

01

Name \_\_\_\_\_

Write the first word for each sentence. Don't forget the capital!

1. \_\_\_\_\_ up the back pack.

pick

2. \_\_\_\_\_ you put it on the shelf?

will

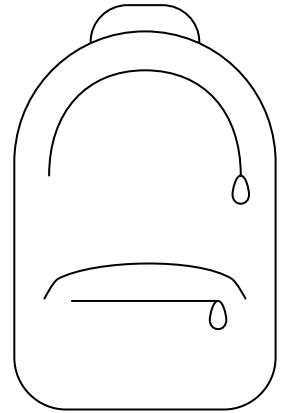
3. \_\_\_\_\_ is my stuff for school.

this

4. \_\_\_\_\_ I keep it all here?

can

I begin sentences with capital letters.



REMEMBER

All sentences  
begin with a  
capital letter.

Are you excited for school?

What do you notice about this sentence?

I can distinguish features of a sentence.

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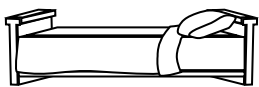
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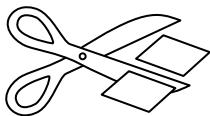
02

Name \_\_\_\_\_

Circle the word that matches the picture in each box.



bad bed



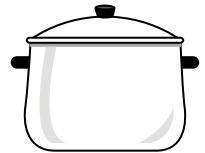
cut cat



dog dig



pin pen



pot pet



mop map

10

tin ten



bat bit



men man



log leg

I can spell words with short vowel sounds.

REMEMBER

All sentences  
begin with a  
capital letter.

Circle the capital in this sentence.

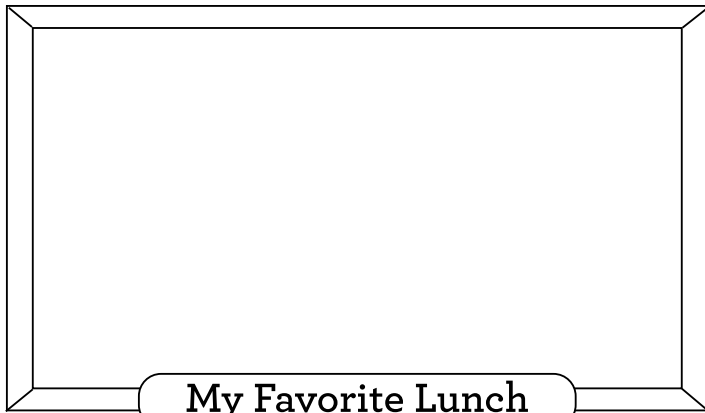
Are you excited for school?

I begin sentences with capital letters.

03

Name \_\_\_\_\_

Draw a picture of your favorite thing to eat for lunch. Write three words to describe it.



My Favorite Lunch

My favorite lunch is:




I can use words to describe.

REMEMBER

All sentences  
begin with a  
capital letter.

Write the first word of the sentence with a capital letter.

\_\_\_\_\_ at this desk.  
sit

I can distinguish features of a sentence.

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04

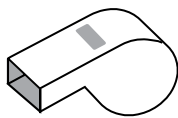
Name \_\_\_\_\_

Choose the letters that make the beginning sound of each picture.



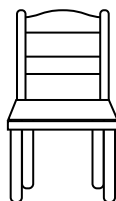
ch

sh



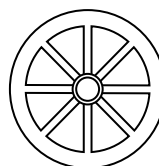
sh

wh



ch

th



th

wh



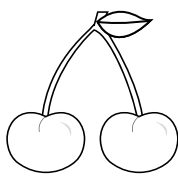
sh

th



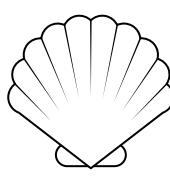
th

sh



ch

wh



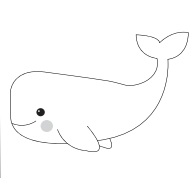
wh

sh



sh

th



ch

wh

I recognize beginning digraphs.

REMEMBER:

All sentences begin with a capital letter.

Write a sentence about the first day of school. Circle the beginning capital.

---



---



---

I can compose a complete sentence.

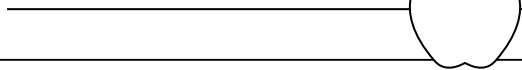
Circle the beginning capital.

I had three apples in my lunch.

Write the word from the sentence that begins with a capital letter.

\_\_\_\_\_

Write the word from the sentence that begins with *th*.



Write the word from the sentence that ends with *ch*.

Expand the sentence by adding the word *big* where it makes sense. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

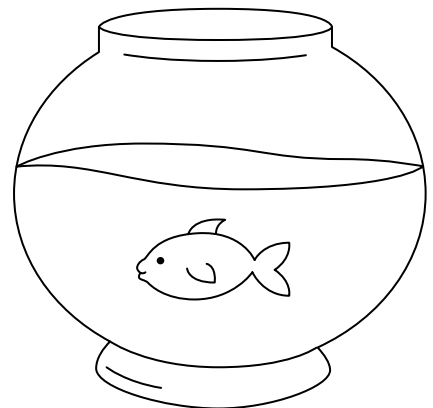
Write the ending punctuation for each sentence.

1. That is his cat \_\_\_\_\_

2. My fish is black and red \_\_\_\_\_

3. The bird can hop \_\_\_\_\_

4. I will pet the dog \_\_\_\_\_



I end sentences with correct punctuation.

REMEMBER

Telling sentences end with periods.

The cat is not sick.

What do you notice about this sentence?

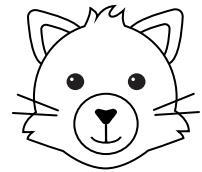
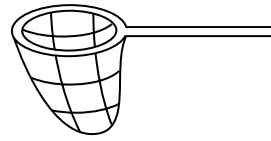
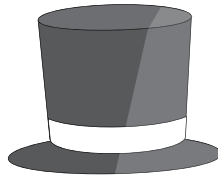
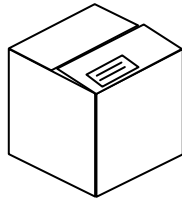
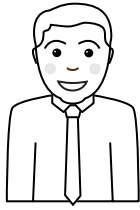
I can distinguish features of a sentence.

07

Name \_\_\_\_\_

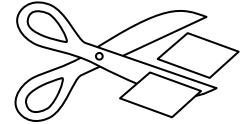
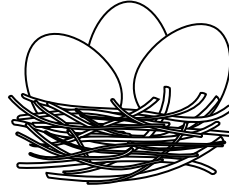
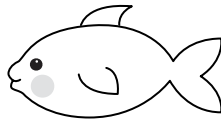
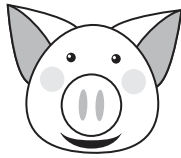
Circle pictures in each row that have the correct vowel sound.

**short a**  
like in  
*tap*



PICTURE KEY: man, box, hat, net, cat

**short i**  
like in  
*tip*



I recognize short vowel sounds.

PICTURE KEY: pig, fish, nest, wig, cut

**REMEMBER**

Telling  
sentences end  
with periods.

**Box** the ending punctuation.

The cat is not sick.

I end sentences with correct punctuation.

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08

Name \_\_\_\_\_

Write the words from each group in ABC order.

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

ship

bat

plug

red

van

drip

cap

fox

dish

I can alphabetize a series of words.

**REMEMBER**

Telling  
sentences end  
with periods.

Write the correct punctuation to end the sentence.

That fish can swim fast \_\_\_\_

I end sentences with correct punctuation.

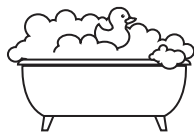
09

Name \_\_\_\_\_

Write the missing letters to spell each word.



too \_\_\_\_\_



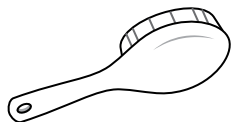
ba \_\_\_\_\_



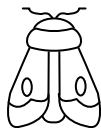
fi \_\_\_\_\_



ear \_\_\_\_\_



bru \_\_\_\_\_



mo \_\_\_\_\_



pea \_\_\_\_\_



spla \_\_\_\_\_

I can use ending digraphs.

**REMEMBER:**

Telling sentences end with periods.

Write a sentence that tells about your favorite animal. **Box** the ending punctuation.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

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10

Name \_\_\_\_\_

WEEK 2 REVIEW

**Circle** the beginning capital. **Box** the ending punctuation.

He will brush the cat.

Write the word from the sentence that begins with a capital letter.

\_\_\_\_\_

Write the word from the sentence that ends with *sh*.

\_\_\_\_\_

Write a word from the sentence that has the *short a* sound.Expand the sentence by adding the word *softly* where it makes sense. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

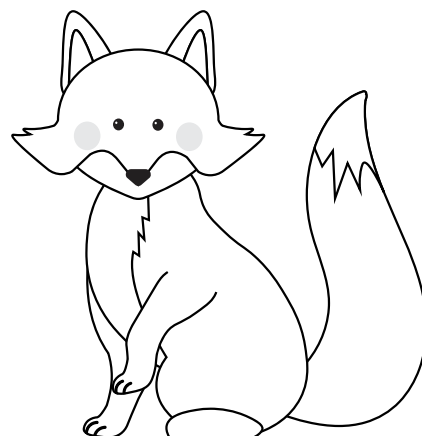
Write the ending punctuation for each sentence.

1. The fox hid on the log\_\_\_\_\_

2. Will the fish swim here\_\_\_\_\_

3. Can the frog jump fast\_\_\_\_\_

4. The little bird got lost\_\_\_\_\_



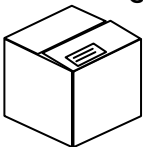
I end sentences with correct punctuation.

Did he get the big box?

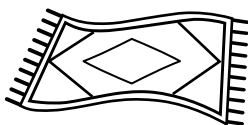
What do you notice about this sentence?

I can distinguish features of a sentence.

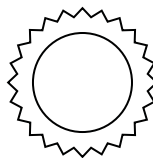
Write the missing letters to spell each word.



b\_\_\_\_x



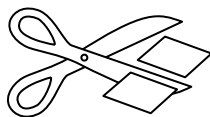
r\_\_\_\_g



s\_\_\_\_n



m\_\_\_\_p



c\_\_\_\_t



r\_\_\_\_ck



l\_\_\_\_g



t\_\_\_\_b

I can spell words with short vowel sounds.

REMEMBER

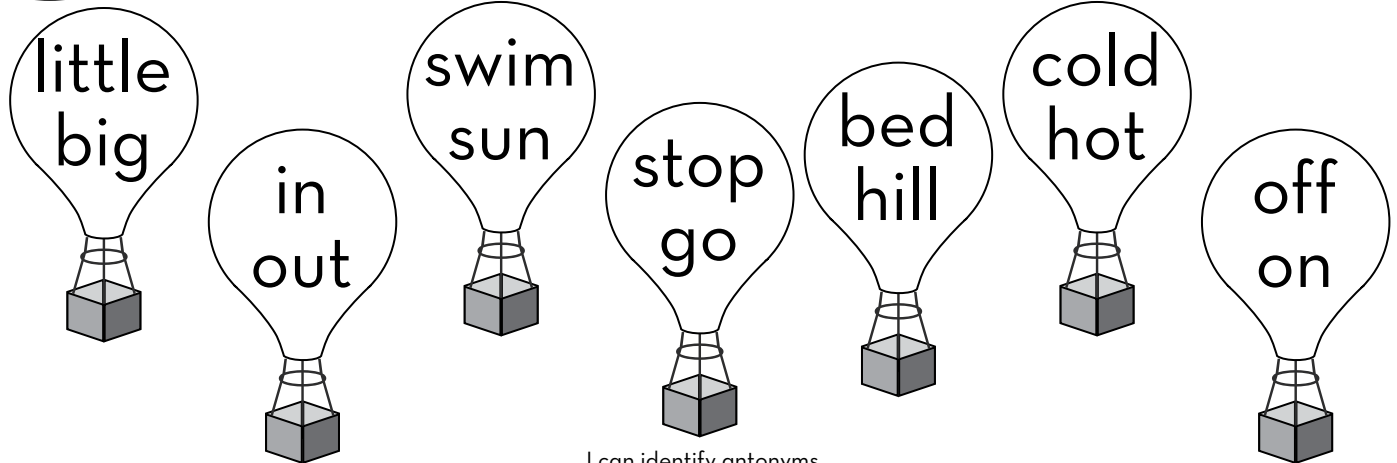
Questions end  
with question  
marks.

Box the ending punctuation.

Did he get the big box?

I end sentences with correct punctuation.

Circle balloons that have antonyms (opposite words). Cross out ☒ balloons that don't have antonyms.



I can identify antonyms.

### REMEMBER

Questions end with question marks.

Write the correct punctuation to end the sentence.

Will the fox run to this rock \_\_\_\_

I end sentences with correct punctuation.

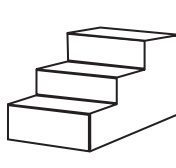
Choose the letters that make the beginning sound of each picture.



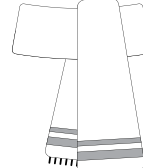
sk  
sw



sl  
sn



st  
sm



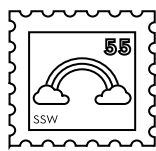
sc  
sp



sh  
sn



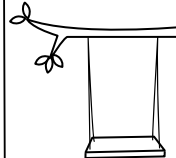
sc  
sm



st  
sw



sl  
sp



sw  
sm



sk  
st

I recognize beginning blends.

### REMEMBER:

Questions end with question marks.

Write a question you could ask your teacher. **Box** the ending punctuation.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

Circle the beginning capital. Box the ending punctuation.

# Did the frog swim in the pond?

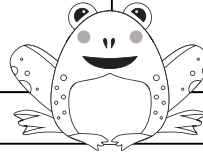
Write the word from the sentence that begins with a capital letter.

\_\_\_\_\_

Write the word from the sentence that begins with sw.

\_\_\_\_\_

Write a word from the sentence that has the *short o* sound.



Expand the sentence by adding the word *little* where it makes sense. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

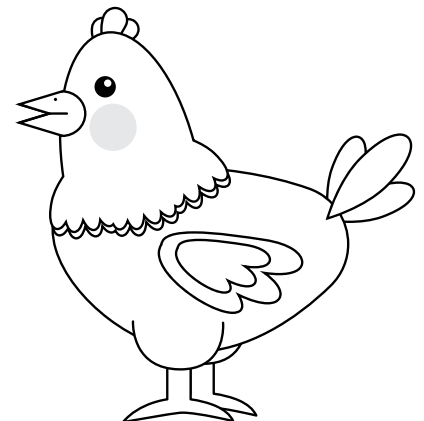
Write the ending punctuation for each sentence.

1. Is the pig in the mud \_\_\_\_\_

2. Wow, that duck swims fast \_\_\_\_\_

3. I will pet the red hen \_\_\_\_\_

4. Stop the dog \_\_\_\_\_



I end sentences with correct punctuation.

## The hen got out!

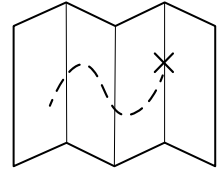
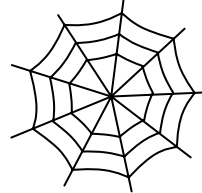
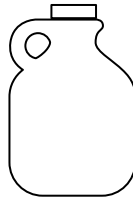
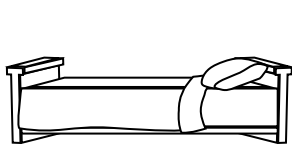
What do you notice about this sentence?

I can distinguish features of a sentence.



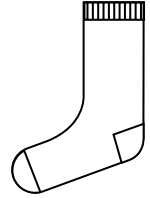
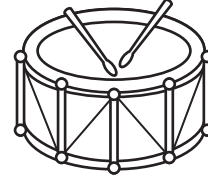
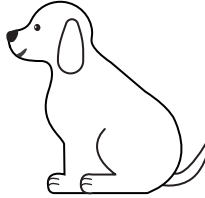
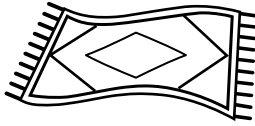
Circle pictures in each row that have the correct vowel sound.

short e  
like in  
leg



PICTURE KEY: bed, jug, pen, web, map

short o  
like in  
log



I recognize short vowel sounds.

PICTURE KEY: rug, dog, mop, drum, sock

### REMEMBER

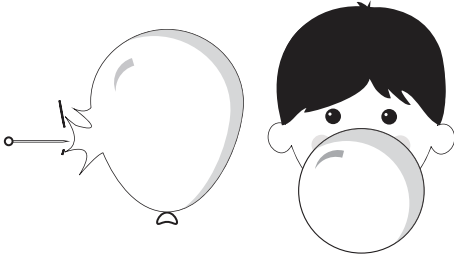
End excited  
sentences with  
exclamations!

**Box** the ending punctuation.

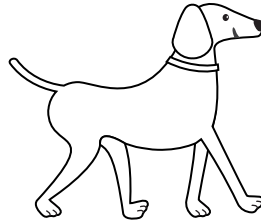
# The hen got out!

I end sentences with correct punctuation.

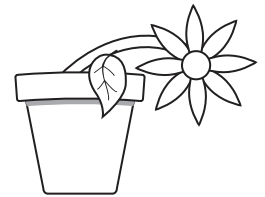
Context clues help you figure out the meaning of unknown words. Use context clues to find the meaning of the underlined word. Circle the picture that matches the meaning.



If you jab that balloon, it will pop!



That lanky dog has such long legs!



I did not water the plant and it wilted.

I use context clues to find the meaning of a word.

### REMEMBER

End excited  
sentences with  
exclamations!

Write the correct punctuation to end the sentence.

# She dropped the eggs\_\_\_\_

I end sentences with correct punctuation.

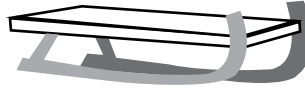
Write the missing s-blend to spell each word.



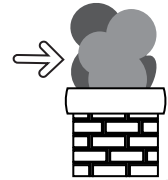
\_\_\_ake



\_\_\_ump



\_\_\_ed



\_\_\_oke



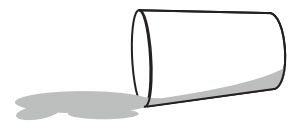
\_\_\_irt



\_\_\_im



\_\_\_ale



\_\_\_ill

I can use beginning blends.

**REMEMBER:**

Exclamatory sentences show excitement or strong feelings.

Write an exclamatory sentence about winning a race. **Box** the ending punctuation.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

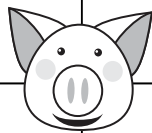
**Circle** the beginning capital. **Box** the ending punctuation.

The pigs will smash the eggs!

Write the word from the sentence that begins with a capital letter.

Write the word from the sentence that begins with *sm*.

Write a word from the sentence that has the *short e* sound.



Expand the sentence by adding the word *all* where it makes sense. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

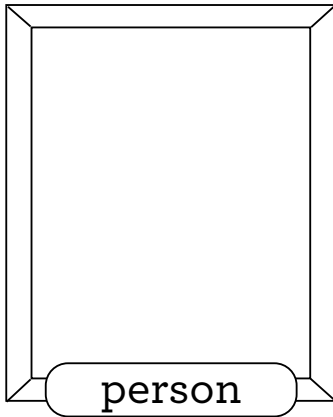
\_\_\_\_\_

I can expand and rearrange sentences.

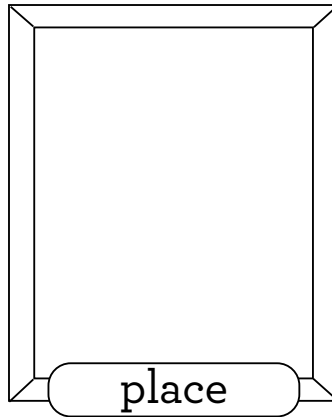
21

Name \_\_\_\_\_

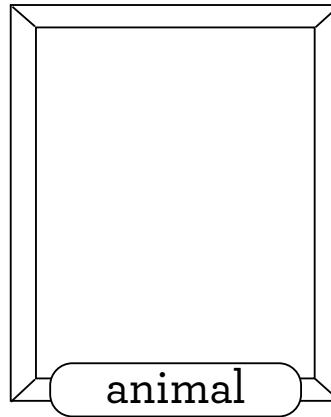
Draw a noun for each category.



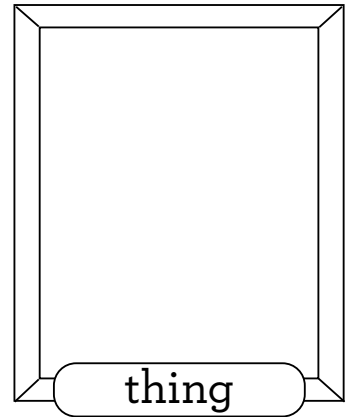
person



place



animal



thing

I can identify nouns.

Did the girl see a frog at the park?

What do you notice about this sentence?

I can distinguish features of a sentence.

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22

Name \_\_\_\_\_

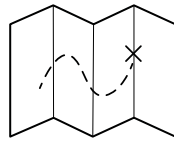
Circle the word that matches the picture in each box.



cat cut



log leg



mop map



jug jog



bet bat



pen pin



cop cap



pet pit



hem ham



dog dig

I can spell words with short vowel sounds.

REMEMBER

A noun is a  
person, place  
animal, or thing.

Circle the 3 nouns.

Did the girl see a frog at the park?

I can identify nouns.

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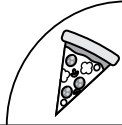
Use the words in the box to help you describe each food. Don't forget the punctuation!

spicy juicy sour sweet salty chewy cold cheesy crunchy

The pizza is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



An apple is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Is the yogurt \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



I can use words to describe.

### REMEMBER

A noun is a  
person, place  
animal, or thing.

Write a noun to complete the sentence.

He had a \_\_\_\_\_ for lunch.

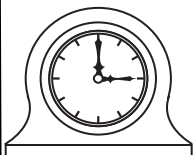
I can use nouns.

Choose the letters that make the beginning sound of each picture.



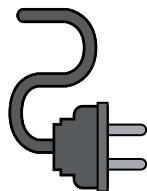
sl

gl



cl

bl



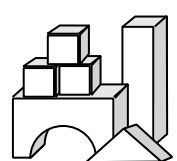
pl

sl



cl

fl



fl

bl



fl

bl



pl

sl



cl

fl



sl

gl



cl

pl

I can use beginning blends.

### REMEMBER:

A complete sentence always has a noun--a person, place, animal, or thing.

Write a sentence about something you could see at the zoo. Circle all the nouns.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

Circle the beginning capital. Box the ending punctuation.

The men got flip-flops at the shop.

Write 2 nouns from the sentence.

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

Write the word from the sentence that has the *short e* sound.

\_\_\_\_\_

Write the word from the sentence that begins with *fl*.

\_\_\_\_\_

Expand the sentence by adding the word *red* where it makes sense. Write the new sentence.

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



I can expand and rearrange sentences.

Circle the noun in each sentence. Check ☒ if it is a person, place, animal, or thing.

1. This pen is red.

☐ person ☐ place ☐ animal ☐ thing

2. We go to school.

☐ person ☐ place ☐ animal ☐ thing

3. Is the dog lost?

☐ person ☐ place ☐ animal ☐ thing

4. Stop that boy!

☐ person ☐ place ☐ animal ☐ thing

I can identify nouns.

At school, my teacher has a red mug.

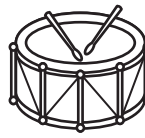
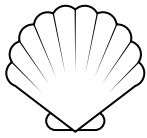
What do you notice about this sentence?



I can distinguish features of a sentence.

Draw lines to match each picture with its vowel sound.

I recognize short vowel sounds.



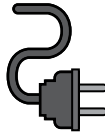
short a  
like in  
*bag*

short e  
like in  
*beg*

short i  
like in  
*big*

short o  
like in  
*bog*

short u  
like in  
*bug*



PICTURE KEY: shell, clap, sock, drum, spot, brush, plant, ship, sled, plug, swim, clock

### REMEMBER

A noun is a  
person, place  
animal, or thing.

Circle the 3 nouns.

At school, my teacher has a red mug.

I can identify nouns.

Write the words from each group in ABC order.

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

bend

spill

crab

flop

ramp

shop

flush

twin

nest

jump

grin

soft

I can alphabetize a series of words.

### REMEMBER

A noun is a  
person, place  
animal, or thing.

Write a noun to complete the sentence.

They are at the \_\_\_\_\_.

I can use nouns.

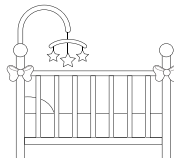
Write the missing letters to spell each word.



\_\_\_ \_\_ ess



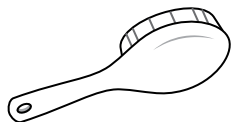
\_\_\_ \_\_ og



\_\_\_ \_\_ ib



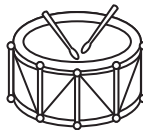
\_\_\_ \_\_ uck



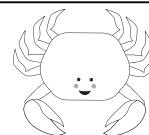
\_\_\_ \_\_ ush



\_\_\_ \_\_ ill



\_\_\_ \_\_ um



\_\_\_ \_\_ ab

I can use beginning blends.

### REMEMBER:

A complete sentence always has a noun--a person, place, animal, or thing.

Write a sentence about something you could get at the store. Circle all the nouns.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

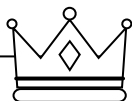
Circle the beginning capital. Box the ending punctuation.

# Did the prince drop his crown in the grass?

Write 2 nouns from the sentence.

\_\_\_\_\_

\_\_\_\_\_



Write 2 words from the sentence that have the *short i* sound.

\_\_\_\_\_

\_\_\_\_\_

Write 2 words from the sentence that are spelled with the letter *r*.

\_\_\_\_\_

\_\_\_\_\_

Expand the sentence by adding the word *new* where it makes sense. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

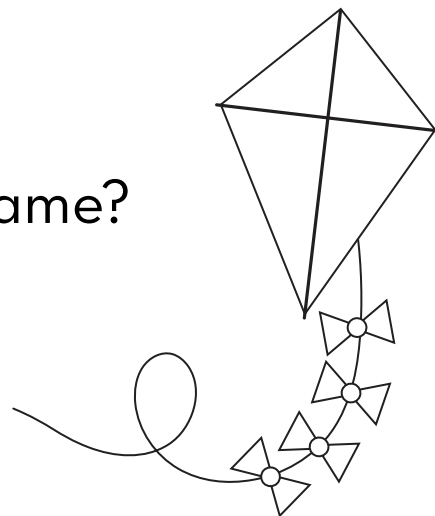
31

Name \_\_\_\_\_

Add 's to each person to show ownership.

1. This is \_\_\_\_\_ kite.  
Jane2. Where is the \_\_\_\_\_ frame?  
artist3. \_\_\_\_\_ jar broke.  
Mom4. I have \_\_\_\_\_ bike.  
Mark

I can write possessive nouns.



The dog barked in the farmer's barn.

What do you notice about this sentence?

I can distinguish features of a sentence.

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© Second Story Window

ShopSecondStoryWindow.com

32

Name \_\_\_\_\_

Write the word from the WORD BANK that matches each picture.

## WORD BANK

scarf

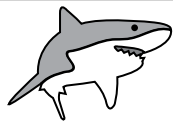
yarn

car

star

harp

shark



I can spell words with r-controlled vowels.

## REMEMBER

Add 's to a noun  
to show it owns  
something.

Circle the noun that owns something in this sentence.

The dog barked in the farmer's barn.

I can identify possessive nouns.



Write an antonym (opposite) for each word.

day

far

big

soft

run

work

hot

long

wet

I can identify antonyms.

### REMEMBER

Add 's to a noun  
to show it owns  
something.

Write a name and add 's to show ownership.

Do you have \_\_\_\_\_ scarf?

I can write possessive nouns.

Write the possessive noun to complete each sentence.

1. The cat plays with yarn. The cat's yarn is soft.

2. The shark eats lunch. The \_\_\_\_\_ lunch is fish.

3. Pam lost her scarf. \_\_\_\_\_ scarf is red.

4. Ron has a new car. \_\_\_\_\_ car is fast.

5. A harp has strings. A \_\_\_\_\_ strings are long.

I can write possessive nouns.



### REMEMBER:

Add 's to say that something belongs to someone.

Write a sentence about a friend's favorite toy. Circle the 's.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

# Did the girl's party start after dark?

Write the noun from the sentence that shows somebody owns something.



Write 2 words from the sentence that are spelled with *ar*.

Write the word from the sentence that is the antonym of *before*.

Expand the sentence by adding the word *loud* where it makes sense. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Write an answer for each question. Remember the capitals!

1. What day is it today? \_\_\_\_\_

2. What is your last name? \_\_\_\_\_

3. Who is your teacher? \_\_\_\_\_

4. What is your favorite store? \_\_\_\_\_

5. When is your birthday? \_\_\_\_\_

I capitalize proper nouns.

## On Friday, Rose got Chex at Target.

What do you notice about this sentence?

I can distinguish features of a sentence.

Choose the letters that make the vowel sound of each picture.

I recognize r-controlled vowel sounds.



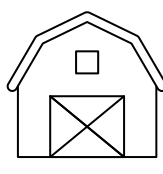
ar

or



ar

or



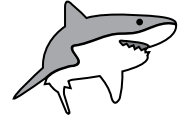
ar

or



ar

or



ar

or



ar

or



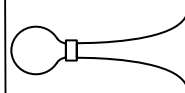
ar

or



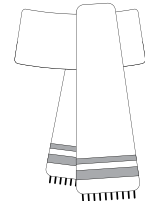
ar

or



ar

or



ar

or

PICTURE KEY: storm, jar, barn, thorn, shark, cards, corn, fork, horn, scarf

**REMEMBER**

Proper nouns  
name a specific  
noun.

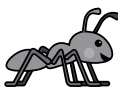
Circle the proper nouns.

On Friday, Rose got Chex at Target.

I can identify proper nouns.

Context clues help you figure out the meaning of unknown words. Use context clues to identify the word that makes sense in the sentence. Circle the picture that matches the meaning.

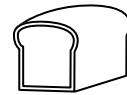
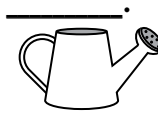
The \_\_\_\_\_ is buzzing  
by the food.



We pick \_\_\_\_\_ from  
the tree.



That plant needs some  
\_\_\_\_\_.



When it is cold, I wear  
\_\_\_\_\_.



The dog likes to chase  
the \_\_\_\_\_.



Give the carrot to the  
\_\_\_\_\_.



I use context clues to find the meaning of a word.

**REMEMBER**

Proper nouns  
name a specific  
noun.

Write a restaurant name to complete the sentence. Remember the capital!

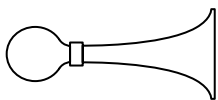
We got dinner at \_\_\_\_\_.

I capitalize proper nouns.

Write the word from the WORD BANK that matches each picture.

## WORD BANK

north  
horn  
fork  
thorn  
storm  
corn



I can spell words with r-controlled vowels.

## REMEMBER:

Proper nouns name a certain person, place, animal or thing. They are capitalized. Write a sentence about your favorite movie. Circle the proper noun.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

Circle the beginning capital. Box the ending punctuation.

# Will Jax see the torch from Rio's Olympics?

Write the noun from the sentence that shows somebody owns something.

\_\_\_\_\_

Write the word from the sentence that is spelled with or.

\_\_\_\_\_

Write 2 proper nouns from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Expand the sentence by adding the word *famous* where it makes sense. Write the new sentence.

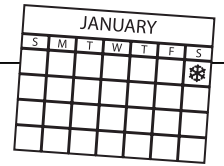
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.



Write an answer for each question. Remember the capitals!

1. What month were you born? \_\_\_\_\_

2. What day is tomorrow? \_\_\_\_\_

3. What month is it? \_\_\_\_\_

4. What holiday do you like? \_\_\_\_\_

5. What day was yesterday? \_\_\_\_\_

I capitalize days, months, and holidays.

## Is Mother's Day in May or June?

What do you notice about this sentence?

I can distinguish features of a sentence.

Say the name of each picture. Is the vowel sound short or long?

I can identify vowel sounds.



short long



short long



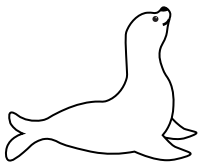
short long



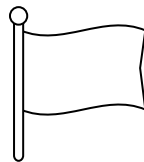
short long



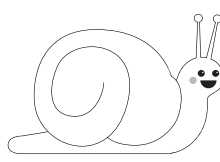
short long



short long



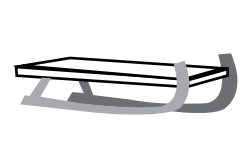
short long



short long



short long



short long

PICTURE KEY: bat, truck, bride, spill, feet, seal, flag, snail, nose, sled

**REMEMBER**

Capitalize days,  
months, and  
holidays.

Circle the proper nouns.

## Is Mother's Day in May or June?

I can identify nouns.

Use the definition to answer the questions.

**quake** *verb* to shake when you feel scared or mad

If you see Amadi *quake*, how do you think she is feeling?

What does *quake* have to do with a scary movie?

What might make you *quake*?

I can identify connections between words and their use.

**REMEMBER**

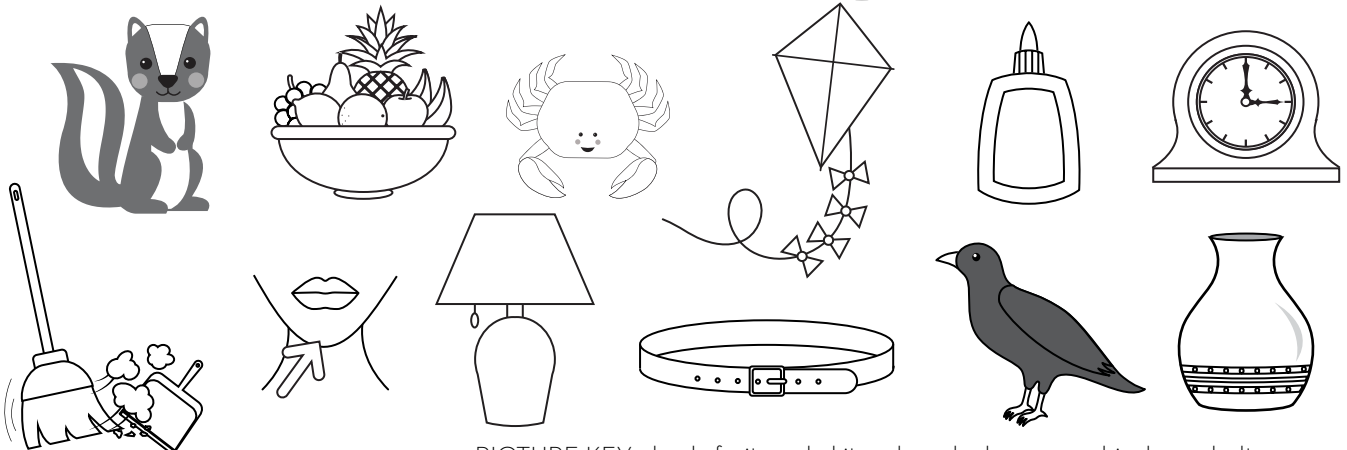
Capitalize days, months, and holidays.

Write a day of the week to complete the sentence. Remember the capital!

Finn saw the movie on \_\_\_\_\_.

I capitalize proper nouns.

Say the name of each picture. Cross out ☒ short vowel words. Circle long vowels. I can identify vowel sounds.



PICTURE KEY: skunk, fruit, crab, kite, glue, clock, sweep, chin, lamp, belt, crow, vase

**REMEMBER:**

Days, months, and holidays are always capitalized because they are proper nouns. Write a sentence about your favorite month. Circle all the proper nouns.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

Circle the beginning capital. Box the ending punctuation.

We got hats for Tim's Halloween party.

Write the noun from the sentence that shows something owns something.

\_\_\_\_\_

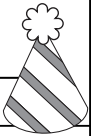
Write a proper noun from the sentence.

\_\_\_\_\_

Write 2 words from the sentence that have a short vowel sound.

\_\_\_\_\_

\_\_\_\_\_



Expand the sentence by adding the word *fun* where it makes sense. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Use commas to separate three or more items in a list. Add commas to the sentences.

1. Bikes cars and trucks are on the street.

2. Are bees ants and flies all insects?

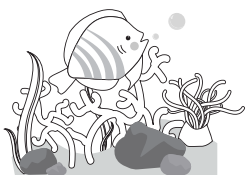
3. Feed the sheep goats ducks and pigs.

4. Do you slide swing or climb at the park?

I can use commas in a series.

Eels, fish, and sharks live on the reef.

What do you notice about this sentence?



I can distinguish features of a sentence.

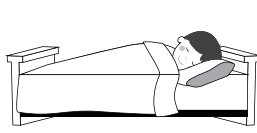
Circle the word that matches the picture in each box.



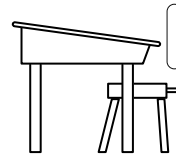
wet weet



tre tree



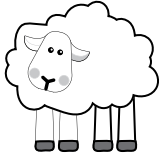
slep sleep



desk deesk



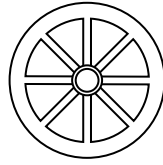
wed weed



shep sheep



bell beell



whel wheel



quen queen



ten teen

I can spell words with long vowel sounds.

### REMEMBER

Use commas to  
separate items  
in a list.

Circle the commas.

Eels, fish, and sharks live on the reef.

I can use commas in a series.

Use the glossary to answer the questions.

### GLOSSARY

**root** (*root*) - the part of the plant in the soil

**seedling** (*seed·ling*) - a baby plant

**soil** (*soil*) - dirt a plant grows in

**stem** (*stem*) - the part of the plant that holds it up

1. What is a baby plant called?

2. What part of the plant is the arrow pointing to?



3. What is another name for dirt a plant grows in?

4. What part of the plant is in the soil?

I can use a glossary.

### REMEMBER

Use commas to  
separate items  
in a list.

Add commas to the sentence.

Do these seeds grow into  
plants trees flowers or weeds?

I can use commas in a series.



Write the word from the WORD BANK that matches each picture.

## WORD BANK

cheese

seeds

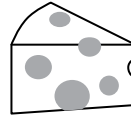
feet

three

sweep

bee

3



I can spell words with long vowel sounds.

## REMEMBER:

Use commas to separate three or more items in a list.

Write a sentence about 3 things you could get at the store. Circle all the commas.

I can use commas in a series.

Circle the beginning capital. Box the ending punctuation.

Deer ate Lee's grass, trees, and weeds in March.

Write 2 proper nouns from the sentence.

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

Write 2 words from the list in the sentence.

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

Write 2 words from the sentence that have the *long e* sound.

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

Expand the sentence by adding the word *baby* where it makes sense. Write the new sentence.

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

I can expand and rearrange sentences.

A verb is an action word. Find the verbs in the box and write them below.

sleep mom gate bake spin grape  
she dig jump home snake sit

---

---

---

---

---



---

---

---

---

---



---

---

---

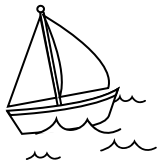
---

---

I can identify verbs.

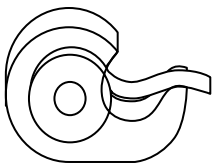
The boats sail when the wind blows.

What do you notice about this sentence?



I can distinguish features of a sentence.

Add silent e to to make vowel words. Draw lines to connect each word and the picture that matches.

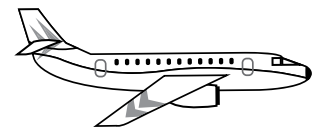


plan + e = \_\_\_\_\_

cap + e = \_\_\_\_\_

tap + e = \_\_\_\_\_

man + e = \_\_\_\_\_



I can spell words with silent e.

### REMEMBER

A verb is an action word.

Circle the 2 verbs in the sentence.

The boats sail when the wind blows.

I can identify verbs.

Read the words in each box. Cross out ☒ antonyms. (Circle) the synonyms.

**Antonyms** are opposites. **Synonyms** have about the same meaning.

on  
off

give  
take

jog  
run

hot  
cold

save  
keep

sit  
stand

quick  
fast

glad  
happy

nap  
sleep

hate  
love

I can identify synonyms and antonyms.

### REMEMBER

A verb is an  
action word.

Write 3 verbs a baby could do.

The baby \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

I can use verbs.

(Circle) the word that matches the picture in each box.



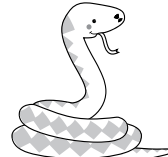
flak flake



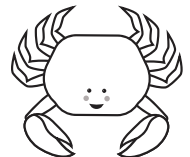
scal scale



can cane



snak snake



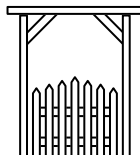
crab crabe



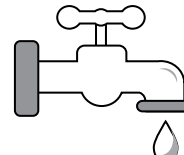
clap clape



wav wave



gat gate



tap tape



ham hame

I can spell words with long vowel sounds.

### REMEMBER:

A complete sentence has a verb--an action word.

Write a sentence about something you do at recess. (Circle) the verbs.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

# Can Dave's Jeep race, brake, and take trips?

Write 2 proper nouns from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write 2 words from the sentence that have the *long a* sound.

\_\_\_\_\_

\_\_\_\_\_

Write 2 verbs from the sentence.

\_\_\_\_\_

\_\_\_\_\_



Expand the sentence by adding the word *fast* where it makes sense. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

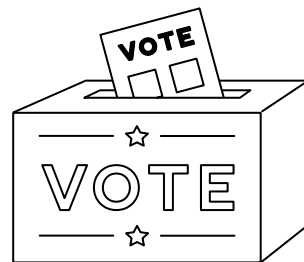
\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

**Circle** the verb in each sentence.

1. The class votes for a book.
2. We write the name of our favorite one.
3. But I poke a hole in my paper!
4. The teacher counts each note.
5. At last, the best book wins!



I can identify verbs.

## Jill's dogs dig holes and hide bones.

What do you notice about this sentence?

I can distinguish features of a sentence.

Write the words from the WORD BANK in the correct columns.

### WORD BANK

robe tote  
hop cod  
tot hope  
code not  
note rob

**Short o**  
like in *mop*

**Long o**  
like in *mope*

I can spell words with silent e.

### REMEMBER

A verb is an  
action word.

Circle the 2 verbs in the sentence.

Jill's dogs dig holes and hide bones.

I can identify verbs.

Check ☒ the box that tells the meaning of the **bold** word. Use the underlined clues to help you.

Hold still in that **pose**  
so I can take your  
picture.

A pose is \_\_\_\_\_.

- ☐ a way of standing  
☐ a nice vase

My arms hurt after I  
had to **tote** that big  
box.

To tote is \_\_\_\_\_.

- ☐ to carry  
☐ to think

We saw a **lone** bird  
flying all by itself.

Lone is \_\_\_\_\_.

- ☐ to be hungry  
☐ to be alone

I use context clues to find the meaning of unknown words.

### REMEMBER

A verb is an  
action word.

Write 3 verbs a bird could do.

The bird \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

I can use verbs.

**Circle** the word that matches the picture in each box.



spot spote



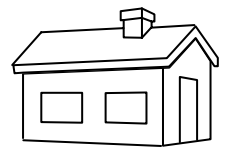
hos hose



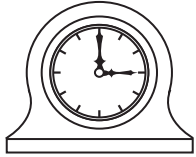
shop shope



glob globe



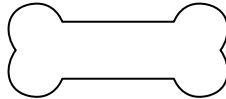
hom home



clock clocke



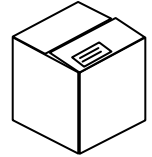
smok smoke



bon bone



frog froge



box boxe

I can spell words with long vowel sounds.

### REMEMBER:

A complete sentence has a verb--an action word.

Write a sentence about something you could do at the park. **Circle** the verbs.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

In July, I rode Hope's Razor and she jogged home.

Write 2 proper nouns from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write 2 words from the sentence that have the *long o* sound.

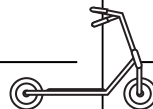
\_\_\_\_\_

\_\_\_\_\_

Write 2 verbs from the sentence.

\_\_\_\_\_

\_\_\_\_\_



Expand the sentence by adding the word *slowly* where it makes sense. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Make the past tense of these verbs by adding *-ed* to the end.

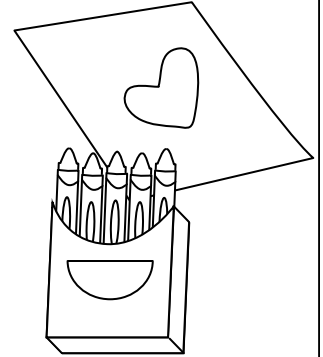
1. Today I *color*. Yesterday I \_\_\_\_\_.

2. Today I *guess*. Yesterday I \_\_\_\_\_.

3. Today I *talk*. Yesterday, I \_\_\_\_\_.

4. Today I *play*. Yesterday I \_\_\_\_\_.

5. Today I *count*. Yesterday I \_\_\_\_\_.



I can form the past tense of verbs.

I climbed the dune then rolled down.

What do you notice about this sentence?

I can distinguish features of a sentence.

Write the words from the WORD BANK in the correct columns.

### WORD BANK

scrub truck

rule plus

huge cube

drum skunk

flute dude

**Short u**

like in *cut*

**Long u**

like in *cute*

I can spell words with silent e.

### REMEMBER

Add *-ed* to many verbs to form the past tense.

Circle the 2 past tense verbs.

I climbed the dune then rolled down.

I can identify past tense verbs.

Use the definition to answer the questions.

**fume** *verb* to feel very, very angry

Losing the game made Elijah *fume*. How is he feeling?

Circle words that have about the same meaning as *fume*.

furious    cute    anger  
sleepy    mad    rage

What might make you *fume*?

I can identify connections between words and their use.

**REMEMBER**

Add *-ed* to many verbs to form the past tense.

Add *-ed* to the end of the verb to form the past tense.

We fix \_\_\_\_\_ the hole in the tube.

I can form past tense verbs.

Circle the *u* words in each sentence. Then write the words in the correct list.

1. I can hum that tune.

2. Is that mule stuck?

3. The sun is hot in June.

4. He was rude on the bus.

short u  
*tub*

long u  
*tube*

h u m

I can identify vowel sounds.

**REMEMBER:**

To make the past tense of many verbs, you add *-ed* to the end.

Write a sentence about something you have watched. Circle all the verbs.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.



Circle the beginning capital. Box the ending punctuation.

I knocked over Dina's Coke when I jumped!

Write the noun from the sentence that shows someone owns something.

\_\_\_\_\_

Write a proper noun from the sentence.

\_\_\_\_\_

Write 2 past tense verbs from the sentence.

\_\_\_\_\_

\_\_\_\_\_

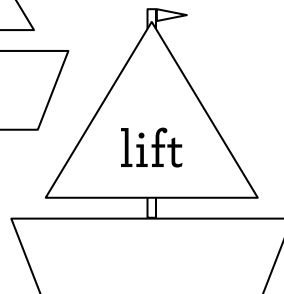
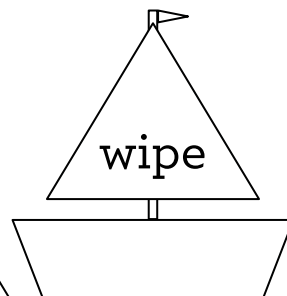
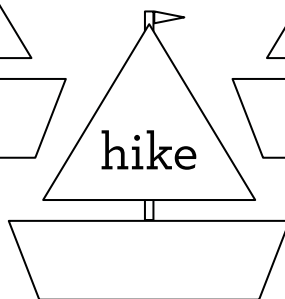
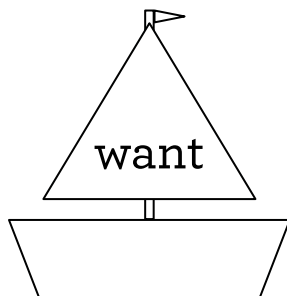
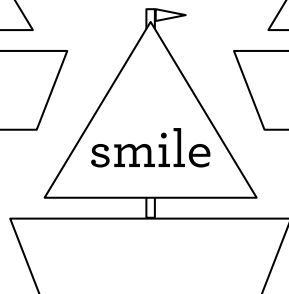
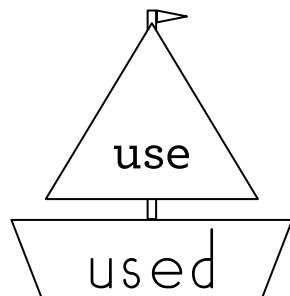
Rearrange the sentence by starting it with *When I jumped*. Write the new sentence.

When I jumped, \_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Write the past tense of each verb on the boat. If the verb ends in e, just add -d.



I can form past tense verbs.

We sailed to West Bay and visited Bill.

What do you notice about this sentence?

I can distinguish features of a sentence.

Add silent e to to make vowel words. Draw lines to connect each word and the picture that matches.

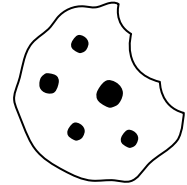
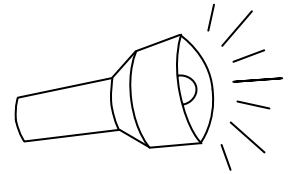


dim + e = \_\_\_\_\_

pin + e = \_\_\_\_\_

bit + e = \_\_\_\_\_

shin + e = \_\_\_\_\_



I can spell words with silent e.

### REMEMBER

Add -ed to many verbs to form the past tense.

Circle the 2 past tense verbs.

We sailed to West Bay and visited Bill.

I can identify past tense verbs.

Use the glossary to answer the questions.

### GLOSSARY

**air cell** (*air sel*) - the pillow of air at the bottom of the shell

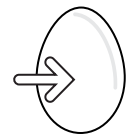
**albumin** (*al-bu-min*) - the runny liquid inside the shell

**shell** (*shel*) - the hard, outside part of the egg

**yolk** (*yōk*) - the yellow part of the egg

1. What is the runny liquid inside the shell?

2. What part of the egg is the arrow pointing to?



3. What color is the yolk?

4. Where do you find the air cell?

I can use a glossary.

### REMEMBER

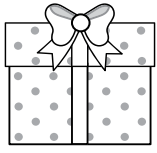
Add -ed to many verbs to form the past tense.

Add -ed (or just -d) to the end of the verbs to form the past tense.

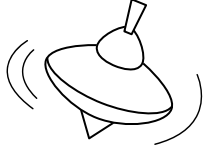
I miss\_\_\_ them after they rent\_\_\_ a new house and move\_\_ away.

I can form past tense verbs.

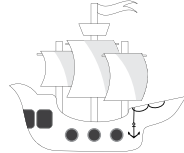
**Circle** the word that matches the picture in each box.



gift gifte



spin spine



ship shipe



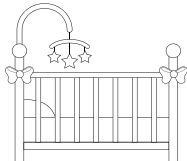
kit kite



vin vine



smil smile



crib crie



nin nine



spill spille



bik bike

I can spell words with long vowel sounds.

### REMEMBER:

To make the past tense of many verbs, you add -ed to the end.

Write a sentence about something you waited for. **Circle** all the verbs.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

The slide Ike ordered from Amazon arrived Friday.

Write 2 proper nouns from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write 2 past tense verbs from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write 2 words from the sentence that have the *long i* sound.

\_\_\_\_\_

\_\_\_\_\_

Rearrange the sentence by starting it with *On Friday*. Write the new sentence.

On Friday, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Write the past tense of each verb. Use the WORD BANK for help.

## WORD BANK

ate  
brought  
saw  
caught  
cut  
drove

see

bring

drive

eat

cut

catch

I can form irregular past tense verbs.

I gave Reed the seashell I found at East Beach.

What do you notice about this sentence?

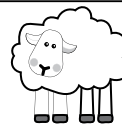


I can distinguish features of a sentence.

Write the word from the WORD BANK that matches each picture.

## WORD BANK

street  
seal  
peach  
sheep  
wheat  
queen



I can spell words with vowel teams.

## REMEMBER

Change the spelling of some past tense verbs.

Circle the 2 past tense verbs in the sentence.

I gave Reed the seashell I found at East Beach .

I can identify irregular past tense verbs.

Sort the words into the correct category.

**Synonyms** are words that have *about* the same meaning.

tiny sleep doze yell small scream

synonyms for **shout**:

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

synonyms for **little**:

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

synonyms for **nap**:

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

I can identify synonyms.

### REMEMBER

Change the spelling of some past tense verbs.

Fill in the blank with the past tense of the underlined verb.

Tonight I take a bath.  
Last night I \_\_\_\_\_ a bath.

I can form irregular past tense verbs.

**Circle** the long e words in each sentence. Then write the words in the correct list.

1. The deer came near.
2. Do you teach next week?
3. I dream when I sleep.
4. My socks feel clean.

ea words

ee words

deer

I can read and write words with long vowel sounds.

### REMEMBER:

Sometimes you must change the spelling of a verb to make it past tense. Write a sentence about something you ate. **Circle** all the verbs.

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

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

When Bree's team won, each of us screamed!

Write the 2 past tense verbs from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write the noun from the sentence that shows someone owns something.

\_\_\_\_\_

Write 2 words from the sentence that have the *long e* sound.

\_\_\_\_\_

\_\_\_\_\_

Add the word *cheered* to the sentence. You may need to add other words so the sentence makes sense. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Write an answer for each question. Remember the capitals!

1. Where do you buy groceries? \_\_\_\_\_
2. What kind of car is cool? \_\_\_\_\_
3. Where do you want to go eat? \_\_\_\_\_
4. Which team do you like? \_\_\_\_\_
5. Where do you buy shoes? \_\_\_\_\_

I capitalize proper nouns.

Is your raincoat from Target or Kohl's?

What do you notice about this sentence?

I can distinguish features of a sentence.

Write the word from the WORD BANK that matches each picture.

## WORD BANK

chain

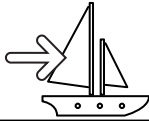
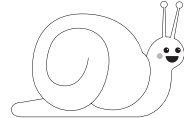
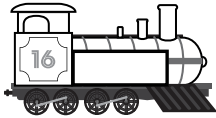
sail

paint

mail

train

snail



I can spell words with vowel teams.

## REMEMBER

Capitalize  
brand, team, and  
business names.

Circle the 2 proper nouns in the sentence.

Is your raincoat from Target or Kohl's?

I can identify proper nouns.

Check ☒ the box that tells the meaning of the **bold** word. Use the underlined clues to help you.

The **strain** of all the work made her head hurt.

Strain is \_\_\_\_\_.

☐ a rainy day

☐ lots of stress

I like my ice cream

**plain** with no toppings on it.

Plain is \_\_\_\_\_.

☐ a bowl

☐ nothing added

We gave **aid** to the family whose house was flooded.

To aid is \_\_\_\_\_.

☐ to give help

☐ to drive away

I use context clues to find the meaning of unknown words.

## REMEMBER

Capitalize  
brand, team, and  
business names.

Add a team name to sentence. Remember the capital!

I cheer for the \_\_\_\_\_.

I capitalize brand, team, store, and business names.

Write the words from the WORD BANK in the correct columns.

# WORD BANK

rain      page  
wait      braid  
gave      quail  
paint      vase  
race      late

**Long a**  
with silent e

**Long a**  
with -ai

I can spell words with vowel teams.

## REMEMBER:

Capitalize proper nouns like the names of brands, teams, stores, and businesses.  
Write a sentence about a restaurant you like. Circle the proper nouns.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

Circle the beginning capital. Box the ending punctuation.

Paint from Lowe's stained Zain's Nike shirt.

Write 2 proper nouns from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write 2 words from the sentence that have the *long a* sound.

\_\_\_\_\_

\_\_\_\_\_

Write the past tense verb from the sentence.



Expand the sentence by adding the word *red* where it makes sense. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.



Draw a picture to illustrate each collective noun.

a bunch of keys

a swarm of  
bees

a crowd of  
people

a school of fish

**Circle** the collective noun in each sentence.

1. Deal the deck of cards.

3. Here is that stack of papers.

2. A flock of birds flew away.

4. I have three rolls of coins.

I recognize collective nouns.

That team of players always wins!

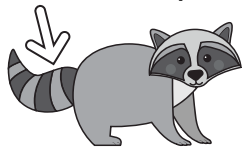
What do you notice about this sentence?

I can distinguish features of a sentence.

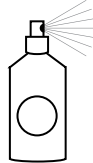
**Circle** the word that matches the picture in each box.



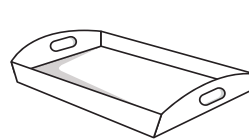
pail payl



tail tayl



sprai spray



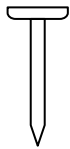
trai tray



stain stayn



dai day



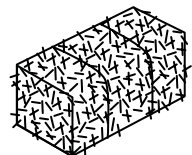
nail nayl



pai pay



rain rayn



hai hay

I can spell words with vowel teams.

### REMEMBER

A collective  
noun names a  
group.

**Circle** the collective noun.

That team of players always wins!

I can identify past tense verbs.

Use the definition to answer the questions.

**delay** *verb* to do something later than you should

Because of rain, we had to *delay* the start of the game. Is the game starting on time?

What does *delay* have to do with traffic?

What might *delay* you getting to school on time?

I can identify connections between words and their use.

**REMEMBER**

A collective noun names a group.

Finish the sentence with an animal like: cows, horses, moose, elk, oxen, or seals.

We saw a herd of \_\_\_\_\_.

I can use collective nouns.

**Circle** the *long a* words in each sentence. Then write the words in the correct list.

1. Will it rain today?

2. Pay the waiter, please.

3. Did he paint the tray?

4. We filled the gray pail.

I can identify vowel sounds.

long a -ai	long a -ay
r a i n	

**REMEMBER:**

A collective noun names a group of people, animals, or things.

Write a sentence about a class of students. **Circle** the collective noun.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

Circle the beginning capital. Box the ending punctuation.

I fell down a flight of stairs at Jay's today.

Write the past tense verb from the sentence.

\_\_\_\_\_

Write the collective noun from the sentence.

\_\_\_\_\_

Write 2 words from the sentence that have the *long a* sound.

\_\_\_\_\_

\_\_\_\_\_

Rearrange the sentence by starting it with *Today at Jay's*. Write the new sentence.

Today at Jay's, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

A *singular noun* is one person, place, thing, or animal. *Plural noun* means there's more than one noun. Read the word in each box. Then check ☒ if it's singular or plural.

coats

☐ singular noun

☐ plural noun

dreams

☐ singular noun

☐ plural noun

feet

☐ singular noun

☐ plural noun

boat

☐ singular noun

☐ plural noun

rainbow

☐ singular noun

☐ plural noun

days

☐ singular noun

☐ plural noun

road

☐ singular noun

☐ plural noun

brain

☐ singular noun

☐ plural noun

coaches

☐ singular noun

☐ plural noun

toads

☐ singular noun

☐ plural noun

I recognize singular and plural nouns.

Can I get brushes and treats for the goats at Petco?

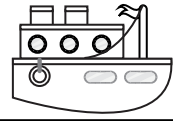
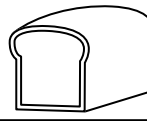
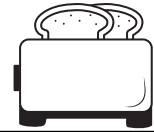
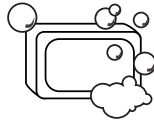
What do you notice about this sentence?

I can distinguish features of a sentence.

Write the word from the WORD BANK that matches each picture.

## WORD BANK

toad  
boat  
soap  
toast  
road  
loaf



I can spell words with vowel teams.

## REMEMBER

A plural noun is more than one noun.

Circle the 3 plural nouns.

Can I get brushes and treats for the goats at Petco?

I can identify plural nouns

Use the glossary to answer the questions.

## GLOSSARY

**bow tie** (*bo tie*) - a tie that is tied in a bow around the neck

**cloak** (*kloke*) - like a cape that wraps around for warmth

**skirt** (*skert*) - clothing that hangs from the waist

**slacks** (*slax*) - pants that are not jeans

1. If you are wearing jeans, are you wearing *slacks*?

2. What type of tie is tied in a bow?

3. What might you wear if you're feeling cold?

4. What type of clothing does the picture show?



I can use a glossary.

## REMEMBER

A plural noun is more than one noun.

Write 2 plural nouns to complete the sentence.

At the store, I got two \_\_\_\_\_ and some \_\_\_\_\_.

I can form plural nouns.

Write the words from the WORD BANK in the correct columns.

**WORD BANK**

float pole  
spoke throat  
robe hose  
vote soak  
coach loan

**Long o**  
with silent e

**Long o**  
with -oa

I can spell words with vowel teams.

**REMEMBER:**

A plural noun is more than one person, place, thing, or animal.

Write a sentence about something you wear on your feet. Circle the plural nouns.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

Circle the beginning capital. Box the ending punctuation.

Both frogs and toads croaked in the park's ponds.

Write 2 plural nouns from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write the past tense verb from the sentence.

\_\_\_\_\_

Write 2 words from the sentence that have the *long o* sound.

\_\_\_\_\_

\_\_\_\_\_

Rearrange the sentence by starting it with *In the park's ponds*. Write the new sentence.

In the park's ponds, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Circle the plural noun in each sentence. Sort them by whether the plural is made by adding -s or -es.

1. His dogs chewed the rug.

2. The baby blew kisses.

3. We have a few brushes.

4. The papers blew away!

I can identify plural nouns.

plural noun -s	plural noun -es
dogs	

I lifted the new cups, bowls, and dishes from the boxes.

What do you notice about this sentence?



I can distinguish features of a sentence.

Finish each sentence with a word from the WORD BANK.

WORD  
BANK

stew

flew

grew

drew



All the birds \_\_\_\_\_ away!



He \_\_\_\_\_ a nice picture.



Peaches \_\_\_\_\_ on the tree.



Is the \_\_\_\_\_ in the pot?

I can spell words with vowel teams.

REMEMBER

Add -s or -es  
to make most  
nouns plural.

Circle the 4 plural nouns in the sentence.

I lifted the new cups, bowls, and dishes  
from the boxes.

I can identify plural nouns.

Read the word in the box. **Circle** the 2 synonyms in each group.

**Synonyms** are words that have *about* the same meaning.

**chew**

bite

jump

chomp

**clean**

messy

tidy

neat

**few**

a little

some

many

**wishes**

birthday

hopes

dreams

I can identify synonyms.

**REMEMBER**

Add -s or -es  
to make most  
nouns plural.

Write 2 plural nouns to complete the sentence.

The wind blew away the \_\_\_\_\_  
and all the \_\_\_\_\_.

I can form plural nouns.

**Circle** the -ew word in each sentence. Then write the word on the lines.

1. The **screws** are in these boxes.

\_\_\_\_\_

2. A few of the buses are late.

\_\_\_\_\_

3. Can he view the arches here?

\_\_\_\_\_

4. I knew the classes were easy.

\_\_\_\_\_

I can read and write words with vowel teams.

**REMEMBER:**

Make most nouns plural by adding -s or -es to the end.

Write a sentence about 2 foxes. **Circle** the plural nouns.

\_\_\_\_\_

I can compose a complete sentence.

Circle the beginning capital. Box the ending punctuation.

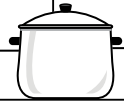
I threw carrots and radishes into the chewy stew.

Write the 2 plural nouns from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write the past tense verb from the sentence.



Write 2 words from the sentence that are spelled with -ew.

\_\_\_\_\_

\_\_\_\_\_

Expand the sentence by adding the word *onions* where it makes sense. Don't forget the comma!  
Write the new sentence.

\_\_\_\_\_

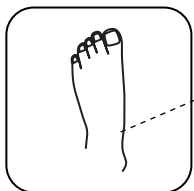
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

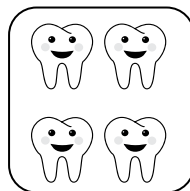
I can expand and rearrange sentences.

Draw lines to match each picture with its correct spelling.



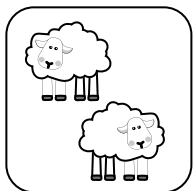
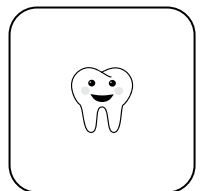
foot

feet



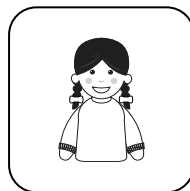
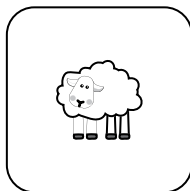
teeth

tooth



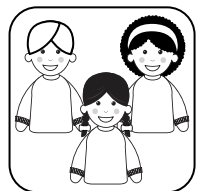
sheep

sheep



children

child



I can read and spell irregular plural nouns.

The sneaky mice frightened the men last night!

What do you notice about this sentence?



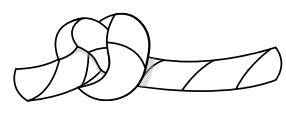
I can distinguish features of a sentence.



Write the word from the WORD BANK that matches each picture.

## WORD BANK

right  
flight  
light  
night  
tight  
knight



I can spell words with vowel teams.

## REMEMBER

Change the spelling of some nouns to make them plural.

Circle the 2 plural nouns in the sentence.

The sneaky mice frightened the men last night!

I can identify irregular plural nouns.

Use the context clues to find the meaning of the **bold** words.

I'm not very sick, but I have a **slight** cold.  
Slight means \_\_\_\_\_.

- ☐ little  
☐ slippery

She was so **delighted** she couldn't stop smiling!  
Delighted is \_\_\_\_\_.

- ☐ very happy  
☐ too sunny

We saw three deer **bound** quickly across the road.  
To bound is \_\_\_\_\_.

- ☐ to shake  
☐ to leap

I use context clues to find the meaning of unknown words.

## REMEMBER

Change the spelling of some nouns to make them plural.

Fill in the blank with the plural of goose.

There's one goose in the pond and two \_\_\_\_\_ flying in the sky.

I can use irregular plural nouns.

**Circle** the *-ight* word in each sentence. Then write the word on the lines.

1. The moose were **fighting**.

2. Two mice frightened her.

3. Are the children alright?

4. My feet might be dirty.

I can spell words with vowel teams.

**REMEMBER:**

Change the spelling of some nouns to make them plural. Write a sentence about having more than one loose tooth. **Circle** the plural nouns.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

The sight of all the sheep delighted the children.

Write 2 plural nouns from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write 2 words from the sentence that are spelled with *-ight*.

\_\_\_\_\_

\_\_\_\_\_

Write the past tense verb from the sentence.

\_\_\_\_\_

Rearrange the sentence by starting it with *The children were delighted by*. Write the new sentence.

The children were delighted by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Label each picture with words from the WORD BANK. Use the two words to make one compound word.

## WORD BANK

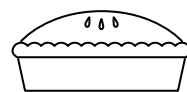
flies  
light  
bow  
fire  
tie  
sun



I can form compound words.

# Have you tried Cade's outstanding strawberry pie?

What do you notice about this sentence?

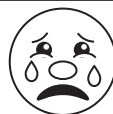
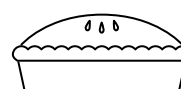


I can distinguish features of a sentence.

Write the word from the WORD BANK that matches each picture.

## WORD BANK

pie  
tie  
die  
flies  
cries  
dried



I can spell words with vowel teams.

## REMEMBER

2 small words put  
together form a  
compound word.

Circle the 2 compound words.

# Have you tried Cade's outstanding strawberry pie?

I can identify compound words.

Use the definition to answer the questions.

**shied** *verb* moved away from something scary

The baby *shied* away from the bursting balloon. How does the baby feel about the balloon?

What does *shied* have to do with a growling dog?

What might a mouse have *shied* away from?

I can identify connections between words and their use.

**REMEMBER**

2 small words put together form a compound word.

Finish the sentence with a compound word made with the word *snow*.

In winter, we saw a \_\_\_\_\_.

I can form compound words.

**Circle** the *long i* words in each sentence. Then write the words in the correct list.

1. The pie might be too hot.

2. Don't tie the laces tight!

3. Tonight we'll get fries.

4. I cried out in fright!

long i  
-ie

long i  
-ight

pie

I can identify vowel sounds.

**REMEMBER:**

A compound word is made by combining two or more small words. Use *light* to form a compound word and use it in a sentence. **Circle** the compound words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

Circle the beginning capital. Box the ending punctuation.

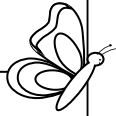
Butterflies glided above the hillside in the sunlight.

Write the plural noun from the sentence.

Write 2 compound words from the sentence.

Write 2 words from the sentence that have the *long i* sound.

\_\_\_\_\_



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

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

Rearrange the sentence by starting it with *In the sunlight*. Write the new sentence.

In the sunlight, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I can expand and rearrange sentences.

Combine the first word with words from the box to make at least 3 compound words. **Don't be tricked-** not all of the words will make a compound word!

fire



fighter works tree  
table fly house

book



shook mark worm  
shelf store case

I can form compound words.



The babysitter's ponytail is caught on my backpack!



What do you notice about this sentence?

I can distinguish features of a sentence.

Read the word in each box. Then check ☒ if the y makes the *long e* sound or the *long i* sound.

<b>bunny</b>	<b>very</b>	<b>July</b>	<b>dry</b>	<b>happy</b>
<input type="checkbox"/> y = long e	<input type="checkbox"/> y = long e	<input type="checkbox"/> y = long e	<input type="checkbox"/> y = long e	<input type="checkbox"/> y = long e
<input type="checkbox"/> y = long i	<input type="checkbox"/> y = long i	<input type="checkbox"/> y = long i	<input type="checkbox"/> y = long i	<input type="checkbox"/> y = long i
<b>cry</b>	<b>family</b>	<b>tiny</b>	<b>why</b>	<b>my</b>
<input type="checkbox"/> y = long e	<input type="checkbox"/> y = long e	<input type="checkbox"/> y = long e	<input type="checkbox"/> y = long e	<input type="checkbox"/> y = long e
<input type="checkbox"/> y = long i	<input type="checkbox"/> y = long i	<input type="checkbox"/> y = long i	<input type="checkbox"/> y = long i	<input type="checkbox"/> y = long i

I recognize long vowel patterns.

### REMEMBER

2 small words put together form a compound word.

Circle the 3 compound words.

The babysitter's ponytail is caught  
on my backpack!

I can identify compound words.

**un** *prefix* meaning: **not** or **to remove**

Add the prefix to each base word. Then draw lines to match each word with its meaning.

un lucky •      • not fair  
 \_\_\_\_ fair •      • not sure  
 \_\_\_\_ sure •      • not lucky

I can determine the meaning of words with a prefixes.

Read each sentence. Use the prefix *un-* to make a new word to complete the second sentence.

The box is **not locked**.

The box is \_\_\_\_\_.

Yelling at him was **not kind**.

Yelling at him was \_\_\_\_\_.

### REMEMBER

2 small words put together form a compound word.

Finish the sentence with a compound word made with the word *rain*.

When it was stormy, there was a

\_\_\_\_\_.

I can form compound words.

**Circle** the y words in each sentence. Then write the words in the correct list.

1. The little **baby** is shy.

y = long e  
many

y = long i  
my

2. Airplanes fly in the sky.

3. Did he try the spicy food?

4. The puppy is untidy!

b a b y

I can identify vowel sounds.

### REMEMBER:

A compound word is made by combining two or more small words. Use down to form a compound word and use it in a sentence. **Circle** the compound words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

I am not happy that my kids got sunburned outside.

Write 2 compound words from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write the plural noun from the sentence.

\_\_\_\_\_

Write 2 words from the sentence that are spelled with y.

\_\_\_\_\_

\_\_\_\_\_

Combine *happy* with the prefix *un-*. Replace *not happy* with the new word. Write the new sentence.

\_\_\_\_\_

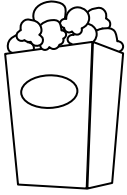
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

List adjectives that describe popcorn.



looks like:

sounds like:

smells like:

tastes like:

Fill in each blank with an adjective. Then draw an arrow to the noun it describes.

1. I lost my new bike.

3. Here is your \_\_\_\_\_ hat.

2. Mom got a \_\_\_\_\_ flower. 4. The \_\_\_\_\_ lion roared.

I can use adjectives.

I couldn't see the old pond through the thick mist.

What do you notice about this sentence?

I can distinguish features of a sentence.

Read the word in each box. Then check ☒ if the *i* makes the *short i* sound or the *long i* sound.

wild

☐ short i

☐ long i

kiss

☐ short i

☐ long i

mind

☐ short i

☐ long i

film

☐ short i

☐ long i

silk

☐ short i

☐ long i

lift

☐ short i

☐ long i

fist

☐ short i

☐ long i

child

☐ short i

☐ long i

hint

☐ short i

☐ long i

kind

☐ short i

☐ long i

I recognize vowel patterns.

REMEMBER

Adjectives  
describe nouns.

Circle the 2 adjectives in the sentence.

I couldn't see the old pond through the  
thick mist.

I can identify adjectives.



Find 2 synonyms in the word bank and list them in the correct column.

**Synonyms** are words that have *about* the same meaning.

## WORD BANK

nice soft  
frozen foggy  
misty kind  
fluffy cold

chilly

cuddly

friendly

hazy









I can identify synonyms.

## REMEMBER

Adjectives  
describe nouns.

Add adjectives to the sentence. **Circle** the noun each adjective describes.

The \_\_\_\_\_ child lost her  
\_\_\_\_\_ doll.

I can use adjectives.

**Circle** the o words in each sentence. Then write the words in the correct list.

1. The doll didn't cost much.

short o  
cost

long o  
cold

2. The gold is mostly lost.

3. Did he fold both socks?

4. A ball rolled in the pond.

d o l l

I can identify vowel sounds.

## REMEMBER:

Strong sentences use adjectives to describe nouns. Write a sentence describing milk. **Circle** the adjectives.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

We unfolded the map to find the pirate's lost gold.

Write the word from the sentence that starts with a prefix.

\_\_\_\_\_

Write the noun from the sentence that shows someone owns something.

\_\_\_\_\_

Write 2 words from the sentence that are spelled with o.

\_\_\_\_\_

\_\_\_\_\_



Expand the sentence by adding the word *old* where it makes sense. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

**Adjectives** are words that describe nouns.



Write 2 adjectives that describe the spoon.

\_\_\_\_\_

\_\_\_\_\_

Write a sentence about the spoon using at least one of the adjectives you listed.

**Circle** the adjective in the sentence. Then draw an arrow to the noun it describes.

1. I carried five books.

2. Dark clouds hid the moon.

3. That food is rotten.

4. Look at the empty pool!

I can use adjectives.

Use the good broom to sweep this untidy room.

What do you notice about this sentence?



I can distinguish features of a sentence.

Write the word from the WORD BANK that matches each picture.

## WORD BANK

moon

foot

book

spoon

boot

hook



I can spell words with vowel teams.

## REMEMBER

Adjectives  
describe nouns.

Circle the 2 adjectives in the sentence.

Use the good broom to sweep this  
untidy room.

I can identify adjectives.

Underline words or phrases that give you clues about the meaning of the **bold** word.

I look so **kooky** in this picture--my hair is purple, my clothes don't match, and my eyes are crossed!

What does *kooky* mean?

A flock of **rooks** nests in that tree. Their black feathers get everywhere and their cawing drives me crazy!

What is a *rook*?

I use context clues to find the meaning of unknown words.

## REMEMBER

Adjectives  
describe nouns.

Add adjectives to the sentence. Circle the noun each adjective describes.

Set the \_\_\_\_\_ boots by the  
\_\_\_\_\_ stool.

I can use adjectives.

**Circle** the oo words in each sentence. Then write the words in the correct list.

1. **Loop** the scarf on the hook.

short oo  
*foot*

long oo  
*food*

2. Is the moon out at noon?

loop

3. He took the pool toys.

4. I shook water off my foot.

I can identify vowel sounds.

**REMEMBER:**

Strong sentences use adjectives to describe nouns. Write a sentence describing your favorite food. **Circle** the adjectives.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

We took the books to the empty shelves.

Write 2 plural nouns from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write the adjective from the sentence.

\_\_\_\_\_



Write the past tense verb from the sentence.

\_\_\_\_\_

Expand the sentence by adding an adjective to describe the books. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Write the pronoun from the WORD BANK that could take the place of the underlined noun(s).

WORD  
BANK

they

his

us

she

1. Did Annie enjoy the party?

2. Papa gave toys to Rosa and me.

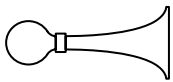
3. Rylan wants to join Ben's team.

4. Grace and Penny are very noisy!

I can use pronouns.

We were annoyed at the noise he made at our house.

What do you notice about this sentence?



I can distinguish features of a sentence.

Finish each sentence with a word from the WORD BANK.

WORD  
BANK

coin

boil

toy

foil



Wrap the food in \_\_\_\_\_.



Is this the baby's \_\_\_\_\_?



Did you drop this \_\_\_\_\_?



Don't let the pot \_\_\_\_\_ over!

I can spell words with vowel teams.

### REMEMBER

A pronoun is  
a word used in  
place of a noun.

Circle the 3 pronouns.

We were annoyed at the noise he  
made at our house.

I can identify pronouns.

Use the definition to answer the questions.

**toiled** *verb* worked very hard for a long time

We *toiled* up the mountainside all day.  
Was the hike easy?

What does *toiled* have to do with a garden?

What have you *toiled* at?

I can identify connections between words and their use.

**REMEMBER**

Begin the sentence with a pronoun.

A pronoun is a word used in place of a noun.

\_\_\_\_\_ let the milk spoil in the sun.

I can use pronouns.

**Circle** the oi and oy words in each sentence. Then write the words in the correct list.

1. The royal boy is a prince.

2. Point to your coin.

3. Did she enjoy the toys?

4. Bread spoils in moist air.

-oi  
soil

-oy  
soy

I can spell words with vowel teams.

**REMEMBER:**

A pronoun is a word used in place of a noun.

Write about something you can give me. **Circle** the pronouns.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

The boy said she wanted to enjoy it with them.

Write 2 past tense verbs from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write 2 pronouns from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write 2 words from the sentence that have the oy sound.

\_\_\_\_\_

\_\_\_\_\_



Replace *The boy* with a pronoun. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Finish each sentence with a pronoun from the WORD BANK.

WORD  
BANK

herself

yourself

himself

ourselves

He told \_\_\_\_\_ to try harder.

Did she dare go by \_\_\_\_\_ ?

We saw the shark for \_\_\_\_\_ .

You take care of \_\_\_\_\_ !

I can use reflexive pronouns.

If I stare at myself, will I see my hair growing?

What do you notice about this sentence?



I can distinguish features of a sentence.

Write the word from the WORD BANK that matches each picture.

## WORD BANK

square

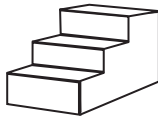
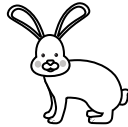
chair

pear

hare

pair

stairs



I can spell words with vowel teams.

## REMEMBER

A pronoun is  
a word used in  
place of a noun.

Circle the 4 pronouns.

If I stare at myself, will I see my  
hair growing?

I can identify pronouns.

**re** prefix meaning: **again**

Add the prefix to each base word. Then draw lines  
to match each word with its meaning.

retry •

• do again

\_\_\_\_visit •

• try again

\_\_\_\_do •

• visit again

Read each sentence. Use the prefix *re-* to make a  
new word to complete the second sentence.

We **read** the book **again**.

We \_\_\_\_\_ the book.

She can **stack** the blocks **again**.

She can \_\_\_\_\_ the blocks.

I can determine the meaning of words with prefixes.

## REMEMBER

A pronoun is  
a word used in  
place of a noun.

Finish the sentence with matching pronouns. Don't pair *he* with *myself*!

\_\_\_\_\_ will refill the cups  
by \_\_\_\_\_.

I can use reflexive pronouns.



**Circle** the *are* and *air* words. Then write the words in the correct list.

1. Our spare tire has no air.

2. Will they stare at my hair?

3. Beware of the loose stair!

4. The chair needs some care.

-are  
fare

-air  
fair

I can spell words with vowel teams.

**REMEMBER:**

A pronoun is a word used in place of a noun. Write about something you can do by yourself. **Circle** the pronouns.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

Do you care if we paint the old chair again by ourselves?

Write 2 words from the sentence that are spelled with *are* or *air*.

\_\_\_\_\_

\_\_\_\_\_

Write the adjective from the sentence.

\_\_\_\_\_

Write 2 pronouns from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Combine *paint* with the prefix *re-*. Replace *paint again* with the new word. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Write the 2 words that make up each contraction.

wasn't

--	--

doesn't

--	--

hadn't

--	--

aren't

--	--

wouldn't

--	--

won't

--	--

I can use contractions.

You can't go if you haven't learned to steer your bike.

What do you notice about this sentence?



I can distinguish features of a sentence.

Write the word from the WORD BANK that matches each picture.

**WORD BANK**

ear  
heart  
beard  
deer  
perch  
earth



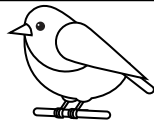
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--



--



--



--

I can spell words with vowel teams.

**REMEMBER**

A contraction combines 2 words with an apostrophe.

**Circle** the 2 contractions in the sentence.

You can't go if you haven't learned to steer your bike.

I can identify contractions.

Order the synonyms from the weakest meaning to the strongest meaning.

**Synonyms** are words that have *about* the same meaning.

peer	↑ ↑ ↑		shout	↑ ↑ ↑		cheery	↑ ↑ ↑	
look			scream			happy		
stare			yell			joyful		
LEAST			LEAST			LEAST		

look

I can distinguish shades of meaning among synonyms.

### REMEMBER

A contraction combines 2 words with an apostrophe.

Write a contraction with *not* to complete the sentence.

They \_\_\_\_\_ do that.

I can form contractions.

**Circle** the -ear and -eer words in each sentence. Then write the words in the correct list.

- We saw two deer nearby.
- Do you fear earwigs?
- The dear baby is cheerful.
- I steered clear of them!

-ear <u>spear</u>	-eer <u>steer</u>

I can spell words with vowel teams.

### REMEMBER:

A contraction is made by combining 2 words and replacing letters with an apostrophe. Write a sentence about something a baby can't do. **Circle** the contractions.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

Circle the beginning capital. Box the ending punctuation.

We won't hear them cheer if they don't move nearer.

Write 2 pronouns from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write 2 contractions from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write 2 words from the sentence that are spelled with -ear or -eer.

\_\_\_\_\_

\_\_\_\_\_

Rearrange the sentence by starting it with *If they don't move nearer*. Write the new sentence.

If they don't move nearer, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Use the 2 words to form a contraction. Don't forget the apostrophe!

they

will

you

are

I

am

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

he

is

we

will

it

is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can form contractions.

She'll use pliers to fix the wire that's loose.



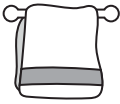
What do you notice about this sentence?

I can distinguish features of a sentence.

Finish each sentence with a word from the WORD BANK.

WORD  
BANK

fire  
pliers  
drier  
tire



Didn't the car need a \_\_\_\_\_?

I'll use \_\_\_\_\_ to fix the leak.

You'll get \_\_\_\_\_ with a towel.

We're careful near the \_\_\_\_\_.

I can spell words with vowel teams.

### REMEMBER

A contraction combines 2 words with an apostrophe.

Circle the 2 contractions in the sentence.

She'll use pliers to fix the wire that's loose.

I can identify contractions.

Underline words or phrases that give you clues about the meaning of the **bold** word.

What kind of **attire** should I wear to the party? Do you think my blue dress would be nice? Are sandals okay or do I need fancier shoes?

What does *attire* mean?

What do you hope to do when you grow up? Maybe you dream of being a teacher or an artist. If you work hard you can become whatever you **aspire** to be.

What does *aspire* mean?

I use context clues to find the meaning of unknown words.

### REMEMBER

A contraction combines 2 words with an apostrophe.

Write a contraction with *will* to complete the sentence.

\_\_\_\_\_ light the fire tonight.

I can form contractions.

**Circle** the *ir* and *ire* words in each sentence. Then write the words in the correct list.

1. They'll tighten the third wire.

2. The fire ash left us dirty.

3. We'll hire that girl first.

4. Birds built nests in the tires.

-ir  
sir

-ire  
sire

I can spell words with vowel teams.

### REMEMBER:

A contraction is made by combining 2 words and replacing letters with an apostrophe. Write a sentence about something you'll do later. **Circle** the contractions.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

I am unable to hire the girl, but she will reapply later.

Write 2 words with prefixes from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write 2 words from the sentence that are spelled with *-ir* or *-ire*.

\_\_\_\_\_

\_\_\_\_\_

Write 2 pronouns from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Combine *I* and *am* and also *she* and *will* into contractions. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Use the 2 words to form a contraction. Don't forget the apostrophe!

you

had

it

has

they

have




we

would

I

have

she

would




I can form contractions.

They'd have scored more goals if they'd practiced.

What do you notice about this sentence?



I can distinguish features of a sentence.

Finish each sentence with a word from the WORD BANK.

WORD  
BANK



Can birds \_\_\_\_\_ in the sky?

soar



One of the boat's \_\_\_\_\_ is lost.

chore



The lion's \_\_\_\_\_ hurt my ears!

roar

oars



Washing dishes is a \_\_\_\_\_ !

I can spell words with vowel teams.

### REMEMBER

A contraction  
combines 2  
words with an  
apostrophe.

Circle the 2 contractions.

They'd have scored more goals if they'd  
practiced.

I can identify contractions.

Use the definition to answer the questions.

**coarse** *adjective* something that feels very rough

*This new shirt feels coarse.*

How does the shirt feel?

What does coarse have to do with sand?

What have you touched that felt coarse?

I can identify connections between words and their use.

### REMEMBER

A contraction combines 2 words with an apostrophe.

Write a contraction with a *pronoun* + *would* to complete the sentence.

\_\_\_\_\_ like to go to the store.

I can form contractions.

**Circle** the *oar* and *ore* words in each sentence. Then write the words in the correct list.

1. I've got a new surfboard.

2. They'll want more later.

3. I'm hoarse from cheering.

4. We'll visit the seashore.

-oar  
soar

-ore  
store

I can spell words with vowel teams.

### REMEMBER:

A contraction is made by combining 2 words and replacing letters with an apostrophe. Write a sentence about something you've done. **Circle** the contractions.

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

I can compose a complete sentence.



**Circle** the beginning capital. **Box** the ending punctuation.

I have turned the boards into oars for the rowboat.

Write the compound word from the sentence.

\_\_\_\_\_

Write 2 words from the sentence that are spelled with -oar.

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

Write the past tense verb from the sentence that ends in -ed.

\_\_\_\_\_



Combine *I* and *have* into a contraction. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

**Adverbs** can describe verbs.

Add another adverb to each list.

**HOW**

- quickly
- crazily
- tiredly
- \_\_\_\_\_

**WHEN**

- today
- last week
- later
- \_\_\_\_\_

**WHERE**

- upstairs
- there
- outside
- \_\_\_\_\_

Write an adverb to complete the sentence.

The car drove \_\_\_\_\_.

I can use adverbs.

**Circle** the adverb in the sentence. Then draw an arrow to the verb it describes.

1. Three mice ran away.

2. My cart rolled unsteadily.

3. The cake smells heavenly.

4. The cup broke yesterday.

The circus music played noisily inside.

What do you notice about this sentence?

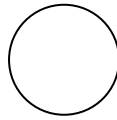
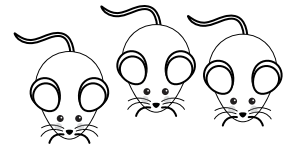


I can distinguish features of a sentence.

Write the word from the WORD BANK that matches each picture.

## WORD BANK

cent  
ice  
circle  
mice  
bicycle  
city



I can spell words with soft c.

## REMEMBER

Adverbs can  
describe  
verbs.

Circle the 2 adverbs.

The circus music played noisily  
inside.

I can identify adverbs.

**dis** *prefix* meaning: **not** or **the opposite of**

Add the prefix to each base word. Then draw lines to match each word with its meaning.

distrust •

• not trust

\_\_\_\_ like •

• not obey

\_\_\_\_ obey •

• not like

Read each sentence. Use the prefix *dis-* to make a new word to complete the second sentence.

The kids left the room **not ordered**.

The kids left the room \_\_\_\_\_.

He was **not respectful** to me.

He was \_\_\_\_\_ to me.

I can determine the meaning of words with prefixes.

## REMEMBER

Adverbs can  
describe  
verbs.

Add an adverb to the sentence. Circle the verb the adverb describes.

We disagreed \_\_\_\_\_  
about who owned the pencil.

I can use adverbs.

**Circle** the words that are spelled with the letter c. Then write the words in the correct list.

1. Twice I climbed to the cave.

2. Has he sliced the celery?

3. A cup of cider is 80 cents.

4. The city center is crowded.

hard c

call

soft c

cell

I can identify consonant sounds.

**REMEMBER:**

Adverbs can describe verbs. They tell how, where, and when things happen. Write a sentence about something you did quietly. **Circle** the adverbs.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

The mice silently disappear behind the fence often.

Write 2 words from the sentence that are spelled with *soft c*.

\_\_\_\_\_

\_\_\_\_\_

Write the word from the sentence that begins with *dis-* prefix.



Write 2 adverbs from the sentence.

\_\_\_\_\_

\_\_\_\_\_

Rearrange the sentence by starting it with *Often*. Write the new sentence.

Often, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Fill in each blank with an adverb. Check ☒ if it tells *how*, *when*, or *where* the verb happens.

## WORD BANK

nearby  
daily  
gently  
yesterday  
outside  
playfully

1. The giant walked \_\_\_\_\_.

☐ how ☐ when ☐ where

2. Dad guessed \_\_\_\_\_.

☐ how ☐ when ☐ where

3. She tiptoed \_\_\_\_\_.

☐ how ☐ when ☐ where

4. The frog hopped \_\_\_\_\_.

☐ how ☐ when ☐ where

5. His guest talked \_\_\_\_\_.

☐ how ☐ when ☐ where

6. The grass grew \_\_\_\_\_.

☐ how ☐ when ☐ where

I can use adverbs.

# I gently opened the genie's golden lamp upstairs.

What do you notice about this sentence?



I can distinguish features of a sentence.

Write the word from the WORD BANK that matches each picture.

## WORD BANK

cage  
giant  
gem  
page  
genie  
magic



\_\_\_\_\_



\_\_\_\_\_



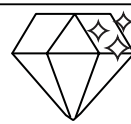
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

I can spell words with vowel teams.

## REMEMBER

Adverbs can  
describe  
verbs.

Circle the 2 adverbs.

# I gently opened the genie's golden lamp upstairs.

I can identify adverbs.

Order the synonyms from the weakest meaning to the strongest meaning.

**Synonyms** are words that have *about* the same meaning.

<p><b>most</b></p> <p>bright</p> <p>smart</p> <p>talented</p> <p>genius</p> <p><b>least</b></p> <p><u>smart</u></p>	<p><b>most</b></p> <p>gobble</p> <p>chew</p> <p>bite</p> <p>chomp</p> <p><b>least</b></p> <p>_____</p>	<p><b>most</b></p> <p>big</p> <p>huge</p> <p>giant</p> <p>large</p> <p><b>least</b></p> <p>_____</p>
---	--	--

I can distinguish shades of meaning among synonyms.

### REMEMBER

Adverbs can  
describe  
verbs.

Add an adverb to the sentence. **Circle** the verb the adverb describes.

They exercise \_\_\_\_\_  
at the gym.

I can use adverbs.

**Circle** the words that are spelled with the letter g. Then write the words in the correct list.

1. A giraffe's tongue is long.
2. The genie gave us gems.
3. There's a huge, green frog!
4. Is a giant on the stage?

hard g rag	soft g rage

I can identify consonant sounds.

### REMEMBER:

Adverbs can describe verbs. They tell how, where, and when things happen. Write a sentence about something you did outside. **Circle** the adverbs.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

Circle the beginning capital. Box the ending punctuation.

The girl didn't budge when the huge giant growled.

Write 2 words from the sentence with the soft *g* sound.

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

Write the 2 words that make up the contraction in the sentence.

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

Write 2 nouns from the sentence.

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

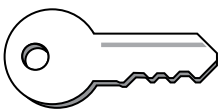


Expand the sentence by adding an adverb after *growled*. Write the new sentence.

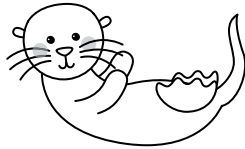
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I can expand and rearrange sentences.

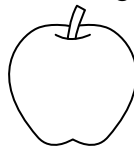
If the noun begins with a vowel, write *an*. If the noun begins with a consonant, write *a*.



\_\_\_ key



\_\_\_ otter



\_\_\_ apple



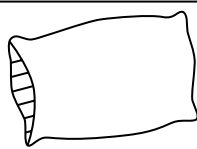
\_\_\_ tent



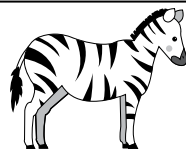
\_\_\_ gift



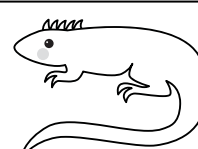
\_\_\_ umpire



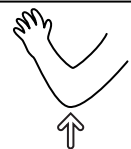
\_\_\_ pillow



\_\_\_ zebra



\_\_\_ iguana

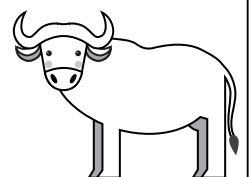


\_\_\_ elbow

I use the correct article before a noun.

How can an ox plow around an orchard?

What do you notice about this sentence?

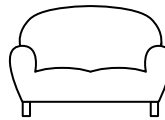
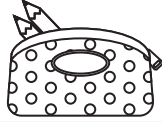


I can distinguish features of a sentence.

Write the word from the WORD BANK that matches each picture.

## WORD BANK

couch  
frown  
cloud  
pouch  
sound  
cow



I can spell words with vowel teams.

## REMEMBER

Use *an* before  
nouns that start  
with vowels.

Underline the 2 nouns. Circle the *an* that comes before each noun.

How can an ox plow around  
an orchard?

I use the correct article before a noun.

Underline words or phrases that give you clues about the meaning of the **bold** word.

We made a **vow** and I would never  
break it. We vowed to stay friends  
and that's a promise I will keep!

What does *vow* mean?

I knew he was clever, but I never  
thought he could **outwit** me. When  
did he get so smart?

What does *outwit* mean?

I use context clues to find the meaning of unknown words.

## REMEMBER

Use *an* before  
nouns that start  
with vowels.

Write *a* or *an* before each noun to complete the sentence.

\_\_\_ scout saw \_\_\_ eagle,  
\_\_\_ moose, and \_\_\_ owl by \_\_\_ lake.

I use the correct article before a noun.

**Circle** the *ou* and *ow* words in each sentence. Then write the words in the correct list.

1. Her shouts sound too loud!
2. The scouts found the cows.
3. Now the clouds have lifted.
4. One eyebrow droops down.

-ou <i>p<u>ou</u>ch</i>	-ow <i>p<u>ow</u></i>

I can spell words with vowel teams.

### REMEMBER:

Use *an* before nouns that start with vowels. Use *a* before nouns that start with consonants. Write a sentence about an ant. **Circle** *an* and *a*.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

Won't the clown run around and shout loudly?

Write the 2 words that make up the contraction in the sentence.

\_\_\_\_\_

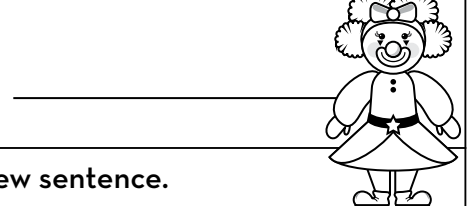
\_\_\_\_\_

Write 2 words from the sentence that are spelled with *-ou* or *-ow*.

\_\_\_\_\_

\_\_\_\_\_

Write an adverb from the sentence.



Expand the sentence by adding an adjective before *clown*. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.



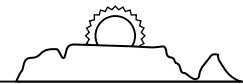
Write a proper noun for each category. Remember the capitals!

1. Your teacher's name: \_\_\_\_\_
2. A theme park: \_\_\_\_\_
3. A famous landmark: \_\_\_\_\_
4. Your favorite movie: \_\_\_\_\_
5. A famous person: \_\_\_\_\_

I capitalize all the words in a multi-word proper noun.

To see the best sunrise in Cape Town, hike Table Mountain at dawn.

What do you notice about this sentence?



I can distinguish features of a sentence.

Finish each sentence with a word from the WORD BANK.

WORD  
BANK

straw

claws

yawn

paws



When I'm sleepy, I \_\_\_\_\_.



Put a \_\_\_\_\_ in my cup.



The dog's \_\_\_\_\_ are muddy.



A crab's \_\_\_\_\_ might pinch!

I can spell words with vowel teams.

REMEMBER

Capitalize all the words in most multi-word proper nouns.

Circle the proper nouns.

To see the best sunrise in Cape Town, South Africa, hike Table Mountain at dawn.

I can identify multi-word proper nouns.

Use the definition to answer the questions.

**vault** *noun* a locked room for storing money or valuables

The princess keeps her jewels in a vault.  
Are the jewels safe?

What does a vault have to do with a bank?

What would you keep in a vault?

I can identify connections between words and their use.

**REMEMBER**

Capitalize all the words in most multi-word proper nouns.

Finish the sentence with the name of a restaurant.

We saw them at \_\_\_\_\_.

I capitalize proper nouns.

**Circle** the -au and -aw words in each sentence. Then write the words in the correct list.

1. Haul the dirt to the lawn.

2. The fawn vaulted over a log.

3. I caught the falling straws.

4. We saw the rocket launch.

-au

pause

-aw

paws

I can spell words with vowel teams.

**REMEMBER:**

Every word in most multi-word proper nouns begins with a capital letter. Write a sentence about your school. **Circle** the proper nouns.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

They can't pause the rocket launch at Cape Canaveral.

Write the proper noun from the sentence.

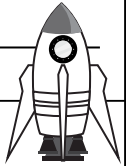
\_\_\_\_\_

Write 2 words from the sentence that are spelled with **-au**.

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

Write the 2 words that make up the contraction in the sentence.

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



Expand the sentence by adding an adjective or adverb. Write the new sentence.

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

I can expand and rearrange sentences.

Write each verb with 3 different endings.

shout

growl

frown

count

-s

shouts

-ed

growled

-ing

frowning

I can add inflectional endings to verbs.

With the rain pounding down, I was dashing to dry ground.

What do you notice about this sentence?

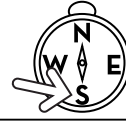


I can distinguish features of a sentence.

Write the word from the WORD BANK that matches each picture.

## WORD BANK

ground  
south  
shower  
towel  
clown  
shout



I can spell words with vowel teams.

## REMEMBER

Add endings to words to change their meaning.

Circle the 2 verbs with -ing endings.

With the rain pounding down, I was dashing to dry ground.

I can identify inflectional endings.

**ful** *suffix* meaning: full of

Add the suffix to each base word. Then draw lines to match each word with its meaning.

helpful • full of fear

fear • full of help

care • full of care

Read each sentence. Use the suffix *-ful* to make a new word to complete the second sentence.

She is very **full of success**.

She is very \_\_\_\_\_.

The storm was **full of power**.

The storm was \_\_\_\_\_.

I can determine the meaning of words with suffixes.

## REMEMBER

Add endings to words to change their meaning.

Add a verb with -ing to the sentence. Circle the -ing ending.

I was \_\_\_\_\_ joyfully  
outside.

I can use adverbs.

**Circle** the *ou* and *ow* words in each sentence. Then write the words in the correct list.

1. Put the towel on the couch.

2. I walked around the tower.

3. The dog's howl is powerful.

4. We found the lost crown!

-ou  
sound

-ow  
shower

I can spell words with vowel teams.

**REMEMBER:**

Adding letters to the ends of words can change their meaning. Write a sentence about counting. **Circle** the verbs with -ing at the end.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

If you're showering now, don't use the colorful towels.

Write 2 words from the sentence that are spelled with -ow.

\_\_\_\_\_

\_\_\_\_\_

Write the word from the sentence that ends with -ful suffix.



Write the 2 words that make up each of the contractions in the sentence.

\_\_\_\_\_

\_\_\_\_\_

Rearrange the sentence by starting it with *Don't use the colorful towels*. Write the new sentence.

Don't use the colorful towels

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Write the correct abbreviation from the box next to each word. Don't forget the capitals!

Fri. Oct. Dr. Pres. Mrs. Ave.

Doctor

Avenue

October

Friday

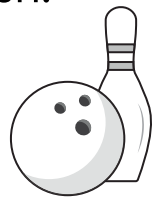
Misses

President

I capitalize titles and abbreviations.

Mr. Alder wanted to swap bowling balls with Ms. Walsh.

What do you notice about this sentence?

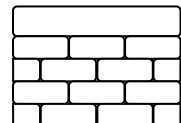


I can distinguish features of a sentence.

Write the word from the WORD BANK that matches each picture.

**WORD BANK**

watch  
wand  
wash  
wasp  
water  
wall



I can spell words with ambiguous vowel sounds.

**REMEMBER**

Capitalize  
abbreviations of  
names and titles.

Circle the 2 adverbs.

Mr. Alder wanted to swap bowling balls  
with Ms. Walsh.

I can identify adverbs.

Order the synonyms from the weakest meaning to the strongest meaning.

**Synonyms** are words that have *about* the same meaning.

MOST		MOST		MOST	
small	↑	scrub	↑	plunge	↑
mini		wipe		fall	
little		scour		dive	
tiny		wash		drop	
LEAST		LEAST		LEAST	

I can distinguish shades of meaning among synonyms.

### REMEMBER

Capitalize abbreviations of names and titles.

Write the abbreviation of the month you were born. Circle the abbreviation.

My birthday is in \_\_\_\_\_.

I can use abbreviations.

Circle the *al* and *ou* words in each sentence. Then write the words in the correct list.

1. We thought you were calm.
2. I cough when I try to talk.
3. Mrs. Lee brought the salt.
4. She ought to walk home.

-al <u>bal</u> d	-ou <u>bou</u> ght

I can spell words with vowel teams.

### REMEMBER:

Most abbreviations of names or titles start with capitals. Write a sentence about something you did Monday. Abbreviate the name of the day. Circle the abbreviation.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

Circle the beginning capital. Box the ending punctuation.

Didn't Capt. Wallis want to walk to Washington St.?

Write 2 words from the sentence that are spelled with -wa.

\_\_\_\_\_

\_\_\_\_\_

Write the 2 words that make up the contraction in the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write the full words for the 2 abbreviations in the sentence.

\_\_\_\_\_

\_\_\_\_\_



Expand the sentence by adding an adverb after walk. Write the new sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.

Add quotation marks before and after the words spoken in each sentence.

1. Mark said, I've searched for my purple shirt.

2. We got yarn and lace at the store, said Pearl.

3. I don't earn enough for this, muttered Mr. Clark.

4. The nurse said, He's through the worst now.

5. You can't eat corn with a fork, she laughed.



I use quotation marks.

"You can go to the park after your chores," Mother said.

What do you notice about this sentence?



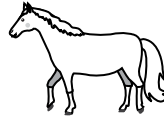
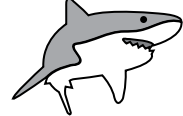
I can distinguish features of a sentence.



Write the word from the WORD BANK that matches each picture.

## WORD BANK

horse  
shark  
shirt  
storm  
north  
bird



I can spell words with r-controlled vowels.

## REMEMBER

Use quotation marks to show what is said.

Underline the words that Mother said.

"You can go to the park after your chores," Mother said.

I can identify quotations.

Underline words or phrases that give you clues about the meaning of the **bold** word.

A **tern** has a long tail and narrow wings. They don't usually build nests. Instead they lay eggs right on the ground.

What is a *tern*?

He was really rude. I tried to be nice, but he snapped at me and then walked away without saying sorry. What a **churlish** man!

What does *churlish* mean?

I use context clues to find the meaning of unknown words.

## REMEMBER

Use quotation marks to show what is said.

Add quotation marks before and after the words that are spoken.

The farmer shouted, Make sure the horses are in the barn!

I use quotation marks.

**Circle** the *er* and *ur* words in each sentence. Then write the words in the correct list.

1. The nurse spoke sternly.
2. The waiter served dinner.
3. A purple car swerved left.
4. She turned the purse over.

-er <i>her</i>	-ur <i>hurt</i>

I can spell words with vowel teams.

### REMEMBER:

Use quotation marks around what is being said in a sentence. Write something your teacher says. **Circle** the quotation marks.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can compose a complete sentence.

**Circle** the beginning capital. **Box** the ending punctuation.

"The chirping birds won't disturb you," the girl said.

Write the 2 words that make up the contraction in the sentence.

\_\_\_\_\_

\_\_\_\_\_

Write 2 words from the sentence that are spelled with *-ir*.

\_\_\_\_\_

\_\_\_\_\_

Tell who is speaking in the sentence.



Rearrange the sentence by starting it with *The girl said*. Write the new sentence.

The girl said, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can expand and rearrange sentences.