Growth and Development Unit 2
Major Organs in your body

- brain
- eyes
- ears
- lungs
- heart
- liver
- stomach
- kidney
- large intestine
- small intestine
Growth and Development Unit 2

There are many different body systems to cut out and put together to form your body.

Cut and put your body together in this order
1. Skeletal and Nervous
2. Circulatory
3. Digestive
4. Respiratory
5. Muscular
6. Skin and Hair (on the top). Draw eyes and hair and clothes on your body.

Skeletal and Nervous Body System

Circulatory Body System
Digestive Body System

Respiratory Body System

Muscular Body System

Skin and Hair
Growth and Development Unit 2

There are many different body systems

Name each body system

1. [Diagram with labeled parts: Brain, Heart, Stomach]
2. [Diagram with labeled parts: Bones, Muscles]
3. [Diagram with labeled parts: Skin, Lungs]
4. [Diagram with labeled parts: Eyes, Heart, Stomach]
5. [Diagram with labeled parts: Bones, Muscles, Brain]
6. [Diagram with labeled parts: Regenerate, Lungs]

Name: ____________________________
Growth and Development Unit 2

Label major organs of the human body

Brain, Heart, Liver, Lungs, Kidneys, Stomach, Small Intestine, Large Intestine
Dear Families,

We are preparing for distance learning in the event we close for any period of time. Attached you can find a packet of work for your child to complete in the event you receive a phone call and school is closed. In addition, students can use the following educational resources at home. In addition students can read any books at home, as well as magazines, newspaper and comic books in order to complete the reading graphic organizer.

iReady (online instruction in Math & Reading)
http://login.i-ready.com

Educational Games
www.abcya.com
www.starfall.com
www.fun4thebrain.com

Thank you for your support during this time!

Sincerely,

Ms. Rodriguez
Name: __________________________

Directions: Use the trick words in the box to complete the sentences.

out about our

1. Can you call me ______ the tank?
2. Have you met ______ pet cat?
3. They went ______ to the ranch.
4. I can not see ______ in the fog.
5. ________ truck is stuck!

Directions: Write each trick word from the box into the shape that it matches.
Directions: Read the words in the box. Copy each word into one of the groups.

plant  strap  spring  crab  spend
drag  stress  blimp  plan  grand
plump  stop  splat  hint  scrap

Words with one blend

Words with two blends

Three letter blends
Name: __________________________

Directions: Use the trick words in the box to complete the sentences.

any       many

1. There were so ____________ snacks!

2. I do not want ____________ of that.

3. He has ____________ tricks to do.

4. ____________ shapes have 4 sides.

5. Jeff got prizes but I did not get ____________.

Directions: Write each trick word from the box into the shape that it matches.
Name: ______________________

Directions: Read the word in the box. Tap out the sounds and write one sound on each card. Then draw a picture of the word.

chip  ch  i  p

raft

brush

stop

strap

trunk
Write the **am** and **an** words from page 42 in the correct columns.

<table>
<thead>
<tr>
<th>am</th>
<th>an</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Select letters from each box to make a real word. There may be several choices. Read the words.

z p ch r d

---am
---an

th h s y f

---am

---am

qu j b g w h

---am
---am

f c h v y r

---an
---an

m t q u g c

---an
---am

sh D b p z

---an
---an
Underline the baseword and circle the s. Read the baseword and then the entire word.

<table>
<thead>
<tr>
<th>ribs</th>
<th>tubs</th>
<th>pads</th>
</tr>
</thead>
<tbody>
<tr>
<td>rugs</td>
<td>wigs</td>
<td>pals</td>
</tr>
<tr>
<td>moths</td>
<td>bags</td>
<td>shops</td>
</tr>
<tr>
<td>ships</td>
<td>bells</td>
<td>hugs</td>
</tr>
<tr>
<td>caps</td>
<td>chips</td>
<td>fans</td>
</tr>
<tr>
<td>fins</td>
<td>sheds</td>
<td>kits</td>
</tr>
<tr>
<td>dogs</td>
<td>jobs</td>
<td>nuts</td>
</tr>
<tr>
<td>shells</td>
<td>cats</td>
<td>cans</td>
</tr>
<tr>
<td>naps</td>
<td>kids</td>
<td>lips</td>
</tr>
<tr>
<td>balls</td>
<td>jobs</td>
<td>logs</td>
</tr>
</tbody>
</table>
Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

<table>
<thead>
<tr>
<th>cats</th>
<th>rugs</th>
<th>chips</th>
<th>jugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>cots</td>
<td>dolls</td>
<td>shells</td>
<td>naps</td>
</tr>
</tbody>
</table>

1. Mom had the kids on ____________ for a nap.
2. Seth will get ____________ and dip for Jan.
3. Yes, the ____________ and dogs are pals!
4. The dog sheds on the ____________.
5. Dad fills the ____________ at the well.
7. The ____________ are red when they get wet.
<table>
<thead>
<tr>
<th>Word</th>
<th>Boxes</th>
<th>-s</th>
</tr>
</thead>
<tbody>
<tr>
<td>chills</td>
<td>[ ] [ ] [ ]</td>
<td>- s</td>
</tr>
<tr>
<td>cans</td>
<td>[ ] [ ]</td>
<td>- s</td>
</tr>
<tr>
<td>shops</td>
<td>[ ] [ ] [ ]</td>
<td>- s</td>
</tr>
<tr>
<td>ducks</td>
<td>[ ] [ ] [ ]</td>
<td>- s</td>
</tr>
<tr>
<td>paths</td>
<td>[ ] [ ] [ ]</td>
<td>- s</td>
</tr>
<tr>
<td>halls</td>
<td>[ ] [ ]</td>
<td>- s</td>
</tr>
<tr>
<td>rugs</td>
<td>[ ] [ ] [ ]</td>
<td>- s</td>
</tr>
<tr>
<td>cuffs</td>
<td>[ ] [ ] [ ]</td>
<td>- s</td>
</tr>
<tr>
<td>chips</td>
<td>[ ] [ ] [ ]</td>
<td>- s</td>
</tr>
<tr>
<td>fans</td>
<td>[ ] [ ]</td>
<td>- s</td>
</tr>
</tbody>
</table>
Super Sort!

Sort the words into the correct box based on their ending.

Word Bank

- bank
- honk
- hunk
- chunk
- sunk

- thanks
- bunk
- wink
- Hank
- sank

- bunk
- zonk
- bonk
- yank
- tank

- punk
- gunk
- funk
- lank
- rank
<table>
<thead>
<tr>
<th>Read it</th>
<th>Trace it</th>
<th>Write it</th>
<th>Write it</th>
</tr>
</thead>
<tbody>
<tr>
<td>about</td>
<td>about</td>
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<td>about</td>
<td></td>
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<td>about</td>
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<tr>
<td>about</td>
<td>about</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Color it.

about  about

1 = green  2 = blue  3 = red  4 = yellow  5 = pink

Write a sentence using the word and draw a picture to match your sentence.

__________________________
__________________________
__________________________
Fill in the missing blends.

___ og  ___ ab  ___ apes  ___ um

___ ock  ___ ag  ___ ar

Write 3 words that begin with the **cl** blend.

1  2  3

Color by Blend

<table>
<thead>
<tr>
<th>cr = blue</th>
<th>br = yellow</th>
<th>dr = red</th>
<th>gr = green</th>
</tr>
</thead>
<tbody>
<tr>
<td>crab</td>
<td>brush</td>
<td>grass</td>
<td>drum</td>
</tr>
<tr>
<td>brick</td>
<td>crop</td>
<td>drop</td>
<td>cross</td>
</tr>
<tr>
<td>drip</td>
<td>grab</td>
<td>grin</td>
<td>crack</td>
</tr>
</tbody>
</table>
Read it.

should should should

Trace it.

should should should

Write it.

__________________  __________________  __________________
__________________  __________________  __________________
__________________  __________________  __________________

Write a sentence using the word.

__________________  __________________  __________________
__________________  __________________  __________________
__________________  __________________  __________________
__________________  __________________  __________________
__________________  __________________  __________________
__________________  __________________  __________________
__________________  __________________  __________________

Draw a picture to match your sentence.
Sound out these real words. Add bonus letters to words that need them.

<table>
<thead>
<tr>
<th>dul</th>
<th>wish</th>
<th>cuf</th>
<th>led</th>
</tr>
</thead>
<tbody>
<tr>
<td>shel</td>
<td>rub</td>
<td>shut</td>
<td>mos</td>
</tr>
<tr>
<td>keg</td>
<td>fus</td>
<td>dil</td>
<td>pit</td>
</tr>
<tr>
<td>mis</td>
<td>sad</td>
<td>wil</td>
<td>moth</td>
</tr>
<tr>
<td>kis</td>
<td>mil</td>
<td>bath</td>
<td>puf</td>
</tr>
<tr>
<td>dig</td>
<td>tif</td>
<td>lid</td>
<td>ches</td>
</tr>
<tr>
<td>bil</td>
<td>hip</td>
<td>shag</td>
<td>gag</td>
</tr>
<tr>
<td>yap</td>
<td>pil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write the words with bonus letters on the lines below.
Read each sentence. Add bonus letters to the words that need them.

1. I bet Nell will pass in math.
2. Bev got a chill in the tub.
3. Jim will miss Liz.
4. Beth will fill the pot on the sill with sod.
5. The boss got a belt for the shop.

Rewrite each sentence correctly on the lines below. Read the sentence.

1. 
2. 
3. 
4. 
5. 
Sound out these real words. Add bonus letters to words that need them. Circle the words that contain the all sound.

<table>
<thead>
<tr>
<th>dil</th>
<th>mal</th>
<th>lob</th>
<th>nip</th>
</tr>
</thead>
<tbody>
<tr>
<td>huf</td>
<td>fal</td>
<td>that</td>
<td>mad</td>
</tr>
<tr>
<td>buf</td>
<td>hal</td>
<td>sat</td>
<td>lid</td>
</tr>
<tr>
<td>gap</td>
<td>wal</td>
<td>mis</td>
<td>bas</td>
</tr>
<tr>
<td>yap</td>
<td>ches</td>
<td>had</td>
<td>shut</td>
</tr>
<tr>
<td>cal</td>
<td>bag</td>
<td>tif</td>
<td>cob</td>
</tr>
<tr>
<td>rap</td>
<td>tal</td>
<td>rip</td>
<td>cuf</td>
</tr>
<tr>
<td>his</td>
<td>bal</td>
<td>sub</td>
<td>quil</td>
</tr>
<tr>
<td>thug</td>
<td>hug</td>
<td>mif</td>
<td>dul</td>
</tr>
<tr>
<td>mes</td>
<td>dock</td>
<td>shop</td>
<td>whip</td>
</tr>
<tr>
<td>mob</td>
<td>bel</td>
<td>kit</td>
<td>muf</td>
</tr>
</tbody>
</table>
Tap out sounds, blend into a word, cover the letters and write the word on the line.

<table>
<thead>
<tr>
<th>tan</th>
<th>pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>tiff</td>
<td>will</td>
</tr>
<tr>
<td>chill</td>
<td>chum</td>
</tr>
<tr>
<td>fan</td>
<td>shell</td>
</tr>
<tr>
<td>ball</td>
<td>cheese</td>
</tr>
<tr>
<td>sham</td>
<td>yam</td>
</tr>
<tr>
<td>huff</td>
<td>moss</td>
</tr>
<tr>
<td>ran</td>
<td>can</td>
</tr>
<tr>
<td>ban</td>
<td>fuss</td>
</tr>
<tr>
<td>lass</td>
<td>than</td>
</tr>
<tr>
<td>am</td>
<td>tell</td>
</tr>
<tr>
<td>dull</td>
<td>Pam</td>
</tr>
<tr>
<td>mess</td>
<td>bill</td>
</tr>
<tr>
<td>man</td>
<td>jam</td>
</tr>
<tr>
<td>ham</td>
<td>loss</td>
</tr>
</tbody>
</table>
Directions
Read this story. Then answer questions 25 through 27.

Theo is in a boat named “Fleet Felix” with Albert Einstein, a very famous scientist. Einstein speaks first.

The Day I Rescued Einstein’s Compass

by Shulamith Levey Oppenheim

1 “When I was five years old, I was quite ill. I had to stay in bed for many days. My father gave me this compass.” He peered at me. “You know what a compass is, of course?” I nodded. “Good.” He continued, “It was the first compass I had ever seen. There was the needle, under glass, all alone, pointing north no matter which way I turned the compass.”

2 I took a deep breath. “Because the needle is magnetic, and there is a magnet at the North Pole that attracts the needle.”

3 My sailing partner raised his bushy eyebrows. “Nearly correct. There are two magnetic poles, north and south. So far away. And there, on the palm of my hand, was my compass, always pointing north! For me, it was the greatest mystery I could imagine. And so I decided, then and there, that I would learn all about the forces in the universe that we cannot see. For I certainly could not…”

4 At that moment a large motorboat zoomed past us, stirring up the water into high waves. One of them hit Fleet Felix smack against the side, knocking the compass from the professor’s hand, right into the water!

5 He stared at his empty palm. “The compass, Theo. It is gone! Overboard?” Suddenly there was so much sadness in his eyes. “I should hate to lose it. And I cannot swim very well… and my eyesight is not good…” His voice trailed off, and he was looking far into space.

6 But I could swim! In a split second I dropped anchor into the water to keep the boat in place. I pulled off my life jacket. The waves had quieted down now. The compass would float. If I were lucky.
He sat very still. "The compass was my first mystery, and all my life I have worked to solve mysteries." He put the compass in his pocket—the one with the hole in it. "And I am not the most famous man alive, no matter what your dear father says. But you are surely the bravest and kindest boy I know."
What does paragraph 6 show about Theo's point of view? Use two details from the story to support your response.
<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
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</thead>
<tbody>
<tr>
<td>fish</td>
<td>zip</td>
<td>chap</td>
</tr>
<tr>
<td>can</td>
<td>sob</td>
<td>ban</td>
</tr>
<tr>
<td>Dan</td>
<td>web</td>
<td>shot</td>
</tr>
<tr>
<td>chum</td>
<td>pan</td>
<td>vim</td>
</tr>
<tr>
<td>wham</td>
<td>yak</td>
<td>am</td>
</tr>
<tr>
<td>rod</td>
<td>ham</td>
<td>quill</td>
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<td>fan</td>
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<td>man</td>
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<td>dash</td>
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<td>Pam</td>
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<td>moth</td>
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<td>fog</td>
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<td>bash</td>
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<td>gull</td>
<td>shun</td>
<td>dam</td>
</tr>
<tr>
<td>run</td>
<td>yam</td>
<td>jot</td>
</tr>
<tr>
<td>bet</td>
<td>Chad</td>
<td>sap</td>
</tr>
<tr>
<td>sham</td>
<td>pad</td>
<td>jut</td>
</tr>
</tbody>
</table>
Select letters from each box to make real words. Read the words.

<table>
<thead>
<tr>
<th>z p c h r d</th>
<th>th h s y f</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>am</td>
</tr>
<tr>
<td>__am</td>
<td>__am</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>qu j b g wh</th>
<th>f c h v y r</th>
</tr>
</thead>
<tbody>
<tr>
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<td>__an</td>
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<tr>
<td>__am</td>
<td>__an</td>
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<tr>
<td>__am</td>
<td>__an</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>m t q u g c</th>
<th>sh d b p z</th>
</tr>
</thead>
<tbody>
<tr>
<td>__an</td>
<td>__an</td>
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<tr>
<td>__an</td>
<td>__an</td>
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<tr>
<td>__an</td>
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</tbody>
</table>

Write the words above on the lines below.
Stunt actors dressed up as the stars in a movie do all the dangerous and difficult scenes. Movie scenes can be edited to cut out some parts and put others in. Film crews can take hours to shoot an action scene. The audience only sees a few exciting moments.

Circus artists perform spectacular stunts live, in front of an audience. If the stunt goes wrong, there is no chance to do it again.

**Life as a stunt performer**

Stunt actors lead a busy and energetic life. They must be fit and strong. Many start off in martial arts or gymnastics, where they learn to develop flexibility and fall safely.

Experienced stunt actors learn many extra skills such as horse riding, working with explosives, and scuba diving. Some become specialists in one skill, such as stunt driving.

Stunt actors work wherever movies or television shows are made. Hollywood is known as the movie capital of the world. Other places with busy movie or television studios include Vancouver in Canada, and Queensland in Australia. Stunt actors often work on location. This means filming in remote places such as deserts, jungles, and mountains. Stunt actors working on these jobs are away from home for weeks, or even months.

**Circus life**

Circus life is also busy and active. Performers need to be strong and agile. They need a good sense of balance and a head for heights. The circus is not a place for shy people; circus performers enjoy being the center of attention. Most circus acts are performed to music. The rhythm of the music gives the performers cues for each section of their act.

Many circuses travel from town to town. They stay for a week, and then move on. Circus performers are used to this traveling life. Many have no other home but the circus. They live in large caravans or trailers. Circus families often travel together, with the children learning to join their parents' act. Circus children don't usually go to school. They study by correspondence, or have a teacher who travels with the circus.
1 Which sentence from the article best explains why stunt performers are willing to do such a dangerous job?

A “For the stunt performers, this is the day’s work.” (paragraph 4)

B “But performers enjoy the thrill of their work and push themselves hard to do more spectacular stunts.” (paragraph 5)

C “They work hard to make it look as if someone else is doing the stunt.” (paragraph 7)

D “This means filming in remote places such as deserts, jungles, and mountains.” (paragraph 12)

2 Based on paragraphs 10 through 12, what must stunt actors do to train for their jobs?

A They must work to get their bodies ready for action and in good shape.

B They must live in far off places.

C They must learn to be either a gymnast or a martial artist.

D They must become specialists in horse riding, working with explosives, and scuba diving.

3 Based on the article, why do some stunt actors spend long periods of time away from home?

A They need to live in different parts of the world to be able to help the actors.

B They need to hike and climb in deserts, jungles, and mountains to help them stay in shape.

C They need to travel to the different places where movies and television shows are filmed.

D They need to go to different places to learn new skills from experts.

GO ON
Underline the baseword and circle the s. Write the baseword on the line. Read the entire word.

ribs _______ tubs _______ pads _______

rugs _______ wigs _______ pals _______

moths _______ bags _______ shops _______

ships _______ bells _______ hugs _______

caps _______ chips _______ fans _______

fins _______ sheds _______ kits _______

dogs _______ pills _______ nuts _______

shells _______ cats _______ subs _______

guns _______ kids _______ lips _______

balls _______ jobs _______ logs _______

puns _______ yams _______ pecks _______

robs _______ mobs _______ bins _______

lads _______ yells _______ whips _______

docks _______ nags _______ racks _______

quills _______ lacks _______ rigs _______
Read the words. Write s on the line if the s has the /s/ sound and z if it has the /z/ sound.

<table>
<thead>
<tr>
<th>word</th>
<th>sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>chips</td>
<td>/<em>/</em></td>
</tr>
<tr>
<td>pills</td>
<td>/<em>/</em></td>
</tr>
<tr>
<td>dots</td>
<td>/<em>/</em></td>
</tr>
<tr>
<td>guns</td>
<td>/<em>/</em></td>
</tr>
<tr>
<td>lips</td>
<td>/<em>/</em></td>
</tr>
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She held up the icy-blue stone. It twinkled in the sunlight from the window. “I would bet dollars to doughnuts this was one of Pug's stones. He collected unusual ones. That boy's pockets were so full of stones, sometimes his pants dragged. Pug would probably say this one looked like a heart.”

“But it does!” said Ali. “Don't you think so?”

Ms. Snoop's peered at the stone. “I guess you could say that,” she said. “Funny little guy. He drew pictures, too, like his mother. His father didn't approve much of his artistry. He had an older brother who was good in sports, if my memory serves me.”

“How nice that you remember all that,” said Ali. “Sometimes I forget that other families once lived on this street.”

“I used to love the old stories when I was your age,” said Ms. Snoop's. “I would pick up bits and pieces, do some digging, and fill in the holes myself, metaphorically speaking.”

“That's just what I like to do!” said Ali.

“That's what all writers do when they create stories. They steal, disguise, and make things up.”

“I'm actually planning on becoming an archaeologist, not a writer,” Ali said. Although she had to admit, sometimes making things up was a lot more fun than sticking to the facts.

“No reason you couldn't be both,” said Ms. Snoop's. “When I—”

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*marmalade* = a sweet jelly that contains pieces of fruit

*puts up* = stores for later use

*preserves* = a sweet food made of fruit cooked in sugar

*metaphorically* = comparing one thing to another to help explain something

*archaeologist* = a scientist who studies objects from the past to understand ancient peoples and how they lived
What does paragraph 3 reveal about Ms. Snoops?

A. She rarely gets great ideas.
B. She is an organized person.
C. She sometimes forgets things.
D. She wishes Ali were her daughter.

Which detail best reveals what Ali wants to be when she grows up?

A. Ali thinks of things starting with “M” to try to help Ms. Snoops remember.
B. Ali collects old objects to show to Ms. Snoops.
C. Ms. Snoops explains to Ali that making things up is what writers do.
D. Ms. Snoops thanks Ali for bringing her treasures.

According to the story, what does the phrase “fill in the holes myself” (paragraph 16) mean?

A. rely on memory to finish a true story
B. find evidence for the most likely explanation for a story
C. ask someone questions to figure out the whole story
D. create details to complete an unfinished story

GO ON
Read the real and nonsense words. Add s and read the word. Circle all the real words. Cross out the nonsense words.

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Write the real words on the lines below.
Read the sentences. Find and box all "welded" sounds with ng or nk letter combinations.

1. The King of the Nets can dunk the ball.
2. Hank had a ring for Beth.
3. That big bang was from the gong.
4. Bill got pink ink on the ping-pong balls.
5. I think that the kids have bunk beds.
6. Kim will long for that mink!
7. Ned had to get the junk from the shed.
8. The man will fill his lungs to sing the song.
9. Did Bess thank Dad for the chunk of fish?
10. I wish I had wings to get to the bank!
11. Did Dad wink at Pam when she hit the ball?
12. Hank had to get the map for Tom.
13. I will thank Ed for the mink.
14. Jim did not think of his job at all.
15. It is such a long jog up the hill.
Super Duper Lance

The main idea tells what a story or paragraph is mostly about. Details in a story provide the reader with information about the main idea and help the reader better understand the story.

Lance Armstrong is an awesome athlete! This American bicyclist won the Tour de France bicycle race in the summer of 1999. He went on to win it again in 2000, 2001, and 2002. What makes Armstrong’s accomplishment even more amazing is that he was battling cancer before competing in the 1999 Tour de France race.

In 1996, Armstrong was diagnosed with cancer. This challenging disease was advancing rapidly. He was given only a 50% chance to live. Armstrong was faced with serious operations. In 1997, Armstrong received great news—he had won the race against cancer! This incredible athlete went on to win four straight Tour de France races.

The Tour de France is the world’s premier cycling event. It takes its competitors all over France, even through the Alps and the Pyrenees Mountains. The course changes each year but is always over 2,000 miles long and always ends in Paris.

Circle the main idea for each paragraph.

1. Paragraph 1:
   a. Armstrong was the first American bicyclist to win the Tour de France.
   b. Armstrong is an accomplished bicyclist.
   c. Armstrong rides all over France in the summer.

2. Paragraph 2:
   a. Armstrong was the first American bicyclist to win the Tour de France.
   b. Armstrong had cancer in 1996.
   c. Armstrong won an important “health” race.

3. Paragraph 3:
   a. Riders in the Tour de France get to see all of France.
   b. Tour de France competitors must be very strong to ride through two mountainous regions.
   c. The impressive Tour de France runs all over France and ends in Paris.
Select the letter combination from each box to make real words. If both make a word, choose one.

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Foiled You!

Maria decided to have a Prank Party for her friends on April Fools’ Day. She invited five of her best friends to come over for the afternoon. Maria and her mom made some delicious “pranks” for her party. They made treats that looked like one food but tasted like another. For example, Maria and her mom made fried-egg sundaes. These sweet treats looked like a fried egg in a bowl, but they were really made of vanilla ice cream topped with marshmallow fluff and a round blob of yellow pudding.

Another treat looked like a thin-crust pizza with vegetables. However, it was really a tortilla with strawberry and apricot jam, a black licorice stick, a green fruit roll, white chocolate chips, and cashew halves. It was so easy to make that Maria’s little brother, Juan, even helped.

To make a “pizza,” Juan and Maria first stirred the two jams together. Then Maria spread the jam on a tortilla, being careful not to go all the way to the edge. Maria’s mom sliced the licorice stick to resemble black olives and the fruit roll to look like green pepper strips. The cashew halves looked like mushrooms.

Next, Maria melted the white chocolate chips at half power in the microwave for one-minute intervals. Juan stirred the chips after each minute to see if they were completely melted. (Maria’s mom made sure he had a dry spoon when he stirred because she said that water makes the chocolate lose its creaminess.) Once it was melted, Maria quickly spread the melted chocolate on the pizza. Then she and Juan topped the “pizza” with the “olives,” “peppers,” and “mushrooms.”

Maria’s friends loved the delicious pranks she had made. No one dared to play an April Fool’s trick on Maria since her pranks were so tasty and fun!

1. Number the steps in the order Maria and Juan made a Prank Pizza.
   - Juan and Maria topped the pizza.
   - Maria’s mom created “olives” and “green peppers.”
   - Maria melted the white chocolate chips.
   - Maria spread the jam on the tortillas.
   - Juan and Maria stirred the two jams together.
   - Juan stirred the chips with a dry spoon.
   - Maria spread the melted chocolate on the pizza.
On the Move

Sam and Danny cannot believe that they have to move away from Florida. Florida is so awesome! They can play outside all day long—every day. It is almost always warm and sunny, and all of their friends live there. What will they do without Brendan, Bailey, John, Alexis, and Brian? They will never have such great friends again. Never!

However, Sam and Danny are very excited for their dad. He has a great new job. The only problem is that the job is in New Hampshire. Danny was not even sure where this state was located. After learning that it is way up north near Canada, both boys did get a little excited about playing in the snow. Danny has always wanted to learn to ski, and Sam thinks playing ice hockey sounds like fun.

Sam and Danny also like the location of New Hampshire. It is between Maine and Vermont and not far from Boston, Massachusetts. Quebec, Canada, borders this state on the north. Neither of the boys has ever visited this part of the country, so they are now looking forward to exploring a new area. If only their friends could come with them! Their parents have promised that they can visit their old friends over spring break and even go to Disney World. The boys think that moving to New Hampshire will not be so bad after all.

1. How do Sam and Danny feel about Florida?

2. Circle how Sam and Danny feel about leaving their friends.
   - They are sad.
   - They do not know what they will do without their good friends.
   - They know they will make a lot of new friends.

3. Circle how the boys feel about moving to New Hampshire.
   - They think it sounds like a fun, interesting part of the country.
   - They are excited about visiting their old friends on spring break.
   - They are disappointed that it is next to Vermont.

4. On the map above, label New Hampshire and the country and states that border it.
Directions
Read this article. Then answer questions 28 and 29.

Meet Hannah Wynne: Teen Storyteller

by Kathiann M. Kowalski

1 Like most kids, Hannah Wynne has always loved hearing stories. But Hannah doesn’t just listen. At age 18, Hannah is already a professional storyteller.

2 As a little girl, Hannah told stories to family members in Valley City, Ohio. Later, she shared stories with friends during school recess. “I loved giving oral book reports,” adds Hannah. Often Hannah dressed as a book character to tell her books’ stories to the class.

3 When Hannah was 15, a professional storyteller named Janelle Reardon performed at a cousin’s birthday party. Hannah knew then that she wanted to become a storyteller, too. Soon afterward, Janelle began coaching Hannah. Then Hannah began performing.

4 “All my stories right now are personal stories,” says Hannah. “Most of them are funny.” Most of Hannah’s stories are about eight minutes long. And most come from things that happened when Hannah was around 6 years old. But the stories aren’t just memories, she says. “Our lives aren’t like movies or books. We’re not moving toward one goal.”

5 Instead, starting with real events, Hannah makes up stories with a beginning, middle, and end. Even her funny stories often have a lesson. In “The Revenge of Dr. Seuss,” young Hannah wanted to hear Fox in Socks over and over. But her mom was tired of that book. She had already read it many times for Hannah’s older brother and sisters.

6 Hannah told that story at the National Youth Storytelling Showcase in Pigeon Forge, Tennessee, in 2007. With it, she won the title of High School Division Torchbearer. Hannah also met other young storytellers from
How do paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller”? Use two details from the article to support your response.
Directions
Read this story. Then answer questions 25 through 27.

Theo is in a boat named “Fleet Felix” with Albert Einstein, a very famous scientist. Einstein speaks first.

The Day I Rescued Einstein’s Compass

by Shulamith Levey Oppenheim

1 “When I was five years old, I was quite ill. I had to stay in bed for many days. My father gave me this compass.” He peered at me. “You know what a compass is, of course?” I nodded. “Good.” He continued, “It was the first compass I had ever seen. There was the needle, under glass, all alone, pointing north no matter which way I turned the compass.”

2 I took a deep breath. “Because the needle is magnetic, and there is a magnet at the North Pole that attracts the needle.”

3 My sailing partner raised his bushy eyebrows. “Nearly correct. There are two magnetic poles, north and south. So far away. And there, on the palm of my hand, was my compass, always pointing north! For me, it was the greatest mystery I could imagine. And so I decided, then and there, that I would learn all about the forces in the universe that we cannot see. For I certainly could not . . .”

4 At that moment a large motorboat zoomed past us, stirring up the water into high waves. One of them hit Fleet Felix smack against the side, knocking the compass from the professor’s hand, right into the water!

5 He stared at his empty palm. “The compass, Theo. It is gone! Overboard?” Suddenly there was so much sadness in his eyes. “I should hate to lose it. And I cannot swim very well . . . and my eyesight is not good . . .” His voice trailed off, and he was looking far into space.

6 But I could swim! In a split second I dropped anchor into the water to keep the boat in place. I pulled off my life jacket. The waves had quieted down now. The compass would float. If I were lucky.
He sat very still. "The compass was my first mystery, and all my life I have worked to solve mysteries." He put the compass in his pocket—the one with the hole in it. "And I am not the most famous man alive, no matter what your dear father says. But you are surely the bravest and kindest boy I know."
What does paragraph 6 show about Theo's point of view? Use two details from the story to support your response.
Do the "Sentence Correction" Activity

Have your child add capitalization and punctuation. Also have him or her circle the /oi/ sound as in "boll" or "toy."

1 put this in tinfoil and toss it on the grill
2 can you point out the blends in that word
3 the water is starting to boil
4 the soil must be kept moist
5 was the party for kevin noisy

Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.
Do the "Pick the Right Vowel Team" Activity

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

**oi or oy**

| t___ | enj___ment |
| sirl___n | l___al |
| destr___ | p___nt |

**oi or oy**

| t___let | p___son |
| ch___ce | br___ler |
| cordur___ | paperb___ |

Have your child write the words from above on the lines below. Read the words.

**oi words**

________________________
________________________
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________________________

**oy words**

________________________
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Super Duper Lance

The main idea tells what a story or paragraph is mostly about. Details in a story provide the reader with information about the main idea and help the reader better understand the story.

Lance Armstrong is an awesome athlete! This American bicyclist won the Tour de France bicycle race in the summer of 1999. He went on to win it again in 2000, 2001, and 2002. What makes Armstrong’s accomplishment even more amazing is that he was battling cancer before competing in the 1999 Tour de France race.

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Circle the main idea for each paragraph.

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   b. Armstrong is an accomplished bicyclist.
   c. Armstrong rides all over France in the summer.

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   a. Riders in the Tour de France get to see all of France.
   b. Tour de France competitors must be very strong to ride through two mountainous regions.
   c. The impressive Tour de France runs all over France and ends in Paris.
**Vocabulary**

**Synonyms**
Read the underlined word in each phrase. Mark the word below it that has the same (or close to the same) meaning.

**Sample:**
- argue loudly
  - A. agree
  - B. fight

1. current event
   - A. funny
   - B. article

2. sharp fang
   - A. tooth
   - B. knife

3. solid foundation
   - A. rock
   - B. base

4. eerie sound
   - A. loud
   - B. spooky

5. stroll downtown
   - A. appear
   - B. drive

6. false statement
   - A. loud
   - B. whispered

7. blend in
   - A. fill
   - B. mix

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**Antonyms**
Read the underlined word in each phrase. Mark the word below it that means the opposite or nearly the opposite.

**Sample:**
- latch the door
  - A. unlock
  - B. slam

1. sturdy table
   - A. strong
   - B. dining

2. descend the staircase
   - A. go down
   - B. sweep

3. nasty person
   - A. pleasant
   - B. mean

4. widen the path
   - A. enlarge
   - B. trail

5. hero’s bravery
   - A. courage
   - B. cowardice

6. assist others
   - A. help
   - B. talk to

7. brief recess
   - A. fun
   - B. boring
Do the "Sentence Correction" Activity

Tell your child that the bold words in the sentences below are spelled incorrectly. Have him or her proofread the sentence, adding punctuation and capitalization, and write the corrected word on the line.

1. Joan went fishing in the sail **bote**
2. Did the **coech** think it was a **gole**
3. I like to **flote** on a raft in the river
4. Get **charcole** to have a barbecue
5. Will Sue come visit on **tuesda**

Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.
Many motion pictures have exciting and thrilling action scenes. The people who perform in these scenes are called stunt performers. They often stand in for the movie stars when the risk of injury is greater.

Excerpt from *Stunt Performers*
by Tony Hyland

1. Do you want to be a stunt performer?
2. Could you be a stunt performer, performing spectacular stunts in front of an audience or movie camera?
3. Stunt performers perform aerial acrobatics in circuses or dangerous stunts for the movies. Circus performers can swing on the flying trapeze high above the audience. Stunt actors can crash speeding cars in movie stunts.
4. We all love watching exciting stunts. Most people will enjoy the show and go home. For the stunt performers, this is the day’s work. They’ll be back doing more spectacular stunts the following day.
5. Stunt work is an extreme job. The training is hard and the stunts can be dangerous. But performers enjoy the thrill of their work and push themselves hard to do more spectacular stunts.
6. Perhaps you could be a stunt performer one day.

**Stunt actor or circus performer?**

7. Stunt actors work in movies and television shows. They work hard to make it look as if someone else is doing the stunt. Circus performers work just as hard to be the stars of the show.
Risks and dangers

15 Stunt performers of all types know that their jobs are risky. They don’t let the risks stop them. Their skills and training usually keep them safe. Some of the risks for stunt performers are:

16 Falls Stunt performers are used to falls, and know how to land safely. But a fall from the highwire or trapeze can be deadly.

17 Sports injuries Stunt performers are hard on their bodies. They often suffer exactly the same sprains and knee damage that sports stars do.

18 Fire and explosions Movie fires and explosions are spectacular, but if something goes wrong, stunt actors can be badly hurt.

19 Accidents A slight miscalculation, or a piece of damaged equipment, can cause a bad accident. That’s why performers practice their stunts and check their equipment closely.

20 Bad weather Wind and rain on a movie set can create unexpected hazards for stunt actors.
4 Based on the article, music helps circus performers by

A calming their fears when they are in front of an audience
B reminding them of home when they are performing in new places
C letting them know when to begin and end parts of their shows
D allowing them to relax during difficult stunts

5 How do paragraphs 15 through 19 support the author's main points?

A They show that stunt performing has too many dangers.
B They give details about how stunt performers train their bodies.
C They show how stunt performing is something everyone can do.
D They give details about the types of danger stunt performers face.

6 Which paragraph best supports a main idea of the article?

A paragraph 7
B paragraph 10
C paragraph 13
D paragraph 19
Ms. Snoopes placed the disk, the nails, and the sock in a separate pile. "These are common household items," she said. She picked up the scratched metal disk. "This is part of a glass preserve jar. Everyone put up fruits and vegetables in the old days. And if they were lucky to have orange trees in their yards, they made marmalade. I may be the only one around who still puts up her own preserves, however." She tapped on the iron nail. "A nail is just a nail. And the sock probably fell from an old-fashioned clothesline on a windy day. No particular memories come to mind about these articles. Hmmm ... But this is interesting."

She held up the icy-blue stone. It twinkled in the sunlight from the window. "I would bet dollars to doughnuts this was one of Pug's stones. He collected unusual ones. That boy's pockets were so full of stones, sometimes his pants dragged. Pug would probably say this one looked like a heart."

"But it does!" said Ali. "Don't you think so?"

Ms. Snoopes peered at the stone. "I guess you could say that," she said. "Funny little guy. He drew pictures, too, like his mother. His father didn't approve much of his artistry. He had an older brother who was good in sports, if my memory serves me."

"How nice that you remember all that," said Ali. "Sometimes I forget that other families once lived on this street."

"I used to love the old stories when I was your age," said Ms. Snoopes. "I would pick up bits and pieces, do some digging, and fill in the holes myself, metaphorically speaking."

"That's just what I like to do!" said Ali.

"That's what all writers do when they create stories. They steal, disguise, and make things up."

"I'm actually planning on becoming an archaeologist, not a writer," Ali said. Although she had to admit, sometimes making things up was a lot more fun than sticking to the facts.

"No reason you couldn't be both," said Ms. Snoopes. "When I—"
19 What does paragraph 3 reveal about Ms. Snoops?

A  She rarely gets great ideas.
B  She is an organized person.
C  She sometimes forgets things.
D  She wishes Ali were her daughter.

20 Which detail best reveals what Ali wants to be when she grows up?

A  Ali thinks of things starting with “M” to try to help Ms. Snoops remember.
B  Ali collects old objects to show to Ms. Snoops.
C  Ms. Snoops explains to Ali that making things up is what writers do.
D  Ms. Snoops thanks Ali for bringing her treasures.

21 According to the story, what does the phrase “fill in the holes myself” (paragraph 16) mean?

A  rely on memory to finish a true story
B  find evidence for the most likely explanation for a story
C  ask someone questions to figure out the whole story
D  create details to complete an unfinished story
Fooled You!

Maria decided to have a Prank Party for her friends on April Fools’ Day. She invited five of her best friends to come over for the afternoon. Maria and her mom made some delicious “pranks” for her party. They made treats that looked like one food but tasted like another. For example, Maria and her mom made fried-egg sundaes. These sweet treats looked like a fried egg in a bowl, but they were really made of vanilla ice cream topped with marshmallow fluff and a round blob of yellow pudding.

Another treat looked like a thin-crust pizza with vegetables. However, it was really a tortilla with strawberry and apricot jam, a black licorice stick, a green fruit roll, white chocolate chips, and cashew halves. It was so easy to make that Maria’s little brother, Juan, even helped.

To make a “pizza,” Juan and Maria first stirred the two jams together. Then Maria spread the jam on a tortilla, being careful not to go all the way to the edge. Maria’s mom sliced the licorice stick to resemble black olives and the fruit roll to look like green pepper strips. The cashew halves looked like mushrooms.

Next, Maria melted the white chocolate chips at half power in the microwave for one-minute intervals. Juan stirred the chips after each minute to see if they were completely melted. (Maria’s mom made sure he had a dry spoon when he stirred because she said that water makes the chocolate lose its creaminess.) Once it was melted, Maria quickly spread the melted chocolate on the pizza. Then she and Juan topped the “pizza” with the “olives,” “peppers,” and “mushrooms.”

Maria’s friends loved the delicious pranks she had made. No one dared to play an April Fool’s trick on Maria since her pranks were so tasty and fun!

1. Number the steps in the order Maria and Juan made a Prank Pizza.
   
   __ Juan and Maria topped the pizza.
   __ Maria’s mom created “olives” and “green peppers.”
   __ Maria melted the white chocolate chips.
   __ Maria spread the jam on the tortillas.
   __ Juan and Maria stirred the two jams together.
   __ Juan stirred the chips with a dry spoon.
   __ Maria spread the melted chocolate on the pizza.
D. All week long, I looked forward to finishing my book. The book was called The Secret of the Hidden Cave. It was a mystery, my favorite kind. Because I was busy with homework, I knew I wouldn't get the opportunity to finish it until Friday. Anyway, thinking about the story gave me something to look forward to. It was the most exciting book I had ever encountered. When Friday came, I sat down on the couch and began to read. Each new page was better than the one before. What would the explorers find at the bottom of the cave? This question was driving me crazy! Finally, I got to the next-to-last page. I was about to learn the secret! When I turned the page, I was shocked. The last page was missing!

"It's not fair," I yelled. Then I heard a giggle. Looking into the next room, I saw my little sister. She was running away with something in her hand.

1. What is the best title for this story?
   - A. "The Mystery of the Missing Page"
   - B. "Why I Read Books"
   - C. "Too Much Homework"
   - D. "The Story of Famous Explorers"

2. In this story, the word encountered means
   - A. borrowed
   - B. returned
   - C. finished
   - D. came across.

3. What can you guess from this story?
   - A. Mystery books are always missing a page.
   - B. The explorers found a skeleton in the cave.
   - C. The explorers didn't find anything in the cave.
   - D. The reader's sister tore out the last page.

E. August, 1999, was a sad month for the Russian space program. After 13 ½ years, it finally abandoned the space station Mir. The Mir had been in space since 1986. For years, it was the pride of the Russian program. Lately, however, the space station had been the scene of many accidents. Three occurred within a single year. First, a fire broke out on board. The crew of the Mir almost had to leave the space station. Then, a cargo ship crashed into the side of the space station. The crash caused major damage to the Mir's solar panels. Finally, a computer breakdown nearly caused disaster.

In the end, none of these accidents caused the shutdown. The Mir was left behind because it was simply too old. The equipment was getting creaky. If astronauts stayed there, they would probably be risking their lives. The Mir had lasted far longer than expected. When it was built, the space station was supposed to last only five years.

1. Which of these is an opinion?
   - A. A cargo ship crashed into the space station.
   - B. The Mir had been in space since 1986.
   - C. August, 1999, was a sad month for the Russian space program.
   - D. A fire broke out on board.

2. What is the best title for this story?
   - A. "Lost in Space"
   - B. "A Safe Journey"
   - C. "The End of the Mir"
   - D. "All About Russia's Space Program"

3. The Mir closed down because
   - A. It was more than five years old.
   - B. The equipment was too old to be safe.
   - C. A computer broke down.
   - D. The astronaut's had been in space since 1986.
Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the syllables.

flower  

foul    loud

tower   south

now     found

frown   couch

clown   sound

count   lousy

scout   owl

ouch    shout

cloud   gown
**Do the "Sentence Correction" Activity**

Have your child proofread the sentence and add capitalization and punctuation. Also, have him or her circle the /ou/ sound.

1. mom picked up some baby powder at the store
2. do you like the sound of birds chirping
3. dad likes to take a nap on the couch
4. the king lost his crown
5. are they expecting rain showers on sunday

Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.

1. 
2. 
Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the syllable.

drew  blue

cue  hoop

soup  trout

round  group

argue  true

chew  due

hoop  pouch

drool  stew

shoot  snout

igloo  new
Directions
Read this article. Then answer questions 28 and 29.

Meet Hannah Wynne: Teen Storyteller

by Kathiann M. Kowalski

1. Like most kids, Hannah Wynne has always loved hearing stories. But Hannah doesn’t just listen. At age 18, Hannah is already a professional storyteller.

2. As a little girl, Hannah told stories to family members in Valley City, Ohio. Later, she shared stories with friends during school recess. “I loved giving oral book reports,” adds Hannah. Often Hannah dressed as a book character to tell her books’ stories to the class.

3. When Hannah was 15, a professional storyteller named Jannelle Reardon performed at a cousin’s birthday party. Hannah knew then that she wanted to become a storyteller, too. Soon afterward, Jannelle began coaching Hannah. Then Hannah began performing.

4. “All my stories right now are personal stories,” says Hannah. “Most of them are funny.” Most of Hannah’s stories are about eight minutes long. And most come from things that happened when Hannah was around 6 years old. But the stories aren’t just memories, she says. “Our lives aren’t like movies or books. We’re not moving toward one goal.”

5. Instead, starting with real events, Hannah makes up stories with a beginning, middle, and end. Even her funny stories often have a lesson. In “The Revenge of Dr. Seuss,” young Hannah wanted to hear Fox in Socks over and over. But her mom was tired of that book. She had already read it many times for Hannah’s older brother and sisters.

6. Hannah told that story at the National Youth Storytelling Showcase in Pigeon Forge, Tennessee, in 2007. With it, she won the title of High School Division Torchbearer. Hannah also met other young storytellers from
How do paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller”? Use two details from the article to support your response.
Directions
Read this article. Then answer questions 30 and 31.

Reaching for the Top

by Kassandra Radomski

1 For the past six years, Jordan Romero has been chasing a dream. That
dream has taken him to the top of the world’s highest mountains. The
dream came true when the California teenager stepped onto the peak of
Mount Vinson Massif in Antarctica.

2 On that day—December 24, 2011—Jordan became the youngest person
to have climbed the tallest mountain on each of the seven continents.
These mountains are known as the “seven summits.” (A summit or peak is
the highest point of a mountain.)

3 It all began when Jordan was 9 years old. He became fascinated by a
school mural that showed the seven summits. Jordan had never climbed a
mountain before. But he told his dad that he wanted to climb them ALL!

4 His dad, an experienced mountaineer, was very supportive. In fact,
Jordan’s dad and stepmom trained him in top-level mountaineering and
climbed every mountain with him. As part of “Team Jordan,” they also
became the first family to climb the seven summits together.

5 Training to climb the highest mountains in the world involves a lot of
hard work. But Jordan has always been very physically active—it’s just the
way he lives. Still, there were times when he thought, “Yeah, I want to be
done.”

6 But he refused to give up. When others thought he was too young to
climb Mount Everest, the world’s highest mountain, he just became more
determined. He recalls thinking at the time, “All you naysayers, I’ll show
you.” He sure did. When he was 13, he became the youngest person to scale
Mount Everest.
In paragraph 6 of the article, what does Jordan mean when he says “All you naysayers, I’ll show you”? Use two details from the article to support your response.
Planning Page

You may PLAN your writing for question 31 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 17 and 18.
D. More than 40 fish produce electricity. The most dangerous is the electric eel, a long slimy fish that lives in South America. This snakelike fish gives off electric signals to “see” in the dark water where it lives. These signals bounce off underwater objects and help the eel find fish and frogs to eat.

Once the electric eel locates its prey, it fills the water with an electric shock. The organs that produce electricity are in the eel’s tail. The shock stuns or kills any small animals in the area around the eel. The electric charge is so strong it could also stun a person or knock over a full-grown horse!

1. The electric eel looks like a
   ○ A. snake.
   ○ B. fish.
   ○ C. turtle.
   ○ D. bird.

2. The author wrote this story to
   ○ A. tell about different kinds of eels.
   ○ B. tell about electric eels.
   ○ C. ask people to protect fish.
   ○ D. explain electricity.

3. In this story, the word locates means
   ○ A. swims.
   ○ B. eats.
   ○ C. slides.
   ○ D. finds.

E. Popcorn is one of the oldest American snack foods. By the time European explorers arrived here in the 1400s, Native Americans were already growing about 700 types of corn. They used popcorn for both food and decoration. Some tribes used it in their headdresses and necklaces.

These early popcorn lovers couldn’t plug in the electric popper or zap the popcorn in the microwave. Instead, they popped the kernels in clay pots over an open fire. Some kinds of popcorn were even popped right on the cob.

English colonists got a taste of popcorn at the first Thanksgiving feast in 1621. A Native American named Quadequina brought a deerskin bag filled with popcorn to the dinner. It was a hit!

2. Which happened first?
   ○ A. Colonists ate popcorn.
   ○ B. Electric-poppers were invented.
   ○ C. Movie theaters served popcorn.
   ○ D. Native Americans grew corn.

3. Popcorn has been used for
   ○ A. sewing.
   ○ B. making paint.
   ○ C. heating homes.
   ○ D. making jewelry.

4. This story would probably go on to talk about
   ○ A. how microwaves work.
   ○ B. the popularity of popcorn today.
   ○ C. Native American customs.
   ○ D. snacks of the world.

L. What is the best title for this story?
   ○ A. “The History of Popcorn”
   ○ B. “Native Americans”
   ○ C. “The First Thanksgiving”
   ○ D. “Snack Foods”
Math
GRADE 3

ROOM 312

Greenburgh Graham UFSD
Banana Sums

Write the sum of the doubles fact. Then write the sum that is 1 more.

1 + 1 = 2

1 + 2 = 3

2 + 2 = ____

2 + 3 = ____

3 + 3 = ____

3 + 4 = ____

4 + 4 = ____

4 + 5 = ____

5 + 5 = ____

5 + 6 = ____
Think Doubles Plus One

Write the doubles fact that will help you with the near doubles fact.

4 + 5 is the same as $\underline{4} + \underline{4} + 1$.

\[
\underline{8} + 1 = \underline{9}
\]

So, $4 + 5 = 9$

3 + 4 is the same as $\underline{3} + \underline{3} + 1$.

\[
\underline{6} + 1 = \underline{7}
\]

So, $3 + 4 = 7$

6 + 7 is the same as $\underline{6} + \underline{6} + 1$.

\[
\underline{12} + 1 = \underline{13}
\]

So, $6 + 7 = 13$

7 + 8 is the same as $\underline{7} + \underline{7} + 1$.

\[
\underline{14} + 1 = \underline{15}
\]

So, $7 + 8 = 15$

5 + 6 is the same as $\underline{5} + \underline{5} + 1$.

\[
\underline{10} + 1 = \underline{11}
\]

So, $5 + 6 = 11$

8 + 9 is the same as $\underline{8} + \underline{8} + 1$.

\[
\underline{16} + 1 = \underline{17}
\]

So, $8 + 9 = 17$
Doubles Plus One

Write the sums of the doubles facts and the near doubles facts.

\[
\begin{align*}
3 + 3 &= 6 & 3 + 4 &= 7 \\
1 + 1 &= \_\_ & 1 + 2 &= \_\_ \\
0 + 0 &= \_\_ & 0 + 1 &= \_\_ \\
4 + 4 &= \_\_ & 4 + 5 &= \_\_ \\
8 + 8 &= \_\_ & 8 + 9 &= \_\_ \\
6 + 6 &= \_\_ & 6 + 7 &= \_\_ \\
2 + 2 &= \_\_ & 2 + 3 &= \_\_ \\
5 + 5 &= \_\_ & 5 + 6 &= \_\_ \\
7 + 7 &= \_\_ & 7 + 8 &= \_\_ \\
9 + 9 &= \_\_ & 9 + 10 &= \_\_ \\
\end{align*}
\]

You can use a doubles fact to find a sum that is 1 more.

\[
\begin{align*}
2 \quad + 3 &= \_\_ \\
3 \quad + 4 &= \_\_ \\
6 \quad + 7 &= \_\_ \\
4 \quad + 5 &= \_\_ \\
5 \quad + 6 &= \_\_ \\
7 \quad + 8 &= \_\_ \\
9 \quad + 10 &= \_\_ \\
8 \quad + 9 &= \_\_ \\
\end{align*}
\]
Egg-cellent Math

Write the sum of the doubles fact on the left. Then on the right, cross out 1 egg and write the sum that is 1 less.

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<thead>
<tr>
<th>1 + 1 = 2</th>
<th>1 + 0 = 1</th>
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<tr>
<td>5 + 5 =</td>
<td>5 + 4 =</td>
</tr>
</tbody>
</table>

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Think Doubles Minus One

Write the doubles fact that will help you with the near doubles fact.

6 + 5 is the same as 6 + 6 - 1.
\[ 12 - 1 = 11 \]
So, 6 + 5 = 11

4 + 3 is the same as ____ + ____ - 1.
\[ ____ - 1 = ____ \]
So, 4 + 3 = ____

5 + 4 is the same as ____ + ____ - 1.
\[ ____ - 1 = ____ \]
So, 5 + 4 = ____

7 + 6 is the same as ____ + ____ - 1.
\[ ____ - 1 = ____ \]
So, 7 + 6 = ____

9 + 8 is the same as ____ + ____ - 1.
\[ ____ - 1 = ____ \]
So, 9 + 8 = ____

8 + 7 is the same as ____ + ____ - 1.
\[ ____ - 1 = ____ \]
So, 8 + 7 = ____
Doubles Minus One

Write the sums of the doubles facts and the near doubles facts.

\[
\begin{align*}
3 + 3 &= \underline{6} & 3 + 2 &= \underline{5} \\
1 + 1 &= \underline{2} & 1 + 0 &= \underline{1} \\
2 + 2 &= \underline{4} & 2 + 1 &= \underline{3} \\
4 + 4 &= \underline{8} & 4 + 3 &= \underline{7} \\
8 + 8 &= \underline{16} & 8 + 7 &= \underline{15} \\
9 + 9 &= \underline{18} & 9 + 8 &= \underline{17} \\
5 + 5 &= \underline{10} & 5 + 4 &= \underline{9} \\
6 + 6 &= \underline{12} & 6 + 5 &= \underline{11} \\
7 + 7 &= \underline{14} & 7 + 6 &= \underline{13} \\
10 + 10 &= \underline{20} & 10 + 9 &= \underline{19}
\end{align*}
\]

You can use a doubles fact to find a sum that is 1 less.

\[
\begin{align*}
4 + 3 &= \underline{7} & 5 + 4 &= \underline{9} \\
3 + 2 &= \underline{5} & 7 + 6 &= \underline{13}
\end{align*}
\]

\[
\begin{align*}
6 + 5 &= \underline{11} & 9 + 8 &= \underline{17} \\
10 + 9 &= \underline{19} & 8 + 7 &= \underline{15}
\end{align*}
\]
Doubles Plus One, Minus One

Use the sums of doubles to find sums that are 1 more or 1 less.

| 1 + 1 = ____ | 2 + 2 = ____ | 3 + 3 = ____ |
| 1 + 2 = ____ | 2 + 3 = ____ | 3 + 4 = ____ |
| 1 + 0 = ____ | 2 + 1 = ____ | 3 + 2 = ____ |
| 4 + 4 = ____ | 5 + 5 = ____ | 6 + 6 = ____ |
| 4 + 5 = ____ | 5 + 6 = ____ | 6 + 7 = ____ |
| 4 + 3 = ____ | 5 + 4 = ____ | 6 + 5 = ____ |
| 7 + 7 = ____ | 8 + 8 = ____ | 9 + 9 = ____ |
| 7 + 8 = ____ | 8 + 9 = ____ | 9 + 10 = ____ |
| 7 + 6 = ____ | 8 + 7 = ____ | 9 + 8 = ____ |
| 3 + 4 = ____ | 5 + 6 = ____ | 4 + 5 = ____ | 8 + 9 = ____ |
| 7 + 6 = ____ | 9 + 8 = ____ | 7 + 8 = ____ | 6 + 7 = ____ |

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You Can Do It!

Write the sums.

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# Doubles Plus One

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Before and After Numbers
Write the numbers that come before and after.

22
15
20
17
23
18
12

11
19
27
21
16
25
29
Worksheet 3

BEFORE, AFTER, BETWEEN

Write the number that comes between.

1 _____ 3  
3 _____ 5  
5 _____ 7  
7 _____ 9  

Write the number that comes after.

6 _____ 1 ____ 9 ____
7 _____ 3 ____ 8 ____

Write the number that comes before.

____ 2  ____ 5  ____ 8
____ 4  ____ 7  ____ 10

1 2 3 4 5 6 7 8 9 10

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Before and After Numbers

Write the numbers that come before and after.

- Before and after 7, write 6 and 8.
- Before and after 8, write 5 and 9.
- Before and after 5, write 4 and 6.
- Before and after 3, write 2 and 4.
- Before and after 7, write 6 and 9.
- Before and after 2, write 1 and 3.
1. Write the number that comes before.

2. Write the number that comes after.

3. Write the number that comes between.
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</table>
Math
GRADE 3

- Emmanuel
- Jake
- Laila
- Delilah
- Raishaun
- Wyatt
- Roderick
- Dominick
- Micah

ROOM 312
Greenburgh Graham UFSD
Understand the Identity and Zero Properties of Multiplication

When you multiply a number and 1, the product is that number.

When you multiply a number and 0, the product is 0.

Tia has a box. She puts 5 crayons in the box. How many crayons are in the box?

Use the Identity Property of Multiplication.
The product of any number and 1 is that number.

1 × 5 = 5 There are 5 crayons in the box.

Tia puts 0 pencils in the box. How many pencils are in the box?

Use the Zero Property of Multiplication.
The product of 0 and any number is 0.

1 × 0 = 0 There are 0 pencils in the box.

Complete to find the product.

1 0 × 3 = 
   0 groups of 3
   0 × 3 = 

2 1 × 8 = 
   1 × 8 = 

Find the product.

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

Understand the Identity and Zero Properties of Multiplication

1. **Model with Mathematics** Rex has 6 cartons. Each carton has 0 eggs. How many eggs are in the cartons?
   - Draw to show equal groups.
   - Write a multiplication equation.
   - How many eggs are in the cartons?

Complete the equation. Solve.

2. Ji makes a vase of flowers. She puts 10 flowers in the vase. How many flowers are there?
   \[ \_ \times \_ = \_ \]
   There are ____ flowers in the vase.

3. Each carton has 0 bottles of juice. There are 5 cartons. How many bottles of juice are in the cartons?
   \[ \_ \times \_ = \_ \]
   There are ____ bottles of juice.

Find the product.

4. \[ 0 \times 7 = \_ \]
5. \[ 1 \times 9 = \_ \]
6. \[ \_ \_ \_ = 6 \times 1 \]

7. **Open Ended** Write a word problem that can be solved using the equation \( 0 \times 4 = 0 \). Then solve.
Exit Ticket

Complete the equations. Solve.

A parking lot has 5 rows. There are 8 cars in each row. How many cars are there in the parking lot?

\[ 5 \times 8 = 5 \times (\_ + \_ ) \]

\[ 5 \times 8 = (5 \times \_ ) + (5 \times \_ ) \]

\[ 5 \times 8 = \_ + \_ \]

\[ 5 \times 8 = \_ ; \text{ There are } \_ \text{ cars.} \]
Understand the Distributive Property

You can use an array to model multiplication. Then you can break apart the array into smaller arrays to model facts you know to help find the product.

Find the product $3 \times 9$.

Make an array of 3 rows with 9 squares in each row.

Break apart the array to model 9 as $5 + 4$.

$3 \times 9 = (3 \times 5) + (3 \times 4)$

$= 15 + 12$

$= 27$

$3 \times 9 = 27$

Use the array to complete the equations to show the Distributive Property.

1.

$3 \times 8 = \boxed{}$

$3 \times 8 = 3 \times (\boxed{} + \boxed{})$

$3 \times 8 = (3 \times \boxed{}) + (3 \times \boxed{})$

$3 \times 8 = \boxed{} + \boxed{}$

$3 \times 8 = \boxed{}$

2.

$4 \times 7 = \boxed{}$

$4 \times 7 = 4 \times (\boxed{} + \boxed{})$

$4 \times 7 = (4 \times \boxed{}) + (4 \times \boxed{})$

$4 \times 7 = \boxed{} + \boxed{}$

$4 \times 7 = \boxed{}$
Understand the Distributive Property

1. Use Structure  Ira is making a window frame with square windowpanes. He arranges the panes in 4 rows of 6. How many windowpanes are in the arrangement?

2. There are 6 rows of windows on the front of a building. There are 9 windows in each row. How many windows are on the front of the building?

Use the array to complete the equations to show the Distributive Property.

3. 

\[ 3 \times 8 = \square \]
\[ 3 \times 8 = 3 \times (\square + \square) \]
\[ 3 \times 8 = (3 \times \square) + (3 \times \square) \]
\[ 3 \times 8 = \square + \square \]
\[ 3 \times 8 = \square \]

4. 

\[ 4 \times 7 = \square \]
\[ 4 \times 7 = 4 \times (\square + \square) \]
\[ 4 \times 7 = (4 \times \square) + (4 \times \square) \]
\[ 4 \times 7 = \square + \square \]
\[ 4 \times 7 = \square \]

5. Math on the Spot  Robin says, “I can find 6 \times 9 by multiplying 4 \times 9 and doubling it.” Does her statement make sense? Justify your answer.
Exit Ticket

Use the Commutative Property of Multiplication and the Associative Property of Multiplication to solve the problem:

3 × 6 × 2
Understand the Associative Property of Multiplication

You can change the grouping of the factors to use facts you know or to make it easier to find a product.

When the grouping of factors is changed, the product remains the same. This is called the **Associative Property of Multiplication**.

Each week, Leo hikes 4 miles on each of 2 days. He has gone on the hikes for 3 weeks. How many miles has Leo hiked in 3 weeks?

**Find the product** $3 \times 2 \times 4$.

**A.** Find the product $(3 \times 2) \times 4$.

\[
(3 \times 2) \times 4 \\
\downarrow \\
6 \times 4 = 24
\]

Leo hiked **24** miles.

**B.** Find the product $3 \times (2 \times 4)$.

\[
3 \times (2 \times 4) \\
\downarrow \\
3 \times 8 = 24
\]

Complete to find the product.

1. $2 \times (5 \times 3) = \underline{15}$
2. $(7 \times 4) \times 2 = \underline{56}$
   
   $(2 \times \underline{5}) \times 3 = \underline{30}$
   
   $7 \times (4 \times \underline{1}) = \underline{28}$
   
   $\underline{5} \times 3 = \underline{15}$
   
   $7 \times \underline{4} = \underline{28}$
   
   $2 \times (5 \times 3) = \underline{30}$
   
   $(7 \times 4) \times 2 = \underline{56}$

Show another way to group the factors. Then find the product.

3. $(2 \times 4) \times 2$

4. $5 \times (2 \times 7)$
Understand the Associative Property of Multiplication

1. **Model with Mathematics** Ali makes 4 candles in one hour. She makes candles for 2 hours each day. Ali has made candles for 5 days. How many candles has Ali made in 5 days?
   - Write an equation for the problem.
   - Write another way to group the factors.
   - How many candles has Ali made?

Show another way to group the factors. Then find the product.

2. \((7 \times 2) \times 5\)
3. \(2 \times (9 \times 3)\)

**Reason** Write the unknown number.

4. \((4 \times 5) \times 2 = (\_ \times 2) \times 4\)
5. \((7 \times 2) \times 3 = 7 \times (2 \times \_ )\)

6. **Math on the Spot** A Kingda Ka train has 4 seats per car, but the last car has only 2 seats. How many seats are on one Kingda Ka train?
Exit Ticket

Show two different strategies to find the product.

$7 \times 8 =$
Multiply with 7

You can use a bar model to help you multiply with 7.

Sasha does 7 push-ups each day for 8 days. How many push-ups does Sasha do?

Find the product $8 \times 7$.

Draw a bar model. Count multiples of 7 eight times.

\[
\begin{array}{ccccccc}
7 & 7 & 7 & 7 & 7 & 7 & 7 \\
8 \times 7 &=& 56
\end{array}
\]

$7, \quad 14, \quad 21, \quad 28, \quad 35, \quad 42, \quad 49, \quad 56$

Sasha does $\boxed{56}$ push-ups.

Draw a bar model to find the product.

1. $4 \times 7 =$

\[
\begin{array}{cccc}
7 & 7 & 7 & 7 \\
4 \times 7 &=&
\end{array}
\]

2. $7 \times 7 =$

\[
\begin{array}{cccc}
7 & 7 & 7 & 7 \\
7 \times 7 &=&
\end{array}
\]

3. $3 \times 7 =$

\[
\begin{array}{cccc}
7 & 7 & 7 & 7 \\
3 \times 7 &=&
\end{array}
\]

4. $6 \times 7 =$

\[
\begin{array}{cccc}
7 & 7 & 7 & 7 \\
6 \times 7 &=&
\end{array}
\]

5. $2 \times 7 =$

6. $7 \times 5 =$

7. $7 \times 9 =$

Find the product.
Multiply with 7

1. **Use Structure** There are 4 rows of muffins in a case. Troy puts 7 muffins in each row. How many muffins does Troy put in the case?
   - Complete the array to show the problem. Draw a vertical line to break apart the array into two smaller arrays.
   - Write an equation to show one way to break apart the array.
   - How many muffins does Troy put in the case?

2. Complete the equations using the Commutative Property of Multiplication.
   - \(7 \times 6 = \)
   - \(6 \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}, \text{ so } 7 \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}.

Find the product.

3. \(9 \times 7 = \underline{\hspace{1cm}} \)
4. \(\underline{\hspace{1cm}} = 7 \times 5\)
5. \(7 \times 2\)
6. \(6 \times 7\)

7. **Reason** Explain how you can use the Commutative Property of Multiplication to find the product \(7 \times 3\).
Exit Ticket

Use two strategies to find the product.

\[ 8 \times 6 = \]
Multiply with 8

You can draw a visual model and use the Distributive Property to help you multiply with 8.

Dora cycles 8 miles each day. How many miles does she cycle in 7 days?

Find the product $7 \times 8$.

Draw an area model showing 7 rows with 8 squares in each row. Then use the Distributive Property.

Pick facts you know. Since $8 = 5 + 3$, you can use a 5s fact and a 3s fact.

\[
7 \times 8 = 7 \times (5 + 3) \\
7 \times 8 = (7 \times 5) + (7 \times 3) \\
7 \times 8 = 35 + 21 \\
7 \times 8 = 56
\]

Dora cycles $56$ miles.

Use the Distributive Property to find the product.

1. $4 \times 8 = \underline{}$
   \[
   4 \times 8 = 4 \times (6 + \underline{2})
   \]
   \[
   4 \times 8 = (4 \times 6) + (4 \times \underline{\underline{3}})
   \]
   \[
   4 \times 8 = \underline{\underline{2}} \underline{\underline{8}}
   \]

2. $9 \times 8 = \underline{}$
   \[
   9 \times 8 = 9 \times (4 + \underline{6})
   \]
   \[
   9 \times 8 = (9 \times \underline{\underline{1}}) + (9 \times \underline{\underline{5}})
   \]
   \[
   9 \times 8 = \underline{\underline{5}} \underline{\underline{8}}
   \]

Find the product.

3. $6 \times 8 = \underline{\underline{4}}$
4. $\underline{\underline{8}} = 8 \times 5$
5. $8 \times 8 = \underline{\underline{5}}$
Multiply with 8

1. **Use Structure** The band members in a parade are arranged in 8 rows. There are 8 band members in each row. How many band members are in the parade?
   - Break apart the array horizontally into two smaller arrays.
   - Write an equation to show one way to break apart the array.

2. How many band members are in the parade?

---

Write the unknown number.

2. $6 \times 8 = (6 \times 5) + (\underline{\square} \times 3)$
3. $8 \times 4 = (2 + \underline{\square}) \times 4$

---

Find the product.

4. $8 \times 4 = \underline{\square}$
5. $8 \times 7 = \underline{\square}$
6. $\underline{\square} = 8 \times 5$

7. $8 \times 9$
8. $10 \times 8$
9. $8 \times 8$

---

10. **Critique Reasoning** Jim says that if you find the product of 8 and an odd number, you can use a 4s fact and doubling to help. Is Jim correct? Explain.
Exit Ticket

Use the Distributive Property with multiplication and subtraction to solve the problem.

Armand has 6 spools of cable. Each cable is 9 feet long. How much cable does Armand have?
Multiply with 9

You can combine strategies and use facts you know and properties to multiply with 9.

A bag of trail mix weighs 9 ounces. What is the weight of 9 bags of trail mix?

Find the product $9 \times 9$.

Use the Distributive Property. Pick facts you know for the second factor.

Since $9 = 5 + 4$, you can use a 5s fact and a 4s fact.

\[
9 \times 9 = 9 \times (5 + 4)
\]
\[
9 \times 9 = (9 \times 5) + (9 \times 4)
\]
\[
9 \times 9 = 45 + 36
\]
\[
9 \times 9 = 81
\]

The weight of 9 bags is $81$ ounces.

Use the Distributive Property to find the product.

1. $8 \times 9 = \underline{72}$
   \[
   8 \times 9 = 8 \times (3 + \underline{6})
   \]
   \[
   8 \times 9 = (8 \times \underline{3}) + (8 \times \underline{6})
   \]
   \[
   8 \times 9 = \underline{24} + \underline{48}
   \]
   \[
   8 \times 9 = \underline{72}
   \]

2. $9 \times 7 = \underline{63}$
   \[
   9 \times 7 = 9 \times (5 + \underline{2})
   \]
   \[
   9 \times 7 = (9 \times \underline{5}) + (9 \times \underline{2})
   \]
   \[
   9 \times 7 = \underline{45} + \underline{18}
   \]
   \[
   9 \times 7 = \underline{63}
   \]

Find the product.

3. $9 \times 3 = \underline{27}$

4. $5 \times 9 = \underline{45}$

5. $9 \times 2 = \underline{18}$

6. $0 \times 9 = \underline{0}$

7. $10 \times 9 = \underline{90}$

8. $9 \times 6 = \underline{54}$
Multiply with 9

1. Use Structure  A store is open 9 hours each day. It is open 6 days each week. How many hours is the store open each week? Explain how you can find the answer using the Distributive Property with multiplication and subtraction.

Write the unknown number.

2. $6 \times 9 = (6 \times 10) - (6 \times \square)$

3. $7 \times 9 = 7 \times (3 + \square)$

Find the product.

4. $9 \times 3 = \square$

5. $\square = 7 \times 9$

6. $10 \times 9$

7. $7 \times 8$

8. Open Ended  Al found $9 \times 4$ using $(3 + 6) \times 4$. What is another way to break apart the factor 9 to find $9 \times 4$?

9. Math on the Spot  Uranus has 27 moons. What multiplication fact with 9 can be used to find the number of moons Uranus has? Describe how you can find the fact.
Exit Ticket

Use the Distributive Property to show that the product $4 \times 9$ is an even number.
Is the product even or odd? Write even or odd.

<table>
<thead>
<tr>
<th>Product</th>
<th>Even or Odd</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4 \times 4 = 16$</td>
<td>Even</td>
</tr>
<tr>
<td>$7 \times 4 = 28$</td>
<td>Even</td>
</tr>
<tr>
<td>$2 \times 4 = 8$</td>
<td>Even</td>
</tr>
<tr>
<td>$5 \times 4 = 20$</td>
<td>Even</td>
</tr>
</tbody>
</table>

The columns meet at the table where the row and column factors intersect. You can use a multiplication table to look for patterns.
\[ (\square + 5) \times 8 = 9 \times 8 \quad 6 \times (\square + 5) = 6 \times 7 \]

Write the unknown number:

\[ 10 \times 7 = 70 \quad 6 \times 9 = 54 \]

\[ 5 \times 5 = 25 \quad 2 \times 7 = 14 \]

Is the product even or odd? Write even or odd.

---

Show how you can break apart the factor 4 into equal addends.

Is 7 miles long? How many miles does Carl hike? To find 4 \times 7, Pioneer Trail in West Virginia four days in one month. The trail

Geography: Carl hikes the Brookie

Column for the factor 8.

Complete the products in the

---

The products in the 8s column. The products could be used to help find other columns. Explain how two other

Multiplication: Use the multiplication table. Find 0 \times 6 = 0. What is another multiplication fact that Naomi is using the Zero Property of Multiplication to

The Multiplication Table

Identity Number Patterns on
There are 40 pieces of candy in each drawer. How many pieces of candy are in 4 drawers?

There are 500 books on each large shelf. How many books on 9 large shelves?
Multiplication Matching
Draw a line to match each multiplication fact with its product.

5 x 9  36
3 x 12  42
8 x 6  110
6 x 7  45
11 x 10  48
9 x 9  81
Name __________________ Date ______

Even/Odd Mystery Picture

Color the ODD numbers orange.
Color the EVEN numbers blue.

<table>
<thead>
<tr>
<th>30</th>
<th>92</th>
<th>62</th>
<th>28</th>
<th>3</th>
<th>69</th>
<th>18</th>
<th>46</th>
<th>82</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>2</td>
<td>26</td>
<td>35</td>
<td>43</td>
<td>27</td>
<td>89</td>
<td>2</td>
<td>64</td>
<td>94</td>
</tr>
<tr>
<td>32</td>
<td>60</td>
<td>77</td>
<td>65</td>
<td>51</td>
<td>63</td>
<td>49</td>
<td>37</td>
<td>34</td>
<td>38</td>
</tr>
<tr>
<td>76</td>
<td>33</td>
<td>71</td>
<td>19</td>
<td>17</td>
<td>59</td>
<td>45</td>
<td>99</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>68</td>
<td>52</td>
<td>10</td>
<td>74</td>
<td>95</td>
<td>50</td>
<td>78</td>
<td>12</td>
<td>8</td>
<td>66</td>
</tr>
<tr>
<td>24</td>
<td>88</td>
<td>24</td>
<td>26</td>
<td>83</td>
<td>32</td>
<td>38</td>
<td>40</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
<td>12</td>
<td>98</td>
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<td>29</td>
<td>80</td>
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<td>14</td>
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<td>42</td>
<td>22</td>
<td>58</td>
<td>28</td>
<td>21</td>
<td>55</td>
<td>40</td>
<td>4</td>
<td>96</td>
<td>42</td>
</tr>
<tr>
<td>86</td>
<td>4</td>
<td>100</td>
<td>20</td>
<td>84</td>
<td>46</td>
<td>36</td>
<td>54</td>
<td>6</td>
<td>44</td>
</tr>
<tr>
<td>22</td>
<td>8</td>
<td>72</td>
<td>44</td>
<td>30</td>
<td>90</td>
<td>20</td>
<td>48</td>
<td>34</td>
<td>56</td>
</tr>
</tbody>
</table>

This mystery picture is an _________.

— Cassie Thompson
True or False:
Even and Odd Numbers

Directions: Write "true" or "false" next to each sentence.

P. 4 + 3 = an even number. ____________

Q. The number twelve is odd. ____________

R. 73 is not an even number. ____________

S. Eleven is not an odd number. ____________

Directions: Circle the correct answer.

T. 1, 11, 21, 31, and 101 are not even numbers.

TRUE    FALSE

U. Even numbers only have a 2, 4, 6 or 8 in the one's place.

TRUE    FALSE

V. Eighteen and twenty-one are both odd numbers.

TRUE    FALSE
Directions: Quickly color all even numbers blue. Afterwards, color all odd numbers green.

07  14  91
60  88  16
25  63  44
101 17  72
Arctic Odds

COLOR THE ICE BLOCKS WITH ODD NUMBERS BLUE.

How many blocks did you color?

___
Arctic Evens and Odds

Color the ice blocks with even numbers blue.
Color the odd numbers yellow.

How many blocks did you color yellow?

How many blocks did you color blue?
<table>
<thead>
<tr>
<th>Multiplication</th>
<th>Worksheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 X 3 =</td>
<td>1 X 5 =</td>
</tr>
<tr>
<td>5 X 7 =</td>
<td>2 X 6 =</td>
</tr>
<tr>
<td>6 X 6 =</td>
<td>4 X 6 =</td>
</tr>
<tr>
<td>2 X 7 =</td>
<td>1 X 7 =</td>
</tr>
<tr>
<td>3 X 7 =</td>
<td>5 X 7 =</td>
</tr>
<tr>
<td>8 X 6 =</td>
<td>6 X 6 =</td>
</tr>
<tr>
<td>2 X 7 =</td>
<td>4 X 7 =</td>
</tr>
<tr>
<td>4 X 4 =</td>
<td>7 X 4 =</td>
</tr>
<tr>
<td>8 X 7 =</td>
<td>8 X 7 =</td>
</tr>
<tr>
<td>5 X 2 =</td>
<td>2 X 2 =</td>
</tr>
<tr>
<td>3 X 9 =</td>
<td>2 X 9 =</td>
</tr>
<tr>
<td>5 X 7 =</td>
<td>8 X 2 =</td>
</tr>
<tr>
<td>6 X 6 =</td>
<td>3 X 7 =</td>
</tr>
</tbody>
</table>
STICKING BONDS

Complete the number bonds. Remember that one of the factors must be 3.

- 12: 3, 3
- 9: 3, 3
- 21: 7, 3
- 33: 3, 3
- 24: 3, 2
- 27: 3, 3
- 15: 3, 5
- 12: 3, 3
- 0: 3, 3

Name: 
Facts of 5

Highlight all the true facts and then search them in the grid below.

<table>
<thead>
<tr>
<th></th>
<th>5×1=5</th>
<th>0×5=5</th>
<th>2×5=10</th>
<th>1×5=0</th>
<th>5×9=45</th>
</tr>
</thead>
<tbody>
<tr>
<td>5×7=32</td>
<td>6×5=30</td>
<td>5×7=35</td>
<td>5×6=20</td>
<td>5×0=0</td>
<td></td>
</tr>
<tr>
<td>11×5=55</td>
<td>5×3=12</td>
<td>5×2=10</td>
<td>11×5=50</td>
<td>8×5=40</td>
<td></td>
</tr>
<tr>
<td>5×5=20</td>
<td>5×10=50</td>
<td>5×8=48</td>
<td>5×11=55</td>
<td>2×5=8</td>
<td></td>
</tr>
<tr>
<td>5×4=20</td>
<td>7×5=21</td>
<td>7×5=35</td>
<td>5×3=15</td>
<td>5×12=60</td>
<td></td>
</tr>
<tr>
<td>4×5=20</td>
<td>5×5=25</td>
<td>5×6=30</td>
<td>5×10=5</td>
<td>5×8=40</td>
<td></td>
</tr>
</tbody>
</table>

Hint: There are 19 true facts.
**IN AND OUT**

<table>
<thead>
<tr>
<th>In</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>64</td>
</tr>
<tr>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>96</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>48</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**MISSING FACTORS**

<table>
<thead>
<tr>
<th>(8 \times _ _ = 16)</th>
<th>(8 \times _ _ = 8)</th>
<th>(8 \times _ _ = 32)</th>
<th>(8 \times _ _ = 24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(_ _ \times 8 = 0)</td>
<td>(_ _ \times 8 = 80)</td>
<td>(_ _ \times 8 = 48)</td>
<td>(_ _ \times 8 = 56)</td>
</tr>
<tr>
<td>(8 \times _ _ = 72)</td>
<td>(8 \times _ _ = 40)</td>
<td>(8 \times _ _ = 96)</td>
<td>(8 \times _ _ = 8)</td>
</tr>
<tr>
<td>(_ _ \times 8 = 24)</td>
<td>(_ _ \times 8 = 88)</td>
<td>(_ _ \times 8 = 96)</td>
<td>(_ _ \times 8 = 32)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(8 \times _ _ = 16)</th>
<th>(_ _ \times 8 = 48)</th>
</tr>
</thead>
</table>
Solve, Color & Graph

Read the equation on each dog. Solve to find the product and color it using the color code. Then fill the graph on the next page to represent the data.

<table>
<thead>
<tr>
<th>10 = red</th>
<th>12 = blue</th>
<th>16 = green</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 = yellow</td>
<td>20 = purple</td>
<td>24 = orange</td>
</tr>
</tbody>
</table>

- 10×2
- 4×4
- 8×3
- 10×1
- 12×2
- 2×9
- 2×6
- 4×5
- 4×6
- 12×1
- 6×4
- 8×3
- 3×6
- 2×5
- 2×8
- 1×12
- 10×2
- 9×2
- 3×4
- 3×8
- 6×2
- 2×10
- 5×4
- 9×2
- 2×12
- 6×3
- 5×2
- 4×4
- 1×10
- 8×2
- 6×4
- 4×3
ELA
GRADE 3

Ms. Gabbidon
ELA class
- Dominick
- Delilah
- Jake
- Raishawn
- baila
- Wyatt
- Roderick
- Kalani
- Jai'zon
- Cayden

ROOM 312
Greenburgh Graham UFSD
<table>
<thead>
<tr>
<th>Consonants</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>f</th>
<th>g</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td>k</td>
<td>l</td>
<td>m</td>
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<td></td>
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<td>p</td>
<td>qu</td>
<td>r</td>
<td>s</td>
</tr>
<tr>
<td></td>
<td>t</td>
<td>v</td>
<td>w</td>
<td>x</td>
<td>y</td>
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<tr>
<td></td>
<td>Z</td>
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</tr>
</tbody>
</table>

- Read
- Review Sounds
<table>
<thead>
<tr>
<th>a</th>
<th>e</th>
<th>i</th>
<th>o</th>
<th>u</th>
<th>y</th>
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<tbody>
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<td>er</td>
<td>ir</td>
<td>ur</td>
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<td>ai</td>
<td>ay</td>
<td>ee</td>
<td>ey</td>
<td>oa</td>
<td>oe</td>
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<td>oy</td>
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<td>au</td>
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<tr>
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<td>eu</td>
<td>ew</td>
<td>ui</td>
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<td>ie</td>
<td>ei</td>
<td>igh</td>
<td>eigh</td>
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</tbody>
</table>

- Read
- Review sounds
Welded Sounds

<table>
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<tr>
<th>am</th>
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<th>all</th>
</tr>
</thead>
<tbody>
<tr>
<td>ang</td>
<td>ong</td>
<td>ing</td>
</tr>
<tr>
<td>ank</td>
<td>onk</td>
<td>ink</td>
</tr>
<tr>
<td>unk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ind</td>
<td>old</td>
<td>ost</td>
</tr>
<tr>
<td>ild</td>
<td>olt</td>
<td></td>
</tr>
</tbody>
</table>
Additional

tion  sion  ture  gh  gn

kn  mb  mn  rh  wr

que  ti  ci  tu

Digraphs and Trigraphs

sh  ck  ch  th

wh  ph  dge  tch

Read

gone shorted letters
not tested on WAT

Review sounds
Mark up the closed syllables

Sound out these real words. Add bonus letters to words that need them. Circle the words that contain the all sound.

<table>
<thead>
<tr>
<th>dil</th>
<th>mal</th>
<th>lob</th>
<th>nip</th>
</tr>
</thead>
<tbody>
<tr>
<td>huf</td>
<td>fal</td>
<td>that</td>
<td>mad</td>
</tr>
<tr>
<td>buf</td>
<td>hal</td>
<td>sat</td>
<td>lid</td>
</tr>
<tr>
<td>gap</td>
<td>wal</td>
<td>mis</td>
<td>bas</td>
</tr>
<tr>
<td>yap</td>
<td>ches</td>
<td>had</td>
<td>shut</td>
</tr>
<tr>
<td>cal</td>
<td>bag</td>
<td>tif</td>
<td>cob</td>
</tr>
<tr>
<td>rap</td>
<td>tal</td>
<td>rip</td>
<td>cuf</td>
</tr>
<tr>
<td>his</td>
<td>bal</td>
<td>sub</td>
<td>quil</td>
</tr>
<tr>
<td>thug</td>
<td>hug</td>
<td>mif</td>
<td>dul</td>
</tr>
<tr>
<td>mes</td>
<td>dock</td>
<td>shop</td>
<td>whip</td>
</tr>
<tr>
<td>mob</td>
<td>bel</td>
<td>kit</td>
<td>muf</td>
</tr>
</tbody>
</table>
Nonsense Words

Tap out sounds, blend into a nonsense word and write the word on the line.

<table>
<thead>
<tr>
<th>w o b</th>
<th>v a sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>l a t</td>
<td>d a x</td>
</tr>
<tr>
<td>f e p</td>
<td>r a b</td>
</tr>
<tr>
<td>t e z</td>
<td>q u o p</td>
</tr>
<tr>
<td>b i x</td>
<td>f a sh</td>
</tr>
<tr>
<td>j u p</td>
<td>c h e z</td>
</tr>
<tr>
<td>k i z</td>
<td>r e m</td>
</tr>
<tr>
<td>l o m</td>
<td>z e g</td>
</tr>
<tr>
<td>q u i b</td>
<td>s o t</td>
</tr>
<tr>
<td>f e g</td>
<td>b i sh</td>
</tr>
<tr>
<td>s i th</td>
<td>w o g</td>
</tr>
<tr>
<td>p o th</td>
<td>m e d</td>
</tr>
<tr>
<td>b e p</td>
<td>j i t</td>
</tr>
<tr>
<td>g o m</td>
<td>h o sh</td>
</tr>
</tbody>
</table>
Draw a line to connect the words that rhyme in each box. Read the words.

<table>
<thead>
<tr>
<th>bash</th>
<th>chap</th>
</tr>
</thead>
<tbody>
<tr>
<td>tap</td>
<td>dash</td>
</tr>
<tr>
<td>yum</td>
<td>gum</td>
</tr>
<tr>
<td>mix</td>
<td>fix</td>
</tr>
<tr>
<td>zip</td>
<td>dish</td>
</tr>
<tr>
<td>fish</td>
<td>lip</td>
</tr>
<tr>
<td>wax</td>
<td>quiz</td>
</tr>
<tr>
<td>quip</td>
<td>tax</td>
</tr>
<tr>
<td>whiz</td>
<td>tip</td>
</tr>
<tr>
<td>vim</td>
<td>bet</td>
</tr>
<tr>
<td>rig</td>
<td>whim</td>
</tr>
<tr>
<td>yet</td>
<td>big</td>
</tr>
<tr>
<td>shag</td>
<td>cot</td>
</tr>
<tr>
<td>kin</td>
<td>wag</td>
</tr>
<tr>
<td>shot</td>
<td>win</td>
</tr>
<tr>
<td>yen</td>
<td>fish</td>
</tr>
<tr>
<td>wish</td>
<td>pen</td>
</tr>
<tr>
<td>shop</td>
<td></td>
</tr>
<tr>
<td>deck</td>
<td>neck</td>
</tr>
<tr>
<td>dud</td>
<td>dab</td>
</tr>
<tr>
<td>nab</td>
<td>mud</td>
</tr>
<tr>
<td>sack</td>
<td>nod</td>
</tr>
<tr>
<td>hem</td>
<td>lack</td>
</tr>
<tr>
<td>sod</td>
<td>them</td>
</tr>
</tbody>
</table>

Select one word from each match to write on the lines below.
1. This job is not so much _______.

2. The tot got a hug from his _______.

3. Tom got in the hot _______.

4. The cub is on the _______.

5. The chap got the pig in the _______.

6. Jim had to chop the _______.

7. The moth is in the _______.

8. Tim had a nap on the _______.

9. The gal hit her chin on the _______.

10. Pat will jog on the _______.
Choose a vowel to make a real word. Write the word on the line. Read the words.

<table>
<thead>
<tr>
<th>a</th>
<th>o</th>
<th>a</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>m__p</td>
<td></td>
<td>ch__p</td>
<td></td>
</tr>
<tr>
<td>l__b</td>
<td></td>
<td>b__g</td>
<td></td>
</tr>
<tr>
<td>l__g</td>
<td></td>
<td>p__th</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>e</th>
<th>i</th>
<th>o</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>r__d</td>
<td></td>
<td>j__b</td>
<td></td>
</tr>
<tr>
<td>j__g</td>
<td></td>
<td>h__t</td>
<td></td>
</tr>
<tr>
<td>b__g</td>
<td></td>
<td>m__p</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a</th>
<th>u</th>
<th>e</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>t__g</td>
<td></td>
<td>r__g</td>
<td></td>
</tr>
<tr>
<td>r__p</td>
<td></td>
<td>th__m</td>
<td></td>
</tr>
<tr>
<td>g__g</td>
<td></td>
<td>r__b</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>o</th>
<th>u</th>
<th>a</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>m__th</td>
<td></td>
<td>sh__p</td>
<td></td>
</tr>
<tr>
<td>l__ck</td>
<td></td>
<td>l__ck</td>
<td></td>
</tr>
<tr>
<td>th__d</td>
<td></td>
<td>f__sh</td>
<td></td>
</tr>
</tbody>
</table>
Tap out sounds. Read the word. Write the letter(s) for each sound in the boxes.

<table>
<thead>
<tr>
<th>bath</th>
<th>con</th>
</tr>
</thead>
<tbody>
<tr>
<td>mash</td>
<td>hub</td>
</tr>
<tr>
<td>lap</td>
<td>sash</td>
</tr>
<tr>
<td>fat</td>
<td>dim</td>
</tr>
<tr>
<td>chat</td>
<td>pod</td>
</tr>
<tr>
<td>cash</td>
<td>tax</td>
</tr>
<tr>
<td>jab</td>
<td>dock</td>
</tr>
<tr>
<td>cap</td>
<td>sag</td>
</tr>
<tr>
<td>hack</td>
<td>lab</td>
</tr>
<tr>
<td>pub</td>
<td>Sis</td>
</tr>
<tr>
<td>posh</td>
<td>pin</td>
</tr>
<tr>
<td>yen</td>
<td>pun</td>
</tr>
<tr>
<td>chug</td>
<td>quip</td>
</tr>
<tr>
<td>vat</td>
<td>hack</td>
</tr>
<tr>
<td>dab</td>
<td>fib</td>
</tr>
</tbody>
</table>
Read the sentence. Select the best word from the box to complete each sentence. Use each word only once. Write the word on the line. Reread the completed sentence.

<table>
<thead>
<tr>
<th>dish</th>
<th>lip</th>
<th>job</th>
<th>shed</th>
<th>path</th>
</tr>
</thead>
<tbody>
<tr>
<td>met</td>
<td>bus</td>
<td>had</td>
<td>moth</td>
<td>wig</td>
</tr>
</tbody>
</table>

1. Tim hid the cat in the ______.
2. The fish in that ______ will rot.
3. Yes, Meg had to jog on that ______.
4. Tim ______ a nap.
5. Bob got a cut on his ______.
6. Beth had a ______.
7. Ted ______ Ben at the shop.
8. A big ______ is in the pot.
9. Did Tom get the ______?
10. Tim will hop on that ______.
Read the sentence. Select the correct word from the box. Write the word on the line. Reread the completed sentence.

1 ken had to get the ________
   bel
   bell

2 i wish that i had a ________
   dog
   dogg

3 will Beth miss ________
   Rus
   Russ

4 mom was mad and in a ________
   huf
   huff

5 ben met jill at his ________
   job
   jobb

Copy the sentences above on the lines below. Add capital letters and punctuation. Read the sentence.

1

2

3

4

5
Select bonus letters at the top of the box to make real words. If more than one selection makes a word, choose one. Read the words.

<table>
<thead>
<tr>
<th>ff</th>
<th>ll</th>
<th>ss</th>
</tr>
</thead>
<tbody>
<tr>
<td>we</td>
<td>o</td>
<td>hu</td>
</tr>
<tr>
<td>wi</td>
<td>me</td>
<td>be</td>
</tr>
<tr>
<td>mi</td>
<td>fe</td>
<td>chi</td>
</tr>
<tr>
<td>hi</td>
<td>si</td>
<td>jo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ff</th>
<th>ll</th>
<th>ss</th>
</tr>
</thead>
<tbody>
<tr>
<td>whi</td>
<td>mi</td>
<td>cu</td>
</tr>
<tr>
<td>lu</td>
<td>qui</td>
<td>ti</td>
</tr>
<tr>
<td>du</td>
<td>ma</td>
<td>ki</td>
</tr>
<tr>
<td>bi</td>
<td>mo</td>
<td>mu</td>
</tr>
</tbody>
</table>
Sound out these real and nonsense words. Circle the real words.

<table>
<thead>
<tr>
<th>cob</th>
<th>gap</th>
<th>mob</th>
<th>tug</th>
</tr>
</thead>
<tbody>
<tr>
<td>much</td>
<td>hush</td>
<td>shed</td>
<td>jud</td>
</tr>
<tr>
<td>lack</td>
<td>quib</td>
<td>fib</td>
<td>quop</td>
</tr>
<tr>
<td>sag</td>
<td>dash</td>
<td>gal</td>
<td>rash</td>
</tr>
<tr>
<td>quit</td>
<td>moth</td>
<td>whiz</td>
<td>dob</td>
</tr>
<tr>
<td>lish</td>
<td>lat</td>
<td>shock</td>
<td>pal</td>
</tr>
<tr>
<td>dock</td>
<td>huz</td>
<td>chat</td>
<td>dax</td>
</tr>
<tr>
<td>lid</td>
<td>chob</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write the real words on the lines below.

_____________  ______________  ______________  ______________
_____________  ______________  ______________  ______________
_____________  ______________  ______________  ______________
_____________  ______________  ______________  ______________
_____________  ______________  ______________  ______________
_____________  ______________  ______________  ______________
_____________  ______________  ______________  ______________
Read the words. Write s on the line if the s has the /s/ sound and z if it has the /z/ sound.

<table>
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<th>s/z</th>
<th>word</th>
<th>s/z</th>
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<td>pals</td>
<td>/__/</td>
</tr>
<tr>
<td>pills</td>
<td>/__/</td>
<td>cops</td>
<td>/__/</td>
</tr>
<tr>
<td>dots</td>
<td>/__/</td>
<td>bells</td>
<td>/__/</td>
</tr>
<tr>
<td>guns</td>
<td>/__/</td>
<td>pets</td>
<td>/__/</td>
</tr>
<tr>
<td>lips</td>
<td>/__/</td>
<td>kids</td>
<td>/__/</td>
</tr>
<tr>
<td>subs</td>
<td>/__/</td>
<td>puns</td>
<td>/__/</td>
</tr>
<tr>
<td>chums</td>
<td>/__/</td>
<td>bins</td>
<td>/__/</td>
</tr>
<tr>
<td>thugs</td>
<td>/__/</td>
<td>peds</td>
<td>/__/</td>
</tr>
<tr>
<td>pecks</td>
<td>/__/</td>
<td>yells</td>
<td>/__/</td>
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<tr>
<td>quills</td>
<td>/__/</td>
<td>racks</td>
<td>/__/</td>
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<td>/__/</td>
<td>rigs</td>
<td>/__/</td>
</tr>
<tr>
<td>whips</td>
<td>/__/</td>
<td>tics</td>
<td>/__/</td>
</tr>
<tr>
<td>jabs</td>
<td>/__/</td>
<td>rots</td>
<td>/__/</td>
</tr>
<tr>
<td>dubs</td>
<td>/__/</td>
<td>hags</td>
<td>/__/</td>
</tr>
<tr>
<td>lacks</td>
<td>/__/</td>
<td>kits</td>
<td>/__/</td>
</tr>
</tbody>
</table>
Tap out sounds, blend into a word, cover the letters and write the word on the line.

<table>
<thead>
<tr>
<th>tan</th>
<th>pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>tiff</td>
<td>will</td>
</tr>
<tr>
<td>chill</td>
<td>chum</td>
</tr>
<tr>
<td>fan</td>
<td>shell</td>
</tr>
<tr>
<td>ball</td>
<td>chess</td>
</tr>
<tr>
<td>sham</td>
<td>yam</td>
</tr>
<tr>
<td>huff</td>
<td>moss</td>
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<tr>
<td>ram</td>
<td>can</td>
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<tr>
<td>ban</td>
<td>fuss</td>
</tr>
<tr>
<td>lass</td>
<td>than</td>
</tr>
<tr>
<td>bam</td>
<td>tell</td>
</tr>
<tr>
<td>dull</td>
<td>Pam</td>
</tr>
<tr>
<td>mess</td>
<td>bill</td>
</tr>
<tr>
<td>man</td>
<td>jam</td>
</tr>
<tr>
<td>harm</td>
<td>loss</td>
</tr>
</tbody>
</table>
Read the real and nonsense words. Add s and read the word. Circle all the real words. Cross out the nonsense words.

<table>
<thead>
<tr>
<th>cap_</th>
<th>bap_</th>
<th>juff_</th>
<th>bip_</th>
</tr>
</thead>
<tbody>
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<td>sep_</td>
<td>fom_</td>
<td>sum_</td>
</tr>
<tr>
<td>fam_</td>
<td>whip_</td>
<td>jeg_</td>
<td>chill_</td>
</tr>
<tr>
<td>zup_</td>
<td>chim_</td>
<td>jab_</td>
<td>pack_</td>
</tr>
<tr>
<td>quall_</td>
<td>shob_</td>
<td>vam_</td>
<td>mob_</td>
</tr>
<tr>
<td>fib_</td>
<td>yell_</td>
<td>rack_</td>
<td>thig_</td>
</tr>
<tr>
<td>win_</td>
<td>gog_</td>
<td>dip_</td>
<td>rab_</td>
</tr>
<tr>
<td>deck_</td>
<td>shut_</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write the real words on the lines below.

[Blank lines]
Select letters from each box to make real words. Read the words.

<table>
<thead>
<tr>
<th>z p c h r d</th>
<th>th h s y f</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ am</td>
<td>___ am</td>
</tr>
<tr>
<td>___ am</td>
<td>___ am</td>
</tr>
<tr>
<td>___ am</td>
<td>___ am</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>qu j b g wh</th>
<th>f c h v y r</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ am</td>
<td>___ an</td>
</tr>
<tr>
<td>___ am</td>
<td>___ an</td>
</tr>
<tr>
<td>___ am</td>
<td>___ an</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>m t qu g c</th>
<th>s h d b p z</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Write the words above on the lines below.
Read the words. Find and circle all *am* and *an* letter combinations. Cover the word and write it on the line. Uncover the word and check the spelling.

<table>
<thead>
<tr>
<th>fish</th>
<th>zip</th>
<th>chap</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>sob</td>
<td>ban</td>
</tr>
<tr>
<td>Dan</td>
<td>web</td>
<td>shot</td>
</tr>
<tr>
<td>chum</td>
<td>pan</td>
<td>vim</td>
</tr>
<tr>
<td>wham</td>
<td>yak</td>
<td>am</td>
</tr>
<tr>
<td>rod</td>
<td>ham</td>
<td>quill</td>
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<tr>
<td>chess</td>
<td>fun</td>
<td>fan</td>
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<td>man</td>
<td>Jan</td>
<td>bid</td>
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<td>dash</td>
<td>ran</td>
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<td>Pam</td>
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<td>run</td>
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<td>bet</td>
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<tr>
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<td>pad</td>
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