

Name Class Work  
May 11-15

Biweekly  
Assessments  
.....  
Lessons 23 and 24

Phonics/Spelling: Schwa /ə/

▶ Read each model word. Then fill in the circle next to the word that has the same sound as the underlined part of the model word and completes the sentence.

①

4. above

The movie was so good that I want to see it \_\_\_\_\_.

- (A) more
- (B) again
- (C) now
- (D) later

5. ever

I was \_\_\_\_\_ when she called early in the morning.

- (A) tired
- (B) awake
- (C) ready
- (D) eating

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Schwa /ə/

Lesson 24

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► Read the letter with a partner. Circle the correct Spelling Word for each sentence.

Dear Pam,

My goldfish is (1)(apart, alive)! I was (2) (afraid, alive) this morning. I had to look (3)(around, upon) the plant in the tank. My goldfish hid under the (4) (cover, ahead) of a rock in the tank. But now, it is (5) (above, awake). My fish is swimming (6) (above, afraid) the castle now!

Your friend,

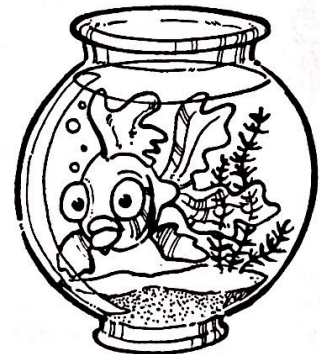
Dan

### Spelling Words

1. *upon*
2. *above*
3. *cover*
4. *apart*
5. *either*
6. *alike*
7. *awake*
8. *afraid*
9. *across*
10. *agree*
11. *ever*
12. *amount*
13. *ahead*
14. *alive*
15. *around*

► Circle the Spelling Word that rhymes with the underlined word in each row.

- |                   |        |         |       |
|-------------------|--------|---------|-------|
| 7. <u>bike</u>    | bright | alike   | about |
| 8. <u>degree</u>  | agree  | dent    | alive |
| 9. <u>clever</u>  | taken  | mine    | ever  |
| 10. <u>cart</u>   | apart  | yard    | fork  |
| 11. <u>count</u>  | cows   | amount  | mound |
| 12. <u>beaver</u> | either | believe | soft  |



### Spelling Strategy

**Proofread with a Partner:** Work with a partner to proofread. Take turns checking for words that sound like *ever*, ending with the /ər/ sound. Then check for words that sound like *above*, beginning with the /ə/ sound.



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Weekly  
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Lesson 24

## Focus Skill: Cause and Effect

- ▶ Read the passage. Then choose the best answer for each question.

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### Packing for Camp

Ben was going on a camping trip, and he had to decide what to pack. The weather report said that it might rain, so Ben packed a raincoat and hat with his clothes. He also packed sunscreen and extra socks. He didn't want his toes to get cold at night.

When Ben finished packing, his backpack was too full and he'd forgotten one of the most important things—his flashlight. Ben took out his baseball and baseball glove so that he would have room for his flashlight. He kept his flashlight because he knew it would come in handy at night.

1. Why does Ben pack a raincoat and hat?

His mother tells him to pack them.

He always prepares for every kind of weather.

The weather report says that it might rain.

He enjoys playing in puddles.

2. Why does Ben pack extra socks?

His brother borrowed his socks last time.

He is worried that his feet will get cold at night.

He wants to share the socks with his friend.

His dad asks him to pack the socks.

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3. What happens when Ben finishes packing?

- His backpack is too full.
- He leaves for his trip.
- He packs his raincoat.
- He takes socks out of his bag.

4. What happens when Ben realizes that he forgot his flashlight?

- He takes out his baseball and baseball glove.
- He asks his dad to pack a flashlight for him.
- He decides to leave his flashlight at home.
- He finds a bigger bag to hold everything he needs.

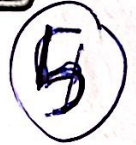


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### Skill Reminder

- A cause is the reason an event happens.
- An effect is what happens.



- Read the paragraph. Circle the letter of the best answer to each question below.

It was only Niko's second day in his new school. Already he was embarrassed because his little sister Eve tried to walk with him to school. At recess, Niko felt lonely because he had not made any friends. He decided to be friendly to a group of boys playing ball. As a result, Niko made some friends, and they asked him to join their baseball team.

1. Eve tried to walk with Niko to school. What was the effect of this on Niko?  
A He made a new friend.  
B He was embarrassed.  
C Other kids made fun of him.
2. Why did Niko feel lonely?  
A He did not have any friends.  
B He was bad at baseball.  
C He missed his sister.
3. What was the effect of Niko being friendly to the boys at recess?  
A He walked home alone.  
B He started to cry.  
C They asked him to join their baseball team.



### School-Home Connection

Ask the student what the effect might be if he or she was friendly to another student while at recess.

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# Homophones



1. Read this sentence.

**All of their shoes were untied.**

What is the meaning of the word *their* in this sentence?

- at a certain place
- in that case
- unlike any other
- belonging to them

2. Read this sentence.

**Your homework is due tomorrow.**

What is the meaning of the word *due* in this sentence?

- to perform something
- expected at a certain time
- tiny drops of water
- to be late

3. Read this sentence.

**Who has the right answer to this question?**

What is the meaning of the word *right* in this sentence?

- correct
- a direction
- to behave with honor
- to make a mark on paper



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**Skill Reminder**

Homophones are words that sound the same but are spelled differently and have different meanings.

(B) (7)

► Read each sentence. Circle the homophone that correctly completes the sentence. The first one has been done for you.

1. The \_\_\_\_\_ the bus traveled over was rough.

A rode      **B road**

2. Would you like a \_\_\_\_\_ of pie?

A piece      B peace

3. She was sick for a \_\_\_\_\_.

A week      B weak

4. My little brother just turned \_\_\_\_\_.

A won      B one

5. Mary likes to walk along the \_\_\_\_\_ shore.

A see      B sea

6. He knows the \_\_\_\_\_ to the new playground.

A way      B weigh



**School-Home Connection**

Ask the student to read sentence #3 and tell the meaning of both homophones. You can have the student refer to a dictionary, if necessary.

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## Grammar: Present-Tense Verbs

► Read the sentence. Choose the answer that best completes the sentence, using the present tense of the verb.

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1. My cat \_\_\_\_\_ in the sun.

- (A) sleeping
- (B) slept
- (C) sleeps
- (D) sleeping

2. The dog \_\_\_\_\_ after the fox.

- (A) runs
- (B) running
- (C) ran
- (D) will run

3. My little brother \_\_\_\_\_ quickly.

- (A) grows
- (B) grown
- (C) growing
- (D) will grow



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## Grammar: Past-Tense and Future-Tense Verbs

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4. What is the past tense of the verb?

Nathan and Jared \_\_\_\_\_ in the pool yesterday.

- (A) swam
- (B) swims
- (C) swim
- (D) swimming

5. What is the future tense of the verb?

Marshall \_\_\_\_\_ to school with me tomorrow.

- (A) walks
- (B) walked
- (C) will walk
- (D) walking

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► Write the verb in each sentence. Then label it as *present*, *past*, or *future* tense.

1. Jen finishes her homework quickly.

\_\_\_\_\_

2. Simon will write an essay next week.

\_\_\_\_\_

3. The teacher assigned five math problems.

\_\_\_\_\_

4. You carried a dictionary to school.

\_\_\_\_\_

5. Students will read their reports aloud.

\_\_\_\_\_

6. Jason draws a picture in art class.

\_\_\_\_\_

7. We tried the science experiment at home.

\_\_\_\_\_

8. The children named three kinds of plants.

\_\_\_\_\_

9. My sister learns Spanish in high school.

\_\_\_\_\_

10. I will ask my mother for help.

\_\_\_\_\_



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► Rewrite each sentence. Use the future-tense form of the verb in parentheses ( ).

1. Yolanda (stay) home from school today.

\_\_\_\_\_

2. She (go) to the doctor later.

\_\_\_\_\_

3. The doctor (give) her some medicine.

\_\_\_\_\_

4. She (feel) much better tomorrow.

\_\_\_\_\_

► Write a sentence that uses the future-tense form of the verb.

5. run

\_\_\_\_\_

6. play

\_\_\_\_\_

7. hurry

\_\_\_\_\_

8. watch

\_\_\_\_\_