

Name \_\_\_\_\_

The letters o, oa, ow, and oe can make the long o sound.

gocoallowdoe

tow both hoe coat hold toe glow road

Write the words from the box that have the same vowel sound and spelling.

1. cold



_____	_____
_____	_____
_____	_____

2. boat



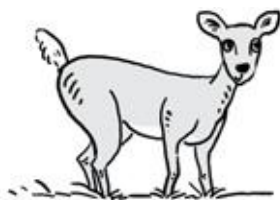
_____	_____
_____	_____
_____	_____

3. crow



_____	_____
_____	_____
_____	_____

4. doe



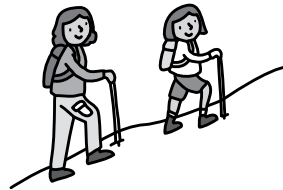
_____	_____
_____	_____
_____	_____

Name \_\_\_\_\_

**Write the word from the box that completes each sentence.**

find      food      more      over      start      warm

\_\_\_\_\_  
-----  
1. We hike \_\_\_\_\_ the hill.



\_\_\_\_\_  
-----  
2. It is \_\_\_\_\_ in the sun.



\_\_\_\_\_  
-----  
3. Give Spot some \_\_\_\_\_.



\_\_\_\_\_  
-----  
4. I will \_\_\_\_\_ my coat.



\_\_\_\_\_  
-----  
5. Jen has \_\_\_\_\_ books.



\_\_\_\_\_  
-----  
6. \_\_\_\_\_ the bus so we can go!



Name \_\_\_\_\_

You can use the words **seek** and **search** to tell about looking for something.

Use **search** to tell about looking for something in a place.

Use **seek** to tell about looking for something you want.

**Circle the word that best completes the sentence.  
Write the word on the line.**

- \_\_\_\_\_
- 
1. Kim has to \_\_\_\_\_ the closet for her coat.

search

seek

- \_\_\_\_\_
- 
2. The crow must \_\_\_\_\_ out food.

search

seek

- \_\_\_\_\_
- 
3. The prince will \_\_\_\_\_ a princess.

search

seek

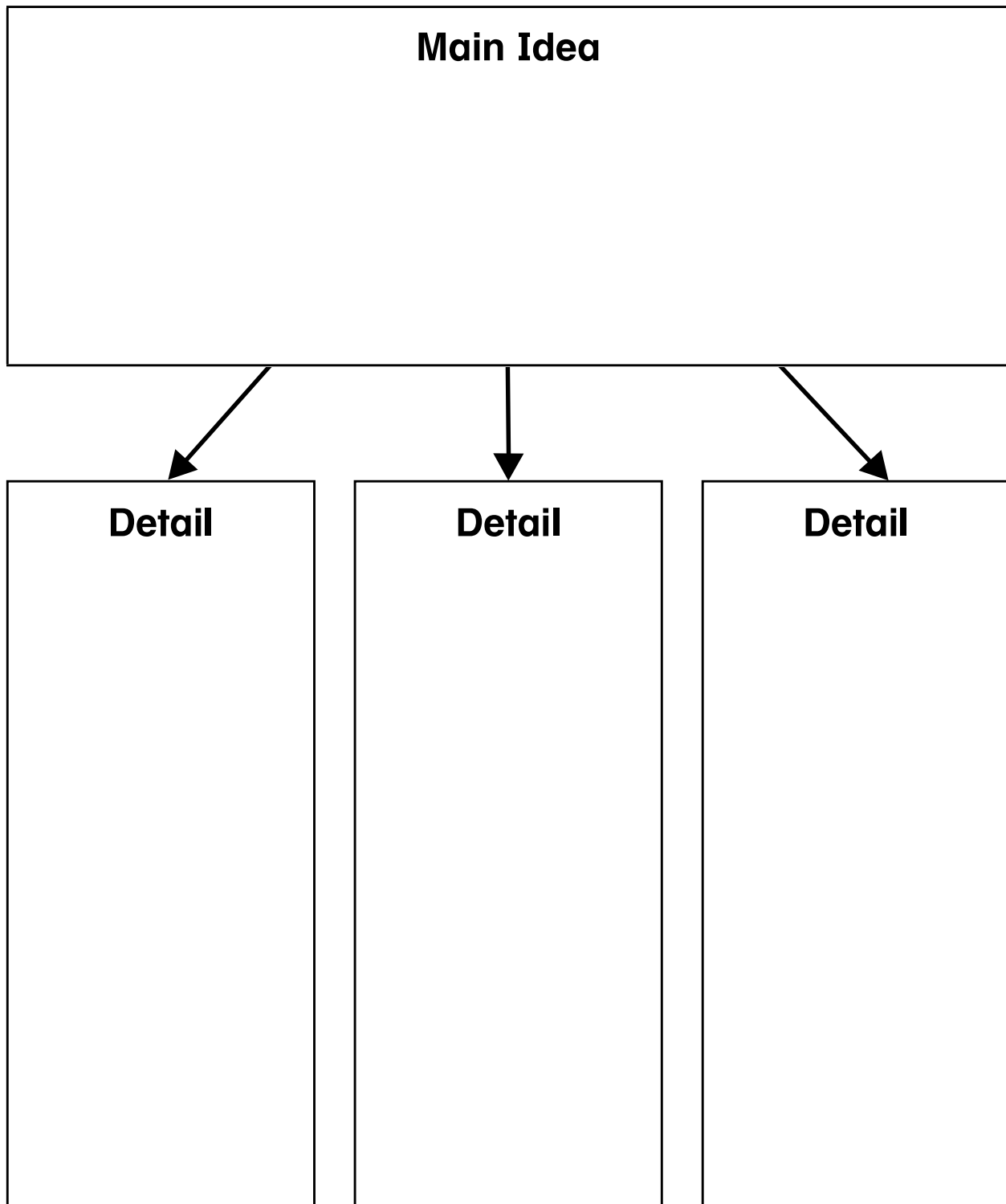
- \_\_\_\_\_
- 
4. I will \_\_\_\_\_ my desk for a pencil.

seek

search

Name \_\_\_\_\_

**Fill in the Main Idea and Key Details Chart. Use words from the story.**



# Crows



Can a crow be bold? Yes! It likes to take things. This crow brings a shell back to its nest!

④



Have you seen a crow? Crows are big. They are mostly black. They live in many places.

①



What does a crow eat? Crows eat what they can find. It could be ants, crows, or bugs. They even eat eggs and fish.

②



Crows make nests. They made this nest from sticks. The top is open.

③

Name \_\_\_\_\_

**A. Reread “Crows.” Then answer the questions.**

**1.** Key details tell you more about the main idea. You can find key details in the words or in photos and illustrations. What is a key detail you read?

\_\_\_\_\_

-----

\_\_\_\_\_

**2.** What is one more key detail you read?

\_\_\_\_\_

-----

\_\_\_\_\_

**3.** The main idea of a selection is what it is mainly about. What is the main idea of “Crows”?

\_\_\_\_\_

-----

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name \_\_\_\_\_

A **word category** is a group of words that are alike in some way.

Word Category: **Things People Do**  
learn, eat, sleep, play



**A. Reread “Crows.” Then look for words that fit each category. Write the missing word.**

\_\_\_\_\_

-----

1. Things Crows Eat: ants, crops, \_\_\_\_\_

-----

2. Things Crows Do: \_\_\_\_\_, make nests, eat

**B. Write a word category that tells how the words in each group are alike.**

**Word Category:**



3. wings, beak, legs, feet

\_\_\_\_\_

-----

\_\_\_\_\_



4. dogs, cats, birds, fish

\_\_\_\_\_

-----

\_\_\_\_\_



Name \_\_\_\_\_

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

coat

show

boat

row

toe

go

1. They put on a \_\_\_\_\_.



2. We can \_\_\_\_\_ fast.



3. Put on your \_\_\_\_\_.



4. We sit in the same \_\_\_\_\_.



5. I hit my big \_\_\_\_\_.



Name \_\_\_\_\_

An **open syllable** is a syllable that ends in a vowel.  
It has a long vowel sound.

ro/botho/tel

**Read each word. Draw a line between the syllables in each word. Write the word that has an open syllable.**

1. begin      picnic

---



---



---

2. inside      silent

---



---



---

3. magnet      locate

---



---



---

4. retell      escape

---



---



---

5. sunset      beneath

---



---



---

6. pilot      pancake

---



---



---

Name \_\_\_\_\_

Some words help readers see, hear, feel, taste or smell. These words are called **sensory words**.

**Read the sentence. Underline the sensory word.**  
**Write the word on the line.**

1. The day is sunny. \_\_\_\_\_



2. A loud truck went down the street. \_\_\_\_\_

3. I pat the fluffy chick. \_\_\_\_\_



4. The cake has creamy frosting. \_\_\_\_\_

5. The garden smelled sweet. \_\_\_\_\_



6. I clean up the sticky mess. \_\_\_\_\_



Name \_\_\_\_\_

The **main idea** tells what a selection is mostly about. **Key details** tell more about the main idea.

**A. Reread “Crows.” Think about how the author used key details to tell about the main idea.**

**Write main idea or key detail next to each sentence.**

\_\_\_\_\_

-----

1. Crows eat bugs. \_\_\_\_\_

\_\_\_\_\_

-----

2. Crows make nests. \_\_\_\_\_

\_\_\_\_\_

-----

3. Crows eat fish and eggs. \_\_\_\_\_

\_\_\_\_\_

-----

4. Crows take things. \_\_\_\_\_

\_\_\_\_\_

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5. Crows do many things. \_\_\_\_\_