

Second Grade into Third Grade

Yujin Gakuen Elementary

Summer is here and we are ready to play, take vacations, and spend time with family and friends. Time for fun and relaxation are important, but we also know that time away from school can cause a loss of learning.

The following activities are not meant to mimic school or overwhelm your child or yourself. Rather, the activities will help students maintain healthy habits such as reading daily, writing, and practicing math facts.

Third grade is when cursive handwriting is introduced.  
Please practice upper and lowercase letters. 😊

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

*Cursive Alphabet*  
*Lower-case Letters*

a b c d e

f g h i j

k l m n

o p q r s

t u v w

x y z

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

# Cursive Alphabet

Capital Letters

A B C D E

F G H I

J K L M

N O P Q

R S T U

V W X Y Z

Start practicing your multiplication facts!

## Times Tables

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



## Two-Digit Addition and Subtraction (A)

$$\begin{array}{r} 65 \\ + 90 \\ \hline \end{array} \quad \begin{array}{r} 34 \\ - 11 \\ \hline \end{array} \quad \begin{array}{r} 72 \\ + 71 \\ \hline \end{array} \quad \begin{array}{r} 54 \\ - 22 \\ \hline \end{array} \quad \begin{array}{r} 74 \\ + 25 \\ \hline \end{array} \quad \begin{array}{r} 28 \\ - 11 \\ \hline \end{array} \quad \begin{array}{r} 65 \\ + 84 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ - 57 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ + 78 \\ \hline \end{array} \quad \begin{array}{r} 64 \\ - 64 \\ \hline \end{array} \quad \begin{array}{r} 47 \\ - 15 \\ \hline \end{array} \quad \begin{array}{r} 60 \\ - 57 \\ \hline \end{array} \quad \begin{array}{r} 78 \\ - 10 \\ \hline \end{array} \quad \begin{array}{r} 59 \\ + 29 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 73 \\ \hline \end{array} \quad \begin{array}{r} 77 \\ - 64 \\ \hline \end{array} \quad \begin{array}{r} 59 \\ + 48 \\ \hline \end{array} \quad \begin{array}{r} 48 \\ + 32 \\ \hline \end{array} \quad \begin{array}{r} 38 \\ - 11 \\ \hline \end{array} \quad \begin{array}{r} 59 \\ + 37 \\ \hline \end{array} \quad \begin{array}{r} 24 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ - 15 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ - 10 \\ \hline \end{array} \quad \begin{array}{r} 42 \\ - 16 \\ \hline \end{array} \quad \begin{array}{r} 88 \\ + 76 \\ \hline \end{array} \quad \begin{array}{r} 42 \\ - 25 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ + 95 \\ \hline \end{array} \quad \begin{array}{r} 63 \\ - 21 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 15 \\ \hline \end{array} \quad \begin{array}{r} 57 \\ + 51 \\ \hline \end{array} \quad \begin{array}{r} 75 \\ - 75 \\ \hline \end{array} \quad \begin{array}{r} 87 \\ + 37 \\ \hline \end{array} \quad \begin{array}{r} 66 \\ + 76 \\ \hline \end{array} \quad \begin{array}{r} 47 \\ + 42 \\ \hline \end{array} \quad \begin{array}{r} 56 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 56 \\ \hline \end{array} \quad \begin{array}{r} 55 \\ + 18 \\ \hline \end{array} \quad \begin{array}{r} 59 \\ - 53 \\ \hline \end{array} \quad \begin{array}{r} 96 \\ + 99 \\ \hline \end{array} \quad \begin{array}{r} 73 \\ - 27 \\ \hline \end{array} \quad \begin{array}{r} 32 \\ - 22 \\ \hline \end{array} \quad \begin{array}{r} 71 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ + 99 \\ \hline \end{array} \quad \begin{array}{r} 95 \\ + 42 \\ \hline \end{array} \quad \begin{array}{r} 50 \\ - 46 \\ \hline \end{array} \quad \begin{array}{r} 75 \\ + 48 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ + 43 \\ \hline \end{array} \quad \begin{array}{r} 58 \\ - 49 \\ \hline \end{array} \quad \begin{array}{r} 35 \\ + 85 \\ \hline \end{array}$$



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

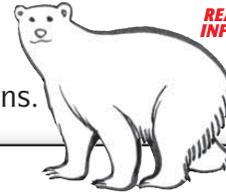
## Fraction Word Problems



1. Matthew has 8 pencils. Three of them do not have erasers on the end. What fraction of the pencils do not have erasers of the end? answer:
2. Mitchell has a small bag with 12 M&Ms in it. 5 of the M&Ms are yellow. 2 are green. 1 is orange. 4 are brown. What fraction of the M&Ms are brown? answer:
3. Chelsea divided an apple into 8 equal pieces. She ate 5 pieces. She put the other 3 in the fridge. What fraction did Chelsea eat? answer:
4. Francis has 6 chocolate bars. He gives one to John and one to Chester. He keeps the rest for himself. What fraction of the chocolate bars did he give away? answer:
5. There are ten cookies in the cookie jar. 3 are Oreos. 2 are peanut butter cookies. 4 are chocolate chip cookies. 1 is a sugar cookie. What fraction of the cookies are peanut butter cookies? answer:
6. Hannah ordered a pizza. It was divided into 8 equal slices. Hannah ate two slices right away and another slice before bed. What fraction of the pizza did she eat? answer:
7. There are 11 paper clips in the drawer. 3 are gold. 8 are silver. What fraction of the paper clips are gold? answer:
8. There are 7 gloves in the lost & found box. There are 2 blue gloves, 3 green gloves, 1 black glove, and 1 brown glove. What fraction of the gloves are black? answer:
9. There are 9 buttons on Harry's shirt. 3 fall off. What fraction of the buttons fell off of Harry's shirt? answer:
10. Clint has a pizza that is cut into 4 equal pieces. 3 pieces have pepperoni on them. The other piece only has cheese. What fraction of the pizza only has cheese? answer:
11. Alley makes a sandwich. She puts jelly on a slice of bread. She puts peanut butter on another slice of bread. What fraction of the bread has jelly on it? answer:
12. Daniel has 6 erasers. He gives one to P.J. and he gives one to Ken. He keeps the rest. What fraction of his erasers did he give away? answer:

Name ..... Date .....

# On Thin Ice



Read the story about polar bears. Then answer the questions.

## Feeling the Heat

Polar bears live on sea ice above the Arctic Circle. Nature has prepared them for harsh conditions. But nothing could prepare them for a new danger that they face.

The polar bears' world is melting. Studies show that polar ice is shrinking. Scientists blame climate change. They say that certain kinds of air pollution are quickly making the world too warm.

## A Big Bear Problem

On May 14, 2008, the U.S. government decided to list the polar bear as a threatened species.

Polar bears depend on sea ice for their survival. The ice is where they hunt seals, their main source of food.

Some melting and refreezing of polar ice is natural. But in a warmer world, this process speeds up. The bears have less time to hunt for food. Many have been found in poor health. The number of bears is falling.

The government has a plan and strict rules to protect the bears. "Polar bears are nature's ultimate survivors," says Dirk Kempthorne. He is a lawmaker who helped decide to list polar bears as a threatened species. With help from humans, these special creatures can bounce back.

TIME FOR KIDS, January 12, 2007, adapted and updated

1. This story is mostly about

- (a) where polar bears live.
- (b) what people can do to stop climate change.
- (c) how climate change affects polar bears.
- (d) threatened species.

2. Why is sea ice so important to polar bears? \_\_\_\_\_

\_\_\_\_\_

3. How does climate change affect polar bears? \_\_\_\_\_

\_\_\_\_\_

4. What can humans do to help polar bears? \_\_\_\_\_

\_\_\_\_\_

Name ..... Date .....



# OLYMPICS, THEN AND NOW

Read the chart to learn how the Olympic Games have changed over time. Then answer the questions below.

Ancient Games	Today's Games
<ul style="list-style-type: none"><li>• The Games were held in Olympia, Greece.</li></ul>	<ul style="list-style-type: none"><li>• The Games are held in different cities around the world.</li></ul>
<ul style="list-style-type: none"><li>• The Games were held in the summer every four years.</li></ul>	<ul style="list-style-type: none"><li>• The Winter Games or the Summer Games are held every two years.</li></ul>
<ul style="list-style-type: none"><li>• Only the best male athletes in Greece competed.</li></ul>	<ul style="list-style-type: none"><li>• This winter, more than 2,000 male and female athletes from about 80 countries will compete.</li></ul>
<ul style="list-style-type: none"><li>• Only first-place winners received an award. It was a crown made from olive branches.</li></ul>	<ul style="list-style-type: none"><li>• Winners receive gold, silver or bronze medals for first, second or third place.</li></ul>
<ul style="list-style-type: none"><li>• There were no team sports. The few events included javelin (spear) throwing and horse racing.</li></ul>	<ul style="list-style-type: none"><li>• There are 15 winter sports. Team sports include ice hockey and bobsledding. Other winter sports include ski jumping and ice skating.</li></ul>

1. In which country were the first Olympic Games held? \_\_\_\_\_
2. About how many athletes will compete in this year's Winter Games? \_\_\_\_\_
3. True or false: Athletes who competed in the ancient Games received medals.  
\_\_\_\_\_
4. What is one way that today's Olympic Games are different from the ancient Games? Write your answer on the back of this page.
5. What is one way that today's Olympic Games are the same as the ancient Games? Write your answer on the back of this page.



What is your favorite Olympic sport and why? Write your answer on the back of this page. Then ask a family member the same question. Write his or her answer on the back of this page.

Name ..... Date .....



# SCIENCE NEWS

Find out what kind of information a writer puts into a news story. Read the story. Then follow the directions below.

The **title** gives information about the story.

## A Distant Discovery

On March 15, 2004, astronomers said they had discovered a frozen object about 8 billion miles from Earth. The scientists named the object Sedna. It is the most distant object known to orbit, or travel around, the Sun. It is also the largest one that scientists have found in our solar system since 1930.

Scientists are not calling Sedna a planet because it is smaller than Pluto. Mike Brown, who led the team that discovered Sedna, thinks “there will be many more of these objects found.”

FROM TFK, APRIL 2, 2004

The writer tells the reader **what** this story is about.

The writer shows **when** the event took place.

The writer gives **facts** about the discovery.

The writer uses a **quote** from a scientist who made the discovery.

1. What is this story about? Circle the person, place or thing in the story.
2. Underline two facts about Sedna in the story.
3. Why do you think the writer quoted a scientist in the story?

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Name ..... Date .....



# SWEET TREATS

Sugar is added to many foods and drinks to make them taste better. But these foods and drinks can be bad for our teeth. They also do not have a lot of the vitamins and minerals we need to stay healthy.

Read the chart below to find out how much sugar is added to some foods and drinks. Then use the chart to answer the questions.

## Sugar Added to Food and Drinks

Food or Drink	Added Sugars (in teaspoons)
Bread, 1 slice	
Cookies, 2	
Cake, 1 slice with frosting	
Chocolate bar	
Milk, 1 cup	
Chocolate milk, 1 cup	
Cola, 1 can	

**Key**  
 = 1 teaspoon

SOURCE: UNITED STATES DEPARTMENT OF AGRICULTURE

- What does each spoon on the graph stand for?  
 \_\_\_\_\_
- List the foods and drinks on the graph that do not have any sugars added to them. How can you tell that they don't have added sugars?  
 \_\_\_\_\_  
 \_\_\_\_\_
- How much more sugar does a can of cola have than a cup of chocolate milk? Show your work in the space below and circle your answer.
- For a snack, Mark had one chocolate bar and drank one can of cola. How much total added sugars are in the chocolate bar and cola? Show your work in the space below and circle your answer.



# MATH PACKET



*for*

Students Entering the **Third Grade**

Students Name: \_\_\_\_\_  
*First and Last*

Student's First Grade Teacher: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

## INTRODUCTION

Welcome to the summer math packet for students entering Third Grade. The design of the activities is meant to support instruction in the new curriculum in both its content and presentation. Therefore the activities are not to be done as independent problems, but to be worked on with a parent, guardian or older brother or sister. Talking about the problem is an important part of completing each activity.

In Third Grade, students will explore math concepts based on five standards. The ten activities in this summer math packet reflect the content of those five standards.

## EXPECTATION

To receive credit for this packet, students must complete at least eight of the activities with at least one being from each of the five standards.

Summer Packet Content:

Standard 1: Operations and Algebraic Thinking

- Activity A: All Purpose Seating Plan
- Activity B: Tomato Challenge

Standard 2: Number and Operations in Base Ten

- Activity A: Fish Store
- Activity B: New Road Data

Standard 3: Number and Operations—Fractions

- Activity A: Shape Values
- Activity B: Sentence Challenge

Standard 3: Measurement and Data

- Activity A: Birthday Time Lapse
- Activity B: Garden Designs

Standard 4: Geometry

- Activity A: Categories
- Activity B: Quadrilaterals

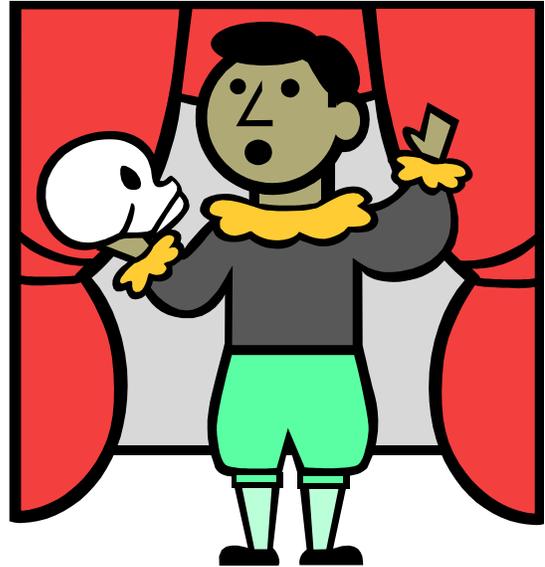
Before returning this packet in the fall, please make sure that the front of the packet is completed and signed. We must have the student's first and LAST name to ensure that credit will be given to the right child. Thank you!

## Entering Grade 3: Operations and Algebraic Thinking, Activity A

**Directions:** Read through the following problem and answer the questions. Use the space on the back of this page to complete your work. You may work with a parent, older brother or sister, or friend, but you must show all of your ideas in words, pictures or symbols to completely answer the questions.

Brittany was helping Mrs. Smith set up chairs in the all-purpose room for a performance of her class play. They needed to seat 60 parents. Mrs. Smith wanted to put the same number of chairs in each row.

After thinking about Mrs. Smith's plan, Brittany suggested a different arrangement for the same number of seats. She explained that, by putting 5 more chairs in each row, they could have 2 fewer rows, and parents in the back row would be able to see better.



- A) How many chairs were in each row of Brittany's plan? Explain how you solved the problem in the space on the back of this page.

### **CHALLENGE:**

- B) Write a similar problem involving two possible sets of rows and seats per row for 180 students. Show a solution for your problem.

REMEMBER to show how you know your answers are correct.

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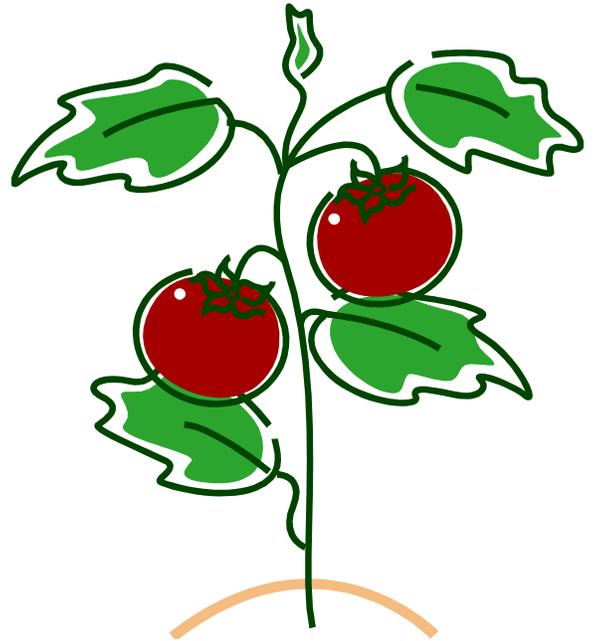
## Entering Grade 3: Operations and Algebraic Thinking, Activity B

**Directions:** Read through the following problem and answer the questions. Use the space on the back of this page to complete your work. You may work with a parent, older brother or sister, or friend, but you must show all of your ideas in words, pictures or symbols to completely answer the questions.

David and Kyle were both given a plot of land at their local community garden. David was going to plant 32 tomato plants and Kyle had planned to plant 24 tomato plants. Each boy want to plant their tomatoes in rows that had the same number of plants in each row and both had decided that their design had to have at least 2 rows, but could have more.

The boys like to compete against each other, and David said that he had more ways that he could plant his tomatoes than Kyle.

- A) Was he correct? Explain how you determined your answer on the back of this page.



### **CHALLENGE:**

Take the boy with few options and help him do the following.

- B) Add just enough plants to have the same number of options as his friend.
- C) Add just enough plants to have more options than his friend.

REMEMBER to show how you know your answers are correct.

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## Entering Grade 3: Number and Operations Base Ten, Activity A

**Directions:** Read through the following problem and answer the questions. Use the space on the back of this page to complete your work. You may work with a parent, older brother or sister, or friend, but you must show all of your ideas in words, pictures or symbols to completely answer the questions.

Annika bought the following at the Tropical Fish store.

Her receipt was torn and so she couldn't see the total.

Her father said, that must have cost you about \$16.00 dollars.

- A) Was her father's statement reasonable?
- B) Explain your thinking carefully on the back of this page.

Tropical Fish Store	
September 12, 2011	
1 Beta (male) . . . . .	@2.99
2 Angel Fish . . . . .	@5.98
3 Zebra Fish . . . . .	@6.47
1 Algae Feeder . . . . .	@3.29

### **CHALLENGE:**

If you include Maryland state sales tax to the total (\$0.06 for every dollar) about how much did Annika pay in taxes on the fish she bought?



REMEMBER to show how you know your answers are correct.

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## Entering Grade 3: Number and Operations Base Ten, Activity B

**Directions:** Read through the following problem and answer the questions. Use the space on the back of this page to complete your work. You may work with a parent, older brother or sister, or friend, but you must show all of your ideas in words, pictures or symbols to completely answer the questions.

A new road opened in Montgomery County and the transportation department wanted to see how many people were using it, and what time of the day it was being used the most. A camera was set up to record the number of cars that used the road each hour from 6 AM through 6 PM. The chart shows the data:

Cars Per Hour

HOUR	6 AM	7 AM	8 AM	9 AM	10 AM	11 AM	12 noon	1 PM	2 PM	3 PM	4 PM	5 PM
# of Cars	894	966	2,311	732	144	102	463	295	271	346	809	3,043

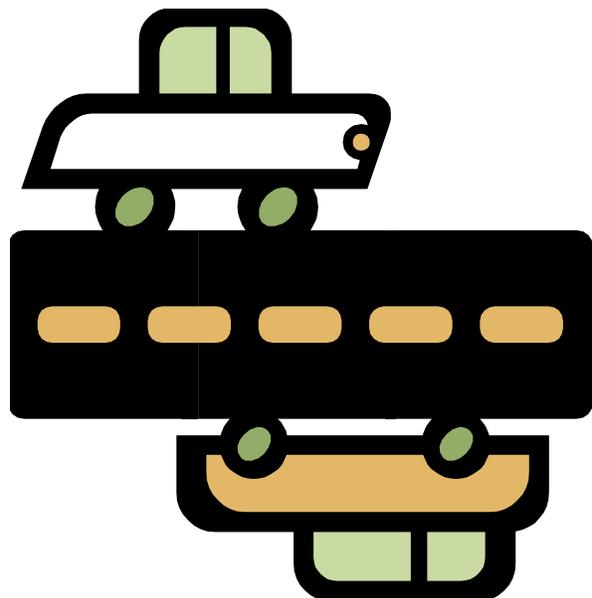
To explain the results quickly, it was decided that an estimation of the total number of cars for the day would be used. The transportation department could either round to the nearest 10 or the nearest 100.

A) Which method should they use and why do you think it is the better choice?

### **CHALLENGE:**

There are two choices for rounding in this problem. Rounding to the nearest 100 or rounding to the nearest 10. One method is faster and one method is more accurate.

B) Explain which method is which and why.



REMEMBER to show how you know your answers are correct.

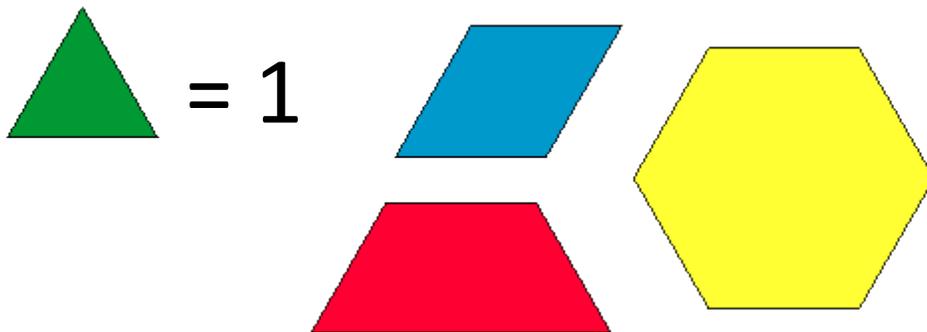
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## Entering Grade 3: Number and Operations – Fractions, Activity A

**Directions:** Read through the following problem and answer the questions. Use the space on the back of this page to complete your work. You may work with a parent, older brother or sister, or friend, but you must show all of your ideas in words, pictures or symbols to completely answer the questions.

Here are four kinds of pattern blocks.

- A) If the value of the triangle's area were equal to one, what would the values of the areas of the other shapes be when compared to the triangle.



You may want to trace the triangle and cut out a copy to use to help you figure out the values of the other shapes.

### **CHALLENGE:**

- B) If the values of the shapes were compared to the hexagon (the largest shape), and it was given a value of 1, what would the values of smaller shapes be?

REMEMBER to show how you know your answers are correct.

A large, empty rectangular box with a thin black border, occupying most of the page below the instruction. It is intended for students to show their work and reasoning for their answers.

## Entering Grade 3: Number and Operations – Fractions, Activity B

**Directions:** Read through the following problem and answer the questions. Use the space on the back of this page to complete your work. You may work with a parent, older brother or sister, or friend, but you must show all of your ideas in words, pictures or symbols to completely answer the questions.

Look at the sentence below.

**Able-bodied eels ate eleven apple pies.**

There are 32 letters in the sentence and half of them are consonants and half are vowels (a, e, i, o, and u).

- A) How many sentences can you write with letters that are equally divided between vowels and consonants?

### **CHALLENGE:**

- B) Can you write a sentence with one-fourth of the letters as vowels? With one-third?

REMEMBER to show how you know your answers are correct.

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## Entering Grade 3: Measurement and Data, Activity A

**Directions:** Read through the following problem and answer the questions. Use the space on the back of this page to complete your work. You may work with a parent, older brother or sister, or friend, but you must show all of your ideas in words, pictures or symbols to completely answer the questions.

Deana and Rebecca just discovered that they were born in the same month at the same hospital.

Deana was born on September 3<sup>rd</sup> at 4:30 PM, and Rebecca was born on September 14<sup>th</sup> at 11:15 AM.

- A) How many days older is Deana than Rebecca?
- B) How many hours older?



### **CHALLENGE:**

- C) Explain what you would do to figure out how many seconds older.

REMEMBER to show how you know your answers are correct.

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## Entering Grade 3: Measurement and Data, Activity B

**Directions:** Read through the following problem and answer the questions. Use the space on the back of this page to complete your work. You may work with a parent, older brother or sister, or friend, but you must show all of your ideas in words, pictures or symbols to completely answer the questions.

A year ago Simone planted a vegetable garden with the dimensions of 2 feet by 15 feet.

This past summer she moved to a new home and her new yard had a different shape. So she made a new garden with the dimensions of 6 feet by 7 feet.

- A) Which of her gardens is larger?

### **CHALLENGE:**

- B) If she wanted to make her new garden the same size as her old garden, but her new yard is only 14 feet by 14 feet, what other possibilities could she use? She wants all of her gardens to look like rectangles.



REMEMBER to show how you know your answers are correct.

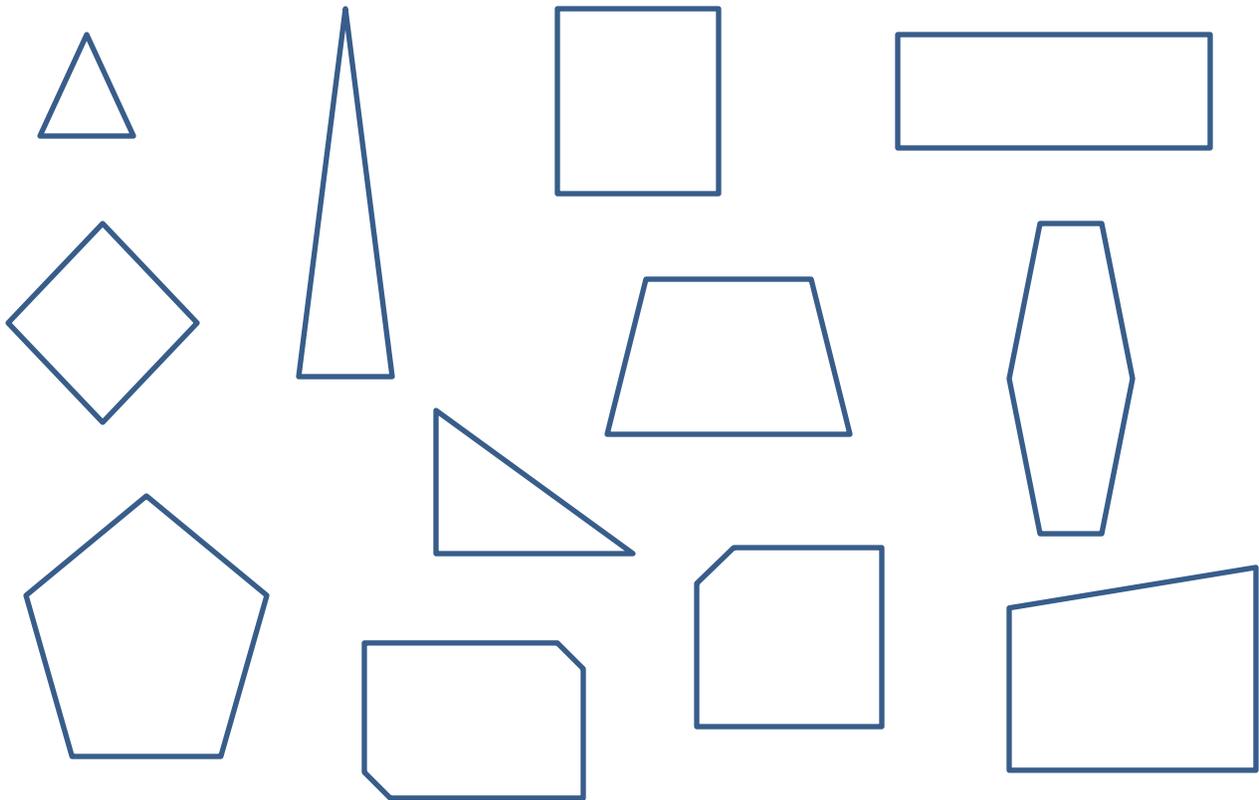
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## Entering Grade 3: Geometry, Activity A

**Directions:** Read through the following problem and answer the questions. Use the space on the back of this page to complete your work. You may work with a parent, older brother or sister, or friend, but you must show all of your ideas in words, pictures or symbols to completely answer the questions.

Look at the shapes below.

A) Choose two completely different ways to divide the shapes into two categories.



**CHALLENGE:**

Study the shapes carefully.

B) Describe the attribute that you think is true for the greatest number of the shapes. It may be true for all or just most of the shapes, but it should be something that the majority of shapes has in common.

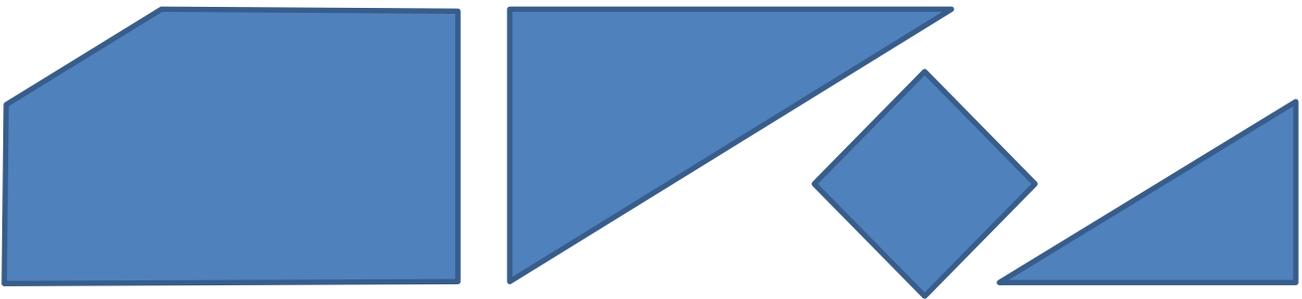
REMEMBER to show how you know your answers are correct.

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## Entering Grade 3: Geometry, Activity B

**Directions:** Read through the following problem and answer the questions. Use the space on the back of this page to complete your work. You may work with a parent, older brother or sister, or friend, but you must show all of your ideas in words, pictures or symbols to completely answer the questions.

Trace the four shapes below and cut them out. Be as accurate as you can so that your answers will be easier to discover.



One of the shapes does not belong. There is only one way to figure out which shape it is. Three of the shapes can be rearranged to form both a square and a rectangle. These are the magic shapes. The fourth shape will be left over.

A) Explore ways to combine the shapes to discover the three magic shapes.

### **CHALLENGE:**

B) Using just the three magic shapes, is it possible to create other kinds of quadrilaterals (four-sided) shapes, and if so, what would they look like?

REMEMBER to show how you know your answers are correct.

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Summer Writing Ideas – Pick 5 choices from below to write about. Complete your work on notebook paper and turn in with your summer packet. Remember to use correct punctuation, capitalization, and grammar in your stories!

1. Imagine you had a hundred dollars, but you couldn't keep it. You had to give it away to a person or charity. Who would you give it to? What would you want them to do with it?
2. Describe one time when you were brave.
3. If you could cook any meal for your family, what would you cook? Describe the meal and tell how you would make it.
4. Imagine you woke up and saw a dinosaur in your backyard. Write a story telling what you see and do.
5. Imagine you opened your own restaurant. Tell the name of your restaurant. Explain what the restaurant looks like, who works there, and what you serve.
6. Write a story titled, "My Journey on a Pirate Ship." You and your friends can star in the story.
7. If you could have any animal for a pet, what would it be? Describe the pet and how you would take care of it.
8. Do you have any brothers or sisters? If you do, tell what they're like. If not, tell whether or not you would like to have a brother or sister.
9. If you could have lunch with any famous person who would it be? What would you talk about with this person?
10. Write a story titled, "The Bat Who Couldn't Fly."
11. Imagine you were a wonderful painter and your parents would let you paint anything you wanted on your bedroom walls. What would you paint? Use lots of details to describe your artwork.
12. Describe the oldest person you know.
13. Describe the youngest person you know.
14. Do you think a monkey would make a good pet? Explain why or why not.
15. Describe your favorite season (fall, spring, summer, or winter). Tell what kinds of things you like to do during that season.

## What does it take to become a reader

### Phonological awareness

*Phonological awareness* is the understanding that language we speak and hear is composed of units of sound called phonemes. These sounds may be a single syllable sound as in the word “full.” Or they may be a single syllable sound in words with many syllables, like the words /ham/-/mer or /but/-/ter/-/cup. *Phonemic awareness*, a part of phonological awareness, is the understanding that these syllables are made up of even smaller sounds or *phonemes*. For example the word “pie” has two sounds; the word “stop” has four sounds.

#### **Why does my child need this skill?**

Children need to be able to hear the separate sounds that make up words before they try to read or write them. In fact, there are three kinds of phonological and phonemic awareness:

**Rhyming**— Children need to hear and make rhymes so they can make new words from words they already know. For example: If a child knows the word “fun,” then s/he can make the word “run.”

**Blending**— Phoneme blending helps children connect sounds in words.

**Segmentation**— Segmentation helps children learn to separate sentences into words and words into sounds. This will help a child to write the words s/he hears.

### Phonics

Although related to phonological awareness, phonics is different. *Phonics* activities can help a child connect the sounds s/he hears to the printed words s/he sees. These activities include recognizing letters and the sounds they make; hearing and writing down the sounds buried within words; and developing strategies to “decode” unfamiliar words.

#### **Why does my child need this skill?**

Children need to be taught the sounds individual printed letters and groups of letters make. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and “decode” new words.

### Comprehension

*Comprehension* strategies help children understand, remember and communicate what they read. They also help children to link what they are reading to what they already know.

#### **Why does my child need this skill?**

To become independent readers and thinkers, children need lots of practice at predicting what is coming next, and then checking to see if s/he was right. They need to think about ideas and information, ask questions, and solve problems. Children need to know the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become more purposeful, active readers.

## Fluency

*Reading fluency* is the ability to read text accurately and quickly. Several skills help children read fluently: paying attention to punctuation, grouping words into meaningful chunks, and using expression. Fluency also requires children to use strategies to figure out unfamiliar words and to know a lot of sight words that can't be "sounded out."

### **Why does my child need this skill?**

Children who read words smoothly and accurately are more likely to enjoy reading and to understand what they read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of understanding the meaning of what they read.

## Vocabulary

*Vocabulary* development is learning to use and understand many words, and to use them correctly in sentences.

### **Why does my child need this skill?**

Children will read and write better when they actively build and expand their knowledge of written and spoken words, what they mean and how they are used.

## Sources

"*Reading Tips for Parents*," U.S. Department of Education, June 2002. To request a copy, call 877-4ED-PUBS; or go to [www.ed.gov/pubs/edpubs.html](http://www.ed.gov/pubs/edpubs.html).

"*Family FUNdamentals for Literacy*," Michigan Department of Education, Wayne RESA, Partnership For Learning, 2003. [www.michigan.gov/mde](http://www.michigan.gov/mde)

## Lifestyle Literacy Learning

Helping your child learn to read and write doesn't have to take a lot of extra time or money. Here are some easy ways to build literacy skills, at home, in the sun, or on the run.

### At home

- Talk about what you read and write so your child can hear. Say: "I don't have time to look through this whole book for the recipe I need. I'll check the table of contents." "I'm not sure I spelled this word right. I'd better check the dictionary." "I'm asking Dad a question in this note, so I'd better use a question mark." (Comprehension; Attitudes)
- Create a quiet, special place in your home for your child to read, write and draw. Keep books and other reading materials where your child can easily reach them. (Sets stage for success.)
- Post a large sheet of paper or wipe-off board on your refrigerator. Whenever your child finds or hears a compound word (word made up of two smaller words) write it down. See how many you can find before school starts in the fall. (Vocabulary; fluency)
- Leave little messages around the house for your child to read. Make sure you ask questions so they will write back. (Writing; Fluency; Comprehension)

### In the sun

- Lie on the ground and describe the shapes of the clouds. (Oral language & Vocabulary)
- When you hike through the woods or park, take an empty shoe box and let your kids collect things they find. Also take paper, pencils and crayons so they can draw pictures or write descriptions of things they can't take home. Talk about how these things are the same; how they are different. Encourage your child to describe what s/he collects. (Vocabulary)
- Have kids "paint" word families or sentences with water on a hot sidewalk, then watch the letters disappear! Have kids guess how long it takes for their words to evaporate, then time it. Have children record all guesses and results, (Vocabulary; phonics)
- Read aloud books with outdoor or adventure themes. When you play outdoors, compare the scenes in the book with the kind of community and climate you live in. Read books in the great outdoors for variety and to show that reading can be done anytime, anywhere! (Comprehension)

### On the run

- Got a reluctant reader? Keep joke or riddle books handy in the car. When running errands, pull the book out and ask your child to ask you some riddles or tell you some jokes. This should get your reluctant reader going.
- Encourage your child to write to the Chamber of Commerce for brochures about places you plan to visit this summer. Not going anywhere special? Get brochures from your own hometown to see what you could explore close to home!
- Keep a writer's notebook in your car or backpack. Invite your child to be on the lookout for story ideas at the places you visit. S/he might write down interesting topics in books, favorite parts of a song, things s/he sees along the road, memories of places you visit or people you meet, lists of things s/he sees, or questions s/he wonders about. (Writing; Vocabulary; Comprehension)
- Bring along a children's tape recorder, microphone and some favorite books on tape. The child can read along to the tape, or record his or her own story on a blank tape.

## Resources for more ideas

### Workbooks to boost math skills

- ***Summer Bridge Activities.*** Various authors, Rainbow Bridge Publishing Available for all elementary school transitions. Lots of colorful worksheets, but may be boring for students who are already working at grade level. Better for the child who has struggled during the school year or a child who has not yet mastered basic skills.
- ***Summer Smarts : Activities and Skills to Prepare Your Child for \_\_\_\_\_.*** Various authors, Houghton Mifflin Co. Available for all elementary school transitions. Less repetition of skills and more focus on reading real books.

### Books for parents

Ask for the following books in your local library:

- Calkins, L.M. (1997). ***Raising Lifelong Learners.*** Reading, MA: Addison-Wesley.
- Copperman, P. (1986). ***Taking Books to Heart: How to develop a love of reading in your child.*** Reading, MA: Addison-Wesley.
- Cullinan, B.E. (1992). ***Read To Me: Raising kids who love to read.*** New York, NY: Scholastic.
- Freeman, J. (1995). ***More Books Kids Will Sit Still For: A read aloud guide.*** New Providence, NJ: R.R. Bowker.
- Gross, J. (1986). ***Make Your Child a Lifelong Reader: A parent-guided program for children of all ages who can't, won't or haven't yet started to read.*** Los Angeles, CA: Jeremy P. Tarcher.
- Hearne, B. (1990). ***Choosing Books for Children: A common sense guide.*** New York, NY: Dell Publishing.
- Hunt, G. (1989). ***Honey For a Child's Heart: The imaginative use of books in family life.*** Grand Rapids, MI: Zondervan Publishing House.
- Hydrick, J. (1996). ***Parent's Guide to Literacy for the 21st Century.*** Urbana, IL: National Council of Teachers of English.
- Kimmel, M.M., & Segel, E. (1983). ***For Reading Out Loud! A guide to sharing books with children.*** New York, NY: Delacorte Press.
- Kropp, P. (1993, 1996). ***Raising a Reader: Make your child a reader for life.*** New York, NY: Doubleday.
- Lamme, L.L. (1995). ***Growing Up Reading: Sharing with your children the joys of reading.*** Washington, DC: Acropolis Books Ltd.
- O'Connor, K. (1995). ***How to Hook Your Kids on Books: Create a love for reading that will last a lifetime.*** Nashville, TN: Thomas Nelson Publishers.
- Trelease, J. (1995). ***The Read Aloud Handbook.*** New York, NY: Penguin Books.
- White, V. (1994). ***Choosing Your Children's Books: Preparing readers 2-5 years old.*** Atlanta, GA: Bayley & Musgrave. (Also for readers ages five to eight and eight to 12 years).

## **Web sites with information and free literacy activities**

### **Education Place**

[www.eduplace.com](http://www.eduplace.com)

A wealth of worksheets and online activities

### **PBS Teacher Source and PBS Kids**

[www.pbs.org](http://www.pbs.org)

Resources for teachers, kids and parents, connected to your child's favorite PBS shows.

### **Reading Is Fundamental (RIF) Reading Planet**

[www.rifreadingplanet.org/rif/](http://www.rifreadingplanet.org/rif/)

Games, articles, booklists and activities to keep you busy all summer.

### **U.S. Department of Education, Office of Educational Research and Improvement**

[www.ed.gov/pubs/parents](http://www.ed.gov/pubs/parents)

### **Print and Learn for Kids**

[www.brobstsystems.com/kids/](http://www.brobstsystems.com/kids/)

Offers downloadable and printable worksheets, sorted by grade level.

### **Learning Disabilities Online**

[www.ldonline.org](http://www.ldonline.org)

Many resources for parents whose children struggle with learning or learning disabilities. Search with keyword, "reading."

### **Reading Adventure**

[www.bookadventure.com/](http://www.bookadventure.com/)

A free reading motivation program for children in grades K-8.

### **Get Ready To Read**

[www.getreadytoread.org/](http://www.getreadytoread.org/)

Information and resources on early child literacy, including a screening tool and skill-building activities for children.

# A Time to Rhyme

## A Goal:

To help your child hear and make up a rhyme  
Cut-Apart Stories..... 21

## B What You Will Need:

- Pencil

## C Let's Go!

1. Point to each word and say it out loud.
2. Say a word that rhymes.
3. Write the rhyming word on the line.
4. Read the rhyming pair out loud.



rat \_\_\_\_\_

ball \_\_\_\_\_

fish \_\_\_\_\_

dog \_\_\_\_\_

cake \_\_\_\_\_

## D Let's Go On!

Continue the activity, finding more rhymes for each word, as long as your child enjoys it.

Adapted from the School-Home Links Reading Kit with permission from the U.S. Department of Education

MCF-ELA 7:1--HA / IL

**Quick Tip for Literacy:** Read books, poems or tongue-twisters that have “alliteration” (repeated consonant sounds, like “Peter Piper picked a peck of pickled peppers.” This is a great way to emphasize initial sounds in words.

Choose books with “assonance” (repeated vowel sounds, like “The proud cow howled out loud”) to emphasize the middle sounds in words.

Your teacher may have provided you a book list with this packet, or you can ask your local library staff.

# The Prefix Part

## A Goal:

To help your child learn to read words with many syllables by looking at the beginning of the long word

## B What You Will Need:

- Pencil or pen
- Paper or notebook



## C Let's Go!

1. To read a new word, look at its parts.

Remember, the root word is the main part. The prefix is the part in front of the root word.

2. Let your child read the list below:

im • perfect

bio • graphy

micro • phone

il • legal

tele • phone

auto • mobile

## Let's Go On!

3. What other words begin with the prefix auto? Try making lists on other paper or in a notebook for each prefix used above.

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**Quick Tip for Literacy:** Keep a journal handy for kids to record favorite words, funny phrases or names of books they want to read.

Let each child

create a

*Wonderful Words*

book

When they're bored, play a brainstorming game. Ask them to list as many words as they can that:

- end in the same way (with a suffix you choose)
- begin the same way (with a prefix you choose)
- are made up of two words (compound words, like base/ball)
- use your imagination!

# A Mind Reader

## A Goal:

To help your child use words in a sentence that make sense and to break words apart to look for features like blends or vowel teams (two vowels together).

## B What You Will Need:

- Pencil or pen
- Piece of paper that has the “magic word” on it



## C

### Let's Go!

1. Tell your child that s/he is going to be a mind reader.
2. Think of a sentence in your head. Say the sentence out loud, leaving out one word. Write the missing word on a piece of paper. Flip it over and don't show it to your child.
3. Say your sentence out loud: “It was so cold outside that my body was \_\_\_\_\_.”
4. Have your child give you words that would fit in the sentence (example: freezing, cold, shaking, etc.).
5. Give some clues by saying, “My word starts with a blend.” Or “The word I'm thinking of has two vowels together.” This would toss out the word “shaking,” leaving the answer: freezing.
6. Have your child flip the paper over and see your word (freezing).
7. Watch that smile and amazement on his/her face!

MCF-ELA 1:4--HA / TA / GL / QT  
Adapted from the School-Home Links Reading Kit with permission from the U.S. Department of Education

**Quick Tip for Literacy:** You can give your child all kinds of hints, using what s/he knows about letter sounds. Here are some literacy terms and concepts that may help as you do this activity:

**Consonant**—a letter that is not a vowel, usually used at the beginning and ends of words. Example: *b, c, d, f, g, h, j, k, l*, etc.

**Vowel**—*a, e, i, o, u* (*y*). These sounds are usually found in the middle of words.

**Digraph**—two vowels blended to make one sound. Example: *ae, ou, ei, ea*.

**Blend**—two consonants that blend to make one sound. Example: *bl, br, sh, ch, dr, gl, gr, tr*.

# Mystery Words

## A Goal:

To help your child practice building words and word families

## B What You Will Need:

- Jar or other covered container
- Word sort cards (see appendix )
- A few minutes with your child

## C Let's Go!

1. Cut the word clues into strips.
2. Fold and put into a large container.
3. Once or twice a day – or whenever you have a spare moment – have your child choose one clue.
4. Ask your child to solve the mystery given by the clue.

## D Let's Go On!

5. Write those words. Save them in another jar or folder. These are your word treasures!



MCF-ELA 1:4--HA / GL / QT

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**Quick Tip for Literacy:** Encourage your child to keep a “writer’s journal” this summer. Purchase an inexpensive notebook or staple pages together with a construction-paper cover.

In this journal, your child can “collect” many kinds of story starters:

- new or interesting words s/he hears
- titles of favorite books, or books s/he wants to read
- questions to think about
- ideas for stories s/he would like to write



**A** Goal:

To help your child \_\_\_\_\_

**B** What You Will Need:

- 
- 
- 

**C** Let's Go!

1.

**D** Let's Go On!

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Quick Tip for Literacy:

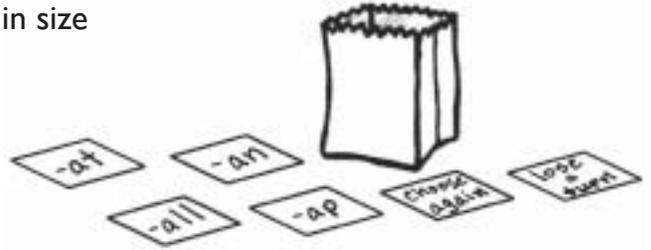
# Grab Bag

## A Goal:

To help your child hear individual sounds within word families

## B What You Will Need:

- Six small pieces of paper about 2"x2" in size
- Small paper bag or bowl
- Paper and pencil for recording score
- List of word families (see appendix)



## C Let's Go!

1. On four of the small pieces of paper write down four word families, such as -at, -an, -all, and -ap. On one of the other small pieces of paper write "Lose a Turn," and on the other one write "Choose Again." Put the six pieces of paper into the small paper bag or bowl.
2. Shake up the bag and take out one piece of paper. Have your child read what the paper says. If it is a word family, your child needs to come up with a word for that family and write it on a piece of paper.  
Example: For -at, your child could write "cat."
3. Now you take a turn. If you or your child cannot think of a word or if you pick "Lose a Turn," the small piece of paper is placed back in the bag and then it is the next person's turn.
4. If you or your child pick "Choose Again," you get another try.
5. When all the word family cards are gone, the game is over. The person who records the most words at the end of the game is the winner.
6. Put all the papers back in the bag and play again.

## D Let's Go On!

7. Instead of using word families, you can use vowel patterns, beginning sounds, or blends. Ask your teacher for ideas.

---

## Quick Tip for Literacy: Play "\_\_\_\_\_ Unplugged" (fill in your child's name).

At least once this summer, take a family pledge to not watch TV for a week. Then have each child record his or her unplugged activities—books read, letters written, and other activity during the usual TV time.

At the end of the week, have a celebration, ask children which alternative they liked best, and discuss future cutbacks on viewing.

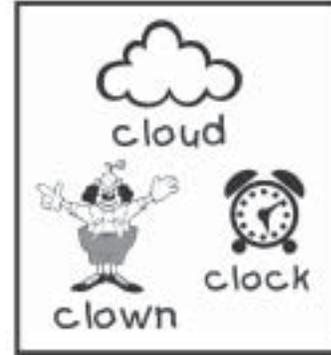
# Sorting Picture Blends

## A Goal:

To help your child hear blends or digraphs in the beginning of words

## B What You Will Need:

- Scissors
- Magazines that your child can cut up
- Pieces of paper
- Pencil or pen and glue



## C Let's Go!

1. Depending on the blend that your child is working on, have her/him say the blend out loud and then have her/him go through the magazine and cut out anything that starts with that blend. For a young child, you and your child can go through the magazine together, state the name of the objects and have your child tell you if it starts with the blend s/he is working on. Then have your child glue all the pictures on a piece of paper. Have your child state the name of the objects. Have her/him go back and write the word of the object below the picture.

## A List of Some Blends and Digraphs

sheep, shirt, shoe, shark  
 chair, chain, chin, cherries  
 block, blouse  
 glass, globe, glove  
 plane, plant, plate  
 sweep, swim, swan  
 smoke, smile  
 grass, grapes  
 bread, brush, bridge  
 frame, frog, fruit

thumb, think, thirteen  
 whale, whiskers, wheel, whisper  
 clock, clown, clouds, closet  
 flag, flower, flashlight  
 slipper, sled, slide  
 stamp, star, stump  
 train, truck, tree  
 present, prize, pray  
 crayon, cracker, crib  
 etc.

**Quick Tip for Literacy:** **Digraph**—two vowels blended to make one sound. Example: ae, ou, ej, ea.

**THE LANGUAGE OF  
 LEARNING**  
 Literacy terms you  
 should know

**Blend**—two consonants that blend to make one sound.  
 Example: bl, br, sh, ch, dr, gl, gr, tr.

**Assonance**—The same vowel sounds within words in a sentence. For example, the vowel sounds in *The brown cow went around the loud sound.*

# Sound Bingo

## A Goal:

To help your child hear individual sounds in words

## B What You Will Need:

- Bingo cards (see appendix) with nine blocks labeled with the sounds that your child is working on at school. The sounds could be beginning sounds, blends, vowels, etc.
- Pennies, buttons or slips of small pieces of paper
- Picture cards to match the sounds

**"BINGO!"**

## C Let's Go!

1. Choose a bingo card. Review the picture cards together. Shuffle the picture cards.
2. Take turns picking picture cards and calling out the picture. Cover the blocks on the bingo card according to the correct sounds. Continue to play until someone gets a bingo by covering all the squares in one row, up and down, or corner-to-corner.

Other variations:

Let your child label the bingo cards. Look at the picture cards and then write in one square the sound that your child is working on.

Example: If you choose a picture of a truck, you might write "tr" in your square.

## D Let's Go On!

3. Once you begin to play, have your child write down the name of each picture.

---

**Quick Tip for Literacy:** It's easy to make picture cards from color books or magazines. Picture cards are also available at teacher supply stores, or even in literacy workbooks you can find at your local bookstore or supermarket.

You can also order picture cards and other helpful learning tools at [www.englishraven.com](http://www.englishraven.com).

# Breaking Words into Syllables

## A Goal:

To help your child learn to read new words by breaking them into syllables

## B What You Will Need:

- Time with your child

## C Let's Go!

- One way to help you read a word you don't know is to divide it into parts called **syllables**. Every **syllable** has a vowel sound.

Example: **num • ber**

**Number** has two vowel sounds and two syllables. You can sound out **num** and **ber** to make **number**.

- Say these words. Clap once for each part of the word to tell how many syllables are in the word. Write the number of syllables on the line in front of each word.

  2   num • ber

  1   bird

     pup • py

     sun • shine

     tur • key

     cat

     birth • day

     eye • brow

## D Let's Go On!

- Say the names of two friends. Break the names into syllables. Then clap each time you hear a syllable.

MCF-ELA 1:4--HA / TA / GL / QT

**Quick Tip for Literacy:** This is a fun and easy activity to try whenever your children find it hard to wait: in the car, standing in line, waiting for appointments.

Just say a word, and ask your children to clap for each syllable. Be sure to vary the number of syllables in words to keep them on their toes.

# Reading Compound Words

## A Goal:

To help your child learn that two words can be put together to make a compound word like “football”

## B What You Will Need:

- Pencil or pen

## C Let's Go!

1. Sometimes two words are put together to make a new word, such as **base + ball**, which makes **baseball**. We call these words compound words.
2. Read the words below.
3. Then draw a line that separates the compound word into two small words.

base / ball	bedroom
hallway	railroad
sailboat	raincoat

## D Let's Go On!

4. Look for compound words in books you read. Record as many as you can find in a week. Write two compound words below:

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MCF-ELA 1:4--HA / TA / GL / QT

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**Quick Tip for Literacy:** You can do this same kind of activity using prefixes (word beginnings that change the meaning of a word) or suffixes (word endings).

Examples of prefixes: un-, dis-, anti-, re-, pre-, co- (undress, discover, antiwar, reorder, preview, cooperate). Examples of suffixes: -ful, -ty, -less, -er, ly (helpful, sporty, clueless, waiter, slowly)

Go on a word hunt. Offer a prize to the person who can “collect” the most words with prefixes or suffixes in a week.

# "Hangman"

## A Goal:

To help your child decode and spell longer words

## B What You Will Need:

- Pencil or pen
- A piece of paper
- Something small for prizes (cookies, pennies, etc.)
- More than two people to play

## C Let's Go!

1. Write a sentence on the paper, using only blank lines for each letter of an important big word.
2. Have your child guess "Is there a \_\_\_\_\_?" (choose a letter)
3. If s/he guesses a correct letter, fill it in. If s/he guesses an incorrect word, write it down on the side of the paper, so s/he can see what has already been guessed.
4. Give a penny or other small prize for every letter your child guesses correctly.
5. Point out different word patterns, and use the meaning of the sentence to make sense.

Example: While traveling to Florida, we came upon the most terrible  
 \_\_\_\_\_ (hurricane)

## D Let's Go On!

6. Ask another family member or friend to play. Take turns guessing.

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MCF-ELA 1:4--HA / GL / AT

## Quick Tip for Literacy:

National studies show a decline in achievement when kids watch TV more than 10-15 hours per week. Students earn higher test scores when they read more and watch TV less.

But few children can regulate themselves when it comes to TV—most spend as much time with TV in one day as they spend reading for fun in a week!

*Did you  
Know?*

**A** Goal:

To help your child \_\_\_\_\_

**B** What You Will Need:

- 
- 
- 

**C** Let's Go!

1.

**D** Let's Go On!

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Quick Tip for Literacy:

# Cut-Apart Stories

## A Goal:

To help your child build comprehension skills by arranging lines of text to form a story

## B What You Will Need:

- Paper
- Pencil or pen
- Scissors

Mother butterfly lays her eggs.

Caterpillars come out of the eggs.

Each caterpillar spins a chrysalis.

A butterfly comes out.



## C Let's Go!

1. Write a short story with your child and copy it onto a sheet of paper. Or rewrite a story you have read. Make sure your story has a beginning, middle, and an end.
2. Draw a picture that goes with the story and attach it to the back.
3. Cut the lines of the story apart.
4. Place them into a large envelope or resealable plastic storage bag.
5. Have your child take out the pieces and read them.
6. Ask your child to arrange the lines of text to retell the story in the right order.
7. Reread the story to check for accuracy. Turn the pieces over. They should make a picture if pieces are placed in the right order.

Example:

The mother butterfly  
lays her eggs on a leaf.  
Caterpillars come out of  
the eggs. Soon each caterpillar  
spins a chrysalis. A butterfly  
comes out.

MCF-ELA 3:1--HA / GL / QT

**Quick Tip for Literacy:** The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.

When you choose books to read aloud, try reading books that are *just a little* beyond your child's understanding. This will encourage questions and cause your child to think.

# Outguess The Author

## A Goal:

To help your child predict missing words

## B What You Will Need:

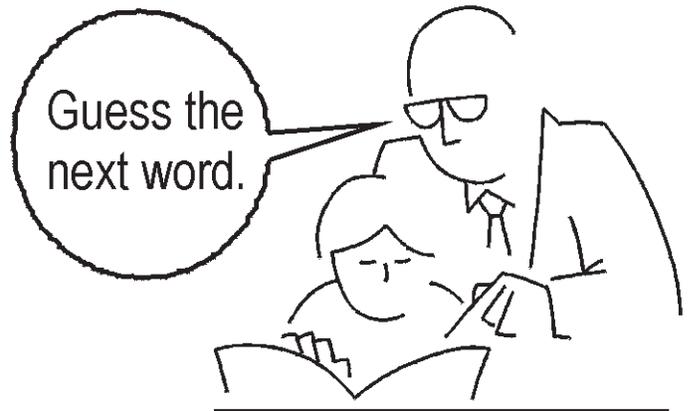
- Book or story

## C Let's Go!

1. Read the story with your child. Once in a while stop in the middle of a sentence and ask your child to guess what word comes next.

Or: Cover up words with small sticky notes or use your finger. Ask your child to guess the word based on his/her understanding of the words in the sentence.

2. Finish reading the sentence.
3. Go back and reread the sentence, using the word the child guessed.
4. Ask, "Does that word make sense?"
5. Show the beginning letter only and ask, "Does that word make sense and begin with this letter?"
6. Show the whole word and ask, "Does that word look right?"
7. Repeat with new sentences.



MCF-ELA 7:1--HA / IL / QT

**Quick Tip for Literacy:** Play reading tag by choosing a book with many words that your child knows. Each time you want your child to read a word, tap him or her on the shoulder.

# Sentence Puzzle

## A Goal:

To help your child predict a missing word or phrase

## B What You Will Need:

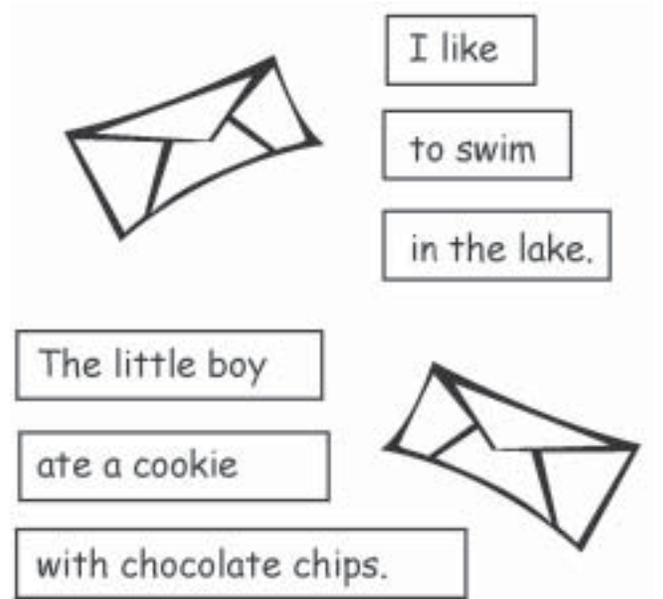
- Paper cut into long strips
- Pencil or markers
- Scissors

## C Let's Go!

1. Write sentences, each containing several phrases, on strips of paper.
2. Cut each sentence into phrases.
3. Put the phrases for each sentence into separate envelopes or sandwich bag.
4. Give your child one envelope.
5. Ask her/him to take out the pieces and read them.
6. Now, arrange them to make a complete sentence.
7. Repeat with the additional sentence puzzles.

Examples:

The first pig	built a house	of straw
M aryw ent	to the store	for m other.
I like	to go	to school.
Jackw ent	to the show	w ith Bill.



MCF-ELA 7:1--HA / IL / QT

**Quick Tip for Literacy:** Clip out an interesting news story and cut the paragraphs apart. Ask your child to read the paragraphs and put them in order.

# Predictions

## A Goal:

To help your child learn to guess what will happen in the book before reading and check after reading

## B What You Will Need:

- A book
- Pencil or pen

## C Let's Go!

1. Choose a book with your family. Write the title and author below.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

You are going to make predictions about your book. A prediction is a good guess about what will happen.

2. Look through the first chapter of your book before you read it with your family. Then draw two columns on the back of this paper.
3. On the left side of the page, write the heading **Predictions**. Before you read the chapter, write what you think will happen in the chapter(s) in the **Predictions** column.
4. On the right side of the page, write the heading **Reactions**. After you finish reading the chapter(s), write what actually happened in the chapter(s) and what you thought of it in the **Reactions** column.
5. How did making predictions help you understand the chapter(s) better?

MCF-ELA 7:1--HA / GL / QT

**Quick Tip for Literacy:** Only 30 percent of adults with very low literacy skills have full-time jobs. Some have part-time jobs, but over half of these adults no longer look for work. Many of these poor readers were already struggling by 3rd grade.

**Did you Know?**

There's hope! 90–95 percent of poor readers can greatly increase reading skills to average reading levels through prevention and early intervention programs that combine these five components: phonemic awareness, phonics, fluency development, and reading comprehension.

# Drawing Conclusions

**A** Goal:

To help your child learn to draw conclusions about a book or article

**B** What You Will Need:

- A book
- Pencil or pen

**C** Let's Go!

1. Read a book with your family. Write the title, author and chapters below.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Chapter(s): \_\_\_\_\_

2. What important information did the author tell you in the chapter(s)?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Given this information, what do you think will happen in the rest of the book?

\_\_\_\_\_

\_\_\_\_\_

4. What makes you think so?

MCF-ELA 7:1--HA / GL / QT

**Quick Tip for Literacy:**



Help your child see the story from the character's point of view. After reading a story or book with your child, just ask a few simple questions:

Which character is most like you? How?

Which character is least like you? How?

What happens in the story that you wish could happen to you? Why?

If your child can write, ask her/him to write the answers.

# Scary Stories

**A** Goal:

To help your child learn to write a story

**B** What You Will Need:

- Pencil or pen



**C** Let's Go!

1. Write a story about something scary that happened to you.
2. Write an opening sentence that will get the reader interested in your story.

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3. Now write down several events you are going to include in your story.

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4. Number the events and put them in order that will lead to an interesting ending.

5. Write an ending sentence that repeats what you said in the beginning or saying the same thing in a different way.

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6. Rewrite the story on a separate piece of paper.

7. Read your story out loud to your family. Ask your family to help you think of a good title for your story.

MCF-ELA 2:4--HA

**Quick Tip for Literacy:** If at any age your child seems “turned off” by reading, don’t make an issue of it. Casually leave “irresistible” books around--books on whatever the child’s current interests are. For example, in your kitchen, leave a few children’s recipe books. In the TV room, scatter a few comic books. If you plan to camp or hike, leave some children’s books about nature or travel.

Whatever you do as a parent, don’t use reading as a punishment. Make sure that reading is considered a pleasure. Reading is FUN. Avoid saying, “Go to your room and read! No more TV!”

**A** Goal:

To help your child \_\_\_\_\_

**B** What You Will Need:

- 
- 
- 

**C** Let's Go!

I.

**D** Let's Go On!

---

Quick Tip for Literacy:

# Word Card Game

## A Goal:

To help your child build known word vocabulary

## B What You Will Need:

- 3"x5" cards or pieces of paper
- OR 2 sets of word cards (see appendix)



## C Let's Go!

1. Make a set of word cards using 3"x5" cards or pieces of paper. Begin with a set of about 20 to 30 words, including words that the child knows (see Basic Word List below). Gradually add new words to the known words. Write each word on two separate cards.
2. Play card games using the words:

### GO FISH

Give each player six cards and put the remaining cards in a drawing pile. Ask your child, "Do you have the word '\_\_\_\_\_?'" (Read one word card in your hand.) If s/he has a matching card, you may take it. If not, you can "go fish" in the pile of remaining cards. Now it's your child's turn! Repeat until one player matches all his or her cards.

### MEMORY

Shuffle the cards and place them in rows with the words facing down. Take turns turning over two cards at a time. When a player finds a match, that player keeps the pair. Keep playing until all the pairs are matched. The player with the most pairs wins.

### MY PILE, YOUR PILE

Shuffle the word cards. Stack them up. Turn over one card at a time. The first player to correctly read each card gets to keep the card. Keep playing until all cards are used. The player with the most cards wins!

MCF-ELA 1:4--HA / GL

## Quick Tip for Literacy:

It's easy to make a set of word cards by using colored index cards.

If you have access to a computer and the Internet, you can find free, easy-to-download word cards and other literacy games at [www.englishraven.com](http://www.englishraven.com).

# Five Finger Book Selection

## **A** Goal:

To help your child choose books s/he can read more fluently

## **B** What You Will Need:

- A book
- Your child's hand

## **C** Let's Go!

Trying to read a book that's too hard for your child can be a very frustrating experience. That's why it's important to make sure the books your child tries to read are matched to her/his skill level. Here's one way to tell if your child is trying to read a book that is too hard.

1. Choose any page in your book.
2. Have your child begin reading.
3. Each time s/he comes to a word that s/he does not recognize, teach her/him to bend one finger or put it down on the table.
4. If s/he puts five fingers down before the end of the page, this book is too hard for independent reading.
5. Put it away and choose another book, or use the harder book to read together with your child. Your support and shared reading will help your child meet the challenge of unfamiliar words.
6. Teach your children to do this on her/his own, so s/he won't get discouraged by too-hard texts.

---

**Quick Tip for Literacy:** Choose a variety of books to read with your children. Try reading fiction, biography, informational books, poetry, nursery rhymes, fantasy...the selections are endless!

Ask your local library staff for ideas.

# Record a Story

## **A** Goal:

To help your child read more fluently and with expression

## **B** What You Will Need:

- Story or short book
- Tape recorder
- Your best reading voice

## **C** Let's Go!

1. Read your story together.
2. Help your child practice reading the story alone, using her/his best reading voice. Be sure to add expression and sound effects!
3. Help your child tape her/his reading on cassette.
4. Share it with another child.



**Quick Tip for Literacy:** Plan a vacation where there are no televisions; brings lots of reading material. Why? Many children won't consider reading as a source of entertainment unless there is nothing else to do.

Students have said that they started reading when traveling or when they were at a remote camp or vacation house. By the time they were able to watch television again, many found themselves bored by it and continued reading.

# Ask These Questions

## A Goal:

To help your child learn to read new words by asking, “**Does this word make sense here?**” and “**Does it sound right?**”

## B What You Will Need:

- Time with your child

## C Let's Go!

1. Sometimes, you can figure out a new word from the other words in a sentence. You can ask yourself, “**Does the word make sense?**” “**Does it sound right?**” and “**Does it look right?**”

Example: The weather is cold, wet, and foggy.

You already know the words **the, is, cold, wet, and,** and **foggy.** You can guess **weather.**

Remember to ask:

“**Does the word make sense here?**” Yes

“**Does it sound right?**” Yes

“**Does it look right?**” Yes

2. Ask your child these questions as s/he reads the following sentences:

The square has four sides.

A rainbow had red, yellow, and blue colors in it.

The ball is bouncing.

The sun is shining bright.



**Quick Tip for Literacy:** **Create cozy spots for reading.** Take a look at the different areas in and around your home. Are there little nooks or corners that would make good reading spots?



All you need is good lighting, a few pillows, maybe some stuffed friends and, of course, something to read. Consider a secluded corner in the family room, that awkward spot under the stairs, or even the playhouse in the backyard.

# Homophones

## A Goal:

To help your child learn about words that sound the same but are spelled differently

## B What You Will Need:

- Pencil
- Time with your child

## C Let's Go!

1. Some words sound the same but are spelled differently. These words are called **homophones**.
2. Have your child read the homophones below.

**eye — I**

**hear — here**

**no — know**

**new — knew**

**one — won**

**right — write**

3. Then ask your child to read the sentence and write in the correct homophone.
  - My friend and \_\_\_\_\_ like to play ball.
  - Do you \_\_\_\_\_ the answer to the question?
  - Our team \_\_\_\_\_ the game last night.
  - Did you \_\_\_\_\_ what he said?
  - I got a \_\_\_\_\_ bike for my birthday.
  - I got the \_\_\_\_\_ answer to that question.
  - The batter must keep his \_\_\_\_\_ on the ball.
  - Put the box over \_\_\_\_\_ on the table.

**Quick Tip for Literacy:** Challenge your child to find as many homophones as s/he can during the summer.

Write them in a writer's notebook or journal. At the end of the summer, count them up and see if s/he can use them in a sentence.

For each pair of homophones s/he finds, offer a small reward: a quarter, a jelly bean; or 5 minutes of time alone with someone special.

# Figure It Out

## A Goal:

To help your child learn to add to the number of words s/he knows through reading

## B What You Will Need:

- Pencil or pen



## C Let's Go!

1. Think about something you read at home or in school.
2. What did you do when you came to a word you didn't know?  
\_\_\_\_\_
3. Did you sound it out to see if you knew part of it? \_\_\_\_\_
4. Did you notice parts of the word that were like other words you know? \_\_\_\_\_
5. Did you ask help from a grown-up? \_\_\_\_\_
6. Did you use the other words in the sentence to help you? \_\_\_\_\_
7. Did you use a dictionary? \_\_\_\_\_
8. Which way worked best for you? \_\_\_\_\_
9. How do you make sense of what you're reading when there are words you don't know? \_\_\_\_\_
10. Reread a book or story that had words you didn't know when you read it the first time.
11. Why is it easier to read the words the second time? \_\_\_\_\_  
\_\_\_\_\_

MCF-ELA 1:I--HA / IL / QT

**Quick Tip for Literacy:** Just like adults, children enjoy a variety of reading materials. There are many different magazines out there targeted to school-age children.

The Children's Television Workshop publishes a variety of educational magazines including *Sesame Street Magazine*, *Kid City*, and *3-2-1 Contact*.

The National Wildlife Federation publishes *My Big Backyard* and *Ranger Rick*. Others of interest include *American Girl* and *Highlights*.

**A** Goal:

To help your child \_\_\_\_\_

**B** What You Will Need:

- 
- 
- 

**C** Let's Go!

1.

**D** Let's Go On!

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Quick Tip for Literacy:

# Crossword Puzzle

## A Goal:

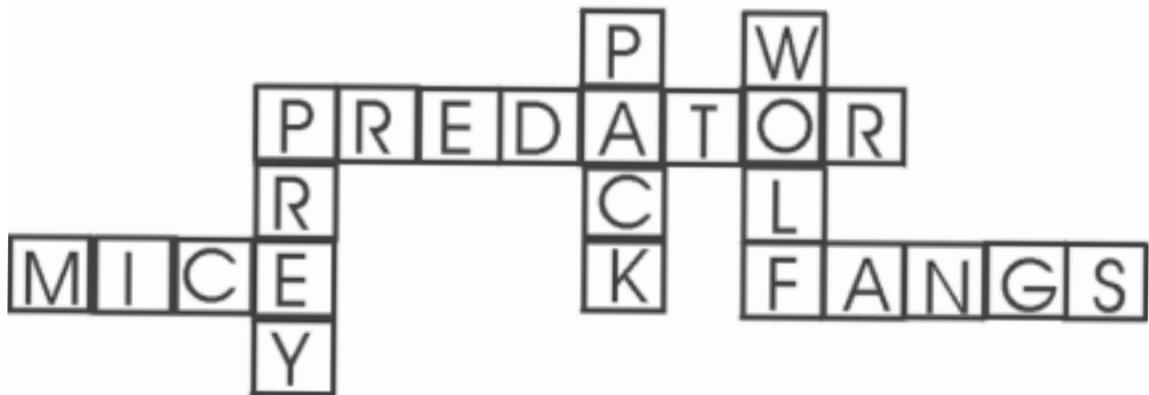
To help your child build vocabulary. Good readers use the context of the other words to define words they don't know

## B What You Will Need:

- Book or story
- Paper and pencil or pen

## C Let's Go!

1. Read the book or story alone or with family or friends.
2. Make a list of important words in the story. (Hint: Many times in informational books important words are printed in bold letters.)
3. Make a crossword puzzle of these words. Use their definitions as clues.
4. Challenge someone to complete it.



**Quick Tip for Literacy:** What kind of conversations can you start from the TV shows you are watching?

For instance, ask “Why are those people in the program so unkind to each other?” Or ask your child how he would have written the end to the story.

# Letter Block Scramble

## A Goal:

To help your child build new words

## B What You Will Need:

- Nine wooden cubes
- Thin-tip marker
- Can
- Writing paper



## C Let's Go!

1. On each side of nine wooden cubes (found in craft stores) write a letter of the alphabet. Write the alphabet twice. Write the letters “t” and “r” three times. (May use word cubes from games like Junior Boggle or Junior Yahtzee.)
2. Place the cubes in a can.
3. Have your child shake the can and dump out the cubes.
4. Together, look at the letters facing up and use them in different combinations to create as many new words as possible.
5. Help your child write the words. How many did you make?

MCF-ELA 1:4--HA

**Quick Tip for Literacy:** Get in the habit of notewriting by leaving notes for your child to read. Be sure you ask questions, so they will write back to you. Example: “Sara, way to go on your swimming lessons. What special thing would you like to do?”



This practice will help your child write words easily and automatically and to become an effective communicator.

# Journal or Diary Writing

## A Goal:

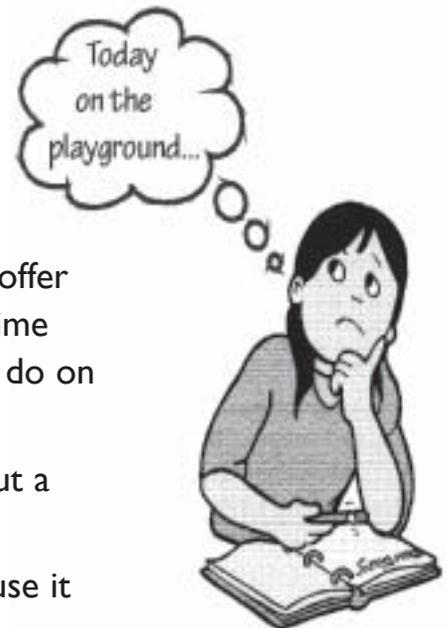
To help your child write words easily and automatically and to become an effective communicator

## B What You Will Need:

- A special notebook, paper, etc.
- Pencil, pens, markers, etc.

## C Let's Go!

1. Give your child a special notebook and encourage her/him to keep a journal of everyday happenings, a special event, vacation, etc. Don't forget to write the date!
2. If your child doesn't know what to write about, offer some ideas, like "How about writing about the time we went to Uncle Bill's farm," or "What did you do on the playground today?"
3. Your child can also use the journal to write about a make-believe event.
4. If you take turns writing in the journal, you can use it to "talk."



MCF-ELA 2:1---HA / IL

**Quick Tip for Literacy:** Help your child remember and write words they know by playing the "What Goes Together" game when you get a moment together. Say a noun, such as "flower." Next have your child say or write three to five words that tell about the word. For example, for flower they might say: pretty, blue, tiny, tall, smelly.



For an action word, such as "jump," ask your child to tell you three to five things that can jump: child, rabbit, kangaroo. If you have pencil and paper handy, have the child try to write the words.

# Restaurant Play

## A Goal:

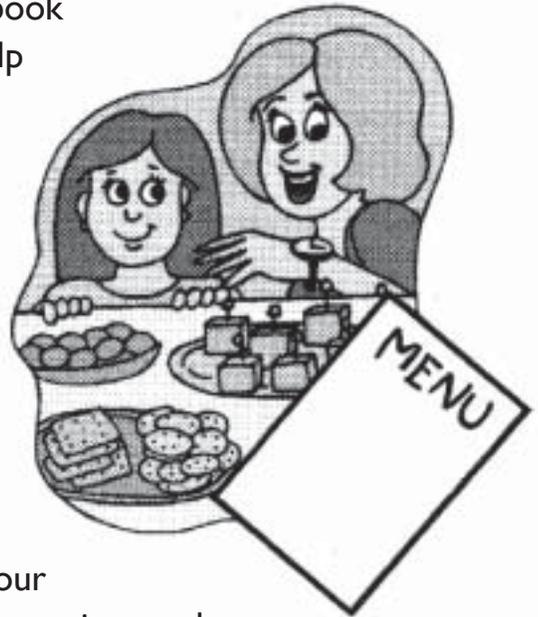
To help your child write words easily and automatically and to become an effective communicator

## B What You Will Need:

- Pen, pencil, note pads for taking notes
- Paper, tag board made into blank menus
- Play money and cash register
- Paper to make open and close signs, business hours, etc.
- Placemats

## C Let's Go!

1. Visit a restaurant with your child, read a book about people eating in a restaurant, or help your child remember all the things in a restaurant. Together list as many as possible.
2. Provide materials and props and let your child set up a restaurant.
3. Have your child write the menus and signs.
4. Become a customer and order and “eat” at their restaurant. Bon Appetite!
5. Make up other situations, depending on your child's interest: fire station, department store, pizza parlor.



MCF-ELA 1:2--HA / TA / SA / AT

**Quick Tip for Literacy:** Plan a backyard camping trip with a friend. List all the things you will need to survive.

Think about what books you'd like to take on your camping trip to read aloud to each other.

# Summer Memory Book

## A Goal:

To give your child practice with writing, to build vocabulary, and to record memories of a summer vacation

## B What You Will Need:

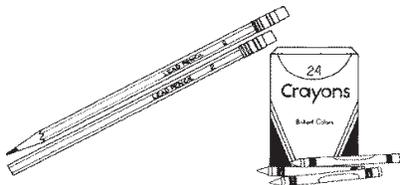
- Time with your child
- Picture postcards from places you visit during your travels
- Pencils, pens, postage stamps
- Metal or plastic rings

## C Let's Go!

1. Buy one or more postcards from each city or landmark you visit this summer. Let your children choose their favorites.
2. Help them write on the back side anything they wish to remember. Pre-writers can dictate the story to you while you write. Encourage early writers to write the words themselves, using phonetic spelling. Older writers should try to use “book” spelling.
3. At the end of your trip, punch a hole in the corner of the postcards. Then put them on a ring so your child will have a record of special memories, written in his or her own words.



**Quick Tip for Literacy:** Encourage your child to write words the way that s/he hears them.



For example, s/he might write *haf* for *have*, *frn* and *friend*, and *Frd* for *Fred*. Ask her to read her writing to you.

Don't be concerned with correct spelling. S/he will learn that later.

# Mail Call

**A Goal:**

To help your child learn to write letters

**B What You Will Need:**

- Pencil or pen

**C Let's Go!**

1. Spend five or ten minutes with your family talking about three things you would like to do next week.
2. Write a letter to your family describing your plans.

\_\_\_\_\_  
 (Date)

Dear Family,

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---



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With love,

MCF-ELA 10:2; 6:2; 4:5; 3:1; 2:1    HA / IL / QT

**Quick Tip for Literacy:** Summer is a great time to write cards and letters to friends and loved ones. There's vacation news to tell, and time to think about people we care about. Plus, the practice will help your child write words easily and automatically and to become an effective communicator.



Pre-writers can use "phonetic" spelling, or dictate their letters to an older family member.

# Wonderful New Words

## A Goal:

To help your child learn to use new words in writing

## B What You Will Need:

- Pencil or pen
- Newspaper, magazine or book



## C Let's Go!

1. Read something from a newspaper, a magazine, or a book.
2. List some new, unusual, or interesting words you found in your reading.

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3. How can you figure out the meanings of these words?

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4. When you feel you understand what they mean, think about which ones you would like to use in your own writing.
5. On the back of this paper or on a separate paper, use the words to write about something that happened to you.
6. Read what you wrote out loud to your family.

**Quick Tip for Literacy:** Use the slower-paced summer days to reconnect with your child. Watch for signs of stress in your child and help your child learn how to deal with stress.

Too much stress can prevent your child's brain from learning. And teenagers say stress is one of the reasons they start using drugs.

**A** Goal:

To help your child \_\_\_\_\_

**B** What You Will Need:

- 
- 
- 

**C** Let's Go!

1.

**D** Let's Go On!

---

Quick Tip for Literacy:

**A. Write the numbers.**

(1)

Diagram (1) shows a large rectangle containing base ten blocks. There are three circles labeled '1000', one circle labeled '100', and four circles labeled '1' arranged in two columns of two. To the right of the blocks is a smaller empty rectangle with two lines connecting it to the blocks, indicating the total value.

(2)

Diagram (2) shows a large rectangle containing base ten blocks. There are four circles labeled '1000', two circles labeled '10', and three circles labeled '1' arranged in three rows. To the right of the blocks is a smaller empty rectangle with two lines connecting it to the blocks, indicating the total value.

**B. Write the numbers.**

(1)	Two hundred four	
(2)	Three thousand, seven hundred eleven	
(3)	Four thousand, nine	
(4)	Eight hundred one	
(5)	One thousand, five	
(6)	Five thousand, two hundred forty-three	

C. Write the numbers in words.

(1)	520	
(2)	3805	
(3)	5001	
(4)	6043	
(5)	7290	

D. Arrange the numbers in order.

(1) Begin with the smallest.



\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .

(2) Begin with the greatest.



\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .

**A. Fill in the blanks.**

Thousand	Hundreds	Tens	Ones
4	3	1	5

(1) 4315 is a 4-digit number.

It is made up of \_\_\_\_\_ thousands, \_\_\_\_\_ hundreds,  
\_\_\_\_\_ tens and \_\_\_\_\_ ones.

(2) In 4315, the digit 4 stands for \_\_\_\_\_.

(3) In 4315, the digit 3 is in the \_\_\_\_\_ place.

The value of the digit is \_\_\_\_\_.

(4) In 4315, the digit \_\_\_\_\_ is in the **tens** place.

The value of the digit is \_\_\_\_\_.

**B. Fill in the blanks.**

(1) \_\_\_\_\_ is 10 more than 1806.

(2) \_\_\_\_\_ is 100 less than 3690.

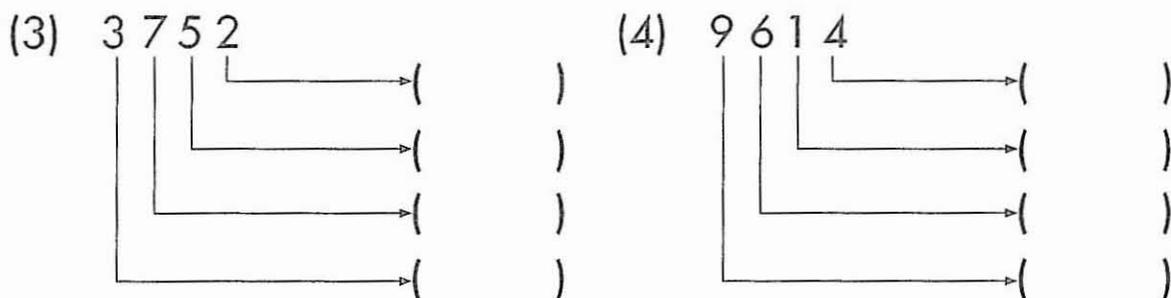
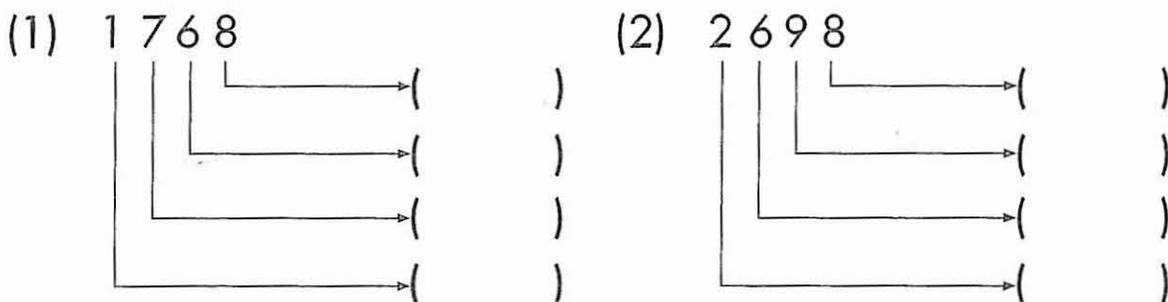
(3) \_\_\_\_\_ is 1000 less than 9074.

(4) \_\_\_\_\_ is 1000 more than 7001.

**C. Fill in the blanks.**

- (1)  $5607 + 100 = \underline{\hspace{2cm}}$       (2)  $3485 + 300 = \underline{\hspace{2cm}}$   
(3)  $4298 + 400 = \underline{\hspace{2cm}}$       (4)  $2473 - 100 = \underline{\hspace{2cm}}$   
(5)  $7720 - 700 = \underline{\hspace{2cm}}$       (6)  $6701 - 200 = \underline{\hspace{2cm}}$

**D. What does each digit stand for?**



**E. Write the missing numbers.**

- (1)  $208 = \boxed{\hspace{1cm}} + 8$   
(2)  $1379 = 1000 + 300 + \boxed{\hspace{1cm}} + 9$   
(3)  $3801 = 3000 + 800 + \boxed{\hspace{1cm}}$   
(4)  $4625 = \boxed{\hspace{1cm}} + 600 + 20 + 5$   
(5)  $7045 = 7000 + \boxed{\hspace{1cm}} + 5$

**A. Write the missing numbers.**

(1)  $24 + \square = 100$

(2)  $124 + \square = 200$

(3)  $56 + \square = 100$

(4)  $356 + \square = 400$

(5)  $168 + \square = 200$

(6)  $473 + \square = 500$

(7)  $517 + \square = 600$

(8)  $682 + \square = 700$

(9)  $739 + \square = 800$

(10)  $872 + \square = 900$

**B. Add.**

(1)  $1436 + 2 =$

(2)  $8653 + 30 =$

(3)  $3409 + 400 =$

(4)  $1005 + 5000 =$

(5)  $2037 + 152 =$

(6)  $4184 + 610 =$

(7)  $7351 + 326 =$

(8)  $5060 + 924 =$

(9)  $9315 + 552 =$

(10)  $8340 + 1235 =$

(11)  $3056 + 1623 =$

(12)  $6135 + 2413 =$

**C. Add.**

(1)  $1369 + 1 = \underline{\hspace{2cm}}$  (2)  $2546 + 4 = \underline{\hspace{2cm}}$

(3)  $3072 + 8 = \underline{\hspace{2cm}}$  (4)  $4107 + 3 = \underline{\hspace{2cm}}$

(5)  $1947 + 60 = \underline{\hspace{2cm}}$  (6)  $3615 + 90 = \underline{\hspace{2cm}}$

(7)  $5924 + 80 = \underline{\hspace{2cm}}$  (8)  $6430 + 70 = \underline{\hspace{2cm}}$

(9)  $7950 + 50 = \underline{\hspace{2cm}}$  (10)  $4625 + 400 = \underline{\hspace{2cm}}$

(11)  $7138 + 900 = \underline{\hspace{2cm}}$  (12)  $8800 + 200 = \underline{\hspace{2cm}}$

**D. Write the missing numbers.**

(1)  $352 + \boxed{\hspace{1.5cm}} = 1000$

(2)  $1352 + \boxed{\hspace{1.5cm}} = 2000$

(3)  $527 + \boxed{\hspace{1.5cm}} = 1000$

(4)  $2527 + \boxed{\hspace{1.5cm}} = 3000$

(5)  $4816 + \boxed{\hspace{1.5cm}} = 5000$

(6)  $3093 + \boxed{\hspace{1.5cm}} = 4000$

(7)  $4361 + \boxed{\hspace{1.5cm}} = 5000$

(8)  $5282 + \boxed{\hspace{1.5cm}} = 6000$

(9)  $6605 + \boxed{\hspace{1.5cm}} = 7000$

(10)  $7721 + \boxed{\hspace{1.5cm}} = 8000$

(11)  $8137 + \boxed{\hspace{1.5cm}} = 9000$

(12)  $9456 + \boxed{\hspace{1.5cm}} = 10,000$

E. Add.

$$\begin{array}{r} (1) \quad 1326 \\ + \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \quad 2435 \\ + \quad 84 \\ \hline \end{array}$$

$$\begin{array}{r} (3) \quad 1208 \\ + \quad 672 \\ \hline \end{array}$$

$$\begin{array}{r} (4) \quad 1450 \\ + \quad 364 \\ \hline \end{array}$$

$$\begin{array}{r} (5) \quad 2147 \\ + \quad 376 \\ \hline \end{array}$$

$$\begin{array}{r} (6) \quad 2803 \\ + \quad 516 \\ \hline \end{array}$$

$$\begin{array}{r} (7) \quad 4334 \\ + \quad 807 \\ \hline \end{array}$$

$$\begin{array}{r} (8) \quad 4521 \\ + \quad 279 \\ \hline \end{array}$$

$$\begin{array}{r} (9) \quad 6578 \\ + \quad 435 \\ \hline \end{array}$$

$$\begin{array}{r} (10) \quad 2493 \\ + \quad 5839 \\ \hline \end{array}$$

$$\begin{array}{r} (11) \quad 2678 \\ + \quad 3888 \\ \hline \end{array}$$

$$\begin{array}{r} (12) \quad 3204 \\ + \quad 1529 \\ \hline \end{array}$$

$$\begin{array}{r} (13) \quad 5874 \\ + \quad 4126 \\ \hline \end{array}$$

$$\begin{array}{r} (14) \quad 6524 \\ + \quad 2778 \\ \hline \end{array}$$

$$\begin{array}{r} (15) \quad 7305 \\ + \quad 1997 \\ \hline \end{array}$$

**A. Subtract.**

$$\begin{array}{r} (1) \quad 3085 \\ - \quad \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \quad 4163 \\ - \quad \quad 51 \\ \hline \end{array}$$

$$\begin{array}{r} (3) \quad 1579 \\ - \quad 175 \\ \hline \end{array}$$

$$\begin{array}{r} (4) \quad 2681 \\ - \quad 231 \\ \hline \end{array}$$

$$\begin{array}{r} (5) \quad 5347 \\ - \quad 317 \\ \hline \end{array}$$

$$\begin{array}{r} (6) \quad 6234 \\ - \quad 2122 \\ \hline \end{array}$$

$$\begin{array}{r} (7) \quad 7402 \\ - \quad 7101 \\ \hline \end{array}$$

$$\begin{array}{r} (8) \quad 8056 \\ - \quad 2013 \\ \hline \end{array}$$

$$\begin{array}{r} (9) \quad 9718 \\ - \quad 4713 \\ \hline \end{array}$$

**B. Subtract.**

$$(1) \quad 1910 - 8 = \underline{\hspace{2cm}} \quad (2) \quad 2540 - 4 = \underline{\hspace{2cm}}$$

$$(3) \quad 3820 - 6 = \underline{\hspace{2cm}} \quad (4) \quad 2700 - 20 = \underline{\hspace{2cm}}$$

$$(5) \quad 4600 - 30 = \underline{\hspace{2cm}} \quad (6) \quad 5000 - 600 = \underline{\hspace{2cm}}$$

$$(7) \quad 8000 - 700 = \underline{\hspace{2cm}} \quad (8) \quad 9000 - 400 = \underline{\hspace{2cm}}$$

C. Subtract.

$$\begin{array}{r} (1) \quad 1736 \\ - \quad 372 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \quad 1465 \\ - \quad 648 \\ \hline \end{array}$$

$$\begin{array}{r} (3) \quad 2453 \\ - \quad 545 \\ \hline \end{array}$$

$$\begin{array}{r} (4) \quad 2582 \\ - \quad 458 \\ \hline \end{array}$$

$$\begin{array}{r} (5) \quad 3064 \\ - \quad 743 \\ \hline \end{array}$$

$$\begin{array}{r} (6) \quad 3257 \\ - \quad 579 \\ \hline \end{array}$$

$$\begin{array}{r} (7) \quad 3214 \\ - \quad 1268 \\ \hline \end{array}$$

$$\begin{array}{r} (8) \quad 3421 \\ - \quad 1865 \\ \hline \end{array}$$

$$\begin{array}{r} (9) \quad 5301 \\ - \quad 4498 \\ \hline \end{array}$$

$$\begin{array}{r} (10) \quad 6214 \\ - \quad 3217 \\ \hline \end{array}$$

$$\begin{array}{r} (11) \quad 6284 \\ - \quad 1287 \\ \hline \end{array}$$

$$\begin{array}{r} (12) \quad 7045 \\ - \quad 6876 \\ \hline \end{array}$$

$$\begin{array}{r} (13) \quad 7200 \\ - \quad 3254 \\ \hline \end{array}$$

$$\begin{array}{r} (14) \quad 8301 \\ - \quad 8297 \\ \hline \end{array}$$

$$\begin{array}{r} (15) \quad 9002 \\ - \quad 2768 \\ \hline \end{array}$$

A. Add or subtract and complete the puzzle below.

## ACROSS

(1)  $1258 + 328$

(2)  $2467 + 1375$

(3)  $1692 + 2316$

(4)  $1746 + 1875$

(5)  $2576 + 2514$

(6)  $3823 + 2197$

## DOWN

(1)  $1496 - 453$

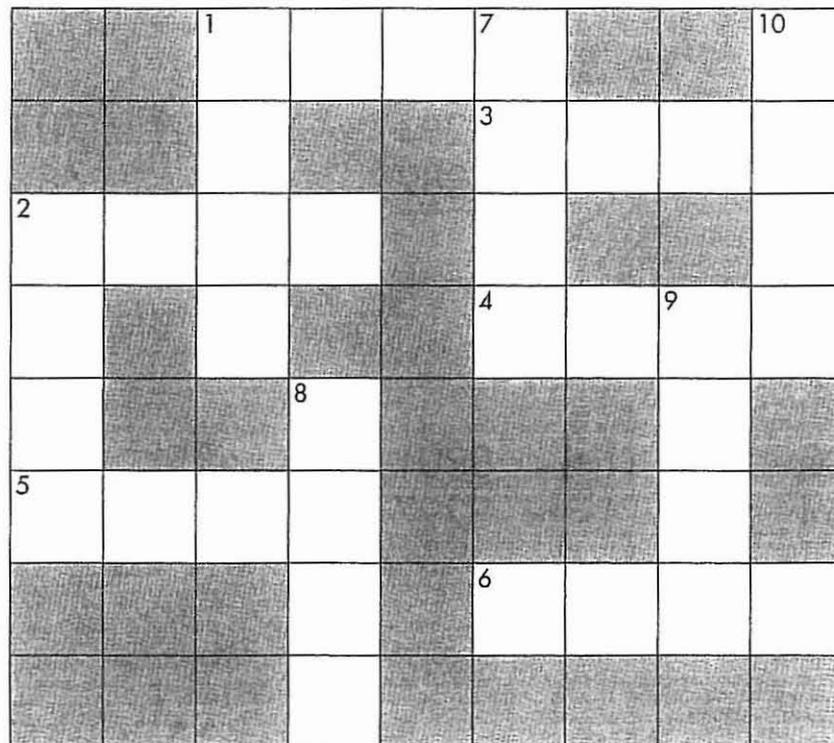
(2)  $5310 - 1525$

(7)  $8148 - 1695$

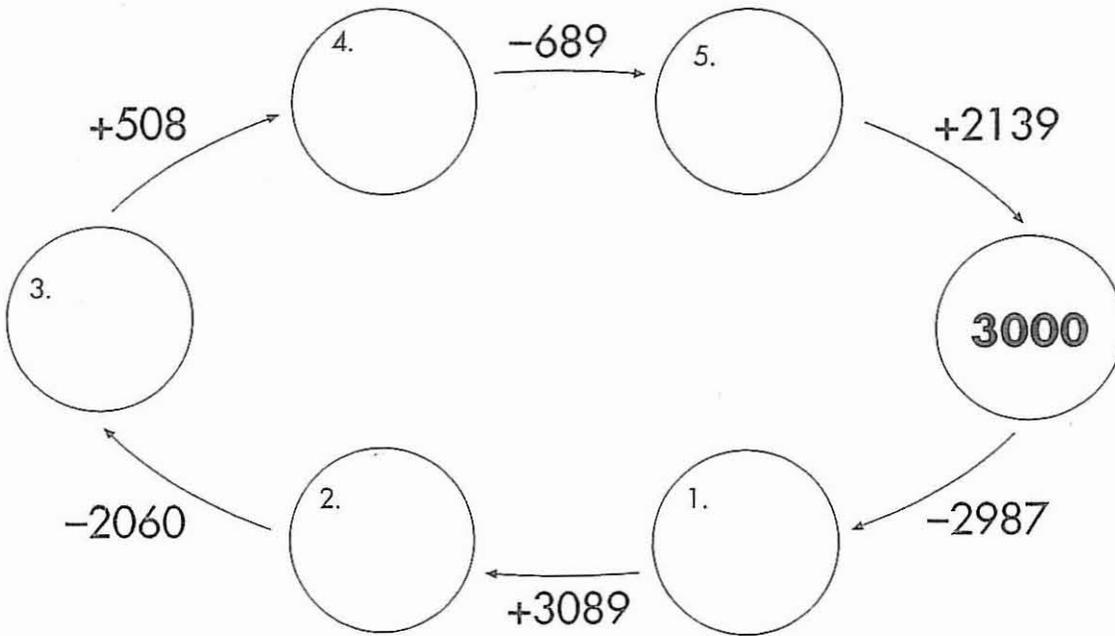
(8)  $4001 - 2978$

(9)  $7124 - 4922$

(10)  $5680 - 3879$



B. Add or subtract and write the answers in the circles.



C. Subtract and write the answers in the boxes.

<b>10,000</b>	-	47	=	1.
		82		2.
		135		3.
		609		4.
		4061		5.
		5308		6.
		6580		7.
		8697		8.



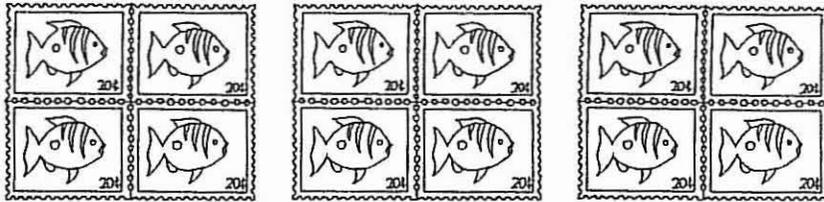
(4) There are 2045 students in a school.  
1013 of them are girls.  
How many boys are there in the school?

(5) After selling 2314 eggs, Tom had 1789 eggs left.  
How many eggs did he have at first?

(6) A shopkeeper had 1050 exercise books.  
765 of them were sold.  
How many exercise books were left?

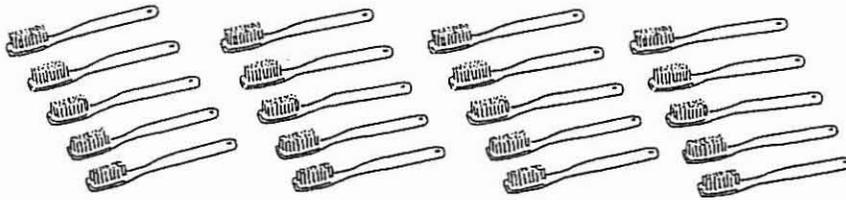
- 4
- (7) A mailman delivered 1352 letters on Monday.  
He delivered 1428 letters on Tuesday and 1296 letters  
on Wednesday.  
How many letters did he deliver altogether?
- (8) Mrs. Chen had \$5039.  
She spent \$1543 on a set of furniture and \$2698 on a piano.  
How much money did she have left?
- (9) Mary had 1043 stamps.  
She gave 387 stamps away.  
This month she collected 456 stamps.  
How many stamps does Mary have now?

A. Write the numbers.



3 fours =

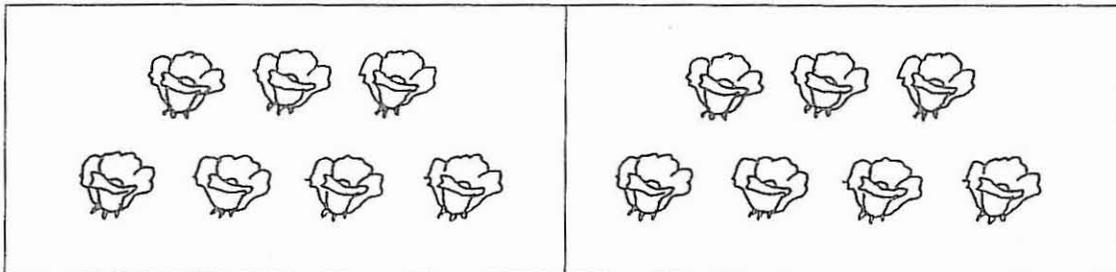
B. Write two multiplication sentences.



×  =

×  =

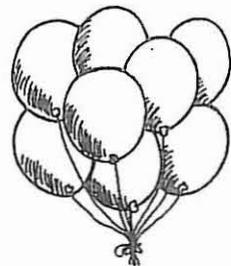
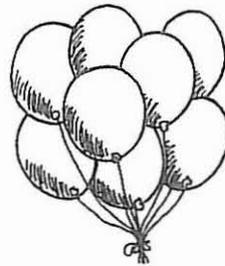
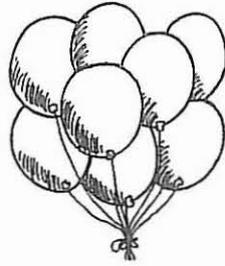
C. Complete the division sentences.



$14 \div 2 =$

$14 \div 7 =$

**D. Complete the number sentences.**



$$8 \times 3 = \square$$

$$24 \div 3 = \square$$

$$3 \times 8 = \square$$

$$24 \div 8 = \square$$

**E. Multiply.**

(1)  $5 \times 2 =$

(2)  $6 \times 3 =$

(3)  $4 \times 9 =$

(4)  $10 \times 0 =$

**F. Divide.**

(1)  $16 \div 2 =$

(2)  $27 \div 3 =$

(3)  $24 \div 4 =$

(4)  $40 \div 5 =$

**G. Complete the number sentences.**

(1)  $\square \times 2 = 18$

(2)  $\square \times 3 = 21$

$18 \div 2 = \square$

$21 \div 3 = \square$

(3)  $\square \times 4 = 32$

(4)  $\square \times 10 = 50$

$32 \div 4 = \square$

$50 \div 10 = \square$



## A. Multiply.

(1)

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ \times 3 \\ \hline \end{array}$$

(2)

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ \times 4 \\ \hline \end{array}$$

(3)

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 600 \\ \times 5 \\ \hline \end{array}$$

(4)

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 700 \\ \times 4 \\ \hline \end{array}$$

## B. Multiply.

(1)

$$\begin{array}{r} 30 \\ \times 4 \\ \hline \end{array}$$

(2)

$$\begin{array}{r} 20 \\ \times 5 \\ \hline \end{array}$$

(3)

$$\begin{array}{r} 600 \\ \times 2 \\ \hline \end{array}$$

(4)

$$\begin{array}{r} 500 \\ \times 2 \\ \hline \end{array}$$

(5)

$$\begin{array}{r} 73 \\ \times 3 \\ \hline \end{array}$$

(6)

$$\begin{array}{r} 23 \\ \times 2 \\ \hline \end{array}$$

(7)

$$\begin{array}{r} 71 \\ \times 5 \\ \hline \end{array}$$

(8)

$$\begin{array}{r} 61 \\ \times 4 \\ \hline \end{array}$$

**C. Multiply.**

$$(1) \begin{array}{r} 36 \\ \times 2 \\ \hline \end{array}$$

$$(2) \begin{array}{r} 19 \\ \times 5 \\ \hline \end{array}$$

$$(3) \begin{array}{r} 48 \\ \times 3 \\ \hline \end{array}$$

$$(4) \begin{array}{r} 25 \\ \times 4 \\ \hline \end{array}$$

$$(5) \begin{array}{r} 95 \\ \times 2 \\ \hline \end{array}$$

$$(6) \begin{array}{r} 57 \\ \times 6 \\ \hline \end{array}$$

$$(7) \begin{array}{r} 212 \\ \times 4 \\ \hline \end{array}$$

$$(8) \begin{array}{r} 131 \\ \times 2 \\ \hline \end{array}$$

$$(9) \begin{array}{r} 305 \\ \times 4 \\ \hline \end{array}$$

$$(10) \begin{array}{r} 746 \\ \times 2 \\ \hline \end{array}$$

$$(11) \begin{array}{r} 286 \\ \times 5 \\ \hline \end{array}$$

$$(12) \begin{array}{r} 390 \\ \times 4 \\ \hline \end{array}$$

**D. Multiply.**

$$(1) 63 \times 3 =$$

$$(2) 64 \times 5 =$$

$$(3) 72 \times 4 =$$

$$(4) 89 \times 2 =$$

$$(5) 207 \times 4 =$$

$$(6) 389 \times 3 =$$

$$(7) 423 \times 5 =$$

$$(8) 850 \times 10 =$$

A. Circle the odd numbers.

6	25	37	130	281
403	512	1358	2649	3718

B. Find the quotient and remainder.

(1)  $2 \overline{)68}$

(2)  $3 \overline{)46}$

Quotient

Remainder

Quotient

Remainder

(3)  $4 \overline{)74}$

(4)  $5 \overline{)85}$

Quotient

Remainder

Quotient

Remainder

**C. Divide.**

(1)  $80 \div 10 =$

(2)  $120 \div 10 =$

(3)  $378 \div 10 =$

(4)  $503 \div 10 =$

**D. Divide.**

(1) $5 \overline{)43}$	(2) $4 \overline{)68}$	(3) $2 \overline{)71}$	(4) $5 \overline{)99}$
(5) $3 \overline{)81}$	(6) $10 \overline{)54}$	(7) $3 \overline{)309}$	(8) $2 \overline{)530}$
(9) $5 \overline{)525}$	(10) $4 \overline{)735}$	(11) $3 \overline{)722}$	(12) $10 \overline{)240}$



(4) Adam has 63 stickers.  
Sara has 4 times as many stickers as Adam.  
How many more stickers does Sara have than Adam?

(5) Ali had 365 eggs.  
He put 10 eggs in each basket.  
How many baskets did he use?  
How many eggs were left over?

(6) A principal arranged 96 children in 3 equal groups.  
How many children were there in each group?

# Answers

## Exercise 1

- A. (1) 3104                      (2) 7035  
 B. (1) 204                        (2) 3711  
     (3) 4009                      (4) 801  
     (5) 1005                      (6) 5243  
 C. (1) Five hundred twenty  
     (2) Three thousand, eight-hundred five  
     (3) Five thousand, one  
     (4) Six thousand, forty-three  
     (5) Seven thousand, two hundred ninety  
 D. (1) 4009, 4067, 4135, 4302  
     (2) 6531, 6513, 6351, 6315

## Exercise 2

- A. (1) 4, 3, 1, 5  
     (2) 4000  
     (3) hundreds, 300  
     (4) 1, 10  
 B. (1) 1816                      (2) 3590  
     (3) 8074                      (4) 8001  
 C. (1) 5707                      (2) 3785  
     (3) 4698                      (4) 2373  
     (5) 7020                      (6) 6501  
 D. (1) 8, 60, 700, 1000  
     (2) 8, 90, 600, 2000  
     (3) 2, 50, 700, 3000  
     (4) 4, 10, 600, 9000  
 E. (1) 200  
     (2) 70  
     (3) 1  
     (4) 4000  
     (5) 40

## Exercise 3

- A. (1) 76                            (2) 76  
     (3) 44                            (4) 44  
     (5) 32                            (6) 27  
     (7) 83                            (8) 18  
     (9) 61                            (10) 28  
 B. (1) 1438                      (2) 8683  
     (3) 3809                      (4) 6005

- (5) 2189                      (6) 4794  
 (7) 7677                      (8) 5984  
 (9) 9867                      (10) 9575  
 (11) 4679                      (12) 8548  
 C. (1) 1370                      (2) 2550  
     (3) 3080                      (4) 4110  
     (5) 2007                      (6) 3705  
     (7) 6004                      (8) 6500  
     (9) 8000                      (10) 5025  
     (11) 8038                      (12) 9000  
 D. (1) 648                        (2) 648  
     (3) 473                        (4) 473  
     (5) 184                        (6) 907  
     (7) 639                        (8) 718  
     (9) 395                        (10) 279  
     (11) 863                        (12) 544  
 E. (1) 1333                      (2) 2519  
     (3) 1880                      (4) 1814  
     (5) 2523                      (6) 3319  
     (7) 5141                      (8) 4800  
     (9) 7013                      (10) 8332  
     (11) 6566                      (12) 4733  
     (13) 10,000                      (14) 9302  
     (15) 9302

## Exercise 4

- A. (1) 3081                      (2) 4112  
     (3) 1404                      (4) 2450  
     (5) 5030                      (6) 4112  
     (7) 301                        (8) 6043  
     (9) 5005  
 B. (1) 1902                      (2) 2536  
     (3) 3814                      (4) 2680  
     (5) 4570                      (6) 4400  
     (7) 7300                      (8) 8600  
 C. (1) 1364                      (2) 817  
     (3) 1908                      (4) 2124  
     (5) 2321                      (6) 2678  
     (7) 1946                      (8) 1556  
     (9) 803                        (10) 2997  
     (11) 4997                      (12) 169  
     (13) 3946                      (14) 4  
     (15) 6234

### Exercise 5

A.

		<sup>1</sup> 1	5	8	<sup>7</sup> 6			<sup>10</sup> 1
		0			<sup>3</sup> 4	0	0	8
<sup>2</sup> 3	8	4	2		5			0
7		3			<sup>4</sup> 3	6	<sup>9</sup> 2	1
8			<sup>8</sup> 1				2	
<sup>5</sup> 5	0	9	0				0	
			2		<sup>6</sup> 6	0	2	0
			3					

- B. (1) 13 (2) 3102  
 (3) 1042 (4) 1550  
 (5) 861
- C. (1) 9953 (2) 9918  
 (3) 9865 (4) 9391  
 (5) 5939 (6) 4692  
 (7) 3420 (8) 1303

### Exercise 6

- (1) \$3111 (2) \$136  
 (3) \$2013 (4) 1032  
 (5) 4103 (6) 285  
 (7) 4076 (8) \$798  
 (9) 1112

### Exercise 7

- A. 12  
 B.  $5 \times 4 = 20$ ,  $4 \times 5 = 20$   
 C. 7, 2  
 D. 24, 24, 8, 3  
 E. (1) 10 (2) 18  
 (3) 36 (4) 0  
 F. (1) 8 (2) 9  
 (3) 6 (4) 8  
 G. (1) 9, 9 (2) 7, 7  
 (3) 8, 8 (4) 5, 5

### Exercise 8

- (1) 45 (2) 8 m  
 (3) 6 lb

### Exercise 9

- A. (1) 18, 180 (2) 16, 160  
 (3) 30, 3000 (4) 28, 2800
- B. (1) 120 (2) 100  
 (3) 1200 (4) 1000  
 (5) 219 (6) 46  
 (7) 355 (8) 244
- C. (1) 72 (2) 95 (3) 144  
 (4) 100 (5) 190 (6) 342  
 (7) 848 (8) 262 (9) 1220  
 (10) 1492 (11) 1430 (12) 1560
- D. (1) 189 (2) 320 (3) 288  
 (4) 178 (5) 828 (6) 1167  
 (7) 2115 (8) 8500

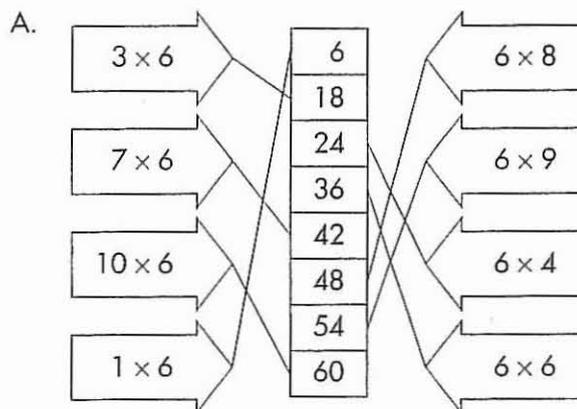
### Exercise 10

- A. 25, 37, 281, 403, 2649
- B. (1) 34, 0 (2) 15, 1  
 (3) 18, 2 (4) 17, 0
- C. (1) 8 (2) 12  
 (3) 37 R 8 (4) 50 R 3
- D. (1) 8 R 3 (2) 17  
 (3) 35 R 1 (4) 19 R 4  
 (5) 27 (6) 5 R 4  
 (7) 103 (8) 265  
 (9) 105 (10) 183 R 3  
 (11) 240 R 2 (12) 24

### Exercise 11

- (1) 692 (2) 36 (3) 21  
 (4) 189 (5) 36, 5 (6) 32

### Exercise 12



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

Subtraction (No Regrouping)

## Subtraction

Subtract to find the differences.

a. 
$$\begin{array}{r} 94 \\ - 13 \\ \hline \end{array}$$

b. 
$$\begin{array}{r} 72 \\ - 20 \\ \hline \end{array}$$



c. 
$$\begin{array}{r} 81 \\ - 61 \\ \hline \end{array}$$

d. 
$$\begin{array}{r} 30 \\ - 20 \\ \hline \end{array}$$

e. 
$$\begin{array}{r} 99 \\ - 8 \\ \hline \end{array}$$

f. 
$$\begin{array}{r} 76 \\ - 31 \\ \hline \end{array}$$

g. 
$$\begin{array}{r} 28 \\ - 14 \\ \hline \end{array}$$

h. 
$$\begin{array}{r} 88 \\ - 5 \\ \hline \end{array}$$

i. 
$$\begin{array}{r} 59 \\ - 59 \\ \hline \end{array}$$

j. 
$$\begin{array}{r} 43 \\ - 22 \\ \hline \end{array}$$

- k. Amy has 36 markers. 12 do not work.  
How many markers do work?

\_\_\_\_\_

- l. There are 25 kids in Mr. Ying's class.  
13 are girls. How many are boys?

\_\_\_\_\_

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

Skills: Add/Subtract, Time, Place Value

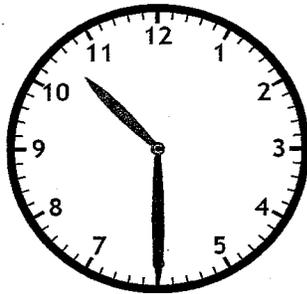
## Mixed Math: B-2

1. There are 24 kids in Miss Finn's class. 15 are boys. How many are girls?

Show your work and label your answer.

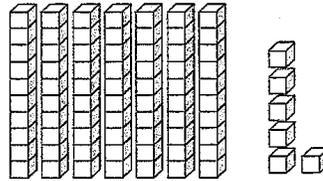
answer: \_\_\_\_\_

2. What time is shown on the clock?



answer: \_\_\_\_\_

3. What number is shown by the place value blocks?



answer: \_\_\_\_\_

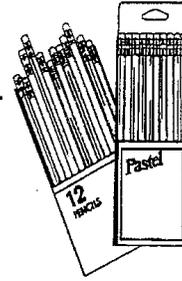
4. Jenna has 29 teddy bears. She gets 12 more for her birthday. How many bears does she have now?

Show your work and label your answer.

answer: \_\_\_\_\_

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

## Multiple-Step Problems



- a. Ashton had two boxes of pencils with fourteen pencils in each box. He gave six pencils to his brother. How many pencils did Ashton have left?
- b. At the Tasty Bakery, cupcakes cost fifty-cents each. Bagels cost a dollar twenty-five. How much more do two bagels cost than two cupcakes?
- c. Patty and Carl went to the movies. Patty bought the two movie tickets for \$7.35 each. Carl bought two buckets of popcorn at \$5.60 each. How much more money did Patty spend than Carl?
- d. There are 96 fourth graders at Small Tree Intermediate School. 43 of them are girls. On Friday, 5 fourth grade girls and 4 fourth grade boys were absent. How many fourth grade boys were at Small Tree Intermediate School on Friday?
- e. Joe is learning to play the trumpet. On Monday he practiced from 6:30 until 7:05. On Tuesday he practiced from 3:55 until 4:15. How many minutes did he practice in all over the two days?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

PRIMARY SOURCES PLUS



## Newspaper Ad

Look at the newspaper ad, and then answer the questions about shopping. Remember that you want to get the best product for your money. You also want to save money whenever you can.

Weekly <b>BARGAINS</b>		
<b>75¢</b> each  SODA	<b>FRUIT PIES</b>  <b>\$4.95</b> FRESH BAKED	 <b>\$3.29</b> 1 lb. BOX
<b>AGED CHEESE</b> <b>\$5 PER lb.</b> 	 <b>\$1.33</b> 60-100 WATT	 <b>\$4</b> ICE CREAM 6 in a BOX

1. When you go to the store to buy food, are you a producer or a consumer?

\_\_\_\_\_

2. What are three items in this ad that you think are good values and that you would buy?

\_\_\_\_\_

3. What is one thing you could do before you go shopping if you want to save money?

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

PRIMARY SOURCES PLUS

## Sale Notice

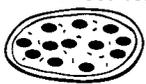
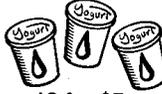
Compare the shopping list to the sale notice from the grocery store. Answer the questions about saving money.

### Shopping List

- milk
- ice cream
- chicken
- bananas
- grapefruit
- carrots
- frozen pizza
- fruit juice
- laundry detergent
- yogurt
- cheese
- ham
- lettuce
- celery
- pizza
- juice

### Diamond Market 4-Day Sale

*Lowest Prices of the Month When You Use Your Store Card*

 <b>2 for \$3</b> <small>Price without store card 2 for \$5</small>	 <b>29¢</b> <small>per pound</small>	 <b>4 for \$10</b> <small>Price without store card 4 for \$16</small>	 <b>Buy one @ \$5.99, get one free</b>
 <b>3 for \$5</b> <small>Price without store card 3 for \$7.25</small>	 <b>Buy one @ \$2.79, get one free</b>	 <b>29¢</b> <small>each</small>	 <b>10 for \$5</b> <small>Price without store card 10 for \$7.50</small>

1. Which items on the shopping list are on sale?

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2. Which items on the shopping list will cost their full price?

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3. Which items have extra savings with a store card?

---

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

## Making a Line Plot

Miss Smith is a music teacher. She gave her students a 6-question quiz about famous composers. The list below shows the scores her students received on the quiz.

6, 6, 5, 4, 6, 4, 5, 3, 6, 0, 1, 6, 3, 3, 6, 5



Use the data on the above to make a line plot. Be sure you write numbers on the axis, label the axis, write a title, and use Xs to represent students.

title: \_\_\_\_\_

←-----|-----|-----|-----|-----|-----|-----→

axis label: \_\_\_\_\_

How many students scored exactly 3? \_\_\_\_\_

How many students scored higher than 3? \_\_\_\_\_

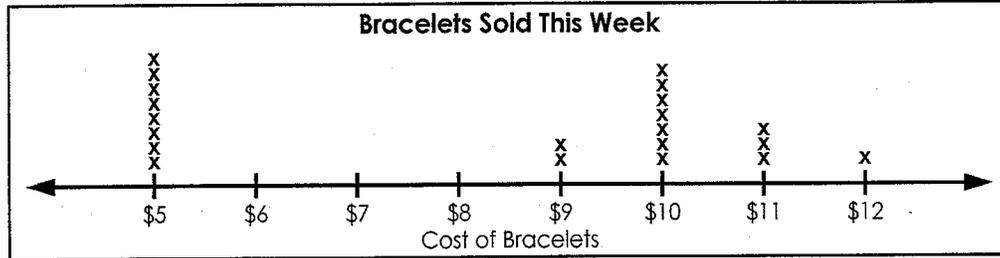
How many students scored less than 3? \_\_\_\_\_

What score did the highest number of students receive? \_\_\_\_\_

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

## Line Plot

Susan makes bracelets from glass beads and sells them online. She charges between 5 and 12 dollars for each bracelet, depending on its size and style. The line plot below shows how much she received for each bracelet sold this week.



1. How many \$5 bracelets did Susan sell this week? \_\_\_\_\_
2. How much money did Susan earn on \$5 bracelets alone? \_\_\_\_\_
3. How many \$11 bracelets did Susan sell this week? \_\_\_\_\_
4. How much money did Susan earn on \$11 bracelets alone? \_\_\_\_\_
5. How many more \$10 bracelets did she sell than \$9 bracelets? \_\_\_\_\_
6. How many bracelets did Susan sell in all? \_\_\_\_\_
7. How much money did Susan earn this week?  
(Show your work.) \_\_\_\_\_



## How to Make Spending Decisions

Tell students that it is important for people to make good choices when trying to decide how to spend their money. Ask students to give reasons why people should make good choices with their money. For example, students might say that earning the money was hard work, bad choices could mean they can't afford other things, or that some money should be saved for emergencies.

Read aloud and distribute the following introduction.

Kim is a third grader who is a very helpful person. Last Saturday, she helped Aunt Natalie clean her garage. After they were finished, Kim got a surprise. Aunt Natalie gave Kim a ten-dollar bill! Kim thought about different things she could buy with her money.

Have you ever received money as a gift or for helping with chores?

If you received ten dollars, how would you spend the money?

On page 73, have students complete a list of ways to spend ten dollars. Then ask students to share their answers with the class.

Name \_\_\_\_\_ Date \_\_\_\_\_



### How to Spend Ten Dollars

Write six different ways that you could spend ten dollars.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Put a star next to your favorite idea. Tell why you like that idea best.

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Name \_\_\_\_\_ Date \_\_\_\_\_



## Plan a Community

Planning a city or town is important work. Let's suppose you are a member of a city planning group. The head of the group has asked you to map out an area for a new community called Greenville. Use the list and map grid to complete your task.

### Greenville Planning List

1. From City Hall, move north 2 squares. Then move east 2 squares. Draw a cave that you have just found here.
2. From the cave, move east 2 squares. You have just spotted oil bubbling from the ground. Draw an oil well on this square.
3. From the oil well, move southeast 1 square. Draw a farm on this square.
4. In the southeast corner of the map is a pasture. Draw a fence around this square.
5. You notice a stream 1 square west of the pasture. The stream flows all the way to City Hall. Now draw the stream.
6. After lunch, you decide to travel 3 squares north of the cave. You have just found a mountain range. The mountains also stretch 1 square southwest. Draw the mountain range you have found.
7. In the northwest corner of the map is a lake. Draw the lake in this square.
8. Now travel 2 squares south of the lake. Here is an apple orchard. Draw several apple trees here.
9. Now decide where to build the new Greenville suburb. You will need a large square area made up of 9 squares. Decide where it will go and draw the houses.

Name \_\_\_\_\_ Date \_\_\_\_\_

**GEOGRAPHY ACTIVITY**

A							
B							
C							
D							
E							
F							
	1	2	3	4	5	6	7

1. Label the following locations. The first one has been done.

A. City Hall \_\_\_\_\_ F2 \_\_\_\_\_

E. pasture \_\_\_\_\_

B. cave \_\_\_\_\_

F. orchard \_\_\_\_\_

C. oil well \_\_\_\_\_

G. lake \_\_\_\_\_

D. farm \_\_\_\_\_

2. What renewable resources did you find?

\_\_\_\_\_

3. What nonrenewable resource did you find?

\_\_\_\_\_

4. Why did you choose your location for the Greenville suburb? Explain.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_



## News Article

Read part of a news story about a citizen who wanted to do something that would improve his town.

### **Stolen trees throw wrench in Scout's plans**

By Kate Grusich, Daily Herald Staff Writer

10/4/03

After months spent improving a [local] intersection, 16-year-old Boy Scout Eric Pickell, attempting to earn an Eagle Scout badge, was ready to plant 25 spruce trees, all purchased through the support of community donations.

But the entire batch of trees was stolen Sept. 28.

Despite the setback, Pickell said he is determined to acquire the Eagle rank—even if it means starting another fund-raising campaign.

After the trees were stolen a local landscaper donated 25 trees to Eric's project. Eric planted the trees and his project was a success.

1. How was Eric being a good citizen of his town?

---

---

2. How was the landscaper being a good citizen of his town?

---

---

Name \_\_\_\_\_ Date \_\_\_\_\_

PRIMARY SOURCES PLUS



## Document

Read the promise that the President of the United States makes when taking office. Then answer the questions.

### The Presidential Oath of Office

I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States.

1. Find out what *preserve*, *protect*, and *defend* mean and write the definition next to each word.

A. Preserve: \_\_\_\_\_

B. Protect: \_\_\_\_\_

C. Defend: \_\_\_\_\_

2. What is the Constitution of the United States?

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

3. Why do you think the President promises to preserve, protect, and defend the Constitution?

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

## Choose the Adjective

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

Adjectives describe nouns. They give information about something or someone that we can discover with our senses. They tell how he/she/it looks, feels, sounds, smells, or tastes.



**For each sentence, choose the adjective that makes the most sense to complete the sentence, and write it on the line.**

1. The elephant's ears are \_\_\_\_\_. (tasty/floppy) \_\_\_\_\_
2. My mom's lasagna is \_\_\_\_\_. (delicious/sharp) \_\_\_\_\_
3. The party is \_\_\_\_\_. (ugly/fun) \_\_\_\_\_
4. The \_\_\_\_\_ man has no place to sleep. (poor/fluffy) \_\_\_\_\_
5. My slippers are \_\_\_\_\_. (soft/angry) \_\_\_\_\_
6. Grandma's perfume is \_\_\_\_\_. (frilly/smelly) \_\_\_\_\_
7. Janet's music is \_\_\_\_\_. (generous/energizing) \_\_\_\_\_
8. The movie is \_\_\_\_\_. (dramatic/furry) \_\_\_\_\_
9. Our home is \_\_\_\_\_. (challenging/comfortable) \_\_\_\_\_
10. The school is \_\_\_\_\_. (happy/large) \_\_\_\_\_
11. The party was \_\_\_\_\_. (old/noisy) \_\_\_\_\_
12. Harrison's car is \_\_\_\_\_ (crunchy/fast) \_\_\_\_\_
13. Our friends have a \_\_\_\_\_ dog. (friendly/bumpy) \_\_\_\_\_
14. The weather is \_\_\_\_\_. (chilly/frozen) \_\_\_\_\_
15. My new shoes are \_\_\_\_\_. (long/fashionable) \_\_\_\_\_
16. The genius is \_\_\_\_\_. (intelligent/rectangular) \_\_\_\_\_
17. The city library is \_\_\_\_\_. (useful/chewy) \_\_\_\_\_
18. We have a \_\_\_\_\_ horse. (brown/scaly) \_\_\_\_\_

## Choose the Adjective

Name: \_\_\_\_\_ **Key** \_\_\_\_\_

Adjectives describe nouns. They give information about something or someone that we can discover with our senses. They tell how he/she/it looks, feels, sounds, smells, or tastes.



**For each sentence, choose the adjective that makes the most sense to complete the sentence, and write it on the line.**

1. The elephant's ears are \_\_\_\_\_. (tasty/floppy) \_\_\_\_\_ **floppy**
2. My mom's lasagna is \_\_\_\_\_. (delicious/sharp) \_\_\_\_\_ **delicious**
3. The party is \_\_\_\_\_. (ugly/fun) \_\_\_\_\_ **fun**
4. The \_\_\_\_\_ man has no place to sleep. (poor/fluffy) \_\_\_\_\_ **poor**
5. My slippers are \_\_\_\_\_. (soft/angry) \_\_\_\_\_ **soft**
6. Grandma's perfume is \_\_\_\_\_. (frilly/smelly) \_\_\_\_\_ **smelly**
7. Janet's music is \_\_\_\_\_. (generous/energizing) \_\_\_\_\_ **energizing**
8. The movie is \_\_\_\_\_. (dramatic/furry) \_\_\_\_\_ **dramatic**
9. Our home is \_\_\_\_\_. (challenging/comfortable) \_\_\_\_\_ **comfortable**
10. The school is \_\_\_\_\_. (happy/large) \_\_\_\_\_ **large**
11. The party was \_\_\_\_\_. (old/noisy) \_\_\_\_\_ **noisy**
12. Harrison's car is \_\_\_\_\_ (crunchy/fast) \_\_\_\_\_ **fast**
13. Our friends have a \_\_\_\_\_ dog. (friendly/bumpy) \_\_\_\_\_ **friendly**
14. The weather is \_\_\_\_\_. (chilly/frozen) \_\_\_\_\_ **chilly**
15. My new shoes are \_\_\_\_\_. (long/fashionable) \_\_\_\_\_ **fashionable**
16. The genius is \_\_\_\_\_. (intelligent/rectangular) \_\_\_\_\_ **intelligent**
17. The city library is \_\_\_\_\_. (useful/chewy) \_\_\_\_\_ **useful**
18. We have a \_\_\_\_\_ horse. (brown/scaly) \_\_\_\_\_ **brown**

## Forms of Matter

Cross-Curricular Focus: Physical Science



Everything around you, wherever you look, is made of **matter**. Scientists group matter based on its properties, or characteristics: what it looks like and how it acts in different situations. Matter can take three different **forms**: solid, liquid, and gas.

Solid matter has a definite shape. It also takes up a definite amount of space. That means it has a specific volume. If you could look at solid matter under a very powerful microscope, you would see its tiny particles moving back and forth. The particles are packed very tightly together, so they vibrate in place. Their overall shape does not change.

Liquid matter takes the shape of its container. In a cup, it is shaped like a cup. In a vase, it is shaped like a vase. The volume of the liquid stays the same. If you were to look at liquid matter under the microscope, you would see its tiny particles sliding past each other. Because of this unique sliding movement, the liquid is able to change its shape so we can pour it.

In the form of a gas, matter is usually invisible. The air around us has several different gases, like the oxygen we breathe in, and the carbon dioxide we breathe out. If you could look at gas matter under the microscope, you would see its tiny particles floating around with lots of space in between them. They spread out to fill any container the gas is placed in.

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

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What does the word **properties** mean in the first paragraph? \_\_\_\_\_

\_\_\_\_\_

2) What are the three forms that matter can take? \_\_\_\_\_

\_\_\_\_\_

3) What does the word **vibrate** mean in the second paragraph? \_\_\_\_\_

\_\_\_\_\_

4) What is one difference between a solid and a liquid? \_\_\_\_\_

\_\_\_\_\_

5) Are the tiny particles closer together in a solid, a liquid, or a gas? \_\_\_\_\_

\_\_\_\_\_

## Adapting to Survive

Cross-Curricular Focus: Life Science



Living things have certain adaptations that allow them to **survive** in a specific environment. An organism **adapts** to conditions in the environment when it develops a **behavior** that makes survival more likely, or has a physical characteristic or body part that helps it survive.

In a forest biome, some trees grow taller than the other plants around them so that they can reach the sunlight. For the trees, growing taller is an adaptation that helps them survive. Shorter plants have adapted with their behavior, learning to live in the shade with less sunlight. Animals in the forest have a wide variety of adaptations. Monkeys have long tails that they can use almost like another hand. This helps them swing quickly through the tops of trees, often while holding their babies, or gathering food. Giraffes need to reach leaves at the tops of tall trees, so having a long neck is an adaptation that allows them to do this.

Some animals' adaptations prevent other animals from wanting to eat them. A skunk's horrible smell makes larger animals choose something else to eat. Even plants sometimes protect themselves in this way. Roses and Acacia trees both have dangerous thorns that prevent animals from eating their leaves. Physical and behavior adaptations both help living things survive.

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

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What are the two main ways that an organism adapts? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Name one animal adaptation you read about in the passage: \_\_\_\_\_

\_\_\_\_\_

3) Is the animal adaptation you chose a physical or behavioral adaptation? \_\_\_\_\_

\_\_\_\_\_

4) Name one plant adaptation you read about in the passage: \_\_\_\_\_

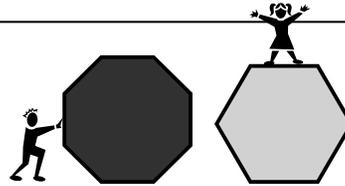
\_\_\_\_\_

5) Is the plant adaptation you chose a physical or behavioral adaptation? \_\_\_\_\_

\_\_\_\_\_

## Geometric Shape Names

Cross-Curricular Focus: Mathematics



Many geometric shapes are named based on the number of sides that they have. If you learn the meaning of the number prefixes, it can be like a secret code that helps you know the meaning of other complex words that use the same prefixes.

Triangles have three sides and three angles. The prefix *tri-* means *three*. Words that use the prefix *tri-* usually have something to do with three parts. For example, a tripod is a camera stand that has three legs. A triathlon is a difficult sports event in which the competitors have to participate in three different activities, such as running, swimming, and bicycling.

Quadrilaterals have four sides and four angles. The prefix *quad-* means *four*. A quadrant is a graphing chart with four sections. Dirt bikes with four wheels are called quads. The muscles in your arms that connect in four places are called quadriceps.

Pentagons have five sides and five angles. The prefix *penta-* means *five*. A pentagram is a five-pointed star. Poetry measured in groups of five syllable pairs is called pentameter.

Octagons have eight sides and eight angles. The prefix *oct-* means *eight*. An octopus has eight tentacles. A musical octave has eight notes. Octuplets are eight babies who are born at the same time to the same mother.

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

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

- 1) How do prefixes help you understand the meaning of new words? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2) What do words that begin with *tri-* have in common? \_\_\_\_\_  
 \_\_\_\_\_
- 3) A *duet* is a song performed by two people. Based on the meaning of the prefix, what do you expect the word *octet* to mean?  
 \_\_\_\_\_  
 \_\_\_\_\_
- 4) *Triple* is three times the amount. Based on the meaning of the prefix, what do you expect the word *quadruple* to mean?  
 \_\_\_\_\_  
 \_\_\_\_\_
- 5) A *decagon* has ten sides. Why do we call a decimal a decimal? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Phases of the Moon

Cross-Curricular Focus: Earth Science



Have you noticed that sometimes the moon appears as just a tiny sliver of light in the night sky, and other times it is a big, round, bright circle? The moon has many different looks depending on what time of the month it is. Each of these looks is called a **lunar** phase. Lunar means "of the moon". The moon has phases because Earth rotates around the sun, and the moon rotates separately around Earth. The moon itself does not actually change size, it's just that different parts of it are in the shadow caused by the sun's light.

During the New Moon phase, none of the side of the moon that is facing Earth is lit by the sun, so it appears as only a dark outline. During the Waxing Crescent phase, only a tiny sliver of the side of the moon that is facing Earth is lit by the sun. During the First Quarter phase, half of the moon's nearest side is lit by the sun, so we see it as a quarter full. During the Waxing Gibbous phase, more of the nearest side is lit, but it is not quite full yet. During the Full Moon phase, all of the side of the moon that is facing Earth is lit by the sun, so it appears as a large, bright circle. During the Waning Gibbous phase, some of the part that was lit as a full moon begins to fall into the shadows. During the Last Quarter phase, the opposite side of the moon's nearest side is lit. Again, the moon appears as one quarter full. During the Waning Crescent phase, the moon slips further into shadows and is a thin crescent shape once more before the entire lunar **cycle** begins again.

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

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is meant by a "phase" of the moon?

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2) Why does the moon appear to be different sizes?

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3) What are the two phases during which the moon appears almost full, but not quite?

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4) What are the two phases during which the moon appears as only a tiny sliver?

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5) What is your favorite phase of the moon? Why?

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## National Symbols

Cross-Curricular Focus: History/Social Sciences



A **symbol** is something that stands as a reminder of something else. The United States has many **national** symbols that help bring the local and **regional** communities together as a whole nation. By having some **traditional** symbols that people throughout our nation share, we are able to connect with each other and share the pride we have in our country.

The United States flag is a symbol that is easy for all Americans to recognize. It stands for our country, with one star for each of our 50 states, and 13 stripes to represent each of our original 13 colonies. Those colonies later became states, and 37 more states joined them to make up our country.

The American Bald Eagle is our national bird. It was chosen because it is so independent and free. Choosing such a bird to represent our nation tells everyone that our country values freedom and the courage to be independent.

The Statue of Liberty is another very famous American symbol. It was a gift to the people of America from the people of France in 1885. It represented not only the spirit of friendship between our countries, but also the shared vision for liberty, which is a synonym for freedom.

America's symbols unite people from many different states and help them feel like Americans instead of just citizens of their own states. We all pledge allegiance to the same flag. We celebrate national holidays. Our American spirit shows more than ever when we unite in times of crisis, reaching out to help fellow Americans, or foreigners in need.

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

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is the purpose of a symbol?

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2) What do the thirteen stripes on the American flag represent? \_\_\_\_\_

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3) We almost had the turkey as our national bird instead of the American Bald Eagle. Which do you prefer, and why? \_\_\_\_\_

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4) What famous American symbol was a gift from a foreign country? \_\_\_\_\_

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5) Which symbol do you think best represents our country? Why? \_\_\_\_\_

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## Evaluating in Math

Cross-Curricular Focus: Mathematics



When you have been learning to do all different kinds of math, you have probably heard the word **solve** used a lot. By now when you see the word solve, you understand that it means to figure out the answer to the math problem you are given. As you are getting older, you may see other words used in math directions. There may be some that you have never heard before, and you just need to learn the new vocabulary. It can be even more confusing when you see a word you think you understand, but it's being used in a different way.

You may have learned the word **evaluate** when you were asked to decide if something was good or bad, or if an author did a good job sending a message in his/her writing. This year, you may begin to see the word evaluate used in a different way.

Sometimes math directions will say something like: *Evaluate the following problems.* When it is used in math, evaluate can be a synonym for solve. Do you see the smaller word, *value*, inside the word *evaluate*? When you evaluate math, you say what its final value is, after the equation is solved. You are being asked to solve the math problems and write down the answers. As with any kind of math work or tests, it is always a good idea to show your work. Showing your work lets the teacher know what you understand, and you may get some points even if you end up with a wrong answer.

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

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What does it mean to solve a problem?

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2) Why might the word **evaluate** be confusing when you see it in math for the first time? \_\_\_\_\_

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3) What does the word *synonym* mean in the third paragraph? \_\_\_\_\_

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4) Why is it important to always show your work when you do math? \_\_\_\_\_

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5) What does **evaluate** mean in math?

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## Storytelling & Folklore

Cross-Curricular Focus: History/Social Sciences



Did you know that many early Native American groups did not have a written language? Think about all the history and stories that we preserve in our culture by writing them down in books. Of course, we have technology to use today as well, but in the early days the people had only their own voices. They used their voices to pass down their history through special stories and customs. This is called **folklore**. Many of their stories were in the form of myths that explained **mysteries** of nature, or legends about past heroes of their culture. Elements of **religion** and magic are often included. Even though they have modern methods available to them today, many tribes choose to continue the **custom** of storytelling and folklore as part of their cultural experience.

Many Native American groups have a history of believing in spirits. They believe that the spirits, often in the form of animals found in nature, watch over them. However, they also see the ancient gods as tricksters. A trickster is a character who plays tricks and jokes on others, often causing trouble or inconvenience, but really meaning no terrible harm. Many of the traditional customs, ceremonies or celebrations use costumes of various animals and honor them in the hopes that they will save their tricks for someone else. Some ceremonies are done to help the tribe prepare for a special event, like a marriage, or a battle, or a hunt.

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

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) If the only way you had to save your family history was by using your voice, what stories would you choose to tell? \_\_\_\_\_

\_\_\_\_\_

2) Why do you think many Native Americans continue storytelling even though other methods are available today? \_\_\_\_\_

\_\_\_\_\_

3) What is something in nature that might be fun to explain through a mythical story? \_\_\_\_\_

\_\_\_\_\_

4) What is a trickster? \_\_\_\_\_

\_\_\_\_\_

5) Why do you think many of the natives' gods look like animals? \_\_\_\_\_

\_\_\_\_\_

## Using Prior Knowledge

Cross-Curricular Focus: Study Skills



When you are preparing to learn something new, it is a good idea to get your brain ready to receive the information. Think of your brain like a gigantic filing system that contains all the things you have ever learned, read, listened to, seen, or experienced. As you can imagine, organizing all of those files is quite a large job. Fortunately for you, your brain has an automatic system that it uses to connect files together to help you quickly locate information you have already learned. If you take a few moments to prepare your brain, you can make it easier for your brain to connect what you are learning to your **prior knowledge**, all those things that you already have filed away in your brain's filing cabinet.

If you are listening to a teacher or other speaker, write down the topic. Activate your prior knowledge by thinking about things that you already know about that topic. Jot down a few notes before, during, and after the lesson. If you are going to read new information from a textbook, either by yourself or as part of a group, first read the title and scan through the photographs and other visual aids to let your brain make a sort of outline for what it will be receiving. If there are vocabulary words in the margins, read the definitions so you will already be familiar with the new words when you see them in the reading. If you forget their meaning when you are reading, look in the margin again to **clarify** what they mean.

Take the time to activate your prior knowledge. Your brain will make the connections it needs to file the new information where you can find it. You will be a more successful student.

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

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

- 1) What is your brain's information system compared to in this passage? \_\_\_\_\_  
\_\_\_\_\_
- 2) How can you make it easier for your brain to form connections between new information and things you've learned before?  
\_\_\_\_\_  
\_\_\_\_\_
- 3) What does it mean to activate your prior knowledge? \_\_\_\_\_  
\_\_\_\_\_
- 4) What is something you can do to help you understand new vocabulary in the reading?  
\_\_\_\_\_  
\_\_\_\_\_
- 5) What is a benefit of using your prior knowledge? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Sum Difference

Cross-Curricular Focus: Mathematics



Did you know that addition and subtraction are related to each other? Their relationship is that they are opposites, just like night and day or hot and cold. We know that they are opposites, because addition is able to reverse, or “undo” subtraction, and subtraction is able to reverse or “undo” addition. Mathematicians have a special word for operations that are the opposite of each other like this. They call them *inverse operations*. Addition and subtraction are inverse operations, and multiplication and division are inverse operations.

Because of their relationship as inverse operations, you can use subtraction to “undo” an addition problem so you can check to see if your **sum** (the answer to an addition problem) is correct. You can also use addition to “undo” a subtraction problem so you can check to see if your **difference** (the answer to a subtraction problem) is correct. Having a way to check your answer allows you to *justify*, or prove it. You don’t have to wait to receive your scores to know whether or not you have answered the problems correctly. Checking your answer using an inverse operation, or another method of solving the problem, is an excellent habit to develop.

There is another concern when you are solving for the sum or difference in a math problem. By the time kids are your age, they start to think they know addition and subtraction really well, and sometimes don’t give adding or subtracting their full attention. That’s why students often make silly mistakes when they add or subtract. Remember to keep your focus on the problem you are solving, and then check your answer.

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

Answer the following questions based on the reading passage. Don’t forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is meant by the term **inverse operations**? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What is a **sum**? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) What is a **difference**? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4) What does it mean to justify your answer?

\_\_\_\_\_

\_\_\_\_\_

5) Why should you keep your attention focused on your work when you solve addition and subtraction problems?

\_\_\_\_\_

\_\_\_\_\_

# Identifying Adjectives

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



Adjectives describe nouns. They give information about something or someone that we can discover with our senses. They tell how he/she/it looks, feels, sounds, smells, or tastes.

**Read the sentence. Circle the adjective. On the line after the sentence, write the noun that is being described.**

1. The musician played an expensive guitar. \_\_\_\_\_ guitar
2. My boss invited me to a fancy dinner. \_\_\_\_\_
3. The furry dog made the girl sneeze. \_\_\_\_\_
4. The hungry man lived on the streets. \_\_\_\_\_
5. He was afraid to talk to the beautiful woman. \_\_\_\_\_
6. The perfume in the glass container is fragrant. \_\_\_\_\_
7. The shiny car caught his attention in the parking lot. \_\_\_\_\_
8. The homework in science was very difficult. \_\_\_\_\_
9. I didn't want to sit on the wet ground. \_\_\_\_\_
10. My uncle who lives in Detroit is elderly. \_\_\_\_\_
11. The professor taught a fascinating class. \_\_\_\_\_
12. Explorers came to America from foreign lands. \_\_\_\_\_
13. Her mother is an amazing cook! \_\_\_\_\_
14. The textbook for the class was heavy. \_\_\_\_\_
15. The elephant purchased by the zoo is enormous. \_\_\_\_\_
16. The adorable toddler smiled at her grandmother. \_\_\_\_\_
17. The valuable sculpture was donated to the museum. \_\_\_\_\_
18. The brown banana was used to make bread. \_\_\_\_\_

## Identifying Adjectives

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



Adjectives describe nouns. They give information about something or someone that we can discover with our senses. They tell how he/she/it looks, feels, sounds, smells, or tastes.

**Read the sentence. Circle the adjective. On the line after the sentence, write the noun that is being described.**

1. The musician played an expensive guitar. \_\_\_\_\_ guitar
2. My boss invited me to a fancy dinner. \_\_\_\_\_ dinner
3. The furry dog made the girl sneeze. \_\_\_\_\_ dog
4. The filthy man lived on the streets. \_\_\_\_\_ man
5. He was afraid to talk to the beautiful woman. \_\_\_\_\_ woman
6. The perfume in the glass container is fragrant. \_\_\_\_\_ perfume
7. The shiny car caught his attention in the parking lot. \_\_\_\_\_ car
8. The homework in science was very difficult. \_\_\_\_\_ homework
9. I didn't want to sit on the wet ground. \_\_\_\_\_ ground
10. My uncle who lives in Detroit is elderly. \_\_\_\_\_ uncle
11. The professor taught a fascinating class. \_\_\_\_\_ class
12. Explorers came to America from foreign lands. \_\_\_\_\_ lands
13. Her mother is an amazing cook! \_\_\_\_\_ cook
14. The textbook for the class was heavy. \_\_\_\_\_ textbook
15. The elephant purchased by the zoo is enormous. \_\_\_\_\_ elephant
16. The adorable toddler smiled at her grandmother. \_\_\_\_\_ toddler
17. The valuable sculpture was donated to the museum. \_\_\_\_\_ sculpture
18. The brown banana was used to make bread. \_\_\_\_\_ banana

## Identifying Adjectives 2

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



Adjectives describe nouns. They give information about something or someone that we can discover with our senses. They tell how he/she/it looks, feels, sounds, smells, or tastes.

**Read the sentence. Circle the adjective. On the line after the sentence, write the noun that is being described.**

1. The girl smelled the fresh flowers. \_\_\_\_\_ flowers
2. Elena rode her bicycle on a hot day. \_\_\_\_\_
3. He took a refreshing drink of water. \_\_\_\_\_
4. The dark clouds gathered in the sky. \_\_\_\_\_
5. The tree in the forest had a thick trunk. \_\_\_\_\_
6. He had an important appointment that morning. \_\_\_\_\_
7. The boat got stuck in the icy waters. \_\_\_\_\_
8. The frost made a pretty pattern on the glass. \_\_\_\_\_
9. Our pet, an elephant, is rather unusual. \_\_\_\_\_
10. We roasted delicious marshmallows in the fire. \_\_\_\_\_
11. They dove into the gigantic waves. \_\_\_\_\_
12. Plants with green leaves perform photosynthesis. \_\_\_\_\_
13. The archaeologist discovered a reptilian fossil. \_\_\_\_\_
14. His petite assistant couldn't reach the top shelf. \_\_\_\_\_
15. Their parents are usually very strict. \_\_\_\_\_
16. The soda she bought at the store was fizzy. \_\_\_\_\_
17. Visitors to the museum were excited by the exhibit. \_\_\_\_\_
18. Applesauce can be a tasty dessert. \_\_\_\_\_

## Identifying Adjectives 2

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



Adjectives describe nouns. They give information about something or someone that we can discover with our senses. They tell how he/she/it looks, feels, sounds, smells, or tastes.

**Read the sentence. Circle the adjective. On the line after the sentence, write the noun that is being described.**

1. The girl smelled the fresh flowers. \_\_\_\_\_ flowers
2. Elena rode her bicycle on a hot day. \_\_\_\_\_ day
3. He took a refreshing drink of water. \_\_\_\_\_ drink
4. The dark clouds gathered in the sky. \_\_\_\_\_ clouds
5. The tree in the forest had a thick trunk. \_\_\_\_\_ trunk
6. He had an important appointment that morning. \_\_\_\_\_ appointment
7. The boat got stuck in the icy waters. \_\_\_\_\_ waters
8. The frost made a pretty pattern on the glass. \_\_\_\_\_ pattern
9. Our pet, an elephant, is rather unusual. \_\_\_\_\_ pet
10. We roasted delicious marshmallows in the fire. \_\_\_\_\_ marshmallows
11. They dove into the gigantic waves. \_\_\_\_\_ waves
12. Plants with green leaves perform photosynthesis. \_\_\_\_\_ green
13. The archaeologist discovered a reptilian fossil. \_\_\_\_\_ reptilian
14. His petite assistant couldn't reach the top shelf. \_\_\_\_\_ assistant
15. Their parents are usually very strict. \_\_\_\_\_ parents
16. The soda she bought at the store was fizzy. \_\_\_\_\_ soda
17. Visitors to the museum were excited by the exhibit. \_\_\_\_\_ visitors
18. Applesauce can be a tasty dessert. \_\_\_\_\_ dessert

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

## Identifying Nouns



A noun can be a person, place, thing, or idea. Read the story below. Circle all the nouns. Write them on the lines below the story. Write C next to common nouns, and P next to proper nouns.

Jillian and her mother went to an auction in the city. They were hoping to find paintings and other artwork to decorate their home. They looked around at all the things on display. There were vases, furniture, and sculptures. Everywhere they looked there were more beautiful and exotic items to see.

Eager to find the paintings, Jillian walked quickly to far side of the building. She could hardly believe her eyes when she saw an original painting by *Monet*. Tiny colored dots combined to make a magnificent picture. She didn't even want to guess how much it would cost. She knew that she would never have enough money to buy it. She did see several other paintings that she liked. She showed them to her mother, who agreed that they were beautiful.

The auction lasted for hours! Finally, one of the paintings that they liked was on the platform. Jillian's mother had the winning bid! By the end of the auction, they had three lovely paintings to take home with them. Jillian also had some great memories of the time she had spent with her mother. She would think of that day, and the painting by *Monet* that she had seen up close, every time she saw the new paintings hanging in their home. It had been a wonderful day.

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ | 26. _____ | 27. _____ |
| 28. _____ | 29. _____ | 30. _____ |
| 31. _____ | 32. _____ | 33. _____ |
| 34. _____ | 35. _____ | 36. _____ |
| 37. _____ | 38. _____ | 39. _____ |
| 40. _____ | 41. _____ | 42. _____ |
| 43. _____ | 44. _____ | 45. _____ |

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

# Identifying Nouns

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Eager to find the paintings, Jillian walked quickly to far side of the building. She could hardly believe her eyes when she saw an original painting by Monet. Tiny colored dots combined to make a magnificent picture. She didn't even want to guess how much it would cost. She knew that she would never have enough money to buy it. She did see several other paintings that she liked. She showed them to her mother, who agreed that they were beautiful.

The auction lasted for hours! Finally, one of the paintings that they liked was on the platform. Jillian's mother had the winning bid! By the end of the auction, they had three lovely paintings to take home with them. Jillian also had some great memories of the time she had spent with her mother. She would think of that day, and the painting by Monet that she had seen up close, every time she saw the new paintings hanging in their home. It had been a wonderful day.

- |                   |                   |                    |
|-------------------|-------------------|--------------------|
| 1. Jillian (P)    | 2. mother (C)     | 3. auction (C)     |
| 4. city (C)       | 5. paintings (C)  | 6. artwork (C)     |
| 7. home (C)       | 8. things (C)     | 9. display (C)     |
| 10. vases (C)     | 11. furniture (C) | 12. sculptures (C) |
| 13. items(C)      | 14. paintings (C) | 15. Jillian (P)    |
| 16. side (C)      | 17. building (C)  | 18. eyes (C)       |
| 19. painting (C)  | 20. Monet (P)     | 21. dots (C)       |
| 22. picture (C)   | 23. money (C)     | 24. paintings (C)  |
| 25. mother (C)    | 26. auction (C)   | 27. hours (C)      |
| 28. paintings (C) | 29. platform (C)  | 30. mother (C)     |
| 31. bid (C)       | 32. auction (C)   | 33. paintings (C)  |
| 34. home (C)      | 35. Jillian (P)   | 36. memories (C)   |
| 37. time (C)      | 38. mother (C)    | 39. day(C)         |
| 40. painting(C)   | 41. Monet (P)     | 42. time (C)       |
| 43. paintings (C) | 44. home (C)      | 45. day (C)        |

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

## Missing Nouns



A noun can be a person, place, thing, or idea. Read the story below. Write an appropriate noun from the word bank onto each blank line to complete the story.

### WORD BANK

price	goods	nuggets	people	mill	migration
idea	riches	life	discovery	gold	changes
world	crew	pants	movie	food	entrepreneurs
supplies	tools	businesses	money	equipment	

### The California Gold Rush

When James Marshall's work \_\_\_\_\_ went to work to build a saw \_\_\_\_\_ for John Sutter on the American River in Sacramento, California, in 1848, they had no \_\_\_\_\_ that they were about to change California forever. On January 24, 1848, Marshall found a few tiny gold \_\_\_\_\_. News of his \_\_\_\_\_ sparked one of the largest migrations of \_\_\_\_\_ from all over the United States and the \_\_\_\_\_.

More than half a million people traveled to California in search of \_\_\_\_\_ and a better \_\_\_\_\_. Most found little or no \_\_\_\_\_ at all. Even so, the Gold Rush, as this massive \_\_\_\_\_ of people became known, brought lasting \_\_\_\_\_ to the area.

\_\_\_\_\_, people who started their own \_\_\_\_\_ to earn \_\_\_\_\_, sold supplies to miners. They often over-charged for their \_\_\_\_\_, knowing that the miners needed their \_\_\_\_\_ and would have to pay any \_\_\_\_\_. New products were invented, such as the special \_\_\_\_\_ made out of durable denim fabric that Levi Strauss created for use by miners. We know them as blue jeans today. The entertainment industry was born, and California became the center of \_\_\_\_\_ production.

When the limited gold deposits had been found, many of the people who had traveled there did not have the money or the motivation to leave. Former miners turned in their mining \_\_\_\_\_ for farming \_\_\_\_\_. California's central valley became an important source of \_\_\_\_\_ for Americans across the nation.

Name: KEY

## Missing Nouns

A noun can be a person, place, thing, or idea. Read the story below. Write an appropriate noun from the word bank onto each blank line to complete the story.

### WORD BANK

price	goods	nuggets	people	mill	migration
idea	riches	life	discovery	gold	changes
world	crew	pants	movie	food	entrepreneurs
supplies	tools	businesses	money	equipment	

### The California Gold Rush

When James Marshall's work crew went to work to build a saw mill for John Sutter on the American River in Sacramento, California, in 1848, they had no idea that they were about to change California forever. On January 24, 1848, Marshall found a few tiny gold nuggets. News of his discovery sparked one of the largest migrations of people from all over the United States and the world.

More than half a million people traveled to California in search of riches and a better life. Most found little or no gold at all. Even so, the Gold Rush, as this massive migration of people became known, brought lasting changes to the area.

entrepreneurs, people who started their own businesses to earn money, sold supplies to miners. They often over-charged for their goods, knowing that the miners needed their supplies and would have to pay any price. New products were invented, such as the special pants made out of durable denim fabric that Levi Strauss created for use by miners. We know them as blue jeans today. The entertainment industry was born, and California became the center of movie production.

When the limited gold deposits had been found, many of the people who had traveled there did not have the money or the motivation to leave. Former miners turned in their mining equipment for farming tools. California's central valley became an important source of food for Americans across the nation.



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

## What is a noun?

**Nouns are all around us every day!**

A noun can be a person, like



boy



or

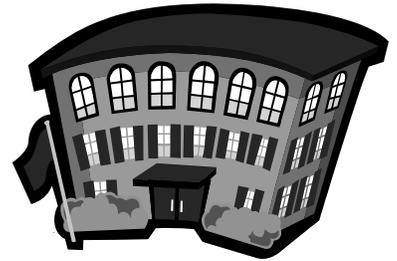
girl.

A noun can be a place, like



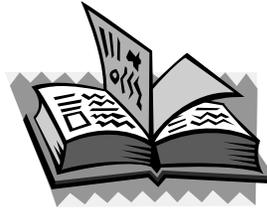
home

or



school.

A noun can be a thing, like



book

or



cup.

A noun can be an idea, like



love

or



fear.

**Circle the nouns below and cross out the words that are not nouns:**

1. chair      sing      car      shoe      store      chew
2. write      television      classroom      run      happiness      pencil
3. crayon      eat      dog      ball      cafeteria      sandwich
4. learn      teacher      office      student      nurse      talk
5. lunch      friend      table      backpack      sit      video

# What is a noun?

**Nouns are all around us every day!**

A noun can be a person, like



boy



or girl.

A noun can be a place, like



home



or school.

A noun can be a thing, like



book



or cup.

A noun can be an idea, like



love

or



fear.

**Circle the nouns below and cross out the words that are not nouns.**

- |    |                  |                 |           |                |                |                 |
|----|------------------|-----------------|-----------|----------------|----------------|-----------------|
| 1. | chair            | <del>sing</del> | car       | shoe           | store          | <del>crew</del> |
| 2. | <del>write</del> | television      | classroom | <del>run</del> | happiness      | pencil          |
| 3. | crayon           | <del>eat</del>  | dog       | ball           | cafeteria      | sandwich        |
| 4. | <del>learn</del> | teacher         | office    | student        | nurse          | <del>talk</del> |
| 5. | lunch            | friend          | table     | backpack       | <del>sit</del> | video           |

# Why Do We Need Pronouns?

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

Pronouns take the place of nouns when we are writing or talking about something. It would be very tiresome if we had to repeat the same noun over and over again. Just look at how long it takes to express ideas without using pronouns:



## A Day at the Park

Sammy went to the park with Sammy's mother and Sammy's father. Sammy and Sammy's mother and Sammy's father ran on the lawn. Then Sammy's father pushed Sammy on the swings while Sammy's mother smiled and watched. Then Sammy's mother spread out a blanket on the lawn and read a book while Sammy and Sammy's father played catch with a ball. Sammy threw the ball too hard, and Sammy's father had to chase after the ball. Sammy did some somersaults, rolling forward on Sammy's head and kicking Sammy's feet up over Sammy's head. Sammy giggled and lay on the grass until Sammy's dad came back. Sammy, Sammy's mother, and Sammy's father ate sandwiches together before Sammy, Sammy's mother, and Sammy's father went back home.

Choose the appropriate pronouns from the Word Bank to fill in the blanks and make the story easier to read.

### Word Bank:

his it his them his they his his his  
they it his she him his his he his

Sammy went to the park with \_\_\_\_\_ mother and \_\_\_\_\_ father.  
\_\_\_\_\_ ran on the lawn. Then \_\_\_\_\_ father pushed \_\_\_\_\_  
on the swings while \_\_\_\_\_ mother smiled and watched. Then \_\_\_\_\_  
spread out a blanket on the lawn and read a book while Sammy and \_\_\_\_\_ father  
played catch with a ball. Sammy threw \_\_\_\_\_ too hard, and \_\_\_\_\_ father had to  
chase after \_\_\_\_\_. Sammy did some somersaults, rolling forward on \_\_\_\_\_  
head and kicking \_\_\_\_\_ feet up over \_\_\_\_\_ head. \_\_\_\_\_  
giggled and lay on the grass until \_\_\_\_\_ dad came back. All three of \_\_\_\_\_  
ate sandwiches together before \_\_\_\_\_ went back home.

## Why Do We Need Pronouns?

Name: \_\_\_\_\_ **Key**

Pronouns take the place of nouns when we are writing or talking about something. It would be very tiresome if we had to repeat the same noun over and over again. Just look at how long it takes to express ideas without using pronouns:



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Choose the appropriate pronouns from the Word Bank to fill in the blanks and make the story easier to read.

#### Word Bank:

his it his them his they his his his  
they it his she him his his he his

Sammy went to the park with his mother and his father.  
They ran on the lawn. Then his father pushed him  
on the swings while his mother smiled and watched. Then she  
spread out a blanket on the lawn and read a book while Sammy and his father  
played catch with a ball. Sammy threw it too hard, and his father had to  
chase after it. Sammy did some somersaults, rolling forward on his  
head and kicking his feet up over his head. They  
giggled and lay on the grass until his dad came back. All three of them  
ate sandwiches together before they went back home.

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

## Simplify with Pronouns



**Pronouns can help you simplify sentences that would be very complicated otherwise. Use pronouns to rewrite the sentences below.**

1. **Stephen put on Stephen's skis and used Stephen's poles to push Stephen forward.**  
*Example: Stephen put on his skis and used his poles to push himself forward.*  
\_\_\_\_\_
2. **The old woman opened the door to the old woman's house and placed an envelope in the old woman's mailbox.**  
\_\_\_\_\_
3. **Michelle visited her brother Mark with Michelle's son and Michelle's daughter.**  
\_\_\_\_\_
4. **Andrew lost Andrew's notebook when Andrew visited Marie at Marie's house.**  
\_\_\_\_\_
5. **The farmer milked the farmer's cows and then carried the cows' milk in a pail.**  
\_\_\_\_\_
6. **Paul's sister opened Paul's sister's purse, took out Paul's sister's lipstick, and carefully put it onto Paul's sister's lips.**  
\_\_\_\_\_
7. **Jennifer's grandfather gave Jennifer a coin from Jennifer's grandfather's pocket, and Jennifer gave Jennifer's grandfather a big hug.**  
\_\_\_\_\_
8. **While talking on Peter's cell phone, Peter dropped Peter's cell phone, and Peter's cell phone had to be replaced.**  
\_\_\_\_\_
9. **The shaggy dog shook after taking the shaggy dog's bath, throwing water off the shaggy dog's fur and onto the shaggy dog's owner, who was trying to dry the shaggy dog off.**  
\_\_\_\_\_
10. **Jenny made a ham sandwich and then Jenny ate the ham sandwich.**  
\_\_\_\_\_

## Simplify with Pronouns

Name: Key



**Pronouns can help you simplify sentences that would be very complicated otherwise. Use pronouns to rewrite the sentences below.**

- 1. Stephen put on Stephen's skis and used Stephen's poles to push Stephen forward.**  
*Example: Stephen put on his skis and used his poles to push himself forward.*
- 2. The old woman opened the door to the old woman's house and placed an envelope in the old woman's mailbox.**  
**The old woman opened the door to her house and placed an envelope in her mailbox.**
- 3. Michelle visited her brother Mark with Michelle's son and Michelle's daughter.**  
**Michelle visited her brother Mark with her son and her daughter.**
- 4. Andrew lost Andrew's notebook when Andrew visited Marie at Marie's house.**  
**Andrew lost his notebook when he visited Marie at her house.**
- 5. The farmer milked the farmer's cows and then carried the cows' milk in a pail.**  
**The farmer milked his cows and then carried their milk in a pail.**
- 6. Paul's sister opened Paul's sister's purse, took out Paul's sister's lipstick, and carefully put it onto Paul's sister's lips.**  
**Paul's sister opened her purse, took out her lipstick, and carefully put it onto her lips.**
- 7. Jennifer's grandfather gave Jennifer a coin from Jennifer's grandfather's pocket, and Jennifer gave Jennifer's grandfather a big hug.**  
**Jennifer's grandfather gave her a coin from his pocket, and she gave him a big hug.**
- 8. While talking on Peter's cell phone, Peter dropped Peter's cell phone, and Peter's cell phone had to be replaced.**  
**While talking on his cell phone, Peter dropped it, and it had to be replaced.**
- 9. The shaggy dog shook after taking the shaggy dog's bath, throwing water off the shaggy dog's fur and onto the shaggy dog's owner, who was trying to dry the shaggy dog off.**  
**The shaggy dog shook after taking its bath, throwing water off its fur and onto its owner, who was trying to dry it off.**
- 10. Jenny made a ham sandwich and then Jenny ate the ham sandwich.**  
**Jenny made a ham sandwich and then she ate it.**

## Pick the Pronoun

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



Think about whether the missing pronoun in each sentence is being used as a subject or an object. Write the correct pronoun form on the line to complete the sentence.

1. Samuel is in my class. \_\_\_\_\_ (He/Him) is my friend.
2. My mother and I bought some things at the store. The store will deliver them to \_\_\_\_\_ (we/us).
3. I baked a cake for Grandma Shirley. I couldn't wait until Sunday to give it to \_\_\_\_\_ (she/her).
4. Uncle Joe is coming to visit in December. \_\_\_\_\_ (He/Him) will stay in our guest room.
5. Our family is taking a trip to the Grand Canyon. Our neighbor is going to watch our house for \_\_\_\_\_ (we/us).
6. Andrew and his sister will arrive on the next plane. I am going to pick \_\_\_\_\_ (they/them) up.
7. Next summer, Eric is taking the train to Oregon. \_\_\_\_\_ (He/Him) already bought the train tickets.
8. Studying for school is important to Vanessa. \_\_\_\_\_ (She/Her) wants to get good grades this year.
9. The television and the stereo were not working correctly. My dad asked the man to repair \_\_\_\_\_ (they/them).
10. We're planning to go to the movies on Saturday night. Would you like to come with \_\_\_\_\_ (we/us?)
11. Alice and Jennifer like to bake cookies. \_\_\_\_\_ (They/Them) are going to bake some this afternoon.
12. You and I have been friends for a very long time. \_\_\_\_\_ (We/Us) will probably be friends forever!

**Pick the Pronoun**

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1. Samuel is in my class. He (He/Him) is my friend.
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12. You and I have been friends for a very long time. We (We/Us) will probably be friends forever!

# Singular Nouns & Plural Nouns

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

Nouns are *singular* when they refer to just one person, place, thing, or idea.



book



girl



pencil

Nouns are *plural* when they refer to two or more people, places, things, or ideas.



books



girls



pencils

The regular plural form of nouns is made by simply adding an “s” to the end of the word.

If the noun is singular, write the plural form. If the noun is plural, write the singular form.

- |            |       |              |       |
|------------|-------|--------------|-------|
| 1. car     | _____ | 2. hair      | _____ |
| 2. plants  | _____ | 4. table     | _____ |
| 3. chair   | _____ | 6. lakes     | _____ |
| 4. animals | _____ | 8. baseball  | _____ |
| 5. house   | _____ | 10. desks    | _____ |
| 6. video   | _____ | 12. students | _____ |

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

## Singular Nouns & Plural Nouns

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book



girl



pencil

Nouns are *plural* when they refer to two or more people, places, things, or ideas.



books



girls



pencils

The regular plural form of nouns is made by simply adding an “s” to the end of the word.

If the noun is singular, write the plural form. If the noun is plural, write the singular form.

- |            |               |              |                  |
|------------|---------------|--------------|------------------|
| 1. car     | <u>cars</u>   | 2. hair      | <u>hairs</u>     |
| 2. plants  | <u>plant</u>  | 4. table     | <u>tables</u>    |
| 3. chair   | <u>chairs</u> | 6. lakes     | <u>lake</u>      |
| 4. animals | <u>animal</u> | 8. baseball  | <u>baseballs</u> |
| 5. house   | <u>houses</u> | 10. desks    | <u>desk</u>      |
| 6. video   | <u>videos</u> | 12. students | <u>student</u>   |

# The Verb To Be

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

The verb **to be** is a very important verb in the English language because it helps us explain the condition or characteristics of people and things. In the study of grammar, we say that this verb shows **state of being**. This verb is usually seen as a linking verb, linking the subject of a sentence to an adjective or a noun. It is also used with gerunds to show action happening right now. This verb is very irregular. It is important to know its correct forms in the past, present, and future tenses. Let's take a look.



We **are** happy.  
We **are** students.  
We **were** studying.  
We **are** dancing.

Person	Past	Present	Future
<b>I</b>	<b>was</b>	<b>am</b>	<b>will be</b>
<b>You</b>	<b>were</b>	<b>are</b>	<b>will be</b>
<b>He/She/It</b>	<b>was</b>	<b>is</b>	<b>will be</b>
<b>We</b>	<b>were</b>	<b>are</b>	<b>will be</b>
<b>You (all)</b>	<b>were</b>	<b>are</b>	<b>will be</b>
<b>They</b>	<b>were</b>	<b>are</b>	<b>will be</b>

**Complete each sentence by writing the correct form of the verb *to be*.**

1. Our teacher, Mrs. Walker, \_\_\_\_\_ absent last Friday.
2. Uncle Bob \_\_\_\_\_ not feeling well today.
3. Scott and Matt \_\_\_\_\_ playing soccer tomorrow.
4. I \_\_\_\_\_ happy today.
5. You \_\_\_\_\_ my best friend!
6. Last year, you \_\_\_\_\_ in the hospital for an operation.
7. The weather \_\_\_\_\_ rainy today.
8. We \_\_\_\_\_ eating dinner last night when the doorbell rang.
9. Aunt Virginia \_\_\_\_\_ my favorite aunt.
10. They \_\_\_\_\_ visiting their grandma next month.

# The Verb To Be

Name: Key

The verb **to be** is a very important verb in the English language because it helps us explain the condition or characteristics of people and things. In the study of grammar, we say that this verb shows **state of being**. This verb is usually seen as a linking verb, linking the subject of a sentence to an adjective or a noun. It is also used with gerunds to show action happening right now. This verb is very irregular. It is important to know its correct forms in the past, present, and future tenses. Let's take a look.



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Person	Past	Present	Future
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<b>You</b>	<b>were</b>	<b>are</b>	<b>will be</b>
<b>He/She/It</b>	<b>was</b>	<b>is</b>	<b>will be</b>
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<b>They</b>	<b>were</b>	<b>are</b>	<b>will be</b>

**Complete each sentence by writing the correct form of the verb *to be*.**

1. Our teacher, Mrs. Walker, was absent last Friday.
2. Uncle Bob is not feeling well today.
3. Scott and Matt are playing soccer tomorrow.
4. I am happy today.
5. You are my best friend!
6. Last year, you were in the hospital for an operation.
7. The weather is rainy today.
8. We were eating dinner last night when the doorbell rang.
9. Aunt Virginia is my favorite aunt.
10. They are visiting their grandma next month.

# Subjects & Predicates

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

Circle the subject and write out the complete predicate for each sentence.

(1) Jasmine laid down on the bed. laid down on the bed

(2) The desert brightened as the sun rose. \_\_\_\_\_

(3) Kevin just got his grade report. \_\_\_\_\_

(4) The waitress should be here soon with the check. \_\_\_\_\_  
\_\_\_\_\_

(5) The exam was harder than anyone expected. \_\_\_\_\_  
\_\_\_\_\_

(6) The swimming pool slowly filled with water. \_\_\_\_\_

(7) Patrick burst into the room. \_\_\_\_\_

(8) These slacks would look great with your shoes. \_\_\_\_\_  
\_\_\_\_\_

(9) The computer booted up on the first try. \_\_\_\_\_

(10) The emergency lights flickered on when the power went out. \_\_\_\_\_  
\_\_\_\_\_

(11) Nobody believed that the rocket would work. \_\_\_\_\_  
\_\_\_\_\_

(12) A loud crash could be heard. \_\_\_\_\_

# Subjects & Predicates

## ANSWER KEY

Circle the subject and write out the complete predicate for each sentence.

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# Subjects & Predicates

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

**Circle the subject and write out the complete predicate for each sentence.**

- (1) The police car then turned on the siren. then turned on the siren
- (2) The emergency lights flickered on when the power went out. \_\_\_\_\_  
\_\_\_\_\_
- (3) The soldier ran for cover when he heard the shot. \_\_\_\_\_  
\_\_\_\_\_
- (4) Austin caused a lot of trouble for his teammates. \_\_\_\_\_  
\_\_\_\_\_
- (5) Jesse just got his grade report. \_\_\_\_\_
- (6) The computer booted up on the first try. \_\_\_\_\_
- (7) Garrett burst into the room. \_\_\_\_\_
- (8) The city brightened as the sun rose. \_\_\_\_\_
- (9) Nobody believed that the rocket would work. \_\_\_\_\_  
\_\_\_\_\_
- (10) Patrick wrote about his vacation. \_\_\_\_\_
- (11) The bicycles raced around the track. \_\_\_\_\_
- (12) A loud crash could be heard. \_\_\_\_\_
- (13) The swimming pool slowly filled with water. \_\_\_\_\_

# Subjects & Predicates

## ANSWER KEY

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