

Name: \_\_\_\_\_



Read the words in each box. Circle the irregular plural form of the word. Then, trace the word you circled.

1 shelf shelves shelves	2 person persons people
3 knife knives knives	4 goose gooses geese
5 ox oxes oxen	6 woman womans women
7 snowman snowmen snowmans	8 leaf leafs leaves
9 mouse mice mouses	10 tooth toothes teeth
11 loaf loafs loaves	12 foot feet foots
13 wolf wolves wolfs	14 child childs children

★ Choose one pair of words and write a sentence for each word.

Name: \_\_\_\_\_



Read the words in each box. Circle the irregular past tense verb. Then, trace the word you circled.

1 write wrote      writed	2 tell telled      told
3 fly flied      flew	4 feel felt      feeled
5 break brokeked      broke	6 throw threw      throwed
7 draw drawed      drew	8 say sayed      said
9 run runned      ran	10 freeze freezed      froze
11 strike struck      striked	12 sleep slept      sleeped
13 dig dug      digged	14 drive drived      drove

★ Choose one pair of words and write a sentence for each word.

Name: \_\_\_\_\_



Look at the pictures in each box. Fill in the blanks to spell the missing word. Use the top word to help you.

1



one person

2



one foot



four people



two \_\_\_\_\_

3



one man

4



one tooth



two \_\_\_\_\_



many \_\_\_\_\_

5



one child

6



one mouse



three \_\_\_\_\_



two \_\_\_\_\_

★ Choose one set of words and write a sentence for each word.

Name: \_\_\_\_\_



Read the sentences. Use the past tense form of the underlined word to complete each sentence.

1 It's fun to dig in the sand at the beach.

Last summer, we dug a huge hole.

2 The dogs like to run at the park.

Yesterday, they \_\_\_\_\_ all day long!

3 Our cats always hide in my room.

Last night, they \_\_\_\_\_ under my bed.

4 I like to help him sweep.

Yesterday, I \_\_\_\_\_ all of the steps.

5 My mother and father take the train to work.

Last week, I \_\_\_\_\_ the train with them.

6 We need to send her a birthday gift.

Last year, we \_\_\_\_\_ her flowers.

7 Paul can draw many things.

In art class, he \_\_\_\_\_ a robot.

8 I like to wake up at six o'clock.

This morning, I \_\_\_\_\_ up at seven.

★ Read these sentences to a partner.

Name: \_\_\_\_\_



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

1 Last winter, the pond <u>froze</u> .	<u>froze</u> frozen
2 Rosa _____ a party yesterday.	had haved
3 We _____ candy at the fair last week.	selled sold
4 He _____ me a gift on my birthday.	sent sended
5 After a long game, our team _____.	losed lost
6 I _____ a story for homework.	writed wrote
7 Dad _____ the baby in his arms.	held holded
8 The phone _____ all day long.	ringed rang
9 Pedro _____ a hat at the game yesterday.	wore weared
10 We _____ in line for a long time to get tickets.	standed stood

★ Read these sentences to a partner.

Name: \_\_\_\_\_



Read the words at the bottom of the page. Circle the prefix in each word. Then, cut out the words and glue them into the correct boxes.

ex

de

re

★ Think of another word for each prefix. Write the words in each box.



extend

refresh

depart

expect

repeat

explode

repaint

defrost

debate

deduct

remove

exhale

Name: \_\_\_\_\_



Read the words at the top of the page. Circle the prefix in each word. Then, write each word in the box with the same prefix.

dislike

disrupt

prevent

misplace

disagree

prefix

mismatch

prolong

mistake

pronoun

predict

propose

1

**dis**

dislike

2

**mis**

3

**pre**

4

**pro**

★ Choose a word from each box and write a sentence for each.

Name: \_\_\_\_\_



Read the words at the top of the page. Circle the prefix in each word. Then, write each word in the box with the same prefix.

subway

abduct

subject

advance

adverb

subside

absorb

observe

obstruct

absent

admit

obtain

1

**sub**

subway

2

**ob**

3

**ab**

4

**ad**

★ Choose a word from each box and write a sentence for each.



Name: \_\_\_\_\_



Read the words at the top of the page. Circle the prefix in each word. Then, write each word in the box with the same prefix.

unlucky    intrude    unreal    nonfiction  
insect    confirm    contract    unless  
nonstop    inform    context    nonsense

1

**un**

unlucky

2

**non**

3

**in**

4

**con**

★ Choose a word from each box and write a sentence for each.

Name: \_\_\_\_\_



Circle the prefix to complete each word. Then, write the prefix in the blank.

1	I hope the train will <u>de</u> part on time.	de ad
2	It may help to _____read that page again.	pro re
3	Our class wants to win the _____test.	non con
4	Did John _____vite you to the picnic?	ex in
5	We took a _____stop flight to Texas.	non in
6	It is _____safe to swim in the big waves.	con un
7	I hope she will _____miss us on time.	dis sub
8	My sister made a _____take on her test.	mis re

★ Read these sentences to a partner.

Name: \_\_\_\_\_



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

**develop** (verb) To develop is to grow, learn, or change.

- 2 **Reread the informational text** on the next page, “Becoming a Frog.” Informational texts give facts about a topic.
- a **Use the glossary** to help you with the meaning of unfamiliar words.
  - b **Explore the diagram** to help you understand the written information.
- 3 Informational texts have main ideas. The main idea of this text is in bold print in Paragraph 1. Go back to the text, and **put a star (★) next to the main idea**.
- 4 **Write the main idea** below.

<b>main idea</b>	
------------------	--

- 5 Informational texts also have key details that support the main idea. Three key details are underlined in the text. Go back to the text, and **put a checkmark (✓) next to each key detail**.
- 6 **Write the three key details** below.

<b>key detail 1</b>	
<b>key detail 2</b>	
<b>key detail 3</b>	

- 7 **Write a question** about one of the key details in the text or the diagram. For example, you might ask, *How does a tadpole's body change?*

\_\_\_\_\_

- 8 **Write an answer** to your question using your notes above and details from the text.

\_\_\_\_\_

\_\_\_\_\_

- ★ **Create a poster that illustrates and explains what you learned about how a frog develops.**



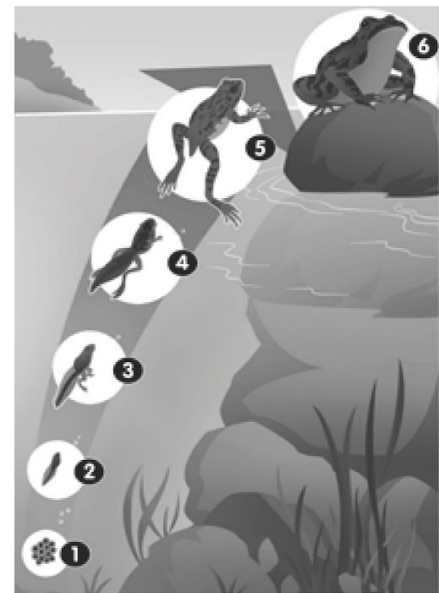
## Becoming a Frog

1 What looks like a fish, swims like a fish, and gets air like a fish—but is not a fish? The answer to that riddle is a tadpole. **A tadpole is not a fish. A tadpole grows and changes to become a frog.**

2 Tadpoles begin their lives in water. Tadpoles hatch from eggs laid by an adult female frog. A tadpole has a round head and a tail. It breathes through gills, like a fish. The newly hatched tadpole rests at first. Then, as its tail grows bigger and stronger, the tadpole uses it to swim about. Its main food is bits of water plants.

3 Over time, the tadpole's body changes. The changes may take weeks, months, or even years. The tadpole begins to grow legs. The hind legs appear first, and then the front legs. A tongue forms in its mouth. Inside its body, lungs take shape. Lungs are what land animals use to breathe on land. The tadpole's gills disappear.

4 Finally, the animal leaves the water. It may still have a tail, which begins to shrink. The animal is not a plant eater anymore. It uses its long tongue to catch insects. The tadpole has become a frog.



### GLOSSARY

**gills** (noun, plural) Gills are what fish use to breathe in water.

**lungs** (noun, plural) Lungs are what animals use to breathe air.

**shrink** (verb) To shrink is to get smaller.



- 1 **Read and underline the definition** of the phrase below. Knowing this phrase and its definition will help you complete the following activities.

**take care of** (verb) To take care of others is to be helpful and kind.

- 2 **Reread the poem** on the next page, “Anything for You.” Poems use the sound, as well as the meaning, of words to express feelings and ideas.
- 3 Poets use words to help readers form pictures in their minds. Go back to the poem, and **underline three examples of taking care of a friend** by being helpful and kind.
- 4 The poem gives many examples of taking care of a friend. **Write three examples from the poem in your own words.**

example 1	
example 2	
example 3	

- 5 Poems often have words that rhyme. This poem uses rhyme to connect the many examples of taking care of a friend. Go back to the poem, and **circle the word at the end of each line.**
- 6 **Write the rhyming words** below.

rhyme 1	
rhyme 2	
rhyme 3	

- 7 Poems also often have rhythm. Rhythm is like a drumbeat that goes with groups of words. **Read the poem aloud, and listen for the rhythm.**
- 8 **How do you know that this is a poem and not a story?** Use specific examples from the poem to support your answer. Write on another page.

- ★ **Circle the first letter of every line. What word do you see? This kind of poem is called an *acrostic*. Choose a word that has special meaning to you—like your name—and write your own acrostic poem.**



### Anything for You

**F**orget that it's your birthday? Never!

**R**eveal your deepest secrets? No way!

**I**nclude you in my plans? Forever!

**E**ncourage you to dream? Okay!

**N**eed a helping hand or hug? I'm there!

**D**on't have your lunch today? I'll share!

**S**weet friend, I hope you know I care.

Name: \_\_\_\_\_



How do you know that this is a poem and not a story?



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

**moral** (noun) The moral of a story is the lesson it teaches about life.

- 2 **Reread the fable below**, “A Dog’s Mistake.” Fables are short stories with a moral.
- 3 The characters in a fable are often animals. **Circle the name of the main character.**
- 4 Characters in fables often make mistakes. How does Dog lose his meat? The major events in the fable are underlined.
  - a **Put a checkmark (✓) next to the major event at the beginning of the fable.**
  - b **Put a checkmark (✓) next to the major event in the middle of the fable.**
  - c **Put a checkmark (✓) next to the major event at the end of the fable.**
- 5 Fables have a moral. **Put a star (★) next to the moral** at the end of the fable.

### A Dog’s Mistake

- 1 Dog had found a piece of meat. Now he was heading home with it.
- 2 Dog came to a log bridge that crossed a stream. On the bridge, he looked down at the water. He was surprised to see a dog looking up at him, and that dog had meat in his mouth!
- 3 “That dog’s meat looks better than mine,” Dog said. “And I want it!” He dropped his own meat and leaped into the water. The stream carried off Dog’s meat.
- 4 There was no other dog. When Dog had looked down from the bridge, he had seen himself in the water. The water was like a mirror.
- 5 Dog said sadly, “Now I have no meat at all.”
- 6 The moral is *Be happy with what you have.*





- 1 Complete the definition of the word below.

**moral** (noun) The moral of a story is the \_\_\_\_\_ it teaches about life.

- 2 Reread the fable below, “The Fox and the Crow.”
- 3 Circle the names of the two main characters.
- 4 Characters in fables are often tricked by other characters. How does Crow lose her cheese? The major events in the fable are underlined.
- a Put a checkmark (✓) next to the major event at the beginning of the fable.
- b Put a checkmark (✓) next to the major event in the middle of the fable.
- c Put a checkmark (✓) next to the major event at the end of the fable.
- 5 Put a star (★) next to the moral at the end of the fable.

### The Fox and the Crow

- 1 Fox looked up in a tree and saw Crow. She held a chunk of cheese in her beak. Fox wanted that cheese, and he had a plan to get it.
- 2 Fox said, “What a fine bird I see on the branch! Her black feathers gleam in the sun. She looks beautiful!” As Fox spoke, Crow felt proud.
- 3 Fox went on. “That bird is so fine-looking. It is a shame that she cannot sing.”
- 4 Crow wanted Fox to hear her sing. “CAW, CAW,” she sang.
- 5 When she opened her beak, Crow dropped the cheese, and it fell to the ground. Fox picked up the cheese and trotted off with it.
- 6 The moral is *Don’t trust anyone who gives too many compliments.*

Name: \_\_\_\_\_



1 Complete the chart below. Use the markings you made on each text to help you.

	"A Dog's Mistake"	"The Fox and the Crow"
main characters	<input type="text"/>	<input type="text"/> and <input type="text"/>
major event 1 (beginning)	✓ <input type="text"/>	✓ <input type="text"/>
major event 2 (middle)	✓ <input type="text"/>	✓ <input type="text"/>
major event 3 (end)	✓ <input type="text"/>	✓ <input type="text"/>
moral	★ <input type="text"/>	★ <input type="text"/>

2 How are "The Fox and the Crow" and "A Dog's Mistake" alike? How are they different? Use your notes and examples from the fables to support your answer. Write on another page.

★ Choose one of the fables to read aloud to a partner. Practice speaking in a different voice for each character and the narrator (the voice telling the story).

Name: \_\_\_\_\_



How are “The Fox and the Crow” and “A Dog’s Mistake” alike? How are they different?



Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

**THE READER SHOULD:**

- ❶ Read the words carefully and clearly.
- ❷ Pay attention to punctuation and read with expression.

**THE LISTENER SHOULD:**

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Cat took a nap on the chair. Cat had a dream. In the dream, Cat saw a mouse. The mouse ran off when Cat came near. Again and again, Cat made a dash for the mouse. The mouse was too fast and always got away. Cat was glad to wake up. That was a bad dream!

Mouse went to sleep. Mouse had a dream. In the dream, Mouse saw a cat. It had sharp teeth! Mouse hid on a shelf. The cat made a leap to the shelf. Mouse hid by a chair. When the cat came close, Mouse ran fast. Mouse felt glad to wake up. That dream was bad!

2 Zane had a new red sled. He could not wait to ride his new red sled. But where was the snow? Weeks went by, but no snow fell. One day, Zane saw dark clouds in the sky. "It will rain," he said. But then he saw big white flakes. Zane sang out, "Snow at last!" Zane took his new sled to the park. A big hill was there. The hill was white with snow. Zane went all the way to the top of the hill. He sat down on the sled.

"Here I go!" he said. The ride down was smooth and fast.

"This sled is the best!" said Zane.

**3 Discuss each reading with your partner.**

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.



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**THE LISTENER SHOULD:**

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

**1** Dad took a long nap at the beach. Kay dug up sand. She put the sand on his legs. The pile got huge. Kay woke up Dad. She said, “Can we swim in the sea now?” “Wait!” said Dad. “My legs are stuck!” Kay gave him a big grin. “Nice joke,” said Dad, with a smile. Dad and Kay swam in the sea. Kay saw a big wave. She swam fast. She felt the wave rise up and take her to shore. “Wow!” said Kay. “That was a great ride!” The sky got dark. Soon it would rain. “We have to go. Rain is on the way!” said Dad. They left the beach.

**2** It is the day of the big race. Roy knows he can run fast. He wants to win. “On your mark, get set, GO!” calls Coach Fred. Roy sets off on the track. He runs fast. He reaches the first turn. Then his foot slides, and he trips. Roy falls down on the track. Roy knows he cannot win the race. After Roy fell, he stood up fast and started to run again. He pumped his legs hard. He did the best he could, but he did not win. “I wish I had come in first,” Roy said to Coach Fred. “You did not give up,” Coach Fred said to Roy. “You ran a good race.”

**3** Discuss each reading with your partner.

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- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Frog sat in his boat. Duck asked, “May I join you?”  
Frog said, “This boat should still float with two friends in it.” Duck got in the boat.  
Crab came by and asked, “May I join you?”  
“I think this boat will still float with three friends in it,” said Frog.  
Crab got in. The boat floated low in the water.  
Frog, Duck, and Crab sat in Frog’s boat. Rat came by. “May I join you?” Rat asked.  
“I think this boat will float with four of us,” said Frog. “But I could be wrong.” Rat got in. The boat did not float. It sank.  
Frog said, “It is a good thing we all like to swim.” They all swam to shore.

2 It was late in the day when Yuna said to Kai, “Let’s go to the beach to see a show.”  
“What show is at the beach?” Kai asked.  
“You will see,” Yuna said. Many people were at the beach, but Kai and Yuna found a good area on the sand.  
“Where is the show?” Kai asked.  
“Just watch, and you will find out soon,” Yuna said. Yuna pointed to the sun, which was a big orange ball low in the sky. The sun seemed to be sinking into the sea. The sky turned orange, pink, and purple, and the water shone with a yellow glow. The sun slid down, down, down. Everyone clapped for the beautiful sunset.  
“Wow!” Kai said. “The sun put on a great show.”

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.



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**THE LISTENER SHOULD:**

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

**1** Russ went on a trip with his friend Ben. They hiked in the woods. Then they came to a place to camp. Ben’s dad made a fire. They sat by the fire and cooked hot dogs. Russ helped set up a tent. Russ and Ben slept in sleeping bags in the tent. The camping trip was fun. Russ liked sleeping in the tent.

Russ liked camping. He wished he had a tent at home. Russ took a sheet from his bed. He hung one side of the sheet on a chair. He hung the other side on a shelf. The sheet looked like a tent! The next day, Dad came in to wake up Russ. Russ peeked out from his hanging sheet. “I like my tent,” he said.

**2** Big Frog and Small Frog had a home in a pond. But now their pond was dry. “We must find a wet place to live,” said Big Frog.

The frogs set out from the pond. They came to a deep hole. It was a well that people had dug. The frogs saw water in the well.

“This deep well has water,” Small Frog said. “We can live here!”

Big Frog said, “We left the pond because it was dry. What will we do if this well dries up? We will not have a way to get out. The hole is too deep.”

Big Frog was wise. The frogs set out again.

**3** Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.



Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

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**THE LISTENER SHOULD:**

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Liz handed Dave a note. She wrote in her note: "Meet me at the East Gate of the park at three." Liz got to the gate at three. She was mad when Dave was late. Then she looked up and saw WEST GATE. Oops, this was the wrong gate! Liz ran. She saw Dave standing by the East Gate. He was not late. She was. Liz felt bad that she was late. "I did not mean to make you wait," she said. "I did not mind," said Dave. "I was reading my book." Dave's book was about whale sharks. "Sharks scare me!" Liz cried. "Whale sharks are not mean," said Dave. "But they are as big as whales." "Can I read your book?" asked Liz. "I want to learn more."

2 Chang had a cold. May wanted to help her sick friend. "I will make him a card," May told Dad. "A card will cheer him up." May had scraps of felt. They were red and blue. She cut them up and glued them to her card. She painted a yellow sun. She wrote GET WELL SOON! "Chang will like this card very much," said Dad. May sent her card to Chang. Chang called on the phone. "I like your card," he said. "I am glad you like it," said May. "How do you feel?" "I do not feel too bad," said Chang. He had a cold. He had been sick for three days. "I hope you get well soon," said May. "I have a new game we can play."

**3 Discuss each reading with your partner.**

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.



Name: \_\_\_\_\_



Complete each sentence to explain the meaning of the metaphor.

**REMEMBER:** Metaphors are comparisons that show how two very different things are similar in one important way.

1 “The store was a zoo” means the store was...

\_\_\_\_\_

2 “His room was a pigsty” means his room was...

\_\_\_\_\_

3 “Her hands were ice cubes” means her hands were...

\_\_\_\_\_

4 “The girl was a statue” means the girl was...

\_\_\_\_\_

5 “Vic is a cheetah on the track” means Vic is...

\_\_\_\_\_

6 “Tina is a fish in the water” means Tina is...

\_\_\_\_\_

★ Read these sentences to a partner and explain the meaning of each metaphor.

Name: \_\_\_\_\_



Read each sentence and complete the simile.

**REMEMBER:** Similes are **comparisons** that show how two very different things are similar in one important way. Similes use the words **like** or **as** in the comparison.

1 John spent all day at the pool. He swims like...

\_\_\_\_\_

2 Rita easily won the race. She ran like...

\_\_\_\_\_

3 My room was such a mess. It looked like...

\_\_\_\_\_

4 I could not lift the box. It was as heavy as...

\_\_\_\_\_

5 Maya kept her voice down in class. She was as quiet as...

\_\_\_\_\_

6 The crowd cheered for their team. Their cheers were as loud as... \_\_\_\_\_

★ Choose a simile from above and think of another word to complete the sentence.

Name: \_\_\_\_\_



Read each sentence and complete the simile.

**REMEMBER:** Similes are **comparisons** that show how two very different things are similar in one important way. Similes use the words **like** or **as** in the comparison.

1 The jet rose in the sky. It soared like...

\_\_\_\_\_

2 We could not swim in the lake. It was as cold as...

\_\_\_\_\_

3 The sun set on the pond. The water sparkled like...

\_\_\_\_\_

4 Travis can lift the huge box. He is as strong as...

\_\_\_\_\_

5 He took a long time to walk up the steps. He was as slow as...

\_\_\_\_\_

6 I could not see in the dark attic. It was as black as...

\_\_\_\_\_

★ Choose a simile from above and think of another word to complete the sentence.