Unit 5
Workbook
Unit 5
Workbook
Skills Strand
GRADE 2

Core Knowledge Language Arts®
New York Edition
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This Workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 5. Some of the worksheets in this book do not include written instructions for the student because the instructions would have contained nondecodable words. The expectation is that teachers will explain these worksheets to the students orally, using the guidelines in the Teacher Guide. The Workbook is a student component, which means that each student should have a Workbook.
Dear Family Member,

Below you will find our spelling words for this week. We are beginning to learn how to put words in alphabetical order using just the first letter of each word.

The worksheet your child has for homework should be completed in this way:

1. On the back of this page, have your child write the alphabet down the side of the paper.

2. Have your child read all of the words aloud and circle the first letter in each word.

3. Ask your child to write each set of words in alphabetical order.

<table>
<thead>
<tr>
<th>quickly</th>
<th>neatly</th>
<th>ugly</th>
<th>jelly</th>
<th>chilly</th>
</tr>
</thead>
<tbody>
<tr>
<td>slowly</td>
<td>funny</td>
<td>angry</td>
<td>empty</td>
<td>mommy</td>
</tr>
<tr>
<td>daddy</td>
<td>happy</td>
<td>pretty</td>
<td>grumpy</td>
<td></td>
</tr>
</tbody>
</table>

**Tricky Word: alphabet**

Please continue to encourage your child to read at least 20 minutes every night. At this point in the school year, your child should be able to self-select reading material and read independently for the entire 20 minutes.
<table>
<thead>
<tr>
<th>quickly neatly ugly alphabet</th>
<th>jelly chilly slowly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _______________________</td>
<td>1. _______________________</td>
</tr>
<tr>
<td>2. _______________________</td>
<td>2. _______________________</td>
</tr>
<tr>
<td>3. _______________________</td>
<td>3. _______________________</td>
</tr>
<tr>
<td>4. _______________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>funny angry empty mommy</th>
<th>daddy happy pretty grumpy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _______________________</td>
<td>1. _______________________</td>
</tr>
<tr>
<td>2. _______________________</td>
<td>2. _______________________</td>
</tr>
<tr>
<td>3. _______________________</td>
<td>3. _______________________</td>
</tr>
<tr>
<td>4. _______________________</td>
<td>4. _______________________</td>
</tr>
</tbody>
</table>
Word Sort

Sort the words by spelling. Write the words with the /u/ sound spelled ‘u’ under *bug*. Write the words with the /u/ sound spelled ‘o’ under *other*.

<table>
<thead>
<tr>
<th>rush</th>
<th>trust</th>
<th>bunch</th>
<th>son</th>
</tr>
</thead>
<tbody>
<tr>
<td>month</td>
<td>ugly</td>
<td>mother</td>
<td>until</td>
</tr>
<tr>
<td>truck</td>
<td>unkind</td>
<td>money</td>
<td>front</td>
</tr>
</tbody>
</table>

/u/ spelled ‘u’ as in *bug*
__________
__________
__________
__________
__________
__________

/u/ spelled ‘o’ as in *other*
__________
__________
__________
__________
__________
__________


Fill in the Blank

Write the best word from the box to complete each sentence.

mother  cover  month  money  wonder
dozen  trumpet  grumpy  mummy  thunder

1. We heard the ________________ before we saw the lightning.

2. My ________________ , not my Dad, woke me up this morning.

3. I wish I had some ________________ to buy some candy.

4. I feel ________________ when I don’t get plenty of sleep.

5. King Tut’s ________________ was discovered in 1922.

6. Did you ________________ your nose when you sneezed?

7. The ________________ is a brass instrument.

8. Did you know that 12 cookies make one ________________?
The Beginning

Long before you were born, in a place we can no longer find, there was a king. King Alfred was his name.

King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south. The people of this land were very happy with him as their king. King Alfred liked to have fun. He liked parties and feasts. He was fair and kind, and he kept his people safe.

King Alfred could not do this all by himself. He had twelve knights to help him keep his lands peaceful and his people safe. These brave knights—well, sometimes they were brave—helped to keep bad things from happening.

The most well-known knight of all was Sir Gus the Fearless. The king himself had given Sir Gus the name “Fearless.” This was an odd name, for Sir Gus was not entirely fearless. In fact, he had a lot of fears.

Sir Gus was scared of the dark. He was scared of mice and bats and spiders. He did not like boats and he could not swim. Shadows and loud noises made him faint. In fact, lots of things made Sir Gus faint.
Sir Gus had all the things a knight must have. He had a shield and a lance. He had a spear and a sword. But Sir Gus liked a long soak in a bathtub better than a fight.

Cats and horses made Sir Gus itch. Sometimes the itching was so bad that he would start jumping up and down.

Sir Gus was rather absentminded. He got lost a lot and could rarely tell which way to go. Sir Gus found it difficult to get up in the morning. He liked to sleep in, so he was late most of the time.

All in all, Sir Gus was a rather odd knight. But King Alfred did not see this. What he saw was that Sir Gus always served him well.
The Beginning

1. Why are the people of King Alfred’s land happy with King Alfred as their king?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Who helps King Alfred keep his lands peaceful and his people safe?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What are some of Sir Gus’s fears?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Family Member Directions: Ask your child to answer each question using a complete sentence.
4. What are some of your fears?

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________

5. Why might cats and horses make Sir Gus itch?

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________

6. What do you think of Sir Gus?

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________
Fill in the Blank

younger    none    welcome
gloves    enormous    touched

1. Is your sister older or _________________ than you?

2. When it is cold, I cover my hands with _________________.

3. The mat on the porch said “______________.”

4. If you eat it all, there will be _________________ left for me.

5. An antonym of “tiny” is “______________.”

6. The baby cried after she _________________ the hot stove.

Write two new sentences using any two of the words from the box.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
<table>
<thead>
<tr>
<th>nervous</th>
<th>dove</th>
<th>country</th>
</tr>
</thead>
<tbody>
<tr>
<td>love</td>
<td>shove</td>
<td>poisonous</td>
</tr>
</tbody>
</table>

1. We looked up and saw a white ____________ flying by.
2. I like hamburgers, but I really ____________ ice cream!
3. Mexico is a ____________.
4. It’s not nice to hit or ____________.
5. When I have to take a test, I get ____________.
6. Some spiders and snakes are ____________.

Write two new sentences using any two of the words from the box.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
The Thief

One dark and stormy night while King Alfred was sleeping, a thief crept into his bedroom and stole the king’s golden ring. The next morning, when the king woke up, he saw that his ring was gone!

The king was very sad.

“Someone stole my ring!” he cried in agony. “It was my father’s ring, and his father’s before him. It is a king’s ring. I must have it back!”

King Alfred was so upset in the morning; he could not eat his herring on toast.

King Alfred summoned his twelve brave knights. Eleven of them came at once on horseback. Sir Gus the Fearless came later, on foot. Sir Gus explained why he was late. He explained that he had lost his horse.

“Why, good sir,” said the king, “you will not get very far on foot!”

“Yes, my lord. I mean no, my lord,” replied Sir Gus. “The problem is, your majesty, that when I am on my horse, I itch. I had such a bad itch last night that I fell off my horse and it ran off.”

“Well, you must stop itching then,” said the king.
“Yes, indeed,” replied Sir Gus, trying very hard not to itch.

Then the king told the knights what had happened. He told them he was counting on them to recover his ring.

The next day, at sunrise, eleven of the knights galloped off to find the thief.

Some time after lunch, Sir Gus was awakened by the king himself.

“Not up yet?” asked the king.

“Pardon me, my lord,” stammered Sir Gus. “I was just…”

“Nevermind!” said the king. “There’s no need to explain. Why should you be up at the crack of dawn? For what can a knight do without a horse? But never fear! I have a gift for you. You may take my horse. But you must be careful, Sir Gus. My horse is the fastest in the land.”

Sir Gus got out of bed. He stretched and yawned loudly. Then he got dressed.

“Do not fear,” said Sir Gus, as he mounted the horse. “I am an—”

And with that, Sir Gus was carried off. The king’s horse had shot off like an arrow.
The Thief

1. What is a thief?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Sir Gus takes longer to get to the king than the other knights. Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Why did Sir Gus fall off his horse?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4. Why isn’t the king mad when he finds Sir Gus sleeping in?
All’s Well That Ends Well

Sir Gus rode the king’s horse out into the country. He galloped over green land and lovely rolling hills.

All was well, until he began to itch. He scratched his leg. He scratched his neck. He tried to scratch his back and nearly fell off the horse. Nothing seemed to help. At last Sir Gus told himself he had better stop, lest he scratch himself right off the king’s horse!

Sir Gus stopped in front of a farmhouse. Near the farmhouse was a stone well. Standing near the well was a young, strong-looking man.

Sir Gus spoke to the young man politely. “Pardon me, good sir,” he said, “may I drink from your well?”

“Yes, you may,” said the young man.

Sir Gus went to draw water from the well. He grabbed the rope and began to tug on it. But then he felt the need to scratch. He let go of the rope and started scratching himself. Soon he was itching himself so hard that he started jumping up and down. He jumped up and down so much that he fell into the well and landed with a splash at the bottom.

“Ack!” cried Sir Gus. “What have I done?”

It was a good thing that Sir Gus was tall. The water in the well only came up to his chest.

The young man peered down into the well.

“Have no fear!” he shouted to Sir Gus. “I will help you. I will drop the bucket down. Take hold of it, and I will lift you up.”

Sir Gus waited nervously at the bottom of the dark well. He did not like the dark or the cold water. His legs began to shiver and shake.

The bucket came down the well. Sir Gus grabbed the bucket and held on tight.
Slowly the young man began to bring Sir Gus up out of the well.

As Sir Gus reached the top of the well, the young man offered the knight his hand.

“Young man,” said Sir Gus, as he stepped out of the well, “I am touched by your generous deed. I would like to thank you for helping me. What is your name?”

“My name is Robin,” replied the man.

“Well, then, Robin,” said Sir Gus, “I thank you.”

“You are welcome,” said Robin.

The two men shook hands. Robin clasped the knight’s hand so tightly that water dripped from his glove.

Robin smiled. “Come into my house,” he said. “I will find you some dry clothing.”

Sir Gus went inside.

“Sit down,” said Robin. “I will fetch you some dry clothing and something to drink.” Robin left the room.

Sir Gus sat down on a wooden chair. As he did so, a large black cat jumped onto his lap. At once, Sir Gus began to itch all over. He got up and started jumping up and down. He jumped so hard that he knocked over a chair and bumped into a shelf.

Some things fell off the shelf. As he bent down to pick these things up, Sir Gus spotted a ring. It was the king’s ring! Robin was the robber!

Sir Gus stood thinking for a moment.

“There is no point fighting with the man,” Sir Gus said to himself. “That would be dangerous. I can tell by his grip that he is very strong.”

Sir Gus grabbed the ring. Then he tiptoed quietly out of the house. He mounted his horse and rode back to see the king.
Well

1. 

______________________________

______________________________ # ________

Well

2. 

______________________________

______________________________ # ________

Well

3. 

______________________________

______________________________ # ________
Dear Family Member,

The words shown below contain the /u/ sound, written with various spellings, all of which your child has studied at school. Ask your child to read the words. Then ask your child to use each word in an oral sentence.

<table>
<thead>
<tr>
<th>but</th>
<th>some</th>
<th>other</th>
<th>just</th>
<th>such</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>mother</td>
<td>under</td>
<td>done</td>
<td>money</td>
</tr>
<tr>
<td>brother</td>
<td>southern</td>
<td>touch</td>
<td>run</td>
<td>young</td>
</tr>
<tr>
<td>trouble</td>
<td>month</td>
<td>son</td>
<td>none</td>
<td>bus</td>
</tr>
</tbody>
</table>
Spelling Test

1. __________________ 9. __________________
2. __________________ 10. __________________
3. __________________ 11. __________________
4. __________________ 12. __________________
5. __________________ 13. __________________
6. __________________ 14. __________________
7. __________________ 15. __________________
8. __________________
Write the words in alphabetical order.

1. __________________________________________

2. __________________________________________

3. __________________________________________
### Sound Spellings

This chart shows 4 spellings for the /u/ sound. Use the chart to fill in Worksheet 5.3.

<table>
<thead>
<tr>
<th></th>
<th>‘u’</th>
<th>‘o’</th>
<th>‘ou’</th>
<th>‘o_e’</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>buddy</td>
<td>brother</td>
<td>boisterous</td>
<td>become</td>
</tr>
<tr>
<td></td>
<td>buzz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>cup</td>
<td>cover</td>
<td>cousin</td>
<td>country</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>duck</td>
<td>dozen</td>
<td>Doug</td>
<td>done</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>dove</td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td>enormous</td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>fun</td>
<td>front</td>
<td>famous</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td></td>
<td></td>
<td>generous</td>
<td>glove</td>
</tr>
<tr>
<td>h</td>
<td>hug</td>
<td>honey</td>
<td>hideous</td>
<td>handsome</td>
</tr>
<tr>
<td>j</td>
<td>junk</td>
<td>just</td>
<td>jealous</td>
<td></td>
</tr>
<tr>
<td>l</td>
<td>lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>must</td>
<td>money</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>mug</td>
<td>monkey</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>mud</td>
<td>mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>nun</td>
<td>nothing</td>
<td>nervous</td>
<td>none</td>
</tr>
<tr>
<td>p</td>
<td>puppy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>run</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>such</td>
<td>son</td>
<td>southern</td>
<td>shove</td>
</tr>
<tr>
<td></td>
<td>sudden</td>
<td></td>
<td></td>
<td>some</td>
</tr>
<tr>
<td></td>
<td>sun</td>
<td></td>
<td></td>
<td>something</td>
</tr>
<tr>
<td>t</td>
<td>truck</td>
<td>ton</td>
<td>touch</td>
<td></td>
</tr>
<tr>
<td>u</td>
<td>unless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>until</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>w</td>
<td></td>
<td>won</td>
<td></td>
<td></td>
</tr>
<tr>
<td>y</td>
<td>yuck</td>
<td></td>
<td>young</td>
<td></td>
</tr>
</tbody>
</table>
Use the chart on Worksheet 5.2 to fill in the blanks.

1. Count the words on the chart that have the sound /u/ spelled ‘u’ and write the number here. ________________________

2. Count the words on the chart that have the sound /u/ spelled ‘o’ and write the number here. ________________________

3. Count the words on the chart that have the sound /u/ spelled ‘ou’ and write the number here. ________________________

4. Count the words on the chart that have the sound /u/ spelled ‘o_e’ and write the number here. ________________________

5. Which spelling for /u/ has the most words?
   ___________________________________________________________________

6. Which word on the chart names something bees make?
   ___________________________________________________________________

7. Which word on the chart means twelve of something?
   ___________________________________________________________________

8. Which word on the chart is a synonym for good-looking?
   ___________________________________________________________________
9. Which word on the chart is a synonym for cup?

________________________________________________

10. Which word on the chart is an antonym for old?

________________________________________________

11. Which word on the chart is a synonym for mom?

________________________________________________

12. Which word on the chart is a proper noun?

________________________________________________

13. Which word on the chart is a synonym for finished?

________________________________________________

14. Write a sentence using at least two words from the chart:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The Hungry Troll

1. When Sir Gus brings the king his ring, the king is…
   A. delighted
   B. angry
   C. sad

2. What wakes King Alfred?
   A. thunder
   B. the cries of a baby
   C. the cries of a troll

3. Sir Tom says that trolls are scared of…
   A. water
   B. fire
   C. thunder

4. Where does Sir Gus go when the rest of the knights ride off to find the troll?
   A. Sir Gus goes to the shed to find a weapon.
   B. Sir Gus goes to the barn to find a horse.
   C. Sir Gus goes to the kitchen to get a snack.
5. Which Sir Gus story have you liked best so far? Why?

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________
Dear Family Member,

This week all of your child’s spelling words include the /ie/ sound (long vowel sound of the letter ‘i’). In some words the /ie/ sound of the letter ‘i’ is spelled with the letters ‘igh’. In other words it is spelled with ‘y’.

Please help your child to work with their alphabetizing skills by completing the back of this worksheet.

Just as you did last week, please follow these directions:

1. Have your child write the alphabet down the side of the paper.

2. Have your child read all of the words aloud and circle the first letter in each word.

3. Ask your child to write each set of words in alphabetical order.

<table>
<thead>
<tr>
<th>knight</th>
<th>might</th>
<th>high</th>
<th>right</th>
<th>frightened</th>
</tr>
</thead>
<tbody>
<tr>
<td>light</td>
<td>bright</td>
<td>crying</td>
<td>pry</td>
<td>why</td>
</tr>
<tr>
<td>nearby</td>
<td>trying</td>
<td>sky</td>
<td>drying</td>
<td></td>
</tr>
</tbody>
</table>

**Tricky Word: kingdom**
Put the words in each box in alphabetical order.

<table>
<thead>
<tr>
<th>knight</th>
<th>might</th>
<th>high</th>
<th>drying</th>
<th>right</th>
<th>trying</th>
<th>sky</th>
<th>kingdom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td>1.</td>
<td></td>
<td></td>
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<td>2.</td>
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<tr>
<td>3.</td>
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<td>4.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>frightened</th>
<th>light</th>
<th>bright</th>
<th>crying</th>
<th>pry</th>
<th>why</th>
<th>nearby</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sound Spellings

Read aloud all the words in each column. Circle the spelling in each word for the sound shown at the top of the column.

<table>
<thead>
<tr>
<th>/u/</th>
<th>/ee/</th>
<th>/ie/</th>
</tr>
</thead>
<tbody>
<tr>
<td>fuzzy</td>
<td>kidney</td>
<td>slime</td>
</tr>
<tr>
<td>shove</td>
<td>cookie</td>
<td>silent</td>
</tr>
<tr>
<td>sponge</td>
<td>cream</td>
<td>right</td>
</tr>
<tr>
<td>touch</td>
<td>athlete</td>
<td>lied</td>
</tr>
<tr>
<td>shrug</td>
<td>piece</td>
<td>satisfy</td>
</tr>
<tr>
<td>month</td>
<td>prefix</td>
<td>mind</td>
</tr>
<tr>
<td>mother</td>
<td>chief</td>
<td>frying</td>
</tr>
<tr>
<td>love</td>
<td>stories</td>
<td>fight</td>
</tr>
<tr>
<td>until</td>
<td>greed</td>
<td>pride</td>
</tr>
<tr>
<td>cousin</td>
<td>field</td>
<td>satisfied</td>
</tr>
</tbody>
</table>
Parts of Speech

Find examples of the following parts of speech in “The Hungry Troll” and write them on the lines, along with the page number for each answer.

1. common noun: ________________  Page:_____
2. proper noun naming a person: ________________  Page:_____
3. proper noun naming a person: ________________  Page:_____
4. common noun: ________________  Page:_____
5. common noun naming a place: ________________  Page:_____
6. common noun naming a thing: ________________  Page:_____
7. adjective: ________________  Page:_____
8. adjective and a noun: ________________  Page:_____
9. verb: ________________  Page:_____
10. verb “to be”: ________________  Page:_____
Use some of the words from the list on the front of the worksheet to make up your own sentence or silly story.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The Spelling Spoilers

“/u/.../u/.../u/”

“Bad news!”

schwa

“/u/.../u/.../u/”

“/u/.../u/.../u/”
Choose one character. Write adjectives to describe the character. First, write the adjectives from the text. Then, write some adjectives of your own. Last, write two sentences using some of the adjectives you listed.

Sir Gus
Troll
Fill in the Blank

Read the words in the box aloud. Then write the best word from the box to complete each sentence.

afraid  adults  telescope
appetite  about  orange

1. My parents are both __________________.
2. I eat a lot. I have a big __________________.
3. Doug looks at the stars with his _________________.
4. Should we paint the walls yellow or _________________?
5. Is your book ________________ a king and queen?
6. I am not ________________ of the dark.

Write two new sentences using two of the words from the box.

_____________________________________________________
_____________________________________________________
_____________________________________________________
Beat the Spoilers

The Spelling Spoilers are trying to wreck your spelling. Your teacher will say some words. Foil the Spoilers by spelling the words correctly.

<table>
<thead>
<tr>
<th>Copy</th>
<th>Spell</th>
<th>Did you beat the Spoilers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>--------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Copy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you beat the Spoilers?</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>
Write the answer to each question using complete sentences.

1. Why was it not hard to find the troll?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Sir Tom’s plan changed a bit when Sir Gus appeared. How did it change?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Do you think that Sir Tom really thinks that Sir Gus is the bravest knight? Why or why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4. What happened when Sir Gus fainted?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________  

5. List 4 nouns from the story “Fire!”

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________  

7. List 4 verbs from the story “Fire!”

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________  

8. List 4 adjectives from the story “Fire!”

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________


Fire!

It was not hard to find the troll. Trolls cry when they are hungry. The knights simply followed the sound of loud sobs and eating.

As nightfall neared, the knights arrived at the foot of a large hill. The troll had spent all day eating the rocks and plants on the hill. All that was left on the hill were some prickly plants and some old, dying trees.

Near the top of the hill was a cave. Scary troll sounds were coming from inside the cave.

The knights met in a grove at the foot of the hill. They knelt down and made a plan.

“When it is dark we will light our torches,” said Sir Tom. “Then we will creep up the hill. The sight of the flames will scare the troll and it will go back to its home beneath the ground.”

“And what if that plan fails?” asked Sir Ed. “I don’t care to be the troll’s dinner.”

“Well, do you have a better plan?” asked Sir Tom.

Sir Ed said nothing. The other knights were quiet, as well.

At that very moment came the sound of a horse trotting nearby.

“Found you at last!” said Sir Gus as he rode up to the knights. “So, my fellow knights, tell me, have you devised a plan of attack to defeat this monstrous troll?”

“Yes, we have!” said Sir Tom. “We have agreed that our bravest knight will creep up the hill with a torch and frighten the troll away.”

“Splendid idea!” said Sir Gus. “And who is going to attempt this brave deed?” he asked, looking around.

“You!” said Sir Tom and Sir Ed together.
“But, but… well… I… er… um…,” said a reluctant Sir Gus.

It was no good trying to get out of it. Sir Tom handed Sir Gus a lit torch. Then he pointed at the cave.

Sir Gus went up the hill alone. By the time he reached the mouth of the cave, it was pitch black. The lit torch cast shadows on the ground.

Sir Gus looked around him. He saw shadows dancing on the ground. He was afraid. But he pressed on.

From inside the cave came alarming troll sounds.

“Snnniccck, Snnnuummm, Guffumffffff!”

The troll was eating bits of rock with its sharp teeth, then spitting out the bits it did not like.

Sir Gus approached the cave. Small pieces of rock came flying out. Some of them landed at Sir Gus’s feet. Sir Gus jumped back, trying to avoid the flying pieces of rock.

Suddenly there was a thumping sound. Thump! Thump! Thump! The troll was coming out of the cave!

As the troll got closer, the sounds got louder.

“SNNNNNICCCK, SNNNUUUUMMMM, GUFFUMFFFGGGGG!”

Sir Gus was afraid. He started to feel weak in the knees. At last he fainted. His torch fell to the ground. It landed on some dry, prickly plants near the mouth of the cave. The plants caught on fire. The flames got bigger quickly.

From inside the cave came a scream. Then came the thumping sound of a large beast running away. Soon, all that remained was the sound of crackling flames.

Sir Gus lay on the ground for a while. At last the heat from the fire woke him. He got up and ran back down the hill.

When Sir Gus appeared, the knights shouted, “Hooray! Brave Sir Gus lit the fire! He has driven away the troll! Hooray for Sir Gus!”
Subject and Predicate

Underline the subject once and the predicate twice. Put a check above any compound subject or predicate.

1. The boys and girls played in the mud.

2. Ben and Jim like to draw and color pictures.

3. Jamie and Jesse like to run and jump.

4. Linda rides a bike.

5. Kelly can pick and eat grapes.

6. Henry the pig eats his food at night.

7. Clementine feeds her 12 piglets.

8. Clementine and Henry are good pig parents.

9. Joe the turkey likes to visit and sit with Clementine, Henry, and the piglets.

10. Joe struts around the pig pen each morning.
The Boat Trip

Briefly summarize what happened in the story “The Boat Trip.”

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Draw lines between the subjects and predicates showing what happened in the story.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Predicates</th>
</tr>
</thead>
<tbody>
<tr>
<td>King Alfred</td>
<td>went hunting with the king</td>
</tr>
<tr>
<td>Eleven knights</td>
<td>became seasick</td>
</tr>
<tr>
<td>Sir Gus</td>
<td>insisted that his knights go sailing with him</td>
</tr>
</tbody>
</table>
## Reviewing Contractions

Write the two words used to make each contraction.

<table>
<thead>
<tr>
<th>Example: can’t</th>
<th>can not</th>
</tr>
</thead>
<tbody>
<tr>
<td>don’t</td>
<td></td>
</tr>
<tr>
<td>it’s</td>
<td></td>
</tr>
<tr>
<td>I’m</td>
<td></td>
</tr>
<tr>
<td>you’re</td>
<td></td>
</tr>
<tr>
<td>we’re</td>
<td></td>
</tr>
<tr>
<td>isn’t</td>
<td></td>
</tr>
<tr>
<td>aren’t</td>
<td></td>
</tr>
</tbody>
</table>

Write a sentence using at least one of the contractions.

___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

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Write the contraction that can be made from the two words.

<table>
<thead>
<tr>
<th>that is</th>
<th>that’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>you are</td>
<td></td>
</tr>
<tr>
<td>is not</td>
<td></td>
</tr>
<tr>
<td>that will</td>
<td></td>
</tr>
<tr>
<td>could not</td>
<td></td>
</tr>
<tr>
<td>are not</td>
<td></td>
</tr>
<tr>
<td>we are</td>
<td></td>
</tr>
<tr>
<td>they are</td>
<td></td>
</tr>
</tbody>
</table>

Write a sentence using at least one of the contractions.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Spelling Test

1. __________________
2. __________________
3. __________________
4. __________________
5. __________________
6. __________________
7. __________________
8. __________________
9. __________________
10. __________________
11. __________________
12. __________________
13. __________________
14. __________________
15. __________________

Write the words in alphabetical order.

1. __________________________________________

2. __________________________________________

3. __________________________________________
Writing Sentences

Write three different sentences. Make sure your sentence fits with the !, ?, or . at the end of the line.

1. _________________________________________________
   _________________________________________________
   _________________________________________________!

2. _________________________________________________
   _________________________________________________
   _________________________________________________?

3. _________________________________________________
   _________________________________________________
   _________________________________________________.
Dear Family Member,

Below you will find our spelling words for this week. All of the words have the sound of /ee/ (also known as long e) spelled with the letters ‘ie’. We are continuing our work learning to alphabetize words. As the next step in this skill, we are learning to use the alphabet as a reference tool and less as a matching tool for letters.

Just as you did last week, please follow these directions:

1. Have your child read all of the words aloud and circle the first letter in each word.

2. Ask your child to write words in alphabetical order.

3. You may find it helpful for your child to number the words in the box before writing them in alphabetical order. It is easier to erase a number than a word.

<table>
<thead>
<tr>
<th>field</th>
<th>piece</th>
<th>shield</th>
<th>thief</th>
<th>kitties</th>
</tr>
</thead>
<tbody>
<tr>
<td>achieve</td>
<td>relief</td>
<td>grief</td>
<td>yield</td>
<td>movie</td>
</tr>
<tr>
<td>niece</td>
<td>cookies</td>
<td>ladies</td>
<td>babies</td>
<td></td>
</tr>
</tbody>
</table>
Put the words in each box in alphabetical order.

<table>
<thead>
<tr>
<th>A</th>
<th>field piece shield thief kittens achieve relief</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. [Blank]</td>
</tr>
<tr>
<td></td>
<td>2. [Blank]</td>
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<tr>
<td></td>
<td>3. [Blank]</td>
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<td>4. [Blank]</td>
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<td>5. [Blank]</td>
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<td>6. [Blank]</td>
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<td></td>
<td>7. [Blank]</td>
</tr>
<tr>
<td></td>
<td>8. [Blank]</td>
</tr>
<tr>
<td>Z</td>
<td>grief yield movie niece cookies ladies babies water</td>
</tr>
<tr>
<td></td>
<td>1. [Blank]</td>
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<tr>
<td></td>
<td>2. [Blank]</td>
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<td>3. [Blank]</td>
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<td>7. [Blank]</td>
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<tr>
<td></td>
<td>8. [Blank]</td>
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</tbody>
</table>
Sound Sort

Sort the words by spelling. Write the words that have the ‘ul’ ending under *useful*. Write the words that have the ‘al’ ending under *metal*. Write the words that have the ‘il’ ending under *April*.

<table>
<thead>
<tr>
<th>harmful</th>
<th>fossil</th>
<th>hospital</th>
<th>evil</th>
</tr>
</thead>
<tbody>
<tr>
<td>total</td>
<td>pencil</td>
<td>several</td>
<td>awful</td>
</tr>
<tr>
<td>peaceful</td>
<td>hopeful</td>
<td>normal</td>
<td>civil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>‘ul’</th>
<th>‘al’</th>
<th>‘il’</th>
</tr>
</thead>
<tbody>
<tr>
<td>as in <em>useful</em></td>
<td>as in <em>metal</em></td>
<td>as in <em>April</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>harmful</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
The King’s Ghost

“Ar! Do as we say or die!” came the sound of a large booming voice from somewhere on the water.

King Alfred and eleven of his knights jumped with fright. They had all tried to sail the boat in the stormy waves and strong winds. They looked up to see a pirate ship flying a black flag. The pirate ship had sailed up next to the king’s boat.

The king and the eleven knights were not prepared to fight. The knights did not have their swords or shields with them.

“I will count to ten,” shouted the pirate chief. “If you do not hand over the king and his boat by then, we will attack! We do not care to harm you, but if we must, then we must!”

The pirate chief began to count, “One, two . . . um.” He hesitated. (Pirates aren’t good at math!)

“Three,” came a voice from below. It was Sir Gus. He was lying down below the deck, and he was feeling very ill.

Sir Gus was so ill that he had no idea what was happening. The strong winds had kept him from hearing what the pirate chief had said. All he could make out was the sound of someone counting.

“Thank you,” said the pirate chief. He went on counting. “Seven, eight, nine . . .”

“Uuuuuug! Ooooooe!” came a loud and scary sound from inside King Alfred’s boat.

“Uuuuuug! Ooooooe!”
“What is that hideous sound?” yelled the pirate.

“It is the ghost of our last king, and it protects our ship!” replied Sir Tom.

Sir Tom was well aware that, in fact, the hideous sound was coming from Sir Gus, who was feeling very sick indeed, but he was hoping to scare the pirates away with a ghost story.

“Uuuuuug! Oooooee!” came the sound again.

“If you harm the king,” Sir Tom shouted, “you will be haunted by this evil, vengeful ghost! I will count to ten, and you had better go away, you thief! The ghost would rather not harm you, but if it must, then it must.”

Pirates are very afraid of ghosts. And so, within seconds, the pirate ship began to sail away.

Not long after, the clouds cleared and the waves died down. Sir Gus felt some relief and came limping back up on deck.

“Well done, Sir Gus!” said the king. “You scared those evil pirates away by pretending to be a ghost.”

“I did?” said Sir Gus, still looking rather green in the face.

“Why, yes!” said the king. “Such a clever and helpful trick! How can I ever repay you for your wisdom and bravery? Perhaps I should award you a medal?”

“Your majesty,” said Sir Gus, “the best payment of all would be if you would order the captain to sail this boat back to land. I find the nautical life not to agree with me.”

And with that, the king’s boat sailed for home.
The King’s Ghost

1. What made King Alfred and his knights jump with fright?

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________

2. Why couldn’t the king and his knights defend themselves?

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________

3. What did the pirate say would happen if the king and his boat were not handed over?

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________
4. Who did the pirates think was making the loud, scary sound?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

5. Do you think you would have been fooled by Sir Tom’s trick? Why or why not?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

6. Who do you think should have gotten credit for saving the day? Why?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
Fill in the Blank

Write the best word from the box to complete each sentence.

<table>
<thead>
<tr>
<th>about</th>
<th>China</th>
<th>around</th>
<th>Africa</th>
<th>appetite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennessee</td>
<td>love</td>
<td>cousin</td>
<td>something</td>
<td>touch</td>
</tr>
</tbody>
</table>

1. _____________________ is a country in the Far East.

2. _____________________ is a state in our country.

3. Your aunt’s child is your _____________________.

4. Do not _____________________ a hot stove!

5. I worked up an _____________________ by chopping wood for the fire.

6. _____________________ is a continent.

7. Can you tell me _____________________ your book?

8. Let’s look _____________________ the room for the lost book.

9. I _____________________ to eat snow cream in winter.

10. I have _____________________ to say about that.
Write the following correctly.

1. dr john smith _________________________________(4)

2. january 3 2011 _________________________________(2)

3. are you ready to go _________________________________(2)

4. is mrs betty white your mother
   ________________________________________________(6)

Write the word that means more than one.

5. man _________________________________

6. woman _________________________________

7. butterfly _________________________________

8. box _________________________________

9. goose _________________________________
Circle the nouns, draw an arrow from the adjective to the noun, and draw a wiggly line under the verb in each sentence.

10. The old man walked.

11. The tiny girl ran.

12. A green frog jumped.

13. A tall tree fell.

14. The blue sky darkened.

Draw one line under the subject and two lines under the predicate.

15. Frank and Joe ran the marathon.

16. Lisa ate ice cream and cake.

17. Fay and Mike like to swim.

18. Larry and Debbie walked and ran six miles.

19. Linda and Ernie will train for the swim meet.
Dear Family Member,

The words shown below all end with ‘le’. Please help your child practice reading these words. Ask your child to use each word in an oral sentence after he or she reads it.

<table>
<thead>
<tr>
<th>single</th>
<th>handle</th>
<th>gamble</th>
<th>temple</th>
</tr>
</thead>
<tbody>
<tr>
<td>stable</td>
<td>cradle</td>
<td>idle</td>
<td>twinkle</td>
</tr>
<tr>
<td>able</td>
<td>title</td>
<td>needle</td>
<td>apple</td>
</tr>
<tr>
<td>gurgle</td>
<td>jingle</td>
<td>cattle</td>
<td>purple</td>
</tr>
<tr>
<td>bubble</td>
<td>eagle</td>
<td>steeple</td>
<td>beagle</td>
</tr>
</tbody>
</table>
Fill in the Blank

Write the best word from the box to complete each sentence.

mother  camel  decide  jungle  cousin
petals  bubble  afraid  wonderful

1. Could you help me _____________ between a cookie or a cupcake?

2. I call my _____________, “mom.”

3. It was a _____________ party and we all had fun!

4. An animal with two humps is a _____________.

5. I have a night light because I am _____________ of the dark.

6. Monkeys live in the _____________.

7. The rose _____________ were scattered in front of the bride.

8. I like to blow a big _____________ with my gum.

9. My _____________ and aunt will come to spend the night.
Choose the best word from the box to complete each sentence.

cover       animals       fossils
angels       chief        little

10. The baby bird is too _______________ to fly.

11. A zoo has a lot of _______________.

12. Will you _______________ the dish before you place it in the fridge?

13. Some of the _______________ were from long, long ago.

14. The leader of a Native American tribe is often called a _______________.

15. Some people believe that _______________ have wings.
Parts of Speech

Find examples of these parts of speech in “The Boat Trip” and write them on the lines.

common noun: _________________________

proper noun: _________________________

proper noun naming a person: _________________________

common noun: _________________________

common noun naming a place: _________________________

common noun naming a thing: _________________________

adjective: _________________________

adjective and a noun: _________________________

verb: _________________________

verb *to be*: _________________________
Use at least one noun and one verb from the list to make up your own sentence or silly story. Underline the subject once and the predicate twice.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Fill in the Blank

Write the best word from the box to complete each sentence.

<table>
<thead>
<tr>
<th>bubble</th>
<th>apples</th>
<th>beagles</th>
<th>noodles</th>
<th>eagle</th>
</tr>
</thead>
<tbody>
<tr>
<td>maple</td>
<td>single</td>
<td>candle</td>
<td>poodles</td>
<td>stable</td>
</tr>
</tbody>
</table>

1. A horse will stay in the ________________ on a rainy day.

2. Mom likes to light a ________________ on the table at supper.

3. A ________________ leaf is on the Canadian flag.

4. ________________ and ________________ are kinds of dogs.

5. I like to blow a big ________________ with my gum.

6. Would you like to help me pick ________________ from the tree?

7. An ________________ is a symbol of our country.

8. I like to eat spaghetti ________________.

9. I can’t eat just one ________________ chip. I like to eat the entire bag.
Write adjectives for Sir Gus showing his condition in this story. First, write the adjectives in the text. Then, write some adjectives of your own. Next, write two complete sentences using some of the adjectives you listed. Last, on the back of this page, make a sketch of Sir Gus, illustrating your adjectives.

Sir Gus

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

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Spelling Test

1. __________________  9. __________________
2. __________________  10. __________________
3. __________________  11. __________________
4. __________________  12. __________________
5. __________________  13. __________________
6. __________________  14. __________________
7. __________________  15. __________________
8. __________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________
Write the words in alphabetical order.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
Fill in the Blank

Write the best word from the box to complete each sentence.

<table>
<thead>
<tr>
<th>station</th>
<th>options</th>
<th>attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>infection</td>
<td>dictionary</td>
<td>vacation</td>
</tr>
</tbody>
</table>

1. Select one of the following **options**.

2. If you don’t know what a word means, you can look it up in the _____________.

3. This summer, we will take a _____________.

4. If you don’t clean that cut, you might get an _____________.

5. We need to stop at a gas _____________.

6. If you want to understand, you should pay _____________.

Write the best word from the box to complete each sentence.

reflection    lotion    potion
invention    stationery    emotions

1. The witch is making a sleeping ____________.

2. If you look in the pond, you will see your ____________ staring back at you.

3. Carol wrote the letter on ____________.

4. To keep your skin from drying out, use ____________.

5. Jealousy and anger are ____________.

6. The wheel is a great ____________.
Dear Family Member,

These are our spelling words for this week. Once again, we are asking you to help your child put the words in alphabetical order. Any additional time you can spend practicing alphabetizing during the week will help your child master this skill.

<table>
<thead>
<tr>
<th>yelled</th>
<th>yarn</th>
<th>yellow</th>
<th>yes</th>
<th>myth</th>
</tr>
</thead>
<tbody>
<tr>
<td>symbol</td>
<td>system</td>
<td>cry</td>
<td>frying</td>
<td>satisfy</td>
</tr>
<tr>
<td>yawn</td>
<td>sticky</td>
<td>lying</td>
<td>energy</td>
<td></td>
</tr>
</tbody>
</table>

Tricky Word: edge
<table>
<thead>
<tr>
<th>yelled system edge lying myth</th>
<th>yarn symbol cry frying energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________________</td>
<td>1. __________________________</td>
</tr>
<tr>
<td>2. __________________________</td>
<td>2. __________________________</td>
</tr>
<tr>
<td>3. __________________________</td>
<td>3. __________________________</td>
</tr>
<tr>
<td>4. __________________________</td>
<td>4. __________________________</td>
</tr>
<tr>
<td>5. __________________________</td>
<td>5. __________________________</td>
</tr>
</tbody>
</table>
Fill in the Blank

Write the best word from the box to complete each sentence.

hospital  helpful  petals  animal  
cheerful  emergency  appear  dangerous

1. In an ______________________, call 911.
2. The rose ______________________ smell great!
3. She is always smiling and _____________________.
4. It would be ______________________ to me if you would clean your room.
5. My favorite ______________________ is a panda.
6. She is a nurse in a ______________________.
Write the best word from the box to complete each sentence.

<table>
<thead>
<tr>
<th>pedal</th>
<th>decide</th>
<th>April</th>
<th>America</th>
</tr>
</thead>
<tbody>
<tr>
<td>signal</td>
<td>principal</td>
<td>dangerous</td>
<td>equals</td>
</tr>
</tbody>
</table>

1. The month after March is ____________________.

2. I can’t ______________________ if I would like red or pink ribbons.

3. Two plus two ______________________ four.

4. We live in the United States of ____________________.

5. It is very ______________________ to skate on thin ice.

6. Turn left at the next traffic ____________________.
The Fearsome Beast

Read all of the sentences first and then number them in order.

____ The fearsome beast ran into the Dark Dismal Swamp and sank in the mud.

____ The bandits had dinner and went to sleep.

____ The bandits fled.

____ The bandits grabbed Sir Gus, tied him up, and tossed him into the back of their wagon.

____ The fearsome beast tried to attack Sir Gus.

____ A hunter untied Sir Gus.

____ The fearsome beast was blinded by the sunlight that bounced off Sir Gus’s helmet.

____ The bandits arrived at the Bleak Forest of the East.
The Past-Tense Ending –*ed*

Most verbs can be changed from the present to the past tense by adding the suffix –*ed*.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>I start</td>
<td>I started</td>
</tr>
<tr>
<td>I want</td>
<td>I wanted</td>
</tr>
<tr>
<td>I need</td>
<td>I</td>
</tr>
<tr>
<td>I point</td>
<td>I</td>
</tr>
<tr>
<td>I paint</td>
<td>I</td>
</tr>
<tr>
<td>I plant</td>
<td>I</td>
</tr>
</tbody>
</table>

Sometimes the –*ed* suffix is sounded /e/ + /d/, as it is in the words you just made. But sometimes it is sounded /d/.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>I call</td>
<td>I called</td>
</tr>
<tr>
<td>I open</td>
<td>I opened</td>
</tr>
<tr>
<td>I follow</td>
<td>I</td>
</tr>
<tr>
<td>I show</td>
<td>I</td>
</tr>
<tr>
<td>I seem</td>
<td>I</td>
</tr>
<tr>
<td>I yell</td>
<td>I</td>
</tr>
</tbody>
</table>
Sometimes the suffix –ed is sounded /t/.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Original Form</th>
<th>Past Tense Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>we ask</td>
<td>we ask</td>
<td>we asked</td>
</tr>
<tr>
<td>we pass</td>
<td>we pass</td>
<td>we passed</td>
</tr>
<tr>
<td>we pick</td>
<td>we</td>
<td>we</td>
</tr>
<tr>
<td>we finish</td>
<td>we</td>
<td>we</td>
</tr>
<tr>
<td>we jump</td>
<td>we</td>
<td>we</td>
</tr>
<tr>
<td>we pack</td>
<td>we</td>
<td>we</td>
</tr>
</tbody>
</table>

Which sound (or sounds) do we say at the end of the past-tense verbs listed?

<table>
<thead>
<tr>
<th>Verb</th>
<th>Sound(s) at the End</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. played</td>
<td>/e/ + /d/ ✔ /d/ ✔ /t/</td>
</tr>
<tr>
<td>2. sprinted</td>
<td>/e/ + /d/ ✔ /d/ ✔ /t/</td>
</tr>
<tr>
<td>3. rushed</td>
<td>/e/ + /d/ ✔ /d/ ✔ /t/</td>
</tr>
<tr>
<td>4. filled</td>
<td>/e/ + /d/ ✔ /d/ ✔ /t/</td>
</tr>
<tr>
<td>5. shouted</td>
<td>/e/ + /d/ ✔ /d/ ✔ /t/</td>
</tr>
<tr>
<td>6. watched</td>
<td>/e/ + /d/ ✔ /d/ ✔ /t/</td>
</tr>
</tbody>
</table>

All of these verbs are in the ____________ tense.

- present
- past
Planning Sheet: New Story Ending

1. What if __________________________________________
   ___________________________________________________
   __________________________________________________?

2. What if __________________________________________
   ___________________________________________________
   __________________________________________________?

3. What if __________________________________________
   ___________________________________________________
   __________________________________________________?

4. What if __________________________________________
   ___________________________________________________
   __________________________________________________?

5. What if __________________________________________
   ___________________________________________________
   __________________________________________________?
Ask yourself these questions as you edit your draft.

<p>| | |</p>
<table>
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<th></th>
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<td>4.</td>
<td>Do all of my sentences end with a final mark? (. ? or !)</td>
</tr>
<tr>
<td>5.</td>
<td>Have I checked to see if I spelled all of my words correctly?</td>
</tr>
</tbody>
</table>
The short story on this page has words with many of the new spellings from this unit. Read this story aloud to a family member.

My younger brother, Jeremy, is a very serious person. He spends tons of time alone in his room studying. He rarely attends parties or agrees to do things with other kids. I sometimes wonder about the benefit of acting like that. I suppose Jeremy will probably go to college someday. Then he’ll have a better chance to get a good job and make lots of money as an adult. With a little luck, I bet he could become rich!
Read the words in the box aloud, and then put them in alphabetical order.

<table>
<thead>
<tr>
<th>serious</th>
<th>college</th>
<th>wonder</th>
</tr>
</thead>
<tbody>
<tr>
<td>person</td>
<td>brother</td>
<td>rarely</td>
</tr>
</tbody>
</table>

1. _________________________________________________
2. _________________________________________________
3. _________________________________________________
4. _________________________________________________
5. _________________________________________________
6. _________________________________________________
Fire!

Sir Gus went up the hill alone. By the time he reached the mouth of the cave, it was pitch black. The lit torch cast shadows on the ground.

Sir Gus looked around him. He saw shadows dancing on the ground. He was afraid. But he pressed on.

From inside the cave came alarming troll sounds.

“Snnniccck, Snnnuuummm, Guffumfffff!”

The troll was eating bits of rock with its sharp teeth, then spitting out the bits it did not like.

Sir Gus approached the cave. Small pieces of rock came flying out. Some of them landed at Sir Gus’s feet. Sir Gus jumped back, trying to avoid the flying pieces of rock.

Suddenly there was a thumping sound. Thump! Thump! Thump! The troll was coming out of the cave!

As the troll got closer, the sounds got louder.

“SNNNNNICCCK, SNNNUUUUUMMMM, GUFFUMFFFFF!”
Planning Sheet: New Story Ending

1. What if __________________________________________________________
   ____________________________________________________________
   ____________________________________________________________?

2. What if __________________________________________________________
   ____________________________________________________________
   ____________________________________________________________?

3. What if __________________________________________________________
   ____________________________________________________________
   ____________________________________________________________?

4. What if __________________________________________________________
   ____________________________________________________________
   ____________________________________________________________?

5. What if __________________________________________________________
   ____________________________________________________________
   ____________________________________________________________?
The King’s Birthday

Briefly explain what King Alfred had planned for his birthday party.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Draw lines showing who said what.

“Winning will be our birthday gift to you, Sire!”                King Alfred

“And happy Birthday to me!”                                    Sir Tom

“We will make them cry!”                                        Sir Pete

“We are the most feared knights of all time.”                   Sir Tom
The King’s Birthday

Six months passed until King Alfred saw his knights. This time he did not need their help, but he asked them to come to his birthday party. The king had asked 500 people to join him. He had made plans for a large feast, as well as jousting, magic, and dancing. Everyone was very excited.

The palace was filled with five thousand candles. Gold cloth was draped on the walls. King Alfred had planned a treat for everyone. Just as the jousting was about to begin, a thousand white doves were to be released into the sky above the palace.

King Alfred asked King Henry, the king of another kingdom, to attend the birthday party. The twelve knights were coming too. King Henry’s knights were going to challenge King Alfred’s knights in jousting. The winners would get 100 gold coins each.

On the day of the party, the king met with some of his knights.

“This is going to be the best party ever!” said the excited king. “I am eager to see each of you joust. I think King Henry and his knights will be amazed by your skill.”

“Winning will be our birthday gift to you, Sire!” said Sir Pete.

“We are the most feared knights of all time!” said Sir Tom. “We will crush them! We will make them cry!”

Sir Gus looked on as his fellow knights boasted of their skill. He did not join them. In fact, he was very nervous. He was hoping that he would not start itching and fall off his horse.
“I know you will win,” said the king. “And that will make a fine birthday present. I thank you in advance!”

The knights began to file out.

“Sir Gus!” called the king.

“Your majesty?” said Sir Gus.

“Do you like my birthday cake?” asked the king.

“Yes, Sire.”

“Do you see how the royal baker made a tiny king out of icing that looks just like me?”

“Yes, Sire.”

“It is a wonderful birthday present! But the best present of all will be seeing you defeat Sir Ivan the Black Knight in the jousting.”

“Sir Ivan?” asked Sir Gus nervously.

“Yes,” said the king. “He has made quite a fearsome name for himself. But I trust you will beat him.”

Sir Gus was too scared to speak.

“Well, then,” said the king. “Off you go! And happy birthday to me!”
The Future Tense

Change the present tense to the future tense.

<table>
<thead>
<tr>
<th>present tense</th>
<th>future tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I swim.</td>
<td>I will swim.</td>
</tr>
<tr>
<td>I sleep.</td>
<td></td>
</tr>
<tr>
<td>I fish.</td>
<td></td>
</tr>
<tr>
<td>I eat.</td>
<td></td>
</tr>
<tr>
<td>I dress.</td>
<td></td>
</tr>
</tbody>
</table>

Finish the sentence, and write what you will do when you grow up.

When I grow up I will...

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
New Ending

Story Title: ________________________________________________

______________________________________________________

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## Editing Checklist

Ask yourself these questions as you edit your draft.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1. Do I have a title?</td>
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Spelling Test

1. __________________ 9. __________________
2. __________________ 10. __________________
3. __________________ 11. __________________
4. __________________ 12. __________________
5. __________________ 13. __________________
6. __________________ 14. __________________
7. __________________ 15. __________________
8. __________________

_____________________________________

_____________________________________

_____________________________________
Write the words in alphabetical order.

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

5. ________________________________
First, circle all of the words ending in –tion. (There are 8.) Then, on the back of the sheet, put these same words in alphabetical order.

ATTENTION: Volcano has shown signs of a possible eruption. Please use extreme caution while visiting the park.

Be advised that inhalation of volcanic ash can lead to breathing difficulty. As a precaution, do not get within three miles of the volcano. Note that it is a violation of state laws to get within one mile of the volcano—no exceptions. (A ranger station is located at the one-mile marker.)
Planning Sheet: New Story Ending

1. What if ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________?

2. What if ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________?

3. What if ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________?

4. What if ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________?

5. What if ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________?
New Ending

Story Title: __________________________________________
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<tr>
<td><strong>5.</strong></td>
<td>Have I checked to see if I spelled all of my words correctly?</td>
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</tbody>
</table>
Betrayed

Answer each question using complete sentences.

1. What two things made the people gasp?

2. Who knocked Sir Basil to the ground?

3. Describe Sir Ivan.

4. Why didn’t Sir Gus get up after Sir Ivan knocked him to the ground?
5. If you had to joust, would you be scared? Why or why not?

___________________________________________________________________________

___________________________________________________________________________

6. List 4 nouns from “Betrayed.”

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

7. List 4 verbs from “Betrayed.”

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

8. List 4 adjectives from “Betrayed.”

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
Dear Family Member,

The spelling words this week all have either ‘le’, ‘el’, or ‘tion’ as part of the word. Additionally, we are asking your child to alphabetize all of the words. By now, your child should be fairly proficient at this task and able to complete it without looking at the alphabet. However, we would encourage you to ask your child to use the alphabet as a checking tool when the task is complete.

<table>
<thead>
<tr>
<th>turtle</th>
<th>bundle</th>
<th>pickle</th>
<th>shuffle</th>
<th>cattle</th>
</tr>
</thead>
<tbody>
<tr>
<td>label</td>
<td>angel</td>
<td>gravel</td>
<td>jewel</td>
<td>fiction</td>
</tr>
<tr>
<td>education</td>
<td>inspection</td>
<td>motion</td>
<td>question</td>
<td></td>
</tr>
</tbody>
</table>

Tricky Word: schwa
<table>
<thead>
<tr>
<th>turtle</th>
<th>label</th>
<th>bundle</th>
<th>pickle</th>
<th>shuffle</th>
<th>cattle</th>
</tr>
</thead>
<tbody>
<tr>
<td>education</td>
<td>angel</td>
<td>inspection</td>
<td>gravel</td>
<td>jewel</td>
<td>fiction</td>
</tr>
</tbody>
</table>

1. _________________________________________________
2. _________________________________________________
3. _________________________________________________
4. _________________________________________________
5. _________________________________________________
6. _________________________________________________
7. _________________________________________________
8. _________________________________________________
9. _________________________________________________
10. _______________________________________________
11. _______________________________________________
12. _______________________________________________
13. _______________________________________________
14. _______________________________________________
# Sound Sort

Write the words with the tricky spelling ‘a’ sounded /a/ under *bad*, the words with the tricky spelling ‘a’ sounded /æ/ under *acorn*, and the words with the tricky spelling ‘a’ sounded /ə/ under *about*.

<table>
<thead>
<tr>
<th>sounded /a/</th>
<th>sounded /æ/</th>
<th>sounded /ə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>as in <em>bad</em></td>
<td>as in <em>acorn</em></td>
<td>as in <em>about</em></td>
</tr>
<tr>
<td>that</td>
<td>crazy</td>
<td>lady</td>
</tr>
<tr>
<td>alike</td>
<td>stand</td>
<td>appear</td>
</tr>
<tr>
<td>baby</td>
<td>and</td>
<td>happen</td>
</tr>
<tr>
<td>alike</td>
<td>stand</td>
<td>appear</td>
</tr>
<tr>
<td>baby</td>
<td>and</td>
<td>happen</td>
</tr>
<tr>
<td>that</td>
<td>crazy</td>
<td>lady</td>
</tr>
<tr>
<td>alike</td>
<td>stand</td>
<td>appear</td>
</tr>
<tr>
<td>baby</td>
<td>and</td>
<td>happen</td>
</tr>
<tr>
<td>that</td>
<td>crazy</td>
<td>lady</td>
</tr>
<tr>
<td>alike</td>
<td>stand</td>
<td>appear</td>
</tr>
<tr>
<td>baby</td>
<td>and</td>
<td>happen</td>
</tr>
<tr>
<td>that</td>
<td>crazy</td>
<td>lady</td>
</tr>
<tr>
<td>alike</td>
<td>stand</td>
<td>appear</td>
</tr>
<tr>
<td>baby</td>
<td>and</td>
<td>happen</td>
</tr>
<tr>
<td>that</td>
<td>crazy</td>
<td>lady</td>
</tr>
<tr>
<td>alike</td>
<td>stand</td>
<td>appear</td>
</tr>
<tr>
<td>baby</td>
<td>and</td>
<td>happen</td>
</tr>
<tr>
<td>that</td>
<td>crazy</td>
<td>lady</td>
</tr>
<tr>
<td>alike</td>
<td>stand</td>
<td>appear</td>
</tr>
<tr>
<td>baby</td>
<td>and</td>
<td>happen</td>
</tr>
<tr>
<td>that</td>
<td>crazy</td>
<td>lady</td>
</tr>
<tr>
<td>alike</td>
<td>stand</td>
<td>appear</td>
</tr>
<tr>
<td>baby</td>
<td>and</td>
<td>happen</td>
</tr>
<tr>
<td>that</td>
<td>crazy</td>
<td>lady</td>
</tr>
<tr>
<td>alike</td>
<td>stand</td>
<td>appear</td>
</tr>
<tr>
<td>baby</td>
<td>and</td>
<td>happen</td>
</tr>
</tbody>
</table>
The Wizard

Answer each question using complete sentences.

1. Who is Albert?

2. What is a wizard?

3. What is a synonym for “wicked”?

4. What is an antonym for “wicked”?

5. How can the wizard’s spell be broken?
6. Would you rather have a king like King Alfred or a king like King Henry? Why?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Illustrate something that happened in the story, and write some sentences explaining your illustration.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Tricky ‘a’

<table>
<thead>
<tr>
<th>‘a’</th>
<th>/a/ as in hat</th>
<th>/ae/ as in paper</th>
<th>/ə/ as in about</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>band</td>
<td>last</td>
<td></td>
</tr>
<tr>
<td>paper</td>
<td>later</td>
<td>lady</td>
<td></td>
</tr>
<tr>
<td>about</td>
<td>along</td>
<td>balloon</td>
<td></td>
</tr>
</tbody>
</table>

Sort the underlined words with Tricky Spellings.

1. Spring comes after winter.
2. Can you set the table?
3. She told him to go away.
4. Let’s get some books from the small bookcase.
5. What do you like?
6. Take out the trash.
7. Let’s have eggs for lunch.
8. This envelope needs a stamp.
Tricky ‘e’

The letter ‘e’ can stand for three sounds. It can stand for /e/ as in bed, /eel/ as in me, or /ə/ as in debate. Each sentence below has a word with an underlined ‘e’. Which of the three sounds do you hear in each word?

1. His best race is the 100-meter dash.
   A. /e/ as in bed
   B. /eel/ as in me
   C. /ə/ as in debate

2. The men mixed up a batch of cement.
   A. /e/ as in bed
   B. /eel/ as in me
   C. /ə/ as in debate

3. I have a bug bite on my elbow.
   A. /e/ as in bed
   B. /eel/ as in me
   C. /ə/ as in debate

4. When I was fifteen I went on a trip to Egypt.
   A. /e/ as in bed
   B. /eel/ as in me
   C. /ə/ as in debate
5. That night we stayed in a hotel.
   A. /e/ as in bed
   B. /ee/ as in me
   C. /ə/ as in debate

6. When I saw the sticky glop on my plate, I lost my appetite.
   A. /e/ as in bed
   B. /ee/ as in me
   C. /ə/ as in debate

7. Can you keep a secret?
   A. /e/ as in bed
   B. /ee/ as in me
   C. /ə/ as in debate

8. Dad is sick. He is running a fever.
   A. /e/ as in bed
   B. /ee/ as in me
   C. /ə/ as in debate

9. Miss Douglas, I did not understand the lesson.
   A. /e/ as in bed
   B. /ee/ as in me
   C. /ə/ as in debate
Breaking the Spell

1. What does Sir Gus hear when he awakes?
   A. his horse
   B. the wizard
   C. doves

2. What is it that Sir Gus sees upon waking up?
   A. He sees the people clapping and cheering.
   B. He sees the people sleeping.
   C. He sees the people gasping.

3. Where is it that the Black Knight carries the king?
   A. to the dungeon
   B. to the throne room
   C. to the kitchen

4. What wakes the king?
   A. Sir Gus yelling to wake up
   B. a spider crawling on him
   C. the web of a male garden spider touching his left hand
5. Write some sentences describing the dungeon.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

6. Find examples of these parts of speech in the story:

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Proper Nouns</th>
<th>Common Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Tricky ‘e’**

First read the words. Then, write the words with the tricky spelling ‘e’ sounded /e/ under *send*, the words with the tricky spelling ‘e’ sounded /ee/ under *behind*, and the words with the tricky spelling ‘e’ sounded /ə/ under *debate*.

<table>
<thead>
<tr>
<th>pebble</th>
<th>abdomen</th>
<th>mention</th>
<th>she</th>
</tr>
</thead>
<tbody>
<tr>
<td>algebra</td>
<td>relic</td>
<td>symmetry</td>
<td>metallic</td>
</tr>
<tr>
<td>equal</td>
<td>pencil</td>
<td>lesson</td>
<td>refill</td>
</tr>
</tbody>
</table>

sounded /e/ as in *send*
________________________

sounded /ee/ as in *behind*
________________________

sounded /ə/ as in *debate*
________________________
Tricky ‘o’

Write the words with the tricky spelling ‘o’ sounded /o/ under _stop_, the words with the tricky spelling ‘o’ sounded /oe/ under _hotel_, and the words with the tricky spelling ‘o’ sounded /u/ under _from_. Sort only the words in which the ‘o’ is underlined.

Last _month_, my _older brother_ won _second_ place in a _hot dog_-eating _contest_. To win, he had to eat the _most_ hot dogs. Well, my brother ate lots and lots of hot dogs—most of the people competing found it impossible to eat as many. At the closing ceremony, my brother was given a _ton_ of _money_ (one thousand in cash) and a _trophy_ of a _golden_ hot dog. My brother slipped the _money_ in his _pocket_ and smiled _modestly_ as _people_ took his _snapshot_. It was a fine _moment_ for my brother.

<table>
<thead>
<tr>
<th>sounded /o/ as in <em>stop</em></th>
<th>sounded /oe/ as in <em>hotel</em></th>
<th>sounded /u/ as in <em>from</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>_______________</td>
<td>_______________</td>
<td>_______________</td>
</tr>
<tr>
<td>_______________</td>
<td>_______________</td>
<td>_______________</td>
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<td>_______________</td>
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<td>_______________</td>
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<td>_______________</td>
<td>_______________</td>
<td>_______________</td>
</tr>
<tr>
<td>_______________</td>
<td>_______________</td>
<td>_______________</td>
</tr>
</tbody>
</table>
Choose one character from Sir Gus. Record all the adjectives you can find from the Reader on the left side. Think about 5 more adjectives of your own and list them on the right side. Then write 5 sentences describing the character using some of your adjectives. Make sure you have complete sentences with both subjects and predicates.

Name of the character from Sir Gus:

<table>
<thead>
<tr>
<th>Adjectives from the text:</th>
<th>Adjectives you thought of:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Your sentences:
## Tricky ‘o’

Sort the words by sound. Write the words that have ‘o’ sounded /o/ under hop. Write the words that have ‘o’ sounded /oe/ under open. Write the words that have ‘o’ sounded /u/ under son.

<table>
<thead>
<tr>
<th>‘O’</th>
<th>/o/</th>
<th>hop</th>
<th>drop</th>
<th>spot</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>/oe/</td>
<td>open</td>
<td>hotel</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>/u/</td>
<td>son</td>
<td>front</td>
<td>coming</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/o/ as in hop</th>
<th>/oe/ as in open</th>
<th>/u/ as in son</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I need to find my father and mother.</td>
<td></td>
<td>mother</td>
</tr>
<tr>
<td>2. I have one sister and two brothers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is the watch silver or gold?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The baby has a bottle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is my ankle sprained or broken?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. When I broke my leg, I went to the hospital.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. This is a difficult math problem.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sound Sort

Sort the words by sound. Write the words that have ‘o_e’ sounded /oe/ under home. Write the words that have ‘o_e’ sounded /u/ under come.

<table>
<thead>
<tr>
<th>‘o_e’</th>
<th>/oe/</th>
<th>/u/</th>
</tr>
</thead>
<tbody>
<tr>
<td>home</td>
<td>those</td>
<td>wrote</td>
</tr>
<tr>
<td>come</td>
<td>none</td>
<td>love</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/oe/ like home</th>
<th>/u/ like come</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We can leave when we are done.</td>
<td>done</td>
</tr>
<tr>
<td>2. Adam is wearing gloves.</td>
<td></td>
</tr>
<tr>
<td>3. Alan is digging a hole.</td>
<td></td>
</tr>
<tr>
<td>4. Do you want all of the bacon or just some of it?</td>
<td></td>
</tr>
<tr>
<td>5. Her youngest son went skiing down the slope.</td>
<td></td>
</tr>
<tr>
<td>6. Take small bites so you don’t choke.</td>
<td></td>
</tr>
<tr>
<td>7. Simon tied a knot in the rope.</td>
<td></td>
</tr>
</tbody>
</table>
Revenge

Summarize the story “Revenge.”

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Match the character to the action.

_____ King Alfred           A. betrayed King Alfred

_____ King Henry           B. fell off his chair

_____ Sir Gus             C. hoped to lead the king’s army

_____ Eleven knights       D. sent an army to fight King
                            Henry’s army

Bonus: Draw a rectangle around the column that includes predicates. Draw a circle around the column that includes subjects.
Sound Sort

First read the words in the box. Write the words with the tricky spelling ‘o_e’ sounded /oe/ under hope and the words with the tricky spelling ‘o_e’ sounded /u/ under done.

<table>
<thead>
<tr>
<th>role</th>
<th>welcome</th>
<th>notebook</th>
<th>shove</th>
</tr>
</thead>
<tbody>
<tr>
<td>glove</td>
<td>vote</td>
<td>none</td>
<td>choke</td>
</tr>
<tr>
<td>lovely</td>
<td>rope</td>
<td>bone</td>
<td>stole</td>
</tr>
</tbody>
</table>

sounded /oe/ as in hope

________________________

________________________

________________________

________________________

________________________

________________________

sounded /u/ as in done

________________________

________________________

________________________

________________________

________________________

________________________
Spelling Test

1. __________________  
2. __________________  
3. __________________  
4. __________________  
5. __________________  
6. __________________  
7. __________________  
8. __________________  
9. __________________  
10. __________________  
11. __________________  
12. __________________  
13. __________________  
14. __________________  
15. __________________  

____________________

____________________
Write the words in alphabetical order.

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________
# Tricky ‘ou’

Write the words that have the tricky spelling ‘ou’ sounded /ou/ under *shout* and the words that have the tricky spelling ‘ou’ sounded /u/ under *touch*.

<table>
<thead>
<tr>
<th>‘ou’</th>
<th>/ou/</th>
<th>/u/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>shout</td>
<td>touch</td>
</tr>
<tr>
<td></td>
<td>out</td>
<td>country</td>
</tr>
<tr>
<td></td>
<td>mountain</td>
<td>jealous</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ou/ as in <em>shout</em></th>
<th>/u/ as in <em>touch</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is he old or young?</td>
<td>young</td>
</tr>
<tr>
<td>2. The sky has lots of clouds.</td>
<td></td>
</tr>
<tr>
<td>3. The lake is enormous.</td>
<td></td>
</tr>
<tr>
<td>4. Did you hear that sound?</td>
<td></td>
</tr>
<tr>
<td>5. My cousin’s name is Doug.</td>
<td></td>
</tr>
<tr>
<td>6. Tests make me nervous.</td>
<td></td>
</tr>
<tr>
<td>7. Check the lost and found box.</td>
<td></td>
</tr>
</tbody>
</table>
Battle Plans

Answer each question using complete sentences.

1. The king thinks that Sir Gus has volunteered to lead the army. Why?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. What does Sir Tom hand to Sir Gus?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

3. What is the real reason that Sir Gus holds the map upside down?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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4. Why do you think Sir Gus chooses to attack at night?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. At the end of the story, why are Sir Ed and Sir Tom happy?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. Are you like Sir Ed, or are you like Sir Gus? Explain.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
“Marching Orders”

1. What is Sir Gus cooking when Sir Doug arrives?
   A. frogs and toads
   B. eggs and bacon
   C. grits and greens

2. What does Sir Doug tell Sir Gus?
   A. You need to cook more eggs.
   B. Sir Tom and Sir Ed want bacon.
   C. Sir Tom and Sir Ed need your help.

3. Why did Sir Tom and Sir Ed need help?
   A. The night attack did not go well.
   B. The army needed breakfast.
   C. The bridge was broken.

4. Who sent Sir Doug to get help?
   A. the Black Knight
   B. Sir Gus
   C. Sir Tom and Sir Ed
5. Why were Sir Doug and the rest of the men puzzled?
   A. Sir Gus told the knights to ride in the wrong direction.
   B. Sir Gus was eating breakfast.
   C. Sir Gus did not have a map.

6. Why does Sir Doug think it would be better to cross the river than to march over the bridge?
   A. It is faster to cross the river.
   B. The bridge is broken.
   C. The horses like to drink the water.

7. Why did Sir Gus say it was too dangerous to cross the river?
   A. Sir Gus wants to swim later.
   B. Sir Gus doesn’t know how to swim.
   C. Sir Gus did not want the horses to get wet.

8. Number these sentences in the correct order.

   ________ Sir Gus wanted to cross the river at the bridge.

   ________ Sir Gus was dressed for battle.

   ________ Sir Gus was cooking breakfast.

   ________ Sir Gus and his men set off.
Grammar Assessment

Write the following correctly.

1. dr joe white ________________________________(4)

2. mrs bonnie black ________________________________(4)

3. june 3 2011 ________________________________(2)

4. 801 east high street new canton virginia
_______________________________
_______________________________(7)

5. wednesday ________________________________(1)

Write the word that means more than one.

6. mouse _________________________________

7. fox _________________________________

8. dragonfly _________________________________

9. tool _________________________________

10. goose _________________________________
Circle the nouns, draw an arrow from the adjective to the noun, and draw a wiggly line under the verb in each sentence.

Example: The famous writer talked.

11. The little boy runs.

12. The fat cat sleeps.


15. The pretty lady rushed.

Draw one line under the subject and two lines under the predicate.

Example: Ted rode his bike and played ball.


17. Jim and James ate cake and ice cream.

18. Bobby and Fay will train and work out.

19. Chester and Clementine ran around the barnyard.

20. Paula and Jane will plant flowers.
Circle the correct tense for each verb.

21. I will run later.  past  present  future

22. I jumped rope.  past  present  future

23. I see.  past  present  future

24. Jane walked.  past  present  future

25. Ted hugged.  past  present  future

26. Susan cried.  past  present  future

27. Roger will taste the cake.  past  present  future

28. James will race Jim.  past  present  future

29. Joe sits.  past  present  future

30. I will play this afternoon.  past  present  future
# Decoding

Circle the word your teacher calls out.

<table>
<thead>
<tr>
<th></th>
<th>across</th>
<th>amount</th>
<th>amiss</th>
<th>claws</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>hasn’t</td>
<td>haven’t</td>
<td>hadn’t</td>
<td>he’ll</td>
</tr>
<tr>
<td>3.</td>
<td>mom</td>
<td>mother</td>
<td>brother</td>
<td>bother</td>
</tr>
<tr>
<td>4.</td>
<td>determine</td>
<td>deduct</td>
<td>define</td>
<td>decide</td>
</tr>
<tr>
<td>5.</td>
<td>shove</td>
<td>shut</td>
<td>shovel</td>
<td>shoot</td>
</tr>
<tr>
<td>6.</td>
<td>able</td>
<td>apple</td>
<td>ample</td>
<td>apply</td>
</tr>
<tr>
<td>7.</td>
<td>native</td>
<td>notion</td>
<td>nation</td>
<td>national</td>
</tr>
<tr>
<td>8.</td>
<td>funny</td>
<td>fundamental</td>
<td>fulfill</td>
<td>funnel</td>
</tr>
<tr>
<td>9.</td>
<td>copper</td>
<td>cuddle</td>
<td>couple</td>
<td>cable</td>
</tr>
<tr>
<td>10.</td>
<td>cousin</td>
<td>copies</td>
<td>cupful</td>
<td>cotton</td>
</tr>
</tbody>
</table>
Circle the word your teacher calls out.

1. traction  fraction  faction  addition

2. above  about  avoid  amend

3. fabulous  dangerous  dangers  dagger

4. wonderland  wistful  wonderful  wondering

5. glove  lovely  love  clove

6. hide  hideout  hidden  hideous

7. peel  pebble  puddle  petal

8. missile  dismissal  fizzle  fossil

9. cheerful  hopeful  helpful  careful

10. animate  animal  annual  anything
The Final Battle

Number the sentences in the correct order or sequence.

___ The Black Knight told his men to stand down.
___ King Henry’s army retreated.
___ Sir Gus and his men reached the Old Stone Bridge.
___ Sir Gus’s men shouted, “Hooray for Sir Gus!”
___ Sir Gus and his men charged at King Henry’s army.
___ Sir Gus and his men rested.
___ The Black Knight’s men tossed their shields and weapons aside.
___ Sir Gus and his men fought King Henry’s army.

Write the sentences from above in the correct order or sequence.

1. _________________________________________________
2. _________________________________________________
3. _________________________________________________
Alphabetizing Assessment

Put the following words in alphabetical order:

<table>
<thead>
<tr>
<th>across</th>
<th>mother</th>
<th>decide</th>
<th>shove</th>
</tr>
</thead>
<tbody>
<tr>
<td>nation</td>
<td>funnel</td>
<td>couple</td>
<td>traction</td>
</tr>
<tr>
<td>wonderful</td>
<td>hideous</td>
<td>petal</td>
<td>love</td>
</tr>
</tbody>
</table>

1. __________________________ 7. __________________________
2. __________________________ 8. __________________________
3. __________________________ 9. __________________________
4. __________________________ 10. _________________________
5. __________________________ 11. _________________________
6. __________________________ 12. _________________________
### Feature Number Incorrect?

<table>
<thead>
<tr>
<th>Feature</th>
<th>Number</th>
<th>Incorrect?</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘o’ &gt; /u/</td>
<td>mother</td>
<td>brother</td>
</tr>
<tr>
<td></td>
<td>front</td>
<td>won</td>
</tr>
<tr>
<td></td>
<td>son</td>
<td></td>
</tr>
<tr>
<td>‘o_e’ &gt; /u/</td>
<td>love</td>
<td>glove</td>
</tr>
<tr>
<td></td>
<td>done</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>come</td>
<td></td>
</tr>
<tr>
<td>‘ou’ &gt; /u/</td>
<td>cousin</td>
<td>touch</td>
</tr>
<tr>
<td></td>
<td>young</td>
<td>southern</td>
</tr>
<tr>
<td></td>
<td>country</td>
<td></td>
</tr>
<tr>
<td>‘a’ &gt; /ɔ/</td>
<td>about</td>
<td>alike</td>
</tr>
<tr>
<td></td>
<td>afraid</td>
<td>China</td>
</tr>
<tr>
<td></td>
<td>America</td>
<td></td>
</tr>
<tr>
<td>‘e’ &gt; /ɛ/</td>
<td>debate</td>
<td>decide</td>
</tr>
<tr>
<td></td>
<td>category</td>
<td>hello</td>
</tr>
<tr>
<td></td>
<td>decay</td>
<td></td>
</tr>
<tr>
<td>‘al’ &gt; /ɔ/ + /l/</td>
<td>total</td>
<td>metal</td>
</tr>
<tr>
<td></td>
<td>animal</td>
<td>royal</td>
</tr>
<tr>
<td></td>
<td>signal</td>
<td></td>
</tr>
<tr>
<td>‘ul’ &gt; /ɔ/ + /l/</td>
<td>helpful</td>
<td>cheerful</td>
</tr>
<tr>
<td></td>
<td>wonderful</td>
<td>hopeful</td>
</tr>
<tr>
<td></td>
<td>careful</td>
<td></td>
</tr>
<tr>
<td>‘il’ &gt; /ɔ/ + /l/</td>
<td>evil</td>
<td>April</td>
</tr>
<tr>
<td></td>
<td>devil</td>
<td>fossil</td>
</tr>
<tr>
<td></td>
<td>nostril</td>
<td></td>
</tr>
<tr>
<td>‘le’ &gt; /ɔ/ + /l/</td>
<td>apple</td>
<td>little</td>
</tr>
<tr>
<td></td>
<td>uncle</td>
<td>jungle</td>
</tr>
<tr>
<td></td>
<td>table</td>
<td></td>
</tr>
<tr>
<td>‘tion’</td>
<td>station</td>
<td>vacation</td>
</tr>
<tr>
<td></td>
<td>emotion</td>
<td>nation</td>
</tr>
<tr>
<td></td>
<td>fiction</td>
<td></td>
</tr>
<tr>
<td>tricky ‘a’</td>
<td>bandit</td>
<td>alone</td>
</tr>
<tr>
<td></td>
<td>wall</td>
<td>later</td>
</tr>
<tr>
<td></td>
<td>band</td>
<td></td>
</tr>
<tr>
<td>tricky ‘e’</td>
<td>lemon</td>
<td>rewind</td>
</tr>
<tr>
<td></td>
<td>me</td>
<td>debate</td>
</tr>
<tr>
<td></td>
<td>test</td>
<td></td>
</tr>
<tr>
<td>tricky ‘o’</td>
<td>copper</td>
<td>open</td>
</tr>
<tr>
<td></td>
<td>from</td>
<td>hotel</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>tricky ‘o_e’</td>
<td>home</td>
<td>some</td>
</tr>
<tr>
<td></td>
<td>wrote</td>
<td>cone</td>
</tr>
<tr>
<td></td>
<td>come</td>
<td></td>
</tr>
<tr>
<td>tricky ‘ou’</td>
<td>shout</td>
<td>touch</td>
</tr>
<tr>
<td></td>
<td>pound</td>
<td>country</td>
</tr>
<tr>
<td></td>
<td>out</td>
<td></td>
</tr>
<tr>
<td>always</td>
<td>around</td>
<td>because</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>best</td>
<td>both</td>
<td>but</td>
</tr>
<tr>
<td>does</td>
<td>don’t</td>
<td>fast</td>
</tr>
<tr>
<td>found</td>
<td>gave</td>
<td>goes</td>
</tr>
<tr>
<td>made</td>
<td>man</td>
<td>off</td>
</tr>
<tr>
<td>read</td>
<td>right</td>
<td>sing</td>
</tr>
<tr>
<td>tell</td>
<td>their</td>
<td>these</td>
</tr>
<tr>
<td>us</td>
<td>use</td>
<td>very</td>
</tr>
<tr>
<td>why</td>
<td>wish</td>
<td>work</td>
</tr>
<tr>
<td>your</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Directions: Place an X beside any word that the student misses, and, if possible, write what the student says in place of the correct word.

Total number correct out of 46 _________________
## Tricky Spelling ‘a’

Write the words that have the tricky spelling ‘a’ sounded /a/ under *hat*, the words that have the tricky spelling ‘a’ sounded /ae/ under *paper*, and the words that have the tricky spelling ‘a’ sounded /ə/ under *about*.

<table>
<thead>
<tr>
<th>‘a’</th>
<th>/a/</th>
<th>/ae/</th>
<th>/ə/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hat</td>
<td>paper</td>
<td>about</td>
</tr>
<tr>
<td></td>
<td>band</td>
<td>later</td>
<td>along</td>
</tr>
<tr>
<td></td>
<td>last</td>
<td>lady</td>
<td>balloon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>/a/ as in <em>hat</em></th>
<th>/ae/ as in <em>paper</em></th>
<th>/ə/ as in <em>about</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>She has a yellow cap.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>She is wearing her silver necklace.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>To mail this letter, I need one stamp.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>When my mom cooks, she wears her apron.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I need a map to find the park.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>/æ/ as in <em>hat</em></td>
<td>/æl/ as in <em>paper</em></td>
<td>/ə/ as in <em>about</em></td>
</tr>
<tr>
<td>---</td>
<td>-----------------</td>
<td>---------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>6.</td>
<td>When will Tommy arrive?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>This horse needs its saddle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I think the best month is <em>April</em>.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Color Sort

If a square has a word with the letter ‘a’ sounded /a/, make it red.  
If a square has a word with the letter ‘a’ sounded /æ/, make it yellow.  
If a square has a word with the letter ‘a’ sounded /ə/, make it green.  
If a square has a word with the letter ‘a’ sounded /aw/, make it orange.

<table>
<thead>
<tr>
<th>after</th>
<th>about</th>
<th>began</th>
<th>family</th>
<th>around</th>
</tr>
</thead>
<tbody>
<tr>
<td>matter</td>
<td>affect</td>
<td>talk</td>
<td>taken</td>
<td>cannot</td>
</tr>
<tr>
<td>radio</td>
<td>apple</td>
<td>perhaps</td>
<td>idea</td>
<td>avoid</td>
</tr>
<tr>
<td>rather</td>
<td>having</td>
<td>village</td>
<td>carry</td>
<td>cake</td>
</tr>
<tr>
<td>ability</td>
<td>chapter</td>
<td>small</td>
<td>China</td>
<td>strange</td>
</tr>
</tbody>
</table>
Word Sort

Write the words with the tricky spelling ‘a’ sounded /a/ under *bad*, the words with the tricky spelling ‘a’ sounded /æ/ under *acorn*, the words with the tricky spelling ‘a’ sounded /ə/ under *about*, and the words with the tricky spelling ‘a’ sounded /ɔ/ under *water*.

<table>
<thead>
<tr>
<th>giant</th>
<th>lasted</th>
<th>faking</th>
<th>chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>waffle</td>
<td>extra</td>
<td>alone</td>
<td>able</td>
</tr>
<tr>
<td>actress</td>
<td>orange</td>
<td>apple</td>
<td>want</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>sounded /a/</th>
<th>sounded /æ/</th>
<th>sounded /ə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>as in <em>bad</em></td>
<td>as in <em>acorn</em></td>
<td>as in <em>about</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>giant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Unit 5 181
**Tricky Spelling ‘a’**

The letter ‘a’ can stand for 4 sounds. Which sounds does it stand for in the underlined letters in these words?

<table>
<thead>
<tr>
<th>Word</th>
<th>/a/ as in</th>
<th>/ə/ as in</th>
<th>/æ/ as in</th>
<th>/aw/ as in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>cat</td>
<td>about</td>
<td></td>
<td>wall</td>
</tr>
<tr>
<td>America</td>
<td>cat</td>
<td>about</td>
<td></td>
<td>wall</td>
</tr>
<tr>
<td>talk</td>
<td>cat</td>
<td>about</td>
<td></td>
<td>wall</td>
</tr>
<tr>
<td>Canada</td>
<td>cat</td>
<td>about</td>
<td></td>
<td>wall</td>
</tr>
<tr>
<td>Abraham</td>
<td>cat</td>
<td>about</td>
<td></td>
<td>wall</td>
</tr>
<tr>
<td>banana</td>
<td>cat</td>
<td>about</td>
<td></td>
<td>wall</td>
</tr>
<tr>
<td>Arabia</td>
<td>cat</td>
<td>about</td>
<td></td>
<td>wall</td>
</tr>
<tr>
<td>Almanac</td>
<td>cat</td>
<td>about</td>
<td></td>
<td>wall</td>
</tr>
<tr>
<td>Africa</td>
<td>cat</td>
<td>about</td>
<td></td>
<td>wall</td>
</tr>
</tbody>
</table>
## Tricky Spelling ‘e’

<table>
<thead>
<tr>
<th>‘e’</th>
<th>/e/</th>
<th>/ee/</th>
<th>/ə/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pet</td>
<td>left</td>
<td>letter</td>
</tr>
<tr>
<td></td>
<td>me</td>
<td>rewind</td>
<td>legal</td>
</tr>
<tr>
<td></td>
<td>debate</td>
<td>appetite</td>
<td>strategy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/e/ as in pet</th>
<th>/ee/ as in me</th>
<th>/ə/ as in debate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He is singing the National Anthem.</td>
<td></td>
<td>Anthem</td>
</tr>
<tr>
<td>2. This glass is empty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Dad and I saw a play at the theater.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I need a carton of eggs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Have you seen Paila</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The balloon is filled with helium.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. We have tickets to go to the circus!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Color Sort

If a square has a word with the letter ‘e’ sounded /e/, make it red. If a square has a word with the letter ‘e’ sounded /ee/, make it yellow. If a square has a word with the letter ‘e’ sounded /ə/, make it green.

<table>
<thead>
<tr>
<th>children</th>
<th>send</th>
<th>began</th>
<th>system</th>
<th>wanted</th>
</tr>
</thead>
<tbody>
<tr>
<td>himself</td>
<td>second</td>
<td>decay</td>
<td>me</td>
<td>report</td>
</tr>
<tr>
<td>open</td>
<td>equal</td>
<td>given</td>
<td>hello</td>
<td>started</td>
</tr>
<tr>
<td>problem</td>
<td>parent</td>
<td>moment</td>
<td>legal</td>
<td>deposit</td>
</tr>
<tr>
<td>except</td>
<td>decide</td>
<td>subject</td>
<td>she</td>
<td>hundred</td>
</tr>
</tbody>
</table>
Tricky Spelling ‘o’

Write the words that have the tricky spelling ‘o’ sounded /o/ under hop, the words that have the tricky spelling ‘o’ sounded /oe/ under open, and the words that have the tricky spelling ‘o’ sounded /u/ under son.

<table>
<thead>
<tr>
<th>‘o’</th>
<th>/o/</th>
<th>hop</th>
<th>drop</th>
<th>model</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>/oe/</td>
<td>open</td>
<td>hotel</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>/u/</td>
<td>son</td>
<td>front</td>
<td>coming</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/o/ as in hop</th>
<th>/oe/ as in open</th>
<th>/u/ as in son</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are 31 days in the month of March.</td>
<td></td>
<td>month</td>
</tr>
<tr>
<td>2. The kids are eating popsicles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. When he swims, he wears goggles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Rats, mice, and hamsters are rodents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I like reading poetry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. She is reading a novel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The horses galloped past us.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word Sort

Write the words with the tricky spelling ‘o’ sounded /o/ under *stop*, the words with the tricky spelling ‘o’ sounded /oe/ under *hotel*, and the words with the tricky spelling ‘o’ sounded /u/ under *from*.

<table>
<thead>
<tr>
<th>front</th>
<th>pollen</th>
<th>open</th>
<th>hoping</th>
</tr>
</thead>
<tbody>
<tr>
<td>cover</td>
<td>model</td>
<td>kingdom</td>
<td>motel</td>
</tr>
<tr>
<td>command</td>
<td>topic</td>
<td>noble</td>
<td>tropical</td>
</tr>
</tbody>
</table>

sounded /o/ as in *stop*

sounded /oe/ as in *hotel*

sounded /u/ as in *from*
Color Sort

If a square has a word with the letter ‘o’ sounded /o/, make it red.
If a square has a word with the letter ‘o’ sounded /oe/, make it yellow.
If a square has a word with the letter ‘o’ sounded /u/, make it green.

<table>
<thead>
<tr>
<th>motel</th>
<th>only</th>
<th>person</th>
<th>across</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>money</td>
<td>cannot</td>
<td>problem</td>
<td>over</td>
<td>coming</td>
</tr>
<tr>
<td>also</td>
<td>going</td>
<td>process</td>
<td>almost</td>
<td>modern</td>
</tr>
<tr>
<td>reason</td>
<td>potted</td>
<td>product</td>
<td>program</td>
<td>provide</td>
</tr>
<tr>
<td>bodies</td>
<td>solid</td>
<td>brother</td>
<td>most</td>
<td>radio</td>
</tr>
</tbody>
</table>
Sound Sort

Write the words that have the tricky spelling ‘o_e’ sounded /oe/ under *home*, and the words that have the tricky spelling ‘o_e’ sounded /u/ under *come*.

<table>
<thead>
<tr>
<th>‘O_e’</th>
<th>/oe/ like <em>home</em></th>
<th>/u/ like <em>come</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>home</td>
<td>those</td>
</tr>
<tr>
<td></td>
<td>trombone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>come</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>love</td>
<td></td>
</tr>
</tbody>
</table>

1. Even if you are mad, you should not shove.
2. I like ice cream cones.
3. That is not the letter I wrote.
4. The mat on the porch said “Welcome!”
5. Do you want a slice, or do you want the whole thing?
6. A rock is a lot like a stone.
7. I love my baby sister.
## Color Sort

If the space has a word with the spelling ‘o_e’ sounded /oe/, make it red. If the space has a word with the spelling ‘o_e’ sounded /u/, make it yellow.

<table>
<thead>
<tr>
<th>those</th>
<th>become</th>
<th>home</th>
<th>whole</th>
<th>undone</th>
</tr>
</thead>
<tbody>
<tr>
<td>rose</td>
<td>alone</td>
<td>stone</td>
<td>wrote</td>
<td>lovely</td>
</tr>
<tr>
<td>hope</td>
<td>gloves</td>
<td>closely</td>
<td>bones</td>
<td>shove</td>
</tr>
<tr>
<td>some</td>
<td>suppose</td>
<td>nose</td>
<td>handsome</td>
<td>drove</td>
</tr>
<tr>
<td>zone</td>
<td>envelope</td>
<td>lonely</td>
<td>none</td>
<td>propose</td>
</tr>
</tbody>
</table>
Tricky Spelling ‘ou’

Write the words that have the tricky spelling ‘ou’ sounded /ou/ under *shout*, and the words that have the tricky spelling ‘ou’ sounded /u/ under *touch*.

<table>
<thead>
<tr>
<th>‘ou’ → /ou/</th>
<th>shout</th>
<th>out</th>
<th>proud</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>touch</td>
<td>country</td>
<td>jealous</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ou/ as in <em>shout</em></th>
<th>/u/ as in <em>touch</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When he got an A, and I got a B, I felt jealous.</td>
<td>jealous</td>
</tr>
<tr>
<td>2. Stop being silly. It's time to be <em>serious</em>.</td>
<td></td>
</tr>
<tr>
<td>3. The cookie is flat and round.</td>
<td></td>
</tr>
<tr>
<td>4. They are sitting on the couch.</td>
<td></td>
</tr>
<tr>
<td>5. David is my uncle, and Rachel is my cousin.</td>
<td></td>
</tr>
<tr>
<td>6. The radio is too loud!</td>
<td></td>
</tr>
<tr>
<td>7. When she is upset, she pouts.</td>
<td></td>
</tr>
</tbody>
</table>
Word Sort

Write the words with the tricky spelling ‘ou’ sounded /ou/ under *mouth* and the words with the tricky spelling ‘ou’ sounded /u/ under *touch*.

<table>
<thead>
<tr>
<th>outing</th>
<th>serious</th>
<th>dangerous</th>
<th>about</th>
</tr>
</thead>
<tbody>
<tr>
<td>amount</td>
<td>southern</td>
<td>cousin</td>
<td>shouting</td>
</tr>
<tr>
<td>youngster</td>
<td>thousand</td>
<td>background</td>
<td>counter</td>
</tr>
</tbody>
</table>

sounded /ou/
as in *mouth*

________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________

sounded /u/
as in *touch*

________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________

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Circle all of the words you can find ending in /sh/ /ɔ/ /n/, including the two already circled for you; you should find 16 words in all.

Voice 1: “Attention, Secret Agent 009! How is the expedition going?”

Voice 2: “It’s going well.”

Voice 1: “Can you hear me okay?”

Voice 2: “Yes, I hear you. The reception is good.”

Voice 1: “What is your position?”

Voice 2: “I am in section 7, next to those tall rock formations.”

Voice 1: “Roger, Agent 009. There is an old volcano at that location. There is not much danger of an eruption, but use caution just the same.”

Voice 2: “Roger. What are my options? Should I go south?”

Voice 1: “No. There is a lot of thick vegetation in that direction. Head north to the junction. Then go left. You will pass the old railroad station. Then you will see an old plantation house. The owner is on vacation. We will pick you up there.”
Fill in the Blank

Lots of adjectives end in –ous. Write the best words from the box to complete each sentence.

<table>
<thead>
<tr>
<th>enormous</th>
<th>nervous</th>
<th>poisonous</th>
</tr>
</thead>
<tbody>
<tr>
<td>hideous</td>
<td>famous</td>
<td>jealous</td>
</tr>
</tbody>
</table>

1. Look at his hands shaking before he goes on stage. He must be more _______ nervous _______ than you.

2. Don’t drink that stuff. It could make you very sick because it is ___________________.

3. Ben has the best bike. I wish I had one just like it. I feel so _________________.

4. Ever since she was on that TV show, she has become very ___________________.

5. That drawing is so ugly. It’s _________________.

6. That giant is so big. He’s _________________.
Circle the Sounds

Circle the letters in each word that stand for the vowel sound.

young  none
month  Doug
done  come
front  some
the  won
was  ton
touch  a
what  glove
love  monk
son  shove
### Match the Picture

Mark the sentence that matches what you see.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Sentence Options</th>
</tr>
</thead>
</table>
| ![Child] | ☑ She is young.  
|         | ☒ She is not young. |
| ![Snake] | ☒ That snake is poisonous.  
|         | ☑ That spider is poisonous. |
| ![Money] | ☑ That’s a lot of honey.  
|         | ☒ That’s a lot of money. |
| ![Lion]  | ☒ The lion is resting.  
|         | ☑ The monkey is resting. |
| ![Dress] | ☒ She is wearing a dress.  
|         | ☑ She is wearing pants. |
| ![Dove]  | ☒ A dove is in the pond.  
|         | ☑ A duck is in the pond. |
| ![Bird]  | ☒ That’s a carnival.  
|         | ☑ That’s a cardinal. |
| ![Image](99x311 to 162x373) | ○ There is an apple on the table.  
○ There is a bottle on the table. |
| --- | --- |
| ![Image](101x651 to 169x719) | ○ She’s eating a pretzel.  
○ She’s eating a pickle. |
| ![Image](100x562 to 170x632) | ○ The kid has a fossil.  
○ The kid has a pencil. |
| ![Image](99x478 to 170x549) | ○ This is addition.  
○ This is subtraction. |
| ![Image](105x223 to 159x291) | ○ The volcano is erupting.  
○ The vine is not erupting. |
| ![Image](111x136 to 156x204) | ○ It’s a panda from China.  
○ It’s a lion from Africa. |
| ![Image](94x420) | ○ The daisy has petals.  
○ The bicycle has pedals. |
Yes or No

Write “yes” or “no.”

1. Is a baby young? _____

2. Can a balloon pop? _____

3. Are there twenty days in April? _____

4. Is it okay to steal money? _____

5. Is “hate” an antonym of “love”? _____

6. Do people eat cement? _____

7. Do people eat cereal? _____

8. Is a dime less than a nickel? _____

9. Can an apple dance? _____

10. Can a dictionary be a book? _____
# Find the Picture

Write each word on the line under the matching picture.

<table>
<thead>
<tr>
<th>Word</th>
<th>Picture 1</th>
<th>Picture 2</th>
<th>Picture 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>astronaut</td>
<td><img src="image1" alt="astronaut" /></td>
<td><img src="image2" alt="astronaut" /></td>
<td><img src="image3" alt="astronaut" /></td>
</tr>
<tr>
<td>gloves</td>
<td><img src="image4" alt="gloves" /></td>
<td><img src="image5" alt="gloves" /></td>
<td><img src="image6" alt="gloves" /></td>
</tr>
<tr>
<td>youngster</td>
<td><img src="image7" alt="youngster" /></td>
<td><img src="image8" alt="youngster" /></td>
<td><img src="image9" alt="youngster" /></td>
</tr>
<tr>
<td>sofa</td>
<td><img src="image10" alt="sofa" /></td>
<td><img src="image11" alt="sofa" /></td>
<td><img src="image12" alt="sofa" /></td>
</tr>
<tr>
<td>money</td>
<td><img src="image13" alt="money" /></td>
<td><img src="image14" alt="money" /></td>
<td><img src="image15" alt="money" /></td>
</tr>
<tr>
<td>camel</td>
<td>crystal</td>
<td>nostril</td>
<td>pineapple</td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td><img src="image1" alt="Camel" /></td>
<td><img src="image2" alt="Crystal" /></td>
<td><img src="image3" alt="Nostril" /></td>
<td><img src="image4" alt="Pineapple" /></td>
</tr>
</tbody>
</table>
Circle the Spellings

Circle the correct letters to spell the words correctly.

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>f</th>
<th>e</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>oa</td>
<td>v</td>
<td>o</td>
<td>m</td>
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<td>t</td>
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<td>d</td>
<td>or</td>
<td>ch</td>
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<td>a</td>
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<td>a</td>
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<td>ee</td>
<td>v</td>
<td>v</td>
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<td>g</td>
<td>oo</td>
<td>mm</td>
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<td>c</td>
<td>o</td>
<td>nn</td>
</tr>
<tr>
<td>Image</td>
<td>wh</td>
<td>i</td>
<td>s</td>
<td>t</td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
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<td></td>
<td>w</td>
<td>e</td>
<td>st</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Image</th>
<th>p</th>
<th>a</th>
<th>ne</th>
<th>il</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>e</td>
<td>nc</td>
<td>li</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Image</th>
<th>f</th>
<th>e</th>
<th>t</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
<td>a</td>
<td>b</td>
<td>le</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Image</th>
<th>f</th>
<th>o</th>
<th>m</th>
<th>el</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
<td>u</td>
<td>nn</td>
<td>le</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Image</th>
<th>a</th>
<th>p</th>
<th>le</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>u</td>
<td>pp</td>
<td>ful</td>
</tr>
</tbody>
</table>
Capital Letters

Circle the words with the missing capital letters. Write the correct form above the word.

1. nate, becca, joel, and i walked to the zoo.

2. mrs. davis’ house is next to dogwood park.

3. mary beth likes people to call her just beth.

4. on sunday, uncle charles cooks a big brunch.

5. when i go to mr. smith’s sub shop, i always get a meatball sub.

6. we named the class goldfish spike.

7. i would like to travel to china in may.

8. monday is the best day of the week.
Punctuation

1. My home is in Sarasota (1)
   My home is in Sarasota.

2. My sister was born in May (1)
   __________________________________________
   __________________________________________

3. Linda likes ham and mushrooms in her calzones (1)
   __________________________________________
   __________________________________________

4. Where did you park your car (1)
   __________________________________________
   __________________________________________

5. Stop that Mrs. Jones yelled to the rabbit stealing veggies from her garden (4)
   __________________________________________
   __________________________________________

6. We are getting ready for a puppet show and it is time to make the puppets (1)
   __________________________________________
   __________________________________________

Directions: Have students fill in the appropriate ending punctuation. The numbers in parentheses indicate how many punctuation marks need to be added.
7. Who can help me lift these books asked Lily (4)
Nouns

Circle the nouns in the sentences. Note that the number of nouns in each sentence is written at the end of the sentence.

1. Nostrils are part of the nose. (3)

2. Melissa had an apple and a banana. (3)

3. The watermelon’s seeds are black. (2)

4. Lava is gushing from the erupting volcano. (2)

5. There is an orange ribbon in her hair and a silver bracelet on her wrist. (4)

6. Bees make honey. (2)

7. Adeline is wearing gloves, a hat, and a scarf. (4)

8. Hot wax is dripping down the candle. (2)
Common and Proper Nouns

Circle the common nouns, and draw a box around the proper nouns.

1. Emma loves Batman.

2. Is Dan a good boxer?

3. The youngsters are eating popsicles.

4. Amos is eating a snack.

5. Picasso was a famous artist.

6. Is the party in March, April, or May?

7. On Monday we went to Oakton.

8. Sara got a love letter.
Nouns and Adjectives

Write down 6 nouns that you see. Then write adjectives to describe each of these nouns.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>
Changing Nouns

Rewrite the sentences, changing the underlined common nouns to proper nouns.

1. The teacher is reading to her class.
   Miss Sikes is reading to her class.

2. Our state is the best state!

3. They went to the store.

4. He loves this holiday.
5. She will see a friend on a weekday.
# Subject and Predicate Verb Tense

Read the sentences. Draw one line under the subject and two lines under the predicate. Then mark whether the verb is in the present, past or future tense.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Donald and his younger brother <strong>jogged down</strong> the street.</td>
<td>present/Future</td>
<td></td>
</tr>
<tr>
<td>2. Mother welcomes Rachel and Gerald.</td>
<td>present/past/future</td>
<td></td>
</tr>
<tr>
<td>3. Elizabeth will come with us.</td>
<td>present/past/future</td>
<td></td>
</tr>
<tr>
<td>4. The whole class complimented the principal’s necktie.</td>
<td>present/past/future</td>
<td></td>
</tr>
<tr>
<td>5. Uncle Dan likes jokes.</td>
<td>present/past/future</td>
<td></td>
</tr>
<tr>
<td>6. Tyson bicycled home.</td>
<td>present/past/future</td>
<td></td>
</tr>
<tr>
<td>7. Dad will label our lunches.</td>
<td>present/past/future</td>
<td></td>
</tr>
<tr>
<td>8. Large lobsters swim in the sea.</td>
<td>present/past/future</td>
<td></td>
</tr>
<tr>
<td>9. Gabriel orders an appetizer.</td>
<td>present/past/future</td>
<td></td>
</tr>
<tr>
<td>10. Anita will travel to Africa.</td>
<td>present/past/future</td>
<td></td>
</tr>
</tbody>
</table>
Adjectives

Circle the nouns, and then draw a line from the adjective to the noun it describes. Some sentences may have more than one adjective and noun.

1. A brown rabbit hopped into the yard.
2. A shiny spaceship is floating in the sky.
3. The baby waved its tiny hand in the air.
4. The full moon is a wonderful light at night.
5. The red bird flew to the large nest.
6. The enormous troll frightened the nervous knights.
7. White snowflakes float down from the gray sky.
8. Twinkling stars dot the sky.
9. Her green eyes sparkled with delight.
10. He rode a blue motorcycle.
Compound Words

Choose a word from the box to make a compound word.

<table>
<thead>
<tr>
<th>come</th>
<th>fly</th>
<th>side</th>
<th>down</th>
</tr>
</thead>
<tbody>
<tr>
<td>ball</td>
<td>apple</td>
<td>devil</td>
<td>melon</td>
</tr>
</tbody>
</table>

1. dare + _______________= __________________
2. touch + _______________= __________________
3. dragon + _______________= __________________
4. pine + _______________= __________________
5. water + _______________= __________________
6. cannon + _______________= __________________
7. out + _______________= __________________
8. be + _______________= __________________
Write a sentence or silly story in which you use at least one of the compound words you just made.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Match the Words: Synonyms

Choose a synonym from the box for each word listed below, and write it on the line.

<table>
<thead>
<tr>
<th>scared</th>
<th>feel</th>
<th>giant</th>
<th>magnificent</th>
<th>bicycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>awful</td>
<td>bad</td>
<td>soil</td>
<td>mad</td>
</tr>
</tbody>
</table>

1. touch _____________________________
2. wonderful _____________________________
3. enormous _____________________________
4. afraid _____________________________
5. dirt _____________________________
6. evil _____________________________
7. terrible _____________________________
8. angry _____________________________
9. bike _____________________________
10. quickly _____________________________
Match the Words: Antonyms

Choose an antonym from the box for each word listed below, and write it on the line.

<table>
<thead>
<tr>
<th>ugly</th>
<th>together</th>
<th>love</th>
<th>above</th>
<th>simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>fact</td>
<td>vertical</td>
<td>strange</td>
<td>compliment</td>
<td>old</td>
</tr>
</tbody>
</table>

1. normal _____________________________
2. young _____________________________
3. handsome _____________________________
4. below _____________________________
5. apart _____________________________
6. difficult _____________________________
7. hate _____________________________
8. horizontal _____________________________
9. insult _____________________________
10. fiction _____________________________
Fill in the Blank

The words in bold print sound the same, but they do not mean the same thing. Fill in the blanks so the sentences make sense.

1. **one/won**
   One____ person ____won____ the prize.

2. **pair/pear**
   He ate a ___________ with his ___________ of hands.

3. **son/sun**
   Her ___________ is soaking up the ___________.

4. **Some/sum**
   ___________ of these numbers have a ___________ of six when added together.

5. **weak/week**
   I was sick last ___________, and I felt very ___________.

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Spelling Lessons 1–5

Write the best word from the box to complete each sentence.

<table>
<thead>
<tr>
<th>quickly</th>
<th>neatly</th>
<th>ugly</th>
<th>jelly</th>
<th>chilly</th>
</tr>
</thead>
<tbody>
<tr>
<td>slowly</td>
<td>funny</td>
<td>angry</td>
<td>empty</td>
<td>mommy</td>
</tr>
<tr>
<td>daddy</td>
<td>happy</td>
<td>pretty</td>
<td>grumpy</td>
<td>alphabet</td>
</tr>
</tbody>
</table>

1. I am not fond of putting words in order of the _____________.

2. Please put your clothes away _____________.

3. I like ___________ with my toast.

4. She is a ___________ little pony.

5. I move ___________ in the morning.

6. I am so ___________ that you got an “A.”

7. Her ___________ is my uncle.

8. I like to watch ___________ animal movies.
Write the best word from the box to complete each sentence.

<table>
<thead>
<tr>
<th>quickly</th>
<th>neatly</th>
<th>ugly</th>
<th>jelly</th>
<th>chilly</th>
</tr>
</thead>
<tbody>
<tr>
<td>slowly</td>
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<td>angry</td>
<td>empty</td>
<td>mommy</td>
</tr>
<tr>
<td>daddy</td>
<td>happy</td>
<td>pretty</td>
<td>grumpy</td>
<td>alphabet</td>
</tr>
</tbody>
</table>

9. Are you _____________ that I broke the lamp?

10. Will you _____________ the dishwasher?

11. What an _____________ troll!

12. It is too _____________ not to wear a coat.

13. Can you come _____________ to help me?

14. Her _____________ is my aunt.

15. I am kind of _____________ when I am sleepy.
Spelling Lessons 6–10

Write the best word from the box to complete each sentence.

| knight    | might  | high  | right | frightened |
| light     | bright | crying | pry   | why        |
| nearby    | trying | sky    | drying | kingdom    |

1. King Alfred cared about the people in his ______________.

2. Look! What’s that up in the ______________?

3. The ______________ wore armor and rode a horse.

4. Are you ______________ to be alone in the dark?

5. I have been ______________ to call you all day.

6. It ______________ be time to go to bed.

7. I hope you are not ______________ over spilled milk.
Write the best word from the box to complete each sentence.

<table>
<thead>
<tr>
<th>knight</th>
<th>might</th>
<th>high</th>
<th>right</th>
<th>frightened</th>
</tr>
</thead>
<tbody>
<tr>
<td>light</td>
<td>bright</td>
<td>crying</td>
<td>pry</td>
<td>why</td>
</tr>
<tr>
<td>nearby</td>
<td>trying</td>
<td>sky</td>
<td>drying</td>
<td>kingdom</td>
</tr>
</tbody>
</table>

8. The sun is so _____________ I have to wear sunglasses.

9. It is ______________, so I can carry it.

10. Can you jump as ______________ as the basketball goal?

11. The clothes are ______________ in the dryer.

12. That is the ______________ thing to do.

13. I don’t know ______________ she is crying.

14. She had to ______________ the stuck door open.

15. I live ______________ the park.
Spelling Lessons 11–15

Write the best word from the box to complete each sentence.

- field
- piece
- shield
- thief
- kitties
- achieve
- relief
- grief
- yield
- movie
- niece
- cookies
- ladies
- babies
- water

1. I do not like to go under _____________.
2. How many _____________ have you eaten?
3. The _______________ met for tea.
4. My _______________ is named Amy.
5. How many doll _______________ do you own?
6. I like to go to the _______________ theater to see films.
7. The farmer will plow the _______________.
8. A triangle shaped sign at the intersection means _______________.

Write the best word from the box to complete each sentence.

field  piece  shield  thief  kittens
achieve  relief  grief  yield  movie
niece  cookies  ladies  babies  water

9. Could I please have a _______________ of pie?

10. What a _______________ to get some help with my homework.

11. The knight used a _______________ to protect himself.

12. That _______________ stole my money.

13. How many baby _______________ did your cat have?

14. Did you _______________ an “A” on your report card?

15. She cried and was full of _______________ when her dog died.
Spelling Lessons 16–20

Write the best word from the box to complete each sentence.

| yelled   | yarn   | yellow | yes    | myth   |
| symbol   | system | cry    | frying | satisfy|
| yawn     | sticky | lying  | energy | edge   |

1. Stay away from the _____________ of the cliff!

2. My fingers are _____________ from the glue.

3. Please don’t _____________! We can fix the broken lamp.

4. I would like a game box _____________ for my TV.

5. What is the _____________ for the sound of schwa?

6. Our teacher will tell us a Greek _____________.

7. _____________, I am going with you to the fair.

8. Is the sun _____________ in your picture?
Write the best word from the box to complete each sentence.

<table>
<thead>
<tr>
<th>yelled</th>
<th>yarn</th>
<th>yellow</th>
<th>yes</th>
<th>myth</th>
</tr>
</thead>
<tbody>
<tr>
<td>symbol</td>
<td>system</td>
<td>cry</td>
<td>frying</td>
<td>satisfy</td>
</tr>
<tr>
<td>yawn</td>
<td>sticky</td>
<td>lying</td>
<td>energy</td>
<td>edge</td>
</tr>
</tbody>
</table>

9. My mom knitted a sweater with yellow ____________ for me.

10. I started to ____________ when I felt sleepy.

11. She ____________ across the field to her sister.

12. Are you ____________ chicken for supper?

13. Did you get enough food to ____________ you?

14. I am too tired, and I do not have the ____________ to fix your lunch.

15. Do not start ____________ to your mother.
Spelling Lessons 21–25

Write the best word from the box to complete each sentence.

turtle  bundle  pickle  shuffle  cattle
label  angel  gravel  jewel  fiction
education  inspection  motion  question  schwa

1. ə is the symbol for the word _____________.

2. May I ask you a ______________?

3. I have a pet box ______________.

4. The bright ______________ in her ring is shiny.

5. Can you put a ______________ on the box?

6. The farmer’s ______________ ran to get fed.

7. Can you ______________ the deck of cards?

8. I like a dill ______________ with my sandwich.
Write the best word from the box to complete each sentence.

<table>
<thead>
<tr>
<th>turtle</th>
<th>bundle</th>
<th>pickle</th>
<th>shuffle</th>
<th>cattle</th>
</tr>
</thead>
<tbody>
<tr>
<td>label</td>
<td>angel</td>
<td>gravel</td>
<td>jewel</td>
<td>fiction</td>
</tr>
<tr>
<td>education</td>
<td>inspection</td>
<td>motion</td>
<td>question</td>
<td>schwa</td>
</tr>
</tbody>
</table>

9. I am trying to pick up a _____________ of sticks for the fire.

10. Did you have wings with your _____________ costume?

11. I like to read _____________ books.

12. I fell on the _____________ driveway and cut my hands.

13. It is important to get an _____________.

14. The _____________ of the boat made Sir Gus seasick.

15. Our clean room passed mom’s _____________.
Alphabetical Order

Write these words in alphabetical order.

<table>
<thead>
<tr>
<th>hood</th>
<th>touch</th>
<th>fly</th>
<th>dragon</th>
<th>come</th>
</tr>
</thead>
<tbody>
<tr>
<td>pine</td>
<td>water</td>
<td>ball</td>
<td>apple</td>
<td>melon</td>
</tr>
</tbody>
</table>

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________
7. __________________________________________
8. __________________________________________
9. __________________________________________
10. _________________________________________
Alphabetical Order

Write these words in alphabetical order.

<table>
<thead>
<tr>
<th>enormous</th>
<th>magnificent</th>
<th>wicked</th>
<th>bicycle</th>
<th>hastily</th>
</tr>
</thead>
<tbody>
<tr>
<td>awful</td>
<td>terrible</td>
<td>giant</td>
<td>jealous</td>
<td></td>
</tr>
</tbody>
</table>

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________
7. __________________________________________
8. __________________________________________
9. __________________________________________
ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

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