

"The Lost Kitten"

Understand It!

Sara loved kittens. She loved them almost as much as she loved her mom and dad. But there was a problem. Sara could not have her own kitten. Her mom was **allergic** to kittens. Every time her mom was near a kitten she started to sneeze. Her cheeks turned bright red and her eyes got **puffy**. Sara was sad about not being able to have a kitten. But she understood. One day Sara and her mom went to the store. When they got out of the car a kitten came **darting** up to Sara. The kitten purred and purred at Sara. Sara looked at her mom, wanting to ask if they could keep the kitten. Sara's mom told her to **scoop** up the kitten. They would make sure to find it a good home. The next day Sara's **neighbors** decided to keep the kitten. Now Sara can see it any time she wants. It's just like having her own kitten.

Answer the following questions after reading:

- The main idea was...
 - going to the store
 - sneezing
 - getting Sara a kitten
 - puffy eyes
- I predict Sara's mom would be ____ if the kitten lived with them.
 - allergic
 - happy
 - excited
 - healthy
- Why didn't Sara ask to keep the kitten?
 - she was scared of cats
 - she didn't like cats
 - she thinks cats are mean
 - she knew her mom was allergic
- Which word below best describes Sara's mom?
 - selfish
 - loving
 - mean
 - frustrated

Word Work Color the words in the passage that match each category below:



Contractions (1)



Plurals (5)



Adjectives (9)



Proper Nouns (10)

Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- allergic** sneezing, runny nose, itchy
- puffy** fat, plump
- darting** move quickly
- scoop** pick up
- neighbors** people who live close

"Time to RECYCLE"

Understand It!

Answer the following questions after reading:

Jake and his friends were playing football at recess. Jake's friend Sam threw the football so far Jake had to run as fast as he could to catch it. Jake made the catch! As he caught the ball he felt something hard under his foot. Jake looked down and saw a dozen different crushed soda cans in the grass. He looked some more. He saw plastic bags, papers, and some glass jars too. Jake wondered how all that trash got there. It didn't make sense. Who would throw their trash on the side of the school playground? It made Jake mad. It made Jake want to do something. So, he called all his friends over and they created a plan. The boys agreed to clean up the trash at recess the next day. They also decided to make recycling posters and put them around the school. Their goal was to never see trash on their playground again!

- The main idea was...
 - football
 - recycling
 - recess
 - making posters
- I predict the narrator would be ___ if he saw more trash in a week.
 - happy
 - excited
 - patient
 - sad
- What was Jake upset about the most?
 - That people threw their trash on the playground
 - Missing the catch
 - Having to pick up trash
 - Making posters
- What trait best describes Jake?
 - careless
 - funny
 - selfish
 - caring

WORD WORK Color the words in the passage that match each category below:



Contractions (1)



Plurals (8)



Adjectives (10)



Proper Nouns (9)

VOCABULARY Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- dozen twelve
- crushed smashed down/flat
- created made
- decided solve, determine, settle
- goal something you work toward

"A Visit to the Fire Station"





Last week our class took a field trip to the fire station. Our teacher, Mrs. Smith, told us we would learn a lot about fire safety. My friends and I thought it was silly. We didn't think we would learn anything new. But we were wrong! We all knew to call 911 if we saw a fire or smoke. But no one in our class ever thought about making a plan at home in case of a fire. None of our families talked about where we would meet if there was a fire. And we never practiced a fire drill at home! We all got to try on the big, bulky, heavy fire jackets. We learned never to hide during a fire, but to find the safest escape. Mrs. Smith was right when she told us to take this field trip serious. We did have a lot more to learn about fire safety. My friends and I all promised to go home and make a fire safety plan with our parents.

Understand It!

Answer the following questions after reading:

- The main idea was...
 - class field trips
 - fire jackets
 - fire safety
 - calling 911
- I predict the narrator will go home and _____.
 - forget what he learned
 - make a fire safety plan
 - think the trip was boring
 - forget to make a plan
- What does the narrator first think of the trip?
 - it will be boring
 - it will be amazing
 - it will be scary
 - it will be long
- What trait best describes the narrator?
 - funny
 - scared
 - angry
 - smart

WORD WORK Color the words in the passage that match each category below:

	Contractions (1)
	Plurals (5)
	Adjectives (11)
	Proper Nouns (4)

VOCABULARY Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- | | | |
|---|------------------|---|
| 1 | safety | avoiding danger
staying away from danger |
| 2 | practiced | to do over and over
to get good at something |
| 3 | drill | activity that needs
to be practiced |
| 4 | bulky | thick / large in size |
| 5 | serious | very important
matters a lot |

"Saving Money is Hard!"

Understand It!

Answer the following questions after reading:

Since as long as he can remember Jamal has wanted his very own skateboard. He was tired of **borrowing** from his friends. Jamal's mom told him she **couldn't** afford a skateboard. She said he should save his money and buy his own. Jamal had been trying to save his money for a long time. But saving money was so **hard**! Every time Jamal went to a store he was **tempted** to buy candy, gum and toys. Jamal knew he could **afford** these things. But if he bought them, he would have no money saved for a skateboard. Jamal **whined** a lot about wanting something in every store. He felt **sad** about not getting things. He knew if he **sacrificed** the small things he would soon have enough for the skateboard. Finally, the day came when Jamal could buy his board. All that saving was **worth** it. He **couldn't** wait to show off his new board!

- The main idea was...
 - buying candy
 - saving for a skateboard
 - buying toys
 - saving for a bike
- I know Jamal is frustrated because...
 - he was whining
 - he liked waiting
 - he wasn't tempted
 - he liked saving
- What was Jamal upset about the most?
 - buying toys
 - borrowing skateboards
 - buying a skateboard
 - having to wait
- What trait best describes Jamal in this story?
 - frustrated
 - patient
 - boring
 - funny

Word Work Color the words in the passage that match each category below:



Contractions (2)



Plurals (5)



Adjectives (10)



Proper Nouns (7)

Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- borrowing** take something for a short time and then return it
- tempted** really want to do
- afford** able to pay for
- whined** complained/feel sorry for yourself
- sacrificed** give something up

"BUT I NEED THAT!"

Understand It!

Answer the following questions after reading:

It never **fails** that every time Julia's mom takes her anywhere, Julia **begs** for her mom to buy her something. It **doesn't** matter where they are. Julia will find something she wants. She **usually** starts off by asking her mom very nicely when she **spots** something she wants. Julia's mom almost always says, 'not today dear.' That's when Julia starts whining. She says, 'but mom...I NEED that!' It **doesn't** matter if it's a piece of candy or a new shirt. Julia always thinks she 'needs' everything. Julia's mom told her that she **didn't** 'need' those things, she just wanted them. She told Julia she would make a deal. She would buy all the things Julia 'needed.' Then Julia could do **chores** to save money for the things she 'wanted.' They made a list of chores she could do. Soon Julia was buying things she wanted for herself.

- The main idea was...
 - Julia wants everything
 - going shopping
 - chores
 - buying a new shirt
- How did Julia feel when her mom said no?
 - she handled it fine
 - she said okay
 - she thought she needed everything
 - she didn't care
- How do you think Julia felt at the end of the story?
 - confused
 - excited
 - sad
 - angry
- What trait best describes Julia's mom?
 - mean
 - fair
 - quiet
 - angry

Word Work Color the words in the passage that match each category below:



Contractions (5)



Plurals (6)



Adjectives (2)



Proper Nouns (11)

Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- fails** always happens
- begs** ask someone for something
- usually** happens often
- spots** sees something
- chores** work around the house

"A Surprise in the Park"

Understand It!

Answer the following questions after reading:

Trey, Sam, and Matt were playing hide-and-seek in the park after school. They started counting to 100 as Matt and Sam ran off to hide. Sam was great at finding the best hiding places. It always took Trey and Matt forever to find him. But this time was different. Before Trey could count to 100 he heard Sam shout at the top of his lungs. He was **hollering** for Trey and Matt to hurry over. He didn't even pretend to hide. Trey and Matt looked at each other funny before running over. Sam didn't say anything when they got there. He **simply** pointed at the ground. There was a **fossil** in the dirt. It **appeared** to be a dinosaur foot! The boys rushed the fossil to their teacher the next day. Their teacher **confirmed** it was a dinosaur fossil. The boys went back to hunt for more fossils. But they never found another fossil again.

- The word 'pretend' in the passage means...
 - really do something
 - hide
 - make believe
 - be quiet
- They probably found the fossil because...
 - the dirt washed away
 - it was hard to see
 - it was old
 - they were looking for fossils
- Finding a dinosaur fossil is the same as...
 - any other day
 - going on vacation
 - an unexpected surprise
 - following a routine
- What is the most important event?
 - pointing at the fossil
 - going to school
 - looking for fossils
 - finding the fossil

WORD WORK Color the words in the passage that match each category below:



Words with suffixes
(13)



Words with 2 vowels together
(23)



Words that end with a vowel
(36)



Conjunctions
(7)

VOCABULARY Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 hollering yelling loudly

2 simply plainly

3 fossil remains of an animal or plant

4 appeared seems to be

5 confirmed made certain

"Career Week"

Understand It!

Answer the following questions after reading:

It's **career** week at school. All week adults from our **community** have come to visit our class and tell us what they do for a living. There was a banker, a firefighter, a police officer, and a dentist. My favorite was the banker because I loved learning about the **vault** and where all that money goes in the bank! Today was the last day of career day and everyone got to dress up as something they wanted to be when they grow up. I **struggled** with what to dress up as. At first I thought a librarian because I love to read. Then I thought a taxi driver would be fun because I could meet new people every day. I finally decided to dress up as a veterinarian because I love animals so much. I asked my teacher if I could bring my dog and she said no way. I chose to bring my stuffed animal dog **instead**. It was a really fun day!

1. The words 'dress up' in the passage means...

- a. wear something special
- b. wear a uniform
- c. wear a dress or suit
- d. wear gym clothes

2. Most kids probably _____ career.

- a. have chosen a
- b. think a lot about a
- c. haven't chosen a
- d. worry about a

3. A Banker's job is...

- a. fighting fires
- b. keeping money safe
- c. organizing books
- d. protecting animals

4. What is the most important idea?

- a. careers don't matter
- b. you must pick a career
- c. taxi drivers are the best
- d. there are many types of careers

Word Work Color the words in the passage that match each category below:



Words with suffixes (17)



Words with 2 vowels together (26)



Words that end with a vowel (53)



Conjunctions (5)

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- 1 **career** a job
- 2 **community** people who live around the same place
- 3 **vault** a structure where valuable items are kept
- 4 **struggled** hard to decide
- 5 **instead** substitute or replace

"The Family Garden"

Understand It!

Answer the following questions after reading:

Greyson and Sophie **pleaded** with their parents to let them start a garden. They have asked for years, but their parents always said it would be too much work. Greyson and Sophie **promised** they would do all the work. They were shocked when this spring their parents finally said yes. Greyson and Sophie got right to work. They did some **research** about what type of dirt to use. They learned how to get the **soil** just right before planting. They worked all weekend getting the ground ready. Soon they were able to plant tomato, peas, corn, cucumber, and peppers. Sophie watered and picked weeds in the mornings. Greyson did the same at night. When summer was ending it was time to **harvest** their garden. Picking the vegetables was their favorite part. They promised to make next year's garden even bigger!

- The word 'shocked' in the passage means...
 - sad
 - lazy
 - relaxed
 - surprised
- What is one other thing needed to grow a garden?
 - wood
 - grass
 - the sun
 - ants
- Growing a garden is most like...
 - taking care of a pet
 - watching TV
 - playing video games
 - riding a bike
- What is the most important event?
 - planting corn
 - working every day
 - watching the dirt
 - asking for help

Word Work Color the words in the passage that match each category below:



Words with suffixes
(16)



Words with 2 vowels together
(25)



Words that end with a vowel
(33)



Conjunctions (5)

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- pleaded beg for something
- promised guarantee/assure
- research get information about a topic
- soil dirt from the Earth
- harvest gathering of crops

"The Monday Blues"

Understand It!

Answer the following questions after reading:

No matter how hard she tried, Amanda just never had a good Monday. For **starters**, she could not fall asleep on Sunday nights. She would lay awake just thinking about how early she had to wake up. When she finally did **doze** off to sleep, she always seemed to have bad dreams. Amanda's mom had to drag her out of bed on Monday mornings. Sometimes she even **splashed** water in her face to wake her up! And it never failed that Amanda would forget something. Some days it was her lunch. Other Mondays it was her homework. She almost always got in trouble and missed recess too. It was like Mondays had this **magical** spell of always being awful. By the time Amanda finished her supper she was always so **exhausted**. She would fall into bed and go right to sleep. She couldn't wait to get every Monday over with.

- The word 'drag' in the passage means...
 - to sit down
 - to pull
 - to lay down
 - to walk
- Which of the following statements is true?
 - Amanda loved Mondays
 - her dad dragged her out of bed
 - she got in trouble
 - She never missed recess
- Amanda felt _____ about Mondays.
 - horrible
 - happy
 - excited
 - relaxed
- What did not happen to Amanda on Mondays?
 - She got in trouble
 - She forgot things
 - She woke up happy
 - She woke up tired

Word Work Color the words in the passage that match each category below:



Words with suffixes (8)



Words with 2 vowels together (19)



Words that end with a vowel (38)



Conjunctions (2)

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- starters** first of all
- doze** fall asleep
- splashed** to wet with water
- magical** enchanting
- exhausted** very tired

"OUR FAMILY IS ADOPTING"

Understand It!

Hi! My name is Andrew. I am ten years old. I live with my mom, dad, older sister Claire, and younger brother Ben. Just last month my parents sat all the kids down on the couch for a big surprise. They had giant **grins** on their faces as they **announced** the big news. We were **adopting** a little boy named Jonah from Africa! All at once, the whole family started **cheering**. We were so excited to meet our new brother. Mom and dad showed us his picture. He is 6 years old and has been waiting his whole life for a family. I feel so lucky to be his big brother. Mom and dad tell us soon we will all go to Africa to meet Jonah. We will have to go to court and live in Africa a few months before we can all bring Jonah home for good. I am so happy my parents decided to adopt Jonah because it means he gets to be in our family **forever!**

Answer the following questions after reading:

- The word 'decided' in the passage means...
 - ignored
 - chose
 - said goodbye
 - said no
- What word best describes this family?
 - fearful
 - selfish
 - loving
 - upset
- This family probably believes that adoption is:
 - a special gift
 - not a good idea
 - a scary thing
 - not something to do
- The most important event is:
 - Andrew is 10
 - Andrew has a big sister
 - Andrew lives with his mom and dad
 - finding out about Jonah

Word Work Color the words in the passage that match each category below:



Words with suffixes (10)



Words with 2 vowels together (19)



Words that end with a vowel (55)



Conjunctions (4)

Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- grins** smiles
- announced** to say out loud
- adopting** to bring in a new family member you're not related to
- cheering** to shout encouragement
- forever** unending

"North America"

Understand It!

Answer the following questions after reading:

North America is one of seven continents in the world. Did you know there are over 20 different countries in North America? The three biggest countries in North America are The United States, Canada, and Mexico. Greenland is the world's largest island and it is part of North America too! Countless rivers flow through different parts of North America. The biggest rivers most people know about are the Mississippi River, Colorado River, Ohio River, and Hudson River. Almost all of these rivers help divide states. All of them provide important ways for supplies to move from one place to the next. Way back before airplanes or even trains, people relied on moving things they needed up and down these mighty rivers. It's important to learn about the world. North America is just one continent we can learn about.

- Which is an example of descriptive language?
 - move from one place
 - the biggest rivers are
 - mighty rivers
 - help divide states
- The biggest fact from the text is...
 - There are rivers
 - There are countries
 - rivers divide states
 - North America is one of seven continents
- One small fact from the text is...
 - Greenland is an island
 - rivers aren't needed
 - there are few rivers
 - there are 3 countries in North America
- How are rivers helpful?
 - they carry diseases
 - they dry out
 - they flood
 - they divide land

Word Work Color the words in the passage that match each category below:



Descriptive language (7)



Pronouns (6)



Words with 3 or more syllables (18)



Action verbs (11)

Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- continents** large land masses on Earth
- island** land surrounded by water on all sides
- countless** too many to count
- flow** move smoothly
- relied** counted on/ need

"HOW TO READ A MAP"

Understand It!

Answer the following questions after reading:

Maps are drawn from an **overhead** view of an area. Imagine being in a helicopter and looking down. That is what it's like when you look at a map. Most maps have special **features** that they show. For example, some maps show mountains, rivers, and forests. Maps have pictures of different **objects** to explain what is on the map. Somewhere along the side is a **key**. It is a box explaining what each picture on the map means. People who read maps study the key to know what the map is trying to show. A map also has a **compass**. A compass has two lines that look like a plus sign. On the end of each line is a letter. Each letter shows a direction. A compass shows North, South, East, and West. To read a map, look for the key and compass so you can easily understand what the map is trying to say.

- Which is an example of descriptive language?
 - shows a direction
 - along the side
 - maps are drawn
 - looks like a plus sign
- The biggest fact from the text is...
 - Maps have an overhead view
 - The key is a box
 - some maps show rivers
 - some maps show trees
- One small fact from the text is...
 - maps have a compass
 - some maps show rivers
 - maps have a key
 - maps show an overhead view
- What can maps tell you?
 - how an area sounds
 - how an area feels
 - how an area looks
 - how an area smells

WORD WORK Color the words in the passage that match each category below:



Descriptive language
(3)



Pronouns (4)



Words with 3 or more syllables (10)



Action verbs (2)

VOCABULARY Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- overhead** from above
- features** a special part
- objects** anything you can see
- key** space for important info
- compass** a tool for determining directions

"Our Community Government"

Understand It!

There is a community **government** in big towns, small cities, and out in the country. A government is a group of people who come together to help run the area you live. The leader of the local government is called the mayor. The area you live in is called your **community**. There may be only a few people in your community, or there may be tons of people in your community. The government in your community has three big jobs. The first job is to **protect** the people who live in the community. That's you! The second big job is to **establish** order. That means to keep things in your community working smoothly. And the last big job is to **manage** conflict. That means they help everyone get along. They make sure everyone is following the laws. The mayor and the community government work hard to keep you safe!

Answer the following questions after reading:

- Which is an example of descriptive language?
 - a. small cities
 - b. protect the people
 - c. establish order
 - d. manage conflict
- The biggest fact from the text is...
 - a. There are small towns
 - b. There are big cities
 - c. The leader is called the mayor
 - d. everyone has a government
- One small fact from the text is...
 - a. a government has 4 big jobs
 - b. we live in communities
 - c. there are no mayors
 - d. not everyone has a government
- What is one thing a government does not do?
 - a. establish order
 - b. manage conflict
 - c. manage local stores
 - d. protect the people

Word Work Color the words in the passage that match each category below:



red

Descriptive language

(9)



blue

Pronouns

(12)



green

Words with 3 or more syllables

(20)



orange

Action verbs

(20)

Vocabulary

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1 government

People who work together to run a large group of people

2 community

people who live in the same area

3 protect

Keep safe

4 establish

put something into place

5 manage

Control

"The Three Levels of Government"

Understand It!

Answer the following questions after reading:

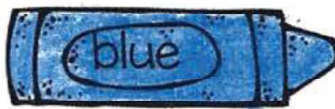
There are three **levels** of government in the United States. Each level has its own jobs and leaders. The first level is the **local** government. The leader of the local level is called the mayor. One of the main jobs of the government at this level is to protect and serve the local community. That means the people who live very close to you. The second level of government is the state level. The leader of this level is called the governor. There are many **members** of this government. One big job they have is to take care of all the public schools in the state. The last level of government is the federal level. The leader of this level is the president. One of the **major** jobs of the government at this level is to **protect** our country. They manage all the United States military who fight for our freedom every day.

- Which word from the text is an adjective?
 - leaders
 - government
 - members
 - second
- The biggest fact about government is...
 - There are 3 levels
 - local is most important
 - local manages schools
 - state controls military
- One small fact from the text is...
 - they all have the same jobs
 - state level has a mayor
 - the local leader is the mayor
 - not every level has a leader
- What does the state level control?
 - the public schools
 - the local community
 - the military
 - protecting our country

Word Work Color the words in the passage that match each category below:



Descriptive language (14)



Pronouns (6)



Words with 3 or more syllables (14)



Action verbs (10)

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- levels position or rank
- local a particular area
- members people in a group
- major most important
- protect take care of

"Community Goods and Services" Understand It!

Answer the following questions after reading:

Local communities have many **traits** that make them work well together. A few ways communities work well are by providing **goods** and **services**. For example, the local shoe store **offers** shoes for sale. The people in the community can come and buy the shoes. The shoe store **provides** goods for people in the community to buy. Other stores that provide goods are clothing stores, hardware stores, and grocery stores.

Communities also provide services. These are special skills that people can pay others to do. For example, if someone is sick, they will go to the doctor. The doctor will provide a service by checking to see why the person is sick. Other examples of services are dentists, plumbers, and bankers.

Communities work best together when they are using all the goods and services they have to offer.

- Which word from the text is an adjective?
 - communities
 - grocery
 - doctor
 - store
- The biggest fact from the text is...
 - shoe stores
 - bankers
 - doctors
 - goods and services
- One small fact from the text is...
 - shoes are a service
 - shoes are goods
 - bankers are goods
 - doctors are goods
- Which is an example of a good?
 - candy
 - cleaners
 - cooks
 - taxi drivers

Word Work Color the words in the passage that match each category below:



Descriptive language

(9)



Pronouns

(5)



Words with 3 or more syllables

(17)



Action verbs

(19)

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- traits a quality/characteristic
- goods products people buy
- services water, electricity, gas, etc.
- offers provides
- provides has available

Adjectives

Name: Answer Key Date: _____

Directions: An adjective is a word that describes a noun or a pronoun. Writers use adjectives to add to details to a text. Adjectives are often found right before the word they are describing. There can be more than one adjective in a sentence. Read the passage and answer the questions. Then take the challenge!

Man's Best Friend

Dogs have been called man's best friend for centuries, but today dogs are more than a friend. They are dependable. Dogs are training and certifying to become service dogs and therapy dogs. Service dogs and therapy dogs help humans in unique situations.

Dogs can have jobs just like humans. Their loving personalities make them perfect working companions. Therapy dogs go with their owners into homes, schools, nursing homes and hospitals. These dogs provide love to sick patients and individuals who need extra attention.

While some may think therapy dogs and service dogs are the same, many will argue that they are not. Service dogs include guide dogs. These animals are working for a blind person as their guide. The service dog tends to the blind person and leads him or her safely through daily routines. Service dogs, like therapy dogs, must train and certify before working with an individual.

Dogs have provided lasting relationships with humans in many cultures for a long time, but they are finding more responsibilities in modern days. Dogs continue to be best friends, close companions, and hard workers.



Write About It: In your own words, tell the most important parts of the text. Circle the adjectives in your answer.

Answer should include:

1) Most important parts of story

2) Adjectives circled

Challenge: Use the codes to identify adjectives in the text.



Adjectives in paragraph 1



Adjectives in paragraph 2



Adjectives in paragraph 3

Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes an adjective?
- a. a word that describes a verb
 - b. a word that describes a noun or pronoun
 - c. a word that describes the setting
 - d. the first word in a sentence
- 1b. What evidence from the text includes an adjective that matches the description in 1a?
- a. "...dogs go with their owners..."
 - b. "Dogs can have jobs just like humans."
 - c. "Service dogs include guide dogs."
 - d. "Dogs have provided..."
- 2a. How many adjectives are in paragraph 4?
- a. 6
 - b. 7
 - c. 8
 - d. 9
- 2b. Which phrase from the text includes an adjective and is part of paragraph 4?
- a. "best friends, close companions, and..."
 - b. "Dogs have provided..."
 - c. "...they are finding..."
 - d. "Dogs continue to be..."
3. Which of the following phrases includes an adjective?
- a. "...must train and certify before working with an individual."
 - b. "...dogs help humans..."
 - c. "...dogs are more than a friend."
 - d. "These animals are working for a blind person..."

Associating Words: Week 1

Name: _____ Date: _____

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

- | | |
|---------------------------|---|
| 1. <u>F</u> typical | A. Damien was supposed to clean his room but he didn't remember. |
| 2. <u>H</u> listened | B. Jonah's mom told him he could go swimming the other day. |
| 3. <u>D</u> complete | C. It was very important that I not forget my jacket for school. |
| 4. <u>A</u> forgot | D. After a lot of work, the school project was finished. |
| 5. <u>G</u> procrastinate | E. Molly used to chew with her mouth open but she doesn't do that anymore. |
| 6. <u>L</u> anxious | F. It was very normal for Max to be late for school. |
| 7. <u>K</u> deadline | G. I waited until the very last minute to tell my teacher I forgot my homework. |
| 8. <u>B</u> permission | H. The whole class paid attention to the directions. |
| 9. <u>J</u> hysterical | I. I stuffed as much as I could into my suitcase. |
| 10. <u>E</u> ceased | J. Joy was so upset about her broken toy she couldn't stop crying. |
| 11. <u>N</u> celebrate | K. Matt knew he had to finish his work by the end of the week because it was due on Friday. |
| 12. <u>M</u> sprinted | L. Grace felt very worried and uneasy about her first trip on a plane. |
| 13. <u>I</u> crammed | M. Cole ran as fast as he could to the ice cream truck. |
| 14. <u>C</u> crucial | |

Vocabulary Assessment: Week 1

Name: _____ Date: _____

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

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

1. Greg would wait until the last minute to clean his room and procrastinate.
2. My mom likes to decorate and celebrate every holiday.
3. It is crucial that I take out the trash or the whole house will stink.
4. Barb asked her mom for permission before walking the dog around the block.
5. It is so typical of my brother to try and make fun of me.
6. It totally slipped my mind and I forgot to feed the fish this morning.
7. Trent felt awesome when he was able to complete the big project.
8. Maggie never listened to her parents and she was always in trouble.
9. Our group knew next Friday was the deadline to finish our work!
10. After lots of guesses I ceased trying to figure out the answer.
11. My sister was hysterical when I accidentally broke her favorite toy.
12. I always get worried and anxious about school on Sunday nights.
13. We only had 3 days of fun so we crammed in as much as we could.
14. When the school bell rang on the last day we sprinted out the front doors.

Vocabulary Assessment: Week 1

Name: _____ Date: _____

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

- | | |
|---------------------------|--|
| 1. <u>I</u> typical | A. A happy time when people get together and enjoy fun times. |
| 2. <u>E</u> listened | B. Very important, it's not a small thing. |
| 3. <u>M</u> complete | C. To run a short distance as fast as you possibly can. |
| 4. <u>N</u> forgot | D. To stuff a bunch of things or people into something. |
| 5. <u>F</u> procrastinate | E. To hear and pay attention to. |
| 6. <u>L</u> anxious | F. To put off doing or saying something until the very last minute. |
| 7. <u>J</u> deadline | G. To have the right to do something, someone said you could. |
| 8. <u>G</u> permission | H. To be so upset that you are crying and have no idea what to do. |
| 9. <u>H</u> hysterical | I. A common happening, very normal. |
| 10. <u>K</u> ceased | J. The time when a project needs to be completed by. |
| 11. <u>A</u> celebrate | K. To stop, not happening anymore. |
| 12. <u>C</u> sprinted | L. To be worried or feel uneasy when you are not sure what is happening. |
| 13. <u>D</u> crammed | M. To finish, to have all done. |
| 14. <u>B</u> crucial | N. To not remember, it may slip your mind. |

Associating Words: Week 2

Name: _____ Date: _____

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

- | | |
|--------------------------|---|
| 1. <u>I</u> tap | A. My friend and I wore almost the exact same outfit to school. |
| 2. <u>J</u> stranger | B. Keith's face turned red when he danced in front of his class. |
| 3. <u>F</u> stared | C. It was amazing how Jessica could kick her legs over her head. |
| 4. <u>A</u> similar | D. My mom gave us vitamins because she did not want us to catch a bad cold that was going around. |
| 5. <u>K</u> repeated | E. I had a very clear vision in my mind of how the play would end. |
| 6. <u>B</u> embarrassed | F. Seth stood and looked at the picture on the wall for a very long time. |
| 7. <u>L</u> assume | G. I imagined the park had a slide that was 100 feet tall. |
| 8. <u>G</u> fantasize | H. My mom demanded that I wash the dishes right away. |
| 9. <u>E</u> pictured | I. Derrick kept patting my shoulder over and over again. |
| 10. <u>D</u> contagious | J. I see so many people I don't know when I go to the mall. |
| 11. <u>C</u> remarkable | K. Some days my teacher says the same thing so many times. |
| 12. <u>M</u> overheard | L. We all thought the new girl was mean, but it wasn't true. |
| 13. <u>N</u> whispered | M. I listened to my parents talking in the kitchen. |
| 14. <u>H</u> immediately | N. The girls were talking in soft voices so no one could hear. |

Vocabulary Assessment: Week 2

Name: _____ Date: _____

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

tap	embarrassed	stared	repeated	fantasize	contagious	overheard
stranger	immediately	similar	assume	pictured	remarkable	whispered

1. It was so impressive to see the birds dive down in a remarkable pattern .
2. The girls' hairstyle was so similar not many people could tell them apart.
3. I overheard my parents talking about some surprise plans for winter break.
4. My dad said he already repeated the directions five times and I should listen.
5. Tony whispered his question to the teacher in the quiet library.
6. Philip was so embarrassed when he walked right into the stop sign.
7. My mom shouted, "get in here immediately , it's time for supper right now!"
8. Just because I am tiny do not assume that I am not strong.
9. Max made funny sounds and the teacher had to tap him on the shoulder!
10. Every night I fantasize about eating the biggest, best tasting desserts.
11. I didn't talk to the lady at the bank because she was a stranger .
12. I pictured the new house way different in my mind than it actually was.
13. Jimmy stared at his dinner for a very long time before he took a bite.
14. I had to stay home from school because my cold was contagious .

Vocabulary Assessment: Week 2

Name: _____ Date: _____

Directions: Think carefully about your vocabulary words. Write the correct letter from each definition next to the word it describes.

- | | |
|--------------------------|--|
| 1. <u>K</u> tap | A. To do or say the same thing over and over again. |
| 2. <u>N</u> stranger | B. To hear others talking in a conversation that you are not involved in. |
| 3. <u>M</u> stared | C. To be done right away without waiting any longer at all. |
| 4. <u>L</u> similar | D. Feeling shy or uncomfortable about something you did or said. |
| 5. <u>A</u> repeated | E. To imagine something in your head, it's made up and not real. |
| 6. <u>D</u> embarrassed | F. To get a very clear vision in your mind, to see it. |
| 7. <u>H</u> assume | G. Something that catches on, it's just natural for others to do the same thing. |
| 8. <u>E</u> fantasize | H. To think that something is true without having much information at all. |
| 9. <u>F</u> pictured | I. Very amazing, it is impressive. |
| 10. <u>G</u> contagious | J. To talk in a soft, low voice, not loud. |
| 11. <u>I</u> remarkable | K. To tap gently with your fingers over and over. |
| 12. <u>B</u> overheard | L. 2 or more things that are very much the same. |
| 13. <u>J</u> whispered | M. To look at something or someone for a very long time. |
| 14. <u>C</u> immediately | N. Someone you have never met before. |

Associating Words: Week 3

Name: _____ Date: _____

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

- | | |
|--------------------------|---|
| 1. <u>E</u> break | A. I just know my dad will win the race because he always does. |
| 2. <u>G</u> overwhelmed | B. Even though Matt was asked to clean his room, he just won't do it, no matter what. |
| 3. <u>C</u> perfect | C. I got a 100 on my test, and made no mistakes at all. |
| 4. <u>F</u> focused | D. After lying about losing his homework, Jake finally told the truth that he never finished it at all. |
| 5. <u>B</u> refusing | E. Sammy took some time off after a long day. |
| 6. <u>A</u> expectations | F. Georgia paid close attention to the directions during class and had a clear plan for work time. |
| 7. <u>L</u> trendy | G. My mom was feeling like there was just too much to do and not enough time to get it all done. |
| 8. <u>I</u> talent | H. I was shocked when my brother jumped out in front of me. |
| 9. <u>M</u> lucky | I. Malaya had a gift for drawing, it was so easy for her. |
| 10. <u>D</u> confessed | J. My dad had everything under control on the camping trip. |
| 11. <u>N</u> worrying | K. Tony stormed out of the room because he couldn't take it anymore. |
| 12. <u>J</u> managed | L. Megan always wore outfits that were in fashion. |
| 13. <u>K</u> snapped | M. Rylan was always winning prizes in contests. |
| 14. <u>H</u> startled | N. I always think things are going to go wrong at school. |

Vocabulary Assessment: Week 3

Name: _____ Date: _____

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

perfect	lucky	overwhelmed	trendy	managed	break	refusing
talent	worrying	expectations	snapped	startled	focused	confessed

1. William took a break from practice because he was out of breath.
2. I know that worrying does no good, but I can't help thinking bad will happen.
3. Jill stayed focused on getting the job done so she could go play.
4. I felt really lucky when I was picked first to go on the ride.
5. Max kept refusing to eat his vegetables at dinner last night.
6. There was a ton of kids with acting talent at the summer auditions.
7. My sister finally confessed that she took my favorite shirt and got it dirty.
8. There wasn't a cloud in the sky and it was a perfect day.
9. I was feeling so overwhelmed with the amount of homework I had last night.
10. My dog always seems so startled when the doorbell rings.
11. The expectations were high that our team would take first place.
12. My neighbor snapped when we hit the ball through his window.
13. Anna always had the most trendy outfits and all the girls were jealous.
14. I don't know how my mom managed to be in charge of so many kids.

Vocabulary Assessment: Week 3

Name: _____ Date: _____

Directions: Think carefully about your vocabulary words. Write the correct letter from each definition next to the word it describes.

- | | |
|--------------------------|--|
| 1. <u>N</u> break | A. Everything is just right, and as good as it can possibly be. |
| 2. <u>E</u> overwhelmed | B. Something you are very good at without having to try too hard. |
| 3. <u>A</u> perfect | C. To have good things happen, to be fortunate. |
| 4. <u>M</u> focused | D. Thinking things are going to go wrong, to be scared something bad might happen. |
| 5. <u>L</u> refusing | E. Feeling like there are just too many things to do and it's too hard to get it all done. |
| 6. <u>F</u> expectations | F. Believing that someone will achieve something great. |
| 7. <u>G</u> trendy | G. To be popular and in style with fashion. |
| 8. <u>B</u> talent | H. To have everything under control and be in charge. |
| 9. <u>C</u> lucky | I. To lose it, get out of control from normal. |
| 10. <u>K</u> confessed | J. To be surprised or shocked suddenly. |
| 11. <u>D</u> worrying | K. To tell the truth about something you have kept a secret for a bit. |
| 12. <u>H</u> managed | L. Not willing to do something, to fail to do something. |
| 13. <u>I</u> snapped | M. To pay careful attention to and have a clear plan. |
| 14. <u>J</u> startled | N. To have time off to not do anything and just relax. |