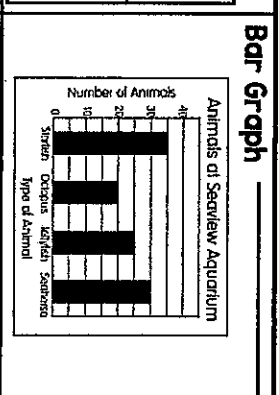
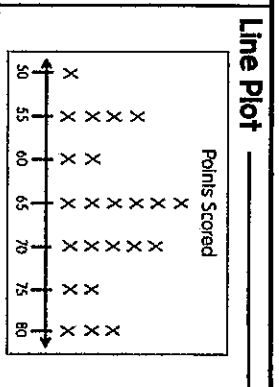


SPIRAL MATH REVIEW

DAY 1	
Mental Math	
155 Number	Number
	10 More
	10 Less
	100 More
	100 Less

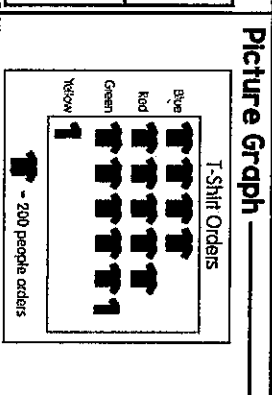


1. How many different types of animals are at Seaview Aquarium?
 2. Which animal does the aquarium have the most of?

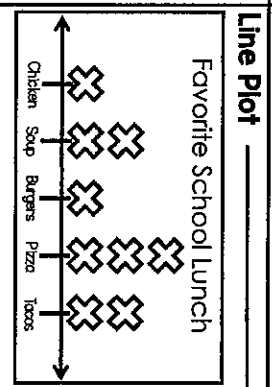


1. How many people scored 60 points?
 2. Which point score total had the most people?

DAY 2	
Mental Math	
406 Number	Number
	10 More
	10 Less
	100 More
	100 Less

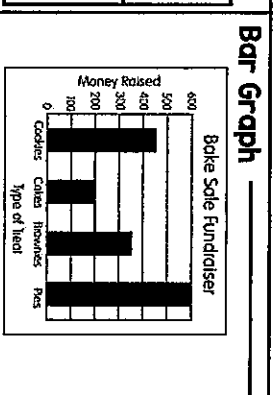


1. How many total people ordered t-shirts?
 2. How many more people ordered a green shirt compared to a blue shirt?

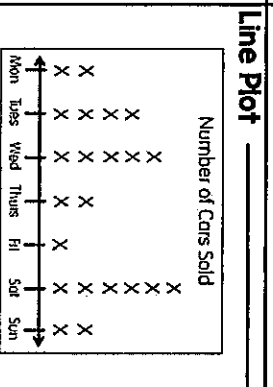


1. Which lunch(es) had the least amount of votes?
 2. How many more students prefer pizza compared to chicken?

DAY 3	
Mental Math	
399 Number	Number
	10 More
	10 Less
	100 More
	100 Less

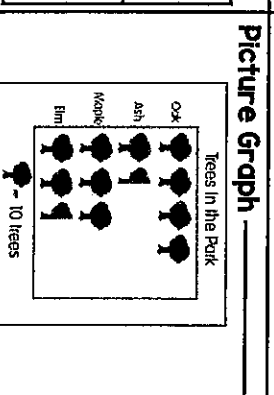


1. How much money was made on pies?
 2. Which bake sale item brought in the least amount of sales?

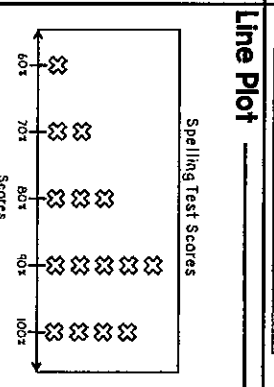


1. Which day of the week were the most cars sold?
 2. How many cars sold in all for the week shown on the graph?

DAY 4	
Mental Math	
274 Number	Number
	10 More
	10 Less
	100 More
	100 Less

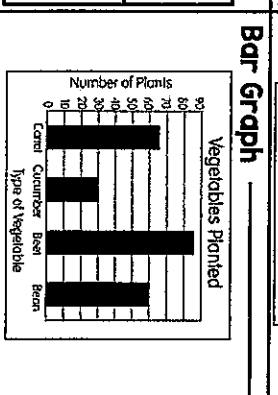


1. How many different kinds of trees are shown on the graph?
 2. How much is half a tree worth?

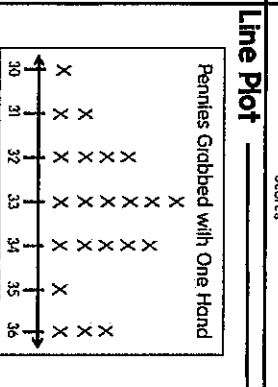


1. How many students scored 100% on their test?
 2. Which score had the fewest number of students?

DAY 5	
Mental Math	
686 Number	Number
	10 More
	10 Less
	100 More
	100 Less



1. Which type of vegetable plant was planted the most?
 2. How many different vegetables are on the graph?



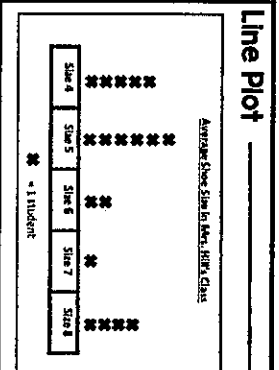
1. How many students grabbed 36 pennies?
 2. How many fewer students grabbed 31 pennies compared to 33 pennies?

SPIRAL MATH REVIEW



DAY 1

Solve.

$$\begin{array}{r} 12 \\ 6 \\ + 8 \\ \hline \end{array}$$


1. How many students wear a size 7 shoe?

2. How many sizes are shown on the graph?

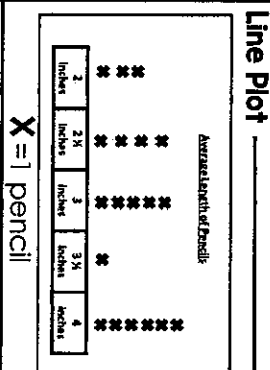
Jamie has 1 quarter and 1 dime. How much money does Jamie have altogether?

Label the minutes on the clock.

DAY 2

Mental Math

Number	10 More	10 Less	100 More	100 Less
600				



1. How many pencils are 3 inches?

2. How many pencils are 4 inches?

Leo has 2 nickels, 2 dimes, and 2 pennies. How much money does he have in all?

Circle what you do in the A.M.?

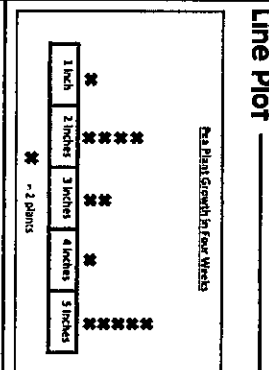
- Go to bed
- Eat breakfast
- Do homework

DAY 3

Solve.

$$12 - 2 = \square$$

$$11 - 7 = \square$$

$$15 - 8 = \square$$


1. How many pea plants grew 3 inches?

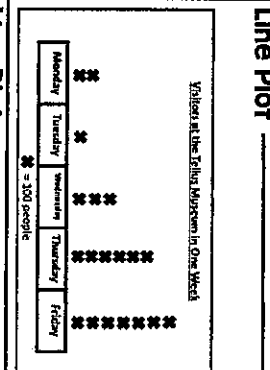
2. How many pea plants does the X equal on the graph?

Lilly has 1 quarter, 2 pennies, and 3 dimes. How much money does Lilly have altogether?

Draw hands to show 5:30 on the clock.

DAY 4

What is 11 more than 32? Show your work on the number line.

$$32 + 11 = \square$$


1. How many people visit the museum on Wednesday?

2. How many people does the X equal on this graph?

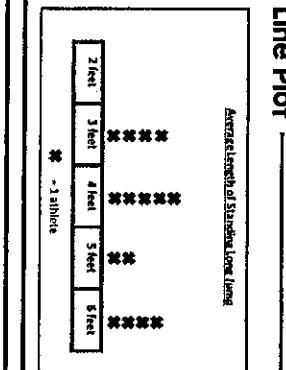
Mia has 2 nickels, 2 pennies, and 2 quarters. How much money does she have in all?

Circle what you do in the P.M.?

- Wake up for school
- Eat lunch
- Go to bed

DAY 5

Write the number two hundred ten in standard form.



1. What does this graph show?



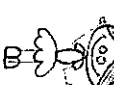
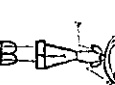
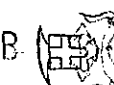

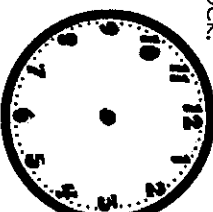





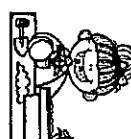



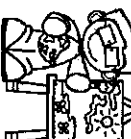



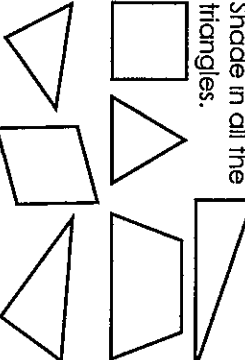
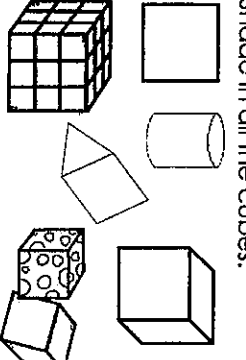
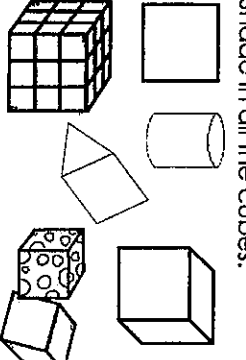
2. How many athletes had a long jump length of 5 feet?

Troy has 2 dimes, 5 pennies. How much money does Troy have in all?

Write the digital time to match the analog clock.

●
●

SPIRAL MATH REVIEW

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>Amy has 10 dollars, 5 quarters, 2 nickels, and 2 half dollar. How much money does Amy have in all?</p> 	<p>Tyler has 5 dollars, 4 dimes, 3 quarters, 6 nickels, and 8 pennies. How much money does he have altogether?</p> 	<p>Megan has 20 dollars, 5 nickels, 8 dimes, 1 half dollar and 3 pennies. How much money does she have in all?</p> 	<p>Pat has 10 dollars, 4 nickels, 5 quarters, 2 half dollars, and 3 pennies. How much money does he have altogether?</p> 	<p>Rose has 3 dollars, 5 dimes, 2 pennies, 7 nickels, and 3 quarters. How much money does Rose have in all?</p> 
<p>Write the digital time to match the analog clock.</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px; display: flex; align-items: center; justify-content: center;"> : </div>  </div>	<p>Draw hands to show 1:42 on the clock.</p> 	<p>Write the digital time to match the analog clock.</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px; display: flex; align-items: center; justify-content: center;"> : </div>  </div>	<p>Draw hands to show 10:21 on the clock.</p> 	<p>Write the digital time to match the analog clock.</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px; display: flex; align-items: center; justify-content: center;"> : </div>  </div>
<p>The baby woke up in the middle of the night at _____ AM/PM.</p>  	<p>Trista planted a pot of flowers at _____ AM/PM.</p>  	<p>Izzy read her favorite book at _____ AM/PM.</p>  	<p>Dan the artist painted a picture at _____ AM/PM.</p>  	<p>Jordan went to soccer practice at _____ AM/PM.</p>  
<p>Draw a rectangle.</p>	<p>Shade in all the triangles.</p> 	<p>Draw a pentagon.</p>	<p>Shade in all the cubes.</p> 	<p>Shade in all the cubes.</p> 
<p>Partition the rectangle into 3 rows and 2 columns.</p> <p>Total Boxes= _____</p>	<p>Partition the rectangle into 2 rows and 5 columns.</p> <p>Total Boxes= _____</p>	<p>Partition the rectangle into 4 rows and 4 columns.</p> <p>Total Boxes= _____</p>	<p>Partition the rectangle into 3 rows and 3 columns.</p> <p>Total Boxes= _____</p>	<p>Partition the rectangle into 4 rows and 3 columns.</p> <p>Total Boxes= _____</p>

Name: _____ Date: _____

Directions: Study the big rule and read the words in the box.
Read the story. Complete the activities below.

The BIG Rule:

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

make	late	came	lame
take	hate	name	game

I Missed the Bus

I missed the bus. I was late. I hate to be late. My dad yelled my name. I came when he yelled my name. He did not make me run after the bus. I was too late for that. He said I had to walk. Walking to school is lame. I hate walking to school. I have to **navigate** and plan my way past a busy road. It's lame to walk alone.

I begged my dad to take me to school. He said he was not playing my game. I had to walk. I said he was lame.

Maybe I should fake being sick? I tried to **stall** and not go. "Dad, I think I am sick," I said. "I hate to miss school, but I don't think I can go."

"You are not sick!" my dad yelled. "Stop stalling and go."

I had no choice. I was too late. I walked to school, but I was not happy.



Hunt
the
Words!

Directions: Use the code to mark each word in the story.

Red- make

Yellow- late

Blue- came

Brown- lame

Orange- take

Green- hate

Purple- name

Pink- game

Vocabulary Master!

Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. _____ (Vocabulary Word) _____ (What the Word Means)

2. _____ (Vocabulary Word) _____ (What the Word Means)

Name: _____ Date: _____

Directions: Read the story. Answer the questions below.

I Missed the Bus

I missed the bus. I was late. I hate to be late. My dad yelled my name. I came when he yelled my name. He did not make me run after the bus. I was too late for that. He said I had to walk. Walking to school is lame. I hate walking to school. I have to **navigate** and plan my way past a busy road. It's lame to walk alone.

I begged my dad to take me to school. He said he was not playing my game. I had to walk. I said he was lame.

Maybe I should fake being sick? I tried to **stall** and not go.

"Dad, I think I am sick," I said. "I hate to miss school, but I can't go."

"You are not sick!" my dad yelled. "Stop stalling and go."

I had no choice. I was too late. I walked to school, but I was not happy.



1. What was the biggest problem in the story?

- (a) the dad yelled
- (b) she missed the bus
- (c) school was lame
- (d) she was sick

3. Which word begins with the same sound as *lame*?

- (a) came
- (b) stop
- (c) late
- (d) fake

2. How does the girl get to school?

- (a) her dad drives her to school
- (b) she takes the bus
- (c) she walks with a friend
- (d) she walks alone

4. What does the word *stall* mean?

- (a) to go fast
- (b) to stop and not go
- (c) to walk
- (d) to run

5. Make a list of reasons why she could have been late for the bus?

Name: _____ Date: _____

Directions: Complete each sentence with a word from the word bank.

The BIG Rule:

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

make late came lame
take hate name game

1. I wanted to _____ my own lunch to school today.
2. Pete thinks it is so _____ to clean his room all day long.
3. I was so glad that my dad _____ to my big game last week.
4. Hope said she would _____ to be stuck eating peas for lunch.
5. Miss Jones was _____ for class because she had a meeting.
6. Jade did not want to _____ a big deal out of getting sick.
7. Mike did not like it when the big kids called him a bad _____.
8. Our team has a big _____ that we hope to win today.

Directions: Choose 3 words from the word bank. Write a sentence with each word.

1. _____

2. _____

3. _____

Name: _____ Date: _____

Directions: add an -ing and -s suffix to each word.

Adding -ing rule

When adding the suffix -ing to a word that ends in the vowel -e, drop the -e and add -ing

Adding -s rule

When adding the suffix -s to a word that ends in the vowel -e, keep the -e and add -s to make the word plural

Word	-ing	-s
make		
take		
hate		
name		
game		

Directions: Change the words from present tense to past tense. For some words, the suffix -ed will make the word past tense. Other words do not follow that rule.

Present Tense (Now I...)	Past Tense (Yesterday I...)
make	
take	
hate	
name	
game	

Name: _____ Date: _____

Directions: Study the big rule and read the words in the box.
Read the story. Complete the activities below.

The BIG Rule:

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

nice	dime	fine	hide
nine	time	like	line

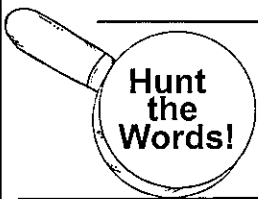
Math is Hard for Mike

Math is hard for Mike. He does not pick up on new math skills fast. His teacher, Mrs. Wills is nice. She says he will be fine. Mike does not think he will be fine. Mike thinks math should be a **crime**. He tries to hide from math. He can not tell time. He mixes up a penny and a dime. The number six always looks like a nine.

One day Mike was adding his math. The numbers looked like they were jumping off the page. "Mrs. Wills, I just cannot do math," Mike said with a **whine** and a cry. This time he sunk in his desk.

Mrs. Wills came to help. "I see what you did. I can help," she said. She drew a line so that the numbers stuck on the page. "When the numbers are in line, you can add them up!"

Now the numbers stopped jumping. Mike could see them just fine. He finished his work on time. Now Mike was fine.



Directions: Use the code to mark each word in the story.

Red- nice

Yellow- dime

Blue- fine

Brown- hide

Orange- nine

Green- time

Purple- like

Pink- line

Vocabulary Master!

Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. _____
(Vocabulary Word)

_____ (What the Word Means)

2. _____
(Vocabulary Word)

_____ (What the Word Means)

Name: _____ Date: _____

Directions: Read the story. Answer the questions below.

Math is Hard for Mike

Math is hard for Mike. He does not pick up on new math skills fast. His teacher, Mrs. Wills is nice. She says he will be fine. Mike does not think he will be fine. Mike thinks math should be a **crime**. He tries to hide from math. He can not tell time. He mixes up a penny and a dime. The number six always looks like a nine.

One day Mike was adding his math. The numbers looked like they were jumping off the page. "Mrs. Wills, I just cannot do math," Mike said with a **whine** and a cry. This time he sunk in his desk.

Mrs. Wills came to help. "I see what you did. I can help," she said. She drew a line so that the numbers stuck on the page. "When the numbers are in line, you can add them up!"

Now the numbers stopped jumping. Mike could see them just fine. He finished his work on time. Now Mike was fine.



1. What is hard for Mike?

- (a) he cannot tell time
- (b) he mixes the number 6 with a 9
- (c) he thinks a penny is a dime
- (d) all of the above

3. Which word ends with the same sound as *nice*?

- (a) face
- (b) number
- (c) fact
- (d) time

2. How does Mrs. Wills help Mike?

- (a) she tells him the answer
- (b) she draws lines on his page
- (c) she asks another student to help
- (d) she gives him more time

4. What does the word *whine* mean?

- (a) to talk in a loud voice
- (b) to yell
- (c) to complain
- (d) to whisper

5. How else can Mrs. Wills help Mike with his math?

Name: _____ Date: _____

Directions: Complete each sentence with a word from the word bank.

The BIG Rule:
When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

nice	dime	fine	hide
nine	time	like	line

1. Miles was so excited to turn _____ years old tomorrow.
2. Ivy could never keep a good track of the _____.
3. Theo tried to _____ under his desk when his mom called.
4. Our class could never stand in a straight and perfect _____.
5. Miss Bine was a very _____ teacher because she liked to help.
6. I found a _____ and a four quarters under my bed.
7. When I woke up this morning I did not feel _____ at all.
8. I do not _____ to eat ham or bacon on my pizza.

Directions: Choose 3 words from the word bank. Write a sentence with each word.

1. _____

2. _____

3. _____

Name: _____ Date: _____

Directions: add an -ing and -s suffix to each word.

<p>Adding -ing rule When adding the suffix -ing to a word that ends in the vowel -e, drop the -e and add -ing</p>	<p>Adding -s rule When adding the suffix -s to a word that ends in the vowel -e, keep the -e and add -s to make the word plural</p>
--	--

Word	-ing	-s
time		
like		
hide		
line		
dine		

Directions: Change the words from present tense to past tense. For some words, the suffix -ed will make the word past tense. Other words do not follow that rule.

Present Tense (Now I...)	Past Tense (Yesterday I...)
like	
hide	
line	
dine	
ride	

Name: _____ Date: _____

Directions: Study the big rule and read the words in the box.
Read the story. Complete the activities below.

The BIG Rule:

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

alone	cone	cope	pole
tone	bone	nope	mope

Malone has a Temper

Malone has a temper. He gets mad very fast. He does not cope with new things well. The **tone** of his voice gets mad. He yells "NOPE!" again and again.

We all try to be nice to Malone. We give him **grace** and let things go. We try not to upset him. Sometimes we have to leave him alone to mope.

I saw Malone by the pole at recess. I walked by the red cone to check on him.

"Are you okay?" I asked Malone.

"NOPE!" he yelled. "I have a bone to pick with Hunter.

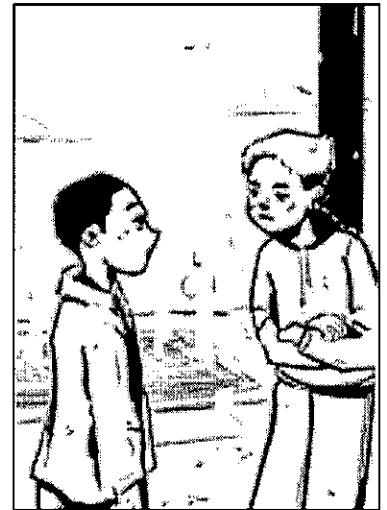
He took the only good ball. Now I have nothing to do."

"Well, did you ask if you can play with him?" I said.

"NOPE! He will not let me. I just know it," Malone said.

"You never know until you ask," I said as I walked away.

Malone went to ask. Soon I saw him playing with Hunter.



Hunt
the
Words!

Directions: Use the code to mark each word in the story.

Red- alone	Yellow- cone	Blue- cope	Brown- pole
Orange- tone	Green- bone	Purple- nope	Pink- mope

Vocabulary Master!

Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

- _____ (Vocabulary Word) _____ (What the Word Means)
- _____ (Vocabulary Word) _____ (What the Word Means)

Name: _____ Date: _____

Directions: Read the story. Answer the questions below.

Malone has a Temper

Malone has a temper. He gets mad very fast. He does not cope with new things well. The **tone** of his voice gets mad. He yells "NOPE!" again and again.

We all try to be nice to Malone. We give him **grace** and let things go. We try not to upset him. Sometimes we have to leave him alone to mope.

I saw Malone by the pole at recess. I walked by the red cone to check on him.

"Are you okay?" I asked Malone.

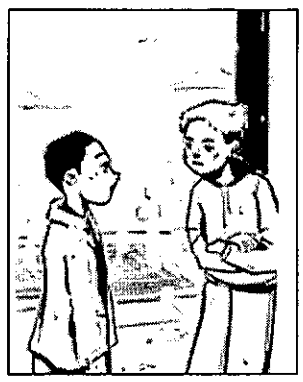
"NOPE!" he yelled. "I have a bone to pick with Hunter. He took the only good ball. Now I have nothing to do."

"Well, did you ask if you can play with him?" I said.

"NOPE! He will not let me. I just know it," Malone said.

"You never know until you ask," I said as I walked away.

Malone went to ask. Soon I saw him playing with Hunter.



<p>1. What does Malone yell when he gets mad?</p> <p>(a) NOPE (b) NO (c) NOT NOW (d) I AM MAD</p>	<p>3. The word <i>temper</i> has two syllables: <i>tem-per</i>. Which word has two syllables?</p> <p>(a) check (c) never (b) things (d) went</p>
<p>2. Why is Malone mad at Hunter?</p> <p>(a) he called him a bad name (b) he took the only good ball (c) he yelled at Malone (d) he would not let Malone play</p>	<p>4. What does the word <i>tone</i> mean?</p> <p>(a) having a bad temper (b) to ask for help (c) the way a person sounds when talking (d) to play together</p>

5. What do you think happened when Malone went to talk to Hunter?

Name: _____ Date: _____

Directions: Complete each sentence with a word from the word bank.

The BIG Rule:

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

alone	cone	cope	pole
tone	bone	nope	mope

1. Jones was scared to be left _____ in a room.
2. Our school raised the flag on the big _____ every morning.
3. My dog loved to chew on his _____ and then hide it in the yard.
4. My dad told me I better watch my _____ when I talk to him.
5. It was hard for Ava to _____ with missing her grandma.
6. When we went to the mall I got 3 scoops in my ice cream _____.
7. The only words my little sister can say are mom, dad, no, and _____.
8. Fannie liked to _____ any time her team lost a game.

Directions: Choose 3 words from the word bank. Write a sentence with each word.

1. _____

2. _____

3. _____

Name: _____ Date: _____

Directions: add an -ing and -s suffix to each word.

<p>Adding -ing rule When adding the suffix -ing to a word that ends in the vowel -e, drop the -e and add -ing</p>	<p>Adding -s rule When adding the suffix -s to a word that ends in the vowel -e, keep the -e and add -s to make the word plural</p>
--	--

Word	-ing	-s
tone		
cone		
cope		
mope		
hone		

Directions: Change the words from present tense to past tense. For some words, the suffix -ed will make the word past tense. Other words do not follow that rule.

Present Tense	Past Tense
tone	
cope	
mope	
hone	
cone	

Name: _____ Date: _____

Directions: Study the big rule and read the words in the box.
Read the story. Complete the activities below.

The BIG Rule:

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

cute	fuse	dupe	mule
fume	mute	huge	rude

The Picky Eater

Duke has a short fuse when it comes to food. He is so picky. He is also as stubborn as a mule. He just will not try new food. He only eats ham and chips.

My dad is a great cook, but Duke will not try any new foods. He acts very rude when dad tries to get him to eat. Duke will go mute and shut his lips.

"Come on Duke," my dad said one night in his cute and nice tone. "Just try one little pea. It is very good."

Duke sat there with a huge frown on his face. He was mute.

Dad started to **fume**. "FINE! Then don't eat," he yelled.

The next night dad thought of a way to **dupe** Duke into eating peas. He stuck the peas inside Duke's chunk of ham.

Duke took a bite. He froze when the pea popped in his mouth.

Duke got a huge smile. "I LIKE peas!" he yelled.



Hunt
the
Words!

Directions: Use the code to mark each word in the story.

Red- cute

Yellow- fuse

Blue- dupe

Brown- mule

Orange- fume

Green- mute

Purple- huge

Pink- rude

Vocabulary Master!

Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. _____
(Vocabulary Word)

_____ (What the Word Means)

2. _____
(Vocabulary Word)

_____ (What the Word Means)

Name: _____ Date: _____

Directions: Read the story. Answer the questions below.

The Picky Eater

Duke has a short fuse when it comes to food. He is so picky. He is also as stubborn as a mule. He just will not try new food. He only eats ham and chips.

My dad is a great cook, but Duke will not try any new foods. He acts very rude when dad tries to get him to eat. Duke will go mute and shut his lips.

“Come on Duke,” my dad said one night in his cute and nice tone. “Just try one little pea. It is very good.”

Duke sat there with a huge frown on his face. He was mute.

Dad started to **fume**. “FINE! Then don’t eat,” he yelled.

The next night dad thought of a way to **dupe** Duke into eating peas. He stuck the peas inside Duke’s chunk of ham. Duke took a bite. He froze when the pea popped in his mouth.

Duke got a huge smile. “I LIKE peas!” he yelled.



<p>1. What does Duke like to eat?</p> <p>(a) ham and peas (b) only ham (c) ham and chips (d) Duke will eat anything</p>	<p>3. Which word begins with the same sound as <i>dupe</i>?</p> <p>(a) pea (c) Duke (b) bite (d) stuck</p>
<p>2. Duke will _____ when his dad gives him food.</p> <p>(a) go mute (b) act very rude (c) shut his lips (d) all of the above</p>	<p>4. If a girl starts to <i>fume</i>, how is she feeling?</p> <p>(a) happy (b) mad (c) silly (d) bored</p>

5. How are you the same as Duke? How are you different?

Name: _____ Date: _____

Directions: Complete each sentence with a word from the word bank.

The BIG Rule:

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

cute fuse dupe mule
fume mute huge rude

1. My new puppy is so _____ I could sit and stare at him forever.
2. My dad says I am as stubborn as a _____ .
3. I jumped when I saw the _____ fly enter the classroom.
4. We tried to _____ our teacher by moving the clock ahead.
5. Mr. Edwards wanted us to be _____ when he was talking.
6. Saying mean things about how someone looks is just so _____.
7. My mom starts to _____ when she gets mad at us.
8. The _____ on the firework was long enough to keep us safe.

Directions: Choose 3 words from the word bank. Write a sentence with each word.

1. _____

2. _____

3. _____

Name: _____ Date: _____

Directions: add an -ing and -s suffix to each word.

Adding -ing rule

When adding the suffix -ing to a word that ends in the vowel -e, drop the -e and add -ing

Adding -s rule

When adding the suffix -s to a word that ends in the vowel -e, keep the -e and add -s to make the word plural

Word	-ing	-s
fume		
fuse		
mute		
dupe		
lute		

Directions: Change the words from present tense to past tense. For some words, the suffix -ed will make the word past tense. Other words do not follow that rule.

Present Tense	Past Tense
dupe	
mute	
fume	
fuse	
lute	

Defining Words: Week 1

Name: _____ Date: _____

Directions: Read the passage to yourself. Highlight all the vocabulary words listed below. Circle 5 of the vocabulary words from the passage and tell what each one means on the back of this page.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

The Last Straw

"Ouch!! Ethan, get in here this instant!" Ethan's eyes widened as he heard a crash coming from his room, followed by his mother's scream. He quickly put down his video game and rushed into his room. As he turned the corner to his room he saw his mom crouched down picking Legos from out of the bottom of her foot. "This is the last straw Ethan," she said. "I am not going to allow you to keep your room this messy anymore!" And with those words she walked into the kitchen, grabbed a handful of garbage bags, and began packing up all his toys. "Mom, please no don't take all my toys. I promise I will keep my room clean," Ethan begged. But it was too little, too late. Ethan was helpless. His mom continued packing all his things until the room was basically empty. She told him that he could earn one toy back each day. But, that if his room started getting messy again, she would take them all back for good. Ethan could tell from the tone of his mom's voice that she was very serious. He promised to keep his room spotless from now on. It took a while for Ethan to earn all his toys back, but he did. And he made sure each night from then on his room was clean.

Associating Words: Week 1

Name: _____ Date: _____

Directions: Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

- | | |
|--------------------|---|
| 1. _____ quickly | A. The backyard was full of toys, firewood, and leaves. |
| 2. _____ widened | B. Jake had to use his speed to run to second base. |
| 3. _____ crash | C. Jamie asked for a pizza over and over and over again. |
| 4. _____ helpless | D. I swore that I would never forget my homework again. |
| 5. _____ allow | E. There was no time to stop the two trains from hitting. |
| 6. _____ messy | F. It felt like I blinked my eyes and the day was over just like that. |
| 7. _____ begged | G. Sadie woke up late for school and had to move fast to catch the bus. |
| 8. _____ instant | H. Jonah ducked down to tie his shoe. |
| 9. _____ bottom | I. Max could only watch as his sister ate the last cookie. |
| 10. _____ handful | J. Maddie's mom said yes to letting her sleep over at Claire's house. |
| 11. _____ promise | K. The donuts were buried underneath all the healthy food. |
| 12. _____ rushed | L. Greyson grabbed the cereal box but there was nothing inside. |
| 13. _____ crouched | M. Sam picked just enough flowers to carry inside. |
| 14. _____ empty | N. The workers changed the road from one lane to two lanes. |

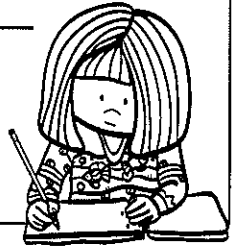
Returning to the Context: Week 1

Name: _____ Date: _____

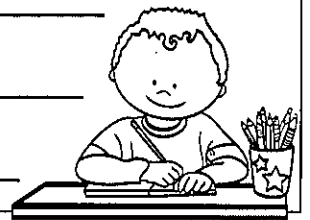
Directions: Think about the passage we read that these vocabulary words were in and answer the questions below. Use your best thinking. Write answers in your own words.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

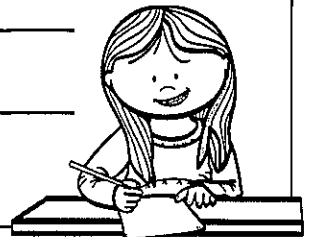
Find examples from the story when characters felt helpless.



Describe a few things you would promise your mom to keep your toys.



What does your mom or dad allow that is different from the mom in the story?



Sentence Stems: Week 1

Name: _____ Date: _____

Directions: Use what you know about each vocabulary word to finish these sentences. Use each vocabulary word one time as you complete each sentence.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

1. The sound of a crash came from _____.
2. In an instant the students were _____.
3. My mom will never allow me to _____.
4. My eyes widened when I saw _____.
5. Max ran quickly when he realized _____.
6. You know a room is messy when _____.
7. Just last week I begged for a _____.
8. My dad felt helpless when _____.
9. Sophie grabbed a handful of _____ because she wanted to _____.
10. I made my mom promise me _____.
11. We rushed away from _____.
12. I realized the jar was empty when _____.
13. I crouched behind the _____.
14. I saw a _____ at the bottom of the _____.

Vocabulary in My Life: Week 1

Name: _____ Date: _____

Directions: Think about all the questions below. Use your own words to answer each one.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

1. Describe a promise you made to someone.

2. Describe things in your life that are often messy.

3. When was the last time you felt rushed?

4. What is one thing you really would beg for?

5. What do you wish your school would allow?

6. If you could have a handful of anything what would it be? Why?

Vocabulary Assessment: Week 1

Name: _____ Date: _____

Directions: Write a vocabulary word in each blank that best completes the sentence.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

1. The workers _____ the road so more cars could travel safely.
2. Parker's mom will not _____ him to ride his bike after dark.
3. One of Blake's jobs at home was to _____ the trash.
4. Becky _____ behind the bush to hide from her dad.
5. It is important to keep a _____ you make with a friend.
6. If I really wanted my mom to buy me something I just _____ for it.
7. When the dump truck drove by my house I heard a loud _____.
8. My mom _____ outside when she heard my little sister screaming.
9. I swam all the way to the _____ of the pool for the first time ever!
10. Babysitters feel _____ when they can't stop a baby from crying.
11. Dad says if I take more than a _____ of candy my stomach will hurt.
12. When I play in the yard right after it rains I sometimes get a bit _____.
13. Rylan learned how to run _____ when he started playing baseball.
14. The _____ Julie left school she felt the cold air hit her face.

Defining Words: Week 2

Name: _____ Date: _____

Directions: Read the passage to yourself. Highlight all the vocabulary words listed below. Circle 5 of the vocabulary words from the passage and tell what each one means on the back of this page.

tossing	disappointed	bored	exception	aimlessly	spotted	continued
gigantic	excitement	deed	pondered	screached	suspicious	created

The Big Find

Most days Parker and George spent recess time tossing a football back and forth, but today was an exception. When they got outside all the footballs were taken.

Disappointed, they walked aimlessly around the playground, kicking up leaves that had fallen from the gigantic oak tree. Just when they thought they couldn't be more bored, George spotted something suspicious in the leaves. He bent down to get a closer look and screached with excitement, it was a \$100 bill! For a second both boys just stood there, with George holding more money than he had ever seen before.

"Keep it!" Parker shouted. "Put it in your pocket! Hurry before someone else sees,"

Parker continued. George put it in his pocket, but something didn't feel right inside. It must be someone's money, he pondered. How would I feel if I lost \$100, his mind continued. Without telling Parker, George created a plan. He would turn the money in to the school secretary. It was a tough decision, but George knew it was the right thing to do. After recess he walked to the school office and turned in the money.

The secretary was grateful and gave George a huge candy bar for his kind deed.

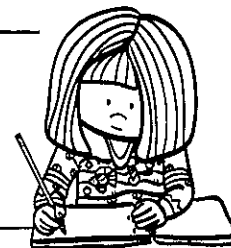
Returning to the Context: Week 2

Name: _____ Date: _____

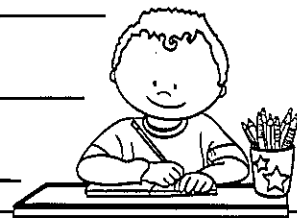
Directions: Think about the passage we read that these vocabulary words were in and answer the questions below. Use your best thinking. Write answers in your own words.

tossing	disappointed	bored	exception	aimlessly	spotted	continued
gigantic	excitement	deed	pondered	screeched	suspicious	created

Find examples from the story when characters felt suspicious.



Describe a few things you would have pondered if you spotted a \$100 bill.



How would the story be different if Parker had spotted the money instead of George?



Associating Words: Week 2

Name: _____ Date: _____

Directions: Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

- | | |
|-----------------------|--|
| 1. _____ exception | A. Andy thought long and hard about riding his bike in the dark. |
| 2. _____ spotted | B. Faith was so bummed that the party was cancelled. |
| 3. _____ tossing | C. Karen wanted to quit but she did not stop. She kept going. |
| 4. _____ disappointed | D. Returning a shirt to a friend when you really wanted to keep it instead. |
| 5. _____ gigantic | E. Sophie had nothing to do. It felt like the day would never end. |
| 6. _____ suspicious | F. Kevin just threw all his things into a bag without thinking much. |
| 7. _____ aimlessly | G. Sam noticed something when he looked carefully in his desk. |
| 8. _____ screeched | H. Curt yelled so loud when he saw the spider in his room. |
| 9. _____ bored | I. Amelia could hardly stand waiting for the big birthday party. |
| 10. _____ continued | J. The tree in our yard was growing so big it blocked the sun. |
| 11. _____ pondered | K. My mom had no plan and was just driving around. |
| 12. _____ excitement | L. My teacher never lets us leave the room during reading, but today she said I could. |
| 13. _____ created | M. I didn't trust that I would like what my mom was making for dinner. |
| 14. _____ deed | N. The kids took all the junk and made an awesome new toy. |