

"Time to RECYCLE"

Understand It!

Answer the following questions after reading:

Jake and his friends were playing football at recess. Jake's friend Sam threw the football so far Jake had to run as fast as he could to catch it. Jake made the catch! As he caught the ball he felt something hard under his foot. Jake looked down and saw a **dozen** different **crushed** soda cans in the grass. He looked some more. He saw plastic bags, papers, and some glass jars too. Jake wondered how all that trash got there. It didn't make sense. Who would throw their trash on the side of the school playground? It made Jake mad. It made Jake want to do something. So, he called all his friends over and they **created** a plan. The boys agreed to clean up the trash at recess the next day. They also **decided** to make recycling posters and put them around the school. Their **goal** was to never see trash on their playground again!

1. The main idea was...
 - a. football
 - b. recycling
 - c. recess
 - d. making posters

2. I predict the narrator would be ___ if he saw more trash in a week.
 - a. happy
 - b. excited
 - c. patient
 - d. sad

3. What was Jake upset about the most?
 - a. That people threw their trash on the playground
 - b. Missing the catch
 - c. Having to pick up trash
 - d. Making posters

4. What trait best describes Jake?
 - a. careless
 - b. funny
 - c. selfish
 - d. caring

Word Work Color the words in the passage that match each category below:

 red Contractions

 blue Plurals

 green Adjectives

 orange Proper Nouns

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

"A Visit to the Fire Station"

Understand It!

Answer the following questions after reading:

Last week our class took a field trip to the fire station. Our teacher, Mrs. Smith, told us we would learn a lot about fire **safety**. My friends and I thought it was silly. We didn't think we would learn anything new. But we were wrong! We all knew to call 911 if we saw a fire or smoke. But no one in our class ever thought about making a plan at home in case of a fire. None of our families talked about where we would meet if there was a fire. And we never **practiced** a fire **drill** at home! We all got to try on the big, **bulky**, heavy fire jackets. We learned never to hide during a fire, but to find the safest escape. Mrs. Smith was right when she told us to take this field trip **serious**. We did have a lot more to learn about fire safety. My friends and I all promised to go home and make a fire safety plan with our parents.

1. The main idea was...
 - a. class field trips
 - b. fire jackets
 - c. fire safety
 - d. calling 911
2. I predict the narrator will go home and _____.
 - a. forget what he learned
 - b. make a fire safety plan
 - c. think the trip was boring
 - d. forget to make a plan
3. What does the narrator first think of the trip?
 - a. it will be boring
 - b. it will be amazing
 - c. it will be scary
 - d. it will be long
4. What trait best describes the narrator?
 - a. funny
 - b. scared
 - c. angry
 - d. smart

Word Work Color the words in the passage that match each category below:

 red Contractions

 blue Plurals

 green Adjectives

 orange Proper Nouns

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

“Saving Money is Hard!”

Understand It!

Answer the following questions after reading:

Since as long as he can remember Jamal has wanted his very own skateboard. He was tired of **borrowing** from his friends. Jamal’s mom told him she couldn’t afford a skateboard. She said he should save his money and buy his own. Jamal had been trying to save his money for a long time. But saving money was so hard! Every time Jamal went to a store he was **tempted** to buy candy, gum and toys. Jamal knew he could **afford** these things. But if he bought them, he would have no money saved for a skateboard. Jamal **whined** a lot about wanting something in every store. He felt sad about not getting things. He knew if he **sacrificed** the small things he would soon have enough for the skateboard. Finally, the day came when Jamal could buy his board. All that saving was worth it. He couldn’t wait to show off his new board!

- The main idea was...
 - buying candy
 - saving for a skateboard
 - buying toys
 - saving for a bike
- I know Jamal is frustrated because...
 - he was whining
 - he liked waiting
 - he wasn’t tempted
 - he liked saving
- What was Jamal upset about the most?
 - buying toys
 - borrowing skateboards
 - buying a skateboard
 - having to wait
- What trait best describes Jamal in this story?
 - frustrated
 - patient
 - boring
 - funny

Word Work Color the words in the passage that match each category below:

 red Contractions

 blue Plurals

 green Adjectives

 orange Proper Nouns

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- _____
- _____
- _____
- _____
- _____

"BUT I NEED THAT!"

Understand It!

Answer the following questions after reading:

It never **fails** that every time Julia's mom takes her anywhere, Julia **begs** for her mom to buy her something. It doesn't matter where they are. Julia will find something she wants. She **usually** starts off by asking her mom very nicely when she **spots** something she wants. Julia's mom almost always says, 'not today dear.' That's when Julia starts whining. She says, 'but mom...I NEED that!' It doesn't matter if it's a piece of candy or a new shirt. Julia always thinks she 'needs' everything. Julia's mom told her that she didn't 'need' those things, she just wanted them. She told Julia she would make a deal. She would buy all the things Julia 'needed.' Then Julia could do **chores** to save money for the things she 'wanted.' They made a list of chores she could do. Soon Julia was buying things she wanted for herself.

1. The main idea was...
 - a. Julia wants everything
 - b. going shopping
 - c. chores
 - d. buying a new shirt
2. How did Julia feel when her mom said no?
 - a. she handled it fine
 - b. she said okay
 - c. she thought she needed everything
 - d. she didn't care
3. How do you think Julia felt at the end of the story?
 - a. confused
 - b. excited
 - c. sad
 - d. angry
4. What trait best describes Julia's mom?
 - a. mean
 - b. fair
 - c. quiet
 - d. angry

Word Work Color the words in the passage that match each category below:

 red Contractions

 blue Plurals

 green Adjectives

 orange Proper Nouns

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

"A surprise in the park"

Understand It!

Answer the following questions after reading:

Trey, Sam, and Matt were playing hide-and-seek in the park after school. Trey started counting to 100 as Matt and Sam ran off to hide. Sam was great at finding the best hiding places. It always took Trey and Matt forever to find him. But this time was different. Before Trey could count to 100 he heard Sam shout at the top of his lungs. He was **hollering** for Trey and Matt to hurry over. He didn't even pretend to hide. Trey and Matt looked at each other funny before running over. Sam didn't say anything when they got there. He **simply** pointed at the ground. There was a **fossil** in the dirt. It **appeared** to be a dinosaur foot! The boys rushed the fossil to their teacher the next day. Their teacher **confirmed** it was a dinosaur fossil. The boys went back to hunt for more fossils. But they never found another fossil again.

- The word 'pretend' in the passage means...
 - really do something
 - hide
 - make believe
 - be quiet
- They probably found the fossil because...
 - the dirt washed away
 - it was hard to see
 - it was old
 - they were looking for fossils
- Finding a dinosaur fossil is the same as...
 - any other day
 - going on vacation
 - an unexpected surprise
 - following a routine
- What is the most important event?
 - pointing at the fossil
 - going to school
 - looking for fossils
 - finding the fossil

Word Work Color the words in the passage that match each category below:



Words with suffixes



Words with 2 vowels together



Words that end with a vowel



Conjunctions

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

"career week"

Understand It!

Answer the following questions after reading:

It's **career** week at school. All week adults from our **community** have come to visit our class and tell us what they do for a living. There was a banker, a firefighter, a police officer, and a dentist. My favorite was the banker because I loved learning about the **vault** and where all that money goes in the bank! Today was the last day of career day and everyone got to dress up as something they wanted to be when they grow up. I **struggled** with what to dress up as. At first I thought a librarian because I love to read. Then I thought a taxi driver would be fun because I could meet new people every day. I finally decided to dress up as a veterinarian because I love animals so much. I asked my teacher if I could bring my dog and she said no way. I chose to bring my stuffed animal dog **instead**. It was a really fun day!

1. The words 'dress up' in the passage means...
 - a. wear something special
 - b. wear a uniform
 - c. wear a dress or suit
 - d. wear gym clothes
2. Most kids probably _____ career.
 - a. have chosen a
 - b. think a lot about a
 - c. haven't chosen a
 - d. worry about a
3. A Banker's job is...
 - a. fighting fires
 - b. keeping money safe
 - c. organizing books
 - d. protecting animals
4. What is the most important idea?
 - a. careers don't matter
 - b. you must pick a career
 - c. taxi drivers are the best
 - d. there are many types of careers

Word Work Color the words in the passage that match each category below:



Words with suffixes



Words with 2 vowels together



Words that end with a vowel



Conjunctions

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

"The Family Garden"

Understand It!

Greyson and Sophie **pleaded** with their parents to let them start a garden. They have asked for years, but their parents always said it would be too much work. Greyson and Sophie **promised** they would do all the work. They were shocked when this spring their parents finally said yes. Greyson and Sophie got right to work. They did some **research** about what type of dirt to use. They learned how to get the **soil** just right before planting. They worked all weekend getting the ground ready. Soon they were able to plant tomato, peas, corn, cucumber, and peppers. Sophie watered and picked weeds in the mornings. Greyson did the same at night. When summer was ending it was time to **harvest** their garden. Picking the vegetables was their favorite part. They promised to make next year's garden even bigger!

Answer the following questions after reading:

1. The word 'shocked' in the passage means...
 - a. sad
 - b. lazy
 - c. relaxed
 - d. surprised
2. What is one other thing needed to grow a garden?
 - a. wood
 - b. grass
 - c. the sun
 - d. ants
3. Growing a garden is most like...
 - a. taking care of a pet
 - b. watching TV
 - c. playing video games
 - d. riding a bike
4. What is the most important event?
 - a. planting corn
 - b. working every day
 - c. watching the dirt
 - d. asking for help

Word Work Color the words in the passage that match each category below:



Words with suffixes



Words with 2 vowels together



Words that end with a vowel



Conjunctions

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

"The Monday Blues"

Understand It!

No matter how hard she tried, Amanda just never had a good Monday. For **starters**, she could not fall asleep on Sunday nights. She would lay awake just thinking about how early she had to wake up. When she finally did **doze** off to sleep, she always seemed to have bad dreams. Amanda's mom had to drag her out of bed on Monday mornings. Sometimes she even **splashed** water in her face to wake her up! And it never failed that Amanda would forget something. Some days it was her lunch. Other Mondays it was her homework. She almost always got in trouble and missed recess too. It was like Mondays had this **magical** spell of always being awful. By the time Amanda finished her supper she was always so **exhausted**. She would fall into bed and go right to sleep. She couldn't wait to get every Monday over with.

Answer the following questions after reading:

1. The word 'drag' in the passage means...
 - a. to sit down
 - b. to pull
 - c. to lay down
 - d. to walk
2. Which of the following statements is true?
 - a. Amanda loved Mondays
 - b. her dad dragged her out of bed
 - c. she got in trouble
 - d. She never missed recess
3. Amanda felt _____ about Mondays.
 - a. horrible
 - b. happy
 - c. excited
 - d. relaxed
4. What did not happen to Amanda on Mondays?
 - a. She got in trouble
 - b. She forgot things
 - c. She woke up happy
 - d. She woke up tired

Word Work Color the words in the passage that match each category below:



Words with suffixes



Words with 2 vowels together



Words that end with a vowel



Conjunctions

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

"OUR FAMILY IS ADOPTING"

Understand It!

Hi! My name is Andrew. I am ten years old. I live with my mom, dad, older sister Claire, and younger brother Ben. Just last month my parents sat all the kids down on the couch for a big surprise. They had giant **grins** on their faces as they **announced** the big news. We were **adopting** a little boy named Jonah from Africa! All at once, the whole family started **cheering**. We were so excited to meet our new brother. Mom and dad showed us his picture. He is 6 years old and has been waiting his whole life for a family. I feel so lucky to be his big brother. Mom and dad tell us soon we will all go to Africa to meet Jonah. We will have to go to court and live in Africa a few months before we can all bring Jonah home for good. I am so happy my parents decided to adopt Jonah because it means he gets to be in our family **forever!**

Answer the following questions after reading:

1. The word 'decided' in the passage means...
 - a. ignored
 - b. chose
 - c. said goodbye
 - d. said no
2. What word best describes this family?
 - a. fearful
 - b. selfish
 - c. loving
 - d. upset
3. This family probably believes that adoption is:
 - a. a special gift
 - b. not a good idea
 - c. a scary thing
 - d. not something to do
4. The most important event is:
 - a. Andrew is 10
 - b. Andrew has a big sister
 - c. Andrew lives with his mom and dad
 - d. finding out about Jonah

Word Work Color the words in the passage that match each category below:



Words with suffixes



Words with 2 vowels together



Words that end with a vowel



Conjunctions

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

"North America"

Understand It!

Answer the following questions after reading:

North America is one of seven **continents** in the world. Did you know there are over 20 different countries in North America?

The three biggest countries in North America are The United States, Canada, and Mexico. Greenland is the world's largest

island and it is part of North America too! **Countless** rivers

flow through different parts of North America. The biggest

rivers most people know about are the Mississippi River,

Colorado River, Ohio River, and Hudson River. Almost all of

these rivers help divide states. All of them provide important

ways for supplies to move from one place to the next. Way

back before airplanes or even trains, people **relied** on moving

things they needed up and down these mighty rivers. It's

important to learn about the world. North America is just one

continent we can learn about.

1. Which is an example of descriptive language?
 - a. move from one place
 - b. the biggest rivers are
 - c. mighty rivers
 - d. help divide states
2. The biggest fact from the text is...
 - a. There are rivers
 - b. There are countries
 - c. rivers divide states
 - d. North America is one of seven continents
3. One small fact from the text is...
 - a. Greenland is an island
 - b. rivers aren't needed
 - c. there are few rivers
 - d. there are 3 countries in North America
4. How are rivers helpful?
 - a. they carry diseases
 - b. they dry out
 - c. they flood
 - d. they divide land

Word Work Color the words in the passage that match each category below:

 red Descriptive language

 blue Pronouns

 green Words with 3 or more syllables

 orange Action verbs

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

“HOW TO READ A MAP”

Understand It!

Answer the following questions after reading:

Maps are drawn from an **overhead** view of an area. Imagine being in a helicopter and looking down. That is what it's like when you look at a map. Most maps have special **features** that they show. For example, some maps show mountains, rivers, and forests. Maps have pictures of different **objects** to explain what is on the map. Somewhere along the side is a **key**. It is a box explaining what each picture on the map means. People who read maps study the key to know what the map is trying to show. A map also has a **compass**. A compass has two lines that look like a plus sign. On the end of each line is a letter. Each letter shows a direction. A compass shows North, South, East, and West. To read a map, look for the key and compass so you can easily understand what the map is trying to say.

1. Which is an example of descriptive language?
 - a. shows a direction
 - b. along the side
 - c. maps are drawn
 - d. looks like a plus sign
2. The biggest fact from the text is...
 - a. Maps have an overhead view
 - b. The key is a box
 - c. some maps show rivers
 - d. some maps show trees
3. One small fact from the text is...
 - a. maps have a compass
 - b. some maps show rivers
 - c. maps have a key
 - d. maps show an overhead view
4. What can maps tell you?
 - a. how an area sounds
 - b. how an area feels
 - c. how an area looks
 - d. how an area smells

Word Work Color the words in the passage that match each category below:

 red Descriptive language

 blue Pronouns

 green Words with 3 or more syllables

 orange Action verbs

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

"Our Community Government"

Understand It!

There is a community **government** in big towns, small cities, and out in the country. A government is a group of people who come together to help run the area you live. The leader of the local government is called the mayor. The area you live in is called your **community**. There may be only a few people in your community, or there may be tons of people in your community. The government in your community has three big jobs. The first job is to **protect** the people who live in the community. That's you! The second big job is to **establish** order. That means to keep things in your community working smoothly. And the last big job is to **manage** conflict. That means they help everyone get along. They make sure everyone is following the laws. The mayor and the community government work hard to keep you safe!

Answer the following questions after reading:

1. Which is an example of descriptive language?
 - a. small cities
 - b. protect the people
 - c. establish order
 - d. manage conflict
2. The biggest fact from the text is...
 - a. There are small towns
 - b. There are big cities
 - c. The leader is called the mayor
 - d. everyone has a government
3. One small fact from the text is...
 - a. a government has 4 big jobs
 - b. we live in communities
 - c. there are no mayors
 - d. not everyone has a government
4. What is one thing a government does not do?
 - a. establish order
 - b. manage conflict
 - c. manage local stores
 - d. protect the people

Word Work Color the words in the passage that match each category below:

 red Descriptive language

 blue Pronouns

 green Words with 3 or more syllables

 orange Action verbs

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

"The Three Levels of Government"

Understand It!

There are three **levels** of government in the United States. Each level has its own jobs and leaders. The first level is the **local** government. The leader of the local level is called the mayor. One of the main jobs of the government at this level is to protect and serve the local community. That means the people who live very close to you. The second level of government is the state level. The leader of this level is called the governor. There are many **members** of this government. One big job they have is to take care of all the public schools in the state. The last level of government is the federal level. The leader of this level is the president. One of the **major** jobs of the government at this level is to **protect** our country. They manage all the United States military who fight for our freedom every day.

Answer the following questions after reading:

1. Which word from the text is an adjective?
 - a. leaders
 - b. government
 - c. members
 - d. second
2. The biggest fact about government is...
 - a. There are 3 levels
 - b. local is most important
 - c. local manages schools
 - d. state controls military
3. One small fact from the text is...
 - a. they all have the same jobs
 - b. state level has a mayor
 - c. the local leader is the mayor
 - d. not every level has a leader
4. What does the state level control?
 - a. the public schools
 - b. the local community
 - c. the military
 - d. protecting our country

Word Work Color the words in the passage that match each category below:

 red Descriptive language

 blue Pronouns

 green Words with 3 or more syllables

 orange Action verbs

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

"Community Goods and Services" Understand It!

Local communities have many **traits** that make them work well together. A few ways communities work well are by providing **goods** and **services**. For example, the local shoe store **offers** shoes for sale. The people in the community can come and buy the shoes. The shoe store **provides** goods for people in the community to buy. Other stores that provide goods are clothing stores, hardware stores, and grocery stores.

Communities also provide services. These are special skills that people can pay others to do. For example, if someone is sick, they will go to the doctor. The doctor will provide a service by checking to see why the person is sick. Other examples of services are dentists, plumbers, and bankers.

Communities work best together when they are using all the goods and services they have to offer.

Answer the following questions after reading:





1. Which word from the text is an adjective?
 - a. communities
 - b. grocery
 - c. doctor
 - d. store

2. The biggest fact from the text is...
 - a. shoe stores
 - b. bankers
 - c. doctors
 - d. goods and services

3. One small fact from the text is...
 - a. shoes are a service
 - b. shoes are goods
 - c. bankers are goods
 - d. doctors are goods

4. Which is an example of a good?
 - a. candy
 - b. cleaners
 - c. cooks
 - d. taxi drivers

Word Work Color the words in the passage that match each category below:

-  red Descriptive language
-  blue Pronouns
-  green Words with 3 or more syllables
-  orange Action verbs

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

“FOOD FIGHT!”





Understand It!

Answer the following questions after reading:

For several weeks now my friends and I have been planning and **scheming** the ultimate food fight at school. We know it's wrong. We know we'll probably get in trouble. But, the school year is almost over, and we have reasoned that whatever the **consequences**, it'll be worth it! We carefully study the cafeteria menu and decide the best day for the food fight will be on spaghetti Thursday. We imagined the noodles and spaghetti sauce flying over tables and plopping on top of kids' heads all over the room. Now that we have the date locked down, we discuss how we will start the fight. We decide that we will each sit at separate tables that day. That way we could all throw some noodles at the exact same time, making it look like the entire cafeteria just **erupted** in one giant fight! We talked and talked about our plan. When it was finally spaghetti day, we were all so excited. We were a little nervous too. But nothing was going to stop us from **fulfilling** our plan. Just as scheduled, we sat at separate tables. We waited for the lunch line to clear. As soon as the last kid sat down we each grabbed a fist of noodles, nodded at each other in silence, and tossed the saucy noodles all over the room. In less than 10 seconds the cafeteria exploded with the most **epic** food fight we'd ever seen. Noodles and sauce were flying across the room like flocks of birds. All that could be heard were screams of laughter. Until we heard the teachers' whistles. Our punishment was to clean the entire cafeteria. It took us 5 hours, but it was so worth it!

1. The main idea was...
 - a. spaghetti lunch
 - b. a food fight
 - c. the last day of school
 - d. bad lunch food
2. I predict the kids' parents were...
 - a. happy
 - b. excited
 - c. upset
 - d. laughing
3. How do you think most of the kids felt during the food fight?
 - a. excited
 - b. angry
 - c. scared
 - d. sad
4. What trait best describes this group of friends?
 - a. shy
 - b. quiet
 - c. trouble-makers
 - d. rule followers

WORD WORK Color the words in the passage that match each category below:

-  **red** Contractions
-  **blue** Plurals
-  **green** Adjectives
-  **orange** 4+ Syllable Words

VOCABULARY Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

"I Double Dog Dare You"





Understand It!

My teacher, Mrs. Woodall, is the coolest teacher in the entire school. I was so excited when I found out I'd be in her fifth grade homeroom this year. One of the main reasons Mrs. Woodall is so amazing is she does this thing called the 'monthly dare.' At the beginning of every month, she gathers us all in a big circle. We **brainstorm** ideas together about what goals we will set that month. We have to make a class goal for every subject area. Once we decide what our goals for the month will be, we get to the good part. We decide some **outrageous** thing Mrs. Woodall has to do if we meet all our goals. And she will do almost anything! Last month she had to kiss a pig! We **literally** watched her kiss a pig! A farmer brought this baby pig to school. We all went to the gym, where Mrs. Woodall was waiting. She put on this bright red lipstick and planted a five second kiss on this pig!! Every month we try to come up with an even more crazy dare. And every month we hit our goals Mrs. Woodall doesn't even seem to **flinch**...she just takes the dare! It's now the last month of school and the class has gathered for our final monthly dare. We decided our reading goal would be to read 100 chapter books as a class this month. When we got to the dare part, it was a **unanimous** decision that Mrs. Woodall should shave her head if we reached all our goals! She says we'll have to read 200 books and then she'll do it. We're shocked that she is even considering this dare! Everyone is fully determined to read as many books as we can so that we can send Mrs. Woodall into summer vacation with a shaved head!

Answer the following questions after reading:

- The main idea was...
 - reading 200 books
 - kissing a pig
 - monthly dares
 - reading goals
- I predict the class _____ meet their goals.
 - will
 - will change
 - will not
 - will forget to
- The class really _____ their teacher?
 - did not like
 - loved
 - teased
 - disrespected
- What trait best describes Mrs. Woodall?
 - impatient
 - daring
 - frustrated
 - tired

Word Work Color the words in the passage that match each category below:

-  red Contractions
-  blue Plurals
-  green Adjectives
-  orange 4+ Syllable Words

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- _____
- _____
- _____
- _____
- _____