

Name \_\_\_\_\_

|                |            |             |          |
|----------------|------------|-------------|----------|
| champion       | determined | issues      | promises |
| responsibility | rights     | volunteered | votes    |

**A. Choose the word that makes sense for each clue. Write the word on the line.**

- offered to do something volunteered
- important things that people are talking about issues
- choices given by people to elect someone votes
- decided on something determined
- a duty to do something responsibility
- things you say you will do promises
- a person who has won a contest champion
- the things the law says you can do or have rights

**B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.**

9. **Possible response provided.** \_\_\_\_\_

**My uncle volunteered to coach our team.**

\_\_\_\_\_

\_\_\_\_\_

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Two letters blended together can stand for one vowel sound. The letters **ou** and **ow** can stand for the vowel sound in **south** and **down**.

**A. Read the words. Circle the word that has a different vowel sound. Write the word on the line and circle the letters that spell the vowel sound.**

1. cloud    you    group    cloud
2. blue    round    fruit    round
3. slow    throw    cow    cow
4. pull    shout    push    shout
5. crown    snow    road    crown

Some nouns have special plural forms. They change their spelling to name more than one.

**B. Write the plural form for each word.**

6. mouse    mice                      7. child    children
8. foot    feet                              9. man    men

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**Read the passage. Use the summarize strategy to tell the important events in your own words.**

## The Lost Kitten

00 One day, my friend Cora and I saw a homemade  
10 sign posted on our street. The sign had a photo of a  
22 kitten and the words, *LOST KITTEN. Please call Sally*  
31 *at 555-0505 if you find my kitten, Boots.*

38 “Sally is our neighbor, Pam. She just got a new kitten  
49 and now her pet is missing. It’s too bad there’s nothing  
60 we can do,” Cora said sadly.

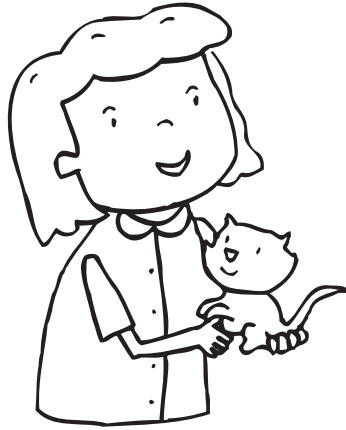
66 I spoke up. “It’s not hopeless. There is something  
75 we can do! We can ask our neighbors to help look for  
87 Boots.”

88 We asked my dad to help with our neighborhood  
97 search plan. First, we went and talked to Sally.

106 Sally explained what had happened, “I was careless  
114 enough to leave the back door open. Boots slipped out  
124 and ran off. And I haven’t seen him since.”

133 “Don’t worry,” I said. “We have a plan to help. Come  
144 with us.”

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146 We all went to Mrs. Lowe's house. After Mrs. Lowe  
156 heard our plan, she said, "I think that's a wonderful  
166 idea. It's very thoughtful of you to help Sally find Boots.  
177 I'll be happy to help with the search." She joined our  
188 group.

189 At each house on the street, the answer was the same.  
200 Each neighbor would gladly help search for Boots. Dad  
209 divided up the neighborhood streets and told each group  
218 where to look.

221 Cora and I were calling loudly, "Boots!" Suddenly we  
230 heard a soft mewing sound near our feet. There was  
240 Boots, crouching under a bush. I held out my hand and  
251 softly called Boots's name. He came right to me and I  
262 scooped up the tiny kitten.

267 When we returned Boots to Sally, she was very  
276 thankful. She hugged her kitten tightly as she said,  
285 "The neighborhood search plan worked. Thank you,  
292 everyone!"

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**A. Reread the passage and answer the questions.**

1. How does Cora feel about the missing kitten?

**She is upset and feels hopeless.**

2. What clues help you understand Cora’s point of view?

**Cora says there is nothing they can do and she speaks in a sad way.**

3. At the end of the story, what clues help you understand Sally’s point of view?

**Sally hugs her kitten tightly. She thanks her neighbors for finding the kitten.**

**B. Work with a partner. Read the passage aloud. Pay attention to how you raise and lower your voice. Stop after one minute. Fill out the chart.**

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

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**Read the selection.**  
**Complete the Point of View chart.**

| <b>Character</b> | <b>Clue</b> | <b>Point of View</b> |
|------------------|-------------|----------------------|
|                  |             |                      |
|                  |             |                      |

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**A. Read the draft model. Use the questions that follow the draft to help you think about descriptive details you can add.**

### Draft Model

Our class helped at the park. We planted a lot of things. I used a shovel to dig holes for trees. Other kids helped, too. The park looked great at the end of the day.

1. What kind of class is helping in the park?
2. What does the park look like?
3. What details might describe the kinds of things the class planted? What details might tell how the park looks at the end of the day?

**B. Now revise the draft by adding descriptive details that help readers learn more about the characters, setting, and events.**

**Answers will vary but should include descriptive details about the class, the park, and the events that take place.**

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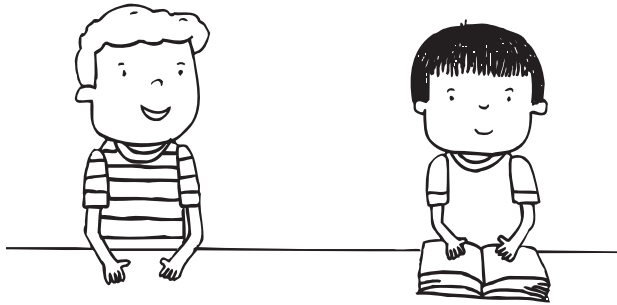


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## Reading Volunteers

My name is Derek. The children in my second-grade class know how to read. Every Friday, we visit Ms. Snow's first-grade class. I pair up with Jack and help him practice reading. It feels good to help others.



Answer the questions about the text.

1. How can you tell that this text is realistic fiction?

**It has characters who could be real. It is told in the first person.**

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2. Who is telling the story? How do you know?

**Derek is telling the story. He uses the words *my* and *I*.**

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3. How does Derek feel about helping Jack learn to read? Why do you think so?

**He enjoys helping Jack learn. He says it feels good to help others.**

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To figure out a new word, look for a **suffix**, or word part, added to the end of the word.

The suffix **-ly** means “in a way that is.”

The suffix **-ful** means “full of.”

The suffix **-less** means “without.”

**A. Underline the suffix in the word in bold print. Then write the word and its meaning.**

1. “It’s too bad there’s nothing we can do,” Cora said **sadly**.

**sadly– in a sad way**

2. I was **careless** enough to leave the back door open.

**careless– without care**

3. It’s very **thoughtful** of you to help Sally find Boots.

**thoughtful– full of thought**

**B. Write a word that means the same as the group of words. Your new word will end in *-ful* or *-less*.**

4. without thought

5. full of thanks

**thoughtless**

**thankful**

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Reread “The Lost Kitten.” Write about how the author used point of view. Use the words and picture to help you complete the sentences below. Possible responses provided.

1. At the beginning of the story, the main characters see a sign  
about a lost kitten. They see that the sign is from Sally, their neighbor

2. Cora’s point of view is that there is nothing they can do about Sally’s  
lost kitten

3. The narrator’s point of view is that there is something they can do  
to help find the lost kitten

4. The author uses different points of view to show that each  
character is different and has his or her own ideas about finding the  
lost kitten