

PART 2

Using Commas

A comma is a very little thing, but we use it many times. We see it in books when we read. We use commas when we write.

Look at the comma on the line. 



1. Circle the commas.



Write a comma on the line.



Yes, you may
have an ice
cream cone.



No, you may
not have an ice
cream cone.



2. Put commas in the sentences.

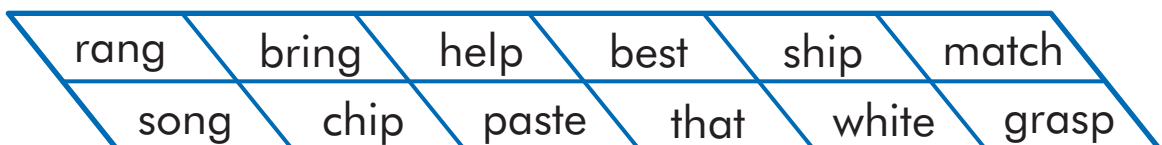
Yes you may go to town with me.

No you may not have more candy.

Yes I did all my work neatly.

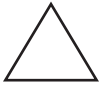


3. Color the words with consonant digraphs.





4. Read the words three times.



I can read _____ words in 1/2 minute.

| | | | | | | |
|------|-------|-------|-------|-------|-------|------|
| lisp | grasp | yelp | must | slept | hunt | honk |
| wisp | clasp | whelp | paste | swept | plant | hang |
| gasp | gulp | pulp | taste | went | sink | ding |
| rasp | help | past | kept | mint | tank | dong |

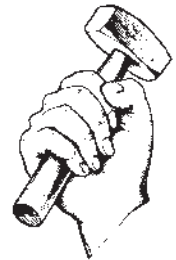


help

lp sp

gasp__lisp gulp
 yelp__grasp_ wisp

grasp



Consonant blends are two or more consonants together that make two or more sounds.



5. Circle the consonant blends.

| | | | | |
|------|------|------|------|------|
| rasp | help | kept | lisp | yelp |
| gulp | wisp | pulp | gasp | hunt |



6. Color the words the same as their contraction.

| | | | |
|----------|------------|----------|-------|
| we would | they would | will not | |
| we had | they had | let us | |
| we'd | won't | they'd | let's |

Lesson 4



7. Circle the letters that say *ú*.

book put would wolf cook should
stood could shook full bush putting



8. Underline the letters that say *ó*.

dog Paul walk tall saw caught



9. Match the words to the sounds.

| | | | | | | | | |
|--------|-----------|--------|------|----------|------|-----|-----------|------|
| loved | əd | listed | cry | ē | baby | few | yü | true |
| tipped | t | played | yes | ī | you | bus | ə | use |
| petted | d | kicked | lady | y | try | new | ü | come |



10. Circle the word to show how it sounds.

| | | | | | |
|-------|-------------|-------------|-------|-------------|--------------------|
| scale | skāl | skǎl | thine | thīn | <u>th</u>īn |
| choke | chōk | chǒk | slack | slāk | slǎk |



11. Turn to page 45.

Write the numbers 1-6 in two columns.

Write the words from Box 4 on the lines.

Spelling

help

jump

next

just

think



12. Write a spelling word that rhymes with...

must

blink



13. Add a suffix to these root words to make new words.

ing ed er

jump

help



14. Write a sentence with the word *next*.



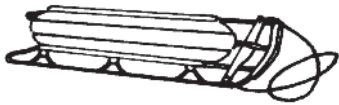
15. Today you may finish your Creative Writing.



You can



bush

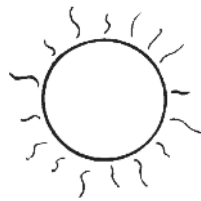


sled

You can name it

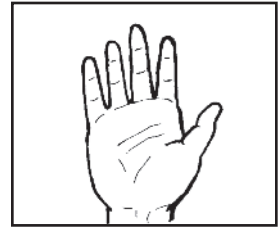


coat



sun

You can



squirrel



1. Circle the pictures that name.



rabbit



hat



flower



kick



girl



run



2. Circle the word to show how to say it.

use

yüz

üz

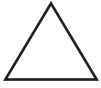
suit

syüt

süt



3. Read the words three times.



I can read _____ words in 1/2 minute.

| | | | | | | |
|------|-------|-------|-------|-------|-------|-------|
| text | cramp | clamp | wisp | help | fast | wept |
| next | lump | stamp | cost | yelp | past | slept |
| lamp | jump | bump | grasp | gulp | quest | hunt |
| limp | tramp | hump | lost | whelp | test | print |



Consonant Blends



lamp

mp **xt**

| | |
|---------------|--------------|
| l <u>amp</u> | du <u>mp</u> |
| tra <u>mp</u> | ju <u>mp</u> |
| te <u>xt</u> | ne <u>xt</u> |



text-book



4. Circle *three* consonant blends in each column.

| | | | | |
|-------|-------|-------|-------|-------|
| lamp | clasp | text | limp | next |
| crest | dump | clamp | swept | crank |



5. Color the consonant blends blue.

Color the consonant digraphs yellow.

(sh) (pt) (nk) (nt) (ch) (st) (lp)

Lesson 5



6. Underline the right words.

I and Katy, Katy and I saw a rainbow.

The hen laid **an, a** egg.

A, An leaf fell from the tree.

I **is, am** cleaning the porch.

He **is, were** in the classroom.



7. Circle two compound words in number 6.

Write them on the lines below.

Put a line between the two little words.

| | |
|-------|-------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |



8. How should you take care of books?

| |
|-------|
| _____ |
| ----- |
| _____ |
| ----- |
| _____ |



9. Circle the word to show how it sounds.

chop

chōp

chǒp

prune

prün

pryün

sheep

shēp

shěp

gray

grā

grǎ

tie

tī

tǐ

mule

mül

myül



10. Turn to page 46.

Write the numbers 1-6 in two columns.

Write the words from Box 5 on the lines.

Spelling

help jump next just think



11. Write the root word.

Circle the suffix.

thinking _____

justly _____

helper _____

jumped _____



12. Draw lines to show how many syllables.

| | | | | | |
|--------|----------|----------|----------|----------|--------|
| next | 1 | helpless | thinking | 1 | just |
| justly | 2 | jump | help | 2 | jumper |
| jumps | 2 | helper | helped | 2 | think |