

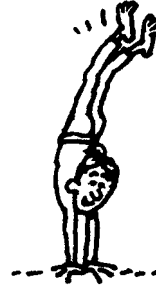
► Choose the word with *at* or *ate* that names the picture. Write the word on the line.

1.



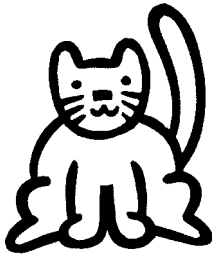
goat  
gate  
got

2.



act  
acorn  
acrobat

3.



cat  
cape  
car

4.

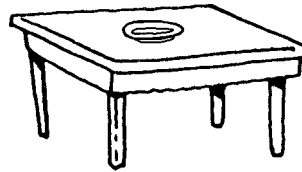


plate  
pad  
plug

5.



site  
shore  
state

6.



crown  
create  
cream

7.



sat  
salt  
sang

8.



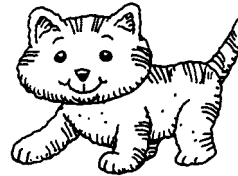
appreciate  
appear  
apparel



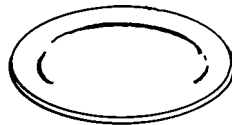
**SCHOOL-HOME CONNECTION** Act out several of the phonics words, asking your child to guess the word. Then have your child illustrate one of the words and label it.

► Read the word. Circle the pictures whose names have the same sound as the underlined word.

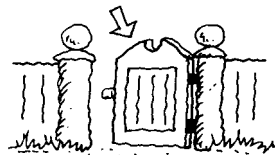
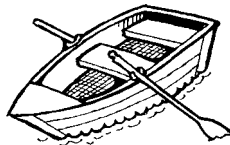
1. that



2. ate



3. late



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

4. The bubbly soda went \_\_\_\_\_.

fly flat flake

5. We can \_\_\_\_\_ a new painting.

crease crane create

6. The \_\_\_\_\_ flipped across the floor.

acrobat accent acorn



► Circle the correct answer. Then write the Vocabulary Word on the line.

**amazing   clustered   gathered   raced   wandered**

1. If your dad **gathered** leaves, did he make a **pile** or a **fire**?

\_\_\_\_\_



2. If Susie **raced** to class, did she **walk** or **run**?

\_\_\_\_\_

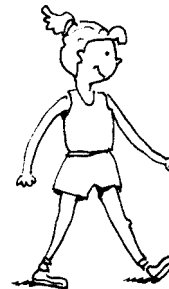


3. If the kids **clustered** around the truck, were they **together** or **apart**?

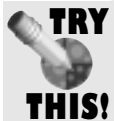
\_\_\_\_\_

4. If Stanley **wandered** through the store, did he walk **fast** or **slow**?

\_\_\_\_\_



5. If the ball game was **amazing**, was it **interesting** or **boring**? \_\_\_\_\_



Write a few sentences about a winter activity you enjoy. Use as many Vocabulary Words as you can in your sentences.

**Syllable Rule** Divide a compound word between  
the two smaller words in it.

**Example:** hot/dog sail/boat

► Read the sentence. The compound word is underlined.  
Write the word in syllables.

1. The news broadcast was  
shown all over the country.

\_\_\_\_\_ broad / cast \_\_\_\_\_

2. Bookstores have lots of books for  
people to buy.

\_\_\_\_\_

3. Jim had to pinpoint the problem by  
checking his addition.

\_\_\_\_\_

4. Ann did not hear what I said because  
she had a daydream.

\_\_\_\_\_

5. My dog sleeps in a doghouse.

\_\_\_\_\_

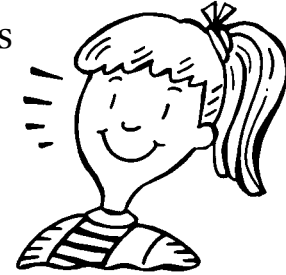


► **Read the paragraph. Then choose the best answer to each question. Fill in the circle next to your choice.**

**Marla Reads**



Marla stood at the front of the classroom. Her hands were shaking. She had never read a story to her classmates before. Her voice shook at first. Then Marla's words became louder and clearer. At the end, the whole class clapped. Marla took a bow and smiled. Reading aloud was fun!



**1** How does Marla feel at the beginning of the story?

- sad
- tired
- nervous
- bored

**Tip**  
 How would you feel if your hands were shaking?

**2** How does Marla feel at the end of the story?

- annoyed
- unhappy
- upset
- proud

**Tip**  
 How would you feel if people were clapping for you?

**3** Where does Marla read the story?

- in the classroom
- on the playground
- in the office
- in the hall

**Tip**  
 The setting is often found in the beginning. Try reading the first few sentences again.



**SCHOOL-HOME CONNECTION** With your child, talk about a time when he or she tried something new. Then invite your child to write a sentence and draw a picture illustrating his or her experience.

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

The cook studied the recipe. He fried some  
bacon and eggs. He cried as he cut the onions.  
He tried to mix the batter. He made a mess!  
Then he hurried. He worried dinner would be late.  
He thought he was done. "It's ready!" he replied.  
He carried the dish to the table. He fell! What a mess!



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

