Learning Language Arts Through Literature

THE RED
STUDENT ACTIVITY BOOK
3rd Edition

By

Debbie Strayer

and

Susan Simpson

Common Sense Press
Simple to teach. Easy to learn.
The Learning Language Arts Through Literature series:

The Blue Book - 1st Grade Skills
The Red Book - 2nd Grade Skills
The Yellow Book - 3rd Grade Skills
The Orange Book - 4th Grade Skills
The Purple Book - 5th Grade Skills
The Tan Book - 6th Grade Skills
The Green Book - 7th Grade Skills
The Gray Book - 8th Grade Skills
The Gold Book - World Literature - High School Skills
The Gold Book - American Literature - High School Skills
The Gold Book - British Literature - High School Skills

☞ Our thanks to Debbie Ward for her work on the 3rd edition of this book. ☞

Scripture taken from the NEW AMERICAN STANDARD BIBLE®
©Copyright The Lockman Foundation
Used by permission.

Copyright ©1998 by:
Common Sense Press of Melbourne LLC
3121 Skyway Circle, Suite A
Melbourne, FL 32934
www.commonsensepress.com

All rights reserved. No part of this book may be reproduced in
any form without written permission from Common Sense Press.

Cover Design: Kate White, 2017
Cover art: Fresh Stock/Bigstock.com

Printed in the United States of America.
Message to the Student

Welcome to Learning Language Arts Through Literature! This is The Red Student Activity Book where you will record your answers to the questions in The Red Teacher Book.

You will enjoy learning language arts as you read good books and practice your writing skills in fun and creative ways. Remember, any skill seems difficult at first, but as you complete each day’s work, you will get better and better.

Enjoy yourself this year while Learning Language Arts Through Literature.

Teacher’s Note

This Red Student Activity Book is a companion to The Red Teacher Book from the Learning Language Arts Through Literature series. Not intended to be used independently, the complete information, material, and answer keys you need to teach are found in The Red Teacher Book, also sold by Common Sense Press. Look for these and other Common Sense Press products at book stores or online at www.commonsensepress.com
Read the words in the Phonics Word Box.

<table>
<thead>
<tr>
<th>Phonics Word Box</th>
<th>Phonics Fact Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>four, pour, court, source</td>
<td></td>
</tr>
<tr>
<td>ou says /ow/ as in out; and ou says /ō/ as in court</td>
<td></td>
</tr>
</tbody>
</table>

e. How Do You Spell That Word?

Day 3  

a. Review the story, “Tales About Tails.”

b. Look at the title of our story: Tales About Tails

c. Write the correct words in the blanks to complete the sentences.

1) I have ____________ dimes in my pocket. (two, too, to)

2) I woke up ____________ late. (two, too, to)

3) Please come ____________ my house. (two, too, to)

4) The pig has a curly ____________. (tale, tail)

5) Dad will tell us a funny ____________. (tale, tail)

d. Read the sentence.

<table>
<thead>
<tr>
<th>Context Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>once</td>
</tr>
</tbody>
</table>

I rode the bike once around the block.

e. Syllable Sense

Divide the following words by syllable.

began, along, behind, over
f. Read this sentence.

Otter ran across the field into the river.

Circle the word that has **ie** in the middle of the word.

<table>
<thead>
<tr>
<th>Phonics Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ie</strong> usually says /ē/ as in <em>field</em></td>
</tr>
</tbody>
</table>

Read the words in the Phonics Word Box.

<table>
<thead>
<tr>
<th>Phonics Word Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>piece thief believe chief cookie carried</td>
</tr>
</tbody>
</table>

1) The word _______________ rhymes with _______________.

2) We baked a big ___________________ today.

3) I would like a _______________ of pie.

4) Do you ___________________ that story?

g. Spelling Words Puzzle

Write the spelling word that matches the clue and fits in the space.

1. rhymes with *life*  

2. a homonym for *not*  

3. rhymes with *kit*  

4. a homonym for *no*
Day 4

a. Review the Word List below for “Tales About Tails.”

course shoulder carried caught once
climb began behind over along

b. Read these sentences.

Beaver caught some fish. He taught Otter how to cook it.

Beaver cooked it in sauce.

Circle the word sauce.

Phonics Fact

au says /aw/ as in sauce

c. Fill in the blank with the correct word from the Phonics Word Box.

Phonics Word Box

<table>
<thead>
<tr>
<th>cause</th>
<th>pause</th>
<th>fault</th>
</tr>
</thead>
<tbody>
<tr>
<td>sauce</td>
<td>haul</td>
<td>maul</td>
</tr>
</tbody>
</table>

1) We need to ____________ that wood to the pile.
2) I’m sorry. This was my ____________.
3) Mom makes the best cheese ____________.
4) A sharp pin may ____________ pain.

d. Using the sentence in 4b, circle the word caught.

Phonics Fact

au gh says /aw/ as in taught; gh is silent
Day 3 h. and Day 4 g.

“We shall see!” he shouted.
**Day 2  b.**

- [Image of fish]
- [Image of fish]
- [Image of fish]
- [Image of fish]
- [Image of fish]
- [Image of fish]
- [Image of fish]
- [Image of fish]
- [Image of fish]

**Day 2  c.**

<table>
<thead>
<tr>
<th>where</th>
<th>every</th>
<th>where</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>some</td>
<td>any</td>
</tr>
<tr>
<td>where</td>
<td>where</td>
<td></td>
</tr>
</tbody>
</table>
e. Fill in the blanks with the correct word from the Phonics Word Box.

<table>
<thead>
<tr>
<th>Phonics Word Box</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>naughty</td>
<td>taught</td>
</tr>
<tr>
<td>caught</td>
<td>daughter</td>
</tr>
</tbody>
</table>

1) I __________________ the ball.
2) My teacher ________ me how to read.
3) Mary is her______________________.

f. How Do You Spell That Word?

g. Handwriting page 215.

Day 5

a. Read “Tales About Tails” to your teacher.

b. Read these sentences.

Muskrat has a long, thin tail. Beaver has a short, flat tail.

Underline the words that describe Muskrat’s tail. Underline the words that describe Beaver’s tail. Circle the commas.

<table>
<thead>
<tr>
<th>Grammar Guide Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>When two or more describing words come before the noun, use commas ( , ) to separate those describing words.</td>
</tr>
</tbody>
</table>

Add commas to these sentences.

1) Beaver chewed on the big thick branch.
2) Muskrat lay on the old rotten log.
3) Otter swam in the clean cool water.

c. Read this sentence.

See Muskrat climb out of the water.

Circle the word climb. Cross out the silent letter.
Phonics Fact

Some words end with a silent b as in climb.

Read the words in the Phonics Word Box. Choose a word to complete these sentences.

Phonics Word Box

<table>
<thead>
<tr>
<th>climb</th>
<th>lamb</th>
<th>comb</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomb</td>
<td>limb</td>
<td>bomb</td>
</tr>
<tr>
<td>dumb</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) I have to __________________ my hair.
2) Don likes to __________________ trees.
3) He has a swing on the __________ of that tree.
4) The __________________ has white fur.

d. Spelling test
Day 1  

a. Read the story “Five Times Ten.”

b. Talk to your teacher about the story.

c. Read this sentence.

“Today is Turtle’s birthday,” Duck said.

Write the possessive form using an apostrophe and s (’s).
Ex: the house belonging to Muskrat - Muskrat’s house

1) the rock belonging to Turtle

2) the secret belonging to Duck

3) the hat belonging to Beaver

d.  

<table>
<thead>
<tr>
<th>Phonics Fact Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ou</strong> says /ow/ as in <em>out</em>; and</td>
</tr>
<tr>
<td><strong>ou</strong> says /o/ as in <em>court</em></td>
</tr>
</tbody>
</table>

Read the words in the Phonics Word Box. Choose a word to complete these sentences.

1) Two plus two is ________________.

2) Mom will ____________________ the milk.

3) The judge is in ____________________.

4) Grandma put a blanket on her ____________________.

e. Copy the spelling words.

<table>
<thead>
<tr>
<th>four</th>
<th>piece</th>
</tr>
</thead>
<tbody>
<tr>
<td>pour</td>
<td>sauce</td>
</tr>
</tbody>
</table>
f. This is a picture of Turtle’s birthday cake. Draw five rows, with ten candles in each row.

Turtle is ___________ years old today.

Day 2

a. Review the story, “Five Times Ten.”

b. Find page 227 and cut out the pictures. Put the pictures in the order in which they happened. Glue them on a sheet of paper. Write a sentence for each picture.

c. Make three compound words using these words.

fish birth after day noon cat

d.

<table>
<thead>
<tr>
<th>Phonics Fact Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ou</strong> says /ow/ as in <em>out</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phonics Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ou</strong> says /ũ/ as in <em>young</em></td>
</tr>
</tbody>
</table>
Read the words in the Phonics Word Box. Choose a word from the Phonics Word Box, to complete these sentences.

<table>
<thead>
<tr>
<th>Phonics Word Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
</tr>
<tr>
<td>young</td>
</tr>
<tr>
<td>country</td>
</tr>
<tr>
<td>touch</td>
</tr>
<tr>
<td>double</td>
</tr>
<tr>
<td>trouble</td>
</tr>
<tr>
<td>sound</td>
</tr>
<tr>
<td>cloud</td>
</tr>
<tr>
<td>mouse</td>
</tr>
</tbody>
</table>

1) There was a loud ________________ just now.
2) My aunt has a farm in the ________________.
3) The sky has a big fluffy ________________ in it today.
4) Do not ________________ the stove. It is hot.
5) There is a cute little ________________ in our ________________.
6) The kittens are still too ________________ to leave their mother.

e. How Do You Spell That Word?

Day 3

a. Review the story, “Five Times Ten.”

b. Circle the doing word in each sentence.

1) Turtle stretched in the sun.
2) Duck shook her wings.
3) Muskrat swam in the pond.

c. Read this sentence.

<table>
<thead>
<tr>
<th>Context Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>gone</td>
</tr>
</tbody>
</table>

I went outside to find my cat, but he was gone.
d. Syllable Sense
Divide the following words into syllables.

secret indeed figure never

e. Spelling Words Puzzle

Put a letter in each space to complete the sentence using the code.

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>c</td>
</tr>
<tr>
<td>c</td>
<td>e</td>
</tr>
<tr>
<td>e</td>
<td>f</td>
</tr>
<tr>
<td>f</td>
<td>i</td>
</tr>
<tr>
<td>i</td>
<td>o</td>
</tr>
<tr>
<td>o</td>
<td>p</td>
</tr>
<tr>
<td>p</td>
<td>r</td>
</tr>
<tr>
<td>r</td>
<td>s</td>
</tr>
<tr>
<td>s</td>
<td>u</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

“You may ___ ___ ___ ___ a drink and get a ___ ___ ___ ___ ___ of pizza, Jack,” said Mom.

“Mom, this pizza ___ ___ ___ ___ ___ is great. I could eat ___ ___ ___ ___ ___ pieces,” said Jack.

f. Handwriting page 226.

Day 4

a. Read the Word List below for “Five Times Ten.”

young gone secret indeed figure never myself afternoon

b. Grammar Guide Review

A sentence has two parts: a subject and a predicate. The **subject** tells who or what the sentence is about. The **predicate** tells something about the subject.

Underline the subject once and double underline the predicate.

1) Turtle stretched in the sun.
2) Duck shook her wings.
3) Muskrat swam in the pond.
c. Read the book *Little Island.*

d. Talk to your teacher about the story.

e. How Do You Spell That Word?

f. Handwriting page 226.

**Day 5**

a. Read “Five Times Ten” to your teacher.

b. Read this sentence.

One day, Muskrat was fixing the door on his house.

<table>
<thead>
<tr>
<th>Grammar Guide Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>A noun names a person, place, or thing.</td>
</tr>
<tr>
<td>A proper noun names a particular person, place, or thing.</td>
</tr>
</tbody>
</table>

Circle all the nouns in the sentence.

Write all the proper nouns in the story, “Five Times Ten.”

c. Discussion with teacher. Draw a picture of the island in the space provided on page 227, 5c.

d. Spelling test
POP! Her head was gone.
Day 1  

a. Read the story “Muskrat’s Fishing Hat.”

b. Talk to your teacher about the story.

c. Read this passage.

“What a day for fishing!” Muskrat said. He put on his fishing pants. He picked up his fishing box. He reached in the closet for his green fishing hat. But the hat was not there.

Circle the quotation marks ( “ ” ).

<table>
<thead>
<tr>
<th>Grammar Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quotation marks ( “ ” ) tell us the actual words spoken.</td>
</tr>
</tbody>
</table>

Act it Out  
d. Read this passage.

“I cannot go fishing without my hat,” Muskrat said. He looked under the bed. He looked behind the door. But the hat was not there.

Circle the quotation marks in the passage above. Act it out.

e. Read the words in the Phonics Word Box.

<table>
<thead>
<tr>
<th>Phonics Word Box</th>
<th>Phonics Fact Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>country</td>
<td>ou says /ow/ as in out</td>
</tr>
<tr>
<td>touch</td>
<td>ou says /ð/ as in court</td>
</tr>
<tr>
<td>young</td>
<td>ou says /û/ as in young</td>
</tr>
</tbody>
</table>
Look at the picture, read each sentence and put an X next to the sentence that best describes the picture.

1) The young lady sat down.
2) May I touch the bushes in your yard?
3) My grandma lives in the country.
4) He caused her some trouble.

f. Copy the spelling words.

shout ___________________ come ___________________
touch ___________________ could ___________________

Day 2  
a. Review the story, “Muskrat’s Fishing Hat.”

b. Under each picture, list words that describe each character.
c. Underline the actual words spoken.

1) “Someone has taken my fishing hat!” Muskrat shouted.
2) “Who would take your fishing hat?” Otter asked.
3) Muskrat patted his head with his paw. “It must be Beaver,” Muskrat said.

d. How Do You Spell That Word?

e. Read these sentences.

Muskrat had no joy because he could not find his fishing hat.
Duck pointed a wing at Beaver. She said, “You have taken Muskrat’s fishing hat.”

Circle the word joy.

<table>
<thead>
<tr>
<th>Phonics Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>oy says /oi/ as in joy</td>
</tr>
</tbody>
</table>

Copy the words in the Phonics Word Box. Say the words aloud as you write them.

<table>
<thead>
<tr>
<th>Phonics Word Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>joy  toy  boy  Roy  Troy</td>
</tr>
</tbody>
</table>
Circle the word *pointed*.

**Phonics Fact**

*oi* says /oi/ as in *point*

Copy the words in the Phonics Word Box. Say the words aloud as you write them.

<table>
<thead>
<tr>
<th>Phonics Word Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>point</td>
</tr>
</tbody>
</table>

f. Word Search Puzzle
Find words that have the /oi/ sound and circle them. The words are found across or down in the puzzle.

Can you find all 9 words?

crosscat
boileobt
tolaaioo
pointnui
ijoyobtl
goodsoil
tootysi

g. Write a letter to Muskrat telling him how damaging it is to accuse someone without proof of wrong-doing.
Day 3  

a. Review the story “Muskrat’s Fishing Hat.”

b. Read this passage.

“This Beaver seems like an honest fellow. I let him take care of my house when I was away last fall,” Otter said. “I always trusted Beaver. But maybe I was wrong.”

<table>
<thead>
<tr>
<th>Grammar Guide Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>A <strong>noun</strong> names a person, place, or thing.</td>
</tr>
<tr>
<td>A <strong>pronoun</strong> is a word that takes place of a noun.</td>
</tr>
</tbody>
</table>

Read the same sentences without any pronouns.

“This Beaver seems like an honest fellow. Otter let Beaver take care of Otter’s house when Otter was away last fall,” Otter said. “Otter always trusted Beaver. But maybe Otter was wrong.”

c. Read this passage and circle the pronouns.

Muskrat shook his fur. “I know Beaver has my hat,” he said.

d. Read the sentences.

1) Mary tells the truth. She is an **honest** person.

2) I keep my coat in the **closet**.

3) I don’t know the answer, but I will **guess** it.

e. Syllable Sense

Divide these words into syllables.

under after opened taken going ducklings
Lesson 19

f. Spelling Words Crossword Puzzle

Across
1) rhymes with *would*
2) opposite of *whisper*

Down
3) The stove is hot. Do not ___ it.
4) the opposite of *go*

g. Handwriting page 236.

Day 4

a. Read the Word List below for “Muskrat’s Fishing Hat.”

pointed honest closet guess ducklings going yourself

b. Read the book *Billy and Blaze*. Talk to your teacher about the story.

c. Cross out the letter(s) that the apostrophe replaces in the following contractions.
   Ex: couldn’t - could n’\text{ot}

1) didn’t - did not  
2) haven’t - have not
3) he’s - he is or he has
4) she’ll - she will

Write the words for these contractions.
Ex: they’ll - they will

5) doesn’t
6) isn’t
7) you’re
8) it’s

d. How Do You Spell That Word?

e. Handwriting page 236.
Lesson 19

f. Discussion with teacher.

Day 5  a. Read the story “Muskrat’s Fishing Hat.”

b. Look at the title of our story: Muskrat’s Fishing Hat. Circle the apostrophe s (’s).

Write the possessive form for the following.
Ex: the tail belonging to Beaver - Beaver’s tail

1) the fishing pants belonging to Muskrat __________________

2) the face belonging to Beaver __________________

3) the wings belonging to Duck __________________

c. Look at page 46 of In, Out, and About Catfish Pond.

What words describe Beaver’s head?

What words describe Muskrat’s head?

d. Find page 237. Decorate and color the hats to match the characters’ personalities.

e. Spelling test
Day 3  g.  and  Day 4  e.

“Are you sure?” Otter asked.
Day 5  d.
**Day 1**

a. Read the story “The Pond Monster.”

b. Talk to your teacher about the story.

c. Tell your teacher an antonym for these words.

<table>
<thead>
<tr>
<th>Grammar Guide Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>An <strong>antonym</strong> is a word of opposite meaning.</td>
</tr>
</tbody>
</table>

1) closed  
2) out  
3) near  
4) over  
5) loud

d. Read the words in the Phonics Word Box. Choose a word to complete these sentences.

<table>
<thead>
<tr>
<th>Phonics Word Box</th>
</tr>
</thead>
</table>
| boil  
coin  
boy  
toy |

1) Mother will ___________ the water.  
2) I broke my ___________.  
3) I put a ___________ in my piggy bank.  
4) The little ___________ played.

e. Copy the spelling words.

- boy  
- soil  
- toy  
- coin

f. Find page 241 and cut out the word cards for 1f. Match the words with opposite meanings. Glue them on blank paper and illustrate three of them.

**Day 2**

a. Review the story “The Pond Monster.”

b. Discussion with teacher.

c.  

<table>
<thead>
<tr>
<th>Grammar Guide</th>
</tr>
</thead>
</table>
| A **sentence** has two parts: a subject and a predicate.  
The **subject** tells who or what the sentence is about.  
The **predicate** tells something about the subject. |
Underline the subject once and double underline the predicate.

1) The sun was halfway behind the willow trees.
2) The noise came from Turtle’s shell.
3) Otter stopped hitting the water with his tail.

d. How Do You Spell That Word?

e. Read this passage.

“I’m sorry,” said Turtle. The next day she put a sign on her rock.

<table>
<thead>
<tr>
<th>Phonics Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>kn</strong> says /n/ as in <em>knee</em></td>
</tr>
<tr>
<td><strong>gn</strong> says /n/ as in <em>sign</em></td>
</tr>
</tbody>
</table>

Read the words in the Phonics Word Box. Choose a word to complete these sentences.

<table>
<thead>
<tr>
<th>Phonics Word Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>sign  gnaw</td>
</tr>
<tr>
<td>gnat  design</td>
</tr>
</tbody>
</table>

1) Her dress has a pretty _________ on it.
2) We will meet you at the stop _________.
3) There is a little _________ flying near me.
4) The king will _________ on the turkey leg.

Day 3  

a. Review the story “The Pond Monster.”

b. Read these sentences.

Turtle put a bag over her head. Turtle made an awful noise.

The noise was very loud.
### Lesson 20

**Day 1**

<table>
<thead>
<tr>
<th>open</th>
<th>tall</th>
<th>black</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>slow</td>
<td>up</td>
</tr>
<tr>
<td>fast</td>
<td>close</td>
<td>down</td>
</tr>
<tr>
<td>short</td>
<td>young</td>
<td>heavy</td>
</tr>
<tr>
<td>night</td>
<td>bad</td>
<td>white</td>
</tr>
<tr>
<td>old</td>
<td>day</td>
<td>light</td>
</tr>
</tbody>
</table>

---

### Lesson 21

**Day 3**

<table>
<thead>
<tr>
<th>every</th>
<th>every</th>
<th>where</th>
<th>day</th>
</tr>
</thead>
<tbody>
<tr>
<td>every</td>
<td>every</td>
<td>one</td>
<td>thing</td>
</tr>
</tbody>
</table>
**Grammar Guide**

Use *a* before a word beginning with a consonant sound.
Use *an* before a word beginning with a vowel sound.

Ex: a dog; an egg, an hour

Write *a* or *an* in each blank.

1) _______ apple 3) _______ ear

2) _______ bag 4) _______ rock

c. Read the sentences.

<table>
<thead>
<tr>
<th>Context Words</th>
<th>1) I can’t eat a whole pizza, but I can eat <em>half</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>half</td>
<td>2) I was unhappy about the game. I <em>thought</em> it was going to be better.</td>
</tr>
<tr>
<td>thought</td>
<td></td>
</tr>
</tbody>
</table>

d. Syllable Sense

Divide the following words by syllables.

afraid again disturb

e. Spelling Words Puzzle

Write the spelling word that matches the clue and fits the space.

1) We plant seeds in the _______ _______ _______.

2) Jack is a _______ _______ in my class.

3) A dime is a _______ _______ _______.

4) He got a _______ _______ truck for his birthday.

f. Handwriting page 245.
Day 4  

a. Review the Word List below for “The Pond Monster.”

sign  half  thought  afraid  disturb  again  hardly

b. Talk to your teacher about the book *In, Out, and About Catfish Pond.*

c. Read this passage.

“There’s a monster over there!”

Find the contraction in this passage and copy it.

________________________________________

Write the words the contraction stands for and cross out the letter(s) that the apostrophe replaces.

________________________________________

Write the words in the following contraction and cross out the letter(s) that the apostrophe replaces.

1) what’s _________________________________

2) here’s _________________________________

3) where’s _________________________________

d. Find page 247. Cut out the pictures and choose a project.

e. How Do You Spell That Word?

f. Handwriting page 245.

Day 5  

a. Read the story “The Pond Monster” to your teacher.

b. Continue to work on the project you chose in 4d.

c. Prepare to present it to a group.

d. Spelling test

e. Today, complete Assessment 4.
She put a bag over her head.
Day 4  d.
Assessment 4

1. Add -ly to these words.
   a. slow
   b. glad
   c. sad

2. The words too, to, and two are homonyms. Write the correct word.
   a. I have _______________ cookies.
   b. I will give one cookie _______________ my friend.
   c. I ate _______________ many cookies.

3. The words a and an are words that tell us a naming word, or noun, is coming. Write a or an in the blanks.
   a. _______ butterfly
   b. _______ horse
   c. _______ octopus
   d. _______ eel

4. A sentence has two parts: the subject, or who or what the sentence is about; and the predicate, the part that tells something about the subject. Underline who or what the sentence is about. Double underline the part that tells something about the subject.
   a. Stacy and Kelly laughed.
   b. Stacy rolled on the grass.
   c. Kelly jumped over the fence.

5. Add -ed to these words.
   a. hope
   b. like
   c. save
6. Add *-ing* to these words.
   
a. skip

b. sit

c. put

d. eat

e. sing

7. Quotation marks tell us that someone is speaking. Underline the words that are spoken.

   Jamie said, “I will come today.”