

Name _____

Say **paw**. The same vowel sound can be spelled with **a** as in **mall**, **au** as in **fault**, **ough** as in **taught**, and **al** as in **talk**.

Write the words from the box that have the same sound-spelling as the name of the picture.

stalk	taught	fall	haul	claw
small	chalk	cause	paw	naughty

1. crawl



_____	_____
-----	-----
_____	_____

2. call



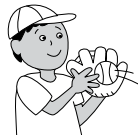
_____	_____
-----	-----
_____	_____

3. sauce



_____	_____
-----	-----
_____	_____

4. caught



_____	_____
-----	-----
_____	_____

5. walk



_____	_____
-----	-----
_____	_____

Name _____

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

brother father friend love mother picture

1. My _____ Liz goes to my school.



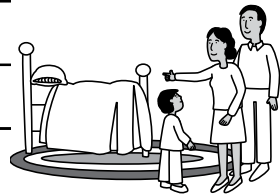
2. I _____ to run around the park.



3. I smiled for my class _____.



4. My _____ and _____ tell me to go to bed.



5. Paul's _____ is the same age as I am.



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

6. _____

Name _____

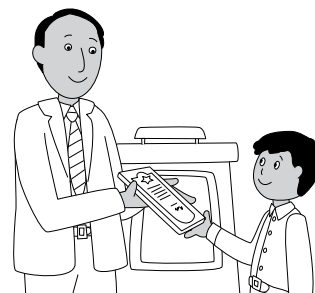
When you **accept** something, you take it or agree to it.
 If you do something **often**, you do it a lot.

A. Use a vocabulary word from the box to finish each sentence.

accept often

1. Chris visits the park _____ to ride his bike.

2. Kyle was ready to _____
 the award from the mayor.



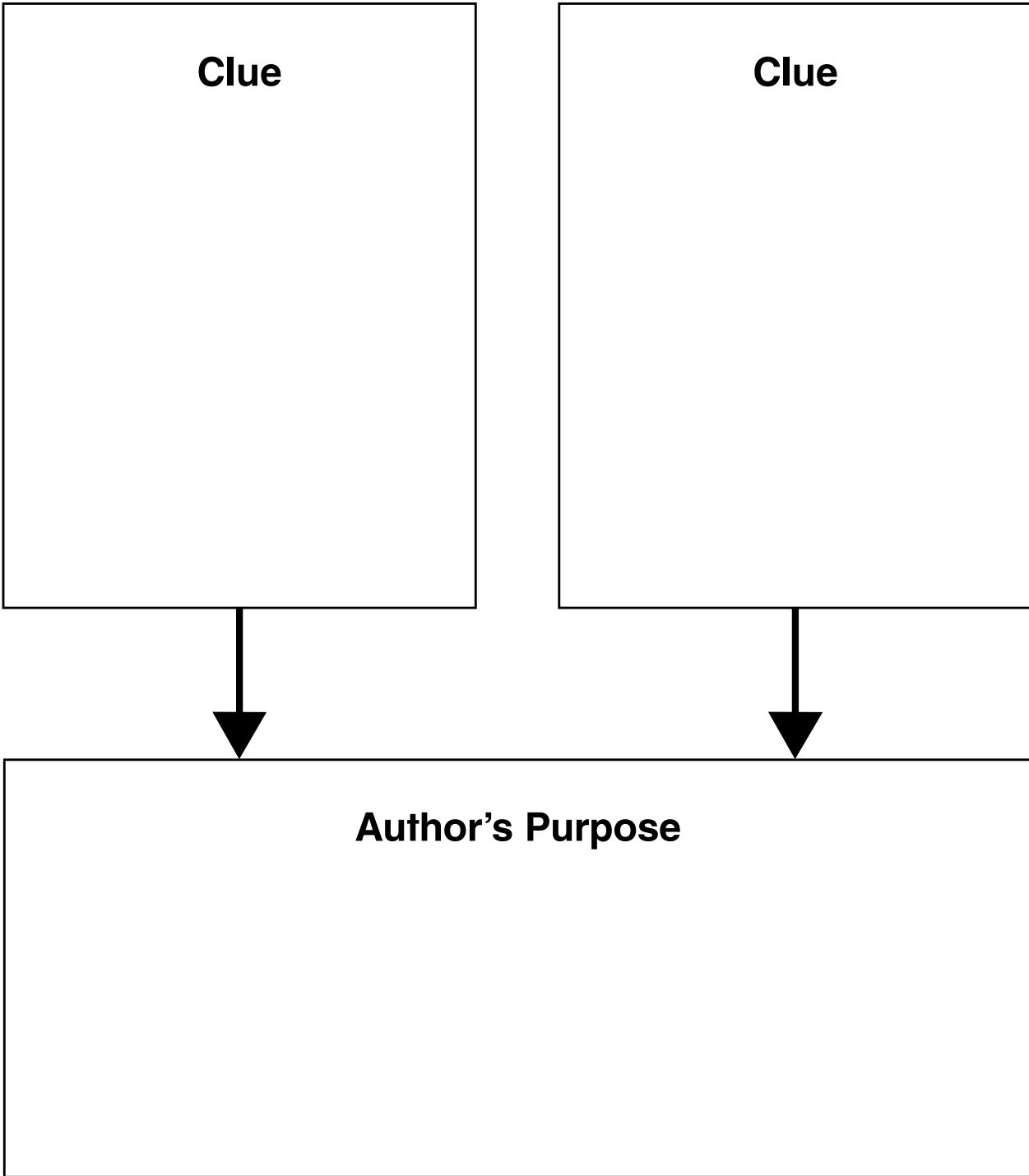
B. Choose one of the vocabulary words from the box above. Write a sentence of your own. Then draw a picture to go with your sentence.

3. _____

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Name _____

Fill in the Author's Purpose Chart. Use details from the story.



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Coaches



BananaStock/Alamy

Coaches help us learn to play a sport. First, they teach the rules of the sport. That way the players know the game.

①



Ariel Skelley/Blend Images LLC

Coaches love to play, teach, and talk about their sport. They help us love it, too!

④



BananaStock/Alamy

Coaches help players in lots of ways. They show players how to throw and hit the ball. They train players to run fast.

②



Comstock Images/Getty Images

Coaches also help the players work together. They teach players to all get along and to share. That's because this helps make a good team.

③

Name _____

A. Read the story and follow the directions.

1. Why did the author write "Coaches"? Choose the best answer.

- (a) to tell what coaches do
- (b) to tell about sports
- (c) to tell about how to play soccer

2. Write words from the story that tell you what coaches show players.

3. What makes a good team? Choose the best answer.

- (a) They do not work hard.
- (b) They like to lose.
- (c) They work together.

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

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

Name _____

Words with opposite meanings are called **antonyms**.**Read each sentence. Circle the word that has the opposite meaning of the bold word.**1. The **tiny** mouse ran away.

small cute huge

2. Jimmy felt **better** after a day in bed.

worse happy best

3. Melissa told us the show was **great**.

long awful good

4. The ride was very **loud**.

wild noisy quiet

5. Paul **always** plays baseball on Fridays.

faster often never

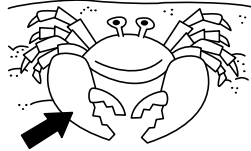
6. Dad can climb the **tall** ladder.

short safe big

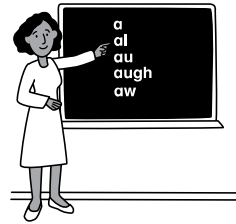
Name _____

Use the letters a, aw, au, augh, or al to complete each word. Write the letters on the line.

1. c l _____



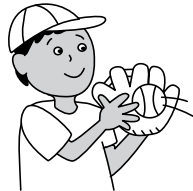
2. t _____ t



3. b _____ ll



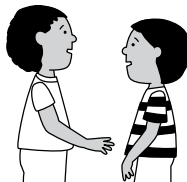
4. c _____ t



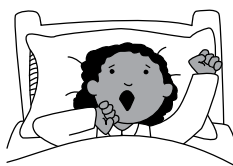
5. h _____ l



6. t _____ k



7. y _____ n



Name _____

Vowel teams are formed by two letters in a word that stand for one vowel sound. The underlined letters in these words are examples of vowel teams.

heat ood stay out boy saw

Vowel teams stay together in the same syllable.

oat/meal

row/ing

Underline the vowel teams in each word. Draw a line between the syllables.

1. drawing

2. neatest

3. playground

4. mailbox

5. peeling

6. growing

7. raincoat

8. cowboy

9. bookcase

10. sixteen

Name _____

Sensory words tell what something looks, smells, feels, tastes, or sounds like.

The **fluffy white** clouds float in the sky.



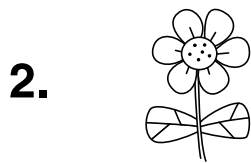
Circle two sensory words a writer could use to tell about each picture.



sleepy

loud

tiny



fast

sweet

noisy



wet

dry

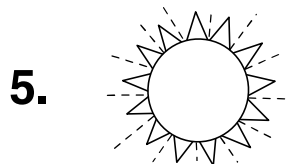
pink



sunny

stormy

quiet



dark

hot

icy



yummy

hairy

cold

Name _____

An **author's purpose** is the reason why he or she wrote the text.

A. Reread “Coaches.” Think about the author’s purpose. Use the words and the pictures to complete the sentences.

1. After reading page 1, I can tell the author wrote this story to

2. On page 2, the author wants us to know that coaches

3. Another reason the author wrote “Coaches” is

4. After reading “Coaches,” the author wants us to know that

