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ELEMENTARY LITERACY PROGRAM

Grade 3

# UNIT 1

Classic Tales: *The Wind in the Willows*

**ACTIVITY BOOK**

Grade 3

Unit 1

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**Classic Tales:**  
Wind in the Willows

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**Activity Book**

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# Unit 1

# **Classic Tales: Wind in the Willows**

## Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 1 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.



## The Beginning

1. Long before you were born, in a place we can no longer find, there was a king. King Alfred was his name.

2. King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south. The people of this land were very happy with him as their king. King Alfred liked to have fun. He liked parties and feasts. He was fair and kind, and he kept his people safe.

3. King Alfred could not do this all by himself. He had twelve knights to help him keep his lands peaceful and his people safe. These brave knights—well, sometimes they were brave—helped to keep bad things from happening.

4. The most well-known knight of all was Sir Gus the Fearless. The king himself had given Sir Gus the name “Fearless.” This was an odd name, for Sir Gus was not entirely fearless. In fact, he had a lot of fears.

5. Sir Gus was scared of the dark. He was scared of mice and bats and spiders. He did not like boats and he could not swim. Shadows and loud noises made him faint. In fact, lots of things made Sir Gus faint.



6. Sir Gus had all the things a knight must have. He had a shield and a lance. He had a spear and a sword. But Sir Gus liked a long soak in a bathtub better than a fight.

7. Cats and horses made Sir Gus itch. Sometimes the itching was so bad that he would start jumping up and down.

8. Sir Gus was rather absentminded. He got lost a lot and could rarely tell which way to go. Sir Gus found it difficult to get up in the morning. He liked to sleep in, so he was late most of the time.

9. All in all, Sir Gus was a rather odd knight. But King Alfred did not see this. What he saw was that Sir Gus always served him well.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The Beginning

1. Why are the people of King Alfred's land happy with King Alfred as their king?

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Paragraph \_\_\_\_\_

2. Who helps King Alfred keep his lands peaceful and his people safe?

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Paragraph \_\_\_\_\_

3. What are some of Sir Gus's fears?

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Paragraph \_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Dear Family Member,**

It is exciting to start the new year—a warm welcome back to you and your child.

During the early weeks of the school year, students will review previously taught skills. This review period will also give me, your child’s teacher, the opportunity to get to know your child better so I can identify his or her particular areas of strength and weakness in reading. It is important to determine exactly what level of instruction is most appropriate for your child.

This week, your child will bring home text copies of story chapters read together in class. I hope you will encourage your child to read the stories and discuss them with you at home.

I will be observing and assessing your child during these first few weeks to be sure that he or she is placed in the appropriate level of instruction. Once the assessments are complete, your child will be placed in the instructional materials most appropriate for his or her learning needs. You will begin to see more examples of classwork, as well as homework, on a regular basis.

If you would like information on how you can help your child at home, please do not hesitate to contact me. You will continue to receive periodic parent letters which will give you tips and activities to do with your child. I look forward to teaching your child this year.



## The Thief

1. One dark and stormy night while King Alfred was sleeping, a thief crept into his bedroom and stole the king's golden ring. The next morning, when the king woke up, he saw that his ring was gone!
2. The king was very sad.
3. "Someone stole my ring!" he cried in agony. "It was my father's ring, and his father's before him. It is a king's ring. I must have it back!"
4. King Alfred was so upset that morning that he could not eat his eels on toast.
5. King Alfred summoned his twelve brave knights. Eleven of them came at once on horseback. Sir Gus the Fearless came later, on foot. Sir Gus explained why he was late. He explained that he had lost his horse.
6. "Why, good sir," said the king, "you will not get very far on foot!"
7. "Yes, my lord. I mean no, my lord," replied Sir Gus. "The problem is, your majesty, that when I am on my horse I itch. I had such a bad itch last night that I fell off my horse and it ran off."



8. “Well, you must stop itching then,” said the king.

9. “Yes, indeed,” replied Sir Gus, trying very hard not to itch.

10. Then the king told the knights what had happened. He told them he was counting on them to recover his ring.

11. The next day, at sunrise, eleven of the knights galloped off to find the thief.

12. Some time after lunch, Sir Gus was woken by the king himself.

13. “Not up yet?” said the king.

14. “Pardon me, my lord,” stammered Sir Gus. “I was just...”

15. “Nevermind!” said the king. “There’s no need to explain. Why should you be up at the crack of dawn? For what can a knight do without a horse? But never fear! I have a gift for you. You may take my horse. But you must be careful, Sir Gus. My horse is the fastest in the land.”

16. Sir Gus got out of bed. He stretched and yawned loudly. Then he got dressed.

17. “Do not fear,” said Sir Gus, as he mounted the horse. “I am an—”

18. And with that, Sir Gus was carried off. The king’s horse had shot off like an arrow.



NAME: \_\_\_\_\_

**2.2**

TAKE-HOME

DATE: \_\_\_\_\_

## The Thief

1. What is a thief?

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2. Sir Gus takes longer to get to the king than the other knights.  
Why?

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3. Why did Sir Gus fall off of his horse?

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4. Why is the king not mad when he finds Sir Gus sleeping in?

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## All's Well That Ends Well

1. Sir Gus rode the king's horse out into the country. He galloped over green land and lovely rolling hills.

2. All was well, until he began to itch. He itched his leg. He itched his neck. He tried to itch his back and nearly fell off the horse. Nothing seemed to help. At last Sir Gus told himself he had better stop, lest he itch himself right off the king's horse!

3. Sir Gus stopped in front of a farmhouse. Near the farmhouse was a stone well. Standing near the well was a young, strong-looking man.

4. Sir Gus spoke to the young man politely. "Pardon me, good sir," he said, "may I drink from your well?"

5. "Yes, you may," said the young man.

6. Sir Gus went to draw water from the well. He grabbed the rope and began to tug on it. But then he felt the need to itch. He let go of the rope and started itching himself. Soon he was itching himself so hard that he started jumping up and down. He jumped up and down so much that he fell into the well and landed with a splash at the bottom.

7. "Ack!" cried Sir Gus. "What have I done?"

8. It was a good thing that Sir Gus was tall. The water in the well only came up to his chest.

9. The young man peered down into the well.

10. "Have no fear!" he shouted to Sir Gus. "I will help you. I will drop the bucket down. Take hold of it, and I will lift you up."

11. Sir Gus waited nervously at the bottom of the dark well. He did not like the dark or the cold water. His legs began to shiver and shake.

12. The bucket came down the well. Sir Gus grabbed the bucket and held on tight.





13. Slowly the young man began to bring Sir Gus up out of the well.

14. As Sir Gus reached the top of the well, the young man offered the knight his hand.

15. “Young man,” said Sir Gus, as he stepped out of the well, “I am touched by your generous deed. I would like to thank you for helping me. What is your name?”

16. “My name is Robin,” replied the man.

17. “Well, then, Robin,” said Sir Gus, “I thank you.”

18. “You are welcome,” said Robin.

19. The two men shook hands. Robin clasped the knight’s hand so tightly that water dripped from his glove.

20. Robin smiled. “Come into my house,” he said. “I will find you some dry clothing.”

21. Sir Gus went inside.

22. “Sit down,” said Robin. “I will fetch you some dry clothing and something to drink.” Robin left the room.

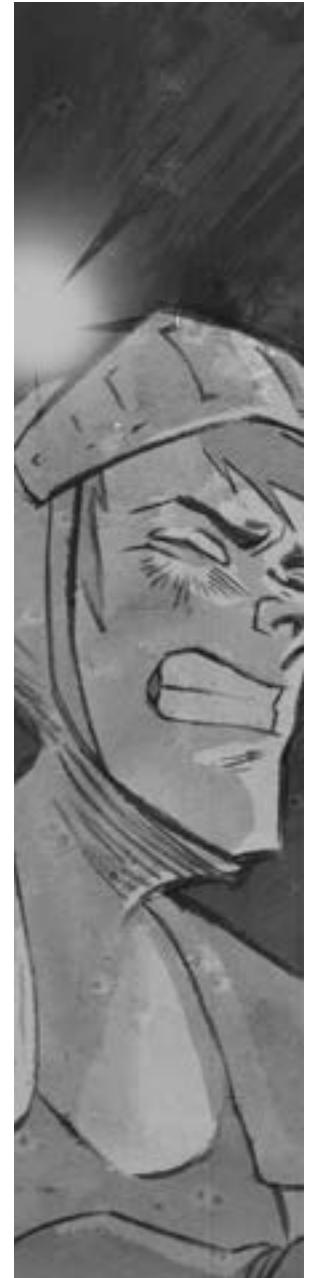
23. Sir Gus sat down on a wooden chair. As he did so, a large black cat jumped onto his lap. At once, Sir Gus began to itch all over. He got up and started jumping up and down. He jumped so hard that he knocked over a chair and bumped into a shelf.

24. Some things fell off the shelf. As he bent down to pick these things up, Sir Gus spotted a ring. It was the king’s ring! Robin was the robber!

25. Sir Gus stood thinking for a moment.

26. “There is no point fighting with the man,” Sir Gus said to himself. “That would be dangerous. I can tell by his grip that he is very strong.”

27. Sir Gus grabbed the ring. Then he tiptoed quietly out of the house. He mounted his horse and rode back to see the king.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## All's Well That Ends Well

Number and then type the sentences in the proper order.

\_\_\_ Sir Gus bumped into Robin's shelf.     \_\_\_ Robin invited Sir Gus into his house.

\_\_\_ Sir Gus tiptoed out of Robin's house.     \_\_\_ A cat jumped on Sir Gus's lap.

\_\_\_ Sir Gus found the ring.

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

\_\_\_\_\_

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

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

\_\_\_\_\_

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

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5. \_\_\_\_\_

\_\_\_\_\_

6. Can you find six words in the story that have the /u/ sound?

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

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

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

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

5. \_\_\_\_\_

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Themes Chart

**Friendship/Loyalty**

**Hospitality**

*Directions: Type examples of each theme from the story as demonstrated by the characters.*

**Responsibility**

**Irresponsibility**

## The Hungry Troll

1. King Alfred was delighted when Sir Gus gave him his ring.
2. “How did you find it so quickly?” he asked.
3. Sir Gus shrugged and said, “It was nothing, sire—just a bit of good luck.”
4. “I see you are not only brave and clever,” said the king. “You are modest as well!”
5. The king slipped the ring back on his finger. Then he had all his other knights come to a meeting.
6. “Knights,” he said, “brave Sir Gus has recovered my ring. You may all go home.”
7. The knights rode off to their homes in the country. They carried with them the story of Sir Gus and the king’s ring. The story was told far and wide. Sir Gus became a very famous knight.
8. For a long time, all was well. Each day the king would hunt, fish, and eat. Each night he slept peacefully in his bed.
9. Months passed. Then one snowy winter morning, there came the sound of thunder. Except it was not thunder. It was the thunderous cry of a troll.
10. The troll had woken from a long sleep. It was very hungry. A troll is a monstrous beast. It will eat a lot of things, but it is very fond of people.





11. King Alfred was frightened. He woke up when the troll cried out. He feared for the safety of his kingdom. He sent for his knights.

12. At once, eleven brave knights came. They too were woken by the loud cry of the troll.

13. However, Sir Gus the Fearless did not come. The cries of the troll had not woken him. He was still tucked up in bed snoring. At last, the king could wait no longer. He sent one of the other knights to fetch Sir Gus.

14. Sometime after lunch, Sir Gus came. He was tired and hungry. He had a bad cold. His nose was swollen and red.

15. “What kept you?” asked the king. “Did you not hear the sound of the troll?”

16. “*Doe, your dajesty,*” said Sir Gus, “I did *dot*. I have a *dold* in my *doze,*” replied Sir Gus.

17. “Well it must have stopped up your ears, too!” said the king. “Hear me, knights! I am concerned. We must do something to stop this monstrous troll! We must keep this loathsome beast from eating all of the people in my kingdom! Who has a plan?”

18. “If I may, your majesty,” said the knight known as Sir Tom, “I know that trolls are scared of fire. We could make a fire near the troll’s home and scare it.”

19. “I like it!” said the king. “See that it is done!”

20. Eleven of the knights went to get torches. Then they rode off to find the troll.

21. Sir Gus, however, did not ride off at once. He crept into the king’s kitchen and helped himself to a big slice of pie.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The Hungry Troll

1. When Sir Gus brings the king his ring, the king is...
  - delighted
  - angry
  - sad
  
2. What wakes King Alfred?
  - thunder
  - the cries of a baby
  - the cries of a troll
  
3. Sir Tom says that trolls are scared of...
  - water
  - fire
  - thunder
  
4. Where does Sir Gus go when the rest of the knights ride off to find the troll?
  - Sir Gus goes to the shed to find a weapon.
  - Sir Gus goes to the barn to find a horse.
  - Sir Gus goes to the kitchen to get a snack.



5. Which Sir Gus story have you liked best so far? Why?

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## Fire!

1. It was not hard to find the troll. Trolls cry when they are hungry. The knights simply followed the sound of loud sobs and eating.

2. As nightfall neared, the knights arrived at the foot of a large hill. The troll had spent all day eating the rocks and plants on the hill. All that was left on the hill were some prickly plants and some old, dying trees.

3. Near the top of the hill was a cave. Scary troll sounds were coming from inside the cave.

4. The knights met in a grove at the foot of the hill. They knelt down and made a plan.

5. “When it is dark we will light our torches,” said Sir Tom. “Then we will creep up the hill. The sight of the flames will scare the troll and it will go back to its home beneath the ground.”

6. “And what if that plan fails?” asked Sir Ed. “I don’t care to be the troll’s dinner.”

7. “Well, do you have a better plan?” asked Sir Tom.

8. Sir Ed said nothing. The other knights were quiet, as well.

9. At that very moment came the sound of a horse trotting nearby.

10. “Found you at last!” said Sir Gus as he rode up to the knights. “So, my fellow knights, tell me, have you devised a plan of attack to defeat this monstrous troll?”

11. “Yes, we have!” said Sir Tom. “We have agreed that our bravest knight will creep up the hill with a torch and frighten the troll away.”

12. “Splendid idea!” said Sir Gus. “And who is going to attempt this brave deed?” he asked, looking around.

13. “You!” said Sir Tom and Sir Ed together.



14. “But, but... well... I... er... um...,” said a reluctant Sir Gus.

15. It was no good trying to get out of it. Sir Tom handed Sir Gus a lit torch. Then he pointed at the cave.

16. Sir Gus went up the hill alone. By the time he reached the mouth of the cave, it was pitch black. The lit torch cast shadows on the ground.

17. Sir Gus looked around him. He saw shadows dancing on the ground. He was afraid. But he pressed on.

18. From inside the cave came alarming troll sounds.

19. “Snnnicck, Snnnuummm, Guffumffffff!”

20. The troll was eating bits of rock with its sharp teeth, then spitting out the bits it did not like.

21. Sir Gus approached the cave. Small pieces of rock came flying out. Some of them landed at Sir Gus’s feet. Sir Gus jumped back, trying to avoid the flying pieces of rock.

22. Suddenly there was a thumping sound. Thump! Thump! Thump! The troll was coming out of the cave!

23. As the troll got closer, the sounds got louder.

24. “SNNNNICCK, SNNNUUUMMMM, GUFFUMFFFFFF!”

25. Sir Gus was afraid. He started to feel weak in the knees. At last he fainted. His torch fell to the ground. It landed on some dry, prickly plants near the mouth of the cave. The plants caught on fire. The flames got bigger quickly.

26. From inside the cave came a scream. Then came the thumping sound of a large beast running away. Soon, all that remained was the sound of crackling flames.

27. Sir Gus lay on the ground for a while. At last the heat from the fire woke him. He got up and ran back down the hill.

28. When Sir Gus appeared, the knights shouted, “Hooray! Brave Sir Gus lit the fire! He has driven away the troll! Hooray for Sir Gus!”



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Fire!

Type the answer to each question using complete sentences.

1. Why was it not hard to find the troll?

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Paragraph \_\_\_\_\_

2. Sir Tom's plan changed a bit when Sir Gus appeared. How did it change?

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Paragraph \_\_\_\_\_

3. Do you think that Sir Tom really thinks that Sir Gus is the bravest knight? Why or why not?

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4. What happened when Sir Gus fainted?

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Paragraph\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Silent Reading Assessment

### The Bug Hunt

Six kids went on a bug hunt.

The kids set off with cans and lids.

Sam ran back with a red ant in his can.

Max got a black ant.

Jen got a black bug with six legs.

Fred got a red bug with black spots.

Jill got a moth.

Cal got a slug.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**6.1**  
CONTINUED

ASSESSMENT

## The Bug Hunt

1. What did the kids get on the hunt? \_\_\_\_\_
  - A. cats
  - B. dogs
  - C. bugs
  
2. What did Max get? \_\_\_\_\_
  - A. a red ant
  - B. a black ant
  - C. a red bug with black spots
  
3. What did Sam get? \_\_\_\_\_
  - A. a red ant
  - B. a black ant
  - C. a black bug with six legs
  
4. Which kid got a red bug with black spots? \_\_\_\_\_
  - A. Sam
  - B. Fred
  - C. Jen



5. Which kid got a black bug with six legs? \_\_\_\_\_

A. Sam

B. Jen

C. Jill

6. Which kid got a slug? \_\_\_\_\_

A. Cal

B. Jill

C. Fred

7. The kids kept the bugs in \_\_\_\_\_.

A. cans

B. cups

C. bags

8. Jill got a \_\_\_\_\_.

A. slug

B. moth

C. ant

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Silent Reading Assessment

### The Snake

The queen woke up. She squinted in the dark room. She saw something coiled in the corner.

“Eek!” she shouted. “A snake!”

The king came running.

“What’s the matter?” he asked.

“There’s a snake in my room!” said the queen.

“Goodness!” said the king. “What a shame!”

“Well?” said the queen. “Run in there and get it out!”

“Me?” said the king.

“Yes, you!” said the queen.

“Um,” said the king. “I could get it and I would do it for you, my darling! But I must take care, for the sake of my subjects. The land needs a king! I can’t risk a bite. We had better send for the snake catcher.”

Just then, the princess ran into the room.

“There it is!” she said.

“Look out!” yelled the king.

“Snake!” yelled the queen.

“What snake?” said the princess. She grabbed the coiled thing and kissed it.

The queen passed out. The king did, too.

“It’s not a snake!” the princess said. “It’s that cute black scarf I got last week!”

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**6.2**  
CONTINUED

ASSESSMENT

## The Snake

1. What did the queen think she saw in the corner?
  - A. a cat
  - B. a bug
  - C. a snake
2. What was the coiled thing really?
  - A. It was a scarf.
  - B. It was a hat.
  - C. It was a snake.
3. Why did the king say he had to keep safe?
  - A. for the queen
  - B. for the sake of his subjects
  - C. for the princess
4. Who said, “We had better send for the snake catcher”?
  - A. the princess
  - B. the king
  - C. the queen

5. Who picked up the coiled thing in the end?
- A. the princess
  - B. the king
  - C. the queen
6. Who passed out?
- A. the king
  - B. the queen
  - C. the king and queen
7. What do we think we know about the princess?
- A. She owns a black scarf.
  - B. She has a pet snake.
  - C. She passed out.
8. What do we think we know about the king?
- A. He is scared of the princess.
  - B. He is scared of snakes.
  - C. He is scared of the snake catcher.

NAME: \_\_\_\_\_

6.3

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Compound Words

Choose the correct word from the word box and type it in the blank to make a compound word. Type the compound word under the correct picture on Worksheet 6.4.

pack

bug

shine

corn

time

cake

back \_\_\_\_\_

pan \_\_\_\_\_

bed \_\_\_\_\_

pop \_\_\_\_\_

lady \_\_\_\_\_

sun \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Compound Words



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_





NAME: \_\_\_\_\_

6.5

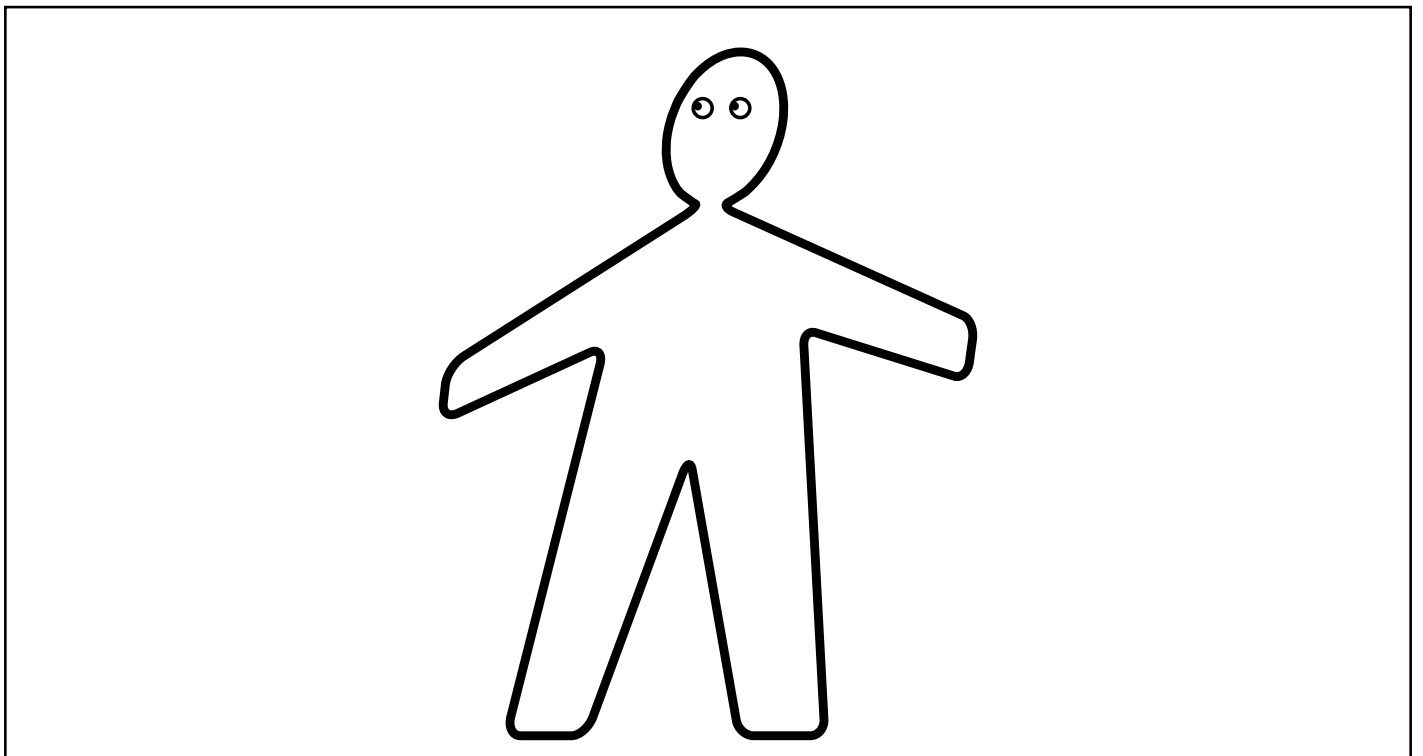
ACTIVITY PAGE

DATE: \_\_\_\_\_

## Finish the Drawing

Follow the directions to complete the picture below.

1. Draw black hair.
2. Draw a smile and make it red.
3. Draw a nose.
4. Draw a shirt.
5. Make the shirt green.
6. Draw pants and make them black.
7. Draw a dog.
8. Make the dog black.
9. Draw a sun and make it big.
10. Draw three birds.
11. Draw grass and make it green.





NAME: \_\_\_\_\_

**7.1**

ASSESSMENT

DATE: \_\_\_\_\_

## **Silent Reading Assessment**

### **Moans at Midnight**

Joe and Pete were best pals. One night, Pete slept over at Joe's house.

The kids stayed up late to see a scary TV show. When the show ended at midnight, they made their way upstairs to bed.

Joe tossed Pete a pillow. Then, he flipped off the light switch.

The kids were lying quietly in the dark.

Just then, there was a sound. It was a long, low, moaning sound.

"Am I crazy," Pete said, "or did I just hear moaning?"

"You're not crazy," said Joe.

"Was it you who moaned?" Pete asked.

"No," said Joe.

"Then who was it?"

"Beats me," said Joe.

By this point, both kids were scared.

“Shhhh!” said Joe. “I hear it!”

The moaning went on for a bit. Then, it stopped.

“Man, that’s creepy!” said Joe. “It sounds like it’s in the closet!”

“Should we go and have a look?” said Pete.

“No way!” said Joe.

Just then, the moaning started again.

“Don’t freak out!” said Pete. “Stay cool!”

The moaning stopped. Then, a hoarse voice said, “Whooo—watch out Joe and Pete! Here we come.”

That was when Joe and Pete lost their cool. They jumped up and screamed, “No! Don’t hurt us! We’re just kids!”

Then, Joe’s sisters, Jean and Mary, jumped out of the closet.

“We got you!” said Jean.

“You fell for our trick!” said Mary.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**7.1**  
CONTINUED

ASSESSMENT

## Moans at Midnight

1. Why was Pete at Joe's house?
  - A. Joe was sleeping over.
  - B. Pete was sleeping over.
  - C. It is Pete's house, too.
  
2. Why did the kids stay up late?
  - A. They stayed up to see a scary TV show.
  - B. They stayed up reading comics.
  - C. They stayed up playing chess.
  
3. What sound did Joe and Pete hear?
  - A. a buzz
  - B. a scream
  - C. a moan
  
4. Were Joe and Pete scared?
  - A. Yes, they were both scared.
  - B. No, they were not scared.
  - C. Pete was scared but Joe was not.

5. Did Joe and Pete look in the closet?

- A. Yes
- B. No
- C. Pete did, but Joe did not.

6. Who or what was in the closet?

- A. a moaning ghost
- B. Joe's sisters
- C. Joe's mom and dad

7. Which statement best sums up what happened in the story?

- A. Joe and Pete scared Jean and Mary by moaning.
- B. Jean and Mary scared Joe and Pete by moaning.
- C. Jean and Joe scared Mary and Pete by moaning.

8. What did the hoarse voice say?

- A. "No! Don't hurt us! We're just kids!"
- B. "Whooo—watch out Mary and Jean! Here we come."
- C. "Whooo—watch out Joe and Pete! Here we come."

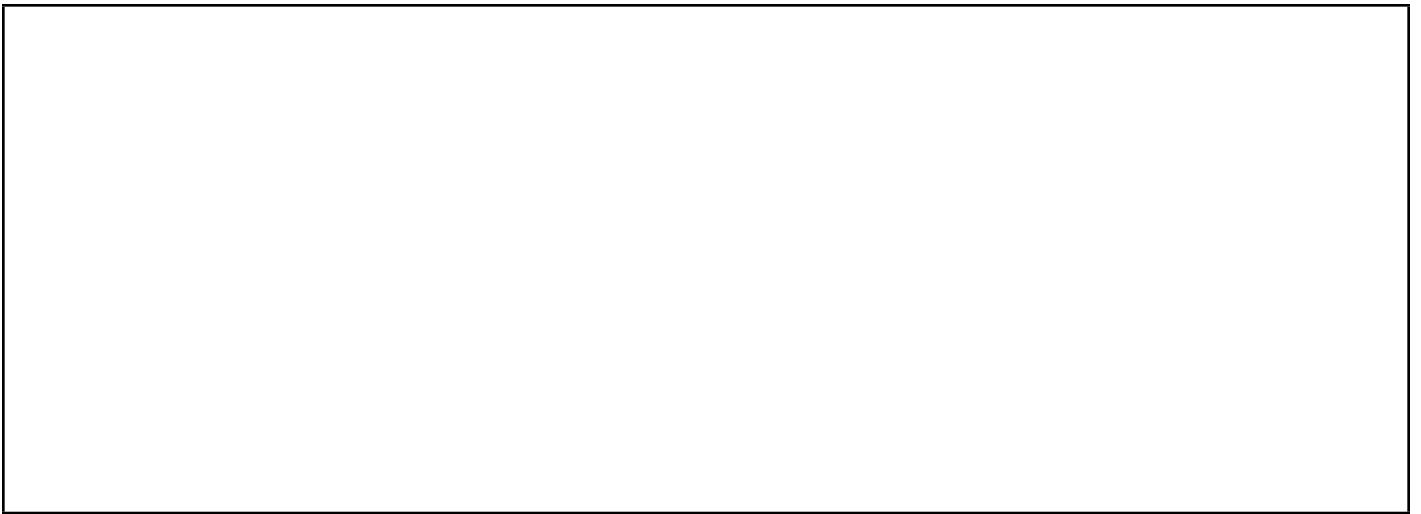
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## I Like to Eat

Fill in the blank to complete the sentence. Draw a picture in the box that illustrates your sentence.

I like to eat \_\_\_\_\_



Type a story on the lines below that tells about what you like to eat. \_\_\_\_\_

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Illustrate the Story

Read the story. Draw a picture that matches the story.

Kate had a fun time at the park. The sun was hot. The park had lots of trees. She got on the swings and slide. She saw her pals Meg and Dan. It was fun to have hot dogs and chips when it was time for lunch.





NAME: \_\_\_\_\_

**7.4**

ACTIVITY PAGE

DATE: \_\_\_\_\_

**WORD READING IN ISOLATION ASSESSMENT**

|     |          |         |          |           |           |
|-----|----------|---------|----------|-----------|-----------|
| 1.  | cloud    | hook    | joint    | spoon     | worm      |
| 2.  | scold    | she     | grow     | paint     | fright    |
| 3.  | barge    | knock   | whine    | cell      | graph     |
| 4.  | away     | brother | glove    | meant     | born      |
| 5.  | clerk    | yard    | collar   | taxi      | biting    |
| 6.  | acorn    | coach   | claim    | first     | cue       |
| 7.  | dries    | oven    | owl      | slate     | hide      |
| 8.  | scowl    | theme   | curve    | flies     | keys      |
| 9.  | sauce    | joy     | caught   | echo      | dote      |
| 10. | stay     | study   | cube     | thirst    | mile      |
| 11. | teach    | anchor  | wall     | decay     | sheep     |
| 12. | jolt     | gym     | army     | child     | knit      |
| 13. | alley    | health  | wand     | myth      | cover     |
| 14. | launch   | swam    | afloat   | blue      | price     |
| 15. | were     | all     | no       | they      | are       |
| 16. | great    | who     | any      | some      | their     |
| 17. | henpeck  | stopgap | anthill  | sunlit    | sandbox   |
| 18. | helpless | hunches | biggest  | slapping  | hotter    |
| 19. | outside  | beehive | highway  | topsoil   | faultline |
| 20. | booker   | foolish | fifteen  | artist    | proudest  |
| 21. | panic    | modern  | carpet   | mattress  | support   |
| 22. | leaky    | awful   | daughter | lightning | southern  |
| 23. | include  | parents | basic    | hockey    | hatred    |
| 24. | gentle   | level   | medal    | evil      | caption   |



# Word Reading in Isolation Scoring Sheet

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.5

ACTIVITY PAGE

| Word Reading in Isolation Scoring Sheet |                      |                         |                        |                    |                         |
|---|----------------------|-------------------------|------------------------|--------------------|-------------------------|
|   | a                    | b                       | c                      | d                  | e                       |
| 1                                       | cloud                | hook                    | joint                  | spoon              | worm                    |
|   | /k/ /l/ /ou/ /d/     | /h/ /oo/ /k/            | /j/ /oi/ /n/ /t/       | /s/ /p/ /oo/ /n/   | /w/ /er/ /m/            |
| 2                                       | scold                | she                     | grow                   | paint              | fright                  |
|   | /s/ /k/ /oe/ /l/ /d/ | /sh/ /ee/               | /g/ /r/ /oe/           | /p/ /ae/ /n/ /t/   | /f/ /r/ /ie/ /t/        |
| 3                                       | barge                | knock                   | whine                  | cell               | graph                   |
|   | /b/ /ar/ /j/         | /n/ /o/ /k/             | /w/ /ie/ /n/           | /s/ /e/ /l/        | /g/ /r/ /a/ /f/         |
| 4                                       | away                 | brother                 | glove                  | meant              | born                    |
|   | /ə/ /w/ /ae/         | /b/ /r/ /u/ /th/ • /er/ | /g/ /l/ /u/ /v/        | /m/ /e/ /n/ /t/    | /b/ /or/ /n/            |
| 5                                       | ə • digraph          | closed • r-controlled   | digraph                |                    |                         |
|   | clerk                | yard                    | collar                 | taxi               | biting                  |
| 6                                       | k/ /l/ /er/ /k/      | /y/ /ar/ /d/            | /k/ /o/ /l/ • /l/ /er/ | /t/ /a/ /x/ • /ee/ | /b/ /ie/ • /t/ /i/ /ng/ |
|   | acorn                | coach                   | claim                  | closed • open      | open • closed           |
| 7                                       | /ae/ • /k/ /or/ /n/  | /k/ /oe/ /ch/           | closed • r-controlled  | first              | cue                     |
|   | open • r-controlled  |                         | /k/ /l/ /ae/ /m/       | /f/ /er/ /s/ /t/   | /k/ /ue/                |
| 8                                       | dries                | oven                    | owl                    | slate              | hide                    |
|   | /d/ /r/ /ie/ /z/     | /u/ /v/ • /e/ /n/       | /ou/ /l/               | /s/ /l/ /ae/ /t/   | /h/ /ie/ /d/            |
| 9                                       | scowl                | theme                   | curve                  | flies              | keys                    |
|   | /s/ /k/ /ou/ /l/     | /th/ /ee/ /m/           | /k/ /er/ /v/           | /f/ /l/ /ie/ /z/   | /k/ /ee/ /z/            |
| 10                                      | sauce                | joy                     | caught                 | echo               | dote                    |
|   | /s/ /aw/ /s/         | /j/ /oi/                | /k/ /aw/ /t/           | /e/ /k/ • /oe/     | /d/ /oe/ /t/            |
| 10                                      | stay                 | study                   | cube                   | thirst             | mile                    |
|   | /s/ /t/ /ae/         | /s/ /t/ /u/ /d/ • /ee/  | /k/ /ue/ /b/           | /th/ /er/ /s/ /t/  | /m/ /ie/ /l/            |
|   |                      | closed • open           |                        |                    |                         |

|           | <b>a</b>                      | <b>b</b>                      | <b>c</b>                      | <b>d</b>                       | <b>e</b>                        |
|-----------|-------------------------------|-------------------------------|-------------------------------|--------------------------------|---------------------------------|
| <b>11</b> | teach                         | anchor                        | wall                          | decay                          | sheep                           |
|           | /t/ /ee/ /ch/                 | /a/ /ng/ • /k/ /er/           | /w/ /aw/ /l/                  | /d/ /ə/ • /k/ /ae/             | /sh/ /ee/ /p/                   |
|           |                               | closed • r-controlled         |                               | ə • digraph                    |                                 |
| <b>12</b> | jolt                          | gym                           | army                          | child                          | knit                            |
|           | /j/ /oe/ /l/ /t/              | /j/ /i/ /m/                   | /ar/ • /m/ /ee/               | /ch/ /ie/ /l/ /d/              | /n/ /i/ /t/                     |
|           |                               |                               | r-controlled • open           |                                |                                 |
| <b>13</b> | alley                         | health                        | wand                          | myth                           | cover                           |
|           | a/ /l/ • /l/ /ee/             | /h/ /e/ /l/ /th/              | /w/ /o/ /n/ /d/               | /m/ /i/ /th/                   | /k/ /u/ /v/ • /er/              |
|           | closed • open                 |                               |                               |                                | closed • r-controlled           |
| <b>14</b> | launch                        | swam                          | afloat                        | blue                           | price                           |
|           | /l/ /aw/ /n/ /ch/             | /s/ /w/ /a/ /m/               | /ə/ • /f/ /l/ /oe/ /t/        | /b/ /l/ /oo/                   | /p/ /r/ /ie/ /s/                |
|           |                               |                               | ə • digraph                   |                                |                                 |
| <b>15</b> | were                          | all                           | no                            | they                           | are                             |
|           | /w/ /er/                      | /aw/ /l/                      | /n/ /oe/                      | /th/ /ae/                      | /ar/                            |
|           | great                         | who                           | any                           | some                           | their                           |
|           | /g/ /r/ /ae/ /t/              | /h/ /oo/                      | /ə/ /h/ • /ee/                | /s/ /u/ /m/                    | /th/ /air/                      |
|           |                               |                               | ə • open                      |                                |                                 |
| <b>17</b> | henpeck                       | stopgap                       | anthill                       | sunlit                         | sandbox                         |
|           | /h/ /e/ /n/ • /p/ /e/ /k/     | /s/ /t/ /o/ /p/ • /g/ /a/ /p/ | /a/ /n/ /t/ • /h/ /l/ /l/     | /s/ /u/ /h/ • /l/ /l/ /t/      | /s/ /a/ /n/ /d/ • /b/ /o/ /x/   |
|           | closed • closed               | closed • closed               | closed • closed               | closed • closed                | closed • closed                 |
| <b>18</b> | helpless                      | hunches                       | biggest                       | slapping                       | hotter                          |
|           | /h/ /e/ /l/ /p/ • /l/ /e/ /s/ | /h/ /u/ /n/ /ch/ • /e/ /z/    | /b/ /i/ /g/ • /g/ /e/ /s/ /t/ | /s/ /l/ /a/ /p/ • /p/ /i/ /ng/ | /h/ /o/ /t/ • /t/ /er/          |
|           | closed • closed               | closed • closed               | closed • closed               | closed • closed                | closed • r-controlled           |
| <b>19</b> | outside                       | beehive                       | highway                       | topsoil                        | faultline                       |
|           | /ou/ /t/ • /s/ /ie/ /d/       | /b/ /ee/ • /h/ /ie/ /v/       | /h/ /ie/ • /w/ /ae/           | /t/ /o/ /p/ • /s/ /oi/ /l/     | /f/ /aw/ /l/ /t/ • /l/ /ie/ /n/ |
|           | digraph • digraph             | digraph • digraph             | digraph • digraph             | closed • digraph               | digraph • digraph               |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

|           | <b>a</b>  | <b>b</b>  | <b>c</b>  | <b>d</b>   | <b>e</b>   |
|-----------|---|---|---|--|--|
| <b>20</b> | booker<br>/b/oo/ /k/ • /er/<br>digraph • r-controlled     | foolish<br>/f/oo/ /l/ • /i/ /sh/<br>digraph • closed            | fifteen<br>/f/ /i/ /f/ • /t/ /ee/ /n/<br>closed • digraph | artist<br>/ar/ • /t/ /i/ /s/ /t/<br>r-controlled • closed    | proudest<br>/p/ /r/ /ou/ /d/ • /e/ /s/ /t/<br>digraph • closed |
|           | panic<br>/p/ /a/ /n/ • /i/ /k/<br>closed • closed         | modern<br>/m/ /o/ /d/ • /er/ /n/<br>closed • r-controlled       | carpet<br>/k/ /ar/ • /p/ /e/ /t/<br>r-controlled • closed | mattress<br>/m/ /a/ /t/ • /t/ /r/ /e/ /s/<br>closed • closed | support<br>/s/ /u/ /p/ • /p/ /or/ /t/<br>closed • r-controlled |
| <b>22</b> | leaky<br>/l/ /ee/ /k/ • /ee/<br>digraph • open            | awful<br>/aw/ • /f/ /ə/ /l/<br>digraph • -le                    | daughter<br>/d/ /aw/ • /t/ /er/<br>digraph • r-controlled | lightning<br>/l/ /e/ /t/ • /n/ /i/ /ng/<br>digraph • closed  | southern<br>/s/ /u/ /th/ • /er/ /n/<br>digraph • r-controlled  |
|           | include<br>/i/ /n/ • /k/ /l/ /oo/ /d/<br>closed • digraph | parents<br>/p/ /air/ • /e/ /n/ /t/ /s/<br>r-controlled • closed | basic<br>/b/ /ae/ • /s/ /i/ /k/<br>open • closed          | hockey<br>/h/ /o/ /k/ • /ee/<br>closed • digraph             | hatred<br>/h/ /ae/ • /t/ /r/ /e/ /d/<br>open • closed          |
| <b>24</b> | gentle<br>/j/ /e/ /n/ • /t/ /ə/ /l/<br>closed • -le       | level<br>/l/ /e/ /v/ • /ə/ /l/<br>closed • -le                  | medal<br>/m/ /e/ /d/ • /ə/ /l/<br>closed • -le            | evil<br>/ee/ • /v/ /ə/ /l/<br>open • -le                     | caption<br>/k/ /a/ /p/ • /sh/ /ə/ /n/<br>closed • closed       |





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Word Reading in Isolation Analysis

After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included on the Syllabication Analysis.

| Score required to meet benchmark of 80%  |         |
|--|---------|
| <b>Phonemes</b>  |         |
| Consonants   | 251/313 |
| /b/ /d/ /f/ /g/ /h/<br>/j/ /k/ /l/ /m/ /n/<br>/p/ /r/ /s/ /t/ /v/<br>/w/ /x/ /y/ /z/ /ch/<br>/sh/ /th/ /th/ /ng/ |         |
| Vowels (totals)  | 149/186 |
| /a/ /e/ /i/ /o/ /u/  | 50/63   |
| /ae/ /ee/ /ie/ /oe/ /ue/   | 41/51   |
| /ə/ /oo/ /oo/ /aw/ /ou/  | 21/26   |
| /oi/ /ar/ /er/ /or/ /air/ /ə+/l/   | 39/46   |
| <b>Syllabication</b>   |         |
| Closed Syllable  | 32/40   |
| Open Syllable  | 9/11    |
| Digraph Syllable   | 16/20   |
| R-Controlled Syllable  | 11/14   |
| ə Syllable   | 4/4     |
| -le Syllable   | 4/4     |

The following sheets are provided for your use in directing remediation.

Type the names of students who missed questions under each header. This will help you determine what kind of remediation is needed.

Refer to the Table of Contents in the *Assessment and Remediation Guide* to locate information about specific phonemes and syllabication for remediation purposes.



NAME: \_\_\_\_\_

**7.7**

ASSESSMENT

DATE: \_\_\_\_\_

## Word Reading in Isolation Remediation Guide

### Phonemes - Consonants

|  |   |   |
|--|---|---|
| /b/ (3a, 4b, 4e, 5e, 10c, 14d, 17e, 18c, 19b, 20a, 23c)  | /d/ (1a, 2a, 5b, 7a, 7e, 9e, 10b, 11d, 12d, 13c, 17e, 19a, 20e, 21b, 22c, 23a, 23e, 24c)  | /f/ (2e, 3e, 6d, 8d, 14c, 19e, 20b, 20c, 22b)                     |
|  |   |   |
|  |   |   |
| /g/ (2c, 3e, 4c, 16a, 17b, 18c)  | /h/ (1b, 7e, 13b, 16b, 17a, 17c, 18a, 18b, 18e, 19b, 19c, 23d, 23e)   | /j/ (1c, 3a, 9b, 12a, 12b, 24a)                                   |
|  |   |   |
|  |   |   |
| /k/ (1a, 1b, 2a, 3b, 5a, 5c, 6a, 6b, 6c, 6e, 8a, 8c, 8e, 9c, 9d, 10c, 11b, 11d, 13e, 17a, 20a, 21a, 21c, 22a, 23a, 23c, 23d, 24e)            | /l/ (1a, 2a, 3d, 4c, 5a, 5c, 6c, 7c, 7d, 8a, 8d, 10e, 11c, 12a, 12d, 13a, 13b, 14a, 14c, 14d, 15b, 17c, 17d, 18a, 18d, 19d, 19e, 20b, 22a, 22b, 22d, 23a, 24b)                      | /m/ (1e, 4d, 6c, 8b, 10e, 12b, 12c, 13d, 14b, 16d, 21b, 21d, 24c) |
|  |   |   |
|  |   |   |
| /n/ (1c, 1d, 2d, 3b, 3c, 4d, 4e, 6a, 7b, 12e, 13c, 14a, 15c, 16c, 17a, 17c, 17d, 17e, 18b, 19e, 20c, 21a, 21b, 22d, 22e, 23a, 23b, 24a, 24e) | /p/ (1d, 2d, 11e, 14e, 17a, 17b, 18a, 18d, 19d, 20e, 21a, 21c, 21e, 23b, 24e)   | /r/ (2c, 2e, 3e, 4b, 7a, 14e, 16a, 20e, 21d, 23e)                 |
|  |   |   |
|  |   |   |
| /s/ (1d, 2a, 3d, 6d, 7d, 8a, 9a, 10a, 10b, 10d, 14b, 14e, 16d, 17b, 17d, 17e, 18a, 18c, 18d, 19a, 19d, 20d, 20e, 21d, 21e, 22e, 23b, 23c)    | /t/ (1c, 2d, 2e, 4d, 5d, 5e, 6d, 7d, 9c, 9e, 10a, 10b, 10d, 11a, 12a, 12e, 14c, 16a, 17b, 17c, 17d, 18c, 18e, 19a, 19d, 19e, 20c, 20d, 20e, 21c, 21d, 21e, 22c, 22d, 23b, 23e, 24a) | /v/ (4c, 7b, 8c, 13e, 19b, 24b, 24d)                              |
|  |   |   |
|  |   |   |

|   |                               |                          |
|---|-------------------------------|--------------------------|
| /w/ (1e, 3c, 4a, 11c, 13c, 14b, 15a, 19c) | /x/ (5d, 17e)                 | /y/ (5b)                 |
|   |                               |                          |
|   |                               |                          |
| /z/ (7a, 8d, 8e, 18b)                     | /ch/ (6b, 11a, 12d, 14a, 18b) | /sh/ (2b, 11e, 20b, 24e) |
|   |                               |                          |
|   |                               |                          |
| /th/ (8b, 10d, 13b, 13d)                  | /th/ (4b, 15d, 16e, 22e)      | /ng/ (5e, 11b, 18d, 22d) |
|   |                               |                          |
|   |                               |                          |

| <b>Phonemes - Vowels</b>   |   |  |
|--|---|--|
| /a/ (3e, 5d, 11b, 13a, 14b, 17b, 17c, 17e, 18d, 21a, 21d, 24e)               | /e/ (3d, 4d, 7b, 9d, 13b, 17a, 18a, 18b, 18c, 20e, 21c, 21d, 23b, 23e, 24a, 24b, 24c) | /i/ (5e, 12b, 12e, 13d, 17c, 17d, 18c, 18d, 20b, 20c, 20d, 21a, 22d, 23a, 23c) |
|  |   |  |
|  |   |  |
| /o/ (3b, 5c, 13c, 17b, 17e, 18e, 19d, 21b, 23d)                              | /u/ (4b, 4c, 7b, 10b, 13e, 16d, 17d, 18b, 21e, 22e)                                   | /ae/ (2d, 4a, 6a, 6c, 7d, 10a, 11d, 15d, 16a, 19c, 23c, 23e)                   |
|  |   |  |
|  |   |  |
| /ee/ (2b, 5d, 8b, 8e, 10b, 11a, 11e, 12c, 13a, 16c, 19b, 20c, 22a, 23d, 24d) | /ie/ (2e, 3c, 5e, 7a, 7e, 8d, 10e, 12d, 14e, 19a, 19b, 19c, 19e, 22d)                 | /oe/ (2a, 2c, 6b, 9d, 9e, 12a, 14c, 15c)                                       |
|  |   |  |
|  |   |  |
| /ue/ (6e, 10c)   | /ə/ (4a, 11d, 14c, 16c, 22b, 24e)   | /oo/ (1d, 14d, 16b, 20b, 23a)  |
|  |   |  |
|  |   |  |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

|                    |   |  |
|--------------------|---|--|
| /oo/ (1b, 20a)     | /aw/ (9a, 9c, 11c, 14a, 15b, 19e, 22b, 22c) | /ou/ (1a, 7c, 8a, 19a, 20e)  |
|                    |   |  |
|                    |   |  |
| /oi/ (1c, 9b, 19d) | /ar/ (3a, 5b, 12c, 15e, 20d, 21c)           | /er/ (1e, 4b, 5a, 5c, 6d, 8c, 10d, 11b, 13e, 15a, 18e, 20a, 21b, 22c, 22e) |
|                    |   |  |
|                    |   |  |
| /or/ (4e, 6a, 21e) | /air/ (16e, 23b)                            | /ə/ + /l/ (24a, 24b, 24c, 24d)   |
|                    |   |  |
|                    |   |  |

| <b>Syllabication (only two-syllable words)</b>   |  |
|--|--|
| Closed Syllable (4b, 5c, 5d, 5e, 7b, 9d, 10b, 11b, 13a, 13e, 17a, 17b, 17c, 17d, 17e, 18a, 18b, 18c, 18d, 18e, 19d, 20b, 20c, 20d, 20e, 21a, 21b, 21c, 21d, 21e, 22d, 23a, 23b, 23c, 23d, 23e, 24a, 24b, 24c, 24e) | Open Syllable (5d, 5e, 6a, 9d, 10b, 12c, 16c, 22a, 23c, 23e, 24d)                          |
|  |  |
|  |  |
| Digraph Syllable (4a, 11d, 13a, 14c, 19a, 19b, 19c, 19d, 19e, 20a, 20b, 20c, 20e, 22a, 22b, 22c, 22d, 22e, 23a, 23d)   | R-Controlled Syllable (5c, 6a, 11b, 12c, 13e, 18e, 20a, 20d, 21b, 21c, 21e, 22c, 22e, 23b) |
|  |  |
|  |  |
| ə Syllable (4a, 11d, 14c, 22b)   | -le Syllable (24a, 24b, 24c, 24d)  |
|  |  |
|  |  |



NAME: \_\_\_\_\_

**7.8**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Aladdin and the Wonderful Lamp, Part I

1. Aladdin's father was a \_\_\_\_\_ .

- A. butcher
- B. magician
- C. tailor
- D. merchant

Page \_\_\_\_\_

2. The stranger who said he was Aladdin's uncle was really a \_\_\_\_\_ .

- A. butcher from faraway north Africa
- B. magician from faraway north Africa
- C. tailor from faraway north Africa
- D. merchant from faraway north Africa

Page \_\_\_\_\_



3. The sentences below describe events in the chapter and are in the wrong order. Use the numbers 1–6 to put them in chronological order.

\_\_\_\_\_ The magician lit a fire and uttered magical words.

\_\_\_\_\_ A stranger appeared to Aladdin and claimed to be his uncle.

\_\_\_\_\_ The magician gave Aladdin a ring to protect him.

\_\_\_\_\_ Aladdin stuffed his bag with glittering things.

\_\_\_\_\_ The stranger met Aladdin’s mother.

\_\_\_\_\_ Aladdin found the lamp hanging from a tree.

4. How did the magician roll the stone back over the cave entrance?

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Page \_\_\_\_\_

5. Would you have given the lamp to the magician? Why or why not?

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## Aladdin and the Wonderful Lamp, Part I

There once was a poor boy whose name was Aladdin. His father was a tailor. When his father died, Aladdin's mother had to work to earn a living.

One day, a stranger greeted Aladdin.

"Tell me, son," said the stranger. "Are you the son of the tailor?"

"Yes," said Aladdin.

The stranger threw his arms around him. "My dear nephew!" he cried. "Your father was my brother! Now I learn he is dead! What a shame!"

Aladdin took the man to his mother. She was surprised. Her husband had never spoken of a brother. Even so, she greeted the man kindly. When he promised to help Aladdin become a merchant, she believed him.

But the stranger was not Aladdin's uncle. He was a magician from faraway north Africa. He had come to Persia in search of a magic lamp. It was said that this lamp would make a man rich. To find the lamp, the magician needed a helper. He was looking for someone who would help without asking any questions. He thought Aladdin was just the right person.

The next day, the magician came to get Aladdin.

"Come with me," he said. "I will introduce you to other merchants." Then, he led the boy out into the country.

The magician led Aladdin up a steep mountain. They climbed for an hour. Then, they came to a spot where no flowers grew.

"Get some sticks," said the magician. "We will make a fire. Then, I will show you something amazing."

Aladdin did as he was told. The magician lit the fire. Then, he threw perfumes into it and chanted magical words. The sky darkened. Thunder rumbled. The earth opened at their feet. There before them was a large stone with a brass ring attached.

“Under this stone is a treasure,” said the magician. “It will make you richer than any king. Lift the stone by the ring. Then, go down the stairs. You will pass many treasures, but you must not touch them. You will enter a garden. There you will see a lamp hanging from a tree. Bring that lamp to me. Once you have it, you may gather any of the treasures that you see.”

Aladdin was amazed. He could not believe what he was being asked to do. But he agreed.

“Take this ring,” said the magician. “It will keep you safe from harm.” Aladdin took it and placed it on his finger.

Aladdin lifted the stone. He went down the stairs. He made his way through a hallway of treasures. He was careful not to touch anything. When he found the lamp, he tucked it inside his bag. Then, he filled his pockets with all the glittering things he saw. He didn’t know they were precious gems. He was thinking, “I will gather these pretty things to play with at home.”

All those gems weighed Aladdin down. When he came to the top of the staircase, he could not climb out. “Give me a hand, Uncle,” he cried.

“First, give me the lamp,” the magician answered.

The lamp was buried in the bag Aladdin was carrying.

“I cannot reach it now,” Aladdin said.

“Hand it up to me,” said the magician.

“But I can’t!” Aladdin said.

The magician grew angry. “The lamp!” he cried, for that was all he cared about.

But Aladdin did not want to drop anything. “I will give it to you when I get out,” he said.

The impatient magician felt he could wait no longer. He chanted a magic spell. The stone rolled back, trapping Aladdin in the black darkness of the cave.

## Silent Reading Assessment

### The Dog Show

During summer vacation, Jill and Rachel went to the Seattle Dog Show.

It was Rachel's first time at a dog show, so her pal Jill explained things to her.

"That section over there is the show ring," she explained. "That's where the action is. The handlers lead the dogs into the ring one at a time. Each handler leads the dog over to the far side. Then, he turns the dog and leads it back."

The first handler was a girl in a tweed skirt and jacket. She was leading a dog with thick, puffy fur. The girl was jogging. The dog was trotting at her side.

"What sort of dog is that?" Rachel asked.

"That's a chow chow," said Jill. "It's a Chinese breed."

"Aw!" said Rachel. "He's so cute! I like his fur."

The next dog was smaller and closer to the ground. He had a long body and four, short, little legs.

"What breed is that?" Rachel asked.

"That's a basset hound," said Jill. "They were bred to be hunting dogs. They are short and low to the ground so they can chase foxes."

The next dog was bigger. It had golden fur, pointy ears, and a face like a fox.

"That's a Finnish spitz!" said Jill.

"Ooooo!" said Rachel. "I like her, too!"

Next came a pug. It was a short, strong-looking dog with lots of wrinkles on his face.

"He's so ugly that he's cute!" Rachel said. "I like him!"

"He might win," said Jill. "He came in third last year."

"How can they choose only one winner?" Rachel asked. "All of the dogs are so cute! I could never pick just one!"

“It’s not easy,” said Jill.

“It’s not like they are all the same breed,” Rachel said. “I see how you could pick the best of ten beagles. But how can you say this spitz is better than that beagle?”

Jill explained, “They are looking for the dog that is the best example of its breed. There are lots of traits for each breed. They look at the legs, the paws, and the teeth. The ears need to look right. The fur needs to be just right. Lots of things have to be right to win Best in Show.”

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**8.1**  
CONTINUED

ASSESSMENT

## The Dog Show

1. What happens in the story? \_\_\_\_\_
  - A. A mom and dad go to a dog show.
  - B. Two girls go to a dog show.
  - C. Two sisters go to a dog show.
  
2. Who is at a dog show for the first time? \_\_\_\_\_
  - A. Jill
  - B. Rachel
  - C. Jill and Rachel
  
3. In the story, Rachel \_\_\_\_\_.
  - A. likes all of the dogs
  - B. likes only one of the dogs
  - C. tells Jill all about dog shows
  
4. In the dog show \_\_\_\_\_.
  - A. all of the dogs were beagles
  - B. all of the dogs were spitz dogs
  - C. there were lots of breeds of dogs

5. The handler's job is to \_\_\_\_\_.
- A. bring a dog into the ring
  - B. pick the winning dog
  - C. handle the set up for the dog show
6. Which dog does Rachel say is "so ugly it's cute"? \_\_\_\_\_
- A. the chow chow
  - B. the spitz
  - C. the pug
7. At the end of the story, \_\_\_\_\_.
- A. the spitz wins first prize
  - B. the beagle wins first prize
  - C. Jill explains how prizes are given
8. Why did Jill say basset hounds are short and low to the ground? \_\_\_\_\_
- A. so they can chase pugs
  - B. so they can chase foxes
  - C. so they can be in dog shows

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Illustrate the Story

Read the story. Draw a picture that matches the story.

Dan got a dog at the pet shop. It was a big black dog. Dan got the dog three bones. He gave the dog a name. It was Duke. Duke had a dog bed in the yard. The dog bed was red. Duke had fun when Dan pitched a stick to him. Dan likes his dog.







NAME: \_\_\_\_\_

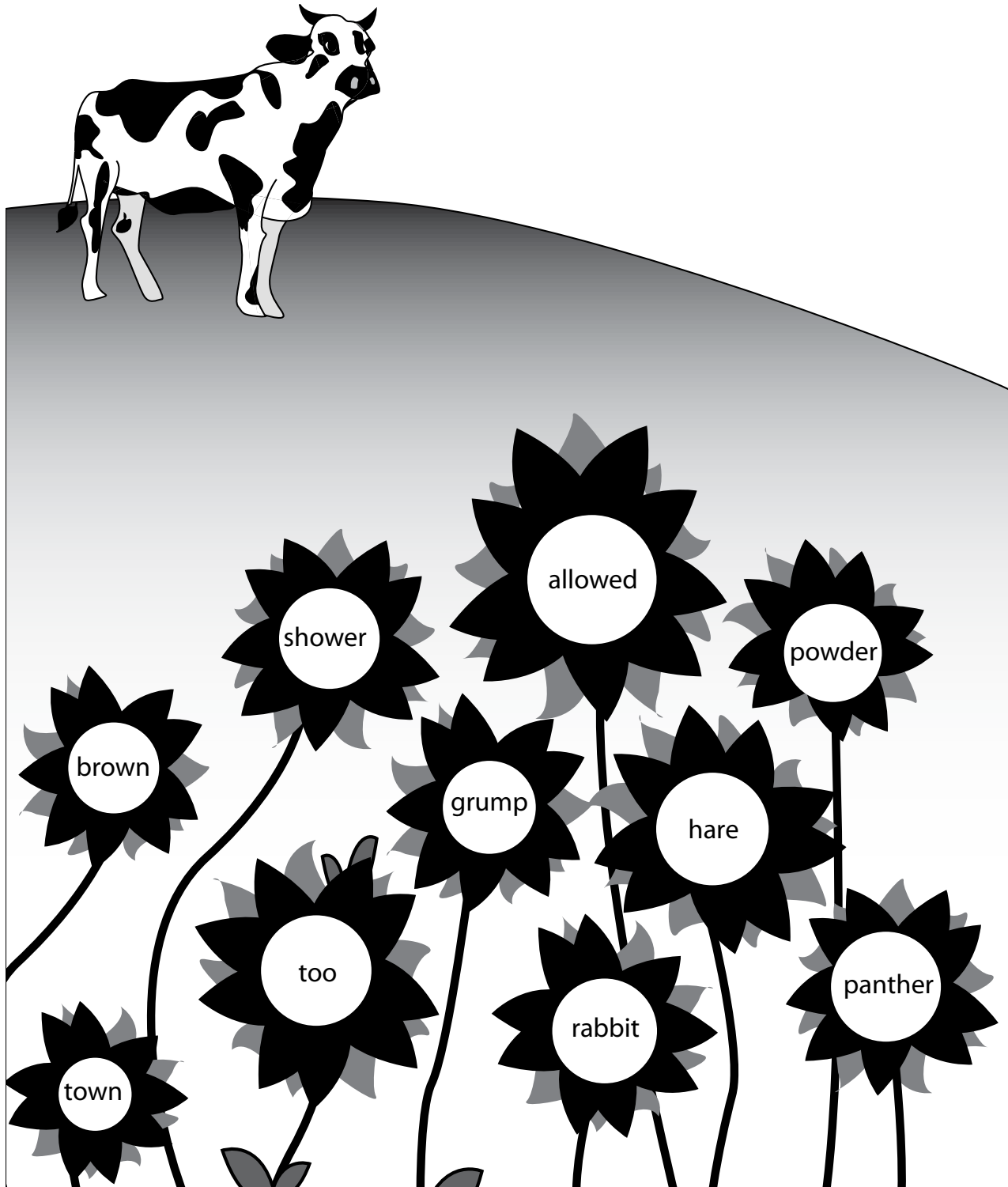
8.3

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Help the Cow!

Help the cow find the best flowers to eat. Color only the flowers with the /ou/ sound.





## Aladdin and the Wonderful Lamp, Part II

1. Why was there no reply when Aladdin called for help? \_\_\_\_\_

- A. The magician was teasing Aladdin.
- B. The magician planned to enter the cave from a different door and take the lamp.
- C. The magician had returned to north Africa.
- D. The magician had turned himself into a genie.

Page \_\_\_\_\_

2. Aladdin got out of the cave by \_\_\_\_\_

- A. uttering magical words
- B. rubbing the ring and asking the genie to get him out
- C. begging the magician to let him out
- D. asking his mother to let him out

Page \_\_\_\_\_

3. How long did Aladdin sit in the dark cave? \_\_\_\_\_

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Page \_\_\_\_\_

4. Type *true* or *false* and type the page number where you found the answer.

|   | <b>Write <i>True</i></b> | <b>Write <i>False</i></b> | <b>Page</b> |
|---|--------------------------|---------------------------|-------------|
| Aladdin ran home to tell his sister all that had happened in the cave.                  |                          |                           |             |
| Aladdin's mother liked the beautiful lamp that Aladdin gave her.                        |                          |                           |             |
| A genie appeared to Aladdin's mother and scared her.                                    |                          |                           |             |
| Aladdin asked the genie to bring him food.  |                          |                           |             |
| The Sultan laughed when Aladdin's mother told him Aladdin wanted to marry his daughter. |                          |                           |             |
| The Sultan said the gems Aladdin's mother gave him were astounding.                     |                          |                           |             |
| The wedding celebration lasted five days.   |                          |                           |             |

5. What was the one condition the Sultan demanded so Aladdin could marry his daughter? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Page \_\_\_\_\_

## Aladdin and the Wonderful Lamp, Part II

Aladdin was trapped in the cave.

“Uncle!” he called. “Help me!” But there was no reply. The magician had whisked himself back to north Africa. All he wanted was the lamp. If Aladdin would not help him get that, he cared nothing for Aladdin.

For three days, Aladdin stayed in the pitch-black cave. At first, he shouted. Then, he wept. Finally, he put his hands together to pray. As he did so, he happened to rub the ring that the magician had placed on his finger. A genie rose before him.

“What is your wish?” said the genie of the ring.

Aladdin was scared but he managed to say, “Take me out of this cave!”

Poof!

Aladdin found himself outside again.

He ran home to tell his mother all that had happened. He showed her the gems, which she thought were just pretty things as well. Then, he showed her the lamp.

“It is so dirty,” said Aladdin’s mother. “Let me clean it. Then, perhaps I can sell it and get us some food.”

She took a cloth and started rubbing the lamp. Suddenly, a monstrous genie appeared. This genie was far bigger than the one that had appeared to Aladdin before.

“What is your wish?” thundered the genie of the lamp.

The poor woman almost fainted with fear. Aladdin said, “We are hungry! Get us something to eat!”

Poof!

The genie returned with twelve gold platters piled high with food. Aladdin and his mother ate their fill. Then, they sold the gold platters and bought more food.

One day at the market, Aladdin caught a glimpse of the Sultan’s daughter. She was so beautiful that he fell in love at once. He told his mother that he wanted to marry the princess.

Aladdin's mother laughed. "Have you lost your senses?" she said. "Your father was a poor tailor!"

"Remember the glittering things from the cave?" said Aladdin. "Take them and offer them as a gift to the Sultan."

Aladdin's mother went to the Sultan. "My lord," she said. "My son Aladdin wishes to marry your daughter."

The Sultan burst out laughing. "Your son and my daughter?" he boomed. "Ha!"

Aladdin's mother opened her cloth and displayed the gems.

The Sultan fell silent. He stepped forward to look closely at what he saw. He realized that they were not just pretty, glittering things.

"These are astounding!" the Sultan thought. "I have never seen such radiant gems!"

The Sultan spoke again: "Your son may marry my daughter—on one condition. He must send forty servants, each carrying a bowl of gems like these."

When Aladdin heard this, he rubbed his lamp. The genie appeared. Aladdin repeated the Sultan's wish. Almost instantly, the genie returned with forty servants. Each servant carried a large golden bowl. Half of the bowls were filled with pearls and diamonds; the others were filled with rubies and emeralds.

The Sultan was amazed. He agreed that Aladdin could marry his daughter.

Aladdin was delighted. He rubbed the lamp. The genie appeared.

Aladdin commanded the genie to prepare a wedding fit for a prince. The forty servants appeared again. They brought Aladdin rich clothes and sweet perfumes. They gave him a beautiful horse, which he rode to the wedding. They threw gold pieces to the people who lined the streets to see him. They made Aladdin a palace right next to the Sultan's palace. They even rolled out a thick, red carpet for the princess; it stretched from the Sultan's home to Aladdin's palace. When the Sultan saw Aladdin's palace, he was sure that Aladdin was the right husband for his daughter. They celebrated their wedding with a feast and music. The party lasted all day and all night.

## Silent Reading Assessment

### Black Diamond

My cousin Phil has more courage than sense. Last winter, we went skiing. Phil and I were just learning to ski. We had taken four lessons. Then, Phil started thinking that he was hot stuff. He thought he was ready to ski the toughest trails. I tried to tell him he was not ready, but he would not listen.

One frosty day, we were standing at the top of the mountain. There was a sign that said, “Great Gorge.” There was a big black diamond next to the words “Great Gorge.” A second sign said, “Caution! Black Diamond Trails are for Advanced Skiers Only!”

Phil said, “I think I’ll ski Great Gorge!”

“Are you nuts?” I asked. “You’re not ready for black diamond trails.”

“Sure I am!” said Phil. “I’ve totally got the hang of this! Want to ski it with me?”

“No way!” I said, shaking my head.

“Oh, well!” Phil said. “Enjoy the easy trail!”

Phil slid up to the edge. Then, he gave a push with his ski poles.

“See you at the bottom of the mountain!” he called, as he slid off.

Phil went shooting down the mountain. The trail was very steep. I saw him swerve to the left to avoid a big boulder. I watched him weave back and forth, dodging other skiers. Then, he went over a ridge. I could not see him anymore.

I skied down the mountain on an easier trail. Halfway down, I saw a friend from school.

“Hey Clyde!” I yelled. “Have you seen Phil?”

“Yeah!” Clyde said. “He flew past a couple of minutes ago. He was really moving!”

I skied on until I got to the bottom. I searched for Phil everywhere, but I could not find him. I was starting to get worried when I saw a man pull up in



a snowmobile. He was a member of the ski patrol. He was towing a round sled. There, on the sled, lay Phil. He was groaning.

“Is he okay?” I asked the man.

“He’s banged up, but OK,” said the ski patrol guy. “Tell him to stay off the black diamond trails. He took a pretty bad fall back there. It looks like he bruised his knee. It could have been a lot worse! He could have broken his leg!”

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**9.1**  
CONTINUED

ASSESSMENT

## Black Diamond

1. Who tells this story?
  - A. Phil
  - B. Phil's cousin
  - C. Phil's mom
  - D. We don't know.
  
2. Which sentence best describes Phil?
  - A. He is an expert skier.
  - B. He has more courage than sense.
  - C. He is scared of everything.
  - D. He tells the story about his cousin Dave.
  
3. When does the story takes place?
  - A. on a chilly winter day
  - B. on a wet spring day
  - C. on a hot summer day
  - D. on a windy fall day
  
4. What does a black diamond sign mean in this story?
  - A. It marks an easy ski trail.
  - B. It marks a hard ski trail.
  - C. It shows the way to the ski lodge.
  - D. It shows the way to the ski patrol office.

5. How does Phil get to the bottom of the mountain?
- A. He skis all the way down by himself.
  - B. He trips, falls, and then skis the rest of the way down.
  - C. He skis down with his cousin.
  - D. He skis part of the way, falls down, and is carried down on a sled the rest of the way.
6. How does Phil's cousin get to the bottom?
- A. He skis down "Great Gorge" trail with Phil.
  - B. He skis down a different trail.
  - C. He takes a chair lift down.
  - D. He takes a snowmobile down.
7. Which of the following is most accurate?
- A. Phil made it to the bottom unhurt.
  - B. Phil broke his leg.
  - C. Phil broke his arm.
  - D. Phil hurt himself but did not break his leg.
8. What did Phil's cousin try to tell him?
- A. that Phil lost a ski pole when he fell
  - B. that Phil was ready for difficult trails
  - C. that Phil was not ready for difficult trails
  - D. that Phil had good sense but no courage

# Help Jane Go Home

Read each word and type only the words that have the /ee/ sound in the box below so Jane can follow the path to go back home.



Maze containing the following words:

- Wheel
- Bean
- Wheat
- Seed
- Bell
- Neck
- Shell
- Cream
- Bed
- Well
- Head
- Creek
- Great
- Bread





NAME: \_\_\_\_\_

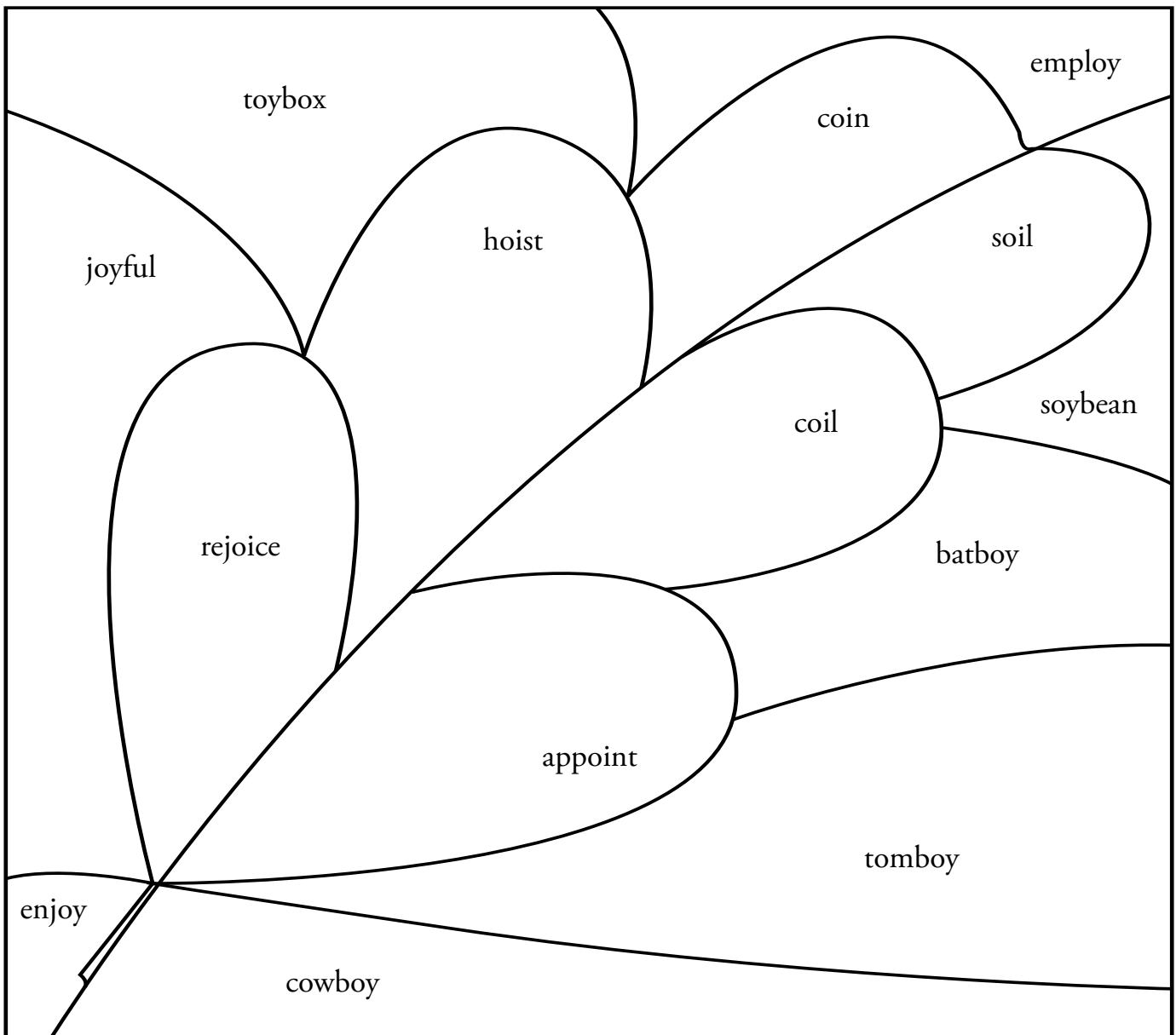
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# 'Oy' and 'Oi'

Color the words with the /oi/ sound spelled 'oy' blue and the words with the /oi/ sound spelled 'oi' green.

'oy' = blue

'oi' = green





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Aladdin and the Wonderful Lamp, Part III

1. The magician returned disguised as a \_\_\_\_\_

- A. rich prince
- B. sultan
- C. poor peddler
- D. genie

Page \_\_\_\_\_

2. How did the magician get the lamp away from Aladdin's wife? \_\_\_\_\_

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Page \_\_\_\_\_

3. What did the magician demand the genie do with Aladdin's palace and all that it contained? \_\_\_\_\_

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Page \_\_\_\_\_



4. Why do you think the Sultan was so angry when he heard his daughter was gone? \_\_\_\_\_

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5. What would your reaction have been if you were the Sultan? \_\_\_\_\_

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6. Describe the plan that Aladdin and his wife made to get the lamp back from the magician. \_\_\_\_\_

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Page \_\_\_\_\_

## Point of View

Now the gaoler had a daughter who helped her father out at work. The gaoler's daughter was particularly fond of animals. This kindhearted girl said to her father one day, "Father! If you let me look after the Toad, I'll make sure he eats."

Her father replied that she could do what she liked with him. He was tired of Toad. So that day she knocked at the door of Toad's cell.

"Now, cheer up, Toad," she said, "and dry your eyes. Please do eat some dinner. See, I've brought you some of mine."

I am the gaoler's daughter, and I help my father  
out at work.

I am particularly fond of animals.

*Directions: Listen carefully as the teacher reads the following passage. Try to follow along as the teacher reads. Retype the passage, changing the third-person point of view to the first-person point of view from the perspective of the gaoler's daughter. The first two sentences have been completed for you.*

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## Aladdin and the Wonderful Lamp, Part III

Aladdin was delighted with his new life. He felt that everything was perfect. But danger lurked.

The magician heard of Aladdin's good fortune. "That lazy boy?" he said. "Married to the Sultan's daughter? Surely this must be the magic of the lamp."

He whisked himself back to Persia. He dressed as a poor peddler and carried a few shiny lamps in a basket. As he walked by Aladdin's palace, he shouted, "New lamps for old!"

Aladdin was out hunting. His wife, the princess, heard the voice from the street.

"We have that ugly, old lamp," she thought. "I would gladly trade it for a shiny, new one."

She handed Aladdin's lamp to the magician. He handed her a new lamp.

The magician hurried away and later that day, he rubbed the lamp. The genie appeared.

"Take Aladdin's palace and all that it contains," commanded the magician. "Set it down in my home of north Africa."

"I hear and I obey," said the genie of the lamp.

The next morning, the Sultan looked out the window. His daughter's palace was gone. So was the princess. He sent his soldiers out and they dragged Aladdin before the Sultan.

"Find my daughter!" he stormed. "If you fail, you die!"

Poor Aladdin wandered far from the city. He walked beside a river and rubbed his hands, wondering what to do.

The genie of the ring appeared once more.

"What do you wish?" asked the genie of the ring.

"Bring my palace and my beloved wife home to me," begged Aladdin.

“Sadly,” said the genie, “I cannot. That duty belongs only to the genie of the lamp.”

“Then, take me to be with my wife.”

Poof!

Aladdin found himself in Africa. His wife greeted him joyfully. She told him about the peddler and the lamp. When Aladdin heard this, he knew that the magician had used the lamp to work his evil deed. He and his wife made a plan to get the lamp back.

The next day, the princess cooked the magician a fine supper. Aladdin kept out of sight. She slipped poison into the magician’s cup. One sip was all it took. The magician fell on the floor, dead.

Aladdin ran in and found the lamp. The magician had hidden it in his sleeve. Aladdin rubbed the lamp. The monstrous genie appeared.

“What do you wish?” the genie of the lamp thundered.

“Take this palace, with all it contains,” commanded Aladdin. “Carry it to Persia and set it down beside the Sultan’s home.”

“I hear and I obey,” replied the genie of the lamp.

The palace was lifted up into the air.

The next morning, the Sultan arose and looked out the window. He was very happy to see his daughter and her palace once again. He ordered a month of celebrations.

From then on, Aladdin lived with the princess in peace, pleasure, and safety. When the old Sultan died, Aladdin took his throne. He ruled justly over all people, rich and poor.

NAME: \_\_\_\_\_

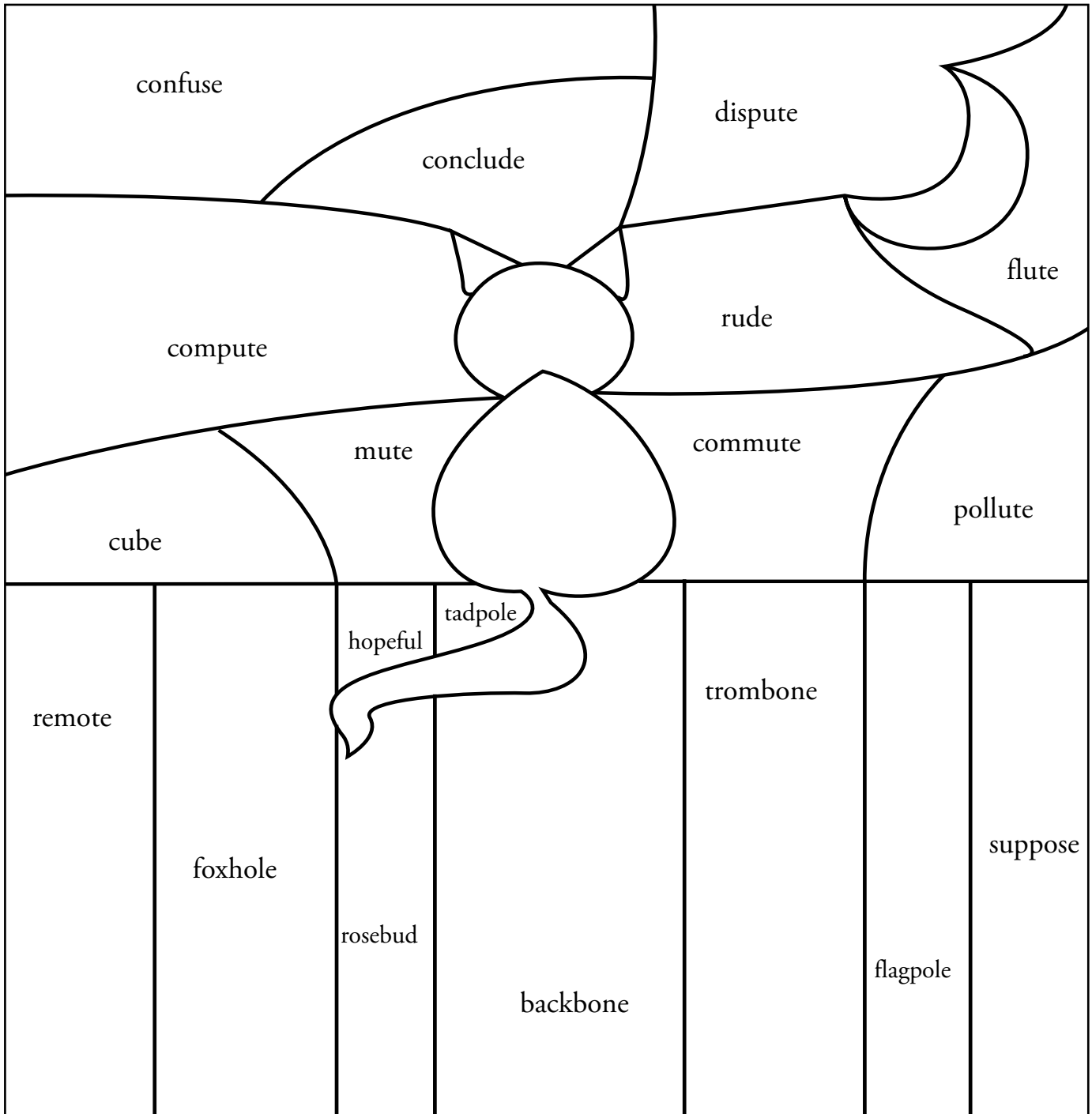
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# Color the Sounds

Color the areas with /oe/ words light brown and /ue/ words blue.

/oe/ = light brown

/ue/ = blue





## Fill in the Blanks

Directions: Type the best word for each sentence in the blank.

1. I felt \_\_\_\_\_ riding on the ship. (seasick, sleep)

2. Can you \_\_\_\_\_ me how to drive? (reach, teach)

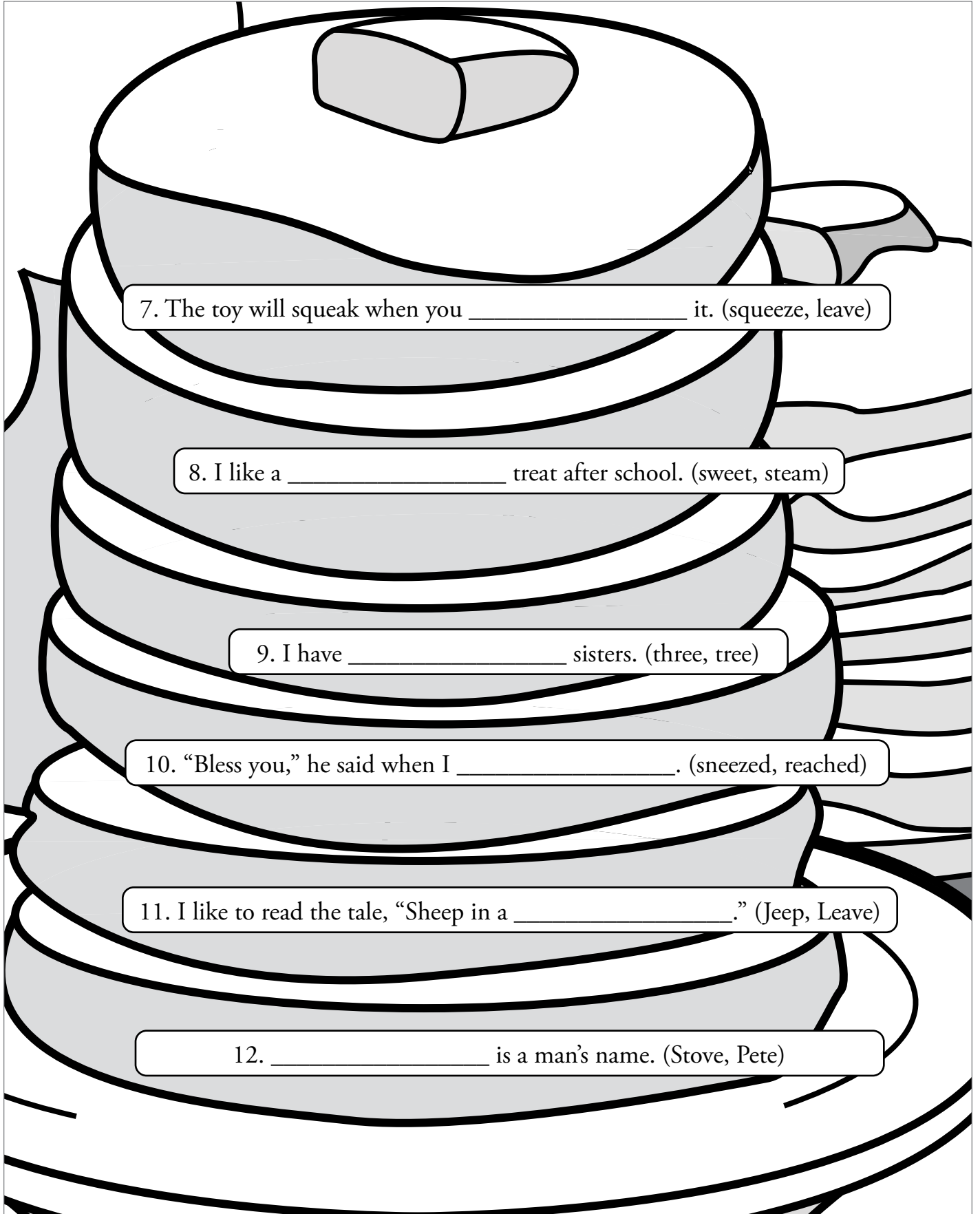
3. My sister made me \_\_\_\_\_. (steam, scream)

4. Could I \_\_\_\_\_ have a slice of cake. (Pete, please)

5. The \_\_\_\_\_ fall off the tree in the fall. (leaves, trees)

6. A \_\_\_\_\_ is a bird with a tail like a fan. (peacock, eagle)





7. The toy will squeak when you \_\_\_\_\_ it. (squeeze, leave)

8. I like a \_\_\_\_\_ treat after school. (sweet, steam)

9. I have \_\_\_\_\_ sisters. (three, tree)

10. "Bless you," he said when I \_\_\_\_\_. (sneezed, reached)

11. I like to read the tale, "Sheep in a \_\_\_\_\_." (Jeep, Leave)

12. \_\_\_\_\_ is a man's name. (Stove, Pete)

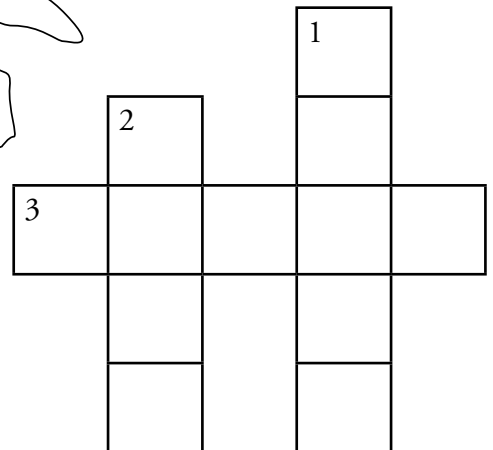
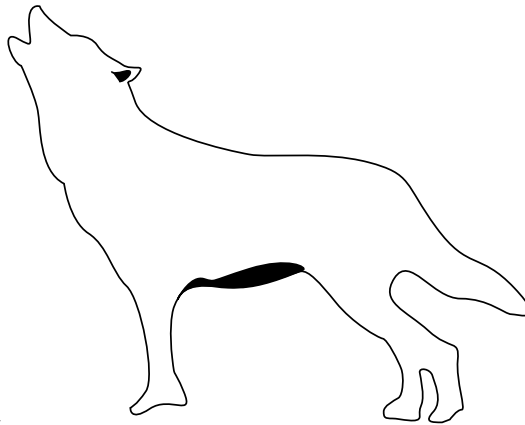
# Crossword

Read the clues and complete the crossword puzzle.

|       |      |       |       |       |
|-------|------|-------|-------|-------|
| owl   | now  | out   | shout | cow   |
| mouse | howl | brown | frown | trout |

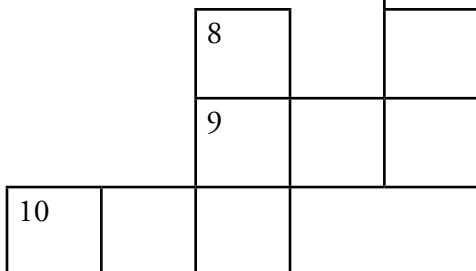
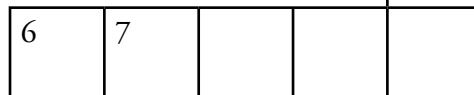
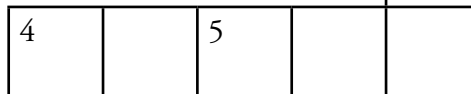
**Across**

- 3. A fish
- 4. Not a smile
- 6. A loud voice
- 9. A bird
- 10. "Go to bed \_\_\_\_\_," said Mom.



**Down**

- 1. One \_\_\_\_\_, two mice
- 2. How now, \_\_\_\_\_ cow
- 5. Not inside but \_\_\_\_\_ side
- 7. A dog will \_\_\_\_\_ at the moon.
- 8. "Moo," said the \_\_\_\_\_.



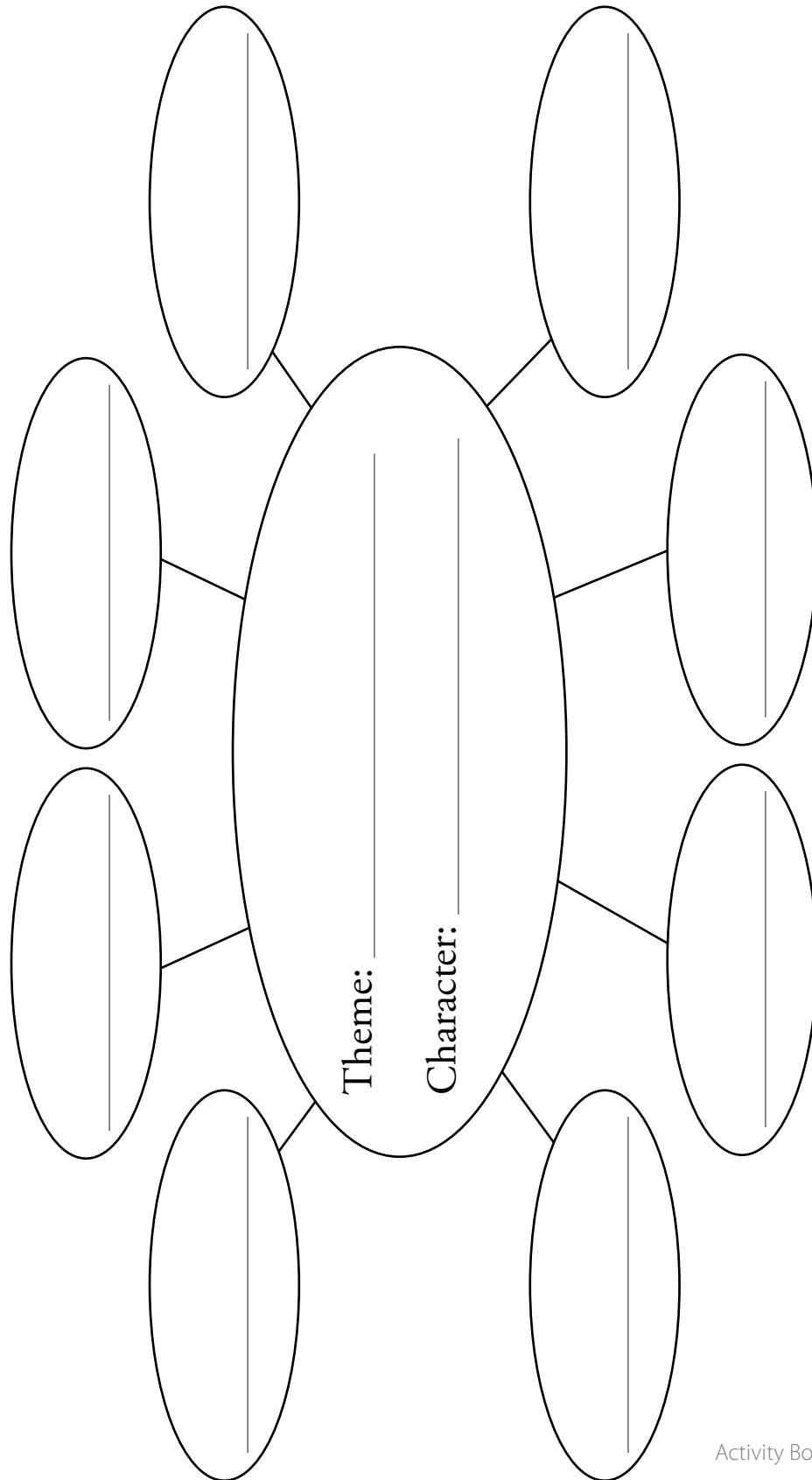


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Planning an Opinion Paragraph

*Directions: In the center of the oval, type the theme and character about which you are going to type your opinion. On the spokes coming out of the oval, type words and phrases that support your opinion.*





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Alice's Adventures in Wonderland, Part I

1. Which of the following did Alice find most odd about the White Rabbit? \_\_\_\_\_

A. The White Rabbit ran past her.

B. The White Rabbit took out a pocket watch.

C. The White Rabbit was talking to himself as he ran by.

Page \_\_\_\_\_

2. Describe what Alice saw as she fell down the hole. \_\_\_\_\_

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3. List the flavors Alice tasted when she drank from the bottle labeled 'DRINK ME'.

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Page \_\_\_\_\_

4. Predict what will happen after Alice drinks from the bottle.

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5. What evidence is there in the text to support your prediction?

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## Sound Spellings: 'g'

Read each sentence and type the word with the tricky spelling 'g' under the heading "got" if the tricky spelling is pronounced /g/ or "gem" if it is pronounced /j/.

|     |  |        |
|-----|--|--------|
| /g/ |  | /j/    |
| got |  | gem    |
| gum |  | tragic |
| big |  | legend |

/g/ as in  
*got*

/j/ as in  
*gem*

1. He did a magic trick.

magic

2. This fish has gills.

3. Dad is the best at golf.

4. The cat is in the cage.

5. Brr! That pond was frigid!

6. A present is a gift.

7. Mom had a stick of gum.





NAME: \_\_\_\_\_

11.3

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Words for the Branches

gentle

gossip

gutter

gather

generous

gym

ginger

goat

engine

gotten



NAME: \_\_\_\_\_

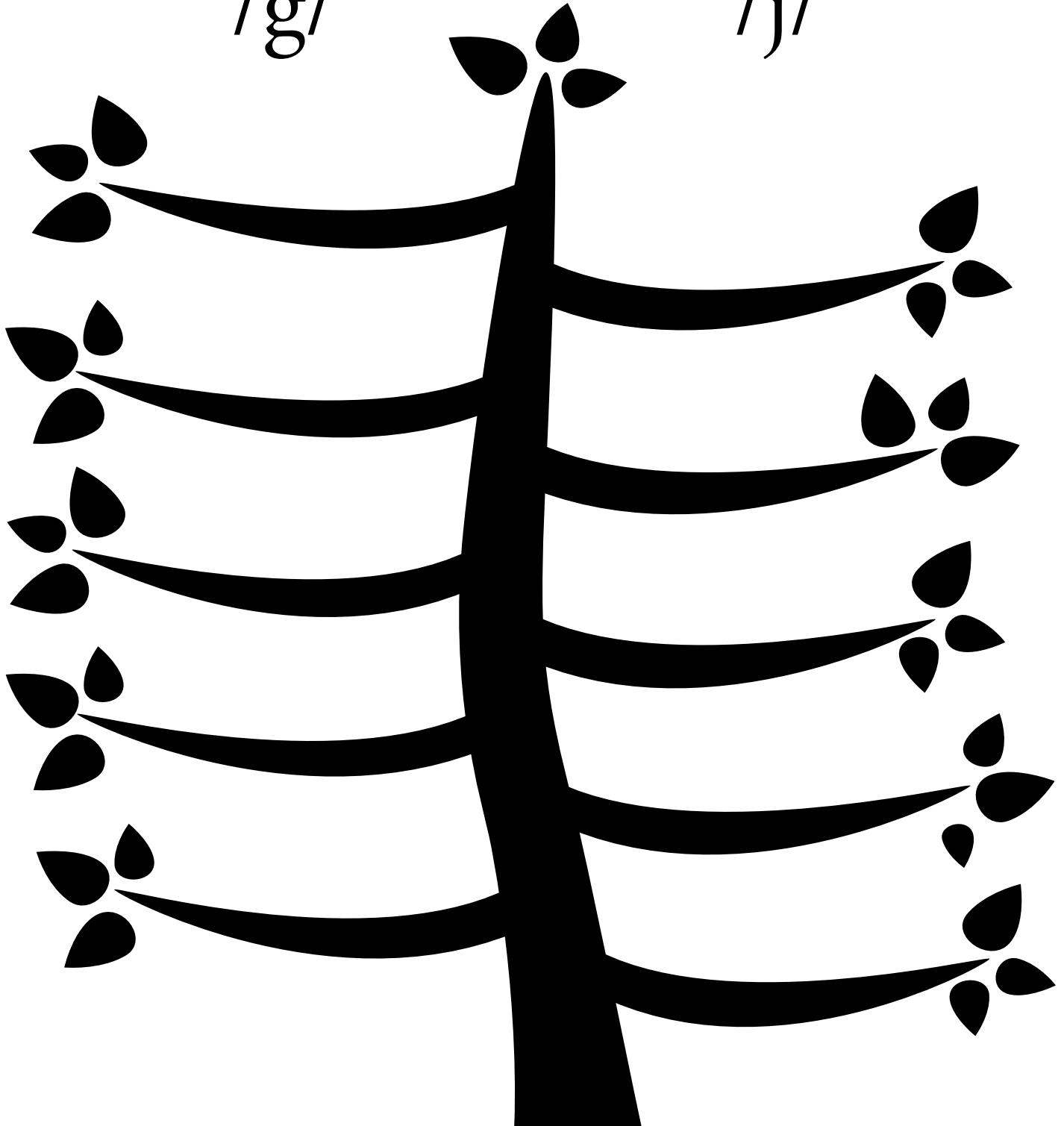
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## Fill Up the Branches

Type the words from Worksheet 11.3 on the appropriate branches.

/g/

/j/



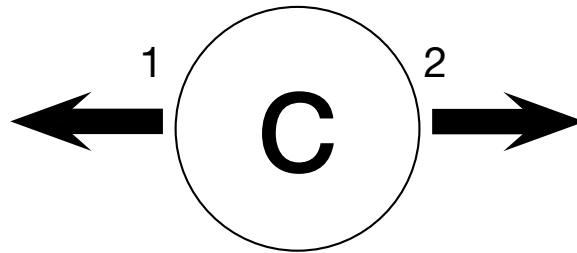


## Sound Spellings: 'c'

Read each sentence and type the word with the tricky spelling 'c' under the heading "can" if the tricky spelling is pronounced /k/ or "cent" if it is pronounced /s/.

/k/

|     |
|-----|
| can |
| cap |
| cot |



/s/

|        |
|--------|
| cent   |
| citrus |
| cell   |

/k/ as in  
*can*

/s/ as in  
*cent*

1. The king got the princess  
a kitten.

princess

2. We slept in a cabin.

3. As the band was singing,  
she was dancing.

4. Mom swept up the dust and  
cobwebs.

5. Fill up that cup.

6. He had six chances to stop.

7. Liz spotted a skunk at camp.



NAME: \_\_\_\_\_

**11.6**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Words for the Branches

carrot

cucumber

cane

twice

city

office

celery

cat

catch

cent





NAME: \_\_\_\_\_

11.7

ACTIVITY PAGE

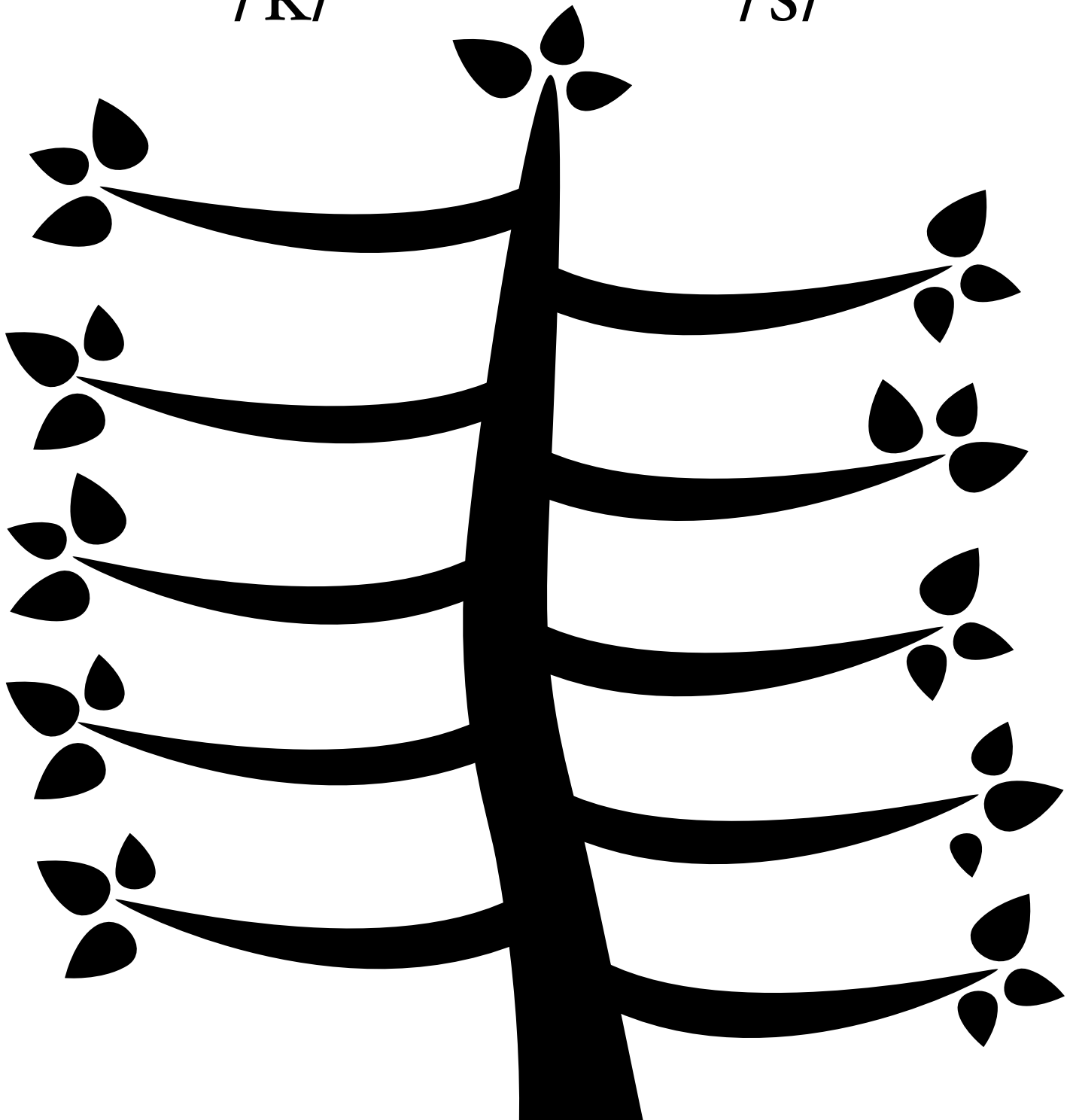
DATE: \_\_\_\_\_

## Fill Up the Branches

Type the words from Worksheet 11.6 on the appropriate branches.

/k/

/s/





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Planning an Opinion Paragraph

*Directions: Type your topic sentence in the first rectangle to introduce your theme and character, along with your opinion about them. Type at least one complete sentence in the next six rectangles to support your opinion. Type your concluding sentence in the last rectangle to conclude your paragraph.*

|                            |                   |
|----------------------------|-------------------|
| <b>Topic Sentence</b>      |                   |
| <b>Reason #1</b>           | <b>Example #1</b> |
| <b>Reason #2</b>           | <b>Example #2</b> |
| <b>Reason #3</b>           | <b>Example #3</b> |
| <b>Concluding Sentence</b> |                   |



## Alice's Adventures in Wonderland, Part I

*In 1865, the English author Lewis Carroll introduced the world to a girl named Alice and the strange and funny world of Wonderland.*

Alice was beginning to get very tired of sitting by her sister on the bank of the river with nothing to do. Once or twice, she had peeked into the book her sister was reading. But the book had no pictures or conversations in it.

“What is the use of a book,” thought Alice, “without pictures or conversations?”

It was a hot day. The heat made Alice feel sleepy. She was thinking if the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies. Just then, a White Rabbit ran past her.

There was nothing so very remarkable in that; nor did Alice think it so very peculiar to hear the Rabbit say to itself, “Oh dear! Oh dear! I shall be too late!” But when the Rabbit took a watch out of its pocket, Alice jumped to her feet. She ran after the Rabbit and saw him pop down a large rabbit hole.

Alice followed the Rabbit down the hole, never once thinking how she would get out again. The rabbit hole dipped suddenly down. Alice found herself falling down what seemed to be a very deep well.

Either the well was very deep, or she fell very slowly, for she had plenty of time to look about her. She looked at the sides of the well. They were filled with cupboards and bookshelves.

“Well!” thought Alice to herself. “After a fall like this, I shall think nothing of tumbling down the stairs!”

Down, down, down. Would the fall ever come to an end?

“I wonder how many miles I’ve fallen by this time.” Alice said aloud. “I must be getting somewhere near the center of the earth. Let me see: that would be four thousand miles down, I think. I wonder if I shall fall right through the earth! How funny it will be to come out among the people that walk with their heads pointing downwards! I shall have to ask them what the name of the country is. ‘Please,

Ma'am, is this New Zealand? Or Australia?" She felt that she was dozing off when suddenly, thump! Down she came upon a heap of sticks and dry leaves.

Alice was not hurt. She got up and looked around. Before her was a long tunnel. The White Rabbit was hurrying down it. Alice ran after him. She heard him say, "Oh my ears and whiskers, how late it's getting!" She thought she was catching up to the White Rabbit. Then, she turned the corner and, poof! He was gone.

Alice found herself in a long, low hall. There were many doors, but they were all locked. She wondered how she would ever get out.

Suddenly, she came upon a little three-legged table. It was made of solid glass. There was nothing on it but a tiny, golden key. But, it would not open any of the doors.

Then, Alice spotted a curtain she had not noticed before. Behind it was a little door about fifteen inches high. She tried the little, golden key in the lock. It fit!

The door led into a small tunnel. It was not much larger than a rat hole. Alice knelt down and looked out into the loveliest garden she had ever seen. She longed to get out of that dark hall. She longed to wander about the garden. But the doorway was tiny. She could not even get her head through it.

There seemed to be no use in waiting by the little door so Alice went back to the table. This time, she found a little bottle on it.

"Hmm," said Alice. "That was not there before."

Alice looked closely at the bottle. The label said, 'DRINK ME.'

"I'll look first," Alice said, "to see if it's marked Poison."

The bottle was not marked Poison so Alice decided to taste it. She found it had a sort of mixed flavor. It tasted like cherry tart, custard, pineapple, roast turkey, toffee, and hot buttered toast. Alice drank it up.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Alice's Adventures in Wonderland, Part II

1. Describe how Alice changed when she followed these directions:

Drinking from the bottle labeled 'DRINK ME'

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Eating the cake labeled 'EAT ME'

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2. What happened when Alice cried again?

A. Her tears filled the bottle labeled 'DRINK ME'.

B. Her tears washed away the dirt in the hall.

C. Her tears created a large pool of water all around her.

Page \_\_\_\_\_

3. Describe the Caterpillar and how he spoke to Alice.

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4. Predict what will happen next to Alice as she wanders further into Wonderland.

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5. What evidence from the text supports this prediction?

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## Alternative Spellings

For each picture, type the name of the item on the line.



wr

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\_\_\_\_\_



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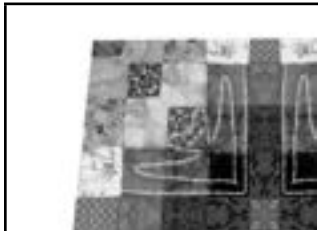
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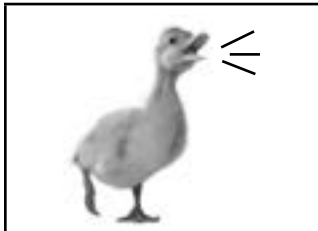
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## Revision Checklist

Ask yourself these questions as you revise your paragraph.

|           |  |  |
|-----------|--|--|
| <b>1.</b> | <b>Do I have a good topic sentence?</b>                |  |
| <b>2.</b> | <b>Do I have a good concluding sentence?</b>           |  |
| <b>3.</b> | <b>Are there any parts that do not make sense?</b>     |  |
| <b>4.</b> | <b>Do my sentences flow well in this order?</b>        |  |
| <b>5.</b> | <b>Do I have a good variety of sentence structure?</b> |  |
| <b>6.</b> | <b>Could I combine any of my sentences?</b>            |  |
| <b>7.</b> | <b>Do I have a good variety of descriptive words?</b>  |  |
| <b>8.</b> | <b>Is my paragraph interesting?</b>                    |  |
| <b>9.</b> | <b>Is this my best work?</b>                           |  |



NAME: \_\_\_\_\_

# 12.4

ACTIVITY PAGE

DATE: \_\_\_\_\_

*Directions: Type your working title on the top line. Type the second draft of your opinion paragraph on the lines below.*

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## Alice's Adventures in Wonderland, Part II

*When last we saw Alice, she had decided to drink from a little bottle. The contents of the bottle tasted rather odd.*

“What a curious feeling!” said Alice. She was shrinking smaller and smaller. Soon, she was only ten inches high. That was just the right size to fit through the little door that led to the garden. But, when she got to the door, she found she had forgotten the little, golden key. She went back to the table for it, but she was too short to reach it.

Alice sat down and cried, but soon her eye fell on a little, glass box that was under the table. She opened it and found a very small cake. The words ‘EAT ME’ were spelled out on the cake with currants.

“I’ll eat it,” said Alice enthusiastically.

“Curiouser and curiouser!” cried Alice. “Now, I’m growing larger and larger! Goodbye, feet!”

Alice’s head bumped against the roof of the hall. She was nine feet tall. She grabbed the little, golden key and ran to the garden door.

But, she was now too large to go through the doorway! All she could do was peek into the garden with one eye.

Alice sat down and began to cry again. She went on, crying gallons of tears, until there was a large pool around her.

Then, Alice heard a pattering of feet in the distance. It was the White Rabbit returning. He was splendidly dressed, with a pair of white gloves in one hand and a large fan in the other. He was muttering to himself, “Oh, The Duchess! Won’t she be cross if I’ve kept her waiting!”

When the Rabbit came near her, Alice tried to speak to him.

“If you please, sir—”

The Rabbit was startled. He dropped his gloves and his fan and scurried away into the darkness.

“How odd everything is today!” said Alice.

As she said this, Alice could see that she was shrinking again. In another moment, splash! She was up to her chin in water. Poor Alice was swimming in a pool of her own tears.



“I wish I hadn’t cried so much!” said Alice as she swam about in search of a way out. Thankfully, Alice did find a way out. She was not one for sitting still doing nothing, so she began to wander further and further into Wonderland.

It was at that point that she came upon a large, blue Caterpillar. The Caterpillar was sitting on a mushroom and smoking a pipe.

Alice stood on her tiptoes and peeked over the edge of the mushroom. Her eyes met those of the Caterpillar. The two of them looked at each other for some time in silence. At last, the Caterpillar took the pipe out of its mouth and asked, “Who are you?”

Alice replied, “I—I hardly know, sir. I know who I was when I got up this morning, but I have been changed several times since then.”

“What do you mean by that?” said the Caterpillar sternly. “Explain yourself!”

“I can’t explain myself, sir,” said Alice, “because I’m not myself, you see.”

“I don’t see,” said the Caterpillar.

“I’m afraid I can’t put it more clearly,” Alice replied. “I find that being so many different sizes in one day is very confusing.”

“It isn’t,” said the Caterpillar.

Alice felt a little irritated by the Caterpillar and she turned away.

“Come back!” the Caterpillar called. “I’ve something important to say!”

This sounded promising, so Alice turned and came back again.

“Keep your temper,” said the Caterpillar.

“Is that all?” said Alice.

In a minute or two, the Caterpillar took the pipe out of his mouth and got down off the mushroom. Then, he crawled away into the grass. As he went, he said, “One side will make you grow taller. The other side will make you grow shorter.”

“One side of what?” thought Alice to herself.

“Of the mushroom,” said the Caterpillar.

In another moment, the Caterpillar was gone.

Alice broke off a bit of each side of the mushroom. She ate small bites and managed to bring herself back to her normal height.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Alternative Spellings

Type the words from the box on the lines to finish the sentences.

|         |           |           |        |
|---------|-----------|-----------|--------|
| School  | stomach   | monarchy  | anchor |
| chemist | architect | orchestra | echo   |

1. Chris is in tenth grade at East Side High \_\_\_\_\_.
2. A person who mixes chemicals is called a \_\_\_\_\_.
3. Christina shouted into the cave and her voice came back as an \_\_\_\_\_.
4. A person who plans houses and buildings is called an \_\_\_\_\_.
5. Zachary plays the violin in the symphony \_\_\_\_\_.
6. This food is awful! I think I may be sick to my \_\_\_\_\_.
7. A country ruled by a king is called a \_\_\_\_\_.
8. The sailor tossed the \_\_\_\_\_ into the water.



NAME: \_\_\_\_\_

13.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Alternative Spellings

Type the words from the box on the lines to finish the sentences.

photograph

homophones

amphibian

trophy

alphabet

paragraph

telephone

dolphin

1. Philip answered the \_\_\_\_\_.
2. 'Z' is the last letter in the \_\_\_\_\_.
3. Ralph saw a \_\_\_\_\_ swimming in the sea.
4. Sophie took this \_\_\_\_\_ of her sister with her camera.
5. Stephanie wrote the first \_\_\_\_\_ of the story.
6. Randolph won a \_\_\_\_\_.
7. "Road" and "rode" are \_\_\_\_\_.
8. A frog can live on land or in the water. It is an \_\_\_\_\_.

Type the words from the box on the lines to finish the sentences.

|         |             |           |          |
|---------|-------------|-----------|----------|
| gophers | ashes       | anything  | alphabet |
| foolish | established | withstand |          |

1. The house is so strong that it can \_\_\_\_\_ the winds from a tornado.
2. Please take the \_\_\_\_\_ from the fireplace and dump them outside.
3. It is \_\_\_\_\_ to eat too many cookies.
4. The \_\_\_\_\_ dug holes in our yard.
5. Can you teach your little sister the \_\_\_\_\_?
6. I can not find \_\_\_\_\_ to wear!
7. Our school was \_\_\_\_\_ in 1977.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Editing Checklist

Ask yourself these questions as you edit your paragraph.

|           |   |  |
|-----------|---|--|
| <b>1.</b> | <b>Do I have a fitting title?</b>                               |  |
| <b>2.</b> | <b>Do all of my sentences start with capital letters?</b>       |  |
| <b>3.</b> | <b>Do all of my sentences end with the correct punctuation?</b> |  |
| <b>4.</b> | <b>Have I spelled all of my words correctly?</b>                |  |
| <b>5.</b> | <b>Have I used correct grammar?</b>                             |  |
| <b>6.</b> | <b>Does each sentence provide a complete thought?</b>           |  |



NAME: \_\_\_\_\_

# 13.4

DATE: \_\_\_\_\_

*Directions: Type your final title on the top line. Type the final copy of your opinion paragraph on the lines below.*

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## Writing Rubric

|   |  |
|---|--|
| 4 | <p>The paragraph includes a strong topic sentence that is indented.</p> <p>The paragraph has multiple sentences with details supporting the topic sentence.</p> <p>Supporting sentences in each paragraph are organized in a coherent order.</p> <p>The paragraph has a strong concluding sentence.</p> <p>There are no errors in grammar, capitalization, or punctuation.</p> |
| 3 | <p>The paragraph includes a topic sentence that is indented.</p> <p>The paragraph has multiple sentences with details supporting the topic sentence.</p> <p>Supporting sentences in each paragraph are organized in a coherent order.</p> <p>The paragraph has a good concluding sentence.</p> <p>There are few errors in grammar, capitalization, or punctuation.</p>         |

|                                 |  |
|---------------------------------|--|
| 2                               | <p>The paragraph includes a topic sentence, but it may not have been indented.</p> <p>The paragraph has sentences with some details supporting the topic sentence.</p> <p>Some supporting sentences in the paragraph are not properly sequenced.</p> <p>The paragraph has a weak concluding sentence.</p> <p>There are some errors in grammar, capitalization, or punctuation.</p> |
| 1                               | <p>The topic sentence is missing or unclear.</p> <p>The paragraph has few sentences with details supporting the topic sentence.</p> <p>Supporting sentences in the paragraph are not properly sequenced.</p> <p>The concluding sentence is missing or unclear.</p> <p>There are many errors in grammar, capitalization, or punctuation.</p>  |
| <p><b>Teacher Comments:</b></p> |  |

## Alice’s Adventures in Wonderland, Part III

1. Where does this chapter mostly take place?

- A. at a tea party
- B. beside a mushroom in the garden
- C. in a long hall

Page \_\_\_\_\_

2. Why did the March Hare and Mad Hatter tell Alice there wasn’t any room at the large table?

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3. Did Alice enjoy the tea party?

- A. Yes, she had a great time and stayed for a while.
- B. No, she got frustrated and left.
- C. No, she persuaded the others to play a game instead.

Page \_\_\_\_\_

4. Do you think Alice is finished meeting strange creatures and finding events or will she continue to meet other characters? Use information from the chapter to help you answer this question.

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## R-controlled Vowels 'or' and 'ar'

Have students choose the best word to complete the sentence.

arm

shark

farmer

car

torn

corn

yarn

cart

thorn

1. The red \_\_\_\_\_ went down the street fast.
2. Mark has a cut on his \_\_\_\_\_.
3. Do you like to eat \_\_\_\_\_ in the summer?
4. The \_\_\_\_\_ had pigs and cows on his land.
5. Did he place the food in his shopping \_\_\_\_\_?
6. The \_\_\_\_\_ on the rose was sharp.
7. My mom uses \_\_\_\_\_ when she knits.
8. That is a big \_\_\_\_\_ in the sea!
9. His shirt was ripped and \_\_\_\_\_.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Yes or No?

Type *yes* or *no* in the blank.

1. Can a dog chirp with joy? \_\_\_\_\_
2. Can yogurt sing as you eat it? \_\_\_\_\_
3. Can birds sit on a tree branch? \_\_\_\_\_
4. Do squirrels have gray fur? \_\_\_\_\_
5. Do you like to stir dirt into your milk? \_\_\_\_\_
6. Would your mom be pleased if you burped out loud at dinner?  
\_\_\_\_\_
7. Could a nurse place a thermometer in your mouth?  
\_\_\_\_\_
8. Can you draw a pattern on your paper? \_\_\_\_\_
9. Can a clown be part of a circus? \_\_\_\_\_
10. If you use sunblock, will you get a sunburn? \_\_\_\_\_
11. Could your purse eat popcorn? \_\_\_\_\_





## Alice's Adventures in Wonderland, Part III

*Next, Alice wandered until she came upon a Cheshire Cat. The Cat was sitting on the branch of a tree and grinning from ear to ear. Alice was beginning to wish her time in Wonderland would come to an end.*

“Cheshire Cat,” Alice said, “would you tell me, please, which way I should walk from here?”

“That depends a lot on where you want to get to,” said the Cat.

“I don't care much where—” said Alice.

“Then it doesn't matter which way you go,” said the Cat.

“—so long as I get somewhere,” Alice added.

“Oh, you're sure to do that,” said the Cat, “if you only walk long enough.”

Alice tried another question, “What sort of people live here?”

“In that direction,” said the Cat, waving his right paw, “lives a Mad Hatter. In that direction lives a March Hare. Visit either of them if you like: they're both mad.”

“But I don't want to visit with mad people,” Alice remarked.

“Oh, you can't help that,” said the Cat. “We're all mad here.”

Then, the Cat vanished slowly, beginning at the end of his tail and ending with his grin, which remained some time after the rest of him had gone.

“Well!” thought Alice. “A grin without a cat! How curious!”

She walked a bit and came to a house with a table set up in front. The March Hare and the Mad Hatter were having tea. A Dormouse was sitting between them, fast asleep. The table was large but the three of them were all crowded together at one corner of it.

“No room! No room!” they cried out when they saw Alice coming.

“There's plenty of room!” said Alice indignantly. She sat down in a large armchair at one end of the table.

“Have some lemonade,” said the March Hare.

Alice looked all around the table.

“I don't see any lemonade,” she remarked.

“There isn’t any,” said the March Hare.

“Then, it wasn’t very civil of you to offer it,” said Alice angrily.

“It wasn’t very civil of you to sit down without being invited,” said the March Hare.

The Mad Hatter looked at Alice for some time. At last, he said, “Why is a raven like a writing desk?”

“A riddle!” thought Alice. “We shall have some fun now!”

“I believe I can guess that,” she added aloud.

“Do you mean that you think you know the answer to it?” asked the March Hare.

“Exactly so,” said Alice.

“Then, you should say what you mean,” the March Hare went on.

“I do,” Alice replied. “At least, I mean what I say—that’s the same thing, you know.”

“Not the same thing at all!” said the Mad Hatter. “Why, you might as well say that ‘I see what I eat’ is the same thing as ‘I eat what I see!’”

“You might as well say,” added the Dormouse, which seemed to be walking and talking in its sleep, “that ‘I breathe when I sleep’ is the same thing as ‘I sleep when I breathe!’”

“It is the same thing with you,” said the Mad Hatter. Then, he turned to Alice again and asked, “Have you guessed the riddle yet?”

“No, I give up,” Alice replied. “What’s the answer?”

“I haven’t the slightest idea,” said the Mad Hatter.

“Nor I,” said the March Hare.

“Well,” thought Alice, “this is the strangest tea party I ever was at in all my life!”

Alice stayed for a while longer and listened to the Dormouse tell a story about three sisters who lived at the bottom of a treacle well. The story was very odd indeed. Alice, confused by the tale, frequently questioned the Dormouse. At last, a frustrated Alice walked off.

“It’s the strangest tea party I ever was at in all my life!” Alice concluded.

## Alice's Adventures in Wonderland, Part IV

1. What was odd about the croquet game? \_\_\_\_\_

A. The balls were flamingos and the mallets were hedgehogs.

B. There was nothing odd about the croquet game.

C. The mallets were flamingos and the balls were hedgehogs.

Page \_\_\_\_\_

2. What was Alice told about what the Mock Turtle and the Gryphon were?

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3. Did Alice enjoy the trial?

A. Yes, she had a great time and stayed for a while.

B. No, she got frustrated and shouted at the Queen.

C. No, she persuaded the others to go see the Mock Turtle and the Gryphon instead.

Page \_\_\_\_\_

4. What was wrong with the trial?

A. The Queen wanted the Gryphon to be on trial.

B. The Queen wanted the sentence to be announced before the verdict.

C. The Queen wanted everyone to calm down.

5. How did Alice get out of Wonderland?

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6. Compare and contrast the Queen of Hearts and the Caterpillar.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The /er/ Sound and its Spellings

Choose the best word from the box to fill in each sentence.

|          |          |        |
|----------|----------|--------|
| hurt     | circus   | skirts |
| burned   | birthday | dirt   |
| surprise | Saturday | birds  |
| thirsty  | dirty    | clerks |

1. I like pants better than \_\_\_\_\_.
2. Be careful near the edge! I don't want you to get  
\_\_\_\_\_.
3. Is the party on Friday or \_\_\_\_\_?
4. In the nest sat three baby \_\_\_\_\_.

5. Shirley saw clowns at the \_\_\_\_\_.
6. Is the party a \_\_\_\_\_?
7. Abby got lots of gifts for her \_\_\_\_\_.
8. Can I have something to drink? I am so \_\_\_\_\_.
9. Jeannie washed the \_\_\_\_\_ off of her hands.
10. My mom makes me shower when I am \_\_\_\_\_.
11. The fire \_\_\_\_\_ all night.
12. The store \_\_\_\_\_ were very helpful.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Mixed Practice

Type the best word to complete each sentence.

1. The \_\_\_\_\_ will make a nest in the spring.  
(bard bird)
2. Her hair has lots of \_\_\_\_\_.  
(church curls)
3. My mom's \_\_\_\_\_ has lots of stuff in it.  
(nurse purse)
4. Can you ask that \_\_\_\_\_ to skip rope with me?  
(grill girl)
5. The \_\_\_\_\_ gave me a shot in the arm.  
(purse nurse)
6. If you can ride the waves in the sea, then you can \_\_\_\_\_.  
(sure surf)
7. Last year I was in \_\_\_\_\_ grade.  
(fist first)
8. I like the \_\_\_\_\_ ice cream cones at the shop.  
(swirl sell)
9. To make butter, you have to \_\_\_\_\_ cream.  
(churn curl)
10. My \_\_\_\_\_ is green and red for the holidays.  
(skirt skit)
11. Dad lets me \_\_\_\_\_ the pancake batter on Saturday morning.  
(skirt stir)
12. The cat's \_\_\_\_\_ is so soft.  
(fur first)





## Alice's Adventures in Wonderland, Part IV

*In this final chapter, Alice comes across even more odd things in Wonderland.*

As Alice wandered further into Wonderland, she found a door in a tree that led into a hallway. The hallway led into the beautiful garden that she had been in earlier. Remarkably, upon entering the garden, she met a huge number of people, including royal courtiers and royal children, as well as the King and Queen of Hearts. They were about to begin a game of croquet and they invited Alice to play.

The game itself proved to be nothing but chaos, partly because the croquet ground was all ridges and furrows. The croquet balls were live hedgehogs and the mallets were flamingos. Alice found that her biggest problem was managing her flamingo and stopping the balls—or hedgehogs—from walking away. In addition, the players all played at the same time without waiting for their turn. The Queen, for her part, began stamping about and shouting, “Off with his head!” or “Off with her head!”

But lucky for Alice, she was removed from the game by none other than the Queen who was eager for Alice to meet the Mock Turtle. On their way to meet the Mock Turtle, Alice was introduced to the Gryphon. What are a Mock Turtle and a Gryphon? Alice did not know either; nor did she ever get an answer that made sense. The best answer is that they are two more examples of the extraordinary inhabitants of Wonderland.

Together the Mock Turtle and the Gryphon told the Queen and Alice stories of their school days. They recalled the subjects they had studied in school, including Reeling, Writhing, and Ambition, not to mention ancient and modern Mystery. Alice was quite certain that she had not yet studied these subjects.

This odd conversation was stopped by the news that an important trial had begun. Alice raced off with the Gryphon to discover that the Knave of Hearts was on trial for stealing some tarts.

Just like the game of croquet, the trial itself was a confusing mess. The witnesses were not at all helpful. Quite strangely, Alice herself was called as a witness. When

the Queen said that the sentence should be announced before the jury had decided upon their verdict, Alice was ready to scream. In fact, she did.

“Stuff and nonsense!” said Alice loudly. “The idea of having the sentence first!”

“Hold your tongue!” said the Queen, turning purple.

“I won’t!” said Alice.

“Off with her head!” yelled the Queen.

Again, lucky for Alice, just at that moment she woke up on the river bank beside her sister. The sun was still shining and it was indeed a beautiful day. Alice eagerly told her sister all about her dream and her adventures in Wonderland. Alice’s sister was quite entertained by the stories of Wonderland and the way in which Alice told them. Alice’s eyes twinkled and shone as she told her sister about the Caterpillar, the Cheshire Cat, the Mad Hatter, the March Hare, the King and Queen of Hearts, not to mention the White Rabbit.

As Alice skipped away to enjoy some afternoon tea, her sister imagined this magical world full of curious creatures. Alice’s sister hoped that Alice would always remember the day that she dreamed of Wonderland and continue to tell the stories.

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