

Name _____

The Fox and the Grapes

One day the fox saw a bunch of grapes high in a tree. He could not reach the grapes. The fox walked away. "Those grapes must be sour," he said. It is easy to dislike something you cannot get.



Answer the questions about the text.

1. How can you tell that this text is a fable?

2. What happens at the beginning of the fable?

3. What happens at the end of the fable?

4. What lesson does the fable teach?

Name _____

A. Read the draft model. Use the questions that follow the draft to help you add supporting details.

Draft Model

Every day a shepherd boy thought he saw a wolf. "Wolf!" he cried. The villagers came running. They felt sorry for the boy.

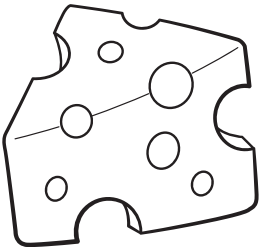
1. How does the shepherd boy feel?
2. What is he thinking about when he thinks he sees a wolf?
3. What details could explain more about the actions of the shepherd boy and the villagers?

B. Now revise the draft by adding supporting details that explain your ideas about how the shepherd boy and the villagers act, think, and feel.

Name _____

A **consonant digraph** is two consonants together that stand for only one sound.

A. Say each picture name. Read the words and circle the word with the same beginning sound. Write the word.

1.  chop sting _____

2.  pitch while _____

A **suffix** is a word part added to the end of a word to make a new word.

- The suffix **-ful** means "full of."
- The suffix **-less** means "without."

B. Read each word. Write its meaning.

3. helpless _____ 4. careful _____

5. thankful _____ 6. useless _____

Name _____

Multiple-meaning words have more than one meaning. Use other words in the sentence to figure out which meaning is being used.

Read each sentence. Figure out the meaning of the word in bold print. Put a checkmark in the box before the meaning that matches its use in the sentence.

1. The mother can carry the babies on her **back**.

the part of the body opposite the front

to move away from something

2. The opossum has a **pointed** snout with a pink nose.

having a sharp end

showed where something is

3. Soon the young animals are on their **own**.

to have or hold as property

for or by oneself

4. When **rattled** by a predator, they lie still and don't move at all until the threat goes away.

made upset or disturbed

made noise

Name _____

- A **plural noun** names more than one person, place, or thing.
- Most nouns add **-s** or **-es** to make their plural form.
- Some nouns change their spelling to make their plural form.

foot → feet

child → children

woman → women

tooth → teeth

man → men

mouse → mice

A. Complete each sentence with the nouns in (). Write the nouns in their plural forms.

1. Three _____ took a hike in the woods. (child)
2. Two _____ led the hike. (woman)
3. Ten _____ were in the group. (man)
4. The hike hurt their _____. (foot)
5. They found two baby _____! (mouse)

B. Write a sentence using the plural form of the noun in ().

6. (tooth)

7. (child)

Name _____

- Some nouns change their spelling from singular to plural.

mouse → mice goose → geese

- Some words stay the same.

deer → deer fish → fish sheep → sheep

- The rest of the sentence will show you whether the noun is about one thing or more than one thing.

Jack caught a fish. (only one fish)

Two fish are in the bowl. (more than one fish)

Write “one” if the underlined word means one thing. Write “more than one” if it means more than one thing.

1. Max saw a baby sheep in the meadow. _____

2. The sheep are in the field. _____

3. The baby deer has little teeth. _____

4. Four deer ran across the path. _____

5. He watched many fish swim. _____

6. I saw him catch a fish. _____



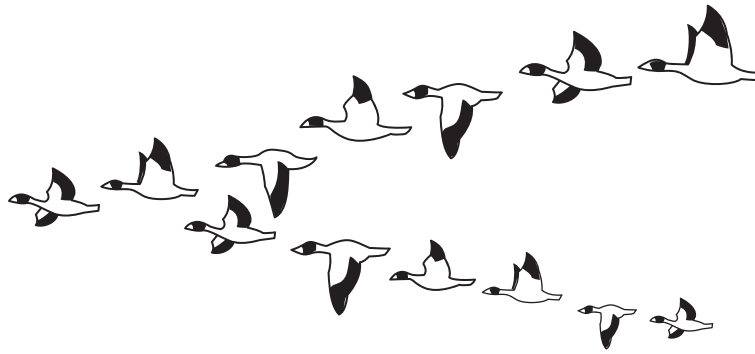
Name _____

- Some nouns change their spelling from singular to plural.
foot → feet person → people
- Some nouns stay the same.
fish → fish sheep → sheep deer → deer
- The rest of the sentence will show you whether the noun is about one thing or more than one thing.
A deer stood still in the woods. (only one deer)
We saw many sheep in the meadow.
(more than one sheep)

Write “one” if the underlined word means one thing. Write “more than one” if it means more than one thing.

1. Pete saw a sheep by the tree. _____
2. Five sheep were eating grass. _____
3. We caught several fish from the river. _____
4. Sara caught a very large fish. _____
5. Two deer crossed the road. _____
6. A deer ate leaves from the tree. _____

Name _____



A. Circle the correct form of the noun to complete each sentence.

1. Several _____ flew over our house.

geese geeses geeses

2. We saw six _____ in the woods.

deers deer deer's

3. Five _____ live in the barn.

mouses mice mouse

4. The boys saw an _____ nest in the tree.

owl owls owl's

5. The teacher walked with the _____.

girls girl's girls'

Name _____

chop	catch	shape	trash	phone
that	sting	thin	bring	while

A. Word Sort

Look at the spelling words in the box. Fill in the blanks below with spelling words that match each consonant digraph.

sh

ch

wh

tch

1. _____ 3. _____ 4. _____ 5. _____

2. _____

th

ng

ph

6. _____ 8. _____ 10. _____

7. _____ 9. _____

B. Find the Pattern

Read each group of words. Circle the word that does not fit the pattern.

11. shape, chop, trash

12. phone, thin, that

13. sting, bring, while

14. thin, catch, that

15. trash, shape, sting

Name _____

chop	catch	shape	trash	phone
that	sting	thin	bring	while

A. Word Sort

Look at the spelling words in the box. Fill in the blanks below with spelling words that match each consonant digraph.

<i>ng</i>	<i>tch</i>	<i>ph</i>	<i>wh</i>
1. _____	3. _____	4. _____	5. _____

2. _____

<i>sh</i>	<i>th</i>	<i>ch</i>
6. _____	8. _____	10. _____

7. _____ 9. _____

B. Compare Words

Draw a line through the letter that does not belong. Write the correct word on the line.

11. catsch _____ 16. whiyle _____

12. trassh _____ 17. briing _____

13. pphone _____ 18. thhin _____

14. stinge _____ 19. schape _____

15. thaat _____ 20. tchop _____

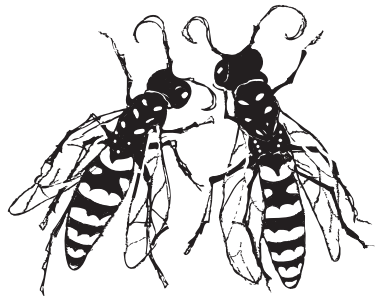
Name _____

chop catch shape trash phone
that sting thin bring while

Sentences to Complete

Write a spelling word on the line to complete each sentence.

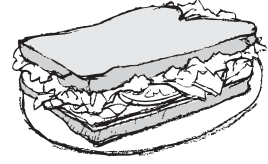
1. Sam can draw a round _____.
2. Will you call me on your _____?
3. Who will pick up the _____?
4. Is paper thick or _____?
5. Dad uses a knife to _____ fruit.
6. Kate will _____ cake to the party.
7. Did you _____ the dish that fell?
8. Is _____ a good book to read?
9. Mom likes to hum _____ she works.
10. Do wasps _____?



Name _____

A. Proofread

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines.



Making a sandwich has a lot of steps. The two slices of bread should not be too thick or too htin. You can even have a parent cut your bread into a fun new schape! Next, place meat and cheese on one slice of bread. Then have a parent tchop and add some tomatoes and lettuce. Put the other slice of bread on top and bringe your plate to the table wile a parent cleans up. When you taste your sandwich, you will think thatat it is the best food to eat!

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

B. Writing

Write directions to tell how to do something. Use three spelling words in your paragraph.

Explore Space

Our Solar System

Our solar system is made up of the sun and eight **planets**. A planet is a large ball made of rock or gas. Each planet **orbits**, or travels around, the sun. The sun is at the center of the solar system.



NASA

The planets in our solar system are all different sizes.

The **sun** is a star. It is a ball of hot gas. It gives off light and heat. Why does the sun look different from other stars? The sun is the star closest to Earth.

Mercury is the closest planet to the sun. It is also the smallest. It has mountains and **craters**. Craters are holes in the ground that were made when space rocks crashed into it.

Venus is the hottest planet. It is hot enough to melt a rocket ship. Venus is about the same size as Earth.

Earth is our home. It is also the only planet with oceans. In fact, Earth is covered mostly with water. That is why it is called the Blue Planet.

Mars is called the Red Planet. It has reddish dirt. It also has mountains, volcanoes, ice caps, and **canyons**. A canyon is a deep, narrow valley with steep sides.

Jupiter is the largest planet. It is made of thick gases. Very strong winds blow on this planet.

Saturn is the second-largest planet. It has rings around it. The rings are made of rock, dust, and ice.

Uranus was the first planet to be discovered using a telescope. It is cold and windy there.

Neptune is the coldest planet because it is farthest from the sun. The planet is made of gases.

Name: _____ Date: _____

1. What is a planet?

- A. a large ball made of only rock
- B. a large ball made of rock or gas
- C. a ball of hot gas that gives off light

2. The author provides a list of what in the passage?

- A. planets in our solar system
- B. stars in our solar system
- C. moons in our solar system

3. The sun is at the center of our solar system. What evidence from the passage best supports this statement?

- A. The planets in our solar system orbit the sun.
- B. A star is a ball of gas that gives off heat and light.
- C. The sun is the star that is closest to Earth.

4. Read the following sentence: "**Uranus** was the first planet to be discovered using a telescope." Based on this information, what conclusion can you make about Uranus?

- A. Uranus is too far away to see with the naked eye.
- B. Uranus is blocked by Saturn so it is hard to see.
- C. Uranus is the planet that is farthest from the sun.

5. What is this passage mostly about?

- A. why the Earth is called the Blue Planet
- B. what the rings around Saturn are made of
- C. the sun and the planets in our solar system

6. Read the following sentences: "Mars is called the Red Planet. It has **reddish** dirt."

As used in this sentence, what does the word "**reddish**" mean?

- A. moist and fertile
- B. mostly brown in color
- C. slightly red in color

7. Choose the answer that best completes the sentence below.

Neptune is the farthest planet from the sun, ____ it is the coldest planet.

- A. but
- B. so
- C. because

8. What is at the center of our solar system?

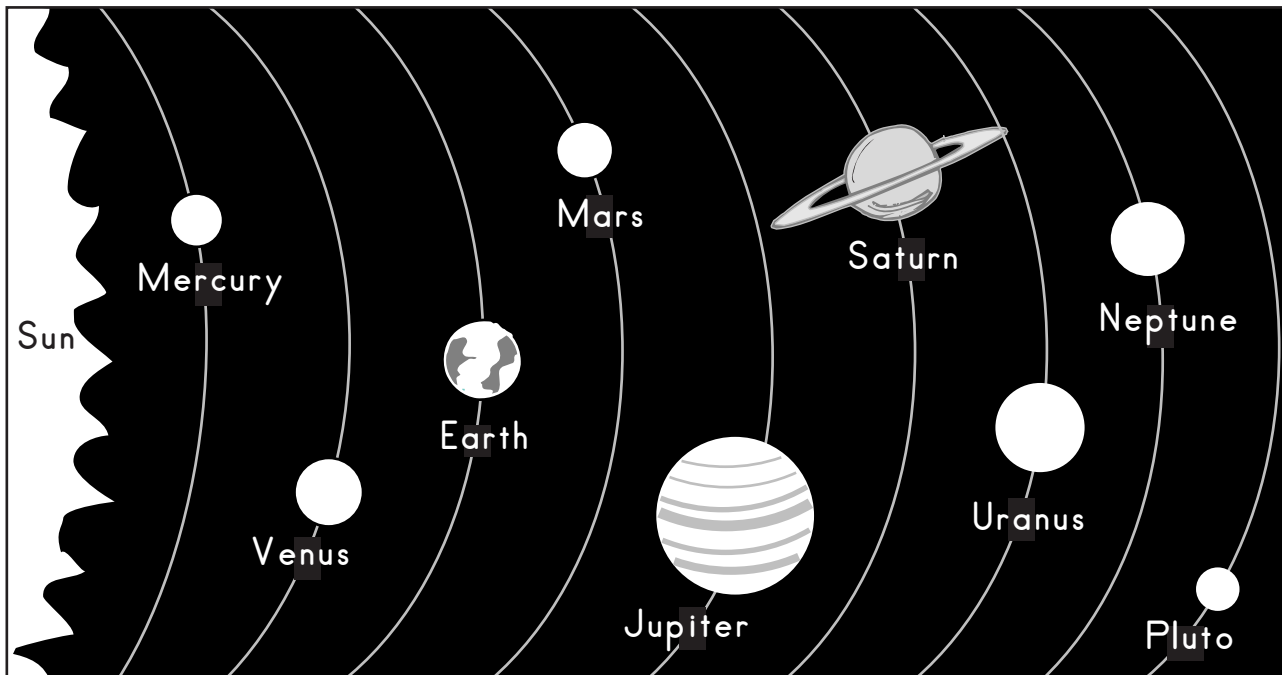
9. Why is Earth called the Blue Planet?

10. Compare Venus and Earth by explaining how they are similar and how they are different.



Planet Positions

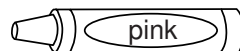
Follow the directions below to help C.J. and Edison learn about the planets.



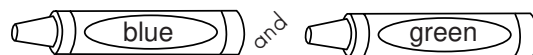
Color the sixth planet from the sun.



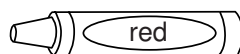
Color the second planet from the sun.



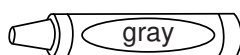
Color the third planet from the sun.



Color the fourth planet from the sun.



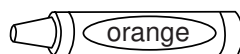
Color the first planet from the sun.



Color the ninth planet from the sun.



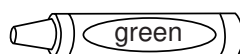
Color the fifth planet from the sun.



Color the seventh planet from the sun.



Color the eighth planet from the sun.



CJ Says:



Talk with your child about the planets in our solar system. Go to the library and get books to help you in your discussions. Point out each planet's proximity to the sun and their proximity to one another. If you have a planetarium near your home, take advantage of a visit to this exciting place.

AZ Vocabulary

1. You can **regroup** 10 ones as 1 **ten** to help add.

Here is a drawing of _____ **ones**.



Here is a drawing of 1 ten and 2 ones.



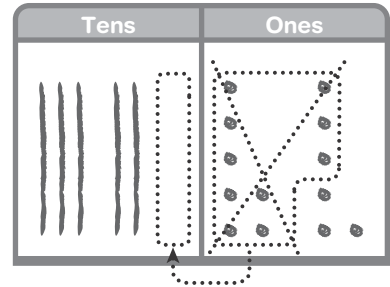
12 ones was regrouped as 1 _____ and _____ ones.

2. Add to find the sum of $37 + 26$.

First add the ones.

$$\overset{\cdot}{7} + \overset{\cdot}{6} = \underline{\quad}$$

Tens	Ones
□	
3	7
+	2
	6



Ask: Do I need to regroup? _____

Record the regrouped ten in the tens box.

How many ones are left? _____

Add all the _____. $\overset{\cdot}{\quad} + \overset{\cdot}{\quad} + \overset{\cdot}{\quad} = \overset{\cdot}{\quad}$ tens

Where did the extra ten come from?

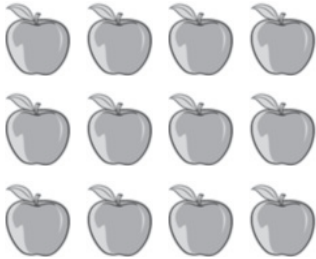
The sum is _____.

On the Back!

3. To find $54 + 29$, do you need to regroup?

Explain or show how you know. Then write the sum.

1. Which equation matches the array?



- (A) $4 + 4 + 4 = 12$
- (B) $3 + 3 + 3 = 9$
- (C) $4 + 4 = 8$
- (D) $4 + 3 = 7$

2. Which shows the sum of $24 + 28$ by breaking apart one addend?

- (A) $24 = 20 + 4$
- (B) $24 + 28 = 52$
- (C) $24 + 20 = 44$ and $44 + 8 = 52$
- (D) $24 + 20 = 44$

3. Sam regroup to find the sum. Which problem does he solve?

- (A) $32 + 34 = ?$
- (B) $40 + 18 = ?$
- (C) $52 + 7 = ?$
- (D) $54 + 17 = ?$

4. 45 dog leashes are sold at a pet store on Saturday. 37 leashes are sold on Sunday. How many leashes are sold in all?

Tens	Ones
□	
+	

Tens	Ones

Draw place-value blocks and show your work.

_____ leashes

Name _____

At the Pool

Children at the pool were counted. Use the chart to answer the questions. Draw a model to the right of each problem. Then write an equation to solve.

Number of Children Seen at the Pool		
Time	Day 1	Day 2
1:00	15	17
2:00	29	22
3:00	46	25
4:00	31	18

1. How many children were seen at 1:00 on Day 1 and on Day 2?

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \text{ children}$$

2. How many children were seen at 2:00 on Day 1 and on Day 2?

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \text{ children}$$

3. How many children were seen in all at 3:00 and 4:00 on Day 1?

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \text{ children}$$

4. How many children were seen in all at 2:00 and 4:00 on Day 2?

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \text{ children}$$

AZ Vocabulary

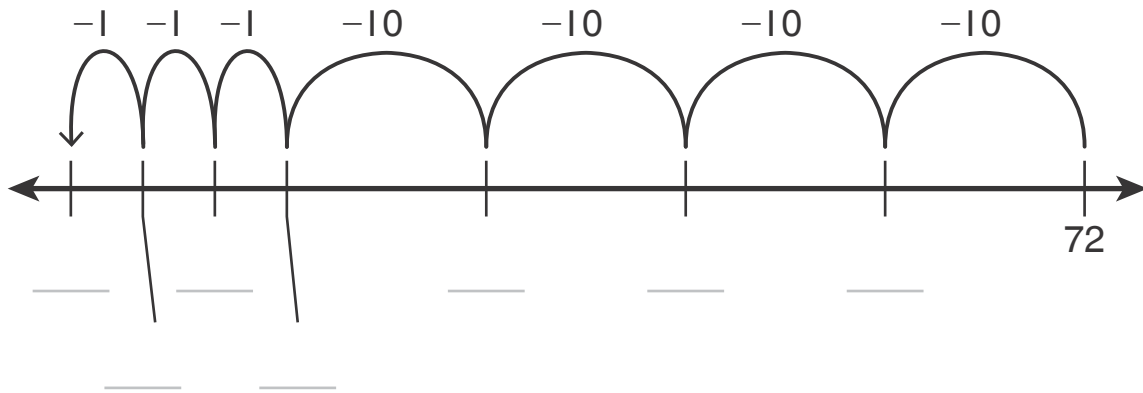
1. You can use an **open number line** to count back by **tens** and **ones**. Find $72 - 43$.

Start at 72. 43 is _____ tens and _____ ones.

Count back 4 tens from _____. 62, 52, _____, _____

Then count back 3 ones from 32. 31, _____, _____

Show jumps and labels for tens and ones.



So, $72 - 43 =$ _____.

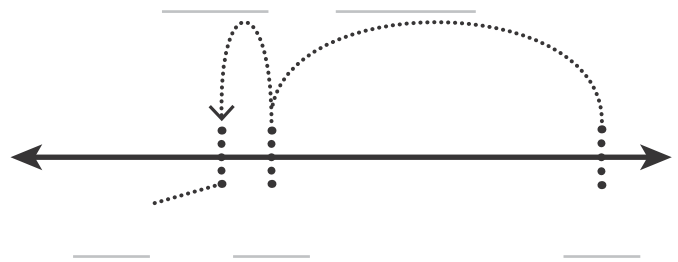
2. Find $54 - 32$. Use bigger jumps. First, count back 30

from 54. $54 - 30 =$ _____

Then count back 2

from _____. $24 - 2 =$ _____

So, $54 - 32 =$ _____.



On the Back!

3. Find $54 - 32$ on an open number line again. Show a jump for each ten and one you count back. Why is the difference the same?

1. Find $46 - 19$. Break apart the 19 into tens and ones. Then break apart the ones.

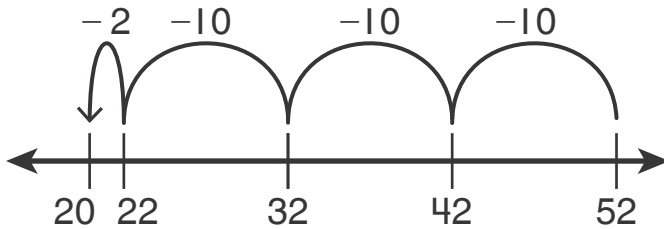
Which is the difference?

- (A) 37 (C) 27
(B) 38 (D) 26

2. Which has a difference of 8? Choose all that apply.

- $14 - 6$
 $10 - 3$
 $9 - 2$
 $11 - 3$

3. Which equation does this open number line show?



- (A) $52 - 42 = 10$ (C) $52 - 22 = 30$
(B) $52 - 32 = 20$ (D) $52 - 10 = 42$

4. Find $63 - 35$. Add up to subtract on the open number line. Then write an equation.



_____ - _____ = _____

Name _____

Enrichment

5-9

Choose a Strategy

Find the two numbers in each box that have the given difference. Write the strategy you used to help solve each problem.

- number line
- compensation
- break apart
- hundred chart

1. 63 88 31 46

_____ - _____ = 42

2. 59 20 89 30

_____ - _____ = 29

3. 77 56 58 71

_____ - _____ = 13

4. 55 15 75 25

_____ - _____ = 20

5. 14 91 65 24

_____ - _____ = 77

6. 82 16 50 17

_____ - _____ = 32

1. Sally has 29 pens. Jim has 6 fewer pens than Sally. Jim gives 10 of his pens to his friend. How many pens does Jim have now?

- (A) 45
- (B) 23
- (C) 19
- (D) 13

2. Which is equal to $15 + 7$?
Choose all that apply.

- $10 + 5 + 7$
- $20 + 12$
- $10 + 12$
- $15 + 5 + 2$

3. Add. Draw place-value blocks to show your work.

	Tens	Ones
+	3 1	6 5

Tens	Ones

4. Pablo builds a tower with 38 blocks.
Meg adds 14 more blocks to the tower.
Then Li takes away 6 blocks from the tower.
How many blocks are in the tower in all?
Write equations to solve the problem.

Step 1 _____ ○ _____ = _____

Step 2 _____ ○ _____ = _____

_____ blocks

AZ Vocabulary

1. Subtract to find the **difference**.

You can use a frame to keep track of the **tens** and **ones**.

The frame shows $53 - 17$.

Tens	Ones
5	3
1	7

Circle the ones digits with red.
Circle the tens digits with blue.

Do you need to regroup? _____

2. Use the frame to find $62 - 28$.

Write 62 first.

Then write _____ below the 62.

Regroup 1 _____ as 10 _____.

Cross out 6 tens. Regroup as _____ tens.

Cross out 2 ones. Regroup as _____ ones.

Subtract ones and tens.

$12 - 8 =$ _____ and $5 \text{ tens} - 2 \text{ tens} =$ _____ tens.

So, $62 - 28 =$ _____.

Tens	Ones

On the Back!

3. Use a subtraction frame to find $74 - 27$.

Regroup if you need to.

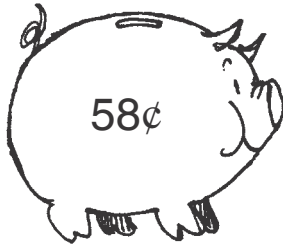
Name _____

Enrichment

6-9

Piggy Banks

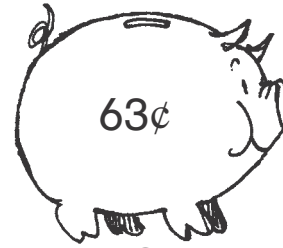
Pick two banks. Subtract to find how much more money one bank has than the other.



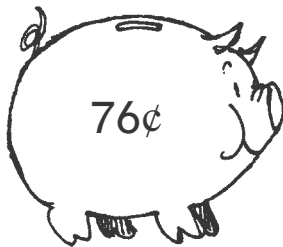
A



B



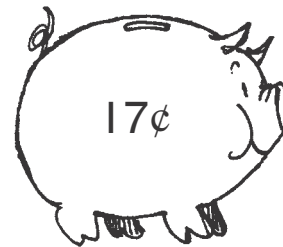
C



D



E



F

1. Bank _____ has
_____ more than
Bank _____.

Workspace

□	□
—	
—	

2. Bank _____ has
_____ more than
Bank _____.

Workspace

□	□
—	
—	

AZ Vocabulary

1. The coin of **greatest value** is worth the *most*.
The coin of **least value** is worth the *least*.

Write the value of each coin.



_____ ¢



_____ ¢



_____ ¢



_____ ¢

2. Name the coins from left to right. Then count on to find the total value.



dime



The half-dollar has the greatest value. The value is 50 cents.

The _____ has the next greatest value of _____ cents.

The _____ have a value of _____ cents each.

Count on from the greatest value to the least value:

_____ ¢ _____

On the Back!

3. Count on to find the total value of a nickel, a quarter, and two pennies. Draw the coins if needed.

Name _____

\$1 Clues

Each child has \$1 in coins. Use the clue cards to complete the chart. Write how many of each coin are needed. Write the total amount to check.

Derek has
2 coins.






Roxanne has
3 coins.

Jamie has 10 of
the same coin.

Nina has 3 of
one coin and 5 of
another coin.

Elena has only
1 coin.

Todd has 8 of
one coin and 4 of
another coin.

Child						Total Amount
1. Derek						
2. Jamie						
3. Nina						
4. Elena						
5. Todd						
6. Roxanne						

1. Ian buys 23 balloons. 5 balloons pop. Then he buys 7 more. How many balloons does Ian have now?

Which equations show a way to solve the problem?

(A) $23 - 5 = 18$
 $18 + 7 = 25$

(C) $23 + 5 = 28$
 $28 + 7 = 35$

(B) $23 - 5 = 18$
 $18 - 7 = 11$

(D) $23 + 5 = 28$
 $28 - 7 = 21$

2. You draw place-value blocks to model subtraction. Which problems will you need to show regrouping to solve? Choose all that apply.

$45 - 4 = ?$

$43 - 7 = ?$

$21 - 5 = ?$

$30 - 9 = ?$

3. Gabriel has four bills. The total value is \$17. He has two \$1 bills and one \$5 bill. Which is his fourth bill?

(A) a \$1 bill

(C) a \$10 bill

(B) a \$5 bill

(D) a \$20 bill

4. Karen has 47 beads. Then she uses 28 beads to make a bracelet. How many beads does Karen have left to use? Write an equation to solve.

_____ beads

Finding Places with a Map

by Kate Paixão



Maps help people understand the world. A *world map* shows where places are on Earth. That map helps us see how close or far one country is from another. A *road map* includes streets and highways. It helps travelers figure out how to get where they want to go.

Maps use symbols. A dot may stand for a city. A swing may represent a park. Maps include a key, or legend, listing those symbols. The legend tells what each symbol means.

Finding places on a map is not always simple. That is why maps use numbers, letters, and lists to make the search easier.

Here is an example. Most maps use a grid, which is like a checkerboard. Along one edge of the grid, small letters are spaced evenly. On another side, numbers are printed in the same way.

Those maps include a list of places. Next to the name of each place will be a letter and a number-such as "A7." To find that place, you look for "A" on the letter side of the map, and "7" on the number side. Finally, you locate the area where the letter and the number meet. Nearby, you should find the place you're looking for!

Name: _____ Date: _____

1. What do maps help people do?

- A. Maps help people understand the world.
- B. Maps help people print numbers on a grid.
- C. Maps help people make checkerboards.

2. What does the author compare to a grid on a map?

- A. a legend
- B. a highway
- C. a checkerboard

3. Read these sentences from the text.

"Maps use symbols. A dot may stand for a city. A swing may represent a park. Maps include a key, or legend, listing those symbols. The legend tells what each symbol means."

What can you conclude from this paragraph about dots and swings on a map?

- A. Dots and swings are examples of keys on a map.
- B. Dots and swings are examples of legends on a map.
- C. Dots and swings are examples of symbols on a map.

4. If you wanted to know how far the country of the United States is from the country of China, what kind of map should you use?

- A. a map with a lot of symbols
- B. a world map
- C. a road map

5. What is the main idea of this article?

- A. A road map helps travelers because it includes streets and highways.
- B. Most maps use a grid that is similar to a checkerboard.
- C. Maps are helpful, but using them is not always easy.

6. Why might the author include an example of finding a place on a map?

- A. to show how maps can be used to figure out the distance between two countries
- B. to compare the symbol for a city with the symbol for a park
- C. to help readers understand how to find a place on a map

7. Choose the answer that best completes this sentence.

Maps can help people understand the world _____ they show people where different parts of the world are.

- A. so
- B. because
- C. but

8. What do road maps help travelers do?

9. Name three things that maps use to make finding places on a map easier.

10. Explain how numbers, letters, and lists can make finding a place on a map easier. Support your answer with evidence from the article.

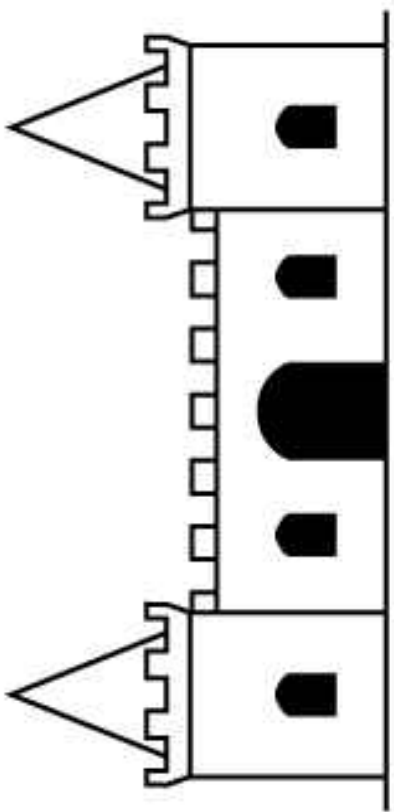
Name: _____

Royal Castle Floor Plan

Write your name at the top of the Royal Castle Floor Plan map and follow the directions below.

1. When you enter the castle through the front door, you are in the living room. Label this room LIVING ROOM and draw a sofa in it.
2. As you walk to the east from the living room, you enter the royal TV room. Label this room TV ROOM and draw a television in it.
3. The largest room in the castle is the Queen's bedroom. Label this room QUEEN'S BEDROOM and draw a bed in it.
4. Directly north of the Queen's bedroom is the queen's closet. Label this room QUEEN'S CLOSET and draw a dress in it.
5. Directly west of the Queen's closet is the library. Label this room LIBRARY and draw a book in it.
6. The smallest room in the castle is the bathroom. Label this room BATHROOM and draw a bathtub in it.
7. Directly east of the bathroom is the kitchen. Label this room KITCHEN and draw a stove and refrigerator.
8. The dining room is shaped like a circle. Label this room DINING ROOM and draw a table in it.
9. If you walk north from the kitchen, you enter the King's bedroom. Label this room KING'S BEDROOM and draw a bed in it.
10. If you're in the King's bedroom and look to the west, you'll see the King's closet. Label this room KING'S CLOSET and draw a shirt in it.
11. Outside the castle, just south of the front door, is a sidewalk. Draw the sidewalk leading up to the front door.
12. The King and Queen decide to build a secret room in their castle. They will hide their jewels in this room. It will be a small room that is directly east of the queen's bedroom. Draw the secret room and label it SECRET ROOM. Draw a crown in this room.





Royal Castle Floor Plan

