

Name _____

Days with Frog
and Toad

Inflections:
-ed (y to i)

► Write the letters *ied* or *ed* to complete each picture name.



1. stud _____



2. cr _____



3. carr _____



4. check _____



5. cop _____



6. call _____



7. hurr _____



8. walk _____



9. jump _____



10. boil _____



11. fr _____



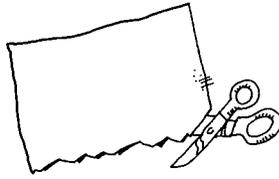
12. marr _____



SCHOOL-HOME CONNECTION Ask your child to point to each phonics word that ends by changing the y to *-ied*. Take turns saying each word with the y ending, then with the *-ied* ending.

► Read the word. Circle the pictures whose names have the same vowel sounds.

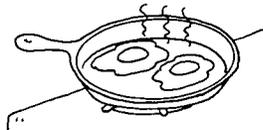
1. carried



2. tried



3. replied



► Read the sentences. Write the word that best completes each one.

4. I _____ for the test.

stoked studied stained

5. I _____ home from school.

hurried hardened hinted

6. I _____ my spelling words.

coped cupped copied



Name _____

► Draw a line from each Vocabulary Word on the left to its meaning on the right.



- | | | |
|------------|---|-------------------------|
| 1. alone | • | • to make happy |
| 2. cheer | • | • ruined |
| 3. fine | • | • very good |
| 4. meadow | • | • why something happens |
| 5. reason | • | • by yourself |
| 6. spoiled | • | • a field |



Choose a Vocabulary Word. On a separate sheet of paper, draw a picture to show its meaning. Below the drawing, write a sentence using the Vocabulary Word.

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Syllable Pattern:
Endings

Skill Reminder • Divide a word between the base word and the ending.

- Read each word. Then add an *ed* ending to the word. Write the new two syllable word.

Base word

Base Word + Ending

act

1. _____

toast

2. _____

blend

3. _____

hunt

4. _____

fold

5. _____

- Read each word. Write the number of syllables in each word. Write the syllables.

Word List

Number of Syllables

boasted

6. _____

carried

7. _____

cried

8. _____

mended

9. _____

tried

10. _____

- **Read the paragraph. Then choose the best answer to each question. Fill in the circle next to your choice.**

Zeke the zebra and Snappy the snail are friends. They both like being outside. Zeke is a fast runner, but Snappy is slow. Zeke likes carrots. Snappy likes apples. Zeke likes to play. Snappy hides under a rock. “Snappy is not like me, but we are still friends,” says Zeke. Zeke does all the talking. Snappy is the quiet one.



- 1** What is the same about Zeke and Snappy?
- Zeke is a zebra.
 - Snappy moves slowly.
 - They both talk a lot.
 - They both like being outside.

Tip

Read the paragraph to check each answer choice. Look for the word *both*. What do both Zeke and Snappy like to do?

- 2** What is different about Zeke and Snappy?
- Zeke and Snappy like to eat.
 - Snappy and Zeke are animals.
 - Zeke is fast and Snappy is slow.
 - Snappy and Zeke are friends.

Tip

Read the paragraph to check each answer choice. Look for the word *but*.



SCHOOL-HOME CONNECTION With your child, compare and contrast some simple items in your kitchen. For example, have your child find items that are alike because they come in boxes. Then contrast the contents of the boxes.

► **Read the story. Circle all the words that end with *ed*. Write the words on the chart.**

One day, Stacey got a letter. It was from Uncle Lou. It had exciting news! Stacey painted a picture of the news. She mailed it to Uncle Lou. A few weeks later, Uncle Lou came to visit. He backed his car into the drive. He opened the door. Out came a puppy! The puppy barked and licked Stacey's hand. Stacey thanked her Uncle Lou. "He's the best dog!" she remarked.



1.
2.
3.
4.
5.
6.
7.
8.

