

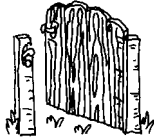
► Read the words in the box. Choose the word that completes the sentence. Write the word on the line.

acrobat
gate

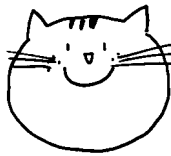
state
flat

fat
create

ate
sat



1. Open the _____.



2. The cat is _____.



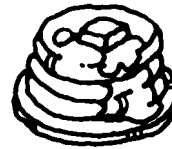
3. This _____ is in the United States.



4. The child _____ in the chair.



5. Pat is an _____.



6. The pancakes are _____ on top.



7. Lee can _____ a picture.

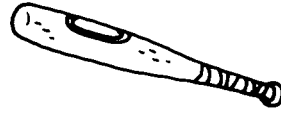


8. I _____ my lunch.

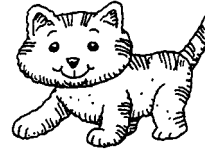
To the Teacher Read aloud the words in the word box and have students repeat them after you. Provide several word cards with both *at* and *ate* words written on them. On the board or bulletin board, write *-at* and *-ate* as column headings. Invite children to choose a word card from a bag or box, read it, and then place it under the appropriate column heading. Finally, read aloud the directions for the activity and model completing the first exercise.

► Read the first word. Circle the pictures with names that have the same phonogram, *at* or *ate*.

1. that



bat

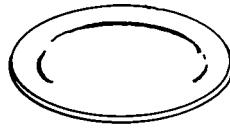


cat



car

2. ate



plate

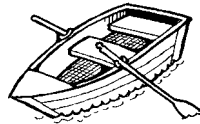


pear

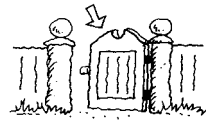


skate

3. late



boat



gate



state

► Read the words in the box. Write each word where it belongs in the chart below.

sat ate acrobat flat fat gate create state

at

ate

To the Teacher Read aloud the directions to the first activity and ask children to complete the exercises. Then have them read the word choices aloud as you point to them. For each word that contains the *-at* sound, ask them to pat their heads. For each word that contains the *-ate* sound, have them clap. For words that fit neither phonogram, have them do nothing. Finally, read aloud the words in the box for the second activity. Have children repeat the words.

► Complete the sentences. Write on each line a word from the box.

gathered

raced

clustered

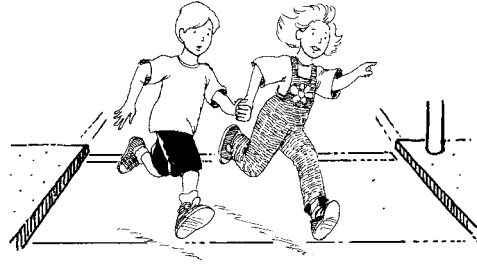
wandered

1.



We _____
the leaves.

2.



They _____
across the street.

3.



The children were
_____ together.

4.



The boy _____
in the woods.

To the Teacher Before reading aloud the words in the box, ask children to talk about the pictures on the page. Note any vocabulary words they use. Then have them repeat the words after you. Read aloud the question, pausing at the blank. Then read aloud the question again and have children say the word aloud to complete the sentence. Direct children to write the word on the blank. Repeat the procedure for the remaining items. Then have them complete this sentence orally with the remaining vocabulary word: *The ball game was so good it was (amazing).*

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

1. Sailboat lessons help you to know about sailing.

_____ sail / boat _____



2. Ann does not hear what I say because she daydreams.



3. Please wipe your feet on the floormat.

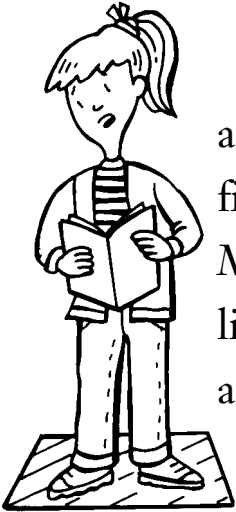
4. We like to play outside.



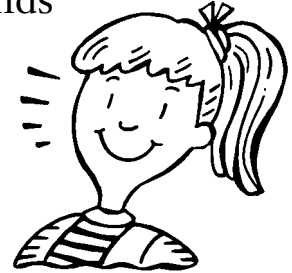
To the Teacher Point out that you can often understand a long word by taking it apart. Demonstrate with a word that you think the children can easily decode, such as *goldfish*. Ask students to tell and show what they know about the two base words. Then guide them to blend the parts together and discuss what they mean. Finally, read aloud the sentences and model completing the first item.

► **Read the paragraph. Then answer the questions.**

Marla's Turn



Marla stands in front of the classroom. Her hands are shaking. She has never read aloud before. At first, her voice is soft. She keeps reading. Soon Marla's words become loud and clear. Everyone listens. Everyone claps at the end. Marla takes a bow and smiles. Reading aloud was fun!



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

- sad tired
 scared bored

Tip

How do you feel if your hands shake? What answer is like that feeling?

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

- sad unhappy
 upset proud

Tip

How do you feel if people smile at you? Find the answer that is most like that feeling.

3 Where does Marla read the story?





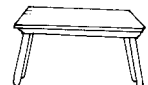
- in the classroom
 on the playground
 in the office
 in the auditorium

Tip

Reread the first sentence. Find the answer there.

To the Teacher Ask children to talk about favorite characters in stories they know. Talk briefly about what they like about those characters. Read aloud the paragraph and ask children to read silently with you. Ask if they've ever felt like Marla. Explain that the test is about the character Marla's feelings. When they have finished the page, discuss how they arrived at their answers.

► **Read the story. Circle all the words in which the *y* changed to *i* when *ed* was added. Write the words.**

The cook studied the . He fried the . He cried when he cut the . He tried to mix the batter. He hurried. He worried dinner would be late. "It's ready," he said. He carried the  to the . "How is the dinner?" he asked. Nobody replied!

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

To the Teacher Read the directions aloud and model circling and writing the first word. If children have difficulty with the activity, read the story aloud, stressing the words ending in *-ied*. Ask them to tell the story in their own words. Reinforce the concept of a past tense inflection with the following activity. Say and write the following sentence starter: "Yesterday, I _____." Model finishing the sentence with *studied*. Then invite children to work through the list to finish the sentence.