

Name _____

The letters oo and u can make the middle sound you hear in book.

Circle the word in each row that has the same middle sound you hear in took. Write the word.

1. hook rope nut

2. shake shook stop

3. fun flop full

4. foot tune fudge

5. rush patch push

Name _____

Complete each sentence. Use one of the words in the box.

done soon every after work buy

1. Matt will _____ a hat.



2. Now she is _____!



3. They will go to the park _____ school.

4. He has a lot of _____ to do.



5. There are dots on _____ sock.



6. He will wake the cat _____.



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Name _____

A. Read the words in the box. Listen for the middle sound spelled oo or u. Then write each word next to a word with the same ending sounds.

foot

pull

cook

push

1. bush

2. soot

3. book

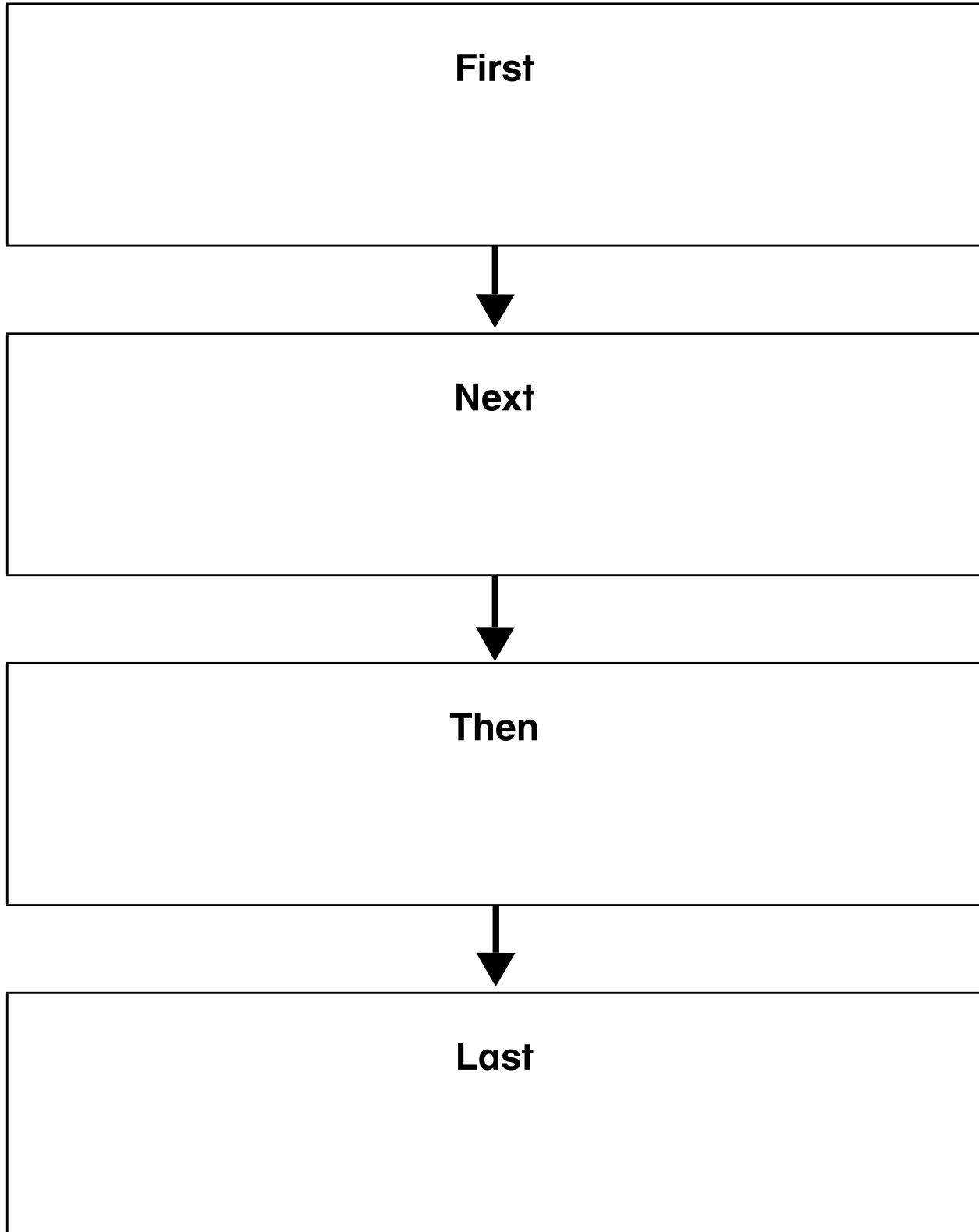
4. full

B. Change the beginning sound in good to write a new word that has the same middle sound. Then write a sentence using good or your new word.

5.

Name _____

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



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The Food We Eat



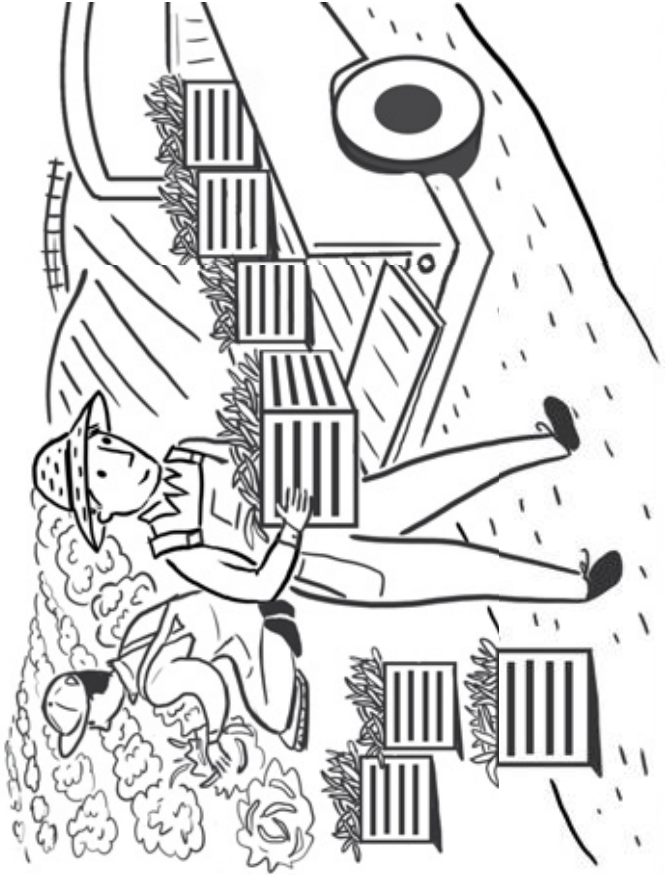
Then we buy beans.
We cook the food.
It tastes good!

④



This is a big farm.
It grows beans and grapes.
Soon they can be picked.

①



People work here. They
pack up the food. Then
trucks take it to shops.

②



After that, we go to a
shop. We buy the grapes.
They look good!

③

Name _____

A. Reread “The Food We Eat.” Think about what happens to the food at each stage. Answer the questions.**1.** What happens to the food first?

2. After packing, what happens to the food then?

3. What happens to the food next?

4. What happens to the food last?

B. Complete the sentence to tell what the family buys.**5.** The family buys

Name _____

When you add **-ed** or **-ing** to the end of a word that ends with a vowel and a consonant, double the last consonant.

drop + ed = drop + **p** + **ed** = dropped

drop + ing = drop + **p** + **ing** = dropping

A. Add -ed to each word. Write the new word.

- | | | | |
|---------|-------|---------|-------|
| | _____ | | _____ |
| | ----- | | ----- |
| 1. tag | _____ | 2. stop | _____ |
| | _____ | | _____ |
| | ----- | | ----- |
| 3. grab | _____ | 4. slam | _____ |

B. Add -ing to each word. Write the new word.

- | | | | |
|---------|-------|---------|-------|
| | _____ | | _____ |
| | ----- | | ----- |
| 5. hug | _____ | 6. plan | _____ |
| | _____ | | _____ |
| | ----- | | ----- |
| 7. drip | _____ | 8. skip | _____ |







C. Write a sentence using a word you wrote above.

- _____
-
9. _____

Name _____

A **chart** provides information in an organized way.

**A. Use the chart to compare different foods.
Answer the questions.**

Food Colors		
Red	Yellow	Green
apple  tomato  _____ - - - - - _____	lemon  banana  _____ - - - - - _____	lime  peas  _____ - - - - - _____

1. Circle the two foods that are green.

lemon peas lime

- - - - -

2. What color is an apple? _____

B. Think of other foods that are red, yellow, or green. Add their names to the chart.

Name _____

Reread “The Food We Eat.” Think about how the author uses sequence. Complete each sentence.



1. First, the farm grows



2. Next, the food is packed and



3. Then, the family



4. Last, the family
