

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

## Key Words

Use with Student Edition pages 72–73.

dinner

well

roars

reflection

**A. Find the Key Word from the box that completes each sentence. Write the word.**

1. We dug a \_\_\_\_\_  
to find water.
2. A dog barks, but a lion \_\_\_\_\_.
3. When you look in the mirror you see your  
\_\_\_\_\_.
4. We eat \_\_\_\_\_ at six o'clock in the evening.

**B. Read each clue. Find the Key Word in the row of letters. Then circle the word.**

- |                         |                             |
|-------------------------|-----------------------------|
| 5. meal in the evening  | t w e d i n n e r v t i o n |
| 6. hole with water      | p d f l p i t a l w e l l   |
| 7. makes a loud noise   | p w d w n r o a r s o l p e |
| 8. an image of yourself | d a r e f l e c t i o n h x |

## Academic Words

Use with Student Edition page 74.

A. Read each clue. Find the Academic Word in the row of letters. Then circle the word.

1. pay attention to                      k f o c u s o i n t e r a c t l i t
2. tell what something is              o u i d e n t i f y i n g d o m

B. Read each sentence. Write **TRUE** or **FALSE**.

3. It is easy to identify someone in the dark.  
\_\_\_\_\_
4. It is good to focus in class. \_\_\_\_\_
5. My glasses help me focus better. \_\_\_\_\_
6. You can identify an animal by its paw prints.  
\_\_\_\_\_

C. Answer the questions.

7. What helps you **focus** in class?  
\_\_\_\_\_
8. How can you **identify** a bird? Name two ways.  
\_\_\_\_\_



Home-School  
Connection

Write a story using the Academic Words. Share your story with a family member.

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

# Phonics: Long Vowel Pairs

Use with Student Edition page 75.

The long **o** sound can be spelled **oa** or **oe**.  
The long **u** sound can be spelled **ue** and **ui**.

A. Unscramble the letters to write a word that has a long **o** or long **u** sound. Then circle the letters that spell the long vowel sound.

1. \_\_\_\_\_ t b a o

2. \_\_\_\_\_ r i u f t

3. \_\_\_\_\_ e c u l

4. \_\_\_\_\_ o t e

B. Use one of the vowel pairs to complete each word in the chart. Look back at page 75 in your Student Edition for help.

Words with long o	Words with long u
5. s _____ k	7. c _____
6. f _____	8. s _____ t



Add two words to each column in the chart. Share your words with a family member.

# Comprehension: *The Rabbit and the Lion*

Use with Student Edition pages 76–79.

Answer the questions about the reading.

## Recall

1. Who did Lion catch?

---

2. What does Lion see in the well?

---

3. What does Lion hear?

---

## Comprehend

4. Why does Lion jump into the well?

---

---

## Analyze

5. Why does Rabbit laugh at Lion?

---

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

# Reader's Companion

Use with Student Edition pages 76–79.

## The Rabbit and the Lion

**Narrator:** Rabbit is smart. But one night his foe, Lion, catches him.

**Rabbit:** Help!

**Lion:** I have you now, Rabbit! I am going to eat you for dinner!

**Rabbit:** I am too small. You need a big animal to eat.

**Lion:** Yes. But you are just the right size for a snack.

**Rabbit:** Who are you to go around eating rabbits?

**Lion:** I am king of this forest!

**Rabbit:** Look at the lion in the well. He says he is king!

### Use What You Know

List two things you like to eat for a snack.

1. \_\_\_\_\_
2. \_\_\_\_\_

### Reading Strategy



What does Rabbit say to try to trick Lion? Underline Rabbit's words.

### Comprehension Check

Circle the two words that mean *something* to eat.



## Use the Strategy

Lion catches Rabbit. What is the first thing Rabbit does? What is the second thing?

---

---

---

## Retell It!

Retell this passage as if you were Rabbit.

---

---

---

---

## Reader's Response

What would you do if Lion caught you?

---

---

---



Retell the passage to a family member.

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

## **Learning Strategies: Events in a Plot**

Use with Student Edition pages 80–81.

**Read the passage. Then underline five important events.**

### **The Lion and the Mouse**

**Narrator:** A lion catches a mouse.

**Mouse:** Please let me go! Someday I will help you.

**Lion:** You? What could you do for me?

**Narrator:** The lion laughed so hard he let the mouse go.  
The next day, a hunter caught the lion.  
The hunter tied the lion to a tree.

**Lion:** ROAR!

**Mouse:** I will chew through the rope.

**Narrator:** The mouse chewed through the rope and set the lion free.



Write a story. Tell about three events. Tell the events in order. Share your story with a family member.

# Grammar: Pronouns and Possessives

Use with Student Edition pages 82–83.

A pronoun takes the place of a noun. Use possessive pronouns or possessive noun ('s) to show ownership.

## Subject Pronouns

I            it  
you        we  
he/she    they

## Possessive Pronouns

mine        its  
yours        ours  
his/hers    theirs

### A. Complete each sentence with the correct pronoun.

- Does this hat belong to my sister Eva? Yes, it is \_\_\_\_\_.  
\_\_\_\_\_ wears it when it is sunny.
- Does this game belong to the students? Yes, it is \_\_\_\_\_.  
\_\_\_\_\_ like to play the game together.
- Does the piano belong to Mr. Chen? Yes, it is \_\_\_\_\_.  
\_\_\_\_\_ plays the piano every night.

### B. Write the correct possessive pronoun on the line.

- That coat belongs to Miss Smith. \_\_\_\_\_ coat is red.
- The train has loud whistles. The \_\_\_\_\_ whistles are loud.
- The crayons belong to John. Those are \_\_\_\_\_ crayons.



Home-School  
Connection

Write two sentences about someone in your family. Use a pronoun in one of the sentences. Read the sentences to your family.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Spelling: Similar Words

Use with Student Edition pages 84–85.

Read each word and its definition.  
Then write the word that *best*  
completes each sentence.

### Spelling Tip

Some words are easy  
to mix up, such as *lion*  
and *line*.

of	part of something
off	away from something
than	used to compare two things
then	next

1. Hector gets \_\_\_\_\_ the bus.

2. Josie is taller \_\_\_\_\_ Eddie.

3. First, we cook and \_\_\_\_\_ we eat.

4. Lion is king \_\_\_\_\_ the forest.



Make up a rule to help you remember how to spell two  
similar words. Write your rule.

---



---



---



Read your rule to a family member.

### Writing: Write a Plot Summary

Read the paragraph. Then read each question. Circle the letter of the correct answer.

Bruno Silva

#### "The Lion and the Rabbit"

By Ed Young

(1) One night, Lion catches Rabbit. (2) Lion wants to eat Rabbit, but Rabbit trick Lion. (3) He tells Lion to look in the well. (4) Lion sees another lion in the well. (5) He shouts, "I is the king of the forest." (6) He hears his echo: "I am the king of the forest." (7) Lion is angry. (8) He jumps into the well. (9) Now Rabbit is safe.

1. What change, if any, should be made to sentence 2?

- A Change *wants* to *want*
- B Change *eat* to *ate*
- C Change *trick* to *tricks*
- D Make no change

2. What change, if any, should be made to sentence 5?

- A Change *I* to *me*
- B Change *is* to *am*
- C Change *king* to *King*
- D Make no change

3. What change, if any, should be made to sentence 6?

- A Change *his* to *him*
- B Change *hears* to *hear*
- C Change *echo* to *ecco*
- D Make no change

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

## Key Words

Use with Student Edition pages 86–87.

clouds  
stronger  
spiders  
webs  
brighter

**A. Find the Key Word in the box that completes each sentence. Write the word.**

1. The dark \_\_\_\_\_ moved across the sky.
2. I am \_\_\_\_\_ than my little brother.
3. Flies were caught in the spider \_\_\_\_\_.
4. All \_\_\_\_\_ have eight legs.
5. Sunlight is \_\_\_\_\_ than moonlight.

**B. Unscramble the letters to form a Key Word.**

6. g r e b t h i r \_\_\_\_\_
7. r i p s d e s \_\_\_\_\_
8. s l u d o c \_\_\_\_\_
9. b s e w \_\_\_\_\_
10. t r g e r s n o \_\_\_\_\_

## Academic Words

Use with Student Edition page 88.

A. Read each clue. Find the Academic Word in the row of letters. Then circle the word.

- |                     |                                 |
|---------------------|---------------------------------|
| 1. produce a change | k f o c u s o i n t a f f e c t |
| 2. way of thinking  | a f o u a t t i t u d e o m     |

B. Read each sentence. Write *TRUE* or *FALSE*.

3. A positive **attitude** is important. \_\_\_\_\_
4. A teacher likes a student with a bad **attitude**. \_\_\_\_\_
5. The sun can **affect** the growth of a plant. \_\_\_\_\_
6. Studying can **affect** your grades. \_\_\_\_\_

C. Answer the questions.

7. What are two ways to have a good **attitude** in class?

\_\_\_\_\_

8. How does a rainy day **affect** you?

\_\_\_\_\_



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

## Word Study: Prefixes and Suffixes

Use with Student Edition page 89.

The prefix *dis* means *not*. The suffix *less* means *without*.

A. Write the word from the box that *best* completes each sentence.

careless   dishonest   dislike   fearless

1. My dad is not afraid of anything. He is \_\_\_\_\_.
2. It is \_\_\_\_\_ to tell a lie.
3. The boys are scared of spiders. They \_\_\_\_\_ them a lot!
4. You do not care about doing your homework. You are \_\_\_\_\_.

B. Match each word with its definition. Write the letter of the correct answer.

- |                      |                    |
|----------------------|--------------------|
| 5. _____ disagree    | A without pain     |
| 6. _____ hopeless    | B not obey         |
| 7. _____ disobey     | C not agree        |
| 8. _____ thoughtless | D without hope     |
| 9. _____ painless    | E without thinking |



Write a sentence using a word with a *dis* prefix. Write a sentence using a word with a *less* suffix. Share your sentences with a family member.

# Comprehension: *The Contest*

Use with Student Edition pages 90–97.

Answer the questions about the reading.

## Recall

1. Who was in the contest?

---

2. Who won the contest?

---

3. What does the woman do?

---

## Comprehend

4. How does the North Wind help the woman?

---

---

## Analyze

5. What lesson does this story teach us?

---

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

# Reader's Companion

Use with Student Edition pages 90–97.

## The Contest

The North Wind took another breath and then she blew very hard. She blew leaves from the trees. She pushed flying birds from the sky. They hid in their nests. The North Wind threw spiders to the ground. She sent their webs flying away.

In the strong wind, it was hard for the woman to stay on her feet. But she never let go of her hat. She held it on her head with both hands.

### Use What You Know

List two things you know about the wind.

1. \_\_\_\_\_
2. \_\_\_\_\_

### Reading Strategy



Underline a sentence that describes how the wind blows.

### Comprehension Check

Circle two things the North Wind did when she blew very hard.



## Use the Strategy

Describe how you picture the North Wind blowing very hard.

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---

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## Retell It!

Retell this passage as if you were one of the spiders.

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---

## Reader's Response

What would you do in such a strong wind?

---

---

---



Retell the passage to a family member.



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

## Learning Strategies: Visualize

Use with Student Edition pages 98–99.

**Read the passage. Then describe pictures you make in your mind.**

### The Race

Today there is a race in my town. All the children can enter. I want to win the race. I know I am a fast runner. I want to beat Annie. She thinks she is faster than me.

We go to the starting line. The coach says, “Ready, set, go!” I move fast. Soon I am in front of everyone. I can hear someone running close behind me. She catches up, and I see it is Annie.

Annie and I run as fast as we can. We cross the finish line. The coach says, “It is a tie.” Annie and I both get medals.

“You are fast,” Annie says to me.

“Yes, but you are fast, too,” I tell her.

1. What picture do you have of the person telling the story?

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2. How do you picture Annie?

---



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# Grammar Simple Past (Regular Verbs)

Use with Student Edition pages 100–101.

Use the simple past to talk about a completed action that happened before now. Make the simple past of regular verbs by adding **-ed**.

Add <b>-d</b> to verbs ending in <b>-e</b> .	move → moved
Change the <b>y</b> to <b>i</b> and add <b>-ed</b> to verbs ending in the consonant <b>-y</b> .	cry → cried
Add <b>-ed</b> to verbs ending in a vowel and <b>-y</b> .	play → played
<b>Double</b> the consonant and add <b>-ed</b> for verbs with a stressed CVC ending.	stop → stopped

## A. Change the verb to the past. Write your answer on the line.

- walk      The boys \_\_\_\_\_ to school yesterday.
- play      Maria \_\_\_\_\_ on the swings at recess.
- cook      Dad \_\_\_\_\_ meat on the grill.
- jump      Anna and Sarah \_\_\_\_\_ rope together.
- shout      The children \_\_\_\_\_ in excitement.

## B. Use the verb and fill in the blanks to make negative statements.

- close      She \_\_\_\_\_ the window.
- ask      You \_\_\_\_\_ the question last week.
- laugh      The boys and girls \_\_\_\_\_ at the joke.
- rain      It \_\_\_\_\_ last night.



Home-School  
Connection

Make a list of five verbs in the past. Read them to your family.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Spelling: The Long *u* Sound

Use with Student Edition pages 102–103.

Read each clue. Write the word that matches the clue. Then circle the letters that spell the long *u* sound.

blue    clue    crew    few    new

#### Spelling Tip

You know *ue* and *ui* can make a long *u* sound. Another way to make this sound is *ew*. The word **blew** has the long *u* sound.

1. a group on a space shuttle \_\_\_\_\_
2. the color of the sky \_\_\_\_\_
3. the opposite of *old* \_\_\_\_\_
4. a hint \_\_\_\_\_
5. not many \_\_\_\_\_



Write three sentences using long *u* words.

---



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Make a list of words with the long *u* sound. Share your list with a family member.

### Writing: Retell a Familiar Story

Read the paragraph. Then read each question. Circle the letter of the correct answer.

Carmen Delgado

(1) Hair laughed at slow Tortoise. (2) "I can beat you in a race," he said. (3) Tortoise answer, "Let's race and see." (4) They started the race. (5) Hare hopped away. (6) He chased butterflies. (7) Then he stopped under a trees and rested. (8) Tortoise just walked and walked. (9) Later, Hare arrived at the finish line. (10) Tortoise was already there.

1. What change, if any, should be made to sentence 1?
  - A Change *laughed* to *laugh*
  - B Change *Hair* to *Hare*
  - C Change *Tortoise* to *tortoise*
  - D Make no change
2. What change, if any, should be made to sentence 3?
  - A Change *answer* to *answered*
  - B Change *see* to *saw*
  - C Change *Let's* to *lets*
  - D Make no change.
3. What change, if any, should be made to sentence 7?
  - A Change *stopped* to *stops*
  - B Change *under* to *in*
  - C Change *trees* to *tree*
  - D Make no change.

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

# Key Words

Use with Student Edition page 104–105.

farm  
fresh  
grow  
plants  
garden

**A. Find the Key Word in the box that completes each sentence. Write the word on the line.**

1. The vegetables were \_\_\_\_\_ because we just picked them.
2. My neighbors planted a \_\_\_\_\_ near their house.
3. We bought seeds to \_\_\_\_\_ flowers and vegetables.
4. Our tomato \_\_\_\_\_ are higher every time we measure them.
5. A \_\_\_\_\_ is a place where people grow food, even on a building.

**B. Circle four Key Words in the Word Search.**

P	C	X	D	W	M	R	F
G	A	R	D	E	N	B	F
M	D	R	F	P	F	S	R
G	H	B	A	R	H	O	E
A	R	T	R	Z	D	N	S
R	T	T	M	I	X	R	H
D	X	P	L	A	N	T	S
E	S	H	Y	J	N	G	H

# Academic Words

Use with Student Edition page 106.

**A. Read each clue. Find the Academic Word in the row of letters. Then circle the word.**

1. communicate k m o p i n t e r a c t f r p l
2. result d o u t c o m e t l d m p

**B. Read each sentence. Write *TRUE* or *FALSE*.**

3. When you work with others you interact. \_\_\_\_\_
4. Not studying can result in a poor grade. \_\_\_\_\_
5. Birds often interact with dogs. \_\_\_\_\_
6. Most winning teams have a poor outcome. \_\_\_\_\_

### C. Answer the questions.

- ## 7. How do you **interact** with your friends?

---

- 8. What are two **outcomes** of studying hard?**

---



## Home-School Connection

**Write a paragraph telling what you know about how plants grow. Share your paragraph with a family member.**

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

# Phonics: More Long Vowel Pairs

Use with Student Edition page 107.

The sound of long **a** can be spelled **ay** or **ai**.  
The sound of long **e** can be spelled **ee** or **ea**.  
The sound of long **i** can be spelled **ie**.

- A.** List the words by the long vowel sounds. Then circle the letters that make each vowel sound. The first one is done for you.

clean	cried	hay	pie	rain
seed	skies	stay	week	

Long a Pairs	Long e Pairs	Long i Pair
h <u>ay</u>		

- B.** Use a vowel pair to make a word with the long vowel sound.

1. n \_\_\_\_\_ d

4. \_\_\_\_\_ t

2. l \_\_\_\_\_

5. t r \_\_\_\_\_ n

3. c l \_\_\_\_\_

6. n \_\_\_\_\_ t



Make a list of two words for each long vowel pair. Share your list with a family member.

# Comprehension: *Fresh Food in Strange Places*

Use with Student Edition pages 108–113.

Answer the questions about the reading.

## Recall

1. How is the world's population changing?

---

2. What is an urban farm?

---

3. What happens to the food that people grow on an urban farm?

---

## Comprehend

4. Why do people need new places to grow their fresh food?

---

---

---

## Analyze

5. How can growing fresh food help people get along?

---

---

---



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

# Reader's Companion

Use with Student Edition pages 108–113.

## Fresh Food in Strange Places

As cities get bigger and bigger, there are fewer farms. It is hard for people in big cities to get fresh food. People in big cities use urban farms on buildings and city parks. It looks strange, but it's a great idea. The urban farmers sell their fresh food in their community.

Many schools around the world also have their own gardens and grow their own food. These schools use the food to feed students. Starting a farm or a garden can help the whole neighborhood.

### Use What You Know

List three unexpected places to grow food.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### Reading Strategy



Circle a sentence in the second paragraph that is an opinion.

### Comprehension Check

Circle two words that mean people living together.



## Use the Strategy

List two facts from the passage.

---

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## Retell It!

Retell this passage. Pretend you are asking someone at your school to start a garden at the school. What would you tell them?

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## Reader's Response

Where would you grow food if your community needed more fresh food? Write the names of the places on the lines.

---

---

---



Retell the passage to a family member.

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

# Learning Strategies: Identify Fact and Opinion

Use with Student Edition pages 114–115.

**Read the passage. Then answer the questions.**

Mom and Dad had a good idea. They wanted to plant a garden for fresh food for the community. They needed help. They asked the neighbors. Everyone liked the idea of a garden. The neighbors decided to name the garden. They named it Old Orchard Garden.

Dad made a list of jobs. The neighbors signed up for the jobs. Some people dug the soil. Others pulled the weeds. And other people planted the seeds. They planted lettuce, beans, tomatoes, corn, and peas. I helped water the plants. That was the best job.

**1. Find an opinion. Write it on the line.**

---

---

**2. What garden job would you like best?**

---

---



Write a sentence about how a garden can help a community. Share your sentence with a family member.

# Grammar Simple Past: *Be* Verbs

Use with Student Edition pages 116–117.

The past *be verb* tells about events that started and finished in the past. *Be* verbs must agree with the subject.

Subject	Past
I	was
He/She/It	was
You/They/We	were

A. Write a *be* verb in the past tense on each line.

1. We \_\_\_\_\_ at my grandparents' farm last weekend.
2. She \_\_\_\_\_ at my house yesterday.
3. I \_\_\_\_\_ very busy last week.
4. My brothers \_\_\_\_\_ at a basketball game last night.

B. Complete the *Yes/No* questions and the answers with the simple past form of *be*.

5. \_\_\_\_\_ you home last night? No, I \_\_\_\_\_.
6. \_\_\_\_\_ she here today? Yes, she \_\_\_\_\_.
7. \_\_\_\_\_ I late this morning? No, you \_\_\_\_\_.
8. \_\_\_\_\_ we in the same game yesterday? Yes, we \_\_\_\_\_.



Home-School  
Connection

Make a list of *be* verbs. Read them to your family.

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

# Spelling: Long a Spelling Patterns

Use with Student Edition pages 118–119.

**A. Make a word with a long a spelling pattern.**

1. m \_\_\_\_\_

4. p \_\_\_\_\_ d

2. w \_\_\_\_\_

5. w \_\_\_\_\_ t

3. s \_\_\_\_\_

6. \_\_\_\_\_ t

## Spelling Tip

The letters *ai* and *ay* make the long a sound. The letters *eigh* also can make the long a sound, as in *neighbor*.

eight hay neigh neighborhood trail

**B. Fill in the blanks with a word from the box. Use each word once.**

I like go to the horse farm in my \_\_\_\_\_ .  
I visit the four horses in the field. Then I go into the stable. I pet the four horses inside. There are \_\_\_\_\_ horses on the farm. The farmer brings \_\_\_\_\_ to feed the horses. They \_\_\_\_\_. Later, I get to ride a horse on the \_\_\_\_\_ .



**Write about your neighborhood. Use words with *ai*, *ay*, and *eigh*.**

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Make a list of six long a words that rhyme. Share your list with a family member.

### Writing: Write a Journal Entry about Your Day

Read the paragraph. Then read each question. Circle the letter of the correct answer.

Wednesday, January 15th

(1) I wasn't in School yesterday. (2) This morning, my techer put a math test on my desk. (3) Suddenly I was nervous. (4) I couldn't think. (5) My brain was frozen. (6) My teacher asked, "Are you OK." (7) But I couldn't move. (8) I was scared. (9) Then my teacher smiled. (10) She said, "You weren't here yesterday. (11) Don't worry. (12) I'll help you."

1. What change, if any, should be made to sentence 1?

- A Change *I* to *me*
- B Change *School* to *school*
- C Change *.* to *?*
- D Make no change

2. What change, if any, should be made to sentence 2?

- A Change *techer* to *teacher*
- B Change *put* to *puts*
- C Change *my* to *mine*
- D Make no change

3. What change, if any, should be made to sentence 6?

- A Change *teacher* to *Teacher*
- B Change *asked* to *asking*
- C Change *.* to *?*
- D Make no change

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

## Review

Use with Student Edition pages 66–119.

**Answer the questions after reading Unit 2. You can go back and reread to help find the answers.**

1. In *The Rabbit and the Lion*, which event happens last? Circle the letter of the correct answer.
  - A Lion says he is king of the forest.
  - B Lion jumps into the well to fight.
  - C Lion roars loudly at his reflection.
  - D Rabbit tells Lion to look in the well.

2. Read these sentences from *The Rabbit and the Lion*.

**Narrator:** Lion looks into the well. He sees a lion in the water.

**Rabbit:** Ha! Ha! He thinks his own reflection is another lion!

What is a *reflection*?

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3. Describe how you picture the Sun in *The Contest*.

---

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4. Read this sentence from *The Contest*.

The birds peeked out of their nests.

What does *peeked* mean? Circle the letter of the correct answer.

- A** cried                      **C** sang  
**B** fell                        **D** looked

5. How is the Sun in *The Contest* like Rabbit in *The Rabbit and the Lion*?

---

---

6. In *Fresh Food in Strange Places*, why do people need to grow food in new places?

---

---

7. What is true about urban farms? Circle the letter of the correct answer.

- A** People use parks or buildings in big cities for urban farms.  
**B** People have large animals on urban farms.  
**C** Urban farms need a lot of land.  
**D** Urban farms are only in one part of the world.





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

## Writing Workshop: Write a Story

Read the passage. Then read each question. Circle the letter of the correct answer.

(1) My birthday was last weak. (2) I had a birthday surprise. (3) Some visitors came to my party. (4) They were not invited. (5) That morning Mom baked my birthday cake. (6) She iced the yellow cake with chocolate icing. (7) I was excited. (8) The cake looked beautiful. (9) Mom said “I will put candles on the cake.”

(10) Mom invited the neighbors to my party. (11) She went to the kitchen. (12) I heard Mom scream. (13) I run into the kitchen. (14) “Look!” Mom said. (15) I saw a row of ants. (16) They were marching across my cake. (17) We decided to buy a new cake at the bakery.

1. What change, if any, should be made to sentence 1?

- A Change *weak* to *week*
- B Change *birthday* to *Birthday*
- C Change *was* to *is*
- D Make no change

Circle the letter of the correct answer.

2. What would be the **best** way to combine sentences 3 and 4?
- A** Some visitors came to my party since they were not invited.
  - B** Some visitors came to my party because they were not invited.
  - C** Some visitors came to my party but they were not invited.
  - D** Some visitors came to my party so they were not invited.
3. What change, if any, should be made to sentence 9?
- A** Change *put* to *puts*
  - B** Change Mom said "*I will put candles on the cake.*" to Mom said, "*I will put candles on the cake.*"
  - C** Change *cake* to *cakes*
  - D** Make no change
4. What change, if any, should be made to sentence 13?
- A** Change *run* to *ran*
  - B** Change *run* to *runned*
  - C** Change *into* to *from*
  - D** Make no change
5. What change, if any, should be made to sentence 14?
- A** Change to: *!* to *?*
  - B** Change to: *Look!* to "*Look!*"
  - C** Change to: *Mom* to *mom*
  - D** Make no change

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

# Fluency

Use with Student Edition page 127.

How fast do you read? Use a clock. Read *Fresh Food in Strange Places*. How long did it take you? Write your time in the chart. Read three times.

Many schools around the world also have their own gardens, and grow their own food. In school gardens, students learn about science while they grow vegetables and fruits. They also learn how to work together. The school then uses the produce to feed students in the school. Many students like trying the food that they grow!

8  
17  
24  
33  
41  
50  
56

My Times

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# Learning Checklist

Check off what you have learned well. Review if needed.

## Word Study and Phonics

- ☐ Long Vowel Pairs
- ☐ Prefixes and Suffixes
- ☐ More Long Vowel Pairs

## Strategies

- ☐ Events in a Plot
- ☐ Visualize
- ☐ Identify Fact and Opinion

## Grammar

- ☐ Pronouns and Possessive Nouns
- ☐ Simple Past: Regular Verbs
- ☐ Simple Past: *be* Verbs

## Writing

- ☐ Write a Plot Summary
- ☐ Retell a Familiar Story
- ☐ Write a Journal Entry about Your Day
- ☐ Writing Workshop: Write a Story

## Listening and Speaking

- ☐ Perform a Skit

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

## Test Preparation

Use with Student Edition pages 128–129.

Read this selection. Then answer the questions below. Mark the space for the answer you have chosen.

### Prickly Pears

The desert can be a challenging place to live. But the prickly pear cactus is a tough plant! Although the desert only gets a few inches of rain each year, prickly pears can grow to be up to 10 feet tall. Prickly pears have special leaves that store water to keep them healthy in very hot and dry weather. These plants are also covered with sharp, yellow spines to protect them from predators.

1. Which part of a prickly pear cactus helps protect it from animals?

<input type="radio"/> leaves	<input type="radio"/> water
<input type="radio"/> pears	<input type="radio"/> spines
2. Which of the following sentences is an opinion?

<input type="radio"/> The prickly pear cactus is a tough plant!
<input type="radio"/> Prickly pears can grow to be 10 feet tall.
<input type="radio"/> Prickly pears have special leaves that store water.
<input type="radio"/> These plants are covered with sharp, yellow spines.

Read the selection. Then read each questions. Decide which answer is best. Mark the space for the answer you have chosen.

### A School Garden

- 1 Some schools have gardens. They grow vegetables like lettuce, beans, and tomatoes. The teachers show the children what to do.
- 2 First, the children get the soil ready. Then they plant the seeds. They must water the garden and pull the weeds. Gardens are a lot of work.
- 3 Other things grow in the garden besides vegetables. The children grow too. They grow by learning to work together. They learn to get along. A garden is a great way to learn.

1. In paragraph two the word soil means –

- ☐ gardens
- ☐ plant
- ☐ dirt
- ☐ weeds

2. What do children learn by working in a garden?

- ☐ to like vegetables and other plants
- ☐ to work hard at school
- ☐ to grow weeds and pull them
- ☐ to grow plants and work together