

Name _____

► Sort the Spelling Words into three groups: Words with *a(l)*, *au* or *ou*, and *aw*. Then write the words.

Words with *a(l)*

1. _____
2. _____
3. _____
4. _____

Words with *au* or *ou*

5. _____
6. _____
7. _____
8. _____
9. _____

Words with *aw*

10. _____
11. _____
12. _____

► Write the following Spelling Words: *soft*, *long*, and *lost*. Use your best handwriting.

13. _____
14. _____
15. _____

Spelling Words

1. *ought* *ought*
2. *soft* *soft*
3. *yawn* *yawn*
4. *walk* *walk*
5. *long* *long*
6. *also* *also*
7. *thaw* *thaw*
8. *lost* *lost*
9. *cause* *cause*
10. *taught* *taught*
11. *pause* *pause*
12. *straw* *straw*
13. *false* *false*
14. *author* *author*
15. *almost* *almost*
16. *swallow*
17. *naughty*
18. *somersault*
19. *sprawling*
20. *faucet*

Handwriting Tip

Make sure your os do not look like as.

lost

Name _____

► Write the Spelling Word that matches each clue.

1. I write stories. _____
2. Animals sleep on this. _____
3. One way to get from here to there. _____
4. What you do when you are tired. _____
5. What you do to unfreeze something.

► Add *o*, *au*, *ou*, or *al* to complete the Spelling Word. Then write each word.

6. We ___ ___ ght to learn more about bats.

7. I ___ ___ most forgot my backpack today.

8. My pillow is s ___ ft and fluffy. _____
9. Mrs. Davis t ___ ___ ght me in second grade. _____
10. We ___ ___ so went to the grocery store. _____
11. I l ___ st my favorite toy. _____
12. That rope is l ___ ng. _____

Spelling Words

1. *ought*
2. *soft*
3. *yawn*
4. *walk*
5. *long*
6. *also*
7. *thaw*
8. *lost*
9. *cause*
10. *taught*
11. *pause*
12. *straw*
13. *false*
14. *author*
15. *almost*



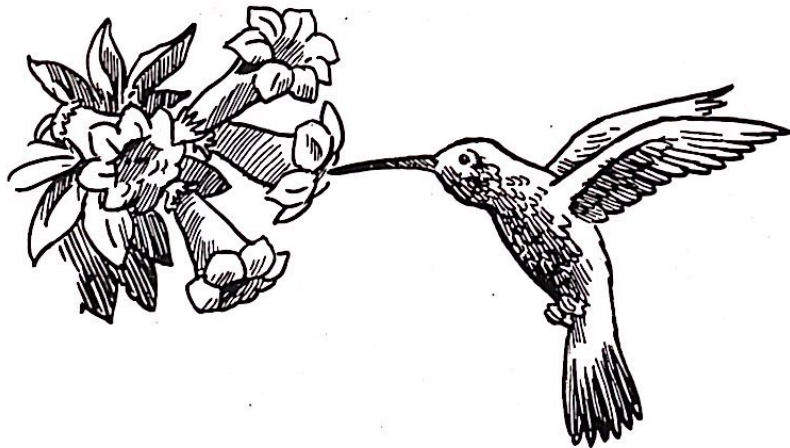
Spelling Strategy

Sounds and Letters: If a word does not look right, say the word. Listen for the vowel sound. Think of other letters that can spell the same sound. Then check the dictionary to see if you are right.

Name _____

► Circle the helping verb and underline the main verb in each sentence.

1. Moths are attracted to the light.
2. We have seen many insects this summer.
3. She will study bees at the library.
4. I am writing a report on ladybugs.
5. The hummingbird was looking for food.
6. The ducks do not fly very far.
7. An eagle is gliding through the sky.
8. The hawk has spotted a mouse.



Try This

Write four sentences about your day at school, using main and helping verbs. Circle the helping verbs. Underline the main verbs.

Sequence of Events

Name _____ Date _____

Read the story. Then answer the questions.

Jason's mom paid the taxi driver. There was a large sign over the doors that said "The Howard Mann Theater" and below it "Class Acts – tonight at 6." A young man greeted them at the door and showed them where they should go. Jason entered a room with five other boys and girls and their parents. A woman came in and smiled at them as she went over the rules of the game. She told them who would be on each team.

Jason's teammates were Janelle and Steve. Janelle was a year older than the boys. She was reading a book called Amazing Facts. Steve was looking over a map of the United States. The three team members put on red jumpsuits. Then, they went in and a woman put make-up on them so they would look good on TV.

While they were waiting, people began to arrive and sit down. Janelle said, "Did you know that all rainbows are made up of the colors red, orange, yellow, green, blue, indigo, and violet?"

Steve said, "No, but did you know that Mammoth Caves in Kentucky are over 330 miles long?"

Jason gulped, "No, I didn't know either of those facts."

1. How did Jason and his mother get to the theater?

2. What was the name of the theater?

3. How do you think Jason is feeling in the last sentence?

4. Put these events in the order they happened.

_____ Steve read aloud a fact about Mammoth caves.

_____ People began to take their seats.

_____ A lady explained the rules.

_____ Jason and his mother were greeted at the door.

_____ Jason's mother paid the taxi driver.

_____ Jason found out who his teammates were.

_____ Janelle told her teammates the colors in a rainbow.

Name _____

Sequence

.....
Lesson 22



Skill Reminder

The sequence of events is the order in which they happen.

- Read the article. Then circle the letter of the best answer to each question.

Bat Meals

Some bats eat bugs. Other bats eat only fruit. Some bats need to get extra nutrients from hard leaves. To do this, first the bat softens the hard leaf in its mouth. Next, it swallows the liquid from the leaf. Finally, the bat spits out the rest of the leaf.

1. What does the bat do first when it eats a hard leaf?
 - A It swallows the leaf.
 - B It softens the leaf in its mouth.
 - C It swallows liquid from the leaf.
2. What does the bat do after the leaf is soft?
 - A It spits out the leaf.
 - B It swallows the leaf.
 - C It swallows the liquid.
3. What does the bat do last with the leaf?
 - A It spits out the leaf.
 - B It swallows the leaf.
 - C It swallows the liquid.



School-Home Connection

Talk with the student about something you do every day. Have him or her describe the activity using time-order words.

Name _____



Skill Reminder

The author's message is the main idea he or she wants the reader to learn.

- Read the two selections below. Answer the questions about the author's message. Circle the letter of the best answer.

Most plants get food from the soil. There is one, though, that is different. The Venus Flytrap gets nutrients from live insects. Venus Flytraps have two leaves with pointed edges that look like teeth. The leaves stay open until an insect lands on one of them. Then, the leaves snap shut and trap the insect. The flytrap produces a liquid that helps it digest the insect. Once it digests the insect, the flytrap opens its leaves again. It is ready for its next meal.

1. What is the author's message in this selection?

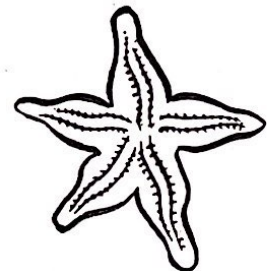
- A Many insects do not have wings.
- B Flowers grow faster in direct sunlight.
- C Venus Flytraps get food in an interesting way.



Starfish are a special kind of sea animal. They have five arms and are shaped like a star. A starfish can grow a new arm if one gets cut off. If a starfish is cut in two, the pieces will each form a new animal. The starfish's ability to regrow new arms makes it a real survivor.

2. What is the author's message in this selection?

- A Starfish are special.
- B Most fish do not have arms.
- C It is bad luck to find a starfish.



School-Home Connection

Have the student name one detail that shows the author's message.