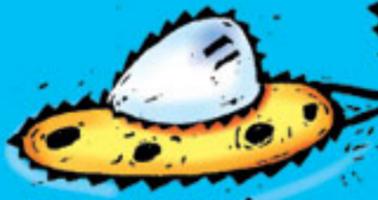


SUPER-FUN

Reading & Writing Skill Builders

50 Motivating Reproducibles That Reach & Teach Every Learner!



Great Grammar Reproducibles!

Brilliant Vocabulary Boosters!



Cool Reading-Comprehension Pages!

Super Reading-Response Sheets!



SUPER-FUN
**Reading & Writing
Skill Builders**

50 Motivating Reproducibles
That Reach & Teach Every Learner!



S C H O L A S T I C
PROFESSIONAL BOOKS

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Introduction

Make learning fun and kids will eat it up!

That's what we've done in *Super-Fun Reading and Writing Skill Builders*. The grammar, usage, mechanics, vocabulary, reading-comprehension, and reading-response activities in this book are so entertaining your students will clamor for seconds!

Here are a few of the things on the menu:

- **Grammar Cop** helps kids learn essential rules of grammar.
- **Finish-Me! Stories** teach parts of speech.
- **Anagrams, Riddle, and Hink Pinks** fortify students' vocabularies.
- **Rebuses** tickle the funny bone as they build spelling skills.
- **Reading Comprehension** reproducibles provide a leg up when it comes to test-taking.
- **Graphic Organizers** offer kids ready-to-go tools to organize their thoughts and respond in meaningful ways to the books they read.

Use these instant, irresistible activities anytime of the day—from morning jump-starts to end-of-the day treats! Turn to them to teach essential rules of grammar, extend mini-lessons, enhance learning centers, or simply provide practice for kids struggling with a particular skill.

No matter how you decide to use them, we guarantee that even your choosiest students will enjoy—and benefit from—these tasty morsels!

—the editors

Name _____



**Mechanics
and Usage:
Capitalization**



Grammar Cop

and the case of the missing capital letters

The person who wrote this letter didn't really understand the laws of capital letters. Can you help Grammar Cop find the mistakes?

Dear cinderella and Prince Charming,
there must be a terrible mistake! the stepsisters and I have not yet received an invitation to your wedding. i keep telling the stepsisters that the invitation will arrive soon. i'm getting worried that our invitation got lost. i hear you often have problems with the unicorns that deliver the palace mail.

I'm sure you intend to invite us! After all, you were always my special favorite. How i spoiled you! i let you do all the best chores around the house. are you still mad about that trip to disney world? i don't know how we could have forgotten you! anyway, florida is too hot in the summer.

so cinderella, dear, please send along another invitation as soon as you can. i know how busy you are in your new palace. if you need any cleaning help, i can send one of your stepsisters along. they both miss you so much!

Best wishes,

Your not really so wicked stepmother

Directions: Circle the letters that should have been capitalized. Hint: There are 19 mistakes.

Remember these basic laws of capital letters:

- **Names**

Always capitalize someone's proper name. (Example: **G**ina, **K**enneth, **T**yrone)

- **Places**

Always capitalize the name of the town, city, state, and country. (Example: I live in **O**rchard **B**each, **C**alifornia, which is in the **U**nited **S**tates.)

- **I**

Always capitalize the letter **I** when it stands for a person. (Example: **I** am in fourth grade, and **I**'m ten years old.)

- **First letter**

Always capitalize the first letter of the first word of a sentence.

Name _____



Mechanics
and Usage:
Possessives



Grammar Cop

and the Apology of Goldilocks

Goldilocks feels guilty about messing up the home of the three bears. She wants to make it up to them. But she doesn't understand the laws of possessive words. Can you help Grammar Cop fill in the blanks?

Dear Mama Bear, Papa Bear, and Baby Bear,

I owe you guy an apology. I didn't mean to get my germ all over everyone porridge and break Baby Bear chair. I didn't say to myself, "I think I'll head to the bear cottage and mess up their stuff." I had been hiking through the wood , gathering rock for my science project. I had stuffed all the rocks into my jacket pocket. When I sat down in Baby Bear chair, the rock weight caused me to crush the chair.

To make it up to you, I would like you to come to my family house for dinner. I have a new chair for Baby Bear. (I used all my baby-sitting money to pay for it.) Please let me know if you can come.

Love,
Goldilocks

P.S. I'll be serving some of my
parent homemade honey.

Directions: Wherever you see a box, decide whether the word needs an **'s**, an **s'** or a plain **s**. Write your answer in the box.

Remember these basic laws of possessives:

- **Singular possessive ('s)**

Use 's when you want to show that something belongs to someone or something. (Example: That is **Bozo's** clown wig.)

- **Plural possessive (s')**

Use s' when something belongs to more than one person. (Example: Those are the **clowns'** wigs.)

- **Plural noun (s)**

Use a plain s when you simply want to show that there is more than one of something. (Example: There are lots of **clowns** in town. They are all wearing **wigs**.)

Name _____



Grammar Cop

and the Case of the Big Bad Wolf

The wolf from “Little Red Riding Hood” is trying to tell his side of the story. But he doesn’t really understand the difference between *its* and *it’s*. Can you help Grammar Cop fill in the blanks?

I’m the wolf from “Little Red Riding Hood.” You probably know me as the guy who ate Grandma. I’m here to tell you all a big lie.

Every bedtime story needs bad guy. But I didn’t eat Grandma. I didn’t dress up in Grandma’s nightgown and chase Little Red Riding Hood. I didn’t get killed by a hunter. a big mistake.

very simple. I was walking through the woods. I saw a basket with lid open. I peeked inside and saw some cookies. I took just one cookie.

All of a sudden, someone yelled, “Hey! Put that cookie back! mine!”

I looked over, and there was a little girl wearing a red cape and hood. She ran over and started yelling at me. She looked so scary! So I dropped the cookie. crumbs flew behind me. I ran all the way home.

Little Red Riding Hood was so mad about her cookie. She started telling everyone that I had tried to eat her up. all lies. You have to believe me. So the next time someone tells you the story of “Little Red Riding Hood,” tell my side of the story.

Directions: The word *its* or *it’s* belongs in each of the boxes. Choose the correct word and write it in.

Remember these basic laws of *its* and *it’s*:

• ***It’s***

It’s is a contraction of “it is.” A contraction is made up of two words that are joined by an apostrophe. The apostrophe shows where one or more letters have been left out. (Example: **It’s** time for lunch.)

• ***Its***

Its is the possessive form of “it.” The word *its* shows that “it” owns something. (Example: The squirrel dropped **its** acorn.)



Grammar Cop

and the Education of Snow White

Snow White has left the seven dwarfs' cottage. She wants to explain her disappearance, but she doesn't really understand the difference between *your* and *you're*. Can you help Grammar Cop fill in the blanks?

Dear Dwarfs,

_____ probably wondering why I left. I have to admit I have gotten tired of _____ strange habits.

It seems like if _____ not sneezing, then _____ sleeping or _____ acting grumpy.

Also, it turned out that the prince wasn't for me. As I said to him, "_____ really nice, but I don't want to sit around _____ castle all day while _____ off slaying dragons."

The other day, I took a good look in the mirror. Sure it said, "_____ the fairest of them all." But it also said, "Plan for _____ future. What about _____ education? _____ career?"

That was it. "Snow," I said, "say good-bye to _____ dwarfs. _____ going back to school."

I hope I haven't hurt _____ feelings. I appreciate _____ kindness. _____ all very generous. But for now, _____ on _____ own.

_____ friend,

Snow White

Directions: The word *your* or *you're* belongs in each of the boxes. Choose the correct word and write it in.

Remember these basic laws of *your* and *you're*:

• ***Your***

Your is the possessive form of *you*. Use it when you are talking about something that belongs to the person with whom you are speaking. (Example: I really like **your** new jeans. Where did you get them?)

• ***You're***

You're is a contraction of "you are." Here's a tip: Whenever you write *you're*, read over the sentence and substitute *you are* for *you're*. If the sentence makes sense, you've made the right choice. (Example: I always tell people that **you're** my best friend.)

Name _____



Mechanics and
Usage: *Their*,
They're, and *There*



Grammar Cop

and the Case of the Worried Elf

Santa's head elf is worried. But he doesn't know the difference among *their*, *they're*, and *there*. Can you help him? Fill in the right word in the blanks.

Directions: The word *their*, *they're*, or *there* belongs in each of the boxes. Choose the correct word and write it in.

Dear Santa,

_____ is a problem with some of the elves. _____ acting very lazy. I know that Christmas isn't until the end of December. But the elves aren't ready. Many of them can't even find _____ tools. I caught a group of doll-making elves playing with _____ Barbies. I saw some of the candy makers having a sword fight with _____ candy canes. I inspected _____ sleeping area, and I must tell you it's a disgusting mess down _____. I found candy wrappers and soda cans everywhere.

Santa, I know that the elves are a good bunch. _____ all very sweet and nice. But _____ like a bunch of kids. We must ask them to improve _____ work habits. We must make sure _____ ready for the big day. We need to make them responsible for cleaning up all of _____ garbage. Most of all, we must make them understand that _____ Santa's elves! Let's hope they get the message.

Very sincerely
Rocko, your head elf

Remember these basic laws of *their*, *they're*, and *there*:

• ***Their***

Their is the possessive form of *they*. You use it when you want to say that something belongs to a group of people. (Example: They went sledding, but they forgot **their** mittens.)

• ***They're***

They're is a contraction of *they are*. (Example: Mindy and Jessica are best friends. **They're** always together.)

• ***There***

There is a place. It is the opposite of *here*. (Example: Australia is far away. I wonder if I'll ever go **there**.) *There* is also a pronoun used to introduce a sentence. (Example: **There** is someone at the door.)

Name _____



Grammar Cop

and the Three Little Pigs' Day in Court

The Three Little Pigs are trying to prove their case against the Big Bad Wolf. But they don't know the rules for using quotation marks. Can you help Grammar Cop by adding the quotation marks in their story?

One day the Three Little Pigs—Hambone, Porky, and Daisy—agreed that Wolf had bothered them long enough. I hate to be a pig, Daisy said, but I think we should sue him.

A few weeks later, they went to court. The courtroom was packed with other animals.

What's the problem? asked the judge.

Wolf won't leave us alone, said Hambone. He keeps blowing down our houses.

Porky said, He turned my house into a pigsty!

The judge asked Wolf if the charges were true.

They're all hogwash, said Wolf. I'm not guilty.

The judge said that he didn't know *what* to believe. Do you have witnesses? he asked the pigs.

The pigs looked at the other animals for help. But they all said that they were scared of Wolf.

The pigs were losing hope when a flea jumped out of Wolf's fur. I saw everything, she said. The pigs are telling the truth. Wolf is a real beast!

What a relief, Daisy said. Maybe now we'll all live happily ever after!

Directions: Add quotation marks to the story.

Remember these basic laws for quotation marks:

• **Direct quotes**

Put quotation marks around words that someone is actually saying. (Example: "Are you positive," Bill's mother asked, "that you want to put turnips on your sandwich?")

• **Indirect quotes**

Don't put quotation marks around words that summarize what someone said. (Example: Bill said that he likes to eat turnips at every meal.) Tip: Phrases such as *said that* or *reported that* are often good clues that you don't need quotation marks.)

Name _____



Grammar Cop

and a Case of Monkey Business

An idiom is an expression that means something different from what its words literally mean. For example, if you have a frog in your throat, that doesn't mean that you have swallowed a little green animal! It means your voice is scratchy and you sound like a frog when you talk. Can you help Grammar Cop understand the idioms below?

Directions: Circle the correct animals in the following idioms. Then write what the idiom means. Check your answers in a dictionary.

1. raining (rats/cats) and (dogs/pigs)

2. making a mountain out of a (mole/ant)hill

3. a (fly/goat) in the ointment

4. a (whale/fish) out of water

5. (fox/wolf) in (sheep's/elephant's) clothing

6. crying (alligator/crocodile) tears

7. (bats/birds) in your belfry

8. you can't make a silk purse out of a (cow's/sow's) ear

9. (snake/rabbit) in the grass

10. (ducks/birds) of a feather flock together



Grammar Cop

and the Case of the Emperor's New Clothes

The emperor doesn't know if he's coming or going! He doesn't know what he has done, what he is doing now, and what he will do later. Can you help Grammar Cop choose the right tense?

- _____ 1. There will be a big parade next week.
- _____ 2. I have nothing to wear.
- _____ 3. I asked the tailors to make me a new cloak.
- _____ 4. They promised to make the best cloak the villagers had ever seen.
- _____ 5. The tailors are working day and night cutting and sewing.
- _____ 6. The cloak is finished!
- _____ 7. I tried it on, and something was very strange . . .
- _____ 8. But the tailors assured me that the townspeople will be amazed.
- _____ 9. After the parade, all the people said they had never seen anything like my new cloak.
- _____ 10. I tried to find the tailors to thank them, but they had left town.

Directions: Decide whether each underlined verb is in the past, present, or future tense. Write it in the blank.

Remember these basic laws of tenses:

• **Past**

The past tense of a verb tells that something already happened. (Example: I **walked** to school this morning.)

• **Present**

The present tense of a verb tells that something is happening now. (Example: It **is raining** today.)

• **Future**

The future tense of a verb tells that something will happen in the future. (Example: Tomorrow I **will play** soccer.)



Go to the Head of the Class



Don't read this story yet! Give it to a partner and ask him or her to tell you the parts of speech under the blanks below. You give a word for each part of speech, and your partner writes it in the blank. Then he or she writes the words in the story and reads the story aloud.

1. _____
ADJECTIVE
2. _____
PAST-TENSE VERB
3. _____
ADJECTIVE
4. _____
ADJECTIVE
5. _____
YOUR LAST NAME
6. _____
ADVERB
7. _____
PLURAL NOUN
8. _____
YOUR TEACHER'S NAME
9. _____
NOUN
10. _____
FOREIGN LANGUAGE
11. _____
YOUR PRINCIPAL'S NAME
12. _____
EXCLAMATION
13. _____
ZOO ANIMAL
14. _____
PLURAL NOUN
15. _____
VERB

Being back at school is _____ 1 . Today I
_____ 2 into class, _____ 3 as ever.

All the teachers were sitting at the kids' desks!

"Good morning, _____ 4 _____ 5 !"
they hollered _____ 6 . "Teach us about
_____ 7 !"

I tried to take roll call, but _____ 8
was reciting the Pledge of _____ 9 in
_____ 10 .

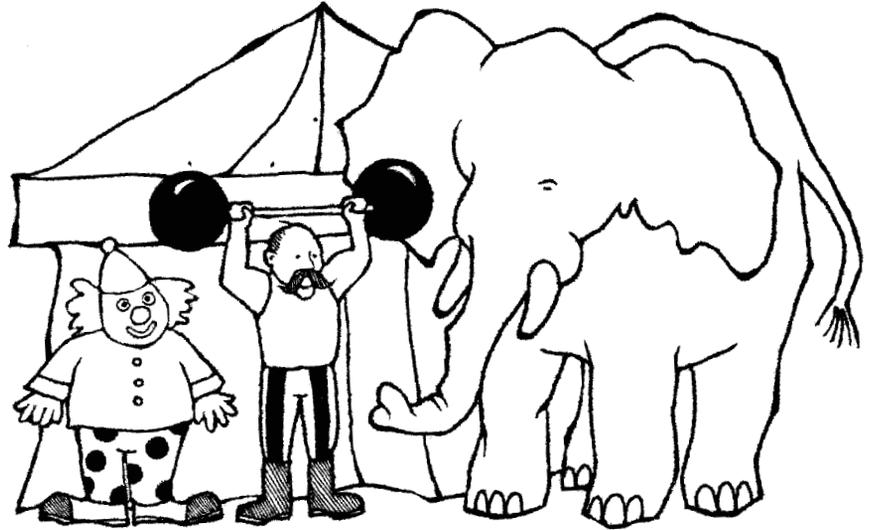
_____ 11 ran in apologizing,
" _____ 12 ! I'm sorry! My _____ 13
ate my homework."

"We're late for our field trip to the Museum of
_____ 14 , " someone shouted.

I could barely keep up. I hope to get to
_____ 15 at my regular desk tomorrow.



Super Silly Circus



Don't read this story yet!
Give it to a partner and ask him or her to tell you the parts of speech under the blanks below. You give a word for each part of speech, and your partner writes it in the blank. Then he or she writes the words in the story and reads the story aloud.

1. _____
YOUR CITY
2. _____
ADJECTIVE
3. _____
YOUR LAST NAME
4. _____
NOUN
5. _____
ADJECTIVE
6. _____
VERB + ER
7. _____
ADVERB
8. _____
VERB
9. _____
NUMBER
10. _____
PLURAL NOUN
11. _____
NOUN
12. _____
BODY PART
13. _____
PLURAL NOUN
14. _____
ADJECTIVE
15. _____
ADJECTIVE ENDING IN EST

Over the summer, the circus came to _____
1. Not just any _____
2. circus, it was the Ringling Brothers and Barnum and
3. Circus! My favorite performer was
the _____
4. tamer who was fearless and
5. . The tightrope _____
6. teetered _____
7. above the stage,
looking like she was about to _____
8. We saw a _____
9. -foot-tall man juggling
10. while wearing a _____
11. on his _____
12. . All day we ate
13. , peanuts, and popcorn
until we felt _____
14. . It really was
the _____
15. show on earth!



My Life as a

13



Don't read this story yet!
Give it to a partner and ask him or her to tell you the parts of speech under the blanks below. You give a word for each part of speech, and your partner writes it in the blank. Then he or she writes the words in the story and reads the story aloud.

1. _____
YOUR FULL NAME
2. _____
NOUN
3. _____
ADJECTIVE
4. _____
ANIMAL HOME
5. _____
ADJECTIVE
6. _____
VERB
7. _____
NUMBER
8. _____
NOUN
9. _____
PLURAL UNIT OF TIME
10. _____
VERB
11. _____
ADJECTIVE
12. _____
ADJECTIVE ENDING IN *EST*
13. _____
NOUN
14. _____
YOUR LAST NAME
15. _____
PLURAL NOUN

My name is _____₁, but my friends call me _____₂. I was born in a _____₃ _____₄. Life was _____₅. I had to _____₆ every day at _____₇ o'clock. As a teenager, I worked at the local _____₈ market for several _____₉. That's where I first learned how to _____₁₀. After graduating from the _____₁₁ School, I went on to become the world's _____₁₂ _____₁₃. The townspeople were so proud that they changed the school's name to the _____₁₄ Institute for _____₁₅.



Fright Night



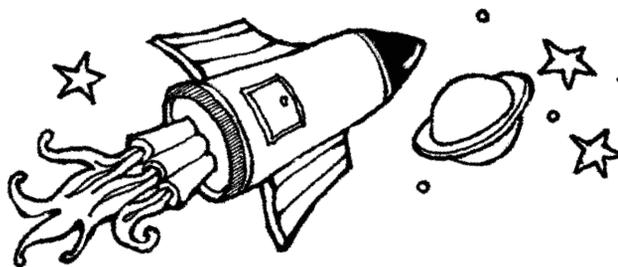
**Don't read this story yet!
Give it to a partner and
ask him or her to tell you
the parts of speech under
the blanks below. You give
a word for each part of
speech, and your partner
writes it in the blank.
Then he or she writes the
words in the story and
reads the story aloud.**

1. _____
ADJECTIVE
2. _____
NOUN
3. _____
BODY PART
4. _____
FARM ANIMAL
5. _____
PLURAL NOUN
6. _____
PLURAL FOOD
7. _____
YOUR NAME
8. _____
VEGETABLE
9. _____
ADJECTIVE
10. _____
NOUN
11. _____
PAST-TENSE VERB
12. _____
PAST-TENSE VERB
13. _____
PLACE
14. _____
ADJECTIVE

Last time I went to a Halloween party, it was really _____₁. One boy wore a _____₂ on his _____₃. A girl was walking a _____₄ on a leash! Another kid was putting _____₅ in his mouth! We played games. First we bobbed for _____₆. Then we wanted to make a _____₇-o'-lantern, but we had no pumpkin, just a _____₈. We started to carve it, and a _____₉ _____₁₀ jumped out! One of my friends _____₁₁. We all _____₁₂ away, but it followed us! Then it swallowed my friends. I hid in the _____₁₃. When I came out, the thing had left. I felt _____₁₄ that my friends were gone. At least I got all the candy!



Gone to a Goofy Galaxy



**Don't read this story yet!
Give it to a partner and
ask him or her to tell you
the parts of speech under
the blanks below. You give
a word for each part of
speech, and your partner
writes it in the blank.
Then he or she writes the
words in the story and
reads the story aloud.**

1. _____
ADJECTIVE
2. _____
FRIEND'S NAME
3. _____
NOUN
4. _____
TEACHER'S LAST NAME
5. _____
ADJECTIVE
6. _____
ADJECTIVE
7. _____
NOUN
8. _____
VERB
9. _____
BODY PART
10. _____
NOUN
11. _____
NOUN
12. _____
YOUR TOWN OR CITY
13. _____
FRIEND'S NAME
14. _____
VERB

One _____₁ morning, _____₂
and I were waiting for the school bus. Somehow, we
accidentally got on a flying _____₃ headed
to the planet _____₄. When we landed,
we noticed the _____₅ sky. Soon, we were
surrounded by the _____₆ beings who lived
there. Each had a _____₇ where its head
should have been. I saw one creature teaching its
baby how to _____₈ with its nose!

All of a sudden, two beings grabbed us by the
_____₉. They took us to the beautiful
_____₁₀, where their leader lived. She
gave me a _____₁₁ to bring back to
_____₁₂. I didn't have any gift to exchange,
so I gave the leader _____₁₃ instead.
Finally, to celebrate our friendship, we all began
to _____₁₄.



A Funny Fairy Tale



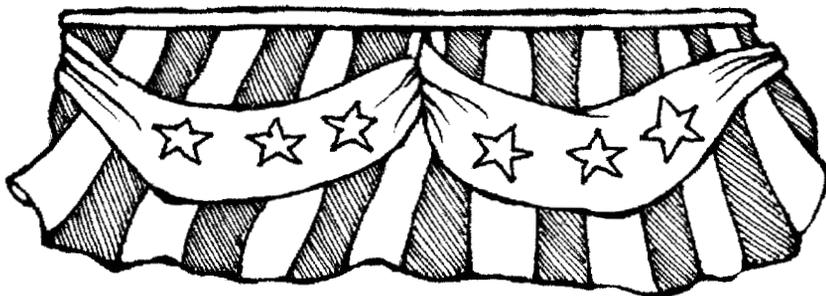
**Don't read this story yet!
Give it to a partner and
ask him or her to tell you
the parts of speech under
the blanks below. You give
a word for each part of
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Then he or she writes the
words in the story and
reads the story aloud.**

1. _____
ADJECTIVE
2. _____
NOUN
3. _____
ADJECTIVE
4. _____
ADJECTIVE
5. _____
NOUN
6. _____
PAST-TENSE VERB
7. _____
ADJECTIVE ENDING IN Y
8. _____
ADJECTIVE ENDING IN Y
9. _____
TEACHER'S LAST NAME
10. _____
NOUN
11. _____
ADJECTIVE
12. _____
ADJECTIVE
13. _____
NUMBER
14. _____
ADVERB

Once upon a time, a _____₁ princess
named Snow _____₂ lived with her
_____₃, wicked stepmother, the queen.
One day the queen asked, " _____₄ mirror
on the _____₅, who is the fairest of them
all?" When the mirror answered "the princess,"
the queen flew into a rage. Snow got so scared that
she _____₆ and hid in the house of some
dwarfs names Sneezzy, Dopey, _____₇,
_____₈, and _____₉. The clever
queen disguised herself as an old _____₁₀
and gave Snow a poisoned _____₁₁ apple.
Snow took one bite and fainted! Thank goodness a
handsome, _____₁₂ prince came by. He
kissed Snow _____₁₃ times. Wouldn't you
know it? They lived _____₁₄ ever after!



Vote for Us!



Don't read this story yet!
Give it to a partner and ask him or her to tell you the parts of speech under the blanks below. You give a word for each part of speech, and your partner writes it in the blank. Then he or she writes the words in the story and reads the story aloud.

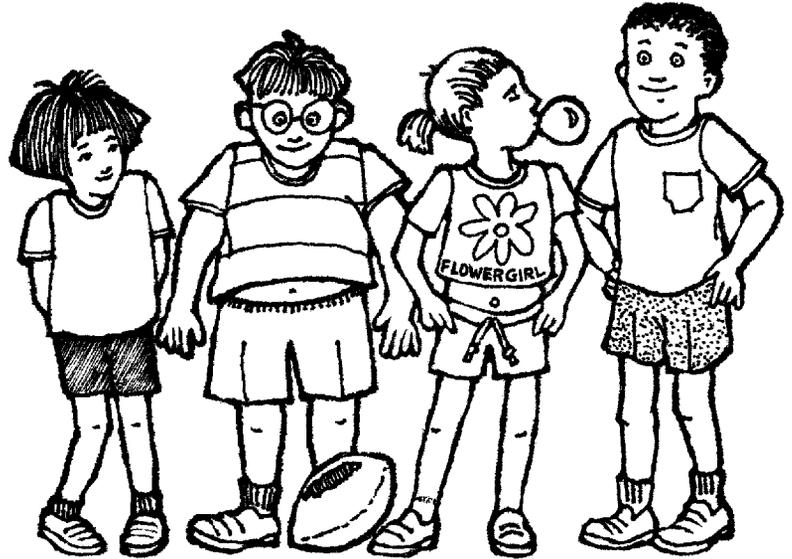
1. _____
YOUR NAME
2. _____
ADJECTIVE
3. _____
YOUR PARTNER'S NAME
4. _____
NOUN
5. _____
ADJECTIVE
6. _____
ADJECTIVE ENDING IN *EST*
7. _____
NOUN
8. _____
NOUN
9. _____
PLURAL NOUN
10. _____
PLURAL ANIMAL
11. _____
YOUR TEACHER'S NAME
12. _____
VERB
13. _____
NUMBER GREATER THAN 1
14. _____
FAMOUS PERSON
15. _____
ADJECTIVE

I'm _____¹ and I'm running for class president. My _____² running mate, _____³, is running for class _____⁴.

We have some pretty _____⁵ ideas for making our class the _____⁶ in this school. If elected, we'll quickly get a friendly _____⁷ as our class mascot. Then we'll demand that _____⁸ class replace math class. We promise to get lots of really yummy _____⁹ and _____¹⁰ served in the cafeteria. We'll also make sure that _____¹¹ lets us _____¹² instead of doing homework. Best of all, we pledge to recruit _____¹³ celebrities to join our class. So don't be surprised to find _____¹⁴ sitting next to you. If you want two fun and _____¹⁵ leaders, vote for us!



Goofy Game Day



Don't read this story yet!
Give it to a partner and ask him or her to tell you the parts of speech under the blanks below. You give a word for each part of speech, and your partner writes it in the blank. Then he or she writes the words in the story and reads the story aloud.

1. _____
NOUN
2. _____
FRIEND'S NAME
3. _____
ADJECTIVE
4. _____
NOUN
5. _____
EXCLAMATION
6. _____
PAST-TENSE VERB
7. _____
TEACHER'S LAST NAME
8. _____
PRINCIPAL'S LAST NAME
9. _____
ADVERB
10. _____
VERB ENDING IN *ING*
11. _____
ADJECTIVE
12. _____
ARTICLE OF CLOTHING
13. _____
ADVERB
14. _____
NOUN
15. _____
PAST-TENSE VERB

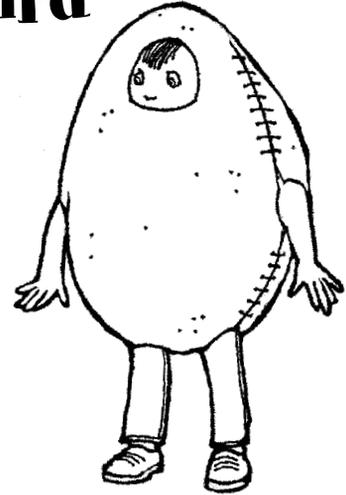
Yesterday in gym class we were playing
 _____ 1 _____ ball. _____ 2 _____
 was the captain of our _____ 3 _____ team,
 and my position was _____ 4 _____ back.
 "33, 28, 57 _____ 5 _____!" The ball
 _____ 6 _____ through the air. _____ 7 _____
 passed to _____ 8 _____, who fumbled
 _____ 9 _____. I grabbed the ball and started
 _____ 10 _____. The _____ 11 _____ players
 came at me, trying to grab my _____ 12 _____.
 I ran as _____ 13 _____ as I could all the way to
 the _____ 14 _____ zone. I _____ 15 _____ a
 touchdown!



Don't read this story yet! Give it to a partner and ask him or her to tell you the parts of speech under the blanks below. You give a word for each part of speech, and your partner writes it in the blank. Then he or she writes the words in the story and reads the story aloud.

1. _____
FRIEND'S NAME
2. _____
ADJECTIVE
3. _____
ADVERB
4. _____
NUMBER
5. _____
PLURAL BODY PART
6. _____
UNIT OF TIME
7. _____
ADJECTIVE
8. _____
NOUN
9. _____
EXCLAMATION
10. _____
PAST-TENSE VERB
11. _____
VERB ENDING IN *ING*
12. _____
YOUR STREET
13. _____
ADJECTIVE
14. _____
MOVIE STAR

Hollyweird



The book “ _____¹ and the _____² Mango” is being made into a movie. Guess who is playing the mango? I am and _____³ ! My costume is _____⁴ feet wide, and just my _____⁵ stick out at the bottom. The first _____⁶ of filming was a disaster. When the _____⁷ crew pushed me onto the set, I began rolling wildly. Soon I was spinning like a _____⁸ out of control. The director screamed, “ _____⁹ !” as I _____¹⁰ through a wall. I started _____¹¹ down _____¹² . _____¹³ juice from my costume squirted everywhere. I finally landed—right on top of _____¹⁴ !



**Don't read this story yet!
Give it to a partner and
ask him or her to tell you
the parts of speech under
the blanks below. You give
a word for each part of
speech, and your partner
writes it in the blank.
Then he or she writes the
words in the story and
reads the story aloud.**

1. _____
FRIEND'S NAME
2. _____
ADJECTIVE
3. _____
ADJECTIVE
4. _____
ADJECTIVE
5. _____
NUMBER
6. _____
NOUN
7. _____
PLURAL FOOD
8. _____
ANIMAL
9. _____
BODY PART
10. _____
ADJECTIVE
11. _____
NOUN
12. _____
ADJECTIVE
13. _____
MOVIE STAR
14. _____
ADVERB
15. _____
YOUR NAME

Seasoned Greetings



Dear _____
_____ holidays to you! I hope
the weather has been _____ and the food
_____. I also hope you get _____
presents, especially that _____ you've
been asking for!

I've been very busy. I tried to learn how to cook
cranberry _____, but they tasted terrible.
Even my pet _____ wouldn't eat them.
I also went sledding down Killer Mountain, and—
this is the bad part—I bruised my _____.
It really hurts.

My parents have been just _____,
though. They helped me build a _____
in the backyard. It was really _____ and
looks like _____!

Yours _____,



Nothing to Sneeze At!



Don't read this story yet!
Give it to a partner and ask him or her to tell you the parts of speech under the blanks below. You give a word for each part of speech, and your partner writes it in the blank. Then he or she writes the words in the story and reads the story aloud.

1. _____
ADJECTIVE
2. _____
ADJECTIVE
3. _____
VERB
4. _____
ADVERB
5. _____
NOUN
6. _____
NOUN
7. _____
ADJECTIVE
8. _____
VERB ENDING IN *ING*
9. _____
NOUN
10. _____
NOUN
11. _____
NUMBER
12. _____
NOUN
13. _____
NOUN
14. _____
OCCUPATION

Be _____₁, everyone! Winter is flu season. Take care of yourself so you don't get _____₂. Whenever you _____₃ outside, make sure you are dressed _____₄. Button up your _____₅, and always wear a _____₆ to keep warm. Be sure not to go out when your hair is _____₇.

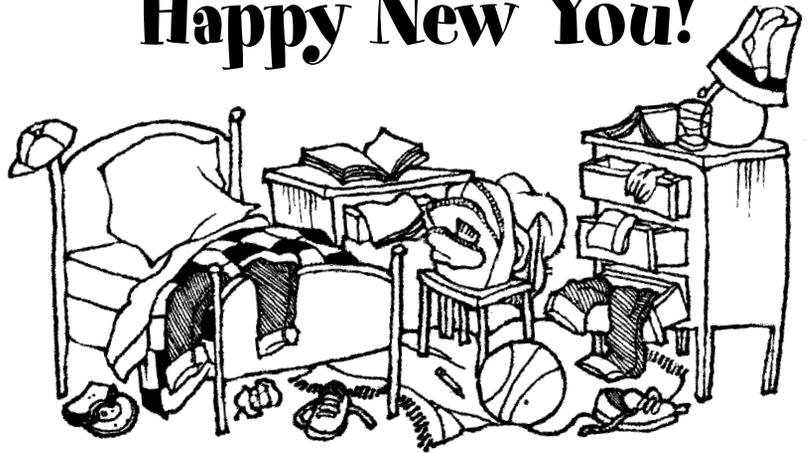
You can tell you are getting sick when your nose starts _____₈ and you have a _____₉ ache. If you think you have a fever, take your temperature. Put a thermometer in your _____₁₀ and leave it there for _____₁₁ minutes. It's also a good idea to eat lots of _____₁₂ noodle soup. Remember, a _____₁₃ a day keeps the _____₁₄ away!



**Don't read this story yet!
Give it to a partner and
ask him or her to tell you
the parts of speech under
the blanks below. You give
a word for each part of
speech, and your partner
writes it in the blank.
Then he or she writes the
words in the story and
reads the story aloud.**

1. _____
ADJECTIVE ENDING IN *EST*
2. _____
ADJECTIVE
3. _____
PLURAL NOUN
4. _____
ADJECTIVE
5. _____
FAMOUS PERSON
6. _____
PAST-TENSE VERB
7. _____
ADJECTIVE
8. _____
PLURAL NOUN
9. _____
BODY PART
10. _____
SILLY SOUND
11. _____
ADVERB
12. _____
ADVERB
13. _____
ADJECTIVE
14. _____
PLURAL NOUN
15. _____
ADJECTIVE

Happy New You!



I just made the _____¹ New Year's resolution ever! I promised to clean up my very _____² room. I started under my bed, where I found some smelly _____³. I also found my long-lost collection of _____⁴ _____⁵ posters. I _____⁶ for joy! I shoved them all in my closet, which got so full that a box of _____⁷ _____⁸ fell on my _____⁹. "_____¹⁰," I muttered _____¹¹. I took everything out and tried to stuff it _____¹² into my dresser. Well, the dresser was full of _____¹³ _____¹⁴. What could I do but put everything in the only space left—under my bed. See, keeping resolutions isn't hard at all when you're as _____¹⁵ as I am!



Goose on the Loose



**Don't read this story yet!
Give it to a partner and
ask him or her to tell you
the parts of speech under
the blanks below. You give
a word for each part of
speech, and your partner
writes it in the blank.
Then he or she writes the
words in the story and
reads the story aloud.**

1. _____
FRIEND'S NAME
2. _____
COLOR
3. _____
NOUN
4. _____
ADJECTIVE
5. _____
ADJECTIVE
6. _____
PLURAL INSECT
7. _____
VERB
8. _____
VERB
9. _____
VERB
10. _____
ADJECTIVE
11. _____
NUMBER
12. _____
NOUN
13. _____
NOUN
14. _____
ADJECTIVE
15. _____
FRIEND'S NAME

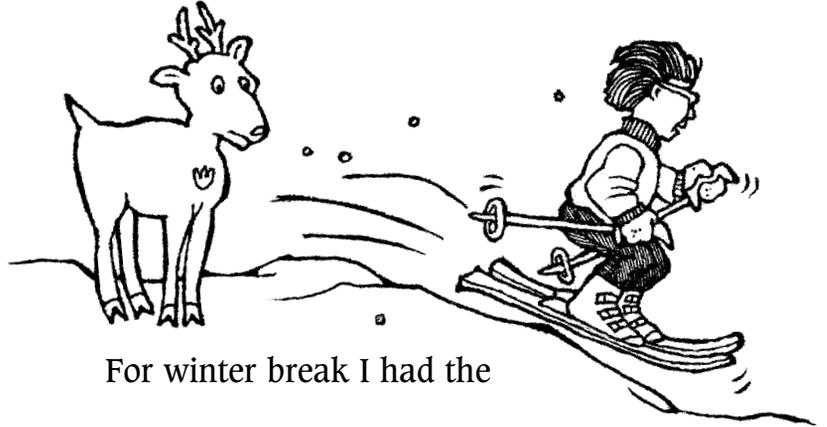
My friend _____¹ must be the great-
great-great-great-grandchild of Mother Goose.
My friend had a party last week. Besides me, the
guests were Little Boy _____², Peter Peter
_____³ Eater, and a _____⁴
woman who lived in a shoe. For dinner, we had
four and twenty _____⁵ _____⁶
baked in a pie. When the pie was opened, we all
began to _____⁷. Then we played games
like _____⁸-around-a-rosy and here we
_____⁹ round the _____¹⁰ berry
bush. We sang a song of _____¹¹ pence
and danced to tunes like "Rock-a-bye Baby, on
the _____¹² Top" and "Twinkle, Twinkle,
Little _____¹³." The party ended after three
_____¹⁴ mice ran by and _____¹⁵
jumped over the moon.



**Don't read this story yet!
Give it to a partner and
ask him or her to tell you
the parts of speech under
the blanks below. You give
a word for each part of
speech, and your partner
writes it in the blank.
Then he or she writes the
words in the story and
reads the story aloud.**

1. _____
ADJECTIVE ENDING IN *EST*
2. _____
ADJECTIVE
3. _____
NOUN
4. _____
NOUN
5. _____
PLURAL ARTICLE OF CLOTHING
6. _____
VERB
7. _____
ADJECTIVE
8. _____
NOUN
9. _____
ADVERB
10. _____
ANIMAL
11. _____
PAST-TENSE VERB
12. _____
ADJECTIVE
13. _____
ADVERB
14. _____
ADJECTIVE

Downhill Disaster



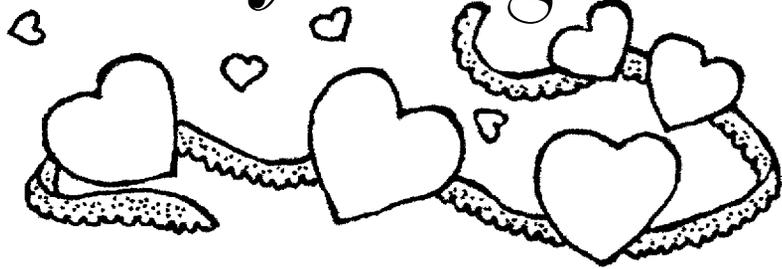
For winter break I had the
 _____¹ vacation! We went skiing on
 Mount _____² _____³. I took
 the _____⁴ lift straight to the top. My
 _____⁵ were on, my goggles were in
 place, and I was ready to _____⁶. The
 snow was perfectly _____⁷, so I started
 going really fast. Soon, I was zooming down the
 mountain faster than a speeding _____⁸.
 I couldn't stop! _____⁹, I tried to grab
 onto a tree, but then a _____¹⁰ jumped
 onto the back of my skis. We _____¹¹ to
 the ground and started tumbling and rolling,
 turning into a giant _____¹² snowball!
 At the bottom, we crashed into the lodge and
 landed _____¹³, right in front of the
 fireplace. What a _____¹⁴ trip!



Don't read this story yet! Give it to a partner and ask him or her to tell you the parts of speech under the blanks below. You give a word for each part of speech, and your partner writes it in the blank. Then he or she writes the words in the story and reads the story aloud.

1. _____
FRIEND'S NAME
2. _____
PLURAL UNIT OF TIME
3. _____
ADJECTIVE
4. _____
VERB ENDING IN /ING
5. _____
ADJECTIVE
6. _____
ADJECTIVE ENDING IN EST
7. _____
BODY PART
8. _____
CELEBRITY'S LAST NAME
9. _____
NOUN
10. _____
PLURAL NOUN
11. _____
ADVERB
12. _____
ADJECTIVE
13. _____
ADJECTIVE ENDING IN ER
14. _____
VERB

Oh, My Aching Heart!



Dear _____₁,

I have watched you from afar for many

_____₂ now. I can be silent no longer.

The time has come to tell you how I feel. I think

you're really smart and _____₃.

Whenever you are _____₄ near me in

class, I feel _____₅ inside. I think you

might be the _____₆ person I have ever

met. You are the apple of my _____₇.

If you want to find out who I am, meet me at 3:30

behind Principal _____₈'s office. I'll be the

one wearing the _____₉ on my head. Until

then, please accept this bunch of _____₁₀ as

a sign of my affection.

Yours _____₁₁,

Your _____₁₂ admirer

P.S. It is _____₁₃ to _____₁₄ and

lose than never to love at all.



Jungle Fever



**Don't read this story yet!
Give it to a partner and
ask him or her to tell you
the parts of speech under
the blanks below. You give
a word for each part of
speech, and your partner
writes it in the blank.
Then he or she writes the
words in the story and
reads the story aloud.**

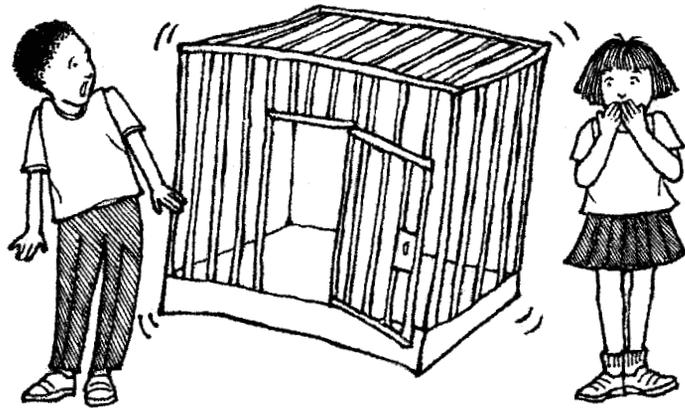
1. _____
PAST-TENSE VERB
2. _____
PIECE OF CLOTHING
3. _____
PAST-TENSE VERB
4. _____
ADJECTIVE
5. _____
NUMBER
6. _____
ADJECTIVE
7. _____
ADJECTIVE
8. _____
PLURAL NOUN
9. _____
PLURAL BODY PART
10. _____
ADVERB
11. _____
TEAM SPORT
12. _____
FRIEND'S NAME
13. _____
PIECE OF SPORTS EQUIPMENT
14. _____
ADJECTIVE

I _____¹ up this morning and saw a lion wearing my _____². I thought I was dreaming, so I _____³ my eyes. Suddenly, a _____⁴ noise came from the kitchen. _____⁵ monkeys and a _____⁶ rhinoceros were sitting on top of the kitchen table eating _____⁷ _____⁸. "We brush our _____⁹ after every meal," they said _____¹⁰. I looked outside and saw elephants playing _____¹¹ using _____¹² as the _____¹³! Now I know the true _____¹⁴ meaning of, "It's a jungle out there!"



**Don't read this story yet!
Give it to a partner and
ask him or her to tell you
the parts of speech under
the blanks below. You give
a word for each part of
speech, and your partner
writes it in the blank.
Then he or she writes the
words in the story and
reads the story aloud.**

Two at the Zoo



The whole thing was an accident. My friend
 _____¹ and I just wanted to spend a
 _____² day at the _____³ Zoo.
 Who knew that _____⁴ would slip
 on a _____⁵ and bump into the
 _____⁶ cage? The door sprang open, and
 the _____⁷ creature inside, which was
 eating a _____⁸, ran out of the cage. It
 went nuts! I've never seen an animal _____⁹
 like that before! The zookeeper came out with a giant
 _____¹⁰ to catch the _____¹¹
 beast. The zookeeper's eyesight wasn't good. He
 caught _____¹² instead. Don't worry—
 my friend now lives in a _____¹³ cage
 and can _____¹⁴ all day long, or even play
 with a _____¹⁵.

1. _____
FRIEND'S NAME
2. _____
ADJECTIVE
3. _____
YOUR TOWN
4. _____
FRIEND'S NAME
5. _____
NOUN
6. _____
ANIMAL
7. _____
ADJECTIVE
8. _____
NOUN
9. _____
VERB
10. _____
NOUN
11. _____
ADJECTIVE
12. _____
FRIEND'S NAME
13. _____
ADJECTIVE
14. _____
VERB
15. _____
NOUN



**Don't read this story yet!
Give it to a partner and
ask him or her to tell you
the parts of speech under
the blanks below. You give
a word for each part of
speech, and your partner
writes it in the blank.
Then he or she writes the
words in the story and
reads the story aloud.**

1. _____
ADVERB
2. _____
YOUR TEACHER'S NAME
3. _____
ADVERB
4. _____
FRIEND'S NAME
5. _____
NOUN
6. _____
YOUR PRINCIPAL'S NAME
7. _____
NOUN
8. _____
ADJECTIVE
9. _____
PLURAL FRUIT
10. _____
PLURAL NOUN
11. _____
PLURAL NOUN
12. _____
FEMALE MOVIE STAR
13. _____
PAST-TENSE VERB
14. _____
ADJECTIVE

Appetite for April Fools



All morning on April 1st, we tried to play tricks on our teacher, who only said _____₁, "Just you wait."

At lunchtime, _____₂ yelled, "Food fight!" _____₃, _____₄ threw a _____₅ cream pie that way. The teacher ducked, and the pie hit _____₆ in the face! "Yee ha!" the principal yelled and threw a tray of spaghetti and _____₇ balls! Before long, _____₈ eggs and ham were flying! The janitor started throwing very ripe _____₉. Soon, we were covered with macaroni and _____₁₀ or had peanut butter and _____₁₁ coming out of our ears.

Finally, _____₁₂, our principal's mom, _____₁₃ in. When _____₁₄ sauce hit her in the nose, she hollered, "ENOUGH!" The fight was over. Even principals have to listen to their mothers.



My Summer Vacation



**Don't read this story yet!
Give it to a partner and
ask him or her to tell you
the parts of speech under
the blanks below. You give
a word for each part of
speech, and your partner
writes it in the blank.
Then he or she writes the
words in the story and
reads the story aloud.**

1. _____
ADJECTIVE
2. _____
ANIMAL
3. _____
BODY PART
4. _____
LIQUID
5. _____
PLURAL NOUN
6. _____
ADJECTIVE
7. _____
NOUN
8. _____
ADJECTIVE
9. _____
NOUN
10. _____
ADJECTIVE
11. _____
VERB ENDING IN /ING
12. _____
EXCLAMATION
13. _____
NUMBER
14. _____
VERB ENDING IN /ING
15. _____
NOUN

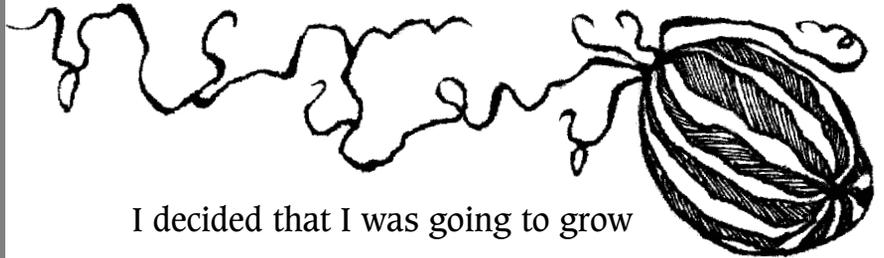
What a _____₁ summer I had at Camp
 _____₂ _____₃! I played tricks
 on everyone. Once, I replaced everyone's shampoo
 with _____₄. Next, I put big _____₅
 in their backpacks and daddy _____₆ legs
 in their food! But then the tables turned. One night
 after we told spooky _____₇ stories, I fell
 asleep feeling scared and _____₈. A sound
 like a loud _____₉ woke me. I thought I
 saw a _____₁₀ ghost _____₁₁
 toward me! You could hear me screaming
 "_____₁₂!" from _____₁₃ miles
 away! Someone turned on a flashlight, and I saw
 everyone _____₁₄ and laughing. The ghost
 was a _____₁₅ flapping in the wind. The
 joke was on me.



**Don't read this story yet!
Give it to a partner and
ask him or her to tell you
the parts of speech under
the blanks below. You give
a word for each part of
speech, and your partner
writes it in the blank.
Then he or she writes the
words in the story and
reads the story aloud.**

1. _____
ADJECTIVE ENDING IN *EST*
2. _____
NOUN
3. _____
PLURAL NOUN
4. _____
ADJECTIVE
5. _____
NOUN
6. _____
VERB ENDING IN *ING*
7. _____
FAMOUS PERSON
8. _____
ADJECTIVE
9. _____
ADVERB
10. _____
NOUN
11. _____
FAVORITE FOOD
12. _____
NUMBER
13. _____
BODY PART
14. _____
VERB

Attack of the Massive Melon!



I decided that I was going to grow
the _____₁ garden in the world. I used a
_____₂ to dig holes in the backyard, then I
spread seeds and _____₃ all around. Pretty
soon, my garden started looking _____₄. I had
planted _____₅ seeds, but a watermelon
started _____₆ out of the ground! It grew
and grew. This watermelon became bigger than
_____₇! Mom said we should eat it before
it turned _____₈. So every day I climbed
_____₉ up a _____₁₀, then leaped
to the top of the melon and cut off huge pieces.
We made watermelon shakes, peanut butter and
watermelon sandwiches, and _____₁₁ with
watermelon sauce. I've eaten almost nothing but
melon for the last _____₁₂ months! Mom
said, "Don't look a gift horse in the _____₁₃."
I sure learned a lesson: Don't bite off more than you
can _____₁₄!

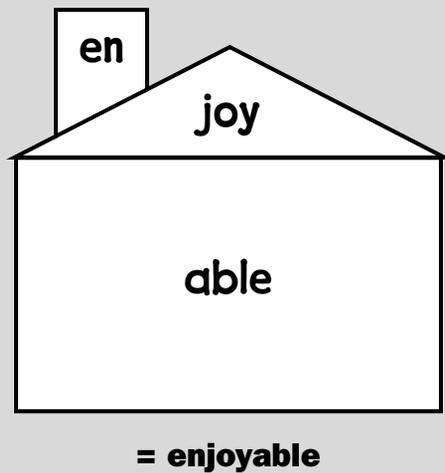
Name _____



Be a World Builder

The shapes below are building blocks. Cut out the shapes and build as many houses as you can. There is one rule: Each house must spell a word, using a base word (roof). But not every house has to look like the example. Some houses have two floors or no chimney. Keep a list of all the words you build.

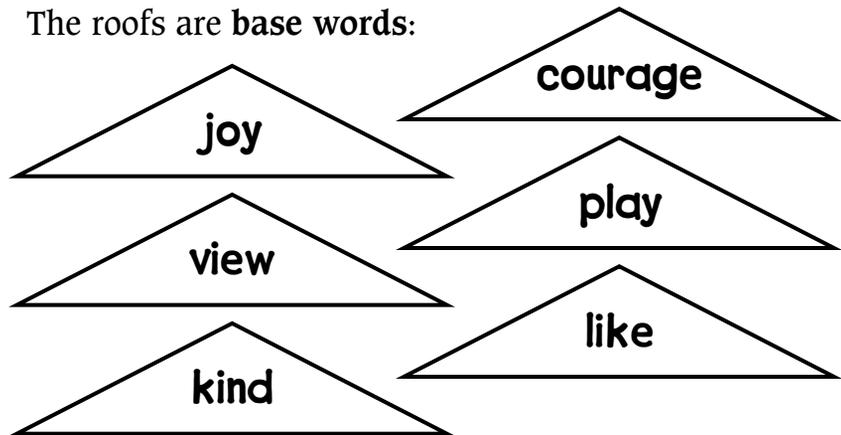
EXAMPLE:



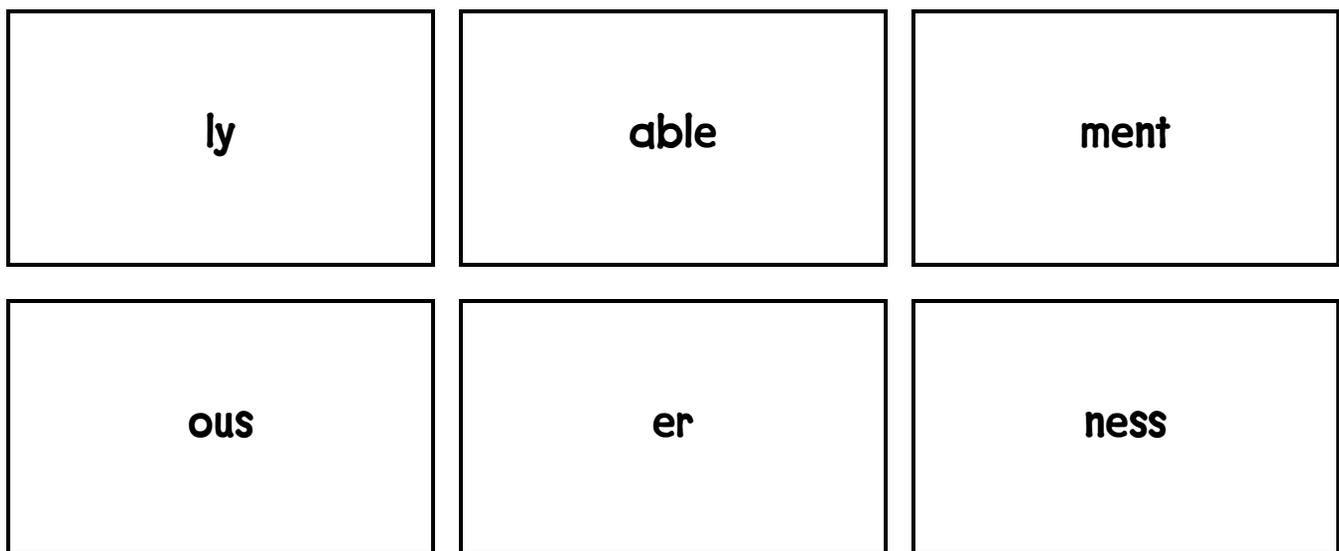
The chimneys are prefixes:



The roofs are base words:



Each floor is a suffix:



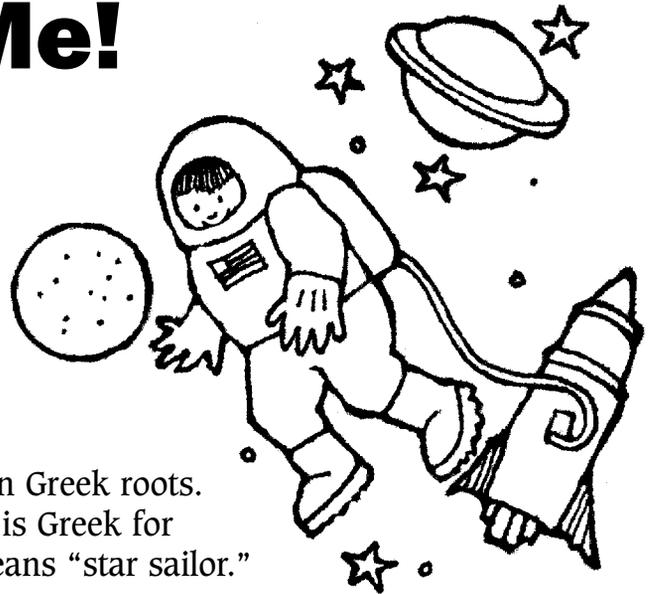
BONUS: Use at least five of your words to write a story about one of the houses you built. For example, you could write about what happens in the house called enjoyable.



It's GREEK to Me!

How is an astronaut like an ancient Greek?

- a. They both wear long robes.
- b. They both love Greek myths.
- c. They both have Greek names.



THE ANSWER: c. Many English words contain Greek roots. Take the word *astronaut*, for example. *Astro* is Greek for "star." *Naut* means "sailor." So *astronaut* means "star sailor."

A

- tele = at a distance
- photo = light
- sym = together
- astro = star
- micro = small
- bio = life

B

- phone = sound
- phony = sound
- pathy = feeling
- graphy = writing
- logy = word or study
- scope = aim or target

DIRECTIONS: All of the word roots to the left are Greek. Take a root from column A and combine it with a root from column B to make eleven words.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

BONUS: Look up the following words in the dictionary: *decathlon*, *helicopter*, *kindergarten*, *parachute*, *porcupine*, *stegosaurus*. On a separate sheet of paper, write what their roots mean and what languages they come from.

Name _____



Tasty Word Treats

After a long night of trick or treating, it's fun to unload your sack and see what's inside. The three candies below are full of **prefixes**, **base words**, and **suffixes**. Take one part from each candy to make a new word. Write the six words in the blanks.

Prefixes

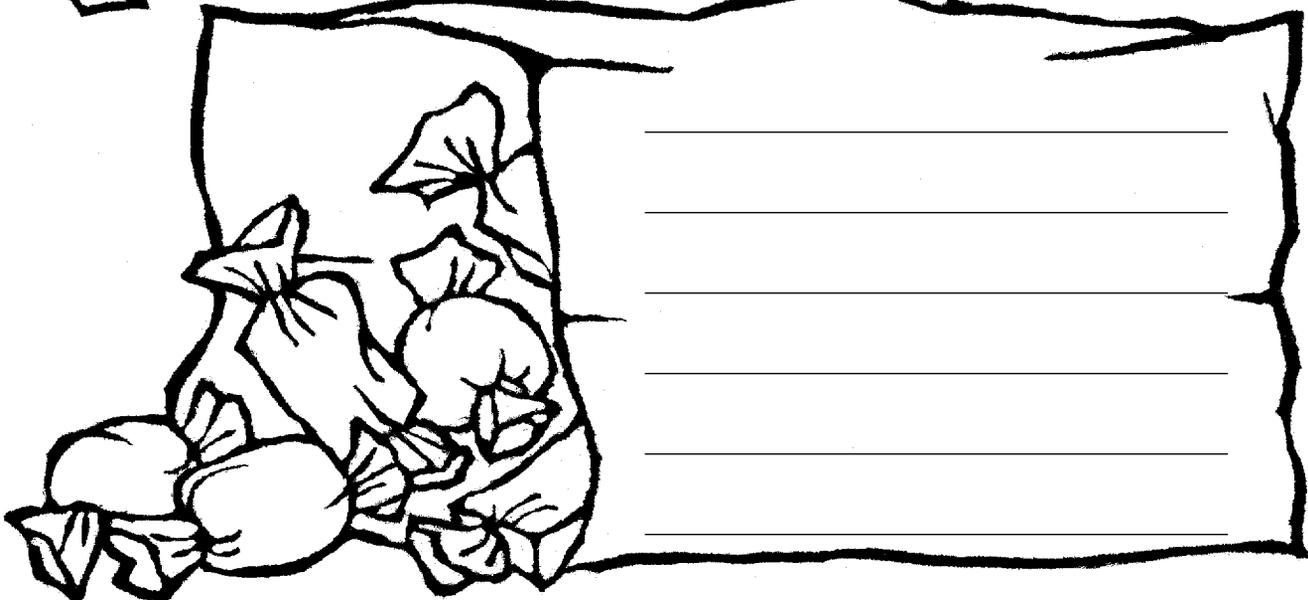
Prefixes attach to the front of a word and give it a new meaning.

Base words

Base words can stand on their own.

Suffixes

Suffixes attach to the end of a word to change its meaning.

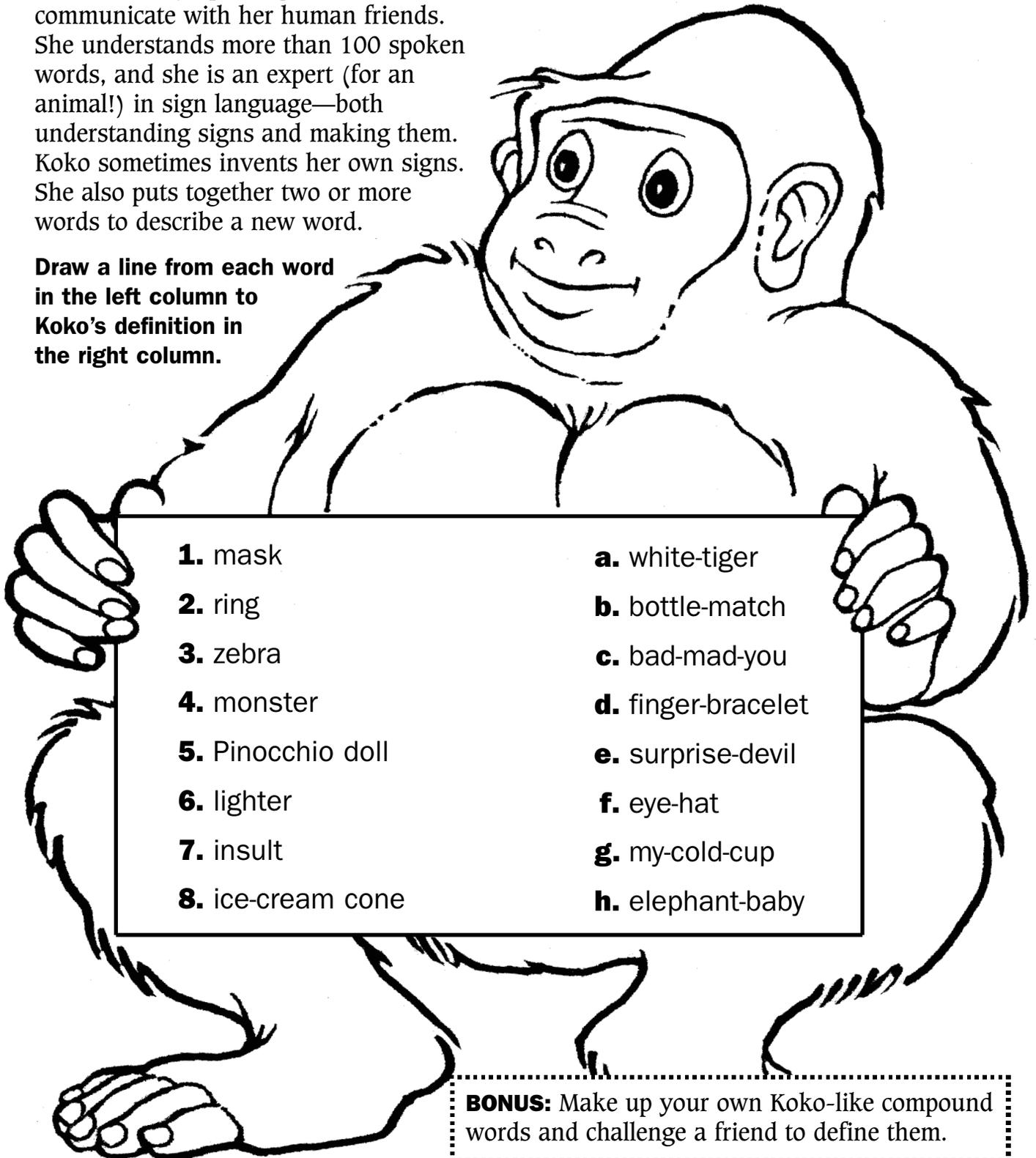




What's an Eye Hat?

Koko is a very special gorilla. She can communicate with her human friends. She understands more than 100 spoken words, and she is an expert (for an animal!) in sign language—both understanding signs and making them. Koko sometimes invents her own signs. She also puts together two or more words to describe a new word.

Draw a line from each word in the left column to Koko's definition in the right column.



1. mask
2. ring
3. zebra
4. monster
5. Pinocchio doll
6. lighter
7. insult
8. ice-cream cone

- a. white-tiger
- b. bottle-match
- c. bad-mad-you
- d. finger-bracelet
- e. surprise-devil
- f. eye-hat
- g. my-cold-cup
- h. elephant-baby

BONUS: Make up your own Koko-like compound words and challenge a friend to define them.

Name _____



A Ram Sang (ANAGRAMS)

An **anagram** is a word or phrase made by rearranging the letters in another word or phrase. See how many anagrams you can make for each of the words below. (The first one is done for you.) Each word has at least two anagrams. Remember that some letters often go together, such as *st* or *ea*. Also, some letters can make more than one sound, for example the *c* in *cat* and *face*.

east

seat

eats

teas

sate

taps

acre

pools

tales

shape

snap

plate

times

BONUS: Find all the words you can using letters from *Tyrannosaurus rex*.
For example, *run* and *sat*.

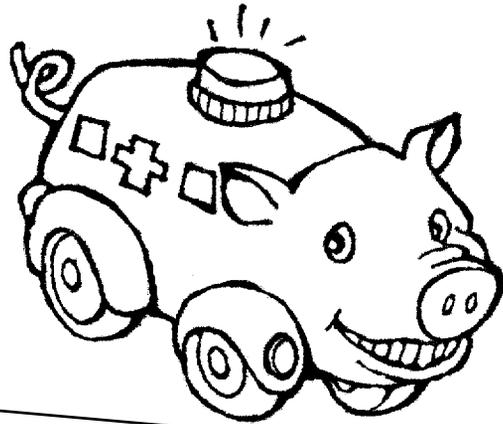
Name _____



Synonyms

Riddle Recipe

Follow the recipe below to make up riddles to challenge a friend.



1. Pick a subject: **pig**

2. Make a list of synonyms and related words:
hog, swine, oink, ham, mud, snout
Hint: A thesaurus, a dictionary, an encyclopedia, or a book about your subject can help you find related words.

3. Take any word from the list: **ham**
Drop off the first letter, leaving: **am**

4. List words that begin with **am:**
ambulance, amnesia

5. Put the **h** back on:
hambulance, hamnesia
These are your riddle answers.

6. Now make up your riddle using the answer's definition:
How do you take a pig to the hospital?
Answer: **in an hambulance**
What do you call it when a pig loses its memory?
Answer: **hamnesia**

Now make up you own riddle.



Hink Pink Riddle Recipe

Follow the recipe below to make up hink pinks to challenge a friend.

1. Make a list of pairs of words that rhyme. Choose one rhyming pair to be your riddle answer:

soggy froggy

glad lad

happy pappy

Hint: A rhyming dictionary is helpful.

2. Make up a riddle question. Make a list of words that have the same meaning as each word in your rhyming answer. (Words with the same meaning are called synonyms.) They do not have to rhyme. The synonyms will become part of your riddle question.

soggy

wet

damp

froggy

amphibian

toad

Hint: A book called a thesaurus is full of synonyms.

3. Pick one word from each column and make up your riddle question:

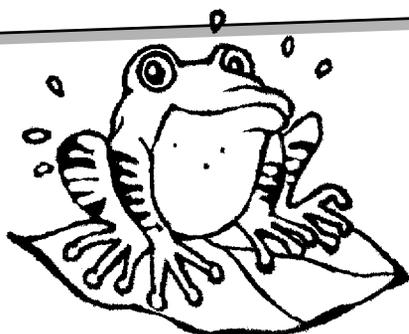
What do you call a wet amphibian?

or

What do you call a damp toad?

Answer: a **soggy froggy!**

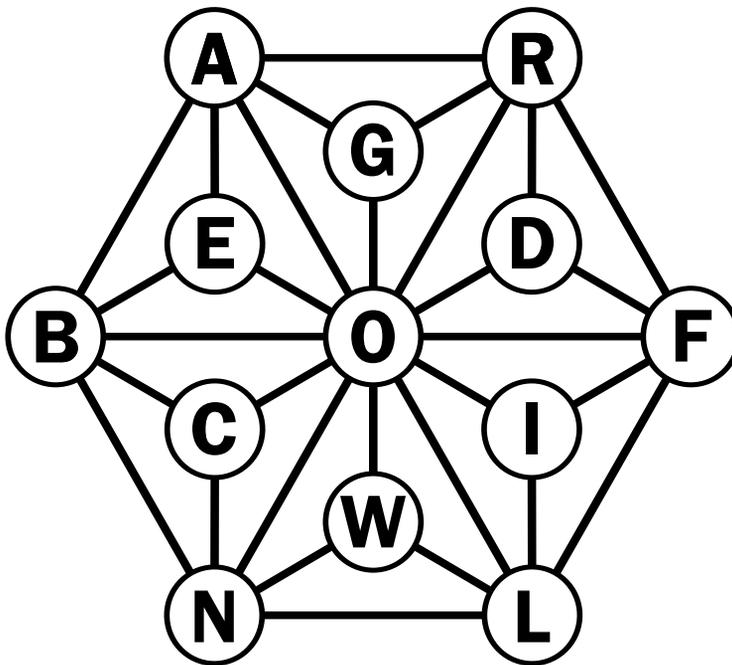
Now make up you own hink pink.





A Beastly Puzzle

How many three- and four-letter animal names can you find in this puzzle? Words can be spelled by moving from letter to letter along the lines connecting the circles. For example, you can form the word DOG by starting at the D, moving southwest to the O and then north to the G. There are six more animals names in the puzzle.



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

BONUS: There are lots of other words in this puzzle that aren't names of animals. Find as many as you can.

Name _____

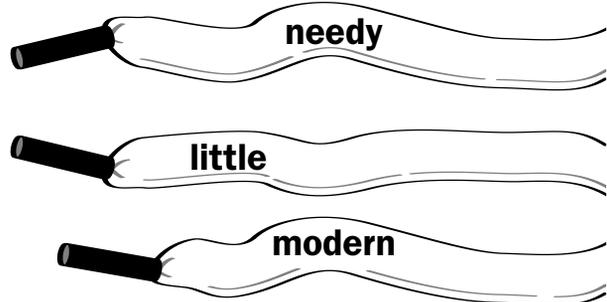
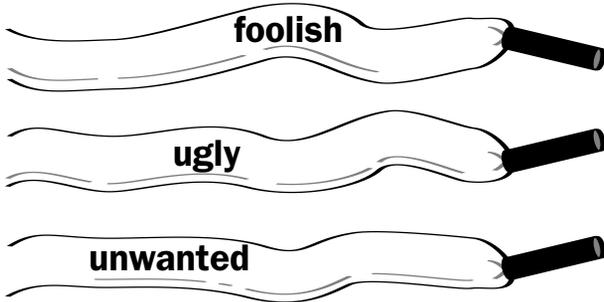


Two Left Feet

These shoes are all mixed up! You can pair them off. Each shoe contains a word that is a synonym for a word on another shoe. Synonyms are words that have the same or almost the same meaning. Put each pair of shoes together by coloring them the same color. Use a different color for each pair.



Lace up those synonym shoes! Each of the shoelaces has a word that is an antonym for a pair of shoes above. Antonyms are words that have the opposite meanings. Color each lace the same color as the pair of shoes that is its opposite.



BONUS: Create antonym *socks*. Challenge a friend to match them to the shoes.



Catch a Word Worm

Are you an early bird? Catch this worm! Starting from the top—the worm’s head—connect the worm’s body parts until you reach its tail. Don’t leave any spaces. You can connect only parts that form words when stuck together. You can move left, right, down, or diagonally. The first two are done for you.



for	down	let	beg	pre	card	dis
all	power	ful	rain	in	pare	own
over	friend	new	to	self	bee	quen
do	frog	day	out	much	way	car
four	pin	light	tray	pie	pet	under
teen	house	push	go	fight	take	tow
work	book	cake	see	field	truck	ring
cave	end	less	trip	tie	around	seat
man	us	skate	on	phone	belt	ate
from	board	near	water	line	bug	June
ice	rim	job	knee	up	jar	tree
pick	lock	off	hill	crumb	pig	at
ant	farm	side	beach	fall	dance	tack



BONUS: Make a list of all the other words you can find by connecting two body parts.

Name _____

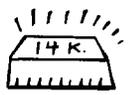


Rebuses

Tr + This!

A rebus (re + ) is a sentence or phrase that uses letters, pictures, and symbols instead of words. Can you figure out each rebus below? The first one is done for you.

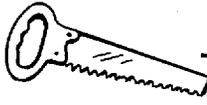
.....

1  +  - **g** **Y** +  - **ange**  - **N** +   - **ven** .

h + gold - g = hold y + orange - ange = your horn - n + sevens - ven = horses

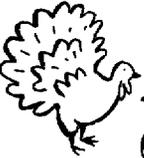
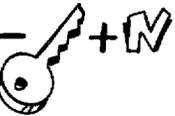
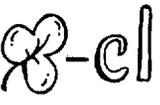
hold your horses

.....

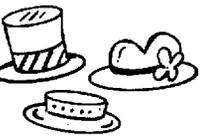
2 **B** +  - **k**  - **S** + **FF** **M** + 

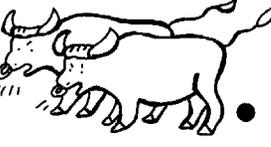
 +  - **d** **U** +  **ch** +  - **sh** .

Answer _____

3  -  + **N**  - **cl** **A**  - **des**  .

Answer _____

4  +  **the** **W** +  -  **the**

 +  - **B** + **ie** **cr** +  - **th** +  .

Answer _____

BONUS: Make up a rebus for this sentence: *A bird in the hand is worth two in the bush.* Challenge a friend to solve it.

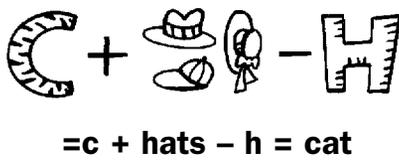
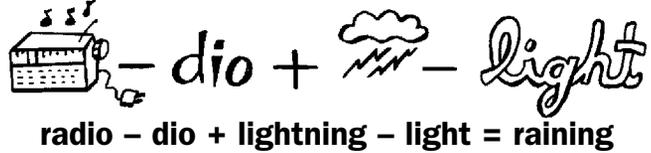
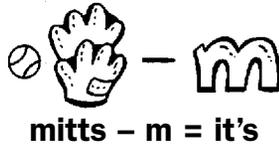
Super-Fun Reading & Writing Skill Builders © Scholastic Teaching Resources



S + - i These!

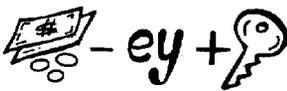
A rebus (re + ) is a sentence or phrase that uses letters, pictures, and symbols instead of words. Can you figure out each rebus below? The first one is done for you. Hint: All of these rebuses contain animal words.

1



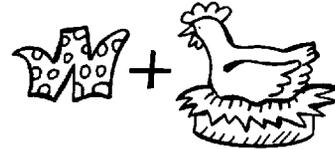
it's raining cats and dogs

2



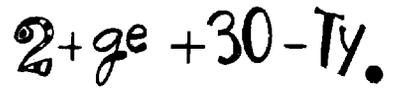
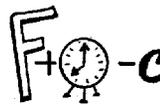
Answer _____

3



Answer _____

4



Answer _____

BONUS: Make up a rebus for this sentence: *When I go to sleep, I like to count sheep.*
Challenge a friend to solve it.



Say W + ?

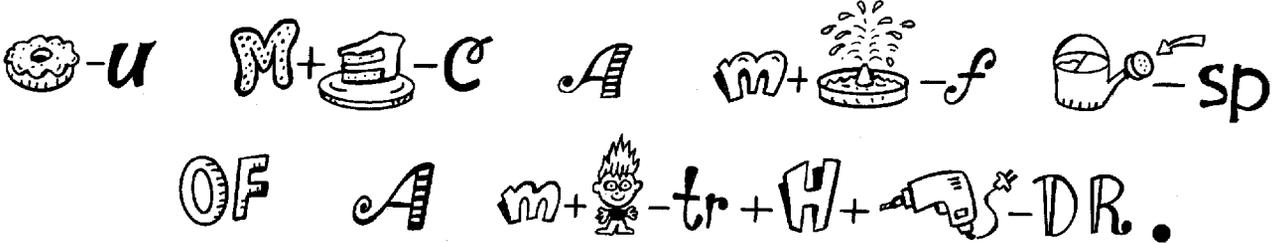
A rebus (re + ) is a sentence or phrase that uses letters, pictures, and symbols instead of words. Can you figure out each rebus below? The first one is done for you. Hint: All of these rebuses stand for famous sayings.

1



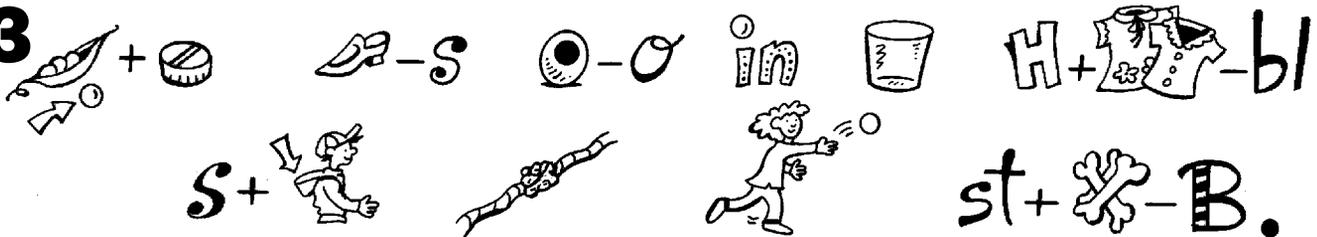
I + book - b = look bee + four = before you sleep - s = leap
look before you leap

2



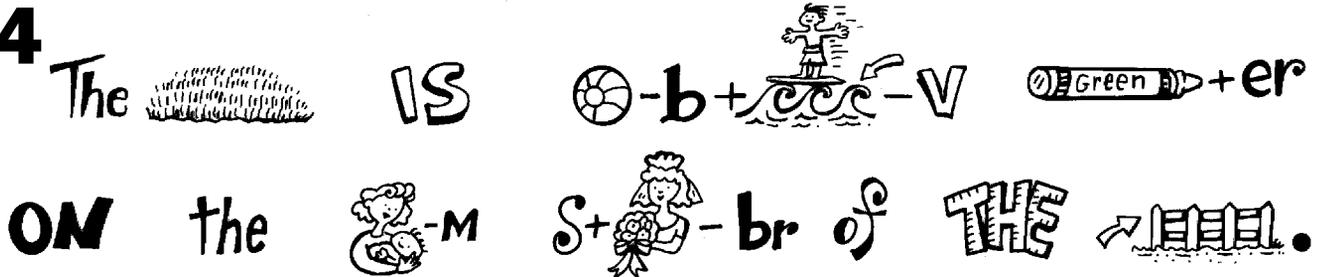
Answer _____

3



Answer _____

4



Answer _____

BONUS: Make up a rebus for this saying: *Don't count your chickens before they hatch.* Challenge a friend to solve it.

Name _____



Rebuses

America S + - r

A rebus (re + ) is a sentence or phrase that uses letters, pictures, and symbols instead of words. Can you figure out each rebus below? The first one is done for you. Hint: All of these rebuses stand for songs about America.

1

This
this

L +  - **H**
l + hand - h = land

IS
is

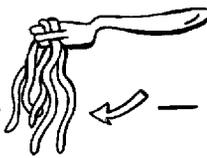
y + 
y + oar = your

L + **AND**
l + and = land

“This Land Is Your Land”

2

Y +  -  + 

D +  - **n**.

Answer _____

3

THE



S + 



+ **d**



Answer _____

4

A +  - ham +  - hg +  - **R**

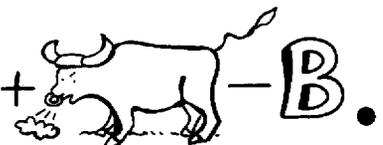
the



+ **U**



+ **f**



Answer _____

BONUS: Make up a rebus for this song: “You’re a Grand Old Flag.” Challenge a friend to solve it.



Zapped!

by Emily Costello

Getting struck by lightning is serious. Lightning-strike victims don't just get up, shake themselves off, and go home.

A bolt of lightning is powerful. It can contain *billions* of volts of electricity—enough to flash on all the lights in a medium-size town. If you were hit by all that energy, bad things would happen:

- Lightning's heat would instantly turn your sweat to steam. That steam could burn your skin and blow off your clothes and shoes.
- Electricity would race through your eyes, ears, nose, and mouth. It would cloud your vision and burst your eardrums.
- The explosive force of lightning could break your bones.
- Your muscles—including your heart—could stop working.

Each year, about 100 people in America die from lightning strikes. Another 400 Americans are struck but live. That sounds like a lot of people. But more than 270 million people live in the United States. That means that only one out of every 540,000 Americans get struck every year.

Want to be extra sure you're not one of them? Here are some ways to avoid getting zapped:

- Stay inside a solid building during severe thunderstorms. You'll also be safe in a car, as long as it isn't a convertible.
- Avoid metal pipes, appliances, and the telephone during a storm—don't take a shower or use your computer. Lightning can travel through metal and wires.
- If you must stay outside during a thunderstorm, keep away from high places, water, and tall objects. They attract lightning.
- If you can't find shelter, crouch down to make yourself as short as possible.

The best advice? The safest place to be during a thunderstorm is inside reading a good book.



A Stormy Riddle

Read the article on page 48. Then fill in the circle next to the best answer or ending for each sentence. Use your answers to solve the riddle at the bottom of the page.

- | | |
|--|---|
| <p>1. This article is mostly about</p> <ul style="list-style-type: none"> <input type="radio"/> A. how many people live in America. <input type="radio"/> B. driving a car in a storm. <input type="radio"/> C. what causes thunderstorms. <input type="radio"/> D. getting struck by lightning. <p>2. Lightning is powerful because it</p> <ul style="list-style-type: none"> <input type="radio"/> E. comes from far away. <input type="radio"/> F. flashes. <input type="radio"/> G. makes rain fall. <input type="radio"/> H. contains a lot of energy. <input type="radio"/> I. comes in bolts. <p>3. Getting hit by lightning can</p> <ul style="list-style-type: none"> <input type="radio"/> J. give you special powers. <input type="radio"/> K. seriously injure or kill you. <input type="radio"/> L. make you crave pizza. <input type="radio"/> M. make your hair curl. <p>4. If you are caught outside during a thunderstorm, you should</p> <ul style="list-style-type: none"> <input type="radio"/> N. climb a mountain. <input type="radio"/> O. stay away from water. <input type="radio"/> P. stand under a tree. <input type="radio"/> Q. stand up as tall as you can. <p>5. Each year, lightning kills</p> <ul style="list-style-type: none"> <input type="radio"/> R. 1 person. <input type="radio"/> S. 100 Americans. <input type="radio"/> T. 400 Americans. <input type="radio"/> U. 540,000 Americans. | <p>6. Which is safest during a thunderstorm?</p> <ul style="list-style-type: none"> <input type="radio"/> V. a swimming pool <input type="radio"/> W. a tall tower <input type="radio"/> X. a tent <input type="radio"/> Y. a solid building <p>7. In the article, it is clear that a convertible is a</p> <ul style="list-style-type: none"> <input type="radio"/> Z. sofa. <input type="radio"/> A. truck. <input type="radio"/> B. toy car. <input type="radio"/> C. car with a top that folds down. <input type="radio"/> D. car that is broken. <p>8. In the United States, people are struck by lightning</p> <ul style="list-style-type: none"> <input type="radio"/> E. rarely. <input type="radio"/> F. often. <input type="radio"/> G. only when they are in cars. <input type="radio"/> H. only when the sun is out. <input type="radio"/> I. only in cities. <p>9. The author of the article thinks it is</p> <ul style="list-style-type: none"> <input type="radio"/> J. boring to watch lightning. <input type="radio"/> K. fun to get struck by lightning. <input type="radio"/> L. exciting to drive in a storm. <input type="radio"/> M. silly to be afraid of nature. <input type="radio"/> N. smart to be safe. |
|--|---|

Match the number under each line below to one of the questions you just answered. Write the letter of your answer on the line to solve the riddle.

Why did the man drive during a lightning storm?

His car _____ !

9 8 8 1 8 1 5 2 4 7 3 5



To Bee or Not to Bee?

by Emily Costello

Where have all the honeybees gone? Last summer was less “buzzy” than usual. That’s because not many honeybees were humming around. What happened? No one knows for sure, but scientists have several theories based on facts they’ve observed.

Some scientists think the cold winter last year killed a lot of the bees. Unlike most insects, bees usually live through the winter. They spend the cold months inside their warm hives, eating honey. Last winter was extra long and cold. The bees might have run out of food before spring.

But Michael Amspoker, a scientist and beekeeper, says that honeybees in America have a bigger problem than cold weather. A mite that is harmful to bees has invaded the United States from other parts of the world.

The mite, called the Varroa (va-RO-uh) mite, is a “flat little bean-shaped critter that lives on the bees’ bodies,” Amspoker says. The mites live by sucking the bees’ body fluids. That weakens—and probably kills—the bees.

The mites are bad news for humans, too. Bees pollinate plants that produce many foods that humans eat. Bees also make honey and wax that humans use.

Scientists are fighting to save the honeybees. They have a secret weapon! A type of bee called the Yugo bee knows how to fight off the Varroa mites. The Yugo bees come from an area in Europe that was once Yugoslavia. They pick the mites up with their legs and crush them in their jaws.

Scientists will help American beekeepers introduce the Yugo queens into honeybee colonies here. Those Yugo queens should lay eggs that will hatch into a new generation of bees. Scientists hope that those baby bees will take after their mothers and know how to kill Varroa mites.

Will the scientists’ experiment work? Wait until spring. Then see if you hear more buzzing.



A Buzzing Riddle

Read the article on page 50. Then fill in the circle next to the best answer or ending for each sentence. Use your answers to solve the riddle at the bottom of the page.

- | | |
|---|--|
| <p>1. The main idea of the article is</p> <p><input type="radio"/> A. many honeybees have died because of a mite and a long winter.</p> <p><input type="radio"/> B. bees eat honey in the winter.</p> <p><input type="radio"/> C. some bees are moving to Yugoslavia.</p> <p><input type="radio"/> D. bees pollinate flowers and make wax.</p> <p>2. It is clear that the word <i>theories</i> means</p> <p><input type="radio"/> E. guesses based on fact.</p> <p><input type="radio"/> F. facts.</p> <p><input type="radio"/> G. insects.</p> <p><input type="radio"/> H. problems based on fact.</p> <p><input type="radio"/> I. flowers.</p> <p>3. Some of the information in the article comes from a</p> <p><input type="radio"/> J. farmer.</p> <p><input type="radio"/> K. cook.</p> <p><input type="radio"/> L. gardener.</p> <p><input type="radio"/> M. scientist.</p> <p>4. Scientists want to fight the Varroa mite by</p> <p><input type="radio"/> N. gathering more honey.</p> <p><input type="radio"/> O. growing more foods that people eat.</p> <p><input type="radio"/> P. bringing the Yugo bee to America.</p> <p><input type="radio"/> Q. feeding the bees during winter.</p> | <p>5. Mites weaken bees by</p> <p><input type="radio"/> R. stealing their honey.</p> <p><input type="radio"/> S. sucking out their body fluids.</p> <p><input type="radio"/> T. crushing them in their jaws.</p> <p><input type="radio"/> U. killing flowers.</p> <p>6. People need bees because bees</p> <p><input type="radio"/> V. are friendly insects.</p> <p><input type="radio"/> W. live in beehives.</p> <p><input type="radio"/> X. make a nice buzzing sound.</p> <p><input type="radio"/> Y. pollinate plants that humans eat.</p> <p>7. The honeybees with mite troubles live</p> <p><input type="radio"/> Z. in Africa.</p> <p><input type="radio"/> A. in Europe.</p> <p><input type="radio"/> B. in America.</p> <p><input type="radio"/> C. under picnic tables.</p> <p><input type="radio"/> D. on mites.</p> <p>8. Scientists hope that the Yugo bees brought to America will</p> <p><input type="radio"/> E. produce babies that know how to fight the Varroa mite.</p> <p><input type="radio"/> F. sting the honeybees.</p> <p><input type="radio"/> G. buzz loudly.</p> <p><input type="radio"/> H. help the honeybees build more hives.</p> |
|---|--|

Match the number under each line below to one of the questions you just answered. Write the letter of your answer on the line to solve the riddle.

What do you call a bee that can't make up its mind?

A

3 1 6 7 8 2

Name _____



Lights, Camera, Yapping!

by Marie Morreale

Puppies, puppies everywhere! Jumping!
Sniffing! Chewing! Barking! Yipping!
Nipping! Acting!

Acting? Yes, acting!

Were there really 101 dalmatians in *101 Dalmatians*? No, there were more! During six months of filming, Gary Gero, the head animal trainer for the movie, and his team of 20 trainers had their hands full training four adult dalmatians and 230 puppies to be doggy actors. “Fortunately,” Gary says, “dalmatians are very trainable.”

Why so many puppies? The puppies grew so quickly that they were replaced every two to four weeks by new litters. That way, the dogs would look the same age throughout the movie. The puppies came from dalmatian breeders all over England, where the movie was filmed.

Gary and the trainers used a “food and fun” method to train the dogs. Each litter of 2 to 15 puppies had its own trainer. When the puppies did their scenes right, their trainers gave them bits of cooked chicken or dog cookies as treats. They also played with them. The rewards made

the puppies want to follow instructions so they could get more food and fun!

The trainers also used the latest new training method—an electronic sound. The sound got the puppies’ attention. The puppies soon learned that the sound meant they could earn tasty tidbits.

Gary has worked on many movies, including *Ace Ventura*, *Pet Detective*. He was excited to work with dalmatians. The breed is “very nice, sweet, affectionate, and well-tempered,” he says. They are also very active. Still, Gary and the trainers got the puppies to finish their scenes. None of the puppies had an accident or got sick. If they had, they could have visited an animal hospital built just for the movie!

When the puppies finished their acting jobs, they went back to their breeders. Homes had already been found for each one. But how could the human crew that worked on the film bear to say good-bye to the puppies? Well, many crew members couldn’t. They took home barking bundles of joy as a reminder of the film. Just ask Gary . . . if you can find him under the pile of his four adopted dalmatians!



A Puppy Puzzle

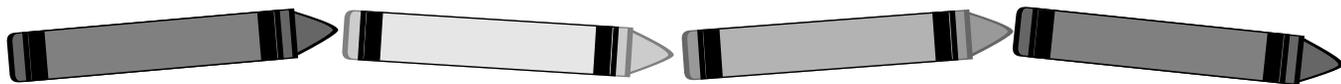
Read the article on page 52. Then fill in the circle next to the best answer or ending for each sentence. Use your answers to solve the riddle at the bottom of the page.

- | | |
|--|--|
| <p>1. This article is mostly about</p> <p><input type="radio"/> A. what puppies like to eat.</p> <p><input type="radio"/> B. training puppies on the movie set of <i>101 Dalmatians</i>.</p> <p><input type="radio"/> C. how fast puppies grow.</p> <p><input type="radio"/> D. how to adopt dalmatian puppies.</p> <p>2. Most of the article takes place</p> <p><input type="radio"/> E. on a movie set.</p> <p><input type="radio"/> F. at a veterinarian's office.</p> <p><input type="radio"/> G. at a farmhouse.</p> <p><input type="radio"/> H. at a pet store.</p> <p>3. Which happens first in the article?</p> <p><input type="radio"/> I. Moviemakers get dalmatian puppies from breeders in England.</p> <p><input type="radio"/> J. The movie finishes filming.</p> <p><input type="radio"/> K. The puppies leave for their new homes.</p> <p><input type="radio"/> L. The puppies learn how to get rewards.</p> <p>4. When the puppies followed instructions, they were</p> <p><input type="radio"/> M. rewarded with food and fun.</p> <p><input type="radio"/> N. sent to the animal hospital.</p> <p><input type="radio"/> O. adopted and left the movie set.</p> <p><input type="radio"/> P. replaced with a new litter.</p> <p><input type="radio"/> Q. given a pat on the head.</p> | <p>5. It is clear that the word <i>breed</i> in the article means a</p> <p><input type="radio"/> R. delicious food.</p> <p><input type="radio"/> S. game.</p> <p><input type="radio"/> T. kind of dog.</p> <p><input type="radio"/> U. movie starring animals.</p> <p>6. The electronic sound made the puppies</p> <p><input type="radio"/> V. think it was time to go home.</p> <p><input type="radio"/> W. want to scratch fleas.</p> <p><input type="radio"/> X. sit up and beg.</p> <p><input type="radio"/> Y. think about getting food and fun.</p> <p>7. You can tell that many of the crew members fell in love with the puppies because they</p> <p><input type="radio"/> Z. bought them presents.</p> <p><input type="radio"/> A. adopted some of them.</p> <p><input type="radio"/> B. took them for long walks.</p> <p><input type="radio"/> C. gave them chicken treats.</p> <p>8. If Gary Gero is asked to work on another movie with dalmatians, he will probably</p> <p><input type="radio"/> D. say no.</p> <p><input type="radio"/> E. want to work with pigs instead.</p> <p><input type="radio"/> F. move to England.</p> <p><input type="radio"/> G. say yes, since dalmatians are sweet and easy to train.</p> |
|--|--|

Match the number under each line below to one of the questions you just answered. Write the letter of your answer on the line to solve the riddle.

What do you get when you cross a computer with a vicious
dog?

Name _____



A Crayon Is Born



Would you like to have jungle green hair and atomic tangerine eyes? Hot magenta pants with a blizzard blue shirt?

You can! When you use crayons, you can color yourself any way you want.

Life wasn't always so colorful, though. A hundred years ago, all crayons were black. They were used in factories and shipyards to label crates and lumber. Kids couldn't use them because they were toxic.

Vivid Variety

Then a company called Binney & Smith had an idea. They decided to make Crayola crayons for kids and teachers to use in school. They figured out a formula that was safe, and they also decided to add color. The first box of eight Crayola crayons included black, brown, blue, red, purple, orange, yellow, and green. All the crayons were labeled by hand. The box cost five cents. The crayons were a huge hit!

Today, many companies make crayons, but Crayola is still the biggest. They take crayons *very* seriously, especially when it comes to color.

For example, Crayola has a team of seven chemists and chemical engineers who do nothing all day but develop new

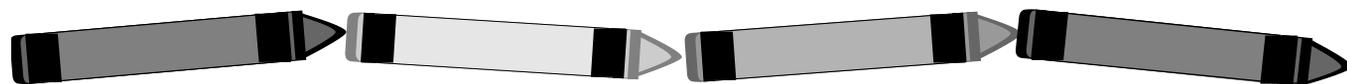
crayon colors. Their laboratory holds the unique, secret formula to every crayon color. They blend different colors to come up with new shades. Once the engineers discover a new color they like, they test it on hundreds of kids and parents to make sure it's really useful. Only then is a crayon ready for the box.

What's in a Name?

Then comes the hard part—figuring out what to name a new color. In 1993, Crayola introduced 16 new colors for its “Big Box” of 96 crayons. More than two million kids and adults wrote in with color name suggestions. Some winners were tickle me pink (bright pink), timber wolf (gray), purple mountains majesty (purple), tropical rainforest (bright green), granny smith apple (light green), and mauvelous (light pink).

Over the years, Crayola has changed some of its color names. In 1962, Crayola changed the name of its crayon color “flesh” to “peach.” They recognized that not everyone's flesh is the same color.

Despite all the work Crayola puts into developing new colors, kids' tastes haven't changed much. Around the globe, kids still say that red and blue are their favorite crayon colors.





A Thief's Riddle

Read the article on page 54. Then fill in the circle next to the best answer or ending for each sentence. Use your answers to solve the riddle at the bottom of the page.

- | | |
|---|---|
| <p>1. This article is mainly about</p> <ul style="list-style-type: none"> <input type="radio"/> A. the people who name crayons. <input type="radio"/> B. how many crayons there are. <input type="radio"/> C. people who have green hair. <input type="radio"/> D. the making and naming of crayons. <p>2. In the third paragraph, what does the word <i>toxic</i> mean?</p> <ul style="list-style-type: none"> <input type="radio"/> E. too big <input type="radio"/> F. black <input type="radio"/> G. broken <input type="radio"/> H. poisonous <p>3. Crayola changed the name of its crayon color "flesh" to "peach" because</p> <ul style="list-style-type: none"> <input type="radio"/> I. not enough people were using "flesh." <input type="radio"/> J. not everyone's skin is the same shade. <input type="radio"/> K. a lot of people like peaches. <input type="radio"/> L. every year they change the names of all the colors. <p>4. What do engineers do when they discover a new color they like?</p> <ul style="list-style-type: none"> <input type="radio"/> M. They throw away all the other colors. <input type="radio"/> N. They test it on kids and parents. <input type="radio"/> O. They draw pictures with it. <input type="radio"/> P. They have a party. | <p>5. Which is not a new Crayola color name?</p> <ul style="list-style-type: none"> <input type="radio"/> Q. timber wolf <input type="radio"/> R. hot chocolate <input type="radio"/> S. tickle me pink <input type="radio"/> T. tropical rainforest <p>6. The fourth paragraph is about</p> <ul style="list-style-type: none"> <input type="radio"/> U. the first Crayola crayons. <input type="radio"/> V. how many crayon colors there are. <input type="radio"/> W. changing crayon names. <input type="radio"/> X. kids and parents. <p>7. Which sentence is an opinion?</p> <ul style="list-style-type: none"> <input type="radio"/> Y. A hundred years ago, the only crayons were black. <input type="radio"/> Z. Some new crayon names were suggested by kids. <input type="radio"/> A. Red is the best color in the world. <input type="radio"/> B. Colors are developed by engineers. <p>8. Macaroni and cheese is a new crayon color. What colors do you think are in it?</p> <ul style="list-style-type: none"> <input type="radio"/> C. blue and pink <input type="radio"/> D. red and purple <input type="radio"/> E. yellow and orange <input type="radio"/> F. brown and green |
|---|---|

Match the number under each line below to one of the questions you just answered. Write the letter of your answer on the line to solve the riddle.

What's the best way to find crayon thieves?

Catch them 5 8 1 — 2 7 4 1 8 1 !



Kids in the Goldfields

by Liza Ketchum

Close your eyes and imagine that you can travel back in time. You're in California in 1850, just after the Gold Rush begins. You're still a child, but your life is completely different.

In the diggings, your family may have a tent, a rough shelter of pine boughs, or a tiny cabin. Your chores begin early in the morning when you haul water from the river, collect wood for the fire, or feed your family's animals before you watch your younger brothers or sisters. There is no school, but you will work hard all day long. Your parents need all the help you can give them.

You could help your father pan for gold or, if you're a boy, you may take his rifle and hunt for rabbits, quail, or squirrels. Girls might gather berries or wild edible plants in the forest.

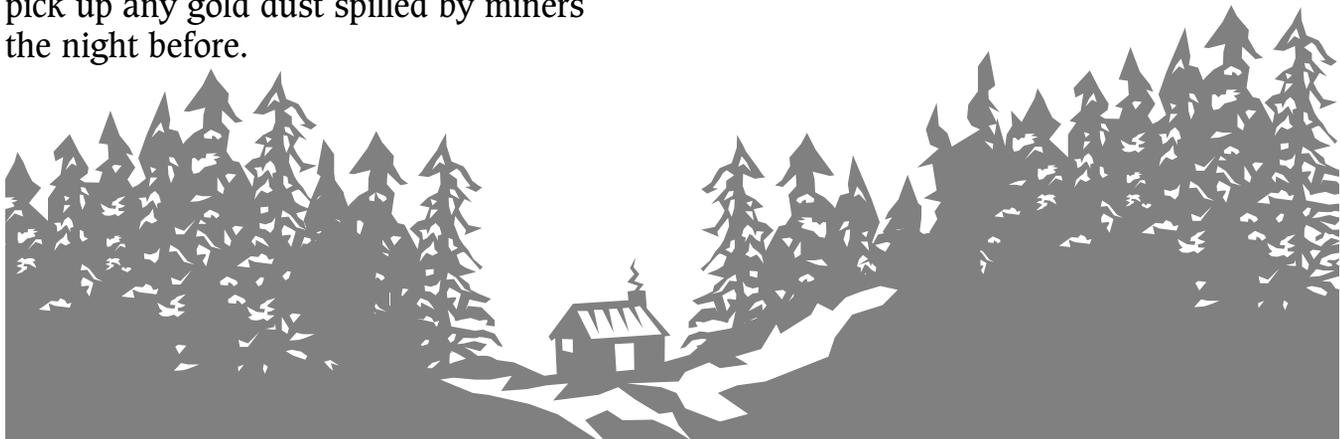
If your mother runs a restaurant out of your family's tent, you may wait on tables or wash dishes. You might sing, dance, or play an instrument to entertain miners—and get paid in gold dust or coins. When the saloons are empty, you can run a wet pin along the cracks in the floorboards to pick up any gold dust spilled by miners the night before.

If you have any free time, you could play games with other kids. Or, if you're adventurous, you might sneak away to a Native American camp. The Pomo and Miwok Indians have lived in this area for generations. Maybe you could learn a few words of their languages and trade gold dust or coins for deerskin moccasins. You might also learn how these people's lives have changed now that miners have taken over the land where the Native Americans hunt and fish.

Later, you could pay a visit to some miners. Don't be surprised if they fuss over you and tell you stories, make you toys, or teach you to read. Most miners have left their families behind, and they miss their children.

Every once in a while, you might go to a dance nearby. If you're a girl, you'll be very popular. There are very few women in the diggings, so girls of all ages dance. Watch your bare feet around all those heavy boots!

What do you think? Would you enjoy the danger, excitement, hardship, and adventure of the California Gold Rush?





Jackie Robinson: An American Hero



Back in 1947, many people in America discriminated against black people because of the color of their skin. In the South, blacks were forbidden by law to go to the same schools as whites, swim in the same pools, or even drink from the same water fountains.

Black baseball players such as Jackie Robinson, Satchel Paige, and Cool Papa Bell played in the so-called Negro Leagues, baseball leagues for blacks only. Like many Negro League stars, Robinson had the talent to play in the majors. He could hit with power, run the bases in a flash, and field ground balls with flawless grace. Fast and daring, Robinson had a talent for stealing bases. He even stole home a few times—a risky move that's rarely attempted.

One major league owner, Branch Rickey of the Brooklyn Dodgers, believed firmly that blacks should play in the majors. Beginning in 1945, he scouted the Negro Leagues for a star who could

smash baseball's color barrier. After much searching, he chose Robinson.

Why Jackie Robinson? The 26-year-old star was mature and intelligent, and he had the will to succeed. He also had the courage and self-control not to respond to racist remarks by getting into fistfights.

Robinson played his first game with the Dodgers on April 15, 1947. All season, he endured racism wherever the Dodgers played. Fans cursed and spat at him. Others threatened to kill him. Opponents tried to knock him down on purpose.

Despite all the hardships, Robinson played brilliantly. He was named rookie of the year at the end of the season. By the time his ten-year playing career was over, Robinson's talent and courage had helped change many people's opinions of blacks.

In 1962, Jackie Robinson became the first black player inducted into the Baseball Hall of Fame. He died in 1972, at the age of 53.



A Baseball Riddle

Read the article on page 58. Then fill in the circle next to the best answer or ending for each sentence. Use your answers to solve the riddle at the bottom of the page.

1. This article is mostly about
 - A. why Robinson stole a lot of bases.
 - B. how baseball is segregated today.
 - C. who played in the Negro Leagues.
 - D. when the Dodgers moved to Los Angeles.
 - E. how Jackie Robinson became the first black player in the major leagues.
2. In this article, the word *forbidden* means
 - F. not allowed.
 - G. decided.
 - H. provided.
 - I. written.
3. Branch Rickey hired a black player for the Dodgers because he
 - J. was black himself.
 - K. didn't have enough players.
 - L. believed that black people should play in the major leagues.
 - M. knew Jackie Robinson was a star.
4. What made Robinson's first year in the majors difficult?
 - N. There were racist fans and opponents.
 - O. He wasn't as talented as his white teammates.
 - P. He was too old.
 - Q. He got into fistfights.
5. Which happens *last* in the article?
 - R. Branch Rickey scouts the Negro Leagues for a star to join the major leagues.
 - S. Robinson is named rookie of the year.
 - T. Fans are mean to Robinson during his first season in the majors.
 - U. Robinson plays in the Negro Leagues.
6. Because Branch Rickey wanted to have a black player in the major leagues, he
 - V. scouted the Negro Leagues.
 - W. started the Negro Leagues.
 - X. made Jackie Robinson rookie of the year.
 - Y. bought the Brooklyn Dodgers.
7. According to the article, which would best describe Jackie Robinson?
 - Z. strong and angry
 - A. courageous and talented
 - B. stubborn and immature
 - C. fast and afraid

Match the number under each line below to one of the questions you just answered. Write the letter of your answer on the line to solve the riddle.

Why is a baseball field hot after a baseball game?

The

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

Name _____



E. B. White: The Author Who Spun Charlotte's Web

One day, on a small farm in Maine, a man sat in a barn watching a large gray spider spin a web. The man was E. B. White. Andy, as White was called, thought that spiders were spectacular creatures. He thought that one day he might like to write a children's book about a spider.

But writing was hard work for Andy. He had written many articles and essays and poems. He had also written one children's book, *Stuart Little*.

But Andy could never just rush to turn an idea into an article or a book. He said that he needed to let his ideas "ripen."

So for years, Andy continued to think about writing a children's book about a spider. He did some of his best thinking while he meandered around his farm.

Once while he was cleaning his barn, he found a spider's egg sac. Andy wanted to see the eggs hatch. But he was scheduled to leave for a trip to New York City. So he found a small box and carefully placed the egg sac inside. When he got to his hotel, he put the box on the dresser. One morning he woke up, and there were hundreds of baby spiders scurrying across the dresser!

Years later, Andy finally began writing *Charlotte's Web*, the story of a spider named Charlotte and a pig named Wilbur. Andy created most of the book sitting by himself in the tiny boathouse of his farm. Sometimes he stopped writing and doodled pictures of spiders.

Andy always said that *Charlotte's Web* was more than just a children's story about animals. It was a timeless story about true friendship.



A Spider Riddle

Read the article on page 60. Then fill in the circle next to the best answer or ending for each sentence. Use your answers to solve the riddle at the bottom of the page.

1. The main idea of the article is
 - A. E. B. White loved spiders.
 - B. how E. B. White wrote *Charlotte's Web*.
 - C. E. B. White liked living on a farm.
 - D. why E. B. White was called Andy.
2. Andy's farm was located in
 - E. Maine.
 - F. Westchester County.
 - G. Canada.
 - H. New Jersey.
3. When Andy said he wanted his ideas to "ripen" before he wrote a book, he meant
 - I. he wanted them slowly to grow and improve.
 - J. he wanted them to happen quickly.
 - K. he wanted to write them on fruit-scented paper.
 - L. he wanted to discuss them with his wife, Charlotte.
4. According to the article, Andy brought the spider's eggs to New York City because
 - M. he didn't want spiders living on his farm.
 - N. the mother spider had died.
 - O. he wanted to keep them safe.
 - P. he wanted to watch the eggs hatch.
5. Which is **not** a detail from the first paragraph?
 - Q. E. B. White sat in a barn.
 - R. Andy watched a spider spin a web.
 - S. He wanted to write about a spider.
 - T. Andy wrote *Stuart Little*.
6. Which sentence is an opinion?
 - U. Andy wrote many articles and poems.
 - V. Andy traveled to New York City.
 - W. *Charlotte's Web* is the best children's book ever written.
 - X. Spiders lay eggs.
7. According to the article, how did Andy feel about spiders?
 - Y. He enjoyed watching them.
 - Z. He was afraid of them.
 - A. He thought they were pests.
 - B. He collected them.
8. Andy wrote most of *Charlotte's Web* in
 - C. an office.
 - D. a boathouse.
 - E. pig Latin.
9. Andy said that *Charlotte's Web* was really about
 - F. true friendship.
 - G. the eating habits of spiders and pigs.
 - H. animal extinction.
 - I. war and peace.

Match the number under each line below to one of the questions you just answered. Write the letter of your answer on the line to solve the riddle.

What did the duck get when he stepped on a spider?

_____ 6 _____ 2 _____ 1 _____ 1 _____ 2 _____ 8 _____ 9 _____ 2 _____ 2 _____ 5

Name _____



Reading Response:
Outlining/
Organizing Ideas

The Secret Soldier

A young soldier, Robert Shurtliff, lay dying in a hospital bed. He was too weak to speak or move. Two men stood over him.

"I think this young lad has passed away," one man said.

"I'll take his jacket and boots," said the other.

Robert gathered all of his strength to whisper, "I . . . I'm alive."

The doctor came running over as Robert fell into a coma. "We can save him," he said as he examined the young soldier. "Oh, my! He's a woman!"

It was true. The courageous soldier, Robert Shurtliff, was really Deborah Sampson. But who was she?

Deborah had grown up in Massachusetts, living as a servant. She dreamed of having great adventures.

The Revolutionary War began in 1775. The thirteen colonies of America were fighting to gain their independence from England. The American Army, led by General George Washington, needed many soldiers.

Women were forbidden from serving in the military. But Deborah had a plan. She wove her own suit and disguised herself as a man. Not even her own mother recognized her!

At the age of 21, dressed as a man, Deborah Sampson became a soldier. She called herself Robert Shurtliff.

Just like the other soldiers, Deborah was given a uniform, gun, and heavy knapsack. She went on long marches in the middle of winter. Sometimes she went for days without food. But she never complained. Everyone thought Robert Shurtliff was a very good soldier.

One day, during an attack, Deborah was shot in the neck and leg. Another soldier lifted Deborah onto his horse and rode her to the hospital. A doctor treated the wound on her neck and asked if she had any other injuries. There was blood dripping down into her boot, but Deborah lied and said no. She was afraid that if the doctor examined her leg, he would discover her secret. Using a pocket knife, Deborah carved the bullet out of her own leg. She continued to fight as a soldier.

After the war ended, Deborah got married and had children. But she still longed for adventure. So she put on her soldier's uniform and traveled around the country telling of her life as the young, brave soldier, Robert Shurtliff.

Name _____



How to Keep Your Facts Straight

Imagine that you have to write a report on secret soldier Deborah Sampson. This activity will help get your organized.

1. Read the article on page 62.
2. Look at the index cards below. The title on each card tells you what kind of information you should write on it.
3. Reread the article to find information that belongs on each card. Do one card at a time.
4. Write three facts on each index card.

The Revolutionary War

1.

2.

3.

How and Why Deborah Became a Soldier

1.

2.

3.

Deborah's Experiences in the War

1.

2.

3.

Words That Describe Deborah

1.

2.

3.

Name _____



Reading Response:
Think While
Reading

Pack Your Bags

Have you ever heard of an armchair traveler? That's someone who sits in a chair and reads all about a place without going there. You can be an armchair explorer! Think of a topic you really want to explore. Choose a book or two to read about the topic. Fill in the first two suitcases (K and W) before you read. Afterward, fill in the other two suitcases (L and S).

Topic _____

Book(s) I am reading _____

K = What I Know

A large, rounded rectangular outline representing a suitcase, intended for writing 'What I Know'.

W = What I Want to Know

A large, rounded rectangular outline representing a suitcase, intended for writing 'What I Want to Know'.

L = What I Learned

A large, rounded rectangular outline representing a suitcase, intended for writing 'What I Learned'.

S = What I Still Want to Know

A large, rounded rectangular outline representing a suitcase, intended for writing 'What I Still Want to Know'.

Name _____



Reading Response:
Predicting/
Summarizing

What Do You Think?

You've been waiting months for this book to appear on the library shelf. Now it's finally in. Wait just a minute more to fill out the left page of the book below before you start reading. Hint: Use the title, artwork, and chapter headings as clues.

Fill in the right side after you finish the book. Which of your predictions were correct? What surprised you about the book?

Title _____

Author _____

I Predict

The story is about:

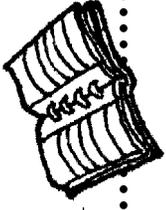
This will happen in the book:

Now I Know

The story was about:

As I expected, this happened in the book:

This is what surprised me about the book:



Name _____

After you read a story, you can build a story pyramid. The numbered directions below tell you how to fill in each level of the pyramid.

Build a Story Pyramid

Title _____

Author _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

- 1. name of the main character
- 2. 2 words: describe the main character
- 3. 3 words: describe the setting
- 4. 4 words: state the main character's goal or problem
- 5. 5 words: describe an important event
- 6. 6 words: describe the conclusion
- 7. 7 words: describe your favorite part
- 8. 8 words: what would you tell others about the story?

Name _____

**Reading Response:
Summarizing**



Sum It Up

Make a sum-it-up card for each article or book you read. Fill in the blanks. Use your three facts to write a summary. Then cut along the outside of the box, fold the box in half, and tape the edges together. Soon you will have an incredible collection of cards to show what you know!

* SUM IT UP *

Title: _____

Author: _____

Three important facts:

1. _____

2. _____

3. _____

Write a summary that tells the main idea.

Summary: _____

Your name: _____

* SUM IT UP *

↑ TAPE ON THIS EDGE ↑

↓ TAPE ON THIS EDGE ↓

↑ FOLD ON DASHED LINE

Name _____



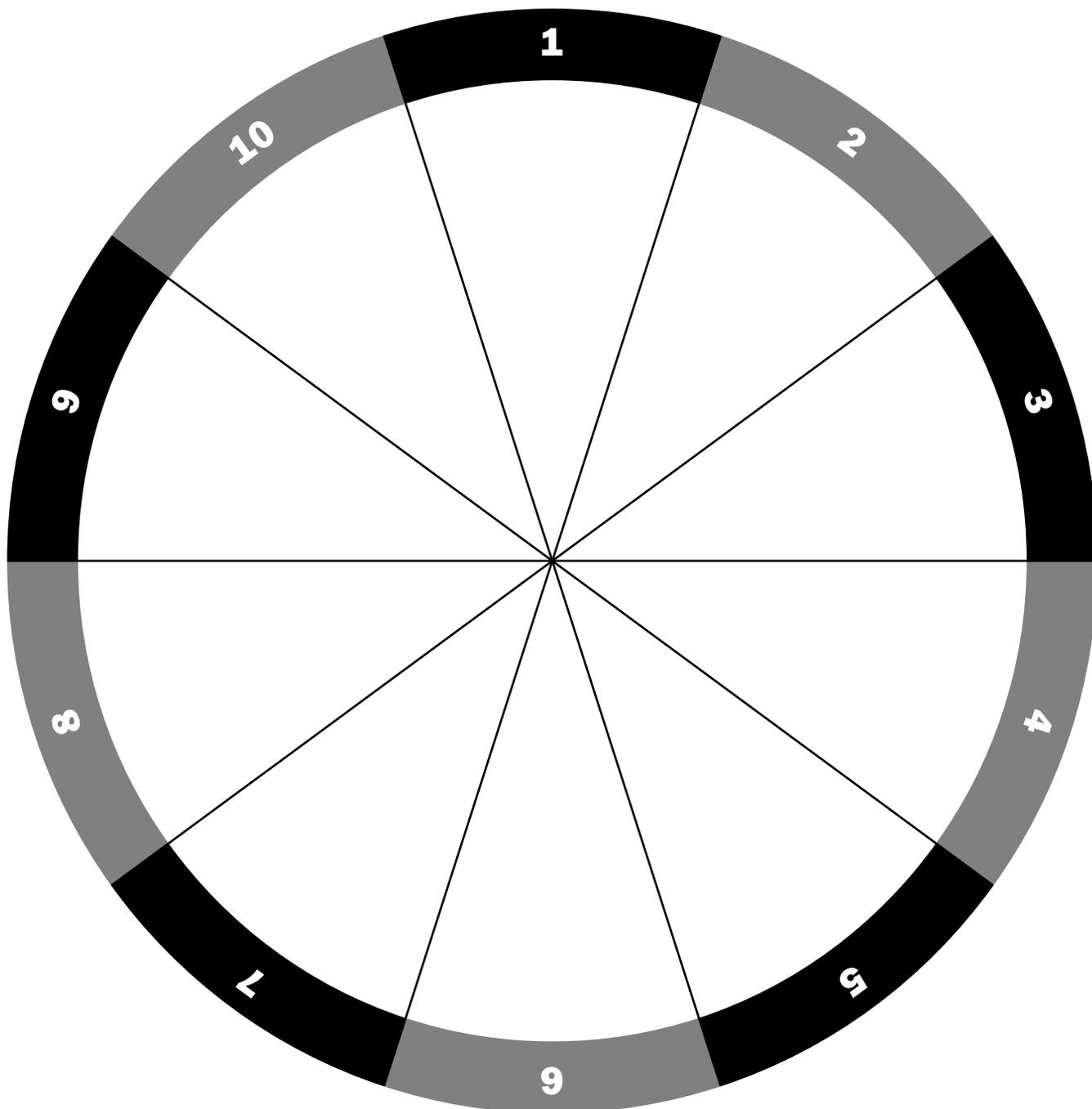
**Reading Response:
Sequencing**

Story Pie

On scrap paper, make a list of the events in a story you read recently. In the story pie below, put the events in the order in which they happen. Put the first main event in piece 1. Tell how the story ends in piece 10.

Title _____

Author _____



Name _____



Solving a Problem

Every story has a problem, no matter how small. Part of the fun of reading a story is finding out how the characters solve their problems. After you read a story, answer these questions.

Title _____

- 1.** Tell the main problem in the story.

- 2.** Tell the different things that the characters suggested to try to solve the problem.

- 3.** Tell how the problem was finally solved.

- 4.** Think of a different way you might have solved this problem.

- 5.** Would your solution to the problem have changed the story in any way? Explain.

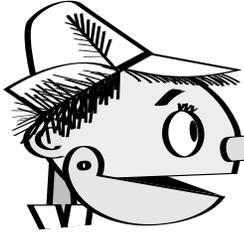
Name _____



**Reading Response:
Cause and Effect**

So That's the Reason!

A **cause** makes something happen. It answers the question "Why?" An **effect** is what happens as a result of a cause. Below, the **cause** is underlined in the top example and the **effect** in the bottom example.



Pinocchio told a lie. So his nose grew ten feet.

The circus master threw Pinocchio into the sea.
As a result, he got swallowed by a giant sea monster.

Think of important events in a story you have read. Come up with your own examples of cause and effect. Write a cause on the line next to each arrow. Write its effect on the target.

The activity consists of three horizontal arrows pointing to three circular targets. Each target has a central dot and two concentric circles around it. The arrows are positioned to the left of the targets, and their heads point towards the center of each target.

Name _____



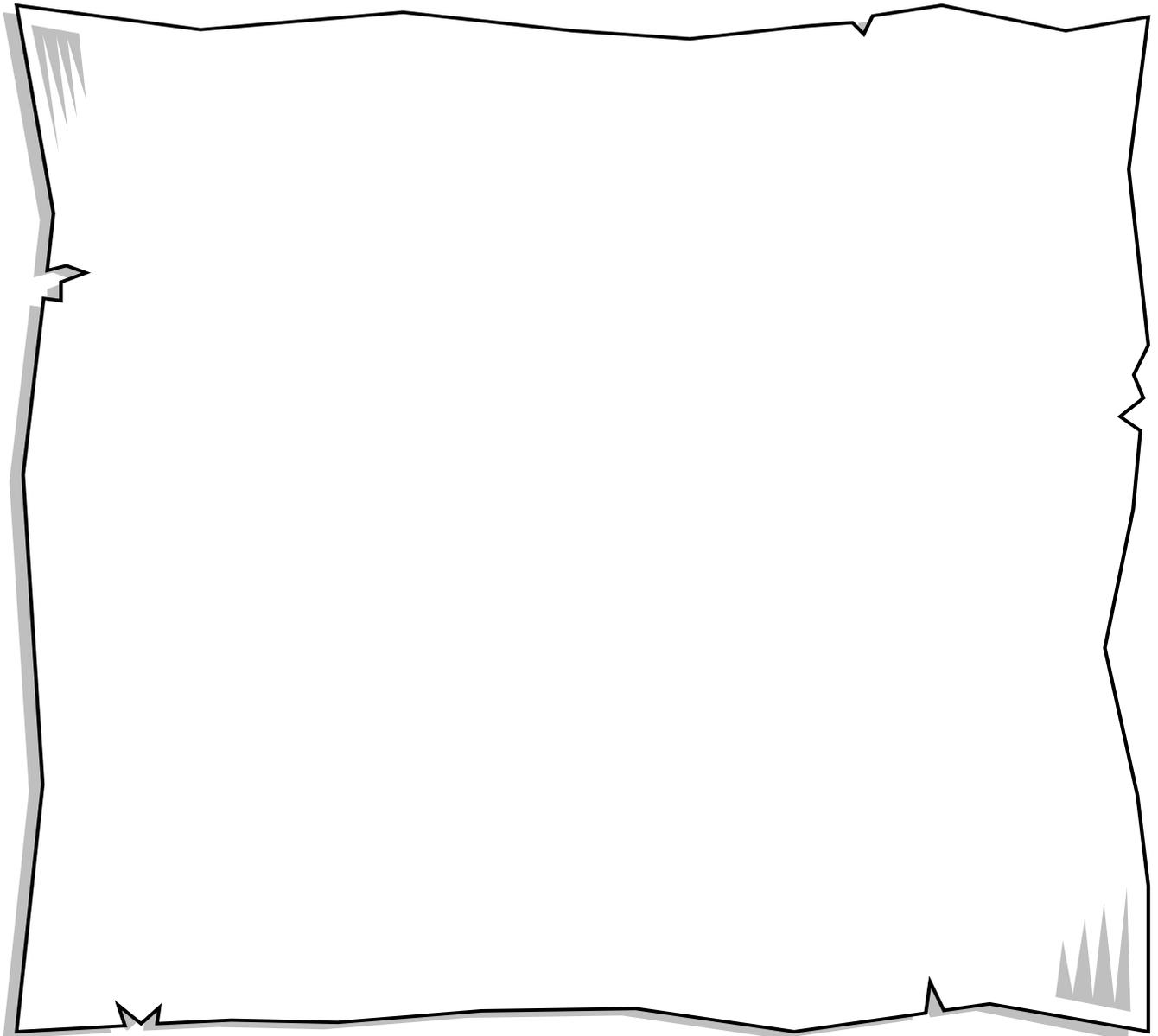
**Reading Response:
Setting**

Where's the Action?

In some books, characters travel to faraway places. In other books, people stick close to home. The action may take place in a school or on the main character's street.

On another sheet of paper, make a list of the places where things happen in a book you are reading. Draw a small picture to represent each place. Use the pictures to help you draw a map here, showing important places from the book.

A map of _____ from _____ (TITLE OF BOOK)



Name _____



Telling a Life Story

A biographer writes about someone else's life. A biographer may read about the person, talk with his or her family or friends, or visit important places where the person lived and worked. The biographer may even get a chance to interview the subject of the book.

Could a biographer write about someone who never lived? Yes—but only by using a lot of imagination! Try it. Choose an interesting character in a book you have read.

Directions: List some ideas and facts you know about the character's childhood, interests, and jobs from reading the book. Then, on another sheet of paper, use your notes about your character to write his or her biography. Make sure you think of a great title!

_____ **from** _____
(CHARACTER'S NAME) (BOOK'S TITLE)

Write some notes about the places your character lives or travels.

**Pretend you are interviewing people about the character.
Use your imagination and the facts you already know.**

_____ **told me** _____
(FAMILY MEMBER)

_____ **told me** _____
(FAMILY MEMBER)

_____ **told me** _____
(FRIEND)

_____ **told me** _____
(FRIEND)

**If your character is young, imagine what will happen
to him or her as time goes on.**

Name _____



**Reading Response:
Character**

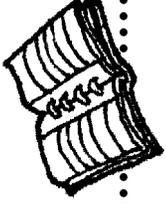
Put Yourself in Someone Else's Shoes

Do you always agree with the decisions made or actions taken by characters in books? Think of a time you did not agree with a character. In the shoe on the left, write about the situation and what the character did. In the shoe on the right, write about what you would have done if you were the character. Why would you have done things another way?



Name _____

Reading Response:
Character



Want to Trade? Again!

Think of a character you would like to make a trading card about. On the front and back of the card below, write information about the character and draw or paste a picture of him or her.

***** CHARACTER CARD *****

Character's name: _____

Appeared in (title): _____

***** CHARACTER CARD *****

Occupation: _____

Age: _____

Place of birth: _____

Favorite _____
YOU FILL IN

Most memorable adventure: _____

Quote: _____

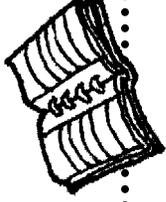
Two pieces of information: _____

↑ TAPE ON THIS EDGE ↑

↓ TAPE ON THIS EDGE ↓

↑ FOLD ON DASHED LINE

Name _____



**Reading Response:
Compare and
Contrast**

Picture This!

Choose the illustrations from two books to compare and contrast. Write the title and illustrator of one book on the solid lines. Write the title and illustrator of the other book on the dashed lines. Write words and phrases that specifically describe each book's illustrations in the oval for that book. Write words and phrases that can describe *both* books' illustrations in the space where the ovals overlap.

Think about things like what kinds of colors the illustrator used, how the illustrations make you feel, and what materials the illustrator used to create the pictures.

Title _____

Illustrator _____

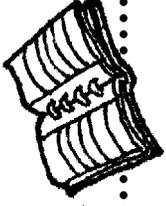
Title _____

Illustrator _____

What is different

What is alike

What is different



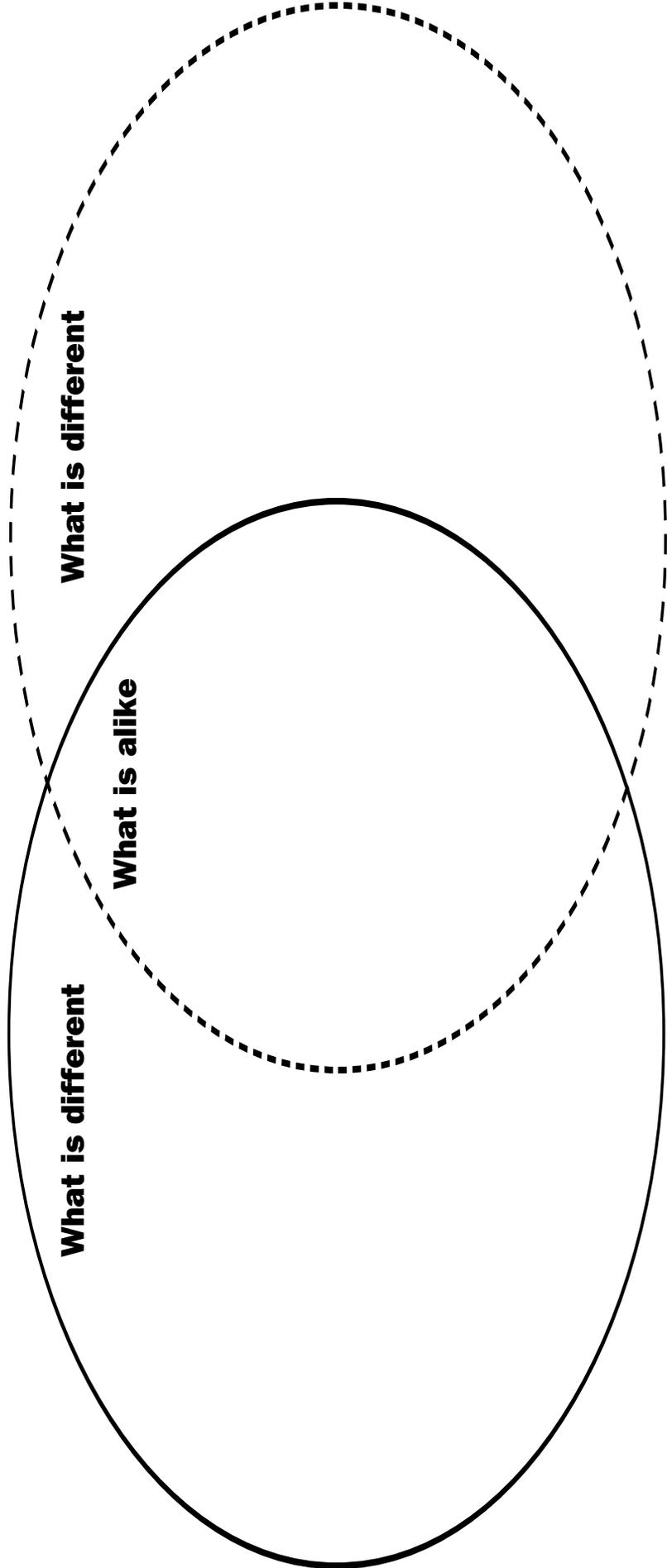
**Reading Response:
Compare and
Contrast**

Name _____

Alike or Different?

Choose two things to compare and contrast. Write the name of one thing on the solid line. Write the name of the other thing on the dotted line. Write words and phrases that describe each thing in its oval. In the space that overlaps, write words or phrases that describe both things.

How _____ **compares and contrasts with** _____



Name _____



All-Star Book Report

Fill in the lines inside the star. Then follow the directions to fill in each point of the star. Before you know it, you'll have written a 15-word book report! If you want to write more, use the back of this paper.

1. Write 1 word to tell how the story made you feel.

1
word

2. Make up a new 2-word title for the story.

2
words

5
words

5. In just 5 words, tell how the story ended.

BOOK TITLE _____

AUTHOR _____

ILLUSTRATOR _____

3
words

3. Name the 3 most important characters in the story.

4. Using 4 words, tell where most of the story took place.

4
words

Name _____



Book Review Checklist

Here are questions that will help you write a great book review. One important question is already checked for you. Pick at least three more questions to answer in your review. Put a check next to the questions you will answer. Write your answers on a separate sheet of paper. Use those answers when you are writing your review. Remember, you don't have to answer all of these questions.



What is the title of the book and the author's name?

How did the book make you feel? What happened in the book to make you feel that way?

Why did you like (or dislike) the main character?

If there is artwork, did you like it? Why or why not?

What would you change about this book? Why?

What did the book teach you about yourself or about someone else?

Did the characters in the book remind you of yourself or of anyone else? Why?

Did this book remind you of any other books. Which ones, and why?

Did the book leave you with something to think about? What?

(If you have your own question, add it here.)

ANSWERS

Page 6:

Dear Cinderella and Prince Charming,

There must be a terrible mistake! The stepsisters and I have not yet received an invitation to your wedding. I keep telling the stepsisters that the invitation will arrive soon. I'm getting worried that our invitation got lost. I hear you often have problems with the unicorns that deliver the palace mail.

I'm sure you intend to invite us! After all, you were always my special favorite. How I spoiled you! I let you do all the best chores around the house. Are you still mad about that trip to Disney World? I don't know how we could have forgotten you! Anyway, Florida is too hot in the summer.

So Cinderella, dear, please send along another invitation as soon as you can. I know how busy you are in your new palace. If you need any cleaning help, I can send one of your stepsisters along. They both miss you so much!

Best wishes,

Your not really so wicked stepmother

Page 7: s, s, 's, 's, s', s, s, 's, 's, s', 's, s'

Page 8: it's, its, It's, It's, its, It's, Its, It's, It's

Page 9: You're, your, you're, you're, you're, You're, your, you're, You're, your, your, Your, your, You're, your, your, You're, you're, your, Your

Page 10: There, They're, their, their, their, their, there, They're, they're, their, they're, their, they're

Page 11:

One day the Three Little Pigs—Hambone, Porky, and Daisy—agreed that Wolf had bothered them long enough. "I hate to be a pig," Daisy said, "but I think we should sue him."

A few weeks later, they went to court. The courtroom was packed with other animals.

"What's the problem?" asked the judge.

"Wolf won't leave us alone," said Hambone. "He keeps blowing down our houses."

Porky said, "He turned my house into a pigsty!"

The judge asked Wolf if the charges were true.

"They're all hogwash," said Wolf. "I'm not guilty."

The judge said that he didn't know *what* to believe.

"Do you have witnesses?" he asked the pigs.

The pigs looked at the other animals for help. But they all said that they were scared of Wolf.

The pigs were losing hope when a flea jumped out of Wolf's fur. "I saw everything," she said. "The pigs are telling the truth. Wolf is a real beast!"

"What a relief," Daisy said. "Maybe now we'll all live happily ever after!"

Page 12: 1. cats, dogs; raining very hard 2. mole; making a big deal out of nothing 3. fly; problem 4. fish; not understanding what is happening 5. wolf, sheep's; in disguise 6. crocodile; crying very hard 7. bats; crazy 8. sow's; you can't make something out of nothing 9. snake; sneaky person 10. birds; people spend time with people like themselves

Page 13: 1. future 2. present 3. past 4. past 5. present 6. present 7. past 8. future 9. past 10. past

Pages 14–33: Answers will vary.

Page 34: unkind, unlike, unlikely, unlikable, discourage, discouragement, display, displayable, dislike, dislikable, preview, review, reviewer, joyous, joyously, enjoy, enjoyable, enjoyment, encourage, encouragement, courageous, courageously, viewer, viewable, playable, player, kindness, kinder, kindly, likely, likable, likeness

Page 35: (order of words will vary) telephone, telepathy, telescope, photography, symphony, sympathy, astrology, microphone, microscope, biology, biography

Page 36: delightful, disappearance, encouragement, misspelled, remarkable, unlikely

Page 37: 1. f 2. d 3. a 4. e 5. h 6. b 7. c 8. g

Page 38: taps: pats, past, spat, saps acre: care, race

pools: loops spool, sloop tales: least, stale, steal

shape: heaps, phase snap: span, naps, pans plate: pleat, petal times: items, mites, emits, smite

Page 39: Answers will vary.

Page 40: Answers will vary.

Page 41: lion, bear, cow, owl, wolf, frog

Page 42: sensible, reasonable, foolish; popular, favorite, unwanted; enormous, massive, little; rich, wealthy, needy; good-looking, attractive, ugly; primitive, early, modern

Page 43: beg-in-to-day-light-house-work-book-end-less-on-line-up-hill-side-walk

Page 44: 2. bite off more than you can chew 3. turn over a new leaf 4. that's the way the cookie crumbles

Page 45: 2. monkey see, monkey do 3. time flies when you are having fun 4. birds of a feather flock together

Page 46: 2. don't make a mountain out of a molehill 3. people who live in glass houses should not throw stones 4. the grass is always greener on the other side of the fence

Page 47: 2. "Yankee Doodle" 3. "The Star-Spangled Banner" 4. "America the Beautiful"

Page 49: 1. D 2. H 3. K 4. O 5. S 6. Y 7. C 8. E 9. N His car NEEDED SHOCKS!

Page 51: 1. A 2. E 3. M 4. P 5. S 6. Y 7. B 8. E A MAYBEE

Page 53: 1. B 2. E 3. I 4. M 5. T 6. Y 7. A 8. G A MEGA-BITE

Page 55: 1. D 2. H 3. J 4. N 5. R 6. U 7. A 8. E Catch them RED-HANDED!

Page 57: 1. B 2. E 3. G 4. N 5. P 6. T 7. U 8. Z In a PUP TENT!

Page 59: 1. E 2. F 3. L 4. N 5. S 6. V 7. A The FANS ALL LEAVE

Page 61: 1. B 2. E 3. I 4. P 5. T 6. W 7. Y 8. D 9. F WEBBED FEET

Page 63: Possible answers: **The Revolutionary War:** 1. began in 1775 2. colonies fighting for independence from England 3. army led by George Washington **How and Why Deborah Became a Soldier:** 1. disguised herself as a man 2. dreamed of adventures 3. called herself Robert Shurtliff **Deborah's Experiences in the War:** 1. marched 2. went without food 3. got shot **Words That Describe Deborah:** 1. brave 2. adventurous 3. clever

Pages 64–79: Answers will vary.