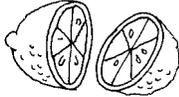


- Read the words in the box. Look at the pictures. Write the word from the box that completes each sentence.

elf
leaf

half
leaves

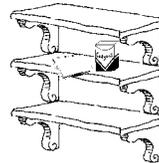
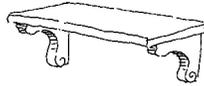
halves
elves

1.  I read a story about an _____.
2.  The _____ fall from the tree.
3.  One _____ lands on his head.
4.  She cuts a pie in _____.
5.  He makes lemonade out of the two _____ of lemon.
6.  _____ are tiny and funny.

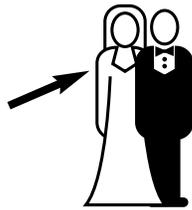
To the Teacher Create a two-column chart on the board, labeling the first column "one" and the second column "more than one." Pronounce each word in the box and invite the children to write it under the correct heading. Work with the students to find other singular nouns that end in *f*, such as *wolf* and *calf*. Add the singular and plural form of each word to the chart. Then read aloud the activity directions and model completing the first item. Have children of varying fluency work together to complete the activity.

► Choose the word from the box that names the picture. Write the word.

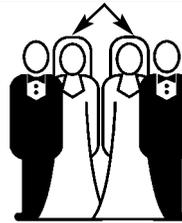
wife	wives	shelf	shelves
elf	elves	leaf	leaves



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____

8. _____

To the Teacher Divide children into two groups. Write the following words on large index cards: *wife, shelf, elf, leaf*. Draw a picture on each card to show the meaning of the word. Distribute the cards to one group. Write the plural of each word on a separate set of index cards (*wives, shelves, elves, leaves*). Draw a picture on each card that clearly shows there are more than one. Example: two wives, two elves, and so on. Then distribute the plural word cards to the second group of students. Invite children to pair up, matching singular and plural forms of each word. Then read aloud the directions to the activity above. Model completing the first item. Be sure to read the word box and have children repeat each answer choice.

- Complete each sentence with a word from the box that has the same meaning as the bold word.

mimicked fussed pale admired haze

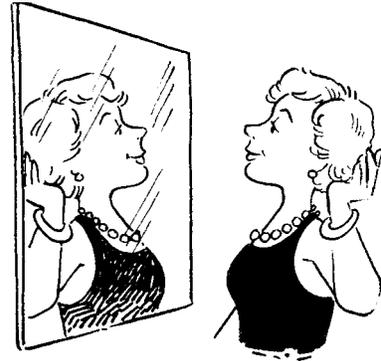
1.



The boy **acted like** the dog.

The boy _____
the dog.

2.



The woman **looked at**

herself. The woman
_____ herself.

3. The baby **cried** in his stroller.

The baby _____ in his stroller.

4. His face was very **white**.

His face was very _____.

5. We could not see through the **mist**.

We could not see through the _____.

Name _____

► Read the words. Find the compound words and write each, dividing the word into syllables.

sunset

flashlight

rooftop

housewives

eyeball

peaceful

hatches

catfish

treetop

homework

daydream

final

birthday

bookcase

children

nation

pinpoints

slowly

Compound Words

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____ 8. _____ 9. _____

10. _____ 11. _____ 12. _____

To the Teacher Read the directions aloud and model completing the first item. Say the word **birthday** and have children repeat it after you. Have children say the word again and clap the syllables they hear. Remind them to draw a slash between the two syllables.

► Read the paragraph. Then answer the questions.

The Painter



Judy likes to paint. She paints pictures of everything. She painted a happy frog. She painted a light blue smile on her doll. She tried to paint eyebrows on a picture of her father. That got very messy. Now Judy uses pencils.

1 An antonym for *happy* is—

- joyful
- glad
- sad
- merry

2 An antonym for *light* is—

- dark
- pale
- soft
- bright

Tip

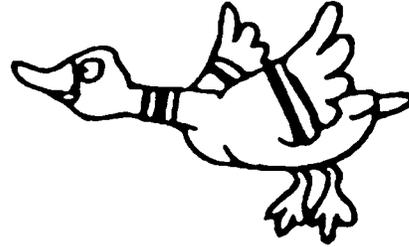
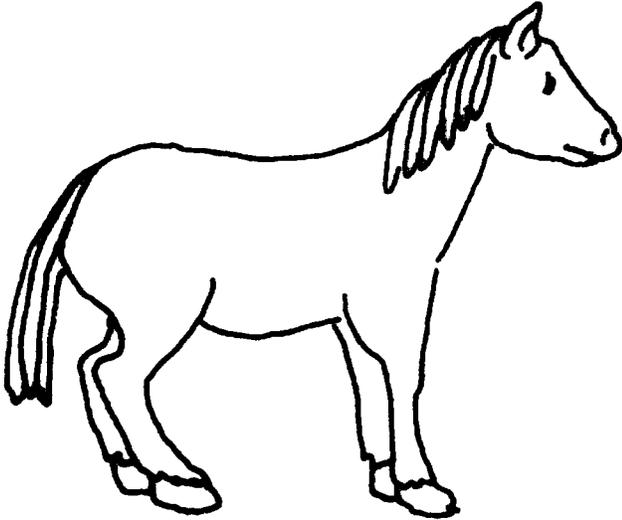
An antonym is a word that means the opposite of another word. The opposite of happy is a word that means “not happy.”

Tip

What is the opposite of *light*?

To the Teacher Help English-language learners with the concept of antonyms by asking the whole class to play the “Opposites” game with you. You say a word, and the class then has to say the word’s opposite back immediately. Then define *antonym* and begin reading the paragraph. Perhaps remind the children of how “Cool Ali” made hot people feel the opposite by painting cool things.

► Read the story. Circle all the abbreviations.
Write them on the chart.



Horse and Duck are best friends. Each
Sun. they play in the stream. On Tues. they
run in the grass. On Wed. they walk to town
to see Dr. Brown. In Jan. Mr. Bibbs gives
them nice warm blankets. In Aug. he brings
them new straw hats.

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

To the Teacher Write the following abbreviations on the chalkboard: *Sun., Tues., Wed., Dr., Jan., Mr., Aug.* Invite volunteers to read aloud the abbreviations and write the unabbreviated word next to it (*Sunday, Tuesday, Doctor,* and so on). Have children think of other common abbreviations and write them on the board. Then read the directions to the activity above. Model completing the first item. When students finish the activity, have them write simple sentences using some of the abbreviations on the chalkboard. Remind children that this page is for practice and abbreviations are not used in stories or paragraphs