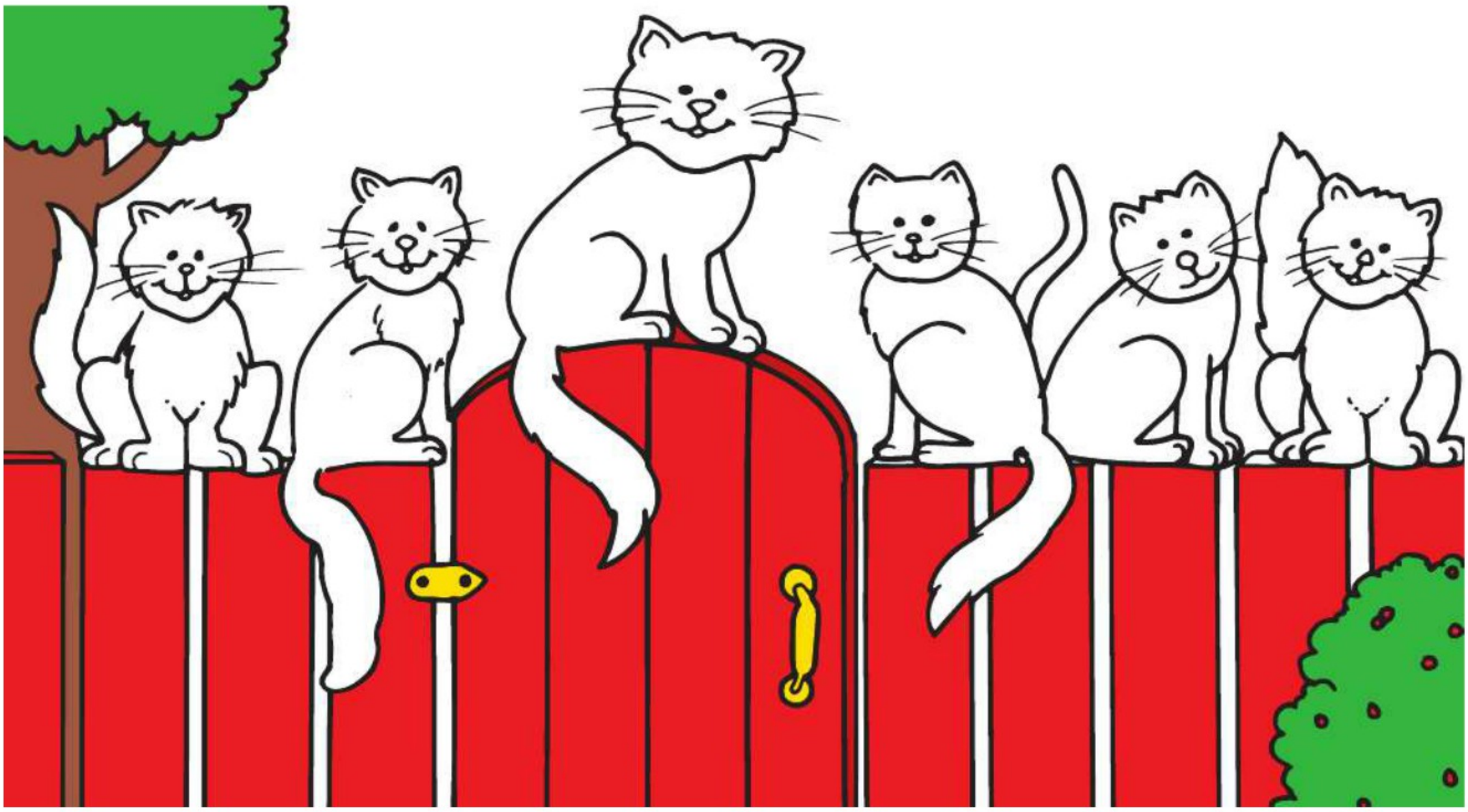
2. A cat with orange-and-black spots sits near the tree.

3. A brown cat sits near the bush.

4. A white cat sits between the orange-and-black spotted cat and the gray cat.

5. A black cat sits next to the brown cat.

6. An orange cat sits between the gray cat and the black cat.



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Name _____

Hey! What's the Big Idea?



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

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

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

Baking With Dad Chocolate Attack! Eating Food

_____

Tell why the other two titles are not as good.

_____

_____

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Name _____

What's the Main Idea?

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

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

The cat wants to play. yes no

The cat takes a nap. yes no

_____

_____



The brothers play together. yes no

The brothers are smart. yes no

_____

_____



The dog is hungry. yes no

The dog is playful. yes no

_____

_____



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Name _____

Picture This!

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

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

Bears and Birds

Asleep for the Winter

Bears Go Shopping



_____

_____

Fishing

Our New Fish

The Pet Store

Fish and Chips



_____

_____

Spring Cleaning

My New Toy

Saturday Fun

New Shoes



_____

_____

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Name _____

Story Time

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



Read the story below.

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

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

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

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

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

1. Then, John's mom covered the dining room table with a giant sheet. _____

2. "Do you want to eat lunch in our fort?" asked John's mom. _____

3. "Mom, making a fort with you is so much fun!" _____

4. Write a sentence that tells the main idea: _____

_____

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Name _____

Caitlin Uses Context Clues



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

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



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

play laugh shovel swim

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

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

happy hungry tired yawn



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

worried nice magic angry



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

silly smart orange light

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Name _____

Caitlin Uses More Context Clues



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

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

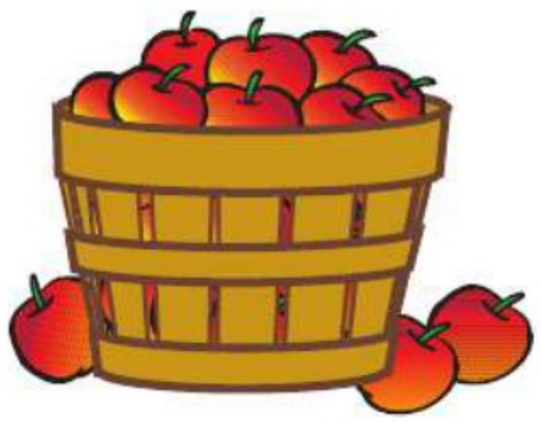


1. The cold wind and lack of heat made me wish I had an extra _____.

umbrella toy shovel jacket

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

small graceful large blue



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

bad good okay cat

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

few hungry many tired



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Name _____

Carlo's Context Clues

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

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



Word List

stop	shined	tease
smart	lively	yummy

1. This prize-winning chocolate cream pie is **delicious**. _____



2. Please do not **taunt** your younger brother. Mean words hurt his feelings. _____



3. The police officer told us to **halt** when we came to the red traffic light. _____

4. The bouncy, happy puppy was very **energetic**. _____



5. The silver bowl really **gleamed** after you polished it. _____

6. The **intelligent** girl always got 100's on her spelling tests. _____



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Name _____

Carlo's Context Clues Continued

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

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



Word List

petted	understand	tell
little	yelled	

1. "Don't **reveal** the secret! We want the party to be a surprise!" said Mary. _____



2. I can't **grasp** that hard math problem! It is too difficult. _____

3. The baby bird was so **tiny** that we could hardly see it. _____



4. We **stroked** the soft kitten and heard it purr. _____

5. The crowd **hollered** when the player was called out. _____



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Name _____

What Is Cause and Effect?

Cause: An action or act that makes something happen

Effect: Something that happens because of an action or cause

Look at the following example of cause and effect.

Kyle has a spelling test and studies hard.

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



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













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Name _____

We Go Together!

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



_____



_____



_____



_____



_____



_____

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Name _____

Realistic Story or Fantasy?

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

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

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

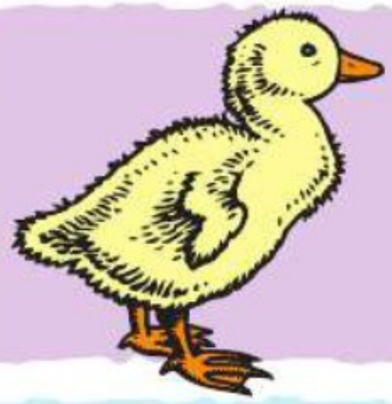


Directions: Read the book reviews. Fill in the circle to show whether each story is a realistic story or a fantasy.

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

◯ Realistic story ◯ Fantasy



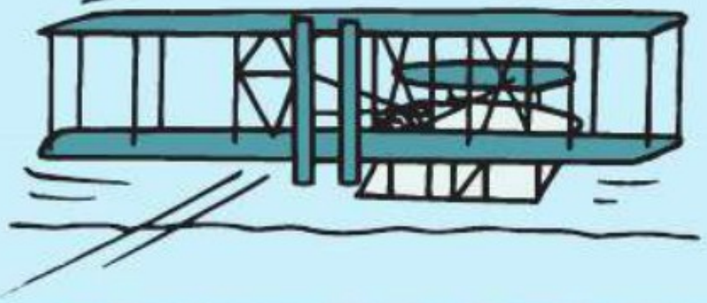


A Goose Learns to Fly is about a family who saves an injured baby goose. Later, they teach it to fly on its own.

◯ Realistic story ◯ Fantasy

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

◯ Realistic story ◯ Fantasy





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

◯ Realistic story ◯ Fantasy

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Fantasy Tales

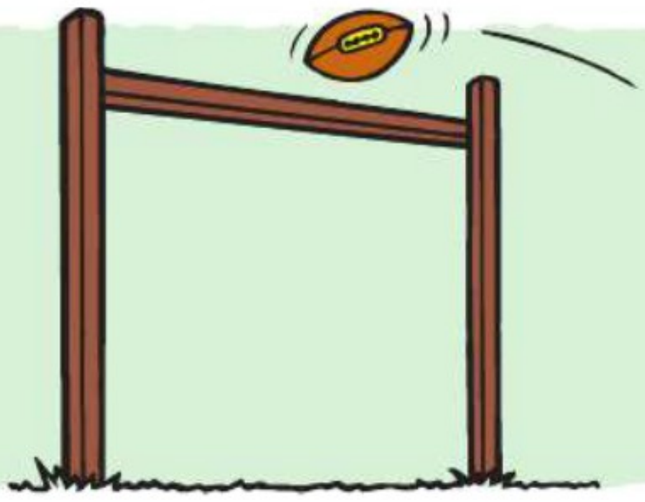
If even one thing in a story could not really happen, the whole story is a fantasy.

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

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



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



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



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



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Name _____

Starfish

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

Starfish live in the ocean.

Most starfish have five "arms" going out from the main body. This makes them look like stars. The mouth of a starfish is on the underside of its body. A starfish can eat in two different ways. It can take food in through its mouth and eat it. It can also eat by pushing its stomach out of its mouth and wrapping it around the food.

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

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

_____ **1.** It would be fun to feel a starfish.

_____ **2.** A starfish would be a good pet.

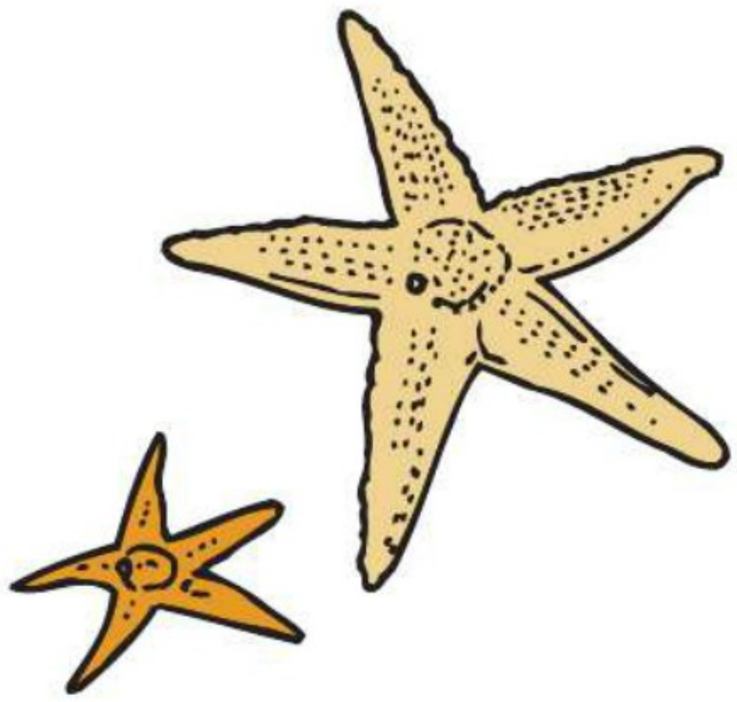
_____ **3.** If a starfish "arm" breaks off, it can grow a new one.

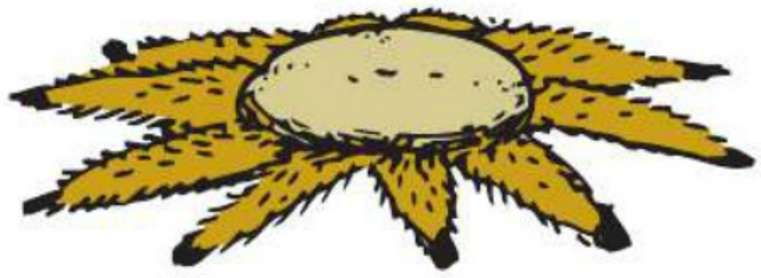
_____ **4.** Starfish look pretty.

_____ **5.** Starfish live in the ocean.

_____ **6.** Starfish have tough skin with spines.







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Name _____

Figs

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

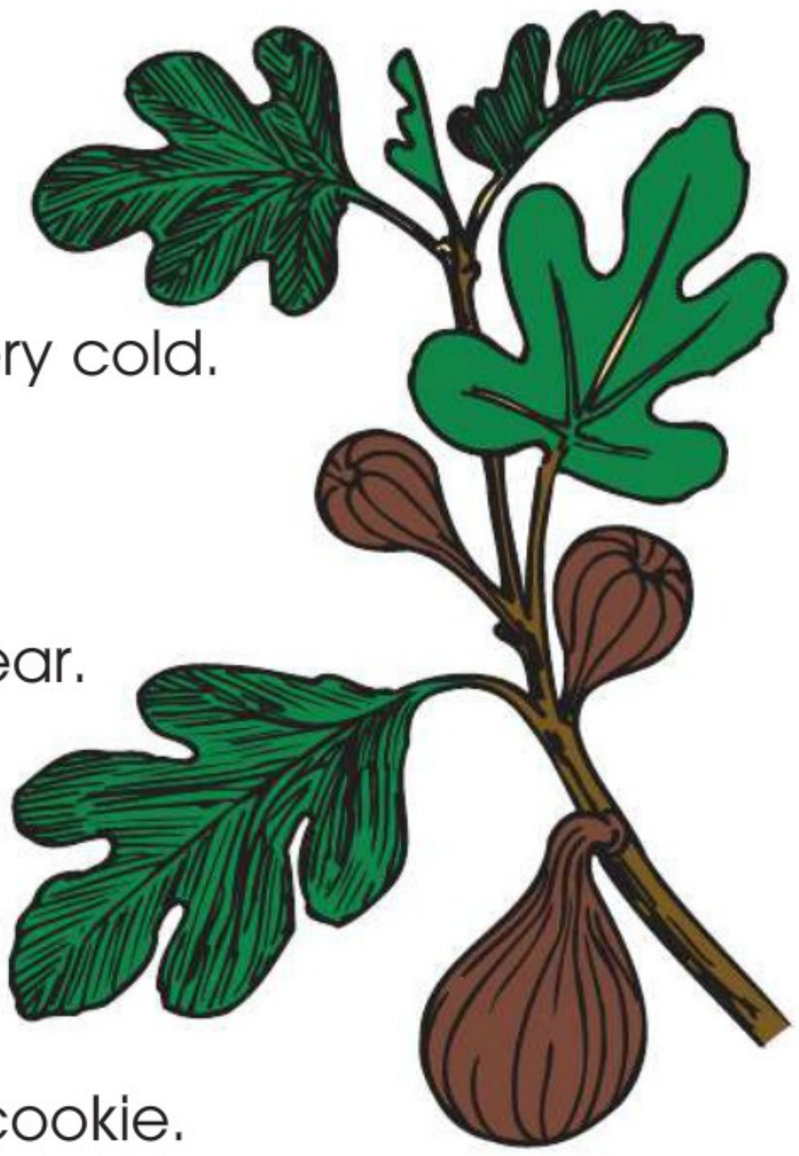
The fig fruit grows in bunches on the stems of fig plants. Some figs can be picked two times each year. They can be picked from old branches in June or July. They can be picked from new branches in August or September.

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

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



1. A fig is a plant and a fruit.
2. The fig tree is very pretty.
3. Fig plants do not grow where it is very cold.
4. Figs grow in a bunch.
5. You can pick figs two times each year.
6. Figs taste very good.
7. You can eat figs in many ways.
8. The best way to eat a fig is in a fig cookie.



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Name _____

What's My Name?

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

Example: person — nurse
place — store
thing — drum

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

teacher	**up**	**dog**	**the**	**library**
runs	**is**	**cowhand**	**cap**	**zoo**



_____

_ _ _ _ _ _ _ _ _ _ _ _ _ _

_____



_____

_ _ _ _ _ _ _ _ _ _ _ _ _ _

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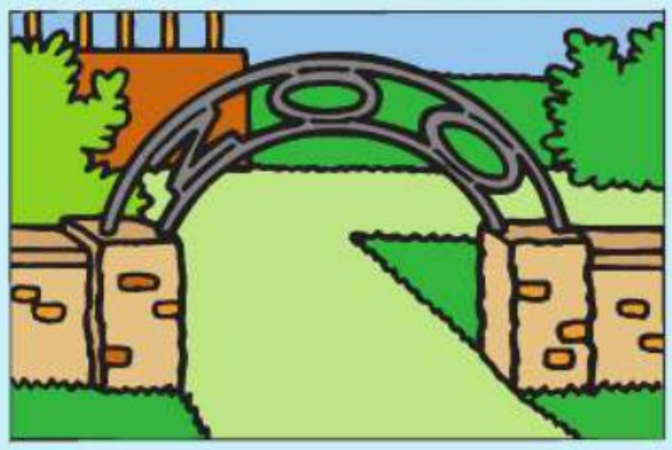
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_ _ _ _ _ _ _ _ _ _ _ _ _ _

_____



_____

_ _ _ _ _ _ _ _ _ _ _ _ _ _

_____

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Name _____

Person, Place, or Thing?

Directions: Write each noun in the correct box below.

girl	park	truck	vase
artist	tree	doctor	zoo
school	store	ball	baby



Person



Place



Thing



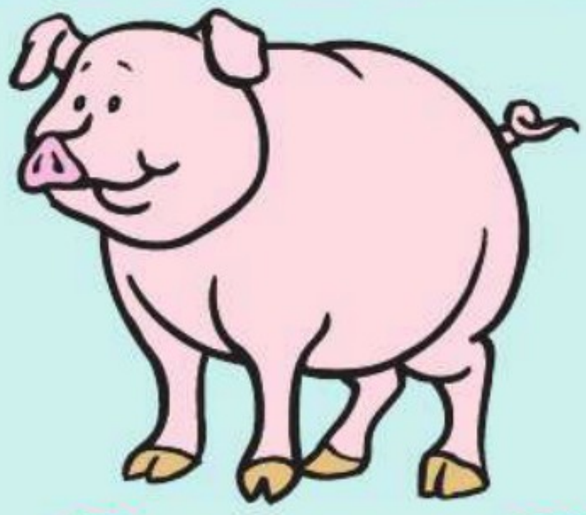
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Name _____

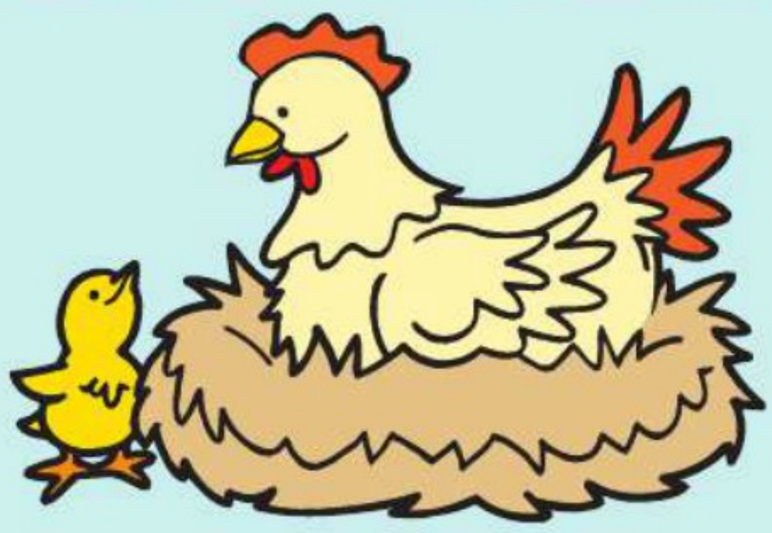
Finding Nouns

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

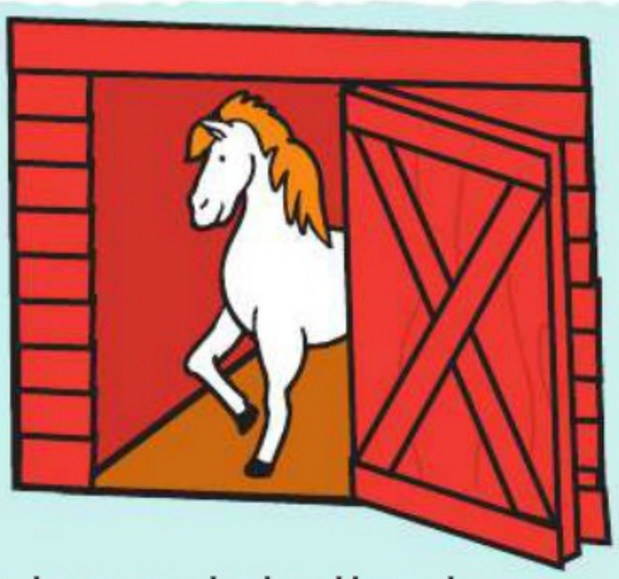
Directions: Circle two nouns in each sentence below. The first one is done for you.



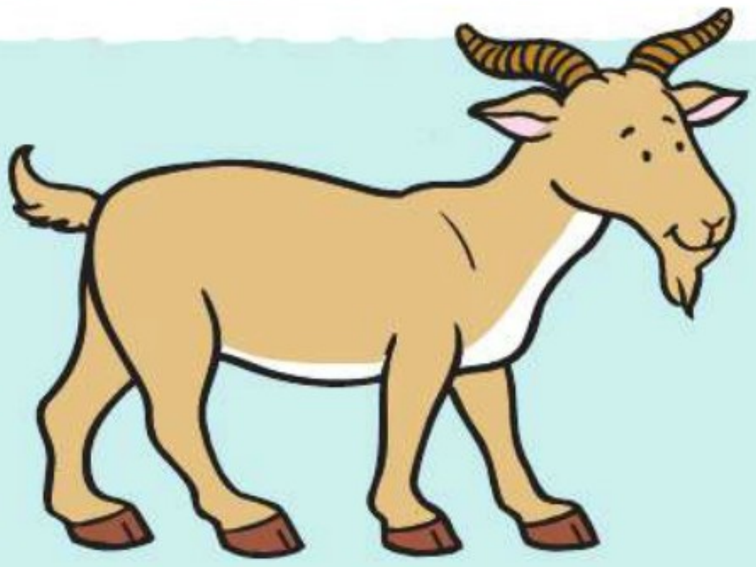
The pig has a curly tail.



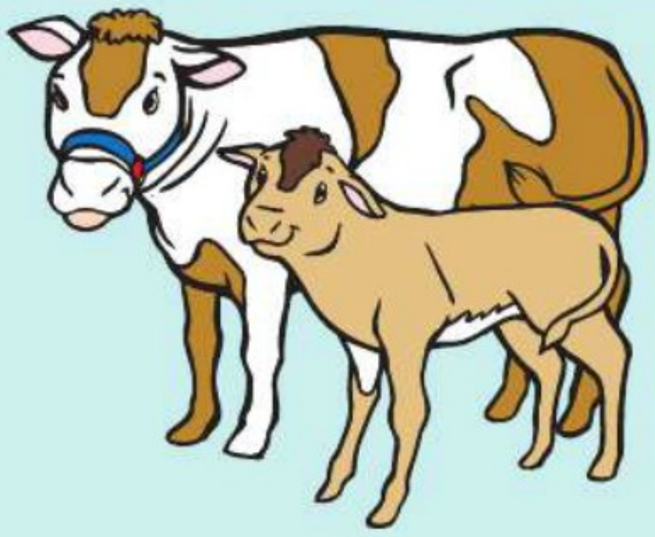
The hen is sitting on her nest.



A horse is in the barn.



The goat has horns.



The cow has a calf.



The farmer is painting the fence.

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Name _____

Nouns at Play

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

ducks	**sun**	**tree**
dog	**boys**	**bird**



1. A big _____ grows in the park.

2. The _____ is in the sky.

3. A _____ digs a hole.

4. Three _____ swim in the water.

5. A _____ sits on its nest.

6. Two _____ fly a kite.

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Name _____

Verbs

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



1. The two boys like to _____ together.

2. The children _____ the soccer ball.

3. Some children like to _____ on the swing.

4. The girl can _____ very fast.

5. The teacher _____ the bell.

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Name _____

Ready, Set, Go!

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

Example: Fred **kicks** the ball.

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







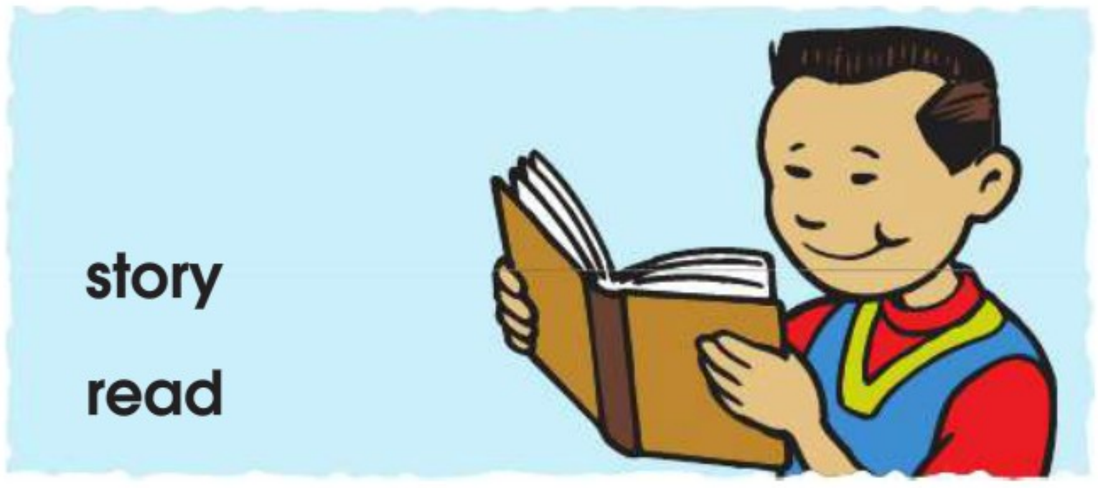












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Name _____

Action Words

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

The dog barks.

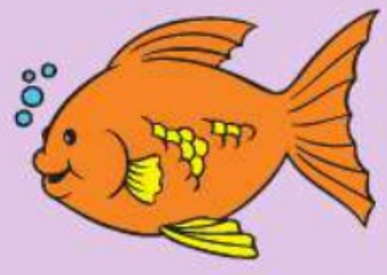
The birds fly.

A fish swims.

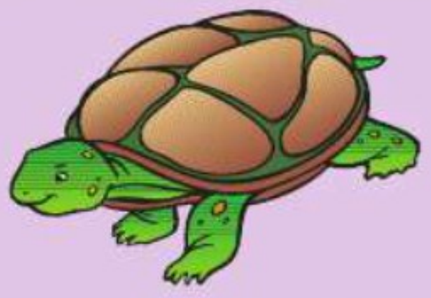
A monkey swings.

A turtle crawls.

A boy talks.









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Name _____

What Is a Verb?

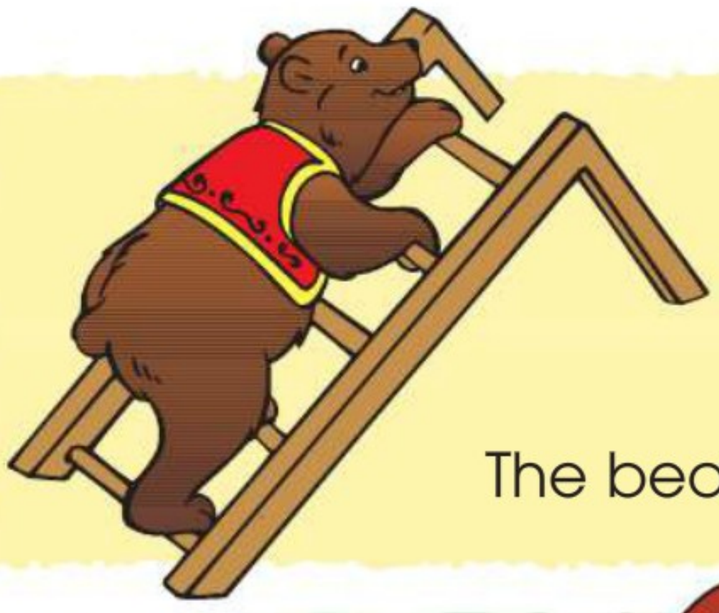
A **verb** is an action word. A verb tells what a person or thing does.

Example: Jane **reads** a book.

Directions: Circle the verb in each sentence below.



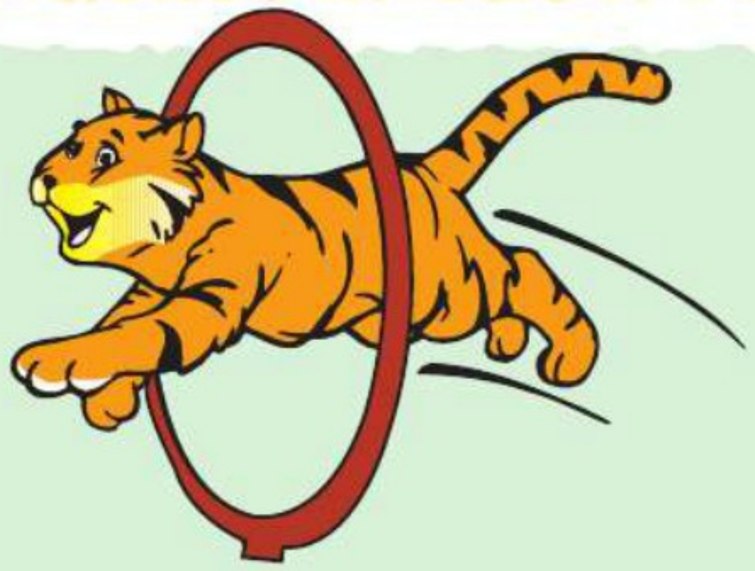
Two tiny dogs dance.



The bear climbs a ladder.



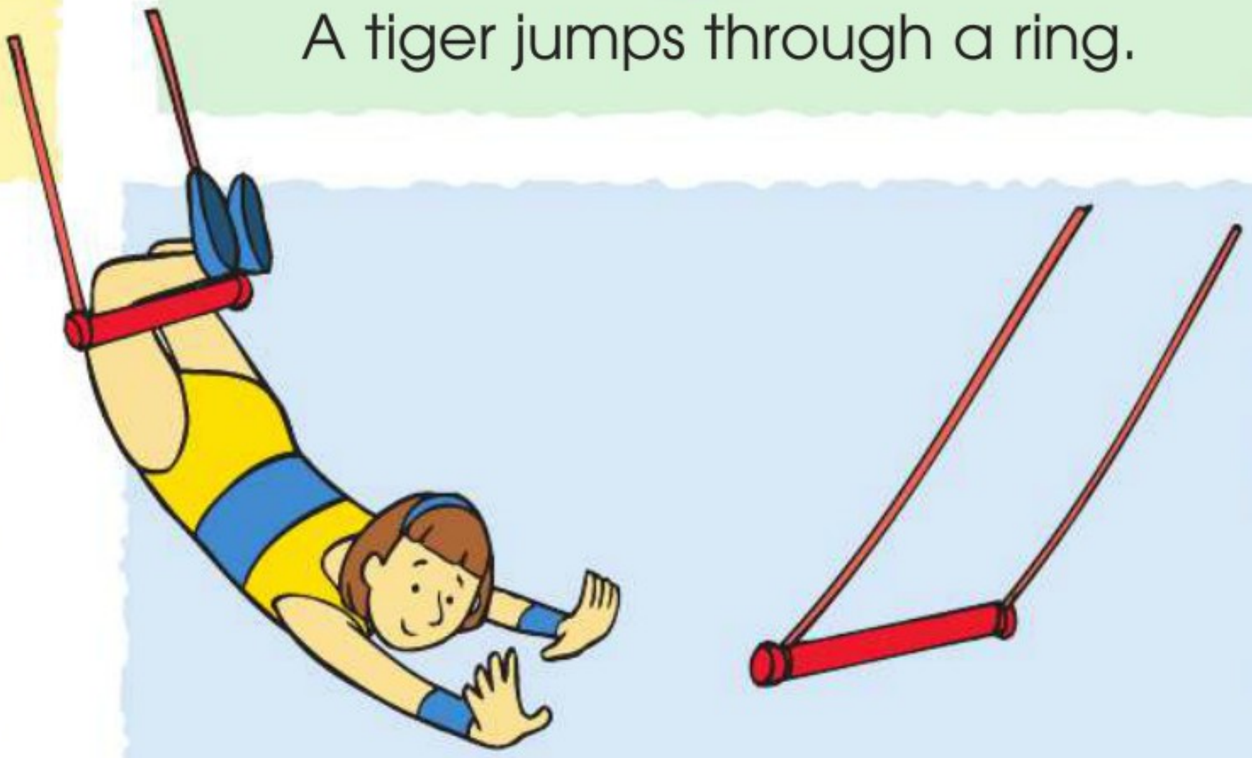
The clown falls down.



A tiger jumps through a ring.

A boy eats popcorn.





A woman swings on a trapeze.

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Name _____

Review

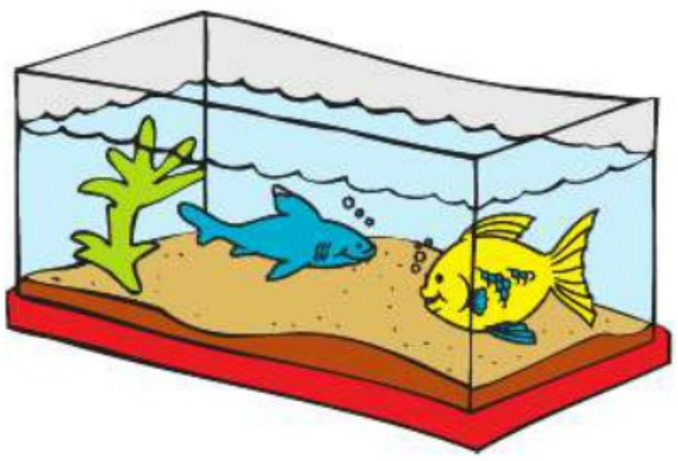
Directions: Read the sentences below. Draw a **red** circle around the **nouns**. Draw a **blue** line under the **verbs**.



1. The boy runs fast.



2. The turtle eats leaves.



3. The fish swim in the tank.



4. The girl hits the ball.

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Name _____

Review

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

Nouns	Verbs

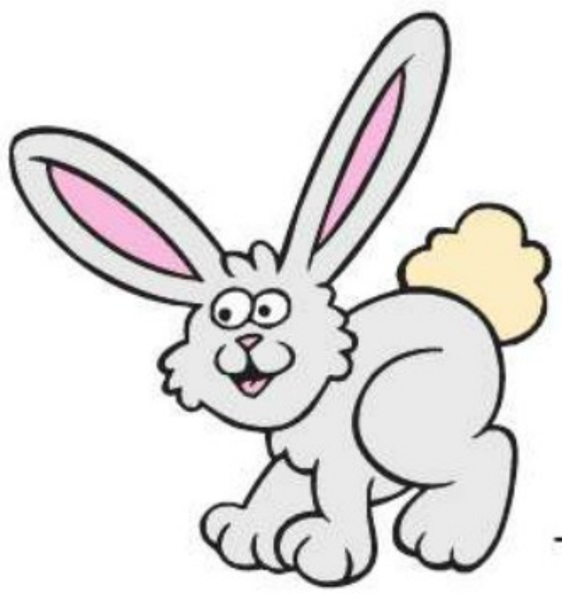
cut ✂ - - -

Name _____

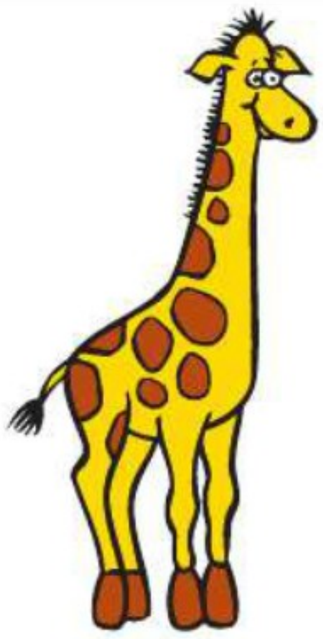
Words That Describe

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

wet	round	funny	soft	sad	tall



_____



_____



_____



_____



_____



_____

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Name _____

Words That Describe

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

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

happy	**round**	**sick**	**cold**	**long**











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Name _____

Adjectives



Describing words are also called **adjectives**.

Directions: Circle the describing words in the sentences.



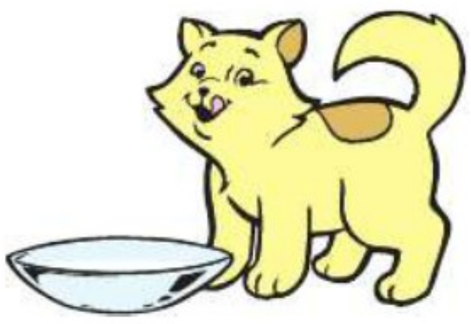
1. The juicy apple is on the plate.



2. The furry dog is eating a bone.



3. It was a sunny day.



4. The kitten drinks warm milk.



5. The baby has a loud cry.

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Name _____

We're the Same!

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

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

Word List			
bright	hop	dad	fast
pretty	plate	silly	center



sunny

_____



beautiful

_____



middle

_____



dish

_____



quick

_____



jump

_____



goofy

_____



father

_____

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Name _____

Take My Place

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

Word List		
pick	tired	cut
porch	pull	bag

1. I was so <u>sleepy</u>! I couldn't wait to go to bed! _____



2. Please put all your books in this <u>sack</u>.

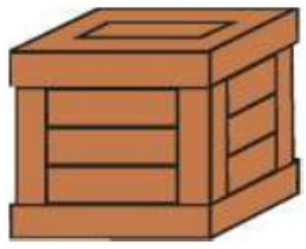
_____



3. Please <u>choose</u> a present you would like to open. _____



4. Are you strong enough to <u>drag</u> this heavy crate? _____



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

_____



6. We sipped lemonade on the <u>deck</u>.

_____

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Name _____

Antonym Artists!

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



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



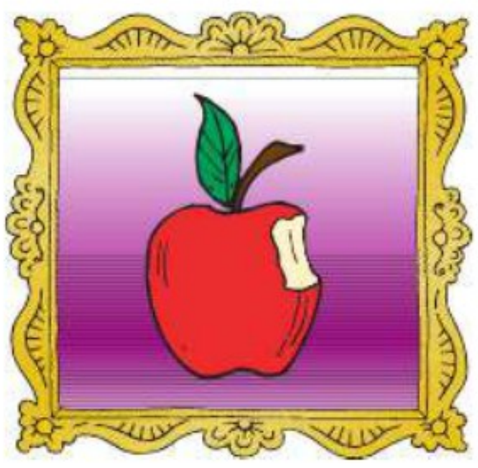








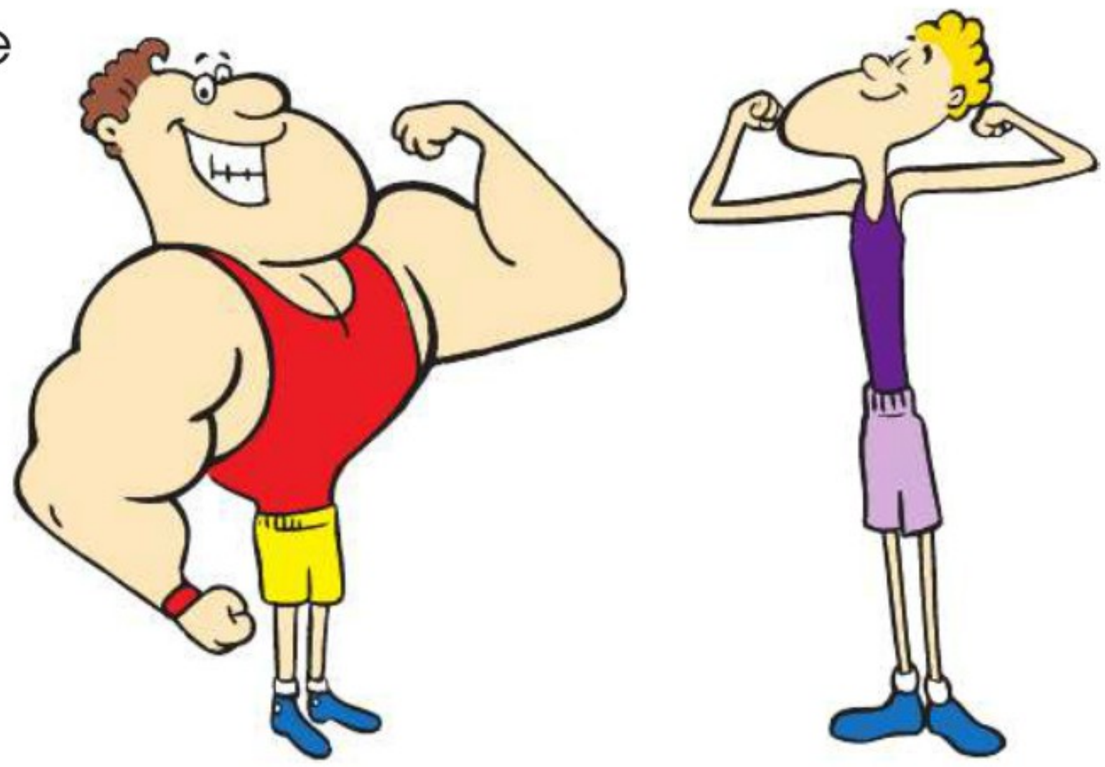




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Antonyms Are Opposites!

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



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

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

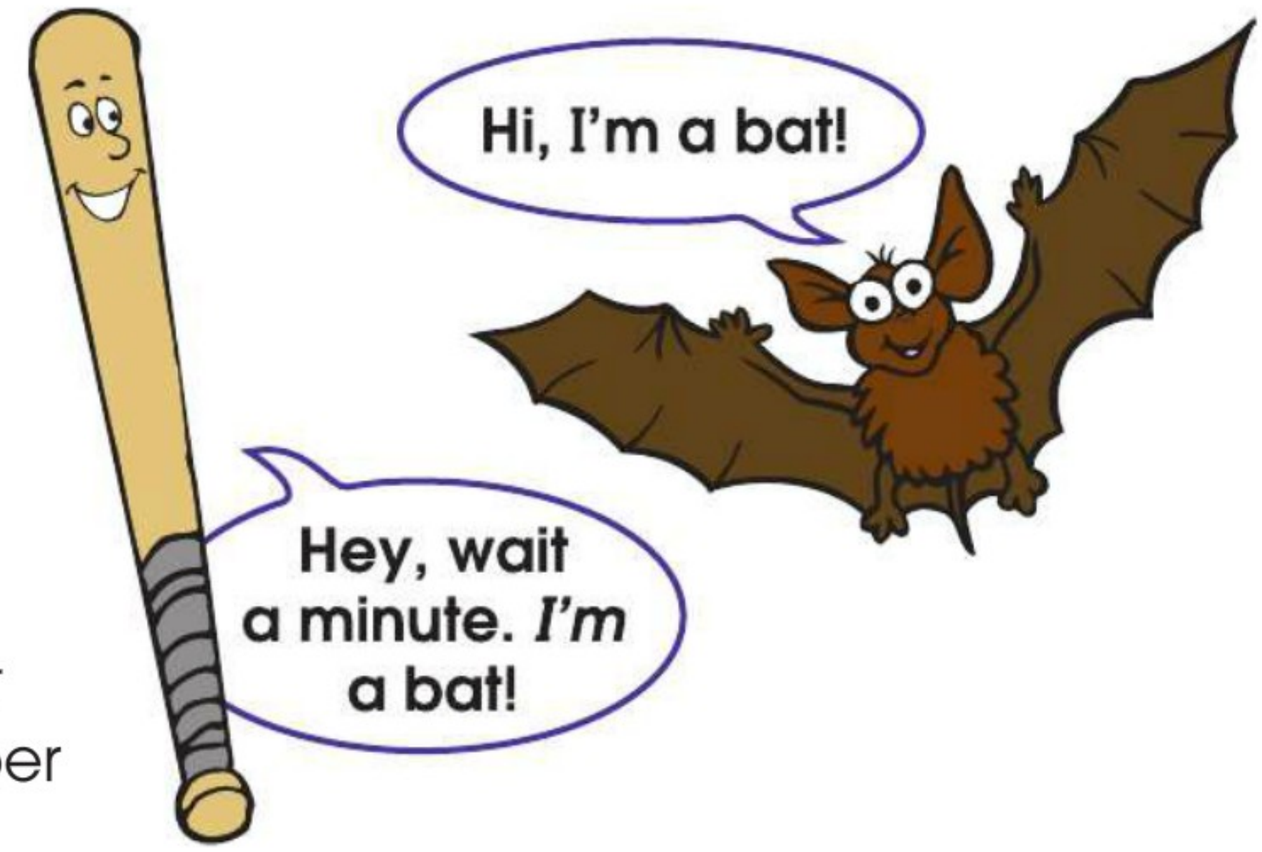
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Name _____

Batty Bats!

Some words have more than one meaning.

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



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

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





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





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





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





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Name _____

Match That Meaning!

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

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

cross: **1.** to draw a line through
2. angry

fall: **3.** the season between summer and winter
4. to trip or stumble

land: **5.** to bring to a stop or rest
6. the ground



_____



_____



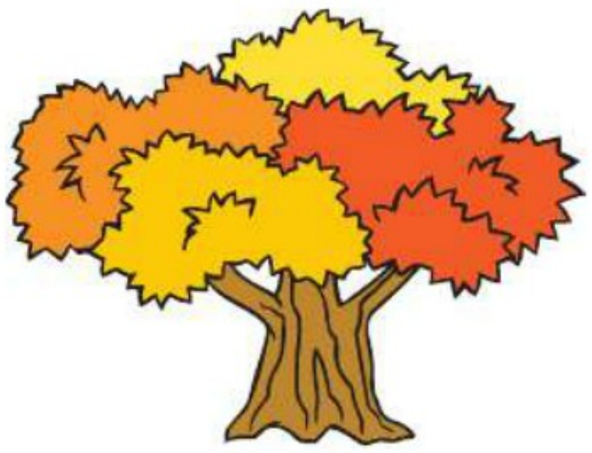
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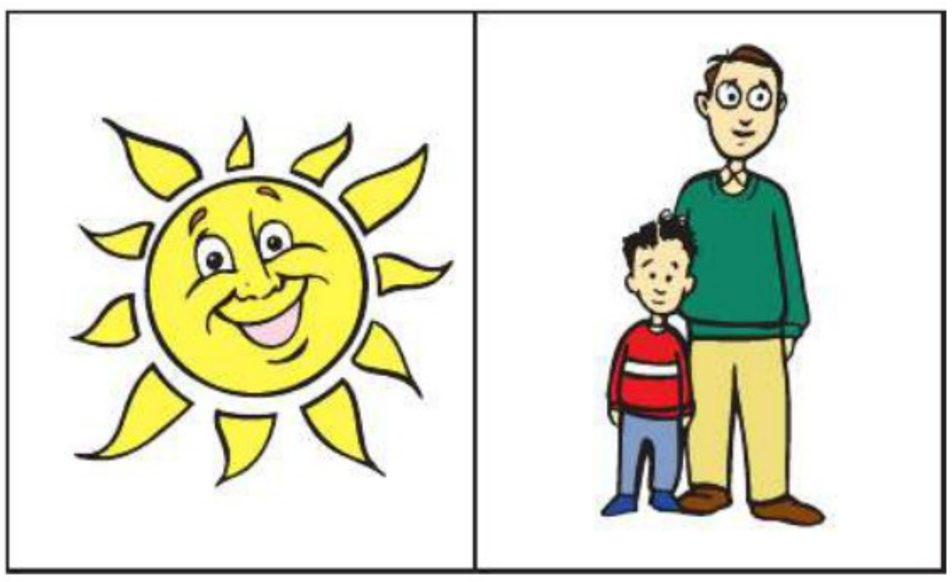
Name _____

Homonyms

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

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

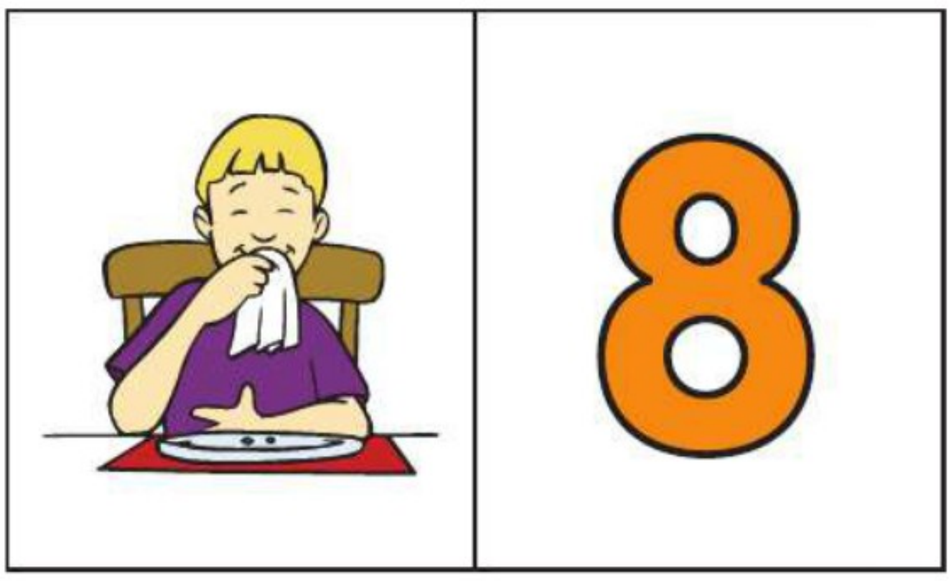
1. sun



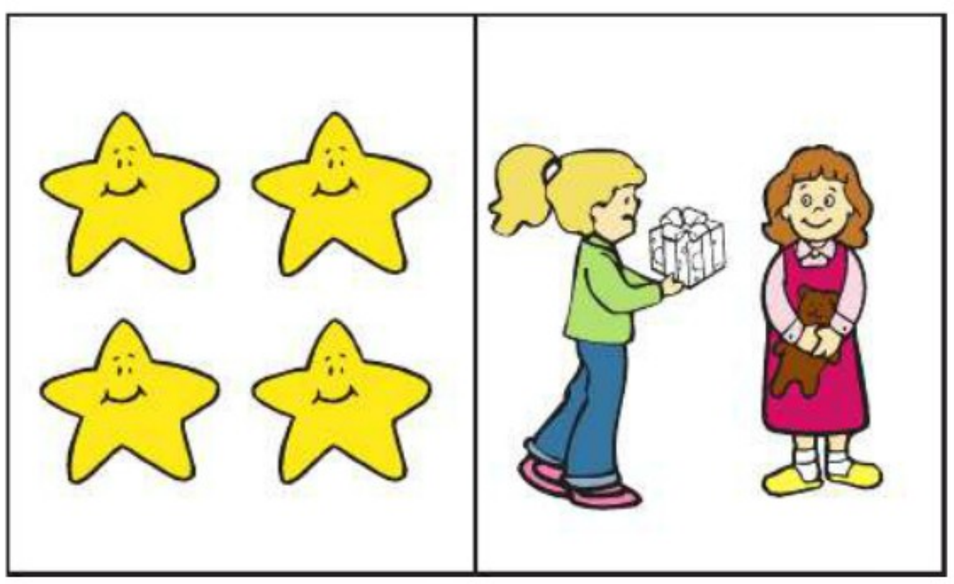
2. hi



3. ate



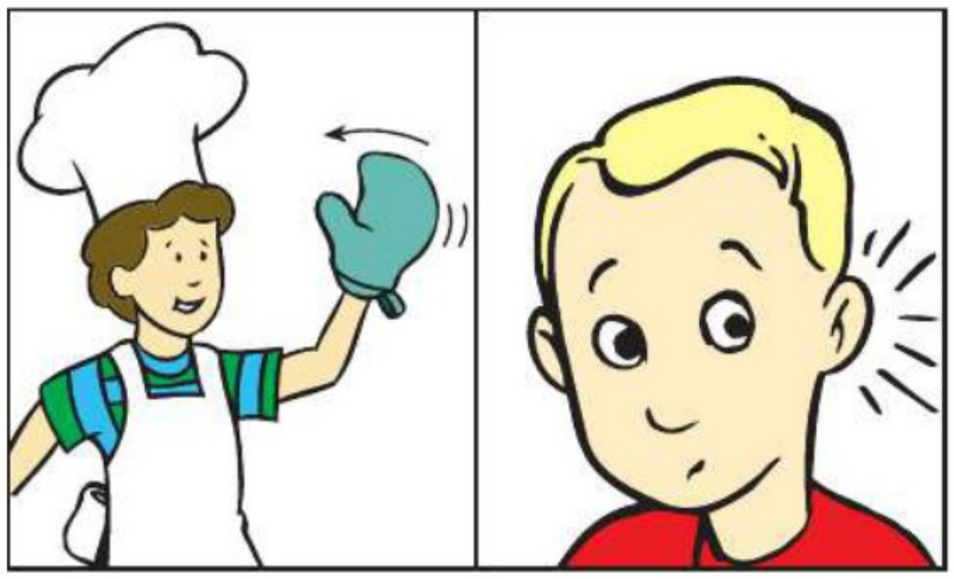
4. four



5. buy



6. hear



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Name _____

Homonyms

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



deer dear



blue blew



to two



hi high



by bye



new knew



ate eight



red read

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Name _____

Homonyms

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

ball	see	blew	pear



bawl _____



pair _____



sea _____



blue _____

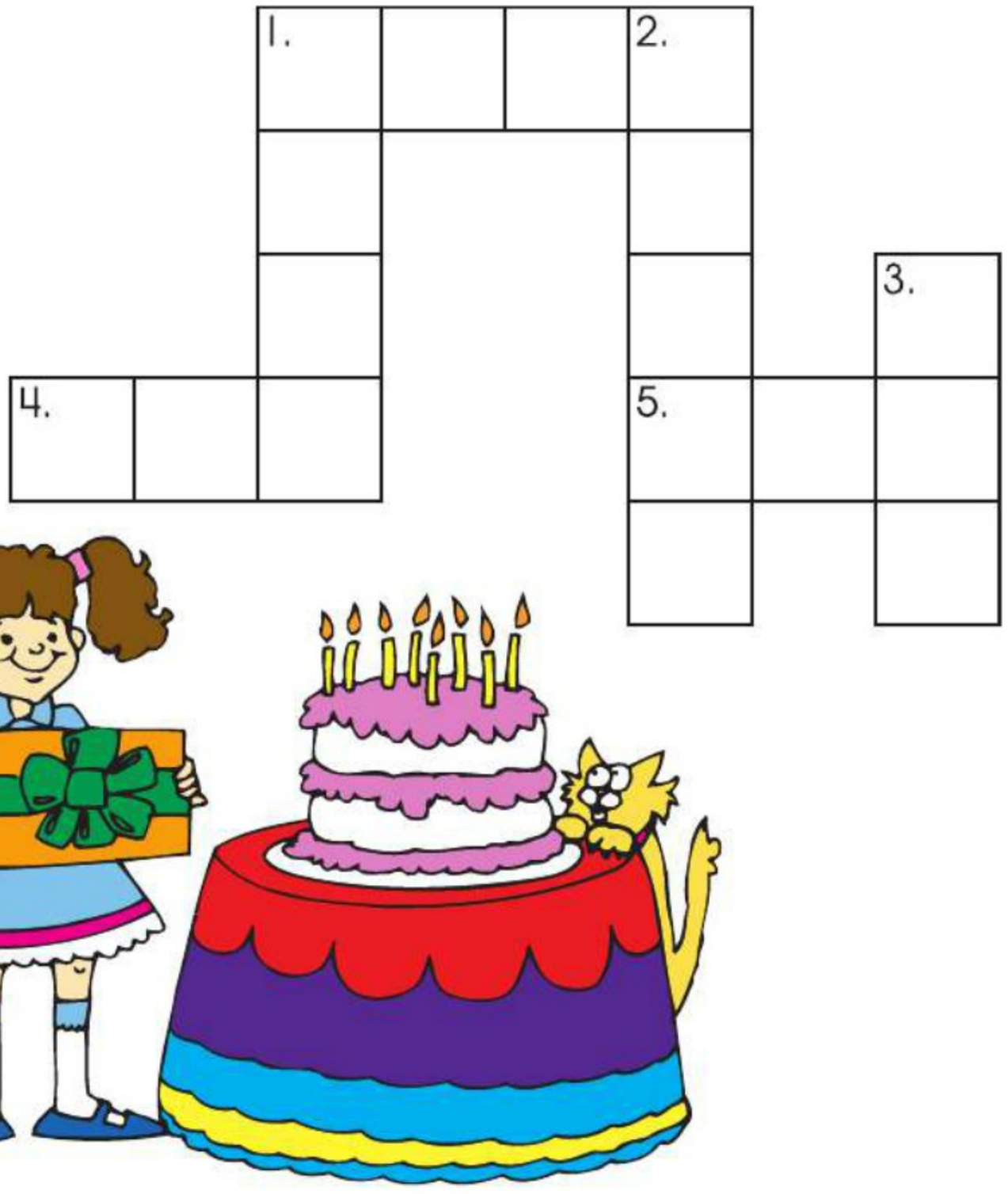
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Name _____

Homonyms

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

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



Across:

1. Jane _____ out the candles.

4. Two days ago, she was stung by a _____ .

5. But after _____ days, she felt better.

Down:

1. She has on a _____ dress for her party.

2. She will _____ a letter to her grandma.

3. Jane is a girl, so she is not a _____.

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Name _____

Make Compound Words

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



cow + hand = cowhand

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



rain + coat = _____



door + bell = _____



dog + house = _____



pan + cake = _____



horse + shoe = _____

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Name _____

Two Words in One

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

snowball 

raincoat 

airplane 

watermelon 

haircut 

football 

sunshine

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Name _____

Compound Word Riddles

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



A kind of bird that is black is a

_____.



A horse that can race is a

_____.



A cloth that covers a table is a

_____.



A room with a bed is a

_____.



A book with a story is a

_____.



A bowl that holds fish is a

_____.

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Name _____

Compound Words

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

□ + □ = _____

□ + □ = _____

□ + □ = _____

□ + □ = _____

cut ✂ - - -

Name _____

Compound Words

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

1. The _____ brings us letters.

mailman snowman





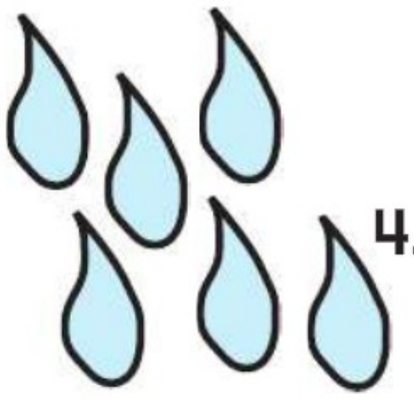
2. A _____ grows tall.

sunlight sunflower

3. The snow falls _____.

outside inside





4. A _____ fell on my head.

raindrop rainbow

5. I put the letter in a _____.

mailbox shoebox

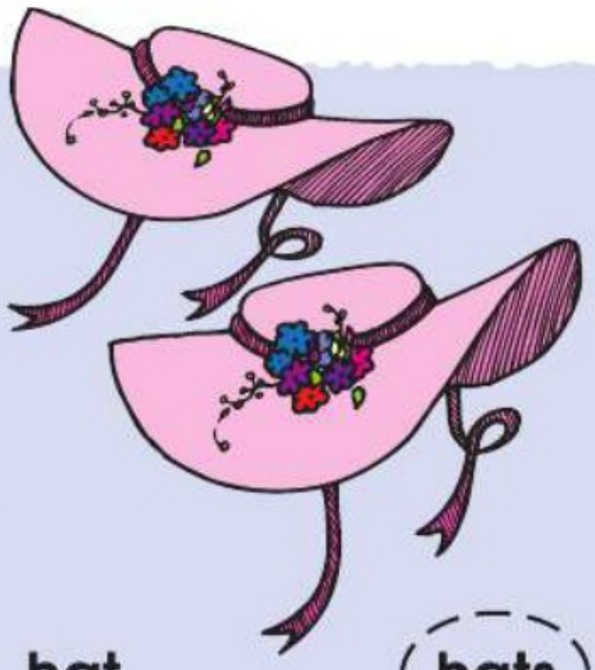


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Name _____

One or More Than One?

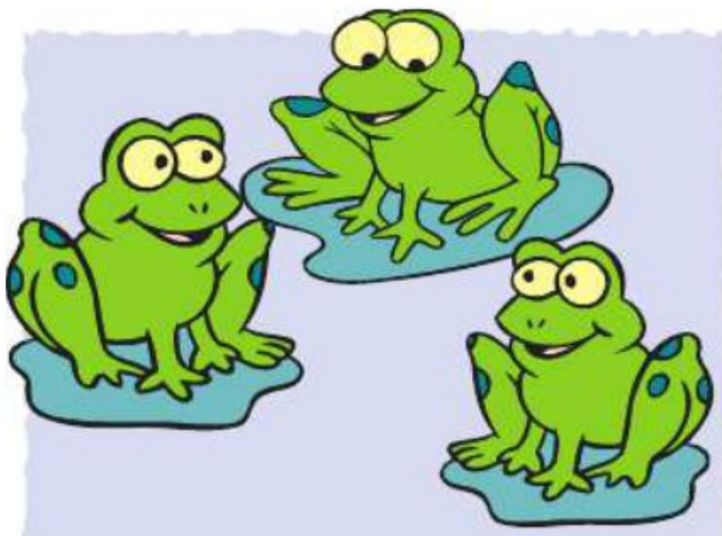
Directions: Circle the correct word under each picture. The first one is done for you.



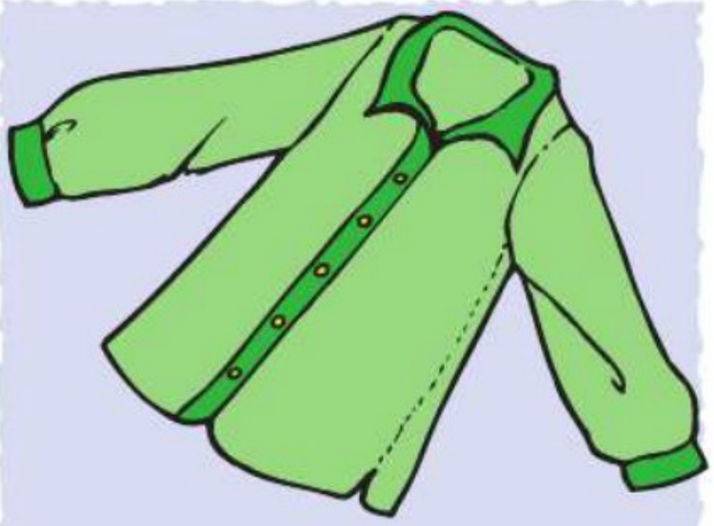
hat (hats)



car cars



frog frogs



shirt shirts



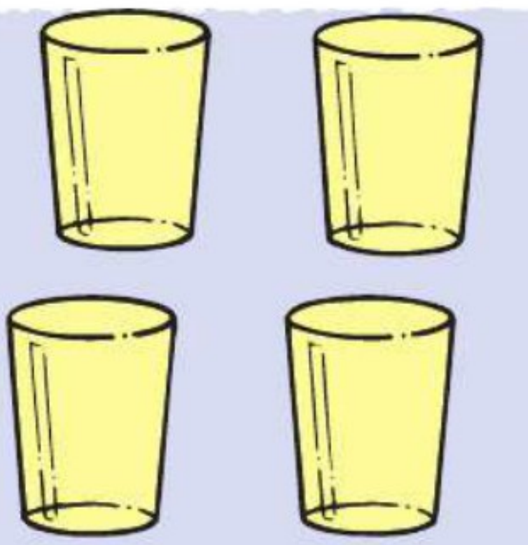
cloud clouds



wheel wheels



dish dishes



glass glasses



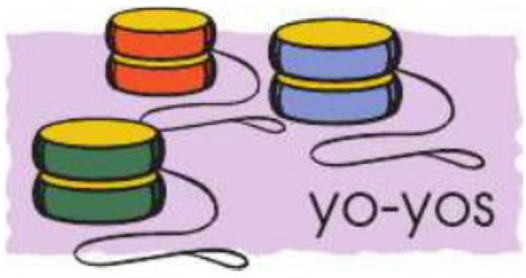
fox foxes

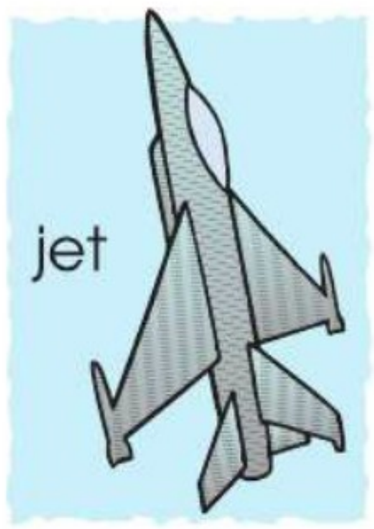
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Name _____

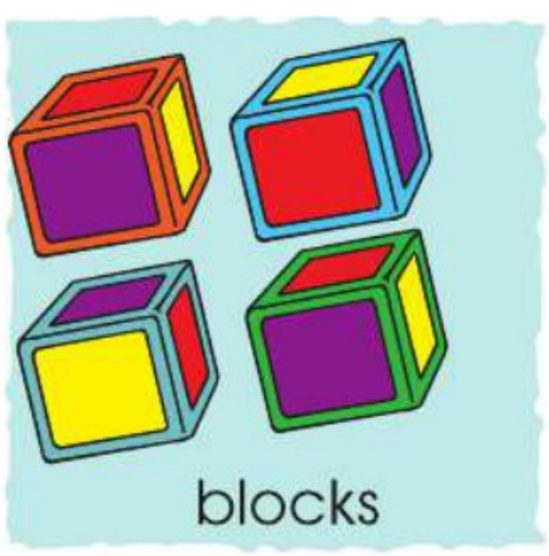
How Many Toys?

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





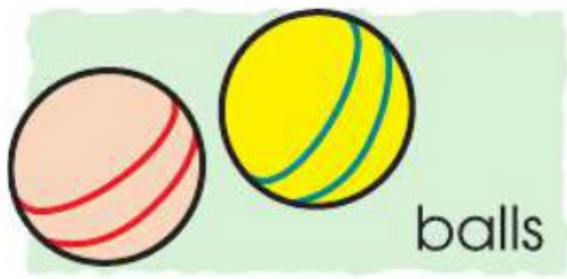












One	More Than One



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Name _____

Making Nouns Plural

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

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

Directions: Write the plural form of the nouns below.



flower

_____

_____



girl

_____

_____



squirrel

_____

_____



toy

_____

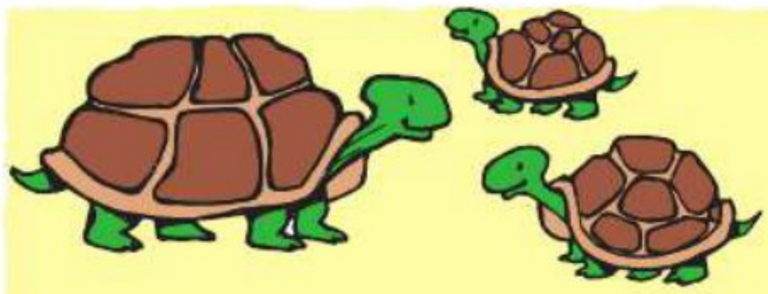
_____



wagon

_____

_____



turtle

_____

_____

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Name _____

More Than One

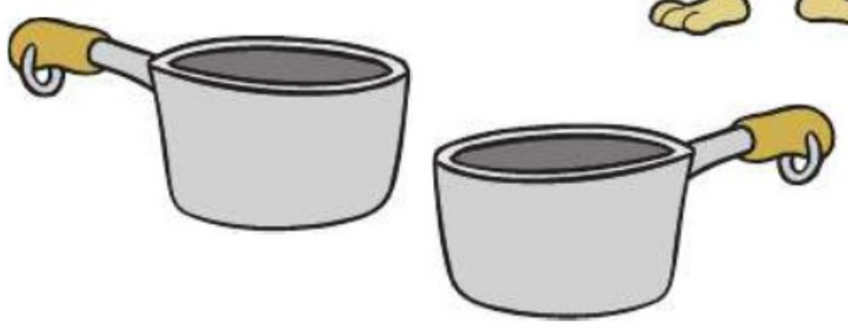


Some nouns name more than one person, place, or thing.

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



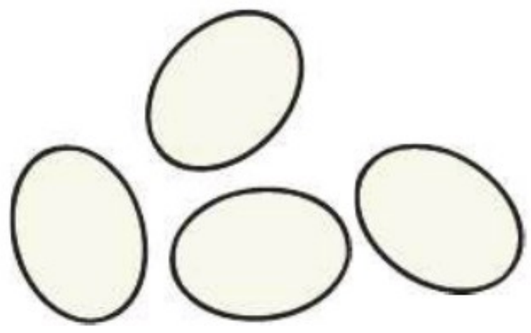
frog _____



pan _____



boy _____



egg _____



horn _____



girl _____

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Name _____

One Is Not Enough!

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

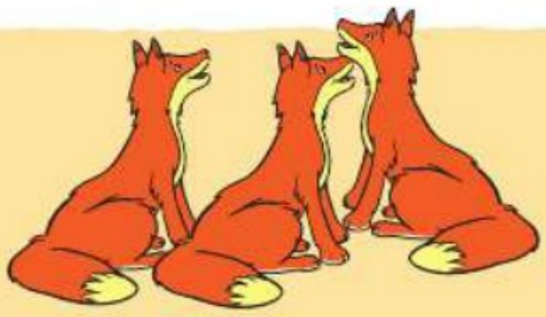


Example: Barry filled one **box** with sand.
Barry filled four **boxes** with sand.

Directions: Write the plural form of each noun below.

peach 

brush 

fox 

dress 

bus 

watch 

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Name _____

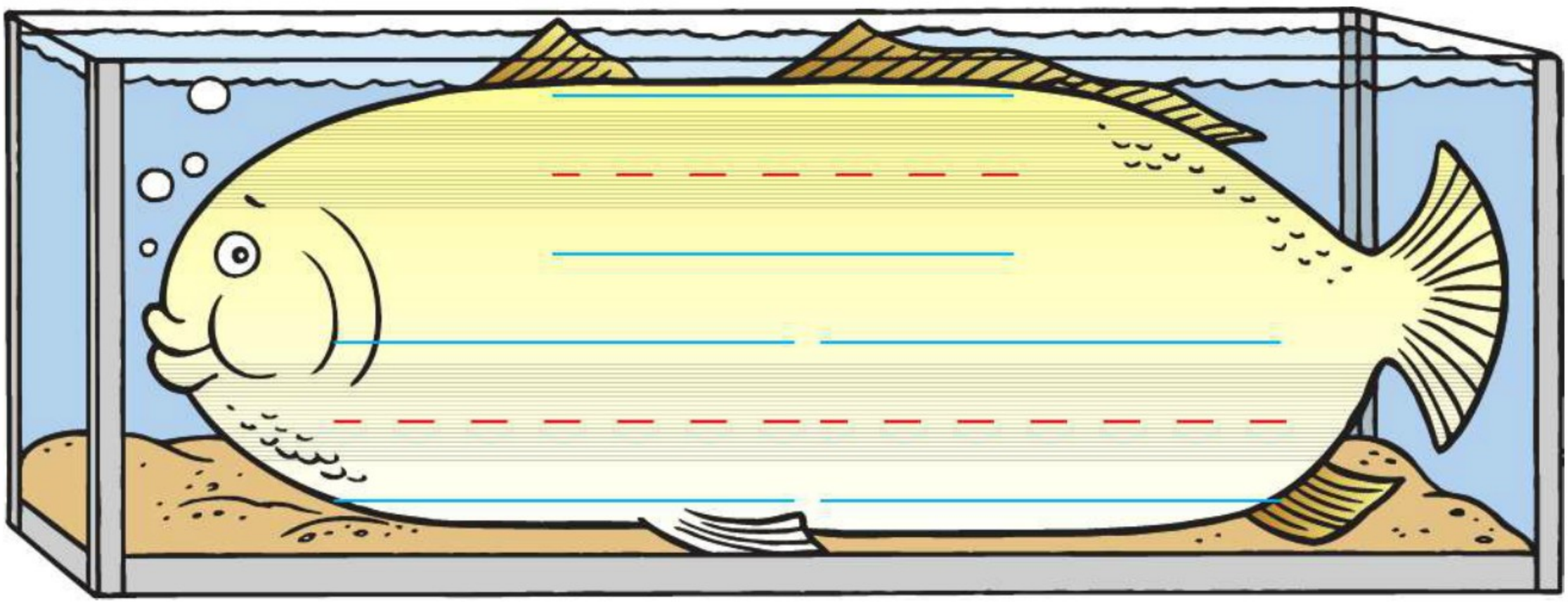
Use the Clues

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

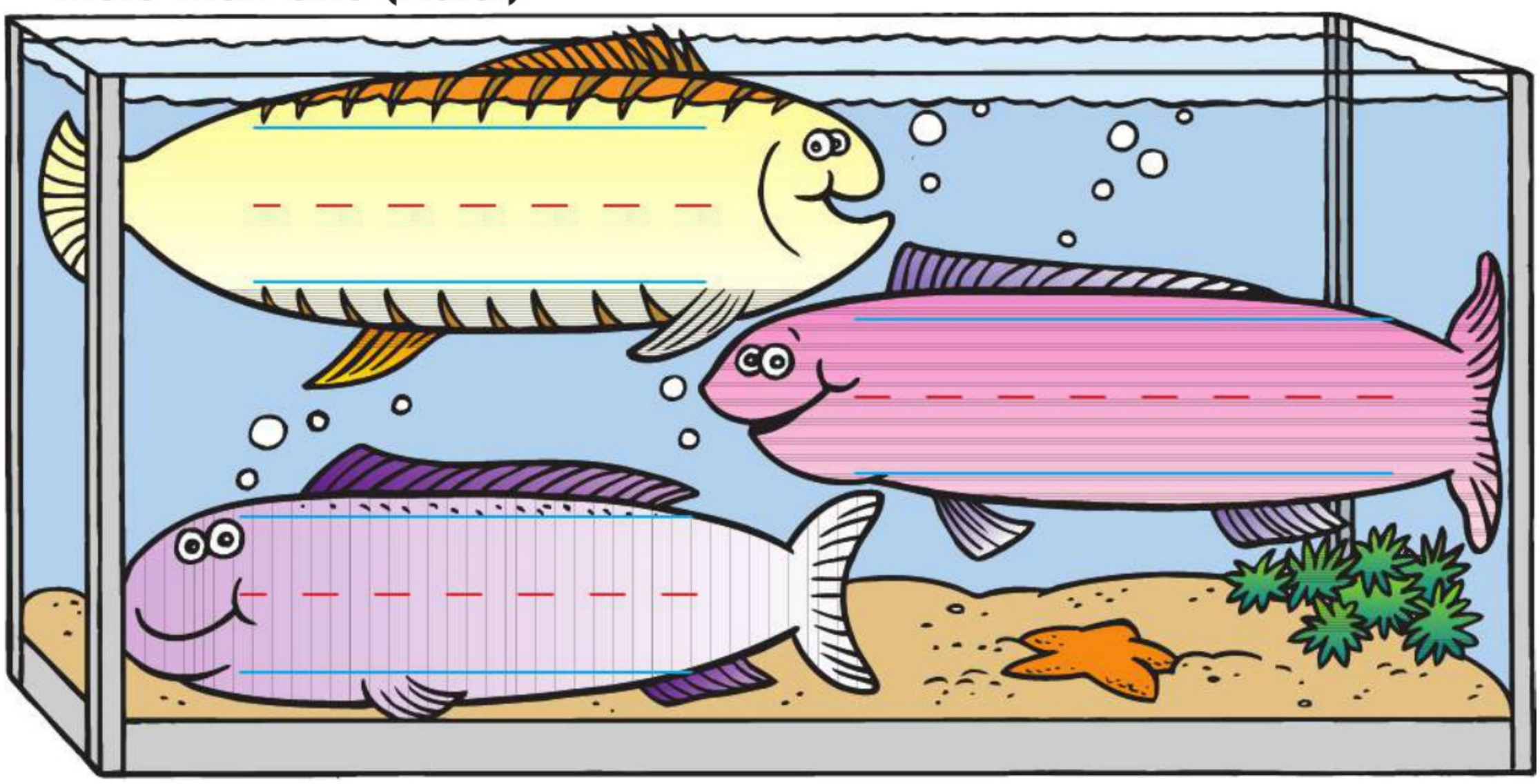
kites	star	chick	foxes	matches	lunch



One



More Than One (Plural)



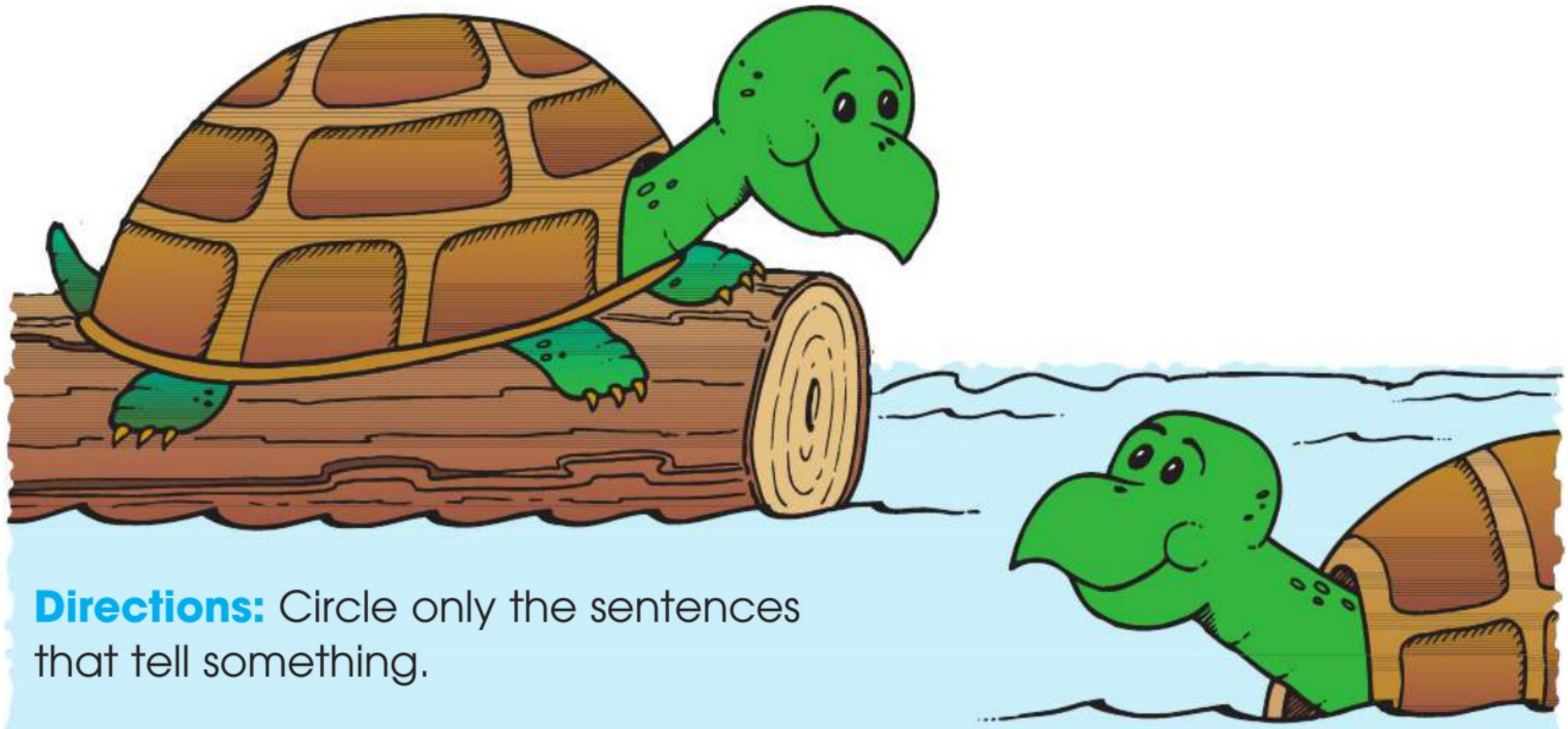
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Name _____

Sentences That Tell

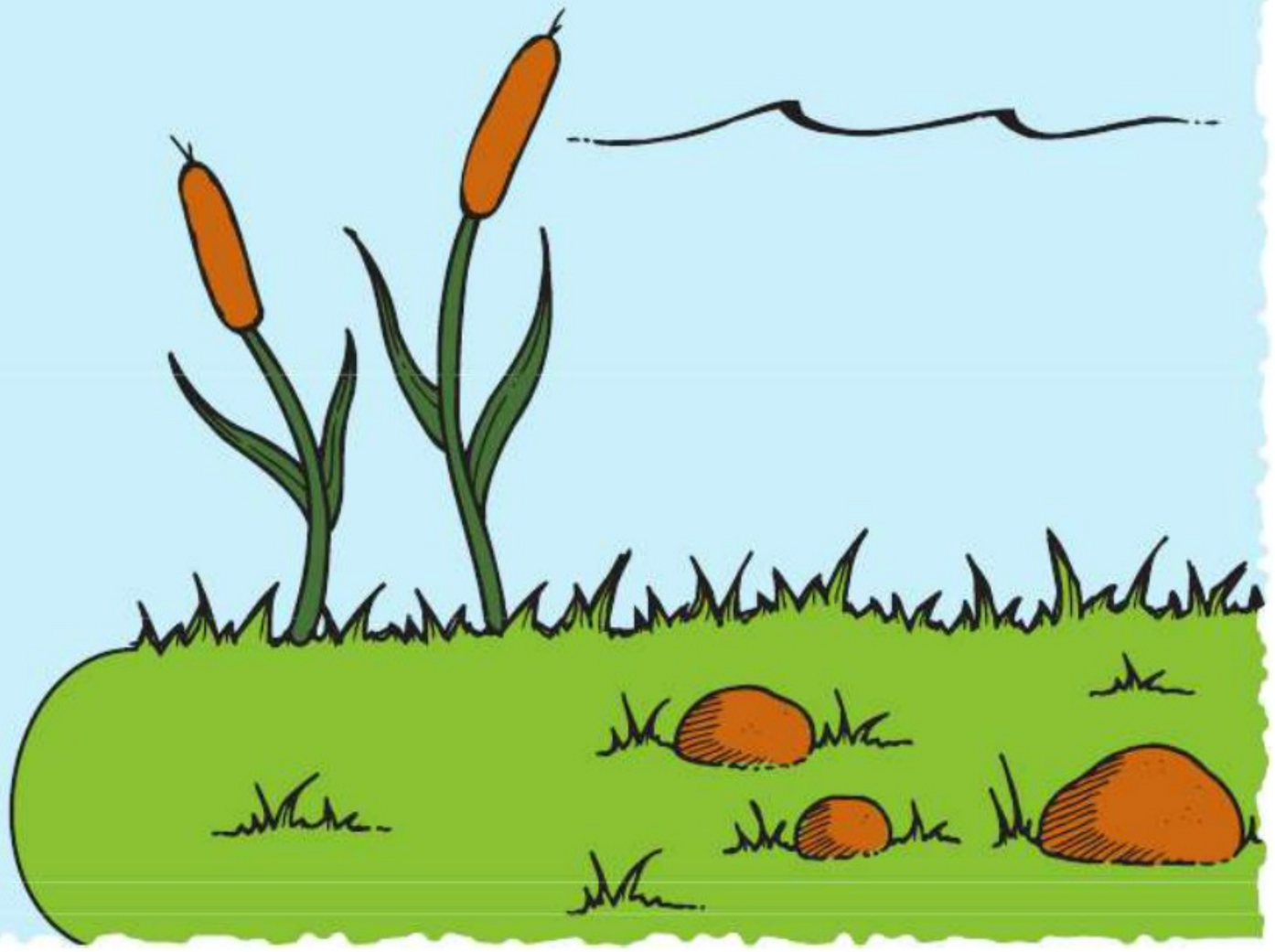
Some sentences tell something. Every **telling sentence** ends with a **period**.

Example: The bird sings.



Directions: Circle only the sentences that tell something.

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



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Name _____

Statements

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



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

The full Moon is round.

Astronauts have visited the Moon.

Some planets have several Moons.

The Moon seems to change shape.

Does it reflect light?

Do we only see one side?

The Moon is a satellite.

The Moon is far away.

The Moon is Earth's nearest neighbor.

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Sentences

Sentences begin with capital letters.

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

Example: the cat is fat.

The cat is fat.



my dog is big.



the boy is sad.



bikes are fun!



dad can bake.



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Name _____

Writing Sentences

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

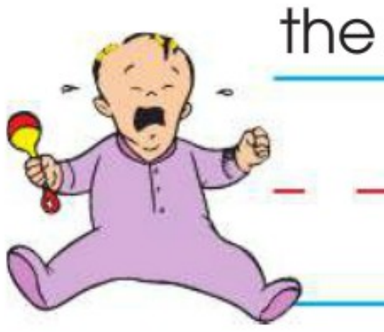
Directions: Read the two sentences on each line. Draw a line between the two sentences. Then, write each sentence correctly.

i have a new bike it is red





we are twins we look just alike



the baby is crying she wants a bottle



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Name _____

Completing Sentences

A **sentence** must make sense.



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

1. Today is

the first day of school.

on the window.

around the corner.

2. I like to

walk to school with my friend.

at noon every day.



3. We eat lunch

on the roof.

under the old tree.

4. My class

is learning to read.

pencil on my desk.



5. I put my

in the small box.

three more times.

6. Our classroom

has a map on the wall.



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Making Sentences

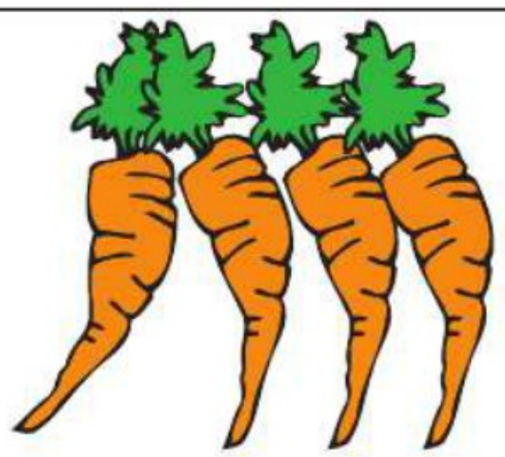
A **sentence** tells a whole idea.

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



Six candles





has four carrots.



The rabbit





makes a web.



The apple





are on the cake.

A little spider



is on a dish.

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Name _____

Sentence Building

Sentences can tell a story.

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



Mary went to bed and quickly fell asleep.

Glue



Brad saw something shiny in the grass.

Glue



Sally wanted a pet for her birthday.

Glue

He bent down to see what it was.

Her mom took her to the pet store.

She began to have an amazing dream.

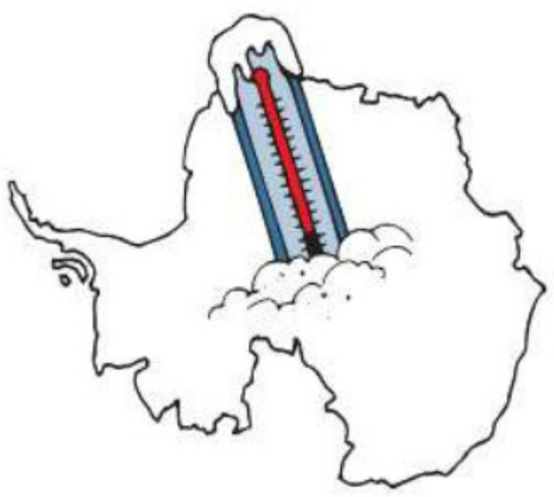
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Subjects of Sentences

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

Examples: **Polar bears** love cold weather.
The bear's coat is thick.

Directions: Circle the subject of each sentence.





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

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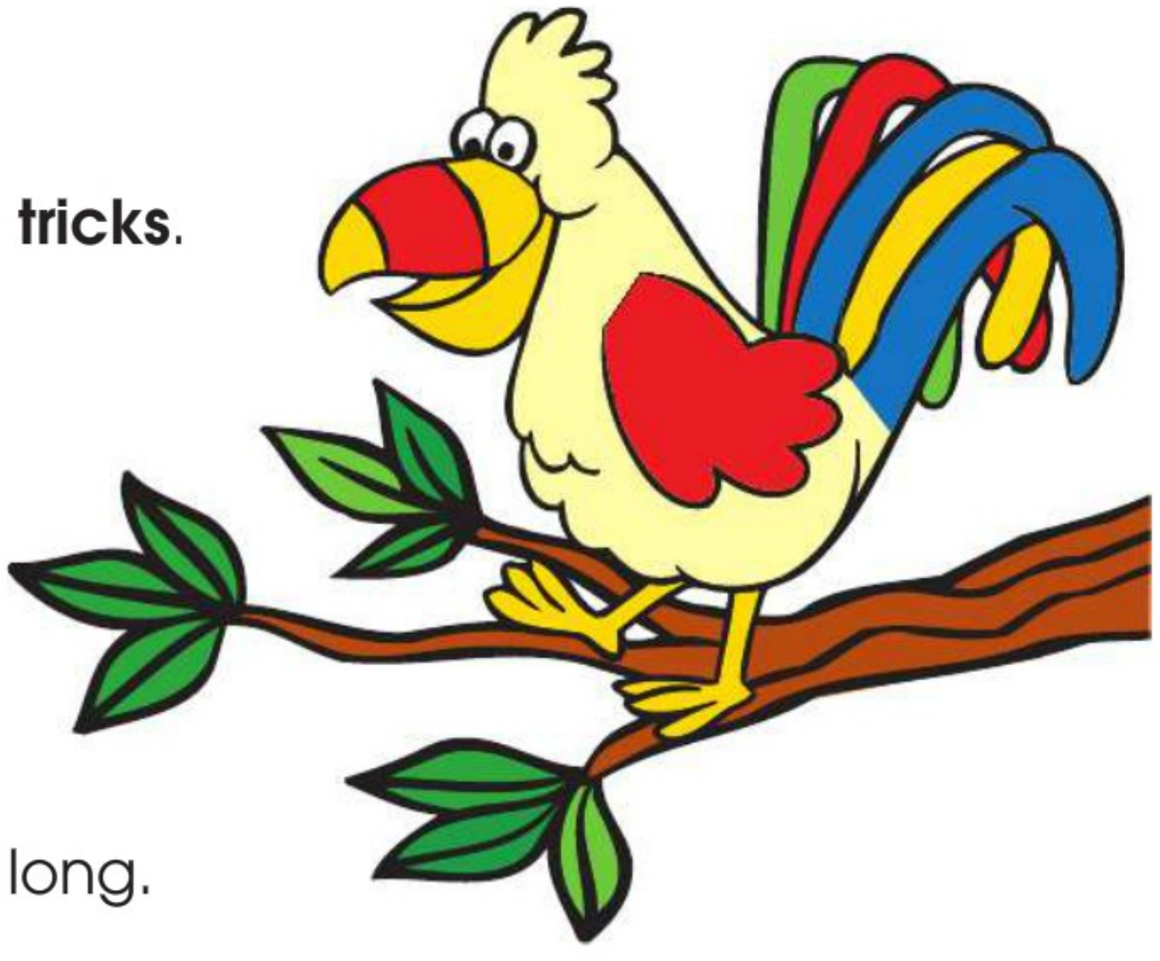
Name _____

Predicates of Sentences

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

Examples: Parrots **are not all alike**.
Some parrots **can learn tricks**.

Directions: Circle the predicate of each sentence.



1. Parrots live in hot places.

2. Some macaws are three-feet long.

3. Macaws live in rainforests.

4. Other parrots build nests in desert cactuses.

5. Most parrots have long beaks.

6. They use their beaks for cracking nuts.

7. Some parrots cannot crack nuts.

8. They eat seeds and fruits instead.

9. Parrots are colorful birds.

10. These birds have loud voices.



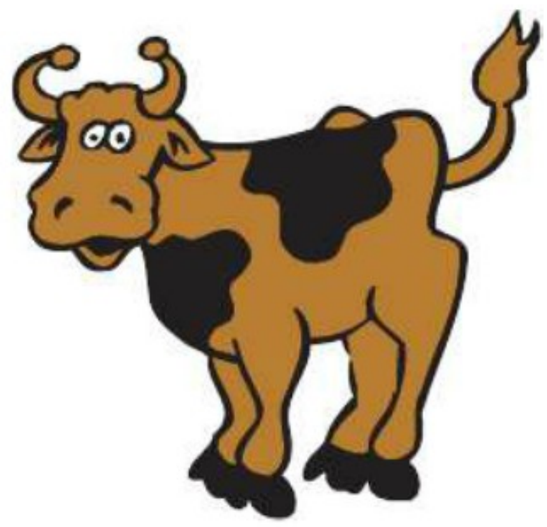
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Questions

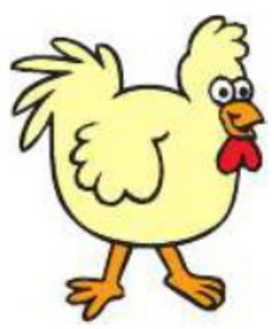
A **question** is a sentence that asks something. It begins with a capital letter and ends with a question mark.

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

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



1. I'm going to visit my grandma
2. Would you like to go with me
3. Will you ask your mother
4. Did she say you could go
5. What would you like to do first
6. Do you want to see the ducks
7. There are four of them on the pond
8. We'll see the baby chicks next
9. Are you glad you came with me
10. Maybe you can come again





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More Questions

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









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Changing Sentences

The order of words can change a sentence.

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

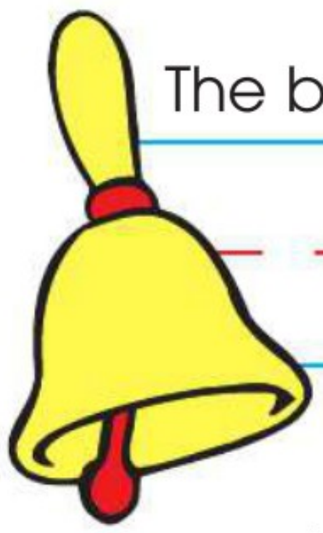


The clown is happy.

Is the clown happy?

The boy can swim.

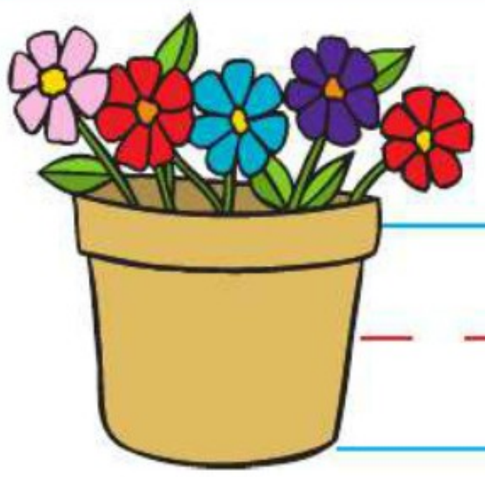




The bell will ring.

The popcorn is hot.





The flowers are lovely.

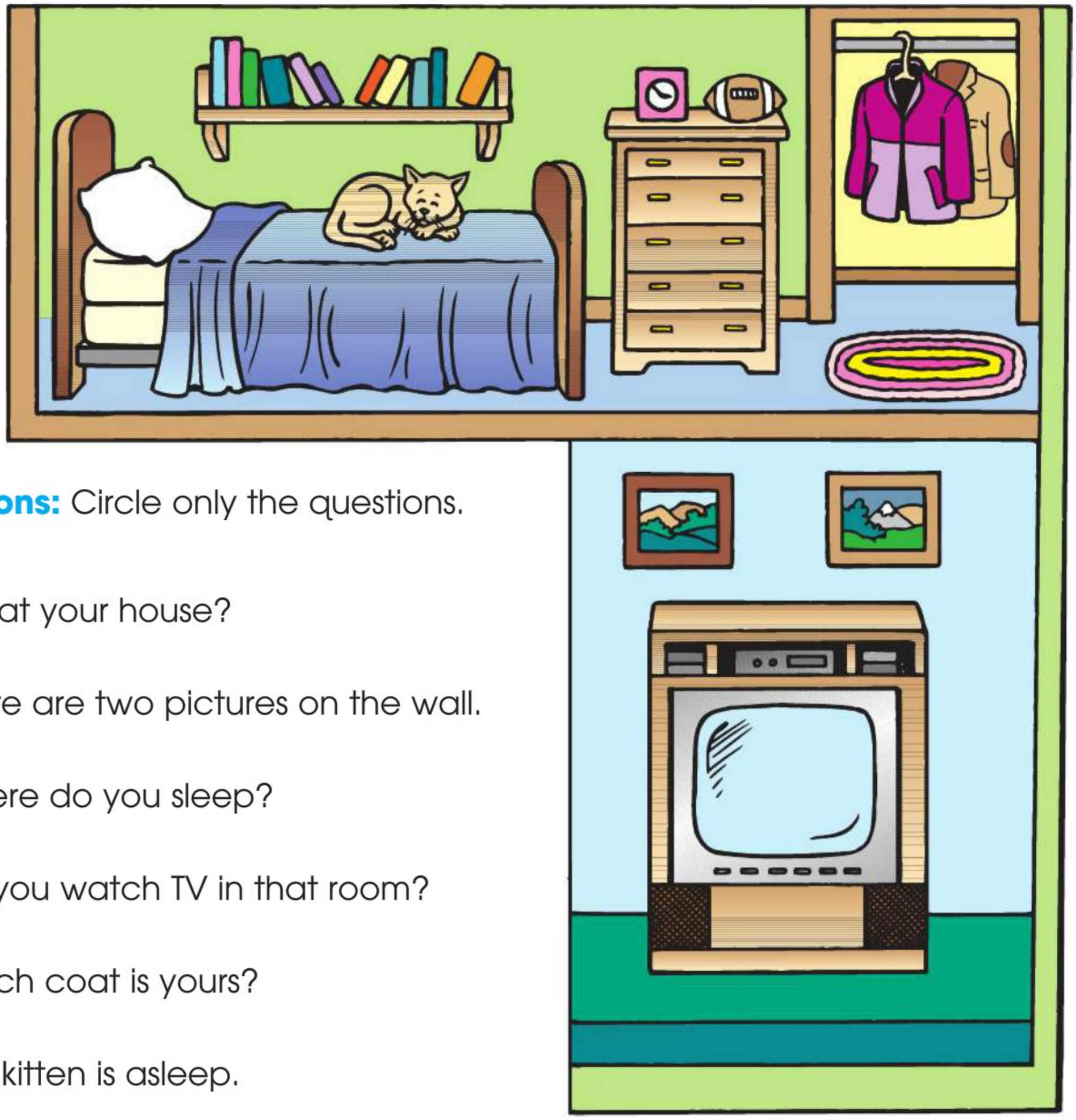
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Name _____

Sentences That Ask

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

Example: What is your name?



Directions: Circle only the questions.

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

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Name _____

Questions, Questions

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



Directions: Write each question correctly on the line.

is our class going to the Science Museum

will we see dinosaur bones

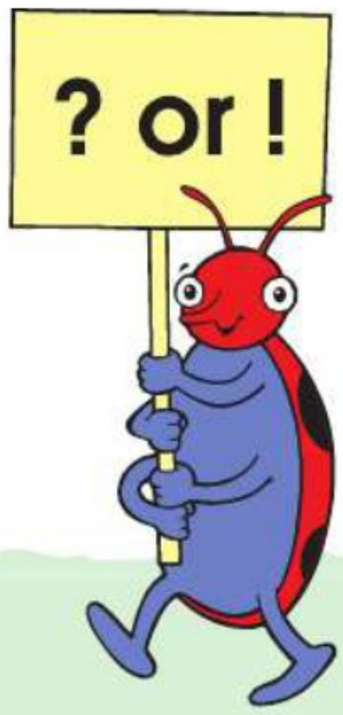
does the museum have a mummy

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I'm So Excited!

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



Example: What a beautiful day this is**!**

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

1. What a great day this is for a race ☐

2. Who is running in this race ☐

3. How fast they run ☐

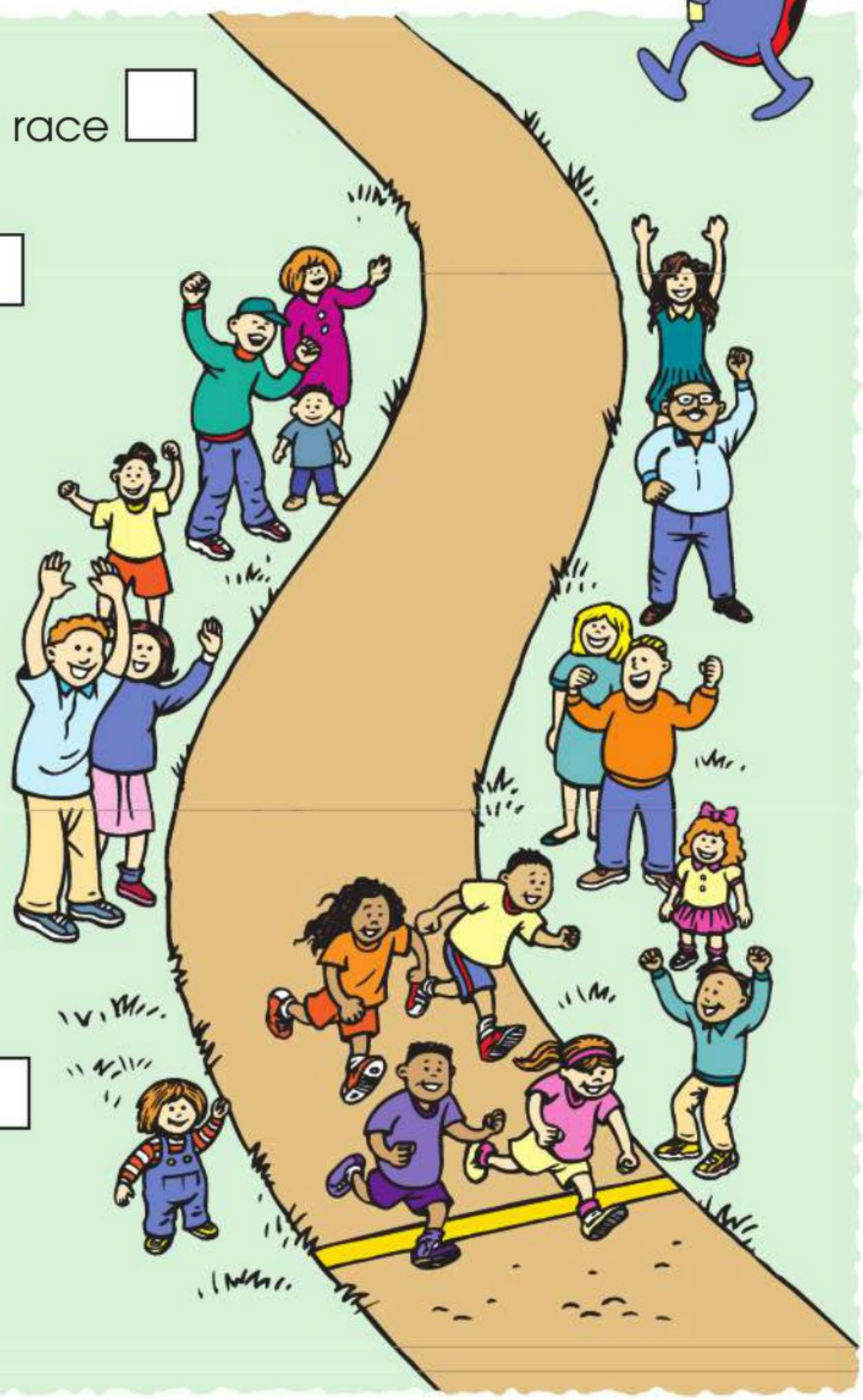
4. Who will finish first ☐

5. The runners are off ☐

6. Run faster ☐

7. Can you see the finish line ☐

8. I won the race ☐



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Name _____

Sentence Sequence

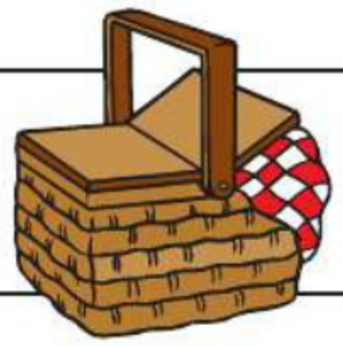
The words in a sentence must be in the correct order.

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



1.

2.



3.



1.	2.	3.
is going	We are taking	to swim
to the beach.	of food.	It's fun
My family	a basket	in the ocean.

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Word Order

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

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

I	like	bike.	to	ride	my

hot.	It	is	and	sunny

drink	I	can	water.

My	me.	with	plays	mom

tricks.	do	can	The	dog	

you	go	store?	to	the	Can

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Surprising Sequence

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

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

1. The cheetah can run very fast

2. Wow

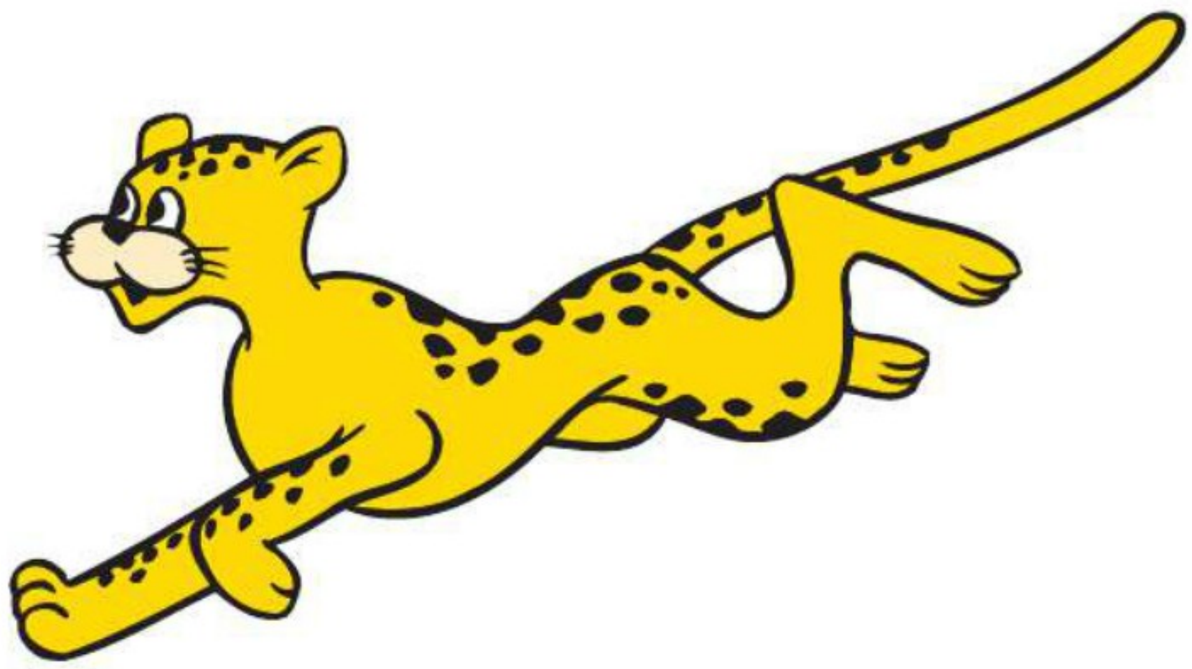
3. Look at that cheetah go

4. Can you run fast

5. Oh, my

6. You're faster than I am

7. Let's run together



8. We can run as fast as a cheetah

9. What fun

10. Do you think cheetahs get tired

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Name _____

ABC Order

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

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


car


bird


moon


two


nest


fan

bird

car


card


dog


pig


bike


sun


pie

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Name _____

ABC Order

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

Example:

1. 1 candy 2 carrot 4 duck 3 dance

2. _____ cold _____ hot _____ carry _____ hit

3. _____ flash _____ fan _____ fun _____ garden

4. _____ seat _____ sun _____ saw _____ sit

5. _____ row _____ ring _____ rock _____ run

6. _____ truck _____ turn _____ twin _____ talk

7. _____ seven _____ shoe _____ soap _____ smell

8. _____ pay _____ penny _____ pocket _____ plant

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How to Help Your Child Prepare for Standardized Testing

Preparing All Year Round

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

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

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

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

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

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

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

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

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



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Getting Ready for the Big Day

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



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



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



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



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

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READING: WORD ANALYSIS

Lesson 1: Letter Recognition

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

Examples

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

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

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

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



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

Practice

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

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

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

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

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

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

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

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



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READING: WORD ANALYSIS

Lesson 2: Beginning Sounds

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

Example

A. desk

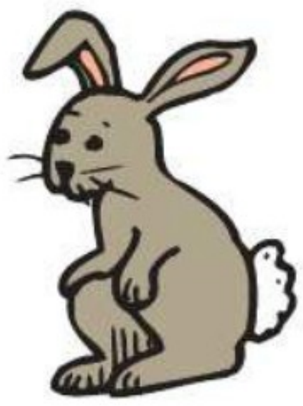


Ⓐ chair
Ⓑ den
Ⓒ bat
Ⓓ man

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

Practice

1. rabbit



Ⓐ man
Ⓑ bike
Ⓒ paper
Ⓓ ring

2. mop



Ⓕ miss
Ⓖ hill
Ⓗ clock
Ⓙ win

3. bag



Ⓐ vase
Ⓑ top
Ⓒ bell
Ⓓ fish

4. tie



Ⓕ tag
Ⓖ girl
Ⓗ shell
Ⓙ pin

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READING: WORD ANALYSIS

Lesson 3: Ending Sounds

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

Examples

A. make

Ⓐ cat
Ⓑ rock
Ⓒ worm
Ⓓ pen

B. hive

Ⓕ web
Ⓖ fun
Ⓗ glove
Ⓙ tip



Listen carefully to the ending sound of each word.



Practice

1. star

Ⓐ mop
Ⓑ leaf
Ⓒ jar
Ⓓ five

2. leg

Ⓕ rug
Ⓖ gone
Ⓗ rich
Ⓙ grab

3. stew

Ⓐ net
Ⓑ wheel
Ⓒ barn
Ⓓ now

4. hit

Ⓕ dish
Ⓖ win
Ⓗ not
Ⓙ hear

5. bell

Ⓐ rest
Ⓑ hill
Ⓒ boat
Ⓓ cab







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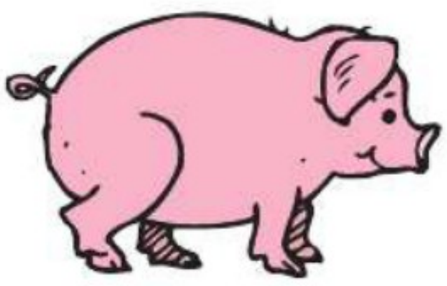
READING: WORD ANALYSIS

Lesson 4: Rhyming Words

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

Example

A. mop



Ⓐ



Ⓑ



Ⓒ



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



Practice

1. dog



Ⓐ



Ⓑ



Ⓒ

2. hat



Ⓕ



Ⓖ



Ⓗ

3. rock



Ⓐ



Ⓑ



Ⓒ



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READING: WORD ANALYSIS

Lesson 5: Word Recognition

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

Examples

A. m<u>u</u>d

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

B. p<u>ou</u>nd

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



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



Practice

1. r<u>o</u>se

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

2. sp<u>oo</u>n

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



3. p<u>ea</u>ch

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

4. r<u>i</u>de

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



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READING: WORD ANALYSIS

Lesson 6: Vowel Sounds and Sight Words

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

Examples

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

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



B. What word rhymes with shell?

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





Listen to all choices before you mark your answer.



Practice

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

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



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

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



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

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

4. What word rhymes with tough?

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



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READING: WORD ANALYSIS

Lesson 7: Word Study

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

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

Examples

A.

Ⓐ airplane
Ⓑ ringer
Ⓒ tune

B. The dog _____ its food.

Ⓕ eat
Ⓖ ate
Ⓗ eating



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



Practice

1.

Ⓐ toolbox
Ⓑ kitchen
Ⓒ gate

2.

Ⓕ warning
Ⓖ flowerpot
Ⓗ glasses

3.

Ⓐ teacup
Ⓑ pencil
Ⓒ jumping

4. I am _____ than you.

Ⓕ big
Ⓖ bigger
Ⓗ biggest

5. I _____ books.

Ⓐ readed
Ⓑ reads
Ⓒ read

6. He _____ hot.

Ⓕ weren't
Ⓖ wasn't
Ⓗ won't



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READING: VOCABULARY

Lesson 8: Picture Vocabulary

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

Example

A. Bill drinks _____ .

Ⓐ 

Ⓑ 

Ⓒ 



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



Practice

1. I like to read a _____ .

Ⓐ 

Ⓑ 

Ⓒ 

2. The _____ ran fast.

Ⓕ 

Ⓖ 

Ⓗ 

3. The baby _____ in her bed.

Ⓐ 

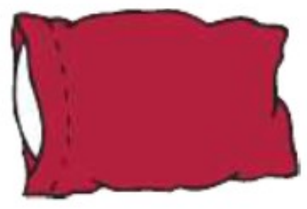
Ⓑ 

Ⓒ 

4. The _____ rings.

Ⓕ 

Ⓖ 

Ⓗ 



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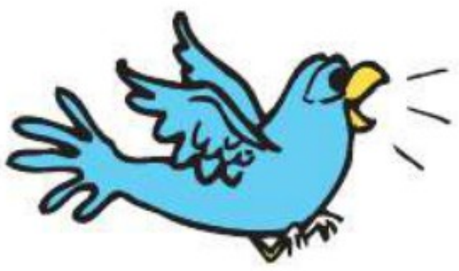
READING: VOCABULARY

Lesson 9: Word Reading

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

Examples

A.



Ⓐ cat
Ⓑ flower
Ⓒ bird

B.

Ⓕ sing
Ⓖ bark
Ⓗ read

Clue **Listen to all answer choices before you choose.**

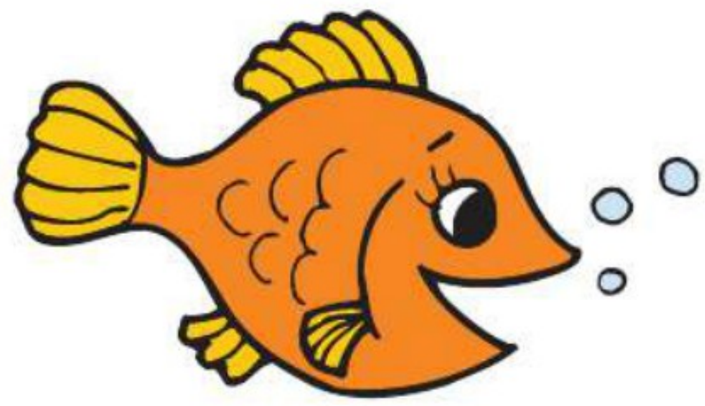
Practice



1. Ⓐ mom
   Ⓑ dog
   Ⓒ book

2. Ⓕ hug
   Ⓖ cry
   Ⓗ run

3. Ⓐ sit
   Ⓑ love
   Ⓒ eat



4. Ⓕ land
   Ⓖ shelf
   Ⓗ water

5. Ⓐ run
   Ⓑ skip
   Ⓒ swim

6. Ⓕ skin
   Ⓖ scales
   Ⓗ cloth

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READING: VOCABULARY

Lesson 10: Word Meaning

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

Examples

A. to move fast...

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

B. a cold thing...

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



Be sure about your answer.



Practice

1. a thing that flies...

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

2. a thing that sings...

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

3. to drink a little...

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



4. to stay on top of water...

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

5. noise a dog makes...

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



6. a food...

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



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READING: VOCABULARY

Lesson 11: Synonyms

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

Examples

A. I was <u>sleepy</u>.

Ⓐ tired
Ⓑ running
Ⓒ tall
Ⓓ purple

B. Jill was in the <u>center</u>.

Ⓕ bowl
Ⓖ middle
Ⓗ end
Ⓙ side



Think about what the sentence means.



Practice

1. The car was <u>speedy</u>.

Ⓐ better
Ⓑ heavy
Ⓒ fast
Ⓓ able



2. She is <u>lovely</u>.

Ⓕ pretty
Ⓖ sharp
Ⓗ sad
Ⓙ near

3. The soup is <u>steaming</u>.

Ⓐ soft
Ⓑ spilling
Ⓒ hot
Ⓓ cold

4. Kida <u>washes</u> dishes.

Ⓕ hides
Ⓖ cuts
Ⓗ sleeps
Ⓙ cleans

5. It is a small <u>city</u>.

Ⓐ house
Ⓑ bus
Ⓒ town
Ⓓ road

6. We took a <u>boat</u> ride.

Ⓕ car
Ⓖ balloon
Ⓗ ship
Ⓙ bike



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READING: VOCABULARY

Lesson 12: Antonyms

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

Examples

A. This is <u>wet</u>.

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

B. The rock is <u>heavy</u>.

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



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

Practice

1. The bear is <u>tame</u>.

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

2. Susie <u>whispered</u> the secret.

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

3. Why is it so <u>little</u>?

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

4. I run very <u>fast</u>.

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

5. This is <u>easy</u>.

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

6. Jordan was <u>sick</u>.

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



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READING: VOCABULARY

Lesson 13: Words in Context

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

Examples

A. The _____ was green. It hopped far.

Ⓐ dog
Ⓑ rabbit
Ⓒ frog
Ⓓ boy

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

Ⓕ string
Ⓖ train
Ⓗ paper
Ⓙ hair



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



Practice

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

Ⓐ ice
Ⓑ chair
Ⓒ hammer
Ⓓ nail

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

Ⓕ corner
Ⓖ cup
Ⓗ hive
Ⓙ honey



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

Ⓐ cats
Ⓑ animals
Ⓒ suns
Ⓓ books

4. The joke was _____ . We all smiled.

Ⓕ funny
Ⓖ sad
Ⓗ blue
Ⓙ bread



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READING: COMPREHENSION

Lesson 14: Listening Comprehension

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

Example

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

Ⓐ 

Ⓑ 

Ⓒ 



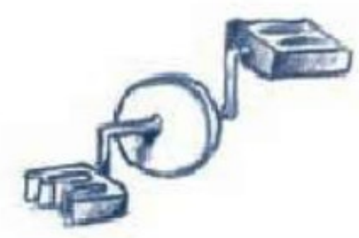
Listen to each story. Think about what you hear, then mark your choice.



Practice

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

Ⓐ 

Ⓑ 

Ⓒ 

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

Ⓕ 

Ⓖ 

Ⓗ 

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

Ⓐ 

Ⓑ 

Ⓒ 



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READING: COMPREHENSION

Lesson 15: Picture Comprehension

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

Example

A.



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

Clue **The correct answer says the most about the picture.**

Practice

1.



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

2.



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

3.



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

4.



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

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READING: COMPREHENSION

Lesson 16: Sentence Comprehension

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

Examples

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

Ⓐ  Ⓑ  Ⓒ 

B. I ate a _____.



Ⓕ book
Ⓖ cookie
Ⓗ mop

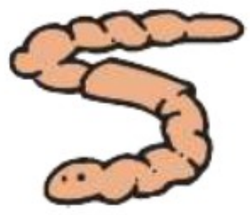
Practice



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



1. This is hot. It helps things grow.

Ⓐ  Ⓑ  Ⓒ 

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

Ⓕ  Ⓖ  Ⓗ 

3. This is my _____ .



Ⓐ dog
Ⓑ school
Ⓒ lake

4. There is a _____ in front of school.



Ⓕ bike
Ⓖ frog
Ⓗ flag



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READING: COMPREHENSION

Lesson 17: Fiction

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

Example

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

A. What was Mom making?

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



Listen carefully to the whole story.

Practice



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

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



1. Who was with Steve?

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

2. Where did the bird land?

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



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READING: COMPREHENSION

Lesson 18: Fiction

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

Get Warm



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

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

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

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

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

1. Brenda did not like _____ .

- (A) sunny weather
- (B) being cold
- (C) her friend Buddy

2. What did Buddy think Brenda should do?

- (F) follow the birds
- (G) light a fire
- (H) get new coats

3. Why should she follow the birds?

- (A) to find water
- (B) to see snow
- (C) to get to a warm place

4. Two things Brenda and Buddy liked now were _____ .

- (F) their bird friends and fish
- (G) colorful flowers and being warm
- (H) flying far and the moon



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READING: COMPREHENSION

Lesson 19: Nonfiction

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

Spiders

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



1. Spiders are _____ .

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

2. Spider webs are made of _____ .

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

3. Why are spiders helpful?

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

4. Why was this story written?

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



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READING: COMPREHENSION

Lesson 20: Nonfiction

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

Statue of Liberty



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

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

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

1. **Who gave the Statue of Liberty to the United States?**
   - (A) the people of France
   - (B) many immigrants
   - (C) the queen

2. **Why did they give the statue to the United States?**
   - (F) to make money
   - (G) so the United States would give them one
   - (H) to show friendship

3. **The statue is made from copper because _____ .**
   - (A) copper is ugly
   - (B) it is strong
   - (C) it smells nice

4. **Immigrants felt like the statue _____ .**
   - (F) worked like a flashlight
   - (G) welcomed them
   - (H) was too tall

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READING PRACTICE TEST ANSWER SHEET

STUDENT'S NAME		
LAST	FIRST	MI

SCHOOL

TEACHER

FEMALE ◯ MALE ◯

BIRTH DATE

MONTH	DAY	YEAR
JAN ◯	0 0	0 0
FEB ◯	1 1	1 1
MAR ◯	2 2	2 2
APR ◯	3 3	3
MAY ◯	4	4
JUN ◯	5	5
JUL ◯	6	6
AUG ◯	7	7
SEP ◯	8	8
OCT ◯	9	9
NOV ◯		
DEC ◯		

GRADE

1 2 3 4 5

Part 1: WORD ANALYSIS

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

Part 2: VOCABULARY

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

Part 3: READING COMPREHENSION

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

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READING PRACTICE TEST

Part 1: Word Analysis

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

Example

A. Which letter does the word water begin with?

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

1. Which letter does the word heart begin with?

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

2. Which letter does the word take begin with?

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

3. Which letter does the word sunny begin with?

(A) C
(B) S
(C) y
(D) l

4. Which letter does the word bottle begin with?

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

5. Which letter does the word money begin with?

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



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READING PRACTICE TEST

Part 1: Word Analysis (cont.)

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

Examples

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

Ⓕ 

Ⓖ 

Ⓗ 

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

Ⓐ truck
Ⓑ sash
Ⓒ map

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

Ⓕ 

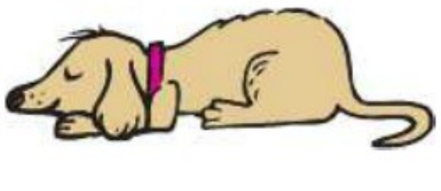
Ⓖ 

Ⓗ 

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

Ⓐ 

Ⓑ 

Ⓒ 

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

Ⓕ cash
Ⓖ shoot
Ⓗ try

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

Ⓐ gray
Ⓑ tag
Ⓒ begin



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READING PRACTICE TEST

Part 1: Word Analysis (cont.)

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

Example

D. w<u>i</u>g

Ⓕ time
Ⓖ swam
Ⓗ tip



10. p<u>a</u>t

Ⓕ from
Ⓖ mad
Ⓗ goes

11. m<u>i</u>ne

Ⓐ dime
Ⓑ into
Ⓒ hurt

12. p<u>u</u>mp

Ⓕ child
Ⓖ cutting
Ⓗ shark

13. sh<u>ou</u>t

Ⓐ loud
Ⓑ crow
Ⓒ pill

14. m<u>a</u>de

Ⓕ bake
Ⓖ puddle
Ⓗ line

15. b<u>e</u>g

Ⓐ mass
Ⓑ kelp
Ⓒ broke

STOP

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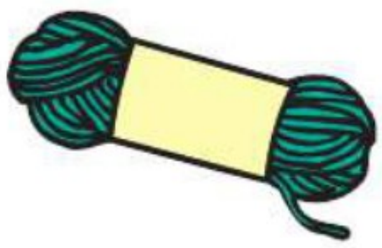
READING PRACTICE TEST

Part 1: Word Analysis (cont.)

Directions: Listen to your teacher read the words. Choose the picture that rhymes with the word. Practice with examples E and F. Do the same for numbers 16–19.

Examples

E. Which picture rhymes with barn?

Ⓐ 

Ⓑ 

Ⓒ 

F. Which word rhymes with tool?

Ⓕ pool
Ⓖ book
Ⓗ lamp

16. Which picture rhymes with dish?

Ⓕ 

Ⓖ 

Ⓗ 

17. Which picture rhymes with car?

Ⓐ 

Ⓑ 

Ⓒ 

18. Which word rhymes with chance?

Ⓕ dance
Ⓖ make
Ⓗ patch

19. Which word rhymes with how?

Ⓐ show
Ⓑ now
Ⓒ zoom



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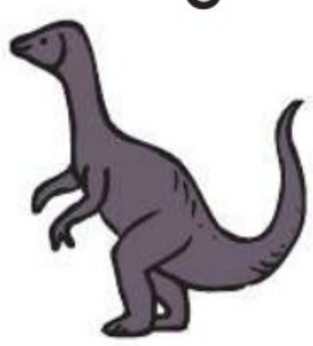
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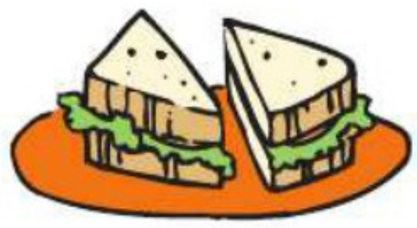
Part 2: Vocabulary

Directions: Listen to your teacher read the group of words and answer choices. Choose the picture that matches the words. Practice with example A. Do the same for 1–4.

Example

A. Something to eat

Ⓐ 

Ⓑ 

Ⓒ 

1. Something that rings

Ⓐ 

Ⓑ 

Ⓒ 

2. Something to ride in

Ⓕ 

Ⓖ 

Ⓗ 

3. To get taller

Ⓐ shrink
Ⓑ grow
Ⓒ empty

4. A place for clothes

Ⓕ closet
Ⓖ desk
Ⓗ doghouse



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READING PRACTICE TEST

Part 2: Vocabulary (cont.)

Directions: Look at the picture. Listen as your teacher reads the word choices. Mark the word that goes with the picture. Practice with examples B and C. Do the same for numbers 5–12.

Examples

B.



(F) cap
(G) box
(H) jacket

C.

(A) kick
(B) throw
(C) swing

5.

(A) dance
(B) run
(C) sleep



6.

(F) blanket
(G) coat
(H) hat

7.

(A) one
(B) two
(C) three



8.

(F) dog
(G) girl
(H) boy

9.

(A) sledding
(B) camping
(C) shopping



10.

(F) tent
(G) car
(H) van

11.

(A) hot
(B) snowing
(C) raining



12.

(F) sandcastle
(G) toothpicks
(H) jelly

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READING PRACTICE TEST

Part 2: Vocabulary (cont.)

Directions: Listen closely as your teacher reads the sentences and word choices. Choose the word that completes the sentence. Practice with example D. Do the same for numbers 13–16.

Example

D. Camila _____ the phone.



(A) ringing
(B) answered
(C) went
(D) shouted

13. My mother drinks _____ .

(A) tea
(B) nails
(C) watermelon
(D) sandwiches

14. The _____ on the radio was loud.

(F) sun
(G) water
(H) music
(J) computer

15. Lucy walked all the way to the _____ .

(A) over
(B) cut
(C) jar
(D) park

16. Maisie sat on the _____ .

(F) touch
(G) something
(H) bench
(J) large

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READING PRACTICE TEST

Part 2: Vocabulary (cont.)

Directions: Listen closely as your teacher reads the sentences and word choices. Choose the answer that means the same or about the same as the underlined word for numbers 17–19.

17. Do you <u>like</u> watermelon?



(A) make
(B) enjoy
(C) hate
(D) pat

18. His ideas are always <u>great</u>!

(F) wonderful
(G) crazy
(H) boring
(J) bunny

19. <u>Listen to</u> the story.

(A) taste
(B) hear
(C) look
(D) sit

Directions: Listen closely as your teacher reads the sentences and word choices. Choose the answer that means the opposite of the underlined word for numbers 20–22.

20. I am <u>wet</u>.

(F) soaked
(G) dry
(H) yellow
(J) quiet

21. Sammy is a <u>tiny</u> mouse.



(A) large
(B) small
(C) friendly
(D) brown

22. The glass is <u>full</u>.

(F) mine
(G) Teri's
(H) empty
(J) broken



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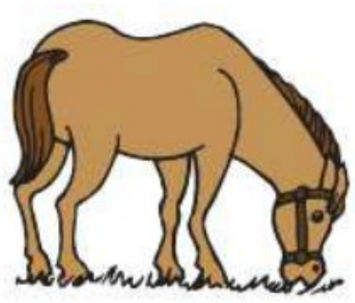
READING PRACTICE TEST

Part 3: Reading Comprehension

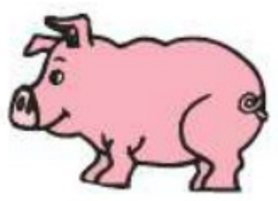
Directions: Listen to your teacher read each story. Choose the best answer for the question. Practice with example A. Do the same for numbers 1 and 2.

Example

A. Grandfather has a farm. He has many animals. He has pigs, chicks, and horses. He loves pigs the most. Which animal does Grandfather love the most?

Ⓐ 

Ⓑ 

Ⓒ 

1. Katie packed her backpack. She took things to eat. She took things to drink. Which item wouldn't she put in her bag?

Ⓐ 

Ⓑ 

Ⓒ 

2. Lilo was planting a garden. She had many tools. The tools helped her plant. Which picture shows something that Lilo didn't need when planting?

Ⓕ 

Ⓖ 

Ⓗ 



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READING PRACTICE TEST

Part 3: Reading Comprehension (cont.)

Directions: Listen to your teacher read the sentences. Look at the pictures. Choose the sentence that matches the picture. Practice with example B. Do 3–6 the same way.

Example

B.



Ⓕ Todd ate cereal.
Ⓖ I love my horse.
Ⓗ The weather is nice.

3.



Ⓐ The boat sunk.
Ⓑ My pen does not work.
Ⓒ Tanika swims every day.

4.



Ⓕ Lee gave him a car.
Ⓖ My dad has a new watch.
Ⓗ I see the clock.

5.



Ⓐ We read together.
Ⓑ I ran away from my brother.
Ⓒ He plays the flute.

6.



Ⓕ It was snowing.
Ⓖ Parker was singing.
Ⓗ I go to the library.

STOP

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READING PRACTICE TEST

Part 3: Reading Comprehension (cont.)

Directions: Listen to your teacher read the sentences. Match a picture to the sentences. Practice with example C. Do the same for numbers 7–10.

Example

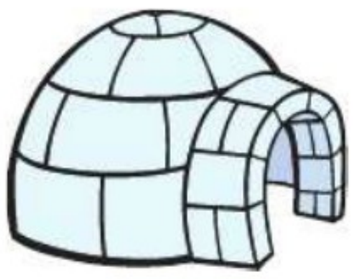
C. This floats high. Some people ride them.

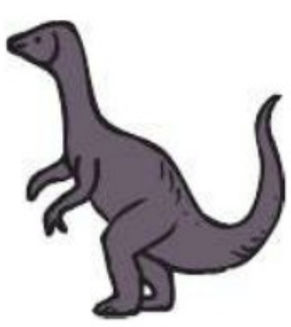
Ⓐ 

Ⓑ 

Ⓒ 

7. It was very cold. Mother said to wear these.

Ⓐ 

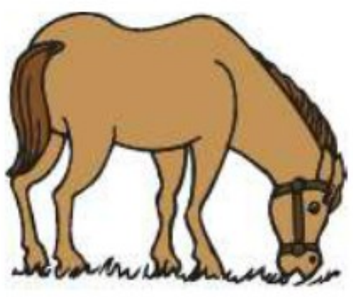
Ⓑ 

Ⓒ 

8. It was time. We had to get there fast!

Ⓕ 

Ⓖ 

Ⓗ 

9. One boy is _____ .



Ⓐ whispering
Ⓑ jumping
Ⓒ eating

10. One boy is _____ .

Ⓕ listening
Ⓖ awake
Ⓗ sleeping

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READING PRACTICE TEST

Part 3: Reading Comprehension (cont.)

Directions: Listen to your teacher read the story and the questions. Choose the best answer to the questions. Practice with example D. Do the same for numbers 11–14.

Example

Kida's party started at 2 o'clock. It was a pool party. People brought towels. They brought sunscreen.



D. What kind of party did Kida have?

- (F) birthday party
- (G) pool party
- (H) sunscreen party



The box was heavy. Simon needed help to move it. He asked Tom. He asked Kate. They went to help. The box was full. It had books in it. Tom and Kate decided to read. Simon sat down to read too. The box stayed.



11. What was in the box?

- (A) Simon
- (B) books
- (C) boxes

12. How many people came to help Simon?

- (F) 1
- (G) 2
- (H) 3

13. What did Tom and Kate do?

- (A) read books
- (B) moved the box
- (C) ran away

14. Why didn't they move the box?

- (F) It was purple.
- (G) They wanted to read.
- (H) Kate went home.



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READING PRACTICE TEST

Part 3: Reading Comprehension (cont.)

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

Riley's Racer

"I want to make a car," Riley said to his father. "Will you help?"

"Yes! We can make a car. We need a plan. We need the tools. Then, we will buy the things we need to make it."

Riley and his father drew a plan for the car. They decided on the size and color. Riley was so happy! It would be big! He could sit in it. It would roll down the hill in the yard. He would wear a helmet.

It took two weeks to make. They had fun. Mom took pictures. She even helped paint the car red. It was a fun family project.



15. What did Riley want to make?

(A) tools
(B) a car
(C) pictures

16. What did they do first?

(F) made a plan
(G) painted
(H) wore a helmet

17. Why would Riley wear a helmet when riding in the car?

(A) to be safe
(B) to hide his hair
(C) to show his friend

18. How did the family feel?

(F) sad
(G) happy
(H) angry



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READING PRACTICE TEST

Part 3: Reading Comprehension (cont.)

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

Ship Shape



A ship is a very large boat. It can travel in the ocean. Some take trips across the whole ocean. Ships carry people and things from one place to another. They have people to work on them. These workers are called the crew.

A ship has many parts. The stern is the back of the ship. The bow is the front. On some ships masts hold the sails. The sails are like big sheets. They catch the wind and help ships go fast. Up on the mast might be a crow's nest. A sailor can sit there. He can watch the ocean.

Another important part is the helm. This is the ship's steering wheel. It can turn the ship to the left and right.

19. What is a ship?

- (A) a train
- (B) a very large boat
- (C) a raft

20. Where do many ships travel?

- (F) across the ocean
- (G) in rivers
- (H) to dark places

21. What do sails do?

- (A) carry people
- (B) cover people
- (C) help the ship go

22. Why did the author write this story?

- (F) to tell about sailors
- (G) to tell about ships
- (H) so people would buy boats



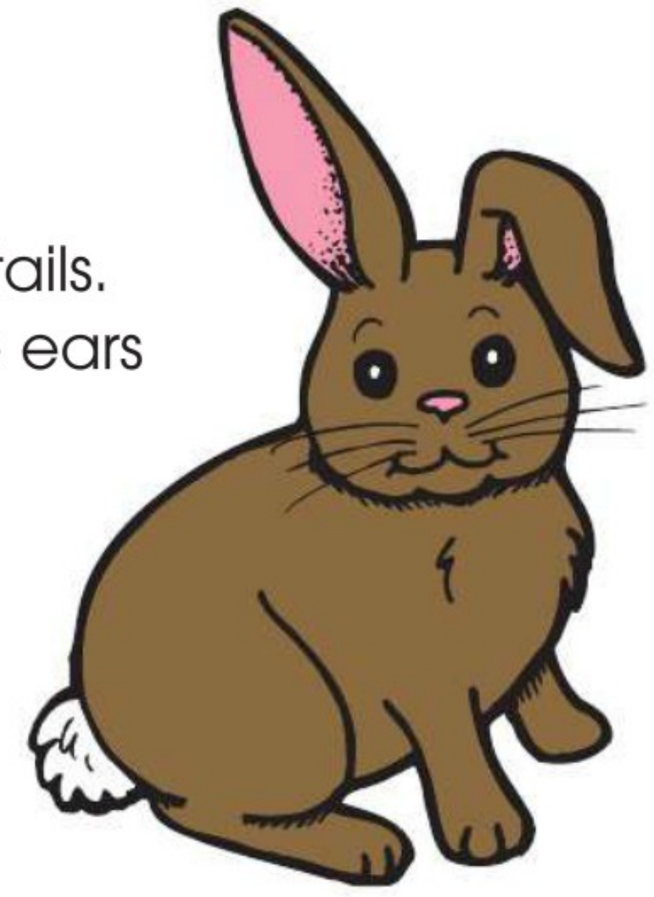
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READING PRACTICE TEST

Part 3: Reading Comprehension (cont.)

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

What About Rabbits?



Rabbits are small animals. They have short, fluffy tails. Some have long ears that can hear very well. These ears can be floppy. Some also stick right up!

Rabbits eat all kinds of plants. They eat in fields. They eat in gardens. Some farmers do not like rabbits. They eat the vegetables farmers grow. Sometimes the rabbits eat young trees.

When a mother rabbit is having babies, she digs a hole. She puts in soft grass. She adds her own fur. This will keep the babies warm. She may have two to ten babies. Baby rabbits are called kits.

Some people have pet rabbits. They keep them in pens or cages. They might enter them in contests. Some pet rabbits can be trained to do tricks. Grains, vegetables, and grass are good foods for them.

23. What is this story mostly about?

- (A) rabbits
- (B) plants rabbits eat
- (C) farming

24. Why do some farmers not like rabbits?

- (F) They run on the grass.
- (G) They eat their trees and vegetables.
- (H) They make too much noise.

25. Where might pet rabbits sleep?

- (A) in a field
- (B) a pen or cage
- (C) under the blanket

26. What are good foods for pet rabbits?

- (F) vegetables and grass
- (G) hot dogs and candy
- (H) vegetables and meat



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Answer Key

Write and Hear Mm

M and **m** are letter partners.

Map begins with the sound of **Mm**.

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

M M M M M

m m m m m m

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



6

Write and Hear Ss

S and **s** are letter partners.

Sock begins with the sound of **Ss**.

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

S S S S S S S

s s s s s s s s s

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



7

Write and Hear Tt

T and **t** are letter partners.

Tiger begins with the sound of **Tt**.

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

T T T T T T

t t t t t t t t t t

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



8

Write and Hear Hh

H and **h** are letter partners.

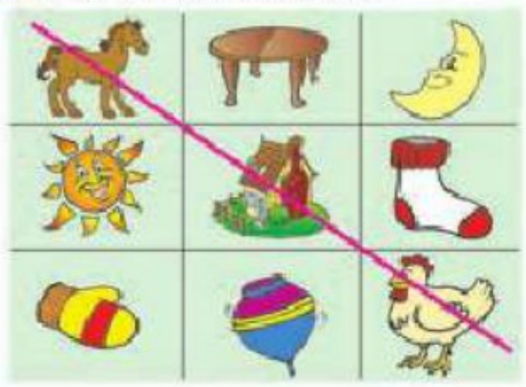
Hat begins with the sound of **Hh**.

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

H H H H H H

h h h h h h h h

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



9

Write and Hear Kk

K and **k** are letter partners.

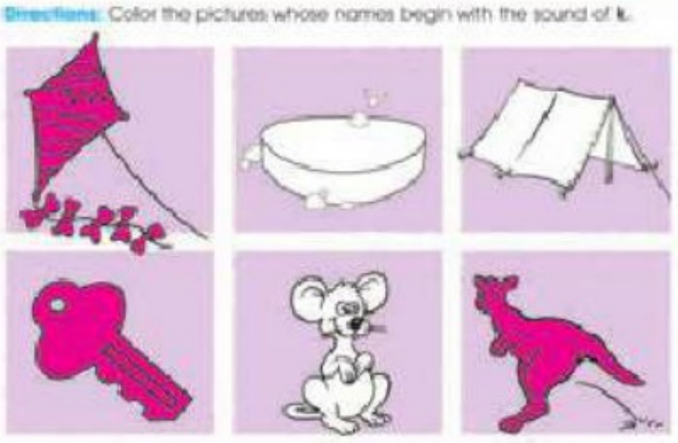
Kitten begins with the sound of **Kk**.

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

K K K K K K K

k k k k k k k k

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



10

Write and Hear Bb

B and **b** are letter partners.

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

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

B B B B B B

b b b b b b b b

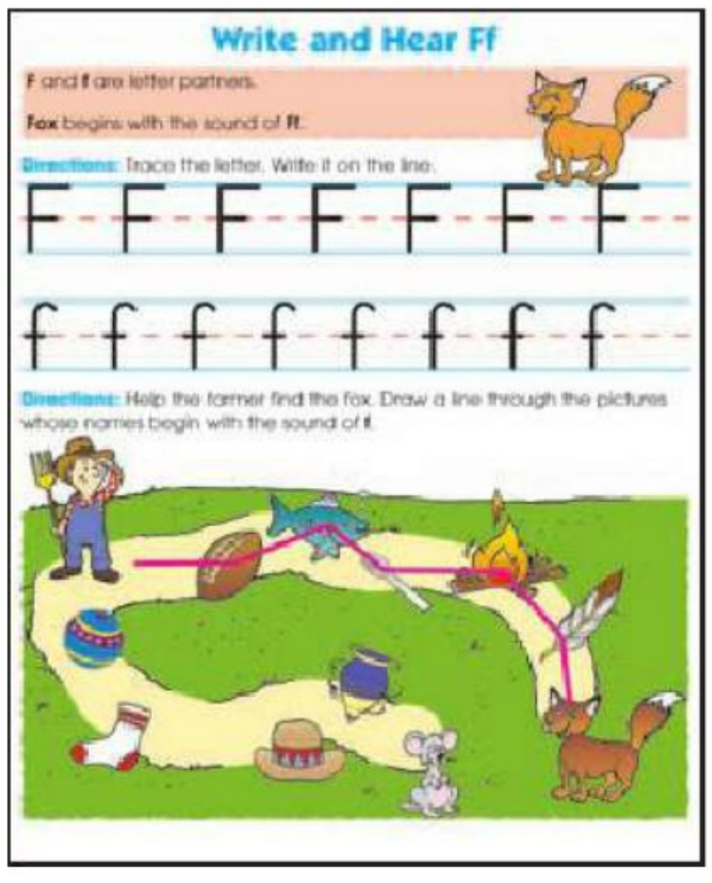
Directions: Color the bow if the name of the picture on the box begins with the sound of **b**.



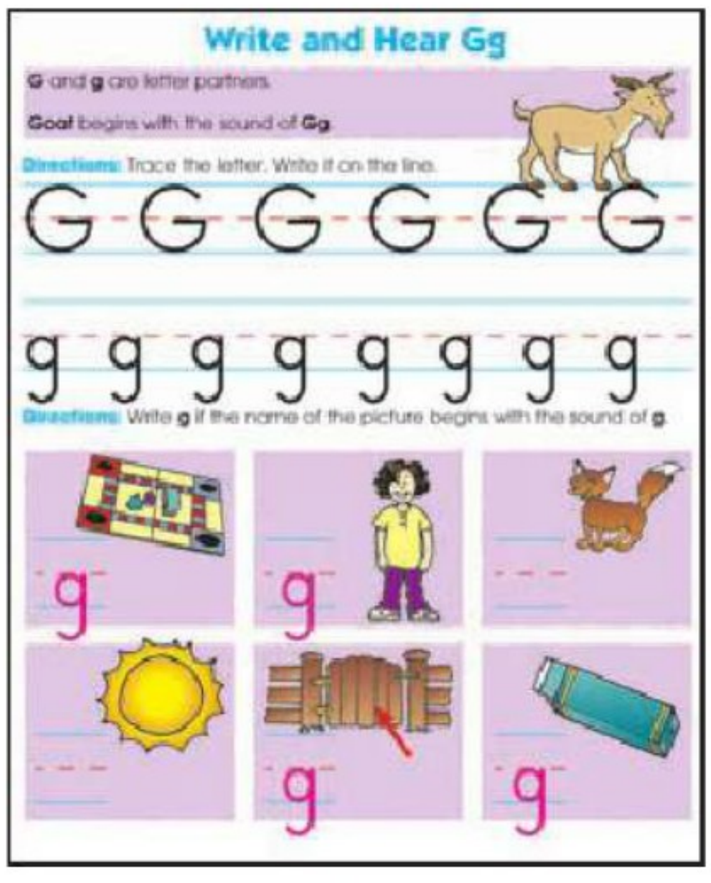
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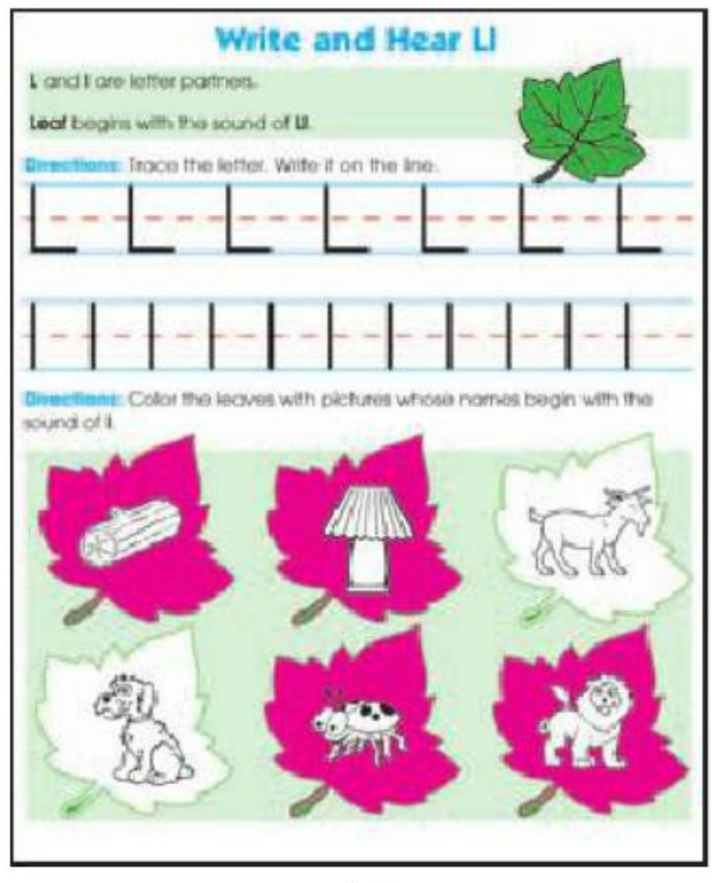
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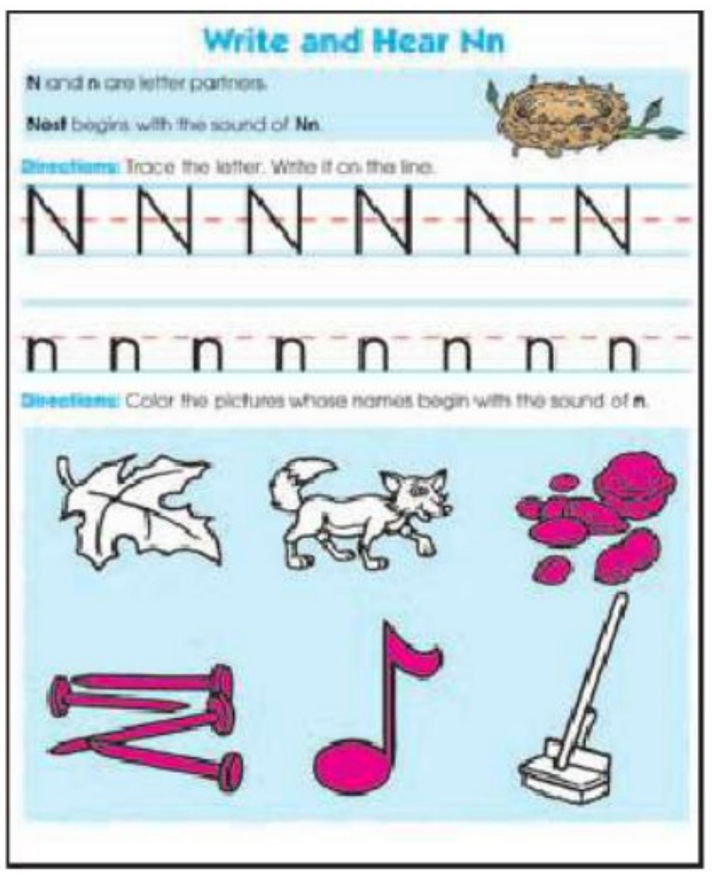
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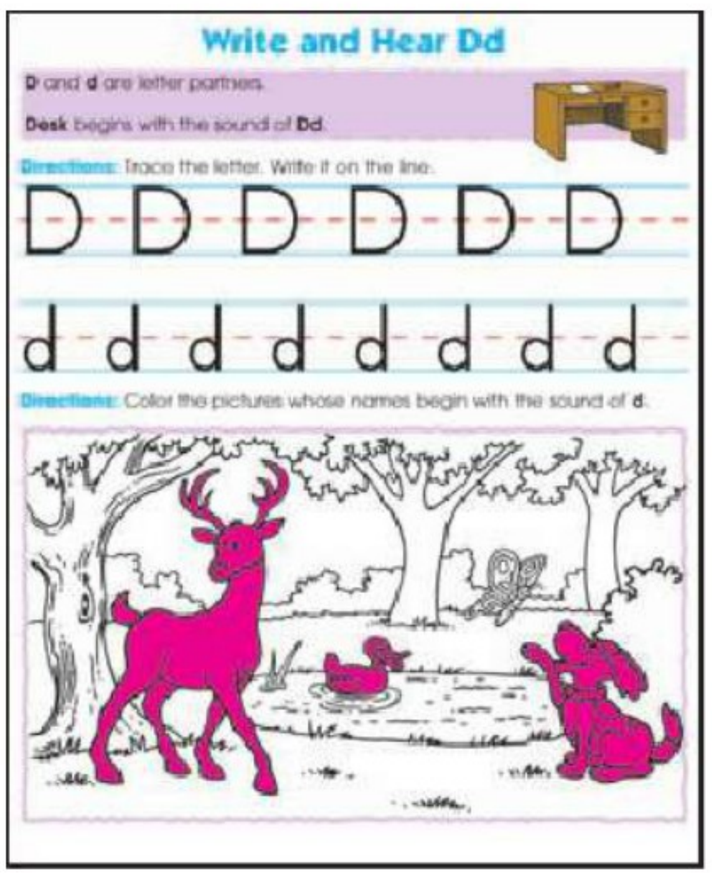
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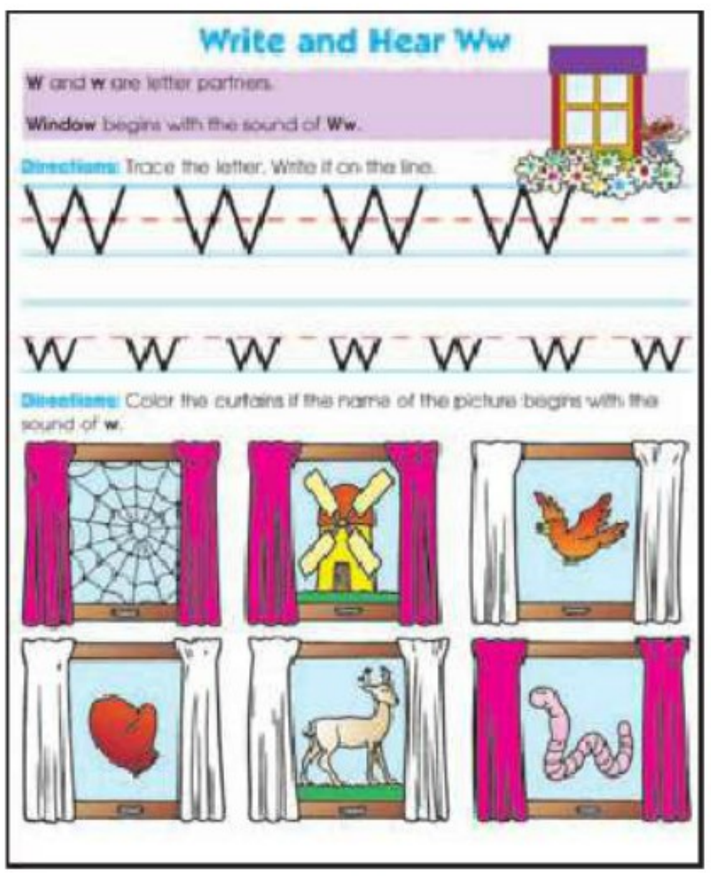
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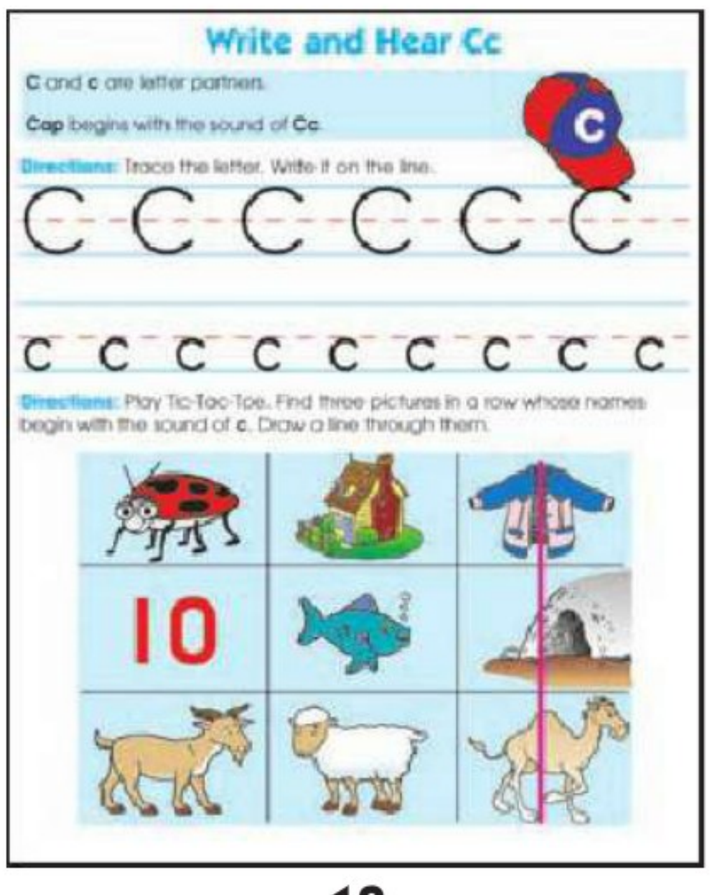
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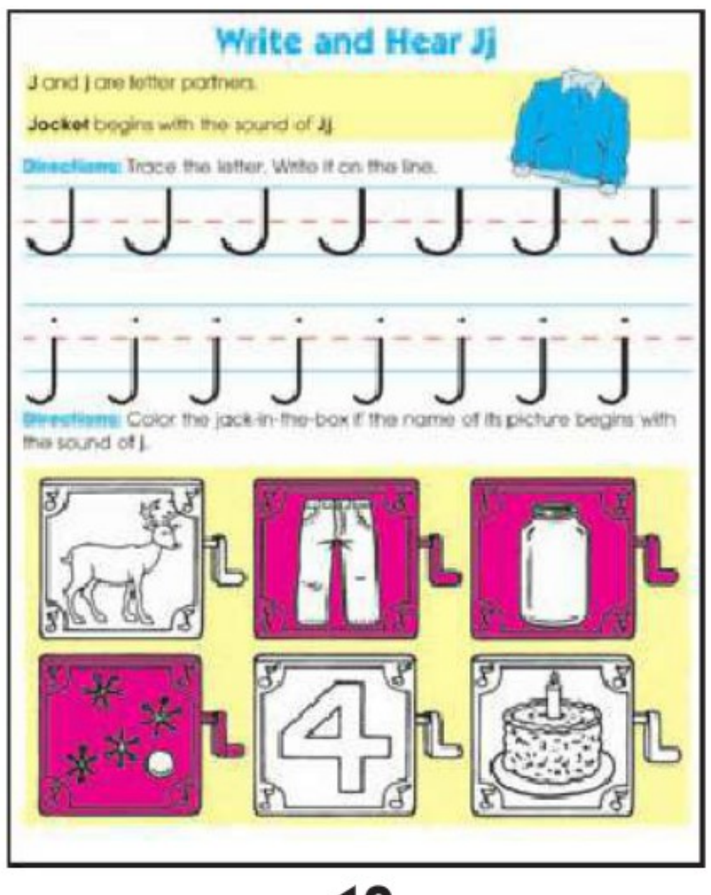
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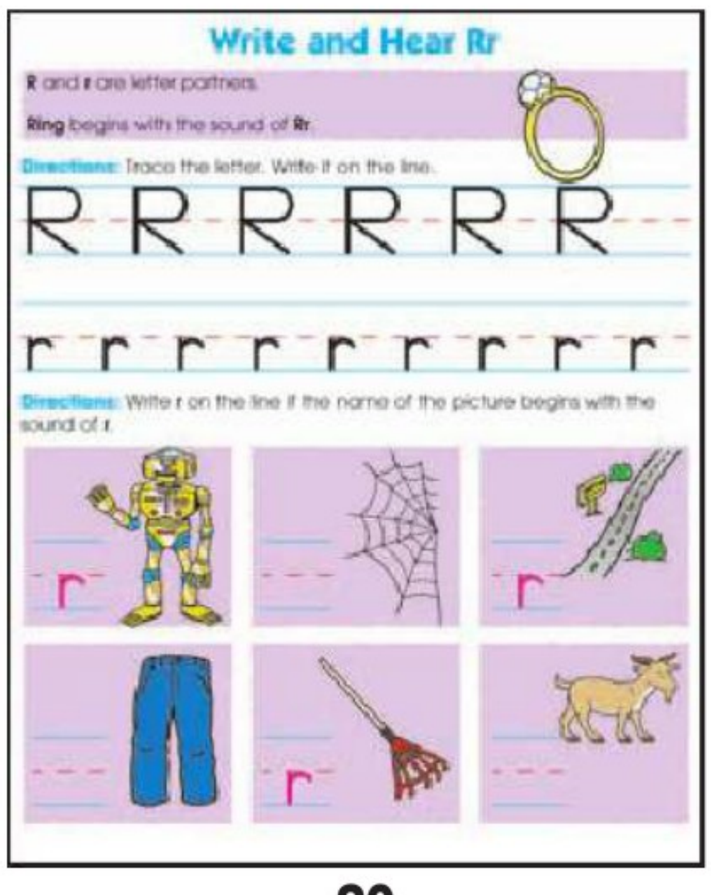
Answer Key



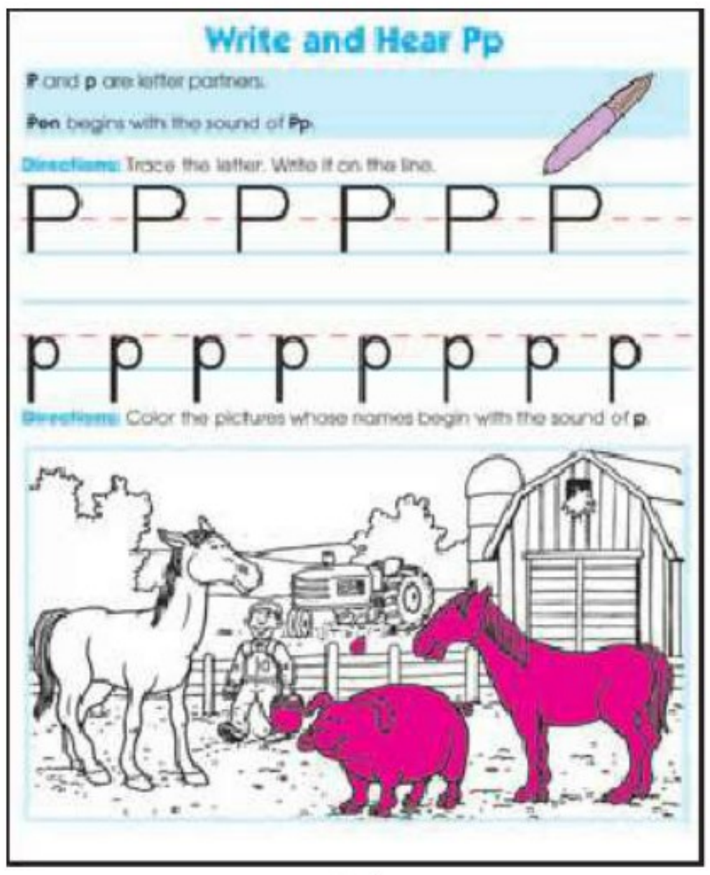
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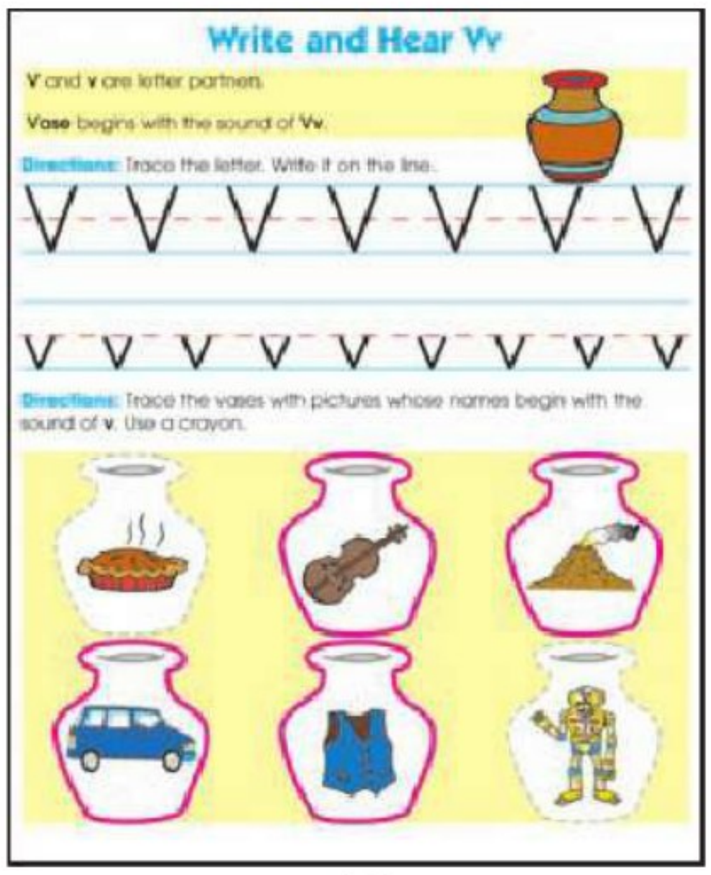
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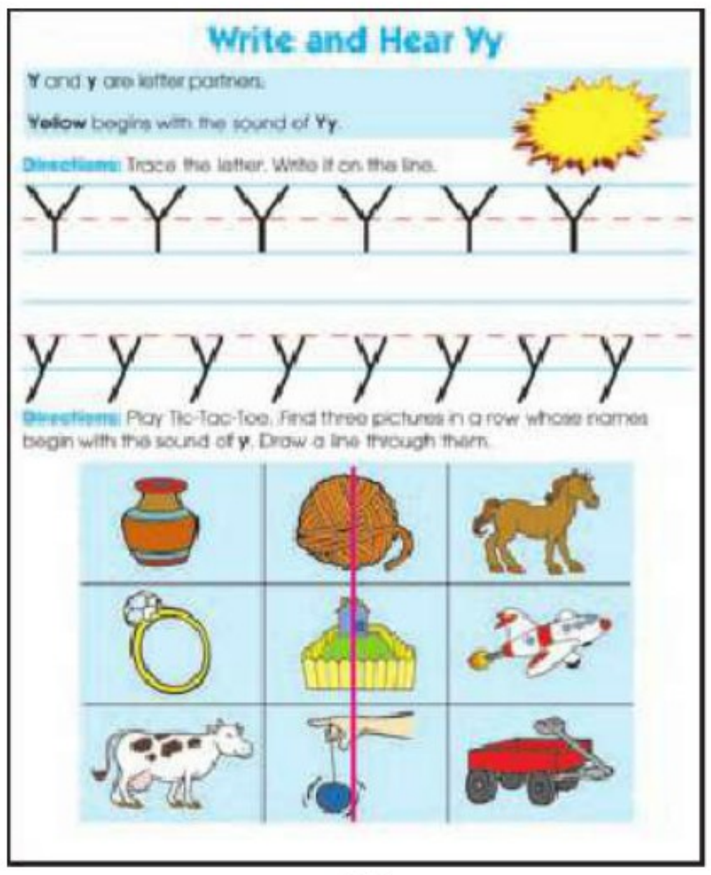
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21



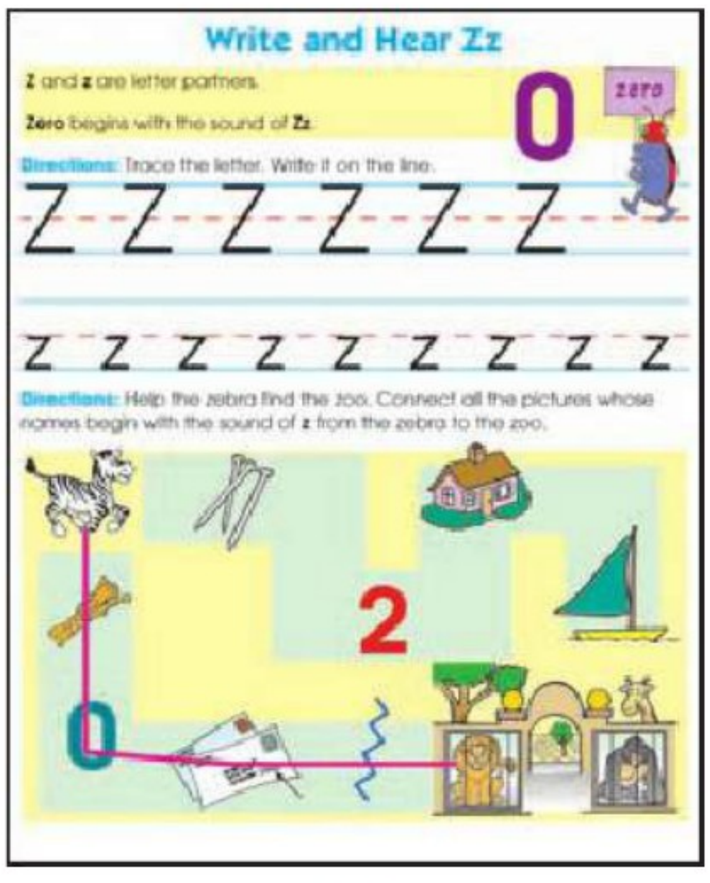
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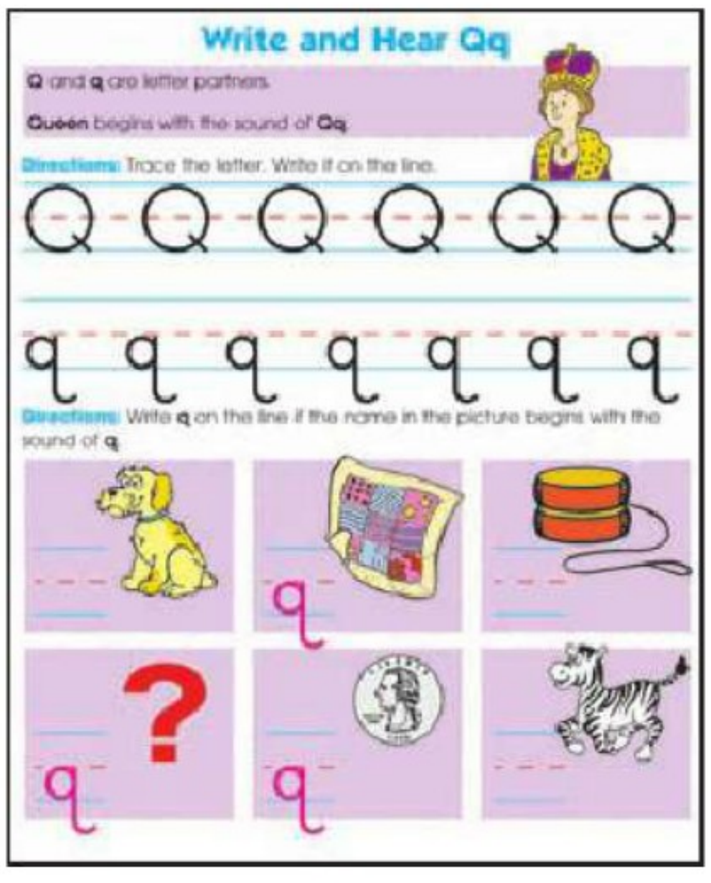
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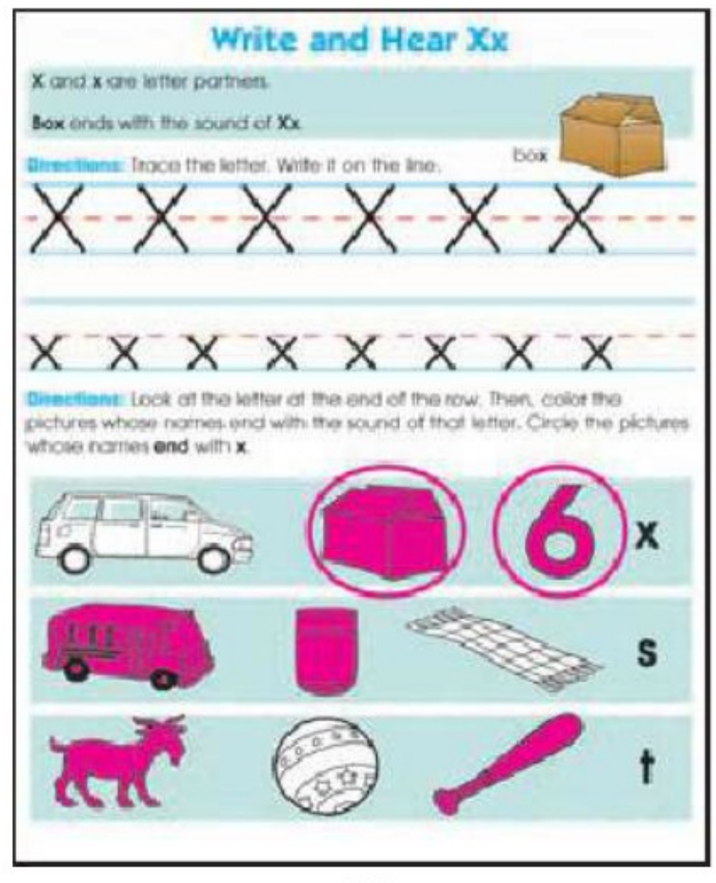
Answer Key



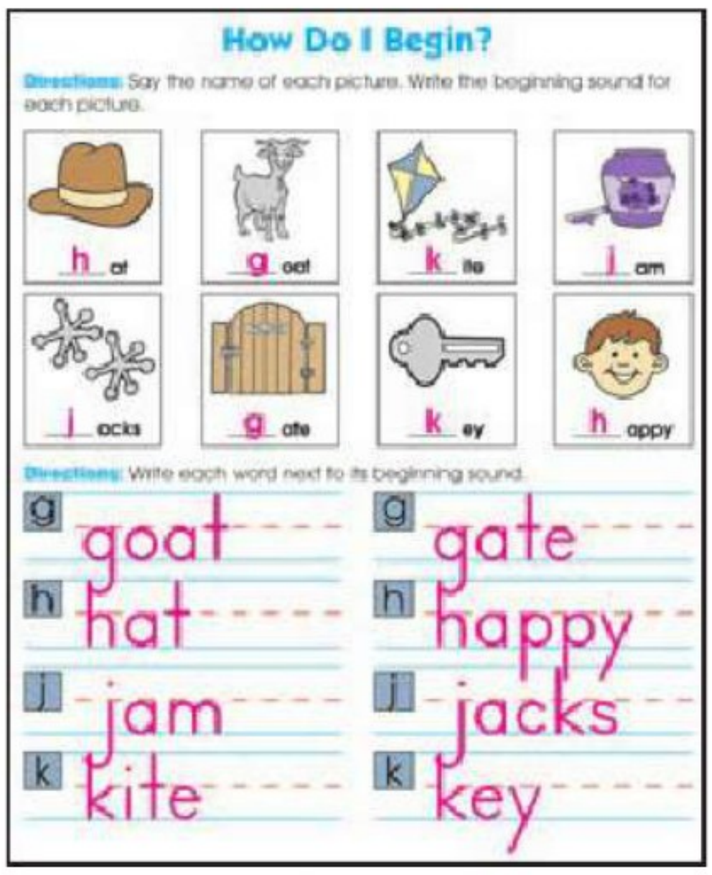
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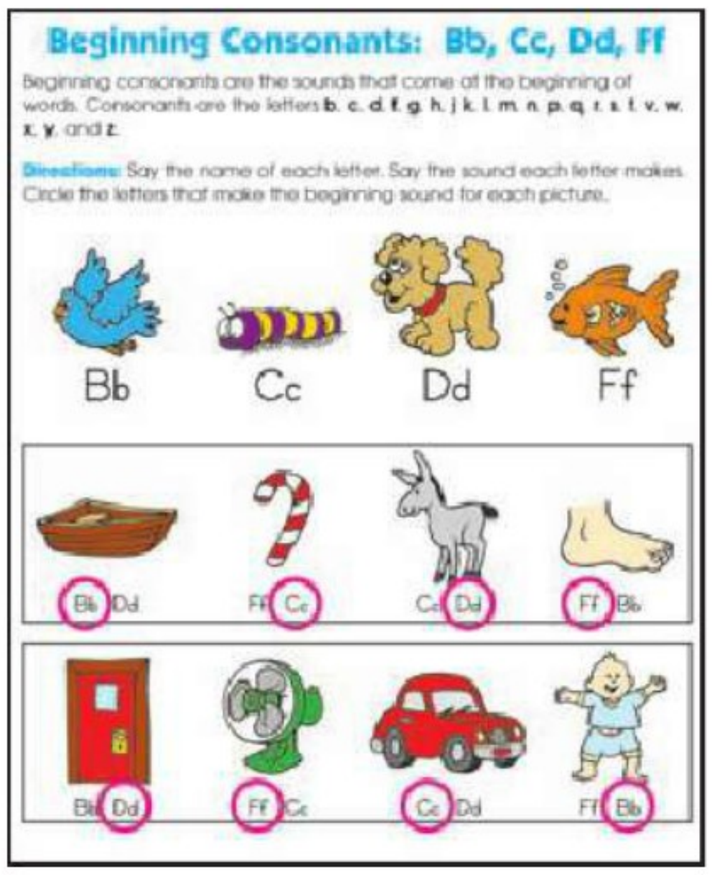
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26



27



28



29

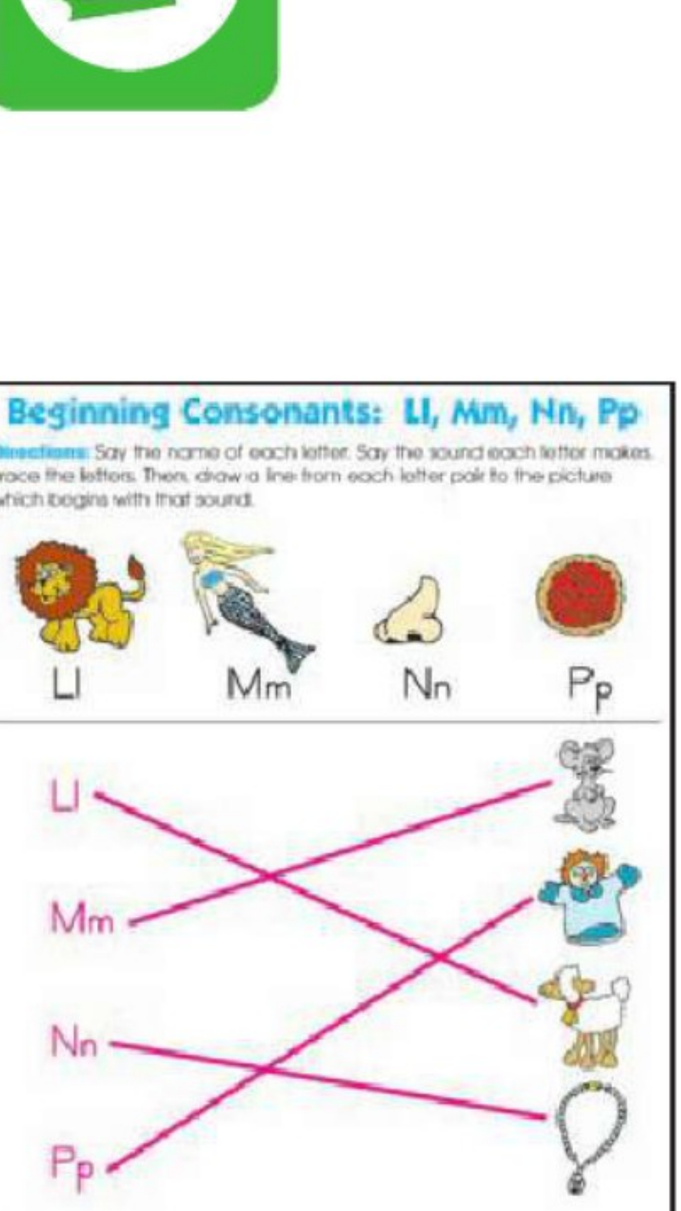
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Answer Key

Beginning Consonants: Ll, Mm, Nn, Pp

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

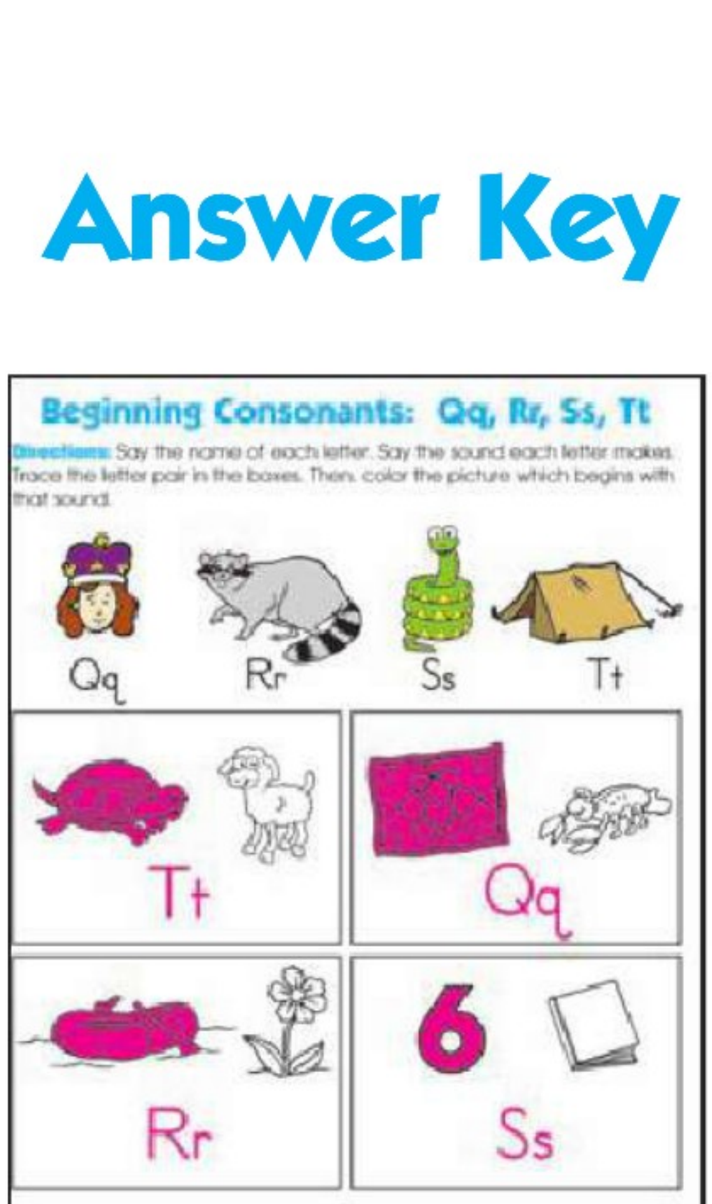




30

Beginning Consonants: Qq, Rr, Ss, Tt

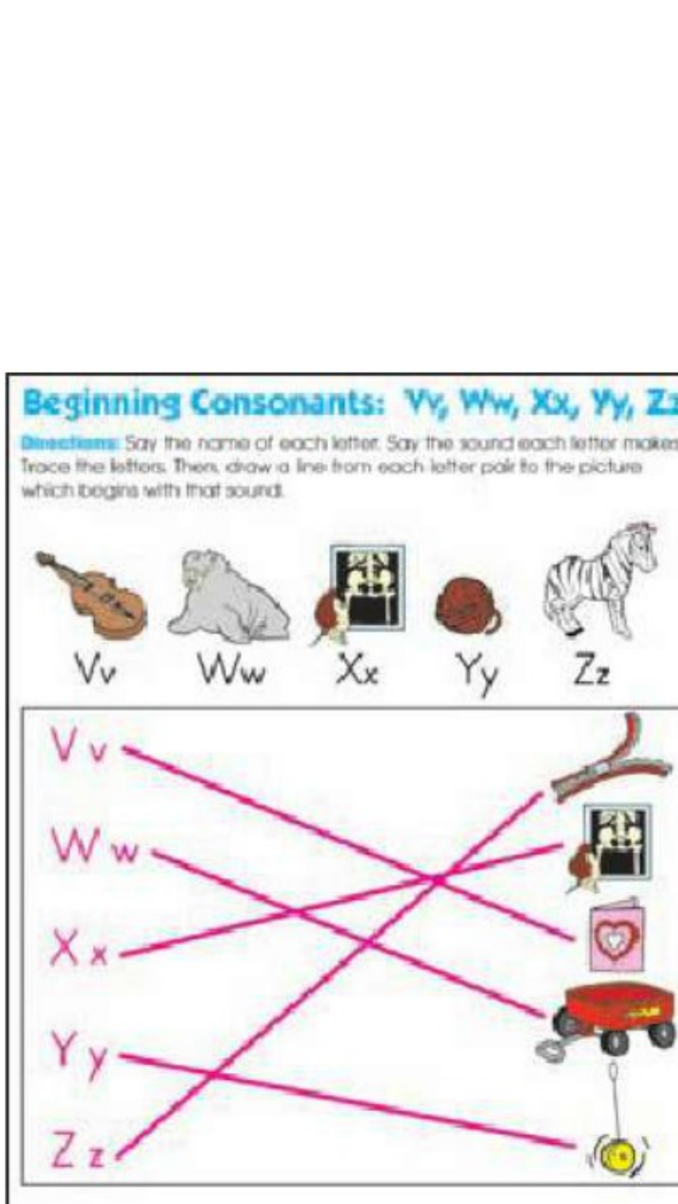
Directions: Say the name of each letter. Say the sound each letter makes. Trace the letter pair in the boxes. Then, color the picture which begins with that sound.



31

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

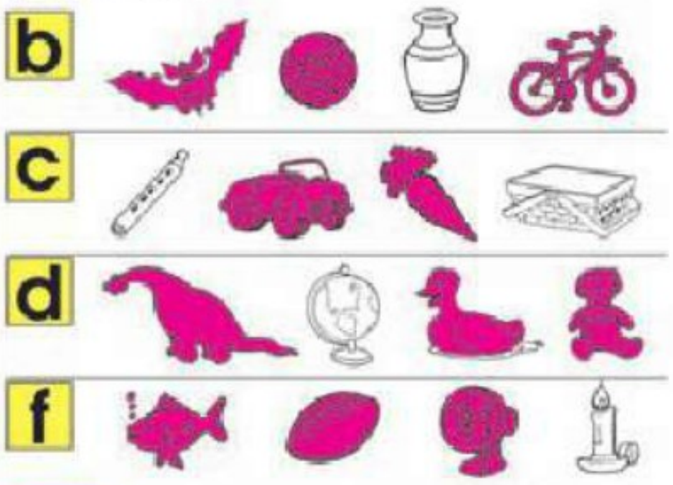
Directions: Say the name of each letter. Say the sound each letter makes. Trace the letters. Then, draw a line from each letter pair to the picture which begins with that sound.



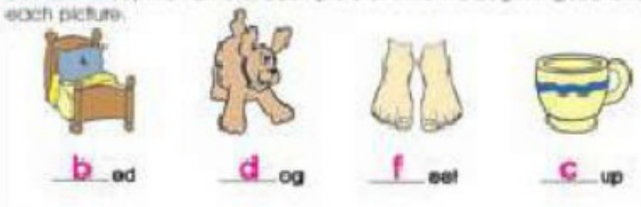
32

How Do I Begin Again?

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



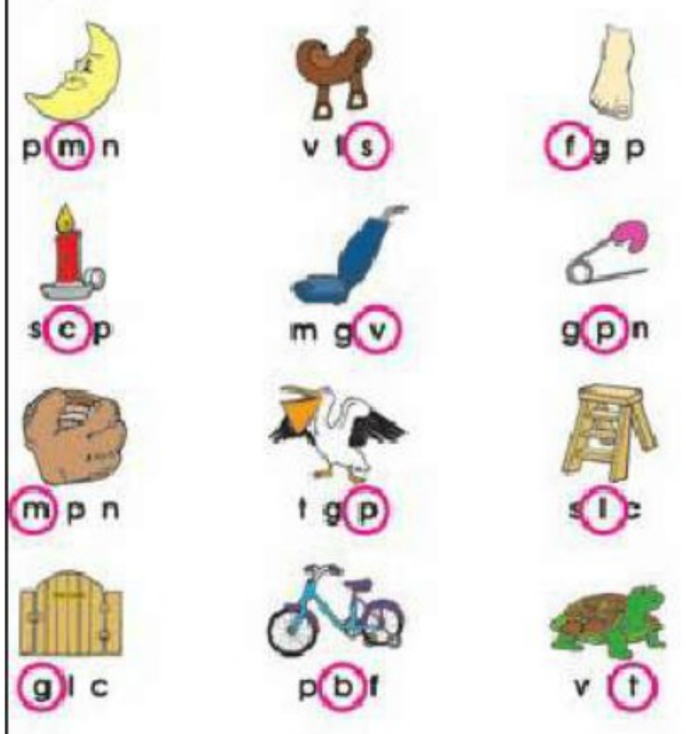
Directions: Say the name of each picture. Write the beginning sound for each picture.



33

Review: Beginning Consonants

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



34

Review

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



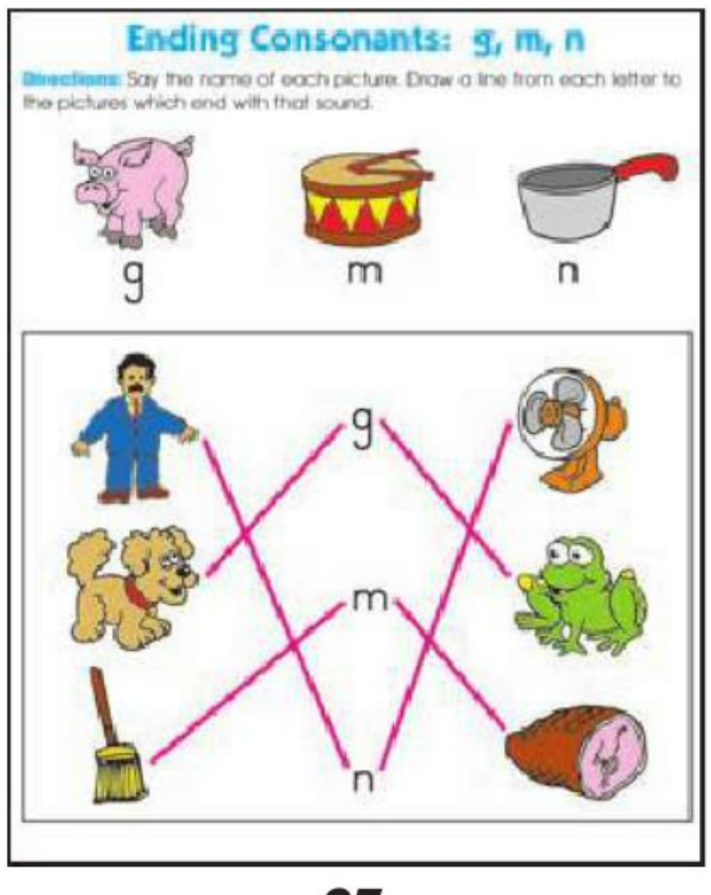
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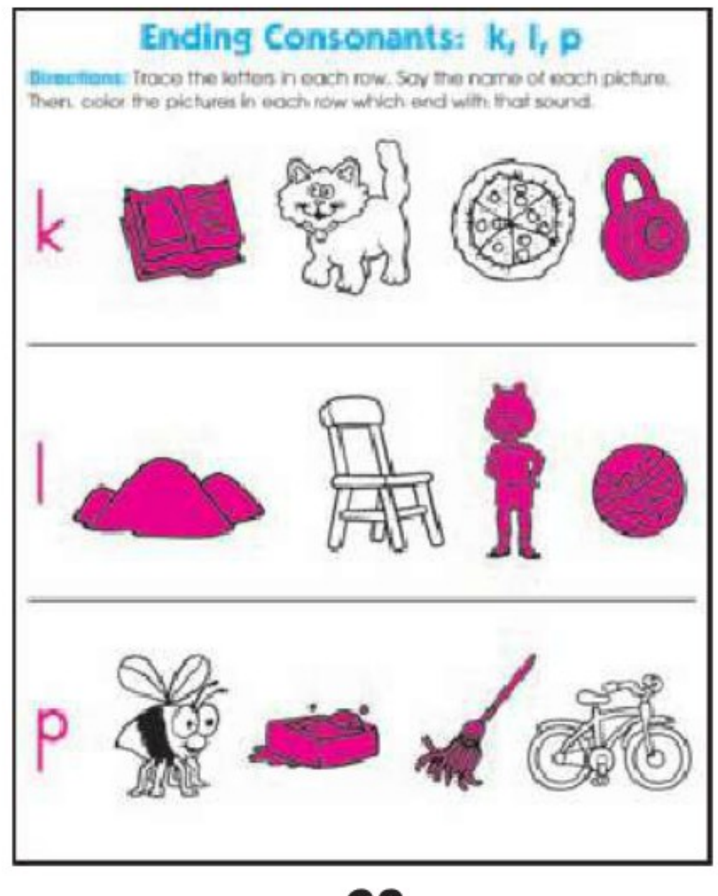
Answer Key



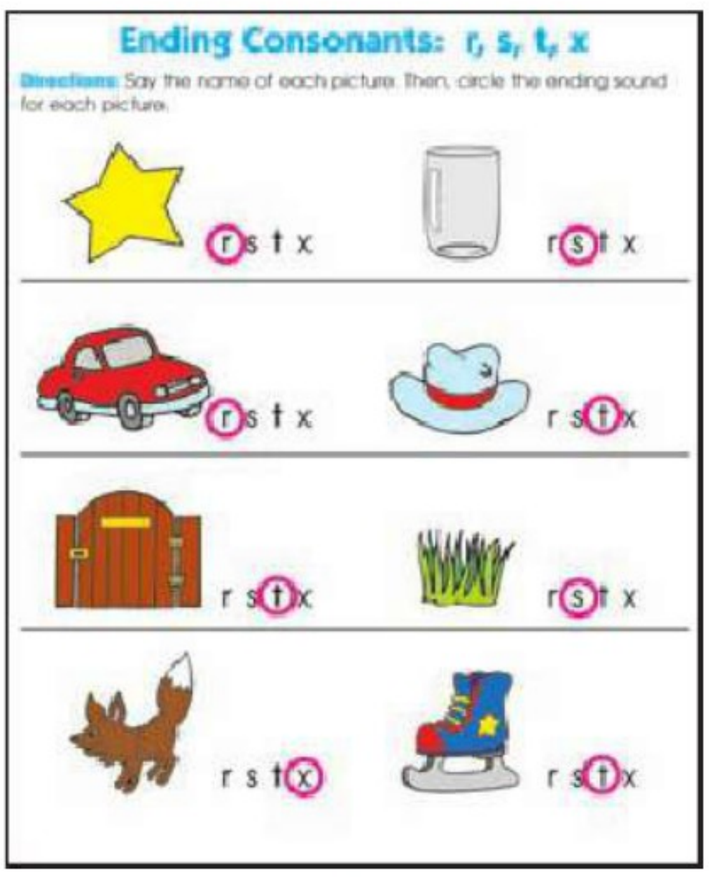
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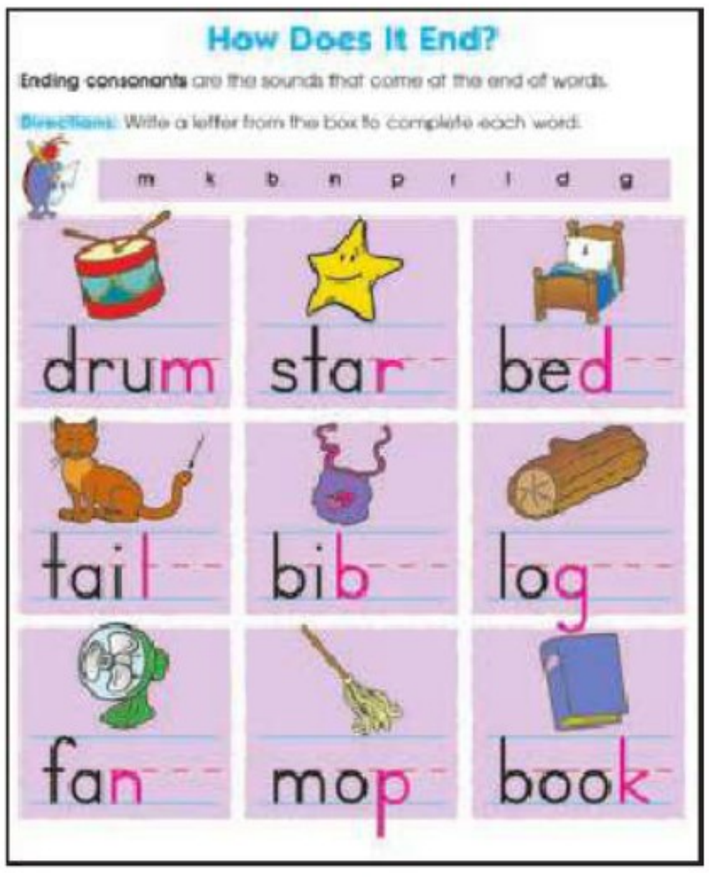
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38



39



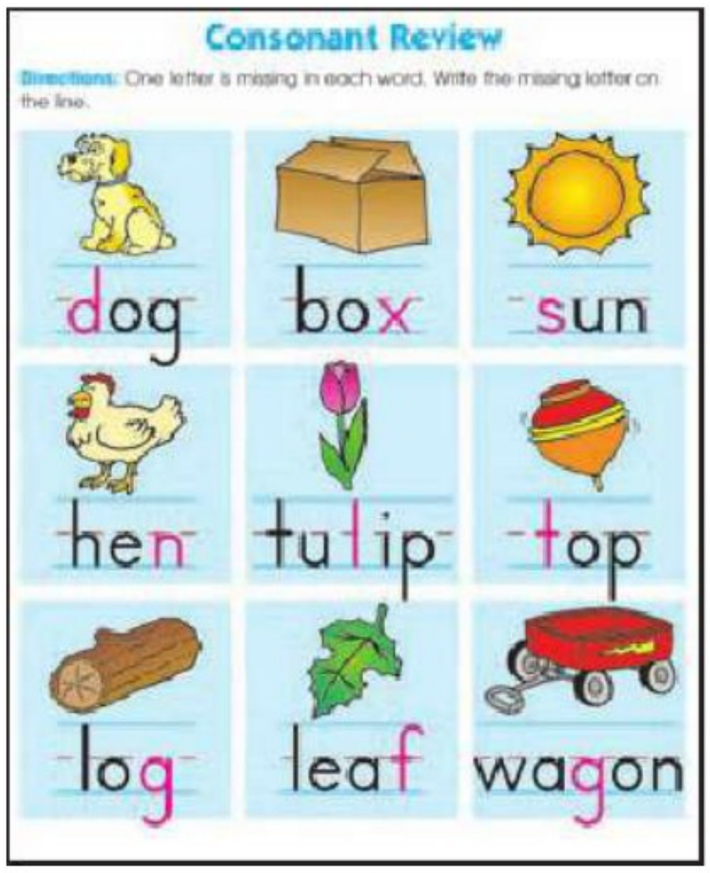
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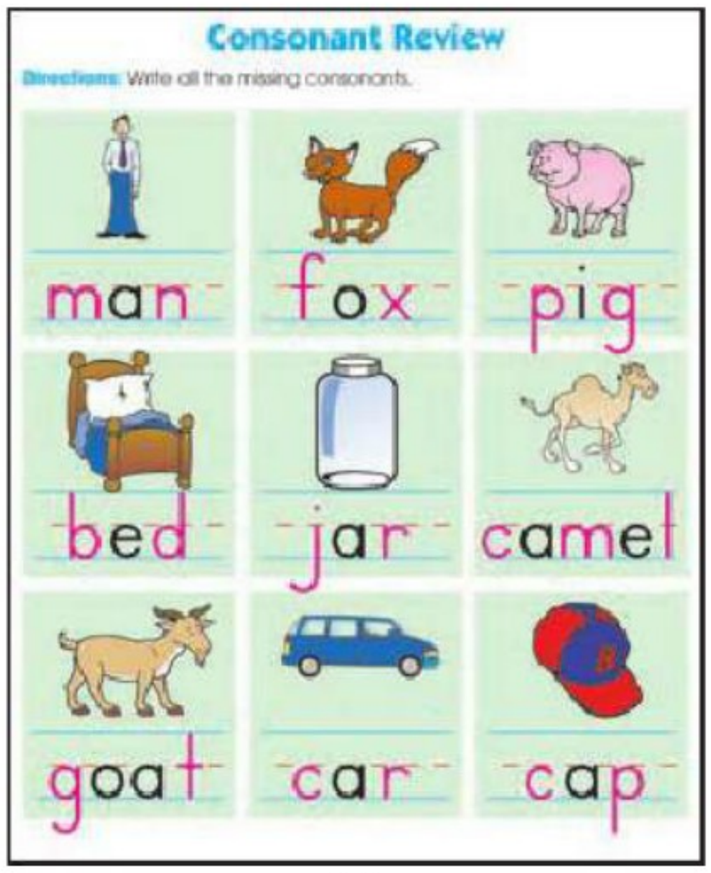
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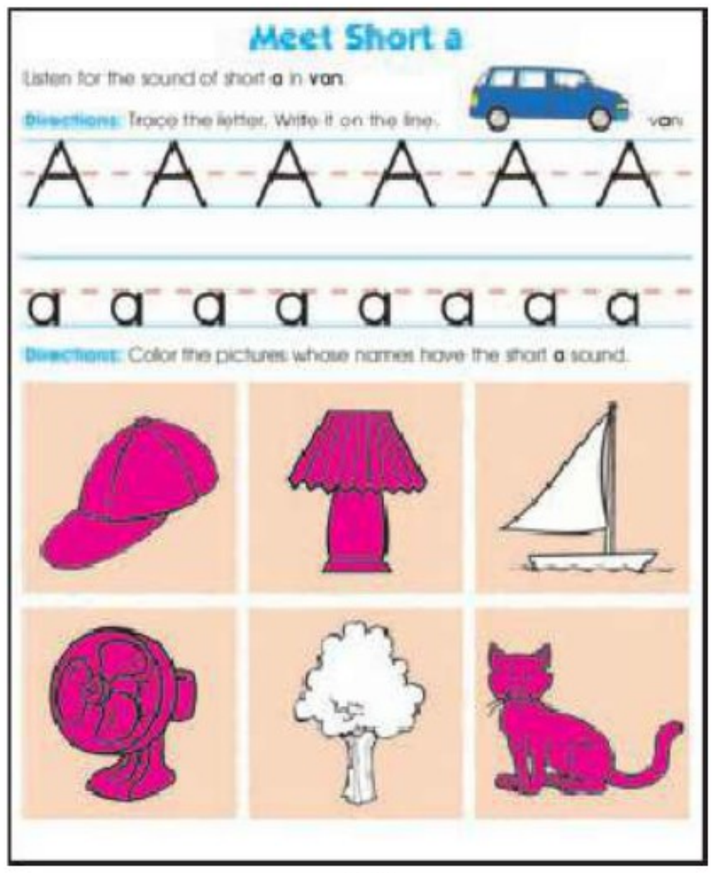
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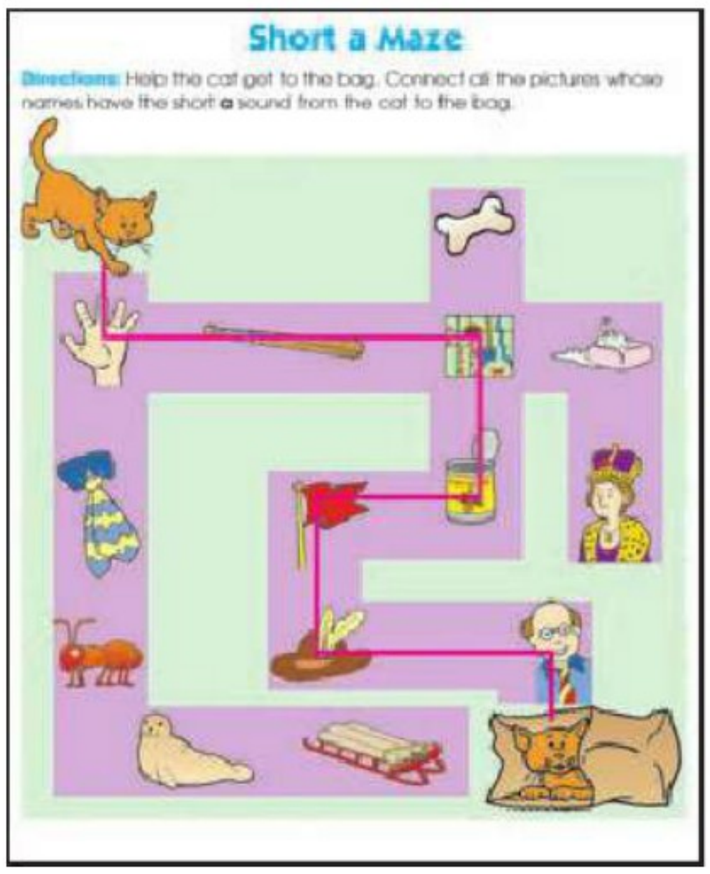
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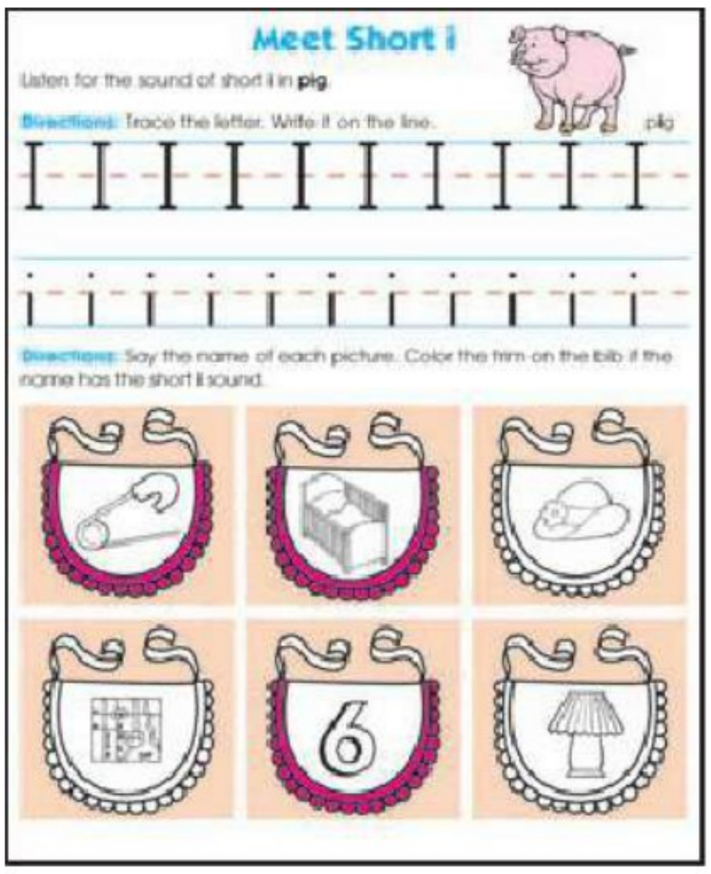
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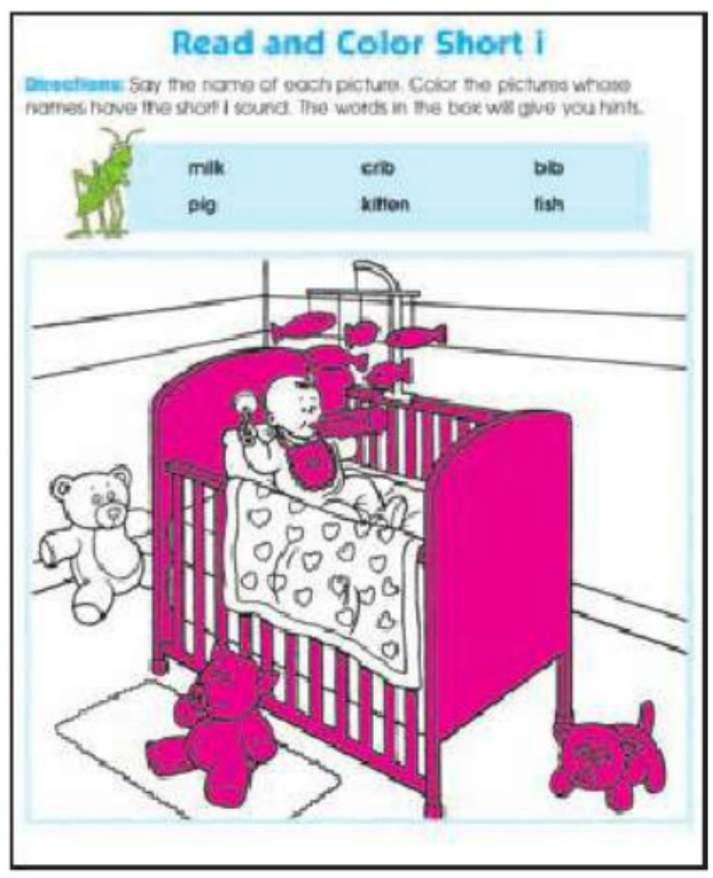
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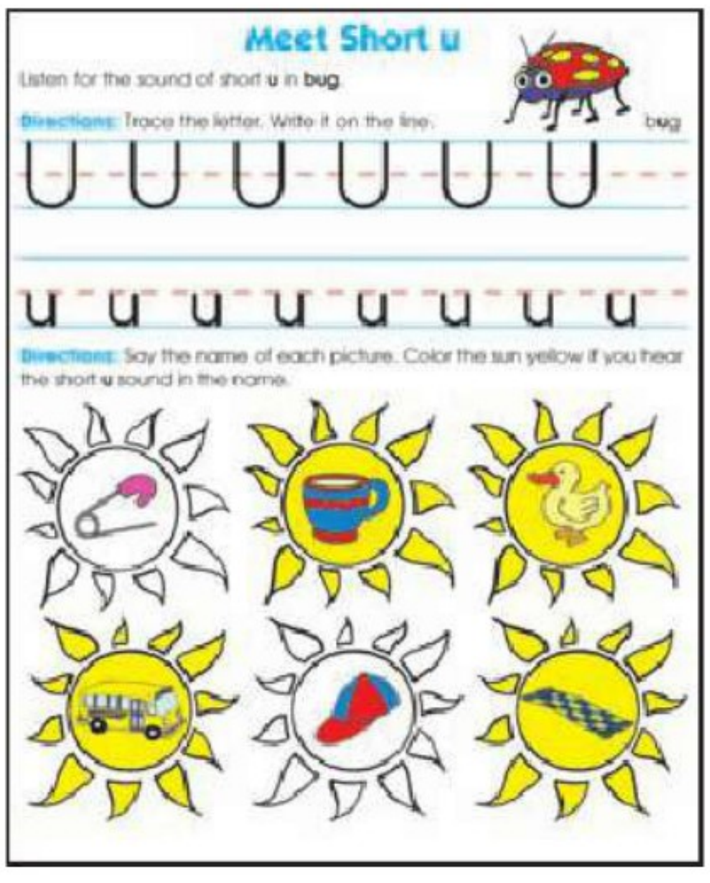
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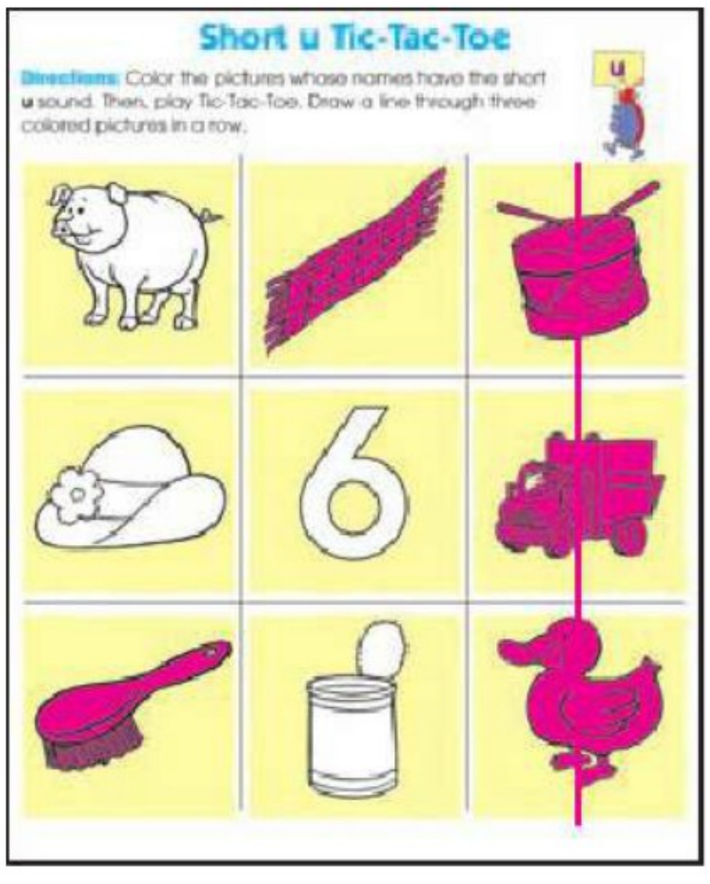
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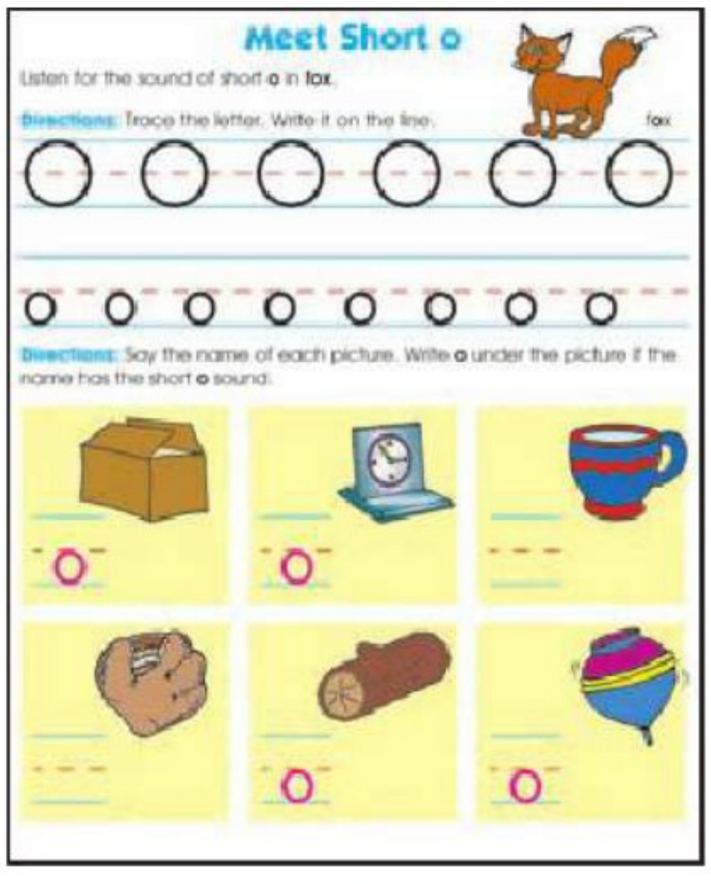
Answer Key



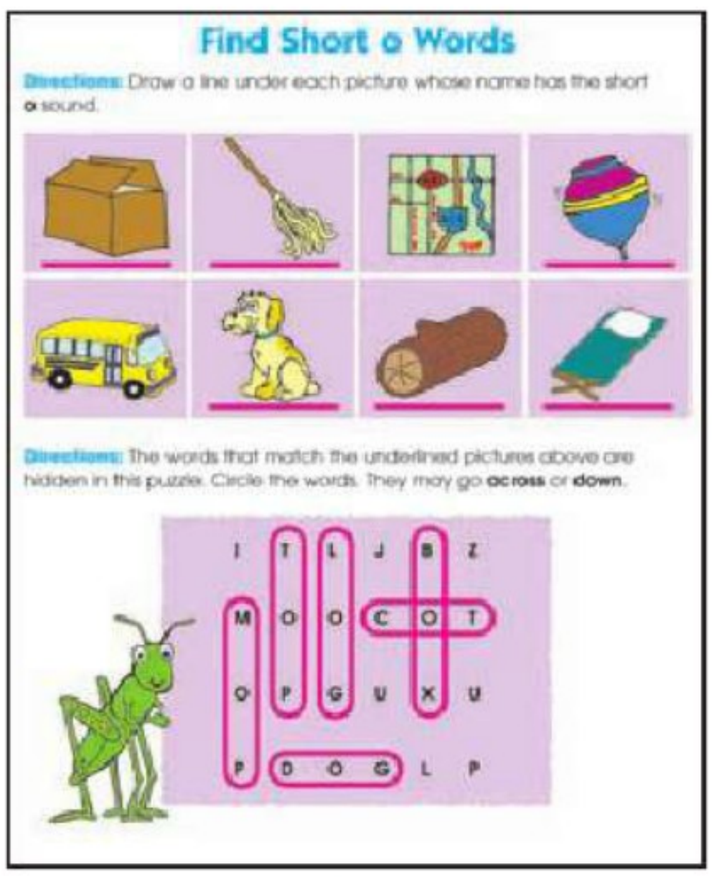
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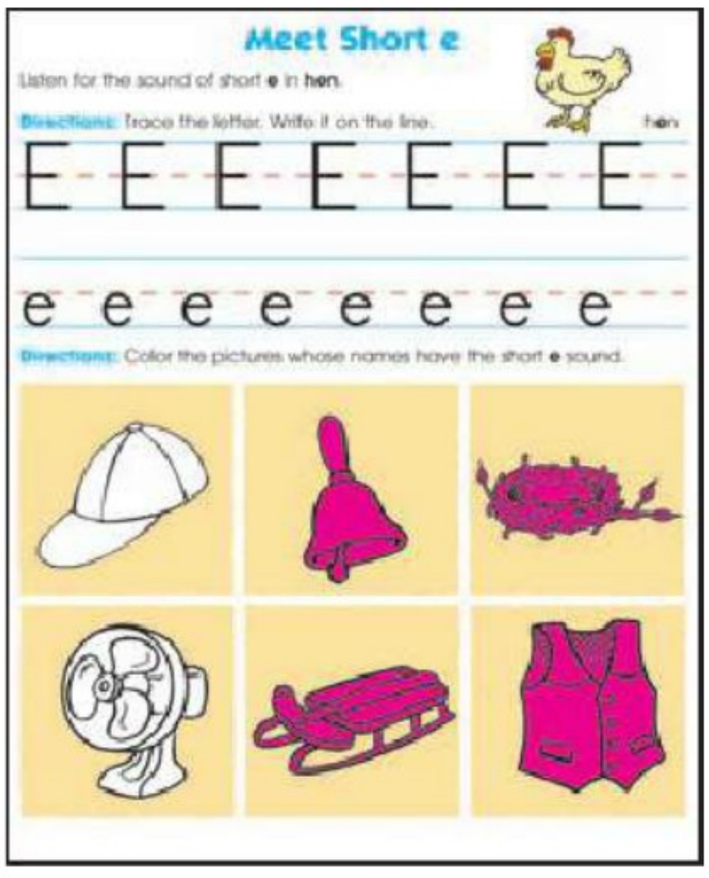
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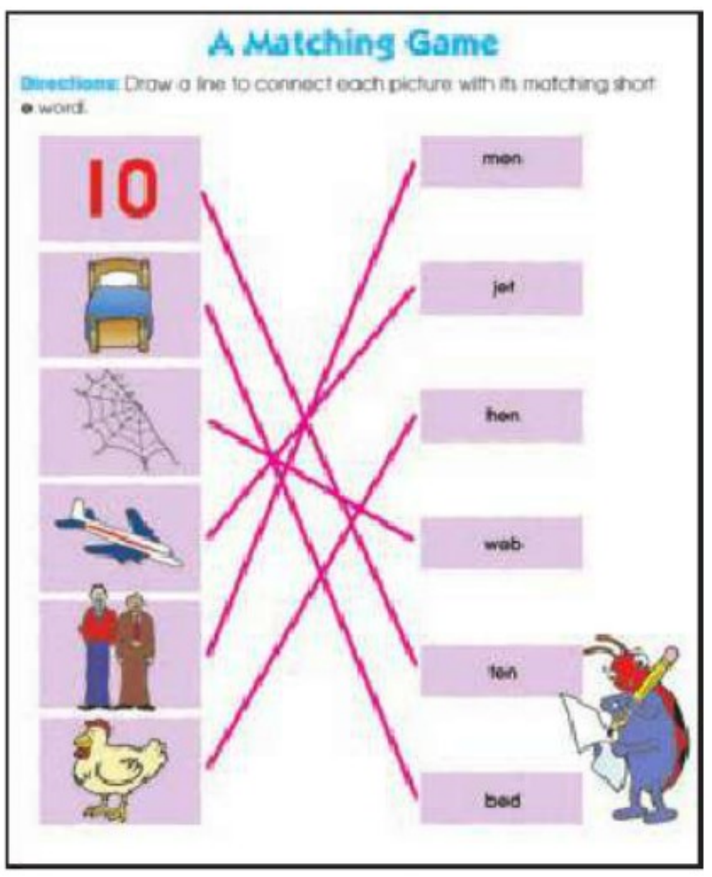
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51



52



53

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Answer Key



54



55



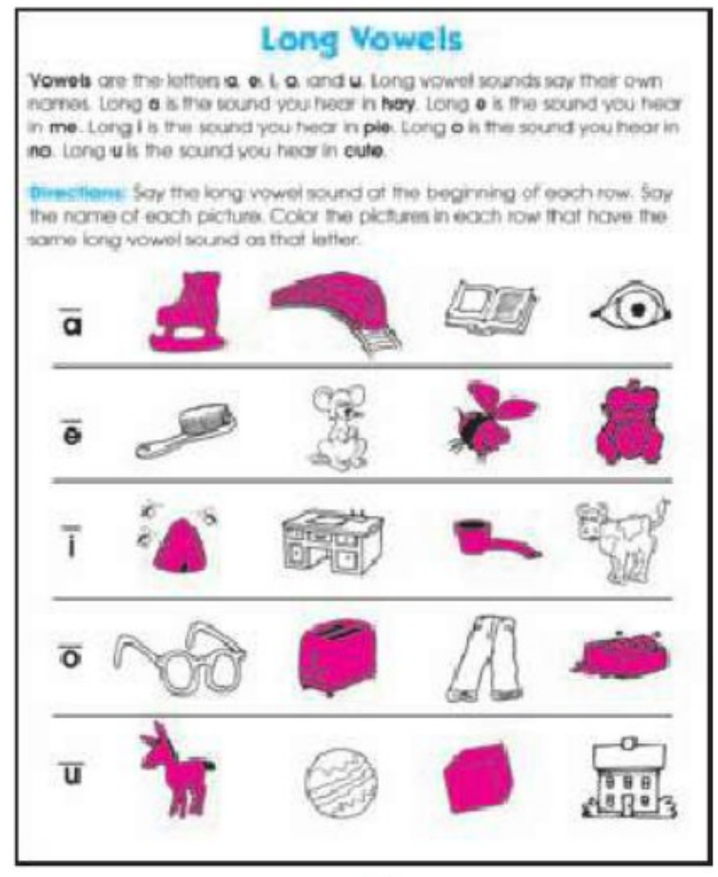
56



57



58



59

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Answer Key

Super Silent e

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

Example: rip + **e** = ripe

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



60

Words with Silent e

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

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



61

Final y as a Vowel



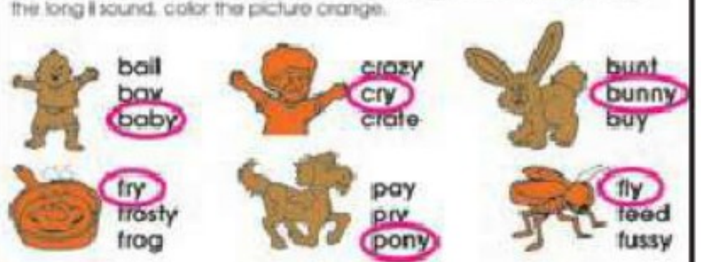
You know that **y** is a consonant. When **y** is at the beginning of a word, it makes the sound at the beginning of **yard**.

Y can also be a vowel.

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

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

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



62

The Sounds of y

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



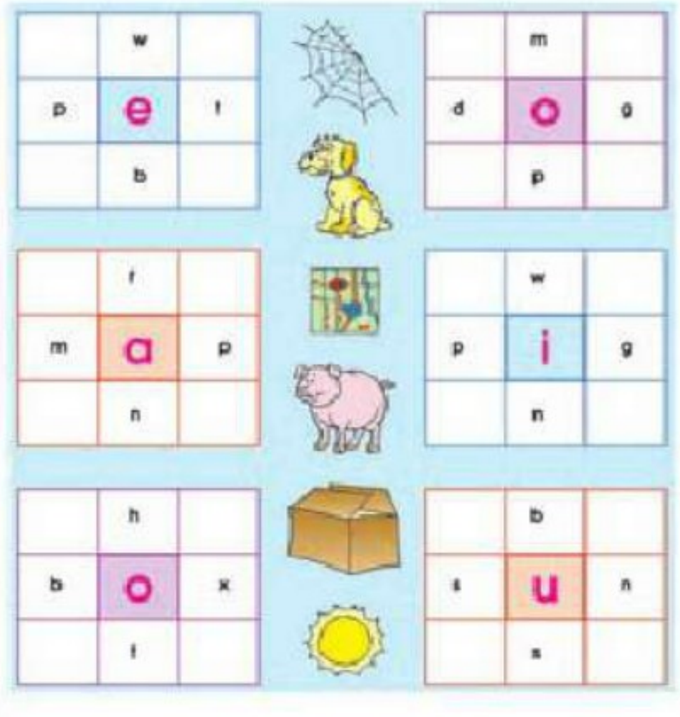
Directions: Say the name of each picture. Listen for the sound of **y** at the end of the word. Circle either long **i** or long **e**.



63

Finish-the-Word Puzzles

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



64

Review

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



What was hidden?

a spider



65

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Answer Key

Review

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

a e i o u


c a t


b i k e


sm a k e


tr ee


c u b


p i n


m o m


b i b


d a d


d u ck

66

Short and Long Vowels

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

a e i o u


j u g


t a pe


l e af


p i n


l o ck


c a t


c u be


b e ll


k i te


r o pe

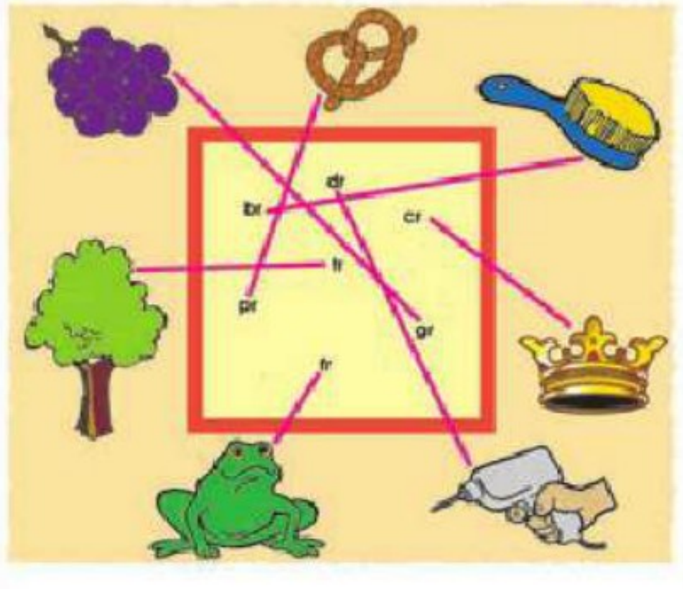
67

Consonant Blends with r

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

dragon

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

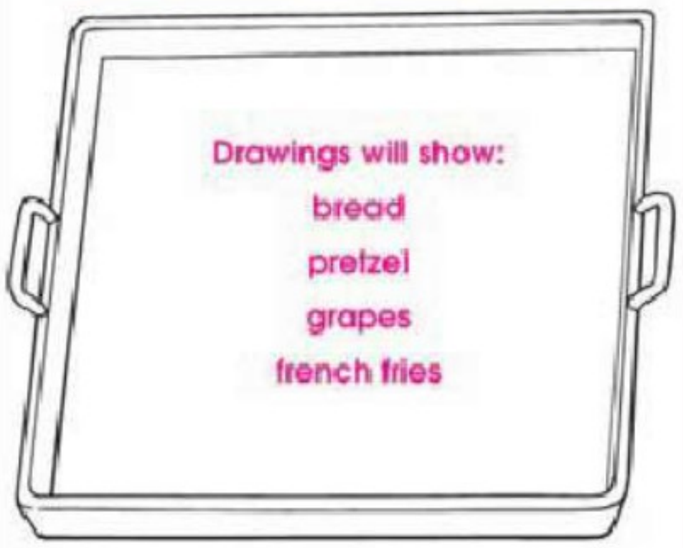


68

Fill the Tray

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

bread	pretzel	meat
butter	milk	grapes
salad	french fries	ice cream



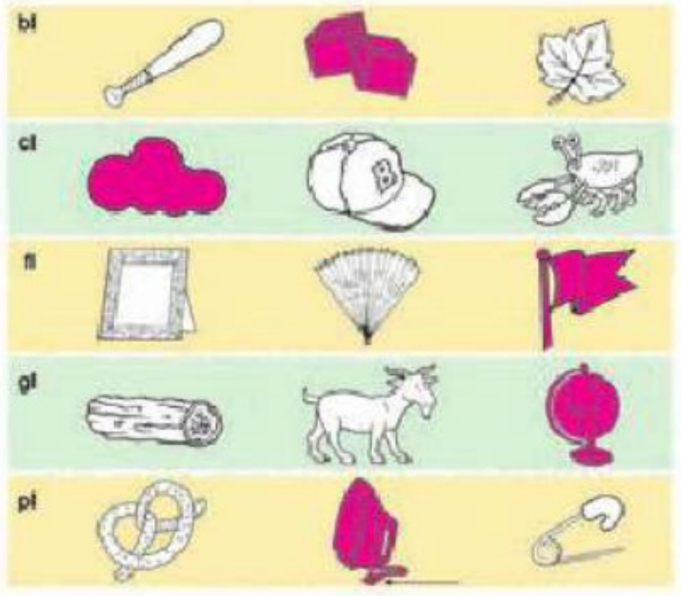
69

Consonant Blends with l

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


clown

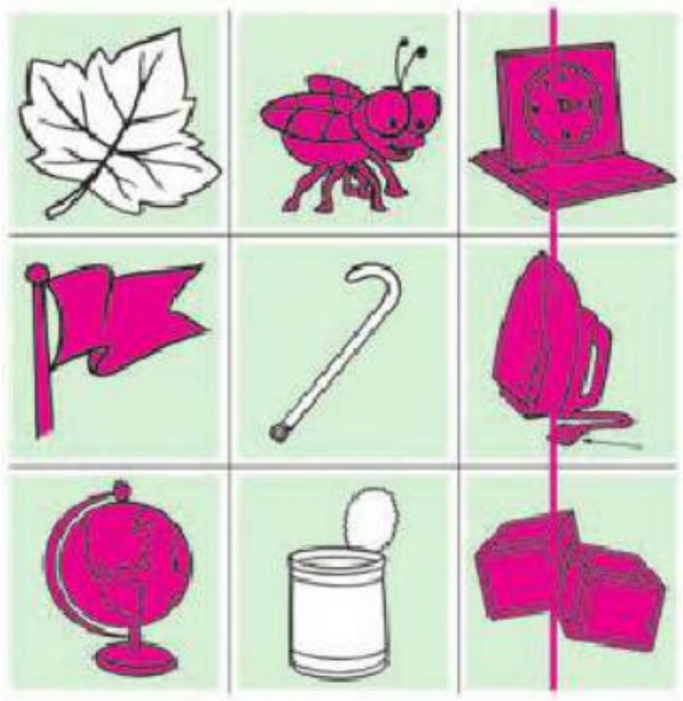
Directions: Look at the **l** blend at the beginning of each row. Color the picture whose name begins with that sound.



70

Tic-Tac-Toe with l Blends

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



71

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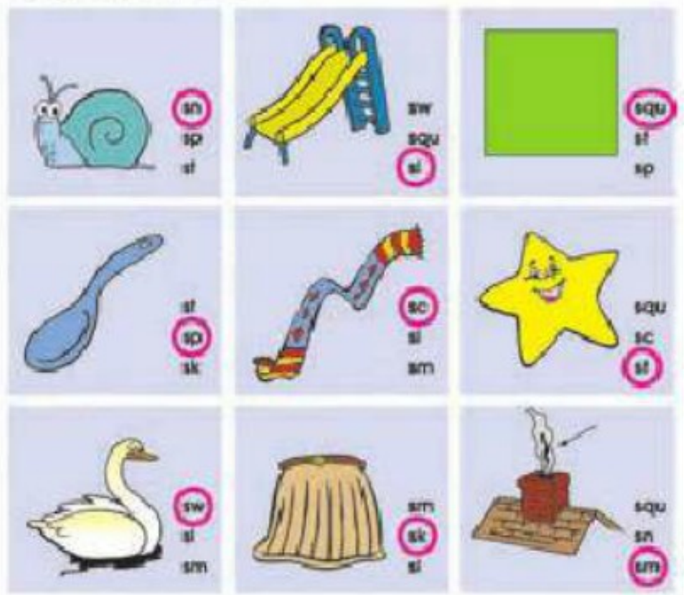
Answer Key

Consonant Blends with s

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

skunk

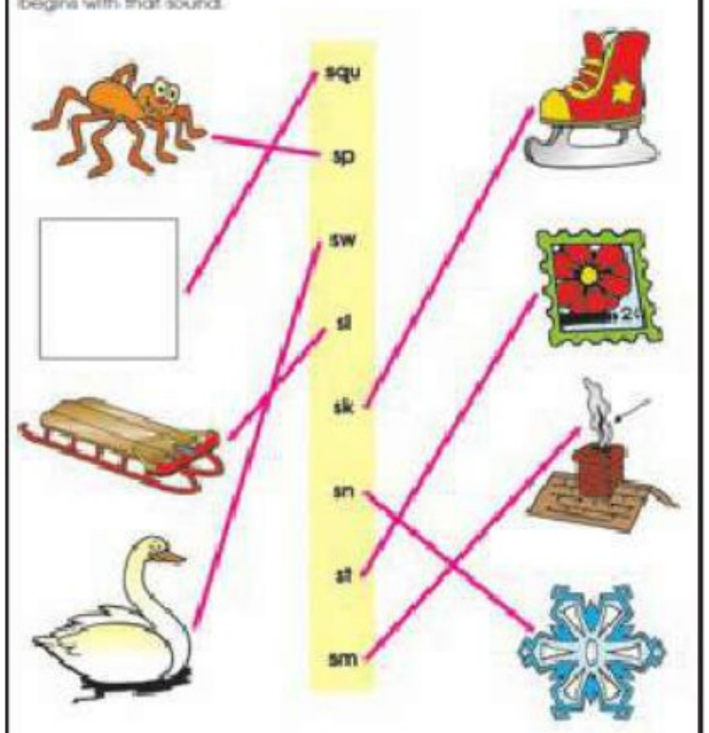
Directions: Say the name of each picture. Circle the **s** blend you hear at the beginning of the name.



72

Match Pictures and Blends

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



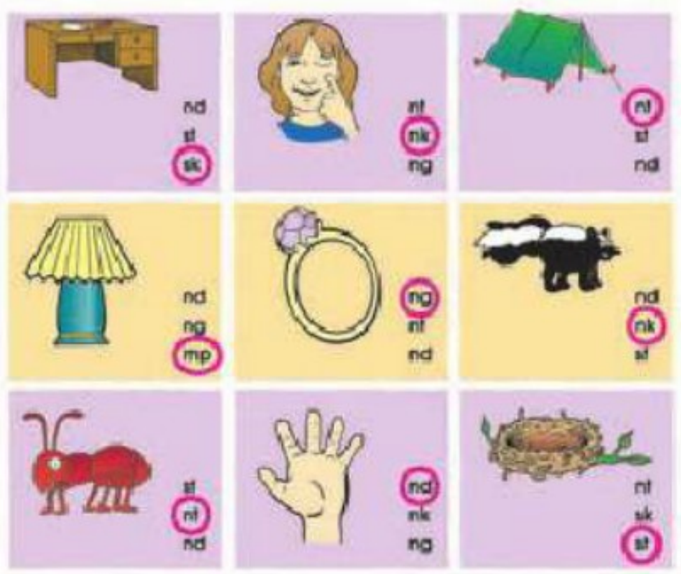
73

Blends at the Ends

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

round

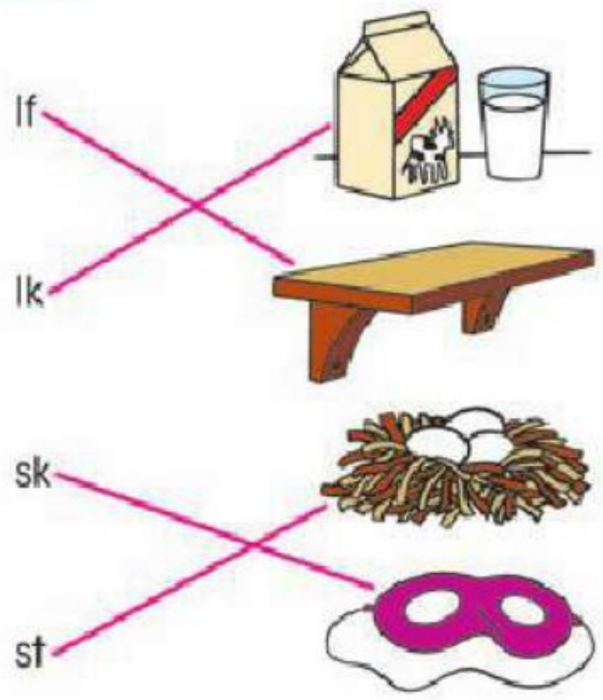
Directions: Say the name of each picture. Circle the blend you hear at the end of the name.



74

Ending Consonant Blends

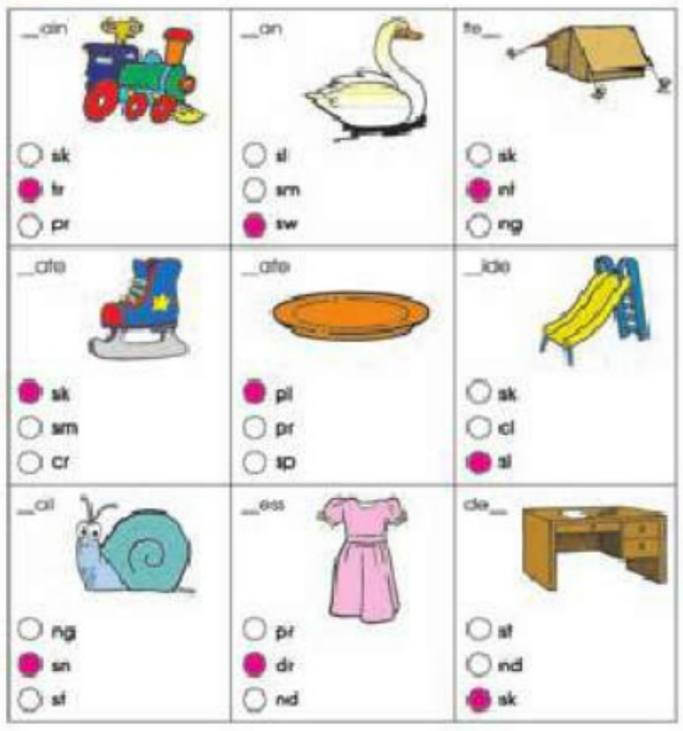
Directions: Draw a line from the picture to the blend that ends the word.



75

Missing Blends

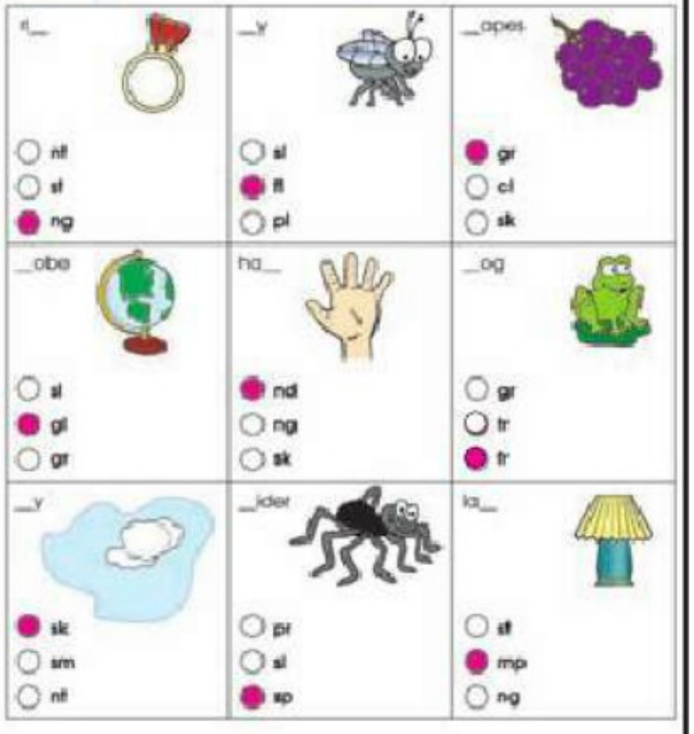
Directions: Fill in the circle beside the missing blend in each word.



76

More Missing Blends

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



77

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Answer Key

Picture Clues

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

I ride on a bike hike — bike

I ride on a train tree — train

I ride in a car can — car

I ride on a bus bug — bus

I ride in a jar jet — jet

I ride in a took truck — truck

78

Picture Clues

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

I see the bird book — bird

I see the fish fork — fish

I see the dogs dig — dogs

I see the cats coat — cats

I see the snake snow — snake

I see the rat rake — rat

79

Fun with Directions

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

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

one, two, three, four, five, six, seven, eight, nine, ten

Coloring will vary.

80

Draw with Directions

Directions: Follow the directions to complete the picture.

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

81

Skateboard Course

83

Directions for Decorating

Directions: Follow the directions to decorate the bedroom.

Draw a red ____ between the two ____.

Draw a ____ under the window. Color it green.

Draw three big ____ on the wall. Color them orange.

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

84

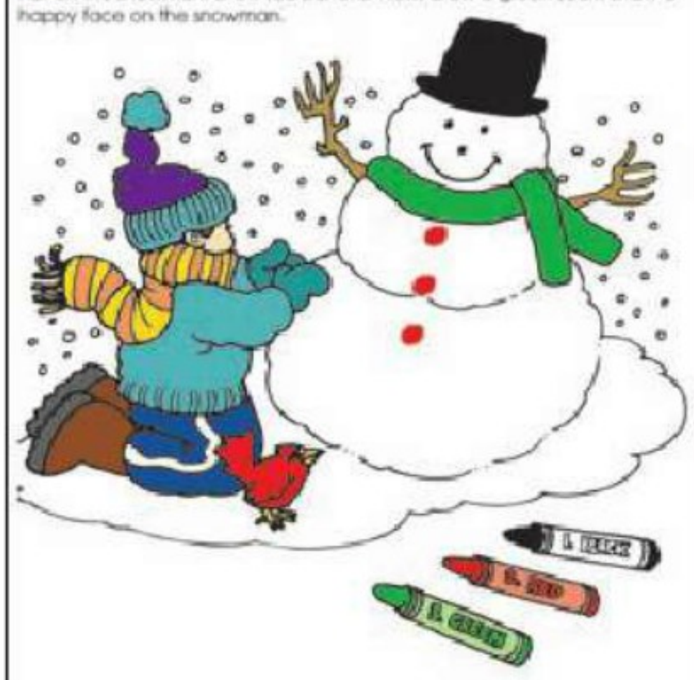
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Answer Key

Following Directions

Read the sentences. Then, follow the directions.

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



85

Menu Mix-Up

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





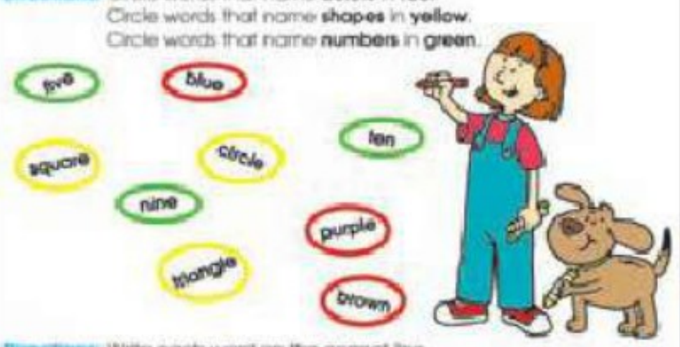
Directions: Write each food word on the correct line.

Drinks	Vegetables	Desserts
milk	corn	pie
water	carrot	cookie
juice	peas	cake

86

Word Sort

Directions: Circle words that name **colors** in **red**.
Circle words that name **shapes** in **yellow**.
Circle words that name **numbers** in **green**.



Directions: Write each word on the correct line.

Colors	Shapes	Numbers
blue	triangle	five
purple	square	ten
brown	circle	nine

87

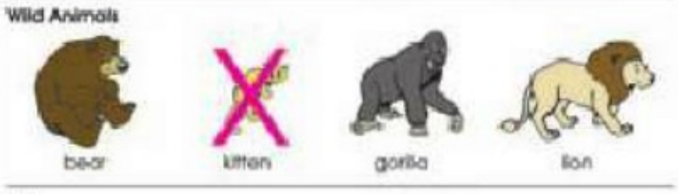
Classification

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

Fruit



Wild Animals



Pets



Flowers



88

Classification

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

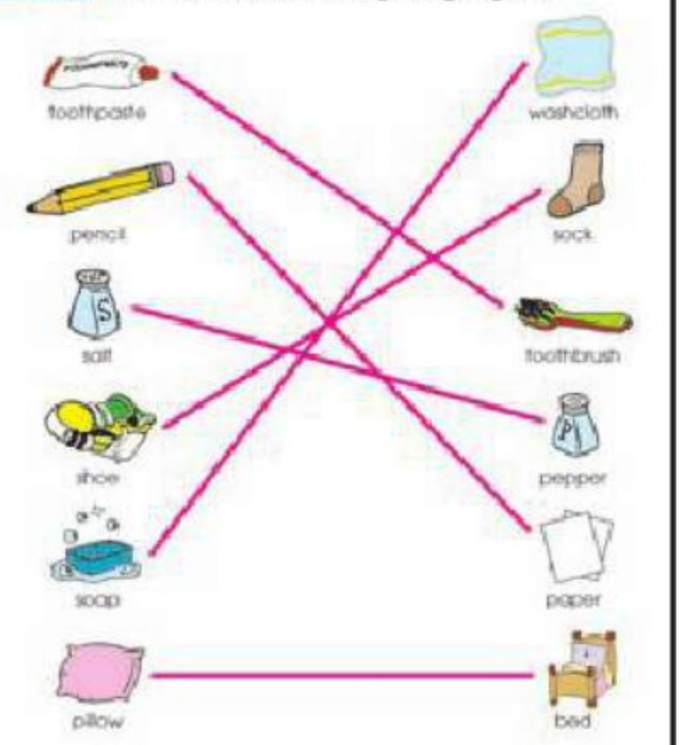


1.	flashlight	candle	[illegible]	fire
2.	shirt	pants	coat	[illegible]
3.	[illegible]	car	bus	train
4.	beans	hot dog	[illegible]	bread
5.	gloves	hat	[illegible]	boots
6.	fork	[illegible]	cup	plate
7.	book	ball	bat	[illegible]
8.	[illegible]	bees	flies	ants

89

Things That Go Together

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



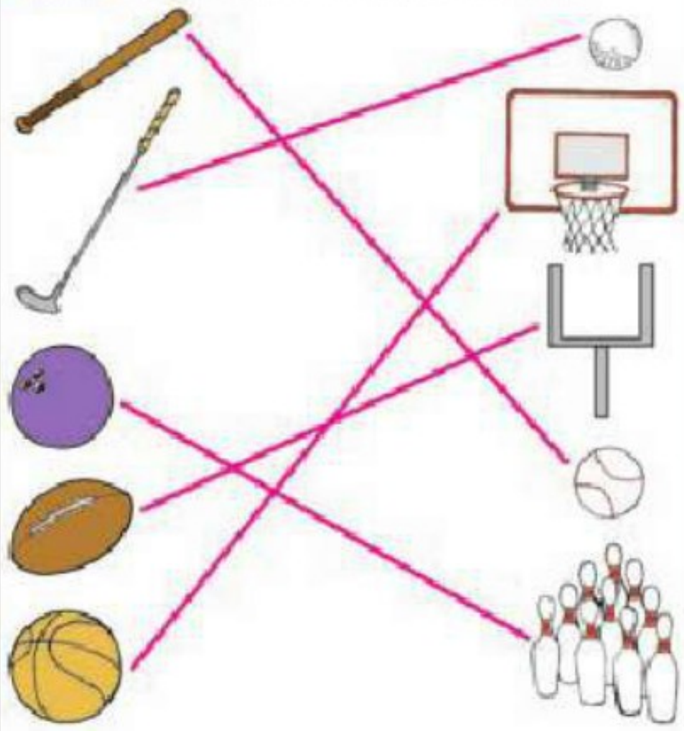
90

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Answer Key

More Things That Go Together

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



91

Same and Different

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

Similarity: Beth and Michelle are both girls.
Difference: Beth has short hair, but Michelle has long hair.

Directions: Read the story.

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

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



92

Comparing Cars

Directions: Read the story.

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



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

S  steering wheel

D  motor

D  gas pedal

S  seat

S  wheels

93

Sequencing Pictures

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

 3

 1



1

 3

 2

 2

94

Sequencing Riddles

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

How do you catch a squirrel?

C L I M B U P A T R E E
D M J N C V Q B U S F F

A N D A C T L I K E A N U T
B G E B D U M J L F B O V U



What has four wheels and flies?

A G A R B A G E
B H B S C B H F

T R U C K
U S V D L



Why did the boy run around his bed?

T O C A T C H U P O N
U P D B U D I V Q P O

H I S S L E E P
I J T T M F F Q



95

Story Time

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

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

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





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

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

96

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Answer Key

Sequencing

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

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



5 Tom and Tess cook the chips in the microwave oven for 2 minutes.

2 They get out a plate to cook on.

1 Tom and Tess get out the nacho chips and cheese.

6 Tom and Tess eat the food.

3 They put the chips on a plate.

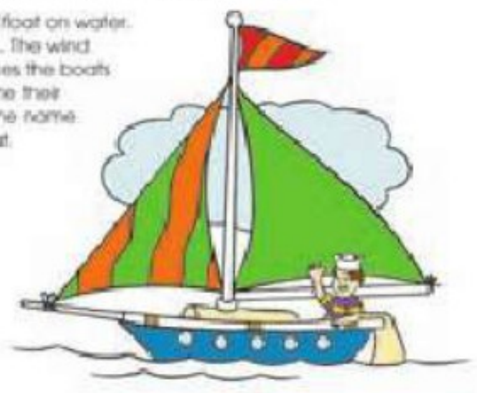
4 They put cheese on the chips.

97

Boats

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

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



1. What makes sailboats move? wind
2. Where do sailboats float? water
3. What would you name a sailboat? Answers will vary.

98

Where Flowers Grow

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

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



1. Name two places flowers grow. pots flower beds
2. Some flowers begin from seeds
3. Then, flowers grow into small buds
4. Flowers then open wide and bloom

99

Important Signs to Know

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

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



100

Comprehension

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

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



Ben and Sue have a bug

It is red with black spots.

The bug's name is Spot

The bug eats green leaves and grass

101

What's Next?

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



Pictures will vary but should make sense given the first picture.

102

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Answer Key

What Happens Next?

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



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

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

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

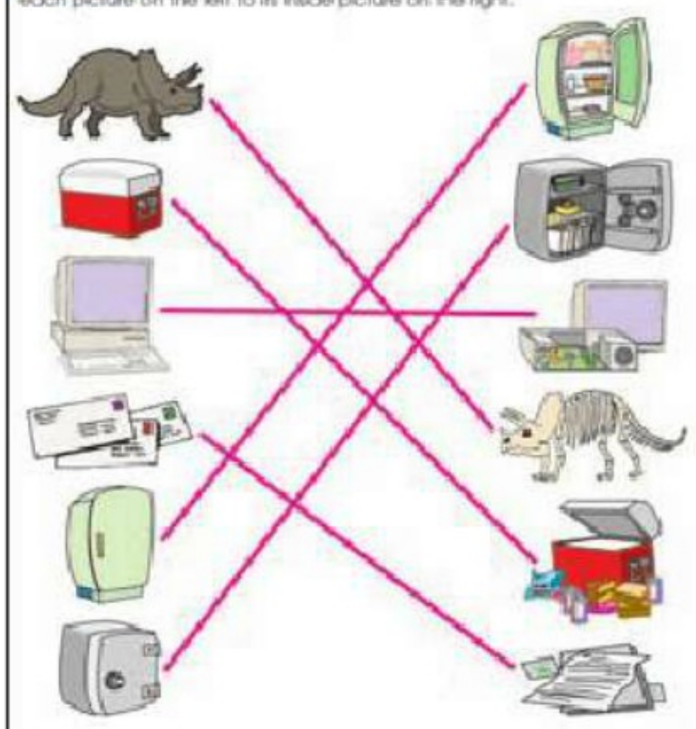
Directions: Draw a picture of what you think will happen.

Pictures will vary.

103

Inside Out!

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



104

Books for Gabby!

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

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



105

Use Your Head!

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

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

My mom wanted me to keep

warm — cool (warm)

I put on my coat before

I went sledding. (before) after



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

Tom has poor eyesight.

good (poor)

Tom is forgetful.

(forgetful) aware

Tom is going to school.

(school) basketball practice



106

Help Hattie!

Help Hattie pick out birthday presents!

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

Word List

music	airplane	goggles
crayons	journal	



Nancy loves to color pictures.

crayons



Ray wants to be a pilot.

airplane



Kristin loves to write.

journal



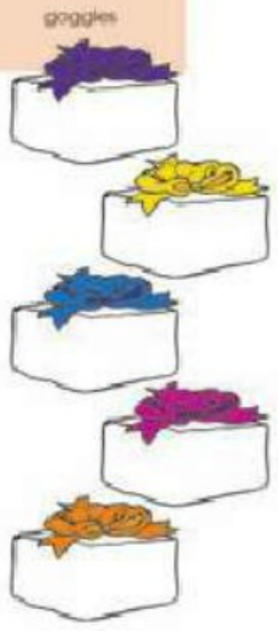
Jared swims every week.

goggles



Chelsea is a great piano player.

music



107

Critical Thinking

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

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

I am a king (nigik)

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

I am the sun (uns)

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

I am a key (eiky)

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

I am a snake (neikas)

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

I am a cow (ocw)

I smell, but I have no nose.

I am a flower (owerfw)

108

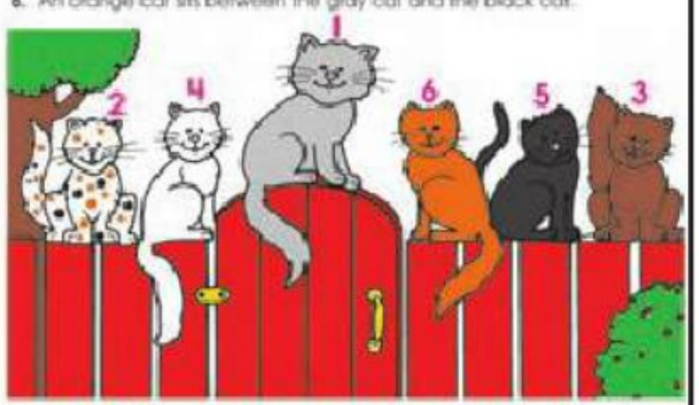
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Answer Key

Clues About Cats

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

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



109

Hey! What's the Big Idea?



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

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

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

Baking With Dad Chocolate Attack! Eating Food

Chocolate Attack!

Tell why the other two titles are not as good.

They aren't as clever or as interesting.

110

What's the Main Idea?

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

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

The cat wants to play. yes **no**

The cat takes a nap. **yes** no



Sentences will vary.

The brothers play together. **yes** no

The brothers are smart. yes **no**



The dog is hungry. **yes** no

The dog is playful. yes **no**



111

Picture This!

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

B-r-r-r, It's Cold! Bears and Birds

Asleep for the Winter Bears Go Shopping

Asleep for the Winter



Fishing **Our New Fish**

The Pet Store Fish and Chips

Our New Fish



Spring Cleaning My New Toy

Saturday Fun New Shoes

Spring Cleaning



112

Story Time

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

Read the story below.

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

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



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

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

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

1. Then, John's mom covered the dining room table with a giant sheet. no
2. "Do you want to eat lunch in our fort?" asked John's mom. no
3. "Mom, making a fort with you is so much fun!" no
4. Write a sentence that tells the main idea: John and his mother made a fort.

113

Caitlin Uses Context Clues

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



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

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

play laugh shovel **swim**

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

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

happy hungry **tired** yawn

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

worried nice magic **angry**

3. The clown looked very **silly** wearing a tiny pink tutu.

silly smart orange light



114

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Answer Key

Caitlin Uses More Context Clues

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

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



1. The cold wind and lack of heat made me wish I had an extra ___jacket___.
   umbrella toy shovel jacket



2. A whale is a very ___large___ mammal. Sailors often thought whales were actually small islands.
   small graceful large blue

3. Eating fruit is important for ___good___ health. Fruit is full of many important vitamins.
   bad good okay eat



4. The bus was very large and had a lot of seats. It could carry ___many___ people.
   few hungry many tired



115

Carlo's Context Clues

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

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

Word List		
stop	shined	tease
smart	lively	yummy

1. This prize-winning chocolate cream pie is **delicious**. ___yummy___



2. Please do not **taunt** your younger brother. Mean words hurt his feelings. ___tease___



3. The police officer told us to **halt** when we came to the red traffic light. ___stop___

4. The bouncy, happy puppy was very **energetic**. ___lively___



5. The silver bowl really **gleamed** after you polished it. ___shined___



6. The **intelligent** girl always got 100's on her spelling tests. ___smart___

116

Carlo's Context Clues Continued

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

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

Word List		
petted	understand	tell
little	yelled	

1. "Don't **reveal** the secret! We want the party to be a surprise!" said Mary. ___tell___



2. I can't **grasp** that hard math problem! It is too difficult. ___understand___

3. The baby bird was so **tiny** that we could hardly see it. ___little___



4. We **stroked** the soft kitten and heard it purr. ___petted___

5. The crowd **hollered** when the player was called out. ___yelled___



117

What Is Cause and Effect?

Cause: An action or act that makes something happen.

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

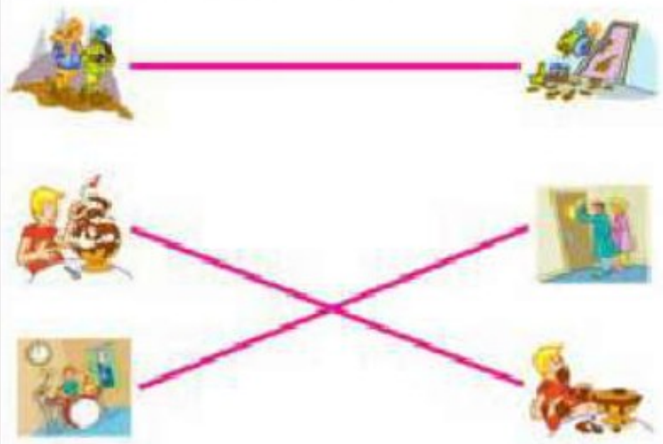
Look at the following example of cause and effect.



Kyle has a spelling test and studies hard.

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

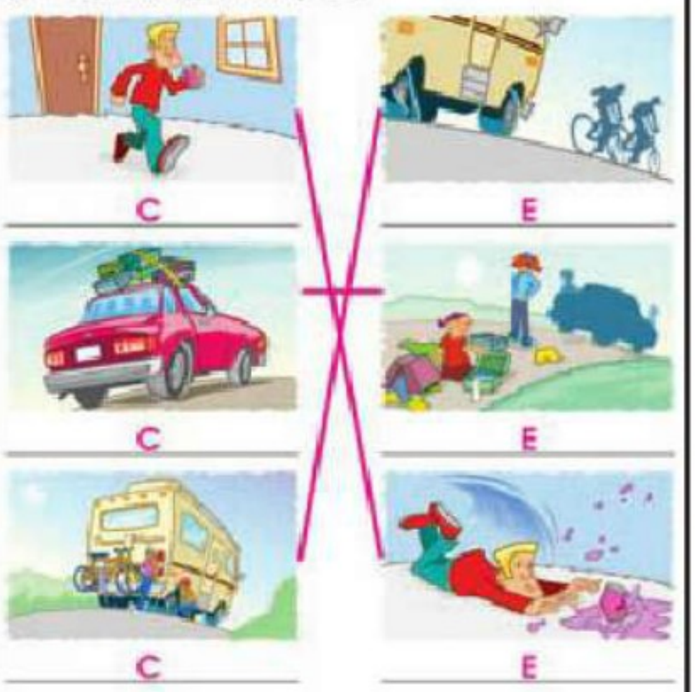
Directions: Now, draw a line connecting each cause on the left side of the page to its effect on the right side of the page.



118

We Go Together!

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



119

Realistic Story or Fantasy?

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



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

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

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

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

○ Realistic story ● Fantasy





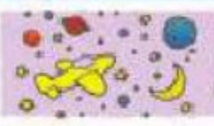
A Goose Learns to Fly is about a family who saves an injured baby goose. Later, they teach it to fly on its own.

● Realistic story ○ Fantasy

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

● Realistic story ○ Fantasy





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

○ Realistic story ● Fantasy

120

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Answer Key

Fantasy Tales

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

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

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

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

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

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



121

Starfish

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

Starfish live in the ocean.

Most starfish have five "arms" going out from the main body. This makes them look like stars. The mouth of a starfish is on the underside of its body. A starfish can eat in two different ways. It can take food in through its mouth and eat it. It can also eat by pushing its stomach out of its mouth and wrapping it around the food.

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

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

O 1. It would be fun to feel a starfish.

O 2. A starfish would be a good pet.

F 3. If a starfish "arm" breaks off, it can grow a new one.

O 4. Starfish look pretty.

F 5. Starfish live in the ocean.

F 6. Starfish have tough skin with spines.







122

Figs

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

The fig fruit grows in bunches on the stems of fig plants. Some figs can be picked two times each year. They can be picked from old branches in June or July. They can be picked from new branches in August or September.

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

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

1. A fig is a plant and a fruit.
2. The fig tree is very pretty.
3. Fig plants do not grow where it is very cold.
4. Figs grow in a bunch.
5. You can pick figs two times each year.
6. Figs taste very good.
7. You can eat figs in many ways.
8. The best way to eat a fig is in a fig cookie.



123

What's My Name?

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

Example: person — nurse
place — store
thing — drum

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

teacher	up	dog	the	library
runs	is	cowhand	cap	zoo



124

Person, Place, or Thing?

Directions: Write each noun in the correct box below.

girl	park	truck	vase
artist	tree	doctor	zoo
school	store	ball	baby

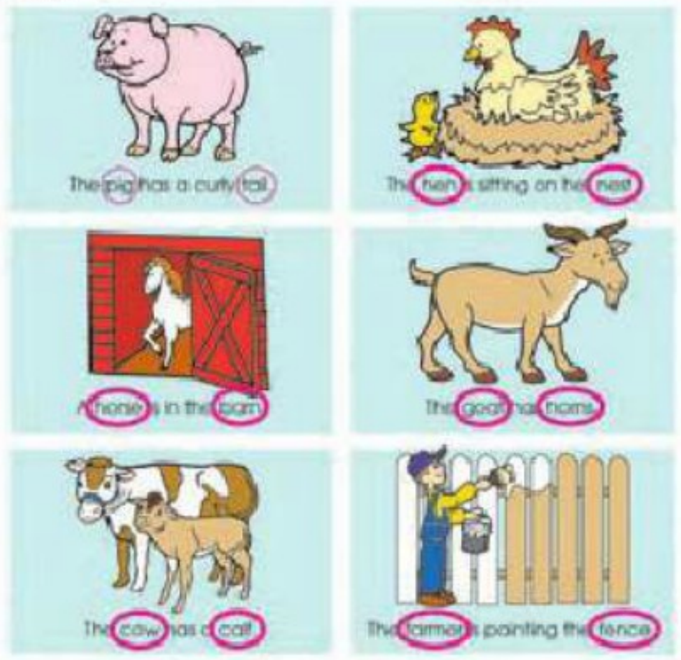


125

Finding Nouns

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

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



126

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Answer Key

Nouns at Play

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

ducks	sun	tree
dog	boys	bird



1. A big tree grows in the park.
2. The sun is in the sky.
3. A dog digs a hole.
4. Three ducks swim in the water.
5. A bird sits on its nest.
6. Two boys fly a kite.

127

Verbs

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



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

128

Ready, Set, Go!

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

Example: Fred **kicks** the ball.

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

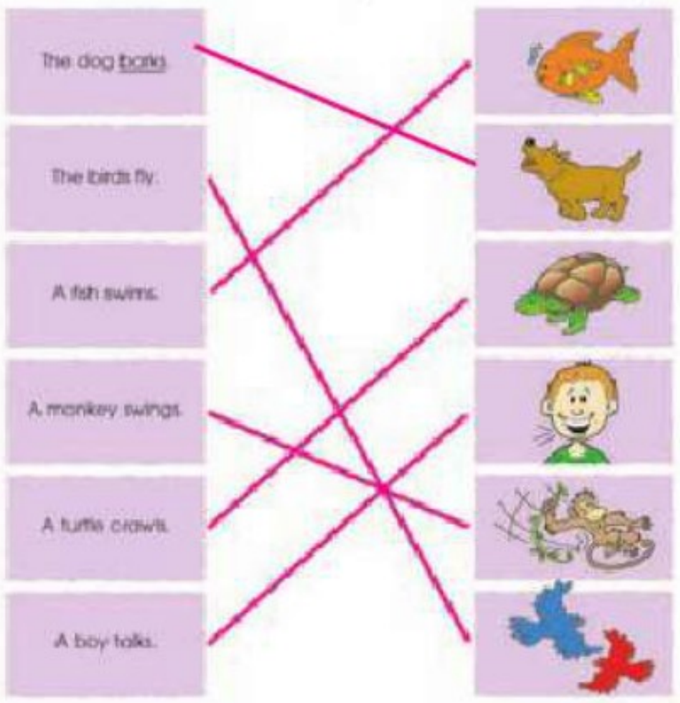




129

Action Words

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



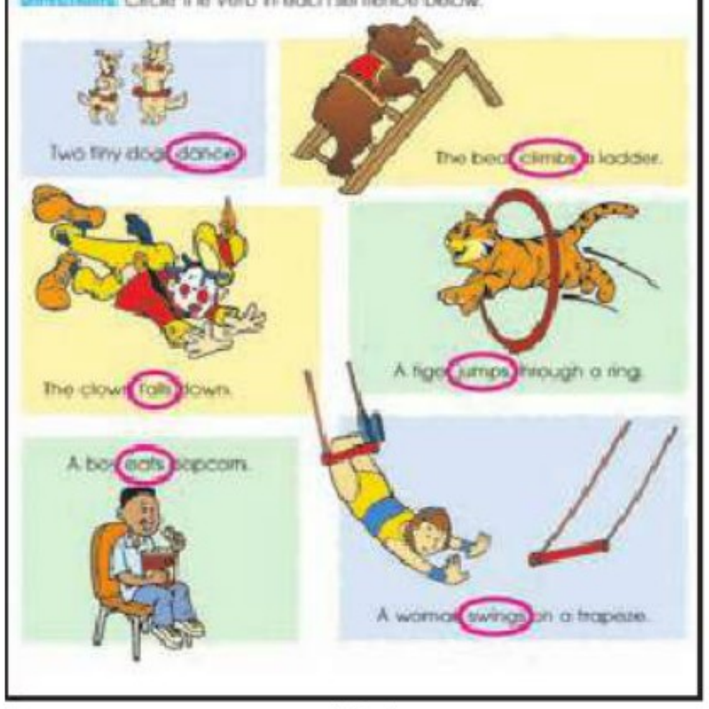
130

What Is a Verb?

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

Example: Jane **reads** a book.

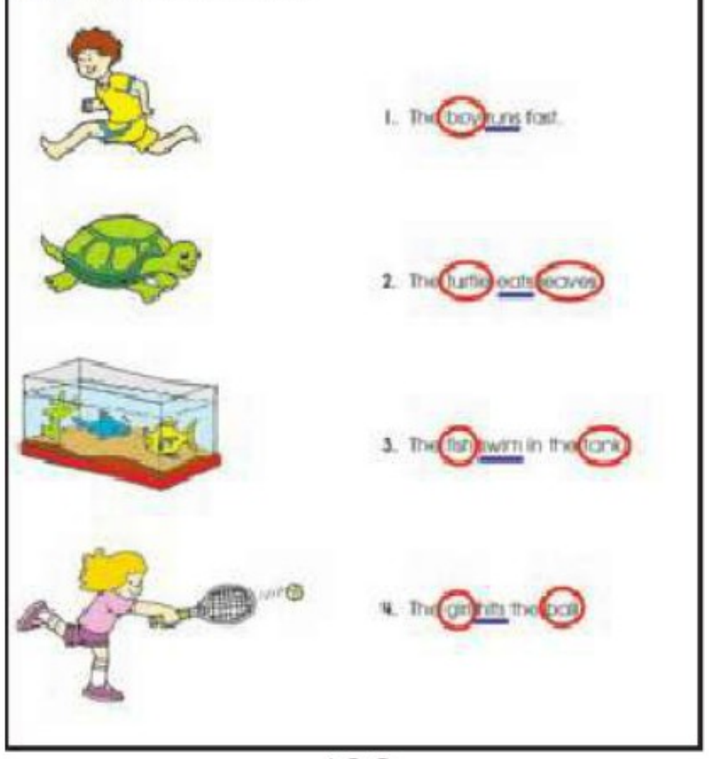
Directions: Circle the verb in each sentence below.



131

Review

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



1. The boy runs fast.
2. The turtle eats leaves.
3. The fish swim in the tank.
4. The girl hits the ball.

132

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Answer Key

Review

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

Nouns	Verbs
boy, fork, cat, house	jump, sit, throw, swim

cut

133

Words That Describe

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

wet round funny soft sad tall


soft


tall


funny


sad


round


wet

135

Words That Describe

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

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

happy round sick cold long


long


happy


sick


round


cold

136

Adjectives

Describing words are also called **adjectives**.

Directions: Circle the describing words in the sentences.




1. The juicy apple is on the plate.


2. The furry dog is eating a bone.


3. It was a sunny day.


4. The kitten drinks warm milk.


5. The baby has a loud cry.

137

We're the Same!

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

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

Word List			
bright	hop	dad	fast
pretty	plate	silly	center


sunny — bright


beautiful — pretty


middle — center


dish — plate


quick — fast


jump — hop


goofy — silly


father — dad

138

Take My Place

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

Word List		
pick	tired	cut
porch	pull	bag

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



2. Please put all your books in this sack. ___bag___



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



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



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

6. We sipped lemonade on the deck. ___porch___



139

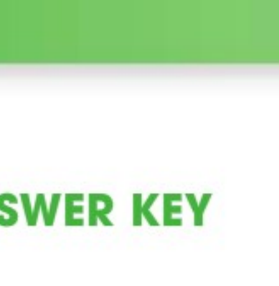
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Answer Key

Antonym Artists!

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

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



Pictures will vary but should portray the opposite of the first picture.

140

Antonyms Are Opposites!

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

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



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

141

Batty Bats!

Some words have more than one meaning.

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

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

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



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



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



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



142

Match That Meaning!

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

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

cross: 1. to draw a line through 2. angry

fall: 3. the season between summer and winter 4. to trip or stumble

land: 5. to bring to a stop or rest 6. the ground



4



5



1



6



2



3

143

Homonyms

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

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

1. sun



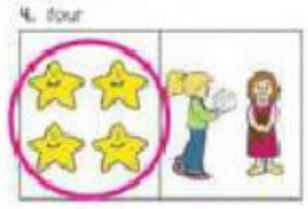
2. hi



3. ate



4. four



5. buy



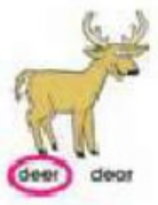
6. hear



144

Homonyms

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



deer dear



blue blew



to two



hi high

by bye



new knew



ate eight



red read

145

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Answer Key

Homonyms

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

ball	see	blew	pear



bowl ball



pair pear



sea see



blue blew

146

Homonyms

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

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



Across:

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

Down:

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

147

Make Compound Words

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

cow + hand = cowhand



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



rain + coat = raincoat



door + bell = doorbell



dog + house = doghouse



pan + cake = pancake



horse + shoe = horseshoe

148

Two Words in One

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

snowball  snow ball

raincoat  rain coat

airplane  air plane

watermelon  water melon

haircut  hair cut

football  foot ball

sunshine  sun shine

149

Compound Word Riddles

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



A kind of bird that is black is a blackbird.



A horse that can race is a racehorse.



A cloth that covers a table is a tablecloth.



A room with a bed is a bedroom.



A book with a story is a storybook.



A bowl that holds fish is a fishbowl.

150

Compound Words

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



+ 

= mailbox



+ 

= rainbow



+ 

= snowman



+ 

= basketball

cut ✂ - - -

Answer Key

Compound Words

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

1. The mailman (mailman / snowman) brings us letters.
2. A sunflower (sunlight / sunflower) grows tall.
3. The snow falls outside (outside / inside).
4. A raindrop (raindrop / rainbow) fell on my head.
5. I put the letter in a mailbox (mailbox / shoebox).

153

One or More Than One?

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

hat (hats) · car (cars) · frog (frogs)
shirt (shirts) · cloud (clouds) · wheel (wheels)
dish (dishes) · glass (glasses) · fox (foxes)

154

How Many Toys?

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



One	More Than One
boat	yo-yos
jet	cars
doll	blocks
drum	balls

155

Making Nouns Plural

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

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

Directions: Write the plural form of the nouns below.

flower — flowers
girl — girls
squirrel — squirrels
toy — toys
wagon — wagons
turtle — turtles

156

More Than One

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

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

frog s
pan s
boy s
egg s
horn s
girl s

157

One Is Not Enough!

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

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

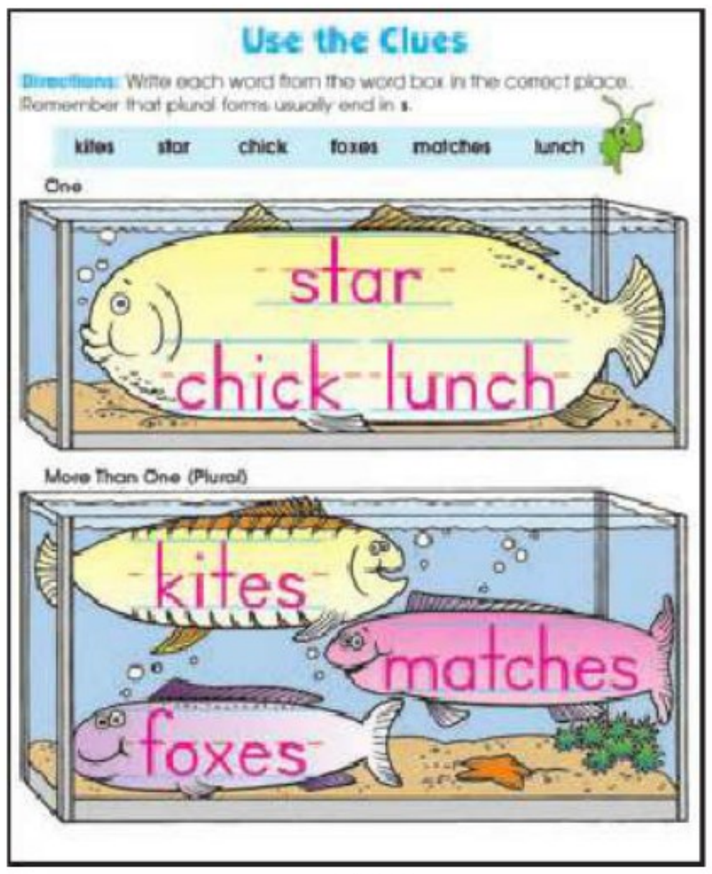
Directions: Write the plural form of each noun below.

peach — peaches
brush — brushes
fox — foxes
dress — dresses
bus — buses
watch — watches

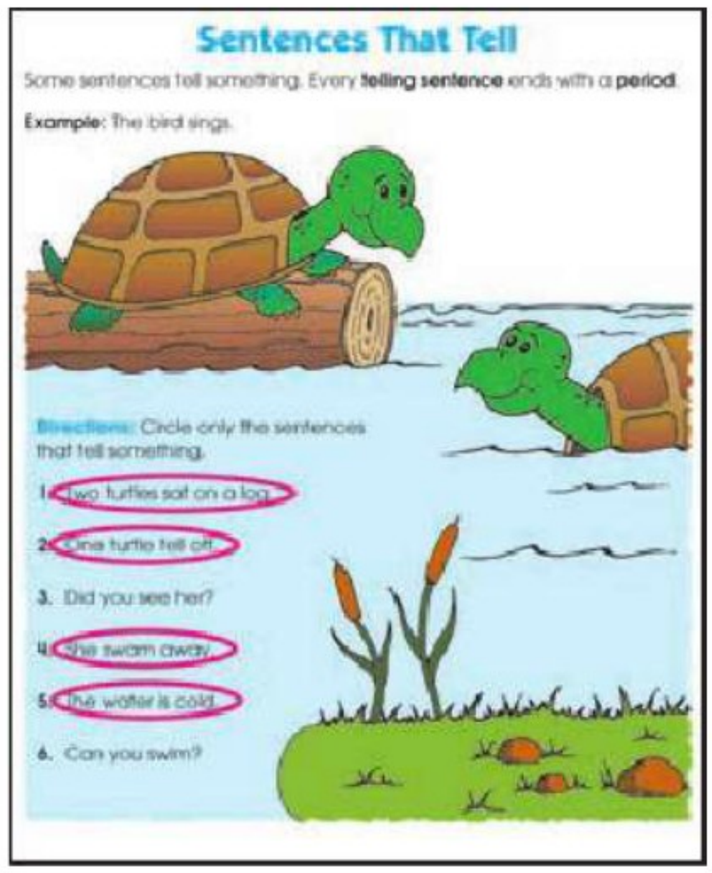
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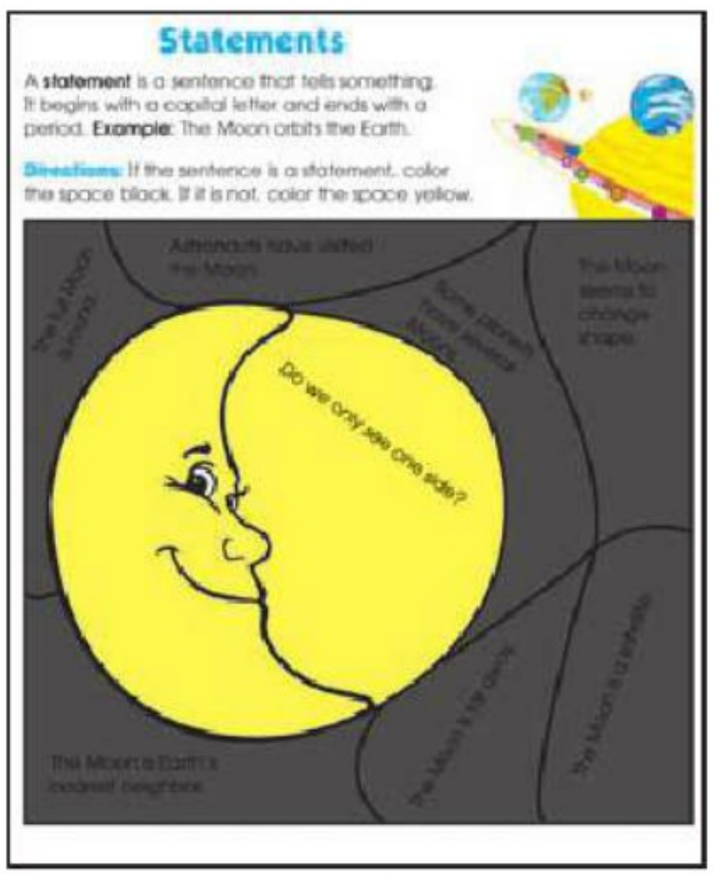
Answer Key



159



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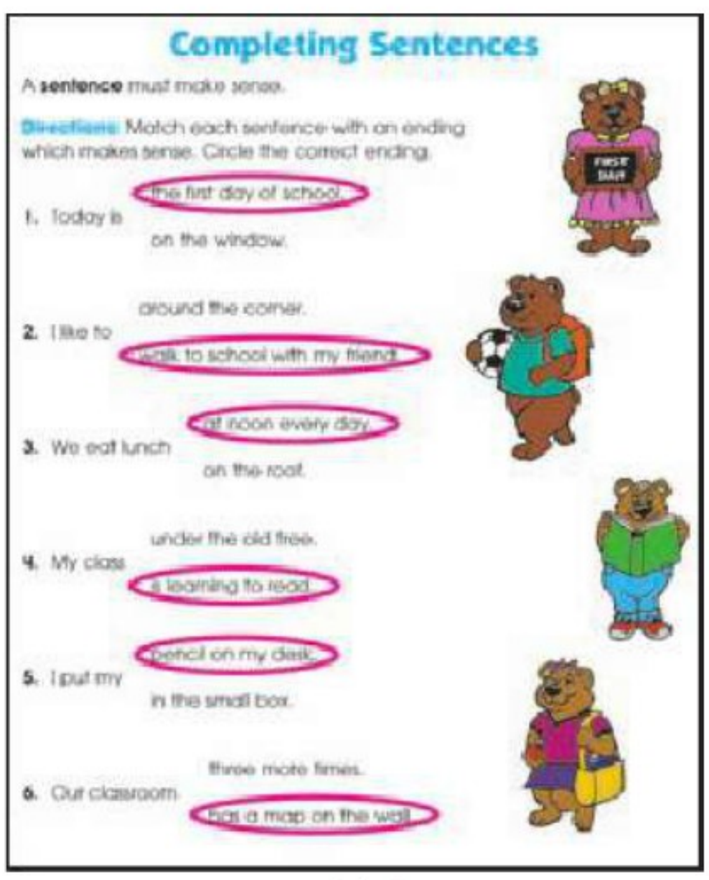
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163



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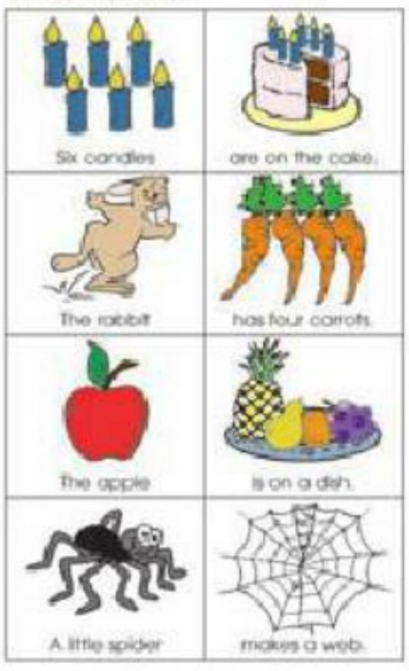
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Answer Key

Making Sentences

A **sentence** tells a whole idea.

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



165

Sentence Building

Sentences can tell a story.

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



Mary went to bed and quickly fell asleep.

She began to have an amazing dream.



Brad saw something shiny in the grass.

He bent down to see what it was.



Sally wanted a pet for her birthday.

Her mom took her to the pet store.

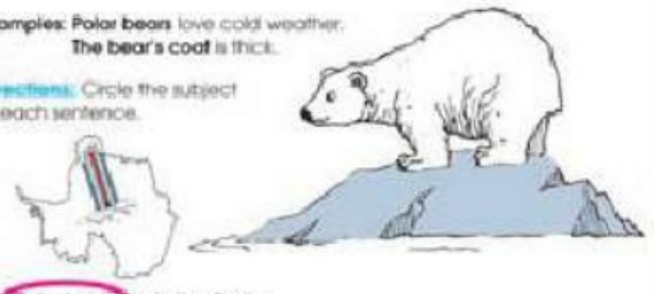
167

Subjects of Sentences

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

Examples: **Polar bears** love cold weather.
The bear's coat is thick.

Directions: Circle the subject of each sentence.



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

169

Predicates of Sentences

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

Examples: Parrots **are not all alike.**
Some parrots **can learn tricks.**

Directions: Circle the predicate of each sentence.



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



170

Questions

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

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

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



1. I'm going to visit my grandma.
2. Would you like to go with me?
3. Will you ask your mother?
4. Did she say you could go?
5. What would you like to do first?
6. Do you want to see the ducks?
7. There are four of them on the pond.
8. We'll see the baby chicks next.
9. Are you glad you came with me?
10. Maybe you can come again.



171

More Questions

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

Sample questions:



Is it Panda's birthday?



What kind of cookies did he bake?



What is the name of the book?



Did Panda make a snowman?

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Answer Key

Changing Sentences

The order of words can change a sentence.

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



the clown is happy.
Is the clown happy?

The boy can swim.
Can the boy swim?



The bell will ring.
Will the bell ring?



The popcorn is hot.
Is the popcorn hot?





The flowers are lovely.
Are the flowers lovely?

173

Sentences That Ask

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

Example: What is your name?



Directions: Circle only the questions.

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



174

Questions, Questions

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



Directions: Write each question correctly on the line.

is our class going to the Science Museum
Is our class going to the Science Museum?

will we see dinosaur bones
Will we see dinosaur bones?

does the museum have a mummy
Does the museum have a mummy?

175

I'm So Excited!

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

? or !



Example: What a beautiful day this is!

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

1. What a great day this is for a race [!]
2. Who is running in this race [?]
3. How fast they run [!]
4. Who will finish first [?]
5. The runners are off [!]
6. Run faster [!]
7. Can you see the finish line [?]
8. I won the race [!]



176

Sentence Sequence

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

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

1.



My family	is going	to the beach.

2.



We are taking	a basket	of food.

3.



It's fun	to swim	in the ocean.

177

Word Order

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

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

I like to ride my bike.

It is hot and sunny.

I can drink water.

My mom plays with me.

The dog can do tricks.

Can you go to the store?

179

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Answer Key

Surprising Sequence

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

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

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



181

ABC Order

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

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



bird — moon — fan

car — two — nest



card — bike — pie

dog — pig — sun

182

ABC Order

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

Example:

1. 1 candy 2 carrot 4 duck 3 dance
2. 2 cold 4 hot 1 carry 3 hit
3. 2 flash 1 fan 3 fun 4 garden
4. 2 seat 4 sun 1 saw 3 sit
5. 3 row 1 ring 2 rock 4 run
6. 2 truck 3 turn 4 twin 1 talk
7. 1 seven 2 shoe 4 soap 3 smell
8. 1 play 2 penny 4 pocket 3 plant

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READING: WORD ANALYSIS

Lesson 1: Letter Recognition

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

Examples

A. **Which letter does the word sand begin with?**
- (A) b
- (B) l
- (C) s
- (D) c

B. **Which letter does the word large begin with?**
- (F) p
- (G) q
- (H) m
- (J) l

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

Practice

1. **Which letter does the word park begin with?**
   - (A) v
   - (B) w
   - (C) b
   - (D) p
2. **Which letter does the word dog begin with?**
   - (F) d
   - (G) b
   - (H) y
   - (J) o
3. **Which letter does the word nice begin with?**
   - (A) s
   - (B) n
   - (C) u
   - (D) k
4. **Which letter does the word talk begin with?**
   - (F) j
   - (G) f
   - (H) t
   - (J) l

STOP

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READING: WORD ANALYSIS

Lesson 2: Beginning Sounds

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

Example

A. **desk**



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

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

Practice

1. **rabbit**



   - (A) man
   - (B) bike
   - (C) paper
   - (D) ring
2. **mop**



   - (F) miss
   - (G) hill
   - (H) clock
   - (J) win
3. **bag**



   - (A) vase
   - (B) top
   - (C) bell
   - (D) fish
4. **tie**



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

STOP

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READING: WORD ANALYSIS

Lesson 3: Ending Sounds

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

Examples

A. **make**
- (A) cat
- (B) rock
- (C) worm
- (D) pen

B. **hive**
- (F) web
- (G) fun
- (H) glove
- (J) tip

Clue Listen carefully to the ending sound of each word.

Practice

1. **star**
   - (A) mop
   - (B) leaf
   - (C) jar
   - (D) five
2. **leg**
   - (F) rug
   - (G) gone
   - (H) rich
   - (J) grab
3. **stew**
   - (A) net
   - (B) wheel
   - (C) barn
   - (D) now
4. **hit**
   - (F) dish
   - (G) win
   - (H) not
   - (J) hear
5. **bell**
   - (A) rest
   - (B) hill
   - (C) boat
   - (D) cab



STOP

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Answer Key

READING: WORD ANALYSIS

Lesson 4: Rhyming Words
Directions: Listen to your teacher read the word. Choose the picture that rhymes with the word. Practice with example A.

Example

A. mop



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

Practice

1. dog



2. hat



3. rock



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READING: WORD ANALYSIS

Lesson 5: Word Recognition
Directions: Listen to your teacher read the word. Notice the underlined part. Then, listen as your teacher reads the word choices. Listen for the word with the same sound as the underlined part and mark it. Practice with examples A and B.

Examples

A. mud
- but
- Ⓑ sock
- Ⓒ shell
- Ⓓ cat

B. pound
- Ⓕ snow
- Ⓖ spent
- loud
- Ⓙ rider

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

Practice

1. rose
- Ⓐ rule
- Ⓑ bake
- pony
- Ⓓ nine

2. spoon
- Ⓕ here
- smooth
- Ⓗ after
- Ⓙ chip



3. peach
- Ⓐ quiet
- Ⓑ push
- Ⓒ last
- need

4. ride
- Ⓕ miss
- line
- Ⓗ street
- Ⓙ horse

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READING: WORD ANALYSIS

Lesson 6: Vowel Sounds and Sight Words
Directions: Listen as your teacher reads the question and says the name of the picture. Then, listen as your teacher reads the word choices. Choose the best answer. Example A is done for you. Practice with example B.

Examples

A. What word has the same vowel sound as the picture?
- pen
- Ⓑ spoon
- Ⓒ kite
- Ⓓ chip



B. What word rhymes with shell?
- smell
- Ⓖ dog
- Ⓗ rode
- Ⓙ mile



Clue: Listen to all choices before you mark your answer.

Practice

1. What word has the same vowel sound as the picture?
- Ⓐ mouse
- Ⓑ long
- Ⓒ tick
- spoon



2. What word has the same vowel sound as the picture?
- bead
- Ⓖ hive
- Ⓗ quilt
- Ⓙ apple



3. What word has the same vowel sound as might?
- Ⓐ pin
- time
- Ⓒ from
- Ⓓ soul

4. What word rhymes with tough?
- Ⓕ crow
- Ⓖ pool
- puff
- Ⓙ ton

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READING: WORD ANALYSIS

Lesson 7: Word Study
Directions: Listen as your teacher reads the word choices. Mark the word that is a compound word. Practice with example A.

Examples

A.
- airplane
- Ⓑ ringer
- Ⓒ tune

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

B. The dog _____ its food.
- Ⓕ eat
- ate
- Ⓗ eating

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

Practice

1.
- toolbox
- Ⓑ kitchen
- Ⓒ gate

2.
- Ⓕ warning
- flowerpot
- Ⓗ glasses

3.
- teacup
- Ⓑ pencil
- Ⓒ jumping

4. I am _____ than you.
- Ⓕ big
- bigger
- Ⓗ biggest

5. I _____ books.
- Ⓐ readed
- Ⓑ reads
- read

6. He _____ hot.
- Ⓕ weren't
- wasn't
- Ⓗ won't

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READING: VOCABULARY

Lesson 8: Picture Vocabulary
Directions: Listen to your teacher read the sentence. Choose the picture that finishes the sentence. Practice with example A.

Example

A. Bill drinks _____ .



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

Practice

1. I like to read a _____ .



2. The _____ ran fast.



3. The baby _____ in her bed.



4. The _____ rings.



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READING: VOCABULARY

Lesson 9: Word Reading
Directions: Look at the picture. Listen as your teacher reads the word choices. Mark the word that matches the picture. Practice with examples A and B.

Examples

A.



- Ⓐ cat
- Ⓑ flower
- bird

B.
- sing
- Ⓖ bark
- Ⓗ read

Clue: Listen to all answer choices before you choose.

Practice



1.
- mom
- Ⓑ dog
- Ⓒ book

2.
- hug
- Ⓖ cry
- Ⓗ run

3.
- Ⓐ sit
- love
- Ⓒ eat



4.
- Ⓕ land
- Ⓖ shelf
- water

5.
- Ⓐ run
- Ⓑ skip
- swim

6.
- Ⓕ skin
- scales
- Ⓗ cloth

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Answer Key

READING: VOCABULARY

● **Lesson 10: Word Meaning**

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

Examples

A. **to move fast...**
- (A) crawl
- (B) run
- (C) walk
- (D) sit

B. **a cold thing...**
- (F) ice
- (G) fire
- (H) sun
- (J) stove

Clue **Be sure about your answer.**

● **Practice**

1. **a thing that flies...**
   - (A) pen
   - (B) book
   - (C) bird
   - (D) cup
2. **a thing that sings...**
   - (F) chair
   - (G) girl
   - (H) nest
   - (J) paper
3. **to drink a little...**
   - (A) spill
   - (B) tip
   - (C) sip
   - (D) toss



4. **to stay on top of water...**
   - (F) float
   - (G) sink
   - (H) pin
   - (J) zip
5. **noise a dog makes...**
   - (F) bark
   - (G) purr
   - (H) cut
   - (J) land



6. **a food...**
   - (A) wood
   - (B) cart
   - (C) apple
   - (D) bed

STOP

READING: VOCABULARY

● **Lesson 11: Synonyms**

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

Examples

A. **I was <u>sleepy</u>.**
- (A) tired
- (B) running
- (C) tall
- (D) purple

B. **Jill was in the <u>center</u>.**
- (F) bowl
- (G) middle
- (H) end
- (J) side

Clue **Think about what the sentence means.**

● **Practice**

1. **The car was <u>speedy</u>.**
   - (A) better
   - (B) heavy
   - (C) fast
   - (D) able



2. **She is <u>lovely</u>.**
   - (F) pretty
   - (G) sharp
   - (H) sad
   - (J) near
3. **The soup is <u>steaming</u>.**
   - (A) soft
   - (B) spilling
   - (C) hot
   - (D) cold
4. **Kida <u>washes</u> dishes.**
   - (F) hides
   - (G) cuts
   - (H) sleeps
   - (J) cleans
5. **It is a small <u>city</u>.**
   - (A) house
   - (B) bus
   - (C) town
   - (D) road
6. **We took a <u>boat</u> ride.**
   - (F) car
   - (G) balloon
   - (H) ship
   - (J) bike



STOP

READING: VOCABULARY

● **Lesson 12: Antonyms**

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

Examples

A. **This is <u>wet</u>.**
- (A) big
- (B) brown
- (C) dry
- (D) soaked

B. **The rock is <u>heavy</u>.**
- (F) cold
- (G) hard
- (H) dirty
- (J) light

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

● **Practice**

1. **The bear is <u>tame</u>.**
   - (A) black
   - (B) wild
   - (C) hungry
   - (D) big
2. **Susie <u>whispered</u> the secret.**
   - (F) yelled
   - (G) tapped
   - (H) cried
   - (J) wrote
3. **Why is it so <u>little</u>?**
   - (A) loud
   - (B) bad
   - (C) big
   - (D) short
4. **I run very <u>fast</u>.**
   - (F) slow
   - (G) quick
   - (H) around
   - (J) loud
5. **This is <u>easy</u>.**
   - (A) less
   - (B) home
   - (C) simple
   - (D) hard
6. **Jordan was <u>sick</u>.**
   - (F) ill
   - (G) happy
   - (H) well
   - (J) tiny

STOP

READING: VOCABULARY

● **Lesson 13: Words in Context**

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

Examples

A. **The _____ was green. It hopped far.**
- (A) dog
- (B) rabbit
- (C) frog
- (D) boy

B. **The _____ was long. It had 13 cars.**
- (F) string
- (G) train
- (H) paper
- (J) hair

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

● **Practice**

1. **Sam sat on the _____ . He soon fell asleep.**
   - (A) ice
   - (B) chair
   - (C) hammer
   - (D) nail
2. **The bee flew to its _____ . It went inside.**
   - (F) corner
   - (G) cup
   - (H) hive
   - (J) honey

3. **There are four _____ on the shelf. Tuti read them all.**
   - (A) cats
   - (B) animals
   - (C) suns
   - (D) books
4. **The joke was _____ . We all smiled.**
   - (F) funny
   - (G) sad
   - (H) blue
   - (J) bread



STOP

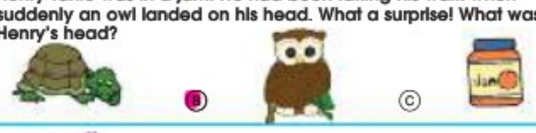
READING: COMPREHENSION

● **Lesson 14: Listening Comprehension**

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

Example

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



(A) (B) (C)

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

● **Practice**

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

(A) (B) (C)

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



(F) (G) (H)

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

(A) (B) (C)

STOP

READING: COMPREHENSION

● **Lesson 15: Picture Comprehension**

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

Example

A.



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

Clue **The correct answer says the most about the picture.**

● **Practice**

1.



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

2.



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

3.



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

4.



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

STOP

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Answer Key

READING: COMPREHENSION

● **Lesson 16: Sentence Comprehension**
Directions: Listen to your teacher read the sentence. Mark the picture that completes or matches the sentence. Practice with examples A and B.

Examples

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

B. **I ate a _____.**

Ⓕ book
● cookie
Ⓗ mop

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

● **Practice**

1. **This is hot. It helps things grow.**

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

3. **This is my _____.**

Ⓐ dog
● school
Ⓒ lake

4. **There is a _____ in front of school.**

Ⓕ bike
Ⓖ frog
● flag

STOP

READING: COMPREHENSION

● **Lesson 17: Fiction**
Directions: Listen to your teacher read the story. Choose the best answers for the questions about the story. Practice with example A.

Example

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

A. **What was Mom making?**
Ⓐ shoes
● chicken
Ⓒ puddles

Clue **Listen carefully to the whole story.**

● **Practice**

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

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



1. **Who was with Steve?**
Ⓐ Steve's mother
● Steve's sister
Ⓒ Steve's dog

2. **Where did the bird land?**
● on the fence
Ⓖ on the roof
Ⓗ under the tree

STOP

READING: COMPREHENSION

● **Lesson 18: Fiction**
Directions: Listen to your teacher read the story. Mark the best answers to the questions.

Get Warm



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

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

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

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

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

1. **Brenda did not like _____.**
Ⓐ sunny weather
● being cold
Ⓒ her friend Buddy

2. **What did Buddy think Brenda should do?**
● follow the birds
Ⓖ light a fire
Ⓗ get new coats

3. **Why should she follow the birds?**
Ⓐ to find water
Ⓑ to see snow
● to get to a warm place

4. **Two things Brenda and Buddy liked now were _____.**
Ⓕ their bird friends and fish
● colorful flowers and being warm
Ⓗ flying far and the moon

STOP

READING: COMPREHENSION

● **Lesson 19: Nonfiction**
Directions: Listen to your teacher read the story. Choose the best answers to the questions about the story.

Spiders



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

1. **Spiders are _____.**
Ⓐ insects
● animals
Ⓒ plants

2. **Spider webs are made of _____.**
● silk
Ⓖ rope
Ⓗ wire

3. **Why are spiders helpful?**
Ⓐ Spiders are big and small.
Ⓑ A tarantula is a kind of spider.
● Spiders eat harmful insects.

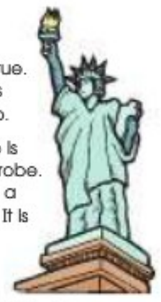
4. **Why was this story written?**
● to tell about spiders
Ⓖ to tell about mosquitoes
Ⓗ to scare you

STOP

READING: COMPREHENSION

● **Lesson 20: Nonfiction**
Directions: Listen to your teacher read the story. Choose the best answers to the questions.

Statue of Liberty



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

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

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

1. **Who gave the Statue of Liberty to the United States?**
● the people of France
Ⓑ many immigrants
Ⓒ the queen

2. **Why did they give the statue to the United States?**
Ⓕ to make money
Ⓖ so the United States would give them one
● to show friendship

3. **The statue is made from copper because _____.**
Ⓐ copper is ugly
● it is strong
Ⓒ it smells nice

4. **Immigrants felt like the statue _____.**
Ⓕ worked like a flashlight
● welcomed them
Ⓗ was too tall

STOP

READING PRACTICE TEST

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

Example

A. **Which letter does the word water begin with?**
Ⓐ t
Ⓑ v
Ⓒ m
● w

1. **Which letter does the word heart begin with?**
Ⓐ p
Ⓑ b
Ⓒ d
● h

2. **Which letter does the word take begin with?**
● t
Ⓖ b
Ⓗ a
Ⓙ e

3. **Which letter does the word sunny begin with?**
Ⓐ c
● s
Ⓒ y
Ⓓ l

4. **Which letter does the word bottle begin with?**
Ⓕ d
Ⓖ h
● b
Ⓙ p

5. **Which letter does the word money begin with?**
● m
Ⓑ n
Ⓒ w
Ⓓ j



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Answer Key

READING PRACTICE TEST

● **Part 1: Word Analysis (cont.)**
Directions: Listen closely as your teacher reads each question and the answer choices. Choose the word with the same beginning or ending sound. Practice with examples B and C. Do the same for numbers 6–9.

Examples

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

● Ⓖ Ⓗ

C. **Which word has the same ending sound as slip?**
Ⓐ truck
Ⓑ sash
● map

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

Ⓕ ● Ⓗ

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

● Ⓑ Ⓒ

8. **Which word has the same beginning sound as table?**
Ⓕ cash
Ⓖ shoot
● try

9. **Which word has the same ending sound as frog?**
Ⓐ gray
● tag
Ⓒ begin

STOP

READING PRACTICE TEST

● **Part 1: Word Analysis (cont.)**
Directions: Listen to your teacher say the words. Notice the underlined part. Listen as your teacher reads the word choices. Listen for the word with the same sound as the underlined part and mark it. Practice with example D. Do the same for numbers 10–15.

Example

D. **wig**
Ⓕ time
Ⓖ swam
● tip



10. **pat**
Ⓕ from
● mad
Ⓗ goes

11. **mine**
● dime
Ⓑ into
Ⓒ hurt

12. **pump**
Ⓕ child
● cutting
Ⓗ shark

13. **shout**
● loud
Ⓑ crow
Ⓒ pill

14. **made**
● bake
Ⓖ puddle
Ⓗ line

15. **beg**
Ⓐ mass
● kelp
Ⓒ broke

STOP

READING PRACTICE TEST

● **Part 1: Word Analysis (cont.)**
Directions: Listen to your teacher read the words. Choose the picture that rhymes with the word. Practice with examples E and F. Do the same for numbers 16–19.

Examples

E. **Which picture rhymes with barn?**

● Ⓑ Ⓒ

F. **Which word rhymes with tool?**
● pool
Ⓖ book
Ⓗ lamp

16. **Which picture rhymes with dish?**

Ⓕ ● Ⓗ

17. **Which picture rhymes with car?**

● Ⓑ Ⓒ

18. **Which word rhymes with chance?**
● dance
Ⓖ make
Ⓗ patch

19. **Which word rhymes with how?**
Ⓐ show
● now
Ⓒ zoom

STOP

READING PRACTICE TEST

● **Part 2: Vocabulary**
Directions: Listen to your teacher read the group of words and answer choices. Choose the picture that matches the words. Practice with example A. Do the same for 1–4.

Example

A. **Something to eat**

Ⓐ ● Ⓒ

1. **Something that rings**

Ⓐ Ⓑ ●

2. **Something to ride in**

● Ⓖ Ⓗ

3. **To get taller**
Ⓐ shrink
● grow
Ⓒ empty

4. **A place for clothes**
● closet
Ⓖ desk
Ⓗ doghouse

STOP

READING PRACTICE TEST

● **Part 2: Vocabulary (cont.)**
Directions: Look at the picture. Listen as your teacher reads the word choices. Mark the word that goes with the picture. Practice with examples B and C. Do the same for numbers 5–12.

Examples

B.

● cap
Ⓖ box
Ⓗ jacket

C.
Ⓐ kick
● throw
Ⓒ swing

5. Ⓐ dance
Ⓑ run
● sleep


6. ● blanket
Ⓖ coat
Ⓗ hat

7. ● one
Ⓑ two
Ⓒ three


8. Ⓕ dog
● girl
Ⓗ boy

9. Ⓐ sledding
● camping
Ⓒ shopping


10. ● tent
Ⓖ car
Ⓗ van

11. ● hot
Ⓑ snowing
Ⓒ raining


12. ● sandcastle
Ⓖ toothpicks
Ⓗ jelly

STOP

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Answer Key

READING PRACTICE TEST

● **Part 2: Vocabulary (cont.)**
Directions: Listen closely as your teacher reads the sentences and word choices. Choose the word that completes the sentence. Practice with example D. Do the same for numbers 13–16.

Example

D. Camila _____ the phone.



(A) ringing
(B) answered
(C) went
(D) shouted

13. My mother drinks _____ .
(A) tea
(B) nails
(C) watermelon
(D) sandwiches

14. The _____ on the radio was loud.
(F) sun
(G) water
(H) music
(J) computer

15. Lucy walked all the way to the _____ .
(A) over
(B) cut
(C) jar
(D) park

16. Maisie sat on the _____ .
(F) touch
(G) something
(H) bench
(J) large

READING PRACTICE TEST

● **Part 2: Vocabulary (cont.)**

Directions: Listen closely as your teacher reads the sentences and word choices. Choose the answer that means the same or about the same as the underlined word for numbers 17–19.

17. Do you like watermelon?



(A) make
(B) enjoy
(C) hate
(D) pat

18. His ideas are always great!
(F) wonderful
(G) crazy
(H) boring
(J) bunny

19. Listen to the story.
(A) taste
(B) hear
(C) look
(D) sit

Directions: Listen closely as your teacher reads the sentences and word choices. Choose the answer that means the opposite of the underlined word for numbers 20–22.

20. I am wet.
(F) soaked
(G) dry
(H) yellow
(J) quiet

21. Sammy is a tiny mouse.



(A) large
(B) small
(C) friendly
(D) brown

22. The glass is full.
(F) mine
(G) Teri's
(H) empty
(J) broken

READING PRACTICE TEST

● **Part 3: Reading Comprehension**
Directions: Listen to your teacher read each story. Choose the best answer for the question. Practice with example A. Do the same for numbers 1 and 2.

Example

A. Grandfather has a farm. He has many animals. He has pigs, chicks, and horses. He loves pigs the most. Which animal does Grandfather love the most?



(A) (B) (C)

1. Katie packed her backpack. She took things to eat. She took things to drink. Which item wouldn't she put in her bag?



(A) (B) (C)

2. Lilo was planting a garden. She had many tools. The tools helped her plant. Which picture shows something that Lilo didn't need when planting?



(F) (G) (H)

READING PRACTICE TEST

● **Part 3: Reading Comprehension (cont.)**
Directions: Listen to your teacher read the sentences. Look at the pictures. Choose the sentence that matches the picture. Practice with example B. Do 3–6 the same way.

Example

B. 

(F) Todd ate cereal.
(G) I love my horse.
(H) The weather is nice.

3. 

(A) The boat sunk.
(B) My pen does not work.
(C) Tanika swims every day.

4. 

(F) Lee gave him a car.
(G) My dad has a new watch.
(H) I see the clock.

5. 

(A) We read together.
(B) I ran away from my brother.
(C) He plays the flute.

6. 

(F) It was snowing.
(G) Parker was singing.
(H) I go to the library.

READING PRACTICE TEST

● **Part 3: Reading Comprehension (cont.)**
Directions: Listen to your teacher read the sentences. Match a picture to the sentences. Practice with example C. Do the same for numbers 7–10.

Example

C. This floats high. Some people ride them.



(A) (B) (C)

7. It was very cold. Mother said to wear these.



(A) (B) (C)

8. It was time. We had to get there fast!



(A) (G) (H)

9. One boy is _____ .



(A) whispering
(B) jumping
(C) eating

10. One boy is _____ .
(A) listening
(G) awake
(H) sleeping

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Answer Key

READING PRACTICE TEST

Part 3: Reading Comprehension (cont.)
Directions: Listen to your teacher read the story and the questions. Choose the best answer to the questions. Practice with example D. Do the same for numbers 11–14.

Example

Kida's party started at 2 o'clock. It was a pool party. People brought towels. They brought sunscreen.



D. What kind of party did Kida have?
- (F) birthday party
- (G) pool party
- (H) sunscreen party



The box was heavy. Simon needed help to move it. He asked Tom. He asked Kate. They went to help. The box was full. It had books in it. Tom and Kate decided to read. Simon sat down to read too. The box stayed.



11. What was in the box?
- (A) Simon
- (G) books
- (C) boxes

12. How many people came to help Simon?
- (F) 1
- (G) 2
- (H) 3

13. What did Tom and Kate do?
- (F) read books
- (B) moved the box
- (C) ran away

14. Why didn't they move the box?
- (F) It was purple.
- (G) They wanted to read.
- (H) Kate went home.

STOP

READING PRACTICE TEST

Part 3: Reading Comprehension (cont.)
Directions: Listen to your teacher read the story and the questions. Choose the best answer to the questions.

Riley's Racer

"I want to make a car," Riley said to his father. "Will you help?"

"Yes! We can make a car. We need a plan. We need the tools. Then, we will buy the things we need to make it."

Riley and his father drew a plan for the car. They decided on the size and color. Riley was so happy! It would be big! He could sit in it. It would roll down the hill in the yard. He would wear a helmet.

It took two weeks to make. They had fun. Mom took pictures. She even helped paint the car red. It was a fun family project.



15. What did Riley want to make?
- (A) tools
- (G) a car
- (C) pictures

16. What did they do first?
- (F) made a plan
- (G) painted
- (H) wore a helmet

17. Why would Riley wear a helmet when riding in the car?
- (F) to be safe
- (B) to hide his hair
- (C) to show his friend

18. How did the family feel?
- (F) sad
- (G) happy
- (H) angry

STOP

READING PRACTICE TEST

Part 3: Reading Comprehension (cont.)
Directions: Listen to your teacher read the story and the questions. Choose the best answer to the questions.

Ship Shape



A ship is a very large boat. It can travel in the ocean. Some take trips across the whole ocean. Ships carry people and things from one place to another. They have people to work on them. These workers are called the crew.

A ship has many parts. The stern is the back of the ship. The bow is the front. On some ships masts hold the sails. The sails are like big sheets. They catch the wind and help ships go fast. Up on the mast might be a crow's nest. A sailor can sit there. He can watch the ocean.

Another important part is the helm. This is the ship's steering wheel. It can turn the ship to the left and right.

19. What is a ship?
- (A) a train
- (G) a very large boat
- (C) a raft

20. Where do many ships travel?
- (F) across the ocean
- (G) in rivers
- (H) to dark places

21. What do sails do?
- (A) carry people
- (B) cover people
- (C) help the ship go

22. Why did the author write this story?
- (F) to tell about sailors
- (G) to tell about ships
- (H) so people would buy boats

STOP

READING PRACTICE TEST

Part 3: Reading Comprehension (cont.)
Directions: Listen to your teacher read the story and the questions. Choose the best answer to the questions.

What About Rabbits?



Rabbits are small animals. They have short, fluffy tails. Some have long ears that can hear very well. These ears can be floppy. Some also stick right up!

Rabbits eat all kinds of plants. They eat in fields. They eat in gardens. Some farmers do not like rabbits. They eat the vegetables farmers grow. Sometimes the rabbits eat young trees.

When a mother rabbit is having babies, she digs a hole. She puts in soft grass. She adds her own fur. This will keep the babies warm. She may have two to ten babies. Baby rabbits are called kits.

Some people have pet rabbits. They keep them in pens or cages. They might enter them in contests. Some pet rabbits can be trained to do tricks. Grains, vegetables, and grass are good foods for them.

23. What is this story mostly about?
- (A) rabbits
- (B) plants rabbits eat
- (C) farming

24. Why do some farmers not like rabbits?
- (F) They run on the grass.
- (G) They eat their trees and vegetables.
- (H) They make too much noise.

25. Where might pet rabbits sleep?
- (A) in a field
- (G) a pen or cage
- (C) under the blanket

26. What are good foods for pet rabbits?
- (F) vegetables and grass
- (G) hot dogs and candy
- (H) vegetables and meat

STOP

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