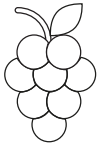


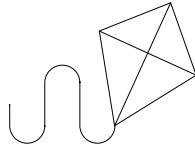
O1

Name _____

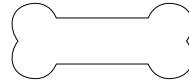
Write the missing vowels.



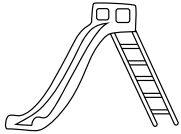
gr__pe



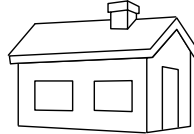
k__te



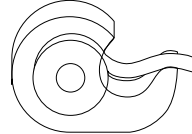
b__ne



sl__de



h__me



t__pe

I can use spelling patterns to write words.

This will be a great school year!

What do you notice about this sentence?

I can write a variety of sentences.

What does it mean?

not
or
to remove

Add the affix to each word.

____tie
____load
____happy**un-**check one:
 prefix suffix

Use the affix in a sentence.

Draw a picture of the sentence.

I can identify and define affixes.

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O2

Name _____

Add -ing to each word. Double the final consonant!

shut_____

swim_____

hug_____

skip_____

sit_____

win_____

clap_____

pat_____

I can use correct spelling when adding suffixes to base words.

Sentences begin with capital letters and end with punctuation.

Circle the capital letters and **box** the punctuation in the sentence.

This will be a great school year!

I can use conventions of capitalization and punctuation.

Use underlined clues to help you find the meaning of the bold word.

Example:

My friend was **ravenous** when she forgot her lunch. hungry sleepyWe slept in late so we had to **rush** to school. sing hurryThe mice **scurried** across the floor away from the cat. sing ranDad had to **repair** the hole in the roof after the big storm. fix see

I can use context clues to understand new words.

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03

Name

Circle the words with the same vowel sound as bike.

hope time

slime mine

made rode

rake side

I can use spelling patterns to read words.

Rewrite this sentence with correct capitalization and punctuation.

what time does school start

I can use conventions of capitalization and punctuation.

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Break apart each word.

un = not or remove

unafraid

prefix

un

base word

afraid

definition

not afraid

unhappy

prefix

base word

definition

I can identify and define common affixes.

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04

Name

Open a book. Hunt for nouns. List each noun in its category.

common nouns		proper nouns	
person or animal 	place 	name of a person, place, or thing	
thing 	idea 		
		» Proper nouns need capitals!	

I can identify and explain the use of nouns.

Write a sentence about the first day of school.

Circle the capital letters and box the punctuation in the sentence.

I can use conventions of capitalization and punctuation.

Write the words in ABC order.

sand bake

kite time

page rode

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

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

I can put words in alphabetical order.

Read the sentence and: nouns

We will rake the leaves and then we will trim the bushes.

Write a noun from the sentence:

check one:

- person place thing idea

I can identify and explain the use of nouns.

Write a 2 syllable word from the sentence:

I can identify syllables in a word.

Add -ing to the word. Double the consonant!

trim_____

I can use correct spelling when adding suffixes to base words.

Write 2 words that rhyme with rake.

I can recognize rhyming words.

Use a word in the box to complete each sentence.

wrote again wait night

- I have to do the dishes _____.
- At _____ the fireflies come out.
- I can't _____ for our trip!
- We _____ birthday cards for her.

I can read sight words and use them in sentences.

Can I borrow your pencil?

What do you notice about this sentence?

I can write a variety of sentences.

Read each sentence. Use the prefix un- to make a new word.

Example: It was very dark outside but I was **not afraid**.

It was very dark outside but I was unafraid.

Climbing on the desks at school is **not acceptable**.

Climbing on the desks at school is _____.

The story my brother told was **not true**.

The story my brother told was _____.

I can add affixes to root words.

07

Name _____

Add -ing to each word. Double the final consonant!

plan_____

stop_____

hop_____

tap_____

chat_____

clap_____

shut_____

shop_____

I can use correct spelling when adding suffixes to base words.

Sentences begin with capital letters and end with punctuation.**Circle** the capital letters and **box** the punctuation in the sentence.

Can I borrow your pencil?

I can use conventions of capitalization and punctuation.

Read the sentence. Choose the word with the strongest meaning.*Example:* The rainbow after the storm was _____. beautiful nice

The baby _____ when her ball rolled away.

 cried screamed

I _____ chocolate sauce on my ice cream sundae.

 trickled put

When it was her turn in the relay race she _____ to the finish.

 sprinted ran

I can recognize words with similar meaning.

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08

Name _____

Write ck, ke, or k to finish each word.

cli_____

fa_____

shoo_____

bri_____

coo_____

bi_____

che_____

loo_____

I can use spelling patterns to write words.

Rewrite this sentence with correct capitalization and punctuation.

you and i can share the book

I can use conventions of capitalization and punctuation.

Add un- to the words in the box. Then write each word in the correct column.

lucky

pack

pay

true

wrap

heat

Makes a word
with un-Does not make
a word with un-

I can add affixes to root words.

09

Name

Abstract nouns are nouns you can't touch. They are ideas. The nouns in the sentences are underlined.

Circle the nouns that are abstract (an idea.)

1. The art museum is full of beauty.
2. The girl felt fear watching the movie.
3. The boy's stomach rumbled with hunger.
4. Playing the piano is a talent.

I can identify and explain the use of abstract nouns.

Write a sentence about your favorite book.

Circle the capital letters and box the punctuation in the sentence.

I can use conventions of capitalization and punctuation.

Read the sentences below.

Adelaide and Avery love to do everything together. They always play soccer at recess. Anywhere Adelaide goes, Avery goes too. They even like to dress the same. They are like two peas in a pod.

two peas in a pod

means:

clues that helped me know:

I can identify literal and non-literal phrases.

10

Name

WEEK 2 REVIEW

Read the sentence and: nouns

Mom will plan a picnic and hike for Saturday afternoon.

Write a noun from the sentence:

check one:

- person place thing idea

I can identify and explain the use of nouns.

Write a 3 syllable word from the sentence:

I can identify syllables in a word.

Add -ing to the word. Double the consonant!

plan _____

I can use correct spelling when adding suffixes to base words.

Write 2 words that rhyme with hike.

I can recognize rhyming words.

91

Name _____

Circle the words with the same vowel sound as **nurse**.

her

spur

shirt

curl

fourth

worm

curve

hour

I can use spelling patterns to read words.

Dad peeled and fried the potatoes.

What do you notice about this sentence?

I can write a variety of sentences.

What does it mean?

able to be done
or
given to

Add the affix to each word.

break _____

ador _____

perish _____

able

check one:

 prefix suffix

Use the affix in a sentence.

Draw a picture of the sentence.

I can identify and define affixes.

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92

Name _____

To make the past tense of a verb ending in y: change the y to i and add -ed. **Change y to i and add -ed** to make each verb past tense.

study

→ _____

reply

→ _____

hurry

→ _____

carry

→ _____

try

→ _____

I can make and use past tense verbs.

A compound predicate is two or more verbs used with a single subject. **Circle** the conjunction in this sentence.

Dad peeled and fried the potatoes.

I can identify conjunctions.

Use underlined clues to help you find the meaning of the bold word.

The cookies will **vanish** right off the plate. disappear smashHer new magic trick **amazed** the class! anger shockThe gust of wind blew the leaves all over the yard. blow tickleHe **described** how to build the bridge with blocks. heard explained

I can use context clues to understand new words.

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Circle the word in each pair that has the same vowel sound as her.

four worst

dirt horn

search porch

learn near

more curl

turn bored

cube surf

burst fork

I can use spelling patterns to read words.

Rewrite the 2 sentences as one sentence with a conjunction, correct capitalization, punctuation, and grammar.

lin danced. lin sang a song.

I can use conventions of capitalization, punctuation, grammar, and spelling.

Break apart each word.

able = able to be done

readable

base word	suffix
-----------	--------

definition

changeable

base word	suffix
-----------	--------

definition

I can identify and define common affixes.

Combine the sentences to make 1 sentence with a compound predicate. Use the conjunction in the box.

The kids bounced the ball. The kids threw the ball.

and _____

Russ is quiet. Russ likes to perform music.

but _____

The dog rolled in the snow. The dog jumped in the snow.

and _____

I can identify and produce compound sentences.

Write a compound sentence about two things you did at recess.

Circle the conjunction in the sentence.

I can write a variety of sentences.

Choose the definition that matches the meaning of the underlined word in the sentence.

She had to crane her neck to see.

- 1. crane [verb] stretch out to see better
- 2. crane [noun] a type of tall bird with a long neck and long legs

The date is August 29th.

- 1. date [noun] a day of the month or year
- 2. date [noun] a small, sweet, brown fruit from a certain tree

I can use dictionaries to clarify word meaning.

Read the sentence and:

nouns

verbs

adjectives

● pronouns

★ adverbs

Josefina and I neatly ironed and folded all her clean shirts.

Write 2 verbs from the sentence:

I can identify and explain the use of pronouns.

Write an adjective from the sentence:

Write the noun it describes:

I can explain the use of adjectives.

Write 2 words from the sentence that have the same vowel sound as **first**.

I can recognize long vowel sounds.

Write an adverb from the sentence:

Write the verb(s) it describes:

I can explain the use of adverbs.

Use a word in the box to complete each sentence.

each place stay under

- This is a safe _____ to ride bikes.
- My cat sleeps _____ the bed.
- I gave them _____ a present.
- You should _____ in bed to rest.

I can read sight words and use them in sentences.

Read each sentence. Use the suffix -able to make a new word.

breakable adorable readable
His handwriting was clean and **easy to read**.

His handwriting was clean and _____.

We must be careful because the dishes are **easy to break**.

We must be careful because the dishes are _____.

My little baby brother is **easy to love**.

My little baby brother is _____.

I can add affixes to root words.

We practiced and studied for the exam.

What do you notice about this sentence?

I can write a variety of sentences.

To make the past tense of a verb ending in y: change the y to i and add -ed. **Change y to i and add -ed** to make each verb past tense.

fry _____
 copy _____
 bury _____
 party _____
 marry _____

I can make and use past tense verbs.

To make the past tense of a verb ending in y: change the y to i and add -ed. **Circle** the verb that follows that rule in this sentence.

We practiced and studied for the exam.

I can explain the use of verbs.

Write the words in order from break to explode. Explain your thinking.

shatter
 pop
 tear
 burst
 rupture
 explode

How did you choose what to put at the top?

← break

I can show shades of meaning of related words.

Write **or** or **er** to finish each word.

direct_____ bak_____

edit_____ janit_____

teach_____ visit_____

speak_____ work_____

I can use spelling patterns to write words.

Rewrite this sentence with correct capitalization, punctuation, and grammar.

he tryed to do what the teachor siad

I can use conventions of capitalization, punctuation, grammar, and spelling.

Add **-able** to the words in the box. Then write each word in the correct column.

agree	peace
angry	dig
forsee	understand

Makes a word with -able	Doesn't make a word with -able
-------------------------	--------------------------------

--	--

I can add affixes to root words.

Combine the sentences to make 1 sentence with a compound predicate. Use the conjunction in the box.

We cooked dinner. We ate dinner.

and _____

She brushed her teeth. She flossed her teeth.

and _____

Dad opened the letter. Dad read the letter.

and _____

I can identify and produce compound sentences.

Write a sentence about when you felt terrified and what you did. Use the pronoun **so** and **circle** it.

I can write a variety of sentences.

Read the sentences below.

I asked my big brother to help me build a snowman. He said no. I went outside and started rolling a big snow ball. A few minutes later my brother joined me. I guess he had a **change of heart!**

a change of heart

means:

clues that helped me know:

I can identify literal and non-literal phrases.

Read the

sentence and:

nouns

verbs

adjectives

● pronouns

★ adverbs

The tiny baby cried when the nice nurse measured and weighed him.

Write a noun from the sentence:

check one:

person

place

thing

idea

I can identify and explain the use of nouns.

Write an adjective from the sentence:

Write the noun it describes:

I can explain the use of adjectives.

Write a word with the same vowel sound as **hurt**.

I can recognize vowel sounds.

Write 1 past tense verb from the sentence that has the **-ied** spelling.

I can identify and explain the use of verbs.