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ABSTRACT

Intended for parents of fifth grade children who are participating in Chapter 1 programs, the learning activities in this booklet give children practice with reading and writing. Among the language skills covered are (1) vocabulary in context; (2) phonetic analysis--consonant sounds and letters; (3) structural analysis--root word endings, prefixes, and syllabication; (4) comprehension--story detail, story sequence, main ideas, perceiving conclusions, inferences, and fact and opinion; (5) study skills--alphabetical order and locating information; and (6) writing skills--spelling and language structure. The booklet also provides an answer key for the suggested activities. (HOD)

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THE HELPING BOOK:
FIFTH GRADE LANGUAGE ARTS

Bulletin 1743

For Parents of ECIA, Chapter 1
Fifth Grade Students

Prepared by

Bureau of ECIA, Chapter 1
Office of Educational Support Programs

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Dear Parent:

You have in your hands Louisiana's hope for the next decade--your child. In order for your child to grow to be a successful citizen, he needs help in getting a good education.

The Louisiana Department of Education has developed The Helping Book: Fifth Grade Language Arts for your use. By doing some of the activities in this handbook with your child, you will be giving him an extra helping of time and love.

We share a common hope--that our children will grow into happy, useful persons who can make this State a better place in which to live.

Sincerely,

Thomas G. Clausen

THOMAS G. CLAUSEN
STATE SUPERINTENDENT
LOUISIANA DEPARTMENT OF EDUCATION

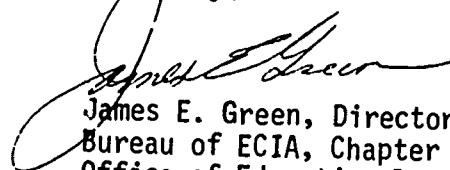
Dear Parent:

The Helping Book: Fifth Grade Language Arts is for the parents of fifth grade children who are participating in Chapter 1 programs.

The Chapter 1 program supports basic skills education. Therefore, activities which will give your child practice with every reading and writing skill which must be learned before a child goes on to the sixth grade are included in this book.

Your child's teacher gives the first helping of learning in reading and writing. The Chapter 1 programs provide a second helping of practice. Finally, your help in reviewing these areas of reading and writing will be the third and best helping your child will get.

Sincerely,



James E. Green, Director
Bureau of ECIA, Chapter 1
Office of Educational Support Programs

ACKNOWLEDGEMENTS

Special thanks to the following members of the Chapter 1 Language Arts Task Force for the development of this handbook:

Katheryn Anderson, Vernon Parish

Pat Bates, LaSalle Parish

Loyace Braggs, Lincoln Parish

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Linda Kennard, State Department of Education

Janet Langlois, State Department of Education

Gwen Peterson, Sabine Parish


Shirley Shaver, LaSalle Parish

Shirley Ward, Vernon Parish

Holly Wilson, Orleans Parish

Our deepest thanks to Kerry Ardoin, Calcasieu Parish, who is the artist for this handbook; and, to Beverly Blanchard, Annie Stewart, Rhonda Thomasse, and Connie Watson, State Department of Education, Bureau of ECIA, Chapter 1, who were the typists of this handbook.

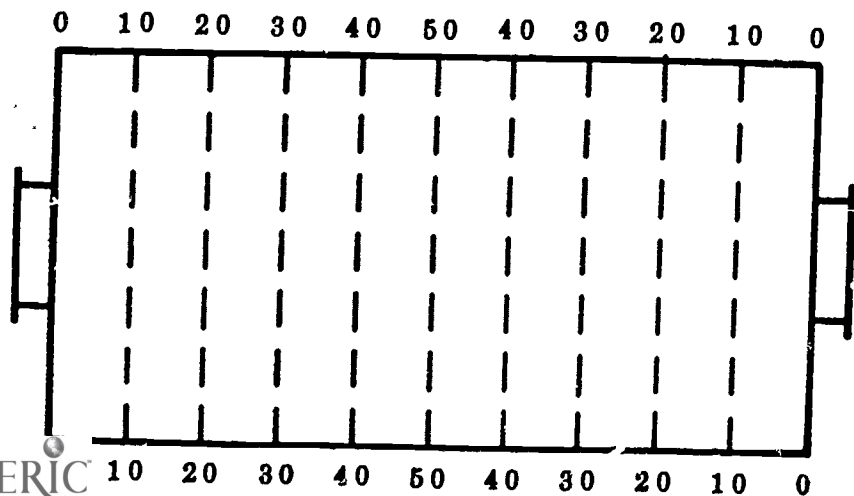
BEFORE YOU USE THIS BOOK, PLEASE READ!

1. Have fun with your child as you help him grow. The Helping Book: Fifth Grade Language Arts was written to give you and your child pleasant learning activities. It has been designed to cover each of the skills on the fifth grade Basic Skills Test.
2. At the top left of each page you will find the skill that is to be covered on that page. To the right of the skill is a box. The box designates the exact part of the skill for which a fifth grade student is responsible.
3. For each skill there are at least two pages of practice.
4. For each skill there is a test question similar to the test item that will be on the Basic Skills Test in the spring. The test question will always be marked with a ★.
5. When an exercise or game requires an answer key, the key is found in the back of the booklet. When the symbol  appears, the answers are provided.
6. An additional Louisiana Trails gameboard is included in the handbook to be used for additional games.

Vocabulary in Context

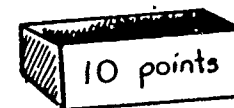
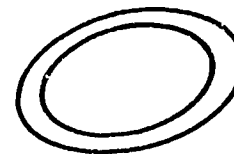
Draw a football field as below on a large sheet of cardboard or poster board. Then make a set of 24 word cards using the Harris-Jacobson Word List found in the back of this book.

There are two players in this game. It begins on the 50-yard line, where a cardboard ball is placed. The first player reads the word on the first card. If the player pronounces the word correctly, he moves the ball 10 yards toward the opponent's goal line. If the player cannot pronounce it, he moves the ball ten yards toward his own goal line in what is considered a "fumble." When a player crosses an opponent's goal line, that player earns a score of six. If the player then reads the next word correctly, he adds one point to the score. The end of the game occurs when a score of 21 is reached by one of the players or a time limit is reached, and the player with the most points wins.



Turn a chair upside down. Make four signs and print on the signs--2 points, 5 points, 10 points, 15 points. Tape one sign to each leg of the chair. Print words from the Harris-Jacobson Word List on index cards or slips of paper. Place these words in four boxes and label the boxes--2 points, 5 points, 10 points, and 15 points. Give your child an embroidery hoop or a hoop made from the top of a shortening or Kool-Aid can.

Have your child stand at a certain spot away from the chair and toss the hoop trying to "ring" a chair leg. If the hoop falls on the chair leg with the "5 points" sign, she must draw a vocabulary word from the box that is labeled "5 points" and pronounce the word. If the word is pronounced correctly, the player receives 5 points. If not the player receives no points. The game continues until your child reaches 50 points.



DIRECTIONS: Read the sentence in the box. One word in the sentence is underlined. Find the word that means the same as the underlined word.

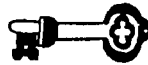


The child was afraid that the large dog would bite.

- A. glad
- B. fearful
- C. happy
- D. aware

Vocabulary in Context

Let your child fill in the words defined by the numbered statements below. Each answer should exactly fill the blank spaces. When he has finished, the letters in the boxes will spell out the name of an animal.



	□	_____
	□	_____
_____	□	_____
	□	_____
	□	_____
_____	□	_____
	□	_____

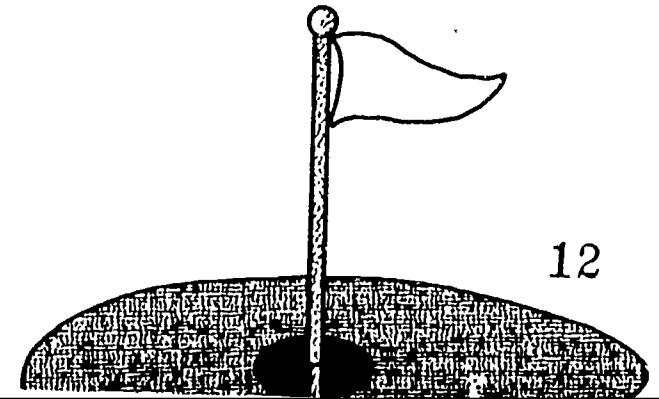
1. This colorful insect hatches from a COCOON.
2. This little insect may crawl or fly.
3. This long-necked animal may be found in the zoo.
4. This animal may be called a toad.
5. Many cows together are called this.
6. This is the world's largest mammal and lives in the sea.
7. This animal may be called a burro and has long ears.

Make a list of 10 words found in the Harris-Jacobson Word List. In another column scramble the words. Cover the vocabulary words and ask your child to unscramble the words and use each in a sentence.

Example:	Secret (vocabulary) word	Treecs (scrambled) word
----------	--------------------------------	-------------------------------

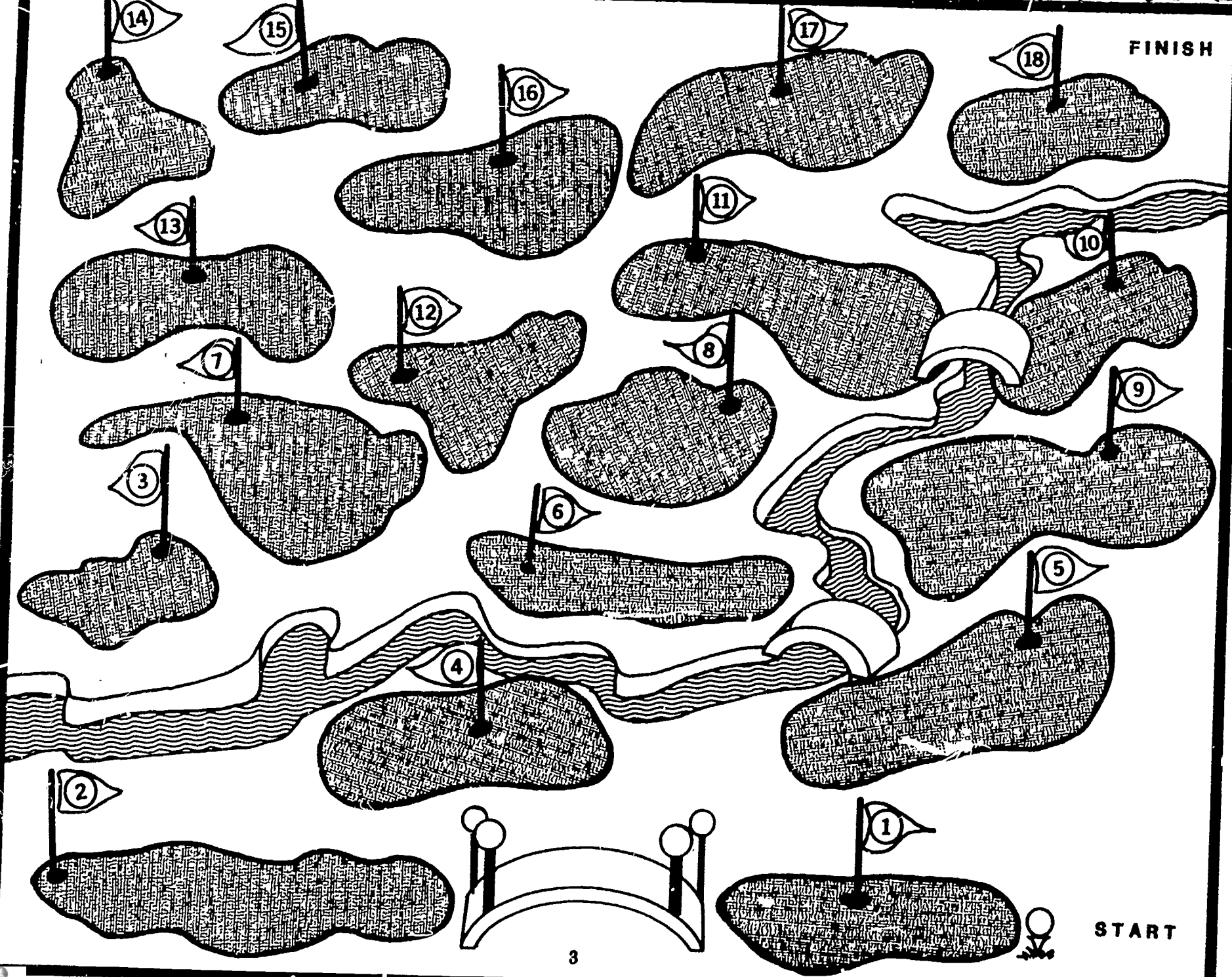
Your child can glue the gameboard from the following page on poster board or cardboard. She can use the word cards from other activities in this section. Then let her color and cut out her own golf ball to be used as a marker. A die will also be needed.

To play the golf game, your child and another player should place a marker on the first "tee." The first player draws a word card, pronounces it, and uses it in a sentence. If the player is correct, she rolls the die to see how many holes she moves her marker. If she is correct, she must move back that many holes or lose a turn if she is still on the first tee. The players continue until one player reaches the "18th hole."



FINISH

START



Consonant Sounds and Letters

s	x	ture	ed(t)
qu	gh	tion	ed(d)

Using the following chart and word list, ask your child to change the base words in the list according to the headings on columns 2 and 3. Then let him answer the question in the heading for column 4. Also, let your child select his own base words.



1	2	3	4
Base Word	Add s	Add ed	Does "ed" make a "d" sound or "t" sound?

Word List: add, coast, hammer, escape, load, babble, clip, order, erase, snort, refuse, afford, drain.

As a follow-up, play "Candyland," "Sorry," or any commercial game following the usual rules. However, before a child can move, he must draw a card and tell the sound the underlined letter makes in that word.

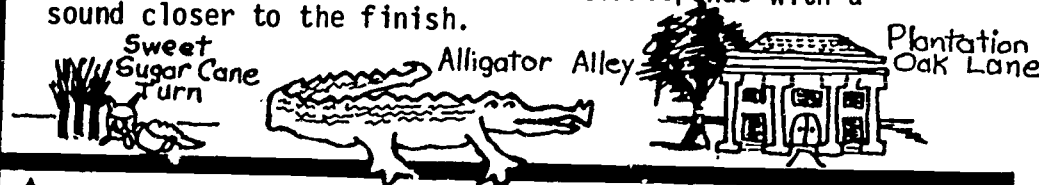
EXAMPLES: hopped furniture nation jumped

Have your child look through old magazines and catalogs for pictures showing the different consonant sounds of s, qu, or x. Let her cut out the pictures and glue them to cards. Have her group them together to use in games. These words are examples: Cheese (s makes "z" sound); queen (qu makes "kw" sound); antique (qu makes "k" sound); exercise (ex makes "ks" sound); quilt (qu makes "kw" sound); and plague (qu makes "k" sound).

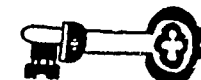
Let your child cut apart the cards on page 5 to play the Louisiana Trails game on page 6. Once the cards are cut apart and shuffled, your child then places them face down in a stack.



Ask your child to draw the first card, say a word, and match the sound of the underlined letters to a matching sound on the gameboard. He will always move his marker forward unless there are no available matching spaces left. In this case, he keeps drawing cards until he gets one that has a sound that corresponds with a sound closer to the finish.



★ DIRECTIONS: Read the sentence in the box. One word in the sentence has underlined letters. Find the word that has the same sound as the underlined letters.



1. She played in the park.

- A. hopped
- B. curled
- C. bed
- D. escaped

2. He will explore the cave.

- A. usual
- B. buzz
- C. sharks
- D. eggs

attention

creature

rose

roast

ghost

vacation

downstairs

laugh

examine

case

arrived

wrapped

adventure

admiration

expect

trough

exam

enjoyed

tease

cough

collection

attacked

ghastly

exact

princess

hopped

upstairs

explore

skinned

except

ghetto

growled

precious

exacting

excite

invention

Louisiana Trails



Plantation
Oak Lane

Super Dome
Palace



START

FINISH



Alligator Alley



Peach
Pasture

gz
ks
d
t
s
z
ch
sh
f
g



Crawfish
Ditch



Pelican's
Roost



Seafood
Gumbo
Lake



Mosquito
Grulch



Oil
field



Pine
Tree
Prairie



Magnolia
Rest



Treacherous
Swamps



Hunters
Hide-a-way

f	g	gz	ks
sh	Cotton Copper		d
ch			t
z	s		
s	z		
t	ch		
d	sh		
ks	f		
gz	g		
gz	ks		



Mardi
Gras
Straight



Strawberry
Hill

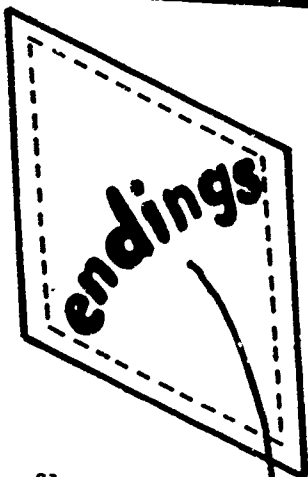
ch



Sweet
Sugar Cane
Turn

Root Word Endings

double final consonant
change "y" to "i"



y changed to i
(1)

final e dropped
(2)

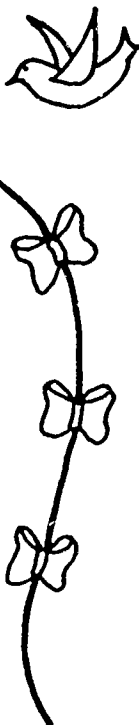
final consonant
doubled
(3)

no change
(4)



- butterfly _____
- scare _____
- plan _____
- cry _____
- drive _____
- enemy _____
- clap _____
- happy _____
- tight _____
- run _____
- bat _____
- sew _____

Have your child use one of the rules in the boxes above to write a new word for each root word by adding an ending. Write the new word on the longer line. Write the number of the rule you used on the short line.



Let your child look through the newspaper or a magazine and circle all the words she can find that have a double consonant before a suffix or a root word which has been changed by changing y to i.

EXAMPLES: hugging (hug), replies (reply)

★ DIRECTIONS: Read the root word in the box and the ending to be added to it. Then choose the one that has the ending added correctly.

1. fry + s



- A. Erys
- B. fryes
- C. fries
- D. fris

2. tap + ing

- A. taping
- B. tapping
- C. tapeing
- D. tapin

Root Word Endings

double final consonant
change "y" to "i"

Print words from the list below on slips of paper or cards. This game can be played with any number of players. Pencil and paper will be needed.

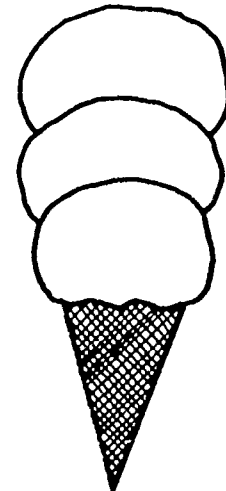
The leader draws a card and reads the word. The first player to correctly write the root word gets the point. The game continues until one player scores 10 points.

A variation of this activity would be to write the root words on the cards and have the players make a new word by changing the y to i, f to v, or doubling the final consonant.

- | | | | | |
|----------|-----------|-----------|-----------|-------------|
| beauties | batteries | beginning | budding | butterflies |
| candies | chopping | clapping | enemies | forgotten |
| grinning | happiness | hidden | hugged | hummed |
| ladies | mysteries | napped | plentiful | robbed |
| slipped | tapped | thinned | worried | wrapped |



Beside each word write the root word from which it was formed.

- | | |
|--------------------|--------------------|
| 1. admiring _____ | 7. slapped _____ |
| 2. histories _____ | 8. written _____ |
| 3. jammed _____ | 9. flies _____ |
| 4. grinning _____ | 10. grabbed _____ |
| 5. satisfied _____ | 11. sunning _____ |
| 6. penniless _____ | 12. merciful _____ |



Read the words printed on the ice cream cone above.

Write the root word for each of the second ice cream cone.

Draw a cherry  around the word that uses rule A (listed below) and a chocolate kiss  around the words that use rule B (listed below).

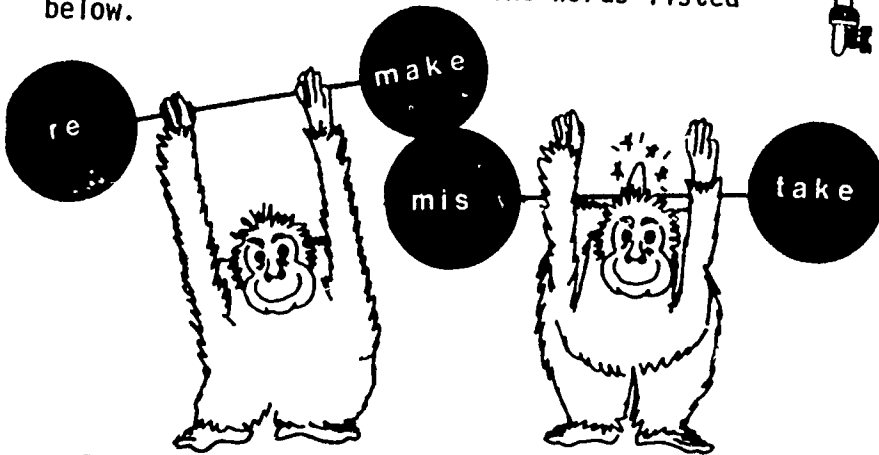
- Rule A. Final Y change to i
- Rule B. Final consonant doubled
- Rule C. Change f to v

Write another word below using Rule C.

Prefixes

a	be	un	re	dis
pre	mis	ex	in	sub

You may want to go over the meaning of the prefixes with your child. Practice making new words by adding a prefix to the words listed below.



PREFIX

MEANING

EXAMPLE

dis-
ex-
mis-
pre-
re-
sub-
un-

away
out of
wrong
before
again, back
under
not

disagree
exchange
mistreat
prewash
rewrite
subnormal
unhappy

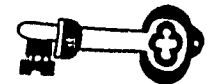
school _____ marine _____
heard _____ plain _____
claim _____ chief _____
obey _____ gain _____
_____ fab _____

On one side of small cards print words to which the prefixes a, be, un, re, dis, pre, mis, ex, in, or sub have been added. On the reverse side, print the root words. Stack the cards with the derived words (root word and prefix) face up. The child takes a card, reads the derived word, names the root word, and uses it in a sentence. Then he checks his answer by turning the card over. If he is correct he gets to keep the card; if not, he places the card at the bottom of the stack. When all cards have been used the player with the most cards is the winner.

rewrite

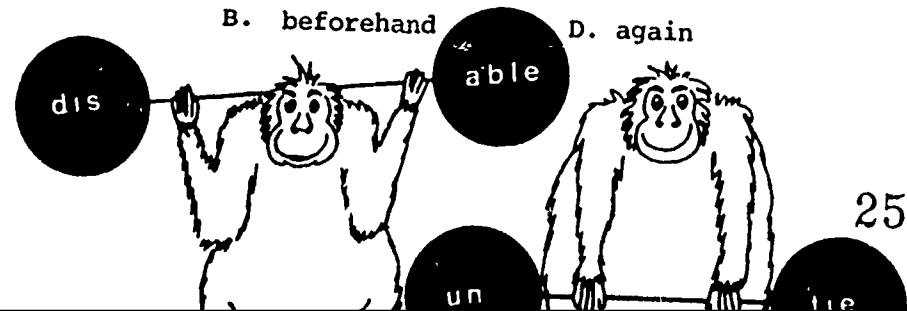
write

★ DIRECTIONS: Read the word in the box. The word has an underlined prefix. Find the word that gives the best meaning of the underlined prefix.

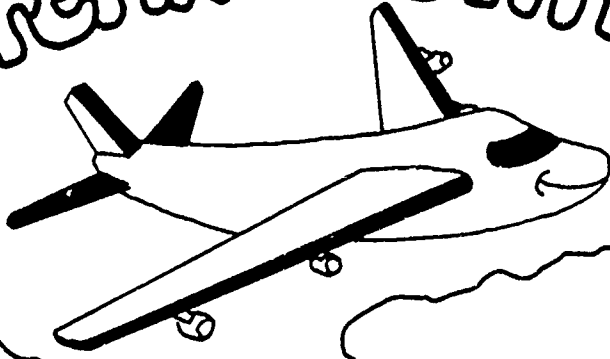
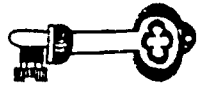


subdivided

- A. away
- B. beforehand
- C. under
- D. again



Prefix Airlines



The Prefix Airline Company is offering an unlimited amount of travel to each customer if tickets are purchased in advance. You will need a separate ticket for each city visited. You may secure the tickets at the Prefix Airline Company. Money is not accepted, but if you add the prefixes - a, be, un, re, dis, pre, mis, ex, in, sub, - to each word on the ticket, the tickets are yours.

—claim

—board

—came

—less

—ward

—appear

—pare

—chief

—marine

—citement

—port

—gainst

—take

—sleep

—ject

—have

—vention

—usual

—visible

—tend

—spect

—appoint

—wash

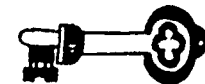
—happy

—treat

Syllabication

rules for:	vccv	vcv	"le"	blends and digraphs
affixes	compound words		letters "ck" and "x"	

Discuss the following syllabication rule with your child.



1. When two consonants come between two vowels in a word, the syllable division usually comes between the two consonants.

Example: per - haps

Work with your child and help him divide the following words.

tractor _____
 market _____
 corner _____
 injure _____

sunny _____
 tender _____
 happen _____
 picnic _____

Discuss the following syllabication rule with your child.



2. When one consonant comes between two vowels in a word, the syllable division usually comes before the consonant.

Example: pa - per

Assist your child in using this syllabication rule by dividing the following words.

pupil _____ eager _____
 legend _____ lady _____
 famous _____ baby _____
 climate _____ vacant _____

Discuss the following syllabication rule with your child.



3. When the last three letters of a word are a consonant followed by "le," usually the final syllable consists of the consonant and the "le."

Example: ma/ple

Assist your child in dividing the following words using the syllabication rule for words ending in "le" preceded by a consonant.

sparkle _____ table _____
 purple _____ cable _____
 uncle _____ gentle _____
 mumble _____ puddle _____

Syllabication

rules for:	vccv	vcv	"le"	blends and digraphs
affixes	compound words		letters "ck" and "x"	

Discuss the following syllabication rule with your child.

4. Affixes (prefixes and suffixes) are separated by syllables.



Example: re/write

Assist your child in dividing the following that contain affixes.

repair _____	useless _____
playable _____	likely _____
replace _____	teacher _____
unlock _____	into _____

Discuss the following syllabication rule concerning blends and digraphs.

6. Blends and digraphs are not divided.



Example: se/cret

Assist your child in dividing the following words that contain blends and digraphs.

pilgrim _____	control _____
mischief _____	breathless _____
celebrate _____	merchant _____
hungry _____	mouthful _____

Discuss the following syllabication rule with your child.

5. Compound words are divided between the syllables within the word.



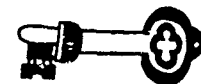
Example: horse/back

Assist your child in applying the syllabication rule for compound words.

toothbrush _____	cookbook _____
sunburn _____	bedroom _____
cupcake _____	shortstop _____
moonlight <u>29</u> _____	aircraft _____

Discuss the following syllabication rule with your child.

7. The letters "ck" and "x" usually go with the preceding vowel.



Example: pick/le, tax/i

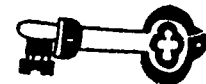
Assist your child in applying the syllabication rule for words that contain "ck" and "x."

chicken _____	boxer _____
explorer _____	trucker _____
express _____	background _____
flicker _____	sixty _____

Syllabication

rules for:	vccv	vcv	"le"	blends and digraphs
affixes	compound words			letters "ck" and "x"

Read the word in the box. Choose the one that shows the word correctly divided into syllables. Then write the number of the rule that tells how the word is to be divided.



1. borrow _____

- a. bo-orrow
- b. bor-row
- c. bo-rrow
- d. borr-ow

2. palace _____

- a. pa-lace
- b. pala-ce
- c. pal-ace
- d. p-alace

3. wrinkle _____

- a. wrin-kle
- b. wrink-le
- c. wr-inkle
- d. wri-nkle

4. extra _____

- a. e-xtra
- b. ext-ra
- c. extr-a
- d. ex-tra

5. goodness _____

- a. good-ness
- b. goo-dness
- c. goodn-ess
- d. g-oodness

6. workmen _____

- a. wo-rkmen
- b. workm-en
- c. work-men
- d. w-orkmen

7. machine _____

- a. m-achine
- b. mac-hine
- c. ma-chine
- d. mach-ine

8. resolve _____

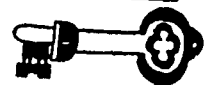
- a. resol-ve
- b. re-sol-ve
- c. res-olve
- d. re-solve

RULES:

1. When two consonants come between two vowels in a word, the syllable division usually comes between the two consonants.
2. When one consonant comes between two vowels in a word, the syllable division usually comes before the consonant.
3. When the last three letters of a word are a consonant followed by "le," usually the final syllable consists of the consonant and the "le."
4. Affixes (prefixes and suffixes) are separated by syllables.
5. Compound words are divided between the syllables within the word.
6. Blends and digraphs are not divided.
7. The letters "ck" and "x" usually go with the preceding vowel.



DIRECTIONS: Read the word in the box. Choose the one that shows the word correctly divided into syllables.

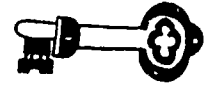


history

- A. hi-story
- B. his-to-ry
- C. hist-ory
- D. histo-ry

Story Details

Have your child read each story. She then chooses the best answer for the question that follows.



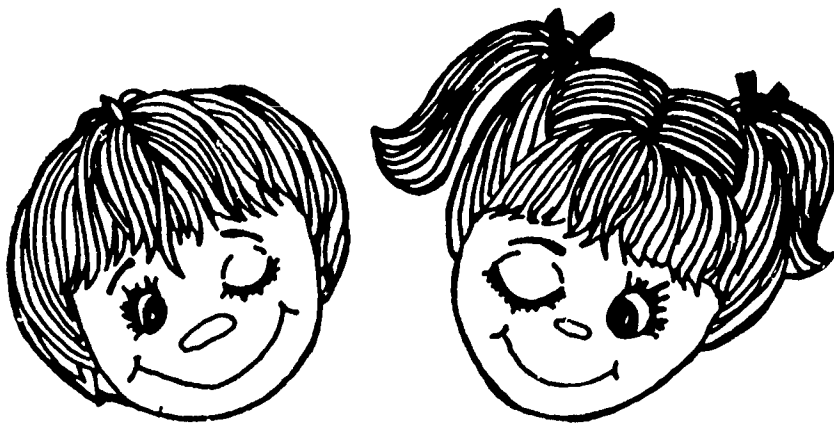
1. You just blinked. Your eyelids just went down and up. There you go again. Down and up. And in a few seconds more, down and up again.

A blink lasts less than half a second. Your eyes really do close. But it happens so fast you don't really miss anything.

Blinks come every 2 to 10 seconds. If you had to think about blinking, you'd be too busy to do anything else. All day you'd just sit around counting one, two, blink. One, two, blink.

How often do people blink?

- a. less than half a second
b. once a minute
c. twice each second
d. every 2 to 10 seconds
e. twice each second



2. My name is Sam. What a day I had today! On my way to school, I tripped over a skate left in the street. I forgot one of my books and had to go back to get it. In the afternoon ball game I had to slide into second base, and I hurt my knee. Then when I got home, I was too late to eat dinner with everybody else. I ate alone in the kitchen.

Where did Sam eat dinner?

- a. at the ballpark
b. in the den
c. in the kitchen
d. at school

★ DIRECTIONS: Read the story. Then choose the best answer for the question that follows.



One spring day all of the children and teachers from the Miller School went to Fox Park. The children and teachers took bats and balls with them. And they took things to eat and drink, too. It was Field Day for the Miller School, and everyone would stay at the park until three in the afternoon.

How long would the children be at the park?

- A. one spring
B. until three in the afternoon
C. all day
D. until 10 in the morning

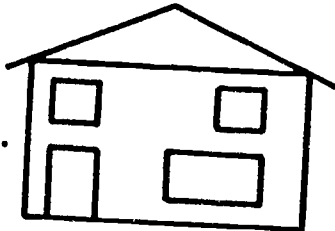
Story Details

Read the following story with your child. Help him choose the words that best complete the sentence.

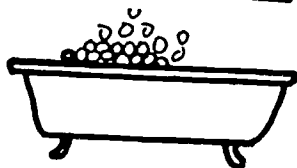
Some cookies are baked at home, but thousands of cookies are baked in a cookie factory. This factory is called a bakery.



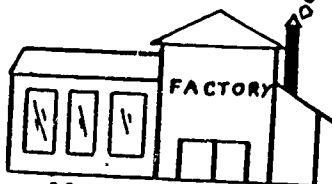
1. Cookies are baked ...
 - A. in a barn.
 - B. in a home or factory.
 - C. in a cupboard.



2. Most cookies are made ...
 - A. in a home.
 - B. in a bakery.
 - C. in a bathtub.

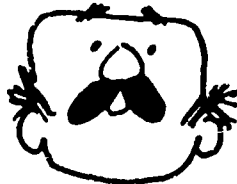


3. A cookie factory is sometimes called ...
 - A. a machine.
 - B. a house.
 - C. a bakery.



A man who sells goods is called a merchant. He works in a store. Some things that he sells are food, clothes, and tools.

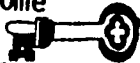
4. The merchant works in a ...
 - A. zoo.
 - B. store.
 - C. garden.



5. A man who sells tools, clothes and food is called a ...
 - A. sailor
 - B. merchant
 - C. postman



Newspaper stories are usually filled with details. Details often answer questions that begin with the words who, what, when, why, and how. Have your child read this newspaper story and notice the details that answer some of those questions.



SWIM MEET HELD

The All-City Swimming Race was held at the high school on May 15. Ramon Gonzales, Grove High School's best swimmer, beat ten other swimmers to win the race.

Write the answer to each of these questions.

6. Who won the race? _____
7. What race did he win? _____
8. Where was the race? _____
9. When was the race? _____

Here are some details your child can use to write her own newspaper story. She can write the story on the lines below.

WHO: Tracy Gordon HOW: in a plane
 WHAT: went on a trip WHERE: around the world
 WHEN: in 1981 WHY: to take pictures for a magazine

Story Sequence

five or more events

Discuss gardening with your child. Ask:

Could you pick vegetables from your garden before you planted the seeds for them? Would you water the garden after you picked the vegetables?

Knowing or figuring out the right order in which to do things is often very important. The five sentences that follow tell the steps for growing a vegetable garden. The sentences are not in the right order. Let your child think about the correct order and answer the question below.

- Eat the vegetables.
- Water the growing plants and pull out the weeds around them.
- Get turnips, squash, and carrot seeds.
- Pick the turnips, squash, and carrots from the garden.
- Plant the seeds.

What would you do next after planting theseeds?

- A. eat the vegetables
- B. water the growing plants
- C. get turnip, squash, and carrot seeds
- D. pick the turnips, squash, and carrots



Have your child read the following story. She can then choose the best answer for the question.

Mouse wanted to do something special. He asked his teacher if he could sing in the choir. His teacher said, "Sure, Mouse. Come try out for the choir right now." The teacher played a chord on her guitar, and Mouse tried to sing. But all he could do was squeak. The teacher played another chord, but Mouse still squeaked. Mouse decided he would have to do something else that was special.

What did Mouse do after the teacher asked him to try out for the choir?

- a. decided to do something else special
- b. Mouse tried to sing
- c. wanted to do something special
- d. Mouse still squeaked



★ DIRECTIONS: Read the story. Then choose the best answer for the question that follows.

One day I decided to play a trick on my mother. I knew she planned to make spaghetti for dinner that night. So I found her recipe for spaghetti sauce. I changed "3 cans of tomato paste" to "13 cans of tomato paste." Then I hid until Mother called me to dinner.

When I got to the dinner table, my aunt and uncle and five cousins were there.

"Isn't it nice that so many people could come help us eat all this spaghetti?" laughed Mother.

What did I do next after finding the recipe for spaghetti?

- A. hid until Mother called dinner
- B. found a recipe for spaghetti sauce
- C. changed "3 cans of tomato paste" to "13 cans"
- D. cooked spaghetti sauce



Story Sequence

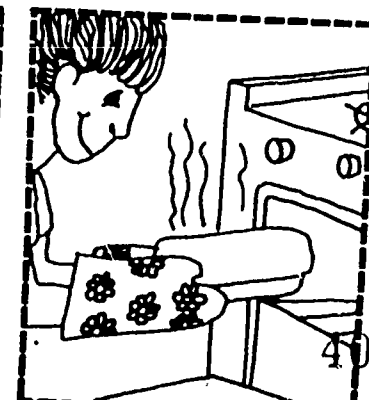
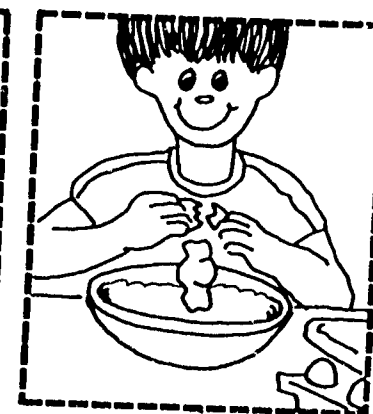
five or more events

Make a delicious treat of banana bread with your child. Let him follow the recipe. While the bread is cooking, he can cut out the pictures. Then he can put them in order to show how the recipe should be followed.

BANANA BREAD

- 3 cups flour
- 1 cup sugar
- 1 1/4 cups milk
- 1 egg
- 1/4 cup soft butter
- 1 1/2 teaspoons salt
- 4 teaspoons baking powder
- 2 mashed bananas

Mix together the flour, sugar, salt, and baking powder in a bowl. Add the butter and mix with a fork until the mixture looks crumbly. Mix in the milk, egg, and bananas. Pour the batter into an oiled and floured bread pan. Set the oven at 350° and wait 15 minutes. Then put the pan into the oven and bake for one hour. When the bread is brown, take it out and let it cool for 10 minutes.



Main Idea

Have your child read each story. Then she can choose the best answer for the question that follows.



1. One part of our country is a prairie. It is flat, rolling land that doesn't have many trees. Winter on the prairie can be very cold, and summer can be very hot. But the prairie is a good place for plants to grow. Most of the corn we eat is grown on the prairie in the summer.

Which of the following titles best states the main idea of the story?

- A. The Prairie
- B. Summer on the Prairie
- C. Winter on the Prairie
- D. Growing Corn on the Prairie

2. What a mess! Used pots, pans, and bowls are everywhere in the kitchen. There was something white all over the table, and something sticky and yellow was all over the floor. But now the cake was done, and Carla and Jim felt proud and happy. What a wonderful birthday surprise for their mother!

Which of the following titles best states the main idea of the story?

- A. Kitchen Magic
- B. Something Sticky
- C. Making a Mess
- D. Mother's Birthday Surprise

★ **DIRECTIONS:** Read the story. Then choose the best answer for the question that follows.



The man on the horse rode slowly in the hot sun. The grass and shrubs around him were dry and brown. The man and the horse were covered with dust. The man mopped his face with a cloth. Suddenly he saw the creek. With a shrill laugh the man splashed into the cold water. The horse began to drink.

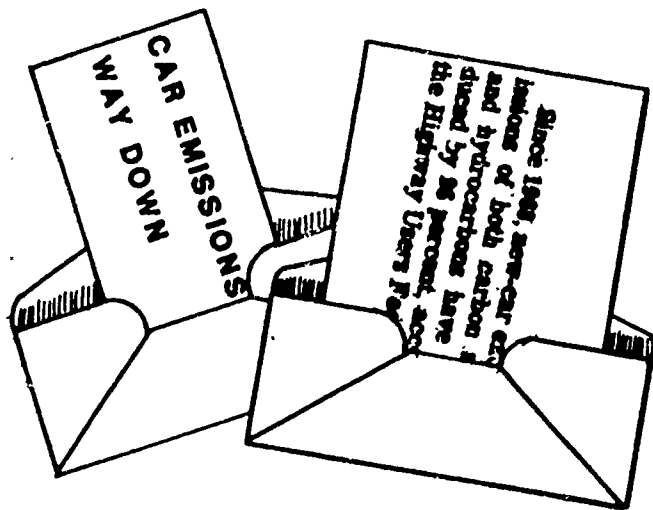
Which of the following titles best states the main idea of the story?

- A. The Man on the Horse
- B. Finding Water in the Desert
- C. Dry Grass and Shrubs
- D. A Horse Covered with Dust

Main Idea

Have your child cut articles from a newspaper and cut the titles from each article.

After he places the articles and titles in a large envelope, he should then match the title with the correct story.



Ask your child to watch two favorite television shows and write the main idea of each one. If she watches a series, ask her to write the main idea of two or three episodes of the series.

Ask your child to think about something exciting or fun that happened to him. After he has had some time to think ask him to tell about the experience. Then your child can tell the main idea and give the story a title.

Read each paragraph with your child. Then let her underline the sentence in each paragraph that tells the main idea.



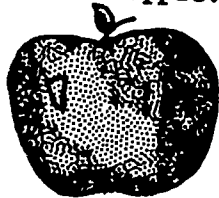
1. Cheese is made from milk. It can be made from the milk of cows, goats, sheep, and many other animals. In some parts of the world, cheese is made from the milk of deer, donkeys, horses, and zebras.
2. Do you know how cheese is made? Many cheeses are made in much the same way. First, the milk is heated until parts of it begin to get thick. Then a special juice is added. The thick parts of the milk are then pressed together, squeezing the watery parts out. Then the thick part is made into a shape. This shape is left alone for a few weeks, months, or even a year, until it is ready to eat.
3. Some cheeses are shaped into a ball while others are flattened. Cheese can be white, yellow, or orange. Some kinds of cheese taste very sharp and others taste very mild. Cheese comes in all shapes, colors, and tastes.

Perceiving Conclusions

Play "What Is It?" In this game, you will need to describe something that you are thinking of and ask your child to name it.

Example: I am thinking of something small. It grows on a tree. It is round and red. You can eat it. It has a core. What is it?

Answer: An apple.



With your child, write and guess the answers to riddles.

Riddles

After your child has read a story, discuss questions like:

- Why do you think a particular thing happened?
- Under what conditions do you think this would have happened?

Play the game, "Twenty Questions." You can choose a date, a person, a place, or a thing (period or event) with which your child is familiar. He may ask 20 questions to try to guess what you have in mind. You may only answer, yes or no.

Example: Is it a place? No.
Is it a person? Yes.
Is it a man? Yes.
Is he from American history? Yes.
Was he a president? Yes.
Is it George Washington? Yes.

Other topics might include:

John F. Kennedy
Michael Jackson
Disney World
Pac-Man Video Game

Statue of Liberty
Sesame Street
July 4, 1776
February 14

★ DIRECTIONS: Read the story. Then choose the best answer for the question that follows.



The ride was a lot of fun. Mary and Susan looked down at the muddy Mississippi River water. The people on the levee waved as they passed. Although they were traveling fast, gliding through the water, the girls were not frightened. It was exciting to see the cities of Louisiana pass before them.

Where were Mary and Susan?

- in the zoo
- on a steamboat
- in a car
- on a tractor

Perceiving Conclusions

Below are "Help Wanted" ads like the ones found in a newspaper. The first line of each advertisement is missing. Ask your child to put a ring around the word that tells what the advertisement is for.

HELP WANTED

1. Experience must include decorating three layer wedding cakes. Must be dependable. This ad is about a _____.

locksmith painter baker

HELP WANTED

2. Experience needed in the area of general cleanup work. Must be dependable. This ad is about a _____.

shoe salesman custodian teacher

HELP WANTED

3. Experience is needed in the area of dispensing drugs. Person must be licensed and dependable. This ad is about a _____.

baker pharmacist painter

HELP WANTED

4. Experience needed in lawn care and caring for shrubs grown in Louisiana. Must be dependable. This ad is about a _____.

locksmith 4⁷ teacher gardener

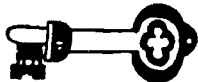
Ask your child to read the following passages and select the appropriate conclusions.

- Mary said, "I hear a strange sound coming from downstairs. What could it be? There it is again. I wish my brothers were home!"
 - Mary likes the sound she hears.
 - Mary is in a tree.
 - Mary is afraid.
- Joe said, "Carl's picture is in the magazine. He will be surprised when he comes home and sees it."
 - Joe gave Carl a ride on his bike.
 - Carl has not seen the picture.
 - Joe does not like the picture.
- Mark said, "Stay in the yard, Rover. Wait for me and I will be back soon. When I return, I will bring you something good to eat."
 - Mark does not like Rover.
 - Mark's father wants Rover to run away.
 - Mark is good to Rover.
- Alice said, "Today you are complaining that your hand hurts. Yesterday your foot hurt. You should go to the doctor, Bob. You are always saying that something hurts you."
 - Something is the matter with Bob.
 - Alice's shoe is under the bed.
 - Bob always feels well.

Inferences - Cause and Effect

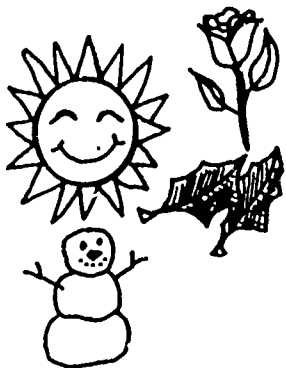
Have your child read part of a story and predict what is going to happen next.

Have your child place an "X" by the appropriate inference.



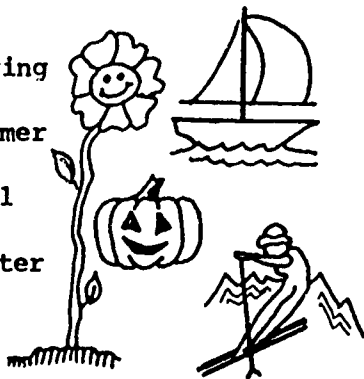
1. The air is hot. Every afternoon there is a shower. The children are wearing shorts. It is _____.

- _____ a. spring
- _____ b. summer
- _____ c. fall
- _____ d. winter



2. The children are wearing coats and hats. There is snow on the ground. There are no leaves on the trees. The air is very cold. It is _____.

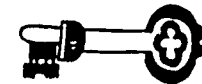
- _____ a. spring
- _____ b. summer
- _____ c. fall
- _____ d. winter



Have your child match the cause with the effect.

CAUSE

EFFECT



- | | |
|----------------------|-----------------------------------|
| 1. Earning an A+ | a. To safety |
| 2. She climbed | b. Caused children to miss school |
| 3. Voting | c. Earning interest |
| 4. Sunburn | d. Made Jack happy |
| 5. A flu epidemic | e. Uprooted the tree |
| 6. Ran faster | f. Pain |
| 7. Saving money | g. Better health |
| 8. Following a map | h. To let in the cool breeze |
| 9. A tornado | i. Elected a president |
| 10. Taking vitamins | j. Losing weight |
| 11. Eating less | k. Search for food |
| 12. Opening a window | l. Finding treasure |
| 13. Hunger | m. Won the race |

★ DIRECTIONS: Read the story. Then choose the best answer for the question that follows:



The students were listening to the principal address the student body. The room was very quiet and everyone faced the stage to listen. After the principal wished all of the students good luck in college, each student marched on to the stage in long black robes to receive a diploma.

Where did this activity take place?

- A. at the zoo
- B. in a school
- C. on a river
- D. in a bus

Inferences - Cause and Effect

Read the following paragraphs and answer the questions.



- One of the best football players on the team was Mark. He was a nice looking boy. Mark would argue with anyone about anything. He was eager to fight and was stubborn.

What is said in the paragraph that would make you think that Mark is a hard person to like?

- Sam walked into a large cave in order to explore it. He did not have a flashlight so he took a candle and began to walk slowly through the cave. All of a sudden the candle went out and he heard a strange noise. He tried to light the candle again, but his hands were shaking so badly that he could not get the candle lighted.

What in the paragraph would make you think that Sam was scared?

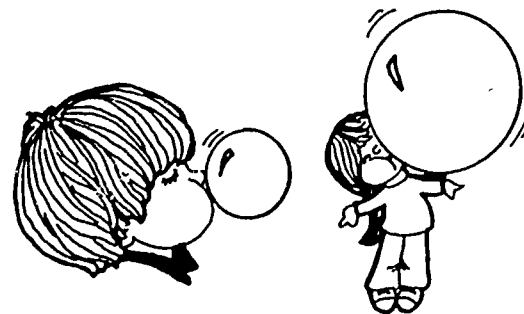
- Susan got on the plane with her Mother. Forty people with their hanging bags and small suitcases got on the plane. Susan told her Mother that the plane was getting fat.

What did Susan mean when she said that she thought the plane was getting fat?

Read each pair of sentences with your child. Help him decide which is the cause and which is the effect. Put an "X" in the blank in the correct column.



- | | <u>CAUSE</u> | <u>EFFECT</u> |
|--|--------------|---------------|
| 1. a. Mary was blowing up a balloon. She continued to blow. The balloon was getting big. | _____ | _____ |
| b. The balloon popped. | _____ | _____ |
| 2. a. The street was flooded. | _____ | _____ |
| b. It had rained for three hours without stopping. | _____ | _____ |
| 3. a. George heard the man say that it was time for the ten o'clock news. | _____ | _____ |
| b. George turned on the television. | _____ | _____ |



Fact and Opinion

Ask your child to read the following statement and decide whether it is a fact or an opinion.



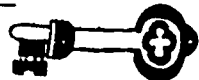
1. It often rains on the first day in September.
 - a. fact
 - b. opinion
2. There are seven days in a week.
 - a. fact
 - b. opinion
3. Broccoli is better than spinach.
 - a. fact
 - b. opinion

Tell your child that there are some words that are usually used when a person states an opinion (what he thinks about something). Some of these "opinion" words are: should, always, all, everyone, anyone, never, more, most, better, and best. Have your child write three fact statements and three opinion statements.

FACT STATEMENTS:

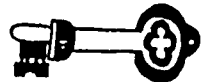
OPINION STATEMENTS:

Read the following story with your child. Have him underline the facts in red and the opinions in blue.



Louisiana is one of the 50 states in the United States of America. It is located in the southern part of the country. Louisiana is a beautiful state. The capitol of Louisiana is Baton Rouge. Baton Rouge is the best city in the state. Strawberries and cotton are grown in Louisiana. Cotton is used in making cloth. People in Louisiana think that strawberries are delicious.

★ DIRECTIONS: Read the story. Choose the best answer for the question that follows:



Tecumseh was a Shawnee Indian Chieftain. No one knows definitely when he was born. He became involved in the war of 1812. This was the worst war the country had ever seen. Tecumseh attempted to organize a big Indian Confederation which would take in both northern and southern Indian tribes. He was unsuccessful. He was killed in the battle of Thames in 1873.

What sentence states an opinion in the story?


- A. Tecumseh was a Shawnee Indian Chieftain.
- B. He was unsuccessful.
- C. This was the worst war the country had ever seen.
- D. Tecumseh was killed in battle.

Fact and Opinion

Your child should read each paragraph below. He'll look for one sentence in each paragraph that gives the author's opinion. He will find one opinion statement in each paragraph.

Franklin Delano Roosevelt was born January 30, 1882, at Hyde Park on the Hudson River. In 1928, he was elected governor of New York. In 1932, he was chosen as the democratic nominee for the presidency to oppose Hoover. He was elected president. As president, he organized the New Deal to fight the depression. He died suddenly on April 2, 1945. He was the best president America ever had.

Write the opinion statement found in the above paragraph.



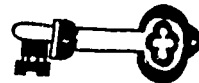
Samuel Langhorn Clemens was an American writer. You know him as Mark Twain. He was born in Missouri in 1835. When he was 12 years old, he had to leave school and go to work because of his father's death. He wrote the country's most famous books: Tom Sawyer and Huckleberry Finn. Mark Twain was a humorist who was caught in the spirit of a growing nation.

Write the opinion statement found in the above paragraph.

Let your child read the following statements and decide if they are facts or opinions. She should put either an "F" or "O" before each statement.

- _____ 1. The Saints have the best football players.
- _____ 2. Baton Rouge is the capitol of Louisiana.
- _____ 3. New Orleans is in the southern part of Louisiana.

- _____ 4. Every family should have a pet.
- _____ 5. Dogs are animals.
- _____ 6. Children should go to bed at eight o'clock.



Alphabetical Order

fourth letter

Are these words in alphabetical order?



ready reap rear reason

YES _____ NO _____

★ DIRECTIONS: Find the word that comes first in alphabetical order.



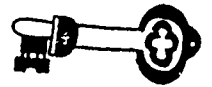
- A. wing
- B. wind
- C. wine
- D. wink

Number each group of words so that they are placed in alphabetical order.



- | | | | |
|---|--|--|--|
| 1. _____ film
_____ filly
_____ filter
_____ file | 2. _____ chum
_____ chunk
_____ chuck
_____ church | 3. _____ dainty
_____ dairy
_____ daisy
_____ daily | 4. _____ mould
_____ mouth
_____ mount
_____ mouse |
| 5. _____ skip
_____ skin
_____ skirt
_____ skit | 6. _____ trade
_____ track
_____ traffic
_____ trail | 7. _____ been
_____ beef
_____ beet
_____ beehive | 8. _____ bang
_____ banjo
_____ band
_____ banish |
| 9. _____ although
_____ alter
_____ altar
_____ altitude | 10. _____ glamour
_____ glance
_____ glacier
_____ glad | 11. _____ expense
_____ export
_____ explain
_____ expand | 12. _____ hear
_____ head
_____ heap
_____ heal |
| 13. _____ June
_____ junior
_____ junk
_____ junction | 14. _____ king
_____ kind
_____ kinetic
_____ kinsman | 15. _____ look
_____ leap
_____ loom
_____ loose | 16. _____ office
_____ offprint
_____ offset
_____ offend |

Connect the dots between the alphabetized words and you will construct a picture of something that lives in Louisiana. What is it? _____



hate
hatch
halfway
glad
figure
flight
feel
dinosaur
feed
canvas
dine
candlestick
cancel
27
hate
altar
alter
although
altitude
altogether
band
banish
banjo
bank
banner
beef
beehive
been
beet
bang
half
glance
canal

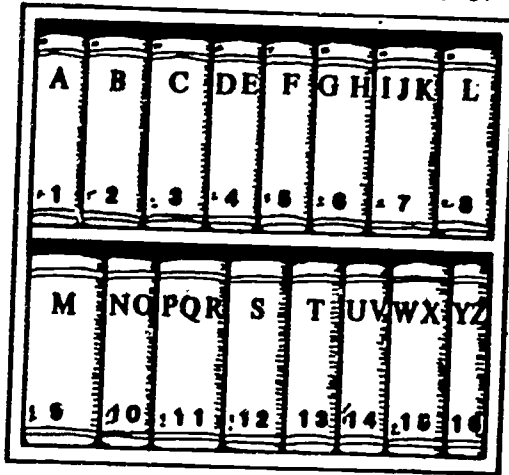
Locating Information

encyclopedia

To do this activity, tell your child that an encyclopedia is a set of reference books. Each book in the set is called a volume. The topics in an encyclopedia are in alphabetical order. Each volume has from one to three letters on the spine. The letters help you find the volume to use.



Have your child look at the picture below. He will notice the letters and numbers on the spines of the 16 volumes in this set of encyclopedia.



Now have your child write the number of the volume in which the following topics may be found.

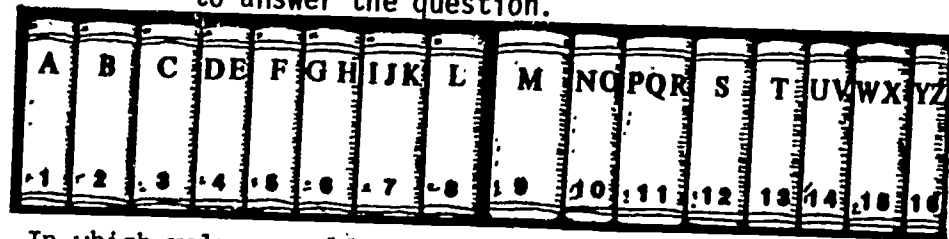
- | | | | |
|------------------|-------|----------------|-------|
| A. Balboa | _____ | B. X-ray | _____ |
| C. France | _____ | D. Lion | _____ |
| E. Horse raising | _____ | F. Switzerland | _____ |
| G. Deserts | _____ | H. Quicksand | _____ |

Let your child decide which volumes of the encyclopedia pictured on the left she would use to find information about:



1. different kinds of bears
A. vol. 1 B. vol. 2 C. vol. 3 D. vol. 4
2. trade winds
A. vol. 10 B. vol. 12 C. vol. 13 D. vol. 16
3. types of ships
A. vol. 7 B. vol. 9 C. vol. 11 D. vol. 12
4. islands in the Atlantic Ocean
A. vol. 1 B. vol. 5 C. vol. 14 D. vol. 15

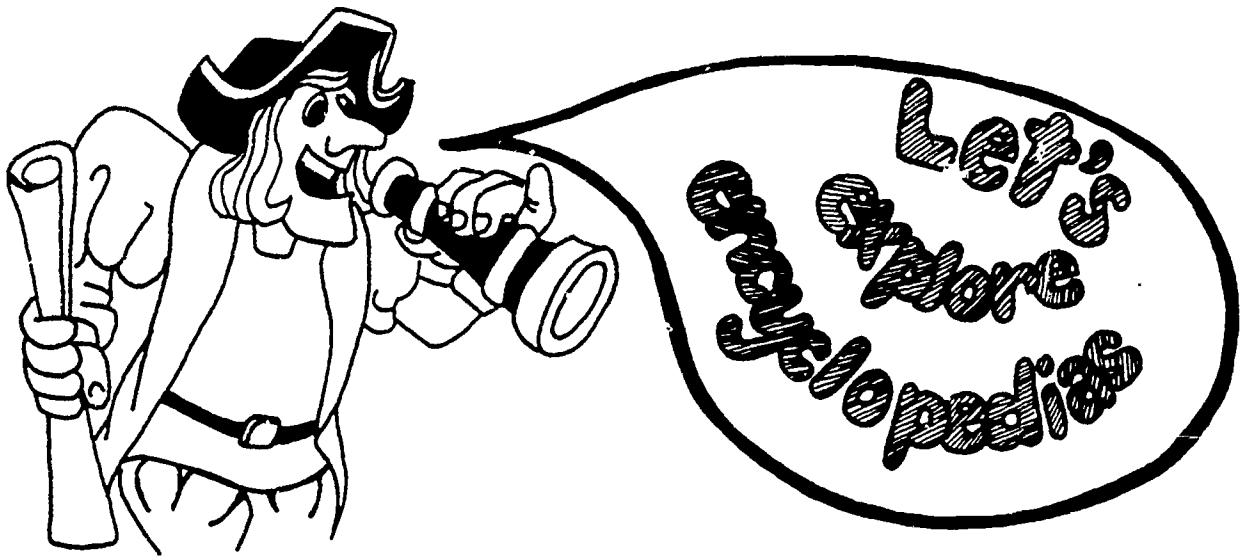
★ DIRECTIONS: Use the picture of the set of encyclopedia to answer the question.



In which volume would you look to find information on the types of rockets?

- | | |
|-----------|------------|
| A. Vol. 8 | B. Vol. 10 |
| C. Vol. 4 | D. Vol. 11 |





Have your child use the encyclopedia to look up information about the persons listed below. He will need to find out what sport each person excelled in. Beside each name, have him write the name of the sport and the number of the volume in which the information was found.

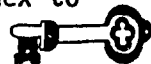
1. Jesse Owens _____
2. Jack Nicklaus _____
3. Cathy Rigby _____
4. Jim Thorpe _____
5. Mildred "Babe" Didrickson Zaharias _____
6. O. J. Simpson _____
7. Kareem Abdul Jabbar _____
8. Joe DiMaggio _____
9. Micki King _____
10. Dorothy Hamill _____
11. A. J. Foyt _____
12. Bobby Hull _____
13. Robyn Smith _____
14. Gale Sayers _____
15. Billie Jean King _____

Locating Information

index

Have your child look at the table of contents and the index of a book. Help him see the difference between the two parts of the book. Tell him that the table of contents gives him an idea of what the book is about. It is found at the beginning of the book to help him find the location and topic of each chapter in the book. But, when he wants to find specific information in the book, he should look in the back of the book for the index.

Let your child look over the index of his book and notice that it is an alphabetical listing of all the subjects covered in the book. Ask him to put his finger on the first subject listed in the index and tell you the page number or numbers where he will find information about the subject. Then have your child read the first entry under that subject, turn to the page listed, and read the page to you. After he has finished reading, ask him several questions about the subject.

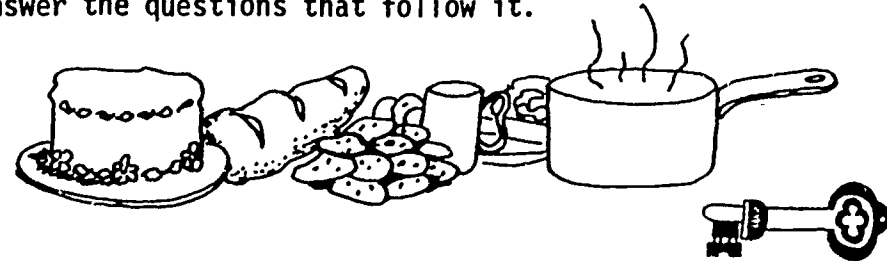
★**DIRECTIONS:** Use this sample page of an index to answer the question. 

- | | |
|---------------------------|---------------------------|
| Spelunking, 422 | Steam engines, 201,443 |
| Spinning, 272,273,279-282 | Stoves, wood, 203-209,370 |
| custom, 279 | Surplus, 140,150-151 |
| magazines, 272 | land, 150-151 |
| supplies, 276 | tools, 140-150 |
| wheels, 282 | vehicles, 151 |
| Stained glass, 262-263 | Swimming, 455,559 |

On what page would you look to find information about spinning wheels?

- | | |
|--------|--------|
| A. 272 | B. 270 |
| C. 282 | D. 201 |

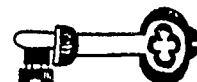
Have your child use the sample cookbook index below to answer the questions that follow it.



Appetizers, 1-12	fruit juices, 89-92	Eggnog, 85
asparagus, rolled, 11	tea, 81	French onion soup, 18
avocado spread, 9	Broccoli, 53	Meat, see individual meats
celery, stuffed, 7	Celery, stuffed, 7	Mushrooms, stuffed, 10
cheese puffs, 6	Cheese sauce, 53	Orange souffle' (cold), 75
ham salad spread, 2	Chicken, 35-42	Poultry, see individual poultry
lobster spread, 3	baked, 38	Souffles', dessert, 74-77
mushrooms, stuffed, 10	boiled, 36	chocolate, 76
shrimp puffs, 5	curry, 40	lemon, 74
Beef, 28-34	Divan, 39	orange, 75
brisket, 33	Kiev, 42	Soups, 12-20
pot roast, 29	salad, 37	chicken, 15
steak, 30	soup, 15	French onion, 18
stew, 28	Coffee, 79	potato, 16
tenderloin, 33	Desserts, 63-77	tomato, 19
Beverages, 78-92	cakes, 67-69	vegetable, 17
cocoa, 83	cookies, 70-73	Tea, 81
coffee, 79	pies, 63-66	Vegetables, see individual
eggnog, 85	souffles', 74-77	vegetables

On what pages are these recipes found?

- | | |
|----------------------------|--------------------------|
| ___ a. French onion soup | ___ b. Stuffed mushrooms |
| ___ c. Stuffed celery | ___ d. Chicken Divan |
| ___ e. Broccoli | ___ f. Cheese sauce |
| ___ g. Cold orange souffle | ___ h. Coffee |
| ___ i. Tea | ___ j. Eggnog |



Different books have different types of indexes. Books of literary works, such as poetry collections, may have three or four separate indexes. They may have a subject index that lists the topics found in the book. They may have a title index that lists the titles of all the words in the collection. They may have an author index that lists all the writers whose works are in the collection. Often poetry collections have an index of first lines that lists the first lines of all the poems in the collection.

Answer the following questions using this index from a poetry collection.

Subject index

Cat, 52
Caterpillar, 50
Fox, 45-46
Hummingbird, 50
Lamb, 51
Tiger, 48
Wolf, 47

Kitten Playing with the Falling

Leaves, The, 52
Night with a Wolf, A, 47
Tiger, The, 48
Young Lambs, 51

Index of first lines

A fox went out one chilly night, 45-46
A route of evanescence, 50
Brown and furry, 50
High up on the lonely mountains, 47
See the kitten on the wall, 52
The spring is coming by a many signs, 51
Tiger! Tiger! burning bright, 48

Title index

Ballad of the Fox, 45-46
Caterpillar, The, 50
Hummingbird, The, 50

Author index

Blake, William, 48
Clarke, John, 51
Dickinson, Emily, 50
Rossetti, Christina Georgina, 50
Taylor, Bayard, 47
Wordsworth, William, 52

1. Are these listings in alphabetical or numerical order?

2. If you knew that a poem began "Brown and furry," which index would you use to find it?

3. If you wanted to read a poem by Emily Dickinson, which index would you use to find one?

4. If you wanted to read a poem about a tiger, which index would you use to find one?

5. You are looking for a poem called "A Night with a Wolf." Which index would you use to find it?

6. Does this poetry collection have a poem about hawks?

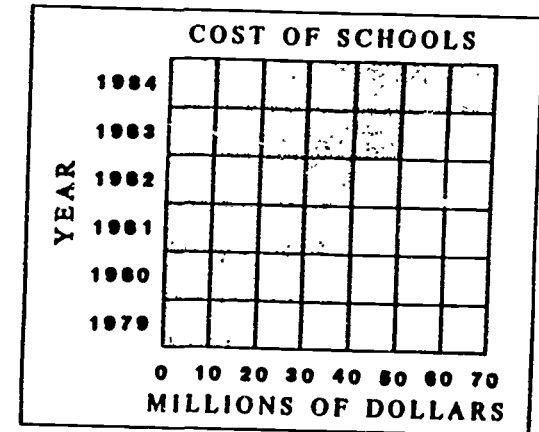
Locating Information

line graphs	bar graphs	
diagrams	tables	schedules

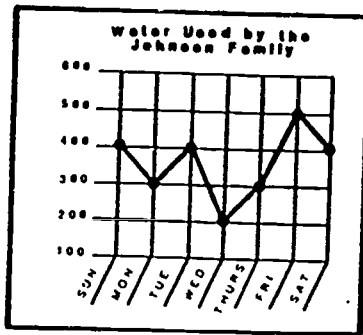
Tell your child that graphs give much information in a small amount of space. They allow us to see clearly how one quantity given compares with another quantity.

Two of the most common types of graphs are line graphs and bar graphs. Line and bar graphs are quite similar.

Here is a bar graph showing the money spent on some schools. Let your child use the graph to answer the questions. She will circle the letter of the correct answer. (Notice that these bars run left to right instead of up and down.)



Below is a line graph. Have your child use it to answer the questions about the Johnson family's use of water.



- The day on which the least water was used was _____.
- The day on which the most water was used was _____.
- On what days were 300 gallons used?
_____ and _____
- On Sunday, _____, and _____ the graph shows the Johnsons used _____ gallons.
- Does water use increase or decrease from Wednesday to Friday? _____

- What happened to school costs between 1979 to 1984?
 - they increased
 - they decreased
 - they remained the same
- During how many years were costs over forty million dollars?
 - 1 year
 - 2 years
 - 3 years
- In which year were the costs thirty-five million dollars?
 - 1979
 - 1983
 - 1981

★ DIRECTIONS: Use the bar graph above to answer the question.

- What were the school costs in 1979?
- 10 million dollars
 - 15 million dollars
 - 20 million dollars
 - 35 million dollars

Locating Information

line graphs	bar graphs	
diagrams	tables	schedules

Help your child read the table of information given below. Point out that the table has three parts. The parts are columns, rows, and headings. Together these parts give him information in a quick and simple way. Then have him answer the questions below the table.

NAME	PLACE	YEAR BORN	YEAR DIED
Napoleon	Ajaccio (Corsica)	1769	1821
Nelson	Norfolk (England)	1758	1805
Nero	Antium (Italy)	57	68
Newman	London (England)	1801	1890
Northcliffe	Dublin (Ireland)	1865	1922

1. Northcliffe was born in _____ (country).
2. Who was born in Italy? _____
3. In what year did Nelson die? _____

The table below is a schedule of bus service between Ruston and Baton Rouge. It gives a great deal of information in a small space. Have your child use the bus schedule to answer the questions.

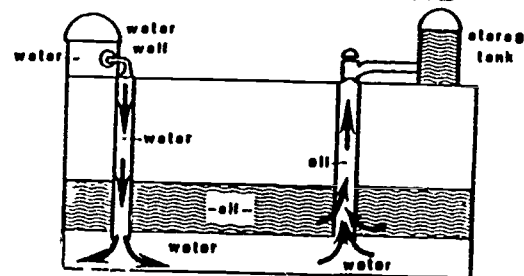
Leave Ruston	Arrive Alexandria	Leave Alexandria	Arrive Baton Rouge
8:20 a.m.	8:50 a.m.	7:00 a.m.	8:30 a.m.
10:30	10:50	10:00	10:30
10:20	12:00 p.m.	8:45	12:15 p.m.
3:00 p.m.	4:30	12:15 p.m.	2:45
8:00	7:30	4:00	8:30
7:30	10:00	7:15	8:45
10:00	12:30 a.m.	8:00	11:30

*Does not run on Sundays and holidays
†Saturdays only

1. What's the latest time you can leave Alexandria to get to Baton Rouge by 1:30 P.M.? _____
2. How long does it take to go by bus from Ruston to Alexandria? _____

A diagram is a drawing used to explain something described in written information. Remind your child that the rule READ-STOP-REFER helps her to read a diagram. She should READ a sentence, then STOP and REFER to the diagram to see what the sentence is explaining. Now let your child practice reading this diagram and using the information to complete the sentences below.

HOW OIL IS FOUND



It takes a lot of work to bring oil to the earth's surface. One way is called water-flooding. Water is sent down deep into the soil. The water forces out the oil and causes the oil to flow up into the oil well. The weight and force of the water as it meets the oil underground push the oil up to the surface. The oil is then pumped into a tank where it is kept for later use.

Circle the word or words that complete each sentence.

1. Water is sent _____ into the soil.
a. up b. down c. across
2. Water forces the oil _____ into the oil well.
a. up b. down c. across
3. The explanation and diagram are showing a certain way in which oil is found called _____.
a. water-flooding b. storing c. pumping
4. The oil is pumped and stored in _____.
a. a water well b. an oil well c. a storage tank

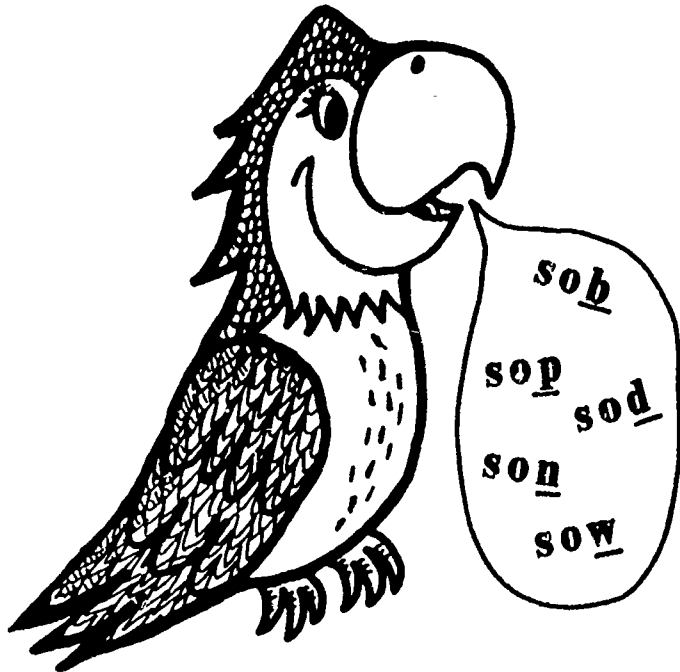
Spelling - Final Consonants

b	d	f	g	k	l	m
n	p	r	s	t	v	z

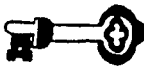
Your child can choose short words from the Harris-Jacobson Word list that end in a consonant. Ask him to write a word on a sheet of paper. Then have him turn around. You then erase the last consonant from the word. Ask your child to turn around, name the consonant that was erased, and rewrite the consonant. Finally he turns the paper over and spells the word.

Using the words that your child has chosen for the activity above, let her make new words by changing the last consonant of the word.

Example: ~~tin~~ tin ~~tim~~ tim

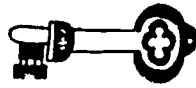


Let your child unscramble the words below and write the word correctly on the adjoining line.



- | | | | |
|------|-------------|-------|-------|
| otor | <u>root</u> | kict | _____ |
| fgti | _____ | snik | _____ |
| stum | _____ | odlf | _____ |
| nima | _____ | pesew | _____ |
| eswt | _____ | mraw | _____ |
| lilm | _____ | glaf | _____ |

★ DIRECTIONS: Read the sentence in the box. One word is underlined. Find the correct spelling of the underlined word.



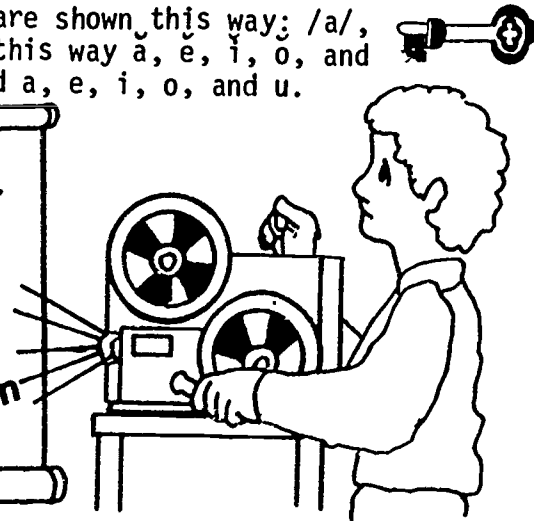
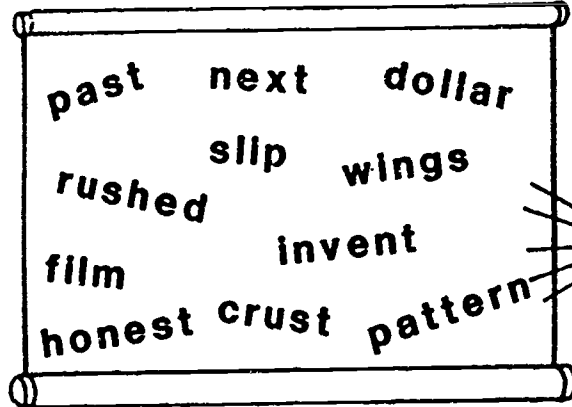
The child was not aboar the plane.

- A. aboart
- B. aboard
- C. aboar**b**
- D. aboar**f**

Spelling - Short Vowels

ă	ĕ	ĭ	ŏ	ŭ
a	e	i	o	u

The short vowel sounds are shown this way: /a/, /e/, /i/, /o/, and /u/; or this way ă, ĕ, ĭ, ŏ, and ŭ. They are usually spelled a, e, i, o, and u.



1. Have your child write the words from the movie screen that have the following short vowel sounds.

a. /a/ spelled as in map

b. /e/ spelled as in test

c. /i/ spelled as in skin

d. /o/ spelled as in crop

e. /u/ spelled as in hunt

2. Write words from the Harris-Jacobson List that best complete the following sentences.

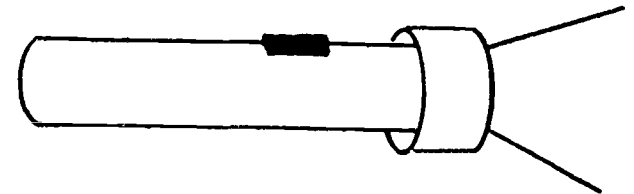
a. Richard used a needle and _____ to mend the shirt.

b. The _____ turned cold and brought lots of snow.

Write a list of short vowel words on a chart or a large sheet of paper. Use as many words as possible from the Harris-Jacobson List.

Let your child use a flashlight and shine the light on a vowel. Have her say, "I can light up a vowel. It is (sound of vowel) and it is a short (name of vowel)."

Then have her pronounce the word.



★ DIRECTIONS: Read the sentence in the box. One word is underlined and has a missing letter. Find the correct spelling of the underlined word.

The old man lived in a sh_ck.

- A. shuck
- B. shack
- C. shock
- D. shick

DIRECTIONS: This game is for two, three, or four players. Each player places a marker on the "shell." The first player rolls the die and moves the correct number of spaces. If the space has "short a" on it, the player must spell a word containing a "short a" sound, and so forth. If the player cannot spell the word correctly, the marker is moved back two spaces. The game continues until one player reaches the "whale" and wins the game. The winner may color the game board.



Spelling - Long Vowels

a	e	i	o	u
---	---	---	---	---

Read the following statements to your child. Have him complete the sentence with a word that contains a long vowel word. He can use the words in the box.



boatshow, taste, humor,
rifle, defend

1. The word to complete the sentence will contain a long "a" sound.

I love the _____ of chocolate ice cream.

2. The word to complete the sentence will contain a long "e" sound.

The man will use the law to _____ the cause.

3. The word to complete the sentence will contain a long "i" sound.

The _____ was used to kill the turkey for Thanksgiving Dinner.

4. The word to complete the sentence will contain a long "o" sound.

The _____ was held May 15.

5. The word to complete the sentence will contain a long "u" sound.

The lady had a good sense of _____.

Let your child choose a long vowel word to finish each rhyme. The words in the box can be used.



seat, cake, toad, please, flash

1. Along the side of the road

Sat a great big green _____.

2. In the oven I'll bake

A delicious round _____.

3. These shoes hurt my feet.

I must take a _____.

4. Hear the thunder crash!

See the lightning _____.

5. There was a hungry little mouse

Who wanted some cheese.

But no one would help him

Until he said _____.

Spelling - Long Vowels



DIRECTIONS: Read the sentence in the box. One word is underlined and has a missing letter. Find the correct spelling of the underlined word.

1. There was m_sic playing on the radio.

- a. masic
- b. mesic
- c. music
- d. mosic

2. She was ch_sen for a part in the play.

- a. chesen
- b. chasen
- c. chusen
- d. chosen

3. The teacher asked Mary to color the z_bra.

- a. zebra
- b. zubra
- c. zobra
- d. zabra

4. The boy wanted to play on the b_seball team.

- a. baseball
- b. beseball
- c. buseball
- d. biseball

5. He made an A on the f_nal test.

- a. fenal
- b. final
- c. fonal
- d. fanal

★ DIRECTIONS: Read the sentence in the box. One word is underlined and has a missing letter. Find the correct spelling of the underlined word.

He ate the wh_le apple.

- A. whale
- B. whule
- C. whole
- D. while

Spelling - CVC Patterns

example: ran

Have your child read the following paragraphs and determine the answer. The answer will contain a word with a consonant-vowel-consonant pattern.



1. We went to the grocery, and the checker put our things in a _____.
2. Mother's car was broken so she called a _____ to take us to school.
3. We washed the car with an old _____.
4. We flew on the _____ to Miami.
5. Because the roof was made of _____, the rain made a lot of noise when it stormed.
6. We get ham from a _____.
7. Our family _____ is a dog.
8. The barges on the river are pushed by a _____.
9. The baby got a new _____ that he can pull with a string.
10. We will eat a _____ and cheese sandwich.

DIRECTIONS: Read the sentence in the box. One word is missing. Find the correct spelling of the missing word.



Mother placed a beautiful red _____ on the living room floor.

- A. rup
- B. rug
- C. rep
- D. reg

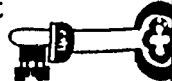
Ask your child to underline the words that:

- (1) begin with one consonant;
- (2) have a vowel in the middle; and
- (3) end with one consonant.



cast	fun	cane
wax	rod	sprang
leap	sip	sat
bee	near	bind
sleek	cave	cot
bell	snap	nut
dry	hall	pan

Let your child unscramble the following words. Each will follow the consonant-vowel-consonant pattern.



- | | |
|--------------|---------------|
| 1. tcu _____ | 7. ort _____ |
| 2. urn _____ | 8. tes _____ |
| 3. woc _____ | 9. wef _____ |
| 4. bjo _____ | 10. yaw _____ |
| 5. ipz _____ | 11. ath _____ |
| 6. tki _____ | 12. acr _____ |

Spelling - Plurals and Compound Words

Have your child write the plurals of the words below by adding "s" or "es." Then let him fit the words into the puzzle blocks below the words.



bench _____

house _____

heart _____

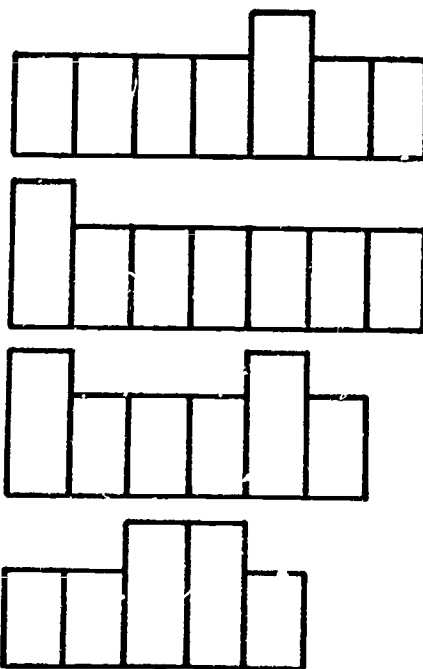
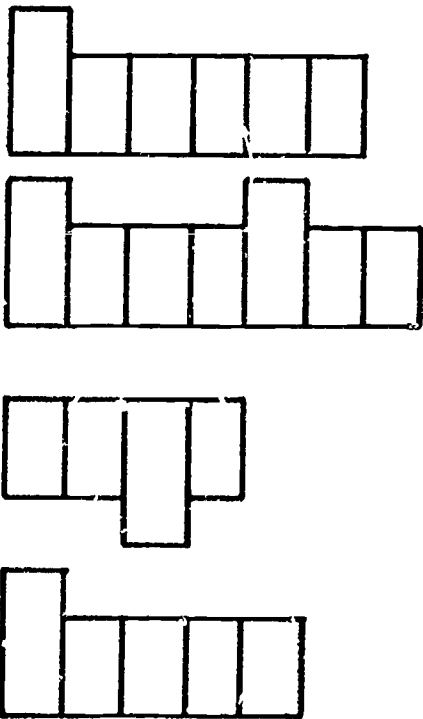
marsh _____

rag _____

box _____

dress _____

well _____



On small cards, have your child write 10 of the compound words found on page 54 of this book. A red check should be put on the left side of the card. Your child should then cut the cards so that each part of the card contains one of the smaller words.

The cards with a red check should be put in one pile and cards without a check in another pile face down. Your child should select a card with a red check, say the word that is on the card, and say the word that makes it a compound word. She then spells the missing part of the compound word and looks through the cards without the red mark to check her answer.

After following the steps for all 10 checked cards, your child can separate the cards again and draw an unmarked card from the pile. (The cards with red marks are face down.) Then she says that word and the word that comes before it. Next, she writes the compound word and checks the answer by finding the matching card with the red check.

★ DIRECTIONS: Read the sentence in the box. One word is missing. Find the correct spelling of the missing word.

The combs are next to the _____.

- A. brushes
- B. brushess
- C. brushses
- D. brushes

Have your child underline the sentence that is meaningful because it expresses a complete thought.

- A. Winter many enjoy sports people.
Many people enjoy winter sports.
- B. Usual from cross-country is skiing the skiing different.
Cross-country skiing is different from the usual skiing.
- C. This kind of skiing is really walking.
Really walking kind of skiing is this.
- D. Trail skiers often cross-country special use.
Cross-country skiers often use special trails.



Sentences have two parts, a subject and a predicate. The subject contains a noun or pronoun and the words that go with it. The predicate contains a verb and the words that go with it.

Have your child make sentences by drawing a line from the subjects in column 1 the predicates in column 2.

<u>Subjects</u> (1)	<u>Predicates</u> (2)
My favorite sport	cheered from the bench.
Dad and I	is ice hockey.
Our team	went to a game yesterday.
The coach	scored early in the game.
The players	wants to win the championship.



A fragment is only part of a sentence. Have your child tell whether each group of words below is a sentence (S) or a fragment (F). Then, let him place capital letters and punctuation marks in each sentence.

- ___ 1. help it swim quickly
- ___ 2. a frog once looked like a fish
- ___ 3. long tail and no legs
- ___ 4. she lays thousands of eggs
- ___ 5. tadpoles are small animals
- ___ 6. are full grown
- ___ 7. into their small lungs
- ___ 8. their tails get smaller
- ___ 9. legs appear
- ___ 10. have become frogs

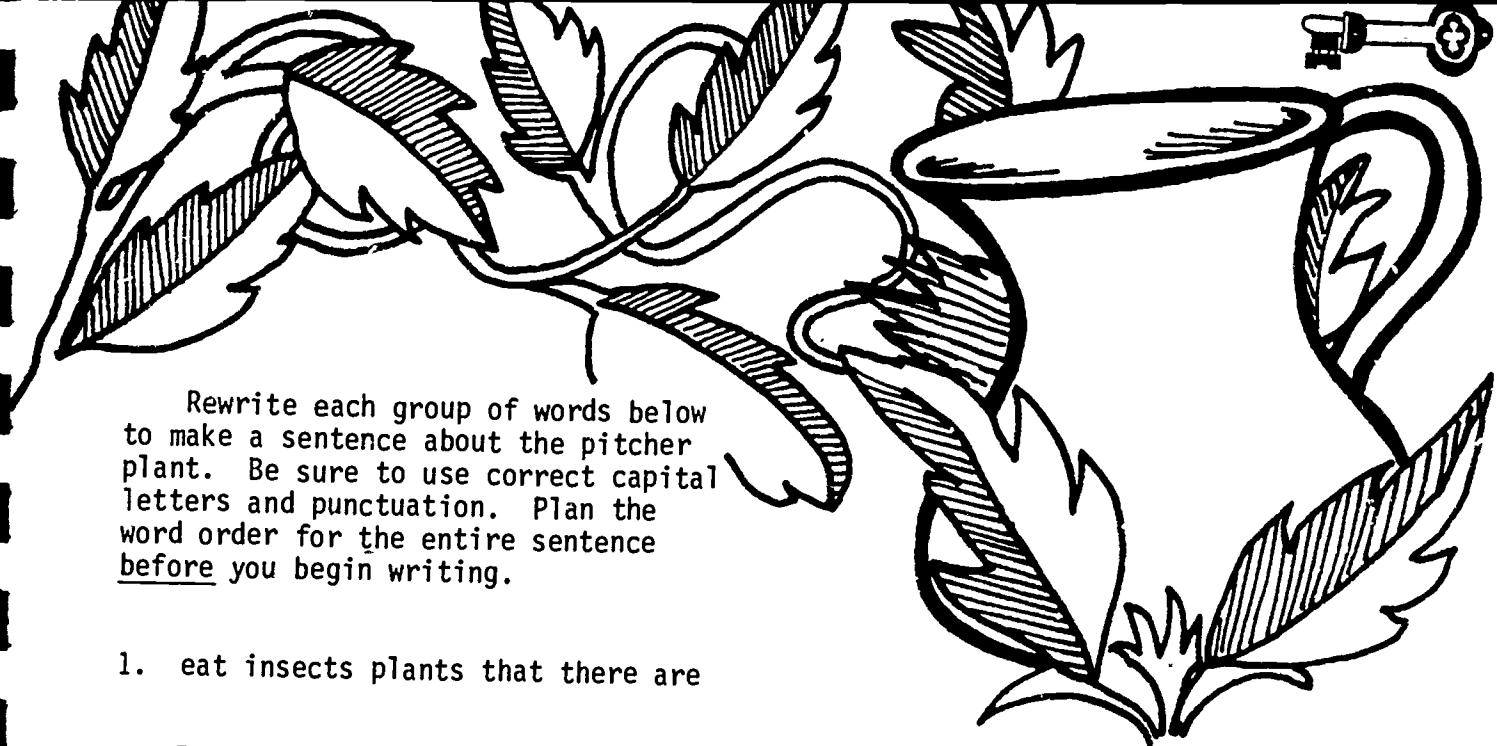


DIRECTIONS: Part of the sentence in the box is missing. Find the words that should be added to make a complete thought.

Many animals _____.

- A. in the stream
- B. under the tree
- C. live in the forest
- D. hiding from people





Rewrite each group of words below to make a sentence about the pitcher plant. Be sure to use correct capital letters and punctuation. Plan the word order for the entire sentence before you begin writing.

1. eat insects plants that there are

2. really do use some plants for food flies and bugs

3. one of is the these strange plants pitcher plant

4. of pitcher plants several different kinds there are

5. like pitchers some plants look

6. actually a kind the pitcher of trap is

7. holds the bottom of the pitcher rain water

8. a sweet sticky juice of the pitcher on the inside is

9. the juice sip insects and into the water slide

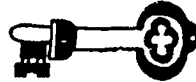
10. can't get back out they drown because the insects

Language Structure

common nouns
proper nouns

A noun that names a particular person, place, or thing is called a proper noun. All proper nouns begin with a capital letter.

Examples: Rhonda, Denver, Ford



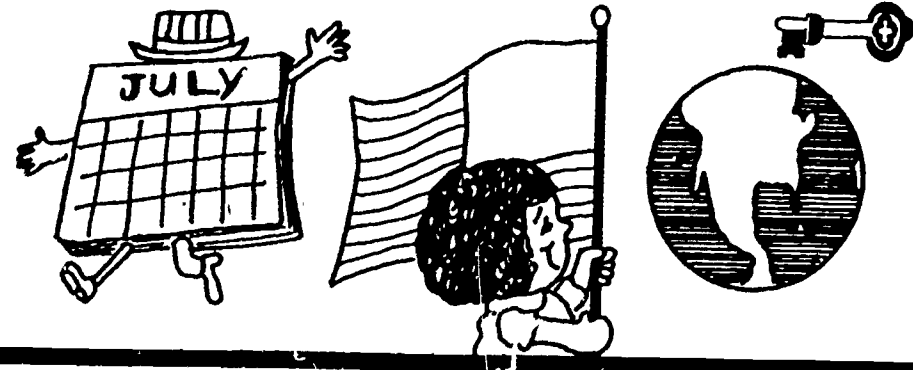
Have your child circle the proper noun in each group of words below.

- | | | |
|------------|--------|---------|
| A. man | Edward | become |
| B. Bubbles | dog | eating |
| C. woman | school | Beverly |
| D. city | Albany | pretty |
| E. planet | flying | Mars |

A noun that does not name a particular person, place or thing is a common noun.

Have your child write a common noun after each proper noun listed below. The first one has been done.

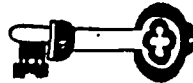
- | | | | |
|---------------------------|------------------|---------------|-------|
| 1. Ronald Reagan | <u>president</u> | 5. Shreveport | _____ |
| 2. Alaska | _____ | 6. Benji | _____ |
| 3. July | _____ | 7. Earth | _____ |
| 4. "Star Spangled Banner" | _____ | 8. Chevrolet | _____ |



Let your child fill in each blank with a proper noun.

- My best friend's name is _____.
- The name of my school is _____.
- My first child will be named _____.
- _____ is my favorite state in the United States.
- Nathan's favorite song is _____.

★ DIRECTIONS:

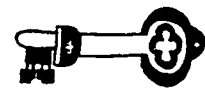


- Find the word that is a proper noun and should be capitalized.
 - A. spider
 - B. california
 - C. school
 - D. teacher
- Find the word that is a common noun and should not be capitalized.
 - A. Christmas
 - B. Dallas
 - C. Robot
 - D. Tuesday

Language Structure

Nouns are either proper or common. Proper nouns start with capital letters. Common nouns start with small letters.

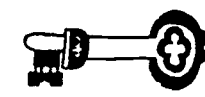
Draw a line from the proper noun to the correct common noun.



Thanksgiving	planet	Pacific Ocean	country
Alan	girl	Hawaii	river
Los Angeles	boy	Canada	ocean
Mari Ann	holiday	Mississippi	lake
Jupiter	city	Lake Erie	island

There are 28 common nouns in the sentences below. Circle them.

1. A green frog hopped into my bed.
2. The little bird sang happily from its nest.
3. A tiny mouse ate all our cheese.
4. The spoiled child cried loudly for its father.
5. The painter splashed green paint all over the furniture.
6. Walking into the room the man tripped on the rug.
7. The queen had the hands of a cook.
8. In the morning my father made breakfast in the forest under the trees.
9. The bear entered the room and closed the door.
10. The monster had a nose like a turnip.



Page 1 * B

Page 2

1. butterfly
 2. bug
 3. giraffe
 4. frog
 5. cattle
 6. whale
 7. donkey

Page 4

1	2	3	4
Base Word	Add s	Add ed	"d" or "t" sound?
add	adds	added	d
coast	coasts	coasted	d
hammer	hammers	hammered	d
escape	escapes	escaped	t
load	loads	loaded	d
babble	babbles	babbled	d
clip	clips	clipped	t
order	orders	ordered	d
erase	erases	erased	t
snort	snorts	snorted	d
refuse	refuses	refused	d
afford	affords	afforded	d
drain	drains	drained	d

Page 4
(cont.)

- attention (sh) creature (ch) rose (z)
 roast (s) ghost (g) vacation (sh)
 downstairs (z) laugh (f) examine (gz)
 cast (s) arrived (d) wrapped (t)
 adventure (ch) admiration (sh) expect (ks)
 trough (f) exam (gz) enjoyed (d)
 tease (z) cough (f) collection (sh)
 attacked (t) ghastly (g) exact (gz)
 princess (s) hopped (t) upstairs (z)
 explore (ks) skinned (d) except (ks)
 ghetto (g) growled (d) precious (s)
 exacting (gz) excite (ks) invention (sh)

* 1. B

2. C

Page 7

- butterflies 1 clapped 3
scaring 2 happiness 1
planning 3 tightest 4
cries 1 running 3
driving 2 batted 3
enemies 1 sewing 4

Note: Other answers are possible.

* 1. C

2. B

- Page 8
- | | |
|------------|-----------|
| 1. admire | 7. slap |
| 2. history | 8. write |
| 3. jam | 9. fly |
| 4. grin | 10. grab |
| 5. satisfy | 11. sun |
| 6. penny | 12. mercy |

knife, thief,

begin

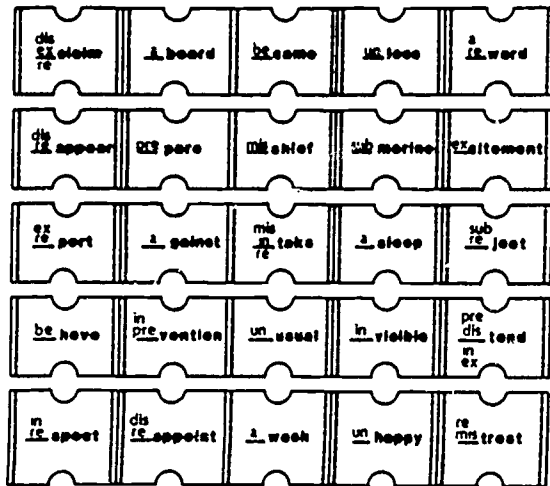
fan

spy

- Page 9
- | | |
|-----------|-----------|
| preschool | submarine |
| unheard | explain |
| exclaim | mischief |
| disobey | regain |
| remind | prefab |

* C

Page 10



- Page 11
- | | |
|-------------|---------|
| 1. trac-tor | sun-ny |
| mar-ket | ten-der |
| cor-ner | hap-pen |
| in-jure | pic-nic |
| 2. pu-pil | ea-ger |
| le-gend | la-dy |
| fa-mous | ba-by |
| cli-mate | va-cant |

- | | |
|-------------|---------|
| 3. spar-kle | ta-ble |
| pur-ple | ca-ble |
| un-cle | gen-tle |
| mum-ble | pud-dle |

- Page 12
- | | |
|------------|----------|
| 4. re-pair | use-less |
| play-able | like-ly |
| re-place | teach-er |
| un-lock | in-to |

- | | |
|----------------|------------|
| 5. tooth-brush | cook-book |
| sun-burn | bed-room |
| cup-cake | short-stop |
| moon-light | air-craft |

- | | |
|-------------|-------------|
| 6. pil-grim | con-trol |
| mis-chief | breath-less |
| cel-e-brate | mer-chant |
| hun-gry | mouth-ful |

Page 12
(cont.)7. chick-en
ex-plor-er
ex-press
box-ertruck-er
back-ground
flick-er
six-ty

Page 13

1. bor-row 1
2. pal-ace 2
3. wrin-kle 3
4. ex-tra 75. good-ness 4
6. work-men 5
7. ma-chine 6
8. re-solve 4

* B

Page 14

1. e

2. c

* B

Page 15

1. B
2. B
3. C
4. B
5. B
6. Ramon Gonzales
7. All-City Swimming Race
8. At the high school
9. May 15

Page 16

B
b
* C

Page 18

1. A

2. D

* B

Page 19

1. Cheese is made from milk.
2. Many cheeses are made in much the same way.
3. Cheese comes in all shapes, colors, and tastes.

Page 20

* B

Page 21

1. baker
2. custodian
3. pharmacist
4. gardener

1. C

2. B

3. C

4. A

Page 22

1. b

2. d

1. d

8. l

2. a

9. e

3. i

10. g

4. f

11. j

5. b

12. h

6. m

13. k

7. c

Page 22 * B
(cont.)

- Page 23
1. He likes to argue and is eager to fight.
 2. His hands were shaking.
 3. The plane was getting crowded with all of the people and their baggage.

1. a. cause
b. effect

2. a. effect
b. cause

3. a. effect
b. cause

- Page 24
1. opinion
 2. fact
 3. opinion

Underline in red (facts)
Sentences 1, 2, 4, 6, and 7

Underline in blue (opinions)
Sentences 3, 5, and 8

* C

Page 25 He was the best president America ever had.

He wrote the country's most famous books:
Tom Sawyer and Huckleberry Finn.

- | | |
|------|------|
| 1. 0 | 4. 0 |
| 2. F | 5. F |
| 3. F | 6. 0 |

Page 26 Yes

* B

- | | | | |
|-------|-------|-------|-------|
| 1. 2 | 2. 2 | 3. 2 | 4. 1 |
| 4 | 3 | 3 | 4 |
| 3 | 1 | 4 | 2 |
| 1 | 4 | 1 | 3 |
| 5. 2 | 6. 2 | 7. 3 | 8. 2 |
| 1 | 1 | 1 | 4 |
| 3 | 3 | 4 | 1 |
| 4 | 4 | 2 | 3 |
| 9. 3 | 10. 3 | 11. 2 | 12. 4 |
| 2 | 4 | 4 | 1 |
| 1 | 1 | 3 | 3 |
| 4 | 2 | 1 | 2 |
| 13. 2 | 14. 3 | 15. 1 | 16. 2 |
| 3 | 1 | 3 | 3 |
| 4 | 2 | 2 | 4 |
| 1 | 4 | 4 | 1 |

Page 27 a pelican

Page 28 A. 2 B. 15
C. 5 D. 8
E. 6 F. 12
G. 4 H. 11

1. B 3. D
2. C 4. A

* D

Page 30 * C

a. 18 b. 10
c. 7 d. 39
e. 53 f. 53
g. 75 h. 79
i. 81 j. 85

Page 31 1. Alphabetical order
2. Index of first lines
3. Author index
4. Subject index
5. Title index
6. No

Page 32 1. Wednesday
2. Friday
3. Monday and Thursday
4. Tuesday, Saturday, 400 gallons
5. increase

1. a 2. b 3. c

* B

Page 33 1. Ireland 2. Nero 3. 1805

1. 9:45 a.m. 2. 2½ hours

1. b 2. a 3. a 4. c

Page 34 root tick
gift skin
must fold
main sweep
stew or west warm
mill flag

* B

- Page 35
1. a. past - pattern
 - b. next - invent
 - c. slip - film
 - d. dollar - honest
 - e. rushed - crust

2. a. thread
- b. weather

* B

- Page 37
1. taste
 2. defend
 3. rifle
 4. boatshow
 5. humor

1. toad
2. cake
3. seat
4. flash
5. please

- Page 38
1. c
 2. d
 3. a

4. a
5. b

* C

- Page 39
1. bag
 2. cab
 3. rag
 4. jet
 5. tin

6. pig or hog
7. pet
8. tug
9. toy
10. ham

Page 39
(cont.) * B

wax	sat
fun	cot
rod	nut
sip	pan

- | | |
|--------|---------|
| 1. cut | 7. rot |
| 2. run | 8. set |
| 3. cow | 9. few |
| 4. job | 10. way |
| 5. zip | 11. hat |
| 6. kit | 12. car |

Page 40

benches	houses
hearts	marshes
rags	boxes
dresses	wells

houses	marshes
benches	dresses
rags	hearts
boxes	wells

* D



- Page 41
- A. Many people enjoy winter sports.
 - B. Cross-country skiing is different from the usual skiing.
 - C. This kind of skiing is really walking.
 - D. Cross-country skiers often use special trails.

1. F
2. S - A frog once looked like a fish.
3. F
4. S - She lays thousands of eggs.
5. S - Tadpoles are small animals.
6. F
7. F
8. S - Their tails get smaller.
9. F
10. F

My favorite sport is ice hockey.
 Dad and I went to a game yesterday.
 Our team scored early in the game.
 The coach wants to win the championship.
 The players cheered from the bench.

* C

- Page 42
1. There are plants that eat insects.
 2. Some plants really do use flies and bugs for food.
 3. One of these strange plants is the pitcher plant.
 4. There are several different kinds of pitcher plants.
 5. Some plants look like pitchers.
 6. The pitcher is actually a kind of trap.
 7. The bottom of the pitcher holds rain water.
 8. A sweet sticky juice is on the inside of the pitcher.
 9. Insects sip the juice and slide into the water.
 10. The insects can't get back out because they drown.

- Page 43
- | | |
|------------|-----------|
| A. Edward | D. Albany |
| B. Bubbles | E. Mars |
| C. Beverly | |

- | | |
|--------------|-----------|
| 1. president | 5. city |
| 2. state | 6. dog |
| 3. month | 7. planet |
| 4. song | 8. car |

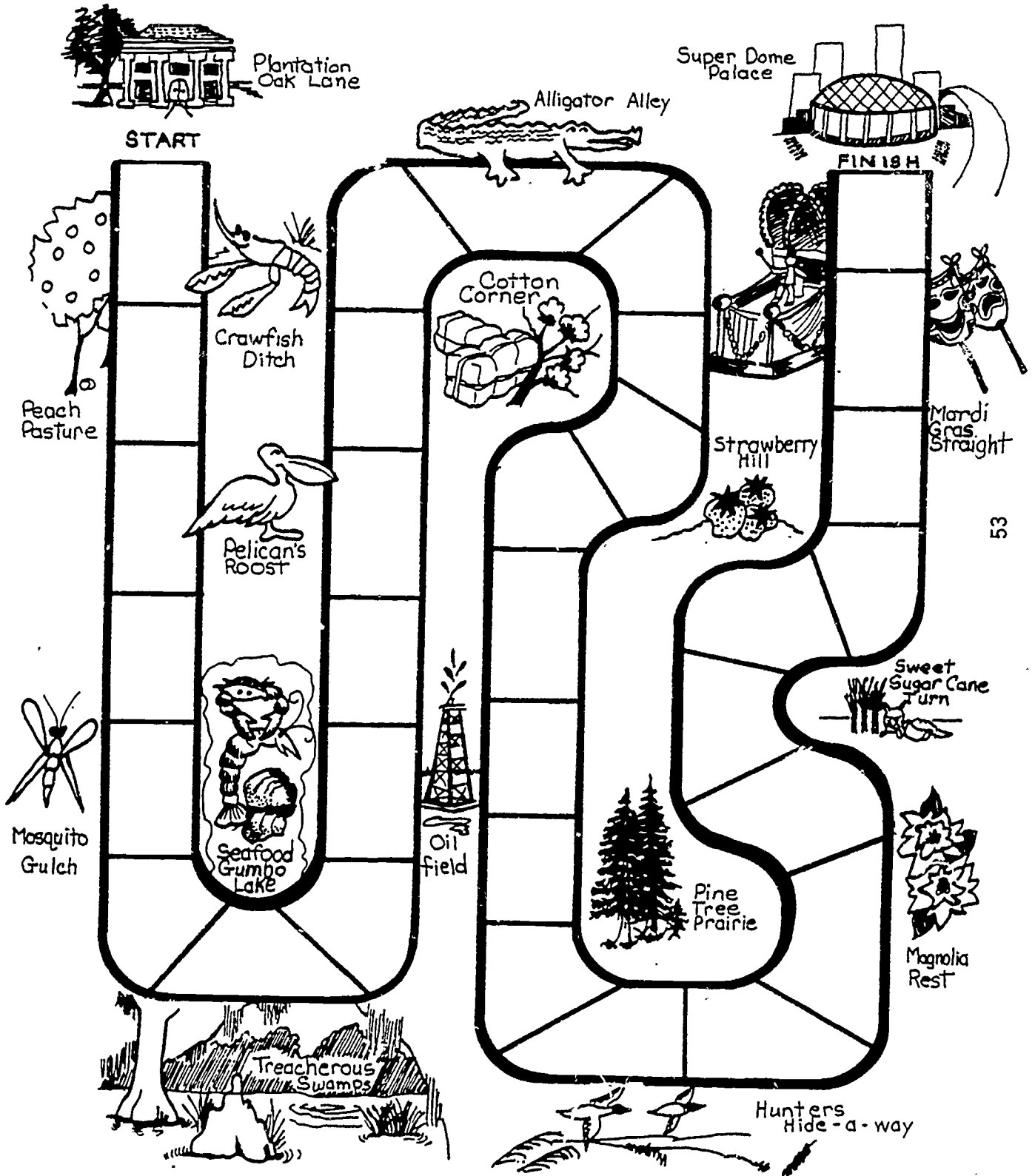
* 1. B

2. C

Page 44 Thanksgiving - holiday
Alan - boy
Los Angeles - city
Mari Ann - girl
Jupiter - planet
Pacific Ocean - ocean
Hawaii - state
Canada - country
Mississippi - river
Lake Erie - lake

1. frog, bed
2. bird, nest
3. mouse, cheese
4. child, father
5. painter, paint, furniture
6. room, man, rug
7. queen, hands, cook
8. morning, father, breakfast,
forest, trees
9. bear, room, door
10. monster, nose, turnip

Louisiana Trails



53

COMPOUND WORDS

PREFIXES

Prefix	Meaning	Example
dis-	avert	disagree
ex-	out of	exchange
en-	in	enjoy
mis-	wrong	mistreat
non-	not	nonfiction
post-	after, behind	postgame
pre-	before	prewash
re-	again, back	rewrite
semi-	half, partly	semicircle
sub-	under	subnormal
super-	over	supernatural
trans-	across	transatlantic
un-	not	unhappy

SUFFIXES

Suffix	Meaning	Example
-ful	full of	hopeful
-ist	one who	artist
-ative	having power	talkative
-less	without	careless
-ly	quality	manly
-ment	result of an action	excitement
-ness	state of	happiness
-or	one who	director
-some	full of	tiresome
-tion	action	vacation
-ty	state of	safety
-ward	toward	westward
-able	able to be	curable
-ance	act, process	appearance

aircraft	drawbridge	keyboard	saucepan
alleyway	driftwood	kneecap	scarecrow
another			screenhouse
anteater			seashore
anywhere	ear drum	landslide	searchlight
archway	earthquake	lawbreaker	shellfish
	everlasting	lifejacket	shipwreck
	expressman	lightproof	shoreline
	eyebrow		shortstop
background		mainstream	showcase
bagpipes	fencepost	marksman	silkworm
basketball	ferryboat	mockingbird	smallpox
battlefield	finger nail	motorcycle	snowbound
bedspread	firecracker	mountainside	soybean
birthmark	flagstaff	mousetrap	spaceship
bloodhound	floodlight		spendthrift
bodyguard	flycatcher	nightmare	steamship
buckskin	footstool	newspaper	stepladder
bullfrog	forehead	northwest	storeroom
butter milk	frostbite	nosebleed	stovepipe
buttonhole			suitcase
breakfast	gentleman	oilcloth	sunstroke
breathtaking	gingerbread	outrage	swordfish
broadcast	goldrush	overweight	
	grapejuice		tablecloth
candlelight	grasshopper	paintbrush	taxpayer
cannonball	graveyard	paperhanger	teakettle
cardboard	griddlecake	passageway	thunderstorm
castoff		passport	tinfoil
chairman	handcuff	patrolman	toadstool
chalkfall	handiebar	paymaster	toochest
clockwork	hearsay	peacetime	toothache
classmate	heavyweight	penknife	touchdown
clockwork	highway	pigtail	trademark
clothesbasket	hitchhike		typewriter
cloudburst	horsepower	quicksand	
clubhouse	housewares		undersize
coat hanger	hummingbird	railroad	upstairs
collarbone		ringmaster	
corkscrew	icebreaker	riverbank	warehouse
countryside	indoor	roadside	washcloth
crosswalk	inkwell	rollerskate	wastebasket
curbstone		roommate	watchdog
			watermelon
dairyman	jaywalk	safeguard	whirlwind
dinnerpail	jellyfish	salesman	widespread
downpour		saltshaker	wildlife
drainpipe	kettledrum		windowpane

CORE THIRD READER

aboard	blink	clap	clot	dirty	final	hale	language	nail	police	royal	ship	swallow	turkey
accident	blizzard	cloth	cloud	disappear	fisherman	hay	laughter	nap	polite	rubber	smart	swan	turnip
address	bloemom	cloud	club	disappoint	flag	heart	lead	narrow	poppy	rug	smooth	sway	twelve
adventure	board	coach	coach	discover	flame	heel	leader	real	porcupine	rule	snap	sweep	wanty
afternoon	body	coffee	coffee	distance	flash	helicopter	lean	needle	possible	rush	sneeze	swift	twing
against	bonnet	coin	coin	dive	flip	helpless	leap	neighborhood	pot	sack	sniff	swift	understand
age	born	comb	comb	divide	flour	herd	least	neither	potato	saddle	snowstorm	swing	understood
agree	borrow	comb	comb	dock	flutter	hidden	leather	net	pound	safety	swirl	swirl	united
sh	bother	comfortable	comfortable	donkey	fold	hind	length	nibble	pour	sail	sold	switch	unless
aim	how	common	common	doorbell	folk	hip	less	nickel	power	sailor	soldier	swung	unite
alarm	bread	company	company	downstairs	fool	history	lesson	nine	practical	sale	solve	syllable	unusual
alive	breath	complain	complain	drag	foolish	hitch	lie	nod	precious	salt	somebody	tag	upon
allow	brick	complete	complete	draw	football	ho	lift	noun	prepare	sandwich	sort	take	upside
already	bride	cone	cone	drawer	forget	honk	lightning	north	present	scamper	south	tap	upstairs
although	broke	content	content	draw	forgotten	honor	list	notice	press	scary	space	taste	upward
amaze	broken	continue	continue	drift	form	hook	lively	nurse	pretend	scatter	spare	taught	useful
among	brush	cool	cool	drill	forth	hose	load	ocean	princess	science	spark	taxicab	usual
anxious	bubble	copper	copper	driven	fortune	hospital	lock	o'clock	print	scientist	sparkle	vacation	vacation
anyway	buckskin	coral	coral	driver	forty	hotel	log	offer	probably	scold	speck	team	valentine
apart	bud	cost	cost	drove	forward	hour	loose	office	problem	scratch	spare	tease	valley
appear	buffalo	cottage	cottage	drown	found	hpwl	lord	often	screen	scram	speech	telescope	vegetable
apron	bug	courage	courage	drum	frame	hug	lose	orange	professor	screen	spend	television	view
arithmetic	built	course	course	dug	free	hum	lump	order	promise	scrub	spend	tender	village
army	bundle	cousin	cousin	during	fresh	hundred	lump	ought	proper	search	spend	terrible	visitor
arrive	burst	crack	crack	dust	fright	hurrah	machine	outdoor	protect	season	spider	terry	wake
arrow	bush	crash	crash	eager	frog	husband	mad	overhead	prove	secret	spin	test	wander
asleep	business	crazy	crazy	eagle	iron	hut	mad	owner	puff	seize	spirit	thankful	war
attack	butterfly	crisp	crisp	east	fray	ill	man	pack	pumpkin	sense	split	themselves	warm
attention	buzz	edge	edge	edge	fray	imagine	machine	package	pumpkin	serious	spot	they'll	warrior
automobile	cabin	either	either	electric	gas	immediate	mad	page	serious	servant	sprang	thick	waste
awake	calm	electric	electric	electricity	gather	impatient	man	paid	serve	spread	square	thief	weak
awful	camera	eleven	eleven	eleven	gay	important	mama	pale	settle	copy	several	thin	weather
backward	camp	enemy	enemy	enemy	gaze	impossible	manage	parent	several	square	several	thirty	weed
balcony	candy	engine	engine	engine	geese	inch	manner	parrot	shade	squawk	several	thirty	weigh
banana	cap	engineer	engineer	engineer	genie	indeed	march	pasture	quarter	squeak	quarter	though	weight
band	cape	enjoy	enjoy	enjoy	gift	inn	market	patch	queen	squel	question	thousand	welcome
bare	captain	enormous	enormous	enormous	gingerbread	insist	marry	marsh	question	shadow	radio	thread	west
barryard	carrot	enter	enter	enter	graffe	insist	marsh	master	radio	shadow	radio	thread	west
baseball	case	escape	escape	escape	graffe	insist	marsh	master	radio	shadow	radio	thread	west
bath	castle	everybody	everybody	everybody	graffe	insist	marsh	master	radio	shadow	radio	thread	west
batter	cattle	exact	exact	exact	graffe	insist	marsh	master	radio	shadow	radio	thread	west
battery	cause	example	example	example	graffe	insist	marsh	master	radio	shadow	radio	thread	west
beach	cave	except	except	except	graffe	insist	marsh	master	radio	shadow	radio	thread	west
bead	ceiling	excitement	excitement	excitement	graffe	insist	marsh	master	radio	shadow	radio	thread	west
beam	cent	exclaim	exclaim	exclaim	graffe	insist	marsh	master	radio	shadow	radio	thread	west
bean	confert	exercise	exercise	exercise	graffe	insist	marsh	master	radio	shadow	radio	thread	west
beard	certain	expect	expect	expect	graffe	insist	marsh	master	radio	shadow	radio	thread	west
beet	change	experiment	experiment	experiment	graffe	insist	marsh	master	radio	shadow	radio	thread	west
beauty	check	explain	explain	explain	graffe	insist	marsh	master	radio	shadow	radio	thread	west
became	cheek	explore	explore	explore	graffe	insist	marsh	master	radio	shadow	radio	thread	west
become	cheer	extra	extra	extra	graffe	insist	marsh	master	radio	shadow	radio	thread	west
bedroom	cheerful	fact	fact	fact	graffe	insist	marsh	master	radio	shadow	radio	thread	west
beg	chest	familiar	familiar	familiar	graffe	insist	marsh	master	radio	shadow	radio	thread	west
beginning	chew	deserve	deserve	deserve	graffe	insist	marsh	master	radio	shadow	radio	thread	west
begun	chief	desk	desk	desk	graffe	insist	marsh	master	radio	shadow	radio	thread	west
behave	child	detective	detective	detective	graffe	insist	marsh	master	radio	shadow	radio	thread	west
behold	chimney	diamond	diamond	diamond	graffe	insist	marsh	master	radio	shadow	radio	thread	west
below	chin	die	die	die	graffe	insist	marsh	master	radio	shadow	radio	thread	west
belt	chip	difference	difference	difference	graffe	insist	marsh	master	radio	shadow	radio	thread	west
bench	chipmunk	difficult	difficult	difficult	graffe	insist	marsh	master	radio	shadow	radio	thread	west
bend	chop	dime	dime	dime	graffe	insist	marsh	master	radio	shadow	radio	thread	west
beneath	chosen	dine	dine	dine	graffe	insist	marsh	master	radio	shadow	radio	thread	west
benefit	chuckle	dip	dip	dip	graffe	insist	marsh	master	radio	shadow	radio	thread	west
benefit	chuckle	direct	direct	direct	graffe	insist	marsh	master	radio	shadow	radio	thread	west
beyond	church	direction	direction	direction	graffe	insist	marsh	master	radio	shadow	radio	thread	west
cycle	circle				graffe	insist	marsh	master	radio	shadow	radio	thread	west
inlet	clap				graffe	insist	marsh	master	radio	shadow	radio	thread	west
	cliff				graffe	insist	marsh	master	radio	shadow	radio	thread	west



**CORE
FOURTH
READER**

ability	area	bat	bucket	chimpanzee	concern	curve	dozen	explorer
accept	aren't	bathe	buggy	chirp	conceit	custom	drawing	express
according	argue	battle	building	chocolate	concrete	cycle	drawn	expression
account	arose	beak	bulb	choice	condition	dangle	dreadful	eyebrow
accuse	arrange	beast	bulldog	choke	confess	dart	drip	factory
ache	arrest	beaver	bunch	chose	confuse	date	droop	fade
acorn	art	useful	bunk	chosen	consider	dawn	drugstore	fail
acre	article	beehive	burrow	chunk	constant	daylight	dull	faint
action	ash	being	bury	chum	contain	death	dumb	fallen
actual	ashame	bellow	bushel	cider	control	deck	dump	fame
adjust	ashore	beloved	busily	cinder	convenient	decorate	dusk	fan
admiration	aside	bet	bustle	cinnamon	conversation	decoration	duty	fashion
admire	astonish	bid	butcher	claim	convince	deed	eagerness	faucet
admit	astonishment	billow	cab	cloak	copy	defend	eamest	favor
adult	astronaut	birch	canary	clatter	cord	degree	earthquake	fear
advice	attend	bitter	cane	claw	cork	demand	ease	feature
affair	audience	blade	cannon	clay	correct	department	eaten	feeling
afford	author	blame	canoe	click	costume	depend	echo	fern
aha	autumn	blast	canyon	cling	cot	describe	effect	festival
aid	aw	blaze	capture	clip	cottonwood	desert	effort	fetch
airport	await	bleat	cardboard	clipper	council	design	eighty	fifteen
alert	awaken	blend	careless	closet	county	desire	elegant	file
alike	aware	blind	carnival	clue	couple	despair	enchant	fin
alley	awhile	blood	carpenter	clump	court	desperate	encyclopedia	firefly
alongside	awkward	bloom	carpet	clumsy	cover	dessert	entertain	firemen
cloud	ax	blurt	carriage	clung	coward	destroy	entire	firm
alphabet	aye	boast	carton	clutch	coyote	develop	entrance	fist
amount	babe	boil	carve	coast	cozy	dictionary	entry	flake
amuse	background	bold	cast	cockpit	crab	dignity	envelope	flap
ancestor	bacon	boom	cautious	cocoa	crate	dinosaur	envy	flare
anchor	bait	booth	celebrate	code	creak	discovery	equal	flashlight
ancient	baker	bore	cement	coil	creature	disease	equipment	flavor
anger	balance	boss	century	collapse	creek	disgrace	especially	flea
ankle	bald	braid	chain	collar	creep	distant	event	fled
announce	bamboo	brain	champion	collect	crew	disturb	event	flicker
ant	bandage	brake	championship	collection	cricket	dizzy	everyday	flier
anteater	banker	brass	chant	colony	crocodile	doesn't	everywhere	flight
anybody	banner	bravery	character	column	crook	dolphin	examine	flip
appeal	bargain	breathe	charge	comfort	crouch	don	excellent	flock
approach	barge	breathless	chart	command	crunch	doubt	exchange	flood
arch	barrel	breeze	chatter	committee	crystal	doubtful	excuse	flow
	base	bridle	cheese	companion	cup	dough	expensive	flown
	baseman	bruise	chick	compare	cupboard	doughnut	experience	fluff
	basement	buck	chill	compound	cure	doze	expert	flush

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flute	giggle	hasn't	however	kneel	ma	motion	OK	peak	pride
fog	glance	hastily	huddle	knelt	magazine	mound	okay	pear	prisoner
fond	glare	haul	human	knit	magnificent	mount	olive	pearl	private
foolishness	glide	haunt	humor	knot	mane	mourn	onion	pabble	program
forehead	glider	haven't	hump	known	map	mouthful	onto	peek	prompt
foreign	glimpse	hawk	hunger	label	marble	movie	operator	peculiar	pronounce
forever	glister	he'd	hunter	laboratory	marvel	mug	opinion	peel	pronunciation
former	glitter	he'll	hush	lack	mass	mumble	opposite	perform	prop
fort	gloom	he's	hutch	lame	mast	murmur	orbit	period	propeller
fortunate	glow	heading	ic;	lane	mate	muscle	orchard	permission	property
fossil	gnaw	headquarters	ic;	lantern	material	mush	ordinary	persuade	protest
fought	god	heal	imaginary	lap	mattress	musician	organ	phone	provide
framework	goldfish	health	imagination	larder	mayor	mustache	original	picket	prowl
frank	gong	heap	imitate	lash	meadow	mutt	ornament	pinch	publish
frantical,	good-bye	heave	improve	latch	meantime	mutter	ourselves	pioneer	pudding
freckle	government	heaven	improvement	law	measurement	mysterious	outer	pirate	puddle
freedom	gradual	height	increase	lawn	medal	myth	owe	pity	punch
freeze	grand	helmet	information	leaf	medical	nation	ox	plane	pupil
freight	grandma	helpful	ink	leak	meek	national	oxen	platter	purpose
friendship	grandpa	helter-skelter	inland	leash	member	native	oxygen	player	purse
frisk	grape	here's	inning	ledge	memory	natural	pa	pleasure	putter
frontier	grasp	hero	innocent	legend	mend	nature	pace	plentiful	quart
frozen	graze	hesitate	instant	level	merchant	nary	pacific	plod	quit
furious	greet	hey	instrument	lever	mere	necessary	packet	plot	quiver
furnace	grind	highway	intend	liberty	mesa	nervous	pad	poet	rack
furniture	grip	hillside	interrupt	librarian	messenger	newcomer	paddle	poison	racket
furry	grove	hinge	introduce	kid	mild	newspaper	pain	polish	raffle
further	gruff	hiss	introduction	lighthouse	minnow	nightfall	painful	pooh	railroad
fuss	grumble	hoarse	itself	limit	mist	nobody	painter	porch	rancher
future	grant	hobby	jaw	limp	mistaken	noisily	pal	port	ranger
gaily	guest	hoe	jealous	link	mister	noisy	palm	position	rapid
gallon	guide	holiday	jeep	lip	mistress	nonsense	pancake	possession	rare
gallup	gulp	hollow	jeop	liquid	mitten	notch	panther	possibly	raspberry
gang	gurgle	holy	jeop	lit	mixture	nowadays	panting	post	rat
garbage	gym	honest	jingle	litter	moan	nowhere	papa	poster	rattle
gardner	ha	honorable	jolly	lizard	moccasin	nudge	parachute	practical	raw
gardenia	habit	hood	journey	locate	modern	nut	paragraph	prairie	reader
gathering	hadn't	hoof	jug	lodge	mold	nuzzle	particular	praise	receive
general	ham	hoop	juggle	lonely	mom	oar	partner	prayer	recess
gentlemen	hamburger	hoot	juice	loop	monarch	object	passenger	prefix	recite
gently	happening	hopeful	justice	loosen	mood	observe	patience	preparation	recover
geography	harden	hound	kangaroo	lope	mop	odd	pattern	president	reed
gesture	harness	household	kennel	loss	mosquito	officer	pause	pride	reef
ghost	harvest	hover	kid	lumber	moss	official	peace	prick	regular

relate
relation
relax
relief
remain
remark
remarkable
remind
remove
ropeat
replace
represent
rescue
research
reservation
resolve
responsibility
result
retreat
rhyme
rider
ridge
rifle
rig
rim
rip
rise
roam
rod
rodeo
rosy
rough
route
rude
ruin
ruler
runner
rust
rustle
sadness
sake
salad
salute
sample

sank
sash
satisfy
savagely
sawmill
scale
scar
scarce
scene
scent
schoolroom
scientific
scoop
score
scornful
scout
scowl
scramble
seal
section
seek
seldom
selfish
sentence
separate
service
setting
settlement
settler
seventh
seventy
shaft
shallow
shark
shawl
she'd
she'll
she's
shelter
shepherd
shift
shiver

shock
shouldn't
shower
shown
shrill
shrimp
shrug
shuffle
simple
simply
sink
siren
situation
sixty
skeleton
skid
skill
skim
skip
skirt
slab
slam
slant
sleeve
slender
slight
slim
sling
slippery
slope
splot
slung
sly
smack
smear
smoky
snake
snarl
snatch
sneak
snort
snug
soar

society
soda
solemn
solid
someday
somehow
somewhere
sore
southern
spanking
sparrow
speck
sped
speechless
speed
spell
spine
spite
splinter
split
spoken
spoon
sport
spray
sprinkle
spun
sputter
squat
squeeze
squint
squirm
stable
stack
stage
stake
stalk
stammer
starve
statement
steel
stem
stillness
sting

stir
stockade
stole
strain
stranger
strap
streak
strength
stride
stripe
stroke
structure
strut
stubborn
student
stumble
stump
sturdy
style
subject
succeed
success
successful
suck
suffer
suggest
suggestion
sunlight
sunny
sunrise
sunset
sunshine
supply
support
suspect
swagger
swamp
swarm
sweil
swoop
sword
symbol
tack
tailor

tame
tan
tangle
tank
task
taxi
telegraph
temper
temperature
tempt
tend
terribly
territory
terror
thanksgiving
thee
there's
therefore
they'd
they're
they've
thicket
thirsty
thirteen
thoughtful
threaten
thrill
throat
throughout
thrust
thus
thy
tickle
tide
tilt
timber
tinkle
tis
tomato
torch
tore
tortilla
total
tough

tow
tramp
trash
traveler
tray
trial
trim
troop
tropical
trout
trudge
trust
tuck
tumble
tusk
twinkle
twirl
twist
typewriter
umbrella
umpire
underground
undersea
underwater
uneasily
unexpected
uniform
unit
unknown
unlike
unload
upper
uproar
upset
urge
useless
vacant
valuable
van
vanish
various
veil
vein
velvet

vicious
villager
vine
vinegar
violin
visible
volcano
vowel
waddle
wade
wait
waist
wand
ward
warmth
wasn't
watchful
wax
we'd
we're
we've
wealth
weave
web
wedding
weekend
weep
weren't
western
whack
what's
whatever
wheat
whenever
where's
wherever
whimper
whine
whinny
whip
whoever
whom
widow
wilderness

windshield
wisdom
within
wizard
wobble
wolves
woodchuck
wooden
wool
worker
worm
wouldn't
wreck
yawn
yelp
you'd
youth
zebra

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