

Name \_\_\_\_\_

Wilson Sat Alone

Phonograms:  
-at, -ate

► Write the words where they belong in the chart.

acrobat

ate

flat

appreciate

fat

gate

create

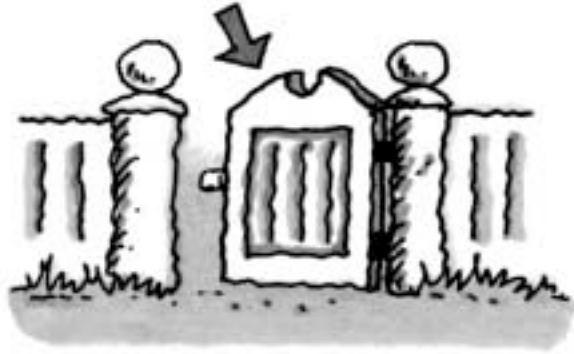
that

state

sat



sat



gate

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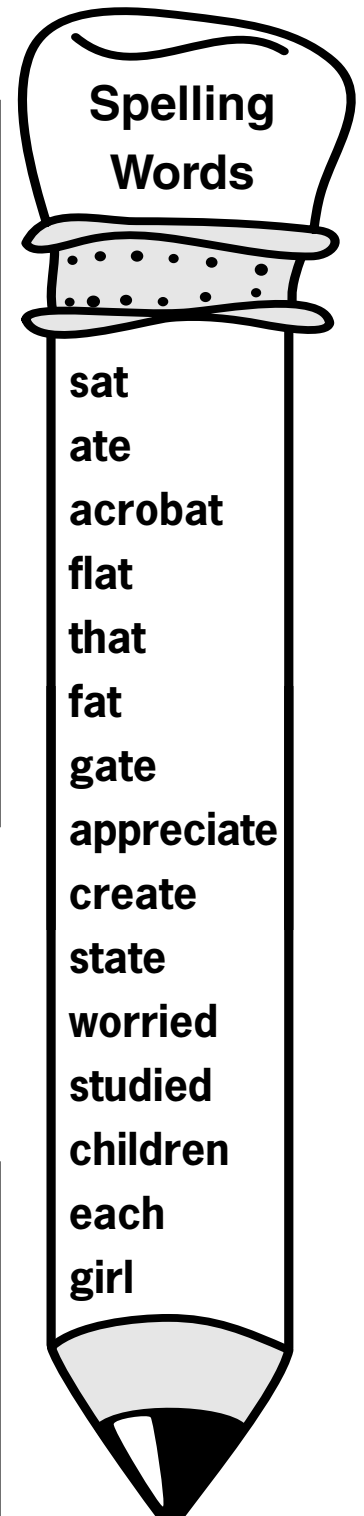
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**SCHOOL-HOME CONNECTION** Encourage your child to think of a story that uses many of the phonics words. Write down sentences as your child says them. Ask your child to underline the phonics words.

► Read the Spelling Words. Sort the words and write them where they belong.

Words with <i>at</i>	Words with <i>ate</i>
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____



► Sort the words that are left by the number of syllables.

One-Syllable Words	Two-Syllable Words
11. _____	13. _____
12. _____	14. _____
	15. _____

► Solve the riddles. Write a word from the box on each line.

acrobat

ate

fat

flat

gate

sat

state

that

1. You didn't stand up.

You \_\_\_\_\_ down.

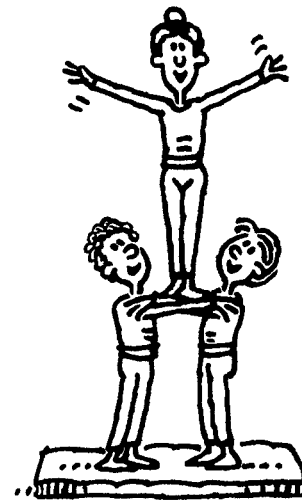


2. It's not this. It's \_\_\_\_\_.

3. It's not thin. It's \_\_\_\_\_.

4. This is someone who does flips.

It's an \_\_\_\_\_.



5. This is a door in a fence.

It's a \_\_\_\_\_.

6. You've already eaten. You \_\_\_\_\_.

7. This is where your city is. It's your \_\_\_\_\_.

8. This is what a pancake is. It's \_\_\_\_\_.



**SCHOOL-HOME CONNECTION** Say the words and ask your child to listen. For each phonogram, have your child make a funny motion. For example, wiggling for words with -at and dancing for words with -ate.


► Complete the sentences below the pictures. On each line, write a word from the box. Use each word only once.

amazing    clustered    gathered    raced    wandered




My friends  
and I  
\_\_\_\_\_

at the top of the hill.



My dog slowly  
\_\_\_\_\_

over to watch.



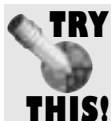
We \_\_\_\_\_

to the finish line. More friends  
\_\_\_\_\_ at the

bottom of the hill to watch us.

Playing with friends is  
\_\_\_\_\_!

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Write a few sentences about a summer activity you enjoy. In your sentences, use as many Vocabulary Words as you can.

**Skill Reminder** • The telling part of a sentence

tells what someone or something is or does.

- Telling parts can tell about two things. The word *and* is used to join them.

► Circle the telling part of each sentence. Then think of your own telling part. Write your new sentence on the line.

1. I go to lunch. \_\_\_\_\_

2. Andy sits alone. \_\_\_\_\_

3. I don't like to play alone. \_\_\_\_\_

4. Andy was funny today. \_\_\_\_\_

5. I am a good friend. \_\_\_\_\_

► Use the word *and* to join the telling parts of the sentences in each pair. Write your new sentence on the line.

6. The girls run. The girls play.

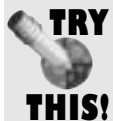
\_\_\_\_\_

7. The boys talk. The boys laugh.

\_\_\_\_\_



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Write two sentences about something you like to do. Circle the telling parts of each sentence.

**Syllable Rule** • **Divide a compound word**

**between the two smaller words in it.**

**Example: hot / dog    sail / boat**

► **Read the sentence. Find the compound word.  
Write the word in syllables.**

1. The news broadcast went all over the country.

\_\_\_\_\_

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

\_\_\_\_\_

3. Jim will pinpoint the problem by checking his addition.

\_\_\_\_\_

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

\_\_\_\_\_

5. He drew a doghouse.

\_\_\_\_\_

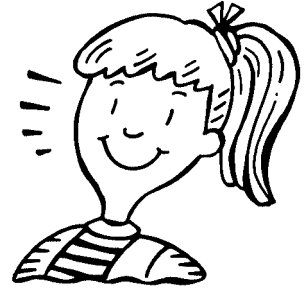


- **Read the paragraph. Then choose the best answer to each question. Fill in the circle next to your choice.**



### 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. Everyone listened quietly. 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**

Reread the paragraph to make sure you understand the order of events.

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

angry                       sad  
 upset                       happy



**Tip**

Look for clues about how a character feels.

- 3** Where does Marla read the story?

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



**Tip**

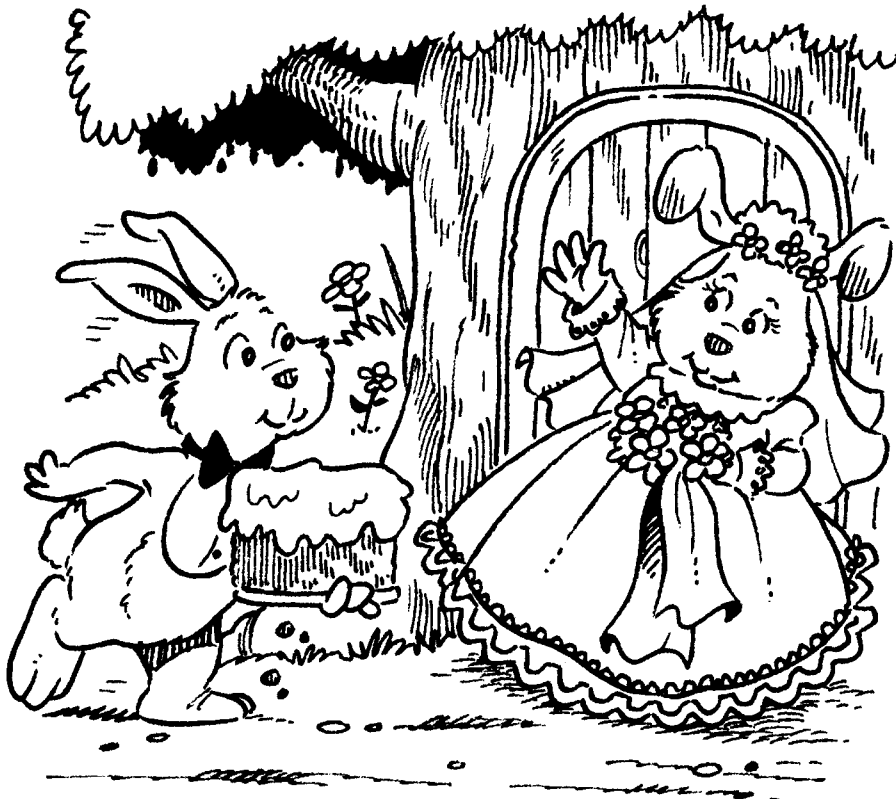
Think about where Marla would most likely read to her classmates.



**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. On each line, write the word before the ending *-ed* was added.

“I’m late!” I **(1)** cried. I **(2)** hurried out the door. I **(3)** carried the cake. I had to be careful. I **(4)** tried to walk quickly. I was **(5)** worried that I would be too late. I **(6)** studied the street signs. I was almost there! I had **(7)** copied the address on the cake box. Finally, I made it. “Am I on time?” I asked. Yes, the bride **(8)** replied. “Now we can get **(9)** married.”



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

