

Name: _____



Read the words below. Circle the letter *c* in each word and underline the letter that follows the *c*. Then, write each word in the correct box.

REMEMBER:

- C makes the hard sound /k/ when the next letter in the word is *a, o, u* or a *consonant*.
- C makes the soft sound /s/ when the next letter in the word is *e, i* or *y*.

cute

cell

cabin

cider

cow

cash

face

nice

clip

city

cost

prince

1

hard c (/k/)

cute

2

soft c (/s/)

cell

★ Read these words to a partner.

Name: _____

Read the words below. Circle the letter *c* in each word and underline the letter that follows the *c*. Then, write each word in the correct box.

REMEMBER:

- C makes the hard sound /k/ when the next letter in the word is *a, o, u* or a *consonant*.
- C makes the soft sound /s/ when the next letter in the word is *e, i* or *y*.

face

coast

code

clasp

place

lace

crash

cane

cell

cart

ice

price

1

hard c (/k/)

coast

2

soft c (/s/)

face

★ Read these words to a partner.

Name: _____



Read the words below. Circle the letter *g* in each word and underline the letter that follows the *g*. Then, write each word in the correct box.

REMEMBER:

- G makes the hard sound /g/ when the next letter in the word is *a, o, u* or a *consonant*.
- G makes the soft sound /j/ when the next letter in the word is *e, i* or *y*.

game

gym

goal

page

gem

gain

glass

gentle

grab

germ

large

gutter

1

hard g (/g/)

game

2

soft g (/j/)

gym

★ Read these words to a partner.

Name: _____



Read the words at the bottom of the page. Then, cut out the words and glue them into the correct boxes.

1 hard g /g/	2 soft g /j/	3 hard c /k/	4 soft c /s/

★ Read these words to a partner.



grab	fleece	fence	goal
cute	charge	magic	gel
cell	crash	glad	carpet

Name: _____



Circle the correct word to complete each sentence. Then, write the word on the line.

1	The class play will take place on the <u>stage</u> .	stage stag
2	He made a _____ splash when he fell into the pond.	huge hug
3	My puppy _____ his tail when I come home.	wages wags
4	We cannot chew _____ in class.	gum gym
5	The bell _____ loudly at the end of class.	rang range
6	Her fancy gloves were made of white _____.	lace lack
7	I will _____ you when I get home from school.	call cell
8	You must hang your coat on the _____.	race rack

★ Read these sentences to a partner.

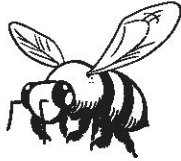
Name: _____



Practice spelling these words.

REMEMBER: One-syllable words ending in the letters **f**, **l**, **s**, or **z** double the letters when a short vowel sound comes right before them.

1



bu zz

buzz

buzz

2



dre

3



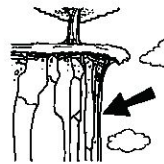
be

4



dri

5



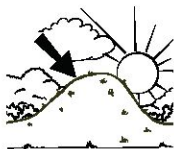
cli

6



che

7



hi

8



ba

★ Read these words to a partner.

Name: _____



Practice spelling these words.

REMEMBER: One-syllable words ending in the letters **f**, **l**, **s**, or **z** double the letters when a short vowel sound comes right before them.

1



sni ff

sniff

sniff

2



gla

3



gri

4



she

5



o

6



gra

7



do

8



we

★ Read these words to a partner.

Name: _____



Practice spelling these words.

REMEMBER: One-syllable words ending in /k/, /ch/ or /j/ right after a short vowel sound must have an extra letter.

• /k/ is spelled **ck**

• /ch/ is spelled **tch**

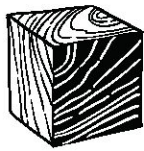
• /j/ is spelled **dge**

1



ha tch hatch hatch

2



blo _____

3



du _____

4



ba _____

5



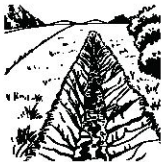
ma _____

6



clo _____

7



di _____

8



bri _____

★ Read these words to a partner.

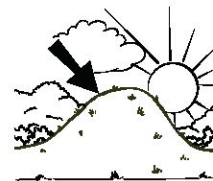
Name: _____



Read each sentence and look at the picture. Then, fill in the missing word. Remember the rules you have learned as you spell each word.

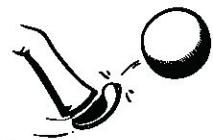
1

Go up the hill.



2

_____ the ball.



3

Play with the _____.



4

The egg will _____ soon.



5

Cross the _____.



6

I will cut the _____.



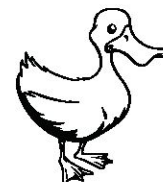
7

She fell in the _____.



8

Do not feed the _____.



★ Read these sentences to a partner.

Name: _____



Highlight the vowels that make a sound in each word. Then, draw a line to divide the word into syllables.

REMEMBER:

- All syllables must have a vowel sound.
- When you see two consonants between the vowels, divide the word between the two consonants.

1 rabbit	2 picnic	3 fabric
4 napkin	5 magnet	6 velvet
7 dentist	8 kitten	9 lesson
10 ribbon	11 traffic	12 tennis
13 insect	14 chipmunk	15 absent

★ Read these words to a partner.

Name: _____



Highlight the vowels that make a sound in each word. Then, draw a line to divide the word into syllables.

REMEMBER:

- The silent e does not make a sound at the end of the syllable.
- Two letters can make one vowel sound.
- When you see two consonants between the vowels, divide the word between the two consonants.

1 stampede	2 raccoon	3 combine
4 tadpole	5 invade	6 inhale
7 mistake	8 coffee	9 balloon
10 popcorn	11 sunrise	12 shampoo
13 enjoy	14 magnet	15 steamboat

★ Read these words to a partner.

Name: _____



Highlight the vowels that make a sound in each word. Then, draw a line to divide the word into syllables.

REMEMBER:

- At the end of a word, a consonant followed by an -le makes a syllable.
- When you see a consonant-le at the end of a word, divide the word right before the consonant-le.

1 twinkle	2 sparkle	3 stumble
4 kettle	5 fiddle	6 purple
7 noble	8 fable	9 uncle
10 little	11 table	12 apple
13 drizzle	14 bugle	15 cradle

★ Read these words to a partner.

Name: _____



Highlight the vowels that make a sound in each word. Then, draw a line to divide the word into syllables.

REMEMBER:

- When you see only one consonant between the vowels, you usually divide the word before the consonant. The consonant goes with the second vowel.
- Be sure to read each syllable after you divide the word to make sure the word makes sense.

1 bonus	2 even	3 tulip
4 hotel	5 polite	6 silent
7 oboe	8 locate	9 basic
10 radar	11 detail	12 fever
13 broken	14 open	15 donate

★ Read these words to a partner.

Name: _____



Highlight the vowels that make a sound in each word. Then, draw a line to divide the word into syllables.

REMEMBER:

- When you see only one consonant between the vowels, you usually divide the word before the consonant. **Sometimes**, the consonant goes with the first vowel to make a real word.
- Be sure to read each syllable after you divide the word to make sure the word makes sense.

1 cabin	2 credit	3 limit
4 repeat	5 later	6 radish
7 music	8 timid	9 comet
10 travel	11 spider	12 talent
13 topic	14 finish	15 event

★ Read these words to a partner.

Name: _____



Highlight the vowels that make a sound in each word. Then, draw a line to divide the word into syllables.

REMEMBER:

- All syllables must have a vowel sound.
- When you see two consonants between the vowels, divide the word between the two consonants.
- When you see only one consonant between the vowels, you usually divide the word before the consonant. **Sometimes**, the consonant goes with the first vowel to make a real word.
- Be sure to read each syllable after you divide the word to make sure the word makes sense.

1 afternoon	2 carpenter	3 lemonade
4 chimpanzee	5 fantastic	6 valentine
7 forgotten	8 hamburger	9 envelope
10 important	11 peppermint	12 computer
13 yesterday	14 inventing	15 calendar

★ Read these words to a partner.

Name: _____



Read the words in each box. Find the words that are *antonyms* and draw a line to connect these words.

¹

last	no
night	sad
yes	first
float	day
glad	sink

²

new	weak
kind	cold
strong	lose
hot	mean
win	old

³

soft	small
sad	out
big	hard
up	glad
in	down

⁴

long	closed
fast	frown
open	slow
smile	short
stop	go

★ Choose a pair of antonyms from each box. Write a sentence for each pair.

Name: _____



Read the words in each box. Find the words that are *synonyms* and draw a line to connect these words.

¹

stone	—	rock
sack		cap
hat		ship
shop		bag
boat		store

²

sniff	mend
jog	jump
leap	smell
fix	tug
pull	run

³

quick	large
bite	fast
street	chomp
see	look
big	road

⁴

shout	child
thin	jet
kid	slim
plane	ill
sick	yell

★ Choose a pair of synonyms from each box. Write a sentence for each pair.

Name: _____



Read each sentence. Circle the *synonym* for the underlined word that would keep the meaning of the sentence the same.

1	We must be <u>quick</u> to get there on time.	glad fast
2	The bird made a <u>big</u> nest in the tree.	large new
3	I did not go to school when I was <u>sick</u> .	ill hot
4	He had a blue <u>cap</u> and red shirt.	belt hat
5	It was fun to <u>run</u> down the trail.	jog skip
6	It is not safe to stand in the <u>street</u> .	grass road
7	The <u>boat</u> came into the bay.	ship shark
8	We found many <u>rocks</u> at the beach.	stones crabs

★ Read these sentences to a partner.

Name: _____



Read each sentence. Circle the *antonym* for the underlined word that would make the sentence opposite in meaning.

1	Kim was the <u>first</u> one in line.	<u>last</u> slow
2	Our classroom door is <u>closed</u> .	open blue
3	My shelf is full of <u>old</u> books.	big new
4	Next, we will hike <u>up</u> the hill.	in down
5	Maria has <u>long</u> , brown hair.	short flat
6	He thinks the big raft will <u>float</u> .	sink go
7	Wow! It's so <u>hot</u> outside today.	sunny cold
8	She had a big <u>smile</u> on her face.	bump frown

★ Read these sentences to a partner.

Name: _____



Read the circled words. Find a synonym and an antonym for each word and glue them in the correct place.

synonym
(same)

antonym
(opposite)

1		quick	
2		large	
3		glad	
4		thin	
5		bad	
6		neat	

★ Explain to a partner how the words in each set are related.



fast	slim	small	clean
sad	big	messy	joyful
good	thick	slow	awful



 **THINK ABOUT**

How can you tell that a living thing is a plant? One way to tell is to look at its parts. As you learn more, think about how plants are alike and how they are different.

 **READ**

Reread “Sunflowers” (page 2) and “Pine Trees” (page 3). Each text tells about the parts of a different plant. Use the glossary to help you with unfamiliar words.

 **EXPLORE**

Read each fact below. Look back at both texts to decide if the fact tells about a sunflower, a pine tree, or both. Circle one answer or both answers.

- | | | | |
|---|---|---------------|---------------|
| 1 | Roots hold this plant in the ground. | (sunflower) | (pine tree) |
| 2 | The leaves of this plant are flat and wide. | sunflower | pine tree |
| 3 | The trunk of this plant brings up food and water. | sunflower | pine tree |
| 4 | A seed from this plant may grow into a new plant. | sunflower | pine tree |

 **WRITE**

- 5 Write a sentence that tells one important way that a sunflower and a pine tree are alike.

- 6 Write another sentence that tells about an important difference between a sunflower and a pine tree.

- ★ Draw a picture of a sunflower and a pine tree, and label the parts.



Sunflowers

A plant has many parts that help it grow. A sunflower is one plant with many parts that help it grow strong and tall. In fact, some sunflowers can grow as tall as you!

Roots

A sunflower has roots. The roots hold the plant in the ground. Roots help the plant get food and water. It needs food and water to live and grow.

Stem

Like most plants, the sunflower has a stem. The stem holds up the sunflower and brings food and water up from the roots.

Leaf

Each leaf of the sunflower plant is attached to the stem. Plant leaves can make food with help from the sun. Sunflower leaves are flat and wide.

Seeds

The sunflower has flowers that are big and yellow. The flowers make many seeds. The seeds help grow new sunflower plants.

GLOSSARY

at•tached Attached means joined to something.

sun•flow•er A sunflower is a plant with big yellow flowers.



Pine Trees

A pine tree is a plant with many parts. Each part helps the tree grow tall and strong.

Roots

The roots of a pine tree hold it in the ground and help it get food and water. Like other plants, pine trees need food and water to live and grow.

Trunk

A pine tree has a trunk. The trunk is like a plant stem but bigger and stronger. The trunk brings food and water up from the roots.

Needles

Pine tree leaves are called needles. Needles are thin and sharp and grow on branches. Branches are like stems that grow from the trunk. Pine trees are called evergreens because the needles stay green all year. Pine trees don't lose their leaves in the fall like other plants.

Seeds

A pine cone is the part of a pine tree that holds the seeds. Some pine cones need heat to let go of their seeds.

GLOSSARY

nee•dle A needle is a leaf that is shaped like a sharp sewing tool.

ev•er•green An evergreen is a plant with leaves that stay green all year long.



 **THINK ABOUT**

Some stories teach lessons. At the end of a story, the lesson may be stated as a moral. If no lesson is stated, readers can figure it out for themselves by looking at what the characters learn. Think about what you can learn when you read a fable.

 **READ**

Reread “The Girl and Her Milk” (page 5) and “The Boy and His Oil” (page 6).

 **EXPLORE**

How are the fables alike? How are they different? Look back at both fables to help you **complete the sentences** below.

- 1 In “The Girl and Her Milk,” the girl plans to sell butter to buy _____.
- 2 Then, the girl plans to sell some chickens to buy a new _____.
- 3 Finally, she forgets about the bowl on her head, and the _____ spills.
- 4 In “The Boy and His Oil,” the boy plans to sell his oil to buy _____.
- 5 Then, the boy plans to sell some goats to buy land and a _____.
- 6 Finally, he forgets about the pot on his head, and the _____ spills.
- 7 Both fables tell about characters who have _____ that come to an end.

 **WRITE**

- 8 Reread the moral at the end of “The Girl and Her Milk.” **What moral could be added to “The Boy and His Oil”?**

★ **What do people mean when they say, *Don’t count your chickens before they hatch?* Share your ideas with a partner.**



The Girl and her Milk

One day, a girl got a full bowl of milk from her cow. She set off for home with the bowl on her head and joy in her step.

As the girl walked she made plans. “The milk in this bowl will give me cream,” she said. “Then, I will churn the cream to make butter. When I sell the butter, I can buy eggs. The eggs will hatch, and I’ll have a lot of chickens!”

The girl made more plans. “I’ll sell some of my chickens,” she said. “And I’ll buy a new drum.” As she made plans, she forgot about the bowl on her head. The bowl fell off, the milk spilled, and the girl was mad because her plans had come to an end.

The moral of this tale is, *Don’t count your chickens before they hatch.*



The Boy and his Oil

A boy once had a pot of oil to sell. He put the pot on his head and set off for the market.

As the boy walked, he began to think. “When I get to the market, I’ll sell my oil for two gold coins,” he said. “I’ll use the gold to buy goats. One day, I’ll have many goats. Then, I’ll sell some and buy land. Then, I’ll buy a house and start a family!”

The boy was glad to think of his goats and his land and his house and his family. “I’ll have many kids who will take care of me when I am old,” he said.

But then, the boy saw some kids who were very loud. He shook his head as if to say, “No, no, not my kids.” This made the oil pot fall to the ground and spill. The boy’s plans had come to an end.



 **THINK ABOUT**

Reading about a place helps you learn what is special about it. Bryce Canyon is a special place, a national park in the western United States.

 **READ**

Reread “A Map of Bryce Canyon” (page 8) and “A Hike at Night” (page 9). The first text is a map with captions like one used by park visitors. The second text is a story about visiting the park.

 **EXPLORE**

Read each sentence below. Is that information found in the map, in the story, or in both? Look back at both texts to decide. **Circle one answer or both answers.**

- | | | | |
|---|--|-----|-------|
| 1 | People can ride horses on the Peek-a-Boo Loop Trail. | map | story |
| 2 | Some visitors to Bryce Canyon stay overnight in tents. | map | story |
| 3 | A park guide leads hikers on trails at night. | map | story |
| 4 | Visitors come to Bryce Canyon to see tall, thin rocks. | map | story |
| 5 | Hoodoos are tall rocks that may look like big animals. | map | story |

 **WRITE**

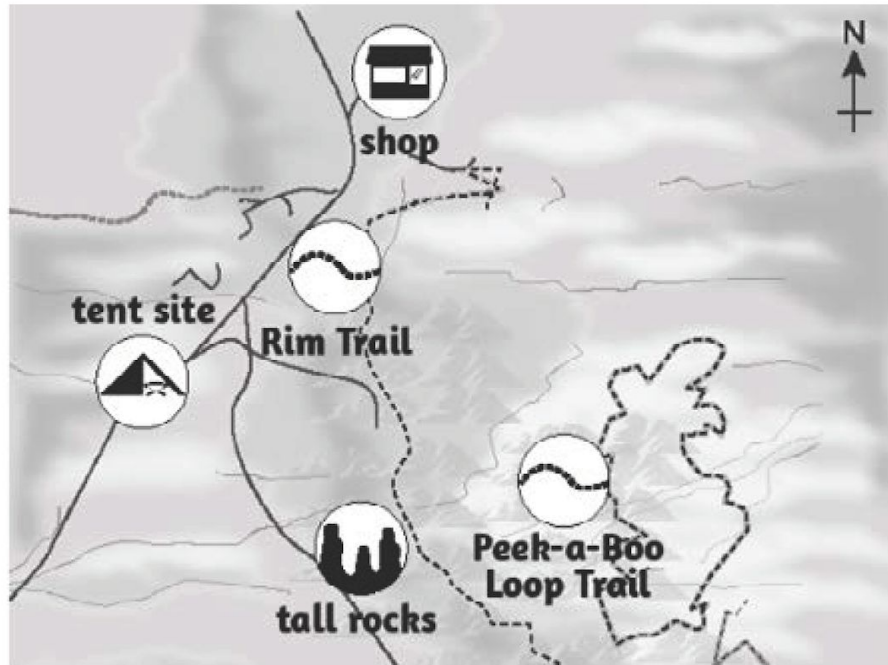
6 Write another sentence telling information that is in BOTH the map and the story.

7 What is an important difference between the map and the story?

★ Think about a time you visited a special place. Tell or write about what happened there, like the narrator of “A Hike at Night.”



Map of Bryce Canyon



Rim Trail: The Rim Trail is two miles long. One of the best times to hike is just before the sun sets.

Peek-a-Boo Loop Trail: The Peek-a-Boo Loop Trail is five miles long. People can ride a horse on this trail if they don't want to hike.

shop: This shop sells food and other things that people might need to camp in the park.

tent site: The tent site is a spot for people who want to camp near the trails. They can set up a tent or sleep out in the open.

tall rocks: Tall, thin rocks can be seen from both trails. These rocks were made by years and years of snow and rain.



A Hike at Night

“Let’s go see what Bryce Canyon looks like at night!” says the park guide. It is near the end of our trip, and there’s a full moon. Dad and I can see odd rocks on all sides of the trail.

I can’t wait to see the hoodoos at night. The tall, thin rocks make me think of sand castles. I run up the trail in front of the group.

Just then, a dark shadow falls over me. Is it a mountain lion? A black bear? I try to shout for help, but Dad and the others are too far back to hear.

Just then the moon moves from behind a cloud. When it lights up the shadow, I have to laugh. It isn’t a mountain lion or a bear. It’s a hoodoo! Still, I think I’ll stay with Dad for the rest of the hike.

