

Name \_\_\_\_\_

The word **at** has a short **a** sound.

Add **e** to the end to make **ate**.

The **a\_e** spelling makes the long **a** sound in **ate**.

**A. Read the words in the box. Listen for the long a sound. Write the word that names each picture.**

gate

tape

snake

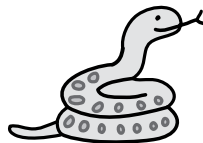
grape

1.

\_\_\_\_\_

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\_\_\_\_\_

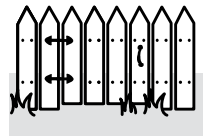


2.

\_\_\_\_\_

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\_\_\_\_\_



3.

\_\_\_\_\_

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\_\_\_\_\_

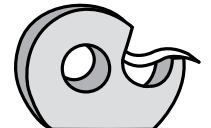


4.

\_\_\_\_\_

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\_\_\_\_\_



**B. Write your own sentence using a word from the box.**

5.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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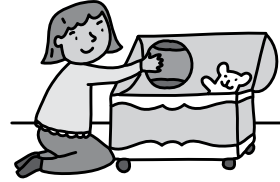
\_\_\_\_\_

Name \_\_\_\_\_

Match each sentence to the picture.

1. I can not go out **today**.

a.



2. He can have **some** grapes.

b.



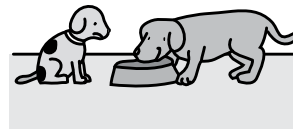
3. This is the **way** to camp.

c.



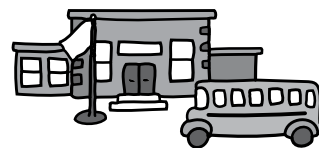
4. I see the school **now**.

d.



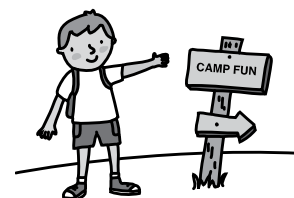
5. **Why** is the pup sad?

e.



6. I can put this **away**.

f.

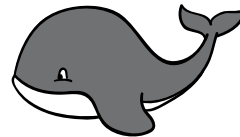


Name \_\_\_\_\_

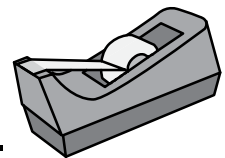
**Use the words in the box to complete the sentences.**

late      shape      lake      chase      whale      tape

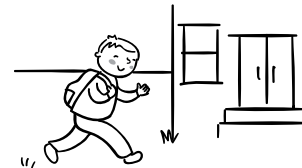
1. A \_\_\_\_\_ can swim.



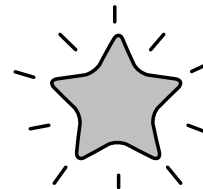
2. Tam can use \_\_\_\_\_ on the box.



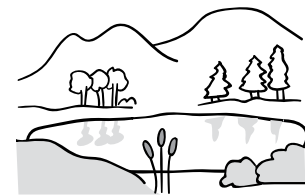
3. Ken is \_\_\_\_\_ for school.



4. What \_\_\_\_\_ is this?



5. I see hills by the \_\_\_\_\_.





6. Jen will \_\_\_\_\_ me.

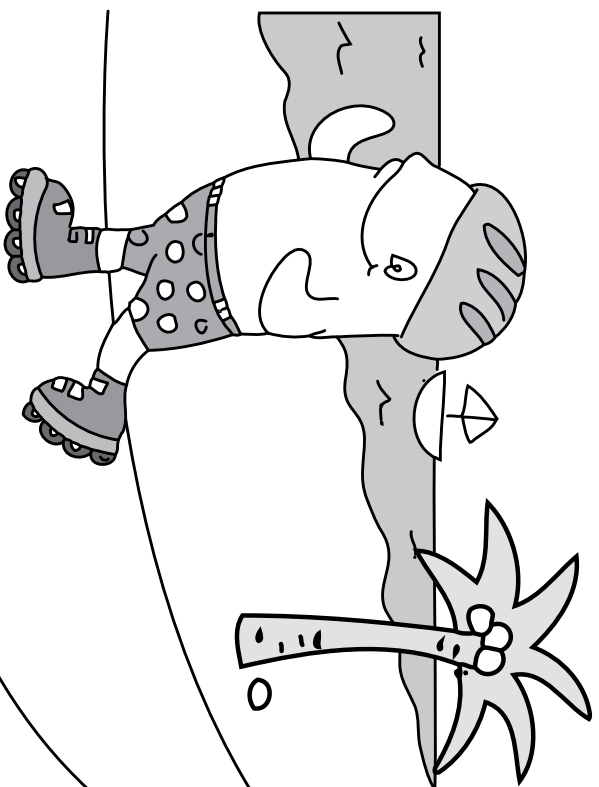


Name \_\_\_\_\_

**Fill in the Sequence Chart. Use words from the story.**

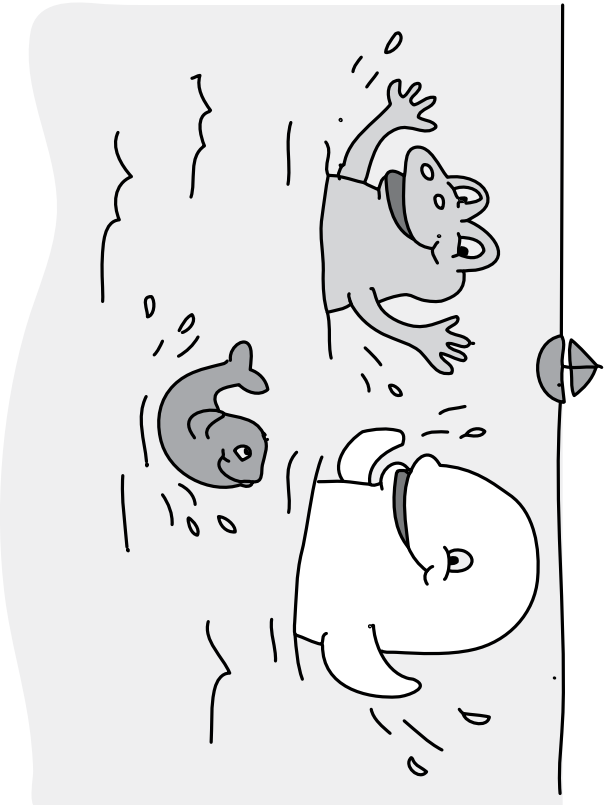
<b>Beginning</b>

<b>Middle</b>

<b>End</b>

# Whale at the Lake



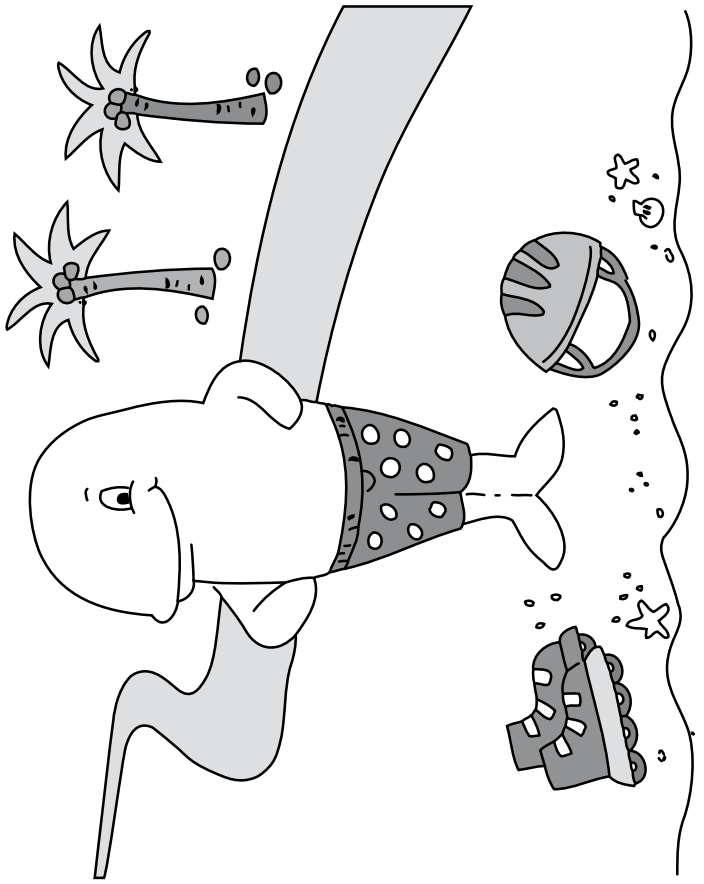
Whale is on skates.  
He is going to the lake.

①



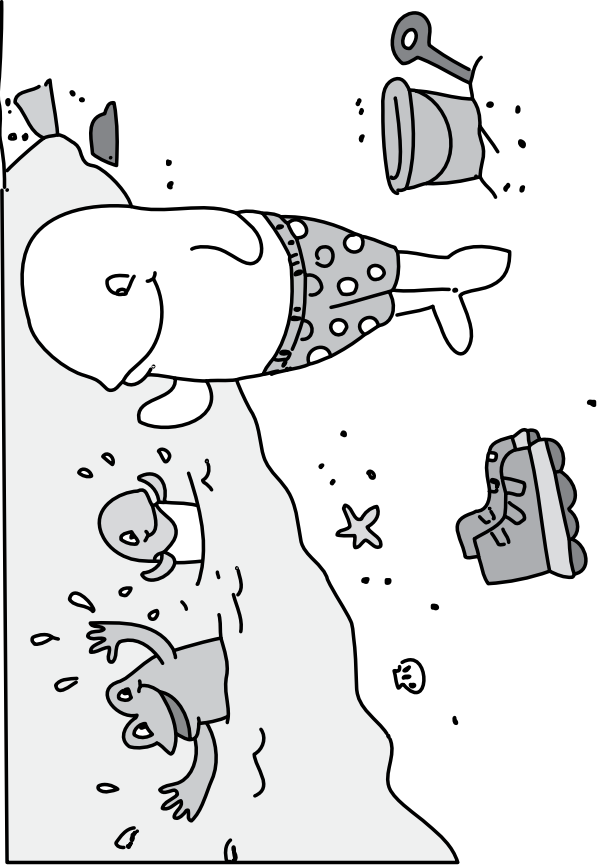
Now, Whale is in.  
The pals have fun!

④



Whale can't see his pals.  
Where did they go?

②



"Here we are!" they yell.  
They wave to Whale and  
tell him to come in.

③

Name \_\_\_\_\_

**A. Reread “Whale at the Lake.”**

Write 1 if the sentence and picture tell what happened at the beginning.

Write 2 if the sentence and picture tell something that happened in the middle.

Write 3 if the sentence and picture tell what happened at the end.

1. Whale plays with his pals.

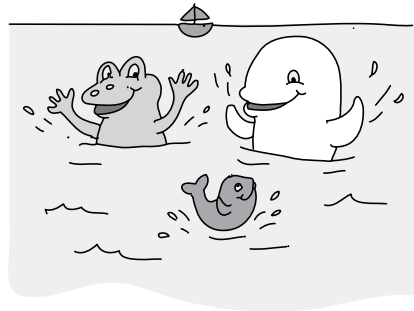
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2. Whale sees his pals.

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3. Whale skates to the lake.

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Name \_\_\_\_\_

A **contraction** is a short form of two words. An **apostrophe** (') takes the place of the missing letters.

**is + not = isn't**

The apostrophe (') in **isn't** stands for the letter o.

### A. Write the contraction for the two words.

1. has + not = \_\_\_\_\_

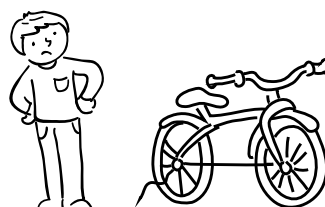
2. are + not = \_\_\_\_\_

3. was + not = \_\_\_\_\_

4. can + not = \_\_\_\_\_

### B. Use a contraction you wrote above to complete the sentence.

5. Nate \_\_\_\_\_ go!





Name \_\_\_\_\_

A word that is in **bold print** is an important word.

**A. Read the sentences. Circle the words in bold print.**

1. A **watch** can help you tell time.



2. This **clock** can ring to get you up.



3. A **calendar** tells you what day it is.

**B. Use the words in bold print to help you answer the question.**

4. What tells you the day?

\_\_\_\_\_

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\_\_\_\_\_

Name \_\_\_\_\_

**Reread “Whale at the Lake.” Think about how the author used characters, setting, and plot. Use words from the story to complete the sentences.**

- \_\_\_\_\_

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1. The main character is \_\_\_\_\_.

\_\_\_\_\_

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2. The setting is a \_\_\_\_\_.

\_\_\_\_\_

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3. In the beginning, Whale \_\_\_\_\_

to the lake.

\_\_\_\_\_

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4. In the middle, Whale can not \_\_\_\_\_

his pals.

\_\_\_\_\_

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5. At the end, the pals have \_\_\_\_\_.

\_\_\_\_\_

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