

"Sam Loves School"

Understand It!

Answer the following questions after reading:

1. What was the problem?
 - a. Sam did not like school
 - b. Sam was sick
 - c. Sam had a bad dream
 - d. Sam was happy
2. How did Sam feel about missing school?
 - a. happy
 - b. mad
 - c. scared
 - d. sad
3. What was the main idea in the story?
 - a. Sleeping
 - b. dreams
 - c. missing school
 - d. math
4. What food was Sam going to miss at school?
 - a. ice cream
 - b. cookies
 - c. cake
 - d. pizza

Sam loves school. He can't wait to go to school every day. One day Sam woke up with a **tickle** in his mouth. He coughed. The tickle did not go away. He **coughed** again. The tickle was still there. Sam went **downstairs** to tell his mom. His mom felt Sam's head. She told him he was sick and he should go back to bed. Sam was sad. He did not want to miss school. Today his teacher was **bringing** ice cream to school. Sam's mom said he could have ice cream at home. That made Sam feel a little better. The next day his tickle was gone. Sam was **happy** to go back to school.

Word Work Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

Comprehension: Retelling Fiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

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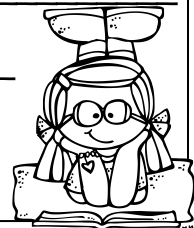
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What were the key details?



How would you describe the main character? Why?



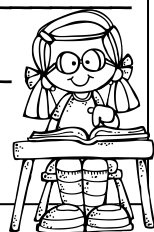
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY Little Sister Drools"

Understand It!

Answer the following questions after reading:

1. What was the problem?
 - a. Bella giggled
 - b. Bella drooled
 - c. Bella cried all the time
 - d. Bella did not nap
2. What did most people do when Bella drooled?
 - a. got mad
 - b. think she was cute
 - c. put her to bed
 - d. they did nothing
3. What was the main idea in the story?
 - a. baby giggles
 - b. new shirts
 - c. drooling
 - d. shopping
4. Why did the narrator start to cry?
 - a. drool was on the shirt
 - b. mom laughed
 - c. she was happy
 - d. she got hurt

My little sister **drools**. She just turned one. She drools all over her shirt. She drools all over my mom. She drools all over the floor. I do not like holding her because she drools so much.

Everyone thinks she is so **cute**, but not me. I think she is **sloppy**. One day we were at a store and she drooled all over me. I screamed, "Bella, no!" She just **giggled**. I was so mad. I handed Bella to mom, and started to cry. I had baby **slime** on my brand new shirt. Mom did not laugh at me. She felt so bad that she bought me a new shirt. I can not wait for Bella to stop drooling!

Word Work Color the words in the passage that match each category below:



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Words with 2 letters



Words with the short a/ sound



Words that start with /h/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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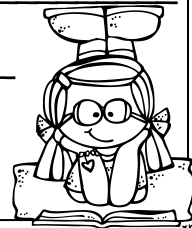
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What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY MESSY ROOM"

Understand It!

Answer the following questions after reading:

1. What was the problem?
 - a. his room was clean
 - b. his mom was happy
 - c. his room was messy
 - d. Jackson was happy
2. How did Jackson feel about cleaning?
 - a. happy
 - b. mad
 - c. stubborn
 - d. excited
3. What was the main idea in the story?
 - a. he would not clean
 - b. his mom cleaned
 - c. Jackson ate candy
 - d. toys on the floor
4. What was one thing messy in Jackson's room?
 - a. food on the floor
 - b. shoes in the bed
 - c. toys on the floor
 - d. clothes in the bed

My name is Jackson. I have a **messy** room. My toys are all over the floor. My books are falling off my **bookshelf**. My clothes are piled on the floor. I like my messy room, but my mom does not. She says I am living like a pig. My mom is always asking me to **clean** my room. I never want to. I tell her I know where everything is. Sometimes she gets mad at me. But I am **stubborn**. I still will not clean my room. Mom says my room smells bad, but I like the smell. One day she **bribed** me. She promised me candy if I cleaned. So I did. The candy was great! Everyone was happy.

Word Work Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

Vocabulary

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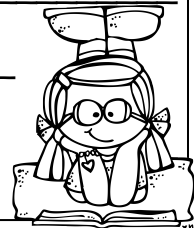
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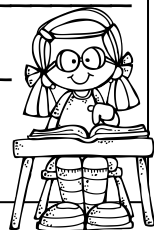
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"It's Good to Share"

Understand It!

Answer the following questions after reading:

Jonah loved to share. Adam did not like to share. Jonah and Adam were in first grade **together**. They were **friends**. Every day Jonah gave Adam a sticker, just because. Jonah liked how **sharing** made him feel. Adam **forgot** his lunch one day. Jonah gave Adam almost all his food. Jonah was very hungry. But sharing with Adam made him happy. One day Jonah forgot his lunch. Adam did not share his food with Jonah. Jonah was sad. The teacher saw Jonah sad. She gave him all her food. Adam felt bad then. He said he was sorry. He **promised** to share better.

1. What was the problem?
 - a. Jonah did not share
 - b. Jonah shared
 - c. Adam shared
 - d. Adam did not share
2. How did Jonah feel about sharing?
 - a. it made him happy
 - b. it made him mad
 - c. it made him sad
 - d. it made him tired
3. What was the main idea in the story?
 - a. school
 - b. snack time
 - c. sharing
 - d. stickers
4. What were some things Jonah shared?
 - a. stickers
 - b. markers
 - c. crayons
 - d. candy

Word Work Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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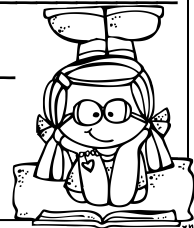
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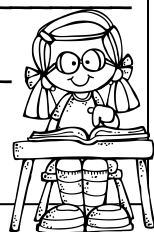
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"YOU ARE NOT MY BOSS!"

Understand It!

Answer the following questions after reading:

1. What was the problem?
 - a. Matilda is bossy
 - b. Ethan is bossy
 - c. Matilda lost her pencil
 - d. Matilda was nice
2. How did Ethan feel about Matilda?
 - a. she was nice
 - b. she was fun
 - c. she was bossy
 - d. she was kind
3. What was the main idea in the story?
 - a. playing at school
 - b. Matilda being bossy
 - c. Ethan being bossy
 - d. Ethan was a bully
4. What did Matilda want Ethan to do?
 - a. pick up her pencil
 - b. do her homework
 - c. pick up her marker
 - d. pick up her paper

Matilda is **bossy**. She tells everyone in school what to do. One day she told me to pick up her paper. "You are not my boss," I said. She **stared** at me with a mean look on her face. Matilda was a **bully** too. She was mean until she got her way. But I was not going to let her tell me what to do. She told me again to pick up her paper. I still said no. She said, "Ethan, if you do not pick up my paper, I will **scream**." I was not scared. I still said no. Matilda's face turned red, but she did not scream. It felt good to stand up to the bossy Matilda. She never told me what to do **again**.

Word Work Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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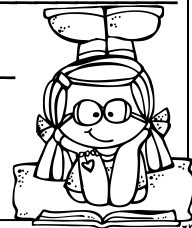
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What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY cat Can Talk"

Understand It!

Answer the following questions after reading:

My cat is named Zoe. She is a very **special** cat because she can talk! I did not even know Zoe could talk until one day when I was in the kitchen. I went to grab a pan on the stove. I did not know it was very hot. Zoe yelled, "STOP, do NOT touch that!" I was **shocked**. I turned around to look at my cat. She just smiled with her **whiskers** up in the air. "Zoe, you can talk?" I asked. Zoe looked **shy**. Then she said, "Yes, but I was too scared to tell you." I told her that I was so **excited** she could talk. After that day Zoe never stopped talking. Now she is my best friend!

1. Which event from the story can not happen in real life?
 - a. having a cat
 - b. burning your hand
 - c. a cat talking
 - d. a cat with whiskers
2. What do most kids think about a cat who talks?
 - a. it is not cool
 - b. it is bad
 - c. it is very cool
 - d. they would not like it
3. What happened before Zoe yelled, "STOP"?
 - a. she did not know the pan was hot
 - b. Zoe smiled
 - c. Zoe looked shy
 - d. Zoe was not scared
4. What does yelled mean?
 - a. to whisper
 - b. to talk quiet
 - c. to laugh
 - d. to scream

Word Work

Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
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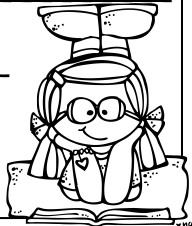
What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"The Magic Rock"

Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
 - a. finding a rock
 - b. eating pizza
 - c. a rain storm
 - d. a magic rock
2. What do most kids think about having a magic rock?
 - a. it is not cool
 - b. it is scary
 - c. it is very cool
 - d. they would not like it
3. What happened right before the rain came?
 - a. the clouds came
 - b. Katie ate pizza
 - c. Katie picked up a rock
 - d. Katie wished for pizza
4. What does smooth mean?
 - a. big
 - b. soft
 - c. bumpy
 - d. hard

One day Katie was walking to school when she saw a purple rock. The rock was smooth and it looked special. Katie picked it up and put it in her pocket. At lunch she rubbed the rock. She **wished** for pizza. All of a **sudden** there was hot pizza on her plate! Katie was **surprised**. At **recess** she rubbed the rock again. This time she wished for a big rain storm to come. Right away the clouds came. The rain started **pouring** down on Katie and her friends. Katie knew she had a magic rock. She spent the rest of the day thinking of what she would wish for next. She was so excited!

Word Work Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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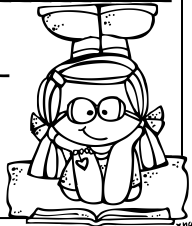
What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"Caden's Lucky Snack"

Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
 - a. peanuts make you run fast
 - b. running fast
 - c. eating peanuts
 - d. running slow
2. What do most kids think about having a lucky snack?
 - a. it would be awesome
 - b. it would not be good
 - c. it would be bad
 - d. it would be scary
3. What happened right before Caden was sad?
 - a. he ran fast
 - b. he ate peanuts
 - c. his friends teased him
 - d. he was the fastest
4. What does slowest mean?
 - a. just a little slow
 - b. slower than everyone
 - c. fast
 - d. faster than everyone

Caden can run really fast. He is much faster than all the kids in his school. He runs as fast as a cheetah. But Caden does not always run that fast. He has a **secret** that makes him go fast. He eats a **handful** of lucky peanuts to make him run fast. The peanuts have special powers. Only Caden and his mom know about his lucky peanuts. One day Caden **forgot** to eat his lucky peanuts before school. He was not the **fastest** runner that day. He was the slowest. His friends **teased** him. Caden was sad. He never forgot to eat a handful of lucky peanuts ever again!

Word Work Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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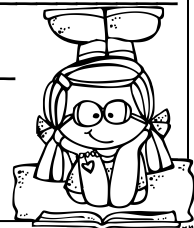
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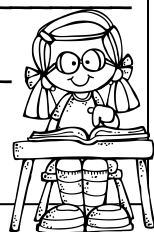
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"A Secret Present"

Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
 - a. getting presents
 - b. singing chipmunks
 - c. ripping open a present
 - d. a cat with whiskers
2. What do most kids think about singing chipmunks?
 - a. they are real
 - b. they are not funny
 - c. they are not real
 - d. they would not like it
3. What happened before Sadie heard something squeaking?
 - a. the box was moving
 - b. she laughed
 - c. she saw chipmunks
 - d. chipmunks were singing
4. What does best mean?
 - a. not that good
 - b. to not like something
 - c. something really good
 - d. to be scared

Today is Sadie's birthday. She is seven years old. Her grandma lives far away. Every year she sends a special **package** for Sadie's birthday. Sadie could not wait to open her present from grandma. Just as she was about to open it, she **noticed** the box was moving. Then she heard some **squeaking** inside the box. Sadie laughed. What could be inside? She **ripped** the box open. Inside were two chipmunks. One had a **guitar**. When the box opened, the chipmunks started singing and dancing. They sang happy birthday to Sadie. Everyone laughed. It was the best present!

Word Work Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short /e/ sound



Words that start with /w/

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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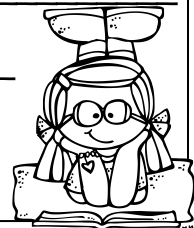
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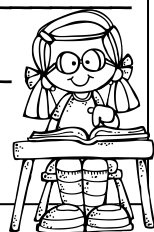
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY Three Wishes"

Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
 - a. getting a puppy
 - b. swimming in a pool
 - c. having a fairy grandma
 - d. playing video games
2. What do most kids think about the fairy grandma?
 - a. she is real
 - b. she would be scary
 - c. she would be mean
 - d. she would be the best
3. What happened before the fairy grandma waved her magic wand?
 - a. she named the puppy
 - b. she came to visit
 - c. she got a pool
 - d. she went swimming
4. What does giant mean?
 - a. really big
 - b. short
 - c. really small
 - d. tiny

I have a fairy grandma named Rose. Every year she comes to **visit** me in the summer. She **grants** me three wishes each year. I can wish for whatever I want. She is the nicest fairy grandma ever! Last year I wished for a puppy, a new bike, and a giant box of candy. She **waved** her magic wand and **poof!** I had all three things. I named my puppy Max. This year I am going to wish for another puppy. I love puppies. I am also going to wish for more video games. My last wish is going to be for a pool in our **backyard**. I cannot wait to teach my puppies how to swim!

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Words with 3 letters



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Vocabulary

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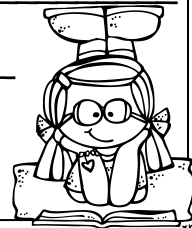
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How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



Name: _____ Date: _____

Claudette became soaking wet and crazy angry when...



Today I wrote for
_____ minutes!

Name: _____ Date: _____

Tell the story of what happened to this girl!



Today I wrote for
_____ minutes!

Name: _____ Date: _____

When Destiny fell off the...she ended up...



Today I wrote for
_____ minutes!

Name: _____ Date: _____

Tell the story of what happened to this girl!



Today I wrote for
_____ minutes!

Name: _____ Date: _____

Make a list of all the foods that make you feel this way:

Today I wrote for
_____ minutes!

○

○

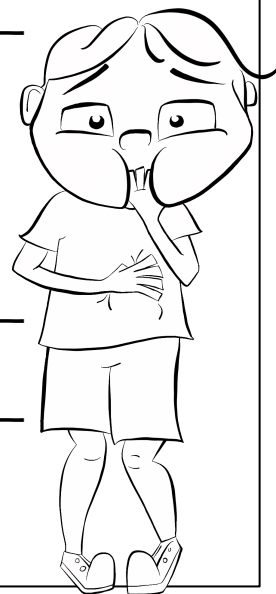
○

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○

Circle one idea and write about it on the back of this page.



Name: _____ Date: _____

Make a list of all the times you've felt this way:

Today I wrote for
_____ minutes!

○

○

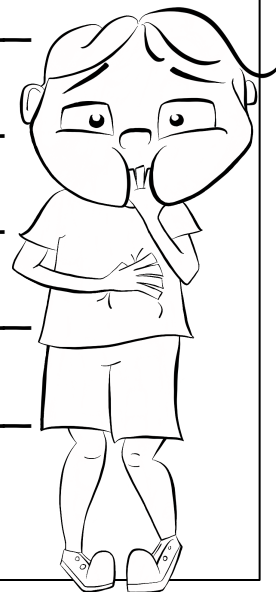
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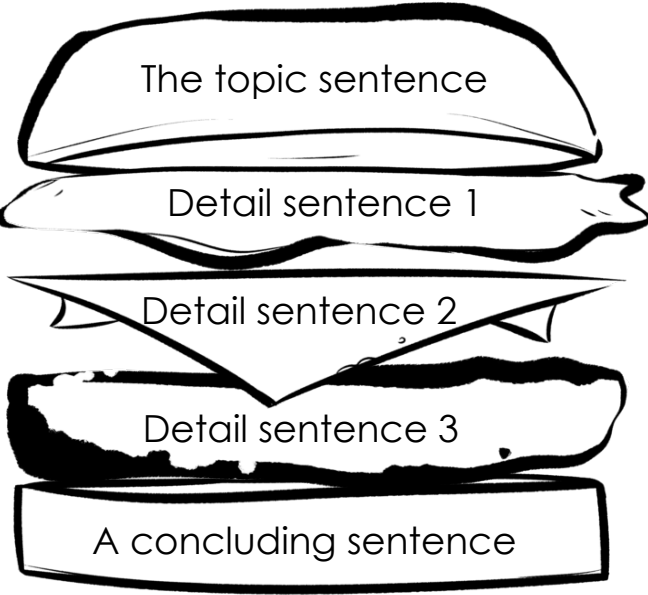
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Circle one idea and write about it on the back of this page.



Most paragraphs include 3 major parts:

- 1. **The topic sentence**...the main idea of the paragraph where a hook can be used.
- 2. **Detail sentences**...Parts that add details to the main idea, including examples or evidence that support the topic. Transition words help the sentences flow.
- 3. **A concluding sentence**...wrap up the main idea and lead into the next paragraph.



Directions: Think about something that has happened in your life today that feels like a main idea or event. Create a topic sentence for that event. Add 3 sentences that support your main event. Try to include evidence, examples, or feelings you have. End your paragraph with a concluding sentence that wraps up your thinking and leaves readers feeling like your paragraph has ended. Don't forget to indent!

Name: _____ Date: _____

Directions: Study the big rule and read the words in the box.
Read the story. Complete the activities below.

The BIG Rule:

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

make	late	came	lame
take	hate	name	game

I Missed the Bus

I missed the bus. I was late. I hate to be late. My dad yelled my name. I came when he yelled my name. He did not make me run after the bus. I was too late for that. He said I had to walk. Walking to school is lame. I hate walking to school. I have to **navigate** and plan my way past a busy road. It's lame to walk alone.

I begged my dad to take me to school. He said he was not playing my game. I had to walk. I said he was lame.

Maybe I should fake being sick? I tried to **stall** and not go. "Dad, I think I am sick," I said. "I hate to miss school, but I don't think I can go."

"You are not sick!" my dad yelled. "Stop stalling and go."

I had no choice. I was too late. I walked to school, but I was not happy.




Hunt the Words!

Directions: Use the code to mark each word in the story.

Red- make

Yellow- late

Blue- came

Brown- lame

Orange- take

Green- hate

Purple- name

Pink- game

Vocabulary Master!

Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. _____
(Vocabulary Word)

_____ (What the Word Means)

2. _____
(Vocabulary Word)

_____ (What the Word Means)

Name: _____ Date: _____

Directions: Read the story. Answer the questions below.

I Missed the Bus

I missed the bus. I was late. I hate to be late. My dad yelled my name. I came when he yelled my name. He did not make me run after the bus. I was too late for that. He said I had to walk. Walking to school is lame. I hate walking to school. I have to **navigate** and plan my way past a busy road. It's lame to walk alone.

I begged my dad to take me to school. He said he was not playing my game. I had to walk. I said he was lame.

Maybe I should fake being sick? I tried to **stall** and not go.

"Dad, I think I am sick," I said. "I hate to miss school, but I can't go."

"You are not sick!" my dad yelled. "Stop stalling and go."

I had no choice. I was too late. I walked to school, but I was not happy.



1. What was the biggest problem in the story?

- ☐ (a) the dad yelled
- ☐ (b) she missed the bus
- ☐ (c) school was lame
- ☐ (d) she was sick

3. Which word begins with the same sound as *lame*?

- ☐ (a) came ☐ (c) late
- ☐ (b) stop ☐ (d) fake

2. How does the girl get to school?

- ☐ (a) her dad drives her to school
- ☐ (b) she takes the bus
- ☐ (c) she walks with a friend
- ☐ (d) she walks alone

4. What does the word *stall* mean?

- ☐ (a) to go fast
- ☐ (b) to stop and not go
- ☐ (c) to walk
- ☐ (d) to run

5. Make a list of reasons why she could have been late for the bus?

Name: _____ **Date:** _____

Directions: Complete each sentence with a word from the word bank.

The BIG Rule:

When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.

make	late	came	lame
take	hate	name	game

1. I wanted to _____ my own lunch to school today.
2. Pete thinks it is so _____ to clean his room all day long.
3. I was so glad that my dad _____ to my big game last week.
4. Hope said she would _____ to be stuck eating peas for lunch.
5. Miss Jones was _____ for class because she had a meeting.
6. Jade did not want to _____ a big deal out of getting sick.
7. Mike did not like it when the big kids called him a bad _____ .
8. Our team has a big _____ that we hope to win today.

Directions: Choose 3 words from the word bank. Write a sentence with each word.

1. _____

2. _____

3. _____

Name: _____ Date: _____

Directions: add an -ing and -s suffix to each word.**Adding -ing rule**

When adding the suffix -ing to a word that ends in the vowel -e, drop the -e and add -ing

Adding -s rule

When adding the suffix -s to a word that ends in the vowel -e, keep the -e and add -s to make the word plural

Word	-ing	-s
make		
take		
hate		
name		
game		

Directions: Change the words from present tense to past tense. For some words, the suffix -ed will make the word past tense. Other words do not follow that rule.

Present Tense (Now I...)	Past Tense (Yesterday I...)
make	
take	
hate	
name	
game	

Name: _____ Date: _____

Directions: Study the big rule and read the words in the box.
Read the story. Complete the activities below.

The BIG Rule:

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

nice	dime	fine	hide
nine	time	like	line

Math is Hard for Mike

Math is hard for Mike. He does not pick up on new math skills fast. His teacher, Mrs. Wills is nice. She says he will be fine. Mike does not think he will be fine. Mike thinks math should be a **crime**. He tries to hide from math. He can not tell time. He mixes up a penny and a dime. The number six always looks like a nine.

One day Mike was adding his math. The numbers looked like they were jumping off the page. "Mrs. Wills, I just cannot do math," Mike said with a **whine** and a cry. This time he sunk in his desk.

Mrs. Wills came to help. "I see what you did. I can help," she said. She drew a line so that the numbers stuck on the page. "When the numbers are in line, you can add them up!"

Now the numbers stopped jumping. Mike could see them just fine. He finished his work on time. Now Mike was fine.




Hunt the Words!

Directions: Use the code to mark each word in the story.

Red- nice

Yellow- dime

Blue- fine

Brown- hide

Orange- nine

Green- time

Purple- like

Pink- line

Vocabulary Master!

Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. _____
(Vocabulary Word)

_____ (What the Word Means)

2. _____
(Vocabulary Word)

_____ (What the Word Means)

Name: _____ Date: _____

Directions: Read the story. Answer the questions below.

Math is Hard for Mike

Math is hard for Mike. He does not pick up on new math skills fast. His teacher, Mrs. Wills is nice. She says he will be fine. Mike does not think he will be fine. Mike thinks math should be a **crime**. He tries to hide from math. He can not tell time. He mixes up a penny and a dime. The number six always looks like a nine.

One day Mike was adding his math. The numbers looked like they were jumping off the page. "Mrs. Wills, I just cannot do math," Mike said with a **whine** and a cry. This time he sunk in his desk.

Mrs. Wills came to help. "I see what you did. I can help," she said. She drew a line so that the numbers stuck on the page. "When the numbers are in line, you can add them up!"

Now the numbers stopped jumping. Mike could see them just fine. He finished his work on time. Now Mike was fine.



1. What is hard for Mike?

- ☐ (a) he cannot tell time
- ☐ (b) he mixes the number 6 with a 9
- ☐ (c) he thinks a penny is a dime
- ☐ (d) all of the above

3. Which word ends with the same sound as *nice*?

- ☐ (a) face ☐ (c) fact
- ☐ (b) number ☐ (d) time

2. How does Mrs. Wills help Mike?

- ☐ (a) she tells him the answer
- ☐ (b) she draws lines on his page
- ☐ (c) she asks another student to help
- ☐ (d) she gives him more time

4. What does the word *whine* mean?

- ☐ (a) to talk in a loud voice
- ☐ (b) to yell
- ☐ (c) to complain
- ☐ (d) to whisper

5. How else can Mrs. Wills help Mike with his math?

Name: _____ **Date:** _____

Directions: Complete each sentence with a word from the word bank.

The BIG Rule:

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nice	dime	fine	hide
nine	time	like	line

1. Miles was so excited to turn _____ years old tomorrow.
2. Ivy could never keep a good track of the _____.
3. Theo tried to _____ under his desk when his mom called.
4. Our class could never stand in a straight and perfect _____.
5. Miss Bine was a very _____ teacher because she liked to help.
6. I found a _____ and a four quarters under my bed.
7. When I woke up this morning I did not feel _____ at all.
8. I do not _____ to eat ham or bacon on my pizza.

Directions: Choose 3 words from the word bank. Write a sentence with each word.

1. _____

2. _____

3. _____

Name: _____ Date: _____

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Adding -s rule

When adding the suffix -s to a word that ends in the vowel -e, keep the -e and add -s to make the word plural

Word	-ing	-s
time		
like		
hide		
line		
dine		

Directions: Change the words from present tense to past tense. For some words, the suffix -ed will make the word past tense. Other words do not follow that rule.

Present Tense (Now I...)	Past Tense (Yesterday I...)
like	
hide	
line	
dine	
ride	