

Reading Class Assignments



Please complete the followings assignments:

1. Complete the pages attached to practice your word parts.
2. Attached you will find various readings. Please practice reading each passage. *(1 passage per day)*
 - a. First, read the passage as a whole silently.
 - b. Then, read the passage out loud.
 - c. Now, you will time yourself for a minute. Complete your minute timing at least once a day with one passage, marking how many words you read per minute each time.
 - d. Complete the chart with the date, name of the passage read, and the number of words read in a minute.
3. Attached you will find a "high-frequency" word activity. Please practice reading and spelling the high frequency words given.

Please email me if you have any questions!

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High Frequency Word Practice

Directions:

Below please find a list of high frequency words that the students will practice both reading and spelling. These are words that are often seen or spelled when both reading and writing.

(The list can be split into smaller parts as a strategy, for example splitting the words into groups of five at a time to work on.)

Materials needed:

Index cards or paper cut into pieces

Marker

Part 1:

1. Please create one flashcard per high frequency word.
2. Practice reading and spelling each word.
 - a. Strategy: Trace over the marker with pencil saying each letter in the word and then erase it saying each letter as you erase left to right when practicing spelling the word
 - b. Using the other side of the index card can be helpful, as you can copy the word multiple times when practicing your spelling.

High Frequency Words:

1. Around
2. Found
3. sound
4. Thought
5. Toward
6. Between
7. Wherever
8. Altogether
9. family
10. using

Which word is which?

Directions: Determine if the word is a compound word or not. Categorize each word into the correct column. Then mark each word.

Remember: A compound word is two words put together to create one word.

Hint! Compound words can have suffixes.

-grapevines	-vampire	-expires	-whalebones
-homeland	-invite	-disputes	-subscribes
-nameplates	-backfires	-stovetop	-misquotes
-impede	-timelines	-excludes	-dislikes
Compound Word		Not a compound word	
Ex: <u>note</u> <u>pad</u> v-e c		Ex: <u>mis</u> <u>name</u> v-e	

Craft Class

Mrs. Waters instructs a craft class every Monday. The word has gotten out that this class is the best. In fact, the talk in the town is nonstop. So many children now attend, that the class list is full!

In class, each kid gets to grab a bunch of stuff to make their very own craft. There are baskets and buckets full of objects to pick for each project; bits of glass and metal, scraps of fabric, pens, string, felt... everything you can think of!

Nelson and Alex walk to Mrs. Waters' class. The class is at three o'clock on the dot and she insists that the kids be prompt. Nelson and Alex are quick to grab a spot right in front.

It took more than an hour to get there. The fish were jumping in the fresh lake water, and Dave and Miles sat down by the shore for a while. They ate their snacks and drank some water.

All too quick, it was time to go home. The land had been very wet in some spots, and they were sure glad they had a second set of socks for the trip home. They removed their wet socks and put on their spare ones.

On their way back, Dave and Miles saw a number of white ducks, wild rabbits, and one rare black falcon. This may have been their best hike yet!

The Fantastic Hamilton

Hamilton attends class in Wisconsin, but he is from Manhattan. He gets sad when he thinks of all the people he misses back home. Hamilton's mom, dad, and all his pals are still in Manhattan.

Every six months or so, his mom and dad come for a visit. During their visits, Hamilton, Mom, and Dad get to spend two days with each other. Hamilton is always glad for the visits and for a split second, he wishes to go back to Manhattan. But, Hamilton does not go. He has so much to accomplish and is set to attempt to do his best in this class. He will go back to be with everyone at Thanksgiving, anyway. For now, he has a big job to do.

Hamilton works with other kids in the class to bring wildcats back to the spots they inhabit. It is sad, but people hunt these cats for their fur. It may not be the most distinct fur. It is not soft or grand, but Hamilton does not want it sold as a product in the shops.

Hamilton is fond of wildcats and all mammals. He does not want any of them to vanish from the world. That is why he will not stop until the cats are safe. No one can discredit Hamilton. He may be a long way from home right now, but he is fantastic!

The Big Upset

Ed and Tim had a basketball game against the state champs, the Tomcats. They had to rush because there was a strict rule about being on time. Mr. Duke, the coach, would stress if anyone was ever late.

It was a big game. Ed strode to the line to take the tip. He was not tall in size, but he was a gifted athlete and he could jump. Ed hit the ball to Tim, who moved to the left and took a fine shot to ignite his team.

There was not much time left on the clock and it was neck and neck. Both sides had talent and a strong will to compete.

In the last seconds of the thrilling contest, Ed made a good pass to Tim.

In an instant, Tim was at the basket extending his hand to the rim. Then, Tim was hit as a Tomcat took a swipe at the ball. However, the ball still went in. The ref gave credit for the basket and called a foul! This was not a call the Tomcats could dispute.

Tim went to the line to try to score one more time. The Tomcats had made a big mistake. Tim's shot could win the contest, and the time on the clock was about to expire. He did not panic as he bent down and used his legs to help put the ball up. It was done - the shot went right in! Everyone in the stands took to their feet. What a game! What an upset!

sure removed done

need person wouldn't

The Wire Contract PART ONE

Jane and Tom had to fix the wires in their old cabin by Lake Hamilton. They knew the wires in the walls were not safe or up to date. This snag was sure to pose a fire risk, and the scope of their problem was vast. All the wires did need to be removed. They also knew that the work must get done with skills both Jane and Tom did not possess. They were intent to hire the right person to get the cabin wires up to code.

Tom had the name of one man, but when he called, the man was insulting and quite rude. Jane and Tom had some time to spare, so they collected a number of bids for the contract. By the end of the month, they had gotten five quotes. Wouldn't you know - the rude man had granted the best quote! Did they dare to take the risk?

The Wire Contract PART TWO

Tom and Jane wanted to save some cash, but they did not want the rude man to bring them any stress. So, they gave the contract to the man with the second best quote. His name was Mr. Lund, and he said he could come make the cabin safe right away.

Mr. Lund did not waste any time. First he had to probe every wall. He pulled out all the busted wires and moved the fuse box. Next, he had to install new wires connecting the grid throughout the home.

When Mr. Lund said he was done, Tom and Jane inspected each signal just to be sure. In the end, they had used the best person for the chore. The talented Mr. Lund conducted a first rate job, and the cabin was safe to inhabit.

The Important Apostrophe: Their, They're, and There

The words *their*, *they're*, and *there* are often confused. They sound the same, but they have entirely different meanings. *Their* is possessive, showing something that belongs a group of people: they. *They're* is a contraction of the words *they are*. The apostrophe shows that the letter 'a' is missing. *There* is an adverb that shows a location or a pronoun that works at the beginning of a phrase or sentence.

Tip: To know which word is correct, try the sentence using the words *they are*. If the sentence makes sense, then *they're* is the correct usage. If the sentence does not make sense, see if the the sentence is speaking about something belonging to someone or something. In that case use *their*. If the sentence is talking about a location, use *there*. If the word is used with a form of the verb to be, such as *is*, *are*, *were* or *was*, you also use *there*.

Part I. Read each sentence below. If *their*, *they're* or *there* is used correctly in the sentence, circle *right* in the blank. If *their*, *they're* or *there* is not used correctly, circle *wrong*.

- | | | |
|---|-------|-------|
| 1. The band likes to play their original songs. | right | wrong |
| 2. They're flying kites in the park. | right | wrong |
| 3. There is a monster in the closet. | right | wrong |
| 4. No one likes there secrets told. | right | wrong |
| 5. Sophie asked if they're would be clowns at the circus. | right | wrong |
| 6. There best ideas were written on the whiteboard. | right | wrong |
| 7. Don't go there. | right | wrong |
| 8. They're are many reasons to learn a foreign language. | right | wrong |

Part II. In the blanks below, write the correct word: *their*, *they're* or *there*.

- The family likes to eat _____ dinner early.
- Do you know if _____ in the cafeteria?
- If you go to New York City, you will see many tall buildings _____.
- Let me know when _____ ready to leave.
- Everyone should be on _____ best behavior.
- _____ the best neighbors in the world.
- They will tell you if _____ are pieces missing.
- My dogs often sleep in _____ doghouse.

NAME: _____

DATE: _____

GRAMMAR QUIZ

THEIR / THERE / THEY'RE

- Complete these sixteen sentences to score your knowledge of *their / there / they're*.

- I think we can park our car over ... by the restaurant.
a) their
b) there
c) they're
- Do you think we can borrow ... car to drive to the park?
a) their
b) there
c) they're
- How many people are ... waiting in line?
a) their
b) there
c) they're
- (A) Where are Paul and Sam?
(B) ... at the library.
a) Their
b) There
c) They're
- ... are only two weeks left before our final exam!
a) Their
b) There
c) They're
- The children are crying because they miss ... mother.
a) their
b) there
c) they're
- (A) What are they doing?
(B) ... watching TV.
a) Their
b) There
c) They're
- (A) Is that your house?
(B) No, it's ... house.
a) their
b) there
c) they're
- We have our tickets, but they don't have ... tickets.
a) their
b) there
c) they're
- ... is a restaurant next to the park on Main Street.
a) Their
b) There
c) They're
- (A) Where is Mary?
(B) She's over ..., next to David.
a) their
b) there
c) they're
- I'm sorry, but ... aren't any rooms available.
a) their
b) there
c) they're
- I like my new classmates, but I can't remember ... names!
a) their
b) there
c) they're
- ... very tired because they just arrived from London.
a) Their
b) There
c) They're
- (A) Are Susan and Stewart teachers?
(B) No, ... both librarians.
a) their
b) there
c) they're
- (A) What are ... surnames?
(B) Smith and Jones.
a) their
b) there
c) they're

15 - 16 = Excellent

13 - 14 = Good

12 or Less = Study More!